



The Winchester School

Family Learning Newsletter -Year 6- February 2022



| Area of Learning | Focus | Home activities/How can you help your child at home | Useful website |
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| Literacy | <p>Spelling</p> <p>To explore the use of suffixes which help a noun to change into an adverb. Suffix -ly,-Ward,-Wise</p> <p>Grammar</p> <p>Direct and Indirect Speech</p> <p>To distinguish between direct and indirect speech.</p> | <p>Explore with your child that suffix is a meaningful unit of letters attached to the end of a word which has the power to change the meaning or even grammatical function of a word! By adding Suffix -ly,- Ward,-Wise you can turn a noun into an adverb.</p> <p>Share with your child a list of nouns and ask them to change it into Adverbs.</p> <p>Example: brave: bravely, Simple: simply, Back-backward, clock-clockwise, length-lengthwise etc.</p> <p>Within writing, there are two ways to narrate the words spoken by a character. These are called:</p> <p>Direct speech involves exact words spoken that use speech marks in a sentence. Whereas reported speech, also known as indirect speech, is when something someone has said is summed up without writing the speech out fully.</p> | <p>https://www.grammar-quizzes.com/adv_manner.html</p> <p><u>Suffixes and prefixes</u></p> <p>https://examples.yourdictionary.com/list-of-suffixes-and-suffix-examples.html</p> <p>https://www.youtube.com/watch?v=OSqC4-f7iws</p> |



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Direct speech is when the exact words that have been said by a person are written down inside inverted commas.

Inverted commas (speech marks) go before and after direct speech. They surround what was said by the speaker. For example:

"I'm pleased to have raised so much money," said Captain Tom.

Punctuating direct speech

A new speaker needs a new line. This might not be included in a newspaper report as the speech won't be part of a conversation between people or characters.

You should use a capital letter at the start of each piece of speech.

Punctuation (question marks, full stops and exclamation marks) go inside the inverted commas. If the person who is speaking is named before the speech, you must use a comma before the first set of inverted commas. For example:

Captain Tom exclaimed, "Let's go and do some more laps of the garden!"

Indirect (reported) speech

Reported speech

Reported speech is when you **REPORT** what somebody has said.

It does not have to be their exact words so does not require inverted commas.

For example,



The courageous young man said that he had no fears.

Direct speech

Direct speech is a person's exact words.

Direct speech needs inverted commas.



Imagine direct speech as what would appear in a person's speech bubble.

For example, "I have no fears," the young man said.



Reported speech to direct speech

There are 3 steps in converting reported speech to direct speech:

- 1) Place inverted commas around what is said and make sure that you have 'said' (or an appropriate synonym!) before or after speech.

e.g. *The astronomer said it was his ambition to discover as much as possible about our solar system.*

Becomes...

"It was his ambition to discover as much as possible about our solar system" said the astronomer.

OR

The astronomer said "it was his ambition to discover as much as possible about the solar system."



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| | <p>Text Level –</p> <p><u>Journalistic Media</u></p> <p>To organise non-fictional paragraphs to create a balanced newspaper article.</p> <p>To select appropriate forms and present information according to audience and purpose.</p> <p>To create a tabloid newspaper article.</p> <p>To plan and compose a balanced newspaper article.</p> | <p>When indirect speech is used, the writer will share the main points of what someone has said without writing exactly what they said in full. No speech punctuation (like inverted commas) is used for indirect speech.</p> <p>Encourage your child to read a short passage and identify where a new paragraph starts. Also say why it is relevant. Encourage your child to use connectives to link the ideas logically in a paragraph.</p> <p>Share with the child cut outs of paragraphs from a news article in jumbled form, now read, discuss and together try to organise the events in the sequence. Analyse and discuss on why the paragraphs should have sequence, details to be included in different paragraphs and the structural layout.</p> <p>Encourage the child to explore articles presented in the newspaper in different sections. Together discuss and identify the various sections of the newspaper and how the language is used to present ideas catering to the audience. Eg:- political, business, tabloid, advert.</p> <p>Talk to your child and discuss the different types of articles presented in a Tabloid. Now explore a tabloid and analyse the language and its structural</p> | <p>Reported speech to direct speech</p> <p>2) Add in the appropriate punctuation. Remember, you must have some form of punctuation at the end of speech, or before speech if the speaker comes first..</p> <p><i>"It was his ambition to discover as much as possible about our solar system," said the astronomer.</i></p> <p>Becomes...</p> <p><i>"It was his ambition to discover as much as possible about our solar system," said the astronomer.</i></p> <p>OR</p> <p><i>"The astronomer said, "It was his ambition to discover as much as possible about the solar system."</i></p> <p>Newspaper Activities Teaching Ideas</p> <p>https://schools.firstnews.co.uk/blog/journalistic-writing/features-of-a-newspaper-report-ks2/</p> |
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| | <p><u>Moral Education Link</u> Unit- Character and Morality</p> <p>Topic- People coming to and settling in the UAE.</p> <p>- Charity, sympathy and generosity.</p> <p><u>Reading comprehension</u></p> <p>The Herald- "On the Moon"</p> <p>To use inference skills to explore in detail, the writer's choice of words about the setting, character and the plot.</p> <p>To annotate and refer to the text in order to explore grammatical features (active</p> | <p>layout. Elicit from the child the style of language employed by the writer to grab the audience. Talk about the organizational features.</p> <p>Encourage the child to talk about a relevant matter that he/she would like to reflect on and want to be conveyed to a mass audience. Discuss and jot down details that need to be included in the article. Eventually help the child to compose balanced news article with appropriate language.</p> <p>Talk to your child about what it might mean to be a good person (while being aware that there are different ways of defining a 'good person')</p> <p>Encourage your child to answer some questions that you could ask in order to develop critical thinking.</p> <p>Discuss and compare the changes in the character /plot/setting.</p> <p>Encourage your child to create a genre crossword to test their friends/ members of the family.</p> | |
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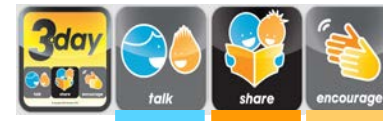



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| | <p>/passive) (relative clauses) and collect evidence with RTC.</p> <p>To respond to the text.</p> <p><u>Listening & Speaking Skills</u></p> <p><u>Listening: Making Inference</u></p> <p>To infer and interpret the main idea from the comprehension.</p> | <p>Encourage your child to read stories from different genres and then discuss to compare and contrast various features that they could find. Let them make a list of the same and analyze the major characters and settings that are explicit to these stories.</p> <p>Share with your child some time, reading a fantasy story and then together identify the elements used by the author to describe the setting and the character. Then compare them with another fantasy story characters –focusing on the actions which are drawn as evidence, describing the character attributes.</p> <p>Use five senses and ISPACE technique to provide descriptive details for the setting being described.</p> <p>Encourage your child to respond to literal, deductive and inferential questions created to help comprehend the audio to develop the understanding of the text.</p> | |
| <p>Numeracy</p> | <p>Fractions, decimals & Percentage:</p> <p>To find fractions of whole number quantities.</p> | <p>Encourage your child to use empty 12 eggs- egg carton. Point out that each carton represents one whole. Elicit from the child what fraction each cup in the carton represents. (1/12)</p> | <p>https://phet.colorado.edu/sim/s/html/fractions-</p> |



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| | <p>To order fractions by converting them to fractions with a common denominator.</p> <p>To associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction $\frac{3}{8}$</p> <p>To find percentage of given numbers or quantities.</p> | <p>Look at the recipe for peanut butter biscuits. The recipe gives the amounts to make 36 biscuits. Discuss with your child how you could change the amounts so that the recipe could make 72 biscuits. What about 18 biscuits? Try scaling up and down some other recipes. For example, if the recipe below is for six people, how would you make a pudding for three? What about for twelve or nine people?</p>  | <p>equality/latest/fractions-equality_en.html</p> <p>https://www.sheppardsoftware.com/math/fractions/addition-game/</p> <p>https://www.mathplayground.com/ASB_DirtBikeProportions.html</p> |
| Science | <p>To be able to follow the path of a light ray through a transparent material.</p> <p>To be able to state that light will change direction when it enters a different transparent Medium.</p> | <p>Talk to your child about the below image and extend their thinking by asking few questions such as.</p> <ol style="list-style-type: none">1. What causes the pencil to appear broken?2. How does the break appear in the water? | <p>What is the refraction of light?</p> <p>Reflection of light</p> <p>Laws of reflection</p> |



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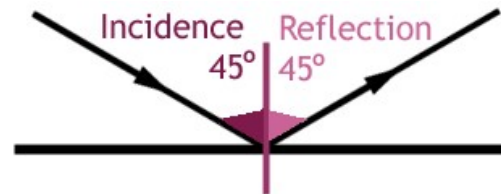


To be able to identify that the angle of reflection is always equal to the angle of incidence.

Give them some time to think and let them share their thinking and understanding the questions and the image.

Encourage your child to think beyond his/her understanding and let them research if need be.

Encourage your child to define the words angle of reflection and the angle of incidence. Let them be independent and give them opportunities to come share their understating.



Angle of incidence = Angle of reflection

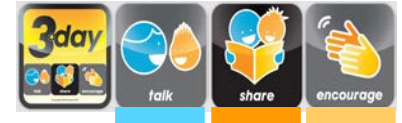
Forces in Action

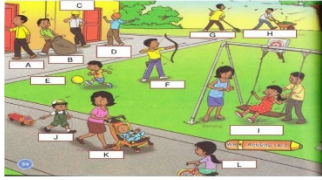

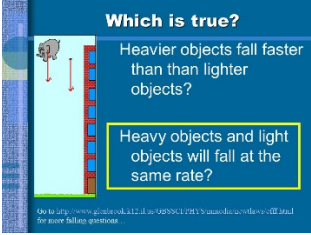
To apply and evaluate that the objects are pulled towards each other; this gravitational attraction causes objects to



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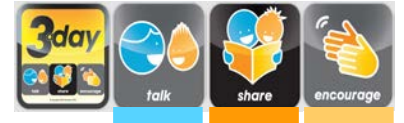


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| | <p>have weight</p> <p>Identifying Forces Around Us</p>  <p>To analyse that weight is a force and is measured in Newton's.</p>  | <p>Talk and discuss:</p> <p>How do the size and shape of an object affect how fast it travels when dropped in the air?</p>  <p>Ask what they know about gravity, air resistance and upthrust?</p> <p>How does a big ship float? And what about an iron ball?</p> <p>An object suspended from an elastic band, an object suspended from a spring, an object resting on a strong spring, a paper clip hanging from a magnet. TALK to them about it.</p> <p>Together, explore and find about magnetic forces, how a fridge magnet sticks?</p> | <p>Forces</p> <p>Friction</p> <p>Different types of forces</p> <p>Physics of Sky Diving</p> <p>How Maglev train Works</p> <p>Electric and magnetic forces in our daily lives</p> |
| Arabic for Arabs | <p>خير الكلام (شعر) أن يحلل التلميذ النص تحليلاً أدبياً . أن يحدد التلميذ أساليب خيرية في القصيدة</p> | <p>مساعدة التلميذ في البحث عن لغويات النص بالمعجم على الإنترنت مساعدة التلميذ في كتابة ملخص لشرح الأبيات بالمنزل . مساعدة التلميذ في تحديد التلميذ الفكرة و العاطفة في القصيدة. مساعدة التلميذ في قراءة الأبيات وتحديد الفكرة الرئيسية.</p> | <p>الهمزة المتطرفة</p> <p>منصة اقرأ بالعربية</p> |



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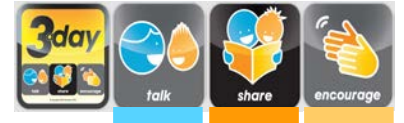


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| | <p>أن يحدد التلميذ الفكرة و العاطفة في القصيدة .</p> <p>الهمزة المتطرفة على السطر</p> <p>أن يكتب التلميذ كلمات بها همزة متطرفة على السطر</p> <p>أن يحدد التلميذ مواضع كتابة الهمزة المتطرفة على السطر</p> <p>تركيب العطف</p> <p>أن يميز التلميذ بين أدوات وأركان العطف في الجملة.</p> <p>أن يوظف التلميذ العطف مضبوط الآخر في تحدته وكتاباته الإبداعية مع الضبط وفقا لقواعد النحو</p> | <p>مساعدة التلميذ في كتابة كلمات بها همزة متطرفة على ياء مع بيان سبب كتابتها على ياء.</p> <p>تدريبه على إعراب وتوظيف العطف في كتاباته الإبداعية مع الضبط وفقا لقواعد النحو.</p> <p>يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p> | <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> |
| <p>Arabic for Non Arabs</p> | <p>(الطقس) The weather</p> <p>To use the exclamation, and preference styles with the weather.</p> <p>To express the opinion about the weather in different countries.</p> <p>To compare between the weather in UAE and another country.</p> <p>(الأعمال والمهن) Business and Professions</p> <p>To use the (present future tenses) correctly.</p> <p>To express the opinion in some Business and Professions.</p> <p>To compare between some Business and Professions.</p> | <p>Encourage your child to memorize his/her new vocabulary about the new topic the (dictionary). Ask your child to speak and write about his/her favourite Business and Professions</p> <p>Share with your child articles about the weather in UAE to help him in talking and writing.</p> <p>Go through the links on the Arabic YouTube channel so that you can help your child learn more at home about the topic.</p> | <p>Seasons in Arabic</p> <p>Jobs in Arabic</p> <p>I Read Arabic</p> <p>Arabic and Islamic YouTube Channel</p> |



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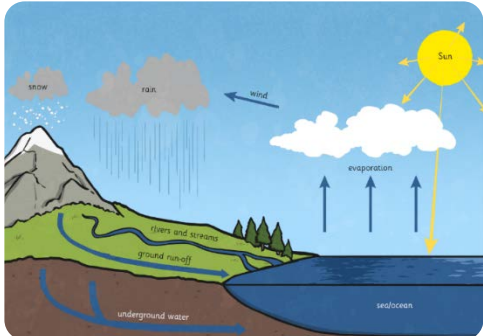
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| Islamic for Arabs | <p>أخلاق حميدة</p> <p>أن يستنتج الطالب مفهوم الصدقة . أن يحلل الطالب مجالات الصدقة . أن يقارن الطالب بين الصدقة والزكاة.</p> <p>أنا متسامح</p> <p>أن يستنتج الطالب مفهوم التسامح. أن يحلل الطالب مجالات التسامح. أن يدلل الطالب على أهمية التسامح من القرآن والسنة.</p> <p>غزوة بدر الكبرى</p> <p>أن يحدد الطالب أهداف الغزوة . أن يبين الطالب أحداث الغزوة. أن يستنتج الطالب الدروس المستفادة من الغزوة.</p> | <p>حث الطالب على ترديد الأدعية اليومية. حث الطالب على التزام أخلاق المؤمن قولاً وفعلاً. توفير فيديوهات عن غزوة بدر من خلال الإنترنت. مساعدة التلميذ في البحث عن أدلة من القرآن والسنة عن التسامح والتحلي بالأخلاق الحسنة. يمكن لولي الأمر الدخول من خلال الرابط المرفق لموقع قناة اللغة العربية والتربية الإسلامية الخاص بمدرسة ونشستر ومتابعة التسجيلات الخاصة بالدروس ومشاركتها مع التلميذ وتدوين ما تعلمه في دفتره المدرسي.</p> | <p>أنا متسامح</p> <p>غزوة بدر الكبرى</p> <p>قناة اللغة العربية والتربية الإسلامية بمدرسة ونشستر</p> |
| Islamic for Non Arabs | <p>Lesson 1: Life in Madinah after the emigration.</p> <p>To define the key aspects of social life in Madinah after the emigration.</p> <p>Lesson 2: The Believer: between patience and gratitude.</p> <p>To identify the reaction of the believers in prosperity and adversity with evidences.</p> | <p>Share some videos with your child about the foundations of the peaceful living in Madinah after the emigration of the prophet, PBUH.</p> <p>Talk to your child about the importance of showing gratitude in time of prosperity and patience in time of adversity. Let your child link between the different lessons to deduce the qualities of the true believer.</p> <p>Go through the links on the Arabic and Islamic YouTube channel so that you can help your child learn more at home about the topic</p> | <p>Medina's welcome Muhammad Story</p> <p>How to Prepare for the Day of Judgment</p> <p>Arabic and Islamic YouTube Channel</p> |



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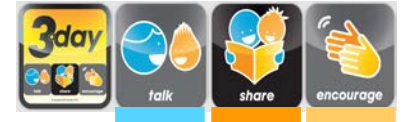


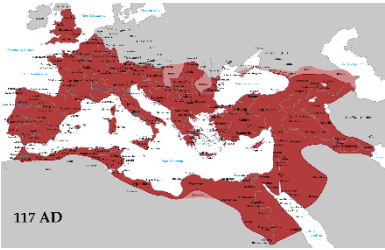

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| | <p>Lesson 3: Bring yourselves to account.</p> <p>To explain the overall meaning of the hadith.</p> <p>To infer the responsibilities of man in life.</p> | | |
| <p>Humanities</p> <p>Geography</p> <p>Rivers</p> | <p>To explore how water cycle works.</p> <p>To locate key rivers of South America.</p> <p>To locate the key rivers of the world.</p>  | <p>Share with your child how water cycle works.</p> <p>Encourage your child to locate the rivers of South America and create a fact file.</p> <p>Encourage your child to research the rivers of the world.</p> | <p>Water Cycle</p> <p>Rivers of South America</p> <p>Vocabulary-</p> <p>Water cycle, evaporation, condensation, precipitation, closed cycle, source, mouth.</p> <p>Rivers of the world</p> <p>Vocabulary- Tributary, discharge</p> |



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| <p>UAE SST</p> | <p>Trade Routes in Classical Times.</p> <p>-To explore the development of trade routes.</p> <p><u>Key vocabulary:</u></p> <p>spice, incense, frankincense, caravan, trading posts</p> <p>The Roman Empire.</p> <p>-To explore the geographical extent of the Roman Empire.</p> <p><u>Key vocabulary:</u></p> <p>empire, cart, paved, pedestrian, concrete.</p> | <p>Talk with your child about the importance of trade and trade routes to the UAE.</p> <p>Share with your child how the desert people like the Nabateans were able to use their local knowledge of the desert to prosper.</p> <p>Encourage your child to explain how land transport started thousands of years ago and why it was important for an empire.</p>  |  <p>The Incense Route</p> <p>The Nabateans</p> <p>The Roman Empire</p> <p>Roman- Road- System</p> <p>Ancient civilization in the Arabian Desert</p> |
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French

Topic: La Nourriture

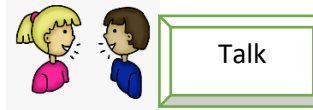
To describe different meals.

To Talk about prices and quantities of food and packaging.

Grammar:

To conjugate verb "boire "and verb " manger" in present tense.

To use partitive articles with food and drinks.



To your child about different meals.

Create a dialogue with your child "in the restaurant" to learn how to order food and how to ask and pay the bill in French.



Your child to find the new vocabulary and to create their own dictionary.

Help your child to use these words to create their own sentences.



Your ideas with the child to create a ppt / poster/leaflet about different meals in French



Topic: La nourriture

<https://www.youtube.com/watch?v=8yJqtdodr7Q>

<https://www.youtube.com/watch?v=Ssn92-BSnGY>

<https://www.youtube.com/watch?v=GzmhzU4uzZI&t=2s>

https://www.youtube.com/watch?v=xvjPoZ_VCy4

<https://www.youtube.com/watch?v=Gj2h2wTmfHQ>

Grammaire :

Le verbe boire

<https://www.youtube.com/watch?v=IVKBYCbztI>

Le verbe manger



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ASK

To keep exploring the links given.

<https://www.youtube.com/watch?v=IVKBXYCbztI>

[Les articles partitifs](#)

https://www.youtube.com/watch?v=6edld_vN7VA



Vocabulary

<https://quizlet.com/54365859/5/gravity>

<https://quizlet.com/54365859/5/match>

<https://quizlet.com/54365859/5/test>

<https://quizlet.com/36797148/6/les-nombres-1-100-flash-cards/>

<https://quizlet.com/36797148/6/test>



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| | | | https://quizlet.com/36797148/6/match https://quizlet.com/36797148/6/gravity |
| Physical Education Activity -1 | <p><u>Basketball- Dribble and layup shot (Running Shot)</u></p> <p>Aim of the lesson is to improve their dribbling and lay up skills.</p> | <p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u> The Students will do the proper warm up and will practice dribbling and layup shot and play basketball game with basic rules. Follow the link</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p> | <p><u>Useful sites:</u></p> <p>Link1: https://www.youtube.com/watch?v=CMQp0bwjokw</p> |
| Activity -2 | <p><u>Basketball - Passing and Receiving.</u></p> <p>Aim of the lesson is to improve their Two man passing with two balls and different passing drills skills.</p> | <p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u> The Students will do the proper warm up and will practice Passing and Receiving and play basketball game with basic rules. Follow the link</p> | <p>Link1: https://www.youtube.com/watch?v=SbOxamKyzY</p> |



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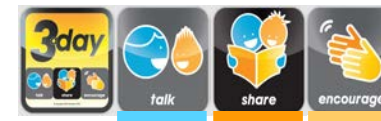
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| Activity -3 | <p><u>Basketball</u> - Give & Go for layup shot. Aim of the lesson is to improve their passing the balls and lay up skills.</p> | <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p> <p><u>Talk and Encourage the children to do the following:</u></p> <p><u>Proper warm up</u> The Students will do the proper warm up and will practice Pass and lay up and play basketball game with basic rules. Follow the link</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity. <u>Talk and Encourage the children to do the following:</u></p> | Link 1; https://www.youtube.com/watch?v=aYjqlzgVB1A |
| Activity -4 | <p><u>Basketball</u> - Shooting and Rebound Aim of the lesson is to improve their shooting and rebounding drills skills.</p> | <p><u>Proper warm up</u> The Students will do the proper warm up and will practice shooting and rebounding and play basketball game with basic rules. Follow the link</p> <p><u>Cooldown</u> After the game students will do proper cooldown activity.</p> | Link 1: https://www.youtube.com/watch?v=7uQfJEv6-IA Link 2 : https://www.youtube.com/watch?v=OkxEigI3810 |



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| <p>Music Year 06 (Kiko)</p> | <p>Improving children’s confidence and musicality through singing actions songs and chanting rhymes.</p> <p>Improving on listening skills and recalling.</p> | <p>Let the children sing action songs at home.</p> <p>Ask the child to perform the songs we learned in school.</p> <p>Help the child choose which other songs they know aside from the songs taught in school and let them invent their own singing actions.</p> | <p>https://www.timeout.com/new-york-kids/music/best-kids-songs</p> |
| <p>Music Year 06 (Joyson)</p> | <p>Improving child’s confidence and musicality through music rhythm reading</p> <p>We take a look at dotted quarter notes, single eighth notes, and the eighth rest. We also get to see our beats split in half, adding a new challenge to our rhythm reading!</p> | <p>Let the child understand the music note value and clap with the notes.</p> <p>Ask the child to perform it with any percussion instrument like maracas, tambourine.</p> <p>Throughout these videos, steady beat is represented by the boxes, and rhythms are represented as the notes inside the boxes. Counting the number of boxes each note uses is a great way to remember how many beats the note is worth.</p> | <p>(22) A Guide to Rhythm Reading: Intermediate Rhythms Part 1: Dotted Quarter/Single Eighth Notes - YouTube</p> |
| <p>Music Year 06 (Sunil)</p> | <p>Learning how to play the song “UAE national anthem” on recorder</p> | <p>Let the child practice at home, even though there will be squeaking.</p> <p>Be an audience and check if the child is holding the recorder properly.</p> | |



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| <p>ICT</p> | <p>TOPIC: <u>Spread Sheets</u></p> <p><u>LEARNING OBJECTIVES :</u></p> <p>To use logical functions in excel.</p> <p>To order data using the Sort function and produce a graph to present the data.</p> <p>To plan and calculate a spending budget.</p> | <p>Talk to children about general safety in using a computer and e-safety rules, particularly when accessing and searching the Internet.</p> <p>Encourage good posture when sitting at the computer.</p> <p>Discuss the importance of spreadsheets</p> <p>Spreadsheets are needed in many workplaces and in everyday life, therefore it is a great skill to learn and progress in throughout a child's education. Many places of work use spreadsheets to keep track of things and they're also brilliant to budget and plan our finances for the future.</p> | <p>Wider Learning</p> <p>http://www.primaryresources.co.uk/ict/ict2.htm</p> <p>https://youtu.be/vX-ta61I5Cc</p> <p>https://www.tes.com/teaching-resource/excel-spreadsheet-build-up-activity-6289650</p> <p>http://www.bbc.co.uk/keyskills/it/level2/module4/1.shtml</p> |
| <p>Moral Education</p> | <p>Theme: Personality and morals.</p> <p>Unit : Taking Responsibility for Oneself and Others</p> <p>- To recognize the factors that affect self-confidence and self-respect and understand how to develop resilience</p> <p>- To present and discuss ideas about identity and how the attitudes and actions of others can affect individual's</p> | <p>Talk to your child to create an awareness of the needs of others, including vulnerable groups (such as the elderly) and provide practical support and consideration and support</p> <p>Encourage your child to present and discuss ideas about identity and how the attitudes and actions of others can affect individual's sense of self-worth positively or negatively.</p> | <p>www.moraleducation.ae</p> <p>www.goodchoicesgoodlife.org/choices-for-young-people/accepting-responsibility-/</p> |



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| | <p>sense of self-worth positively or negatively.</p> <p>Key vocabulary:</p> <p>Responsibility: Performing duties, sharing, cooperating and aiding others in the family, school and community.</p> <p>Self-responsibility: Setting goals for success and self-realization in personal, educational and professional life.</p> <p>Taking responsibility:</p> <p>Recognizing one's obligations and willingly fulfilling them.</p> <p>Perseverance: Continually conducting work and trying until the objective is achieved.</p> | <p>Share with your child the real-life examples where people take responsibilities and how each member in the family can practice self-responsibility.</p> <p>Activity: Household work is our responsibility.</p> <p>The family meets together in order to discuss responsibilities in the house.</p> <p>Everyone draws a list of tasks that should be conducted in the house.</p> <p>On a piece of coloured paper, each family member writes down the tasks they will perform.</p> <p>Family members discussed the tasks assigned to each of them, and vote on whether the individual's performance is good or needs to be improved.</p> <p>Family members provide suggestions to improve the performance of an individual who does not do well.</p> <p>Every family member undertakes to carry out their responsibilities by signing the main list of tasks.</p> |   |
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