

Title Shopping and sales tricks

Topic

Marketing tricks that stores use

Aims

- Raise awareness of common techniques that stores use to make you spend more
- Increase vocabulary to describe stores
- Develop skills in reading and speaking
- Practise cause–effect language (e.g. so that, in order to, it makes us go/say/etc.)
- Encourage critical thinking, creative skills and collaboration

Age/level

Aged 13-17 and Adults (CEFR Level B2)

Time

One lesson or more

Materials

- Student worksheet 1 – 1 per student
- Student worksheet 2 – 1 per student
- Presentation
- Poster paper

For online version

Access to the internet

<https://pbskids.org/designsquad/>

Introduction

Shopping is a popular activity, both on a daily basis and before big events like Christmas and New Year. Nowadays, stores use numerous tricks to make shoppers spend more money. By raising awareness of some common marketing tricks, students can be more careful when they go shopping.

In this lesson, students take part in a discussion which tests their awareness of what happens in their favourite stores. They read a blog about common tricks used by retailers, which is both interesting and

enlightening. Next, students plan their own stores in groups, applying the new language and information they've learned.

Finally, they present their ideas to the class, using posters to help them explain their ideas.

Tip: If you have Internet access and your learners are confident, they can use <https://www.freepik.com> to make an image. They will have to write a description of their shop and the AI will draw an image. They can then present their image and give their description.

Note: The AI uses templates so may not exactly copy descriptions.

Procedure

Before the lesson	<ul style="list-style-type: none"> • Download and make copies of the worksheets you need for the lesson. Or have the presentation ready
1. Warm-up (10 mins)	<ul style="list-style-type: none"> • If appropriate, ask students how many days there are until Christmas (or another time when people buy gifts). Explain that today's lesson is to learn about techniques that stores use to make you spend more money. • Divide students into pairs or groups. Hand out the worksheet or display slide 2. • Elicit or gloss the following vocabulary: <ul style="list-style-type: none"> — checkout counter – the place in a shop where you pay — window display – Product shown in a shop window — background music – quiet, relaxing music often played in shops and restaurants — discounts – reduced prices — special deals – Products offered at a cheaper price that have a unique feature (such as buy one get one free) • Put learners into pairs to discuss the Task 1 questions together. • Bring to group together and nominate some pairs to share their ideas
2. Reading (20 mins)	<ul style="list-style-type: none"> • Give out Worksheet 2. Explain this is a blog post about tricks used by shops. • Students read the blog individually and silently. Set a time limit of 10 minutes. • They read and circle three techniques that they find interesting. • After reading, students work in pairs to compare what they circled. • Direct learners to Task 3 on Worksheet 1 or display slide 4. • Put students into pairs or groups. Explain that they should discuss the different types of techniques, give examples, and state the effect they have on us as shoppers. Point out that there is more than one answer for some.

	<ul style="list-style-type: none"> • Monitor and help if necessary. • Elicit answers <p>Suggested answers (you can use slide 5):</p> <ol style="list-style-type: none"> 1. Techniques about location/layout: 4, 7, 10, 11, 12 Some (like putting the fitting rooms at the back) make you move from one place to another so that you see more products. Others (like the window display) tempt people who are passing by to go into the store. Others (like putting things at eye level) are done so that you see the items that make the most profit for the store. Others sell more products (such as the double deal and the items at the checkout counter). 2. Tricks of the senses: 1, 2, 6, 8 Some (like tasting and touching products) make you feel more interest in the items. Others (like attractive smells and sights) draw you to a certain part of the store/shelf so that you see what's there. Others (like listening) make you shop more slowly so that you buy more. 3. Tricks of the mind: 2, 3, 5, 6, 8, 9 Sale and discount signs are red so that you react more quickly. Some tricks are about money (like using .99 in prices) so that you think it's cheaper than it is. Stores often change the window display so that we think there is something new. 						
<p>Identifying cause and effect (15 minutes) OPTIONAL</p>	<ul style="list-style-type: none"> • Write the following on the board: <table border="1" data-bbox="363 1310 1528 1518"> <thead> <tr> <th data-bbox="363 1310 1029 1361">Cause</th> <th data-bbox="1029 1310 1528 1361">Effect</th> </tr> </thead> <tbody> <tr> <td data-bbox="363 1361 1029 1464">1. Appealing to all five senses (smell, taste, touch)</td> <td data-bbox="1029 1361 1528 1464"></td> </tr> <tr> <td data-bbox="363 1464 1029 1518">2. Slow background music</td> <td data-bbox="1029 1464 1528 1518"></td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Elicit from learners the result of the techniques: <ol style="list-style-type: none"> 1. Tempts customers to buy things 2. Makes people relax and spend more time in the shop (potentially buying more) • Put learners in small groups to identify more examples of cause and effect in the text. Allow 5 minutes • Elicit ideas from groups. All examples are on slide 6 and in the Appendix 1. 	Cause	Effect	1. Appealing to all five senses (smell, taste, touch)		2. Slow background music	
Cause	Effect						
1. Appealing to all five senses (smell, taste, touch)							
2. Slow background music							
<p>Language of cause and effect (10 minutes)</p>	<ul style="list-style-type: none"> • Ask learners to continue working with their group. • They have to underline phrases that express cause and effect. Elicit and write the following on the board: 						

OPTIONAL	<ul style="list-style-type: none"> — Because — So that — Makes <p>Either display slide 7 or share the commentary with learners</p> <p>Commentary</p> <p>Because: "Senses appeal to all five senses, because senses tempt you to buy things." (Cause: appealing to senses. Effect: tempts customers)</p> <p>So that: "The fitting room is usually at the back of clothing shops, so that you pass more products on the way there." (Cause: fitting room location. Effect: customers see more products)</p> <p>Makes: "Slow background music makes people relax and spend longer in the shop!" (Cause: slow music. Effect: customers relax and spend more time)</p>
3. Project	<ul style="list-style-type: none"> • Explain that students are going to design their own store now. In pairs or groups, they can design a store that sells food or clothes. • First, encourage students to think clearly about what kind of store they want to plan and what they will sell in it. Then, follow the steps on the worksheet. • Students can use their own ideas on a poster or use AI to produce an image, then present it. They can complete this for homework (or next lesson). Finally, students show their stores to each other and explain why they have done certain things (for example, 'We put the fitting rooms at the back so that customers pass this counter.').
References	<ul style="list-style-type: none"> • https://www.businessinsider.com/tricks-stores-use-to-make-you-spend-more-money-2015-10 • http://time.com/money/3069933/ways-companies-trick-you-into-buying-more/ (no longer available)
AI for creating images	<ul style="list-style-type: none"> • https://creator.nightcafe.studio/ • https://www.freepik.com/

Contributed by

Kate Cory-Wright. Edited by Suzanne Mordue

APPENDIX 1 – Examples of cause and effect in text.

Cause	Effect
Appealing to all five senses (smell, taste, touch)	Tempts customers to buy things
Slow background music	Makes people relax and spend more time in the shop (potentially buying more)
Prices ending in ".99"	Customers perceive them as cheaper than a whole number price
Fitting rooms at the back	Customers walk past more products on the way there
Sales and discounts	Create a sense of urgency and convince customers they're saving money (leading to purchases)
Displays and attractive items	Make customers want to enter the shop
Small items near checkout	Customers are tempted to buy them as impulse purchases while waiting
Red "Sale" signs	Grab customers' attention faster
Large entrances	Make the shop appear bigger and more inviting
Confusing layouts	Lead customers to wander around and see more products
Double deals (paired items)	Encourage customers to buy more than one item
Profitable items at eye level	Customers are more likely to see and purchase them