



The Musical Turning Point: Times of My Life (MGK) A BEAT+ MUSIC+ Experience - Instructions pdf

Description

The Lesson in Action (Description): This lesson challenges students to practice giving empathetic advice by analyzing a 45-second stitched silent video of a friend dealing with the aftermath of a breakup. Students will read a lyric extract to verify the emotional state of the singer, actively hunt the audio track for B1 phrasal verbs of survival, and collaboratively formulate next-step solutions using structured Battle Cards. Finally, they will generate a creative digital text or diary entry applying the extracted phrasal verbs and advice structures to help the character move on.

The Song's Narrative (At a Glance): "Times of My Life" by MGK is a reflective song about a painful breakup. The singer acknowledges that while the past relationship held their best memories, they must now force themselves to throw away old reminders and pull their life back together in order to survive the heartbreak.

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 Gist, Interpretation
- **Grammar Focus:** Giving Advice (Should / Have to / If I were you)
- **Target Vocabulary:** Phrasal Verbs of Recovery
- **Duration:** 60 min

Materials

-  [Click for Google Slides](#)

Objectives

- Analyze the visual conflict of a friend struggling with the aftermath of letting go.

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

- Employ target B1 advice structures (Should, Have to) to propose a forward-looking solution.
- Mediate meaning by collaboratively negotiating the best advice for a heartbroken peer.
- Generate creative digital content that transforms visual action into spoken English.

The Lesson Flow (At a Glance)

- Phase 1: Motivation+ (The Affective Spark)
- Phase 2: Understanding+ (The Contextual Scaffold)
- Phase 3: Skills+ (The Activation Engine)
- Phase 4: Interaction+ (The Activation Loop)
- Phase 5: Creativity+ (Social Agency)

Step-by-Step Instructions

Step 1 – The Silent Aftermath – Motivation+ (5 min)

Goal: Activate visual schema and trigger the curiosity gap regarding the character's emotional state.

Text on Screen: What difficult action did the man just take, and how does he feel about it?

- Play the 45-second stitched video. Allow the action to loop organically through its three cycles.
- Instruct students to observe the full cycle of his action and body language.



Teacher Script: "**Look at the screen.** What difficult action did the man just take? (Elicit: [He threw the jacket away / packed it in the box]). How does he feel about it? (Elicit: [Sad/heartbroken])."

Transition: "**(Action: Pause the video)** Let's see if the singer in our song took the same action."

Step 2 – The Lyric Teaser & State Prediction – Understanding+ (8 min)

Goal: Scaffold comprehension through reading and elicit predictions about the singer's recovery before audio playback.



Text on Screen: "I've been broken for some time now... I got rid of everything that smells like you." -> Is this person getting worse, or trying to get better?

- Display the lyric extract on the board.
- Ask students to read the lyrics and predict if the singer is trapped in sadness or trying to heal.
- Play the audio segment once so they can verify their predictions. (the video on the slide is already programmed to start and stop at the right time)

Teacher Script: "Read the message on the board. Based on these words, is this person getting worse, or trying to get better? (Elicit: [Trying to get better / trying to recover]). **Let's listen and check.**"

Transition: "Now let's find the exact phrasal verbs he uses to survive."

Step 3 – The Phrasal Verb Spot & Map – Skills+ (10 min)

Goal: Extract and decode key phrasal verbs of recovery to support later advice-giving tasks.

Text on Screen: THE HUNT: Circle the 4 phrasal verbs in your lyrics as you hear them. Then, draw a line to match them to the survival action! 1. To remember the past | 2. To survive a hard time | 3. To recover emotionally | 4. To throw something away. (the video on the slide is already programmed to start and stop at the right time)

- Distribute the Student Worksheet.
- Write the 4 simple survival actions on the board.
- Instruct students to circle the phrasal verbs on their worksheet while listening, then map them to the definitions.

Teacher Script: "Look at your worksheet. As we listen, **circle the phrasal verbs** you hear in the text. Then, **draw a line** to match them to their meaning."



Transition: "Let's check if you found the right tools to survive." (the video on the slide is already programmed to start and stop at the right time)

Step 4 – The Extraction & Reveal – Skills+ (5 min)

Goal: Secure lexical stability on the board and provide the full narrative context prior to peer debate.

Text on Screen: The Tools: Look back, Get me through, Pullin' myself back together, Got rid of.

- Extract the answers to the board so students can use them in the next phase: Remember = Look back, Survive = Get me through, Recover = Pullin' myself back together, Throw away = Got rid of.
- Staggered Reveal: (**Action: Hand out the Full Lyrics Sheet now so students can read the complete narrative context before group work begins.**)

Teacher Script: "What verbs did you find? (Elicit: [Look back, get me through, pullin' myself back together, got rid of]). **Look at the full lyrics I am handing out now.**"

Transition: "Let's use these verbs to help the friend in our video."

Step 5 – The Role Briefing – Interaction+ (5 min)

Goal: Decompress cognitive load by explicitly outlining group logistics and peer accountability roles prior to the debate.

Text on Screen: THE BATTLE CARDS: [🔍] The Word Detective | [👤] The Grammar Boss | [🕒] The Time Keeper

- Divide the class into groups of three.
- Direct students to Part 2 of their Worksheet.
- Instruct them to select one thematic administrative role and review their Tiered Sentence Starters.

Teacher Script: "Get into groups of three. Look at Part 2 of your worksheet. Choose your role and read your sentence starters. You must use these to help your group."

Transition: "Now, let's look at the problem we need to solve."

Step 6 – The Next-Step Council – Interaction+ (12 min)

Goal: Proceduralize the target vocabulary through collaborative problem-solving using B1 advice structures.

Text on Screen: THE ADVICE COUNCIL: He finally 'got rid of' the jacket, but he is still sad. Give him three pieces of advice on what to do NEXT to move on.

- Remind the Time Keepers of their mission.
- Instruct groups to formulate three distinct pieces of advice for the character on screen using the new phrasal verbs and advice structures.

Teacher Script: "He threw the jacket away, but he is still sad. You have 5 minutes to **give him three pieces of advice** for what to do next. **Time Keepers, start the clock.**"

Transition: "Now it is time to write your final response."

Step 7 – The Final Project (Creative Choice) – Creativity+ (13 min)

Goal: Generate pushed output by transforming the visual conflict into a creative written response using target syntax and lexis.

Text on Screen: Option A (The Next-Day Text): Write a 4-line text message to the sad friend giving them direct advice on what to do tomorrow to keep moving on. | Option B (The Diary Entry): Write the diary entry of the sad friend after he threw the jacket

away tonight. | Option C (The Voice Note): Write the script for a supportive voice note the standing friend leaves the next morning. | 📌 THE GOLDEN RULE: Whichever project you choose, your output MUST include at least 1 Advice Structure (e.g., "You should") AND at least 1 Phrasal Verb from today's lesson (e.g., "Pullin' myself back together"). | 🏠 Extended Portfolio (Homework): Write a short narrative paragraph describing exactly what the two friends do the next weekend to celebrate moving on.

- Present the three creative options on the board.
- Instruct students to choose one option to complete individually or in their pairs.
- Enforce the Golden Rule to guarantee students use the target language.

Teacher Script: "**Choose one project from the board.** You have 10 minutes. Your writing **MUST** include at least 1 Advice Structure **AND** at least 1 Phrasal Verb."

Transition: "**Pens down, please.**"

Step 8 – The Power of the Pause – Creativity+ (2 min)

Goal: Metacognitive reflection with zero spoken output.

Text on Screen: Which sentence are you most proud of writing today?

- Initiate two minutes of absolute silence.
- Ask students to read over their newly created text and circle their favorite sentence.

Teacher Script: "For the next two minutes, there is zero talking. **Read the project you just created. Circle the one sentence that makes you feel the most proud of your English today.**"

ANSWER KEY

1. THE PHRASAL VERB HUNT

To remember the past = **Look back**

To survive a hard time = **Get me through**

To recover emotionally = **Pullin' myself back together**

To throw something away = **Got rid of**

2. THE BOARD WORK BLUEPRINT

Ensure these tools remain visible during Phase 4 and Phase 5 to prevent B1 working memory overload:

- **Target Syntax (B1 Advice):** "You should...", "You have to...", "If I were you, I would..."
- **Target Vocabulary (Phrasal Verbs):** Look back, Get me through, Pullin' myself back together, Got rid of.

3. THE FORMATIVE PULSE-CHECK

When monitoring the Phase 5 output, check for the successful integration of the target language. A successful Option A submission should read similar to: "*I know you are sad, but you **should not look back**. If I were you, I would go out with friends to **pull yourself back together**.*"

You've Just Run a Lesson on Emotional Recovery, B1 Syntactic Advice Structures, and Collaborative Problem-Solving. Curious Where It Came From?

You've just facilitated a structured, high-engagement BEAT+ MUSIC+ Experience—transforming a silent visual conflict and a reflective pop anthem into a highly functional advice council. By anchoring peer-to-peer negotiation to an active auditory hunt for phrasal verbs and authentic B1 advice structures, you seamlessly developed deep linguistic noticing, structured group mediation, and high-stakes, student-driven transmediated output, all while maintaining strict cognitive safety and authentic 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](#)

