

## **Internal and External Textbook Evaluation**

**Aggeliki Papadaki, Eleni Karagianni**

angelaenglishteacher2@gmail.com, karagiannieleni10@hotmail.com

**Abstract:** The purpose of this assignment is to identify and apply some criteria with the aim of evaluating the textbook used in a particular teaching context. In the first part, there is a description of the current teaching and learning situation with reference to learners' profile, their needs and preferences, the aims and objectives set by the official curriculum and some constraints. In the second part, there is a presentation of the textbook to be evaluated with reference to its internal and external characteristics. Then, in the third part, there is a brief literature review on textbook evaluation with reference to its phases, methods and the prioritizing criteria for it. In the 4th part, there is a presentation and justification of the textbook evaluation criteria, while in the 5th part, there is implementation of the textbook evaluation criteria. Finally, there is a conclusion, summarizing all the theoretical and practical concepts mentioned in the previous stages and presenting the final results of the particular textbook evaluation.

### **1. Description of the teaching/ learning situation.**

#### **a. Learners needs – preferences**

The EFL learners are 16 Greek students (9 male and 7 female ones) aged 12 to 13 years old, attending the first grade of a Greek junior high school. All learners are monolingual and they have been learning English from the first grade of primary school. At the same time, they have a quiet positive stance towards English as a foreign language and they are really motivated to participate actively in the whole learning process. Their competence level ranges from intermediate to upper-intermediate (B1-B2) according to the CEFR (2021). Moreover, their needs and learning preferences have been investigated through their teachers' needs analysis via a questionnaire as such kind of knowledge is of paramount importance for the appropriate design and development of a course (Brown, 1995; Richards, 2001; Davies, 2006). While answering it, learners stated that they preferred speaking and listening, while their favorite mode of working was group- pair work. Additionally, they expressed their interest in using technology and web tools and playing games in the EFL class. Also, they supported that they preferred learning by doing and not memorizing or dealing with drills. Finally, technology, applications, daily routine and sports seemed to be the most appealing topics for them, while they claimed that they mostly learned English in order to interact and communicate with others and find a good job (extrinsic motivation, Dornyei, 1998) (see Appendix I, p.IV).

#### **b. Aims and objectives of the curriculum for A' Grade of Junior High School**

According to the CEFR (2001), B1 learners are required to comprehend familiar topics to them, communicate with others effectively, produce brief meaningful texts, narrate their experiences and describe facts, and justify their opinions using suitable arguments (see Appendix II, p.V). Also, according to the Newslearning system, EFL Learning includes differentiated instruction, the use of multiliteracies, mediation and alternative assessment (Dendrinis & Karavas, 2013).

#### **c. Presentation of the textbook to be evaluated**

The coursebook used in the particular level is called 'B1 for all'. It is composed of 20 units, each one of them divided into two lessons, including reading, vocabulary, grammar, writing, speaking and listening, while at the same time it is accompanied by a grammar-oriented book and a writing book.

As mentioned in the book (Illustrated in Appendix III, p.VIII), it is an exam-oriented book, whose aim is to prepare learners to take part in B1-level exams. For the above reason, it focuses mostly on the proper and appropriate use of vocabulary and language, reading and listening comprehension instead of creative tasks, interactional activities, such as role playing and games. Thus, the common European framework of reference's goals are met, while communicative competence, mediation and cultural awareness are focused on. Finally, there are no differentiated activities for learners, as they are all provided with the same activities that focus on achieving a specific language skill.

#### **d. Teaching context (constraints and teaching style)**

Regarding the particular teaching context, there are various constraints to deal with, such as time availability, technological equipment and class size (Karavas, 2004) (Appendix IV, p.IX). To begin with, lessons are held three times a week for 45 minutes a time, which is an inadequate and limited amount of time for the appropriate preparation of learners for B1- level exams by the end of this school year (time allowance). Additionally, there is limited space in class and the sitting arrangement is fixed because of it. Finally, the technological equipment is poor and usually, there is no internet access, causing trouble leading the teacher to make any necessary changes. Regarding the teaching style, the teacher is seen as a facilitator, collaborator, consultant and non- directive (Kullman, 1998; Richards, 1990: 15) who takes into consideration learners' needs, interests and preferences (Rogers, 1999), respects their need to participate actively in the whole learning process, while at the same time assigns a learner-centered character to the course, since the aims, goals, material development are determined based on their special needs. Also, she uses team/ pair-work activities (Brookfield, 1995) and communicative tasks, integrates technology in the learning process and aims to improve their social and interactional skills (Bailey et al., 1996; Farrell, 1999) and develop their autonomy and learning independence (Richards, 1998) (Appendix IV, p.IX).

## **2. Literature review on textbook/ material evaluation**

According to Rea-Dickins & Germaine (1992), evaluation is an ongoing, systematic and principled process (Alderson, 1992) aiming to collect all the necessary information in order to make proper decisions and improve educational practices. Evaluation can be product-oriented (the focus is on the goals and objectives of a program), static-oriented (the aim is to determine the effectiveness of a course), process-oriented (the focus is on the manner according to which decisions are made and teaching takes place) and finally, decision- facilitation (educators evaluate themselves). According to Weir & Roberts (1994: 41-2) there is no unique or suitable evaluation process of a course, while there are many reasons why it should take place. First of all, according to Seyed (2016: 5) evaluation should be held in order to provide feedback to the stakeholders to make decisions. Additionally, it contributes to the improvement or change of the whole educational process and it indicates whether learners have the required knowledge or not. Finally, it assesses the whole course and its final results.

### **2.1 Evaluation phases/ stages of textbook evaluation**

According to Rea-Dickins & Germaine (1992), evaluation is an intrinsic part of the teaching process, while its purposes can be many, such as accountability (summative evaluation), curriculum development (formative evaluation), feasibility of a project (baseline evaluation) and teacher self-development. Summative evaluation is held by the end of a course or a school year and it focuses on a product/ final result and not on the improvement of the course while its held (Rea-Dickins & Germaine, 1992: 24). Formative assessment is an ongoing and endless process that focuses on the strengths and weaknesses of a course and it is held throughout the course in order to make decisions upon its improvement, so as to be more effective, successful and suit learners' needs. According to Boud & Falchikov (2006: 400) both types should be held as the provide precious information for a course. Finally, baseline evaluation assesses the need for a project and it contributes to its planning,

while teacher self-development evaluation offers teachers the chance to receive meaningful feedback about their own knowledge, skills and performance in the EFL classroom and make any necessary changes and improvements.

Evaluation is a principled process and there are various steps that should be followed in order to make it valid and effective. To begin with, planning (who my learner is, what his needs are, who evaluates what) is the first step, since the teacher-evaluator should define the boundaries of evaluation and its framework (why, who, when, what procedures/ what aspects will be evaluated), while then he should start designing the suitable instruments (questionnaire) in order to collect important information. After collecting it, he should interpret it thoroughly in order to decide about the changes required. Then, he should analyze findings in order to take action/ measures for the whole teaching/ learning process. Concerning textbook evaluation, it is a conscious or unconscious procedure carried out by teachers, while it is not held at once (Sheldon, 1987: 245). According to Rea- Dickins & Germaine (1992) and Breen (1992), there are three phases that should be followed. The first, baseline evaluation where materials to be used are evaluated, the second, formative evaluation, where the whole teaching and learning process and the use of materials are evaluated and finally, summative evaluation, since the outcome of learners' use of particular material is evaluated through testing, questionnaires and self-assessment.

Finally, it was mentioned that learners should take part in the evaluation of a course or material, so as to make it more effective based on their needs.

## **2.2 Textbook evaluation methods**

Textbooks are not a sequenced collection of activities, but instead they apply the goals set in the beginning of a course into practice (Nunan, 1998: 210). For this reason, they have a vital role in the whole teaching and learning process and they should be evaluated. Some of the methods used in order to collect data are questionnaires, interviews, pupil diaries, recordings and field notes (Hopkins, 1989: 51), while teachers are given many options to do so. For example, they can keep diaries, record parts of a lesson and compare, observe their colleagues' classes, ask learners to complete a questionnaire and discuss with their students about their expectations/ outcomes of a program. Finally, according to Hutchinson (1987), the priority of an evaluation should be to identify the stakeholders' or learners' needs, define the course's aims and detect any possible constraints.

## **2.3 Prioritizing of criteria for textbook evaluation- Importance of criteria**

According to Hutchinson (1987), teachers should always set some priorities in evaluating a textbook. First of all, they should describe, identify, define and analyze the principles of a particular teaching situation, referring to learners' needs, the goals set by the curriculum and the possible class constraints. Also, they should determine the evaluation criteria and then, list them in order of priority. Finally, they should draw conclusions upon the effectiveness of the material and the course.

According to Sheldon (1987), textbook checklists evaluate textbooks in a particular teaching situation each time, while at the same time they are considered to be descriptive and not prescriptive. Regarding textbook evaluation checklists, there are numerous among which, McDonough & Shaw's (1993: 67-78), Grant's checklist (1987), Sheldon's checklist (1987), Cunningsworth's (1995) and Breen & Candlin's Checklist.

## **3. Presentation and Justification of Textbook Evaluation Criteria- Implementation of criteria**

The particular textbook will be evaluated by the teacher- evaluator of the course, both externally and internally as well.

### **3.1 External evaluation**

In the first part of the particular textbook evaluation, the focus is on external evaluation, which focuses on the introduction, the blurb and the table of contents of a book. According to O' Brien (1999), external features of a book are the ones that somebody can take into account in order to understand the goals of the coursebook without reading it. Some of them are the cost, the availability and access to its material, its blurb, content pages, layout and illustrations.

The cover of the particular coursebook (see Appendix VI, p.XIII) is quite appealing and attractive to learners as it is blue and white and some children of their age are depicted on it. The title is quite big in size and bold, while the paper is quite glossy. The blurb of the book includes the content of it, its main goals, its main and supplementary components and finally, learners' level of proficiency and the publishing organization. Regarding the contents page of the textbook (Appendix VII, p.XIV) it offers learners and teachers the chance to explore the coursebook's organization and topics to be discussed. It includes the lessons to be taught, titles of the units and subunits, grammar focus and the page number where learners can find the particular units, making them at the same time aware of the length of a unit, while the terms functions/ use, vocabulary, speaking, listening, reading and writing are missing. The textbook's topics (shopping, technology) are really interesting to learners, as it was concluded by the needs analysis carried out, teachable (Cunningsworth, 1995) and appear in order of difficulty. In the end of every unit, there are some revision pages, revising the vocabulary and grammar taught in each unit. Finally, the layout is clear and the illustrations and pictures of the book (see Appendix VIII, p.XVII) show real-life activities/ ideas and not fictional or imaginary (Karavas, 2004), while their colours are very bright and vivid, making them especially eye-catching for learners. On the other hand, there is no free space provided to learners to take notes, since almost the whole pages are covered by texts, pictures and exercises.

Moreover, concerning the textbook evaluation checklist (Appendix V, p.X; Appendix IX, p.XXIV), the particular exam-oriented coursebook addresses 16 B1 level learners (CEFR, 2001) attending the first grade of a Junior High School aiming at taking part in B1-level exams. It is bought by learners and distributed to them at school every year, while at the same time it is a well-known best-selling textbook, available at every bookshop. It includes 20 units, each one of them is subdivided into 2 subunits, including vocabulary in lists (with Greek translations), reading, listening and speaking activities. It is also accompanied by two supplementary books (Grammar book and writing book) and audio-visual material, which according to learners is quite interesting to them, as it has to do with many aspects that concern them in their everyday life. Every unit (3a, 3b) requires six hours (two weeks) to be taught successfully (45 minutes each time), in case there are no unexpected obstacles and constraints. Moreover, the textbook includes quizzes and tests in the end of every unit, so as to revise all the concepts taught and detect learners' needs or weaknesses so as to replan and modify the course and set new objectives. Additionally, the textbook and its components is the main core course and additional material designed and developed by the teacher or learners are used, too. Finally, the textbook represents a realistic picture of society without any racist or discriminating ideas and it respects the equality of the two sexes, while it follows the goals (integration of technology, collaboration, mediation and self-assessment) set by the Greek Ministry of Education. However, differentiated activities are missing as the book addresses all B1 learners in the same way. but they are provided by the EFL teacher.

### **3.2 Internal evaluation**

Regarding the internal evaluation (Appendix. V, p.XII; Appendix IX, p.XXV), it is a thorough and in-depth process that assesses a particular unit of a textbook in detail, so as to indicate if the assumptions made in the external evaluation are verified or not (McDonough & Shaw, 1993: 75). The unit of the textbook to be evaluated is the third, including lessons 3a/ 3b (see Appendix. VIII, p.XVI;

Appendix VIII, p. XX). In this unit, there is integration of most language skills, as in the beginning vocabulary is taught and practiced and then, speaking (both guided and free) and reading (reading text and tasks) follows. Afterwards, in unit 3a listening takes place towards the end of the unit, while in 3b, there are speaking tasks instead. Writing is not integrated equally in this book, since there is another book used aiming particularly at improving learners' writing skills. Moreover, apart from the profound speaking and listening tasks, these skills are integrated in other parts, too, such as in reading comprehension, as learners, listen to the texts they are required to respond and give answers. Apart from the integration of skills, which is a prerequisite by Common European framework of Reference (see Appendix. II, p.V), there is task sequencing in terms of their level of difficulty, as learners move from exercises requiring shorter answers to more open ones, requiring free expression. Also, listening and recordings are not authentic, but rather act out by performers in the studio, as there is no background noise, while the vast majority of speaking tasks are not communicative, real-life and meaningful and there is no collaboration and interaction. (Tomlison, 2016) among learners (only when the teacher asks them to), but rather they focus on learners' ability to respond well and complete them and not engage in genuine interaction and communication. Furthermore, most of the exercises are related to learners' needs and interests (music contest, favorite singers) and they address learners of different learning styles, such as visual and aural, but no haptic to the extent they should. Additionally, the initial vocabulary exercises of every unit (see Appendix. VIII, p.XVI, ex. 1,2,3,4; Appendix VIII, p.XX) give a self-study character to the coursebook, as learners can practice on their own the already taught vocabulary, which can be found above these exercises. Finally, the topics presented and discussed are quite motivational for learners and appropriate for their needs and interests (Banegas, 2011), while special focus is given on form and meaning.

#### **4. Presentation of results/ Conclusion**

The textbook used by the particular group of learners called 'B1 for all', was assessed both externally and internally, as well. According to the findings of this detailed evaluation, the particular textbook addresses most of learners' needs and interests, and their level of proficiency, while it is well-structured and there is integration of almost all skills (Appendix IX, p.XXIV). Additionally, most of the objectives set by the Common European Framework of Reference are achieved. Also, its layout and overall appearance make it quite friendly to learners, while it is accompanied by supplementary material and books. Finally, all the topics and exercises are presented in a quite positive way and there is task-sequencing. On the other hand, there is lack of authentic listening input and speaking tasks, where learners could engage actively in peer and group work, while at the same time there is no real and purposeful communication. Furthermore, there are no differentiated tasks suitable to learners' needs and learning styles. Additionally, according to the suitability of materials, there are four factors: the usability, the generalizability, the adaptability and the flexibility. According to them, materials are integrated and incorporated in the syllabus, while at the same time they suit the objectives set. Also, they are useful for all groups and they can be easily adapted when necessary. For example, some speaking and listening activities, such as videos and recordings can be added before and after reading texts, or they can be modified in order to become more meaningful and interactional and engage learners to interact and exchange purposeful ideas. Thus, there is need for future improvement of the coursebook, so as to serve learners' needs.

Finally, we must emphasize the important and effective role that digital technologies play in the field of education and evaluation. These technologies, which include mobile devices (31-39), a variety of ICTs (40-76), AI & STEM ROBOTICS (77-95), and games (96-99), facilitate and enhance educational procedures such as assessment, intervention, and instruction. Additionally, the use of ICTs in conjunction with theories and models of metacognition, mindfulness, meditation, and emotional intelligence cultivation [100-145], as well as with environmental factors and nutrition, accelerates and improves educational practices and outcomes more generally, especially in the assessment and evaluation activities of education [27-30].

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## Appendices

### Appendix I

#### Learners' needs

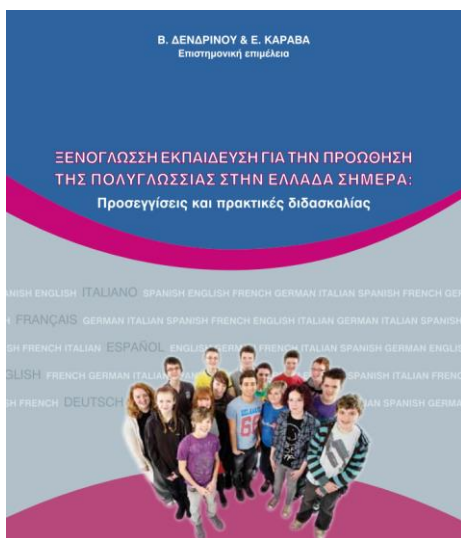
Age	12-13 years old
Proficiency in English	B1- B2 level
L1	Greek Language/ monolingual learners
Academic Level	1st grade of Junior High School
Reasons for learning English	<ol style="list-style-type: none"><li>1. Interact with others</li><li>2. Find a good job in the future</li></ol>
Attitude to English language	Positive stance towards English as a Foreign Language
Previous language experience	Learners started learning English when they were in the 1st grade of primary school
General expectations	<ol style="list-style-type: none"><li>1. To be able to communicate with others using English</li><li>2. To succeed in B1 exams</li></ol>
Preferred learning styles	<ol style="list-style-type: none"><li>1. Learning by doing/ not memorizing</li><li>2. Learning through group- pair work</li></ol>
Gender distribution	9 male and 7 female learners
Interests	Technology, music, daily routine, sports

## Appendix II

### Aims and Objectives of the CEFR for the B1-level learners

PROFICIENT USER	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
INDEPENDENT USER	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
BASIC USER	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

## Aims and Objectives of the Greek Ministry of Education



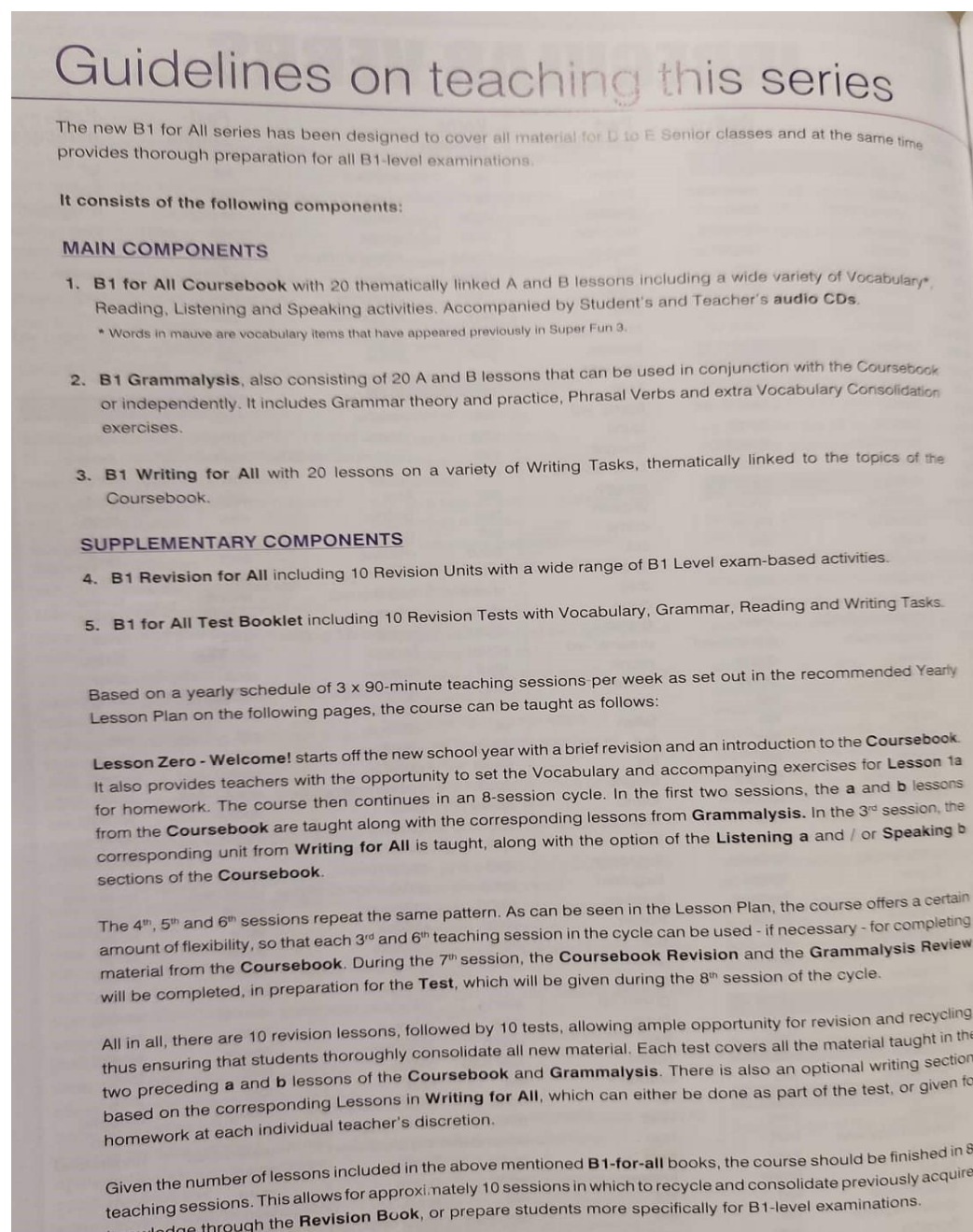
### Πίνακας Περιεχομένων

<b>ΠΡΟΛΟΓΟΣ</b>	
ΣΥΝΟΠΤΙΚΗ ΠΑΡΟΥΣΙΑΣΗ ΤΟΥ ΟΔΗΓΟΥ ΤΟΥ ΕΚΠΑΙΔΕΥΤΙΚΟΥ ΤΩΝ ΞΓ	7
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## Appendix III

### The aims and objectives of the textbook



## Appendix IV

### Constraints

#### The institution and the program

Level within the educational system	Junior High School (1st grade/ B1 level according to the CEFR)
Public/ Private Sector	Public School
Role of target language	English as a foreign language
Timetable	English taught 3 times a week for 45 minutes each time- limited amount of time for the appropriate preparation of EFL learners for B1 exams
Class size	16 learners
Physical Environment	EFL classroom- limited place Fixed sitting arrangement
Role of L1	Greek is used when necessary or in cases when the teacher/ learner wants to make comparisons with his/her L2
Avalability of Resources	Poor technological equipment Limited internet access

#### Teacher Factors

Teaching experience	The teacher has experience in teaching and preparing learners for exams
Methodological competence	1. assigns group-pair work tasks to learners 2. takes into account learners' needs
Teacher's Role	Facilitator, collaborator, consultant, non-directive
Time availability for preparation	The teacher needs more time in order to manage everything so that everything runs smoothly in class
Beliefs about teaching/ learning	1. Learners should be given more chances to interact and engage in purposeful tasks 2. They should become autonomous and independent learners

**Appendix V**

**Textbook Evaluation Checklist**

**External Evaluation**

	1	2	3	4	5
1. The textbook includes a detailed table of contents					
2. The textbook includes its goals and objectives					
3. The textbook includes a list with its supplementary components					
4. The textbook's contents page includes a detailed description of the topics to be discussed					
5. The textbook's contents page shows the overall structure of the book					
6. The textbook's contents page includes grammar focus					
7. The textbook's contents page includes functions/ uses					
8. The topics to be taught included in the contents page are organized in order of difficulty					
9. The cover of the textbook is appealing to learners					
10. The cover of the textbook includes graphics/ pictures familiar to learners					
11. The title of the textbook is big in size					
12. The cover of the textbook is glossy					
13. The textbook has a clear layout					
14. The illustrations/ pictures of the textbook depict real-life things					
15. The illustrations/ pictures of the textbook depict fictional things					
16. The colours of the pictures are eye-catching					
17. The textbook includes extra activities for further practice					

18. There is plenty of space in the book for note-taking					
19. The pricing of the book is reasonable/ affordable					
20. The textbook is easily accessible/ available to everyone					
21. The textbook addresses learners' needs and interests					
22. The textbook is suitable for learners' level of proficiency					
23. The textbook is taught within a reasonable amount of time					
24. The textbook's evaluation is mostly summative					
25. The textbook's evaluation is mostly formative					
26. The textbook follows the goals set by the CEFR					
27. The textbook follows the goals set by the Greek Ministry of Education					
28. There are differentiated activities suitable to the needs of all learners					
29. The textbook is accompanied by its supplementary material					
30. The textbook is accompanied by a teacher's book plenty of useful tips / additional notes					

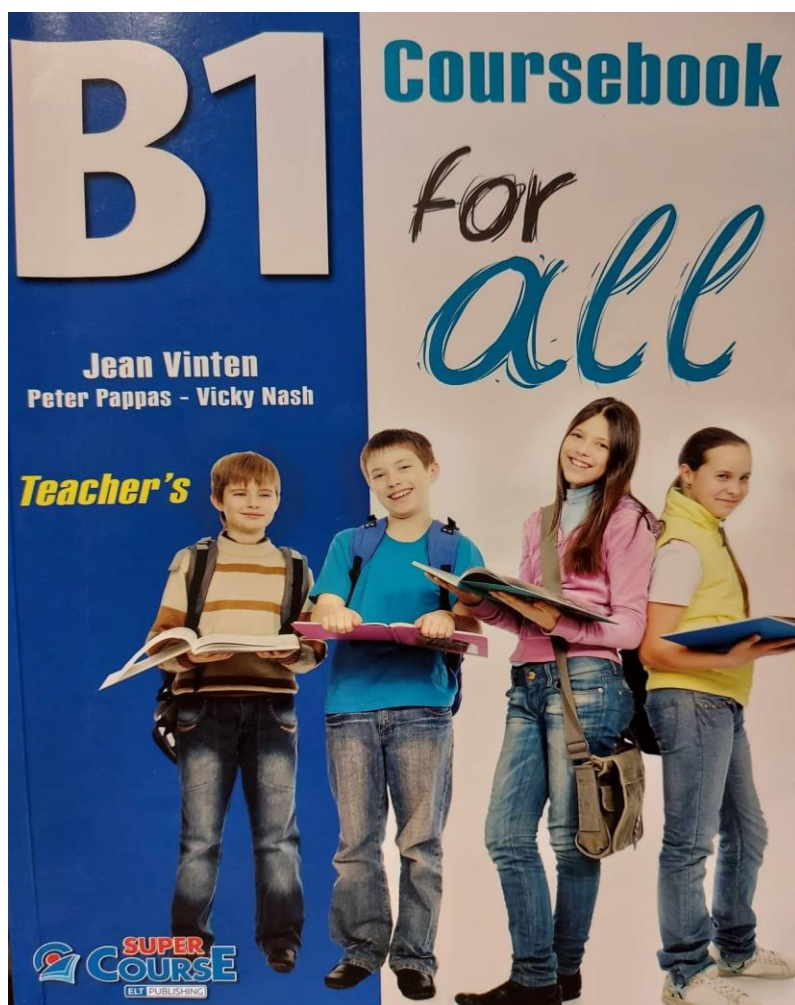
**Internal Evaluation**

	1	2	3	4	5
1. In the textbook, there is equal integration of skills					
2. In the textbook, the tasks are organized and presented according to the level of their difficulty (easier to more difficult ones)					
3. The recordings of the textbook are authentic					
4. The recordings of the textbook are recorded in the studio					

5. The speaking tasks of the textbook are communicative					
6. The activities of the textbook are relevant to learners' interests (music contest)					
7. The textbook includes pair-group work activities					
8. The activities of the textbook address learners of different learning styles					
9. The textbook includes some self-study theory and tasks					
10. The topics of the textbook to be discussed are culturally appropriate for all learners coming from different cultural, political and economical backgrounds					
11. The focus of the book is on grammar					
12. The focus of the book is on meaning					
13. The textbook is the only material of the course					
14. The textbook is accompanied by further material					
15. The textbook is used by all learners in the same way					
16. The textbook is interesting for learners					
17. The textbook is communicative					
18. The textbook provides efficient guidance to learners when necessary					
19. The textbook motivates learners to participate actively					
20. The textbook prepares learners successfully for B1- level exams through its various exam-oriented activities					

**Appendix VI**

**The cover of the textbook**



## Appendix VII

The contents page of the textbook

Lesson	Title	Grammar Focus	Pages
Lesson 0	Welcome!		4-6
Lesson 1	a Family Shopping	Present Simple & Present Continuous	7-10
	b Teens and Shopping	Non-continuous Verbs	11-14
Lesson 2	a An Ocean Adventure	Past Simple & Past Continuous	15-18
	b Sailing by the Stars	Used to & Would - Be / Get used to	19-22
REVISION 1			23-24
Lesson 3	a More than just a Singer	Present Perfect Simple & Continuous	25-28
	b Celebrities who Care	Present Perfect Simple vs. Past Simple - Have gone/been to/in	29-32
Lesson 4	a Technology Saves the Day	Past Perfect Simple & Continuous	33-36
	b The Inventor of the WWW	Revision of Present & Past Tenses	37-40
REVISION 2			41-42
Lesson 5	a The Signs of the Zodiac: (1)	Future Tenses (1)	43-46
	b The Signs of the Zodiac: (2)	Future Tenses (2) & Revision	47-50
Lesson 6	a The Meaning of Dreams	Modal Verbs	51-54
	b Get a Good Night's Sleep	Semi-modal Verbs	55-58
REVISION 3			59-60
Lesson 7	a A Perfect Holiday Destination	Adjectives & Adverbs: Use, Form & Order	61-64
	b What's the best way to travel?	Adjectives & Adverbs: Comparisons	65-68
Lesson 8	a Jamie Oliver: A Chef with a Dream	Bare vs. Full Infinitive	69-72
	b Healthy Eating: Grow your own	The Gerund - Gerund vs. Full Infinitive	73-76
REVISION 4			77
Lesson 9	a Land of the Long White Cloud	Passive Voice (1): Present & Past Simple	79-82
	b A Land of Incredible Creatures	Passive Voice (2): All Tenses	83-86
Lesson 10	a Save our Rainforests	Passive Voice (3): Special Cases	87-90
	b Animals in Danger	Passive Voice (4): Personal vs. Impersonal Structures	91-94
REVISION 5			95
Lesson 11	a Job Ideas for Teens	Conditionals (1): Zero & First - Temporals	97-100
	b A Double Achievement	Conditionals (2): Second & Third	101-104
Lesson 12	a Wishful Thinking	I wish / If only	105-108
	b How would you have dealt with it?	Modal Perfect Forms	109-112
REVISION 6			113

Lesson	Title	Grammar Focus	Pages
Lesson 13	a Youth Crime	Questions & Question Tags	115-118
	b S.A.V.E.	Personal Pronouns, Possessives & Possessive Case	119-122
Lesson 14	a Essential Life Skills	Relative Pronouns	123-126
	b Face Reading	Relative Clauses: Defining vs. Non-Defining	127-130
<b>REVISION 7</b>			131-132
Lesson 15	a A Well-known Irish Myth	Nouns: Countable & Uncountable - Quantifiers	133-136
	b A Tragic Welsh Legend	Prepositions of Time & Place - Articles	137-140
Lesson 16	a A TV Game to Keep You Fit	Special Structures (1)	141-144
	b Green Architecture	Special Structures (2)	145-148
<b>REVISION 8</b>			149-150
Lesson 17	a DNA from the Distant Past	Indirect Speech (1): Statements	151-154
	b A Valuable Discovery	Indirect Speech (2): Questions	155-158
Lesson 18	a Ups and Downs at Home	Indirect Speech (3): Commands & Requests	159-162
	b Can you tell me the way to ...?	Indirect Speech (4): Special Introductory Verbs	163-166
<b>REVISION 9</b>			167-168
Lesson 19	a Environmentally Friendly Housing	Reflexive / Emphatic Pronouns - Causative Form (1)	169-172
	b A 'Teen's Eye View' of Home!	Causative Form (2) - Words Often Confused	173-176
Lesson 20	a Eurovision: Facts And Figures	Clauses of Manner, Time & Result	177-180
	b A Heavenly Display	Clauses of Reason, Purpose & Concession/Contrast	181-184
<b>REVISION 10</b>			185-186
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Appendix VIII

Unit 3 of the textbook

Lesson 3a
More than just a Singer

A VOCABULARY

**WORDS** (CD1, track 10) (Teacher's CD1, track 13)

1. contest	διαγωνισμός
2. spectacular	θεαματικός
3. award (n./v.)	βραβείο / απονέμω (π.χ. βραβείο)
4. performer	εκτελεστής, ερμηνευτής
5. opportunity	ευκαιρία
6. vision	όραμα
7. worldwide (adj./adv.)	παγκόσμιος / παγκοσμίως
8. remain	παραμένω
9. unique	μοναδικός
10. inspire	εμπνέω
11. social	κοινωνικός
12. commitment	αφοσίωση, καθήκον
13. Parliament	Βουλή
14. support (v./n.)	υποστηρίζω, υποστήριξη
15. fortunate	τυχερός, καλότυχος
16. charity	φιλανθρωπία
17. assist	βοηθώ
18. comfort (v./n.)	παρηγορώ / παρηγορία
19. victim	θύμα
20. audience	ακροατήριο, κοινό
21. include	(συμ)περιλαμβάνω
22. impatient /-ly	ανυπόμονος / ανυπόμονα

23. market (n.)	αγορά
24. combine	συνδυάζω, -ομαι
25. energetic	δυναμικός, δραστήριος

**PHRASES**

- top of the charts = στη κορυφή της λίστας των δημοφιλέστερων τραγουδιών ή δισκογραφικών άλμπουμ
- best selling = που κάνει ρεκόρ πωλήσεων
- native country = πατρίδα
- close to my heart = πολύ σημαντικός για μένα
- Member of Parliament (MP) = βουλευτής
- a number of = κάμποσοι, μερικοί
- out of this world = απίστευτος, εξωπραγματικός

**DERIVATIVES**

<b>VERBS</b>	<b>NOUNS</b>
perform (εκτελώ, ερμηνεύω)	performance (επίδοση, παράσταση)
remain (παραμένω)	remainder (υπόλοιπο)
inspire (εμπνέω)	inspiration (έμπνευση)
socialise (κοινωνικοποιούμαι)	society (κοινωνία)
assist (βοηθώ)	assistance (βοήθεια)
combine (συνδυάζω, -ομαι)	combination (συνδυασμός)

**1 Circle a, b or c.** *HW!*

- Jim \_\_\_\_\_ his little sister when her goldfish died.  
a. combined    b. remained    **c. comforted**
- This vase is \_\_\_\_\_. I've never seen one like it.  
a. impatient    **b. unique**    c. energetic
- Everyone in the \_\_\_\_\_ enjoyed the pop concert.  
**a. audience**    b. vision    c. Parliament
- Will you please give me a(n) \_\_\_\_\_ to speak?  
a. market    **b. opportunity**    c. contest
- We really need your \_\_\_\_\_ at this difficult time.  
**a. support**    b. performer    c. victim
- I want you to \_\_\_\_\_ me with this heavy box.  
a. include    b. inspire    **c. assist**
- I had a(n) \_\_\_\_\_ view of the sea from my hotel.  
a. worldwide    **b. spectacular**    c. energetic
- Don't be \_\_\_\_\_! I'll be there in a minute!  
a. fortunate    **b. impatient**    c. social
- Jean's got too many \_\_\_\_\_ to go on holiday.  
**a. commitments**    b. awards    c. markets

**2 Choose and fill in.** *HW!*

top of the charts - best selling - native country  
close to my heart - a number of - out of this world

- There are \_\_\_\_\_ a number of \_\_\_\_\_ things we'll need for this trip.
- I've bought Dan Brown's \_\_\_\_\_ best selling \_\_\_\_\_ new book. It's great.
- After ten years in Africa, Ned returned to his \_\_\_\_\_ native country \_\_\_\_\_.
- Helping sick children has always been \_\_\_\_\_ close to my heart \_\_\_\_\_.
- Mmm! This cake is \_\_\_\_\_ out of this world \_\_\_\_\_! You must taste it.
- This song has been \_\_\_\_\_ top of the charts \_\_\_\_\_ for several weeks.

**3 Choose and fill in.** *HW!*

audience - award - charity - comfort - Parliament

- You might be given this if you win. = \_\_\_\_\_ award \_\_\_\_\_
- The place where a country's leaders meet. = \_\_\_\_\_ Parliament \_\_\_\_\_
- You need it if you're feeling sad. = \_\_\_\_\_ comfort \_\_\_\_\_
- People who watch a play or film. = \_\_\_\_\_ audience \_\_\_\_\_
- It's a way of helping poor people. = \_\_\_\_\_ charity \_\_\_\_\_

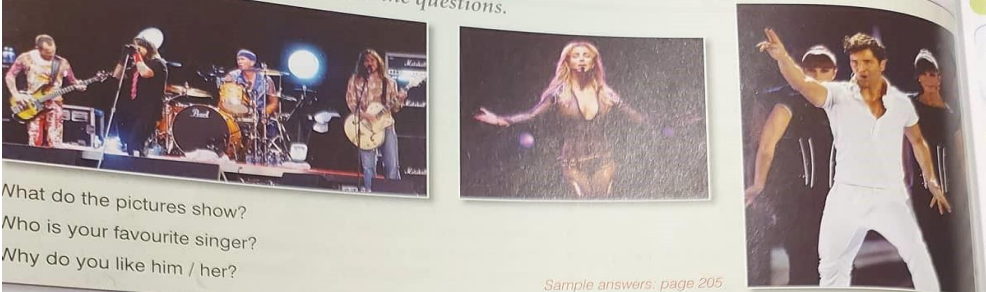
**4 Choose and circle.** *HW!*

- This music is a combine / combination of jazz and rock.
- Peter needs someone to assist / assistance with this work.
- Love of nature was the inspire / inspiration for my stories.
- Jan loves to socialise / society with her friends at weekend.
- Please put the remained / remainder of the food in the fridge.
- Several new groups performed / performer at the concert.

B1 for all - Coursebook 2

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...the pictures and then answer the questions.



What do the pictures show?  
Who is your favourite singer?  
Why do you like him / her?

Sample answers: page 205

**2 READING TASK** (CD1, track 11) (Teacher's CD1, track 14)

Read the article about Ruslana carefully and complete the tasks that follow.

# RUSLANA

In April 2004, no one knew the name 'Ruslana', but that soon changed. In May that year, this Ukrainian singer took part in the Eurovision Song Contest in Turkey, gave a **spectacular** performance and won the first prize.

Since then, her album "Wild Dances" has been highly successful in over twenty-five countries. For ninety-seven weeks Ruslana was top of the charts throughout Europe. In Ukraine, the album sold 500,000 copies. Soon afterwards, Ruslana received the World Music Award in Las Vegas as the best selling Ukrainian singer in the world. More chart successes followed in Belgium, the Czech Republic and Greece.

Ruslana's success in Europe has given this amazing performer an opportunity to share her musical vision worldwide. From Siberia, Canada, and Iceland, to Greece, Turkey and even China, where she performed at the 2008 Olympic Games in Beijing.

However, Ruslana remains unique, introducing new and unusual sounds, inspired by the singing traditions of her native country as well as by modern pop music.

Besides her musical successes, social commitment has always been close to Ruslana's heart. A voice for the people, she has been a member of the Ukrainian Parliament from spring 2006 to summer 2007, and has always managed to find time to support those less fortunate than herself. Ruslana has been organizing and taking part in charity concerts and tours for a number of years, and when there were terrible storms in western Ukraine in which many people lost their homes, she did much to assist and comfort the victims.

This year, audiences all over the world have been introduced to a new side of Ruslana's music in the most popular video game ever, 'Grand Theft Auto 4'. The game includes Ruslana's song, "Wild Dances", and has definitely proved that listeners of all ages enjoy her musical style.


Millions of Ruslana's fans have been waiting impatiently for her new album, "Wild Energy" to appear on the market. Songs in this album have combined Ruslana's unique sound with modern African-American music. The result she has created is amazing. But it doesn't stop there. People who have been fortunate enough to attend her live shows have had an experience of a lifetime. Ruslana creates an atmosphere that is out of this world. Something wild. Something energetic.

2a Which is the best subtitle for this article?

A. A NEW KIND OF MUSICIAN  
B. A TRADITIONAL PERFORMER  
C. A UNIQUE SINGER WITH A GREAT HEART  
D. A GREAT WAY TO HELP POOR PEOPLE

2b Decide if the following statements are True (T), False (F) or Not Stated (N/S).

	T	F	N/S
1. Ruslana was already famous in 2004.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. "Wild Dances" sold half a million copies in Ruslana's native country.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The album sold more copies in Greece than in Belgium.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Ruslana sang at the Olympic Games in China.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Ruslana was a member of Parliament for over two years.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Many Ukrainian people died in the terrible storms.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
7. One of Ruslana's song has been used in a very successful video game.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Most people who go to Ruslana's shows are very energetic.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



2c Read the text again and choose the word closest in meaning to those that have been underlined.

1. **spectacular**  
a. traditional  
b. particular  
c. amazing

2. **award**  
a. charity  
b. prize  
c. commitment

3. **vision**  
a. respect  
b. sight  
c. dream

4. **fortunate**  
a. impatient  
b. social  
c. lucky

5. **assist**  
a. support  
b. inspire  
c. disturb

6. **combined**  
a. located  
b. joined  
c. distracted


2d Answer the questions.

1. Why was Ruslana given the World Music Award?  
*Because she was the best selling Ukrainian singer in the world.*

2. What has Ruslana been organising for quite a few years?  
*She has been organising (and taking part in) charity concerts and tours (for a number of years).*


3. What did the video game 'Grand Theft Auto 4' prove?  
*It proved that listeners of all ages enjoy her musical style.*

4. What does the article say about the songs in Ruslana's 'Wild Energy' Album?  
*It says that they have combined her unique sounds with modern African-American music.*



B1 for all - Coursebook 27

Listen to five extracts from different interviews with Lady Gaga, a pop star, and choose the correct option.  
First, look at the questions. There is no example. You will hear each extract twice.  
(Teacher's CD1, track 15)



**Unexpected Behaviour**

- Why was Lady Gaga at the club?
  - She used to sing there.
  - She enjoyed watching the performances there.
  - She used to serve drinks there.
- Why did Lady Gaga do what she did?
  - The audience thought she was underage.
  - The audience did not like her performance.
  - The audience was not paying any attention to her.

**What fans think**

- Where is the interview taking place?
  - in Eastern Europe
  - in the UK
  - In Japan
- What does Lady Gaga say about her fans?
  - They like her because she is different.
  - They go all around the world to see her.
  - They get excited when they see her perform.

**The early days**


- Who was Don Lawrence?
  - Lady Gaga's manager
  - Lady Gaga's teacher
  - Lady Gaga's close friend
- What did Don Lawrence do?
  - He introduced Lady Gaga to a music teacher.
  - He managed Lady Gaga's music business.
  - He encouraged Lady Gaga to write music.

**Her influences**

- Lady Gaga says that she ...
  - has been in love for five years.
  - has not reached all her goals yet.
  - has found happiness in her success.
- According to Lady Gaga, the way people live today ...
  - plays an important part in her music.
  - is not something she often thinks about.
  - does not influence her music much.

**More than just a singer**

- Lady Gaga will help a charity organisation ...
  - by singing at a concert for free.
  - by doing some gardening.
  - by doing some painting.
- What does Lady Gaga think about charity work?
  - It is necessary.
  - It takes up a lot of time.
  - It teaches young people about the theatre.



**Vocabulary Bank**

- behaviour = συμπεριφορά
- influence = επιρροή
- goal = στόχος
- business = επιχείρηση
- result = αποτέλεσμα
- improve = βελτιώνω-ομαι
- persuade = πείθω
- industry = βιομηχανία
- sponge = σφουγγάρι
- suck = ρουφώ
- disabled = ανάπηρος
- facilities = εγκαταστάσεις

28 B1 for all - Coursebook

## Lesson 3b

### Celebrities who Care

#### A VOCABULARY

#### 1 WORDS

1. provide	παρέχω
2. deed	πρόξη
3. shy	ντροπαλός
4. violence	βία
5. found	ιδρύω
6. focus on	εστιάζω, επικεντρώνω / -ομαι σε
7. government	κυβέρνηση
8. report (v./n.)	αναφέρει / αναφορά
9. adopt	υιοθετώ
10. auction (n./v.)	δημοπρασία / δημοπρατώ
11. rainforest	τροπικό δάσος της βροχής
12. foundation	ιδρυμα, ίδρυση
13. right (n.)	δικαίωμα
14. native (n./adj.)	ιθαγενής, ντόπιος
15. cause (n.)	ιδεολογικός αγώνας (ιδέα) / αιτία
16. frequent /-ly	συχνός / συχνά
17. recognition	αναγνώριση
18. retire	ασοσύρομαι, συνταξοδοτούμαι
19. aim (n./v.)	στόχος / στοχεύω
20. access	πρόσβαση
21. shortage	έλλειψη
22. issue	θέμα, ζήτημα
23. poverty	φτώχεια
24. admirable	αδελουμαστος

#### 2 PHRASAL VERBS

- stand up for = υπερασπιζομαι
- name sb/sth after sb = δίνω σε κτ./κτ. το όνομα κάποιου

#### 3 PHRASES

- set a (good) example = δίνω το καλό παράδειγμα
- raise awareness (of/about sth) = αφυπνίζω συνειδήσεις (για κτ.)
- the United Nations (UN) = Οργανισμός Ηνωμένων Εθνών (ΟΗΕ)
- shoot a film/picture = γυρίζει ταινία / βγάλει φωτογραφία
- fail to do sth = δεν καταφέρνω να κάνω κτ.

#### 4 DERIVATIVES

ADJECTIVES	NOUNS
shy (ντροπαλός)	shyness (ντροπαλιότητα)
violent (βίαιος)	violence (βία)
frequent (συχνός)	frequency (συχνότητα)
accessible (πρόσβαση, προσβάσιμος)	access (πρόσβαση)
aware of (ενήμερος)	awareness (επίγνωση)
admirable (αδελουμαστος)	admiration (θαυμασμός)

#### 1 Circle a, b or c.

- When Jamie was six, he was \_\_\_\_\_ by the Smiths.  
a. shy                      b. adopted                      c. native
- My grandpa didn't \_\_\_\_\_ until he was over seventy.  
a. retire                      b. report                      c. auction
- Your work this year has been \_\_\_\_\_. Congratulations!  
a. access                      b. frequent                      c. admirable
- The \_\_\_\_\_ of this organisation is to help orphans.  
a. issue                      b. deed                      c. aim
- Ned grew up in \_\_\_\_\_ but he became a rich man.  
a. poverty                      b. shortage                      c. violence
- This website will \_\_\_\_\_ you with useful information.  
a. provide                      b. focus on                      c. found
- This \_\_\_\_\_ should spend more money on education.  
a. cause                      b. government                      c. rainforest
- They gave him a gift in \_\_\_\_\_ of his efforts to help.  
a. foundation                      b. recognition                      c. right

#### 2 Choose and circle.

- Mandy's shy / shyness prevented her from making friends.
- That mountain village isn't really accessible / access in winter.
- Violent / Violence in some big cities is increasing every year.
- Are there frequent / frequency buses from here to the centre?
- Are you aware / awareness that it's already past midnight?
- I'm full of admirable / admiration for the good deed he's done!

#### 3 Choose and fill in.

a good example - stand up for  
failed to get - shot great pictures  
awareness of - named after

- Most Greek children are named after their grandparents.
- You should set a good example for your little sister.
- Jim failed to get to the cinema so he missed the film.
- To be successful in life, you must stand up for yourself.
- We must raise people's awareness of their rights.
- Jason shot great pictures on his trip to Scotland.

#### 4 Complete the sentences with the words in brackets or their derivatives.

- How can you have access to this computer? You don't know the password! (access)
- Michael is too shy to ask Melinda out, although he really likes her a lot. (shyness)
- Jean makes frequent visits to England to see her friends and family. (frequency)
- This film isn't suitable for young children. It's got too much violence in it. (violence)

B1 for all - Coursebook 2

**B READING 3b**

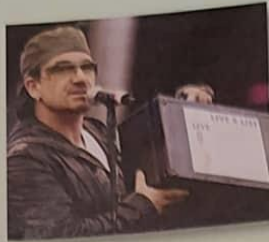
**1 WARM UP**

Look at the pictures and then answer the questions.

What do the pictures show?

Which celebrities do you admire most? Why?

What do you think is the best way to help countries and people in need?

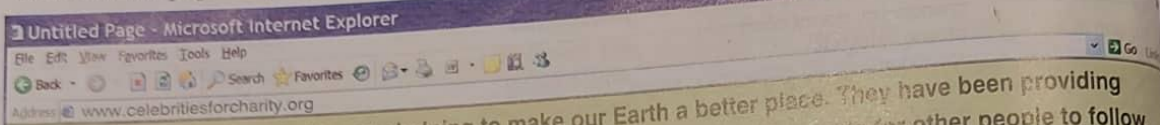


Sample answers: page 206

**2 READING TASK**

(CD1, track 13) (Teacher's CD1, track 17)

Read this web page carefully and complete the tasks that follow.



More and more celebrities are helping to make our Earth a better place. They have been providing assistance in various ways all over the world and setting a wonderful example for other people to follow. Find out more about the good deeds of your favourite stars.

**A. Madonna**

Madonna has never been shy about standing up for what she believes in. She supports *Children of Peace*, which works to protect children from the violence in Israel and Palestine, and she helped to found the charity *Raising Malawi* - which focuses on trying to help Malawi's orphans. An MP for the Malawian government reported:

'Madonna has managed to put their terrible situation on the world stage. She has built clinics in several areas which the government has failed to reach and has saved many lives.' The singer and her husband have also adopted a little orphan boy from Malawi.



**B. Sting**

Sting has supported many different charities. He even sold his shirt at a live auction to help the *Rainforest Foundation*, which he founded in order to save the rainforests and protect the rights of the native people there. He has worked hard for this cause and he has frequently organised huge charity concerts. A species of tree frog, *Dendropsophus Stingi*, has even been named after him in recognition of his commitment to saving the rainforests of the world.



**C. Jay-Z**

Even though he has retired from hip-hop, Jay-Z hasn't stopped moving. Instead of music, he has become very active in *Water for Life*, whose aim is to cut in half the number of people worldwide who don't have access to clean drinking water. The rapper promised to use his world tour to raise awareness of worldwide water shortage. He was already looking for a way to become helpful, when he found out about this issue during a visit to Africa. He has been working on this together with the UN, as well as MTV, which produced a documentary called *Diary of Jay-Z: Water for Life*.



**D. Angelina Jolie**

A trip to Cambodia to shoot the adventure film 'Lara Croft' was what first opened Angelina's eyes to the poverty there, but it was her admirable work with the United Nations that opened the eyes of the rest of the world. Back home, she has adopted two orphan children and this has encouraged several other celebrities to do the same.



**2a** Fill in with A, B, C or D.

Which celebrity ...

- |  |                            |   |                            |
|--|----------------------------|---|----------------------------|
| 1. has changed his/her main focus in life?         | <input type="checkbox"/> C | 3. raised money by selling something he/she wore? | <input type="checkbox"/> B |
| 2. learned about poverty while he/she was filming? | <input type="checkbox"/> D | 4. achieved better results than a government?     | <input type="checkbox"/> A |

**2b** Answer the questions about the celebrities.

- |  |                  |
|--|------------------|
| 1. Whose action made others follow his/her example?                | Angelina Jolie's |
| 2. Who founded a charity especially for children?                  | Madonna          |
| 3. Whose name was given to an animal in honour of his/her efforts? | Sting's          |
| 4. Who made a film to help his/her cause?                          | Jay-Z            |

**2c** Fill in the missing words.

- deeds
- auction
- shortage
- issue
- awareness
- access
- poverty
- rainforests
- aim

- The aim of *Water for Life* is to help people in countries where there is a shortage of clean water.
- More must be done to save the Earth's rainforests. Many people work hard to raise everyone's awareness of this issue.
- We should try harder to do good deeds, not just talk about them.
- Our school is having a(n) auction to raise money to help people suffering from poverty.
- If you have access to the Internet, you can find out what is going on in the world.

**2d** Answer the questions.

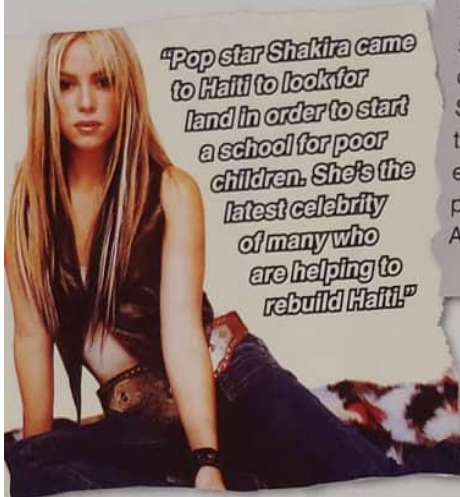
- What is the aim of *Children of Peace*?  
*(The aim of Children of Peace is) to protect children from the violence in Israel and Palestine.*
- Why did Sting start the *Rainforest Foundation*?  
*(Sting started the Rainforest Foundation) in order to save the rainforests and protect the rights of the native people there.*
- What was Jay-Z's aim during his world tour?  
*(His aim was) to raise awareness of worldwide water shortage.*
- What was the result of Angelina Jolie's work with the United Nations?  
*Angelina's work with the United Nations opened the eyes of the rest of the world to the poverty in Cambodia.*

**C SPEAKING 3b**

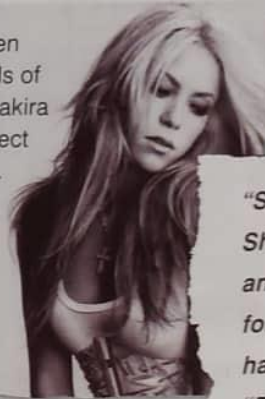
Talking about Caring

1

Read these three extracts from an international newspaper and discuss the questions that follow.



"From a giant screen in front of thousands of screaming fans, Shakira spoke about the effect of AIDS on children. She discussed the importance of educating young people about HIV/AIDS."



**"Since 2003, Shakira has been an ambassador for UNICEF and has also founded 'Bare Feet', an organisation which helps 5,000 poor Colombian children."**



- Can you briefly describe what volunteer work Shakira has done?
- Why should famous people become involved in volunteer work?
- If you were very rich, would you donate money to those who needed it?

2

Read the extract from an environmental magazine and discuss what you can do to contribute to

**April 22nd - Earth Day**

The first Earth Day was celebrated in 1970 when 20 million Americans went out on the streets to demonstrate for a healthy environment.

Today it is celebrated in about 200 countries every year.

Almost one billion people participate in Earth Day activities each year.

In 2020, the 50th anniversary of this great day will be celebrated.



**USEFUL PHRASES**

**EXPRESSING YOURSELF**

- First of all, Firstly, ...
- Secondly, Moreover, Furthermore, ...
- I would also/just like to add that ...
- Finally, Last but not least, ...
- I think/believe that ...
- Well, the first/second thing I would do is ...
- In my opinion, To my mind, ...
- We cannot ignore the importance of ...
- Another good idea would be to ...
- Personally, I (don't) think ...

**What can you do to help?**

- organise discussions about the environment at your school
- form a volunteer group with your family or friends
- plant a tree
- make a donation to an environmental organisation
- clean up a polluted area
- organise a recycling campaign
- save water, fuel and electricity in the home
- give away used clothes and things you don't need

## Appendix IX

### Results of the Textbook Evaluation

#### External Evaluation

	1	2	3	4	5
1. The textbook includes a detailed table of contents			X		
2. The textbook includes its goals and objectives					X
3. The textbook includes a list with its supplementary components					X
4. The textbook's contents page includes a detailed description of the topics to be discussed				X	
5. The textbook's contents page shows the overall structure of the book					X
6. The textbook's contents page includes grammar focus					X
7. The textbook's contents page includes functions/ uses	X				
8. The topics to be taught included in the contents page are organized in order of difficulty					X
9. The cover of the textbook is appealing to learners					X
10. The cover of the textbook includes graphics/ pictures familiar to learners				X	
11. The title of the textbook is big in size					X
12. The cover of the textbook is glossy					X
13. The textbook has a clear layout					X
14. The illustrations/ pictures of the textbook depict real-life things					X
15. The illustrations/ pictures of the textbook depict fictional things		X			
16. The colours of the pictures are eye-catching				X	
17. The textbook includes extra activities for further practice			X		
18. There is plenty of space in the book for note-taking	X				
19. The pricing of the book is reasonable/ affordable				X	

20. The textbook is easily accessible/ available to everyone				X	
21. The textbook addresses learners' needs and interests					X
22. The textbook is suitable for learners' level of proficiency					X
23. The textbook is taught within a reasonable amount of time		X			
24. The textbook's evaluation is mostly summative			X		
25. The textbook's evaluation is mostly formative			X		
26. The textbook follows the goals set by the CEFR					X
27. The textbook follows the goals set by the Greek Ministry of Education			X		
28. There are differentiated activities suitable to the needs of all learners	X				
29. The textbook is accompanied by its supplementary material					X
30. The textbook is accompanied by a teacher's book plenty of useful tips / additional notes				X	

Total: 120/150

### **Internal Evaluation**

	1	2	3	4	5
1. In the textbook, there is equal integration of skills			X		
2. In the textbook, the tasks are organized and presented according to the level of their difficulty (easier to more difficult ones)					X
3. The recordings of the textbook are authentic	X				
4. The recordings of the textbook are recorded in the studio					X
5. The speaking tasks of the textbook are communicative		X			
6. The activities of the textbook are relevant to learners' interests (music contest)					X
7. The textbook includes pair-group work activities			X		

8. The activities of the textbook address learners of different learning styles			X		
9. The textbook includes some self-study theory and tasks				X	
10. The topics of the textbook to be discussed are culturally appropriate for all learners coming from different cultural, political and economical backgrounds					X
11. The focus of the book is on grammar			X		
12. The focus of the book is on meaning			X		
13. The textbook is the only material of the course	X				
14. The textbook is accompanied by further material					X
15. The textbook is used by all learners in the same way		X			
16. The textbook is interesting for learners					X
17. The textbook is communicative		X			
18. The textbook provides efficient guidance to learners when necessary			X		
19. The textbook motivates learners to participate actively					X
20. The textbook prepares learners successfully for B1- level exams through its various exam-oriented activities				X	

Total: 82 / 100

Grand total: 202 /250