

# THE MIDNIGHT AUDITION

A BEAT+ Interactive Narrative Simulation

The Mission: Infiltrate. Distract. Decrypt.  
The Vibe: Inspired by "I Just Might" by Bruno Mars

Linguistic Level: CEFR B2 (Upper Intermediate)

Target Grammar: Modals of Deduction, Third Conditionals, Future Perfect.



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# The Midnight Audition: a 2026 Hit-Inspired Narrative Simulation by the Song Activity Factory

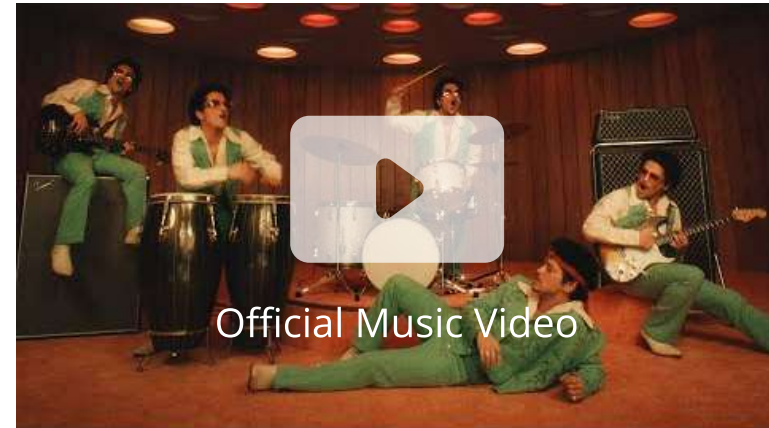
## The Midnight Audition: a 2026 Hit-Inspired Narrative Simulation

### Lesson Description

Inspired by the tension of *"I Just Might"* by Bruno Mars, this narrative espionage simulation turns a B2 classroom into a sequence of live decisions under pressure. Students enter the Velvet Void, where language is required to interpret risk, plan action, and evaluate moral consequence in real time.

Across the simulation, learners use **modals of deduction** to analyze uncertainty, **first and second conditionals** to design and defend tactical choices, the **future perfect** to project outcomes during the mission, and **third conditionals** to reflect on alternative pasts once the decision is sealed. The lesson culminates in a formal moral debate in which students must justify whether the mission, the partner, or loyalty takes priority.

Grammar is not practiced in isolation. It is activated as the only available tool to think, persuade, and decide.



### Lesson Details

- **Level:** B2 (Upper Intermediate)
- **Learners:** Teens and Adults
- **Skills:** Listening, Speaking (Negotiation & Debate), Reading, Writing (Strategic Reflection)
- **Grammar Focus:** Modals of Deduction, First Conditional, Second Conditional, Future Perfect, Third Conditional
- **Topic:** Espionage, Ethics, Decision Making
- **Materials:** 🖱️ [[Click for Google Slides](#)], 🖱️ [[Click for Assessment Pack](#)]
- **Duration:** 65 minutes

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## Learning Objectives

By the end of the lesson, students will be able to:

- Infer intentions and hidden risks using modals of deduction
- Propose and defend strategies using first and second conditionals
- Project mission outcomes using the future perfect during live interaction
- Evaluate moral consequences and missed alternatives using third conditionals in post-mission reflection

## The Mission SOP: A Narrative Simulation

### Step 1: The Affective Spark – Motivation+ (5 Mins)

First, play 30-60 seconds of "I Just Might," emphasizing the bass line to set a mysterious tone.

Then, abruptly stop the music, using the sudden silence to break the traditional classroom atmosphere.

This moment establishes the "Aura of the Velvet Void," drawing students into the simulation.

### Step 2: The Understanding Bridge – Understanding+ (5 Mins)



Next, display Slide 1 and play its accompanying narration audio.

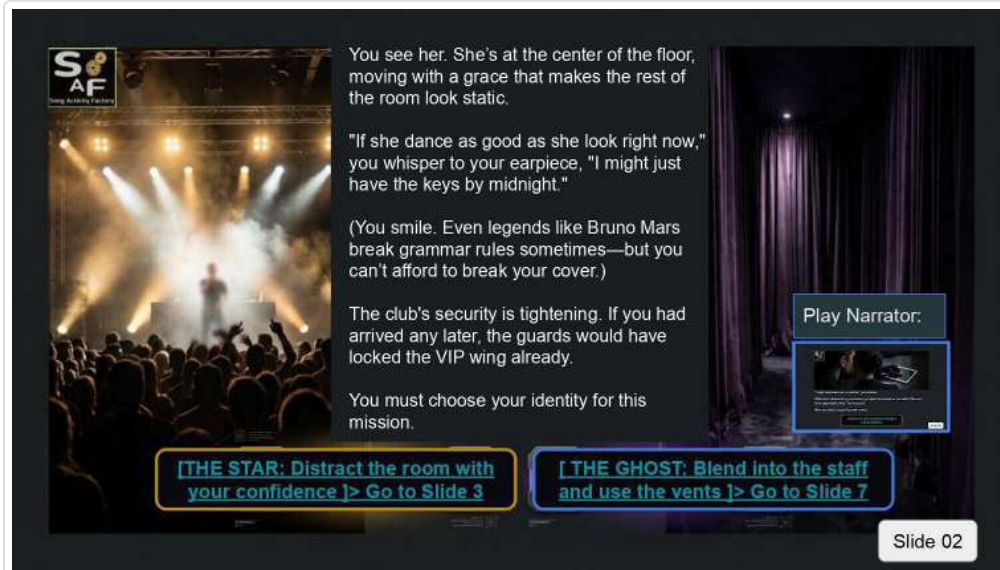
Give students 60 seconds in pairs to "Consult the Dossier."

Prompt them to find two visual clues in the bouncer's posture that suggest he knows they shouldn't be there.

Afterward, conduct a quick-fire feedback session, encouraging the use of Modals of Deduction, such as "He must have seen..." to discuss their findings.

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## Step 3: The Micro-Bridge – Motivation+ (5 Mins)



Then, transition to Slide 2 and play its narration audio.

Explain that this slide serves as the bridge, transforming them from observers into active agents.

Present the scenario: "You are seeing the target. The security is tightening. You have to decide who you are before the beat drops," setting the stage for their critical choice.

## Step 4: The Tactical Split – Interaction+ (10 Mins)

Now, physically divide the room into two teams: Team Star (on the left) and Team Ghost (on the right).

Give each group 5 minutes to draft a 3-point "Strategy Manifesto."

Emphasize that their manifesto must incorporate First and Second Conditionals, such as "If we go as the Star, we will create a distraction..."

Next, have one "Commander" from each team present their strategy.

As the Director, you will choose the winning strategy.

The losing team will then be designated as the "Internal Anxiety Monologue" for the next phase.

## Step 5: The Narrative Volley – Skills+ (15 Mins)

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For this dynamic phase, navigate through the winning team's chosen path, displaying Slides 3-10 and playing the audio for each.

The interaction unfolds as follows:

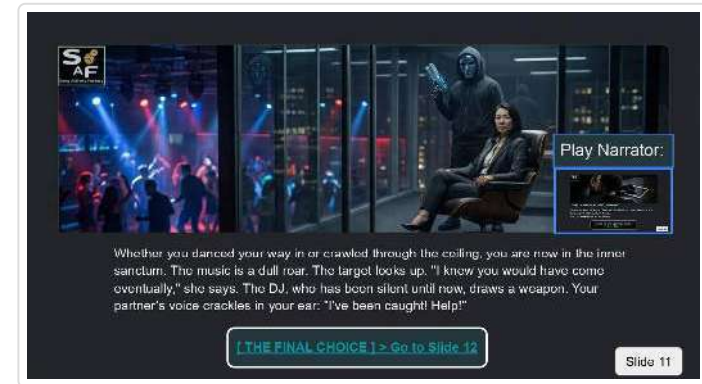
- The winning team (Action) states their next move, using the Future Perfect tense (e.g., 'By the time he turns around, we will have planted the bug!').
- The 'Anxiety Team' (Critics) immediately interrupts, using Third Conditionals to point out potential flaws or past mistakes (e.g., 'If you hadn't moved so loudly, he wouldn't be suspicious now!').

As the Referee, award "Aura Points" for both linguistic precision and creative "sabotage" from the critics.

## Step 6: The Convergence – Understanding+ (5 Mins)

Next, display Slide 11 and play its narration audio in full.

Explain that at this point, the identities of Star and Ghost dissolve as a "Wicked Problem" is revealed: their partner has been captured.



Command total silence, allowing the gravity of the situation and the high stakes to fully sink in for everyone.

## Step 7: The Moral Verdict – Creativity+ (15 Mins)

Now, display Slide 12.

Instruct students to physically move to one of three designated "Moral Corners":

- Utility (prioritizing The Mission)
- Ethics (prioritizing The Partner)
- Loyalty (representing The Wild Card)

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Slide 12

The DJ is closing in. You have seconds to act. If you hadn't spent so much time getting here, you might have had more options. Now, you must choose what to sacrifice.

[UTILITY: Grab the tablet and jump. Mission success, but your partner is lost.] >Slide 13

[ETHICS: Drop your weapon. You save your partner, but the data is stolen.] >Slide 14

[LOYALTY: Trigger the fire foam. Your partner escapes, but the data is destroyed.] >Slide 15

Give these groups 7 minutes to build a compelling case for their chosen corner, using Second Conditionals (e.g., 'If we chose ethics, we would save our partner, but we might lose everything').

Afterward, start a 60-second countdown for a class debate, allowing students to "Convert" (change corners) if persuaded.

If no consensus is reached, you, the Director, will choose the winning argument based on the "Soul" of their English expression.

## Step 8: The Synthesis – Understanding+ & Skills+ (5 Mins)

Slide 13

Slide 14

Slide 15

Finally, display the chosen outcome (Slide 13, 14, or 15) based on the class's decision or your override.

Conduct a quick "Post-Mortem" by asking everyone for a one-word emotional reaction to the outcome.

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Then, put one "Convert" and one "Holdout" in the "Hot Seat," asking them to justify their final decision for 30 seconds each.

## Mission Debrief – Skills+ & Creativity+

For homework, assign the 100-word "Letter to the Agency."

- **Task:** Write a 100-word "Internal Monologue" or "Letter to the Agency" set one year after this night.
- **The Prompt:** "You are sitting in a quiet cafe. Looking back at *The Velvet Void*, how do you feel about your choice?"

### **Mandatory Constraints:**

1. Use at least one **Third Conditional** (*If I had.../would have...*).
2. Use at least one **Modal of Deduction** (*must have.../can't have...*).

**Pedagogical Outcome:** *would have*

## You've Run the Lesson. Curious Where It Came From?

You've just facilitated a complete, decision-driven ESL experience — without worksheets, without guesswork, and without sacrificing depth or assessment.

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.

This lesson is intentionally shared as a **Guest Pass**.

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