



Sanjay Dastoor: A skateboard, with a boost

“...Next time you think about a vehicle, I hope, like us, you're thinking about something new.”

Imagine an electric vehicle that can get you to work -- or anywhere in a six-mile radius -- quickly, without traffic frustrations or gasoline. Now imagine you can pick it up and carry it with you. Yes, this skateboard could change the face of morning commutes.

Level/Age

- Teens
- Mid Pre-Int to Intermediate

Themes:

- Technology
- Skateboarding & Transport
- Energy & Environment

Grammar

- Comparatives and Superlative practice and review
- Vocab

Introduction and Discussion

Discuss the following questions

- Do you think that skateboarding is a good form of transport? Why/why not?
- Can you think of any other types of *lightweight*, easy to use methods?
- Do you think it is important to create new types of transport? Why/why not?

Video

Students to watch video **with** English subtitles and transcript if necessary. Allow for more than one viewing if necessary for lower level student.

Comprehension Checking

Answer the following questions

1. The electric skateboard can run for 1000 kilometres.
2. The parts for the skateboard were bought at a toy store.
3. The skateboard is too heavy to hold and carry around with you.
4. It is really expensive to build.
5. The skateboard cannot easily go up a hill.

Vocab

Build on board with examples – these are generally very difficult even for high pre-intermediate learners so take it as slow as possible.

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|----------------------|--|
| 1. Perspective | A. To describe something that can be used without consuming a lot of energy or damaging the environment. |
| 2. Novel concept | B. To describe something that can change direction easily |
| 3. Range | C. To describe something that can easily be moved. |
| 4. Has gotten | D. The total effect something has on the environment/energy use. |
| 5. Performance | E. A point of view, opinion |
| 6. Portable | F. The distance (Kms) that something can travel |
| 7. Maneuverable | G. A new idea |
| 8. Sustainable | H. The ability of a machine to do something |
| 9 Footprint (energy) | I. Has become |

Grammar Presentation Comparatives and Superlatives

Focus on the use of “than.” Brainstorm a set of adjectives use for transport and build a comparative/superlative chart on the board.

Start with...

Fast	Faster	Fastest
Slow	Slower	Slowest
Easy (to use)		Easiest
Efficient	More efficient	

...and so on

Illustrate the use of **than** with examples on the board re building sentences with comparisons.

Gap Fill

Students to complete comparative/superlatives sentences by changing the adjectives into their correct form and filling the gaps.

Fast Than Slow Good
More Boring

1. Bicycles are _____ than skateboards.
2. Planes are much _____ efficient than ships
3. I think that traveling by bus is more _____ than traveling by ship.
4. Skateboarding is easier to learn _____ rollerblading.
5. Trains are _____ than planes.
6. Cars are _____ than busses, because they are faster, smaller and more comfortable.

Brainstorm:

Brainstorm as many examples of superlative sentences on the board with both superlative adjectives and the use of *most*.

Discussion Questions and Debate

Students to use comparative and superlative sentences to form comparisons in regard to the following discussion topics and debates.

1. Would you like to skateboard everywhere? Why/Why not?
2. Do you think it is too dangerous?
3. Is skateboarding practical as a form of transport?
4. How much do you think a skateboard like this should cost?
5. Is it better than an electric bicycle? Than an electric car?

Debate:

1. Skateboarding is a terrible form of transport. It is dangerous and can only be used for one person.
2. Bikes are better! Why would you choose a skateboard when an electric bicycle is clearly a better idea!?

Vocab Review (Cool down)

Students to compete and create word association maps on the board.

Students to work on the board. Begin with one vocabulary word in the centre and have the students compete two at a time (from teams), drawing "links" from the original words to others that they associate with it (of their own choice). Students have a couple of minutes to compete and draw the biggest "web" of associated words on the board. The winning team gets a point. Their respective teams may yell out words to help.