A2-B1

BREAK OUT!

ESCAPE GAMES ESCAPE GAMES 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 A2-B1

DELTA Publishing

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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.

Reading club 1

Can you solve the puzzle?

Rationale
The students practise their reading and speaking skills to complete the puzzle and summary. They also practise their peer listening skills in Worksheet 2A and 2B.

Students practise and revise the past perfect simple and the past perfect progressive, whilst they learn about Charles Dickens' *A Christmas Carol*.

Situation
In EG1–2, students are taking part in their reading club and reading a new book related to Christmas. In EG1 Worksheet 1, students solve a puzzle which introduces them to the book and the main character. In Worksheet 2A and 2B, students work together to complete summaries of the first part of the story and to tell each other about the story.

Differentiation
You can give groups who finish early, a related extension task. For example:
- Worksheet 1: Students choose a story, film or show they like and write an acronym for the main character's name using suitable English words to describe the character or the story, film or show.
- Worksheet 2A and 2B: Students make notes on what they think might happen in the rest of the story.

Solutions

Worksheet 1
1 Christmas
2 character
3 rude
4 money
5 office
6 night
7 better

Scrooge
(Ebeneezer Scrooge
is the main character
of Charles Dickens'
A Christmas Carol,
published in 1843.)

Worksheet 2A
1 seen, making
2 been, had
3 sleeping, had

Worksheet 2B
1 snowing, been
2 had, told
3 asked, had

Language focus
- past perfect simple
- past perfect progressive

Codes & clues

WS 1   2 2 4
Clue 1
The number of letters in the missing words must match the number of gaps in the sentences.

Clue 2
Two of the letters in the name are 'O'.

Clue 3
The adjective *good* is irregular, so it has an irregular comparative form.

WS 2A and 2B   4 2 2
Clue 1
To form the past perfect simple, use *had* + the past participle of the verb.

Clue 2
To form the past perfect progressive, use *had + been + -ing* form of the verb.

Clue 3
Been is the past participle of the verb *to be*. *Been* also forms the first part of the past perfect progressive: *had **been** + -ing.*

Can you solve the puzzle?

> **Situation**
>
> You love reading stories and you recently joined a reading club. Each month, everyone in the club reads the same book. Then the club meets and talks about the book.
>
> It's a new month and a new book. The club leader always sends everyone a puzzle to introduce the story.

Read the definitions and complete the sentences. Look at the letters in the boxes. What is the name? Do you know the story?
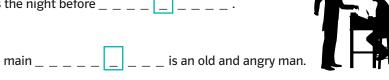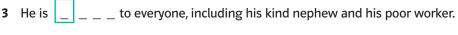
Definitions	
1 25 December	5 a building where people work and usually sit at a desk with a computer
2 a person in a story	6 the opposite of *day*
3 the opposite of *polite*	7 the comparative form of *good*
4 coins and notes or bank cards	

1 It is the night before _ _ _ _ [_] _ _ _ _ .

2 The main _ _ _ _ _ [_] _ _ _ is an old and angry man.

3 He is [_] _ _ _ to everyone, including his kind nephew and his poor worker.

4 He has a lot of _ [_] _ _ _ , but he doesn't buy anything for anyone or pay his worker a good salary.

5 He leaves his [_] _ _ _ _ _ and walks home through the snow.

6 Three ghosts visit him during the _ _ [_] _ _ and they show him his bad life.

7 He is sorry and he wants to be a _ [_] _ _ _ _ person, but is it too late?

What is the missing code? Write the letters and unlock the padlock!
- the number of missing words beginning with 'C'
- the nunber of vowels in the shortest missing word
- the number of consonants in the name

WS 1