

⚡ BEAT+ SINGLE: The 6th of January (Amy Grant) C1 Instructions

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Description

This C1 lesson uses the song *"The 6th of January"* to turn reported speech from a mechanical grammar exercise into a meaningful mediation task. Instead of simply practicing backshifting, students analyze how reported speech is used to retell memories, reinterpret the past, and express changing perspectives across time.

Through listening, discussion, and guided transformation tasks, learners explore the contrast between 1960s idealism and modern consumer reality while practicing how to report claims, reflections, and realizations with precision. The lesson connects grammar to meaning by showing how reported speech helps speakers interpret experiences, express distance, and mediate viewpoints.



Details

- **Language level:** C1
- **Learner type:** Teens and Adults
- **Primary Skill:** Writing
- **Secondary Skills:** Listening, Speaking & Interaction
- **Subskills:** Making Predictions, Listening for Detail, Discussion, Mediation, Creative Writing
- **Grammar Focus:** Reported Speech
- **Topic:** Counterculture, Consumerism, Historical Memory
- **Materials:** ⚡ [\[Click for Google Slides\]](#), ⚡ [\[Click for Student Worksheet\]](#), ⚡ [\[Click for Lyrics sheet Cut Out\]](#) ⚡ [\[Click for Assessment Pack\]](#)
- **Duration:** 20 minutes

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Objectives

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

1. **Analyze** the symbolic contrast between historical counterculture and modern consumer environments.
2. **Apply** complex reported speech structures to mediate and interpret subjective claims.
3. **Synthesize** auditory and visual narratives to identify shifts in cultural identity.
4. **Sustain** a high-level discussion on collective disillusionment using rhetorical prompts.

Step-by-step Lesson Plan

Step 1 – Motivation+ & Understanding+ (3 min)



First, display the powerful visual on Slide 1: a split screen contrasting a grainy 1969 Woodstock crowd with a sharp, modern supermarket aisle.

The text on screen will read: "Where did the road end?"

Ask the class: "Look at these two worlds. One is a collective dream; the other is a solitary chore. If you were lost in the grocery store today, who would you ask for directions to the past?"

Transition by saying: "To understand why we're lost, we have to hear the story of someone still looking for the exit."

Step 2 – Understanding+ & Skills+ (7 min)



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Next, prepare students for their first listening exposure to the song, focusing on global narrative coherence.

Display Slide 2 with the text: "Identify the 3 settings: 1. The Mind, 2. The Store, 3. The Road."

Instruct students: "Open your worksheet to Part 1. As you listen, match the modern locations to the 'ghosts' the singer hears. Is she in the store, in her car, or in her memories?"

Play the song segment "She says maybe..." to "On the 6th of January" (end of 2nd Chorus) once, for approximately 170 seconds. (the video on the slide is already programmed to start and stop at the right time).

Step 3 – Skills+ & Understanding+ (3 min)



Hand out the lyric sheet to each student.

Display Slide 3, showing a macro close-up of an older man's eye reflecting a distant festival crowd, with the text: "Direct Question vs. Reported Reality."

Explain to the class: "In music, English doesn't always follow textbook rules. Today, we are only asking one question: Is this Finished (Past) or The Mission (Now)?"

Instruct them: "Open your worksheet to Part 2 and report exactly what the man claimed about the crowd using the verbs provided."

Play the song segment "Hey mister where's the road..." to "On the 6th of January" once, for approximately 35 seconds. (the video on the slide is already programmed to start and stop at the right time).

Conclude this step by saying: "The report is clear: the crowd is gone. Now, it's your turn to prepare your explanation for the world."

Step 4 – Interaction+ & Creativity+ (5 min)

For the final step, prepare students for a high-level discussion that will lead into their homework writing mission.

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Display Slide 4 with the text: "Mission: Mediate the Dream. Choose your path."

Instruct the class: "Open your worksheet to Part 3. We will discuss these three paths now to prepare you for your homework mission."

Encourage them: "Refer to the Battle Cards on your worksheet/screen to sustain the discussion and justify your choice."

🎵 OPTIONAL EXTENSION (The Encore)

Play the full song for enjoyment once the discussion is complete.

B. The Teacher's Guide

- **Key Part 1:** 1-A, 2-C, 3-B.
- **Key Part 2:** 1. wondered / was. 2. claimed / had left. 3. realized / had lost.
- **Capitalization Note:** Ensure students maintain the proper noun capitalization for **Yasgur's Farm**.

Lexical Glossary:

- **Muzak:** Generic background music (often in shops).
- **Yasgur's Farm:** The site of the 1969 Woodstock festival.
- **Harper's Ferry:** A historical site of conflict/uprising.

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