

CIE 0500

Language Paper 2: Directed Writing

Student Workbook

Included:

- ✓ Directed Writing guide sheets
- ✓ Mini tasks that practice both the reading and writing skills needed for this question
- ✓ Reading passages
- ✓ Exam style question
- ✓ Marking criteria
- ✓ Self-reflection task



Language Paper 2: Directed Writing

Ensure you understand the explicit and implicit meaning in the text before you begin to plan your response. Remember that this is mainly a writing paper and for this particular question, 25/40 of your marks are for writing.

Top tip: consider bias and context when evaluating a text and its message/purpose.

SUCCESS CRITERIA: READING (/15)

- ◇ Select appropriate evidence.
- ◇ Make inferences – what is being suggested or hinted at.
- ◇ All ideas must be derived from the text.
- ◇ Develop the ideas already presented by using inference; do not make things up or add additional information.
- ◇ Look for bias – use the context
- ◇ Demonstrate a range of skills by looking at both explicit and implicit meanings as well as evaluating.



SUCCESS CRITERIA: WRITING (/25)

Style:

- ◇ Sophisticated techniques such as anaphora
- ◇ Repetition
- ◇ List of 3
- ◇ Counter argument
- ◇ Facts
- ◇ Short sentences for effect
- ◇ One line paragraphs
- ◇ Link between paragraphs
- ◇ Circular structure
- ◇ Rhetorical question
- ◇ Vocabulary for effect

Accuracy:

- ◇ Connectives – link ideas
- ◇ A range of different sentence types
- ◇ Effective and correct use of punctuation (at least 5)
- ◇ Paragraphs
- ◇ Organisation of ideas
- ◇ Links and transitions between ideas and paragraphs
- ◇ Fluency
- ◇ Topic sentences
- ◇ Accurate spelling and grammar



STEPS WHEN ANSWERING THE QUESTION

1. Read the question and underline the keywords
2. FAPP (Form, Audience, Purpose, Perspective)
3. Read the text: what is it about? What is the viewpoint? What are the main points?
4. Plan your answer – what do you want to address in each paragraph?



How to structure your answer

Introduction: state your purpose for writing. Give an overview of your ideas.

Main body: Your points in response to the question (3-5).

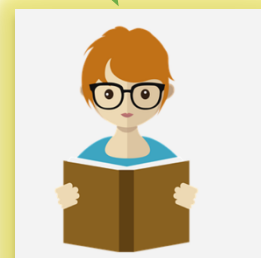
Conclusion: sum up your overall view. Refer back to the topic: texting and the impact on teenage literacy. What is your final point on this? Where do you stand on this issue?



How to structure each paragraph:

- **Point** from text – rewrite and put it into context
- **Inference** of evidence & **evaluation** - explore what has been said; consider explicit & implicit meanings along with any bias.
- **Personal response** with reasons – how do you respond to this particular idea? What is your opinion? Why?
- **Solution** – can you offer a solution? Is there another way of looking at or considering this point?

Don't forget to think of PIPS!





HOW TO ENSURE YOUR WRITING IS SOPHISTICATED: USING TECHNIQUES

Ensure your writing is sophisticated, confident and relevant to the purpose by using some of these features.

Top tip: make sure you know which are appropriate for the style and register you need to use for the different questions.

Register / Purpose	Style
<ul style="list-style-type: none"> ⇒ Emotive language ⇒ Counter argument ⇒ Assertion ⇒ Opinion ⇒ Personal pronouns ⇒ Facts ⇒ Repetition ⇒ Rhetorical question 	<ul style="list-style-type: none"> ⇒ Anaphora ⇒ Anadiplosis ⇒ Antistrophe ⇒ Tricolon ⇒ Hyperbole ⇒ Declarative/interrogative/exclamatory sentences. ⇒ Sophisticated vocabulary ⇒ Circular structure ⇒ Links between paragraphs ⇒ Range of sentence lengths for effect ⇒ Range of sentence types for effect

THINGS TO REMEMBER – FINAL CHECKLIST

- ⇒ Write for the correct purpose and audience
- ⇒ Check the FAPP
- ⇒ Adopt the relevant persona
- ⇒ Write in the correct form and register
- ⇒ Reference the text in your answer - all ideas must be derived from the text
- ⇒ Use details from the text when necessary
- ⇒ Infer meaning – what is suggested?
- ⇒ Look for bias – use the context
- ⇒ Demonstrate a range of skills by looking at both explicit and implicit meanings as well as evaluating.
- ⇒ Respond to the ideas within the text - develop the ideas already presented by using inference; do not make things up or add additional information.
- ⇒ Use a range of techniques appropriate to the purpose
- ⇒ Paragraphs and organization - structure ideas logically and show transitions and links between ideas.
- ⇒ Spelling
- ⇒ Punctuation
- ⇒ Vocabulary
- ⇒ Style
- ⇒ Sophisticated use of language techniques
- ⇒ Range of sentence types and punctuation.



OVERVIEW



Section A Directed Writing (40 marks)

- One compulsory question
- One or two texts totalling 650–750 words in length
- Write between 350–450 words
- This question is assessed for reading & writing: 25 marks for writing; 15 marks for reading
- You will create a discursive piece - argumentative/persuasive) speech, letter or article.

Discursive writing

You may write either for or against a topic or present your ideas in a balanced manner.

Argue	Persuade
Balanced Acknowledges the opposing view <u>Features:</u> Counter argument Assertion Repetition Opinion Personal pronouns Facts	One sided More emotional <u>Features:</u> Repetition Emotive language Figurative language Personal pronouns Opinions Rhetorical questions

Text Type

Complete out the table. This will help you to revise the form possibilities for question 1.

Language			
Layout			
Features			
Uses of this form			
	Speech	Letter	Article

Mini Tasks

For question 1, you will create a discursive, argumentative or persuasive piece which is either a speech, letter or article. Read through the passages below and identify which discursive writing techniques have been used. Look back at p5 if you need help. Can you guess the form? How do you know?

1.

Good evening fellow pupils and member of staff. I stand here today as a representative of the entire student body who feel that their voice has not been heard.

We are utterly outraged by the way in which you have implemented the new detention system in our school. My fellow pupils and I feel that not only is your new policy unfair, but that it is also unsustainable.

Why would you decide to implement such an extreme policy at this point in the year? Surely you can accept that during the summer term is not the right time to make such extreme decisions. We are currently revising for exams and cannot maintain our focus if there are so many changes happening around us.

Techniques used:

Discuss/argue/persuade

Form:

Dear Ms Walker,

I have just finished reading your recent school newsletter communication to parents and would like to address some of your main points.

It is clear that you care a lot about your students and want the best for them, however it is not clear how your decision to extend the school day benefits our children. As a parent, I am constantly worried about the stresses and strains placed upon my child. I understand that you feel that by extending the day students will learn more and excel in their exams, however I am wondering about their mental health. Can you outline what provisions there are for those who cannot cope with this extra pressure?

In addition, you have stated that by adding even just one hour to the day grades will increase by 50%. I do agree that this is definitely a positive effect of lengthening the school day and would like to see my child exceed in such a way. However, I would also like to know how this will be tested. How will the school be evaluating the effect of lengthening the school day?

Techniques used:

Discuss/argue/persuade

Form:

3.

I have recently had the pleasure of reading the article 'Teenager Therapy', which discusses the different ways in which the younger generation can assist older people in their community. I learned a lot about the struggles that older people go through in their daily lives and would like to encourage all of you to help those that fall into this category.

In her article, Ms Morrison proposed that one of the ways teenagers can help the older generation is to make regular visits to care homes. She cited a recent study conducted in Norway as a way of illuminating the benefits of inter-generational socializing. Scientists in Norway discovered that both teenagers and pensioners benefitted from regular socializing and more than 70% of all involved said they felt happier after each meeting.

Even though this study was conducted in Norway, I'm sure you would agree that the results are encouraging. Don't we have a responsibility to those who are vulnerable? Wouldn't we also benefit from such a scheme?

Techniques used:	Discuss/argue/persuade	Form:

Write an article for your school newspaper where you evaluate the advantages and disadvantages of including more extra-curricular activities throughout the year. You should also give your own views, as a pupil, on the topic with regards to whether or not the school would benefit from this idea.

A decorative illustration of a green pencil and a pink eraser on lined paper. The pencil is green with a yellow eraser and a pink eraser. The eraser is pink. The pencil is positioned diagonally across the page, with the eraser at the bottom right. The paper has horizontal lines.

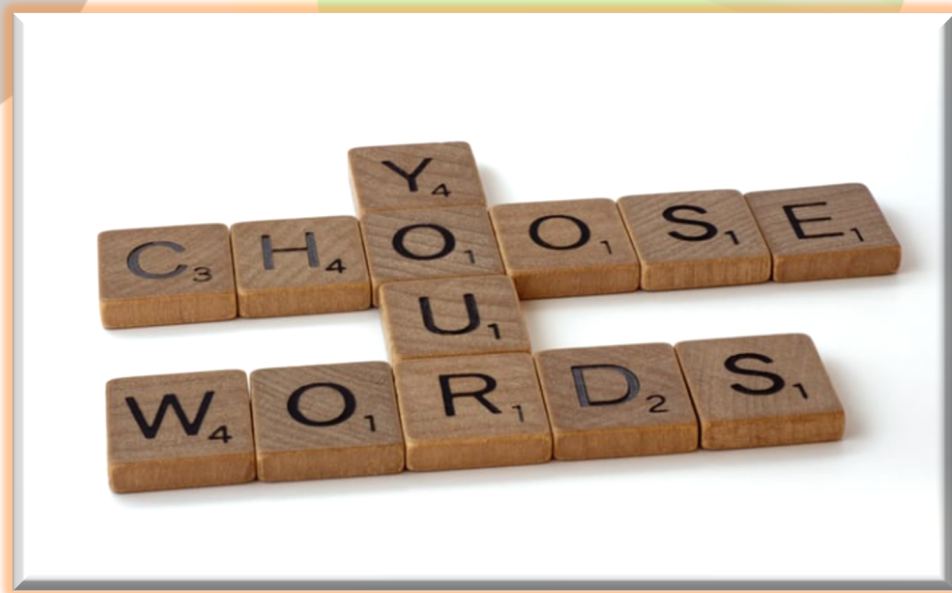
Using Sophisticated Vocabulary

In order to meet the criteria for writing, you should try and include a range of different vocabulary.

Complete the activity below and try and remember to re-use these words wherever you can!

Word	Definition	Use the word in a sentence
1. <i>Autonomously</i>		
2. <i>Coalesce</i>		
3. <i>Analogous</i>		
4. <i>Compound</i>		
5. <i>Balk</i>		
6. <i>Endemic</i>		

7. Conundrum		
8. Begrudge		
9. Renege		
10. Immaterial		



Responding to a Text

Remember that for Section A: Directed Writing, you are responding to a text or texts. You must ensure you are *reading for meaning*.

- ◇ As you read, look for clues that suggest how the writer feels. Can you see evidence of bias? Is there a flaw in their argument?
- ◇ Look at the context – what is it; where is it from; who wrote it?
- ◇ Consider the purpose and audience as you read.
- ◇ Think about how the writer has tried to achieve their purpose. Can you identify where this is most evident?
- ◇ What choices has the writer made in terms of language and style? Why? Does it have the intended impact?
- ◇ Look out for a range of ideas, both implicit and explicit.
- ◇ Think about how you are responding to these ideas. Respond to a range of ideas from the text and evaluate them.
- ◇ Make a note of what each section/paragraph is about. If you lose track, re-read from the last sentence you did understand.
- ◇ Mark or underline anything that may be relevant to your answer.



When you are responding to information from the text you should consider the following:

- Who is the opinion from?
- What is their purpose?
- To what extent do you agree with them?
- Which particular statement are you referring to?
- Context and bias.

What is context?
What is bias?





Explicit & implicit meaning?

What is **explicitly** expressed here?

What is **implied**?

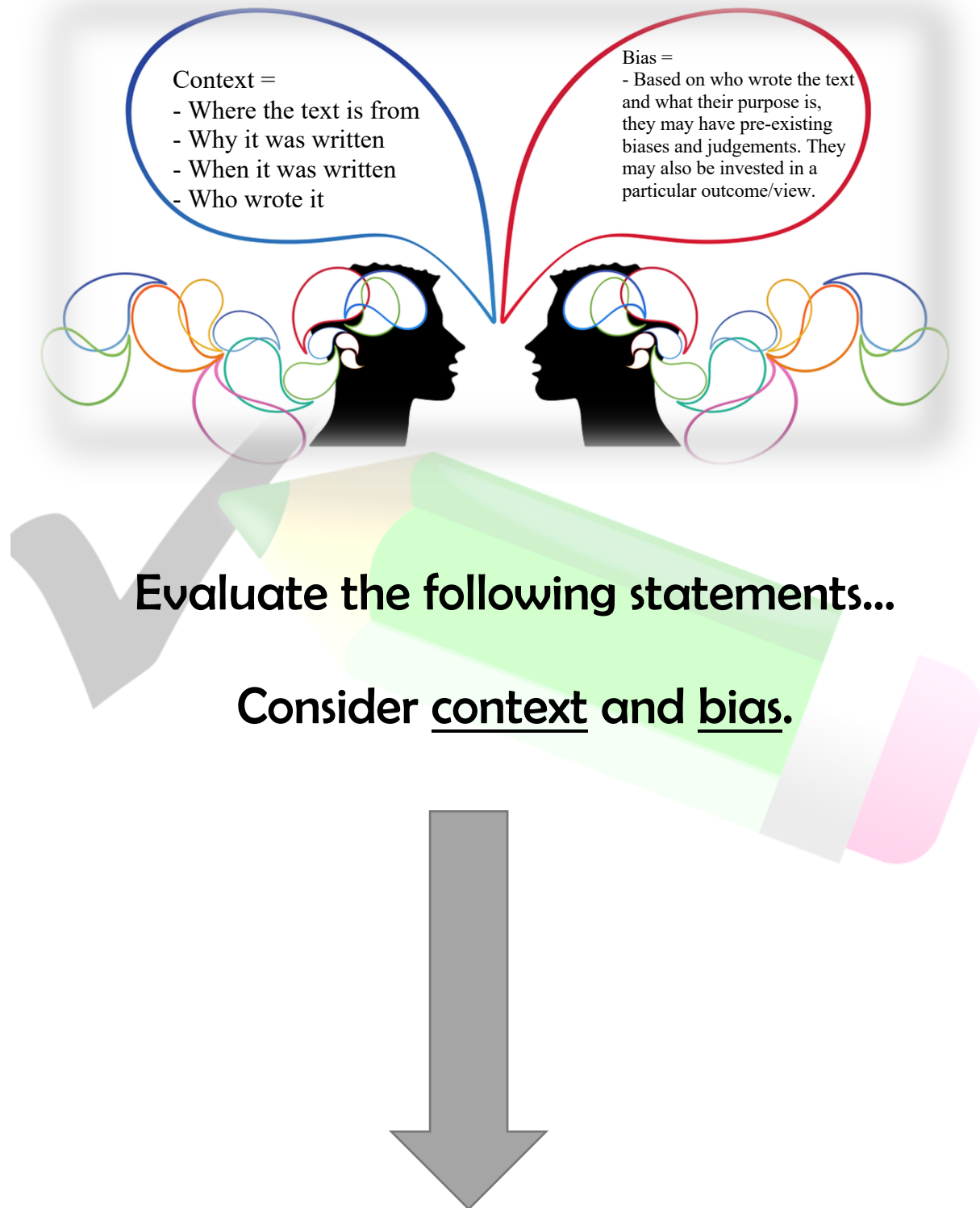
What can you **infer** about the author's opinion/feeling?

Which skills are needed?

- Evaluation – how successfully has the writer achieved their purpose?
- Assimilation – demonstration of how you have taken in and understood the main points and ideas from the original text(s).
- Synthesis – a shortened version of the most important ideas written in your own words. This is where you combine the ideas from the text with your own point/argument/judgement.
- Personal response – your own ideas/views with regards to the text and the question. Think about your response to the text(s) in terms of the question and the way in which you have chosen to answer it.



Mini Task – Identifying Bias





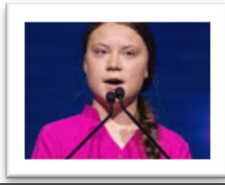
David Attenborough
Natural historian

"As I speak, south east Australia is on fire. Why? Because the temperatures of the Earth are increasing. We have been putting things off year after year, we have been raising targets and saying 'Oh well, if we do it in the twenty years...' the moment of crisis has come, we can no longer [avoid it],

We have to change.

People can see the problem, particularly young people can see the problem. That must force governments to take action. We have to realise that this is not playing games, this is not having nice little debates and then coming away with a compromise. This is an urgent problem that needs to be solved and what is worse we know how to do it. We are refusing to take steps that we know have to be taken and every year that passes makes those steps more and more difficult to achieve."

Who is the writer/speaker?	
What are their main points/ideas?	
What is their purpose?	
What bias can you identify?	



Greta Thunberg
17 year old climate activist

"This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!

You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!

For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight.

You say you hear us and that you understand the urgency. But no matter how sad and angry I am, I do not want to believe that. Because if you really understood the situation and still kept on failing to act, then you would be evil. And that I refuse to believe."

Who is the writer/speaker?	
What are their main points/ideas?	
What is their purpose?	
What bias can you identify?	



Ian Plimer
Director of multiple mineral exploration
and mining companies

There is no problem with global warming. It stopped in 1998. The last two years of global cooling have erased nearly 30 years of temperature increase.

Thy hypothesis that human activity can create global warming is extraordinary because it is contrary to validated knowledge from solar physics, astronomy, history, archaeology and geology.

C02 is plant food, it is not a pollutant and it is misleading non scientific spin to talk of carbon pollution.

Who is the writer/speaker?	
What are their main points/ideas?	
What is their purpose?	
What bias can you identify?	

Mini Task – Inferring Meaning

Use any of the 3 texts above to practise your inference skills! Choose 3 quotations and identify the explicit and implicit meaning.

Quotation	Explicit meaning	Implicit meaning – what can we infer; what is the writer suggesting? Context & bias

Now do the same for a text of your choice. This can be an article, speech or interview that you have found online or in a newspaper or magazine.

Text: _____

Context: _____

Quotation	Explicit meaning	Implicit meaning – what can we infer; what is the writer suggesting? Context & bias



Exam Style Task

Make a plan for the question then write up your answer. Use the marking criteria to give yourself a mark out of 40.

Make sure you follow the steps:

1. Read the question and underline the keywords
2. FAPP (Form, Audience, Purpose, Perspective)
3. Read the text: what is it about? What is the viewpoint? What are the main points?
4. Plan your answer – what do you want to address in each paragraph?

How to read the text(s):

- What is it about?
- What is the purpose?
- What are the main arguments/ideas, make a list.
- Make a note of what each paragraph / section is about.
- Think about the task as you read through the text. Are you already formulating a response?
- Highlight anything that you think may help you write up your answer. Remember to consider both explicit and implicit meanings.

Remember to use PIPS when writing up a response and check the success criteria as you go.



The structure of your answer:

- **Introduction:** state your purpose for writing/speaking. Give an overview of your ideas.
- **Main body:** Your points in response to the question (3-5).
- **Conclusion:** sum up your overall view. Refer back to the topic: texting and the impact on teenage literacy. What is your final point on this? Where do you stand on this issue?

Texts to be used with question 1:

Passage 1

The following passage is taken from an anonymous poll taken at a local high school. The opinions are those of current students.

Student 1:

Physical education is a waste of time.

I have been forced to take many sports-oriented PE classes in the past, and hated every single second of them. While exercise can be marginally important, it is hardly worthy of valuable school time and those who care about physical fitness should be responsible for managing it themselves. Non-athletes such as myself should just be left at peace by the school system. Not only that but the cost of sports is outrageous. We have to buy several different types of kit and also have to pay for any sports related trips. Not all of our parents can afford this!

Student 2:

Not educational for us

What do we really learn in sports, I mean apart from teamwork but what about skills that will help us academically? We don't learn those important things that we need to know like math or English. We don't really need any sports because we can learn teamwork from other activities conducted within classrooms.

Student 3:

A breeding ground for bullying.

Sports just gives bullies an excuse to terrorise those of us who are not naturally athletic. Not only do I always get picked last to be on any team, but when I do play people just make fun of me. Playing sports has been terrible for my self-confidence and I am much happier in Science or Maths. I have also noticed that sports are very competitive. Even if I did want to play sports there is absolutely no fun or enjoyment as the focus is only on winning and being the best. In my opinion, I think we should have the choice on whether or not we want to participate in sports lessons in school.

Passage 2

The following passage is taken from an educational blog aimed at giving parents educational information and advice.

Should school sport be compulsory?

Not every kid is interested in sport, so why should they play it? For parents whose child isn't too keen on the game, or who may not have played sports themselves, the question "why school sport should be mandatory" may appear. In the majority of U.S. schools, the sport is a mandatory activity and if your kids don't have an interest in it, here are a couple of reasons to make them think the other way.

They get to experience the strong role model

Kids are influenced by adults and in most cases, they look up to their coach. This relationship between coach and athlete is a strong one, and it may affect his further emotional development. There is a reason why we started this list with role models. With robust role models who understand the real values and teach them through sport, your children will have better chances of succeeding in life. As parents, we sometimes can't affect their decisions because kids don't take us too seriously. But, if they have another role model in their lives, then this entire process will go much smoother.

The sport will teach them to win and lose with grace

In some way, a sport is similar to life; sometimes you will win, while other times you will lose. Competition is a powerful motivation in all life aspects, we all want to be better, and we hate losing. But, sport can teach us how to lose with grace and avoid bitterness and anger. Later in life, your kids will learn to apply the same rule. But, the most important thing, they will learn this while they are young, so there is still room for improvement, as they develop mentally. So, parents shouldn't shield their kids from the loss and defeat. On the other hand, you shouldn't also praise them too much when they win. Otherwise, your kids will become too proud.

The sport will build their self-esteem

A lot of people lack self-confidence, even in their adulthood. But, being good at something, will help your children feel confident. The most important aspect of building self-esteem is teaching your children to be in control of their environment, and the results they make are the commitment and effort they invest. For example, if they have been practicing a lot and spending time in training, the most significant compensation will come when they win a game.

Q1: Write a **letter** to your Headteacher. In it, you should present your ideas on a compulsory sports curriculum for all year groups.

- Identify and evaluate the ideas presented in the passages.
- Consider how worthwhile the idea is for your school and the students.

Base your article on what you have read in the passages but be careful to use your own words.

Address each of the bullet points.

Begin your letter with, 'Dear Ms Atwood,'

Write about 250 to 350 words.

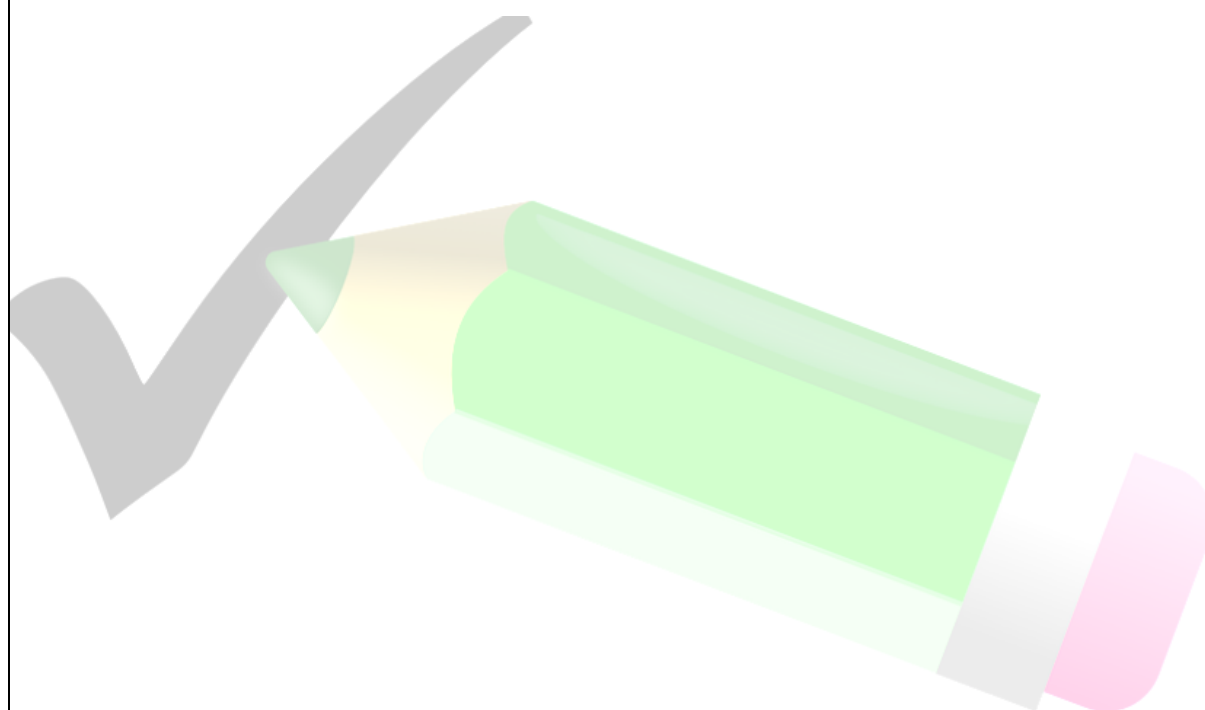
Up to 15 marks are available for the content of your answer, and up to 25 marks for the quality of your writing.

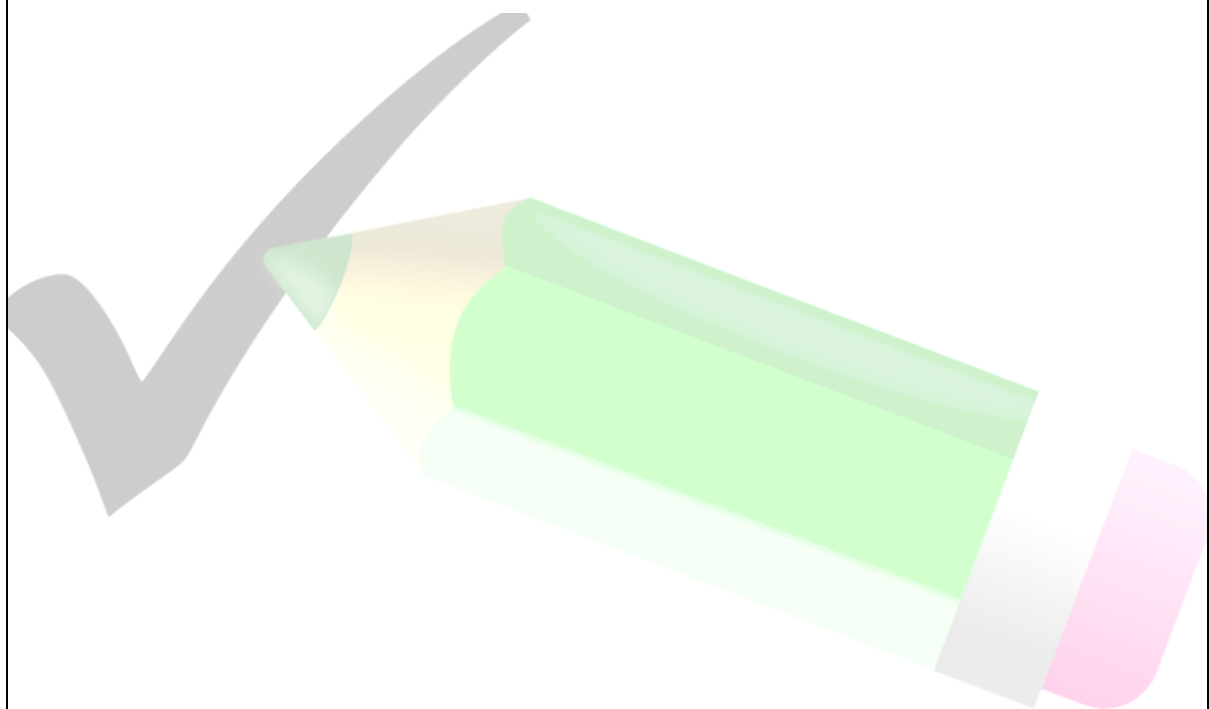
Plan:

Use PIPS to help you structure the ideas in your plan



Write up your answer:





Marks:

/15

/25

Total=

/40



Marking Criteria

Table A, Writing

Use the following table to give a mark out of 25 for writing.

Level	Marks	Description
6	22–25	<ul style="list-style-type: none">Highly effective style capable of conveying subtle meaning. (W1)Carefully structured for benefit of the reader. (W2)Wide range of sophisticated vocabulary, precisely used. (W3)Highly effective register for audience and purpose. (W4)Spelling, punctuation and grammar almost always accurate. (W5)
5	18–21	<ul style="list-style-type: none">Effective style. (W1)Secure overall structure, organised to help the reader. (W2)Wide range of vocabulary, used with some precision. (W3)Effective register for audience and purpose. (W4)Spelling, punctuation and grammar mostly accurate, with occasional minor errors. (W5)
4	14–17	<ul style="list-style-type: none">Sometimes effective style. (W1)Ideas generally well sequenced. (W2)Range of vocabulary is adequate and sometimes effective. (W3)Sometimes effective register for audience and purpose. (W4)Spelling, punctuation and grammar generally accurate though with some errors. (W5)
3	10–13	<ul style="list-style-type: none">Inconsistent style, expression sometimes awkward but meaning clear. (W1)Relies on the sequence of the original text. (W2)Vocabulary is simple, limited in range or reliant on the original text. (W3)Some awareness of an appropriate register for audience and purpose. (W4)Frequent errors of spelling, punctuation and grammar, sometimes serious. (W5)
2	6–9	<ul style="list-style-type: none">Limited style. (W1)Response is not well sequenced. (W2)Limited vocabulary or words/phrases copied from the original text. (W3)Limited awareness of appropriate register for audience and purpose. (W4)Persistent errors of spelling, punctuation and grammar. (W5)
1	1–5	<ul style="list-style-type: none">Expression unclear. (W1)Poor sequencing of ideas. (W2)Very limited vocabulary or copying from the original text. (W3)Very limited awareness of appropriate register for audience and purpose. (W4)Persistent errors in spelling, punctuation and grammar impede communication. (W5)

Table B, Reading

Use the following table to give a mark out of 15 for reading.

Level	Marks	Description
6	13–15	<ul style="list-style-type: none">Successfully evaluates ideas and opinions, both explicit and implicit. (R1, R2, R3)Assimilates ideas from the text to give a developed, sophisticated response. (R3, R5)
5	10–12	<ul style="list-style-type: none">Some successful evaluation of ideas and opinions, both explicit and implicit. (R1, R2, R3)A thorough response, supported by a detailed selection of relevant ideas from the text. (R3, R5)
4	7–9	<ul style="list-style-type: none">Begins to evaluate mainly explicit ideas and opinions. (R1, R2, R3)An appropriate response that includes relevant ideas from the text. (R3, R5)
3	5–6	<ul style="list-style-type: none">Selects and comments on explicit ideas and opinions. (R1, R2, R3)Makes a general response including a few relevant ideas from the text. (R3, R5)
2	3–4	<ul style="list-style-type: none">Identifies explicit ideas and opinions. (R1, R2, R3)Makes a limited response with little evidence from the text. (R3, R5)
1	1–2	<ul style="list-style-type: none">Very limited response with minimal relation to the text. (R1, R2, R3, R5)
0	0	<ul style="list-style-type: none">No creditable content.

Use the following marking sheet to highlight the skills you have demonstrated in yellow. Highlight in green the skills you still need to work on.

Language Paper 2 Q1 Marking Sheet

Skill displayed	How to improve - complete one of these tasks as part of your reflection and improvement
<p><u>Writing</u></p> <p>You are able to write for the correct purpose and use a range of techniques that are appropriate to purpose.</p> <p>You use a range of techniques to ensure your writing is sophisticated.</p> <p>You are able to write for the correct audience.</p> <p>You are able to write in the correct form.</p> <p>You are able to use a range of interesting vocabulary.</p> <p>You use a range of sentence types.</p> <p>You are able to use punctuation correctly.</p> <p>You are able to use punctuation effectively.</p> <p>You write in the correct register.</p> <p>Your ideas are structured in a clear order.</p> <p>You use paragraphs to effectively control ideas.</p> <p>You link ideas.</p> <p>Your spelling is accurate.</p>	<p><u>Writing</u></p> <p>Go back and improve a paragraph by directing your ideas towards the audience so it is clear who you are writing to/for. Use direct address or appropriate word and phrases.</p> <p>Go back and improve a paragraph by using a range of techniques appropriate to the purpose.</p> <p>Go back and improve a paragraph by ensuring the register is appropriate to the purpose.</p> <p>Go back and improve a paragraph by using a range of techniques to make your writing more sophisticated: anaphora; anadiplosis, antistrophe, tautology, hypophora, amplification, hyperbole.</p> <p>Go back and look at the keywords in the question. Choose a paragraph that is less focused on the task: re-write it to ensure it is clear you are responding to the task in a relevant way.</p> <p>Go back and re-write the opening and ensure it is obvious what the form is.</p> <p>Go back and re-write the opening and ensure it is more focused on the task and relevant to the purpose.</p> <p>Go back and re-write the beginnings of paragraphs by using clear topic sentences or discourse markers.</p> <p>Go back and improve a paragraph by changing some average words for more sophisticated ones.</p> <p>Go back and improve a paragraph by including a range of different types of sentences. Use these for effect. Use a range of sentence openings.</p> <p>Go back and improve a paragraph by including a range of different types of punctuation. Use these to effectively control your ideas so they have impact.</p> <p>Look back over your writing and re-number the paragraphs so they are in a clearer and more organised order.</p> <p>Go back and improve a paragraph by ensuring your style is appropriate for the purpose, form and audience. This may mean changing words or phrases, word order or improving your use of formal language.</p> <p>Go back and improve a section by splitting longer paragraphs, changing the length of paragraphs or ensuring that all relevant ideas are placed together.</p> <p>Go back and add a linking phrase between paragraphs.</p> <p>Check and correct spelling.</p> <p>Check and correct tense or wording issues.</p>
<p><u>Reading</u></p> <p>You are able to comment on the ideas in the text.</p> <p>You are able to evaluate the ideas in the text.</p> <p>You are able to infer meaning.</p> <p>You are able to offer a personal response to ideas in the text.</p> <p>You are able to integrate the ideas in the text into your own response.</p> <p>You are able to use relevant detail from the text in your own response.</p>	<p><u>Writing</u></p> <p>Go back and improve a paragraph by making reference to the ideas in the text</p> <p>Go back and improve a paragraph by evaluating the ideas in the text. To what extent are they right? To what extent is this true or valid? Why?</p> <p>Go back and improve a paragraph by making statement that shows you have inferred meaning. What is being implied or suggested by the writer?</p> <p>Go back and improve a paragraph by adding your own personal opinion in response to an idea from the text. Give reasons.</p> <p>Go back and improve a paragraph by using details from the text and responding directly to this. Comment on explicit meanings.</p> <p>Go back and improve a paragraph by changing the detail that you have chosen for a more relevant detail that supports your point.</p>



Self reflection

Now you have done some work on question 1, make some notes on your strengths and weaknesses. Think about the skills you need to display for both reading and writing. Use the marking criteria and the success criteria to help you identify your strengths and weaknesses.

	Reading	Writing
Strengths		
Weaknesses		
Next steps... What will you do to address your weaknesses before the exam?		

Top tips

What are your 5 top tips for how to be successful on question 1? These should be personal to you and your progress so far.

Reading:

1.

2.

3.

4.

5.

Writing:

1.

2.

3.

4.

5.

