

When the Iceberg Arrives!

“When the iceberg _____, there will be _____ water for _____ of _____ of people!” That was the _____ by Paul Emile Victor, the famous _____ polar _____, and he was _____ He had _____ a plan to _____ the citizens of Saudi Arabia _____. The idea was to _____ an iceberg from Antarctica to _____. Of course _____ an iceberg _____ such a long distance _____ dangerous and expensive, but it _____ the effort, said the _____. As _____ drilling for water in Saudi Arabia is _____ expensive than _____ for oil. _____, the biggest icebergs can _____ a _____ of _____ meters _____ the water and are _____ miles _____. One _____ large iceberg could provide _____ water for the _____ of hundreds of _____ of people _____ one year. One _____ that only _____ to _____ of an iceberg is above the surface of the sea. All the rest in _____ other _____ at _____ six-sevenths of the iceberg's total _____ is _____.

_____ all the _____ Antarctica to get _____ water? The answer is simple. Icebergs are formed when _____ from glaciers _____ of the Antarctic _____. This ice is, in fact, _____ that _____ the sky in the form of precipitation _____ centuries or _____ ago. It is not _____ seawater _____ of the Arctic Sea. It is

_____ water that can be used for _____. One _____ also _____ that _____ of the world's icebergs are to be found in Antarctica.

If this project _____ several _____ to be _____. First, scientists must locate _____ iceberg. This can be _____ satellite observation. _____ iceberg _____ and must not have _____. The ice in the cold _____ must be very compact and _____ relatively _____. The temperature of the core must be _____ Centigrade. _____ must connect it _____ that will _____ it during its _____. _____, they will have to find a way to _____ the iceberg _____ before it _____ its destination. One idea is to _____ of plastic over the iceberg to _____ contact with the _____ seawater. The _____ will _____ six months, and a considerable _____ of ice _____ during this time. Finally, _____ the iceberg has been transported _____ of Saudi Arabia, engineers _____ it _____ blocks of ice that can be transported onto the mainland.

The _____ may be dangerous _____ and the possibility _____ and causing the _____ to _____. However, if this project is carried out _____, drinking water will _____ be a problem in Saudi Arabia.

QUESTIONS:

Answer in the space provided below using the structures and vocabulary indicated and the right tenses. Be ready to intervene in class.

1. **What is the purpose (goal/objective) of the project?** Use “involves...”, “consists of...”, “entails...” (Verbs + ING).
 2. **What are the main steps (series of actions or phases) of the project?** Use the verbs “must” and “have to” and the expressions: first, second, third or firstly, secondly, thirdly (e.g. “they will have to...”, “engineers must...”, “when they find “X”, they will have to...” or “when they have found “X”, they will have to ...” (same tense = “they will have to ...”
Also use: “the work will (would) involve...” (+ ING)
- Remember:* “works” in the plural means “literary or artistic work”. Use “work” (in the singular without the article “a”) in this context. We say, “a lot of work”. Use “jobs” for the plural form.
3. **Does this project sound feasible, i.e., possible, plausible, practical?** Give several arguments. Use “research has shown”, “it is known that...”, “although”, “nevertheless”, “in spite of”. Speak of the feasibility or plausibility of the project.
 4. **What problems might occur during the towing, and what precautions would have to be taken?** Use “may / might (happen)”, “in case of”, “for fear of”, “to avoid (+ ING)”, “to stop (+ ING)”, “to prevent something from (+ ING)”, “to be careful of (+ ING)”, “to pay attention to...”
 5. **What other ways of providing drinking water might be better?** Use expressions such as “On the one hand, on the other hand”, “all things considered, it still might be better to...”, “not only would it..., but also it would...”

Use the space below to answer these questions.