



3 Ways Post Malone Will Captivate Your ESL Students and Teach Life Events

Music has the power to connect, inspire, and teach in ways that few other mediums can. In this engaging lesson plan, we'll explore how Post Malone's song "Yours" and a related video interview can immerse your ESL students in meaningful discussions about life events and emotions. This lesson plan is designed to captivate B1+ to B2-level learners through a combination of visual, auditory, and interactive activities. Students will compare photographs, complete a listening exercise, analyze song lyrics, and reflect on the themes of the song. By the end of the lesson, students will have developed their speaking, listening, reading, and writing skills while engaging with relatable and emotionally resonant content.

Description:

This engaging lesson plan for English language teaching uses Post Malone's song "Yours" and a related video interview to immerse students in meaningful discussions about life events and emotions. Students will compare photographs (aligned with Cambridge English: First and First for Schools), watch an interview with Post Malone to complete a listening exercise, analyze the first verse of the song by answering questions, and speculate on the song's themes. Finally, they'll watch the music video to check their predictions and deepen their understanding. Follow-up writing activity also provided.

Language level: B1+ B2

Learner type: teens and adults

Skills: speaking, reading, listening and writing

Topic: life events and emotions

Language: Vocabulary related to relationships, contrasting, comparing, speculating

Materials: genially presentation Youtube video,

Duration: about an hour



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STEP-BY-STEP LESSON PLAN

PART 1 – Warm-up and Photographs

Step 1 (5 min)

Write "What kinds of events make people feel strong emotions?" on the board. Ask students to give examples and reasons, then write their answers down.

Step 2 (10 min)

Genially presentation slide 1. Photos [LINK](#)

The slide shows four pictures showing people in different emotional situations (e.g., saying goodbye, moving away, graduating, a wedding, or a breakup). In pairs, students look at each photo, discuss the emotions people might be feeling in those situations, and choose which photo they like best and why. Give them some time for the task (about 2-3 minutes), then have the pairs share their ideas with the whole class.



Note: In part two of the speaking paper (paper 4) of the Cambridge English: First and First for Schools according to the handbook "(...) candidates are given the opportunity to speak for 1 minute without interruption. Each candidate is asked to compare two colour photographs, and to make a further comment about them in response to a task that is read out by the interlocutor. A prompt is given to the candidates in the form of a direct question; this is written above the photographs. Candidates are expected to point out similarities and differences between the photographs and then move on to deal with the question, answering it with reference to both photographs."

It might be a good idea to teach/review some useful language for contrasting, comparing, speculating, before your students do the next step.

Step 3 (5 min)

Tell students that they are going to practice speaking for 1 min about a pair of photographs (speaking part 2). Have the pairs decide who is Student A and Student B. Explain that all pairs will be doing the exercise at the same time, and that you are going to be the examiner and give the instructions for the task and also keep track of the time for them. While student A is speaking, Student B must not interrupt and only pay attention in order to comment afterwards.

Review the useful expressions in the worksheet and ask students to give you example sentences with them.

Comparing: In the same way, Similarly, Likewise, Also

Contrasting: By contrast, On the other hand, However, Whereas, While

Speculating: I guess, I imagine, I suppose, Perhaps, Possibly, Look(s) like,

Seem(s) like, Might

Step 4 (3 - 5 min)

After your students are ready (divided into student A and Student B), read out the instructions for student A:

(Candidate A), it's your turn first. Here are your photographs. They show people in different situations. I'd like you to compare the photographs, and say what they might be feeling in these situations. All right? (Keep track of 1 min while your students do the task - when the time is over say: THANK YOU).

Have the students who were not speaking (student B) to comment on their partner's performance, whether they compared and contrasted the two pictures, answered the question, used varied expressions etc.

Step 5 (3 - 5 min)

Now it's student B's turn. After your students are ready, **read out the instructions for student B:**

(Candidate B), Now it's your turn. Here are your photographs. They show people in different situations. I'd like you to compare the photographs, and say and say what they might be feeling in these situations. All right? (Keep track of 1 min while your students do the task - when the time is over say: THANK YOU).

Have the students who were not speaking (student A) comment on their partner's performance, whether they compared and contrasted the two pictures, answered the question, used varied expressions etc.

Step 6 (optional)

You can have students swap roles and do the exercise again, if you have time.

PART 2 – Video Interview



Step 7 (10 min)

Tell students that they are going to watch a video interview with Post Malone, in which he talks about a song he wrote about someone special in his life. Start by asking: "What do you know about Post Malone?" and "What life events do you think could inspire a song?"

First watch. Tell students to ignore the gaps for now. They should watch the video and answer the question: "**Who does Post Malone say saved his life?**" (his daughter and her mom) VIDEO [LINK](#)

Second Watch.

On a blank sheet of paper, students must write down the missing words they hear on the video. Play the video twice.

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Video transcript + answers

Anthony Mason: "He has a baby now, a 2-year-old daughter -1- he sings about in the new song 'Yours.' You're already envisioning your daughter getting married."

Post Malone: "I think about it a lot." (laughter)

Anthony Mason: "Is that the first song you've written -2- about your daughter?"

Post Malone: "No sir, I've written a whole lot of songs."

Anthony Mason: "He keeps her name private -3- , but her initials are tattooed on his forehead. Right by the brain."

Post Malone: "Yes sir, I'll never forget her. If you've ever heard her cry, you'll never forget her either. It changes -4- your life in the best way ever. And the most beautiful thing is she has a beautiful mom."

Anthony Mason: "You've said she saved your life? Kind of"

Post Malone: "That's true. Yeah, that's true, her and her mom."

Anthony Mason: "In what way?"

Post Malone: "Four years ago, I was on a rough path."

Anthony Mason: "What were you wrestling with then?"

Post Malone: "Everything. It was terrible."

Anthony Mason: "You were already really successful.-5- "

Post Malone: "Yes sir."

Anthony Mason: "So what was troubling you?"

Post Malone: "That's a good question -6-. Just... I... loneliness."

Anthony Mason: "Post says he was spiraling downward."

Post Malone: "Getting up, having a good cry... (yeah), drinking -7-, and then going, living your life, and then whenever you go lay down, drinking some more and having a good cry, and just like, 'I gotta wake up tomorrow -8- and do this again.' (Yeah) And I don't feel like that anymore. (Yeah), and it's the most amazing thing."

Anthony Mason: "I'm sorry you went through that."

Post Malone: "That's all right. I needed to, for myself, to figure out who I am."

Post Malone (on stage): "Thank you for your love, and thank you for your support -9- over all these years, ladies and gentlemen."

Anthony Mason: "You tell your audience frequently that 'you're loved.'"

Post Malone: "It's true."

Anthony Mason: "Why do you do that?"

Post Malone: "It's important, because not everyone knows it. You know, there's a lot of very, I think, **lonely -10-** people."

Anthony Mason: "Are you trying to give people something that you **yourself -11-** have at times felt missing?"

Post Malone: "I think so. I think so. Yes sir, I think that's a good way to put it, because I don't want people to feel how I felt. (Yeah) And I know they do. And I'm here, and I'm on stage, and I just want everyone to feel welcome and to feel **loved -12-**, and that's the most important thing for me. (Yeah)"

Part 3 Lyrics and music video

Step 8 (5 - 7 min)

Show slide with the first verse of the song. Help students with the vocabulary. Ask the comprehension questions below. And then Ask your students what kind of song they think it is: fast, slow, sad, happy, etc. and play the video for them to check their ideas.

Verse 1 of "Yours"

"I don't know who you are,
but one day, I'm going to
And it's gonna break my heart
when she gives hers to you
And it won't be tomorrow,
but it's gonna be too soon
When I walk her down that aisle
and do what daddies have to do"

🎵

questions:

1. Who is he singing to?
2. What does he think will happen one day?
3. How does he feel about this future event?
4. What will he have to do in the future?
5. Does he think this event will happen soon or later?

Answers:

1. Who is he singing to? (Answer: He's singing to the person who will one day marry his daughter).
2. What does he think will happen one day? (Answer: His daughter will give her heart to someone / get married)
3. How does he feel about this future event? (Answer: He feels sad / heartbroken)
4. What will he have to do in the future? (Answer: Walk his daughter down the aisle)
5. Does he think this event will happen soon or later? (Answer: He thinks it will happen too soon, but not tomorrow)

Step 9 (5 min)

Play the music video for them to check their ideas and have them comment on it to finish the activity

Step 10 (Homework or in class if you have time!)

Follow-up Writing Task:

Objective: To reinforce the themes of life events and emotions discussed during the lesson.

Ask students to write a short paragraph (80-100 words) about an important life event they have experienced. They should include details about: What the event was (e.g., a graduation, a family celebration, or moving to a new place). How they felt during that event (e.g., excited, nervous, happy, or sad). Why the event was important to them.

Example prompt:

"Think of an important life event that you've experienced. Describe what happened and explain how you felt during that moment. Why was it significant to you?"

This tech-enhanced lesson plan offers a comprehensive approach to exploring life events and emotions through Post Malone's "Yours." By integrating various digital tools and interactive activities, it prepares students for the B2 First exam while developing essential language skills and emotional intelligence. Want to access more innovative, time-saving lesson plans like this one? Visit songactivityfactory.com and transform your ESL classroom today!

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Addressing the Challenges and Aspirations

Teaching English through songs is a powerful method, but it comes with its own set of challenges. Many teachers struggle with finding the time and creativity needed to develop lessons that are both engaging and educational. There's a desire to move beyond the mundane and predictable gap-filling activities and to offer something truly inspiring and effective.

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