

LESSON PLAN

School: Liceum Ogólnokształcące im. Powstańców Wielkopolskich w Środzie Wielkopolskiej

Project topic: Hobbies and leisure time activities.

Lesson topic: Do you fancy trainspotting ?

Target group: students from junior and senior secondary school, aged 14 - 17

Language level: A2/B1

Time: 45 minutes

AIMS OF THE LESSON

a) learning

practising vocabulary connected with hobbies

practising vocabulary connected with free time

practising speaking skills- persuading

b) educational

developing communication skills

developing language awareness issues

developing argumentative skills, expressing opinion

developing digital skills

METHODS:

peer to peer learning

pair work

group work

MATERIALS:

PC, interactive board, internet connection, mobile phones, internet access, mobile access

RESOURCES:

<https://en.islcollective.com/preview>

LESSON STRUCTURE

Warm-up activity:

Task 1. Discussion.

How do you spend your free time?

Why do you enjoy doing it ?

Why did you take it up ?

Task 1 . Vocabulary work

Students match pictures with hobbies.

<https://en.islcollective.com/preview>

Task 2. Vocabulary practice in groups.

Students find examples of unusual hobbies and describe them to the other groups

MAIN PART :

Task 1. Vocabulary practice – recognizing unusual interests.

Step 1 Students discuss in pairs i what the hobbies presented in the list might be.

A list of unusual hobbies:

1. ORIENTEERING
2. VEHICLE RESTORATION
3. FREESTYLE FOOTBALL
4. SPEED CUBING
5. GOECATCHING
6. TRAINSPOTTING
7. MARCHING BAND
8. QUILLING
9. PARKOUR

10. SKIMMING

Step 2 Students use any AI tool to give a prompt:

Explain whatis in simple English.

Step 3 Students verify by comparing AI explanation with other sources. They decide if explanations are clear and correct

Task 2. A dialogue. Pair work

Students work in pairs:

Scenario:

- Student A: excited about an unusual hobby
- Student B: skeptical and asks questions

Students write a dialogue including:

- asking for details
- giving opinions
- persuading
- expressing doubts

Dialogue Enhancement with AI (NEW ELEMENT)

After writing, students use AI:

“Improve this dialogue and make it more natural and interesting.”

Students then:

- compare their version with AI version
- choose the best expressions
- improve their dialogue

FOLLOW-UP

Task 3 – Speaking: Personal Choice

Students discuss in pairs:

Which of these hobbies would you like to try and why?

Then share ideas with the class.

WRAP-UP (2 minutes)

Quick reflection:

- Did AI help you learn new vocabulary?

- Was everything AI said correct?

Homework

Write a short paragraph (80–120 words):

Describe an unusual hobby and explain why people might enjoy it.

Students may:

- use AI for ideas
BUT must:
- write in their own words