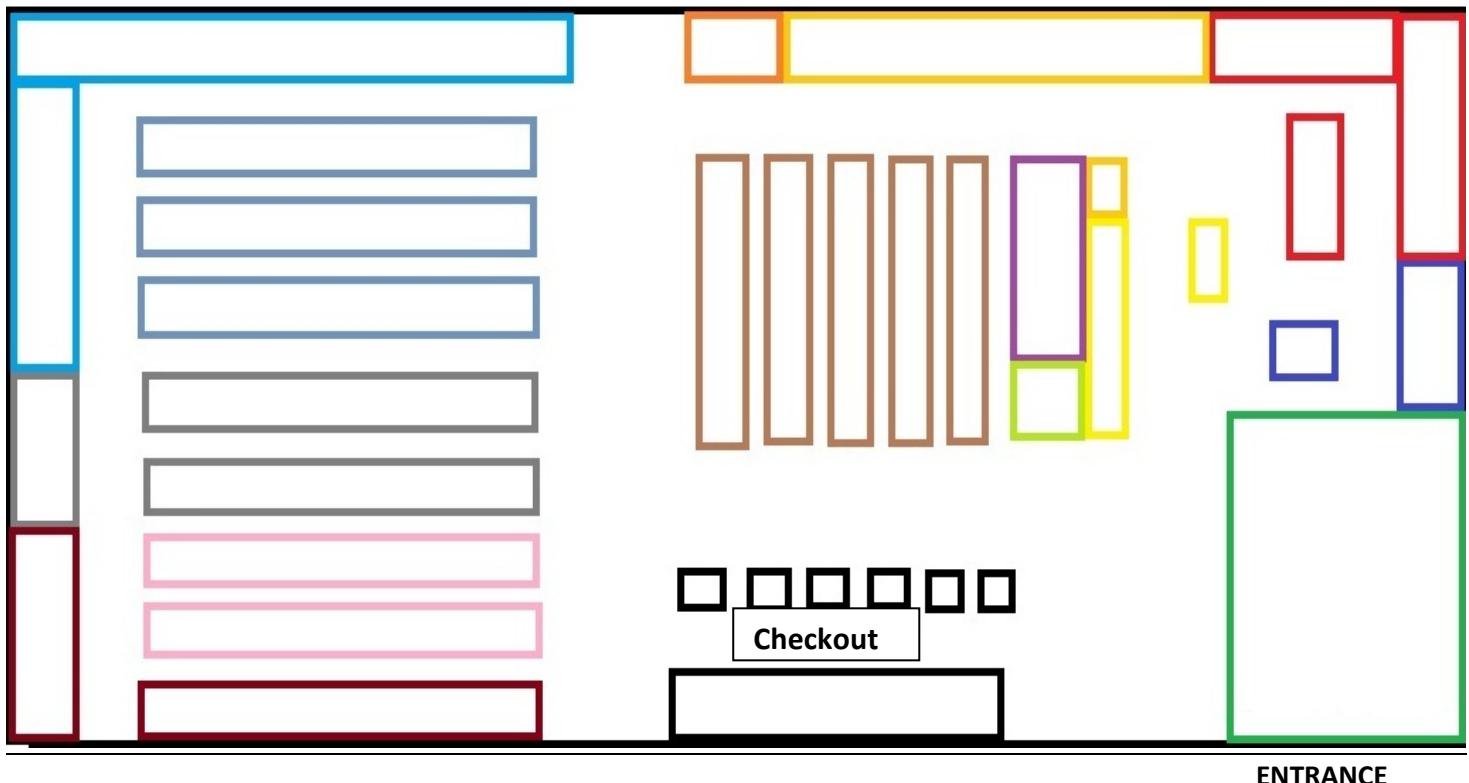


Task 1 – The Supermarket – life's time saver

Look at the supermarket layout below, label the different boxes with typical supermarket items.



Now discuss the following:

- 1) Why are these products in these positions? Is it by chance, or is there a strategy? Give examples
- 2) What's your opinion of supermarkets? – What do you find most annoying about them?
- 3) Big supermarkets put small shops out of business, is this similar in your country?
- 4) What tactics do supermarkets use to make people buy products?

Supermarket Psychology

http://www.youtube.com/watch?v=RmEl3_NhZj4

According to the expert, what is supermarket psychology?

What is the role of colour in marketing methods of Supermarkets?

Red =

Green =

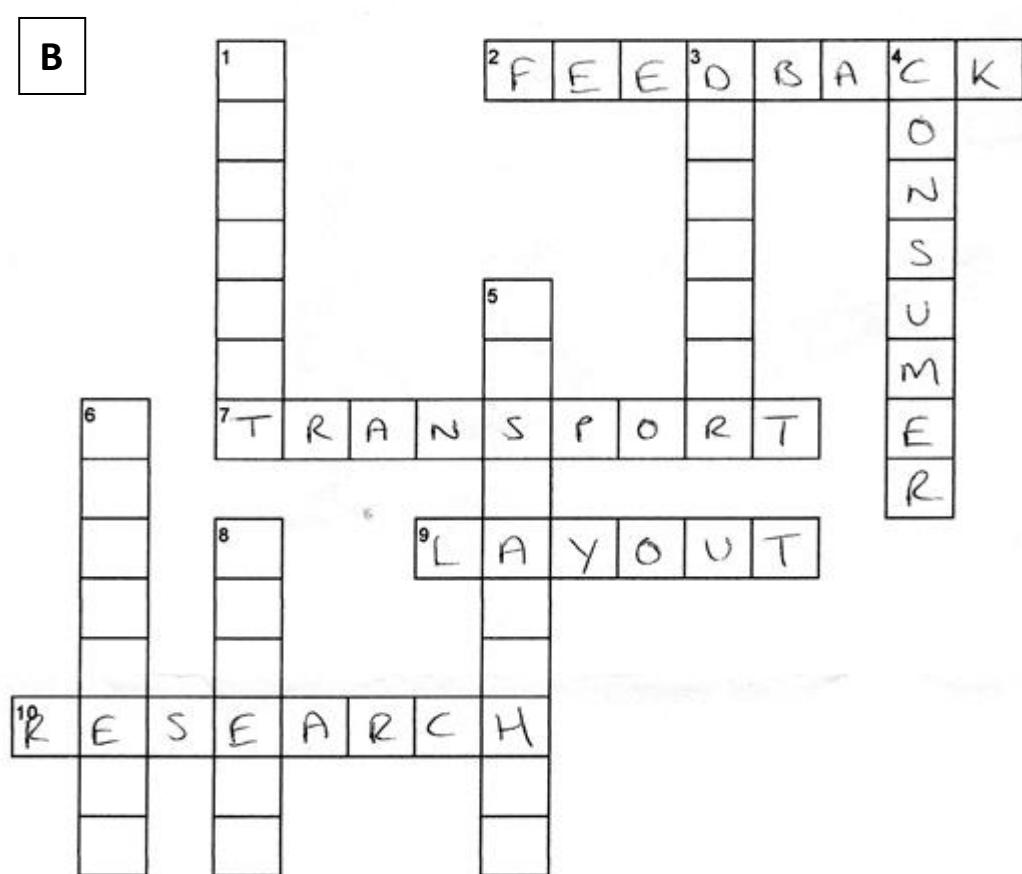
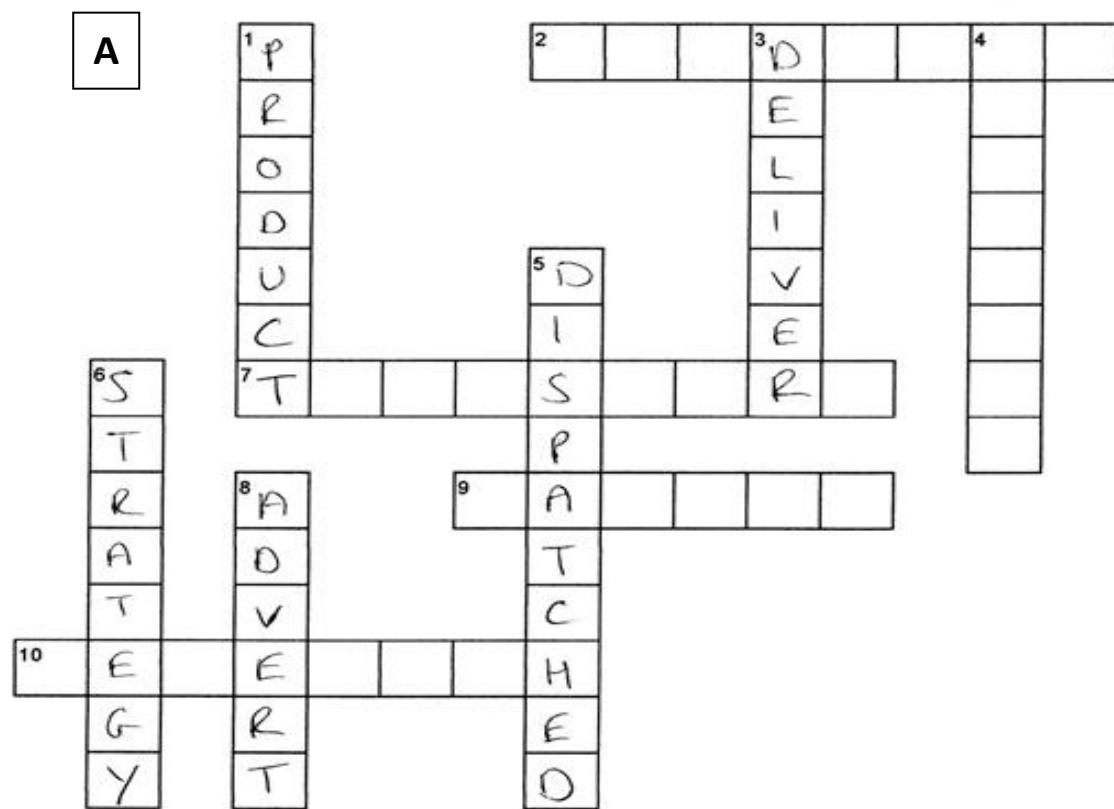
Blue =

Why are bread and milk in the position they are?

What are the conclusions from the eye test experiment?

What tips are suggested to avoid 'being sucked in' by the marketing methods?

Consumerism Vocabulary



MaxiMart: Supermarket home delivery

You are one member of a marketing team working for your supermarket client, MaxiMart. MaxiMart are planning to open a new online delivery service for their customers. You have been asked to develop a business strategy to encourage consumers to use this service.

1) Your first task will be to conduct market research. Ask members of the public (classmates) questions using the following ideas and your own.

- Typical products bought online
- Amount of time spent by people shopping online
- Location of customer / age
- Problems faced / experienced when buying products online

2) With your group, use the information you've received from your market research to develop a marketing strategy. Think about:

• Special Offers	payment and delivery structure
• Layout of website	solutions to predicted problems
• Target Audience	

Don't forget to listen to the consumer feedback!

Key presentation phrases

I would like to begin by discussing

Our research has told us that

Therefore we have decided to

We would now like to invite questions from the audience

Answer Key – Listening “Supermarket Psychology”

Supermarket Psychology

http://www.youtube.com/watch?v=RmEI3_NhZj4

According to the expert, what is supermarket psychology?

Technique that marketer use to find out how consumers shop and manipulate them to buy more.

What is the role of colour in marketing methods of Supermarkets?

Red = (most noticeable colour on the spectrum) grabs your attention

Green = evokes fresh and healthy

Blue = releases your trust hormones

Why are bread and milk in the position they are?

Because shoppers spend more time around the outside so the most commonly bought products are here.

What are the conclusions from the eye test experiment?

We look in the middle of the aisle and scan left to right more than up and down.

What tips are suggested to avoid ‘being sucked in’ by the marketing methods?

Shop with a list, don’t shop with people who stress you out, don’t shop when you’re hungry.

Consumer Lesson Plan – Teacher’s Notes

This lesson on Consumerism is both fascinating and useful. It is ideal for business English lessons; however the theme of supermarkets is wide enough to use in a General English lesson. The lesson layout is as follows:

- 1) Discussion warmer on product placement and supermarket psychology
- 2) Video comprehension focusing on supermarket psychology
- 3) Pair Crossword of consumer vocabulary
- 4) Group work, developing a consumer marketing strategy for a home delivery service.
- 5) Presentation language skills practice

Important Information:

Aim: to improve participants spoken and lexical English as well as presentation skills.

Level: Intermediate, Upper-Intermediate and Advanced.

Length of Lesson: 1 hour and 30 minutes

Number of Participants required: 4 + (1:1 is possible. Please see the * after the lesson plan stages for tips when doing this lesson one to one).

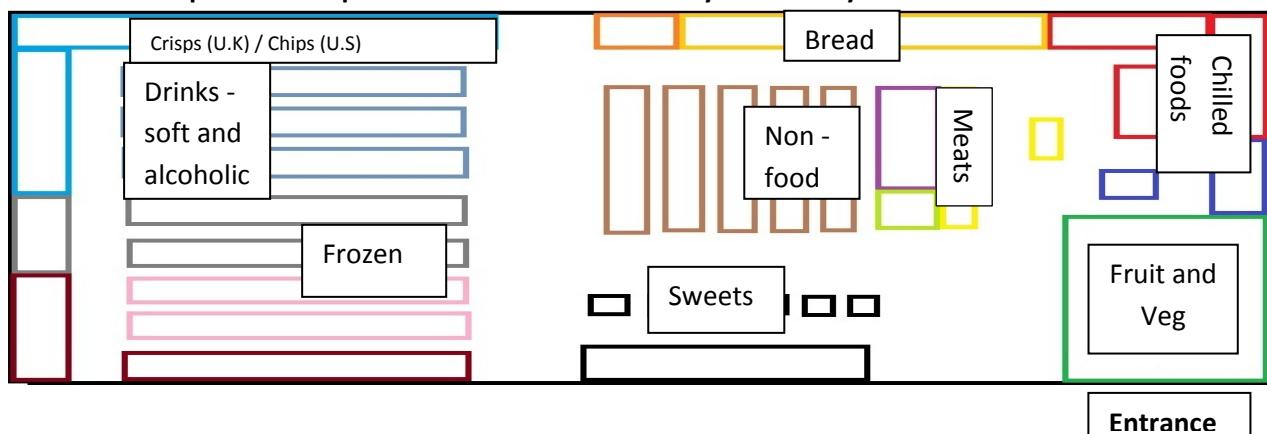
Lesson Plan Stages

- 1) To introduce the topic of Supermarkets, arrange the participants into groups of 2-3. The next step depends on whether you have a (a) monolingual class or (b) multi-lingual class.
 - (a) With a mono-lingual class, write the following question on the board: **“What are the top 5 most popular items brought from supermarkets in (insert country of class)?”** Research the top 5 things brought before the lesson (via Google) and the amount spent on each item if possible. If you cannot find the top 5 for the class’s country, use your own country. Ask participants to discuss and prioritise their lists by way of most popular. After 5 minutes or so, invite participant comments and write these on the board, forming a list for each group. Then give the actual list and see which group is the closest.
 - (b) With a multi-lingual class, write the following question on the board: **“What are the top 5 most popular items brought from supermarkets in your country?”** Give the participants a few minutes to write their lists individually, and then participants share and compare their lists and find out what similarities and differences there are. Invite participants to discuss as a class the similarities and differences they found.

Allow time for any extra supermarket discussion that comes up. To help the discussion you could ask questions such as **“why are these items so popular?”** and **“are these items from supermarkets always good quality?”**

- 2) Hand out the first worksheet to the participants (Task 1 – The Supermarket – life’s time saver) to the participants and using the top 5 most popular items list from stage 1), ask the participants in pairs to write where these items are usually found in the supermarket. There may be some small differences but generally the most popular items (in the U.K) are positioned as follows:

NB: Please adapt if the U.K products are not the same as your country ☺



Once the participants have made their lists, ask them to discuss “Why are these items in the position they are?” To help the participants, use the fruit and veg as an example. Invite ideas as a class and once enough ideas have been offered, give the answer:

“Fruit and Veg are often placed near the entrance of the supermarket as they are colourful and fresh, which gives the customer a feeling of relaxation and an attitude that the supermarket is clean and well presented.”

Participants then discuss their ideas as to the positioning of the items. Once the participants have finished (usually after 10 minutes), participants share their ideas as a class. The participants then discuss the four questions below the layout of the supermarket.

Reasons for the positioning of particular items are as follows:

NB please note this is a theory and may not always reflect real item positioning. Please feel free to do more research as well.

- a) Bread: Located at the back as this is closest to the oven. Even though the bread on show may not be fresh, the bread cooking in the oven releases a smell which gives the impression of fresh.
- b) Frozen products are located at the end of the supermarkets as these items are seen as part of the essential range (like drinks) meaning that the customer must walk past the majority of the aisles to get to them.
- c) Sweets are located next to the check out as these are small items. They appeal to the customer whilst they are waiting in the queue as they can fit easily into pockets or handbags. They don't really increase the overall size or weight of the shopping. It is also argued that children who grow restless in queues can be calmed by buying small sweets.

- 3) Participants then watch a video explaining supermarket psychology in more detail. The video is taken from an Australian TV program, which presents a nice opportunity to introduce typical Australian English words used in the video like “G’Day” and “mate.” Further pronunciation and lexical differences can be exploited.

Go through the questions with the participants before playing the video, making sure the vocabulary in the questions is properly understood. E.g. question 5) “*being sucked in*” = “*being manipulated by*.”

After the first viewing, participants discuss their answers in pairs. After this, play the video for a second time.

After the second viewing, review the answers together as a class (answers can be found on page 4).

4) The lesson will have already covered typical consumer vocabulary such as **layout, design, product and strategy**. Now is the chance to cement these words and introduce more and possibly new words related to consumerism.

Preparation: Before the lesson, cut page 2 in half along the dotted line.

Put the participants into pairs and give one person crossword A and the second person crossword B. Person A has the answers for Person B and vice versa. The participants then take it in turns to describe one word on their sheet. The idea is that they **must not** say the word but instead use synonyms, definitions and examples to help describe the word. For example:

Feedback: “**something you give at the end of a service, it can be positive or negative. The first part of this word is a synonym for ‘to give food to someone’ and the second part of the word is the opposite of ‘forward’.**”

Once the participant has correctly guessed the word, they write it in their crossword.

This usually takes about 15 minutes. It is a good idea to monitor and make sure the participants are giving accurate definitions. Make a note of the common mistakes or difficult words and explain them in more detail at the end of the activity.

5) Begin by asking the following questions as a class:

- a. “**How often do you shop online?**”
- b. “**What are the advantages and disadvantages of shopping online**”

Group the participants into 3 or 4 (2 pairs if you have 4 participants). Briefly introduce the fictitious supermarket, MaxiMart. MaxiMart is doing well but it is now looking to expand its service into the home delivery market.

Hand out the worksheet entitled “*MaxiMart: supermarket home delivery.*” Read through the opening paragraph (**You are one member of...**) and part 1 of the task. The participants, in their groups, then discuss and write down 5 or 6 questions they would like to ask members of the public (classmates). Give them at least 5 minutes for this bit.

Participants then get up and move around the class. They must ask as many different people as they can (or as time permits) and write down the answers they receive. This generally works better with more than 8 participants. If you have less, you can pair up the participants. Once the participants have finished, they return to their original groups and report their information.

Presentation Skills:

Tell the participants to read through part 2. They will now come up with a marketing strategy and then present it to the class, encourage the participants that whilst they are writing their strategy, to use the **key presentation phrases** at the bottom of the page.

Give the participants at least 20 minutes to discuss their ideas together. An effective way to do this is for the participants to allocate roles, so one participant look at the layout, another participant looks at the delivery and payment structure and so on. Remind the participants to use the market research they conducted in the previous task.

Where possible, participants can prepare their presentations on PowerPoint or coloured paper.

Monitor and listen to each group's ideas. Correct the language where necessary and encourage the participants to use **key presentation phrases**.

Once completed, the groups take it in turns to present their ideas to the rest of the class. Whilst the groups are presenting, listen out for language errors for delayed error correction. Once each group has finished, invite questions from the class.

Once all presentations have been completed, conduct the delayed error correction and draw the lesson to a close, congratulating each group on their presentations.