



# Such A Funny Way (Sabrina Carpenter) A BEAT+ MUSIC+ Experience - Instructions pdf

## Description

**The Lesson in Action (Description):** In this advanced lesson, students will act as psychological profilers decoding the intense cognitive dissonance of a failing relationship. They will analyze lyrics line-by-line to predict narrative tone before actively hunting the audio to correct pre-highlighted errors into the Present Continuous (Actions of Cold Reality). They will use a two-tiered semantic board to translate sarcastic illusions into brutal truths, negotiate the character's defense mechanisms using strategic discourse roles, and finally apply the target grammar to write an original 3-to-5-sentence reality-check text, social media post, or new verse.

**The Song's Narrative (At a Glance):** The song explores the profound disconnect between a crumbling relationship and the psychological defense mechanisms used to survive it. The singer uses heavy sarcasm and irony to mask the painful reality of her partner's neglect, pretending that blatant acts of rejection are actually secret ways of saying "I love you".

**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

## Details

- **Language level:** C1
- **Learner type:** Teens and Adults
- **Primary Skill:** Integrated Skills
- **Secondary Skills:** Speaking & Interaction, Writing
- **Subskills:** Pragmatic Inference, Sarcasm Decoding, Abstract Mediation
- **Grammar Focus:** Present Continuous (Actions of Cold Reality: *'re returning, 're not replyin', 're tryin', 're out drinking*)
- **Duration:** 60 min

pedagogical decision tools designed to manage classroom friction during each stage of the lesson.

## Materials

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

## Objectives

- Analyze the narrative use of sarcasm, irony, and cognitive dissonance as psychological defense mechanisms.
- Employ the Present Continuous to state objective, ongoing realities that shatter delusional thinking.
- Mediate complex abstract concepts by collaboratively profiling a character using "Controlled Autonomy" discourse strategies.
- Generate creative digital/print content that synthesizes objective reality with authentic emotional voice.

## Step-by-step Instructions

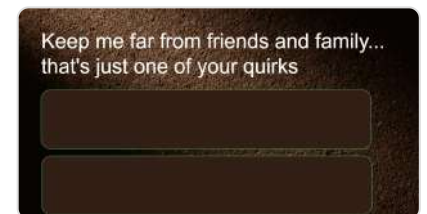
### Step 1 – The Delusion Check – Motivation+ (5 min)

- First, display Slide 1, featuring the "Rose-Colored Glasses" visual.
- Ask students to discuss with a partner: "Why do humans invent beautiful lies instead of accepting harsh realities?"
- Allow three minutes for this initial discussion.
- *Lying to ourselves is a powerful defense mechanism. Let's look at someone doing exactly that, one line at a time.*



### Step 2 – The Slow Reveal – Understanding+ (10 min)

- Next, display Slide 2, which presents "The Evidence File."
- Click to reveal the lines one by one: "Keep me far from friends and family... that's just one of your quirks.", "My sweater from the night we met, how sweet that you're returning it.", and "You said, 'Don't contact me again.'"

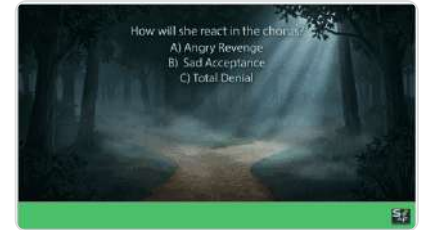


- Instruct students to read each line and decode the subtext, considering what is actually happening in this relationship.
- *The partner is toxic and the relationship is over. Let's see how her mind processes this trauma.*

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### Step 3 – The Narrative Bet – Understanding+ (5 min)

- Now, display Slide 3, titled "Predicting the Reaction."
- Present the three possible reactions for the chorus: A) Angry Revenge, B) Sad Acceptance, or C) Total Denial.
- In their groups, have students place a bet on how her defense mechanisms will react when the chorus begins.
- Give them two minutes to make their predictions.
- *Bets are placed. Let's listen and see which psychological path she chose.*



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### Step 4 – The Audio Verification – Understanding+ (5 min)

- Display Slide 4, featuring "The Contradiction Catch" visual.
- Play the designated song segment from "Such A Funny Way," specifically from "Must be that you want me so much" to "You have such a funny way of saying, 'I love you'." (the video on the slide is already programmed to start and stop at the right time)
- After listening, ask the class: "Does her upbeat voice match the painful reality? What is the actual pragmatic emotion hiding underneath?"
- *The upbeat music masks deep sarcasm. Let's hunt for the grammatical tools she uses to face reality.*

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### Step 5 – The Linguistic Audit – Skills+ (10 min)

- Hand out the Student Worksheet (Part 1 only) to each student. Do not distribute the full lyrics sheet yet.
  - Display Slide 5, showing "The Reality Check" visual.
  - Play the song segment from "My sweater from the night we met" to "Funny everybody knows something that I don't" twice. (the video on the slide is already programmed to start and stop at the right time)
  - Instruct students: "Look at Part 1. A delusional friend wrote these notes trying to soften the blow. The incorrect verbs are pre-bolded. Listen and correct them to the exact Present Continuous verbs you hear that prove the cold reality."
  - Immediately after the audio task concludes, hand out the Full Lyrics Sheet so students can self-correct their work.
  - *Now that we have verified the ongoing reality, let's build the bridge between her sarcastic illusions and the brutal truth.*
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## Step 6 – The Two-Tiered Semantic Check – Skills+ (5 min)

- Display Slide 6, which illustrates "The Pragmatic Bridge."
  - Instruct students: "Look at Part 2. Translate the Layer 1 Sarcastic Illusions on the left into the Layer 2 Cold Realities on the right."
  - Physically present the Two-Tiered Board, highlighting Layer 1 'Sarcastic Illusions' (quirks, flattered, coincidence) and Layer 2 'Cold Reality Translations' (lying, making excuses, ignoring, pushing away, controlling).
  - Also, list the Target Syntax on the board: 're returning, 're not replyin', 're tryin', 're out drinking.
  - *We now have our pragmatic tools on the board. Time to step into the profiling room.*
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## Step 7 – The Profiling Room – Interaction+ (10 min)

- Display Slide 7, titled "The Diagnosis."
  - First, allow one minute for students to pair-check their Layer 2 translations.
  - Then, instruct them to keep Part 2 visible and use those exact words in their discussions.
  - In groups of three, students will debate the character's mental state naturally, using their strategic discourse goals.
  - Ensure every student uses one Layer 2 word to shatter a Layer 1 illusion to begin their discussion.
  - *Your teams have decoded her defense mechanisms. It is time to write the final psychological report.*
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## Step 8 – The Reality Script – Creativity+ (10 min)

- Display Slide 8, featuring "Breaking the Illusion" visual.
  - Present the project choices on the screen: **A:** The Wake-Up Text, **B:** The Social Media Post, **C:** The New Verse.
  - Provide an example on the board: "He is ignoring me, so I am packing my bags." This is their target sentence structure.
  - Give students two minutes to choose a path, and then eight minutes to write their response.
  - *Tonight, you will expand this into your Extended Portfolio in Part 5. Begin.*
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## Optional Homework – Creativity+

For homework, students will expand on their work from Step 8 by completing their **Extended Portfolio** in Part 5 of the worksheet.

## ANSWER KEY

### PART 1: The Delusional Friend's Error (Error Correction)

*The correct lyrics based on the audio (The Syntactic Alignment Mandate):*

- My sweater from the night we met, how sweet that you're **returning** it  
(Incorrect: returned)
- When I call you, but you're **not replyin'** (Incorrect: do not reply)
- Oh, I'm sure you're busy 'cause you're **tryin'** (Incorrect: tried)
- It's funny you're **out drinking**, funny I'm at home (Incorrect: drank)

### PART 2: Decoding the Sarcasm (Semantic Check)

*The correct functional mapping:*

1. "That's just one of your quirks" [ **C** ] (Controlling me / Demonstrating toxic behavior.)
2. "I'm flattered by the distance" [ **B** ] (Ignoring me / Pushing me away.)
3. "What a strange coincidence" [ **A** ] (Lying / Making an obvious excuse.)

### PHASE 3 BOARD EXTRACTION BLUEPRINT

*(Target Syntax & Target Lexis/Board Phrases). During Step 6, the teacher must physically write these exact items on the board to anchor the Phase 5 output:*

- **The Target Syntax (Present Continuous/Cold Reality):** 're returning, 're not replyin', 're tryin', 're out drinking.
- **The Target Lexis (The Two-Tiered Board):**
  - **Layer 1 (Illusions):** quirks, flattered, strange coincidence.
  - **Layer 2 (Reality):** lying, making excuses, ignoring, pushing away, controlling.

## You've Just Run a Lesson on Cognitive Dissonance, Present Continuous Syntax, and Psychological Profiling. Curious Where It Came From?

You've just facilitated a structured, high-engagement ESL MUSIC+ Experience — developing linguistic noticing, peer-led negotiation of meaning, and personalized, student-driven creative output 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.

[!\[\]\(5a132f13505a6571904d622757b7a8f0\_img.jpg\) Explore the full system inside the Exclusive Subscriber Club](#)

