

WHEN **SMART BUY** TURNS INTO A **BIG LIE**

Are You Paying More for Less?



Lesson Goals

Social Knowledge

- Identify and explain common shopping tactics used in sales promotions.
- Analyze the psychological effects of sales traps on consumer behavior.
- Create infographics outlining strategies to avoid sales traps and promote informed purchasing decisions.

Language Competencies

- Construct sentences in the third conditional to discuss hypothetical scenarios.
- Understand and use idioms related to shopping.



TARGET LEARNERS
Teens & Young Adults
(B1 - B2 Level)



DURATION
120 minutes



PREPARATION
Classroom technology
(Smartboard, projector)

1

Engage

15 – 20 minutes

This stage activates students' prior knowledge about sales and stimulates discussion on their experiences with shopping and Black Friday.

Suggested teacher's activities

Exercise A: Black Friday: Funny Moments!

A1. Pose the question: "Do you like Black Friday?" and engage students with a short video showing funny moments from Black Friday madness.

- Ensure classroom technology (computer, projector, speakers) is set up for video playback. Ask them to watch and answer the questions.
- Play the video (by scanning or clicking the QR code).

A2. Ask the following questions:

"Are you familiar with Black Friday?"

"How do you feel watching these scenes?"

"How does Black Friday make you feel? Do you react like the people in the video?"

- Divide the class into small groups and have them choose the emojis or sayings that match their opinions. Let them explain their thoughts in their groups.
- Have the groups share and summarize the key points they bring up.
- Have them explore and reflect the fact box and discuss any interesting facts or insights.

Exercise B:

B1. Review the video they've watched and the discussion so far. Then, pose the question, *"Do you like buying things on sale? Why or why not?"* and have students share their answers. Use the follow-up questions in their Students' Worksheet (SW) to explore more ideas.

B2. Have students work in groups and consider the advantages and disadvantages of sale seasons for discussion.

- Provide guided questions or prompts to support students as needed.
- Have the groups share and compare their answers.
- Identify the main points and have students explain them.



Answer key

A1.

1. *b (Bag a bargain: Get something that many people want before anyone else.)*

2. *a (Brawn over brains: Relying on physical strength instead of intelligence.)*

A2. *(Students' answers vary.)*

B1. *(Students' answers vary.)*

B2. *(Students' answers vary.)*

Possible answers:

Advantages:

- *Opportunity to save money on desired items.*
- *Chance to purchase high-quality products at lower prices.*
- *Stocking up on essentials at a discount.*

Disadvantages:

- *Encourages unnecessary spending on non-essential items.*
- *Crowded stores and long waiting times.*
- *Risk of falling into sales traps and buying low-quality products.*

2

Explore

20 – 25 minutes

This stage allows students to simulate shopping scenarios, managing budgets while recognizing tactics used to influence their purchasing decisions.

Suggested teacher's activities

Exercise A: Shopper's mindset

- **A1.** Divide students into three groups and provide each group with a shopping scenario with a budget of 100\$ to manage, along with the list of promotional products on sale. Remind students to consider and pick items from the list that match their situation and budget.

Materials



Scan or click
for the
shopping list

- Have them use Genially to engage with an interactive shopping scenario, read the promotional flyers, and decide what to buy. The platform allows them to interact with more vivid and bigger images related to the activity.
- **A2.** On their worksheet, have them write down the items they buy with the price, quantity, and the total amount on their receipt after shopping.
- **A3.** Have them share their completed purchases, including the items they bought and the total amount on their receipt.
- Have them compare the total with their budget and then discuss the needs and wants of the items they purchased.
- Determine if any group purchased items they might not need due to being influenced by the promotional flyers. If no one did, congratulate them for avoiding traps.

Exercise B: What are sales traps?

- Engage students with the concept of sales traps by having them read two examples.
- Ask them to identify which one illustrates a sales trap and explain their choice.
- Highlight the main ideas shared by students.

Exercise C: Decode the sale

- Have students reread the flyers from Genially and list phrases or elements from the flyers that they think are sales traps.
- Instruct them to discuss their effectiveness, focusing on urgency, scarcity, and price displays.
- Have each group present their findings to the class, illustrating how these strategies may influence consumer decisions.
- Summarize common opinions from students.

Answer key

A1. (Students' answers vary.)

A2. (Students' answers vary.)

A3. (Students' answers vary.)

B. Example B is the example of sales trap.

C. The sales trap elements used in the flyers are:

- Only...for the second item!
- ...with special gift!
- Best deal, best price, 50% off
- Buy 1 get 1 free!
- Today only
- Limited offer

3

Explain

25 - 35 minutes

This stage helps students identify and analyze sales traps, understand idioms related to shopping, and learn third conditional grammar through collaborative activities.

Suggested teacher's activities

Exercise A:

- **A1.** Have students read the text about tactics used in sales traps to influence people's purchasing decisions and answer the questions.
- Have them reflect on their answers from Exercise 2C about decoding sales traps to see if they've gained any new insights from the text.
- **A2.** Have students revisit the text and locate the idioms in bold and try to explain their meanings. Have some volunteers share their understanding and opinions.
- **A3.** Ask them to read and match each idiom with its definition. Explain that they can re-read the text for additional clues. Have them share and explain their answers with the class.
- **A4.** Have students choose 3 idioms from the 6 you've learned (including 2 idioms in Exercise 1A) and write sentences.
- Have some students share their sentences, and encourage others to give feedback to check if the sentences are used correctly.

Exercise B: Third Conditional Grammar

- **B1.** Have students read the phrases that represent the conditions and results of third conditional sentences. Let them match the phrases to make complete sentences.
- **B2.** Have students reread their sentences and answer the questions in their SW to figure out how this grammar works.
- **B3.** Have students review the grammar table and the sentences in Exercise B1, then complete the grammar notes.
- Have them compare and explain their answers with their peers.

Exercise C: Big question: Are you paying more for less?

- **C1.** Pose the big question and have students reflect on moments when they believed they were getting good deals, but in reality, they ended up buying things they might not have needed at that time and still don't need now.
- Encourage students to freely share their responses.
- Provide guided questions or prompts to support students when needed.
- Highlight the main ideas shared by the students.
- **C2.** Have them write three sentences about those times using the third conditional and share them with the class. Review and discuss the sentences together.

Answer key

A1.

a. The tactics mentioned in the passage include creating urgency (e.g., "limited time offers" or "only a few items left"), bundling products or offering "buy one, get one free" deals, using eye-catching visuals (e.g., "50% OFF!" signs), and strategic product placements (e.g., placing popular items near the checkout).

b. (Students' answers vary.)

c. (Students' answers vary.)

A2. (Students' answers vary.)

A3.

- *slips through their fingers:* To lose an opportunity or person by not paying attention or making an effort.
- *more bang for their buck:* To get a better result for the money or effort you put in.
- *smoke and mirrors:* To make something seem real or true when it isn't.
- *hit the jackpot:* To have a big success or make a big profit, usually through luck

A4. (Students' answers vary.)

Sample answers:

1. They had a chance to invest early, but it slipped through their fingers.

He was too slow, and the opportunity slipped through his fingers.

2. The sale gave us more bang for our buck on groceries.

The laptop offers more bang for your buck with its features and price.

3. The ad was just smoke and mirrors to make the product seem better.

The company's promises were smoke and mirrors, with no real changes.

4. He hit the jackpot when he found a \$100 bill on the street.

They hit the jackpot when they found a rare coin in their backyard.

B1.

1. If I had checked the original price, I would have realized the "50% off" was just a trick.

2. If I hadn't rushed to buy the "last item", I would have had more time to consider whether I really needed it.

3. If the store hadn't placed snacks by the checkout, I wouldn't have bought them.

C1. (Students' answers vary.)

C2. (Students' answers vary.)

Sample answers:

If I had waited for a better deal, I wouldn't have wasted my money.

If I had read the reviews, I wouldn't have bought the product.

If I had realized the price was raised before the sale, I wouldn't have thought it was a good deal.

B2.

a. Yes (✓)

b. No (✗)

c. Yes (✓)

B3.

1. b. regret

2. b. past

3. a. impossible

4. might and could

5. past perfect

6. present perfect

4

Elaborate

25 - 30 minutes

This stage encourages students to develop strategies to avoid sales traps and engage in debate about consumer perspectives on shopping.

Suggested teacher's activities

Exercise A:

- **A1.** Have students work in groups to make infographics with tips or strategies for people to avoid sales traps. Remind them to use the follow-up questions to generate ideas.
- Ask them to review the lesson so far to gather ideas and come up with tips.
- Let them display the infographic on large-size papers or any digital presentation tool.
- Provide enough time for them to complete their work.
- Monitor groups, offering support and prompting for more details as needed.

- **A2.** Have the groups display their work at different corners of the classroom.
- Ask each group to nominate a representative to present their speech.
- Have group members visit other displays, listen to the speeches, and vote for their favorite.
- Ask them to explain their choices using the prompt questions in their SW or provide feedback on the speeches. Offer constructive feedback to each group, focusing on strengths and areas for improvement.

Answer key

A1. (Students' answers vary.)

A2. (Students' answers vary.)

5

Evaluate

5 - 10 minutes

This stage helps students reflect on the lesson's content, assess learning through checklists, and write about informed purchasing decisions for future sales.

Suggested teacher's activities

Exercise A:

- Have students reflect on the lesson and complete a checklist based on what they have learned.

Exercise B:

- Have students reflect and write a 100-word paragraph on how they stay aware and make informed decisions during sales.
- Have some students share their writings.
- Summarize the main ideas covered in the lesson.

Answer key

A. (Students' answers vary.)

B. (Students' answers vary.)