WP6
Grid/guide for the textbook analysis

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The criteria to select textbooks:

1. Area of Social Sciences (e.g., History, Geography, Social Studies, Civics) and EFL (English as a Foreign Language)
2. Most representative tracks of secondary education (ISCED 3) – possible themes: contemporary history, history of the XXth century, relevant topics of ESL such as intercultural awareness …
3. Best sellers & innovative in each country for each subject; a minimum of at least 5-6 textbooks/country.
4. In many countries, textbooks are distributed with a workbook or cd-rom that should be included in the analysis, specifically those exercises or activities related to the relevant segments of the textbook.

I – IDENTIFICATION

1. Country

Sweden

2. Subject

English

3. Grade

English step 6
Mainly grade 11-12* for programmes preparing for higher education

*The senior secondary school curriculum in Sweden is course based, where some courses are included in all educational programmes and others are programme specific (main streams: vocational programmes and programmes preparing for higher education – "theoretical" programmes). It can further vary between programmes and schools in which grade a course is taken. Vocational programmes include the most basic course in English (English step 5), which often runs over grade 10-12. Programmes preparing for higher education also include English step 6 (in some cases also English step 7), with English step 5 in grade 10-11, and English 6 (and 7) in grades 11-12.

4. Title

Blueprint

5. Author(s)

Lundfall, Christer, Nyström, Ralf, Cotting Röhlk, Nadine & Clayton, Jeanette

6. Authors' Sex

Man, man, women & women

7. Authors' Background (*profession and training, if available*)

-

8. Year

2008

9. Publisher

Liber AB

10. Edition

2nd

11. Nr of Pages

320

12. Nr of pages and paragraphs addressing the following themes (not only explicit or literal references, but also those which can be arguably interpreted as related to the themes, e.g., the segment does not refer "active citizenship" but mentions or discusses practices recognized as examples of active citizenship):

	Nr of pages	Nr of paragraphs	Nr of exercises
a) Construction of the EU (i.e., mainly in the historic perspective)			
b) EU institutions and functioning			
c1) Sense of belonging or identity at national/regional level			
c2) Sense of belonging or identity at EU level			
c3) Sense of belonging or identity at Global level			
d) Active citizenship	26	40 (pp. 84-88, 101-108, 119)*	14
e) Youth citizenship	12	52 (pp. 11-15, 111-116)*	
f) Youth issues (e.g., bullying, unemployment, drugs, sex, careers, youth cultures, …)	6	16 (pp. 73-75, 78)*	1
g) Living and relating with others/ intercultural awareness	36	142 (pp. 53-57, 60-67, 123-124, 127-129, 130-132, 136-145)*	15
TOTAL	80	234*	30

13. Other comments (*e.g., why the textbook was chosen etc.*)

The book is structured around six different themes; love, reality issues, morals, culture clashes, work and horror stories which all serves as main sections of the book. The sections consists of sub-chapters of 28 texts – mainly authentic literature and journalistic texts. Every chapter begins with a small poem or lyrics to introduce the theme. Each chapter also contains a word list, exercises for listening, speaking and writing, including grammar sections.

The last part of the book is called 'Speaker's Corner' and 'Writer's Workshop', which consists of instructions and helpful ideas to support the students when conducting the exercises.

All of the English textbooks we have considered, are structured in a similar way. The focus is upon learning the language, rather than social issues and citizenship. Although, comparing to *Solid Ground : Student's Book*, this one covers a lot more issues that is of relevance for our analysis, both implicit and explicit. Which is probably an effect of the higher level of the course. Some texts touch upon the issues in the analysis grid, but they do usually not have these kind of questions in focus, hence they are excluded from the analysis.

Overall, the grid was difficult to apply to the material because the main focus is not social issues or citizenship. Most texts and exercises fit in multiple categories which make them heavily dependent upon interpretation and criterions used in the coding process, which will be apparent in the further analysis.

*Since all pages are relevant for the topic, all paragraphs on each page are counted in.

Note: for the following sections please consider only those pages and paragraphs counted in the previous table.

II – CONTENT

i) Construction of the EU / EU Institutions and functioning/ EU belonging or identity

14. Institutions, actors, events, facts and dates mentioned related with EU construction, functioning or belonging

NA

15. Key concepts / ideas

NA

16. Priorities, aims and values that emerge from the text (e.g., solidarity, EU integration, EU identity, human rights, economic growth, democracy, participation, employment…):

NA

17. Representative paragraphs diagrams, figures and cartoons (translated into English):

NA

ii) Active Citizenship / Youth Citizenship / Youth Issues

18. In how many paragraphs is the concept of Active Citizenship present:
    a) EU level (....)
    b) national level (....)
    c) local level (20)
    d) other regions (beyond EU) (…)
    e) in general (not related to geographical area) (20)

18.1 Representative paragraphs (translated into English):

EXAMPLE (p. 107) – local level (but also a global level and in general)

The text is about environmental activist who are blocking the passage of vehicles on a deforestation mission. The story set's out at a local level, but can also be related to a global level and/or in general.

Earth Forever!

The sheriff came, with two deputies, and he took his own sweet time about it. And what did he do when he finally did get there? Did he arrest the man on the Cat? Close down the whole operation and led the courts decide if it's legal to bulldoze a dead zone through a federally designated roadless area°?

EXAMPLE (p. 119) – in general

Protesting or Praying?

How far can we go to save what's left of this planet? There *are* people how have decided to take action. Take for example nun-to-be Stephanie Plath, who has decided to withdraw into a closed order at a convent. For her, every day will be the same from now on.

Activist Amy Buus reacts in the opposite way. She has joined the anti-globalization movement, participating in rallies to protest against what she sees a new world order. For Amy, getting involved to change the world is becoming an obligation. For her, no two days are alike.

19. In how many paragraphs is the concept of Youth Active Citizenship present:
    a) EU level (....)
    b) national level (....)
    c) local level (....)
    d) other regions (beyond EU) (…)
    e) in general (not related to geographical area) (52)

19.1 Representative paragraphs (translated into English):

Two texts are coded as youth citizenship, *Meet Mark*, an extract from Helen Fielding's Bridget Jones's Diary, which is interpreted as the expectations upon youth to get married and start a family, and *Dropping out*, which is described below.

EXAMPLE (p. 114)

The text is an extract from Carol Shield's famous novel Unless, a story about a mother, Reta, whose daughter, Norah, is dropping out of college to live on the streets. The feeling of exclusion and depression of the overwhelming reality permeates the text. Even if it is not outspoken, Norah's situation and anxiety can be interpreted as caused of the society's expectations and demands upon youths.

Dropping out

"Norah," I tried. "The world often seems to be withholding something from us We all feel that way at times, but especially at your age. You have to face up to it – "

"But that exactly what I want to do. I'm trying to face up to it. But it's too big."

20. In how many paragraphs are Youth Issues (e.g., bullying, unemployment, drugs, sex, careers, youth cultures, …) present:
    a) EU level (....)
    b) national level (....)
    c) local level (....)
    d) other regions (beyond EU) (…)
    e) in general (not related to geographical area) (16)

20.1 Representative paragraphs (translated into English):

EXAMPLE (p. 74)

The first example is about violence in videogames and movies, and begins with two teachers talking about how children's fantasies have changed during the last year.

The Seeds of Evil

Thanks to television and video, however, images of unspeakable brutality have now entered the most secure and protected homes. Ms Wright, who taught for 11 years in Silver Spring, Maryland, notices "a major difference" when it comes to

the stories her students now choose to tell. Today, "eyes are being pulled out, arms chopped off, heads cut off … usually the story ends with death".

EXAMPLE (P. 78)

This text introduces another perspective of youth culture (videos, music, games) with the example of the Columbine High School massacre (1999), of which the famous musician Marilyn Manson got blamed.

Fear and Consumption

Michael Moore tries to find other causes of the tragedy in *Bowling for Columbine*, in his documentary film from 2002. One of Moore's main ideas concerns the power of fear. Keeping people afraid is an efficient way to prevent them from criticizing their leaders, according to Moore.

Marilyn Manson agrees. He claims that fear makes people look for comfort in consumption. This in turn makes them passive and harmless citizens.

21. In how many paragraphs are Views of Citizenship in which Gender appears as a relevant category (e.g., gender equality, abortion rights, domestic division of labour, etc.) present:
    a) EU level (....)
    b) national level (....)
    c) local level (....)
    d) other regions (beyond EU) (…)
    e) in general (not related to geographical area)

21.1 Representative paragraphs (translated into English):

No text does directly address gender issues, but one exercise covers it.

EXAMPLE (p. 50)

Writing 2 – Literary analysis

There are many similarities – but also some telltale differences – between *Meet Mark* and *Meeting Mr Darcy*. Discuss them with a friend or in class, trying to explain what insights they provide into women's situation in society. Formulate this theme (or massage) in a sentence or two.

Then start your analysis of *Meet Mark* and *Meeting Mr Darcy* with an introduction, followed by the sentence above as your thesis sentence. Next, prove and support your interpretation in the body paragraphs with details from the texts, and explain what is similar and what is different – and why. Finish by reflection on the differences in attitudes and the position of women then and today.

One example implicitly touches upon gender issues, although the main focus is colonialization and how it frames our view of beauty – it is coded as intercultural awareness. But since beauty mostly is applied to women, it can also be coded as such. The text is about a young, half-Jamacian, half-English girl named Irie how

wants to charm a boy, Millet. Millet adores English women but since Irie cannot transform herself she goes for the second best option, trying to straighten her hair.

EXAMPLE (p. 136)

Curled or Straight?

It seems to be a fact that colonizers have not only invaded land resources, but also twisted the minds of the people they invade. The ideals of the "White Man" have spread inn most of the familiar culture, the natives sometimes interpret status according to who is in power – as most of us do. Why else would Kenyans appreciate Levis T-shirts so much? Why else would so many Asians have cosmetic operations on their eyes for European looks? Why would Millat adore the appearance of the Britch *r* and why else would Irie want to be an English rose?

Another example that could have been counted to the category of gender issues is the previous mentioned text *Dropping out*, whereas the original novel is usually interpreted as female exclusion and the failure of society to appreciate the work of women. But since it's not the focus of the text extract, it's not counted as such.

22. Definitions of 'Active Citizenship' according Ekman & Amnå's typology of 'Political Participation and Civic Engagement' (2012, p. 295) [*you can choose* (●) *more than one option*]
    a) **Non-participation (*disengagement*)** – it includes Active forms (antipolitical) and Passive forms (apolitical), at individual and collective levels (e.g., Avoid talking about politics; Perceiving politics as disgusting; acts of non-political violence (riots), reflecting frustration, alienation or social exclusion; Perceiving politics as uninteresting and unimportant; Political passivity ●
    b) **Civil participation (*latent-political*)** – it includes Social involvement (attention) and Civic engagement (action), at individual and collective levels (e.g., Taking interest in politics and society; Perceiving politics as important; Identifying with a certain ideology and/or party; Writing to an editor; Activity within community based organization) ●
    c) **Political participation (*manifest*)** – it includes formal political participation and legal or illegal extra-parliamentary political participation, at individual and collective levels (e.g., Voting in elections and referenda; Being a member of a political party, an organization, or a trade union; Boycotting and political consumption; Demonstrating, participating in strikes, protests; Civil disobedience actions). ●
    d) **Other** ○ (Please specify)

The most prominent type of participation is the civil one, whereas the book presents a lot of current social issues to the students. Although, it also covers one example of non-participation in the text *Dropping out*, and some political participation.

22.1 Representative paragraphs, diagrams, figures and cartoons (translated into English) for each one of the definitions selected above:

a) Non-participation

EXAMPLE (p. 114)

The text is an extract from Carol Shield's famous novel Unless, a story about a mother, Reta, whose daughter, Norah, is dropping out of college to live on the streets. The feeling of exclusion and depression of the overwhelming reality permeates the text. Even if it is not outspoken, Norah's situation and anxiety can be interpreted as caused of the society's expectations and demands upon youths, and an anti-action against it.

Dropping out

"Norah," I tried. "The world often seems to be withholding something from us We all feel that way at times, but especially at your age. You have to face up to it – "

"But that exactly what I want to do. I'm trying to face up to it. But it's too big."

b) Civil participation

It exsist many example of civil participation throughout the book, most of them in exercises whereas the students got to reflect upon social issue, take a stand and discuss it with classmates.

EXAMPLE (p. 122)

WRITING 1 – Discussion essay

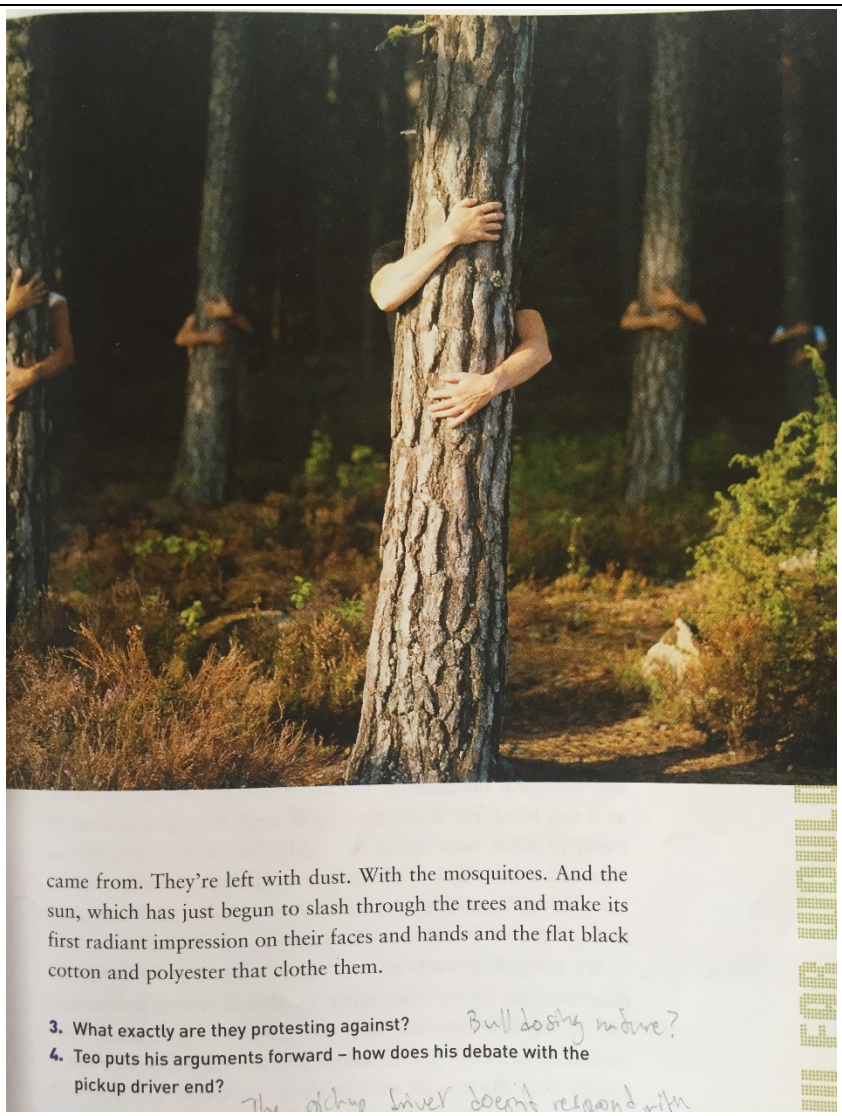
The texts in thit unit all show different repsponses to challenges or problem : submission to authority, overcoming an ordeal, taking action to save the environment, dropping out in the face of an overwhelming reality. Write a discussion essay where you define a personal challenge (problem) or an issue (problem) of current interest in soceity. The discuss three solutions to this problem, and finish with a personal reflection or recommendation.

EXAMPLE (p. 81)

SPEAKING 2 – Team debate

Every night, thousands of people are sleeping rough on big city streets. Homeless people are 50 times more likely to die from violent assault and 35 times more likely to commit suicide. In your view, is it true that we accept homelessness of we do nothing about it ? Do we have a responisbility ? Or is the whole problem of homelessness on the plate of social workers – a state or community issue ? Divide into teams of three, each team taking a stand in this moral question. Choose a moderator to control the debate and discuss whose responisbility it really is.

c) Political participation



came from. They're left with dust. With the mosquitoes. And the sun, which has just begun to slash through the trees and make its first radiant impression on their faces and hands and the flat black cotton and polyester that clothe them.

3. What exactly are they protesting against? Bull dozing nature?
4. Teo puts his arguments forward – how does his debate with the pickup driver end?

EXAMPLE (p. 105)

EXAMPLE (p. 119)

Protesting or Praying?

How far can we go to save what's left of this planet? There *are* people how have decided to take action. Take for example nun-to-be Stephanie Plath, who has decided to withdraw into a closed order at a convent. For her, every day will be the same from now on.

Activist Amy Buus reacts in the opposite way. She has joined the anti-globalization movement, participating in rallies to protest against what she sees a new world order. For Amy, getting involved to change the world is becoming an obligation. For her, no two days are alike.

f) Other

23. Quality of the argument/narrative about Active Citizenship (*you can choose* (●) *more than one option*):
    a) Informative ●
    b) Reflexive / Interpretative ●
    c) Other ○ (Please specify)_____

24. Level of complexity of the argument/narrative about Active Citizenship according the following typology:
    a) LEVEL 1. Simple identification of the idea, concept, phenomenon, etc.
    b) LEVEL 2. Level 1 *PLUS* an analysis of the idea, concept, phenomenon, etc.
    c) LEVEL 3. Levels 1 and 2 *PLUS* some articulation/confrontation between different/ non-consensual perspectives.

Please mention the level of complexity, followed by representative paragraphs, diagrams, figures and cartoons (translated into English), for each one of the following options selected in the previous point (24.):

a) Informative

LEVEL 1

The book covers a lot information about social issues and theories/ideas/concepts that relate to them. But the presentation are quite one-dimensional, hence valued as (1).

EXAMPLE (86-87)

Killing on Orders

In everyday life, too, it is easiest to abuse someone who is distant or depersonalized°, making people unresponsive even to great tragedies. Executioners depersonalize those being executed by placing hoods over their heads. Bombing a helpless village from 40,000 feet is an acceptable mission, but the same task force will baulk at shooting an equally helpless villager. In combat with an enemy they can see, many soldiers do not fire or even do not aim. Such disobedience is rare among those given orders to kill with the more distant artillery or aircraft weapons.

b) Reflexive / Interpretative

LEVEL 2

The book does not provide satisfactory problematisation of the issues; how come that some people take different standpoints upon various problems? Although it offers some analysis of the phenomena discussed.

EXAMPLE (p. 82)

WRITING 2 – Discussion essay

In the *Seeds of Evil*, Michael Medved suggests that efforts to restrict violent DVDs and computer games cannot overnight eliminate the epidemic of youth crime. Write a discussion essay where you discuss three aspects of how violence in films and/or computer games may or may not influence children and young people. Finish with your personal reflection, a recommendation, or suggest a solution to this problem.

EXAMPLE (p. 121)

SPEAKING 2 – Argumentative speech

Recent reports show that it requires international cooperation to lower average temperature on earth. But how far should we go in order to save the planet? Should we boycott travelling by airplane and always take the train? Should we ban the import of goods from far away? Or is the fear of global warming just propaganda? Take a stand in the climate change issue. Find arguments to support your view and try to predict possible counter-arguments o order to turn them into your advantage.

c) Other

25. Is there any connection with the daily life of young people? *Please mark the circle* (●).
Yes ● No ○
If yes, please give examples …

Texts that are connected to the daily life of young people, and are included in the grid, are *Meet Mark* and its' related exercises, which touch upon the expectations to find a partner and start a family. *The Seeds of Evil* and *Fear and Consumption*, which discuss youth culture (movies, music and games). *Dropping Out*, a story that are connected to society's expectations and demands upon youths, and at last *Curled or Straight*, which is about a half-Jamacian, half-English girl and the problem of fitting in.

EXAMPLE (p. 49)

Writing 1 – Discussion essay
30 year old, and single. Bridget Jones feels the expectations of both her mother and friends that she should settle down, get married and start a family. Apparently she shares this attitude herself. When is the right age for marriage a family? What factors do young people take into consideration and why? Write a discussion essay where you discuss three aspects of this issue, finishing with a personal reflection or recommendation.

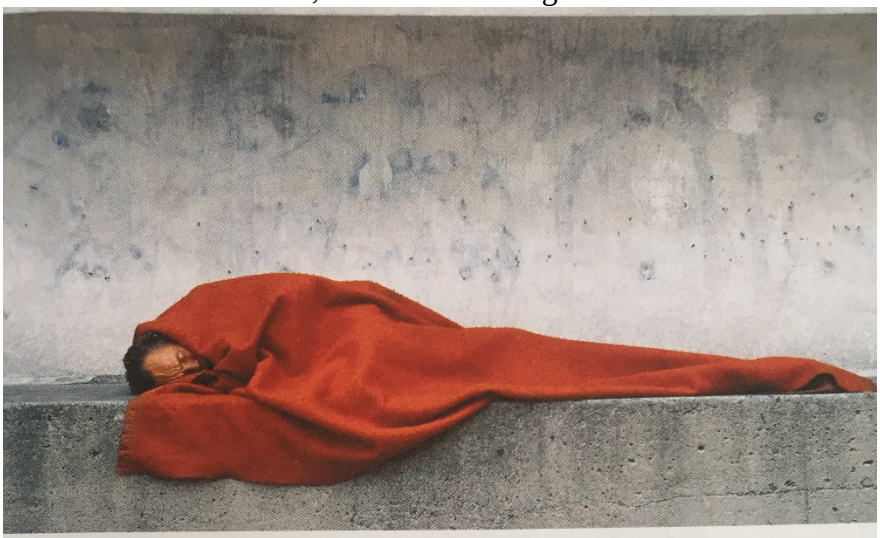
iii) Living and relating with others / intercultural awareness

26. What kind of issues are addressed (*you can choose* (●) *more than one option*):
    a) Citizenship status ●
    b) Gender ●
    c) Ethnicity ●
    d) Age ○
    e) Other ● (Please specify) – *Religion*

26.1 Representative paragraphs, diagrams, figures and cartoons (translated into English) for each one of the issues selected above

a) Citizenship Status

One example of citizenship status in the category livening and elating with others/intercultural awareness, is the text *No Place to Call Home*, which is self-biography by Lee Stringer and his way from a homeless cracker living under Grand Central Station in New York, to an author living a normal life.



Pretty soon I forget all about hustling and getting a hit. I'm scribbling like a maniac; heart pumping, adrenaline rushing, hands trembling. I'm so excited I almost crap on myself.

It's just like taking a hit.

Before I know it, I have a whole story.

I go to read the thing and it's a mess. The pages are all out of order. Parts are scratched out. Other parts are written sideways in the margins. But what I can read looks pretty good.

Even great in parts.

By the time I go back and carefully rewrite the thing, it's too late at night for me to bother going out, which is a remarkable thing for me because I don't think there's been a day since I started that I have gone without at least one hit.

So I read the story over and over.

Fix a few things

EXAMPLE (p. 55)

b) Gender

Just a few texts touches upon gender issues and the most prominent examples are found in exercises.

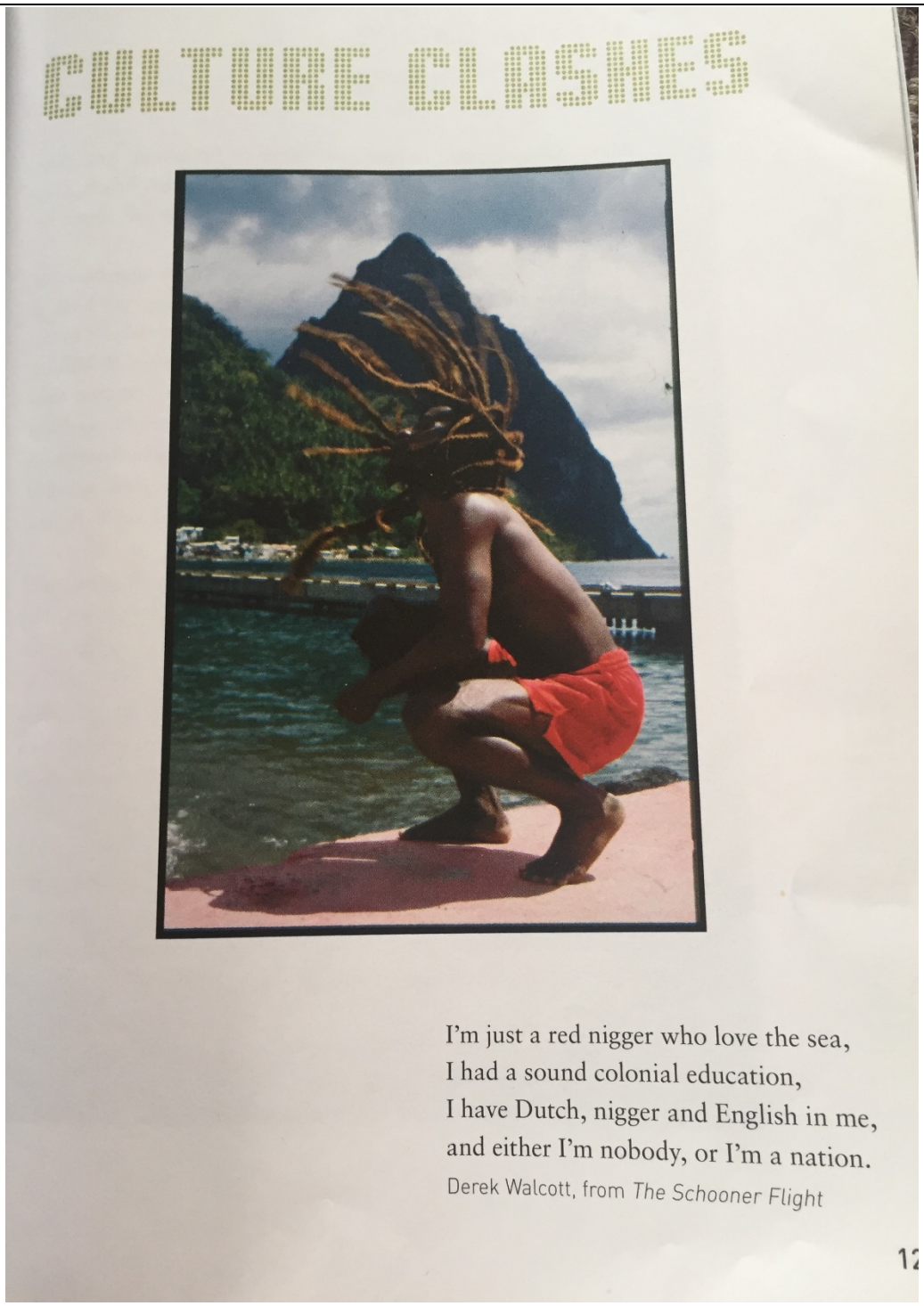
EXAMPLE (p. 50)

Writing 2 – Literary analysis

There are many similarities – but also some telltale differences – between *Meet Mark* and *Meeting Mr Darcy*. Discuss them with a friend or in class, trying to explain what insights they provide into women's situation in society. Formulate this theme (or massage) in a sentence or two.

Then start your analysis of *Meet Mark* and *Meeting Mr Darcy* with an introduction, followed by the sentence above as your thesis sentence. Next, prove and support your interpretation in the body paragraphs with details from the texts, and explain what is similar and what is different – and why. Finish by reflection on the differences in attitudes and the position of women then and today.

c) Ethnicity



EXAMPLE (p. 123)

A whole main theme in the book are dedicated to *Culture Clashes* (about 1/6 of the book's content). This is probably not characteristic for all existing English course literature in Sweden.

d) Age

e) Other

One exercise touches upon religion and problematize about stereotypes.

EXAMPLE (p. 67)

REFLECT & SHARE

2. When Fagin is introduced in the novel we learn he is a "very old shrivelled Jew", with a "villainous-looking and repulsive face". Throughout the book he is simply called "the Jew". What problems would such descriptions have in a book published today?

27. Quality of the argument/narrative about 'Living and relating with others / intercultural awareness' (*you can choose* (●) *more than one option*):
    a) Informative ●
    b) Reflexive / Interpretative ●
    c) Other ○ (Please specify)_____

28. Level of complexity of the argument/narrative about 'Living and relating with others / intercultural awareness' according the following typology:
    a) LEVEL 1. Simple identification of the idea, concept, phenomenon, etc.
    b) LEVEL 2. Level 1 *PLUS* an analysis of the idea, concept, phenomenon, etc.
    c) LEVEL 3. Levels 1 and 2 *PLUS* some articulation/confrontation between different/ non-consensual perspectives.

Please mention the level of complexity, followed by representative paragraphs, diagrams, figures and cartoons (translated into English), for each one of the following options selected in previous point (27.):

a) Informative

LEVEL 1

The book presents a lot of informative views upon cultural issues, but lacks further problematisation and analysis.

EXAMPLE (p. 127)

When Cultures Clash

According to Said, a renowned intellectual from Palestine, the Western world in its quest if new territories has distorted° the image of the Oriental world. By defining people in the Eastern part of the world as the "other" – dark, exotic and strange – the colonizers could view themselves as white, familiar and enlightened°.

b) Reflexive / Interpretative

LEVEL 2

The book offers some reflexive/interpretative elements, mostly in the exercises, which are developed throughout analyses. But it does not include conflicting perspectives.

EXAMPLE (p. 150)

WRITING 1 – Literary analysis

Look at the following quotes from *Curled or Straight:*
"Some of us are happy with our African hair."
"Is it my fault if they want the hair that is straight – and paler skin sometimes, like Michael Jackson, my fault too?
The quotes both give you clues to the message of the text. Discuss with a friend or in class what this message might be. Formulate it in a sentence.
Now start your analysis of *Curled or Straight* with an introduction, followed by the sentence you have just formulated as your thesis sentence. Next, prove your point in the body paragraphs. Remember to refer to the text.
Finish with a suitable conclusion.

c) Other

29. Is there any connection with the daily life of young people? *Please mark the circle* (●).
Yes ● No ○
If yes, please give examples …

The connection with the daily life of young people are weaker than of active citizenship/youth issues/youth citizenship. Just one text – *Curled or Straight?* is clearly connected to the life of youths.

EXAMPLE (p. 136)

Curled or Straight?

Irie is a half-Jamaican, half-English woman in her twenties. Her black curls lie stubbornly curved in African follicels°. The man she adores, Millat, comes from an Indian family. Unfortunately for Irie, Millat adores *English* women.

Chances are slim she can transform into an "English rose", but she can do something about the shape anf colour of her hair. That's why she decides to go for the Indian style, Millat's own – and make her hair long and straight.

III – DIDACTICS

NOTE: Even if our main focus is the sections analysed above, this analysis should consider other sections as long as they include relevant learning experiences.

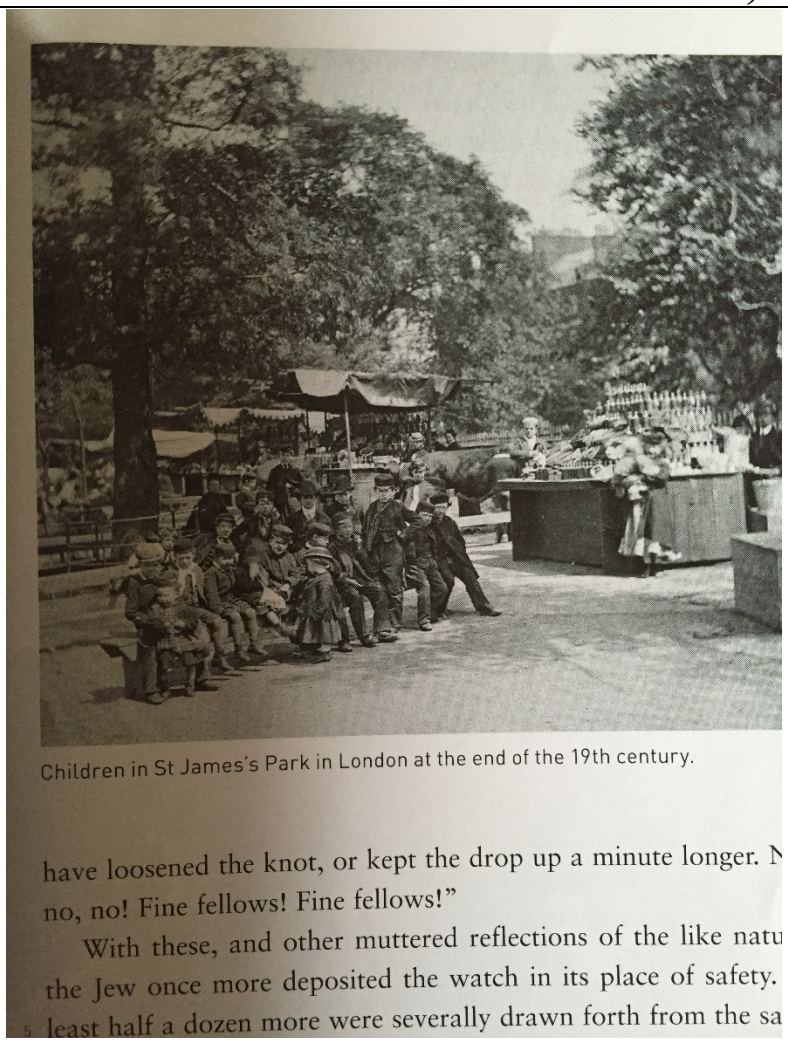
30. Type of supporting documents / elements included (*you can choose* (●) *more than one option*):
    a) Written ●
    b) Iconographic ●
    c) Maps ○
    d) Graphics / Tables / Charts ○
    e) Other ● (Please specify) – *Music and listen activities, models/figures*

30.1 Representative supporting documents / elements selected above:

a) Written

See examples above.

b) Iconographic



Children in St James's Park in London at the end of the 19th century.

have loosened the knot, or kept the drop up a minute longer. N
no, no! Fine fellows! Fine fellows!"

With these, and other muttered reflections of the like natu
the Jew once more deposited the watch in its place of safety.
least half a dozen more were severally drawn forth from the sa

EXAMPLE (p. 61) – presented with an extract from Oliver Twist

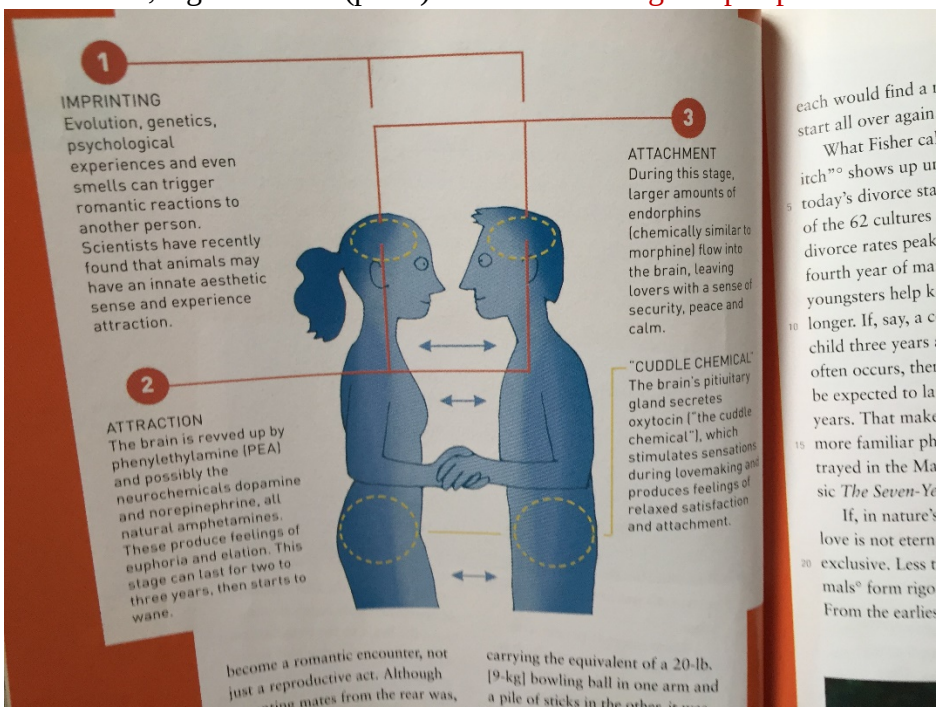
c) Maps

d) Graphics / Tables / Charts

e) Other

The song "You oughta know" by Alanis Morissette is included as a part of the listening activities, combined with questions about what the song is about etc (p. 10). Another example is an listening activity including an interview with Marilyn Manson, which is also combined with questions (p. 80). The focus is to learn English, rather than the specific topic.

EXAMPLE, figure/model (p. 40) – about the biological perspective on love



31. Classification of written documents (*you can choose* (●) *more than one option*):
    a) Historical (transcripts or photos of documents such as constitutions or treaties) ○
    b) Authored (transcripts of other authors such as philosophers, politicians, or novelists) ●
    c) Didactic (by the authors of the textbook to explain and/or contextualize, etc.) ●

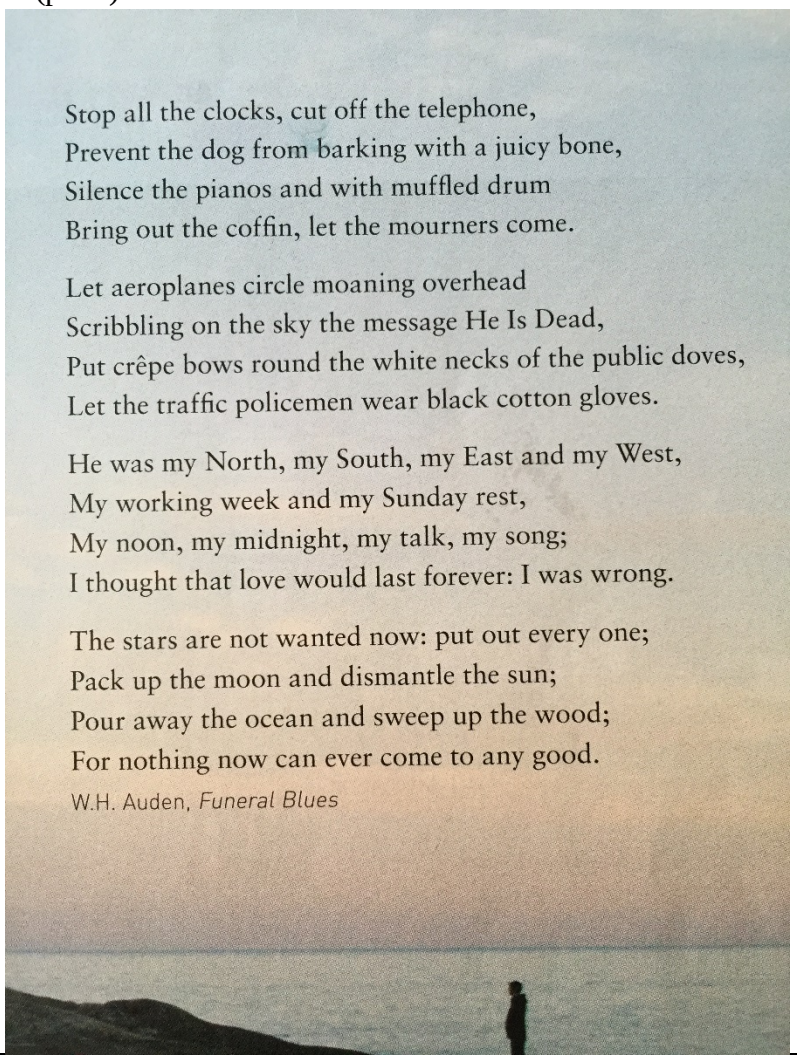
31.1 Representative excerpts of the written documents selected above:

a) Historical

b) Authored

Most texts are authentic literature by novelists, journalists, poets etc.

EXAMPLE (p. 51)



Stop all the clocks, cut off the telephone,
Prevent the dog from barking with a juicy bone,
Silence the pianos and with muffled drum
Bring out the coffin, let the mourners come.

Let aeroplanes circle moaning overhead
Scribbling on the sky the message He Is Dead,
Put crêpe bows round the white necks of the public doves,
Let the traffic policemen wear black cotton gloves.

He was my North, my South, my East and my West,
My working week and my Sunday rest,
My noon, my midnight, my talk, my song;
I thought that love would last forever: I was wrong.

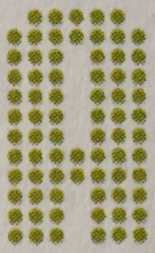
The stars are not wanted now: put out every one;
Pack up the moon and dismantle the sun;
Pour away the ocean and sweep up the wood;
For nothing now can ever come to any good.

W.H. Auden, *Funeral Blues*

c) Didactic

Every chapter contains a small dictionary, explaining central words for understanding the text. The book also includes a whole section about writing and speaking to help the students achieve the exercises. The focus is learning the language.

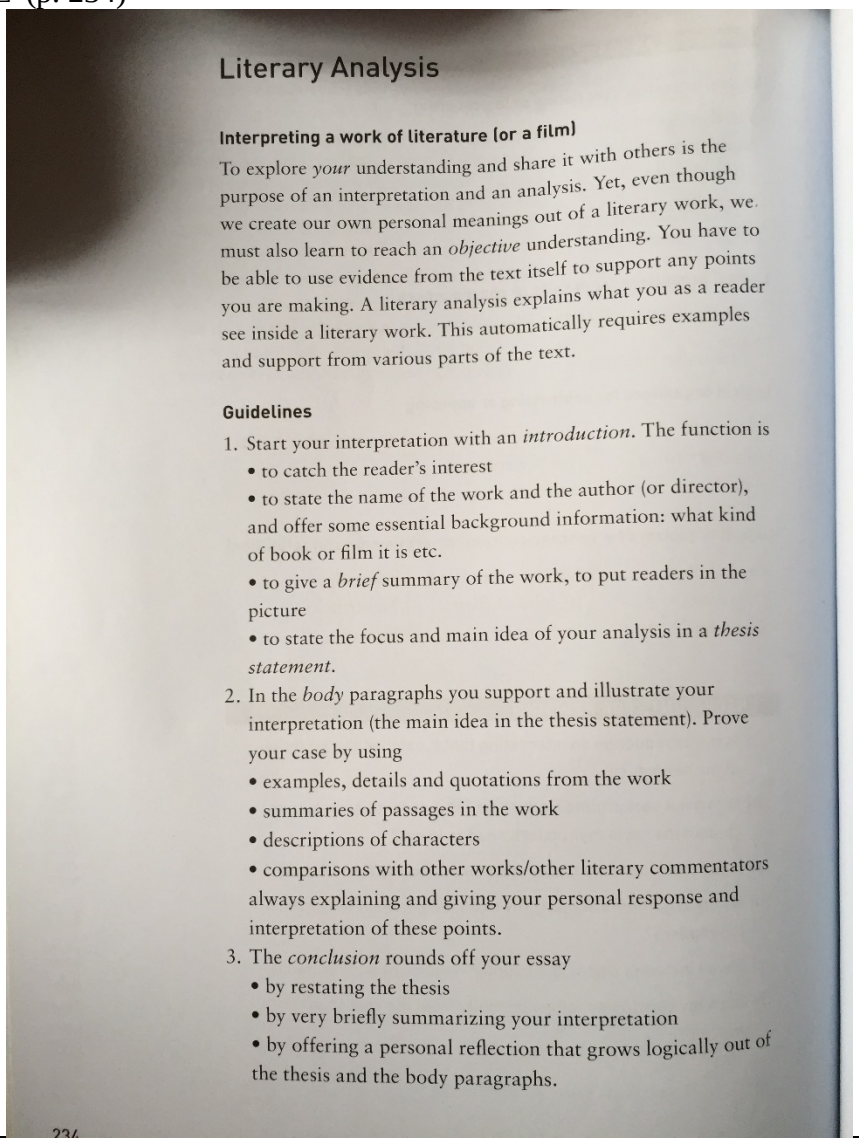
indentation inward bend
plump for to choose one from a selection
muted soft and gentle, not very strong
flighty not serious or reliable
pebble small stone
juvenile silly or immature
mortgage loan of money in order to buy a house



shling
have
way
enough for
After ag
case she ca
she brougl
Then she r
her pocket
how lucky
Anyway, s
would be a

EXAMPLE (p. 154)

EXAMPLE (p. 234)



Literary Analysis

Interpreting a work of literature (or a film)

To explore *your* understanding and share it with others is the purpose of an interpretation and an analysis. Yet, even though we create our own personal meanings out of a literary work, we must also learn to reach an *objective* understanding. You have to be able to use evidence from the text itself to support any points you are making. A literary analysis explains what you as a reader see inside a literary work. This automatically requires examples and support from various parts of the text.

Guidelines

1. Start your interpretation with an *introduction*. The function is
   - to catch the reader's interest
   - to state the name of the work and the author (or director), and offer some essential background information: what kind of book or film it is etc.
   - to give a *brief* summary of the work, to put readers in the picture
   - to state the focus and main idea of your analysis in a *thesis statement*.
2. In the *body* paragraphs you support and illustrate your interpretation (the main idea in the thesis statement). Prove your case by using
   - examples, details and quotations from the work
   - summaries of passages in the work
   - descriptions of characters
   - comparisons with other works/other literary commentators

   always explaining and giving your personal response and interpretation of these points.
3. The *conclusion* rounds off your essay
   - by restating the thesis
   - by very briefly summarizing your interpretation
   - by offering a personal reflection that grows logically out of the thesis and the body paragraphs.

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32. Suggested resources for teaching-learning process (*you can choose* (●) *more than one option*):
    a) Diary ○
    b) Blackboard or similar ○
    c) Audiovisual materials ○
    d) Internet ●
    e) Workbook or similar ●
    f) Other ● (Please specify) – *Dictionary, peer responses*

32.1 Examples of the suggested resources for teaching-learning selected above:

a) Diary

b) Blackboard or similar

They do not explicitly suggests blackboard or similar as a teaching-learning process, but most of the exercises are possible to combine with it.

c) Audiovisual materials

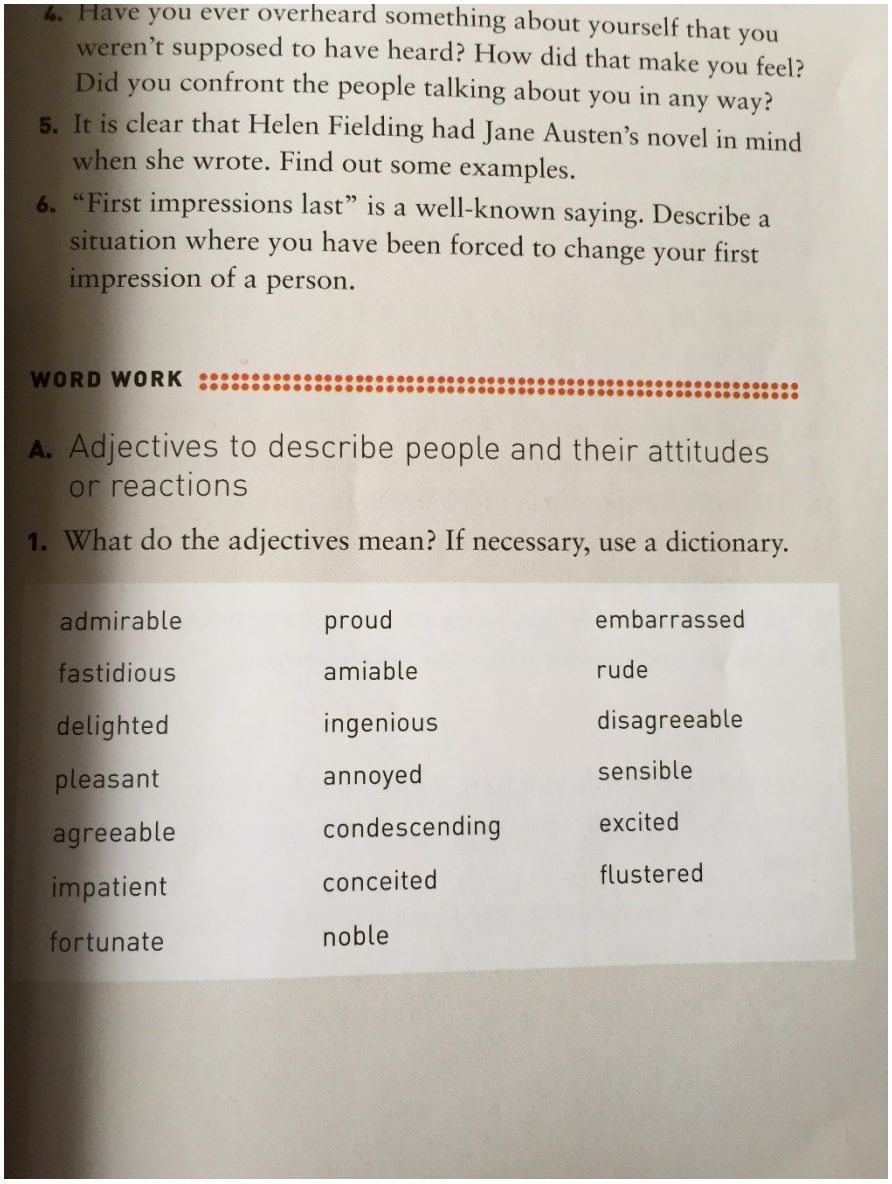
d) Internet

The book includes a website with glossaries and exercises to use as a complementary resource.

e) Workbook or similar

The book includes exercises connected to each chapter, see examples above.

Dictionary – EXAMPLE (p. 27)



4. Have you ever overheard something about yourself that you weren't supposed to have heard? How did that make you feel? Did you confront the people talking about you in any way?
5. It is clear that Helen Fielding had Jane Austen's novel in mind when she wrote. Find out some examples.
6. "First impressions last" is a well-known saying. Describe a situation where you have been forced to change your first impression of a person.

WORD WORK

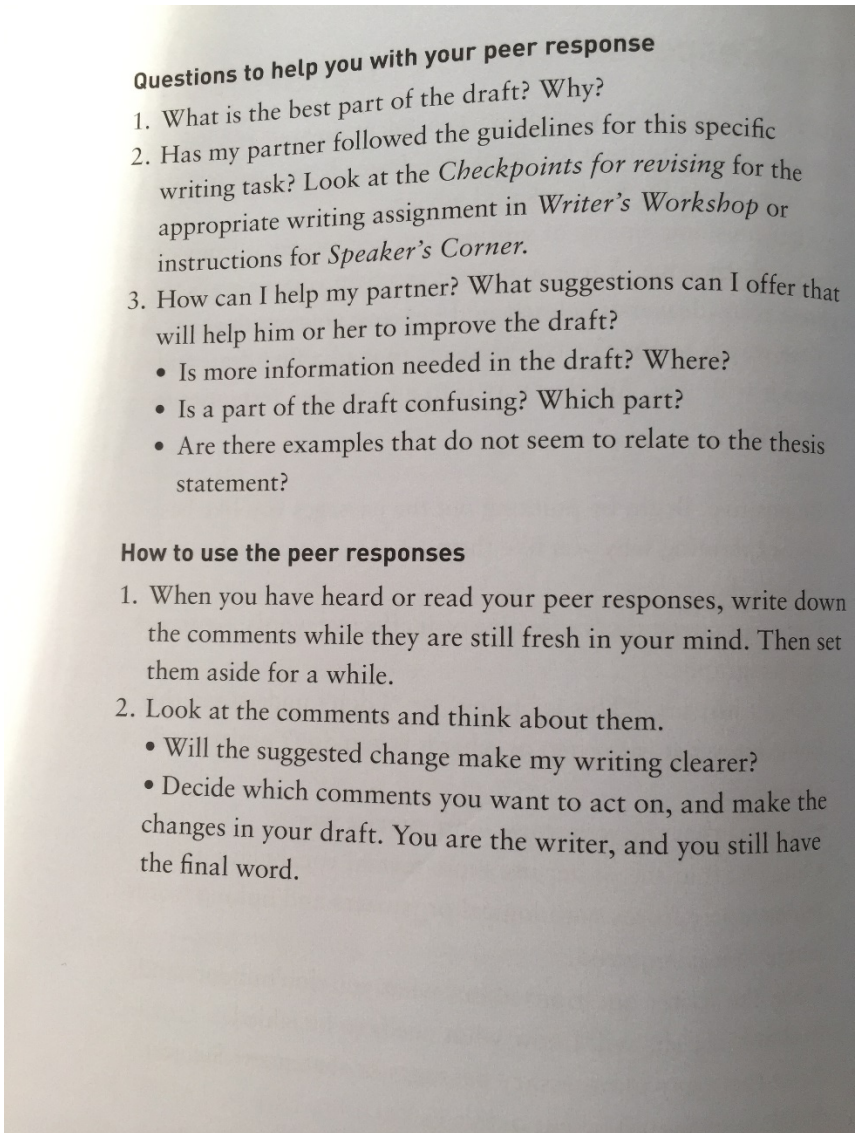
A. Adjectives to describe people and their attitudes or reactions

1. What do the adjectives mean? If necessary, use a dictionary.

admirable	proud	embarrassed
fastidious	amiable	rude
delighted	ingenious	disagreeable
pleasant	annoyed	sensible
agreeable	condescending	excited
impatient	conceited	flustered
fortunate	noble	

Peer Responses – EXAMPLE (259)

Peer responses are suggested as one important teaching-learning process regarding writing exercises in general.



Questions to help you with your peer response

1. What is the best part of the draft? Why?
2. Has my partner followed the guidelines for this specific writing task? Look at the *Checkpoints for revising* for the appropriate writing assignment in *Writer's Workshop* or instructions for *Speaker's Corner.*
3. How can I help my partner? What suggestions can I offer that will help him or her to improve the draft?
   - Is more information needed in the draft? Where?
   - Is a part of the draft confusing? Which part?
   - Are there examples that do not seem to relate to the thesis statement?

How to use the peer responses

1. When you have heard or read your peer responses, write down the comments while they are still fresh in your mind. Then set them aside for a while.
2. Look at the comments and think about them.
   - Will the suggested change make my writing clearer?
   - Decide which comments you want to act on, and make the changes in your draft. You are the writer, and you still have the final word.

33. Types of learning experiences (*you can choose* (●) *more than one option*):
    a) Oral or written analysis of documents ●
    b) Debates ●
    c) Study visits ○
    d) Research activities, field work ○
    e) Argumentative text writing ●
    f) Written summaries ○
    g) Games ○
    h) Watching movies or listening to music ●

i) Dramatization or role-playing ●
j) Other ○ (Please specify) – *word work*

33.1 Examples of the types of learning experiences selected above:

a) Oral or written analysis of documents

EXAMPLE (p. 150)

WRITING 1 – Literary analysis

Look at the following quotes from *Curled or Straight:*
"Some of us are happy with our African hair."
"Is it my fault if they want the hair that is straight – and paler skin sometimes, like Michael Jackson, my fault too?
The quotes both give you clues to the message of the text. Discuss with a friend or in class what this message might be. Formulate it in a sentence.
Now start your analysis of *Curled or Straight* with an introduction, followed by the sentence you have just formulated as your thesis sentence. Next, prove your point in the body paragraphs. Remember to refer to the text.
Finish with a suitable conclusion.

b) Debates

EXAMPLE (p. 81)

SPEAKING 2 – Team debate

Every night, thousands of people are sleeping rough on big city streets. Homeless people are 50 times more likely to die from violent assault and 35 times more likely to commit suicide. In your view, is it true that we accept homelessness of we do nothing about it ? Do we have a responisbility ? Or is the whole problem of homelessness on the plate of social workers – a state or community issue ? Divide into teams of three, each team taking a stand in this moral question. Choose a moderator to control the debate and discuss whose responisbility it really is.

c) Study visits

d) Research activities, field work

e) Argumentative text writing

EXAMPLE (p. 82)

WRITING 2 – Discussion essay

In the *Seeds of Evil*, Michael Medved suggests that efforts to restrict violent DVDs and computer games cannot overnight eliminate the epidemic of youth crime. Write a discussion essay where you discuss three aspects of how violence in films and/or computer games may or may not influence children and young people. Finish with your personal reflection, a recommendation, or suggest a solution to this problem.

f) Written summaries

g) Games

h) Watching movies or listening music

EXAMPLE (p. 153)

At first the students get to listen to '9 to 5', by Dolly Parton, and then answer questions about it.

LISTEN & REACT

1. Can you find more rhymes in this song than your fellow students? Write down the words that you feel rhyme! Then count. If you disagree, back up your choice of rhyme with a convincing argument,

2. What indications in the chorus imply that the 9 to 5 job gives no joy?

i) Dramatization or role-playing

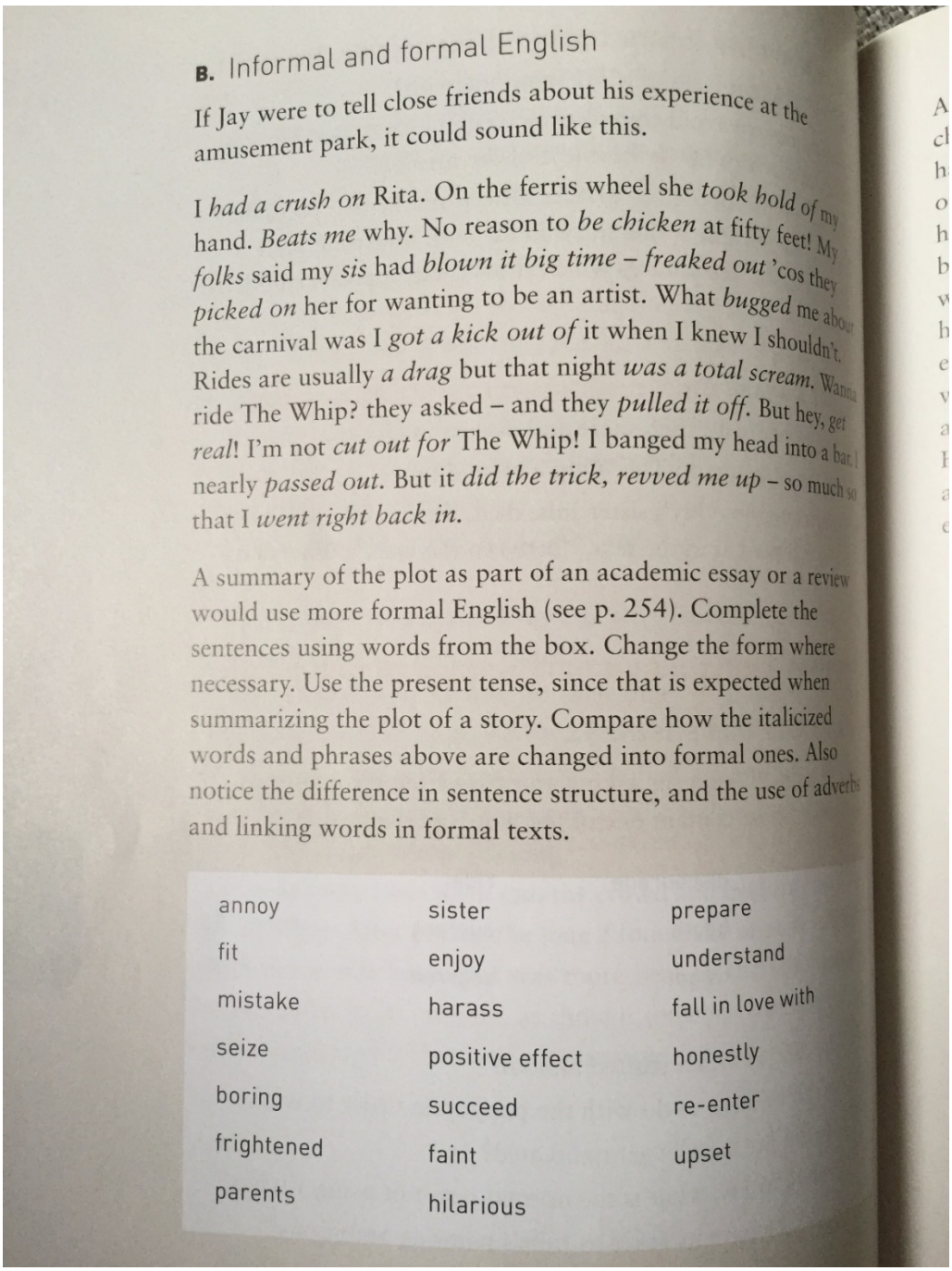
EXAMPLE (p. 68)

ACT IT OUT!

Read the chapter from *Oliver Twist* carefully and act it out as a small play. Make up the lines where Dickens only provides descriptions, for example during the "curious and uncommon game". Be sure each character has an actor and remember how Fagin's personality includes sudden mood swings. Rehearse a few times and show your performance to the rest of the class.

j) Other

Word work – EXAMPLE (p. 196)



B. Informal and formal English

If Jay were to tell close friends about his experience at the amusement park, it could sound like this.

I *had a crush on* Rita. On the ferris wheel she *took hold of* my hand. *Beats me* why. No reason to *be chicken* at fifty feet! My *folks* said my *sis* had *blown it big time – freaked out* 'cos they *picked on* her for wanting to be an artist. What *bugged* me about the carnival was I *got a kick out of* it when I knew I shouldn't. Rides are usually *a drag* but that night *was a total scream*. Wanna ride The Whip? they asked – and they *pulled it off*. But hey, *get real*! I'm not *cut out for* The Whip! I banged my head into a bar. I nearly *passed out*. But it *did the trick, revved me up* – so much so that I *went right back in*.

A summary of the plot as part of an academic essay or a review would use more formal English (see p. 254). Complete the sentences using words from the box. Change the form where necessary. Use the present tense, since that is expected when summarizing the plot of a story. Compare how the italicized words and phrases above are changed into formal ones. Also notice the difference in sentence structure, and the use of adverbs and linking words in formal texts.

annoy	sister	prepare
fit	enjoy	understand
mistake	harass	fall in love with
seize	positive effect	honestly
boring	succeed	re-enter
frightened	faint	upset
parents	hilarious	

34. Quality of learning experiences (*you can choose* (●) *more than one option*):
    a) Rote learning [*memorization based on repetition*] ●
    b) Promotes pedagogical differentiation [*considers the pupils' diversity and heterogeneity*] ○
    c) Promotes autonomy ●
    d) Presents different views ●

e) Values students' expression of their personal opinion ●
f) Provides a summary or synthesis scheme of the content presented ○
g) Encourage students to learn more ●
h) Presents formative evaluation form ○
i) Presents (searchable) bibliography/Websites ○
j) Encourages fieldwork ○
k) Other relevant aspects ○ (Please specify)_____

34.1 Examples of the learning experiences selected above:

a) Rote learning [memorization based on repetition]

EXAMPLE (p. 147)

FOLLOW UP

Cover the list of words at the top and read the sentences again to yourself or to a partner. Can you remember all the words now?

b) Promotes pedagogical differentiation [pupils' diversity and heterogeneity]

c) Promotes autonomy

EXAMPLE (p. 122)

WRITING 1 – Discussion essay

The texts in thit unit all show different repsponses to challenges or problem : submission to authority, overcoming an ordeal, taking action to save the environment, dropping out in the face of an overwhelming reality. Write a discussion essay where you define a personal challenge (problem) or an issue (problem) of current interest in soceity. The discuss three solutions to this problem, and finish with a personal reflection or recommendation.

The example promotes autonomy in to the extent that the student have to formulate and discuss one social issue on theirown.

d) Presents different views

EXAMPLE (p. 149)

SPEAKING 1 – Team debate

Arrange a team debate on the issue of racism. From two three-members teams, where one side represents the idea that racism will always be a part of human societies, while the other team believes that it can be eliminated.

e) Values students' expression of their personal opinion

EXAMPLE (p. 81)

SPEAKING 1 – Argumentative speech

In what ways are we influenced by what we see on TV? Are "the seeds of evil" really sown on our screens? There are more than four million active players of *Counter-Strike*, a computer fame where terrorists and counter-terrorists hunt down and kill each other. If film critic Michael Medved is right, we can expect a boom of ruthless law enforcement in the near future – honourable peace keepers and anti-terrorist fighters who pick up their skulls from *Counter-Strike* and hone them in the real world. Most of us will stay unaffected by screen shows, however. So, is censoring films and banning computer games a violation of the freedom of expression? Or would it save lives?
Prepare an argumentative speech where you take a stand on the impact of screen violence and censorship.

f) Provides a summary or synthesis scheme of the content presented

g) Encourage students to learn more

EXAMPLE (p. 80)

REFLECT & SHARE

2. Manson describes himself as a "poster boy for fear". He was an easy target for all the anger and frustration after the Columbine tragedy. Search for information about Manson and try to explain why he was the perfect scapegoat.

h) Presents formative evaluation form

i) Presents (searchable) bibliography/websites

j) Encourages fieldwork

k) Other relevant aspects

IV– OVERVIEW OF THE QUALITY

35. On a 5-point Likert type scale, ranging from 1 'Totally Disagree' to 5 'Totally Agree', please mark the circle (●) that best reflects your opinion:

In my opinion, this textbook:	**Totally Disagree**				**Totally Agree**
	1	**2**	**3**	**4**	**5**
1. Promotes knowledge about the construction of the EU.	●	○	○	○	○
2. Promotes knowledge about the EU institutions and functioning.	●	○	○	○	○
3. Promotes students' sense of belonging/identity regarding the EU.	●	○	○	○	○
4. Promotes students' intercultural awareness.	○	○	○	○	●
5. Promotes cultural diversity.	○	○	●	○	○
6. Promotes respect and acceptance of minority (racial/ethnic/religious) groups.	○	○	○	●	○
7. Promotes a critical analysis of stereotypes.	○	○	○	●	○
8. Promotes a critical analysis of students' own values and attitudes.	○	●	○	○	○
9. Assumes a vision of youth as problem.	○	○	●	○	○
10. Promotes students' autonomy.	○	○	●	○	○
11. Promotes students' participation.	○	○	○	●	○
12. Promotes opportunities for the exploration of students' own opinions and ideas.	○	○	○	○	●
13. Promotes opportunities for critical and reflective awareness by the students.	○	○	○	●	○
14. Promotes EU active citizenship.	●	○	○	○	○
15. Promotes youth active citizenship.	○	○	●	○	○
16. Engages with contemporary youth	○	○	●	○	○

In my opinion, this textbook:	Totally Disagree				Totally Agree
	1	2	3	4	5

issues.

36. To what extent the citizenship discourses presented in this textbook correspond with the "Active Citizenship" definitions proposed by Banaji & Mejias (2016)? On a 5-point Likert type scale, ranging from 1 'Not at All' to 5 'Completely', please mark the circle (●) that best reflects your opinion:

In my opinion, this textbook presents discourses corresponding to a...	**Not at All**				**Completely**
	1	**2**	**3**	**4**	**5**
1. *Conservative definition* of Active Citizenship: e.g., information seeking, volunteering, voting, trust.	○	●	○	○	○
2. *Non-normative definition* of Active Citizenship: "emphasis on sustained rather than intermittent action – could include far right activity, terrorism, etc. This definition is hotly contested by those normative theorists who wish to hang onto the idea of 'democratic' participation as key to Active Citizenship".	○	○	●	○	○
3. *Simple Normative definition* of Active Citizenship: Informed and either intermittent or sustained contribution by citizens of particular states, "which relies more on the administrative literature on participation [...] excludes those who contribute to civic life but are not legal citizens, as well as those who contribute to social and political life but not based on being 'informed'".	○	○	○	●	○
4. *Inclusive Critical definition* of Active Citizenship: "Informed and either intermittent or sustained action by any member or members of a population, whether they hold legal citizen status or not, in selecting, questioning, voting for or against, and holding to account those individuals and bodies who make laws and govern".	○	○	●	○	○
5. *Inclusive Normative definition* of Active Citizenship: "Any form of intermittent or sustained engagement, debate, and/or collective or individual action taken by any member or members of the globe, region, locality or nation [...] oriented towards the upholding and increasing the quality of human rights, fairness, dignity, equality and democratic governance [...] This one does not suggest that being informed is key to ACTIVE CITIZENSHIP. However, it does hold notions of rights, equality and dignity to be at the heart of Citizenship and as such far right activism of any kind would not fall in this definition. Since it is inclusive, it leaves room for dissident, critical and questioning citizenship, but does not mandate that these are necessary characteristics of ACTIVE CITIZENSHIP. Legality or illegality is irrelevant to this definition"	○	○	○	●	○

In my opinion, this textbook presents discourses corresponding to a...	**Not at All**				**Completely**
	1	**2**	**3**	**4**	**5**
6. *Exclusive Normative definition* of Active Citizenship: "Any form of CRITICAL, QUESTIONING, or DISSIDENT engagement, debate, and/or collective or individual action taken by any member or members of the globe, region, locality or nation [...] based on the idea that ACTIVE CITIZENSHIP is always in contest with forms of PASSIVE, POLITE or DUTIFUL CITIZENSHIP which might serve existing powerful interests, and are often in support of unjust practices and unjust laws. This definition is different from ACTIVISM because it excludes those who act in favour of majoritarian or authoritarian and exclusivist ends".	○	○	●	○	○