



When The Iceberg Arrives (Part 1) – For the Teacher

Here are a few debate questions for paragraphs 1 and 2 of “When The Iceberg Arrives”. They are to be found at the end of podcast No. 23. If the students are working in a lab or with their MP3 players in class or at home, they can first take down these questions as dictation before discussing them. Then they can check them against a key that you project. (You can also write the questions on the board). Of course you can add other questions of your own or look at the essay assignment for suggestions, but only the ones below are on the recording. (It is best for the students to change partners at this stage or get into groups of three with new partners).

1. Does this project sound feasible, i.e., possible, plausible, practical?
2. What do you know about Paul Emile Victor, the famous French polar explorer?
3. What can you tell us about the recent “Ice Dream” project, which involves towing icebergs from Greenland or parts of Canada to the Canary Islands?

Advice to the teacher:

- *It is best to do parts 1 and 2 of “Iceberg Project” (Podcasts 22 & 23) on separate days.*
- *At the end of this first session you can (if you wish) open up the debate to the whole class and ask the students what they heard from their classmates without mentioning any names. In this way the debate is not about what they think “personally”, but more about what “people in general” think as regards honesty.*
- *For homework:*
 - *There is a written fill-in exercise called “Will Deserts Drink Icebergs?” to help with semi-scientific vocabulary.*
 - *And students should definitely learn the text by heart—one part each time. There is much useful vocabulary and/or grammar that often appears in international exams. Have them recite to a partner the following time (the due date) but never have them recite in front of the whole class.*