



A Teacher's Handbook

In augmented reality and English learning teaching



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Introduction

The purpose of the Handbook is to assist EFL/ESL and in general foreign language teachers to practically use effectively the AR in education and AR4EFL App. The Handbook is meant to assist school teachers to implement EFL activities in the correct manner through well-organized lesson plans while at the same time guiding them on how to use the application so that teachers themselves can update their lessons or create new ones.

More precisely, the handbook consists of two parts.

Part One, is the theoretical part related to AR and EFL which also include guidelines related to the use of the app and Part Two, includes sample lesson plans (including the title of the lesson, suggested duration, techniques used, materials required, aim of activity, objectives, description of the activities/practices etc.).

The Handbook aims to provide in-depth innovative methodological EFL approaches. This material has been developed on the basis of the “Comparing traditional approaches and augmented reality in language acquisition, a literature review”. The Handbook aims to be a useful tool, complementary to the other products (the literature review and the AR application) of this project. Through the Educational Handbook, teachers will familiarise themselves with the AR app and will help them understand how to use it more efficiently in a holistic way, in various and diverse ways.



PART ONE: Augmented reality and English learning teaching

1.1 Context

Augmented Reality (AR) in English Foreign Language (EFL) class

In our days, when students are called to learn English, they usually experience high levels of anxiety, as the result of low motivation and poor efficiency in English language learning and poor academic performance. When traditional English vocabulary learning needs arise, students are called to memorize words through boring recitation and repetitive practice, and this mechanical pathway of learning methodology significantly decreases their curiosity and sense of novelty about EFL learning, and reducing their original learning interest and motivation (Alqahtani, 2015). The use of Augmented Reality (AR) technology in the EFL learning process comes to change this scene and it becomes an imperative element for teachers to incorporate it in their teaching. AR is an educational technological means which offers new opportunities for teaching and learning in contemporary educational contexts. In the EFL class, AR as an interactive experience of a real-world environment, is capable of providing students with an immersive experience to learn English in a creative and motivating way especially for vocabulary mastery (Sadikin & Martyani, 2020) and reading comprehension (Ebadi & Ashrafabadi, 2022).

AR is defined as “a live, direct or indirect, view of a physical, real-world environment whose elements are augmented by computer-generated sensory input such as sound, video, graphics, or CPS data” (Koch, 2016, p. 124). According to Dunleavy et al. (2009) AR combines digital and physical objects aiming at creating immersive hybrid learning environments, to enable the increase of critical thinking and problem solving of learners. It can be used to improve all five senses, especially the visual sense (Kipper & Rampolla, 2012). AR deepens learning interactions by imposing digital information on top of physical settings (Chen Wang et al, 2020). It can be understood as a connection amongst classical education tools and media technologies which positively influences target user learning (Bursali & Yilmaz, 2019).

The current e-generation, because of the fast development of mobile devices, can follow a mobile learning process which makes the educational environment more diverse through the integration of game learning concept which improves their English motivation and interest (Amara et al., 2016). That is when AR learning comes to play its role. Sufficient research has proven that AR has shown to be advantageous in fostering enthusiasm, active involvement, creativity, motivation, it triggers imagination, and encourages cooperation among learners through the promotion of interactive virtual content for learners (Radu, 2014; Yuen et al., 2011; Cheng & Tsai, 2013). Researchers have acknowledged that AR enhances students' reading and vocabulary skills, by being involved in elements beyond 2D illustrations and concepts presentation which gives them a “sense of presence” in a meaningful, interactive learning setting (Ramli & Zaman, 2009; Cheng & Tsai, 2014). In educational settings, AR improves learning attainment and endorses students' performance (Chang et al., 2015; Ferrer-Torregrosa et al., 2015). Researchers have specified that students learn effectively through play, motivation and satisfaction through AR-enhanced learning that boosts their understanding on new concepts (Akçayır and Akçayır, 2017; Lu and Liu, 2015). Indeed, AR is perceived by students as a





gaming process which boosts high learning motivation, enabling them to actively participate, and enhance their interest in learning (Furio et al., 2015; Cheng, 2017).

In the area of language learning, a number of studies has shown that AR contributes to language learning enhancement in an engaging environment (Cheng & Tsai, 2014; Wu et al., 2013). AR has gained increasing research attention, because it allows real-time interaction, real experiences to learners that boosts their concentration and interest (Ibanez et al., 2014; Santos et al., 2014). Concerning EFL, researchers and academia attempt to address to shed light on the potential value of using AR in EFL classrooms in language teaching and learning improvement (Hadid et al., 2019). Even though there is lack of sufficient research on the implementation of AR in EFL class, researchers try to determine better how, and if, AR supports EFL.

So far, it has been shown that AR in language learning provides learners with a meaningful learning environment and a real-life context and it enhances learners' reading comprehension and vocabulary skills development, by introducing glossaries and the meanings of new words to help different EFL learners work at the same pace (Ebadi & Ashrafabadi, 2022). It has been identified that AR-enhanced EFL learning lowers students' cognitive load (Bressler and Bodzin, 2013; Kucuk et al. (2014b) by a well-designed AR system, and reduces cognitive burden in limited working memory (Santos et al., 2014). AR opens the prospect to process information through pathways different than printed text to promote deeper comprehension (Billinghurst & Duenser, 2012; Green et al., 2014). The use of AR provides learners with a rich reading experience and contributes to the enhancement of their reading and cognitive literacy (ChanLin; 2018).

Besides, AR to EFL is considered to be offering a wide range of authentic experiences to learners across levels and languages (Zhang & Pérez-Paredes, 2021). Chen Wang et al (2020) in their research have shown that learners had positive motivation toward learning from the AR-enhanced contextualized EFL learning, and they were more motivated in terms of self-efficacy, proactive learning and learning value. Learners expressed positive attitude toward learning through AR environments and showed greater degrees of confidence and lower degrees of anxiety when learning.

1.2 Foundations

The rapid advancement of information and communication technology has had a profound effect on education, transforming the learning environment dramatically. Technology enables educators to leverage powerful educational tools and resources to create an engaging learning environment for students.

Extended Reality technologies have gained rapid acceptance in education and training programmes due to their demonstrated ability to improve the quality of educational programmes (Wang et al., 2018). Milgram and Colquhoun (1999) first proposed a taxonomy that defines how "virtual" and "real" are combined in varying proportions to create a visualization environment. They identified four distinct levels on the reality-virtuality (RV) spectrum:

- Pure Real Presence,
- Augmented Reality (AR)
- Augmented Virtuality (AV)
- Pure Virtual Presence (Virtual Reality).





Augmented Reality (AR)

Augmented Reality (AR) is defined as “an enhanced version of reality created by the use of technology to overlay digital information on an image of something being viewed through a device (such as a smartphone camera)”¹. It is a term that refers to a process in which a computer-generated image is superimposed on a user's perspective of the real world to create a composite view.

There are four distinct types of Augmented Reality (Aggarwal & Singhal, 2019), which include the following:

Marker Based Augmented Reality: This type of Augmented Reality, also known as recognition-based Augmented Reality or image recognition, operates through the recognition of markers (Boonbrahm et al., 2020). Markers can be anything that is both unique and simple. These markers represent a pattern that the smartphone cameras can detect. The user scans the marker with his or her camera to initiate an Augmented Reality experience. Typically, this is accomplished through the use of software in the form of an app that enables users to scan markers from the camera of their device. Then the output is given.

Marker Less AR: Rather than identifying markers, marker less Augmented Reality places virtual items in the physical world based on the environment's actual features (Boonbrahm et al., 2020). That obviates the requirement for object tracking systems, namely markers. Cameras, sensors, processors, and algorithms capable of properly detecting and mapping the real world enable marker less augmented reality experiences.

Projection Based AR: Projection-based AR is defined as a video projection technique that enables the extension and reinforcement of visual data by projecting images onto the surface of 3D objects or space; this falls under the broad category of Spatial Augmented Reality (Büttner et al., 2018).

Superimposition Based AR: Superimposition-based augmented reality uses object recognition. The augmented image partially or completely replaces the source image. This type of augmented reality can be utilized on a historical trip. For instance, you could employ superimposition-based augmented reality to illustrate how a statue or structure appeared years ago (Aggarwal & Singhal, 2019).

Augmented Virtuality (AV)

Augmented Virtuality (AV) is defined as “a situation in which a virtual world is augmented with real-world objects or information”².

Augmented Virtuality (AV) is comparable to Augmented Reality, but rather than a physical environment with virtual objects, as Augmented Reality is, AV is a virtual world with some physical objects. In this respect, both AV and AR mix the real and virtual worlds, but with inverse ratios of real to virtual.

For example, consider yourself in a school setting, more precisely in a classroom where there is a desk. You then put on an HMD, which exposes a whole other environment but retains visibility of the desk. This is what is meant by Augmented Virtuality.

Virtual Reality (VR)





Virtual Reality (VR) is defined as “an artificial environment that is experienced through sensory stimuli (such as sights and sounds) provided by a computer and in which one's actions partially determine what happens in the environment”³. More specifically, Virtual Reality is a term that refers to the process of constructing a virtual environment using computer technology. Rather than viewing a two-dimensional screen, users "enter" a virtual environment where they can interact with three-dimensional objects.

Virtual reality, as a technology experience, immerses you completely in virtual settings with which you may interact via specialized wearables or simply by waving your hand (Bevilacqua et al., 2019). Virtual environments (VEs) enable the user to interact with virtual items within the environment by controlling a pointer over a mouse button or joystick, or by representing the user's hand (or other body part) within the environment (Bevilacqua et al., 2019).

Virtual reality can be classified into three broad categories:

Non-Immersive Virtual Reality: Non-immersive virtual reality technology utilizes a computer-generated virtual world in which the user maintains awareness of and control over their physical environment. Video games are a great example of non-immersive virtual reality, as they allow users to interact via a mouse or joystick (Henderson et al., 2007; Piron et al., 2010).

Semi-Immersive Virtual Reality: This type of VR gives an experience that is based largely on a virtual environment. To boost the instructive value, a semi-immersive VR system overlays virtual images upon real-world images (An & Park, 2018). Immersion is greater in semi-immersive VR than in non-immersive VR. Flight simulators for pilot trainees are a great example of Semi-Immersive Virtual Reality.

Fully Immersive Virtual Reality: Fully immersive VR, in which the viewer becomes a part of the environment, is accomplished by the use of a device equipped with a head-mounted display that displays images within a computer (An & Park, 2018). Fully immersive VR offers the advantage of creating a more realistic virtual reality environment due to its high level of immersion. Fully immersive virtual reality makes use of equipment connected to the human body to complete the identical motor activity (Bevilacqua et al., 2019). Car racing games are an example of fully immersive VR since they provide the user with a sense of speed and driving ability.

Augmented Reality vs Virtual Reality

Virtual reality entails completely immersing the user in a virtual environment. Augmented reality takes advantage of an already-existing physical environment by superimposing virtual information on top of it. Augmented reality users experience a new and improved physical environment in which virtual information is used to supplement real-world information.

The distinctions between Virtual Reality and Augmented Reality come down to technology requirements and the nature of the experience. More specifically⁴:

Augmented Reality	Virtual Reality
AR uses a real-world setting	VR is completely virtual
AR users have the ability to control their physical presence in the real world.	VR users are completely under the control of the system.
An AR experience can be accessed using a smartphone.	VR necessitates the use of a virtual reality headset.



The surrounding environment is real and is enhanced by layering virtual objects on top of it.	The surrounding environment is entirely virtual and generated by a computer.
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1.3 Technology

Although the concept of Augmented Reality (AR) is more than a century old, it is true that the development of mobile devices has accelerated its development in recent years, and AR is still today an emerging technology, which still needs technological advances in computing and visualisation to reach maturity.

AR is the integration of graphical content over a view of the real world. To do this, we need to use software and camera devices, such as computers, mobile phones, tablets, or glasses, which add virtual information to the reality seen by the user through the camera. If a smartphone or tablet is used, the result is displayed on the screen, superimposing the augmented elements we want to incorporate on the video captured by the camera.

Why is it interesting to incorporate AR in education and learning?

Because several studies have shown that it improves student performance and learning outcomes. AR is characterised as a divergent cognitive process in which students learn by doing and, at the same time, different formulas or paths are proposed for the resolution of the questions posed. It is one more tool at the teacher's disposal, whose immediate effect is to capture the student's attention and use the wow! effect.

Therefore, the teacher will have a tool that will allow him/her to optionally add extra content to what we are seeing, with the possibility of:

- Contextualise.
- To awaken that curiosity to know more, which is the key to knowledge.
- It is possible to interact with the content.

Pros of AR in education

The systematic literature review on the "reported advantages" of AR in educational settings are mainly two: Learning gains and Motivation. Some studies have reported other advantages of AR which are listed as: Increasing innovativeness, Creating positive attitudes, Awareness, Anticipation, and Authenticity.

AR provides emotional learning, the WOW effect connects with knowledge. Neuroscientific studies are confirming the impact of emotions on the teaching-learning process so that AR contributes to meaningful learning.

This can lead to improved linguistic associations, long-term memory retention, improved collaboration, and motivation.





For second language learning, it allows the creation of linguistic associations, long-term memory retention, improved collaboration, and motivation when combined with gamification, as this allows a greater impact by connecting students with the dynamics and mechanisms used by video games, allowing them to connect with their emotional, cognitive and social areas. Studies have analysed how AR can influence the effectiveness of vocabulary learning in learners of English as a foreign language. This has involved comparisons of traditional vocabulary flashcards versus the use of AR using 3D elements that have shown the greatest effectiveness in learning using the AR method of learning at various proficiency levels (high, intermediate, and low).

The key element remains the teacher, as he/she will be the one to guide and evaluate the use and ineffective integration in the classroom and be attentive to possible difficulties of use and differences between students. Immersing students in learning experiences with AR, especially in primary and secondary school, has an impact on their learning outcomes.

The importance of the use of AR lies in the fact that it encourages learning through a voluntary, enjoyable, and purposeful activity that reinforces the acquisition of a second language, working on concepts from the student's freedom to choose 'when and what to learn'. The 'game' as a means for learning is what is sought with an augmented reality project, as different game dynamics can be proposed where the device that will allow access to AR is involved, but also the access to and change of markers can be gamified.

Cons of AR in education

The teacher will also encounter limitations in the use of AR. The limitation most pointed out in the studies reviewed are the Difficulties in maintaining the information overlay. This is a technical limitation that will depend mainly on the device used for the augmented information. Other factors may also play a role, such as the room lighting and the cards used as markers, as well as the software itself. Students may become frustrated if the application does not work properly or if they find it difficult to use the markers or the device to view the augmented information. To overcome this limitation, it is necessary to improve the image tracking and processing algorithms and limit the number of markers, and it is important to perform usability tests by the teacher to give precise instructions and support to the students, as well as to design the educational environment based on AR and gamification.

A limitation is described as the absent-mindedness effect, which often occurs with younger children in primary school, as they pay too much attention to virtual information. In this case, the WOW effect becomes negative if the student is not able to focus on the given mission and follow the rules. It is logical that at first the novelty of this technology, when it is used for the first time in the classroom, causes this distraction effect, but the usage guidelines and gamified rules should provide the teacher with the right scenario for its use.

Another limitation reported in the studies is the difficulty in creating specific knowledge content or the need to deepen technical knowledge and the dedication of extra time for the creation of new learning content. This is true for closed applications that do not allow adding or modifying content, and it is also possible to create content in free-to-use applications, but certainly development times are necessary. Therefore, the aim of this project is to offer a solution that shortens preparation times, but allows the English teacher to adapt their content with AR support and for the required level, applying various gamification techniques that make their teaching more effective and that the





students themselves become aware of their learning and are an active part of it, making meaningful learning.

How does AR work?

In practice, to get an additional element on our screen, we will need to have an AR application installed. Normally we will focus with the device's camera on a marker that will be detected by the software and that marker will activate the additional element that will be preset in the application. At that moment, on the screen we see the real world augmented with the digital element superimposed. As we can see, AR technology is actually a combination of two technologies: machine vision on the one hand and graphics engines on the other.

Computer vision

The computer vision techniques applied in AR are very varied and are mainly called tracking technology. There are many types, the first applications used figures that contrasted the white colour of the background and the black colour in a unique way. If the figures were similar, the system could confuse the result, as the light in the room, shadows that can be generated, affect the AR. But this artificial vision has evolved and it is now possible to use AR without black/white tracking, such as, for example, facial tracking, which allows the position of a face to be detected and tracked, or texture tracking, which positions a reference image in a three-dimensional coordinate system.

For an Augmented Reality experience to be successful, it must work in real-time. This means that each of the two modules must do so as well, and both are very demanding on computational resources. Therefore, the rendering module must be able to paint about 60 images per second, and the tracking module must likewise be able to analyse and extract information from 60 images per second.

Graphics engine

The graphics engine is in charge of rendering the contents, typically in 3D, but they can be in 2D or links to web pages, links to videos, or game proposals. These elements are added to the images captured by the device's camera, increasing their information. This graphic part of the represented elements will be supported by artificial vision technology whose mission will be to place these augmented contents correctly in the scene, so that the composition is coherent and understandable for the user.

The main element involved in the graphic part is rendering. This process consists of the interpretation by the device of a three-dimensional scene to create a two-dimensional image.

The information that is processed to make the render is the geometry of the 3D model, the characteristics of its surface (colour and material), the lighting of the scene and the position of the camera.





1.4 How to use the AR application step-by-step in your class

Download

1. Download the file "APK"

<https://drive.google.com/file/d/1cgT7PbJnMLoYMdNNTGagMjeMObE1cLKp/view?usp=sharing>

2. Enable third party
Yes
3. Installing
Yes
4. Allowing Access To Microphone and Camera
Yes, review if are allowed in your smart device.
5. Google Assistant Go
Ensure that Google Assistant is installed



Google Assistant Go

Google LLC

4,3 ★


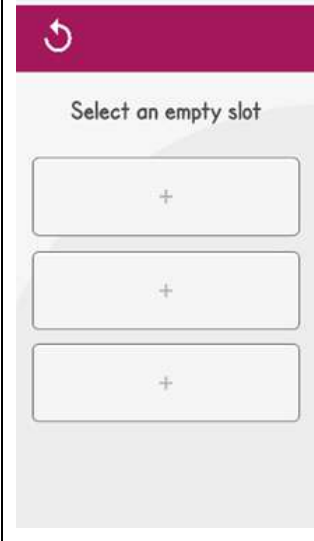
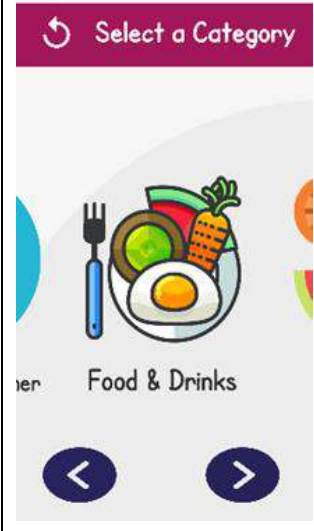





Use the AR App

	<p>Main menu</p> <p>In order to use the app, you need a deck of cards that can be downloaded directly from the "CARDS" button at the bottom left of the app's home screen. You can also find a copy of the deck at the end of this document.</p> <p>If this is the first time the application is opened, the "Play" button will be disabled, since there is no card set. In this case, the "CONFIGURE GAME" button must be pressed to begin the game setup.</p> <p>If you have already launched the application before, but you have not set any cards or have removed the settings from all of them, the "Play" button will appear again disabled.</p>
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Set up a game

	<p>Lesson selection Select the lesson to configure.</p> <p>Card selection To configure the game you must set the values of the different cards in the deck. You don't need to set up all the cards, but you'll need to set up at least one of them in order to play.</p> <p>With the arrows at the bottom of the screen, you can move between the different cards grouped four by four to select the one you want.</p> <p>Click the letter you want to configure.</p> <p>To return to the start menu, tap the arrow at the top left of the screen.</p> <p>IF YOU CHOOSE THIS OPTION, YOU DON NEED TO SETUP CARDS, THEN, SKIP NEXT STEPS AND GO TO PLAY SECTION</p>
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	<p>Card configuration</p> <p>In each of the cards, three different objects can be stored.</p> <p>It will be necessary to select all three to establish a card.</p> <p>You can press the arrow at the top left to go back.</p> <p>Press each of the buttons to select the object you want to store on that card.</p>
	<p>Categories</p> <p>I was able to move from one category to another by pressing the arrows at the bottom.</p> <p>You can press the arrow at the top left to go back.</p> <p>Click on the desired category to select it.</p>
	<p>Items</p> <p>You can move between the different objects in the category by pressing the arrows at the bottom.</p> <p>You can press the arrow at the top left to go back.</p> <p>Click on the desired object to select it.</p>

	<p>Card configuration and objects.</p> <p>Once an object is selected, you will return to the chart settings screen and see the objects you have assigned and the buttons available for assigning objects.</p> <p>If you go back, the assigned objects will remain assigned until you finish setting up the card. If you want to delete them, you will need to finish selecting all the objects and you will need to delete the card from the card selection panel.</p> <p>Assign all objects to finish setting up the card and press the "OK" button</p>
	<p>Card selection</p> <p>Once a menu is set, it will appear in color in the menu selection menu.</p> <p>You can press the arrow at the top left to return to the main menu.</p> <p>Click on the established card to display the values of this or delete it.</p>
	<p>Delete cards and view card content</p> <p>By clicking on a card, you can see the objects that that card is assigned.</p> <p>You can delete the card by pressing the "OK" button.</p> <p>Press the "RETURN" button to return to the card selection.</p>




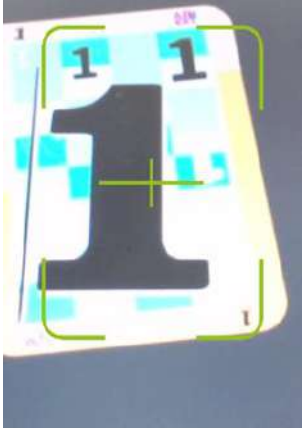
<p>Card Content</p> <p>cheese</p> <p>monkey</p> <p>grandmother</p> <p>Do you want to delete the card?</p> <p>OK</p> <p>RETURN</p>	<p>Delete cards and view card content</p> <p>By clicking on a card, you can see the objects that that card is assigned.</p> <p>You can delete the card by pressing the "OK" button.</p> <p>Press the "RETURN" button to return to the card selection.</p>
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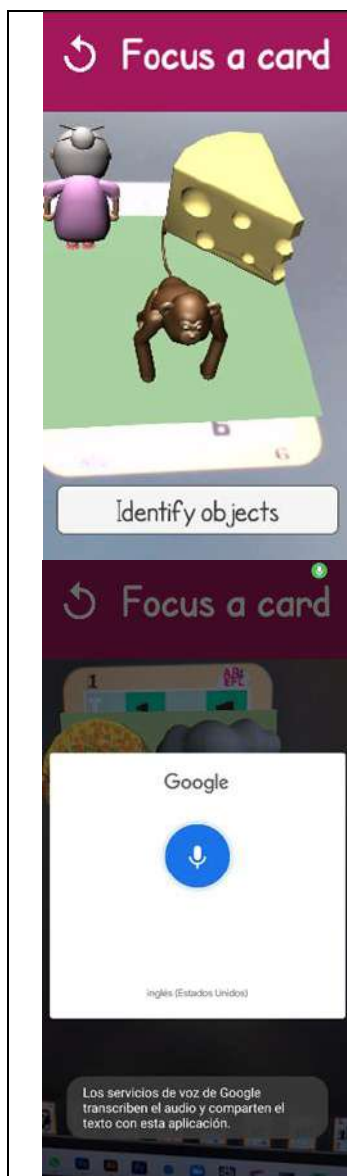
Restore Defaults

Press the reset button to load the default data.



Play!

 <p>AR4 EFL app</p> <p>Play</p> <p>CONFIGURE GAME</p> <p>GARDS Transforming primary school students' English as a Foreign Language Learning (EFL) with augmented reality (AR) 2020-1-UK01-KA226-S01-014466</p>	<p>Play game Once set up at least one card. The game will be unlocked.</p> <p>Press the Play button to start the game.</p> <p>*Remember that you need the deck printed or on another device to be able to play.</p>															
<p>Select a lesson plan ↻</p> <table border="1"> <tr> <td>Lesson 1</td> <td>Lesson 2</td> <td>Lesson 3</td> </tr> <tr> <td>Lesson 4</td> <td>Lesson 5</td> <td>Lesson 6</td> </tr> <tr> <td>Lesson 7</td> <td>Lesson 8</td> <td>Lesson 9</td> </tr> <tr> <td>Lesson 10</td> <td>Lesson 11</td> <td>Lesson 12</td> </tr> <tr> <td>Lesson 13</td> <td>Lesson 14</td> <td>Lesson 15</td> </tr> </table>	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15	<p>Select lesson Select the lesson to play.</p>
Lesson 1	Lesson 2	Lesson 3														
Lesson 4	Lesson 5	Lesson 6														
Lesson 7	Lesson 8	Lesson 9														
Lesson 10	Lesson 11	Lesson 12														
Lesson 13	Lesson 14	Lesson 15														
<p>↻ Focus a card</p> 	<p>Focus a card When the focused card is set, the objects assigned to it will appear and you will hear a voice naming all the visible objects.</p> <p>While focusing on the letter, press the "Identify objects" button to open Google speech recognition. Say the name of one of the objects that appear.</p> <p>Do not pronounce the name of several objects at once, so you will not recognize them.</p> <p>If the pronunciation is correct, the named object will disappear from the scene and the voice will rename the objects that remain visible.</p> <p>Press the "Identify objects" button until you delete all objects from the scene.</p>															



Once all the objects have been deleted, the card will be completed and the objects will appear again, as well as the names of these at the bottom of the screen. In this way, they can be used to form sentences or any other dynamic that the teacher can create in the classroom.

You can tap the arrow at the top left to return to the home screen at any time.

If you get stuck with any words, you can go back to the start menu by tapping the arrow at the top left of the screen.

You can also focus any other cards you have set up to continue the game.

The cards





PART TWO: Lessons Plans

The proposal here is that all lessons follow the same format for the sake of uniformity - Including the title of the lesson, suggested duration, techniques used, materials required, aim of activity, objectives, competencies developed, description of the activities/practices, level. Prior to the lesson plans we would have an introduction explaining the structure of the lessons, how they are divided (possibly according to level), and how to best exploit them. Each lesson plan should have a duration 45 minutes to 90 minutes.

- The lesson plans can be easily adopted to multiple levels; it depends on teacher's needs.
- The lesson plans can be easily adopted to multiple categories available in the App, it can be a blend of different ones.

The list of Lesson Plans

The list of lesson plans is presented below:

Lesson Plan Name	Level	Category	Name in the App
Act it Out	A1/A2	Speaking/Listening/Vocabulary	Lesson Plan 0
Entertainment	B1/B2	Speaking/Vocabulary/Writing	Lesson Plan 1
Ethical Travel - Vacation	B2	Speaking/Listening/Vocabulary	
Fruits and Colours Memory Game	A1/A2	Speaking/Listening/Vocabulary/Reading/Writing	Lesson Plan 2
Fun with flashcards	A1/A2	Speaking/Listening/Vocabulary	Lesson Plan 3
Talking about jobs	A1	Speaking/Listening/Reading/Writing/Vocabulary	
My Holiday	B1/B2	Speaking/Vocabulary	Lesson Plan 14
My Monster	B1/B2	Speaking/Writing/Vocabulary	
Seasons and weather	B1/B2	Speaking/Listening/Reading/Vocabulary	Lesson Plan 4
Shapes	A1/A2	Speaking/Listening/Vocabulary/Reading	Lesson Plan 5
Story Telling	A1/A2	Speaking/Listening/Vocabulary	Lesson Plan 8
Telling Stories	B1/B2	Speaking/Writing/Vocabulary	Lesson Plan 6
The Maths Cube	A1/A2	Speaking/Listening/Vocabulary	Lesson Plan 9&10
Travel	B1/B2	Speaking/Reading/Writing/Vocabulary	Lesson Plan 11
Vehicles	B1/B2	Speaking/Listening/Reading/Vocabulary	Lesson Plan 12
Writing Imaginative Stories	A1/A2	Speaking/Listening/Reading/Writing/Vocabulary	Lesson Plan 7
Zoo Bingo	A1/A2	Speaking/Listening/Reading/Vocabulary	Lesson Plan 13



Act It Out



Level of language

A1/A2



Category

**Speaking/Listening/
Vocabulary**



Group size

4-6



Estimated duration

90 minutes

Objectives

- To encourage teamwork.
- To increase student-student interaction.
- To use task-based learning to practice functional words, phrases and writing.
- Encouraging the students to use their imagination and be creative with their stories, whilst improving their languages skills, grammar skills and vocabulary.
- Increase the student's English vocabulary.

Materials Needed

Per group -

- Deck of AR cards 1-20
- Electronic device with the AR4EFL app installed

Each student -

- Crayons
- Paper

INSTRUCTIONS

1. The teacher will introduce the lesson and split the class into groups of four to six.
2. The lesson will start with one student from each group selecting a card at random from the deck. They will then scan the card. The device will have an animal or a sport shown on the screen. The student then has to act out the animal or sport shown, and the other students in the group have to guess what animal or sport they are.
3. Each student in the group will have one turn at selecting a card and acting out the object shown.
4. The teacher will then move on to the next part of the lesson. The students will each be given crayons and paper. They will have to draw a picture of an animal or a sport and tell a story about it. It must be an experience they have had. It can be about a pet, a trip to the zoo, a visit to the farm, a friend's pet, a sports event they have been to, a sport they play as a hobby etc...



5. They will be given 15 minutes to draw their picture. They will then go back to their groups of four to six, and each student will then share their story with their team members.

Extra tips, options or adaptations, Checklist/...

- This lesson plan can be adapted to any other categories to further increase the student's vocabulary.

Objects to be added to the application

Card number	Object	Category
1	Monkey	Animals
2	Shark	Animals
3	Lion	Animals
4	Football	Sports
5	Tiger	Animals
6	Alligator	Animals
7	Octopus	Animals
8	Giraffe	Animals
9	Camel	Animals
10	Basketball	Sports
11	Rugby	Sports
12	Ski	Sports
13	Swimming	Sports
14	Fishing	Sports
15	Koala	Animals
16	Gorilla	Animals
17	Zebra	Animals
18	Panda	Animals
19	Koala	Sports
20	Eagle	Sports



Ethical Travel - Vacation



B2



**Speaking/Listening/
Vocabulary**



12



60 minutes

Objectives

- To become familiar with the concept of ethical travel.
- To develop persuasive language and discussion skills through conversation with peers
- To develop listening skills
- To develop critical thinking skills

Materials Needed

Access to the internet for all students, a projector for watching a video with class, A4 Paper and pencils for brainstorming.

INSTRUCTIONS

- 1. Introduce Topic:** Start with opening a discussion about where students have recently travelled to.

Prompt questions: *Where was your favourite destination? What did you do? How did you travel there?*

- 2. Teaser:** Watch video (05:00): *Too many people want to travel (1)*:
<https://www.youtube.com/watch?v=GTiRajt-ZnM>

Prompt Question 1: *Summarise the video. What does it talk about?*

Prompt Question 2: *Does this remind you of somewhere in your country?*

- 3. Discussion:** Introduce the concept of **ethical travel**.

Prompt Question 1: *What is ethical travel?*

Ask students to define ethical travel. After you collect a few answers write the definition on the board.

Prompt Question 2: *Do you think there is an ethical and non-ethical way to travel?*



Write all the different answers given on the board under two columns; ethical/non-ethical.

Prompt Question 3: What are the environmental and cultural impacts of travel?

Encourage students to think about the environmental and cultural impacts of travel. Check whether students use the terms correctly in debate/discussion, and which terms are difficult for them to crystallise.

4. Go through **ethical travel vocabulary** (2).

5. **Writing:** Divide the class into pairs.

Prompt question: What kind of questions should you be asking yourself while planning a trip?

Get students to think about how they can plan a trip to a destination they've always wanted to go. Ask them to incorporate ethical travel into their planning process.

Follow up Project:

Explain to the students that there is an imaginary fund of 50 million to help relieve some of the negative effects of tourism on a destination of the world.

In groups of two, students will pick a destination and conduct research on the negative effects of tourism on the country/ecosystem and present it to the class. This will be followed by a secret ballot.

Students will present their destination in the hopes of gaining the imaginary grant. This can be done through a poster or any other creative means.

Students can be given a week to complete the project, or they can work on it for a bigger period of time - i.e. a month or a term, if it is decided to go into more depth. Students will then hold a secret ballot to find the destination most in need (winning team).

Extra tips, options or adaptations, Checklist/...

- (1) Too many people want to travel: <https://www.youtube.com/watch?v=GTiRajt-ZnM> --- After watching the video, ask questions about the video to test comprehension.

Ethical Travel Vocabulary:

- Ethical Travel: Ethical travel is about "making better places for people to live in and better places for people to visit." Ethical travel requires that operators, hoteliers, governments, local people and tourists take responsibility, take action to make tourism more sustainable.





- Carbon Footprint: the total amount of greenhouse gas emissions caused by an organization, event, product, or an individual person.
- Mass tourism (noun) – large numbers of organised tourists to a destination.
- Overdevelopment (noun) – excessive development, especially that leads to what are considered negative, irreversible changes to an area.
- Ecotourism (noun) – tourism that is intended to benefit ecologically important places.
- Volontourism (noun) – tourism that involves volunteering in a destination.

Low tourism (noun) – tourism that involves travel for a longer period of time using slower, overland methods of transport.

Fruits & Colours Memory Game



Level of language

A1/A2



Category

**Speaking/Listening/
Vocabulary/Reading/Writing**



Group size

2-4



Estimated duration

120 minutes

Objectives

- To encourage teamwork
- To increase student-student interaction
- Encourage quick thinking and learning
- Introduce and teach the students colours and fruits in English

Materials Needed

Per student

- Worksheets (template on pages 3 and 4)
- Pen/pencil

Per group -

- Deck of AR cards 1-14
- Electronic device with the AR4EFL app installed

INSTRUCTIONS

1. The teacher will explain the purpose of the lesson; to learn colours and fruits in English, and to test their knowledge and memory.



2. The teacher will play this [video](#) to the students. If needed, the teacher can play this more than once, and speak along in their native language should the students need this.
3. The teacher should ensure all students understand the English words for the colours and fruits before moving on.
4. Each student will then be handed the worksheets.
 - a. The students should complete the worksheets for fruits and colours.
 - b. The teacher can either go through the answers with the students now and the students can check their own answers, or the teacher can take these and check them after the lesson.
5. The teacher will then split the class into groups of two, three or four, and provide each group with a device with the AR4EFL app and a deck of 1-14 AR cards.
6. There should be seven objects on the AR cards. Each object should appear on two cards, totalling 14 cards. This [video](#) can be played to the students, explaining how the game should be played.
 - a. The students should lay out the 14 cards in front of them.
 - b. Each student will take it in turn to have a go on the app. They should scan two cards at a time, trying to pair/match the objects.
 - c. The students can use the 'identify objects' button to practise their English pronunciation.
 - d. The students should keep going until all cards are matched.
7. At the end of the game, each student should count how many they correctly matched.
8. The game is now over, the students should now be able to memorise the fruits and colours taught in this lesson.
9. At the end of the lesson, the teacher will summarise and ask the students how they found the task.

Extra tips, options or adaptations, Checklist/...

- This lesson plan can be adapted with any other categories.
- To make this more advanced, more colours and fruits can be taught. More than one object can also be added to each AR card to make the memory game more difficult.

Objects to be added to the application

Card number	Object (Fruits, Food & Drinks category)
1	Tomato
2	Kiwi
3	Pineapple
4	Lemon
5	Tomato
6	Kiwi
7	Cherry
8	Lemon
9	Banana
10	Apple
11	Apple
12	Banana
13	Pineapple
14	Cherry



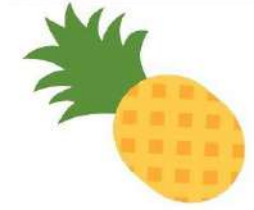
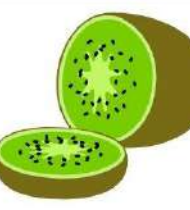
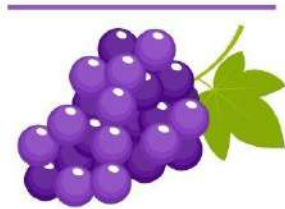
Worksheets

Name:



Match the fruits

Write the correct answer!



Kiwi

Pineapple

Melon

Grape

Cherry

Banana

Tomato

Plum

Lemon

Strawberry

Blueberry

Apple



Name :

Match the colours

Draw a line from the word to the
correct colour!



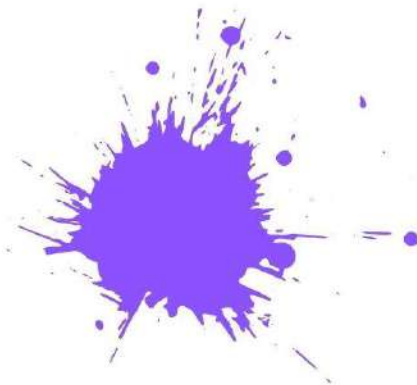
Red



Yellow



Green



Purple



Fun with Flashcards



Level of language

A1/A2



Category

**Speaking/Listening/
Vocabulary**



Group size

4 or 5



Estimated duration

60 minutes

Objectives

- To use task-based learning to practice functional words and phrases.
- To encourage teamwork.
- To increase student-student interaction.
- An educational game, allowing students to convey the meaning of a term or concept through pictures. Having students speak about their representation of a word allows for a deeper understanding of the meaning of the word, encouraging them to think out of the box and use their imagination.
- Increase students' English vocabulary with a mix of different categories.

Materials Needed

Per group -

- Deck of AR cards 1-20
- Electronic device with the AR4EFL app installed

Teacher -

- Timer

INSTRUCTIONS

6. The teacher will split the class into groups of four or five and give each group a pack of flashcards and an electronic device.
7. In each group, the students will take it in turns to select a flashcard. They will then scan the card and see what images appear on the app.
8. They will select one of the images, telling the other members in their group which category they are choosing from. The categories in 'Fun with Flashcards' are –
 - a. Fruits, Food and drink
 - b. Vehicles and transportation
 - c. Entertainment
 - d. Animals
 - e. Travel

9. The student who selected the card will now give a detailed explanation of the image they see on the app, without mentioning what it is. The other students in the group must then guess what they are describing. For example, if there is a 'hamburger', 'aeroplane' and 'tiger' shown on the screen, the student will select one of these, for example the hamburger. The student will then tell his group members he has chosen the food and drinks category and begin explaining – *'a circle piece a meat put in between two pieces of bread. Usually has some salad and a sauce like ketchup. This food can be served with fries.'*
10. They will continue describing until another team member has correctly guessed the answer.
11. The groups have two minutes set on the timer and have to guess what is being explained in this time. The teacher will control the timer, and will time for the whole class, so all groups will be working to the same timer. If the students do not guess within the two-minute time, the student explaining the objects will tell the group what the answer is.
12. After the picture has been correctly guessed, or the time has run out, the next person in the group will take their turn.
13. The group will continue with the deck of flashcards until every card has been used. For groups of four, each student will take five turns. For groups of five, each student will take four turns.
14. At the end, the teacher will engage in a class discussion and review the words and items explained by the students. Any words they struggle with, or find hard to describe, the teacher will talk through this with the class.

Extra tips, options or adaptations, Checklist/...

- The students should try to explain the objects in English, however if this is too advanced for them, the students can describe the objects in their native language and try to guess the answers in English.
- Rather than going through any words/descriptions the students struggled at the end of the lesson, if the teacher prefers, they can go through these with the students after each two-minute round.
- Below is an example of categories to be used, however the teacher can mix and match other categories to further increase the student's English vocabulary.

Objects to be added to the application

Card number	Category		
	Fruits, food and drink	Vehicles and transportation and entertainment	Animals and Travel
1	Bread	Taxi	Panda
2	Egg	Police car	Koala
3	Milk	Bus	Gorilla
4	Cheese	Ambulance	Monkey
5	Fish	Bicycle	Shark



6	Biscuits	Tractor	Lion
7	Chocolate	Helicopter	World
8	Hamburger	Aeroplane	Tiger
9	Hot dog	Boat	Alligator
10	Pizza	Train	Octopus
11	Apple	Balloon	Zebra
12	Banana	Popcorn	Giraffe
13	Lemon	Mobile	Camel
14	Orange	TV	Hotel
15	Pineapple	Radio	Tickets
16	Tomato	Microphone	Airport
17	Coffee	Skateboard	Baggage
18	Kiwi	Cards	Map
19	Milk	Camera	Tiger
20	Juice	Computer	Caravan

Talking about jobs



A2



**Speaking/Listening/
Reading/Writing/
Vocabulary**



7+



60 minutes

Objectives

- To learn vocabulary relevant to jobs (doctor, teacher, farmer, etc.)
- To learn key expressions by asking about someone's job e.g. What do you do? – I am a (.....).
- To appreciate the value of jobs.
- To play in teams.
- To discuss their parents' jobs and their dream job.

Materials Needed

The AR4EFL app, job cards (those included in the app), AR4EFL Snakes and Ladders board (ANNEX I), 1 dice, playing pieces, and A4 Paper sheets.

INSTRUCTIONS

1. **Introduce the Topic:** Students are asked what jobs they are familiar with by their teacher. This enables students to make use of their existing knowledge and develop a stronger understanding of the topics given in class.
2. **Keywords and Key Expressions:** Following that, teachers can utilize the AR4EFL app to assist students in memorizing job titles. Each time a job is indicated, the teacher repeats the phrase e.g. “She is a teacher. She teaches students English.”
3. **Speaking Activity:** The teacher divides students into four-person groups and gives all students a job card (those included in the app). The teacher asks students “What do you do?” and they should answer “I am a (*the job in the card*)”. Following that, the teacher makes students ask questions to their classmates such as “What does your father/mother do?” and they answer “He/She is a (...)” or “What do you want to be when you grow up?” and they answer “I want to become a (*doctor*) because I want to (*help others*)”.
4. **Board Game:** The teacher informs the students that they will be participating in the “AR4EFL Game: Snakes and Ladders”. The teacher divides them into four-person groups and follows the instructions provided in Annex I.
5. **Drawing/Writing Activity:** Finally, we give them a piece of paper and encourage them to draw and write a few sentences about their parents' jobs.
6. **Conclusion:** Review the keywords and expressions from the lesson.



Extra tips, options or adaptations, Checklist/...

- Keywords and Key Expressions: Teachers can visit the following web pages to help students learn words for different jobs:

<https://learnenglish.britishcouncil.org/vocabulary/a1-a2-vocabulary/jobs-1>

<https://learnenglish.britishcouncil.org/vocabulary/a1-a2-vocabulary/jobs-2>

<https://learnenglishkids.britishcouncil.org/songs/people-work>

ANNEX I

AR4EFL Game: Snakes and Ladders

One of the world's most popular board games.

Avoid snakes and take shortcuts up the ladders to reach the path's end.

Number of players: 2-4

Estimated time: 10-15 minutes

Equipment: AR4EFL Snakes and Ladders board (ANNEX I), 1 dice, playing pieces ("normal" pieces taken from any board game or just small personal objects, such as a key, a coin, etc.)

The aim of the game: The object of the game is to be the first player to reach the end by moving across the board from the box labeled "start" to the box labeled "finish".

Preparation: Put the board in front of you, choose your pieces, and put them before the "start" box. Each of the players rolls the dice to see who gets the highest number. Whoever rolls the highest number gets to take the first turn. After the first player takes a turn, the person sitting to that player's left will take a turn. The game continues in a circle going left.

Instructions: Players should move their pieces from left to right, starting with the box labeled "start" and following the board's numbers, then to the next row from right to left, and so on until they reach the box labeled "finish". To take your turn, roll the dice and read the number that you rolled. Pick up your game piece and move forward that number of spaces. What happens next depends on which space you land:

1. When a player lands on the snake's head, his piece will automatically fall onto the snake's tail unless the player successfully answers a question using the AR GAME (The teacher can create a pool of 20 AR cards about jobs).
2. When a player lands at the bottom of a ladder, he climbs to the top if he correctly answers a question using the AR GAME. If the player reaches the top of a ladder, the player will remain there until the next turn.

The end of the game: The player who reaches the "finish" box on the board first wins the game. To win, the player must roll the exact number that will take him/her to the final box. If the player rolls a higher number than is necessary to land exactly on the final box, their piece does not move and remains there until the player's next turn, at which point they can roll again.





AR4EFL Snakes and Ladders board



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My Holiday



Level of language

B1/B2



Category

**Speaking/
Vocabulary**



Group size

4+.....



Estimated duration

60 minutes....

Objectives

- To get students to describe their holiday
- To elicit form past simple interrogatives
- To answer past simple questions

Materials Needed

AR cards, standard stationery

INSTRUCTIONS

1. Teach students past simple questions (QASI, ASI, Questions with TO BE).
2. With a brainstorming diagram elicit vocabulary from the topic of holidays.
3. In pairs students describe their holidays
4. While student A is talking, Student B interrupts with questions 'What was the weather like?' 'When did you go?'
5. Distribute the card which all contain items from the categories of travel, seasons and weather, fruits, foods and drinks, transport, and shopping.
6. On the spot students invent an imaginary from the past based on the images they see.
7. Their partner quizzes them about it.

Extra tips, options or adaptations, Checklist/...

- You can pre-teach present simple interrogatives as well prior to transitioning into past simple.
- The AR images can be randomly chosen.
- As a filler students can take one AR object, describe it to their partner who has to guess what it is.



My Monster



Level of language

B1/B2



Category

**Speaking/Writing/
Vocabulary**



Group size

4+.....



Estimated duration

60 minutes....

Objectives

- To teach young learners body parts
- To extend the use of attributive adjectives
- To improve listening skills

Materials Needed

Paper and coloured pencils or laptop/tablet

INSTRUCTIONS

1. The teacher draws an elaborate 'monster' on the board (3 heads, several arms etc)
2. The teacher describes the monster. 'This is my monster. His name is Zorg. He has 3 long arms, 6 thick legs and several eyes etc'
3. The teacher comprehension checks: eg. 'How many legs does he have?'
4. Each student is given an AR card with 3 body parts.
5. Students use the images on their cards to create their own monsters.
6. Finally, students describe their monsters to a partner.

Extra tips, options or adaptations, Checklist/...

- An alternative is for the teacher to describe the monster while the students draw it.
- The class can vote on the 'scariest' monster
- Check the order of adjectives eg. 'a long curly black tail'

Seasons and weather



B1/B2



**Speaking/Listening/
Reading/Vocabulary**



14+.....



60 minutes....

Objectives

- To make sure students understand vocabulary so that they can understand spoken language
- To learn weather-related expressions
- Expose them to actually spoken texts to become more familiar with the language

Materials Needed

AR cards, computer with speakers or a suitable audio system, vocabulary list, copies with questions and multiple answers to the spoken text

INSTRUCTIONS

1. Show them the vocabulary list, make sure they know the words
2. Grammar: talking about the weather in the present tense, in the past tense, and in the future tense. (e.g. It is cold. / It's a rainy afternoon. / It was cold yesterday. / It has been raining since yesterday. / It will rain tomorrow. / It will be raining tomorrow.)
3. Talk about weather conditions in different seasons. Prompt them by asking questions about the weather on that specific day or during different seasons.
4. Ask them which is their favourite season and why.
5. Prepare a set of questions related to the tapescript, asking them to read them within a specific time limit. Make sure they have no unknown vocabulary and they have understood what they are going to listen to.
6. Play the tapescript twice.
7. Ask them about their answers, giving them the correct answer by listening again to the specific part of the tapescript.

Extra tips, options or adaptations, Checklist/...

- Give them enough time to read questions and answers so that it is easier for them to listen and understand the text
- Make sure the audio system is of good quality so that it is not difficult for them to hear
- Alternatively, instead of the tapescript, you may use the following link:

<https://www.bbc.com/weather>

Shapes



A1/A2



**Speaking/Listening/
Vocabulary/Reading**



4-6



90 minutes

Objectives

- To encourage teamwork.
- To increase student-student interaction.
- Encourage quick thinking and learning.
- To increase knowledge of the English language.
- Introduce and teach the students shapes in English.

Materials needed

Per group -

- Decks of AR cards 1-20
- Electronic device with the AR4EFL app installed
- Printed template on page 4 (one per group)
- Pencil and paper (per student)

INSTRUCTIONS

1. The idea of this lesson is for students to learn the names of shapes in the English language. They will do this by finding images that match a shape.
2. The teacher will play this short [video](#) to the students. The purpose of this video is to introduce the basic shapes to the students in English. The students should draw the shapes as the video is playing.
3. As a warm up exercise, the teacher will get the students to stand together in the classroom. The teacher will shout out the shapes that were mentioned in the video (circle, triangle, square, diamond, rectangle and oval). The students will as a group, make the shape said by the teacher. Repeat this for all six shapes.
4. The teacher will then explain they are moving on to the main task. If necessary, the teacher can play the video again to reiterate the English shape names to the students.
5. The teacher will then split the students into groups of four to six.
6. Each group will be given a pack of 20 AR cards and a template found on page 4.
7. The students should take it in turns to scan an AR card. For each AR card they scan, they should place the card on the correct shape on the template.
8. The students can use the 'identify objects' button to practise their English pronunciation.



9. The students should repeat the above point until all 20 cards have been matched to a shape.
10. Once all groups think they have correctly identified all 20 shapes, the teacher will review all the answers with the students and see if they have all answered correctly. They will discuss any incorrect answers.
11. The teacher will review lesson with the students and ask them what they have learnt, what they found difficult, and if they can remember the shapes.
12. The teacher will play the video for the last time, and the students should shout out all the shapes they can remember as the video plays.

Extra tips, options or adaptations, Checklist/...

- The teacher can amend the objects in the app with other objects that match the shapes in the video if they wish.
- The teacher can find other videos teaching shapes at different levels, for example the teacher may want to add more complex shapes for more advanced students.

Objects to be added to the application

Card number	Object	Category
1	0	Number
2	Eye	Part of the body
3	Lemon	Fruits, Food & Drinks
4	Cheese	Fruits, Food & Drinks
5	Hamburger	Fruits, Food & Drinks
6	Kiwi	Fruits, Food & Drinks
7	Orange	Fruits, Food & Drinks
8	Chocolate	Fruits, Food & Drinks
9	Pizza	Fruits, Food & Drinks
10	Map	Travel
11	Mobile	Entertainment
12	Ball	Entertainment
13	Cards	Entertainment
14	Biscuits	Entertainment
15	Tickets	Travel
16	Package	Shopping
17	Tomato	Fruits, Food & Drinks
18	TV	Fruits, Food & Drinks
19	Coin	Shopping
20	Rugby	Sports

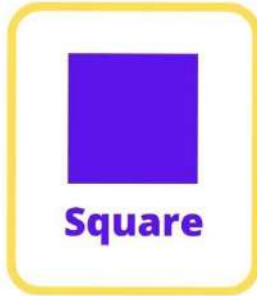


Shapes template



Shapes

Place each AR card on the correct shape





Story Telling



Level of language

A1/A2



Category

**Speaking/Listening/
Vocabulary**



Group size

2



Estimated duration

90 minutes

Objectives

- To use task-based learning to practice functional words and phrases.
- To encourage teamwork.
- To increase student-student interaction.
- Increase and develop the students use of the English language and vocabulary.

Materials Needed

- Deck of AR cards 1-20
- Electronic device with the AR4EFL app installed
- Crayons and paper per student

INSTRUCTIONS

1. The teacher will explain to the students what a short story is, and how to tell them.
2. The teacher will divide the class into pairs.
3. The teacher will then select one student to choose an AR card at random and scan the card with the device. The student will tell the class what three objects are on the card.
4. The students can use the 'identify objects' button to practise their English pronunciation.
5. Working in pairs, one of the students in each pair will make up a short story, ensuring all the three objects are included in the short story, and tell the story to the other member in English.
6. This will be repeated another five times, so each student has told three stories.
7. The students will then be given some crayons and paper, and they will be asked to draw three objects about something personal or important to them. Once they have done this, they will then share their story with their partner, including the three objects they have drawn in their story.
8. The teacher will select a small number of students to tell their personal story to the class.



Extra tips, options or adaptations, Checklist/...

- Students should tell the story in English where possible. If this is too advanced for them, they should tell this in their native language, but become familiar and learn the objects on the AR app in English.
- Different categories can be used to further increase the student's vocabulary.

Objects to be added to the application

Card number	Category		
	Food and Drink	Shopping, school and animals	Sports and Vehicles
1	Cheese	Credit card	Football
2	Meat	Coin	Basketball
3	Fish	Basket	Rugby
4	Pizza	Cash register	Swimming
5	Pineapple	Gift	Skateboard
6	Bread	Package	Ski
7	Biscuits	Trolley	Boat
8	Egg	Desk	Aeroplane
9	Milk	Chair	Dancing
10	Chocolate	Books	Tennis
11	Kiwi	Pencil Case	Taxi
12	Hot dog	Backpack	Police car
13	Apple	Scissors	Bus
14	Lemon	Clips	Ambulance
15	Banana	Pencils	Helicopter
16	Hamburger	Gift	Tractor
17	Orange	Blackboard	Train
18	Tomato	Shark	Boat
19	Coffee	Monkey	Bicycle
20	Juice	Lion	Train



Telling Stories



Level of language

B1/B2



Category

**Speaking/Writing/
Vocabulary**



Group size

4+.....



Estimated duration

60 minutes....

Objectives

- To extend the use of narrative tenses
- To teach students appropriate linking phrases
- To get students thinking creatively to tell stories

Materials Needed

Paper and pen or laptop/tablet

INSTRUCTIONS

1. Divide the participants into groups.
2. Each group have to set up a card, and choose random objects from the AP.
3. Each group have to create a story (short paragraph) that includes the objects of the card, using tenses (i.e. if you have chosen objects like, "world", "balloon" & number "5", they story can be "*When I was 5 years old I always had a dream to travel the world with my balloon.*" Then emphasise in the tenses which is this example are: was, had, to travel etc.). The teacher then can teach about the tenses.
4. Each group can either tell or act out their story.
5. The participants choose the best story.

Extra tips, options or adaptations, Checklist/...

- Any random distribution of images can be used for each card
- For homework students could write a story on their own



The Maths Cube



Level of language

A1/A2



Category

**Speaking/Listening/
Vocabulary**



Group size

3-4



Estimated duration

90 minutes

Objectives

- To encourage teamwork.
- To increase student-student interaction.
- Encourage quick thinking and learning.
- Practicing mental mathematics.
- Introduce and teach the students numbers and mathematics symbols in English.

Materials Needed

Per group -

- Deck of AR cards 1-20 (sized correctly for cube)
- Electronic device with the AR4EFL app installed
- Blank cube (template included on page 4)
- Glue/sticky tape
- Scissors

INSTRUCTIONS

1. The teacher will explain the purpose of the lesson – the benefits of mental maths and that they will need to think quick and fast to answer the questions.
2. The class will then be split in to groups of 3-4.
3. Each group will be given a pack of cards, a blank cube template, either glue or sticky tape and scissors. Each group of students will select six cards of their choice and stick one to each side of the cube.
4. Once the students have stuck the six cards to the cube template, they will then cut out and stick the cube together.
5. The teacher will then provide each group with a device with the AR4EFL app installed.
6. The students in the groups take it in turns to roll the cube, each time the cube is rolled, the students must scan the card and as a group they must add up the three numbers on the side of the cube and tell the teacher/other students what the answer is.
7. The students can use the 'identify objects' button to practise their English pronunciation.
8. After a couple of minutes, the cubes are rotated around the groups, so they have different numbers and sums to add up.





9. At the end of the lesson, the teacher will summarise and ask the students how they found the task.

Extra tips, options or adaptations, Checklist/...

- Below are two lesson plans that have been added to the app. The first plan can be used for the younger students as this is more basic, and the second has symbols such as +, -, x and ÷. These can be amended as wished for the level of students.
- If the students are too young to cut out and stick the cube together, the teacher should do this ahead of the lesson and the students then only need to stick the number on the ready-made cube.

Objects to be added to the application

Basic version

Card number	Category		
	Numbers	Numbers	Numbers
1	1	0	6
2	2	9	5
3	3	8	4
4	4	7	7
5	5	6	4
6	5	6	8
7	7	4	8
8	8	3	9
9	9	3	2
10	0	2	3
11	1	1	5
12	2	9	4
13	3	8	1
14	4	7	0
15	5	6	6
16	6	5	7
17	7	4	4
18	8	3	3
19	9	2	2
20	0	1	7








Advanced version

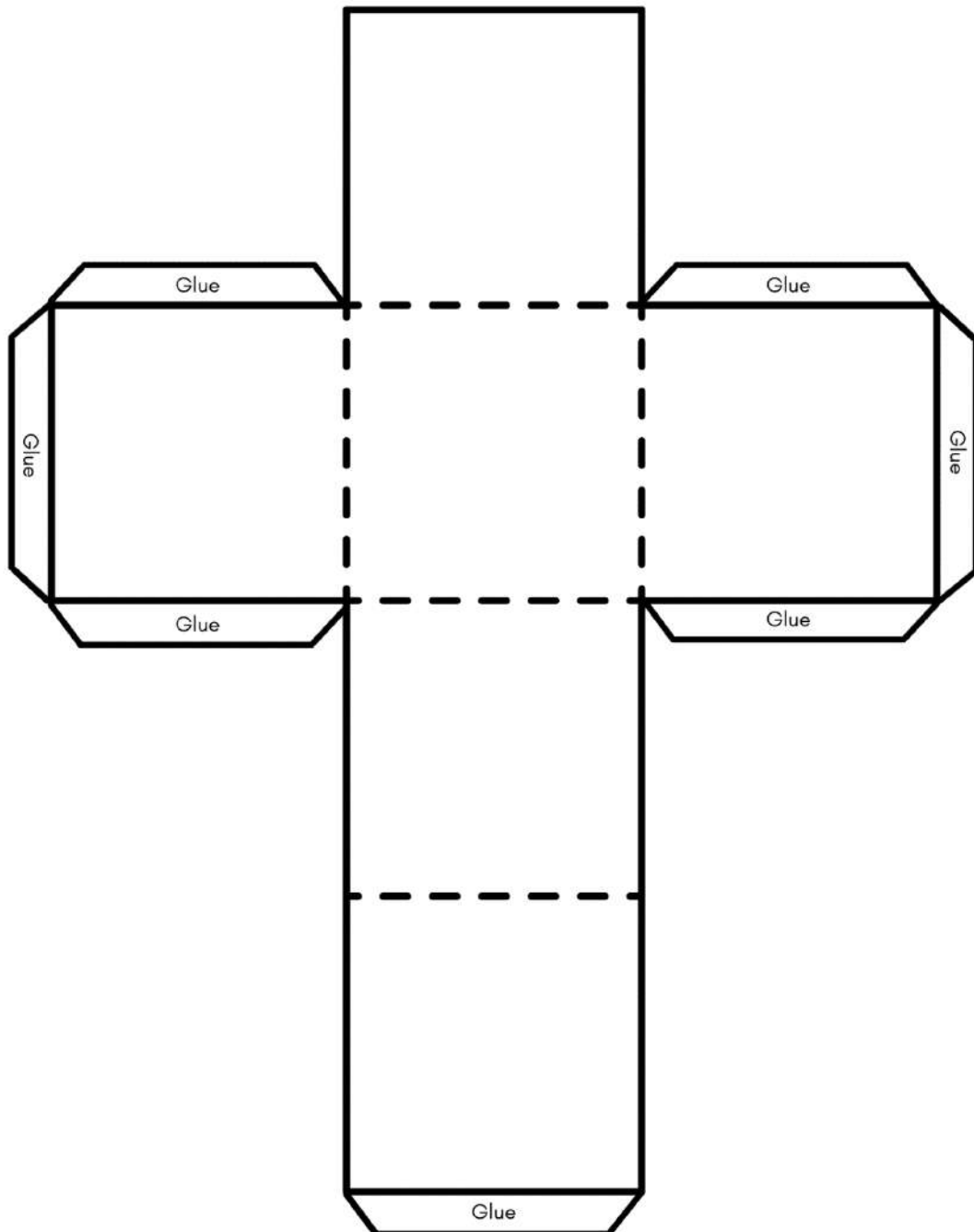
Card number	Category		
	Numbers	Numbers	Numbers
1	11	+	6
2	16	-	6
3	17	-	4
4	9	x	6
5	2	x	14
6	5	x	5
7	7	x	2
8	8	÷	2
9	9	+	17
10	18	-	15
11	12	x	3
12	10	x	6
13	3	+	19
14	5	-	2
15	8	+	20
16	9	x	2
17	10	÷	5
18	11	+	6
19	9	+	18
20	12	÷	4



Cube template

Please note: this template will either need to be printed on A3 paper, or the AR cards will need to be printed smaller than their original size.

-  Cut around the shape
-  Fold along the lines
-  Glue/stick the tabs to create a cube



Travel



B1/B2



**Speaking/
Reading/Writing/
Vocabulary**



14+.....



60 minutes....

Objectives

- To revise/learn vocabulary about traveling
- To have students understand written texts
- To teach them to use paragraphs in their writing
- To get them to talk/write about travel prompted by the texts they have read

Materials Needed

AR cards, vocabulary cards, copies of text

INSTRUCTIONS

1. Use the AR cards to practice the relative vocabulary
2. Ask whether students create paragraphs while writing in their native language. Demonstrate that each paragraph should serve a specific purpose. Make a point of emphasizing the importance of paragraphing and their order.
3. Give students the text to read on their own.
4. Ask them questions about what they have read.
5. Have students make a dialogue, one asking, the other answering, on the topic of traveling. Suggest them make questions such as Have you ever been abroad? / Where have you been? / Where are you planning to go for your next holidays? With whom? How long will you stay? / Describe your best trip. etc.
6. In at least two paragraphs, have students compose a brief text on the topic "My Dream Journey". If they lack sufficient time, they can consider it homework.

Extra tips, options or adaptations, Checklist/...

- Give them enough time to read the text
- Inform them that they can use the vocabulary found in the text and the vocabulary cards
- Suggested Reading text: <https://learnenglish.britishcouncil.org/skills/reading/b1-reading/a-travel-guide>

Vehicles



B1/B2



**Speaking/
Reading/Writing/
Vocabulary**



12+.....



60 minutes....

Objectives

- To revise/learn vocabulary about transport.
- To have students use ways to compare and contrast, remembering grammar taught in past lessons.
- To give them the chance to interact in English.

Materials Needed

AR cards, Vocabulary list, pictures with different vehicles, standard stationery

INSTRUCTIONS

1. Use the AR cards to practice the relative vocabulary.
2. Ask students to think of the pros and cons of using each vehicle, and make short notes on them.
3. Have one student talk about the pros of one vehicle, and ask another to contradict that, using the comparative and superlative.
4. Have all of them talk about the best/ more comfortable / more expensive etc. vehicle to travel, promoting dialogue among them.
5. Have students compose a brief text on the topic of the environmental pros and cons of electric vehicles over traditional vehicles. If they lack sufficient time, they can consider it homework.

Extra tips, options or adaptations, Checklist/...

- Choose pictures of vehicles not often used, making the subject more interesting.
- Make sure they use the grammatical point correctly as well as pass their message effectively.
- Resources: <https://www.energysage.com/electric-vehicles/101/pros-and-cons-electric-cars/>

Writing Imaginative Stories



A1/A2



**Speaking/Listening/
Reading/Writing/
Vocabulary**



As a class



90 minutes

Objectives

- To use task-based learning to practice functional words, phrases and writing.
- Encouraging the students to use their imagination and be creative with their story writing and telling, whilst improving their languages skills, grammar skills and vocabulary.
- Increase and develop the students use of the English language and vocabulary.

Materials Needed

- Deck of AR cards 1-20
- Electronic device with the AR4EFL app installed
- Pencil/pen and paper per student

INSTRUCTIONS

1. The teacher will explain to the students they are to write a short story.
2. The teacher will play [this video](#) to the students, explaining what a short story is, and how to write one. The students should be able to understand this video in English at their level, however if this is too hard, the teacher should find a similar video in their native language.
3. The teacher will then choose one student to randomly select a card from the deck. The student will scan the card with the device and tell the other students in the classroom what three objects are on the card.
4. The students can use the 'identify objects' button to practise their English pronunciation.
5. The students are then given 15 minutes to write their short story. They must include all the three objects from the above point in their short story. For example, the three objects may be 'icy', 'taxi' and 'badminton'. The short story could be *'I love to play badminton. It is my favourite hobby and last year I got to play in a competition. I was sad on the day of the competition because it was winter and it was too icy outside for me to walk there. Luckily my father is a taxi driver, so he was able to drive me and I won the competition!'*
6. Once the 15 minutes have passed, the teacher will then ask a small number of students to read their stories to the class.



7. Steps 3, 4, 5 and 6 will then be repeated, and the students will be asked to write and share a second short story, using a different card with different objects. The teacher will do this three times, so each student has written three short stories.
8. The teacher will then conclude the lesson, asking the students how they found the task, if their vocabulary has been extended, what they found challenging etc.

Extra tips, options or adaptations, Checklist/...

- If the students are too young to write the story, they can tell their story instead.
- Students should write and read the story in English where possible. If this is too advanced for them, they should write and/or read in their native language, but become familiar and learn the objects on the AR app in English.
- Different categories can be used to further increase the student's vocabulary.

Objects to be added to the application

Card number	Category		
	Family, Weather and Vehicles	Entertainment and Travel	Sports, Part of the Body and Shopping
1	Mother	Popcorn	Football
2	Father	Mobile	Basketball
3	Sister	TV	Rugby
4	Brother	Radio	Ski
5	Grandmother	Speaker	Swimming
6	Grandfather	Microphone	Fishing
7	Hot	Camera	Dancing
8	Rain	Computer	Tennis
9	Cold	Popcorn	Hair
10	Snow	World	Arm
11	Storm	Hotel	Dancing
12	Wind	Restaurant	Nose
13	Spring	Tickets	Leg
14	Summer	Airport	Teeth
15	Autumn	Baggage	Credit Card
16	Winter	Cruise	Coin
17	Cloud	Caravan	Basket
18	Police Car	Cruise	Cash Register
19	Boat	Taxi	Gift
20	Helicopter	Map	Trolley

Zoo Bingo



A1/A2



**Speaking/Listening/
Reading/Vocabulary**



3-4



90 minutes

Objectives

- To encourage teamwork.
- To increase student-student interaction.
- Encourage quick thinking, learning and memory.
- Increase the student's English vocabulary.

Materials Needed

Per group -

- Deck of AR cards 1-20
- Electronic device with the AR4EFL app installed
- Bingo cards (one per group, templates on page 5)
- Pencil/pen (one per group)
- List of questions for teacher

INSTRUCTIONS

1. The teacher will explain the purpose of the lesson – to increase the students English vocabulary. This lesson is about zoo animals and things at the zoo. During the bingo they will also have to think fast and test their memory on what they have learnt during the video.
2. The teacher will play this [video](#) to the class.
3. After the video has played, the teacher will speak to the students and ask if they understood and if they have any questions. If needed, the teacher will explain and clarify any issues the students have with the translations. If needed, the teacher will play the video again, translating words as the video plays.
4. The class will then be split into groups. Ideally groups of three or four, but the teacher can decide this as they wish, this can also be an individual task if the teacher wishes.
5. The teacher will then give each group a bingo card and pencil and explain how bingo works.
6. The teacher will then have a list of 20 questions. Question 1 corresponds to AR card 1, question 2 corresponds to AR card 2, question 3 corresponds to AR card 3 etc...
7. Bingo will begin.
 - a. The teacher will read the first question.



- b. All students that think they know the answer to the question should raise their hand.
 - c. The teacher will choose one student to answer the question.
 - d. The student will say what they think the answer is in English.
 - e. The teacher will then let the student scan the corresponding AR card to see if the answer is correct.
 - f. The students can use the 'identify objects' button to practise their English pronunciation.
 - g. Any student with the correct object should cross the image off their bingo card.
 - h. The teacher will repeat the above points 'a' to 'g' for all 20 questions, until the first student shouts 'bingo'. The teacher can either decide to end the game when the first student shouts bingo, or they can keep going as it is a good language learning exercise.
8. At the end of the lesson, the teacher will summarise and ask the students how they found the task.

Extra tips, options or adaptations, Checklist/...

- To make the lesson more difficult, three objects can be added to each AR card and the students have to speak all the objects to eliminate the incorrect two, before selecting the correct answer.
- The teacher should read the question in English, if this is too difficult, they can read these in their native language. The children should answer in English were possible.
- Below are bingo card templates. These can be used, or the teacher can create their own. More may need to be created depending on how many groups the teacher splits the class in to.
- To make the lesson easier, the teacher can also add their native language text to the objects on the bingo cards if needed.
- To make the lesson harder, the teacher can remove the text related to the objects on the bingo cards.
- This lesson can work with other categories by using other videos and relating questions.

Objects to be added to the application

Card number	Object (Category)
1	4 (number)
2	Tickets (travel)
3	Bus (vehicles)
4	Brother (family)
5	Lion (animals)
6	Teeth (part of the body)
7	Monkey (animals)
8	Banana (fruits, food & drinks)
9	Mobile (entertainment)
10	Father (family)

Card number	Object (Category)
11	Giraffe (animals)
12	Neck (part of the body)
13	Tiger (animals)
14	Swimming (sports)
15	Sister (family)
16	Cool (seasons & weather)
17	Zebra (animals)
18	Apple (fruits, food & drinks)
19	8 (numbers)
20	Cloud (seasons & weather)





Questions relating to bingo cards

Question number	Questions the teacher should read to the students	Answer
1	The rabbit family visited the zoo, but how many members were there in the rabbit family?	4
2	The rabbit family that visited the zoo included the father, mother, sister, and brother. There were 4 members of the family. What do they need to buy to be able to enter the zoo?	Tickets
3	What transport did the rabbit family arrive to the zoo in? A pink ...	Bus
4	Who was the youngest member of the family?	Brother
5	Can you remember what the first zoo animal was that the family saw?	Lion
6	The lion had big <i>what</i> , and an even bigger mane?	Teeth
7	After the family saw the lion, they then saw a very cheeky animal who was swinging from the trees and had thumbs on his feet. What animal was this? This animal also loves to whoop, screech and yell.	Monkey
8	What fruit did the monkey pick out of the tree and give to the sister and brother rabbits?	Banana
9	What item did the very cheeky monkey take out of the father rabbits hand?	Mobile phone
10	After the monkey swung down from the tree and took the mobile phone the father rabbit was trying to take a photo with, the monkey took a selfie with him and the rabbit family. Which rabbit family member was missing from the picture, and ran in as the photo was taken? Father rabbit, mother rabbit, sister rabbit or brother rabbit?	Father
11	After the family had their photo taken with the monkey, they walked to see an animal that had a long neck and big brown spots. What animal was this?	Giraffe
12	Which body part of the giraffe was as tall as a tree?	Neck
13	The next animal the family visited was the largest of the cat species. It had black stripes and super big teeth, and when it roars your knees might shake. What animal was this?	Tiger
14	After leaving the tiger, the family then saw penguins, who are members of the bird family. Penguins have wings but do not fly. What do penguins like to do under water?	Swim
15	Which member of the rabbit family is wearing pink dungarees?	Sister
16	The family then walked to see the hippo. This animal gets its name from an ancient Greek word that translates to mean 'river horse'. Hippos like to open their mouths super wide and swim in water. Why do hippos like to swim in water? To stay	Cool/cold



17	After clapping at the hippo who was splashing around in water, an animal that is like a horse, with black and white stripes, came running up to the sister and brother. What animal was this?	Zebra
18	The final animal the family saw was the world's largest land animal, an elephant. Elephants have trunks that are super long and make a noise like a trumpet song. What fruit did the elephant take from the tree and pass to the sister and brother?	Apple
19	In total, how many animals and birds did the family see at the zoo?	8
20	What was the weather like while the rabbit family were at the zoo?	Cloudy

Bingo cards

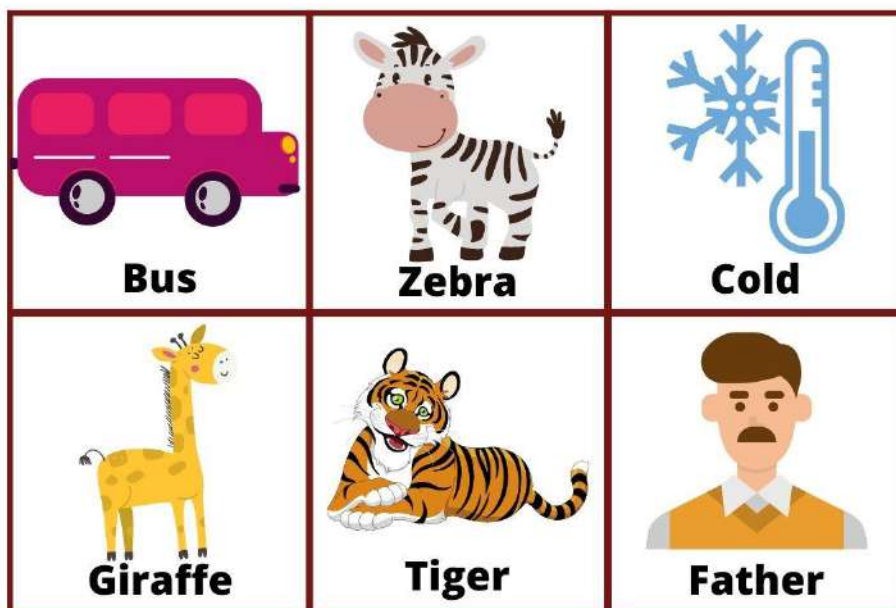
Below are ten sample bingo cards. These can be used as part of this lesson, or the teacher can create their own if they so wish.



Zoo bingo









Zoo bingo











Zoo bingo

 Monkey	 Four	 Lion
 Mobile phone	 Tiger	 Apple



Zoo bingo

 Brother	 Teeth	 Eight
 Apple	 Banana	 Neck



Zoo bingo

 Banana	 Bus	 Cloudy
 Cold	 Mobile phone	 Swim



Zoo bingo

 Lion	 Cloudy	 Bus
 Father	 Four	 Ticket








Zoo bingo

 Teeth	 Sister	 Brother
 Swim	 Giraffe	 Four









Zoo bingo

 Neck	 Eight	 Giraffe
 Monkey	 Teeth	 Tiger









Zoo bingo

 Mobile phone	 Sister	 Bus
 Cloudy	 Ticket	 Apple



Zoo bingo

 Brother	 Ticket	 Giraffe
 Cloudy	 Sister	 Teeth



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