

# Words In The News



## Teacher's pack

Lesson plan and student worksheets  
with answers



## Switzerland's secret weapon

31 May 2006



**BBC WORLD SERVICE**  
LEARNING ENGLISH



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**BBC Learning English – Words in the News**  
**Lesson Plan: Teacher's notes**

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**Level:** Intermediate and above

**Topic:** Tourism marketing campaign

**Language:** Vocabulary of news report

**Aims:** Reading skills – Understanding a short news report  
Language skills – Verb phrases with prepositions  
Writing skills – Improving writing fluency skills

**Materials:** Worksheet 1 – Comprehension questions  
Worksheet 2 – Vocabulary matching task  
Worksheet 3 – Grammar/language focus – Verbs and prepositions  
News story – Available online at:

[http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/05/060531\\_switzerland.shtml](http://www.bbc.co.uk/worldservice/learningenglish/newsenglish/witn/2006/05/060531_switzerland.shtml)

# **BBC Learning English – Words in the News**

## **Lesson Plan: Teacher's notes**

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#### **LESSON STAGES**

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##### **A Simulate student interest in text**

Generate interest about today's topic by asking students about the football World Cup and about Switzerland. Write their ideas on the board.

*Where is Switzerland? The centre of Europe*

*What are its major cities? Zurich, Geneva, Basle*

*What is it famous for? The Alps and alpine sports, chocolate, cuckoo clocks, banks and money*

*Where is the World Cup in 2006? Germany*

*What do people do all over the world during the World Cup? Watch it on TV*

##### **B Pre-teach essential vocabulary**

Elicit/present key vocabulary that students need either to understand the key points in the text or to understand and/or answer any questions that you'll set them later in the lesson. The vocabulary is from Words in the News (so you can elicit the vocabulary by using the explanations provided online or below).

You could either pre-teach the vocabulary at this stage of the lesson or you could use the vocabulary building activity from further down in this lesson plan (Section H). Have students working in small groups together and ask them to try to match the vocabulary with the definitions. Encourage them to work with the other groups to pool their knowledge. When they have done as much as they can, if they have dictionaries, ask them to look up the words to check their answers and to find out the definitions of any words they were not sure of. If they don't have dictionaries, check their answers and give them help with any words they aren't sure of.

Whichever method you use to elicit/present the vocabulary, you should then model it (say it clearly, highlighting the word stress) and get them to repeat the words after you.

##### **hosting the world cup**

being the country where the competition will be played

##### **loss of revenue**

not getting money that was expected

##### **television campaign**

a series of advertisements on television

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**football widows**

women who can't have time with their husbands because the husbands are watching a lot of football

**masculinity**

the features and qualities of being male

**the marketing concept**

the idea behind the advertisements

**summits**

tops of mountains

**conservative**

with traditional, maybe old-fashioned attitudes

**gorgeous**

very attractive

**C Written record of vocabulary**

Write the words on the board, eliciting spelling as you write. Elicit and show the word stress of each item and word class, if appropriate.

Give students some time to copy your boardwork into their notebooks.

Boardwork:

hosting the world cup

loss of revenue

television campaign

football widows

masculinity

the marketing concept

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summits

conservative

gorgeous

#### **D Reading: Find the main point.**

Students read text the first time.

Tell the students they are going to read a text about a new marketing campaign by the Swiss Tourist Board. Give them a time limit (1 - 2 minutes) to read the text quickly to find out what is the key concept behind the campaign.

The students do not need to read in detail at this stage. They need to find the main point of the text – What is the Swiss secret weapon?

#### **E Check answers**

Elicit students' answers

*The campaign advertises how wonderful Swiss men are, in order to attract people, mainly women, to Switzerland. The Swiss Tourist Board is worried that visitor numbers will fall during the World Cup.*

#### **F Set specific information questions**

Hand out Worksheet 1 or use the online quiz. Students complete the worksheet to help them understand the text in more detail. Give them a time limit (5 - 6 minutes) to read the text in more detail and to answer the questions.

#### **G Check answers**

Elicit True or False answers. Direct attention to a particular paragraph if an answer is wrong to try to elicit correct answer (see worksheet 1 and answer key).

#### **H Vocabulary consolidation/building**

Before the lesson, make enough copies of worksheet 2 so that there is 1 worksheet for every 4 – 5 students. Cut up the vocabulary and explanations.

In class tell students to match the correct word with the right definition.

#### **I Check answers**

Elicit answers. If an answer is wrong, ask other students to try to elicit correct answer.

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##### **J Grammar/Language focus**

Hand out Worksheet 3 which focuses on the prepositions which are used in certain verb phrases. Tell students to fill in the blanks to complete each sentence. They use the prepositions in the box above the sentences. They can then look for these verb phrases in the original text – 'Switzerland's secret weapon'

##### **K Check answers**

If an answer is wrong, ask other students to try to elicit correct answer (see worksheet 3 and answer key).

##### **L Follow-up activity: Writing: A short promotional advertisement**

Ask students what they think about the concept behind the new Swiss promotional campaign.

*Does it make them want to visit Switzerland?*

*Do they think it is an unusual way to advertise Switzerland to tourists?*

Put students into pairs. Tell students to imagine they work for the Tourist Board of their country. (If you are in a multi-national class, they can imagine that they work in their current host country). The students have to think of a new advertising campaign for the country to attract visitors. (If you want to, you can say that it is for the World Cup season, or you may wish to leave it more general).

First of all, the students brainstorm ideas about the country – *What is it famous for already? Why do people visit the country already? Is there anything that the country has which is not currently famous, but which could be? Is there anything unusual about the country that could be advertised? What would be a surprising way to advertise the country? Is there something that goes against the stereotype of the country?*

Then, the pairs of students should choose what features of the country they are going to publicise. The students should also think about their target market – *Do they want to attract men or women, or both? Do they want elderly or young people? Do they want families?*

Next, the students should write a short paragraph describing their marketing concept that explains what is the main idea behind the campaign and who it is aimed at. While they are writing, move around the room listening to them unobtrusively. Make notes of any errors you see.

Finally, the students should design and make an advert for a magazine. *What image will it have? What will it say?*

If possible, display some or all the adverts, with the paragraphs describing the campaign around the classroom at the end of this activity.

##### **M Feedback**

Give praise for content (for example, who designed a good advert, who had an original concept). Give praise for correct examples you saw.

Give feedback on incorrect examples you saw. You could write some examples phrases or sentences on the board and elicit from students which ones are correct and which ones are wrong and why.

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**WORKSHEET 1**

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**Are the following sentences true or false?**

1. This year, The Swiss Tourist Board expects to tourism to generate a lot of money. T/F
2. The Swiss countryside is very attractive. T/F
3. The men in the advertising campaign are keen football fans. T/F
4. The men in the advertising campaign are models and actors. T/F
5. Swiss women have reacted positively to the publicity. T/F
6. Swiss women are not certain that the lovely men in the adverts can be really found. T/F
7. Some people think that Switzerland doesn't usually try out new ideas. T/F
8. The reporter found several lovely men, but they were watching the TV. T/F
9. The Swiss football team isn't playing in this year's World Cup. T/F

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**WORKSHEET 2**

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**VOCABULARY**

**Match these words and phrases to their definitions**

- |                                 |  |
|---------------------------------|--|
| 1. <b>hosting the world cup</b> | A. a series of advertisements on television  |
| 2. <b>loss of revenue</b>       | B. being the country where the competition will be played  |
| 3. <b>television campaign</b>   | C. the idea behind the advertisements  |
| 4. <b>football widows</b>       | D. with traditional, maybe old-fashioned attitudes   |
| 5. <b>masculinity</b>           | E. not getting money that was expected   |
| 6. <b>the marketing concept</b> | F. women who can't have time with their husbands because the husbands are watching a lot of football |
| 7. <b>summits</b>               | G. very attractive   |
| 8. <b>conservative</b>          | H. the features and qualities of being male  |
| 9. <b>gorgeous</b>              | I. tops of mountains   |



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**WORKSHEET 3**

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**GRAMMAR FOCUS – VERB PHRASES WITH PREPOSITIONS**

**Fill the blanks with a preposition from the box below.**

on for(x2) about of in to(x2) with
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1. Make sure you prepare carefully \_\_\_\_\_ your exams next week.
2. Most medicines are tested \_\_\_\_\_ animals before they are given to humans.
3. I think I'm the only person who isn't interested \_\_\_\_\_ the World Cup. What a lonely summer I'll have!
4. She's really worried \_\_\_\_\_ her future, she doesn't know whether to leave University to join the rock group.
5. Playing computer games all day is not my idea \_\_\_\_\_ fun. I'm leaving!
6. David's musical skills are limited \_\_\_\_\_ singing: he can't play any instruments at all.
7. You're so creative. You come up \_\_\_\_\_ new ideas all the time, and they're always good ones.
8. In the summer I love going \_\_\_\_\_ the beach
9. 'Did Sasha qualify \_\_\_\_\_ the Olympics? Was his time fast enough?'

**Can you find these verb phrases in the news report?**

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**ANSWER KEY**

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**WORKSHEET 1**

1. False – Paragraph 2 says 'the Swiss Tourist Board is worried about loss of revenue.'
2. True – Paragraph 2 'Switzerland isn't limited to beautiful scenery.'
3. False – Paragraph 3 says 'They're not that interested in football.'
4. False – Paragraph 4 says 'All the men...are working in the real jobs.'
5. True – Paragraph 5 says 'The campaign has been tested on Swiss women and they love it'.
6. True – Paragraph 5 says 'they're not absolutely convinced these men exist.'
7. True – Paragraph 7 says 'people out there...think about Switzerland as a conservative...country'
8. False – Paragraph 8 says 'a quick tour of the streets of Zurich reveals the sad truth that you can't believe everything you see on TV'
9. False – Paragraph 9 says 'a Swiss team has actually qualified for the World Cup'

**WORKSHEET 2**

1. B      6. C
2. E      7. I
3. A      8. D
4. F      9. G
5. H

**WORKSHEET 3**

1. for
2. on
3. in
4. about
5. of
6. to
7. with
8. to
9. for