

## Australia is connected to the world by cables no thicker than a garden hose – and at risk from sharks, accidents and sabotage

### Level 1: Elementary / Pre-Intermediate

**Article summary:** This article talks about how much the internet relies on cables and how vulnerable those cables are, using Australia as an example.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Frequency adverbs

**Materials needed:** One copy of the worksheet per student

#### 1. Warmer

- a. This activity aims to make students aware of how easy it could be to 'disconnect' a country from the rest of the world. Encourage students to think about how countries are connected or joined together (satellites, physical cables). Ask them to consider how those connections would be broken. Have them read the lesson title and imagine how thick a garden hose is and how easy it might be to cut it. End by discussing the possible effects of cutting that connection.

#### 2. Key words

- a. Ask students to do this task individually and then compare their answers in pairs or small groups. As an extension activity, ask students to highlight the key words in the article.

**Key:**

1. *connect*
2. *data*
3. *backbone*
4. *satellite*
5. *cable*
6. *damage*
7. *demand*
8. *intentional*
9. *cease to exist*
10. *cause*

#### 3. Comprehension check

- a. Students read the question and choose the correct option. If there is time, explore the other alternatives with the class. Encourage students to answer in complete sentences, e.g. in item 1, they may say 'There are roughly 15 cables that connect Australia to the internet' or similar.

**Key:**

1. *b*
2. *a*
3. *c*
4. *b*
5. *c*
6. *b*
7. *c*
8. *b*

#### 4. Key language

- a. This activity helps students understand (remember) the order of adverbs of frequency. For a fun way to check answers, you can have the class order five students who represent each of the five adverbs. As an extension activity, ask students to look for examples of these adverbs in the article.

**Key:**

1. *never*
2. *rarely*
3. *sometimes*
4. *often*
5. *always*

- b. Students complete the sentence using the adverbs of frequency they have just studied.

**Key:**

1. *often*
2. *never*
3. *rarely*
4. *always*
5. *sometimes*

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- c. Ask students to name the different things they do each day or each week. Have students work individually or in pairs and ask them to write about three things they do and how frequently they do them.

### **5. Discussion**

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

### **6. In your own words**

- a. Ask students to think about all the advantages and disadvantages of underwater cabling. If possible, have students research more information about underwater cabling.
- b. Ask students to write a summary of the advantages and disadvantages they just discussed. Encourage them to include the dangers that exist and how frequently those dangers happen. Check their use of frequency adverbs as they write. They can use the sentence starters to help them.