



# The Hurricane

## *Aims*

- *Practise listening and reading skills using a famous English song by the nobel award winning Bob Dylan*
- *By reading for context, guess the meaning of phrasal verbs and words affected by elision*
- *Students will be able to better understand more colloquial speech and identify missing sounds from words*

## *Level*

- *Upper-immediate*
- *Advanced*

## *Time*

- *50 minutes*

Time	Procedure
Prep	Download and cue the song "Hurricane" by Bob Dylan Print off the lyric worksheets
0-4	<b>Warmer</b> Board the words 'Nobel prize' and ask the students what the prize is for and elicit some former winners. Tell the class that today they are studying a song by Nobel Literature award winner Bob Dylan
5-9	<b>Method – Reading for gist</b> Hand out the lyric worksheets and explain that it's a story about a man being arrested. In pairs and setting a time limit, ask the students to quickly read the text and consider what crime was committed and where. Allow the pairs to discuss their answers before reviewing as a class



10-15	<p><b>Scan reading</b></p> <p>Ask the class to individually read the story one more time and write down all the names of those involved in the story. Which person do they think is 'The Hurricane', the nickname for the protagonist? Tell the class that Rubin Carter was a famous American boxer in the 1960s. As a class briefly discuss what role each person has in the song.</p>
16-24	<p><b>Reading for context</b></p> <p>Direct the students' attention to the highlighted phrasal verbs in the text. Elicit what a phrasal verb is with some examples. Set the class in to pairs once more and by reading for context, can they guess the meaning to the verbs? What other words could replace them? Feedback as a class and check for understanding. You may wish to (dependant on the class level) explain the elision on some of the lyrics, particularly words ending in g</p>
25-32	<p><b>Listening for detail</b></p> <p>Hand out the question sheet for the listening exercise and read through the questions. Ask the students to listen to the first half of the song and listen for the detail that is needed to answer the questions on the sheet. Play through the first half of the song, stopping after the second "champion of the world"</p>
33-40	<p>Ask the students to check their answers with their partners and then run through as a class. The most difficult question is bound to be question 8 where the students have to listen for what the injured man said. Play it through once more and then break down the use of elision to expand on the meaning of the sentence. The lyric is "Why'd you bring him in here, he ain't the guy!". Where there would normally be 3 syllables in "why did you", the elision has resulted in only 2. You can also get the students to guess what "ain't" might mean. If you have time, this would be a great opportunity to look at some of the more natural speech that the song throws up and use it to practise some pronunciation</p>
41-50	<p><b>Freer practise</b></p> <p>In pairs, ask the students to highlight any words that they do not understand from the text. Then ask the pairs to swap lyric sheets with another pair and see if they know the meaning of the queried words. After, perform feedback as a class and try to use reading through context to enable the students to guess the meanings of the words. Possible words may include cops, authorities, mysteriously, shit, rap, prowling, plates and infirmary</p>

### *Extension Activity/ Homework*

Tell the students to imagine they are a newspaper reporter working at the time of the shooting. They are to write a 150 word article detailing the events of the crime

