

## Online auctions – lesson plan

**Topic:** eShopping

**Level:** SfL – L1, SQA – Int 2, CEFR – B2

**Time:** 2 hours

### Aims

- To check understanding of vocabulary related to online auction sites
- To give practice of giving opinions (and reasons for these) in a group discussion
- To give students the opportunity to read and write an item listing for an online auction site, using appropriate adjectives and persuasive language

### Introduction

This lesson is about buying and selling items on online auction sites, such as eBay and eBid. It provides students with the opportunity to familiarise themselves with the vocabulary and typical format of item listings on such sites. They will closely read and then write their own item listings, using adjectives and persuasive language.

### Tips

- Cut up the **Items to sell picture cards for Task 4** (one picture card per student) before the lesson. These can be found at the end of this lesson plan.
- Bring sticky tack to stick the Item listings that the students produce on the wall for the **Task 5** activity.
- An alternative method for the **Task 4 and 5** activities is to ask the students before the lesson to bring in an item from home that they would like to “sell” to other students.
- Provide dictionaries.

### Procedure

#### Warmer: Guess the topic (10 mins)

- Project **slide 1 of ‘Online auctions Powerpoint pictures’** on the board (if you do not have access to a projector, students can do the task using the worksheets).
- Put the students in pairs and ask them to look at the words in the word cloud to try to guess the topic of the lesson, whilst also discussing the meaning of the words.
- Ask the students to feed back their guess to the class (online auction sites such as eBay, eBid, Preloved, Gumtree, etc.), ask if anyone has used any of these sites before and elicit meanings of any difficult words.
- Briefly show them one or two of these websites if possible.

#### Task 1: Vocabulary – Online auctions (10 mins)

- Ask the students to spend 1-2 minutes skimming **Task 1: Vocabulary – Online auctions** text, ignoring the gaps, and to tell you what it is about (elicit – how online auction sites work).
- Ask the students to complete **Task 1** and to feed back their answers to the class, discussing any difficult words.
- **Differentiation:** you could ask the following comprehension questions about the text if some of the students need further reinforcement of the ideas / vocabulary in it:
  - *How can you find out details about an item?* Look at the item listing.
  - *What does it mean to ‘bid’ on an item?* Offer a sum of money for it.

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- *How can you ‘buy’ an item in an auction?* Offer the most money for it.
- *Why is it important to leave feedback about the seller?* To help others see how reliable this seller is.

### Task 2: Understanding an item listing (20 mins)

- Tell the students that they will now look at an item listing (elicit meaning of this word), refer students to **Task 2: Understanding an item listing** on the worksheets.
- Show slide 2 of ‘**Online auctions Powerpoint pictures**’.
- Ask the question at **Task 2i** and give the students 20 seconds to look at the text before eliciting the answer – auction website.
- Tell the students to work through the **Task 2** questions and then check their answers in pairs before feeding them back to the class.
- **Differentiation:** students can use a dictionary, if required.

### Task 3: Comparing and discussing item listings (25 mins)

- Put the students into groups of three and ask them to turn to **Task 3: Comparing and discussing item listings** on their **Student worksheets**.
- Explain **Task 3A**, set a short time-limit for it and elicit personal responses from a couple of students.
- When setting up **Task 3B**, explain to the students that there is no right or wrong answer, but that they do need to try to find evidence in the texts to support their ideas and to persuade the other students in their group to agree with them.
- Monitor the group discussions and afterwards elicit one answer from each group and provide brief error correction on the board.
- For **Task 3C**, elicit a couple of adjectives before setting up this task. Take brief feedback afterwards.
- **Differentiation 1:** if you have a lower level group, after students have completed **Task 3A**, you could project the furniture pictures on **slide 3 of ‘Online auctions Powerpoint pictures’** and ask the students to match each item listing on their **Student worksheets** to its corresponding picture on the Powerpoint. (*Answers: 1B, 2C, 3A, 4D*)
- **Differentiation 2:** for **Task 3B**, make dictionaries available so that students can check the meanings of any unfamiliar words.

### Task 4: Writing an item listing (30 mins)

- Give each student one of the **Items to sell picture cards** (at end of this lesson plan) and say that the item on their card is something they have decided to sell.
- Ask them to work through **Task 4** individually on the **Student worksheets**.
- When they have finished writing, allocate each student a letter to label their listing with (A, B, C, etc), which will make it easier to differentiate each listing later.
- **Differentiation:** You could give lower-level students easier items to describe, and higher-level students more difficult items. Students can use a dictionary to complete **Task 4**, if required.

### Task 5: Matching items and listings (15 mins)

- Hand out some sticky tack to each student and ask them to stick their labelled item listings around the walls of the classroom, and to place their picture of the item which they wish to “sell” on a table in the middle of the classroom.
- Put the students in pairs, give each pair a blank piece of paper and ask them to write the item numbers (e.g. 1-14) down the left side of the paper.

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- Ask the students to walk around the room in pairs, read the item listings, decide as a pair which listing refers to which item and write the letter of each listing next to the corresponding number.
- While the students are doing this, look at the listings yourself and note down any common errors.

### **Cooler: Feedback and error correction (10 mins)**

- Ask students to feed back their answers to the class, and elicit from a few students which item they would be most likely to buy and why.
- On the board, write the common errors that you have collected, and elicit corrections. Collect students' writing for marking, if required.

### **Extension activity / homework**

- Ask students to look for an item that they would be interested in buying on an online auction site (such as eBay or Amazon) and print out the item listing to bring to the next class. Encourage them to come prepared to talk about why they have chosen that particular item.

## **Answer key**

### **Task 1: Vocabulary – Online auctions**

- |            |             |
|------------|-------------|
| 1. Auction | 4. bid      |
| 2. listing | 5. postage  |
| 3. used    | 6. feedback |

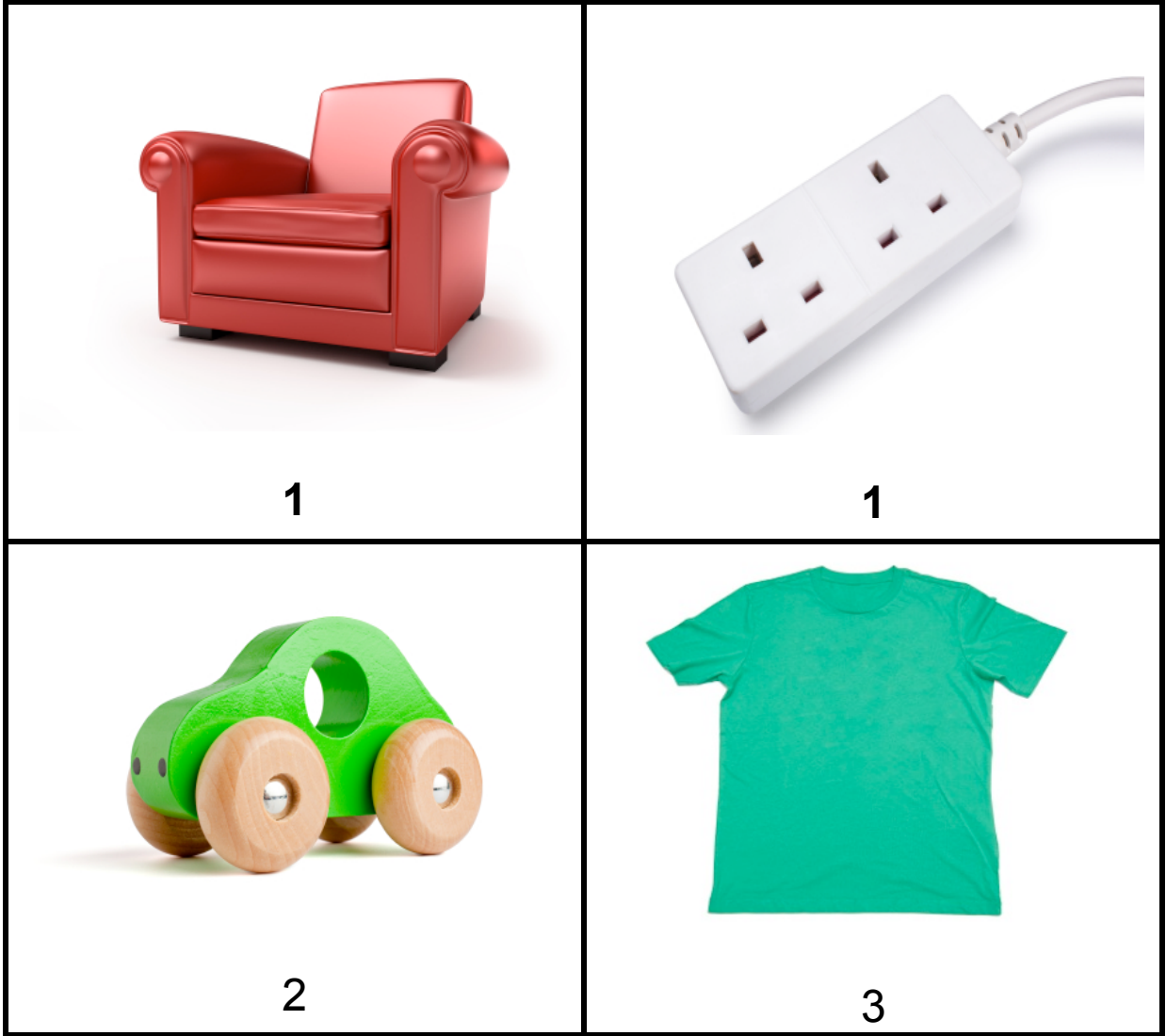
### **Task 2: Understanding an item listing**

- |   |                     |
|---|---------------------|
| 1. on an auction website                          | 6. in 1h 24m 43s    |
| 2. someone who wants to buy women's roller skates | 7. £4.50            |
| 3. roller skates                                  | 8. £5.50            |
| 4. good used condition                            | 9. £26 (20 + 6)     |
| 5. wheels   | 10. no (no returns) |

### **Task 3B (suggested answers)**

- A. Doris
- B. Harj and Kiran
- C. Aimee
- D. Simeon

Online auctions – items to sell picture cards for Task 4 (one per student)



Online auctions – items to sell picture cards for Task 4 (one per student)



Online auctions – items to sell picture cards for Task 4 (one per student)



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Online auctions – items to sell picture cards for Task 4 (one per student)

