

EV batteries: the green option that could be greener

Level: Advanced (C1–C2)

Time: Approximately 90 minutes

Business topics: Research and development, sustainability

Business language: Useful business vocabulary, describing trends, language for sustainability, creating and presenting a pitch deck

Activities: Key words, understanding the text, business language, discussion, creating a pitch deck for a new product, pitching a new product

Groups: Whole class, one-to-one, small groups

Overview: This article describes the challenge of finding more environmentally friendly technology to use in the manufacturing and disposal of EV batteries, as well as trends in research and investment.

1. Warmer

- a. With a partner, students answer the questions leading to the article. After they have talked with a partner for a couple of minutes, get students to share their thoughts and ideas with the rest of the group.

2. Reading for gist

- a. Ask students to skim the article and choose the best option. Then, have them compare their ideas in pairs before checking with the whole class.

Key: c

3. Key words

- a. Ask students to work in pairs to complete the task. Elicit anything else they know about each word's meaning, pronunciation, or use. Have students scan the article to find the words used in context.

Key:

1. *mandate, mandates*
2. *viable*
3. *counterpart, counterpart(s)*
4. *electrode*
5. *alloy*
6. *behemoth*
7. *commercialise*
8. *solvent, solvents*
9. *durability*
10. *operational*
11. *spearhead*
12. *supply chain*
13. *alarm*
14. *incentivise*

4. Understanding the article

- a. Ask students to read the statements and find the information in the text. Encourage them to read carefully to ensure each part of the statement matches the text.

Key:

1. *True*
2. *False. They haven't yet, but they look promising.*
3. *False. There was a downturn, but EV battery investment is up.*
4. *True*
5. *False. It plans to lease the technology.*
6. *False. Twice isn't mentioned in the text.*
7. *False. It is using technology developed by scientists at Lawrence Berkeley National Laboratory.*
8. *True*
9. *True*
10. *True*
11. *True*

5. Business language – describing trends

- a. The target language in the task is in the order that it appears in the article, but the sentences have been modified and simplified. Ask students to complete this task in pairs or small groups.

Key:

1. *growth*
2. *amounted to*
3. *grow more than*
4. *dip*
5. *obtained (investments)*
6. *is increasing*
7. *anticipate*

- b. Students use the target language in the sentences to understand their meanings and see how they can be used.

Key (possible answer):

The first quarter saw a steady rise in share prices, followed by a sudden dip in April. Shares rose further in May, exceeding \$920. Shares peaked in May at just over \$920. A decline followed a surge in the second quarter. The share price fluctuated but remained steady between \$860 and \$880 from July to August. There was more than \$50 growth in September, followed by a slight decrease the following month. Based on historical data, investors forecast further growth for the following year.

6. Discussion

- a. Put the students in small groups and ask them to discuss the questions. When students have covered all the questions, bring the whole class back together so that they can share their answers and any interesting information that arose from their discussions.

7. Wider business theme – creating a pitch deck

- a. Two situations have been provided in case students do not have a work context. Allow students to choose to brainstorm individually or in pairs. Students might find inspiration by looking at the words in the useful-language section. If students need more support to help them think of a new product, you can elicit different sectors and write these on the board, e.g., health, beauty, food, fitness, sports, transport, appliances, furniture, pets, and toys.

Ask students if they know what a pitch deck is. If possible, google some pitch deck examples/templates and share them with the class.

Then, ask students to create their own pitch deck individually or in pairs. Encourage them to work their way through the nine points in a notebook first, and create the content before working on slides, as they can get sidetracked with design instead of focusing on content. After you have checked or students have given each other feedback, ask them to create their actual deck if there is time. If not, get them to present without slides or assign the slides for the following class, so they have some time to work on them.

Ask students to practise their pitch in small groups or pairs and give each other feedback before presenting to the class. If time allows, have a short Q&A with each student/team after their presentation.