

Students' Attitudes when Implementing Gamification as a Formative Tool in the EFL Classroom

<b>TÍTULO DE LA SECUENCIA DIDÁCTICA</b> Implementing Gamification for Formative Assessment in the English Classroom <i>Gamifying the English Classroom.</i>	
<b>Nivel educativo</b>	Educación superior
<b>Institución educativa</b>	Instituto Piloto Simón Bolívar
<b>Grado / semestre</b>	6th and 7th grade
<b>Bachelor</b>	Pensar – 1
<b>Asignatura</b>	English class
<b>Intensidad Horaria</b>	16 hours.
<b>Número de estudiantes</b>	21
<b>Problema / Situación</b>	Can gamification be implemented to formatively assess grammar and vocabulary in the English classroom?
<b>Contenidos temáticos a abordar</b>	<p><b>Pronouns</b>                      I - you - he (Jhoinner) - she (María) - it (the dog)- we (Maria and I) - they (Maria and Jhoinner)</p> <p><b>Present simple tense:</b>                      Positive tenses: He loves burgers.                      Negative tenses: I'm not a student.</p> <p><b>Past simple tense:</b>                      Positive tenses: Marco was in the USA last summer.</p> <p><b>Vocabulary</b>                      Regular verbs: protect, dance, plant                      Irregular verbs: throw, run, be                      Nouns: family, panther, pancakes</p>
<b>Competencias a desarrollar</b>	<p><input type="checkbox"/> <b>Cognitive Competences:</b></p> <ul style="list-style-type: none"> <li>● Recognize the structure and use of the present and past simple tenses.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Identify key vocabulary related to daily activities, routines, and common expressions.</li> <li>● Differentiate between affirmative and negative forms in both tenses.</li> </ul> <p><input type="checkbox"/> <b>Operational Competences:</b></p> <ul style="list-style-type: none"> <li>● Construct sentences using the present and past simple tenses in affirmative and negative forms.</li> <li>● Practice pronunciation and intonation in statements.</li> <li>● Engage in interactive activities to reinforce understanding of both tenses.</li> </ul> <p><input type="checkbox"/> <b>Attitudinal Competencies:</b></p> <ul style="list-style-type: none"> <li>● Express confidence when using English in class.</li> <li>● Actively participate in discussions and activities.</li> <li>● Show respect and collaboration when working with peers.</li> </ul>
<p><b>Estrategias y actividades Didácticas</b></p>	<p><b>Diagnostic Test</b>          Brown &amp; Abeywickrama (2019) characterize diagnostic tests as an assessment form that identifies both the learner's strengths and limitations in English proficiency. Diagnostic tests are typically used at the start of a learning process. The main objective is to gather information on what the students needed to improve and in which areas they performed well in the grammar and vocabulary domains. This instrument will be used prior to the implementation of the classes to gather essential data about students' English performance, enabling the design of activities tailored to their needs.</p>

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	<p><b>Gamification Elements as a Didactic Strategy</b></p> <p>The concept of gamification is often reduced to a mere game. Nevertheless, this term refers to incorporating game elements to engage and motivate students to active participation, and promote learning and problem solving (Kapp, 2012). Additionally, Werbach and Hunter (2015) claim that gamification elements can be categorized into three groups: dynamics, mechanics and components. These elements are defined as it follows:</p> <p>Dynamics are the elements that provide motivations through features like narrative or social interaction. Mechanics are the elements that drive player involvement, and include aspects like chance, turns, or rewards. And [c]omponents are the specific examples of the higher-level features: elements like points, or virtual goods, or quests. (Werbach, &amp; Hunter, 2015, p.7)</p>
<p><b>Recursos didácticos</b></p>	<ul style="list-style-type: none"> <li>● Gamified Platforms:</li> <li>-Jeopardy game: <a href="https://jeopardylabs.com/play/trivia-34193">https://jeopardylabs.com/play/trivia-34193</a></li> <li>-Kahoot game: <a href="https://create.kahoot.it/details/duplicado-de-simple-past-irregular-verbs/7848e690-02da-4b7f-b435-170dbed8ee24">https://create.kahoot.it/details/duplicado-de-simple-past-irregular-verbs/7848e690-02da-4b7f-b435-170dbed8ee24</a></li> <li>-Quizziz game: <a href="https://quizizz.com/admin/quiz/67dc135cc97ea1b40135eda1">https://quizizz.com/admin/quiz/67dc135cc97ea1b40135eda1</a></li> <li>● Traditional gamified activities: scavenger hunt and exercises on the board.</li> <li>● Online platforms to present the didactic material: Canva, Jeopardy, Class Dojo, Kahoot!, and Quizziz.</li> <li>● Technological devices: TV and PC.</li> <li>● Others: Board, audiovisual system, copies</li> </ul>
<p><b>Bibliografía</b> <b>Webgrafía</b></p>	<ul style="list-style-type: none"> <li>● Brown, H. D., &amp; Abeywickrama, P. (2019). Language assessment: Principles and classroom practices. Pearson.</li> <li><a href="https://thuvienso.hoasen.edu.vn/handle/123456789/9522">https://thuvienso.hoasen.edu.vn/handle/123456789/9522</a></li> <li>20 Burns, A. (2009). Action research in second language teacher education. The Cambridge guide to second language teacher education, 289-297.</li> <li><a href="https://www.cambridge.org/core/books/abs/cambridge-guide-to-second-languageteacher-education/action-research-in-second-language-teachereducation/5BEBF416830BAD2B307F3A04861C94B9">https://www.cambridge.org/core/books/abs/cambridge-guide-to-second-languageteacher-education/action-research-in-second-languageteachereducation/5BEBF416830BAD2B307F3A04861C94B9</a></li> </ul>






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- Kapp, K. M. (2012). The gamification of learning and instruction: game-based methods and strategies for training and education. John Wiley & Sons. [https://books.google.com.co/books?hl=es&lr=&id=GLr81qqtELcC&oi=fnd&pg=PR13&dq=Kapp,+K.+\(2012\).+The+Gamification+of+Learning+and+Instruction.++Game-based+methods+and+Strategies+for+Training+and+Education.++Pfie%3Fer&ots=CNIj5Bfdq&sig=fQXHd4ODeDxd2RWAXou5dNcmbJI&redir\\_esc=y#v=onepage&q&f=false](https://books.google.com.co/books?hl=es&lr=&id=GLr81qqtELcC&oi=fnd&pg=PR13&dq=Kapp,+K.+(2012).+The+Gamification+of+Learning+and+Instruction.++Game-based+methods+and+Strategies+for+Training+and+Education.++Pfie%3Fer&ots=CNIj5Bfdq&sig=fQXHd4ODeDxd2RWAXou5dNcmbJI&redir_esc=y#v=onepage&q&f=false)

*The present simple and past simple tense*

<b>Fecha</b>	From March 3rd to April 7th
<b>Competencia(s) a desarrollar</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Cognitive Competences</b> <ul style="list-style-type: none"> <li>• Recognize the structure and use of the present simple tense.</li> <li>• Identify key vocabulary related to daily activities, routines, and common expressions.</li> <li>• Differentiate between affirmative, negative, and interrogative forms.</li> </ul> </li> <li><input type="checkbox"/> <b>Operational Competences</b> <ul style="list-style-type: none"> <li>• Construct sentences using the present simple tense in all forms.</li> <li>• Practice pronunciation and intonation in present simple statements and questions.</li> <li>• Engage in interactive activities to reinforce understanding.</li> </ul> </li> <li><input type="checkbox"/> <b>Attitudinal Competences</b> <ul style="list-style-type: none"> <li>• Express confidence when using English in class.</li> <li>• Actively participate in discussions and activities.</li> <li>• Show respect and collaboration when working with peers.</li> </ul> </li> </ul>
<b>Contenidos</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Present simple           <ul style="list-style-type: none"> <li>• Structure: subject + verb (base form) + complement.</li> <li>• Affirmative and negative forms.</li> <li>• Third-person singular rules (-s, -es, -ies).</li> <li>• Time expressions: always, usually, sometimes, never, etc.</li> <li>• Vocabulary: daily routines, hobbies, common actions.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li><input type="checkbox"/> Past simple</li> <li>● Structure: subject + verb (ed-ied) + complement.</li> <li>● Affirmative and negative forms.</li> <li>● Third-person singular rules (-ed, -ied).</li> <li>● Time expressions: yesterday, last year, etc.</li> <li>● Vocabulary: actions or events in the past that are finished.</li> </ul>
<p><b>Gamification Integration: Procedures and Elements.</b></p>	<ul style="list-style-type: none"> <li> Explain the gamification system to students.</li> <li> Clarify how they can win points in each activity.</li> <li> Assign scores based on performance in different challenges.</li> <li> Recognize students' achievements with visual progress trackers.</li> <li> Provide rewards (stickers, badges) for participation and progress.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Gamification Elements:</b></li> <li>● <b>Goals and Objectives:</b> Reinforce present simple usage through engaging activities.</li> <li>● <b>Rules:</b> Clear criteria for participation and winning points.</li> <li>● <b>Rewards:</b> Points for completing activities successfully.</li> <li>● <b>Surprise:</b> Unexpected mini-challenges or questions to gain extra points.</li> <li>● <b>Progress:</b> Accumulated points lead to small recognitions.</li> <li>● <b>Cooperation:</b> Pair and group activities to encourage teamwork.</li> <li>● <b>Leaderboard:</b> Physical leaderboard to register students progress during the intervention.</li> <li>● <b>Competence:</b> Competitive games like Wordwall, scavenger hunts, and mini challenges.</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Types of points:</b></li> <li>● <b>Exchangeable points:</b> are those points gotten from a gamified activity that can be exchanged for advantages.</li> <li>● <b>Bonus (grade points):</b> are those bonus points that the student wins if they correctly accomplish a task within a quiz. These points can be directly added to a grade (quiz grades or activities in class grades), as ss won them in academic activities (in quizzes) and not in gamified activities.</li> </ul> <p>→ There are 2 exercises at the end of each quiz.</p>

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- Students win **bonus (grade points)** in the following situations.
- ★ 10 points for each exercise if it is correct
- ★ 5 points for each exercise if it is partially correct.

**Students win points in the following situations:**

- Completing a gamified task.
- Completing a mini task.
- Doing their homework.
- Taking notes.
- Participation.
- Participation in the event “Spelling Bee.”
- Good behavior.
- Arriving on time.

**Students lose points in the following situation:**

- **Bad behavior.**

**Rules for winning points:**

**- Task Completion:**

- 4 points if the task was successfully completed.
- 2 points if the task was partially completed.

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- 0 points if the task was not completed.

### **- Mini Tasks:**

- 1 point if the task is completed.

*\*Note N° 1: One activity can have mini-activities; for that reason, students can win several points per day.*

*\*Note N° 2: One gamified activity can be composed of several activities that are valued at 4 points each (**tasks**) or 1 point each (**mini-tasks**).*

*\*Note N° 3: The teacher will include extra **mini tasks** and **tasks** that are not included in this lesson plan if he considers it necessary for increasing participation.*

*\*Note N° 4: Not all the classes will be gamified, as the institution may change the schedule and prepare activities that can affect the development of these classes.*

**- Task Ranking Points:** Students win extra points according the place they finish the tasks or mini tasks in the Jeopardy and in the Scavenger Hunt games

- 40 points: 1st place
- 30 points: 2nd place
- 20 points: 3rd place
- 10 points: 4th place

### **- Homework (one or two per week):**

- 4 points if the homework is completed.
- 2 points if the homework is incomplete.

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	<ul style="list-style-type: none"> <li>● 0 points if the homework is not done.</li> </ul> <p><b>- Taking Notes (one per week):</b></p> <ul style="list-style-type: none"> <li>● 4 points if the notes are complete</li> <li>● 2 points if the notes are incompleted</li> <li>● 0 points if the student did not take notes.</li> </ul> <p><b>The points can be exchanged for the following advantages:</b></p> <ul style="list-style-type: none"> <li>● Get 5 extra on the quizzes: costs 30 points.</li> <li>● Get the help of the teacher for one question: costs 25 points.</li> <li>● See the notebook for 5 minutes: costs 20 points.</li> </ul>	
<p><b>Momentos de aprendizaje</b></p>	<p style="text-align: center;"><b>GAMIFIED CLASSES</b></p> <p style="text-align: center;"><b>Gamification procedures</b></p> <p>There will be 2 classes to teach English, followed by one partially or entirely designated to assess previous knowledge through gamified activities.</p> <p><b>Week 1</b></p>	<p style="text-align: center;"><b>EVALUATION</b></p>

## Students' Attitudes when Implementing Gamification as a Formative Tool in the EFL Classroom

- **Class 1: Presentation of the rules of the class and the introduction of the present simple form with pictures and verbs.**

- Objective:**

- To identify verbs, nouns, and pronouns.

- Content Language:**

- When teacher says, disco, disco..., you say, party, party..." He loves burgers, Maria and John walk on the street.

- Take List (5 min)**

- Warm-up Activity (5 min):**

- The teacher writes three sentences on the board, and the students have to try to identify the parts of the sentence: the pronoun or the noun and the verb.

- Presentation of the Topic (25 min):**

- First, the teacher presents the rules of the class. Then, he continues with the class with the presentation of the picture of a verb, noun, or pronoun, and then he shows the students the corresponding word in English. At the end of each verb, there will be a sentence in the present simple that they have to copy in their books.

- Formative Assessment (15 min):**

- **Crazy Cups Activity (tasks):**

- The students have to order the cups. Each cup has a word, and when they are stacked, they form a sentence. The team that can organize the words quicker wins a point.

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- **Class 2: Spelling Bee**

- Objective:**

- To spell correctly the words of the tale “The Jungle Book.”

- Content Language:**

- Jungle, small, basket, boy, leader, protect, danger, rules, family, friends, fear, panther, elephant.

- Take List (5 min)**

- Warm-up Activity (5 min):**

- Pictionary with animals on the table. Students say what they think is the verb.

- Spelling Bee (35 min)**

- **Hot Potato (mini-tasks):**

- Whoever gets the ball has to pass and fill the gap with the word incomplete. They have to guess what the word is. Then, they have to spell it.

- **Class 3: The Affirmative Form**

- Objective:**

- Students will be able to conjugate verbs with first, second, and third person in singular and in plural.

- Content language:**

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→ I run every day, María runs 7 km in the morning, Mary and I sleep from 9 pm to 6 am; we sleep 9 hours per day.

**Take list (5 min)**

**Warm-up activity (5 min):**

→ Pictionary with animals on the table. Students say what they think is the verb.

**Presentation of the topic (30 min):**

→ The teacher presents the rules for the conjugation of the verbs in English. Then, he proceeds to reinforce with some examples and fill in the gaps with A-B-C options.

**Homework (5 minutes):**

→ Mark the mistake and rewrite the sentence. There are 10 sentences, and each has one mistake. They have to underline the mistakes and rewrite the sentence.

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### Week 2

- **Class 4: Review 1: Pronouns and the Present Simple Form**

**Objective:**

→ To reinforce the knowledge of pronouns and the present simple tense.

**Content Language:**

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→ Correct the following sentence: Antonia (know) to speak English..., she is the same as..., say the following tongue twister: A big black bug bit a big black dog on his big black nose. Challenge a team to win points...

**Take List (5 minutes)**

**Warm-up Activity (10 min):**

→ Spell the word (word power)

**Worksheet (10 min):**

→ Students have to complete a worksheet on pronouns and the simple present tense, reinforcing the grammatical structures introduced during the previous lesson.

**Gamification (30 min)**

• **Jeopardy (tasks and mini-tasks within the game):**

→ There are 4 columns and 5 questions per each. Students have to throw a ball to choose the box in which there's a question that they have to answer in order to get the points. Some of the questions presented in the game will be written on the board so that ss can write by themselves.

- The game is composed of three categories: pronouns, verbs, and a challenge section. In each category, there will be 5 different questions, the following one being more demanding than the previous one.
- At the end of the game, each team will receive points for completing the task (the game) successfully.

★ **Jeopardy Game:**

<https://jeopardylabs.com/play/trivia-34193>

- **Class 5: Continuation of Jeopardy**

- **Objective:**

- To consolidate the knowledge learned

- Content Language:**

- Correct the following sentence: Antonia (know) to speak English..., she is the same as..., say the following tongue twister: A big black bug bit a big black dog on his big black nose. Challenge a team to win points...

- **Take List (5 min)**

- Warm-up Activity (5 min):**

- (Word power): Students have to spell a random word from the reading they already read, "The Jungle Book."

- Formative Assessment**

- **Jeopardy (tasks and minitasks within the game) (50 min):**

- Students have to solve a short challenge with glasses and a ball to win the right to answer a question or to finish a task related to the negative form.

- ★ **Jeopardy Game:**

- <https://jeopardylabs.com/play/trivia-34193>

## Students' Attitudes when Implementing Gamification as a Formative Tool in the EFL Classroom

- **Class 6: Quiz 1: The Present Simple Form**

- Objective:**

- To evaluate students' knowledge regarding the conjugation of verbs learned in class.

- Content Language:**

- "We run to school every day", "my dad buys lots of clothes". "I go to the Piloto Simón Bolívar school."

- Take List (5 minutes)**

- Warm-up Activity (Review of the topic on the board) (10 min):**

- T writes sentences regarding the present simple form with examples in the third person singular.

- Evaluative Activity (quiz) (45 min):**

- The quiz is composed of ten questions with the corresponding A-B-C answer style. There's also an activity of correcting mistakes. Students will win 20 extra points if they successfully correct the mistake.

- ★ **Bonus Points (grade points):**

- There are two bonus exercises where the students have to transform a verb that is wrongly conjugated with the third person singular. Each exercise is worth 10 points if it is completed correctly and 5 if it is partially correct.

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**Week 3**

- **Quiz 1** will be implemented during the second week in class N° 6 and will focus on the present simple tense. Students will be required to choose the correct conjugation of verbs according to the subject pronoun.

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- **Class 7: The Negative Form**

- Objective:**

- To apply the rules of the present simple to transform affirmative sentences into negative ones.

- Language Content:**

- “I’m not a student”, “she isn’t my sister”, “she doesn’t like bananas.”

- Take List (5 minutes)**

- Warm-up Activity: (5 min)**

- Hangman with verbs conjugated in present simple.

- Formative Assessment**

- **Escape Room Trivia (tasks) (25 min):**

- The teacher explains with a Canva presentation the rules for the present simple form. Then the teacher presents a trivia (escape room activity) in which students have to work in pairs to reveal the secret message (in the negative form).

- **Class 8: Scavenger Hunt Game to Formatively Assess the Present in the Positive and Negative Forms.**

- Objective:**

- To apply knowledge of present simple positive and negative forms to complete a series of interactive challenges in a scavenger hunt.

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**Language Content:** Transform the following sentences into the negative form... she adores pancakes, correct this sentence: you is my sister.

**Take List (5 minutes)**

**Formative assessment**

➤ **Scavenger hunt (tasks) (50 min):**

➔ Students have to do activities that will guide them to the treasure, which is the points that the 1st team to complete all the challenges wins 40 points, and the second and third places win 20 points each. The completion of each stage equals 4 points; in total, each team will win 24 points, as there are 6 stages. There will be 6 different stages:

1. **The classroom:** The students have to decipher a secret message, then the teacher will give them the next hint.
2. **In front of the entrance:** Students search for the hints hidden in any place in this area and complete the challenge, which is to say a tongue twister.
3. **The court:** Students have to correct a sentence in the negative form.
4. **The court:** Students have to complete a challenge with cups and a pingpong ball (build a pyramid with a ball on the top). Then, they have to destroy it with another ball. The next step is to go with the teacher. He will tell them the secret words to unveil the next stage: **Could you please give me the next hint?**
5. **Back to the classroom:** The students have to find Waldo to go to the next stage.
6. **The classroom:** The final assignment they have to do is to transform a sentence into its negative form. The team that does this wins the treasure (**40** points). The second place wins **30** points, and the third and fourth places win **20** points each only for this game.

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- **Class 9: Continuation of the Negative Form with Quizziz.**

- Objective:**

- To demonstrate understanding of the present simple in positive and negative forms by identifying words and answering questions in Quizziz.

- Language Content:**

- She doesn't like to... we don't... Tom isn't ... she works...

- Take List (5 minutes)**

- Warm-up Activity (5 min):**

- Reinforce the negative and positive forms of the present simple with examples on the board and a worksheet before starting the gamified activity.

- Formative Assessment (40 min)**

- **Quizziz Game (tasks):**

- After some explanation of the negative form, the teacher arranges 3 or 4 teams that will be in charge of answering questions in Quizziz about the present simple form in the positive and negative forms.

- ★ **Quizziz Game:**

- <https://quizziz.com/admin/quiz/67dc135cc97ea1b40135eda1>

- Homework:**

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→ Worksheet on the negative form.

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### Week 4

- **Class 10: Reinforcement of Present Simple and Negative Form and Introduction to Past Simple (Regular Verbs)**

- Objective:**

- To reinforce the present simple in affirmative and negative forms through gamification and introduce the past simple with regular verbs.

- Language Content:**

- **Positive:** She is, he plays, I am, you are, we go.

- **Negative:** She isn't, he doesn't, I am not, you aren't, we don't.

- **Regular Verbs:** Recycled, polluted, planted.

- Take List (5 minutes)**

- Warm-up Activity (10 min):**

- Quick review of present simple (affirmative and negative). Ss will come to the board to complete some sentences.

- Formative Assessment (40 min):**

- **Quizziz (tasks):** After reviewing the past simple form. Ss will play a Quizziz game focusing on the negative form. Students will answer questions in an open class.

- ★ **Quizziz game:**

<https://quizizz.com/admin/quiz/67dc135cc97ea1b40135eda1>

- **Class 11: Review 2: The Negative Form of the Present Simple with TO DO and TO BE.**

- Objective:**

- To develop understanding of past simple tense with regular and irregular verbs.

- Language Content:**

- **TO DO:** "Marta and Luis do not eat pancakes."

- **TO BE:** "We aren't teachers."

- Take List (5 minutes)**

- Warm-up Activity (5 min):**

- Guess the verb with Pictionary. The teacher whispers a verb to a student, and the student has to draw the action. Then, the rest of the class tries to guess the verb.

- Formative Assessment (30 min):**

- **Choose the Correct One (mini-tasks):**

- After reviewing the rules of the negative form, the teacher writes sentences on the table with two options to choose from. The students have to pass in front and have to choose the correct option: am not, isn't, aren't, don't, or doesn't. The one who passes and does the task will get a point.

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● **Class 12: Quiz on the Negative Form (Do Not/Be Not)**

**Objective:**

→ To assess understanding of the negative form in the present simple using both "do not" and "be not."

**Language Content:**

→ **To be:** "I am not a teacher." "She is not happy." "They are not late."

→ **To do:** "He does not like coffee." "We do not study on Sundays."

**Take List (5 minutes)**

**Warm-up Activity (10 min):**

→ Quick review of affirmative, negative, and interrogative forms on the board.

- **Example transformations:** "He is a student." → "He is not a student."

**Evaluative Activity (Quiz - 40 min):**

→ Multiple-choice (A-B-C options) on negative form. Error correction section: students rewrite incorrect sentences.

★ **Bonus Points (grade points):** Students can earn 10 extra grade points for each additional exercise they complete correctly by identifying and correcting mistakes. There are 2 extra exercises available, so the maximum number of extra grade points a student can win is 20.

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**Week 5**

● **Class 13: Continuation of the Past Simple with Regular Verbs and Introduction to Irregular Verbs**

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- **Quiz 2** will be administered during the fourth week, in class 12, and will assess students' understanding of the negative form in the present simple tense, using both the verb *to do* and the verb *to be*.

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**Objective:**

→ To develop understanding of past simple tense with regular and irregular verbs.

**Language Content:**

→ **Regular Verbs:** "She danced last night." "We visited our grandmother."

→ **Irregular Verbs:** "Your dog bit me last week." "They threw plastic bottles in the river."

→ **To Be:** "I was a teacher." "you were a student."

**Take List (5 minutes)**

**Warm-up Activity (5 min):**

→ Word search with verbs in their regular and irregular form in pairs.

**Formative Assessment (30 min):**

➤ **Fill in the Gaps (mini-tasks):**

→ After explaining the irregular forms and doing some exercises. T will write some exercises about the past simple with regular and irregular verbs on the board, and the students will pass to solve them.

**Homework (5 minutes):**

→ Ss will solve a worksheet where they have to match irregular verbs with their past tense forms.

**Resit Homework (5 minutes):**

→ Ss have to complete a worksheet of present simple that most of them didn't deliver in a previous class.

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- **Class 14: Reinforcement of the Regular and Irregular forms of Past Simple with Gamification**

- Objective:**

- To strengthen the understanding of irregular past tense verbs through practice and formative assessment.

- Language Content:**

- **Regular verbs:** Walked, planted, watched

- **Irregular Verbs:** Threw, built, had

- **To be:** Was, were

- Take List (5 minutes)**

- Warm-up Activity (7 min):**

- Students match present tense verbs with their irregular past forms.

- Formative Assessment (30 min)**

- **Kahoot! Game (tasks):** Students have to choose the correct option (regular or irregular) of a verb. They have to copy the right answer in their notebooks once it's showed on the TV.

- ★ **Kahoot Game:**

- <https://create.kahoot.it/details/duplicado-de-simple-past-irregular-verbs/7848e690-02da-4b7f-b435-170dbed8ee24>

- Homework (5 minutes):**

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	<p>→ Ss have to transform 10 sentences to the past form (5 with regular and 5 with irregular form)</p> <ul style="list-style-type: none"><li>● <b>Class 15: Quiz 3: Past Simple with Regular and Irregular Forms</b></li></ul> <p><input type="checkbox"/> <b>Objective:</b></p> <p>→ To assess the understanding of ss on the regular and irregular forms of verbs in the past simple.</p> <p><input type="checkbox"/> <b>Language Content:</b></p> <p>→ <b>Regular Verbs:</b> " She fried eggs for breakfast."</p> <p>→ <b>Irregular Verbs:</b> "Marco was in the USA last summer."</p> <p><input type="checkbox"/> <b>Take list (5 minutes)</b></p> <p><input type="checkbox"/> <b>Warm-up Activity (5 min):</b></p> <p>→ Find the impostor. The teacher writes sentences on the board, and ss have to identify which are the incorrect ones and correct them.</p> <p><input type="checkbox"/> <b>Evaluative Activity (45 min):</b></p> <p>→ The quiz is divided into two parts. The first part includes a matching activity where ss have to pair a verb in the past with its corresponding picture. The second part is a multiple-choice question (A-B-C options) on past simple.</p>	<hr/> <ul style="list-style-type: none"><li>● <b>Quiz 3</b> will be administered during the fifth week, in class 15, and will focus on the past simple tense, covering both regular and irregular verbs in their affirmative form.</li></ul>
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★ **Bonus Points (grade points):** There's a bonus part where students can win 10 points if they correct the sentence successfully and 5 points if they correct the sentence partially. These points can be added directly to the quiz grade or to another grade they want.

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**Week 6**

- **Class 16: Closure Activity**

- Objective:**

- To deliver the final grades, stickers of the different badges and prices, and the use of advantages won in the gamified classes to buy academic grades.

- Take List (5 minutes)**