

# Intense Surf *By J C Boddie*

## Introduction

Three passionate young surfies experience their worst nightmare – an encounter with a shark. Within its engaging storyline, this text explores ideas about people’s behaviour and responsibilities in crisis situations.

## Reason for reading

You could use this book with your students:

- as part of a wider unit on responsibility, water safety, survival, sports, or fears
- to explore specific text features such as the vocabulary, the dynamic verbs, or the creation of tension.

## Setting the scene

Draw on your students’ prior knowledge. If necessary, introduce concepts or vocabulary to help them access the story. Also communicate the reason for reading.

- Brainstorm ideas about surfing. “Have you ever surfed? If so, what was your experience like? What skills and equipment do surfers need? What are some dangers of surfing?” Alternatively, you could elicit prior knowledge through a postbox or “think, pair, share” activity. Write key vocabulary on the board.
- Print Template A, the KWLH chart, from the back of this document. Alternatively, create a KWLH chart on the board. Have the students fill in the first two columns with what they know and want to know about surfing. After reading, they can fill in the final two columns (what they learned and how they learned it).
- Introduce any vocabulary that your students may need to access the text. Refer to Worksheet 3 for a list of potentially unfamiliar words. If you need to clarify the meanings, encourage your students to examine the make-up of the words. For example, “wet” and “suit” make “wetsuit”, and “surf” and “board” make “surfboard”. Note that you can examine a wider range of vocabulary after the reading (see “Taking a closer look – Exploring language”), so focus on the surfing-related words for now.

## Getting stuck in

Choose the prompts that you feel your students need. Remind them to note any unfamiliar words and check for clues to the meanings in the text or images. The meanings of words in bold text are in the glossary at the back of the book.

- End page 3 – “Who are the main characters?”
- End page 5 – “How big were the waves? What text tells you this? How hard was it to paddle through them?”
- End page 9 – “Who rode the wave? Which sentence tells you this?” (If necessary, clarify how “had ridden” [past perfect tense] comes from the verb “to ride”.) “Which of the friends had the longest ride?”
- End page 10 – “What could the bump be? Can you find a clue in the picture?”
- End page 11 – “How would you feel in this situation? What would you do?”

- End page 12 – “What could the bump be? Do you think splashing scares sharks away? Why or why not?”
- End page 15 – “What’s going on here? Is this what you expected? Did Sam realise straight away that the dolphins were helping her? What might happen next? Where do you think Rick and Bob are?”
- End page 16 – “How do you think Sam is feeling now? What tells you this?”
- End page 19 – “Why do you think Sam laughed and cried at the same time? Why did she start shaking afterwards? Have you ever been ‘in shock’ like this?”
- End page 21 – “Why was Sam scared when the dolphins were swimming with her?”
- End page 23 – “Do you think Sam will go surfing again? What makes you say that?”

## **Taking a closer look**

Choose suggestions that suit your students and reason for reading.

### **Exploring ideas and opinions**

- Have the students complete Worksheet 1 (the three-level thinking guide) and discuss their responses in pairs, in small groups, or as a class.
- Revisit what Sam says at the top of page 12. “What do you think of Rick and Bob leaving Sam behind? Why? How do you think Sam felt about them leaving her? What makes you say that? Does Sam say anything about this back on shore?” Talk about what the students might do in a similar situation and why. (This would be a complex ethical dilemma for anyone, so try to keep the discussion open and receptive to all responses.)
- Look at what Bob says at the bottom of page 21. “Do you agree that Sam wouldn’t have made it without the dolphins? Have you heard of dolphins helping people before?” Discuss ideas about what it is about dolphins that makes sharks go away.
- Have the students complete the KWLH chart with things they’ve learned about surfing.

### **Exploring structure**

- Give the students the statements from Worksheet 2 and have them sequence them in the correct order.
- As an extension to this, the students could plot how the tension levels change in the story, building to a climax and then subsiding. They could do this along an axis from high to low. (The line will come out looking similar to that on a heart monitor.)

### **Exploring language**

- Cut out the words and definitions from Worksheet 3 and muddle them up. Hand them out to individual students and have them find their correct “partner”.
- As an alternative to the above, divide the class into two groups and have them complete Worksheet 4a and Worksheet 4b respectively. This activity involves the students in creating the definitions, which they then use to test the other group.
- Your students could work in small groups to cluster vocabulary (from the worksheet, their earlier brainstorming, and/or the text) into sets of their choice, for example, surfing gear, water terms, moves – or even nouns, adjectives, verbs, and adverbs. They could also practise using the words in sentences.

- Explore the dynamic verbs on pages 2 and 3 (crashed, jumped, threw, grabbed, raced, revved, gunned, roared, rolling, crashing) or on page 7 (whistled, racing, flying). “Why do you think the author chose these words? What feeling do they give you?” Discuss how the verbs create a sense of speed and action.
- Compare the length of the sentences on pages 4 and 5 with those in the last paragraph of page 12. “What feeling do the short sentences create?” Discuss how they help to increase the tension.
- Have your students complete Worksheet 5 – the cloze activity.

## **Moving beyond the text**

Choose activities that suit your students and reason for reading.

### **Reading**

- Read the GO for IT magazine Surf’s Up to find out more surfing facts and tips.

### **Writing**

- Rewrite part of the story, such as the ending, and illustrate your work.
- Write about a time you were really scared and how you coped with the situation, using words or ideas you have learned from Intense Surf.
- Pretend you are a news reporter and prepare a radio or television interview to find out about Sam’s experience. Remember to use open-ended questions (why, what, when, where, who, how). Carry out your interviews in pairs, with one person acting as Sam and one as the reporter. You could tape the interview for presentation to the class.

### **Research**

- Work in groups to research surfing safety (or water safety in general) and present your findings to the class.
- Investigate true stories about people who had to decide whether to help a friend or save themselves in a crisis.

# WORKSHEET 1

## Intense Surf – Three-level thinking guide

- Level 1 – Reading on the lines (interpreting what the text says on a literal level)
- Level 2 – Reading between the lines (inferring, or interpreting what the text might mean)
- Level 3 – Reading beyond the lines (evaluating ideas by relating them to other knowledge)

Students write “agree” or “disagree” beside each statement and then discuss their responses in pairs, in groups, or as a class. The value of this activity lies in the discussion it generates as students justify their views. The activity is not intended as a test for comprehension.

<b>LEVEL 1</b>	<b>Agree/disagree</b>
Rick woke Sam up.	
Sam put her surfboard on the car roof by herself.	
The sea was calm and smooth.	
Bob, Rick, and Sam were the only people to go surfing.	
Rick was the first one into the water.	
It was easy paddling out through the waves.	
They all got the timing right and managed to catch the wave.	
Sam flicked her board so it fell into the flat water behind the wave.	
Sam would rather have been in her bed sleeping in.	
Rick bumped into Sam’s surfboard.	
Bob saw the shark first.	
The dolphins pushed Sam and her surfboard into shore.	
<b>LEVEL 2</b>	<b>Agree/disagree</b>
Bob, Rick, and Sam are experienced surfers.	
Rick did better than the others at surfing the wave.	
Rick and Bob were much stronger than Sam.	
Sam knew the dolphins would help her make it to shore.	
The people on the shore were pointing at the shark.	
Sam felt angry because the boys didn’t stay with her.	
The dolphins saved Sam’s life.	
Sam was excited about being on TV.	
Sam doesn’t want to go surfing ever again.	

<b>LEVEL 3</b>	<b>Agree/disagree</b>
You must wear a wetsuit when you go surfing.	
It is easier to paddle out through the waves than it is to surf into shore.	
Rick and Bob were irresponsible. They should have stayed with Sam and helped her reach the shore.	
Sharks are afraid of dolphins.	
Sam was lucky her leg didn't bleed too much.	
Surfing is a dangerous sport.	

Sheet 2 of 2

*Worksheet designed by Barbara Freeman, Wellington, New Zealand, 2007*

# WORKSHEET 2

## Intense Surf – Restore the order

Photocopy this worksheet. Cut out the statements and mix them up, keeping an intact master copy for yourself. Give each student a statement. Ask them to arrange themselves so that their statements are in the order of the story. To check that the order is correct, they can read their statements aloud in turn.

Sam grabbed her wetsuit and ran after the boys.

Sam, Rick, and Bob drove down to the beach.

Other surfers were heading into the water with their surfboards.

The waves were huge, curling high above the surfers before breaking on the beach.

Rick, standing on his board, flew along the top of a huge wave towards the shore.

Sam just got to stand up before the wave dumped her.

Something bumped Sam's foot.

Sam and the boys saw a large fin in the water.

They all yelled "SHARK!"

Sam paddled hard to keep up with Rick and Bob.

Something bumped Sam's surfboard and brushed against her leg.

Sam grabbed her wetsuit and ran after the boys.

The dolphins swam beside Sam, pushing her surfboard towards the shore.

Sam realised the dolphins were helping her.

Sam's heart pounded and her lungs hurt.

At last, Sam waded out of the water and fell exhausted onto the sand.

Rick saw the graze that the shark had made on Sam's leg.

Sam told her story on the TV news, and the cameras showed the hole in her surfboard.

Sam, Rick, and Bob decided to go skateboarding.

Sheet 2 of 2

*Worksheet designed by Barbara Freeman, Wellington, New Zealand, 2007*

# WORKSHEET 3

## Intense Surf – Match the meaning

Cut out the words and definitions, muddle them up, and have your students match them.

<b>Word</b>	<b>Definition</b>
surf's up	the waves are big
keep your hair on	don't get too excited
wetsuit	a suit that keeps you warm in the water
revved	made the engine run quickly
surfboard	the board that surfers stand on to ride a wave
gunned	accelerated quickly
roared	drove really fast
check out	to look at
surf	the waves as they roll into the shore
paddle	to pull your arms through the water to move
pounding	beating strongly
surge	a strong rush of water

<b>Word</b>	<b>Definition</b>
dumped	thrown off
shore	the coast, the land on the edge of the water
gulped	swallowed
tingling	prickling
awesome	great, amazing
jagged	rough and uneven
realised	noticed, understood
gliding	moving smoothly
hang in there	keep going
ached	felt sore
gasped	took deep breaths
waded	walked through the water
panting	breathing with quick, short breaths
shuddered	shivered, shook

<b>Word</b>	<b>Definition</b>
grazed	scraped the skin
zoomed in	moved in closer

Sheet 3 of 3

Note that some words above may have other meanings in other contexts.

*Worksheet designed by Barbara Freeman, Wellington, New Zealand, 2007*

# WORKSHEET 4a – GROUP A

## Intense Surf – Vocab swap

- Divide the class into two groups and give half Worksheet 4a and half Worksheet 4b.
- In the second column, each group writes definitions for the words in the first column. Where a word has more than one meaning, they may need to check the page listed.
- They then fold the first column out of sight and swap sheets with the other group.
- That group guesses the original word and writes it in the third column. They can go to the page listed if they need help. For an extra challenge, they can guess without referring to the page.
- You could make this a fun competition and give points for every correct word.

## WORKSHEET 4a – GROUP A

<b>Word</b>	<b>Definition (Group A)</b>	<b>Word (Group B)</b>
surf's up (p. 2)	(p. 2)	
wetsuit (p. 2)	(p. 2)	
surfboard (p. 3)	(p. 3)	
roared (p. 3)	(p. 3)	
surf (p. 3)	(p. 3)	
pounding (p. 5)	(p. 5)	
dumped (p. 6)	(p. 6)	
gulped (p. 8)	(p. 8)	
awesome (p. 9)	(p. 9)	
realised (p. 15)	(p. 15)	
ached (p. 16)	(p. 16)	
waded (p. 18)	(p. 18)	
shuddered (p. 19)	(p. 19)	
zoomed in (p. 22)	(p. 22)	

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## WORKSHEET 4b – GROUP B

<b>Word</b>	<b>Definition (Group B)</b>	<b>Word (Group B)</b>
keep your hair on (p. 2)	(p. 2)	
revved (p. 3)	(p. 3)	
gunned (p. 3)	(p. 3)	
check out (p. 3)	(p. 3)	
paddle (p. 4)	(p. 4)	
surge (p. 5)	(p. 5)	
shore (p. 7)	(p. 7)	
tingling (p. 8)	(p. 8)	
jagged (p. 13)	(p. 13)	
gliding (p. 16)	(p. 16)	
hang in there (p. 16)	(p. 16)	
gasped (p. 16)	(p. 16)	
panting (p. 18)	(p. 18)	
grazed (p. 20)	(p. 20)	

# WORKSHEET 5

## Intense Surf – Fill in the gaps

Add your own words in the spaces to make this passage come alive!

Sam and the boys turned just as a large fin broke the ..... . “SHARK!” they all ..... as they lay down on their boards and paddled flat out for the .....

Sam was a little ..... than Rick and Bob. She ..... hard to try to catch up to them. “Hey guys, ..... leave me here,” she yelled. Sam was really .....

Thump! Something hit the ..... of her board. “It’s the ..... . It’s coming for me,” Sam thought. Sam was ..... scared to look. “Maybe if I make a lot of ..... noise, I will scare it away,” she thought. Sam ..... paddling as fast as she could, looking for a ..... that would carry her into the shore.

Bump! There it was ..... . This time something ..... along her leg. Sam ..... . Now she was very, very scared.

Something ..... and dark was moving ..... her in the water. Sam looked across and ..... a large eye looking back at her. A ..... fish rose out ..... the water and flipped its ..... in the air. Instead of rows of ..... teeth, Sam saw it had a ..... nose. It wasn’t a ..... . It ..... a dolphin.

Something bumped the other side of Sam’s ..... . She saw another dolphin ..... up out of the water, ..... its tail and landing back in ..... water with a big ..... . Then there was ..... bump on the back of her board.

“Help me,” Sam yelled. She kept pushing ..... with her arms. “It’s the shark. It’s ..... me,” she screamed.

Try writing your own ending to the story.