

B1-B2



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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 B1-B2

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.

Special Days 1 – Australia Day

Can you solve the puzzle?

Rationale

The students practise their reading and speaking skills to complete these puzzles. They also practise their basic writing skills.

Students practise and revise the passive whilst learning about Australia Day and animals found in Australia.

Situation

In EG1–2, students learn about special days of celebration and tradition in other countries. In EG1, Worksheet 1, students are talking online with their friend in Australia and solve a word puzzle about kangaroos. In Worksheet 2, students solve a word puzzle to complete sentences about Australia Day. In Worksheet 3, students complete an information sheet about koala bears.

Differentiation

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

- Worksheet 1: Students write five passive sentences about a species of animal – the sentences can be factual or imaginary.
- Worksheet 2: Students write five passive sentences about a national day – real or imaginary.
- Worksheet 3: Students choose five sentences from their extension tasks for Worksheet 1 and 2, and rewrite them as word puzzles (in the style of Worksheet 3). Students then swap with a partner and complete the sentences.

Solutions

Worksheet 1

thumb**i**te**n**s**h**opp**i**ng**t**his**i**sl**a**nds**p**ro**j**oe**y**s**g**ame**a**t**l**an**t**ic**p**lan**t**s**u**n**v**is**i**to**r**s

- 1 islands
- 2 joeys
- 3 hopping
- 4 bite
- 5 meat
- 6 plants
- 7 visitors

Worksheet 2

- | | |
|------------|--------------------|
| 1 consider | A remembered |
| 2 present | B given |
| 3 link | C organised |
| 4 give | D chosen |
| 5 choose | E presented |
| 6 remember | F linked |
| | G considered |

Worksheet 3

- 1 is used
- 2 is loved
- 3 are being made
- 4 are observed
- 5 are consumed

Language focus

- passive voice

Codes & clues

WS 1 4 1 1

Clue 1

Each word in the puzzle has some letters before and after that you do not need.

Clue 2

The passive is formed with *to be* + past participle.

Clue 3

The form of the verb *to be* must match the subject.

WS 2 4 2 1

Clue 1

Each verb in the puzzle is in the infinitive form.

Clue 2

The passive is formed with *to be* + past participle form of the verb.

Clue 3

Read the sentences. What is the tense of the missing verb?

WS 3 3 0 1

Clue 1

The passive is formed with *to be* + past participle.

Clue 2

Change the form of *to be* to the correct tense.

Clue 3

The past participles of irregular verbs do not follow the same spelling rules as regular verbs.

Clues used ✓		
①	②	③

Can you solve the puzzle?

Situation

You have a new online friend, Bruce, who lives in Queensland, Australia. Bruce is a volunteer at Australia Zoo. He is organising an online tour of the zoo and he needs your help with the tour. He wants to 'test' some of the tour with you.

You are on a video call with Bruce. He is outside the kangaroo **enclosure**. You have to complete the sentences with the seven missing words in the puzzle ... and then you can enter the kangaroo enclosure.

enclosure *an area inside a fence*

Can you complete the sentences with the seven missing words in the puzzle?

thumb iten shopping this landsport joey s game atlantic plantsun visitors o



- Kangaroos are found in Australia and some nearby [] .
- [] (baby kangaroos) will be carried by their mothers until they are about 10 months old.
- Their [] action is created by their powerful hind legs and their long tail.
- Kangaroos have been known to kick, punch or [] to defend themselves.
- Kangaroo [] is eaten in some countries.
- Kangaroos are "herbivores" which means they eat grass and [] .
- Kangaroos can be fed by [] to the zoo.

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

- the number of sentences with the present passive
- the number of sentences without the passive
- the number of sentences with the present perfect passive

