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Basic introduction to Model

The 45-Minute Learner Talk Time (LTT) Model and Its Application in Online Classes

The 45-Minute Learner Talk Time (LTT) Model is the teaching framework behind iSpeakOnly lessons. It is designed to help learners speak more, answer longer, build confidence, and receive clear teacher guidance during class.

In a 60-minute lesson, the goal is to give the learner around 45 minutes of active speaking time. This does not mean the teacher is passive. It means the teacher's role is to guide the lesson carefully, ask effective questions, support learner answers, give useful correction, and keep the learner speaking as much as possible.

This training material focuses on how the LTT Model is applied in online one-on-one classes. Online teaching requires clear structure, careful timing, and strong teacher control of interaction. The teacher must keep the lesson active without turning it into a lecture. The learner should not simply listen, repeat, or watch the teacher explain for most of the class. The learner should actively speak, respond, explain, try again, and improve through guided practice.

The purpose of this material is practical. It does not explain every theory behind the model in detail. Instead, it gives teachers a working understanding of how iSpeakOnly lessons should be taught. The focus is on classroom behavior, lesson flow, learner speaking time, correction, support, and the teacher's role during structured online speaking lessons.

Teachers using this model are not expected to design lessons from zero. iSpeakOnly lessons are built around prepared materials, including student handouts, demonstration stages, and TAP speaking activities. The teacher's responsibility is to use these materials effectively, keep the learner engaged, and make sure the lesson stays focused on active speaking practice.

At the **core** of the LTT Model is a fundamental shift in the teacher's role—from a traditional instructor to a facilitator who creates space for learners to speak more. The model aims to create learner-led classrooms where students take the lead and teachers provide support as needed. One of the core reasons for this approach is that speaking is the only language skill learners cannot fully develop on their own. While reading, listening, and even writing can often be improved independently (especially with the help of technology and AI tools), speaking requires interaction, feedback, and real-time engagement.

The LTT Model treats speaking as a stand-alone skill. It does not rely on listening or reading activities as scaffolding. Instead, it assumes that learners already have a basic understanding of the concepts presented in the SHO (Student Handout), which prepares them to speak from the very beginning of class.

The LTT Model is built on a unique teaching philosophy: the teacher becomes a manager of the speaking process. Their role is to ensure the lesson flows smoothly, stepping in only to guide, correct, or redirect when necessary.
Teachers new to this model may initially feel uneasy due to the absence of traditional scaffolding activities like listening or reading. However, this is intentional. Each SHO is carefully designed to address these needs, providing learners with the input they require before class. After conducting a few lessons using this model, teachers typically become more comfortable and confident with its use.

The 45-Minute LTT Model is structured yet flexible. It uses tools such as the SHO, guided prompts, pacing strategies, and interaction patterns to keep learners engaged and on task. The main difference lies in who leads the process: the learner is in control, actively managing their own speaking development.
That said, the teacher's role remains essential—just not in a traditional, dominant way. The teacher functions as a process manager, ensuring that the structure is followed, that time is used effectively, and that learners stay focused. If needed, the teacher intervenes to support or correct, but they do not dominate the conversation. They are present and essential—but not the central speaker.

This represents a shift in teaching philosophy. The focus is on building learner autonomy and speaking confidence—especially in contexts where structured speaking opportunities are rare.

Basic Requirements Before Applying the Model

1. **Pre-Class Preparation**:
   This model focuses on the application of language concepts, not on teaching those concepts from zero during class. Learners must complete the SHO before class so they come prepared with the key vocabulary, phrases, grammar points, and ideas needed for the lesson. Class time is then used to apply that preparation through speaking practice, teacher guidance, correction, and learner output. In this model, the SHO is essential because it prepares the learner before class and allows the lesson to focus on active speaking rather than long explanations.

2. **Use of Digital Tools**:
   The Learner is encouraged to use digital tools, including AI, to understand grammar and vocabulary in the SHO. However, they **should be guided to create their own sentences**—both while completing the SHO and during the class—to ensure active use of the language.

Here is the basic general structure of the model:

The 45-Minute Learner Talk Time model is a pedagogical approach designed to optimize learner participation and language use in the classroom. This model, essentially a refinement of the Communicative Language Teaching (CLT) approach and ESA, strategically combines it with learners' previous study experiences and the technological advances post-2010.

At the heart of this model lies the Student Handout (SHO), a comprehensive and activity-specific resource prepared by the teacher. Drawing upon their understanding of learners'

existing knowledge, the teacher crafts the SHO with key vocabulary, essential grammar points, and practical language functions pertinent to the upcoming classroom activity. This strategy allows a seamless bridge from familiar content to new, activity-specific language use. The preparation and design of the SHO aim to instill confidence in learners, promoting their active engagement and participation in each activity

The model also adeptly integrates a blend of free and controlled and semi-controlled activities to stimulate learner engagement and foster a learner-centric environment.

Key Features of the 45-Minute LTT Model

1. **Steps 1–3** are constant, regardless of the lesson type.
2. **Steps 4 onward** vary based on the chosen activity.
3. The **Student Handout (SHO)** is a core component, designed to build learner confidence and facilitate active participation.
4. The model encourages **learner autonomy** through the use of digital tools like bilingual dictionaries, AI and language apps.
5. Activities are structured to maximize **learner talk time** and interaction

Steps for implementing 45-Minute Learner Talk Time model
Table 1

Step	Name of Step	General Details
1	Creation of SHO by Teacher	The SHO should contain essential vocabulary, grammar points, or functions that learners will need for the activity. This preparation enables a smooth transition from familiar content to activity-specific language use.
2	Teacher Shares SHO with Learners	The teacher should distribute the **Student Handout (SHO**) through digital platforms like WeChat or WhatsApp, or provide physical copies, ensuring learners have sufficient time to prepare for the task or tasks outlined in the SHO. To further engage learners with the SHO outside of class, teachers can establish study groups or assign tasks such as writing sentences using the new vocabulary. Learners should be instructed to review the SHO before class and encouraged to ask questions, either within the group or individually. Additionally, learners should be motivated to utilize resources like **bilingual dictionaries, AI tools, and thesauruses t**o explore the meanings, pronunciation, usage, and nuances of the new vocabulary. These tools, often accessible as smartphone apps, not only define words but also offer pronunciation guides, example sentences, and sometimes even the origin or history of a word. Such features can significantly aid learners in enhancing their vocabulary, pronunciation, and overall speaking skills independently. Regular use of these resources is strongly encouraged, as it fosters self-

		directed learning and supports continuous language development beyond classroom hours.
3	Checking Understanding of SHO	This in-class step ensures all learners understand the SHO content. To reduce teacher talk time and enhance student engagement, understanding can be checked through interactive methods such as round-robin word pronunciations, quick pop quizzes, peer-to-peer questioning, or learner-led discussions.
4	Arrange a Controlled or Semi-Controlled Activity	Teachers should design an activity that allows learners to use the vocabulary, grammar, and functions from the SHO. In a controlled activity, teachers provide specific language structures or prompts, while in a semi-controlled activity, learners have more freedom to use the language in less predictable ways, although some structure is still provided.
5	Arrange Detailed Steps for Maximum Learners Participation	Teachers should structure all activities in this step as **pair work or group work t**o maximize learner participation. This approach encourages learners to actively use the target language with their peers, significantly increasing learner talk time and fostering meaningful interaction. It is important to note that this step typically **includes sub-steps**, which are labeled as **5a, 5b, 5c,** and so on during the practical implementation of the model. This numbering system helps maintain clarity and ensures the process remains well-organized and easy to follow.
6	Optional Error Correction and feedback	If necessary, and as an optional step, **common errors** made by the learners during the activity can be addressed. This can help learners recognize their mistakes and improve their language skills.
7	Adjust Based on Learner Performance and Time	Depending on the learners' performance and the time available, the teacher can either repeat the activity with switched roles or introduce a new scenario. If a new scenario is introduced, it can also be carried over to the next class. At this stage, the teacher has the flexibility to choose between a controlled, semi-controlled, or freer activity, depending on the feedback received from Step 6

Applying the Concept of TTT and LTT.

One of the most important principles for teachers using this lesson-plan is understanding how Teacher Talk Time (TTT) and Learner Talk Time (LTT) are defined in *The 45-Minute Learner Talk Time Model*. The following table summarizes those definitions exactly as described in the original model:

Teacher Talk Time (Max 15 minutes)	**Learner Talk Time (Minimum 45 minutes)**

Included:	**Included:**
- Any activity where the teacher commands the attention of the whole class (e.g., writing on the board, drilling exercises, giving instructions).	- Any activity where learners are the main speakers (e.g., pair work, group discussions, role-plays, presentations, individual speaking tasks).
- Activities that require the class to focus on the teacher.	- Learner-led question and answer sessions, where learners interact, formulate questions, and respond in English.
Not Included:	**Not Included:**
- One-on-one interactions with learners for correcting mistakes or pronunciation.	- Silent reading or writing tasks that don't involve speaking.
- Giving instructions to individual pairs or groups.	- Listening to the teacher or recordings without active response or interaction in English.
- Any other activities that do not require the attention of the entire class.	- Any activity where learners are not speaking or actively engaging in conversation.
Definition:	**Definition:**
"Teacher Talk Time" refers to the time when the teacher engages with the whole class. One-on-one interactions, pair/group instructions, and other individual activities fall outside this category. The aim is to minimize teacher dominance and maximize learner participation.	"Learner Talk Time" refers to the time when learners are actively speaking and using English. Activities focused solely on listening, reading, or writing without verbal engagement are not included. The goal is to maximize learner talk and ensure plenty of opportunities for conversation.

If we translate the definitions of Teacher Talk Time (TTT) and Learner Talk Time (LTT) into lesson delivery for online one-on-one classes:

- During the teacher's maximum 15 minutes of TTT, most of the time should be spent giving demonstrations (Demos) and checking the learner's understanding of the SHO tasks.
- Unlike in offline classes, in an online one-on-one setting, the teacher works closely with the learner. At this stage, the teacher's role is primarily that of an *asker* or *interviewer*, rather than a responder.
- Targeted support should be provided without dominating or interrupting the learner's speaking time.

All lesson plans require the teacher to actively engage with the learner. However, the teacher's focus should be on motivating, guiding, prompting, and supporting the learner's speech, rather than being the main speaker or the center of attention.

It is important to note that although these lessons are structured around a 60-minute session, they can also be used in shorter classes (e.g., 40 minutes). The key principle of the 45-Minute LTT Model is the **ratio of Learner Talk Time to Teacher Talk Time**, which should remain approximately **3:1**, regardless of total class duration.

If a lesson cannot be fully completed within a 40-minute session, teachers can continue it in the next class. As teachers become more confident and experienced with this model, these lesson plans can also be extended for longer sessions—up to two hours—while still maintaining high levels of learner engagement and spoken production.

Lesson Topics Chosen for the Training

The lesson topics selected for this training are based on one key principle:
They must be teachable across different countries, cultures, and learning contexts with minimal modification.
Each topic has been chosen because it allows learners to speak for extended periods and supports the 45-Minute Learner Talk Time (LTT) Model effectively.
Why These Lessons Were Selected
The selected lessons focus on themes that:

- are common in everyday life for learners around the world
- do not depend heavily on culture-specific knowledge
- allow continuous conversation, questioning, and narrative building
- support useful grammar goals, such as routines, past events, reasons, preferences, descriptions, comparisons, and future intentions
- can be adapted easily to different online teaching situations

Because of these qualities, the lessons can reliably create long stretches of learner talk. This is the foundation of the 45-Minute Learner Talk Time Model.

A2 Learners and Lesson Control

A2 learners are the key focus of this program, so they are treated differently from higher-level learners. In this training guide, A2 learners are often used as examples to clarify the ideas, concepts, and teaching procedures behind the 45-Minute Learner Talk Time Model.
For A2 learners, teachers are expected to follow the lesson plans closely. The structure, timing, instructions, and speaking tasks are carefully designed to support lower-level learners and help them speak more confidently.
Higher-level learners may allow more flexibility in class, but A2 learners need clearer guidance and stricter lesson control. For this reason, teachers should not replace the lesson structure with long explanations, free conversation, or unrelated activities.

The goal is to keep the lesson organized, active, and focused on learner speaking output.

How to use Lesson Plans under 45- Minute Learner Talk Time Model.

Each lesson includes **three key** parts**:**

- **Part 1 – The Lesson Plan** (Instructions for the teacher)
- **Part 2 – TAP** (Teacher Action Point: the material or handout used by the teacher during the class)
- **Part 3 – SHO** (Student Handout: a preparatory worksheet that must be completed **before** class)

Lesson Sequence and Progression

The lesson topics are designed to follow a natural progression, similar to the structure of a traditional textbook. They begin with simpler concepts and gradually introduce more complex language, tasks, and speaking demands.
In some cases, later lessons build on earlier lessons. Teachers do not need to guess the order. The lesson plan clearly indicates which lessons should be taught first when a previous lesson is required.
At A2 level teachers should follow the lesson sequence because several teaching techniques are introduced progressively. When a technique appears for the first time, it is explained in greater detail. When the same technique appears again in later lessons, the explanation may be shorter because the teacher is expected to have already learned how to apply it.

For this reason, it is important for teachers to work through the lessons in the recommended order, especially during training. Skipping ahead may make some instructions harder to understand, particularly for newer teachers who have limited experience with lesson delivery. Considerable effort has been made to keep the training guide clear and practical. However, because the techniques develop gradually across lessons, following the sequence will help teachers understand the model more easily and apply it more effectively in class.

Teachers with prior experience teaching speaking lessons through structured plans can adapt to this methodology more quickly and may be able to select and apply lessons as needed. However, for those who are new to this approach, it is strongly advised to follow the lessons in sequence during the first time to gain a complete understanding and proper command of the model.

Applying the Model to the Lesson Plans Provided in This training guide.

- **Step 1 (creating the SHO)** is already completed for the teacher.
- **Step 2 (sending the SHO to learner)** should be done by the teacher before **class** to give them time to prepare.
- Therefore, **lesson plans begin at Step 3**.

In the original model, there are **seven steps**, of which **five are compulsory** and **two are optional**.
The **optional Step 6** has been **removed** in the lesson plans presented in this **training guide**. , while **Steps 5 and 7** have been **combined into a single Step 5**.
As a result, the lesson plans here only include **Steps 3, 4, and 5**, along with their **sub-steps** (e.g., 3a, 4a, 5a).
You will notice that after Step 4 or Step 5, a **Step 3a** may appear.
This means that Step 3a refers to an **SHO task** that was not completed earlier and is now being addressed at this point in the lesson.
The same logic applies to **Step 4a** and **Step 5a**, which represent extensions or continuations of the main step. Due to the **online nature** of these lessons, it is sometimes necessary to **merge Steps 4 and 5** to simplify the process. Providing **instructions and demonstrations** to one learner online is often much easier than doing so for the entire class.

For readers who are new to the original model, here is a simplified overview of what each step represents:

Step Number	Purpose
3, 3a	All tasks related to the SHO
4, 4a, 4b…	Demonstrations and instructions
5, 5a, 5b…	Main activities (controlled, semi-controlled, and freer practice)

This **training guide**. follows a structure that aligns with the lesson format and the documents teachers will use or encounter during their lessons. The flow is as follows:

1. **SHO** – Its importance and how to use it
2. **Demo** – Demonstrating the target skill or concept
3. **Use of TAP** – Applying the TAP framework during instruction
4. Common Challenges and How to Manage Them"

Relationship Between SHO, Demo, and TAP

Think of SHO, Demo, and TAP as three links in the same chain. Each one supports the next, and together they create a smooth, connected learning process.

- **SHO** provides the scaffolding and foundation that prepares learner for the Demo and the TAP activities.
- **The Demo** builds on the SHO and shows learners *how* to complete the first TAP activity correctly.
- Demo creates the foundation for the first TAP activity. The first TAP activity then supports the next activity—whether it is another TAP activity or an additional activity included in the lesson plan. In this way, each step in the lesson plan builds on the previous one, even when some activities are not part of the TAP document.

This chain continues throughout each lesson. Near the end of some lessons, learners may complete more independent activities, but this is not always possible due to their A2 level. In most lessons, the strong link between SHO → Demo → TAP remains essential for learner success.

SHO – Its importance and how to use it

What does it contain?

The SHO is a multifunctional document that presents the key concepts learner will need for the lesson. Depending on the teacher's assessment, it may include:

- essential grammar points
- important lexical items or vocabulary
- difficult words with meanings and example usage
- short matching or recognition tasks to check understanding

Its purpose is to prepare learners with the knowledge they need before moving into the main activities. All activities related to the SHO in the lesson plans are numbered as 3, 3a, or 3b.

Using the SHO and Correcting Errors in One-on-One Online Classes

SHO instructions have two components: one appears on the SHO itself, which the learner is expected to follow while completing the tasks as homework, and the other appears in the lesson plan, where the teacher verifies that the learner has a solid grasp of the SHO concepts. Both components are equally important and form the foundation for the Demo and TAP activities that follow.

One of the biggest challenges a teacher may face—especially in the early lessons—is helping the learner understand the importance of completing the SHO tasks properly.

Error correction is generally easier to manage in online one-on-one classes because there is only one learner. However, one of the biggest challenges a teacher may face—especially in the early lessons—is helping the learner realize the importance of completing the SHO tasks properly.

How to Help the Learner Realize the Importance of the SHO

This is one of the most critical classroom management elements in the 45-Minute Learner Talk Time (LTT) Model. The teacher must help **the learner** understand the value and role of the SHO in the lesson.

At the beginning, **the learner** may complete the SHO carelessly or rely heavily on AI tools or electronic dictionaries. Here are a few effective steps a teacher can take:

Step 1: Remove SHO Visibility to Encourage Recall

If the SHO contains words and **the learner** is expected to make sentences from them:

- First, ask **the learner** to read all the words aloud.
- Then, remove the SHO from the screen and ask **the learner** to focus on the camera so the teacher can see that they are not reading from any external source.

This ensures that **the learner** is recalling and producing language independently, not copying.

Step 2: Random Word Prompts to Check Authenticity

Next, the teacher randomly selects words from the SHO and asks **the learner** to make sentences.

- If **the learner** relied on AI or a dictionary, they will likely struggle to recreate sentences from memory.
- **The learner** may feel some embarrassment—not due to the teacher, but because of a lack of preparation.

If **the learner** cannot recall most of the sentences:

- The teacher can allow them to refer to the SHO (on screen or printed), but instruct them to create new, original sentences rather than repeating what was copied or generated digitally.

Step 3: Give Respectful, Clear Feedback
The teacher should explain politely—either through a message or directly during class—that: "Because the SHO wasn't completed properly before class, we lost a lot of valuable time."
This reminder is usually effective:

- Around 80–90% of learners begin taking the SHO seriously after one or two classes.
- The remaining learners typically follow once they understand how essential SHO preparation is for lesson success.

Why This Matters
Establishing these classroom controls early is crucial for the success of the 45-Minute Learner Talk Time Model. When **the learner** engages seriously with the SHO, the lesson flows more naturally, learner talk time increases, and the teacher's role becomes that of a facilitator—not a primary language source.

Questions About the SHO
Q1. What should I do if I think a learner used AI for a task where AI was not allowed?
A1. Learners are allowed to use AI or digital tools for support in some parts of the SHO. For example, they may use AI to understand grammar, check word meanings, listen to pronunciation, or clarify difficult language points.

However, some tasks must be completed using the learner's own ideas and current language ability. This may include sentence-making tasks, personal answers, matching exercises, short explanations, or any task where the learner is expected to produce their own language. Sentence-making is the most common example. When a task asks the learner to make their own sentences, they should not use AI to create those sentences for them.

The purpose is to help the learner use the target language independently, even if the sentence is simple or imperfect.

Before class, the teacher should review the learner's submitted SHO. If the answers look too perfect, too advanced, or very different from the learner's speaking level, the teacher may suspect that the learner used AI or copied answers from another source.

Teachers should handle this carefully. Do not accuse the learner directly, especially in the first few classes. Some learners may use AI because they want to show effort, impress the teacher, or avoid making mistakes. The teacher should first build trust and help the learner understand the purpose of the task.
A good way to check is during the class. If the learner reads the same sentence or answer word for word, ask them to create a new one using the same word, phrase, or idea. For example, the teacher can say:
"Good. Now let's try a different sentence with this word."
Or:
"Good. Now tell me the same idea in a different way."

If the learner struggles, support them with simple prompts, examples, and questions. Praise the learner when they try to produce their own language, even if it is not perfect.
At this stage, the teacher can politely explain:
"It is better to use your own ideas for this type of task. Your answer does not need to be perfect. I want to see how you use the language, so I can help you improve."
The goal is not to punish the learner. The goal is to help the learner understand that speaking and language production improve through real personal effort, not by copying perfect answers from AI.

Q2. Can I add new tasks or words/phrases to the SHO?
A2. You may add or remove words and phrases based on your assessment of the learner's level and needs.

Even within the A2 level, learners can be different. Some may be lower A2, some may be mid-A2, and some may be stronger A2 learners. For this reason, teachers may adjust vocabulary, phrases, or useful language to better support the learner.
However, adding a new task to the SHO is not allowed without approval.
A new task can significantly change the flow and dynamics of the lesson plan. If a new task is needed, it should be supported by a dedicated lesson plan designed according to the 45-Minute Learner Talk Time Model.
In short:
Teachers may adjust words and phrases when needed, but they should not add new SHO tasks unless the task has been approved as part of the lesson plan.

Q3. During the SHO, what is the ideal time distribution between teacher and learner?
The distribution of time should aim for a Learner Talk Time (LTT) to Teacher Talk Time (TTT) ratio of approximately 3:1, giving the learner the majority of speaking practice.

Correcting Mistakes
The teacher should avoid directly correcting the learner's answers unless absolutely necessary. Even in a one-on-one online setting, where interaction is more direct, corrections should be handled carefully to maintain the learner's confidence and focus.
Techniques for error correction:

1. **Prompt self-correction:** Repeat the incorrect word and ask the learner to correct it.
2. **Encourage trial and error:** Tell the learner that the sentence or question isn't quite right, and ask them to try again.

Examples:

- If the learner pronounces "breakfast" as "brake-fast" instead of /ˈbrek.fəst/
- Or pronounces "fast" as /fæst/ instead of /fəst/ with a schwa

Guidelines:

- Highlight only the incorrect part of the word or sentence rather than correcting the entire response.
- Give the learner one or two opportunities to self-correct before stepping in.

Important Note:
Under no circumstances should the teacher provide long or detailed grammar explanations during the live online class. This is crucial because:

- Non-verbal cues such as eye contact and facial expressions are limited online.
- A2-level learners can be easily overwhelmed by excessive explanations.

Better Alternatives for Clarification
If the learner is confused about a word or concept (e.g., the difference between sometimes and rarely), the teacher can:

- Provide a brief written explanation via WeChat, WhatsApp, or another messaging tool.
- Encourage the learner to consult AI tools, online dictionaries, or language apps for a quick reference.

Once the learner indicates understanding, the teacher should verify comprehension with a quick check, such as:

- Asking a related question
- Giving a mini-task to apply the concept

Other Key Considerations When Using the SHO

1. **Bilingual Instructions for A2 Learners**
   For A2 learners, it is highly recommended that, in the beginning, instructions for completing the tasks in both the SHO and TAP be provided in two languages. This ensures the learner clearly understands what to do. Teachers can easily achieve this with the help of AI translation tools. However, as the learner becomes more confident and familiar with completing the SHO and TAP, the need for bilingual support can gradually be removed, and instructions can then be given entirely in English.
2. **Using Examples on SHO and TAP**
   In most cases, filled examples are included in both the SHO and TAP to support learner and teacher understanding. However, it is entirely up to the teacher how to use them. Teachers may delete, modify, or add examples according to the lesson context and the learner's proficiency level.

Demo – Creating Foundation for TAP

The Demo is the second most important part of the lesson and relies heavily on the SHO. One of the biggest challenges a teacher may face—especially in offline classes—is delivering an effective Demo, as it is more demanding than teaching in a one-on-one online setting. For this reason, great care has been taken to design the Demo in a way that is clear, structured, and easy to follow.

A successful Demo depends largely on the learner having completed the SHO properly. If the learner has followed the instructions and understood the concepts, half of the Demo is already accomplished. Teachers should always prepare the Demo thoroughly before class. All activities related to the SHO in the lesson plans are numbered as 4, 4a, or 4b.

The estimated time for the Demo may extend during the first few classes because both the teacher and the learner are new to the model. However, after five or six sessions, an experienced teacher will be able to follow the planned timing more easily.

Giving a Demo requires the teacher to remain very focused. The most effective Demos are highly effective if, during an online class, the teacher uses split-screen (Windows 10 and above). All lesson plans use a consistent, standard set of instructions for both the Demo and the TAP.

Each Demo is based on either the TAP or the SHO, allowing the teacher to adjust quickly. After a few lessons, the teacher naturally becomes familiar with the Demo process and clearly sees the connection between the SHO, the Demo, and the main activity.
As a golden rule: once a teacher masters the Demo, achieving 45-minute learner talk time becomes both realistic and easy.

Use of TAP – Applying the TAP Framework During Instruction

Instructions for TAP (Teacher Action Point)
The TAP is the document the teacher uses during the lesson. It marks the stage where the teacher hands over control of the class to the learner, shifting their role to that of a facilitator and guide. All tasks in the SHO are designed to support the activities in the TAP, so the TAP should only be used once the relevant SHO tasks have been completed.

TAP During and After the Lesson
The TAP should be used during the lesson as a live speaking tool. It is not pre-class study material and should not be sent to the learner before class.

A TAP may contain multiple activities. These activities should be used in the sequence given in the lesson plan. The teacher should not skip ahead, rearrange the order, or show all activities at once.

During the lesson, the teacher uses the TAP to record the learner's answers, guide the learner through speaking tasks, and build longer responses with follow-up prompts. The TAP supports live interaction between the teacher and learner.

Each TAP activity should be introduced step by step, only when it is needed. The learner should not see or prepare the full TAP in advance, because the purpose is to help the learner think, respond, ask, and answer in real time.

After class, the teacher may send the learner only the TAP content that was actually completed during the lesson. If only part of a TAP activity was completed, only that completed part should be sent. If the full TAP was completed, the full completed TAP may be sent.

Teachers must not send unfinished TAP content or future TAP activities to the learner. TAP is designed for real-time speaking practice, not advance preparation.

Using Prompts in TAP
Using prompts to create short stories or descriptions is an essential part of the 45-Minute LTT Model. However, teachers should not expect the learner to do this successfully from the very first lesson. It takes time and practice. The key is consistency—the teacher should keep using and encouraging this technique in every lesson. As the learner continues, they will gradually become more confident and fluent.

The main purpose of creating a narrative using prompts is to help the learner speak in longer sentences and think on the spot. Since learners are at the A2 level, and there are differences even within this level, the narrative task should be adjusted to suit the learner's ability.
Since A2 learners vary in ability, adapt expectations accordingly:

- Stronger learners can produce a longer, more detailed narrative.
- Average learners may give a shorter version with simple sentences.
- Weaker learners can focus on speaking in complete sentences or answering follow-up questions instead of making a full story.

The teacher's role is crucial in this process—to model, guide, encourage, and create a supportive atmosphere where the learner feels comfortable experimenting with language and extending their speech.

Encouraging Learners to Effectively Use Follow-Up Questions
The 45-Minute LTT Model is highly engaging and often requires the teacher to participate as a partner during paired activities. In such activities, the teacher typically takes the role of asker, while the learner assumes the role of respondent and narrator.

In these cases, the teacher may create example questions based on the topic. These questions are primarily for demonstration purposes, helping the learner understand how to generate their own questions. The teacher can then use learner-generated questions to prompt responses, allowing the learner to practice both question formation and answering skills.

The teacher is also free to ask follow-up questions to keep the communication natural and interactive, fostering a more dynamic and engaging learning environment.

Setting Time Limits for TAP Activities
Teachers should always give the learner a time limit before each activity. However, this limit functions more as an administrative guide than a strict rule. The main purpose is to keep the learner alert and focused throughout the class.
During monitoring, the teacher may adjust the time if necessary. Any increase or decrease should be based on real classroom experience, taking into account factors such as:

- The learner's English level
- The teacher's and learner's familiarity with the 45-Minute LTT Model

The key is to ensure that time limits remain realistic while supporting active engagement.

Common Challenges and How to Manage Them

Q1. Can I change the lesson plan?
A1. Teachers should not change, add, remove, or replace any part of the lesson plan without admin approval.
The lesson plans are carefully designed to support the 45-Minute Learner Talk Time Model, especially for A2 learners. The structure, timing, instructions, and speaking tasks are all connected to the goal of keeping the learner speaking as much as possible.
If you want to change or add anything in a lesson plan, you must first send your request to the admin.
Your request should clearly explain:

1. What you want to change or add
2. Why you want to make the change
3. Exactly what you plan to teach
4. How you will teach it, step by step
5. How the change will still support learner speaking time

You should wait for admin approval before using the changed lesson plan in class.

This rule helps keep iSpeakOnly lessons consistent, structured, and focused on learner speaking output.

Q2. Under what circumstances might the model not work effectively?
There are a few common reasons the model might not function as intended:

1. **Not Applying the SHO & DEMO as Intended:** Please refer to their respective sections, as both have been explained in detail.
2. **Fear of losing control:** Teachers accustomed to traditional, teacher-centered methods may struggle to adopt the learner-led approach. This model requires the teacher to step back and let the learner take the lead.

Q3. What if I can't follow the exact timing mentioned for each step in the lesson?
A3. The suggested timing for each step in the lesson has been tested in real classes. However, since teachers have different paces and teaching styles, it's completely normal to deviate from the suggested times. Here are two possible scenarios:

Situation 1: It takes longer than the allocated time
If a step takes longer than the suggested 10–15 minutes and ends up taking, for example, 20 minutes, there is no need to worry—as long as the learner is leading the interaction and the total learner talk time remains close to 45 minutes per It is also important to recognize that some activities—especially highly engaging or enjoyable ones—may naturally take longer than planned. Teachers should **not interrupt productive speaking time** just because the clock runs out. Activities should only be stopped when:

- Learner begins to lose interest due to unnecessary repetition, or
- The task becomes too challenging and communication breaks down

Ultimately, successful implementation depends more on teacher guidance, clear demonstrations, classroom management, and the teacher's self-control than on learner's English level alone.
hour. In this case, the remaining part of the lesson can be carried over to the next class.

Situation 2: It takes less time than the allocated time
Although the timing is carefully designed based on real classroom practice, new teachers may find it difficult to match the suggested timing exactly, especially in the beginning. If you finish earlier than expected, don't worry.
To help with this, many lessons—especially those at the beginning—include optional steps. Teachers can use these to extend the activity or provide additional practice. Over time, as teachers become more familiar with the 45-Minute LTT Model, they will naturally gain better control over lesson timing. These optional steps can also be saved and used in the following class if more practice on the same topic is needed.

Q4. How long does each lesson plan last?
A4. Each lesson plan is designed to last up to 120 minutes or more.
The teacher is not teaching only one topic. Each lesson plan contains a sequence of connected activities based on the topic. Teachers should continue working through the activities until they are completed.

Optional activities are also provided, so teachers can adjust the lesson according to the learner's level, speed, and needs.
However, the sequence of activities should not be changed. Each activity prepares the learner for the next one and provides scaffolding for stronger speaking output.
Following the sequence helps keep the lesson organized, supports learner confidence, and protects the structure of the 45-Minute Learner Talk Time Model**.**

Picture Reference Guide

How to Use the Picture Reference Guide

Sometimes lesson plan uses a variety of small cartoon-style pictures in the lessons. Because cartoon images can be interpreted in different ways, the names provided here serve as a reference to help teachers understand the intended meaning of each picture. This prevents learners from being distracted or guessing something completely different.

Lesson Plan Sample (A2)

Objective

This lesson is designed to help learners talk about their everyday life using basic adverbs of frequency such as *usually, sometimes, always,* and *never*. Learners will practice expressing their habits, likes, and dislikes, as well as forming questions using these adverbs in the simple present tense.

The learner must have received the SHO, either in digital or printed form, before the class and must have completed it prior to the lesson.

Pre-requisite Requirements

- Learners should have prior knowledge of basic adverbs such as *usually*, *sometimes*, *often*, *rarely*, and *never*.
- Learners should already know how to form and answer questions in the simple present tense (e.g., *What do you usually eat for breakfast?*).

Material Requirement: One copy of TAP for each learner**.**

Lesson Plan

Steps and Estimated Timing	Details
3. SHO Task 1&2(10-15 min)	**Step 1** Display all the words and phrases from SHO Task 1on computer and ask the learner to pronounce each one. **Step 2** After the learner can pronounce them correctly, the **teacher says** each word or phrase from SHO Task 1 (one at a time), and the learner makes a sentence with it **without looking** at the SHO. For example, the teacher says the first word or phrase from SHO Task 1 (e.g. "breakfast "), then ask the learner to make a sentence using it. This technique is used for all words in the SHO Task 1. **Important Note** While the learner makes a sentence, the teacher encourages them to **go beyond very basic responses**. For example, if the learner says: *"I eat bread and eggs for breakfast."* The teacher can follow up with questions like: – "Why do you eat bread and eggs?" – "Do you eat or drink anything else for breakfast?" – "What time do you usually eat breakfast?" At first, the teacher may need to ask **full, guided follow-up questions**, but as the learner becomes familiar with the method, the teacher can use simple prompts like: These prompts help the learner **speak longer, connect ideas, and build better sentences**. These prompts help the learner speak longer, connect ideas, and build better sentences. This will drastically increase the learner talk time and reduce the teacher talk time. **SHO Task 2** The teacher will use the same process with SHO Task 2

	For example, the teacher says the first word or phrase from SHO Task 2 (e.g. "usually"), then ask the learner to make a sentence using it. This technique is used for all words in the SHO Task 2.
3a. SHO Task 3 (10 min)	**Step 1** The teacher displays SHO Task 3 on the screen and asks the learner to read the first question: **"How often do you play football?"** Instead of answering it, the teacher encourages the learner to answer the question themselves. This helps the learner practice responding to frequency questions from SHO Task 3. **Step 2** For the second prompt in SHO Task 3: **"Do you usually / sometimes / hardly...?"** the teacher guides the learner to create their own full questions using each adverb separately: • **usually** • **sometimes** • **hardly** If the learner needs support, the teacher provides prompts or examples to complete the questions. For example: • *usually* → finish homework • *sometimes* → forget homework • *hardly* → sleep late This scaffolding helps the learner form correct questions confidently. **Step 3** Instead of the teacher answering, the learner should both **ask and answer** the questions. This method should continue for all prompts in SHO Task 3. The teacher can also add **follow-up questions**, as practiced in SHO Task 2, to extend speaking time and encourage more natural conversation.
4 & 5. Demo & Main Activity (rest of the class time)	**Step 1** The teacher shows TAP on the screen (or sends it to the learner) and asks the learner to fill in the blanks. **Step 2** Once completed, the teacher asks the learner to read all of TAP aloud with the filled-in answers. **Step 3** The teacher then asks the learner to convert the first three statements on TAP into questions. For example: *1. What do you usually eat for breakfast?* *2. What do you usually drink for breakfast?* *3. Tell me something you don't usually eat or drink at breakfast.*

Step 4
The learner asks the first question:
"What do you usually eat for breakfast?"
Instead of answering, the teacher redirects:
"You answer it — it's your TAP!"
This ensures the learner is:

- Creating the question based on TAP
- Answering it using their own information

The teacher then asks follow-up prompts to extend the learner's response, such as:
"Why?" · "Because…?" · "Anything else?" · "Why not?" · "So…?"
The teacher guides, encourages, and redirects — but does **not** answer the learner's questions.
The same procedure is followed for the next two questions:
2. "What do you usually drink for breakfast?"
3. "Tell me something you don't usually eat or drink at breakfast."
Step 5
After working through the first three statements, the teacher asks the learner to convert the next three statements into questions — and repeat the same process. The activity concludes when all statements from TAP have been turned into questions, and the learner can confidently ask and answer them with appropriate follow-up responses.
Optional Extension TAP Activity for a More Advanced Learner (One-on-One Online Class)
This lesson assumes that both the teacher and the learner may still be developing familiarity with the 45-Minute LTT Model, and that the learner is lower A2 or mid-A2. However, if the teacher assesses that the learner is confident or working at a higher A2 level, the teacher may incorporate a **narrative-building activity**..

Excerpt from TAP: Hi: This Is Me – Fill in the Blanks
In the morning, I usually eat **1**___, and drink **2**_____
for breakfast, but I don't have _____.
I stay at home / go to school / go to work / go to college / go to a training center during the day, and I like / don't like it very much.
I love _____ dishes, and I also like
_____, but I don't like
_____. (food)

Sample Narratives Based on Learner Responses
Example 1: For a learner in school
I usually wake up at 8:00 in the morning. For breakfast, I eat bread and eggs and drink coffee, but I don't have fruit in the morning.
During the day, I go to school, and I like it very much. I love eating Italian dishes, and I also like Chinese food, but I don't like spicy food.
Example 2: For a learner who works

	I usually get up at 8:00 in the morning. For breakfast, I eat toast and drink coffee, but I don't have fruit. During the day, I go to work, and I don't like it very much. I love spicy dishes, and I also like pizza, but I don't like sushi. **Teacher Notes** The teacher can apply this narrative-building step to other TAP sections during one-on-one online lessons. Successful implementation depends on: • the teacher's experience, • the learner's English level, • and the learner's familiarity with the 45-Minute LTT Model. If it is the learner's first lesson under the model, this extension may feel challenging. If the learner has completed several lessons, the narrative activity becomes much easier to implement.
5a. Main Activity (flexible timing)	If the learner is at the lower or mid range of A2, it is unlikely that they will be able to progress beyond **Steps 4 and 5 (Demo & Main Activity).** However, if the learner is at the higher end of A2, they may be able to complete this step. Therefore, this step should only be used with advanced A2 learners. If time permits, the teacher can give the learner a topic such as hobbies, sports, meeting friends, etc., and ask them to create questions using the present tense, including as many adverbs of frequency as possible. **For example (topic: sports):** • *How often do you play football or other sports?* • *Do you usually play on weekends?* • *Who do you usually play with?* Sometimes, it may not be possible to include adverbs of frequency in every question — that's fine. The key is to allow the learner to ask questions they genuinely want to ask. However, just like in the TAP activity, **learner must answer the questions they create**. The teacher's role is not to answer the questions but to keep prompting the learner to **extend their responses**, using follow-up cues such as: **"Why?"**, **"Because…?"**, **"Anything else?"**, **"How often?"**, **"So?"**, **"Why not?"** This encourages longer, more meaningful learner response and helps develop fluency.

TAP Lesson A2

Leaner name:
Hi: This is Me – Fill in the Blanks

In the morning, I usually eat _____1_____, and drink
_____2_____
for breakfast, but I don't have _____

I stay at home /go to school / go to work / go to college / go to a training center in the day, and I like / don't like it very much.

I love _____ dishes, and I also like
_____ but
I don't like _____.(food)
I usually have / don't usually have something warm to eat in the evening.

At a café or tea shop I usually drink _____ and
when I go out to eat, I usually order _____
It's my favorite thing to eat!

I live alone / with my _____ (and
_____) and I / we
live in a big / small apartment / house.
In the evening I usually _____ or
_____.

I like _____songs a lot, but I don't like listening to
_____. (music)

At the weekend I _____, but I don't usually
_____

SHO Lesson A2
Instructions

- Please complete all the SHOs before coming to class, following the instructions carefully.

- You may use phone dictionaries, translation apps or AI tools to find meanings and pronunciations, but do not use them to make sentences. Try to create your own sentences.

Task 1: Fill in columns 2, 3, and 4. The first one has been done for you.

Words/Phrases	Meaning (English / Local Language)	Pronunciation	Sentence
Breakfast	The first meal of the day.	/ˈbrek.fəst/	I eat bread and eggs for breakfast.
Café			
Dishes			
To order			
Apartment			
Pronoun			

Task 2: Sentence Practice with "**I**

Make sentences using the pronoun I. One has been done for you.

Word	Sentence
Usually	I usually get up at 7 in the morning.
Sometimes	
Hardly	
Never	
Always	
Rarely	

Task 3: Fill in the blanks using these questions. One has been done for you.

1. How often do you **…play football**……?
2. Do you usually/ sometimes/hardly ……...?
3. What do you usually …….?
4. Where do you …….?
5. What do you …….....?
6. Do you like to …….....?

Lesson Plan Sample (B1)

Objectives.

This lesson focuses on **leisure activities**. By the end of the lesson, learners should be able to talk about their leisure activities with confidence.

All learners must have received the SHO, either in digital or printed form, before the class and must have completed it prior to the lesson.

Pre-requisite Requirements

- Learners should have a solid understanding of the **present tense**.
- Learners should be familiar with **forming questions** using *wh-* words and *do / does / be*.

Material Requirement: One copy of TAP activities for each learner**.**

Lesson Plan

Steps and Estimated Timing	Details
3. SHO Task 1 (5-10 min)	**Step 1** Display all the words and phrases from SHO Task 1on computer and ask the learner to pronounce each one. **Step 2** After the learner can pronounce them correctly, the **teacher says** each word or phrase from SHO Task 1 (one at a time), and the learner makes a sentence with it **without looking** at the SHO. For example, the teacher says the first word or phrase from SHO Task 1 (e.g. " Leisure activities "), then ask the learner to make a sentence using it. This technique is used for all words in the SHO Task 1.
4 & 5. Demo & Main Activity (40-50 min)	Step **1** Write the phrase **"leisure activities"** on the screen. Elicit the meaning from the learner and ask them to give a few examples. Praise the learner's efforts. **Step 2** Display the **first** leisure activity from the TAP on the screen, along with the following **jumbled question prompts** **Joining a fitness class** 1. ever / taken / have / you / part / fitness / in / a / class 2. does / what / focus / training / of / type / it / on 3. from / expect / what / you / benefits / this / class / do 4. recommend / you / would / others / it / to / why / or / not / why **Step 3** Ask the learner to **reorder the jumbled words into correct questions**. The teacher has the option to ask the learner to **reorder the jumbled words into correct questions one by one**, or to reorder all four questions at once. In this lesson, we assume the learner will complete **all four questions together**.

	Provide any necessary support while the learner forms the questions. Once the learner finishes and the teacher approves them, the learner then **answers their own questions**. At this stage, the learner is both the **asker and the responder** for their questions. **Step 4** The teacher may ask **follow-up questions** to encourage longer, more detailed responses. These should focus on **what, why, and how** to maximize learner speaking time. The teacher should avoid follow-ups that require long explanations from themselves. The **unjumbled versions of all TAP questions** are provided at the end of the lesson plan for teacher reference. **Step 5** Each time the learner answers, the teacher writes **key answer prompts** based on the learner's response. These prompts will later be used to create a narrative. For example, possible prompts for the four fitness class questions might be: 1. twice a week, sometimes three times 2. cardio, weights, and yoga 3. good health, strong muscles, more flexibility 4. yes, especially cardio, because it keeps the heart strong and helps with weight loss **Step 6** After the learner finishes all the questions, the teacher shows the **same answer prompts** to the learner and asks them to **retell the information as a narrative in the first person**. **Possible narrative (model):** I have taken part in a fitness class. I usually go twice a week, and sometimes three times. The class focuses on cardio, weights, and yoga. I expect benefits such as better health, stronger muscles, and more flexibility. I would recommend the class to others, especially cardio, because it keeps the heart strong and helps with weight loss. **Step 7** The teacher praises the learner for their effort, with special focus on **successfully creating the narrative**. The teacher then explains that **this is exactly what they will do during the main activity**. **Step 8** The teacher sends the second leisure activity from the TAP to the learner and repeats the process as described above. **Step 9** The activity is concluded when the learner can fully describe **all leisure activities from the TAP (14 activities)** in narrative form, using the TAP question prompts and any relevant follow-up questions from the teacher. **Important Note** It is essential that the teacher continues writing the answer prompts while the learner answers the questions, because the learner will use these prompts to

	create narratives. Creating narratives is the most important part of this lesson, as it helps the learner give longer and more detailed answers.
5a. Main Activity (rest of the class time)	It is difficult for the class to fully reach this stage because the TAP requires the learner to first **form questions using jumbled words**, then **answer the teacher's questions and any follow-up questions**, and finally **create narratives for 14 different leisure activities**. Even if learners spend only three minutes on each activity, which is a conservative estimate, the total time required would be **14 × 3 = 42 minutes**. This can cover the whole hour if we also include **SHO clarification and the demo**. However, if the teacher is new to working with the 45-minute LTT model and the class finishes earlier than expected, the teacher may follow the steps below: **Step 1** Ask the learner to **think of three additional leisure activities** that are different from those on the TAP. The learner then prepares **questions for these activities**. **Step 2** The teacher **supports the learner** in forming appropriate topics and questions. **Step 3** The teacher then uses these questions to **interview the learner**, repeating the same process used with the TAP activities. The activity continues until the **end of the class**.

Joining a fitness class

- Have you ever taken part in a fitness class?
- What type of training does it focus on?
- What benefits do you expect from this class?
- Would you recommend it to others? Why or why not?

Exploring new places in your city or town

- How often do you explore unfamiliar areas in your city or town?
- What usually motivates you to explore new places?
- Do you prefer popular spots or less crowded areas?
- How has your city changed in recent years?

Watching videos online

- Which video platforms do you use most frequently?
- What type of content do you find most useful or entertaining?
- Do you follow any specific creators or channels?
- Has watching videos online replaced other activities for you?

Playing games online

- What types of online games do you prefer?
- Which platforms or devices do you mainly use?
- Do you play to relax or to compete with others?
- How does online gaming affect your free time?

Using social media

- Which social media platforms are you most active on?
- What do you usually use social media for?
- What are the advantages and disadvantages of social media?
- Do you think you spend too much time on it?

Hiking in the countryside

- How often do you go hiking in the countryside?
- What kind of natural environments do you enjoy most?
- What do you find most challenging about hiking?
- How does hiking compare to other outdoor activities?

Doing chores

- What household chores are you mainly responsible for?
- How do you manage your time when doing chores?
- Which chores do you find the most tiring?
- Do you think chores should be shared equally? Why?

Eating out with family

- How often do you eat out with your family?
- What is your favorite cuisine, and why?
- Do you prefer eating at familiar places or trying new restaurants?
- How important is eating together for your family?

Entertaining friends

- How often do you invite friends to your home?
- What kind of atmosphere do you like to create?
- Do you prefer planning in advance or being spontaneous?
- What makes a successful evening with friends for you?

Online shopping

- Which platforms or websites do you usually use for online shopping?
- What types of products do you prefer to buy online?
- What are the main advantages of online shopping?
- Have you ever had a problem with delivery or quality?

Listening to music

- Which music platforms or apps do you use regularly?
- How do your music preferences change depending on your mood?
- Do you listen to music while doing other activities?
- How important is music in your daily life?

Watching movies or TV series

- Which streaming services do you subscribe to?
- What genres do you enjoy the most?
- Do you prefer watching alone or with others?
- How do movies or TV series influence your opinions or interests?

Travelling to other cities

- How often do you travel to other cities?
- What usually influences your choice of destination?
- Do you prefer short city breaks or longer trips?
- What city has made the strongest impression on you, and why?

Playing sports

- How often do you play sports?
- What sports do you enjoy playing the most, and why?
- What sports do you not like playing, and why?
- How does playing sports help you stay healthy?

TAP Lesson (B1)

Joining a fitness class

1. ever / taken / have / you / part / fitness / in / a / class
2. does / what / focus / training / of / type / it / on
3. from / expect / what / you / benefits / this / class / do
4. recommend / you / would / others / it / to / why / or / not / why

Exploring new places in your city or town

1. often / how / explore / you / areas / unfamiliar / city / your / in / town / or
2. usually / what / motivates / you / places / new / explore / to
3. prefer / you / spots / popular / or / areas / crowded / less / do
4. has / changed / your / city / how / years / recent / in

Watching videos online

1. platforms / video / use / you / frequently / most / do / which
2. content / what / find / you / entertaining / or / useful / most / do
3. any / follow / you / creators / specific / channels / or / do
4. replaced / watching / activities / other / has / videos / online / for / you

Playing games online

1. types / games / online / prefer / you / what / of / do
2. platforms / devices / mainly / which / use / you / do
3. play / relax / to / you / or / compete / others / with / do
4. affect / gaming / online / free / your / time / does / how

Using social media

1. platforms / social / most / active / you / are / which / on
2. usually / use / you / social / media / what / for / do
3. advantages / disadvantages / what / social / media / of / are / the
4. think / you / spend / too / much / time / it / on / do

Hiking in the countryside

1. often / how / hiking / go / you / countryside / the / in / do
2. environments / natural / enjoy / you / most / kind / what / of
3. challenging / find / you / hiking / about / most / do / what
4. compare / hiking / does / activities / outdoor / other / to / how

Doing chores

1. chores / household / responsible / mainly / you / for / are / what
2. manage / time / you / do / chores / when / your / how
3. chores / find / you / tiring / most / the / do / which
4. shared / chores / equally / should / think / you / do / why

Eating out with family

1. often / how / eat / out / you / family / your / with / do

2. favorite / cuisine / your / what / is / why / and
3. prefer / eating / you / places / familiar / at / or / restaurants / new / trying / do
4. important / eating / together / family / your / for / is / how

Entertaining friends

1. often / how / invite / you / friends / home / your / to / do
2. atmosphere / kind / create / you / like / to / what / of
3. prefer / planning / you / advance / in / spontaneous / being / or / do
4. makes / evening / successful / friends / with / what / a / for / you

Online shopping

1. platforms / websites / use / you / usually / shopping / online / for / which
2. products / types / buy / you / online / to / prefer / what / of
3. advantages / main / shopping / online / of / are / what / the
4. problem / had / you / ever / delivery / quality / with / or / a / have

Listening to music

1. platforms / music / apps / use / you / regularly / which / do
2. preferences / music / change / your / mood / depending / on / how / do
3. listen / music / you / activities / other / doing / while / to / do
4. important / music / daily / life / your / in / is / how

Watching movies or TV series

1. services / streaming / subscribe / you / do / which / to
2. genres / enjoy / you / most / do / what
3. prefer / watching / alone / you / others / with / or / do
4. influence / movies / series / TV / opinions / interests / your / do / how

Travelling to other cities

1. often / how / travel / you / cities / other / to / do
2. influences / choice / destination / your / what / usually
3. prefer / breaks / city / short / you / trips / longer / or / do
4. city / impression / strongest / made / has / what / why / and / on / you

Topic: Playing sports

1. often / how / play / you / sports / do
2. sports / enjoy / you / playing / most / the / do / why / and
3. sports / like / not / do / you / playing / why / and
4. help / playing / sports / you / stay / healthy / does / how

SHO Lesson (B1)
Instructions

- Please complete all the SHOs before coming to class, following the instructions carefully. Some boxes already say **"No need"** — this means you do **not** need to write anything in those boxes. Please leave them as they are.

- You may use phone dictionaries, translation apps or AI tools to find meanings and pronunciations, but do not use them to make sentences. Try to create your own sentences.

Task 1: Fill in columns 2, 3 & 4. The first one has been done for you.

Word & Phrases	Pronunciation	Meaning (English / Local language)	Sentences
Leisure activities	/ˈliːʒər ækˈtɪvɪtiz/ or /ˈleʒər ækˈtɪvɪtiz/	Activities people do in their free time for enjoyment or relaxation	On weekends, she enjoys several leisure activities, like reading and walking.
Fitness class			
Benefits			
Recommend			
Explore			
Media/Online/Gaming platform			
Frequently			
Content			
Spontaneous			
Creators			
Channels			
Environment			
Cuisine			
Preference			
Streaming service			
Subscribe			
Genre			
Delivery			
Influence			
Destination			
Impression			
Quality			