



Swim (BTS) A BEAT+ MUSIC+ Experience - Instructions pdf

Description

The Lesson in Action (Description): Students will act as thematic conversationalists, analyzing quotes about modern overwhelm before listening to the singer's desire to escape a "mad world". They will practice linguistic decoding by inferring and extracting specific escape phrases from the lyrics, then utilize provided B2 functional language tools for speculation and polite disagreement. Finally, they will collaborate in a structured "Discussion Circle" debate before generating a 4-sentence wellness manifesto or advice letter using modern 2026 digital influencer formats.

The Song's Narrative (At a Glance): The singer expresses a deep desire to escape the pressures and chaos of a "mad world" by retreating to the ocean. He contrasts the exhausting reality of "chasing time" with the peaceful, solitary isolation of swimming with the moon and the sharks.

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:** B2
- **Learner type:** Teens and Adults
- **Primary Skill:** Integrated Skills
- **Secondary Skills:** Speaking & Interaction, Writing
- **Subskills:** Mediation, Listening for Detail, Interpretation
- **Grammar Focus:** B2 Functional Language (Opinion, Agreement & Speculation)
- **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 experiencing modern overwhelm and seeking isolation.
- **Employ** B2 functional language to express nuanced opinions, agreement, and polite disagreement.
- **Mediate** complex meanings by debating the ethics of escapism in a structured Discussion Circle.
- **Generate** creative digital content that synthesizes mental health strategies using modern 2026 formats.

Step-by-step Instructions

Step 1 – The Quote Gallery – Motivation+ (5 min)

- First, display Slide 1 and direct the students' attention to the three quotes on their worksheet regarding modern overwhelm and "slow wellness."
- **Quote 1:** "We are a generation that chases time until we forget how to stand still."
- **Quote 2:** "Sometimes, the only way to heal from a mad world is to disconnect from it completely."
- **Quote 3:** "Isolation is not a cure for anxiety; it is just a temporary hiding place."
- Ask the class: "Individually, choose the quote that best describes the feeling of anxiety today."
- Next, explain that they will soon need to defend their choice to a partner.



Step 2 – The Meaning Negotiation – Motivation+ (6 min)

- Show Slide 2 and instruct the students to get into pairs.
- Tell them: "You have exactly 3 minutes to discuss your individual choices and agree on the 'Most Powerful Quote'."
- Afterward, ask one person from each pair to report their conclusion to the class.



- Finally, take a rapid class vote to lock in the thematic energy before moving to the music.
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Step 3 – The Theme Hunt – Understanding+ (4 min)

- Move to Slide 3 and prepare the class to listen to the song "Swim."
 - Tell the class: "Listen to the audio. Based on the singer's desire to escape the 'mad world', which of the three quotes from your gallery does he need to hear the most?"
 - Play the 60-second audio segment once. (the video on the slide is already programmed to start and stop at the right time)
 - Afterward, check for understanding by asking: "What is his solution to the overwhelm?"
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Step 4 – The Evidence Extraction – Skills+ (10 min)

- Display Slide 4 and explain that the class will now listen for specific linguistic proof.
 - Instruct them: "Listen to the audio again. Identify the specific lines that prove his desire for isolation. Write down two phrases the singer uses to describe his escape in Part 2 of your worksheet."
 - Play the 45-second segment twice to allow for careful listening. (the video on the slide is already programmed to start and stop at the right time)
 - Next, hand out the Lyrics Sheet so students can verify their transcriptions and check their work.
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Step 5 – The Functional Drill & Semantic Check – Skills+ (10 min)

- Show Slide 5 and direct students to the "Board Phrases" extracted from the song: *Chase the time*, *Mad world*, and *Get lost*.
 - Introduce the B2 Discourse Tools: "I'm inclined to agree" and "I highly doubt that."
 - Tell them: "Take 2 minutes to complete the Semantic Check in Part 2.5 of your worksheet to lock in the meanings of these tools."
 - Afterward, briefly confirm the meanings as a class to ensure everyone is ready for the debate.
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Step 6 – The Discussion Circle – Interaction+ (10 min)

- Display Slide 6 and introduce the central debate topic: "Is the singer's desire to isolate himself underwater a healthy coping mechanism or dangerous escapism?"
- First, have each student say one sentence using the phrase "I'm inclined to agree" or "I highly doubt."

- Next, instruct them to use the specific roles and sentence starters on their Battle Cards to mediate the discussion.
 - Remind them: "Each student must speak at least twice during this circle."
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Step 7 – The Resilience Project – Creativity+ (15 min)

Show Slide 7 and present the "Choice Matrix." Let students choose **one** of the following options:

- **A:** A Wellness Manifesto.
- **B:** An Advice Letter.
- **C:** A Podcast Intro.

Give them 2 minutes to choose their path and then 8 minutes to write.

- Tell them: "Your output must include exactly 4 sentences, one B2 Opinion/Agreement phrase, and one phrase from the board."
 - To wrap up, invite a few volunteers to read their sentences aloud to the class.
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Optional Homework – Creativity+

For homework, assign the **Extended Portfolio** entry.

Instruct students to: "Take the 4 sentences you wrote for your Resilience Project today and expand them into a full 150-word entry for your portfolio."

APPENDIX B: THE TEACHER'S ANSWER KEY

The Board Extraction Blueprint (Step 5)

- **B2 Discourse Tools (Provided):** I'm inclined to agree / That's a valid point, however / I highly doubt that
- **Target Board Phrases (Extracted from Song):** Chase the time, Mad world, Get lost

Part 2.5: The Road Check (Semantic & Discourse Match)

Task A (Board Phrases):

- 1 - c (Chase the time = Constantly rushing / pressured)
- 2 - b (Mad world = Living in a chaotic environment)
- 3 - a (Get lost = Escape / disconnect completely)

Task B (Discourse Tools):

- 1 - b (I'm inclined to agree = Expressing formal agreement)

Part 1 / 1.5: The Quote Gallery & Negotiation

(No fixed answer. Students generate hypotheses and negotiate meaning based on their personal views on overwhelm and isolation).

Part 2: The Evidence Hunt (Inference & Extraction)

(Accept any correct transcription of escapist imagery).

Examples: "A place that I could breathe on this map", "I just wanna get lost right here with the moon and the sharks", "Under here, we don't chase the time", "Turn my face from the land".

2 - c (That's a valid point, however = Expressing polite disagreement)

3 - a (I highly doubt that = Expressing strong skepticism)

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 final output **MUST** strictly contain: exactly **4 sentences**, at least **1 B2**

Opinion/Agreement phrase, and **1 semantic phrase** extracted from the board.

You've Just Run a Lesson on Modern Overwhelm, B2 Discourse Tools, and the Ethics of Escapism. Curious Where It Came From?

You've just facilitated a structured, high-engagement ESL MUSIC+ Experience — developing linguistic noticing through inference and extraction, peer-led negotiation of meaning in a structured Discussion Circle, and personalized, student-driven wellness manifestos and advice letters 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.

[!\[\]\(950a62bbddad88d64435fd35607dfc42_img.jpg\) Explore the full system inside the Exclusive Subscriber Club](#)

