

Stoked! Surfboard lost in Tasmania turns up 2,700km away in Queensland

Level: Advanced – Teacher's notes

Article summary: A surfboard found 2,700km away from where it was lost is believed to have taken an unusual route to get there.

Time: 90 minutes

Skills: Reading, Speaking, Writing

Language focus: Vocabulary

Materials needed: One copy of the worksheet per student

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

1. *current*
2. *missing*
3. *withstand*
4. *figure out*
5. *traced*
6. *trophy*
7. *fluorescent*

1. Warmer

- a. Ask students to work in pairs and list all the rivers, oceans or seas near them. Then ask them to suggest items that float. Tell them these items should be things that belong to daily life and are small enough to be carried on their person, e.g. a hat or plastic lunchbox.
- b. Then ask them what would happen to these items if they dropped them into one of the rivers, oceans or seas they named. Where might the items end up? How far are they likely to travel? What factors would influence where and how they travelled?

2. Key words

- a. Students find words in the article that match the definitions and write them onto the lines provided.

Key:

- | | |
|-------------------------|----------------------------|
| 1. <i>barnacles</i> | 9. <i>wipeout</i> |
| 2. <i>figure out</i> | 10. <i>missing</i> |
| 3. <i>fluorescent</i> | 11. <i>fibreglass</i> |
| 4. <i>straps</i> | 12. <i>bumpy</i> |
| 5. <i>trophy</i> | 13. <i>withstand</i> |
| 6. <i>swells</i> | 14. <i>traced</i> |
| 7. <i>oceanographer</i> | 15. <i>bubble wrapping</i> |
| 8. <i>current</i> | |

3. Comprehension check

Students find information in the article to answer the questions in as much detail as possible.

Key:

1. *He lost it when he was surfing huge swells at Pedra Branca, a remote island 27km south of Tasmania. He had a wipeout and fell off the board. When he came up from under the water, he could get onto the jet ski and save himself but the board had disappeared.*
2. *It was found near Townsville in north Queensland, Australia, more than 2,700km away. Because of the way the sea currents are known to flow (north to south down the east Australian coast), it probably got there by floating east from Tasmania, around New Zealand, then north through the Pacific Ocean and then back in towards Australia.*
3. *Two brothers in Queensland, while they were out fishing. They cleaned it up (removing the barnacles) and hung it on their wall.*
4. *The parents of the two brothers who found the board talked to local surfers while they were on holiday in Tasmania. The locals they talked to knew about Danny's lost board. Danny was sent photos of the board so that he could identify it.*
5. *The board was an unusual straight (solid) fluorescent green colour. The logo showed that it came from a small Tasmanian board shaper. He also recognized it by the way the straps were put on.*
6. *He's very happy as he has been missing it. He doesn't like his new replacement board as much as the one he lost.*

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4. Language

- a. In the first part of this task, which looks more closely at some of the language in the article, students are asked to think about the exact meaning of the first word in the title, *stoked*.

Key:

2

Explain that it is an informal word in Australian English. Ask them why they think it is followed by an exclamation mark in the headline. Ask them to find other examples of the word *stoked* in sentences online.

- b. In this part, students compare and contrast similar words. First they use them to complete the sentences.

Key:

1. *forgotten*
2. *lost*

- c. Students decide whether *mislaid* is more similar in meaning to *lose* or *forget*.

Key:

lose

- d. Students talk about or find out about the differences between these words and talk about when they would use each one. Then they come up with example sentences of their own for each word. Where possible, these should directly relate to their own lives and experiences.

5. Discussion

Students discuss the questions that are directly related to the topic of the article.

Ask them to relate stories relevant to their own lives, and to talk about how best to get missing items returned safely in a variety of situations and scenarios.

6. In your own words

Students work in groups or with a partner to complete the tasks and then present their results to the rest of the class.