

## Teacher's Overview – Juego de Escape

A five-piece group from UK is poised to win ¡Tienes talento, España! The other finalists don't think a British group should win as they know nothing about Spanish language and culture, so they lock them in the dressing room. If the UK group doesn't get to the stage within 40 minutes, they will be declared disqualified. To get out of the room they must solve puzzles to show their ability in Spanish, get the code to unlock the door and make it to the stage. The puzzles have been set by the other contestants but only one has deliberately locked them in the dressing room.

### Learning objective:

- To develop engagement with language learning through a fun and enjoyable activity
- To develop cooperation and communication skills within a meaningful context
- To develop skills using a bi-lingual dictionary to decode unfamiliar language
- To develop resilience in language learning through challenging reading and listening activities

### Topics

Countries & nationalities, the town, simple mathematical terms, instructional vocabulary when listening and reading

### Resources

- PowerPoint presentation
- Five challenge activity sheets
- Information sheet All Flags Europe
- Song : La Bamba by Ritchie Valens.

<https://www.youtube.com/watch?v=Jp6j5HJ-Cok>

Follow up activity

*USEFUL TO HAVE BI-LINGUAL DICTIONARIES IF AVAILABLE*

Pupils have 40 minutes in teams of 5/6 to work through the five activities and solve the puzzles. Each puzzle will give them a code which they will need at the end to see if they can unlock the door. Depending on class size, teachers may wish to have a carousel system with each group working on a different activity at the same time. One of the activities (**Ritchie Coupable**) involves listening which may be done as a whole class activity if preferred, or as an individual group activity if resources allow.

### Teacher notes for each task

#### Starter

Use PowerPoint presentation to set the scene with pupils. Depending on class ability , teacher decision as to how much information given on exact details of each task. Slide 3 has a link to the intro of ¡Tienes talento, España!

### Miguel Malabarista

- Pupils solve each of the anagrams, fit the words into the crossword grid. The solution gives them the number as a word which they need to convert to a figure.
- In order to allow for differentiation, it is possible to populate some of the clues with the first letter to allow all pupils to proceed.
- Early finishers can translate the clues as an extension activity.

### Paloma Pintura

- Using the starting from the provided decoding of the word EL RESTAURANTE, pupils have to work out the code, filling in the alphabet chart as they go.
- If they get stuck, advise them to fill in the alphabet chart with all the letters they already know. They can then start on the coded words by filling in the known letters first. Then look for: short words – can they work out the missing letter(s)? Double letters – can they work out those?
- At the end they have to work out the number code (if they are smart they will realize that they don't need all letters of the alphabet/all coded words to work out the number code) The solution gives them the number as a word which they need to convert to a figure.

### Bonita Bandera

- Using the information sheet, pupils demonstrate understanding of shapes and nationalities by choosing true/false answers and attributing points as directed.
- In order to allow for differentiation, a Knowledge Organiser (Vocabulario) is provided as point of reference for support.
- Early finishers can create own sentence using information sheet.

### Ritchie Culpable (Listening Activity)

- Pupils listen to downloaded version of song and complete missing words from the transcript. The solution gives them the number as a word which they need to convert to a figure.
- In order to allow for differentiation, it is possible to populate some of the gaps with the first letter to allow all pupils to proceed.

### Pedro Prestidigitador

- Pupils work out the numerical puzzles involving card suits.
- Pupils without access to dictionaries may need some support with card suits to proceed

On completion of all five tasks pupils complete the solution sheet with their ten-figure code.

**Extension activity is to workout which contestant locked them in.** They have to realize that the characters have telling names. Don't help them too much with this – say that the candidates' descriptions give them all they need to work it out.

Certificates or other in-house rewards can be given to those groups who successfully find the correct code.

### Follow up activities

This activity lends itself to further work. Working in groups or pairs, pupils could invent their own acts to take part in the show.