

# Eurovision Literacy Assignment

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## How It All Began

**Did you know** that not only stars like *ABBA*, *Celine Dion*, *Cliff Richard* and *Julio Iglesias* took part, but also dance act *Riverdance* thanks its fame to the Eurovision Song Contest?

The European Broadcasting Union (EBU) was formed on 12th February 1950 by 23 broadcasting organisations from Europe and the Mediterranean at a conference in Devon, United Kingdom.

The first EBU transmission was the Montreux Narcissus Festival on 6th of June, 1954. The viewers eagerly watched on four million television sets in homes, bars, and shop windows in Germany, Belgium, France, the United Kingdom, Italy, the Netherlands and Switzerland.

## Ambitious Project

In 1955, the EBU came up with the idea of an international song contest. Countries would participate in one television show, to be transmitted simultaneously in all represented nations. The idea came about during a meeting in Monaco in 1955 by Marcel Bezençon, a Frenchman working for the EBU. The contest was seen as a technological experiment in live television. In those days, it was a very ambitious project to join many countries together in a wide international network. Satellite television did not exist at that time. The EBU was a terrestrial microwave network.

*Le Grand-Prix Eurovision de la Chanson Européenne* was born!

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## The Successes

Without interruption, the Eurovision Song Contest has been broadcast every year since 1956, which makes it one of the longest-running television programmes in the world. In 2003, the first ever Junior Eurovision Song Contest took place, while the Eurovision Song Contest celebrated its 50th anniversary 2005. Viewers picked ABBA's *Waterloo* as best ever Eurovision Song Contest song. In 2007, Europe saw the first ever Eurovision Dance Contest.

The 2008 running saw a record of 43 represented countries, as Azerbaijan and San Marino joined the family. The competition has been broadcast throughout Europe, but also in Australia, Canada, Egypt, Hong Kong, India, Jordan, Korea, New Zealand and the United States, even though these countries do not participate. In 2010 the format will be launched outside of Europe so that various other parts of the world will be introduced to the concept behind the show.

## who can take part

eligible participants include all active members of the European Broadcasting Union active members are those whose states fall within the European Broadcasting Area or otherwise those who are members of the Council of Europe the European Broadcasting Area is defined by the International Telecommunication Union

eligibility to participate is not determined by geographic inclusion within the continent of Europe despite the 'euro' in Eurovision nor has it anything to do with the European Union Israel a middle eastern country has been taking part in the contest since 1973 in 1980 Morocco a north African country participated in the contest

Source: [www.eurovision.tv](http://www.eurovision.tv)

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## Questions

1. Name 3 famous acts that started off in The Eurovision.
2. Where was the European Broadcasting Union formed?
3. Highlight 3 nouns in the first paragraph.
4. In your own words (1-2 sentences) describe why the Eurovision was an ambitious project.
5. Find an adjective in the first paragraph.
6. Name 2 spin-offs from the Eurovision Song Contest.
7. Which countries joined the show in 2008?
8. Which was the best ever Eurovision song?
9. Can you watch The Eurovision in India?
10. When was the first Eurovision Song Contest?

## Tasks

1. Punctuate the last section, "who can take part". Add capital letters and full stops.
2. Put the following countries in alphabetical order:

- Montenegro
- Slovenia
- Belarus
- Georgia
- Slovakia
- Poland
- Portugal
- Belgium
- Germany
- Monaco



3. Look up the following words in a dictionary:
  - Broadcast
  - Respective
  - Terrestrial
  - Eligible
  - Contest

Put each of the words into a sentence.

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## Writing

- Write a letter to the BBC about the Eurovision Song Contest.
- Tell them either to cancel it or to have more contests (depending on your opinion)
- Think about layout and how much to write.
- Plan your writing in the space below.

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## Discussion

You are going to have a discussion with your class. Your tutor will tell you whether you will be in favour of or against the Eurovision Song Contest.

## Talking

Ask 3 people about the type of music that they like.

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## Functional English mapping



**Functional Skills criteria** – highlighting indicates main skills covered in this resource, although these will vary with the student group and how the resource is used by the teacher. For coverage of L1 and L2 please see the L1-2 version of this resource – also available on [www.skillsworkshop.org](http://www.skillsworkshop.org)

Also covers many aspects of the adult literacy curriculum.

<b>Functional English</b>  <b>Skill standards</b>	<b>Coverage and range statements</b> The coverage and range statements provide an indication of the type of content candidates are expected to apply in functional contexts; however, relevant content can also be drawn from equivalent (school) National Curriculum levels and the Adult Literacy standards. <b>Reference:</b> Ofqual (2009), Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2. <a href="http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria">http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria</a>	
<b>Speaking, listening and communication</b>		
<ul style="list-style-type: none"> <li><b>Entry 2</b></li> </ul> Participate in discussions / exchanges about familiar topics, making active contributions, with one or more people in familiar situations		Identify the main points of short explanations and instructions
	✓	Make appropriate contributions that are clearly understood
	✓	Express, simply, feelings or opinions and understand those expressed by others
	✓	Communicate information so that the meaning is clear
	✓	Ask and respond to straightforward questions
	✓	Follow the gist of discussions
<ul style="list-style-type: none"> <li><b>Entry 3</b></li> </ul> Respond appropriately to others and make some extended contributions in familiar formal and informal discussions and exchanges	✓	Follow the main points of discussions
		Use techniques to clarify and confirm understanding
	✓	Give own point of view and respond appropriately to others' point of view
	✓	Use appropriate language in formal discussions/exchanges
	✓	Make relevant contributions, allowing for and responding to others' input
<b>Reading</b>		
<ul style="list-style-type: none"> <li><b>Entry 2</b></li> </ul> Read and understand straightforward texts that explain, inform or recount information	✓	Understand the main events in chronological texts
	✓	Read and understand simple instructions and directions
	✓	Read and understand high frequency words and words with common spelling patterns
	✓	Use knowledge of alphabetical order to locate information
<ul style="list-style-type: none"> <li><b>Entry 3</b></li> </ul> Read and understand the purpose and content of straightforward texts that explain, inform and recount information	✓	Understand the main points of texts
	✓	Obtain specific information through detailed reading
	✓	Use organisational features to locate information
	✓	Read / understand texts in different formats using strategies / techniques appropriate to task
<b>Writing</b>		
<ul style="list-style-type: none"> <li><b>Entry 3</b></li> </ul> Write texts with some adaptation to the intended audience	✓	Plan, draft and organise writing
	✓	Sequence writing logically and clearly
		Use basic grammar including appropriate verb-tense and subject-verb agreement
		Check work for accuracy, including spelling