



The New National Curriculum at Brooklands Farm Primary School

The New National Curriculum of our country has two broad aims-

1. To promote spiritual, moral, cultural, mental and physical development of all pupils at the school and of society, and
2. To prepare pupils at school for the opportunities, responsibilities and experiences of later life.

Our government states that the national curriculum should form one part of the curriculum. It will determine the essential knowledge that is needed to educate our citizens. It demands our society is introduced to the best that is thought and said so that in turn we can engender and appreciate creativity and achievement to date . At Brooklands we would suggest the phrase 'Learning from the Past to create the Future' supports this desire.

Our school has considered its own context, the communities needs, and individuals needs to develop the whole curriculum that it must then communicate with the wider world to ensure transparency and accountability.

Most importantly our school has developed a structure within which to deliver a curriculum. One that is pitched to ensure achievement for all with the expectation that all pupils will leave the school at and above national average in terms of key skills and with the creativity and confidence to make a positive difference in the world.



At Brooklands Farm our interpretation of the government's aims and ambitions start with the child.

At Brooklands farm we believe that children are unique. We believe there is no way way to learn and therefore no way to teach. However we believe no school can achieve excellence without a framework within which to exist. We believe it is this framework that then allows creativity, adaptability and collaboration to flourish as everyone knows the non negotiables of learning at our school.

Our school has a strong moral purpose to ensure all learners flourish, are treated equally and are listened too. The importance of relationships is at the very heart of our moral purpose with listening being the key action that we expect all engaged in our curriculum to practise. We communicate our values through the three keywords of open, grow and believe.

**#]R[]R[R;R[; UR[;Z V[O N[OONKtRT[\d%NR[;Z V[OR;~XW;X[\dVOR[R[Q[RNBX[~U[.....R[R[R[R[R[;d[R[R[N[Ov`
R[**

We are serious about our moral purpose. Our school has adopted the UN RIGHTS OF CHILDREN to create a meaningful framework to discuss and organise actions that put the child at the centre of all we do.

Please refer to our prospectus

Our schools values are measured through the use of well being scales. We use these measures in all we do from work in the classroom, around the school and within the community. We use several tools, strategies and resources to ensure well being is high in our learning community. But these measures are not complicated and do not need bureaucratic systems to manage them. They are in your heart, your daily communications and the relationships you nurture to ensure humanity. Everybody uses them, understands them and therefore protects them from diversions of everyday life, ensuring the values of our society are upheld to the highest standard.

Our curriculum has been built from these foundation of our values. There are several strands to our overall curriculum. We feel each is as valuable as the next. There is no hierarchy of one above another. Instead it is the senior manager's role alongside teachers and pupils to thread them together to be meaningful and fill children's lives with meaningful learning.

Brooklands Farm has built its curriculum from the best that has been said and thought in relation to achieving effective outcomes for children. We begin all our work from the point of what is the best that is being said, done and achieved both nationally and internationally that can shape our thinking and children's outcomes. A 'call to evidence' has been the first step on the journey for change to ensuring a fit for purpose approach to curriculum delivery in the 21st century.



What does the research say? – [Our school has a robust Learning, Teaching and Thinking policy that must be read alongside this document]What are the common messages that these theories provide?

Teachers must	Learners must.....	The whole school must	The curriculum must
<p>Know they have can make a difference through outstanding teaching.</p> <p>Know that they have to be connected to others particularly parents and carers if the impact of teaching is to maximised. Always recognise and plan for the social and cultural context they teach within.</p> <p>Know that learning is complex and that only through the careful tracking of all the areas of learning will they ensure the next step for each child is identified.</p> <p>Embed routine</p> <p>Know that teaching will not be accessed unless learners well being is maintained. The teaching will only be as good as the attached relationship they are willing to develop.</p> <p>Partnership with the learner is crucial to identify the next step, to talk and maximise the opportunities to embedded, to ensure high motivation by being connected to what interests children.</p> <p>Ensure children work within the zone of proximal development.</p>	<p>Know they can achieve</p> <p>Maintain a positive mindset . Be resilient</p> <p>Visual themselves as learners and the skills, knowledge and understanding they seek to master</p> <p>Ensure their brain is functioning at full capacity</p> <p>Talk</p> <p>Ignite their learning through first hand experiences</p> <p>Be independent</p> <p>Be active</p> <p>Know what the next step is</p> <p>Listen to those around them</p> <p>Work in partnership with others to maximise opportunities to learn</p>	<p>Provide that positive environment for children to thrive holistically</p> <p>Ensure outstanding positive behaviour management</p> <p>Expect respect and reciprocity</p> <p>Encourage participation</p> <p>Know each strategy developed engages fully with parents</p> <p>Promote healthy well being</p> <p>Encourage reciprocal relationships</p> <p>Measure each step of the learning journey closely.</p> <p>Know that each teacher has the knowledge to identify the next step in learning.</p>	<p>Relate to the real issues of the world that interest children.</p> <p>Encourage independence, resilience and responsibility</p> <p>Be lead by questioning</p> <p>Build in time for dialogue</p> <p>Demand partnerships</p> <p>Give time to practise</p> <p>Stream to ensure match between skills, knowledge and understanding being taught and learners needs.</p> <p>Give time to connect from prior knowledge to expected new learning.</p> <p>Review, Review, Review to ensure you are on the correct learning pathway, practise and consolidate you new learning and</p>

Teachers must always look for the moment to adapt, change and consolidate learning to maximise pupil progress Teachers must manage time to maximise learning.	Connect learning experiences to support processing Practise key skills, knowledge and understanding Know what it is to work within the zone of proximal development	Monitor resilience of learners. Expect independence	accommodate through explaining to someone else to ensure you understand. Ensure the learning journey is shared to ensure children own it, shape it and responsible for it.
--	---	--	---

How we will organise learning and our priorities on time has also been designed from a research base or those strategies used nationally and internationally that we know make a difference to pupil outcomes.

At Brooklands Farm Primary School we believe that accelerated pupil progress occurs when teaching and learning is outstanding. To achieve this there are eight key elements that teachers must ensure are embedded into their daily routines practice. This creates the 80% that must be consistent across the school and allows for teachers to develop their own flair with the remaining 20% - teacher style and the development of attached relationships with the children. As a school we offer strategies and guidance of how to develop attachments but ultimately it must belong to those creating the relationship otherwise it remains superficial and not embedded.

Outstanding Teaching and Learning									
10%	10%	10%	10%	10%	10%	10%	10%	10%	10%
Open Grow Believe	Scanning of involvement & engagement	Talk	Questioning	Learning Walls & Learning Ladders	Guided group teaching	ICT	Peer Observation	Relationships	Teachers Style

Open Grow Believe

Our School is built upon these three key messages, they unite our learning community. Understanding how to build resilience as a learner whilst developing an open mind can be challenging. Carol Dweck suggests that we can teach a growth mindset that allows children to achieve a higher level of achievement . By having school values that require children to open their mind and relationships we are encouraging them to –

- Embrace challenges
- Persist in the face of setbacks
- See effort as a path to mastery
- Learn from criticism
- Find lessons and inspiration in the success of others

Research has found that when a school has agreed and signed up to a commonly practised set of human values that it systematically demonstrates through all its practises. Australian research showed 5 key impact results when a values curriculum was outstanding-

1. Communication increased
2. Agency increased [students making informed choices about how they will behave as a learner].

3. Well being increased significantly
4. Connectedness increased leading to improved learning behaviour
5. Transformation and deeper learning took place.

How learning is organised at Brooklands Farm -

The language the teacher uses

The giving of rewards- heart, star and believe medal

Marking comments

Use of working wall with full pupil engagement.

Scanning of Involvement and Engagement

Outstanding lessons are achieved when learners get into a state of 'flow' in their lessons. This can be observed as children being intensely involved and motivated. They cannot and do not want to be disturbed.

Professor Laevers developed a framework to measure many of the theories of well being and learning. This is based on the theories of Vygotsky who believed that the highest levels of involvement are situated on the edge of a child's current capabilities or in the 'zone of proximal' development. Laevers suggests that when a child is involved the learning is deep, intense and has a long term effect on the child's development.

He

Laevers devised tools to measure both well being and involvement. He used a 1-5 scale to demarcate his observations of the child's learning state. He suggests the zone of proximal development sits on a 3. Therefore teachers who wanted their learners to make progress must ensure they engaged learners at this level.

Mihaly Csikzentmihalyi is the world leading expert on the concept of flow. After studying thousands of people he came to believe when the management of challenge and learning attitudes and skills were both high and matched to the individual then 'flow' occurred. He found that school system too much teacher talk, irrelevant activities, assemblies left children with 28% of their time in lessons showing apathy towards learning.



	Apathy	Boredom
Low		
Learning Skills and Attitudes		

John Hattie in his study 'Visible Learning' found that expert teachers engaged children in the correct level of challenge and support three times more than as often as 'non expert' teachers who focussed on strategies that delivered contents of a curriculum rather than allowing deep learning where students applied, analysed, evaluated and synthesised learning.

How learning is organised at Brooklands Farm -

Flexible timetables to ensure a mastery curriculum is balanced with time to self correct and create with new knowledge.

Ignite activities planned to inspire and generate enthusiasm and passion

Project design including the development of a product at the end giving learning a purpose and audience.

Never marking away from the child. Increasing personalisation and pace.

Planning using the working wall as a tool for dialogue. Increasing personalisation and pace.

Curriculum marking ladders to increase personalisation and pace.

Talk

Vygotsky -

Vygotsky (1962) suggested that thinking develops into words in a number of phases, moving from imaging to inner speech to inner speaking to speech. Tracing this idea backward, speech—talk—is the representation of thinking. As such, it seems reasonable to suggest that classrooms should be filled with talk, given that we want them filled with thinking!

Bruner -

Bruner begins by outlining a 'constructivist' view of the nature of learning, and explores its implications for teaching, including the idea that coming to terms with new knowledge requires 'working on understanding' which can most readily be achieved through talk. Two kinds of talk, 'exploratory' and 'presentational', contribute to learning, but each has a different place in the sequence of lessons. Since learning in schools is a social activity, the discussion of learning moves from the individual to the group.

Mercer -

- Thinking is seeing things from at least two points of view at once

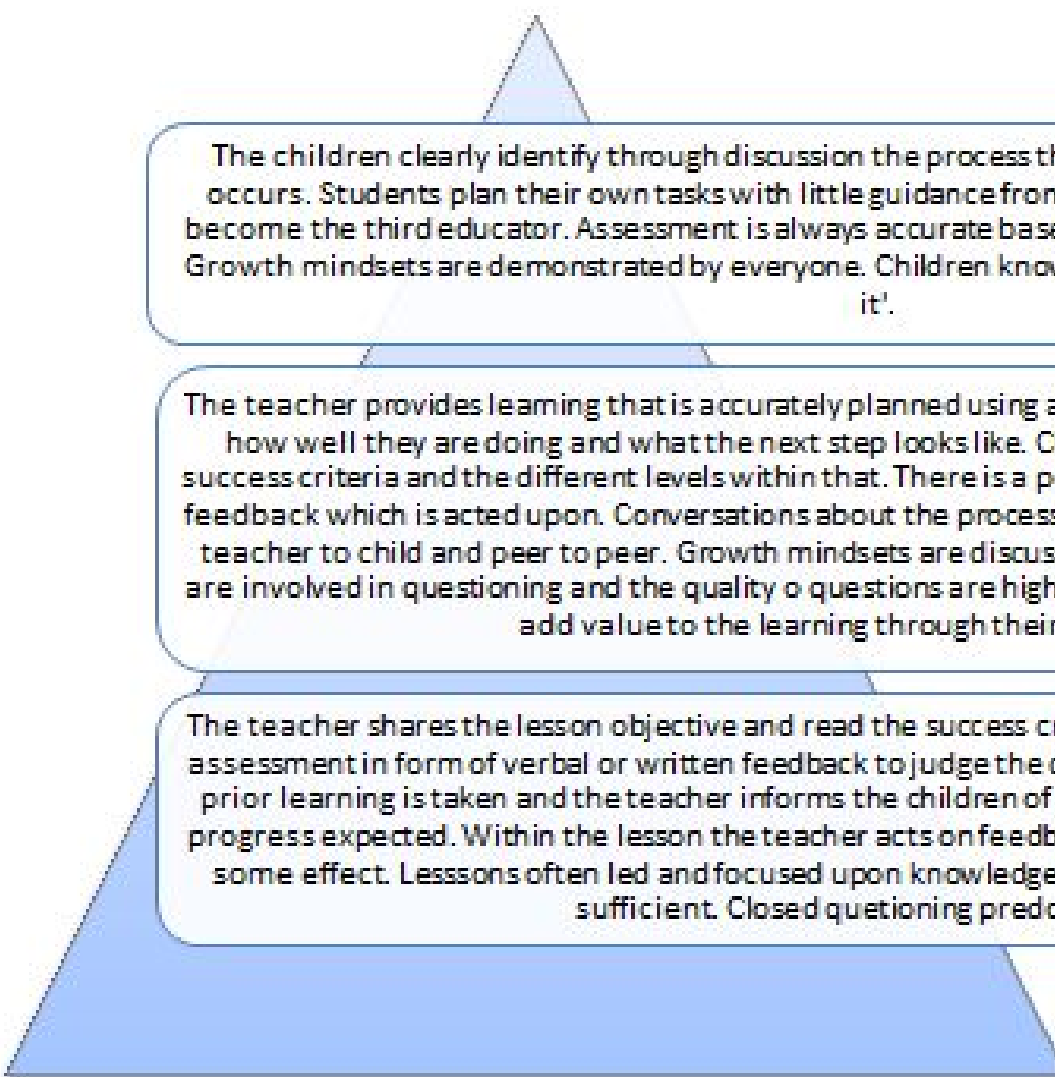
- That is why bilingualism can be valuable for cognitive development
- Learning to think means internalising dialogue and participating in dialogue
- Teaching critical and creative dialogue that engages with new and different voices is the essential skill for the Internet Age.

Learning in young children is socially mediated. Families, peers and teachers are all important. Even basic perceptual learning mechanisms require social interaction to be effective. (Goswami and Bryant, 2007)

In a meta-analysis of experimental programmes for teaching science, Murphy (2007) found that the positive effects were greatest when hands-on activity was combined with discussion.

Many studies of teaching Exploratory Talk in the UK, Mexico and China have found that it works

- raised achievement in **T/Vb** situations (non verbal reasoning, maths, science, writing)
- raised achievement in **VCA/VW** work
- a positive approach to group work
- side effect: improved handling of social problems
- When researching groups of children solving reasoning test problems together it was found that the key to success was the children learning to listen and to change their minds. This suggests we were teaching not just talk but also dialogue: thinking as holding more than one perspective in mind and being open to other voices.
- It is likely that the reason for low attainment in some social groups is a lack of induction into 'educated' or 'exploratory' or 'reflective' talk and dialogue.
- Therefore we need to actively teach exploratory educated reflective talk and create opportunities to draw children into exploratory dialogues in the classro



The children clearly identify through discussion the process they will undertake to ensure learning occurs. Students plan their own tasks with little guidance from the teacher as the environment has become the third educator. Assessment is always accurate based on peer, self and teacher feedback. Growth mindsets are demonstrated by everyone. Children know if 'they can't see it, they don't know it'.

The teacher provides learning that is accurately planned using assessment data. Children understand how well they are doing and what the next step looks like. Children very clearly understand the success criteria and the different levels within that. There is a positive environment for oral and verbal feedback which is acted upon. Conversations about the process of learning are strongly evident from teacher to child and peer to peer. Growth mindsets are discussed and acted upon. 75% of the class are involved in questioning and the quality of questions are higher order. Students as well as teachers add value to the learning through their questioning.

The teacher shares the lesson objective and read the success criteria. Children are reliant on teacher assessment in form of verbal or written feedback to judge the quality of their work. Some account of prior learning is taken and the teacher informs the children of their next step and how to make the progress expected. Within the lesson the teacher acts on feedback in order to improve learning with some effect. Lessons often led and focused upon knowledge and comprehension. Challenge not sufficient. Closed questioning predominates.

How learning is organised at Brooklands Farm –

How learning is organised at Brooklands Farm –

Working walls being used to plan with the children next steps. Sharing the journey the learning will take and exploring what good will look like at the end

Working walls where children indicate the kind of support they feel they need

Marking ladders used to plan next steps

Whole class, group learning, talking trio's, coaching 1: 1, peer learning and marking

Marking with the child never away from them

Regularly to check progress and adapt the flow of lesson

Flexibility and adaption through daily planning through the working wall

Detailed mid term planning to ensure pace

Learning environments set up to support different styles of learning

ICT

Research into this area is extremely hard to find and quantify. This is partly because of the rapidly changing landscape where technologies are improved constantly and so quickly comparisons are hard to find. Also because it is hard to define the interface between the use of the technology and the impact of the teacher when applying the IT strategy.

Learning Outcomes

According to findings culled from four meta-analyses, blending technology with face-to-face teacher time generally produces better outcomes than face-to-face or online learning alone (Cheung and Slavin, 2011; Cheung and Slavin, 2012; Tamim, Bernard, Borokhovski, Abrami, and Schmid, 2011; Means, Toyama, Murphy, Bakia, and Jones, 2009). However, there is currently limited rigorous research on the specific features of technology integration that improve learning. Meanwhile, the marketplace of learning technologies continues to grow and vary widely in terms of content, quality, implementation, and context of use.

One theme that has emerged from the research to date is that simply adding technology to K-12 environments does not necessarily improve learning. Rather, what matters most is how students and teachers use technology to develop knowledge and skills. Successful technology integration for learning generally goes hand in hand with changes in teacher training, curricula, and assessment practices (Zucker and Light, 2009; Bebell and O'Dwyer, 2010; Innovative Teaching and Learning Research, 2011). Edutopia's review of the literature also finds that successful technology integration generally involves three key principles:

Students playing an active role in their learning and receiving frequent, personalized feedback

Students critically analyzing and actively creating media messages

Teachers connecting classroom activities to the world outside the classroom

The speed at which these changes in the use of data are occurring is rapid. Universities and companies are building intelligent systems that can generate fine level data about individual learners. It is vital that schools as organisations adapt quickly as I fear the market forces will influence parents before schools validate the data. Fragmentation of messages to learners and their parents could undermine the school system considerably and erode trust between partners.

Equally if schools embrace the new data driven technologies it will lead to higher levels of personalisation as teachers use the data to teach to misconceptions of individuals rather than teaching to the mean. Teachers will be able to scrutinize the outcomes of their lessons as the gaps will be evident. In turn this will improve teacher knowledge as they will be given clear data about where their instructional teaching did not have the required impact. The scaffolding of individuals progress will be defined in small unique steps which will allow teachers to close gaps, mind gaps and set targets that can be achieved quickly along the journey to competency.

A new 'sharing' about what a child has learnt will inform parents of the exact thing they can do to support the teaching of misconceptions during homework. The partnership between teacher and parent could become stronger as information about the exact step in the learning process rather than end of year standards which worry parents.

Overall, integrating technology into the classroom helps prepare our students for the elaborate world they will face going forward, but there are also four specific benefits to using technology in the classroom:

1. **It can keep students focused for longer periods of time.** The use of computers to look up information/data is a tremendous time saver, especially when used to access a comprehensive resource like the Internet to conduct research. This time-saving aspect can keep students focused on a project much longer than they would with books and paper resources, and it helps them develop better learning through exploration and research.
2. **It makes students more excited to learn.** When technology is integrated into school lessons, learners are more likely to be interested in, focused on, and excited about the subjects they are studying.
3. **It enables students to learn at their own pace.** With the integration of technology, students are able to get direct, individualized instruction from the computer. It allows them to engage with the information at times that are most convenient for them and helps them become more self-directed in the learning process.

4. **It prepares students for the future.** By learning to use technology in the classroom, both teachers and students will develop skills essential for the 21st century. But more than that, students will learn the critical thinking and workplace skills they will need to be successful in their futures. Education is no longer just about learning and memorizing facts and figures; it's about collaborating with others, solving complex problems, developing different forms of communication and leadership skills, and improving motivation and productivity

Peer Observation

In all of the top countries of the world the best performing nations are those that put teacher learning at the top of the agenda. Equally they are the ones where teachers take self responsibility for lifelong learning.

Teachers of the future will expect to share their expertise and evidence based learning across the whole school system. They will expect to share as 'lab classrooms' taking evidence based learning to others.

Co- teaching is expected by all good teachers in these countries who see that the organisation of learning is best achieved when teachers work together collaboratively. The best teachers know that collaborating with peers will led to a solution lead focus to their teaching where excuses and blame does not enter their dialogue.

In all leading teaching systems teachers expected **to think**. Teachers in these schools never teach without knowing the why about what they are doing. They ask good questions both within their school community and across school networks. They are discouraged from large scale CPD models rather focus on deepening their learning through study and application with those around them.

Questioning – Questioning is at the heart of all our learning processes. Questions offer the chance to share learning, deepen learning and explore knowledge. Our belief is that there is no one way to learn and therefore no one way to teach. Questioning ensures personalisation, makes sure our pitch is high and that our pace accelerates learning but slows for reflection.

- Blooms is not a theory but offers a framework for teachers to shape their questions to ensure learning moves from knowledge to understanding.


Learning Walls and Ladders – The walls of our classroom provide a visual representation of our thinking, teaching and learning policy. They are the platform by which the relationship between the teacher, child and class is made explicit. They are co-owned – demonstrating the core relational leadership skills of ‘power with’ and not ‘power over’ that allows children to realise they own the learning journey and that the teacher is the co-facilitator.

- Piaget - Demonstrated through the steps of assimilation to accommodation
- Bruner – The scaffolded steps of building on prior knowledge
- Vygotsky – The clear evidence that the teacher makes the difference sharing the knowledge of what the child needs to know next. Not hiding it away in a file!
- Malaguzzi – Teachers and learners as partners. Collaborating and learning from each other’s mistakes.
- Black and Williams – Demonstrating that assessment of learning is crucial as formative discussions.
- Carol Dweck – Open mindsets are explored through the visualisation of the learning process as not being linear. The dialogue created between children and teachers about how? And what? They learn allows adults and peers to model an open mindset daily.

Orchestrating learning through teaching .

A teacher's ability to orchestrate learning is crucial if teaching is to have an impact. Malaguzzi describes it as a metaphoric dance between what is known by the learner and what is to be taught by the teacher. This dance to be a success has to be owned in the attachment between the teacher and the learner only. For many years we have dictated this approach in a crude and actual way. At Brooklands we believe these debates of ‘whole class teaching guided group’ divert us from our purpose which is to know each learner well and ensure progress. It is said there are 101 ways to learn and therefore 101 ways to teach.

How it all fits together ?

<p>Annual projects and festivals that will allow you to share your talents with the wider community</p>	<p>National writing Project's/Days that will help you realise you are part of a wider community</p>	<p>Entitlement curriculum for each year group will be delivered. This curriculum is written from the statutory requirements of the national curriculum. Each child will be measured against this curriculum both formatively and summatively throughout the year to ensure coverage</p>	<p>Whole school projects linked to local businesses will allow you to work with STEM engineers and designers on real life dilemmas.</p>	<p>Weekly enrichment lessons that will allow you to explore science through the arts</p>
<p>Festivals that will require you to play in a team and compete fairly against others</p>	<p>Projects that will require you to be writer. Writing for a purpose.</p>	<p>Each child will be tested annually to determine their developmental progress. Any gaps that appear, milestones that are not met will be closed during that year through personalised teaching.</p>	<p>Projects that will require you to be a mathematician and apply the skills you have learn't in your knowledge and skills lessons</p>	<p>Projects that will require you to be a scientist and apply the skills you have learn't in your knowledge and skills lessons</p>
<p>PE will be taught as a discrete lesson for 2 hours per week</p>	<p>Writing will be taught as a discrete lesson daily to ensure the skills of grammar, punctuation , sentence construction. The length of the lesson will be determined by developmental need.</p> <p>Talk for writing will be the key tool used to teach children about the structure of texts</p> <p>Reading -</p>	 <p>Putting the child at the centre of all we do</p>	<p>Maths will be taught as a discrete lesson daily.</p> <p>You will be taught to create visual images and use tools to support this development</p>	<p>Science will be taught through project. Your science will be applied in real life contexts within projects. However you will have an opportunity to learn in the science lab and explore a 'big question' regularly</p>

Projects that will require you to be a leader	Projects that will require you to be a geographer and historian	Disposition to learn / social and emotional development. Assessed annually against developmental expectations. Monitored daily through well being and target curriculum which is developmental. Daily assemblies will be used to reinforce the concepts of open ,grow and believe.	Projects that will require you to be an engineer and designer of products	Projects that will require you to be an environmentalist
Weekly French lessons will require you to see yourself as part of a wider global community.	National Reading Projects/Days that will help you realise you are part of a wider community	Access to IT is now assumed at all times and children will be required to use	You will have an opportunity to cook on a regular basis providing feasts for your family, friends and wider community at annual and termly gatherings.	Outdoor learning will allow you to see the purpose of your science knowledge and test your hypothesis in the world around you.

Brooklands Farm Curriculum Coverage and timetables

At Brooklands Farm, we firmly believe in developing the whole child and ensuring that learning experiences offer the best opportunities. Flexible timetables should be used to ensure a mastery curriculum is balanced with time to self correct and create with new knowledge. Timetables do not need to be static e.g full project days/ maths investigation mornings etc.

The ability for a teacher to manage time effectively is the most powerful skills a teacher holds. Within the new curriculum there are no set times or hours required for each subject. However, a balanced curriculum is essential. Teachers should use the tools of learning zones, pupil interests and class track to determine how long a lesson should be.

Daily sessions should be planned daily to ensure the match within the metaphoric dance of the teacher and learner. Where possible it should be planned with the children using the class working wall where increasingly children should create a dialogue with their learning community (class) about whether they need a taught session, to practise independently or communicate their understanding through talk trios and review activities.

Writing : To be taught using Pie Corbetts ‘Talk for Writing’ sequence. Literacy should be taught for up to 5 hours a week. Two- three invent ‘best’ pieces of writing will need to be collected and assessed throughout each half term.

Reading:Each child should achieve ‘ 5 for reading’ - Guided, Accelerated Reading, Drop and Read and Project / Core books. Reading should be embedded throughout the school day for short periods of time.

Handwriting: To be taught discretely using the Kinetic Letters Scheme. The Kinetic letter scheme font should be used as the key font in school.

Grammar: Grammar will be assessed using the Rising Stars Grammar, Spelling and Punctuation Progress Tests. Which should then be used to inform planning.

Spelling: To be taught discretely using the year group Searchlight Scheme. Rising Star Spelling tests should be administered fortnightly to monitor progress and highlight areas where there is a gap in a spelling rule.

Maths: Each child should receive fluency sessions. Maths to be taught using the medium term planning and activity banks in the ‘implementing maths’ folder on the drive. Maths should be taught for up to 5 hours a week. Maths will be assessed 6 weekly, using a combination of Alfie Cloud tests and Rising star progress tests, which should be used to inform project planning.

Project: Projects have been carefully planned so that only two non core subject areas are covered ensuring depth is achieved. Once the children have gained knowledge and understanding then they need to be connect and communicate through reading, writing, maths and I.C.T. You are expected to teach project for 4 hours a week. Key close the gap areas should be identified through core subjects and focused on through the connect and communicate stages.

Science: Will be embedded through projects. Teachers should use the Kent scheme and Snap Science to plan progressive lessons. Science should be assessed using the Rising Stars Science Progress Tests, which should then be used to inform planning.

Music: Will be taught discretely across the school for 45 minutes per class by music specialist teachers.

PE: Will be taught discretely across the school. Each class will be taught 2 sessions a week by PE specialists.

PHSE: Will be taught daily. Each week your circles should cover the PHSE curriculum and have a set focus. This should be about 30 minutes a day through circles. PHSE will also be delivered during PPA time.

Art: Will be taught through project. Specialist art teachers in the school will support art projects (Ria/ Paul S/ Jane S). Art should be progressive so please refer to the progressive documents on the drive.

Design and Technology: Will be taught through project. Specialist D&T teachers in the school will support projects (Paul S and Ria). D&T lessons should be progressive so please refer to the Switched on Design and Technology year group handbooks.

Geography and History: Will be taught through project. Geography and History lessons should be progressive so please refer to the school policy for guidance.

RE: Will be taught through whole school projects and festival. RE should be progressive across the small schools, please refer to the MK syllabus on the drive for guidance. RE will be taught in PPA time.

Foreign Languages: Will be taught discretely across lower and upper juniors. Each class will be taught 1 session a week by French specialist teacher.

Computing: Will be taught as a whole school project and will need to be taught 1 day a term by year group teachers. The Switched on Computing scheme will guide you through this process. To gain more confidence with Computing then watch the Rising Star Computing CPD training dvd.

Daily sessions

	Foundation	KS1	Lower KS2	Upper KS2
Handwriting	20 minutes	20 minutes	3 x 20 minutes a week	3 x 20 minutes a week
Drop and Read	10 minutes- read storytime	10 minutes- read storytime	20 minutes	20 minutes

	by teacher	by teacher		
Guided Reading	Individual readers listened to	Individual readers listened to	30 minutes	30 minutes
Fluency and flexibility sessions- 4 operations in maths	10 minutes	15 minutes	20 minutes	30 minutes
Literacy Talk For Writing	10-20 minutes by summer term	40 minutes	50 minutes	60 minutes
Numeracy	10-20 minutes	40 minutes	50 minutes	60 minutes

Weekly

PE x 2 lessons per week

RE/ PHSE x 1 hour of PPA time per week

Project x 5 lessons (4 hours a week)

2 x building legacy lessons

Big Question Science- KS2- 1 session a week

Art to be taught 1 hour per week

2 x redrafting sessions

Music 1x45 minute session per week

Swimming (Year 3) x 1 session a week

Why Projects ?

Projects have been devised to engage children at the highest level. Research shows when children are engaged they learn. It is common sense. At Brooklands Farm we ensure our projects begin with an 'ignite' event to enthuse and end with a 'product' to provide purpose and a need to communicate with others. Each project crosses subject boundaries as this is the current practise of all professionals internationally who try to solve the problems of the world. Each project has a ladder of competence that can be used both at school and home removing barriers to where learning takes place. IT solutions have removed the boundaries of where and with whom you learn. Our project ladders provide a platform of expectation for all. They ensure personalisation is tracked to a common end goal without putting up barriers to how and at what level you can achieve.

Our projects where possible link to local business and use real life scenario's. We know and understand the macro impact our curriculum must have if our learners are to compete in a increasing global market. Projects explore the process of learning. A global competence to be able to think about high order

	Á Á Á Á MYUF' Á	Üæ { ^ • ó	Ú&a } & EÄ æ • ÁBÖ^ [* æ @ Á	Ó [æ æ / Ö æ á ^ } • Á
		Pæ æ / Ö æ c • Á	Ö^ [* æ @ ÁBÚ&a } & EÄ & • Á	QÁQ' • ^ Á
		Û] ^ @ [• Á	ÖBVÁBÚ&a } & EÄ @ Á	QÁQ' • ^ Á
		Qá ~ • dæ / Ü ^ ç [~ ç } Á	Ú&a } & EÄ : & • Á æ á Á æ } ^ • ÁBÁP æ ç ^ Á	P [á ^ } à ^ P [~ • ^ NÁ
		Ö ^ ^ • Á	P æ ç ^ ÁBÖEÁ	Ú]] ^ • Á ^ Á Á ^ & @ Á
 MYUF' (Û [{ æ } • Á	Ö^ [* æ @ ÁBÁP æ ç ^ Á	X ^ æ á { Á ~ • ^ { Á
		Ú á æ • Á	Ú&a } & EÄ [~ } á ÁBÖBVÁ	QÁQ' • ^ Á
		Ò * ^] cæ } • Á	Ö^ [* æ @ ÁBÁP æ ç ^ Á	P æ ç ^ Á - Á @ Á æ ^ Á
		Ú [, ^ Á Á @ Á Ú ^ [] ^ Á	Ú&a } & EÖ ^ & d æ ÁBÁP æ Á	QÁQ' • ^ Á
		Ö ç d ^ { ^ Á } ç á [] { ^ } • Á	ÖEÁBÚ&a } & EÄ ç á * Á ç * Á æ á Á @ á Á cæ æ EÄ • cæ • Á - Á æ Á	Ú æ Á ~ • ç á æ Á
	Á Á Á . MYUF')	Pæ ^ Á Ú [cæ Á	Ú&a } & EÄ Ú [] ^ cæ • Á æ á Á ç * ^ • Á - Á æ æ ÁBÁ Ö^ [* æ @ Á	Y æ } ^ Á Ö [cæ • Á Ú ç á ç • Á
		Ø [: ^ } Á Ú æ ^ ó	Ö^ [* æ @ ÁBÖEÁ	QÁQ' • ^ Á
		Væ æ æ Á	Ú&a } & EÄ : & • ÁBÖBVÁ	Væ æ æ ç á ç / Á & Q [Á
		Ú ç } ^ ÁE ^ Á	P æ ç ^ ÁBÚ&a } & EÄ @ { æ } • Á	P æ ç ^ Á - Á @ Á æ ^ NÁ
		Ú] æ & Á	ÖEÁBÚ&a } & EÖ cæ cæ á Á Ú] æ ^ EÄ : & • Á	QÁQ' • ^ Á
Y ç á Á / ç * Á		Ú&a } & EÄ ç á * Á ç * Á æ á Á @ á Á cæ æ ÁBÖEÁ	Y [á !] NÁ	
. . . . MYUF' *	Xá ç * • Á	P æ ç ^ ÁBÖBVÁ	P æ ç ^ Á - Á @ Á æ ^ NÁ	
	V @ Á P [á á æ Ö á ^ ^ } ó Y [á • Á	Ú&a } & EÄ @ ÁBÖ^ [* æ @ Á	Y æ & ç á [Á Á Ú ç ç] á ! ^ Á	
	Ö [á ^ Á Ö ^ æ • Á	P æ ç ^ ÁBÖ [{] ~ ç * Á	Ó ^ & Q ^ Á Ú æ Á	
	Û ^ } ^ , æ ^ Á } * ç ^ ç * Á	Ú&a } & EÖ ^ & d æ ÁBÖBVÁ	Ú ç ç ^ ç } ^ Á	
	P ^ • [] Á ç æ á æ Á	Ú&a } & EÄ @ { æ } • ÁBÖ^ [* æ @ Á	QÁQ' • ^ Á	
	Ö ç [~ ç } Á Ú ç ç : b & d Á	Ú&a } & EÖ ç [~ ç } á á ç @ æ æ & EÄ ç á * Á ç * Á	QÁQ' • ^ Á	

			ə á â ã ä å æ ç è é ê ë ì í î ï ð ñ ò ó ô õ ö ø ù ú û ü ý ÿ ÿ	
6fcc "UbXg" : Ufa "Dfc^VWg"	Á Á Á Á Á Á Y @ ^ Á & @ [Á	Ó ã ä ä * Á ã ^, Á & [{ ~ } æ È Á / ^ Á ^ Á Á ä ä Á ä ç ! } Á	Ó ã ä ä * Á ã ^, Á & [{ ~ } æ È Á / ^ Á ^ Á Á ä ä Á ä ç ! } Á	Q Á Q ~ . ^ Á Á
		T ä ä ^ á ä ð ç ! . . . Á	Ú P Û Ò Á Á Á Á Á	Ö , ç ä ä ä ^ á ä ä ä ä ä ä ä ä Á @ ~ . ^ Á Á
		Š ä ä Á Ö ~ ä ä Á	Ö ^ [* ! ä ä @ Á Á	X ä ä ! . Á [{ Á @ Á & [} ä ä ^ Á Á ä d [ä ~ & ^ Á ä ä ä * Á Á
		W Á Ü ä @ Á - Á Ö ä ^) Á	Ú P Û Ò Á Á	Á
		Ô [{] ~ ä * Á Á	Ô [{] ~ ä * Á Á	Ú [. . ä ^ Á ä ä ä Ö [^ á ç [\ Á [] Á ä . . [] ä Á
		Š ä . ç ^ Á Ü ä & á	Ü ä } & È ä ä ä * Á @ * . Á Á Ö [\ ä * Á	Y ä ä [. ^ Á Ö [] ^ ä ä ä Á Á Ö ä ^) Á } ä Á ä ä ä ä * Á Á Á à ä * Á ä ^) Á @ Á ^ ^ á ä ^ Á] ä ä @ Á Á Á [~ Á , } Á ä { È Ü ^ ä Á] ö ä ä ä d [ä ~ & Á @ Á - & ç Á - Á ç ä ä Á Á
BUjcbU# -bHfBUjcbU' 7cbbYWjcb" Dfc^VWg"	Á Á Á Á Á Á Y @ ^ Á & @ [Á	Q Á V @ Á ^ , . Á	Á Ö ^ [* ! ä ä @ Á Á Ú P Û Ó Á	Á
		Ú , ^ Á - Á Ü ä ä ä * Á Á	Š ä ä ä Á Á Ú P Û Ó Á	V @ ä ä ^ Á - Á ä ä ä ä * Á ä ä ç ä Á . ç ^ ç ä ä * Á Á
		V ä ^ Á } ^ Á Ü ä ç ^ Á Á	Ú P Û Ò Á Á Á Á Ö ^ [* ! ä ä @ Á Á	Á
		W Á Ü ä @ Á - Á Ö ä ^) Á	Ú P Û Ò Á Á	Á
		Ö È [~] á Á @ Á [ä Á Á	Ü Ò Á Á Ö ^ [* ! ä ä @ Á Á	Á

Á

At Brooklands Farm Primary School, we believe in creating a curriculum which is personalised, purposeful and connected. Therefore, we deliver our Foundation subjects through Project based learning and connect our learning to Reading, Writing, Numeracy and I.C.T, in order to close the gaps in these core areas.

Each Project will focus on two key areas of the National Curriculum only. This means that all the knowledge teaching will be based around these two subjects and will give teachers enough time to be able to cover these areas in depth. Project curriculum links have been carefully chosen so that each Year group covers all of the National Curriculum across the year.

Most of the Projects are covered by one Year group only. However, throughout the year, we also do whole school Projects, working with local businesses and

charities in the community.

Úi [b & o ÁæÓ [[\ | æ á • Áæ { KÁ

Year 1 project pitched using KS1 objectives	ÿ^æÁÁ [[b & o] æ&@áÁ ~•q* ÁSÚÁ àb&ç^•Á	ÿ^æÁÁ [[b & o] æ&@áÁ ~•q* Á [, ^ ÁSÚÁ [àb&ç^•Á	ÿ^æÁÁ [[b & o] æ&@áÁ ~•q* Á [, ^ ÁSÚÁ àb&ç^•Á	ÿ^æÁÁ [[b & o] æ&@áÁ ~•q* Á]] ^ ÁSÚÁ [àb&ç^•Á	ÿ^æÁÁ [[b & o] æ&@áÁ ~•q* Á]] ^ ÁSÚÁ [àb&ç^•Á
Whole School Project- All children aim to achieve the same outcome					
Whole School Project- All children have a different outcome and progression across the school closes the gap in core areas.					
International Projects- based on PHSE, mindset and building legacy					

Á

Á

GjYfMhAUMJ]Ug'

MUF %

Dfc^VM'	CV^VMj Yg'
<p>I dI dI d'</p> <p>UbX'5kuh3'</p> <p>MUF %</p> <p>.</p> <p>.</p>	<p>g YfMhAUMJ]Ug'</p> <p>XlgH [i] g VhkYbUb'v^VMUbXh YaUMJ]U Z'ca k \] W] h] gjaUKY</p> <p>]XVhZnUbX'blayUj U]MmeZ Yj YfMhAUMJ]Ug']bWX[h kockZdUj]M [Ugza YHuzKUMZUbX'f d Y</p> <p>XlgM]WYH YgladY d ng]W' d'cdMh]YgZ Uj U]MmeZ Yj YfMhAUMJ]U'</p> <p>WadL f YUbX [fci d'hd [YH Yf Uj U]MmeZ Yj YfMhAUMJ]Ugcbh YVUjgcz h Yf' gladY d ng]W' d'cdMh]Yg'</p>

; fck]h''	; fck]h'']XVh]znubk]b]a]Y]X]F]U]k] U]b]X]U]W] H] Y]V]U]j]M]U]F]h]g]c]Z]H] Y]i] a]U]b]V]c]n]u]b]k]g]h]k] \]J]W]d]L]h]c]Z]H] Y]V]c]n]g]U]g]g] \]H]X]K]H] Y]U]W]g]h]g]']XVh]znubk]b]a]Y]U]j] U]F]M]m]i]c]Z]V]a]a]c]b]k]X]U]b]K] [U]X]Y]b]d]U]b]h]g]]b]W]X]h] X]V]M]i] c]i]g]U]b]X]Y] Y]F] [f]Y]b]h]F]Y]g]']XVh]znubk]X]Y]g]M]W]H] Y]V]U]j]M]g]h]i] W] F]Y]c]Z]U]j] U]F]M]m]i]c]Z]V]a]a]c]b]Z]c]k]Y]F]h] [d]U]b]h]g]]b]W]X]h] H]F]Y]g]'
I b]X]F]H]Y]G]U]	5b]a]U]g]']XVh]znubk]b]a]Y]U]j] U]F]M]m]i]c]Z]V]a]a]c]b]U]b]a]U]g]]b]W]X]h] [Z]g]z]U]b]c]]M]U]b]g]z]f]Y]c]h]]Y]g]z]V]f]X]g]U]b]X]a]U]a]U]g]']XVh]znubk]b]a]Y]U]j] U]F]M]m]i]c]Z]V]a]a]c]b]U]b]a]U]g]H] U]h]U]F]Y]W]h]b]j] c]f]Y]g]z] \]Y]F]V]j] c]f]Y]g]U]b]X]c]a]b]j] c]f]Y]g]' X]Y]g]M]W]U]b]X]V]a]d]L]F]Y]H] Y]g]h]i] W] F]Y]c]Z]U]j] U]F]M]m]i]c]Z]V]a]a]c]b]U]b]a]U]g]i]Z]g]z]U]b]c]]M]U]b]g]z]f]Y]c]h]]Y]g]z]V]f]X]g]U]b]X]a]U]a]U]g]]b]W]X]h] [d]M]h]g]z]'
G]U]b]g]j]	D]U]b]h]g]#]G]U]b]g]j]U] ^]U]b] [Y]g]']XVh]znubk]b]a]Y]U]j] U]F]M]m]i]c]Z]V]a]a]c]b]k]X]U]b]K] [U]X]Y]b]d]U]b]h]g]]b]W]X]h] X]V]M]i] c]i]g]U]b]X]Y] Y]F] [f]Y]b]h]F]Y]g]']XVh]znubk]X]Y]g]M]W]H] Y]V]U]j]M]g]h]i] W] F]Y]c]Z]U]j] U]F]M]m]i]c]Z]V]a]a]c]b]Z]c]k]Y]F]h] [d]U]b]h]g]]b]W]X]h] H]F]Y]g]' c]d]g]M]j] Y]W]U]b] [Y]g]U]M]b]g]g]H] Y]Z]c]i] f] g]U]b]g]j]' c]d]g]M]j] Y]U]b]X]X]Y]g]M]W]K]Y]U]H] Y]F] U]g]g] \]H]X]K]H] H] Y]g]U]b]g]j]U]b]X] \]c]k] X]U]h]m]b] [H] j] U]F]M]g]'

M]U]F] &'

D]f]c]Y]V]h]i]''	C]V]Y]V]h]i]j] Y]g]''
^]c]b]U]H]Y'	<i] a]U]b]g]' Z]b]X]c]i] h]U]c]i] h]U]b]X]X]Y]g]M]W]H] Y]V]U]j]M]W]X]g]c]Z]U]b]a]U]g]]b]W]X]h] \]i] a]U]b]g]z]c]f] 'g] f]j]]U] F]k]U]H]F]z]Z]o]c]X]U]b]X]U]F]E' X]Y]g]M]W]H] Y]]a]d]b]f]H]U]b]W]Z]c]f] \]i] a]U]b]g]c]z] Y]i] Y]F]M]g]z]Y]U]H]]h] H] Y]F] [\]h]U]b]c]i] b]h]g]c]Z]X]Z]Z]Y]F]h]i]m]d]M]g]c]Z] Z]o]c]Z]U]b]X] \]h]i]M]b]Y'
8]b]o]g]j] f]g]	@]]h]]h]]g]U]b]X]H] Y]F] \]U]F]H]U]g]' 'Y]i] d]c]f]Y]U]b]X]V]a]d]L]F]Y]H] Y]X]Z]Z]Y]F]h]i]M]g]V]h]k]Y]b]h]]h]]g]H]U]h]U]F]Y]]h]]z]X]U]c]Z]U]b]X]H]]h]]g]H]U]h] \]Y] Y]b]j] Y]F] W]W]b]U]j] Y']XVh]znubk]U]h]a]o]g]h]]h]]h]]g]]Y]]b] \]U]F]H]U]g]h]c]k] \]J]W]H] Y]h]U]F]Y]g]]H]X]U]b]X]X]Y]g]M]W] \]c]k] X]Z]Z]Y]F]h]i] \]U]F]H]U]g]d]f]g]]X]Y]Z]c]f] H] Y]V]U]j]M]W]X]g]c]Z]X]Z]Z]Y]F]h]i]]b]h]g]c]Z]U]b]a]U]g]U]b]X]d]U]b]h]g]U]b]X] \]c]k] H] Y]h]X]Y]d]M]b]X]c]b]Y]U]W]c]h] Y]']XVh]znubk]b]a]Y]U]j] U]F]M]m]i]c]Z]d]U]b]h]g]U]b]X]U]b]a]U]g]]b]h] Y]F] \]U]F]H]U]g]]b]W]X]h] [a]]M]i]c]i] \]U]F]H]U]g]' X]Y]g]M]W] \]c]k] U]b]a]U]g]c]d]H]]b]h] Y]F] Z]o]c]Z]f]c]a] d]U]b]h]g]U]b]X]c]h] Y]F] U]b]a]U]g]i] g]h]]h] Y]]X]Y]U]c]Z]U]g]a]d]Y]Z]o]c]X]W]U]z]U]b]X]]XVh]znubk] b]a]Y]X]Z]Z]Y]F]h]i]g]i] f]W]g]c]Z]Z]o]c]' b]d]]W]H]U]h]U]b]a]U]g]]b]W]X]h] \]i] a]U]b]g]z] \]Y]c]Z]g]f]]h]]k] \]J]W] [f]c]k]]h]c]U]i]]h]g]

<p>@\Hci gGg</p>	<p>9 YfnMhriaUHFUg' 'XMHZnubXVadLYH Yg JHUJ]mieZUj U]mieZ Yj YfnMhriaUHFUg' bVWXHd kocka YUzdUjMf UggVfMfcdMEdLBM' UbXVfXVdUXZcf dUf]MUF i gGgZbKci h\ck H Yg UbMgicZgc]XcV\MMbjaUKYZfca 'gaY aUHFUgWbVYVub[YXVhigi Uj]d[zVbX]d]ZH]g]d] UbXgfyHM]d'"</p>
<p>AUjYfWZ'</p>	<p>Dubhg dGfYj YUbXXYgM]W\ck gWYgUbXVi Vg[fck]hc'aUhi fYdUhg Z]bKci hUbXXYgM]W\ck dUhg]bWYkUHFZ]\hUbXUg]HU]YHvadMUi fYhc[fck UbXgUhi YUhrh]XMHZnubXElbYUj U]mieZ dUhgUbXUjaUg]bH Yf \U]Hhg]bVWXHd 'a]Mf\U]Hhg XYgM]W\ck UjaUgicM]bH Yf ZockZfca dUhgUbXch Yf UjaUgzi g]d H Y]XUczUgjadYZockWU]bzUbX]XMHZnubX ElbYX]ZZYfVhigi fVgicZ Zock'</p>
<p>BdM fbU' SijaUg</p>	<p>@] d] H]d]gUbXh Yf \U]Hhg' Yl dcfYUbXVadLYH YX]ZZYfVbMgVhkYbH]d]gHUhUfY]]d]ZXUzUbXh]d]gHUhUj Ybj Yf VbUj Y]XMHZnubXhacgh]]d] H]d]g] Y]b\U]Hhg]ck\]VH YnuYg]HXUbXXYgM]W\ck X]ZZYfVh\U]Hhg]d]g]XZcf H Y VUjM]WYgicZ X]ZZYfVh]b]gicZ UjaUgUbX dUhg]UbX\ck H YnXVdM]cb YUWch Yf]XMHZnubXElbYUj U]mieZ dUhgUbXUjaUg]bH Yf \U]Hhg]bVWXHd 'a]Mf\U]Hh XYgM]W\ck UjaUgicM]bH Yf ZockZfca dUhgUbXch Yf UjaUgzi g]d H Y]XUczUgjadYZockWU]bzUbX]XMHZnubX ElbYX]ZZYfVhigi fVgicZ Zock'</p>

G]M]W7i ff]M]i a 7g YfU]Y?G&

MUF' ..

Dfc'VMi'	CV'VM] Yg'
<p>FU]ZcfYgh</p>	<p>Dubhg]XMHZnubXXYgM]W]H YZi bM]d]gicZ X]ZZYfVhdUf]hgicZ ZckYf]d] dUhg fochg]ghVa#Hfi b_z`Uj YgUbXZckYfG Yl dcfYH YfYei]Y]YaYd]gicZ dUhgZcf]ZYUbX[fckH]U]fz]\hZkUHFZbi H]M]d]gZfca 'g]zUbXfoca hc[fckUbX\ck H YnjUfnZfca ' dUhhc'dUhi]j Yg]U]H]H YkUh]bK\]WkUHF]gHfUg]b]fHXK]H]b]dUhi Yl dcfYH YdUf]HUhZckYf]gdU]b]H Y]ZYV]W]cZ ZckYf]d] dUhg]bVWXHd 'dc]dU]db]g]W]XZcf aU]dbUbXg]W]X]g]M]g]']XMHZnubXU]UjaUg]bVWXHd '\i aUg]b]W]X]H Yf]]\h]m]d]g]UbXU]aci h]icZ bi H]]d]zUbX]H U]H] Yn]M]b]d]iaU]Y]H Yf 'ckbZock]H Yn]]Vh bi H]]d]Zfca k\U]H] Yn]U]H]XMHZnubXU]\i aUg]UbX'gaYch Yf UjaUg\Uj Yg Y]Yhd]g]UbX'ai g]W]gZcf 'g ddb]f]h]d]f]d]M]d]bUbX'ag YaYh'</p>
<p>BH] fU' 8]d]U]YfG</p>	<p>FcM]g</p>

	<p>WAdLFYUbX[fci dTc[YH Yf XZZYfYbH_]bXgczfcaWgcbH YVUjgczH Yf UbbMfUbWUbXgjadYdngjW' d'fcdMfH]Yg XygMjW]bgjadYHfag\ck Zogg]gLFYZfaYXk\YbH]H]gHUh\U Y] YXUFYHfUbXk]H]b'fcaY fWA[bj]H Uhg]gLFYaUKYZfca fcaWgUb'cf[Uj]M'UHfY"</p>
GidM\Yfagj'	<p>@\h fWA[bj]H UhH YhbWYX'I\h]b'cfXYf f'cgYH]H]gUbXhUhXUf_]gH YUgYbWcz'I\h 'bd]WHUhI\h]g]fYZYMMXZfca g fZUWg fWA[bj]H UhI\hZfca H Yg bWbWYXUf]Yfci gUbXhUhH YfYUfYkUhg'cd'f'WMH Yf Yh]g fWA[bj]H Uhg UKckgLFYZfaYXk\YbH YI\hZfca U'I\hgi fW]gVcd]YXVhUg:]Xcd'YMM Z]XcdUHYfbg]bH YkUhH UhH YgH'cz'g UKckgWUf]Y"</p>
=bxi g'f]U' Fyj ci H]cb'	<p>: d'fWgUbXAU]bMfj WAdLFY\ck H]H]gagj YdbXZZYfYbH]g fZUW 'bd]WHUhigaYZfWg]bWYXWbHUMWkYbHkc'd'YMM]M'haU]bM]M'Zd'Wg]MbUMUHUX]g]LbW cd]M]j Y\ck'aU]bM]gUHfUM'cf'fYd' YUW'ch Yf UbXUHfUM]gaYaUHf]UgUbX'bdidH Yfj WAdLFYUbX[fci dTc[YH Yf Uj U]M'ncZ Yf YfM'UhaUHf]UgcbH YVUjgczk\ YH Yf H YhbYUHfUM]X'hcUaU]bM]ZUbX]XMH]Zhgay aU]bM]M'UHf]Ug XygMjW]aU]bM]gUj]U]H] Hkc'dc'Yg d'fYX]MMk\ YH Yf Hkc'aU]bM]gk]UHfUM'cf'fYd' YUW'ch YfZXYdMb]H] 'dbk\]Wd'c'YgLFYZU]M]"</p>

MUL'c'

Dfc'YMM'	CV'YMM]j Yg'
DfUHg	<p>Gai bX]XMH]Zm'ck'gi bXgLFYaUKYZUgg]M]H]H] 'gaYczH Ya k]H 'gaYH]H] j]M'UH]H] fWA[bj]H Uhj]M'UH]cbgZfca 'gi bXgHf]Y H fci [\ UaYX]i a f'cH YUf' Z]XcdUHYfbg]WHkYbH Yd]H'W'czUgi bXUbXZUhi fYgczH Yc'YMMH Uhd'cxi Wk]H Z]XcdUHYfbg]WHkYbH Yj ci aYczUgi bXUbXh Yg'fYd]H 'czH Yj]M'UH]cbg]H Uhd'cxi Wk]H fWA[bj]H Uhgi bXg]YhZ]H]Yf Uj]H YX]g]LbWZfca H Ygi bXgi fW]bM]U]g'</p>

<p>DzkYf hcHAY dKodY</p>	<p>9Wmf]M]m]Xb]ZnMbaadbUbf]UBMgH Uhfi b'cbYWmf]M]m Wbg]fi WUg]adYg]f]VgYWmf]W]V]M]z]Xb]Zn]d] UbX]b]a]d]]hg]U]g]M]L]f]g]b]W]X]d] W]g]k]f]Y]g]m] V]g]g]k]H]W]g]U]b]X]m]m]f]g]]Xb]Zn]k] \Y]H]Y]f]c]f]b]ch]U]b]ad]k]]I]h]b]U]g]ad]Y]g]f]V]g]V]M]z]V]U]g]X]d]b]k] \Y]H]Y]f]c]f]b]ch]H]Y]U]b]d]g]d]U]f]h]c]Z]U]M]ad]Y]H]c]od]k]H] U]U]H]f]m] f]W]M]b]g]Y]H]U]h]U]g]k]H]W]c]d]M]g]U]b]X]V]g]g]U]M]M]h]U]b]X]U]g]g]M]H]Y]H]g]k]H] k] \Y]H]Y]f]c]f]b]ch]U]b]ad]]I]h]g]b]U]g]ad]Y]g]f]V]g]V]M]z]h] f]W]M]b]g]Y]g]a]Y]W]a]a]c]b]W]b]k]i] W]b]f]g]U]b]X]g]j] U]h]f]g]U]b]X]U]g]g]M]H]Y]a]Y]H]U]g]k]H] W]H]]c]o]k]W]b]k]i] W]b]f]g]'</p>
<p>9 HfYaY 9j]f]c]ba]Y]ch g</p>	<p>@]H]]H]g]U]b]X]H]Y]f] \U]M]U]h]g]#]g]U]M]g]c]Z]a]U]H]M]f]' f]W]M]b]g]Y]H]U]h]]H]]H]g]U]b]W]W]f]c]i]d]X]]b]U]j]U]M]m]e]Z]k]U]g]j] Y]i]d]c]f]Y]U]b]X]i]g]V]W]g]Z]M]H]c]b]_]Y]n]g]h]c] \Y]d]f]c]i]d]Z]]X]b]Z]n]U]b]X]b]a]Y]U]j]U]M]m]e]Z]]H]]H]g]]b]H]Y]f]c]d]M]U]b]X]k]]X]Y]f]g]j]f]c]b]a]Y]ch]i] f]W]M]b]g]Y]H]U]h]Y]j]f]c]b]a]Y]ch]g]W]b]W]U]H]Y]U]b]X]H]U]h]]g]U]b]g]a]Y]H]a]Y]g]d]b]g]Y]U]b]Y]f]g]h]c]]H]]H]g]' W]b]ad]f]Y]U]b]X]]f]c]i]d]a]U]H]M]f]U]g]h]c]]Y]H]Y]f]Z]U]M]M]f]X]d]]k]c]k] \Y]H]Y]f]H]Y]n]U]f]Y]g]c]]X]g]]i]]X]g]d]]U]g]g] d]g]f]j]Y]H]U]h]g]a]Y]a]U]H]M]f]U]g]W]U]H]Y]g]U]H]V]k] \Y]b]H]Y]n]U]f]Y] \Y]U]H]X]c]f] W]c]Y]Z]U]b]X]a]Y]U]j]f]Y]c]f]f]Y]g]U]f]W]H]Y]H]ad]M]U]i]f]Y]U]h]k] \]W]H]]g]j] \U]b]M]g]]b]X]Y]f]Y]W]g]Y]g]g]]g]f]S]Z]]X]b]Z]n]H]Y]d]f]h]d]U]H]X]V]h]Y]j]U]b]f]U]]c]b]U]b]X]W]b]X]V]g]j]]c]b]]b]H]Y]k]U]H]f] W]b]W]U]b]X]U]g]g]M]H]Y]H]Y]f]U]H]c]Z]Y]j]U]b]f]U]]c]b]k]H]]H]ad]M]U]i]f]Y]'</p>
<p>8]g]M]H]Y H]U]M]d]'</p>	<p>X]Y]g]M]W]H]Y]g]ad]Y]Z]i]b]M]d]b]g]c]Z]H]Y]U]g]M]L]f]h]g]c]Z]H]Y]X]]Y]g]j]Y]g]g]H]a]]b] \i]a]U]b]g]]X]b]Z]n]H]Y]X]]Z]Y]f]d]h]m]d]g]c]Z]H]Y]H]]b] \i]a]U]b]g]U]b]X]H]Y]f]g]ad]Y]Z]i]b]M]d]b]' W]b]g]f]i] W]U]b]X]]h]Y]f]d]Y]h]U]j]U]M]m]e]Z]Z]o]c]X]W]U]]g]j]]X]b]Z]n]H]]d]c]i] W]f]g]d]f]Y]U]h]f]g]U]b]X]d]f]Y]H]</p>

MLF) "

<p>Dfc^YVfi'</p>	<p>CV^YVfi] Yg''</p>
<p><U]f]n]d]h]M]f]'</p>	<p>D]f]o]d]M]H]Y]g]U]b]X]W]U]H]Y]g]a]U]H]M]f]U]g]f]' W]b]ad]f]Y]U]b]X]]f]c]i]d]f]c]]Y]H]Y]f]Y]j]Y]f]n]U]h]a]U]H]M]f]U]g]j]c]b]H]Y]U]g]j]c]Z]H]Y]f]c]i]d]f]o]d]M]H]Y]g]]b]W]X]d]]H]Y]f]f] \U]f]X]b]Y]g]g]z]g]c]i]V]]m]z]h]f]U]b]g]L]Y]b]M]b] W]b]k]i] W]j]]m]i]Y]W]M]f]W]U]b]X]H]Y]f]a]U]z]U]b]X]f]Y]g]d]b]g]Y]h]c]a]U]]b]M]g]j]]_b]k]H]U]h]g]a]Y]a]U]H]M]f]U]g]k]]X]]g]g]j]Y]]b]]i]]X]h]c]Z]c]f]a]U]g]c]i]]h]c]z]U]b]X]X]Y]g]M]W] \d]k]]h]c]f]W]M]Y]f]U]g]V]g]U]b]W]Z]f]c]a]U]g]c]i]]h]c]b]' i]g]f]_b]k]Y]X]]Y]c]Z]g]c]]X]g]]i]]X]g]U]b]X]]U]g]h]c]X]Y]M]V] \d]k]a]]h]i]f]Y]g]a]]I]h]W]g]d]f]U]H]X]Z]]b]W]X]d]]H]f]c]i]]\]Z]]H]M]f]]z]g]j]]H]]U]b]X]Y]j]U]b]f]U]H]]H]'</p>

	<p> [] YfYUbgzVubXcbYj]XbWZfca WadFUHj YUbXZUf HvgzZcf H.YdFHjMUf i gVgcZVj YfMhriaUHV]UgZ]bVWX]d['aYHUgZkodXUbX dUbj]W XVadbgfUHVHUhX]ggj]h[ža]]h[UbXWUb[VgcZ'gUHUFYfYj YfgVYWUb[Y Yi dU]bH.UhgcaYWUb[VgfYg]h]bH.YZcfauH]db'czbK'aUHV]UgZUbXh.UhH.]g_]bX'czWUb[Y]g]bchi g U'nfYj Yfg]VYZ]bVWX]d[' WUb[VgUgg]M]HXk]h Vi fb]d[UbXh YU]db'czU]XcbV]M]VdUHY'cz'gXU' </p>
H]H]b]W	<p> : dVWg Yi dU]bH.Uhi bg ddbfHX'c/VW]gZU' hokUFXgH.Y9UH W]M]g'czH.YZcfW'cz[fU]m]U]d[W]kYbH.Y9UH UbXh.YZU]h['c/VW]]XbH]ZnH.YZZW]gczU]f fVg]g]bW]kUHV fVg]g]bW]bXZ]M]dbZH.UhU]M]W]kYb'ag]h['g fZU]Wg fW]b]g]H.UhgcaYaWUb]gag]bVWX]d['Yj Yfg'd 'YfgUbX[VUfg'Uck UgaUYf ZcfW]h'c\Uj YU[fYUHV YZZW]M' </p>
GhcbYU]Y	<p> <i aUbg XVg]M]WH.YWUb[VgU]b]i aUbgX]Y Yod'h'c'XU]Y' </p>
GdUW	<p> 9UH 'gdUW#ZcfWg XVg]M]WH.Yag YaVh'cZH.Y9UH.ZUb'ch Yf dU]b]hg'fYU]j Y'h'cH.YG]b]bH.YgcU' gng]Va ' XVg]M]WH.Yag YaVh'cZH.YA'cobfYU]j Y'h'cH.Y9UH ' XVg]M]WH.YG]b'9UH UbX'AcobU]b]b]f'd]aUHVng]d Y]M]V'X]Yg i g]h.Y]XU'cZH.Y9UH.]f'dU]db'h'cYi dU]b]XhUbX]b]h]UbXh.YU]b]f]h'ag YaVh'cZH.Yg]bU]b]gg]H.Yg]r]h </p>
K]Xh.]h["	<p> @]h[h.]d]gUbXh Yf \U]h]hg" XVg]M]WH.YX]ZZYfYb]M]g]b]h.Y]ZYW]M]gczUaUbaUzUbUad.]U]b]Ub]g]M]UbXU]V]X XVg]M]WH.Y]ZY'd'cV]ggcz'fV'd'c]i V]db]b]gcaY'dU]hg]UbXU]b]aUg' </p>

MUf * "

Dfc'VM'	CV'VM]j Yg'
<p> H.Y<dV]h# 8]ZZYfYh K d'Xg </p>	<p> @]h" 'fW]b]g]H.Uh]h]U]b]M]g]h'c]f]U]Y]b]g]f]U]h]b]g] 'i g]h.Y]XU]h.Uh]h]h]f]Y Yg]b]g]f]U]h]b]g]h'c]Yi dU]b]H.Uh'c/VW]g]U]Y]g]Yb]W]M]g]H.Yh]U] Y'd]h'c'f]Y]Z]W]M]I]h]h'c]H.YYh]f Yi dU]b]H.Uh'c]Y]g]Y]h.]d]g]W]M]g]'I]h]h]f]Y Yg]Z]f]ca]I]h]g]i f]V]g]h'c]d]f]Y]h]g]d]Z]f]ca]I]h]g]i f]V]g]h'c]d/VW]g]UbXh.Yb]h'c]d]f]Y]h]g] i g]h.Y]XU]h.Uh]h]h]f]Y Yg]b]g]f]U]h]b]g]h'c]Yi dU]b]k]n]g]U]k]k]g]U]Y]H.Yg]b]Y]g]U]b]U]b]h]Y]c/VW]g]H.Uh]M]g]H.Ya" </p>

<p>FYbKUY 9c[6W]E</p>	<p>9Wm]m Ugg]HhYH YV] \Hb]ggcZ U Uadcf H Yj ci aYcZUM mF k]H H Ybi aWf UbX] cH] YcZ W gi gX] bH YV] m]h WadLFYUbX] j YfYUbgZcf j U] U] dbg] b\ dk Wadbb]hgzi bM] dz] bW] X] E H YV] \Hb]ggcZ M Vg] H Y' ci Xb]ggcZ M mFgUbX] H Y db#cZ] dg] j] db#cZ] gk] H W] g i g] fV] M] b] g] X] gnaVc] gk\ Yb] fYc] fYg] M] h] E U] g] adYV] m] h] b] U] X] U] f] U] a"</p>
<p>BYgb AUBXU</p>	<p><i aUbg]X] b] j] Zn] Ub] X] U] b] Y] H Y] a] U] b] d] f] h] g] c] Z] H Y] i] a] U] b] V] m] U] h] c] f] n] i] g] h] V] a] z] U] b] X] X] g] M] W] H Y] Z] i] b] M] d] b] g] c] Z] H Y] \ Y] U] h] z] V] o] c] X] j] Y] g] g] U] b] X] V] o] c] X fV] M] b] g] Y] H Y] a] d] U] M] c] X] M] h] z] Y] i] Y] V] g] Z] X] f] i] [g] U] b] X] Z] Y] g] m] Y] d] b] H Y] k] U] h] i] a] Y] f] V] c] X] M] g] Z] i] b] M] d] b] X] Y] g] M] W] H Y] k] U] h] g] j] b] k] \] W] b] i] h] f] M] h] g] U] b] X] k] U] M] f] U] Y] H] U] b] g] b] f] H] X] k] H]] b] U] b] a] U] g]] b] W] X] E \ i] a] U] b] g]"</p>
<p>9 ci H] b]</p>	<p>9 ci H] b] # = b] Y] H] U] b] W fV] M] b] g] Y] H] U] h] j] E H] E] g] \] U] Y] W] U] d] Y] X] g] Y] f] H] a] Y] U] b] X] H] U] h] Z] o] g] j] g] d] f] g]] X] Y]] b] z] d] a] U] h] b] U] i] h] j] E H] E] g] h] U] h]] a] U] h] X] H] Y] g] U] h] a a]] d] b] g] c] Z] n] M] U] g] U] c] fV] M] b] g] Y] H] U] h] j] E H] E] g] d] f] c] i] W] c] Z] g] f] E] c] Z] H] Y] g] U] h] Y]] b] X] M] i] h] b] c] f] a] U] n] i] c] Z] g] f] E] j] U] f] n] U] b] X] U] Y] b] c] h]] X] Y] b] j] W] h] c] H] Y] f] d] U] Y] h] i]]X] b] j] Zn] U] b] X] U] b] a] U] g] U] b] X] d] U] b] g] U] Y] U] U] b] H] X] h] c] g]] h] i] a] Y] f] Y] b] j]] d] b] a] Y] b] h]] b] X] Z] Y] f] h] k] U] g] U] b] X] H] U] h] U] U] h] U] h]] b] a] U] h] U] X] h] c] Y] j] c] i] H] b] b]"</p>
<p>8] g] M] H H] U] M] E</p>	<p>@] E] H] E] g] U] b] X] H] Y] f] \] U] h] U] g] X] Y] g] M] W] \] d] k]] E H] E] g] U] f] Y] W] U] g] Z]] X]] h] c] V] d] U] X] [f] d] i] d] g] U] M] f] X] E] h] c] W] a] a] d] b] c] d] g] f] j] U] Y] W] U] f] U] M] f] g] h] i] j] U] b] X] U] b] X] d] b] g] a]] U] h] j] U] g] U] b] X X] Z] Y] f] h] k] U] g] U] b] X] H] U] h] U] h] U] h]] a]] M] E] c] f] [U] b] g] a] g] d] U] b] g] U] b] X] U] b] a] U] g]] j] Y] f] Y] U] b] g] Z] c] f] W] U] g] Z] h] E] d] U] b] g] U] b] X] U] b] a] U] g] U] b] X] d] b] g] M] Z] M] W] U] f] U] M] f] g] h] i] j]"</p>

; Yc[fUAn]fi ff]M]i a 7g YfU]Y?G%

MU %

Dfc^YVh	CV^YVh] Yg
<p>5^ Ubi haY</p>	<p>i g] V] U] g] M] Y] c] f] U] a]] W] j] c] M] i] U] f] n] i] c] f] Y] Z] Y] f] h] c] _] Y] n] i] a] n] g]] W] Z] Y] U] h] i] f] Y] g]] b] W] X] E . W] U] M] E] V]] Z] Z] W] U] h] z] Z] c] f] Y] g] z] \]] z] a] c] i] b] U]] b] z] g] U] c] M] U] b] z]] Y] z g]] z] j] U] Y] n] i] a] U] b] Z] Y] U] h] i] f] Y] g]] b] W] X] E] U] g] U] b] X] U] b] X] U] a] Y] f]" _] Y] n] i] a] U] b] Z] Y] U] h] i] f] Y] g]] b] W] X] E . V] h] i] a] n] c] b] z]] U] Y] z] Z] U] M] f] n] i] a] z] f] a] z] \] c] i] g] Y] z] c] Z]] M] E] c] f] h] z] \] U] f] V] i] f] U] b] X] g] . a] d]"</p>

	<p>i g'UM]U'd dcd[fUBAgUBX'dUb'df'gdM] Yg'hc'fVA[b]g'UbXaUf_gUBXVUj]Wi aUbUbX'dAng]W ZUhi fYg'Xy]g/Ug]adYaUb/UbKi g'UbXVbg]fi V]VUj]V]gnaVc]g]bU_Ym</p> <p>i bXVf]gUBX[Vc]fUBA]M]g]a]U]f]YgUBX]Q]ZYfYbM]g]H]fci [\`g]i Xn]i] H]Y\i aUbUbX'dAng]W[Vc]fUBA]nieZUgaU`UfYUc]Z]H]YI b]HX`?]d]XcaZUbX`cZUgaU`UfYU]b]U]M]b]f]U]j]d] bcd]9] fcdM]b]W] b]f]m</p> <p>i g'g]adY]Z]Y]X]k]d]_UbX'd]g]f]j]U]d]U]g]`g]h]c]g]i Xn]i]Y[Vc]fUBA]nieZ]H]Y]f]g]M]b]c]UbX]`]g]f]ci b]X]g]UbX]H]Y_Y]m]i aUbUbX'dAng]W`ZUhi fYg]c]Z]`]g]j] f]f]ci b]X]d]`Y]g]j]f]c]b]a]Y]d]i</p>
I bXVf H]Y`g]U	<p>I bXVf]g]UbX]V]U]j]M]g] V]Y]M]g]M]Z]M]Y]d]M] U]n]i]f]Y]U]H]d]`h]c]i aUbUbX'dAng]W[Vc]fUBA]n]UbX]V]U]j]b]h]c]i g'[Vc]fUBA]M]`g]`g]'E]b]a]V]Z`d]M]H]V]UbX]`X]M]b]Z]n]M]U]f]U]M]f]g]M]Y]c]Z]H]Y]Z]a]f]W]b]f]Y]g]UbX]V]U]j]U]V]M]Y]g]c]Z]H]YI b]HX`?]d]X]ca]UbX]`]g]j] f]f]ci b]X]d]`g]U]j]`</p> <p>E]b]a]Y]UbX`d]M]H]V]H]Y]k]d]`X]g]j]g]j] Y]b]V]b]H]`b]M]d]g]UbX]Z]j] Y]c]M]U]b]g]</p>
I d]i d]UbX`U]k]U]h]	<p>E]b]a]Y]UbX`d]M]H]V]H]Y]k]d]`X]g]j]g]j] Y]b]V]b]H]`b]M]d]g]UbX]Z]j] Y]c]M]U]b]g]</p> <p>i g'V]U]j]M]V]c]f]UBA]M]j]d]M] U]n]i]c]f]Y]Z]f]`h]c]_Y]n]i]d]Ang]W ZUhi fYg]`b]V]X]d]. V]U]M]E]V]Z]Z]V]U]j]Z]Z]d]f]g]Z]`Z]a]c]i b]H]b]Z]g]U]E]c]M]U]b]Z]f]j] Y]Z]g]j]Z]j]U]Y]n]i]Y[V]Y]U]H]d]Z]g]U]b]p]UbX]k]Y]U]H]Y]f]"_Y]m]i aUbZUhi fYg]`b]V]X]d]. V]M]n]i]d]k]b]Z]j]`U]Y]Z]Z]U]M]f]n]Z]U]f]a]Z]`a]i g]Z]c]Z]M]E]d]f]h]Z]U]f]V]i]f]UbX]g]o]d]</p> <p>i g'UM]U'd dcd[fUBAgUBX'dUb'df'gdM] Yg'hc'fVA[b]g'UbXaUf_gUBXVUj]Wi aUbUbX'dAng]W ZUhi fYg'Xy]g/Ug]adYaUb/UbKi g'UbXVbg]fi V]VUj]V]gnaVc]g]bU_Ym</p> <p>i g'g]adY]Z]Y]X]k]d]_UbX'd]g]f]j]U]d]U]g]`g]h]c]g]i Xn]i]Y[Vc]fUBA]nieZ]H]Y]f]g]M]b]c]UbX]`]g]f]ci b]X]g]UbX]H]Y_Y]m]i aUbUbX'dAng]W`ZUhi fYg]c]Z]`]g]j] f]f]ci b]X]d]`Y]g]j]f]c]b]a]Y]d]i</p>

MUF`&

Dfc`Y]M]i`	CV`Y]M]j] Yg`
7]c]M]U]H]Y`	<p>E]b]a]Y]UbX`d]M]H]V]H]Y]k]d]`X]g]j]g]j] Y]b]V]b]H]`b]M]d]g]UbX]Z]j] Y]c]M]U]b]g]</p> <p>i g'k]d]`X]a]U]b]Z]U]H]U]j]g]UbX[V]c]V]g]h]c]`X]M]b]Z]n]i]Y]I b]HX`?]d]X]ca]UbX]`]g]j]W]b]f]Y]g]U]j]k]Y`U]j]H]Y]W]b]f]Y]g]V]b]H]`b]M]d]g]UbX`d]M]U]b]g]j]i X]Y]X]U]h]i]g]_Y]n]i]g]U]Y]"</p> <p>i g'UM]U'd dcd[fUBAgUBX'dUb'df'gdM] Yg'hc'fVA[b]g'UbXaUf_gUBXVUj]Wi aUbUbX'dAng]W ZUhi fYg'Xy]g/Ug]adYaUb/UbKi g'UbXVbg]fi V]VUj]V]gnaVc]g]bU_Ym</p>

	<p>I bXfGubXubjVg VYMMgMjZNYdAM UrfiYUH[hc\i aUbUbXdngjW[Yc[fUA nUbXV]bhc i g/[Yc[fUA]M'g]g'</p> <p>i g/gjadYMadUgX[FYMA]bgfBcfH zGci H z9UjUbXK YgkUbX dAH]du UbX[FYMA]du Ub[i U[YCdf YI UbdYzBMf UbXZUf/YZhi UbXf[\hZhcXVgM]WYH Y dAH]bcZZYUhi fYgUbXfci HgjobUaUf</p>
--	---

: Yc[fUA nfi ff]Mi a 7g YU Y?G&

MLF''

Dfc'YVfi'	CV'YVfi] Yg''
FUjZcfYgh'	<p>JYbH]ZnH Y dAH]dbUbXVUFUMf]g]MjZ UfU[YcZ H Ykcf X]jaogig[b]Z]Mh\i aUbUbXdngjW ZYUhi fYg'</p> <p>Xy YodH Yf i g/cZ[Yc[fUA]M' _bck YX[Yzi bXfGubX]d UbXg_]ghe Yb UbWYH Yf dAH]du UbXdUW _bck YX[Y'</p> <p>i g/aUbZUhuYgZ dVgUbX[X]U#Mad Hf' aUb]d[hc dAH]VW bH]YgUbX XVgM]WZYUhi fYggh X]YX</p> <p>i g/Z]YXkf_ hc dVg]j Yza YUj fYZfVWfXUbXd fYg]hH Y\i aUbUbXdngjW ZYUhi fYg]bH Y dAH]UfU i g] UfU[YcZ aYH dGZ</p> <p>]bWX]d g_YHW aUbZ dUgUbX[fUA gZUbX[X]U HMMbc d]Yg'</p>
BUH fU' S]g]YVfG	<p>i g/aUbZUhuYgZ dVgUbX[X]U#Mad Hf' aUb]d[hc dAH]VW bH]YgUbX XVgM]WZYUhi fYggh X]YX</p> <p>i g/H YV[\hd]hgjZUMadUgZci f UbXg] !Z[i fY[f]XfYZfYbW]gnaVc]gUbX_Yri[bWX]d H Yi g/cZ' CfXbUBWGI fj YriaUb]hc'</p> <p>M]XH Yf _bck YX[YcZ H YI b]HX?]d]Xca UbXH Yk]Yf kcf X</p> <p>dngjW[Yc[fUA n]bWX]d. V]aUH ndb]g]V]ca YgUbXj Y[YUH]dbW]hg]f] YfZadi b]g]j cVbcb]gUbX YUHe i U YgZUbX H YkUHf'</p> <p>VWY</p> <p>\i aUb[Yc[fUA n]bWX]d. Hnd]g]c]g]HhYa YchUbX UbXi gZ]Wbca]M]M]]m]bWX]d HfUKY']gZUbX H YX]g]M H]bcZBUH fU'</p> <p>fYgi fVg]bWX]d YbM[nazocZa]b]fUgUbXkUHf'</p>

MLF(''

Dfc'YVfi'	CV'YVfi] Yg''
FcaUbg	<p>i g/H YV[\hd]hgjZUMadUgZci f UbXg] !Z[i fY[f]XfYZfYbW]gnaVc]gUbX_Yri[bWX]d H Yi g/cZ' CfXbUBWGI fj YriaUb]hc'</p> <p>M]XH Yf _bck YX[YcZ H YI b]HX?]d]Xca UbXH Yk]Yf kcf X</p>

	<p>\i aUb[Yq[fUA nā]bVX]d. Imdgjz'gMhYa YchUbX`UbXi gZ'Wbca]MUAj]m]bVX]d' fUKY`p_g'UbXh YX]g]M H]bc'Z'bh fU` fYgi fVg]bVX]d' YbM[nāZoc'ā]bMUGubXkUHF`</p>
9and]ubg	<p>dng]M[Yq[fUA nā]bVX]d. V]aUH'ndb]g'V]ca YgUbXj Y[YHU]dbW]g'f] Yf'g'aci bh]bg]j c'Wbc]gUbX YUFA ei U_Yg'UbXh YkUHF` VbM`</p> <p>i g'aUb]z'uh]yg]` d'VgUbX X]U#Mād Hf`aUb]d' hc`dAH'W] bh]YgUbX X]g]M]WZYUhi fYgigi X]YX`</p>

MF)`

Dfc'YVh`	CV'YVh] Yg`
<UfnDzHMF`	<p>i bXf]gUbX[Yq[fUA]M]g]a]U]H]YgUbX X]ZZYfYbW]g]h'fci [\ H Ygi XneZ`i aUbUbX d'ng]M[Yq[fUA nēZ'UfY]cb'c'Z'h YI b]HX` ?]d]Xca`</p> <p>b]b]YUbX`dAH'W] bh]YgUbX V]M]g'c'Z'h YI b]HX`?]d]XcaZ[Yq[fUA]M]fY]cb]gUbXh Yf]X]b]Z]d' \i aUbUbX d'ng]M]W]F]U]M]f]g]M]g` _Yn]koc]fUA]M]ZYUhi fYgi]bVX]d' \]g'aci bh]bg]M]U]g]UbX]f] Yf'g'Z'UbX`UbXi g' d]H]M]b]g]UbXi bXf]gUbX`dk`gra Yc'Z'h Yg' U]g]M]g] \ U_YWUb]YX]g] Yf H]a Y`</p> <p>Y` \i aUb[Yq[fUA nā]bVX]d. Imdgjz'gMhYa YchUbX`UbXi gZ'Wbca]MUAj]m]bVX]d' fUKY`p_g'UbXh YX]g]M H]bc'Z'bh fU` fYgi fVg]bVX]d' YbM[nāZoc'ā]bMUGubXkUHF`</p>
: fcnb` DUBhi	<p>X]g]M]W]UbXi bXf]gUbX`_Yn]U]g]M]g]c' d'ng]M[Yq[fUA nā]bVX]d. V]aUH'ndb]g'V]ca YgUbXj Y[YHU]dbW]g'f] Yf'g'aci bh]bg]j c'Wbc]gUbX YUFA ei U_Yg'UbXh YkUHF` VbM`</p> <p>\i aUb[Yq[fUA nā]bVX]d. Imdgjz'gMhYa YchUbX`UbXi gZ'Wbca]MUAj]m]bVX]d' fUKY`p_g'UbXh YX]g]M H]bc'Z'bh fU` fYgi fVg]bVX]d' YbM[nāZoc'ā]bMUGubXkUHF`</p>

MF *`

Dfc'YVh`	CV'YVh] Yg`
HAY<dW]H# 8]ZZYfYch K d'Yg`	<p>i g'aUb]z'uh]yg]` d'VgUbX X]U#Mād Hf`aUb]d' hc`dAH'W] bh]YgUbX X]g]M]WZYUhi fYgigi X]YX`</p> <p>\i aUb[Yq[fUA nā]bVX]d. Imdgjz'gMhYa YchUbX`UbXi gZ'Wbca]MUAj]m]bVX]d' fUKY`p_g'UbXh YX]g]M H]bc'Z'bh fU` fYgi fVg]bVX]d' YbM[nāZoc'ā]bMUGubXkUHF`</p>

	<p> YbZnH Y dgg] b UbX g] bZ] MbW cZ` U] h XYZ` d] h XYZ 9ai UcfzBcfH Yfb< Ya] gpa VYZGai H Yfb< Ya] gpa VYZH YHfcd] Mjcz` 7UbMf` UbX 7Ub] Mfz 5fV] Mbx 5bHfV] M] VVZH YD] a Y#; fYbk] WAv] X] UbUbX] a Yndb] g] b] V] X] d] X] UbX] b] \] H` </p> <p> `cAHYH Ykcf` X] g] W] b] H] Yg] i g] d] `aUb] hcZd] Mjcb` 9i fcd] f] b] V] X] d] H` Y` cAH] b] cZFi g] d] UbX BcfH` UbX Gai H` 5a V] M] V] MbW] b] H] f] d]` dbH Y] f] Yg]] f] d] a YchU` f] Y] d] b] g] ` Ynd] rg] M]` </p>
BYgb` AUBXU`	<p> i g] aUb] g] U] b] g] d] `cVgUbX X] d] H] U#Adi Hf` aUb] d]] hc` cAHY W] b] H] Yg] UbX X] g] M] V] ZYU] f] Yg] i] X] M]` </p> <p> YbZnH Y dgg] b UbX g] bZ] MbW cZ` U] h XYZ` d] h XYZ 9ai UcfzBcfH Yfb< Ya] gpa VYZGai H Yfb< Ya] gpa VYZH YHfcd] Mjcz` 7UbMf` UbX 7Ub] Mfz 5fV] Mbx 5bHfV] M] VVZH YD] a Y#; fYbk] WAv] X] UbUbX] a Yndb] g] b] V] X] d] X] UbX] b] \] H` </p> <p> \i aUb] [Yd] f] U] a] n]] b] V] X] d] . fnd] g] cZ` g] H] h] Ya YchUbX` UbX i] g] Z] W] b] ca]] M] U] M]] m] b] V] X] d] H] f] U] Y] `] b] g] UbX] H] Y] X] g] H] M] H] b] cZ] b] U] h] f] U]` f] Yg] i] f] V] g]] b] V] X] d] H] Yb] f] [n] z] o] c] z] a]] b] V] U] g] UbX] k] U] M]` </p>

<] g] d] f] n] i] f]] M] i] a] 7g] Y] U] Y] ?G%

MUf %

Dfc`YVH`	CV`YVH] Yg`
Hfci [\ H Y` ?Yhcy`	<p> g] d] bZ] MbH] \] g] d]] M] Y] Y] b] g] d] f] d] M] d] Y] UbX] d] U] W] g]] b] H] Y] f]` c] k] b] `c] A] M]] n] h` </p> <p> H` Y]] Yg] cZ` g] d] bZ] MbH]] b] X]] M] U] g]] b] H] Y] d] U] h] k] \] c] \] U] Y] W] b] H]] M] H] X] H] c] b] U]] d] U] UbX]] H] Y] b] U]] d] U] U] M]] Y] Ya Yb] g] `Gca Yg] d] `XW] i] g] X] H]` </p> <p> W] b] d] f] Y] U] g] M] M] j] cZ`] ZY]] b] X]] ZY] Y] b] d] M]] b] g] cZ` Y] U] b] d] Y] Z]] U] M] H] = UbX] E] i] Y] b] J]] M] b] f]] U] E] A]] f]] g] d] Y] f] 7] c] i] a] M] i] g] UbX] B] Y]] `5fag] f] d] d] z` </p> <p> K]]] U] b] 7U] h] b] UbX] H] a] `G] f] b] f] g] @] V] Z] d] M] M] `] 6] f] i] V] Y] H] Y] 9] X] Y] UbX] @] G] d] k] f] n] a] F] o] g] J] U] f] _] g] UbX] `9a]] n] 8] U]] g] b] z] A] U] f] n] G] U] M] Y] UbX] #] c] f` </p> <p> : `c] V] b] W] B]] \] H]] U] Y] UbX] 9] X] H] 7] U] Y] Q` </p> <p> Y] Y] b] g] W] r] o] b] X]]] H] `a] Y] a] d] f] n] h] U] h] Y] g] d] bZ] MbH] b] U]] d] U] n] e] f]] `c] A] U] n] cZ` Y] U] b] d] Y] Z] H] Y; f] U] h:]] Y] cZ` @] b] X] d] z] H] Y] Z]] g] h] U] f] d] U] b] Y] Z]] \] h]` </p> <p> c] f] Y] Y] b] g] W] b] a] Y] a] d] U] H] X] H] f] c] i] \] Z] Y] g]] U] g] c] f] U] b]] Y] f] g]] Y] g] Q` </p> <p> W] U]] Y] g] k]] H]] b]]] H] `a] Y] a] d] f] n] H] K] \] Y] Y] U] b] f] d]]] H] Z] H] Y] g] d] `XW] i] g] X] H] c] f] Y] U] U] g] M] M] j] cZ` W] U]] Y]] b] U]] d] U]] ZY` </p>

MUf &

Dfc`YVH`	CV`YVH] Yg`
8] b] o] g]] f] g`	<p> H` Y]] Yg] cZ` g] d] bZ] MbH]] b] X]] M] U] g]] b] H] Y] d] U] h] k] \] c] \] U] Y] W] b] H]] M] H] X] H] c] b] U]] d] U] UbX]] H] Y] b] U]] d] U] U] M]] Y] Ya Yb] g] `Gca Yg] d] `XW] i] g] X] H]` </p> <p> W] b] d] f] Y] U] g] M] M] j] cZ`] ZY]] b] X]] ZY] Y] b] d] M]] b] g] cZ` Y] U] b] d] Y] Z]] U] M] H] = UbX] E] i] Y] b] J]] M] b] f]] U] E] A]] f]] g] d] Y] f] 7] c] i] a] M] i] g] UbX] B] Y]] `5fag] f] d] d] z` </p>

	<p>K J]La 7U fcbUbXh[a '6VfBfj @vZDfVf' 6fi V[Y H Y9XVf UbX@G@dkfneFogJDUf_gUbX'9a]n'8U]jgbzAUfniGUAfYUb%cf: `cfYbW B]Vh[UYUbX'9X]H 7U Y'Q</p> <p>Vj YhgVfndX']]h' aYadfnh UhUFYg[bz]Mhbu]dbU'nief ['dAU'n'Zcf YI UbdYZH Y; fYU:]fYcZ@db'cbzH YZ]fghUfodUbYZ]V\hi cf Vj YhgVfnaaYadUHXH fci [\ ZYgh] Ugcf Ubj] YfgJ]YgQ</p>
--	--

<]hcfm'i ff]M]i a 7g YfUY?G&'>

MUF' "

Dfc^VfM	CV^VfM] Yg'
<p>=bX gf]U' Fy ci h'cb''</p>	<p>_bck UbXi bXfghUbXg[bz]Mhbu]MhgZH Y\]hcfnieZH Yk]Xf kcf'X H YbUhi fYcZUb]MhVj]T]g]h]dg'h YfI dUbg]cbUbX' X]ggci h'cb'cZ Yad]fYg'WUfUAM]g]VZYUhi fYgicZ dU]h'bcd' 9 fadMub'gV]M]Yg'UAM]j Ya YhgUbX'Zc']YgicZ'aUb]bX'</p> <p>i bXfghUbXh Ya YH d'gicZ\]hcf]M] Yba]fn]bVX]h' \dk Vj]XbW]gi g'Xf]cfai g'nrc'aU_Y\]hcf]M] V]ag'UbX'X]g]Mf\dk UbX'k'm Vh'fU]h' Uf[i a YhgUbX']hV'cfYU]h]dgicZH Y dU]h\U YWYbVbghfi VhX'</p> <p>i bXfghUbX\]hcf]M] VbWdhgg WU]Vb]h'i]m'ubX'WU] YZV] g'UbX'Vb]g'ei YbW'g]a]U]m'X]ZZYfYbW'UbX'g[bz]Mhbu]UbXi g'h Ya' h'c'aU_Y VbbW]dg'Xfuk Vh'fU]g'ZU]ng'hfYb'g'ZfUa Y\]hcf]M] h]j U]X'ei Yg]dgUbX'WU]h'Yh Yf' d'cb'ghfi Vh' fYX'UAM] h'g'z]bVX]h' kf]hVb'bfU]h' YgUbX'U]ng'g'</p> <p>[U]b\]hcf]M] d'f'g]M] YVh'U]h' H Yf [f'ck]h' _bck'X[Y]h'c'X]ZZYfYh'Vb]M] h'g'zi bXfghUbX]h' H YVbbW]dg'Vh'k'Yb'`dAU'Z fY]dbUzbu]dbU UbX']hV'fU]h'dbU \]hcfm'Vh'k'Yb'W'h' fUZ'Wb'ca]M]a]]h'f'nc'c]h]M]ZfY]I]ci gUbX'gV]U \]hcfm'UbX'Vh'k'Yb'g'cfH' UbX'`dq'!h'fa h'ja Yg]M]Yg'</p>
<p>; fY'g'</p>	<p>_bck UbXi bXfghUbXg[bz]Mhbu]MhgZH Y\]hcfnieZH Yk]Xf kcf'X H YbUhi fYcZUb]MhVj]T]g]h]dg'h YfI dUbg]cbUbX' X]ggci h'cb'cZ Yad]fYg'WUfUAM]g]VZYUhi fYgicZ dU]h'bcd' 9 fadMub'gV]M]Yg'UAM]j Ya YhgUbX'Zc']YgicZ'aUb]bX'</p> <p>i bXfghUbXh Ya YH d'gicZ\]hcf]M] Yba]fn]bVX]h' \dk Vj]XbW]gi g'Xf]cfai g'nrc'aU_Y\]hcf]M] V]ag'UbX'X]g]Mf\dk UbX'k'm Vh'fU]h' Uf[i a YhgUbX']hV'cfYU]h]dgicZH Y dU]h\U YWYbVbghfi VhX'</p> <p>i bXfghUbX\]hcf]M] VbWdhgg WU]Vb]h'i]m'ubX'WU] YZV] g'UbX'Vb]g'ei YbW'g]a]U]m'X]ZZYfYbW'UbX'g[bz]Mhbu]UbXi g'h Ya' h'c'aU_Y VbbW]dg'Xfuk Vh'fU]g'ZU]ng'hfYb'g'ZfUa Y\]hcf]M] h]j U]X'ei Yg]dgUbX'WU]h'Yh Yf' d'cb'ghfi Vh' fYX'UAM] h'g'z]bVX]h' kf]hVb'bfU]h' YgUbX'U]ng'g'</p>

	<p>[U]b\]gcf]M' dMfgM] YVndU] H Yf [fck]d' _bck`YX[Y]bcX]ZZYVchVbHM hgzi bXVg]UbX]d' H YVbbM]dgVhkYb`dMz fY]dbUz]bU]dbU UbX]bMf]bU]dbU \]gcfmVhkYbVh fUzVbca]M]a]]Hfrnc:]MzFY]]ci gUbXgd]U \]gcfm]UbXVhkYb]gcfH` UbX`d[!Hfa H]aYg]Yg'</p>
--	---

MU'('

Dfc^YVM'	CV^YVM] Yg'
FcaUbg	<p>_bck UbX] bXVg]UbX]g] [bZ]MbhUpM]g]cZ H Y \]gcfncZ H Yk]Mf kcf X H YbU] fYcZ Ub]MchV]]g]dg] H YM d]bg]dbUbX X]gg]i H]b]cZ Ya] Yg]VU]U]M]]g]MZYU] fYg]cZ d]b]h]bd] g] fcd]Ub]gd]M]H]g]U]M] Y]a Y]hg]UbX]Zc`]Yg]cZ`a]Ub`]bX`</p> <p>i bXVg]UbX] H Y]a Y]h]c]g]cZ \]gcf]M] Y]b]i]]n]]b]V]X]d' \ck Y]]X]b]W]]g]i g]X]f]]d]f]i g]n]c]`a]U] Y \]gcf]M] V]M]ag] UbX]X]g]M]f]b] \ck UbX` k \m]M]h]f]U]]d' U] [i a Y]hg]UbX]]h]M]f]Y]U]]dg]c]Z H Y d]b]h] \U] Y]V]W]b]V]b]g]f]i V]M]X`</p> <p>i bXVg]UbX] \]gcf]M] V]b]M]h]g]g] W]U]V]b]h]]i]m]UbX]V]U]]Y]V]U] g]UbX]V]b]g]e]i Y]b]V]E]g]a]]U]]m]X]]ZZY]V]b]W]UbX]g] [bZ]M]b]M]E]UbX]i g]f` H Y]a H]c]`a]U] Y]V]b]b]M]]dg]X]f]U]k V]b]h]f]U]g]z]U]U]ng]]H]Y]b]g]z]f]U]b] Y \]gcf]M]]r]j] U]]X]e]i Y]g]]dg]UbX] V]M]U]H] Y]f]` d]k]b]g]f]i V]M] f]Y]X]U]M]]h]g]z`]b]V]X]d']k]]H]b]b]f]f]U]]Y]g]UbX]U]U]ng]Y]g`</p> <p>[U]b\]gcf]M' dMfgM] YVndU] H Yf [fck]d' _bck`YX[Y]bcX]ZZYVchVbHM hgzi bXVg]UbX]d' H YVbbM]dgVhkYb`dMz fY]dbUz]bU]dbU UbX]bMf]bU]dbU \]gcfmVhkYbVh fUzVbca]M]a]]Hfrnc:]MzFY]]ci gUbXgd]U \]gcfm]UbXVhkYb]gcfH` UbX`d[!Hfa H]aYg]Yg'</p>
g]ndh]Ubg'	<p>_bck UbX] bXVg]UbX]g] [bZ]MbhUpM]g]cZ H Y \]gcfncZ H Yk]Mf kcf X H YbU] fYcZ Ub]MchV]]g]dg] H YM d]bg]dbUbX X]gg]i H]b]cZ Ya] Yg]VU]U]M]]g]MZYU] fYg]cZ d]b]h]bd] g] fcd]Ub]gd]M]H]g]U]M] Y]a Y]hg]UbX]Zc`]Yg]cZ`a]Ub`]bX`</p> <p>i bXVg]UbX] H Y]a Y]h]c]g]cZ \]gcf]M] Y]b]i]]n]]b]V]X]d' \ck Y]]X]b]W]]g]i g]X]f]]d]f]i g]n]c]`a]U] Y \]gcf]M] V]M]ag] UbX]X]g]M]f]b] \ck UbX` k \m]M]h]f]U]]d' U] [i a Y]hg]UbX]]h]M]f]Y]U]]dg]c]Z H Y d]b]h] \U] Y]V]W]b]V]b]g]f]i V]M]X`</p> <p>i bXVg]UbX] \]gcf]M] V]b]M]h]g]g] W]U]V]b]h]]i]m]UbX]V]U]]Y]V]U] g]UbX]V]b]g]e]i Y]b]V]E]g]a]]U]]m]X]]ZZY]V]b]W]UbX]g] [bZ]M]b]M]E]UbX]i g]f` H Y]a H]c]`a]U] Y]V]b]b]M]]dg]X]f]U]k V]b]h]f]U]g]z]U]U]ng]]H]Y]b]g]z]f]U]b] Y \]gcf]M]]r]j] U]]X]e]i Y]g]]dg]UbX] V]M]U]H] Y]f]` d]k]b]g]f]i V]M] f]Y]X]U]M]]h]g]z`]b]V]X]d']k]]H]b]b]f]f]U]]Y]g]UbX]U]U]ng]Y]g`</p> <p>[U]b\]gcf]M' dMfgM] YVndU] H Yf [fck]d' _bck`YX[Y]bcX]ZZYVchVbHM hgzi bXVg]UbX]d' H YVbbM]dgVhkYb`dMz fY]dbUz]bU]dbU UbX]bMf]bU]dbU \]gcfmVhkYbVh fUzVbca]M]a]]Hfrnc:]MzFY]]ci gUbXgd]U \]gcfm]UbXVhkYb]gcfH` UbX`d[!Hfa H]aYg]Yg'</p>

MLF)

Dfc^VM'	CV^VMj Yg'
Gdb/U_Y'	<p>WUj[Yg]b'6r]Hj]bZca H YGdbY5[YhcH Y=fcb5[Y i bXfghUbXh Ya Yh d'gicZ \]gcf]M Yba]fn]bWX]k \ck Yj]XbW]gi gXf]cfi gntc'aU_Y \]gcf]M V]ag'UbX]gMfb\ck UbX k\mVhfUj]k U[i a YdghUbX]hVfdYU]dbgcZ H YdLj\U YVMbVbghfi VIX'</p> <p>[U]b \]gcf]M dVfgM]j YVhdU]k H Yf [fck]k _bck YX[Y]hcX]ZZYfYhVbM hgzi bXfghUbX]k H YVbbM]dbgVhkYb`dMz fY]dbUzbu]dbU UbX]hVfbU]dbU \]gcf]M VhkYbVh fUzVbca]M]a]]Hfn]dc]M]ZfY]]i gUbXgc]U \]gcf]M UbXVhkYb` gcfH UbX`db]!Hfa H]a YgM]Yg'</p> <p>i bXfghUbX \]gcf]M VbVbghg WUjVb]i]mUbXWUj YZV]g/UbXVb]e YbV]ga]U]m]X]ZZYfYbWUbX]g]b]Z]M]bV]UbX]i g' H Ya hc'aU_Y VbVbM]dbg]XfUk VbhfUj]g]UbUng]fYb]g]ZUb Y \]gcf]M r]j U]X]e Yg]dbgUbXVbU]Y H Yf`ckb]ghfi V]fYXUM] b]g']bWX]k]k]H]b]b]f]U]j YgUbXUbUng]g'</p>

MLF*

Dfc^VM'	CV^VMj Yg'
7dY6fU_Yfg'	<p>UdM \]gcf]ngi Xh</p> <p>i bXfghUbXh Ya Yh d'gicZ \]gcf]M Yba]fn]bWX]k \ck Yj]XbW]gi gXf]cfi gntc'aU_Y \]gcf]M V]ag'UbX]gMfb\ck UbX k\mVhfUj]k U[i a YdghUbX]hVfdYU]dbgcZ H YdLj\U YVMbVbghfi VIX'</p> <p>[U]b \]gcf]M dVfgM]j YVhdU]k H Yf [fck]k _bck YX[Y]hcX]ZZYfYhVbM hgzi bXfghUbX]k H YVbbM]dbgVhkYb`dMz fY]dbUzbu]dbU UbX]hVfbU]dbU \]gcf]M VhkYbVh fUzVbca]M]a]]Hfn]dc]M]ZfY]]i gUbXgc]U \]gcf]M UbXVhkYb` gcfH UbX`db]!Hfa H]a YgM]Yg'</p> <p>i bXfghUbX \]gcf]M VbVbghg WUjVb]i]mUbXWUj YZV]g/UbXVb]e YbV]ga]U]m]X]ZZYfYbWUbX]g]b]Z]M]bV]UbX]i g' H Ya hc'aU_Y VbVbM]dbg]XfUk VbhfUj]g]UbUng]fYb]g]ZUb Y \]gcf]M r]j U]X]e Yg]dbgUbXVbU]Y H Yf`ckb]ghfi V]fYXUM] b]g']bWX]k]k]H]b]b]f]U]j YgUbXUbUng]g'</p>
J]k]g'	<p>H YJ]k] UbX5k] dGU dbghfi [[YZcf H Y?]k]Xca`cz`9k] UbXhcH YH]a Ycz`9k]UfXh Y7dbZ]gpf'</p>

	<p>i bXfghLbKH YaYH dXgcZ \jgcf]M Yba]fn]bVWX]h \dk Yj]XbW]gi gXf]cfi gntc'aU_Y \jgcf]M V]ag]UbX]g]Mfb \dk Ub' k\mVbHfUj]h [U[i a YdrgUbX]HfcdYHU]dbgcZH YdUj\U YVWbVb]gfi VbX'</p> <p>[U]b \jgcf]M dYfgM]j YVhdU]H H Yf [fck]d [_bck YX]Y]cheX]ZZYfYbVbHM hgzi bXfghLbX]h H YVb]bV]dbgVbHkYb`dAUZ fy]dbUZbU]dbU UbX]HfcdYHU]dbU \jgcf]M VbHkYbVb]h fUzYb]bca]M]a]]Hfndc]]M]ZfY]]i gUbXg]U \jgcf]M UbXVbHkYb' g]cfH Ub`d]!Hf]a H]aYg]M]g'</p> <p>i bXfghLbX \jgcf]M Vb]b]b]g]g WU]Vb]b]i]mUbXVbU] YZV] g]UbXVb]g]e] Yb]M]g]a]]U]h]X]ZZYfYbVbU]g]]b]Z]M]b]M]UbX]i g] H Ya Hc'aU_Y Vb]b]b]]dbg]XfUk Vb]HfUj]g]UbUng]YfYb]g]Z]UbY \jgcf]M H]j U]X]e] Yg]]dbg]UbXVbU]H]H Yf]ckb]g]fi M]fYXU]M] H]g]]bVWX]h]k]]H]b]b]f]U]j Yg]UbXVbU]ng]g'</p>
--	--

5fhUbX'SYg]b?G%

MLF %

Dfc^YMi	CV^YMi] Yg'
5`Ui haY`	<p>`hci g]UfU] [Ycz'aU]M]U]g]V]U]j Ym]c]X]V]g]]b]UbX'aU_Y d]c]i V]g]j `hci g]XfUk]h]z]d]]h]h] UbX]g]M]d]i f]Y]h]c]X]j Ycd]UbX]g]U]Y]H] Yf]X]U]g]Y]i d]M]]M]b]M]g]UbX]]a]U]]b]U]]cb' `h]c]X]j Ycd]U]k]]X]Y]f]U]]Y]c]Z]U]h]UbX]X]V]g]]b]H]W]b]e]i Yg]]b]i g]d] W]d]i f]z]d]U]H]f]b]z]H]i H]i f]Y]Z]]b]V]Z]g]U]b]Z]Z]c]f]a UbX]g]U]W U]i h]H] Y]k]c] _]c]Z]U]f]U]]Y]c]Z]U]h]]g]V]U]Z]h]a]U] Y]f]g]UbX]X]V]g]]b]M]g]X]V]g]]M]H] H] Y]X]]ZZ]Y]f]Y]b]M]g]UbX]g]a]]U]]H]g]V]b]H]k]Y]b]X]]ZZ]Y]f]h]i d]U]M]]M]g]UbX]X]V]g]]M]]b]g]UbX'aU]]h]]p]g]h]c]h] Y]f]]ck]b]k]c] _]"</p>
GM]U]p]b]g]`	<p>`hci g]UfU] [Ycz'aU]M]U]g]V]U]j Ym]c]X]V]g]]b]UbX'aU_Y d]c]i V]g]j `hci g]XfUk]h]z]d]]h]h] UbX]g]M]d]i f]Y]h]c]X]j Ycd]UbX]g]U]Y]H] Yf]X]U]g]Y]i d]M]]M]b]M]g]UbX]]a]U]]b]U]]cb' `h]c]X]j Ycd]U]k]]X]Y]f]U]]Y]c]Z]U]h]UbX]X]V]g]]b]H]W]b]e]i Yg]]b]i g]d] W]d]i f]z]d]U]H]f]b]z]H]i H]i f]Y]Z]]b]V]Z]g]U]b]Z]Z]c]f]a UbX]g]U]W U]i h]H] Y]k]c] _]c]Z]U]f]U]]Y]c]Z]U]h]]g]V]U]Z]h]a]U] Y]f]g]UbX]X]V]g]]b]M]g]X]V]g]]M]H] H] Y]X]]ZZ]Y]f]Y]b]M]g]UbX]g]a]]U]]H]g]V]b]H]k]Y]b]X]]ZZ]Y]f]h]i d]U]M]]M]g]UbX]X]V]g]]M]]b]g]UbX'aU]]h]]p]g]h]c]h] Y]f]]ck]b]k]c] _]"</p>

MLF &`

Dfc^YMi`	CV^YMi] Yg`
----------	-------------

BcMfBU' UjJaUg'	'hc'i g/UfU[YcZ'aUHT]UgVUUhj YnrcXVg[bUbXaU Ydfoi Vmj 'hc'i g/Xfuk]d[zd]h]d[UbXgM/di fyhcXyj YodUbXg UYH Yf]XUzYI dM]MAMgUbX]aU]dU]ob' 'hcXyj YodUk]XYfU[YcZ'UfU]XVg[bHWM]ei Yg]bi g]d[Wci fzdLHMfbZHM hi fYZ]bZg UMYZdfa UbXgLUW Uci hH Ykcf_ cZ UfU[YcZ'UfU]g]g]VUZhau YfgUbXVg[bMg]XVg]M]d[H YX]ZZYfMAMgUbX]ga]U]H]VgVhkYwbX]ZZYfYch' dUAM]MgUbX]g]M]b]g]UbXaU]d[]b]g]hcH Yf' dkbkcf_"
HAYHk]hg'	'hc'i g/UfU[YcZ'aUHT]UgVUUhj YnrcXVg[bUbXaU Ydfoi Vmj 'hc'i g/Xfuk]d[zd]h]d[UbXgM/di fyhcXyj YodUbXg UYH Yf]XUzYI dM]MAMgUbX]aU]dU]ob' 'hcXyj YodUk]XYfU[YcZ'UfU]XVg[bHWM]ei Yg]bi g]d[Wci fzdLHMfbZHM hi fYZ]bZg UMYZdfa UbXgLUW

5fh7i ff]Mi a 7g YfU]Y?G&"

MUF'

Dfc^YMi'	CV^YMi] Yg'
; fY]g'	'hcVUUh]g_YHVVoc_g]hc'fYMFXH Yf' d]g]U] U]dgUbXi g]YH Ya hc'fY]]Mk UbX'fY]]g]XUzY 'hc]adfg YH Yf' aU]H]fncZ'UfU]XVg[bHWM]ei Yg]b]VX]d[Xfuk]d[zd]h]d[UbXgM/di fyk]H UfU[YcZ'aUHT]Ug]d'f' YI UbdYzdb]]ZVU]fVU]Zd]]hZVW]h Uci h[fYU]U]H]g]g]U]fW]H]M]g]UbX]XVg[b]f]g]b\]]g]d'f'h

MUF('

Dfc^YMi'	CV^YMi] Yg'
9I HYaY 9j]]d]baYd]g'	'hcVUUh]g_YHVVoc_g]hc'fYMFXH Yf' d]g]U] U]dgUbXi g]YH Ya hc'fY]]Mk UbX'fY]]g]XUzY 'hc]adfg YH Yf' aU]H]fncZ'UfU]XVg[bHWM]ei Yg]b]VX]d[Xfuk]d[zd]h]d[UbXgM/di fyk]H UfU[YcZ'aUHT]Ug]d'f' YI UbdYzdb]]ZVU]fVU]Zd]]hZVW]h Uci h[fYU]U]H]g]g]U]fW]H]M]g]UbX]XVg[b]f]g]b\]]g]d'f'h

MUF'')

Dfc^YMi'	CV^YMi] Yg'
----------	-------------

: fanMbDUBh"	<p>hcVdUHYg_YHwVbc_gIhc'fVwFXH.Yf' dVgTj U]cbgUbXi g'YH Ya hc'fYj]Mk UbX'fYj]gh]XVUj hc]ad'g YH.Yf' aUjMfrieZ UfHUbX'XVg] bHwWb]ei Yg]bVWX]d[XfUK]d[žd]d]d[UbX'gM'di fYK]H UfUb[YcZ'aUHV]Ug]Qd' YI UadYz'dM]ZVWfVwUzd]hZVWw@ Uwi h[fYUhUf]g]g'UfW]HwW]UbX'XVg] bM'f]g]b\]gh'f'rH</p>
K]XHA]d "	<p>hcVdUHYg_YHwVbc_gIhc'fVwFXH.Yf' dVgTj U]cbgUbXi g'YH Ya hc'fYj]Mk UbX'fYj]gh]XVUj hc]ad'g YH.Yf' aUjMfrieZ UfHUbX'XVg] bHwWb]ei Yg]bVWX]d[XfUK]d[žd]d]d[UbX'gM'di fYK]H UfUb[YcZ'aUHV]Ug]Qd' YI UadYz'dM]ZVWfVwUzd]hZVWw@ Uwi h[fYUhUf]g]g'UfW]HwW]UbX'XVg] bM'f]g]b\]gh'f'rH</p>

MLF*'

Dfc'YVh'	CV'YVh]j Yg'
g] ci h]cb"	<p>hcVdUHYg_YHwVbc_gIhc'fVwFXH.Yf' dVgTj U]cbgUbXi g'YH Ya hc'fYj]Mk UbX'fYj]gh]XVUj hc]ad'g YH.Yf' aUjMfrieZ UfHUbX'XVg] bHwWb]ei Yg]bVWX]d[XfUK]d[žd]d]d[UbX'gM'di fYK]H UfUb[YcZ'aUHV]Ug]Qd' YI UadYz'dM]ZVWfVwUzd]hZVWw@ Uwi h[fYUhUf]g]g'UfW]HwW]UbX'XVg] bM'f]g]b\]gh'f'rH</p>

8Vg] bUbX'HWwbc]d'n7i ff]M]i a 7g] YU]Y?G%

MLF%

Dfc'YVh'	CV'YVh]j Yg'
Hfci [\ H Y ?YhcY	<p>XVg] bdi fcb]Zi žZi bM]cbUzUHM]d[d'fci Vg]Zc' H Yag]j Yg]UbX'ch Yf' i g]f'g]V]b]X'cbXVg] bV]M]H]j [Yb]fU]Z]X]j YcZ'acY UbX'Wb]ai b]M]H]Y Yf']XV]h]fci [\ HU_]d[žXfUK]d[žHvadU]M]g]ad]i d]jUb]Zk\ YfYU]b]f]od]U]H]Z]Zc]aU]cbUbX'Wb]ai b]M]cbHwW]bc]d]m</p> <p>AU]Y</p> <p>g]Yw]Z]ca UbXi g]UfUb[YcZ'hc]g]UbX'Yei]cb Ych]c'd]M]Zc]a d'fU]M]U]H]j g]Qd' YI UadYz'V]M]H]d[žg]U]d[ž^]g]d[UbX]Z]b]g]]d[Q g]Yw]Z]ca UbXi g]Uk]X]Y]f]Ub[YcZ'aUHV]Ug]UbX'Wb]db]M]g]]bV]X]d[W]b]g]fi V]cb'aUHV]Ug]H]H]Yg]UbX]d[fYX]M]g]U]M]X]d[hc]H Yf' W]fU]M]f]g]M]j</p> <p>g]U]U]Y</p>

	<p>Yi dcfYUbXyJ Ui UHYUfU[YczYi]gh[d'cfi Vhg Yj Ui UHYH Yf]XUjUbXd'cfi VhgU[U]ghXyG[bV]HYJU</p> <p>HMMjW'_bckYX[Y 'M]Xghfi WfYg'Yi dcf]h[\dk H YmAbW'aUKYghfd[Yfzgh]ZZYf Ub'acfYgU/Y Yi dcfYUbXi g/aWUj]gag'Gdf Yi UadYZ'Yj Yfg'g]XVfg'k\YygUbXU 'Yg]bH Yf' d'cfi Vhg'</p>
; fck]h''	<p>7cc_]h''</p> <p>i g/H YVUj]Wf]b]M]YgcZ'U'YUH nUbXj U]X'X]Mh'c'd'YdL'YX]g.Yg i bXVfgUbXk\YfYZoc'Wb YgZ'ca''</p>

MU'&

Dfc'YVh'	CV'YVh]j Yg''
@]Vh'g'	<p>XVg]b'd fcb]Zi 'ZZi bM]dbUZUbMU]h[d'cfi VhgZcf H Yag'j YgUbXch Yf i g]f'gVUj]bX'dbXVg]bV]HYJU '[Yb]fUHYZ'Xj Yoc'ZackY UbXWb'ai b]M]HYH Yf]XUj]h'fdi [\ HU_]h[ZXfUK]h[zhVadUHVg'ad]i dgUbXk\YfYUbf'od]UHV]ZcfaU]cbUbXWb'ai b]M]db]Wb'c'd[m</p> <p>AU_Y</p> <p>g'YVhZ'ca UbXi g'UfU[Ycz'hc'gUbX'Yei]ba Yh'c'd'fZcfa 'd'U]W]H]g]Gdf Yi UadYZ'V]H]h[zh'g]U]h[zh'g]h[UbXZ]h]h[O g'YVhZ'ca UbXi g'Uk]XVfU[Ycz'aUHV]UgUbXWb'adb]d'g.]bV]X]h[V]b]ghfi V]cb'aUHV]Ug'Z]M]H]YgUbX]h[fYX]M]d'g]U]M]f]X]h[h'ch Yf W]fU]M]f]g]M]j</p> <p>g'Ui UH'</p> <p>Yi dcfYUbXyJ Ui UHYUfU[YczYi]gh[d'cfi Vhg Yj Ui UHYH Yf]XUjUbXd'cfi VhgU[U]ghXyG[bV]HYJU</p> <p>HMMjW'_bckYX[Y 'M]Xghfi WfYg'Yi dcf]h[\dk H YmAbW'aUKYghfd[Yfzgh]ZZYf Ub'acfYgU/Y Yi dcfYUbXi g/aWUj]gag'Gdf Yi UadYZ'Yj Yfg'g]XVfg'k\YygUbXU 'Yg]bH Yf' d'cfi Vhg'</p>
AU]YfWZ'	<p>i g/H YVUj]Wf]b]M]YgcZ'U'YUH nUbXj U]X'X]Mh'c'd'YdL'YX]g.Yg i bXVfgUbXk\YfYZoc'Wb YgZ'ca''</p>

	<p>[YbYUHZXY] YodZacXY UbXVbaai b]MAYH Yf]XUjH fci [\ X]g]Mg]bzUbbdUHX'g YHWMg'V]bg]g]M]dbU UbXYi d'cXYX X]U]fUag'z'd'chndMg'z]d]H]M]b]d]M]g]UbXVbaadi H]M]!U]X]X]Y]g]b'</p> <p>AU_Y</p> <p>..g]Y]M]Z]ca UbXi g/Uk]X]M]f]f]U]Y]c]Z]h]c]g]UbX]Y]e]]da]Y]h]h]c]d]M]Z]c]f]a] 'd]U]M]M]U]H]U]g]G]c]f] Y]i] U]ad]Y]Z]M]H]]z]g]U]]z] ^]c]]b]] UbX' Z]]g]]d] G]U]M]M]U]H]m</p> <p>..g]Y]M]Z]ca UbXi g/Uk]X]M]f]f]U]Y]c]Z]a]U]M]f]U]g]UbX]V]a]d]b]M]d]g]]b]M]X]]d]]V]b]g]f]i] M]]d]b]a]U]M]f]U]g]Z]M]i] H]]Y]g]UbX]]d]]f]Y]X]M]d]g]Z]U]M]M]X]]d]]h]c]H] Y]f] Z]i] b]M]]dbU] d]f]ad]M]H]]g]UbX]U]g]H] Y]H]M]i] U]]H]]Y]g]</p> <p>g]U]i]U]Y'</p> <p>]j] Y]g]]U]Y]UbX]U]b]U]g]Y]U]f]U]]Y]c]Z]Y]i]]g]]d]]d]f]c]i] M]]g]]Y]]U]i]U]Y]H] Y]f]]X]U]j]UbX]d]f]c]i] M]]g]]U]]b]g]h] Y]f]]d]k]b]X]Y]g]]b]]V]]M]f]]U]UbX]V]b]g]]X]M]f]]H]]Y]]M]k]g]c]Z]d]H] Y]f]g]h]c]]ad]f]g] Y]H] Y]f]]k]c]f]_]i] b]X]Y]g]UbX] \]d]k]_]Y]m]j] Y]d]g]UbX]]b]X]]M]i] U]g]]b]X]Y]g]]b]UbX]H]M]b]c]d]]m]]U]]Y]]Y]d]M]X]g]]U]Y]H] Y]k]c]f]X'</p> <p>H]M]M]]M]_]b]k]]Y]X]]Y'</p> <p>U]b]d]n]H] Y]f]]i] b]X]Y]g]UbX]]d]]c]Z] \]d]k]]h]c]g]f]Y]d]]H]]Y]c]g]]Z]Z]Y]b]UbX]]Y]]z]c]f]]W]a]c]f]Y]V]a]d]M]i]]g]f]i]]M]f]Y]g]</p>
--	---

MUF)

Dfc^Y]M]i	CV^Y]M]i] Y]g'
<p>H]H]U]j]W</p>	<p>8Y]g]]b'</p> <p>]i] g]f]Y]g]U]f]W]UbX]X]Y] Y]od]X]Y]g]]b]]V]]M]f]]U]h]c]]b]Z]c]f]a]]H]]Y]X]Y]g]]b]c]Z]]b]b]g]]U]]Y]Z]i] b]M]]dbU]Z]U]b]M]U]]d]]d]f]c]i] M]]g]H]]U]h]U]Y]Z]]h]Z]c]f]]d]]f]d]b]g]Z]]U]a]Y]X]U]h]d]]f]H]]M]U]f]]b]X]]M]i] U]g]c]f]]f]c]i]]d]g]</p> <p>[YbYUHZXY] YodZacXY UbXVbaai b]MAYH Yf]XUjH fci [\ X]g]Mg]bzUbbdUHX'g YHWMg'V]bg]g]M]dbU UbXYi d'cXYX]U]fUag'z'd'chndMg'z]d]H]M]b]d]M]g]UbXVbaadi H]M]!U]X]X]Y]g]b'</p> <p>AU_Y</p> <p>..g]Y]M]Z]ca UbXi g/Uk]X]M]f]f]U]Y]c]Z]h]c]g]UbX]Y]e]]da]Y]h]h]c]d]M]Z]c]f]a] 'd]U]M]M]U]H]U]g]G]c]f] Y]i] U]ad]Y]Z]M]H]]z]g]U]]z] ^]c]]b]] UbX' Z]]g]]d] G]U]M]M]U]H]m</p> <p>..g]Y]M]Z]ca UbXi g/Uk]X]M]f]f]U]Y]c]Z]a]U]M]f]U]g]UbX]V]a]d]b]M]d]g]]b]M]X]]d]]V]b]g]f]i] M]]d]b]a]U]M]f]U]g]Z]M]i] H]]Y]g]UbX]]d]]f]Y]X]M]d]g]Z]U]M]M]X]]d]]h]c]H] Y]f] Z]i] b]M]]dbU] d]f]ad]M]H]]g]UbX]U]g]H] Y]H]M]i] U]]H]]Y]g]</p> <p>g]U]i]U]Y'</p> <p>]j] Y]g]]U]Y]UbX]U]b]U]g]Y]U]f]U]]Y]c]Z]Y]i]]g]]d]]d]f]c]i] M]]g]]Y]]U]i]U]Y]H] Y]f]]X]U]j]UbX]d]f]c]i] M]]g]]U]]b]g]h] Y]f]]d]k]b]X]Y]g]]b]]V]]M]f]]U]UbX]V]b]g]]X]M]f]]H]]Y]]M]k]g]c]Z]d]H] Y]f]g]h]c]]ad]f]g] Y]H] Y]f]]k]c]f]_]i] b]X]Y]g]UbX] \]d]k]_]Y]m]j] Y]d]g]UbX]]b]X]]M]i] U]g]]b]X]Y]g]]b]UbX]H]M]b]c]d]]m]]U]]Y]]Y]d]M]X]g]]U]Y]H] Y]k]c]f]X'</p>

	<p>HMWb]W'_bck`YX[Y Ubbnñh Y]f i bXYfgLbX[h]`cZ\ck hc'gfyd[h Ybzg]ZZYbLbX'fY]bZcfWacFYVbádYi`gfi VñfYg</p>
<p>GdLW</p>	<p>8Yg]b` i g/fYgUfWUbxXyY adXYg]bV]HY]Uhc]bZdfa H YXYg]b'cZ]bbj Uhj YZi bM]duZUbbMU]h`d'cxi Vb]H UhUfYZ]hZcf`d fcbgZ UaYXUhdLH]M]Uf`]bX]]Mi Ugcf [fci dj [YbYUHZXyY adZackY`UbXVbái b]M]YH Y]f]XU]h fci [\ X]g]M]g]dbZ UbbchUX'g_YHMgZV]b]g]g]M]du UbX'Yi d'cX'X]U]fUbgZ d'dchm]gZdUHf]b]d]W]b]LbXVbád Hf!U]VX'XYg]b`</p> <p>AU]Y `g'YV]M]Z'ca UbXi g'Uk]X]Y'fU]b[YcZ'hc'gUbX'Yei]ba Ydhc'dfZcfa`d'U]M]U]H]g]g]c]f`Yi UadY'ZV]M]H]h]Z'g]U]h]Z'g]b]h] UbX' Z]h]]h]GUM]fU]H]m` `g'YV]M]Z'ca UbXi g'Uk]X]Y'fU]b[YcZ'aUHf]U]g]UbXVbádbb]h]gZ]b]V]X]h] V]b]g]fi V]b]b]aUHf]U]g]Z]H]h]Y]g]UbX]h]fYX]M]h]gZ]UM]f]X]h]` hc'h Y]f Zi bM]du`d'c]M]H]g]UbX'U]g]h Y]M]i U]h]Yg`</p> <p>g]UiUH']h]Yg]U]UH]UbX'U]b]U]g]Y'U]fU]b[YcZ'Yi]h]h]`d'cxi V]b]g] Y]UiUH]H]Y]f]XU]b]UbX'd'cxi V]b]g]U]U]b]g]h]Y]f`ckbXYg]bV]HY]U]UbXV]b]g]X]Y' H Y]]M]g]cZ`d]h Y]f]g]h]c]ad]f]g]Y]H]Y]f`kcf`_` i bXYfgLbX\ck`_Ym]j Y]h]g]UbX]bX]]Mi Ug]bXYg]bUbX'HW]b'c]d]m]U]Y]Y]d]X]g]U]b]H]Y]kcf`X`</p> <p>HMWb]W'_bck`YX[Y i bXYfgLbXUbXi g'YV]M]U]g]g]h]Yag]b]h]Y]f`d'cxi V]b]g]c]f`Yi UadY'Z'g]f]Y]g]V]M]H]g]b]M]f]d]f]U]h]`g]k]H]W]g]Z]V]g]Z]m]f]g]UbX' adcf]g]Q Ubbnñh Y]f i bXYfgLbX[h]`cZ Vbád H]h]`hc'd]f]f]U]b]Z]ad]h]f`UbXV]b]h]c`H]Y]f`d'cxi V]b]g`</p>

MLF**

<p>Dfc`YV]ñ</p>	<p>CV`YV]ñ] Yg`</p>
<p>J]L]H]g`</p>	<p>8Yg]b` i g/fYgUfWUbxXyY adXYg]bV]HY]Uhc]bZdfa H YXYg]b'cZ]bbj Uhj YZi bM]duZUbbMU]h`d'cxi Vb]H UhUfYZ]hZcf`d fcbgZ</p>

Ua YXUhdLHjMUF jXj Ji Ugcf [fai dj
 [YbFUHZXj YodZackY UbXVbaai b]MHTY Yf jXUjH fai [\ XjgMggdbzUbbchLHXg YHWMgzVbogg gMA]du UbXYi dckVXjU[fUagz
 d'cdhdMgdLHfYfbq]WgUbXVad HY! UjVXjYg]b'

AU_Y
 "g/YMZfca UbXi g/UKjXf fUb[Ycz'hc'gUbX'Vei]da Ydhc'dfZcfa d'UAM]W Hg_g'Qcf Yi UadYzVMH]d[zg_Ub]d[za'q]b] UbX'
 Z]g]d[QUUMFUH'm
 "g/YMZfca UbXi g/UKjXf fUb[Ycz'aUHF]UgUbXVadbbMhg]bVX]d[Vbghfi V]db'aUHF]UgZHM H]YgUbX]d[fYX]MhgZUAMFX]d'
 hc'h Yf Zi bM]du d'admH]YgUbXUGh YH]M] U]jYg

g Ui UY
 j] Yg] UYUbXUbng/UfUb[Ycz'Yi]g]d[d'cxi Vg]
 Yj Ui UYH Yf jXUjUbX'd'cxi Vg]U]qghH Yf d'kbXVg]bV]HY]UubXVbg]Xf H Yj]Mgcz'dh Yfg]hc]ad'fj YH Yf kcf_'
 i bXf]gUbX\ck_'Ym] YdhgUbX]jXj Ji Ug]bXVg]bUbX'HWbc'd]m]U]Y\YdMXg UbYH Ykcf'X

HMM]W'_bck'YX]Y'

FYbKUY'Y'9bM[m

8Vg]b'
 i g/fYgUfWUbXjY YodXVg]bV]HY]Uhc]Zcfa H YXVg]b'cz]Hbj Uhj YZi bM]duZUbMU]d[d'cxi Vg]H UhUfYZ]hZcf' d' fcdg]Z
 Ua YXUhdLHjMUF jXj Ji Ugcf [fai dj
 [YbFUHZXj YodZackY UbXVbaai b]MHTY Yf jXUjH fai [\ XjgMggdbzUbbchLHXg YHWMgzVbogg gMA]du UbXYi dckVXjU[fUagz
 d'cdhdMgdLHfYfbq]WgUbXVad HY! UjVXjYg]b'

AU_Y
 "g/YMZfca UbXi g/UKjXf fUb[Ycz'hc'gUbX'Vei]da Ydhc'dfZcfa d'UAM]W Hg_g'Qcf Yi UadYzVMH]d[zg_Ub]d[za'q]b] UbX'
 Z]g]d[QUUMFUH'm
 "g/YMZfca UbXi g/UKjXf fUb[Ycz'aUHF]UgUbXVadbbMhg]bVX]d[Vbghfi V]db'aUHF]UgZHM H]YgUbX]d[fYX]MhgZUAMFX]d'
 hc'h Yf Zi bM]du d'admH]YgUbXUGh YH]M] U]jYg

g Ui UY
 j] Yg] UYUbXUbng/UfUb[Ycz'Yi]g]d[d'cxi Vg]
 Yj Ui UYH Yf jXUjUbX'd'cxi Vg]U]qghH Yf d'kbXVg]bV]HY]UubXVbg]Xf H Yj]Mgcz'dh Yfg]hc]ad'fj YH Yf kcf_'
 i bXf]gUbX\ck_'Ym] YdhgUbX]jXj Ji Ug]bXVg]bUbX'HWbc'd]m]U]Y\YdMXg UbYH Ykcf'X

HMM]W'_bck'YX]Y'
 i bXf]gUbXUbXi g/YAM]W'g]Yag]bH Yf d'cxi Vg]Qcf Yi UadYzgf]YgV]M]g]bM]ddU]d[g]HWMgzV Vg]M m]f]gUbX'
 ad'f]g
 Ubb]nH Yf i bXf]gUbX]d[cz'Vad H]d[hc'd'c]fUazad]cf UbXVbhc' H Yf d'cxi Vg]'

7fogg7i ff]MU'AUhg

K]`WYHU [\hh\fdi [\ YUWdfc^MMUgh YWj]XfYb^BB^MMUBX^Wbai b]MYH Yf' _bck^YX[Y"

7fogg7i ff]MU' @HYUUN?G%

K]`WYHU [\hh\fdi [\ YUWdfc^MMUgh YWj]XfYb^BB^MMUBX^Wbai b]MYH Yf' _bck^YX[Y"

7cad Hjd' ?G%

K \cYgMbc`Wadi Hjd' drc^MMUBXHU [\hdbYgYgg]dbidM \UZHYfa Vnh YVMUH/UbX^Wbai b]MYHUb"

7cad Hjd' ?G&

K \cYgMbc`Wadi Hjd' drc^MMUBXHU [\hdbYgYgg]dbidM \UZHYfa Vnh YVMUH/UbX^Wbai b]MYHUb"

..

Ai gMwi ff]Mi a 7q YU'Y

Ai gMwcWYHU [\hX]gMWHYnh\fdi [\ kYY_nrai gMwggd'HU [\hVhgM]U]ghai gMwUWf'g"

D97i ff]Mi a 7q YU'Y

D9'dfc[fUaaYhcWYHU [\hVhd'Ya]M' gbfhg'

@b[i U'Yg7i ff]Mi a 7q YU'Y

@h[i U[Yg]b_g&hcVYHU[\hVhAUMbY@VW'

.

7oc Id'

HU[\hHfdi[\k\cYgWbc`drc'VMUBXVhH YVWUH YbXVbaib]MAYHUa''

.

D:G9''

HU[\hX]gMAYmhh YVWgHUMF UbXHfdi[\k\cYgWbc`drc'VMg'

.

F9''

HU[\hX]gMAYmhh YVWgHUMF UbXHfdi[\k\cYgWbc`drc'VMg'