



**1**

**Introduction**

**2**

**Demonstration**

# 1

# Introduction

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Text and  
Students

Principles and  
Objectives

Procedures  
and Highlights

1

# OUR TEXT

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## iExplore 1

How I started my  
business while studying  
at university

# 1

## OUR TEXT

### Unit Project

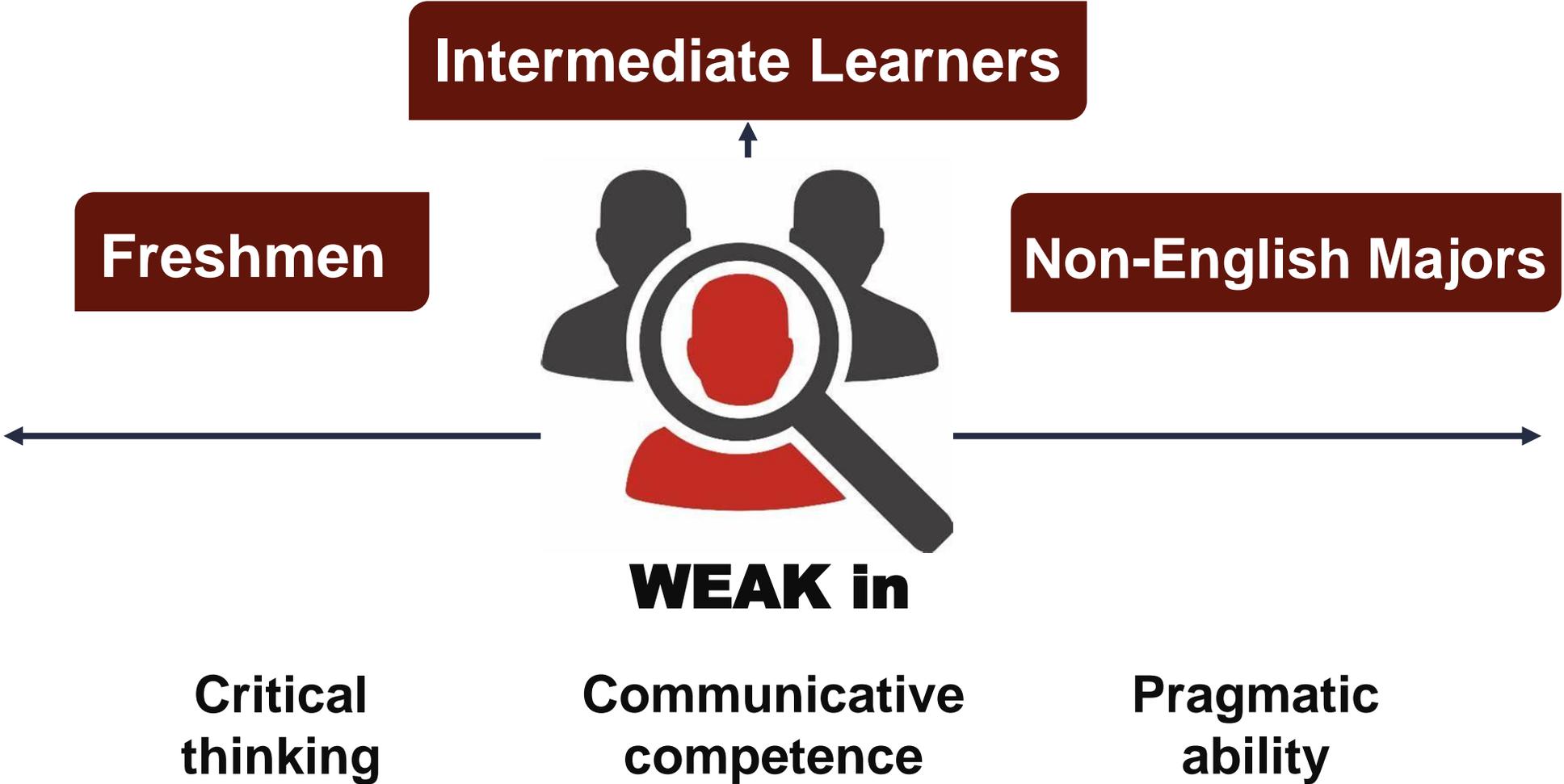
Draft a two-minute opening speech as the first speaker of your debate team

Debate topic: Should university students be encouraged to start their own business?



**2**

# OUR STUDENTS





Content

➔ Not knowing what to say

Language

➔ No strong vocabulary

Structure

➔ Not organized

# 3

## TEACHING OBJECTIVES

**Content**



- Use questioning strategies
- Explain pros and cons

**Language**



- Use new vocabulary
- Use synonyms

**Structure**



- Use PREP to structure

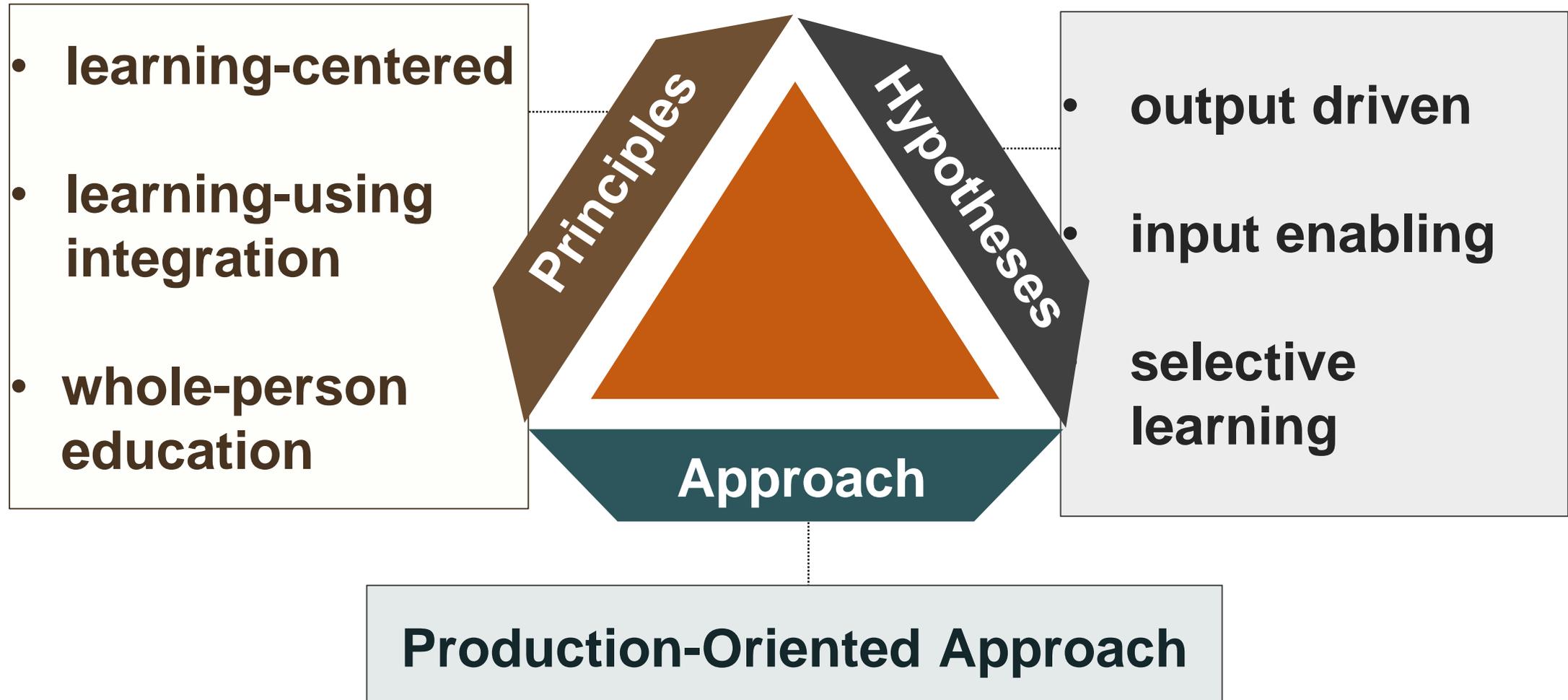
**Moral  
education**



- Entrepreneurship
- Agree to disagree

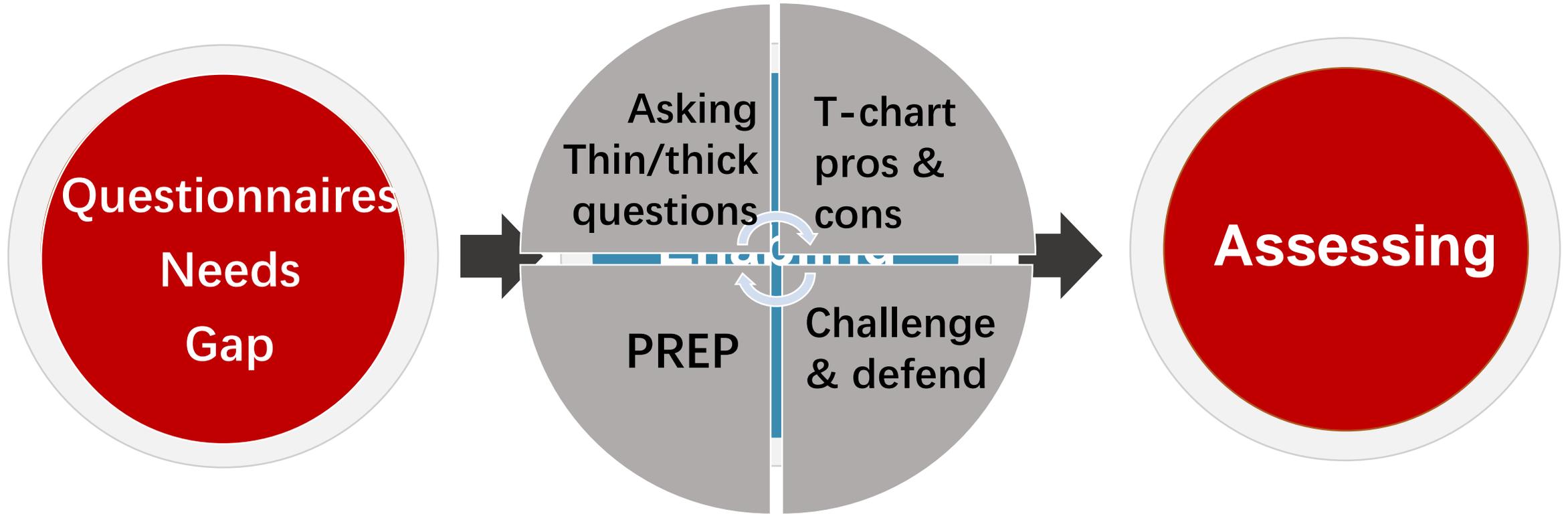
# 3

## TEACHING PRINCIPLES



# 4

## PROCEDURES--Unit Design



# 4

## PROCEDURES--Unit Design



# 4

## PROCEDURES--Unit Design



4

# PROCEDURES--Unit Design



**4**

# PROCEDURES--Unit Design



**4**

# PROCEDURES--Unit Design



# Peer-assessment Form

Group \_\_\_\_\_

Speaker \_\_\_\_\_

Role taker	Speaker	Score
Language Evaluator	can appropriately use relevant words to express views	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	can use synonyms to avoid repetition	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	can make few errors in grammar	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Structure Evaluator	can use PREP to structure the speech	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	can organize information in a clear way	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	can speak in a coherent manner	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
Content Evaluator	can support the point with appropriate evidence	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	can consider the opponent's view and respond to it	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	can effectively persuade others to adopt his/her views	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>

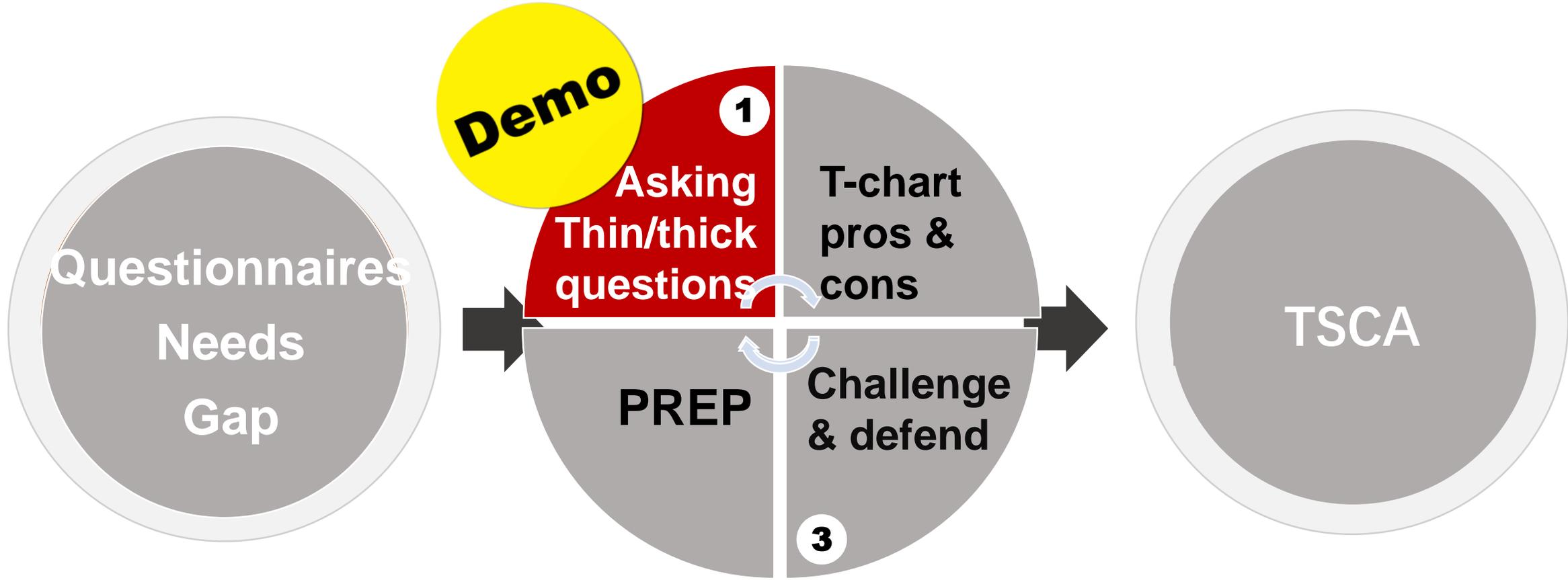
**5**

# PROCEDURES--Demo Class Design



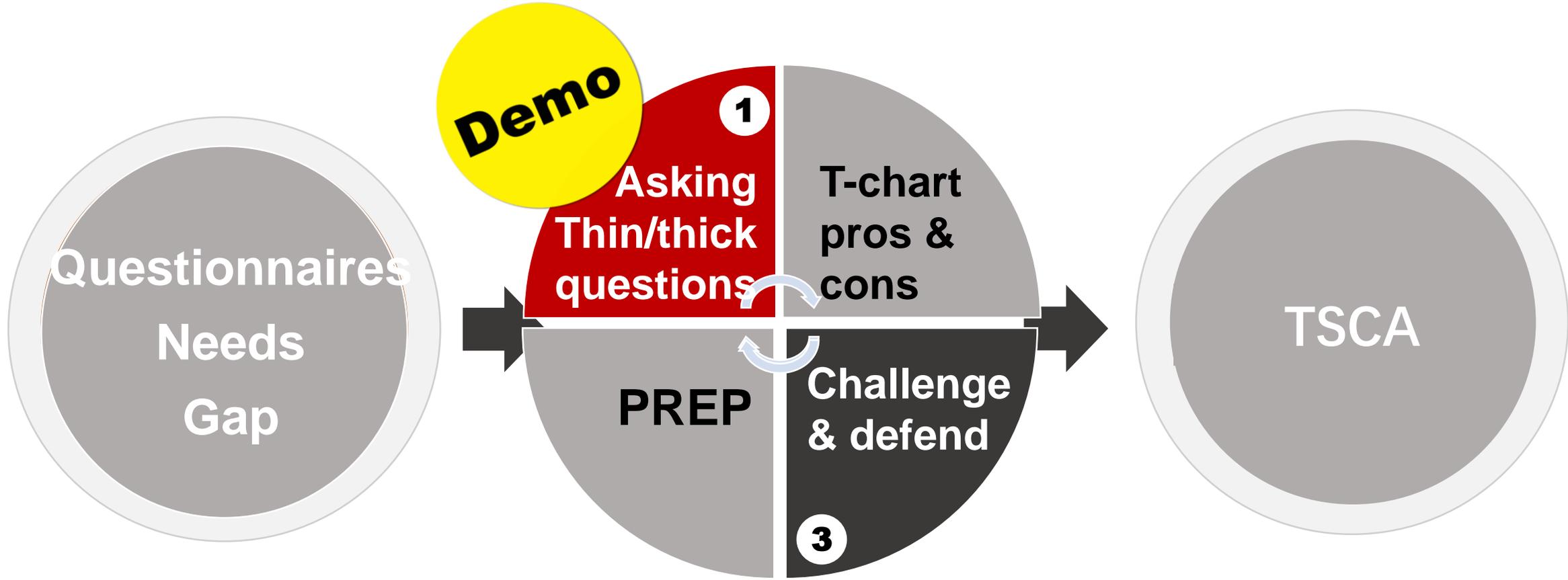
**5**

# PROCEDURES--Demo Class Design



**5**

# PROCEDURES--Demo Class Design

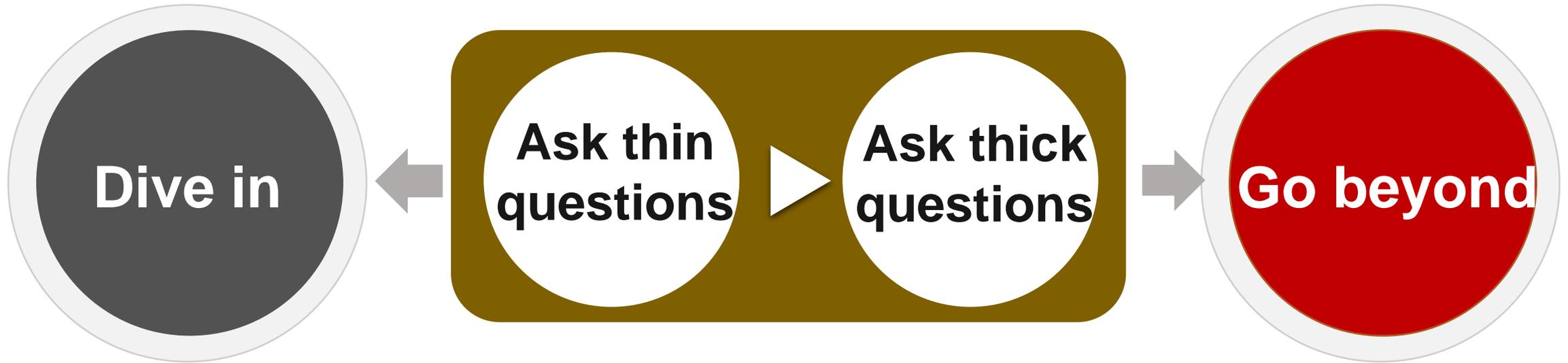


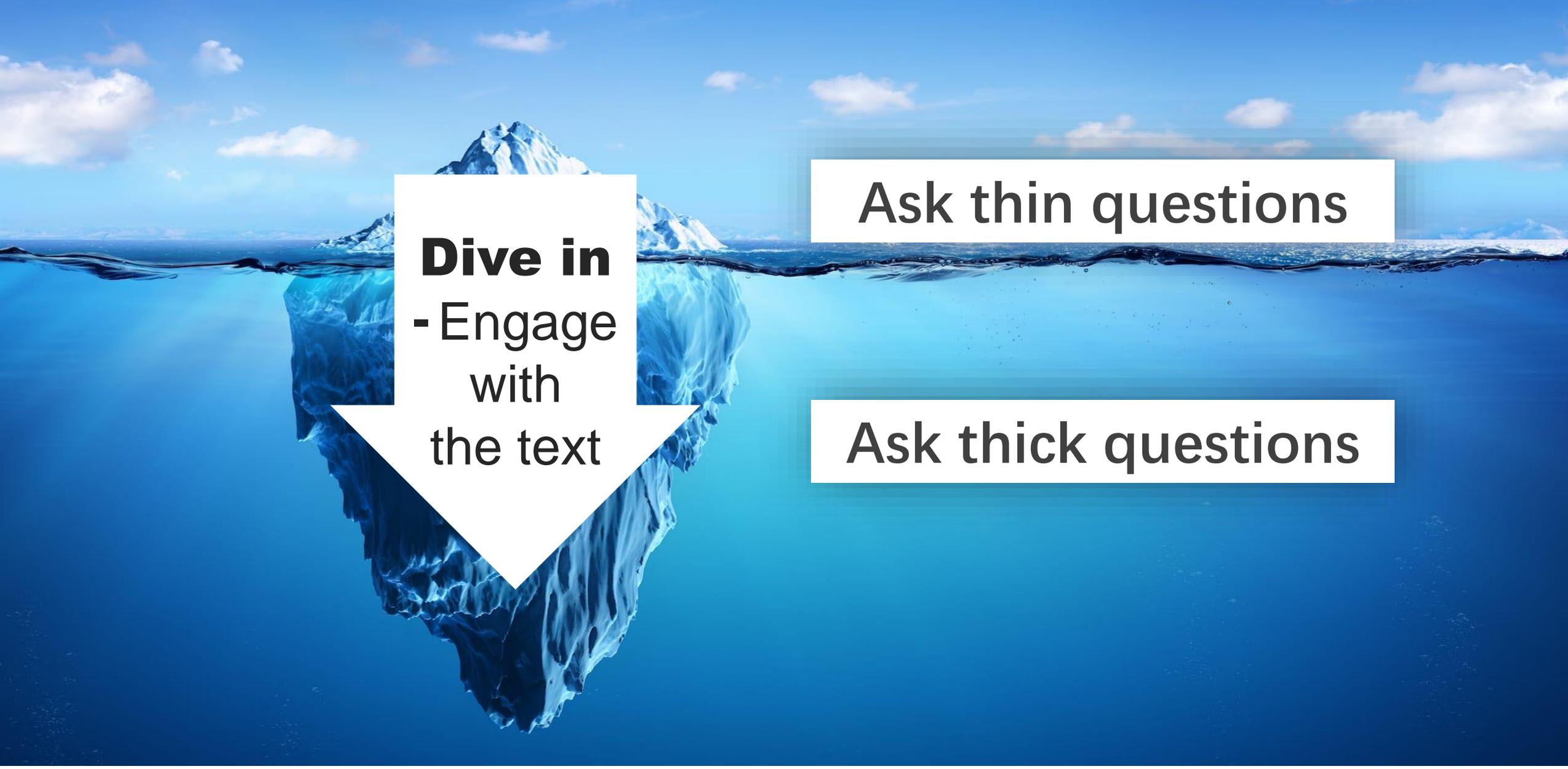
**5**

# PROCEDURES--Demo Class Design

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Reading strategy: Asking questions



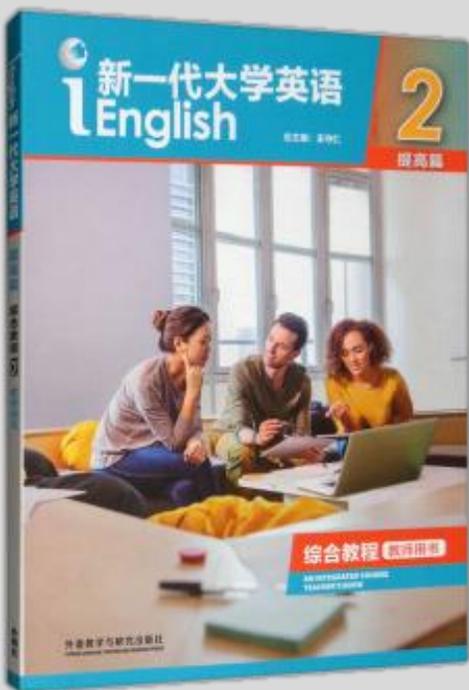


**Dive in**  
- Engage  
with  
the text

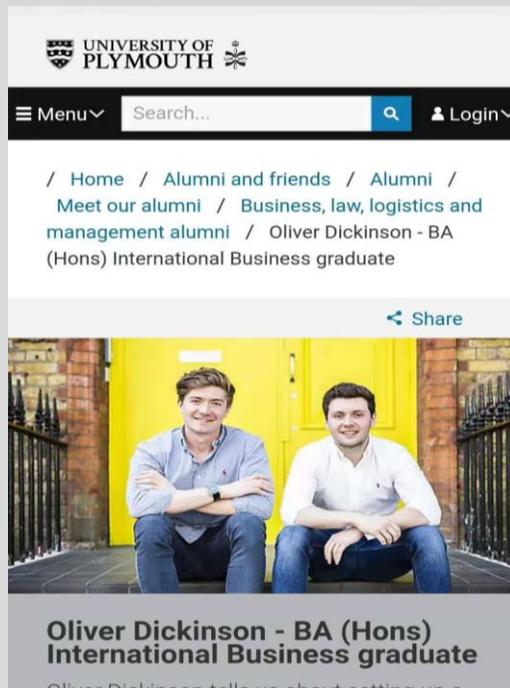
Ask thin questions

Ask thick questions

## Go beyond---Making connections



Beyond Text



Text to Reality



Text to Self

6

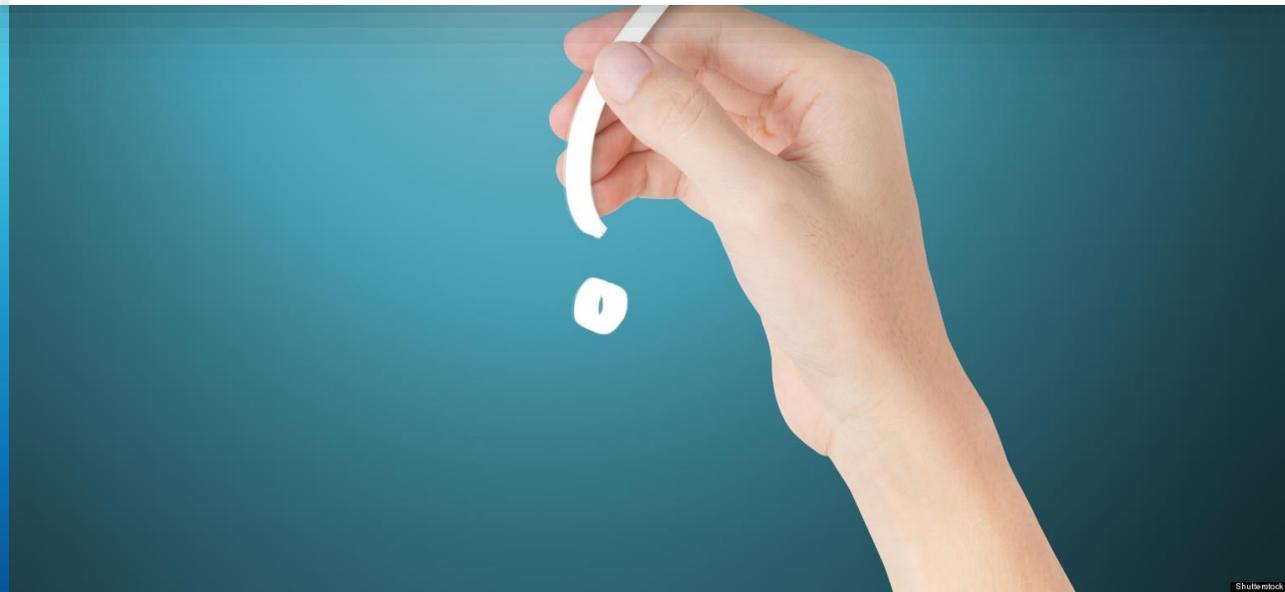
# HIGHLIGHTS



Dive in



Go beyond



# 新一代大学英语 English

提高篇

## 综合教程 2



Unit 2 Start up young

2  
UNIT

Should university students be encouraged to start their own business?



## Unit Project

Draft a two-minute opening speech as the first speaker of your debate team

## iExplore 1

# How I started my business while studying at University

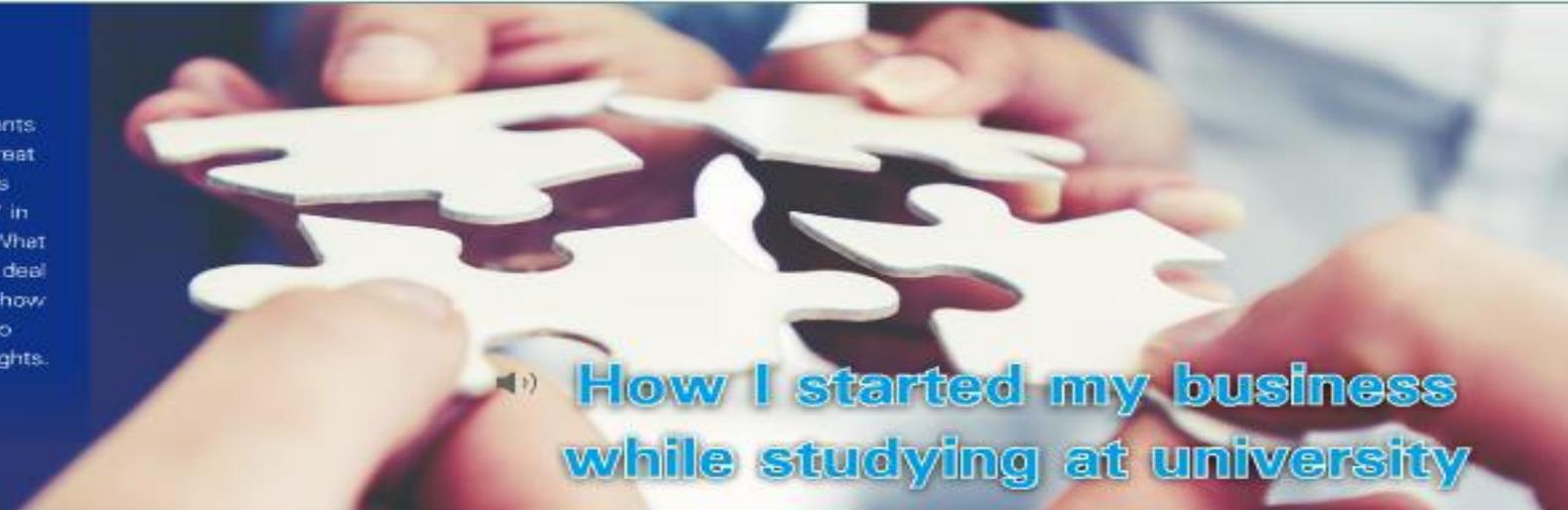
Founded: June 2010 (launched May 2012)

Website: <http://weconnectstudents.com>



## Reading

Oliver Dickinson started We Connect Students while studying at university and achieved great success. Although many university students have the same dream of being a “big boss” in the future, starting a business is not easy. What difficulties will they run into? How can they deal with their problems? Read the text to learn how Oliver Dickinson put his innovative ideas into action. His advice might give you some insights.

A close-up photograph of several hands holding white puzzle pieces together. The puzzle pieces are interlocking and form a circular shape. The background is blurred, showing more hands and puzzle pieces.

## How I started my business while studying at university

▶) ① **T** Balancing study and social commitments can be tough enough when you're at university, but many students now start their own business too, either because of the highly competitive job market or simply because they want to fulfill their entrepreneurial ambitions. One example is Oliver Dickinson, who explains how he set up We Connect Students while in the second year at the University of Plymouth.

▶) “I'm originally from Lowestoft in Suffolk, but now my residence is in London. A few years ago I was studying international business at the University of Plymouth. I never wanted a ‘normal’ career; I've always preferred the idea of forging my own path.”

▶) “The idea of improving things by introducing new ideas has always appealed to me. My business – We Connect Students – enables employers to search a database of tens of thousands of student profiles who closely match their selection criteria.”

### Market research

▶) “I came up with my business idea when friends started applying for internships. Such was the

competition for places that they were having to apply for many schemes, which meant employers must have been receiving many awful ‘copy-and-paste’ applications from people who weren't genuinely interested. I thought that if the employer could find students who better matched their needs, the process would become significantly more efficient for both parties.”

▶) “Belief in my idea came because it was just so glaringly obvious that there was a problem that needed solving. I tested my business idea for about four months. I developed an ‘alpha version’ of my website that had basic functionality and about 500 students from my business school registered. Initially, I asked those who registered for feedback on my site.”

▶) “Hearing what was rubbish was more important than what was good, because it enabled me to make improvements. By that point, I had even greater belief in my business idea – the problem I then had was how to fund it.”

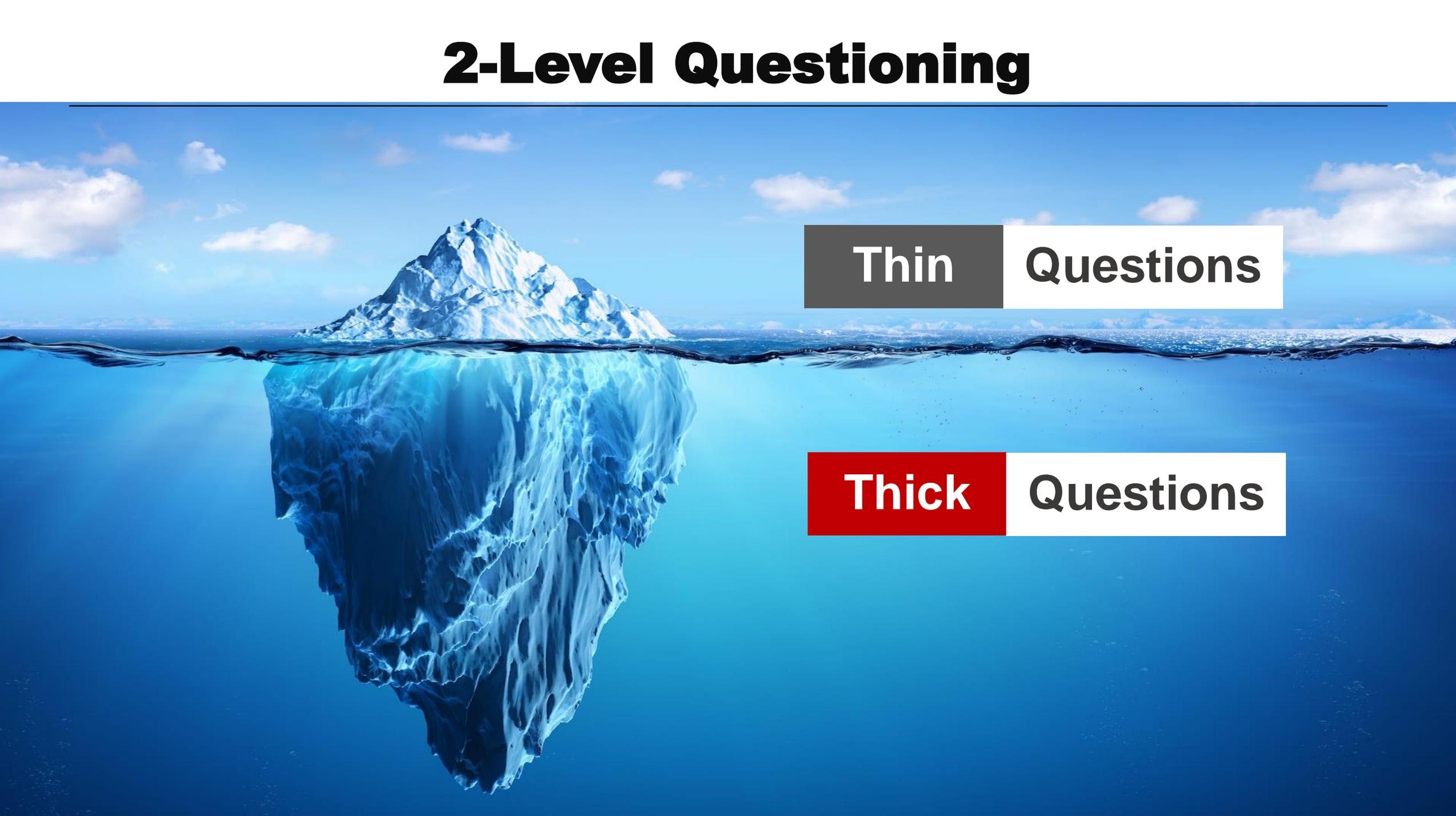
▶) **Start-up funding**  
▶) “I formed We Connect Students in 2010, during my second year of university. I used money I'd made from my previous venture, as well as my student loan, a loan from my mother and my overdraft – quite scary, really. As I recall, one week I had just £3 to live off.”

▶) “I then networked my way into an angel investor community and was offered investment by eight sources. While I was considering my options, I received another call and one three-hour phone conversation later I'd planned a trip to London to meet someone who would soon become my business partner and advisor.”

▶) “We managed to make contact with the lawyer that worked for Mark Zuckerberg when Facebook was still the facebook.com. He advised us on patents, but it soon became clear that the only way to mitigate the risk of competition was to move as quickly as possible and create as many barriers as possible. Raising finance – about £500,000 worth – has

# 2-Level Questioning

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An iceberg floating in the ocean. The tip of the iceberg is above the water surface, while the much larger, jagged base is submerged underwater. The sky is blue with scattered white clouds.

**Thin**

**Questions**

**Thick**

**Questions**



Founded: June 2010 (launched May 2012)

Website: <http://weconnectstudents.com>

**Oliver Dickinson**

Graduated from  
**University of Plymouth**

Majored in  
**International Business**

Founder of  
**WeConnectStudents**

# 2-Level Questioning

Thin

Questions

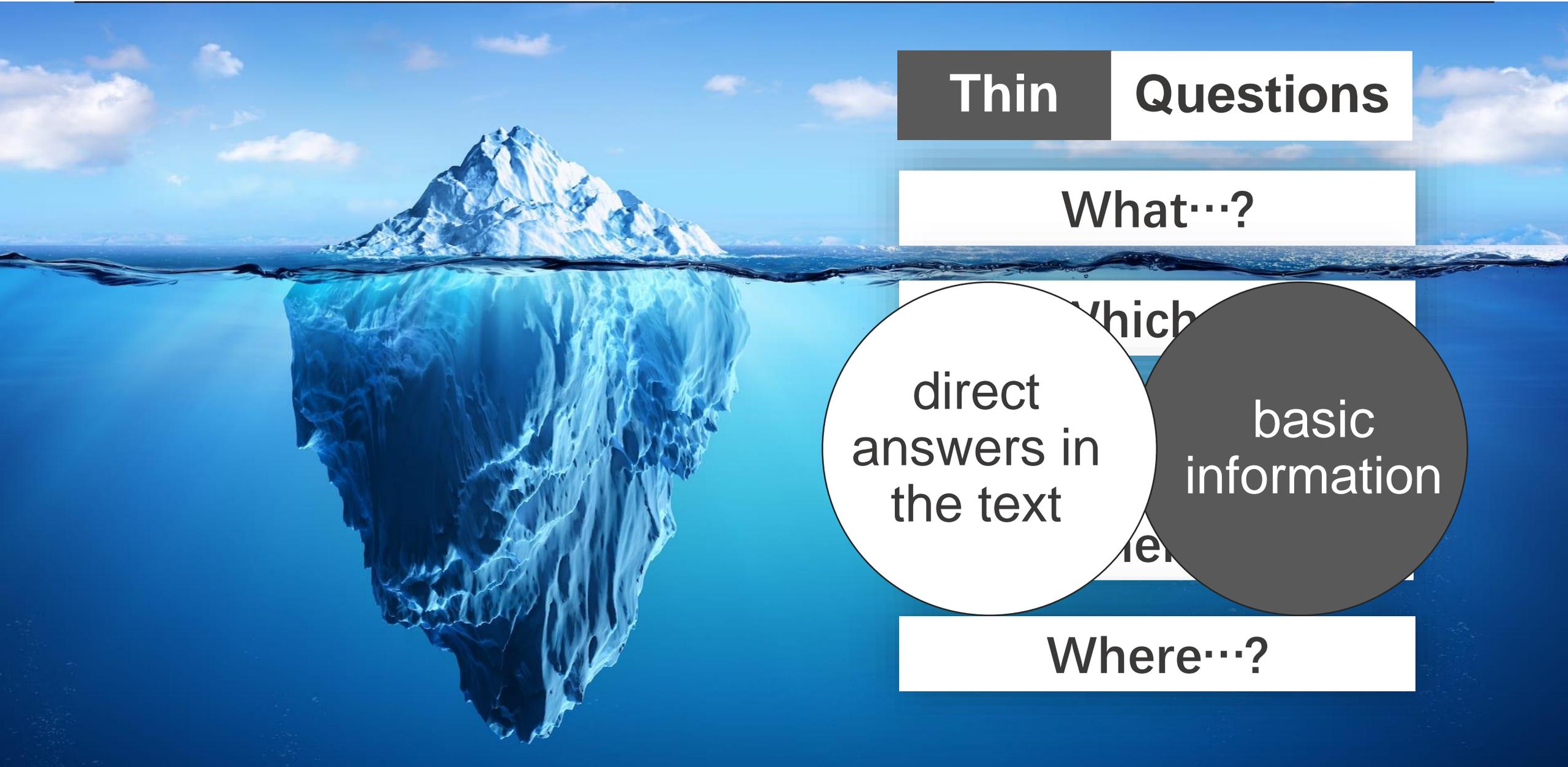
What...?

Which

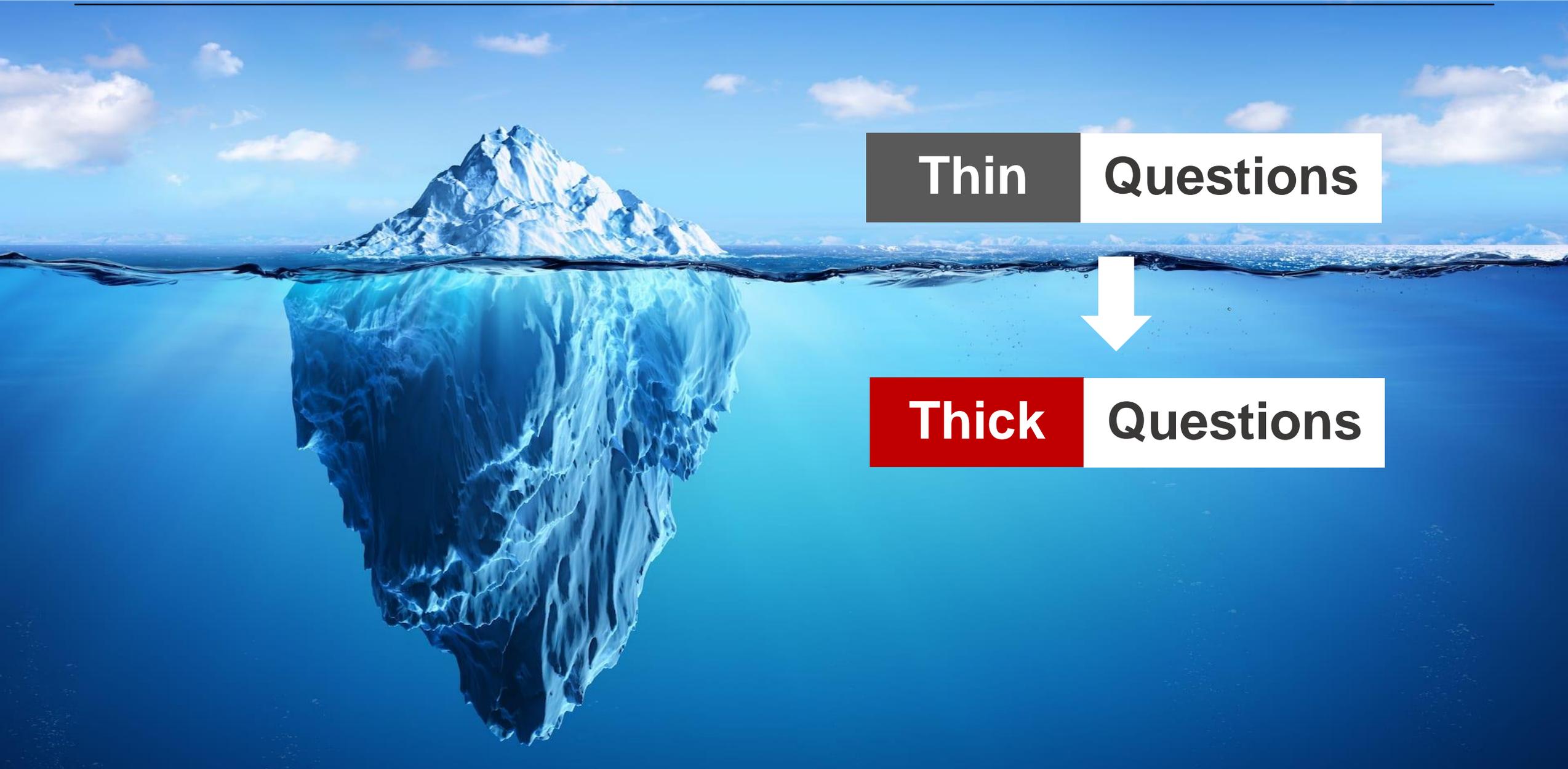
direct  
answers in  
the text

basic  
information

Where...?



# 2-Level Questioning



**Thin**

**Questions**



**Thick**

**Questions**



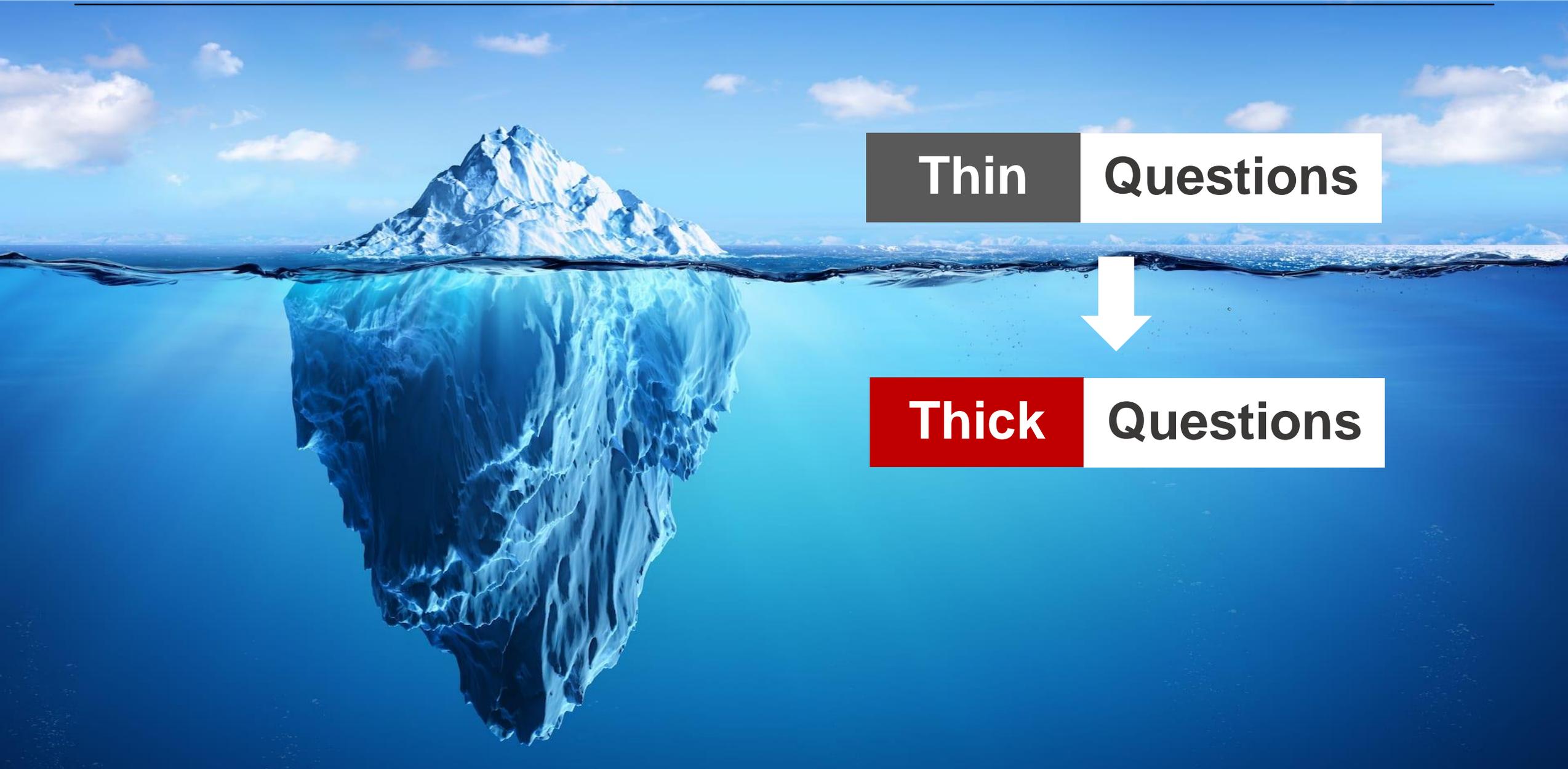
**What kind of person do you think Oliver is?**



**What** kind of person **do you think** Oliver is?

2 “I'm originally from Lowestoft in Suffolk, but now my residence is in London. A few years ago, I was studying international business at the University of Plymouth. I never wanted a 'normal' career; I've always preferred the idea of forging my own path.”

# 2-Level Questioning



**Thin**

**Questions**



**Thick**

**Questions**

# 2-Level Questioning

**Thick**

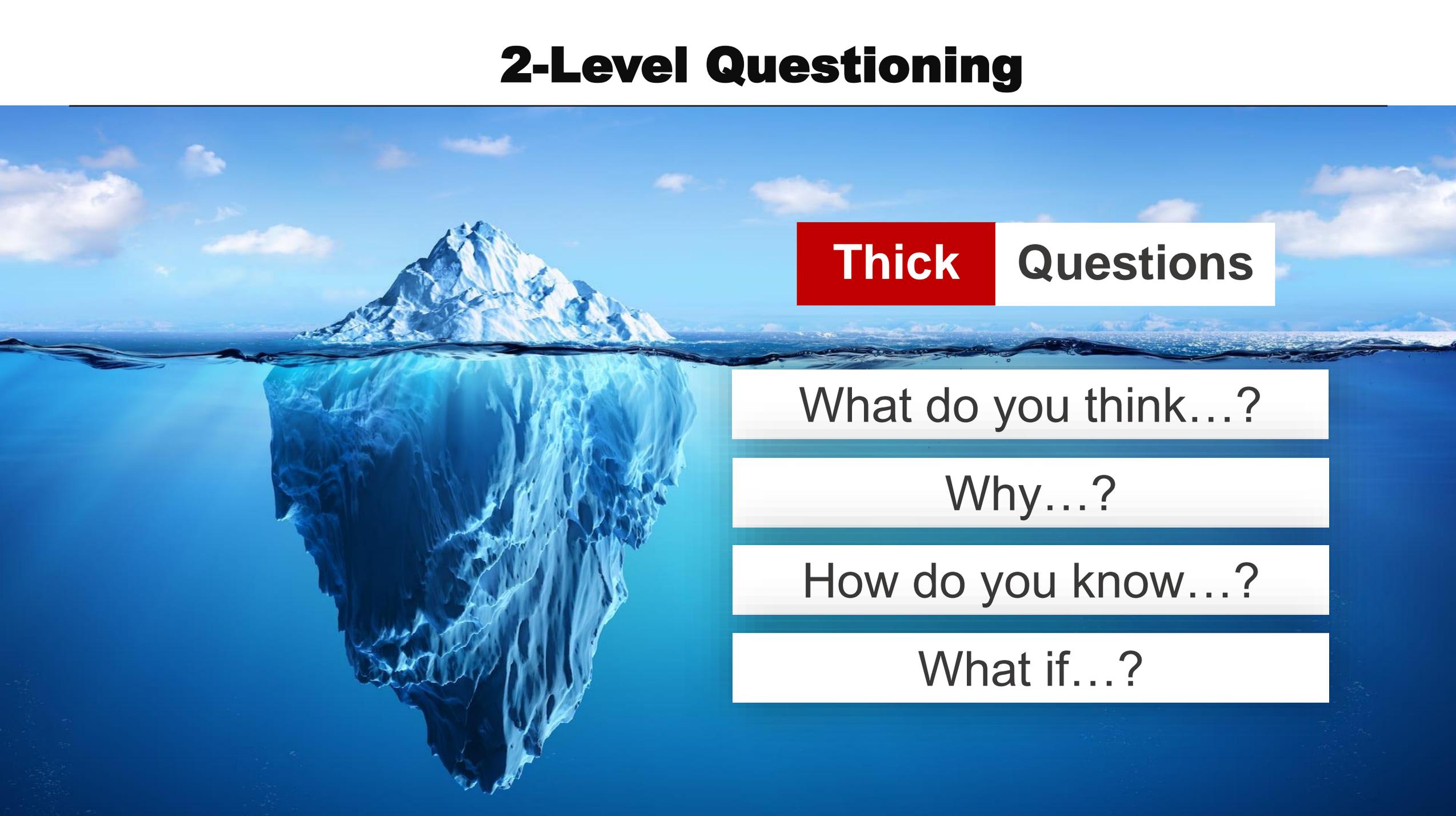
**Questions**

no direct  
answers

make  
readers  
think

help readers  
dig deeper

# 2-Level Questioning

An iceberg floating in the ocean. The tip of the iceberg is visible above the water surface, while the much larger, jagged base is submerged underwater. The sky is blue with scattered white clouds.

**Thick**

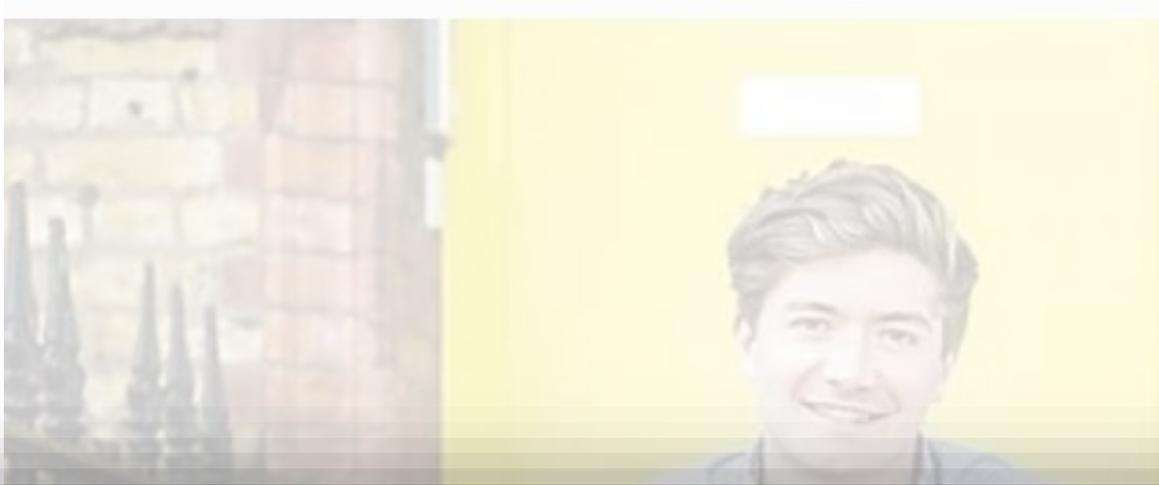
**Questions**

What do you think...?

Why...?

How do you know...?

What if...?



**Do you think** WE CONNECT STUDENTS  
would be a success? And why?



**Do you think** WeConnectStudents would be a success? And why?

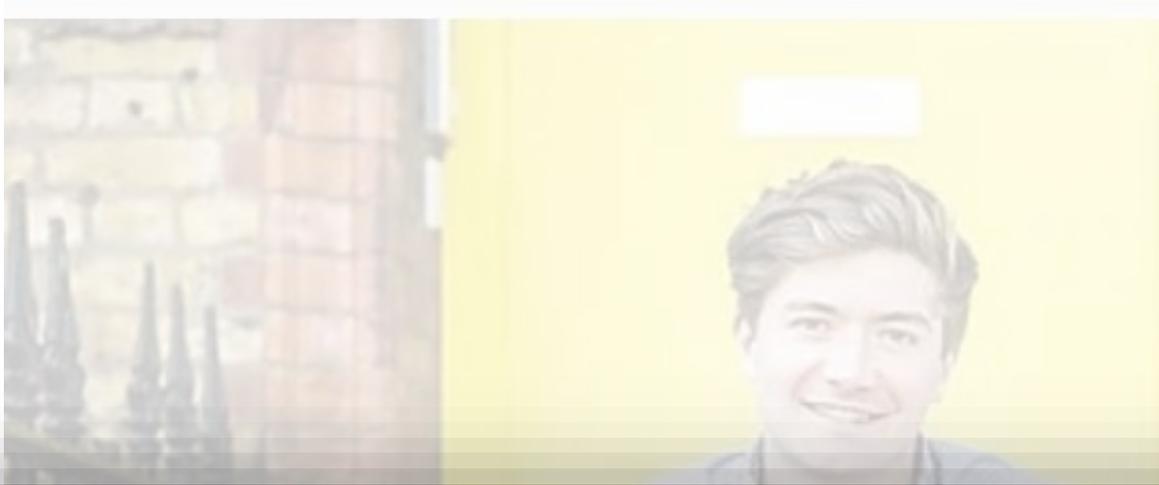
5 "Belief in my idea came because it was just so glaringly obvious that there was a problem that needed solving.

I tested my business idea for about four months.

I developed an 'alpha version' of my website that had basic functionality and about 500 students from my business school registered. Initially, I asked those who registered for feedback on my site."

**Do you think** WeConnectStudents would be a success? And why?

6 "Hearing what was rubbish was more important than what was good, because it enabled me to make improvements. By that point, I had even greater belief in my business idea – the problem I then had was how to fund it."



**Do you think** WE CONNECT STUDENTS  
would be a success? And why?



# WeConnectStudents.com

Buy now for: **\$2,195**

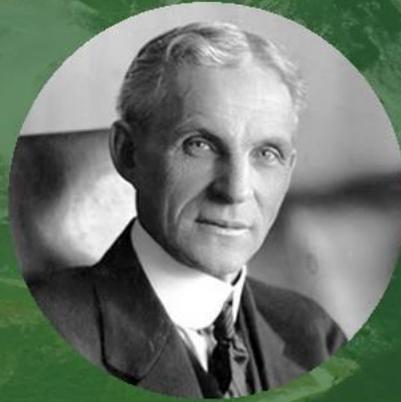
Questions? Talk to a domain expert: [1-303-893-0554](tel:1-303-893-0554)

**FOR SALE**



**Eastern Daily Press**

Failure is simply the opportunity  
to begin again, this time more  
intelligently.



**Henry Ford**  
Founder of Ford Motor Company

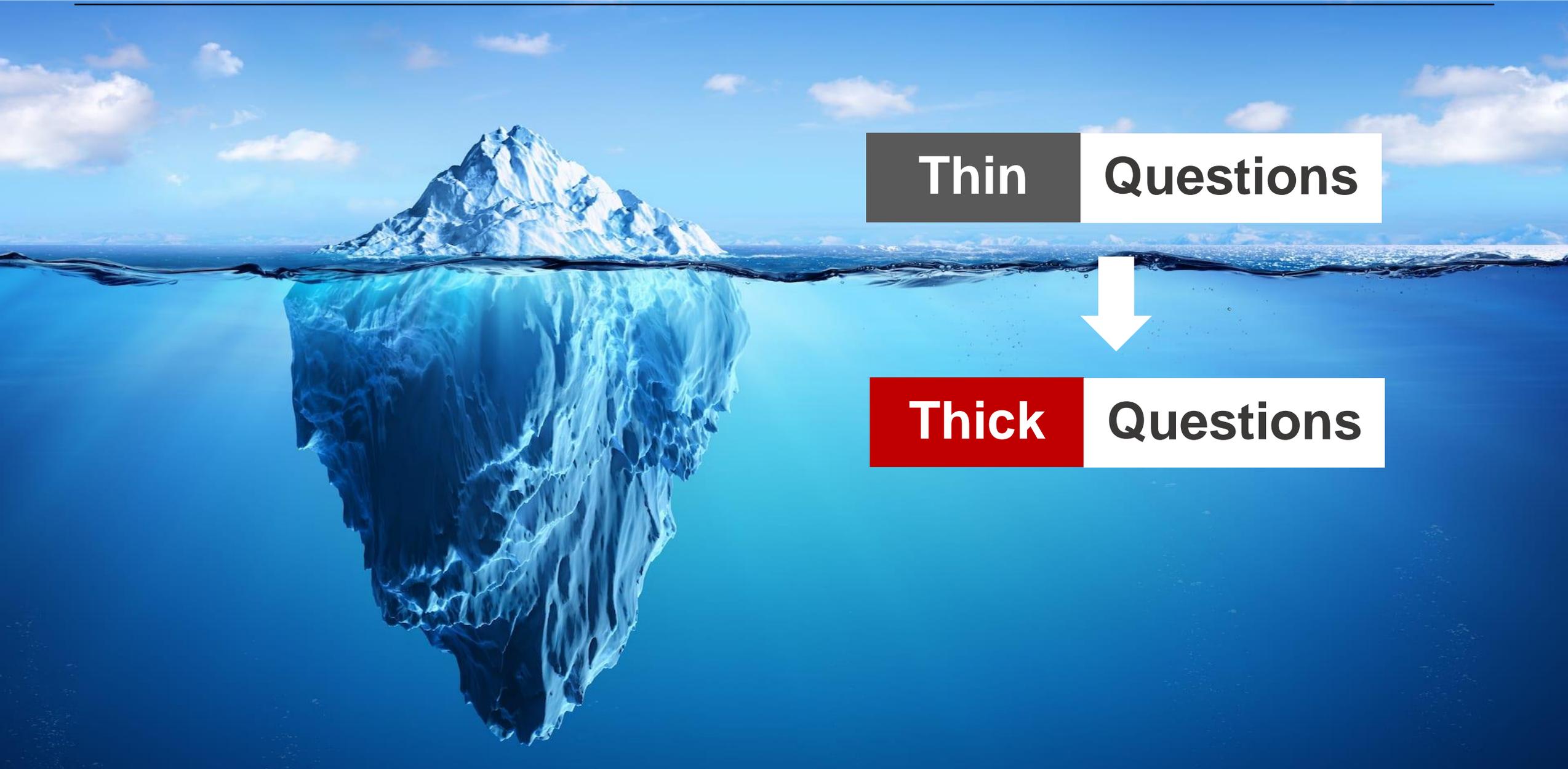
# Should university students be encouraged to start their own business?



## Unit Project

Draft a two-minute opening speech as the first speaker of your debate team

# 2-Level Questioning



**Thin**

**Questions**



**Thick**

**Questions**

iExplore1

# How I started my business while studying at University

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# ASSIGNMENT



Read the rest part of the text.  
Raise **3 thick questions** and  
try to form your answers.

	<b>Thick Question</b>	<b>Your Opinion</b>
<b>Market research</b>		
<b>Start-up funding</b>		
<b>Question of balance</b>		
<b>Networking opportunities</b>		
<b>Oliver's three key pieces of advice</b>		

Thank  
you 

