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Eurovision Literacy Assignment



How It All Begun

Did you know that stars like *ABBA*, *Celine Dion*, *Cliff Richard* and *Julio Iglesias* have taken part in the Eurovision Song Contest? 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. It was on the 6th of June, 1954, that Montreux became the venue for the first transmission by the EBU's Eurovision Network of the Narcissus Festival and its flower-bedecked procession floats. The first Eurovision 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 whereby countries, represented by their respective public broadcasters, would participate in one television show, to be transmitted simultaneously in all represented nations. This was conceived during a meeting in Monaco in 1955 by Marcel Bezençon, a Frenchman working for the EBU. The competition was based upon the Italian *Festival di Sanremo*, held for the first time in 1951, and was also 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-area international network. Satellite television did not exist yet at that time, and the Eurovision Network comprised 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

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Questions

1. There is a mistake in the first sub-heading. Correct it.
2. Where was the European Broadcasting Union formed?
3. Find an adverb in the first paragraph.
4. In your own words describe why the Eurovision was an ambitious project.
5. Name 2 spin-offs from the Eurovision Song Contest.
6. Which countries joined the show in 2008?
7. What is the main purpose of this text?
8. Find an example of the passive in the text.
9. Find the word that has been misused in "The Successes"
10. Find the spelling mistake in the same section.

Tasks

1. Punctuate the last section, "who can take part"
2. Summarise the article in no more than 100 words.
3. Put the following countries in alphabetical order:

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



4. 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.
- Use persuasive language to tell them to either cancel it or 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.

In your group, note down some ideas below to help you with the discussion.

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Answers | Teaching notes | 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.

Level 2 Skill standard	Level 2 Coverage and range Ofqual (2009a), pp12-13.
<p>Speaking, listening and communication Make a range of contributions to discussions in a range of contexts, including those that are unfamiliar, and make effective presentations</p>	<ul style="list-style-type: none"> Consider complex information and give a relevant, cogent response in appropriate language Present information and ideas clearly and persuasively to others Adapt contributions to suit audience, purpose and situation Make significant contributions to discussions, taking a range of roles and helping to move discussion forward
<p>Reading Select, read, understand and compare texts and use them to gather information, ideas, arguments and opinions</p>	<ul style="list-style-type: none"> Select and use different types of texts to obtain and utilise relevant information Read and summarise, succinctly, information/ideas from different sources Identify the purposes of texts and comment on how meaning is conveyed Detect point of view, implicit meaning and/or bias Analyse texts in relation to audience needs and consider suitable responses <p style="text-align: right;">In three or more texts.</p>
<p>Writing Write a range of texts, including extended written documents, communicating information, ideas and opinions, effectively and persuasively</p>	<ul style="list-style-type: none"> Present information/ideas concisely, logically, and persuasively Present information on complex subjects clearly and concisely Use a range of writing styles for different purposes Use a range of sentence structures, including complex sentences, and paragraphs to organise written communication effectively (55-60% assessment weighting) Punctuate written text using commas, apostrophes and inverted commas accurately Ensure written work is fit for purpose and audience, with accurate spelling and grammar that support clear meaning (40-45% assessment weighting) <p style="text-align: right;">In a range of text types.</p>
Level 1 Skill standard	Level 1 Coverage and range Ofqual (2009a), pp10-11.
<p>Speaking, listening and communication Take full part in formal and informal discussions and exchanges that include unfamiliar subjects</p>	<ul style="list-style-type: none"> Make relevant and extended contributions to discussions, allowing for and responding to others' input Prepare for and contribute to the formal discussion of ideas and opinions Make different kinds of contributions to discussions Present information/points of view clearly and in appropriate language
<p>Reading Read and understand a range of straightforward texts</p>	<ul style="list-style-type: none"> Identify the main points and ideas and how they are presented in a variety of texts Read and understand texts in detail Utilise information contained in texts Identify suitable responses to texts <p style="text-align: right;">In more than one type of text.</p>
<p>Writing Write a range of texts to communicate information, ideas and opinions, using formats and styles suitable for their purpose and audience</p>	<ul style="list-style-type: none"> Write clearly and coherently, including an appropriate level of detail Present information in a logical sequence Use language, format and structure suitable for purpose and audience (55-60% assessment weighting) Use correct grammar, including correct and consistent use of tense Ensure written work includes generally accurate punctuation and spelling and that meaning is clear (40-45% assessment weighting) <p style="text-align: right;">In more than one type of text.</p>

Eurovision Literacy Assignment

Answers | Teaching notes | Functional English mapping

Questions

1. 'Begun' should be **'began'** (incorrect use of past participle)
2. Where was the European Broadcasting Union formed? **Devon, UK.**
3. Find an adverb in the first paragraph. **Eagerly**
4. *Student's own words*
5. Name 2 spin-offs from the Eurovision Song Contest. **Eurovision Dance Contest. Junior Eurovision Song**
6. Which countries joined the show in 2008? **Azerbaijan and San Marino**
7. What is the main purpose of this text? **To inform readers about the history of the Eurovision Song Contest**
8. Find an example of the passive in the text. **The competition has been broadcast throughout Europe... The European Broadcasting Union (EBU) was formed... This was conceived...**
9. Find the word that has been misused in "The Successes" – **'witch' should be 'which'**
10. Find the spelling mistake in the same section. **'consept' should be 'concept'**

Tasks

1. Punctuate the last section, "who can take part"

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

3. Put the following countries in alphabetical order:

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

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Level 1 and Level 2 Adult Literacy

This assignment covers many aspects of L1 and L2 adult literacy (reading comprehension, grammar/tense, spelling, planning and writing, discussion, etc.).

Functional English

Useful definitions Ofqual (2009a), pp3-5.

Reading within Functional Skills qualifications is defined as the independent decoding and understanding of written language and text in a purposeful context.

Speaking, listening and communication within Functional Skills qualifications are defined as non-written communication, normally conducted face-to-face.

Writing within Functional Skills qualifications is defined as the independent construction of written text to communicate in a purposeful context.

This resource is also ideal for underpinning many Functional English coverage and range statements at Levels 1 and 2 (see page 6).

However, in Functional English it is also important that problem solving skills are assessed. Learners must working at suitable levels of independence, complexity and technical demand; and be provided with tasks that are relevant and set in realistic contexts (that become increasingly unfamiliar at Levels 1 and 2). Ofqual (2009b).

For example, when reading and writing, learners should have plenty of practice at selecting information from, and responding to, information from several different types of text about a related topic or subject – at least two types of text at Level 1 and three or more types at Level 2.

For this reason tutors may want to create further reading and/or writing tasks that involve other related documents.

Some ideas for reading sources include:

<http://www.bbc.co.uk/eurovision/>

<http://www.bbc.co.uk/eurovision/party/scorecards.shtml> (These could also be used for Functional Maths)

<http://www.independent.co.uk/arts-entertainment/music/news/pete-waterman-to-pen-uks-eurovision-song-contest-entry-1882967.html>

<http://www.guardian.co.uk/tv-and-radio/tvandradioblog/2010/may/26/eurovision-2010-semi-final-part-one>

Some related writing tasks could include:

Making a (detailed) comment on a blog (e.g. the Guardian one listed above).

Writing an article for a newspaper TV review.

Imagine you attended the final. Email a friend to tell them all about it.

Some related speaking, listening and communication ideas could include:

Prepare and give a short presentation about the contest or one of the singers.

Interview a parent or older friend/relative about their memories of previous contests.

References

Ofqual (2009a), *Functional Skills criteria for English: Entry 1, Entry 2, Entry 3, level 1 and level 2*.

Ofqual (2009b), *Functional Skills qualifications criteria November 2009*

Both available from

<http://www.ofqual.gov.uk/qualification-and-assessment-framework/89-articles/238-functional-skills-criteria>