



Times Of My Life (MGK) A BEAT+ MUSIC+ Experience - Instructions pdf

Description

The Lesson in Action (Description): Students will map personal timelines to understand the contrast between past memories and present realities, establishing an emotional context of moving on. They will practice B1 grammatical accuracy by hunting for and correcting tense errors in a flawed "Diary Entry" while listening to the song, explicitly extracting the Past Simple vs. Present Simple contrast. Finally, they will mediate a structured group discussion to share personal "soundtracks" using specific peer-accountability roles before generating a 4-sentence life soundtrack, "moving on" post, or future text message utilizing the target syntax.

The Song's Narrative (At a Glance): The singer is trapped between holding onto the best memories of a past relationship and the painful reality of trying to move on in the present. He realizes that to heal and recover, he must acknowledge the past without letting it destroy his current life.

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:** Listening for Gist, Inference, Pattern Recognition
- **Grammar Focus:** Past Simple vs. Present Simple (The Contrast of Time)
- **Duration:** 60 min

Materials

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

Objectives

- **Analyze** personal timelines to evaluate how past memories impact present emotions.
- **Employ** the Past Simple and Present Simple to articulate the contrast between a previous event and a current reality.
- **Mediate** collaborative meaning by sharing personal life soundtracks using specific peer-accountability roles.
- **Generate** creative digital content that reflects on moving forward using the target syntax and thematic vocabulary.

Step-by-step Instructions

Step 1: The Movie of You – Motivation+ (7 min)

- First, display the timeline visual on slide 1.
- Ask the class: "If your life was a movie, what song would play for your happiest past memory and what song would play for your life right now?"
- Give students three minutes to discuss their choices with a partner.
- Afterward, invite two students to share their songs and explain why they chose them.
- Say: "Now that we are thinking about our past and present, let's listen to a singer who is struggling with his own timeline."



Step 2: The Acoustic Recon – Understanding+ (6 min)

- Next, show slide 2 and introduce the song "Times of My Life" by MGK.
- Instruct the students to listen to the first 50 seconds of the audio. (the video on the slide is already programmed to start and stop at the right time)
- Ask them to complete a task on their worksheet: "Is the singer looking backward at the past or forward to the future? Write one word to describe his emotion."



- Then, confirm their findings by saying: "He is trapped in the past. Let's audit his specific memories to see exactly what changed."
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Step 3: The Truth Hunt – Skills+ & Understanding+ (12 min)

- Display slide 3, which shows a "flawed diary" entry.
 - Explain that the diary contains three grammatical errors regarding time.
 - Play the 35-second audio segment twice. (the video on the slide is already programmed to start and stop at the right time)
 - Tell the students: "Listen carefully and correct the verbs to match exactly what the singer says."
 - After the audio, have students check their answers with a partner for one minute to negotiate their findings.
 - Finally, hand out the full lyrics sheet so they can self-correct their work.
 - Say: "You successfully decoded his timeline. Let's lock the exact grammar he uses to contrast these two realities."
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Step 4: The Grammar Lock – Skills+ (10 min)

- Show slide 4 and focus on the "Evidence Board" comparing Past Simple and Present Simple.
 - Explain the grammar by saying: "To show how a memory affects us today, we must actively contrast the past with the present."
 - Provide an example: "We had problems in the past, but I know it is over now."
 - Activity: Give students five minutes to complete Task B and Task C on their worksheets.
 - Encourage them to use the thematic phrases: *Look back*, *Bury*, and *Recover*.
 - Say: "We have our grammar and our vocabulary ready. Let's begin the soundtrack meeting."
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Step 5: The Soundtrack Meeting – Interaction+ (13 min)

- Move to slide 5 and place students into groups of three.
 - Hand out the "Battle Cards" and explain that they are now music producers.(the battle cards are in the student worksheet)
 - Instruct each student to start by saying one sentence comparing their past to their present.
 - Then, have them use their specific roles and sentence starters to discuss the memories attached to their music.
 - Say: "The meeting is complete. It is time to publish your final story."
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Step 6: The Pitch – Creativity+ (2 min)

Display slide 6 and present the "Choice Matrix."

Ask students to evaluate the following publishing options:

- **The Life Soundtrack EP:** A description of your album.
- **The "Moving On" Post:** A social media update.
- **The Future Text:** A message to a friend.

Tell them: "You have two minutes to choose your path. Do not write yet; simply decide which format you will use."

Say: "You have your format. Let's begin production."

Step 7: The Production – Creativity+ (10 min)

- Finally, show slide 7 with the ten-minute timer.
- Tell the class: "You now have exactly ten minutes to write your four-sentence output."

Remind them that their work must include:

- One Past Simple verb.
- One Present Simple verb.
- One phrase from the board.

To conclude the lesson, say: "Excellent work today. We have proven that the past is a memory, but the present is ours to build."

Optional Homework – Creativity+

For homework, students will complete an **Extended Portfolio** entry.

Instruct them to: "Expand your four sentences from today into a full 150-word entry for your portfolio."

ANSWER KEY

The Board Extraction Blueprint (Step 4)

- **Target Syntax (The Grammar):** Past Simple vs. Present Simple (The Contrast of Time)
- **Target Board Phrases (Lexis):** Look back, Bury, Recover

Part 1: The Movie of You

(No fixed answer. Students share personal songs and activate schema regarding timelines).

Part 2: The Acoustic Recon (Gist)

- **Looking backward or forward?** Backward / At the past.
- **Emotion:** *(Accept any valid B1 emotion based on the audio, e.g., Sad, Regretful, Nostalgic, Sorry).*

Part 3: The Evidence Board

Task A: The Truth Hunt (Error Correction)

- Error 1: *know* → Corrected to: **knew** ("I never knew pain")
- Error 2: *don't* → Corrected to: **didn't** ("Until the day I didn't look back")
- Error 3: *knew* → Corrected to: **know** ("And I know, I know...")

Task B: The Grammar Lock

(Teacher verifies the student successfully contrasted past and present tenses.

Example acceptable structures):

- **Model 1:** "In the past, I listened to sad songs, but today I feel stronger."
- **Model 2:** "In the past, I thought about her every day, but today I focus on my life."
- **Model 3:** "In the past, I lived in fear of failing, but today I understand it is part of growing."

Task C: The Semantic Match

- 1 - c (Look back = To think about something that happened in the past)
- 2 - b (Bury = To hide a feeling or memory deep inside so you don't have to deal with it)
- 3 - a (Recover = To become healthy or happy again after a difficult time)

Part 5: 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 **one Past Simple verb**, at least **one Present Simple verb**, and **1 semantic phrase** extracted from the board.

You've Just Run a Lesson on Past Memories, Present Realities, and the Power of Moving On. Curious Where It Came From?

You've just facilitated a structured, high-engagement ESL MUSIC+ Experience — developing linguistic noticing through an acoustic Truth Hunt (reverse translation), peer-led negotiation of meaning in a simulated Soundtrack Meeting, and personalized, student-driven Life Soundtrack EPs and digital "moving on" posts, 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.

👉 [Explore the full system inside the Exclusive Subscriber Club](#)

