



First paragraph—You are the “teacher”. Read this part to your partner:

When The Iceberg Arrives ...

“When the iceberg arrives, there will be drinking water for hundreds of thousands of people!” That was the statement made by Paul Emile Victor, the famous French polar explorer, and he was right. He had devised a plan to provide the citizens of Saudi Arabia with fresh water. The idea was to transport an iceberg from Antarctica to the Middle East. Of course towing an iceberg over such a long distance would be both dangerous and expensive, but it would be worth the effort, said the Frenchman. As everyone knows, drilling for water in Saudi Arabia is far more expensive than drilling for oil. Furthermore, the biggest icebergs can reach a height of 120 (*one hundred and twenty*) meters above the water—the equivalent of a forty-story building—and they are often several kilometers long. One single large iceberg could provide enough water for all the needs of a big city over a whole year. One mustn't forget that only 1/7 (*one-seventh*) to 1/10 (*one-tenth*) of an iceberg is above the surface of the sea. All the rest—in other words at least 6/7 (*six-sevenths*)—of the iceberg's total mass is underneath.

Now read this same part to your partner leaving pauses for him/her to repeat:

When the iceberg arrives ...

“When the iceberg arrives, / there will be drinking water / for hundreds / of thousands of people!” / That was the statement / made by Paul Emile Victor, / the famous French polar explorer, / and he was right. / He had devised a plan / to provide the citizens of Saudi Arabia / with fresh water. / The idea was to transport an iceberg / from Antarctica to the Middle East. / Of course towing an iceberg / over such a long distance / would be both dangerous and expensive, / but it would be worth the effort, / said the Frenchman. / As everyone knows, / drilling for water in Saudi Arabia / is far more expensive / than drilling for oil. / Furthermore, / the biggest icebergs can reach a height / of 120 (*one hundred and twenty*) meters / above the water / the equivalent of a forty-story building, / and they are often / several kilometers long. One single large iceberg / could provide enough water / for all the needs of a big city / over a whole year. / One mustn't forget / that only 1/7 (*one-seventh*) / to 1/10 (*one-tenth*) of an iceberg / is above the surface of the sea. / All the rest / in other words / at least 6/7 (*six-sevenths*) / of the iceberg's total mass / is underneath.

Ask your partner the questions on the next page. (Your partner should try to answer in complete sentences and use many of the words in parentheses. In case of problems, give him/her some hints.)



The Iceberg Project (Part One)-continued

1. What will happen when an iceberg arrives in Saudi Arabia? (There will be drinking water for hundreds of thousands of people.)
2. What was Paul Emile Victor's plan? (To tow an iceberg from Antarctica to the Middle East.)
3. What was so difficult about this plan? (It was both dangerous and expensive.)
4. How big are the biggest icebergs? (They are 120 *one hundred and twenty* meters high—the equivalent of a forty-story building—and several kilometers long.)
5. How much of an iceberg is below the surface of the water? ($\frac{6}{7}$ *six sevenths* to $\frac{9}{10}$ *nine tenths* is underneath the sea level, i.e. below the surface of the water.)

Exchange roles.

Second paragraph—You are the “teacher”. Read this part to your partner:

Why go all the way to Antarctica to get drinking water? The answer is simple. Icebergs are formed when ice breaks off from glaciers on the edge of the Antarctic continent. This ice is in fact compacted snow that fell from the sky in the form of precipitation many, many years ago. It is not frozen seawater as is the case of the Arctic Sea. It is fresh water that can be used for numerous purposes. One should also bear in mind that 93% (*ninety-three percent*) of the world's icebergs are to be found in Antarctica.

Now read this same part to your partner leaving pauses for him/her to repeat:

Why go all the way to Antarctica / to get drinking water? / The answer is simple. / Icebergs are formed / when ice breaks off from glaciers / on the edge of the Antarctic continent. / This ice is in fact / compacted snow / that fell from the sky / in the form of precipitation / many, many years ago. / It is not frozen seawater as is the case of the Arctic Sea. / It is fresh water / that can be used for numerous purposes. / One should also bear in mind / that 93% (*ninety-three percent*) of the world's icebergs / are to be found in Antarctica.

Ask your partner the questions below. (Your partner should try to answer in complete sentences and use many of the words in parentheses. In case of problems, give him/her some hints.)

6. How are icebergs formed? (Ice breaks off from glaciers on the edge of Antarctica.)
7. How was this ice formed? (It is compacted snow that fell from the sky as precipitation.)
8. When did it fall from the sky? (It fell many, many years ago.)
9. What is so special about this ice? (It is fresh water that can be used for numerous purposes *such as drinking water.*)
10. Why is it different from the ice in the Arctic Sea? (It is fresh water—not frozen seawater.)
11. What percentage of the world's icebergs are found in Antarctica? (Ninety-three percent)