

ZOMBIE TEACHER

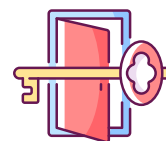
A2-B1 English Review Escape Room



Back to School-- But this year there's a surprise when you walk into the class!

Your new teacher is a zombie! And now the classroom doors are locked.

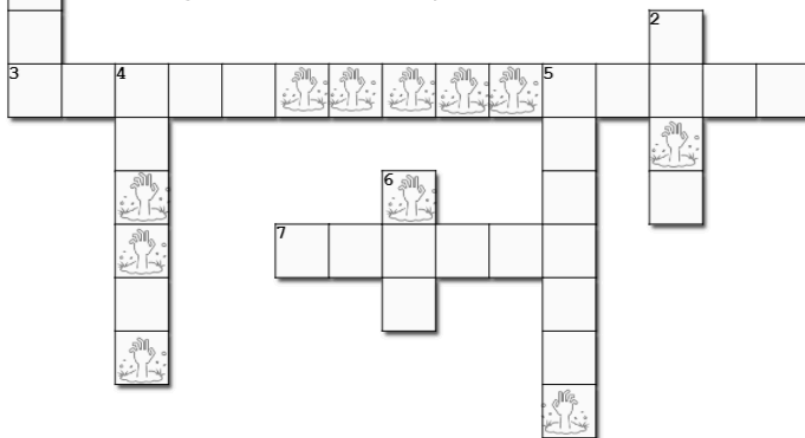
You now have a mission: You have to stop her and find an antidote to protect yourself!



Level 1: Where is the recipe for the antidote?



The teacher has a recipe for the antidote somewhere in the classroom. Do the crossword below. Unscramble the letters with the ZOMBIE HAND to find out where you can find the recipe.



Vertical

1. My friends ____ me with my homework last weekend
2. I ____ up early every day to study English
4. She ____ like zombies at all, because they are scary
5. I ____ English for two hours yesterday
6. They usually ____ lunch at 1 p.m



The recipe for the antidote is _ _ _ _ _
_ _ _ _ _

Horizontal

3. I ____ the rules of the zombie game yesterday. It was too confusing!
7. They ____ football after class last week

Level 2: What are the ingredients of the antidote?



CONGRATULATIONS! You found the recipe for the Zombie Antidote. But the words in the recipe are scrambled. Do the puzzles below to find the two main ingredients to protect yourself!

Instructions: Complete the sentences. The **first letter of each answer** will spell an ingredient for the antidote

Ingredient 1: _____

Sentence	Answer	Letter
1. Wow! Listen up, I just had a great _____		
2. Have you ever _____ dinner for your family?		
3. I really like _____ to my best friend. We have the best conversations!		
4. They bought a _____ car. It's never been driven!		

Ingredient 2: _____

Sentence	Answer	Letter
1. When you get to the end of the street, turn _____, not right!		
2. I used to love watching <i>The Walking Dead</i> on _____		
3. My teacher used _____ to cut out stars for the class		
4. She _____ sugar to the recipe to make it sweeter		

INGREDIENT 1:













INGREDIENT 2:

Level 3: How does the antidote work?



You now have the recipe and the ingredients. But the recipe has a curse: it is written in riddles! Only if you solve them correctly can you discover the final instructions for using the antidote. Otherwise, the zombie teacher will find you... The first one has been done for you!

Riddle Chain

	If you ____ (not add) the salt first, the antidote ____ (not work).
	Instruction piece: Add salt first!
	If you ____ (forget) the mint, the teacher ____ (catch) you
	Instruction piece:
	The antidote ____ (be) too weak if you ____ (not boil) it.
	Instruction piece:
	If the teacher ____ (touch) the antidote, he ____ (stay) a zombie forever
	Instruction piece:
	You ____ (be) safe if you ____ (drink) it quickly.
	Instruction piece:

Write the 5 steps you need to make the antidote work and stay safe!

1.	2.	3.	4.	5.
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Escape the Zombie Teacher – Teacher Instructions

Overview

This activity is designed as a printable escape game for A2–B1 ESL students. Students progress through 3 levels. Each level reviews grammar/vocabulary while advancing the story: they must find and prepare the antidote to stop their teacher from becoming a zombie.

General Guidelines

- Print one page per level (Levels 1–3).
- Keep the pages hidden until students solve the previous level.
- Divide students into teams (2–4 per group) to encourage collaboration.
- Each team completes the task. When they finish, check quickly.
- If correct → reward them with the next page/level.
- If not correct → send them back to try again.

Estimated time: 35-45 minutes for all levels.

Level 1 – Crossword Puzzle (Find the Recipe)

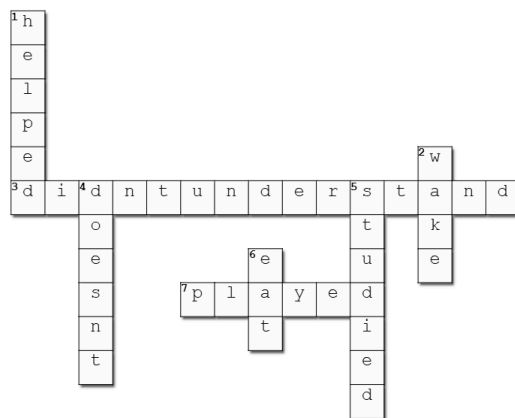
Page contains: a crossword with grammar/vocab clues. Certain squares are shaded.

Instructions to Students:

“To find out where the antidote recipe is hidden, you must solve this crossword. The shaded squares will give you the secret location.”

Teacher Role:

- Monitor as students solve the crossword.
- Check answers. The highlighted letters spell the location (e.g. *under the desk*).
- Once solved, give them the next page (Level 2).



Horizontal

3. I ____ the rules of the zombie game yesterday (**didn't understand**)
7. They ____ football after class last week (**played**)

Vertical

1. My friends ____ me with my homework last weekend (**helped**)
2. I ____ up early every day to study English (**wake**)
4. She ____ like zombies at all (**doesn't**)
5. I ____ English for two hours yesterday (**studied**)
6. They usually ____ lunch at 1 p.m (**eat**)

Created using the Crossword Maker on TheTeachersCorner.net

Level 2 – Missing Word Challenge (Find the Ingredients)

Page contains: short gap-fill sentences using A2–B1 grammar (present/past simple, negatives, modals). Each correct answer gives them a letter. Together, the letters form the names of ingredients (e.g. *MINT* and *SALT*).

Instructions to Students:

“You found the recipe, but it’s incomplete! Solve the sentences to discover the ingredients you need.”

Teacher Role:

- Check answers carefully.
- When the letters spell the correct ingredients, give them the next page (Level 3).

Sentence	Answer	Letter
1. Wow! Listen up, I just had a great _____	idea	I
2. Have you ever _____ dinner for your family?	made	M
3. I really like _____ to my best friend. We have the best conversations!	talking	T
4. They bought a _____ car. It’s never been driven!	new	N

Ingredient: MINT

Sentence	Answer	Letter
1. When you get to the end of the street, turn _____, not right!	left	L
2. I used to love watching <i>The Walking Dead</i> on _____	television (TV)	T
3. My teacher used _____ to cut out stars for the class	scissors	S
4. She _____ sugar to the recipe to make it sweeter	added	A

Ingredient: SALT

Level 3 – Zombie Riddle Chain (Conditionals Practice)

Page contains: 5 conditional sentences (incomplete). Students must fill them in correctly, then rewrite them as instructions for how to use the antidote.

Instructions to Students:

“You’ve found the ingredients, but if you don’t use them correctly, the antidote will fail. Complete the riddles and write them as instructions.”

Teacher Role:

- **Check grammar accuracy in the conditionals.**

Example Riddles + Instructions

- If you don’t add the salt, the antidote won’t work.**
➡ Instruction: Add salt first!
 - If you forget the mint, the teacher will catch you.**
➡ Instruction: Don’t forget the mint.
 - The antidote will be too weak if you don’t boil it.**
➡ Instruction: Boil the antidote.
 - If the teacher touches the antidote, he will stay a zombie.**
➡ Instruction: Keep the antidote away from the zombie.
 - You will be safe if you drink it quickly.**
➡ Instruction: Drink it quickly to be safe.
- **Make sure teams transform riddles into clear instructions (e.g. *If you don’t add the salt, the antidote won’t work* → *Add salt first!*).**

The Final Steps: 1. Add salt / 2. Don’t forget mint / 3. Boil it / 4. Keep it away from the zombie / 5. drink quickly!

Wrap-up

- **Dramatically declare:**
- **“Congratulations! You’ve saved yourselves from the zombie teacher and escaped the classroom!”**
- **Optionally:**
 - **Give out small rewards (stickers, candy).**
 - **Reflect briefly: “What grammar did you practice today?”**