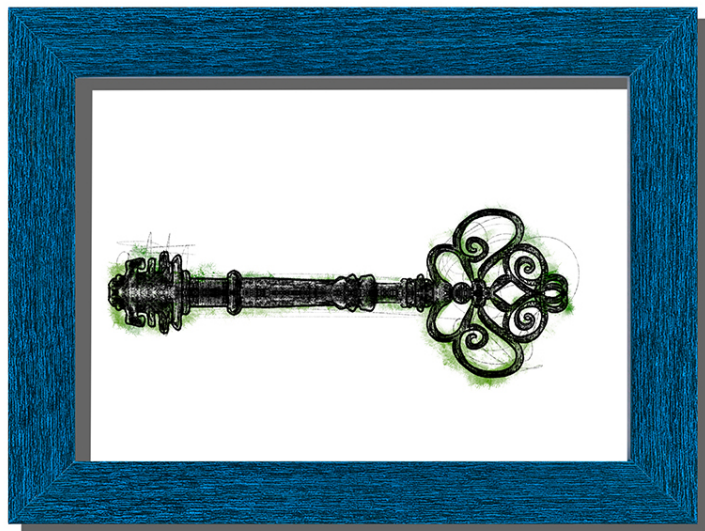
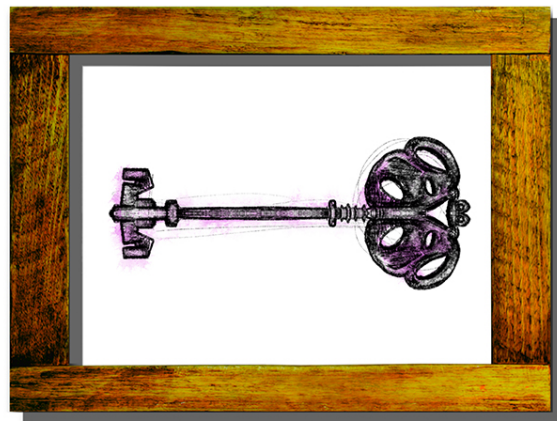
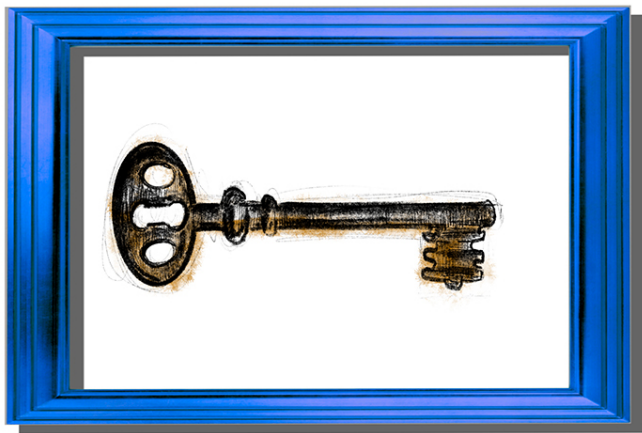


1º & 2º E.S.O.

ESCAPE ROOM



INDEX



BEFORE THE PERFORMANCE...

SESSION 1: SYNOPSIS AND CHARACTERS	3
ACTIVITY 1: THE SYNOPSIS	3
ACTIVITY 2: THE CHARACTERS	4
SESSION 2: UNDERSTANDING THE PLAY	5
ACTIVITY 3: TALKING ABOUT MYSELF	5
ACTIVITY 4: MY WORST HABIT IS ...	6
ACTIVITY 5: THE PLAY	7



AFTER THE PERFORMANCE...

SESSION 3: THE ENDING	8
ACTIVITY 6: THE END OF THE PLAY AND YOUR IMPRESSIONS	8
ACTIVITY 7: RUN AWAY	9
ACTIVITY 8: JONAS' STORY	10
SESSION 4: EXPRESS YOURSELF!	11
ACTIVITY 9: A REVIEW	11
ACTIVITY 10: ROLE PLAY	12



SESSION 1: SYNOPSIS AND CHARACTERS



Activity 1: The Synopsis

Read the paragraph below and fill in the gaps with appropriate words. Use the glossary at the end of the script if necessary.

Escape Room is a short about a group of who are locked altogether (1) inside a room. There are three main characters: Kim, Jonas and Ian.

Kim is a teenage (2) girl who is somewhat self obsessed (3). She is always using her mobile phone her social media accounts, including YouTube, Facebook and Instagram. She thinks she is the most popular (4) girl on the, but not everyone would agree!

Ian is our second character, a *teenage* boy who is mean to his friends and can be a Sometimes he can be so mean (5) he makes other people

Jonas is our third character: a lazy, inconsiderate (6) boy who thinks of himself as a bit of a gamer. He spends the whole (7) day lying on the sofa and playing video games on his computer. He never helps his parents with any around the

As the plot unfolds, we realise (8) that the characters do not know how of the room. There are no windows or to escape through. The day turns to and soon they become scared (9). During the play, we find out the behind why each character is locked in the room. Each character has a bad habit. They need to learn to better. Do you think they will succeed in (10) changing their behaviour? Wait and see and you will !

Now look again at the passage above. Some words are underlined. Try to find the synonyms for the underlined words from the words in the box below.

- | | | |
|----------------------|--------------------|---------------------|
| • manage to | • well liked | • adolescent |
| • frightened | • entire | • thoughtless |
| • collectively | • nasty | • find out |
| • narcissistic | | |



SESSION 1: SYNOPSIS AND CHARACTERS



Activity 2: The Characters

Take a look! Below is Kim’s social media profile. Have a look and hopefully it will give you some ideas. Then try to write your own profile.



Hi there!

My name is Kim. Welcome to my social media page. Here you will find loads of pictures and information about me and my life, including the things that I like and don’t like and all of the things I do every day!

I’m 18 and I love to share my life with my followers online. I think I live a really cool life! I am so popular with everybody.

I love hanging out in town. I also love shopping and watching YouTube. I have one sister and no brothers. My sister loves reading and wants to be a vet. I think she is really boring. ;)

My favourite film is Paddington as it is set in my favourite city, which is London. Here is a photo of me in London! (Insert picture of Kim posing for a photo in London.) I have been to London 5 times!! My worst nightmare is losing my mobile phone. When I grow up I want to be a famous star.

Now try to write your own profile page. Include details about your family, friends, things you like and don’t like and the places you have been to.



SESSION 2: UNDERSTANDING THE PLAY



Activity 3: Talking About Myself



Listen to the following e tract from Scene 2 in the play (Track 8 & 9). Jonas, one of the main characters, is talking about himself. Listen three times and try to answer the following questions.

1. Which city is Jonas from?

.....

2. What does Jonas ask his dad for?

.....

3. What is one of the reasons Jonas gives for not being able to go the kitchen himself?

.....

4. How does Jonas do in his e ams.

.....

5. Why does Jonas say he can't study? Give one of his e cuses.

.....



SESSION 2: UNDERSTANDING THE PLAY

Activity 4: My Worst Habit



Do you have any bad habits such as picking your nose, snoring in your sleep, putting your shoes on the sofa, never making your bed, talking with your mouth open?

USED TO + INFINITIVE

TO BE + USED TO + VERB (ING)

TO GET + USED TO + VERB (ING)



In English, talk to your partner about your worst habit. You can use the words and phrases in the box below to help you.

My worst habit is/was

I used to.....

I'm used to

It is/was bad because.....

I try to stop but.....

My friends/parents say

I will get used to



SESSION 2: UNDERSTANDING THE PLAY



Activity 5: The Play

Below you have a list of words and their definitions related to the vocabulary of the theatre. Try to match each of the words below to their correct definition and translation.

THE PLOT

- Each of the roles featuring in the play, film or any kind of performance.

SCRIPT

- The main events and sequence of a play, film, etc.

AUDIENCE

- The written text of a play.

CHARACTERS

- The space for actors or performers to perform the production.

REHEARSAL

- A group of people known as spectators or listeners at a play.

PLOT

- A practice or trial performance of a play.



SESSION 3: THE ENDING!



Activity 6: The end of the play and your impressions

Now you have seen **Escape Room**. Was it how you imagined it to be?

Discuss in groups and then feedback to the class.

The box below has some words to help you get started...

What did you predict the ending to be?

My predictions were.....

I prefer my ending / the real ending because.....

....more (+) ...

..it was...

- inventive/predictable
- exciting/boring
- enjoyable
- fun
- interesting
- romantic

....less (-) ...

Did you correctly predict the ending of the play?

- Yes I predicted the ending.
- No I did not predict the ending.

A

SESSION 3: THE ENDING

Activity 7: The song "Run Away"

 12

Read the lyrics of the song below. Look up any words you don't know in the dictionary.



Listen to TRACK 12. The song written below, which is sung in Scene Two. Fill in the gap.

RUN AWAY

You've lost one and all so

Over the clouds, under the sky

Never come back and run away

With all your might, give you up ?

Just _____ to the stars

Just run away 'till you're high enough I

will be waiting _____

And to make that happen

I tried _____

Oh... forget, let me breathe, let me live

Just run away from my mind,

Just run away _____

Just run away 'till you're high enough I

will be waiting above

And _____ I tried so hard



SESSION 3: SYNOPSIS AND CHARACTERS



Activity 8: Jonas' Story

Read the paragraph below. It is a statement from the character Jonas about his experience in the escape room. Some of the verbs need to be conjugated into the past simple tense. E.g. to walk, I walked . Remember: some of the verbs may be irregular.

Try to complete the exercise on your own and then check your answers with your partner.

It **(to be)** _____ as if I **(to wake up)** _____ and **(to find)** _____ myself in the room, with no idea how on earth I had got there! One minute I **(to sit)** _____ on my couch to play on my computer and the next minute I was trapped inside a dark room. I **(to hear)** _____ voices and then I **(to see)** _____ two other people, Kim and Ian. We **(to try)** _____ to find a door or window to escape through. At first I **(to cry)** _____ because Kim was being really horrible and rude. After a while I **(to relax)** _____. There was a voice that told us we needed to reflect on our own behaviour. The voice **(to show)** _____ us things from the past that we had done wrong. The voice explained why we had been put inside the room. It took me some time, but eventually I **(to understand)** _____ the reason why I was there. By the time we **(to escape)** _____, I **(to feel)** _____ like I was a better person.



SESSION 4: EXPRESS YOURSELF!



Activity 9: A Review

Now that you have seen the play, who was your favourite character? Why?

My favourite character was..... because he/she
was.....

- original
- entertaining
- interesting
- energetic
- sensitive
- creative
- realistic

My favourite part was when he/she.....
.....
.....
.....

Do you like the idea of playing your favourite character?

Yes/No, because.....
.....
.....

In short

In my opinion.....
.....



SESSION 4: EXPRESS YOURSELF!



Activity 10: Role Plays

Get into groups of three. There are two passages below. Choose one to work on in your group. Decide which one of you will be Kim, who will be Ian and who will be Jonas. Then practise the lines below and act them out.

Extract One (Track 2):

KIM: Don't you recognize me?
JONAS: No, I don't.
KIM: Don't you have Twitter?
JONAS: No.
KIM: Facebook?
JONAS: No.
KIM: Instagram?
JONAS: No.
KIM: Can you say anything but no?
JONAS: No, I mean...Yes.
IAN: He's a freak.
KIM: Hahaha!
JONAS: Don't laugh at me. (He cries.)
IAN: He's completely mad.
KIM: You seem to be very scared.
JONAS: Well, I am always scared of everything.
IAN: That's all we needed.
KIM: Don't be so mean. You made him cry again.
IAN: I didn't do anything. He's weak.

(JONAS cries more.)

IAN: He's a softie.
JONAS: Stop. (Cries.)
KIM: That's enough you bully. Leave him alone.

SESSION 4: EXPRESS YOURSELF!



Extract Two (Track 14):

IAN: Number five.
KIM: What?
IAN: Number five you deaf... Oh sorry!
KIM: Hahahaha! No worries.
JONAS: I'll search in the left wall... Yes man, there's another number here. Number 8. Cool!
KIM: We just need one last number.
IAN: There's no more moving walls.
KIM: Where can we search?
IAN: Yeah. The floor. Look at that tile.
JONAS: Yeah! It's a number. Number seven...
IAN: Put in the combination.
KIM: I did it!
IAN: Look, the door is open. We can go out.
JONAS: Let's go!
KIM: Yes, but we have firstly to say goodbye to the people through the wall!
JONAS: Yes, they helped us a lot.
IAN: You're right. Thank you, guys. You have been very helpful. Now it's time to get back home.
ALL: Bye!!!

HAZ TEATRING 2019-2020

CENICIENTA SOLO QUIERE BAILAR

Educación Infantil, Primer y Segundo Curso de Primaria

PUSS IN BOOTS *(In English)*

Educación Infantil, Primer y Segundo Curso de Primaria

EL ÚLTIMO BAOBAB

Tercer a Sexto Curso de Primaria, Primer y Segundo Curso de E.S.O.

EL DIARIO DE ANNA FRANK

Quinto y Sexto de Primaria, E.S.O.

TREASURE ISLAND *(In English)*

Tercer a Sexto Curso de Primaria, Primer y Segundo Curso de E.S.O.

ESCAPE ROOM *(In English)*

Tercer a Sexto Curso de Primaria, Primer y Segundo Curso de E.S.O.

SHAKESPEARE RETURNS *(In English)*

E.S.O., Bachillerato y Ciclos Formativos de Grado Medio

DON JUAN TENORIO

E.S.O., Bachillerato y Ciclos Formativos de Grado Medio

LA CASA DE BERNARDA ALBA

E.S.O., Bachillerato y Ciclos Formativos de Grado Medio

LE COEUR DE L'AVIATEUR *(En Français)*

Tercero y Cuarto de E.S.O. y Bachillerato y Ciclos Formativos de Grado Medio

LE PETIT PRINCE *(En Français)*

Tercer a Sexto de Primaria y Primer y Segundo Curso de E.S.O.



recursos

25
ANIVERSARIO