

A living room on a skateboard: how electric vehicles are redefining the car

Level: Elementary – Teacher’s notes

Article summary: Car design has seen many changes in the past few years. What can we expect to drive and travel around in next?

Time: 90 minutes

Skills: Reading, speaking, writing

Language focus: Vocabulary, speaking, writing

Materials needed: One copy of the worksheet per student

1. Warmer

- a. Students circle the words in italics they need, making the sentences true. Then they read them out loud.

2. Key words

- a. Students write the correct words from the wordpool next to the definitions on the lines provided. Then they find and highlight them in the article to read them in context. Note: the words relating specifically to parts of vehicles will be looked at more closely in exercise 5.

Key:

- | | |
|-------------------|-------------------------|
| 1. <i>shape</i> | 6. <i>emissions</i> |
| 2. <i>replace</i> | 7. <i>reducing</i> |
| 3. <i>design</i> | 8. <i>fewer</i> |
| 4. <i>space</i> | 9. <i>materials</i> |
| 5. <i>growing</i> | 10. <i>digitization</i> |

- b. Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

1. *replace*
2. *shape*
3. *fewer*
4. *reducing*
5. *design*

3. Understanding the article

- a. Students read the statements and decide whether they are True or False according to the article. They should try to correct any that are false.

Key:

1. *True*
2. *False. Electric cars do not need large engines.*
3. *False. There is even more space for passengers in electric cars.*
4. *True*
5. *False. Digitization has a bigger effect on car design than electrification.*
6. *False. The cars of the future will have the feel and function of a living room.*

4. Car and vehicle vocabulary

- a. Students work in pairs and follow the instructions on the worksheet, adding all car-related vocabulary they can find in the article to the mind map and then adding other words that they know. Make sure they know there are quite a few differences between the language used in the US and in Britain when talking about cars. Then, using the images as prompts, they should use the vocabulary to talk about cars, car parts, where certain elements are positioned, etc..

5. Discussion

- a. Students first think how to complete the sentence prompts for themselves and then use them to start discussing the questions in small groups. If your students are young or have never owned a car, ask them to think about cars that their parents or grandparents have owned or driven.

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6. In your own words

- a. Students work in pairs or small groups and do the task using information and language from the lesson. Encourage them to be creative and to share their results with the class. This task can be tweaked depending on the age and focus of your students making it more technical, creative, emotional, sales-orientated, etc., as fits the group's interests. Importantly, they should find ten reasons why people should change to an electric car and write, draw, or record these. Whatever else they decide to add should be encouraged as creative input.