



Pedagogical sequence/Introductory sheet

The Messy House

Language level	A2
Skills	Reading comprehension, writing
By the end of the sequence, pupils will be able to...	<ul style="list-style-type: none">- Use modals- Distinguish various tenses (present simple, past simple, future simple and present continuous)- Name the rooms in a house- Link household items to the rooms they belong
Inclusiveness	The game is inclusive and adapted for pupils with Specific Learning Disorders (SLDs) - see the accessibility section of this document
Operating system	Windows, Mac OS, Linux, web browser

Where to find the game

The game can be found online at <https://d-esl.itch.io/the-messy-house>.

Hosting the game sessions

Accessibility

English level

A1

The game contains short sentences with accessible vocabulary. All the verbs are in the present simple tense.

Accessibility features

The in-game font is adapted for learners with specific learning disorders (sans-serif, aligned left, large size, contrast).

- For technical reasons, the player cannot adapt the font settings in the game themselves, however.

The game is controlled by a keyboard and/or a mouse, but other game controllers cannot be configured in the game settings.

Advice for specific pupil profiles

Although the game does not contain violence or other mature themes, the atmosphere of the game can be unsettling for sensitive pupils. Since the music helps create this atmosphere, you may turn the microphones off during the playing phase.

Classroom organisation

Duration

The game should take a maximum of **30 minutes to complete**.

Although the **game progression can be saved**, we advise you to play the game in a single session.

If you have limited time, you may **create a plan of the house** before playing the game so that your pupils can better visualize the setting.

The player's guide will also help pupils find their way in the game and will be particularly adapted for less proficient pupils.

Single-player mode

Solo

There is only one game character to control; therefore this game may be best suited to be played in solo mode (one pupil per computer).

To launch the game, double-click on the "The Messy House" link.

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img	🔒	09/01/2024 15:06	Dossier de fichiers	
The Messy House	🔒	09/01/2024 15:02	Chrome HTML Do...	565 Ko
The Messy House.twee	🔒	09/01/2024 15:06	Fichier TWEE	7 Ko

It should launch the game and bring you to the first step of your adventure.

In Group

There is not multiplayer mode for this game.

Although we highly recommend to play this game as a single-player, you may have two pupils work together to reach the end of the story. By doing so, we suggest you

have one pupil play the game while the other takes note of the items they find and where they put them away. Then, the two pupils will switch roles once they manage to get outside so that both have a chance to play!

Play as homework

You could also ask them to play this game at home and, if the level of your pupils is adapted, to make a small report on the story. This game only has one outcome, so your pupils can briefly explain what they did, which rooms they explored and who they met.

Playing this game requires an internet connexion, so make sure that all your pupils have access to one. Although it is not very long, the writing of the report can require a bit of time: make sure that all your pupils are well-aware of how much time they need to complete the game and the exercise.

Briefing

Pedagogical requirements

This game has been created to suit **A1 learners** and contains simple vocabulary and sentences. Although there should not be any major vocabulary issues, you may give your pupils the **Player's guide** if they struggle.

During the activity, pupils are allowed to look at the **Player's guide** and the **vocabulary list** included in it.

Here are the main grammatical events that players will encounter throughout the game:

- Present simple
- Modals (can)
- Simple past
- Positional prepositions

Explanations to give before playing

Explain to your pupils that:

- they are going to play a game that will make them practice their English;
- The language should be in keeping with their level but they can use a vocabulary list if they don't understand some words;
- They should pay attention to the story and dialogues as they are key to the progression

Emotional security and other warnings

The game's atmosphere and soundtrack are a bit eerie. If you think that some of your pupils could be unsettled by the general atmosphere, you may turn off the sound of the game by turning off the sound of the computer.

Depending on their individual life stories, be aware that the game covers the following:

- Being left alone at home,
- Facing an odd (but friendly) monster.

Follow-up and Post-play activities

Evaluation: score analysis or resolving difficulties encountered

There is no final score of how the players performed at the end of the game, but they have to understand the story and what is asked of them in order to win the game.

You can ask your pupils what steps felt the most difficult for them and why. It may help them identify their own language difficulties and make them aware of what they should focus on.

Lesson plan using the in-game content learned

In order to gain some time on the game session you may prepare your pupils to the layout of the house **before they play**. You may also train them to use positional prepositions before the start of the game, and remind them of the meaning of useful words such as “Left” and “Right”.

For the game activity, a **player’s guide** is available in several languages. The guide comes with tips to advance in the game, in case pupils don’t understand well what is expected. It also comes with a **vocabulary list**, that pupils can look at when encountering new words. Distributing the player’s guide to your pupils, in English or in their native language, with or without the vocabulary list, will depend on how you plan to use the game and the level of your pupils.

You may also use all the vocabulary and grammatical phenomena in other activities of your choosing to help your pupils memorize them.

You may also use the first scene of the game as a means to introduce your pupils to the past simple tense.

Similarly, by the end of the game, the pupils will encounter two verbs in the present continuous. The teacher can use them if they see fit, or briefly explain what the verbs mean.

Debrief or production based on the game session

Once your pupils have played the game, plan a short debriefing session with them to lay down what they have understood of the story. What did they do? Who did they meet? Who was the other character? Did they like the story?

If you choose to give this game as a homework, you could also ask them to write a short report of the story of the game and what they understood of it.

What changed between the start and the end of the story?

It's important to have your pupils' feedback on the activity in order to see if it was enjoyable for them and if it fulfilled the goal of making them practice English in a safe environment.

As a follow-up activity, you can ask your pupils to imagine what else the monster could need to go home: what items would you have to look for in the house, where would you find them, and what could they be used for?

The game

Context and story

Plot

You are the main character. You just woke up and realize that your house is in a mess for no apparent reason. Your goal is to figure out what caused it, solve the issue and tidy up before anyone else comes home.

Lore – game world

This game takes place in the 21st century, in a world where meeting a friendly alien monster is unusual – yet possible!

Characters

Protagonist(s)

You

You are the main character. You just woke up and realize that your house is in a mess for no apparent reason. Your goal is to figure out what caused it, solve the issue and tidy up before anyone else comes home.

The Monster

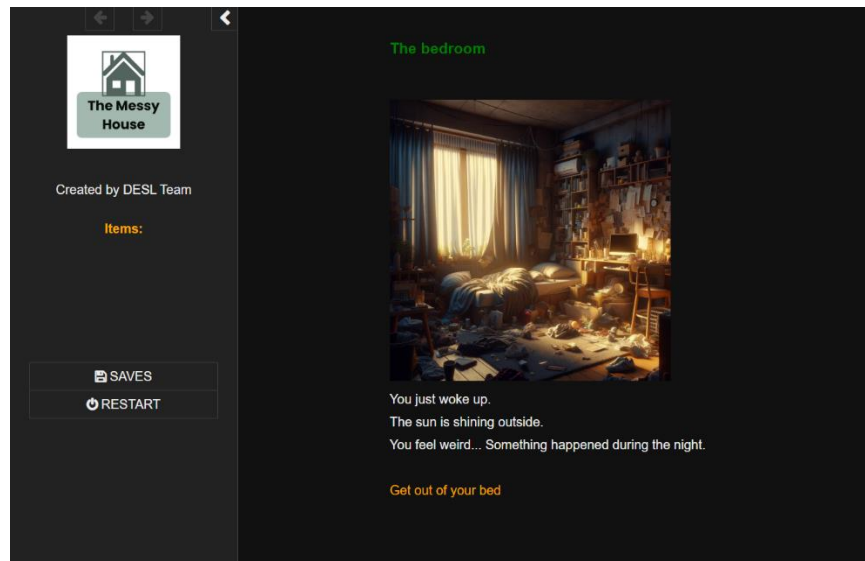
The Monster is the only other character in the story. He is looking for a way to go back home and needs your help to identify the items he needs.

Antagonist(s)

	None Explore this world without the fear of facing any threat!
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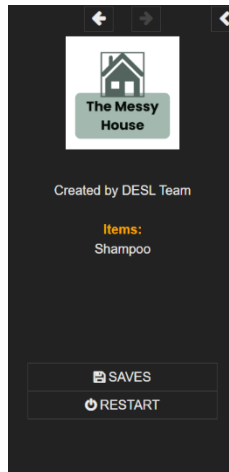
Gameplay

Exploration and interactions



The players can interact with the game by clicking on the links in orange in the text.

The name of the room they are in is displayed in green on top of the screen.



On the left hand-side of their screen, the players have access to (from top to bottom):

- Arrows to go back to their previous action or move forward to the next action they have performed;
- The list of items they have gathered;
- A “Save” button to save the game until the next session;
- A “Restart” button if they want to start again.

Due to the simple nature of the game, no tutorial is provided at the beginning. Pupils are encouraged to play with a pen and paper in order to better visualize the layout of the house, which can also be provided by the teacher beforehand.

Other mechanics

This game does not feature any combats or require reflexes from your pupils. Instead, their logic and organisation skills are put to the test to complete the game as quickly as they can!

Pedagogical impact

This game relies entirely on text and is a great way for young pupils to discover a practical application of the English language in short and easy-to-read sentences. The text has been cut in manageable, 1-line sentences that will allow all pupils to take part in the activity.

Roadmap and solutions

Phase A – Gathering the first items

Initial situation

The player wakes up in their bedroom. They discover that their house is in a mess, and they do not know why. They find a bottle of shampoo lying on the floor next to them.

Objective

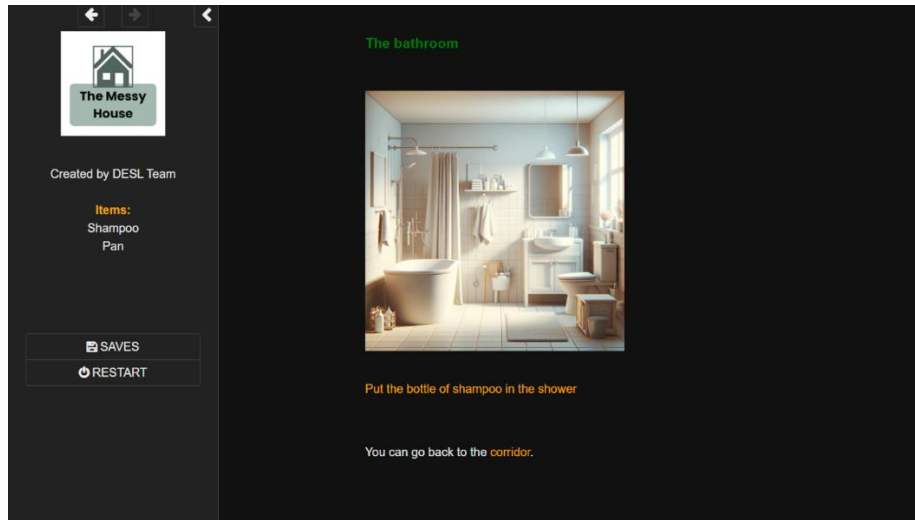
The player has to quickly explore the first floor of the house before walking to the stairs. This first step allows them to figure out the main mechanic of the game: picking up and releasing items.

Once they have put the bottle of shampoo back in the bathroom, the player is ready to explore the rest of the house.

Conclusion

When phase A ends, the player knows their role in the story and what the goal of the game is.

A.1. Gathering the first objects



As you get out of the bedroom, you find a bottle of shampoo lying on the floor. Then, as soon as you reach the corridor you find a pan that is on the floor too. The first room options are your sister's bedroom and the bathroom. Going in the bathroom allows the player to get rid of the bottle of shampoo by clicking the text in orange. Nothing happens in the other bedroom.

The next step is to take the stairs, still holding the pan, to discover what is happening downstairs.

- **Goal 1:** Understand the taking/dropping mechanic of the game.

The player is exposed to the following aspects:

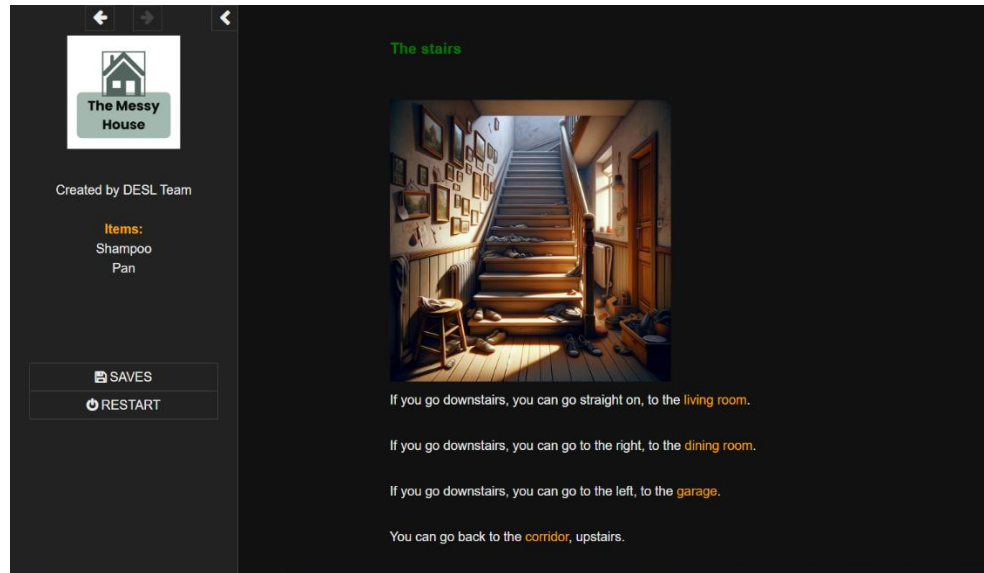
Grammar

- Present simple
- Past simple
- Positional prepositions

Vocabulary

- Name of the rooms in a house

Step A.2 – The rooms downstairs



The first options for the player as they reach the stairs is to go to the living room, the dining room or the garage. Both the living room and the dining room allow the player to explore the house further: the living room can lead to the hall, and the dining room to the kitchen. The player will find their boots in the dining room. At this stage, the garage is just an empty room.

- **Goal 2:** explore the remainder of the house.

The player is led to discover the cause of the mess: it is the Monster, hiding in the kitchen. The player will have explored a good portion of the house when they meet him.

The player is exposed to the following aspects:

Grammar

- Simple present
- Modals

Vocabulary

- "Go back to"
- Names of the rooms in a house

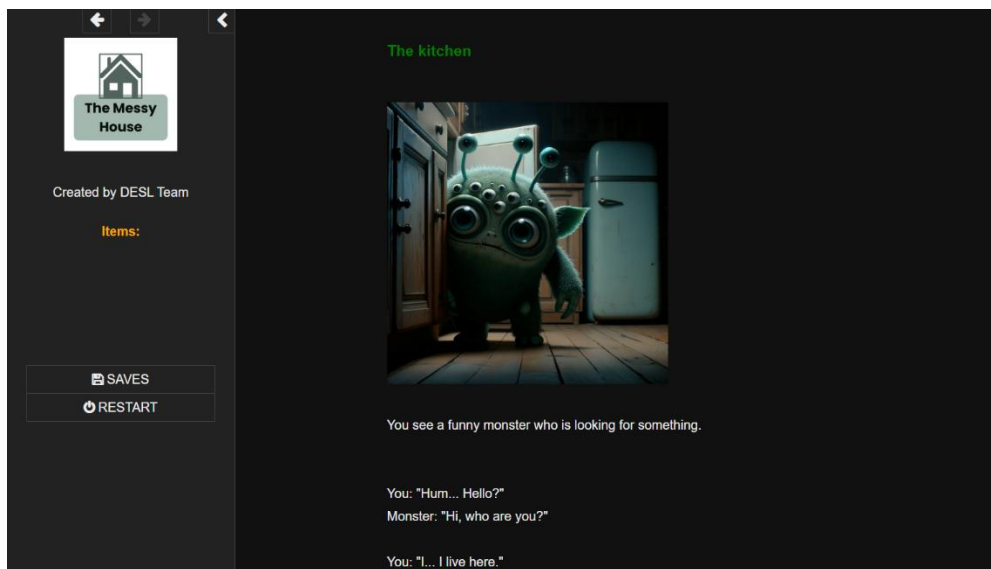
Phase B – The Monster

Initial situation

The Monster is in the kitchen and requires your help. After talking to him, you get some keys with no indication of where to use them.

B.1 – The kitchen

Once in the kitchen, the player can talk to the Monster who gives them a set of keys. In the kitchen, the player also has the opportunity to go to the basement, where they discover a broken ship.



Grammar

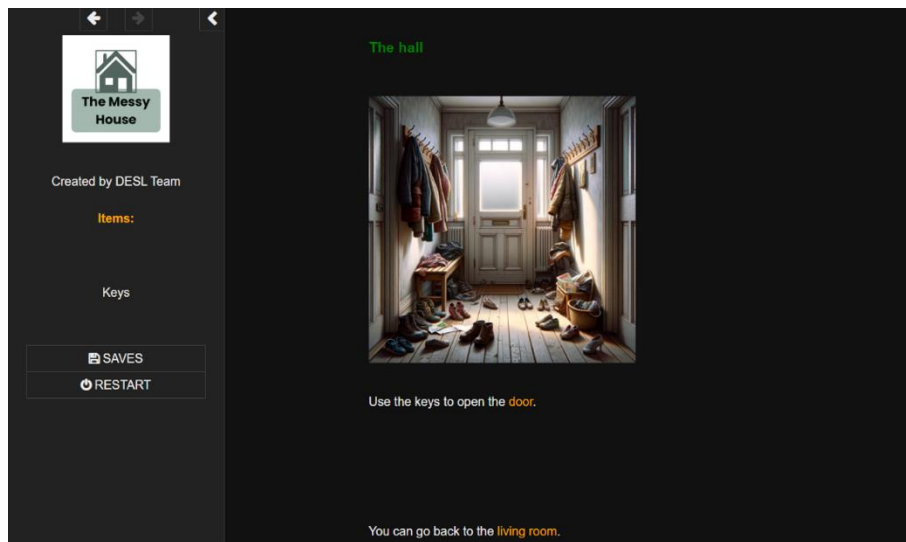
- Modals

Vocabulary

- To need
- To look for something

B.2 – Finding the oranges

The oranges can be found in the garden. The keys that the Monster gave the player allow them to open the door of the hall



Grammar

- Modals

Vocabulary

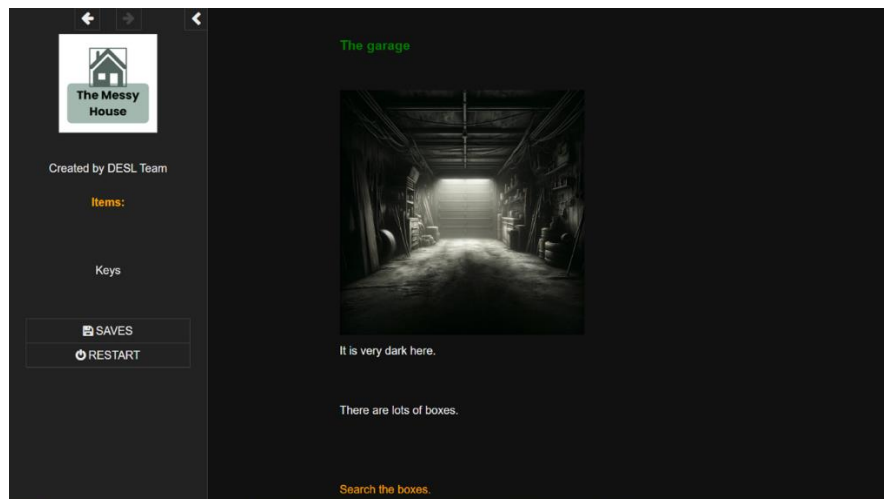
- Outside
- Tools
- Repair

Phase C – End of the story

The player gives the oranges to the Monster, who only needs some tools to repair his ship before leaving.

C.1 – Finding the tools

Now that the player has found the oranges, they can go to the garage again to find the tools by searching the boxes.



Then, they can go back to the kitchen to give the tools to the Monster.

The player is exposed to the following aspects:

Grammar

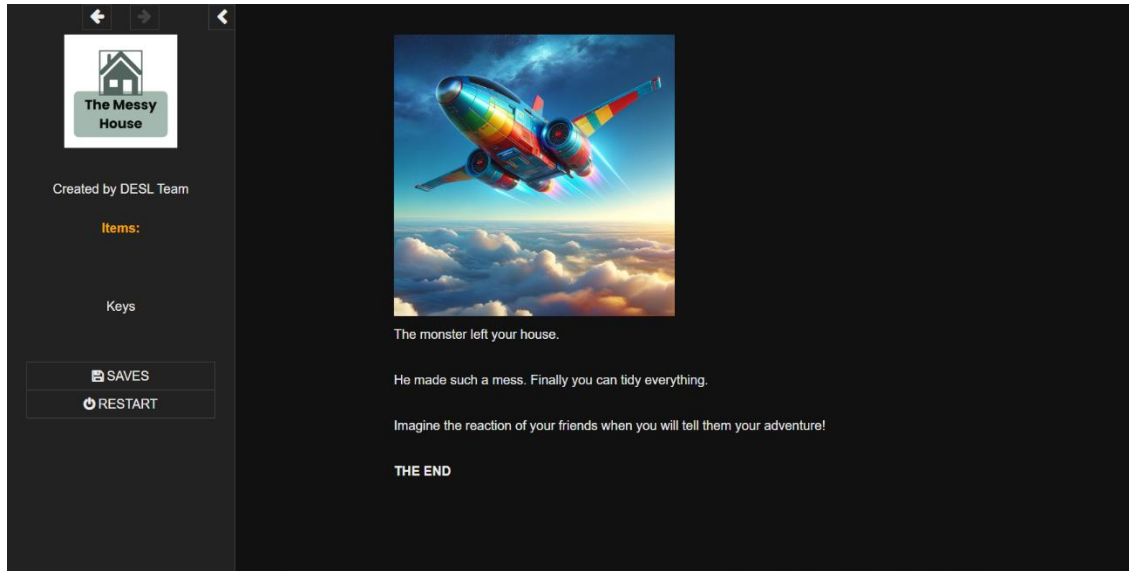
- Modals
- Let's + verb
- Present continuous
- Irregular verbs: break -> broken

Vocabulary

- Search
- Toolbox

C.2 – Departure

After the ship is repaired, the Monster goes back to his planet. Congratulations, the player has reached the end of the game!



The player needs to explore the room to find a red key and open the chest. They can now use the special book.

Grammar

- Past simple + irregular verbs (leave -> left; make -> made)
- Future simple

Vocabulary

- Everything
- Reaction

References

The game has been realised with [Twine](#), with the assets of the program. The pictures have been generated online using [DALL-E2 from OpenAi](#), and the sound effects (including the soundtrack) were generated via [Pixabay](#), [Gamesounds.xyz](#) and [Mixkit](#).



**Co-funded by
the European Union**

This project has been funded with support from the European Commission. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project code: 2021-1-BE01-KA220-SCH-000027783

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