

# CHAPTER 3

## Gamification

*In this chapter, you will*

- read about gamification,
- learn about how some punctuation patterns can help you get the meaning of the unknown words,
- increase your knowledge of adverbs in English grammar,
- learn about and practice writing descriptive paragraphs, and
- learn some technical and semi/technical vocabulary.

# Gamification



## TUNE IN FOR THE READING

### Reading Strategy 3: **PUNCTUATION PATTERNS**

As discussed earlier, the meaning of the words in a text can be inferred and guessed using contextual clues one type of which include 'punctuation patterns.' They can help you understand the reading by offering hints to the meanings of vocabulary items. Synonyms, short definitions, item descriptions, or examples are sometimes given between particular punctuation patterns. These include:

1. Quotation marks (" ")
2. Parenthesis ( )
3. Dash (–)

Scan the text using the punctuation hints to find the meaning of the words listed below in the reading:

1. involvement .....
2. user .....
3. different ways of presenting in Prezi .....

### Visual Hints

Look at the following pictures. Try to match each picture with the relevant action or noun from the box below.

**Accumulate**

**Campus**

**Statistics**

**a**



**b**



**c**





## READING



### Gamification

The increasing popularity of games and the use of them in business and education are not at all surprising. Games are an important part of our life, and everyone plays them; whether it is with a console or mobile, or in the offline world.

The concept of gamification and its techniques in non-gaming environments is a fast *emerging* practice in business. The use of gamification tools and methods has also the potential to benefit educators and project managers from all industries because of their *fundamental* potential to shape and influence customer/user behavior.

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### Game or Gamification?

Gamification stems from computer games industry and refers to the use of game elements outside games in order to *engage* users and solve problems. A full game is not Gamification. Gamification does not offer a whole gaming experience, but some game elements are used.

/ɪn'geɪdʒ/

Within the past decade, a growing number of organizations have been using gaming techniques and game-style rewards in order to motivate employees and customers. This growing popularity of gamification has been *facilitated* by the increased availability of appropriate technology such as smartphones and tablets, which can support a gamification environment. The



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The main benefits of gamification include: increased engagement, higher motivation levels, increased interaction with the user (customer or employee), and greater loyalty.



## Why are People Interested in Gamification?

Software provider Bunchball has described the attraction of gamification in a very interesting way: two people playing monopoly every day for a week would get bored very quickly, but if you add in another element – statistics – it starts to take on another *dimension*. How many times each person won, which properties were most profitable, how much money each player *accumulated*; all these elements add another level to the game. The statistics become the game and people want to outplay each other. It is the *excitement* created by the collection of a number of statistics, and the use of those statistics, that can *encourage* people to do tasks they would ordinarily consider uninteresting or repetitive. It is this use that has created a high level of interest within business and education worlds.

There are four main areas under gamification. The understanding and correct use of these four areas together produce an environment in which engagement, loyalty, and motivation will grow. The four areas are:



Sample gamification badges in education

- Points: something for 'players' to earn,
- Rewards: something for 'players' to spend their earned points on,
- Badges: something to show others the success 'players' have achieved, and
- Leader boards: a method of gaining real-time feedback which is visible to everyone.

A good example of Gamification in action is the start-up PromiseUp. The app offers people the possibility to turn every promise they make into a bet e.g., plans to eat healthier or to exercise every week. By turning it into a bet with their friends, PromiseUp users can earn badges and points. The adding of game elements to a specific goal makes it a lot more fun to achieve personal goals.

Another interesting example of gamification is Prezi Ambassador Program. Prezi is a popular *alternative* to Microsoft PowerPoint. Because the service is online and offers a completely different way of presenting – zooming or turning pictures instead of regular slides – it has certain advantages compared to PowerPoint. Many people have probably used Prezi at least once.

However, because it works completely different from Microsoft PowerPoint, it is a big challenge to get the general public to use Prezi. Therefore, an important target is students, at colleges as well as universities. If they are used to work with Prezi, there is a good chance they will continue to do so when they work at a company.

To reach this group, Prezi has started the Prezi Ambassador Program. Students from all over the world can apply for an unpaid position as Prezi Ambassador for their campus. There is only one Ambassador per campus. Ambassadors write a plan to make Prezi popular on their *campus*, for example by doing presentations and workshops for other students. These activities will earn them points. Moreover they compete against each other for big prizes like a trip to the Prezi offices in San Francisco and Budapest. Also, the work experience looks good on their resumes and sometimes it is possible to earn college or university credits. The key game elements Prezi uses in this program are leader boards and points. This way Prezi uses Gamification to get students from all over the world to promote the service and collect new users.

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In general, players are very involved with the games they play. This involvement – or engagement – is one of the great challenges in educations. Educational institutions could learn from games in this regard. Education might be the profession which can progress most by using Gamification techniques, because of the similarities between learning and gaming. In gaming, it is all about completing levels, obtaining certain skills, and similarly education focuses on progression to the next grade, passing exams, and gaining knowledge and skills. All these similarities to games considered, it should be a piece of cake to motivate and engage students.

## TECHNICAL CHECK



**A. Recalling Information.** Choose the best option for the following items.

1. Gamification means .....
- a) providing users with the experience of real games to increase their engagement.
  - b) giving rewards to gaming employees to motivate them.
  - c) using features of real games to increase user involvement and solve problems.
  - d) facilitating the appropriate use of games in relevant technologies such as smart phones.

2. Which of the following is NOT among the main advantages of gamification?

- a) greater customer loyalty
- b) increased technology availability
- c) greater employee interaction
- d) increased number of users

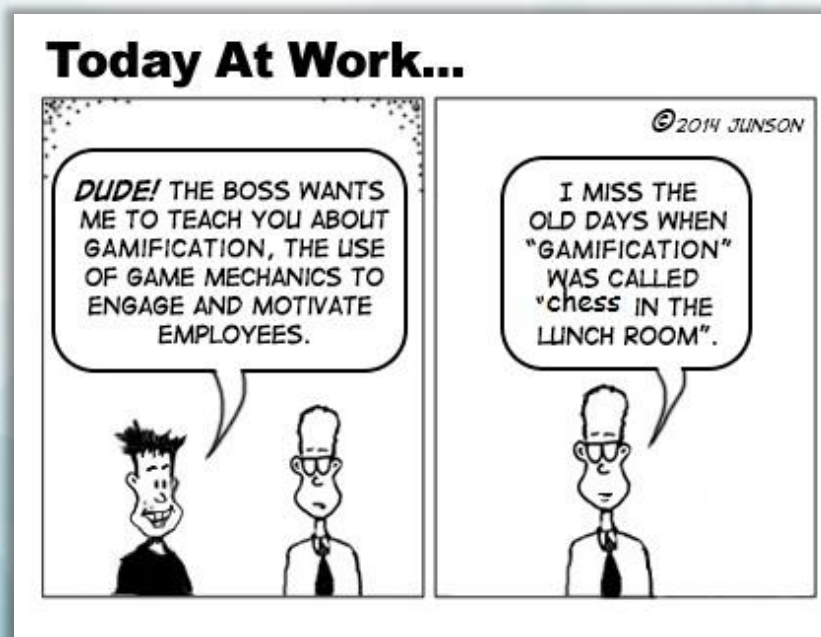
3. To increase user loyalty and engagement, a gamification environment needs to .....

- a) offer users earning points and success markers.
- b) focus on user progression to the next level.
- c) promote users to outplay each other.
- d) provide users with statistics on their service.

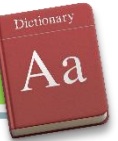
4. Which of the following is NOT true about a Prezi ambassador?
- The ambassador can use Prezi full featured without payment.
  - The ambassador can promote Prezi by making presentations using the service.
  - The ambassador can win a college degree by earning points against other ambassadors.
  - The ambassadors can strengthen their education/work resumes by this work experience.
5. The reason gamification works well in almost every discipline is that is .....
- offers rewards and badges to users.
  - shapes users' behavior.
  - provides users with real-time feedback.
  - enables users to earn points.

**B. Statement Accuracy.** Decide if the following statements are True (T), False (F), or Not Given (NG).

- Gamification has its roots in computer engineering. ....
- It is the excitement resulting from collecting statistics about a task that promotes gamification in different industries. ....
- Gamification refers to the use of gaming features in a game environment. ....
- The real-time feedback feature in gamification can be inspirational for educational institutions to overcome their challenges. ....
- Adding game elements to a particular objective increases the possibility of success. ....
- Among various disciplines, education can take the most out of gamification due to the similarities between gaming and learning. ....







Match the numbered words from the reading selection to its definition in the column on the right.

.....	1. motivate	a. available as another possibility or choice
.....	2. emerging	b. a part, feature, or way of considering something
.....	3. fundamental	c. collect
.....	4. engage	d. a person who represents an activity or country
.....	5. dimension	e. to give support and confidence to someone
.....	6. accumulate	f. basic, of central importance
.....	7. encourage	g. gain money or something in return for a service
.....	8. feedback	h. participate or get involved in
.....	9. earn	i. a difficult task that tests someone's abilities
.....	10. alternative	j. reaction to someone's product or performance
.....	11. ambassador	k. provide someone with a reason for doing something
.....	12. challenge	l. becoming obvious or visible

## LANGUAGE FUNCTION: ADVERBS IN A NUTSHELL



### What is an Adverb?

An adverb is a word that is used to change or qualify the meaning of an adjective, a verb, a clause, another adverb, or any other type of word or phrase with the exception of adjectives that directly modify nouns.

- Adverb modifying an adjective: *He plays tennis **extremely well**.*
- Adverb modifying a verb: *She was walking **rapidly**.*

Adverbs normally carry out the following functions by answering questions such as:

- When? *She **always** arrives early.*
- How? *He drives **carefully**.*
- Where? *They go **everywhere** together.*
- In what way? *She eats **slowly**.*
- To what extent? *It is **terribly** hot.*

This is called adverbial function and may be accomplished by adverbial clauses and adverbial phrases as well as by adverbs that stand alone:

- *The dogs started chasing my car **once they saw it turn the corner**.* (This adverb clause describes when the dogs started chasing my car.)



- *After having my wisdom teeth out, I had a milkshake **because I couldn't chew anything**.* (This adverb clause describes why I had a milkshake for dinner.)

### Where to Place Adverbs in the Sentence?

#### 1. Adverbs of frequency.

- If a sentence has only one verb, place the adverb of frequency in the middle of the sentence so that it is positioned after the subject but before the main verb: *He **always** takes the bus.*
- When a sentence contains more than one verb, place the adverb of frequency before the main verb: *They have **often** visited Europe.*
- When using an adverb of frequency in the negative or in forming a question, place it before the main verb: *Do you **usually** get up so late?*

#### 2. Adverbs of manner.

- When using these adverbs, be careful not to place them between the object and the verb. They often fit best after the sentence's object or main verb: *She asked me to leave the room **quietly**.*
- Add emphasis by placing an adverb of manner before both the verb and object, and when these adverbs are placed at the beginning of a sentence, they catch the reader's attention: *He **quickly** agreed to go to the store for milk.*

#### 3. Adverbs of place.

- Adverbs of place can be directional (*up, down, around, north*), refer to distances (*nearby, far away*), indicate an object's position (*below, between, above, behind*), or show movement in a particular direction (*toward, forward, backward, homeward, westward, eastward, onward*).
- Like adverbs of manner, they are normally placed after a sentence's object or main verb: *After a long day at work, we headed **homeward**.*

#### 4. Adverbs of time.

- Adverbs of time often work best when placed at the end of sentences: *I am sick of living in chaos, so I am going to clean my house **tomorrow**.*
- You can change the position of an adverb of time to lend emphasis to a certain aspect of a sentence: ***Later**, Robin Hood stole the king's crown.*
- When using more than one adverb of time in a sentence, use them in the following order: (1) How long (2) How often (3) When  
*She volunteered at the hospital (1) **for three days** (2) **every month** (3) **last year**.*

#### 5. Adverb of degree.

- An adverb of degree is used to discuss the degree or intensity of an adjective, an action, or another adverb. So, they are usually placed before the word they are modifying: *This cake is **absolutely** wonderful.*
- To emphasize or strengthen the meaning of an adjective, use the adverbs *very* or *really* in front of the adjective you want to strengthen: *Those are some **really** hot potatoes.*



**Practice A.** Read the following sentences and complete each either with the adjective or with the adverb.

1. He (correct, correctly) defined the terms. The answer sounded (correctly, correct).
2. She (quickly, quick) adjusted the fees.
3. He measured the floor (exact, exactly). They proved to be (perfectly, perfect) (exact, exactly) measurements.
4. He was a very (sensibly, sensible) person. He acted very (sensible, sensibly).
5. Mike wrote too (slow, slowly) on the exam. He always writes (slow, slowly).
6. Kamran knows the material very (good, well). He always treats us (good, well).
7. The mechanic's tools were (well, good). The supervisor said that his work was (good, well) done.
8. I find this novel very (interesting, interestingly). It was (interesting, interestingly) written.

**Practice B.** Complete the sentences using adjectives or adverbs of the words given below. Change the word when needed.

crowded	early	easy	expensive	interested	large
surprising	near	often	quiet	thin	

1. This jacket is too small. I need a ..... size.
2. You look ..... . Have you lost weight?
3. He's not so keen on his studies. He's ..... in having a good time.
4. You will find your way around the town ..... if you have a map.
5. You are making too much noise. Can you be a bit .....?
6. There were a lot of people on the bus. It was ..... than usual.
7. You are late. I expected you to be here ..... .
8. You hardly ever write to me. Why don't you write a bit .....?
9. The hotel was ..... cheap. I expected it to be much ..... .
10. It's a pity you live so far away. I wish you lived ..... .

## ADVERB CONSTRUCTION



There are many English words that function as adverbs. Like nouns, verb, and adjective, you can form adverbs using suffixes. The most common adverb-making suffix is **-ly**. Adverbs ending in **-ly** are usually adverbs of manner (slowly) and degree (completely, fairly).

As you might remember from chapter 6, **-ly** suffix is also used to make adjectives. So how can we differentiate between the adjectives and the adverbs ending in **-ly**? The strategy is very simple. If **-ly** suffix is added to a 'noun', you can be sure that the newly formed word is

an adjective. However, when -ly suffix is added to an adjective, the resulting word would be an adverb. Look at the following examples:

Friend (noun) + ly = Friendly (adjective)  
Careful (adjective) + ly = Carefully (adverb)

There is a small group of adverbs which end in -ward(s) or -wise. The -ward(s) words can end in either -ward (American English) or -wards (British English):

1. -wards: inwards, eastwards, upwards, downwards:
  - *The doctor asked her to move her head **upward** but she couldn't.*
2. -wise: clockwise, lengthwise, likewise:
  - *Turn the handle **clockwise** to start it.*



## WRITING ESSENTIALS

Now that we have covered up the concept of a single paragraph and its essential components or layers, it appears to be the time to discuss different types of paragraphs in English writing. There are four types of paragraphs: descriptive, narrative, expository, and persuasive. The focus of this chapter is on the first type i.e., the *descriptive paragraphs*.

As the name suggests, this type of paragraph describes something or someone and how that thing or person is like. So it is important to 'show' and not 'tell' what you are trying to describe using words that often relate to the five senses of touching, seeing, smelling, tasting, and hearing. Description also may include or suggest *time order* and use *descriptive transition words*. Read the following descriptive paragraph.

### An Important Possession

If I have to choose one thing that is important in my life, it is my notebook computer. It is an Acer notebook running Windows 7. It's a fairly cheap notebook that I bought about four years ago. It's black and thin and has rounded edges that are soft and smooth when you pick it up. It's also light enough for me to carry in my backpack. **Moreover**, it can do nearly everything I need it to do. **For example**, I can create documents, design new pages on my website, make recordings and download TV shows. **In addition to** many files I have saved for my work, it contains a lot of photos and music. **However**, it's not a perfect computer. It crashed a few years ago and since then it's been much slower. **Furthermore**, it has downloaded some programs that I hate. I don't know how to get rid of them. **Overall** though, this computer is pretty reliable, convenient and allows me to work anywhere I go.



The following is a descriptive paragraph from a student outlining a menu option available at a local tea house. Identify sentences that you think could benefit from more specific and descriptive language. After that edit three of these sentences using some of the same techniques for descriptive writing discussed above. You need to edit the final version for grammar.

*1. Another famous plate is their toast. 2. I know that hearing the word "toast", doesn't sound appealing but their toast is a one of a kind. 3. The toast is special and unique compare to other toast that is made at home or other restaurant. 4. There are varieties of toast that contains with different topping, goodies, and fillings. 5. This toast certainly can make a unhappy person to smile once again. 6. The most popular one is called Macaroon Party. 7. It a cube of toast that have ice cream topping on it, macaroons on it, fruits, whip cream, and all other sort of goodies. 8. It makes you want to say wow and the first sight of it makes you want to stare at the beauty of the toast. 9. The toast gives a sweet taste and the combination of toast, filling, macaroon, and cream goes so well. 10. One plate of these can be shared with four people to eat. 11. The price for these toasts is around eight to ten dollars. 12. The price for a toast seems overboard, but for this toast it show why it is worth the money it deserves.*

Sentence ( ) Edit:.....

Sentence ( ) Edit:.....

Sentence ( ) Edit:.....





**Chapter 3 Word List.** The main words in this chapter are listed here. You can check your vocabulary knowledge by providing relevant meaning(s) or synonyms for each.

Accumulate: .....  
Alternative: .....  
Ambassador: .....  
Apply: .....  
Appropriate: .....  
Badge: .....  
Console: .....  
Dimension: .....  
Emerging: .....  
Facilitate: .....  
Feedback: .....  
Gain: .....  
Loyalty: .....  
Motivate: .....  
Outplay: .....  
Profession: .....  
Profitable: .....  
Stem from: .....