

# Supermarket power

## Level

Intermediate

## Tasks

Discussing whether students prefer to buy products in a supermarket or local retailer

Completing a Fact Box about the supermarket Tesco

Reading two letters for and against the growth of supermarkets

Completing the missing vowels in a set of business words

Discussing issues arising from the article

## How to use the lesson

- 1 Write the word 'supermarket' on the board and brainstorm the names of some common supermarkets. Hand out the worksheet. Clarify the difference between 'supermarket' and 'retailer'. Tell students they can mark both letters S/R if they wish. After students have compared their answers, elicit some feedback about their shopping preferences. Have these changed recently?

Teachers' note: you may wish to check students know the words 'butcher', 'baker' and 'grocer / groceries' before doing this exercise.

- 2 Ask students to study the Fact Box. Ask them to scan the letters to complete the missing information.

### Answers

- (a) Competitors: Asda, Morrisons      (b) UK sales: £29 billion  
(c) UK profits: £1.6 billion              (d) Overseas profits: £370 million

- 3 Ask students to read the two letters. Students list the arguments used by both writers. Deal with any useful vocabulary, such as: *below-cost / fair / distort / impulse-buy / fair trading / fiercely competitive / convenient*.
- 4 Ask students to complete the missing vowels in the words from the article. They can practise the word stress and create sentences about their own companies.

### Answers

*profits / sales / customers / quality / competition / margins / prices / markets*

- 5 Ask students to discuss the questions in small groups. At the end of the discussions, ask a spokesperson for each group to report back their ideas. Finally, provide any useful language feedback.

## Related websites

Send your students to these websites, or just take a look yourself.

[www.tesco.com](http://www.tesco.com)

<http://www.morrisons.co.uk/>

<http://news.bbc.co.uk/1/hi/business/4785544.stm>

<http://www.ofc.gov.uk/>