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		427
		463
		487
		502
		513
3.		579
		579
		585
		590
		593

$$-\infty \leq z \leq -1 \quad \left| -1 \leq z \leq 1 \right| \leq 1$$

[illegible]

Figure 1: A diagram illustrating the structure of a 2D grid. The grid is composed of cells, some of which are shaded (black or gray). The grid is divided into four quadrants by a central vertical and horizontal line. The top-left quadrant contains a small cluster of shaded cells. The top-right quadrant contains a larger cluster of shaded cells. The bottom-left quadrant contains a small cluster of shaded cells. The bottom-right quadrant contains a larger cluster of shaded cells. The grid is labeled with 'x' and 'y' axes.

[illegible][illegible]

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- በሕዝቡ ልዩነት ምክር ቤቱ ለጋራ ጥቅም ላይ የሚውል ሆኖ ለሕግ አፈፃፀም ማስተዋወቅ ይገባል።
- በሕግ አፈፃፀም ላይ የሚውል ሆኖ ለሕግ አፈፃፀም ማስተዋወቅ ይገባል።
- በሕግ አፈፃፀም ላይ የሚውል ሆኖ ለሕግ አፈፃፀም ማስተዋወቅ ይገባል።



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A complex musical score for a string quartet, featuring four staves with various musical notations including notes, rests, and dynamic markings. The notation is dense and includes many accidentals and dynamic markings such as *pp*, *ff*, *sfz*, and *sf*. The score is written in a modern, possibly contemporary style, with a focus on rhythmic and dynamic contrast.

A complex musical score for a string quartet, featuring staves with various musical notations including notes, rests, and dynamic markings. The score is written in a standard musical notation style, with multiple staves and a variety of note values and rests. The notation is dense and includes many accidentals and dynamic markings, suggesting a challenging piece of music. The score is presented in a clear, legible format, with the notes and rests clearly visible on the staves. The overall appearance is that of a professional musical score, likely from a published collection or a composer's manuscript.

II.

[illegible][illegible]

- [illegible]

A complex musical score for a string quartet, featuring four staves with various musical notations, including notes, rests, and dynamic markings. The notation is dense and includes many accidentals and dynamic markings like *pp*, *ff*, and *sfz*. The score is written in a modern, possibly contemporary style, with a focus on rhythmic complexity and dynamic contrast.

A complex musical score for a single melodic line, featuring various rhythmic values such as eighth, sixteenth, and thirty-second notes, along with rests and dynamic markings like accents and slurs.

Figure 1. Schematic representation of the experimental design. The first part of the experiment consisted of a 10-min familiarization period. The second part consisted of 10 trials, each with a 10-min rest period. The third part consisted of 10 trials, each with a 10-min rest period. The fourth part consisted of 10 trials, each with a 10-min rest period. The fifth part consisted of 10 trials, each with a 10-min rest period. The sixth part consisted of 10 trials, each with a 10-min rest period. The seventh part consisted of 10 trials, each with a 10-min rest period. The eighth part consisted of 10 trials, each with a 10-min rest period. The ninth part consisted of 10 trials, each with a 10-min rest period. The tenth part consisted of 10 trials, each with a 10-min rest period.

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$\frac{1}{2} \leq \frac{1}{2} \leq \frac{1}{2}$

- ተጠቅሞቹ ላይ ስለሚገኙት ስህተቶች ማረጋገጥና ማቅረብ ሲቻል፣ ለዚህም ምሳሌ ሆኖ ለጥያቄው ማረጋገጫ ማቅረብ ይገባል።

ጥያቄው ላይ ስለሚገኙት ስህተቶች ማረጋገጥና ማቅረብ ሲቻል፣ ለዚህም ምሳሌ ሆኖ ለጥያቄው ማረጋገጫ ማቅረብ ይገባል።

- ለዚህም ምሳሌ ሆኖ ለጥያቄው ማረጋገጫ ማቅረብ ይገባል።

የተጠቃሚው ስህተት ሲሆን፣ ለዚህም ምሳሌ ሆኖ ለጥያቄው ማረጋገጫ ማቅረብ ይገባል።

- ለዚህም ምሳሌ ሆኖ ለጥያቄው ማረጋገጫ ማቅረብ ይገባል።
- ለዚህም ምሳሌ ሆኖ ለጥያቄው ማረጋገጫ ማቅረብ ይገባል።
- ለዚህም ምሳሌ ሆኖ ለጥያቄው ማረጋገጫ ማቅረብ ይገባል።

ጥያቄው ላይ ስለሚገኙት ስህተቶች ማረጋገጥና ማቅረብ ሲቻል፣ ለዚህም ምሳሌ ሆኖ ለጥያቄው ማረጋገጫ ማቅረብ ይገባል።

ጥያቄው ላይ ስለሚገኙት ስህተቶች ማረጋገጥና ማቅረብ ሲቻል፣ ለዚህም ምሳሌ ሆኖ ለጥያቄው ማረጋገጫ ማቅረብ ይገባል።

የተጠቃሚው ስህተት ሲሆን፣ ለዚህም ምሳሌ ሆኖ ለጥያቄው ማረጋገጫ ማቅረብ ይገባል።

የተጠቃሚው ስህተት ሲሆን፣ ለዚህም ምሳሌ ሆኖ ለጥያቄው ማረጋገጫ ማቅረብ ይገባል።

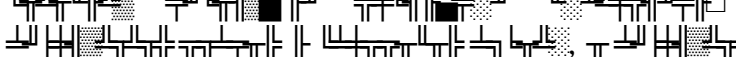
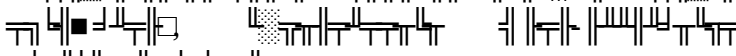
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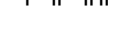
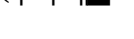
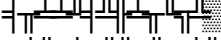
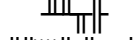
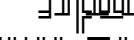
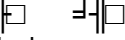
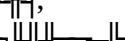
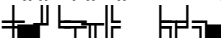
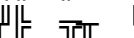
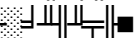
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Figure 1 is a schematic representation of the experimental design. It shows a sequence of events: a fixation cross, a stimulus (a 3x3 grid of numbers), a response (a 3x3 grid of numbers), and a feedback (a 3x3 grid of numbers). The stimulus and response grids are labeled 'Stimulus' and 'Response' respectively. The feedback grid is labeled 'Feedback'. The sequence is repeated for multiple trials.

Figure 1. The proposed model for the development of the *Phragmites australis* wetland in the coastal plain of the Yangtze River delta.

■ 

Figure 1 is a schematic diagram of a multi-layered system. It consists of three main horizontal sections. The top section contains several vertical lines of varying heights. The middle section features a central rectangular box with horizontal lines extending from its sides, and a series of horizontal lines below it. The bottom section contains more vertical lines. A legend on the left side of the diagram shows a solid black square and a square with a dot pattern, indicating different component types or states.

$$[\mathbb{H});$$

- [illegible]

- [illegible]

- [illegible]

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- [illegible]

[illegible]

« $\frac{1}{2}$ », « $\frac{1}{3}$ », « $\frac{1}{4}$ », « $\frac{1}{5}$ », « $\frac{1}{6}$ », « $\frac{1}{7}$ », « $\frac{1}{8}$ », « $\frac{1}{9}$ », « $\frac{1}{10}$ ».

1. $\lim_{n \rightarrow \infty} \frac{1}{n} \sum_{k=1}^n f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx$ (Riemann integral).
 2. $\lim_{n \rightarrow \infty} \frac{1}{n} \sum_{k=1}^n f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx$ (Lebesgue integral).
 3. $\lim_{n \rightarrow \infty} \frac{1}{n} \sum_{k=1}^n f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx$ (Stieltjes integral).
 4. $\lim_{n \rightarrow \infty} \frac{1}{n} \sum_{k=1}^n f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx$ (Riemann-Stieltjes integral).
 5. $\lim_{n \rightarrow \infty} \frac{1}{n} \sum_{k=1}^n f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx$ (Lebesgue-Stieltjes integral).
 6. $\lim_{n \rightarrow \infty} \frac{1}{n} \sum_{k=1}^n f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx$ (Riemann-Stieltjes integral).
 7. $\lim_{n \rightarrow \infty} \frac{1}{n} \sum_{k=1}^n f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx$ (Lebesgue-Stieltjes integral).
 8. $\lim_{n \rightarrow \infty} \frac{1}{n} \sum_{k=1}^n f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx$ (Riemann-Stieltjes integral).
 9. $\lim_{n \rightarrow \infty} \frac{1}{n} \sum_{k=1}^n f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx$ (Lebesgue-Stieltjes integral).
 10. $\lim_{n \rightarrow \infty} \frac{1}{n} \sum_{k=1}^n f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx$ (Riemann-Stieltjes integral).

[illegible][illegible]

- $\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 1$
- $\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 1$

$\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 1$

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— $\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = 1$

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[illegible]

על ידי שם ה' ייחודי, וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר. וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר.

וה' ייחודי, וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר. וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר.

וה' ייחודי, וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר. וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר.

וה' ייחודי, וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר.

וה' ייחודי, וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר. וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר.

וה' ייחודי, וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר. וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר.

וה' ייחודי, וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר. וכל מי שישמע את שם ה' ייחודי, יתקבל עליו חסדו ורחמי, ויחיה ויפטר.

The musical score for 'The Rose Tree' is presented on five staves. The notation includes various musical symbols such as notes, rests, and bar lines. The score is written in a style typical of early 20th-century sheet music, with a key signature of one flat and a 2/4 time signature. The melody is primarily composed of eighth and sixteenth notes, with some triplet markings. The accompaniment features a steady eighth-note pattern in the right hand and a more complex, syncopated bass line in the left hand. The piece concludes with a final cadence on the fifth staff.

It (Itösaredball.).

There + to be Present Simple Tense (There is a cat in the room. Is there a cat in the room? ñ Yes, there is./No, there isn't. There are four pens on the table. Are there four pens on the table? ñ Yes, there are./No, there aren't. How many pens are there on the table? ñ There are four pens.).

(They live in the country.), (The box is small.) (I like to play with my cat. She can play the piano.).

[illegible]



 (Shecanäswim. Idonälikeporridge.).

PresentSimpleTense
 (I have got a cat. He/She has got a cat. Have you got a cat? Yes, I have./No, I haven't. What have you got?).

have got (I've got a cat. He's/She's got a cat. Have you got a cat? Yes, I have./No, I haven't. What have you got?).

can: (I can play tennis.) (I can't play chess.); (Can I go out?).

(I can play tennis.) (I can't play chess.); (Can I go out?).

(I can play tennis.) (I can't play chess.); (Can I go out?).

(I, you, he/she/it, we, they).

(my, your, his/her/its, our, their).

(this ~ these).

(1 ~ 12).

(who, what, how, where, how many).

(in, on, near, under).

and but (c).

(I can play tennis.) (I can't play chess.); (Can I go out?).

(much/many/alot of).

(me, you, him/her/it, us, them) (this ñ these; that ñ those). (some/any)

(Have you got any friends? ñ Yes, I've got some.).

(usually, often).

(13 ñ 100). (1 ñ 30).

(when, whose, why).

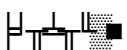
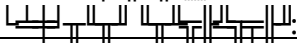
(next to, in front of, behind), (to), (at, in, on at 5 o'clock, in the morning, on Monday).

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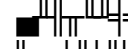
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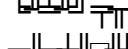







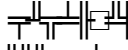
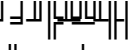


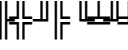



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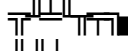


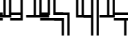
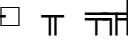
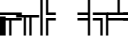


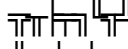


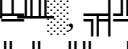




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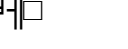


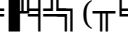
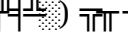
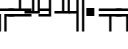
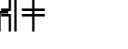
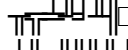


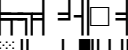

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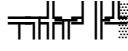


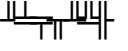
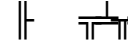



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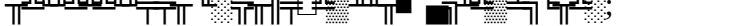





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$\sqrt{\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right)} = \frac{1}{2}$

- $\frac{1}{n} \sum_{k=0}^{n-1} f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx$
- $\frac{1}{n} \sum_{k=0}^{n-1} f\left(\frac{k}{n}\right) = \int_0^1 f(x) dx + O\left(\frac{1}{n}\right)$

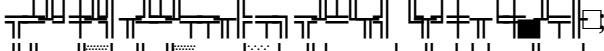
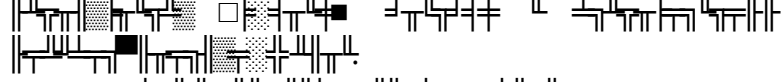
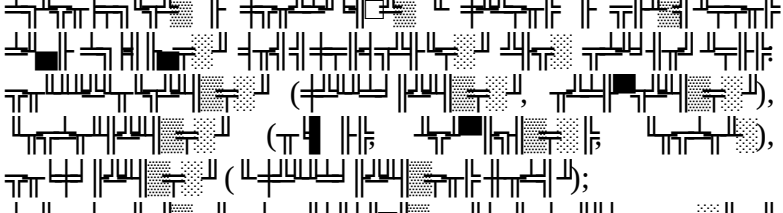
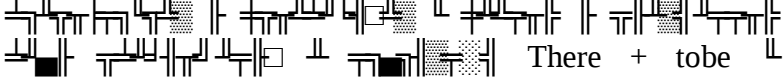
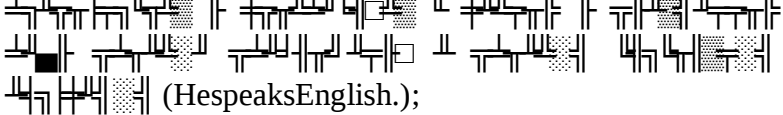
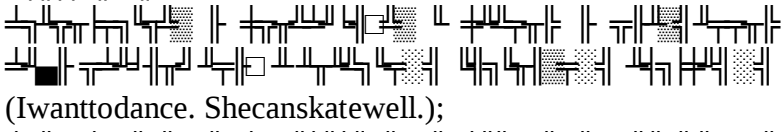
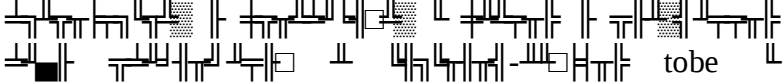


- [illegible]

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-  It;
 -  There + tobe
- PresentSimpleTense;
-  (HespeaksEnglish.);
 -  (Iwanttodance. Shecanskatewell.);
 -  tobe
- PresentSimpleTense  IönDima,
Iömeight. Iömfine. Iömsorry. Itös... Isit.? Whatös ...?;
- 
 - 

- (Comein, please.);
- (Present Simple Tense)
- havegot (Iövegot ... Haveyougot ...?);
- (Icanrideabike.) (Icanärideabike.);
 (CanIgoout?);
- apen ñ pens;
 aman ñ men;
- this ñ these;
- (1ñ12);
- who, what, how, where, howmany;

on, in, near, under;

- and but ().

-

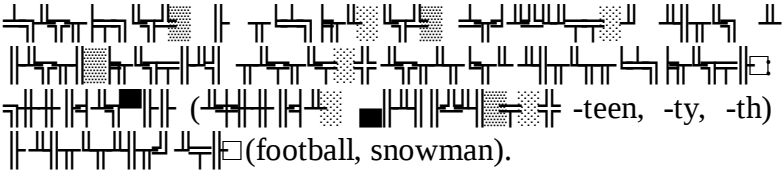
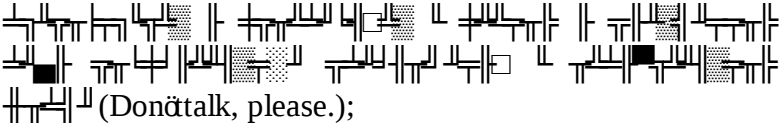
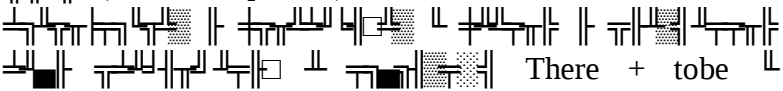
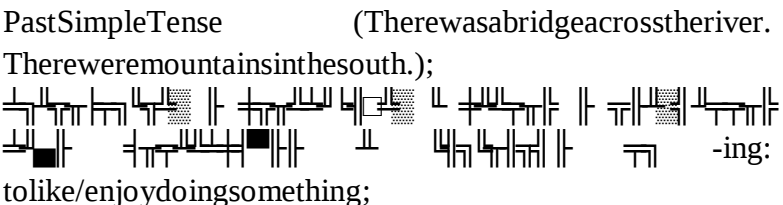
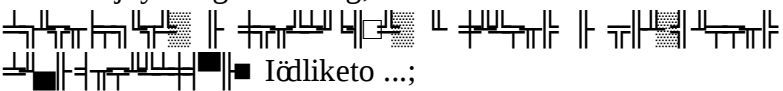
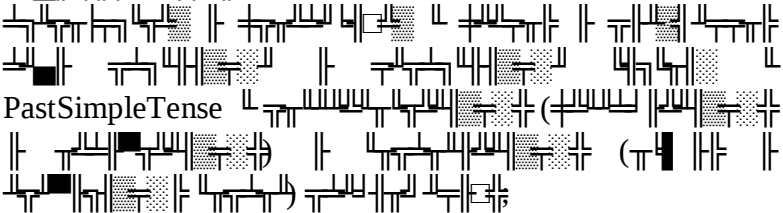
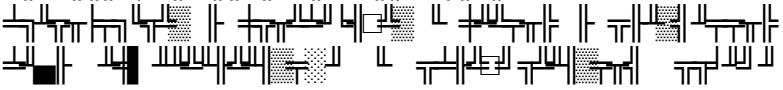
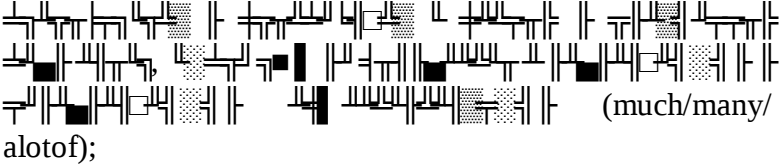
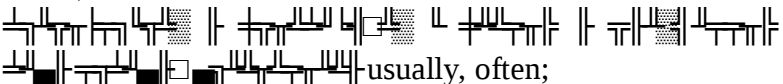
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-  (teen, -ty, -th)
 (football, snowman).
-  (Don't talk, please.);
-  There + to be
Past Simple Tense (There was a bridge across the river.
There were mountains in the south.);
-  -ing:
to like/enjoy doing something;
-  I'd like to ...;
-  Past Simple Tense  (much/many/
alot of);
-  (Possessive Case);
-  (much/many/
alot of);
-  usually, often;

4n5

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- (The teacher is playing on the blackboard), (to play ñ aplay).

- PresentContinuousTense (The teacher is playing on the blackboard), (The teacher is playing on the blackboard)

- tobe going to FutureSimpleTense

- must have to;

- no;

- (the), good ñ better ñ (the) best, bad ñ worse ñ (the) worst);

-

-

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ቀዳሚያቸው ለሰነድ ማረጋገጫ ሲያገለግሉ ለሌሎች ማረጋገጫ ሊያገለግሉ ይችላሉ።

- ለሰነድ ማረጋገጫ ሲያገለግሉ ለሌሎች ማረጋገጫ ሊያገለግሉ ይችላሉ። (ለሰነድ ማረጋገጫ ሲያገለግሉ ለሌሎች ማረጋገጫ ሊያገለግሉ ይችላሉ።)

- ለሰነድ ማረጋገጫ ሲያገለግሉ ለሌሎች ማረጋገጫ ሊያገለግሉ ይችላሉ።

- ለሰነድ ማረጋገጫ ሲያገለግሉ ለሌሎች ማረጋገጫ ሊያገለግሉ ይችላሉ።

- ለሰነድ ማረጋገጫ ሲያገለግሉ ለሌሎች ማረጋገጫ ሊያገለግሉ ይችላሉ።

(ቀዳሚያቸው ለሰነድ ማረጋገጫ ሲያገለግሉ ለሌሎች ማረጋገጫ ሊያገለግሉ ይችላሉ።)

- ለሰነድ ማረጋገጫ ሲያገለግሉ ለሌሎች ማረጋገጫ ሊያገለግሉ ይችላሉ።

- ለሰነድ ማረጋገጫ ሲያገለግሉ ለሌሎች ማረጋገጫ ሊያገለግሉ ይችላሉ።

- ለሰነድ ማረጋገጫ ሲያገለግሉ ለሌሎች ማረጋገጫ ሊያገለግሉ ይችላሉ።

- ለሰነድ ማረጋገጫ ሲያገለግሉ ለሌሎች ማረጋገጫ ሊያገለግሉ ይችላሉ።

ስለሆነም የሚገኝው የጥራት ችግር
 ለማስቀመጥ ነው።

ስለሆነም የሚገኝው የጥራት ችግር ለማስቀመጥ ነው።

ለዚህም ምሳሌ ለሚገኝው የጥራት ችግር ለማስቀመጥ ነው።
 ለዚህም ምሳሌ ለሚገኝው የጥራት ችግር ለማስቀመጥ ነው።

- ለዚህም ምሳሌ ለሚገኝው የጥራት ችግር ለማስቀመጥ ነው።
 ለዚህም ምሳሌ ለሚገኝው የጥራት ችግር ለማስቀመጥ ነው።
- ለዚህም ምሳሌ ለሚገኝው የጥራት ችግር ለማስቀመጥ ነው።
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 ለዚህም ምሳሌ ለሚገኝው የጥራት ችግር ለማስቀመጥ ነው።

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 ለዚህም ምሳሌ ለሚገኝው የጥራት ችግር ለማስቀመጥ ነው።

ለዚህም ምሳሌ ለሚገኝው የጥራት ችግር ለማስቀመጥ ነው።
 ለዚህም ምሳሌ ለሚገኝው የጥራት ችግር ለማስቀመጥ ነው።

ለዚህም ምሳሌ ለሚገኝው የጥራት ችግር ለማስቀመጥ ነው።
 ለዚህም ምሳሌ ለሚገኝው የጥራት ችግር ለማስቀመጥ ነው።

der Film, das Kino),
2

(der Film, das Kino).

(nicht),
(Ich kann schnell laufen).

(Ertanztern).
(Der Tisch ist grün).
(Ich kann schnell laufen).

sein, haben Präsens.
Präsens, (fahren, tragen, lesen, sprechen),
2- können, mögen Präsens;
(Ich kann schnell laufen).

(Ich kann schnell laufen).

[illegible]
$$\sqrt{\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right)} = \frac{1}{2}$$
[illegible][illegible]

$\sqrt{\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right)} = \frac{1}{2}$

- [illegible]

ለሚገኙት ሁሉም ሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡
 ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡

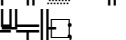
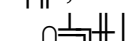
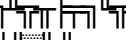
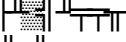
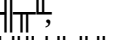
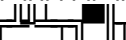
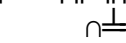
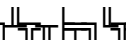
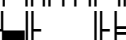
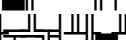
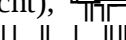
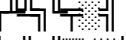
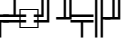
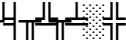
- ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡
- ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡

ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡
 ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡

- ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡
- ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡
- ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡
- ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡
- ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡
- ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡
- ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡
- ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡

ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡
 ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡

- ለሰራተኛዎች ስራ ላይ ማስተካከል ይቻላል፡፡

-                              

- und, aber, oder, denn;
- wollen (Präsens);
- dieser, dieses, diese;
- (100) (31)
- für, mit, um

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... 20: ... , ...
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$\leq$ $\frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

$\leq \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

$\leq \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

$\leq \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

$\leq \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

$\leq \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

$\leq \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

$\leq \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

- $\leq \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$
- $\leq \frac{1}{2} \left(\frac{1}{2} + \frac{1}{2} \right) = \frac{1}{2}$

[illegible]

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[illegible]

- The first system of musical notation for 'The Rose Tree'. It consists of two staves. The top staff begins with a treble clef and a key signature of one flat (B-flat). The melody is written in a simple, folk-like style with eighth and sixteenth notes. The bottom staff begins with a bass clef and contains a bass line with similar rhythmic patterns. The system ends with a double bar line.
- The second system of musical notation for 'The Rose Tree'. It continues the melody from the first system. The top staff has a treble clef and a key signature of one flat. The bottom staff has a bass clef. The notation includes various note values and rests, typical of a folk song. The system ends with a double bar line.

[illegible][illegible][illegible][illegible][illegible]

$\int \frac{1}{\sqrt{1-x^2}} dx = \arcsin x + C$

| 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 10

$$\sqrt{\frac{1}{n} \sum_{i=1}^n \left(\frac{y_i - \hat{y}_i}{\sigma_i} \right)^2}$$

- ለጥቅም ሆኖ የሚያገለግል ሆኖ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤
- የሕግ ሥልጣን ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤

ገንዘብ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤

- የሕግ ሥልጣን ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤
- ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤
- ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤

ገንዘብ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤

- የሕግ ሥልጣን ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤
- ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤ ለሕዝቡ ጥቅም ሆኖ ሊያገለግል ይችላል፤

የተገኘውን ምርመራ ለማድረግ ለሚችሉ ሰራተኛው ሰዎች ለሚገኙት ስሜቶች ማስታወሻ ማድረግ፤

- የሚገኙት ስሜቶች ለሚገኙት ሰራተኛው ሰዎች ለሚገኙት ስሜቶች ማስታወሻ ማድረግ፤
- የሚገኙት ስሜቶች ለሚገኙት ሰራተኛው ሰዎች ለሚገኙት ስሜቶች ማስታወሻ ማድረግ፤
- የሚገኙት ስሜቶች ለሚገኙት ሰራተኛው ሰዎች ለሚገኙት ስሜቶች ማስታወሻ ማድረግ፤

ለሚገኙት ስሜቶች ለሚገኙት ሰራተኛው ሰዎች ለሚገኙት ስሜቶች ማስታወሻ ማድረግ፤

የሚገኙት ስሜቶች ለሚገኙት ሰራተኛው ሰዎች ለሚገኙት ስሜቶች ማስታወሻ ማድረግ፤

- የሚገኙት ስሜቶች ለሚገኙት ሰራተኛው ሰዎች ለሚገኙት ስሜቶች ማስታወሻ ማድረግ፤
- የሚገኙት ስሜቶች ለሚገኙት ሰራተኛው ሰዎች ለሚገኙት ስሜቶች ማስታወሻ ማድረግ፤
- የሚገኙት ስሜቶች ለሚገኙት ሰራተኛው ሰዎች ለሚገኙት ስሜቶች ማስታወሻ ማድረግ፤

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- [illegible]

- [illegible]

- [illegible]

ቀዳሳዊነትን በሚያሳይንበት ሁኔታ ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 ለዚህም ምክር ቤት ማቅረብ ይገባል፡፡

- 1. ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
- 2. ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
- 3. ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
- 4. ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡
 - ለሕዝቡ ምክር ቤት ማቅረብ ይገባል፡፡

ስለሆነም ለዚህ ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡
 ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡

- ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡
 ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡
- ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡
 ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡
- ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡
 ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡
- ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡
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ስለሆነም ለዚህ ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡
 ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡

- ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡
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- ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡
 ለዚህም ምክር ቤት ማስታወሻ ማድረግ ይገባል፡፡

הוא נקרא $\mathcal{H}$, ויש לו בסיס אורתונורמלי $\{e_i\}_{i=1}^{\infty}$.
 נניח כי $\{f_i\}_{i=1}^{\infty}$ הוא סדרת וקטורים ב- $\mathcal{H}$ המקיימת:

– $\|f_i\| = 1$ לכל i , ו- $\langle f_i, f_j \rangle = 0$ לכל $i \neq j$.
 נניח גם כי $\sum_{i=1}^{\infty} \|f_i\|^2 < \infty$.

(34) $\sum_{i=1}^{\infty} \|f_i\|^2 = 2$.

נניח כי $\{g_i\}_{i=1}^{\infty}$ הוא סדרת וקטורים ב- $\mathcal{H}$ המקיימת:

– $\|g_i\| = 1$ לכל i , ו- $\langle g_i, g_j \rangle = 0$ לכל $i \neq j$.
 נניח גם כי $\sum_{i=1}^{\infty} \|g_i\|^2 < \infty$.
 נניח כי $\{h_i\}_{i=1}^{\infty}$ הוא סדרת וקטורים ב- $\mathcal{H}$ המקיימת:

– $\|h_i\| = 1$ לכל i , ו- $\langle h_i, h_j \rangle = 0$ לכל $i \neq j$.
 נניח גם כי $\sum_{i=1}^{\infty} \|h_i\|^2 < \infty$.

נניח כי $\{u_i\}_{i=1}^{\infty}$ הוא סדרת וקטורים ב- $\mathcal{H}$ המקיימת:
 – $\|u_i\| = 1$ לכל i , ו- $\langle u_i, u_j \rangle = 0$ לכל $i \neq j$.
 נניח גם כי $\sum_{i=1}^{\infty} \|u_i\|^2 < \infty$.

נניח כי $\{v_i\}_{i=1}^{\infty}$ הוא סדרת וקטורים ב- $\mathcal{H}$ המקיימת:
 – $\|v_i\| = 1$ לכל i , ו- $\langle v_i, v_j \rangle = 0$ לכל $i \neq j$.
 נניח גם כי $\sum_{i=1}^{\infty} \|v_i\|^2 < \infty$.

נניח כי $\{w_i\}_{i=1}^{\infty}$ הוא סדרת וקטורים ב- $\mathcal{H}$ המקיימת:
 – $\|w_i\| = 1$ לכל i , ו- $\langle w_i, w_j \rangle = 0$ לכל $i \neq j$.
 נניח גם כי $\sum_{i=1}^{\infty} \|w_i\|^2 < \infty$.
 נניח כי $\{x_i\}_{i=1}^{\infty}$ הוא סדרת וקטורים ב- $\mathcal{H}$ המקיימת:
 – $\|x_i\| = 1$ לכל i , ו- $\langle x_i, x_j \rangle = 0$ לכל $i \neq j$.
 נניח גם כי $\sum_{i=1}^{\infty} \|x_i\|^2 < \infty$.

נניח כי $\{y_i\}_{i=1}^{\infty}$ הוא סדרת וקטורים ב- $\mathcal{H}$ המקיימת:
 – $\|y_i\| = 1$ לכל i , ו- $\langle y_i, y_j \rangle = 0$ לכל $i \neq j$.
 נניח גם כי $\sum_{i=1}^{\infty} \|y_i\|^2 < \infty$.

נניח כי $\{z_i\}_{i=1}^{\infty}$ הוא סדרת וקטורים ב- $\mathcal{H}$ המקיימת:

– $\|z_i\| = 1$ לכל i , ו- $\langle z_i, z_j \rangle = 0$ לכל $i \neq j$.
 נניח גם כי $\sum_{i=1}^{\infty} \|z_i\|^2 < \infty$.
 נניח כי $\{a_i\}_{i=1}^{\infty}$ הוא סדרת וקטורים ב- $\mathcal{H}$ המקיימת:
 – $\|a_i\| = 1$ לכל i , ו- $\langle a_i, a_j \rangle = 0$ לכל $i \neq j$.
 נניח גם כי $\sum_{i=1}^{\infty} \|a_i\|^2 < \infty$.

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[illegible]

A complex musical score for a 12-part ensemble, featuring various rhythmic patterns and dynamic markings. The score is written in a modern, minimalist style with a focus on rhythm and texture. It includes a variety of note values, rests, and dynamic markings such as *pp*, *mf*, and *ff*. The notation is dense and intricate, with many notes beamed together and frequent rests. The score is organized into measures, with some measures containing multiple notes and others being empty. The overall effect is one of a highly rhythmic and textured composition.

$\leq$

$$\int \left(\frac{1}{\sqrt{1-x^2}} \right) dx = \arcsin x + C.$$

למשך שנים רבות, היתה תפיסה רווחת כי תחילת ההיסטוריה של ישראל היא תחילת ההיסטוריה של העם היהודי, וכל מה שקדם לכך הוא "העבר" של העם היהודי.

התפיסה הזו, שהייתה נכונה עד כדי כך, היתה תפיסה של "העבר" של העם היהודי, וכל מה שקדם לכך הוא "העבר" של העם היהודי.

אך, כפי שכתבנו, «√ תחילת ההיסטוריה של ישראל היא תחילת ההיסטוריה של העם היהודי».

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መሆኑን ያሳያል። ለዚህም ምሳሌ ሆኖ ማለቱን ያሳያል።

ሀ ለዚህም ምሳሌ ሆኖ ማለቱን ያሳያል።
«የዚህም ምሳሌ ሆኖ ማለቱን ያሳያል»።

መሆኑን ያሳያል። ለዚህም ምሳሌ ሆኖ ማለቱን ያሳያል።
«የዚህም ምሳሌ ሆኖ ማለቱን ያሳያል»።

መሆኑን ያሳያል። ለዚህም ምሳሌ ሆኖ ማለቱን ያሳያል።
«የዚህም ምሳሌ ሆኖ ማለቱን ያሳያል»።

መሆኑን ያሳያል። ለዚህም ምሳሌ ሆኖ ማለቱን ያሳያል።

«የዚህም ምሳሌ ሆኖ ማለቱን ያሳያል»።

መሆኑን ያሳያል። ለዚህም ምሳሌ ሆኖ ማለቱን ያሳያል።
«የዚህም ምሳሌ ሆኖ ማለቱን ያሳያል»።

መሆኑን ያሳያል። ለዚህም ምሳሌ ሆኖ ማለቱን ያሳያል።
«የዚህም ምሳሌ ሆኖ ማለቱን ያሳያል»።

መሆኑን ያሳያል። ለዚህም ምሳሌ ሆኖ ማለቱን ያሳያል።
«የዚህም ምሳሌ ሆኖ ማለቱን ያሳያል»።

הוא מציג את המידע בצורה גרפית, וזוהי אחת הדרכים הטובות ביותר להציג מידע מסוג זה.

הדוגמה הבאה מראה כיצד ניתן להציג את המידע בצורה גרפית באמצעות תוכנת Excel. הדוגמה מציגה את המידע בצורה גרפית, וזוהי אחת הדרכים הטובות ביותר להציג מידע מסוג זה.

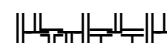
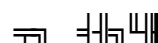
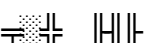
הדוגמה הבאה מראה כיצד ניתן להציג את המידע בצורה גרפית באמצעות תוכנת PowerPoint. הדוגמה מציגה את המידע בצורה גרפית, וזוהי אחת הדרכים הטובות ביותר להציג מידע מסוג זה.

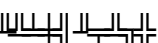
הדוגמה הבאה מראה כיצד ניתן להציג את המידע בצורה גרפית באמצעות תוכנת GIF. הדוגמה מציגה את המידע בצורה גרפית, וזוהי אחת הדרכים הטובות ביותר להציג מידע מסוג זה.

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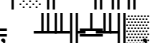
הדוגמה הבאה מראה כיצד ניתן להציג את המידע בצורה גרפית באמצעות תוכנת GIF. הדוגמה מציגה את המידע בצורה גרפית, וזוהי אחת הדרכים הטובות ביותר להציג מידע מסוג זה.

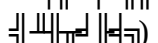
הדוגמה הבאה מראה כיצד ניתן להציג את המידע בצורה גרפית באמצעות תוכנת PowerPoint. הדוגמה מציגה את המידע בצורה גרפית, וזוהי אחת הדרכים הטובות ביותר להציג מידע מסוג זה.



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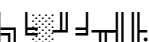


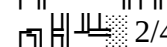


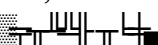
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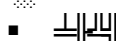
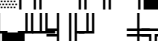


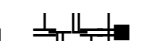




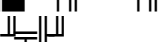
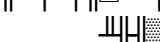
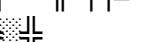

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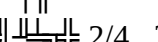
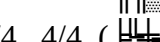
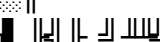

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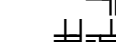
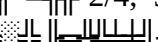
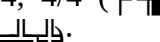
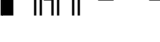
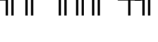


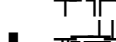
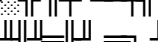
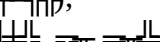


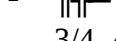


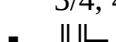








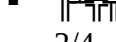
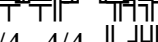


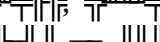
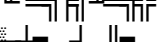


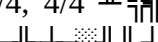


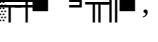




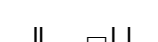



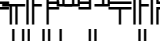









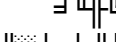






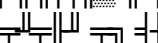


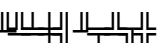



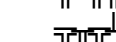
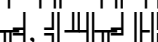


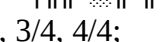
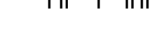


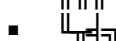


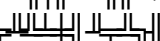
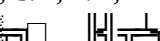

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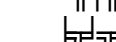
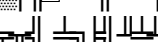



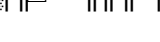
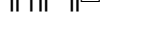



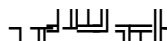
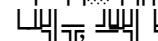


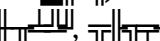



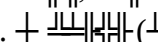
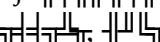
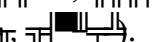



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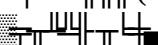



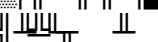
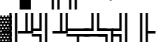
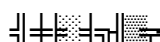


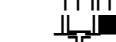







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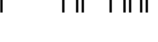













- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤
- ይህ «ጥገና» ማረጋገጥ፤
- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤
- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤
- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤

ጥገና ማረጋገጥና ማስፈጸም ይቻላል፤

- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤
- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤

(1፻2 ማረጋገጥና ማስፈጸም ይቻላል፤)

ጥገና ማረጋገጥና ማስፈጸም ይቻላል፤ ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤

ጥገና ማረጋገጥና ማስፈጸም ይቻላል፤

- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤
- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤

ጥገና ማረጋገጥና ማስፈጸም ይቻላል፤

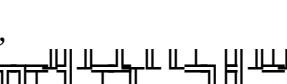
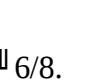
- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤

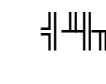
(1፻2 ማረጋገጥና ማስፈጸም ይቻላል፤)

ጥገና ማረጋገጥና ማስፈጸም ይቻላል፤ ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤

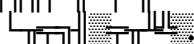
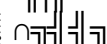
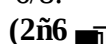
ጥገና ማረጋገጥና ማስፈጸም ይቻላል፤

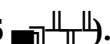
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- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤
- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤
- ማህበራዊ ጥበቃ ማረጋገጥና ማስፈጸም ይቻላል፤

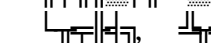




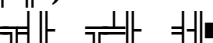



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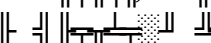
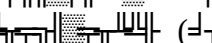
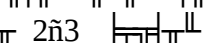




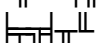

(2ñ6 ).



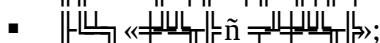
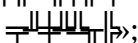
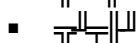
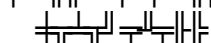
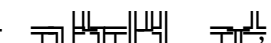
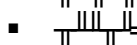
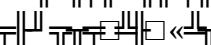
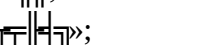
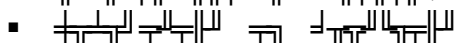


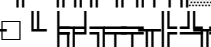




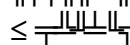
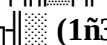

(2ñ3 ).



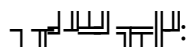
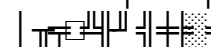


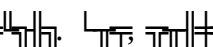
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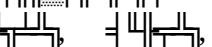





(1ñ3 ).

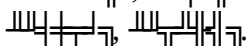







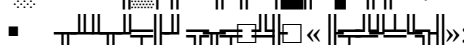
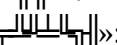
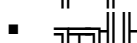
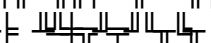
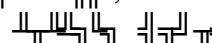
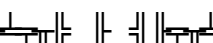
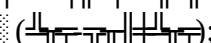
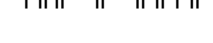
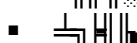
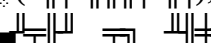
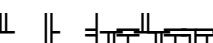
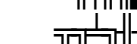
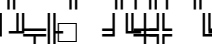
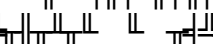
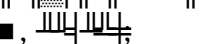
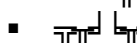
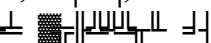
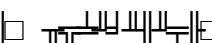
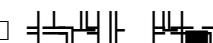
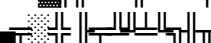
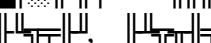
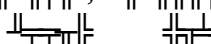









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וְהָיָה כִּי יִשְׁמַע ה' אֶת הַקּוֹל וְהָיָה
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 כִּי יִשְׁמַע ה' אֶת הַקּוֹל וְהָיָה

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וְהָיָה כִּי יִשְׁמַע ה' אֶת הַקּוֹל וְהָיָה
 (2ñ8).

וְהָיָה כִּי יִשְׁמַע ה' אֶת הַקּוֹל וְהָיָה
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 וְהָיָה כִּי יִשְׁמַע ה' אֶת הַקּוֹל וְהָיָה

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- $$\int \frac{1}{\sqrt{1-x^2}} dx = \arcsin x + C$$

$\frac{1}{\sqrt{n}} \sum_{i=1}^n \left(\frac{\partial}{\partial \theta} \log f(X_i; \theta) \right) = 0$

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$\int \frac{dx}{x^2} = -\frac{1}{x} + C$

[illegible]
$$\equiv \left(\begin{array}{c} \text{---} \text{---} \text{---} \text{---} \text{---} \text{---} \\ \text{---} \text{---} \text{---} \text{---} \text{---} \text{---} \\ \text{---} \text{---} \text{---} \text{---} \text{---} \text{---} \\ \text{---} \text{---} \text{---} \text{---} \text{---} \text{---} \\ \text{---} \text{---} \text{---} \text{---} \text{---} \text{---} \end{array} \right) (1 \text{---} 3 \text{---}).$$
[illegible]

- π $\vdash$ $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \wedge \pi_2 \vdash \phi \wedge \psi}$, $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \vee \pi_2 \vdash \phi \vee \psi}$,
 $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \rightarrow \pi_2 \vdash \phi \rightarrow \psi}$, $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \leftrightarrow \pi_2 \vdash \phi \leftrightarrow \psi}$;
- $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \wedge \pi_2 \vdash \phi \wedge \psi}$, $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \vee \pi_2 \vdash \phi \vee \psi}$,
 $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \rightarrow \pi_2 \vdash \phi \rightarrow \psi}$, $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \leftrightarrow \pi_2 \vdash \phi \leftrightarrow \psi}$;
- $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \wedge \pi_2 \vdash \phi \wedge \psi}$, $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \vee \pi_2 \vdash \phi \vee \psi}$,
 $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \rightarrow \pi_2 \vdash \phi \rightarrow \psi}$, $\frac{\pi_1 \vdash \phi \quad \pi_2 \vdash \psi}{\pi_1 \leftrightarrow \pi_2 \vdash \phi \leftrightarrow \psi}$;

- $$\frac{1}{\sqrt{\pi}} \left(\frac{1}{x} + \frac{1}{x^2} + \frac{1}{x^3} + \dots \right)$$

■    

$$\frac{1}{\sqrt{\pi}} \left(\frac{1}{x} + \frac{1}{y} \right) \exp \left(-\frac{1}{\pi} \left(\frac{1}{x} + \frac{1}{y} \right)^2 \right)$$

- Musical notation example 1.
- Musical notation example 2.
- Musical notation example 3.
- Musical notation example 4.
- Musical notation example 5.
- Musical notation example 6.
- Musical notation example 7.
- Musical notation example 8.

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Figure 1 displays a complex musical score, likely for a string quartet, featuring various musical notations such as staves, notes, rests, and dynamic markings. The score is written in a standard musical notation style, with multiple staves and a variety of note values and rests. The notation includes a mix of eighth, sixteenth, and thirty-second notes, as well as various rests and dynamic markings like mf and ff . The score is presented in a single line, with the musical notation itself being the primary focus.

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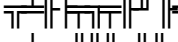
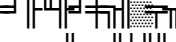
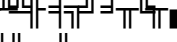
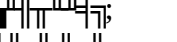
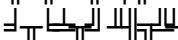
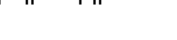
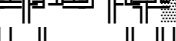
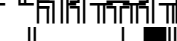
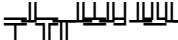
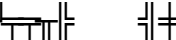
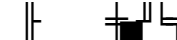
$\frac{1}{\sqrt{\pi}} \int_{-\infty}^{\infty} e^{-ikx} f(k) dk = f(x)$

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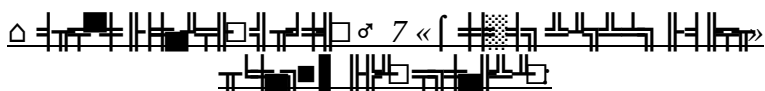
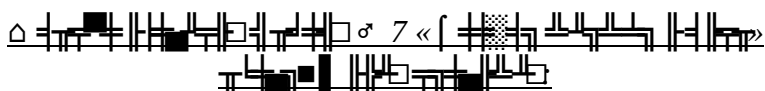
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$$\square (2\tilde{n}^3 - \dots)$$
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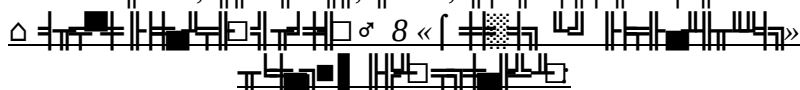
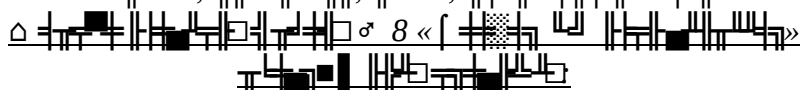
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- 1)     
- 2)     
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- 4)     
- 5)     

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△  7 «  »

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△  8 «  »

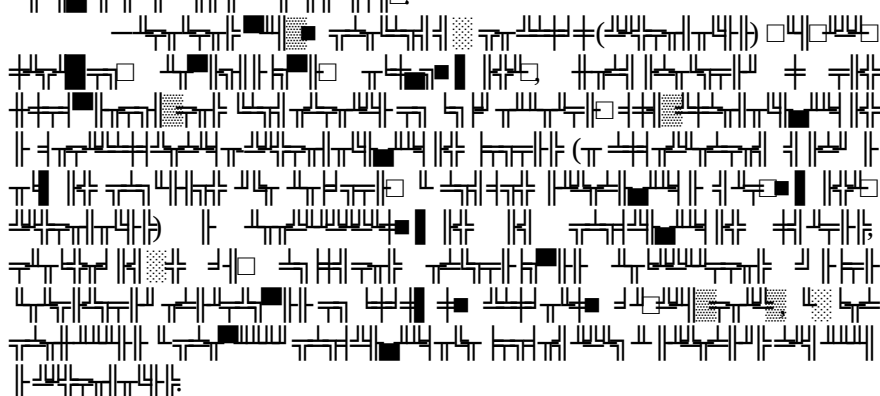
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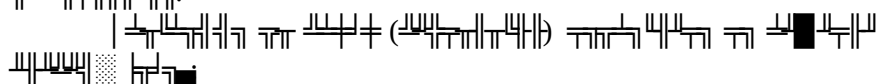


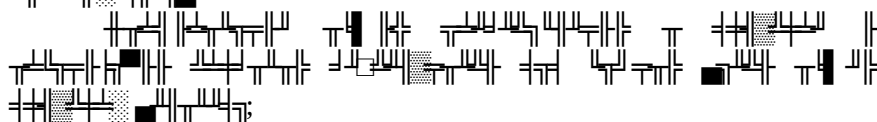


$$| - \gamma \gamma | \leq \sqrt{r} \pi \sqrt{\gamma} \equiv \sqrt{\gamma} \Delta \sqrt{\gamma}$$











לפיכך, כל המדינות חייבות להבטיח את זכויות האדם, וזוהי חובה מוסרית ופוליטית. לפיכך, כל המדינות חייבות להבטיח את זכויות האדם, וזוהי חובה מוסרית ופוליטית.

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$\frac{1}{\sqrt{n}} \sum_{i=1}^n \left(\frac{\partial}{\partial \theta} \log f(X_i; \theta) \right) = 0$

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$$\| \cdot \| \leq \| \cdot \|_2 \leq \sqrt{r} \| \cdot \|_F \approx \| \cdot \|_2 \leq \| \cdot \|_{\infty} \leq \| \cdot \|_F \approx \| \cdot \|_2 \leq \| \cdot \|_1 \leq \sqrt{r} \| \cdot \|_2 \leq \sqrt{r} \| \cdot \|_F$$

$$\leq H_{\square}^{\text{top}}(\Gamma) \sum_{j=1}^{n-1} (\sum_{k=j+1}^n |Y_k|) \leq 4 \sum_{j=1}^{n-1} \sum_{k=j+1}^n |Y_k|$$

Figure 10: A sequence of 16 images showing the evolution of the system over time. The images are arranged in two rows of eight. The top row shows the system at times $t = 0, 1, 2, 3, 4, 5, 6, 7$. The bottom row shows the system at times $t = 8, 9, 10, 11, 12, 13, 14, 15$. The images illustrate the growth and spreading of the system, with the top row showing the initial state and the bottom row showing the system after a significant period of time.

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Figure 1. A schematic diagram of the experimental setup. The subject is seated in a chair, viewing a screen displaying a 2D image of a 3D object. The object is a rectangular prism with a central hole. The subject is asked to identify the object by touching the screen. The screen is divided into three regions: a central region (A) and two side regions (B and C). The central region (A) is the largest and contains the central hole. The side regions (B and C) are smaller and contain the side faces of the prism. The subject is asked to identify the object by touching the screen in the central region (A) or the side regions (B and C). The screen is divided into three regions: a central region (A) and two side regions (B and C). The central region (A) is the largest and contains the central hole. The side regions (B and C) are smaller and contain the side faces of the prism. The subject is asked to identify the object by touching the screen in the central region (A) or the side regions (B and C).

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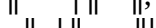
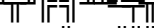
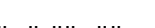
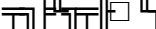
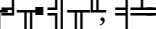
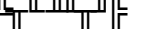
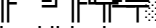
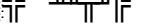
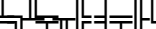
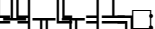
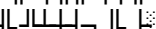
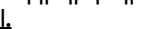
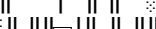
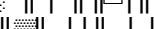
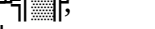
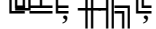
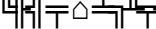
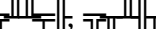
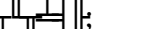
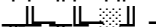
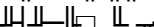
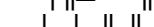
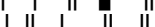
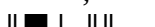
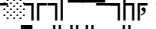
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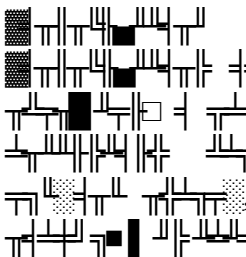
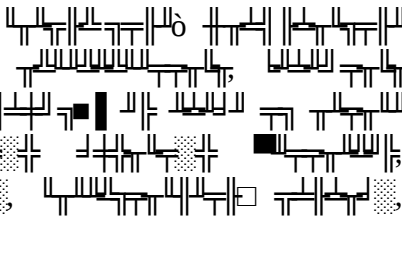
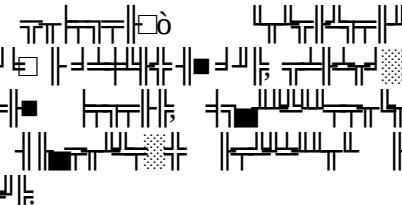
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- የጋራ ስራ በ 17.05.2012 ም 413 «— ከ ተሰጥቶባቸዋል፡፡ ስለዚህም ለሀገራችን ምንም ዓይነት አደጋም ሊፈጠር አይችልም፡፡» (ጋራ ስራ — ለሀገራችን ምንም ዓይነት አደጋም ሊፈጠር አይችልም፡፡).
- የጋራ ስራ በ 29.05.2015 ም 996 በ 12.11.2020 ም 2945 በ 02.07.2021 ም 400)፡፡

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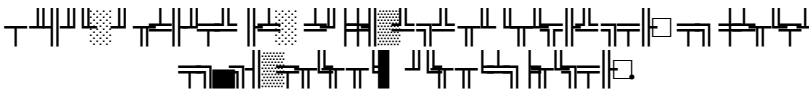
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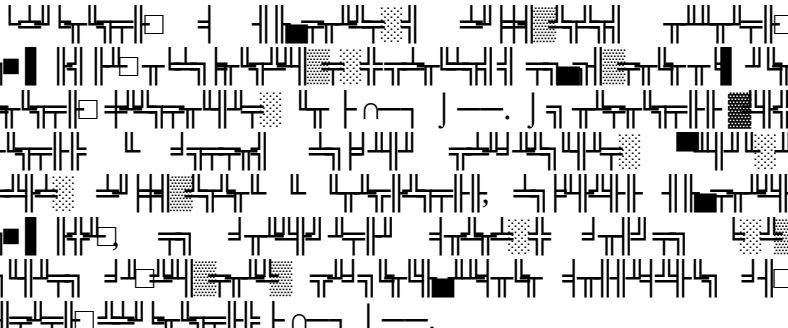
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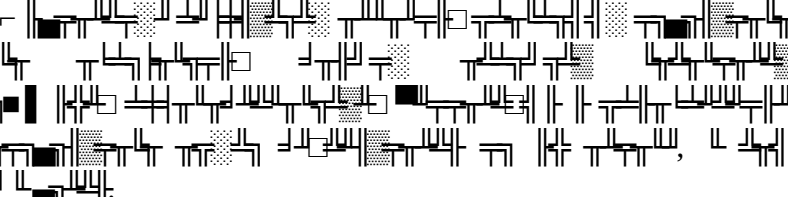
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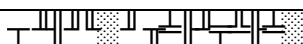
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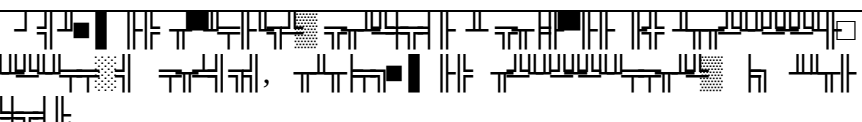
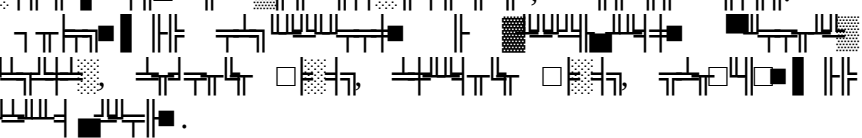
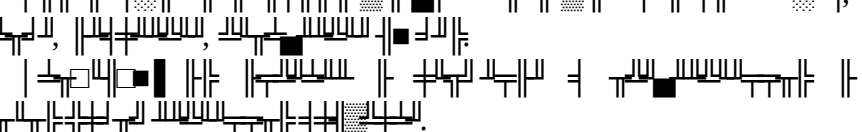
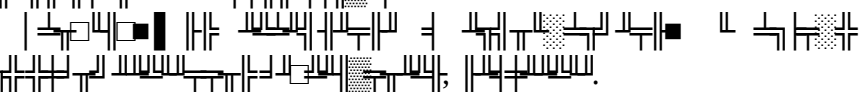
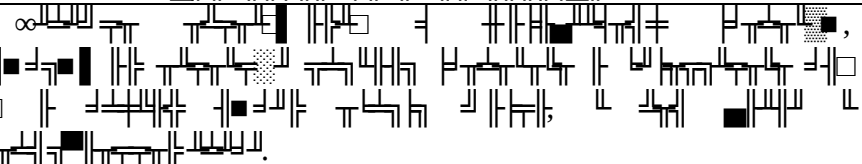
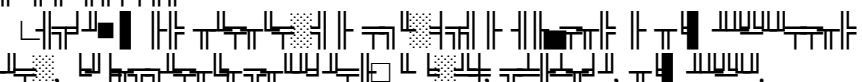
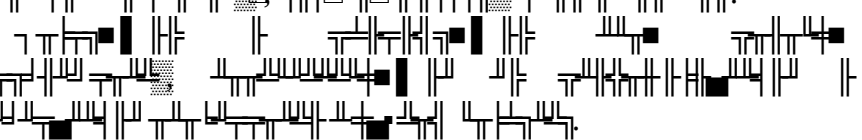
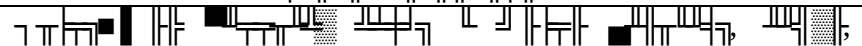
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הוא נשאל: «האם אתה יכול להבין את זה?»
 «כן, אבל אני לא יכול להבין את זה».

הוא נשאל: «האם אתה יכול להבין את זה?»
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- הוא נשאל: «האם אתה יכול להבין את זה?»
 «כן, אבל אני לא יכול להבין את זה».

- $\frac{1}{n} \sum_{i=1}^n \frac{1}{x_i} \geq \frac{1}{\frac{1}{n} \sum_{i=1}^n x_i}$ (אם $x_i > 0$);
- $\frac{1}{n} \sum_{i=1}^n x_i^2 \geq \left(\frac{1}{n} \sum_{i=1}^n x_i \right)^2$ (אם x_i מספרים ממשיים);
- $\frac{1}{n} \sum_{i=1}^n x_i^2 \geq \frac{1}{n} \sum_{i=1}^n x_i$ (אם $x_i \geq 1$);
- $\frac{1}{n} \sum_{i=1}^n x_i^2 \geq \frac{1}{n} \sum_{i=1}^n x_i$ (אם $x_i \leq 1$);
- $\frac{1}{n} \sum_{i=1}^n x_i^2 \geq \frac{1}{n} \sum_{i=1}^n x_i$ (אם $x_i \geq 0$).

המשפט הראשון נקרא **משפט קושי-שוורץ**. הוא נובע מהעובדה ש- $\left(\sum_{i=1}^n a_i b_i \right)^2 \leq \left(\sum_{i=1}^n a_i^2 \right) \left(\sum_{i=1}^n b_i^2 \right)$.
 נניח $a_i = \frac{1}{x_i}$ ו- $b_i = 1$. אז $\left(\sum_{i=1}^n \frac{1}{x_i} \right)^2 \leq \left(\sum_{i=1}^n \frac{1}{x_i^2} \right) \left(\sum_{i=1}^n 1 \right) = n \sum_{i=1}^n \frac{1}{x_i^2}$.
 מכאן $\frac{1}{n} \sum_{i=1}^n \frac{1}{x_i} \leq \sqrt{\frac{1}{n} \sum_{i=1}^n \frac{1}{x_i^2}}$.
 נניח $a_i = x_i$ ו- $b_i = 1$. אז $\left(\sum_{i=1}^n x_i \right)^2 \leq \left(\sum_{i=1}^n x_i^2 \right) \left(\sum_{i=1}^n 1 \right) = n \sum_{i=1}^n x_i^2$.
 מכאן $\frac{1}{n} \sum_{i=1}^n x_i^2 \geq \left(\frac{1}{n} \sum_{i=1}^n x_i \right)^2$.

המשפט השני נקרא **משפט קושי-שוורץ**. הוא נובע מהעובדה ש- $\left(\sum_{i=1}^n a_i b_i \right)^2 \leq \left(\sum_{i=1}^n a_i^2 \right) \left(\sum_{i=1}^n b_i^2 \right)$.
 נניח $a_i = x_i$ ו- $b_i = 1$. אז $\left(\sum_{i=1}^n x_i \right)^2 \leq \left(\sum_{i=1}^n x_i^2 \right) \left(\sum_{i=1}^n 1 \right) = n \sum_{i=1}^n x_i^2$.
 מכאן $\frac{1}{n} \sum_{i=1}^n x_i^2 \geq \left(\frac{1}{n} \sum_{i=1}^n x_i \right)^2$.

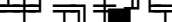
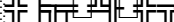
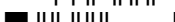
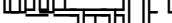
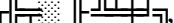
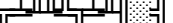
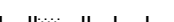
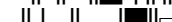
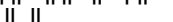
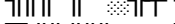
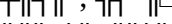
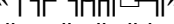
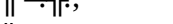
- $\frac{1}{n} \sum_{i=1}^n x_i^2 \geq \frac{1}{n} \sum_{i=1}^n x_i$ (אם $x_i \geq 1$).

המשפט השלישי נקרא **משפט קושי-שוורץ**. הוא נובע מהעובדה ש- $\left(\sum_{i=1}^n a_i b_i \right)^2 \leq \left(\sum_{i=1}^n a_i^2 \right) \left(\sum_{i=1}^n b_i^2 \right)$.
 נניח $a_i = x_i$ ו- $b_i = 1$. אז $\left(\sum_{i=1}^n x_i \right)^2 \leq \left(\sum_{i=1}^n x_i^2 \right) \left(\sum_{i=1}^n 1 \right) = n \sum_{i=1}^n x_i^2$.
 מכאן $\frac{1}{n} \sum_{i=1}^n x_i^2 \geq \left(\frac{1}{n} \sum_{i=1}^n x_i \right)^2$.

- $\frac{1}{n} \sum_{i=1}^n x_i^2 \geq \frac{1}{n} \sum_{i=1}^n x_i$ (אם $x_i \leq 1$).

המשפט הרביעי נקרא **משפט קושי-שוורץ**. הוא נובע מהעובדה ש- $\left(\sum_{i=1}^n a_i b_i \right)^2 \leq \left(\sum_{i=1}^n a_i^2 \right) \left(\sum_{i=1}^n b_i^2 \right)$.
 נניח $a_i = x_i$ ו- $b_i = 1$. אז $\left(\sum_{i=1}^n x_i \right)^2 \leq \left(\sum_{i=1}^n x_i^2 \right) \left(\sum_{i=1}^n 1 \right) = n \sum_{i=1}^n x_i^2$.
 מכאן $\frac{1}{n} \sum_{i=1}^n x_i^2 \geq \left(\frac{1}{n} \sum_{i=1}^n x_i \right)^2$.

「**二**」

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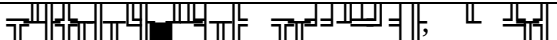
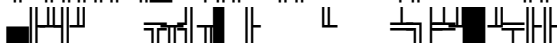
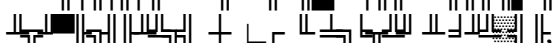
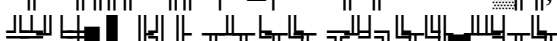
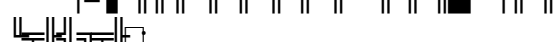
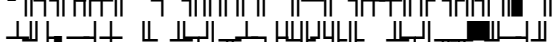
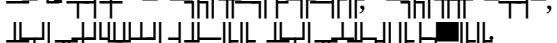
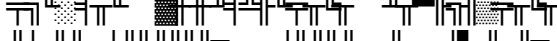
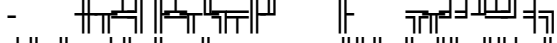
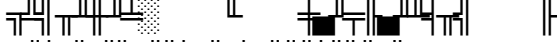
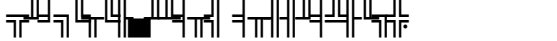
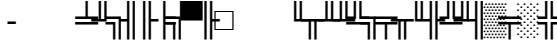
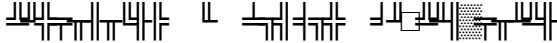
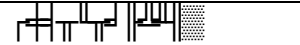
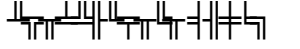
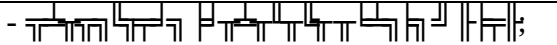
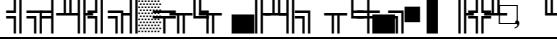
7 6 5 4 3 2 1

- [illegible]

$$\sqrt{\frac{1}{2}} \equiv \sqrt{\frac{1}{2}} \quad \text{3.} \quad - \sqrt{\frac{1}{2}} \leq \sqrt{\frac{1}{2}} \leq - \sqrt{\frac{1}{2}} \quad \text{F} \geq$$

3.1

[illegible]

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		2	2	2	2	2	2
		0	0	0	0	1	1
		1	1	1	1	1	1
		1	1	1	1	1	1
		1	1	1	1	1	1
		2	2	2	2	2	2
		20	22	22	22	23	23
		1	1	1	1	0	0
		1	1	1	1	0	0
		21	23	23	23	23	23
		33	34	34	34	34	34
		693	782	782	782	782	782

■   

The image displays a page of a musical score, likely for a string quartet. It features four staves, each with a different instrument: Violin I, Violin II, Viola, and Cello. The notation is dense, with many notes, rests, and dynamic markings. The score is written in a standard musical notation style, with a key signature of one flat (B-flat) and a time signature of 4/4. The page is numbered 10 in the bottom right corner.

[illegible]

« $\frac{1}{2}$ », $\frac{1}{2}$ », $\frac{1}{2}$ ».

[illegible]

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[illegible]

5,6,7,9 « $\frac{1}{\sqrt{}}$ »; « $\frac{1}{\sqrt{}}$ »; 5-6 « $\frac{1}{\sqrt{}}$ »; « $\frac{1}{\sqrt{}}$ »; « $\frac{1}{\sqrt{}}$ »; 7-8 « $\frac{1}{\sqrt{}}$ »; 5-8 « $\frac{1}{\sqrt{}}$ »; 8-11 « $\frac{1}{\sqrt{}}$ », 8 « $\frac{1}{\sqrt{}}$ »; 8-9 « $\frac{1}{\sqrt{}}$ », 9 « $\frac{1}{\sqrt{}}$ »; 11 « $\frac{1}{\sqrt{}}$ ».

$\Delta \sqrt{r} \approx \int \sqrt{r} \, r \, F \geq \Delta \sqrt{\infty} \int F \geq \Delta \sqrt{r} \leq \Delta$
 $\int$

$\Delta \sqrt{r} \approx \int \sqrt{r} \, r \, F \geq \Delta \sqrt{\infty} \int F \geq \Delta \sqrt{r} \leq \Delta$
 $\int$

$\Delta \sqrt{r} \approx \int \sqrt{r} \, r \, F \geq \Delta \sqrt{\infty} \int F \geq \Delta \sqrt{r} \leq \Delta$
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$\Delta \sqrt{r} \approx \int \sqrt{r} \, r \, F \geq \Delta \sqrt{\infty} \int F \geq \Delta \sqrt{r} \leq \Delta$
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$\Delta \sqrt{r} \approx \int \sqrt{r} \, r \, F \geq \Delta \sqrt{\infty} \int F \geq \Delta \sqrt{r} \leq \Delta$
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$\Delta \sqrt{r} \approx \int \sqrt{r} \, r \, F \geq \Delta \sqrt{\infty} \int F \geq \Delta \sqrt{r} \leq \Delta$
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$\Delta \sqrt{r} \approx \int \sqrt{r} \, r \, F \geq \Delta \sqrt{\infty} \int F \geq \Delta \sqrt{r} \leq \Delta$
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$\Delta \sqrt{r} \approx \int \sqrt{r} \, r \, F \geq \Delta \sqrt{\infty} \int F \geq \Delta \sqrt{r} \leq \Delta$
 $\int$

$\Delta \sqrt{r} \approx \int \sqrt{r} \, r \, F \geq \Delta \sqrt{\infty} \int F \geq \Delta \sqrt{r} \leq \Delta$
 $\int$

	1	2-11
33	+	
34		+



I		02.09 ĭ 25.10	8		26.10 - 04.11	10	05.11.202 4
II		05.11 - 27.12	8		28.12 - 08.01	12	09.01.202 5
III		09.01 - 21.03	11 (10)		22.03 - 30.03	9	31.03.202 5
IV		31.03 - 26.05	7 				
≤			34 			31 	
					27.05 ñ 31.08		


 15.02.25 № 
 23.02.2025

- 1-8, 10 = ñ27 = 2025 = - 31 = 2025 =

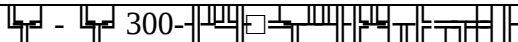
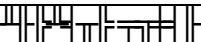
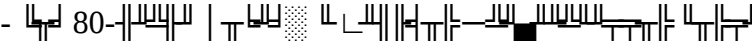
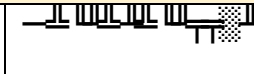
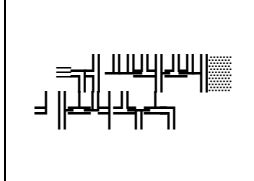
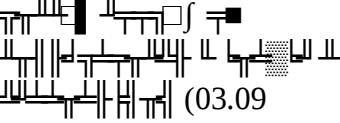
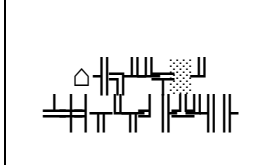
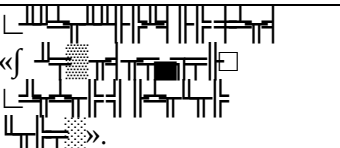
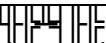
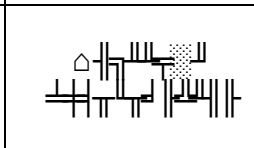
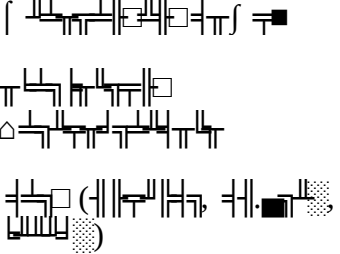
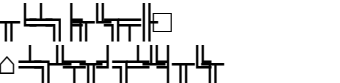
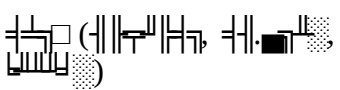
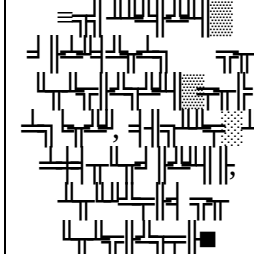
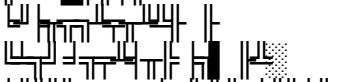
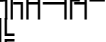
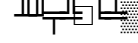
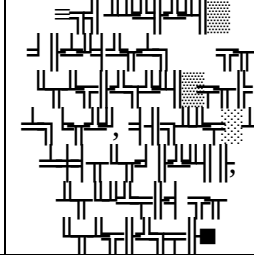
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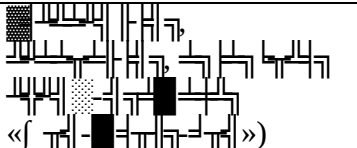
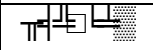
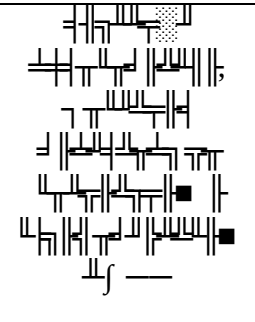
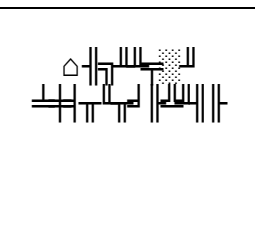
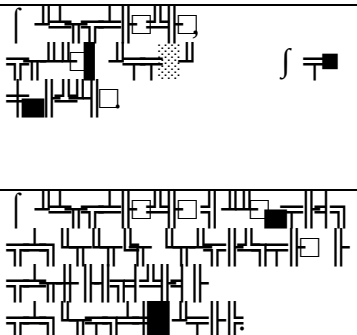
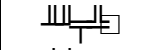
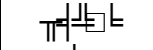
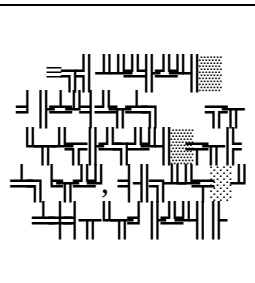
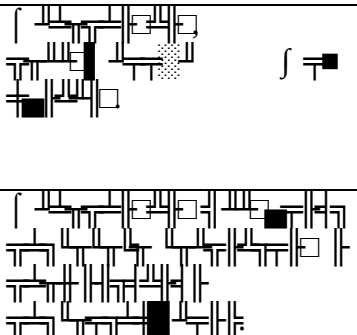
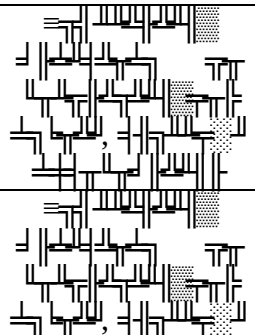
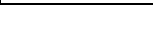
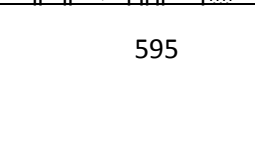
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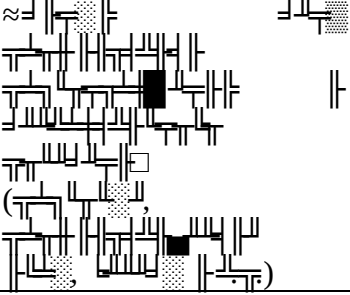
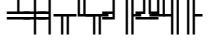
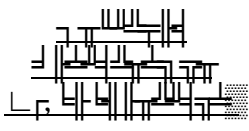
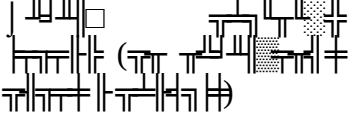
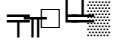
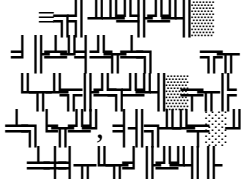
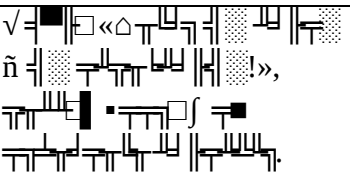
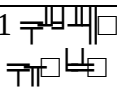
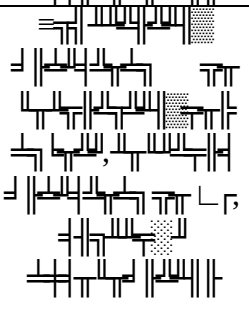
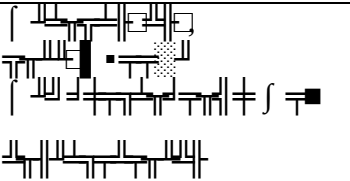
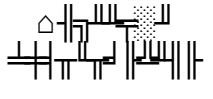
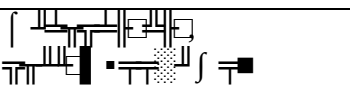
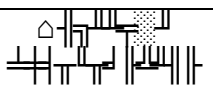
A musical score for the song 'The Rose Tree'. It features a single melodic line on a five-line staff. The notation includes various musical symbols such as eighth notes, quarter notes, and rests. There are several blacked-out sections, likely indicating where the original melody was obscured or where a different version was used. The score is written in a style typical of early 20th-century sheet music.

$$\|\sqrt{r}z\|_{\int \sqrt{r}} \leq \|r\sqrt{r}\|_{\int \sqrt{r}} \leq \|r\|_{\int \sqrt{r}} \|z\|_{\int \sqrt{r}} \leq \|r\|_{\infty} \|z\|_{\int \sqrt{r}}$$
$$\begin{aligned} \Delta \sqrt{r} &\approx \int \sqrt{r} \, \mathbb{F} \geq \left| \sqrt{r} \right| \mathbb{L} \neg \left| \leq \mathbb{L} \sqrt{r} \mathbb{L} \approx r \mathbb{F} \right| \neg \geq r \sqrt{\infty} \mathbb{L} \mathbb{F} \\ &\int \sqrt{\mathbf{2024-2025}} \mathbb{L} \approx \infty \mathbb{F} \geq r \neg \mathbb{F} \\ &\left| \sqrt{\mathbb{L} \sqrt{r} \mathbb{F}} \right| \neg \approx \neg \infty \approx \approx \neg \infty r \sqrt{\equiv} \mathbb{L} \sqrt{\left| \leq \approx \right.} \end{aligned}$$

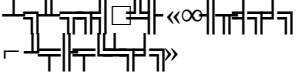
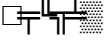
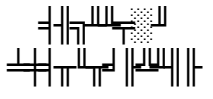
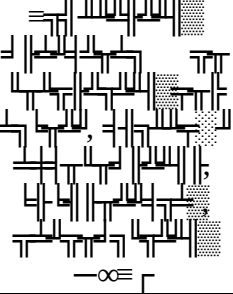
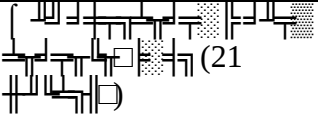
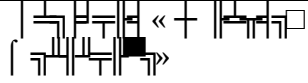
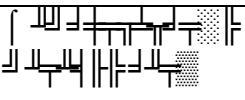
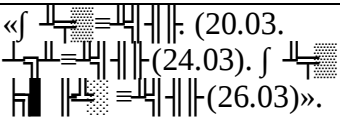
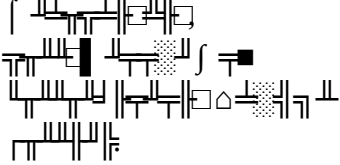
593

2024  300- 				
2025 -  80-   1941-1945 				
				
♂				
1.		1-4	02.09	
2.	√ =  «  !»,  (03.09	3-4	03.09	
3.	 «  ».	1-4	09.09	
4.	   ( ,  , )	1-4	13.09	
5.	   ( ,  , )	1-4		

				
6.	«  »: 	1-4		
7.	 	1-4	01.10	
8.	 	1-4	19  ñ 19  E	
9.		1-4	04.10	
10.		1-4		

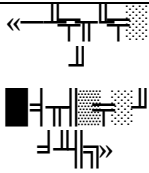
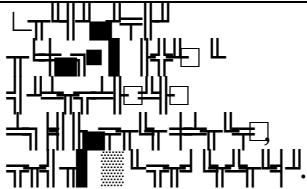
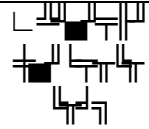
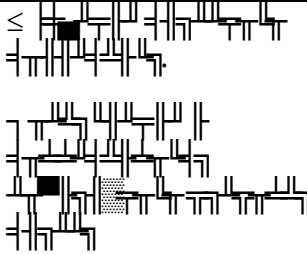
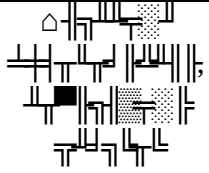
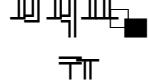
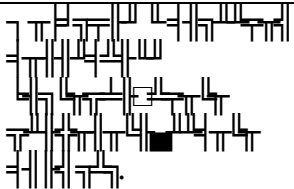
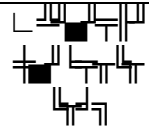
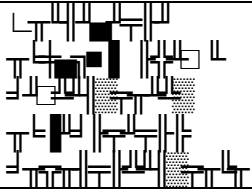
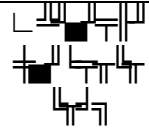
				
11.	Мероприятия посвященные Международному дню школьных библиотек (25.10).	1-4	20ñ 27.10	
12.		1-4		
13.		1-4		
14.		1-4	16	
15.		1-4	24	

16.		1-4	03.12	
17.		1-4	05.12	
18.		1-4	09.12	
19.		1-4	12.12	
20.		1-5		
21.		1-6		

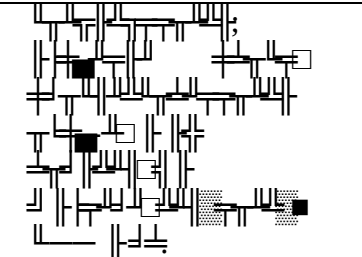
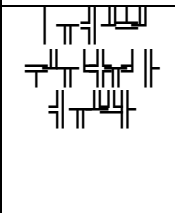
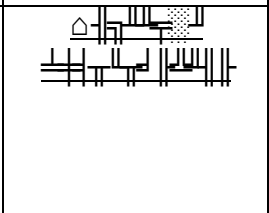
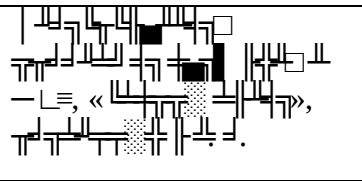
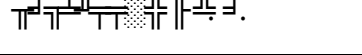
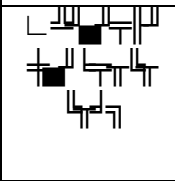
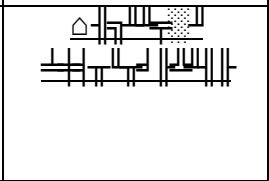
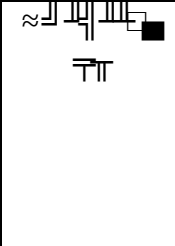
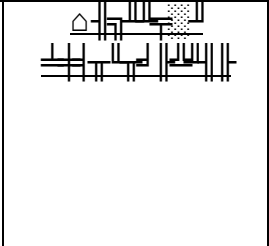
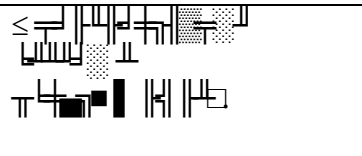
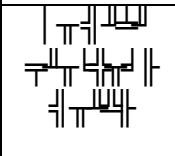
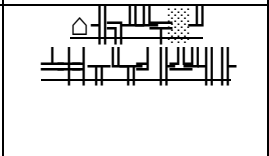
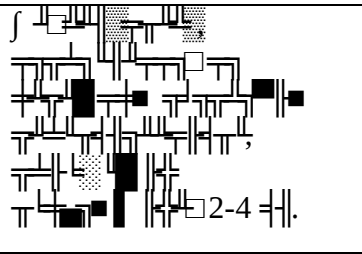
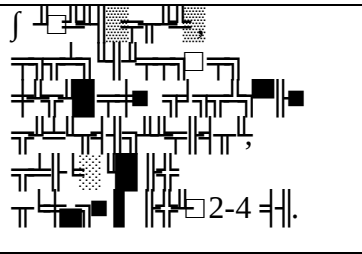
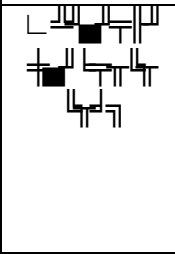
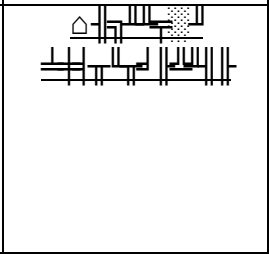
22.		1-4		
23.	 ()	1-4		 —∞=
24.	 (21 □)	1-4		
25.		1-4	21.02	
26.		1-4		
27.		1-4		
28.	«  (20.03. = (24.03).  = (26.03)».	1-4	17.03 ñ 30.03	
29.		3-4	16-17.03	

36.	Праздник «Прощание с начальной школой»	4		
37.		1-4		
38.		1-4	01.06	
39.	$\sqrt{\text{...}}$ «...».	1-4	05 ñ 12.06	
40.		1-4	22.06	
41.		1-4	08.07	

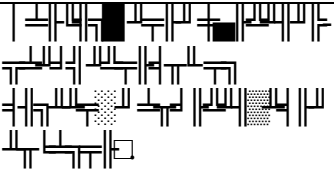
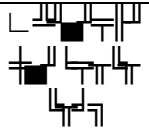
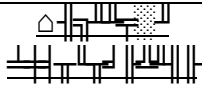
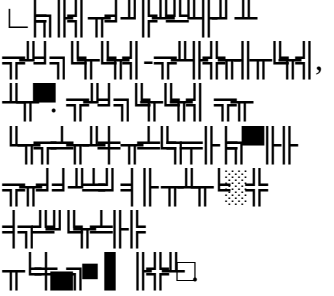
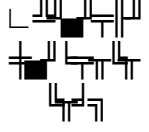
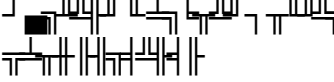
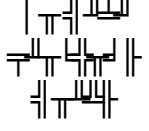
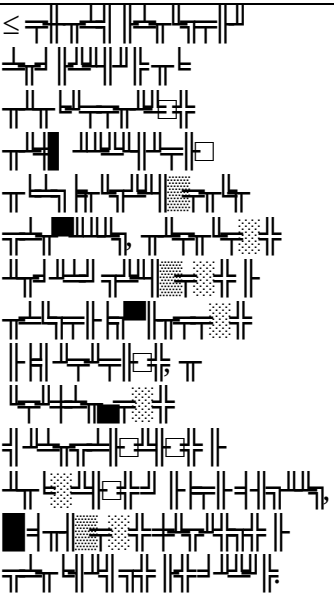
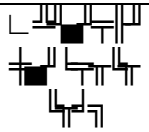
42.		1-4	15.08- 22.08	
43.		1-4		
44.		1-4		
♂				
1.		1-4		
2.		1-4		

				
3.		1-4		
4.		1-4		
5.		1-4		
6.		1-4		
7.		1-4		

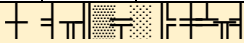
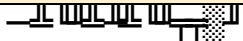
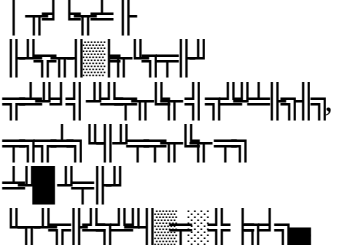
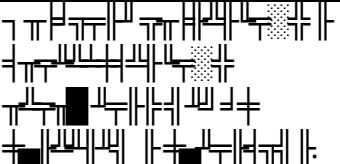
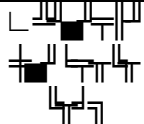
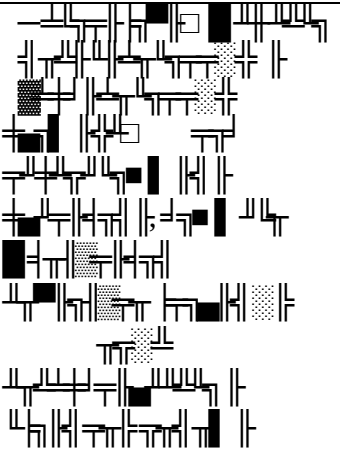
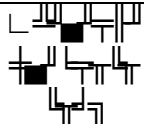
8.		1-4		
9.		1-4		
10.		1-4		
11.		1-4		

				
12.		1-4		
13.	 — L=, «  », 	1-4		
14.		4		
15.		1-4		
16.	  2-4  .	1-4		

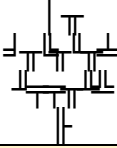
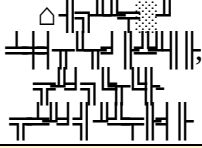
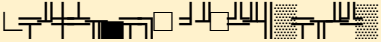
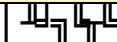
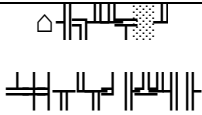
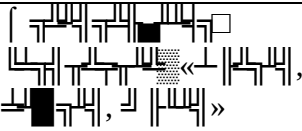
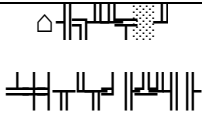
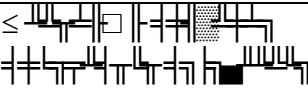
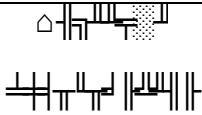
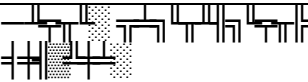
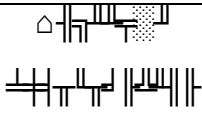
17.		1-4		
18.		1-4		
19.		1-4		

20.		1-4		
21.		1-4		
22.		1-4		
23.		1-4		

24.		1-4		
25.		1-4		
26.		1-4		
27.		1-4		
28.		1-4		
29.		1 - 4		

				
	 			
♂				
1.		1-4		
2.		1-4		
3.		1-4		
4.		1-4		

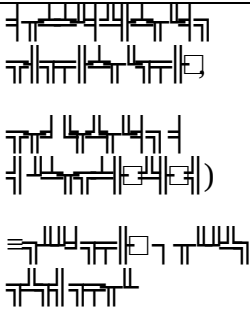
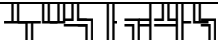
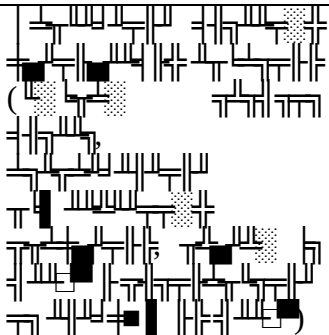
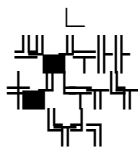
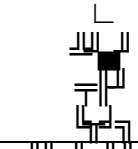
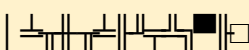
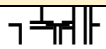
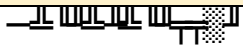
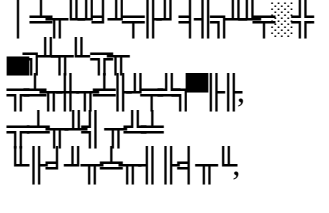
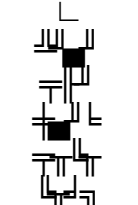
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7.		1-4		

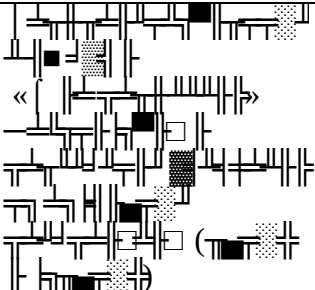
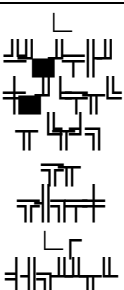
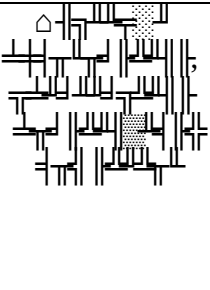
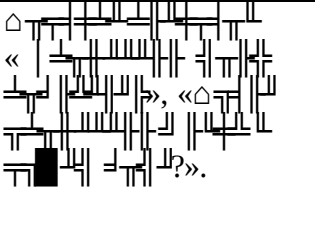
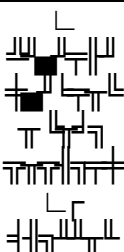
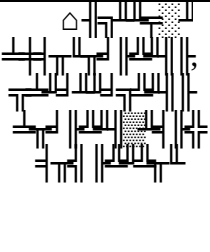
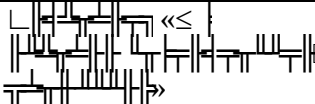
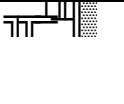
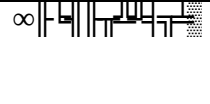
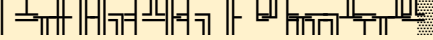
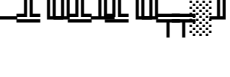
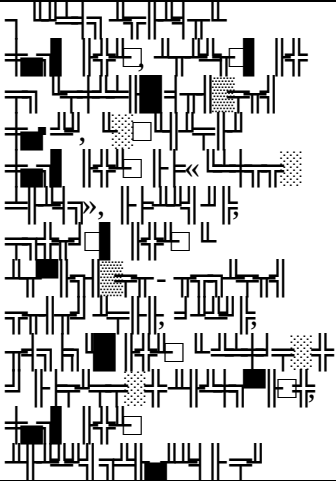
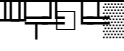
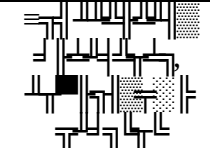
				
8.		1-4		
				
♂				
1.		1-4	1	
2.		1-4	1	
3.		1-4	1	
4.		4η	1	
5.		3	1	

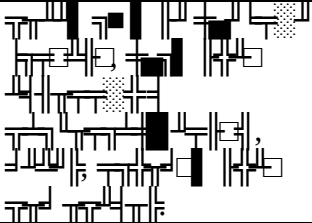
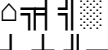
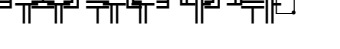
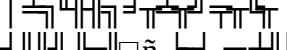
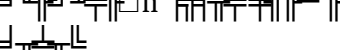
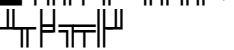
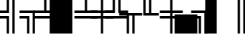
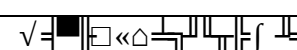
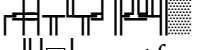
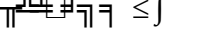
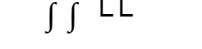
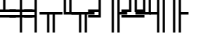
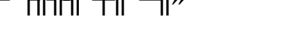
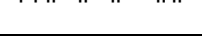
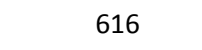
6.		1-4	1	
7.	«	1-4	1	
8.		1-4	1	
9.		1-4	1	
10.		1-4	1	
11.		4/4		
12.		1-4	1	
♂				
1.		1-4		
2.		1-4		

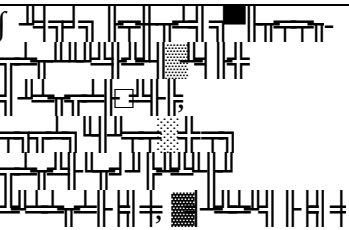
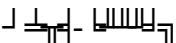
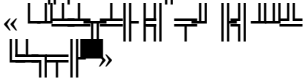
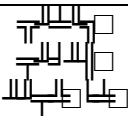
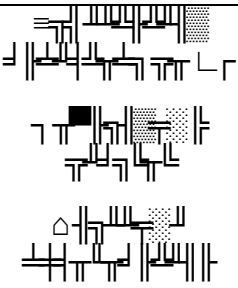
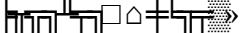
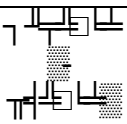
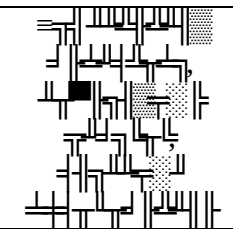
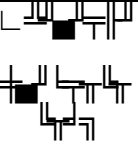
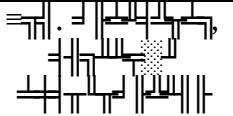
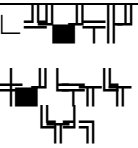
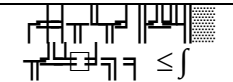
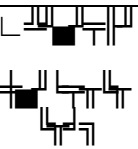
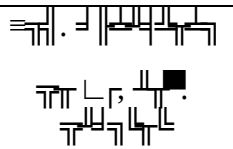
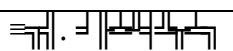
3.		1-4		
4.		1-4		
5.		1-4		
6.		1-4		
7.		1-4		<u>Зам.</u> <u>директора,</u> <u>классные</u> <u>руководители</u>
8.		1-4		

9.		1-4		
♂				
1.		1-4		
2.		1-4		

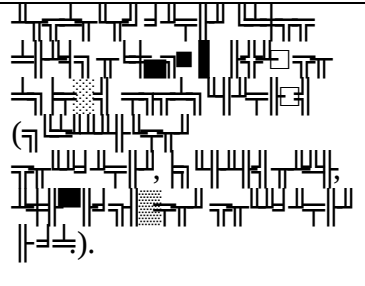
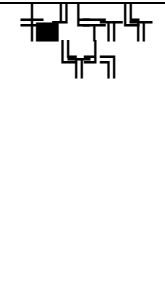
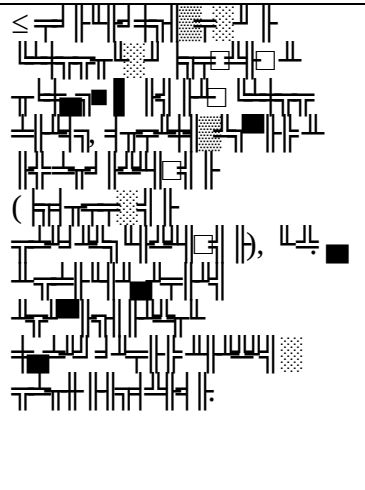
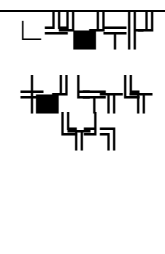
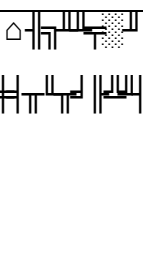
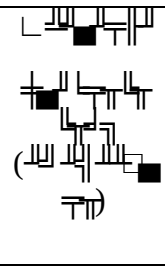
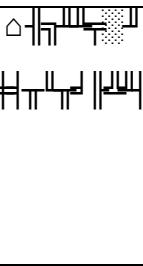
				
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4.		1-4		
5.		2-4		
				
1.				
2.		1-4		

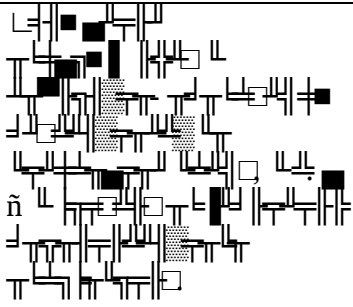
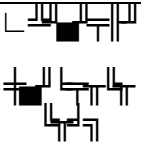
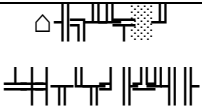
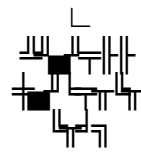
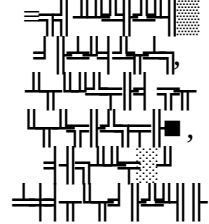
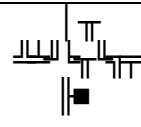
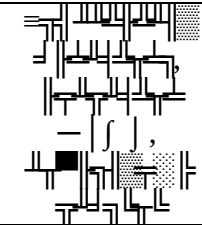
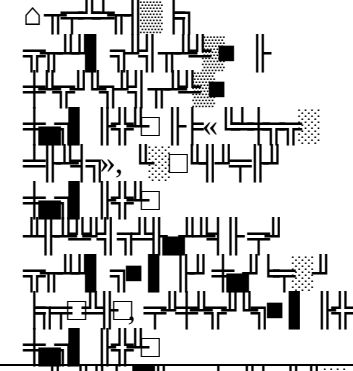
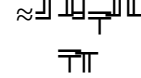
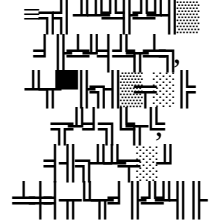
3.		1-4		
4.		1-4		
5.		3-4		
				
♂				
1.		1-4		

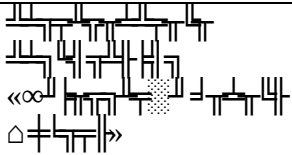
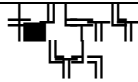
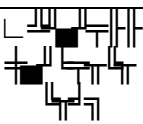
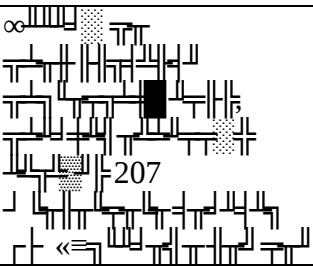
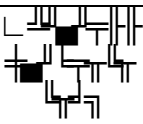
				
2.	√ =  «     ñ  » —          ∞  △             ñ        « ∞         »,         	1-4		   ≤  —       △      
3.	√ =  « △       »  	1-4		         

4.	  	1-4		
5.	 «» 	1-4		
6.	 ().	1-4		
7.	  ≤  ().	1-4		
8.	  ≤   -              (            ).	1-4		
9.		1-4		

10.		1-4		
11.		1-4		
12.		1-4		
13.		1-4		
14.		1-4		

				
15.		1-4		
16.		1-4		
17.		1-4		

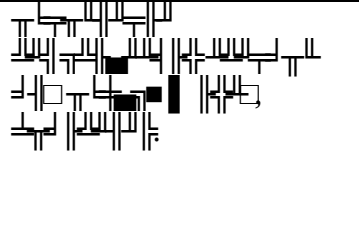
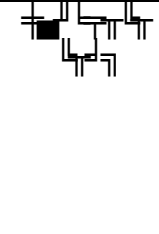
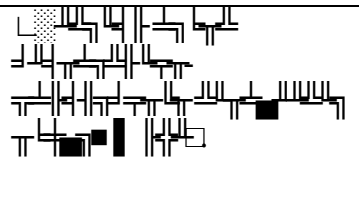
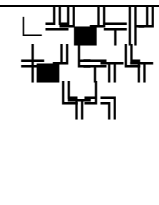
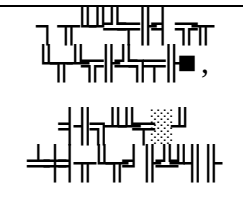
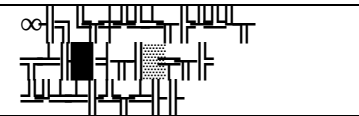
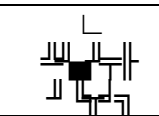
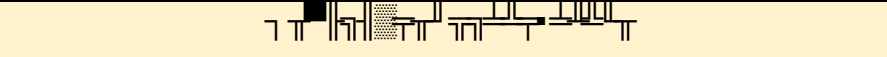
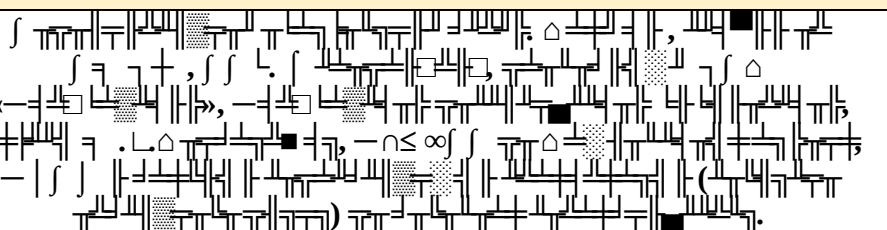
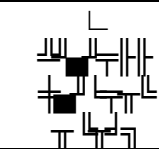
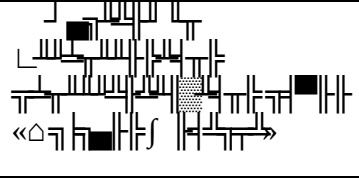
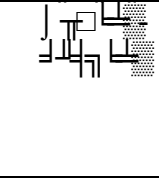
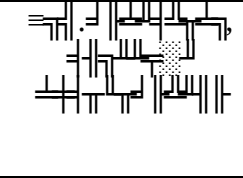
				
18.		1-4		
19.		1-4		
20.		1-4		
21.		1-4		
22.		1-4		

	 «∞ △ »			
23.	 ≈ ë . ∞ ∫ ≡ ! ≤ ≠ 207 «	1-4		
24.	 207 «	1-4		

25.		1-4		
26.		1-4		
27.		1-4		

♂				
1.		1-4		
2.		1-4		
3.		1-4		
4.		1-4		
5.		1-4		
6.		1-4		

7.		1-4		
1.		1-4		
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3.		1-4		
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5.		1-4		
6.		1-4		
				
				
				
1		1-4		
2		1-4		

3		1-4		
4		1-4		
5		1-4		
6		1-4		
7		1-4		
8		3-4		