

# GETTING THERE

## Compact A2 Key for Schools Unit 6

# 6

### CLASS PROJECT: A QUIZ

#### Step 1: Plan

#### THE PROJECT

In groups, you are going to design a quiz for your classmates and play a game. You will create quiz questions using comparative and superlative adjectives on the topic of transport, and then you will play the quiz with the other groups. You will also take part in the quizzes prepared by your classmates. After playing all quizzes, the group with the most points will be the winning team.

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

- 1 What will you produce in this project?
- 2 What grammar and vocabulary from Unit 6 will you need to use?
- 3 What will you do with the other groups in the class?
- 4 What will happen at the end?

#### 2 Discuss these questions about the topic with your classmates.

- 1 Do you enjoy playing quizzes? Why or why not?
- 2 When and where do people usually play quizzes?
- 3 Have you ever designed a quiz before? How can you make your quiz interesting?
- 4 In your opinion, why is a quiz more fun than a test?



#### PREPARATION

#### 3 Look at the transport words in the table and decide which verbs they match. Write *D* (Drive), *F* (Fly), *R* (Ride) or *S* (Sail).

#### TRANSPORT

SEA

boat

LAND

bike

taxi

AIR

helicopter

- 4 Read the quiz questions quickly and underline the different types of transport you find. Write them in the correct categories in the table on page 1. Then decide which verbs they match and write *D* (Drive), *F* (Fly), *R* (Ride) or *S* (Sail).
- 5 Read the quiz questions again and write the correct comparative or superlative form of the adjectives in brackets.

# QUIZ!

1 Which city currently has  
(expensive) public transport  
system in the world?

- A London
- B New York
- C Paris



2 On average,  
which type of transport is

(noisy) a car?

- A bike
- B taxi
- C motorbike

3 Which country currently has  
(fast) train in the world?

- A France
- B Japan
- C China

4 If you're travelling by plane  
from London, which city is

(far) Sydney in Australia?

- A Chicago in the USA
- B Auckland in New Zealand
- C Bangkok in Thailand

5 Which city currently has  
(big) tram system in the world?

- A Melbourne
- B Lisbon
- C Cairo

6 Is a lorry

(heavy) a ship?

- A Yes
- B No
- C They are the same.

7 Which city currently has

(good) airport in the world?

- A Los Angeles
- B Frankfurt
- C Singapore

8 A bus in in which city is usually

(crowded) a bus in Madrid, Spain?

- A Mumbai, India
- B Oxford, England
- C Cuenca, Spain



- 6 Do the quiz in groups. Then check your answers as a class. Which group scored the most points?
- 7 Discuss with a partner. How well did you do in the quiz? Did any of the answers surprise you?

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### CLASS PROJECT: A QUIZ STEP 2: Develop

**1** In groups, think about what area of transport you would like to focus your quiz on. Here are some options, but you can also discuss your own.

- Design a quiz all about trains or planes
- Create a quiz on transport in the USA or in China
- Prepare quiz questions on the future of transport or the history of transport

**2** Try to find out the answers to these questions about the transport topic you chose in Exercise 1. Use the *Online Research* to help you with your search.

- 1 Is there enough information about the topic online?
- 2 Do different websites give similar information?
- 3 How do we know if a website has true information?
- 4 Are we certain we can find correct answers to the quiz we want to do on our transport topic?

#### Online Research: Evaluating information



Here are some more search tips to check just how true the information you're searching for is:

- Read the information carefully to be sure it relates to your topic
- Check the facts are clear and the information sounds true and correct
- Check the dates to be sure the information is up to date or new
- Check that the writer of the information or the organisation it comes from is truthful
- Remember to always check at least three different websites to see if the information you're looking for is the same, and therefore probably correct.

**3** You are going to design a quiz on your chosen transport topic. Use the *Useful Language* to discuss and agree upon ten quiz questions that you would like to ask. Remember that each question should contain an example of a comparative or superlative adjective.

#### Useful Language: Agreeing and disagreeing



I agree. / I don't really agree.

I (don't) feel the same way.

I'm (not) sure you're right.

Yes, but don't you think that ... ?

I understand what you're saying, but ...

That's a good point, but ...

**4** Prepare your quiz questions and the answers to complete your quiz. Don't forget to:

- find correct answers online by checking all the information available to you
- use the model quiz as an example
- use vocabulary and grammar from Unit 6
- use photos to illustrate your quiz if you want to

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### CLASS PROJECT: A QUIZ STEP 3: Present

#### PRESENTATION

- 1 Prepare to do your quiz with the other groups. Each group, including yours, should give themselves a team name, and the class should decide the quiz rules with the teacher before playing. Present your quiz to the other teams, and then take part in the other groups' quizzes.
- 2 When all the quizzes have been played, answer these questions with the members of your own group:
  - 1 Did any of the other teams focus on the same transport topic as you? Were any of the questions similar?
  - 2 Could you answer most of the quiz questions? Were any of the topics particularly difficult?
  - 3 What did you learn about the different transport topics presented?
  - 4 After taking part in the other quizzes, what would you do differently with your quiz? Would you change any of the questions or any other part of your quiz?
  - 5 Did your team answer the most questions? Why or why not?

#### SELF-EVALUATION

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

#### CREATIVE THINKING

- 1 How well did we work together to design an original and imaginative quiz?

1  2  3  4  5  6

#### CRITICAL THINKING

- 2 How well could we tell the difference between fact and opinion in our answer choices?

1  2  3  4  5  6

#### DIGITAL LITERACY

- 3 How well did we use the internet to evaluate all the information available?

1  2  3  4  5  6

#### SOCIAL RESPONSIBILITIES

- 4 How well did our group answer the quiz questions set by the other teams?

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 plan and research 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 will design a quiz for their classmates and play a game. They will create quiz questions using comparative and superlative adjectives on the topic of transport, and then play their quiz with the other groups. Each group will take part in the quizzes prepared by the other groups, too. After playing each quiz, you will keep score of each group's points and the group with the highest score at the end is the winning team.

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

### CREATIVE THINKING

Participating in creative activities

### CRITICAL THINKING

Evaluating ideas, arguments and options

### DIGITAL LITERACY

Evaluating how accurate information online is

### SOCIAL RESPONSIBILITIES

Taking active roles including leadership

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### CLASS PROJECT: A QUIZ Step 1: Plan

**Estimated time: 45 minutes**

- 1** Ask students some questions based on the information on page 40 of the Student's Book to see how much they remember. For example, *Where is the longest road bridge in the world?* (Thailand) *Which city has got some of the worst traffic in the world?* (Los Angeles), etc. Explain that in this project students will design their own quiz on the topic of transport, researching and preparing similar questions. Get students to read the project description and then answer the questions in pairs.  
[AK: 1 a quiz; 2 comparative and superlative adjectives, transport vocabulary; 3 We will ask the other groups our quiz questions, and we will play the quizzes prepared by the other groups; 4 The group with the most points will be the winning team.]
- 2** Discuss the questions about the topic as a class to find out what students know about quizzes and whether they have ever designed one before. Explain that, even though a quiz is a series of questions on a topic, much like in a test, it is more fun because it is played as a game with teams competing against one another to win.  
[AK: Student's answers]
- 3** Ask students to complete the table with the verbs related to different types of transport. There is one verb for each type of transport. Students should ignore the other gaps in the table for the moment.  
[AK: boat = S; bike = R; taxi = D; helicopter = F]
- 4** Draw students' attention to the quiz on page 2. Ask them to read through the quiz questions quickly and underline the ten transport words they find. They then write these words in the correct categories in the table (note that *bike* and *taxi* are already in the table), and write the letters for the verbs related to the different types of transport.  
[AK: SEA = ship (S); LAND = motorbike (R), car (D), bus (D), lorry (D), train (D), tram (D); AIR = plane (F)]



- 5** Ask students to read the quiz questions again, this time completing the gaps in the questions with the correct comparative or superlative form of the adjectives in brackets.  
*[AK: 1 the most expensive; 2 noisier than; 3 the fastest; 4 further than; 5 the biggest; 6 heavier than; 7 the best; 8 more crowded than]*
- 6** The students can now do the quiz in their groups. Read out the quiz questions and have the groups work together to answer them on a piece of paper. Set a time limit for answering each question. Students then hand you their answers for you to add up the scores and see which group has the most points. If two or more groups have the winning score, it's a tie. You can do the quiz differently if you prefer, for example, ask groups to put up their hands (or ring a buzzer) to answer the questions. It is not important if students don't know the answers to all the questions, they can guess the answers to those that are trickier to see if they made the right choice.  
*[AK: 1 A (in 2019, a single journey on the London underground is £4.90, it is \$2.75 on the New York subway, and it is €1.90 euros on the Paris metro); 2 C; 3 C (in 2019, the Shanghai Maglev reached a speed of 267.8 mph); 4 B; 5 A (Melbourne's tram system is the world's largest with 250km length of track and 1763 stops); 6 B; 7 C; 8 A]*
- 7** Students discuss what else they would like to find out about on the topic of transport and think of a quiz question that they can ask another pair of students in the class. They may need to do some online research to check the answer to their question.  
*[AK: Student's answers]*

**Note:** This is the end of Stage 1 of the project: Plan. You can continue now or in a future lesson. If you decide to continue in a future lesson, you could ask the students to prepare for the next stage by thinking about some quiz questions they might like to ask on the topic of transport.

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### CLASS PROJECT: A QUIZ Step 2: Develop

**Estimated time: 90 minutes (this can be split into two sections, between Exercises 3 and 4)**

**Exercises 1–2: 30 minutes**

**Exercise 3–4: 45 minutes**

- 1** In groups, students think about the area of transport they would like to focus their quiz on. There are several options given, or students can do some online research to come up with their own. The example quiz in this project gives a general overview, but ideally groups should be encouraged to choose different areas on the topic of transport to avoid the same questions coming up in the different quizzes. The class should be divided into four or five different groups with three or four students in each group, depending on the number of students in the class. It would be good to have no more than four or five different quiz rounds, if possible.
- 2** Students should use these questions as guidelines to help them find the information they need to prepare for their quiz. Focus their attention on the *Online Research* box. Explain that when they do online research for their quiz, it is important that they use accurate information in the questions and answers. They should use the tips to evaluate whether their chosen sources of information are genuine, trustworthy and up to date.

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

- 3** Students continue planning their quiz by putting together their quiz questions. They should aim for ten questions. The example quiz gives eight questions as it serves as a model only. Students can format the answers to their quiz questions as they wish, using multiple choice as in the example quiz, or true / false options or another option. Encourage students to use the language in the *Useful Language* box to discuss and agree upon the content of their quiz. Also remind students that each question should contain an example of a comparative or superlative adjective. Students may also design their quizzes digitally using a free online quiz maker such as Survey Monkey.

- 4 Students compile the answers to their quiz questions. They should do a thorough online search using the points in the *Online Research* box to be sure that the information they find is accurate. When the project is ready, students should have some time to practise their quiz. Students can take turns reading out the questions and giving the answer options, in preparation for when they play the quiz with the other groups in the class.

**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 QUIZ Step 3: Present

**Estimated time: 45 minutes**

#### PRESENTATION

- 1 Set up the classroom to play the quizzes. Perhaps have four or five areas of the room grouped together for each team. Groups should give themselves a team name. Decide on the quiz rules before playing, for example: to answer questions, teams can confer as a group and write down the answers, put up their hand or press a buzzer; if a team gets the answer wrong, another team can play; keep a score of each team's answers so that you can calculate who the winning team is at the end. If possible, play a quiz question with a stronger group to model the game for the whole class to learn the procedure.
- 2 Ask students to work in their original groups to answer the questions. Discuss some of the answers as a class.

#### 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. 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.