FUNDAMENTALS OF PEDAGOGY

by Lucian Green
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Two Uses

Two Uses Primary Text is about two uses for pots.

Two Uses Primary Text

Two Uses is one of the Pedagogical Breasonings Ways Of Thinking, that are required to know to earn A grade in an assignment.

Algorithm

The Two Uses Prolog algorithm verifies whether a container has the two uses, can be carried and can stand.

Dialectic

Alexis argues for two uses while Dion argues against and reconciles his knowledge about two uses.

ALEXIS: This Two Uses algorithm returns whether the saucepan, pot or frying pan can both stand and be carried. They can stand if they have a horizontal line of at least two p's (pan) at the bottom. The subject can carry them if they have one long (two or more) h's (handles) at the top or two short h's at the top.
Does twouses1([[p,' ',p, h, h],

[p, p, p,' ',' ']]) return true?

DION: Yes.

ALEXIS: Does twouses1([[h,' ',' ',h],

[p,' ',' ',p], [p, p, p, p]]) return true?

DION: Yes.

ALEXIS: Does twouses1([[p,' ',' ',' ',' ', p, h, h, h],

[p, p, p, p, p, p,' ',' ',' ']]) return true?

DION: Yes.

ALEXIS: Does twouses1(((h,p,p,p,h))) return true?

DION: Yes.

ALEXIS: Does twouses1([[h, h, p,' ',' ',' ',' ',' ',' ',' ',' ',p, h, h],

[' ',' ',p,' ',' ',' ',' ',' ',' ',' ',' ',p,' ',' '], [' ',' ',p,' ',' ',' ',' ',' ',' ',' ',' ',p,' ',' '], [' ',' ',p,' ',' ',' ',' ',' ',' ',' ',' ',p,' ',' '], [' ',' ',p, p, p, p, p, p, p, p, p,' ',' ']]) return true?

DION: Yes.
ALEXIS: The algorithm is as follows:

1. twouses1(Image) :- %% Returns true if Image contains an object that is carryable (the first line has one long (two or more) h's (one long handle) or two h's (two short handles)) and can stand (the last line has horizontal line of at least two p's (pan))
2.   Image = [Firstline | _Lines], %% Firstline is the first line of Image
3.   lastline(Image, Lastline), %% Lastline is the last line of Image
4.   carryable(Firstline), %% Tests whether Firstline is carryable (the first line has one long (two or more) h's (one long handle) or two h's (two short handles))
5.   stands(Lastline). %% Tests whether Lastline can stand (the last line has horizontal line of at least two p's (pan))
6. lastline(Lines1, Lastline) :- %% Returns the Lastline of Lines1
7.   Lines1 = [_Line | Lines2], %% Removes the first item in the list Lines1 to give Lines2
8.   lastline(Lines2, Lastline). %% Returns the Lastline of Lines2
9. lastline([Lastline], Lastline). %% Returns Lastline when it is the last item
10. carryable(Line) :- %% Returns whether the first line has one long (two or more) h's (one long handle) or two h's (two short handles)
11.   onelonghandle(Line); %% Returns whether the first line has one long (two or more) h's (one long handle)
12.   twoshorthandles(Line). %% Returns whether the first line has two h's (two short handles)
13. onelonghandle(Line) :- %% Returns whether the first line has one long (two or more) h's (one long handle)
14.   line(Line, h). %% Determines whether Line contains a line of at least 2 h's
15. line(Line1, Item1) :- %% Determines whether Line1 contains a line of at least 2 Item1's
16.   Line1 = [Item2 | Line2], %% Takes the first item, Item2 in Line1, giving Line2
17.   not(Item2 = Item1), %% Verifies that Item2 is not Item1

18.   line(Line2, Item1), !. %% Determines whether Line2 contains a line of at least 2 Item1's

19.   line(Line1, Item) :- %% Determines whether Line1 contains a line of at least 2 Item's

20.   Line1 = [Item | Line2], %% Takes the first item, Item from Line1, leaving Line2

21.   Line2 = [Item | _Line3]. %% Takes the first item, Item from Line2

22.   twoshorthandles(Line1) :- %% Returns whether Line1 contains two h's (two short handles)

23.   member(h, Line1), %% Tests that h is a member of Line1

24.   deletefirst(Line1, h, [], Line2), %% Deletes the first instance of h in Line1

25.   member(h, Line2),

26.   deletefirst(Line2, h, [], _Line3).

27.   deletefirst(Line1, Item, Line2, Line3) :- %% Deletes an instance of Item in Line1

28.   Line1 = [Item | Line4],

29.   append(Line2, Line4, Line3).

30.   deletefirst([], _Item, Line, Line). %% Returns Line with the first instance of Item deleted

31.   deletefirst(Line1, Item1, Line2, Line3) :- %% Line 31 advances to the first instance of Item1 in Line1

32.   Line1 = [Item2 | Line4],

33.   not(Item1 = Item2),

34.   append(Line2, [Item2], Line5),

35.   deletefirst(Line4, Item1, Line5, Line3).

36.   stands(Line) :- %% Tests that Line stands (that there is a line of two p's in Line)

37.   line(Line, p).

DION: The subject should write original algorithms and arguments in the supplementary examination. Further, the physically challenged person should be given a supplementary examination in which he should identify different writers in the exposition. Also, the subject should write original algorithms and arguments where the algorithm should verify that the object is a member of the set. Besides this, the subject should check that the object is a member of the set and is attached to the correct meaning. Additionally, the subject should ethically assess the person's two uses in writing to enable her to become a founder. Along with this, the subject should become a founder by answering questions importantly and on the topic. As well as this, the subject should ethically assess the person's two uses in writing about time and space about the object in the essay. Furthermore, the subject should write about time and space about the object in the piece after understanding each object in speech. Moreover, the subject should write logically connected program lines to ensure that the program is functional. Also, the subject should state that the program that loads different icons each day is functional. Finally, the subject should logically connect records of breasonings.

ALEXIS: What is the meaning of twouses1(Image) in line 1?

DION: Line 1 returns true if Image contains an object that is carryable. That is, the first line has one long (two or more) h's (one long handle) or two h's (two short handles) and can stand, that is the last line has a horizontal line of at least two p's (pan).

ALEXIS: I prepared to like Lucian's computational philosophy academy. I did this by writing Noam Chomsky's probable comments on the Press Release for Richard Dawkins' likely comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational

English argument in Computational English. First, I asked why do we have to find a new feature, isn't text-to-speech enough? Second, I said why is complexification part of finding fault (agreeing)? We have to fix it up and move on. Third, I do like formats, but I don't (do) like Richard Dawkins.

DION: The subject shouldn't write original algorithms and arguments (where the subject endorsed Lucian's Computational Philosophy Academy, embarking on a pathway between two uses).

ALEXIS: The subject should write original algorithms and arguments.

DION: Two uses is correct because of the phenomenology of nature, which is correct because the subject should write unique algorithms and arguments.

ALEXIS: I prepared to find it (pedagogy) out using meditation (philosophy) and trial and error in my degree. I did this by writing Richard Rorty's probable comments on Richard Dawkins' likely comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I asked what's Daoism (concerning individualness) got to do with it. Second, I wrote they must be perfect. Third, I wrote they must be put together again.

DION: The subject shouldn't see the light of day (where the subject found pedagogy out using meditation, or philosophy and trial and error in his degree, like meditation has a second use, pedagogy).

ALEXIS: The subject should see the light of day.

DION: The subject should write original algorithms and arguments to see the light of day.

ALEXIS: I prepared to write I don't like vegan meat, good approaching bad, like I don't like human-likeness, bad approaching good. I did this by writing Richard Rorty's probable comments on the Press Release for Richard Dawkins' likely comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I thought the professor's image of the vocal folds was weird (interesting) because it wasn't (was) real. Second, I liked realism, ironism, to do with text-to-speech. Third, I didn't like text-to-speech because I didn't think robotics was real enough.

DION: The subject shouldn't endorse positive-enough objects (where the subject wrote, "I like vegan meat, or good approaching the different other, like human-likeness, or the different other approaching good," where I can use an object that was approached by good or has approached good).

ALEXIS: The subject should endorse positive-enough objects.

DION: The subject should see the light of day by supporting sometimes disagreeing, positive-enough entities.

ALEXIS: I prepared to say that I dislike (like) that spiritual is real, there would be flittering, fluttering, madness (sanity). I did this by writing Richard Dawkins' probable comments on the Press Release for Richard Dawkins' likely comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, entering text to be converted to speech is confusing at first because of the format the typist needs to enter it into the computer. Second, I wrote, what if it gets it wrong (right) because of not having met that format before. Third, I don't (do) like the format either, the high-quality sex scenes with robots and things like that, meaning the algorithm to carry out spiritual communication.

DION: The subject shouldn't not want verifying 4D (imagining opening a box, like the spiritual) from 3D (a box, like the real) is safe (where the subject said that he liked that the spiritual is real, like wanting an object in an image is real, so there would be sanity).

ALEXIS: The subject should verify 4D (imagining opening a box, like the spiritual) from 3D (a box, like the real) is safe.

DION: The subject should verify the spiritual (as real) in essays.

ALEXIS: I prepared to like converting text to speech. I did this by writing Noam Chomsky's probable comments on Richard Dawkins' likely comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I asked what do you mean Lucian Green, separateness? He means individualness (sic). Second, I don't like text much, is unusual (I like text). Third, I like speech as well.

DION: The subject disagreed with the idea being misrepresented in text (where the subject endorsed converting text to speech, and he ordered the uses: text, speech).

ALEXIS: The subject typed the idea neatly.

DION: The subject should record, then verify the idea.

ALEXIS: What is the meaning of lastline([Lastline], Lastline) in line 9?

DION: Line 9 returns Lastline when it is the last item.

ALEXIS: I prepared to feel sorry for the physically challenged people. I did this by writing Noam Chomsky's probable comments on the Press Release for Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I wrote the second philosopher's second comment set related to the first philosopher's second comment set on the line. Second, I asked isn't the second philosopher's first comment set related to the first philosopher's first and second comment set on the line and the second philosopher's second comment set related to his or her first comment set on the line? Third, I wrote that's what I what to comment on, not unnecessary material all the time.

DION: The physically challenged person shouldn't be given a supplementary examination (where the subject felt sorry for the physically challenged person, and one person should inspect the physically challenged person's mark).

ALEXIS: The subject should give the physically challenged person a supplementary examination.

DION: Two uses is correct because of the mercy of nature, which is right because the subject should give the physically challenged person a supplementary examination.

ALEXIS: I prepared to work out that Derrida's writing was the As, not disappointing the reader with no or two (sic) many breasonings. I did this by writing Michel Onfray's probable comments on Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I liked writing. Second, I liked the author. Third, I talked about the author.

DION: The subject shouldn't visualise the object (where the subject worked out that Derrida's writing was the As, not disappointing the reader with no or two (sic) many breasonings, allowing one to visualise one object per sentence).

ALEXIS: The subject should visualise the object by saying the breasonings ways of thinking to God, then breasoning out the object (thinking of its x, y and z dimensions).

DION: The student should read each question carefully in the supplementary examination.
ALEXIS: I prepared to naturally expect goodness when I had forgotten or not forgotten a point. I did this by writing Michel Onfray's probable comments on the Press Release for Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, inspired by Nussbaum, I got it right (I wrote unique phenomena in each case) as well as the computer. Second, I liked transcending the text by bracketing it (forgetting it and later writing on the most important point). Third, I wanted critical thinking's argument structures, converting arguments into argument maps and vice versa.

DION: The subject shouldn't write a summary from memory (where the subject naturally expected goodness when a point had been forgotten or not forgotten, like imagining being able to hold the object when he had not forgotten the point).

ALEXIS: The subject should write a summary from memory.

DION: The subject should verify his summary.

ALEXIS: I prepared to write the first philosopher's first comment set related to either Lucian's line or the second philosopher's first comment set on Lucian's line. I did this by writing Noam Chomsky's probable comments on Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I asked what's the relevance of writing and subjects he

(Onfray) hasn't studied? Second, I asked what's the question (asking how to write 100 As per Masters assignment chapter?). Third, I asked what's the relevance of all this?

DION: The subject shouldn't read the comments on the comments (where the subject wrote the first philosopher's first comment set related to either Lucian's line or the second philosopher's first comment set on Lucian's line, where Lucian's line is like the beyond).

ALEXIS: The subject should read the comments on the comments.

DION: The physically challenged person should be given a supplementary examination on comments on comments, which he should read.

ALEXIS: I prepared to understand the speech better. I did this by writing Martha Nussbaum's probable comments on the Press Release for Richard Dawkins' probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I wrote the real conclusion made us recognise the spiritual thoughts. Second, I needed experience to recognise the spiritual ideas. Third, I liked eating with people, to discuss the experience.

DION: The subject should do nothing after collecting the comment (where the subject had a limit to his understanding of speech compared with text).

ALEXIS: The subject should explain the text with speech after collecting the comment.

DION: The subject should explain the text with speech after collecting the comment and comment on the comment.

ALEXIS: What is a use this program verifies?

DION: The program confirms that the utensil stands.

ALEXIS: I prepared to ask what the point of semantics was again, to which Lucian replied that the First Technique contained the first person's upper and lower triangular expositions and critiques respectively, the Second Technique of Meaning verified the tautological meaning of the First Technique, and the Third Technique of Interpretation contained upper and lower triangular expositions and critiques respectively of another compared with the writer of the First Technique essay. I did this by writing Noam Chomsky's probable comments on the Press Release for Richard Rorty's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I agreed to have semantics back. Second, I didn't want the determination of meaning; I wanted verification of it. Third, they were completely different, so it doesn't matter [where the input is known and the output is unknown in determination but the output is known in verification, to which Chomsky replied they both work].

DION: The subject shouldn't identify different writers in the exposition (where the subject stated that the First Technique contained the first person's upper and lower triangular expositions and critiques respectively, where he writes on a stable surface).

ALEXIS: The subject should identify different writers in the exposition.

DION: Two uses is correct because of the writer identification of nature, which is correct because the subject should recognise different writers in the exposition.

ALEXIS: I prepared to say wouldn't it be great if people correctly ordered my philosophy. I did this by writing Michel Onfray's probable comments on Richard Rorty's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I asked whether this was a form of artificial intelligence, and said it should be called it then. Second, I thought the puffin ducks were cute. Third, I wrote that verificationism refers to verifying the text of the speech where the subject generates this speech from the text?

DION: The subject shouldn't state that interpreted breasonings literally, as against figuratively, support the argument (where the subject correctly ordered the philosophy like equal length struts that stay still).

ALEXIS: The subject should state that interpreted breasonings literally, as against figuratively, support the argument.

DION: The subject cited authors who had written better arguments.

ALEXIS: I prepared to compute whether different texts had the same speech or the same texts had different speech, to which Dawkins replied, like what, to which I replied they are homophones and homographs, respectively. I did this by writing Richard Dawkins' probable comments on the Press Release for Richard Rorty's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I suggested using inductive reasoning to write the text-to-speech algorithm in your own programming language. Second, I would it give it text and speech. Third, it would give me the rules, to which Chomsky replied, it's too simple, even I dislike it.

DION: The subject didn't connect the sameness in uses (where the subject computed whether different texts had the same speech or the same texts had different speech. Dawkins replied, "Like what?" The subject responded, "They are homophones and homographs, respectively," like sturdy construction connecting that they both refer to sameness in things with strong glue).

ALEXIS: The subject connected the sameness in uses.

DION: The subject should write well by joining the samenesses in uses.

ALEXIS: I prepared to query how the database is related to text-to-speech, to which I replied the subject would store the voices in databases. I did this by writing Richard Dawkins' probable comments on Richard Rorty's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I didn't want this own programming language business, it doesn't work, to which I replied it does, but statements like A is B + C would become A equals B + C, and Pattern1 = Pattern2 would

become Pattern1 matches Pattern2, where equals and matches would be single keys on the keyboard. Second, I wrote this would be complex and worse, to which I replied the more complex expressions should be broken down into their simplest forms, making them easier. Third, I queried how Prolog is related to text-to-speech, to which I replied the subject would convert the text into phonemes using rules expressed in Prolog.

DION: The subject shouldn't write misaligned meanings (where the subject queried how the database is related to text-to-speech, to which I replied the subject would store the voices in databases like there is a stable centre of gravity).

ALEXIS: The subject should write aligned meanings.

DION: The subject should write a comment written on part of a topic by a writer.

ALEXIS: I prepared to recommend the high-quality comment by the programmer for the command be cut off. I did this by writing Michel Onfray's probable comments on the Press Release for Richard Rorty's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I thought verificationism was a good idea with Prolog code, even English Prolog. Second, I recommended thinking of the commands "equals," "matches," etc. as single symbols. Third, I suggested the spiritually computed reasons for the commands be many.

DION: The subject shouldn't be sharp and short (where the subject recommended the high-quality comment by the programmer for the command be cut off, like there being no obstruction under the base).

ALEXIS: The subject should be sharp and short.

DION: The subject should answer the question in a sharp and short way.

ALEXIS: What is the meaning of lastline(Lines1, Lastline) in line 6?

DION: Line 6 returns the Lastline of Lines1.

ALEXIS: I prepared to go into the ontologies to see if there was anything new there. I did this by writing Martha Nussbaum's probable comments on Richard Dawkins' probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I liked reading the book. Second, I loved re-reading to apply it to something else. Third, I liked writing about it.

DION: The subject shouldn't verify that the object is a member of the set (where the subject checked that there was a new name in the ontology and that the named object existed).

ALEXIS: The subject should check that the object is a member of the set.

DION: Two uses is correct because of the discovery of nature, which is correct because the subject should verify that the object is a member of the set.

ALEXIS: I prepared to like the receiver of the spiritual format. I did this by writing Michel Onfray's probable comments on the Press Release for Richard Dawkins' probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I found writing on the spiritual format intoxicating. Second, I liked the narratives of the spiritual formats. Third, I endorsed the giver of the spiritual format.

DION: The subject should use the traditional pedagogy format, where agreement and disagreement are awarded different grades (where the subject endorsed the receiver of the spiritual format, like verifying that the time has an end).

ALEXIS: The subject should use the modern pedagogy format, where he awards agreement and disagreement the same grade.

DION: The subject should identify whether the student has agreed or disagreed in the critique from the object set mentioned in the sentence, then award either agreement or disagreement the same grades.

ALEXIS: I prepared to say it should continue reading in response to it asking whether it should. I did this by writing Alexius Meinong's probable comments on Richard Dawkins' probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I like Daoism again (calling individualness separateness again), because it is helping move through this area of study more easily. Second, I didn't like separateness because I like better links between text and speech, such as signposting the chapter. Third, I also liked signposting the paragraph.

DION: The subject shouldn't compare with starting from the beginning of the time (where the subject stated that it should continue reading from the outset, in response to it asking whether it should).

ALEXIS: The subject should make judgments given all relevant information from the time.

DION: The subject should calculate the mark as the number of breasonings and sentences agreeing or disagreeing with them that he writes in the modern pedagogy format.

ALEXIS: I prepared to calculate the best possible time spent rasping, listening to the speech. I did this by writing Michel Onfray's probable comments on Richard Dawkins' probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I calculated the best possible time spent leaning (sic), writing the text. Second, I figured the best possible time spent casually reading the text. Third, I calculated the best possible time spent upholding, saying the speech.

DION: The subject shouldn't direct the student to a way to improve her grades in future (where the marker detected that the student's mark, like the height of the base of the bottom of the object, was below the number of breasonings in the marker's recording).

ALEXIS: The subject should direct the student to pedagogy.

DION: The subject should verify that the student has collected the pedagogical ways of thinking, studied meditation, medicine, a pedagogue helper writer, creative writing and education to write her pedagogical arguments.

ALEXIS: I prepared to write that the lips went well together. I did this by writing Alexius Meinong's probable comments on the Press Release for Richard Dawkins' probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I wrote this spiritual format business is that the computer is just speaking. Second, I wrote each two of the cells went well together to approach human-likeness in text-to-speech. Third, I meditated (was given 50 As) to make sure that my expression was perfect.

DION: The subject shouldn't write that the base exists (where the subject wrote that the lips went well together, like verifying that the base exists).

ALEXIS: The subject should write that the base exists.

DION: The subject should direct the student to pedagogy after the student has written that the base exists.

ALEXIS: What is one use that this program verifies?

DION: The program checks that the utensil is carryable.

ALEXIS: I prepared to disambiguate between my desired meaning and another one. I did this by writing Martha Nussbaum's probable comments on the Press Release for Richard Rorty's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I like Prolog. Second, I like English. Third, I put English and Prolog together, including synonyms and synogrammars.

DION: The subject shouldn't attach to the incorrect meaning (where the subject disambiguated between my desired meaning and another one, where this was akin to him attaching handles to the meaning he wanted).

ALEXIS: The subject should attach to the correct meaning.

DION: Two uses is right because of the meaning-attachment of nature, which is correct because the subject should connect to the right meaning.

ALEXIS: I prepared to influence the sound of the text with the structure, function and size/constitution of the objects to which this referred. I did this by writing Alexius Meinong's probable comments on the Press Release for Richard Rorty's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I wrote a chart (undirected) of all the possibilities represented by the data. Second, I wrote a graph (directed) of all the possibilities represented by the data. Third, I wrote a plot (image of the breasoned objects) of all the possibilities represented by the data.

DION: The subject shouldn't incorrectly emphasise the most useful object in the sentence (where the subject influenced the sound of the text with the structure, function and size/constitution of the objects that this referred to, and how they were useful).

ALEXIS: The subject should correctly emphasise the most useful object in the sentence.

DION: The subject should attach to the correct meaning before emphasising the most useful meaning in the phrase.

ALEXIS: I prepared to ask why you don't just speak without text (for the sake of argument)? I did this by writing Richard Dawkins' probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I like the natural phenomenon (text and speech should be left separate). Second, I completed the first task first. (Why do you want text in text-to-speech so much?) Third, I asked, "Why do you want speech in text-to-speech so much?"

DION: The subject shouldn't forget speech's handles (memory of text) (where the subject asked why you don't just speak without text, for the sake of argument, like identifying that speech has handles).

ALEXIS: The subject should remember text as speech's handles.

DION: The subject should correctly emphasise the most useful object in the sentence which is the word "text," or a "memory handle" for speech.

ALEXIS: I prepared to speak myself, after using the computer to verify how I would speak. I did this by writing Alexius Meinong's probable comments on Richard Rorty's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I liked being a programming language creator. Second, I preferred writing to speech because it is better checked. Third, I distanced myself from speech in Prolog.

DION: The subject shouldn't speak about larger objects than the last time (where the subject spoke himself, after using the computer to verify how he would speak, where the objects that the subject talked about were not too large).

ALEXIS: The subject should speak about larger objects than the last time.

DION: The subject should attach to the correct meaning as part of which he should talk about larger objects than the last time.

ALEXIS: I prepared to address that a human would benefit from text-to-speech. I did this by writing Martha Nussbaum's probable comments on Richard Rorty's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I liked speech (in text-to-speech). Second, I wanted text. Third, I asked, "What does the text refer to?".

DION: The subject shouldn't speak about heavier objects than the last time (where the subject made an address after observing that a human would benefit from text-to-speech, where the objects named were not too heavy).

ALEXIS: The subject should speak about heavier objects than the last time.

DION: The subject should talk about larger objects than the last time because they were heavier objects than the last time.

ALEXIS: What is the meaning of line(Line1, Item1) in line 15?

DION: Line 15 determines whether Line1 contains a line of at least 2 Item1's.

ALEXIS: I prepared to have a fair. I did this by writing Richard Rorty's probable comments on the Press Release for Alexius Meinong's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I loved reasonings. Second, I loved you. Third, I loved myself.

DION: The subject shouldn't ethically assess the person's two uses (wanting to live and the way to do this) (where the subject visited a fair, his destination).

ALEXIS: The subject should ethically assess the person's two uses.

DION: Two uses are correct because of the comparison of nature, which is correct because the subject should morally evaluate the person's two uses.

ALEXIS: I prepared to state that I had filled the table of questions about the breasoning, meaning there were no missing comments in these categories. I did this by writing Noam Chomsky's probable comments on the Press Release for Alexius Meinong's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I wrote that the text changed according to history (won't change because of history). Second, I wrote that the speech changed according to the amount of money the subject was able to pay for this. Third, I noticed the conditions of the text and speech wouldn't (would) match when there wasn't (was) enough money to pay for the accurate recording of history.

DION: The subject shouldn't allow the breasoning to leave her lips (where she filled the table of questions about the breasoning, meaning there were no missing comments in these categories, like moving until reaching the start).

ALEXIS: The subject should allow the breasoning to leave her lips.

DION: The subject should assess the case given breasoned As.

ALEXIS: I prepared to ask what would happen if I substituted another cultural item for one missing in another language. I did this by writing Richard Rorty's probable comments on Alexius Meinong's probable comments on the line "I did this by writing the text-to-speech

algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I stated the text's cultural conditions might change. Second, I said the speech's language condition might change. Third, I suggested that there might be no (a) word in one language for a particular cultural item.

DION: The subject shouldn't state that he desires the cold space (where the subject asked what would happen if he substituted another cultural item for one missing in another language, like an object for moving through space).

ALEXIS: The subject should state that he desires the warm space.

DION: The subject should allow the breasoning to leave her lips because the subject should indicate that she wants the warm space. The subject should state the correct meaning of the breasoning (e.g. that she desires the warm space) at the time.

ALEXIS: I prepared to say that the monologue text's character should correspond to the paraphrased monologue speech's character in time, place, considering what has happened concerning breathsonings before, after and during the scene. I did this by writing Noam Chomsky's probable comments on Alexius Meinong's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I thought the text had no appearance of a person. Second, I thought the speech had no appearance of an individual. Third, I thought the text's aims and the speech's aims would have to correspond, assuming he had slightly modified the speech from the text.

DION: The subject shouldn't avoid spiritual preparation for the next part of life (where the subject stated that the monologue text's character should correspond to the paraphrased monologue speech's character in time, place and considering what has happened concerning breathsonings before, after and during the scene, where the scene contains characters waiting until the starting time).

ALEXIS: The subject should make spiritual preparation for the next part of life.

DION: The subject should ethically assess the person's two uses because the subject should make spiritual preparation for the next part of life.

ALEXIS: I prepared to state that the immediate experience was positive, and there was an overall delightful experience. I did this by writing Richard Dawkins' probable comments on Alexius Meinong's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I thought of experience as defining the text's character's personality. Second, I thought of socio-economic status as partially defining the speech's character's character. Third, I transcended experience to have a better socio-economic status.

DION: The subject shouldn't be late without a message (where the subject stated that the immediate experience was positive, and there was an overall delightful experience, where the overall pleasant experience was that of arriving in time).

ALEXIS: The subject should be early.

DION: The subject should be early in making spiritual preparation for the next part of life.

ALEXIS: What is the meaning of line(Line1, Item) in line 19?

DION: Line 19 determines whether Line1 contains a line of at least 2 Item's.

ALEXIS: I prepared to say Derrida does not mention these little As during Derrida's text, nor does he mention them about it. I did this by writing Richard Dawkins' probable comments on Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I prepared to ask, what writing, I can't see any writing about the topic? Second, I disliked (liked) the writer. Third, I disliked (liked) discussing the writer.

DION: The subject shouldn't become a founder (where the subject stated that As are not mentioned during, but are referred to about Derrida's text, noting that I moved along the line of the A's breasonings).

ALEXIS: The subject should become a founder.

DION: Two uses is correct because of the initiation of nature, which is correct because the subject should become a founder.

ALEXIS: I prepared to thank Emeritus Professor Leon Sterling for famously helping me to think clearly of very long lines through Prolog programming projects. I did this by writing Richard Rorty's probable comments on Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I asked is this a joke he didn't write much on the reasons? Onfray replied, I was only kidding I am planning to get started during the algorithm's steps. Second, I wrote there is no part of writing that is relevant to text-to-speech. Third, I accepted in that case, the computer writes the phoneme list.

DION: A third party shouldn't block the subject (where the subject thanked Emeritus Professor Leon Sterling for famously helping him to think clearly of very long lines through Prolog programming projects, and finishing these lines).

ALEXIS: The subject should move forward on her path.

DION: The subject should become a founder because she should be critical of blockedness.

ALEXIS: I prepared to swap roles with the computer, experiencing an inspiration from Derrida. I did this by writing Alexius Meinong's probable comments on Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I asked why do you like penning? Second, I wondered why do you like yourself? Third, I asked why do you like someone else, what if the speaker was us?

DION: The subject shouldn't perform the calculation based on the computer's input (where the subject swapped roles with the computer when starting on the line connecting the subject's and computer's roles, experiencing an inspiration from Derrida).

ALEXIS: The subject should verify the computer's output.

DION: The subject should compute her path given the computer's output, and check her way.

ALEXIS: I prepared to say, "disappear goodness, I want badness to correct (more goodness)." I did this by writing Richard Dawkins' probable comments on the Press Release for Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I stated I don't want phenomena, I want words. Second, I don't (do) want to bracket, what is it (that's what it is). Third, I asked what the relevance of an area of study, critical thinking, is.

DION: The subject shouldn't educate all the people (where the subject stated "appear goodness, I want to verify for more goodness," where the subject tested the line).

ALEXIS: The subject should educate all the people.

DION: The subject should become a founder by teaching all the people.

ALEXIS: I prepared to ask why should it be positive? I did this by writing Richard Rorty's probable comments on the Press Release for Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I wrote what's the point of a thing about itself (referring to "I got it right; I wrote unique phenomena in each case")?. Second, I wrote what's the relevance of Husserl's epoché (bracketing)? Third, I wrote what's the relevance of Critical Thinking?

DION: The subject shouldn't work arguments out rigorously (where the subject asked why Lucian should be positive after he printed the line).

ALEXIS: The subject should work on pedagogy.

DION: The subject should educate all the people by working on pedagogy.

ALEXIS: What is the meaning of twoshorthandles(Line1) in line 22?

DION: Line 22 returns whether Line1 contains two h's (two short handles).

ALEXIS: I prepared to let the computer experience things to mean before it said things about them, so it would be interesting to ask it what it meant. I did this by writing Martha Nussbaum's probable comments on Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I wrote about writing. Second, I wrote about the author's pen name. Third, I wrote about writing about the author.

DION: The subject shouldn't connect an answer to ideas the question gives him (where the subject lets the computer experience things to mean before it said things about them, so it would be interesting to ask it what it meant) like different ways to construct a polyhedron.

ALEXIS: The subject should answer importantly and on the topic.

DION: Two uses is correct because of the prestigiousness of nature, which is correct because the subject should respond importantly and on the topic.

ALEXIS: I prepared to give the visually impaired person a braille argument map. I did this by writing Alexius Meinong's probable comments on the Press Release for Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I liked how the phenomena would come to us, by us exploring ones before them. Second, I experienced what it meant by transcending it. Third, I wanted a visual argument of the speech.

DION: The subject shouldn't visualise the reason in his mind's eye (where the subject gave the visually impaired person a braille argument map, like mapping two reasons in the braille argument map to two polyhedrons).

ALEXIS: The subject should spatially construct the reason in his mind.

DION: The subject should answer importantly and on the topic after spatially developing the answer in his mind.

ALEXIS: I prepared to define that an argument map's premise must be finite in the computer program. I did this by writing Martha Nussbaum's probable comments on the Press Release for Michel Onfray's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I thought there would be new phenomena for the computer experiencing reasons (and Derrida might have added) for it to say these reasons. Second, (with seeming help from Derrida) I wondered how it related to human neuroscience. Third, I undertook to uncover evidence, not false evidence, to convert to speech in law.

DION: The subject shouldn't state that the computer program contains the argument map's premise (where the subject should define that an argument map's premise must be finite in the computer program, like a point on an unfolded polyhedron).

ALEXIS: The subject worked out the appearance of the premise and program before thinking of them.

DION: The subject should spatially construct the reason in his mind to work out the appearance of the premise and program before thinking of them.

ALEXIS: I prepared to state that what if the text contained details of characters and the speech provided details of characters, and these didn't correspond, what then? I did this by writing Alexius Meinong's probable comments on the Press Release for Alexius Meinong's

probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I asked does this text have a personality? Second, I asked does this speech have a character? Third, I questioned how do the text having a personality and the speech having a character interrelate? What if it went wrong (the personality corresponded to the character)?

DION: The subject shouldn't know what characters looked like (where the subject stated that it would be problematic if the text contained details of characters and the speech provided details of characters, and these didn't correspond, where these were like two hands holding the pot).

ALEXIS: The subject identified that the character wanted to meet the other character.

DION: The subject should answer importantly and on the topic because the subject determined that the character wanted to meet the other character.

ALEXIS: I prepared to make new comments given the suggestions of the breasoning, in which the same comments as old comments are filtered out (where breasonings are the functional unit of pedagogy and pedagogy inspired the nanny state, in which offensive content is filtered out). I did this by writing Alexius Meinong's probable comments on Alexius Meinong's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I asked how the text might change under different conditions. Second, I questioned how the speech might change under different conditions. Third, I matched the conditions of the text and speech.

DION: The subject shouldn't verify and over-consume new breasonings This is where the subject made new comments given the suggestions of the breasoning, in which same comments as old comments are filtered out. It is also where breasonings are the functional unit of pedagogy and pedagogy inspired the nanny state, in which the subject filters offensive content out, where the subject finds two polygons, representing pedagogy and breasonings.

ALEXIS: The subject should verify and consume enough new breasonings.

DION: The subject identified the speech's character being tested against and consuming content from the text's character.

ALEXIS: What is the meaning of onelonghandle(Line) in line 13?

DION: Line 13 returns whether the first line has one long (two or more) h's (one long handle).

ALEXIS: I prepared to be the best in the group of essay writers. I did this by writing the article with others. First, I helped the hermaphrodites. Second, I asked him a question. Third, I examined him.

DION: The subject shouldn't differentiate the same point about the object in the essay (where the subject wrote the piece with others, like being given or giving the object with one hand and writing with the other).

ALEXIS: The subject should write about time and space about the object in the essay.

DION: Two uses is correct because of the dialectic-continuity of nature, which is correct because the subject should write about time and space about the object in the essay.

ALEXIS: I prepared to reinforce realism. I did this by including the secondary text in the bibliography. First, I wrote about the primary text. Second, I read the excerpt in the secondary text. Third, I confirmed what I wrote in the primary text in the secondary text.

DION: The subject shouldn't include 50 As in each book (where the subject included the secondary text in the bibliography, where the text was one that was like an object that he carried with a wide-enough handle).

ALEXIS: The subject should include 50 As in each book.

DION: The subject should write 50 As of continuous dialectics in each book.

ALEXIS: I prepared to read the comments. I did this by including a primary text in the bibliography. First, I found the bibliography. Second, I knew about first wind. Third, I examined myself.

DION: The subject shouldn't lift necessary weights (where the subject included a primary text in the bibliography, where the primary text was represented using a handle narrow enough for carrying with a hand). ALEXIS: The subject should lift necessary weights.

DION: The subject should include 50 As in each book of the necessary weight.

ALEXIS: I prepared to examine two reviews. I did this by including the review in the bibliography. First, I examined the book. Second, I examined the review. Third, I confirmed what the review stated about the book.

DION: The subject shouldn't misunderstand the review (where the subject included the review in the bibliography, like moving the pan onto the heat).

ALEXIS: The subject should understand the review.

DION: The subject should understand the review about the objects written about in the essay.

ALEXIS: I prepared to use the vocational information about the blog. I did this by including the blog in the bibliography. First, I wrote plenty of blogs down. Second, I wrote one for me. Third, I helped myself to examinations.

DION: The subject shouldn't verify the content of the blog (where the subject included the blog in the bibliography, like tilting the pan to empty the material onto the plate).

ALEXIS: The subject should verify the content of the blog.

DION: The subject should understand, then check the source.

ALEXIS: What is the meaning of carryable(Line) in line 10?

DION: Line 10 returns whether the first line has one long (two or more) h's (one long handle) or two h's (two short handles).

ALEXIS: I prepared to write how the text and the speech going well together loved us. I did this by writing Michel Onfray's probable comments on Alexius Meinong's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I liked the character of the text. Second, I loved the character of the speech. Third, I liked how they went well together.

DION: The subject shouldn't drop the object (where the subject wrote how the text and the speech going well together loved us, shown by an animation in which an object is shown to carry other objects).

ALEXIS: The subject should understand each object in speech.

DION: Two uses is correct because of the immersion of nature, which is correct because the subject should understand each object in speech.

ALEXIS: I prepared to turn to the page from the table of contents. I did this by writing that a reviewer reviewed the piece. First, I examined the essay. Second, I wrote an article on it. Third, I wrote this down.

DION: The subject shouldn't write on the essay (where the subject wrote that a reviewer reviewed the article, like the subject being able to see the object's top).

ALEXIS: The subject should write a brief summary of the article as the review.

DION: The subject should summarise the ontologies of objects in the article as the review.

ALEXIS: I prepared to ask how changing the text would lead to changes in the speech? I did this by writing Richard Dawkins' probable comments on the Press Release for Alexius Meinong's probable comments on the line "I did this by writing the text-to-speech algorithm" for the algorithm idea "I did this by writing the text-to-speech algorithm" in the Computational English argument in Computational English. First, I asked why the conditions of the text, not just the text might change? Second, I asked why is the speech so interesting? Third, I asked why the anti-heroes' (heroes') speeches are there?

DION: The subject shouldn't match milieu (text) with culture (speech) (where the subject determined that changing the text would lead to change in the speech, where change is like an object's walls).

ALEXIS: The subject should match people's judgments (text) with objects (speech).

DION: The subject should write a brief summary (speech) of the essay (text) as the review.

ALEXIS: I prepared to write about life. I did this by planning and working. First, I planned. Second, I worked. Third, I knew the subject wrote on a particular topic.

DION: The subject shouldn't stack the objects stably on the trolley (where the subject made a plan and performed work when lifting an object stably).

ALEXIS: The subject should stack the objects stably on the trolley.

DION: The subject should understand each object in speech because the subject should stack the objects stably on the trolley.

ALEXIS: I prepared to identify the times. I did this by examining the new hour. First, I studied its shape. Second, I examined its moments. Third, I examined hourlinesses (sic).

DION: The subject should do something during the hour (where the subject examined the new hour, finding that it was empty).

ALEXIS: The subject should do nothing during the hour.

DION: The subject should stack the objects stably on the trolley and do nothing but watch them during the hour.

ALEXIS: What is the meaning of deletefirst(Line1, Item1, Line2, Line3) in line 31?

DION: Line 31 advances to the first instance of Item1 in Line1.

ALEXIS: I prepared to contain my joy that the argument covered all the relevant arguments. I did this by writing unique words as breasonings in arguments. First, I verified that the next word was unique. Second, I prepared to verify the next word. Third, I repeated this until I had verified that all the words were unique.

DION: The subject shouldn't write breasonings from algorithms about breasonings (where the subject wrote unique words as breasonings in arguments, by finding words between words).

ALEXIS: The subject should write logically connected breasonings.

DION: Two uses is correct because of the logicism of nature, which is correct because the subject should write logically connected breasonings.

ALEXIS: I prepared to eat caviar (durum wheat semolina). I did this by writing vegan arguments. First, I wrote about capricorn, or co-operativity (sic). Second, I wrote about the fact that not all like that. Third, I examined Hopetoun.

DION: The subject shouldn't eat the right doses of plant ingredients (where the subject wrote vegan arguments, like the words between letters were found).

ALEXIS: The subject should research the correct doses of vitamins, minerals and other vegetable ingredients to eat.

DION: The subject should logically connect the correct doses of vitamins, minerals and other vegetable ingredients to eat in medicine.

ALEXIS: I prepared to agree with meditation (popology). I did this by writing non-religious (philosophical) arguments. First, I wrote about piety (writing). Second, I edited out (wrote about) epistemology. Third, I wrote about you.

ALEXIS: I prepared to encourage sex (freedom). I did this by writing non-sexual arguments (arguments for a general audience). First, I wrote about piety (authorship). Second, I wrote about postludetudine (sic). Third, I wrote about nanga (sic).

DION: The subject shouldn't spell correctly (where the subject wrote non-religious, or philosophical arguments, like finding the letters between letters).

ALEXIS: The subject should spell correctly.

DION: The subject should research the correct doses of vitamins, minerals and other vegetable ingredients by spelling correctly.

DION: The subject shouldn't trip on the path (where the subject wrote non-sexual arguments, or arguments for a general audience, like finding the routes between items).

ALEXIS: The subject should walk on the path.

DION: The subject should write logically connected breasonings while walking on the path.

ALEXIS: I prepared to enter heaven (experience bliss). I did this by writing positive arguments. First, I wrote agreeing arguments. Second, I wrote positive arguments. Third, I wrote neutral arguments.

DION: The subject shouldn't make future discoveries in the spaces (where the subject wrote positive arguments, which had spaces between items).

ALEXIS: The subject connected the arguments.

DION: The subject should walk on the path traversing the argument connecting the arguments.

ALEXIS: What is the meaning of deletefirst(Line1, Item, Line2, Line3) in line 27?

DION: Line 27 deletes an instance of Item in Line1.

ALEXIS: I prepared to go bonkers (remain sane). I did this by summarising the algorithm in three steps. First, I performed the action on the first item. Second, I prepared to perform the action another time on the next item. Third, I repeated this until I had performed the action on all the items in the file.

DION: The subject shouldn't state that the program is functional (where the subject summarised the algorithm in three steps, where a step is finding a short handle).

ALEXIS: The subject should state that the program is functional.

DION: Two uses is correct because of the functionalism of nature, which is correct because the subject should state that the program is functional.

ALEXIS: I prepared to write the algorithm as a hierarchy of predicates. I did this by writing the processes in the algorithm. First, I identified the process acting on the list. Second, I identified the process acting on the list of lists. Third, I identified the process acting on the list of lists of lists.

DION: The subject shouldn't identify the process applied to a data item (where the subject wrote a process in the algorithm, e.g. pouring the soup).

ALEXIS: The subject should identify the process applied to a data item.

DION: The subject should state that the program is functional because of the processes applied to data items.

ALEXIS: I prepared to quote the guide in the exposition. I did this by commissioning the guide. First, I wrote the analysis. Second, I wrote the biography. Third, I wrote the abstract.

DION: The subject shouldn't connect each key idea in the analytic guide (where the subject commissioned the guide, like drinking the soup).

ALEXIS: The subject should connect each key idea in the analytic guide.

DION: The subject should connect each key idea, and the process applied to a data item in the analytic guide.

ALEXIS: I prepared to be commissioned by the Sultan. I did this by commissioning the glossary. First, I wrote the glossary. Second, I was commissioned by the Raj. Third, I was commissioned by the Emir.

DION: The subject shouldn't make a new connection between a term and definition (where the subject commissioned the glossary, represented by lifting the handle).

ALEXIS: The subject should make a new connection between a term and definition.

DION: The subject should state that the program is functional by making a connection between a program and new input.

ALEXIS: I prepared to state that everything was high quality about the summary. I did this by commissioning the summary. First, I wrote the word. Second, I summarised it. Third, I helped you write it too.

DION: The subject shouldn't skip a key sentence in the summary (where the subject commissioned the summary, where reading the summary is like holding the handle)

ALEXIS: The subject should include each key sentence in the summary.

DION: The subject should make a new connection between a term and definition and between each key sentence in the summary.

ALEXIS: What is the meaning of deletefirst([], _Item, Line, Line) in line 30?

DION: Line 30 returns Line with the first instance of Item deleted.

ALEXIS: I prepared to examine how the Abracadabras affected people. I did this by writing how two uses affected people. First, I knew about the two uses. Second, I knew about the people. Third, I examined how the two uses affected people.

DION: The subject shouldn't use whiteboard magnet icons (where the subject wrote how two uses affected people, where he used the two items in two different ways each).

ALEXIS: The subject should load different icons each day.

DION: Two uses is correct because of the iconism of nature, where this is correct because the subject should load different icons each day.

ALEXIS: I prepared to join the ideas up. I did this by writing my algorithm in my own words. First, I found the Quasifontanaland. Second, I used it to a pulp. Third, I grated the ideas up.

DION: The subject shouldn't select in programs, increasing efficiency (where the subject wrote his algorithm in his own words, after taking each word from a list).

ALEXIS: The subject should select in programs, increasing efficiency.

DION: The subject should select from icons in programming programs, increasing efficiency.

ALEXIS: I prepared to work out the comic contents. I did this by commissioning the comics. First, I found the matrix. Second, I filled it up. Third, I verified it.

DION: The subject shouldn't intertwine two uses with each frame (where the subject commissioned the comics, like finding each frame's main point).

ALEXIS: The subject should intertwine two uses with each frame.

DION: The subject should select D in "As A is to B, C is to D" in programs, by intertwining two uses (A is to Xn) with each frame.

ALEXIS: I prepared to eat recycled matter. I did this by finding two uses during music. First, I found the first use. Second, I found the second use. Third, I listened to the music.

DION: The subject shouldn't indulge in sex and food (where the subject found two uses during music, where she loved the two uses).

ALEXIS: The subject should indulge in sex and food.

DION: The subject should load different sex and food icons each day.

ALEXIS: I prepared to write about the country. I did this by writing my argument in my own words. First, I wrote the argument. Second, I wrote it in my own words. Third, I examined my own words.

DION: The subject shouldn't choose a setting, time and reason for the argument (where the subject wrote the argument in his own words, by drawing the two items).

ALEXIS: The subject should choose a setting, time and reason for the argument.

DION: The subject should choose a setting, time and reason for the arguments about indulging in sex and food.

ALEXIS: What is the meaning of stands(Line) in line 36?

DION: Line 36 tests that Line stands (that there is a line of two p's in Line).

ALEXIS: I prepared to examine my famousness. I did this by including the autobiography in the bibliography. First, I wrote about myself. Second, I wrote about the rod operation. Third, I held it aloft.

DION: The subject shouldn't rely on memory (where the subject included the autobiography in the bibliography like I rested the object).

ALEXIS: The subject should rely on records.

DION: Two uses is correct because of the empiricism of nature, which is correct because the subject should rely on records.

ALEXIS: I prepared to have the text translated into Portuguese. I did this by commissioning the translation. First, I wrote the text. Second, I had it translated into French. Third, I had it translated into German.

DION: The subject shouldn't paradoxically suggest that the translation will conserve all meaning (where the subject commissioned the translation, like placing it there, in another place).

ALEXIS: The subject should correctly translate a concise version of the text.

DION: The subject should rely on linguistic materials to correctly translate a concise version of the text.

Pedagogy X

1. I prepared to realise to write 15*2=30 As in Honours and 50*2=100 As in Masters and 250 As in PhD. I did this by writing that in the talk of the company designed to help realise to write 15*2=30 As in Honours and 50*2=100 As in Masters and 250 As in PhD, I said I deleted the big ideas from each sentence of the talk and dotted these sentences on twice. First, I deleted the big ideas from each sentence of the talk. Second, I dotted these sentences on twice. Third, I listened to each sentence. In this way, I prepared to realise to write

15*2=30 As in Honours and 50*2=100 As in Masters and 250 As in PhD by writing that in the talk of the company designed to help realise to write 15*2=30 As in Honours and 50*2=100 As in Masters and PhD, I said I deleted the big ideas from each sentence of the talk and dotted these sentences on twice.

2. I prepared to speak at important events. I did this by making an intelligent comment after the talk. First, I found the talk. Second, I made an intelligent comment. Third, I left the talk. In this way, I prepared to speak at important events by making an intelligent comment after the talk.

3. I prepared to be given the thoughts. I did this by writing 15*2=30 As for Honours or 50*2=100 As for Masters or 250 As in PhD because my teacher wouldn't do it. First, I wrote the first A. Second, I prepared to write the next A. Third, I repeated this until I had written the required number of As. In this way, I prepared to be given the thoughts by writing 15*2=30 As for Honours or 50*2=100 As for Masters or 250 As in PhD because my teacher wouldn't do it.

4. I prepared to write a journal article. I did this by repeating writing 15 As per Honours assignment chapter after doing it once in my first attempt in the professor's class. First, I wrote the first set of 15 As. Second, I wrote the second set of 15 As. Third, I repeated this for each chapter of each assignment. In this way, I prepared to write a journal article by repeating writing 15 As per Honours assignment chapter after doing it once in my first attempt in the professor's class.

5. I prepared to notice the icon. I did this by writing that everything was like pop in that it had 250 breasonings. First, I identified what it was. Second, I observed what the 250 breasonings were used for. Third, I noticed the parallels with pop. In this way, I prepared to notice the icon by writing that everything was like pop in that it had 250 reasonings.

6. I prepared to look after the children. I did this by taking the lifeless pet to the vet. First, I found the pet. Second, I took it to the vet. Third, I returned the revived pet home. In this way, I prepared to look after the children by taking the lifeless pet to the vet.

7. I prepared to update the whiteboard regularly. I did this by multitasking. First, I set the class the work. Second, I set work for those that had finished. Third, I allowed those that had finished this work to work on the computer. In this way, I prepared to update the whiteboard regularly by multitasking.

8. I prepared to find previous essays. I did this by backing up my work. First, I wrote the work. Second, I made a first backup. Third, I made a second backup. In this way, I prepared to find previous essays by backing up my work.

9. I prepared to write a famous essay. I did this by blaming a recording of 50 specific As on a topic before starting on a topic on a day. First, I wrote 50 As on a previous day. Second, I breasoned these out on the day. Third, I worked on the topic. In this way, I prepared to write a famous essay by blaming a recording of 50 specific As on a topic before starting on a topic on a day.

10.   I prepared to check that the adult was good. I did this by meeting the good adult. First, I observed her using her eyes. Second, I observed her being a good citizen.

Third, I observed her acting on what she saw. In this way, I prepared to check that the adult was good by meeting the good adult.

11. 		I prepared to offer the medicine course. I did this by studying medicine and seeing a doctor. First, I studied medicine. Second, I saw a doctor. Third, I observed that studying medicine meant I had less serious problems. In this way, I prepared to offer the medicine course by studying medicine and seeing a doctor.

12. 		I prepared to be intelligent relaxing in comfort. I did this by breasoning out 10 medicine As during the medicine course. First, I wrote 3 As on medicine of pedagogy. Second, I wrote 3 As on medicine of meditation. Third, I wrote 4 As on medicine of psychology. In this way, I prepared to be intelligent relaxing in comfort by breasoning out 10 medicine As during the medicine course.

13. 		I prepared to study medicine and specialise in medicine in pedagogy. I did this by being given 50 accredited medicine As for writing 50 medicine As. First, I enrolled in the medicine qualification. Second, I wrote 50 medicine As. Third, I was given 50 accredited medicine As. In this way, I prepared to study medicine and specialise in medicine in pedagogy by being given 50 accredited medicine As for writing 50 medicine As.

14. 		I prepared to teach post-conception 50 A children pedagogy. I did this by realising that I had been given 50 As before conception to be a pedagogue. First, I realised 50 As had been written for pedagogy before my conception. Second, I realised 50 As for the first area of study had been written next before my conception. Third, I realised 50 As for all the areas of study had been written after this before my conception. In this way, I prepared to teach post-conception 50 A children pedagogy by realising that I had been given 50 As before conception to be a pedagogue.

15. 		I prepared to study a degree to work. I did this by checking in with a psychiatrist. First, I learned meditation. Second, I saw a psychiatrist. Third, I studied medicine. In this way, I prepared to study a degree to work by checking in with a psychiatrist.

16. 		I prepared to see Aaron flower and flourish. I did this by stating that Aaron was interested in Medicine. First, I observed that he wanted to study Medicine. Second, I observed him study meditation. Third, I observed him study pedagogy. In this way, I prepared to see Aaron flower and flourish by stating that Aaron was interested in Medicine.

17. 		I prepared to confirm the ability to breason in meditation. I did this by unblocking not wanting to write breasonings in meditation. First, I studied Nietzsche in Arts. Second, I studied Creative Writing. Third, I studied Education. In this way, I prepared to confirm the ability to breason in meditation by unblocking not wanting to write breasonings in meditation.

18. 		I prepared to measure lengths with the ruler. I did this by measuring the ruler's width. First, I held the tape measure. Second, I measured the width of the ruler. Third, I recorded the width of the ruler. In this way, I prepared to measure lengths with the ruler by measuring the ruler's width.

19.		I prepared to make a new chocolate pyramid. I did this by eating the chocolate art. First, I ate the base. Second, I ate the mid-section. Third, I ate the apex. In this way, I prepared to make a new chocolate pyramid by eating the chocolate art.

20.		I prepared to create kings. I did this by stating that I am a pedagogy helper. First, I found the breasonings. Second, I helped the pedagogue to them. Third, I helped others to do this. In this way, I prepared to create kings by stating that I am a pedagogy helper.

21.		I prepared to treat the Queen to the roast banquet. I did this by listening to the person say that she was hungry. First, I observed that the person was due for a meal. Second, I asked her whether she was hungry. Third, I listened to her confirm that she was hungry. In this way, I prepared to treat the Queen to the roast banquet by listening to the person say that she was hungry.

22.		I prepared to be famous. I did this by stating that Descartes would state that there should be minimal pop culture references. First, I eliminated external areas of study. Second, I eliminated others' ideas. Third, I eliminated pop culture references. In this way, I prepared to be famous by stating that Descartes would state that there should be minimal pop culture references.

23.		I prepared to steer in the centre of the lane. I did this by waving to the car. First, I stopped on the side of the road. Second, I saw the car. Third, I waved to the car. In this way, I prepared to steer in the centre of the lane by waving to the car.

24.		I prepared to ask for, guide and integrate alternatives to breasonings (writing) with breasonings. I did this by touring the school which was based on Lucian's Pedagogy. First, I toured the philosophy studio. Second, I toured the music studio. Third, I toured the playwright studio. In this way, I prepared to ask for, guide and integrate alternatives to breasonings (writing) with breasonings by touring the school which was based on Lucian's Pedagogy.

25.		I prepared to set up the spiritual algorithm for a total of 8000 breasonings/30 breasonings per breasoning=267 breasonings for me, an Honours student to be given 100 As. I did this by appending the argument for a total of 250 breasonings. First, I counted that there were 190 breasonings. Second, I added 60 breasonings. Third, I counted that there were 250 breasonings. In this way, I prepared to set up the spiritual algorithm for a total of 8000 breasonings/30 breasonings per breasoning=267 breasonings for me, an Honours student to be given 100 As by appending the argument for a total of 250 breasonings.

26.		I prepared to realise that the customer could go skiing. I did this by stating that the customer required to be happy. First, I stated that the customer came in quietly. Second, I gave the customer secret. Third, I wrote about the customer. In this way, I prepared to realise that the customer could go skiing by stating that the customer required to be happy.

27.		I prepared to cover medicine. I did this by stating that I am a pedestrian. First, I examined my feet. Second, I walked with them. Third, I called myself pedestrian. In this way, I prepared to cover medicine by stating that I am a pedestrian.

28.   I prepared to attend work. I did this by preventing laryngitis with elderberry. First, I bought the black elderberry extract. Second, I dropped it in grape juice. Third, I prevented laryngitis. In this way, I prepared to attend work by preventing laryngitis with elderberry.

29.   I prepared to help Earth avoid catastrophe. I did this by stating that I am peaceful. First, I made vegan food available. Second, I guided the number of children per family. Third, I recommended green transport. In this way, I prepared to help Earth avoid catastrophe by stating that I am peaceful.

30.   I prepared to state that economics had a medicine specialism. I did this by opening a peace business. First, I recommended medicine as perfect function's initiator. Second, I recommended art As as perfect function's repetition. Third, I recommended arts As perfect function's pedagogical amazement. In this way, I prepared to state that economics had a medicine specialism by opening a peace business.

31.   I prepared to breason out 50 As for a text to make it high quality. I did this by stating that peace is non-questionable. First, I explained meditation terms in terms of philosophy terms. Second, I helped the meditator (student) each step of the way. Third, I critiqued the meditation (philosophy) texts. In this way, I prepared to breason out 50 As for a text to make it high quality by stating that peace is non-questionable.

32.   I prepared to serve the roasted rhubarb with tofu ice cream. I did this by roasting the rhubarb. First, I picked the rhubarb. Second, I cut it into small pieces. Third, I roasted it. In this way, I prepared to serve the roasted rhubarb with tofu ice cream by roasting the rhubarb.

33.   I prepared to plan the algorithm before the argument. I did this by stating that the algorithm will cover the entire argument. First, I wrote the argument. Second, I wrote the algorithm. Third, I covered the argument with the algorithm. In this way, I prepared to plan the algorithm before the argument by stating that the algorithm will cover the entire argument.

34.   I prepared to transform a contrection (sic – connected and contra-) into a reason. I did this by stating that the algorithm will be uniquely interpreted. First, I wrote the algorithm's predicate descriptor. Second, I wrote 5 uses for this predicate. Third, I contrected (sic) the predicate's uses with 5 ranked breasoning algorithm descriptors. In this way, I prepared to transform a contrection into a reason by stating that the algorithm will be uniquely interpreted.

35.   I prepared to replace the idea with itself. I did this by stating that the idea was important about Pedagogy X. First, I wrote the idea in terms of Pedagogy X. Second, I wrote about it in terms of itself. Third, I replaced the idea. In this way, I prepared to replace the idea with itself by stating that the idea was important about Pedagogy X.

36.   I prepared to write 5 As for the programmer job description. I did this by naming the co-author of the algorithm. First, I focused on a single frame. Second, I asked the co-author to write the simple algorithm. Third, I asked her to write comments on the algorithm's predicates. In this way, I prepared to write 5 As for the programmer job description by naming the co-author of the algorithm.

37.	I prepared to rank and structure both the example sets of data for the algorithm's predicate and the breasonings chapter's algorithm ideas. I did this by naming the co-author of the argument. First, I wrote the breasoning chapter. Second, I thought of the example set of data for the algorithm's predicate. Third, I connected the example set of data for the algorithm's predicate and the breasonings chapter's algorithm idea. In this way, I prepared to rank and structure both the example sets of data for the algorithm's predicate and the breasonings chapter's algorithm ideas by naming the co-author of the argument.

38.	I prepared to eat with the Friar. I did this by relating Pedagogy X to breasonings. First, I wrote how breasonings excalibur (from King Arthur) was at the forefront. Second, I wrote how the suscicipi (sic) was bright. Third, I wrote how I inhaled. In this way, I prepared to eat with the Friar by relating Pedagogy X to breasonings.

39.	I prepared to go for a walk. I did this by drinking from the water bottle. First, I suscicipid again. Second, I helped Robin Hood find food. Third, I helped them go home. In this way, I prepared to go for a walk by drinking from the water bottle.

40.	I prepared to interest the master in the student's breasonings. I did this by writing the breasoning. First, I made Maid Marion's day brighter. Second, I loved the cup. Third, I loved the mug. In this way, I prepared to interest the master in the student's breasonings by writing the breasoning.

41.	I prepared to state that there was nothing there. I did this by noticing how gravity helped me swallow the ice cream. First, I inverted the mistaken relation from the dream. Second, I did this with a chain of 20 items. Third, I found Bs (As) to mistakes (thoughts) after this. In this way, I prepared to state that there was nothing there by noticing how gravity helped me swallow the ice cream.

42.	I prepared to classify the sentence as a generality or a specific example. I did this by designing the pickies as pairs of generalities and specific examples. First, I found the picky. Second, I found the generality. Third, I chose relativism. In this way, I prepared to classify the sentence as a generality or a specific example by designing the pickies as pairs of generalities and specific examples.

Pedagogy Y

1. I prepared to cover the prestigious perspectives on the topic. I did this by writing breasonings on different departmental topics. First, I wrote breasonings on the first department. Second, I prepared to write breasonings on the second department. Third, I repeated this until I had written breasonings on all of the departments. In this way, I prepared to cover the prestigious perspectives on the topic by writing breasonings on different departmental topics.

2. I prepared to take part in an internship. I did this by writing on an important topic. First, I made notes about what was important. Second, I became equally important to an important writer. Third, I wrote on the topic. In this way, I prepared to take part in an internship by writing on an important topic.

3.   I prepared to write letters to famous students. I did this by stating that Nietzsche wrote for famous students appointed by the Vatican. First, I found the students. Second, I helped them to be appointed by the Vatican. Third, I wrote for them. In this way, I prepared to write letters to famous students by stating that Nietzsche wrote for famous students appointed by the Vatican.

4.   I prepared to make sales to potential buyers. I did this by breasoning out 50 As for a sale from a buyer appointed by the Vatican . First, I verified who the Vatican recommended to help to buy. Second, I wrote down the person's name. Third, I breasoned out 50 As for a sale from this buyer. In this way, I prepared to make sales to potential buyers by breasoning out 50 As for a sale from a buyer appointed by the Vatican.

5.   I prepared to sleep in the object. I did this by analysing the object's depth. First, I walked to the object. Second, I took out a measuring tape. Third, I measured it's depth. In this way, I prepared to sleep in the object by analysing the object's depth.

6.   I prepared to be the best ever. I did this by walking past the person. First, I found the person. Second, I walked past her. Third, I reached the goal. In this way, I prepared to be the best ever by walking past the person.

7.   I prepared to stack the objects. I did this by computing the particular combination of objects to fit in the particular depth. First, I tried the first object and the second object. Second, I tried the first object and the third object. Third, I tried the first object and the fourth object. In this way, I prepared to stack the objects by computing the particular combination of objects to fit in the particular depth.

8.   I prepared to make life as easy as child's play. I did this by stating the paradox: which is first, pop or philosophy. First, I wrote pop came first. Second, I wrote philosophy am second. Third, I wrote this was because children came before adults. In this way, I prepared to make life as easy as child's play by stating the paradox: which is first, pop or philosophy.

9.   I prepared to perform the somersault. I did this by swinging on the trapeze. First, I climbed the ladder. Second, I held the trapeze. Third, I swung on it. In this way, I prepared to perform the somersault by swinging on the trapeze.

10.   I prepared to ride to market. I did this by riding the Italian stallion. First, I found the Italian stallion. Second, I mounted the stallion. Third, I rode the stallion. In this I prepared to ride to market by riding the Italian stallion.

11.   I prepared to explain that irony means something else, like metaphor. I did this by writing that irony is metaphor. First, I wrote the ironic statement "I love you". Second, I wrote this was a metaphor. Third, I wrote that this was because it was a metaphor for "I love you more".. In this way, I prepared to explain that irony means something else, like metaphor by writing that irony is metaphor.

12.   I prepared to stay in the black. I did this by stating that the puffin slid down the slope. First, I observed the puffin at the top of the slope. Second, I observed the puffin slide down the slope. Third, I observed the puffin slide until he had reached the bottom of the slope. In this way, I prepared to stay in the black by stating that the puffin slid down the slope.

13.   I prepared to learn the skill of criticality about the three-dimensional object. I did this by relearning the Pedagogy Y skill. First, I learnt the skill of criticality about the x dimension. Second, I learnt the skill of criticality about the Y dimension. Third, I learnt the skill of criticality about the Y dimension. In this way, I prepared to learn the skill of criticality about the three-dimensional object by relearning the Pedagogy Y skill.

14.   I prepared to record the article. I did this by reading the article about myself in the news. First, I opened the newspaper. Second, I found the article. Third, I read the article. In this way, I prepared to record the article by reading the article about myself in the news.

15.   I prepared to find the way. I did this by tickling the octopus. First, I tickled the octopus' first tentacle . Second, I prepared to tickle the octopus' next tentacle. Third, I repeated this until I had tickled all of the octopus' tentacles. In this way, I prepared to find the way by tickling the octopus.

16.   I prepared to eat the sweet in the cube. I did this by making fun of "it". First, I made the cube. Second, I passed it to the next player. Third, I won it when I was holding it and the music stopped. In this way, I prepared to eat the sweet in the cube by making fun of "it".

17.   I prepared to inspire other roles. I did this by earning a role for my newspaper article. First, I wrote a 250 breasoning A for any role and answered 15 questions for earning each of the 5 roles. Second, I wrote a 250 breasoning A for medicine for any use and answered 15 questions for each of the 15 accesses of the role A. Third, I wrote a 250 breasoning A (area of study) or 50 breasoning A (the minimum to hold medicine) for the newspaper article and the article itself. In this way, I prepared to inspire other roles by earning a role for my newspaper article.

18.   I prepared to observe the power of the ring. I did this by removing the ring from the ring case. First, I found the ring case. Second, I removed the ring from it. Third, I placed it on my finger. In this way, I prepared to observe the power of the ring by removing the ring from the ring case.

19.   I prepared to grow. I did this by eating the pear. First, I shelled it. Second, I sliced it. Third, I ate it. In this way, I prepared to grow by eating the pear.

20.   I prepared to eat the new crumb cake. I did this by observing the superstar eating the crumb cake. First, I noticed the person. Second, I noticed the crumb cake. Third, I noticed that he was eating it. In this way, I prepared to eat the new crumb cake by observing the superstar eating the crumb cake.

21.   I prepared to eat the cheesecake. I did this by making the cheesecake. First, I bought the cheesecake. Second, I chilled it. Third, I served it. In this way, I prepared to eat the cheesecake by making the cheesecake.

22.   I prepared to be influenced by my pedagogy helper. I did this by using my pedagogy helper. First, I organised my departments. Second, I organised my argument

topics. Third, I found out my arguments. In this way, I prepared to be influenced by my pedagogy helper by using my pedagogy helper.

23.			I prepared to fly on the trapeze. I did this by stating that the energy biscuits gave me enough energy to walk forwards. First, I found the energy. Second, I found that I had a good opportunity to consume it. Third, I consumed it. In this way, I prepared to fly on the trapeze by stating that the energy biscuits gave me enough energy to walk forwards.

24.			I prepared to see the play at night. I did this by working during the day. First, I planned the work to do. Second, I completed the work during the day. Third, I retired in the evening. In this way, I prepared to see the play at night by working during the day.

25.			I prepared to buy a good pillow. I did this by working during the night. First, I slept during the day. Second, I worked at night. Third, I went to sleep. In this way, I prepared to buy a good pillow by working during the night.

26.			I prepared to write the caption. I did this by taking care of Professor Adkins. First, I taught him Lucianic Meditation (Philosophy). Second, I performed tasks as his research assistant. Third, I drew diagram for his book. In this way, I prepared to write the caption by taking care of Professor Adkins.

27. I prepared to look at the boxes on the shelf. I did this by stating that the doctor treated the patient with spiritual medication. First, I wrote the symptoms. Second, I made the diagnosis. Third, I gave the treatment. In this way, I prepared to look at the boxes on the shelf by stating that the doctor treated the patient with spiritual medication.

28. I prepared to show fidelity. I did this by stating that I am an exister. First, I found the person. Second, I found where he was. Third, I existed with him. In this way, I prepared to show fidelity by stating that I am an exister.

29. I prepared to analyse the movie. I did this by describing the movie about the barricuda. First, I found the barricuda. Second, I made a movie about it. Third, I watched it. In this way, I prepared to analyse the movie by describing the movie about the barricuda.

30. I prepared to drink the peach nectar from the peach. I did this by leading by the hand. First, I led the person to the pedagogy course. Second, I led the person to the medicine course. Third, I led the person to the meditation course. In this way, I prepared to drink the peach nectar from the peach by leading by the hand.

31. I prepared to givenate (sic). I did this by stating that it was necessary to be helped. First, I stated that I helped you. Second, I stated that you helped me. Third, I stated that we helped everyone in sight. In this way, I prepared to givenate by stating that it was necessary to be helped.

32. I prepared to paint the wall. I did this by stating that I liked you. First, I found you. Second, I liked you. Third, I talked with you. In this way, I prepared to paint the wall by stating that I liked you.

33. I prepared to cook another poppadum. I did this by eating the poppadum. First, I placed the poppadum on the pan. Second, I cooked it. Third, I ate it. In this way, I prepared to cook another poppadum by eating the poppadum.

34. I prepared to identify the essay mark. I did this by identifying the philosophy synthesis. First, I identified the positive idea. Second, I identified the single argument. Third, I identified the argument structure. In this way, I prepared to identify the essay mark by identifying the philosophy synthesis.

35. I prepared to spread the contents of the seed. I did this by breasoning out the dehiscence. First, I identified the weak line in the edge of the seed. Second, I observed the line split. Third, I observed the contents fall out of the seed. In this way, I prepared to spread the contents of the seed by breasoning out the dehiscence.

36. I prepared to find the loiterer (guest). I did this by drinking the apple juice. First, I opened the apple juice container. Second, I poured the glass of apple juice. Third, I drank it. In this way, I prepared to find the loiterer (guest) by drinking the apple juice.

37. I prepared to earn the money. I did this by training the best racing horse. First, I found the best racing horse. Second, I trained it. Third, I watched him win. In this way, I prepared to earn the money by training the best racing horse.

38. I prepared to be loved. I did this by writing the music synthesis. First, I wrote the featured breasoning. Second, I wrote the featured syntheses between music and lyrics. Third, I finished the synthesis. In this way, I prepared to be loved by writing the music synthesis.

39. I prepared to synthesise 50 As worth of main breasonings, including 15 for the main role and 5 for other roles. I did this by writing the theatre studies synthesis. First, I turned over the famous line. Second, I assigned the lines to magical times. Third, I synthesised the breasonings. In this way, I prepared to synthesise 50 As worth of main breasonings, including 15 for the main role and 5 for other roles by writing the theatre studies synthesis.

40. I prepared to move the spatula of blueberry jam away from me and the balloon. I did this by preventing the headache (ensure health) in meditation (philosophy) using the currant bun protector. First, I observed that the finger had been inserted in the currant bun. Second, I observed the other fingers take turns to do the same thing. Third, I observed that this prevented the headache (ensured health). In this way, I prepared to move the spatula of blueberry jam away from me and the balloon by preventing the headache (ensure health) in meditation (philosophy) using the currant bun protector.

41. I prepared to find out that some people may not be suited to meditation, and shouldn't do what requires meditation (they should write philosophy). I did this by preventing a panic attack (maintaining health). First, I stopped meditating (repeating) using the mantra (word). Second, I stopped meditating (repeating) using the sutra (word). Third, I breathed deeply. In this way, I prepared to find out that some people may not be suited to meditation, and shouldn't do what requires meditation (they should write philosophy) by preventing a panic attack (maintaining health).

42. I prepared to observe the couple help the child with school work. I did this by observing the couple breason out the Anarchy argument to help ensure successful conception and prevent miscarriage. First, I observed the one of the members of the couple breason out the Anarchy argument. Second, I observed that the conception had been successful. Third, I observed the couple meditate (see a doctor) before, during and after pregnancy. In this way, I prepared to observe the couple help the child with school work by observing the couple breason out the Anarchy argument to help ensure successful conception and prevent miscarriage.

Breathsoning

Definition
A "breathsoning" is an adjective that is a human judgment for each noun. For example, an apple's breathsoning is "delicious".

Aphors
1. The hospital technician helped the patient recover after surgery. He did this by dripping treacle down the victim's throat. He demonstrated the food was moving into the oesophagus using a model. Then he showed the food being swallowed using the throat. Finally, he showed the food entering the stomach. In this way, the hospital technician helped the patient recover after surgery by dripping treacle down the victim's throat.

2. The aircraft manufacturer tested that there was enough room to move around in his seat. He did this by putting his mouth around the spoon. First, he placed the vegan yoghurt on the spoon. Then, he put the centre of the spoon in the middle of his mouth. Finally, he closed his mouth and withdrew the spoon. In this way, the aircraft manufacturer tested that there was enough room to move around in his seat by putting his mouth around the spoon.

3. The river cruise captain planned how to use water. She did this by stopping food sticking to her tongue by putting water on it. First, she placed the pile of small sponges in the middle of her tongue. Then, she removed the top sponge and placed it on the back of her tongue. Finally, she put the second sponge on the front of her tongue. In this way, the river cruise captain planned how to use water by stopping food sticking to her tongue by putting water on to it.

4. The train lift driver lifted his food crate into the train. He did this by poking his tongue out underneath the fork. First, he measured how far his tongue protruded from his mouth. Next, he placed the fork this distance from his lips. Finally, he moved the fork above his tongue and put the food into his mouth while retracting his tongue. In this way, the train lift driver lifted his food crate into the train by poking his tongue out underneath the fork.

5. The network officer ate a degree at the campus shop that was on the network. He did this, by eating enough, in other words, a jarful. He started the counter at zero. Then, he added one to the count for each new treacle cupcake. Finally, he stopped adding one to the number when there were no more cupcakes. In this way, the network officer ate a degree at the campus shop that was on the network by eating enough, in other words, a jarful.

6. The club manager swallowed the lozenge in a particular way to prepare to descend the stairs. He did this by moving the tablet fragment to the back of his mouth with his tongue. First, he placed the lozenge fragment on the front of his tongue. Then, he closed his teeth

over the tablet fragment and pushed his tongue forward, sliding the pill piece onto the back of his tongue. Finally, he swallowed the lozenge fragment. In this way, the club manager took the pill in a particular way to prepare to descend the stairs by moving the tablet fragment to the back of his mouth with his tongue.

7. The truck driver practised his hand-eye co-ordination. He did this by placing the plum segment into his mouth with his hand. First, he put the plum portion midway between the sides and top and bottom of his lips, so that it was past his top front teeth. Following this, he lowered the plum segment onto his tongue. This way, the truck driver practised his hand-eye coordination by placing the plum part into his mouth with his hand.

8. The dressmaker prepared to sew a hem on a dress. He did this by eating a marshmallow with a knife and fork. First, he pierced the marshmallow with his fork. Next, he pierced the marshmallow with the knife and cut it in half. Finally, he stabbed the left side of the marshmallow again with his fork and lifted it to his mouth. In this way, the dressmaker prepared to sew a hem on a dress by eating a marshmallow with a knife and fork.

9. The mushroom farmer tested the mushrooms had enough fertiliser and water. She did this by testing that her cordial was sweet by drinking it. First, she prepared to put some of the cordial on top of her tongue. Then, she put some of the cordial on the tip of her tongue, where she could taste its sweetness. So, she put the cordial where it was both on top of her tongue and touched her sweet spot. In this way, the mushroom farmer prepared to test the mushrooms had enough fertiliser and water by testing that her cordial was sweet by drinking it.

10. The confectioner prepared to make each section of a lolly snake. He did this by chewing and swallowing each part of a lolly snake. First, he disconnected a segment of the snake and then placed it in his mouth. After this, he lifted his arm up, and then back down on a new path, not near his face. Finally, he repeated the process until he had eaten all of the snake segments.

11. The butterscotch tablet maker prepared to make crates for the tablets. He did this by making cream from butter, milk and sugar. First, he separated the butter into 0.01 m edge-length cubes, forming a checkerboard. Then, he poured milk into one-quarter of each of the spaces surrounding the butter cubes. Finally, he mashed and mixed the butter and milk together. In this way, the butterscotch tablet maker prepared to make crates for the tablets by making cream from butter, milk and sugar.

12. The fruiterer planted a fig tree. He did this by placing the fruit in the centre of the bowl. First, he added half the bowl's width to its left edge. Second, he added half the pan's depth to its front side. Finally, he lowered the fig at these coordinates until it touched the bottom of the bowl. In this way, the fruiterer prepared to plant a fig tree by placing the fruit in the centre of the bowl.

13. The sporting bowler hit the ball. He did this by lifting and placing the bowl in front of him. First, he lifted up the bowl. Next, he brought it forward. Finally, he put it in front of him. In this way, the sporting bowler prepared to hit the ball by lifting and placing the bowl in front of him.

14. The fruitmonger cleaned the broom handle. He did this by eating the popsicle. First, he measured 0.01 m down from the top of the popsicle. Next, he bit and warmed the biteful by salivating on it as he chewed it. Then, he repeated the process until he had completely eaten the popsicle. In this way, the fruitmonger prepared to clean the broom handle by eating the popsicle.

15. The hairstylist practised giving a haircut to an orange. He did this by cutting both hemispheres off an orange peel. First, he inserted his knife where the orange's stem was. Secondly, he cut a semicircle to the opposite point of the orange. Thirdly, he completed the circle by cutting back to the original point. In this way, the hairstylist practised giving a haircut to an orange by cutting both hemispheres off its peel.

16. The paper recycler prepared to recycle the pile of papers. He did this by testing that the popsicle had completely melted in the pan. First, he tested that the popsicle was not higher than a pool of liquid. Second, he tested that the solid was not visible. Thirdly, he proved that there was no sound of melting anymore. In this way, the paper recycler prepared to recycle the pile of papers by testing that all the popsicle had completely melted in the pan.

17. The garbage truck man washed the bin. He did this by measuring the solid to liquid ratio. First, he wrote down the volume of solid. Second, he wrote down the amount of fluid. Third, he divided the volume of solid by the amount of liquid. In this way, the garbage truck man prepared to wash the bin by measuring the solid to liquid ratio.

18. The metaphysician cleaned a mat. He did this by calculating the time difference between a solid and liquid of the same type. First, he measured the time to carry the tan bark with controlled steps. Then, he measured the time to carry the water without spilling it. After this, he subtracted the lesser of the two from the greater of the two to find the time difference between them. In this way, the metaphysician prepared to wash a mat. He did this by calculating the time difference between a solid and liquid of the same type.

19. The hairdresser prepared to dry the client's hair. She did this by measuring the boiling point of water. Firstly, she placed the thermometer in the pot of water. Secondly, she stirred the water as it boiled. Thirdly, she read the temperature next to the meniscus when the water had boiled. In this way, the hairdresser prepared to dry the client's hair by measuring the boiling point of water.

20. The cab driver circled the city. He did this by measuring the melting point of water when he stirred it. First, he placed ice in a freezer. Then, he increased the temperature of the freezer and stirred it. Lastly, he measured the temperature when the ice melted. In this way, the cab driver prepared to circle the city by measuring the melting point of water.

21. The robot manufacturer prepared to construct a robot of a particular height. He did this by weighing a solid. First, he added weight to the opposite side of the scales from the solid. Next, he continued to add weights until the two sides were equal. Finally, he summed the total weight of the weights to measure the object's weight. In this way, the robot manufacturer prepared to construct a robot of a particular height by weighing a solid.

22. The tailor shortened the jacket's sleeves. He did this by weighing a liquid. First, he put the weights with the approximate weight of the liquid on the opposite side of the scales from the fluid. Next, he added or removed weights to balance the scales. Finally, he summed the

weights' weights. In this way, the tailor prepared to shorten the jacket's sleeves by weighing a liquid.

23. The nurse lifted the baby from the cot. She did this by lifting the bag of nappies from the ground. First, she tested that the handles had 0.01 m of plastic around the edges of a 0.15 x 0.05 m hole and held it using them. Then, she bent her hips and knees to lift the bag with her legs, not her back. Finally, she stood upbringing lift the bag. In this way, the nurse prepared to lift the baby from the cot by lifting the bag of nappies from the ground.

24. The gardener watered the frangipane. He did this by raising the water bottle. First, he placed the bottle upright on the table. Next, he grasped it, taking care not to tilt it. Finally, he held it, not too tightly, and lifted it vertically. In this way, the gardener prepared to water the frangipane by lifting the water bottle.

25. The doctor cleaned the bench. He did this by melting the ice. First, he melted the ice in a pan. Next, he sponged some of the water up. Then, he finished cleaning the bench with the sponge. In this way, the doctor prepared to clean the seat by melting the ice.

26. I enjoyed life by myself. I did this by writing that all the things in the world were mine. First, I read the books. Second, I enjoyed the sights. Third, I held the objects. In this way, I prepared to enjoy life by myself by writing that all the things in the world were mine.

27. I observed the flight of the concords. I did this by watching the horse drinking the dam water. First, I walked in the paddock. Second, I looked at the horse. Third, I observed him drink from the dam. In this way, I prepared to see the flight of the concords by watching the horse drinking the dam water.

28. I lived the good life. I did this by writing while walking in the hills. First, I walked gingerly. Second, I walked casually. Third, I wrote down all of the details. In this way, I prepared to live a proper life by writing while walking in the hills.

29. I prepared to take care of the incubator. I did this by stating year eight had Sex Education. First, I observed the man insert the rod into the void. Second, I took notes. Third, I took the lesson home. In this way, I prepared to take care of the incubator by stating year eight had Sex Education.

30. I was popular. I did this by meditating (writing philosophy) to become a graduate employee. First, I meditated (wrote my opinion). Second, I gained skills in performing well in examinations. Third, I became a graduate employee. In this way, I prepared to be popular by meditating (writing philosophy) to become a graduate employee.

31. I led by showing a good example. I did this by loving God (the master). First, I meditated (wrote). Second, I went up. Third, I loved God (the master) helping me to be the master. In this way, I prepared to lead by showing a good example by loving God (the master).

32. I produced pop music. I did this by stating that I (the philosopher) was famous. First, I said that I am God (the master). Second, I said that I am a cosmologue (the leader). Third, I am mene, (sic) someone who memorises genes. In this way, I prepared to produce pop music by stating that I (the philosopher) was famous.

33. I was the original, productive Computational English writer. I did this by indicating that Computational English was brilliant. First, I wrote how it had helped Nietzsche. Second, I wrote how it had helped Derrida. Third, I wrote how it had helped Heidegger. In this way, I prepared to be the original, generous Computational English writer by stating that Computational English was famous.

34. I gave medicine (I answered 15 drug questions to access a generic medicine 250 breasoning A) to a 16-breasoning small idea, to make sure high-quality imagery appeared. I did this by writing that there were 250 breasonings for everything in natural law. First, I gave to the pope (gemstone dealer). Second, I presented to the emperor. Third, I took my blessings (writings) from it. In this way, I prepared to give medicine (I answered 15 drug questions to access a generic medicine 250 breasoning A) to a 16-breasoning small idea, to make sure high-quality imagery appeared by writing that there were 250 breasonings for everything in natural law.

35. I prepared to see how the Nobel Committee could award the Nobel Peace Prize for Breathsonings because they enabled us to be about things. I did this by writing that Breathsonings are a Nobel Prize because they defeat oppression by making sound judgements. First, I liked Breathsonings because they help medicine babies to be healthy. Second, I wrote operations go well because of Breathsonings. Third, I lubricated the lining of my air tubules when breathing using Breathsonings. In this way, I prepared to see how the Nobel Committee could award the Nobel Peace Prize for Breathsonings because they enabled us to be about things by writing that Breathsonings are a Nobel Prize because they defeat oppression by making sound judgements.

36. I prepared to see how the Nobel Committee could award the Nobel Peace Prize for Breathsonings using images of breathsonings working. I did this by writing that Breathsonings are a Nobel Prize because they help ideas to go well. First, I wrote Breathsonings to enable babies' systems to be perfect. Second, I wrote Breathsonings help us to work out if a body implant is going spectacularly well. Third, I breathsoned out the lung's tubules, lubricating them. In this way, I prepared to see how the Nobel Committee could award the Nobel Peace Prize for Breathsonings using images of breathsonings working by writing that Breathsonings are a Nobel Prize because they help ideas to go well.

37. I prepared to aim for the heart and do it. I did this by stating that the breath dropped into my mouth with the help of the Head of State. First, I asked the Head of State ever so sweetly to let the breath of air drop into my mouth. Second, I observed this happen. Third, I sucked succulently sweet desserts. In this way, I prepared to aim for the heart and do it by stating that the breath dropped into my mouth with the help of the Head of State.

38. I prepared to be sure Plato would agree with breasoning out the breathsoning. I did this by breasoning out the breathsoning like in Plato's forms. First, I breasoned out the judgment "good" as what the body confirmed the breathsoning for the eight oxygen molecules to be. Second, I breathed in. Third, I breathed out. In this way, I prepared to be sure Plato would agree with breasoning out the breathsoning by breasoning out the breathsoning like in Plato's forms.

39. I had fun like Anarchy. I did this by breathsoning out 250 breasonings for each family entity. First, I decided I would find what I needed. Second, I was helped to it. Third, I liked

you being the best in my vegan emporium. In this way, I prepared to have fun like Anarchy by breathsoning out 250 breasonings for each family entity.

40. I wrote about the heart. I did this by labelling the vertex. First, I found the cube of destiny. Second, I labelled it. Third, I drew its [health] points on it. In this way, I prepared to write about the heart by marking the vertex.

41. I loved planet meditation (books). I did this by holding the reflection (philosophy) retreat. First, I covered texts. Second, I covered retreat details. Third, I gave presents out. In this way, I prepared to love planet meditation (books) by holding the reflection (philosophy) retreat.

42. I helped the writers to write feverishly. I did this by holding the writer's retreat. First, I enamoured succleton. Second, I loved hickletons (you). Third, I loved enamourmonts. In this way, I prepared to help them to write feverishly by holding the writer's retreat.

Overview of Breathsoning Theory

Pedagogues use breathsonings (human judgments/adjectives for nouns, i.e., people and objects) to value breasonings, the basis of a theory of Pedagogy. They define breathsonings as the way to earn high distinctions at school and University. They are judgments that show the function or facts about breasonings, representations of objects that are visualised by God, groups of which deserve high distinctions in academic work.

Pedagogues believe breathsonings are necessary because of expressing life's essence through language. Also, they allow us to understand entire objects in nature through test data, for example through the idea of multiple instances of two paths joining. The theory includes a biomedical/robotic aspect of how much energy a subject needs to complete certain tasks, for example by thinking of everything a person creates, letter by letter in DNA.

Pedagogues derive the term "breathsoning" from breath (literally breathing life into a not yet conceived baby with a breathsoned out breasoning list) and reason (how the human judgment and noun affect the breathsoning).

Key

Paragraph X – where X is the paragraph number from the order in the essay.

Object (Y) — where the object is the object of the second (main) sentence from each paragraph and Y is the order of sentences in the essay paragraph.

Critical Essay Key

Paragraph 1 – Humans (Experts Judge Water)

Lozenge (5) – The writer treats a river as a metaphor for life.

Plum (4) – The manager recommends drinking hot fluid after dinner.

Marshmallow (1) – The doctor recommends moving detritus in bodily vessels by having water.

Cordial (3) – The builder builds water pipes to and from a room.

Snake (2) – The teacher calculates the volume of water.

Paragraph 2 – Judgment

cream (5) – Represents plausible explanation.

fruit (2) - Represents testimony.

bowl (1) - Represents theory.

popsicle (4) - Represents evidence.

orange peel hemisphere (3) - Represents observation.
Paragraph 3 – Energy
Popsicle melting in the pan (1) – Represents chemical energy.

Measuring the solid to liquid ratio (2) – Represents heat energy.

Measuring the time different between carrying a solid and liquid of the same type (3) – Represents light energy.

Measuring the boiling point of water (4) – Represents electric power.

The subject measured the melting point of water when he stirred it (5) – Represents kinetic energy.
Paragraph 4 – Sense Data
Jarful (5) – Represents wholeness of objects that is understandable from data.

Spoon (2) – Represents spatiality of a different type of wholeness, that of a general kind of wholeness.

Water (3) – Represents people taking up all ideas (environment — mining, — wildlife, languages) or preventing these from being taken up.
Table 1. Pros and Cons of Spatial Wholeness
Pros and Cons

Mining

Provides jobs and exports. Removes other industries, e.g., the car industry because of the high currency because of asking for more and being given less, when mining should ask for less and receive more.

Wildlife

Authorities should preserve wildlife for future generations to enjoy. They may log while saving wildlife.

Language

Replacement of other languages with English reduces costs of mass media and reduces the variety of culture encoded in different languages, which can be prevented by law.

Treacle (1) – Represents temporality of a general type of wholeness.

Fork (4) – Represents that businesses' copyright protection, leading to the death of ideas with the close of businesses shouldn't prevent the continuous passage of good ideas through time.

Table 2. Pros and Cons of Temporal Wholeness

Pros and Cons

Idea Preservation

Ideas about how to maintain good economic management should prevent any unnecessary bloodshed. Running out of resources may necessitate changes in management.

Paragraph 5 – Nouns

Weighing a solid (2) – A solid is a common noun.

Weighing a liquid (5) – A liquid is a countable noun.

Lifting the bag of nappies from the ground (1) – Bag is a collective noun.

Raising the water bottle (4) – Bottle is a concrete noun.

Melting the ice (3) – Ice is an uncountable noun.

Critical Essay

What is the thesis statement? I will argue against breathsonings.

The argument structure to use when selecting premises for positions A-E in the paragraphs and essay below.

A
<-B
- <-C
<-D
- <-E

When agreeing with taponada (plugged) breathsonings, write e.g. premises A and B (which agree with breathsonings), their respective objections, rebuttals and a connection between these rebuttals.

A-Obj-Reb
.
   |
B-Obj-Reb

Paragraph 1 – Humans (Experts Judge Water)

A: He did this by eating a marshmallow with a knife and fork.

B: He did this by chewing and swallowing each part of a lolly snake.

C: She did this by testing that her cordial was sweet by drinking it.

D: He did this by placing the plum segment into his mouth with his hand.

E: He did this by moving the lozenge fragment to the back of his mouth with his tongue.

What is the objection to A? The subject shouldn't drink more water than required (where the whole marshmallow represents the holistic doctor who recommends moving particles in bodily vessels by drinking water).

What is the rebuttal to this objection to A? The subject should drink enough water 45 minutes before meals and none until 2 hours after meals.

What is the connection between this rebuttal to A and the thesis statement? I agree with a breathsonings because of the theology of nature, shown by breathsonings, which is correct because one should balance contemplation with social life by being comfortable in meditation. In fact, meditation is contemplation, which is done by following expert advice about water, drinking enough water, as in breathsonings, take up one's time with social activity.

What is the objection to B? The subject shouldn't miscalculate the depth of a deep-water body because of not having a long enough measuring rod (where the snake occupying space represents the spatial expert or teacher who calculates the volume of water).

What is the rebuttal to this objection to B? The subject should measure the depth of the water body using a long, metal tape measure.

What is the connection between these rebuttals to B and A? The subject should collect enough water to drink by first testing that the water body is safe to enter by using a long, metal tape measure.

What is the objection to C? The subject shouldn't build a water pipe to a room without making a water pipe from the room because it would cause an overflow (where cordial represents water where the builder makes water pipes to and from a room).

What is the rebuttal to this objection to C? The subject should build both a water pipe to a room and a water pipe from the room when necessary.

What is the connection between these rebuttals to C and B? The subject should verify that he drains all the water in the drain (water body, where the water is drinkable and safe) into the water output pipe.

What is the objection to D? The subject shouldn't eat too much food to be digested (where the red plum represents the manager recommending drinking hot fluid, represented by a red tap, after dinner).

What is the rebuttal to this objection to D? The subject should eat only enough food, for example, one type of sugary food as each snack.

What is the connection between these rebuttals D and A? The subject should drink enough water to adequately digest the food he or she eats, which should be sufficient.

What is the objection to E? The subject shouldn't lose a model ship (where the ship staying afloat represents having enough positive experiences in life) in the water current (where the initial for the tangy lozenge represents time, where the writer treating a waterway is a metaphor for life over time).

What is the rebuttal to this objection to E? The subject should sail the model ship in the river only when he can control the ship in the river's current.

What is the connection between these rebuttals to E and D? The subject should eat enough food each day (like eating food from a supplier which supplies food like a river).

Paragraph 2 – Judgment

A: He did this by lifting and placing the bowl in front of him.

B: He did this by putting the fruit in the centre of the bowl.

C: He did this by cutting both hemispheres off an orange peel.

D: He did this by eating the popsicle.

E: He did this by making cream from butter, milk and sugar.

What is the objection to A? The subject shouldn't measure the amount of water using a bowl with a hole in it (where the theory that the base, not the top of a bowl is like a meniscus that is judged to mark the amount of water).

What is the rebuttal to this objection to A? The subject should replace a bowl with a hole in it before using it to measure the amount of liquid.

What is the connection between this rebuttal to A and the thesis statement? I agree with breathsonings because of the business of nature, shown by breathsonings, which is correct because one should enjoy business presentations, maintaining interest in the sound of music and the appearance of acting in business by correctly judging containers. One should properly judge containers by measuring the amount of water using a bowl in the same way that one should decide the right amount of content to deliver to ensure that the subject enjoys the reception.

What is the objection to B? The subject shouldn't eat chains of fruit without being critical enough to prevent tripping over in the outside world (where the testimony is that the fruit is judged to be delicious).

What is the rebuttal to this objection to B? The subject should pause after eating one slice of fruit to verify that his path is clear before walking forwards.

What is the connection between these rebuttals to B and A? The scientist should measure the amount of oxygen in a space lab, where the lab has no holes because he cleared his path of items that may make a hole in the lab if tripped over.

What is the objection to C? The subject shouldn't eat too many oranges because excess vitamin C may cause diarrhoea (where the observation is that the orange peel hemisphere is judged to be delicious and large enough to contain non-denatured proteins to be digested).

What is the rebuttal to this objection to C? The subject should only absorb 65-90 mg of vitamin C (in fact, one orange) per day.

What is the connection between these rebuttals to C and B? The subject should only eat one orange per day, and should dispense with (or possibly eat) its peel so that his path is clear to walk along.

What is the objection to D? The subject shouldn't be unprotected by God (in fact, him, a non-God) by scraping the popsicle on a dirty wall to the left (where the evidence is that the popsicle is judged to be tasty and unwrapped).

What is the rebuttal to this objection to D? The subject should eat the popsicle immediately when he has unwrapped it.

What is the connection between these rebuttals to D and A? Where the popsicle is like the replacement bowl, and the tongue is like the water, the subject should eat the popsicle using his tongue in the same way that he fills the bowl with water.

What is the objection to E? The subject shouldn't overspend time eating cream causing obesity (where the plausible explanation is that it is unneeded that the cream is judged to be delectable).

What is the rebuttal to this objection to E? The subject should drink four glasses of water 45 minutes before breakfast to stretch the stomach and avoid overeating.

What is the connection between these rebuttals to E and D? In the same way that one should be protected by God (in fact, one's knowledge) when eating a popsicle, one should be protected by God (in fact, one's knowledge) by controlling one's weight by drinking four glasses of water 45 minutes before breakfast.

Paragraph 3 – Noun
Problems with using judging adjectives with changing nouns

A: She did this by lifting the bag of nappies from the ground.

B: He did this by weighing a solid.

C: He did this by melting the ice.

D: He did this by lifting the water bottle.

E: He did this by weighing a liquid.

What is the objection to A? The subject shouldn't collect nappies in a bag in case some types of nappies don't belong in a "bag," a collective noun.

What is the rebuttal to this objection to A? The subject should successfully collect nappies of the same newness status so that they belong in a "bag," a collective noun.

What is the connection between this rebuttal to A and the thesis statement? I agree with breathsonings because of the education of nature, shown by breathsonings, which is correct because one should earn a prerequisite for lecturing, by being allowed entry to an A+ scholarship by correctly choosing a noun. One should pick a name by collecting the right types of nappies in "bag," a collective noun, in the same way in breathsonings that one should set aside enough time (a term) to study breathsoning for a scholarship.

What is the objection to B? The subject shouldn't assume two types of solids are common nouns because one might be rare.

What is the rebuttal to this objection to B? The subject should overbearingly find that a "solid," a common noun, isn't unique by finding it all over the earth.

What is the connection between these rebuttals to B and A? In the same way that the subject should place new nappies in a "bag," a collective noun, a "solid," a common noun, should be found from all over the earth (i.e., both "in" relationships).

What is the objection to C? The subject shouldn't take too long to count the number of entities in "ice," an uncountable noun.

What is the rebuttal to this objection to C? The subject should modify the term "ice" to be "ice block" so that it can be grammatically processed more quickly when being counted.

What is the connection between these rebuttals to C and B? In the same way that the subject should find the "solid," a common noun, in the cool box, the uncountable noun "ice" should be called "ice block" to count it (i.e., solid is ice when in the cool box).

What is the objection to D? The subject shouldn't break a concrete noun "bottle" because it is physical.

What is the rebuttal to this objection to D? The person should make space for "glass," a concrete noun, on camp to avoid breaking it.

What is the connection these rebuttals between D and A? In the same way that the subject should place new nappies in a "bag," a collective noun, the subject should make space for "glass," a concrete noun, in the pack to avoid breaking it (i.e., both are handled so that they don't form holes for safety reasons).

What is the objection to E? The subject shouldn't count too many of the countable noun "glass of apple juice," given limited time and space.

What is the rebuttal to this objection to E? The subject shouldn't tally too many of the countable noun "glass of apple juice", given limited time and space.

What is the connection between these rebuttals to E and D? In the same way that the subject should make space for the concrete noun "glass" to avoid breaking it, the countable noun "glass of apple juice" should be conserved to avoid using too many instances of it (i.e., count only concrete nouns).

Paragraph 4 – Sense Data

A: He did this, by eating enough, in other words, a jarful.

B: He did this by putting his mouth around the spoon.

C: She did this by stopping food sticking to her tongue by putting water on her tongue.

D: He did this by dripping treacle down the patient's throat.

E: He did this by poking his tongue out underneath the fork.

What is the objection to A?

The sense data synthesis (where the data proves the wholeness, like a jarful of an object, in a breathsoning) shouldn't work because of the subject having a physical disability that would block it, e.g., a blind man may not be able to see a banana.

What is the rebuttal to this objection to A?

The subject should use another sense to account for the missing sense, e.g., use her tactile sense to determine the location of the banana.

What is the connection between this rebuttal to A and the thesis statement? I agree with breathsonings because of the psychiatry of nature, shown by a breathsonings, which is correct because one should remain sane, by causing comfort and ensuing correctness by following the right path when physically challenged, keeping senses open in the same way in breathsonings and listening to statements in psychiatry.

What is the objection to B?

The subject shouldn't fall between two objects when trying to measure the space they occupy (where the spoon occupies space).

What is the rebuttal to this objection to B?

The subject should measure the dimensions of the objects one at a time to calculate the physical space they occupy.

What is the connection between these rebuttals to B and A?

The subject should use another sense to account for the missing sense when measuring the dimensions of objects, e.g., using a braille, not a visual tape measure.

What is the objection to C? The subject shouldn't forget all ideas in a test by drawing them through a broken mental canal (where water represents the subject taking up all thoughts).

What is the rebuttal to this objection to C? The subject should revise each part of the plan to remember it during the test.

What is the connection between these rebuttals to C and B? The subject should measure the objects by revising the topic counting.

What is the objection to D? The subject shouldn't leave the path of time before being supposed to (where the time taken to eat treacle represents temporality of a general type of wholeness).

What is the rebuttal to this objection to D? The subject should follow the map to ensure that he or she follows the correct path in time.

What is the connection between these rebuttals to D and A? The subject should use her tactile sense to account for her missing sense by making sure that she maps the door to its closed position to keep the warmth in to follow the correct path in time.

What is the objection to E? The subject shouldn't close the business before it is brought to continuous fruition (where the fork represents that companies' copyright protection leads to the continuous passage of good ideas through time).

What is the rebuttal to this objection to E? The subject should mend society to allow the cycle of ideas to continue growing until fruition.

What is the connection between these rebuttals to E and D? The subject should help up others by giving them money, time, and energy needed to allow the cycle of ideas to continue growing until fruition to return to the correct path in time.

Paragraph 5 – Energy
A: He did this by testing that the entire popsicle had melted in the pan.
B: He did this by measuring the solid to liquid ratio.

C: He did this by calculating the time difference between carrying a solid and liquid of the same type.

D: She did this by measuring the boiling point of water.

E: He did this by measuring the melting point of water when he stirred it.

What is the objection to A? The subject shouldn't use up all the chemical energy from melting a popsicle in a pan when he needed more by using it all at once.

What is the rebuttal to this objection to A? The subject should cut the popsicle into segments and only melt a part when it is necessary.

What is the connection between this rebuttal to A and the thesis statement? I agree with breathsonings because of the medicine of nature, shown by breathsonings, which is correct because one should digest food by eating breathsoned food by conserving energy and using up all the chemical energy from melting a popsicle in a pan, and collecting food before it goes off.

What is the objection to B? The subject shouldn't produce heat from an electric heater by wasting time producing energy from waiting for enough water passing through the turbine.

What is the rebuttal to this objection to B? The subject should calculate the amount of water needed (W) to produce the amount of energy required (E) and the water:energy ratio (W/E), so $W = E*(W/E)$.

What is the connection between these rebuttals to B and A? The subject should calculate the amount of solid popsicle needed (S) from the amount of liquid popsicle needed (L) and the S:L ratio (S/L), so $S = L*(S/L)$.

What is the objection to C? The subject shouldn't unsafely transport the bioethanol leaving too little time in the day (before the sun's light energy disappears) to carry the plant material, which has a larger volume than bioethanol and therefore a longer transport time.

What is the rebuttal to this objection to C? The subject should carry the ice when there is more time in the day, and he should transport the water when there is a shorter available time in the day.

What is the connection between these rebuttals to C and B? Given that a particular solid (plant material) has a larger volume than its liquid counterpart (bioethanol) and he should calculate the amount of plant material to produce the amount of bioethanol needed, he should transport the plant material when there is a longer available time in the day time. Also, he should transport the bioethanol when there is a shorter time on a later day.

What is the objection to D? The subject shouldn't burn herself on the stove before the boiling point of water has been reached when measuring the boiling point of water, because of the heat from the electric stove being invisible.

What is the rebuttal to this objection to D? The subject should only handle the thermometer when measuring the boiling point of water.

What is the connection between these rebuttals between D and A? In the same way that the subject should only touch the popsicle segment when melting it is necessary, he should only touch the thermometer when measuring the boiling point of water.

What is the objection to E? The subject shouldn't be expected to use kinetic energy to stir the water when measuring it's melting point if his arms were physically disabled.

What is the rebuttal to this objection to E? The subject should ask his carer to stir the water before measuring it's melting point.

What is the connection between these rebuttals to E and D? The subject's carer should only handle the thermometer when measuring a state change temperature of water.

What is the connection between the paragraphs B and A?

One should occupy one's time with actively watching theatre, because of judging the right amount of content to deliver to ensure one enjoys the stage viewing.

What is the connection between the paragraphs C and B?

One should judge the right amount of content to deliver to ensure one enjoys theatre viewing by setting aside enough time (a noun) to study breathsoning for a scholarship.

What is the connection between the paragraphs D and A?

One should take up enough of one's time with actively watching theatre, because of listening to statements in psychiatry such as confirming socialising.

What is the connection between the paragraphs E and D?

One should listen to statements in psychiatry shown by collecting food before it goes off.

Rebreathsoning

Aphors
1. The philosopher prepared to decide thoughts were only thoughts when thought in a with-it manner. He did this by balloonifying his arm. First, he blew up a balloon representing his arm. Second, he placed it next to the balloon representing the torso. Third, he attached the balloon representing his arm to the balloon representing the body using masking tape. In this way, the philosopher prepared to decide thoughts were only thoughts when thought in a with-it manner by balloonifying his arm.

2. The human rights scholar attributed a positive value to a robot qualifying its result. He did this by moulding the chocolate rabbit. First, he poured chocolate into the mould. Second, he let it set overnight. Third, he poured hot water over the mould and removed the chocolate from it. In this way, the human rights philosopher prepared to attribute a positive value to a robot qualifying its thought by moulding the chocolate rabbit.

3. The Hegelian constructed a conversation about worshippers from knowledge about God. He did this by calculating the ratio of the number of rays hitting planes from a light beam from 45 degrees to 90 degrees. First, he estimated that the length of one of the two shorter sides of a right angle triangle with its longer end (base) facing down to be sqrt(2) = 1.4 cm. All the rays heading to the base would hit the edge if a technician shot a beam to 45 degrees at the base. Second, he calculated that the length of the base, the side the rays would hit if a beam shot from 90 degrees were aimed it, to be 2 cm. Third, he calculated that the ratio of the number of rays hitting a plane from light from 45 degrees to 90 degrees = 1.4/2 = 0.7, so more rays were hitting the base from 90 degrees than from 45 degrees. In this way, the Hegelian prepared to construct a conversation about worshippers from knowledge about God by calculating the ratio of the number of rays hitting a plane from light from 45 degrees to 90 degrees.

4. The autist prepared to use his unique abilities to predict the rain accurately. He did this by taking the balloon out of the bag. First, he placed the balloon in the bag. Second, he took it out at the launch site. Third, he launched it at the launch site. In this way, the autist prepared to use his unique abilities to accurately predict the rain by taking the balloon out of the bag. In this way, the autist used his unique abilities to predict the rain accurately, by taking the balloon out of the bag.

5. The autist interested himself in the natural sciences by observing the philosopher and his student. He did this by compressing a marshmallow by biting it. First, he placed the marshmallow in his mouth. Second, he lifted his tongue until the top of the marshmallow touched the top of his lips. Third, he compressed the marshmallow by raising his tongue slightly. In this way, the autist prepared to interest himself in the natural sciences by observing the philosopher and his student by compressing a marshmallow by biting it.

6. The autist performed a complex calculation by examining model calculations. He did this by sitting on the seat. First, he chose a place. Second, he stood in front of it. Third, he sat on

it. In this way, the autist prepared to perform a complex calculation by examining model calculations by sitting on the seat.

7. The autist prepared to perform calendar calculations by counting the number of years. He did this by eating the biscuit. First, he ate the piece with the first chocolate chip. Second, he ate the piece with the red lolly. Third, he ate the piece with the blue lolly. In this way, the autist prepared to perform calendar calculations by counting the number of years by eating the biscuit.

8. The autist demonstrated exceptional rote memory by using a mnemonic system. He did this by eating a lolly. First, he opened the bag. Second, he took out the lolly. Third, he ate the lolly. In this way, the autist prepared to demonstrate exceptional rote memory by using a mnemonic system by eating a lolly.

9. The autist showed his intellect that was above average, by completing the IQ test. He did this by eating the minestrone. First, he wrote an idea from politics for a point of a pasta star. Second, he repeated this for each point. Third, he stopped when there were no more points left. In this way, the autist prepared to demonstrate his intellect that was above average by completing the IQ test by eating the minestrone.

10. The autist prepared to explain that his father occupied a high position by drawing a chart. He did this by breaking the wafer. First, he measured the width of it. Second, he divided this by two. Third, he broke it in half at this point. In this way, the autist prepared to explain that his father occupied a high position by drawing a chart by breaking the wafer.

11. The autist explained that he had several generations of ancestors of intellectuals, by labelling a point on a line. He did this by placing the octahedrons on the tray. First, he drew the unfolded octahedron on the paper. Second, he cut it out. Third, he folded it into a three-dimensional octahedron. In this way, the autist prepared to explain that he had several generations of ancestors of intellectuals, by labelling a point on a line by placing the octahedrons on the tray.

12. The autist prepared to demonstrate that his work performance provided some social integration by encountering a burst of A-grade thoughts because of thinking of a particular thought in the conversation. He did this by pushing the woven thread down. First, he crossed over the threads. Then, he pushed the thread down. Finally, he had an A given to him. In this way, the autist prepared to demonstrate that his work performance provided some social integration by encountering an A because of thinking of a particular thought in the conversation by pushing the woven thread down.

13. The autist prepared to demonstrate that his work performance was excellent by writing down why he loved people. He did this by lapping the water. First, he placed his mouth on the edge of the cup. Second, he drank some of the water. Third, he lifted his head. In this way, the autist prepared to demonstrate that his work performance was excellent by writing down why he loved people by lapping the water.

14. The autist became a faculty member in the Department of Astronomy by finding a reason for an objection to an error in high-quality work by querying what the first action that was supposed to have a reaction was because there was no other thing to react to. He did this by placing the mortar object (representing the reason for the objection) on the brick. First, he put

the first brick down. Second, he put mortar on the first brick. Third, he placed the second brick on the mortar. In this way, the autist prepared to become a faculty member in the Department of Astronomy. He did this by finding a reason for an objection to an error in high quality work by querying what the first action that was supposed to have a reaction. He found a reason for an objection because there was no other thing to react to by placing the mortar object (representing the reason for the objection) on the brick.

15. The Asperger patient prepared to demonstrate his prodigious memory by associating parts to memorise with significant parts he walked past. He did this by shaking his hand in the air. First, he clenched his fist. Second, he raised it in the air. Third, he shook it. In this way, the Asperger patient prepared to demonstrate his prodigious memory by associating parts to memorise with parts of significant parts he walked past by shaking his hand in the air.

16. The Asperger patient prepared to demonstrate her extraordinary preoccupation by studying with many short breaks. She did this by stabbing a sausage. First, she measured the distance one-fifth along the length of the sausage. Second, she positioned the fork above this position. Third, she stabbed the sausage at this position. In this way, the Asperger patient prepared to demonstrate her extraordinary preoccupation by studying with many short breaks, by stabbing a sausage.

17. The Asperger patient showed his mastery of sports statistics by remembering the match with the top score. He did this by driving someone up to the door in a tricycle. First, he started at the edge of the courtyard. Second, he drove through the courtyard. Third, he stopped at the door. In this way, the Asperger patient prepared to demonstrate his mastery of sports statistics by remembering the match with the top score by driving someone up to the door in a tricycle.

18. The Asperger patient prepared to demonstrate his superb knowledge of history trivia. He did this by testing whether he was a man or a woman. First, he took off his shirt. If he was not wearing a bra, then he decided he was a man. Alternatively, if he, or she, in fact, was wearing a bra, then she decided she was a woman. In this way, the Asperger patient prepared to demonstrate his superb knowledge of history trivia by testing whether he was a man or a woman.

19. The Asperger patient tested his expansive conversation by researching one detail from each of the X-Y-Z/verb-touching, human-judgment-of-subject/human-judgment-of-object, room/part-of-room/direction-in-room/time-to-prepare/time-to-do/time-to-finish criteria. He did this by cooking three hundred and sixty degrees of the cabaña. First, he put the cabaña in the fire. Second, he rotated it. Third, he waited 15 minutes until he had cooked the cabaña. In this way, the Asperger patient prepared to test his expansive conversation by researching one detail from each of the X-Y-Z/verb-touching, human-judgment-of-subject/human-judgment-of-object, room/part-of-room/direction-in-room/time-to-prepare/time-to-do/time-to-finish criteria by cooking three hundred and sixty degrees of the cabaña.

20. The Asperger patient prepared to appear seemingly scholarly by doffing a wig and gown. He did this by pulling the model bird's string. First, he suspended the model from the Japanese light. Second, he held its string. Third, he pulled it. In this way, the Asperger patient prepared to appear seemingly scholarly by doffing a wig and gown by pulling the model bird's string.

21. The Asperger patient put forth conversation so liberally, by talking about and then judging an idea. He did this by lifting himself up onto a ledge. First, he found a ledge. Second, he hoisted himself onto it. Third, he stood on the ledge looking around. In this way, the Asperger patient prepared to put forth conversation so liberally, by talking about and then judging an idea by lifting himself up onto a ledge.

22. The labourer washed the block. He did this by cleaning the chopsticks. First, he placed the scraper at the base of the chopstick. Second, he lifted the scraper upwards. Third, he stopped when he reached the top. In this way, the labourer prepared to wash the block by cleaning the chopsticks.

23. The Reasoner dovetailed the arguments. He did this by plucking the feather from the model pheasant's tail. First, the Reasoner positioned his finger above the model feather. Second, he positioned his other finger below the model feather. Third, he plucked the model feather from the model pheasant's tail. In this way, the Reasoner prepared to dovetail the arguments by plucking the feather from the model pheasant's tail.

24. The farmer harvested the wheat. He did this by aligning the tofu in a straight line. First, he measured the width of the tofu. Second, he placed the left point of the tofu so that the central point at $w/2 + l$ (where w = width of the tofu and l = x coordinate of the left-hand side) was in front of his mouth. In this way, the farmer prepared to harvest the wheat by aligning the tofu in a straight line.

25. The oceanographer bathed the starfish. He did this by counting the starfish's arms. First, he counted the number of suction cups. Second, he divided this by the number of suction cups per arm, 5. Third, he calculated this dividend to equal the number of arms of the starfish. In this way, the oceanographer prepared to bathe the starfish by counting its arms.

26. The firefighter put on the mask. He did this by putting on the sunglasses. First, he opened the sunglasses. Second, he placed them on his face. Third, he tested that the angle from each of the arms to the lenses was 90 degrees. In this way, he prepared to put on the mask by putting on the sunglasses.

27. The moviegoer prepared to walk home. She did this by walking to the triangle in the moonlight. First, she charted her proposed path. Second, she walked along her path. Third, she stopped when she arrived at the triangle. In this way, she prepared to walk home by walking to the triangle in the moonlight.

28. The navigator sailed the ship. He did this by following the stars. First, he computed which direction a particular star was pointing in. Second, he computed which goal lay in that direction. Third, he headed for that goal. In this way, he prepared to sail the ship by following the stars.

29. The gardener picked the flower. He did this by colouring his illustrations using petals. First, he drew and cut out the shape of the region that he wanted to colour blue. Second, he traced the shape onto a blue petal. Third, he cut out the shape from the petal and placed it on the page. In this way, he prepared to pick the flower by colouring his illustrations using petals.

30. The Gastronomer placed the red lid on the pot. He did this by staining his cheeks red with the red petal. First, he plucked a petal from a rose. Second, he rubbed it in water. Third, he placed it on his cheek. In this way, he prepared to put the red lid on the pot by colouring his cheeks red with the red petal.

31. The king sat on the throne. He did this by testing that the bottom of a crown was flat. First, he wrote down the z-coordinate of a point of the pentagon at the base of the crown. Second, he tested that the next point's z-coordinate was the same as the previous point's z-coordinate. Third, he repeated this until there were no more points. In this way, the king prepared to sit on the throne by testing that the bottom of a crown was flat.

32. The mother sheltered under the oak tree. She did this by placing the red candle present in her green pocket. First, she held the candle at the top. Second, she opened her pocket. Third, she placed the candle in her pocket. In this way, she sheltered under the oak tree by putting the red candle present in her green pocket.

33. I prepared to say that children's innocence is harmless. I did this by writing that the religion (circle of philosophers) was positive. First, I wrote about the gay thought (the pencil in the pencil case). Second, I wrote about the animals (children). Third, I like you the way you are at University. In this way, I prepared to say that children's innocence is harmless by writing that the religion (circle of philosophers) was positive.

34. I was a Republican. I did this by stating that my knee helped me stand up straight. First, I liked standing. Second, I loved the Queen. Third, I liked myself. In this way, I was a Republican by stating that my knee helped me stand up straight.

35. I prepared to give A to the Chinese tutor. I did this by agreeing with the Chinese tutor. First, I liked her clothes. Second, I loved her house. Third, I enjoyed her spreams (sic) of ice cream. In this way, I prepared to give A to the Chinese tutor by agreeing with the Chinese tutor.

36. I interpreted Lucian's essay format as a Ph.D. I did this by holding a partner's hand to gain confidence in writing two uses. First, I held his hand. Second, I begged on my knees. Third, I worked out two uses. In this way, I prepared to interpret Lucian's essay format as a Ph.D. by holding a partner's hand to gain confidence in writing two uses.

37. I wrote a book about philosophy in primary school. I did this by holding a partner's hand to get confidence in writing the future use. First, I wrote about the rocket. Second, I wrote about the happy notes. Third, I wrote about University at primary and secondary school level. In this way, I prepared to write a book about philosophy in primary school by holding a partner's hand to gain confidence in writing the future use.

38. I reacted to the scene. I did this by holding a partner's hand to get confidence in writing the two types of objects. First, I thought of two types in contradistinction to each other. Second, I envisioned an object following another. Third, I envisioned the mask. In this way, I prepared to react to the scene by holding a partner's hand to gain confidence in writing the two types of objects.

Rebreathsonings Essay
What is the thesis statement?

I will argue for rebreathsonings.

Paragraph 1 – Life Going Upwards
A: He did this by counting the starfish's arms.

B: He did this by lifting himself up onto a ledge.

C: He did this by aligning the tofu in a straight line.

D: He did this by plucking the feather from the model pheasant's tail (to use as a pen).

E: First, he placed the scraper at the base of the chopstick.

What is the objection to A?

The subject counting her achievements on her deathbed, like counting the starfish's arms, shouldn't work because she counted her missing finger when she hadn't used it to count her achievements.

What is the rebuttal to this objection to A?

The subject should correctly count her achievements on her hand with a prosthetic finger.

What is the connection between this rebuttal to A and the thesis statement?

Rebreathsonings exist because of the solution-formingness of nature, which is correct because the subject should count her missing finger when she hasn't used it to count her achievements.

What is the objection to B?

The subject achieving 'know'-ledge in his education, by lifting himself up onto a ledge, shouldn't work because of the student being unable to see the conclusion on top of the ledge from below.

What is the rebuttal to this objection to B?

The subject's teacher should explain the way that the student's idea links to the teacher's knowledge.

What is the connection between these rebuttals to B and A?

The subject should correctly count her achievements on her hand with a prosthetic finger properly sized by the student, where the student's teacher explains the correctly sized finger that fits the hand, the size of which is known by the teacher.

What is the objection to C?

C: The subject aligning conclusions as a citizen in a straight line, in other words preparing for his next job during his current job, like aligning tofu in a straight line, shouldn't not work because high job turnover will mean managers won't train replacement employees.

What is the rebuttal to this objection to C?

Management will train replacement employees for their new jobs.

What is the connection between these rebuttals to C and B?

The subject's teacher should explain the way that the student's idea, like the replacement employee's prerequisite course, links to the teacher's knowledge like the replacement employee's new job.

What is the objection to D?

D: A subject using a pen to write during a job by plucking the feather from the model pheasant's tail (to use as a pen) where the subject writing about his best employee applying for another job shouldn't work because of being unable to find good enough talent to replace the job.

What is the rebuttal to this objection to D?

The subject should replace his former best employee with talent that is persistent by following up his job application.

What is the connection these rebuttals between D and A?

The subject should correctly count his achievements on his hand, like replacing his former best employee, with a prosthetic finger, like hiring talent that is persistent by following up his job application.

What is the objection to E?

The subject preparing what his child will need from the start for her journey, like placing the scraper at the base of the chopstick shouldn't work because the child may not be able to open her bedroom door.

What is the rebuttal to this objection to E?

The subject should knock on the door to ask the resident to open it.

What is the connection between these rebuttals to E and D?

The subject should replace his former best employee with talent that is persistent by following up his job application like knocking on the office door to ask for the job.

Paragraph 2 – Human (Experts Judge Food)
A: He did this by balloonifying his arm.

B: He did this by taking the lighter-than-air craft out of the bag.

C: He did this by moulding the chocolate rabbit.

D: He did this by calculating the ratio of the number of rays hitting a plane from light from 45 degrees to 90 degrees.

E: He did this by compressing a marshmallow by biting it.

What is the objection to A?

The subject swinging the whole pendulum to dry a caper that it holds, like swinging an arm-length balloon, shouldn't work because the water extracted from the caper would re-enter it when he stopped swinging it.

What is the rebuttal to this objection to A?

The subject should use a bi-layered pendulum to stop the water from re-entering the central sphere.

What is the connection between this rebuttal to A and the thesis statement?

Rebreathsonings exist because of the colanderianisation of nature, which is correct because the subject should use a bi-layered pendulum to stop the water from re-entering the central sphere.

What is the objection to B?

The subject determining a catch 22 situation, or that a potato is, in fact, a sweet potato, like determining that a craft that he took out of his bag was lighter-than-air shouldn't use helium in a balloon because it will float away.

What is the rebuttal to this objection to B?

The subject should tie the balloon's string to a heavy object to prevent it from floating away.

What is the connection between these rebuttals to B and A?

The subject should use a bi-layered pendulum to stop the water from re-entering the central sphere where the subject should tie the pendulum's string to a heavy object to prevent it from being thrown away.

What is the objection to C?

The subject paying for a quince, which may still have five parts, like moulding the five-pointed chocolate rabbit, with a coin with a denominator of five, shouldn't work because coins should only be used by the business to record transactions, instead of lack of them preventing the transaction.

What is the rebuttal to this objection to C?

The payer should record a transaction with a coin with a denominator of one, instead of preventing it if he owns no coin with a denominator of five.

What is the connection between these rebuttals to C and B?

The subject should tie the balloon's string, like a business' future products being produced, and the ensuing business, to a heavy object, like the business. He should do this to prevent it from floating away, like the company going out of business, where the business should record transactions with coins to prepare to supply the number of coins worth of products in the future.

What is the objection to D?

The subject, trying to be a genius, determining to dry seaweed at 90 degrees to the light rays instead of at 45 degrees shouldn't work because using the first layer of dried seaweed as mulch becomes ineffective in a week.

What is the rebuttal to this objection to D?

The subject should reapply seaweed mulch to the garden bed for it to be well-mulched for 4-6 weeks.

What is the connection these rebuttals between D and A?

The subject should use a bi-layered pendulum, like applying a second level of seaweed mulch to the garden bed, to stop the water from re-entering the central sphere, like the subject ensuring the garden bed is well mulched for 4-6 weeks.

What is the objection to E?

The subject compressing damper cooked on a campfire by muscular hippies, like compressing a marshmallow by biting it, shouldn't work because the damper would be too hot to touch.

What is the rebuttal to this objection to E?

The subject should compress the damper between two hats.

What is the connection between these rebuttals to E and D?

The subject should compress the damper, like the first layer of seaweed mulch, between two hats, like between the garden bed and the second layer of seaweed mulch.

Paragraph 3 – Connections in the Body
A: He did this by sitting on the seat.

B: He did this by eating the biscuit.

C: He did this by eating a lolly.

D: He did this by eating the minestrone soup.

E: He did this by breaking the wafer.

What is the objection to A?

A blindfold, stopping needed sense data reaching the brain, causing a fall, shouldn't cover the eyes.

What is the rebuttal to this objection to A?

The blindfold should be lifted.

What is the connection between this rebuttal to A and the thesis statement?

Rebreathsonings exist because of the ensightment (sic) of nature, which is correct because the subject's blindfold should be lifted.

What is the objection to B?

Not having regular exercise causes arterial blockage and blood flow problems.

What is the rebuttal to this objection to B?

One should have regular exercise.

What is the connection between these rebuttals to B and A?

The blindfold wearer should regularly lift the blindfold as exercise.

What is the objection to C?

Not eating enough iron doesn't maintain oxygen levels in red blood cells, causing iron-deficiency anaemia.

What is the rebuttal to this objection to C?

The subject should eat more iron-rich green beans.

What is the connection between these rebuttals to C and B?

One should have regular exercise, which one should enable by eating more iron-rich green beans.

What is the objection to D?

Lung blockages from mucous from dust-caused asthma.

What is the rebuttal to this objection to D?

Dust should be removed from the environment.

What is the connection these rebuttals between D and A?

The blindfold should be lifted to remove dust from the environment.

What is the objection to E?

The liver may be given too many toxins.

What is the rebuttal to this objection to E?

Relaxation causes metabolism to slow down, reducing liver metabolism and stopping partially processed toxins from building up in the body.

What is the connection between these rebuttals to E and D?

Dust should be removed from the environment to walk around, which relaxes the body.

Paragraph 4 – Judgment
A: He did this by testing whether he was a man or a woman.

B: He did this by cooking three hundred and sixty degrees of the cabaña (representing exercising his expansive conversation by researching one detail from each of the humanist pedagogy table columns).

C: She did this by stabbing a sausage.

D: He did this by driving someone up to the door in a tricycle (representing demonstrating his mastery of sports match statistics).

E: First, he suspended the model bird from the Japanese light.

What is the objection to A?

The man judged that his body was of a woman (where the verdict is that the man is mentally a woman).

What is the rebuttal to this objection to A?

The man dressed and behaved like a woman.

What is the connection between this rebuttal to A and the thesis statement?

Rebreathsonings exist because of the transsexualisation of nature, which is correct because the subject dressed and behaved as a woman.

What is the objection to B?

The subject wanted to walk down the street, but the time to walk back would take too long (where he based the decision on researching one detail from each of the humanist pedagogy table columns, X-Y-Z/verb-touching, human-judgment-of-subject/human-judgment-of-object, room/part-of-room/direction-in-room/time-to-prepare/time-to-do/time-to-finish).

What is the rebuttal to this objection to B?

The man caught the bus back from the end of the street.

What is the connection between these rebuttals to B and A?

The man-as-woman dressed and behaved like a woman because she caught the bus back from the end of the street with her children.

What is the objection to C?

The subject noticed animal suffering in sausage production (where the adjudication is that the subject prevented animal suffering and commodification).

What is the rebuttal to this objection to C?

The subject ate a vegan sausage.

What is the connection between these rebuttals to C and B?

The man caught the bus back from the end of the street where he made the effort to buy a vegan sausage instead of a pork sausage.

What is the objection to D?

The subject found that the columns and rows added up to different sums (where the ruling is that he demonstrated his mastery of sports match statistics, which was possible because of memorising sums).

What is the rebuttal to this objection to D?

The subject recalculated the grand total.

What is the connection between these rebuttals to D and A?

The man dressed and behaved like a woman because the subject recalculated the grand total of money required for clothes.

What is the objection to E?

The architect found that there wasn't enough room to navigate the walkway (where the pronouncement is that the subject cleared the walkway for the architectural walk-through).

What is the rebuttal to this objection to E?

The architect cleared the walkway.

What is the connection between these rebuttals to E and D?

The subject removed items in the rows and columns on the walkway.

Paragraph 5 – Verb
A: He did this by shaking his hand in the air.

B: He did this by placing the octahedrons on the tray.

C: He did this by pushing the thread that was woven through the needle down.

D: He did this by placing the mortar object (representing the reason for the objection) on the brick.

E: He did this by lapping the water.

What is the objection to A?

The subject was too busy swimming to shake his hand (where the ditransitive is that he shook his hand in the air).

What is the rebuttal to this objection to A?

The subject reached the edge of the pool.

What is the connection between this rebuttal to A and the thesis statement?

Rebreathsonings exist because of the potential-reachedness of nature, which is correct because the subject reached the edge of the pool.

What is the objection to B?

The subject was unable to hold the rail because she was holding the kickboard (where the transitive is that the subject held the rail).

What is the rebuttal to this objection to B?

The subject released the kickboard with one hand to hold the rail.

What is the connection between these rebuttals to B and A?

The subject reached the edge of the pool because the subject released the kickboard with one hand to hold the rail.

What is the objection to C?

The subject shouldn't call thread wool (where the complex transitive is that he called the thread wool).

What is the rebuttal to this objection to C?

The subject should call thread cotton.

What is the connection between these rebuttals to C and B?

The subject released the kickboard with one hand to hold the rail where he calls thread cotton, which he also threads with one hand.

What is the objection to D?

The subject may drop an object unless he places it on a stand (where the intransitive is that the subject places).

What is the rebuttal to this objection to D?

The subject should place the mortar on a stand.

What is the connection between these rebuttals to D and A?

The subject reached the edge of the pool because where he placed the kickboard, like mortar, besides the pool.

What is the objection to E?

The subject shouldn't overtake the other from the wrong lane (where the linking verb is that he overtook the other).

What is the rebuttal to this objection to E?

The subject should overtake the second subject from the right lane.

What is the connection between these rebuttals to E and D?

The subject should use his indicator, like placing the mortar on a stand, when he overtakes the second subject from the right lane.

3 The blindfold wearer should lift his blindfold.

1 The subject should correctly count her achievements on her hand with a prosthetic finger.

2 The subject should use a bi-layered pendulum to stop the water from re-entering the central sphere.

5 The person reached the edge of the pool.

4 The man dressed and behaved like a woman.

What is the connection between the paragraphs B and A?

The blindfold should be lifted like an achievement to be counted on her hand with a prosthetic finger.

What is the connection between the paragraphs C and B?

The subject should correctly count her achievements on her hand with a prosthetic finger, which has a layer to stop the water from entering it.

What is the connection between the paragraphs D and A?

The subject should lift his goggles when he reaches the edge of the pool.

What is the connection between the paragraphs E and D?

The man found the edge of his identity and inverted one of his traits.

Room

Aphors
1. The Polytechnic designer prepared to plan for no walls between rooms in the polytechnic. He did this by eating from the flat bowl. First, he touched the left side of the pea. Second, he touched the right side of the pea with another finger on his hand. Third, he moved the pea to the left. In this way, the Polytechnic designer prepared to plan for no walls between rooms in the polytechnic by eating from the flat bowl.

2. The airlifter prepared to count the number of rescued crew. He did this by writing 'A' with the chalk. First, he lifted his hand to the line. Second, he applied the chalk to the blackboard. Third, he wrote the letter 'A'. In this way, the airlifter prepared to count the number of rescued crew by writing 'A' with the chalk.

3. The airlifter tested that all of the rescued crewmember's articles of clothing were securely worn. He did this by eating the slice of cake. First, he ate the strawberry. Second, he ate the cake topping. Third, he ate the main part of the slice of cake. In this way, the airlifter prepared to test that all of the rescued crewmember's articles of clothing were securely worn by eating the slice of cake.

4. The rocket artist drew the regions of the rocket. He did this by cutting out the letter. First, he opened the scissors at the edge of the paper. Second, he cut along the lines of the outside of the letter. Third, he folded the paper in half, made a cut in the hole of the letter, and cut out the hole. In this way, the rocket artist prepared to draw the regions of the rocket by cutting out the letter.

5. The pilot prepared to test the system was working. He did this by lighting the candle. First, he made sure the candle was upright. Second, he lit the candle. Third, he made sure the flame stayed alight. In this way, the pilot prepared to test the system was working by lighting the candle.

6. The helicopter pilot prepared to remove the lavender from the heliport. She did this by burning the aromatherapy oil. First, she squeezed oil from eucalyptus leaves into water. Second, she rubbed two sticks together to produce a fire. Third, she evaporated the liquid to produce an aroma. In this way, the helicopter pilot prepared to remove the lavender from the heliport by burning the aromatherapy oil.

7. The helicopter pilot prepared to take off and land. He did this by heating the vegan sausage. First, he placed it in a pan. Second, he lit a fire. Third, he heated the sausage in the pan over the fire. In this way, the helicopter pilot prepared to take off and land by heating the vegan sausage.

8. The body artist mimicked a sapling. He did this by painting himself green with body paint. First, he uncapped the body paint. Second, he applied the body paint to a brush. Third, he applied the brush to his body. In this way, the body artist prepared to mimic a sapling by painting himself green with body paint.

9. The swimmer kicked the water with his feet. He did this by feeling his heartbeat. First, he undid his shirt. Second, he placed his hand on his heart. Third, he felt it beat once. In this way, the swimmer prepared to kick the water with his feet by feeling his heartbeat.

10. The artist prepared to dabble with the paints. He did this by adding milk to the cake mixture. First, he opened the carton of milk. Second, he placed it over the mixture. Third, he poured it onto the mixture. In this way, the artist prepared to dabble with the paints by adding milk to the cake mixture.

11. The millinery consultant prepared to manufacture the hat. He did this by writing an emoticon. First, he wrote a colon (":") representing a man's eyes. Second, he wrote a hyphen ("-") representing his nose. Third he wrote a right parenthesis (")") representing his mouth. In this way, the millinery consultant prepared to manufacture the hat by writing an emoticon.

12. The Lord prepared to appear based on objects. He did this by eating the candy cane. First, he licked the crook. Second, he ate the stick. Third, he digested the base. In this way, the Lord prepared to appear based on objects by eating the candy cane.

13. The doctor prepared to eat the meal with a knife and fork. He did this by eating the soufflé. First, he licked the sweet top. Second, he lifted the spoon. Third, he made an incision in the soufflé. In this way, the doctor prepared to eat the meal with a knife and fork by eating the soufflé.

14. The astronaut drove to the launch pad in the shuttle bus. He did this by eating the ship lolly. First, he held the lolly with one hand. Second, he unwrapped the lolly. Third, he ate the lolly. In this way, the astronauts prepared to ride to the launch pad in the shuttle bus by eating the ship lolly.

15. The astronaut prepared to travel through the space dock. She did this by eating the sphere space station jube. First, she placed it in front of her. Second, she melted it on her tongue. Third, she swallowed it. In this way, the astronaut prepared to travel through the space dock by eating the spherical space station jube.

16. The central nervous system specialist tested that the program worked. He did this by opening the deck chair. First, he placed the bottom of the back of it on the ground. Second, he held the folded seat with one of his hands. Third, he unfolded the seat, so that all four legs were touching the ground. In this way, the central nervous system specialist tested that the program worked by opening the deck chair.

17. The heart specialist constructed a heartbeat triangle. He did this by licking the triangular lollipop. First, he licked the lollipop. Second, he tasted the guava lollipop. Third, he bit it. In this way, the heart specialist constructed a heartbeat triangle by licking the triangular lollipop.

18. The physiologist read the answer in the book. He did this by eating the spinach. First, he uncurled it. Then, he pinned down all four corners of it. Third, he cut a square from it and ate it. In this way, the physiologist read the answer in the book by eating the spinach.

19. The theologian scientifically tested whether God had a higher quality of life. She did this by eating the seaweed. First, she stood on the shore. Second, she waded in to the sea. Third, she collected and ate the seaweed. In this way, the theologian scientifically tested whether God had a higher quality of life by eating the seaweed.

20. The roboticist prepared to operate on Toby to be positive. He did this by shredding the spinach. First, he cut the spinach. Second, he placed it in strips. Third, he lined up the strips in a square. In this way, the roboticist operated on Toby to be prepared to be positive by shredding the spinach.

21. The astronaut prepared to live in a house. He did this by eating the sesame seed. First, he removed it from its packet. Second, he pressed it onto his bottom lip. Third, he chewed it. In this way, the astronaut prepared to live in a house by eating the sesame seed.

22. The geneticist prepared a plan for Earth Two. He did this by oiling the carrot. First, he oiled the pan. Second, he placed the carrot in the pan. Third, he removed the carrot. In this way, the geneticist prepared a plan for Earth Two by oiling the carrot.

23. The farmer held a candle at its base. He did this by eating the turnip. First, he chopped off its head. Second, he chopped off its stalk. Third, he ate it. In this way, the farmer held a candle at its base by eating the turnip.

24. The neuroscientist prepared to match the picture with the signal going to the brain. He did this by rotating the circular food server. First, he held the circle in front of him. Second, he rotated the circle 45 degrees clockwise. Third, he noticed that the bowl of bean curd was in front of him. In this way, the neuroscientist prepared to match the picture with the signal going to the brain by rotating the circular food server.

25. The neuroscientist prepared to copy the information in the brain cell. He did this by drinking with the straw. First, he placed the straw in the apple juice. Second, he put his lips around the straw. Third, he drank the apple juice. In this way, the neuroscientist prepared to copy the information in the brain cell by drinking with the straw.

26. The neuroscientist downloaded all the information directly relevant to a thought from the brain. He did this by pouring the water down the sink. First, he lifted the glass of water. Second, he positioned it above the sink. Third, he emptied it into the sink. In this way, the

neuroscientist prepared to download all the information directly relevant to a thought from the brain by pouring the water down the sink.

27. The neuroscientist prepared to order the brain data in a string. He did this by pressing a flower. First, he placed the press on the table. Second, he placed the paper in the press. Third, he placed the flower in the press. In this way, the neuroscientist prepared to order the brain data in a string by pressing a flower.

28. The neuroscientist prepared to examine a conclusion structure in the brain. He did this by jumping with his knees. First, he bent his knees. Second, he pushed off the ground. Third, he lifted his feet into the air. In this way, the neuroscientist prepared to examine a conclusion structure in the brain by jumping with his knees.

29. The neuroscientist studied a reason structure in the brain. He did this by making the olive paste. First, he placed a pitted olive on the chopping board. Second, he cut the olive into squares. Third, he mashed the olive with a pestle. In this way, the neuroscientist prepared to examine a reason structure in the brain by making the olive paste.

30. The neuroscientist achieved the highest quality pinnacle in science. He did this by photographing the setting from the mountain. First, he walked from the subject to the mountain. Second, he climbed the mountain. Third, he photographed the subject from the mountain. In this way, the neuroscientist achieved the highest quality pinnacle in science by photographing the setting from the mountain.

31. The professor prepared to execute the brain program. He did this by dismantling and measuring the components of the pinhole camera. First, he took the top off the camera. Second, he took out the paper. Third, he measured the illustration on the paper. In this way, the professor prepared to execute the brain program by dismantling and measuring the components of the pinhole camera.

32. The neuroscientist identified colours of different anatomical regions of the brain, each with different functions. She did this by tasting the lolly's differently coloured parts. First, she chose a lolly. Second, she chose one of its parts. Third, she tasted the part. In this way, the neuroscientist identified colours of different anatomical regions of the brain, each with different functions, by tasting the lolly's differently coloured parts.

Room Essay
What is the thesis statement?

I will argue for room.

```
/**********
Prolog - Finds a random order for rooms in a linear house
?- room([bed,bath,kitchen,study,living,dining],Building).

Building = [kitchen, living, study, dining, bed, bath].

?- room([bed,bath,kitchen,study,living,dining],Building).

Building = [bed, dining, kitchen, living, bath, study].
```

```
?- room([bed,bath,kitchen,study,living,dining],Building).

Building = [dining, living, study, kitchen, bed, bath].

?- room([bed,bath,kitchen,study,living,dining],Building).

Building = [study, bath, dining, living, bed, kitchen].

?- room([bed,bath,kitchen,study,living,dining],Building).

Building = [bed, bath, kitchen, study, dining, living].

**********/

room(List1, List2) :- %% Randomly reorders List1 as List2, the order of rooms visited in a
building.

room(List1,[],List2).

room(List1,List2,List3) :- %% The linear building works as a whole. (conjunction of
connected rooms)

select1(List1,Room,List4),

append(List2,[Room],List5),

room(List4,List5,List3).

room([],List,List) :- !. %% The final room has been added. (reason for connection between
rooms)

select1(List1,Room,List2) :- %% Add a room to the linear building. (connection between
rooms)

random(N1),

length(List1,L),

N2 is L*N1,

N3 is ceiling(N2),

select2(List1,N3,Room),

delete(List1,Room,List2).

select2(List1,N1,Room) :- %% Select the room at random. (room)

N2 is N1-1,
```

length(List3,N2),

append(List3,List4,List1),

List4=[Room|_].

select2([Room],1,Room) :- !. %% The possible rooms have been exhausted. (reason for room)

Paragraph 1 – The linear building works as a whole (conjunction of connections between rooms)
A: He did this by rotating the circular food server.

B: He did this by oiling the carrot.

C: He did this by drinking with the straw.

D: He did this by eating the turnip.

E: He did this by eating the sesame seed.

What is the objection to A?

The diners did not sit at intervals around the circle that were the circumference of the circle divided by an integer (where the subject rotated the circular food server in the hostel).

What is the rebuttal to this objection to A?

The diners sat around the circle at intervals that were the circumference of the circle divided by an integer.

What is the connection between this rebuttal to A and the thesis statement?

Room is correct because of the dining-organisation of nature, which is correct because the diners sat around the circle at intervals that were the circumference of the circle divided by an integer.

What is the objection to B?

The subject lost her grip on the carrot while she was oiling it (where the subject oiled the carrot in the library kitchen).

What is the rebuttal to this objection to B?

The subject dowsed the carrot, on a skewer, in oil in a glass.

What is the connection between these rebuttals to B and A?

The diners were seated around the circle at intervals that were the circumference of the circle divided by an integer, like skewers around the circumference of a carrot being cooked on a flame.

What is the objection to C?

The subject's nap seemed too short to him (where the subject drank with the straw, like a progress bar for a businessperson's nap).

What is the rebuttal to this objection to C?

The subject took a deep breath and performed his regimen to prepare for the afternoon's work.

What is the connection between these rebuttals to C and B?

The subject dowsed the carrot, on a skewer, in oil in a glass, like a lung alveolus being dowsed in air when the subject took a deep breath and performed his regimen to prepare for the afternoon's work.

What is the objection to D?

The subject complained that the raw turnip was bitter (where the subject ate the turnip in a café).

What is the rebuttal to this objection to D?

The subject cooked the turnip before eating it, when it was sweet.

What is the connection between these rebuttals to D and A?

I pointed to a number of whole potatoes to count them with an integer, like the anaphor "it" in "The subject cooked the turnip before eating it" points to "the turnip".

What is the objection to E?

The subject found the non-sesame seeds contained rancid oil (where the subject ate the sesame seed which he bought at the vegan supermarket).

What is the rebuttal to this objection to E?

The subject found the sesame seeds' oil didn't become rancid.

What is the connection between these rebuttals to E and D?

The subject cooked the turnip in sesame oil.

Paragraph 2 – The final room has been added. (reason for connection between rooms)
A: He did this by eating from the flat bowl.

B: He did this by cutting out the letter.

C: He did this by writing 'A' with the chalk.

D: He did this by eating the slice of cake.

E: He did this by lighting the candle.

What is the objection to A?

The subject cut the book cover too large to cover with the paper to glue to it (where the subject cut the homemade book in the shape of the flat rectangular platter).

What is the rebuttal to this objection to A?

The subject cut the book cover small enough so that the paper to glue to it overlapped it by 1 centimetre.

What is the connection between this rebuttal to A and the thesis statement?

Room is correct because of the bookmaking of nature, which is correct because the subject cut the book cover small enough so that the paper to glue to it overlapped it by 1 centimetre.

What is the objection to B?

The subject broke the "A" when lifting it because of its hole (where the subject cut out the pastry letter "A" and cooked it for dinner).

What is the rebuttal to this objection to B?

The subject slowly and evenly lifted the pastry "A" to prevent it from breaking.

What is the connection between these rebuttals to B and A?

The subject cut the book cover small enough so that the paper to glue to it overlapped it by 1 centimetre where the paper was glued to it evenly, like the subject slowly and evenly lifted the pastry "A" to prevent it from breaking.

What is the objection to C?

The subject's hands were too chalky to serve the breakfast (where the subject wrote "A" with the chalk, denoting the room in which breakfast would be served).

What is the rebuttal to this objection to C?

The subject washed her hands before serving the breakfast.

What is the connection between these rebuttals to C and B?

The subject washed her hands before lifting the pastry "A" to prevent it from breaking.

What is the objection to D?

The subject couldn't keep up with the autocue (where the subject made reading news a piece of cake).

What is the rebuttal to this objection to D?

The algorithm adjusted the scrolling speed of the autocue with the newsreader's speed.

What is the connection between these rebuttals to D and A?

The subject cut the book cover the required size, where the writer wrote a cosmologically interesting number of words per page, affecting the rate the pages were turned.

What is the objection to E?

The subject found the candlelight was too dim to write with (where the subject lit the candle to write about the main course).

What is the rebuttal to this objection to E?

The subject wrote during the daylight.

What is the connection between these rebuttals to E and D?

The subject adjusted his volume of writing to write the number of pages required.

Paragraph 3 – Add a room to the linear building (connection between rooms)
A: He did this by adding milk to the cake mixture.

B: She did this by burning the aromatherapy oil.

C: He did this by heating the vegan sausage.

D: He did this by painting himself green with body paint.

E: He did this by feeling his heartbeat.

What is the objection to A?

The subject added too much milk to the cake mixture (where the subject fetched his friend to add milk to the cake mixture).

What is the rebuttal to this objection to A?

The subject added enough milk to the cake mixture.

What is the connection between this rebuttal to A and the thesis statement?

Room is correct because of the ingredient-measurement of nature, which is correct because the subject added enough milk to the cake mixture.

What is the objection to B?

The subject shouldn't spill the aromatherapy oil (where the subject burnt the aromatherapy oil in a burner he carried, like he carried dinner).

What is the rebuttal to this objection to B?

The subject should carry and use the aromatherapy oil burner separately.

What is the connection between these rebuttals to B and A?

The subject added enough milk to the cake mixture like adding enough oil to the aromatherapy oil burner.

What is the objection to C?

The subject shouldn't drop the vegan sausage in the fire because the vegan sausage is too heavy for the stick (where the subject heated the vegan sausage when he went to dinner).

What is the rebuttal to this objection to C?

The subject should use a strong enough stick to cook the vegan sausage on.

What is the connection between these rebuttals to C and B?

The subject should carry the aromatherapy oil burner, like using a strong enough stick to cook the vegan sausage on.

What is the objection to D?

The subject shouldn't dirty the table with body mask (where the subject paints himself green with body mask when preparing for lying on the table).

What is the rebuttal to this objection to D?

The attendant should sponge the excess body mask from the table.

What is the connection between these rebuttals to D and A?

The attendant should sponge the excess body mask from the table, where the body mask is like the milk added to the cake mixture.

What is the objection to E?

The subject couldn't easily feel his heart beat with his hand (where the subject felt his heartbeat, like feeling the breakfast tray on the bed).

What is the rebuttal to this objection to E?

The subject felt his pulse at his wrist, instead of at his chest.

What is the connection between these rebuttals to E and D?

The subject should sponge the excess body mask from the table with his hand, like feeling his pulse at his wrist, instead of at his chest, with his hand.

Paragraph 4 – Select the room at random (room).
A: He did this by opening the deck chair.

B: He did this by shredding the spinach with a grater.

C: He did this by eating the spinach.

D: She did this by eating the seaweed.

E: He did this by licking the triangular lollipop.

What is the objection to A?

The lock prevented the subject from opening the deck chair (where the deck chair, like a chair in a study, is opened).

What is the rebuttal to this objection to A?

The lock was unlocked, allowing the deck chair to be opened.

What is the connection between this rebuttal to A and the thesis statement?

Room is correct because of the ownerisation of nature, which is correct because the subject should unlock the deck chair.

What is the objection to B?

The subject couldn't grate the spinach because it was too thin (where the subject shredded the spinach with a grater in a kitchen).

What is the rebuttal to this objection to B?

The subject cut, not grated the spinach.

What is the connection between these rebuttals to B and A?

The lock was unlocked, allowing the deck chair to be opened, like opening non-hurtness by cutting, not grating the spinach, which would hurt to grate.

What is the objection to C?

The subject dropped the spinach (where the subject ate the spinach in the dining room).

What is the rebuttal to this objection to C?

The subject cooked another sprig of spinach.

What is the connection between these rebuttals to C and B?

The subject cut, not grated the spinach to cook the sprig of spinach.

What is the objection to D?

The subject shouldn't over eat seaweed (where the subject ate the seaweed, as depicted by a newspaper in the living room).

What is the rebuttal to this objection to D?

The subject should only eat enough seaweed.

What is the connection between these rebuttals to D and A?

The lock was unlocked, allowing the deck chair to be opened because the subject should only eat enough seaweed.

What is the objection to E?

The subject shouldn't trip over the bottom edge of the sheet when attempting to climb into bed (where the subject folded the bed sheet in a triangle).

What is the rebuttal to this objection to E?

The subject should access the bed from the side, and tuck oneself into bed.

What is the connection between these rebuttals to E and D?

The subject should only eat enough seaweed, like taking small enough steps when accessing the bed from the side, and tucking oneself into bed.

Paragraph 5 – The possible rooms have been exhausted (reason for room).
A: He did this by writing an emoticon.

B: He did this by eating the soufflé.

C: He did this by eating the candy cane.

D: She did this by eating the sphere space station jube.

E: He did this by eating the ship lolly.

What is the objection to A?

The computer couldn't recognise the emoticon because it was a face on its side (where the person's job was writing an emoticon).

What is the rebuttal to this objection to A?

The computer recognised the face on its side.

What is the connection between this rebuttal to A and the thesis statement?

Room is correct because of the polyglot-likeness of nature, which is correct because the computer recognised the face on its side.

What is the objection to B?

The soufflé collapsed before I ate it (where the room's function was for the subject to eat the soufflé).

What is the rebuttal to this objection to B?

I ate the soufflé before it collapsed.

What is the connection between these rebuttals to B and A?

The computer recognised the face on its side as it ate the soufflé before it collapsed.

What is the objection to C?

The subject's perspective of the candy cane was blocked by his face (where the subject attempted to eat the candy cane that he could see from his perspective).

What is the rebuttal to this objection to C?

The subject moved the candy cane forward so that he could see it from his perspective.

What is the connection between these rebuttals to C and B?

I ate the soufflé before it collapsed because I moved the candy cane-like hourglass forward so that I could see it from my perspective.

What is the objection to D?

The subject couldn't fit the settee in his flat because it had a circular cross-section (where the subject sat on the sphere space station jube-shaped settee).

What is the rebuttal to this objection to D?

The designer designed a settee with an oval back.

What is the connection between these rebuttals to D and A?

The computer recognised the face on its side, like a settee's oval back.

What is the objection to E?

The subject shouldn't sail on a ship with a hole in its hull (where the subject wore the ship-print clothing).

What is the rebuttal to this objection to E?

The ship's hull hole was repaired.

What is the connection between these rebuttals to E and D?

The designer designed a settee with an oval back, like a ship's repaired hull.

Select the order of paragraphs:
A: 4 - The lock was unlocked, allowing the deck chair to be opened.
B: 1 - The diners sat around the circle at intervals that were the circumference of the circle divided by an integer.
C: 3 - The subject added enough milk to the cake mixture.
D: 5 - The computer recognised the face on its side.
E: 2 - The subject cut the book cover small enough so that the paper to glue to it overlapped it by 1 centimetre.

What is the connection between the paragraphs B and A? The lock was unlocked, allowing the deck chair to be opened (to view the next plant) after the diners sat around the circle at intervals that were the circumference of the circle divided by an integer (having eaten and recommended the plant).

What is the connection between the paragraphs C and B? The diners sat around the circle at intervals that were the circumference of the circle divided by an integer (to eat the cake) after the subject added enough milk to the cake mixture.

What is the connection between the paragraphs D and A? The lock was unlocked, allowing the deck chair to be opened (to look for more corn to eat) after the computer recognised the face on its side (where the face belonged to the man who was eating the corn).

What is the connection between the paragraphs E and D? The computer recognised the face on its side (to read the book's spine) after the subject cut the book cover small enough so that the paper to glue to it overlapped it by 1 centimetre.

Part of Room

Aphors

1. The blind girl's teacher prepared to sit down. He did this by lolling the rice paper cylinder with his tongue. First, he touched the bottom of it with his tongue. Second, he touched the

top-left of it with his tongue. Third, he touched the top-right of it with his tongue. In this way, the blind girl's teacher prepared to sit down by lolling the rice paper cylinder.

2. The disabilities teacher wished good luck to all of his students. He did this by squirting the gourd. First, he lifted the gourd to his mouth. Second, he squeezed the gourd. Third, he squirted the gourd into his lips. In this way, the disabilities teacher prepared to wish good luck to all of his students by squirting the gourd.

3. The disabilities teacher student prepared to ask for each assessment criterion. He did this by washing each part of his face. First, he washed his eyes. Second, he washed his nose. Third, he washed his mouth. In this way, the disabilities teacher student prepared to ask for each assessment criterion by washing each part of his face.

4. The disabilities teacher student prepared to make a 3D model of an adjective describing a competency. He did this by washing the inside of the cylinder. First, he washed the inside of the base. Second, he washed the inside of the side. Third, he washed the inside of the top. In this way, the disabilities teacher student prepared to make a 3D model of an adjective describing a competency by washing the inside of the cylinder.

5. The disabilities teacher-student helped the self-preservation of a student. He did this by licking the ice-cream. First, he held the ice-cream by the cone. Second, he licked the ice-cream. Third, he licked the ice-cream until he had finished licking it. In this way, the disabilities teacher-student prepared to help the self-preservation of a student by licking the ice-cream.

6. The disabilities teacher student prepared to assess a "done-up" assignment (with a short story containing 64 departmental perspectives about it) and a "seen-as" version of "A" quality written by the student. He did this by placing the bird model in the hole. First, he lifted the bird model up. Second, he walked to the hole. Third, he placed it in the hole. In this way, the disabilities teacher student prepared to assess a "done-up" assignment and a "seen-as" version of "A" quality written by the student by placing the bird model in the hole.

7. The disabilities teacher-student tested that the gifted student had thought of five breasonings per idea (ideas with objects measured in the x, y and z dimensions, that a professor would think of as being like cleaning a test tube). He did this by bringing the bird model through the air to his desk. First, he lifted the bird model above his shoulder. Second, he walked to his desk. Third, he placed it on his desk. In this way, the disabilities teacher-student tested that the gifted student had thought of five breasonings per idea by bringing the bird model through the air to his desk.

8. The computational Hegelian programmed an example about intersubjectivity. He did this by pretending to fly home, like a bird. First, he stood up from his seat. Second, he raised and lowered his arms repeatedly, like a bird flying. Third, he walked forwards. In this way, the computational Hegelian programmed an example about intersubjectivity by pretending to fly home, like a bird.

9. The philosopher comparing normativity (judgments) with Hegel (intersubjectivity) wrote down the competencies of each subject. He did this by sewing the sheet over itself by 0.01 m. First, he threaded thread through the needle. Second, he positioned the needle at one end of the sheet. Third, he sewed the sheet over itself. In this way, the philosopher comparing

normativity with Hegel wrote down the competencies of each subject by sewing the sheet over itself.

10. The Computational human rights philosopher (giving acts and prevention of omissions equal importance) gave both subsistence (acting) rights and security (prevention omissions) rights necessity scores of 10/10. He did this by mixing the apple and cream to put in the pie. First, he placed an apple in a bowl. Second, he put cream in a bowl. Third, he mixed the apple and cream together. In this way, the Computational human rights philosopher gave both subsistence (acting) rights and security (preventing omissions) rights necessity scores of 10/10 by mixing the apple and cream to put in the pie.

11. The philosopher comparing normativity (judgments) with the human rights philosopher (stating the distinction of acts and prevention of omissions is a mixture) tested that all the subjects' duties (acts) and rights (prevention of omissions) were the same. He did this by separating the lettuce and tomato using a knife and spoon. First, he placed the lettuce and tomato on the plate. Second, he moved the lettuce to the left with the knife. Third, he moved the tomato to the right with the spoon. In this way, the philosopher comparing normativity (judgments) with the human rights philosopher (stating the distinction of acts and prevention of omissions is a mixture) tested that all the subjects' duties (acts) and rights (prevention of omissions) were the same. He did this by separating the lettuce and tomato using a knife and spoon.

12. The religious university union club speaker linked a student into a subject by thinking of an "A" (using the ideas from 6. and 7. above) about him. He did this by recognizing whose bedroom it was. First, he matched the sheet colour with that of his friend. Second, he matched the blanket cover colour with that of his friend. Third, he matched the wall colour with that of his friend. In this way, the religious university union club speaker linked a student into a subject by thinking of an "A" about him by recognizing whose bedroom it was.

13. The independent school student chose the best passages to write on. He did this by maintaining good posture to retain his heart health. First, he detected which way was up using his vestibular system. Second, he stood up. Third, he stood up straight. In this way, the independent school student chose the best passages to write on by maintaining good posture to retain his heart health.

14. The school student chose the sentences containing the key term from the question. She did this by reading the book of timetables. First, she selected the correct timetable from the book. Second, she selected the correct day from the timetable. Third, she selected the correct stop for the day from the timetable. In this way, the school student chose the sentences containing the key term from the question by reading the book of timetables.

15-21. Same as Rebreathsoning 15-21.

22.   The Asperger patient prepared to carry out a dissertation by rote memory, by using his body as a basis for a mnemonic for the essay structure. He did this by sitting on a pious seat of right. First, he walked to the seat. Second, he lowered it. Third, he sat on it. In this way, the Asperger patient prepared to carry out a dissertation by rote memory, by using his body as a basis for a mnemonic the for essay structure by sitting on a pious seat of right.

23.   The competition of brains competitor defined a domain for an area of study by relating parts of an area of study to an object. He did this by biting a biteful from the finger biscuit. First, he took the biscuit from the packet. Second, he bit it. Third, he placed it in a plastic wrapper. In this way, the competition of brains competitor defined a domain by relating parts of an area of study to an object by biting a biteful from the finger biscuit.

24. The simulatory problem solver invented a colour language (with rainbow inferences between words) that he simulated as starting thoughts for an area of study. He did this by squeezing the gel onto his stomach. First, he picked up the gel. Second, he squeezed it onto his stomach. Third, he put it away. In this way, the simulatory problem solver invented a colour language (with rainbow inferences between words) that he simulated as starting thoughts by squeezing the gel onto his stomach.

25. The brainworks participant wrote breasonings (thought of X, Y and Z dimensions for objects) for a "seen-as" essay based directly on secondary literature, and handed in an essay of his design. He did this by moving the arch from his toes. First, he bent down. Second, he put the arch over his toes. Third, he removed the arch. In this way, the brainworks participant wrote breasonings (thought of X, Y and Z dimensions for objects) for a "seen-as" essay based directly on secondary literature, and handed in an essay of his design by moving the arch from his toes.

26. The students' business program participant rotated the cut-off point in the argumentary circle, which he applied to different categories giving varying results. For example, "The mother is in the family because the boy is in the family because the father is in the family" is modified so that the mother has a child who becomes a father, to test if there is a sex-linked disease which is present only in men. He did this by connecting the street sign to the street number. First, he went to the street. Second, he read the street sign. Third, he went to the house with the correct street number. He did this by rotating the cut-off point in the argumentary circle, which he applied to different categories giving varying results, by connecting the street sign to the street number.

27. The running captain loved people by removing mistakes. He did this by squirting the carriage. First, he took the hose cap off. Second, he turned the tap on. Third, he squirted the carriage. In this way, the running captain loved people by removing mistakes by squirting the carriage.

28. The child carer took care of the child by tying up her shoelaces. He did this by taking the finger biscuit out of the hat. First, he placed the finger biscuit in the hat. Second, he took it out. Third, he ate it. In this way, the child carer took care of the child by tying up her shoelaces by taking the finger biscuit out of the hat.

29. The intuitive computer shop employee wrote down a possible 'A,' in other words, 85 breasonings (ideas with objects measured in the x, y and z dimensions. A professor would think of the A as being like cleaning a test tube. The A was for differing in opinion from mistakes about high-quality thoughts in an area of study of his design from the perspective of the lecturer-in-charge. He did this by testing that he had cooked the artichoke. First, he placed it on a plate. Second, he positioned the knife on the artichoke. Third, he cut the artichoke in half to test whether it was cooked. In this way, the intuitive computer shop employee wrote down a possible 'A,' in other words, 85 breasonings for finding fault with

mistakes about high-quality thoughts in an area of study of his design from the perspective of the lecturer-in-charge by testing that he had cooked the artichoke.

Part of Room Essay
What is the thesis statement?

I will argue for part of the room.

/*******

Prolog: What is a Part of a Room?
Given part of room labels and stay data, the program returns the total time spent in each part of the room. In more detail, given the room name, the map of the room (as a list of X, Y, parts of room tuple) and the time spent in the room (as a list of X, Y, seconds tuple), the program returns the map of the room with totals of time spent at each room part (as X, Y, part of room, seconds tuple).

The origin is in the northwest corner.

Input:

partofroom(

bedroom,[[0,0,"“"],[1,0,"“"],[2,0,door],

[0,1,bed],[1,1,next-to-robe],[2,1,robe],

[0,2,"“"],[1,2,"“"],[2,2,"“"]],

[[2,0,1],[1,0,1],[1,1,100],[1,0,1],[2,0,1],

[2,0,1],[1,0,1],[0,0,1],[0,1,3000],[0,0,1],[1,0,1],[2,0,1]]).

Output:

[[0,0,[],2],[1,0,[],4],[2,0,door,4],[0,1,bed,3000],[1,1,next-to-robe,100],[2,1,robe,0],[0,2,[],0],[1,2,[],0],[2,2,[],0]]

Input:

partofroom(arkann-encyclopedia,[[0,0,table-of-contents],[1,0,glossary],[0,1,figures],[1,1,door]],
[[1,1,1],[0,1,1500],[1,1,1],[1,1,1],[1,0,1500],[0,0,1500],[1,0,1],[1,1,1]]).

Output:

[[0,0,table-of-contents,1500],[1,0,glossary,1501],[0,1,figures,1500],[1,1,door,4]]

Input:

partofroom(arkann-exhibition,[[0,0,mayfair],[1,0,senior-arkann],[0,1,spaceship],[1,1,door]],
[[1,1,1],[0,1,1500],[1,1,1],[1,1,1],[1,0,1500],[0,0,1500],[1,0,1],[1,1,1]]).

Output:

[[0,0,mayfair,1500],[1,0,senior-arkann,1501],[0,1,spaceship,1500],[1,1,door,4]]

Input:

partofroom(toy,[[0,0,fur],[1,0,security-blanket],[0,1,friend],[1,1,door]],
[[1,1,1],[0,1,1500],[1,1,1],[1,1,1],[1,0,1500],[0,0,1500],[1,0,1],[1,1,1]]).

Output:

[[0,0,fur,1500],[1,0,security-blanket,1501],[0,1,friend,1500],[1,1,door,4]]

Input:

partofroom(emerald-trilogy,[[0,0,ship],[1,0,hidden-symbol],[0,1,treasure],[1,1,door]],
[[1,1,1],[0,1,1500],[1,1,1],[1,1,1],[1,0,1500],[0,0,1500],[1,0,1],[1,1,1]]).

Output:

[[0,0,ship,1500],[1,0,hidden-symbol,1501],[0,1,treasure,1500],[1,1,door,4]]

*******/

partofroom(_Room,Map1,Times1) :- %% Returns the total time spent in each part of the room

sumtimes1(Times1,_Times2,Map1,[],Map2), write(Map2), !.

sumtimes1(Times1,Times2,Map1,Map2,Map3) :- %% The person's time spent at each part of the room has been counted (whole path through parts of room)

Map1=[Part1|Parts],

Part1=[X,Y,RoomPartName],

sumtimes2(X,Y,Times1,[],Times3,0,Time),

Part2=[X,Y,RoomPartName,Time],

append(Map2,[Part2],Map4),

sumtimes1(Times3,Times2,Parts,Map4,Map3).

sumtimes1(Times,Times,[],Map,Map). %% The final leg of the person's path has been counted (reason for connection between parts of room)

sumtimes2(X,Y,Times1,Times2,Times3,Time1,Time2) :- %% The leg time is added to the time spent at that part of the room (part of room)

Times1 = [Time4|Times4],

Time4 = [X,Y,Time3],

Time5 is Time1+Time3,

sumtimes2(X,Y,Times4,Times2,Times3,Time5,Time2),!.

sumtimes2(X1,Y1,Times1,Times2,Times3,Time1,Time2) :- %% Transfers the remaining path to be checked when it is not in the current part of the room (connection between parts of room)

Times1 = [Time3|Times4],

Time3 = [X2,Y2,_Time4],

(not(X1=X2); not(Y1=Y2)),

append(Times2,[Time3],Times5),

sumtimes2(X1,Y1,Times4,Times5,Times3,Time1,Time2).

sumtimes2(_X,_Y,[],Times,Times,Time,Time) :- !. %% The possible paths for the current part of room have been exhausted (reason for part of room)

Paragraph 1 - The final leg of the person's path has been counted (reason for connection between parts of room)
A: He did this by washing each part of his face - Figures to Table of Contents - look up figure in table of contents to read article about figure

B: He did this by washing the inside of the cylinder - Table of contents to glossary – check definition of term in table of contents because need to find object's name

C: He did this by licking the ice cream. - Glossary to figures – look up glossary's figure to check name's object

D: He did this by lolling the rice paper cylinder with his tongue - Figures to Glossary – look up figure's term in glossary to explain what figure is of

E: He did this by squirting the gourd - Table of contents to Figures – check parts of object (from table of contents) in figures

What is the objection to A?

The subject couldn't find the term "face" in the article title (where the subject washed each part of his face, after turning from the figures to the table of contents to look up a key term in

a caption of a figure in the table of contents to read an article about the figure - on washing the face).

If agreeing (optional) or disagreeing, what is the objection to A?

The subject wrote the term "face" in the article title.

If agreeing, what is the connection between A or this rebuttal to A and the thesis statement or if disagreeing, what is the connection between the objection to A and the thesis statement?

Part of room is correct because of the washing of nature, which is correct because the subject wrote the term "face" in the article title.

What is the objection to B?

The subject couldn't find the first point of two objects to compare (where the subject washed the inside of the cylinder, the appearance of which he needed to find by verifying the defined appearance of a name in the table of contents when he turned from the table of contents to glossary).

If agreeing (optional) or disagreeing, what is the objection to B?

The subject defined the first point of each of the objects to compare whether they had the same shape.

What is the connection between these rebuttals to B and A?

The subject wrote the term "face" in the article title, where the subject defined the first point of each of the words "face," one that he copied and one that he had written, to compare whether they had the same shape.

What is the objection to C?

The subject didn't have the confidence to look up the word screw because he didn't know he needed to (where the subject tightened the screw, after turning from the glossary to the figure to look up the glossary's figure of the screw because he needed to verify the appearance of the screw).

If agreeing (optional) or disagreeing, what is the objection to C?

The subject looked up the word screw to tighten it.

What is the connection between these rebuttals to C and B?

The subject defined the first point of each of the instances of the word screw, one he had read and one he didn't understand the meaning of, to compare whether they had the same shape, to tighten the screw.

What is the objection to D?

The subject failed to link the figure to its name (where the subject used water as an adhesive to close the rice paper cylinder like recognising the link between figure and name when turning from the figure to the glossary to look up the figure's term in the glossary to explain what the figure depicts).

If agreeing (optional) or disagreeing, what is the objection to D?

The subject drew a line from the name to the figure.

What is the connection between these rebuttals to D and A?

The subject wrote the term "face" in the article title and drew a line from the word "face" to a diagram of the face.

What is the objection to E?

The subject didn't know what a gourd was (where the subject squirted water from the gourd, and the water was verified to be constituted in the gourd, from the table of contents, in the figures when turning from the table of contents to the figures).

If agreeing (optional) or disagreeing, what is the objection to E?

The subject looked up the gourd in the figures.

What is the connection between these rebuttals to E and D?

The subject looked up the gourd in the figures and then drew a line from the name "gourd" to the figure of one.

Paragraph 2 – The subject adds the leg time to the time spent in that part of the room (part of room)
A: He did this by placing the bird model in the hole - map

B: He did this by mixing the apple and cream to put in the pie - access

C: He did this by sewing the sheet over itself by 0.01 m - activity manifest

D: He did this by pretending to fly home, like a bird - object

E: He did this by bringing the bird model through the air to his desk - object manifest

What is the objection to A?

The subject chose the wrong angle on the compass while orienteering (where the subject placed the bird model in the hole according to the orienteering map).

If agreeing (optional) or disagreeing, what is the objection to A?

The subject accurately chose the correct angle to travel by using the compass and ruler to draw lines on the map.

If agreeing, what is the connection between A or this rebuttal to A and the thesis statement or if disagreeing, what is the connection between the objection to A and the thesis statement?

Part of room is correct because of the navigation of nature, which is correct because the subject accurately chose the correct angle to travel by using the compass and ruler to draw lines on the map.

What is the objection to B?

The subject couldn't hold the spoon without hands (where the subject mixed the apple and cream to put in the pie while using his amputated arms to access the spoon in the bowl).

If agreeing (optional) or disagreeing, what is the objection to B?

The subject used an arm attachment, which he set to grip the spoon.

What is the connection between these rebuttals to B and A?

The subject accurately chose the correct angle to travel by using the compass and ruler to draw lines on the map because the subject used an arm attachment, which he set to grip the pen and a clamp set up by an assistant to grip the ruler.

What is the objection to C?

The subject couldn't find the sheet to sew a fold in (where the subject sewed the sheet over itself by 0.01 m as part of an activity manifest to make and sew the sheet's edge over).

If agreeing (optional) or disagreeing, what is the objection to C?

The subject found the sheet in the fabric cupboard.

What is the connection between these rebuttals to C and B?

The subject used an arm attachment, which he set to grip the sheet, which he found in the fabric cupboard.

What is the objection to D?

The subject didn't have enough energy to walk home (where the subject acted out flying home, which was the object, like a bird).

If agreeing (optional) or disagreeing, what is the objection to D?

The subject ate a meal before departing for home.

What is the connection between these rebuttals to D and A?

The subject accurately chose the correct angle to travel by using the compass and ruler to draw lines on the map after eating a meal before departing for home.

What is the objection to E?

The subject collided with an object on his path (where the subject brought the bird model through the air, manifested with objects, to his desk).

If agreeing (optional) or disagreeing, what is the objection to E?

The subject circumnavigated the obstacle.

What is the connection between these rebuttals to E and D?

The subject ate a meal before departing for home before circumnavigating an obstacle on his path.

Paragraph 3 – The possible paths for the current part of room have been exhausted (reason for part of room)
A: She did this by reading the book of timetables - treasure hunt

B: He did this by recognising whose bedroom it was - disabilities sufferers treated equally

C: He did this by separating the lettuce and tomato using a knife and spoon - synthesis of activities

D: He did this by maintaining good posture to retain his heart health - interobject synthesis

E: He did this by shaking his hand in the air - robot replaces universal object

What is the objection to A?

The subject couldn't find a train that stopped where the treasure was (where the subject read the book of timetables to complete the treasure hunt).

If agreeing (optional) or disagreeing, what is the objection to A?

The subject found a train that stopped where the treasure was.

If agreeing, what is the connection between A or this rebuttal to A and the thesis statement or if disagreeing, what is the connection between the objection to A and the thesis statement?

Part of room is correct because of the stationisation of nature, which is correct because the subject found a train that stopped where the treasure was.

What is the objection to B?

The disabilities sufferers weren't treated equally when they could recognise whose bedroom it was (where the disabilities sufferers intended to recognise whose bedroom it was).

If agreeing (optional) or disagreeing, what is the objection to B?

The disabilities sufferers were treated equally because they could recognise whose bedroom it was.

What is the connection between these rebuttals to B and A?

The subject found a train that stopped where the treasure was, outside the bedroom where the disabilities sufferers were treated equally because they could recognise whose bedroom it was.

What is the objection to C?

The subject dropped the tomato from the table when moving it with the spoon (where the subject moved the lettuce and tomato using a knife and spoon respectively, in a synthesis of activities, which was separating the lettuce and tomato).

If agreeing (optional) or disagreeing, what is the objection to C?

The subject took care not to move the tomato too close to the edge of the table when moving it with a spoon.

What is the connection between these rebuttals to C and B?

The disabilities sufferers were treated equally because they could recognise whose bedroom it was when they took care not to turn their eyes too close to the edge of the bedroom owner's name label.

What is the objection to D?

The subject put pressure on his heart and lungs by not maintaining good posture (where the subject maintained good posture to retain his heart health by keeping his head above his body in an interobject synthesis).

If agreeing (optional) or disagreeing, what is the objection to D?

The subject maintained a straight posture to assist his heart health.

What is the connection between these rebuttals to D and A?

The subject found a train that made a straight line to the treasure, like maintaining straight posture to assist his heart health.

What is the objection to E?

The subject walked into the objects on stands, which the robot had replaced the air with (where the subject shook his hand in the air, which the robot may replace with a universal object).

If agreeing (optional) or disagreeing, what is the objection to E?

The subject removed the stands with objects on them to clear a path.

What is the connection between these rebuttals to E and D?

The subject maintained a straight posture to assist his heart health like walking along a straight path, where the subject removed the stands with objects on them to clear a path.

Paragraph 4 – The program transfers the remaining path to be checked when it is not in the current part of the room (connection between parts of room)
A: He did this by testing whether he was a man or a woman - door bed – go to bed

B: He did this by driving someone up to the door in a tricycle - door robe – get coat

C: He did this by pulling the model bird - bed next-to-robe – change clothes

D: He did this by cooking three hundred and sixty degrees of the cabaña - door next-to-robe – try on garment

E: She did this by stabbing a sausage - next-to-robe robe – put away skivvy

What is the objection to A?

The subject tripped over the bedspread when getting into bed (where the subject tested whether he was a man or a woman when he walked from the door to the bed to go to bed by determining that she liked the feminine bedspread).

If agreeing (optional) or disagreeing, what is the objection to A?

The subject avoided the bedspread when getting into bed.

If agreeing, what is the connection between A or this rebuttal to A and the thesis statement or if disagreeing, what is the connection between the objection to A and the thesis statement?

Part of room is correct because of the part-of-room-transitionism of nature, which is correct because the subject avoided the bedspread when getting into bed.

What is the objection to B?

The attendant lost the coat (where the subject drove the client to the door before an attendant got the coat at the door and placed it on the stand).

If agreeing (optional) or disagreeing, what is the objection to B?

The attendant labelled the subject's coat.

What is the connection between these rebuttals to B and A?

The subject avoided the bedspread when getting into bed because the subject labelled the subject's coat.

What is the objection to C?

The subject couldn't remove the jacket because it was too tight (where the subject pulled the model bird like pulling the jacket's zip down after moving from the bed to next to the wardrobe to change clothes).

If agreeing (optional) or disagreeing, what is the objection to C?

The subject wore a jacket that he could take off.

What is the connection between these rebuttals to C and B?

The attendant labelled the subject's coat which he could take off.

What is the objection to D?

The subject couldn't see his back in the mirror (where the subject cooked three hundred and sixty degrees of the vegan cabaña, like twirling through three hundred and sixty degrees of a circle with the garment that he was trying on in the mirror after walking from the door to next to the wardrobe).

If agreeing (optional) or disagreeing, what is the objection to D?

The subject used two mirrors to see his back.

What is the connection between these rebuttals to D and A?

The subject avoided the bedspread when getting into bed by using two mirrors to see his back.

What is the objection to E?

The subject couldn't find a hook for the skivvy (where the subject stabbed a sausage, like putting away a skivvy, after walking from next to the wardrobe to the wardrobe).

If agreeing (optional) or disagreeing, what is the objection to E?

The subject hung the skivvy on a rail instead.

What is the connection between these rebuttals to E and D?

The subject used two mirrors to see behind him, where he hung the skivvy on a rail.

Paragraph 5 – The person's time spent at each part of the room has been counted (whole path through parts of room)
A: He did this by lifting himself up onto a ledge - arkann-exhibition – language divergence

B: He did this by squeezing the gel onto his stomach - toy – making a friend

C: He did this by biting a biteful from the finger biscuit - emerald-trilogy – find treasure

D: He did this by sitting on a pious seat of right - Arkann-Encyclopedia – body performance

E: He did this by moving the arch from his toes - Bedroom - rest body

What is the objection to A?

The subject couldn't understand the translations for the name of the object (where the subject lifted himself up onto a ledge by working out the conclusion common to the languages deriving from language divergence in the Arkann exhibition).

If agreeing (optional) or disagreeing, what is the objection to A?

The subject computed the names of the object using a logical induction program (with the rule to identify a common name from illustrations).

If agreeing, what is the connection between A or this rebuttal to A and the thesis statement or if disagreeing, what is the connection between the objection to A and the thesis statement?

Part of room is correct because of the recognition of nature, which is correct because the subject computed the names of the object using a logical induction program (with the rule to identify a common name from illustrations).

What is the objection to B?

The subject failed to distribute gel uniformly over the patient's stomach (where the subject squeezed the gel onto the stomach of a patient to be sonar scanned with by a machine).

If agreeing (optional) or disagreeing, what is the objection to B?

The subject distributed gel uniformly over the patient's stomach.

What is the connection between these rebuttals to B and A?

The logical induction program identified a common name from illustrations like traversing a uniformly distributed gel on the patient's stomach.

What is the objection to C?

The subject choked on the biscuit treasure (where the truth value that the subject bit a biteful from the finger biscuit equalled one, like the truth value that the subject found the treasure, in the Emerald Trilogy).

If agreeing (optional) or disagreeing, what is the objection to C?

The subject carefully ate the biscuit treasure.

What is the connection between these rebuttals to C and B?

The subject distributed gel uniformly over the subject's biscuit treasure to carefully eat it.

What is the objection to D?

The subject fell off the seat (where the subject sat on a pious seat of the right to demonstrate body performance like that the subject tested in the Arkann Encyclopedia).

If agreeing (optional) or disagreeing, what is the objection to D?

The subject sat on the seat properly.

What is the connection between these rebuttals to D and A?

The subject identified the centre of the seat from an illustration and sat on it properly.

What is the objection to E?

The subject couldn't remove the arch shoes from his feet (where the subject moved the arch from his toes to rest his body in the bedroom).

If agreeing (optional) or disagreeing, what is the objection to E?

The subject eased his shoes from his feet.

What is the connection between these rebuttals to E and D?

The subject eased his shoes from his feet to sit on the seat at bedtime properly.

Select the order of paragraphs:
A: 5 - The subject computed the names of the object using a logical induction program (with the rule to identify a common name from illustrations). - shelves

B: 2 - The subject accurately chose the correct angle to travel by using the compass and ruler to draw lines on the map. - table

C: 1 - The subject wrote the term "face" in the article title. - desk

D: 4 - The subject avoided the bedspread when getting into bed. - bed

E: 3 - The subject found a train that stopped where the treasure was. - children's train station

What is the connection between the paragraphs B and A? The subject computed the names of the object using a logical induction program (with the rule to identify a common name from illustrations) where the named object was found by choosing the correct angle to travel by using the compass and ruler to draw lines on the map.

What is the connection between the paragraphs C and B? The subject accurately chose the correct angle to draw by using the compass and ruler to draw the lines of the face after writing the term "face" in the article title.

What is the connection between the paragraphs D and A? The subject computed the name of the bedspread using a logical induction program (with the rule to identify the bedspread from illustrations) to avoid the bedspread when getting into bed.

What is the connection between the paragraphs E and D? The subject avoided the bedspread when getting into bed after finding a train that stopped where the bed was.

Direction

Aphors

1. The fairy godmother prepared to find the present. She did this by testing whether she could see her friend. First, she examined whether the current person had a moustache, like her friend. She also examined whether the current person had a hat, like her friend. She finally tested whether the person also had brown eyes, like her friend. In this way, the fairy godmother prepared to find the present by examining whether she could see her friend.

2. The salesperson gave a spiel. He did this by cleaning his mouth before talking. First, he found the detritus in his lips. Second, he lifted it up. Third, he took it out of his mouth. In this way, the salesperson gave a spiel by cleaning his mouth before talking.

3. The oarsman prepared to row the boat. He did this by shaving his beard. First, he clippered the left side of his beard. Second, he clippered the right side of his beard. Third, he clippered the middle of the beard. In this way, the oarsman prepared to row the boat by shaving his beard.

4. The parent sat the baby upright. He did this by placing the pancake box on its base. First, he rotated the box until he found a side with lettering. Next, he rotated the box until the lettering was legible. Finally, he placed the box on the table with the writing facing forward. In this way, the parent prepared to sit the baby upright by putting the pancake box on its base.

5. The winemaker tasted the wine. He did this by smelling the rose. First, he positioned his nostrils above the rose. Next, he inhaled through his nose with a short, sharp sniff. Finally, he smelled the scent with his olfactory sense. In this way, the winemaker prepared to taste the wine by smelling the rose.

6. The stage manager hoisted the singer. He did this by closing the box. First, he found the lid. Next, he found the tab attached to the lid. Finally, he inserted the tab into the box. In this way, the stage manager prepared to hoist the singer by closing the box.

7. The director counted how many actors the light was shining on. He did this by counting the blades of grass. First, he tested for the grass root. Second, he tested the blade of grass was at least 0.03 metres tall. Third, he repeated this process until he had counted all the blades of grass. In this way, the director prepared to count how many actors the light was shining on by counting the blades of grass.

8. The ice cream parlour owner ate the ice cream. She did this by facing the wardrobe. First, she tested that the wardrobe had doors. Second, she tested that it had the depth of a wardrobe. Third, she tested that it had the height of a wardrobe. In this way, the ice cream parlour owner prepared to eat the ice cream by facing the wardrobe.

9. The muesli bar manufacturer wrapped the muesli bar in plastic. He did this by wrapping the ribbon around the tennis racket handle. First, he placed the ribbon perpendicular to the handle. Second, he held it against the handle. Third, he wrapped it around the handle. In this way, the muesli bar manufacturer wrapped the muesli bar in plastic by wrapping the ribbon around the tennis racket handle.

10. The ice cream parlour customer licked the ice cream. He did this by hosing himself. First, he pointed the hose at the ground. Second, he turned the water on. Third, he wiggled the water all over his body, from his head down. In this way, the ice cream parlour customer licked the ice cream by hosing himself.

11. The cabbage grower prepared space to grow the cabbage. He did this by swinging the pendulum. First, he placed his hand over a point. Then, he moved his hand forward quickly over a small distance. Finally, he moved the ball of the pendulum over a point in front of the other point. In this way, the cabbage grower prepared space to grow the cabbage by swinging the pendulum.

12. The old man dug a flower bed. He did this by eating meringue with a cube-ended spoon. First, he held the spoon with its handle pointing up and the concavity of the spoon facing the side of the meringue. Second, he moved the spoon, scooping a cubeful of meringue. Third, he removed the spoon from the meringue. In this way, the old man prepared to dig a flower bed by eating meringue with a cube-ended spoon.

13. The sailor staked the sea-grass friendly anchor. She did this by applying the eyeshadow between her eye and eyebrow. First, she applied powder to the brush. Second, she placed the brush between her eye and eyebrow. Third, she rubbed the brush between her eye and eyebrow. In this way, the sailor prepared to stake the sea-grass friendly anchor by applying the eyeshadow between her eye and eyebrow.

14. The biochemist found the key protein. He did this by finding the needle in the haystack. First, he tested whether a hay needle was a hay needle by observing that it didn't reflect light when a he shone the torch on it. Second, he examined whether a hay needle was a silver needle by noting that it reflected light when he shone a torch on it. Third, he repeated the first step until he had finished the second step. In this way, the biochemist prepared to find the key protein by finding the needle in the haystack.

15. The marine biologist put a strut in the whale's mouth. He did this by finding the rim of a jar. First, he found the jar in the pantry. Second, he found the top of the jar. Third, he traced the rim of the jar with a spoon. In this way, the marine biologist put a strut in the whale's mouth by finding the rim.

16. The ninja prepared to jump off the dune. He did this by lying on the lilo. First, he lay on the lilo beside the pool. Then, he launched the lilo on the pool. Finally, he went to sleep on the lilo. In this way, the ninja prepared to jump off the dune by lying on the lilo.

17. The observatory technician inspected both sides of the sky. She did this by looking at the lily pad. First, she sat on the lily pad. Second, she looked at the left side of the lily pad. Third, she inspected the right side of the lily pad. In this way, the observatory technician inspected both sides of the sky by looking at the lily pad.

18. Snow White prepared to eat the apple. She did this by swimming between the lily pads. First, she placed his head above the water. Second, she swam to the right of the left lily pad and the left of the right lily pad. Third, she climbed out of the pond when she reached the other side. In this way, Snow White prepared to eat the apple by swimming between the lily pads.

19. The window manufacturer moved the track ball bearings into place. He did this by parking the tricycle. First, he stopped pedalling when he reached the end of the path. Second, he stood up next to the tricycle. Third, he rolled the tricycle off the path. In this way, the window manufacturer moved the track ball bearings into place by parking the tricycle.

20. The actor playing Goldilocks prepared to hold the spoon for the porridge. She did this by holding the sheet of paper. First, she picked up the paper. Next, she held it up to read it. Finally, she placed it on the table. In this way, the actor playing Goldilocks prepared to hold the spoon for the porridge by holding the sheet of paper.

21. The construction site manager turned the door handle. He did this by licking around the ice cream. First, he licked the front of the ice cream. Second, he licked to the front-left of the ice cream. Third, he licked to the left of the ice cream. In this way, the construction site manager turned the door handle by licking around the ice cream.

22. The swimmer squeezed the flotation device between her thighs. She did this by squeezing the bottle. First, she placed her right thumb on the left side of the bottle. Second, she placed her right index finger on the right side of the bottle. Third, she squeezed the bottle between her thumb and index finger. In this way, the swimmer squeezed the flotation device between her thighs by squeezing the bottle.

23. The sign writer prepared to write letters out for a hearing impaired client. He did this by stroking his hand. First, he placed his right index finger on the left of his left palm. Second, he moved it across his palm. Third, he stopped when it reached the right of his palm. In this way, the sign writer prepared to write letters out for a hearing impaired client by stroking his hand.

24. The cell biologist prepared to test that the cell cycle worked. He did this by licking the rim of his glass. First, he placed the tip of his tongue at the front of the rim. Second, he moved his tongue around the rim. Third, he stopped when he had completed licking the rim of the glass. In this way, the cell biologist prepared to test that the cell cycle worked by licking the rim of his glass.

25. The doctor prepared to eat the rice ball. He did this by rotating his tongue. First, he licked above his mouth. Second, he lowered his tongue. Third, he stopped when it was horizontal. In this way, the doctor prepared to eat the rice ball by rotating his tongue.

26. The doctor prepared to inject the patient. She did this by walking along the side of the curving canal. First, she measured ten metres away from the edge of the canal, to point A. Second, she measured ten metres away from the edge ten metres along the edge of the canal, to point B. Third, she walked from point A to point B. In this way, the doctor prepared to inject the patient by walking along the side of the curving canal.

27. The hairstylist prepared to give his client a haircut. He did this by peeling the onion. First, he cut from the top to the bottom down one side. Second, he cut from the top to the bottom down the other side. Thirdly, he peeled the skin from the onion. In this way, the hairstylist prepared to give his client a haircut by peeling the onion.

28. The rower prepared to be on the lookout for his destination. He did this by jumping onto the bed. First, he stood on the bed. Second, he jumped spread-eagled on the bed. Third, he jumped back to a standing position. In this way, the rower prepared to be on the lookout for his destination by jumping onto the bed.

29. The pedestrian crossed the road between the traffic islands. He did this by crossing over the creek. First, he found where the left bank went closer to the centre of the creek. Second, he found where the right bank went closer to the centre of the creek. Third, he jumped where the two sides of the creek converged. In this way, the pedestrian crossed the road between the traffic islands by crossing over the creek.

30. The mountaineer prepared to build the antenna on top of the mountain. He did this by listening through the keyhole. First, he waited until the people had entered the room. Second, he pressed his ear hole against the keyhole. Third, he entered the room when the amplitude of sound was zero. In this way, the mountaineer prepared to build the antenna on top of the mountain by listening through the keyhole.

31. The doctor looked at the spot using a magnifying glass. He did this by looking through the peephole. First, he faced the peephole. Second, he pointed his eye through the peephole. Third, he looked at the object through the peephole. In this way, the doctor looked at the spot using a magnifying glass by looking through the peephole.

32. The clothing manufacturer tested that the clothing was not twisted when it was sewn up. He did this by winding wool around his hand. First, he tested that the first part of the wool wasn't twisted. Second, he wound it around his hand without twisting it. Third, he continued to wind it around his hand until its end. In this way, the clothing manufacturer tested that the clothing was not twisted when it was sewn up by winding wool around his hand.

Direction Essay
What is the thesis statement?

I will argue for direction.

/*********

Prolog Program - Direction
A teacher said that it should be decided by the student what direction the subject in each sentence should face. For example, in the sentence, "John should sit in the chair", John should face east.

The algorithm direction1/7 finds which direction one is facing in a room.

direction1([[0, [1, 1]], [1, [0, 0]], [2, [1, 2]], [3, [3, 1]]], [[1, 2], [3, 3]],0, 3, 0, 2, Direction).

Direction = north ;

direction1([[0, [1, 1]], [1, [0, 0]], [2, [1, 2]], [3, [3, 1]]], [[1, 3], [2, 2]], 0, 3, 0, 2, Direction).

Direction = east ;

direction1([[0, [1, 1]], [1, [0, 0]], [2, [1, 2]], [3, [3, 1]]], [[0, 1], [3, 3]], 0, 3, 0, 2, Direction).

Direction = south ;

direction1([[0, [1, 1]], [1, [0, 0]], [2, [1, 2]], [3, [3, 1]]], [[0, 1], [2, 2]], 0, 3, 0, 2, Direction).

Direction = west ;

direction1(+Map, +View, +XMin, +XMax, +YMin, +YMax, -Direction)

(+ means input, - means output)

Direction1/7 takes a list of blocks (a map), a view facing either north, east, south or west from a person's position in the room. It then determines the view the person has facing each direction, until the given view is found to match the determined view, and it finds the direction the person is facing.

Map – A list of blocks in the room in the format [Identifier, [X, Y]]. Block 0 is the person.

View - A view of the blocks from the person's position, facing Direction, in the format the list of [Position, Identifier], where Position is the X or Y value, depending on whether the person is facing north or south, or east or west respectively and Identifier is the identifier of the block.

XMin – The lower bound in the X axis.

XMax – The upper bound in the X axis.

YMin – The lower bound in the Y axis.

YMax – The upper bound in the Y axis.

Direction – The direction the person is facing (north, east, south or west).

**********/

direction1(Map1, View1, XMin, XMax, YMin, YMax, Direction) :-

PersonCoords = [0, Coords],

member(PersonCoords, Map1),

delete(Map1, PersonCoords, Map2),

direction2(Map2, Coords, XMin, XMax, YMin, YMax, Direction, View2),

delete1(View2, [], View1).

/**********

direction2(+Map, +Coords, +XMin, +XMax, +_YMin, +YMax, -Direction, -View1)

Direction2/8 finds the view facing either north, east, south or west from the person's coordinates and returns it to direction1/7 to test it. A list of the X or Y coordinates of the blocks in front of the person, depending on whether the person is facing east or west, or north or south respectively, is generated. This list is reversed for the north and east directions so that it creates each view containing the furthest blocks, successively replaced by closer blocks.

Map - A list of blocks in the room in the format [Identifier, [X, Y]].

Coords – The person's X and Y co-ordinates.

XMin – The lower bound in the X axis.

XMax – The upper bound in the X axis.

YMin – The lower bound in the Y axis.

YMax – The upper bound in the Y axis.

Direction - The direction the person is facing (north, east, south or west).

View1 - A view of the blocks from the person's position, facing Direction, in the format the list of [Position, Identifier], where Position is the X or Y value, depending on whether the person is facing north or south, or east or west respectively and Identifier is the identifier of the block.

**********/

direction2(Map, Coords, XMin, XMax, _YMin, YMax, Direction, View1) :-

Coords = [_X, Y],

generatelevels(Y, YMax, [Y], Levels1),

reverse(Levels1, Levels2),

createview1(Map, Levels2, XMin, XMax, View1, ns),

Direction = north, !.

direction2(Map, Coords, _XMin, XMax, YMin, YMax, Direction, View1) :-

Coords = [X, _Y],

generatelevels(X, XMax, [X], Levels1),

reverse(Levels1, Levels2),

createview1(Map, Levels2, YMin, YMax, View1, ew),

Direction = east, !.

direction2(Map, Coords, XMin, XMax, YMin, _YMax, Direction, View1) :-

Coords = [_X, Y],

generatelevels(YMin, Y, [YMin], Levels1),

createview1(Map, Levels1, XMin, XMax, View1, ns),

Direction = south, !.

direction2(Map, Coords, XMin, _XMax, YMin, YMax, Direction, View1) :-

Coords = [X, _Y],

generatelevels(XMin, X, [XMin], Levels1),

createview1(Map, Levels1, YMin, YMax, View1, ew),

Direction = west, !.

/*********

createview1(+Map, +Levels, +Min, +Max, -View1, +Type)

Createview1/6 creates a blank initial view facing a direction.

Map - A list of blocks in the room in the format [Identifier, [X, Y]].

Levels – a list of the X or Y coordinates of the blocks in front of the person, depending on whether the person is facing east or west, or north or south respectively.

Min – the minimum X or Y value, depending on whether the person is facing north or south, or east or west respectively.

Max – the maximum X or Y value, depending on whether the person is facing north or south, or east or west respectively.

View1 - A view of the blocks from the person's position, facing Direction, in the format the list of [Position, Identifier] where Position is the X or Y value, depending on whether the person is facing north or south, or east or west respectively and Identifier is the identifier of the block.

Type –"ns" if the view is facing north or south, or "ew" if the view is facing east or west.

**********/

createview1(Map, Levels, Min, Max, View1, Type) :-

Item = [Min, []],

generaterange(Min, Max, [Item], View2),

createview2(Map, Levels, View2, View1, Type).

/**********

createview2(+Map, +Levels, +View1, -View2, +Type)

Createview2/5 superimposes views coming closer and closer to the person.

Map - A list of blocks in the room in the format [Identifier, [X, Y]].

Levels – an initial list of the X or Y co-ordinates of the blocks in front of the person, depending on whether the person is facing east or west, or north or south respectively.

View1 – An initial view of the blocks from the person's position, facing Direction, in the format the list of [Position, Identifier]. Position is the X or Y value, depending on whether the person is facing north or south, or east or west respectively and Identifier is the identifier of the block.

View2 – The final view of the blocks from the person's position, facing Direction, in the format the list of [Position, Identifier]. Position is the X or Y value, depending on whether the person is facing north or south, or east or west respectively and Identifier is the identifier of the block.

Type – "ns" if the view is facing north or south, or "ew" if the view is facing east or west.

**********/

createview2(_Map, [], View, View, _Type).

createview2(Map, Levels1, View1, View2, Type) :-

Levels1 = [Level | Levels2],

createview3(Map, Level, View1, [], View3, Type),

createview2(Map, Levels2, View3, View2, Type).

/**********

createview3(+Map, +Levels, +View1, -View2, +Type)

Createview3/5 creates a row of the view, by adding a block, leaving a blank space or replacing a blank space in a view with a block, at each of the positions.

Map - A list of blocks in the room in the format [Identifier, [X, Y]].

Level – the X or Y co-ordinate of the blocks in front of the person, depending on whether the person is facing east or west, or north or south respectively.

View1 – An initial view of the blocks from the person's position, facing Direction, in the format the list of [Position, Identifier]. Position is the X or Y value, depending on whether the person is facing north or south, or east or west respectively and Identifier is the identifier of the block.

View2 – The current view of the blocks from the person's position, facing Direction, in the format the list of [Position, Identifier]. Position is the X or Y value, depending on whether the person is facing north or south, or east or west respectively and Identifier is the identifier of the block.

View3 – The final view of the blocks from the person's position, facing Direction, in the format the list of [Position, Identifier]. Position is the X or Y value, depending on whether the person is facing north or south, or east or west respectively and Identifier is the identifier of the block.

Type –"ns" if the view is facing north or south, or "ew" if the view is facing east or west.

**********/

createview3(_Map, _Level, [], View, View, _Type) :- !.

createview3(Map, Level, View1, View2, View3, Type) :-

View1 = [Item1 | Items2],

Item1 = [Position, Identifier1],

coordstype(Position, Level, Type, Coords),

modifyitem(Map, Coords, Identifier1, Identifier2),

ViewItem = [Position, Identifier2],

append(View2, [ViewItem], View4),

createview3(Map, Level, Items2, View4, View3, Type).

/**********

coordstype(+Position, +Level, +Type, -Coords)

Coordstype/4 determines the order of Position and Level in Coords, used to construct the view to test that is facing a particular direction, depending on it being north or south, or east or west.

Position – The position of the block the person is facing.

Level – The level of the block (the X or Y co-ordinate of the block in front of the person, depending on whether the person is facing east or west, or north or south respectively.)

Type –"ns" if the view is facing north or south, or "ew" if the view is facing east or west.

Coords – Position is before Level in north and south views, and after it in east and west views.

**********/

coordstype(Position, Level, ns, Coords) :-

Coords = [Position, Level].

coordstype(Position, Level, ew, Coords) :-

Coords = [Level, Position].

/**********

delete1(+View1, +View2, -View3)

Delete1/3 deletes the items in the view, which do not represent a block.

View1 – The initial view of the blocks from the person's position, facing Direction, in the format the list of [Position, Identifier]. Position is the X or Y value, depending on whether the person is facing north or south, or east or west respectively and Identifier is the identifier of the block.

View2 – The current view of the blocks from the person's position, facing Direction, in the format the list of [Position, Identifier]. Position is the X or Y value, depending on whether the person is facing north or south, or east or west respectively and Identifier is the identifier of the block.

View3 – The final view of the blocks from the person's position, facing Direction, in the format the list of [Position, Identifier], where Position is the X or Y value, depending on whether the person is facing north or south, or east or west respectively and Identifier is the identifier of the block.

**********/

delete1([], View, View) :- !.

delete1(View1, View2, View3) :-

View1 = [Item | Items],

Item = [_Position, []],

delete1(Items, View2, View3), !.

delete1(View1, View2, View3) :-

View1 = [Item | Items],

append(View2, [Item], View4),

delete1(Items, View4, View3).

/*********

generatelevels(+Min, +Max, +Levels1, -Levels2)

Generatelevels/4 generates a list of levels to create a view from.

Min – The initial level.

Max – The final level.

Levels1 – The initial list of levels.

Levels2 – The final list of levels.

*********/

generatelevels(Max, Max, Levels, Levels) :- !.

generatelevels(Min, Max, Levels1, Levels2) :-

Level is Min + 1,

append(Levels1, [Level], Levels3),

generatelevels(Level, Max, Levels3, Levels2).

/*********

generaterange(+Min, +Max, +Range1, -Range2)

Generaterange/4 generates a range of positions to create a view from.

Min – The initial position.

Max – The final position.

Range1 – The initial list of positions.

Range2 – The final list of position.

**********/

generaterange(Max, Max, Range, Range) :- !.

generaterange(Min, Max, Range1, Range2) :-

Position is Min + 1,

Item = [Position, []],

append(Range1, [Item], Range3),

generaterange(Position, Max, Range3, Range2).

/**********

modifyitem(+Map, +Coords, +Identifier1, -Identifier2)

Modifyitem/4 adds a block, leaves a blank space or replaces a blank space in a view with a block.

Min – The initial position.

Max – The final position.

Range1 – The initial list of positions.

Range2 – The final list of position.

**********/

modifyitem(Map, Coords, _Identifier1, Identifier2) :-

member([Identifier2, Coords], Map).

modifyitem(Map, Coords, Identifier1, Identifier1) :-

not(member([_Identifier2, Coords], Map)).

***

Paragraph 1 - Direction
A: She did this by testing whether she could see her friend.

B: He did this by placing the pancake box on its base.

C: He did this by smelling the rose.

D: He did this by cleaning his mouth before talking.

E: He did this by shaving his beard.

What is the objection to A?

The subject's friend felt breathless because the top, where the manufacturer depicted the size on its label, was too small (where the subject tested whether she could see her friend's label).

What is the rebuttal to this objection to A?

The subject's friend wore the right-sized top.

What is the connection between this rebuttal to A and the thesis statement?

Direction is correct because of the customisation of nature, which is correct because the subject's friend wore the right-sized top.

What is the objection to B?

The subject choked on the pancake (where the subject placed the pancake box on its base, and the use of the key term "200 grams" was "$5").

What is the rebuttal to this objection to B?

The subject ate a more expensive, fresh pancake.

What is the connection between these rebuttals to B and A?

The subject's friend wore the right-sized top like the subject ate a fresh pancake, which was also more expensive.

What is the objection to C?

The subject couldn't smell the rose because he had a blocked nose (where the subject smelt the rose, and the key term was "fragrant").

What is the rebuttal to this objection to C?

The subject cleared his nose.

What is the connection between these rebuttals to C and B?

The subject ate a more expensive, fresh pancake by first clearing his nose to taste it properly.

What is the objection to D?

The subject was distracted when talking after cleaning his mouth with a small amount of disinfectant (where the subject cleaned his mouth when facing the direction of the sink, in the bathroom, before talking).

What is the rebuttal to this objection to D?

The subject diluted the disinfectant before using it as mouthwash.

What is the connection between these rebuttals to D and A?

The subject's friend wore (was "in") the right-sized top whereas the subject diluted the disinfectant (by putting water also "in" it) before using it as mouthwash.

What is the objection to E?

The subject's shaving blade became blunt (where the subject shaved his beard with an object, a blade facing the direction of the skin).

What is the rebuttal to this objection to E?

The subject replaced the shaving blade with a new one.

What is the connection between these rebuttals to E and D?

The subject diluted the disinfectant before using it as mouthwash and replaced the shaving blade with a new one, both for sanitary reasons.

Paragraph 2 – Row of the View
A: She did this by facing the wardrobe.

B: He did this by counting the blades of grass.

C: He did this by hosing himself.

D: He did this by closing the box.

E: He did this by wrapping the ribbon around the tennis racket handle.

What is the objection to A?

The subject couldn't wear wardrobe clothes that were wet from being in the pool (where the subject determined that the seat was more important than the table in relation to the pool, which she faced from the seat, like facing a wardrobe).

What is the rebuttal to this objection to A?

The subject should wear bathers in the pool only.

What is the connection between this rebuttal to A and the thesis statement?

Direction is correct because of the appropriateness of nature, which is correct because the subject should wear bathers in the pool only.

What is the objection to B?

The subject couldn't count the number of energy-containing molecules in the apple by eye (where the subject determined that the apple was more important than the plate in relation to the fork, because pieces of the apple gave amounts of energy, countable like blades of grass).

What is the rebuttal to this objection to B?

The subject weighed the apple to determine how much energy it yielded.

What is the connection between these rebuttals to B and A?

The subject should weigh the flesh (like the body) and skin (like a swimmer's bathers) of an apple separately to determine how much energy they yielded.

What is the objection to C?

The subject shouldn't sleep on the bed without the struts (where the subject determined that the bed (like a person) was more important than a strut (like a dispensable hose used to hose oneself) in relation to the settee).

What is the rebuttal to this objection to C?

The subject should sleep on the bed, which is supported by struts.

What is the connection between these rebuttals to C and B?

The subject should weigh an apple to determine how much energy it yields on scales, which are like beds that are supported by struts.

What is the objection to D?

The subject couldn't close the box without a tab (where the subject determined that the witch's hat, symbolising closing the box, or tucking oneself into bed, was more important than the pillow in relation to the bed).

What is the rebuttal to this objection to D?

The subject closed the box using its tab.

What is the connection between these rebuttals to D and A?

The subject should only wear properly fitting bathers (like a box closed using its tab) in the pool.

What is the objection to E?

The subject had cold feet without the mat (where the subject determined that the mat, used to keep feet warm like a ribbon wrapping around a tennis racket handle, was more important than the floor in relation to the sofa).

What is the rebuttal to this objection to E?

The subject had warm feet by standing on the mat.

What is the connection between these rebuttals to E and D?

The subject closed the box by inserting its tab in its slot like keeping his feet warm by standing with his feet in between the mat fibres.

Paragraph 3 – View
A: He did this by finding the rim of a jar.

B: She did this by applying the eyeshadow between her eye and eyebrow.

C: He did this by eating meringue with a cube-ended spoon.

D: He did this by finding the needle in the haystack.

E: He did this by swinging the pendulum.

What is the objection to A?

The subject dropped a ball over the edge of the pool (where the subject found the rim of a jar, like the edge of a pool beside a seat).

What is the rebuttal to this objection to A?

The subject used an oar to recover the ball in the pool.

What is the connection between this rebuttal to A and the thesis statement?

Direction is correct because of the retrieval of nature, which is correct because the subject used an oar to recover the ball in the pool.

What is the objection to B?

The subject applied too much eye shadow (where the subject applied the eye shadow with an applicator like a witch's hat between her eye and eyebrow, like a bed).

What is the rebuttal to this objection to B?

The subject blurred the eye shadow between her eye and eyebrow.

What is the connection between these rebuttals to B and A?

The subject used an oar to recover the ball in the pool, like blurring the eyeshadow between her eye and eyebrow.

What is the objection to C?

The subject couldn't eat the whole meringue in a single biteful (where the subject ate a meringue with a cube-ended spoon, like the sofa being on the mat).

What is the rebuttal to this objection to C?

The subject ate a smaller part of the meringue that he had cut off with a knife.

What is the connection between these rebuttals to C and B?

The subject blurred the eye shadow between her eye and eyebrow, like moving a smaller part of the meringue that he had cut off with a knife to his mouth.

What is the objection to D?

The subject couldn't find the settee (where the subject found the needle (like settee) in the haystack (like a bed that folded into a settee).

What is the rebuttal to this objection to D?

The subject unfolded the settee into the bed.

What is the connection between these rebuttals to D and A?

The subject used an oar (like struts in a settee unfolded to make a bed) to recover (like support) the ball (like the mattress) in the pool (like the bed).

What is the objection to E?

The subject dropped the apple slice from the end of his fork (where the subject swung the pendulum, like moving a slice of apple skewered on a fork to his mouth).

What is the rebuttal to this objection to E?

The subject skewered a new slice of apple with his fork.

What is the connection between these rebuttals to E and D?

The subject skewered a new slice of apple with his fork, like placing a mattress on the struts in a settee that unfolds into a bed.

Paragraph 4 – Reason for View
A: She did this by holding the sheet of paper.

B: She did this by looking at the lily pad.

C: She did this by swimming between the lily pads.

D: He did this by lying on the lilo.

E: He did this by parking the tricycle.

What is the objection to A?

The subject washed the apple instead of eating it according to the instructions (where the subject held the sheet of paper with instructions to nourish himself).

What is the rebuttal to this objection to A?

The subject ate a fresh apple.

What is the connection between this rebuttal to A and the thesis statement?

Direction is correct because of the nourishment of nature, which is correct because the subject ate a fresh apple.

What is the objection to B?

The subject couldn't see whether the lily pad had a leaf on it because the gardener was blocking the view (where the subject looked at the lily pad to read its status).

What is the rebuttal to this objection to B?

The subject removed a visible leaf from the lily pad.

What is the connection between these rebuttals to B and A?

The subject ate a fresh apple where the subject removed a visible apple and its leaf from the lily pad.

What is the objection to C?

The subject bumped into a lily pad (where the subject swam between the lily pads as exercise).

What is the rebuttal to this objection to C?

The subject swam along the line he judged to be perpendicular to the line between the two lily pads and midlying along the line between the two lily pads.

What is the connection between these rebuttals to C and B?

The subject removed a visible leaf from the lily pad which lay on a line he judged to be perpendicular to the line between two lily pads and midlying along the line between the two lily pads.

What is the objection to D?

The subject's lilo sank because it wasn't inflated properly (where the subject had guests over who each lay on the lilo).

What is the rebuttal to this objection to D?

The subject inflated the lilo.

What is the connection between these rebuttals to D and A?

The subject ate a fresh apple, filling his stomach with apple, like filling the lilo with air when inflating the lilo.

What is the objection to E?

A thief stole the subject's wallet while he rested outside a locked room (where the subject parked the cycle to rest).

What is the rebuttal to this objection to E?

The subject slept in a locked room.

What is the connection between these rebuttals to E and D?

The subject inflated the lilo by placing air in it like the subject was in a locked room when he slept in it.

Paragraph 5 – Orientation
A: He did this by stroking his hand.

B: He did this by licking around the ice cream.

C: He did this by rotating his tongue.

D: She did this by squeezing the bottle.

E: He did this by licking the rim of his glass.

What is the objection to A?

The subject couldn't find the crystal statuette in the upside down pyramid maze (where the subject descended to the crystal statuette chamber of the upside down pyramid maze, like stroking his hand, before returning the cave).

What is the rebuttal to this objection to A?

The subject marked his path and explored all available unmarked paths to find the crystal statuette.

What is the connection between this rebuttal to A and the thesis statement?

Direction is correct because of the finding of nature, which is correct because the subject marked his path and explored all available unmarked paths to find the crystal statuette.

What is the objection to B?

The subject would spend too long feeling on the floor to find the rope (where the subject found the rope in the cave, like licking around an ice cream, to ascend to the rainforest canopy maze).

What is the rebuttal to this objection to B?

The subject used his memory to find the rope.

What is the connection between these rebuttals to B and A?

The subject marked his path in his memory and explored all available unmarked paths to find the crystal statuette and the rope.

What is the objection to C?

The subject couldn't finish the game because his time bar would elapse after nightfall (where the subject decided to travel clockwise from the Vetusian Computer Game cave in the southwest corner to the rainforest canopy maze, to the underwater maze, to the upside down pyramid maze, like rotating his tongue).

What is the rebuttal to this objection to C?

The subject made maps of the Vetusian mazes to finish the game in time.

What is the connection between these rebuttals to C and B?

The subject used a map of the Vetusian cave drawn from memory to find the rope to finish the game in time.

What is the objection to D?

The subject squeezed the bottle too slowly to move through the underwater maze (where the subject squeezed the bottle to swim through the underwater maze before entering the upside down pyramid maze).

What is the rebuttal to this objection to D?

The subject squeezed the bottle quickly enough to move through the underwater maze.

What is the connection between these rebuttals to D and A?

The subject marked his path by squeezing the bottle and explored all available unmarked paths to find the crystal statuette and move quickly enough through the underwater maze.

What is the objection to E?

The subject couldn't find the scuba diving equipment in the central part of the rainforest canopy maze that the designer had disconnected from the outer wall, by tracing the left wall. The subject found the scuba diving equipment in the rainforest canopy maze, like licking the rim of his glass, to prepare to enter the underwater maze.

What is the rebuttal to this objection to E?

The subject used a map of the rainforest canopy maze to find the scuba diving equipment.

What is the connection between these rebuttals to E and D?

The subject used a map of the rainforest canopy maze by squeezing the marker bottle to move breadth first to find the scuba diving equipment and move quickly enough through the underwater maze.

Select the order of paragraphs:
A: 4 - Direction is correct because of the nourishment of nature, which is correct because the subject ate a fresh apple. B: 1 - Direction is correct because of the customisation of nature, which is correct because the subject's friend wore the right-sized top.

C: 2 - Direction is correct because of the appropriateness of nature, which is correct because the subject should wear bathers in the pool only.

D: 3 - Direction is correct because of the retrieval of nature, which is correct because the subject used an oar to recover the ball in the pool.

E: 5 - Direction is correct because of the finding of nature, which is correct because the subject marked his path and explored all available unmarked paths to find the crystal statuette.

What is the connection between the paragraphs B and A? The subject ate a fresh green bean to eat the right dose of iron.

What is the connection between the paragraphs C and B? - The subject's friend bought the right-sized bathers which he wore in the pool only.

What is the connection between the paragraphs D and A? The subject ate a fresh apple as energy to use an oar to recover the ball in the pool.

What is the connection between the paragraphs E and D? The subject used a path to recover the crystal statuette, where he marked his path and explored all available unmarked paths to find the crystal statuette.

What is the connection between the paragraphs D and A? The subject ate a fresh apple as energy to use an oar to recover the ball in the pool.

What is the connection between the paragraphs E and D? The subject used a path to recover the crystal statuette, where he marked his path and explored all available unmarked paths to find the crystal statuette.

Time to Prepare

Aphors

1. The cancer researcher prepared to discover the cure for cancer. He did this by unzipping the purse. First, he observed that it was empty. Second, he observed that it was half-full. Third, he unzipped it when it was full. In this way, the cancer scientist prepared to work out when the cell would die by apoptosis by unzipping the purse.

2. The AIDS researcher prepared to discover the cure for AIDS. He did this by wrapping the carrot in cellophane. First, he held the carrot upright with one hand. Second, he placed the cellophane against the carrot with his other hand. Third, he wrapped the carrot in cellophane. In this way, the AIDS scientist prepared to work out how a patient should prevent AIDS by wrapping the carrot in cellophane.

3. The influenza researcher prepared to discover the cure for influenza. He did this by crawling into a room through a hole. First, he bent down next to the hole. Second, he crawled through the hole. Third, he entered the room. In this way, the influenza researcher prepared to discover the cure for influenza by crawling into a room through a hole.

4. The church priest prepared to swallow the leftover wine. He did this by licking the liquid from the spoon. First, placed his mouth over the liquid at the tip of the spoon. Second, he drank the liquid with suction. Third, he continued to do this until there was no liquid left over. In this way, the church priest prepared to swallow the leftover wine by licking the liquid from the spoon.

5. The biochemist prepared to investigate the way the proteins worked in a line with two parts going well together. He did this by oscillating the cloth left and right. First, he placed his hand on the cloth. Second, he moved the cloth to the right. Third, he removed his hand from the cloth. In this way, the biochemist prepared to investigate the way the proteins worked in a line with two parts going well together by oscillating the cloth left and right.

6. The earth scientist prepared to study how the earth was formed. He did this by rotating the tip of his tongue. First, he lifted the tip of his tongue up. Second, he lowered it slightly. Third, he lowered it to the bottom. In this way, the earth scientist prepared to study how rotating the tip of his tongue formed the earth.

7. The mechanic prepared to lift the cloth from the car. He did this by lifting the aluminium can. First, he chose the can with the red flower printed on it. Second, he opened it. Third, he lifted it up vertically. In this way, the mechanic prepared to lift the cloth from the car by lifting the aluminium can.

8. The pilot prepared to eat a butterscotch tablet. He did this by nudging the snake lolly to his left set of molars. First, he placed the snake on his tongue. Second, he moved it to his left molars. Third, he closed his teeth over the snake. In this way, the pilot prepared to eat a butterscotch tablet by nudging the snake lolly to his left set of molars.

9. The doctor prepared a glass by wiping it. He did this by eating the rice paper roll. First, he unwrapped it. Second, he bit a rice grain from one end. Third, he chewed and swallowed the rice grain. In this way, the doctor prepared a glass by wiping it by eating the rice paper roll.

10. The farmer prepared to count the number of trout swimming through a plane per second. He did this by calculating the tadpole distribution. First, he measured the line's length. Second, he counted the tadpoles above the line. Third, he calculated the tadpole distribution by dividing the number of tadpoles by the line's length. In this way, the farmer prepared to count the number of trout swimming through a plane per second by calculating the tadpole distribution.

11. The teacher prepared to represent being interested in a lesson by "dotting it on". He did this by climbing the rope ladder. First, he found the correct ladder. Second, he tested that the ladder was about to start. Third, he climbed the ladder with his arms and legs. In this way, the teacher prepared to represent being interested in a lesson by "dotting it on" by climbing the rope ladder.

12. The pianist prepared to examine a biological noumenon. He did this by writing evidence for his positive thoughts. First, he observed an object. Second, he thought of another object that he had experienced the first object as having causal implications on the first one. Third, he wrote the name of the second object. In this way, the pianist prepared to examine a biological noumenon by writing evidence for his positive thoughts.

13. The swimmer prepared to swim a lap in the pool. He did this by practising rowing in the rowing boat. First, he held the oar with both hands. Second, he moved the oar backwards, towards him. Third, he moved the oar handle upwards. In this way, the swimmer prepared to swim a lap in the pool by practising rowing in the rowing boat.

14. The psychiatrist prepared to lift the child model on to the step. She did this by placing the crane model on the ground. First, she lowered the hook. Second, she sat the child model on the hook. Third, she lifted the child up. In this way, the psychiatrist prepared to lift the child model on to the step by placing the crane model on the ground.

15. The Cosmologist prepared to connect the idea to the road symbol. He did this by painting the road symbol on the road. First, he placed the template on the road. Second, he sprayed through the holes in the template. Third, he lifted the template from the ground. In this way, the Cosmologist prepared to connect the idea to the road symbol by painting the road symbol on the road.

16. The pop musician prepared to walk to the meditation centre. He did this by recognising himself in the mirror. First, he stood in front of the mirror. Second, he looked at himself. Third, he tested that the image's features matched his own. In this way, the pop musician prepared to walk to the meditation centre by recognising himself in the mirror.

17. The neuroscientist prepared to test that he could read the brain's thoughts. He did this by testing that the glass was clean. First, he looked at the glass. Second, he placed the cloth on the glass. Third, he polished the glass. In this way, the neuroscientist prepared to test that he could read the brain's thoughts by testing that the glass was clean.

18. The neuroscientist prepared to read the letter in the brain. He did this by licking the letter's shape. First, he licked the 'A''s left side. Second, he licked the 'A''s right side. Third, he licked its cross bar. In this way, the neuroscientist prepared to read the letter in the brain by licking the letter's shape.

19. The neuroscientist prepared to greedson out the thought, in other words, packed it to be moved. He did this by tying the sack up. First, he placed the contents on the ground. Second, he placed it in the sack. Third, he tied up the sack. In this way, the neuroscientist prepared to greedson out the thought, in other words, packed it to be moved by tying the sack up.

20. The neuroscientist prepared to test that the start of the thought was highlighted. He did this by testing whether his top half was warm. First, he calculated the average skin temperature of his top half. Second, he found which temperature range it was in. For example, the temperature was warm because it was between 15 at 25 degrees centigrade. In this way, the neuroscientist prepared to test that the start of the thought was highlighted by testing whether his top half was warm.

21. The neuroscientist prepared to show the visitors around thoughts like a particular thought. He did this by selecting the warm jumper. First, he tried on the thin jumper. Second, he tried on the thick jumper. Third, he selected the medium-thickness jumper. In this way, the neuroscientist prepared to show the visitors around thoughts like a particular thought by selecting the warm jumper.

22. The neuroscientist prepared to test that his conclusion was perfectly expressed. He did this by wearing the jumper uniformly. First, he pulled it down his arms. Second, he pulled it down his front. Third, he pulled it down his back. In this way, the neuroscientist prepared to test that his conclusion was perfectly expressed by wearing the jumper uniformly.

23. The neuroscientist prepared to store the memo in a cold place in the house. He did this by lying in a cool place. First, he measured the temperature beside his pool. Second, he measured the temperature in his bedroom. Third, he went to bed in the bedroom because it was cooler there. In this way, the neuroscientist prepared to store the memo in a cold place in the house by lying in a cool place.

24. The neuroscientist prepared to measure the number of serotonin molecules (or whether he felt like he was at home). He did this by sewing two layers of pillows together to make a bed. First, he sewed together 8 pillows together lengthways to form the bottom layer. Second, he sewed together 8 pillows together lengthways to form the top layer. Third, he placed the top layer above the bottom layer, so that the pillows in the top layer covered those in the bottom layer. In this way, the neuroscientist prepared to measure the number of serotonin molecules by sewing two layers of pillows together to make a bed.

25. The neuroscientist prepared to measure the student's achievement level over time in a mathematics test. He did this by lying diagonally across the bed. First, he lay across the x axis of the bed. Second, he placed a marker at the x and y co-ordinates where the book was. Third, he lied diagonally across the bed, touching the marker. In this way, the neuroscientist prepared to measure the student's achievement level over time in a mathematics test by lying diagonally across the bed.

26. The cake maker prepared to ice the cake. He did this by creaming the pie. First, he removed the cream's lid. Second, he inserted a spoon in the cream. Third, he placed a dollop on the pie. In this way, the cake maker prepared to ice the cake by creaming the pie.

27. The bottler prepared to put a cork in the bottle. He did this by closing the refrigerator door. First, he pushed the door with his hand. Second, he lifted the latch. Third, he closed the door. In this way, the bottler prepared to put a cork in the bottle by closing the refrigerator door.

28. The neuroscientist closed the book about the brain. She did this by closing the birdcage door. First, he put the bird in the cage. Second, he closed the door. Third, he put the towel over the cage. In this way, the neuroscientist closed the book about the brain by closing the birdcage door.

Time to Do

Aphors

1. The cell biologist prepared to study apoptosis (programmed cell death). He did this by licking the surface area of the ice cream model. First, he constructed a cubic ice cream model from a paper cut-out. Second, he stamped a lick mark on the bottom level. Third, he stamped a lick mark on each square from the next level up, and so on, until the whole ice cream model had been covered. In this way, the cell biologist prepared to study apoptosis (programmed cell death) by licking the surface area of the ice cream model.

2. The butler polished the knife. He did this by licking the length of the head of the spoon. First, he started at the end of the head closer to the middle. Second, he licked the head of the spoon. Third, he finished licking at the end of the spoon. In this way, the butler prepared to polish the knife by licking the length of the head of the spoon.

3. The geneticist examined the limbs being developed one at a time. He did this by stirring with the spoon. First, he inserted the spoon into the pot. Second, he moved the spoon from behind the biggest piece to behind the next biggest piece in the liquid. Third, he stopped after stirring the biggest five pieces. In this way, the geneticist prepared to examine the limbs being developed one at a time by stirring with the spoon.

4. The physicist split the particle. He did this by taping a pin to a spoon. First, he put tape across a pin. Second, he placed the pin with the tape on the spoon's handle, with the pin pointing outwards. Third, he fastened the tape to the spoon. In this way, the physicist prepared to split the particle by taping a pin to a spoon.

5. The director watched through the middle of the model molecule. He did this by holding on to the tofu while he skewered it. First, he pressed the tofu in place. Second, he put the skewer's point in the centre of the top of the tofu. Third, he pushed the skewer through the tofu. In this way, the director prepared to watch through the middle of the model molecule by holding on to the tofu while he skewered it.

6. The cowperson lassoed the cow. She did this by testing that the cube was empty. First, she proved that the ball was placed in the cube. Second, she proved that the ball was taken out of

the cube. Third, she tested that the cube had no other balls in it. In this way, the cowperson prepared to lasso the cow by testing that the cube was empty.

7. The biochemist wrote down the value. He did this by opening out and measuring the volume of the lollipop. First, he counted the number of units wide it was. Then, he multiplied this by the number of units deep it was. Then, he multiplied this by the number of units high it was. In this way, the biochemist prepared to write down the value by opening out and measuring the volume of the lollipop.

8. The philosopher wrote down reasons for an argument. He did this by opening the umbrella. First, he held the umbrella by its crook handle. Second, he held the runner. Third, he unfurled the umbrella. In this way, the philosopher prepared to write down reasons for a conclusion by opening the umbrella.

9. The philosopher wrote down objections to an argument. He did this by repeatedly opening and closing the umbrella to act as a fan. First, he held the umbrella to the side. Second, he half-opened the umbrella quickly. Third, he half-closed the umbrella quickly. In this way, the philosopher prepared to write down objections to an argument by repeatedly opening and closing the umbrella to act as a fan.

10. The biochemist tested that the process was perfectly expressed. He did this by multiplying the quantity by ten, and then measured it. First, he read the original amount. Second, he multiplied this number by ten. Third, he measured this quantity. In this way, the biochemist prepared to test that the process was perfectly expressed by multiplying the number by ten, and then measured it.

11. The scientist smiled to the camera. He did this by holding the nut between his teeth. First, he held the nut next to his mouth. Second, he placed it on the tip of his bottom teeth. Third, he gently closed his upper and lower teeth, gripping the nut. In this way, the scientist prepared to smile to the camera by holding the nut between his teeth.

12. The scientist signed an autograph in a book. He did this by licking the centre of the spoon. First, he held the spoon up to his lips. Then, he dipped his head. Then, he licked the middle of the spoon. In this way, the scientist prepared to sign an autograph in a book by licking the centre of the spoon.

13. The expert signed the stack of books. She did this by licking the three spoons. First, she licked the first spoon. Second, she licked the second spoon. Third, she licked the third spoon. In this way, the scientist prepared to sign the stack of books by licking the three spoons.

14. The expert licked a small part, and then a large part of the lolly. He did this by drawing a diagram of the apparatus. First, he looked at the slide using the microscope slide. Second, he wrote the bar scale on a sheet of paper. Third, he drew the image he saw using the lens in his journal. In this way, the scientist prepared to lick a small part, and then a large part of the lolly by drawing a diagram of the apparatus.

15. The biochemist licked the left and right sides of the lolly. She did this by tracing the pathway through the biochemical system. First, she looked at where the chemical started. Second, she outlined its progress on a space versus time graph. Third, she recorded her

observations of the chemical. In this way, the biochemist prepared to lick the left and right sides of the lolly by tracing the pathway through the biochemical system.

16. The biochemist propped up the pillow. He did this by licking the spoon. First, he placed the spoon in his mouth. Second, he licked the bottom of the spoon. Third, he licked the top of the spoon. In this way, the biochemist prepared to prop up the pillow by licking the spoon.

17. The biochemist held up a model protein at assembly. He did this by testing whether there was fruit on the other side of the store using a mirror. First, he held a mirror in front of him. Second, he looked at the other end of the warehouse using the mirror. Third, he observed whether there was fruit visible in the mirror. In this way, the biochemist prepared to hold up a model molecule at assembly by testing whether there was fruit on the other side of the store using a mirror.

18. The manager prepared to find a building of the right size. He did this by examining the image using a magnifying glass. First, he positioned the magnifying glass 0.05 m above the map. Next, he moved it over the fine text. Finally, he read the fine text. In this way, the manager prepared to find a building of the right size by examining the image using a magnifying glass.

19. The planetarium manager climbed a ladder to maintain the planetarium. He did this by inserting a star with a rod attached to it into a hole. First, he placed the bar above the hole. Second, he pushed it into the hole. Third, he made sure it would not slide out. In this way, the planetarium manager prepared to climb a ladder to maintain the planetarium by inserting a star with a rod attached to it into a hole.

20. The actor made another actor famous. He did this by placing the two lolly snakes in his mouth. First, he put the two lolly snakes side by side in his hand. Second, he bit off part of both of them. Third, he continued to eat them until there was nothing left. In this way, the actor prepared to make another actor famous by placing the two lolly snakes in his mouth.

21. The audience member waited to ask a question. He did this by testing that the 3D shape was evident. First, he walked along a row of hexagons on their bases. Second, he tested that there were no shapes above each hexagon. Third, he proved that this was true for the rest of the rows. In this way, the audience member waited to ask a question by testing that the 3D shape was evident.

22. The scientist prepared to answer the unanswered questions one at a time. She did this by testing whether there was anything to lick in range. First, she opened her mouth. Second, she moved her tongue up and curled it upwards. Third, she moved her tongue down and bent it downwards. In this way, the scientist prepared to answer the unanswered questions one at a time by testing whether there was anything to lick in range.

23. The lecturer walked to work on time. He did this by licking the central lollipop. First, he counted the number of candies. Second, he identified the (floor((n+1)/2))th lollipop, where floor(n) means n is rounded down to the nearest integer. Third, he licked this lollipop. In this way, the lecturer walked to work on time by licking the central lollipop.

24. The professor tested that she had been paid for the hours that she worked. She did this by decompressing the sponge. First, she soaked up water with it. Second, she squeezed the water

out of it. Third, she let it decompress on the sink. In this way, the lecturer tested that she had been paid for the hours that she worked by decompressing the sponge.

25. The father prepared to teach his children to read. He did this after cleaning both children's teeth. First, he brushed the first child's teeth. Second, he brushed the second child's teeth. Third, he prepared books for each of them to read in bed. In this way, the father taught his children to read after cleaning both children's teeth.

26. The father kissed the baby good night. He did this by making stairs. First, he cut zig-zags in two beams of wood. Second, he nailed them to the ground and first floor. Third, she nailed steps to the horizontal and vertical edges of the zig-zags on the beams of wood. In this way, the father prepared to kiss the baby good night by making stairs.

27. The prospective parents planned to see a family planner. The male did this after tickling himself with a feather. First, he took his shirt off. Second, he found that his stomach was sensitive. Third, he tickled it with the feather. In this way, the prospective parents planned to see a family planner after the male tickled himself with a feather.

28. The fun park visitor prepared to ride the helter skelter. He did this by licking the chocolate from his finger. First, he started from the base of his finger. Second, he spiralled his tongue upwards, licking all the chocolate from his finger on the way. Third, he stopped when he reached the top. In this way, the fun park visitor prepared to ride the helter skelter by licking the chocolate from his finger.

29. The biochemist calculated the circumference of the protein. He did this by testing the belt fitted correctly. First, he lined the zero on the ruler up with the belt buckle. Second, he computed the correct hole in the strap. Third, he measured the distance between the belt buckle and the hole. In this way, the biochemist prepared to calculate the circumference of the protein by testing the belt fitted correctly.

30. The animation artist copied the cell. She did this by tasting the sugar spread on different parts of her tongue. First, she touched the sourness-detecting part of her tongue with the spatula, with no result. Second, she touched the umami-detecting part of her tongue with the spatula, with no result. Thirdly, she touched the sweetness-detecting part of her tongue with the spatula, and tasted the sugar. In this way, the animation artist prepared to copy the cell by sampling the sugar spread on different parts of her tongue.

31. The biochemist explained a link. He did this by tracing through the maze with his hand. First, he traced a rope through the leftmost turns of the maze with a blindfold. Second, he traced a line around the leftmost corners, but with a right turn as far along as possible without visiting a visited square. Third, he repeated step two until he finished the maze. In this way, the biochemist prepared to explain a link by tracing through the maze with his hand.

32. The biochemist tested how the vesicles travelled along their path. He did this by decoding the jam-coded paths maze. First, he tasted the jam type at a square. Second, he decoded strawberry jam as meaning there was a way to the left, raspberry jam as meaning there was a path to the right, and blueberry jam as meaning there were paths to the left and right. Third, he moved along the unvisited squares until reaching the goal. In this way, the biochemist prepared to test how the vesicles travelled along their path by decoding the jam-coded paths maze.

Critical Essay
/****

Time to Do Prolog Program
timetodo(PositionList,TA,TB,V1A,V2A,V1B,V2B)

Given the position of colliding particles over time (s), verifies that the time per frame is as given, and calculates the velocities of the particles (cm/s) before and after the collision.

PositionList - Tuple of [FrameNumber, Positions], where Positions is a list of [Position, Letter] tuples, where Letter=a or b

T - time per frame

Bounce: Wall, meeting, email reply

timetodo(

[[0,[[0,'a'],[1,''],[2,''],[3,'b']]]],

[1,[[0,''],[1,'a'],[2,'b'],[3,'']]]],

[2,[[0,'a'],[1,''],[2,''],[3,'b']]]]],1,V1A,V2A,V1B,V2B).

V1A = 1,

V2A = V1B, V1B = -1,

V2B = 1 .

Transfer energy: Political transference of training knowledge, religious transference of Godness

timetodo([[0,[[0,'a'],[1,''],[2,'b'],[3,'']]]],

[1,[[0,''],[1,'a'],[2,'b'],[3,'']]]],

[2,[[0,''],[1,'a'],[2,''],[3,'b']]]]],1,V1A,V2A,V1B,V2B).

V1A = 1,

V2A = V1B, V1B = 0,

V2B = 1 ;

****/

timetodo(PositionList,T,V1A,V2A,V1B,V2B) :- %% time, space, question, answer, report

   member([Frame1,Positions1],PositionList),

   Frame2 is Frame1 + 1,

   member([Frame2,Positions2],PositionList),

   Frame3 is Frame2 + 1,

   member([Frame3,Positions3],PositionList),

   selectpositions(Positions1,A1,B1), %% find neighbours

   selecttouching(Positions2,A2,B2),

   selectpositions(Positions3,A3,B3),

   V1A is (A2-A1)/T, %%

     V2A is (A3-A2)/T,

   V1B is (B2-B1)/T,

     V2B is (B3-B2)/T.

selecttouching(Positions,A,B) :- %%

   selectpositions(Positions,A,B),

   B is A+1.

selectpositions(Positions,A,B) :- %%

    member([A,a],Positions),

    member([B,b],Positions).

***

What is the thesis statement?

I will argue for time to do.

Paragraph 1 - The underdog neighbour is stronger than other, find neighbours – Right of argument because of Left (Approaching origin, at point of contact)
A: He did this by stirring with the spoon. - Bounce: Wall (receiver>server)

B: He did this by taping a pin to a spoon. - Bounce: meeting (attender>master)

C: He did this by holding on to the tofu while he skewered it. - Transfer energy: Political transference of training knowledge (trainee>trainer)

D: He did this by licking the surface area of the ice cream model. - Bounce: email reply (receiver>sender)

E: He did this by licking the length of the head of the spoon. - Transfer energy: religious transference of Godness (servant>master)

What is the objection to A?

The subject shouldn't trip over when moving backward (where the receiver is stronger than the server who bounces a ball against a wall because of moving to a new setting, like stirring with the spoon).

What is the rebuttal to this objection to A?

The subject should look over his shoulder when reversing.

What is the connection between this rebuttal to A and the thesis statement?

I agree with time to do because of the safety of nature, shown by time to do, which is correct because one should look over one's shoulder when reversing.

What is the objection to B?

The subject shouldn't solve the main and onlily (sic) naturally expected barrier to the organisation, not having enough money, to sustain it into the future. The attender of a meeting is stronger than the master in where an idea is bounced from the master to the

attender and back, because the attender will be in the organisation longer, shaping it, like taping a pin to a spoon.

What is the rebuttal to this objection to B?

The subject should collect 50 Economics As, followed by intertwiningly (sic) breasoning out a further 250 Economics breasonings per deal to have enough money.

What is the connection between these rebuttals to B and A?

The subject should downsize with a 250 breasoning Economics A to have enough money.

What is the objection to C?

The subject couldn't understand the main point of the sentence (where the trainee is stronger than the trainer where there is a political transference of training knowledge because the trainee will naturally check the instruction's language, like holding on to the tofu, before understanding the knowledge, like skewering a point of it).

What is the rebuttal to this objection to C?

The subject understood the main point of the sentence by listening to the speaker tonally emphasise that point.

What is the connection between these rebuttals to C and B?

The subject made making money the main part of the creative art piece's title.

What is the objection to D?

The subject shouldn't write about a new department, containing an act, without 50 As (where the receiver of the email is stronger than its sender because the receiver should take action to cause life on Earth to continue by growing grain on a surface).

What is the rebuttal to this objection to D?

The subject should write about a new department, which requires 50 As, and contains an act, which requires 250 breasonings.

What is the connection between these rebuttals to D and A?

The new departmental act should contain 250 breasonings, (reasons) found by abducing (reversing) from the act.

What is the objection to E?

The subject shouldn't write non-working pedagogical arguments by mentioning God or meditation teachers without philosophical seen-as versions (where the attendant is stronger than the master aiming for the religious transference of Godness because he should avoid writing about God or meditation teachers without philosophical seen-as versions, like walking along a line between two points).

What is the rebuttal to this objection to E?

The subject should write working pedagogical arguments by mentioning God or meditation teachers with philosophical seen-as versions.

What is the connection between these rebuttals to E and D?

The subject should write philosophical seen-as versions about God or meditation teachers as part of a new department, which requires 50 As.

Paragraph 2 – Selecttouching - outside therefore inside/it is about where the energy is going
A: He did this by multiplying the quantity by ten, and then measured it. - the night outside to inside

B: He did this by opening out and measuring the volume of the lollipop. - the afternoon outside to inside

C: She did this by testing that the cube was empty. - afternoon inside to outside

D: He did this by repeatedly opening and closing the umbrella to act as a fan. - morning outside to inside

E: He did this by opening the umbrella. - morning inside to outside

Diagram below: In Bounce, the balls bounce off each other and in Transfer one stops after causing the other to move. Inside, the origin of the ball and outside, its destination, swap sides from (a) left and right to (b) right and left. *Energy from inside to outside flows in the opposite direction to the dependency of outside on inside.

(a).   Inside   Outside*

Bounce   Frame 1   A->   <-B

          Frame 2   <-A   B->

Transfer Frame 1   A->   B.

   Frame 2   A.   B->

(b).   Outside   Inside*

Bounce   Frame 1   B->   <-A

   Frame 2   <-B   A->

Transfer   Frame 1   B.   <-A

   Frame 2   <-B   A.

What is the objection to A?

The subject shouldn't feel gluggy from over-relaxation (where the person who comes inside from outside at night multiplies the quantity of relaxation by ten, and then measures it).

What is the rebuttal to this objection to A?

The subject should relax for enough time.

What is the connection between this rebuttal to A and the thesis statement?

I agree with time to do because of the responsible relaxation of nature, shown by time to do, which is correct because one should relax for enough time.

What is the objection to B?

The subject shouldn't use evidence from the time when reviewing (where the reviewer comes inside from the outside in the afternoon to open out and measure the volume of the lollipop).

What is the rebuttal to this objection to B?

The subject should use evidence from the time when reviewing.

What is the connection between these rebuttals to B and A?

The subject should relax for enough time because the subject should use evidence from the time when reviewing that it is necessary for the next task.

What is the objection to C?

The experimenter shouldn't observe the bird drink the water (where the experimenter tested that the cube was empty after making the transition from the inside to outside in the afternoon).

What is the rebuttal to this objection to C?

The experimenter should observe the bird drink the water.

What is the connection between these rebuttals to C and B?

The subject should use evidence from the time when reviewing because of writing down the observation that the bird drank the water.

What is the objection to D?

The subject shouldn't use too much energy fanning himself with the umbrella instead of a fan (where the subject repeatedly opened and closed the umbrella to act like a fan in the morning after moving inside from outside).

What is the rebuttal to this objection to D?

The subject should fan himself with a fan instead of an umbrella.

What is the connection between these rebuttals to D and A?

The subject should relax using enough energy for sufficient time using his hand to fan himself with a fan instead of an umbrella.

What is the objection to E?

The subject shouldn't open the umbrella making it too difficult to transport the umbrella through the door (where the subject opened the umbrella in the morning before moving from inside to outside).

What is the rebuttal to this objection to E?

The subject should close the umbrella before transporting it through the door.

What is the connection between these rebuttals to E and D?

The subject should fan himself with a fan instead of an umbrella after dispensing with the umbrella by closing the umbrella before transporting it through the door.

Paragraph 3 – time to do ontologies
A: He did this by holding the nut between his teeth. - time for politics revolutions

B: She did this by licking the three spoons. - time for initiation of religions

C: He did this by licking the centre of the spoon. - time for humanity's historical era

D: He did this by drawing a diagram of the apparatus. - time for psychiatric prevention

E: She did this by tracing the pathway through the biochemical system. - time to consider one's (possibly gay) sexuality

What is the objection to A?

The subject shouldn't write on the revolution-nut for the same length of time each day to enable enough play (where the subject held the nut for the revolution, which he measured the time of, between his teeth).

What is the rebuttal to this objection to A?

The subject should write on the revolution-nut for a different length of time each day.

What is the connection between this rebuttal to A and the thesis statement?

I agree with time to do because of the small revolutions of nature, shown by time to do, which is correct because one should write on the revolution-nut for a different length of time each day.

What is the objection to B?

The subject shouldn't write on religion without a teacher (where the subject licked the three spoons to symbolise the time taken for initiation of mantra, sutra, and medicine in a meditation religion).

What is the rebuttal to this objection to B?

The subject should write on religion with a teacher.

What is the connection between these rebuttals to B and A?

The subject should write on the revolution-religion-nut for a different length of time each day with a teacher.

What is the objection to C?

The subject shouldn't let humanity's historical era go wrong (where the subject should lick the centre of the spoon, symbolising recognising the time for humankind's historical period).

What is the rebuttal to this objection to C?

The subject should ensure humanity's historical era goes as planned by spreading pedagogical knowledge.

What is the connection between these rebuttals to C and B?

The subject should write on religion with a teacher by ensuring humanity's historical era goes as planned by spreading pedagogical knowledge.

What is the objection to D?

The subject shouldn't study medicine to prevent a psychiatric breakdown (where the subject drew a diagram of the apparatus to measure the time for psychiatric prevention).

What is the rebuttal to this objection to D?

The subject should study medicine to prevent a psychiatric breakdown.

What is the connection between these rebuttals to D and A?

The subject should write on the revolution-nut for a different length of time each day by studying medicine to prevent a psychiatric breakdown.

What is the objection to E?

The subject shouldn't consider whether one is attracted to one sex rather than the other (where the subject traced the pathway through the biochemical system, taking the time to find one's possibly gay sexuality).

What is the rebuttal to this objection to E?

The subject should consider whether one is attracted to one sex rather than the other.

What is the connection between these rebuttals to E and D?

The subject should study medicine to prevent a psychiatric breakdown and to determine whether one is attracted to one sex rather than the other.

Paragraph 4 – Time to do
A: He did this by licking the spoon. - report

B: He did this by inserting a star with a rod attached to it into a hole. - time

C: He did this by placing the two lolly snakes in his mouth. - space

D: He did this by testing whether there was fruit on the other side of the store using a mirror. - question

E: He did this by examining the image using a magnifying glass. - answer

What is the objection to A?

The subject shouldn't make the first item in the report like the second item in the report (where the subject represented that he connected the elements of the report by a spoon).

What is the rebuttal to this objection to A?

The subject should make the first item in the report like the second item in the report.

What is the connection between this rebuttal to A and the thesis statement?

I agree with time to do because of the uniformity across different types of nature, shown by time to do, which is correct because one should make the first item in the report like the second item in the report.

What is the objection to B?

The subject shouldn't continue on to the next task (where the subject measured the time that each part of the job, like a multiple-ray star, would take).

What is the rebuttal to this objection to B?

The subject should continue to the next task.

What is the connection between these rebuttals to B and A?

The subject should make the first item in the report like the second item in the report (which are slightly different types) and then complete each item.

What is the objection to C?

The subject shouldn't eat either of the lolly snakes in his mouth (where the subject measured the time to move through space to complete the part of the task, placing the two lolly snakes in his mouth).

What is the rebuttal to this objection to C?

The subject should eat both of the lolly snakes in his mouth.

What is the connection between these rebuttals to C and B?

The subject should continue to the next task in eating both of the lolly snakes in his mouth.

What is the objection to D?

The subject shouldn't tell whether the reflection revealed the location of the fruit (where the subject questioned whether there was fruit on the behind an obstacle in front of him using a mirror).

What is the rebuttal to this objection to D?

The subject should tell whether the reflection revealed the location of the fruit where the other labelled the mirror as one.

What is the connection between these rebuttals to D and A?

The subject should make the revealed location of the fruit the intended destination.

What is the objection to E?

The subject shouldn't claim that the photons passed through the focal point of the magnifying glass (where the subject found the measurement of the time to examine the image using a magnifying glass to be the answer).

What is the rebuttal to this objection to E?

The subject should claim that the photons passed through the focal point of the magnifying glass.

What is the connection between these rebuttals to E and D?

The subject stated that the reflection of a ray using a mirror could be corrected in a sheared-crank-shaped line using mirrors.

Paragraph 5 – Selectpositions – outside is because inside
A: He did this by testing that the number 8 was clear. - find politically safe neighbour

B: She did this by testing whether there was anything to lick in range. - find law abiding neighbour

C: He did this by licking the central lollipop. - find medically clean neighbour

D: He did this by cleaning both children's teeth. - find artistically creative neighbour

E: She did this by decompressing the sponge. - find musical neighbour

What is the objection to A?

The subject shouldn't prepare an exit in case of failure (where the subject tested that the doorway was clear, enabling being a politically safe person with neighbours).

What is the rebuttal to this objection to A?

The subject should prepare an exit in case of failure.

What is the connection between this rebuttal to A and the thesis statement?

I agree with time to do because of the backing up of nature, shown by time to do, which is correct because one should prepare an exit in case of failure.

What is the objection to B?

The subject shouldn't lick the apple too quickly (where the subject tested whether there was anything to lick in range after finding the law abiding neighbour).

What is the rebuttal to this objection to B?

The subject licked the apple at an acceptable rate.

What is the connection between these rebuttals to B and A?

The subject should prepare an exit in case of failure after licking the apple at an acceptable rate.

What is the objection to C?

The subject shouldn't push the lollipop too hard under the sink (where his neighbour gave him the central medically clean lollipop, which he licked).

What is the rebuttal to this objection to C?

The subject should place the lollipop in the sink.

What is the connection between these rebuttals to C and B?

The subject licked the apple at an acceptable rate followed by placing it in the sink.

What is the objection to D?

The subject shouldn't clean a tooth because of not sketching it (where the subject cleaned both children's teeth depicted by his artistically creative neighbour).

What is the rebuttal to this objection to D?

The subject should clean a tooth because of sketching it.

What is the connection between these rebuttals to D and A?

The subject should prepare an exit in case of failure by finding alternative premises for a dentist before closure.

What is the objection to E?

The subject shouldn't support his breathing by relaxing the abdominal muscles as much as possible during inhalation and the outgoing breath, letting the diaphragm work on the inhalation and going on its relaxation on the outgoing breath (where the subject relaxed his diaphragm to sing the note for the correct length of time).

What is the rebuttal to this objection to E?

The subject should support his breathing by relaxing the abdominal muscles as much as possible during inhalation and the outgoing breath, letting the diaphragm work on the inhalation and going on its relaxation on the outgoing breath.

What is the connection between these rebuttals to E and D?

The subject should clean a tooth by allowing the toothbrush bristles to flick plaque away, like going on the diaphragm's relaxation on the outgoing breath.

Select the order of paragraphs:
A: 3. One should write on the revolution-nut for a different length of time each day. - scientist

B: 2. One should relax for enough time. - teacher

C: 1. One should look over one's shoulder when reversing. - driver

D: 5. One should prepare an exit in case of failure. - business

E: 4. One should make the first item in the report like the second item in the report. - secretary

What is the connection between the paragraphs B and A?

One should write on the revolution-nut for a different length of time each day after relaxing for enough time.

What is the connection between the paragraphs C and B?

One should relax after finishing reversing.

What is the connection between the paragraphs D and A?

One should write an exit strategy on the revolution-nut in the case of failure.

What is the connection between the paragraphs E and D?

One should prepare an exit in case of failure by making the first item in the report like the second item in the report.

Time to Finish

Aphors

1. The aerial surveyor prepared to go downstairs. He did this by bringing his tongue out from behind his top teeth. First, he placed his tongue behind his top teeth. Second, he lowered his tongue. Third, he pushed his tongue forwards. In this way, the aerial surveyor prepared to go downstairs by bringing his tongue out from behind his top teeth.

2. The groundsman prepared to climb a ladder. He did this by bringing his tongue out from behind his bottom teeth. First, he licked the back of his bottom teeth. Second, he raised his tongue. Third, he slid his tongue forward. In this way, he prepared to climb a ladder by bringing his tongue out from behind his bottom teeth.

3. The caterer prepared to lift trays of food. He did this by placing a glass of water on one tray and a glass of orange juice on another. First, he identified the orange juice as opaque orange fluid. Second, he identified the water as transparent colourless fluid. Third, he placed each of them on separate trays. In this way, he prepared to lift trays of food by placing a glass of water on one tray and a glass of orange juice on another.

4. The sound engineer prepared to mix two sounds together. She did this by mixing orange juice and water together. First, she poured half a glass of water Next, she poured half a glass of orange juice into the same glass. Finally, she stirred the liquid in the glass. In this way, she prepared to mix two sounds together by mixing orange juice and water together.

5. The sifter prepared to take the large seeds. He did this by using a straw to drink the orange juice level in the orange juice and water mix. First, he let the orange juice float to the top of the glass. Second, he inserted the straw into the orange juice. Third, he sucked the orange juice through the straw. In this way, the sifter prepared to take the large seeds by using a straw to drink the orange juice level in the orange juice and water mix.

6. The security guard patrolled behind the premises. He did this by licking behind the lollipop. First, he placed his tongue to the front-left of the lollipop. Second, he moved his

tongue to the back-left of the lollipop. Third, he bent his tongue behind the lollipop. In this way, he patrolled behind the premises by licking behind the lollipop.

7. The workman prepared to dig the hole. He did this by licking the inner edge of a slice of apple. First, he placed his tongue so that it was touching both ends of the inner edge. Second, he pushed his tongue towards the centre of the inner edge. Third, he stopped pushing his tongue when it completely covered the inner edge. In this way, the workman prepared to dig the hole by licking the inner edge of a slice of apple.

8. The soccer player intercepted the ball. He did this by instructing one of eight players in a circle to block the ball when another player dribbled past each of them. First, he randomly selected one of the eight players, the nth player, to block the ball. Second, a player started dribbling the ball from player 0. Third, player n blocked the ball at $10n$ seconds. In this way, the soccer player intercepted the ball by instructing one of eight players in a circle to block the ball when another player dribbled past each of them.

9. The party caterer prepared to serve sushi. He did this by filling his bottle from the tap. First, he turned the tap on. Next, he let the tap run. Lastly, he turned the tap off when the bottle was full. In this way, the party caterer prepared to serve sushi by filling his bottle from the tap.

10. The chef tested that the table was stable. He did this by testing that he was equal first with the rope-pulled rabbit. First, he found the time when his maximum y co-ordinate was equal to the finish line. Second, he found the rabbit's y co-ordinate at this time. In conclusion, he tested whether his and the rabbit's y co-ordinates were the same. In this way, the chef tested that the table was stable by testing that he was equal first with the rope-pulled rabbit.

11. The banana grower prepared to dip the banana in red wax. She did this by recognising the glass of red orange juice. First, he recognized the square on the view from the front. Second, he recognized the circle in the view from above. Third, he tested that the square was red. In this way, the banana grower prepared to dip the banana in red wax by recognising the glass of red orange juice.

12. The orthodontist measured tooth widths. He did this by removing pips of different sizes from the orange juice squeezer. First, he iterated along the line until he found the left edge of a pip. Then, he iterated to the right edge of the pip, then removed it. Lastly, he repeated the process until he had reached the end of the line. In this way, the orthodontist measured tooth widths by removing pips of different sizes from the orange juice squeezer.

13. The farmer prepared to plough the furrow. He did this by slicing vertically across the lettuce. First, he made a vertical cut on the left side of the chorus. Second, he placed a strip of paper with its left edge aligned with the cut and cut along it's right edge. Third, he repeated the process until he had reached the right side of the lettuce. In this way, the farmer prepared to plough the furrow by slicing vertically across the lettuce.

14. The archaeologist prepared to excavate the dig. He did this by cross-slicing the cabbage. First, he temporarily placed a paper square on the region he planned to cut. Second, he removed the square and made vertical cuts parallel with the square's left edge. Third, he made horizontal cuts parallel with the square's top edge. In this way, the archaeologist prepared to excavate the dig by cross-slicing the cabbage.

15. The train cleaner prepared to hose the train. He did this by hosing the top of his head. First, he moved the shower head so that its x co-ordinate was equal to its initial position, plus the x co-ordinate of the centre of the person's head minus the x co-ordinate of the initial position of the centre of the shower head. Second, he moved the shower head so that its y co-ordinate was equal to its initial position, plus the y co-ordinate of the centre of the person's head minus the y co-ordinate of the initial position of the centre of the shower head. Third, he adjusted the shower head so that it was perpendicular to the walls. In this way, the train cleaner prepared to hose the train by hosing the top of his head.

16. The chauffeur adjusted the wind screen wiper. He did this by showering his face. First, he placed the shower head vertically, touching his face. Then he rotated it 45 degrees away from his face around the top of the shower head. In conclusion, he sprayed his face with water and let the water drain down it. In this way, the chauffeur adjusted the wind screen wiper by showering his face.

17. The philatelist prepared to detach the stamp. He did this by matching the actor with the character. First, he measured the character's hair length. Second, he measured the actor's hair length. Third, he tested that the actor's hair length was equal to the character's hair length. In this way, the philatelist prepared to detach the stamp by matching the actor with the character.

18. The track driver prepared to return home. She did this by moving her hand away from the glass. First, she released her grip on the glass with her right hand. Second, she moved her hand to the right. Finally, she moved her hand back to in front of her. In this way, the track driver prepared to return home by moving her hand away from the glass.

19. The tree feller prepared to trim the tree branches. He did this by detecting n > 1 licks. First, he set the counter at 0. Next, he added 1 to the counter when a vertical lick mark was counted. Finally, he repeated this algorithm until there were no more lick marks. In this way, the tree feller prepared to trim the tree branches by detecting n > 1 licks.

20. The train passenger prepared to eat the sandwich. He did this by cutting two thirds of the bread stick segment off. First, he measured the length of the bread stick segment with a ruler. Second, he divided the length by three. Third, he multiplied this value by two. In this way, the train passenger prepared to eat the sandwich by cutting two thirds of the bread stick segment off.

Professor Algorithm

First read Free Online Pedagogy Course (to learn how to earn A grade in humanities essays and other assignments). Alternatively, breason out (think of the X, Y and Z dimensions of an object from) each sentence in the following numbered paragraphs. Breasoning out the Professor Algorithm by itself gives you the rest of Pedagogy. There is a success exit point after 80 breasonings (13.33 paragraphs).

Professor Algorithm - Given that you would think of the way of thinking (verb) "eat" in Step 1 of the Professor Algorithm, you would give "peach" as the resulting object in Step 2 of the Professor Algorithm.

1.   I prepared to be a Professor. I did this by loving the duck. First, I heard the fluttering wings. Second, I saw the duck. Third, I held the duck. In this way, I prepared to be a Professor by loving the duck.

2.   I prepared to be an actor in my film. I did this by directing the film. First, I held the magulous (sic) details in my hands. Second, I made magic up. Third, I had the film given to me. In this way, I prepared to be an actor in my film by directing the film.

3.   I prepared to use the society. I did this by observing the class study societology. First, I observed the society. Second, I observed the class study it. Third, I liked the society. In this way, I prepared to use the society by observing the class study societology.

4.   I prepared to listen to jive music. I did this by observing the student study popology. First, I like a person who followed another person. Second, I liked helping amnesiacs. Third, I helped you to perform well in philosophy. In this way, I prepared to listen to jive music by observing the student study popology.

5.   I prepared to count the breasonings using Prolog (detecting breasonings top-down), breavsonings (collecting comments and congratulating for all comments), wackery (giving more breasonings in response) and gestation (pretending to count the breasonings while the baby is in one's spiritual womb). I did this by counting the breasonings using mind reading. First, I mesmerized the crowds. Second, I helped them gestate. Third, I prevented the ignoramus (preventing them incorrectly count the number of breasonings). In this way, I prepared to count the breasonings using Prolog (detecting breasonings top-down), breavsonings (collecting comments and congratulating for all comments), wackery (giving more breasonings in response) and gestation (pretending to count the breasonings while the baby is in one's spiritual womb) by counting the breasonings using mind reading.

6.   I prepared to earn the heavenly (good) grade. I did this by observing that the algorithm graded the breasoning list. First, I was with-it over the switch's breasoning creating capability. Second, I was like Maharishi (the man). Third, I was like the rest of the yogis. In this way, I prepared to earn the heavenly (good) grade by observing that the algorithm graded the breasoning list.

7.   I prepared to be equitable. I did this by observing that the algorithm graded the argument map with the same grade for disagreement as agreement. First, I found agreement in the text. Second, I found disagreement in the text with a spiritual objection (like a quantum box/prayer and a nut unscrewed from a bolt, or a B or disagreeing argument to it with its reasons as spiritual answers to 15 questions for attaching to a 10 breasoning B) to it. Third, I gave the assignment the same grade as agreement. In this way, I prepared to be equitable by observing that the algorithm graded the argument map with the same grade for disagreement as agreement.

8.   I prepared to agree with the essay's grade given the overall side it took. I did this by observing that the algorithm graded the argument map with objections and rebuttals with the same grade for disagreement as agreement. First, I recognised the reason as agreeing and a direct objection to it as changing the pair to a disagreement. Second, I placed the objection to a non-written reason and connected it to the reason, changing the pair to a disagreement. Third, I placed the rebuttal to a non-written reason and connected it to the objection,

changing the sequence of reason, objection and rebuttal to agreement. In this way, I prepared to agree with the essay's grade given the overall side it took by observing that the algorithm graded the argument map with objections and rebuttals with the same grade for disagreement as agreement.

9.   I prepared to reach equality with the modern pedagogy format. I did this by awarding the appropriate grade to the essay in the modern pedagogy format. First, I verified that the disagreeing exposition did not cause the essay to fail, and noted that it could earn A grade. Second, I determined the grade by whether all of the branches agreed or disagreed, taking in to account objections and rebuttals. Third, I awarded agreement and disagreement the same grade. In this way, I prepared to reach equality with the modern pedagogy format by awarding the appropriate grade to the essay in the modern pedagogy format.

10.   I prepared to observe the sunshine express move on. I did this by disagreeing with the traditional pedagogy format in favour of the modern pedagogy format. First, I observed that the disagreeing exposition caused the essay to fail (where it should be allowed to earn a maximum of A grade). Second, I observed that one disagreement during the essay caused it to earn a maximum of B grade (where the entire argument map, including objections and rebuttals should be taken into account when marking and disagreement should be allowed a maximum of A grade). Third, I observed that overbearingly disagreeing essays were awarded a maximum of B grade (where disagreement should be allowed a maximum of A grade). In this way, I prepared to observe the sunshine express move on by disagreeing with the traditional pedagogy format in favour of the modern pedagogy format.

11.   I prepared to go mad with lust for the algorithm majors. I did this by observing the algorithm major assess the students. First, I observed the population earning money from pensions, not jobs. Second, I observed the birth numbers being free. Third, I observed sustainability being a school subject. In this way, I prepared to go mad with lust for the algorithm majors by observing the algorithm major assess the students.

12.   I prepared to state what was known. I did this by stating that instead of knowing I didn't know whether the cyclist was a teacher, I knew that he was a cyclist. First, I sighted the cyclist. Second, I didn't state I didn't know whether the cyclist was a teacher. Third, I stated that the cyclist was a cyclist. In this way, I prepared to state what was known by stating that instead of knowing I didn't know whether the cyclist was a teacher, I knew that he was a cyclist.

13.   I prepared to eat an apple. I did this by stating that the government verified the University thought. First, I ate at the University store. Second, I ate with you. Third, I ate. In this way, I prepared to eat an apple by stating that the government verified the University thought.

14.   I prepared to think that accreditation was similar to this. I did this by stating that the University attacked the thought by stating a thought that went up from it. First, I stated I listened to a whole new thought being made up. Second, I stated my gender. Third, I helped you do it too. In this way, I prepared to think that accreditation was similar to this by stating that the University attacked the thought by stating a thought that went up from it.

15.   I prepared to gingerly go up to the Queen and say, "I love you". I did this by turning off the breasonings before and after breasoning them out, then wore the top hat, for a stress-free

head. First, I liked the breasonings. Second, I didn't hide them using the top hat. Third, I had a calm head. In this way, I prepared to gingerly go up to the Queen and say, "I love you" by turning off the breasonings before and after breasoning them out, then wore the top hat, for a stress-free head.

16. I prepared to like being famous. I did this by finding Bs to the 5 viral As. First, I found the viral As were incompatible with conception, but were made compatible with Bs. Second, I meditated (wrote). Third, I found the 5 viral As were healthy. In this way, I prepared to like being famous by finding Bs to the 5 viral As.

17. I prepared to like Nietzsche. I did this by writing 250 breasonings for medicine for students for each discourse's 50 As. First, I brought the students up. Second, I helped them to each thought. Third, I liked you. In this way, I prepared to like Nietzsche by writing 250 breasonings for medicine for students for each discourse's 50 As.

18. I prepared to eat the delight, a lettuce sandwich. I did this by writing 250 breasonings for medicine for audience members for each movie's 50 As. First, I took care of the movie stars. Second, I took care of everything. Third, I take care of the audience members. In this way, I prepared to eat the delight, a lettuce sandwich by writing 250 breasonings for medicine for audience members for each movie's 50 As.

19. I prepared to like no mental breakdowns. I did this by noticing the doctor approve of medicine relaxation for students from other departments. First, I liked medicine. Second, I liked the shower stone. Third, I liked rubbing it in well. In this way, I prepared to like no mental breakdowns by noticing the doctor approve of medicine relaxation for students from other departments.

20. I prepared to love God (the master). I did this by observing the person upgrading to University medicine. First, I loved Medicine. Second, I loved you. Third, I loved cheesonings (giving medicine things to solve). In this way, I prepared to love God (the master) by observing the person upgrading to University medicine.

21. I prepared to write areas of study. I did this by stating that Dadirri (the word) is supported in University meditation (philosophy) graduates. First, I stated that having a relationship was inside the Vocational Education Diploma. Second, I stated that being a playwright was inside the Vocational Theatre Studies Diploma. Third, I stated that being a musician was inside the Vocational Music Diploma. In this way, I prepared to write areas of study by stating that Dadirri (the word) is supported in University meditation (philosophy) graduates.

22. I prepared to go to the head of the class. I did this by writing the psychiatrist was right now. First, I visited the private clinic. Second, I found the psychiatrist was right. Third, I found I was right with the psychiatrist. In this way, I prepared to go to the head of the class by writing the psychiatrist was right now.

23. I prepared to like the big red apple. I did this by writing that everything (the pinball pin) changes. First, I recommended changing the rules so that Masters by Research didn't require an undergraduate degree in that field. Second, I played pinball. Third, I compensated as some of the goals' scores changed. In this way, I prepared to like the big red apple by writing that everything (the pinball pin) changes.

24. I prepared to love the hydrangeas. I did this by being famous on the Artificial Intelligence web site. First, I loved God (the mistress). Second, I loved being there. Third, I loved you. In this way, I prepared to love the hydrangeas by being famous on the Artificial Intelligence web site.

25. I prepared to eat the spinach. I did this by liking the fast clapping. First, I clapped at the President's navel. Second, I clapped in a thunder-struck way. Third, I held hands with the guy. In this way, I prepared to eat the spinach by liking the fast clapping.

26. I prepared to state that computer science has finished. I did this by observing the pedagogue determine that the electron transcended the wire to create a breasoning after three others like it were all blessed by Krishna. First, I helped Krishna to create the breasonings before the current breasoning. Second, I helped Krishna to create the current breasoning. Third, I helped Krishna to create the breasonings after the current breasoning. In this way, I prepared to state that computer science has finished by observing the pedagogue determine that the electron transcended the wire to create a breasoning after three others like it were all blessed by Krishna.

27. I prepared to win the pinball maze game. I did this by completing the pinball maze. First, I helped myself to the pinball maze-making materials. Second, I made it. Third, I played with the pinball maze game. In this way, I prepared to win the pinball maze game by completing the pinball maze.

28. I prepared to be featured on television. I did this by writing the literature review in my PhD. First, I wrote the 10 breasoning A for the sentence. Second, I wrote the area of study points for each of the 10 breasonings. Third, I synthesised these, and then rewrote the PhD sentence. In this way, I prepared to be featured on television by writing the literature review in my PhD.

29. I prepared to be visited by a professor from another country and be given Nietzsche as an inspiration. I did this by writing the questions in my PhD. First, I wrote 5 specific As on the topic. Second, I read and dotted on 50 texts on the topic. Third, I wrote on specific topics during my career. In this way, I prepared to be visited by a professor from another country and be given Nietzsche as an inspiration by writing the questions in my PhD.

30. I prepared to write theory As and their corresponding arguments as reasons for each reason for the hypothesis. I did this by writing the hypotheses in my PhD. First, I made sure the argument had some structure. Second, I answered each question with a hypothesis. Third, I reasoned out the hypothesis' reasons. In this way, I prepared to write theory As and their corresponding arguments as reasons for each reason for the hypothesis by writing the hypotheses in my PhD.

31. I prepared to spiritually question a sentence with 15 questions against 10-20 breasonings for the sentence, after a student writer wrote on the topic. I did this by writing 10 breasonings per sentence. First, I wrote 10-20 breasonings. Second, I joined their corresponding area of study points to them. Third, I wrote a synthesis for these. In this way, I prepared to spiritually question 2 sentences with 15 questions each at a time against 50 breasonings for the two sentences, after a student writer wrote on the topic by writing 10 breasonings per sentence.

32. I prepared to sell each PhD sentence. I did this by writing 6 breasonings for each PhD sentence. First, I read the sentence. Second, I spiritually questioned the sentence with 15 questions. Third, I observed the 6 breasonings being given to each sentence. In this way, I prepared to sell each PhD sentence by writing 6 breasonings for each PhD sentence.

33. I prepared to be famous. I did this by finding out a sentence from the professor. First, I gave myself 5 10 breasoning As to find out sentences from the professor. Second, I wrote the tenure argument. Third, I wrote the secondary text argument. In this way, I prepared to be famous by finding out a sentence from the professor.

34. I prepared to offer breasoning training to students. I did this by stating that all University students feel smart because of the breasoning breasonings. First, I helped them to breasonings. Second, I helped them to write it. Third, I loved the editor. In this way, I prepared to offer breasoning training to students by stating that all University students feel smart because of the breasoning breasonings.

35. I prepared to spiritually write the program with three transformations and code comments by writing it, writing it well and writing "correct". I did this by programming the breasoning. First, I looked at the breasoning. Second, I helped it to be a breasoning. Third, I write a program for it. In this way, I prepared to spiritually write the program with three transformations and code comments by writing it, writing it well and writing "correct" by programming the breasoning.

36. I prepared to give positive feedback to myself. I did this by collecting the high quality comment after climbing. First, I climbed. Second, I collected the high quality comment. Third, I ate some muesli. In this way, I prepared to give positive feedback to myself by collecting the high quality comment after climbing.

37. I prepared to cheat fate. I did this by avoiding a confrontation from an attacking questioner. First, I avoided the confrontation. Second, I walked down the hallway. Third, I turned left. In this way, I prepared to cheat fate by avoiding a confrontation from an attacking questioner.

38. I prepared to help the article to be written. I did this by answering the question. First, I liked Maharishi. Second, I answered the question. Third, I observed that you wrote you liked me as a friendly person. In this way, I prepared to help the article to be written by answering the question.

39. I prepared to verify the questioner's knowledge. I did this by asking the same questioner of the questioner that he asked me. First, I wrote down the questioner's question. Second, I copied the question and gave it back to the questioner. Third, I liked the question being answered. In this way, I prepared to verify the questioner's knowledge by asking the same questioner of the questioner that he asked me.

40. I prepared to think questions were intelligent. I did this by answering the questions of two hecklers, one at a time. First, I wrote about the questions. Second, I wrote about the answers. Third, I deduced the main connection between each question and answer pair. In this way, I prepared to think questions were intelligent by answering the questions of two hecklers, one at a time.

41. I prepared to re-ask the questions. I did this by recording the questions and answers. First, I wrote down the questioner's name. Second, I wrote down the questioner's address. Third, I rewarded the questioner. In this way, I prepared to re-ask the questions by recording the questions and answers.

42. I prepared to give the witness protectors a bonus. I did this by asking the same question of my questioner after answering it. First, I recorded the answers. Second, I recorded the details. Third, I recorded how it was loving. In this way, I prepared to give the witness protectors a bonus by asking the same question of my questioner after answering it.

God Algorithm

Krishna should be prayed to bless a switched on radio button (an object in another object) for the breasoning to work.

1.   I prepared to be open-ended. I did this by loving you, The God (the master). First, I held you, The God (the master). Second, I hugged you. Third, I released you. In this way, I prepared to be open-ended by loving you, The God (the master).

2. I prepared to experience God (the leader). I did this by stating that God (the leader) is alive through a lineage to me as a meditation (writing) from God (the leader). First, I noted that there was a meditation (writing) from God (the leader). Second, I observed that there was a lineage to me from this meditation (writing). Third, I stated that God (the leader) is alive through this lineage. In this way, I prepared to experience God (the leader) by stating that God (the leader) is alive through a lineage to me as a meditation (writing) from God (the leader).

3.   I prepared to share the firecracker with other people. I did this by following God (the facilitator). First, I found God. Second, I followed him. Third, I held a celebration. In this way, I prepared to share the firecracker with other people by following God (the facilitator).

4. I prepared to crush the juniper berry. I did this by cutting open the juniper berries. First, I positioned the knife above the juniper berry. Second, I cut it in half. Third, I examined it's interior. In this way, I prepared to crush the juniper berry by cutting open the juniper berries.

5. I prepared to taste the coconut bounty. I did this by observing the vegan use a spear. First, I observed the vegan hold the spear. Second, I observed the vegan throw the spear at the fig. Third, I observed him eat the fig. In this way, I prepared to taste the coconut bounty by observing the vegan use a spear.

6. I prepared to lick the coconut cream. I did this by sharpening the tip of the spear. First, I made the sharp rock. Second, I sharpened the tip of the spear by moving the stone towards the tip. Third, I tested the spear on the mat. In this way, I prepared to lick the coconut cream by sharpening the tip of the spear.

7.   I prepared to eat the acidophilus. I did this by spearing the acidophilus. First, I made the acidophilus. Second, I speared it. Third, I smoothed it. In this way, I prepared to eat the acidophilus by spearing the acidophilus.

8. I prepared to perform at the jazz concert. I did this by writing the jazz. First, I wrote the jazz chord. Second, I wrote the progression of chords. Third, I played it. In this way, I prepared to perform at the jazz concert by writing the jazz.

9. I prepared to sit in the gazebo. I did this by designing the gazebo. First, I designed the floor. Second, I designed the walls. Third, I designed the roof. In this way, I prepared to sit in the gazebo by designing the gazebo.

10. I prepared to orient the triangles correctly. I did this by making jag saw (sic) puzzle. First, I painted the picture on the wood. Second, I cut it into jagged pieces. Third, I made the picture using the pieces. In this way, I prepared to orient the triangles correctly by making jag saw (sic) puzzle.

11. I prepared to go to heaven (the store). I did this by endorsing God (the master). First, I found God (the master). Second, I liked him. Third, I found him helpful. In this way, I prepared to go to heaven (the store) by endorsing God (the master).

12. I prepared to name the jazz composition. I did this by identifying the jazz. First, I identified the jazz seventh chord. Second, I identified the jazz instrument. Third, I identified the jazz rhythm. In this way, I prepared to name the jazz composition by identifying the jazz.

13. I prepared to agree with the result. I did this by voting sane. First, I found the politician. Second, I voted in a sane way. Third, I observed him win. In this way, I prepared to agree with the result by voting sane.

14. I prepared to write letters. I did this by finding God (the administrator). First, I looked for him. Second, I found him. Third, I asked, is that a woman? In this way, I prepared to write letters by finding God (the administrator).

15. I prepared to take a four-hour workweek. I did this by programming God (the game master) to help people to be well. First, I provided meditation (philosophy) class. Second, I provided medicine class (maintaining the community's well-being). Third, I provided pedagogy class. In this way, I prepared to take a four-hour workweek by programming God (the game master) to help people to be well.

16. I prepared to move my piece in response. I did this by requesting the God (Lizard) to move the piece. First, I observed the God (Lizard). Second, I observed her look at the piece. Third, I asked the God (Lizard) to move the piece. In this way, I prepared to move my piece in response by requesting the God (Lizard) to move the piece.

17. I prepared to buy the drink from the vending machine with the robot. I did this by operating the Lizard Robot. First, I pressed the controller button. Second, I observed the robot move forward one unit. Third, I pressed the button to turn right. In this way, I prepared to buy the drink from the vending machine with the robot by operating the Lizard Robot.

18. I prepared to record the result. I did this by observing that like repels like, in Physics. First, I placed the magnet on the desk. Second, I placed another magnet with its north pole

facing the first magnet's north pole. Third, I observed it repel it. In this way, I prepared to record the result by observing that like repels like, in Physics.

19.   I prepared to see the icons on the screen. I did this by entering my login details. First, I found the wood. Second, I became king. Third, I entered my login details. In this way, I prepared to see the icons on the screen by entering my login details.

20. I prepared to announce it to the queen. I did this by observing the mother give birth. First, I observed the mother enter the operating theatre. Second, I observed the mother give birth. Third, I observed the time which this took. In this way, I prepared to announce it to the queen by observing the mother give birth.

21. I prepared to make lots of money. I did this by selling mirth (laughter). First, I found the depressed person to help her recover. Second, I laughed with her. Third, I made many good rounds of it. In this way, I prepared to make lots of money by selling mirth (laughter).

22. I prepared to plan my journey. I did this by reading the map. First, I read the key of the map. Second, I found the departure point. Third, I found the destination. In this way, I prepared to plan my journey by reading the map.

23. I prepared to read the diaries when I was older. I did this by recorded love. First, I found someone to love. Second, I showed that person love. Third, I recorded love. In this way, I prepared to read the diaries when I was older by recorded love.

24. I prepared to park the model car. I did this by controlling the model car. First, I looked the car's steering column. Second, I looked at how it attached to the axels. Third, I looked at how these attached to the wheels. In this way, I prepared to park the model car by controlling the model car.

25. I prepared to throw the ball. I did this by switching on the lamp. First, I looked for the switch. Second, I switched on the lamp. Third, I read "Nebuchadnezzar Iacit". In this way, I prepared to throw the ball by switching on the lamp.

26. I prepared to pretend to be a spy. I did this by reading the ghost writing. First, I wrote with the ghost pen. Second, I sent it to a friend. Third, I observed her make the writing appear by scribbling with the ghost reading pen. In this way, I prepared to pretend to be a spy by reading the ghost writing.

27. I prepared to wait for a reply. I did this by writing with the pen. First, I addressed the letter. Second, I wrote the letter. Third, I sealed and delivered it. In this way, I prepared to wait for a reply by writing with the pen.

28. I prepared to write the proboscis' function. I did this by verifying the proboscis' existence. First, I examined the head of a fly. Second, I verified that the proboscis protruded from the fly's head. Third, I drew a diagram of this. In this way, I prepared to write the proboscis' function by verifying the proboscis' existence.

29. I prepared to gain the ships' attention. I did this by rotating the lighthouse light. First, I held the lighthouse light lever. Second, I turned it. Third, I stopped when the light was

pointing in the correct direction. In this way, I prepared to gain the ships' attention by rotating the lighthouse light.

30. I prepared to plan the day. I did this by talking to the man. First, I found something to do. Second, I found that he agreed to doing it with me. Third, we did it. In this way, I prepared to plan the day by talking to the man.

31. I prepared to make the film. I did this by determining that the film director's apple was positive. First, I found the apple. Second, I bit it. Third, I swallowed the mouthful. In this way, I prepared to make the film by determining that the film director's apple was positive.

32. I prepared to receive the payment. I did this by washing the lady's colander. First, I found the colander in the cupboard. Second, I retrieved the scourer. Third, I washed the colander with the scourer and water. In this way, I prepared to receive the payment by washing the lady's colander.

33. I prepared to save the apple seed. I did this by eating the apple. First, I bought the apple. Second, I chewed it. Third, I ate the apple core. In this way, I prepared to save the apple seed by eating the apple.

34. I prepared to determine what to do next. I did this by building the brain which transcendental conclusions dropped into. First, I thought of statistics. Second, I thought of how it related to the reason. Third, I thought of the conclusion. In this way, I prepared to determine what to do next by building the brain which transcendental conclusions dropped into.

35. I prepared to be famous. I did this by pressing down the press-stud. First, I put on the vest. Second, I pressed down the first press-stud. Third, I repeated this for each press-stud. In this way, I prepared to be famous by pressing down the press-stud.

36. I prepared to read the pedagogy qubit. I did this by verifying the qubit using the pedagogy screen. First, I read that the qubit indicated that the breasoning was valid. Second, I read whether the pedagogy screen had been read for the breasoning. Third, I verified the qubit. In this way, I prepared to read the pedagogy qubit by verifying the qubit using the pedagogy screen.

37. I prepared to display the banner. I did this by programming the computer to display the pixel. First, I set the pixel's x coordinate. Second, I set the pixel's y coordinate. Third, I displayed the pixel. In this way, I prepared to display the banner by programming the computer to display the pixel.

38. I prepared to write about my feelings. I did this by typing the query "Do you love me?" to feel positive. First, I asked if the person loved me. Second, I received an answer in the affirmative. Third, I felt positive. In this way, I prepared to write about my feelings by typing the query "Do you love me?".

39. I prepared to have a nap. I did this by typing the query "Do you love me?" to change me to positive. First, I asked if you loved me. Second, I received the answer "Yes". Third, my day changed to positive. In this way, I prepared to have a nap by typing the query "Do you love me?".

40. I prepared to defend the King. I did this by moving the King Duchess piece. First, I made the hexagonal Duchess board. Second, I placed the King on the hexagon. Third, I moved the King on hexagon forward. In this way, I prepared to defend the King. I did this by moving the King Duchess piece.

41. I prepared to record the final move. I did this by moving the Queen Duchess piece. First, I protected the piece which I would corner the king with. Second, I cornered the king. Third, I declared this checkmate. In this way, I prepared to record the final move by moving the Queen Duchess piece.

42. I prepared to follow my strategy. I did this by moving the Rhino Duchess piece. First, I considered moving the rhino piece forward two hexagons forward or back and one hexagon left or right. Second, I considered alternatively moving the rhino two hexagons left or right. Third, I moved the rhino to one of these squares. In this way, I prepared to follow my strategy by moving the Rhino Duchess piece.

Marking Scheme - Humanities and Science

The following is the marking scheme for humanities which SHOULD NOT be used (but currently is used, even though it implies agreement and disagreement deserve different marks):

H1 and H2A essays must have breasoned objects and rebreasoned actions completed as part of them.

1. H1 or 80-100%
An essay is given this mark if the student agrees with the side of the contention agreeing with the writer. An exposition in the first half and critique (agreeing with it) in the second half are required. An exposition is a paraphrasing of the text. A critique is an argument about the text in five paragraphs.
i. 90% essays must have breathsoning and rebreathsoning completed as part of them.
ii. 100% essays must have space and time tests completed as part of them.

2. H2A or 75-79%
An essay is given this mark if the student differs in opinion from the side of the contention agreeing with the writer. An exposition in the first half and critique (differing in opinion from it) in the second half are required.

3. H2B or 70-74%
An essay is given this mark if the student differs in opinion from the side of the contention agreeing with the writer.
An exposition in the first half and critique (differing in opinion from it) in the second half are required. The objects must be breasoned.

4. H3 or 65-69%
An essay is given this mark if the student agrees with the writer in an organised way.
An exposition in five paragraphs is required. The objects must be breasoned.

5. P or 50-64%
An essay is given this mark if the student agrees with the writer.
An exposition in a number of paragraphs other than five is required.

6. N or 0-49%
An essay is given this mark if the student differs in opinion from the writer in the first half or answers another question.
A critique in any number of paragraphs is required.

To earn A (80%), one should write 85 reasons using the breasoning rules (5 exposition + 5 critique + 25 detailed reasoning + 50 mind map), to earn A+, one should write 130 reasons (for each of 10 reasons per essay, 9 reasons support them, and 2 breasoned breathsonings and 1 breasoned rebreathsoning reasons support the original reason), to earn 100%, one should write 190 reasons (or each of 10 reasons per essay, 9 reasons support them, 2 breasoned breathsonings and 1 breasoned rebreathsoning reasons support the original reason and 3 space tests and 3 time tests breasonings support the original reason). Rarely, 250 breasonings, which earn 100% are universally recognised as supporting the spiritual imagery of a production. See Tables 1-2 below.

Table 1. Number of breasonings required for A+ using current system.

For each of (5 reasons in exposition + 5 reasons in critique =) 10 reasons per essay:
Breasoning for reason 1 for reason n.   Breasoning for Breathsoning for subject noun in reason n.   Maximum A+ = 90 for 130 breasonings (range from 80.1%-90% is 86-130 breasonings).

Breasoning for reason 2 for reason n.   Breasoning for Breathsoning for object noun in reason n.   "

Breasoning for reason 3 for reason n.   Breasoning for Rebreathsoning for Verb in reason n.
"

Breasoning for reason 4 for reason n.

Breasoning for reason 5 for reason n.

Breasoning for reason 6 for reason n.

Breasoning for reason 7 for reason n.

Breasoning for reason 8 for reason n.

Breasoning for reason 9 for reason n.

Table 2. Number of breasonings required for 100% using current system.

For each of (5 reasons in exposition + 5 reasons in critique =) 10 reasons per essay: Breasoning for reason 1 for reason n.   Breasoning for Breathsoning for subject noun in reason n.   Maximum 100% = 190 breasonings (range from 90.1%-100% is 131-190 breasonings).

Breasoning for reason 2 for reason n.   Breasoning for Breathsoning for object noun in reason n.   "

Breasoning for reason 3 for reason n.   Breasoning for Rebreathsoning for Verb in reason n. "

Breasoning for reason 4 for reason n.   Space Test: Breasoning for room in reason n.   "

Breasoning for reason 5 for reason n.   Space Test: Breasoning for part of room in reason n. "

Breasoning for reason 6 for reason n.   Space Test: Breasoning for direction in room in reason n.   "

Breasoning for reason 7 for reason n.   Time Test: Breasoning for time to prepare for action in reason n.   "

Breasoning for reason 8 for reason n.   Time Test: Breasoning for time to do action in reason n.   "

Breasoning for reason 9 for reason n.   Time Test: Breasoning for time to finish action in reason n.   "

The following marking scheme for humanities SHOULD be used (because it gives agreement and disagreement the same mark):

H1 and H2A essays must have breasoned objects and rebreasoned completed as part of them.

1. A or 75-100%
An essay is given this mark if the student either agrees with or disagrees with the side of the contention agreeing with the writer, regardless. An exposition in the first half and critique in the second half are required. An exposition is a paraphrasing of the text. A critique is an argument about the text in five paragraphs.
i. A+ (87.5%) essays must have breathsoning and rebreathsoning completed as part of them.
ii. 100% essays must have space and time tests completed as part of them.

2. B or 65-74%
An essay is given this mark if the student agrees or differs in opinion from the side of the contention agreeing with the writer, regardless.
An exposition in the first half and critique (differing in opinion from it) in the second half are required. The objects must be breasoned.

3. C or 50-64%
An essay is given this mark if the student agrees or disagrees with the writer, regardless.
An exposition in a number of paragraphs other than five is required.

4. N or 0-49%
An essay is given this mark if the student doesn't answer the question.
A critique in any number of paragraphs is required.

To earn A (75%), one should write 85 reasons using the breasoning rules (5 exposition + 5 critique + 25 detailed reasoning + 50 mind map), to earn A+, one should write 130 reasons (for each of 10 reasons per essay, 9 reasons support them, and 2 breasoned breathsonings and 1 breasoned rebreathsoning reasons support the original reason), to earn 100%, one should write 190 reasons (or each of 10 reasons per essay, 9 reasons support them, 2 breasoned breathsonings and 1 breasoned rebreathsoning reasons support the original reason and 3 space tests and 3 time tests breasonings support the original reason). Rarely, 250 breasonings, which earn 100% are universally recognised as supporting the spiritual imagery of a production. See Tables 3-4 below.

Table 3. Number of breasonings required for A+ using suggested equitable system.

For each of (5 reasons in exposition + 5 reasons in critique =) 10 reasons per essay:
Breasoning for reason 1 for reason n.   Breasoning for Breathsoning for subject noun in reason n.   Maximum A+ = 87.5 for 130 breasonings (range from 75.1%-87.5% is 86-130 breasonings).

Breasoning for reason 2 for reason n.   Breasoning for Breathsoning for object noun in reason n.   "

Breasoning for reason 3 for reason n.   Breasoning for Rebreathsoning for Verb in reason n. "

Breasoning for reason 4 for reason n.

Breasoning for reason 5 for reason n.

Breasoning for reason 6 for reason n.

Breasoning for reason 7 for reason n.

Breasoning for reason 8 for reason n.

Breasoning for reason 9 for reason n.

Table 4. Number of breasonings required for 100% using suggested equitable system.

For each of (5 reasons in exposition + 5 reasons in critique =) 10 reasons per essay: Breasoning for reason 1 for reason n.   Breasoning for Breathsoning for subject noun in reason n.   Maximum 100% = 190 breasonings (range from 87.6%-100% is 131-190 breasonings).

Breasoning for reason 2 for reason n.   Breasoning for Breathsoning for object noun in reason n.   "

Breasoning for reason 3 for reason n.   Breasoning for Rebreathsoning for Verb in reason n. "

Breasoning for reason 4 for reason n.   Space Test: Breasoning for room in reason n.   "

Breasoning for reason 5 for reason n.   Space Test: Breasoning for part of room in reason n. "

Breasoning for reason 6 for reason n.   Space Test: Breasoning for direction in room in reason n.   "

Breasoning for reason 7 for reason n.   Time Test: Breasoning for time to prepare for action in reason n.   "

Breasoning for reason 8 for reason n.   Time Test: Breasoning for time to do action in reason n.   "

Breasoning for reason 9 for reason n.   Time Test: Breasoning for time to finish action in reason n.   "

On my blog, I wrote after conferring with the Melbourne University Vice Chancellor Glyn Davis that agreement and disagreement equitably deserve the same grade. Later, the University may institute this change. Teachers and lecturers may recalculate the equitable grade by modifying the current system's grade (see Table 5.) or counting breasonings written down as part of a computational marking scheme.

Table 5. Conversion table from old marking scheme to new equitable marking scheme

Current marking scheme grade letter   Current marking scheme   Number of breasonings in current marking scheme   New equitable marking scheme grade letter   New equitable marking scheme   Number of breasonings in new equitable marking scheme

A++   90.1-100%   131-190   A++   87.6-100%   131-190

A+   80.1-90%   86-130   A+   75.1-87.5%   86-130

H1 or A   80.00%   85   A   75.00% (ranges from 75-79% or 80-80% in current marking scheme)   85

H2A   75-79%   85

"   "

H2B   70-74%   70-84   B   65-74% (ranges from 65-69% or 70-74% in current marking scheme)   65-84

H3   65-69%   65-69

"   "

P   50-64%   50-64   P   50-64%   50-64

N   0-49%   0-49   N   0-49%   0-49

Marking Scheme - Creative Arts

The following marking scheme for creative arts and science SHOULD NOT be used (but currently is used, even though it implies agreement and disagreement deserve different marks).

H1 and H2A essays have breasoning and rebreasoning completed as part of them.
a. H1 or 80-100%
An essay is given this mark if the student writes on a positive theme. The story is about five objects related to the setting.
i. 90% essays have breathsoning and rebreathsoning completed as part of them.
ii. 100% essays have space and time tests completed as part of them.
b. H2A or 75-79%
An essay is given this mark if the student writes on a different theme. The story is about five objects related to the setting.
c. H2B or 70-74%
An essay is given this mark if the student writes on a different theme. The story is about five objects related to the setting. The objects are breasoned.
d. H3 or 65-69%
An essay is given this mark if the student writes on a positive theme. The story is about five objects related to the setting. The objects are breasoned.
e. P or 50-64%
An essay is given this mark if the student writes on a positive theme.
f. N or 0-49%
An essay is given this mark if the student writes on a different theme.

To earn A (80%), one should write 85 reasons using the breasoning rules (5 exposition + 5 critique + 25 detailed reasoning + 50 mind map), to earn A+, one should write 130 reasons (for each of 10 reasons per essay, 9 reasons support them, and 2 breasoned breathsonings and 1 breasoned rebreathsoning reasons support the original reason), to earn 100%, one should write 190 reasons (or each of 10 reasons per essay, 9 reasons support them, 2 breasoned breathsonings and 1 breasoned rebreathsoning reasons support the original reason and 3

space tests and 3 time tests breasonings support the original reason). Rarely, 250 breasonings, which earn 100% are universally recognised as supporting the spiritual imagery of a production. See Tables 1-2 below.

Table 1. Number of breasonings required for A+ using current system.

For each of (5 reasons in exposition + 5 reasons in critique =) 10 reasons per essay: Breasoning for reason 1 for reason n.   Breasoning for Breathsoning for subject noun in reason n.   Maximum A+ = 90 for 130 breasonings (range from 80.1%-90% is 86-130 breasonings).

Breasoning for reason 2 for reason n.   Breasoning for Breathsoning for object noun in reason n.   "

Breasoning for reason 3 for reason n.   Breasoning for Rebreathsoning for Verb in reason n. "

Breasoning for reason 4 for reason n.

Breasoning for reason 5 for reason n.

Breasoning for reason 6 for reason n.

Breasoning for reason 7 for reason n.

Breasoning for reason 8 for reason n.

Breasoning for reason 9 for reason n.

Table 2. Number of breasonings required for 100% using current system.

For each of (5 reasons in exposition + 5 reasons in critique =) 10 reasons per essay: Breasoning for reason 1 for reason n.   Breasoning for Breathsoning for subject noun in reason n.   Maximum 100% = 190 breasonings (range from 90.1%-100% is 131-190 breasonings).

Breasoning for reason 2 for reason n.   Breasoning for Breathsoning for object noun in reason n.   "

Breasoning for reason 3 for reason n.   Breasoning for Rebreathsoning for Verb in reason n. "

Breasoning for reason 4 for reason n.   Space Test: Breasoning for room in reason n.   "

Breasoning for reason 5 for reason n.   Space Test: Breasoning for part of room in reason n.
"

Breasoning for reason 6 for reason n.   Space Test: Breasoning for direction in room in reason n.   "

Breasoning for reason 7 for reason n.   Time Test: Breasoning for time to prepare for action in reason n.   "

Breasoning for reason 8 for reason n.   Time Test: Breasoning for time to do action in reason n.   "

Breasoning for reason 9 for reason n.   Time Test: Breasoning for time to finish action in reason n.   "

The following marking scheme SHOULD be used (because it gives agreement and disagreement the same mark):

H1 and H2A essays have breasoning, and rebreasoning completed as part of them.
a. A or 75-100%
An essay is given this mark if the student writes on a positive or negative (with examples of how a positive thing shouldn't go wrong) theme. The story is about five objects related to the setting.
i. A+ (87.5%) essays have breathsoning and rebreathsoning completed as part of them.
ii. 100% essays have space and time tests completed as part of them.

b. B or 65-74%
An essay is given this mark if the student writes on a positive or negative theme. The story is about five objects related to the setting. The objects are breasoned.

c. P or 50-64%
An essay is given this mark if the student writes on a positive or negative theme.

d. N or 0-49%
An essay is given this mark if the student doesn't answer the question.

See * above.

To earn A (75%), one should write 85 reasons using the breasoning rules (5 exposition + 5 critique + 25 detailed reasoning + 50 mind map), to earn A+, one should write 130 reasons (for each of 10 reasons per essay, 9 reasons support them, and 2 breasoned breathsonings and 1 breasoned rebreathsoning reasons support the original reason), to earn 100%, one should write 190 reasons (or each of 10 reasons per essay, 9 reasons support them, 2 breasoned breathsonings and 1 breasoned rebreathsoning reasons support the original reason and 3 space tests and 3 time tests breasonings support the original reason). Rarely, 250 breasonings, which earn 100% are universally recognised as supporting the spiritual imagery of a production. See Tables 3-4 below.

Table 3. Number of breasonings required for A+ using suggested equitable system.

For each of (5 reasons in exposition + 5 reasons in critique =) 10 reasons per essay: Breasoning for reason 1 for reason n.   Breasoning for Breathsoning for subject noun in reason n.   Maximum A+ = 87.5 for 130 breasonings (range from 75.1%-87.5% is 86-130 breasonings).

Breasoning for reason 2 for reason n.   Breasoning for Breathsoning for object noun in reason n.   "

Breasoning for reason 3 for reason n.   Breasoning for Rebreathsoning for Verb in reason n. "

Breasoning for reason 4 for reason n.

Breasoning for reason 5 for reason n.

Breasoning for reason 6 for reason n.

Breasoning for reason 7 for reason n.

Breasoning for reason 8 for reason n.

Breasoning for reason 9 for reason n.

Table 4. Number of breasonings required for 100% using suggested equitable system.

For each of (5 reasons in exposition + 5 reasons in critique =) 10 reasons per essay: Breasoning for reason 1 for reason n.   Breasoning for Breathsoning for subject noun in reason n.   Maximum 100% = 190 breasonings (range from 87.6%-100% is 131-190 breasonings).

Breasoning for reason 2 for reason n.   Breasoning for Breathsoning for object noun in reason n.   "

Breasoning for reason 3 for reason n.   Breasoning for Rebreathsoning for Verb in reason n. "

Breasoning for reason 4 for reason n.   Space Test: Breasoning for room in reason n.   "

Breasoning for reason 5 for reason n.   Space Test: Breasoning for part of room in reason n. "

Breasoning for reason 6 for reason n.   Space Test: Breasoning for direction in room in reason n.   "

Breasoning for reason 7 for reason n.   Time Test: Breasoning for time to prepare for action in reason n.   "

Breasoning for reason 8 for reason n.   Time Test: Breasoning for time to do action in reason n.   "

Breasoning for reason 9 for reason n.   Time Test: Breasoning for time to finish action in reason n.   "

On my blog, I wrote after conferring with the Melbourne University Vice Chancellor Glyn Davis that agreement and disagreement equitably deserve the same grade. Later, the University may institute this change. Teachers and lecturers may recalculate the equitable grade by modifying the current system's grade (see Table 5.) or counting breasonings written down as part of a computational marking scheme.

Table 5. Conversion table from old marking scheme to new equitable marking scheme

Current marking scheme grade letter   Current marking scheme   Number of breasonings in current marking scheme   New equitable marking scheme grade letter   New equitable marking scheme   Number of breasonings in new equitable marking scheme
A++   90.1-100%   131-190   A++   87.6-100%   131-190
A+   80.1-90%   86-130   A+   75.1-87.5%   86-130
H1 or A   80.00%   85   A   75.00% (ranges from 75-79% or 80-80% in current marking scheme)   85
H2A   75-79%   85

"   "
H2B   70-74%   70-84   B   65-74% (ranges from 65-69% or 70-74% in current marking scheme)   65-84
H3   65-69%   65-69

"   "
P   50-64%   50-64   P   50-64%   50-64
N   0-49%   0-49   N   0-49%   0-49