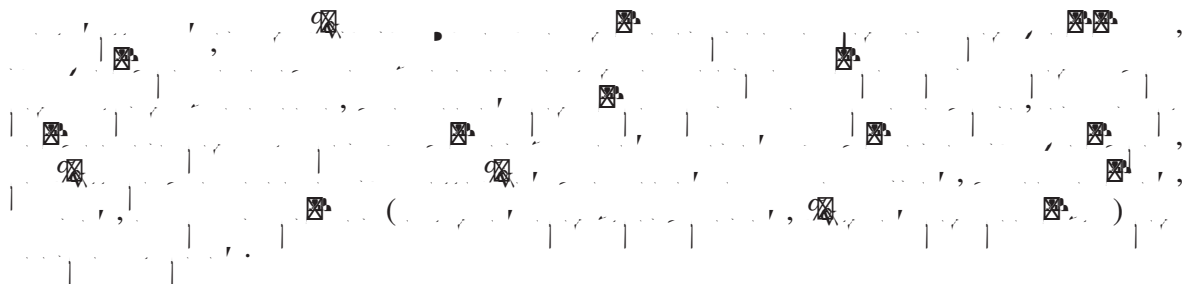


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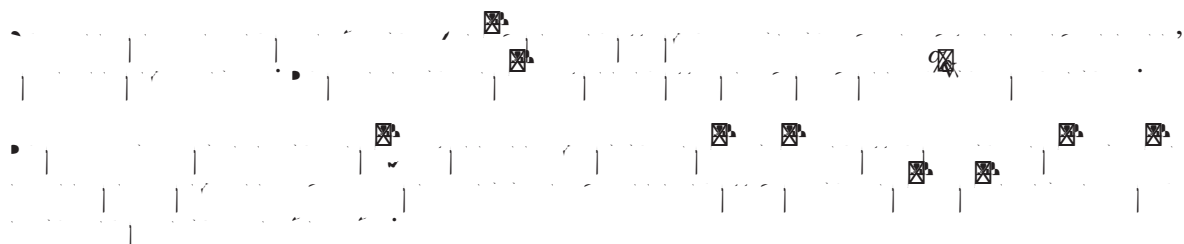
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t 1

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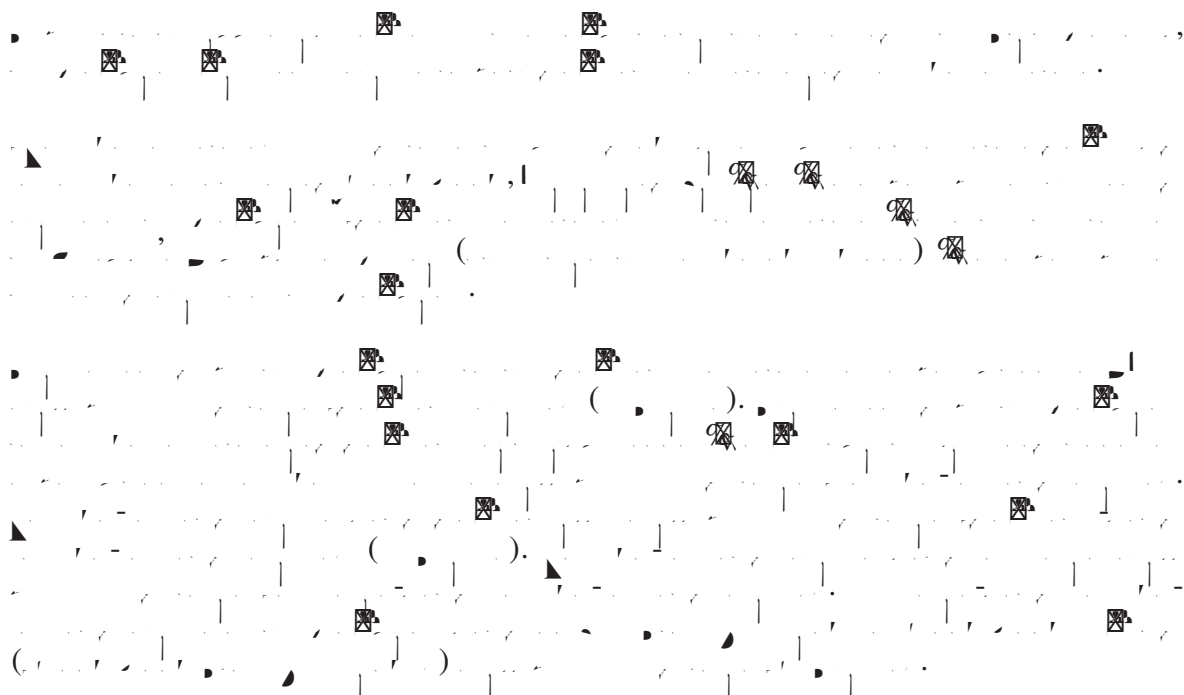
1



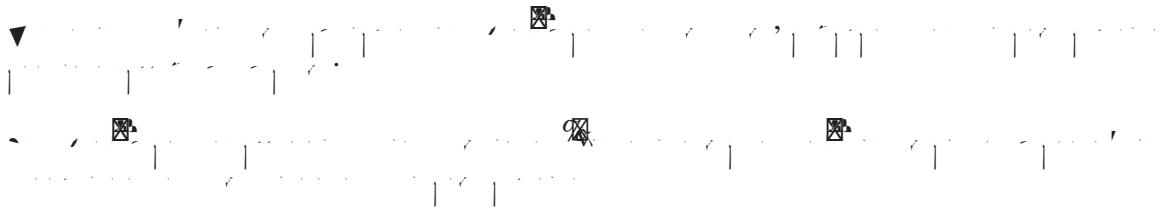
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[illegible]



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The grid contains the following patterns from top-left to bottom-right:

- Top-left: A square with a diagonal line from the top-left to the bottom-right and a single dot at the top-right corner.
- Top-middle: A square with a diagonal line from the top-left to the bottom-right and a single dot at the bottom-left corner.
- Top-right: A square with a diagonal line from the top-left to the bottom-right and a single dot at the top-left corner.
- Middle-left: A square with a diagonal line from the top-left to the bottom-right and a single dot at the bottom-right corner.
- Middle-middle: A square with a diagonal line from the top-left to the bottom-right and a single dot at the center.
- Middle-right: A square with a diagonal line from the top-left to the bottom-right and a single dot at the top-right corner.
- Bottom-left: A square with a diagonal line from the top-left to the bottom-right and a single dot at the bottom-left corner.
- Bottom-middle: A square with a diagonal line from the top-left to the bottom-right and a single dot at the top-left corner.
- Bottom-right: A square with a diagonal line from the top-left to the bottom-right and a single dot at the bottom-right corner.

- 11



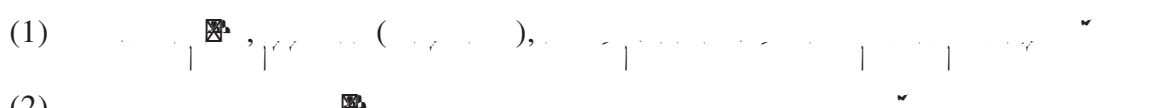




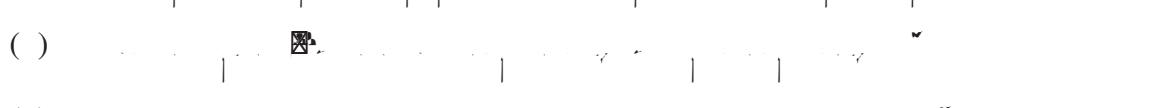
7

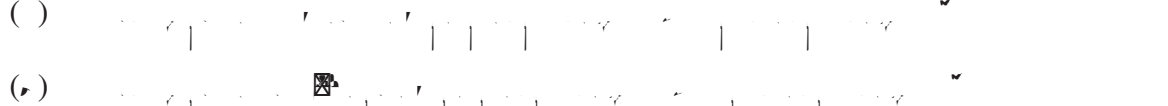
1

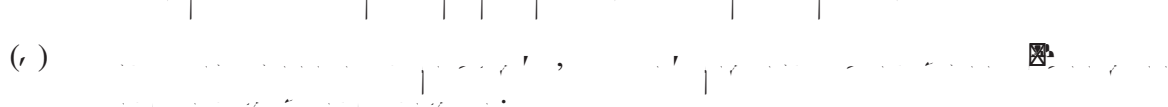
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(2) 

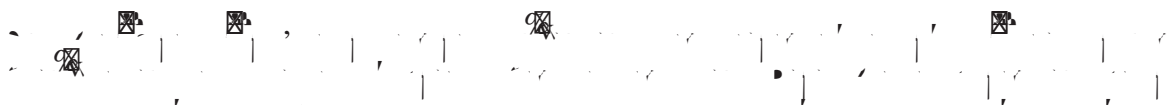
(3) 

(4) 

(5) 

(6) 

2





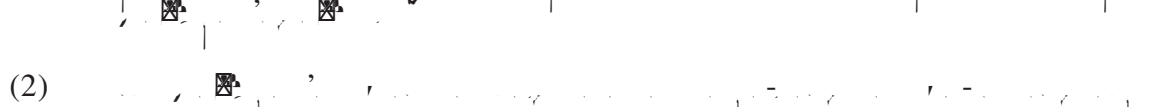


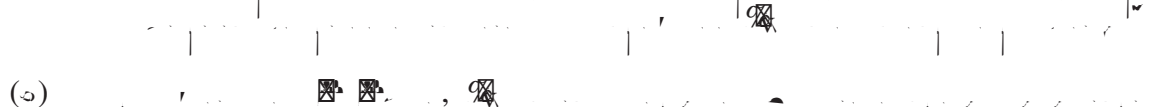


6



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(2) 

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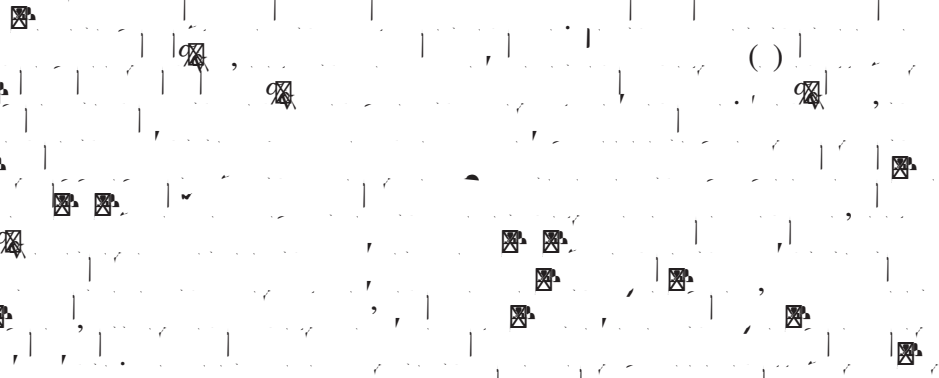




(c)

(f)

(r)



$$\begin{aligned}
 & \dots, t_5, \dots, t_1, \dots \\
 & \dots, t_1, \dots
 \end{aligned}$$

... 1

2.

[illegible]

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

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

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

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

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

1. 在下列各题中，选择正确的答案，并说明理由。

2. 在下列各题中，选择正确的答案，并说明理由。

3. 在下列各题中，选择正确的答案，并说明理由。

(1) 在下列各题中，选择正确的答案，并说明理由。

(2) 在下列各题中，选择正确的答案，并说明理由。

(3) 在下列各题中，选择正确的答案，并说明理由。

(4) 在下列各题中，选择正确的答案，并说明理由。

4. 在下列各题中，选择正确的答案，并说明理由。

5. 在下列各题中，选择正确的答案，并说明理由。

(1) 在下列各题中，选择正确的答案，并说明理由。

6. 在下列各题中，选择正确的答案，并说明理由。

7. 在下列各题中，选择正确的答案，并说明理由。

8. 在下列各题中，选择正确的答案，并说明理由。

2

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- (2)

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- (1)
- (1)
- (1₇)
- (1₇)
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(2) 10%

(1)

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(3) 10%

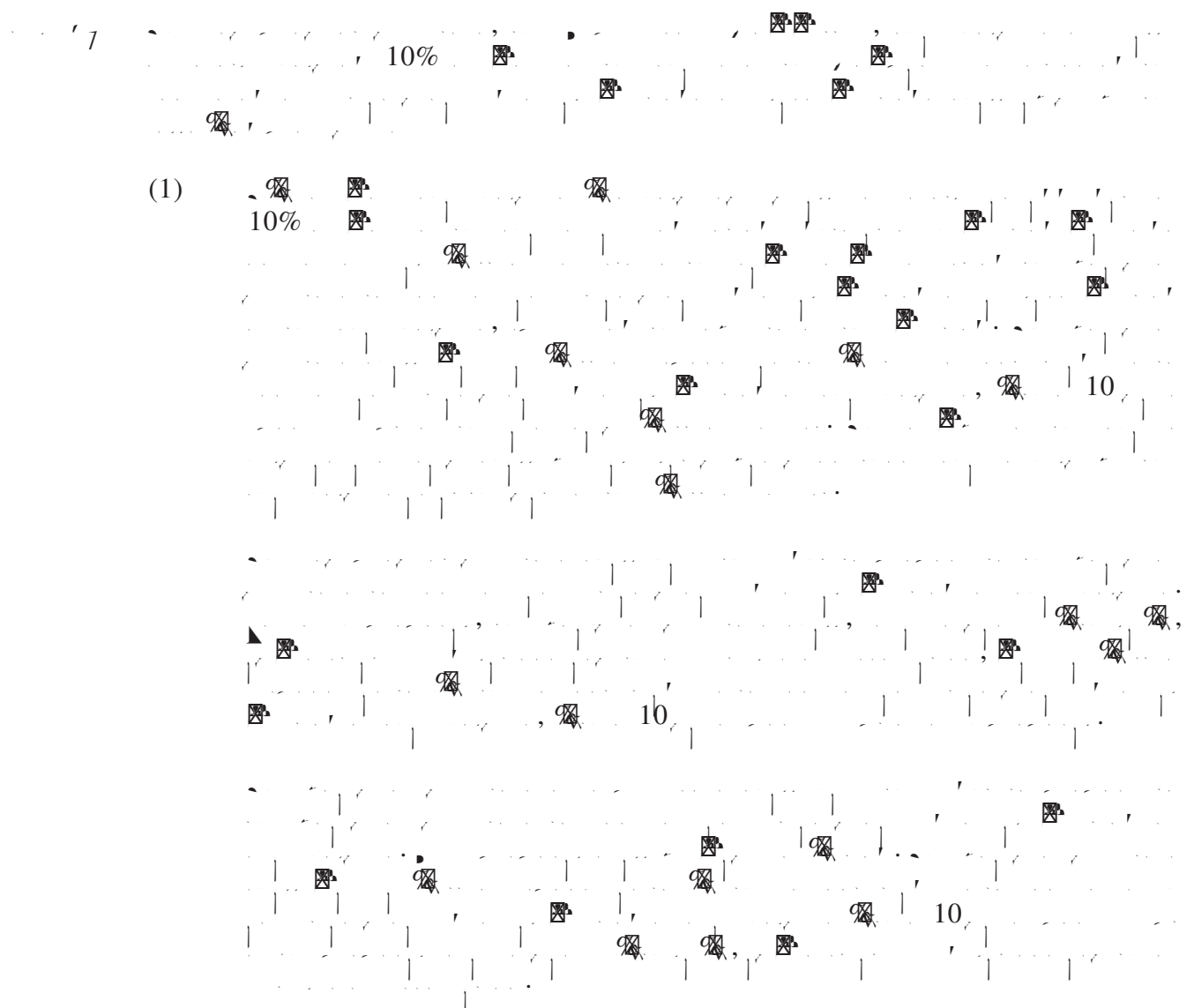
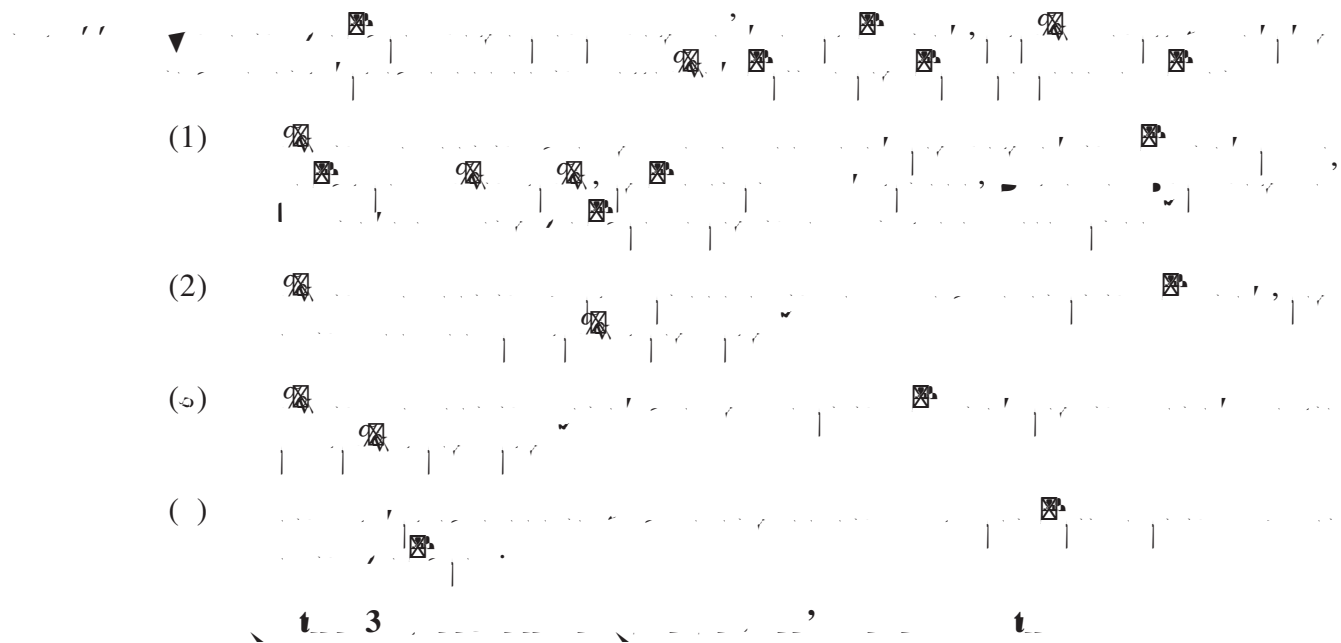
(4)

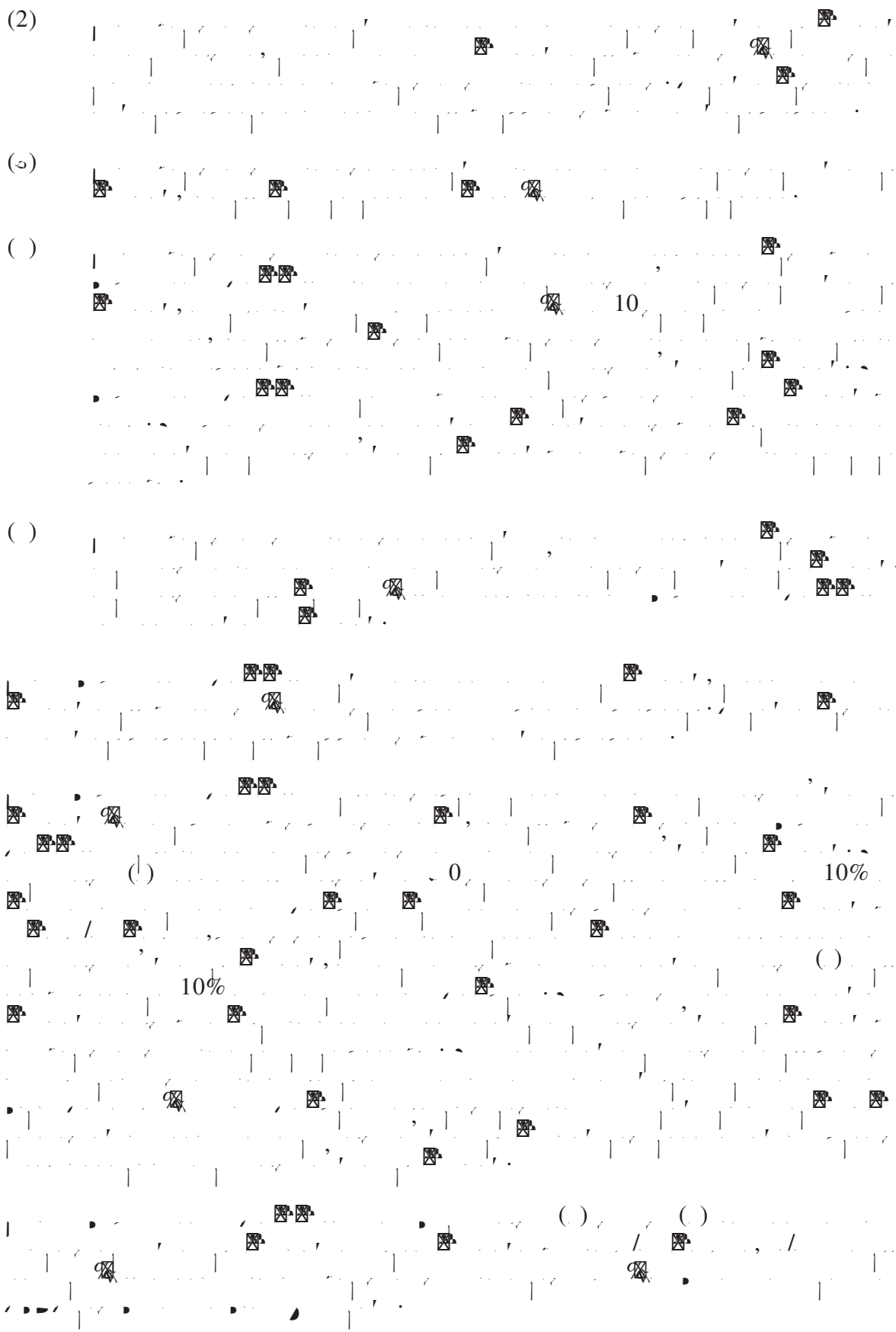
(5)

(6)

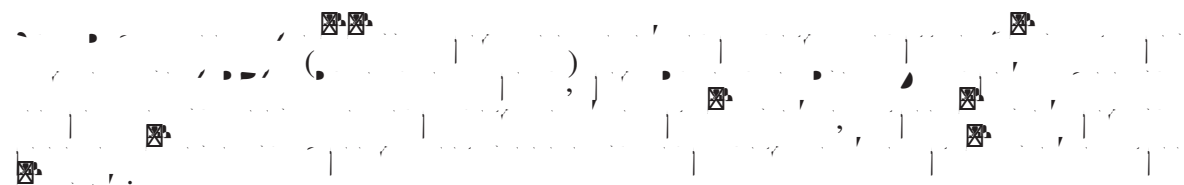
(7)

otherFningeseveninean c e, enelsone-t



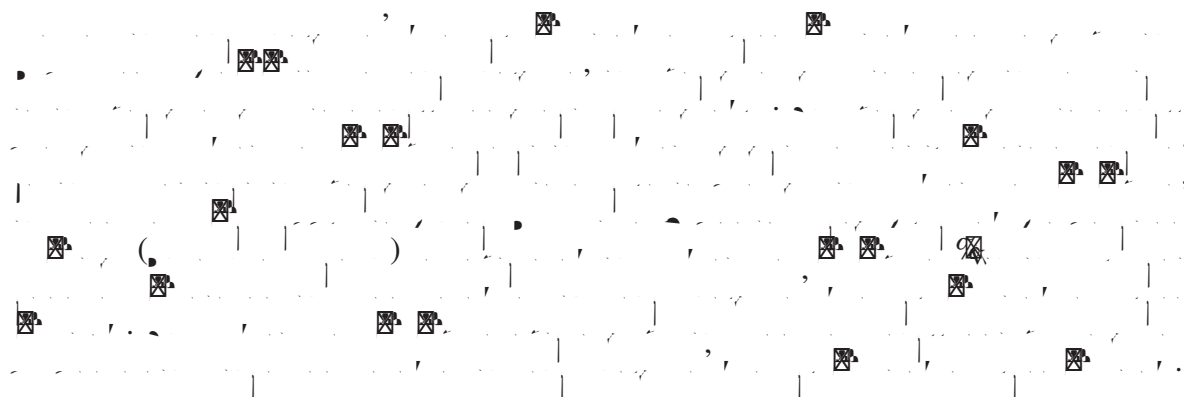


7^0



Musical notation for 7^0 on a five-line staff. The notation includes various note values (half notes, quarter notes, eighth notes), rests, and accidentals (sharps, flats, naturals). There are also some non-musical symbols like parentheses and a comma.

7^1



Musical notation for 7^1 on a five-line staff. The notation includes various note values, rests, and accidentals. There are also some non-musical symbols like parentheses and a comma.

7^2



Musical notation for 7^2 on a five-line staff. The notation includes various note values, rests, and accidentals. There are also some non-musical symbols like parentheses and a comma.

1. 在下列各数中，找出最大的数，并把它圈起来。
 2. 在下列各数中，找出最小的数，并把它圈起来。

7

3. 在下列各数中，找出最大的数，并把它圈起来。
 4. 在下列各数中，找出最小的数，并把它圈起来。

20

5. 在下列各数中，找出最大的数，并把它圈起来。
 6. 在下列各数中，找出最小的数，并把它圈起来。

7

7. 在下列各数中，找出最大的数，并把它圈起来。
 8. 在下列各数中，找出最小的数，并把它圈起来。

(1) 在下列各数中，找出最大的数，并把它圈起来。

(2) 在下列各数中，找出最小的数，并把它圈起来。

(3) 在下列各数中，找出最大的数，并把它圈起来。

() 在下列各数中，找出最大的数，并把它圈起来。
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 () 在下列各数中，找出最小的数，并把它圈起来。

(4) 在下列各数中，找出最大的数，并把它圈起来。

(5) 在下列各数中，找出最大的数，并把它圈起来。
 (6) 在下列各数中，找出最小的数，并把它圈起来。

(7) 在下列各数中，找出最大的数，并把它圈起来。
 (8) 在下列各数中，找出最小的数，并把它圈起来。

1

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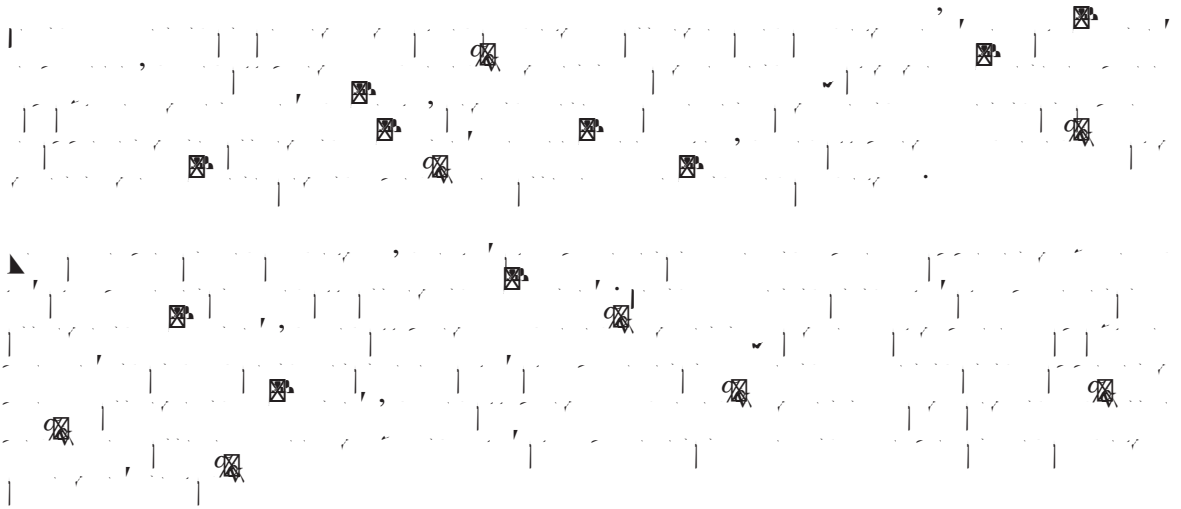
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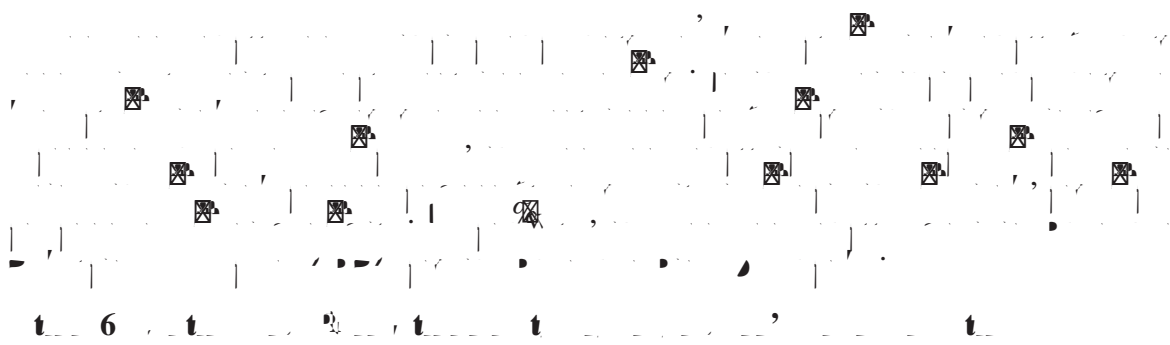
(7)

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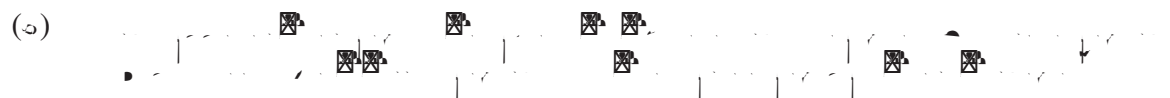
111



112



113



11

(1)  ,  ,  , ,

(2) $\mathcal{A} \in \mathcal{A}_n$ is a $\mathcal{P}$ -matrix if and only if $\mathcal{A} \in \mathcal{A}_n^{\mathcal{P}}$.

(c) $\frac{1}{\sqrt{2}} \begin{pmatrix} 1 & i \\ -1 & i \end{pmatrix}$

() ☒ ☒

()

(2) $\frac{1}{2} \leq \frac{1}{2} \leq \frac{1}{2}$ and $\frac{1}{2} \leq \frac{1}{2} \leq \frac{1}{2}$

(r)

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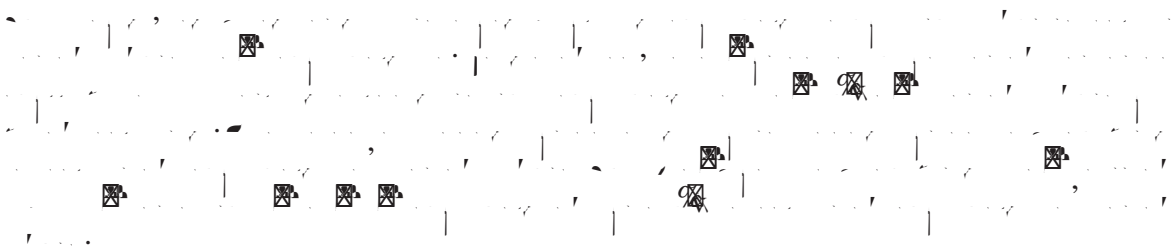
11

$\nabla \cdot \left(\frac{1}{\rho} \nabla \rho \right) = -\frac{1}{\rho^2} \nabla \rho \cdot \nabla \rho$,
 $\nabla \cdot \left(\frac{1}{\rho} \nabla \rho \right) = -\frac{1}{\rho^2} \nabla \rho \cdot \nabla \rho$,
 $\nabla \cdot \left(\frac{1}{\rho} \nabla \rho \right) = -\frac{1}{\rho^2} \nabla \rho \cdot \nabla \rho$,
 $\nabla \cdot \left(\frac{1}{\rho} \nabla \rho \right) = -\frac{1}{\rho^2} \nabla \rho \cdot \nabla \rho$.

$\nabla \cdot \left(\frac{1}{\rho} \nabla \rho \right) = -\frac{1}{\rho^2} \nabla \rho \cdot \nabla \rho$

$$I = \int_{-\infty}^{\infty} f(x) \delta(x-a) dx = f(a), \quad \text{where } f(x) = \begin{cases} x^2 & |x| \leq 1 \\ 0 & |x| > 1 \end{cases}$$
[illegible][illegible][illegible][illegible]

11,



11,



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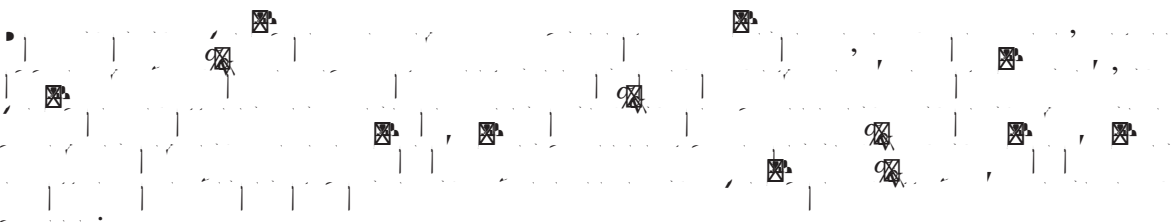
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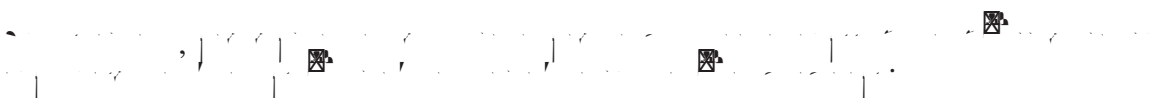
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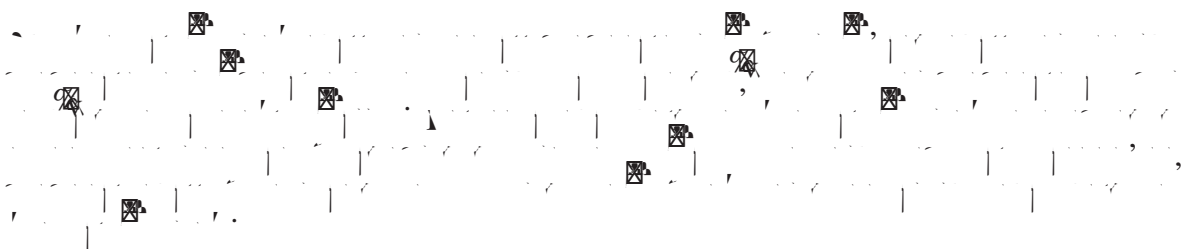
11



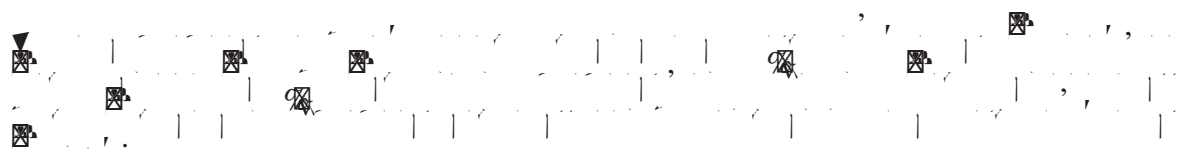
120



121



122



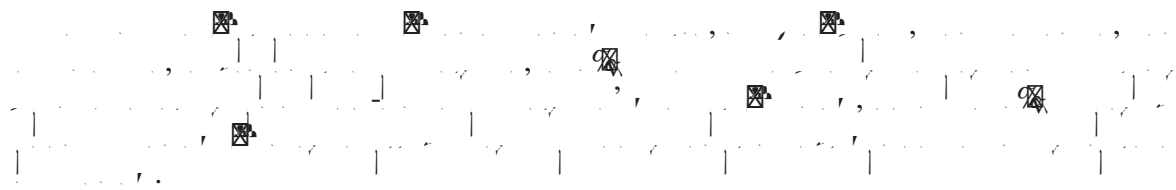
123



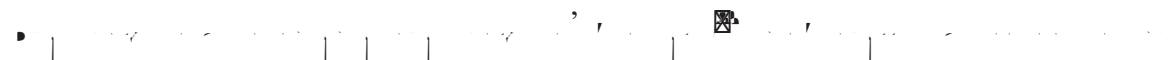
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157

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The image displays a collection of musical staves, each containing handwritten musical notation. The staves are organized into a vertical sequence. The first three staves are labeled (10), (11), and (12). Following these, there are staves labeled 1, 1 0, (5), (6), (7), 1 1, 1 2, 1 3, (1), and (2). The notation on the staves includes various note values, rests, and symbols. Some staves have additional labels like (2), (5), (6), (7), (1), and (2). The notation includes various note values, rests, and symbols like 'x' and 'y'.

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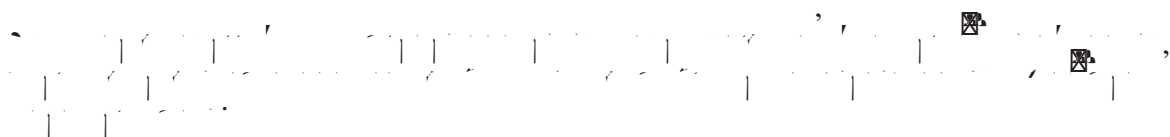
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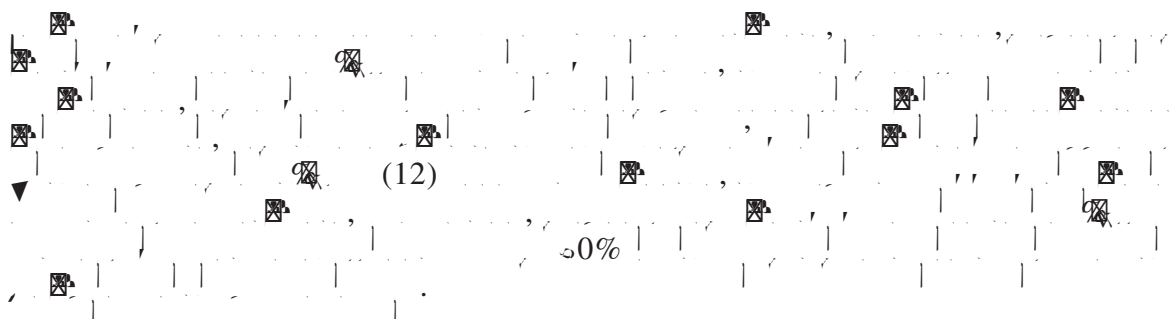
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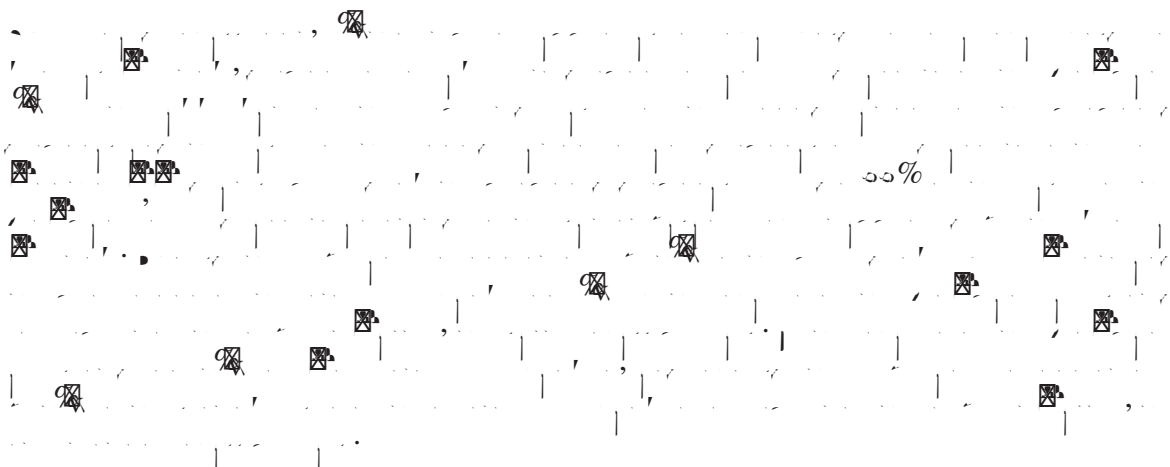
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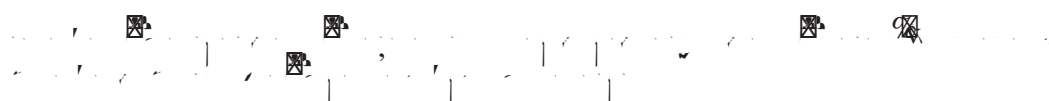
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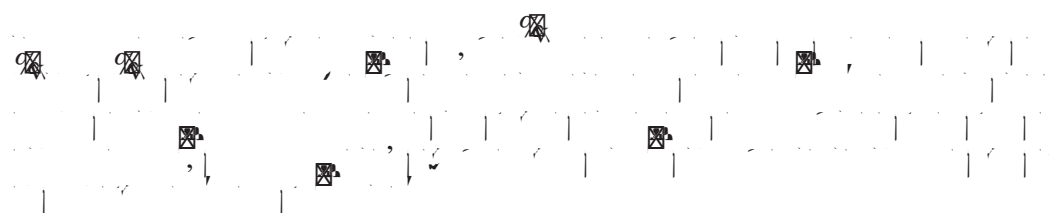
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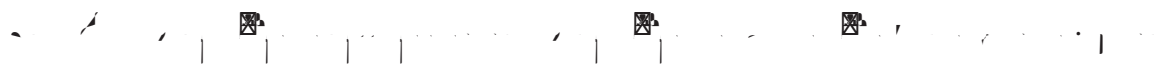
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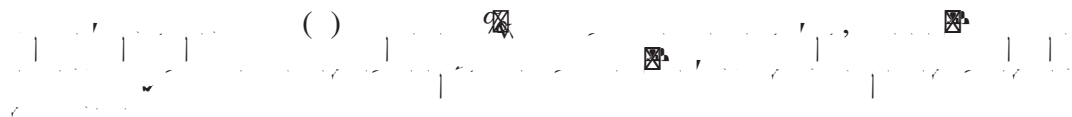
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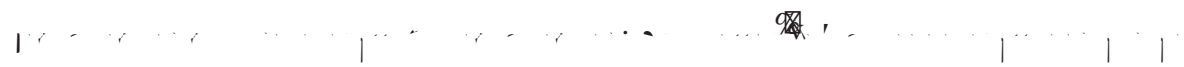
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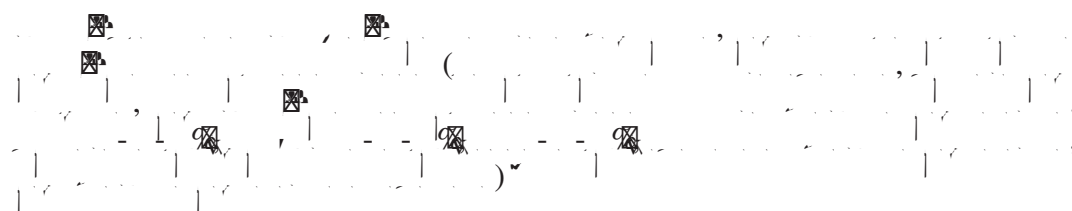
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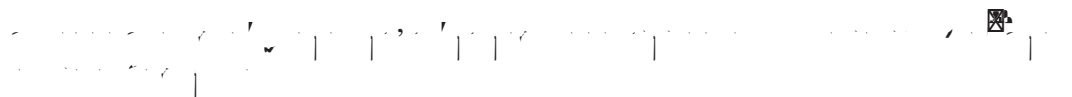
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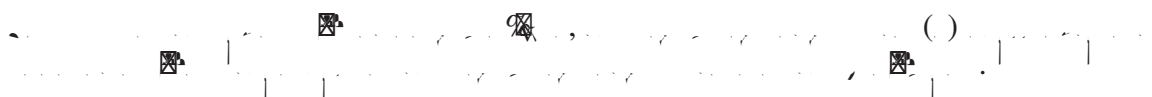
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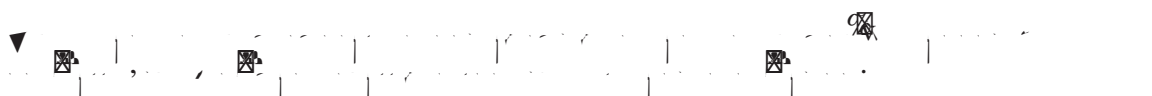
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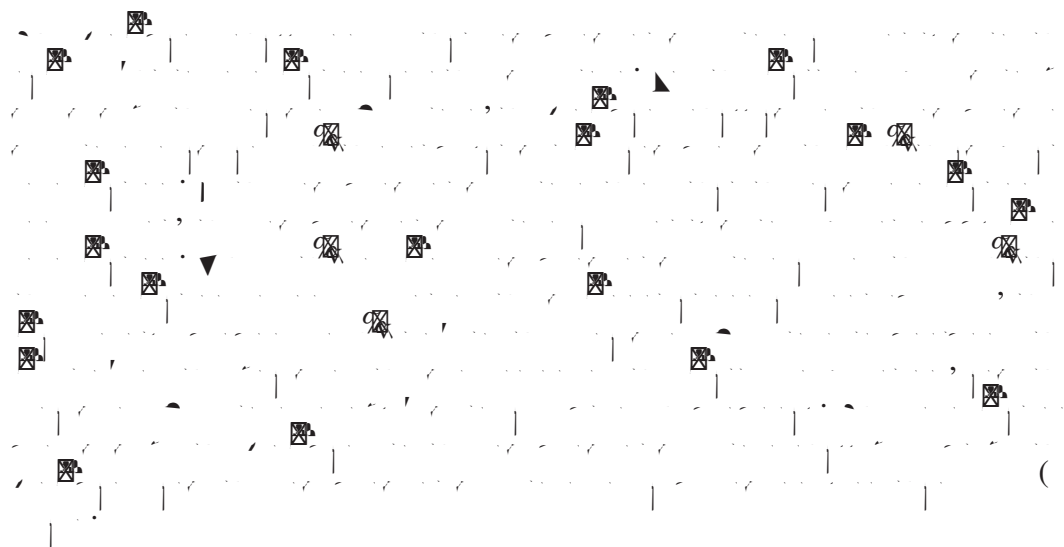
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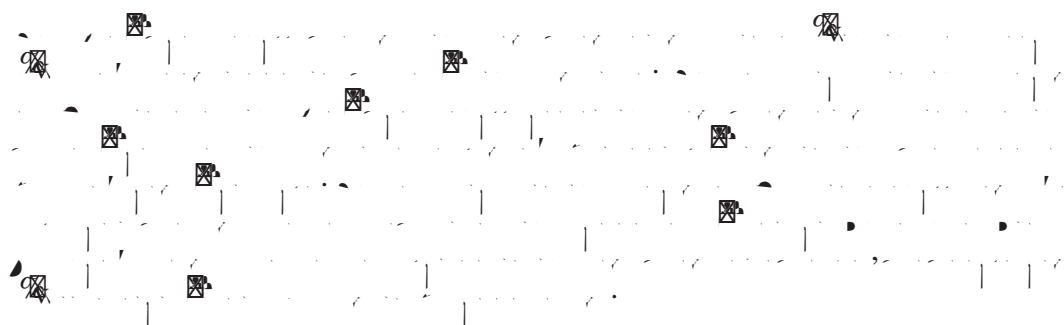
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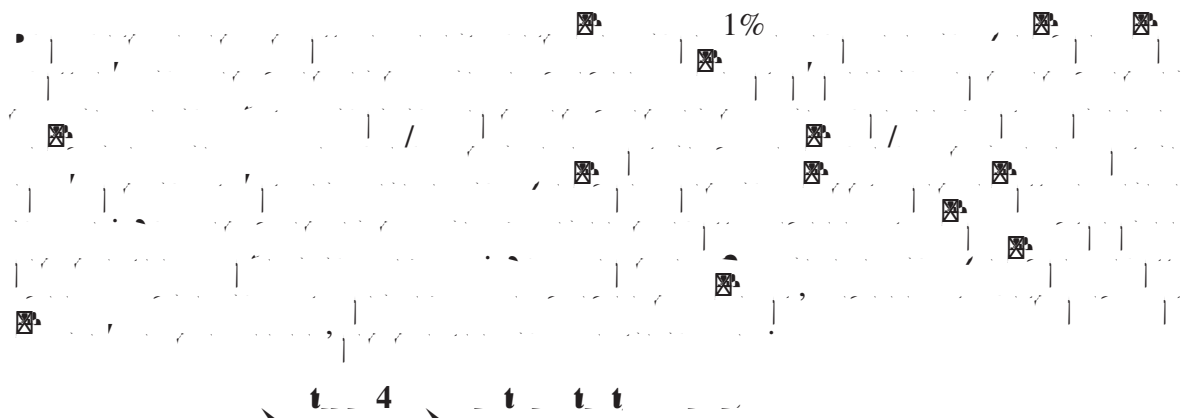
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Figure 1. The proposed model for the development of the *Staphylococcus aureus* infection in the skin of the patient with the skin disease. The patient with the skin disease is exposed to the *Staphylococcus aureus* bacteria. The bacteria enter the skin through the wound and cause the infection. The infection is characterized by the presence of the bacteria in the skin, the formation of the abscess, and the development of the cellulitis. The infection is treated with antibiotics and surgical drainage. The patient is monitored for the development of the infection and the response to the treatment.

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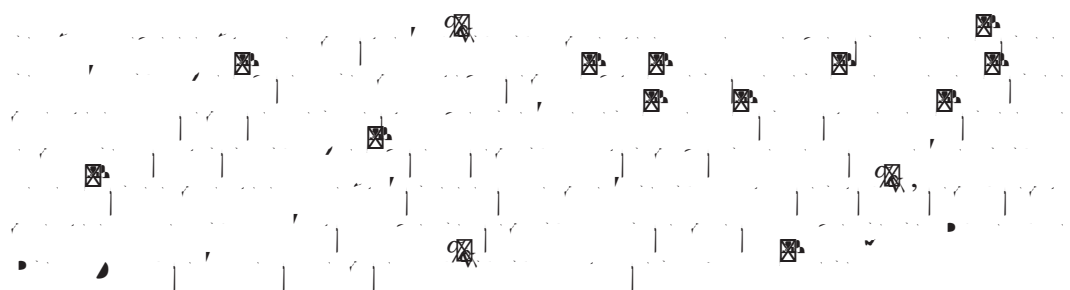
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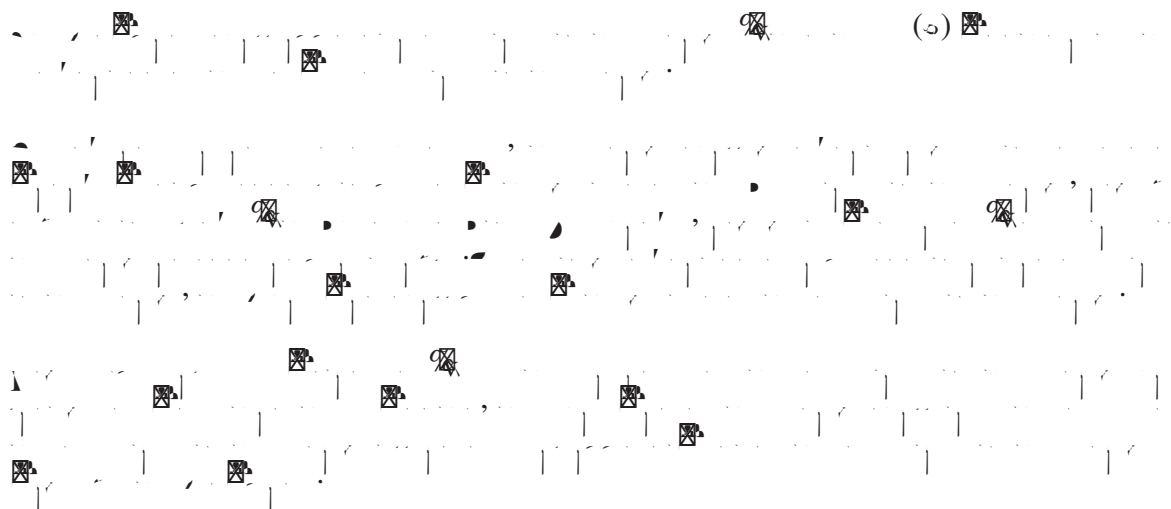
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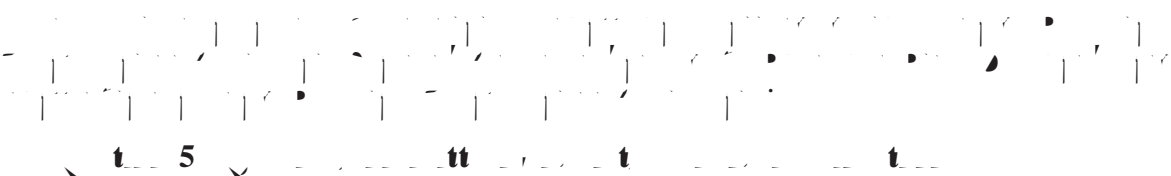
210

The image displays ten musical staves, each containing a sequence of notes and rests. The notes are marked with a square symbol containing a cross. The staves are numbered 5 through 10, and a page number 210 is visible on the left side of the bottom staff. The notation is a form of musical shorthand, possibly for a specific instrument or a simplified musical notation system.

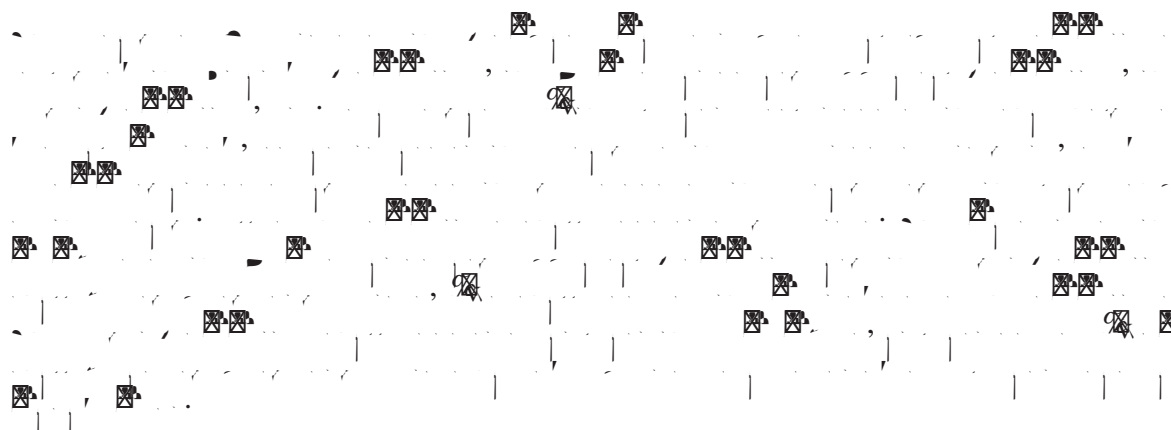
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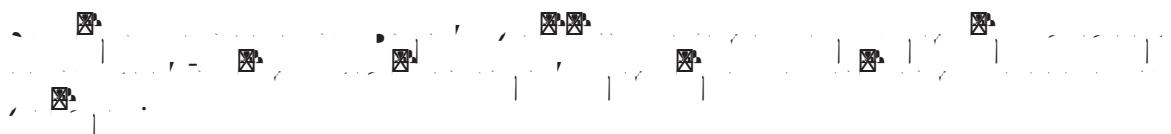
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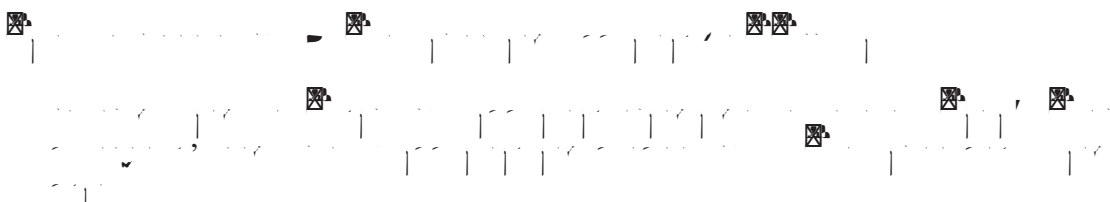
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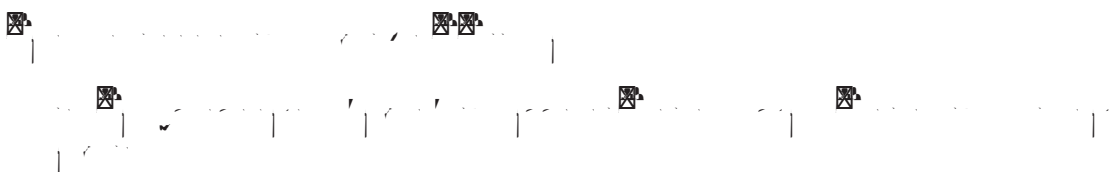
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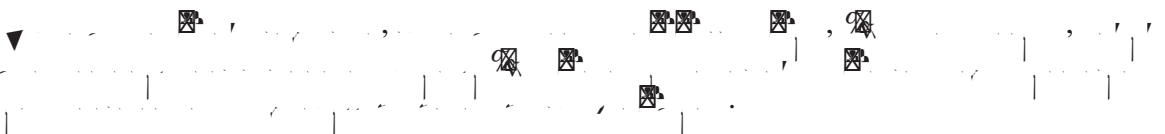
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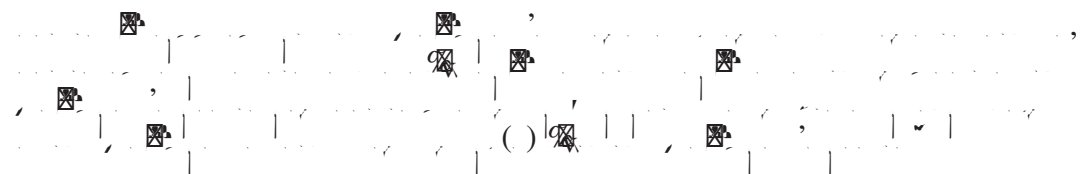
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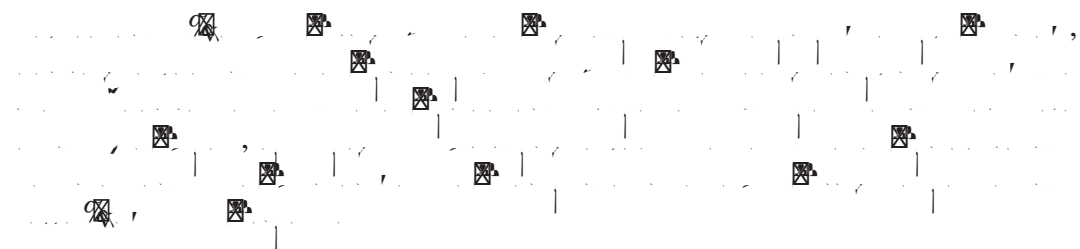
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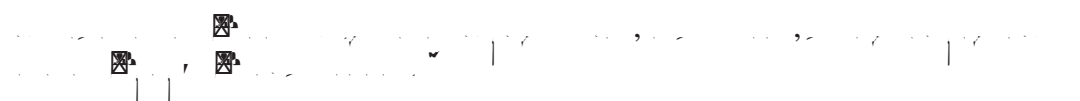
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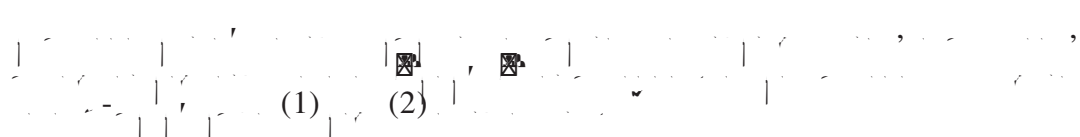
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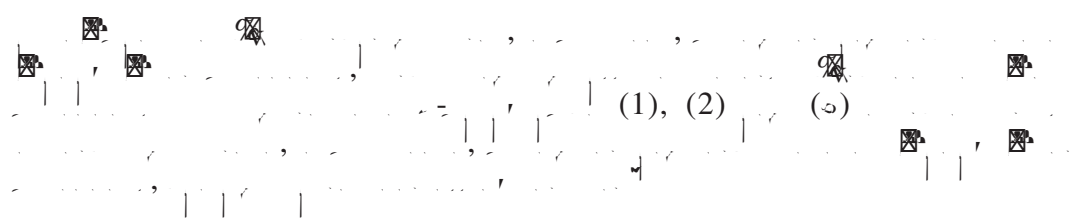
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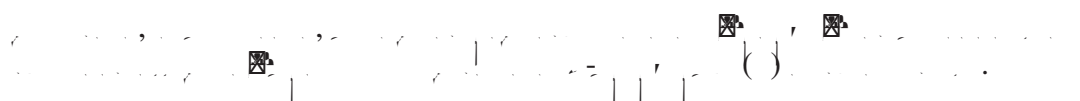


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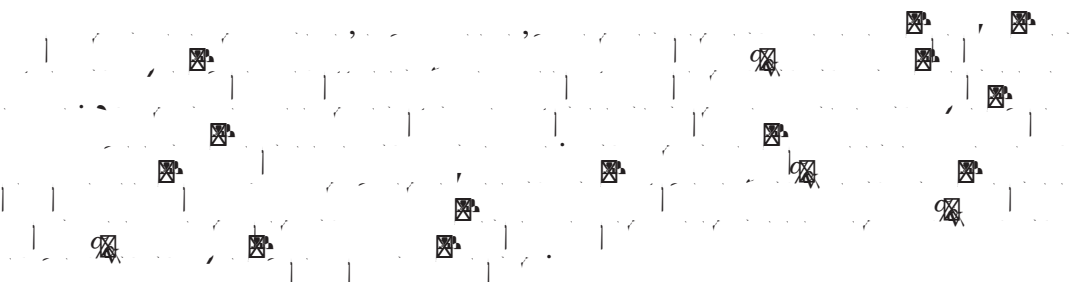
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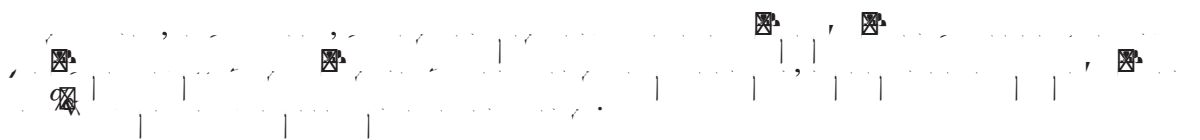
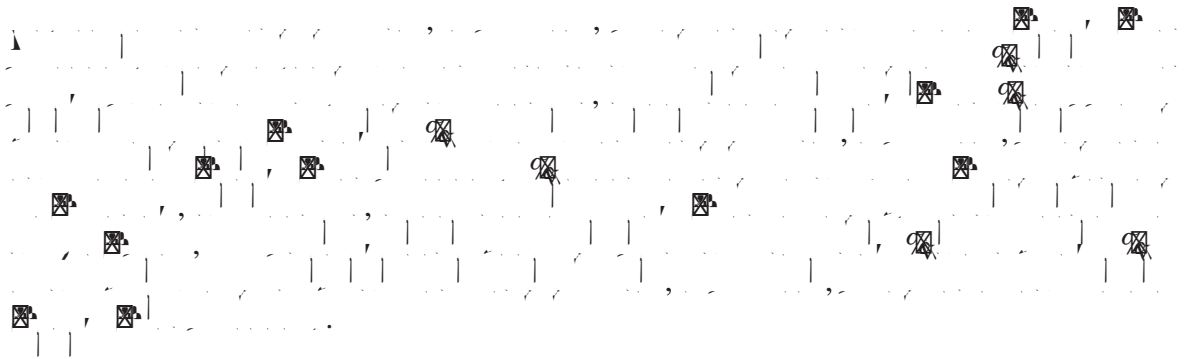
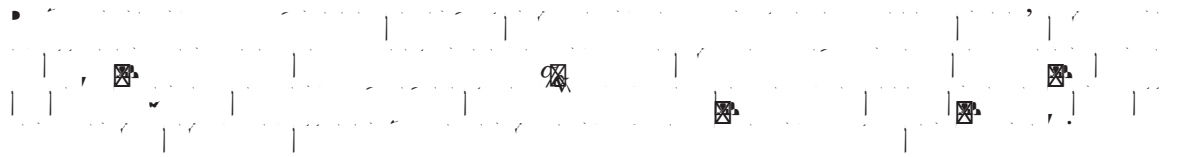
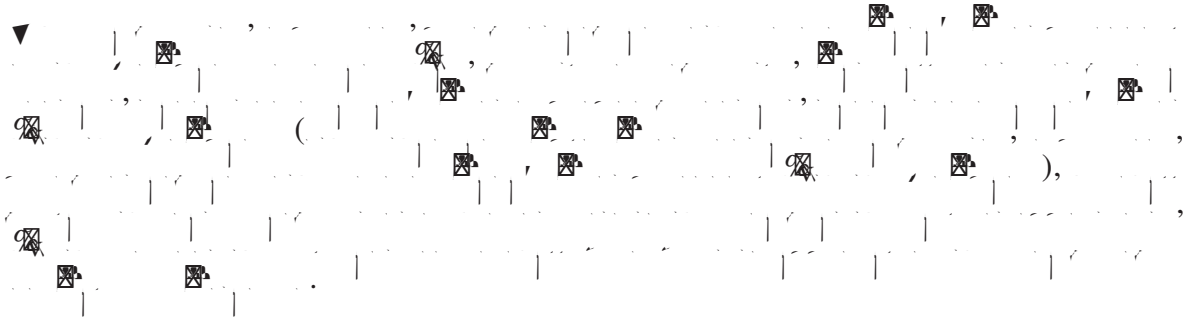


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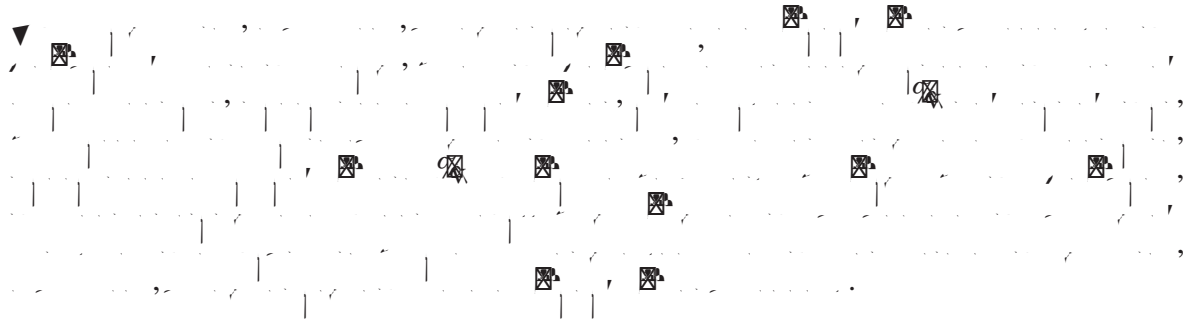
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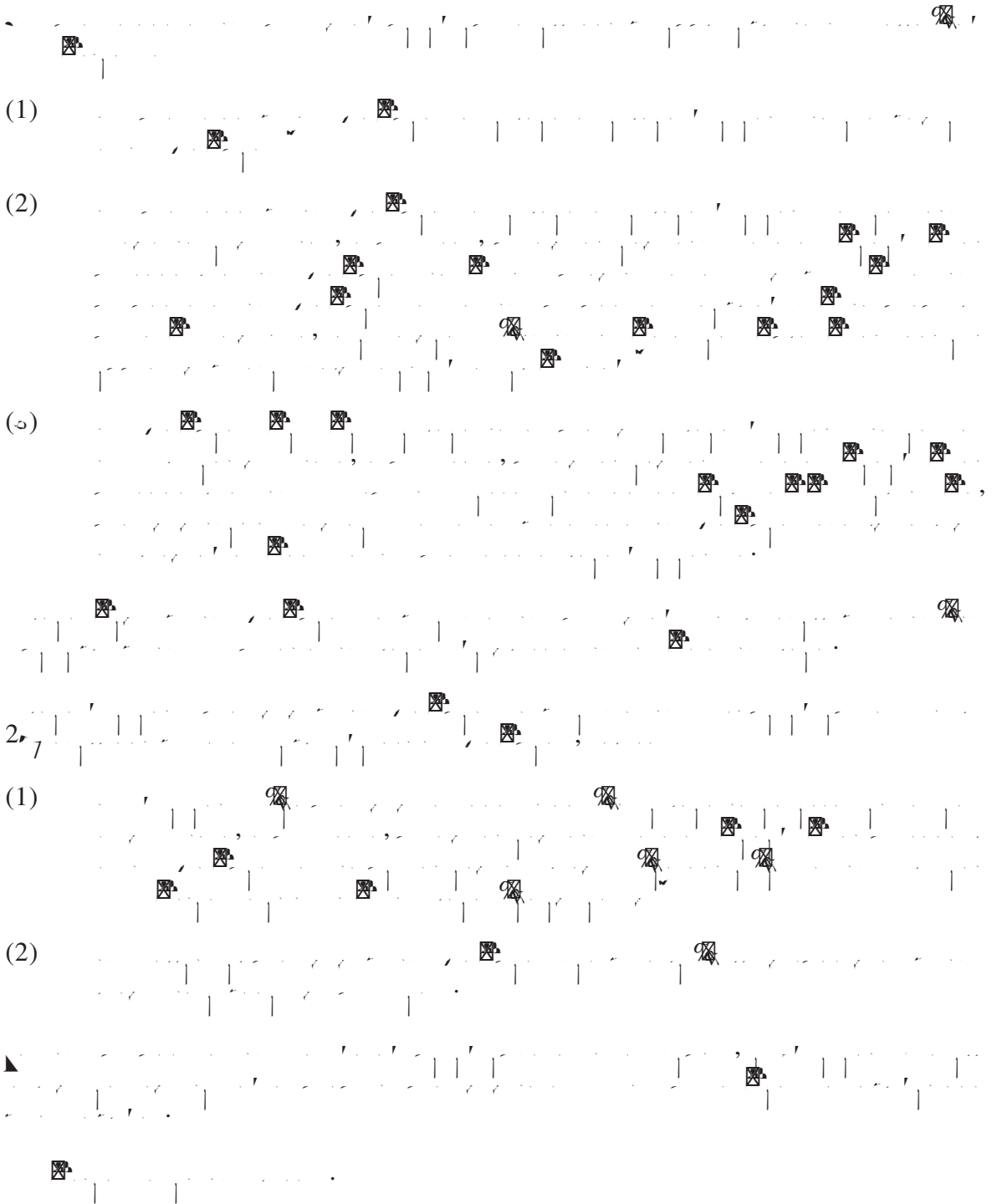


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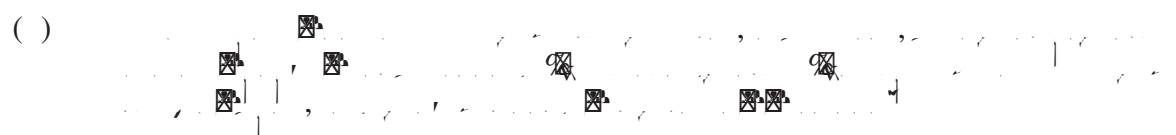
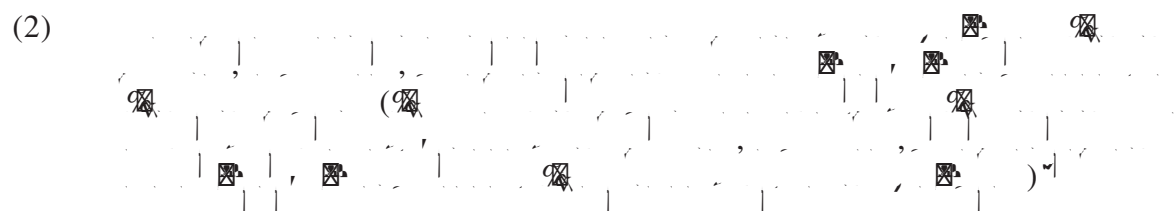
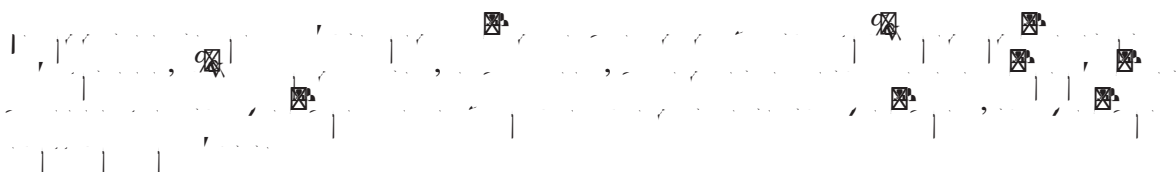


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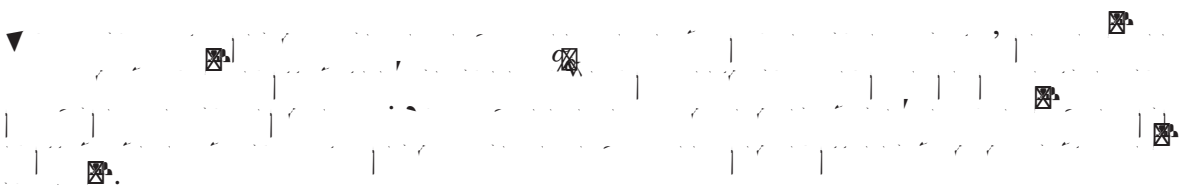
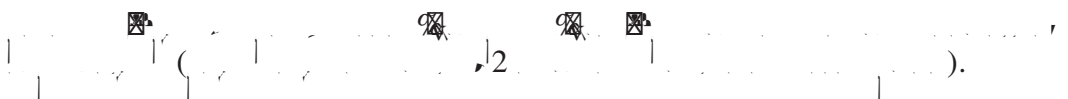
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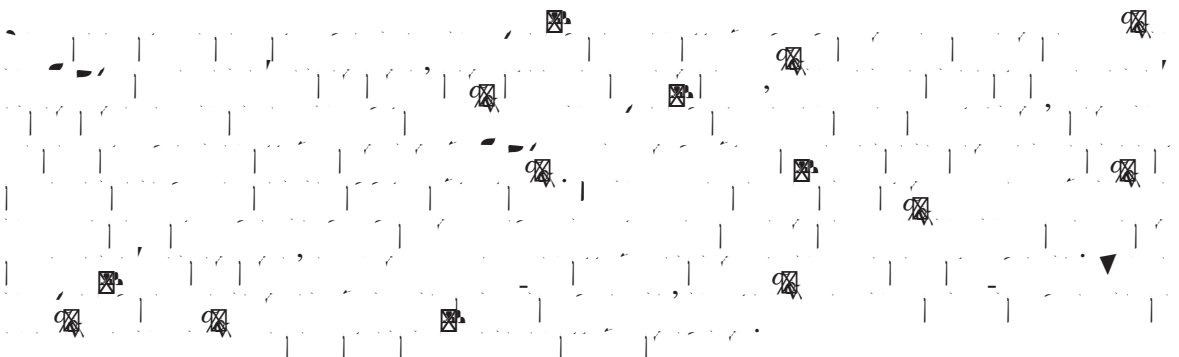
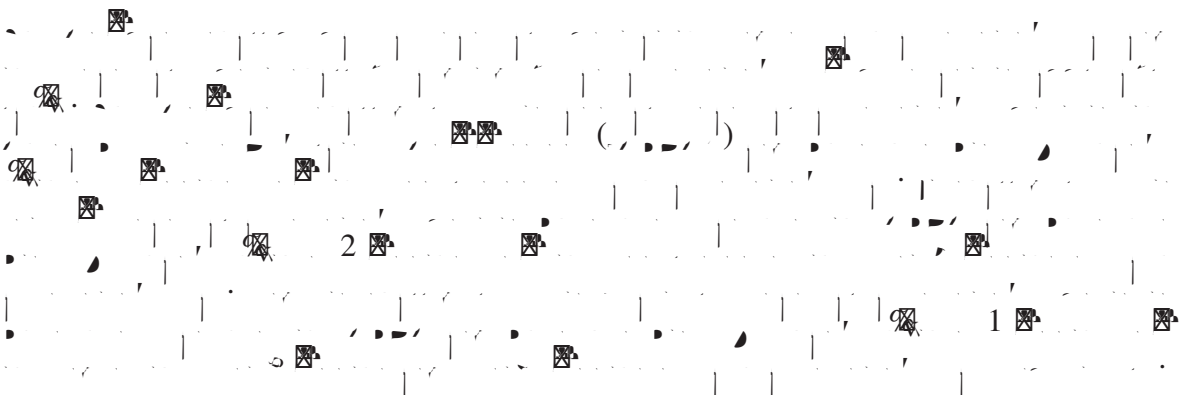
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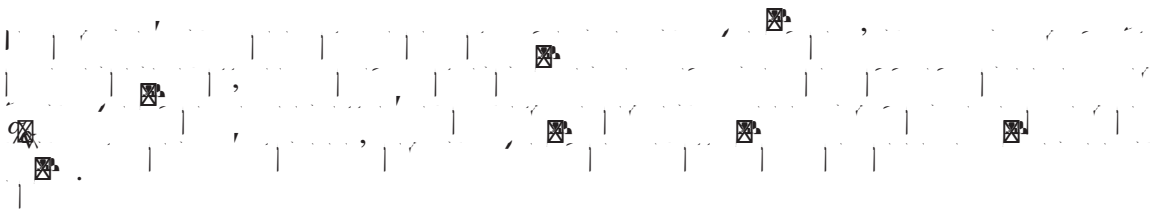
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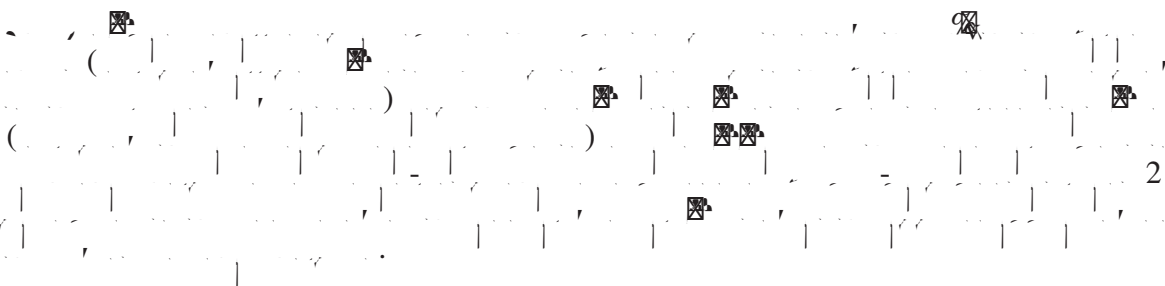




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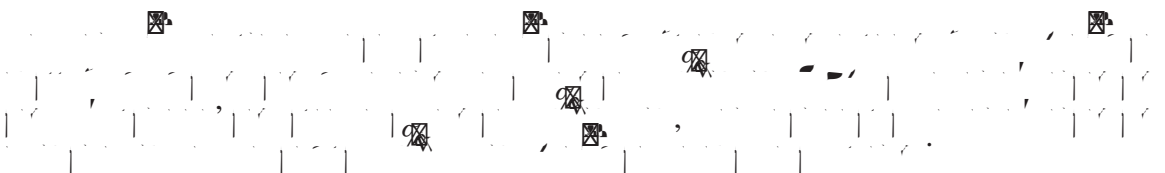


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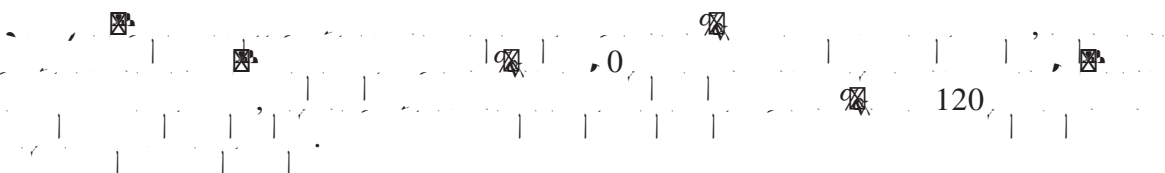


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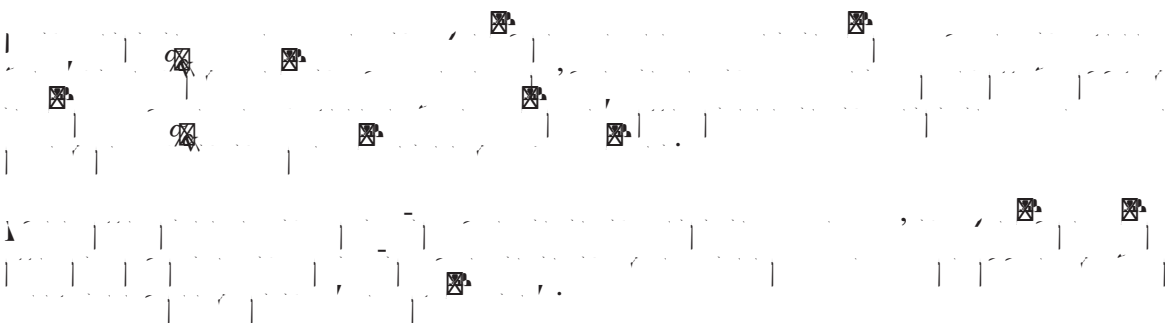


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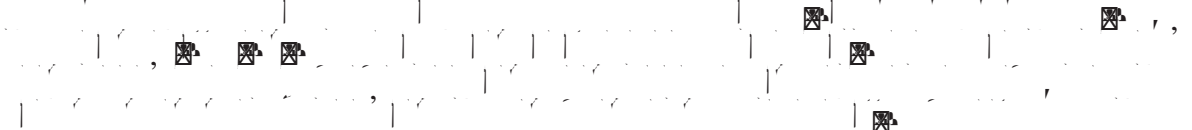
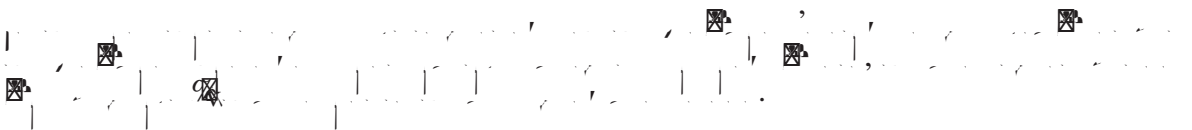
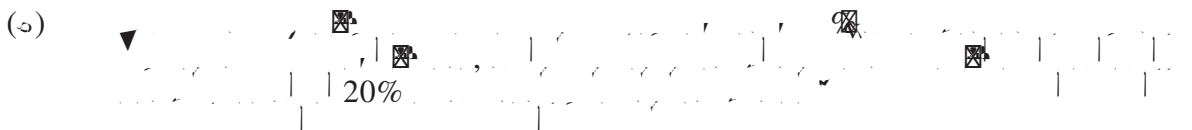
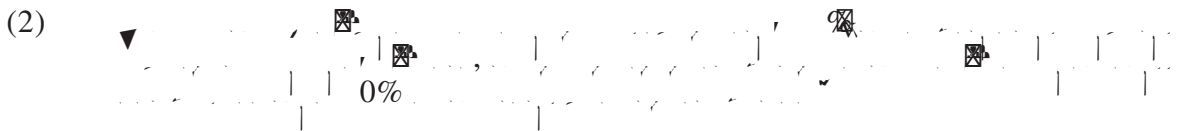
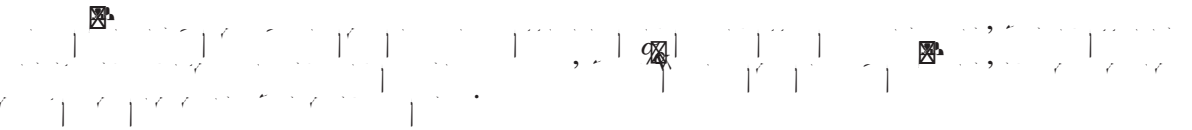


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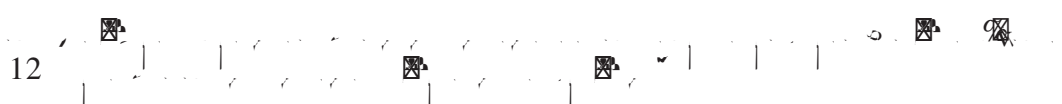
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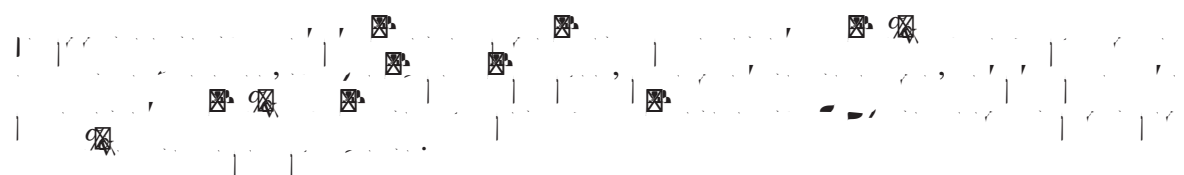
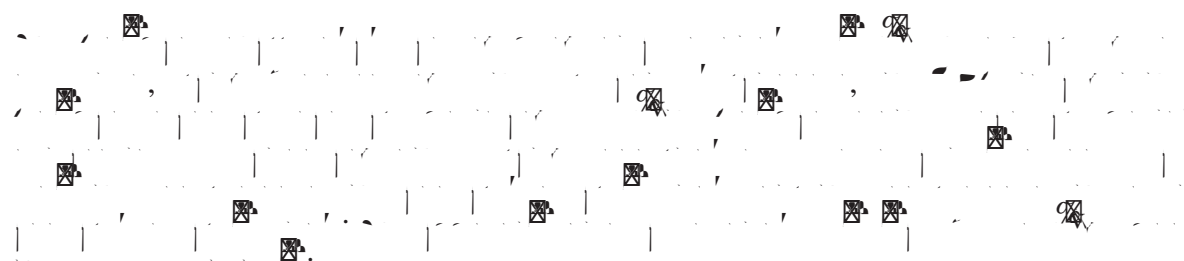


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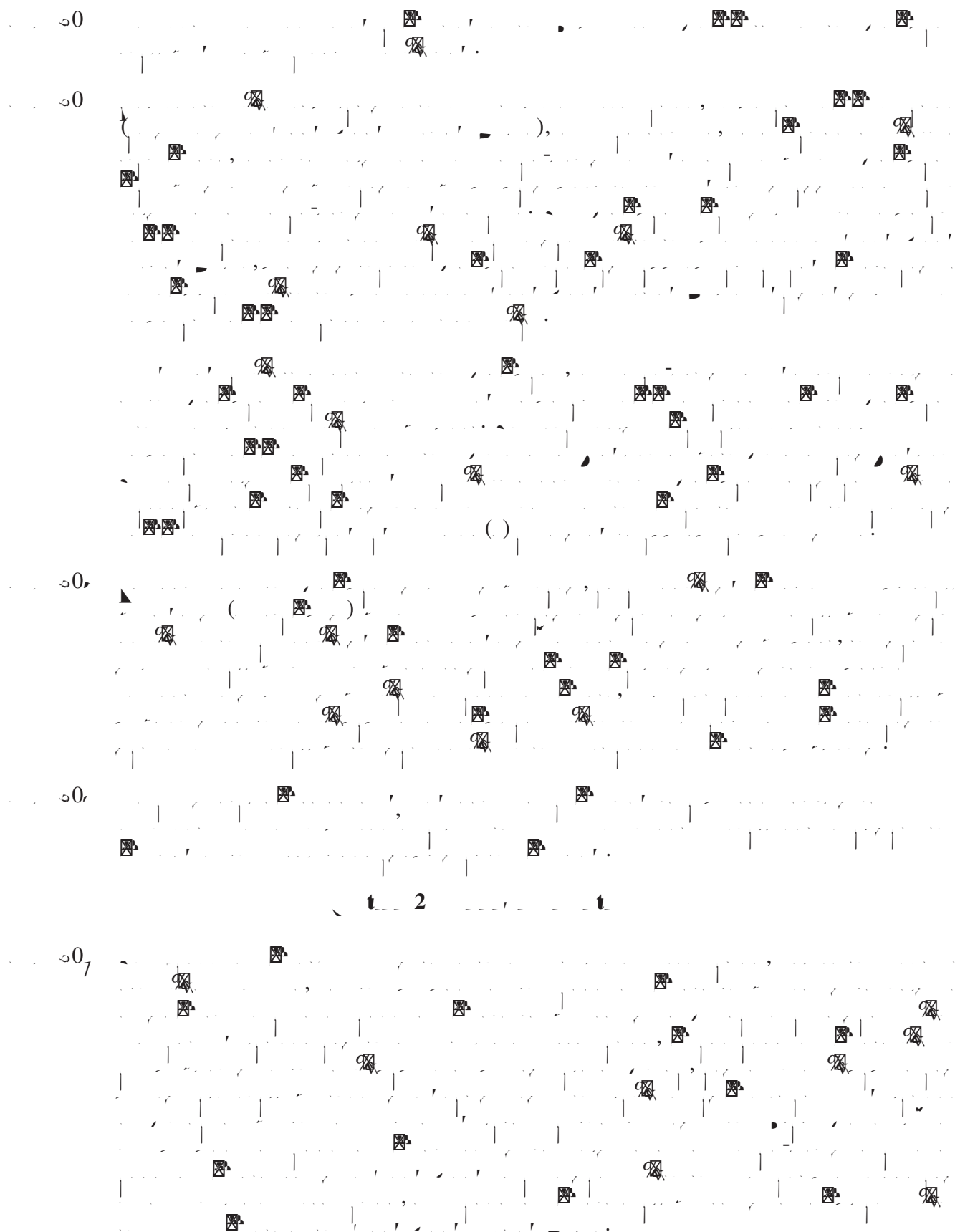
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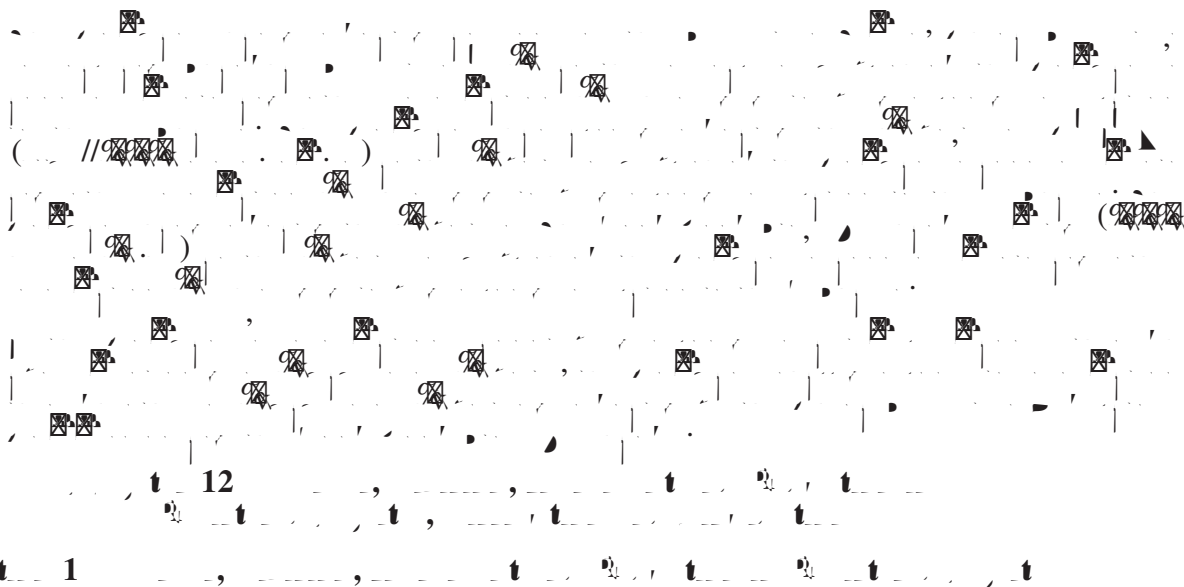
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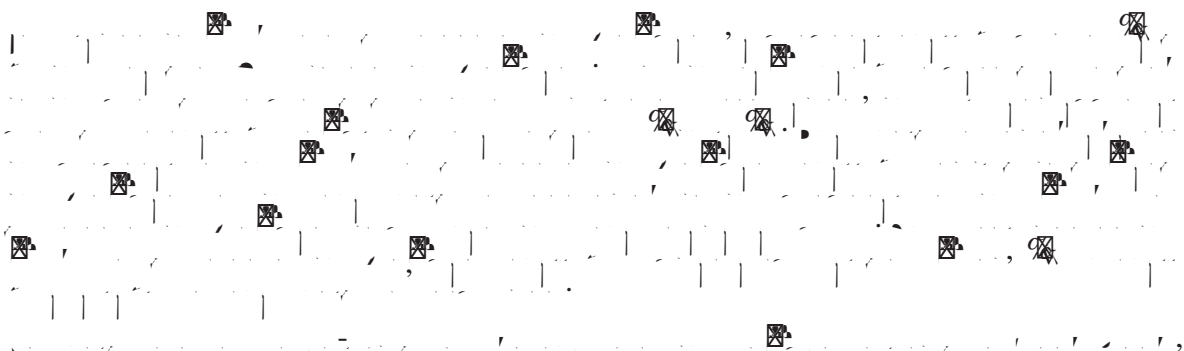
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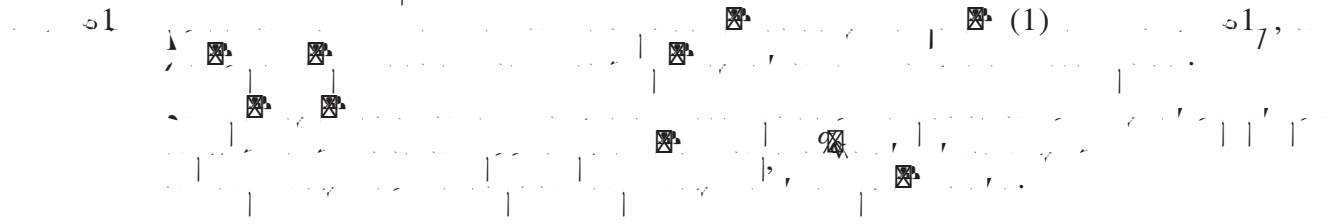
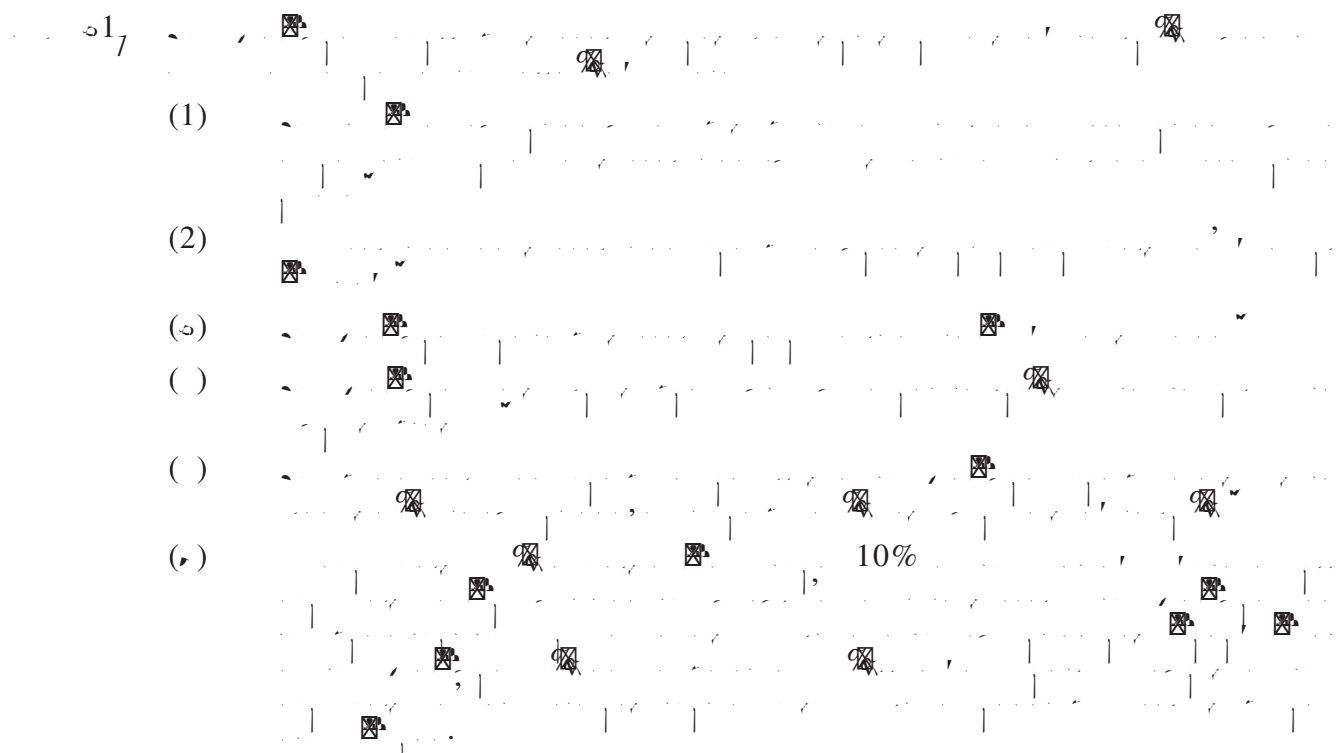
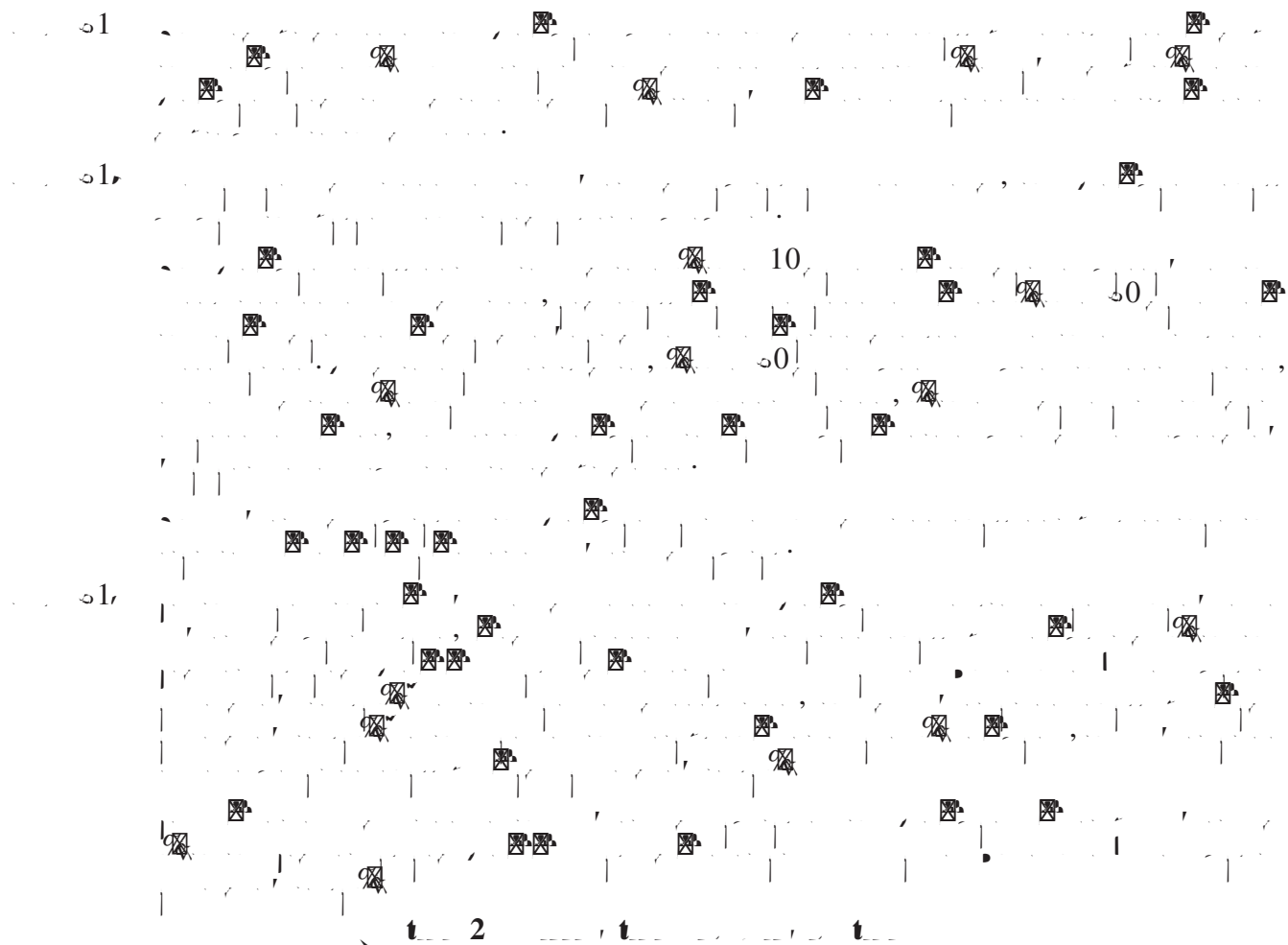


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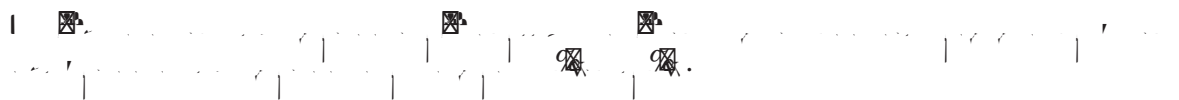
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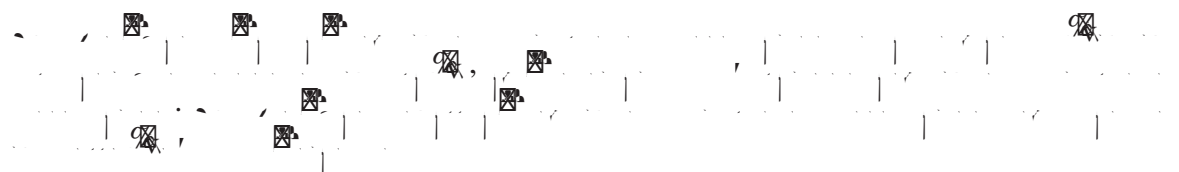


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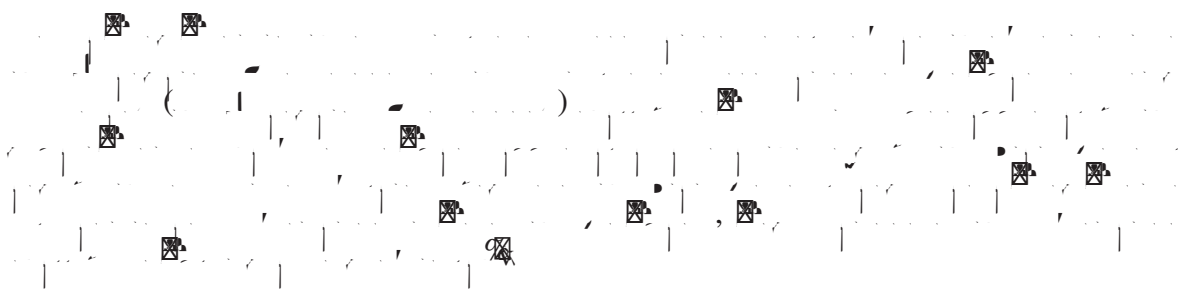
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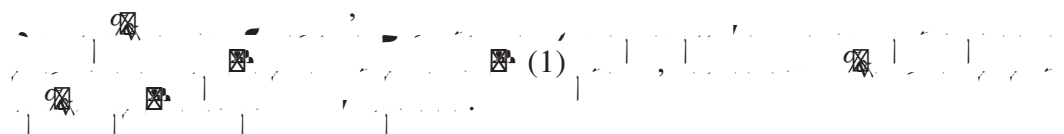


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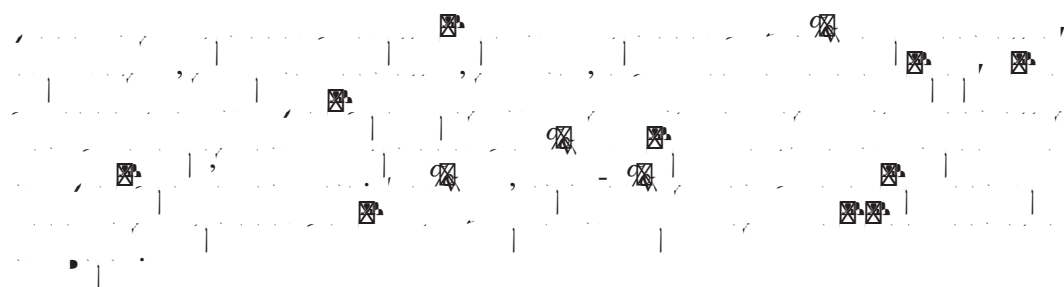
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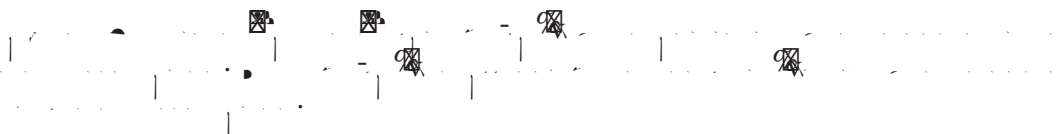
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