

## **Lesson Plan: Online Profile**

**Duration: 60 minutes**

**Course: Breakthrough**

**Unit 1: Online Life**

**Lesson 2: Online Profile**

**Objective:** By the end of this lesson, students will be able to create and complete an online profile, including basic personal information and preferences, using appropriate questions and sentence structures.

### **Materials:**

- Audio or video recording of Chloe and Jake's conversation
- Whiteboard or digital whiteboard
- Handout with incomplete online profiles

### **Warm-Up: (5 minutes)**

1. Begin with a discussion about online profiles. Ask students if they have ever created an online profile for social media or other platforms. What information did they include in their profiles?

### **Activity 1: Listening Comprehension (5 minutes)**

1. Play the audio or video recording of Chloe and Jake discussing an online profile and Jonathan.
2. Provide students with an incomplete online profile for Jonathan. Instruct them to listen and complete the missing information about Jonathan based on the conversation.

### **Activity 2: Matching Questions and Categories (5 minutes)**

1. Present a list of questions that Chloe and Jake use to complete an online profile.
2. Provide categories or topics (e.g., personal information, hobbies, appearance) and ask students to match the questions to the relevant categories.

### **Activity 3: Completing Questions with "Do" and "Be" (10 minutes)**

1. Review the use of "do" and "be" in questions. Ensure that students understand when to use each verb.
2. Provide incomplete questions and have students complete them with the correct form of "do" or "be."

### **Activity 4: Different Uses of "Like" (10 minutes)**

1. Explain the different uses of "like" in questions.
2. Present questions containing "like" and ask students to identify whether they refer to preferences, appearance, or personality.

### **Activity 5: Completing Sentences with "Like" (10 minutes)**

1. Discuss how "like" is used to give examples.
2. Provide sentences with gaps containing "like" and ask students to complete them with appropriate words or phrases.



**Activity 6: Creating Online Profiles (10 minutes)**

1. Distribute a handout with incomplete online profiles for students to fill in.
2. Instruct students to complete their own online profile with information such as their name, age, location, hobbies, and preferences.
3. Encourage them to use questions, "do," "be," and "like" to create their profiles.

**Wrap-Up: (5 minutes)**

1. Have students share a brief summary of the online profiles they created.
2. Discuss the importance of having an engaging online profile and how it can help people get to know each other.

**Reminder:**

Remind students to practice on the Erudite online platform as part of their ongoing language development.

**Homework:** Assign students to create an online profile for a fictional character, a friend, or themselves, focusing on providing personal information and preferences using appropriate questions and structures.

**Assessment:** Evaluate students based on their ability to complete an online profile with accurate personal information and preferences, using appropriate questions and sentence structures.

