

Figure 1. A schematic diagram of the experimental design.

$\frac{1}{2} \left(\frac{1}{2} \right) = \frac{1}{4}$

Figure 1. The effect of the concentration of the *Agrobacterium* suspension on the transformation efficiency of *Agrobacterium* strains. The concentration of the *Agrobacterium* suspension was 10⁶ cells/ml (○), 10⁷ cells/ml (□), 10⁸ cells/ml (△), and 10⁹ cells/ml (◇). The error bars represent the standard deviation of three independent experiments.

$\frac{1}{2} \left(\frac{1}{2} \right) = \frac{1}{4}$

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

$$\frac{d}{dt} \left(\frac{1}{2} \dot{\theta}^2 + \frac{1}{2} \dot{\phi}^2 + \frac{1}{2} \dot{\psi}^2 + \frac{1}{2} \dot{\chi}^2 + \frac{1}{2} \dot{\eta}^2 + \frac{1}{2} \dot{\xi}^2 + \frac{1}{2} \dot{\zeta}^2 + \frac{1}{2} \dot{\eta}^2 + \frac{1}{2} \dot{\xi}^2 + \frac{1}{2} \dot{\zeta}^2 \right) = 0$$

Figure 1. Schematic representation of the experimental design. The subjects were divided into two groups: a control group and an experimental group. The control group received a standard training program, while the experimental group received a training program with a focus on the specific skills required for the task. The results of the training were compared between the two groups.



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