

LET'S SHOP!

Compact B1 Preliminary for Schools Unit 3

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CLASS PROJECT: A CLASS QUESTIONNAIRE

Step 1: Plan

THE PROJECT

In groups, you're going to create a questionnaire for your classmates about the biggest clothes shops in your town. You will interview your classmates and then present the information you collect using graphs and then compare what you find out with other groups.

1 Read the project description and answer these questions with a partner.

- 1 What is the questionnaire going to be about?
- 2 After you have asked your classmates your questions, what are you going to do?
- 3 What are you going to compare at the end?

2 With a partner, ask and answer these questions about clothes and shoe shops in your town or city.

- 1 Where is the best place to buy jeans?
- 2 Which shop has the best choice of trainers?
- 3 Where can you buy t-shirts and sweatshirts without names on them?
- 4 Is there a shop that sells school uniforms?
- 5 When you go shopping for clothes, do you prefer to buy comfortable clothes or fashionable clothes? Why?
- 6 Describe the last piece of clothing you bought in your town or city? Can your partner guess where you bought it?

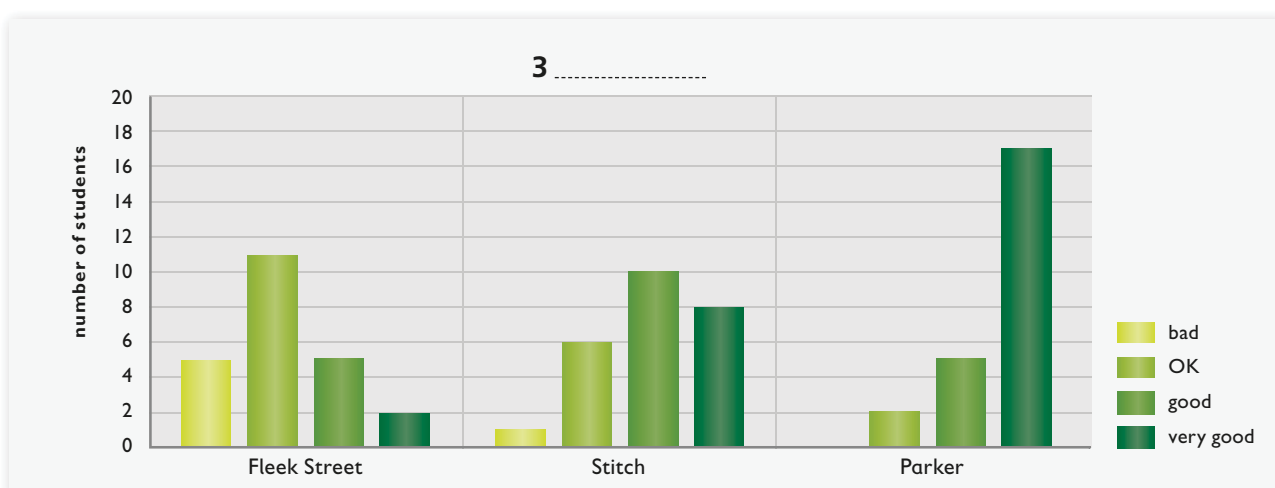
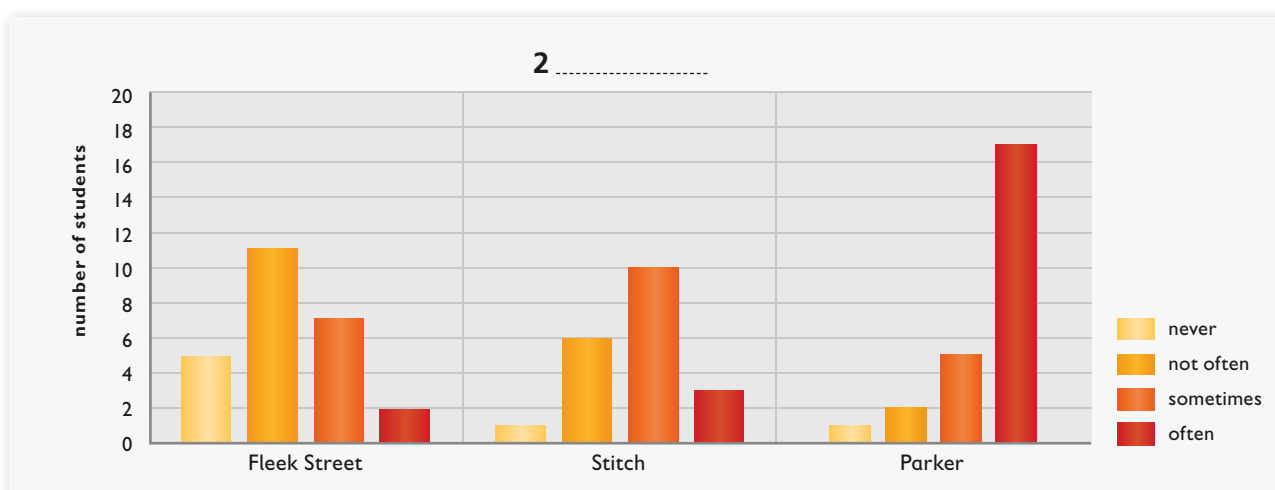
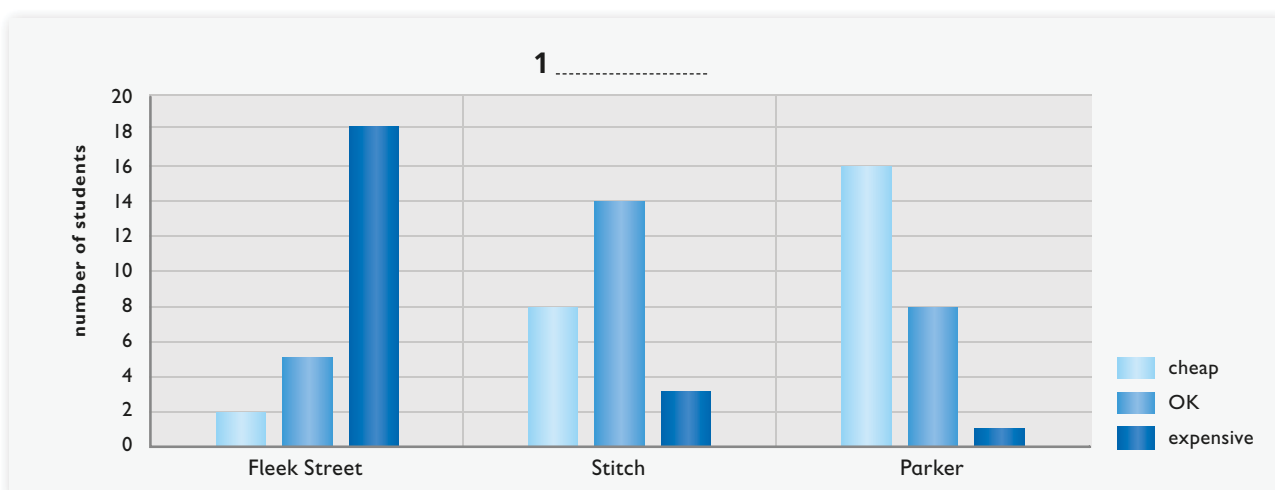


3 Some students from Green Hill School have interviewed their classmates about the biggest clothes shops in their town. Match the questions they asked with the graphs that show the results. There is one question that doesn't have a graph.

- a How good is the choice of clothes?
- b How helpful are the staff?
- c In general, how are the prices?
- d How often do you buy clothes?

4 Look at the graphs. Are the following statements true or false? Correct any false statements.

- 1 More than half the students think Parker is expensive.
- 2 Three students think Stitch is expensive.
- 3 There are more students who often go to Fleek Street than students who never go there.
- 4 Five students sometimes go to Parker.
- 5 In general, students think Fleek Street has a better choice of clothes than Stitch.
- 6 Nobody thinks Parker has a bad choice of clothes.



- 5** Here are the notes the group made for the fourth question on their questionnaire. Each ✓ means one student. Use the information to complete the graph below.

How helpful are the staff...

...at Fleek Street?

Not helpful: ✓✓✓✓✓

Helpful: ✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓

Very helpful: ✓✓✓✓✓✓✓

...at Stitch?

Not helpful: ✓✓

Helpful: ✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓

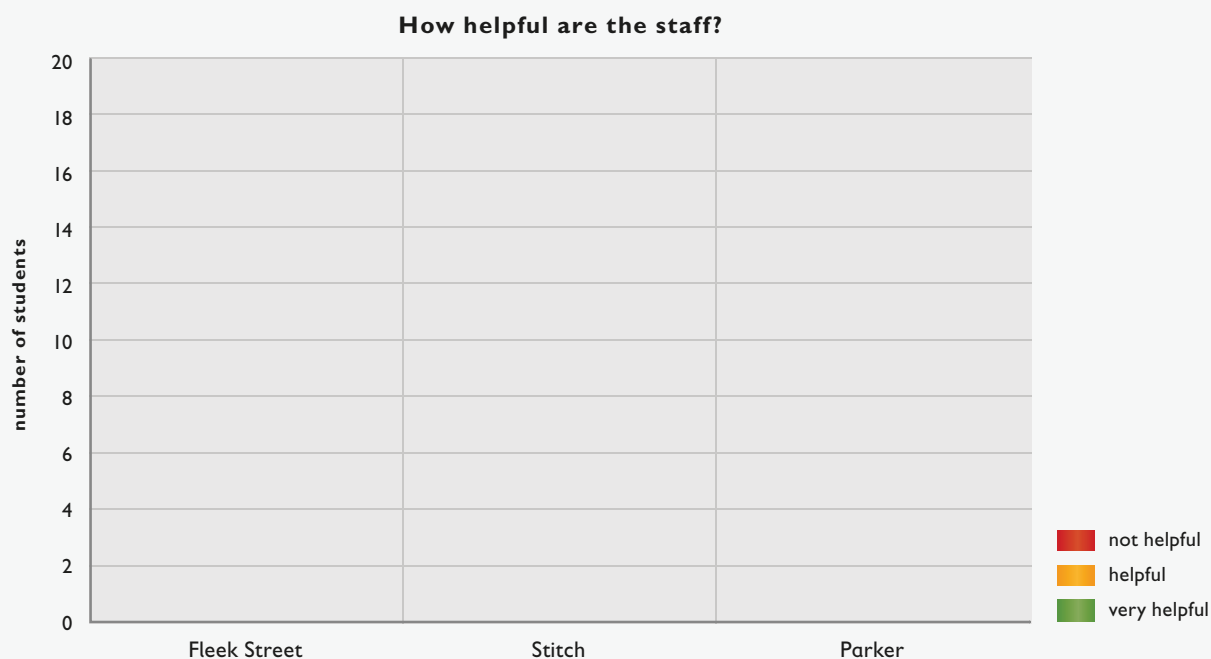
Very helpful: ✓✓✓✓

...at Parker?

Not helpful: ✓

Helpful: ✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓

Very helpful: ✓✓✓✓✓✓✓✓✓✓✓✓✓✓✓



- 6** Think about all the information in the graphs. Which of the three shops do you think is the best one? Why?

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Step 2: Develop

1 In groups, decide which are the three biggest clothes shops in your town or city.

1 2 3

2 Add one of your own questions to this list. Then decide which questions you want to ask in your questionnaire. You should choose at least one question for each student in your group.

- 1 How often do you shop there? (never, not often, sometimes, often)
- 2 How good is the choice of clothes? (bad, OK, good, excellent)
- 3 How good is the quality of the clothes? (bad, OK, good, excellent)
- 4 In general, how are the prices? (cheap, OK, expensive)
- 5 How helpful are the staff? (not helpful, helpful, very helpful)
- 6 How cool is the shop design? (not cool, OK, cool)
- 7 How often do you look at the shop's website / social media? (never, not often, sometimes, often)
- 8 (..... ?)

3 Decide which member of your group is going to ask which question(s).

4 Interview your classmates. Make sure you keep notes of their answers like the example below:

How helpful are the staff...

...at Fleek Street?

Not helpful: ✓✓✓✓✓

Helpful: ✓✓✓✓✓✓✓✓✓✓✓✓

Very helpful: ✓✓✓✓✓✓✓

...at Stitch?

Hi! Can I ask you some
a question for a project
I'm doing?

Sure.

In your opinion, how helpful
are the staff at Fleek Street? Not
helpful, helpful or very helpful?

I think they're
very helpful.

Thanks. How
about the staff
at Stitch?

5 In your group, share your results from the questionnaire and create graphs to show what you have found out.

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CLASS PROJECT: A CLASS QUESTIONNAIRE

Step 3: Produce

PRESENTATION

- 1** Work with a student from another group. Use your graphs to explain what you learned from your questionnaires. Use the *Useful Language* to help you. What similarities and differences can you find?
- 2** With your partner, ask and answer these questions.
 - 1 What results surprised you?
 - 2 Based on the results, what advice would you give to the managers of the clothes shops?

Useful Language: Comparing questionnaire results

We asked our classmates...

This graph shows that...

Most / some / not many students...

(Fleek Street) is more (expensive)
than (Parker)

(Stitch) has the most (helpful staff).

(Parker) is not as (popular) as (Stitch).

SELF-EVALUATION

- 1** With the members of your group, answer these questions together. 1 = not very well, 6 = very well

COLLABORATION

- 1** How well did we work together?

1 2 3 4 5 6

LEARNING TO LEARN

- 2** How well did we show the results of the questionnaire on the graphs?

1 2 3 4 5 6

CRITICAL THINKING

- 3** How well did we compare our group's results with the other group's results?

1 2 3 4 5 6

- 2** Answer these questions about yourself. 1 = not very much, 6 = a lot

- 1** How well did I contribute to the project?

1 2 3 4 5 6

- 2** How much English did I use to do the project?

1 2 3 4 5 6

- 3** Thinking about your answers above, how could you improve the next time you do a project?

TEACHER'S NOTES



PROJECT OVERVIEW

In this project, students work in groups write a questionnaire for their classmates about the three main clothes shops in their town or city. After conducting the questionnaire, they present the results on graphs, one for each question. Finally, students compare their results with those of another group.

The project helps students to develop the following life competencies, which form part of the **Cambridge Framework for Life Competencies**:

COLLABORATION

Taking personal responsibility for own contribution to a group task

LEARNING TO LEARN

Taking control of own learning

CRITICAL THINKING

Evaluating ideas, arguments and options

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CLASS PROJECT: A CLASS QUESTIONNAIRE Step 1: Plan

Estimated time: 40–50 minutes

- 1** Ask students to do the exercise in pairs. This will help to understand what the project involves and how they will do it.
[AK: 1 biggest clothes shops in town; 2 present information in graphs; 3 compare results]
- 2** Ask students to do the exercise in pairs. For questions 1 to 5, encourage them to give reasons for their answers. For question 6, encourage them to use the vocabulary on page 22 of the Student's Book.
[AK: Students' own answers]
- 3** Draw students' attention to the graphs. Ask them what a graph is / does and where they have seen them before (e.g. in coursebooks for subjects such as maths, science, history or geography; in the news, etc.). Explain that the graphs on these pages show information about the opinions of a class of students about the biggest clothes shops in their town. Elicit the names of the shops (Fleek Street, Stitch, Parker). Ask them how many students there are in the class. They can work this out by adding up the numbers in any of the groups of columns. In each case, it will be 20. Ask students to complete the exercise.
[AK: 1c, 2 d, 3a]
- 4** Ask students to work in pairs to complete this exercise. They will need to look carefully at and make sense of the information as shown on the graphs in order to complete it. If you feel it is necessary, demonstrate by working through the first statement with the class.
[AK: 1 F (More than half the students think Parker is cheap.); 2 T; 3 F (There are more students who never go to Fleek Street than students who often go there.); 4 T; 5 F (In general, students think Stitch has a better choice of clothes than Fleek Street. Or, in general, students think Fleek Street has a worse choice of clothes than Stitch.); 6 T]

- 5 Ask students to complete this exercise individually. If you feel it is necessary, copy the template onto the board and illustrate how to complete the graph by drawing the columns for Fleek Street. Students can then complete the other two shops on their own.

[AK:



- 6 Ask students to do this exercise in pairs, then elicit some feedback.

Note: This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson.

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CLASS PROJECT: A CLASS QUESTIONNAIRE Step 2: Develop

Estimated time: 60 minutes

- 1 Put students into groups, ideally of three or four, as this will encourage them to work closely together. Ask them to complete the exercise together. If there are not many clothes shops where your students live, they can think about major clothes shops that they might have visited in other towns or cities. However, it's important that they should be well-known enough that the other students in the class are likely to know about them and have visited or shopped in them in order to be able to answer the questions in the questionnaire.
- 2 Ask the groups to look at the list of questions and then add a similar one to the list, including at least three options for answers. Then ask them to decide the questions they would like to ask. There should be at least one question for each student. For example, a group of three students should choose either three or six questions (either one or two each). This is to ensure that during the questionnaire, everyone has the same amount of work to do.
- 3 Ask groups to decide which members of the group are going to ask which questions. Each student then writes their question(s) and the names of the three shops in their notebook as in the example on the page for the question *How helpful are the staff at...*
- 4 Students now work individually. They interview their classmates and keep notes of the answers using ticks, as in the example on the page for the question *How helpful are the staff at...* Draw their attention to the dialogue in speech bubbles and encourage them to use the same language when asking and answering questions. If you prefer not to have students interview everyone else in class, which might take more time than you have available, you can specify how many students they should interview, e.g. 10 or 15. You can introduce an element of competition to this e.g. *Who can do it the quickest whilst using the most English?*

Note: If you wish to stop here and continue in a future lesson, this stage of the project can be split at this point.

- 5** Once they have finished interviewing their classmates, students return to the groups and share the results. They should work together to create graphs to show the results. Students can use the graphs from Worksheet 1 as models to follow. The graphs can be written either in their notebooks or on posters.

Note: This is the end of Stage 2 of the project: Develop. You can continue now or in a future lesson.

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CLASS PROJECT: A CLASS QUESTIONNAIRE Step 3: Present

Estimated time: 30 minutes

PRESENTATION

- 1** Pair students so that they are working with someone from another group. Ask them to describe the results to each other. Draw attention to the *Useful Language* box and encourage them to use it, especially the language of comparatives and superlatives.
- 2** Ask students to discuss the two questions. Elicit some feedback from pairs and ask the other students if they agree or disagree.

SELF-EVALUATION

- 1** Explain that students are going to think about how well they did the project as a group, as this will help them to understand their strengths and their areas for improvement in future projects. Students discuss the questions together and give their group a score from 1–6 for each question. Draw attention to the *Useful Language* and encourage them to use it, especially the language of comparatives and superlatives. Ask for some examples as feedback for the entire class.
- 2** Explain that students are going to reflect on their own personal contribution, as this will help them to understand their strengths and their areas for improvement in future projects. Students consider the questions individually and give themselves a score from 1–6 for each question. Ensure that students understand that this is self-reflection and is not in any way a formal mark.
- 3** Students reflect on their answers in Exercises 1 and 2 and discuss as a group how they feel they could improve for the next project.