Intertextuality

\* new from 33

Aphors

1. I prepared to connect together people's ideas.  I did this by joining the texts in an anthropological setting.  First, I wrote down the text of the self.  Second, I wrote down the text of the other.  Third, I connected them.  In this way, I prepared to connect together people's ideas by joining the texts in an anthropological setting.

2. I prepared to add a reason to a sentence.  I did this by linguistically joining the sentences together.  First, I wrote down the first sentence, “I fed the ant”.  Second, I wrote down the second sentence, “The ant was large”.  Third, I wrote down the joint sentence, “I fed the ant, which was large”.  In this way, I prepared to add a reason to a sentence by linguistically joining the sentences together.

3. I prepared to circumcise the ant.  I did this by bridging sentences in Engineering.  First, I wrote “I drew the hexagon”.  Second, I wrote “I drew the triangle”.  Third, I wrote “I drew the triangle in the hexagon”.  In this way, I prepared to circumcise the ant by bridging sentences in Engineering.

4. I prepared to write new quasilogics.  I did this by blending systemic meanings.  First, I wrote a+b.  Second, I wrote a^b.  Third, I wrote a+^b (sic) meaning verifying a^b with one additional proposition, c, yielding a^b^c.  In this way, I prepared to write new quasilogics by blending systemic meanings.

5. I prepared to use the mouth to eat and breathe.  I did this by blending bodily meanings.  First, I wrote the predicate of the Prolog body program.  Second, I used it for the first use.  Third, I used it for the second use.  In this way, I prepared to use the mouth to eat and breathe by blending bodily meanings.

6. I prepared to answer the next question.  I did this by blending algorithmic meanings.  First, I wrote a+b.  Second, I wrote a-b.  Third, I wrote a+-b (sic), meaning verifying that a and b were different.  In this way, I prepared to answer the next question by blending algorithmic meanings.

7. I prepared to determine whether a new word should be invented.  I did this by blending two words’ meanings.  First, I wrote the word “happy”.  Second, I wrote the word “good”.  Second, I wrote the result of blending the meanings of the words “happy” and “good” was “being happy because of being good”.  In this way, I prepared to determine whether a new word should be invented by blending two words’ meanings.

8. I prepared to grow up safely.  I did this by counting the pink flower’s petals like the blended meanings of two texts.  First, I counted the first blended meaning of “I love you” and “You love me,” “You love writing two instances of the same letter together in a word, such as ‘aardvark’”.  Second, I counted the second blended meaning, “You love writing the word arm in a word, such as ‘armadillo’”.  Third, I counted the third blended meaning, “You love writing a word with a syncopated rhythm, where a syncopated rhythm contains a half-beat, followed by a beat, followed by a half-beat, such as ‘arachnid’”.  In this way, I prepared to grow up safely by counting the pink flower’s petals like the blended meanings of two texts.

9. I prepared to write the things that we’ve thought of together.  I did this by writing parts of an aphorism, like pocketing a pocketwatch, to write an aphorism.  First, I wrote the aphor “apple”.  Second, I wrote what the aphor was on, “the plate”.  Third, I wrote the aphorism “It is good to be there, because of digesting the apple”.  In this way, I prepared to write the things that we’ve thought of together by writing parts of an aphorism, like pocketing a pocketwatch, to write an aphorism.

10. I prepared to paint the mantelpiece clock.  I did this by breasoning out the mantelpiece clock.  First, I wrote down that the X dimension of the mantelpiece clock was 0.05 metres.  Second, I wrote down that the Y dimension of the mantelpiece clock was 0.06 metres.  Third, I wrote that the “area text” between the “X” and “Y” texts was “0.05 \* 0.06 = 0.003 metres”.  In this way, I prepared to paint the mantelpiece clock by breasoning out the mantelpiece clock.

11. I prepared to play tennis at the appointed time.  I did this by joining the sentences about the grandfather clock together.  First, I wrote “Grandfather clocks are the largest hall clocks”.  Second, I wrote “Clocks contain faces to tell the time”.  Third, I wrote “The grandfather clock face should be at head height to tell the time most easily”.  In this way, I prepared to play tennis at the appointed time by joining the sentences about the grandfather clock together.

12. I prepared to eat the popcorn at a certain time.  I did this by writing the sentences about the Big Ben clock tower in a hierarchy.  First, I wrote “The tower stood on the ground”.  Second, I wrote “The clock was attached to the tower”.  Third, I wrote “It was good to read the clock”.  In this way, I prepared to eat the popcorn at a certain time by writing the sentences about the Big Ben clock tower in a hierarchy.

13. I prepared to use the clock while surfing.  I did this by stepping through sentences about the octagon clock.  First, I saw that the clock has surrounded by a circle.  Second, I noticed that the circle was surrounded by an octagon.  Third, I observed that the clock spoke the time each hour.  In this way, I prepared to use the clock while surfing by stepping through sentences about the octagon clock.

14. I prepared to smile at the robot.  I did this by developing a robot head as simple as a stylized icon clock dial.  First, I watched the clock smile at 9:15.  Second, I watched the clock smile at 2:45.  Third, I wound it up to 9:15 again.  In this way, I prepared to smile at the robot by developing a robot head as simple as a stylized icon clock dial.

15. I prepared to write that each organ’s text was connected to each other organ’s text by a text.  I did this by writing how objects flowing through a world described by two joined sentences were like those flowing through the body.  First, I wrote the text “I had a mouth”.  Second, I wrote the text “I had the food and drink pipe”.  Third, I wrote “The water from my mouth was swallowed into my food and drink pipe”.  In this way, I prepared to write that each organ’s text was connected to each other organ’s text by a text by writing how objects flowing through a world described by two joined sentences were like those flowing through the body.

16. I prepared to write a second self moved towards the second other.  I did this by writing that the self’s text was transformed into the other’s text.  First, I wrote, “I am the self”.  Second, I wrote, “You are the other”.  Third, I wrote, “The self positively moved towards the other”.  In this way, I prepared to write a second self moved towards the second other by writing that the self’s text was transformed into the other’s text.

17. I prepared to be with you, like eating jam.  I did this by opening the text with the other text, like a spoon.  First, I wrote, “I like you”.  Second, I wrote, “You like me.  Third, I wrote, “We made friends”.  In this way, I prepared to be with you, like eating jam by opening the text with the other text, like a spoon.  First, I wrote, “I like you”.

18. I prepared to write an argument as a single chain of reasons, so that each reason had no more than one reason attached to it above it.  I did this by connecting two uses for an action together.  First, I wrote the first use for “I paid for the jam,” “I opened the jar of jam with the spoon”.  Second, I wrote the second use, “I tasted the jam using my spatula”.  Third, I connected these two uses together to be “I ate the jam with the spoon”.  In this way, I prepared to write an argument as a single chain of reasons, so that each reason had no more than one reason attached to it above it by connecting two uses for an action together.

19. I prepared to tell the tale.  I did this by transforming “I am the best” into “I am” with “therefore,” in literature.  First, I wrote “I am the best”.  Second, I wrote “I am”.  Third, I wrote “I am the best, therefore I am” because I survived.  In this way, I prepared to tell the tale by transforming “I am the best” into “I am” with “therefore,” in literature.

20. I prepared to teach the child medicine.  I did this by collecting the way's text to metaphysically open a child's life's text.  First, I wrote from a single 80-breasonings-long A to 50 250-breasonings-long pedagogical argument.  Second, I breasoned out each object's X, Y and Z dimensions in each sentence of the argument.  Third, I listened to the news about the child being conceived and observed her being born.  In this way, I prepared to teach the child medicine by collecting the way's text to metaphysically open a child's life's text.

21. I prepared to keep my mind and body active.  I did this by collecting the way's text to metaphysically keep my life's text open by supporting it.  First, I wrote from a single 80-breasonings-long A to 50 250-breasonings-long pedagogical argument.  Second, I breasoned out each object's X, Y and Z dimensions in each sentence of the argument.  Third, I supported myself living.  First, I prepared to keep my mind and body active by collecting the way's text to metaphysically keep my life's text open by supporting it.

22. I prepared to wear appropriate clothing to prevent being subject to terrorism (e.g. walk in a straight line).  I did this by verifying that the shirt's text matched the text about what I should wear.  First, I aimed to walk in the house.  Second, I wrote that I should wear a shirt to walk in the house.  Third, I wore the shirt.  In this way, I prepared to wear appropriate clothing to prevent being subject to terrorism (e.g. walk in a straight line) by verifying that the shirt's text matched the text about what I should wear.

23. I prepared to serve the peaches and cream.  I did this by treating the child (who had a text) to the liquefied prune (which had a text).  First, I asked her to eat the liquefied prune.  Second, I spooned them into the consenting child's mouth.  Third, I asked her to swallow it.  In this way, I prepared to serve the peaches and cream by treating the child (who had a text) to the liquefied prune (which had a text).

24. I prepared to turn the key to raise the model sun.  I did this by verifying the text was clear using a style guide.  First, I verified that the first sentence referred to an object.  Second, I prepared to verify that the next sentence referred to an object that was connected to an object previously referred to in the paragraph.  Third, I repeated this until I had verified that each sentence referred to an object that was connected to an object previously referred to in the paragraph, where a system is a set of joined objects in each paragraph.  In this way, I prepared to turn the key to raise the model sun by verifying the text was clear using a style guide.

25. I prepared to flip the argument vertically as part of the lower half of the Computational English diamond.  I did this by verifying the reasoning was correct using a reasoning guide.  First, I verified the first reasoning, e.g. D<-C.  Second, I prepared to verify the second reasoning, e.g. C<-B.  Third, I repeated this until I had verified each reasoning, e.g. C<-A.  In this way, I prepared to flip the argument vertically as part of the lower half of the Computational English diamond by verifying the reasoning was correct using a reasoning guide.

26. I prepared to be myself.  I did this by verifying the raison d’etre (reason to be) was correct using a raison d’etre guide.  First, I verified that the first grammar was correct, and so should be part of my being.  Second, I prepared to verify that the second grammar was correct, and so should be part of my being.  Third, I repeated this until I had verified that each grammar was correct, and so should be part of my being.  In this way, I prepared to be myself by verifying the raison d’etre (reason to be) was correct using a raison d’etre guide.

27. I prepared to present the pot, representing having had enough exercise.  I did this by writing that ^ (and) symbolized placing a new counter in the pot.  First, I placed a counter in the pot.  Second, I prepared to place another counter in the pot, where “I placed a counter in the pot” and “I placed another counter in the pot” were in conjunction.  Third, I repeated this until I had placed all the counters in the pot, where all the statements that I had placed a counter in the pot were in conjunction.  In this way, I prepared to present the pot, representing having had enough exercise by writing that ^ (and) symbolized placing a new counter in the pot.

28. I prepared to present the group of pots, one of which represented an athlete in the group having had enough preparation to win.  I did this by writing that v (or) symbolized placing a pot on the table.  First, I placed a pot on the table.  Second, I prepared to place another pot on the table, where “I placed a pot on the table” and “I placed another pot on the table” were in disjunction.  Third, I repeated this until I had placed all the pots on the table, where all the statements that I had placed a pot on the table were in disjunction.  In this way, I prepared to present the group of pots, one of which represented an athlete in the group having had enough preparation to win by writing that v (or) symbolized placing a pot on the table.

29. I prepared to measure the distance between the self and the other.  I did this by representing the self/other pair at points along the X axis.  First, I observed that the self was positioned at (1, 0, 0) (in metres).  Second, I observed that the other was positioned at (2, 0, 0) (in metres).  Third, given that the Y and Z values of the positions of the self and other, respectively, were equal to 0, I determined that the self and other were positioned at different points along the X axis.  In this way, I prepared to measure the distance between the self and the other by representing the self/other pair at points along the X axis.

30. I prepared to measure the distance and time between the person’s positions and the times at those positions, respectively.  I did this by representing two points in space along the Y axis.  First, I observed that the person was positioned at (0, 1, 0) (in metres) at time = 1 second.  Second, I observed that the person was positioned at (0, 2, 0) (in metres) at time = 2 seconds.  Third, given that the X and Z values of the positions of the person were equal to 0 at 1 and 2 seconds, I determined that the person was positioned at different points along the Y axis at different points in time.  In this way, I prepared to measure the distance and time between the person’s positions and the times at those positions, respectively by representing two points in space along the Y axis.

31. I prepared to measure the distance between the positions in space of Sam and Tony.  I did this by representing the positions of Sam and Tony in space along the Z axis.  First, I observed that Sam was positioned at (0, 0, 1) (in metres).  Second, I observed that Tony was positioned at (0, 0, 2) (in metres).  Third, given that the X and Y values of the positions of Sam and Tony were equal to 0, I determined that Sam and Tony were positioned at different points in space on the Z axis.  In this way, I prepared to measure the distance between the positions in space of Sam and Tony by representing the positions of Sam and Tony in space along the Z axis.

32. I prepared to connect two texts with a single object.  I did this by breasoning out (thinking of the X, Y and Z dimensions) of the best set of objects connecting actions from two texts.  First, I wrote the first text.  Second, I wrote the second text.  Third, I wrote the fastest object connecting the last object tin the first text to the first object in the second text.  In this way, I prepared to connect two texts with a single object by breasoning out (thinking of the X, Y and Z dimensions) of the best set of objects connecting actions from two texts.

1. I prepared to receive returns for providing a service. I did this by providing breasonings currency services, etc. First, I provided pedagogy service. Second, I provided medicine service. Third, I provided meditation service. In this way, I prepared to receive returns for providing a service by providing breasonings currency services, etc.
2. I prepared to safely verify intertextual connections. I did this by following safety guidelines to avoid thinking about breasonings currency at unsafe times to do so. First, I followed safety guidelines in not thinking about breasonings currency when driving. Second, I followed safety guidelines in not thinking about breasonings currency when reading codes in public. Third, I ran the appropriate breasonings currency computer program. In this way, I prepared to safely verify intertextual connections by following safety guidelines to avoid thinking about breasonings currency at unsafe times to do so.
3. I prepared to do one task at a time. I did this by surpassing breasonings currency. First, I worked on the breasonings currency before the time. Second, I put them away at the time. Third, I worked on the current task. In this way, I prepared to do one task at a time by surpassing breasonings currency.
4. I prepared to bracket the connection between the breasonings currency and my job. I did this by subordinating breasonings currency in memory, not thinking of it. First, I thought of the breasonings currency. Second, I thought of it’s x, y and z dimensions and the fact that it had no other content. Third, I focused only on my job. In this way, I prepared to bracket the connection between the breasonings currency and my job by subordinating breasonings currency in memory, not thinking of it.
5. I prepared to connect the breasonings currency and the product. I did this by stating that the government tennis tournament prize was breasonings currency. First, I observed the player win the tournament. Second, I handed him the token for the transferred breasonings currency. Third, I observed him spend the money on the product. In this way, I prepared to connect the breasonings currency and the product by stating that the government tennis tournament prize was breasonings currency.
6. I prepared to store the pointers to the breasonings currency in the bank, with no pointers to it (only online banking). I did this by stating that the community provided the breasonings currency prize. First, I stated that one person could write many breasonings currencies. Second, I stated that one person could also receive many breasonings currencies. Third, I observed them being tallied and transferred to the recipient’s account. In this way, I prepared to store the pointers to the breasonings currency in the bank, with no pointers to it (only online banking) by stating that the community provided the breasonings currency prize.
7. I prepared to make all breasonings currency original, and transaction-exclusive. I did this by writing the plagiarism detector for low cost arguments. First, I searched for each line in the online database. Second, I detected the percentage plagiarised (and the percentage of original lines). Third, I returned the plagiarised lines (kept the original lines). In this way, I prepared to make all breasonings currency original, and transaction-exclusive by writing the plagiarism detector for low cost arguments.
8. I prepared to write the profit as breasonings currency. I did this by writing an area of study about economic considerations about the product paid for with breasonings currency. First, I counted the company expenses. Second, I calculated the revenue earned. Third, I calculated the profit made. In this way, I prepared to write the profit as breasonings currency by writing an area of study about economic considerations about the product paid for with breasonings currency.
9. I prepared to guide writing to be future-oriented. I did this by writing economic considerations specifically for breasonings currency. First, I considered the fact that breasoning currency took more storage space than value-only currency. Second, I observed it’s use by date. Third, I updated it. In this way, I prepared to guide writing to be future-oriented by writing economic considerations specifically for breasonings currency.
10. I prepared to demonstrate equality in breasoning currency. I did this by achieving equality through the LMS (Lucianic Marking Scheme). First, I stated that disagreeing in the first half didn’t annual thebreasonings currency. Second, I observed that agreement and disagreement earned the same grade, used for currency value. Third, I observed that objections and rebuttals were taken into account in determining whether the essay agreed or disagreed. In this way, I prepared to demonstrate equality in breasoning currency by achieving equality through the LMS (Lucianic Marking Scheme).