



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.

1 ENGAGE

A 



1. Black Friday: Funny Moments!

Watch the video and answer the questions.

1. Which do you think is the correct meaning of **'bag a bargain'**?

- a. Buy a bag that someone really likes
- b. Get something that many people want before anyone else

2. Which do you think is the correct meaning of **'brawn over brains'**?

- a. Relying on physical strength instead of intelligence
- b. Using intelligence to find the best solution

2. Video reaction roundtable

In groups, tick the boxes and explain your choices!

a. Are you familiar with Black Friday?

 

b. How do you feel watching these scenes?

   

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

  



B 1. Your shopping habits

Read the questions and discuss them with your friends.

Do you like buying things on sale? Why or why not?

- Do you think buying things on sale is a good way to save money?
- Have you ever bought something on sale and regretted it later? Why?
- What's the best deal you've ever gotten? How did it make you feel?



2. Pros and cons of sale seasons

In groups, think of the advantages and disadvantages of sale seasons. Write them down in the space below and share them with your class.

Advantages

Disadvantages

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2 EXPLORE



A 1. Shopper's mindset

In groups, choose a shopping scenario with a \$100 budget. Scan the QR code to view the flyers and start shopping.

Scenario 1: Back-to-school shopping

You are an 8th-grade student preparing for the new school year. This year, you have new subjects and need to buy additional supplies.

Scenario 2: Hiking trip with friends

You are planning an uncommon 2-day, 1-night hiking trip with your friends. Choose the necessary gear and supplies for yourself for the adventure.

Scenario 3: Movie night with friends

You're hosting a movie night with 2 best friends. You need to buy snacks, drinks, and any other items for the perfect movie night.

2. Check your receipt

Write down your group's shopping list below, including the price and quantity for each item. Then, write the total costs and share the list with your class.

No	Item description	Unit price	Quantity	Total
1		\$		\$
2		\$		\$
3		\$		\$
4		\$		\$
5		\$		\$
6		\$		\$
7		\$		\$
8		\$		\$
9		\$		\$
Total price				

3. Discussion

Revisit the shopping lists and discuss the questions below.

- a. Did you buy everything on your shopping list? If not, why?
- b. Do you think you got a good deal on the items you bought? Why or why not?
- c. Were there any items that you could have skipped to stay within your budget?
- d. Did any of the sale promotions influence your decision to buy something? How?

B What are sales traps?

Read the examples below. Which example best describes a sales trap? Choose one and explain your choice!



Example A: A store has a seasonal sale where prices are actually reduced to clear out extra items. Customers can buy what they need at lower prices.

Example B: A store has a special promotion: "Buy 2, Get 1 Free" on water bottles. The customer picks up three, thinking it's a good deal, even though they originally only planned to buy one.



C Decode the sale

Reread the flyers in Exercise 2A. What in the flyers might affect what people buy? Identify these sales trap elements and discuss with your class using the questions below.



Write the sale trap elements below!

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3 EXPLAIN

A 1. Read and reflect

Read the passage in page 5 and answer the questions below.

a. What sales trap tactics are mentioned in the passage?

b. Which tactics match with what you came up with in the decoding activity, and which are new to you?

c. Did anything in the passage surprise you?

THE HIDDEN TACTICS OF SALES TRAPS



Sales traps employ a wide range of clever tactics to influence people's purchasing decisions, often leading them to buy more than they need or spend more than they plan. One of the most common tactics is creating a sense of urgency, with phrases like "limited time offers" or "only a few items left." These urgent messages spark the fear of missing out, or "FOMO," which makes customers feel like they must act fast before the opportunity **slips through their fingers**.



Another classic trick is bundling products together or offering "buy one, get one free" deals. These offers make people feel like they're getting **more bang for their buck**, even if they don't originally need multiple items. The idea of getting something "free" can cloud their judgment and make them think they're saving money, even though they're actually spending more than they intend. It's like being offered a sweet deal, but in the end, you're paying a price for something you don't really need in the first place.

Sales traps also make use of eye-catching visuals and strategic product placements. Bright signs showing "50% OFF!" are designed to be too good to pass up, giving the impression of a huge discount. However, these deals can often be misleading, as the original price might be raised, or the product may not actually be worth that much. It's a case of **smoke and mirrors**. Stores often put popular, inexpensive items right next to the checkout counter, tempting you to throw in a snack or gadget you aren't planning on purchasing.

These clever tricks are designed to encourage unplanned purchases, making people feel like they have **hit the jackpot**, only to realize later that they have overspent. Understanding these common sales tactics can help shoppers make smarter choices and avoid being caught in the trap. In a world full of irresistible deals and flashy offers, it's important to take a step back, think twice, and ask yourself, "Do I really need this?"



What does it have to do with me?

more bang for their buck



2. Read and reflect

Read the passage again. How do you understand the phrases in bold? Along with the phrases in Exercise 1A, do you think these phrases mean exactly what the words say? Explain your answers.

3. Decode the idioms

Match the idioms with their correct meanings.

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

4. Idiom practice

Choose 3 idioms from the 6 you've learned (including those in Exercise 1A) and write sentences. Share them with your class.

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B 1. "If I had known that..."

Read the phrases below and match them to make complete sentences.

If I had checked the original price, ...

... I might have had more time to consider whether I really needed it.

If I hadn't rushed to buy the "last item", ...

... I wouldn't have bought them.

If the store hadn't placed snacks by the checkout, ...

... I could have realized the "50% off" was just a trick.

2. How do these sentences work?

Read the questions to figure out how third conditional sentences work. Mark 'yes' with a ✓ and 'no' with an ✗. Share your opinions with the class.

- a. Are these sentences in the past?
- b. Are these situations possible now?
- c. Do you think the 'if' phrase is different from what really happened?

3. Third Conditional Grammar

Read the sentences. For questions 1-3, choose the correct words to fill in the blanks. For questions 4-6, write your answers.

Usage

We use the third conditional to express⁽¹⁾ and imagine how things could have been different in the⁽²⁾. If one thing had changed, another thing would have happened, but now both are⁽³⁾.

Apart from "would", we can use other verbs like and⁽⁴⁾.

In third conditional sentences, we use⁽⁵⁾ tense after "if" and⁽⁶⁾ tense after "would".

1 A. anger B. regret

2 A. present B. past

3 A. impossible B. possible

4 and

5

6

C Big question: Are you paying more for less?

Read the questions below and share your opinions.



1. Have you ever felt like you had to buy something just because it was on sale or only available for a limited time?

2. Did you ever buy something thinking it was a good deal, only to realize you didn't really need or use it? How did that make you feel?

Write three sentences about the times you fell into a sales trap using **the third conditional**, and share them with the class.

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4 ELABORATE



A 1. Group work:

Create an infographic for strategies or tips for people to avoid sales traps.

Answer these questions to help you with ideas for the poster!

- a. What are common signs of a sales trap? How can people identify misleading discounts or offers?*
- b. What steps can shoppers take to stick to their budget? How can research or planning before shopping help avoid traps?*
- c. How can people stay focused on what they really need? How can you remind yourself of long-term financial goals while shopping?*

2. Gallery walk:

- a. Display the poster and perform your group's presentation for the class.
- b. Visit other groups' displays. Listen to and vote for the best poster and presentation.

Use these questions to help you vote:

- 1. Does the infographic present the tips or strategies in a clear and organized way?*
- 2. Are the visuals effective and supportive of the information?*
- 3. Are the tips useful and practical for avoiding sales traps?*

5 EVALUATE

A What have you learned today? Check the list.

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B Let's write!

Write a 100-word paragraph about how you stay aware and make informed decisions before making future purchases during sales.

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