

# Questionnaire: what we think about the environment

**21<sup>st</sup> Century Skills** The world around me: developing active citizenship

**Key Competences** Social and civic competence, Mathematics, science and technology, Sense of initiative and entrepreneurship

**Useful language from the units** 7B the passive, 7E indefinite pronouns, 7F arguing your point, 8B reported speech, 8D reported questions, 8E verb patterns: reporting verbs, 9A travel and transport, 9E verb patterns

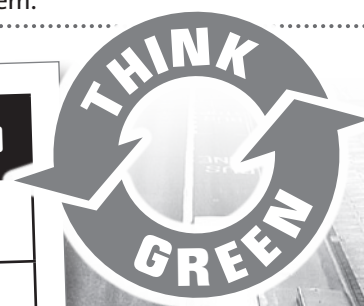
**STEP 1: UNDERSTAND THE TASK** Work in small groups. Read the task. What does the organisation Think Green do and what do they need your help with? Complete the table about your class's transport habits with your guesses.

## TASK

'Think Green' is an environmental pressure group. Their focus this month is 'transport and related environmental issues'. They want to receive data from schools about young people's opinions on this topic. They have asked you to develop a questionnaire, conduct classroom research and collect data for them.

What percentage of your classmates ... (% estimate)

|  |  |  |
|--|--|--|
| cycle to school?                       |  |  |
| take the bus to school?                |  |  |
| take the train or tram to school?      |  |  |
| go on to school on foot?               |  |  |
| get a lift to school in someone's car? |  |  |
| use a different form of transport?     |  |  |



Discuss the questions in your group. Use the key phrases.

- Which of these forms of transport has the least environmental impact? Why?
- Which do you think has the worst effect on the environment? Give your reasons.

## KEY PHRASES



In my opinion, ...

As I see it, ...

It could be argued that ...

I agree with you.

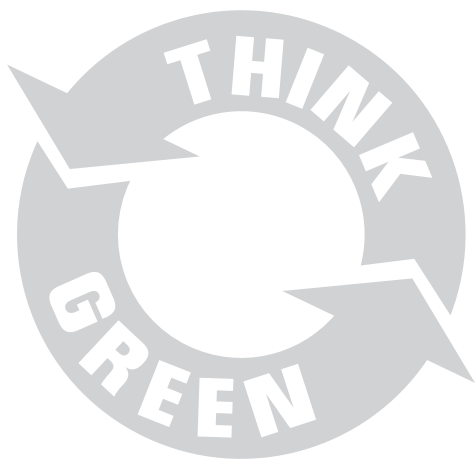
I see your point, but ...

That may be true, but ...

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**STEP 2: ANALYSE** Students at another school wrote a questionnaire about transport and the environment. They conducted a survey and then wrote a report. Read the report and answer the questions.

- 1 How many paragraphs does the report have?
- 2 What is the function of the first and final paragraph?
- 3 The four main paragraphs each summarise and answer to a question. What were the four questions asked in the questionnaire?



**STEP 3: PREPARE** Work in pairs. Think of an aspect of transport and the environment which you would like to focus on. Write four questions to ask your classmates about transport and the environment. Then ask your questions. You will need to record the answers for your report.

**STEP 4: CREATE** Work in your pairs. Write your report for Think Green. Use your information from Step 3 and the report in Step 2 as a guide. Include a table or chart like in Step 1 if you wish.

**STEP 5: SHARE** Read your classmates' reports. Do any of these results surprise you?

**STEP 6: SELF-EVALUATION** Copy the statements into your notebook and score yourself from 1–4.

- a I can contribute my opinion and argue my point in a group discussion.
- b I can create a short questionnaire and conduct research.
- c I can organise information in a report.
- d I can read reports and speculate on the source material.

4 very well

3 well

2 needs practice

1 not very well



## Our class, transport and the environment

We were asked by the organisation Think Green to find out about our classmates' habits and opinions regarding transport and the environment.

### 1 Environmental awareness

It was perhaps not surprising that everyone told us they were very environmentally aware. This introductory question did not give us any new information.

### 2 Travel habits

When we asked the class how they usually travelled to school, around 85% responded that they walked. This is obviously very eco-friendly, so the majority of us are not polluting or damaging the environment getting to and from school.

### 3 Reasons for using this form of transport

We thought that most students chose to walk to school for environmental, health or financial reasons. In fact, in most cases students had no alternative to walking. When we asked about their preferred form of transport, around 50% said their preference was to go to school by car, followed by 25% who would prefer to go by bus. This shows that we are not as environmentally friendly as indicated in points 1 and 2 of this report.

### 4 Travelling by bike

Cycling is healthy and eco-friendly, but few students travel by bike. When we asked them if they would consider cycling, over 80% of the students replied that they would because it is quicker than walking. However, many believe it is unsafe because there aren't enough cycle lanes. One student mentioned a friend who had been knocked off his bike on his way to school.

In conclusion, our class already has a low impact on the environment when travelling to school. However, this is not necessarily due to students making thoughtful decisions about the environment.

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## PROJECT SUMMARY

- **21<sup>st</sup> Century Skills:** The word around me: developing active citizenship
- **Key competences:** Social and civic competence, Mathematics, science and technology, Sense of initiative and entrepreneurship
- **Useful language from the units:** 7B the passive, 7E indefinite pronouns, 7F arguing your point, 8B reported speech, 8D reported questions, 8E verb patterns: reporting verbs, 9A travel and transport, 9E verb patterns

## WARM-UP EXERCISE

Ask students: *How many different forms of transport can you remember from Unit 9?*

Ask students if they can think of any environmental problems (or advantages) associated with these forms of transport.

## STEP 1 UNDERSTAND THE TASK

- Ask students to read the task. Put students into groups of three or four students to discuss the purpose of the organisation Think Green and what they need to do. Check their understanding. Make sure they understand 'pressure group'.
- Focus their attention on the table and ask them to think about how their classmates travel to school. They should complete the table with their ideas. Remind them that the percentages they guess in the second column should add up to a total of 100.
- When they have completed the table, ask them to discuss the questions in their group. With a weaker group, check the meanings of *environmental impact* and *effect* before they start.
- Encourage them to use the key phrases to argue their point.
- Monitor carefully. If a group is finding it difficult to have a discussion or they all agree rather quickly, prompt them to keep thinking and discussing, e.g. *But don't you think ... ?*, *But on the other hand ...*, *But couldn't you also say ... ?*

## STEP 2 ANALYSE

- Tell students that they are going to read a report which another school class wrote after they had designed a questionnaire and used it for classroom research.
- Ask students to read the report carefully. Put students into pairs to answer questions 1–3. Tell them to think about what information is contained in the introduction and conclusion.
- Write these words and phrases on the board and ask students to look for them in the report. They should write the full sentences which contain the phrases in their notebooks. Tell them to discuss in pairs what the words and phrases mean, using the sentence context to work out the meanings.

- *the majority of* (noun phrase)
- *no alternative to* (noun phrase)
- *preference* (noun)
- *indicate* (verb)
- *not necessarily* (adverb)

- Go through the words and phrases as a class. You might want to ask students to translate if appropriate.
- Elicit the function of the introduction and conclusion, and the questions from the questionnaire.
- As an extension activity, you could also ask the students: *What kind of questions were asked?* (Question 4 is a closed question (yes/no); questions 2 and 3 are open questions (which need information in the response); question 1 could be closed or open).  
*What kind of register is the report written in?* (Neutral to formal.) Encourage them to think how they know it is not informal (Vocabulary: *indicated, however, due to*; grammar: use of the passive: *we were asked, ... who had been knocked off his bike*)

## ANSWERS

- 1 The report has six paragraphs.
- 2 The first paragraph is the introduction and explains the reason for conducting the research and the topic of the research. The final paragraph is the conclusion and summarises the main results of the research and what the results mean.
- 3 Paragraph 1: Are you environmentally aware? / How environmentally aware are you? Very, Quite, Not much, Not at all  
Paragraph 2: How do you usually travel to school?  
Paragraph 3: Why did you choose this form of transport? / What is the reason for your transport choice?  
Paragraph 4: Would you consider cycling to school? / Would you consider travelling to school by bike?

## STEP 3 PREPARE

- Students focus on choosing an aspect of the topic and writing four questions to use for research.
- Ask students to work in pairs to choose an aspect of transport and the environment to research. If they have difficulty thinking of something to research, you could prompt them with the ideas below:
  - Travelling on holiday
  - Car-sharing
  - Electric and hybrid cars
  - Bike paths and cycle lanes
  - The transport of the future
  - The transport network in your area
  - Business travel
  - Alternatives to petrol
- Ask students to think of four questions on their topic. Monitor carefully, check that their questions are correct and, if possible, ensure there is a range of both open and closed questions.

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- Ask students how they are going to make a note of their classmates' responses. This is important because their report will be based on the data that they collect at this stage. They need to keep a record of the answers and make notes of information their classmates give.
- When all the students are ready, ask them to conduct their research by asking all four of their questions to all of their classmates.

**STEP 4 CREATE**

- In pairs, students write the report of their findings from Step 3.
- Remind them to start with an introduction and finish with a conclusion. Encourage them to think of a title and use subheadings for each questionnaire question they are reporting.
- Encourage them to include a chart if they wish to illustrate their results.



If possible, encourage students to type up their reports on a computer for a professional finish. They could use any available software to produce a chart.

- Monitor and help students as necessary. Ask them to check their reports to make sure they have used reported speech correctly and that the register they have chosen is appropriate.

**STEP 5 SHARE**




- Give students the opportunity to read each other's reports. They may not have time to read all of them, but you could set a minimum number to read. Reports can be displayed on the students' desks or around the walls.
- As they read, remind them to work out the questions that each group asked.
- If they have time, they should look for any information that they think is particularly interesting or surprising and remember which report it is from.
- Conduct whole-class feedback about the findings of the reports, encouraging students to tell the class what interesting or surprising information they found.

**STEP 6 SELF-EVALUATION**

- Ask students to copy statements a–d. Then they decide how well they can do each thing. Point out that number 4 is very positive and number 1 is the least positive.
- You can also use the key competences evaluation rubric to evaluate how well students have done with the key competences associated with this project.
- You could then conduct a class discussion on what the students found easy and difficult about doing the project, and what they might do differently if they did the project again.

## Key Competences Evaluation Rubric

Student's name: ..... Class: .....

| KEY COMPETENCE   |  | 4 EXCELLENT | 3 GOOD | 2 ADEQUATE | 1 NEEDS IMPROVEMENT |
|--|--|-------------|--------|------------|---------------------|
|    | <b>Social and civic competence</b><br>In step 3, the student participates well as a team member to develop a questionnaire, to conduct classroom research and to efficiently collect data. The student works collaboratively to create a report in step 4. At all times, the student expresses and shares valid opinions about the environmental effects of transport.     |             |        |            |                     |
|    | <b>Mathematics, science and technology</b><br>The student is able to make intelligent estimates of percentages to complete the table in step 1. In step 4, the student writes a clear, factual report that is supported by data, numerical information expressed as percentages, and visual information such as a chart if necessary.                                      |             |        |            |                     |
|  | <b>Sense of initiative and entrepreneurship</b><br>In step 1, the student participates well within the group and uses negotiation skills to reach an agreement. The student demonstrates decision-making skills in step 3 when making a choice. The student shows good time management and an ability to plan and organise content in the creation and presentation steps. |             |        |            |                     |