

Gothic Halloween Escape Room

PRINT
AND PLAY

HOW TO PLAY: in small teams (2 – 5 members) or individually

GOAL: Practise/ reinforce advanced grammar, rhetoric & vocabulary.

STRUCTURE OF THE GAME:

- ✓ **FIVE DIFFERENT STATIONS/LOCATIONS, EACH WITH A GRAMMAR/ VOCABULARY/ RHETORIC ACTIVITY.**
- ✓ **FIXED ITINERARY LINKED BY A SET OF ENCRYPTED MESSAGES.**



It's the day before Halloween.

You've plucked up your courage and ventured into the dilapidated mansion on the hill, which the town believes to be haunted. Legend has it that the ghost of its deceased owner still roams the property to protect the gold treasure that has lain hidden in the house since the nineteenth century.

It took time to convince some of your superstitious team members to come along, but the thirst for adventure and the chance to succeed where so many have failed won in the end.

It's been two hours since you found your way in, and you're starting to think that maybe those who were apprehensive may have been right after all. The door of the crumbling library slammed shut, and your team is now locked in.

IDEAL FOR DEVELOPING & REINFORCING YOUR EFL/ESL/ELA STUDENTS' TEAMWORK SKILLS AND MASTERY OF ADVANCED GRAMMAR & VOCABULARY

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GRAMMAR,
RHETORIC &
VOCABULARY

❑ OBJECTIVE OF THE GAME:

To be the first team/player to crack the five-digit combination that opens the door of the mansion by gathering clues and decrypting messages using their knowledge of English grammar, rhetoric & vocabulary.

❑ TOPICS INCLUDED:

- ✓ **LEXICAL COHESION**
- ✓ **REFERENCE**
- ✓ **READING COMPREHENSION**
- ✓ **SYNONYMY**
- ✓ **INFERENCE THROUGH CONTEXT**
- ✓ **SYNTAX**
- ✓ **STYLISTIC DEVICES**
- ✓ **PARTS OF SPEECH**

**PERFECT FOR 11th-12th GRADERS
AS WELL AS C1/ C2 EFL STUDENTS
LOOKING FOR A CHALLENGING
ACTIVITY TO STRETCH THEIR
MUSCLES.**

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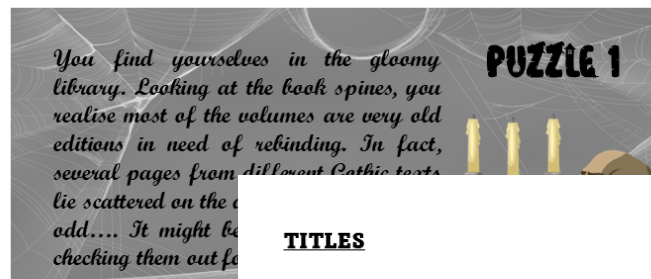
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ENGLISH
LITERATURE
CLASSICS

CONTENTS:

✓ 5 PUZZLES

FEATURES PASSAGES FROM ENGLISH LITERATURE CLASSICS SUCH AS DRACULA, FRANKENSTEIN, THE STRANGE CASE OF DR. JECKYLL AND MR. HYDE, THE FALL OF THE HOUSE OF USHER & THE ISLAND OF DR. MOREAU



Read the book extract synopsis & title.

SYNOPSIS

A The story of the last family, and the terrible childhood friend who...

B The story of a king who experiments to bring an ego that knows no ethics...

C The story of a girl who is turned into a human monster out of...

D The story of a ship owned by a crazy scientist and the beasts that inhabit...

E The story of a charm from Transylvania to...

TITLES

F The Strange Case of Dr. Jekyll & Mr. Hyde by R.L. Stevenson

G The Island of Dr. Moreau by H.G. Wells

H Dracula by Bram Stoker

I The Fall of the House of Usher by Edgar Allan Poe

J Frankenstein by Mary Shelley

EXTRACT I

"I remained motionless. The darkness continued, and the scene now sought to forget: the creation; the appearance of bedside; its departure. Two the night on which he first crime? Alas! I had turned loose whose delight was in carnage my brother?"

EXTRACT II

"Under the strain of this continued sleeplessness to which I had gone beyond what I had thought possible, a creature eaten up at both in body and mind, and a horror of my other self."

EXTRACT III

"The Professor looked sternly grave, had, and there was no need for tears 'Remain till I return,' and left the handful of wild garlic from the box which had not been opened, and placed the on and around the bed. Then he took collar, a little gold crucifix, and placed restored the sheet to its place, and we

EXTRACT IV

"The impetuous fury of the storm entering our feet. It was, indeed, a tempest night, and one wildly singular in its whirlwind had apparently collected in there were frequent and violent alterations the wind; and the exceeding density so low as to press upon the turrets of our perceiving the lifelike velocity careering from all points against us away into the distance. I say that even did not prevent our perceiving this—the moon or stars—nor was there lightning. But the under surfaces of the vapour, as well as all terrestrial objects were glowing in the unnatural light distinctly visible gaseous exhalations and enshrouded the mansion."

EXTRACT V

"It was some time before I could summon resolution to go down through the trees and bushes upon the flank of the headland to the beach. At last I did it at a run; and as I emerged from the thicket upon the sand, I heard some other body come crashing after me. At that I completely lost my head with fear, and began running along the sand. Forthwith there came the swift pattering of soft feet in pursuit. I gave a wild cry, and redoubled my pace. Some dim, black things about three or four times the size of rabbits went running or hopping up from the beach towards the bushes as I passed."

Use the table to copy your answers, and then, transfer them to your answer sheet.

SYNOPSIS	TITLES	EXTRACTS
A		
B		
C		
D		
E		

Change the title letters for the extract numbers in the following operation. The resulting score is the shift value to decipher the message that will help you locate Puzzle #2. Use the cypher wheel for this purpose.

(H	+	I	+	G)	/	(F	x	J)	=	
----	---	---	---	----	---	----	---	----	---	--

MESSAGE: P.S.S.O.M.J.X.L.I.Q.Y.W.M.G.F.S.B.
DECRYPTION:

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FACE-TO-FACE OR DIGITAL



Answer sheet

Team members:

Transfer your answers to each puzzle here. Show the sheet to time you finish a puzzle.

Puzzle #1

(H	+	I	+	G)	/	(F	x	J)

Decrypted message:

Puzzle #2

	/		=	
--	---	--	---	--

Decrypted message:

Puzzle #3

[(A	+E	-C	+F)	/H]	-B	=

Decrypted message:

Puzzle #4

(a	x	c)	/f	-	(d	-e)

Decrypted message:

Puzzle #5

(A	+B	-C	+D)	/E	=

Decrypted message:

FIVE

YOUR SKEPTICISM HAS

COME TO AN

The sight of the resider rendered you temporarily You can't help your tear minutes.

YOUR SKEPTIC

COME TO AN

The sight of the resider temporarily Your tear minutes.



- ✓ ANSWER SHEET
- ✓ OOPS CARDS
- ✓ CONGRATULATIONS CARDS
- ✓ FULL ANSWER KEY

THE HANDY ANSWER SHEET MAKES CORRECTION FASTER.

THE "OOPS" CARDS ENSURE EQUAL PARTICIPATION OF ALL TEAM MEMBERS.



Gothic Halloween Escape Room

MONITORING
& SELF-
ASSESSMENT

- ✓ **Scoresheet**
- ✓ **Self-assessment quiz**



Scoresheet

Tick a box every time a team checks the answers to a puzzle. The team that cracks the final code first with the lowest number of ticks in the shortest time is the winner.

5 ticks: excellent 6 ticks: very good 7 ticks: good
8-9 ticks: fair 10 ticks: poor

SELF-ASSESSMENT QUIZ

NAME:

Rate each item from 0-5 (not satisfied- extremely satisfied).

How satisfied are you with your overall performance?	
How would you rate your contribution to your team?	
Your performance in Puzzle #1: Lexical cohesion, reference and comprehension	
Your performance in Puzzle #2: Synonymy and inference	
Your performance in Puzzle #3: Syntax	
Your performance in Puzzle #4: Stylistic devices	

Puzzle 1	Puzzle 2	Puzzle 3	Puzzle 4	Puzzle 5

SELF-ASSESSMENT QUIZ

NAME:

Rate each item from 0-5 (not satisfied- extremely satisfied).

Your performance in Puzzle #5: Parts of Speech

Additional comments:

SELF-ASSESSMENT QUIZ

NAME:

ANSWER THE FOLLOWING QUESTIONS

What do you find the most challenging about the activity?

What was your greatest contribution to the team? What would you like to improve in terms of being a team player?

What was your greatest accomplishment?

Which aspect featured in the game do you think you need to work on?

Would you like to do something similar in the future? Why or why not?



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THE SCORESHEET WILL HELP YOU MONITOR WORK & PROVIDE YOU WITH FEEDBACK TO HELP YOUR FUTURE PLANNING

THE QUIZ WILL HELP STUDENTS ANALYSE NOT ONLY THEIR ACADEMIC PERFORMANCE BUT ALSO THEIR CONTRIBUTION AS PART OF A TEAM.



Gothic Halloween Escape Room

CLEAR
INSTRUCTIONS

- ✓ **FULL TEACHER NOTES**
- ✓ **RULES HANDOUT**

Preparation

Print:

- ✓ 1 copy of the puzzles on pages 2-16
- ✓ 1 answer sheet (p. 17) per group
- ✓ 1 scoresheet (p. 23) and a set of rules on page 4 of this document.
- ✓ 1 copy of the Claps cards (p.24) every
- ✓ 1 copy of the congratulations cards (p. 25)
- ✓ Optional: 1 set of images for the setting

Don't staple the whole set of activities together, so that you can distribute each challenge, so that you can distribute each challenge.

Your students will need a pen, a black pencil, and an eraser. They can write in pencil to allow for worksheets as drafts and the answer sheets to work with you.

Playing the game:

- Divide the class into small teams. This activity is meant to encourage teamwork. You can also have your students work in pairs.
- Ask each team to appoint a runner and give them an introduction to the mission plus an answer sheet.
- Record the names of the team members on the scoresheet.
- Read the rules and distribute the quest.



- If the rules of social distancing in your classroom doesn't allow students to approach you with their answer sheets, you can use the rest in envelopes scattered around the room. The images you'll find in this pack.
- Each runner will have to approach the teacher once per puzzle. Record the time because the team that finishes first with the fewest ticks will be the winner. The score sheet will be the winner. The score sheet will be the winner.
- Make sure that everybody is participating. If you notice that someone is monopolising the discussion, you can use the Claps cards on page 24 to fine them.
- Finish by handing out the self-assessment. If you have more than one winner, have a tie-breaker while the other are still working on the puzzle.

Rules

- Each team will be provided with five puzzles in paper format throughout the game. They'll have to solve each challenge in turn in order to get a new one.
- Each team will need a pen, a black pencil, and an eraser. Writing in pencil is advised to make correcting easier.
- Each team will appoint a runner, who will approach the teacher to check their answer sheet at the end of every puzzle.
- There are five puzzles along the game, so the runners are expected to approach the teacher at least five times during the game. Each visit will be recorded with a tick on the teacher's scoresheet.
- The answer key in the teacher's possession will show if the answers are correct or incorrect.
- All students have to participate in their team discussion. In fact, monopolising the discussion will be fined, so be on the watch out.
- The team that crack the final code first and have the lowest number of ticks on the teacher's score sheet will be the winner.



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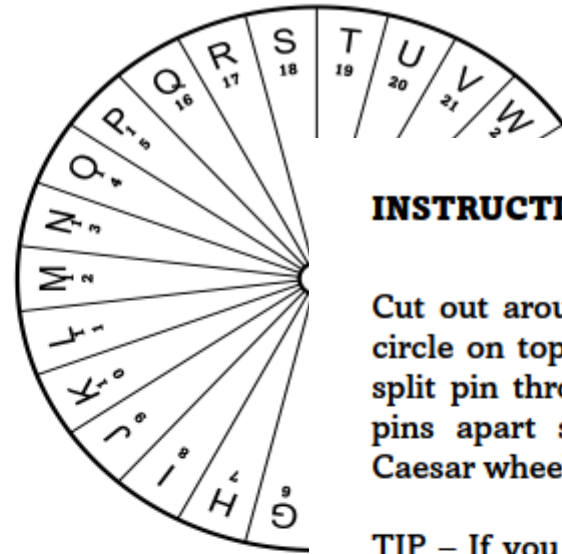
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EASY-TO-
ASSEMBLE

✓ **PRINTABLE CAESAR
CYPHER WHEEL WITH
FULL INSTRUCTIONS.**



INSTRUCTIONS FOR ASSEMBLY

Cut out around the outside of both circles. Put the small circle on top of the large circle so that it lines up. Push a split pin through the middle of both circles, and pull the pins apart so that the two pieces stay together. Your Caesar wheel should rotate freely and line up correctly.

TIP – If you intend to use these with a number of classes laminate this page before cutting out.

HOW TO USE THE WHEEL

Align the shift value in the small circle with letter A in the large circle. For example: let's say you want to decode an encrypted word and you know that the shift value is "3".

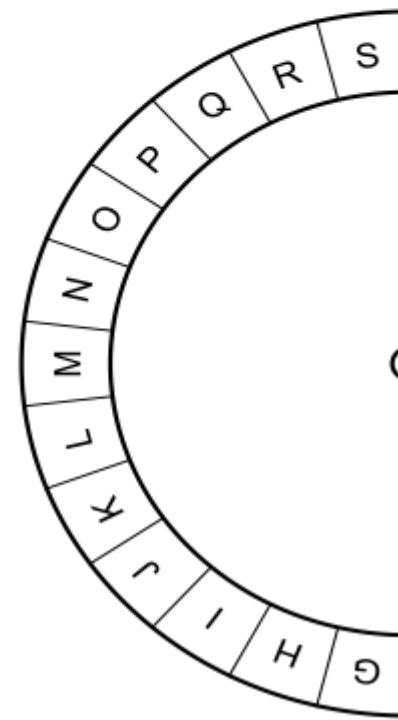
Look for number 3 in the small circle; it's under letter D. This means that letter A in the big circle is equivalent to D. Therefore, you need to rotate the small circle in such a way that letter D aligns with letter A.

Let's try decoding the following word, using "3" as the shift value:

DGULIW

D = A
G = D
U = R
L = I
M = F
W = T

The letters in red are the ones that appear in the outer circle and will help you discover the encoded word - in this case, "adrift".



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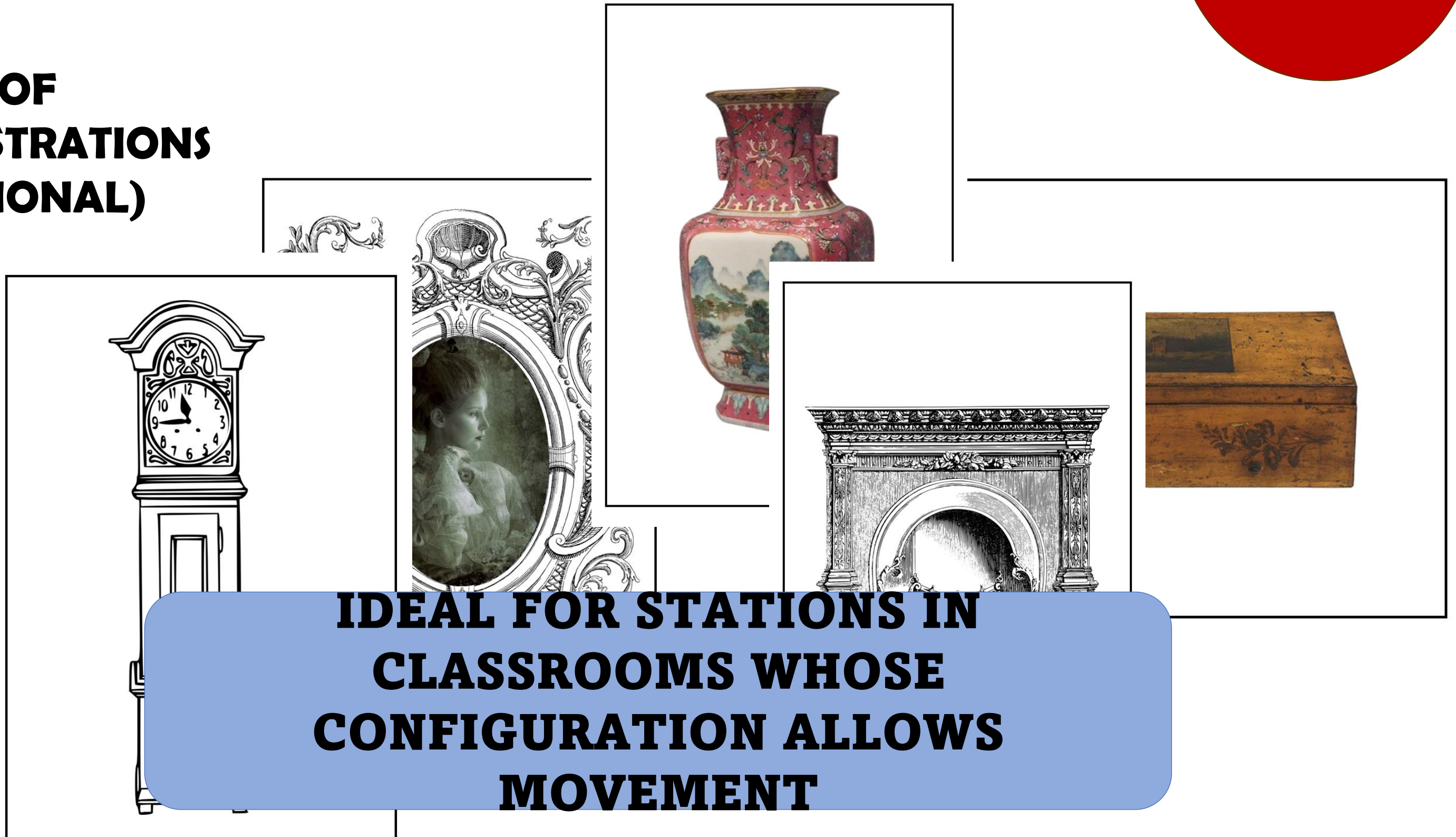
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Gothic Halloween Escape Room

FACE-TO-
FACE OR
DIGITAL

✓ **1 SET OF
ILLUSTRATIONS
(OPTIONAL)**



**IDEAL FOR STATIONS IN
CLASSROOMS WHOSE
CONFIGURATION ALLOWS
MOVEMENT**

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VOCABULARY, GRAMMAR & WRITING

NO-PREP & LOW-PREP

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INDIRECT SPEECH GAME

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ESCAPE ROOM

ESCAPE ROOM DUO



ESCAPE THE CLASSROOM

ESCAPE THE MANOR

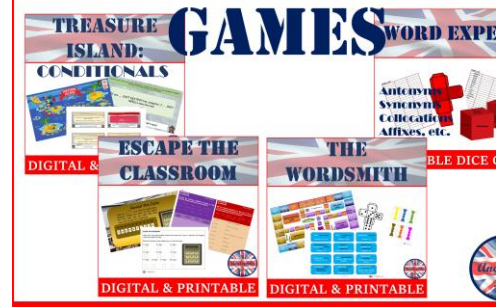
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TREASURE ISLAND: CONDITIONALS

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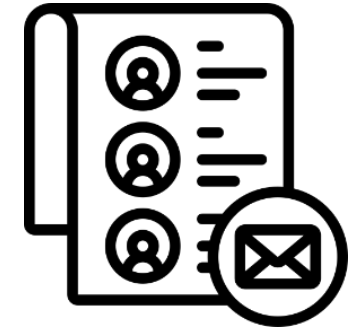


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Credits

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[Pikisuperstar](#)

❑ **The Hallow Spooky Font was created by:**

[Hamber Perdiansyah](#)

❑ **The Oops cards were created using the [Escape Room Template Kit](#) by [Nouvelle ELA](#).**

