ANALYSIS OF HIGHER ORDER THINKING SKILLS (HOTS) IN READING EXERCISES OF AN ENGLISH TEXTBOOK ENTITLED *ENGLISH IN MIND SECOND EDITION* FOR GRADE VII OF JUNIOR HIGH SCHOOL BASED ON BLOOM'S TAXONOMY REVISION

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana*

By:

Yuliana Dwi Astuti

SRN. 196121271

ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATE ISLAMIC UNIVERSITY OF SURAKARTA

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Assalamu'alaikum wa rahmatullahi wa barakatuh

After reading thoroughly and giving necessary advices, here with, as the advisor, I state that the thesis of:

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Title   : *Analysis of Higher Order Thinking Skills (HOTS) in Reading Exercises of an English Textbook Entitled English In Mind Second Edition for Grade VII of Junior High School Based on Bloom's Taxonomy Revision.*
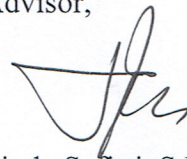
has already fulfilled the requirements to be presented before the Board of Examiners (*munaqasyah*) to gain Bachelor Degree in English Education.

Thank you for the attention.

Wassalamu'alaikum wa rahmatullahi wa barakatuh

Surakarta, 15th May 2023

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RATIFICATION

This is to certify the *Sarjana* thesis entitled "Analysis of Higher Order Thinking Skills (HOTS) in Reading Exercises of an English Textbook Entitled *English In Mind Second Edition* for Grade VII of Junior High School Based on Bloom's Taxonomy Revision" by Yuliana Dwi Astuti has been approved by the Board of Thesis Examiners as the requirement of *Sarjana* in English Education.

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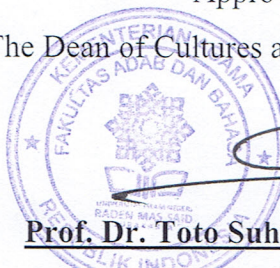NIP. 19860109 201701 2 156

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DEDICATION

This thesis is gratefully dedicated to My Lord, Allah SWT, for His blessings and mercy in my life, and to My Prophet, Muhammad SAW, who has given his guidance to Muslim people.

To my beloved parents, Mr. Samidi and Mrs. Suwarti, for their uncountable love, motivation, and support that strengthened me when I fell and got weak.

To my brother, Widayanto, who has colored my life since our childhood. You have drawn a very meaningful brotherhood.

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MOTTO

But perhaps you hate a thing and it is good for you, and perhaps you love a thing

and it is bad for you. Allah knows, while you know not.

(Q.S Al-Baqarah : 216)

Life is just adjusting the flow of water, going with the flow but not getting carried

away.

(Sunan Kalijaga)

Life is a struggle, there is no life without a struggle.

(The Writer)

PRONOUNCEMENT

Name   : Yuliana Dwi Astuti

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I hereby sincerely state that the thesis titled "Analysis of Higher Order Thinking Skills (HOTS) in Reading Exercises of an English Textbook Entitled *English In Mind Second Edition* for Grade VII of Junior High School Based on Bloom's Taxonomy Revision" is my real masterpiece. The things out of my thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 30th May 2023

Stated by,

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ABSTRACT

Yuliana Dwi Astuti. 2023. Analysis of Higher Order Thinking Skills (HOTS) in Reading Exercises of an English Textbook Entitled *English In Mind Second Edition* for Grade VII of Junior High School Based on Bloom's Taxonomy Revision. Thesis: English Language Education, Faculty of Cultures and Languages.

Advisor   : Linda Safitri, S.Hum., M.Pd.

Keywords   : HOTS, Reading Exercises, Textbook

Higher order thinking skills (HOTS) have been widely recognized as a set of important devices for cognitive development. The objectives of this research was to identify the distribution of Higher Order Thinking Skills in reading exercises in the *English in Mind Second Edition* textbook and to identify the most commonly used HOTS in reading exercises in the *English in Mind Second Edition* textbook for seventh grade Junior High School. This research focused on finding out how the distribution of HOTS is implemented in the reading exercises that are stated in the textbook.

This research was qualitative study especially content analysis. The data collection technique used in this study was document review, which entails several activities in analysis, such as reading, identification, classification, simplification, and analysis. The document that was used in this study was an English textbook entitled *English in Mind Second Edition*, for the seventh grade of Junior High School published by the Ministry of Education, Culture, Research, and Technology in 2021. The objects of this research are HOTS items in reading exercises in the *English in Mind Second Edition* textbook for seventh grade Junior High School in all chapters. There are around 97 reading exercises that were evaluated in this research. The qualitative data was analyzed using the interactive model offered by Miles and Huberman, which involves data reduction, data display, and drawing conclusions. To determine the validity of the data, the researcher used expert judgment. The researcher asked an English teacher in SMP Muhammadiyah 1 Klaten to serve as an expert validator.

The result shows that the distribution of LOTS obtains 42 out of 97 items, the distribution of MOTS obtains 34 out of 97 items, and the distribution of HOTS obtains 21 out of 97 items. There are 21 HOTS questions in this textbook, and the results show that analyzing skill obtains 13 questions (13.4%), evaluating skill obtains 7 questions (7.3%), and creating skill obtains 1 question (1%). It was concluded that the reading exercises in the *English in Mind Second Edition* textbook lack Higher Order Thinking Skills and are dominated by lower order thinking skills. This book only obtains 21 HOTS in reading exercises, with the analyzing skill being the most used skill of the 21 HOTS in reading exercises in this book.

CHAPTER I

INTRODUCTION

A. Background of the Study

Textbooks serve as media that aid teachers in the management of the teaching and learning process. Textbooks are not only useful for teachers in terms of helping them prepare materials and achieve the aims and objectives of teaching, but they also help students achieve their learning needs. Textbooks help teachers save time in preparing materials for the teaching and learning process. Ur (2009:184) said that "the textbooks can provide useful guidance and support for teachers who are inexperienced or occasionally unsure of their knowledge of the language." It is easily understood by users in schools and colleges, so it can support a teaching program.

Based on the regulation of the Minister of National Education No. 11 of 2005, article 2 states that textbooks are used as a mandatory reference by teachers and students in the learning process. The use of textbooks is considered helpful because most of the goals and objectives have been prepared in a series of practices based on what students need to learn. Ur (2009:184) claims that, "textbooks provide texts and study assignments that may be appropriate for most classes. This, of course, saves time for teachers who would otherwise have to prepare them themselves." Therefore, textbooks are very important to support the teaching and learning activities of an educator.

From the explanation above, the researcher can conclude that textbooks help teachers and students as one of the learning resources in the English teaching

and learning process because they provide a framework, texts, and exercises. Exercises in textbooks play an important role in the process of learning English because they help students practice their skills and get good final results in the teaching and learning process. In addition, Ur (2009:188) highlighted the importance of checking the existence of exercises in textbooks; if the tasks are too short and don't provide for very much student activity, they can be extended by the teacher to provide more relevant tasks that students need. Therefore, the teacher also needs to evaluate whether the textbook has practiced the four basic language skills with various tasks and exercises.

As one of the four basic language skills (reading, writing, listening, and speaking), reading skills are difficult for people who use English as their foreign language because of the many complex skills in reading. It can be seen from the results of the 2019 UNBK scores, which have been summarized on the website of the Ministry of Education and Culture and show that the average score of English for the SMP/MTS level is 48.47, which means that students lack mastery of reading questions in English. Nurdiana et al. (2017:1) state that "reading is a complex cognitive process of decoding symbols in order to construct or derive meaning. Reading is a means of language acquisition, communication, and sharing information and ideas." Therefore, teaching students to have Higher Order Thinking Skills is important for improving students' reading skills because, in reading activities, students need to answer reading questions at all levels of thinking.

According to the Independent Curriculum, which is a new curriculum that replaces the 2013 curriculum, this curriculum places great emphasis on the profile of Pancasila students. Kemendikbud (2021:2) stated that this profile is the embodiment of Indonesian students as lifelong students who have global competence and behave according to the values of Pancasila, with six main characteristics: faith, fear of God Almighty, noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. Suyitno, Pujiastuti, and Hidayah (2023:1) stated that the steps of learning activities still contain four main aspects of 21st century skills integrated into the independent curriculum: strengthening character education (PPK), literacy, 4C (Creative, Critical Thinking, Communicative, and Collaborative), and Higher Order Thinking Skills (HOTS). Language learners, especially English learners, are expected to have Higher Order Thinking Skills. Susanti et al. (2020:43) declared that one of the most necessary skills to master is Higher Order Thinking Skills (HOTS), because HOTS is a critical component of someone's critical thinking and problem-solving skills. One way to improve students' Higher Order Thinking Skills (HOTS) is to implement them in the teaching and learning process.

In applying HOTS in the learning process, teachers are instructed to give some HOTS questions directly to students, or they can do some tasks or activities from textbooks that provide HOTS questions. Higher Order Thinking Skills comprise the top three domains of cognitive skills in Bloom's taxonomy: analysis, synthesis, and evaluation. Bloom's taxonomy itself is one of the most

famous taxonomies in the field of education, introduced by Benjamin Bloom. However, in this study, the author uses the theory of Higher Order Thinking Skills based on the revised edition of Bloom's taxonomy by Krathwhol and Anderson, which consists of three skills: analyzing, evaluating, and creating. The revised Bloom's taxonomy emphasizes students' learning outcomes through the use of refined terms. It is a refreshed take on Bloom's Taxonomy from 1956, which examined cognitive skills and learning behavior.

There are several studies that focus on the analysis of HOTS exercises. Atiullah et al. (2019) explained that among the 158 reading comprehension questions found in textbooks for class X high school students in Indonesia, only 24 of them were included in the higher-order level of thinking. Laila and Fitriyah (2022) explained that among the 142 reading comprehension questions found in the textbooks for class XII high school students published by the Ministry of Education and Culture, only 25 of them were included in the higher-order level of thinking. Subsequent research conducted by Febrina et al. (2019) revealed that from the eleventh grade textbooks for reading comprehension questions in semester 1, there was a tendency for HOTS questions with 66.8% of 100%, while 33.4% were at the LOTS level of questions. The results of this study are quite surprising to see that most of the analyses related to this topic always produce results with more LOTS of questions than HOTS. The research on the analysis of textbooks above indicates that there are still inadequate textbooks.

The difference between this study and previous research from Atiullah et al. (2019) are the subject and the focus of study. The subject of the previous study analyzed the reading questions in the English textbook for Year X of High School and the focus only on the distribution of HOTS in reading question. Second, Laila and Fitriyah (2022) is from the subject and the focus of study. The subject of the previous study analyzed the reading questions in the "Bahasa Inggris" textbook for SMA/MA/SMK/MK for 12th grade students published by the Ministry of Education and Culture in 2018 and the focus only on the distribution of HOTS in reading question. Third, Febrina et al. (2019) is from the subject and the focus of study. The subject of the previous study analyzed the reading questions in the textbook entitled Bahasa Inggris SMA/MA/SMK/MAK grade eleventh semester 1.

Starting from the problem of the suitability of textbooks with HOTS questions in reading practice, the researcher is interested in analyzing the distribution of HOTS questions in reading exercises in several textbooks because HOTS questions are important for improving students' reading skills. The researcher chose the textbook with the title *English In Mind Second Edition* as a subject of this research. The first reason because it enables students to learn the four basic skills of English: listening, reading, speaking, and writing. This book consists of 126 pages and 14 chapters. Each chapter has a different theme and topic for students to study. These themes are related to the subjects or materials that students will study. The second because this book refers to the independent curriculum published by the Ministry of Education, Culture,

Research, and Technology. The third because this book is used by the teacher and the students at SMPN 1 Jogonalan that has implemented the Independent Curriculum. The last reason because this book provides many exercises for students starting from reading, listening, writing, speaking, as well as to increase students' vocabulary.

Airasian and Russell (2008:151) states that "many people believe that the only way to test Higher Order Thinking Skills is with essay items." For example, there is a distribution of HOTS questions on Chapter 7, page 59, "Do you think that teenagers in your country are similar to Claire and Paul, or different? Why?" This includes evaluating skills, as it explains the students examine or check by phenomena surrounding to answer this question. In Chapter 5, page 45, it says, "What pets are popular in your country?" This includes analyzing skills, as it explains the students must check or inspect some data about this question. In other chapters, there are many questions like the example above, and those were the focus of the researcher.

Based on the problems above, the researcher wants to know in depth about the distribution of HOTS in Junior High School textbooks. Therefore, the researcher conducted a study entitled **"Analysis of Higher Order Thinking Skills (HOTS) in Reading Exercises of an English Textbook *Entitled English in Mind Second Edition* for Grade VII of Junior High School Based on Bloom's Taxonomy Revision."**

B. Problem Identification

Based on the background of the research above, the researcher identifies the problem, which is formulated as follows:

1. The textbook is not always fluent in practicing the four basic language skills.

2. The students have difficulty in the learning process because the textbook does not follow the standards of learning needs.

3. The students have difficulty answering HOTS questions because they are not accustomed to being presented with HOTS questions.

4. The textbook still contains a lot of LOTS of practice questions and is not in accordance with the curriculum.

C. Limitations of the Study

In order to make the research effective, the researcher is limited to analyzing the reading exercises in all chapters of the *English in Mind Second Edition* textbook. The researcher only focused on the essay questions of the reading exercises because those essay questions could give a broader insight into students' thinking so that they could train their Higher Order Thinking Skills properly. The essay reading questions that were analyzed are only those questions preceded by the WH-question words (What, Who, When, Where, Why, and How) in the *English in Mind Second Edition* textbook, which is used by seventh grade of Junior High School students.

The researcher only analyzes the essay questions that come after every reading text, or in another word, the reading comprehension questions. Those

questions are analyzed based on the higher-order thinking level in the cognitive domain of the revised edition of Bloom's taxonomy, which consists of analyze, evaluate, and create skills.

D. Problem Statement

Based on the background of the problem above, the researcher formulates the problem of this study as follows:

1. How does the distribution of the Higher Order Thinking Skills in the reading exercises in the *English in Mind Second Edition* textbook for seventh grade of Junior High School?

2. What is the most commonly used HOTS skill in reading exercises in the *English in Mind Second Edition* textbook for seventh grade of Junior High School?

E. The Objectives of the Study

From the statements of the problem above, the goal of this research was:

1. To identify the distribution of the Higher Order Thinking Skills in reading exercises in the *English in Mind Second Edition* textbook for seventh grade of Junior High School.

2. To identify the most commonly used HOTS in reading exercises in the *English in Mind Second Edition* textbook for seventh grade of Junior High School.

F. The Benefits of the Study

The researcher expects that the results of this research will be useful both theoretically and practically.

1. Theoretically Benefit

This research can contribute to the educational aspect because it is useful as a source of information and reference for future researchers who want to study the same case.

2. Practically Benefit

a. For Students

This research can provide a reference for students in choosing appropriate English textbooks so that they can improve their level of thinking and reading skills with the exercises contained in the HOTS material. They can improve their critical thinking through many sources that they like and understand easily.

b. For teachers

This research can provide a reference for English teachers to choose appropriate English textbooks in the teaching and learning process and provide references for them in teaching HOTS material. This research can assist teachers in selecting and evaluating good textbooks according to standards before they are used in the classroom.

c. For the researcher

It will be useful knowledge and experience for the researcher when teaching reading in the future. This research can provide practical knowledge in evaluating an English textbook.

d. For English textbook author

This research is expected to help them be more careful in developing and adapting teaching materials.

G. Definition of Key Terms

To make the topic easy to understand, the researcher classifies the terms of the study to avoid misunderstanding and misinterpretation. The key terms are defined as follows:

1. Higher Order Thinking Skill (HOTS)

    Higher Order Thinking Skills are the application of thought processes to complex situations and have many variables. Higher Order Thinking Skills are the ability to manipulate information and ideas in a critical way so as to be able to solve problems creatively (Junaidi, 2020).

2. Reading Exercises

    Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and the reader's prior knowledge (Mikulecky, 2008:1). Dealing with the exercises, reading exercises are aimed to teach receptive skills required for detailed reading comprehension. (Kozak, 2011:7)

3. Textbook

    Textbooks are important tools for the promotion of specific types of curricula. They are organised in a purposeful way, and consequently their content and structure are very important for the promotion of a specific vision of a curriculum (Okeeffe, 2013).

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Review

1. Reading

a. The Understanding of Reading

Reading is one of four primary skills in language learning besides writing, listening, and speaking. Mikulecky (2008:1) states that reading is a conscious and unconscious thinking process. It is conscious because the reader applies many strategies to form the meaning that the writer is assumed to have intended. Reading is unconscious because the reader performs reading activities by comparing information in the text to their background knowledge and prior experience.

According to Nunan (2003:68) reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Meaning does not rest in the reader nor does it rest in text. The reader's background knowledge integrates with the text to create the meaning. Furthermore, Nunan (2003:68) defines reading as being composed of four elements; those are the text, the reader, fluency, and strategies.

Frankel et al. (2016:8) define effective reading as being shaped by language processes and contexts. Reading is an activity that deals with strategy, motivation, and engagement, meaning that reading is a continuously developing set of practices. Reading should include

values, beliefs, and power relations that are related to language, gender, ethnicity, religion, economics, and so on. Including values, beliefs, and relations will make reading instruction in the classroom more meaningful for the students. It helps the students relate the texts to their daily lives.

Previously, according to Nunan (2015:63), reading and listening were referred to as passive skills, in contrast to the active skills of speaking and writing. However, nowadays people refer to it as a receptive skill since it involves a highly complex thinking process. Reading is not merely the ability to read letters but also the ability to integrate information based on presented materials.

In summary, reading is an important skill to learn that requires an active process to comprehend the text. Reading is an active process that depends on the reader's ability to draw meaning from the printed page and interpret this information appropriately.

b. **The Types of Reading**

Reading is one of the basic language skills in English. There are various types of reading that we can apply in reading activity. According to Patel & Praveen (2008:117), reading has general types as follows:

1) Intensive reading

Intensive reading is text reading or passage reading. In this reading the students read the text to get knowledge or analysis. The

goal of this reading is to read shorter text. This reading is done to carry out to get specific information.

2) Extensive reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update.

3) Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

4) Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information.

From the statement above, we can draw the conclusion that there are four types of reading: a) Intensive Reading b) Extensive Reading c). Aloud Reading d) Silent Reading. Not all reading activities are the same type because they have different purposes.

c. **Reading Comprehension**

Reading is related to comprehension. Reading comprehension is frequently described as the process of understanding and deriving

meaning from a text. It is the process of simultaneously extracting and forming meaning through interaction with written language (Tayyeh et al., 2021:2870). In addition, reading comprehension entails first decoding the terms and then applying prior knowledge to form a convergent understanding of the text. Comprehension is a dynamic and interactive process of forming meaning by combining previous experience and knowledge with textual information. Linse (2006:71) adds that "reading comprehension refers to reading for meaning, understanding, and entertainment." It is clearly stated that reading for comprehension is not only reading for meaning and understanding but also for entertainment. Similar to other experts, Grellet (2010:3) points out that reading comprehension means "extracting the required information from it as efficiently as possible." It means that when comprehending the text, the reader must extract as much information as possible from the text.

According to those explanations, reading comprehension is actually more complex than commonly assumed. It focuses on thinking and presenting the meaning of the text. It involves the interaction between the written form of the text and the reader's eyes and mind.

d. The Purpose of Reading

Reading is an activity with a purpose; it connects the ideas on the page to what people already know. According to Harmer (2007:99), reading is useful for language acquisition. McDonough (2013:211)

classifies the usefulness of reading into three categories: 1) getting general information, 2) getting specific information from a text, and 3) reading for pleasure or interest. The people may read in order to gain information or verify existing knowledge. They may also read for enjoyment, or to enhance knowledge of the language being read.

Nunan (2015:64) said there are two important functions of reading. First, reading offers a communicative purposes. Second, reading offers advantages for educational purpose. In reading for communicative purposes, it refers to the real-world purpose of reading. For example, the students read messages from their friends. Thus, reading for communicative purposes serves the real purpose of reading. This purpose is not driven by a responsibility to read but to help ourselves in daily matters. Thus, for this type of purpose, reading material is considered authentic. On the other hand, reading for educational purposes refers to gaining knowledge in a certain field. For example, people enroll as medical students. They need to read books in related fields in order to become doctor. This purpose serves as an educational purpose, a need for someone to purposefully read to obtain something else.

e. **Types of Reading Exercise**

Exercises is very important to get the information about the result of the teachers' efforts in teaching and learning process. According to Heaton (1993:105) types of reading exercises are:

1) Matching Test

This test is purely related to word and sentence recognition. It tests students' ability to distinguish words that have the same spelling. Matching tests are especially good when used for specific information such as cause and effect, terms, dates, places, definitions, and pictures. This item test is used to develop a word recognition test.

2) True/False Reading Test

The True/False test is one of the most widely used reading comprehension tests. There is no other alternative answer except true or false (T-F). True-false tests are especially good when used to recall factual knowledge and recognition.

3) Multiple Choice Item Tests

In this item, students must choose the best answer from several choices given. Multiple-choice items consist of a question or statement called "bar" and four or more possible responses, one or more of which are true, and they are called "destructor." Multiple choice items enable problem solving, the application of learning, and practice in making assessments.

4) Completion Items

Completion items measure memory rather than recognition. A test consisting of a number of questions based on sections is a completion item. The questions are written as incomplete statements

for students to complete. In this item, students usually provide a short word or phrase.

5) Cloze Test

The close test usually consists of one or more paragraphs in which a few words are omitted from each sentence. The first two or three sentences are usually written in full. The cloze test is very good when it is used to measure students' ability to decode interrupted or truncated messages by making the most acceptable substitution of all available contextual clues.

There are many kinds of tests that can be used to test reading. The teachers should select certain kinds of tests for teaching reading. In addition, in testing reading, the teacher should not use one kind of test only, because a good test consists of more than one kind of test.

2. Learning Media

a. The Understanding of Learning Media

Media is an important piece of equipment to facilitate and grab the students' attention because the materials will be more understandable to the students and it will help the teachers obtain the learning goal. According to Puspitarini and Hanif (2019:55), learning media can be defined as a tool of hardware or software used in the delivery of materials by teachers to students in the learning process. In learning, media is expected to make the learning process more effective and efficient in accordance with the purpose of learning. Meanwhile,

Musfiqon (2012), defines learning media as a tool in the form of a physical or non-physical medium used by a teacher to convey material to students in a more effective and efficient manner. The use of learning media is expected to increase the acceptance of student learning materials as well as attract students to learning. Media can be an effective solution to minimize the obstacles experienced by teachers and students in the classroom's learning process.

The selection of learning media is an integral part of curriculum planning and delivery in schools. In learning media, there are some aspects that the teacher or listener should know. According to Arsyad (2009:6-7), learning media must meet the following basic criteria:

1) Teaching media has a physical meaning. It is called "hardware," and it is an object that can be seen, heard, and touched using the five senses.

2) Teaching media has a non-physical meaning and is called "software."

3) The emphasis in teaching media is on the visual and audio.

4) Teaching media is a tool to help the teaching-learning process both inside and outside of the classroom.

5) Teaching media can be used massively (radio, television).

6) Teaching media are used to communicate and interact between the teacher and students in the teaching-learning process.

Based on the definition above, it can be concluded that the media are related to technique in the teaching and learning process. In other words, learning media can be viewed as tools used by teachers to communicate learning material to students during the learning process.

b. **The Functions of Learning Media**

The use of media in the teaching and learning process will help teachers in explain the materials and help the students understand the teachers' explanations. According to Widayanto (2015:7-8), there are two main functions of learning media in the teaching and learning process,

1) Media as a learning tool

Media, as a learning tool, can help students achieve their learning objectives. It is based on the belief that the learning process, with the help of media, can improve the quality of students' learning activities. Therefore, students' learning activities with the use of media are better than those without the use of media.

2) Media as a source of learning

Media as a source of learning can help students enrich their knowledge, which can help them understand the material. Therefore, it is clear that the media plays an important role in supporting students in learning a language. However, teachers should choose an appropriate technology that will be used as media in the process of teaching and learning a language. This will assist the teacher in

improving the learning activities in order to achieve the learning objectives.

Meanwhile, according to Arsyad (2011), there are four functions of media. Those functions are: 1) The media can clarify the presentation of the message and information so that they accelerate and improve the learning process and result. 2) Media can improve and guide students' attentions so that it can create learning motivation for them, create more direct interaction among students and their environment, and make them learn by themselves with appropriate ability and interest. 3) Media can overcome the limitations of sense, space, and time. 4) Media can give the same experience to students about the incident in their environment and enable the occurrence of direct interaction with teachers, societies, and their environment.

c. **Kinds of Learning Media**

There are some types of teaching media that can be used for the teaching and learning process. As provided by Mahajan (2012:6-7), it is stated that media are classified into seven categories, such as:

1) Graphic media: any kinds of printed media, such as books, pictures, photographs, maps, charts, posters, graphs, and diagrams.

2) Display media: a board used to show information in small group, e.g., chalkboard, a bulletin board, a flannel board, and peg boards.

3) Three dimensional media is a medium that has 3D shape. For example, models, objects, specimens, and puppets.

4) Project media: a kind of media that need a projector to show the messages, such as slides, filmstrips, transparencies, films, videos, tapes, records, and gramophones.

5) Audio media: media that can be heard, such as radio, audio cassettes, etc.

6) Video media: it is a combination between audio and visual media, including television, CDs, and computers.

7) Activity media: it is a medium that can act some activities, such as demonstration and role-play.

Furthermore, Asyhar (2012:45), classified learning media into four categories:

1) Visual media, it is a kind of media used only rely on sense of sight from the learners, e.g. book, map, picture, etc.

2) Audio media, it is a kind of media used in learning process by relying on sense of hearing, e.g. tape recorder, radio, etc.

3) Audiovisual media, it is a kind of media used in learning activity by involving sense of hearing and sight in once process, e.g. film, video, etc.

4) Multimedia, it is a kind of media which involve some media and tools at the same time in learning activity. Multimedia learning involve sense of hearing and sight trough the text, still visual, motion-visual, and audio as well as computer-based interactive

media, and also information and communication technology, e.g. video conference.

In summary, each expert has mentioned kinds of instrumental media used in learning process. It can be concluded that audio media, visual media, audiovisual media and multimedia are commonly used in teaching and learning process, especially audiovisual and multimedia. They are more interesting and attractive than others media.

d. Textbooks as learning media

In helping to meet educational goals and objectives, schools need to strive to provide teaching materials that will enrich and support the curriculum, enhancing student learning. Sulthon et al. (2021:60) stated that learning media are needed to support the effectiveness of the learning process carried out by the teacher. Teaching materials must represent the rich diversity of our nation and be in accordance with the level of maturity and ability of students. Teaching materials are all materials, whether printed, non-printed, digital, or a combination thereof, used in learning programs. There are many types of learning media, one of which is visual media. The visual learning media that is often used to achieve learning objectives is the textbook.

Textbooks are systematically arranged materials that are comprehensive enough to cover the main objectives outlined in the instructional standards. Darma (2008: 9) stated that it is so important to decide what material will be given to the students. The textbooks play a

crucial role throughout the entire educational system in the country. As mentioned in relation to textbooks: 1) The key to the treasure of wisdom 2) a gate to the land of progress; 3) a path leading to knowledge. 4) companion of learning. Regulation No. 11 of the Minister of National Education in 2005 explains that textbooks are mandatory reference books for use in schools that contain learning material in the context of increasing faith and piety, character and personality, the ability to master science and technology, sensitivity and aesthetic abilities, and physical and health potential, which is compiled based on national education standards.

In summary, the textbook's position as a learning media plays a crucial role in the learning process. Textbooks are the standard books compiled by experts in their fields and are used to support learning programs. They are a central part of any educational system. They help define the curriculum and can either significantly help or hinder the teacher.

3. **Textbook**

   a. **The Definition of Textbook**

   Textbooks are one of the important things that support the teaching and learning processes and help the teacher deliver the material. Rahmawati (2015:105) stated that textbooks are books that are arranged systematically based on descriptions and materials in certain fields of study. According to Cunningsworth (1995:1), textbook is a book written

by experienced and well-qualified people and the material contained in them is usually carefully tested in pilot studies in actual teaching situations before publication. Textbook is used in the teaching learning process exactly in teaching English. Mudzakir (2014:4) explained that the textbook is complete with materials for practices used by the school. Understanding this textbook must be in accordance with students' abilities. In another word, a textbook influences the teaching and learning process because it is considered an instructional plan for teachers to teach their students in the classroom.

A textbook is commonly used by educational institutions or schools and is usually provided with exercises and teaching materials. The materials in the textbook should be varied by having different types of texts. Tomlinson (2011:140) claims that the materials should have different types of learning tasks and offer opportunities for the learners to share their attitudes and feelings towards the course and the materials. A textbook has to demonstrate assignments and activities for both educators and learners.

Thus, the teachers need to check for the existence of varied tasks or exercises in the textbook. Jobrack (2011:56) claims that a textbook usually provides appropriate ideas, readings, exercises, and activities related to the subject matter. Richards (2001:251) mentioned that textbooks are usually provided as the basis for much of the language

input that the learners receive and the language practice that occurs in the classroom.

From those statements above, the researcher can conclude that textbooks include exercises and teaching materials to facilitate the learning process and assist the teacher in teaching any subject. Textbooks also help the teacher measure the level of students' competence.

b. The Use of Textbook

Textbooks are one of the learning resources and teaching materials that are widely used in the teaching and learning process. Richards (2001:1) stated that, in the case of inexperienced teachers, textbooks may also serve as a form of teacher training. They provide ideas on how to plan and teach lessons as well as formats that teachers can use. They fulfill the pedagogical solutions, especially in terms of the selection of content, the order of topics, and exercises. As for students, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher.

Richards (2001:249) mentioned some advantages of the textbook, which are:

1) Providing structure and a syllabus for a program.

2) Helping to standardize the instruction.

3) Maintaining quality.

4) Providing a variety of learning resources.

5) They are efficient.

6) Providing effective language models and input.

7) Training teachers.

8) They are visually appealing.

From the statement above, the researcher infers that the textbook is one of the instructional tools used in the classroom as a reference in the learning and teaching process, so it is very useful for both the teachers and the students. Based on the important role of textbooks in the teaching learning activity, good textbook should be selected in order to support the success of the teaching learning activity. In selection or preparation of the textbook and other teaching materials, the foreign language teacher must make every attempt to select and prepare materials that present the spoken language.

4. **Higher Order Thinking Skill**

    a. **The Understanding of Higher Order Thinking Skill**

    Higher Order Thinking Skills require students to have critical and logical thinking about what is presented, thus enabling them to provide a more meaningful understanding. Sukla and Dungsungneon (2016:213) mentioned that Higher Order Thinking Skills are related to reasoning, evaluating, problem solving, making decisions, and analyzing situations. This involves students being able to analyze the problem and then find a solution to it.

Additionally, Shidiq et al. (2015:160) state that all students can think, but most of the students need encouragement and guidance for higher-order thinking processes. Higher Order Thinking Skills are somewhat more complex than restating facts. It involves much deeper thinking skills to be able to see the problem as a whole. Furthermore, according to Arif (2019:173), Higher Order Thinking Skills as transfers mean that students actively process them by noticing relevant new information. Then, the students arrange them into related units and combine new information with previous information. As critical thinking skills imply, students can apply judicious judgments and produce a critical idea. While problem solving means that students are expected to be able to solve problems with creative solutions effectively.

Based on some expert opinions above, it is concluded that Higher Order Thinking Skills require students to have critical and logical thinking about what is presented, thereby enabling them to be able to analyze problems and then find solutions.

b. **Characteristics of Higher Order Thinking Skills**

Higher Order Thinking Skill questions are those that the students cannot answer just by simple recollection or by reading the information "verbatim" from the text. Higher Order Thinking Skill questions put advanced cognitive demands on students. They encourage students to think beyond literal questions. Fanani (2018:4) mentions that the characteristics of the HOTS assessment are: measuring high-level

thinking skills, based on contextual problems, not repetitive, and using various types of questions. Conklin (2012:4) stated that characteristics of Higher Order Thinking Skills encompass both critical thinking and creative thinking. Characteristics of HOTS expressed by Resnick (1987:3), which are non-algorithmic, complex, involve multiple solutions (many solutions), involve a variety of decision-making and interpretation, apply multiple criteria (many criteria), and require a lot of effort.

According to Kemendikbud (2017:9) Higher-Order Thinking Skills, including the ability to problem solve, critical thinking skills, creative thinking, reasoning skills, and decision-making skills. Komariah (2011:182) stated that problem solving can be interpreted as a series of learning activities that emphasize the process of solving problems scientifically. Basically, the purpose of learning is to give students the knowledge and skills to solve problems that will be faced in society. According to Juliyantika and Batubara (2022:4732), critical thinking skills are thinking skills that involve cognitive processes and invite students to think critically about problems.

Furthermore, creative thinking involves a thought that tries to create new ideas (Harriman, 2017:120). Creative thinking is a series of processes, including understanding problems, making guesses and hypotheses about problems, searching for answers, proposing evidence, and finally reporting the results. Widana (2017:4) stated that creativity

in HOTS consists of the ability to solve unfamiliar problems, the ability to evaluate strategies used to solve problems from different perspectives, and the ability to find new solutions that are different from previous methods. According to Handayani (2014:161), reasoning skills mean finding the rules of principle that underlie the relationship between several objects or patterns and applying them to solve problems. Reasoning ability is needed to determine decisions that will be taken with full responsibility (Handayani, 2014:162).

Based on the explanation above, there are at least two indicators in HOTS, so that measurement of the students' HOTS can be conducted by observing their critical and creative thinking skills. Critical and creative thinking are two very basic human capabilities because both can encourage someone to always look at every problem faced critically and trying to find the answer creatively in order to obtain a new thing better and beneficial for life.

c. **Benefits of Higher Order Thinking Skills**

Widana (2017:40) suggested that one of the benefits HOTS assessment is to improve the competitiveness of students both nationally and internationally. Critical and creative thinking skills gained through work experience HOTS assessment, will have an impact on the creation of habits positive on problem solving abilities. Troubleshooting can be done according to procedure, using logics, based on the reason)\ that is logical and reasonable, and accompanied with evidence to strengthen

the findings in problem solving. Furthermore, the benefits of Higher Order Thinking Skills by Brookhart (2010:9) are given as follow:

1) Increase student achievement of learning outcome.

   Widana (2017:40) The achievement of learning outcomes is strongly influenced by the motivation of learners. The students who have learning motivation tend to have higher academic achievement as well. Therefore, if teachers can raise the motivation of learners, learning outcomes can be improved.

2) Increase student motivation to learn.

   Often teachers failed to raise the motivation of learners as learning material in class is abstract and theoretical. The teachers are responsible for Higher Order Thinking Skills using tasks and judgments. These things need understanding and critical thinking to improve student motivation as well as student achievement. Students will be interested in thinking about particular or detail things which make them motivate to learn. Therefore, teachers should be able to connect the subject matter in the classroom with real-world context. Assessment HOTS typically in the form of cases, natural phenomena, or contextual issues in daily life that showed linkage of learning materials in the classroom to real-world context. Thus learners can feel that learning in the classroom is very useful to solve problems in everyday life. This is expected to increase the motivation of learners.

d. Bloom's Taxonomy

In the teaching and learning process, goals are important because teaching itself is a conscious act. Teachers want to facilitate student learning in various subjects. In 1956, Benjamin Samuel Bloom proposed a taxonomy to help teachers sharpen their goals for grading students in his paper titled *Taxonomy of Educational Objectives*. Bloom's taxonomy is a system of hierarchical models that are arranged in a rank, with some elements at the bottom and some at the top, which is used to categorize learning objectives into varying levels of complexity (Bloom 1956). Poerwati and Amri (2013:47) state that Bloom's taxonomy came with three domains: cognitive, affective, and psychomotor. It devided the domain of cognitive processes into six levels: knowledge, understanding, application, analysis, synthesis, and evaluation. In Bloom's Taxonomy, the highest level of complex thinking skills is evaluation. The following is a clearer explanation of this taxonomy:

Table 2.1 Cognitive domain levels based Bloom's Taxonomy 1956

Level	Description
Knowledge	Knowledge involves recognizing or remembering facts, terms, basic concepts, or answers without necessarily understanding what they mean. Some characteristics may include: 1. Knowledge of specifics (terminology, specific facts) 2. Knowledge of ways and means of dealing with specifics (conventions, trends and sequences, classifications and categories) 3. Knowledge of the universals and abstractions in a field (principles and generalizations, theories and structures)

Level	Description
Comprehension	Comprehension involves demonstrating an understanding of facts and ideas by organizing, summarizing, translating, generalizing, giving descriptions, and stating the main ideas.
Application	Application involves using acquired knowledge to solve problems in new situations. This involves applying acquired knowledge, facts, techniques, and rules. Learners should be able to use prior knowledge to solve problems, identify connections and relationships and apply them to new situations.
Analysis	Analysis involves examining and breaking information into component parts, determining how the parts relate to one another, identifying motives or causes, making inferences, and finding evidence to support generalizations.
Synthesis	Synthesis involves building a structure or pattern from diverse elements; it also refers to the act of putting parts together to form a whole or bringing pieces of information together to form a new meaning.
Evaluation	Evaluation involves presenting and defending opinions by making judgments about information, the validity of ideas, or the quality of work based on a set of criteria.

Source: Hoy (2007)

e. **Bloom's Taxonomy Revision**

In 2001, Lorin Anderson and David Krathwohl consider revising Bloom's taxonomy to refocus teachers' attention on the value of the taxonomy and to incorporate new knowledge into the taxonomy. It published with the title *A Taxonomy for Teaching, Learning, and Assessment*. This revised taxonomy emphasizes a more dynamic approach to education, as opposed to shoehorning educational objectives into fixed, unchanging spaces. Anderson and Krathwol

(2001:5) state that objective statements must contain both a verb and a noun. They further mention that verbs denote cognitive processes while nouns denote knowledge.

Anderson and Krathwol (2001:31) divide six domains cognitive into three parts; low level (remembering), middle level (understanding, applying), and higher level (analyzing, evaluating, creating). Here is the explanation:

1) Lower Order Thinking Skill

    a) Remembering

Remember cognitive dimension places a great deal on retention. Hence, it requires students to recall the exact same form of what has been learned. Anderson and Krathwol (2001:66) state that remembering knowledge is essential for meaningful learning, such as completing difficult tasks, but if the learning process solely focuses on memorizing, then it will only make students recall fragments of knowledge. On the other hand, there are two aspects to remembering knowledge: recognizing and recalling. Recognize requires students to connect their prior knowledge to the information presented. Recall requires students to regain knowledge from long-term memory when given prompts to do so. The assessment of recall asks students to retrieve knowledge from previous knowledge.

2) Middle Order Thinking Skill

   a) Understanding

Anderson and Krathwol (2001:70) stated understand cognitive dimension entails students' efforts to construct meaning and comprehend written, oral, or graphic instructional messages. There are seven cognitive processes for understanding knowledge: interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. First, interpreting deals with converting information from one form to another, such as from audio to written form. Second, exemplifying deals with giving examples of a concept. Exemplifying involves features of principle, such as the fact that a simple sentence in English needs at least one noun and one verb. Third, classifying cognitive processes involves noticing overt features or patterns of principle.

Fourth, summarizing deals with providing general statements to represent information. Fifth, inferring deals with finding patterns in a concept. The process of inferring itself involves making comparisons between one thing and another within context. This cognitive process is distinct from attributing (a cognitive process associated with analyze) in that it does not necessitate students looking beyond the context. Sixth, comparing knowledge deals with finding similarities and

differences between two or more things. Seventh, explaining cognitive process requires students to know the cause-effect relationship of circumstances. Thus, students need to know why something happens.

b) Applying

Cognitive dimension deals with using procedures in real situations, either to perform exercise or to solve problems. According to Anderson and Krathwol (2001:77), an exercise is something that students feel familiar doing, while a problem is an unfamiliar task they rarely do. This Apply category has two cognitive processes, such as executing and implementing. Executing cognitive processes entails performing routine tasks, such as exercises that students frequently perform on a daily basis. Meanwhile, implementing cognitive processes involves the ability to perform unfamiliar tasks to solve problems. When carrying this out in real life, students need more than just skill to finish it successfully. They also need to learn a variety of procedures to help them.

3) High Order Thinking Skill

a) Analyzing

Analyze cognitive dimension requires students to break down a unit into several parts and then determine how each part relates to one another. There are three cognitive processes that

belong to this knowledge: differentiating, organizing, and attributing. Differentiating deals with differentiate important parts from unimportant ones; organizing deals with the structure and organization of a unit; and attributing deals with the underlying message of the material. Anderson and Krathwol (2001:79-80) state that the objectives of this cognitive process are various, such as the ability to distinguish facts from opinion, to make links between conclusions and supporting statements, to differentiate relevant information from irrelevant ones, to determine how ideas relate to one another, to infer unstated assumptions, to distinguish dominant ideas from less dominant ones, and to find evidence to support the author's purpose.

This cognitive process is not the same as comparing (as in understanding), in that it looks carefully at what matters more in the material. Next, organizing deals with identifying elements and determining how they fit in a structure. In organizing, students are required to build the structure of the material presented. Lastly, attributing involves the ability to ensure a point of view or bias toward other things in a material. Attributing means students need to know the intention and purpose of the author. This point of view, however, is not stated in the material. Therefore, it exists implicitly. Students need to

develop a deep understanding beyond what is presented to actually spot points of view and biases in a material.

b) Evaluating

Evaluate cognitive dimension involves students making valuable judgments based on criteria and standards. Anderson and Krathwol (2001:83) state these criteria range from quality to effectiveness, efficiency, and consistency. This category includes two cognitive processes: checking and critiquing. Checking deals with testing internal consistency. For example, students must determine whether the presented material contradicts one another. Meanwhile, critiquing deals with judging a product or operation based on external criteria or standards. Thus, in critiquing, students need to point out positive and negative features of a product of an operation and then form their own opinion about it.

c) Creating

Create cognitive dimension involves putting aspects together to form a product. Thus, in creating, students will produce something new. According to Anderson and Krathwol (2001:85) creating a product coordinates with students' previous experience. Create knowledge is linked to creative thinking since students will develop it while creating a product. It also refers to what all students can do. In creating something

new, students may combine previous knowledge, namely understanding, applying, and analyzing. There are three phases in the creative process when creating something: understanding the problem, planning a solution, and executing the plan.

Therefore, Anderson and Krathwol (2001:86) the cognitive process of creating knowledge includes three categories, such as generating, planning, and producing. First, generating relates to the ability to describe a problem and come up with alternative hypotheses. The goal of this cognitive process is to arrive at various possible hypotheses. Second, planning deals with arranging a solution to the presented problem. In planning cognitive process, students create an actual solution perhaps by making sub-goals or sub-tasks when solving problems. Sometimes students carry out both planning and producing cognitive process at the same time while creating a product. Lastly, producing cognitive processes involves students carrying out the plan for solving the problem. In producing, students may combine all four types of knowledge (factual, conceptual, procedural, and metacognitive).

f. The Difference Between Bloom's Taxonomy and Bloom's Taxonomy Revision

The Bloom taxonomy has been revised to correct some of the problems in it. The distinguishes the revised taxonomy from the original is its dimensions. While the original framework is one-dimensional, the revised version of the taxonomy includes a cognitive dimension and a knowledge dimension (two dimensions). The revised version also changes the order of evaluation and synthesis. The revised Bloom's taxonomy consists of six categories: remember, understand, apply, analyze, evaluate, and create. In terms of cognitive complexity, the domain that comes after is more complex than the one that comes before it. Thus, understanding cognitively is more complex than remembering.

Table 2.2 The Difference between Original Taxonomy and Revised Taxonomy

Original Taxonomy (Bloom 1956) Analysis	Revised Taxonomy (Anderson and Krathwol:2001)
Knowledge – recall information.	Remembering – produce the right information from memory (recognizing and recalling).
Comprehension – understand the meaning, paraphrase a concept.	Understanding – make meaning from educational materials or experiences (interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining).
Application – use the information or concept in a new situation.	Applying – use a procedure is a given situation (executing and implementing)

Original Taxonomy (Bloom 1956) Analysis	Revised Taxonomy (Anderson and Krathwol:2001)
Analysis – break information or concepts into parts to understand it more fully.	Analyzing – break material into parts and describe how the parts relate to the whole (differentiating, organizing, attributing)
Synthesis – put ideas together to form something new.	Evaluating – make judgments based on criteria and standards (checking, critiquing).
Evaluation – make judgements about value.	Creating – put elements together to form something new or recognize components of a new structure (generating, planning, and producing).

Source : Bhakti (2010:1527)

g. The Higher Order Thinking Skill in Reading Exercises

Applying critical thinking in reading activities is a very important aspect of developing the students' capability to catch the sense of the text. Airasian and Russell (2008:113), state that the higher level questions often require the teachers to wait a considerable amount of time for the students to answer those questions. Critical reading is not the same as other kinds of reading, like skimming or scanning the text, but rather uses Higher Order Thinking Skills. The following table demonstrates some basic keywords that are normally included in questions, based on the level of thinking skills.

Table 2.3 Process Verbs Keywords Based on the Level of Thinking Skills

Remember ing	Understan ding	Applying	Analyzing	Evaluating	Creating
Define	Relate	Translate	Distinguish	Judge	Compose
Name	Identify	Manipulate	Interpret	Rate	Assemble
Record	Discuss	Exhibit	Inspect	Validate	Manage
Match	Locate	Illustrate	Compare	Predict	Pretend
Select	Retell	Calculate	Examine	Asses	Arrange
Underline	Research	Sketch	Inventory	Score	Organize
Cite	Convert	Interpret	Probe	Evaluate	Invent
Sort	Annotate	Prepare	Scrutinize	Compare	Generalize
Know	Translate	Make	Separate	Defend	Systematize
Recall	Give	Experiment	Discover	Select	Show
Listen	Describe	List	Inquire	Measure	Compile
Choose	Report	Practice	Survey	Appraise	Forecast
Quote	Recognize	Apply	Arrange	Value	Modify
Memorize	Review	Practice	Detect	Probe	Devise
Show	Observe	Relate		Argue	Derive
Distinguish				Decide	Purpose
Reproduce				Estimate	Construct
					Plan
					Revise
					Collect
					Prepare

Source: Bhakti (2010:1527)

Admittedly, HOTS have an important role in the curriculum development. The questions presented will be more leads to high order thinking skill level. There are three levels of high order thinking skill in reading question:

1) Analysis

Brookhart (2010:42) states that to assess the quality of students' thinking as they break down information into its parts and reason with that information, questions or tasks must ask students to find or describe those parts and figure out how they are related.

Analysis-level questions present students with material (or ask them to locate material), then ask questions or present problems whose answers require differentiating or organizing the parts in some reasonable manner. There is an example of an analysis item in the "How to Assess Higher Order Thinking Skills in Your Classroom" book by Susan M. Brookhart (2010) on page 44:

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, that whenever any form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, us to them shall seem most likely to affect their Safety and Happiness.
> According to the passage, the most important purpose of government is to protect
> a. People from harm.
> b. The church.
> c. The truth
> *d. People's rights.

2) Evaluation

Brookhart (2010:53) explains that to assess evaluation, the teacher needs items or tasks that can assess how students judge the value of materials and methods for their intended purposes. Students can evaluate the material using criteria. There is an example of an evaluate item in the "How to Assess Higher Order Thinking Skills in Your Classroom" book by Susan M. Brookhart (2010) on page 54:

Maya's Plan
I'm going to ask my teacher to make the coffee. I'll put it in a cup, and I'll measure its temperature with a thermometer, every five minutes for an hour. I'll make a line graph of the temperature. I should be able to see how fast the line drops as the coffee gets cooler.

Question: Do you think Maya's plan is a good one? Why or why not? Would you suggest any changes to her plan? If so, tell what you would change and explain why?

3) Create

Brookhart (2010:55) states that assessing whether students can "create" in the Bloom's taxonomy sense means assessing whether they can put unlike things together in a new way or reorganize existing things to make something new. It overlaps with creativity and creative thinking in the broader sense. There is an example of a create item reading question in the "How to Assess Higher Order Thinking Skills in Your Classroom" book by Susan M. Brookhart (2010) on page 121:

You are having 10 people over to your house for dinner at 6:00 p.m. tomorrow night, and you want to serve an entrée and a dessert. You will arrive home from school at 4:00 p.m. tomorrow. You have two pounds of ground beef on hand that you would like to use, and you have time to stop at the store on the way home from school today.

Instruction: Identify the recipes you will fix for dinner tomorrow and plan when you will start preparing each dish.

So, we conclude that the Analysis is about separating a whole into parts and determining the relationship. Then, Evaluation, which is about making judgments based on criteria and standards. The last HOTS

category, Create is about combining elements or ideas to form a new whole.

B. Previous Study

This section will explain differences from previous research in order to distinguish this research from others and as prove of authenticity of this research as follows:

The first is entitled "Analysis of Higher Order Thinking Skill Question in Reading Exercise in *Bahasa Inggris* Textbook for Eleventh Grade of Senior High School." This research thesis is coming to Muh Edi Saputra in 2022. The result shows that the distribution of HOTS is greater than the distribution of MOST and the distribution of LOTS. It was proven by the result of the data, which shows that the distribution of LOTS obtains 1 out of 34 items, the distribution of LOTS obtains 16 out of 34 items, and the distribution of HOTS obtains 27, which is the highest distribution in the textbook.

The second is entitled "Using Revised Bloom's Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for Year X of High School." The research is coming to Kurnia Atiullah, Sri Wuli Fitriati, and Dwi Rukmini in 2019. The result shows that the majority of reading comprehension questions in the textbook being studied are at the lowest level of revised Bloom's taxonomy: remembering with 134 items, whereas Higher Order Thinking Skills are only found in 24 out of 158 items. It was concluded that the reading comprehension questions in the English textbook for Year X of high school lack Higher Order Thinking Skills.

The third research conducted by Izzatul Laila and Ima Fitriyah in 2022. The title of this study is "An Analysis of Reading Comprehension Questions in English Textbook Based on Revised Bloom's Taxonomy." The study aimed to know the number of reading comprehension questions at each level between HOTS and LOTS. The result of this research found 142 reading comprehension questions in total, and 83% of them are categorized as LOTS while 17% are categorized as HOTS. It indicated that this textbook concentrated more on lower-level than higher-level thinking questions.

The fourth study, entitled "HOTS in Reading Comprehension Questions of English Textbook for Secondary School (Revised Bloom's Taxonomy study)" The research conducted by Sri Mujayanah, Dewi Rosaria Indah, Apsari Fajar Prihantini, and Yulis Setyowati in 2019. The result showed that the most dominant level in the textbook was Higher Order Thinking Skills (HOTS) was analyzing level in 50%. Then the evaluation reached 30% and creating reached got 20%.

The fifth research, entitled "The Analysis of Reading Comprehension Questions in English Textbook by Using Higher Order Thinking Skill at Grade X of SMAN 2 Padang." The research is coming to Siti Nurul Hapizah Damanik and Yett Zainil in 2019. The findings indicate that the analysis in reading comprehension questions, 36 questions (9,7%) Higher Order Thinking Skill questions were found in the reading comprehension questions. The result of this research also found that mostly-used HOTS criteria in the reading comprehension questions is analyzing category. The knowledge dimensions

found in the questions are factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge.

Based on the previous studies, the researcher has different and similar aspects to be researched. For the similar, the researcher analyzes the HOTS items of the textbook in reading exercise. The different is the researcher uses another object, especially the seventh grade students of Junior High School. The researcher identify the distribution of HOTS and mostly used skill in the *English in Mind Second Edition* textbook for seventh grade Junior High School.

Table 2.4 The Differences and Similarities from Previous Study

No.	Previous Study	The Differences with this Research	The Similarities with this Research
1.	Saputra (2022), "Analysis of Higher Order Thinking Skill Question in Reading Exercise in *Bahasa Inggris* Textbook for Eleventh Grade of Senior High School."	This research is focused on knowing the distribution of HOTS about reading comprehension according to the revised Bloom's taxonomy found in the *Bahasa Inggris* textbook for eleventh grade students.	The similarity with this research is analyze the Higher Order Thinking Skill especially in reading based Bloom's Taxonomy Revision.
2.	Atiullah et al. (2019), "Using Revised Bloom's Taxonomy to Evaluate Higher Order Thinking Skills (HOTS) in Reading Comprehension Questions of English Textbook for Year X of High School."	This previous study was focused on determining the cognitive level of each reading comprehension question according to the revised Bloom's taxonomy in the Year X English textbook for students.	The similarity with this research is analyze the Higher Order Thinking Skill especially in reading based Bloom's Taxonomy Revision.

No.	Previous Study	The Differences with this Research	The Similarities with this Research
3.	Laila et al. (2022), "An Analysis of Reading Comprehension Questions in English Textbook Based on Revised Bloom's Taxonomy."	This research was focused in order to know the number of reading comprehension questions' level between HOTS and LOTS according to the revised Bloom's taxonomy in the textbook entitled "*Bahasa Inggris*" SMA/MA/SMK/MK for 12th grade students published by the Ministry of Education and Culture in 2018.	The similarity with this research is analyze the Higher Order Thinking Skill especially in reading based Bloom's Taxonomy Revision.
4.	Mujayanah et al. (2022), "HOTS in Reading Comprehension Questions of English Textbook for Secondary School (Revised Bloom's Taxonomy study)."	This previous study is focused on examining the extent to which Higher Order Thinking Skills, according to the revised Bloom's taxonomy, are integrated into the reading activities of Year X of Complete English for Cambridge Secondary 1-Unit 1.	The similarity with this research is analyze the Higher Order Thinking Skill especially in reading question of textbook.
5.	Zainil et al. (2020), "The Analysis of Reading Comprehension Questions in English Textbook By Using Higher Order Thinking Skill at Grade X of SMAN 2 Padang."	This research is focused on knowing the levels of questions about reading comprehension according to the revised Bloom's taxonomy found in the English textbooks used by the SMAN Kota Padang.	The similarity with this research is analyze the Higher Order Thinking Skill especially in reading question.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, the researcher used the qualitative content analysis method because the researcher analyzed the content of the textbook, especially the reading exercise in the *English in Mind Second Edition* textbook for seventh grade students. Creswell (2014:15) stated that qualitative research is handled for understanding and exploring the meaning of individuals or groups for human or social problems. In addition, Moleong (2017:7) assumed that qualitative research is research intent on understanding the phenomenon of what the subject is experiencing, such as behaviors, perceptions, motivations, actions, etc., through descriptions in the form of words and language using various natural methods in a specific natural context. According to Krippendorff (2004:18), content analysis is a research technique for making replicable and valid inferences from text (printed material, recorded speeches, visual communications, works of art, artifacts) or other meaningful matter in the contexts of their use.

Qualitative content analysis is one of the numerous research methods used to analyze text data. Furthermore, the data to be collected is qualitative data compiled in the form of essay reading questions collected from the textbook *English in Mind Second Edition* for seventh grade Junior High School. In addition, the researcher used very simple statistical calculations to determine

the distribution of each level of Bloom's taxonomy revision, especially the higher-order thinking level, and interpret the data qualitatively.

B. **Research Setting**

1. Setting of place

    This research was conducted on the *English in Mind Second Edition* textbook for seventh grade in Junior High School. The researcher chose the textbook because it implied an independent curriculum. Another reason is that this textbook is used by the teachers and students at SMPN 1 Jogonalan, where this school is one of the *"Sekolah Penggerak"* that has implemented an independent curriculum.

2. Setting of time

    The researcher collected the data in February 2023 and analyzed the data for three months.

Table 3.1 Research Timeline

No	Activity	Feb	Mar	Apr	May	Jun
1	Proposal seminar	▓				
2	Data collection		▓	▓		
3	Data analysis			▓	▓	
4	Thesis exam					▓

C. **Research Subject**

The research subject in this research was the *English in Mind Second Edition* textbook*,* a seventh grade Junior High School textbook published by the Ministry of Education, Culture, Research, and Technology. The researcher chose to analyze the books used in seventh grade because that is the grade in

which this year's school begins to use the independent curriculum. The *English in Mind Second Edition* textbook consists of 14 chapters. The researcher determined to analyze all reading exercises (around 97 reading questions) as the sample of this research. This book is used by the teacher and students in seventh grade at SMPN 1 Jogonalan.

D. Data and Data Source

In conducting this research, the researcher used all of the essay reading exercises in the textbooks as the data. The data source is the *English in Mind Second Edition* textbook for Junior High School. This data source was used to collect and analyze the data to find the results of the study. This book, published by the Ministry of Education, Culture, Research, and Technology in 2021, was written by Herbert Puchta and Jeff Stranks and used by seventh grade Junior High School students.

There are 126 pages in 14 chapters, and every chapter has different themes and topics for students to learn. Those themes relate to the subject or material that will be learned by students. This book refers to the independent curriculum. There are many exercises that are included in the *English in Mind Second Edition* textbook. Those exercises practice all four basic language skills: reading, writing, speaking, and listening. The researcher used purposive sampling that was limited only to the reading exercises that are also included in this textbook, especially the essay reading questions. There are around 97 reading exercises that were evaluated in this research.

E. Research Instrument

Based on Sugiyono (2010:306), "the qualitative researcher, as the human instrument, has a function to state the research focus, select an informant as a data source, compile the data, judge the quality of the data, analyze the data, interpret the data, and make a conclusion about his or her findings." Therefore, in this study, the researcher played the roles of a data collector and analyst. As a data collector, the researcher collected the data by using an instrument called a checklist table. The checklist table was used as the instrument to answer the research questions and fulfill the research objectives. It was used to assess the availability of Higher Order Thinking Skills from the collected reading questions.

This instrument was used as a tool to obtain data and answer the first and second research questions, namely, regarding the distribution of Higher Order Thinking Skills in the reading exercises in the *English in Mind Second Edition* textbook and the most commonly used HOTS skills in the reading exercises in the *English in Mind Second Edition* textbook. The detailed form of the checklist is provided in Table 3.2 as follows:

Table 3.2 The Distribution of the Cognitive Domain in Essay Reading Exercises Checklist

Chp	No	Essay Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision					
			LOTS	MOTS		HOTS		
			C1	C2	C3	C4	C5	C6
I	1	…						
Total								

Source : Saputra (2022)

Each question listed on the checklist table was examined by obeying the criteria adapted from Pratiwi (2014:39). Later, the researcher used expert judgment to determine the validity of the data.

F. Data Collection Techniques

Data collection techniques are the most important step in this study because the main goal of the research is to obtain the data. According to Marshall and Rossman in Sugiyono (2010:225), the fundamental methods relied on by qualitative research for gathering information are participation in the setting, direct observation, in-depth interviewing, and document review. This research's data collection technique was document review, which entails several activities in analysis, such as:

1. Reading

    The first step of the data collection procedure was to read the *English in Mind Second Edition*, an English textbook for seventh grade Junior High School published by the Ministry of Education, Culture, Research, and Technology in 2021. The researcher read the book to find out information about the essay reading questions there. The researcher divided all essay reading questions based on the chapters in the textbook.

2. Identification

    In this step, the researcher identified the essay reading questions and put it in the checklist table based on the chapter.

3. Classification

The identified data was classified based on the six cognitive domains of Bloom's Taxonomy Revision in the checklist table. The researcher classified the essay reading questions as those that include the six cognitive domains of Bloom's taxonomy: remembering, understanding, applying, analyzing, evaluating, and creating.

4. Simplification

To simplify the data, the researcher put all of the HOTS data from the whole classified data set together and analyzed it.

5. Analysis

The final step was to analyze the data. The data that has been collected and classified then was analyzed.

G. Data Validation Techniques

In analyzing the data, the researcher needed to analyze the validity of the data sources to get valid data. Creswell (2014) states that qualitative validity means that the researcher checks for the accuracy of the findings by employing certain procedures, while qualitative reliability indicates that the researcher's approach is consistent across different researchers and different projects. Validity is defined as the degree of confidence in the data from the study conducted by the researcher. There are some techniques to check the data, such as clarifying the bias, triangulating, using member checking, and peer-debriefing.

To determine the validity of the data in this research, the researcher used expert judgment. Lange (2017) stated that the usual way to assess the quality of an instrument is to consult an expert, which consists of evaluating an instrument using a procedure known as expert judgment. In this research, the researcher asked an English teacher in SMP Muhammadiyah 1 Klaten (Mrs. KF) to serve as an expert validator. The detailed information can be seen in the following table.

Table 3.3 The Result of Reading Exercises Analysis

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
Total												

Source : Janah (2020)

The results of the analysis found by the researcher were validated by the English teacher. The researcher and the English teacher analyze the same parts of the textbook.

H. Data Analysis Techniques

Data analysis in qualitative research, according to Bogdan (in Sugiyono, 2014:244), is the process of systematically searching and arranging interview transcripts, fieldnotes, and other materials that can be accumulated to increase the researcher's own understanding of them and to enable the researcher to present what the researcher has discovered to others. Analyzing data in

qualitative research was done inductively to find the path of the collected data and synthesize it. The qualitative data was analyzed using the interactive model offered by Miles and Huberman (in Sugiyono, 2014:246). The components of analyzing the data drawn as follows:

1. Data Collection

    The data was collected from sources such as people, events, and documents. In this research, the data was obtained by having a document analyzed (*English in Mind Second Edition* Textbook).

2. Data Reduction

    The first step in qualitative data analysis was data reduction. According to Sugiyono (2014:247), data reduction means summarizing, choosing the basics, focusing on important things, and looking for themes and patterns. Firstly, the researcher collected all the data about the reading exercise in the *English in Mind Second Edition* textbook. The researcher entered the data into a checklist table form after collecting it. Data that had no relevance to the research topic was discarded.

    Then, the researcher classified the data that included the six cognitive domains of Bloom's taxonomy revision and simplified the data based on the keyword of Bloom's taxonomy revision in Chapter 2. After that, the researcher counted each cognitive skill from the data and compared it to each level to determine the exact amount of the distribution of the Higher Order Thinking Skill in the *English in Mind Second Edition* textbook reading exercises.

The researcher listed the data that only belongs to the Higher Order Thinking Skills and divided them based on each skill in the higher order thinking level: analyze, evaluate, and create. The data was grouped according to their skills in order to determine what type of higher order thinking question each skill produced.

After that, the researcher counted the distribution of HOTS with the percentage formula. To get the percentage, the researcher used the following formula:

$$P = \frac{f}{N} \; x \; 100 \; \%$$

P   : The percentage of HOTS distribution

f   : The frequency of reading HOTS question

N   : The sum of items

(Anas Sudijono, 1987:20)

The researcher only focused on the distribution of the higher-order thinking level, even though it consists of all the cognitive skills in the revised edition of Bloom's taxonomy, because it was the focus of this research. Finally, the researcher interpreted the result of the data analysis by describing it qualitatively.

3. Data Display

The second step in analyzing the data was to display it. In qualitative research, displaying data can be in the form of a short explanation, diagram, relationship between two categories, flowchart, etc. In addition, Miles and Huberman (in Sugiyono 2014:249) stated that the most frequent form of display data for qualitative research data in the past has been narrative text.

In this research, the researcher used some tables and diagrams, then described the table using a narrative explanation or description. The researcher used some tables to present data about: 1) the distribution of the cognitive domain in reading exercises. 2) the distribution of HOTS in the essay reading exercises. 3) the question list of analyze, evaluate, and create skills. The researcher also used some diagrams to present the data about: 1) the distribution of Bloom Taxonomy cognitive levels in the *English in Mind Second Edition* textbook. 2) The distribution of HOTS in the essay reading question of the *English in Mind Second Edition* textbook.

4. Drawing the conclusion

The last step of qualitative data analysis was drawing conclusions and verifying them. The conclusion drawn from data analysis can answer the problem statement, or it can't, as the problem statement is temporary and might change after conducting research in the field. In other words, it can be said that the conclusion is continuously analyzed and its validity is verified to get the perfect conclusion about the distribution of the Higher Order Thinking Skills in the reading exercises in the *English in Mind Second Edition* textbook.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

Research findings present the result of the data analysis about the distribution of Higher Order Thinking Skills in the reading exercises based on the cognitive level of the revised Bloom's Taxonomy of the *English in Mind Second Edition* textbook. It included remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). There are many exercises that are included, and those exercises practice all the four basic language skills, listening, reading, writing, and speaking, as well as the language components, grammar, vocabulary, and pronunciation. However, this study was limited only to the reading exercises.

Those reading exercises are analyzed by using a checklist table to find out the distribution of cognitive domains in every reading exercise. There are six cognitive domains in the revised edition of Bloom's Taxonomy. Those six domains are divided into lower order thinking levels (remembering), middle order thinking skill levels (understanding, and applying), and Higher Order Thinking Skill levels (analyzing, evaluating, creating). In this part, the researcher showed the amount of each cognitive level of the revised Bloom's Taxonomy presented on the exercises in each chapter and presented the percentage of each cognitive level as well. The data was obtained through validation judgment by an English teacher at SMP Muhammadiyah 1 Klaten.

1. **The Distribution of HOTS in Reading Exercises**

Higher Order Thinking Skills are necessary to be included in students' exercises. They are categorized based on revised Bloom's taxonomy cognitive levels. Accordingly, in order to find the distribution of HOTS in reading exercises based on the criteria of each cognitive level. There are 97 reading exercises that practice the reading skill in the *English in Mind Second Edition* textbook. The detailed data can be seen in the following table.

Table 4.1 The Distribution of the Cognitive Domain in Reading Questions

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision					
				LOTS	MOTS		HOTS		
				C1	C2	C3	C4	C5	C6
1	12	1	Who knows the tennis player's name?		✓				
1	17	2	Where is Joanna from?	✓					
1	17	3	How old is she?	✓					
1	17	4	Who is her heroine?	✓					
2	18	5	What is the name of the band?	✓					
2	18	6	How many people are there in the band?		✓				
2	22	7	Who is on the phone to Mark?					✓	
2	24	8	What is her favourite CD?	✓					

Chap ter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision					
				LOTS	MOTS		HOTS		
				C1	C2	C3	C4	C5	C6
3	26	9	Who is the woman?		✓				
3	26	10	What do you know about the President of the USA?				✓		
3	30	11	Where is each family from?	✓					
3	31	12	Are families different in different parts of your country? Why/why not?				✓		
4	36	13	Why are Kate, Izzie, Mark and Darren late?		✓				
5	40	14	Who is Sally?	✓					
5	40	15	Who is Paula?	✓					
5	45	16	What type of bird does the text mention?		✓				
5	45	17	What are the four most popular pets in the world?		✓				
5	45	18	Where have people got crickets as pets?		✓				
5	45	19	Where have people got baby seals as pets?		✓				
5	45	20	What have kangaroos and sugar gliders both go?		✓				
5	45	21	What pets are popular in your country?				✓		

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision					
				LOTS	MOTS		HOTS		
				C1	C2	C3	C4	C5	C6
6	46	22	Where do some people eat these things? Match the pictures with the countries.	✓					
6	49	23	What does the man want to eat?		✓				
6	50	24	What food does Kate not like?	✓					
6	52	25	Where do they live?	✓					
6	52	26	What do they want to know?		✓				
7	54	27	Where is Calvin from?	✓					
7	54	28	Where is Mawar from?	✓					
7	54	29	Does Mawar watch TV? Why/Why not?				✓		
7	54	30	Does Calvin go to school? Why/Why not?				✓		
7	54	31	What does Calvin's father do?		✓				
7	54	32	What does his mother do?		✓				
7	56	33	How often do you watch TV?		✓				
7	56	34	What channel do you usually watch?		✓				

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision					
				LOTS	MOTS		HOTS		
				C1	C2	C3	C4	C5	C6
7	56	35	Are there interesting TV programmes for teenagers in your country? How do you know?					✓	
7	58	36	What kinds of TV programmes do they like, do you think?	✓					
7	59	37	Do you think that teenagers in your country are similar to Claire and Paul, or different? Why?					✓	
8	64	38	What does Izzie want to change about herself?	✓					
8	64	39	What is Kate worried about?	✓					
8	64	40	Who has got work to do?	✓					
8	64	41	What does Izzie want to change?	✓					
8	64	42	Who does Izzie talk to about her hair?	✓					
8	64	43	Why do people like Izzie?		✓				
8	66	44	Who is new in her school?	✓					
8	66	45	What questions does she ask?	✓					

Chap ter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision					
				LOTS	MOTS		HOTS		
				C1	C2	C3	C4	C5	C6
9	68	46	Who are the two men, do you think?				✓		
9	68	47	What sport event are they doing?		✓				
9	68	48	How does Rick talk to people?	✓					
9	68	49	What do people do in a triathlon?		✓				
9	68	50	How does Dick help Rick in a triathlon event?		✓				
9	68	51	What name do Rick and Dick have when they do a triathlon?	✓					
9	68	52	How long do they take to finish a triathlon?	✓					
9	68	53	Dick says: 'We think that we always win'. Why does he say that, do you think?					✓	
9	72	54	In how many schools can children do two hours or more of sport every week?	✓					
9	73	55	What's his favorite football team?	✓					
10	74	56	What is the man's job?	✓					
10	74	57	What is he doing now?		✓				

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision					
				LOTS	MOTS		HOTS		
				C1	C2	C3	C4	C5	C6
10	78	58	What does Darren want to do?	✓					
10	78	59	What's Izzie doing in picture 1?	✓					
10	78	60	What's Mark doing in picture 2?		✓				
10	78	61	What's Ray doing in picture 3?		✓				
10	78	62	In picture 4, why does Darren want to stop playing football?					✓	
10	80	63	Where is the hotel?		✓				
10	80	64	Why does Lucy like the hotel?		✓				
10	80	65	Where are Lucy's parents?	✓					
10	80	66	What is Lucy doing?	✓					
10	80	67	What's the weather like?	✓					
11	87	68	When did the Edinburgh Festival start?		✓				
11	87	69	What happens at the Edinburgh Tattoo?				✓		
11	87	70	How many people go to the Tattoo each year?	✓					

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision					
				LOTS	MOTS		HOTS		
				C1	C2	C3	C4	C5	C6
11	87	71	Why is it important to organize yourself for a trip to the Edinburgh Festival?					✓	
12	88	72	What do you think the text is about?		✓				
12	88	73	Who were the three men?	✓					
12	90	74	Why was this concert important?				✓		
12	90	75	Where were the Beatles from?		✓				
12	90	76	How many men were there in the group?	✓					
12	90	77	What were their names?	✓					
12	92	78	How did Izzie hurt her head?		✓				
12	94	79	Where was Harry on holiday?	✓					
13	96	80	What is the story about?				✓		
13	96	81	Why did the bus driver say to Rosa: 'Stand up!'?				✓		
13	96	82	Why did Rosa say 'No'?		✓				
13	96	83	What was Rosa's world when she was a little girl?		✓				

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision					
				LOTS	MOTS		HOTS		
				C1	C2	C3	C4	C5	C6
13	96	84	Why did the police take Rosa to prison?				✓		
13	96	85	Why did black people stop using the buses in Alabama?				✓		
13	100	86	What century did these people live in?		✓				
14	104	87	What does the man do?		✓				
14	104	88	Where is he from?	✓					
14	104	89	What was Harley's first job?	✓					
14	104	90	What has his hotel got?	✓					
14	104	91	Is the hotel hard work for Harley? How do you know?					✓	
14	104	92	When did Harley first go to Koh Tao?				✓		
14	104	93	What does Harley miss about London?		✓				
14	104	94	What does Harley like in Koh Tao at night?		✓				
14	108	95	How much money can you win?	✓					
14	108	96	How many words must you write?	✓					

Chap ter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision					
				LOTS	MOTS		HOTS		
				C1	C2	C3	C4	C5	C6
14	108	97	Read Claudia's entry. Which option did she write about, A or B? Write your entry for the competition. Choose option A or B. Use Claudia's model to help you organise your answer.						✓
Total				42	34	-	13	7	1
Percentage				43.3 %	35.1 %	0 %	13.4 %	7.2 %	1 %

Description:

Cognitive Domain of the Revised Bloom's Taxonomy
C1 : Remember   C4   : Analyze
C2 : Understand   C5   : Evaluate
C3 : Apply   C6   : Create

From the table above, the distribution of the higher order thinking level, which consists of analyze, evaluate, and create, only gets 21 questions out of 97 essay reading questions in all chapters of the *English in Mind Second Edition* textbook. The analyze domain (C4) gets 13 questions, and the evaluate domain (C5) gets 7 questions. Meanwhile, the create domain (C6) only gets one question.

It shows that the distribution of the lower order thinking level is 43.3% while the middle order thinking level is 35.1%, and the higher order thinking level is 21.6%. It means that the ratio between the lower order thinking level, middle

order thinking level, and higher order thinking level is 4:3:2. There is the following graph that shows the percentages of the distribution of cognitive domain skills based on the revised Bloom's Taxonomy in Reading Exercises in the *English in Mind Second Edition* textbook.

Diagram 4.1 The Distribution of Taxonomy Bloom in *English in Mind Second Edition* **Textbook**
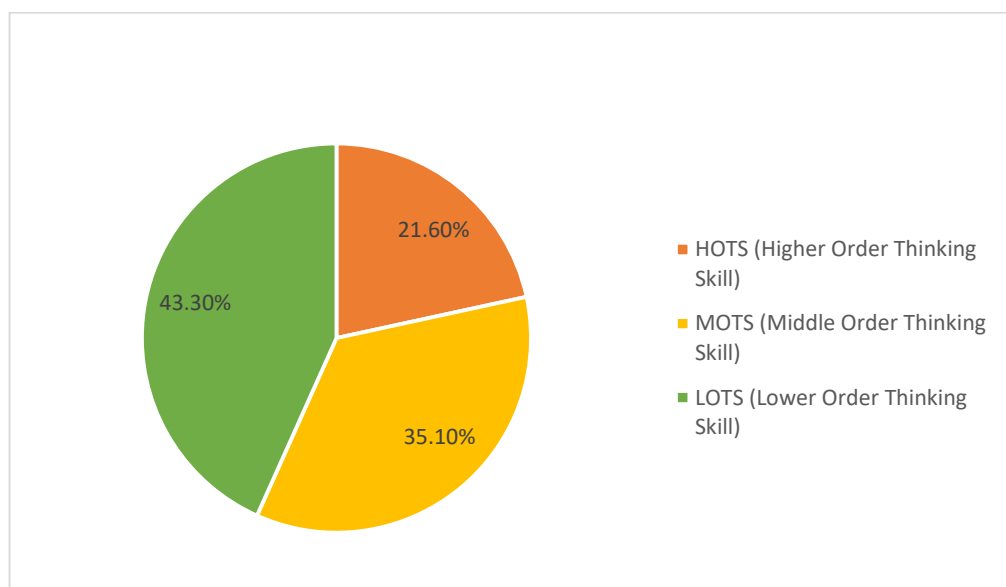
The graphic above shows that the distribution of lower order thinking skills is the most dominant with 43.3%, the second is middle order thinking skills with 35.1%, and the last is Higher Order Thinking Skills with 21.6%. The following table explains the percentage and the distribution of each skill in the Higher Order Thinking Skill in the essay reading exercise of the *English in Mind Second Edition* textbook.

Table 4.2 The Distribution of HOTS in Essay Reading Exercises

Chapter /Page	Theme	HOTS in Essay Reading Questions			Total Score
		C4	**C5**	**C6**	
2/18	We're a new band	0	1	0	1/97 x 100% = 1%
3/26	She Lives in Washington	2	0	0	2/97 x 100% = 2.1%
5/40	They've got Brown Eyes	1	0	0	1/97 x 100% = 1%
7/54	I sometimes watch TV	2	2	0	4/97 x 100% = 4.1%
9/68	Yes, I can	1	1	0	2/97 x 100% = 2.1%
10/74	A bad storm's coming	0	1	0	1/97 x 100% = 1%
11/82	Special Days	1	1	0	2/97 x 100% = 2.1%
12/88	He was only 22	1	0	0	1/97 x 100% = 1%
13/96	What Happened?	4	0	0	4/97 x 100% = 4.1%
14/102	Things Change	1	1	1	3/97 x 100% = 3.1%
		13	**7**	**1**	
	Total Score	**13/97 x 100% = 13.4%**	**10/97 x 100% = 7.3%**	**1/97 x 100% = 1%**	**21/97 x 100% = 21.7%**

The table above shows that of the total 97 essay reading questions in the *English in Mind Second Edition* textbook, the distribution of HOTS in chapters 2, 3, 5, 7, 9, 10, 11, 12, 13, and 14 obtains 13.4% with 13 questions of the analyze level, 7.3% with 7 questions of the evaluate level, and 1% with 1 question of the create level of the HOTS reading exercise. The total distribution of each cognitive in this textbook is 13.4% for the analyze level

(C4), 10.3% for the evaluate level (C5), and 1% for the create level (C6).

The clearly distributed result can be seen in the following graphic.

Diagram 4.2 The Distribution of HOTS in Essay Reading Exercises of
English in Mind Second Edition **Textbook**
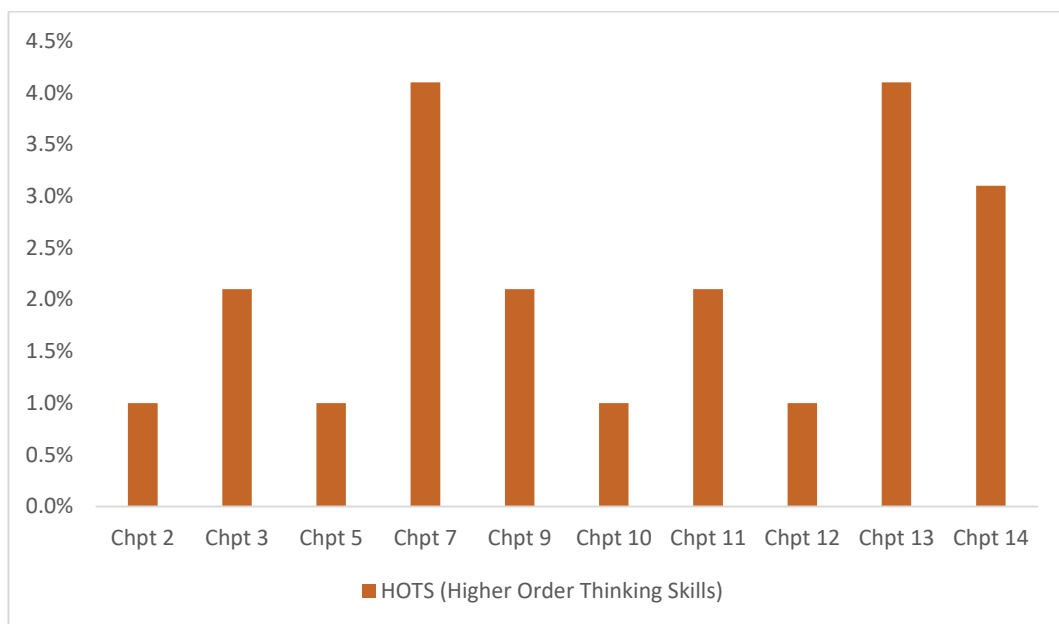
From the graphic above, it can be concluded that chapters 7 and 13

obtain a higher distribution of HOTS, then the second place is chapter 14,

the third place are chapters 3, 9, and 11, and the fourth place are chapters

2, 5, 10, and 12.

2. **The Mostly Used Skill of HOTS in Reading Exercises**

There are 21 HOTS questions in essay reading exercises that are

found in the *English in Mind Second Edition* textbook. Based on the

explanation before, the result is that analyzing skill obtains 13 questions

(13.4%), evaluating skill obtains 7 questions (7.3%), and creating skill

obtains 1 question (1%). Moreover, the following three tables add together

the essay reading questions based on their each skill so the kinds of the questions which belong to the three skills in the higher order thinking level could be seen clearly. The first table is the tablle for the question list of the analyze skill.

Table 4.3 The Question List of Analyze Skill

Chapter	Page	No	Question List of Analyze Skill
3	26	1	What do you know about the President of the USA?
3	31	2	Are families different in different parts of your country? Why/why not?
5	45	3	What pets are popular in your country?
7	54	4	Does Mawar watch TV? Why/Why not?
7	54	5	Does Calvin go to school? Why/Why not?
9	68	6	Who are the two men, do you think?
11	87	7	What happens at the Edinburgh Tattoo?
12	90	8	Why was this concert important?
13	96	9	What is the story about?
13	96	10	Why did the bus driver say to Rosa: 'Stand up!'?
13	96	11	Why did the police take Rosa to prison?
13	96	12	Why did black people stop using the buses in Alabama?
14	104	13	When did Harley first go to Koh Tao?

The table above shows that there are 13 questions belong to the analyze skill. The highest distribution of questions that belong to the analyze

skill is from chapter 13 with three questions. The second table below explains the questions of essay reading exercises which belong to the evaluate skill.

Table 4.4 The Question List of Evaluate Skill

Chapter	Page	No	Question List of Evaluate Skill
2	22	1	Who is on the phone to Mark?
7	56	2	Are there interesting TV programmes for teenagers in your country? How do you know?
7	59	3	Do you think that teenagers in your country are similar to Claire and Paul, or different? Why?
9	68	4	Dick says: 'We think that we always win'. Why does he say that, do you think?
10	78	5	In picture 4, why does Darren want to stop playing football?
11	87	6	Why is it important to organize yourself for a trip to the Edinburgh Festival?
14	104	7	Is the hotel hard work for Harley? How do you know?

According to the table above, it show that there are only 7 questions out of 97 questions from chapter 2, 7, 9, 10, 11, and 14. The highest distribution of questions that belong to the evaluate skill is from chapter 7 with two questions. The third table below explains the questions of essay reading exercises which belong to the create skill.

Table 4.5 The Question List of Create Skill

Chapter	Page	No	Question List of Create Skill
14	108	1	Read Claudia's entry. Which option did she write about, A or B? Write your entry for the competition. Choose option A or B. Use Claudia's model to help you organise your answer.

According to the table above, it show that there are only 1 question out of 97 questions that come from chapter 14.

Thus, regarding the finding above, the highest distribution of Higher Order Thinking Skill is analyzing skill. There are 13 questions belong to the analyze skill. The questions that belong to the analyze skill is from chapter 13, with 4 questions, while chapters 3 and 7 distribute 2 questions, and chapters 5, 9, 11, 12, and 14 distribute one question. The result of data analysis is that the researcher may focus more on the skill of analyzing than on evaluating and creating. In addition, the Higher Order Thinking Skill in the reading exercise has less attention to emphasizing the creating skill, which is just one distribution in this book.

B. Discussion

1. The Distribution of HOTS in Reading Exercises

Based on the findings toward the *English in Mind Second Edition* textbook, the highest distribution of HOTS questions was occupied by chapters 7, and 13. The second place is chapter 11, and the third place are chapters 3, 9, and 14. The fourth place are chapters 2, 5, 10, and 12, while there are no HOTS questions in the chapters 1, 4, 6, and 8. It means that the

distribution of chapters in HOTS questions are unequal if it is compared to LOTS, which distributes chapters in all chapters of the textbook.

In addition, the remembering skill obtains the highest distribution among the one skill in the lower order thinking skill level, even among the six cognitive skills in the revised edition of Bloom's taxonomy, while the analyzing skill obtains the highest distribution only among the three skills in the Higher Order Thinking Skill level. The result of this research is in line that the research which was conducted by Atiullah (2019). Most of essay reading exercises in this textbook contain questions that the answers can be easily located in the texts. It might happen because Baddeley (2000) says that most people think with their working memory (remembering), which is defined as small amounts of information accessible over short periodes of time that people can use in learning and thinking.

On the contrary, the few distribution HOTS questions might happen because the question is more complex than LOTS and MOTS questions which are familiar and frequently occur in the lesson. Beside that, because LOTS and MOTS questions are the easiest to answer by the students and much easier to make by the teacher (Airasian and Russell, 2008:113). As a result, the researcher believes that the textbook writer may be concerned about time constraints in the classroom since students may spend time answering HOTS questions. A supporting statement comes from Airasian and Russell (2008:113), who state that the higher level questions often require the teachers to wait a considerable amount of time for the students

to answer those questions. Furthermore, it is because the higher-level questions may be rarely found so the students often require the teachers to wait a considerable amount of time for the students to answer (Sari in Auliyana, 2019).

2. The Mostly Used Skill of HOTS in Reading Exercises

The researcher draws some conclusions based on the finding above that the most commonly used skill of HOTS in essay reading questions of the *English in Mind Second Edition* textbook is the analyzing skill, there are 13 questions that belong to the analyzing skill. The analyzing skill has a higher distribution than the evaluating or creating skill. It might happen because Brookhart (2010:42) states that it is a must to create such questions that ask the students to describe and figure out how one thing and another are related.

Whereas, the distribution of the evaluating skill in the textbook obtain 7 questions. It might happen because it is one of the most critical thinking skills in the reading skill, so it is so challenging and difficult to answer or even to create (Daiek and Anter, 2004:452). Additionally, Brookhart (2010:53) states that this kind of question can also be modified by requiring literary criticism about things, asking about the quality of the text based on the reader, and asking them the reason.

Beside that, the distribution of the creating just only 1 questions from this textbook. In addition, Daiek and Anter (2004:449) state that the question about creating skills had difficulty being answered. It may cause

the author of this book to not provide the creating skill question because of the utilization of time in the class. However, Daiek and Anter (2004:449) add that the synthesis or creating skill is important in college because the lecturer will ask the students to think about discrete items of information in order to arrive at a deeper understanding. Therefore, it could be better if the textbook provided more create questions or the author paid attention to the distribution of create questions in the essay reading questions.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

As one of the main instructional resources in the teaching and learning process, the textbook plays prominent role for accomplishing the learning objectives. Dealing with the objective of this study, which is to identify the distribution of the Higher Order Thinking Skill in the reading exercise of the *English in Mind Second Edition* textbook and to identify the most commonly used skill of HOTS in the reading exercise of the *English in Mind Second Edition* textbook. In this research, the researcher concluded that: The first, the researcher found three types of Higher Order Thinking Skills in the *English in Mind Second Edition* textbook. There are the analyzing skills, the evaluating skills, and the creating skills. The distribution of HOTS was less than the distribution of MOTS and the distribution of LOTS. It was proven by the result of the data, which shows that the distribution of LOTS obtains 42 out of 97 items, the distribution of MOTS obtains 34 out of 97 items, and the distribution of HOTS obtains 21, which is the lowest distribution in the textbook. Additionally, as the focus of this study, the distribution of Higher Order Thinking Skills looks like:

1. The first place are chapters 7 and 13. Chapter 7 contains 4 out of 97 items, which include 2 question on analyzing skills and 2 question on evaluating skills. Meanwhile, chapter 13 contains 4 out of 97 items, which include 4 out of 97 items which include analyzing skills.

2. In second place is chapter 14. Chapter 14 contains 3 out of 97 items, which include 1 questions on analyzing skills, 1 question on evaluating skills, and 1 question on creating skill.

3. The third are chapters 3, 9, and 11. Chapter 3 obtains 2 out of 97 items that include 2 questions on analyzing skills. Chapters 9, and 11 obtain 2 out of 97 items that include 1 question of analyzing skill and 1 question of evaluating skill.

4. The fourth are chapters 2, 5, 10, and 12. Chapter 5 and 12 obtains 1 out of 97 items that include 1 question about analyzing skills. Chapter 2 and 10 obtains 1 out of 97 items that include 1 question of evaluating skill.

The second, the researcher concluded that the *English in Mind Second Edition* textbook emphasizes more analyzing skills in the scope of Higher Order Thinking Skills. Moreover, the highest distribution is obtained by chapters 7 and 13, which provide 8 items from 21 items of HOTS skill in the *English in Mind Second Edition* textbook, and there are four chapters in the textbook that are not distributed by Higher Order Thinking Skill. Finally, the researcher can draw the conclusion that the Higher Order Thinking Skill is obviously treated and practiced by the essay reading exercises in the *English in Mind Second Edition* textbook, especially the analyzing skill, which is the most used HOTS skill in the essay reading exercises. But, in creating skill, there are just only one question that present in this textbook. So, this textbook is less effective at improving the critical thinking skill of students because it less emphasizes HOTS level.

B. Suggestion

Based on the results of this research, the researcher would like to give some suggestions that might be useful for everyone who reads this study.

1. The English Teacher

    From this research, the researcher hopes that it can be suggested to English teachers to add HOTS-oriented learning materials and maximally applly high level thinking questions in the learning process. Therefore, HOTS can be properly covered.

2. The textbook writer

    From this research, the researcher hopes that it can be suggested for the book writer to improve the textbook with more HOTS exercises. It is because HOTS now become very important to be developed education. Also, the book writer must constantly update on recent trending to provide more real life related reading passages.

3. The next researcher

    From this study, the researcher hopes this research can be suggested to the next researcher who will discuss the same topic, and this study can be useful as a reference. Therefore, they can do new research about Higher Order Thinking Skills from the other source of textbooks.

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APPENDICES

Appendix I : The Analysis Card for Analyzing The Data

Level	Keywords
Remembering – produce the right information from memory (recognizing and recalling).	Define, name, record, match, select, underline, cite, sort, know, recall, listen, choose, quote, memorize, show, distinguish, reproduce.
Understanding – make meaning from educational materials or experiences (interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining).	Relate, identify, discuss, locate, retell, research, convert, annotate, translate, give, describe, report, recognize, review, observe
Applying – use a procedure is a given situation (executing and implementing).	Translate, manipulate, exhibit, illustrate, calculate, sketch, interpret, prepare, make, experiment, list, practice, apply, practice, relate.
Analyzing – break material into parts and describe how the parts relate to the whole (differentiating, organizing, attributing).	Distinguish, interpret, inspect, compare, examine, inventory, probe, scrutinize, separate, discover, inquire, survey, arrange, detect.
Evaluating – make judgments based on criteria and standards (checking, critiquing).	Judge, rate, validate, predict, asses, score, evaluate, compare, defend, select, measure, appraise, value, probe, argue, decide, estimate.
Creating – put elements together to form something new or recognize components of a new structure (generating, planning, and producing).	Compose, assemble, manage, pretend, arrange, organize, invent, generalize, systematize, show, compile, forecast, modify, devise, derive, purpose, construct, plan, revise, collect, prepare.

Appendix II : The Validation of the Data

DATA VALIDATION OF COGNITIVE DOMAIN OF BLOOM'S TAXONOMY REVISION IN ESSAY READING EXERCISES OF *ENGLISH IN MIND SECOND EDITION* TEXTBOOK

Validator : Khusnul Fatimah, S.Pd.

Time : 24 April 2023

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
1	12	1	Who knows the tennis player's name?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.
1	17	2	Where is Joanna from?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS			HOTS				
				C1	C2	C3	C4	C5	C6			
1	17	3	How old is she?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
1	17	4	Who is her heroine?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
2	18	5	What is the name of the band?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS			HOTS				
				C1	C2	C3	C4	C5	C6			
2	18	6	How many people are there in the band?		✓					C2	C2	This exercise leads the students to identify and recognize the text to answer the question. Thus, it belongs to C2.
2	22	7	Who is on the phone to Mark?					✓		C5	C5	This exercise leads the students to predict who is on the Phone with Mark after read and analyze the text to answer the question. Thus, it belongs to C5.
2	24	8	What is her favourite CD?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
3	26	9	Who is the woman?		✓					C2	C2	This exercise leads the students to identify the text and retell the information to answer the question. Thus, it belongs to C2.
3	26	10	What do you know about the President of the USA?				✓			C4	C4	This exercise leads the students to interpret what the students know about the President of USA and they will look for much information from many source to answer the question. Thus, it belongs to C4.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
3	30	11	Where is each family from?	✓						C2	C1	The researcher analyze this question include understanding skill, but the validator state that it include remembering skill. It because this exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
3	31	12	Are families different in different parts of your country? Why/why not?				✓			C4	C4	This exercise leads the students to identify and survey to the people in more than one country from many sources. Then, the students will distinguish the information that they got to answer the question. Thus, it belongs to C4.
4	36	13	Why are Kate, Izzie, Mark and Darren late?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
5	40	14	Who is Sally?	✓						C1	C1	This exercise leads the students to know the text mean and recall their memorization to answer the question. Thus, it belongs to C1.
5	40	15	Who is Paula?	✓						C1	C1	This exercise leads the students to know the text mean and recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
5	45	16	What type of bird does the text mention?		✓					C2	C2	This exercise leads the students to identify the text and retell the information that they get from the text to answer the question. Thus, it belongs to C2.
5	45	17	What are the four most popular pets in the world?		✓					C2	C2	This exercise leads the students to identify the text and retell the information that they get from the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
5	45	18	Where have people got crickets as pets?		✓					C2	C2	This exercise leads the students to identify and recognize the text to answer the question. Thus, it belongs to C2.
5	45	19	Where have people got baby seals as pets?		✓					C2	C2	This exercise leads the students to identify and recognize the text to answer the question. Thus, it belongs to C2.
5	45	20	What have kangaroos and sugar gliders both go?		✓					C2	C2	This exercise leads the students to identify and recognize the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
5	45	21	What pets are popular in your country?				✓			C4	C4	This exercise leads the students to identify and survey to the people that have pet in the students' country from many sources. Then, the students will find and discover the popular pets in their country to answer the question. Thus, it belongs to C4.
6	46	22	Where do some people eat these things? Match the pictures with the countries.	✓						C1	C1	This exercise leads the students to recall their memorization and to match the information from the text to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
6	49	23	What does the man want to eat?		✓					C2	C2	This exercise leads the students to identify and relate the information from the text to answer the question. Thus, it belongs to C2.
6	50	24	What food does Kate not like?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
6	52	25	Where do they live?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
6	52	26	What do they want to know?		✓					C2	C2	This exercise leads the students to identify the information from the text to answer the question. Thus, it belongs to C2.
7	54	27	Where is Calvin from?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
7	54	28	Where is Mawar from?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
7	54	29	Does Mawar watch TV? Why/Why not?				✓			C5	C4	The researcher analyze this question included evaluating skill, but the validator state that it include analyzing skill. It because this exercise leads the students to detect the answer from thtext in this question. Thus, it belongs to C4.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
7	54	30	Does Calvin go to school? Why/Why not?				✓			C5	C4	The researcher analyze this question included evaluating skill, but the validator state that it include analyzing skill. It because this exercise leads the students to detect the answer from the text in this question. Thus, it belongs to C4.
8	54	31	What does Calvin's father do?		✓					C2	C2	This exercise leads the students to identify and recognize the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
9	54	32	What does his mother do?		✓					C2	C2	This exercise leads the students to identify and recognize the text to answer the question. Thus, it belongs to C2.
7	56	33	How often do you watch TV?		✓					C2	C2	This exercise leads the students to identify and recognize the text with the student experience to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS			HOTS				
				C1	C2	C3	C4	C5	C6			
7	56	34	What channel do you usually watch?		✓					C2	C2	This exercise leads the students to identify and recognize the text with the student experience to answer the question. Thus, it belongs to C2.
7	56	35	Are there interesting TV programmes for teenagers in your country? Mention them and write the reason					✓		C5	C5	This exercise leads the students to evaluate and select the TV programmes that interested to teenagers and probe it with their argument based on their daily life/experience to answer the question. Thus, it belongs to C5.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS			HOTS				
				C1	C2	C3	C4	C5	C6			
7	58	36	What kinds of TV programmes do they like, do you think?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
7	59	37	Do you think that teenagers in your country are similar to Claire and Paul, or different? Why?					✓		C5	C5	This exercise leads the students to evaluate are the teenagers in their country are similar to Claire and Paul. Then they will probe it with their argument based on their daily life/experience to answer the question. Thus, it belongs to C5.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
8	64	38	What does Izzie want to change about herself?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
8	64	39	What is Kate worried about?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
8	64	40	Who has got work to do?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
8	64	41	What does Izzie want to change?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
8	64	42	Who does Izzie talk to about her hair?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
8	64	43	Why do people like Izzie?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS			HOTS				
				C1	C2	C3	C4	C5	C6			
8	66	44	Who is new in her school?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
8	66	45	What questions does she ask?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
9	68	46	Who are the two men, do you think?				✓			C4	C4	This exercise leads the students to interpret what the students know the two men and they will analyze and detect who are they based some information from the text to answer the question. Thus, it belongs to C4.
9	68	47	What sport event are they doing?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
9	68	48	How does Rick talk to people?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
9	68	49	What do people do in a triathlon?		✓					C2	C2	This exercise leads the students to identify the text and retell the information to answer the question. Thus, it belongs to C2.
9	68	50	How does Dick help Rick in a triathlon event?		✓					C2	C2	This exercise leads the students to identify the text and retell the information to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS			HOTS				
				C1	C2	C3	C4	C5	C6			
9	68	51	What name do Rick and Dick have when they do a triathlon?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
9	68	52	How long do they take to finish a triathlon?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS			HOTS				
				C1	C2	C3	C4	C5	C6			
9	68	53	Dick says: 'We think that we always win'. Why does he say that, do you think?					✓		C5	C5	This exercise leads the students to estimate why does Dick say that then they will probe it with their argument based on the information from the text to answer the question. Thus, it belongs to C5.
9	72	54	In how many schools can children do two hours or more of sport every week?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
9	73	55	What's his favorite football team?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
10	74	56	What is the man's job?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
10	74	57	What is he doing now?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS			HOTS				
				C1	C2	C3	C4	C5	C6			
10	78	58	What does Darren want to do?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
10	78	59	What's Izzie doing in picture 1?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
10	78	60	What's Mark doing in picture 2?		✓					C4	C2	The researcher analyze this question included analyzing skill, but the validator state that it include understanding skill. It because this exercise leads the students to identify What's the Mark doing because the answer doesn't state in the text. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
10	78	61	What's Ray doing in picture 3?		✓					C4	C2	The researcher analyze this question included analyzing skill, but the validator state that it include understanding skill. It because this exercise leads the students to identify What's the Mark doing because the answer doesn't state in the text. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS			HOTS				
				C1	C2	C3	C4	C5	C6			
10	78	62	In picture 4, why does Darren want to stop playing football?					✓		C5	C5	This exercise leads the students to estimate and predict the reason why does Darren want to stop playing football. Then they will probe it with their argument to answer the question. Thus, it belongs to C5.
10	80	63	Where is the hotel?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.
10	80	64	Why does Lucy like the hotel?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
10	80	65	Where are Lucy's parents?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
10	80	66	What is Lucy doing?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
10	80	67	What's the weather like?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
11	87	68	When did the Edinburgh Festival start?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.
11	87	69	What happens at the Edinburgh Tattoo?				✓			C4	C4	This exercise leads the students to interpret what the students know the two men and they will analyze and detect who are they based some information from the text to answer the question. Thus, it belongs to C4.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS			HOTS				
				C1	C2	C3	C4	C5	C6			
11	87	70	How many people go to the Tattoo each year?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
11	87	71	Why is it important to organize yourself for a trip to the Edinburgh Festival?					✓		C5	C5	This exercise leads the students to evaluate the reason why important to organize if themself will have a trip. Then they will probe it with their argument based on their daily life/experience to answer the question. Thus, it belongs to C5.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
12	88	72	What do you think the text is about?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.
12	88	73	Who were the three men?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

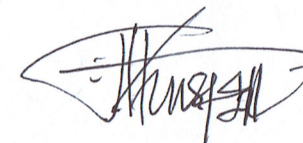| Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
12	90	74	Why was this concert important?				✓			C4	C4	This exercise leads the students to interpret why was this concert important and they will analyze and detect why was this concert important based some information from the text to answer the question. Thus, it belongs to C4.
12	90	75	Where were the Beatles from?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
12	90	76	How many men were there in the group?	✓						C2	C1	The researcher analyze this question include understanding skill, but the validator state that it include remembering skill. It because this exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
12	90	77	What were their names?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
12	92	78	How did Izzie hurt her head?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.
12	94	79	Where was Harry on holiday?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
13	96	80	What is the story about?				✓			C4	C4	This exercise leads the students to interpret the text and they will analyze and inspect what is the story about to answer the question. Thus, it belongs to C4.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
13	96	81	Why did the bus driver say to Rosa: 'Stand up!'?				✓			C4	C4	This exercise leads the students to interpret why why the bus driver said that based some information and the students' background knowledge from the text to answer the question. Thus, it belongs to C4.
13	96	82	Why did Rosa say 'No'?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
13	96	83	What was Rosa's world when she was a little girl?		✓					C2	C2	This exercise leads the students to identify the text and retell Rosa's world when she was a little girl to answer the question. Thus, it belongs to C2.
13	96	84	Why did the police take Rosa to prison?				✓			C4	C4	This exercise leads the students to interpret the text and they will analyze and detect the reason the police take Rosa to prison. Thus, it belongs to C4.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
13	96	85	Why did black people stop using the buses in Alabama?				✓			C4	C4	This exercise leads the students to interpret the text and they will analyze and inspect the reason the black people stop using the buses in Alabama. Thus, it belongs to C4.
13	100	86	What century did these people live in?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.
14	104	87	What does the man do?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
14	104	88	Where is he from?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
14	104	89	What was Harley's first job?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
14	104	90	What has his hotel got?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS			HOTS				
				C1	C2	C3	C4	C5	C6			
14	104	91	Is the hotel hard work for Harley? How do you know?					✓		C5	C5	This exercise leads the students to argue and probe it with their argument based on the text to answer the question. Thus, it belongs to C5.
14	104	92	When did Harley first go to Koh Tao?				✓			C4	C4	This exercise leads the students to interpret the text mean and they will analyze when did Harley go to Koh Tao. Thus, it belongs to C4.
14	104	93	What does Harley miss about London?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
14	104	94	What does Harley like in Koh Tao at night?		✓					C2	C2	This exercise leads the students to identify the text to answer the question. Thus, it belongs to C2.
14	108	95	How much money can you win?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.
14	108	96	How many words must you write?	✓						C1	C1	This exercise leads the students to recall their memorization to answer the question. Thus, it belongs to C1.

Chapter	Page	No	Reading Questions	Cognitive Domain of Bloom's Taxonomy Revision						Researcher	Validator	Explanation
				LOTS	MOTS		HOTS					
				C1	C2	C3	C4	C5	C6			
14	108	97	Read Claudia's entry. Which option did she write about, A or B? Write your entry for the competition. Choose option A or B. Use Claudia's model to help you organise your answer.						✓	C6	C6	This exercise leads the students to compose and arrange the sentences about entry for the competition. They will collect some information from many sources to organize some sentences to answer the question. Thus, it belongs to C6.
Total				42	34	-	13	7	1			
Precentage				43.3 %	35.1 %	0 %	13.4 %	7.2 %	1 %			

Description:

Cognitive Domain in Bloom's Taxonomy

C1 : Remember   C4 : Analyze

C2 : Understand   C5 : Evaluate

C3 : Apply   C6 : Create

Klaten, April 24th, 2023

Validator

(Khusnul Fatimah, S.Pd)

Appendix III : The Data from the Textbook

The Long or Short Answer Question of the Reading Exercises in *English in Mind Second Edition* **Textbook**

135

Left page

8 Speak

Work with a partner. Talk about the people on page 16. Use the information below.

Dinara Safina's a tennis player. She's from Moscow. She's Russian.

1	... a tennis player.	... Guadalajara.	... Russian.
2	... a singer.	... Rio de Janeiro.	... Mexican.
3	... an actress.	... Newark.	... Turkish.
4	... a rap singer.	... Rosario.	... Brazilian.
5	... a football player.	... Moscow.	... American.
6	... an actor.	... Chicago.	... American.
7	... a golfer.	... Istanbul.	... Argentinean.

9 Listen

a ▶ CD1 T28 Listen and check your answers to Exercise 8.

b Correct the information.
1 Dinara Safina is a golfer. *No, she isn't, she's a tennis player.*
2 Lionel Messi is from Barcelona.
3 Sertab Erener is from London.
4 Lorena Ochoa is Spanish.
5 Rodrigo Santoro is a singer.
6 Queen Latifah is from Istanbul.
7 Kanye West is from Turkey.

c Who is your hero or heroine?

10 Write

a Read the example. Where is Joanna from? How old is she? Who is her heroine?

Hi! I'm Joanna. I'm 19. I'm English. I'm from Manchester. My address is 4 Brooklands Road, Sale, Manchester. My mobile phone number is 07715 201523. My heroine is Alicia Keys. She's from New York.

This isn't Alicia, this is me!

b Now write about yourself. Use Joanna's text to help you.

Hi!

For your portfolio

Right page

2 We're a new band

★ The verb *be* (plural)   ★ Object pronouns
★ I (don't) like ... / Do you like ... ?   ★ Vocabulary: positive and negative adjectives

1 Read and listen

a Work with a partner. Name three songs or bands that are popular in your country at the moment.

Chuck: Hi! It's great to be here today. We're the Targets and we're a new band. I'm Chuck, the singer. That's Kate on lead guitar, Matt on bass guitar and Connor on drums. OK ... are there any questions before our first song?

Girl: Yes ... are you all from the same city?

Chuck: Yes, we are.

Kate: No, we aren't! Chuck, Matt and Connor are all from Birmingham! I'm from Coventry.

Boy: Erm ... how old are you?

Matt: Chuck and I are 19, and Kate and Connor are 18.

Chuck: OK, guys ... This is our first song for you today. It's new, and it's ... *Are We Alone?*

b ▶ CD1 T29 Chuck is the singer in a band. Read and listen to the interview. Then answer the questions.
1 What is the name of the band?
2 How many people are there in the band?

c Read the sentences and write *T* (true) or *F* (false). Correct the false sentences
1 Matt and Chuck both play the guitar in the band. ☐
2 Two people in the band are not from Birmingham. ☐
3 Chuck is from a city called Coventry. ☐
4 All the people in the band are 18. ☐
5 *Are We Alone?* is an old song. ☐

18   UNIT 2

Just a little joke

8 Read and listen

a ▶ CD1 T36 Look at the title of the story and the pictures. Who is on the phone to Mark? Read, listen and check.

1

Darren: Hey, girls! There's a Targets concert here – at the centre!
Izzie: The Targets? Really? They're a great band!
Darren: That's right – The Targets! They're my friends.
Kate: Cool! When's the concert?
Darren: Saturday.

Darren: Do you want to go? Together?
Izzie: Of course!
Kate: Absolutely! They're my favourite band.

2

3

Mark: Darren, it's for you. It's your friend Chuck, the singer from the Targets.
Darren: Oh. Erm. OK, look. There's no concert ... sorry! Just a little joke. I'm sorry, guys.

4

Mark: I know, Darren. And it isn't Chuck on the phone. Just a little joke, too!

b Read the story again. Mark the statements *T* (true) or *F* (false). Correct the false statements.

1 The Targets concert is at the centre. [T]
2 The concert is on Friday night. [ ]
3 Izzie wants to go, but Kate doesn't want to go. [ ]
4 Chuck is the singer from The Targets. [ ]
5 Chuck is on the phone with Mark. [ ]

12 Write

For your portfolio

a Read Anna's email about her favourite band. What is her favourite CD?

From: anna.mccarthy@epals.net
Attachments: coldplay.jpg

Hi!
My favourite band is Coldplay. They're fantastic. I really like their music. They are from England. Coldplay are a band of four men. The singer's name is Chris Martin. My favourite Coldplay CD is *Lost*.
What about you?
CU, Anna

b Write an email to your friend about your favourite band. Tell him or her:
- the name of your favourite band
- why you like them
- where they are from
- who is in the band.

Use Anna's email to help you.

13 Last but not least: more speaking

a Cut out photos of celebrities from a magazine. In pairs, think of questions you would like to ask the star. Also think what you would like to tell him/her in English.

b One of you comes to the front. He or she is the celebrity in the photo. He or she holds the photo of the famous person. The others ask questions and make comments.

What's your (favourite) ...?   How old ...?
Where ...?   Are you ...?
Do you (like) ...?   We really like ...
We think ...

3 She lives in Washington

* Present simple: positive and negative; questions and short answers
* Possessive 's; possessive adjectives
* Vocabulary: family

1 Read and listen

a Look at the pictures. Who is the woman? Read the magazine article and check your answer.

America's First Lady

Michelle Obama is America's first lady, the wife of the US President, Barack Obama. Millions see her on TV. What do you know about her? Where is she from? How does she live?

Michelle is from Chicago. She's the daughter of Fraser and Marian Robinson. Her father is dead and Marian doesn't live in Chicago any more. Marian is an important woman now – she is the grandmother of the US President's children.

Now Michelle and her family live in Washington, in the White House. There are 132 rooms and 35 bathrooms – but Michelle and her family don't use them all!

The Obamas live with Michelle's mother, their two daughters, Malia and Sasha, and their dog, Bo. Bo, a present to the girls from their father, is a Portuguese water dog.

Michelle is very busy. She works on important projects for the American people. She also helps her husband with his work and his official duties.

b ▶ CD1 T30 Read the article again and listen. Write *T* (true) or *F* (false). Correct the false statements.

1 Michelle Obama comes from England. `F`
2 Her mother is alive but her father isn't. ☐
3 Her mother's name is Fraser. ☐
4 Michelle lives in Chicago now. ☐
5 There are two girls in the Obama family. ☐
6 Michelle helps her husband with his work. ☐

c What do you know about the President of the USA?

Culture in mind

9 Read and listen

a Read about two British families. Where is each family from?

British families

1 The Siddiqui family live in Birmingham. Birmingham is a big city in the middle of the country. Mohammed and his mother Rani are from Bangladesh. Mohammed's wife Maureen is British and she comes from Liverpool.

Mohammed and Maureen have a grocery shop. It sells fruit, vegetables and drinks. They live in the flat above the shop and Rani looks after their two children. Mohammed and Maureen both work in the shop. The shop's open until 10 pm every day, so they work hard.

'I'm happy to work hard for my wife and family,' says Mohammed.

2 The Jackson family live in Chester. They rent a house. They want to buy their own house, so they save money when they can.

Daniel Jackson works in a factory in Manchester – it's not a bad job but it's a long way for him to go to work. His wife, Jill, is a secretary in a school.

The Jacksons have two teenage children. They are both at school, and when Jill finishes work, she drives to their school and then takes them home.

Liverpool Manchester
Chester
Birmingham
London

Left page

b ▶ CD1 T41 Read the text again and listen. Complete the missing information in the table.

Family	City	Number of children	Mother's job	Father's job
the Siddiqui family	Birmingham			
the Jackson family				

c Are families different in different parts of your country? Why/why not?

10 Write

a Read Jenny's webpage about her family. Write names under the pictures.

Hi, I'm Jenny Groves.
I'm 15 and I live in Bristol. I love it – it's a fantastic city!

This is my sister Annie – she's 13. We go shopping together at the weekends. My brother Andy's 18. He works in a shop in town. He's OK, but we have fights sometimes.

This is my father – his name's Mark. He's 44, and he's a teacher. My mother's name is Susan – she's 44, too, and she works in a bank.

My grandparents' names are Arthur and Lynne. They're great! They live in Reading, near London.

1 _____Jenny_____   2 _____   3 _____

4 _____   5 _____   6 _____

b Write a paragraph about your family. Use Jenny's webpage to help you.

For your portfolio

UNIT 3   31

Right page

A charity run

8 Read and Listen

a ▶ CD1 T45 Look at the title of the story and the pictures. Why are Kate, Izzie, Mark and Darren late? Read, listen and check your answer.

1
Darren: Jo's in a half-marathon tomorrow. For a children's charity.
Kate: Really? Great – let's go and watch her.
Darren: OK – but it's in Linton. It starts in Gordon Park at 11.00.

2 The next day
Izzie: It's 10.50! We're late!
Mark: Wait a minute. Where are we?
Darren: I have no idea!

3
Kate: Excuse me – where's Gordon Park?
Woman: Gordon Park? Oh – just go down here, past the church and turn left. The entrance is opposite the post office.
Kate: Great. Thanks.
Mark: Hurry up! It starts in ten minutes.

4
Mark: Here we are! And look – there's Jo!
Izzie: Hi Jo. We're here! Good luck!
Jo: Thanks – but actually, the race is over! It started at 8.00.
Darren: Oh no! Wrong time, sorry!
Jo: It's OK guys – I'm happy you're here!

b Read the story again. Match the beginnings and endings.

1 Jo is in
2 The four friends
3 They think the race starts
4 They ask a woman
5 When they get to the park,
6 Jo is very happy

a for directions to Gordon Park.
b the race is finished.
c a half-marathon race.
d to see the four friends.
e want to go and watch the race.
f at 11 o'clock.

36   UNIT 4

Left page

budgie

kangaroo

Madagascar hissing cockroach

Another example of an unusual pet is the 'Madagascar hissing cockroach'. It's quite big. It's clean and doesn't bite, and it sometimes makes a loud noise. Madagascar hissing cockroaches make good pets for children. In Australia and Indonesia, some people have got 'sugar gliders'. They are marsupials (that means they have got a pocket or 'pouch' for their babies – like a kangaroo) and they 'fly' from tree to tree.

sugar glider

b ▶ CD1 T17 Read the text again and listen. Answer the questions.

1 What type of bird does the text mention?
2 What are the four most popular pets in the world?
3 Where have people got crickets as pets?
4 Where have people got baby seals as pets?
5 Do hissing cockroaches bite?
6 What have kangaroos and sugar gliders both got?

c What pets are popular in your country?

9 Write

a Read Anna's descriptions of her brother and her best friend. Match the descriptions with the pictures. Write the numbers in the boxes.

1 My brother's name's Matt, and he's 15. He wears glasses and he's got brown eyes and short brown hair. He really likes music. His favourite band is Red Hot Chili Peppers.

2 My best friend's name is Davide and he's 14. He's from France but he lives in London. He's good-looking and he's got short black hair and green eyes. He has got a pet dog called Luc. He likes sports and he plays tennis and football.

A

B

b Write two short descriptions of your friends or family. Use Anna's texts to help you.

For your portfolio

UNIT 5   45

Right page

6 This is delicious!

★ I'd like / Would you like … ?
★ Countable and uncountable nouns
★ this/that/these/those
★ Vocabulary: food

1 Read and listen

a Look at the pictures. Where do some people eat these things? Match the pictures with the countries. Write a–d in the boxes.

a Japan   c Indonesia
b China   d Slovenia

b ▶ CD1 T18 Read the article and listen. Check your answers to Exercise 1a.

Unusual food around the world

1

2

3

4

Jiro is Japanese, and he likes food! When he asks, 'Do you want an egg?', be careful. Most of us eat cooked eggs, but in Japan they often eat raw eggs on top of rice. Jiro says, 'We eat sushi – raw fish – all the time in Japan, so it isn't surprising that we eat raw eggs too!'

Katka says that in her country, Slovenia, they have very good stews. Some of them are chicken or beef, but others have got different meat … mice! Not for me, thanks!

And now we're at **Lastri's** house. She lives in Indonesia. It's time to eat. 'What's this?' you ask. 'Oh, it's a dragonfly,' she answers. Perhaps you say: 'Ah, I see … er, not for me, thanks', and put it back on the plate!

Wang's from China, and his favourite food is snake. He says there are lots of good dishes, and they've all got snake in them. There are special snake meat restaurants too. Wang says snake meat is good. I don't think I want to try it. But maybe Jiro, Katka, Lastri or Wang wouldn't like some of the things that I eat!

46   UNIT 6

★ I'd like … / Would you like … ?

d ▶ CD1 T60 **Read and listen to the dialogue. What does the man want to eat?**

Woman: OK, let's have lunch. Would you like a salad?

Man: Yes, please. That's a good idea.

Woman: Would you like some cheese, tomatoes, lettuce and cucumber?

Man: Yes, please. And I'd like some potatoes if there are any.

Woman: Yes, there are! I've got five kilos of potatoes in the cupboard. And would you like some olives, too?

Man: No, thanks. I don't like olives!

Woman: OK, and then for dessert, some fruit – would you like some strawberries and cherries?

Man: Yes, that sounds great!

e **Complete the questions and answers with the correct words.**

1
A: Would you _____ a salad?
B: Yes, _____ .

2
_____ some cheese, tomatoes, lettuce and cucumber?

3
A: _____ some olives, too?
B: No, _____ .

4 Pronunciation

★ /w/ would

▶ CD1 T61 **Turn to page 110.**

5 Listen and speak

a ▶ CD1 T62 **Look at the menu. Listen and tick (✔) the things that the people order.**

The Coach House
Evening menu

STARTERS
Soup of the day
Goat's cheese with mushrooms
Mixed salad

MAIN COURSES
Chicken in lemon sauce
Baked salmon
Roast lamb
Vegetable curry

★ All our main courses come with rice or potatoes, and a selection of vegetables or salad

DESSERTS
Fresh fruit salad
Ice cream (vanilla, chocolate and strawberry)

DRINKS
Fresh fruit juice
Tea
Coffee
Water

b Work in small groups. Role play a dialogue in a restaurant. Take turns to be the waiter and the customer. Use the phrases in the box to help you.

Are you ready to order?
Would you like rice or potatoes?
What would you like to drink?

UNIT 6 **49**

Enjoy your lunch!

6 Read and listen

a ▶ CD1 T63 Look at the title of the story and the pictures. What food does Kate **not** like? Read, listen and check your answer.

1

Kate: Lunch! Great!
Izzie: Yeah – I'm really hungry. What have you got, Mark?
Mark: Lamb curry and rice. My mum's special recipe! Would you like some?

2

Izzie: Yes, please!
Mark: Kate?
Kate: No thanks, Mark. I don't like lamb.
Mark: Oh, right. OK.

3

Darren: Mmm – this samosa is good!
Kate: Samosa? What's that, Darren?
Darren: Try one. Here you go!
Kate: Thanks!

4

Kate: Mmm – it's delicious! What's in it?
Darren: Well, some samosas have got beef or vegetables – but this one's got lamb!
Kate: You're joking! Lamb? Oh, now I feel silly!
Mark: Don't worry, Kate. Just enjoy your lunch!

b Read the story again. Put the sentences into the correct order. Write 1–6.

a Darren says the samosa has got lamb in it. ☐
b Kate says she doesn't like lamb. ☐
c They sit down to eat their lunch. ☐ 1
d Kate feels silly. ☐
e Darren says he likes his samosa. ☐
f Kate tries a samosa – and she likes it! ☐

50 UNIT 6

Left page

10 Write

a You are going to Britain next month to stay with an English family. Read the email from them. Where do they live? What do they want to know?

Dear _____

We're very happy you want to stay with us in England next month. We'd like to learn all about what you like before you arrive. Please write to us and tell us all about you! What food do you like? Is there any food you don't like? What's your favourite food?

Also, please tell us what you'd like to do here in London!

Best wishes and see you soon,

Adrian and Kerry Johnson

P.S. This is a photo of us with our dog, Ruff. Please send us a photo of you!

b Write your reply to the email. Start like this:

Dear Adrian and Kerry,

Thank you for your letter and the photo!

Here's a photo of my family and me.

11 Last but not least: more speaking

Work in groups of four.

1 Each of you writes a list of four things to eat on a piece of paper. Make sure the others do not see what you are writing.
2 Fold the lists, and put them in a bag or a box.
3 Each of you takes out one of the lists. Unfold it, and read it.
4 One of you starts. He/She talks about the food on the list, saying two sentences that are true and two sentences that are not true. The others listen.
5 In the end each of you says what you think is true/false.

Example:

I love tomatoes. I never eat lamb, I don't like it. Carrots are my favourite vegetable. My mum likes goat's cheese.

I think it isn't true that you like tomatoes. And I think it isn't true that your mum likes goat's cheese.

Right page

7 I sometimes watch TV

★ Present simple with adverbs of frequency
★ Vocabulary: days of the week, TV programmes, telling the time

1 Read and Listen

a Look at the pictures of Calvin and Mawar. What can you say about them? Put a tick (✔) or a cross (✗) in the correct places. Then read the article and check.

	Calvin	Mawar
1 lives on a very small island	✔	
2 has a father who is a fisherman		
3 goes to school		
4 lives in a place where it sometimes rains a lot		
5 watches TV		

b ▶ Read the article again and listen. Answer the questions.

1 Where is Calvin from? Where is Mawar from?
2 Does Mawar watch TV? Why / Why not?
3 Does Calvin go to school? Why / Why not?
4 What does Calvin's father do? What does his mother do?

Different places – different lives

Calvin

Calvin lives on Vatersay, an island in the Outer Hebrides, Scotland. The island is very, very small. It is five kilometres long and five kilometres wide, and there are fewer than 100 people on the island.

Calvin's father works as a fisherman. He usually leaves the house before six o'clock in the morning. His mum always spends the day at home. She often does the housework, but that isn't the only thing she does. She teaches Calvin and his three sisters too. Vatersay hasn't got a school, so the children learn at home.

Calvin and his family sometimes watch TV in the evenings, but not very often, because the picture is hardly ever very good.

Mawar

Mawar lives in the village of Kertajaya, West Java. It is 80 kilometres to the city from Mawar's home. And it is a seven kilometre walk to a real school. But Mawar never goes to that school. There is a temporary school in Mawar's village, and that's where she and 100 other pupils have their lessons every day. 'I can't walk seven kilometres to school and back again every day. There are often storms and there is a lot of rain,' Mawar says. 'The school in our village is great. The building is old and it isn't very good. But it means I can always go to school.' Mawar and her family never watch television – they haven't got a TV.

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Culture in mind

10 Read and Listen

a Look at the pictures of Claire and Paul. What kinds of TV programmes do they like, do you think? Read Claire's profile and complete the information in the table in Exercise 10b.

What British teenagers watch

Claire Woods

Claire is 16. She lives in Godalming in the south of England. She doesn't watch TV every day. She's selective – she chooses which programmes to watch. This is what she says about TV.

'No, I don't watch TV every day. I think it can be a waste of time. My favourite programmes are competitions – like *Britain's Got Talent*. I always watch that. The people do great things. And that's why I like it a lot. I also watch documentaries – especially about life in other countries, because I really like geography. I sometimes watch cartoons at the weekend. I watch about eight hours of TV a week, I guess. I never watch sports programmes – I don't like them at all. And I hardly ever watch the news.'

Claire Woods

58 UNIT 7

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b ► Listen to Paul and complete the missing information in the table.

	age	programme(s) he/she doesn't like	favourite programmes	number of hours a week he/she watches TV
Claire			*Britain's Got Talent*	
Paul				

c ► Listen to the interview with Paul again. Underline the correct words.

1 Paul lives in *Northfield / Sheffield*.
2 Some of Paul's favourite programmes are *comedies / drama series*.
3 Paul watches *football / basketball* on TV.
4 He usually watches *10 / 12* hours of TV each week.
5 Paul usually watches more TV *at the weekend / on weekdays*.

d Do you think that teenagers in your country are similar to Claire and Paul, or different? Why?

11 Write

a There's a TV survey in your school magazine. Read Pavel's paragraph about what programmes he watches and how often.

I watch TV every weekend and sometimes after school. I like game shows, and my favourite programme is *The Jackpot*. I like it because it's interesting and funny. I usually watch it once a week. I never watch soap operas because I think they're boring, and I don't like cartoons at all because my brother always watches them!

Paul Evans

b Write a paragraph for your school magazine about the TV programmes you like. Use Pavel's paragraph to help you.

For your portfolio

UNIT 7 59

143

Kate looks great!

8 Read and listen

a ▶ Look at the title of the story and the pictures. What does Izzie want to change about herself? Read, listen and check your answer.

1
Ray: Hi, Kate. What's wrong?
Kate: Hi, Ray. Nothing. Well, the thing is, I'm a bit stressed with my school work.

2
Izzie: Wow! Kate's hair is great!

Ray: Don't worry about it, Kate. It's only school work! Anyway, I've got work to do, too. Bye.
Kate: OK. See you, Ray.

3
Izzie: I hate my hair. I want to change it completely.
Jo: What for? Don't change it! I think you've got nice hair!
Izzie: I don't know. I want hair like Kate's. Everybody thinks her hair's really nice.

4
Jo: Why do you want to be like Kate, Izzie? I think it's important to be yourself. People like you because you're YOU. Not because of your hair!

b Read the story again. Circle the correct answers, a or b.

1 What is Kate worried about?
 a Her school work b Ray.
2 Who has got work to do?
 a Jo. b Ray.
3 What does Izzie want to change?
 a Her hair. b Kate's hair.
4 Who does Izzie talk to about her hair?
 a Jo. b Kate.
5 Why do people like Izzie?
 a Because she's got nice hair. b Because she's herself.

64 UNIT 8

12 Write

a You get an email from an old friend. Who is new in her school? What questions does she ask?

For your portfolio

Hi!
Hello from San Francisco! I'm in a good class, so I'm really happy. There's a new boy in our class called Brad. He's very small, he's got dark hair and green eyes. He's really funny and his mom is a famous film director.
There's also a new English teacher, Mr Allan.
No, he hasn't got dark hair and green eyes. And he isn't really funny!
What about you? I've got lots of questions. How are you? How are things at your school? Are your friends fun? Are your teachers interesting? Are you happy there?
Mail me soon!
PS Here's a photo of me with my friends.
Jessica

b Write to your old friend about these things:
- your friends (hair, eyes, etc. / funny, nice, etc.)
- one thing you like about your school or teachers
- one thing you don't like

13 Last but not least: more speaking

★ A game: Simon says

Work in groups of four. One of you is the game master. You tell the others what (not) to do. They must be careful. When you say 'Simon says ...' they must do what you tell them. When you don't say 'Simon says' they must not do it. If they do, they get a black point. A student who gets 3 black points is 'out' and cannot play any more.

Simon says 'Jump!'

Touch your book.

Correct!

Not correct – one black point!

Remember: you can make the game more difficult by using sentences that begin with 'Don't ...'!

66 UNIT 8

9 Yes, I can

- can/can't (ability)
- like / don't like + -ing
- Vocabulary: sports

1 Read and listen

a Look at the pictures. Who are the two men, do you think? What sport event are they doing? Read the article and check your ideas.

'We never win, but we always win.'

Rick Hoyt is American. He is in a wheelchair because he's got cerebral palsy. He can't talk so he uses a computer to communicate with people. Rick is a happy and successful man; he has a job at the University of Boston, and he works in computer studies. Rick loves sport too, and he takes part in marathons and triathlons.

Triathlons? In the triathlon, people swim four kilometres, cycle 180 kilometres and then run a marathon, 42 kilometres. Rick can't run, cycle or swim because he's in a wheelchair. So how can he take part in a triathlon?

Rick can take part because he does it with his father, Dick Hoyt. In the running, his father pushes him in his wheelchair. In the swimming, Rick lies in a small boat and Dick swims and pulls him. And in the cycling, Rick sits in a special seat on the front of Dick's bike. Together, they are 'Team Hoyt'.

Of course, Team Hoyt never wins the race. The winner of a triathlon usually finishes in about nine hours. The Hoyts usually take about 14 or 15 hours. 'That's right,' says Dick. 'Rick and I never win. But we think that we always win.'

b ► Read the article again and listen. Answer the questions.

1 How does Rick talk to people?
2 What do people do in a triathlon?
3 How does Dick help Rick in a triathlon event?
4 What name do Rick and Dick have when they do a triathlon?
5 How long do they take to finish a triathlon?
6 Dick says: 'We think that we always win'. Why does he say that, do you think?

Did you know ...?

Team Hoyt's best marathon time is 2 hours and 40 minutes. (The best runners in the world usually run a marathon in about 2 hours and 5 minutes.)

---

swimming!

Julia Ho is 16 and is in Year 11 at Sandown School, Derby. 'Netball is cool,' says Julia. 'But I love orienteering! In orienteering, you have to run and run – but you have to find out where to go, too! You have a map and a compass, and you have to get to a place as fast as possible. It's great fun – even when it's raining!'

11 Write

a Read this email from Javed. What's his favourite football team?

From:
Subject:

Hi ......

Thanks for your email! I really like reading about your family and friends.

At school we've got a new sports hall. That's great for us because it's often cold or wet here! In England we love football. At school I usually play football, but sometimes we play tennis. I don't really like tennis because I'm not very good at it! But I like playing football (and I think I'm quite good at it!). I like watching it on TV too. I support Manchester City – they're great!

Do you like sports? Please write and tell me about the sports you do in your country and the sports you like and don't like.

Write soon!

Javed

b Write your reply to Javed's email. Write about:

- popular sports in your country
- sports you do at school
- sports you like / sports you don't like
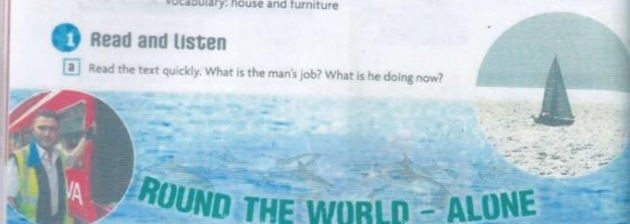- your favourite football team or your favourite sports star

For your portfolio

10 A bad storm's coming

- Present continuous
- Vocabulary: house and furniture

1 Read and listen

a Read the text quickly. What is the man's job? What is he doing now?

ROUND THE WORLD – ALONE

John White is a bus driver. He likes his job, but he loves his boat. Once a year, John goes on a short journey in the boat. His wife Pauline and son Andy often go with him.

This year is different. John is taking a year off from his job and is sailing around the world. And

he's doing it alone. An exciting journey? Yes and no. 'Sometimes, dolphins and whales swim along with the boat, and sometimes I sail past beautiful tropical islands,' says John. 'But sometimes the weather gets bad and then I have problems,' John wants to ...

b ► CD2 T25 Read the text again and listen. Write T (true) or F (false). Correct the false statements.

1 John sails around the world every year.   [F]
2 John is sailing around the world now.   [ ]
3 Pauline is with him on his boat.   [ ]
4 Everything on his journey is good.   [ ]

2 Listen

a ► CD2 T26 Here is a telephone conversation between John and Pauline. Complete the conversation with the words from the box. Then listen and check your answers.

a it's starting	b They're swimming
c are you doing	d I'm eating
e I'm getting	f he's having

Pauline: Hi, John. How are you?
John: Fine, yeah, I'm fine. How are you? What ¹_____ c _____?

Pauline: Oh, ²_____ breakfast in the kitchen. Andy's upstairs in the bathroom – ³_____ a shower. So, are you OK?

John: Yes, I'm making good progress. And ⁴_____ very close to South Africa.

Pauline: Great!

John: Yes, and guess what? I can see dolphins outside! ⁵_____ next to the boat.

Pauline: Oh, how lovely!

John: It is! But I'm worried. The weather's changing. There's a strong wind now and ⁶_____ to rain. A bad storm's coming, I think. Sorry Pauline, I can't talk any more. I have to go outside.

Pauline: John? Can you hear me, John?

b Match the beginnings and endings of the sentences.

1 John is   a swimming.
2 Pauline is   b changing.
3 Andy is   c looking out of the window.
4 The dolphins are d having a shower.
5 The weather is   e having breakfast.

A kickabout

3 Read and listen

a ► CD2 T30 Look at the title of the story and the pictures. What does Darren want to do? Read, listen and check your answer.

1

Darren: Hi Izzie.
Izzie: Hey Darren. What's up?
Darren: Nothing. But I'm bored. How about a bit of football?
Izzie: Sorry, Darren. Not now. I'm working.

2

Darren: Mark – my friend!
Mark: Hey Darren. What are you doing?
Darren: Looking for someone to play ... football!
Mark: Sorry – I'm busy. I'm finishing this. Why don't you ask Ray?

3

Ray: I don't know, Darren. I've got lots of things to do.
Darren: Oh, Ray. Just five minutes!
Ray: Oh – all right, then. Five minutes – no more!

4

Ray: Goal! Goal! Arsenal 1, Liverpool 0! Yes!
Darren: Oh no! Let's stop, Ray. I'm tired!
Ray: Come on Darren – another five minutes! OK?

b Read the story again. Answer the questions.

1 What's Izzie doing in picture 1?
2 What's Mark doing in picture 2?
3 What's Ray doing in picture 3?
4 In picture 4, why does Darren want to stop playing football?

13 Write

a Lucy is on holiday in Portugal with her family. Read her postcard to Alex, and then answer the questions.

1 Where is the hotel?
2 Why does Lucy like the hotel?
3 Where are Lucy's parents?
4 What is Lucy doing?
5 What's the weather like?

Dear Alex,
Here I am in Portugal! I'm having a great time. The weather's fantastic - really sunny and warm. We're staying in a small hotel near the beach. The hotel's got a swimming pool - great! My parents aren't here right now - they're doing some shopping in the town. So I'm here alone, and I'm having breakfast - in the sun!
Hope you're OK - see you soon.
Love
Lucy

Alex Campbell
336 Hills Road
CAMBRIDGE
CB1 4XY
United Kingdom

b You are on holiday with your family. Write a postcard to your English-speaking friend. Use Lucy's postcard and the questions to help you.

• Where's the hotel?
• What are you doing?
• What's the weather like?

LOOK!

What's the weather like?

It's raining.   It's cloudy.   It's sunny.

14 Last but not least: more speaking

a Work in pairs. Imagine you are on holiday somewhere. Take two minutes to answer the following questions. Make notes of your answers.

• Where are you?
• What are you doing right now? (sitting in a café? eating ice cream? skiing? swimming? …?)
• Who is with you?
• What are you enjoying about your holiday?
• What are you not enjoying?

b Sit back to back with your partner. Make a phone call to each other and ask and answer questions about your holidays.

A: Hi, … ! Where are you?
B: Oh, hi … ! I'm on holiday right now.
A: Really? Where are you!
B: I'm in …
A: What are you doing?
B: I'm …

---

12 He was only 22

Past simple: was/wasn't; were/weren't
Vocabulary: time expressions; ordinal numbers and dates

1 Read and listen

a Look at the pictures and the title of the article. What do you think the text is about? Who were the three men? Read the article quickly and check your ideas.

The history of pop

This week:
Buddy Holly and the Day the Music Died

The Day the Music Died

On 3 February 1959, three men were in a small plane in Iowa, USA, at one o'clock in the morning. They were Buddy Holly, Ritchie Valens and J. P. Richardson (or 'The Big Bopper').

The three men were singers and musicians. Buddy Holly was very successful, with hit songs like *Peggy Sue* and *That'll be the Day*. Valens and The Big Bopper were stars too.

It was a very cold night and there was snow and a lot of wind. The plane wasn't in the air for very long when there was a problem. The plane went down and crashed. The three musicians, and the pilot, were all dead.

Buddy Holly was only 22, and Ritchie Valens was only 17. The Big Bopper was 28.

In 1971, another singer, Don McLean, wrote a song about that terrible day. It was called *American Pie* and was about 'the day the music died'.

b Read the text again and listen. Write T (true) or F (false). Correct the false statements.

1 The men were in a small car.
2 Buddy Holly's real name was J. P. Richardson.
3 The plane was in the air for a long time.
4 Four men died in the crash.
5 Buddy Holly had a hit called *American Pie*.

F

PLANE CRASH

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An accident in the park

7 Read and listen

a ▶ Look at the title of the story and the pictures. How did Izzie hurt her head? Read, listen and check your answer.

Izzie: Hi, you two. Do you like my new hat?
Mark: Poor you!
Kate: Izzie, what happened?

Izzie: Well, this morning I was in the park, you know, skateboarding...

...and suddenly, there was a boy on a bike. A minute later, I was on the ground. My head hurt and the boy was gone!

Mark: So it was the boy's fault. How silly of him!
Izzie: No, Mark. It was my fault, not his. My helmet was on my *arm*, not on my head!
Kate: Well, anyway, who was the boy? We have to find him.

b Read the story again. Look at the sentences. Find one thing that is wrong in every sentence and correct it.

1. This morning, Izzie was in the park, running.
2. There was a boy on a skateboard.
3. Izzie was on the ground and her leg hurt.
4. Izzie's helmet was on her head.
5. Izzie thinks it was the boy's fault.
6. Mark wants to find the boy.

92   UNIT 12

11 Write

a Read the email from Harry to Maggie. Where was Harry on holiday? Was it a good holiday?

Hi Maggie,
We were on holiday in Spain last month, and it was wonderful! The weather was fantastic — it was sunny every day. There was a swimming pool in the hotel and there was a great beach too.
The food in the hotel wasn't very good, but there were lots of good cafés and restaurants in the town.
I hope we go there again next year!
Love,
Harry

b Write an email to a friend about a holiday. Use these questions and Harry's email to help you.
- when?   last year / summer / month
- weather?   not good / OK / wonderful
- swimming pool or beach?   great / not very nice
- hotel or restaurants?   good food / not very good food

12 Last but not least: more speaking

⭐ When I was very young...

a Talk to someone in your family and try to find out as much as you can about the time when you were very young. Use the questions to help you. Also, try to get a photo of you as a very young child.

- What was your first word as a baby?
- How big were you when you were born? (I was ... kilos.)
- Where was your first school?
- Who were your first friends?
- Who was your first teacher?
- What was your favourite food as a six-year-old?
- What food didn't you like?
- What was your favourite TV programme when you were ten?

b In groups, show your photos. Then ask and answer questions.

94   UNIT 12

13   What happened?

Past simple: regular and irregular verbs (questions and negatives)
Vocabulary: verb and noun pairs

1 Read and listen

a Look at the pictures and the title of the article. What is the story about? Read the text quickly and check your ideas.

SHE SAID 'NO'

One day in December 1955, Rosa Parks left work in Alabama, USA, got on a bus and sat down. More people got on the bus, and soon it was full. One man didn't have a seat. The bus driver said to Rosa: 'Stand up! Give this man your seat!'

Rosa was tired after a long day at work. So, she quietly said: 'No.' This started something that changed the USA for ever – because Rosa Parks was a 42-year-old black woman, and the man on the bus was white.

When Rosa was a little girl, she walked to school, but the white children took a bus. Rosa saw their bus every day when it went past. 'In those days,' she said, 'there was a white world and a black world. I lived in the black world.' She went to a black school and studied with black children.

When Rosa said 'No', she broke the law. The law said a black person had to give their seat to a white person. The police came and took her to prison. Many black people in Alabama were very angry, and they stopped using the buses for a year. Then the law changed, and slowly, things started to change all over the USA.

For the rest of her life, Rosa worked to help black people in the USA. She died on 25 October 2005, at the age of 92.

b ▶ Read the text again and listen. Answer the questions.

1 Why did the bus driver say to Rosa: 'Stand up!'?
2 Why did Rosa say 'No'?
3 What was Rosa's world when she was a little girl?
4 Why did the police take Rosa to prison?
5 Why did black people stop using the buses in Alabama?

Culture in mind

9 Read and listen

a Look at the pictures. What century did these people live in? Which country were they from? Read the article and check your ideas.

The daughter of a lion

Perhaps I am not a lion – but I am the daughter of a lion, and I have a lion's heart.

These are the words of Queen Elizabeth I, daughter of King Henry VIII, and queen of England from 1558 to 1603.

Elizabeth's father wanted a son very badly. He married six times, and he had a son, Edward, but Edward died in 1553. After that, Henry's other daughter, Mary, was queen for a few years, and then it was her sister's turn. Elizabeth I, aged 25, became a great queen.

In 1558, England was in a bad state. People were hungry, and France and Spain wanted to control England. Elizabeth had a good education and was very good at languages. This helped her when she talked to the ambassadors from other countries.

She was a very clever woman. She made good decisions, and made England a great country. Her period as queen is called 'The Elizabethan Age'. It was a great time for adventure and for literature – Sir Francis Drake sailed around the world, and Shakespeare wrote many famous plays and became one of the great writers in history.

Elizabeth never married. When she died in 1603, her cousin James VI of Scotland became king. The next Queen Elizabeth became queen in 1953 – 350 years later.

Elizabeth I

Shakespeare

Henry VIII, father of Elizabeth I

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5 Read

a Look at the pictures and the title of the newspaper article. What does the man do? Where is he from? Read the article and check your ideas.

From London bank to Thailand hotel

Harley Smith is 28 and he comes from London. He left school when he was 17 and went to work for a bank in London. He worked long hours, did well and made a lot of money. And now ... he's the owner of a small hotel on the island of Koh Tao in Thailand.

'I opened my hotel six months ago,' says Harley. 'There are six bedrooms here and a small restaurant – and I do almost everything. It's seven days a week here!'

So – why did he go there?

'Well,' he says, 'life in London was great – you know. It's a very modern and exciting city. But it's noisy and very busy, and sometimes it's a little dangerous, too. And three years ago, I came here to Koh Tao on a diving holiday, and I fell in love with the island. So – here I am! It's safer, it's quieter – and it's more relaxing.'

Does he miss London? 'No, not really,' says Harley. 'Well, sometimes! It's great here but London's my home town. I was born there and I've got friends there, too. I miss them sometimes. But the thing is, life here is much better – I go to bed at night and the only thing I hear is the sea. It's wonderful!'

b Answer the questions.
1 What was Harley's first job?
2 What has his hotel got?
3 Is the hotel hard work for Harley? How do you know?
4 When did Harley first go to Koh Tao?
5 What does Harley miss about London?
6 What does Harley like in Koh Tao at night?

104 UNIT 14

12 Write

a Look at the advertisement for a competition. How much money can you win? How many words must you write?

COMPETITION
Do you want the chance to win 1000 Euros for your school?

Enter our competition!
Either: A Write a short text to compare your life now to your life six years ago.
Or: B Write a short text to compare life as it was 100 years ago to life as it is now.
Write no more than 120 words!

b Read Claudia's entry. Which option did she write about, A or B?

I think my life is better now. I've got more friends than I had six years ago. And I'm older, so I can do more interesting things. I can go to the cinema, I can go out with friends, and I can go to bed later in the evenings. I've got my own room now, and lots of DVDs and books. Six years ago, I didn't have my own phone or a laptop.

What are the things about my life now that I don't like? Well, I've got more things to do at home and at school. School is more difficult, and I think my life is busier.

c Write your entry for the competition. Choose option A or B. Use Claudia's model to help you organise your answer.

13 Last but not least: more speaking

Work in small groups.
a Imagine life 50 years ago in your country. Make a list of some differences between now and then (5–10 things).

b Look at the things you have written down. Which things do you think are better now? Which things do you think were better 50 years ago?

c Prepare to give a presentation of your ideas to your class. Look again at what you did in 13a and 13b. Decide who is going to say what.

d Give your presentation to the other students in your class.

108 UNIT 14

Appendix IV : Curriculum Vitae of the Validator

CURRICULUM VITAE

Name : Khusnul Fatimah, S.Pd

Place and Date of Birth : Klaten, August 21st, 1998

Religion : Islam

Address : Bendan RT 01/RW 01 Trunuh, Klaten Selatan, Klaten, Jawa Tengah

Email : Khusnulftmh8@gmail.com

Profession : Teacher

Languages : Indonesian and English

Education :

- ➢ English Language Education, Widya Dharma University (2021)

- ➢ Science, Karangnongko 1 State enior High School (2017)

- ➢ Klaten 7 State Junior High School (2014)

- ➢ Jetis 1 State Elementary School (2011)

Experience :

- ➢ Internship at Widya Dharma University (2020)

- ➢ Internship at Rahani Husada Klaten Vocational High School (2020)

- ➢ Internship at MAN 1 Klaten (2019)

Appendix V : Whatsapp Chat with the Validator