

Level: Elementary (A2)

Time: Approximately 90 minutes

Business topics: technology, health, AI, new ways of working

Business language: useful business vocabulary, prepositions, comparisons

Activities: discussion, understanding the text, vocabulary, grammar, writing pros and cons and making comparisons

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

1. Warmer

- a. This activity aims to introduce the topic of business partnerships, especially between companies. Have students work in pairs or small groups and write their ideas inside the cloud. At this point, they don't need all the vocabulary they need to discuss this further, so it's ok if they write a couple of ideas in their mother language.

2. Reading comprehension

- a. Ask students to work in pairs again, this time to focus on the potential problems of partnerships and match the headings with the numbered challenges in the text. You may want to elicit what a synonym is (*a word or phrase that has the same or nearly the same meaning as another word or phrase in the same language*) and encourage students to identify synonyms and similar ideas in the text. Ask students to share the words that helped them decide which was the correct heading in each case.

Key:

1. *Different ideas*
2. *Different objectives*
3. *Brand identity*

- b. Ask students to work individually and read the text again, paying attention to detail and deciding if the sentences are true or false. Once all students have decided, ask them to get in pairs to check their answers and correct the false sentences. Check with the whole class.

Key:

1. *False. Making electric cars is expensive and difficult.*
2. *True*
3. *False. Companies may have different opinions and ways of doing things and might not always agree.*
4. *True*
5. *True*
6. *True*
7. *False. In the future, partnerships between companies will become even more popular.*

3. Vocabulary

- a. Ask students to work in pairs and match the words with their definitions. Remind them of the importance of guessing meaning from context to become effective readers and encourage them to try to guess the meanings before looking at the options.

Key:

- | | |
|------------------------|-------------------------|
| 1. <i>partnerships</i> | 5. <i>sustainable</i> |
| 2. <i>self-driving</i> | 6. <i>priorities</i> |
| 3. <i>strengths</i> | 7. <i>rivals</i> |
| 4. <i>optimise</i> | 8. <i>user-friendly</i> |

- b. Tell students they will work with some collocations in the text. Elicit what a collocation is (*a word or phrase that is often used with another word or phrase*). Ask them to work individually and complete the sentences. Then, ask students to check answers in pairs before checking with the whole class.

Key:

1. *sustainable*
2. *user-friendly*
3. *optimise*
4. *partnerships*
5. *strengths*

4. Grammar

- a. Tell students they will match beginnings and endings to form sentences. Direct their attention to the words in bold and elicit they are linkers/connectors. Give students a minute to think of different types of linkers and make a list (addition, contrast, result) and then another minute to add some examples to each category in pairs. After checking with the whole class, ask students to look at the words in bold again and classify them as well. Then, ask them to do the activity in pairs.

Key:

1. Companies know they need to make cars more environmentally friendly. However, that's difficult and expensive.
2. Making sustainable cars can be a real challenge and be really expensive.
3. The market is changing really fast these days. That is why some companies have decided to work together.
4. This is good for all the car companies involved because it gives them a better position in the market.
5. Partnerships present many advantages but some important challenges as well.

- b. You can have students do this activity individually or in pairs. Point out which words/phrases are used to start a new sentence and which ones are used within the same sentence.

Key:

- Give additional information: *and*
- Explain the cause: *That is (That's) why..., because*
- Contrast: *However, but*

5. Communicative activity

Ask students to discuss the statements in pairs or small groups and express whether they agree with them. Encourage them to elaborate on their answers and pull from their personal/professional experience. Help with vocabulary when necessary.

6. Production activity

Ask students to imagine they work for a car manufacturer and write an email to a competitor proposing a partnership and explaining the advantages for both companies. If they struggle with this, they can think about their own company/business and a likely partner. Remind them they can use some of the ideas in previous activities and encourage them to use some connectors and new words learned throughout the lesson. This activity can be assigned as homework if you're short on time.