

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

Level: Intermediate – 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. *distinctive*
3. *fluorescent*
4. *traced*
5. *local*

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 everyday things that 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. The paragraph numbers are given to help them find the words.

Key:

1. *barnacles*
2. *local*
3. *distinctive*
4. *fluorescent*
5. *straps*
6. *current*
7. *wipeout*
8. *missing*
9. *fibreglass*
10. *traced*

3. Comprehension check

Students decide whether the statements are true or false according to the information in the article and correct any that are false.

Key:

1. *False. He lost it off the south of Tasmania.*
2. *True.*
3. *False. It was found by two brothers who were out fishing.*
4. *False. The board probably floated out to sea, around New Zealand, out into the Pacific Ocean and back towards the north of Australia.*
5. *False. The brothers' parents were travelling around Tasmania, which was where they met local surfers.*
6. *False. He knew it was his board because of the colour, the logo and the straps.*
7. *True. It was 'still in one piece'.*
8. *False. They are sending it to Danny by post.*

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 Australian English, informal word. 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.

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- b. Students find and circle the word *pretty* three times in the article, including the word that follows it, and decide what it means.

Key:

3. *fairly, mostly*

Explain that *pretty* is a word you can use in spoken language when you want to say that something is *quite a bit* something, but not *very* something. In the article, it is followed by the words *small, big, much*.

- c. Students use *pretty* in informal and spoken sentences of their own in which its meaning is *fairly or mostly, but not completely*. For example, *I feel pretty tired today as I didn't sleep well last night*.

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.