



Teachers Notes:

Level:	B1 – Intermediate
Topic:	The Eurovision Song Contest Each year, European countries compete in a singing contest which is watched by millions of people around the world. Students are introduced to some of Ireland’s entries and debate the advantages and disadvantages of the contest.
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Lesson Aim:	Introduce and familiarize students with the Eurovision Song Contest Lexical items in debate texts – deduce meaning from context Develop spoken interaction – Organising ideas to participate in group debate Develop spoken Production – Expressing opinions through debate.
CEFR Student Learning Outcomes:	Reading: I can identify the main conclusions in texts which clearly argue a point of view. Spoken Interaction: I can express my opinions on abstract topics like films and music, describe my reactions to them and ask other people what they think. Spoken Production: I can develop an argument well enough to be followed without difficulty most of the time. Strategies: I can join in a discussion on a familiar topic, using a suitable phrase to do so. Quality of Language: I can explain the main points relating to an idea, problem, or argument with reasonable precision.
Lexical Aim:	14 lexical items: To represent, to submit, to manufacture, tend to, fair, economic boom, to vote for, incredible, to support, to celebrate, opportunities, to promote, to attract, beneficial to.
Interaction Patterns:	Pair work Group work Whole class
Preparation:	Cut out the strips and missing word cards on '10 Eurovision Facts about Ireland'
Task Time:	120 minutes.



Lesson

Procedure

Print or use IWB/Projector to show students **image of Jedward**. Give them 5 minutes in pairs to discuss who they are. If they don't know, encourage them to **guess** who they might be.

Play you tube video of Eurovision Contest entry 2011 for Ireland "Lipstick", performed by Jedward at the link below:

<http://www.youtube.com/watch?v=2huxEke1GD4>

Tell students that In pairs, they will discuss their opinions on the performance.

Write prompts on the whiteboard such as:

I think

In my opinion.....

In my point of view.....

Elicit more examples of how to express opinions and then play the clip.

Give pairs 5 minutes to discuss and get feedback.

Cut up the 10 Eurovision Facts about Ireland. Give half the class one of these cards each and the other half, one of the 'missing word cards'.

Class mill - Students stand and try to find their partner by reading out their statement to each student. Another student will have their missing word. When students have found their partners, go through the statements, getting feedback.

Pair Discussion - Students discuss if their country enters Eurovision. (If not, do they think they should?)

Hand out '**Giving your opinion**' worksheet. In pairs, students go through each one and discuss meaning of unfamiliar words (i.e reckon, incredible)

Tell your students '**I think (their country) will win the Eurovision next year**'.

Quickly go around the room and ask pairs to use a phrase from one of the boxes.

Halve the class into '**Team A**' and '**Team B**'. Team A read '**The Eurovision is incredible**' and Team B read '**The Eurovision is trash T.V**', deducing meaning of lexical items together.

Each team now discuss other points they could make for the debate.

Hold the class debate – Monitor and take note of errors!

If you have time, you could play your own countries most recent entry and get some feedback on students opinions of the song/performance.