

A1-A2



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BREAK OUT!

ESCAPE GAMES ESCAPE GAMES ESCAPE GAMES ESCAPE GAMES ESCAPE GAMES ESCAPE GAMES ESCAPE GAMES

Rhona Snelling

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Escape activities for
the English classroom A1-A2



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Introduction

What are “escape games”?

Escape games involve students working together to find solutions to problems, and, ultimately, to ‘escape’ a specific situation or to ‘break out’. Not only are problem-solving, critical thinking and teamwork skills required, but also the ability to understand and use language effectively during the task.

How do escape games improve students’ language skills?

Studies show that escape games offer excellent learning opportunities and increased motivation for students; escape games should not be dismissed as ‘just’ games.

The collaborative nature of escape games means that teamwork is naturally fostered and developed alongside communicative competence and interpersonal skills, such as turn-taking, listening to others, expressing opinions, etc. This also helps to strengthen relationships with others, build confidence and lower anxiety.

As well as integrating reading, writing, speaking and listening skills, each escape game in this book contains a clear and identifiable language focus. Grammatical structures and vocabulary expected at this level are included and practised throughout. The language practice occurs in a natural and contextualised manner and as the simple result of taking part in an immersive escape game.

Why use this book?

All the escape games are:

- **easy to use**

The photocopiable activities in this book are especially designed for use in the English language classroom. The activities are designed to be easily set up and the instructions are clear and concise.

- **entertaining and engaging**

The activities are more than just a fun extension to the coursebook. Developing skills and language simultaneously, each activity is based on language that can be expected at this level and explores a range of topics commonly found in the coursebook. Set in a range of contexts, students can learn about English-speaking countries and other cultures.

- **motivating**

Your students may be too involved in playing the escape game to realise that they are practising the language you have already introduced. They may instead be too focused on working together to solve the puzzles to even notice that they are using the target language.

How to use this book

The twenty escape games in this book can be used in any order, as all the structures are appropriate for students at this level.

Therefore, you may wish to select a particular language point or a specific topic for your students, or you may wish to follow the numerical order of the escape games.

Procedure

Make a copy of the worksheets (for each part of the escape game) for each student in your class.

Put students in small groups. Explain the situation and give each student WS1. Students work together to solve the puzzle on the worksheet in order to get the code and unlock the padlock (at the bottom of each worksheet). If a group is struggling and asks for your help, you can give them the first clue, then the second clue, and, finally, the third clue. (They need to mark the box at the top of the worksheet with how many clues they used before solving the puzzle.)

When they produce the correct code for WS1, you can give them the next worksheet (WS2 or WS2A and WS2B). The groups solve another puzzle (asking you for clues, if necessary) in order to finish the escape game and/or continue to the final worksheet (WS3).

The group who cracks the code and 'escapes' first, using the lowest number of clues, is the winning team.

During the escape game, your role as a teacher is to observe the groups working together and check codes or provide clues, and hand out the next worksheets.

Differentiation

The students in your class may have different levels of language competency as well as different levels of confidence. Less able or less confident students benefit from the focus of the activity being on task completion and collaboration as opposed to linguistic accuracy.

You can give groups who finish early, a related extension task. Some generic tasks include:

- write about their own life using examples of the target language,
- make a simple drawing of an image on the worksheet and describe it,
- record any new language in their notebook,
- devise their own puzzle for another student to solve.

Specific differentiation tasks are also provided with each escape game.

Digital components

Access all the accompanying digital components for this book online; please find the instructions on page 1.

Great Britain

The map – Can you solve the puzzle?

Rationale

The students practise their reading and speaking skills to complete these puzzles. They also practise their peer listening skills as well as their writing skills in Worksheet 2A and 2B.

Students practise and revise the English alphabet and spelling, whilst they learn about the three countries that make up Great Britain.

Situation

In EG1–4, students are on a school trip to Great Britain. In EG1, students are on the ferry to England. In Worksheet 1, they help the bus driver by repairing her map of Great Britain. In Worksheet 2A and 2B, students work together to complete the names of the countries and capital cities on the map of Great Britain.

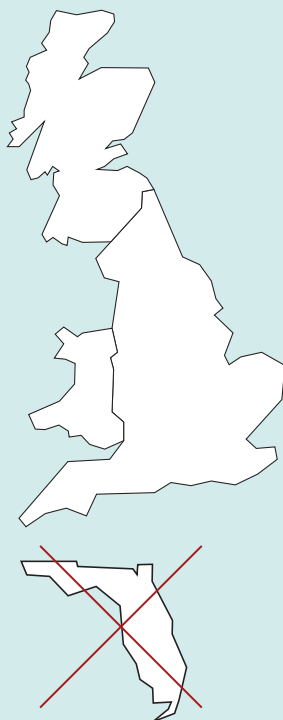
Differentiation

You can give groups who finish early, a related extension task. For example:

- Worksheet 1: Students draw their own map of Great Britain (or their own country) and write the names of the countries (or regions).
- Worksheet 2A and 2B: Students make a list of as many countries and capital cities as they can.

Solutions

Worksheet 1



Worksheet 2A

Edinburgh
Wales (or 'Cymru')
Cymru is the name for Wales in the Welsh language. It is pronounced ['kʌmri].

Worksheet 2B

Scotland
Cardiff

Florida

Language focus

- countries; capital cities
- spelling; the alphabet

Codes & clues

WS 1 D E S

Clue 1

England is the big country.

Clue 2

Wales is on the left.

Clue 3

Scotland is at the top.

WS 2A and B 6 1 4

Clue 1

There are five vowels in the English alphabet:
a, e, i, o, u.

Clue 2

There are 21 consonants in the English alphabet: *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.*

Clue 3

The English alphabet is: *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.*

The map – Can you solve the puzzle?

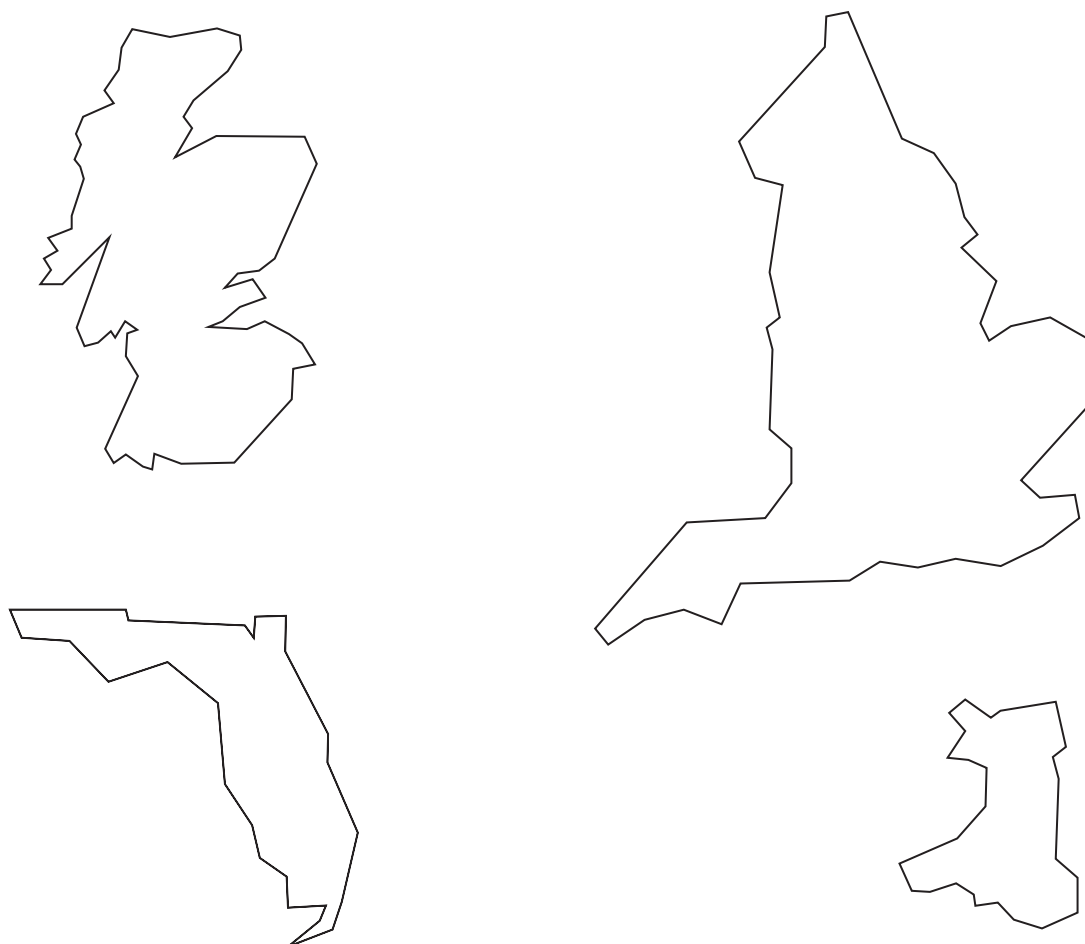
Situation

You are on a school trip to Great Britain. You fell asleep as soon as you left your city. It was a long trip on the bus! You aren't sleeping now, because there is lots of noise. There are lots of people shouting. There are beeping *car horns*. What is happening?

You're still on the bus – and the bus is still on the ferry! There are people shouting at your bus driver. There are cars and buses behind your bus. The drivers are very angry, because they want to leave the ferry. Your driver is very upset. She has a lucky map and she uses it on every international journey. She's upset because the map is broken. There are different pieces of the map on the bus floor!

car horn the device in a car that makes a loud noise (when the driver hits the button)

Can you help your driver? Can you put the map together? One piece is extra.



What is the missing code? Write the letters and unlock the padlock!

- the last letter of the country at the top
- the first letter of the big country
- the last letter of the small country

