Unit 8: Memories & Experiences

	Title	Reading	Listening	Writing	Speaking
1	Early Memories	Article	----	Dialogue	Opinion / Description
2	When I was 4 years old…	----	Presentations	Description	Description / Opinion
3	Our Brain	Article	-----		
4	Rena the Memory Trainer	----	Talk	Letter	Opinion
5	Memory Tips	Article	Opinion	Opinion essay	Opinions, ideas
6	Focusing on Memory	Tips	Opinions	Opinion essay	Description and Opinion
7	Non-Verbal Communication	----	Talk / Presentation	Descriptive essay	Opinion
8	Experiential Learning	Article	----	Descriptive essay	Expressing opinion and describing
9	What an Experience	Paragraph	Presentations	Opinion	Points of view and description

Overall performance objectives:

- Can discuss personal experiences
- Can express opinion and preference
- Can describe and justify
- Can write a letter, an opinion essay and a descriptive essay
- Can persuade and discuss a variety of topics orally
- Can use English expressions correctly

Vocabulary in unit: New

advisor	fluently	narrative	remarkable
boosts	framework	occasion	repeatedly
cite	frustration	picture (v)	rhythm
closely	gestures	precise	senses
clue	gesturing	presentation	stimulate
compulsory	hardly	presumably	trace
detailed	heartbeat	proficiency	willingness
eager	initiate	question (v)	
enthusiastic	intellectual	realistic	
experiential	miraculous	regain	

Collocations, Chunks, and Idioms

as far as I know	count on something or someone	get involved in	never get anywhere	refer to something
at my convenience	date back	get the feeling	no doubt	talk over something
be of any / some / no use	deep down	in comparison	not have a clue	the sight of
be sure of	draw a conclusion	it appears that	out of practice	think something over

be unclear about	draw near	keep an eye on	piece of cake	think through
bring up something	fade away	keep up with	propose to do something	those who
calm down	fail to do something	make up for something	put pressure on	to (the best of) my knowledge
can't face something/ somebody	for some time	make no difference	raise a subject	

Reentered / Reviewed

accurately	based on	determine	fascinating	memorize	senior citizens
acquire	be associated with	develop	findings	moreover	separate
adequate	beneficial	direction	focus	nature	series
apparently	breathing	disease	for instance	nevertheless	share
appreciate	cells	efficiently	growth	occurred	sight
approximately	challenges	emotion	have nothing to do with something	outline	significant
aspects	combine	enthusiastic	incident	pay attention	source
assist	complex	environment	involve	personality	specific
assumed	concentration	events	is based on	pointed out	strengthen
audience	concept	eventually	keep in mind	potential	successfully
available	conducted	experience	language	rate	suffer
average	coordination	experiment	lose track of	recall	suitable
avoid	damage	expert	manage	regulate	surface
background	demonstrate	exposed	manner	requirement	techniques
balance	destination	expressive	material	research /er	undoubtedly
bar	details	extraordinary	meaning	review	vital

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1: Early Memories

1. Let's Talk! Have a class discussion about memories, mainly childhood memories. Encourage the students to express their opinion and to share their memories.

2.a. Have the students match the definitions to the words in the chart.
Answers:

1. with specific information
2. become weaker
3. apparently
4. ask
5. present the idea
6. discuss
7. find or locate

2.b. Have the students choose the correct meaning of the word in bold.
Answers:

1. a
2. b
3. b
4. b
5. b
6. b

3. a. Have the students decide if the sentences are possible (P) or impossible (I) in their notebooks. If the sentence is impossible, have them explain why they think so.

Answers:

1. P
2. I – Six month old babies cannot speak at all, so they can't be fluent in two languages.
3. I – If the memories fade away we do not remember them.
4. I – If the event probably did not take place, there are no details to talk about.
5. P

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3. b. Have the students complete the passage with the words in the bank. Point out that changes may be needed.

Answers:

A: 1. deep down
2. talked over
3. fade away

B: 4. dating from
5. detailed
6. cite
7. trace
8. Presumably

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.

Ask questions while reading to ensure comprehension.

Article asked on: https://www.sciencedaily.com/releases/2021/06/210614110824.htm

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5. Have the students answer the questions according to the article in Exercise 4, in their notebooks.

Answers:

a. 4
b. 4
c. *it happened when they were older than they really were / it occurred at a later time/ it happened at a later age*
d. *we could talk fluently at the time the events happened / we were already talking at the time*
e. 2

6. Let's Write! Have the students write a dialogue in their notebook between themselves and a 3 or 4 year old child who has just come back from the zoo. They are to write at least 3 question answer sets. Encourage them to share their dialogues.

You can use the **Writing Rubrics** on page v in the TG to help you grade this.

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2: When I was 4 years old…

1. Let's Talk! Have a class discussion about early memories. The students should share, if they can, an early memory based on the questions presented. It's important to give them enough time to really think quietly. Encourage them to share.

2. a. Have the student choose the word or phrase that does not mean the same as the word in bold.
Answers:

1. I am certain about
2. reason
3. I have nothing to do with it
4. question
5. uncertain

2. b. Have the students choose the correct ending for each sentence.
Answers:

1. a
2. b
3. b
4. a
5. a
6. a

3. a. Have the students copy the chart into their notebooks and categorize the statements according to the chart.
When you check this, ask them to explain why they placed it where they did.
Answers:

Clear memories	Memories that are almost clear	Memories that are not clear at all
1. I have a precise picture of what happened. 3. I can tell you the entire narrative of what happened. 8. Once you brought up the topic, I was able to recall exactly what happened.	2. As far as I know, I was four years old when it happened. 5. To the best of my knowledge, I was with my older sister.	4. I am unclear about what took place. 6. I have only a partial memory of the event. 7. If I think it over, maybe I will remember something.

Challenge: In small groups of 3-4 students, have the students come up with at least one memory for each of the categories in the chart. Then have them share with the class.

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3.b. Have the students write at least one example for each description in their notebooks.
Encourage them to share their examples.

4. Let's Talk and Write! Group Work! This group work task is divided into stages.
4.a. Have the students work individually to write about their own memory using the questions provided.
4.b. Have the students get into the groups and each student shares their memory.
4.c. The students in the group have to decide which of the memories they want to present to the whole class.

5.a. As each group gives its presentation, the rest of the class listens, and makes notes in the table in the student book.

5.b. Let's Talk! Encourage the students to discuss the memories presented, using the questions provided to help them compare and focus on specific points. Encourage them to express their opinions, stating what they liked best and why.
You can assess the students using the **Speaking Rubrics** on page x in the TG.

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3: Our Brain

1. Let's Talk! Pair work. Have the students work in pairs to discuss the questions presented about the brain.
Once they are done, review the questions with them and see what they still aren't sure of.
You have possible answers below to help you.
Possible answers, if you see the class is struggling.

a. Possible answers: talk, walk, stand, think, remember, move, breathe, learn skills, everything really
b. We have 16 trillion (16,000,000,000,000!) nerve cells from the time we are born.
c. We remember the details that we often use, or that we use occasionally.
d. We forget information that we haven't used or seen for a long time.

2. a. Have the students match the vocabulary word to the meaning.
Answers:

1. f	3. e	5. d
2. a	4. b	6. c

2. b. Have the students choose the correct meaning of the phrase in each sentence.
Answers:

1. b	3. a
2. a	4. b

3.a. Have the students complete the sentences using the words in Exercise 2, both parts. Point out that changes may be needed.
Answers:

1. got the feeling	4. for some time
2. make up for	5. out of practice
3. proficiency	6. regain

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3.b. Have the student highlight the sentences that would help them feel positive about their chances of success. Then they should copy them into their notebooks, and create a well-formed paragraph using these sentences.
Answers:

1. I always listen in class, and I am equipped with all the information I need to know.
3. I have healthy nerve cells in my brain, so I there is no reason to worry.
6. If I try, I can become proficient in the material that is on the test.
7. For some time now, I have been doing well in school.
8. I have a remarkable teacher, and she wants us to succeed.
10. If I fail the test the first time, I can make up for it later. (could be both)
11. I have two weeks left to study, and I can make the most of my time.

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to remember what they spoke about in Exercise 1 and think about what they might learn in this exercise.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.
Text based on information from: https://www.simplypsychology.org/brain-plasticity.html

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5. Have the students answer the questions according to the article they read in Exercise 4, in their notebooks.
Answers:

a. 1
b. *…nerve cells connect with others*
c. *because we are out of practice / the connections that we once created are no longer available*
d. *When they learn new skills or new information / If there is brain damage, the healthy part of the brain can grow and make up for the part that is damaged.*
e. Accept any logical answer. Possible answers: *try to remember more information, learn a new skill, memorize phone numbers or other things, study for tests, etc.*

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4: Rena the Memory Trainer

1. Let's Talk! Pair work. Have the students work in pairs to discuss the questions presented. After they finish talking, they should share an idea of what they think a memory trainer might do. Encourage the students to share their ideas.

2. a. Have the students choose the word, in each line, that has a different meaning than the word in bold.
Answers:

1. worried
2. careful
3. finally
4. lose
5. never lose
6. be tired of

b. Have the students choose the answer that has a similar meaning to the given sentence.
Answers:

1. a
2. b
3. a
4. b
5. b

3. Have the students complete the dialogue using the words in the word bank. Make sure they note that some changes may be needed.

a. be of any use
b. keep an eye
c. lost track
d. involved with
e. never get anywhere
f. enthusiastic

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4. Listening Comprehension

Have the students listen to the talk with Mrs. Rena Yudkowsky, a memory trainer. Have them listen to find out if their predictions about what a memory trainer does in Exercise 1 were correct. They should then answer the questions in their notebooks.

It's a good idea to have them read the questions prior to listening.

Play the recording twice to enable the students to check their answers.

Transcript

Teacher: Good morning girls. Today, we are taking a break from our regular classes, and meet with Mrs. Rena Yudkowsky, who is a memory trainer. Good morning, Rena, and thank you for joining us today.

Rena: Thank you for inviting me. I usually work with senior citizens, so I am really enthusiastic about being here today to talk to high school girls.

Teacher: Rena, how did you become a memory trainer? And what does a memory trainer do?

Rena: Well, when I was in high school, I started volunteering in homes for senior citizens. I enjoyed it, and eventually I became a social worker at one of these homes. As I got more involved with older people, I noticed that many of them have trouble remembering basic information, such as their friends' names, the date, or the day of the week. I did a lot of research on the topic of memory, and I developed a program to strengthen their memory and avoid memory loss. Now I work with people of all ages, individually or in groups, and help them build up their memories.

Teacher: That is fascinating. You know, these girls would also appreciate strengthening their memories, especially since they need to remember a lot of information for the tests they are having this month. Can you tell us anything that can be of some use to the students?

Rena: I certainly can. Today I am going to share with you four tips that can help improve concentration, so that learning for tests will become easier and quicker.

Teacher: That sounds perfect.

Rena: The first tip is to do one task at a time. There is no use trying to study if, at the same time, you are talking on the phone or keeping an eye on your little brother. When you sit down to study, that is the only thing you should be doing. Otherwise, you won't get anywhere during the time that you are trying to study.

The second tip is to make sure that your environment is suitable. That means that the room you study in should be quiet, well lit, and tidy, so it easier to learn without anything interrupting you. If the lighting in the room is not adequate, if your desk is full of papers that have nothing to do with the test, or if there are toys on the floor, it will be more difficult to concentrate.

The third tip is to pay attention to what you are doing. When you study, focus on the information that you need to know. When you are ready to take a break, make sure you know where you put your pen, or your notebook, and that you know which topic you want to study next. That way, you will not lose track of your things, and it will be easy for you to get back to your studies.

By the way, this tip is useful for everyone, in all aspects of life. For example, when people put their purse or their house keys somewhere, and they do not pay attention to what they are doing, it is impossible to remember where they are located. It is not even an issue of memory, because, when things are done without thinking, it means the information never entered the brain in the first place.

I will end with one more tip, and that is to use different senses when you study. Of course, you use your sense of sight to read the information, but that is not enough for you to remember it easily. Say it out loud so that you can hear it. It also helps to use your sense of touch to write the main points. These are the four tips that I am sharing with you today.

Teacher: Thank you so much Rena, for sharing these important points with us.

Rena: Thank you for having me. I enjoyed being here, and I wish you and everyone here lots of success.

Answers to questions:

a. 3
b. *they need to remember a lot of information / they are having tests*
c. 2
d. Any one of the following: q*uiet/ well-lit/ tidy/ neat*
e. 1
f. Any one of the following: *Use the sense of sight to read/ Say the words/ Hear the information / Write the main points.*

5. Let's Write! Have the students write a letter to a friend that is having trouble getting started on studying for a test. The letter should contain the elements that were asked for. They should write between 80-100 words in their notebooks.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

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5: Memory Tips

1. Let's Talk! Group work. Have the students work in small groups of 3 to discuss the questions presented. They should each present their ideas, and find something they all agree on. Encourage them to share as much as they can in the groups.

2. a. Have the students match the questions in Column A with their answers in Column B.
Answers:

1. f
2. c
3. a
4. b
5. d
6. e

2. b. Have the students write the meanings of the bold words in Column A based on what they understood from Column B. They should write their answers in their notebooks.
Possible answers:

1. making me feel pressured
2. relax
3. coming soon
4. am sure
5. the same as
6. be certain

2.c. Have the students write the correct word from the word bank next to each definition.
Answers:

1. frustration
2. clue
3. hardly
4. occasions
5. repeatedly
6. rhythm

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3.a. Have the students complete the sentences in their notebooks using the phrases, so that the second sentence has a similar meaning to the first one.
Answers:

1. calm down
2. am sure of it
3. put pressure on me
4. is drawing near
5. I am just as busy now as I am before/ during test period
6. no doubt about it

4.b. Have the students complete the crossword puzzle using the words in Exercise 2.c.
Answers:

ACROSS
1. rhythm 4. frustration
DOWN
1. repeatedly 2. occasion 3. hardly

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn. Ask them to share a good study tip and then see if that tip is mentioned in the article.
It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.
Text adapted from: https://gradepowerlearning.com/8-memory-techniques-better-study-session/ https://www.apa.org/science/about/psa/2016/06/learning-memory (the experiment and the graph.)

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5. Have the students answer the questions in their notebooks, according to the article in Exercise 4.
Answers:

a. 2
b. Any one of the following: *singing the information / making clues with the first letters/ teaching someone else the information*
c. 3
d. 1. *They remembered the same amount of words / They got the same grade on the test.*
2. T*hey reviewed the words the same number of times.*
e. *the information is reviewed three separate days or times / on three different occasions.*

6. Let's Write! Have the students write an opinion essay about the conclusion of the experiment. They are to include the reason they feel the findings are or aren't beneficial to them. They are to write between 120-140 words in their notebooks.
Encourage them to share their ideas afterwards.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

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6: Focusing on Memory

1. Let's Talk! Pair work. Have the students work in pairs to discuss the questions presented. They should refer to their notebooks for the information on the tips presented in the listening text in Section 4 and to the article in Section 5. You may want to replay the recording from the listening if the students need it.
Encourage them to then share their ideas and what they learned about each other.

2.a. Have the students choose the correct meaning of the word in bold in each sentence.
Answers:

1. b	4. a	7. a
2. a	5. b	8. b
3. a	6. b	9. a

2.b. Have the students decide if the sentences in Exercise 2.a. have a positive or a negative message. They are to write Positive or Negative next to each sentence in the previous exercise.
Discuss their answers and have them explain why they chose what they did.
Answers:
Positive: sentence 2, 5, 6, 9
Negative: 1, 3, 4, 7, 8

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3. a. Have the students complete the passage using the words in Exercise 2.a. Remind them that changes may be needed.
Answers:

1. failed to	4. realistic
2. count on remembering	5. piece of cake
3. propose to	6. couldn't face

3.b. Have the students write an example for each of the descriptions provided, in their notebooks.
Encourage them to share their ideas.

4.Let's Write! Have the students write an opinion essay based on one of the tips they've learned. They are given a short-bulleted list of the tips discussed in Section 4 and in Section 5. They are to write between 120-140 words, in their notebooks, and use at least 4 of the words or expressions they learned in the last three lessons.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

5. Let's Talk! Have the students present the main idea of their essays and **not read aloud.** You can decide if you want everyone to read, or only some of the students. The rest of the class has to listen and take note. Then discuss the questions as a whole class. You may want to write the tips chosen by each student on the board so it's easier to follow. Encourage the students to express their opinions.
You can assess the students using the **Speaking Rubrics** on page ix in the TG.

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7: Non-Verbal Communication

1. Let's Talk! Have a class discussion around the questions presented below. Encourage the students to share their ideas.

2. Have the students match the words to their meaning.
Answers:

1. c	4. b	7. i
2. e	5. d	8. a
3. h	6. g	9. f

3. Have the students complete the sentences so that the sentence they write has the same meaning as the sentence with the bold expressions. They are to use the words in Exercise 2 and write the sentences in their notebooks. Note that changes may be needed.
Answers (slight differences may be accepted as well):

a. My friend was **gesturing to me.**
b. It **appeared that she was trying to tell me something.**
c. At the **sight of my friend's actions, I began wondering what was wrong.**
d. She said that **those who were not in school yesterday might need to talk to the principal.**
e. I **drew the conclusion** that it would be better not to miss another day of school.
f. **It makes no difference** whether I go to school or not, so I should do what is right.

4. Listening Comprehension

Have the students listen to a talk by Mira at an evening on communication. They should then answer the questions in their notebooks.

It's a good idea to have them read the questions prior to listening.

Play the recording twice to enable the students to check their answers.

Transcript

Host: Good evening, everyone, and thank you for coming to this talk on communication, and the different ways in which we share our thoughts with other people. Today our speaker is **Mira**. She is an expert in body language and she will tell us why we use our hands to help us express our thoughts. Thank you, Mira, for joining us.

Mira: Thank you for inviting me. I am going to start my talk by asking all of you in the audience to close your eyes and picture the sight of two people looking at each other and moving their hands in different ways. It appears that they are doing some sort of a dance with their hands,

but we know the truth. They are simply involved in a conversation. Today we are going to find out why gesturing, or moving the hands, is part of communication.

First of all, when you gesture, it makes it easier for those who are listening to understand you. This is certainly true when there is a lot of noise in the background, like when you are trying to communicate at a wedding. In these situations, no matter how closely you stand to the listener, she will not be able to understand you without looking at your gestures. Nevertheless, even if there is no noise in the background, hand movements can add information that is difficult to express in words. If you want to describe the manner in which a person carries a baby, for example, or how anything looks, your hands can be more expressive than words.

However, we must acknowledge that this is not the only reason that people gesture when they speak, since we also gesture when we are talking on the phone. Even when blind people communicate with each other, they gesture with their hands, even though it makes no difference to the listener. We must draw the conclusion that gesturing is beneficial for the speaker as well as for the listener. In fact, gesturing often comes before words, and can assist the speaker in finding the right word. This is true in adults, and it is certainly true in children. Babies learn how to communicate with their hands prior to their ability to use words, and as their speech develops, they often combine words together with gestures.

Gesturing is not only helpful in communication, but it is also boosts memory. Studies in classrooms have shown that when a teacher gestures in class while he is explaining a new concept, the pupils understand the concept more easily and remember it for a longer amount of time. Gesturing also makes it easier for a person to learn a new language, because he can express himself not only with words and but also with gestures. Gesturing is especially helpful when a person needs to understand and remember directions. Imagine that you need to find a certain street. If someone explains the directions to you while he gestures to demonstrate how to go, it will undoubtedly be easier for you to remember what he said and to arrive at your destination quickly.

In short, gesturing is not only a way to communicate. It is a way to help us understand and remember new ideas, learn new languages, and strengthen our memory. Thank you for your attention.

Host: Mira thank you so much for that very interesting presentation. Are there any questions from the audience? *(fade out)*

Text based on: https://www.frontiersin.org/articles/10.3389/fnhum.2020.00323/full

Answers to questions:

a. gesturing
b. 3

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c. Any one of the following: *She can understand even if there is a lot of noise. / It is easier to understand how things look*
d. 4
e. 1
f. Any one of the following: *a concept the teacher explained / something that was learned in school / a new language / directions*

5. Let's Write! Pair work. Have the students work in pairs to write a descriptive essay according to the instructions. Encourage them to actually act out the gestures to help them describe them more clearly. They are to write between 80-100 words in their notebooks. Encourage them to share their ideas.
You can use the **Writing Templates** on page v in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page vi in the TG to help you grade this.

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8: Experiential Learning

1. Let's Talk! Have the students discuss the idea of learning through experiencing things, through experiential learning. Encourage them to share their ideas.

2. a. Have the students choose the correct meaning for the words in bold.
Answers:

1. a
2. b
3. b
4. a
5. a
6. b

2.b. Have the students match the comments in Column A with the follow up comments in Column B.
Answers:

1. d
2. a
3. e
4. b
5. c

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3. Have the students match the words with their meanings.
Answers:

Set # 1	Set #2
1. e	1. f
2. a	2. g
3. g	3. c
4. i	4. b
5. f	5. a

4. Read the text with the students. Discuss what type of text this is and what we can expect to find in it. Ask them to look at the title and think about what they might learn.

It's recommended that you read and discuss the context so that the text is understood by all the students. See example in TG, page iii, **Working with a Text**.
Ask questions while reading to ensure comprehension.
Text based on: https://www.bu.edu/ctl/guides/experiential-learning/ Experiential Learning
https://en.wikipedia.org/wiki/Experiential_learning
https://www.simplypsychology.org/learning-kolb.html

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5. Have the students answer the questions below according to the article they read in Exercise 4, in their notebooks.
Answers:

a. 3

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b. 2
c. *They have a willingness to participate in the learning process*. and - *Experiential learning often involves the senses and the emotions.*
d. 2
e. *After finishing one experience, they initiate another experience to prove their conclusion/ They need a new experience to find out whether their conclusion was accurate.*

6. Let's Write! Have the students write a descriptive essay describing an experience that taught them something. They are to write between 100-120 words in their notebooks. Encourage them to share their essays afterwards.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.

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9: What an Experience!

1. Let's Talk! Have the students discuss the questions in a whole class discussion. It's a good opportunity to review the concepts they've learned in this unit.

2. a. & b. Have the students write at least 3 words that can be used for each description given. They are then to write at least one sentence for each description using one of the words they wrote. They are to work in their notebooks.
Encourage them to share.
Possible answers for 2.a.

1. fascinating, remarkable, tremendous, stimulating
2. eager, enthusiastic, realistic
3. in comparison to, bring up a point, in the first place, it appears that, presumably
4. acknowledge, be sure of, have no doubt, presumably, think through, think over
5. compulsory, cycle, framework, presentation, senses

3.a. Have the students match the first half of the sentence, in Column A, to the ending, in Column B.
Answers:

1. f
2. e
3. a
4. b
5. h
6. c
7. d
8. g

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3.b. Have the students go over the sentences in Exercise 3.a. and decided if shows the advantages (A) or the disadvantages (D) of experiential learning. They are to write their answers in the left hand column next to the column A.
Answers:

1. A
2. A
3. D
4. D
5. A
6. D
7. D
8. D

4. Let's Talk! Group work. Have the students work in small groups of 3-4 students to discuss the questions presented on the topic of experiential learning. They are to prepare information and ideas together and then present their group's ideas to the class.
You can assess the students using the **Speaking Rubrics** on page ix in the TG.

5. Let's Write! Have the students write an opinion essay about the use of experiential learning in the classroom. They can write an opinion, either for or against, or present both and state their opinion at the end. They are to write between 120-140 words in their notebooks.
You can use the **Writing Templates** on page iv in the TG to help you teach and review this.
You can use the **Writing Rubrics** on page v in the TG to help you grade this.