Evaluating the Vocabulary Section of Global (Level 1) Coursebook and Workbook Using Bloom's Revised Taxonomy

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Abstract

One of the important factors for a successful teaching and learning process is that a selected textbook for learners must include materials which can fulfil learners' needs. In this study, the items from the Vocabulary Section of Global (Level 1) Coursebook and Workbook were evaluated according to the cognitive level of Bloom's Revised Taxonomy. The checklist of Bloom's cognitive domain containing six levels was used. It was found out that in both the coursebook and workbook two lower levels of cognitive domain, remembering and understanding, were found, but the other levels such as applying, analysing, evaluating and creating were not. According to the collected data, the remembering level was found 52% and the understanding level was 48% in the coursebook. In the workbook, 33% of vocabulary tasks were for remembering and 67% were for understanding. As this paper studied only the cognitive level of the Vocabulary Section, other higher cognitive levels can be found in other sections of the book such as in reading or writing or speaking. It is a good idea if all the global series are able to be analysed using Bloom's Taxonomy.

Keywords: textbook, cognitive domain, Bloom's Revised Taxonomy

Introduction

It is widely acknowledged that textbooks play a vital role in education. Thus it is crucial that the selected textbook must be compatible with teaching objectives, and suit the level and needs of the students. Bloom's taxonomy has been established for educational objectives in order to help the curriculum developers, textbook writers and the teachers to set learning experiences for the students and to develop assessment tools to measure their learning. By applying Bloom's cognitive taxonomy, this study attempts to evaluate the cognitive levels of the Vocabulary Section of Global (Level 1) Coursebook and Workbook which have been prescribed for the first year English specialization students in Myanmar.

Aim and objectives

The purpose of this study was to find out the cognitive levels of the Vocabulary Section of Global (Level 1) Coursebook and Workbook. To serve this purpose, some objectives had been set as follows –

i. to categorize the various tasks of the Vocabulary Section of Global (Level 1) Coursebook and Workbook,

ii. to analyse the cognitive levels of these tasks according to the Bloom's revised cognitive taxonomy, and

iii. to compare the results of the two books.

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LITERATURE REVIEW

Revised Bloom's Taxonomy

During the 1990's, a former student of Bloom's, Lorin Anderson, led a new assembly that met for updating Bloom's taxonomy, hoping to add relevance for 21st century students and teachers. The revision includes several significant changes and was published in 2001.

In Revised Bloom's Taxonomy, the names of six major categories were changed from noun to verb forms. It was explained that as the taxonomy reflects different forms of thinking and thinking is an active process, verbs were used rather than nouns. The sub-categories of the six major categories were also replaced by verbs and some subcategories were reorganised. The knowledge category was renamed as it was accepted that knowledge is an outcome or product of thinking not a form of thinking. Consequently, the word knowledge was inappropriate to describe a category of thinking and was replaced with the word remembering instead. Comprehension and synthesis were retitled to understanding and creating respectively, in order to better reflect the nature of the thinking defined in each category.

The revision's primary focus was on the taxonomy in use. The revision is aimed to the broader audience. Bloom's Taxonomy was traditionally viewed as a tool best applied in the earlier years of schooling (i.e. senior and junior high schools). The revised taxonomy is universal and easily applicable at elementary, secondary, and even tertiary levels. Essentially, this means that the revised taxonomy is a more authentic tool for curriculum planning, instructional delivery and assessment.

The revision emphasizes explanation and description of subcategories. There is an additional dimensional form of the original taxonomy from one dimension becomes two-dimensional table with the addition of the products of thinking (i.e. various forms of knowledge). Forms of knowledge are listed in the revised taxonomy as factual, conceptual, procedural, and metacognitive. The major categories were ordered in terms of increased complexity. As a result, the order of synthesis (create) and evaluation (evaluate) have been interchanged. This is in deference to the popularly held notion that if one considers the taxonomy as a hierarchy reflecting increasing complexity, then creative thinking (i.e. creating level of the revised taxonomy) is a more complex form of thinking than critical thinking (i.e. evaluating level of the new taxonomy).

Higher-level questions require complex application, analysis, evaluation, or creation skills. Questions at higher levels of the taxonomy are usually most appropriate for encouraging students to think more deeply and critically, problem solving, encouraging discussions, and stimulating students to seek information on their own. Lower level questions require remembering and understanding skills. Usually questions at the lower levels are appropriate for evaluating students' preparation and comprehension, diagnosing students' strengths and weaknesses, and reviewing and/or summarizing content. The higher-level students can comprehend, the more deeply develop their critical thinking. (Ayaturrochim, 2014).

Cognitive Domain of Revised Bloom's Taxonomy

Cognitive domain is also called cognitive process because it consists of some different levels of thinking. According to Anderson and Krathwohl (2001), cognitive process is one of the dimensions in Revised Bloom's Taxonomy that consists of six parts.

The most important parts in cognitive process are retention and transferring. Retention is ability on remembering the lesson materials for a certain period as the material was taught before. Mayer and Wittrock (1996) stated that transfer is ability on solving new problems, answering new questions, or making easier to learn new materials by using the knowledge that was learned before. Shortly, according to Bransford, at al. in Anderson and Krathwohl (2001) the objectives of retention are charging the students to remember what they have learned and transferring requires the students just not only to remember, but also to comprehend and use what they have learned.

The retention focuses on the past and transfer focuses on the future. When a teacher teaches and assesses the students to make them learn a material or lesson and to make them remember for a certain period, it means that the teacher directly focuses on remembering as one of cognitive processes categories only. When the teacher expands the focus to develop the lesson for growing and assessing the meaningful learning, they need to develop more complex cognitive processes beyond remembering. In retention, the teacher just needs the students to remember the lesson as one of cognitive processes. The other five cognitive processes such as understanding, applying, analyzing, evaluating, and creating can be used to transfer the learning materials. Anderson and Krathwohl (2001) categorize the cognitive domain into the following categories and sub-categories.

Remembering

Remembering process is retrieving knowledge that is needed from long-term memory (Anderson and Krathwohl, 2001). According to Anderson and Krathwohl (2001), remembering process is divided into two categories:

i.   **Recognizing**, retrieving the information which is needed from long term memory and then comparing with the new information;

ii. **Recalling**, adopting information which is needed from long term memory as required by assessment.

Understanding

According to Anderson and Krathwohl (2001), understanding means determining the meaning of instructional messages including oral and graphic communication. Students reconstructs the meaning in learning message into different forms such as oral or graphics which are communicated from the learning sources. Krathwohl (2002) divided this category into the following sub-categories:

i.   **Interpreting**: changing the information from one form to another such as paraphrasing, or changing words into pictures or vice versa;

ii. **Exemplifying**: giving examples about a concept or principle from the sources to make it more detailed and easy to understand;

iii. **Classifying**: categorizing an example into general classification of concept or principle;

iv. **Summarizing**: representing the whole information to the more specific without eliminating the basic information;

v.   **Inferring**, determining a pattern in some samples and also involving the process of comparing the whole samples to get specific pattern as conclusion from the information about samples;

vi. **Comparing**: involving similarities or differences between two or more objects or pieces of information;

vii. **Explaining**: making models of causal relationship into a system and could be generated from theory or the result of research or experience.

Applying

Applying is one of the higher levels of cognitive domain after understanding. According to Anderson and Krathwohl (2001), applying means carrying out or using a procedure in particular situation and it is related with procedural knowledge. Anderson and Krathwohl (2001) separate this category into some sub-categories:

i.   **Executing**: procedure to be applied in familiar assignment and usually associates with skills and algorithms which contain some plural steps and must be executed by constant sequences;

ii. **Implementing**: choosing a procedure to solve unfamiliar problems.

Analyzing

Analyzing involves breaking materials into its constituent parts and determining how the parts are related to each other and to an overall structure (Mayer: 2002). There are 3 subcategories included into this category (Krathwohl, 2002). They are

i.   **Differentiating**: separating relevant or important parts of a structure;

ii. **Organizing**: identifying the elements of situation or communication and recognizing how the elements build a coherent structure;

iii. **Attributing**: establishing point of view, opinions, values, or objectives behind the communication.

Evaluating

The fifth level in cognitive process is evaluating. According to Krathwohl (2002), evaluating involves making judgments based on criteria and standard. The standard can be qualitative or quantitative. Evaluating also covers:

i.   **Checking**: process of testing inconsistency or internal mistakes in operation or product;

ii. **Criticizing**: evaluating product or process based on external criteria or standard.

Creating

This process is the highest level among the other previous cognitive levels. Creating means putting elements together to a form and the whole form is coherent and functional (Anderson and Krathwohl, 2001). Mayer (2002) divided this part into 3 sub-categories:

i.   **Generating**: describing problems and making choice or hypothesis which fulfil particular criteria or standard;

ii. **Planning**: practising several steps to create real solution of problems or arranging systematic and suitable problem-solving method based on criteria of the problems itself;

iii. **Producing**: executing plans which fulfil certain specification to solve problems. (Ayaturrochim, 2014)

The components of Global (Level 1) Coursebook

This book is published by Macmillan Education and Myanmar edition was first published in 2002. Each level of Global includes Coursebook, Workbook, Teacher's Book and Teacher's Resource Disc, Class Audio CDs and Global Digital (for classroom use). There are altogether 10 units in the book. Each unit is divided into 4 parts, including Grammar, Reading texts, Listening texts, Vocabulary, Speaking and Pronunciation. Then Function Globally, Global English, Writing and Study Skills come at the end of each unit. There are 53 vocabulary sections along with "Extend your vocabulary" section. Communication Activities, Additional materials and extra grammar exercises for each unit are presented at the end of all units. Finally, audio scripts for listening tasks are printed at the end of the book.

The components of Global (Level 1) Workbook

The Workbook includes exercises for the 10 units of the Coursebook. Exercises, however, are grouped from the whole unit according to each portion of grammar, vocabulary, extend your vocabulary, pronunciation and listening, followed by extra reading and writing tasks for each unit. Finally, audio scripts for listening tasks are printed at the end of the book.

The role of vocabulary in language learning

Wilkins (1972) wrote, "… while without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (pg. 111-112). Lewis (1993) also argued, "lexis is the core or heart of language" (pg. 89). Moreover, as Schmitt (2010) noted, "learners carry around dictionaries and not grammar books" (pg. 4). All these points reflect the importance of vocabulary in language learning. In order to develop greater fluency and expression in English, it is significant for students to acquire more productive vocabulary knowledge. That's why it is the researcher's main interest to find out what cognitive levels of the Vocabulary Section of Global (Level 1) Coursebook and Workbook are.

www. tesol.org> docs> books> bk-eltd-vocabulary-974-1. pdf.

Research questions

1. What are the cognitive levels of the Vocabulary Section of Global (Level 1) Coursebook and Workbook?

2. Are there any changes between the cognitive levels of the Vocabulary Section of the two books?

Hypothesis

1. All the cognitive levels won't be found as this paper studied only the Vocabulary Section. There may be some higher cognitive levels in other sections such as Reading, Writing, Speaking, etc.

2. There won't be any distinctive changes between the cognitive levels of the Vocabulary Section of the two books.

Methodology

Global Coursebook series (Level 1, 2, 3, 4) have been prescribed for English specialization students in Myanmar. This paper attempted to categorize the vocabulary tasks of Global (Level 1) Coursebook and Workbook prescribed for the first year English specialization students of Myanmar based on the cognitive domain of Revised Bloom's Taxonomy.

There are 53 Vocabulary sections in the coursebook. The populations of this study were (105) tasks of Vocabulary exercises of coursebook and (75) tasks of workbook. Almost all the tasks of Vocabulary exercises (except some combined exercises with speaking and listening) were used as samples.

Sample Size of the Research

Book	No. of unit	No. of vocabulary section	No. of sample tasks
Coursebook	10	53	105
Workbook	10	53	75

A table with a likert scale is used as an instrument to collect the data. It contained six components of the cognitive processes of Revised Bloom's Taxonomy. The researcher marked (✔) in the columns of the likert scale if the task was using the component of a particular cognitive process of Revised Bloom's Taxonomy. The scale contained remembering level (R), understanding level (U), applying level (Ap), analyzing level (An), evaluating level (E), and creating level (C).

The procedures of the research were:

1. Both the Coursebook and the Workbook of Global (Level 1) were read thoroughly first.

2. Then almost all the vocabulary tasks from the two books were collected to get the total tasks.

3. Next, the vocabulary tasks were categorized by using a table with a likert scale which consists of six components of the cognitive domain.

4. The results were described in percentage and discussed finally.

The tables for both the Coursebook and Workbook are shown in the appendix.

DATA ANAYLSIS

Analysis of the Vocabulary Section of the Coursebook

Table 1 presents the total statistics and percentages for the cognitive levels of the items of the Vocabulary Section of each unit from Global, Level 1, Coursebook.

Table 1 shows that the total number of vocabulary tasks in the Coursebook categorized according to Bloom's cognitive taxonomy was 105. The number of items included in each unit is different. According to the collected data, all the tasks were intended to improve students' remembering and understanding. The data pointed out that 52% of the vocabulary tasks were for remembering level and 48% were for understanding level. No tasks for applying, analysing, evaluating and creating levels were found. Perhaps being a Coursebook, giving input tasks were used to get more exposure. Or it might also be that attainment of these higher levels was difficult to evaluate in the vocabulary section.

Table (1).   Statistics and percentages of the cognitive levels of the items of Vocabulary Section of the Coursebook

Global, (L1) Coursebook	Cognitive domain						
No. of Unit	Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Total items
1	5	4	0	0	0	0	9
2	5	4	0	0	0	0	9
3	6	5	0	0	0	0	11
4	6	5	0	0	0	0	11
5	3	5	0	0	0	0	8
6	6	4	0	0	0	0	10
7	5	7	0	0	0	0	12
8	5	4	0	0	0	0	9
9	6	5	0	0	0	0	11
10	8	7	0	0	0	0	15
Total	55	50	0	0	0	0	105
Percentage	52%	48%	0%	0%	0%	0%	100%

Analysis of the Vocabulary Section of the Workbook

Table 2 presents the total statistics and percentages for the cognitive levels of the items of Vocabulary Section of each unit from Global (Level 1) Workbook.

There were altogether 75 samples in the Vocabulary Section of the Workbook. They all directly based on the coursebook. Here also the number of items in each unit is not the same. After analyzing all the vocabulary tasks, it was found out that unlike the coursebook, more items for examining students' understanding were found. The data showed that 33% of the vocabulary tasks were for remembering level and 67% were for understanding level. Like the Coursebook, there was no item that examined students' applying, analysing, evaluating and creating abilities perhaps because of the same reason that some higher levels were not easily measurable through only vocabulary section.

Table (2).   Statistics and percentages of the cognitive levels of the items of Vocabulary Section of Workbook

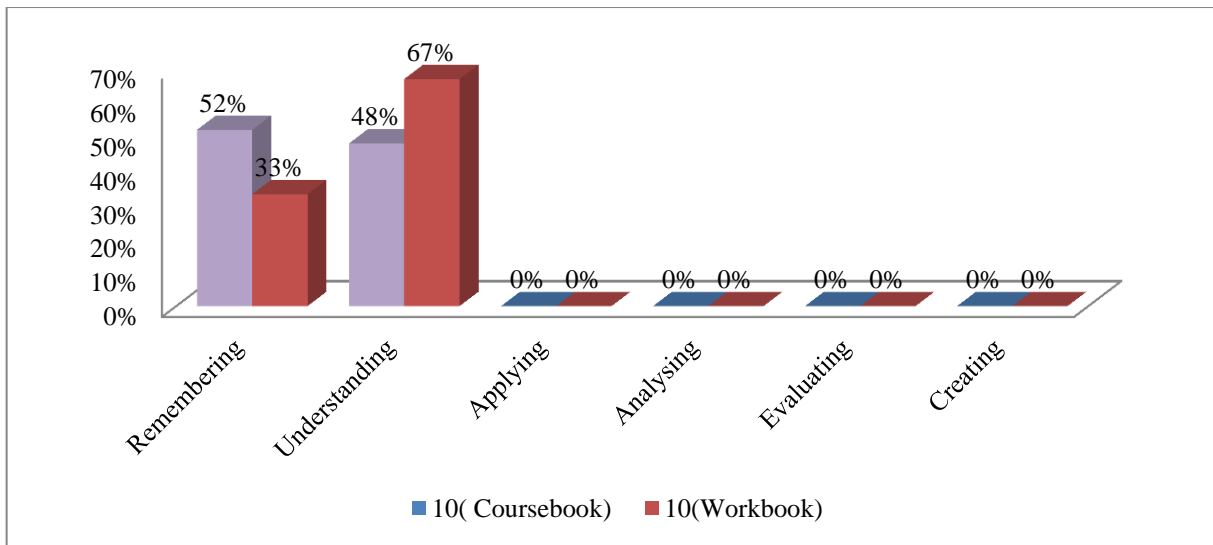| Global, (L1) Workbook	Cognitive domain						
No. of Unit	Remembering	Understanding	Applying	Analysing	Evaluating	Creating	Total items
1	1	6	0	0	0	0	7
2	5	3	0	0	0	0	8
3	1	8	0	0	0	0	9
4	1	7	0	0	0	0	8
5	1	4	0	0	0	0	5
6	6	2	0	0	0	0	8
7	2	4	0	0	0	0	6
8	3	5	0	0	0	0	8
9	2	5	0	0	0	0	7
10	3	6	0	0	0	0	9
Total	25	50	0	0	0	0	75
Percentage	33%	67%	0%	0%	0%	0%	100%

Figure (1). Percentages of the cognitive levels of the Vocabulary Section of the Coursebook
and Workbook

FINDINGS AND DISCUSSION

This study attempted to find out the cognitive levels of the Vocabulary Section of Global (Level 1) Coursebook and Workbook. It was hoped that not all the cognitive levels could be found in the Vocabulary Section. After analysing all the data, it was found out that all the vocabulary tasks were based on examining students' remembering and understanding levels only.

In the Coursebook, the tasks for remembering level were a bit more than those for understanding level. Maybe the vocabulary section was an introductory section to give the knowledge concerning with the vocabularies which were expected to be useful in other sections. As Amanda Jeffries, the co-author of Global (Advanced) stated in Teacher's Book that the Global series try to encourage learner autonomy, most of the vocabulary tasks elicit students' schemata. Different kinds of tasks were found in the coursebook in order to offer enough exposure to the targeted vocabularies. Then, slowly, exercises were moved to examine students' understanding level. There is an extra vocabulary section named "Extend your vocabulary" (Ev). There are altogether 18 Ev sections in the whole book. This section introduces a little bit information for some use of collocation, phrasal verbs, synonyms, antonyms, metaphors, word families and different uses of some words. Although they seemed to give just a piece of information, they were actually a bit challenging for some weak students as most of these exercises could not be done without understanding.

The shift to understanding level was particularly striking in the Workbook. 57 tasks out of 75 were evaluating students' understanding. All the exercises directly reflected what students had already learned in the Coursebook. Exercises from each section of the whole unit are grouped according to their subtitles, including exercises for Ev section. Being a workbook, it was possible that percentage for understanding level was more than for the Coursebook. The tasks, however, for evaluating students' understanding were knowledge based. Not all the sub-categories of understanding were found, but only classifying and comparing were found.

Since this paper studied only the Vocabulary Section, it was impossible to generalize the cognitive level of the whole book. As all the sections are interrelated, some higher levels

can be found in other sections. Moreover, in Teacher's Book, Amanda Jeffries wrote in her essay:

> *"The Global series follows a comprehensive study skills syllabus covering metacognitive strategies (thinking about, planning, and evaluating learning) and affective and social strategies (monitoring your attitude to learning and working with others) as well as dictionary and reference skills."*

According to her, it can be assumed that there may be some higher levels in Reading, Writing and Speaking sections of the book.

CONCLUSION

It is an undeniable fact that the level of a task or question actually depends on the processing it triggers in the learner's mind, and not on a question or task in isolation. Thus there are some difficulties in making a decision of the level of a task. This paper could show a very few results. Nevertheless, it is hoped that it will be of a little help to some extent in reminding the teachers and the learners of this book in which level they are concerning and whether it meets the learners' needs or not.

To conclude, it is much better if all the Global series are able to be analysed using Bloom's Taxonomy. Then the results would be invaluable for our Myanmar students specializing in English in such a way that teachers will become aware of whether their teaching can fully implement the targeted level, and whether those texts are of lower or higher level than they have expected.

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Appendix

Sr.	Tasks of vocabulary section (Coursebook)	Cognitive domain					
		R	U	Ap	An	E	C
	Unit 1						
1	Look at the pictures and read the information. Match each object to a word in the box. There are three words you do not need.	✔					
2	Do you have any of these things with you today? Which ones? Tell a partner.	✔					
3	Write the words in the box under the correct heading below.		✔				
4	Choose the correct option in each pair of sentences.		✔				
5	Work in pairs and make a list of the people you know in the class. Tell each other what you know about them.	✔					
6	Complete the sentences with an expression using *touch*.		✔				
7	Look at the highlighted expressions in the texts on page 13. Match them to their meanings or uses 1-5 below.		✔				
8	Find and correct six spelling mistakes.	✔					
9	Look at the pictures. Correct three mistakes in each description.	✔					
	Unit 2						
10	Write the words in the box under the correct heading below.		✔				
11	Complete the sentences with your own ideas.		✔				
12	Work in pairs. How many correct phrases can you make with the words in the box?	✔					
13	How many parts of the body can you name in English? Work in pairs and complete the words below.	✔					
14	Look at the words in the box. Decide if each part is inside (I) or outside (O) the body. Write I or O.	✔					
15	Work in pairs. How many parts from exercise 2 can you seen the picture?	✔					
16	Complete the sentences with the words in the box. Use a dictionary to help you.		✔				
17	Complete the sentences with the words in the box. Use a dictionary to help you.		✔				
18	Circle the correct option to describe each picture.	✔					
	Unit 3						
19	Match the words to the pictures a-h.	✔					
20	Complete the sentences with the correct form of *discover*.		✔				
21	Which of these things can you see in the picture on page 33,	✔					
22	Rearrange the letters to make the correct words.	✔					
23	Match the words to the pictures on page 35.	✔					
24	Complete the sentences with the correct *decades*.	✔					
25	Match the words in bold to the words in the box with similar meanings.	✔					
26	Complete the sentences in exercise 1 so they are true for you.		✔				
27	Put *just* into the following sentences. What does just mean in each one.		✔				
28	Read the definitions and complete the words.		✔				
29	Complete the sentences with the correct word.		✔				
	Unit 4						
30	Look at the phrases below. Put them in order from most important (I) to least important (4). Compare your answers with a partner.	✔					
31	Match the words in bold in exercise 1 to the words in the box with similar meanings. There are two words in the box that you don't need.	✔					
32	Look at the two extra words. What are they synonyms of?	✔					
33	Look at your list from exercise 1. Do you think your order was different in the past? How about in the future? Complete the sentences and then compare with a partner.	✔					
34	Match the words in the box to the definitions below.		✔				
35	Look at these phrases with get from the summaries. Write them next to the correct meanings of *get* in the table below.		✔				
36	Match the phrasal verbs with *get* to the correct definitions.		✔				
37	Work in pairs and ask each other the questions.	✔					
38	Look at the pictures and complete the words with the correct vowels.	✔					

Sr.	Tasks of vocabulary section (Coursebook)	Cognitive domain					
		R	U	Ap	An	E	C
39	Choose the correct words to complete the dialogues. (two adjectives are given)		✔				
40	Put the words into the correct boxes. There are two words you do not need.		✔				
	Unit 5						
40	Read the text below and replace the underlined words and phrases with words in the box. Use your dictionary to help you.		✔				
41	Work in pairs and discuss these questions.		✔				
42	Complete the sentences with job, jobs or work. Sometimes more than one answer is possible.		✔				
43	Match the verbs in the box to the nouns.	✔					
44	Work in pairs and tell each other which of the activities you do.	✔					
45	Look at the chart showing how Americans spend their leisure time. Then work in pairs and discuss the questions. Is there anything that surprises you? Is it similar to how you spend your leisure time?		✔				
46	Complete the sentences with the correct form of *play.*		✔				
47	Match the words on the left to the ones on the right.	✔					
	Unit 6						
48	Look at these expressions. Is each person feeling happy or sad?		✔				
49	Match each word to a suffix to make a new noun.	✔					
50	Make new nouns from the words in the box. Which noun endings are used for jobs?	✔					
51	Complete the text with the correct form of the words.		✔				
52	Look at the photo. How many of the things can you name in English?	✔					
53	Match the words in A to the words in B to make compound nouns. Which things can you see in the picture?	✔					
54	Look at the audio script on page 155. Find an example of each way of saying *yes.* Write five questions to ask your partner. You want them to answer yes.		✔				
55	Work in pairs and ask each other the questions. Answer *yes* in different ways.		✔				
56	Complete the sentences from the listening with the words in the box.	✔					
57	Read the definitions and put the letters in the correct order to make the correct words.	✔					
	Unit 7						
58	What do the letters mean? Solve the time puzzle.	✔					
59	Here are three other time numbers. Can you make more puzzle items with them?		✔				
60	Complete the rules with the expressions in the box.		✔				
61	Choose five questions and write your answers on a piece of paper. Use a preposition + a time expression.		✔				
62	Compare your answers with a partner. Ask why. (sample question and answer are given)		✔				
63	Match the phrase in bold to the pictures. Which ones do you think are funny?	✔					
64	Look at the words and phrases in bold. What are they in your language?		✔				
65	Match the words in the box to the pictures.	✔					
66	Cross out the option that is not possible.		✔				
67	Look at the questions about money. Which questions would you not normally ask someone you don't know very well? (8 questions are given)	✔					
68	Complete the sentences with the correct form of *borrow or lend.*		✔				
69	Match the words on the left to the ones on the right.	✔					
70	Put *owe, borrow or lend* in each gap.		✔				
	Unit 8						
71	Complete the sentences with *house or home*.		✔				
72	Look at the pictures of different animals. Would you keep any of these animals in your home? Which ones? (the names of the animals are given)	✔					
73	Which of these animals have a tail? eight legs? fur? big ears? fins? wings?	✔					
74	Look at the pictures and complete the sentences with the correct prepositions from the box.	✔					

Sr.	Tasks of vocabulary section (Coursebook)	Cognitive domain					
		R	U	Ap	An	E	C
75	Replace the underlined words with other words that mean *trip*.		✔				
76	Complete the sentences with the correct prepositions.	✔					
77	Match the sentences in exercise 1 to the pictures from the speaking activity. More than one answer may be possible.		✔				
78	Complete the sentences in exercise 1 with your own ideas.		✔				
79	Read the definitions and complete the words.	✔					
	Unit 9						
80	Complete the sentences with the correct word. (two alternatives are given)	✔					
81	Replace the underlined words in exercise 1 with the words in the box. There may be more than one possible answer.	✔					
82	Complete the questions with the correct form of the verbs. (infinitive verb forms are given)		✔				
83	Choose one question from each box. Work in pairs and ask each other the questions.	✔					
84	Look at pictures a-i. what sports do they go with?	✔					
85	Look at the examples and complete the table with the names of sports from exercise1.		✔				
86	Read the clues. What sport is it?	✔					
87	Work in pairs. Choose a sport from this page and write some clues for it. Use the words in the box to help you.		✔				
88	Complete the sentences with the correct word. (two alternatives are given)		✔				
89	Complete the story with say, tell or ask.		✔				
90	Complete the sentences with the correct word. (the words are given in the box)	✔					
	Unit 10						
91	Work in pairs. Look at the pictures below and read the captions. Try to guess the meanings of the words in bold.	✔					
92	Match the words in exercise 1 to the definitions below. There are two definitions you don't need.		✔				
93	Work in pairs and ask each other the questions. (four questions are given)	✔					
94	Put the words in order from small to large. Use your dictionary to help you.	✔					
95	Circle the word that does not belong in each group of words.	✔					
96	Choose a word from exercise 1 and write down some examples. Then include a word that does not belong. Work in pairs and tell each other your words. Say the odd one out.		✔				
97	Replace the word *new* in the dialogues with a more suitable word or phrase.		✔				
98	What different forms of transport can you see in the pictures?	✔					
99	Which of these forms of transport have wheels? go on tracks? have wings? have an engine?	✔					
100	Tick (✔) the correct collocations to complete the chart.	✔					
101	Replace the word make in the sentences with a more suitable word. More than one answer may be possible.		✔				
102	Complete the texts with the words in the box.		✔				
103	Look at the pictures of other classic board games. Match each sentence to one of the games.		✔				
104	Work in pairs and discuss these questions. Have you ever played any of these games? Do you like them? What other board games do you know?	✔					
105	Complete the puzzle by reading the clues.		✔				

Sr.	Tasks of vocabulary section (Workbook)	Cognitive domain					
		R	U	Ap	An	E	C
	Unit 1						
1	Write the words in the box under the correct heading below.		✔				
2	Match the description to the pictures.	✔					
3	Complete the sentences with look, looks, look like or looks like.		✔				
4	Write the words in the box under the correct heading below.		✔				
5	Complete the words to describe the people in the sentences below. (The initial letter is given)		✔				
6	Complete the text with the words in the box.		✔				
7	Choose the correct words to complete the text.		✔				
	Unit 2						
8	Match the foods 1-4 with the tastes a-d.	✔					
9	Match the foods 1-4 with the tastes a-d.		✔				
10	Complete the sentences with the phrases in the box.		✔				
11	Match the words in the box with the pictures.	✔					
12	Match the kitchen items 1-6 with their uses a-f.	✔					
13	Complete the descriptions under the pictures.	✔					
14	Choose the correct words to complete the sentences.	✔					
15	Complete the puzzle.		✔				
	Unit 3						
16	Match 1-5 and a-e to make sentences.		✔				
17	Complete the sentences with the words in the box.		✔				
18	Rearrange the letters to make the correct words.	✔					
19	Are these sentences correct or incorrect? Circle your answer.		✔				
20	Complete the sentences with the words in the box.		✔				
21	Complete the texts with the correct words. (three alternatives were given.)		✔				
22	Write the words in the box under the correct heading below. Do they describe positive or negative feelings?		✔				
23	Complete the words in the sentences to describe feelings. (The initial letter is given)		✔				
24	Match the types of film 1-6 to the comments a-f.		✔				
	Unit 4						
25	Underline the adjective with a different meaning.		✔				
26	Complete the sentences with the correct adjective. (the alternatives were given)		✔				
27	Write the phrases in the box under the correct heading below.		✔				
28	Complete the texts with the words in the box.		✔				
29	Complete the phrasal verbs with the words in the box.		✔				
30	Tick the correct meaning of get in these sentences.		✔				
31	Complete the descriptions under these pictures.	✔					
32	Complete the sentences with the correct word. (two alternatives were given)		✔				
	Unit 5						
33	Complete this puzzle with job names.		✔				
34	Complete this text with the correct words from the box.		✔				
35	Complete the sentences with job, jobs or work.		✔				
36	Complete the sentences with one preposition in each gap.	✔					
37	Match 1-5 and a-e to make sentences.		✔				
	Unit 6						
38	Match these adjectives with their opposite meanings.	✔					
39	Complete the text with the adjectives in the box.		✔				
40	Complete the expressions with words from the box.	✔					
41	Complete these sentences with the correct noun form of the word in brackets.	✔					
42	Complete the names of the items in the pictures.	✔					

Sr.	Tasks of vocabulary section (Workbook)	Cognitive domain					
		R	U	Ap	An	E	C
43	Match 1-8 and a-h to make questions.	✔					
44	Complete these sentences with the correct preposition (up, in, on, etc).	✔					
45	Complete the facts with the correct phrases.		✔				
	Unit 7						
46	Complete the text with the correct prepositions.	✔					
47	Complete this time puzzle.		✔				
48	Complete the sentences with the correct word.	✔					
49	Match 1-6 and a-f to make sentences.		✔				
50	Complete the sentences with the words in the box, you can use the words more than once.		✔				
51	Complete the texts with the correct form of borrow or lend.		✔				
	Unit 8						
52	Match the rooms in the box to the pictures.	✔					
53	Complete the text with the correct words.	✔					
54	Complete the sentences with the correct words.		✔				
55	Complete the animal puzzle.		✔				
56	Complete the words in the sentences.		✔				
57	Complete the texts with a correct preposition in each gap.	✔					
58	Complete the text with the correct words. (two alternatives are given)		✔				
59	Choose the correct words to complete the sentences. (two alternatives are given)		✔				
	Unit 9						
60	Complete the conversations with the correct word.	✔					
61	Complete the texts with the verbs in the box.		✔				
62	Match 1-7 and a-f to make sentences.		✔				
63	Complete the sentences with do, go, or play.	✔					
64	Complete the text with the correct words. (two alternatives are given)		✔				
65	Complete the sentences with the correct verb. (two alternatives are given)		✔				
66	Complete the sentences with the correct form of ask, say or tell.		✔				
	Unit 10						
67	Complete the descriptions with words from the box.		✔				
68	Match the descriptions 1-7 to the place names a-g.	✔					
69	Complete the words in the texts. (The initial letter is given)		✔				
70	Complete the sentences with the correct words. (two alternatives are given)		✔				
71	Write the form of transport under the pictures.	✔					
72	Choose the correct answers.	✔					
73	Complete the text with the correct words. (two alternatives are given)		✔				
74	Complete the sentences with words in the box.		✔				
75	Complete the sentences with the correct words. (two alternatives are given)		✔				