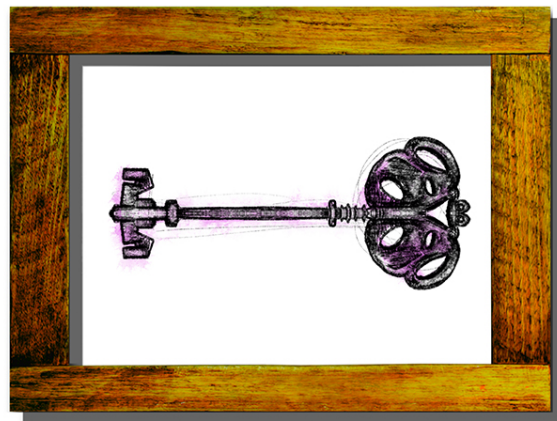


5º & 6º PRIMARY EDUCATION STAGE

ESCAPE ROOM



INDEX

1. JUSTIFICATION OF THE PROPOSAL	3
2. OBJETIVES	3
3. METHODOLOGY	4
4. ACTIVITIES	5



BEFORE THE PERFORMANCE...

SESSION 1: SYNOPSIS AND CHARACTERS	7
ACTIVITY 1: THE SYNOPSIS	7
ACTIVITY 2: THE CHARACTERS	8
SESSION 2: UNDERSTANDING THE PLAY	9
ACTIVITY 3: THE PLAY	9
ACTIVITY 4: HELLO! I AM...	10



AFTER THE PERFORMANCE...

SESSION 3: THE ENDING	11
ACTIVITY 5: THE END OF THE PLAY AND YOUR IMPRESSIONS	11
ACTIVITY 6: JONAS' STORY	12
SESSION 4: EXPRESS YOURSELF!	13
ACTIVITY 7: ESCAPE ROOM	13
ACTIVITY 8: A REVIEW	14
ACTIVITY 9: ROLE PLAY	15

1. JUSTIFICATION OF THE PROPOSAL

- Theatre as a tool for stimulating and encouraging the student to discover, learn and apply the language he has learned.
- The plays present civic content and are also focused on an educational/student environment that will allow the students to identify with the values contained therein.
- The scripts, apart from allowing the play to be performed in the theatre thus creating the recreational and aesthetic aspect, also allow communicative functions, vocabulary and grammatical structures to be developed. These can be worked on beforehand in class using a series of worksheets to facilitate understanding of the plot and contribute to language learning. This didactic material is adjusted to the level of the students according to the objectives stipulated for the relevant level by the M.E.F.P.

2. OBJECTIVES:

General:

- Listening to and understanding messages in a variety of verbal exchanges, using the information transmitted to complete specific tasks.
- Expressing oneself and interacting orally in simple and common situations, using verbal and non-verbal procedures and adopting a respectful attitude.
- Writing a variety of texts with different endings with the help of templates and models.
- Reading various texts in order to understand them, extracting general and specific information in accordance with a pre-established goal.
- Valuing a foreign language as a mean of communication and understanding among people with different places of origin, culture and languages.
- Contributing to the student's knowledge of linguistic, geographic and cultural features of the country where the foreign language is spoken.
- Understanding that theatre is a source of pleasure and personal enrichment, thus fostering his/her interest in it.

Specific:

- Fostering interest in participating in oral exchanges about routines and situations from daily life in the relevant foreign language.
- Working on language prosody: aspects of phonetics, rhythm, accentuation and intonation.
- Familiarizing the student, from the start, with the plot and different characters in order to facilitate comprehension of the performance during the play.
- Developing two communicative functions per level, providing the student with all the syntactic, grammatical, lexical and phonetic knowledge that make up the relevant functions in order for the student to be able to grasp them.
- The four basic skills that each reader needs to control in order to communicate optimally will also be worked on: listening and reading comprehension (L.C.-R.C.) and written and oral expression (W.E.-O.E).

3. METHODOLOGY

Presentation of Material:

The didactic worksheets included with the material, available to both students and teachers, are designed to be completed over four **60 minute sessions**. The idea behind this is that the worksheets should be integrated into the class routine, reinforcing or applying previously acquired knowledge or introducing new but simple content on languages for a certain level.

Material Structure:

The objective of the **first and second sessions** is to give the students the necessary hints in order for them to be able to watch the play without any comprehension problems on the day it is performed.

The **third and fourth sessions** will be focused on expression. After having seen it, the student will be allowed to express his opinion on the performance (comparing the play's actual ending with the ending he had previously imagined; comparing the behaviour of the actors with his own).

BEFORE THE PERFORMANCE

5° & 6° PRIMARY EDUCATION		OBJECTIVES	COMPETENCIES
SESSION 1	Activity 1	<ul style="list-style-type: none">Familiarisation with the plot	<ul style="list-style-type: none">R.C.W.E.
	Activity 2	<ul style="list-style-type: none">Familiarisation with the characters	<ul style="list-style-type: none">R.C.W.E.
SESSION 2	Activity 3	<ul style="list-style-type: none">Vocabulary	<ul style="list-style-type: none">R.C.
	Activity 4	<ul style="list-style-type: none">Listening to a songDiscerning sound	<ul style="list-style-type: none">L.C.
SESSION 3	Activity 5	<ul style="list-style-type: none">Grammar: Used to	<ul style="list-style-type: none">L.C.O.E.
	Activity 6	<ul style="list-style-type: none">Grammar: Verbs	<ul style="list-style-type: none">W.E.
SESSION 4	Activity 7	<ul style="list-style-type: none">Listening to a song	<ul style="list-style-type: none">L.C.
	Activity 8	<ul style="list-style-type: none">Testing your knowledge	<ul style="list-style-type: none">W.E.
	Activity 9	<ul style="list-style-type: none">Role Plays	<ul style="list-style-type: none">O.E.

APPROACH CHOSEN:

Although our main objectives are to foster interest in theatre and to help the student to grasp two new communicative functions, our approach is intended to be fun, visual and aimed at communication. In fact, on these worksheets, we can find many activities presented as games and which also provide moments of fun in class. Finally, all sessions require the student to express him/herself, with activities focusing on situations from daily life or even acting. As such, the goal is to offer activities as an alternative to the class's routine and to make learning a second language more attractive. All of this work is presented as project of the utmost interest: seeing a play in a foreign language.

ADVICE AND RECOMMENDATIONS:

Before starting on the worksheets and the activities proposed therein, the students must have the play in order to go on to read it. Similarly, given that there are many activities requiring useful and modern resources, there must also be a CD player in the classroom for listening to the scenes and songs. All this material (play, CD, worksheets) is available on the following website: www.recursosweb.com

In the student section, the sessions are spread out over several worksheets. As such, it is advisable to make as many copies as there are students as soon as possible. As soon as the students have the worksheets, they will be able to complete them, following the instructions given for each exercise and with help from additional materials such as dictionaries and reference manuals in class.

In the teacher's section, you will find all the activities designed for the students as well as the answer key with all the correct answers for all the questions.

Each activity on the didactic worksheets is designed to train the four basic skills in foreign language acquisition: Listening Comprehension, Reading Comprehension, Written Expression and Oral Expression.

Through these skills, a range of vocabulary, grammatical structures and phonetic aspects are worked on in order to develop a series of communicative functions that we consider key for understanding the play as well for applying them to real situations.

In addition to the presence of the different basic skills, the sessions follow a sequential order. As such, it is important to complete each and every one of the sessions, from the introduction of the plot to the storyline and characters, culminating in the resolution of the play. Therefore, completing the didactic worksheets before going to see the play is necessary to reinforce the overall comprehension of the play and, at the same time, we create excitement and expectations that could very well be completely found upon leaving the theatre.



SESSION 1: SYNOPSIS AND CHARACTERS



Activity 1: The Synopsis

Read the paragraph below and fill in the gaps with the words in the box underneath.

CHORES BULLY NIGHT REASONS GET OUT TO UPDATE
PLAY INTERNET HOUSE CRY DOORS
FIND OUT BEHAVE CHARACTERS

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

Kim is a teenage girl who is somewhat self-obsessed. She is always using her mobile phone **to update** her social media accounts, including YouTube, Facebook and Instagram. She thinks she is the most popular girl on the **internet**, but not everyone would agree!

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

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

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



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: 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

SCRIPT

AUDIENCE

CHARACTERS

REHEARSAL

PLOT

- Each of the roles featuring in the play, film or any kind of performance.
- The mains events and sequence of a play, film, etc.
- The written text of a play.
- The space for actors or performers to perform the production.
- A group of people known as spectators or listeners at a play.
- A practice or trial performance of a play.



SESSION 2: UNDERSTANDING THE PLAY



Activity 4: Hello! I am...

Listen to the following extract from Scene 2 in the play (Track 6 and 8). Ian and Jonas, ones of the main characters, are talking about theirself. Listen three times and try to answer the following questions.



Track 6:

1. How old does Ian say he is?

- ☒ He is 17
- ☐ He is 15
- ☐ He is 18

2. Which city is Ian from in the UK?

- ☐ London
- ☒ Manchester
- ☐ Liverpool

3. What does say that he is really good at playing?

- ☐ Basketball
- ☐ Swimming
- ☒ Football

4. Which football team does he support?

- ☒ Manchester United
- ☐ Arsenal
- ☐ Real Madrid

5. What sort of animal does Ian have?

- ☐ A rabbit
- ☐ A dog
- ☒ A parrot

Track 8:

1. Where is Jonas from? **Bristol**
2. According to Jonas, what does he have a lot of? **Friends**
3. What two things does he say that he is good at? **Art, dancing**



SESSION 3: THE ENDING!



Activity 5: 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.



SESSION 3: SYNOPSIS AND CHARACTERS



Activity 6: 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) was as if I (to wake up) woke up and (to find) found myself in the room, with no idea how on earth I had got there! One minute I (to sit) sat down on my couch to play on my computer and the next minute I was trapped inside a dark room. I (to hear) heard voices and then I (to see) saw two other people, Kim and Ian. We (to try) tried to find a door or window to escape through. At first I (to cry) cried because Kim was being really horrible and rude. After a while I (to relax) relaxed. There was a voice that told us we needed to reflect on our own behaviour. The voice (to show) showed 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) understood the reason why I was there. By the time we (to escape) escaped, I (to feel) felt like I was a better person.



SESSION 4: EXPRESS YOURSELF!



Activity 8: 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.....



SESSION 4: EXPRESS YOURSELF!



Activity 9: 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

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