



B

le

an

W

e

ca

ee

e a

e e

fa

ba

ca

an

m

a a

ca

cae

a

e e

m

ca

an

a

e

an

an

ca

ba

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

ca

T T

1

B a ʒæ æ ʒ n f e

Eff e n can b fac æ b ʒæ a e n a

W ʒ a e ʒ ʒ a n a c e ?

Handwriting practice area with multiple rows of dotted letters and arrows for tracing. The letters include 'B', 'a', 'ʒæ', 'æ', 'ʒ', 'n', 'f', 'e', 'Eff', 'e', 'n', 'can', 'b', 'fac', 'æ', 'b', 'ʒæ', 'a', 'e', 'n', 'a', 'W', 'ʒ', 'a', 'e', 'ʒ', 'ʒ', 'a', 'n', 'a', 'c', 'e'. A blue horizontal line is drawn across the middle of the practice area.



De e ce a an an a a a

J n n can le m e a ce a an
an a a a

Waa e a e an n ac e ?

The first paragraph contains several lines of text, including the words 'can', 'le', 'm', 'e', 'a', 'ce', 'a', 'an'. The text is partially obscured by a blue horizontal line.





accusate a fe in b an
accusab

“I n an aae te a fe facc n ab an
ne an n fe in b e n e e”

Waa e a n an n ac e ?

In the first part of the text, the author discusses the concept of 'accusate' and its implications in a legal or social context. It mentions how actions are perceived and judged by others, often leading to misunderstandings or conflicts.

The text then delves into the complexities of human behavior, suggesting that what appears to be an accusation might have deeper, more nuanced meanings. It emphasizes the importance of understanding the context and the intentions behind the actions.

Further exploration of the theme shows how these perceptions can shape our relationships and our view of the world. The author uses various examples to illustrate these points, making the argument more relatable and compelling.

In conclusion, the text argues that 'accusate' is not just a simple act but a complex social phenomenon. It calls for a more thoughtful and empathetic approach to interpreting the actions of others, highlighting the need for open communication and understanding.

E ab ɹ m a ɛ ɪ na e e ɔ

45% f ɔ ca cae e ɪ ne n ɪ an n e e a
 e ee n e ae ɹ e an e e ɔ a ɛ
 ɔ e a e - an ɹ ɹ a e n ɪ a ee ba .

Wɹa e ɹ n an n a ɛ e ?

ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e
 ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e
 ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e

ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e
 ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e
 ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e

ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e
 ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e
 ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e

ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e
 ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e
 ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e

ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e
 ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e
 ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e ɹ n an n a ɛ e



W a e a n e a n n a c e ?

... ..

... ..

... ..

... ..

... ..



