



I Went Back To Ibiza (Mike Posner) A BEAT+ MUSIC+ Experience - Instructions pdf

Description

The Lesson in Action (Description): Students will act as investigative journalists analyzing a blind dossier of a celebrity's past trauma before listening to his musical confession. They will practice linguistic decoding by correcting formal, inaccurate tenses into the artist's authentic past continuous and present state lyrics. Finally, they will collaborate in a "Press Room" debate before generating a 4-sentence public accountability statement using modern 2026 digital influencer formats.

The Song's Narrative (At a Glance): The singer reflects on his turbulent past, surviving near-death experiences and escaping the toxic environment of Los Angeles. He contrasts the destructive decisions he was making in his twenties with his current state of being sober, grateful, and focused on living a meaningful life.

System Note: This Guest Pass lesson demonstrates the visible lesson layer of the BEAT+ Method. In the full system, teachers are supported by real-time pedagogical decision tools designed to manage classroom friction during each stage of the lesson.

Details

- **Language level:** B1
- **Learner type:** Teens and Adults
- **Primary Skill:** Integrated Skills
- **Secondary Skills:** Speaking & Interaction, Writing
- **Subskills:** Mediation, Listening for Detail, Interpretation
- **Grammar Focus:** Past Continuous vs. Present State
- **Duration:** 60 min

Materials

- [Click for Google Slides](#)
- [Click for Student Worksheet](#)
- [Click for Lyric Sheet Cut Out](#)
- [Click for Assessment Pack](#)

Objectives

- **Analyze** the narrative of a public figure transitioning from past trauma to present stability.
- **Employ** the Past Continuous vs. Present State to contrast past behaviors with current realities.
- **Mediate** complex meanings by debating a celebrity's public confession in a Press Room role-play.
- **Generate** creative digital content that synthesizes a life update using modern 2026 influencer formats.

Step-by-step Instructions

Step 1 – The Blind Dossier – Motivation+ (10 min)

- First, display Slide 1, titled "The Blind Dossier."
- Tell your students: "Before we hear the music, you are investigative journalists."
- Instruct them to read the three facts in the confidential dossier on their worksheet.
- Then, ask: "Based on his past, what do you think his new song will be about? A celebration, or an apology?"
- Now that you have your predictions, transition by saying: "Now that we have our predictions, let's open the audio file and see if the evidence matches the reality."



Step 2 – The Emotion Shift – Understanding+ (5 min)

- Next, display Slide 2, "Listen and Verify."
- Play the audio segment from "I went back to Ibiza" to "Got me back onstage singin'" once. (the video on the slide is already programmed to start and stop at the right time)
- Instruct students: "Listen to the audio confession. Focus on the singer's tone."



- Ask them: "Does his voice go from angry to sad, or from regretful to hopeful? What is the semantic reason for this shift?"
- To bridge to the next activity, say: "We know the gist of his story, but as journalists, we need to analyze exactly how he describes his past."

Step 3 – Correct the Timeline – Skills+ (10 min)

- Display Slide 3, "Correct the Timeline."
- Explain to the class: "His PR team wrote these lyrics formally, but they used the wrong tenses."
- Instruct them: "Listen carefully to how the singer actually contrasts his past actions with his present life, and correct the underlined verbs in Part 2 to match the audio."
- Play the audio segment from "I moved out of LA" to "Make me who I used to be" twice. (the video on the slide is already programmed to start and stop at the right time)
- Once the audio task concludes, hand out the Full Lyrics Sheet so students can verify their corrections.
- Transition smoothly by saying: "Now that we have corrected the text and seen the official lyrics, let's pull the most important phrases out so we can use them."



Step 4 – Board Extraction & Semantic Check – Skills+ (5 min)

- Show Slide 4, "The Evidence Board."
- Explain: "Look at the board. I am extracting our Target Grammar: Past Continuous versus Present State, along with our Board Phrases: 'Headed towards tragedy', 'Used to be', and 'Shine my light'."
- Instruct students: "Before we debate, take 2 minutes to match these Board Phrases to their literal meanings in Part 2.5 of your worksheet."
- Bridge to the next step: "We have our grammar and phrases locked in; it is time to take this to the Press Room."

Step 5 – The Press Room – Interaction+ (15 min)

- Display Slide 5, "The Press Room."
- Pose the central question: "You must decide: Is this confession a genuine apology or just a strategic marketing move?"
- Before the debate starts, instruct each student: "Each of you must say ONE sentence using the Past Continuous to describe his past mistakes."
- Then, guide them: "Use your specific roles and sentence starters on your Battle Cards to debate the evidence."

- Conclude the debate by saying: "The debate is closed. The public is waiting for a statement, and you are going to write it."

Step 6 – The Accountability Release – Creativity+ (15 min)

- Present Slide 6, "SCL+ Choice Matrix."
- Give students 2 minutes to choose their path from the following options:
 - An Accountability Thread
 - A Documentary Voiceover
 - A PR Statement
- Then, allocate 8 minutes for writing, instructing them: "Whichever project you choose, your output MUST include exactly 4 sentences, one Past Continuous verb, one Present State verb, and one phrase from the board."
- To wrap up the lesson, say: "Excellent work today. We have successfully turned a chaotic past into a structured narrative."

Optional Homework – Creativity+

For homework, assign an **Extended Portfolio** entry. Instruct students: "Tonight, you will expand these 4 sentences into a full 150-word Extended Portfolio entry for your homework."

APPENDIX B: THE TEACHER'S ANSWER KEY

The Board Extraction Blueprint (Step 4)

- **Target Syntax:** Past Continuous (was taking / was making) vs. Present State (am / wanna/want to)
- **Target Board Phrases:** Headed towards tragedy, Used to be, Shine my light

Part 1: The Blind Dossier (Predictions)

(No fixed answer. Students generate hypotheses based on the contrast between global fame, near-death experiences, and sobriety. Accept all logical predictions).

Part 2.5: The Road Check (Semantic Match)

- 1 - b (Headed towards tragedy = Moving toward a disaster)
- 2 - c (Used to be = The person I was in the past)
- 3 - a (Shine my light = Show my true self/purpose)

Part 4: Final Output

There is no fixed answer key for the final output, as it is a generative task. Students must be assessed using the built-in checks on their worksheet. Their

Part 2: The Timeline Audit (Reverse Translation)

1. 'Cause all the things I ~~take~~ (**was taking**) and decisions I ~~make~~ (**was making**).
2. But now I'm twelve years older and I ~~was~~ (**am**) ten years sober.
3. Now I really ~~wanted to~~ (**wanna / want to**) live my life.

final output MUST strictly contain: exactly **4 sentences**, at least **1 Past Continuous verb**, at least **1 Present State verb**, and **1 semantic phrase** extracted from the board.

You've Just Run a Lesson on Strategic Vulnerability, Past Continuous vs. Present State Syntax, and Public Accountability. Curious Where It Came From?

You've just facilitated a structured, high-engagement ESL MUSIC+ Experience — developing linguistic noticing through reverse translation, peer-led negotiation of meaning in a simulated Press Room, and personalized, student-driven digital accountability outputs through a song, while maintaining strict cognitive safety and assessment value.

What you've used here is not a one-off idea. It's a small window into my full **BEAT+ Method** and **MUSIC+ Framework** — the system I use to design song-based lessons that are immersive, assessable, and sustainable for real classrooms.

Where This Lesson Fits in a Larger System

This Guest Pass lesson represents one visible layer of the BEAT+ Method and the MUSIC+ Framework — a structured system designed to transform songs into high-rigor, evidence-driven learning environments.

In the complete methodology, teachers are supported by additional professional tools, including:

- Real-time classroom decision support systems
- Advanced instructional architecture guides
- A continuously expanding library of premium lesson and assessment packs

This Guest Pass lets you experience how a structured song-based lesson actually runs in real classrooms — before you ever need the full system behind it.

👉 [Explore the full system inside the Exclusive Subscriber Club](#)

