

EV batteries: the green option that could be greener

Level: Intermediate (B1–B2)

Time: Approximately 90 minutes

Business topics: Research and development, sustainability

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

Activities: Key words, understanding the text, business language, discussion, creating a pitch deck for 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 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. 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. Have students scan the article to find the words used in context.

Key:

1. surge
2. regulation, regulations
3. viable
4. counterpart
5. exceed
6. downturn
7. behemoth
8. tackle
9. durability
10. operational
11. scale
12. supply chain

4. Understanding the article

- a. Ask students to read the questions and find the answers in the text. Encourage them to identify key words in each question and to scan the text to find the answer.

Key:

1. 10 years
2. more than 1,400C
3. foams and glue
4. water-based binders
5. cobalt, nickel, copper
6. raise \$50mn to increase production at its co-owned battery plant and lease its water-based binder and recycling tech to other battery manufacturers
7. the corrosion of water-based binders
8. less than 5%
9. It's the European Council's mandatory minimum level of recycled materials for EVs and industrial batteries by 2031.
10. More than three-quarters of these batteries are made in China, mainly by CATL and BYD.
11. They will become more self-sufficient and build a circular supply chain by reusing more batteries.

5. Business language – describing trends

- a. The target language in the task is in the order that they appear 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:

1. *surge/rise*
2. *exceeded*
3. *dip*
4. *rose*
5. *forecast, growth*

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 pitch deck individually or in pairs. Encourage students to work their way through the nine points in a notebook and create the content before working on slides (they can get sidetracked with design instead of content). After you have checked or students have given each other feedback, ask them to create their actual deck.

This could also be done for homework if time is short.

If time allows, have students share their presentations and have a short Q&A with each student/team.