

# **Energy – Nuclear Power: Teaching suggestions**

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## **Activity 1**

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students brainstorm in pairs.
3. Stop the activity.
4. Elicit feedback.
5. Consolidate pronunciation.

## **Activity 2**

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students do the exercise individually then check in pairs.
3. Monitor closely.
4. Stop the activity.
5. Elicit feedback.

**Answers: 1. Plutonium 2. Fission 3. Nuclear winter 4. Nuclear waste 5. Fallout 6. Atom 7. Radiation 8. Nuclear fuel 9. Nucleus 10. Nuclear reactor 11. Uranium 12. Nuclear weapon**

## **Activity 3**

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students begin their conversation, in English, in pairs or small groups.
3. Monitor closely.
4. Stop the activity.
5. Elicit feedback.

## **Activity 4**

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If your students don't have access to computers in the classroom, set this for homework.

### **Answers:**

1. There are 3 types of nuclear weapon – the atomic bomb, the hydrogen bomb and the neutron bomb.
2. a) 50% b) 30% c) 20% (approximately)
3. July 1945 in New Mexico.
4. Read the Quick Quiz below. You will need to go through the answers with your students because the answers are not available to them at EnglishClub.com. The students read a short text connected with the TP subject then answer gap-fill questions on the text. The first letter of each word of each of the gaps is then taken and rearranged to make a word connected to the TP subject.

### **Quick Quiz**

Read the clues below and write the solutions on a piece of paper. Then take the first letter of each answer and rearrange them to find the **word** connected with this month's talking point subject, 'Energy: Nuclear Power'.

1. There are different types of nuclear weapon – the ...ATOM.....bomb, the hydrogen bomb and the neutron bomb.
2. The blast will damage and destroy property, creating the problem of .....FLYING..... debris.
3. There would be so much dust in the atmosphere that the sun would be blocked .....OUT.....

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4. A nuclear winter would ensue, causing phenomenal damage to the planet's ecosystem and jeopardizing the survival of all .....LIFE..... forms.
5. In the USA during World War Two, nuclear weapons were designed and developed .....USING..... the code name 'the Manhattan Project'.
6. 'Short-range' weapons would be used for .....TARGETS..... up to 620 miles away.
7. The neutron bomb has been specifically enhanced to injure or kill people with radiation while .....LEAVING.... buildings largely intact.

**Answers: FALLOUT (F for Flying [2], A for Atom [1], L for Life [4], L for Leaving [7], O for Out [3], U for Using [5], T for Targets [6]).**

### **Activity 5**

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This activity can be set as homework to be followed up and consolidated in a future lesson generating more discussion. Did students find that most people agreed or disagreed with the question? What reasons were put forward in each case? Did the students read anything which changed their minds on the topic? (etc.)

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