

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

**Level:** Elementary / Pre-int – 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. *via*
3. *fluorescent*
4. *recognize*
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 match the words to the definitions and write them onto the lines provided. Then they find them in the article and read them in context.

**Key:**

1. *via*
2. *barnacles*
3. *local*
4. *recognize*
5. *fluorescent*
6. *straps*
7. *logo*
8. *current*
9. *remote*
10. *miss*

### 3. Understanding the article

Students show that they have understood the article by completing the summary with the information in the box.

**Key:**

1. *2017*
2. *Tasmania*
3. *Queensland*
4. *Australia*
5. *Pedra Branca*
6. *north to south*
7. *New Zealand*
8. *parents*
9. *local surfers*
10. *logo*

### 4. Informal language

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

**Key:**

- a. 2

Explain that it is an informal word in Australian English.

Based on the answer above, students say who in the article feels stoked and why.

**Key:**

- b. *Danny Griffiths*  
c. *He will soon have his favourite board back.*

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### 5. Discussion

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

Ask them, if possible, to tell stories about themselves or about someone they know.

### 6. In your own words

Students work with a partner to write a text for a poster or online post about an item they have lost and would like to get back.

Ask them to decide what they lost and where they think it could be. They should provide any information that will help them to get the lost item back.

Students should read each other's completed texts and give the writers of the texts feedback. Does the text contain a good enough description of the lost item? Would the reader know what to do if they find the lost item?.