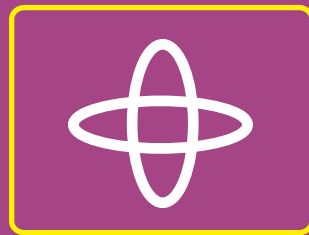


TRAINING ACTIVITIES FOR VISUAL-PERCEPTUAL SKILLS

ACTIVIDADES DE ENTRENAMIENTO DE HABILIDADES VISO-PERCEPTIVAS

Visual Closure (Basic Level)

Cierre Visual (Nivel Básico)



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TRAINING ACTIVITIES FOR VISUAL CLOSURE

The term visual perception makes reference to the capacity that brain has to understand and to interpret that eyes see (Gardner, 1986; Scheiman, 1997). Along with the basic visual functions and motor skills, visual perceptual skills allow us to carry out many activities of daily life (Chaikin and Downing-Baum, 1997; Erhardt and Duckman, 2005; Van Waelvelde, De Weerd, De Cock and Smits-Engelsman, 2004), and guide our actions (Goodale and Milner, 2009; Jeannerod, 2006).

Visual closure is a perceptual ability that allows complete visual patterns when only one or more parts of the object are presented. So we can get an “overall visual pattern” of the observed scene and to detect, differentiate, select and understand the visual information that we are seeing, even if it is not fully presented, or presented of a segmented way. These visual stimuli may be incomplete faces, figures, landscapes, letters, numbers, etc.

The ability of visual closure has an important role in processing visual information and participates in many academic and daily life activities of people.

Visual perceptual skills of children are not at the same level as for the adult, but their perception of the world is good (Arterberry, 2008).

However, any factor that interferes on the free mobility of the child to explore their environment may impede the visual perceptual learning process (Tsai, Wilson and Wu, 2008), adversely affecting the ability to perform daily life activities, such as games or recreational activities, school work or other development tasks related to their age, especially in school-age children (AOTA, 1991; Dankert, Davies and Gavin, 2003; Kovacs, 2000; Loikith, 2005). It has also been reported that performance in reading, writing and maths can be affected negatively (Cornoldi, Venneri, Marconato, Molin and Montinari, 2003; Schneck and Lemer, 1993; Solan and Ciner, 1989; Weil and Amundson, 1994) because in these activities children need work with shapes, numbers, letters and words, which require, among other skills, visual closure.

In reading, the person might not recognize the word, affecting reading comprehension; or may be able to read a word, but given their letters separately will be unable to return to form. Also, the person could omit some of the words during the copying or spontaneous writing, and present some difficulty to discriminate what is missing in an incomplete sentence or sequence.

Other situations that can occur in people with a deficit in the ability of visual closure is the omission of details or portions of objects and symbols, or present problems assembling or completing puzzles as expected according to their age.

Therefore, deficits in this ability could lead to problems in completing, recognizing, selecting, understanding and addressing the specific tasks that require a certain number of visual stimuli in context, a sequence or a visual scene.

A genetic study of the X chromosome found that subjects with deficiencies in this chromosome would have diminished his intelligence and visual closure skills (Howard-Peebles, Stoddard and Mims, 1979). However, these abilities seem to have some independence among them, as evidenced by the fact that training in communication skills does not seem to improve the performance of visual closure patients (Di Carlo, 1980).

The clinical significance of the ability of visual closure is enormous. For example, difficulties in this ability have been found in patients with schizophrenia (Cavézian et al., 2007), with motility problems (Sigmundsson and Hopkins, 2005), with mild or moderate head injuries (Warren, 1990; Wrightson, McGinn and Gronwall, 1995), with the fragile X syndrome (Amin and Maino, 1995), with problems of lateralisation (Van Strien and Bouma, 1995), with prosopagnosia (Levine and Calvanio, 1989), with deficits in the development of coordination and motor impairment (Schoemaker et al. 2001; Sigmundsson and Hopkins, 2005, Tsai et al., 2008), with Williams syndrome (Crisco, Dobbs, and Mulhern, 1988; Deruelle, Rondan, Manzini and Livet, 2006) and in children with low birth weight (Davis, Burns, Wilkerson and Steichen, 2005). The visual closure is also associated with learning disabilities in children (Hung, Fisher and Cermak, 1987) and in adult patients (Vigen, Goebel and Embree, 1982).

Often, occupational therapists and other health professionals assess and treat the problems of visual perception that occur in school-age children (Kalb and Warshowsky 1991; Todd, 1993; Wright, Bowen and Zecker, 2000) or in people of other ages, in order to assess the presence and impact of the visual perceptual dysfunction in these patients (Brown, 2008).

Ruf-Bächtiger (1989) has highlighted the enormous importance of the evaluation of some visual perceptual skills, to better understand children with visual perception disturbances and to develop more effective methods of treatment. Davis et al. (2005) also found that the visual perceptual assessment should be an important part of the routine evaluation in preschool children born prematurely, because early identification of visual perceptual deficits could facilitate treatment, achieving an improvement in skills or visual perceptual domains in these high risk children.

In another study, Tsai et al. (2008) have considered that the visual perceptual assessment in children with delays in the development of motor coordination has great significance for the processing and implementation of strategies for better performance on tasks of daily life.

However, it is convenient that before assessing some of the visual perceptual skills, (for example, visual memory, visual closure and figure-ground discrimination), some of the basic visual functions, such as ocular motility has been assessed (Warren, 1990). Cate and Richards (2000) have also argued that there is a high correlation between the performance of some basic visual functions (such as visual acuity, visual field, ocular motility, tracking and visual attention) and some visual perceptual processing abilities of high-level (like figure-ground and visual closure) in patients with vascular brain injury.

The ability of visual closure can be assessed by some specific tests:

- Overlapping Figures Test (Poppelreuter, 1917)
- Incomplete Figures Test (Gollin, 1960)
- Test of Incomplete Face Perception (Mooney, 1957)
- Closure Speed Test, Gestalt Completion (Thurstone and Jeffrey, 1983)

However, this skill can be assessed by some tests that assess different visual perceptual skills, including visual closure:

- The Hooper Visual Organization Test, Manual –HVOT– (Hooper, 1983)
- Kaufman Assessment Battery for Children –K-ABC– (Kaufman and Kaufman, 1983)

- Detroit Tests of Learning Aptitude, Adult Version –DTLA-A– (Hammill and Bryant, 1991)
- The Visual Object and Space Perception Battery –VOSP– (Warrington and James, 1991)
- Birmingham Object Recognition Battery – BORB– (Riddoch and Humphreys, 1993)
- Developmental Test of Visual Perception, Second Edition –DTVP-2– (Hammill, Pearson, Voress and Frostig, 1993)
- Detroit Tests of Learning Aptitude, Fourth Edition –DTLA-4– (Hammill, 1998)
- Woodcock-Johnson III Tests of Cognitive Abilities –WJ III COG– (Woodcock, McGrew and Mather, 2001)
- Motor-Free Visual Perception Test, Third Edition –MVPT-3– (Colarusso and Hammill, 2003)
- Test of Visual-Perceptual Skills (non-motor), Third Edition –TVPS-3– (Martin, 2006)

Once one or more of these tests was applied it is possible to determine if this visual perceptual ability have the expected level for the chronological age of the subject. If results were below the expected values for age, it is possible to train this visual perceptual skill through exercises.

Tsai et al. (2008) have reported that learning of visual perceptual skills can be improved through practical experience in the same way the children learn to extract relevant information from their environment in certain activities.

The present book of exercises are recommended for occupational therapists, optometrists, educators, learning specialists and other health professionals and aims to train visual skills of closure on those who need to improve it (mainly patients with learning difficulties or neurological damage, both congenital and acquired), and people who want to enhance their performance in carrying out these activities (for example, athletes or students who are preparing an opposition).

This book consists of 200 plates containing different figures. In each of the plates one figure appears at the upper half of the page that will serve as a reference stimulus. The subject must observe this figure in order to identify what single stimulus is exactly the same, but incomplete, between the possible answers provided at the bottom half of the page. The figures will rise in level of difficulty as you progress in the task.

ACTIVIDADES DE ENTRENAMIENTO DEL CIERRE VISUAL

El término de percepción visual se refiere a la capacidad que tiene el cerebro para comprender e interpretar lo que los ojos ven (Gardner, 1986; Scheiman, 1997). Junto con las funciones visuales básicas y las funciones motoras, las habilidades viso-perceptivas nos permiten llevar a cabo numerosas actividades de nuestra vida diaria (Chaikin y Downing-Baum, 1997; Erhardt y Duckman, 2005; Van Waelvelde, De Weerd, De Cock, y Smits-Engelsman, 2004), así como guiar nuestras acciones (Goodale y Milner, 2009; Jeannerod, 2006).

El cierre visual es una habilidad viso-perceptiva que nos permite completar patrones visuales cuando solo se presentan una o varias partes del objeto (estímulos incompletos o sin fusionar). De esta manera, podemos obtener un “todo visual” del patrón o de la escena observada, y detectar, diferenciar, seleccionar y comprender la información visual que estamos observando, aunque ésta no sea presentada completamente, o se presente de forma segmentada. Estos estímulos visuales incompletos pueden ser rostros, figuras, paisajes, letras, números, etc.

La habilidad de cierre visual tiene un papel importante en el procesamiento de la información visual, y participa en un gran número de actividades académicas y de la vida cotidiana de las personas.

Las habilidades viso-perceptivas del niño no están en el mismo nivel que las del adulto, pero su percepción del mundo sigue siendo buena (Arterberry, 2008).

Sin embargo, cualquier factor que interfiera sobre la libre movilidad del niño para explorar su entorno puede impedir el proceso de aprendizaje viso-perceptivo (Tsai, Wilson y Wu, 2008), afectando negativamente a la capacidad para llevar a cabo actividades de la vida diaria, como juegos o actividades recreativas, trabajos escolares u otras tareas de desarrollo relacionadas con su edad, especialmente en niños en edad escolar (AOTA, 1991; Dankert, Davies y Gavin, 2003; Kovacs, 2000; Loikith, 2005). Además, se ha visto que en el ámbito escolar el rendimiento de la lectura, la escritura y las matemáticas puede verse afectado negativamente (Cornoldi, Venneri, Marconato, Molin y Montinari, 2003; Schneck y Lemer, 1993; Solan y Ciner, 1989; Weil y Amundson, 1994), motivado en gran medida porque al realizar estas actividades habitualmente se trabaja con figuras, números, letras, y palabras, que requieren, entre otras habilidades, el cierre visual.

En la lectura, la persona podría no reconocer la palabra, aunque ésta se presente en su totalidad, afectando a la comprensión lectora; o puede ser capaz de leer una palabra, pero dadas sus letras por separado sería incapaz de volverla a formar. También, se podrían omitir parte de las palabras durante el copiado o la escritura espontánea, y presentarse cierta dificultad para discriminar lo que falta en una frase o secuencia incompleta.

Otras situaciones que pueden darse en personas con un déficit en la habilidad de cierre visual, es la omisión de porciones o detalles de objetos y símbolos, o presentar ciertos problemas para completar o ensamblar puzzles de acuerdo a lo esperado para su edad.

Por tanto, los déficits en esta habilidad podrían dar lugar a problemas para completar, reconocer, seleccionar, comprender y atender a las tareas específicas que demandan un número determinado de estímulos visuales dentro de un contexto, una secuencia o una escena visual.

En un estudio genético del cromosoma X, se vio que los sujetos con deficiencias en este cromosoma tendrían disminuidas sus habilidades intelectuales, articularias y de cierre visual (Howard-Peebles, Stoddard y Mims, 1979). Sin embargo, estas habilidades parecen guardar cierta independencia entre sí, como lo demuestra el hecho de que el entrenamiento en habilidades comunicativas no parece mejorar la ejecución de los pacientes en cierre visual (Di Carlo, 1980).

La importancia clínica de la habilidad de cierre visual es enorme. Por ejemplo, se han encontrado dificultades en esta habilidad en pacientes con esquizofrenia (Cavézian y cols., 2007), con problemas de motilidad (Sigmundsson y Hopkins, 2005), con traumatismos craneales leves o moderados (Warren, 1990; Wrightson, McGinn y Gronwall, 1995), con el síndrome del cromosoma X frágil (Amin y Maino, 1995), con problemas de lateralización (Van Strien y Bouma, 1995), con prosopagnosia (Levine y Calvanio, 1989), con déficits en el desarrollo de la coordinación –DCD– y deterioro motor (Schoemaker y cols., 2001; Sigmundsson y Hopkins, 2005; Tsai y cols., 2008), con el síndrome de Williams (Crisco, Dobbs y Mulhern, 1988; Deruelle, Rondan, Manzini y Livet, 2006), y en niños con bajo peso al nacer (Davis, Burns, Wilkerson y Steichen, 2005). El cierre visual también se relaciona con las dificultades de aprendizaje tanto en niños (Hung, Fisher y Cermak, 1987) como en pacientes adultos (Vigen, Goebel y Embree, 1982).

Con frecuencia, los terapeutas ocupacionales y otros profesionales de la salud evalúan y tratan los problemas de percepción visual que se producen en niños en edad escolar (Kalb y Warshowsky, 1991; Todd, 1993; Wright, Bowen y Zecker, 2000) o en personas de otras edades, con el fin de valorar la presencia y el impacto de las disfunciones viso-perceptivas en este tipo de pacientes (Brown, 2008).

Ruf-Bächtiger (1989) ha destacado la enorme importancia que tiene la evaluación de algunas habilidades viso-perceptivas, para entender mejor a los niños con trastornos de percepción visual y poder desarrollar de manera más eficaz los métodos de tratamiento. Davis y cols. (2005), también han considerado que el examen viso-perceptivo debe ser una parte imprescindible de la evaluación rutinaria en niños de edad preescolar nacidos prematuramente, ya que la identificación temprana de los déficits viso-perceptivos podrían facilitar su tratamiento, logrando una mejora en las habilidades o dominios viso-perceptivos en estos niños con alto riesgo.

En otro estudio, Tsai y cols. (2008) han considerado que la valoración del rendimiento viso-perceptivo en niños con déficits en el desarrollo de la coordinación motora –DCD–, tiene una gran importancia de cara al tratamiento y a la aplicación de estrategias para un mejor rendimiento en las tareas de su vida diaria.

No obstante, es conveniente que antes de evaluar algunas de las habilidades viso-perceptivas, como la memoria visual, el cierre visual y la discriminación de la figura-fondo, sean valoradas algunas de las funciones visuales básicas, como la oculomotricidad, ya que estas funciones son importantes para llevar a cabo las pruebas de éste tipo de habilidades perceptivas, tal y como ha sugerido Warren (1990). De forma similar, Cate y Richards (2000), también han afirmado que existe una correlación elevada entre el rendimiento de algunas funciones visuales básicas (como la agudeza visual, el campo visual, la oculomotricidad, el rastreo y la atención visual) y en algunas habilidades de procesamiento viso-perceptivo de alto nivel (como la figura-fondo y el cierre visual en personas con lesión cerebro-vascular), además, recomiendan la evaluación previa de las funciones visuales básicas.

La habilidad de cierre visual se puede evaluar mediante algunas pruebas específicas:

- Overlapping Figures Test (Poppelreuter, 1917)
- Incomplete Figures Test (Gollin, 1960)
- Test of Incomplete Face Perception (Mooney, 1957)
- Closure Speed Test, Gestalt Completion (Thurstone y Jeffrey, 1983)

Sin embargo, esta habilidad también se puede evaluar mediante algunas pruebas viso-perceptivas que valoran distintas habilidades, entre ellas el cierre visual:

- The Hooper Visual Organization Test, Manual –HVOT– (Hooper, 1983)
- Kaufman Assessment Battery for Children –K-ABC– (Kaufman y Kaufman, 1983)
- Detroit Tests of Learning Aptitude, Adult Version –DTLA-A– (Hammill y Bryant, 1991)
- The Visual Object and Space Perception Battery –VOSP– (Warrington y James, 1991)
- Birmingham Object Recognition Battery –BORB– (Riddoch y Humphreys, 1993)
- Developmental Test of Visual Perception, Second Edition –DTVP-2– (Hammill, Pearson, Voress y Frostig, 1993)
- Detroit Tests of Learning Aptitude, Fourth Edition –DTLA-4– (Hammill, 1998)
- Woodcock-Johnson III Tests of Cognitive Abilities –WJ III COG– (Woodcock, McGrew y Mather, 2001)
- Motor-Free Visual Perception Test, Third Edition –MVPT-3– (Colarusso y Hammill, 2003)
- Test of Visual-Perceptual Skills (non-motor), Third Edition –TVPS-3– (Martin, 2006)

Una vez que se haya administrado una o varias de estas pruebas, se puede determinar si esta habilidad viso-perceptiva se corresponde o no con el nivel de rendimiento esperado para la edad cronológica del sujeto. En aquellos casos en los que los resultados obtenidos estuvieran por debajo de los valores esperados para su edad, es posible entrenar esta habilidad viso-perceptiva mediante ejercicios como los que aparecen en el presente cuaderno de actividades.

Tsai y cols. (2008) han informado de que el aprendizaje de las habilidades viso-perceptivas puede mejorarse mediante la experiencia práctica, de la misma manera que un niño aprende a extraer la información relevante de su entorno en determinadas actividades cotidianas.

El libro de ejercicios que presentamos a continuación está recomendado para ser utilizado por terapeutas ocupacionales, optometristas, educadores, especialistas del aprendizaje y otros profesionales de la salud, y pretende entrenar la habilidad del cierre visual en aquellas personas que necesiten mejorarla (principalmente pacientes con dificultades de aprendizaje o con daños neurológicos, tanto congénitos, como adquiridos), y en personas que quieran aumentar su rendimiento al realizar estas actividades, por ejemplo, deportistas o estudiantes que se estén preparando una oposición.

Este cuaderno está compuesto por 200 láminas que contienen distintas figuras. En cada una de las láminas aparece una figura en la parte superior que servirá de estímulo de referencia, y que la persona debe observar para poder identificar un único estímulo exactamente igual, pero incompleta, dentro de las posibles respuestas dadas en la parte inferior de la lámina. Las figuras van subiendo en nivel de dificultad conforme se avanza en la tarea.

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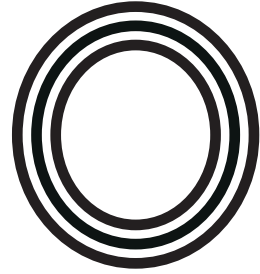
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ADMINISTRATION

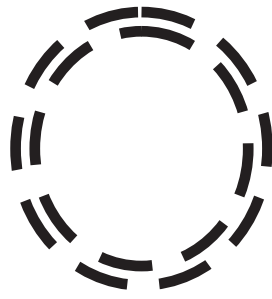
NORMAS DE APLICACIÓN

In the following pages in the upper half of each plate a figure is presented. You must to find the IDENTICAL (in shape, size and orientation) but INCOMPLETE figure among the different responses that are displayed on the bottom half. Please, do the same in other plates. There is only one correct answer for each plate.

A continuación, aparece en la parte superior de la lámina una figura. Entre las diferentes respuestas que se muestran en la parte inferior, existe una figura con la misma forma, tamaño y orientación a la mostrada arriba, pero INCOMPLETA. Trate de buscar cual de las diferentes opciones resultaría ser la correcta. Haga lo mismo en el resto de láminas. Solamente existe una única respuesta correcta para cada lámina.



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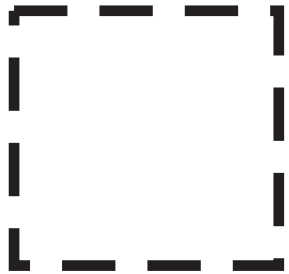
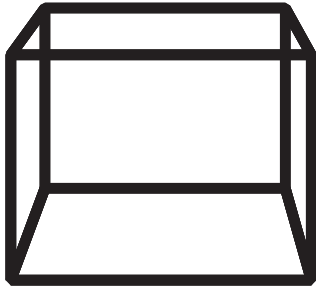
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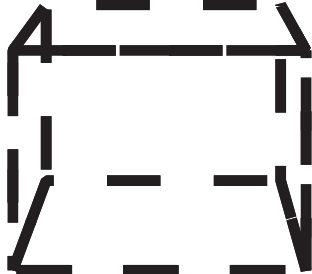
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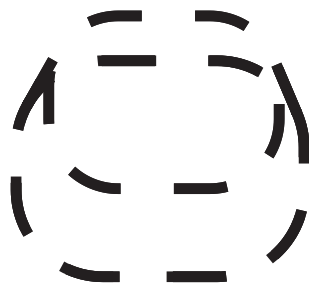
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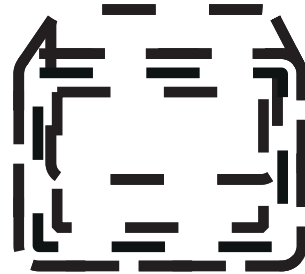
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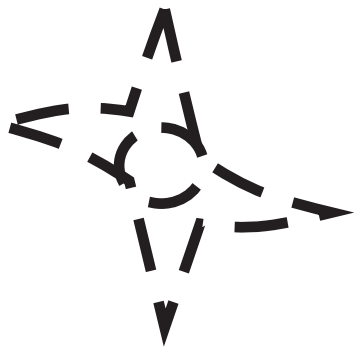
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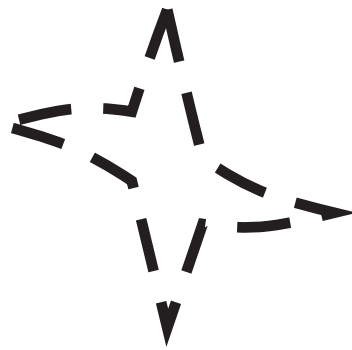
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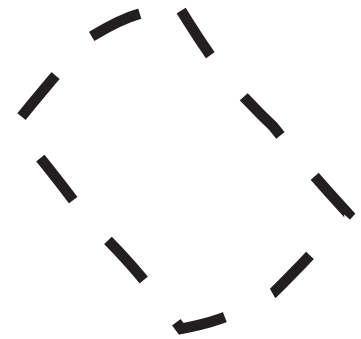
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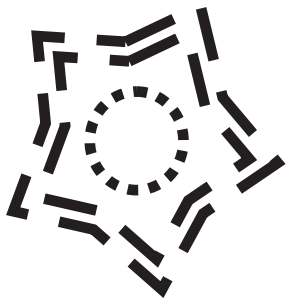
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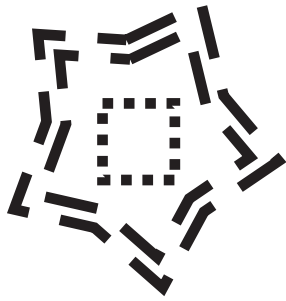
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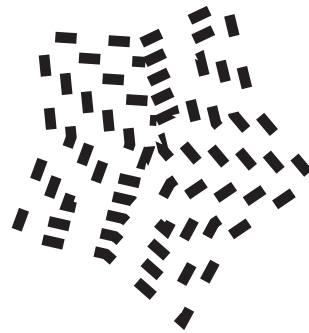
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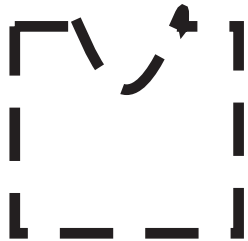
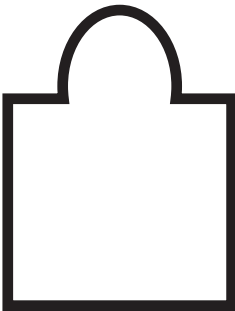
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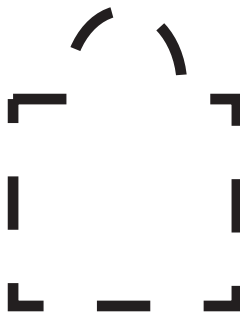
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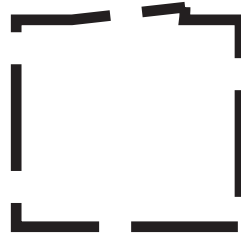
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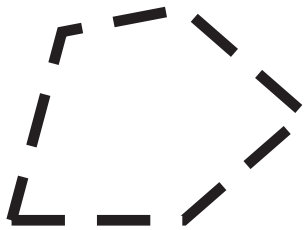
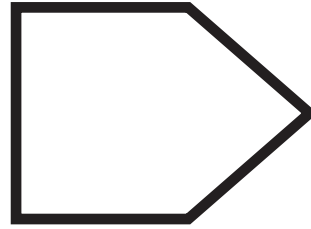
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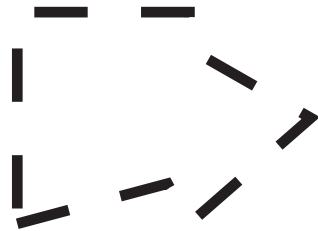
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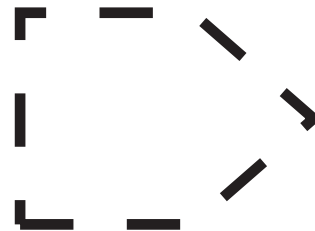
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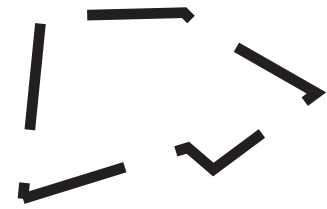
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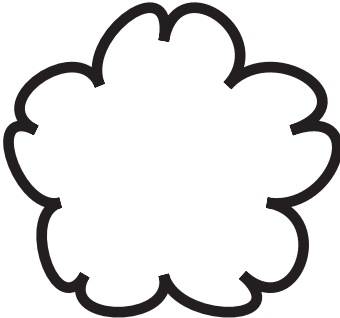
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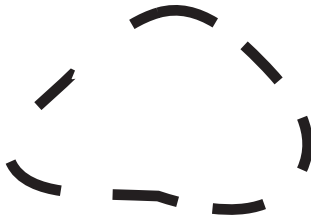
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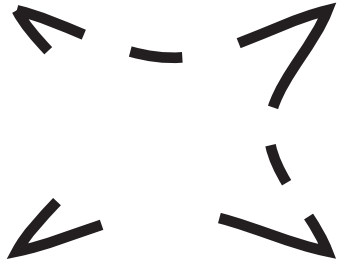
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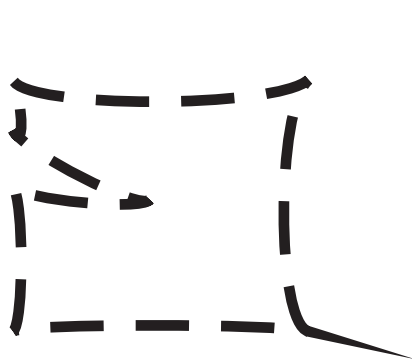
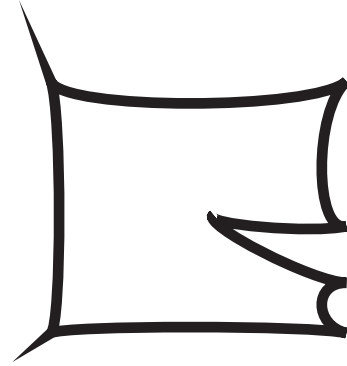
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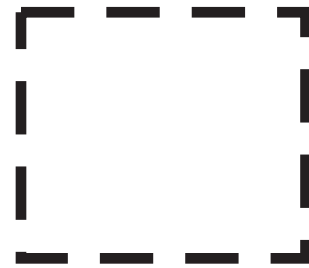
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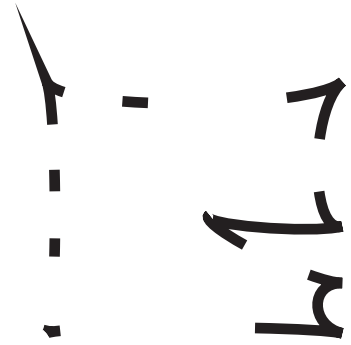
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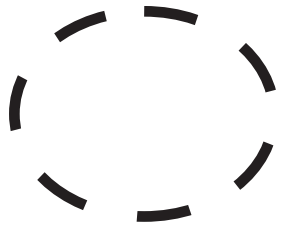
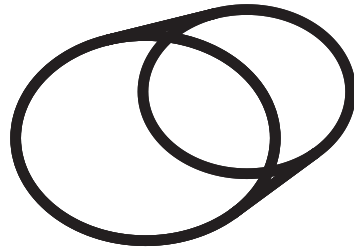
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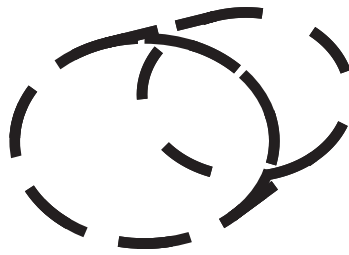
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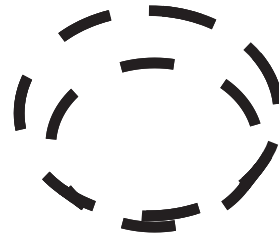
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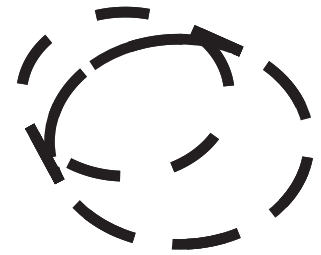
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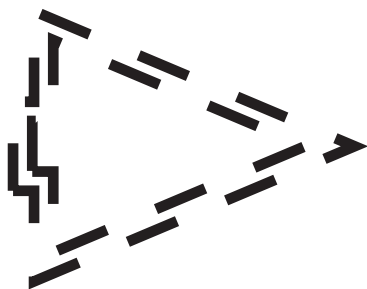
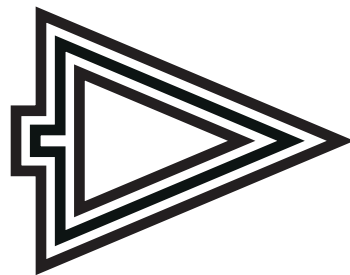
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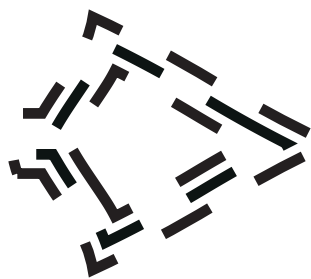
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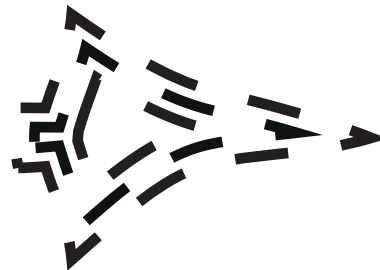
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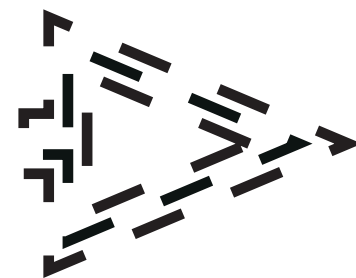
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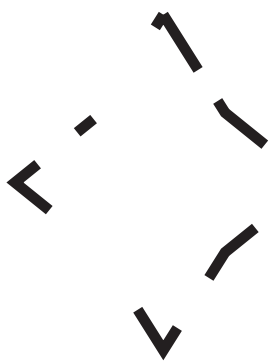
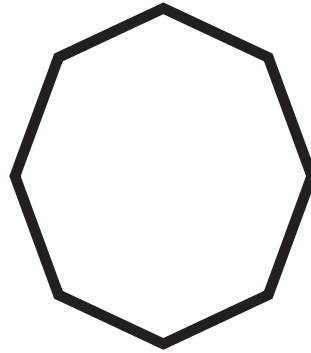
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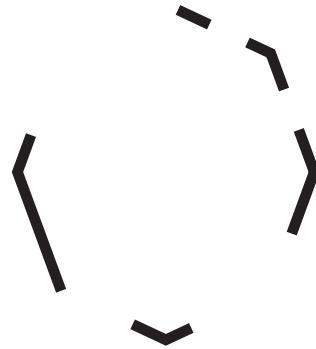
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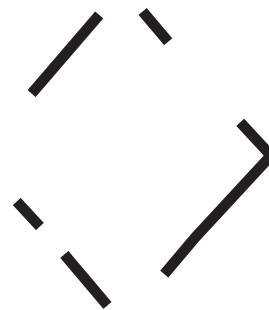
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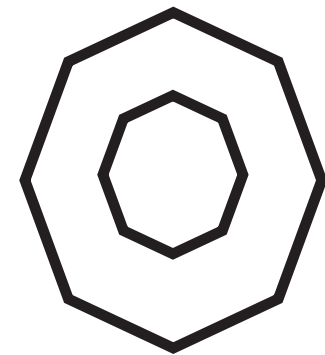
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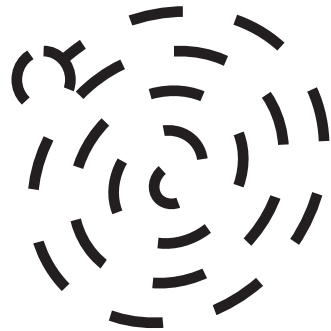
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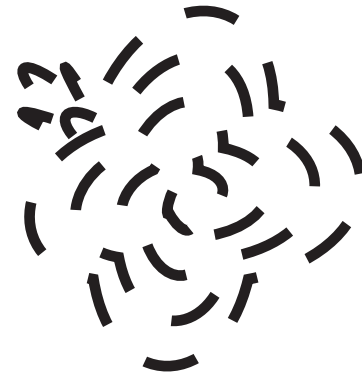
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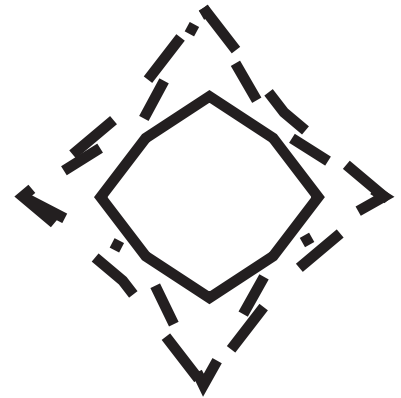
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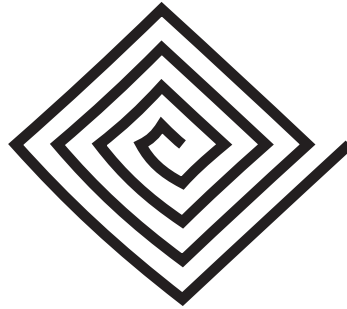
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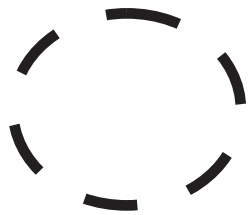
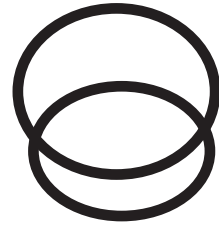
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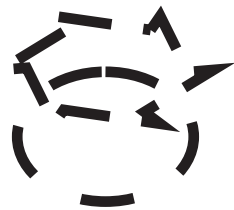
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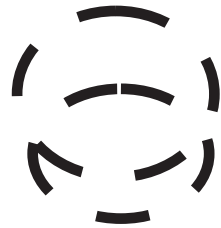
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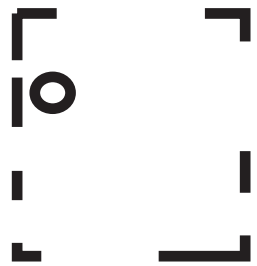
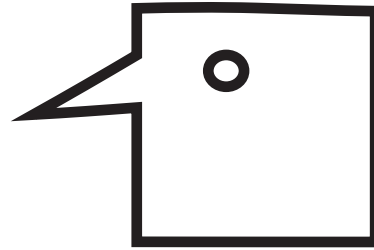
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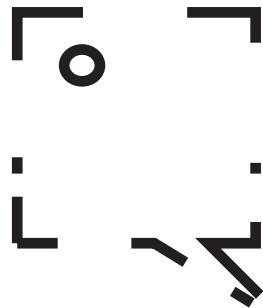
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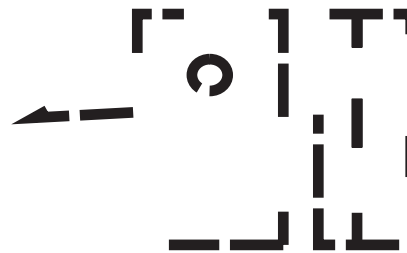
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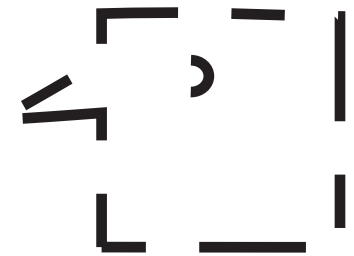
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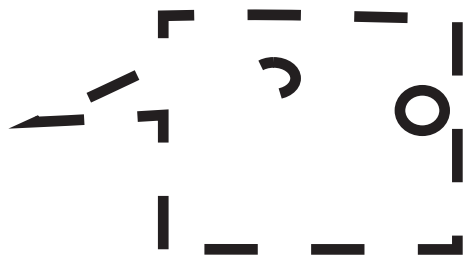
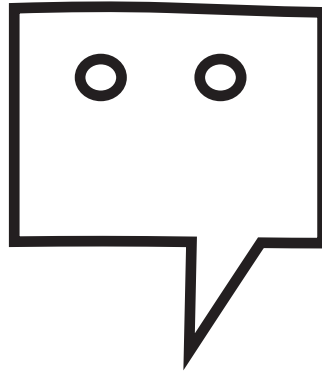
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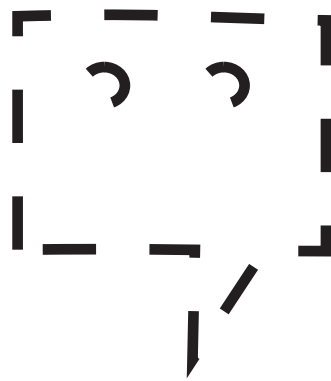
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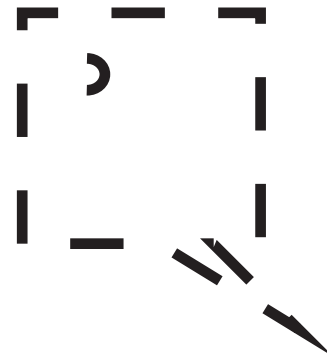
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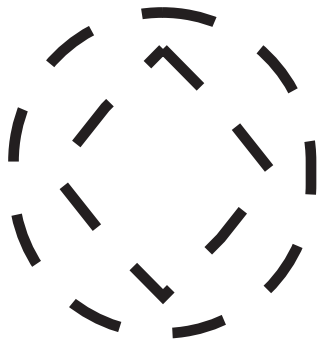
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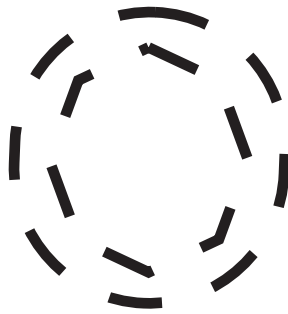
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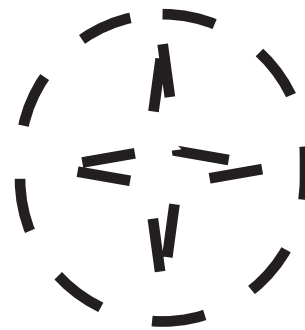
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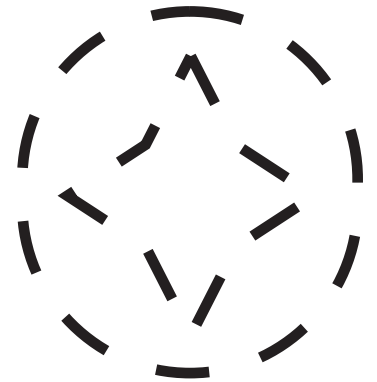
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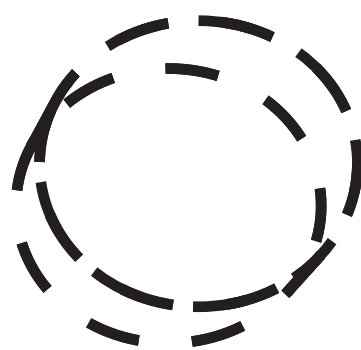
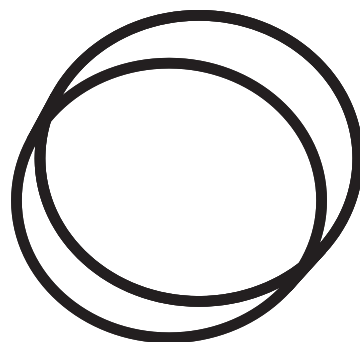
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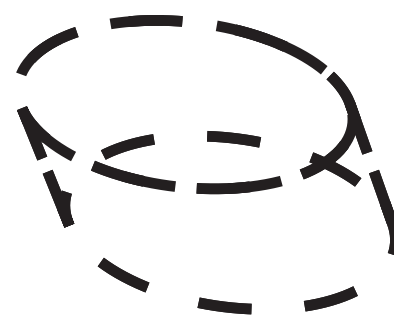
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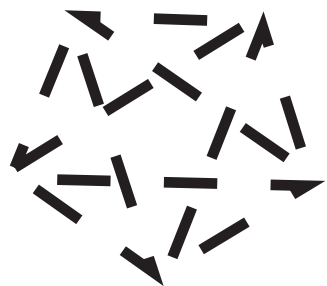
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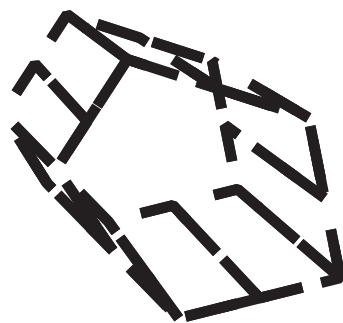
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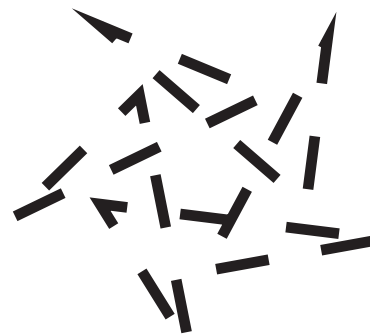
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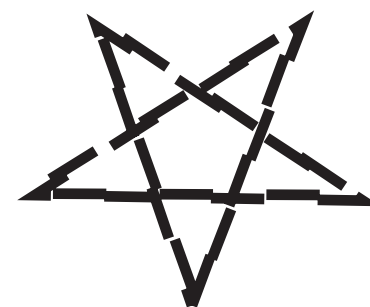
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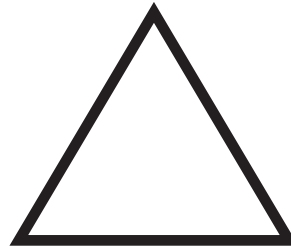
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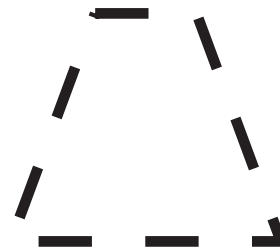
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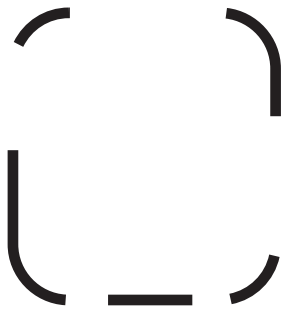
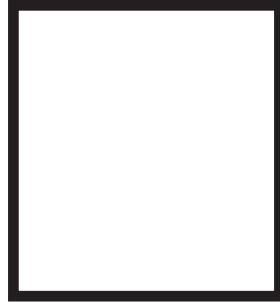
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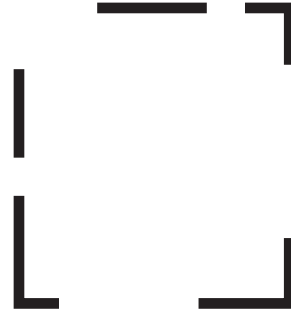
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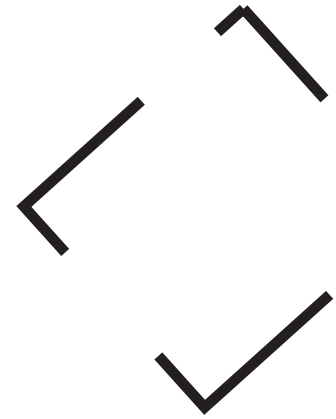
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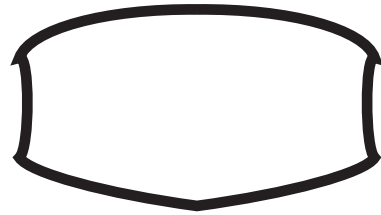
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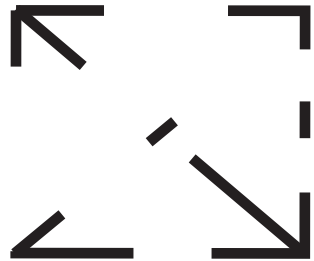
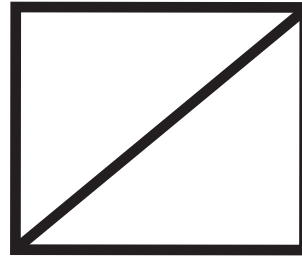
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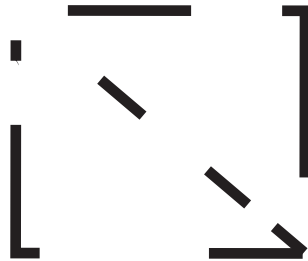
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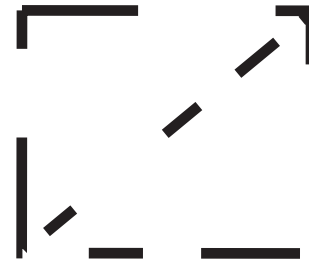
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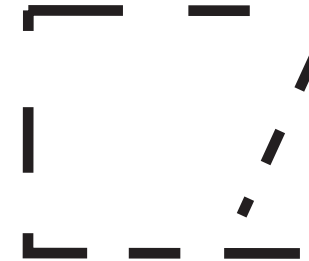
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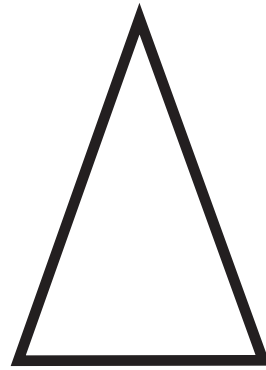
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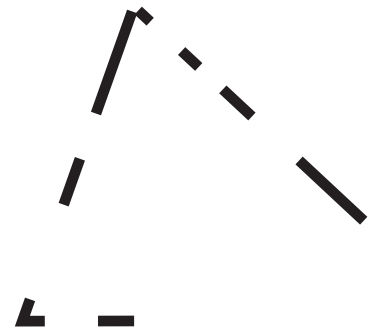
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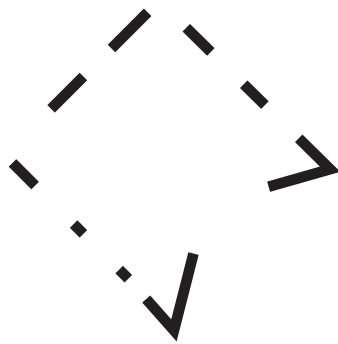
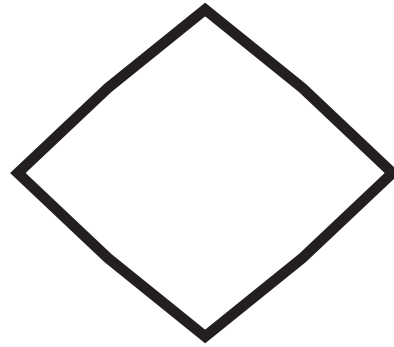
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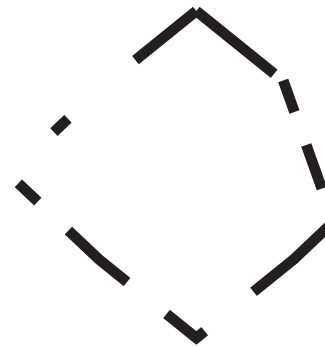
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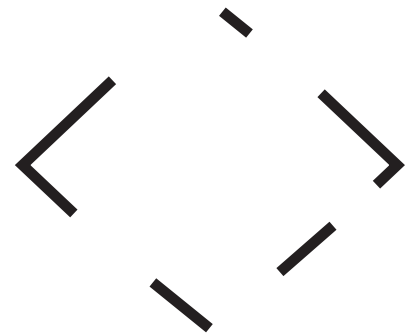
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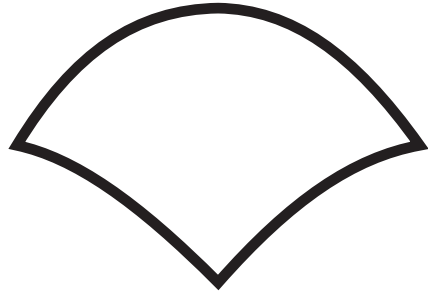
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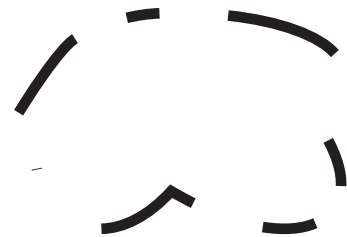
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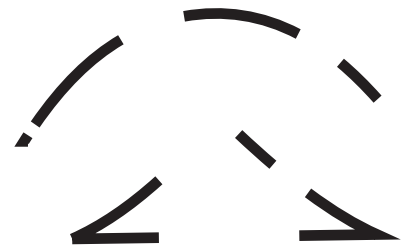
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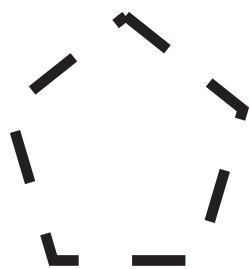
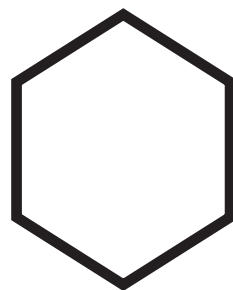
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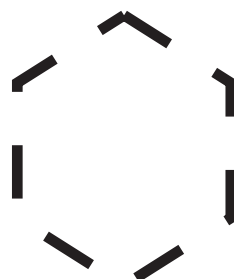
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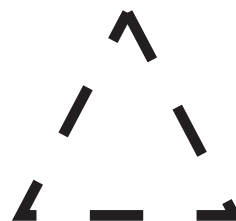
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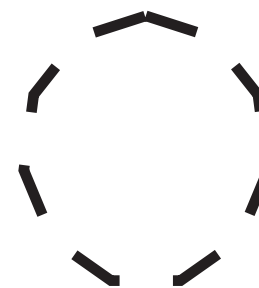
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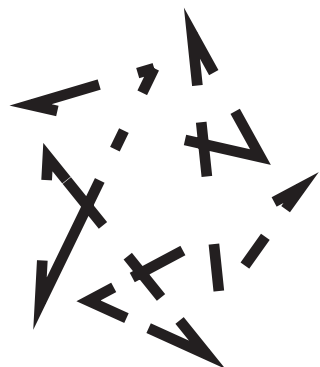
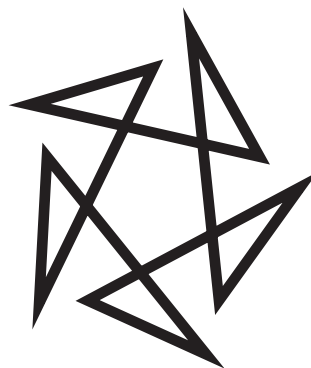
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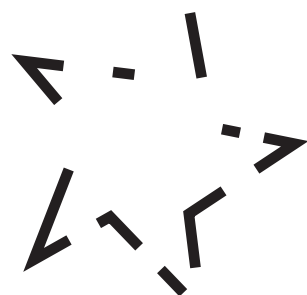
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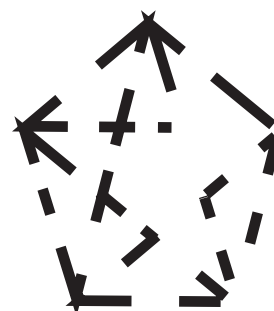
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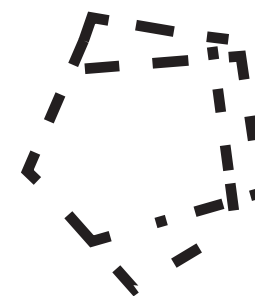
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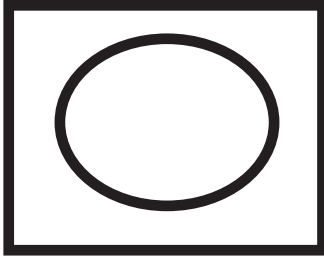
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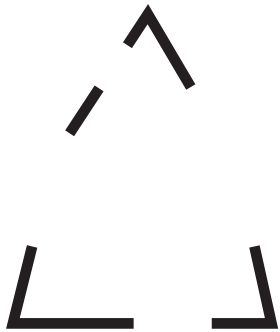
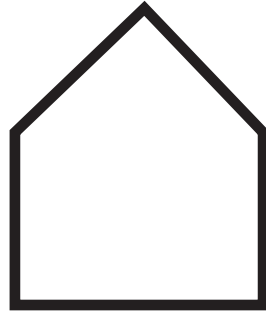
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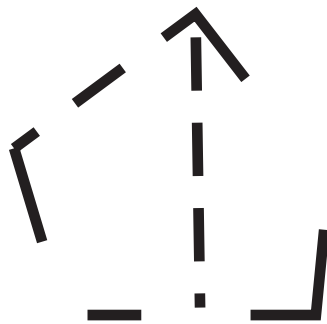
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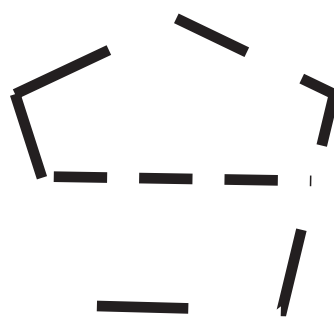
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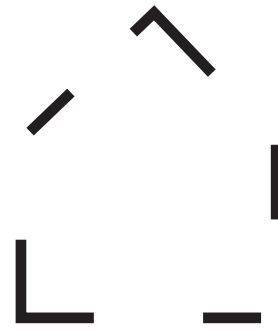
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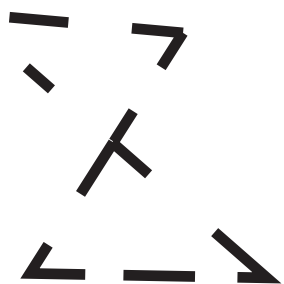
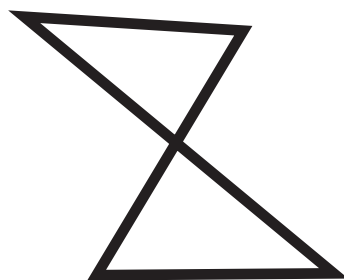
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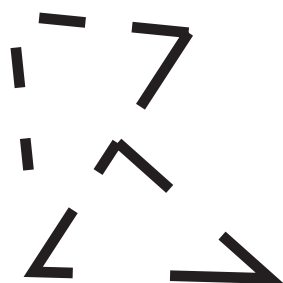
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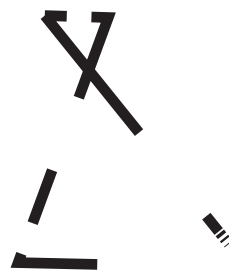
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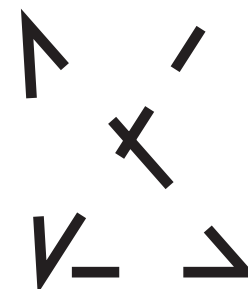
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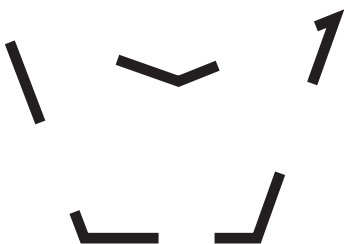
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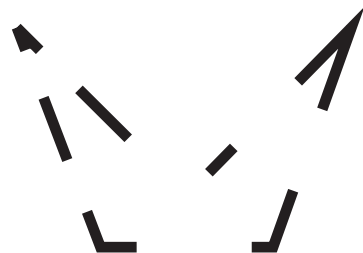
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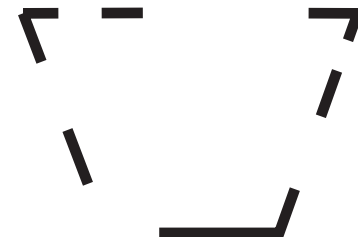
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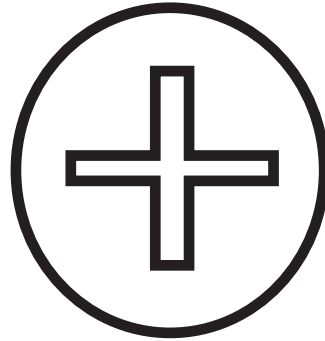
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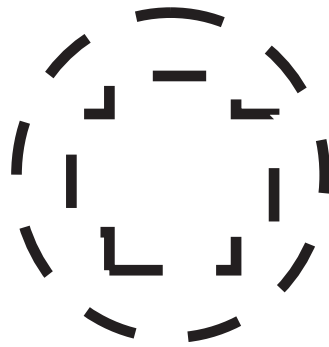
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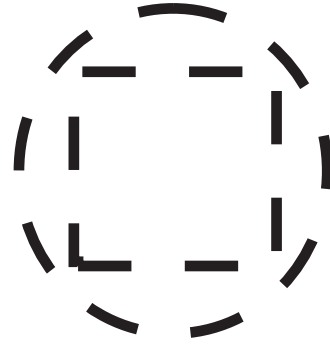
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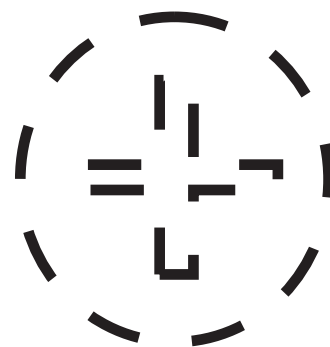
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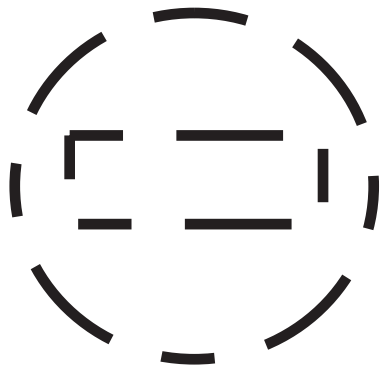
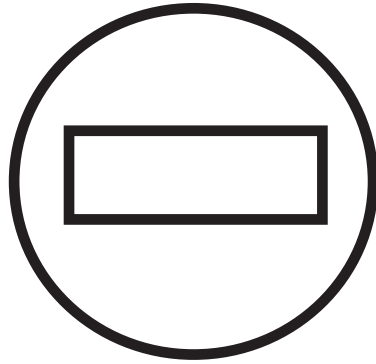
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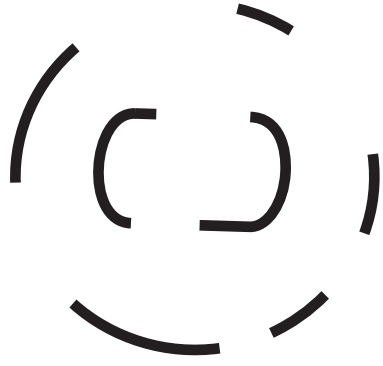
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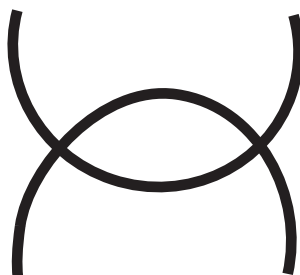
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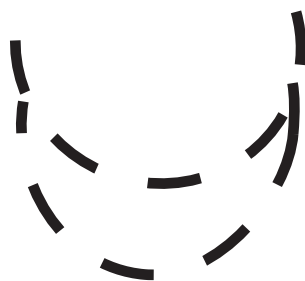
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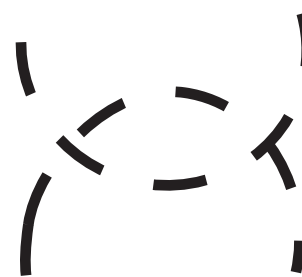
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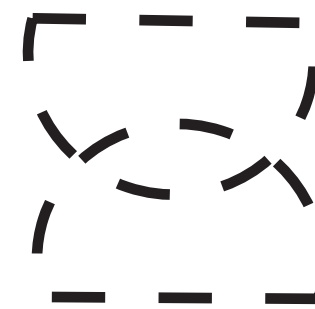
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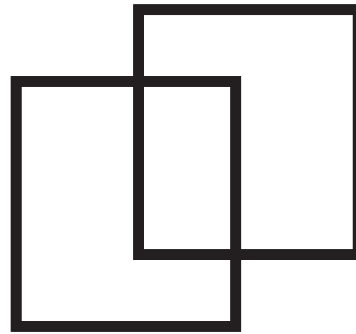
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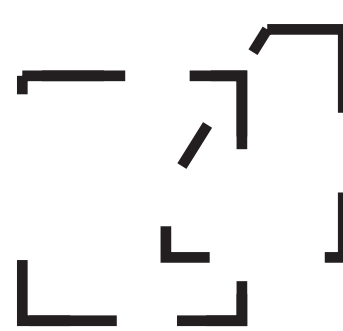
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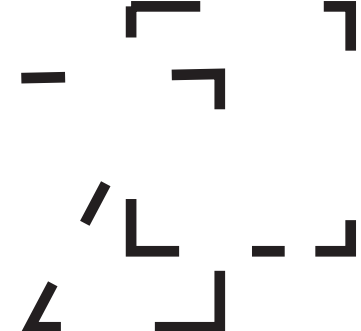
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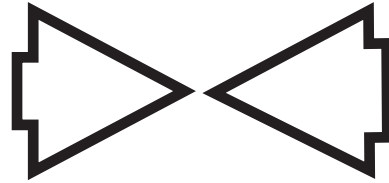
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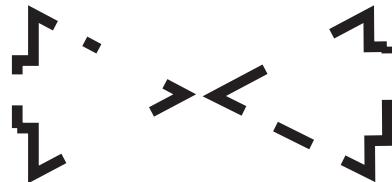
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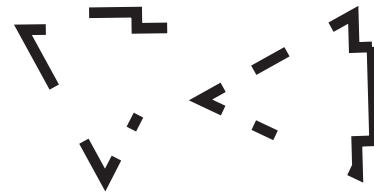
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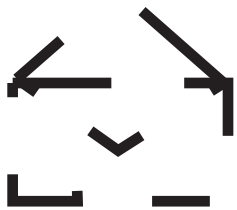
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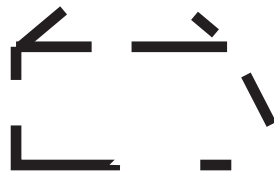
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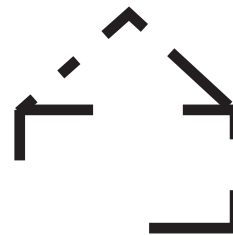
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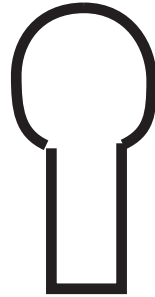
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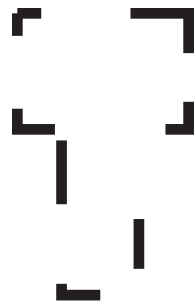
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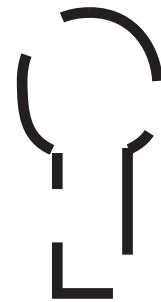
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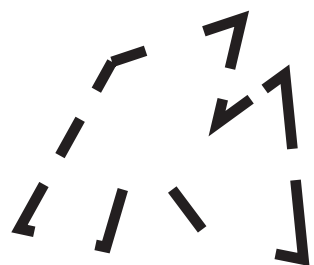
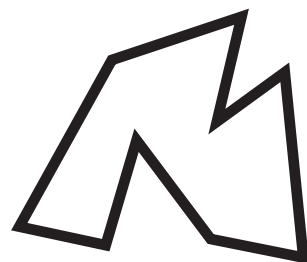
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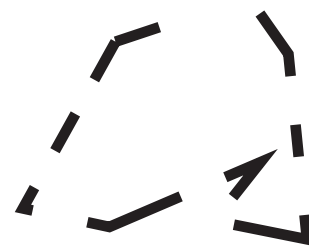
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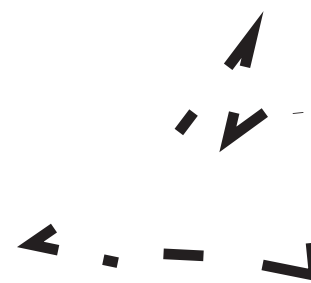
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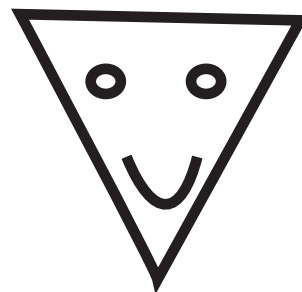
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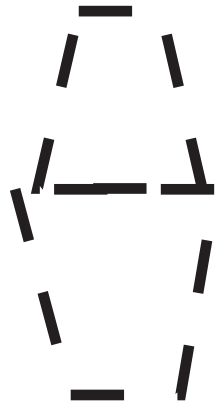
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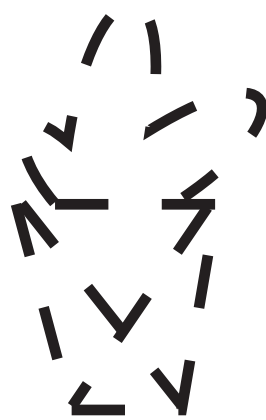
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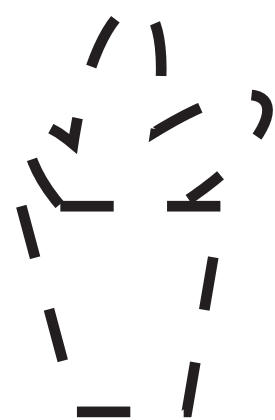
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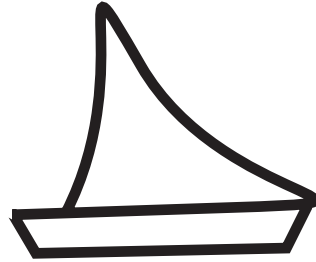
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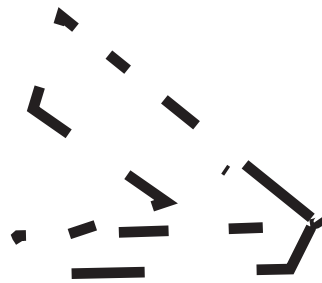
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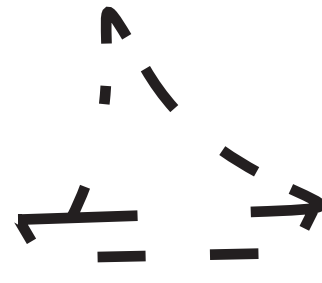
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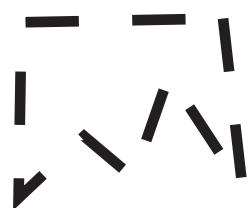
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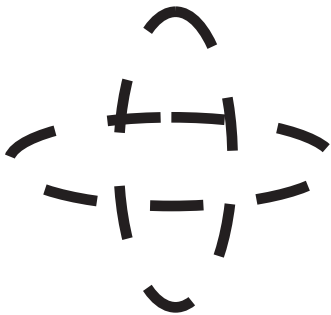
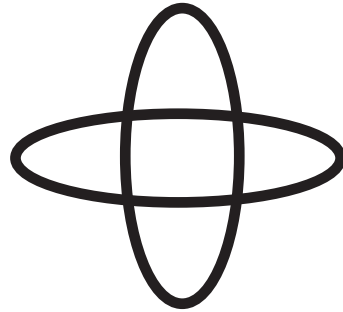
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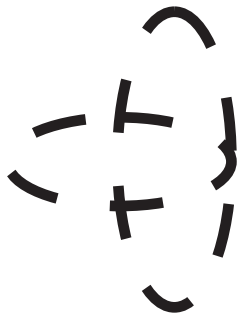
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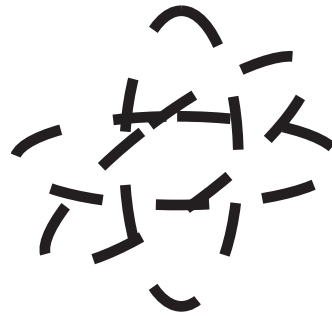
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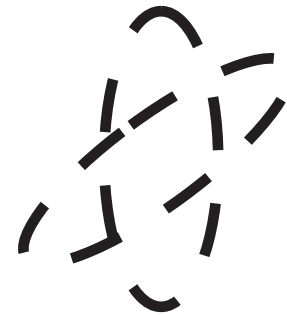
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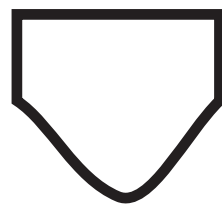
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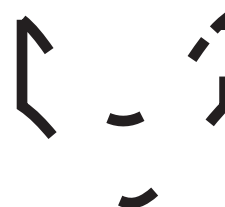
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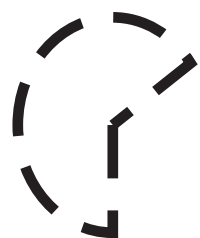
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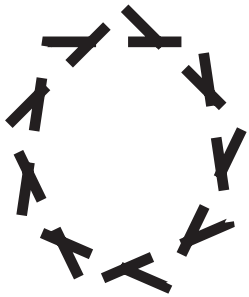
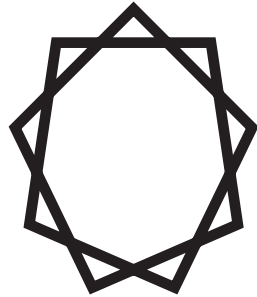
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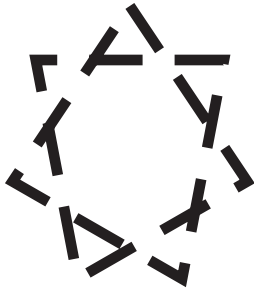
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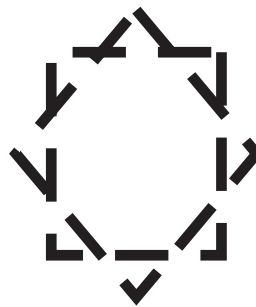
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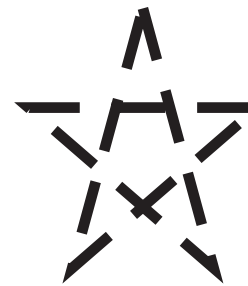
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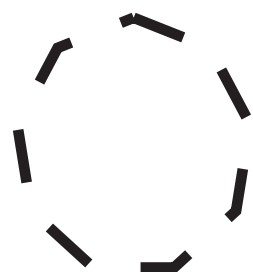
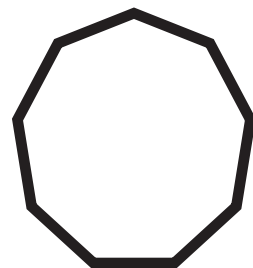
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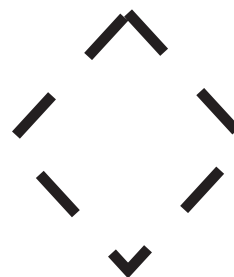
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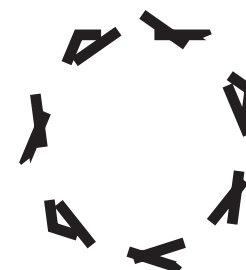
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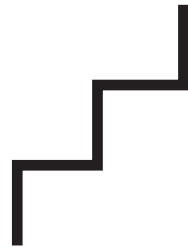
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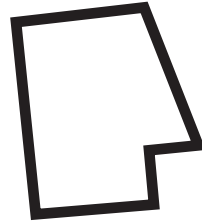
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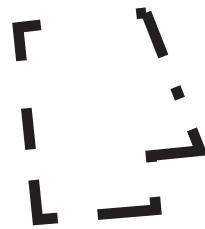
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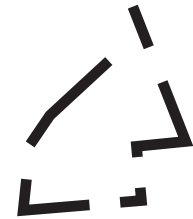
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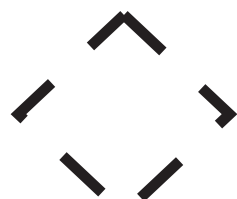
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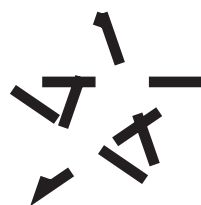
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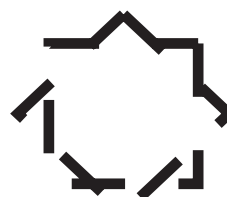
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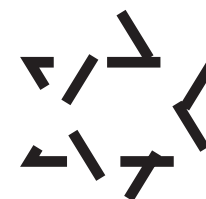
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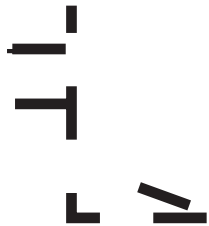
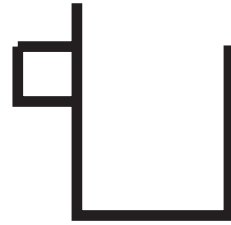
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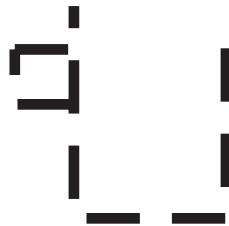
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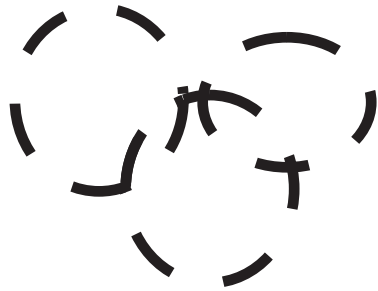
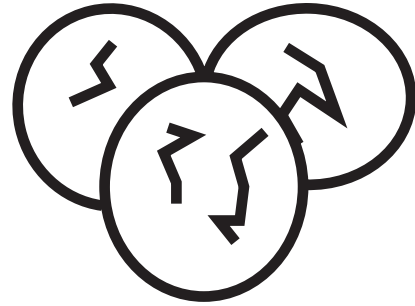
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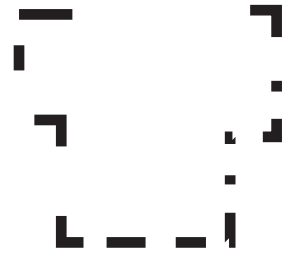
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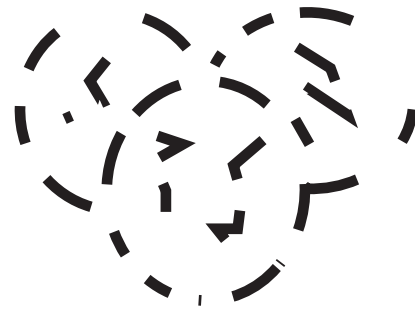
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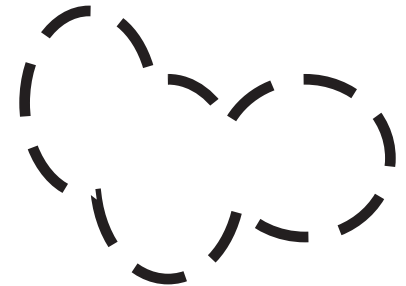
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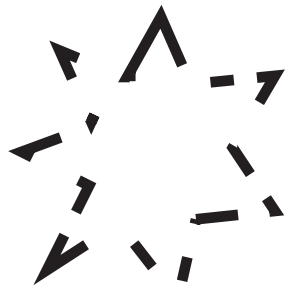
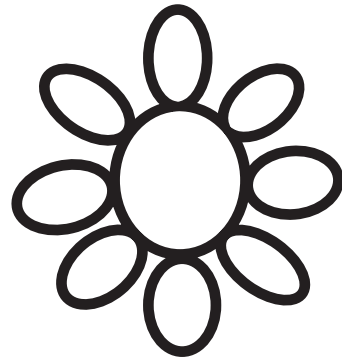
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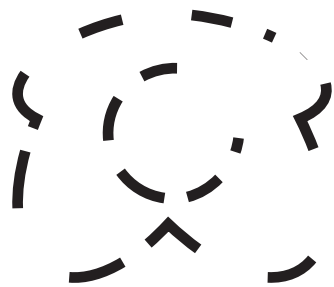
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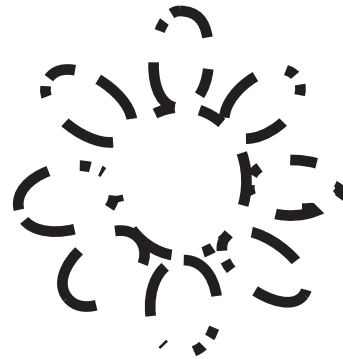
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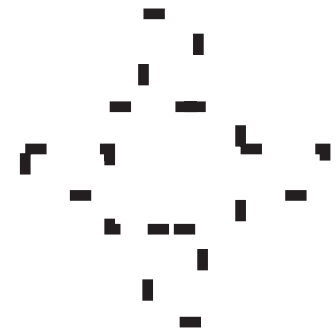
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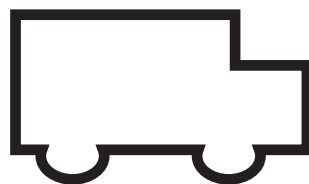
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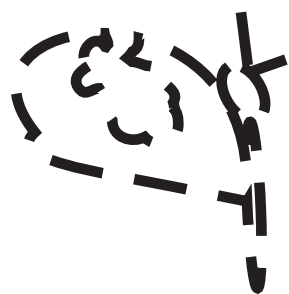
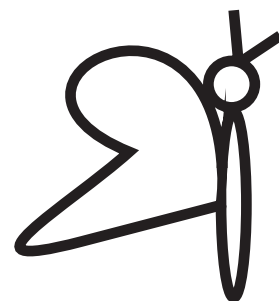
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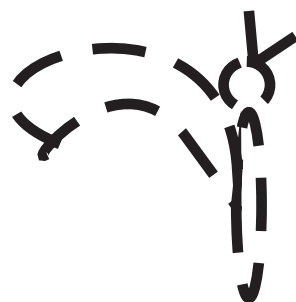
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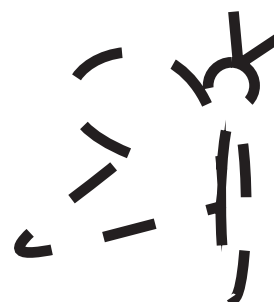
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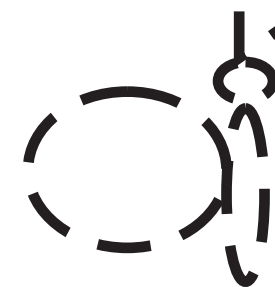
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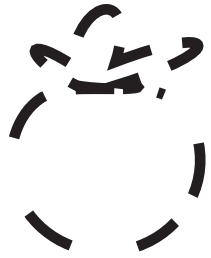
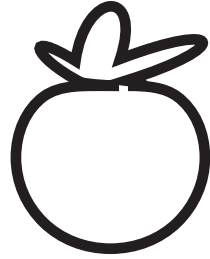
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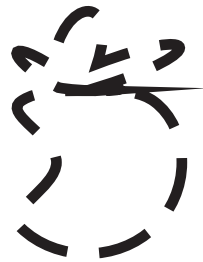
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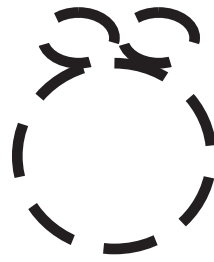
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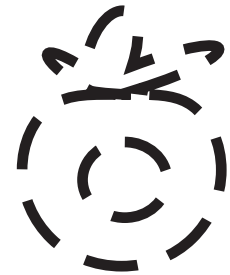
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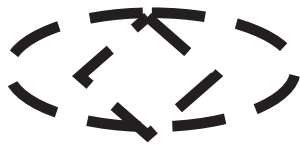
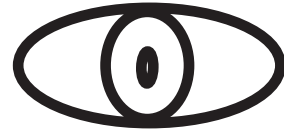
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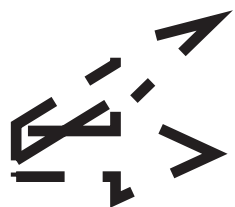
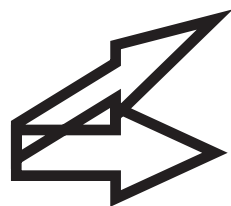
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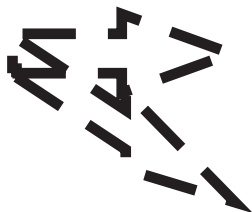
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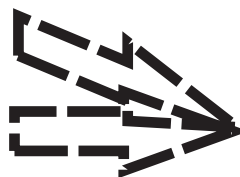
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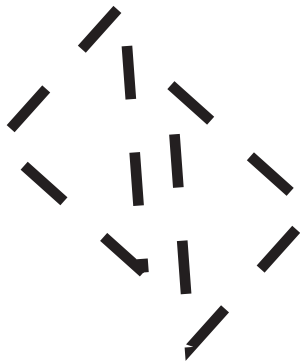
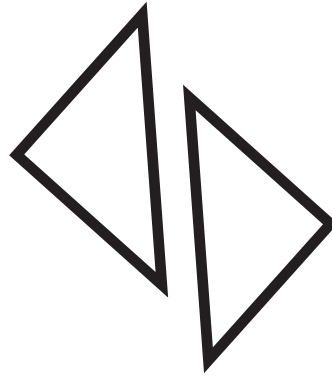
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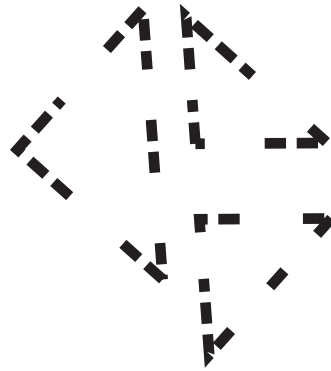
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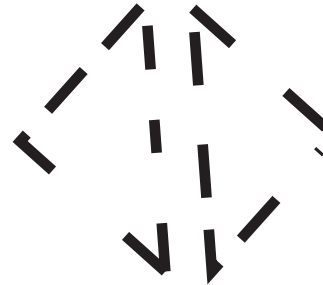
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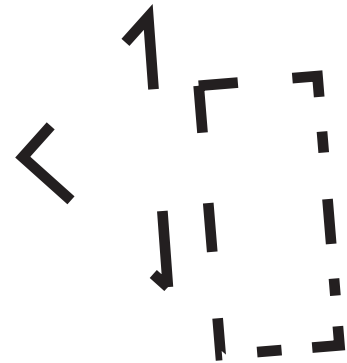
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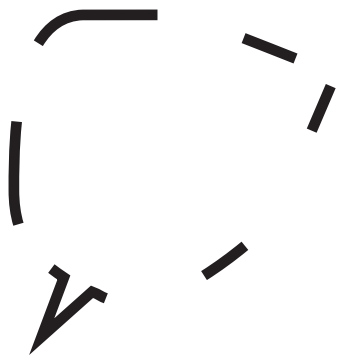
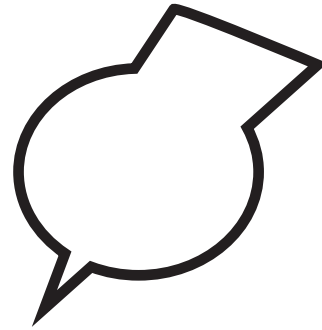
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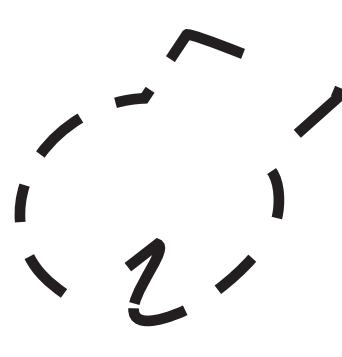
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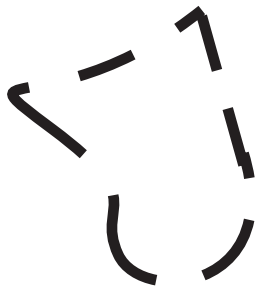
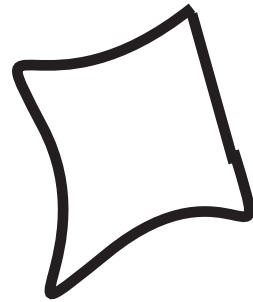
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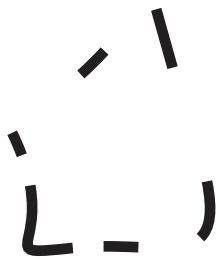
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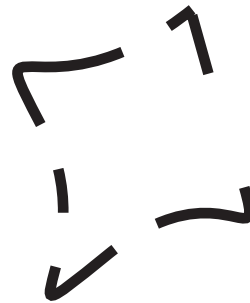
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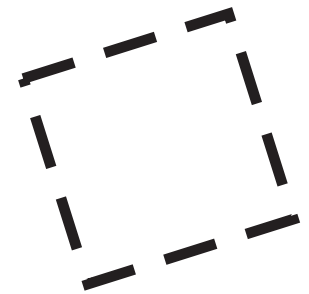
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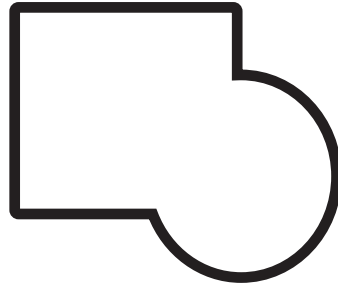
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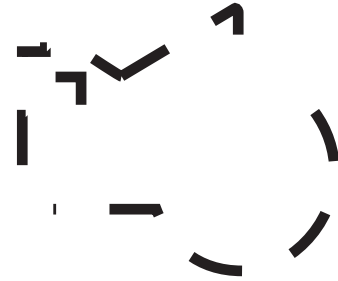
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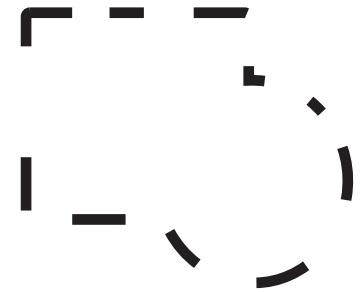
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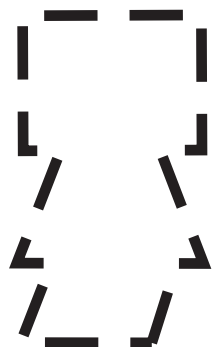
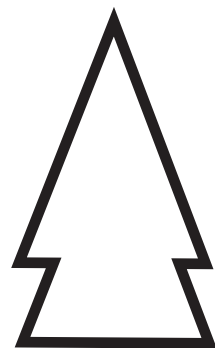
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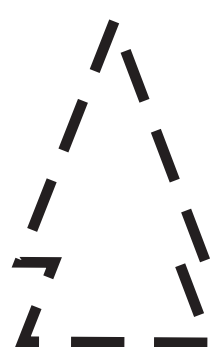
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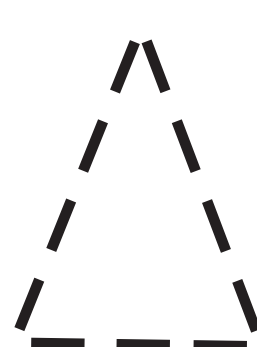
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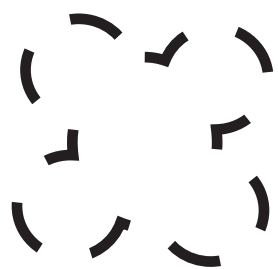
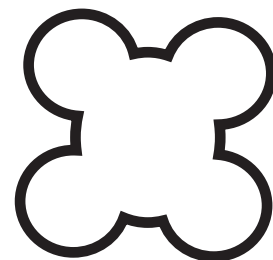
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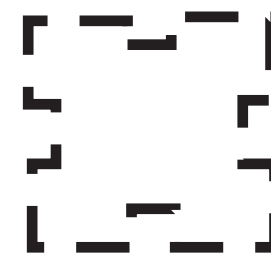
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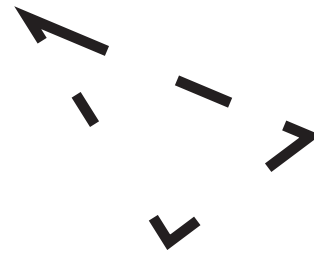
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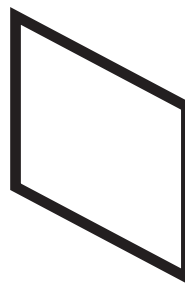
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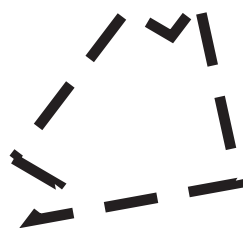
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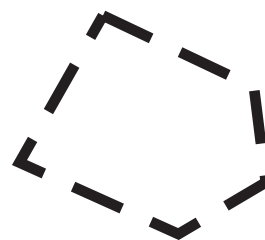
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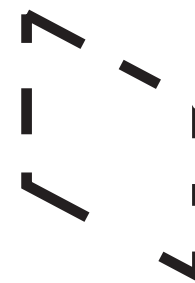
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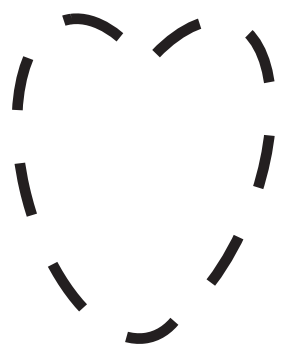
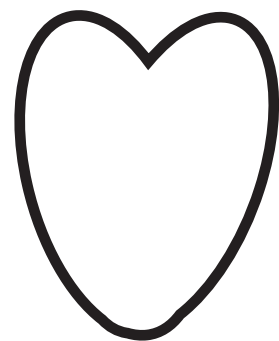
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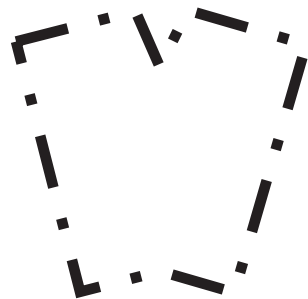
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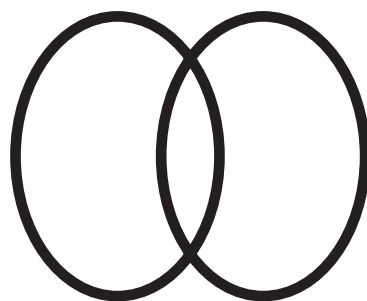
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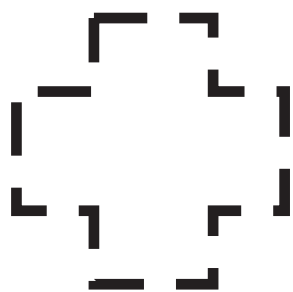
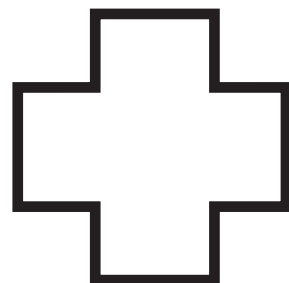
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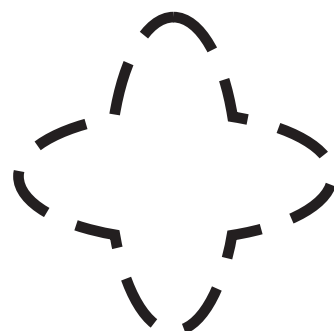
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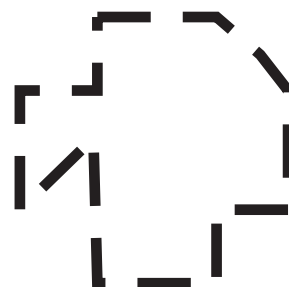
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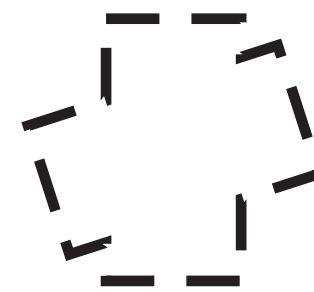
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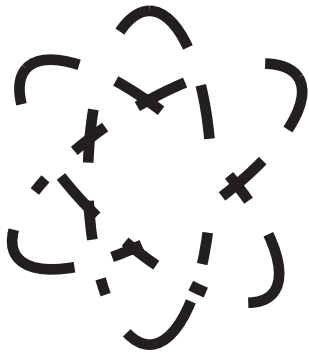
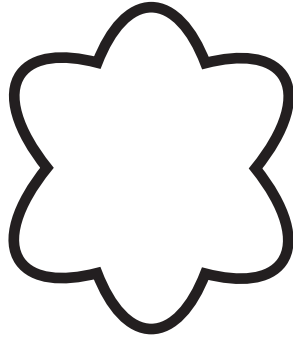
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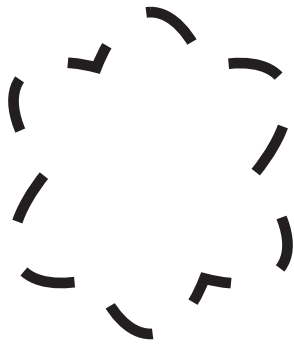
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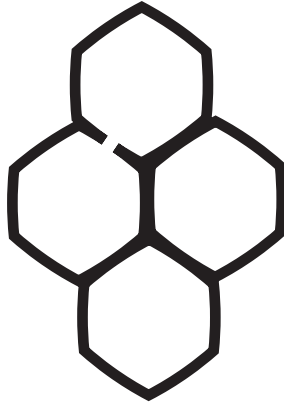
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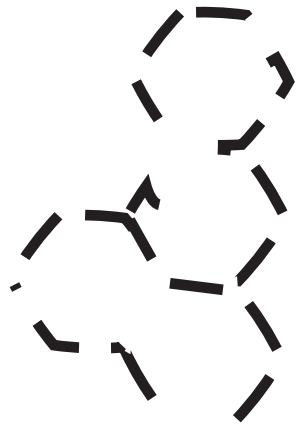
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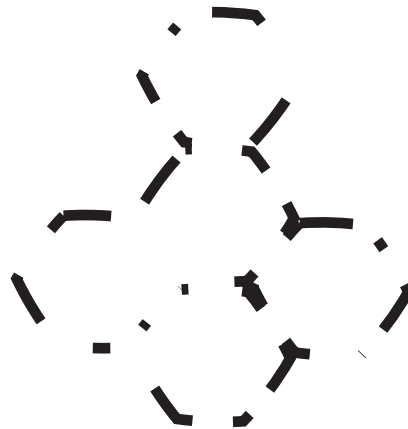
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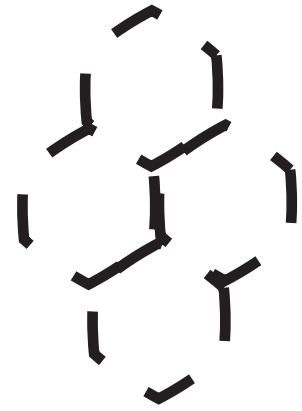
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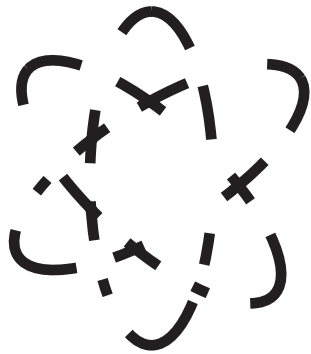
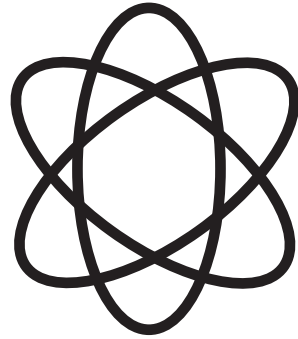
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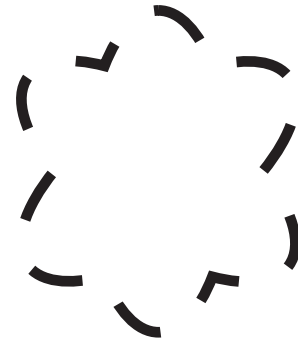
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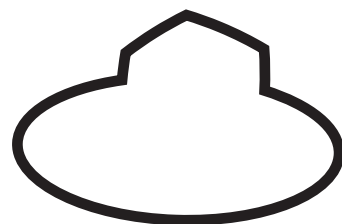
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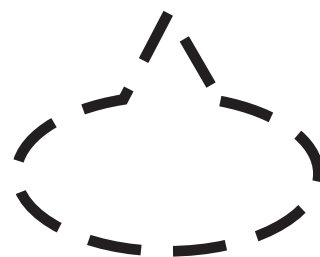
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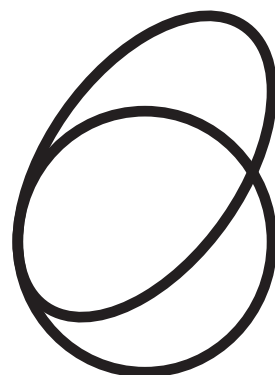
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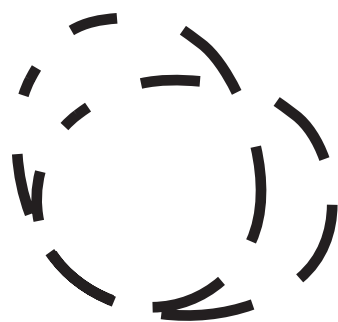
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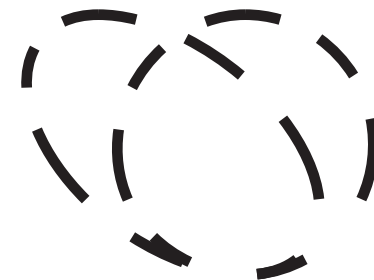
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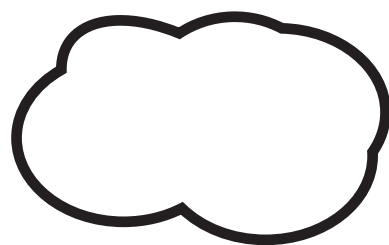
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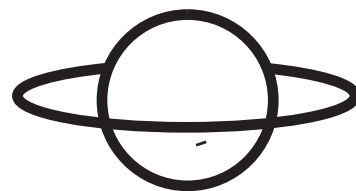
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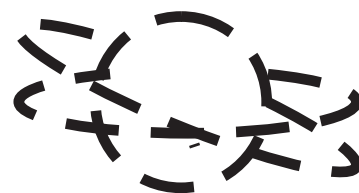
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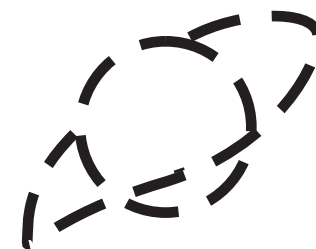
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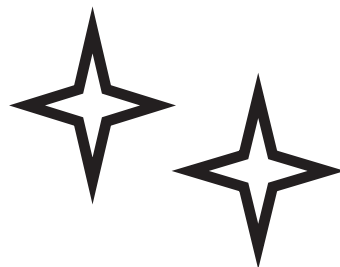
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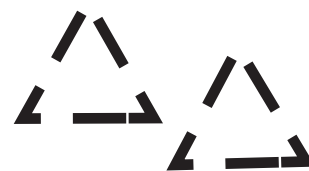
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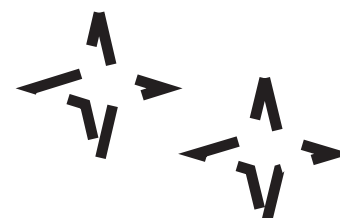
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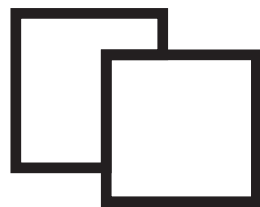
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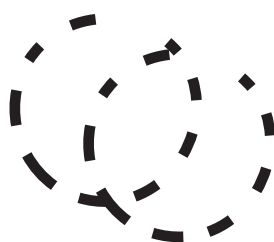
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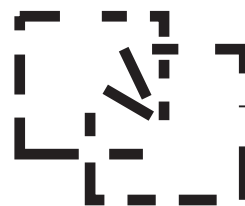
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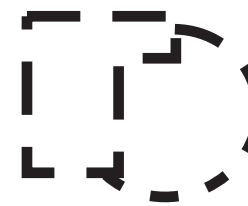
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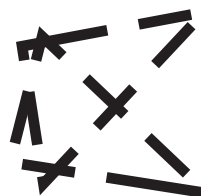
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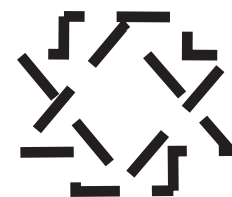
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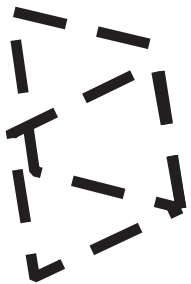
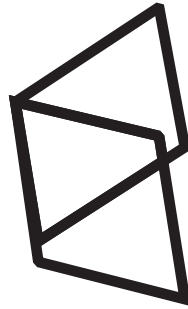
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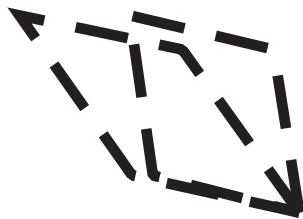
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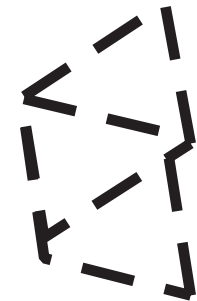
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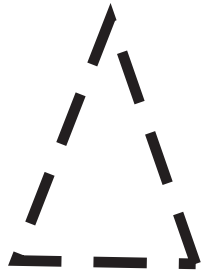
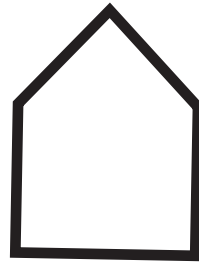
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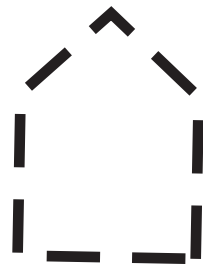
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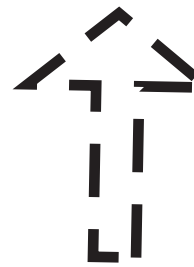
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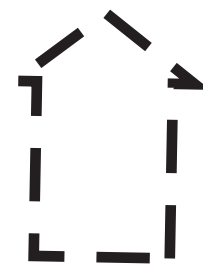
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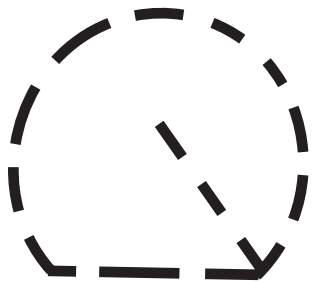
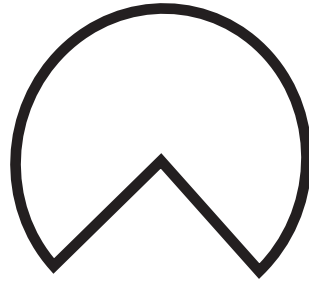
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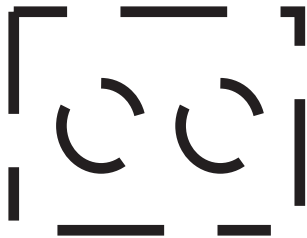
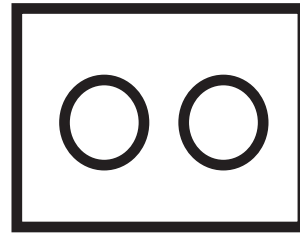
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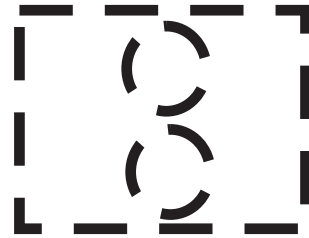
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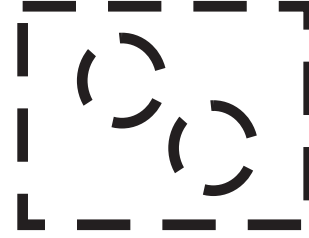
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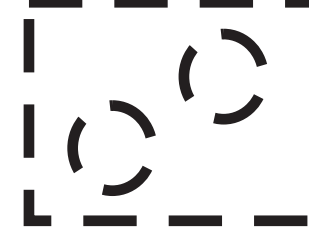
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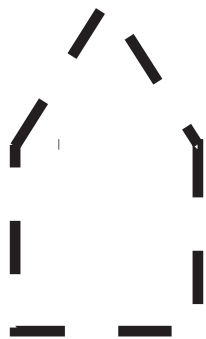
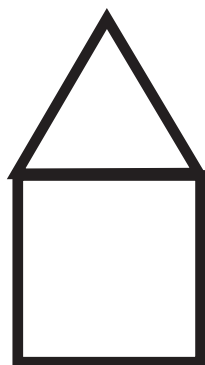
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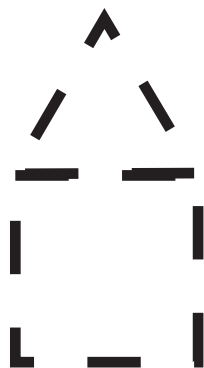
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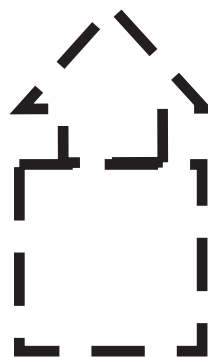
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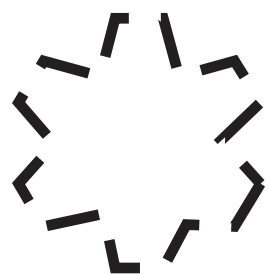
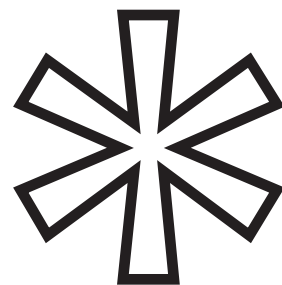
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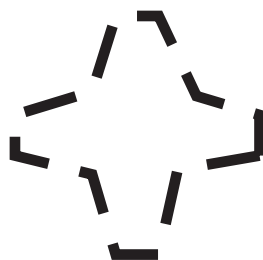
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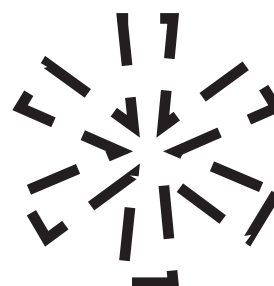
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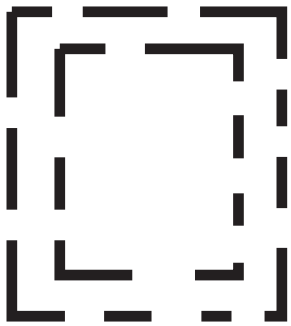
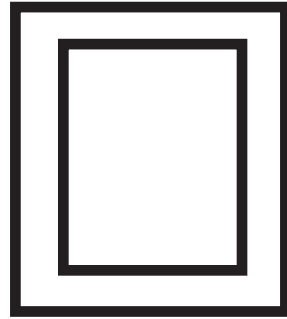
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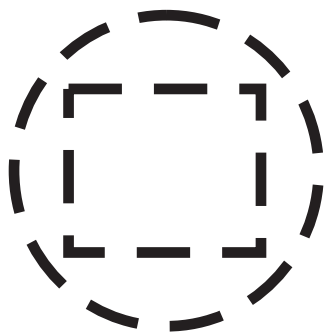
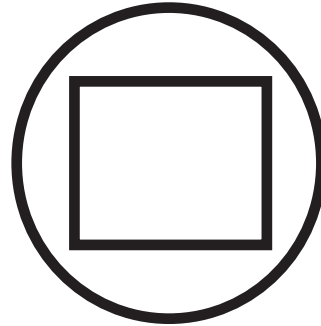
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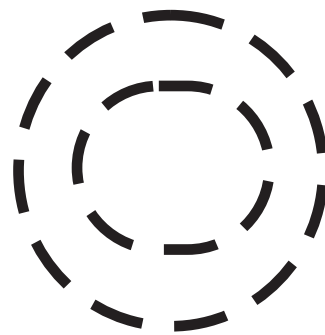
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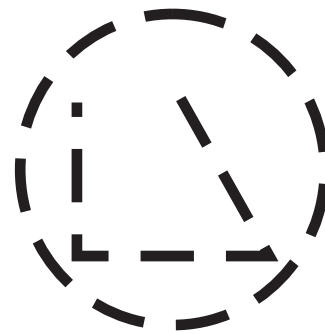
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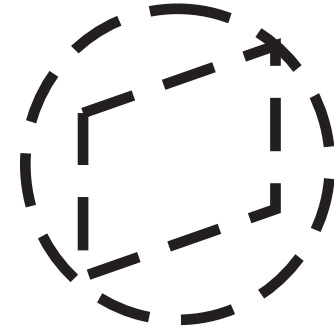
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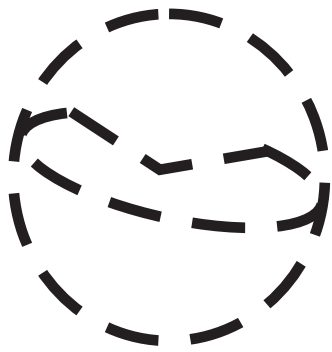
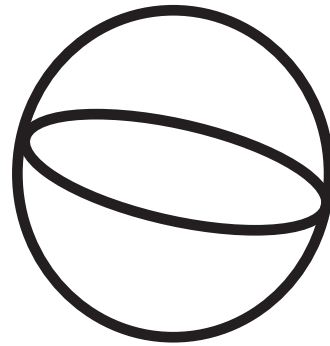
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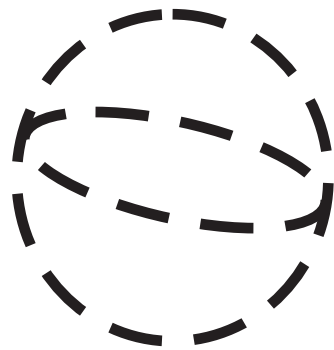
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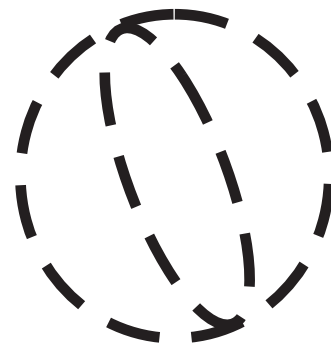
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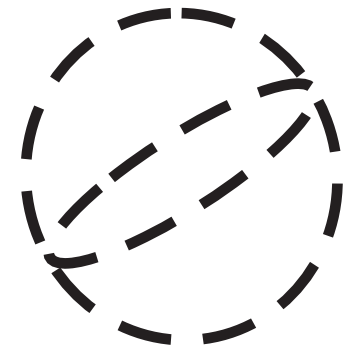
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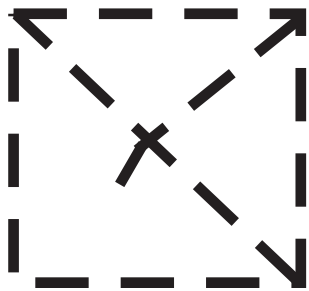
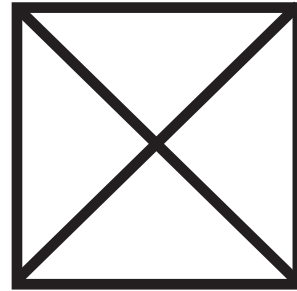
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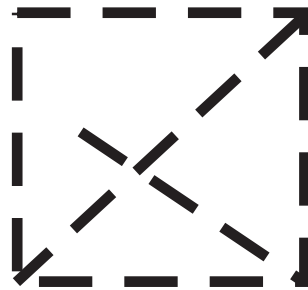
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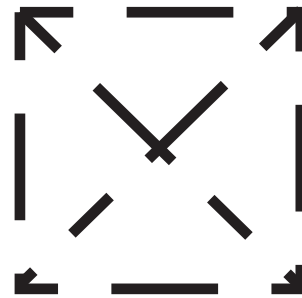
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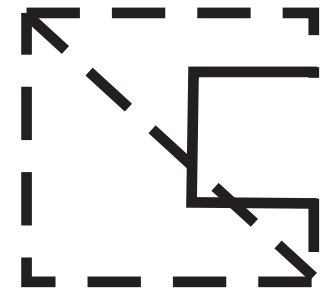
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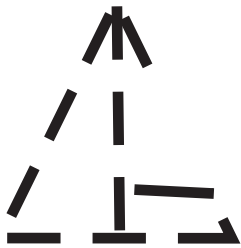
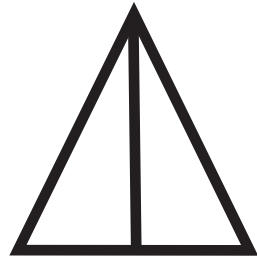
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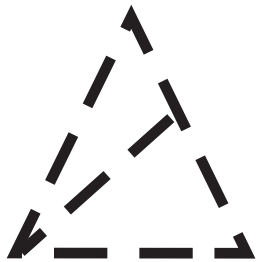
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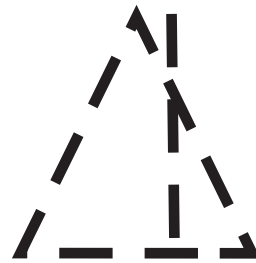
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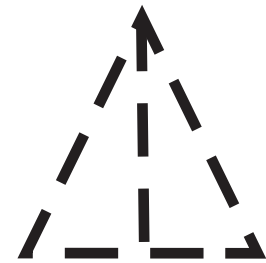
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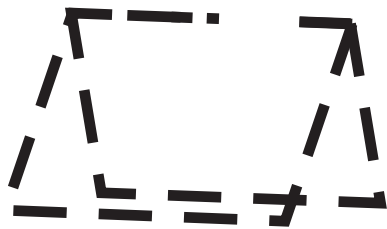
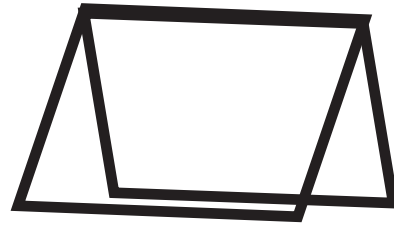
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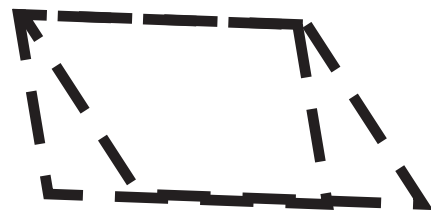
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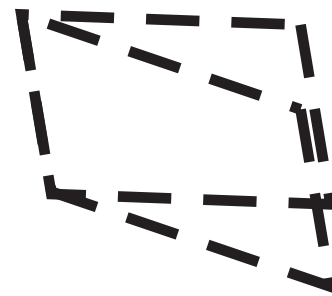
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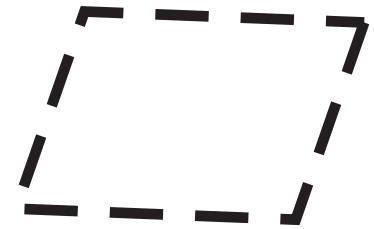
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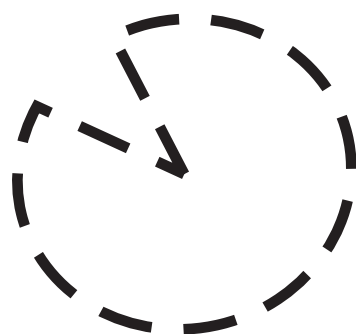
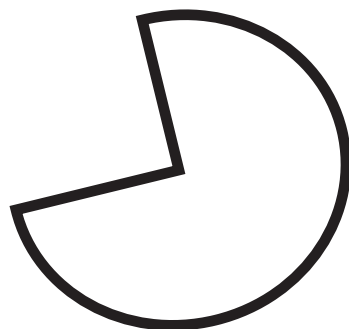
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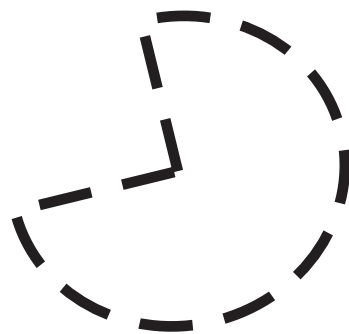
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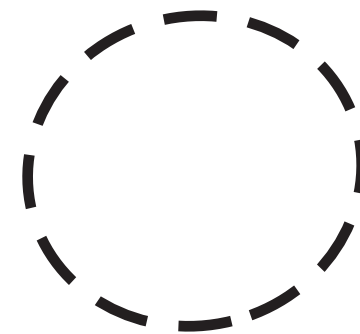
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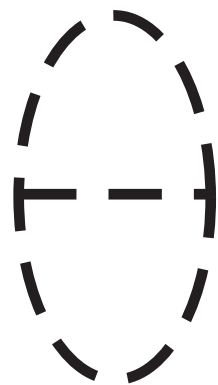
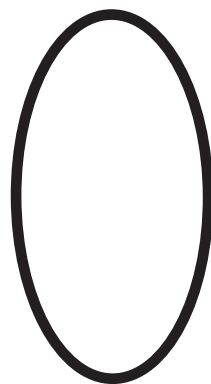
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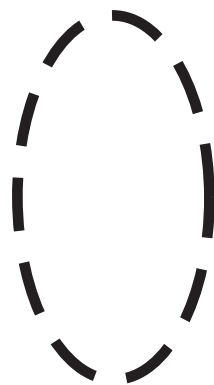
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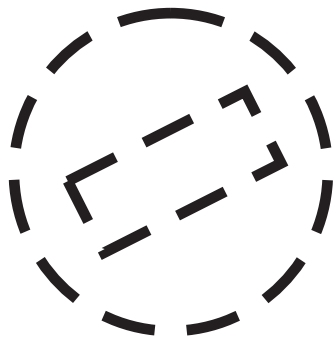
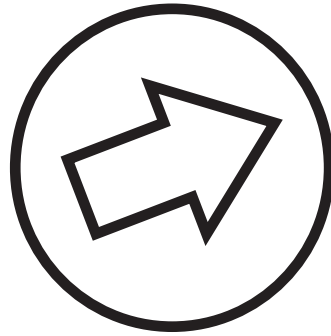
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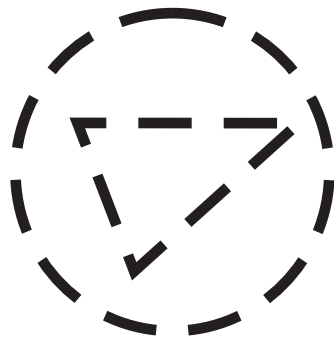
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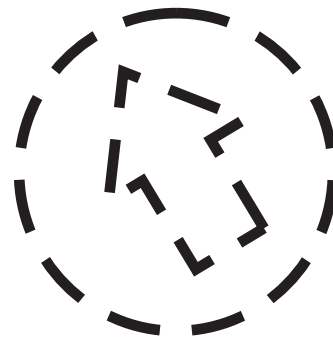
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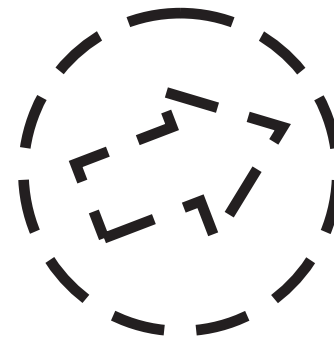
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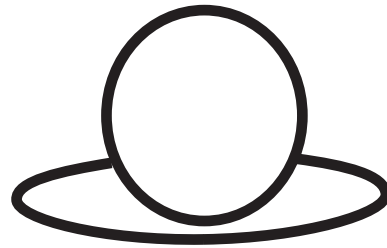
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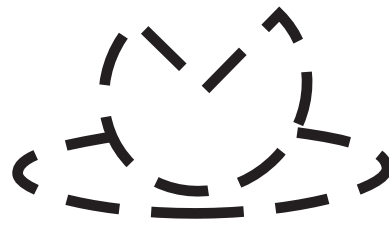
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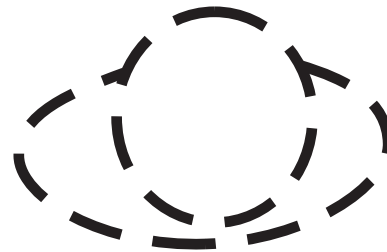
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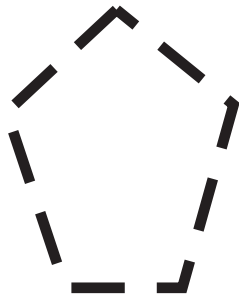
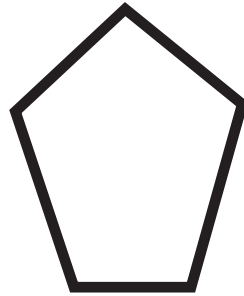
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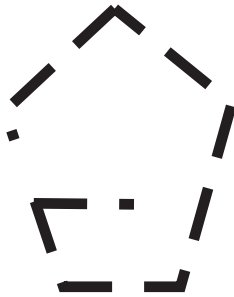
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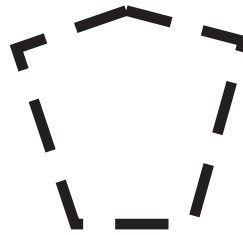
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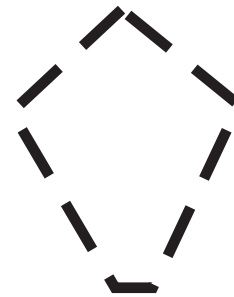
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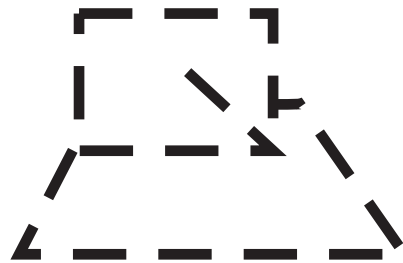
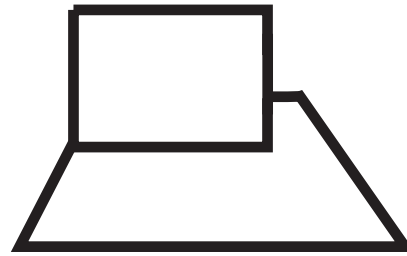
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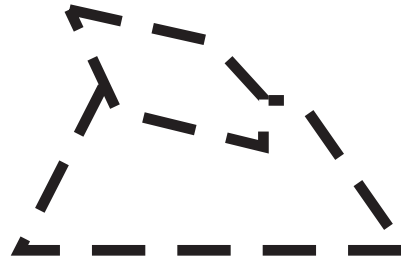
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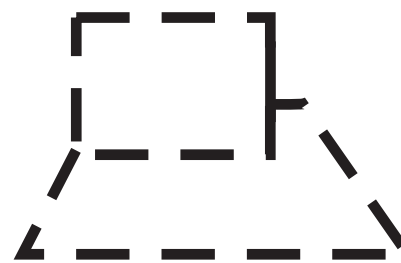
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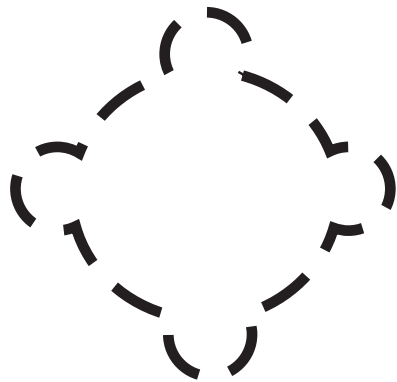
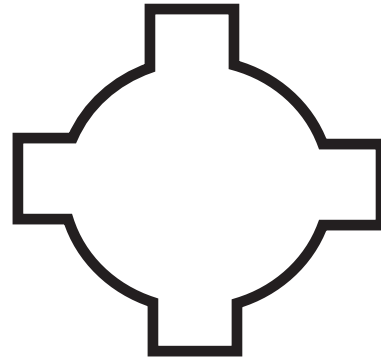
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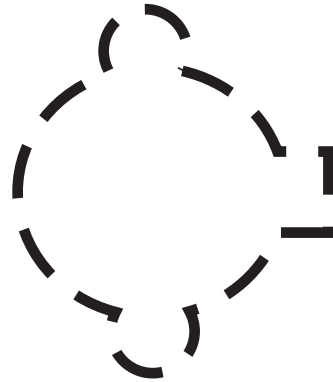
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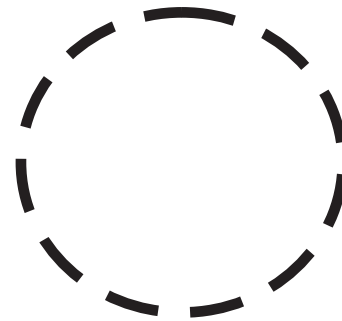
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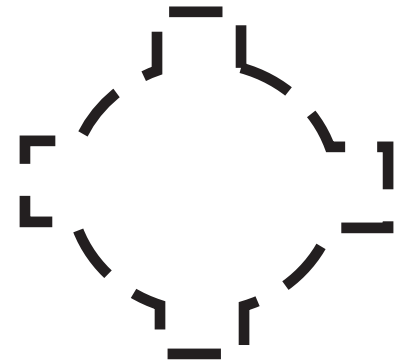
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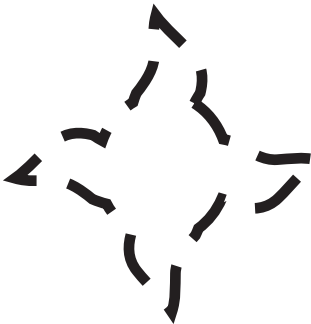
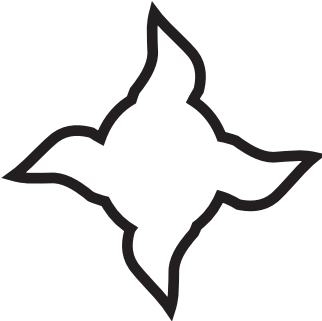
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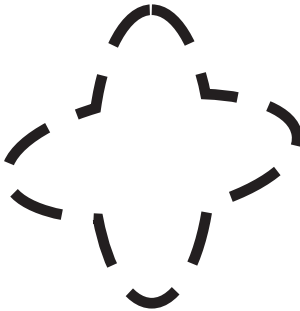
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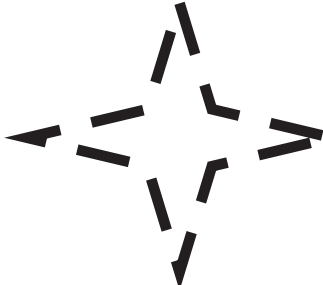
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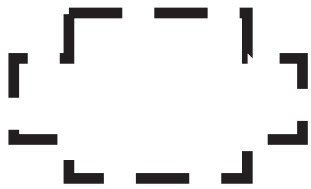
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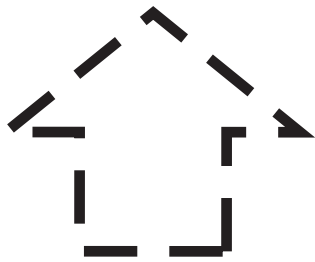
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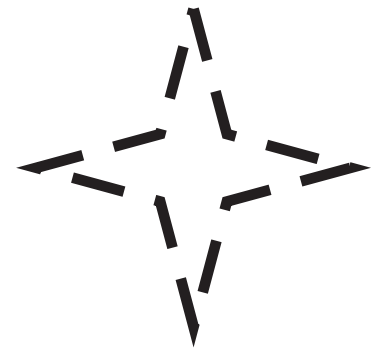
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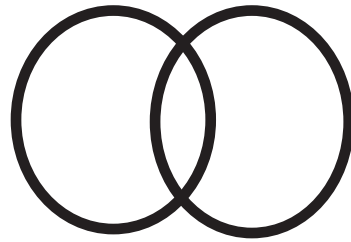
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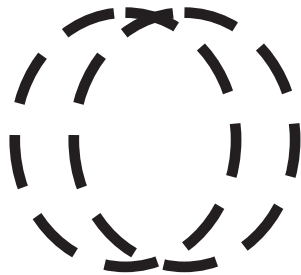
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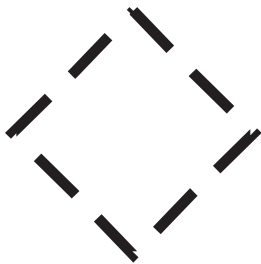
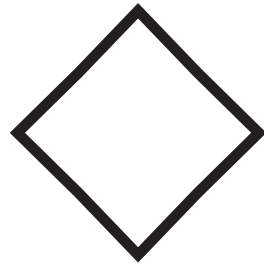
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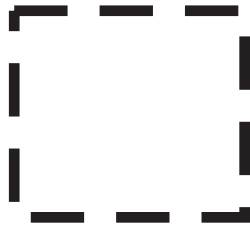
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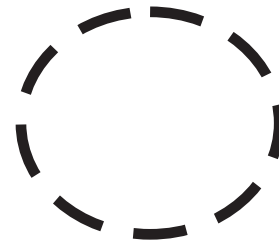
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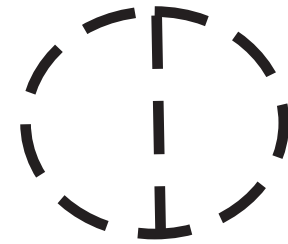
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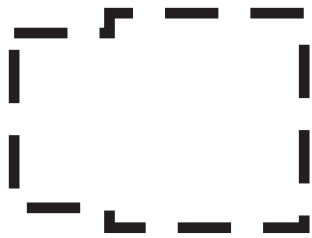
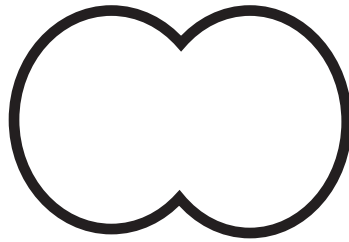
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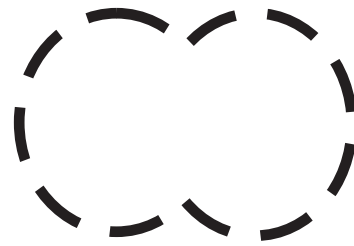
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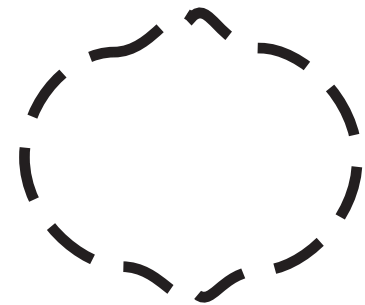
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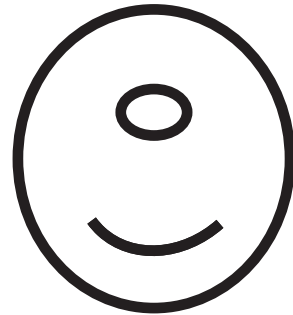
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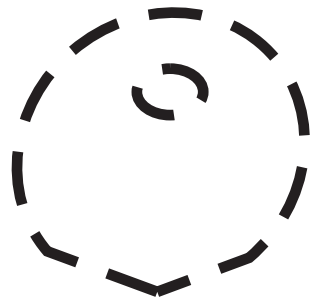
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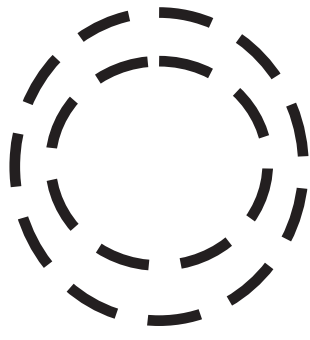
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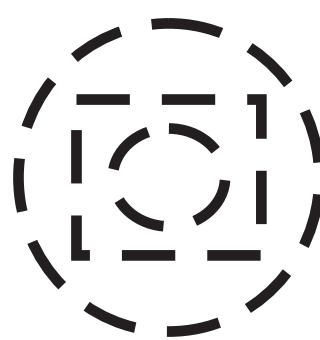
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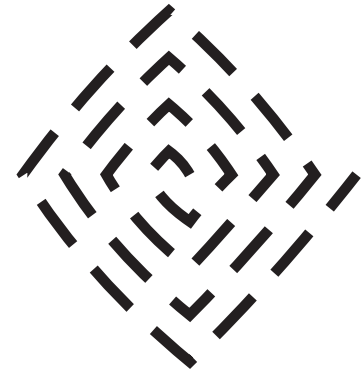
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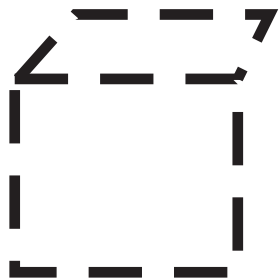
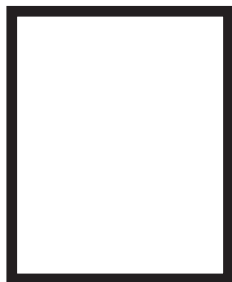
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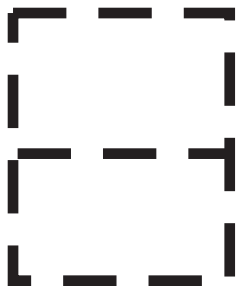
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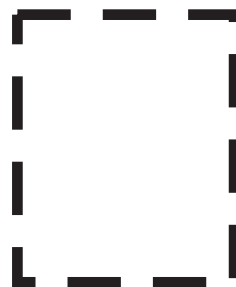
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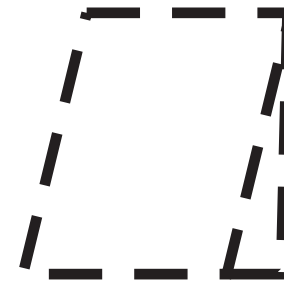
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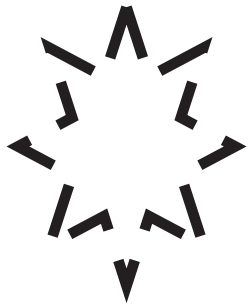
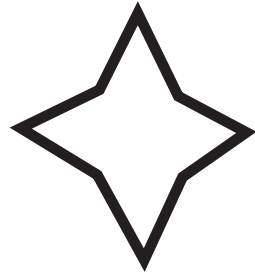
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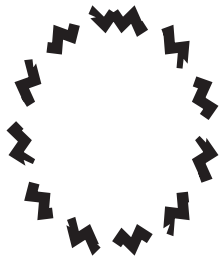
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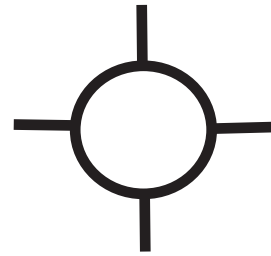
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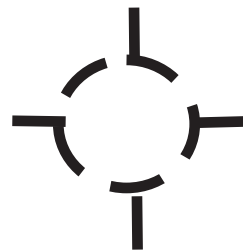
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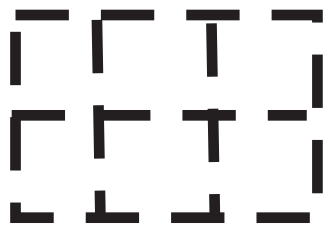
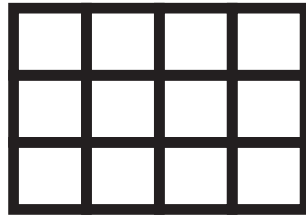
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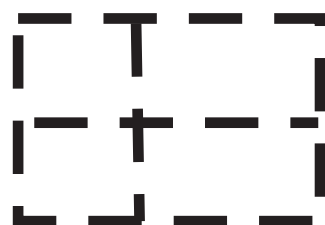
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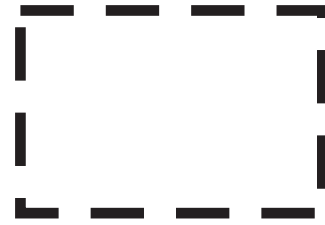
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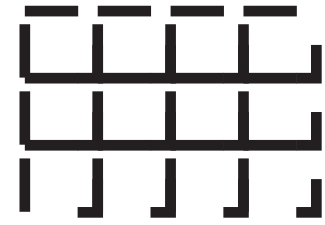
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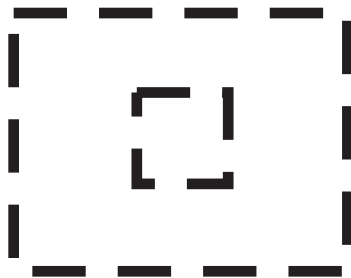
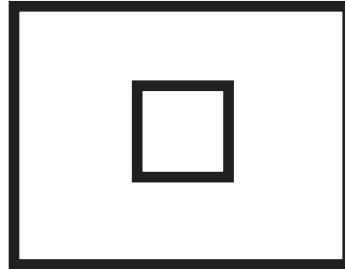
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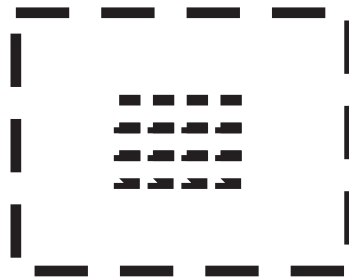
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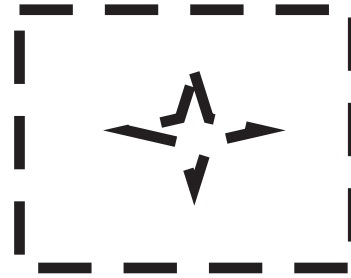
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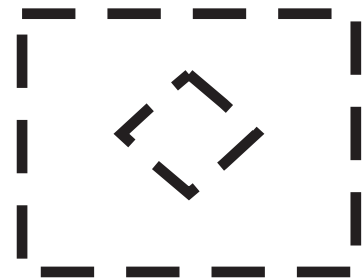
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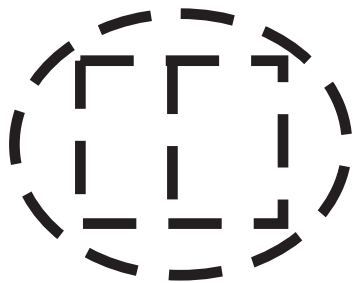
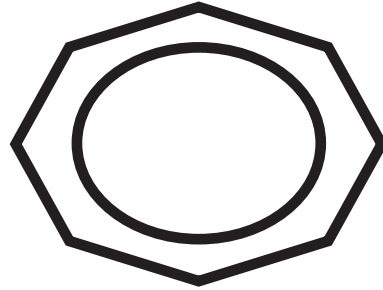
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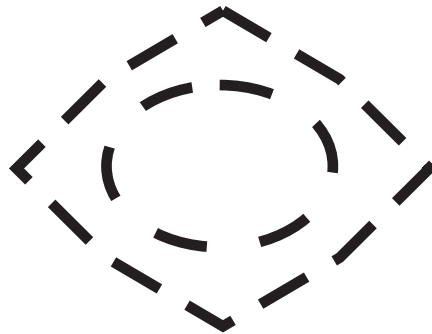
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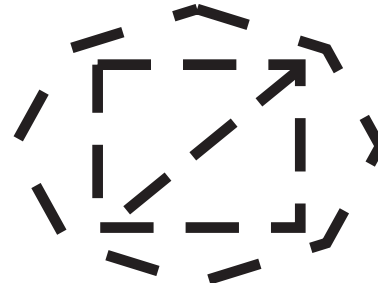
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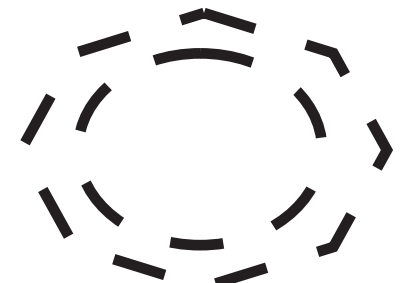
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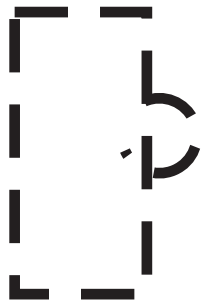
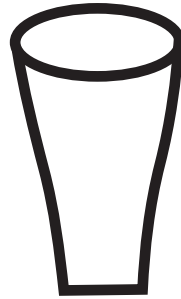
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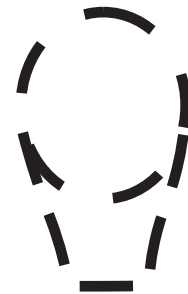
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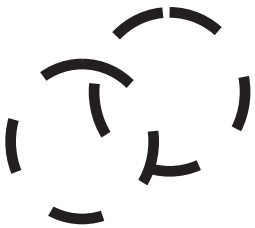
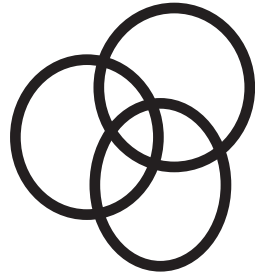
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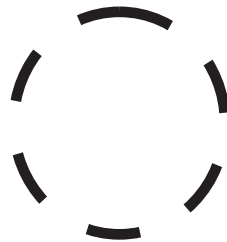
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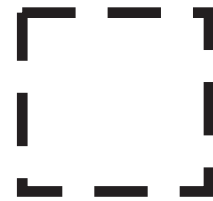
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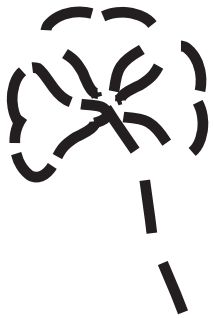
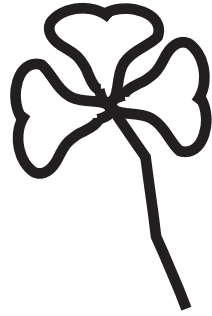
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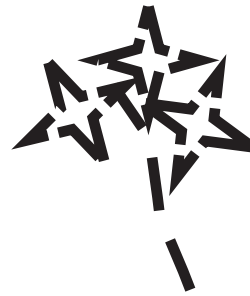
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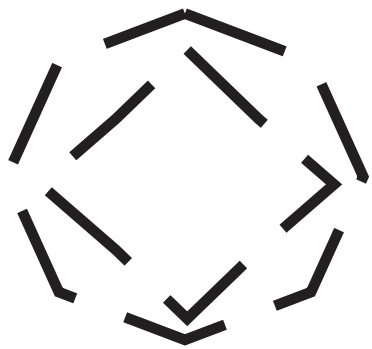
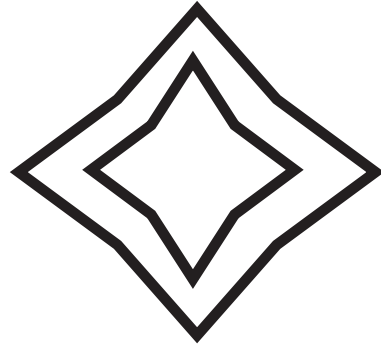
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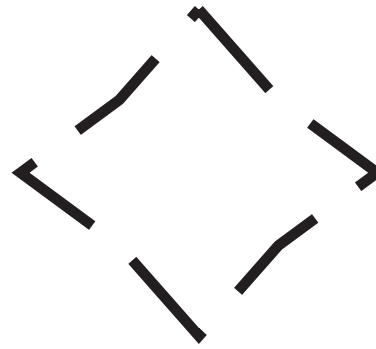
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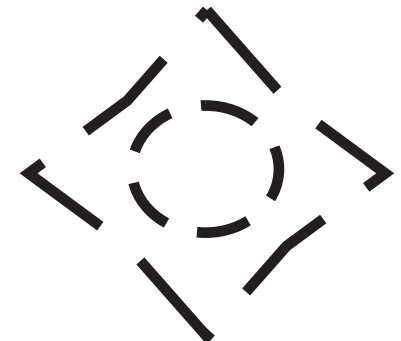
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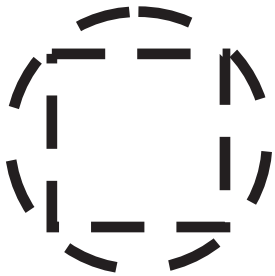
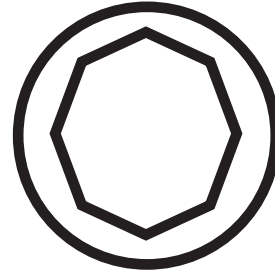
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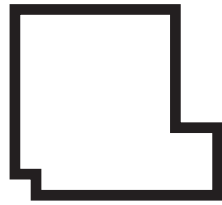
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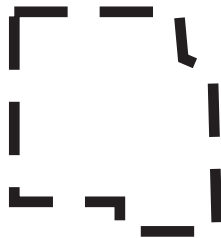
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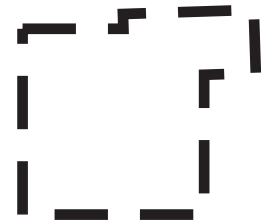
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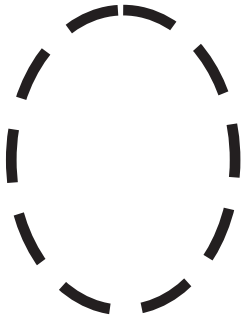
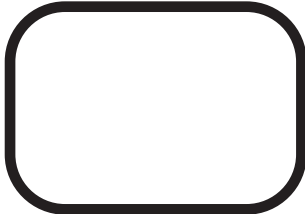
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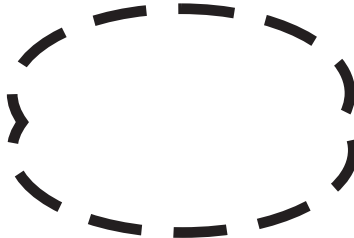
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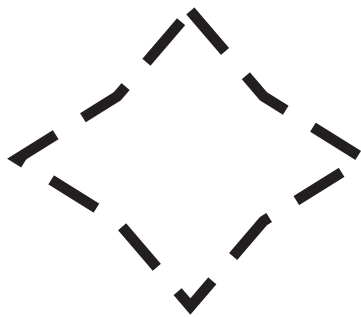
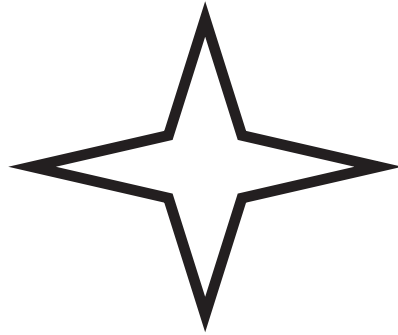
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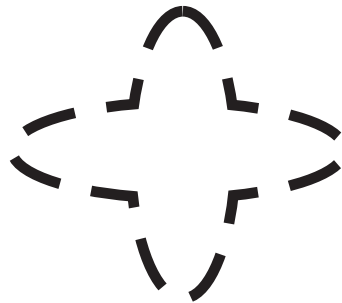
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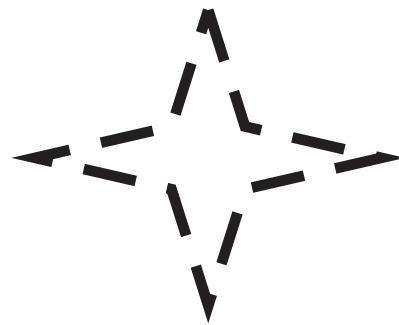
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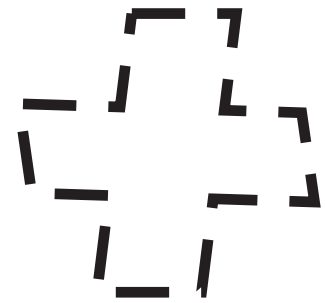
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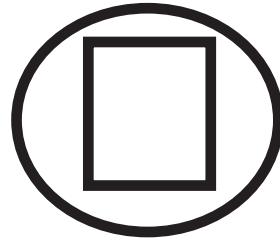
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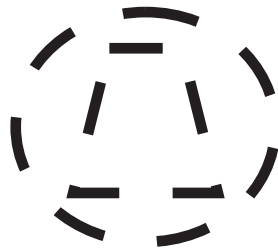
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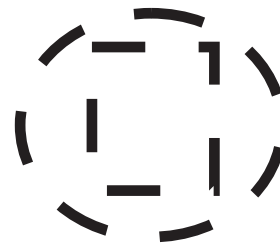
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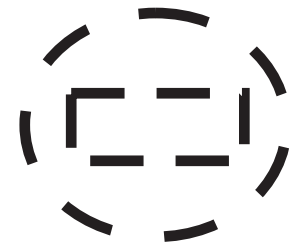
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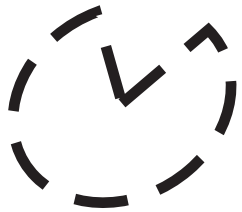
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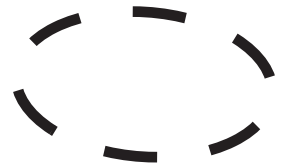
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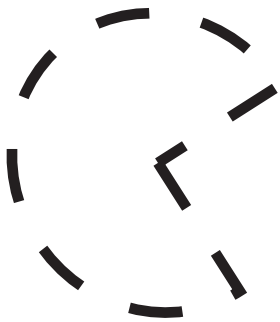
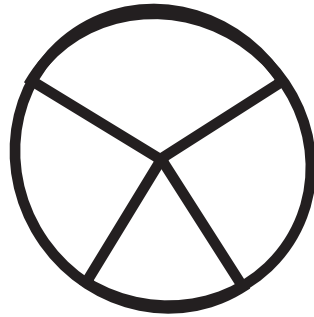
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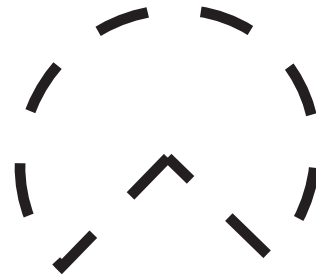
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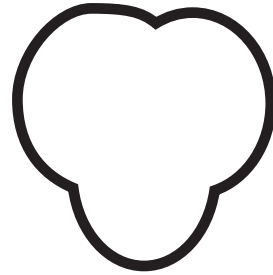
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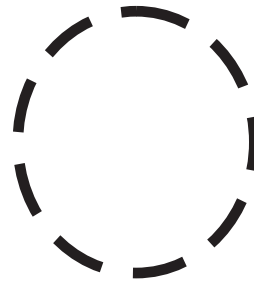
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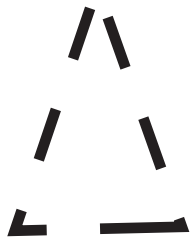
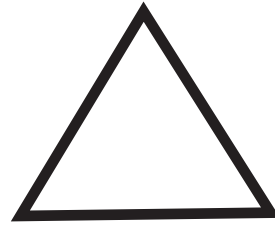
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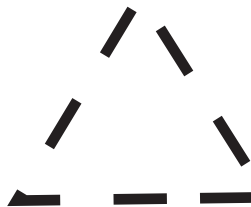
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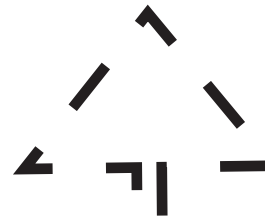
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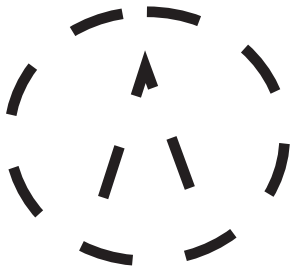
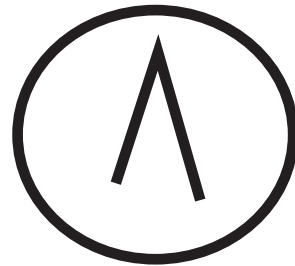
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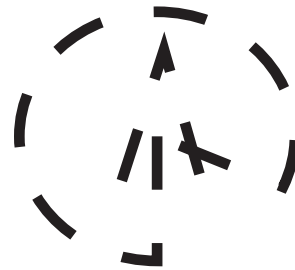
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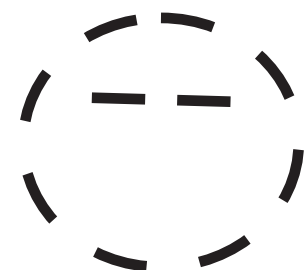
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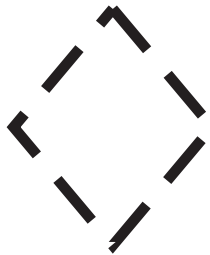
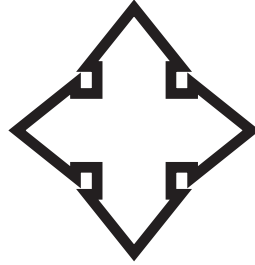
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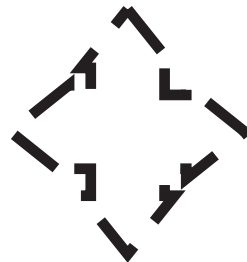
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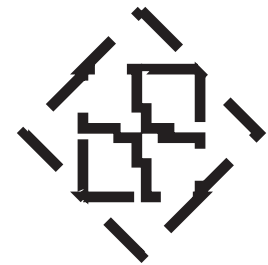
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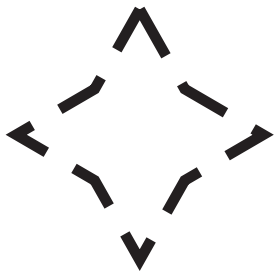
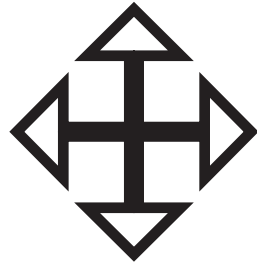
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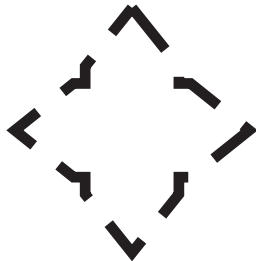
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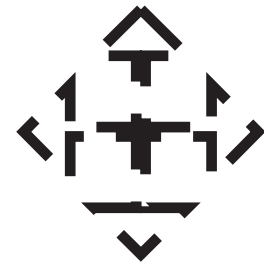
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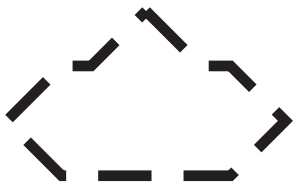
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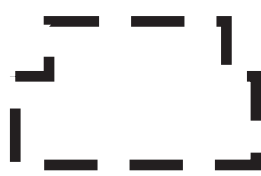
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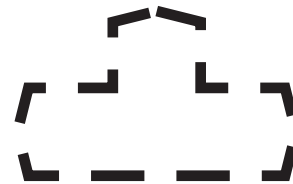
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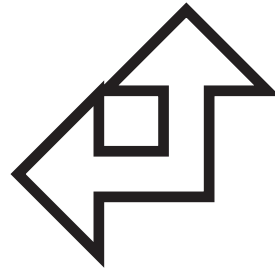
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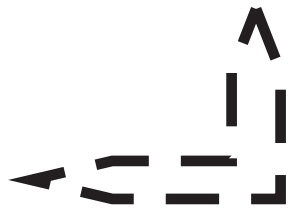
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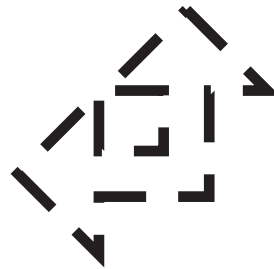
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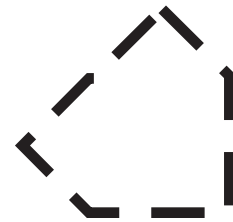
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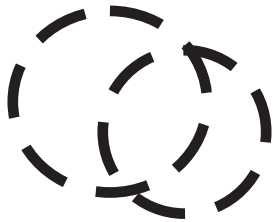
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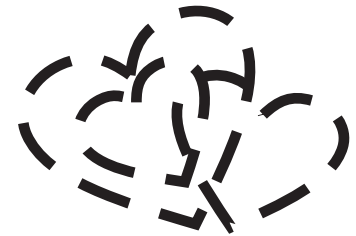
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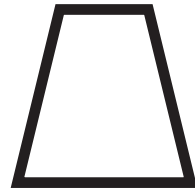
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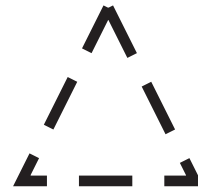
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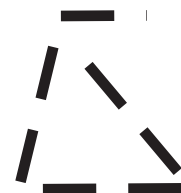
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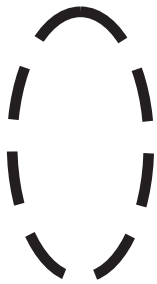
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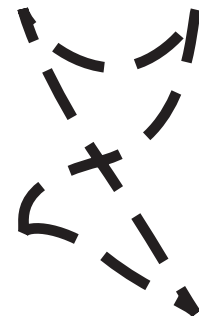
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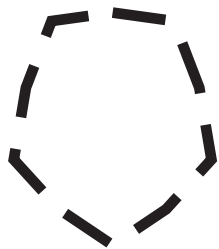
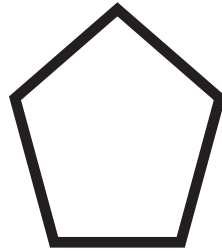
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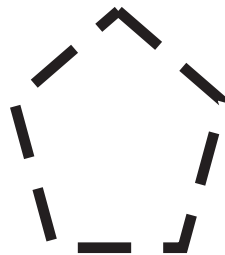
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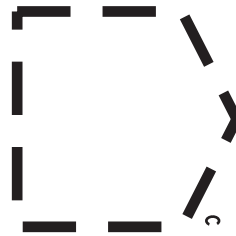
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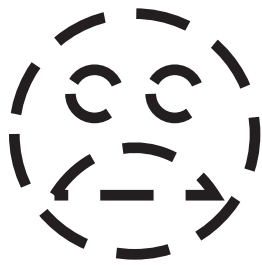
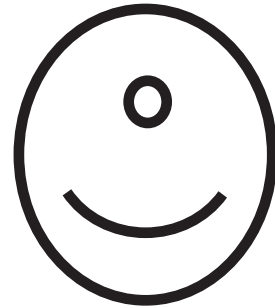
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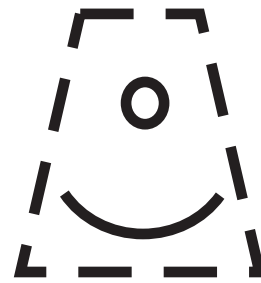
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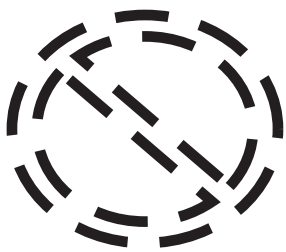
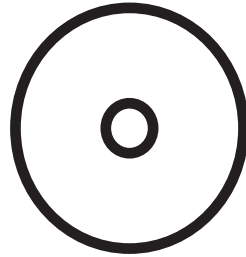
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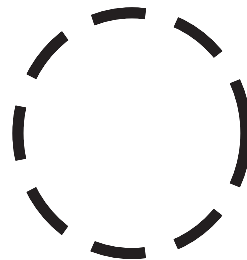
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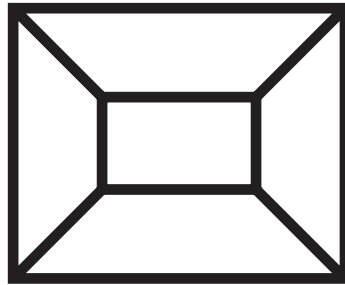
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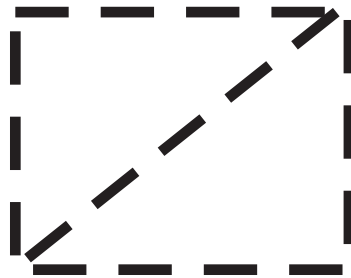
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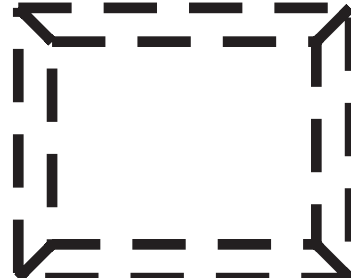
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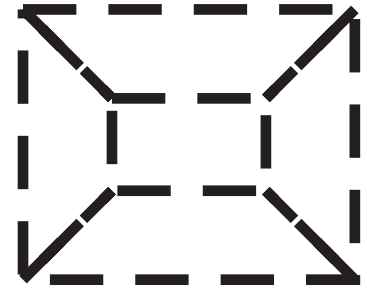
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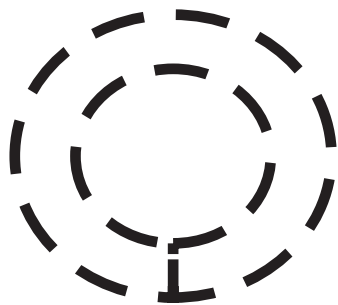
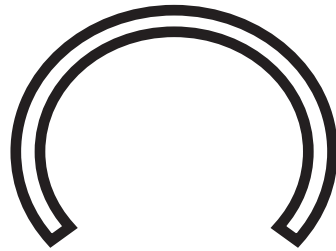
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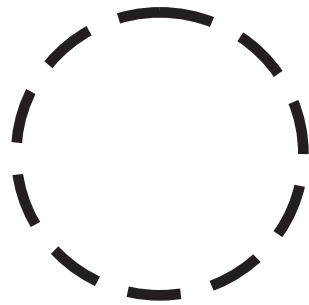
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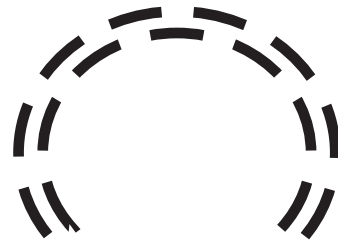
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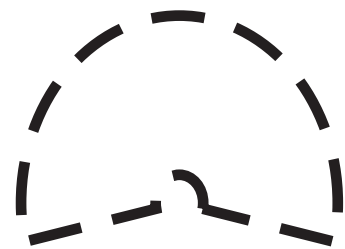
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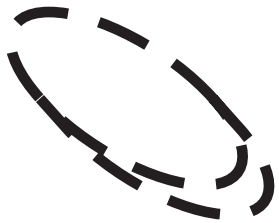
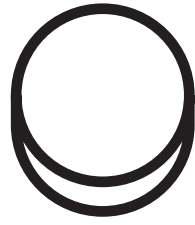
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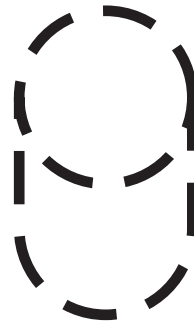
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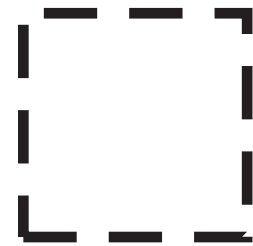
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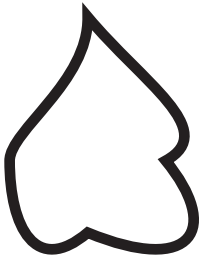
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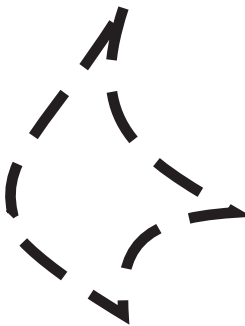
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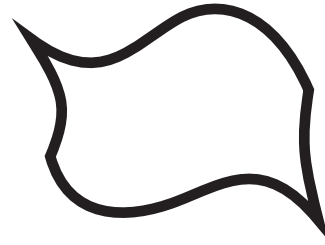
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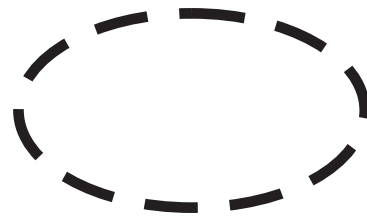
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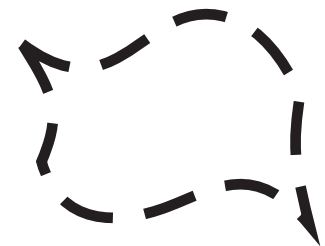
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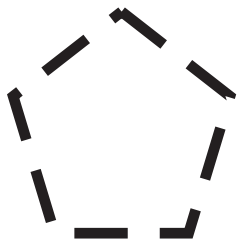
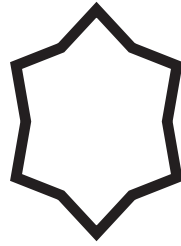
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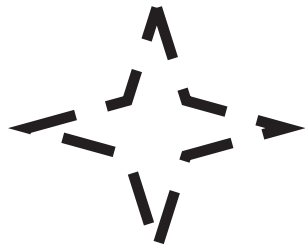
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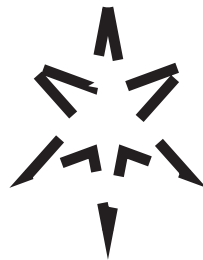
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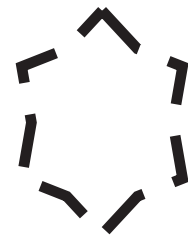
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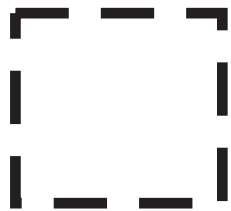
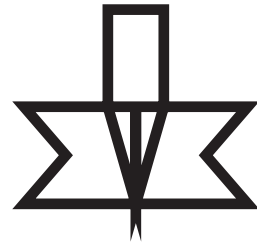
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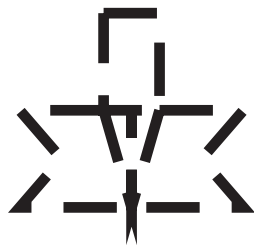
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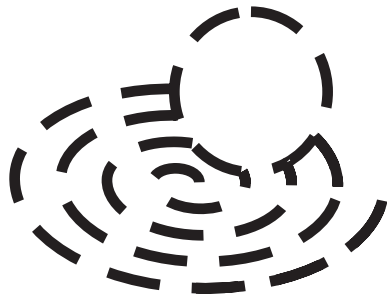
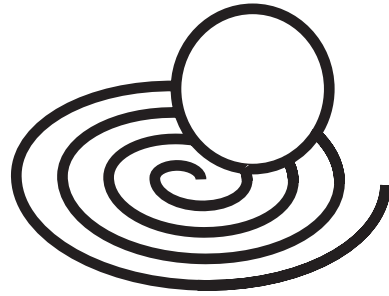
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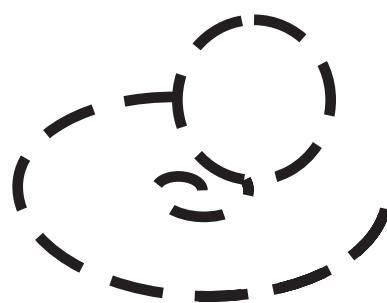
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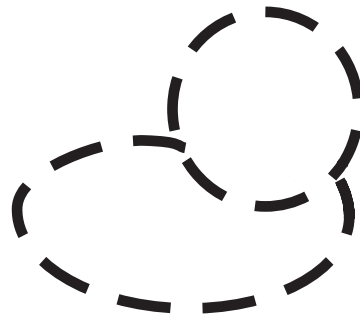
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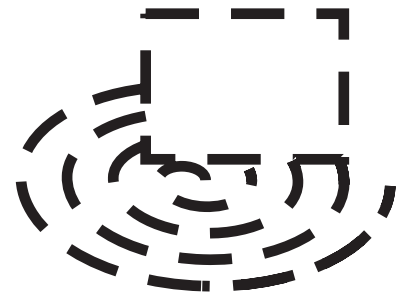
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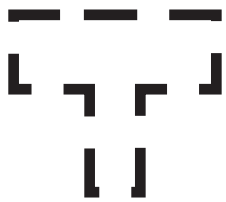
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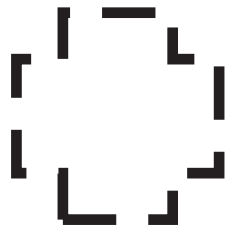
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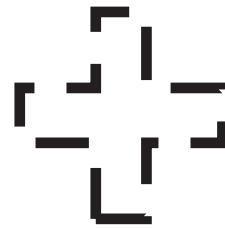
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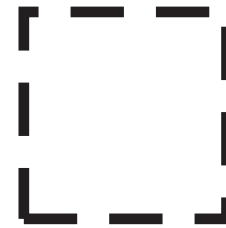
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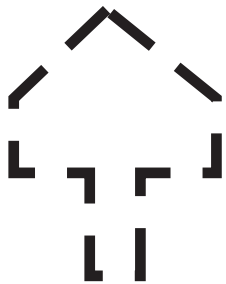
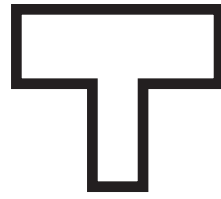
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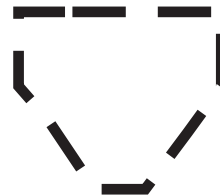
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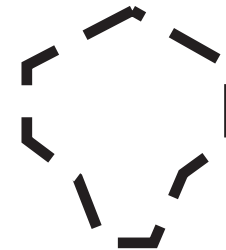
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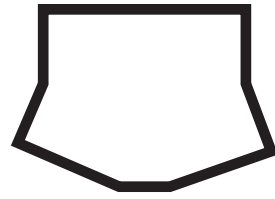
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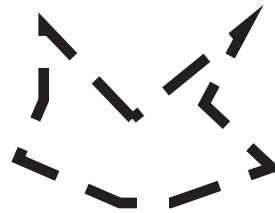
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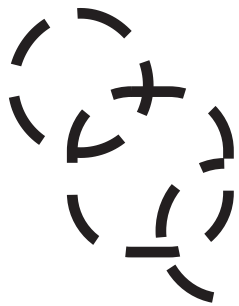
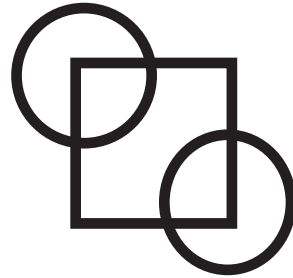
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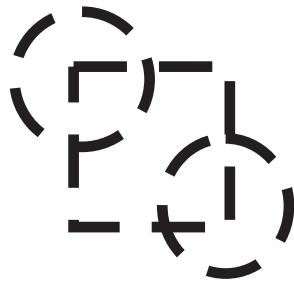
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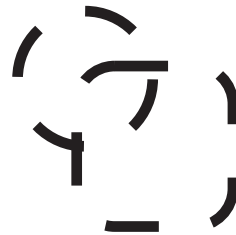
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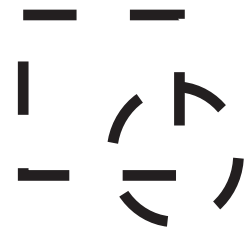
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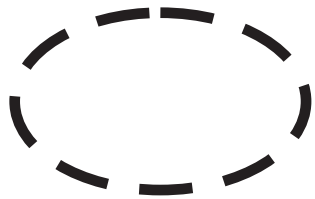
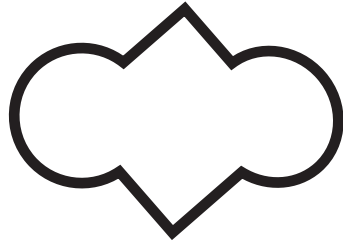
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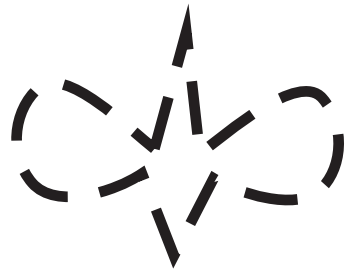
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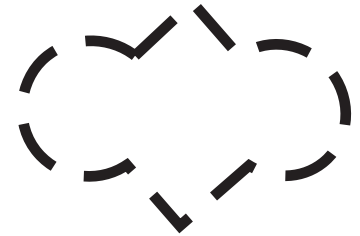
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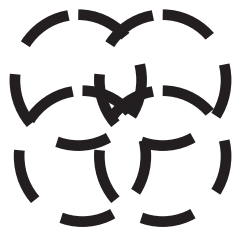
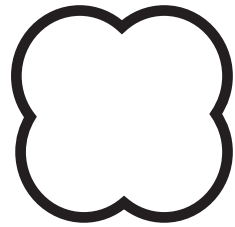
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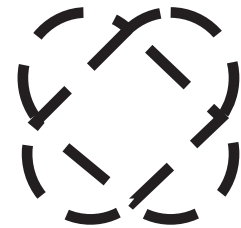
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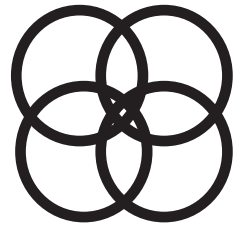
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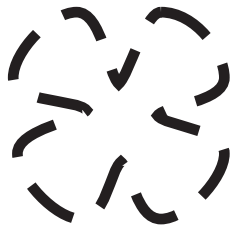
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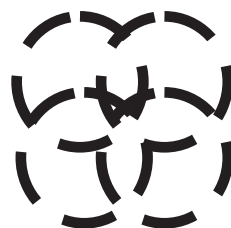
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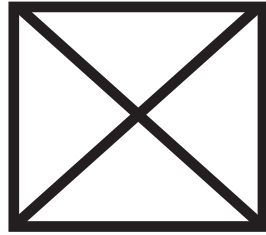
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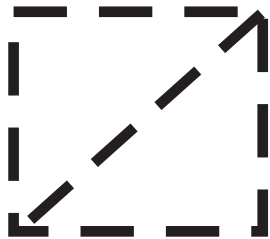
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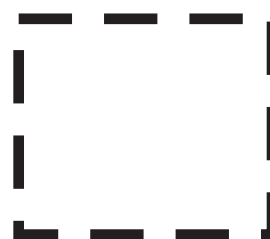
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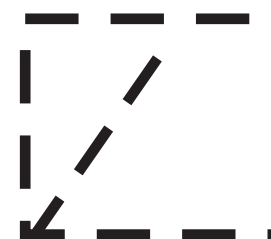
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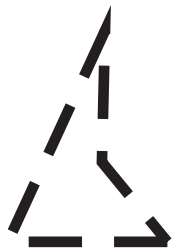
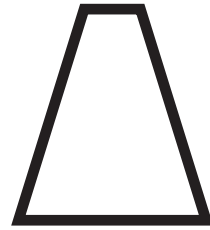
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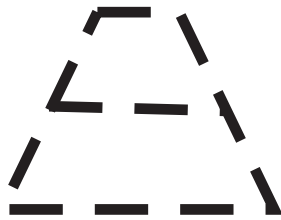
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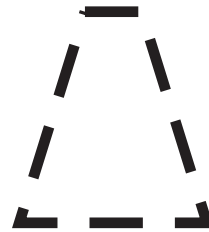
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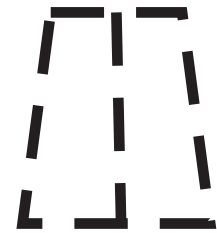
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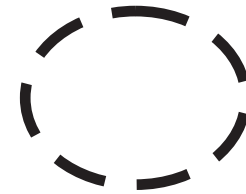
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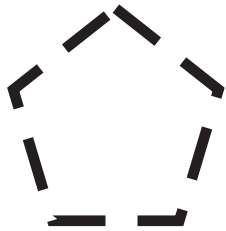
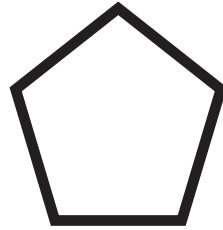
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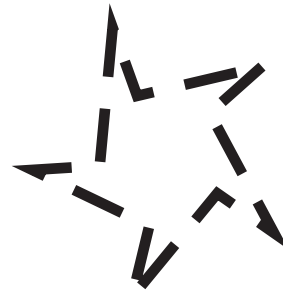
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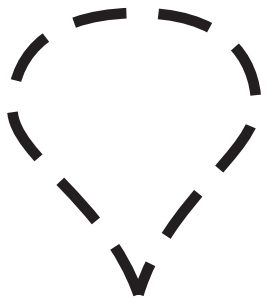
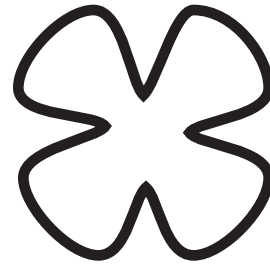
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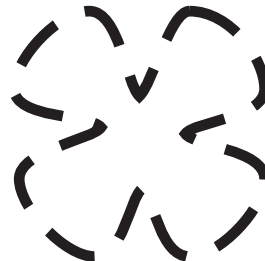
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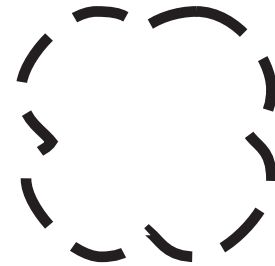
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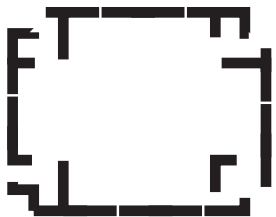
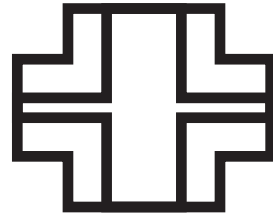
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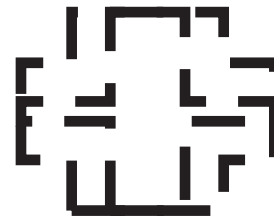
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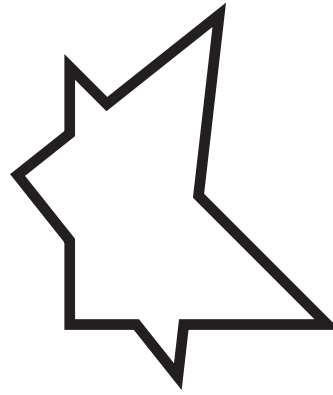
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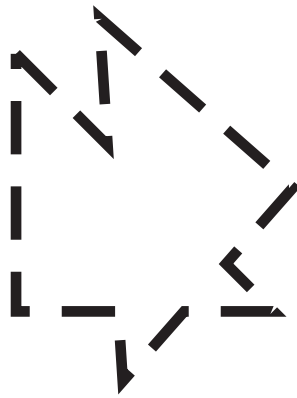
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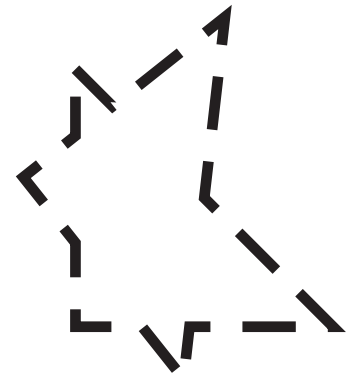
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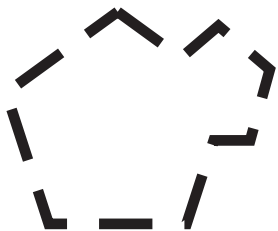
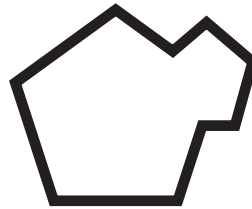
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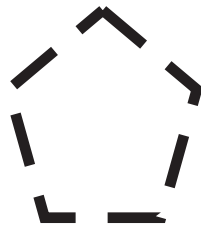
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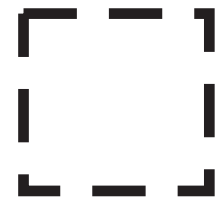
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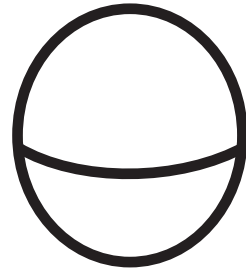
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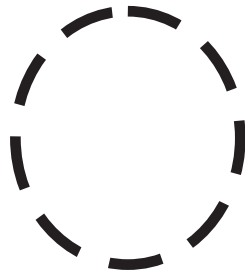
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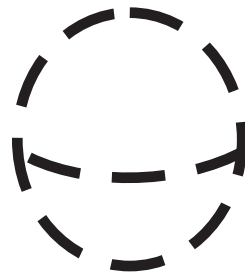
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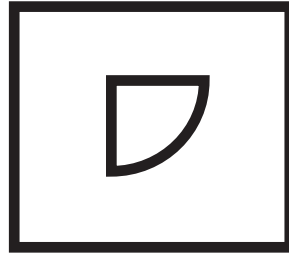
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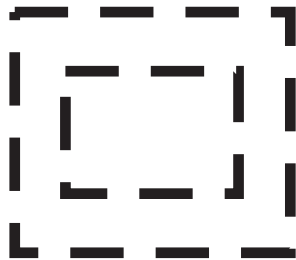
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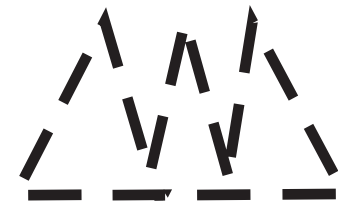
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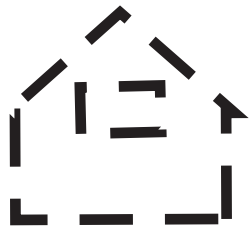
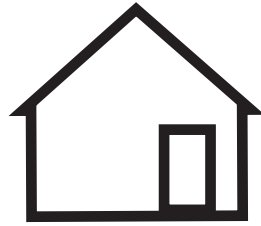
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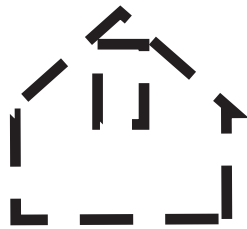
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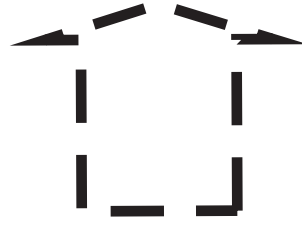
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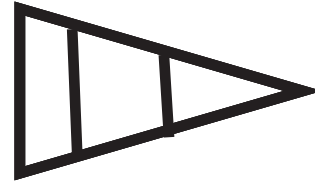
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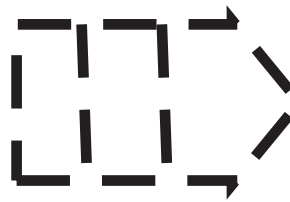
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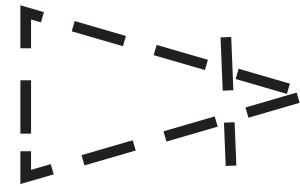
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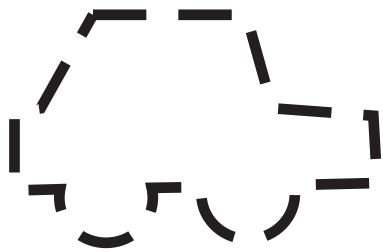
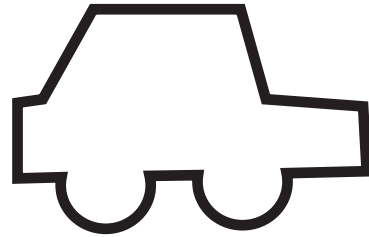
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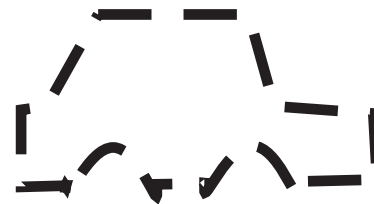
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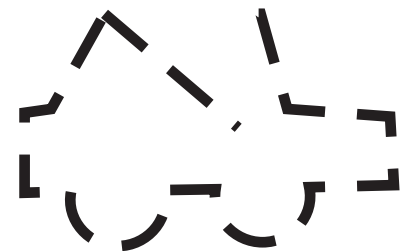
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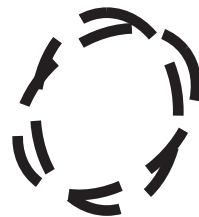
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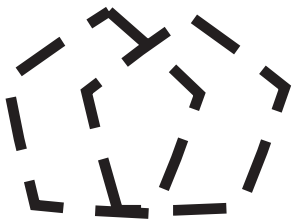
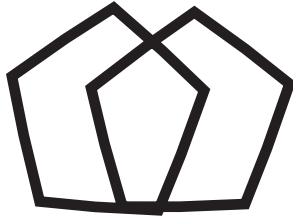
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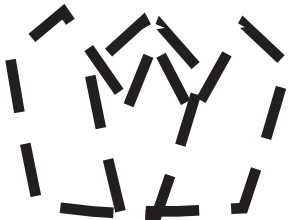
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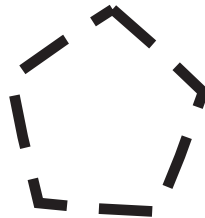
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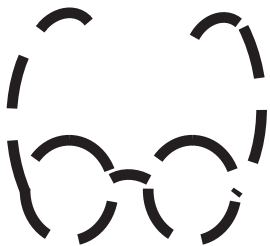
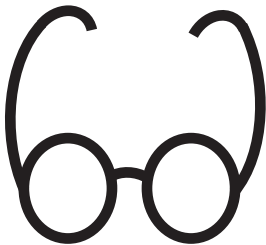
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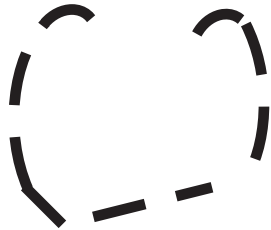
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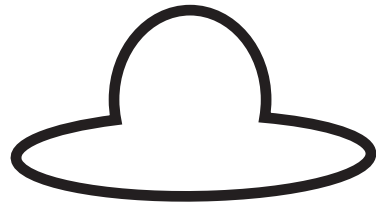
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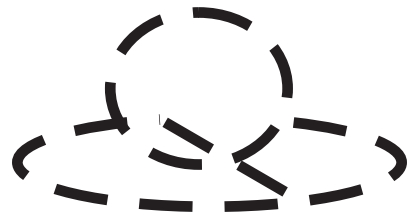
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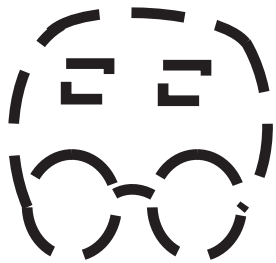
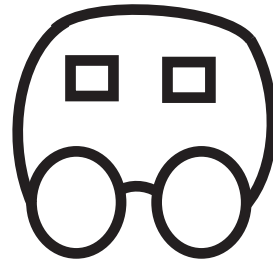
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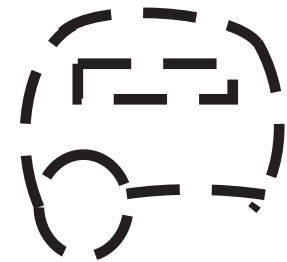
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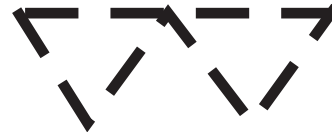
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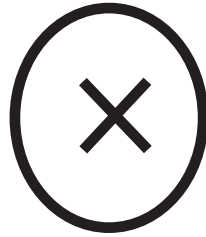
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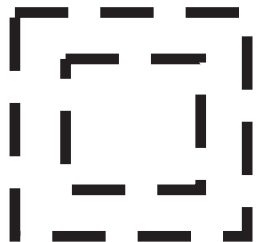
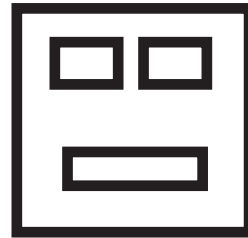
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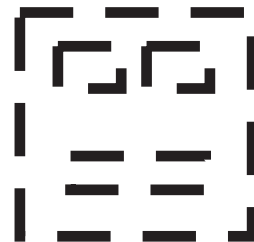
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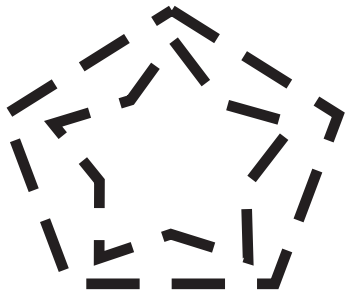
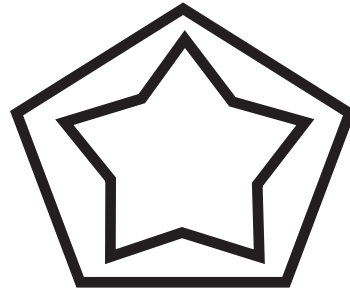
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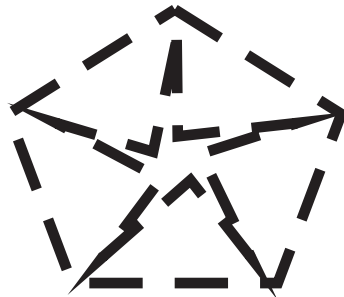
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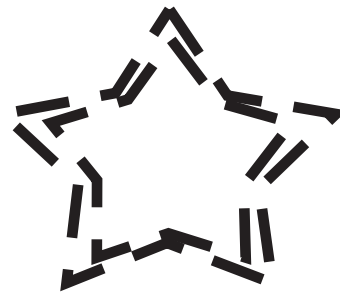
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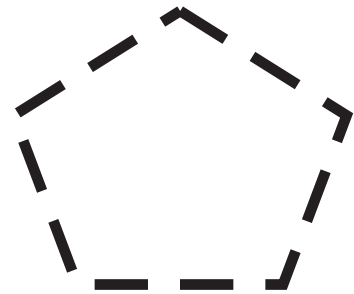
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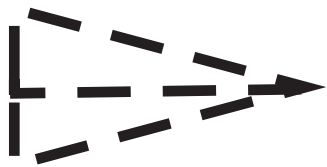
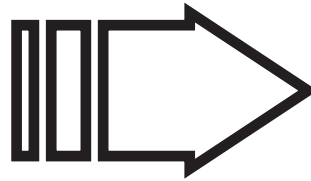
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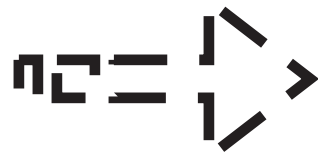
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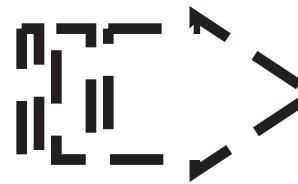
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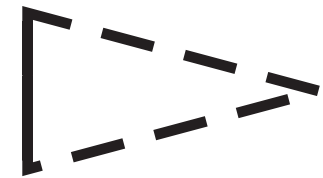
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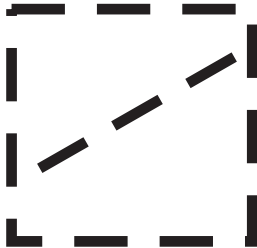
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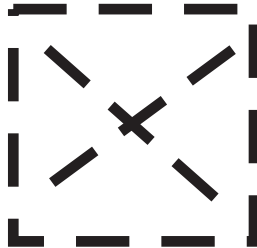
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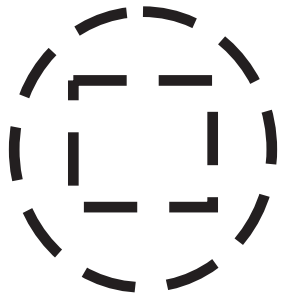
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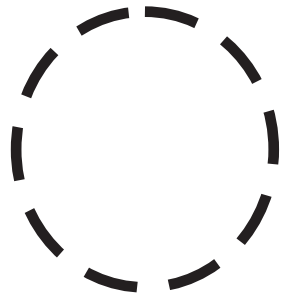
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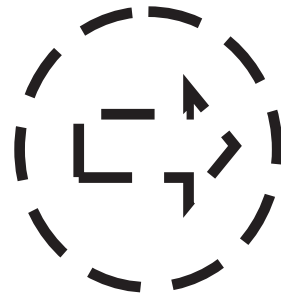
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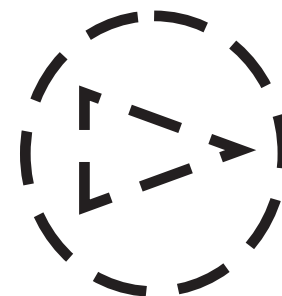
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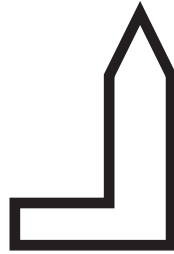
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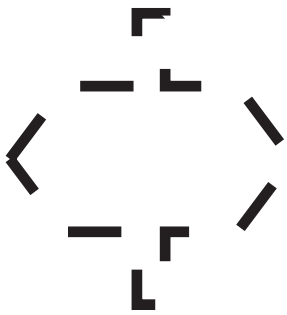
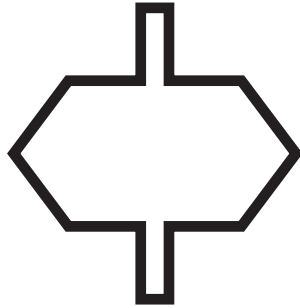
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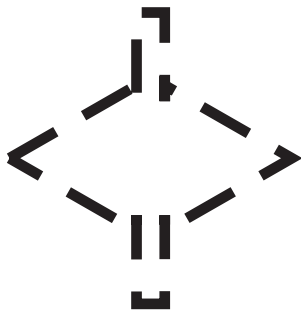
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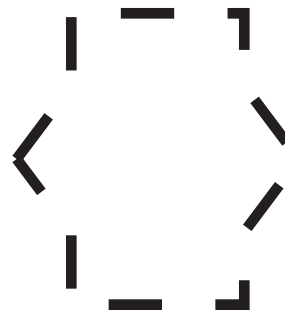
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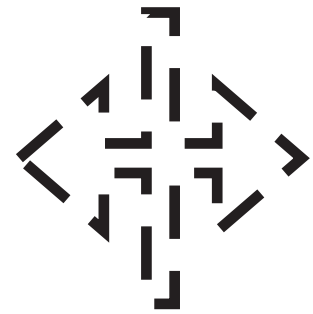
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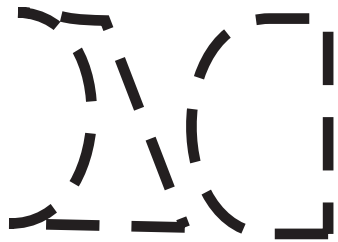
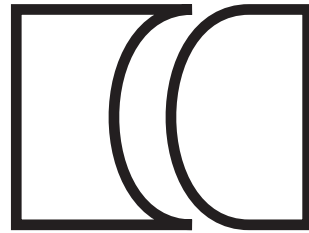
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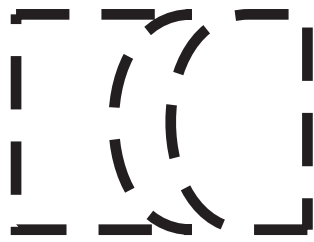
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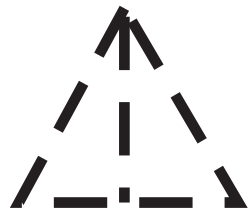
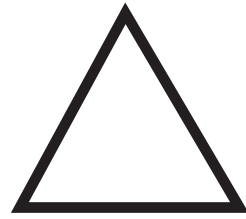
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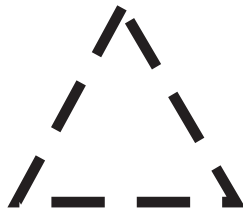
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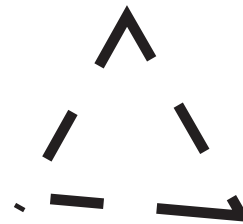
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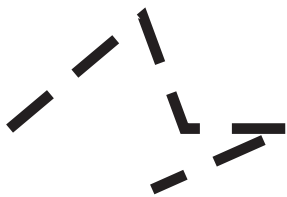
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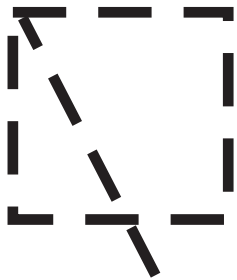
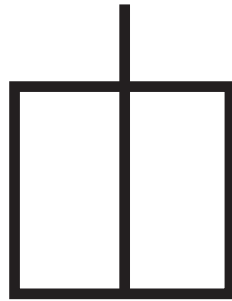
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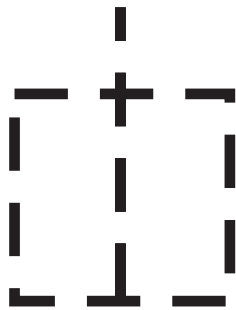
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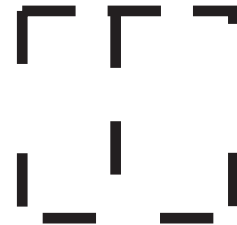
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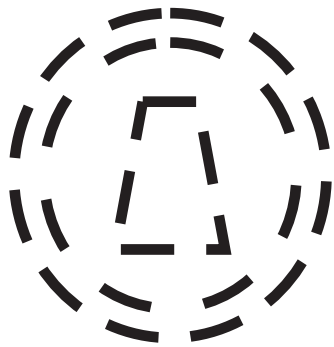
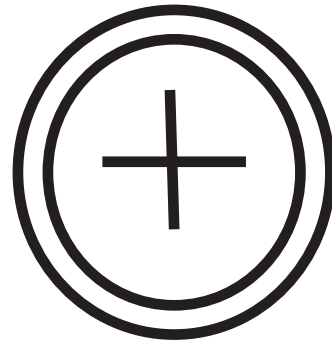
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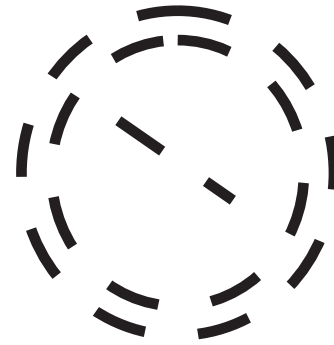
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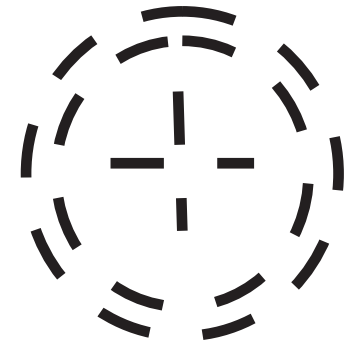
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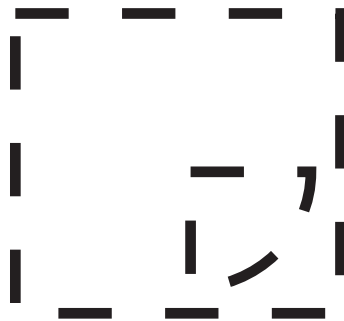
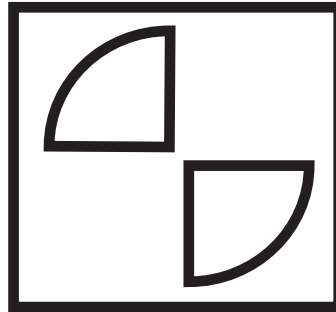
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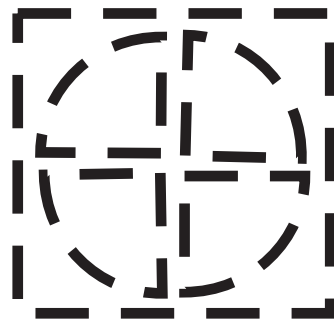
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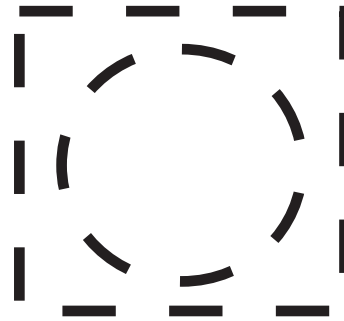
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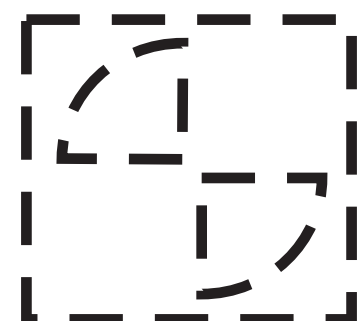
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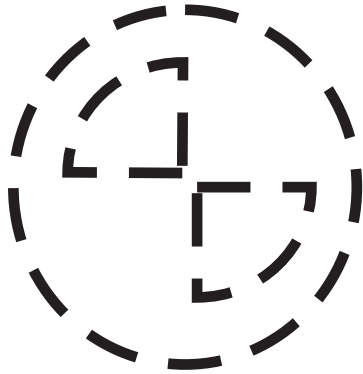
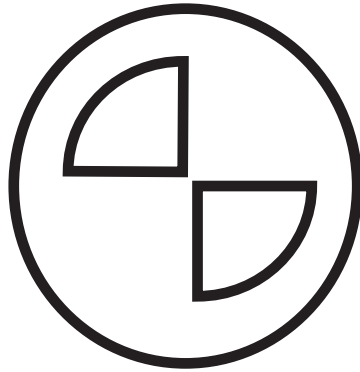
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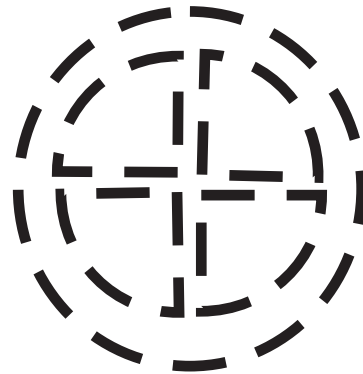
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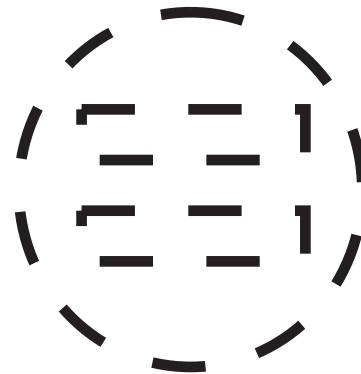
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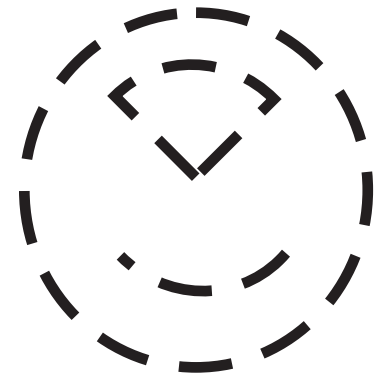
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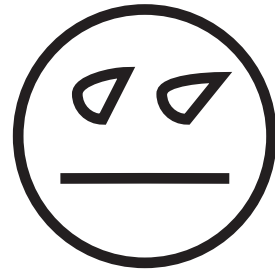
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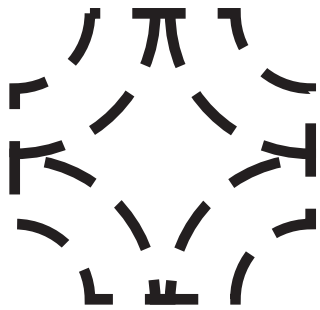
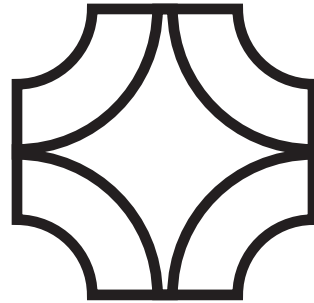
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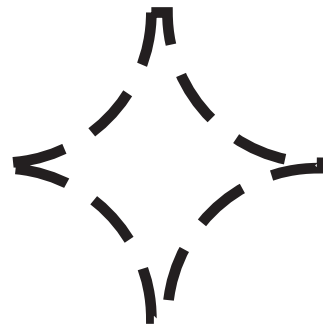
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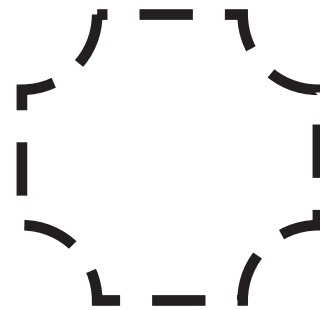
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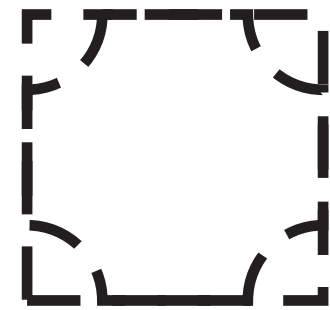
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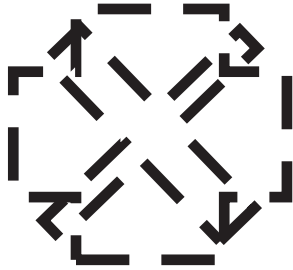
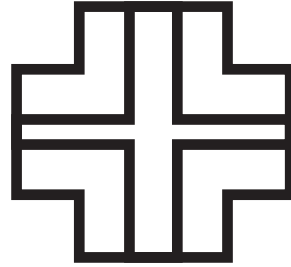
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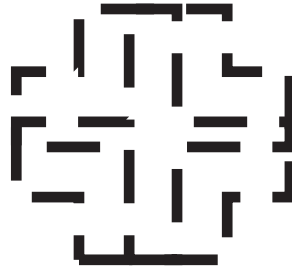
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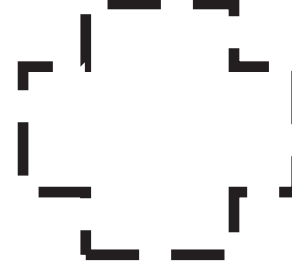
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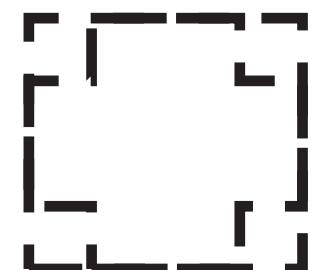
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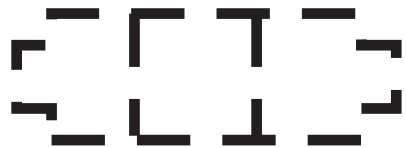
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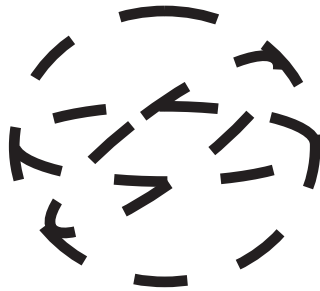
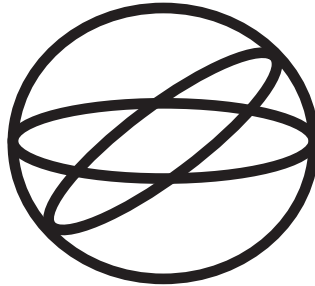
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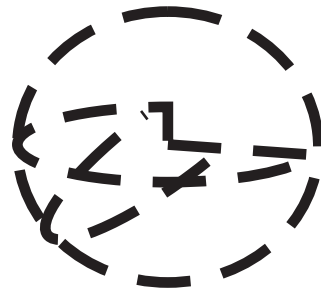
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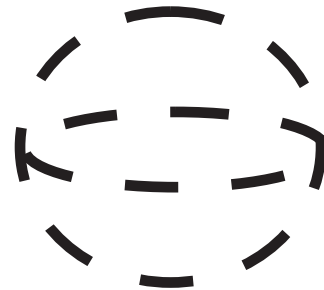
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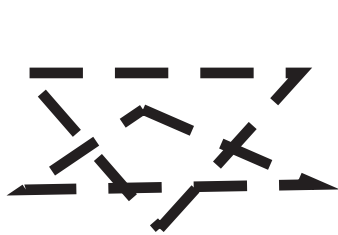
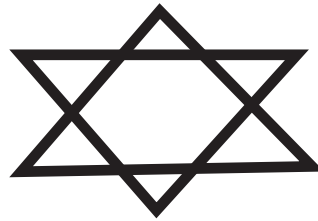
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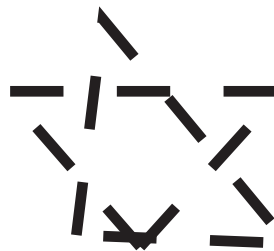
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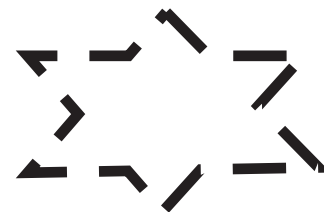
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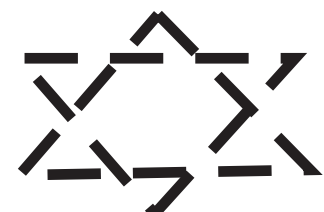
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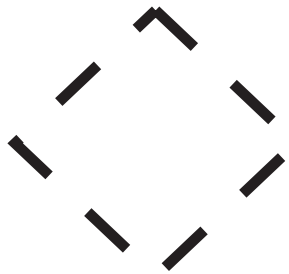
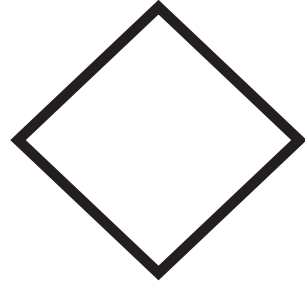
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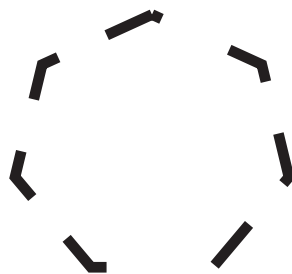
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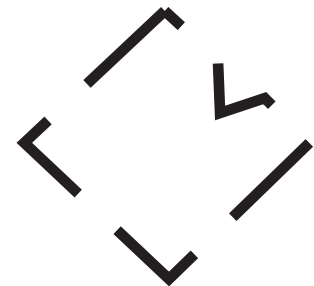
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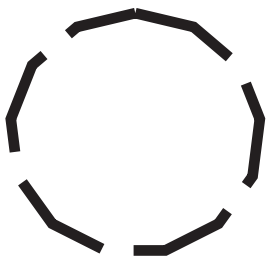
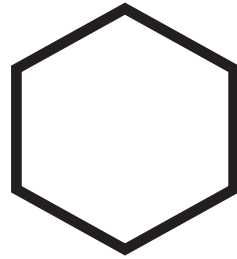
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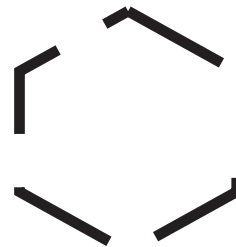
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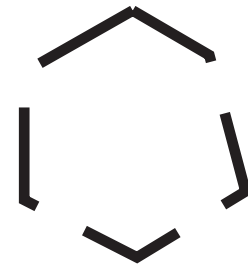
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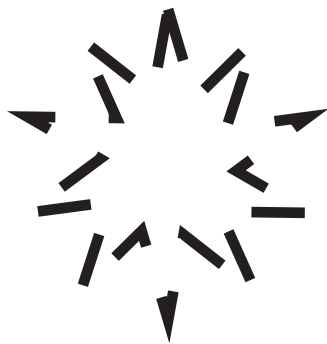
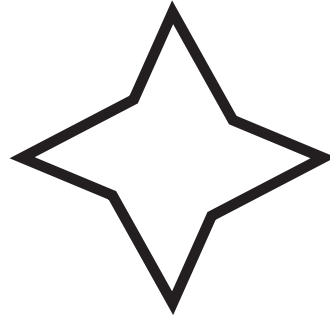
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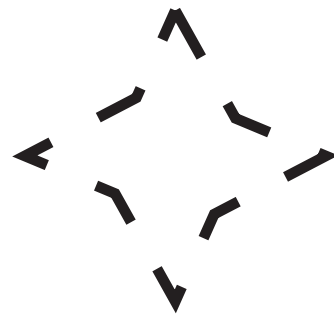
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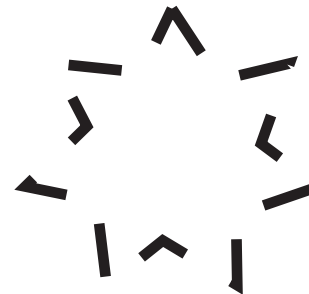
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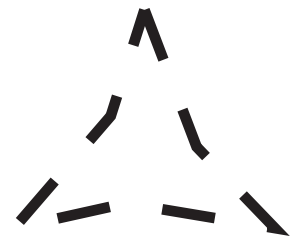
1



2



3



4

TABLE OF ANSWERS – PLANTILLA DE RESPUESTAS

The correct answers are shown below. If the correct answer is the first figure of the plate, the number 1 is shown; if the correct answer is the second figure, a number 2 will be shown, and so on.

A continuación se muestra la plantilla de corrección, que contiene el número de cada una de las láminas y la respuesta correcta para cada una de ellas. Si la respuesta correcta es la primera figura de la lámina el número mostrado es un 1; si la respuesta correcta corresponde con la segunda figura aparece un 2, y así sucesivamente.

ITEM #	CORRECT ANSWER
1	4
2	2
3	2
4	3
5	3
6	3
7	1
8	4
9	2
10	4
11	2
12	2
13	1
14	3
15	4
16	2
17	4
18	1
19	3
20	2
21	3
22	1
23	3
24	2
25	4

ITEM #	CORRECT ANSWER
26	2
27	2
28	1
29	2
30	4
31	1
32	1
33	1
34	4
35	1
36	3
37	1
38	2
39	1
40	4
41	1
42	1
43	4
44	3
45	3
46	1
47	2
48	2
49	3
50	1

ITEM #	CORRECT ANSWER
51	1
52	1
53	2
54	4
55	2
56	3
57	3
58	4
59	3
60	1
61	3
62	1
63	1
64	2
65	3
66	4
67	3
68	1
69	2
70	4
71	1
72	1
73	1
74	2
75	4

ITEM #	CORRECT ANSWER
76	1
77	1
78	2
79	1
80	2
81	1
82	4
83	1
84	3
85	4
86	2
87	4
88	1
89	2
90	3
91	1
92	1
93	3
94	3
95	4
96	1
97	2
98	2
99	4
100	1

TABLE OF ANSWERS – PLANTILLA DE RESPUESTAS

(CONTINUATION – CONTINUACIÓN)

ITEM #	CORRECT ANSWER
101	1
102	3
103	4
104	1
105	4
106	3
107	1
108	3
109	1
110	1
111	3
112	4
113	3
114	4
115	1
116	4
117	3
118	2
119	1
120	2
121	4
122	1
123	3
124	3
125	3

ITEM #	CORRECT ANSWER
126	2
127	2
128	1
129	2
130	1
131	3
132	4
133	3
134	3
135	1
136	2
137	3
138	2
139	2
140	4
141	4
142	3
143	2
144	2
145	4
146	4
147	2
148	1
149	3
150	2

ITEM #	CORRECT ANSWER
151	1
152	2
153	4
154	3
155	3
156	1
157	3
158	1
159	1
160	3
161	3
162	4
163	1
164	2
165	3
166	4
167	2
168	4
169	1
170	1
171	3
172	1
173	1
174	4
175	1

ITEM #	CORRECT ANSWER
176	1
177	1
178	3
179	1
180	3
181	1
182	4
183	1
184	1
185	2
186	2
187	4
188	2
189	4
190	4
191	1
192	3
193	1
194	2
195	3
196	1
197	4
198	1
199	3
200	2

