ESCAPE ROOM

Index

Introduction

The primary purpose of the teacher´s pack is to help both teachers and students alike to get as much as possible out of their participation in the interactive performance of "**Escape Room**".

The pack has been designed as a tool to help students understand the play, learn new vocabulary and improve their listening and speaking skills. Once they have done the activities, students will understand better both how the story develops and the lines the actors deliver so they will get more enjoyment out of the performance. This audio material contains some introductory elements where you'll find texts corresponding to the plot synopsis and the characters, some dialogues from the play and the original songs performed in the play. Also, you'll find some suggested activities we recommend you to do before the play, pre play activities and some post-play activities which have been designed to check if students have understood the play correctly. The activities also enable the student's vocabulary, expressions and grammatical structures to improve.

Pre-play and post-play activities include instructions for the teacher and the corresponding student worksheets, as long as the activity requires them. Some of the activities have an extension part (extension activity) which makes it possible to study the contents in depth, depending on the group's ability. Both the introductory material and the suggested activities may require the corresponding audio material to make better use of them.

In order to help the teacher find and select the audio activities, we have listed the track numbers below with their corresponding contents in the play "**Escape Room**".

Audio Escape Room (Track 1 to 8)

◀) Track 1. **Listening. The "Escape Room" games.**

◀) Track 2. **Meet the characters /1.**

◀) Track 3. **Meet the characters /2.**

◀) Track 4. **Dialogue 1.**

◀) Track 5. **Dialogue 2.**

◀) Track 6. **Dialogue 3.**

◀) Track 7. **Pre-play activity 3. True or false.**

◀) Track 8. **Post-play activity 3. Choose the correct option.**

We sincerely hope that both teachers and students fully enjoy the play itself and the activities which make up this teacher´s pack.

We also hope this proves to be a useful aid in enhancing enjoyment of this interactive theatre experience.

Conceptual Contents

The educational interests of this activity will focus on helping students start developing the four basic skills of any foreign language: listening, speaking, reading and writing. All this with an approach based on communication, which aims to encourage students, involving them in dialogues, conversations, songs... and other forms of communication that are essential to the teaching and learning of a foreign language process. At this stage students should develop a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition. The teaching materials of **"Escape Room"** will allow you to study in depth the following conceptual contents:

Listening

Various activities such as listening and repeating words as well as having to fill in the gaps to certain dialogues and songs, helping to sharpen the students ear and encourage them to repeat all they here in English.

Reading and Writing

Reading and Writing: There are numerous moments where students have to read and understand the sentences and dialogues within this dossier. It helps them to hone in on their reading skills and then gives them the opportunity through writing to practice what they already know as well as developing a greater knowledge of the language.

Conversation

The main focus when learning a language should be on the ability to communicate. Here, students are given the opportunity to develop this important skill by involving them in dialogues, conversations, songs, and pair-work set specifically to encourage conversation in English. At this stage students should have already developed a certain level of understanding and speaking to enable them to deploy their first English communicative manifestations, and to consolidate the basic grammatical categories of this language, and ensure their awareness and approach to the Anglo-Saxon cultural tradition.

Grammar

The teaching materials in **"Escape Room"** will allow you to study the following conceptual contents in depth:

- Present simple tense. Auxiliary verbs in negatives and questions. Third person singular.
- Past simple tense. Verb conjugation. Affirmative and negative sentences. Used to.
- Third conditional sentences, prepositions, the passive, present perfect tenses, etc.
- Personality Adjectives (nervous, impulsive, knowledgeable…).
- Phrasal Verbs (to end up, to get on).
- Vocabulary: Cultural knowledge and other useful vocabulary mentioned in the story.
- Irregular verbs, sentence formation.
- Knowledge and vocabulary specific to "Escape Room" games.
- Words and concepts that form part of the resolution of clues and the execution of the attempts

Plot Synopsis

The "**Escape Room**" show, as the name implies, consists of an escape room game in which Irene and Alfred participate as games of this style are currently very much in fashion. In this case, the game is based on the premise that the two of them are set back in the crazy 20's - hence their clothing - and are trapped in a hotel room from which they must escape safely, since if they do not succeed they will be captured by the dangerous mob led by the most feared gangster of the time: Al Capone.

We cannot give a detailed synopsis of the show, since it is a completely interactive game, in which the student's role is vital, their intelligence, skill and talents will factor greatly and will ultimately decide whether Irene and Alfred achieve their goal or not: to escape from the room.

We can say that the clues and trials they must face can be classified into three groups:

1. To solve some of the trials they must have some knowledge related to this passage of time: the seasons, the months, the progression of hours, what time it is in other countries? etc...

2. The trials that refer to the English measurement system: height per feet; The distance in miles, etc...

3. The trials that request a decoding system that allows you to change symbols using letters, or words or phrases from the lyrics of a particular song.

In some of these trials, Irene and Alfred will need the help and collaboration of different volunteers. To escape they only have 45 minutes. But in this time there are two important stoppages: two small breaks of 5 minutes each, in which the characters take the opportunity to talk about themselves, their lives, and everything that defines them as people. It is an opportunity for us to get to know them and their friendship, their plans for the future, and everything related to their day to day at the institute.

The game can end logically in two very different ways:

a. Within the established time, Irene and Alfred manage to escape from the hotel room, and escape the clutches of dangerous mob and Al Capone, by getting out safely.

b. The 45 minutes available to escape are gone, and all the trials and clues have not been solved, which means they stay trapped in the hotel room and Al Capone and his dangerous mob win.

Now all we have to do is play and make everything come alive so that the escape room game will be attractive to the students and allow them, in addition to having fun, to learn more of the wonderful language that is English.
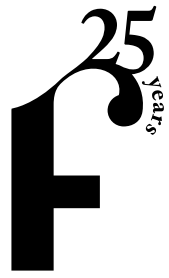
ESCAPE ROOM

An Escape Room or Escape Game is a live game. The participants are locked in a room, which will have a certain theme. The objective, main or secondary, is to get out of the room before the time is up (the time limit is usually 60 minutes). To do this, they must solve a series of puzzles, riddles and mini-games relating to this theme, as well as finding hidden objects and deciphering codes. The information they find will allow them to open locks and advance in the story to try and get out of the room as quickly as possible.

In some rooms, to escape you must first find the exit, which may be hidden or in a room other than where the adventure has begun. There are other rooms where you may exit through the same door you entered by, but the escape must be deciphered. Sometimes, the story will require that a specific task is accomplished before you are able to leave.

Escape Room or Escape Games are mainly mental and skill games. It is an activity in which you must constantly resort to observation, analysis and deduction. It does not require a certain level of study, since everything necessary to escape from a room is inside the room. Success can be ensured, using teamwork and maintaining good communication with the team. That can make the difference between escaping on time, or not. As for the rest, no special preparation is needed: it is an activity recommended for all, especially for those who wish to escape their usual routine.

Although each room may have its own rules, there are a number of premises that are given before the game in the vast majority of Escape Rooms:
- It is not necessary to use physical force
- If an object or a piece of furniture can be moved, it can be moved easily. If it doesn't move easily, you should not force it.
- You never have to climb on furniture or other team members.

As a general rule, everything necessary to solve the puzzles is available to every participant. In case you cannot access any element "directly" (or if you cannot see it directly or take it with your hand), you will surely find some tool or mechanism that will help you do it.

Each key code has only one use. Which allows us to discard puzzles and solved clues and prevents us from wasting time testing codes left, right and centre. In addition, this premise is usually also applied to objects also. In this way, we do not have to keep trying elements in the room that we have already used "just in case" we need them again.

There are objects that cannot be touched or manipulated
They are usually marked with stickers, coloured tape or some type of marking. In some cases, you can try props and decorations, which do not contain any information. In others, they can be part of the game: they cannot be touched, but they can and must be carefully observed.
The game is played against the clock
There is a time limit to escape from the room, which is usually 60 minutes. Although some rooms offer experiences for a greater or lesser duration.
Once the game begins, the doors do not open and the clock does not stop. Until it ends, either because the team escapes, or because the objective proposed by the story has been met. It may happen that the game is stopped due to an emergency, but not in normal circumstances.
If you get stuck, you can ask for help.

In every escape room there will be a Games Master for your team, controling the equipment and ensuring your safety at all times. The Games Master will also monitor your speed of play, or offer you help if you are a bit stuck.
No cameras or mobile phones are allowed.
The objective of the game is to find the solution to the riddles by your own means. Therefore, sharing videos or images of the room, spoil the fun for the others.
And, of course, there is the golden rule that must always be observed in all your escape room experiences: enjoy every second of it! Regardless of what time you get or not, try to overcome the challenge as best you can... because it is a game after all.

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Teachers

Once the students have heard the listening (Track 1) they can answer the following questions:

1. What is the time limit usually to escape from the room?
   60 minutes, but it may vary depending on the room.

2. What does the Games Master do?
   They control the equipment, and ensure your safety. Also if you get stuck they might offer help.

3. Are the use of cameras and mobile phones allowed during the game?
   No, because it would spoil the fun for the other teams.

4. How many uses does each key code have?
   Only one use.

5. Under normal circumstances, the game does not stop, it only stops...
   In cases of emergency.

6. What ensures success in escaping the room?
   Teamwork and maintaining good communication with your team.

7. Is a certain level of education required to play an "escape room" game?
   No, since everything you need to escape from a room is inside the room.

8. How do you know if an object cannot be touched or manipulated?
   It is marked with a sticker, coloured tape or some kind of marking.

9. Is it necessary to use physical force when playing?
   No, quite the opposite.

10. Escape room games may also go by what other name.
    Escape Game.

Students

Listen to the listening (TRACK 1) carefully, and now answer the following questions:

1. What is the time limit usually to escape from the room?
   ....

2. What does the Games Master do?
   ....

3. Are the use of cameras and mobile phones allowed during the game?
   ....

4. How many uses does each key code have?
   ....

5. Under normal circumstances, the game does not stop, it only stops...
   ....

6. What ensures success in escaping the room?
   .
   ....

7. Is a certain level of education required to play an "escape room" game?
   ....

8. How do you know if an object cannot be touched or manipulated?
   ....

9. Is it necessary to use physical force when playing?
   ....

10. Escape room games may also go by what other name.
    ....

Meet the Characters
Irene
Track 2

Irene is a girl of today; dynamic, bold and easygoing with clear ideas. She is a fan of "Escape Rooms", and finds them fun as well as educational, because, as she says: "They are more than just a game that forces you to escape from a place. They are a real opportunity to flex your knowledge, test your skills, and trust yourself in the face of adversity. " Irene loves a challenge and always likes to be moving forward. Nothing scares her. She is considered a "geek" and insists on trying to take back this word and make it more positive, since, according to her, we are all passionate about some subject or other, so we are all technically a "geek" and being one is not something that should be hidden, on the contrary. Irene is not sure what she wants to be when she grows up, but knows that she wants to go to University. Her mother is a doctor and her father is a nurse, but she does not want to go down the health route like them; She thinks that she would not cope well with disease or injury. Her tastes are more directed towards the world of cinema or cameras, anything audiovisual really; in fact, she loves to take photos and make videos while she is at home, then she puts music to them and uploads them to YouTube where she has her own channel. She is very passionate about photography, she is attracted to anything that might look good on camera. She is a self confessed cinephile, and has movie premiere posters and billboards; she prefers movies to series, and considers it an aberration to watch movies on a television at home, so it is not uncommon to see her sitting in a cinema enjoying the seventh art. Irene has been friends with Albert for years, they met when they were little, and are friends today.

ESCAPE ROOM

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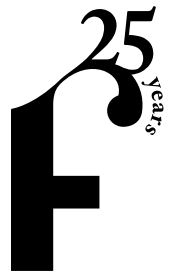
Meet the Characters
Alfred
Track 3

ESCAPE ROOM

Alfred is a somewhat clueless boy, and he gets nervous very easily. He is scared most of the time and is always on edge. His self-esteem is quite low, and he cares way to much about what others think of him, which causes him to doubt himself and he is then plagued with insecurities. Alfred, is the total opposite of Irene. He has never done an "Escape Room" game before, so he is quite nervous about it. Alfred is clear about what he wants to be when he grows up: a singer. He has a beautiful voice, and also plays the guitar, his best friend in moments of solitude. In addition to this, he also likes to write his own songs, but he doesn't usually let anyone hear them for fear they won't like them; at the moment he prefers to sing when he is alone in his bedroom. His best quality is the empathy he shows towards others, which is not always a good thing, since he is always so aware of the problems his friends and family are having, he then forgets to take care of himself. Alfred is a typically childish boy in that he still watches cartoons, is a great admirer of animated films, a constant comic book reader and a big figure collector. Everything that reminds him of when he was little makes Alfred feel safe and secure. He has a great knowledge about the work of Jim Henson and all his creations. He is a "geek" on the subject, and sometimes, he is ashamed of that fact, since more than once he has been made fun off by some of his class mates because of it. Alfred is a tender boy, very emotional and always willing to hug or comfort anyone in need. He is also a great cook and has the theory that a good meal always makes our problems seems smaller.

ESCAPE ROOM

Alfred.	Wow, that the dress looks very good on you!
Irene.	Seriously? Heh heh, you don't look so bad yourself.
Alfred.	Really? I think I look like one of those guys from the "Cotton Club", right?
Irene.	Yeah, you should have been born in the twenties.
Alfred.	God! I´m nervous.
Irene.	Really? Why?
Alfred.	Well it's my first time I've ever done anything like this, I mean, an "Escape Room", I don't know…
Irene.	Oh hush, it's just a game, relax.
Alfred.	Have you done it before then?
Irene.	Yeah. I have done lots actually: a "Halloween" one; a "Game of Thrones" one; a "Doctor Who" one, even one about "Star Trek", and loads more but I can´t remember them right now.
Alfred.	Ok! So you're an expert.
Irene.	Hahaha, ah no, I wouldn´t say that, its just a game, I like games and in these kinds of games there are rules, clues, objectives... each game has its own world.
Alfred.	Well, just knowing that you know what you are on about, makes me feel better.

	Voice-over.	Welcome to The Escape Room.
	Irene.	Here we go!
	Alfred.	And the nerves are back!
	Voice-over.	The rules of the game are simple: you have 45 minutes to get out of the room. The game is thus: You are in a hotel room having been kidnapped by the mob. Their leader, the infamous Al Capone, has plans for you, very, very bad, plans. Any questions?
	Irene.	Where do we find the clues?
	Voice-over.	The clues are hidden all around you, in various objects. Each clue you find will pose a new challenge. Each time you solve a piece you will be given the next clue.
	Alfred.	Do we get any additional help?
	Voice-over.	Yes, you have three wild cards: You can call someone for help, or You can ask for one person from the audience to come up and help you, or You can ask the audience for the solution to one of the challenges. Anything else you need to know?
	Irene.	No, I think everything is clear now.
	Voice-over.	Remember: time is very important, so don´t allow yourself to get sucked into the world since time will not stop. Use your intelligence and speed and you will manage to escape. If not, you will never leave this room again. Good luck, and let the game begin!
	Irene and Alfred.	We're ready!

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Alfred. It´s started raining.

Irene. Hmmm, I don't think that´s a clue though Alfred hahaha.

Alfred. I think...

Irene. Well, we haven't found any envelope that gives us a clue about time, have we?

Alfred. Oh, I dont know. I just don't know.

Irene. Alfred, are you alright?

Alfred. Well, now that you ask... No actually, not really.

Irene. Just breathe Alfred. You'll be fine.

Alfred. I'm getting so nervous. We are not solving the clues quick enough, while time doesn't stop going. I don't know if 45 minutes will be enough to escape from here and... and...well...

Irene. Alfred, if you don't breathe, you are going to fall down.

Alfred. Well, I think... I think… I think I'm going to pass out.

Irene. Oh come on Alfred.! Seriously. Getting nervous isn't going to help us, quite the opposite actually. It's just a game, so relax.

Alfred. But Al Capone Irene, who knows what he will do to us if we can't get out.

Irene. Oh stop exaggerating for a minute and listen to me! If you are not up for this, just say so and we will leave now, thats it.

Alfred. It's not that I'm not up for it, it's just that... that...

Irene. What?

Alfred. Being locked up has brought back memories from my childhood.

Irene. What... kind... of memories?

Alfred. Not good ones, let me tell you. Once I was stuck inside an elevator and, and, It was just terrible.

Irene. Being here has brought you back there?

Alfred. Yeah. And another time I got locked inside a mall.

Irene. A shopping mall?

Alfred. Yeah, it was night time and about to close when I got there, and I got lost and I ended up being locked inside for hours.

Irene. Getting stuck inside something or locked in, seems to be thee reoccuring theme of your life.

Alfred. And on top of that, whenever I got locked in, it always started to rain.

Irene. So what you´re saying is, now, being in here, is like history repeating itself?

Alfred. Yeah... more or less.

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Alfred. Do you think Al Capone's gang is still out there?

Irene. I guess so. That was one of the rules of the game, right?

Alfred. I guess. Did you know that, in real life, Al Capone was not jailed for being a gangster, but actually for tax evasion?

Irene. Yeah, I heard that. He served his sentence at the famous Alcatraz prison, well, before he died in 1947 from pneumonia.

Alfred. I find it really curious that on his business card he said he was an antiques dealer.

Irene. And he had a scar on his face, did you know that?

Alfred. I did actually, but how did he get it?

Irene. Cut with a razor blade; obviously not by a good person.

There are so many delinquents throughout history that have become
Alfred. infamous.

Too many. But, you never really hear about all the good people who
Irene. have gone before us. How unfair is that!

Alfred. Sad but true.

Irene. Everyone knows about people who behave idiotically on social media and in reality tv shows, and yet we don't care about even knowing who has received the Nobel Prize.

Alfred. The information that is given to us is so manipulated though.

Irene. But we are to blame. We let it happen! We spend hours hooked to our mobile phone screens reading rubbish, and paying little or no attention to the information that might actually enrich our lives.

Alfred. It's like, if you try to know too much about a subject, you are labelled a "geek".

Irene. Who isn't? The term "frikie" has been used incorrectly for such a long time. It isn't a bad thing to know a lot about a subject, quite the opposite. And even if they consider me to be a "frikie" for playing "Escape Room" games, I don't care, I am, and I'm not ashamed of it. I'd rather be a girl with initiative, interests and my own mind, rather than letting myself get caught up with others think of me.

Alfred. You are amazing.

Irene. Thanks.

Alfred. Well, let's continue, we are losing time.

Irene. Yes, let's!

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First Part

Students should read and listen to Dialogue 1 (Track 4). Then answer the questions about the dialogue below.

1. Alfred says that, given the costumes he wears, he looks like a character from the…
   "Cotton Club".

2. The costumes that Irene and Alfred wear to play the game are from the…
   20´s

3. What is the theme of the Escape Room games that Irene has previously participated in?
   A "Halloween" one; a "Game of Thrones" one; a "Doctor Who"one, a "Star Trek"one, and lots more.

4. How much time do Irene and Alfred have to play the game?
   45 minutes.

5. How many wild cards do Irene and Alfred have in the game?
   Three.

6. How does Alfred feel before he starts playing?
   Nervous.

7. What kind of room is the one where Irene and Alfred are and from which they must escape?
   A hotel room.

8. Where can Irene and Alfred find clues?
   All around the room.

Second Part

Once the students have answered the questions above, they should take the answers and rewrite each one in its negative form. They can invent part of the sentence, but the most important thing is to always use the negative form.

Example: 1. Alfred says that, given the costumes he wears, he does not look like a character from the "Cotton Club".

Solutions

2. **The costumes that Irene and Alfred wear are not from the 20's.**

3. **The Escape Room games that Irene has previously participated were not Halloween-themed; or about "Game of Thrones"; or "Doctor Who" or "Star Trek".**

4. **The time Irene and Alfred have to play the game is not 45 minutes.**

5. **Irene and Alfred do not have three wild cards in the game.**

6. **Alfred doesn't feel nervous before he starts playing.**

7. **The room where Irene and Alfred meet and from which they must escape from is not a hotel room.**

8. **Irene and Alfred cannot find clues all around the room.**

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Pre-Play Activity 2
Fill in the Gaps
Teachers

First Part

Listen to dialogue 2 (Track 5) and fill in the gaps.

A Crisis Situation

Alfred. It´s started raining.

Irene. Hmmm, I don't think that's a clue though Alfred hahaha.

Alfred. I think...

Irene. Well, we haven't found any envelope that gives us a clue about time, have we?

Alfred. Oh, I don't know. I just don't know.

Irene. Alfred, are you alright?

Alfred. Well, now that you ask ... No actually, not really.

Irene. Just breathe Alfred. You´ll be fine.

Alfred. I'm getting so nervous. We are not solving the clues quick enough, while time doesn´t stop going. I don't know if 45 minutes will be enough to escape from here and... and... well...

Irene. Alfred, if you don't breathe, you are going to fall down.

Alfred. Well, I think... I think… I think I'm going to pass out.

Irene. Oh come on Alfred.! Seriously. Getting nervous isn't going to help us, quite the opposite actually. It's just a game, so relax.

Alfred. But Al Capone Irene, who knows what he will do to us if we can't get out.

Irene. Oh stop exaggerating for a minute and listen to me! If you are not up for this, just say so and we will leave now, that's it.

Alfred. It's not that I'm not up for it, it's just that... that...

Irene. What?

Alfred. Being locked up has brought back memories from my childhood.

Irene. What... kind... of memories?

Alfred. Not good ones, let me tell you. Once I was stuck inside an elevator and, and, It was just terrible.

Irene. Being here has brought you back there?

Alfred. Yeah. And another time I got locked inside a mall.

Irene. A shopping mall?

Alfred. Yeah, it was night time and about to close when I got there, and I got lost and I ended up being locked inside for hours.

Irene. Getting stuck inside something or locked in, seems to be thee reoccurring theme of your life.

Alfred. And on top of that, whenever I got locked in, it always started to rain.

Irene. So what you're saying is, now, being in here, is like history repeating itself?

Alfred. Yeah... more or less.

Second Part

The teacher should divide the students into groups, and considering that there are 30 words to be filled into the gaps, the words can be divided up equally between them and then they have to look up the worst for the meanings in the dictionary.
The group that is fastest to find their words and give the correct definition is the winner. This exercise can be repeated as many times as you like, giving out the words differently each time, or changing the groups around.

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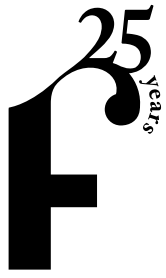
ESCAPE ROOM

First Part

In this activity we propose a series of sentences to determine how much students know about the the, "Escape Room Game" In addition to this, the activity works as a listening also, since (track 7) has the sentences recorded , which allows for personal reinforcement of the corresponding vocabulary.

Students should listen to each of the sentences, and decide if they are TRUE or FALSE.

Sentences:

1. In the Escape Room game the theme chosen by Irene and Alfred is about television series and movies. **FALSE**

2. The game is developed with the idea that the space is a hotel room from which Irene and Adam must escape, as they try to avoid suffering at the hands of famous gangsters Bonnie and Clyde. **FALSE**

3. Each clue solved by Irene and Adam gives them another clue that gives them new data to help get out of the room. **TRUE**

4. In order to play the "Escape Room" game, Irene and Adam dress in the style of the crazy 20's. **TRUE**

5. Irene has never participated in any "Escape Room" game before, and it is something that doesn't interest her at all. **FALSE**

6. Adam tells Irene that he is overwhelmed playing the game because when he was little he was locked in an amusement park for a whole day after the sun had gone down. **FALSE**

7. Irene hates those who define themselves as "geeks" since she thinks it is silly to have interests in any one particular subject. **FALSE**

8. Irene and Adam are in the same class at the Institute and have been good friends for years. **TRUE**

9. In a song by the band Reyko, Irene and Adam discover one of the game's clues. **TRUE**

10. To find out some of the clues in the "Escape Room" game, Irene and Adam must use books and watches. **TRUE**

Second Part

We have put five false sentences in part 1 of the exercise. Students should rewrite these sentences and put them in their correct form, as in the example below:

Example:

1. In the "Escape Room" game, the theme chosen by Irene and Alfred is about gangsters.

Solutions:

2. The game is developed with the idea that the space is a hotel room from which Irene and Adam must escape, as they try to avoid suffering at the hands of infamous gangster Al Capone.

5. Irene has participated in "Escape Room" games before, and it is something she really enjoys.

6. Adam tells Irene that he is overwhelmed by playing the game because when he was little he was trapped in an elevator and in a shopping mall, and it started raining both times.

7. Irene says that we are all "geeks", since she thinks we are all interested in a specific topic.

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Pre-Play Activity 1
Questions about Dialogue 1
Students

First Part

Listen carefully Dialogue 1 (Track 4) and answer the following questions.

1. Alfred says that, given the costumes he wears, he looks like a character from the…

....

2. The costumes that Irene and Alfred wear to play the game are from the**…**

....

3. What is the theme of the Escape Room games that Irene has previously participated in?

....

4. How much time do Irene and Alfred have to play the game?

....

5. How many wild cards do Irene and Alfred have in the game?

....

6. How does Alfred feel before he starts playing?

....

7. What kind of room is the one where Irene and Alfred are and from which they must escape?

....

8. Where can Irene and Alfred find clues?

....

Second Part

Now take each of the above answers, and rewrite each of them using the negative form. You will have to invent part of the sentence, but the most important thing is that you use the negative form.

Example: 1. Alfred says that, given the costumes he wears, he does not look like a character from the "Cotton Club".

Solutions

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

8. ....

9. ....

10. ....

First Part

Listen to dialogue 2 (Track 5) and fill in the gaps.

A Crisis Situation

Alfred. It's started ....

Irene. Hmmm, I don't think that's a .... though Alfred hahaha.

Alfred. I think...

Irene. Well, we haven't found any .... that gives us a clue about time, have we?

Alfred. Oh, I don't know. I just don't know.

Irene. Alfred, are you ....?

Alfred. Well, now that you .... No actually, not ....

Irene. Just breathe Alfred. You'll be fine.

Alfred. I'm getting so .... We are not solving the clues quick enough, while time doesn't stop going. I don't know if 45 minutes will be enough to .... from here and... and...well...

Irene. Alfred, if you don't ...., you are going to fall down.

Alfred. Well, I think... I think… I think I'm going to pass out.

Irene. Oh come on Alfred.! Seriously. Getting nervous isn't going to help us, quite the .... actually. It's just a ...., so ....

Alfred. But Al Capone Irene, who knows what he will do to us if we can't get out.

18

Irene.   Oh stop exaggerating for a .... and .... to me! If you are not up for this, just say so and we will .... now, that's it.

Alfred.   It's not that I'm not up for it, it's just that... that...

Irene.   What?

Alfred.   Being locked up has brought back .... from my ....

Irene.   What... kind... of memories?

Alfred.   Not good ones, let me tell you. Once I was stuck inside an .... and, and, It was just ....

Irene.   Being here has brought you back there?

Alfred.   Yeah. And another .... I got locked inside a ....

Irene.   A .... mall?

Alfred.   Yeah, it was .... time and about to close when I got there, and I got .... and I ended up being locked inside for ....

Irene.   Getting stuck inside something or locked in, seems to be thee .... theme of your life.

Alfred.   And on top of that, ... I got locked in, it .... started to rain.

Irene.   So what you´re saying is, now, being in here, is like .... repeating itself?

Alfred.   Yeah... more or ....

Second Part

Now the teacher will divide the class up into groups, and between you divide the 30 words you have filled in the gaps. Each group should look up the meaning of each word in the dictionary. The group that finds the meanings the fastest wins. Good Luck and may the best team win!!!

19
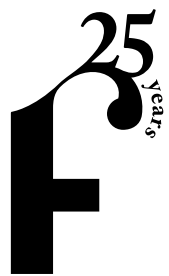
ESCAPE ROOM

First Part

We propose several sentences that relate to the "Escape Room Game"; you should determine which are true and which are false. You can listen to Track 7 as a listening guide.

Sentences

1. In the Escape Room game the theme chosen by Irene and Alfred is about television series and movies.

2. The game is developed with the idea that the space is a hotel room from which Irene and Adam must escape, as they try to avoid suffering at the hands of famous gangsters Bonnie and Clyde.

3. Each clue solved by Irene and Adam gives them another clue that gives them new data to help get out of the room.

4. In order to play the "Escape Room" game, Irene and Adam dress in the style of the crazy 20's.

5. Irene has never participated in any "Escape Room" game before, and it is something that doesn't interest her at all.

6. Adam tells Irene that he is overwhelmed playing the game because when he was little he was locked in an amusement park for a whole day after the sun had gone down.

ESCAPE ROOM
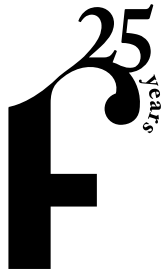
7. Irene hates those who define themselves as "geeks" since she thinks it is silly to have interests in any one particular subject.

8. Irene and Adam are in the same class at the Institute and have been good friends for years.

9. In a song by the band Reyko, Irene and Adam discover one of the game's clues.

10. To find out some of the clues in the "Escape Room" game, Irene and Adam must use books and watche

Second Part

We have put five false sentences in part 1 of the exercise. Rewrite these sentences and put them in their correct form, replacing them with the true sentences.

Example:

1. In the "Escape Room" game, the theme chosen by Irene and Alfred is about gangsters.

....

....

....

....

....

21

Post-Play Activity 1 Phrasal Verbs Teachers

ESCAPE ROOM

In this activity, students will have the chance to learn or get more familiar with the use of the phrasal verbs. Pre-teach them or review what they've learnt so far. We want to highlight the adverb meanings of some phrasal verbs.

Adverb Meanings

Down *(completely to the ground).*
Knock down the house.
Cut down a tree.

Down *(decreasing).*
Bring down inflation.
Turn the sound down.

Down *(on paper).*
Copy down the words.
Write down the message.

Off *(away, departing).*
Jump in the car and drive off.
The pain is wearing off.

Off *(disconnected).*
He turned off the light when he left the house.
Switch off the fire.
Cut off the electricity

On *(continuing).*
Carry on working.
She put on her shoes and left.
Come on. Hurry up.
Hang on/hold on a minute.

On *(connected).*
Turn on the TV.
Leave the lights on all night.
Switch on the kettle.

Over *(from start to finish).*
Check you work over.
Think the problem over.

Out *(completely).*
She is going out with a boy named Pedro.
Work out the answer.

Out *(away, dissapearing).*
Wash out the dirt.
Cross out a mistaket.

Out *(to different people).*
Hand out free tickets.
Share out the winnings.

Up *(completely).*
Eat up these chocolates.
I usually get up at 8 am.
Fill up with petrol.

Up *(increasing).*
Prices are going up.
Put up taxes.
Speak up so we can hear.

Answer Key

1. The show must go on.

2. What time do you usually get up?

3. He turned on the light so he could read his book.

4. I love going out with my friends at the weekend.

5. Put on your coat… It's freezing!

6. I hope you work out the problem with your boss.

7. Could you please turn off the TV? Nobody's watching it.

22

Post-Play Activity 2 Put the Words in Order Teachers

Escape Room

First Part

In this activity, the students must put the words in order to make the sentence correct, so that they can formulate ideas about the show.

Sentences

1. / an Escape Room game / Irene and Alfred / about the 20's. / want to play /

2. / games before./ experienced "Escape Room" / Irene already has /

3. Al Capone's gang is outside / Alfred and Irene. / bad intentions toward / the hotel room and they /

4. Alfred from when / bad memories for / he was little. /The storm brings up /

5. / are hidden all / over the room. / "Escape Room" / The clues in the game /

6. / for many years. / Irene and Alfred / have been friends.

7. / actually quite the opposite. / not a bad thing, / Irene says that we are / all "geeks" and that this is.

8. / to become even / better friends. / game causes Irene and Alfred / Playing the "Escape Room" /

9. Irene and Alfred / to escape from the room. / have only 45 minutes /

10. / to a new part that they / from the room. / a clue it leads them / Each time they solve / must pass to escape /

Solutions

1. Irene and Alfred want to play an Escape Room game about the 20's.

2. Irene already has experienced "Escape Room" games before.

3. Al Capone's gang is outside the hotel room and they bad intentions toward Alfred and Irene.

4. The storm brings up bad memories for Alfred from when he was little.

5. The clues in the "Escape Room" game are hidden all over the room.

6. Irene and Alfred have been friends for many years.

7. Irene says that we are all "geeks" and that this is not a bad thing, actually quite the opposite.

8. Playing the "Escape Room" game causes Irene and Alfred to become even better friends.

9. Irene and Alfred have only 45 minutes to escape from the room.

10. Each time they solve a clue it leads them to a new part that they must pass to escape from the room.

23

In this activity students must answer questions about the show "Escape Room", so they can expand their knowledge on it and increase their interest. Students must choose the correct option from three options A, B or C.
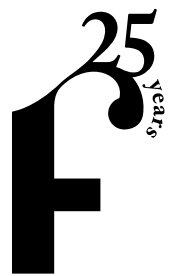
Questions:

1. Irene and Alfred are friends...

   a. From today, they didn't know each other before.
   b. But more enemies than friends, because although they have known eachother a long time, they do not like eachother.
   c. Since they were little and are still friends today.

2. The "Escape Room" game in which they participate...

   a. Is set in the future.
   b. Is set in the 20's.
   c. Is set in the present.

3. Adam writes songs and plays...

   a. The guitar.
   b. The piano.
   c. The drums

4. Irene's parents are both in medicine...

   a. … and she will also study medicine at University.
   b. … but she doesn't want to study anything to do with medicine.
   c. … but she does not want to go to University, and wants instead to start work as soon as possible.

5. In the "Escape Room" game in which Irene and Alfred have...

   a. Al Capone and his gangsters waiting for them outside.
   b. The heavy metal band "Iron Maiden" waiting for them outside.
   c. The local band waiting for them outside.

6. Alfred is a real connoisseur of animation and the great...

   a. Tim Burton.
   b. J.K. Rowling
   c. Jim Henson.

7. Irene is passionate about...

   a. Television series.
   b. Cinema.
   c. Pink Press.

8. The fact that it rains reminds Alfred of when he was a child and he got locked inside…

   a. A cinema.
   b. A theatre.
   c. An elevator and a shopping mall.

9. For Irene to be "frikie"...

   a. Is demeaning.
   b. Is a concept best not to speak about.
   c. Is a good thing.

10. Alfred is a good...

   a. Gardener.
   b. Footballer
   c. Cook.

Answers

1.c - 2.b - 3.a - 4.b - 5.a - 6.c - 7.b - 8.c - 9.c - 10.c

24

25 years

ESCAPE ROOM

Put in the correct adverb:

1. The show must go ....

2. What time do you usually get ....?

3. He turned .... the light so he could read his book.

4. I love going .... with my friends at the weekend.

5. Put .... your coat… It's freezing!

6. I hope you work .... the problem with your boss.

7. Could you please turn .... the TV? Nobody,s watching it.

25
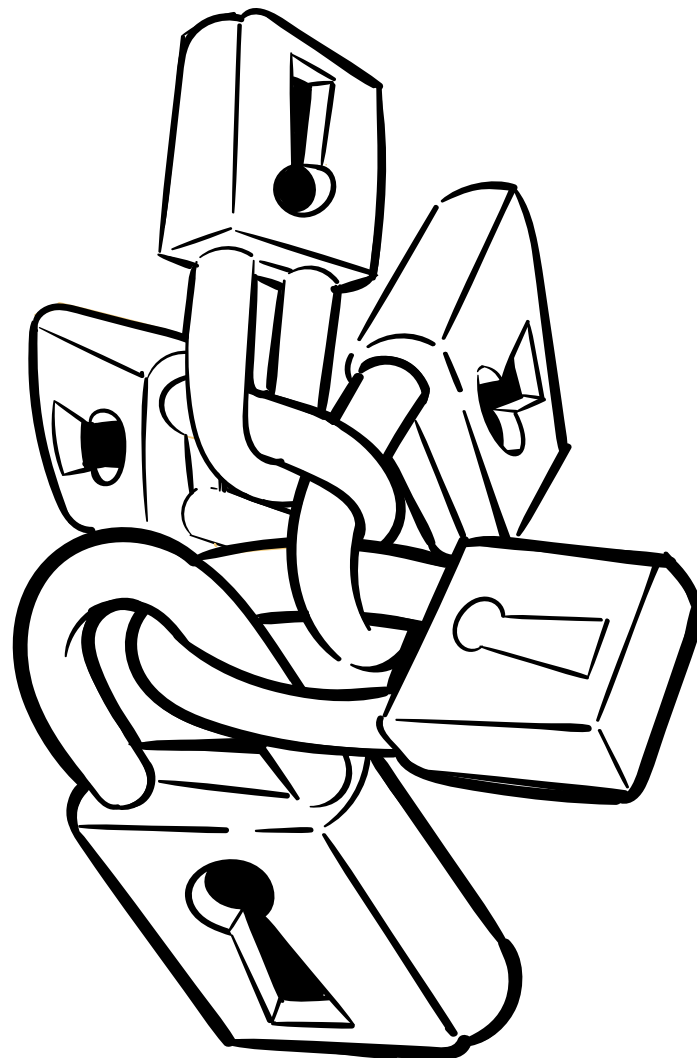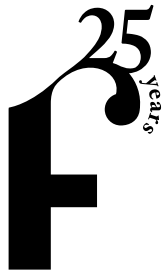
Post-Play Activity 2
Put the Words in Order
Students

ESCAPE ROOM

Put the words that appear below in order so that the sentences make sense.

Sentences

1. / an Escape Room game / Irene and Alfred / about the 20's. / want to play /

2. / games before./ experienced "Escape Room" / Irene already has /

3. Al Capone's gang is outside / Alfred and Irene. / bad intentions toward / the hotel room and they /

4. Alfred from when / bad memories for / he was little. /The storm brings up /

5. / are hidden all / over the room. / "Escape Room" / The clues in the game /

6. / for many years. / Irene and Alfred / have been friends

7. / actually quite the opposite. / not a bad thing, / Irene says that we are / all "geeks" and that this is

8. / to become even / better friends. / game causes Irene and Alfred / Playing the "Escape Room" /

9. Irene and Alfred / to escape from the room. / have only 45 minutes /

10. / to a new part that they / from the room. / a clue it leads them / Each time they solve / must pass to escape /

Below are a series of questions about the show "Escape Room". You must choose the correct options from the three options A, B or C

Questions:

1. **Irene and Alfred are friends...**

   a. From today, they didn't know each other before.
   b. But more enemies than friends, because although they have known eachother a long time, they do not like eachother.
   c. Since they were little and are still friends today.

2. **The "Escape Room" game in which they participate...**

   a. Is set in the future.
   b. Is set in the 20's.
   c. Is set in the present.

3. **Adam writes songs and plays...**

   a. The guitar.
   b. The piano.
   c. The drums

4. **Irene's parents are both in medicine...**

   a. … and she will also study medicine at University.
   b. … but she doesn't want to study anything to do with medicine.
   c. … but she does not want to go to University, and wants instead to start work as soon as possible.

5. **In the "Escape Room" game in which Irene and Alfred have...**

   a. Al Capone and his gangsters waiting for them outside.
   b. The heavy metal band "Iron Maiden" waiting for them outside.
   c. The local band waiting for them outside.

6. **Alfred is a real connoisseur of animation and the great...**

   a. Tim Burton.
   b. J.K. Rowling
   c. Jim Henson.

27

7. **Irene is passionate about...**

   a. Television series.

   b. Cinema.

   c. Pink Press.

8. **The fact that it rains reminds Alfred of when he was a child and he got locked inside…**

   a. A cinema.

   b. A theatre.

   c. An elevator and a shopping mall.

9. **For Irene to be "frikie"...**

   a. Is demeaning.

   b. Is a concept best not to speak about.

   c. Is a good thing.

10. **Alfred is a good...**

    a. Gardener.

    b. Footballer

    c. Cook.

If you have fewer than three correct answers. You should look at the synopsis of the show again and try to understand everything that has happened in it. You may have missed many details, so do all the exercises that we have included to give yourself a better understanding.

If you have between three and seven correct answers. You have understood the work in general, but you should go over the little details that make the story more interesting. So, concentrate and you can do it!

If you have more than seven correct answers. You really have a whole understanding of the work. Keep it up, your cultural potential is really healthy, you should be proud of yourself.

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Extra Activity
How to Make an Escape Room in the Classroom

ESCAPE ROOM

If you are not familiar with the idea of the Escape Room, let me explain. Picture yourself and your closest friends (voluntarily) locked in a room. You have a mystery to solve - and only sixty minutes to solve it.

You search the room, finding clues and using them to unlock more clues - eventually completing the mystery and Escaping from the Room.

The basic ingredients of an Escape Room in the classroom are:

- **A purpose** - some type of mystery to solve or goal to reach

- **Clues** - a series of puzzles or questions to solve, one puzzle at a time, eventually leading to the goal.

- **Something to unlock** - a combination lock or access code - The answers are provided by the clues that students solve along the way.

- **A time limit (optional, but helpful)** - students must complete the puzzles, open the locks, and reach the goal in a set amount of time. The choice to use a timer depends on your group of students. A time limit can drive motivation and focus, or it can add too much stress.

The Purpose

The purpose of the Escape Room in the classroom is like the background story for the mystery, or puzzles, your students are trying to solve. **It can be as complex or as simple as you want it to be.**

It is great if the purpose falls in line with the topic your students are learning, but it does not have to. The questions and puzzles which they solve will be full of content.

Maybe your students are finding a **lost treasure** hidden away by a made up (or historical) character. Maybe they are searching for an **endangered species baby animal**, separated from its mother.

They might be finding the **destruct sequence** for Artificial Intelligence trying to take over the classroom, or the **cure for a super virus**. Maybe they are racing to beat the bad guys to **find the power amulet** that will rule the world!

Having a background story makes things more interesting, but is not necessary. The goal can be just to get to the end and complete all of the puzzles.

It is always fun to find and recover something tangible at the end of the Escape Room. A hidden 'treasure' can be a bit of candy, or a coupon for a few points of extra credit.

Students can find a photograph of that baby lost animal, or a plastic jewel. The end could simply be a card that says 'congratulations - you got a 100% - great job!".

The Clues

The solution for each clue must be a short word (or series of random letters) or sequence of numbers. These words or numbers will open the 'locks' that you have set up (more on those in a bit!), which then leads students to the next lock.

The clues are your content - whatever you want your students to be learning, reviewing, or practicing. This is where we take that old, tired worksheet and turn it into something amazing!

Extra Activity
How to Make an Escape Room in the Classroom

ESCAPE ROOM

Find a worksheet with multiple choice questions, true false questions, matching, diagrams, and/or fill in the blank. On the worksheet, group the questions into sets of four to five questions each.

Each question set becomes a clue which must be deciphered by your students to get a key code, which will open a 'lock'.

Since you already have your worksheet and questions, you can whip up an Escape Room in less than fifteen minutes - easy!

Multiple Choice question sets are the easiest to use to make Escape Rooms for the classroom. For example, your first clue can consist of five multiple choice questions.

The correct answers may be - A, C, D, A, B. **Vola!** You have just made a key code that opens the first lock - ACDAB!

A series of True/False questions can be used in the same way. When answered correctly, the students have the key code to the lock - TFTFF.

Likewise, **matching questions** lead to a sequence of letters than can become a lock solution.

Underline or highlight a particular letter space. **When students fill in the answer, the letter in that underlined space is part of the key code.** Students will get the clue right only if they have filled in each set of answer boxes correctly.

I use this type of clue to spell out a particular word. If you want your kids moving around the room (or school campus), the word they spell out may be a location

for them to head to for the next clue (Mrs Seltzer's room! the Front Office! the Computer Lab!) A set or numbers can take students to a locker or classroom (room number 224!).

Math questions are super simple to use for an Escape Room in the classroom. **The answer to a single difficult question may be the key code.**

Or, for more practice, have students enter answers into boxes, one number per box (like the crossword puzzle again) and underline a particular box for each answer. The sequence of numbers becomes the key code.

Diagrams can be made into key codes too. Give your students a diagram and ask them to label it. The key code can be the first letter of each label, in the order the labels are numbered.

The only question type that can not be used to make a key code is an open-ended question. These can still be part of an Escape Room in the classroom, but in a different way.

Something to Unlock

Okay, now that we have a bunch of clues and lock keys, we need some locks!

Of course, you could use actual combination locks that open actual boxes, bags, or bins. And they are so fun! But sometimes the funds are not available to buy them.

And sometimes they are just too complicated to fool with and to re-set between class periods! They are also sometimes unreliable.

So my best classroom friend, Google Forms, comes to the rescue.
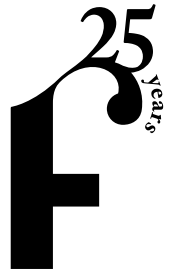
Extra Activity
How to Make an Escape Room in the Classroom

ESCAPE ROOM

Google Forms is what makes the Escape Room in the classroom happen! You are going to make a form with a series of locks which will only unlock when the exact correct answer is typed in.

Put each lock in its own section - students have to solve one lock before they can get to the next one.

Students will have to **solve each lock before gaining access to the next one.** So much fun!

Well, that gives you all you really need to make an Escape Room in the classroom. However, that is not all you can do with the Google Form!

For example:

- Throw in extra content questions. These can be your short answer questions that can not be used for key codes. Students do not need to get them right to move on, but it will give you some data about how well they are learning, or remembering.

- Reflection questions or opinion questions work well for this too.

- Maybe add something completely different! A challenge! Solve a riddle. Decode a cipher (Here is a great list of easy ciphers!).

- Ask another student a question (What is your favourite ice cream flavour?) and record the answer in the Google Form.

- Instruct them to do something silly (or content-related) and take a picture of it!

For them to upload a picture to the Google Form, add a question and choose 'file upload' as the question format.

Again, none of these extras are necessary, but they can make the Escape Room a lot more fun and interactive!

A Time Limit

When you go to an Escape Room, a time limit is not absolutely necessary, but it makes things more fun! The pressure of solving all the clues in a set amount of time is part of the challenge.

A time limit can be great for your students if you feel like it will increase the fun, and/or help them stay focused. It can help the whole class stay at the same pace, and prevent ending up with everyone waiting around for one group to finish.
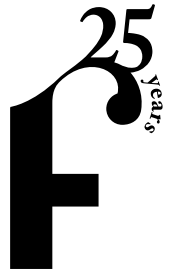
If you do have a time limit, you will need to think about the penalty for not finishing. Maybe they get points based on the percentage of the challenges they did complete. Or will you want them to finish outside of class?

But you have to know your students. For some, the time limit would just add stress and anxiety.

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More Information

Websites

Escape Room The Game.
https://escaperoomthegame.com › en-au.

Escape Games (Room Escape).
https://www.esmadrid.com › escape-rooms

So You Want to Build a Classroom Escape Room Lesson.
https://www.weareteachers.com › build-a-classroom-es

Books

The Escape Book.
(Ivan Tapia, Aurum Press, 2018).
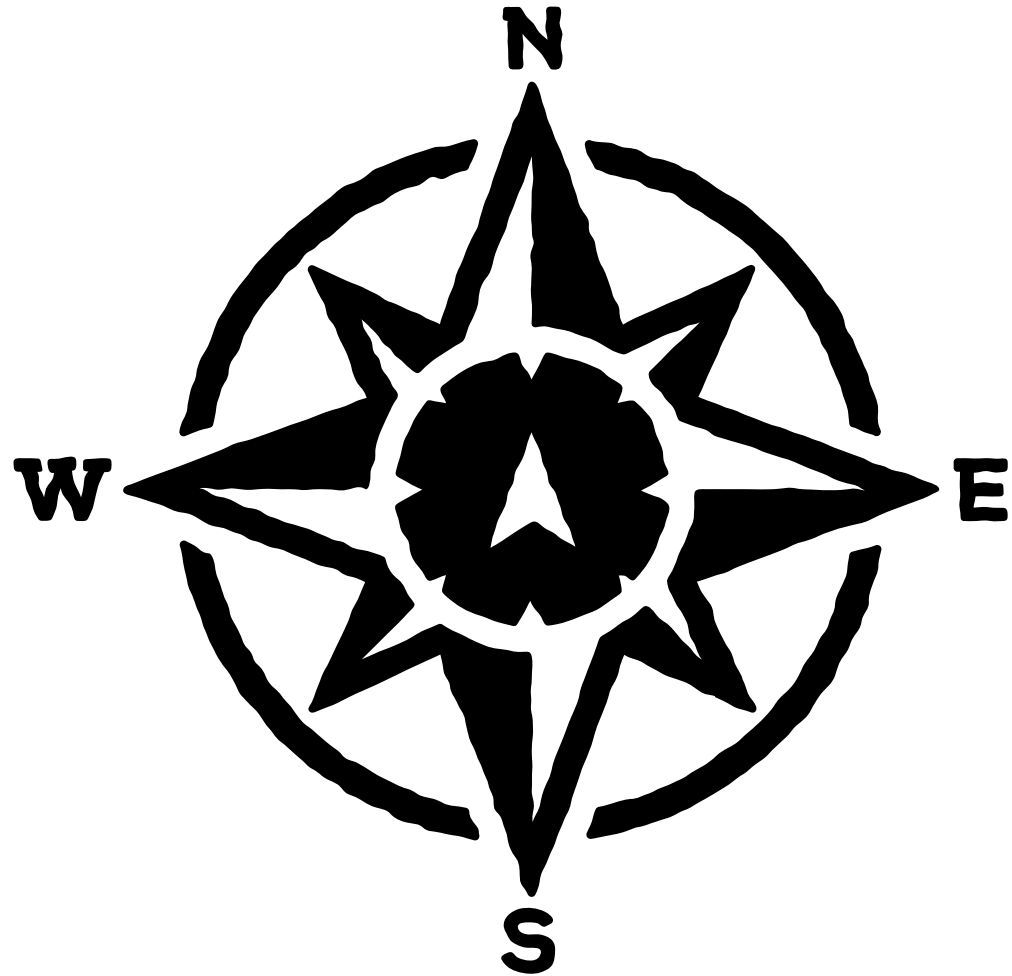
Trip 1907: Interactive Escape the Book Game.
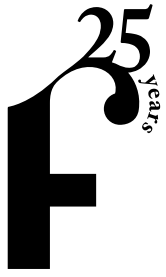(George Kiafas, 2018).

Films

Escape Room
(2019) - Filmaffinity.
https://www.filmaffinity.com › film747808.

Vocabulary

ESCAPE ROOM

A

About
Again
Already
Always
Amazing
Anything
Anyway
Apologize
Around
Ask (to)
Audience

B

Bad
Beautiful
Because
Be (to)
Become (to)
Before
Belong (to)
Behind
Beyond
Between
Breathe (to)
Bring (to)
Blues
Born (to)
Business

C

Call (to)
Card
Cat
Carry Out (to)
Challenge
Character
Change (to)
Childhood
City
Clear
Close (to)
Clues
Curious

D

Damage
Delinquents
Details
Dress
Drinks
Do (to)

E

Each
Easy
End
Enough
Envelope
Escape (to)

F

Face
Fall (to)
Famous
Fashionable
Feel (to)
Fine
Find (to)
Fine
From

G

Game
Gang
Girl
Give (to)
Go (to)
Good
Great
Guess (to)
Guy

H

Have (to)
Hear (to)
Help
Here
Hide (to)
History

I

Infamous
Inside

K

Keep (to)
Kidnapped
Kind
Know (to)

L

Last
Later
Leader
Leave (to)
Less - Life
Listen (to)
Look (to)
Long
Love
Luck

M

Many
Maybe
Mean (to)
Meet (to)
Memories
Mob
More
Music

N

Nervous
Never
Next
Night
Nothing
Now

O

Opposite
Only
Out

P

Parties
Pass Out (to)
People

Q

Questions

R

Rain
Reach (to)
Read (to)
Remember (to)
Right - Rubbish
Rules

S

Sad
Same
Say (to)
Scar
See (to)
Since
Solve (to)
Sorry
Sound
Spend (to)
Speed
Strong
Story
Solve (to)
Someone
Sometimes
Something
Sorry
Soul
Sure
Start (to)

T

Take (to)
Talk (to)
Tell (to)
Think (to)
Time
Throughout
True
Towards

U

Unfair
Underneath
Understand (to)

V

Very

W

Want (to)
Watch (to)
Well
Welcome
What
Whenever
Where
While
Who
Why
Without
Work (to)
World

Y

You
Young