

Good questions, good data

What makes a survey question useful?

CLASS Year 7 Academic English · A2 → B1

TIME 60 minutes

RESOURCES Slides 1–19 · Handout pp1–5 · Whiteboards and pens

AIMS

Content Judge and improve survey questions.

Language Classify questions and use “because” to say why.

Skills Give a reason for your choice.

KEY LANGUAGE

- classify · specific · appropriate · neutral · useful · survey · data
- This question is specific because... · This question needs improving because...
- Question A is more useful than B because... · The best question is... because it is...

Stage	Time	Procedure	Resources	Watch for and adapt
1 Do now and retrieval AIM Review L1 and link to today. <i>Pairs, whiteboards</i>	7 min 0–7	1 Show slide 1. Partners say one thing the graph tells us and one thing it does not. Read the aims; point at “because”. 2 Show slide 2. Learners match each display to its job on whiteboards, for example 1–C. Pairs check. 3 Say: “Today: how do we get good data? It starts with the question.” 4 Show slide 3. Preview the four steps. ANSWERS Football most popular (14), library least (6). Displays: 1 C, 2 D, 3 B, 4 A.	• Slides 1–3 • Whiteboards	
2 Compare questions and the four checks AIM See what makes a question useful. <i>Individual, pairs, whole class</i>	8 min 7–15	1 Show slide 4. Learners think for 30 seconds, then talk: which two questions give more useful data? Why? 2 Show slide 5. Teach the four checks one at a time: say the word, learners repeat, read the example pair. 3 Say: pass all four = useful; fail a check = needs improving. ANSWERS A and B are strong. C and D need improving.	• Slides 4–5 • Handout p1	• “Appropriate” heard as “polite”: say “suitable for the people and place; no private questions.” LANGUAGES Instruct pairs to talk in any shared language. Then collect reasons in English.
3 Worked examples and key language AIM See the routine modelled. <i>Whole class</i>	5 min 15–20	1 Show slide 6. Think aloud: name the problem, fix it, say the “because” sentence. Learners watch; they do not copy. For example: ““Do you like sport?’ That is not exact. So it needs improving because it is not specific.” 2 Show slide 7. Same routine, faster. Learners predict the problem first. 3 Show slide 8. Read each phrase; learners echo it. ANSWERS Slide 7: “It needs improving because it is not neutral.”	• Slides 6–9	
4 Guided practice: judge the questions AIM Use the four checks with a partner. <i>Pairs, then whole class</i>	10 min 20–30	1 Show slide 10. Model with the two samples on the slide. 2 Pairs mark the ten questions (useful or needs improving) and write a reason. At 6 minutes say: “Finish the last question.” 3 Show slide 11. Reveal the answers. Ask: “Which was hardest to judge? Why?” ANSWERS 1, 3, 5, 9, 10 useful. 2 not specific. 4 not neutral. 6 not answerable. 7 options not clear. 8 not appropriate.	• Slides 10–11 • Handout p2	• Reasons like “good” or “bad”: ask “Which check does it fail?” SUPPORT Checklist on handout p1. STRETCH Name the problem for each weak question. LANGUAGES Instruct pairs to check meanings in a shared language, then write the reason in English.

Stage	Time	Procedure	Resources	Watch for and adapt
5 Rewrite and choose options AIM Fix weak questions and options. <i>Pairs</i>	10 min 30–40	1 Show slide 12. Task 1: choose two questions from 2, 4 or 7. Name the problem, write a better question, explain with “because”. 2 Task 2: choose the better options for “How often do you read for fun?” 3 Show slide 13. Pairs say what each word means to them: weekend, lunch, holiday, often. Ask: “Which word in your question could mean different things to different people?” ANSWERS Task 2: Y is better: clear, no overlap, covers every answer.	• Slides 12–14 • Handout p3	• Generalising about a country: say “It can differ.” STRETCH Question 6 or 8; no “because” frame. LANGUAGES For slide 13, pair learners who speak different languages. Each explains what the word means to them.
6 Model and design your question AIM Write one survey question and explain the data. <i>Whole class, then individual</i>	14 min 40–54	1 Show slide 15. Walk through the finished template. Point to “specific”, “appropriate” and “data”. 2 Show slide 16. Learners work alone on the template: topic, question and options, data, why it is useful. 3 Suggested split: topic 2 minutes, question and options 4, data 3, check 3. At minute 9 say: “Now check.”	• Slides 15–17 • Handout pp4–5	• Learners ask you to check everything: send them to the checklist on p1. SUPPORT Level 1: full frames and topic menu. Level 2: “because” frames only. STRETCH Level 3: no frames. Write a second version.
7 Swap, check and plenary AIM Judge a partner’s question and give a reason. <i>Pairs, whiteboards</i>	6 min 54–60	1 Show slide 18. Learners swap templates. The partner answers the question and checks the four points. 2 The partner says: “This question would / would not give useful data because...” 3 Vocabulary check (2 minutes): learners match words and meanings on whiteboards. ANSWERS classify = C, specific = D, appropriate = A, data = B.	• Slide 18 • Handout p5 • Whiteboards	• Reasons without “because”: ask “Because what?”

AFTER THE LESSON Vocabulary book: learners add classify, specific, appropriate, neutral and useful to their word record or word boxes. Homework task: to be added. Journey slides (3, 9, 14, 17).