Content Analysis of the Reading and Listening Activities in the EFL Textbook "Just Imagine"

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Abstract

This study dealt with analysis of the textbook "Just Imagine" for 9th-grade students studying English in preparation for the matriculation exam. Content analysis was performed to determine to what extent the activities in the reading and listening units emphasize high and low-level thinking. The study attempted to answer the following questions: 1.To what extent do the activities in the two sections of reading and listening of the "Just Imagine" textbook lead students towards levels that demand higher thinking such as analysis, synthesis, and evaluation? 2.To what extent are the cognitive levels of the activities in the Reading and Listening sections of the textbook "Just Imagine" varied? Content analysis was conducted for the Reading and Listening sections of each unit. The activities that were defined as units for analysis were WH-questions, Yes/No questions, Multiple Choice questions, Complete the sentence, and statement and request questions. The activities were collected, listed, and analyzed according to Bloom's Taxonomy: low order thinking skills: knowledge, comprehension, and application, and high order thinking skills: analysis, synthesis, and evaluation. The researchers then calculated the percentage and frequencies in which each level of cognition appeared for each separate unit and for all five units combined. The results indicated that the research tool used by the researchers was valid and reliable. The results showed that 324 activities emphasized levels of cognition representing lower order thinking skills, while only 131 activities emphasized the three higher order thinking skills. The activities in "Just Imagine" textbook, place a great deal of emphasis upon comprehension, which is one of the lower order thinking skills. Additional studies are recommended in the area of content analysis of English instruction textbooks intended for various age levels in the Arab Sector. Such studies would shed light upon the role of textbooks in developing cognitive skills among students in the Arab sector.

Keywords: *EFL Textbooks, Bloom's Taxonomy, Content Analysis, Reading and Listening Activities, Just Imagine Textbook.*

1. Introduction

Textbooks are a leading source for teaching and play an important role in the English teaching- learning process. Textbooks provide teachers and students with different texts and tasks which help them and save time when preparing their own tasks. However, textbooks are not always sufficiently challenging for students and teachers, and teachers consequently need to evaluate and analyze the content, tasks, and activities and evaluate whether and to what extent the activities enhance and encourage their students' thinking and cognitive skills.

The current study deals with analysis of the content of the reading and listening activities in the EFL textbook *Just Imagine*. The tool that that will be implemented in this study is content analysis. Content analysis fulfills the objective of the study to examine to what extent the activities included in textbooks help develop students' high and low order-thinking skills. Analysis of the activities is extremely important because it sheds light on whether these activities foster learners' higher order thinking abilities and skills; i.e. analysis, synthesis and evaluation.

This study attempts to answer the following questions:
1. To what extent are the cognitive levels of the activities in the reading and listening sections of the English textbook" Just Imagine" varied?
2. To what extent do the activities in the two sections of reading and listening of *Just Imagine* engage students in learning that demands higher thinking such as analysis, synthesis, and evaluation?

This study will focus on Bloom's Taxonomy in order to analyze the activities contained in the textbook. Forehand (2010) defined Bloom's Taxonomy as "a multi-tiered model to classifying thinking, according to the six cognitive levels of complexity: knowledge, comprehension, application, analysis, synthesis and evaluation" (p.2). Analyzing the activities in the textbook helps the researchers categorize the classification of the activities based on different thinking processes in Bloom's Taxonomy, and investigate whether higher or lower levels of thinking processes most emphasized in the textbook. Finally, this research will also help teachers recognize the type and level of the activities emphasized in the book and reveal whether it contributes to developing students' cognitive level.

2. Literature Review

English has been considered to be a predominant language common to people throughout the world since the beginning of the 20th century. It is a common language between people throughout the world. It is an international language that is used in different fields, particularly in education, when it is taught as a second language.

The English Curriculum in Israel sets out the expected standards for the teaching of English in Israel in schools under the supervision of the Ministry of Education. This includes all sectors: secular, religious, Arab, Druze, and Bedouin. This curriculum is an expansion of the curriculum published in 2001, and adheres to the goals set in 2001. According to the new revised curriculum published in 2013, Students completing the twelfth grade should consequently have the ability to interact effectively in different situations, make use of materials from different sources, present information in an organized way, appreciate cultures and literature and develop linguistic awareness.

Textbooks play an important role in the English teaching- learning process. Teaching materials need to include a textbook that has been approved by the Ministry of Education. So, the new curriculum (2013) introduces some

important principles that should be considered when selecting the textbook, such as: providing meaningful communication and independent learning, motivating students to read for pleasure, enriching learners' knowledge, providing learners with opportunities for contextualize language use and practice. Materials should also be appropriate to learners' levels, interests, experiences and knowledge.

Students' exposure to the language was initially limited to the lessons that took place in the classroom (Ministry of Education, 2001). After that, the situation regarding English teaching has been changing and students are now exposed to the language through various tools such as radio, television, computers, trips abroad, meetings with native speakers, etc. As a result, the objectives of the English curriculum have also been changed to accommodate the students' increased exposure.

Some researchers emphasized the importance of EFL textbooks and claim that they contribute to the educational system in general and to the English teacher and student in particular. Others are opposed to these ideas and claim that textbooks prevent teachers from being creative and limit their creative thinking. This makes them unable to meet their students' needs, interests, and demands.

In Cortazzi and Jin (1999) the textbook is defined as,
"a teacher, a map, a resource, a trainer and an authority. As a teacher, a textbook gives students relevant information about grammar and vocabulary, as well as English speaking countries and their cultures. As a map, it shows an outline of linguistic and cultural elements as a structured program which guides students and teachers to follow the steps taken in previous lessons. A textbook is viewed as a resource, since it contains a set of materials and activities from which teachers can choose. It can also be a trainer for novice teachers who need valuable instructions, support and guidance. As an authority, a textbook is seen as valid, reliable, written by experts and authorized by important publishers or ministries of education" (p.206).

Textbooks have many positive points and are used throughout the world. They are important and essential in the teaching/ learning process for both teachers and learners, particularly for those for whom English is a foreign language. English teachers in schools within the Arab community attribute a great deal of importance to EFL textbooks, since they view them as the main source for the teaching process. This refers to the fact that they are not native speakers and find it difficult to teach the English language to their students without using a textbook (Igbaria, 2013).

Furthermore, the curriculum for English emphasizes four domains of language learning and teaching which are: social interaction, access to information, presentation, and appreciation of literature and culture, and language. The major objective of these four domains is to help students up to 12th grade, and direct them to interact effectively in a variety of situations; obtain and make use of information from a variety of sources and media; present information in an organized manner; appreciate literature and other cultures and the nature of language (Ministry of Education, 2001, p. 11). Learners will be able to do that by acquiring the higher order thinking skills, which are necessary for them to use the knowledge and information efficiently and effectively.

It is worth to mention that Hutchinson and Torres (1994) emphasized the importance of EFL textbooks in the learning environment, claiming that "the textbook is an almost universal element of (English language) teaching. Millions of copies are sold every year, and numerous projects have been set up to produce those in (various) countries… No teaching-learning situation, it seems, is complete until it has its relevant textbook" (p.315).

2.1 Content Analysis (CA)

Content analysis is defined as a research method or tool used to analyze different texts in many areas and to determine the presence of specific words or concepts within various texts.

The method of CA began during the 1940s, but was limited to studies with the objective of examining various texts to reveal the frequency of the occurrence of identified items (word counts). During the 1950sresearchers began to consider finding more sophisticated methods and strategies in the area of content analysis, focusing on concepts and semantic relationships (de sola pool, 1959).

Chelimsky (1989) states that "Content analysis is a set of procedures for collecting and organizing information in a standardized format that allows analysts to make inferences about the characteristics and meaning of written and other recorded material" (p.8).

There are many different definitions of content analysis representing its historical development, but each definition serves specific objective according to the researchers' questions and hypotheses. Holsti (as cited in Stemler, 2001) describes content analysis as, "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (p. 14). This suggests that the method of content analysis does not completely depend upon the researchers' feelings when analyzing the text. Krippendorff (2004) defines CA as "a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (p. 18). This suggests that most researchers draw inferences from the text itself and then design it upon the context.

Pivotal to this study, content analysis gives researchers the opportunity to analyze many texts accurately according to clear-cut systematic rules depending on description rather than explanation.

2.1.1 Characteristics of CA

Krippendorff (1980) emphasizes several essential characteristics of content analysis that differentiate it from other techniques of social research, these characteristics are:

1. Content analysis is an unobtrusive technique. In other research techniques, errors can occur while collecting data for several reasons:
a. The awareness of being observed or tested
b. The subject's assumed or assigned role as interviewee or respondent
c. Influences of the measurement process on the subject
d. Stereotypes and preferences in casting responses
e. Experimenter-interviewer interaction effects on the subject (Krippendorff, 1980, p. 29).

2. Content analysis accepts unstructured materials. Despite the fact that structured materials make work more convenient for the research subjects and data analysis, researchers usually find themselves limited in their analysis, because they have predetermined structured choices. In CA, however, analysis can be conducted in different ways.

3. Content analysis is context-sensitive and thereby able to process symbolic forms. In data analysis that was collected in experimental conditions, data become dissociated from the symbolic meanings. These responses may have had for the subjects involved and are analyzed as a collection of data regardless of their symbolic qualities. Thus, while experiments do not preclude the use of language, verbal responses tend not to be treated as symbolic phenomena except for the theoretical meanings attributed to them by the investigator (p. 30), but the symbolic qualities are emphasized in CA.

Stemler (2001) argues that Content analysis is a systematic and replicable technique for compressing many different words of text into fewer content categories, based on explicit rules of coding. He also states that it has the attractive features of being unobtrusive, and being useful in dealing with large volumes of data. In addition, the technique of content analysis extends far beyond simple word frequency count.

According to Krippendorff (as cited in Stemler, 2001), six questions should be addressed in every content analysis:
1) Which data are analyzed?
2) How are they defined?
3) What is the population from which they are drawn?
4) What is the context relative to which the data are analyzed?
5) What are the boundaries of the analysis?
6) What is the target of the inferences?

2.1.2 The Framework of Content Analysis

Krippendorff (1980) declares that there are some essential concepts that any analyst must be aware of when applying content analysis. These concepts are as follows:

1. The data as communicated to the analyst: The communication of content analysis is performed in one direction since there is no possibility of receiving corrective feedback from the source that provided the information. According to Krippendorff (1980): "[d]ata exhibit their own syntax and structure, are described in terms of units, categories, and variables, or coded into a multidimensional scheme. Data are the primitive forms for content analysis and constitute the surface which a content analyst will want to penetrate" (p. 26).

2. The Context of the Data: Krippendorff (1980) states that "while data are made available, their context is considered by the content analyst to include all surrounding conditions, antecedent, coexisting, or consequent" (p. 26).

The two questions that are emphasized are:
-What is the context that is related to the data that is being analyzed?
-What are the limitations of the analysis?

3. How the analyst's knowledge apportionments his reality: It is very important that the analyst knows about the source of data and clarifies the assumptions that he raises about the connection between the data and the environment. Krippendorff (1989) states that "content analysis is a research technique for making replicable and valid inferences from data to their context (p.403). In his study, Krippendorff (1980) claims that since "CA uses available data and knowledge of stable configurations to remove uncertainties about the unstable pattern in the context of its data" (p. 27).

4. The objective of Content Analysis: The objective of the analyst must be clear and he must be aware of the target he wants to know about. The question emphasized here is:
-What is the objective of the inferences?

Krippendorff (1980) emphasizes that by saying that "[o]nly if the target of a content analysis is unambiguously stated can he judge whether the content analysis is completed and specify the kind of evidence eventually needed to validate the results"(p.27).

5. Validity as the ultimate criteria of success: Krippendorff (1980) states that "the kind of evidence needed to validate its results must be specified in advance or sufficiently clear so as to make validation conceivable" (p. 28).

2.1.3 Content Analysis in the Area of Education

Content analysis is considered an essential tool in evaluation of learning materials such as textbooks, teachers' guides, curriculum, and other educational materials. This tool helps those involved in educational practice to examine whether the learning materials that were written based upon the curriculum in teaching are compatible with the educational objectives of the curriculum.

Mahl (cited in Krippendorff, 1980) emphasizes the following objectives of content analysis in the field of education:
1. To determine the efficiency of a textbook when teaching certain subjects.
2. To determine how educators are satisfied with the textbook.
3. To compare between the interests and needs of students and the contents of the textbooks, and define the connection between its content and explicitness.
4. To define the cognitive skills the content of the textbook helps to develop for students.

2.1.4 Qualitative and Quantitative Content Analysis

There are two approaches to content analysis: the quantitative, or frequency approach, and qualitative, or non-frequency approach. These two approaches differ from each other in terms of the researcher, the type of contents to be analyzed, and the final objectives of the analysis.

Wildemuth and Zhang (1966) differentiate between the characteristics of the two approaches as follows:
1. The research areas from which they developed are different. Quantitative content analysis is used widely in mass communication as a way to count manifest textual elements, an aspect of this method that is often criticized for missing syntactical and semantic information embedded in the text (Weber as cited in Wildemuth and Zhang, 1966). In contrast, qualitative content analysis was developed primarily in anthropology, qualitative sociology, and psychology, in order to explore the meanings underlying physical messages.

2. Quantitative content analysis is deductive, intended to test hypotheses or address questions generated from theories or previous empirical research. In contrast, qualitative content analysis is mainly inductive, grounding the examination of topics and themes, as well as the inferences drawn from them, in the data. In some cases, qualitative content analysis attempts to generate theory.

3. The data sampling techniques required by the two approaches are different. Quantitative content analysis requires that the data are selected using random sampling or other probabilistic approaches, so as to ensure the validity of statistical inference. In contrast, samples for qualitative content analysis usually consist of purposively selected texts which can answer the research questions being investigated.

Wildemuth and Zhang (1966) clarified the difference between the products of the two approaches: "The quantitative approach produces numbers that can be manipulated with various statistical methods. In contrast, the qualitative approach usually produces descriptions or typologies, along with expressions from subjects reflecting how they view the social world. The perspectives of the producers of the text can be better understood by the investigator as well as the readers of the study's results (Berg as cited in Wildemuth and Zhang, 1966).

2.2. Bloom's Taxonomy

Forehand (2010) defined Bloom's Taxonomy as "a multi-tiered model of classifying thinking, according to the six cognitive levels of complexity: knowledge, comprehension, application, analysis, synthesis and evaluation" (p.2). He added that "Throughout the years, the levels have often been depicted as a stairway, leading many teachers to encourage their students to "climb to a higher (level of) thought." The three lower levels are knowledge, comprehension, and application, while the three higher levels are analysis, synthesis, and evaluation. The categories

of Blooms Taxonomy are ordered from simple to complex and from concrete to abstract, in a hierarchical order. During the 1990s Lorin Anderson – Bloom's former student, aimed to update this taxonomy in order to add relevance for 21st century students and teachers. Bloom's taxonomy can be used as a teaching tool to help balance assessment and evaluative questions, assignments, and texts to ensure all orders of thinking are exercised in student's learning (Abu Dabat, 2015). Bloom's taxonomy, which will be used in this study to analyze the questions in the textbook Just Imagine, is considered the most commonly used in the area of education. Igbaria (2013) states that Bloom's taxonomy is a general taxonomy that includes six levels for examining the fulfillment of the goals of the cognitive domain among students. In addition, he states that Bloom's Taxonomy is described as having the following characteristics:

1) Educational: Distinguishing between the groups of objectives that teachers use for writing curricula, study programs and lesson plans.
2) Logical: The levels are clearly and logically defined.
3) Psychological: In accordance with psychological phenomenon.
4) Pyramidal: Ranging from the simple to complex with each level resting upon the preceding one.
5) Continuous: Each objective leads to the one following it.
6) Comprehensive: Each behavioral objective can be categorized according to the taxonomy.

Bloom et al. (1956) define the six levels of the cognitive domain in Bloom's taxonomy as follows:
1. Knowledge: Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

2. Comprehension: Comprehension is defined as the ability to grasp the meaning of material from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects).

3. Application: Application refers to the ability to use information in new ways; carrying out or using a procedure or process through executing or implementing. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

4. Analysis: Analysis refers to the ability to break down material into constituent parts; determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

5. Synthesis: Synthesis refers to the ability to put parts together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing. This may involve the production of a unique communication, a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structure.

6. Evaluation: Evaluation is the ability to judge the value of material for a given purpose, based on criteria and standards through checking and critiquing; defending concepts and ideas.

The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or receive them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, together with conscious value judgments based on clearly defined criteria.

2.3. Definitions of Related Terms

The following are definitions of relevant terms which are necessary for this study:

-The New English Curriculum Guide: is a guide for English instruction suitable for Israeli children based upon developing standards for excellence in the teaching of a foreign language. The guide presents its objectives and the manner by which they are to be attained. The main objective of this guide is to determine standards for four domains of study that are defined below.

-Domains: are areas of language ability and knowledge. In this curriculum, language teaching is divided into four domains: Social Interaction; Access to Information; Presentation; and Appreciation of Language, Literature and Culture. The four domains are interrelated and do not operate in isolation.

The Domain of Social Interaction relates to the ability of learners to interact effectively in English in different social contexts with people from varied linguistic and cultural backgrounds, using informal spoken and written language.
1- The Domain of Access to Information relates to the ability of learners to access information in English from oral and written texts from a wide range of printed and digital media and to make use of that information for a variety of purposes.

2- The Domain of Presentation relates to the ability of learners to present ideas and information in an organized, planned manner in a variety of formats in spoken and written English on a wide range of topics, using print and digital media.

3- The Domain of Appreciation of Language, Literature and Culture relates to the ability of learners to appreciate the nature of language and become aware of the differences between English and their own and other languages. The New Revised Curriculum 2003 emphasizes that this domain also relates to the ability of learners to appreciate literature that is written in English and through it develop sensitivity to a variety of cultures.

- Benchmarks: define what the learner should know and be able to do. They are indicators of learner achievement. The benchmarks are divided into four levels (Pre-foundation, Foundation, Intermediate and Proficiency), are cumulative and interrelated, but not exhaustive.

- Standards: have been set for the four domains of language learning. They define a cumulative body of knowledge and set of competencies for each domain.

-Teachers' Perceptions: are the opinions concerning teachers' experiences that are associated with the course of study "Just Imagine" designed for ninth grade learners. Teachers' perceptions were accumulated through their responses to the items in the evaluation questionnaire.

- Language Components: contain vocabulary and grammar.

- Distributed: relates to the number of times the objective or activity appears explicitly or implicitly in the student's textbook.

-The unit of analysis: refers to any activity that is found in the student's book in the course of study "Just Imagine". The activity can be any question, request, instruction, task, or exercise presented to students to be performed by an

individual student or a group of students.

2.4. Higher Order Thinking Skills (HOTs)

An application of the HOTS will help students to better respond to real world demands (Vijayaratnam, 2012). Mainali (2012) believes that Higher Order Thinking (HOT) includes critical, logical, reflective, metacognitive and creative thinking which helps learners be able to access the information they receive in class for use in new contexts. In addition, information students learn through HOT processes is remembered longer, more clearly, and is more easily transferable. He added that students with a deep conceptual understanding of a specific idea will be much more likely to be able to apply that knowledge to solve new problems in many different situations. Therefore, teachers should carefully recognize all learning objectives in their class and make extensive efforts to achieve high level thinking through different activities, assessments, and questioning techniques which requires students to demonstrate high level thinking (Mailani, 2012). Therefore, he defined HOTS as thinking that happens in analysis, synthesis and evaluation levels of Bloom's taxonomy and analyzing, evaluating and creating levels of Anderson's revised Blooms taxonomy. Bloom's taxonomy identified the higher order thinking skills of analysis, synthesis and evaluation as important and essential skills to all educational levels. In this way, teachers have to teach students how to think critically by asking them questions which encourage them to give answers of analysis, synthesis and evaluation.

2.5. Concepts Related to Textbook Analysis and Evaluation

In this section the researcher refers to several concepts connected to evaluation of a curriculum that are necessary in order to gain a more thorough understanding of curriculum analysis and evaluation.

2.5.1. Introduction

Evaluation is defined as "the identification, clarification, and application of defensible criteria to determine an evaluation object's value (worth or merit) in relation to those criteria" (Fitzpatrick et al., 2004, p.5). Evaluation of different learning material such as: textbooks, teachers' guide and other teaching materials is essential and important in the area of education. Content analysis is considered an effective tool for evaluating such materials. It helps examine to what extent the learning materials which were written according to the new curriculum are compatible with the educational objectives of the curriculum. Bharvad (2010) claims that "Curriculum evaluation is clearly a process by which we attempt to gauge the value and effectiveness of any piece of educational activity which could be a rational project, or a piece of work under taken by or with pupils (p.72). He added that evaluation of the curriculum monitors and reports on the quality of educational process. In addition, Cronbach (1963) argues that "curriculum evaluation helps in identifying the necessary improvement the designers of curriculum must make related to the content, educational facilities, staff-selection, teaching methods, learning experiences and development of educational objectives" (p.72).

2.5.2 Textbook Analysis, Evaluation and Selection

The process of analysis, evaluation, and selection of textbooks by researchers who are involved in educational practice is considered as an essential process in the educational system. This process serves different learning and educational objectives, particularly that of improving teaching. For example, the Ministry of Education in Israel made an important decision to change the curriculum for English teaching and began to implement a new revised curriculum. The objective of this new curriculum was "to set standards for the four domains of English language learning: social interaction, access to information, presentation, and appreciation of literature and culture, and language" (Ministry of Education, 2001, p. 11). As a result of the application of this change, textbooks and their

accompanying materials were written for this new curriculum guide for all age groups in schools with alternative textbooks suitable for each grade level.

Twersky and Lindblom (2012) stated that "evaluation is an independent, systematic investigation into how, why, and to what extent objectives or goals are achieved" (p. 3). It is a process of collecting information about the material being assessed in terms of its strong and weak points. Evaluation is a systematic study for the various forms of communication or content in written or symbolic material. On the other hand, selecting textbooks involves applying criteria for choosing books based upon authenticity, suitability, and cost. In addition, making decisions which are connected to selecting textbooks will influence teachers, students and the dynamics in the classroom (Garinger, 2002). Brown (1995) declares that textbooks must serve both teachers and students and not constitute the educational and learning objectives. This shows how important it is for the educational system to develop the issue of textbook evaluation in general, and to develop overall criteria for evaluating textbooks in particular in order to ensure high-quality teaching. The processes of analysis and evaluation are essential in choosing textbooks which are suitable for the objectives of the new curriculum and also fit learners' abilities and levels. Sheldon (1988) emphasizes that evaluation of textbooks helps both school administration and teaching staff to effectively categorize textbooks and to select the one that is most suitable. In addition, evaluation increases awareness of textbook content and helps educators identify the positive and negative aspects of the textbook that is presently in use.

The present study aims to analyze and evaluate two major skills of reading and listening that are commonly taught in English textbooks. The researcher uses the English textbook entitled: "Just Imagine" by Harriet Coddington.- a motivating course for mixed ability classes at intermediate level, stage three. It is designed for 9th grade classes for teaching English as a foreign language in the Arab sector. The book was published in 2015; two years after the new revised curriculum which was designed. The researcher will analyze the content of the reading and listening activities contained in the course book to determine to what extent the contents of the book meet the requirements of the new revised curriculum.

2.6. Justification of Textbook Evaluation:

Textbooks play an essential role in the teaching-learning process since they are the fundamental agents of conveying knowledge to learners. Textbooks provide essential input into English lessons at classrooms through various activities, techniques, readings, strategies and explanations. Abdel Wahab (2013) states that "textbooks do not only provide a framework for teachers in achieving the aims and objectives of the course, but also serve as a guide to the teacher when conducting lessons" (p.55). He adds that "the content of English language textbooks influences what teachers teach and learners learn" (p.55).

Brown (1995) claims that textbooks must help and serve both teachers and learners and not merely constitute the learning objectives. This shows the importance of developing textbook evaluation to ensure high-quality teaching. When selecting the English textbook teachers should pay attention to what degree the book fits students' abilities, levels and needs and if it is suitable to the objectives of the curriculum. Cunningsworth (1995) suggests that teachers must select materials which fit and reflect the needs of all students, and the aims, values and methods of the teaching program. Hutchinson (1987) states that materials evaluation plays such an important role in language teaching that its potential for influencing the way teachers operate is considerable. In addition, Hycroft (1998) states that one of the major advantages of using textbooks that they were psychologically essential for students since their progress and achievement could be measured concretely when they were used. This process is beneficial for the entire educational system in general and for ensuring better quality instruction.

The present study will analyze and evaluate the content of the English textbook "Just Imagine", which was recently designed for heterogeneous 9th grade learners and used in Israeli schools including Arab junior high schools.

2.7. Empirical Studies on Textbook Analysis and Evaluation

The following are several international studies that the researcher reviewed in the area of analysis and evaluation of textbooks that are presented in chronological order.

Karsou (2005) analyzed a textbook entitled Action Pack 1-5 in Jordan. The researchers analyzed these books according to the following criteria: rationale, objectives, the four language skills (listening, speaking, reading and writing), teaching aids, vocabulary, contents, teaching methods, the workbook, teacher's guide, and the general aspects of the textbook.

The researchers used two evaluation tools to collect data and to attain the research objectives. The first tool was a questionnaire of 73 items designed for supervisors, teachers, and students learning English as a foreign language. The second tool consisted of interviews with the supervisors, teachers and students. The research sample included 8 supervisors, 100 teachers, and 300 students. The researchers applied average and standard deviation in order to perform statistic analysis of the responses of teachers and supervisors.

The research results showed positive and negative points of these textbooks. The positive points were: Action Pack was found to be suitable from the standpoint of encouraging students to communicate in English, reading materials met the students' needs and interests, teaching aids were suitable from the standpoint of recordings and wall pictures, and teaching methods were suitable to the specific and general objectives. The teacher's guide provided teachers with an answer section for all the exercises and the general aspects were also found to be suitable on a high level. On the other hand, there were also several disadvantages to the Action Pack textbooks. The objectives were found to be less suitable and irrelevant to the students' real life situations, the activities of aural comprehension and speaking were not suitable to the students' abilities, and the vocabulary that was provided in the books did not fit the phonetic transcription. There was no distinction found between the passive and active vocabulary, and the teachers' guide did not offer teachers details regarding the amount of time for learning the material in the Action Pack textbooks.

Igbaria (2013) attempted to analyze the study units in *Horizons*- a textbook designed for 9th grade students studying English in heterogeneous classes. The study aimed to examine the variety in the cognitive level represented by the WH-questions in the textbook based on Bloom's Taxonomy. It also aimed to find to what extent the WH-questions in the textbook emphasize higher –level thinking skills, and whether the textbook helped and encouraged students to develop cognitive skills. The study attempted to answer an important question: to what degree are the WH-questions in the six levels of the cognitive domain varied and frequent in the textbook *Horizons*?

Content analysis was conducted for the six study units in the textbook *Horizons*. The analyst chose the WH-question as the unit of analysis. He then gathered and analyzed the questions according to Bloom's Taxonomy: lower-order thinking skills, which are knowledge, comprehension and application, and higher-order thinking skills which include analysis, synthesis and evaluation. The results showed that the research tools the two analysts used, were valid and reliable. In addition, they indicated that 244 questions emphasized cognitive levels of lower order thinking skills, while only 137 questions emphasized cognitive levels of the three higher order thinking skills. The questions in the textbook *Horizons* placed a great deal of emphasis and confirmation upon comprehension, which is one of the lower thinking skills.

In addition, Assaly and Igbaria (2014) analyzed the textbook *Master Class* for 10th grade students studying English at the 5-unit level. The researchers performed content analysis to determine to what degree the activities in the sections of reading and listening confirm both high and low thinking levels. The research sought to answer two questions: 1- To what degree are the cognitive levels of the activities in the reading and listening units of the textbook varied? 2- To what degree do the activities in both reading and listening units of the textbook *Master Class* encourage students to use higher thinking skills of analysis, synthesis and evaluation? The researchers analyzed different activities including yes/no questions, multiple choice questions, WH-questions, statement and request questions, and sentence completion questions. They gathered the activities, tabulated and analyzed them and classified them according to the lower and higher levels of thinking in Bloom's Taxonomy. The researchers calculated all frequencies and percentages in which each cognitive level appeared for each unit separately and for all six units together. The results revealed that the activities in the *Master class* textbook maintained the lower order thinking skills of comprehension. Finally, the researchers recommended conducting further studies about content analysis of English instruction textbooks written for Arab students of various age levels. Such studies would show the role of English textbooks in development of students' thinking and cognitive skills in the Arab sector.

Another important study was conducted by Alzu'bi (2014). The researcher analyzed the English questions of the Jordanian secondary diploma examinations according to Bloom's cognitive levels. The researcher prepared an analysis sheet for the research, which was ensured to be valid and reliable. The sample of the study consisted of all the questions in the general secondary examinations for English courses in the third and fourth levels. To analyze the results easily, the researcher listed all the percentages and frequencies in a table during the years 2010-2013. The results of the research indicated that the overall percentage of the lower order thinking skills was (69.6), while the overall percentage of the higher order thinking skills was (30.4). This finding revealed that the English questions included in general secondary examinations reflect the first three levels (comprehension, knowledge and analysis). The researcher recommended that the authors of the examination questions should improve their methods and techniques in writing questions.

Furthermore, Abdurrahman (2014) analyzed different types and levels of questions in the 10th – grade English language textbooks in Jordanian schools during the academic year 2012-2013. The researcher aimed to identify the allocation of the questions over the six levels of the revised edition of Bloom's Taxonomy of cognitive domains. He analyzed 655 questions from the tenth grade English textbooks, and prepared an analysis sheet for distributing the questions according to the revised edition of Bloom's Taxonomy to achieve the research objective. The results showed that (55.11%) of the questions were about remembering and understanding, (16.18%) were about applying, and (28.71%) dealt with the other levels. This reflected the prevalence of lower level questions in the two textbooks that were investigated. As a result, the researcher recommended amending the questions in the English textbooks in order to cover all six levels of the revised edition of Bloom's Taxonomy, and to give the teachers and designers of the curriculum more practice in writing questions based on the revised Bloom's Taxonomy.

Assaly and Smadi (2015) conducted an evaluation of the cognitive levels of the questions that follow the reading texts of *Master Class* textbook. The researchers prepared a checklist based on Bloom's Taxonomy in order to classify all the cognitive levels of these questions, and used valid statistics for classifying the cognitive levels of the comprehension questions. The results indicated that 52% of the questions in the textbook *Master Class* emphasized the cognitive levels of comprehension, while only 3.7% of the questions reflected the cognitive levels of knowledge and 6% reflected the cognitive levels of application. The percentage of the cognitive levels of comprehension was much more than expected, while the percentage of questions of cognitive levels of evaluation and analysis were much closer to the percentages that were expected. In addition, the results showed that almost 40% of the questions in the textbook emphasized high order thinking skills, which meets the requirements of the new curriculum. The

study recommends evaluating and choosing a good textbook that fits the goals of the revised curriculum. This study sheds light upon the role and importance of textbooks for the development of cognitive skills among Arab learners. The researchers contend that it is essential to conduct more studies involving content analysis of English construction textbooks designed for different age levels in the Arab Sector. Such studies would shed light upon the role of textbooks in developing cognitive skills among Arab students.

The researchers performed various studies in the area of analyzing and evaluating textbooks. These studies that the researcher referred to were conducted in various Arab and non-Arab countries. They reflect the necessity and importance of analysis and evaluation of English textbooks. Therefore, the evaluation process and choice of textbooks must be taken seriously and must be considered before any modifications are made in the curriculum.

The current study is categorized as an in-use evaluation because it evaluates a course of study that is already in use in the Arab junior high schools. In addition, most of the previous studies used one or more tools, while this study used two tools for collecting data such as: a guide and content analysis of reading and listening activities included in the course of study "Just Imagine".

The researchers discussed the various studies that were conducted in the area of analyzing and evaluating textbooks. These studies that the researcher referred to were conducted in various Arab and non-Arab countries. They teach a great deal about the field of evaluating textbooks – including the fact that the evaluation process and choice of textbooks are essential within a setting in which English is considered a foreign language. Therefore, the evaluation process and choice of textbooks must be based upon the results of research in this area, and must be taken seriously. These must be considered before any modifications or changes are made in the curriculum. For example, the curriculum for English instruction in Israel was changed based upon student achievements on various tests that are administered in the country as well as evaluation of textbooks, but the teacher population from the Arab sector was not involved in determining these changes.

The review was essential in order to correctly perform analysis and evaluation of the course of study "Just Imagine". This study combined all the necessary elements and presented them in a structured manner. It is also categorized as an in-use evaluation because it evaluates a course regarding the other studies that were reviewed are stated as follows:

- Most of these studies used one or two evaluation tools such as questionnaires, interviews of study that is already in use in the Arab community. In addition, the study used several sources for collecting data such as a teachers' questionnaire, and content analysis of all the components of the course of study "Just Imagine".

In this study, content analysis is conducted based on blooms taxonomy that studies how low and high order thinking skills are promoted in textbooks. Analyzing the activities in the textbooks will enable the classification of the activities based on different thinking processes in Bloom's Taxonomy, and reveal whether higher or lower levels of thinking processes are emphasized in the textbook. Analysis of the activities is extremely important because it reveals the advantages of each activity as well as determining to what degree these activities help in developing students' thinking and cognitive skills Several points, or both. In addition to evaluation tools more attention should be given to the stages and methods of evaluation – which are no less important than the tools for gathering reliable, correct data.

- Most of the studies emphasized similar characteristics of textbooks to be evaluated and analyzed such as rationale, objectives, activities, content, language skills, grammar, vocabulary, teaching methods, and evaluation tasks. Most studies also evaluated the teachers' guide, activity book, and teaching aids.

The unit of analysis was not explained clearly in studies in which content analysis was applied. As a result, the researcher must determine the unit of analysis beforehand to make it easier to analyze the textbook and its components.

The results of the above studies were varied, and many of them contributed to the educational system in the countries in which they were conducted. These studies were the basis for implements and modifications in the curriculum and English instruction textbooks.

The results showed that a majority of the characteristics that the researchers analyzed and evaluated were suitable from the standpoint of both teachers and students. However, teachers should have the opportunity to be more involved in determining the objectives of English instruction. There should also be more exercises that integrate the four language skills with emphasis placed upon communicative activities.

This present study is similar to the others from the standpoint of steps and framework of processes used to analyze and evaluate the course of study "Just Imagine", but it differs from the studies cited here in one important aspect:
- "Just Imagine" is a recently published textbook, and was analyzed in this study by an Arabic speaker with knowledge of the social and cultural contexts of teaching English to speakers of Arabic.

- The English language is considered the fourth language among the researcher's population in addition to Colloquial Arabic, Classical Arabic, and Hebrew. This obligates teachers to use the textbook as the sole source. Analysis and evaluation of textbooks for English instruction is therefore essential in order to examine the quality and choose the best source for teaching in the Arab sector.

- This study evaluated characteristics that differ from the usual characteristics that were emphasized in the studies cited here. It analyzed the four domains of language learning and teaching instead of the four language skills, and the benchmarks that are an indication of the students' progress in language.

3. Methods and Procedures
This chapter contains six sections that deal with the methodology of this research. It presents the research population and research sample, research tools, the validity and reliability of the research tools, the process of collecting data, research variables, and statistical analysis of the data.

3.1. The Research Population and Sample
The research population also constitutes the research sample, and includes the following:
A 9th grade motivating textbook "Just Imagine" for mixed ability classes at the intermediate level was chosen for this research. All parts of the "Just Imagine" course were analyzed by the researchers using content analysis.

3.2. Data Collection and Analysis:
 Data was collected in two stages. During the first stage, the researchers and another analyst located all of the activities in the textbook, and both recorded them on a four-column table (Appendix A). The tables listed all activities in serial order, the activity, its 1evel, and page number. The researchers and assistant analyst located and listed a total of 415 activities. During the second stage, the researchers and assistant analyst categorized all 415 activities again using the research tool. The number of activities listed for each of the categories in the research tool (levels of cognition according to Bloom's Taxonomy) was then calculated by each, and the frequency that each level of activity appeared was then calculated.

3.3. The Research Tool:

The most suitable tool to be implemented in this study is content analysis and was conducted for the six study units in the textbook. It is also used to determine the various levels of different activities based on the cognitive domains in Bloom's Taxonomy (Appendix B). This guide includes a specific description of the level of each activity with its standards. This tool is used for calculating the frequencies of all cognitive levels of the activities in the textbook "Just Imagine".

3.4. Validity of the Research Tool:

The researchers prepared the categories as a basis for content analysis of the course of study "Just Imagine" based upon the English teaching curriculum and the research questions. The categories were then presented to an expert in English teaching and content analysis in order to establish their validity. The committee was asked to examine the definitions of the various levels in accordance with the skills and behaviors demonstrated by each level. There was a consensus among them regarding these categories. The judges assessed that the research tool was valid for use in this study. In addition, the analyst who assisted the researchers in analyzing the first unit of the course of study "Just Imagine" in order to establish reliability of the content analysis expressed satisfaction with the proposed categories.

3.5. Reliability of the Research Tool:

The researchers and a second analyst performed a content analysis on the first unit of the student's textbook of the course of study "Just Imagine" to verify the reliability of the research tool (content analysis). The second analyst is a lecturer in English instruction and an expert in content analysis. The researchers and the analyst categorized the activities according to the cognitive domain of Bloom's Taxonomy. The agreement coefficient between the findings of the two analyses was computed and established as follows:

The total number of activities in the book "Just Imagine" is 455.
-The number of activities whose categories were agreed upon is 405.

$$\text{Percent of Agreement} = \frac{\text{NO. of Coincident answers}}{\text{NO. of coincident answers} + \text{NO. of different answers}} \times 100\%$$

$$\text{Percent of agreement} = \frac{405}{405+50} \times 100$$

$$\text{Percent of agreement} = \frac{405}{455} \times 100 = 89.01\%$$

Agreement Coefficient = 89.01%

The agreement coefficient was established as 89.01%, which is acceptable. The reliability of categorization according to the cognitive domain of Bloom's Taxonomy was high. The research tool used by the researchers and an English teacher was therefore found to be reliable.

The results of the analyses are presented in Tables 1 and 2.

3.6. Limitations of this Study:

This study has the following limitations:

1. It deals only with the textbook *Just Imagine* designed for 9th grade students in the intermediate level, which is a preparatory stage for the matriculation exams.

2. It only investigates the sections including reading and listening activities.

3. It uses only Bloom's Taxonomy to analyze the activities from the textbook *Just Imagine* based on the cognitive domain

3.7. Summary of the Research Procedure

In summary, the results of this research were obtained using a ten-stage procedure.

1) Defining the research question.
2) Reviewing related literature.
3) Choosing the class and textbook.
4) Determining the unit of analysis (WH-questions).
5) Collecting all the WH questions from the textbook.
6) Preparing the research tool for analyzing the questions.
7) Establishing validity and reliability.
8) Analyzing the questions according to the six levels in Bloom's taxonomy.
9) Counting the frequency for each of the six levels of cognitive domain in Bloom's taxonomy.
10) Recording the data in tables (to be shown in the next chapter).

4. Results and their Discussion

This section will present and discuss the results obtained after analyzing the questions from "Just Imagine" textbook. This analysis was used to answer the following research questions:

1. To what extent are the cognitive levels of the activities in the reading and listening sections of the English textbook" Just Imagine" varied?

2. To what extent do the activities in the two sections of reading and listening of *Just Imagine* engage students in learning that demands higher thinking such as analysis, synthesis, and evaluation?

In order to answer the research questions, the researchers analyzed all the questions in both reading and listening activities in the six units in the textbook, and then collected the results. Table 1 shows frequencies and percentages of the Questions in the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the Sections of Reading and Listening in each of the Six Units of the Textbook "Just Imagine". The researchers obtained the results by thoroughly studying and learning all the contents of reading and listening activities in all the units of the textbook "Just Imagine for 9th Grade" and listing all the questions. The researchers collected 455 questions (Appendix A) and then used the research tool to analyze the questions and calculate the percentage for each level of the cognitive domain according to Bloom's taxonomy. Appendix B provides some examples of the six different levels of Bloom's taxonomy of the questions in the textbook "Just Imagine" for 9th Grade students. Table 2 shows frequencies and percentages of the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the activities of Mastering Reading and Listening sections in the Six Units of Master Class.

Table 1: Frequencies and Percentages of the Questions in the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the Sections of Reading and Listening in each of the Six Units of the Textbook "Just Imagine"

	Unit 1		Unit 2		Unit 3		Unit 4		Unit 5	
Level of activity	F	P	F	P	F	P	F	P	F	P
Knowledge	1	1%	1	1%	1	1%	0	0%	1	1%
Comprehension	67	67%	67	80%	66	71%	48	55%	55	70%
Application	3	3%	1	1%	6	6%	4	5%	3	4%
Analysis	8	8%	10	11%	9	10%	11	13%	4	5%
Synthesis	3	3%	1	1%	0	0%	3	3%	1	1%
Evaluation	19	18%	5	6%	21	22%	21	24%	15	19%
Total	101	100%	85	100%	93	100%	87	100%	79	100%

Table 1 indicates that there is a maximum of one activity in each unit that asks students to use learned material in new and concrete situations. This finding implies that the number of activities that call for the cognitive level of knowledge is the lowest in the six units with percentages ranging between 0% - 1%. One unit does not have any activities at this level. The activities that work on the cognitive level of synthesis rank second with percentages ranging between 0% - 3%, with frequencies ranging from 0-3. The units ,one and four, have 3 activities with the percentage of 3% out of all the activities in the units, which is the highest occurrence of questions at this level of all the other units. Most of the activities in each unit are at the comprehension level with percentages ranging between 55% - 80%. This level goes one step beyond the simple remembering of material, and represents the lowest level of understanding. The total number of activities in each unit that deal with all three higher level thinking skills is less than those devoted to comprehension alone. However, there are between 4-11 activities at the level of analysis in each unit, and fewer synthesis activities. Unit three has no activities at the synthesis level, and the highest frequency of synthesis activities is in units one and four which has 3%. Interestingly, the number of evaluation activities in all five units ranges from 6%-24%.

The results imply that the cognitive level of activities is not varied. There are few activities that relate to the cognitive levels of knowledge and application while most of the activities relate to the cognitive level of comprehension. The total number of activities in each unit that relate to higher level cognition is approximately half of those that deal with comprehension alone.

However, as we shall see in the discussion of the second research question, the results seem logical and reliable.

Table 2: Frequencies and Percentages of the Six Levels of the Cognitive Domain in Bloom's Taxonomy in the activities of Mastering Reading and Listening sections in the Six Units of Master Class

Level of question	Frequencies	Percentages
Knowledge	4	0.88%
Comprehension	303	66.6%
Application	17	3.73%
Analysis	42	9.23%
Synthesis	8	1.75%
Evaluation	81	17.80%
Total	455	100%

Table 2 shows the frequencies and percentages of the six levels of the cognitive domain in Bloom's taxonomy for all six units. The frequencies in the table range from 4 - 303, while the percentages range from 0.88% to 66.6%. The comprehension level appeared most frequently. These findings confirm the results of nearly all the studies that were presented in the review of relevant literature. There are, for example, several activities that require yes/no responses, or activities requiring retrieval of information. The knowledge level received the lowest percentage and frequency with only four activities. Application - the third cognitive level that relates to lower-order thinking appeared in only 3.73% of the activities in all the units. The results of this study reflect significant changes. Only 4 activities in the textbook are knowledge activities.

The outstanding finding in this study is that activities of the analysis and evaluation levels appeared at frequencies of 17.80% and 9.23% respectively, which is higher than those cited in other studies. These results are higher than those that appear in most comprehension texts in a foreign language where the main goal is usually comprehension rather than developing thinking skills. Some of the activities were open questions requiring students to offer their personal opinion about the issue presented in the text. The level of Application appeared at a frequency of 17 and a percentage of 3.73% more than the knowledge and the Synthesis levels combined. The findings presented in the second table confirm that many of the activities used in the reading and listening units in the textbook "Just Imagine" encourage students to make use of analysis, synthesis, and evaluation. This refutes findings in the studies discussed in the literary review section in which most questions were found to require lower level thinking skills.

5. Conclusions and Recommendations

5.1. Conclusions

The results of this study show that the textbook "Just Imagine", emphasizes the lower thinking processes of comprehension. This is compatible with the goals set for these activities that relate to the two sections of Reading and Listening contained in the textbook. However, these results do not contradict the goals of the new curriculum that attempts to offer learners opportunities to obtain and make use of information from different sources and media. On the other hand, the author has provided more activities that deal with higher order thinking processes. The activities that call for the three high levels of analysis, synthesis and evaluation constitute approximately one third of the total number of activities that appear in the sections of Reading and Listening in the five units in the textbook "Just Imagine". This implies that the textbook offers activities that adapt to the objectives and goals of the new curriculum.

The activities that relate to the three higher-order thinking levels give students opportunities to interact effectively in a variety of situations, which is one of the goals of the new curriculum.

The textbook "Just Imagine" includes many activities that call for higher level of thinking and challenge students to work above and beyond their cognitive level. We therefore conclude the following:
"Just Imagine" is a textbook seems to offer satisfactory activities that might advance excellent students working towards four and five point matriculation examinations.

5.2. Recommendations for Future Research

1. Other textbooks intended for 9th grade heterogeneous classes should also be analyzed.
2. Other studies should be conducted to analyze the type and level of questions that teachers use in 9th grade homogeneous and heterogeneous classes of high-level students.
3. The remaining sections in the textbook "Just Imagine" should be analyzed to determine whether the results are consistent in all sections of the textbook.

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7. Appendices

7.1. Appendix A

A Table for Collecting Activities from Each Learning Unit in the Textbook "Just Imagine".

No.	The activity	Level	Page

Unit 1

No.	The activity	Level	Page
1+2.	Read and discuss the cartoons below. Which one do you think Show a real friend? Explain.	Analysis+ Evaluation	8
3+4.	Read the situations below and find out what Adrian, Jo and Bobbi Would do in each situation. Who do you think is a good friend in each situation? why?	Analysis+ Evaluation	9
5.	Read the key below. Match the names to a, b or c.	Evaluation	9
6.	Who would you like to have as a friend: Adrian, Jo or Bobby? Why?	Evaluation	9
7.	Look at the title, headings and picture to predict what the article is about:	Synthesis	10
8.	1) what can we learn from the title and the pictures?	Analysis	10
9.	2)What do the headings tell us? a. They explain what happened. b. They ask questions. c. They name different types of friends. d. They show the order of events.	Analysis	10
10.	Read the magazine article and find out what a frenemy is. Then match each type of frenemy you read about to a picture.	Comprehension	10
11.	Complete the sentences in your notebook. a. The word "frenemy" comes from the words friend and ….. b. A frenemy is….. c. A friend may really be a frenemy if he or she…..	Comprehension	12
12.	Are the sentences below true or false? The headings will help you find the answers. Then correct the false sentences.	Comprehension	12
13.	Complete the sentences: When can a friend cause disappointment?	comprehension	12
14+ 15.	With a partner, answer at least the first three questions. What type of frenemy… a. could get you into trouble? b. doesn't say nice things about you? c. makes you feel bad? d. acts like they are better than you?	Analysis+ Evaluation	12
16+ 17.	In groups, read the situations below. say which person in each situation is the frenemy. Then decide what kind of frenemy he or she is.	Analysis+ Evaluation	12
18+ 19.	In line 4, the author writes:" But when a friend repeats this behavior, you should be careful." Do you think is good advice? Explain. Give at least one example from the article.	Comprehension+ Evaluation	13
20.	With a partner, discuss which type of frenemy you think is the most dangerous and which is the dangerous. Give examples to support your choices. as you can from pages 8 and 10. You can also add other words you know.	Analysis	13

No.	The activity	Level	Page
21.	Read the sentences and look at the pictures. a. Match the words in bold to their meanings. Use the glossary to help you.	Application	14
22.	b. Use the information in exercise a to help you find the missing words.	Comprehension	14
23.	c. Are there combination words in your language? give examples.	Knowledge	14
24.	You are going to listen to different conversations that were heard at the mall. Look up the new words in the Glossary and write them in your notebook.	Application	16

No.	The activity	Level	Page
25.	The conversations you are going to hear about the following topics: Ordering fast food, Studying for a test and using other people' Which of the new words do you think are connected to each topic above?	Evaluation	17
26.	Listen to the recording and match each conversation to a title.	Comprehension	17
27.	Read the following questions. Then listen to the conversations again and answer as many questions as you can .	Comprehension	17
28.	In your opinion, which person in the conversations was the worst friend? explain	Evaluation	17
29+	In all the descriptions of friends in the conversations and in the article on pages 10 and 11, which behavior is	Comprehension+	17
30	the most upsetting to you? Explain.	Evaluation	
31.	Read the background information below. What did Hilter expect at the 1963 Olympics?	Comprehension	18
32.	Read at least part 1 of the article below. Find out who was brave and why.	Comprehension	19
33.	Answer the following questions: a. Where did the two men meet?	Comprehension	19
34.	b. What did Owens say about Long's behavior at the Olympics?	Comprehension	19
35.	c. How did Long and Owens continue their friendship after the Olympics?	Comprehension	19
36.	d. What message did Long want Owens to give his son?	Comprehension	19
37+	What did you learn about Owens and Long? Complete the chart by ticking all the correct answers.	Analysis+	
38.		Evaluation	20
39.	Choose the correct answer according to the article.	Comprehension	20
40.	What did Long do to show his feelings? Give at least two examples.	Comprehension	20

No.	The activity	Level	Page
41.	Match the headings below to each paragraph you read in the article.	Comprehension	20
42.	Use the skill of inferring to answer the following questions: a. Who did Hilter expect to win the long-jump competition? Explain.(Paragraph 2).	Comprehension Comprehension	20 20
43.	b. Did Hilter believe that African Americans were inferior to Germans? Explain. (paragraph 2).	Comprehension	20
44.	c. Why was the German crowd Shocked by Luz Long's behavior? (paragraph 3).	Comprehension	20
45.	Choose two possible answers to complete each sentence (according to the article).	Comprehension	21
46.	Read Lisa's description of her friend Debbie and answer the following questions: a. When did Lisa meet Debbie?	Comprehension Comprehension	21 21
47.	b. what was the first thing Lisa liked about Debbie.	Comprehension	21
48.	c. Find at least three adjectives Lisa uses in her description.	Comprehension	21
49.	d. Why is Debbie a good friend? Give at least two reasons.		
50.	e. how does Lisa end her description?	Comprehension	21
51.	You are going to read an article called an infographic: a. What two words do you think the word infographic comes from?	Comprehension	25
52.	b. Look at the infographic on page 26. what catches your attention first? headings, pictures, icons or numbers?	Evaluation	25

No.	The activity	Level	Page
53.	With a partner, compare your answers to question b and explain why.	Evaluation	25
54.	Find one positive thing in the infographic on page 26 that teens said about social media. What helped you find your answer	Comprehension	25
55.	The infographic you are going to read shows results of a survey of American teens aged 13-17. Read the headings below. Under which heading do you think you will find the answers to the questions below? Which key words helped you decide?	Evaluation	25

No.	Activity	Level	Page
56.	Scan the infographic and find answers to the following questions:		
	a. Do teens think social networking helps or hurts relationships with friends?	Comprehension	25
57.	b. What social media do teens use?	Comprehension	25
58.	c. Do teens prefer face-to-face communication?	Comprehension	25
59.	d. What each of the following numbers refers to? 51%, 11%, 3.23%, 29%, 45%.	Comprehension	25
60.	With a partner, answer as many questions as you can. Use the headings and icons to help you.		
	a. What percentage of teens say that social networking makes them feel more depressed?	Comprehension	27
61.	b. What is teens' favorite way to communicate? What is their least favorite way?	Comprehension	27
62.	c. What percentage of teens prefer to " talk" by texting?	Comprehension	27
63.	d. Give TWO examples that show that social networking makes teens feel better.	Comprehension	27
64.	Look at the headings again. Who does the word " we" refer to?	Comprehension	27
65.	Which sentences are true according to the infographic? choose the THREE correct answers.	Comprehension	27
66.	The speech bubbles at the end of the infographic show why…		
	a. Facebook is so popular with teens.	Comprehension	27
	b. It's important to talk face to face.		
	c. teens like texting.		
	d. Some teens don't like social media.		
67.	There are many numbers in the infographic. Which number do you think is the most important? Why?	Comprehension	27
68.	Read the sentences. Which part of speech (noun, verb, adjective, adverb) is each word in bold? Use the glossary to check your answers.	Application	29
69.	Read the information about boxing. What positive things about boxing are mentioned?	Comprehension	31
70.	Read part one of the story and find out what goal Antonio and Felix both had.	Comprehension	32
71.	Where do Antonio and Felix live?	Comprehension	32
72.	What did their coach tell them?	Comprehension	32
73.	What was the fight so important to Antonio and Felix?	Comprehension	32
74.	What did Felix decide to do?	Comprehension	32
75.	Did Antonio agree with Felix?	Comprehension	33
76.	What did Antonio hope for?	Comprehension	33
77.	What did Felix dream the night before the match?	Comprehension	33
78.	Choose the correct answers according to the text.	Comprehension	33
79.	Are the sentences true or false? Correct the false sentences.	Comprehension	34
80.	List at least two things Antonio and Felix have in common.	Comprehension	34
81.	How are the two boys different?	Comprehension	34
82.	Who has a conflict in this story? What was the conflict?	Comprehension	34
83.	What does Antonio mean when he says:" We go all the way"? (lines38-39).	Comprehension	34
84.	Why do you think Felix go to stay at his aunt's house?	Comprehension	34
85.	Both boys want to win the fight. What other results do both boys hope for?	Comprehension	34
86.	The friends decided not to see each other before the fight. Do you think it was a good decision? Explain.	Evaluation	34

No.	The activity	Level	Page
87.	How would you feel if you had to compete against a close friend in a competition? What would you do?	Evaluation	34
88.	How do you think the boys' friendship will affect the match?	Evaluation	34
89.	How do you think the match will affect their friendship?	Evaluation	34
90.	Where did the fight take place?	Comprehension	35
91.	Why were there going to be a lot of people at the match?	Comprehension	35

92.	How many rounds would this match last?	Comprehension	35
93.	What did the crowd think of their behavior?	Comprehension	35
94.	What did the boys continue to do after the match ended?	Comprehension	36
95.	What happened when the referee turned to point to the winner?	Comprehension	36
96.	Complete the sentences with the words below to show you understand the story.	Synthesis	36
97.	Why do you think the boys were liked and respected?	Evaluation	36
98.	In part one, Felix and Antonio agreed to " go all the way". Did they both keep the agreement? Explain. Look carefully through all of part two.	Comprehension	36
99+ 100	If only one boxer could win the match, why does the last line say" the champions"?	Comprehension+ Analysis	36
101.	Which do you think was more important to Antonio and Felix- friendship or boxing? Support your answer with information from the story.	Analysis	36

Unit 2

102.	Read the background information about Ed Stafford. Why did he go on an expedition along the Amazon River?	Comprehension	43
103.	You are going to read entries of Ed Stafford's blog. In Ed's blog, each entry has one main idea. As you read, choose a heading from the list below for each entry you read. read at least part one on page 44 and the last entry on page 45.	Evaluation	44
104.	What surprised Ed when he got off the bus in Camana?	Comprehension	46
105.	What did Ed do the day before he began his journey?	Comprehension	46
106.	What did he do at the beginning of his journey?	Comprehension	46
107.	What happened on that Thursday afternoon?	Comprehension	46
108.	What noise did Ed hear as he was entering the forest?	Comprehension	46
109.	Ed and Cho moved away from the river because…..	Comprehension	46
110.	Where did they get their water?	Comprehension	46
111.	Describe a pit viper.	Comprehension	46
112.	It is easy to step on a pit viper because….	Comprehension	46
113.	How long does the anti-venom medicine work?	Comprehension	46
114.	Are the following sentences true or false? a. Ed felt sick and exhausted. b. he knew he wouldn't be with his family for a long time. c. Ed and Cho thought about giving up.	Comprehension	46
115.	How did Ed feel the next day?	Comprehension	46
116.	What made it easy for Ed and Cho to walk?	Comprehension	46
117.	What will happen if people keep cutting down the trees in the rainforest?	Comprehension	46
118.	How far did Cho and Ed walk on the last day of their journey?	Comprehension	46
119.	Ed wrote:" it's the best day of my life so far." What happened to make it the best day?	Comprehension	46
120.	Match at least the first four sentences to the blog entries you read.	Comprehension	46

No.	The activity	Level	Page
121.	Ed describes many different feelings during his journey. Find an example of at least one of the following feelings in Ed's blog: surprised, frightened, depressed.	Comprehension	47
122.	How did Ed feel when he reached the Atlantic Ocean?	Comprehension	47

123.	Why do you think Ed wrote about the cattle ranches? (6th of May 2010).	Analysis	47
124.	Look at the dates of the first two blog entries. How long did it take Ed to reach the forest?	Comprehension	47
125.	In lines 35-36, Ed writes:" Like everyone else we just have our ups and downs."In the entries you read, were there more "ups" or "downs"?	Comprehension	47
126.	Read the entry for the 10th of December 2009 again. Look back at the information about Ed Stafford on page 43. What information there helps explain Ed's feelings on that day?	Comprehension	47
127.	In groups, discuss what you think was the most difficult thing for Ed on the expedition.	Analysis	47
128.	Read Amy's blog entry and answer the following questions: -What event is Amy describing?	Comprehension	50
129.	-How long did it take for Amy and her friends to find a camping spot?	Comprehension	50
130.	-Why did it seem silly to cover the tent with plastic?	Comprehension	50 131. -What did
they do when they saw the sky was black?		Comprehension	50
132.	-What surprised them after the rain stopped?	Comprehension	50
133.	Which connectors did Amy use in her blog?	Comprehension	50
134.	Which connectors were used at the beginning of Amy's blog entry, which were used in the middle and which were used at the end?	Comprehension	50
135.	Find the sentences in Amy's blog on page 50 that use *when* and *while*.	Comprehension	51
136.	You are going to listen to a game show quiz about rainforests. -Which continents have tropical rainforests? Choose three correct answers.	Comprehension	53
137.	- Which rainforest is the largest in the world?	Comprehension	53
138.	- What percentages of the Earth's surface was covered by rainforests in 1950?	Comprehension	53
139.	- How much of the Earth's surface is covered by rainforests today?	Comprehension	53
140.	- How many square kilometers of the rainforests are destroyed each year?	Knowledge	53
141.	- What is causing the destruction of the rainforests?	Analysis	53
142.	- How does the destruction of the rainforests affect the rest of the world?	Analysis	53
143.	- Destroying the rainforests destroy the way of life of the people who live there. What else does it destroy?	Analysis	53
144.	Read at least part one of the article. Match at least two of the pictures on page 54 to the correct paragraph.	Comprehension	55
145.	What do you think the author's purpose was for writing?	Analysis	56
146.	Are the sentences true or false? Which words in the article helped you answer?	Comprehension	56
147.	Who is helping to save the rainforest and how?	Comprehension	56
148.	Match a heading to each paragraph you read in the article on page 55?	Comprehension	56
149.	Why is Israel mentioned in the article?	Comprehension	56
150.	What does Ed Stafford have in common with Sting and James Cameron?	Comprehension	56
151.	Of the projects you read about, which do you think is the most important? Why?	Evaluation	56
152.	What can you do to help save the rainforest?	Analysis	56
153+	Read at least part 1 of the article on pages 58 and 59. Which is the most important fact	Comprehension+	58
154.	under each heading?	Evaluation	

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No.	The activity	Level	Page
155.	Complete the timeline, at least to the year 2007.	Comprehension	59
156.	Answer the following questions. Use the headings to help you.		
157.	- What do the Surui people depend on the forest for?	Comprehension	59
158.	- What dangers did the outsiders bring with them?	Comprehension	59

Unit 3

188.	You are going to read about simple but useful inventions- things we use every day but never pay attention to. Look up the new words in the glossary.	Application	75		
189.	Read at least part one. What information surprised you the most?	Evaluation	76		
190.	Complete the sentence: Thousands of years ago, people used buttons to……	Comprehension	78		
191.	What were buttons made of between 1200 and 1600?	Comprehension	78		
192.	Complete: Kings put a lot of buttons on their clothes because they wanted to….	Comprehension	78		
193.	How were buttons useful for spies?	Comprehension	78		
194.	Complete: In ancient times, forks were used for…., not for…..	Comprehension	78		
	The Italians started using forks because…………..	Comprehension	78		
195.	When did forks become fashionable?	Comprehension	78		
196.	What happened to the princess in Venice?	Comprehension	78		
197.	What did people think about what happened to the princess?	Comprehension	78		
198.	Complete: The earliest toothbrushes were just………	Comprehension	78		
	The Egyptian pyramids are mentioned because…..	Comprehension	78		
199.	What did the Chinese use for bristles on their toothbrushes?	Comprehension	78		
200.	Complete: Toothbrushes have become an environmental problem because…..	Comprehension	78		
201.	What did the Greeks use to make glue?	Comprehension	78		
202.	Both the Greeks and the Egyptians used glue to……..	Comprehension	78		
203.	Who is Dr. Harry Coover?	Comprehension	78		
204.	How has glue saved lives?	Comprehension	78		
205.	Why aren't buttons a status symbol anymore?	Comprehension	78		
206.	Why do you think it took so long for forks to be accepted?	Comprehension	78		
207.	How are the old Chinese toothbrushes similar to toothbrushes today? How are they different?	Comprehension	78		
208	Why do you think Dr. Coover's glue is considered one of the most important inventions of the 20th century	Evaluation	78	209.	Choose a different title for each of the WebPages you read on pages 76 and 77, or make up your own.
	up your own.	Evaluation	79		
211.	Which factoid was the most interesting to you? why?	Evaluation	79		
212.	What other everyday object would you like to learn more about?	Evaluation	79		
213+					
214.	Find the following adjectives in the WebPages on page 76. What does each adjective describe?	Analysis+ Application	80		
215.	Read the rules below. Translate the example sentences. Does your language have a special form for the passive?	Application	80		
216.	Read the following sentences in the passive. Which invention on pages 76 and 77 does each sentence refer to?	Comprehension	80		
217.	Which verbs in the previous exercise are in the past? Which are in the present? Which is a modal? How do you know?	Evaluation	81		
218.	Read the clues. What does each set of clues describe?	Analysis	81		

No.	The activity	Level	Page
219.	Look up the new words in the glossary and write them in your notebook.	Application	82
220.	Before you listen, look at the pictures below. With a partner, discuss how the Amish way of life is different from yours. use the new words to help you.	Analysis	82
221.	Read about the Amish. What other differences are there between their way of life and yours?	Comprehension	82
222.	Listen to the interview. Was Jeremy's experience mostly positive or negative? Explain your answer.	Comprehension	83

No.	The activity	Level	Page
223.	Read the questions. Then listen to the interview again and answer the questions on page 105 on workbook.	Comprehension	83
224+	According to what you have read and heard, make a list of things that would be difficult for you.	Comprehension+	
225.	Share your list with a partner. What did you both write?	Evaluation	83
226.	Read Mark's description of his special pen and answer the following questions:		
	- Why is the pen special to Mark?	Comprehension	84
	- Describe the pen (size, shape, color, what it is made of)?	Comprehension	84
227.	How it is different from an ordinary pen? How is it similar?	Evaluation	84
228.	- Give two examples of what Mark uses the pen for.	Comprehension	84
229.	Find at least four connectors that Mark used in his description.	Comprehension	84
230.	How did some inventions come about? Read the information below and find out.	Comprehension	86
231.	What problem did each of the inventions below solve?	Analysis	86
232.	What simple invention do you think solved each problem below?	Evaluation	87
233.	Read lines 1-2 of the article on page 88. From these lines, we can understand that the article will describe….	Comprehension	87
234.	Read the sentences below about one of the inventions from the article. Which sentences explain the problem ? Which sentences describe how it was solved.	Evaluation	87
235 .	Read at least part one of the article. What inventions are mentioned? Scan the article on pages 88 and 89 and use eye- catchers to answer the questions.	Comprehension	88
236.	- When was basketball invented?	Comprehension	89
237.	- When was the coat hanger invented?	Comprehension	89
238.	- How much was the prize the French government offered?	Comprehension	89
239.	- How long did it take to solve Napoleon's problem?	Comprehension	89
240.	Find the words in the article that explain the following…	Comprehension	89
241.	Match each person to the method he used to solve his problem.	Comprehension	90
242.	Look again at the explanation of problem solving on page 89.Which of the four people mentioned followed this method to solve his problem? Explain.	Evaluation	90
243.	Which of the three inventions in the article was the most interesting to you? In your opinion, Which one was the most significant?	Evaluation	90
244.	The inventors in the article were all men . Why do you think this was so?	Evaluation	90
245.	Read the sentences below. Then match each sentence to one of the ways gerunds are used as listed above.	Application	91
246.	Read the rules below. Translate at least three of the example sentences. Does your language have a tense like the past perfect to show which action happened first?	Application	92
247.	Read the sentences. Which action in each sentence happened first?	Evaluation	92
248.	Look at the title of the article on page 94. Explain how do you think the title is connected to the cartoon above. What do you think a Rube Goldberg machine is?	Analysis	93
249+	Read at least part one of the article and check your answers to exercise C.	Comprehension+	
250.		Evaluation	94

No.	The activity	Level	Page
251.	Which sentences are true according to lines 1-10? Choose three correct answers.	Comprehension	95
252.	Complete the sentence according to lines 1-10.	Comprehension	95
253.	Match A and B to make sentences. (lines 12-21).	Comprehension	95
254+	Are the sentences true or false? Correct the false sentences.	Evaluation+	

Unit 4

No.	The activity	Level	Page
364.	think of solutions. Share your best solution with the class.	Evaluation	138
365.	In part Two of the story, the wise men suggest solutions to the king's new problem. Listen to part two and find out what happens.	Comprehension	139
366.	Match each wise man to his solution.	Comprehension	139
367.	The solution of the wise men will create new problems. Complete the sentences to explain the new problems.	Synthesis	139
368.	Complete the sentences…	Synthesis	139
369.	The wise men don't come up with good solutions because they…	Comprehension	140

       a-don't really care about the princess.

       b- only care about impressing the king.

       c- don't think their solutions through to the end.

       d- are angry at the king for not listening to them before.

370.	Explain the meaning of the title *Many Moons.*	Comprehension	140
371.	Why doesn't the king ask the Court Jester to help him solve the new problem?	Comprehension	140
372.	Remember the king's pattern of behavior when trying to solve the problem in part one? How is his pattern of behavior similar in Part Two?	Evaluation	140
373.	Think about what you have learned about problem solving. How does the king's way of solving problems add to the humor in the story?	Analysis	140
374+	Who is the hero in Many Moons? with a partner, discuss whether he or she is a classic hero or an	Comprehension+	
375.	unlikely hero. Look back at pages 113 and 115 to help you.	Evaluation	140
376.	Read the quote below by Albert Einstein. With a partner, discuss how it is connected to the story. negative meaning.	Analysis	140

Unit 5

377.	Read the sentences about treasures under the ground. Match each sentence to a picture on page 145. Which words helped you decide?	Evaluation	144
378.	Read the information below. What is unusual about the places you will read about?	Comprehension	146
379+	Read what tourists of tour guides said at the different places in Paris. Then look at the pictures and	Comprehension+	
380.	Match each quote to the place where you think it was said.	Evaluation	147
381+	Read at least part one of the article. Then write two facts you learned about each of the three sites.	Comprehension+	
382.		Synthesis	148
383.	According to part I, Complete as many sentences as you can in your notebook.	Comprehension	150

No.	The activity	Level	Page
384.	Read part two and answer the following questions:	Comprehension	150

       a- What is Cataphile?

       b- What do cataphlies do during the day?

       c- Why are their real names a secret?

       d- What were some of the caves used for in the past?

       e- What objects have been found by cataphiles?

       f- Why shouldn't you explore the catacombs on your own?

385.	Why should tourists avoid the Metro during certain hours?	Comprehension	150

431. Read the information about salt below. Have you ever used salt for any of the reasons listed?	Comprehension	164
432. Read at least part one of the online article. What uses of salt are mentioned?	Comprehension	165
433. Complete the following sentences according to the article.	Comprehension	166
434. Find an example of the following…	Comprehension	166
435. Match the sentences below to the paragraphs you read.	Comprehension	167
436. Several different places are mentioned in lines 21-28. What can we infer from this?	Comprehension	167
437. Name one problem that salt helped to solve. Explain how salt was used to solve it?	Comprehension	167
438. What information in the article did you already know?	Evaluation	167
439. What new information was the most interesting to you? why?	Evaluation	167
440. Read the sentences below. In each sentence, say whether the word in bold is a verb or a noun.	Evaluation	168
441. Read the story. Which picture in exercise A on page 172 matches the story?	Evaluation	171
442. Where did the astronauts go?	Comprehension	171
443. How did the astronauts feel?	Comprehension	171
444. What had the Earth looked like 500 years before?	Comprehension	171
445. What had happened to the Earth?	Comprehension	171
446. How did some people manage to survive?	Comprehension	171
447. What did the two astronauts want to explore?	Comprehension	172
448. What did Al think this room was?	Comprehension	172
449. What are the astronauts surprised to find?	Comprehension	173
450. What happened when Al opened a book?	Comprehension	173
451. What would Elwood like to see?	Comprehension	174
453. What came out of the pipe?	Comprehension	174
453. What did the astronauts have for lunch?	Comprehension	174
454. As you were reading the description in the story Back to Earth, what things did you think the astronauts had found?	Evaluation	175
455. What can we infer about life on Mars from the information in the story?	Analysis	176

7.2. Appendix B

A Guide for the Levels of Activities Based on the Cognitive Domain in Bloom's Taxonomy

Competence / Level	**Definitions and Skills Demonstrated**
Knowledge	Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material from specific facts to complete theories, but all that is required is the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain. Observation and recall of information Knowledge of dates, events, places Knowledge of major ideas Mastery of subject matter *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.

Comprehension	Comprehension is defined as the ability to grasp the meaning of material from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
	This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends(predicting consequences or effects). Understanding information, Grasp meaning, Translate knowledge into new context , Interpret facts, compare, contrast Order, group, infer causes, Predict consequences *Question Cues:* summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	Application refers to the ability to use information in new ways; carrying out or using a procedure or process through executing or implementing. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension. Use information Use methods, concepts, theories in new situations Solve problems using required skills or knowledge *Questions Cues:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	Analysis refers to the ability to break down material into constituent parts; determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing. Learning outcomes here represent a higher intellectual level than comprehension and application Because they require an understanding of both the content and the structural form of the material. Seeing patterns Organization of parts Recognition of hidden meanings Identification of components *Question Cues:*

	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	Synthesis refers to the ability to put parts together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing This may involve the production of a unique Communication, a plan of operations (research proposal), or a set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or Structure. Use old ideas to create new ones , Generalize from given facts , Relate knowledge from several areas , Predict, draw conclusions *Question Cues:* combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	Evaluation is the ability to judge the value of material for a given purpose, based on criteria and standards through checking and critiquing; defending concepts and ideas The judgments are to be based on definite criteria. These may be internal criteria (organization) or external criteria (relevance to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all the other categories, plus conscious value judgments based on clearly defined criteria. Compare and discriminate between ideas, Assess value of theories, presentations , Make choices based on reasoned argument, Verify value of evidence , Recognize subjectivity *Question Cues* assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize