

A row of eight empty rectangular boxes, each with a black border, intended for handwritten responses.

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A row of seven empty rectangular boxes, likely for writing names or responses, arranged horizontally.

A horizontal row of ten empty rectangular boxes, each with a black border, intended for handwritten responses.

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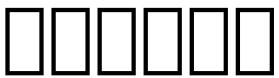
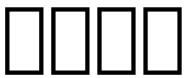
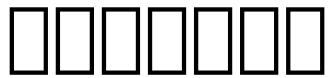
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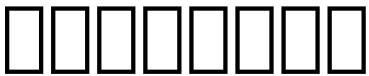
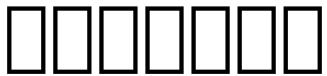
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Five empty rectangular boxes for writing, arranged horizontally.

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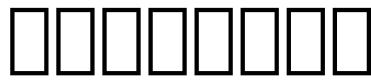
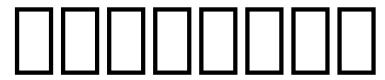
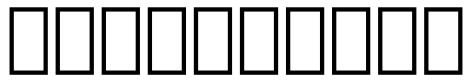
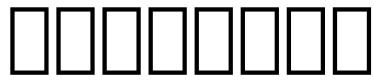
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‘What is it you are not doing to the poor people in the city?’ I asked.



Diagram showing two sets of five empty rectangles each, separated by a colon. The first set is aligned to the left of the colon, and the second set is aligned to the right.



A horizontal row of 10 empty rectangular boxes, followed by a black comma, and then another horizontal row of 6 empty rectangular boxes.

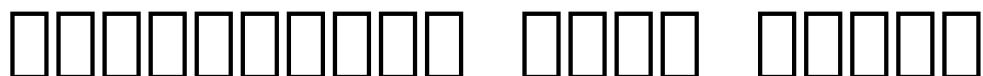


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The diagram illustrates the multiplication problem 4 × 3 = 12. It shows four groups of rectangles. The first group has 8 rectangles, the second has 3, the third has 10, and the fourth has 5. Below the first group are 3 rectangles, below the second are 2, below the third are 7, and below the fourth are 4. This represents the relationship between the first row and the second row of a multiplication problem.

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我國的民族政策，是民族平等、民族團結、各民族共同繁榮的政策。民族平等，就是各民族都有平等的地位，都有平等的權利，都有平等的機會，都有平等的義務。民族團結，就是各民族都有團結的權利，都有團結的義務。各民族共同繁榮，就是各民族都有共同繁榮的權利，都有共同繁榮的義務。民族平等、民族團結、各民族共同繁榮，這三項政策，是互相關連、互相依存、互相促進的。

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A horizontal row of 20 empty rectangular boxes, each with a black border, intended for children to practice writing their names.

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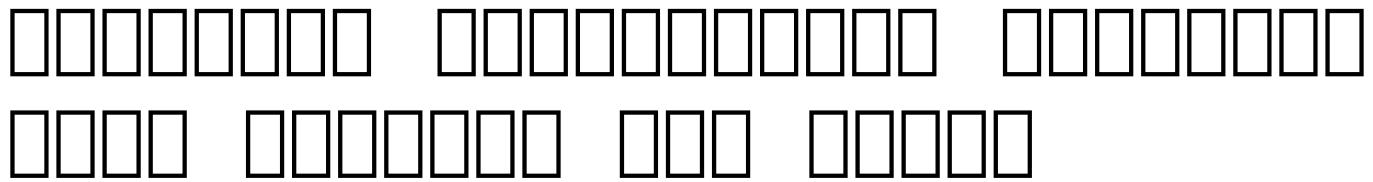
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