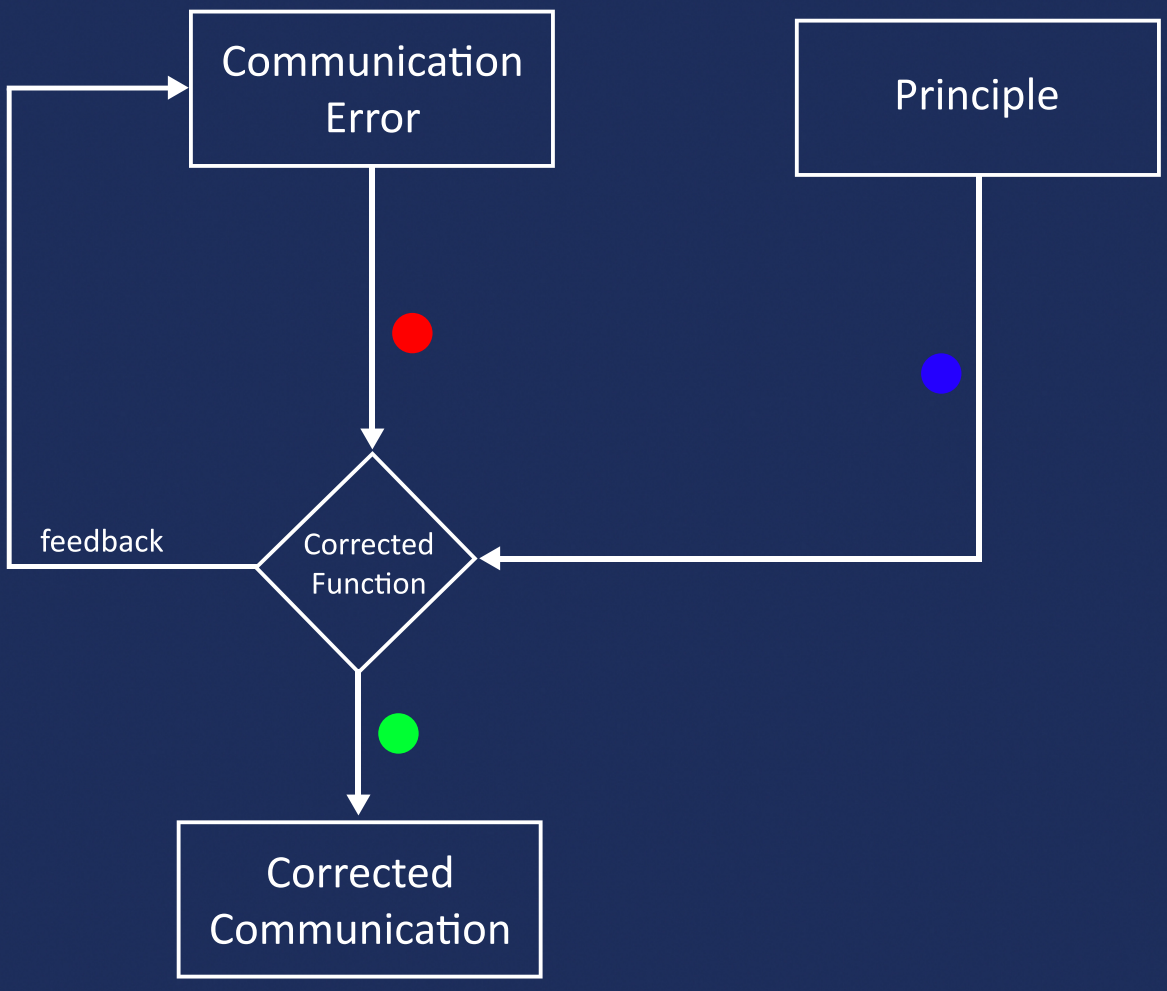
Understanding the Principles of Communication



The Speak Logic Project

We Promote Better Communication

www.Speaklogic.org

Book #1

The
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Books

To help you with the learning of the principle, the following books are given in order. You start from the first chapter—page 1—of *Understanding the Principles of Communication*. If your goal is to learn the principle through an instructor, then there is no need to have books. Otherwise, you should have a total of 10 books in your possession.

In terms of learning the principle, there is no need to be in a hurry. As we live, we need it. In other words, while we are alive, we need the principle. There is no need to be in a hurry while learning it.

Order	Title	ISBN
1	*Understanding the Principles of Communication or Identification and Correction of Errors in Communication*	9798687646154 or 9798687649179
2	*Communication and Information Analysis Guidelines or Application and Project Analysis Guidelines*	9798687650250 or 9798687656498
3	*Application Modeling Tutorial Communication Domain with Practical Example Vol. I or Project Modeling Tutorial Communication Domain with Practical Example Vol. I*	9798687667210 or 9798687668422
4	*Application Modeling Tutorial Communication Domain with Practical Example Vol. II or Project Modeling Tutorial Communication Domain with Practical Example Vol. II*	9798687677134 or 9798687678971
5	*Fundamental of Communication Vol. 1*	9798689269771
6	*Fundamental of Communication Vol. II*	9798689271415
7	*Fundamental of Communication Vol. III*	9798689272221
8	*Application Modeling Tutorial Theory Domain with Practical Example Vol. I or Project Modeling Tutorial Theory Domain with Practical Example Vol. I*	9798689276182 or 9798689277561

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9	*Application Modeling Tutorial Theory Domain with Practical Example Vol. II or Project Modeling Tutorial Theory Domain with Practical Example Vol. II*	9798689279657 or 9798689281636
10	*Solution Process Working in Group*	9798689283692

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Preface

The importance of communication cannot be disregarded in life. It is very difficult to find anything that we do without the use of communication. By analyzing what we do related to communication, we can say that our applications depend on communication. To better understand the process of communication related to what we do, it is always good to take communication as a separate entity. By taking communication as a separate entity, it is quite simple to see the effect of communication in what we do. This approach will help us understand communication better and how it works in our applications. Using communication as a separate entity enables us to determine the effect of our applications when we commit error in communication. This is basically what this book is about. It analyzes the relationship of what we do with communication, then treats communication as a separate entity from what we do. It also analyzes the result of what we do relating to an error in communication. Whenever we use the word communication in this book, we mean all forms of communication. Even when we use the terms oral and written communications, it is always good to think that those forms of communication are included in communication.

This book is divided into seven chapters. The first chapter is the problem statement for this book. It looks at the relationship of what we do with communication related to errors in our communications and comes up with this question: How can we identify and correct errors in our communications related to our applications? In chapter two, we look at the relationship of communication related to what we do. From that same chapter we also learn how we interface together to do what we do. In chapter three, we define errors in communication. By defining errors in communication, it makes it possible for us to identify errors in communication. Chapter four is about identification and correction of errors in communication. To better understand the relationship of what we do related to errors in communication, chapter four looks at the effect of many applications related to errors in communication. In chapter five, we look at errors in communication related to words that we use for example. The difference between chapter four and chapter five is that, in chapter four we look at errors in communication related to the applications, while in chapter five we look at errors in communication related to the contents of the communication itself. Chapter six is an introduction to visual aspect of communication. It is recommended to skip chapter six, then comeback to it after working out some exercises. Finally, since there is no learning experience without practical application, in chapter seven we provide

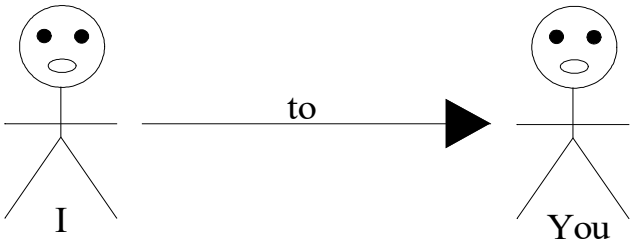
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many exercises that can be used to enable the better understanding of communication in relation to what we do.

If this book is going to be used in a classroom, it is preferable and is recommended not to grade the exercises. In other words, if you are going to learn the principle with the help of an instructor, it is recommended for the exercises not to be graded. Again, if this book is going to be used with the aid of an instructor to help the students learn the principle, it is recommended for the workouts of the exercises not to be weighed in terms of numbers or letters. Since a subject can be better learned through application and the learning experience is expandable through applications, it is better to let the understanding of the students as the grades rather than using or assign numbers or letters. The way to look at it; when an exercise is understood practically by a student that is being viewed as the grade for that student. The practical understanding of an exercise by a student is being viewed as the grade for that student, rather than assigning number or letter to that student for an entity that is not the understanding of that student and cannot be viewed as the understanding of that student.

To help understand and to better understand the subject, it is also recommended for the exercises to be worked out by the students themselves individually, rather with instructors or the help from instructors. By understanding that, no exercise should be assigned as homework and the workouts of the students should not be checked by the instructors. The exercises should not be used as well for quizzes, tests, exams etc. Since the principle cannot be understood by someone for someone else; since the principle can only be understood personally and individually, it is highly recommended, and it is important for the exercises to be worked out individually.

To better understand this book, we use a lot of models. Here are the ways to read those models. Always start reading the model where the arrow starts to the direction where it points to. For instance, if the arrow starts from "I" to "You" as shown below, then we read the model from "I" to "You". In this case, I refer to the reader.



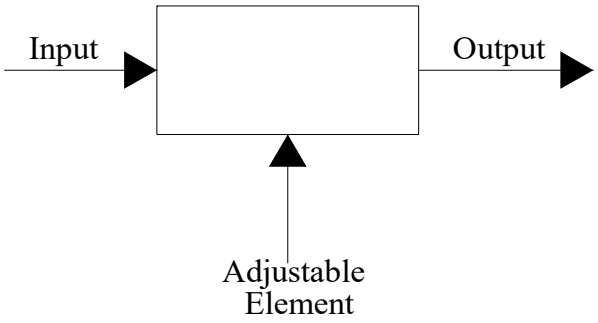
To better understand the models, words are attached to the arrows to denote the action of the arrows. As shown on the model below, read like "You communicate to me". Since we start

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reading where the arrow comes from, in that case we start reading from the right. The way to look at it is, all models in the book flow the way sentence flow. That means reading a model is the same as reading a typical sentence. Another way to look at it is, since the models are the same as sentence flow, they can be read from left to right unless otherwise indicated.



Another type of model that we use in this book is like the one that shown below. This model can be viewed as a water pipe, where water flows from one side to another side and the valve which is the adjustable element is used to control the amount of water flow from the input to the output.



To make it easier for us to communicate to each other, the following contact information are given. They can be used to contact us.

Contact Information	Email Addresses
Syntax Correction	syntax@speaklogic.org
Question about Translation	translation@speaklogic.org
All other Information	info@speaklogic.org

Some Reading Suggestions

It is preferable and it is recommended to start from the beginning while reading this book. If an exercise is referred to, we can go and look at that exercise or simply flag it. While we choose the exercises we want to do, it is better to work them out from top to bottom rather from the bottom to the top. In other words, it is better for us to use the knowledge we get from an exercise on the

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top to do one on the bottom, rather using the knowledge from one at the bottom to do one on the top. Nevertheless, as we gain more knowledge from learning the principles, we may find out that some exercises at the top should have been approached differently; this is normal. We can still go back and work them out the way we want.

If an exercise has several parts for instance a, b, c, and d; don't read the whole exercise or all the parts before working out each part. Read the exercise as you work it out. For instance, you read part a, then you work out part a; you read part b, and then you work out part b and so forth. Don't read part a, b, c, and d as a whole before start working out the exercise. In addition to that, you only read the exercise you intended to do. If you don't plan to work out an exercise, simply disregard it; you don't have to read it.

Since the exercises are given in an incremental basis in term of our understanding, it is recommended not to scan the book. Rather than scanning the book, it is always better to let our understanding take us to the next level. While reading the book, it may refer us to exercises that we are not ready for yet. In this case, we can simply flag those exercises. In other words, we simply use those flags as references for later. From what we have just said, we can see that a reference is consulted when it is necessary.

As pointed out at the beginning of chapter seven, the exercises are given to us in a form that includes all possibilities to help us understand the subject. By understanding that, it is good for us to think about those exercises in terms of application rather than on paper. It is also good for us to look at those exercises in term of what we do, rather than looking at them on paper. To better understand the exercise, it makes sense for us not to treat them as paper entities, but specific entities that can be used in various applications.

If your goal is to learn the principle through the help of an instructor, there is no need to have a book. Again, if your goal is to lean the principle with the help of an instructor, it may not be necessary for you to have a book.

How to Handle It

How to I handle it? How do I view it? How to I handle the book? How do I view the book?

By understanding exercise number 648 and exercise number 885, we can see that a given principle is not a physical entity and cannot be viewed as a book. The way to look at it, while the book may help us in the learning of the principle, it is not good for us to think that the

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principle itself is a book. By understanding that, it is not good for us to handle the principle as a book. Therefore, while using this book to help us learn the principle, it is not good for us to think that this book itself is the principle. Since the principle itself is not a book, we should not think it is a book or handle it as a book. Once we approach it as a book, we will not be able to learn it properly. To enable us to learn the principle properly, we should approach it as a principle, but not as a book.

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Problem Statement

Communication is relatively common in everything that we do. It is almost impossible to find something that we do without the use of communication. With the inclusion of communication in everything that we do, it is very important to take communication into consideration when doing things. When we make mistakes in communication, we also introduce or make mistakes to what we do, which develop problems in life. Given that everything that we do preceding by communication, in order to solve or prevent those problems, it is necessary for us not to make mistakes in communication which leads to mistakes in what we do. Whenever we make mistakes in communication, it is also necessary for us to find a way to correct them before going through our application. Since problems enable life to function abnormal, it would have been nice to solve those problems or prevent them before they happen. So how can we do that? Given that communication is preceding what we do, and when we make mistakes in communication it leads us to making mistakes in what we do, it looks like we have control of our communications. Off course we have control of our communications, but when we make mistakes in communication, we also make mistakes in what we do. If we want to prevent errors from affecting what we do, and we know we have control of our communications, it looks like we have to work in our communications to correct any mistakes and making it error free. With that, we can solve and prevent problems in what we do. All right how can we correct errors or solve problems in our communications? This is basically what this book is about; this is the question that will be answered in this book.

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Chapter Two

Understanding Communication Related to What We Do

Introduction

Whenever we talk about communication, most of us always think that we talk about communication by itself. It is not always a good way to see it. It is always good to think, in whatever form the communication is presented, it is always has a purpose. Whenever we talk about communication in this book, we mean all forms of communication. Although we are going to talk mostly about oral and written communication, but in general when we use the word communication, we mean all forms of communication, which includes oral, written, graphic, etc.

The importance of communication cannot be disregarded in life. Given that everything that we do includes some types of communication, it is very important to look at the important aspect of communication related to what we do and take it seriously. Since communication is a part of our lives, and when we do things, we don't think much about communication related to what we do; for that reason many of us don't think that communication is separate from what we do. In order to understand the process of communication related to what we do, it is worthwhile to do some analysis of what we do related to communication.

In this chapter, we are going to look at communication related to what we do. The way to understand it is to say we are going to look at what we do related t communication. Since communications always have a purpose, and what we do is always the purpose of our communication, it is well matched to say, what we do is related to communication. It does not matter the way we say it; what matters is the communication in what we do.

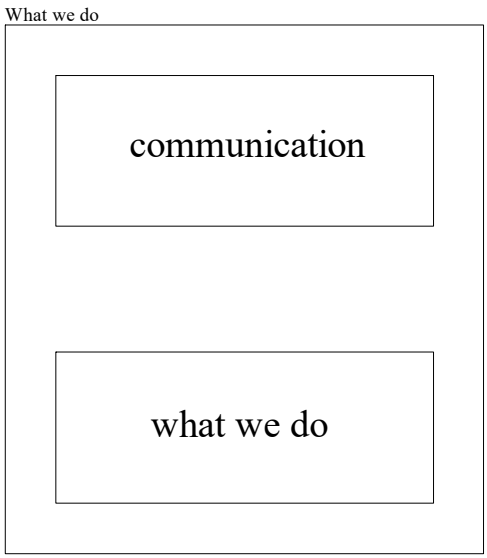
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Understanding Communication in What We Do

As we have said it, since communication is a part of our lives and we use it in everything that we do, for that reason we never think it as a separate entity in what we do.

It is almost impossible to find something that we do without communication. For that reason, we can say communication is very important in what we do. To better understand the importance of communication related to what we do, it is better to take it as a separate entity from what we do. As we said it earlier, there is no such thing as communication without a purpose. Whenever we communicate, we always have something in mind, or something that we do or going to do based on that communication. It is always good to think about it that way, we communicate to do things; we communicate to do what we do. To better understand the relationship of communication related to what we do as a separate entity, it is better to look at some models as shown below.

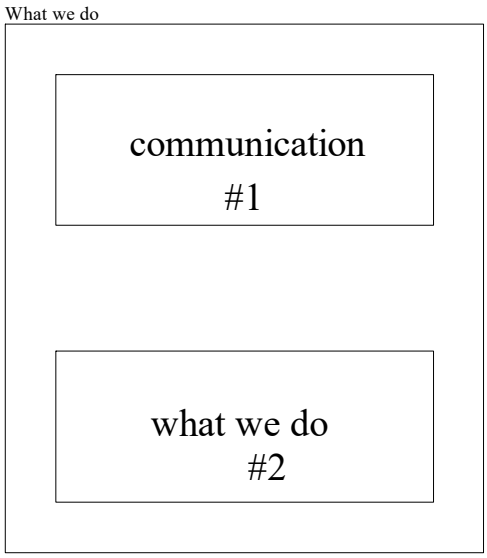
The figure below shows what we do related to communication, as two separate entities. The way to look at it, inside what we do there is communication, and what we do by itself. Given that the purpose of communication is to do what we do, it is well understood to show them in two separate boxes, where communication by itself is represented in one box and what we do in the other hand is represented in a second box as shown below.



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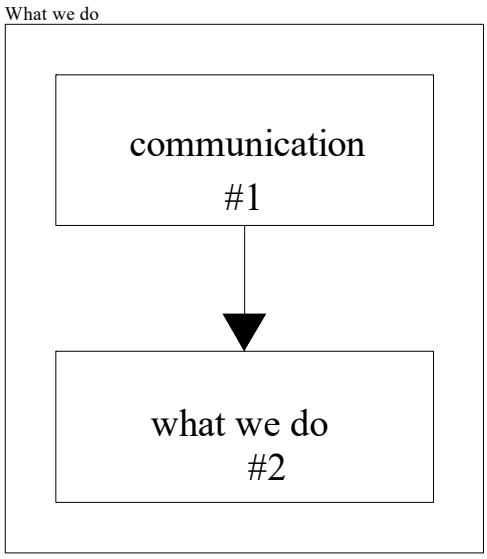
Now we know, communication and our application are two separate entities, and we know that the purpose of communication is to do what we do or the purpose of communication is for our application; we can say that our application is preceded by communication, where communication comes first and our application comes second. We use the word application and the term what we do, which is basically the same thing. What we do is equivalent to application, and application is equivalent to what we do.

Since communication comes first and what we do comes second, we can show them on the same model where we put numbers on them to show which one comes first and which one comes second. The model below shows communication is number one, since it comes first from what we do and our actual application is number two, since it is the purpose of communication.



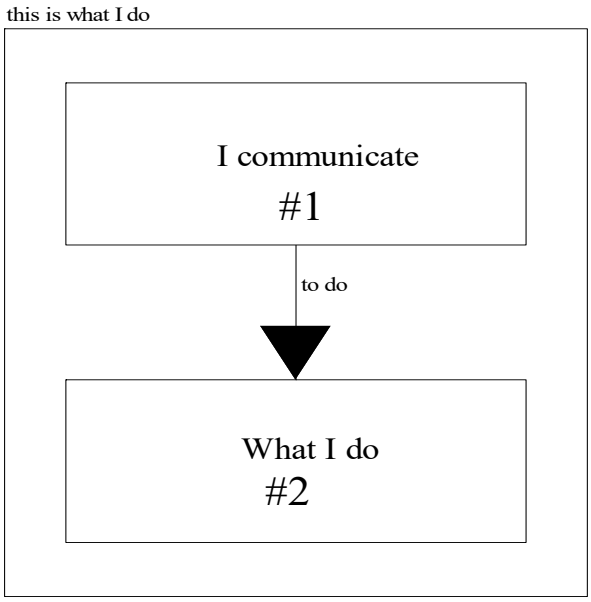
Now that we know that communication is number one, and our application is number two, and we know that our application is always preceded by communication, we can simply draw an arrow to denote the dependency of our application from communication. By doing so, we can say that our application depends on communication; there should not be any surprise with that conclusion, since our application is number two. The model below shows that what we do always depends on communication.

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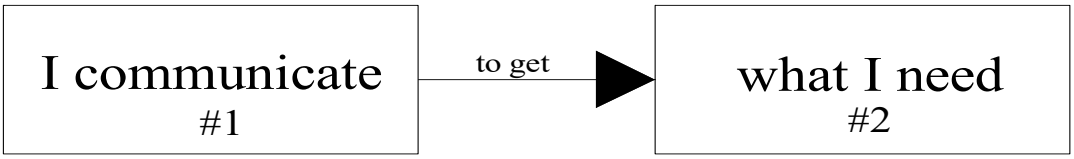
To better understand the process of separation of communication related to what we do, let's do some exercises related to the model from the separation technique we have learned above. For instance, let's say "I communicate do what I do". Let's draw the separation of communication to "what I do".

The model below shows the separation of communication related to "what I do". It shows communication comes first and "what I do" comes second. The arrow is used to show the dependency of "what I do" related to communication. It is also used to separate the two entities.



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Now, let's look at another example, for instance let's say that "I communicate to get what I need". The model below shows the process of separating communication to "what I need", where communication is a separate entity and "what I need" is another one. It does not matter if we draw the model from top to bottom or left to right, what matters is communication comes first. Given that the purpose of communication is to do what we do, disregard the way we draw the model or the way we look at the process, communication always comes first.



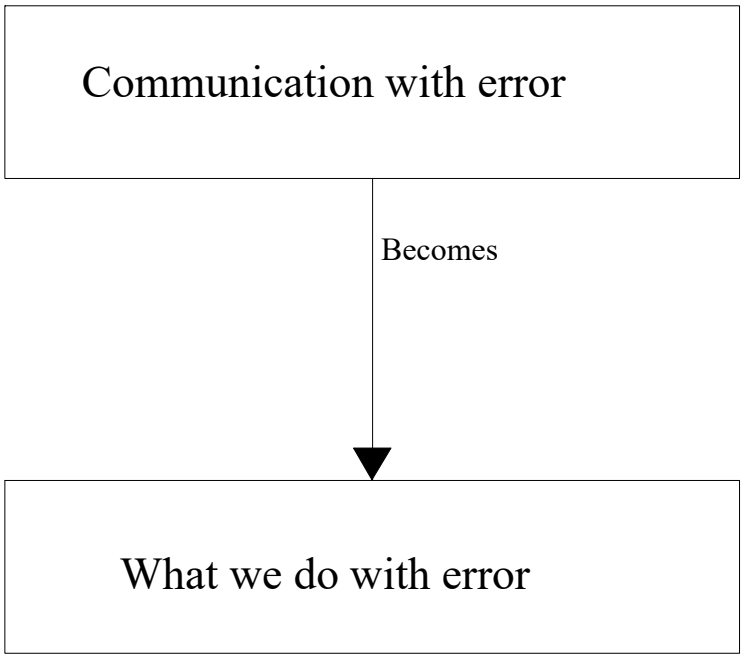
Error in Communication Related to What We Do

From the previous section we have learned about the separation of what we do from communication, where communication comes first and what we do comes second. We have also learned that our application depends on communication. The dependency of what we do from communication is very important, since it allows communication to actually control our application. Given that what we do depends on communication, what happens when we make mistakes in communication? What happens to our applications when we make mistakes in communication?

Given that what we do depends on communication, it is very easy to see that whenever we make mistakes in communication, we also make mistakes in what we do. We are going to use the word error instead of the word mistake. The two words are interchangeable, we can use either of them, or both of them and it means the same.

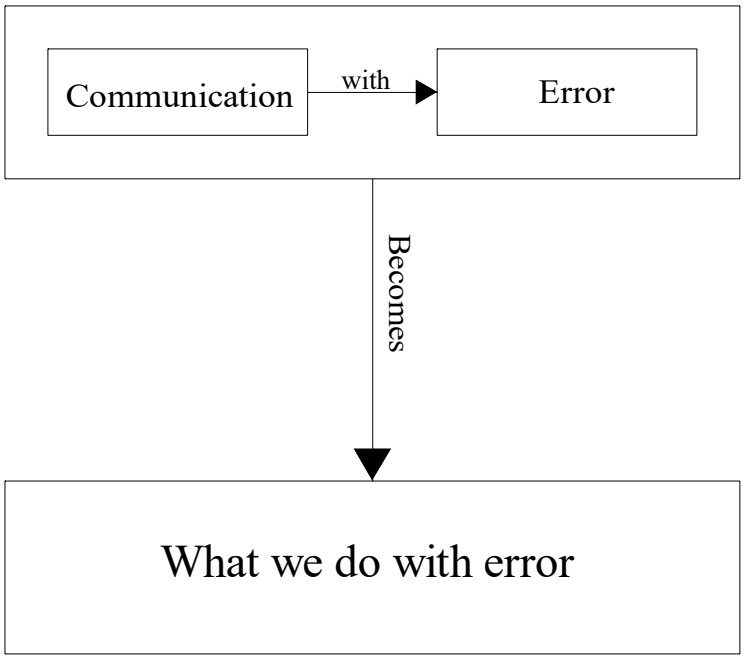
Since communication controls what we do, whenever we commit an error in communication, it also produces an error in our application. To better understand the relationship of what we do related to errors in communication, let's look at some models. The model below shows the process of what we do related to errors in communication. Given that what we do depends on communication, as shown by the model below, when we commit errors in communication, we also commit errors in what we do. The way to look at it, the error we commit in communication also goes to our application.

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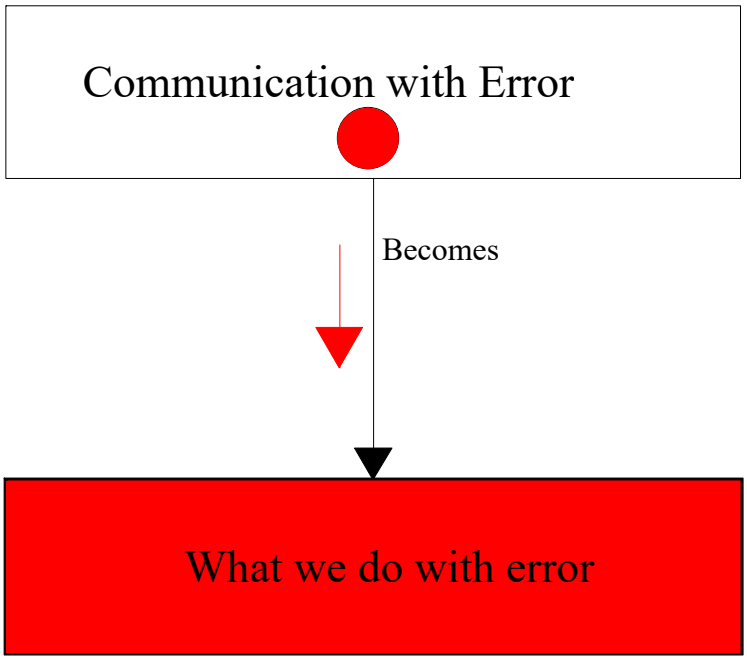
We know that communication can be presented in several forms. Whenever we use the word communication, we mean all forms of communication. Assume that we use oral and written communication, when we communicate, we have control of what we say. If we think that what we are going to say is not appropriate, we can change it and make a correction before we say it. Whenever we make mistakes in communication, we can always make correction as well. With that, we can see that an error is a separate entity from communication. By taking an error as a separate entity from communication, the model above can be redrawn as shown below. This model shows that an error can be separated from communication. The reason it is good to take an error as a separate entity from communication, is not only is it relatively a separate entity, but it can also be removed or corrected from the actual communication, so it is very important to take an error as a separate entity.

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To better understand the relationship between what we do and communication when we commit an error in communication, let's look at this model in a simulated approach. The model below shows that the error is denoted as a red dot, whenever it has occurred in the communication process; it also travels to the actual application where it causes problems. The red arrow shows the direction traveled by the red dot to the actual application. Since the application depends on communication, when the error gets to the application, it changes the aspect of the application. The red color shows the application with the problem or error. To better understand the simulation process related to an actual application, or we can say live application, it is good to look at communication as the preparation of the application. There is no communication without purpose, so the way to look at it, before we do something, we talk about it. It does not matter if one person does it or not; it does not matter if one person communicates internally, the fact is, it is still communication. The preparation of the application can be viewed as the pre-application process which we call the communication process. During the pre-application process, whenever we make mistake in communication, without any correction, it will lead us to make mistake in what we do. This is the way to look at the simulated model below. It shows that any presence of error in the communication process leads to problems in the actual application.

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Conclusion

From this section, we have learned how to separate communication from what we do. Basically, we have learned how to break our application down into different entities where communication is one and our actual application is another entity by itself. Given that our application always depends on communication, so the communication entity always comes first, where our actual application comes second. With the dependency of our application on communication, we have learned that whenever we make a mistake in communication, we also make the same mistake in what we do. Since we have control of our communications, we also have control of the mistakes that we make in communication. With that, we have been able also to separate communication from any mistake we make through it, which gives us two entities within the communication entities, which includes the error entity. By now, we should be very familiar with the communication entity and realize that any error we make through it can be separated.

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Chapter Three

Understanding Errors in Communication

Introduction

From the previous chapter, we have learned about how to separate what we do into two separate entities where communication comes first and our actual application, which depends on communication comes second. We have also learned how to separate errors in communication as a different entity. The process of separating communication into two different sections from our application allows us to concentrate more in the communication section. Since our application depends on communication, and whenever we make mistakes in communication we also make mistakes in our application which is equal to problems in life, by concentrate more in the communication section, we can analyze it to determine any error it might include.

In the previous chapter, we have shown the separation of errors in communication without being given any practical communication example. The reason for that is because we have not been able to talk much about our actual application related to communication. It is better to provide some practical example after understanding the process of communication in relation to what we do. In this chapter, we are going to look at the process of what we do related to communication. First, we are going to look at the process of communication related to what we do, and then second, we are going to look how the process is affected whenever error are introduced in the communication process. Always keep in mind that whatever we do includes two steps or processes, the communication process and the actual application process. It does not matter if we use the word process, step, or entity, the fact is communication is a separate entity from what we do and we do have control of it.

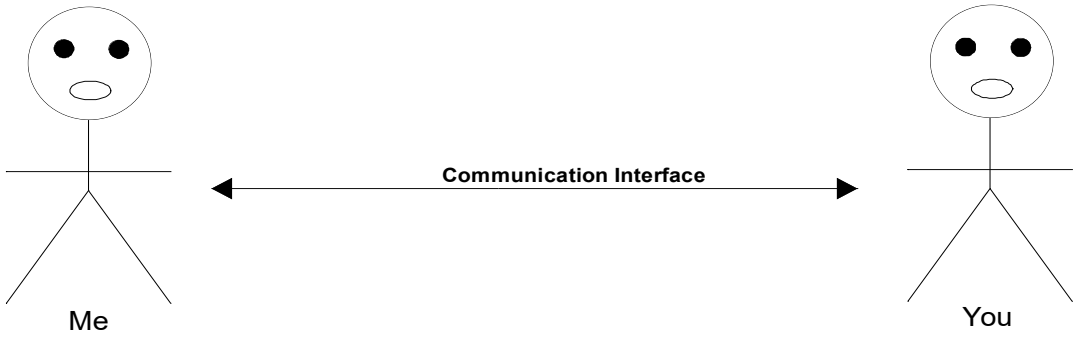
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Communication Interface

We interface together through a communication link that enables us to do things. This communication link is very important since it allows us to do everything that we do together. This is the only way we interact with each other to get things done. There is no other way. We can also say that this communication link enables us to exchange information with each other. To better understand the way we interface or interact with each other, the model below shows the connection of "me" and "you" through the communication link. The communication interface allows "me" and "you" to work together or exchange information.

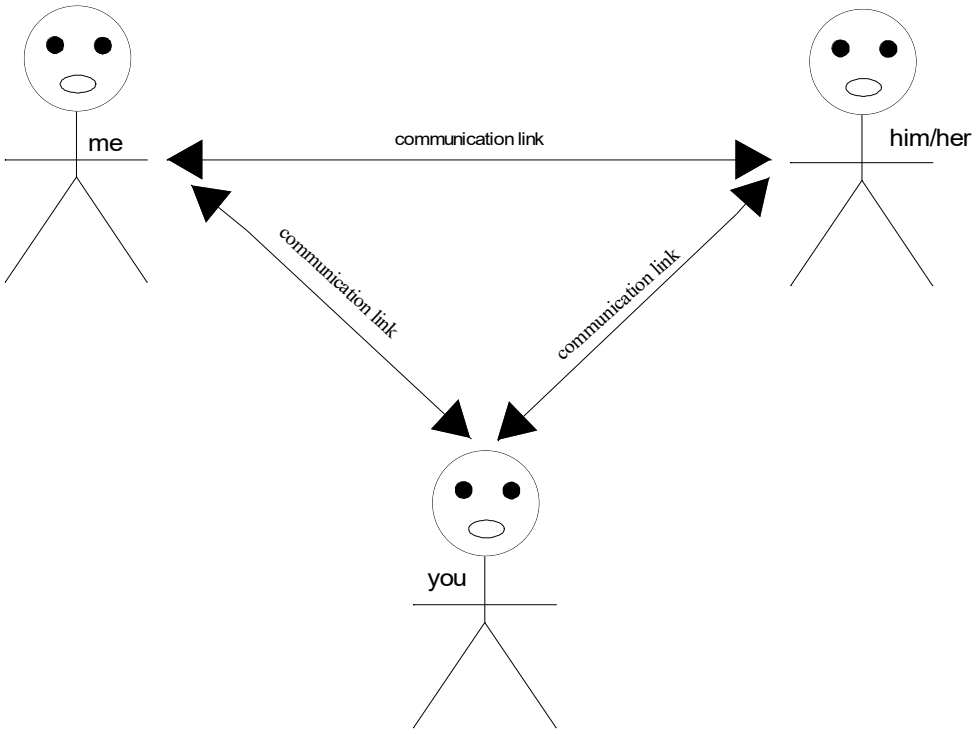


The model above shows that we interface together through a communication link. The link that connects us can also be viewed as a communication interface. The two terms communication link and communication interface are interchangeable. We can say that we connect through a communication link; we can also say that we interface through communication as shown by the model below.



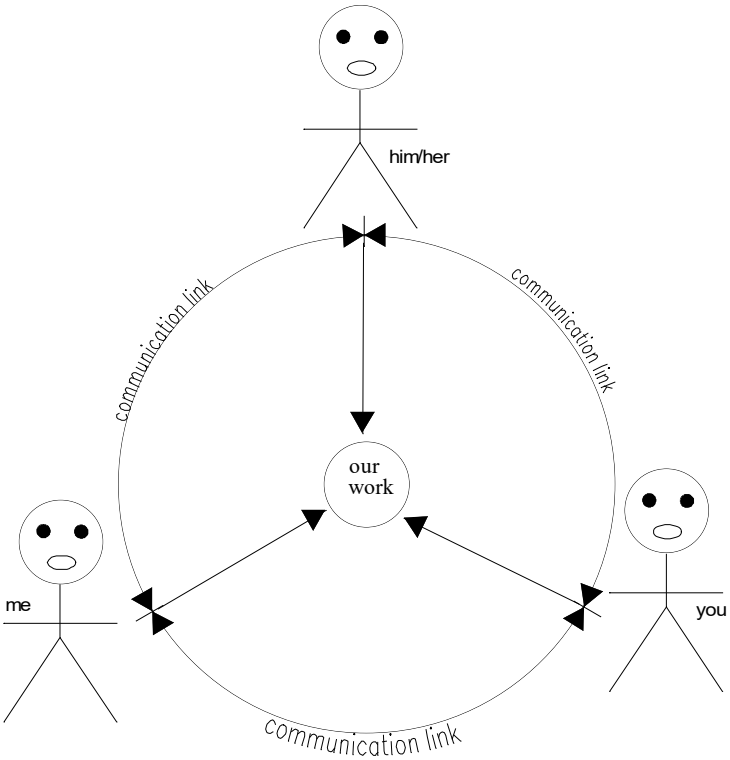
The model below shows how "me", "you", and "him/her" interfacing together through communication. It is better to view the model below as a single interface that connects us together.

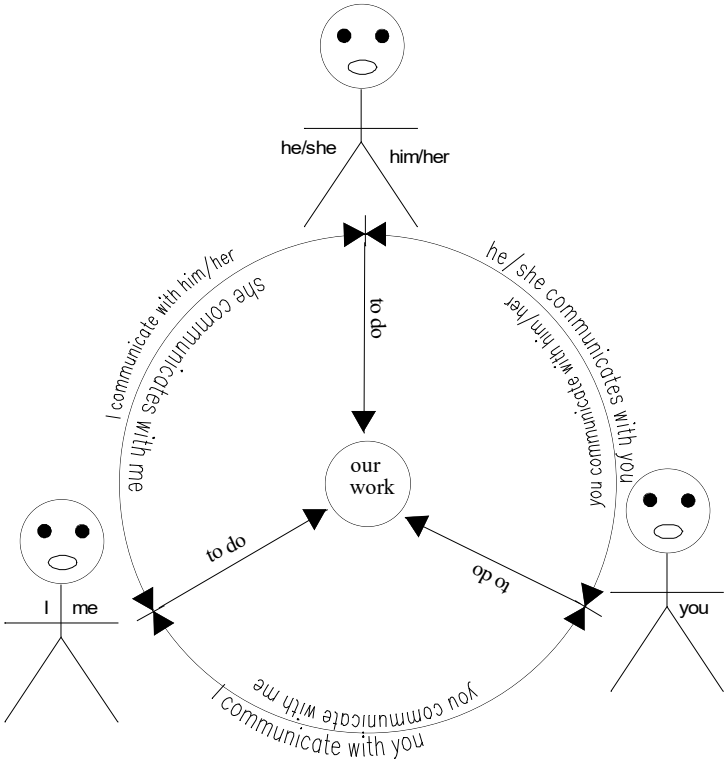
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Given that communication is the central point or only interface that enables us to work together, it is always good to understand or have a good picture of that interface. Since our works depend also on others in terms of communication, it makes sense for us to show the relationship in a model. The model below shows how we work together through a single communication link, which means that we communicate together to do our work. The second model shows the actual communication process between us in order to do our work. It can be read like that: "I communicate with you to do our work", "you communicate with me to do our work", "and she communicates with him to do her work" etc. We show the work in the middle which depends on all of us.

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Definition of Error in Communication

We have talked about communication and the separation of communication in what we do. We have talked about errors in communication and the separation of errors from communication. We have also talked about how we interface with each other through communication that allows us to work and live together. Given that errors in communication is what this book is about, but until now we have not yet defined what an error in communication is. In this section, we are going to look at what an error in communication is.

Before defining error in communication, let's look at how life works. We already know that we work and live together through communication. We all know that, in order for our body to remain active, it needs nutrition. Now, let's look at the process of feeding our body or providing nutrition to ourselves. We know that we get our food from food markets, convenient stores, restaurants etc. We can look at the process of making this nutrition available to us.

Since we go to the market to get our grocery, we can do a limited analysis on how the groceries get to the food market to how we get it. First, people who work in the farms make it possible for the crops to grow. Not only they do that, they also work with other organizations to enable the overall process. After the crop harvest, some people work in the transportation to distribute the crops to food processing, food markets, restaurants etc. Now, if we look at some dependencies of our groceries or our foods, we see that people work in restaurants, food markets, convenient stores, food processing, and more. There are more dependencies, since we are doing a limited analysis, we stop here. Now, in each of these segments we identify, people interact with each other through communication to accomplish each task. For instance, in a food market, we have a manager who works together with employees to help organize the store, we have cashiers to help customers with check out; we also have people to arrange merchandises etc. As well as, in a food processing plant, we have people who work in various sections to process the food. We also have a manager who works together with employees to organize the plant. This process also works in the transportation sectors as well, where we have people who drive the merchandise to the stores as well have people who work with them to help them organize and provide them directions. Although we have limited this process by not showing all the dependencies, however we could have shown more dependencies if we were going to analyze each section for each department.

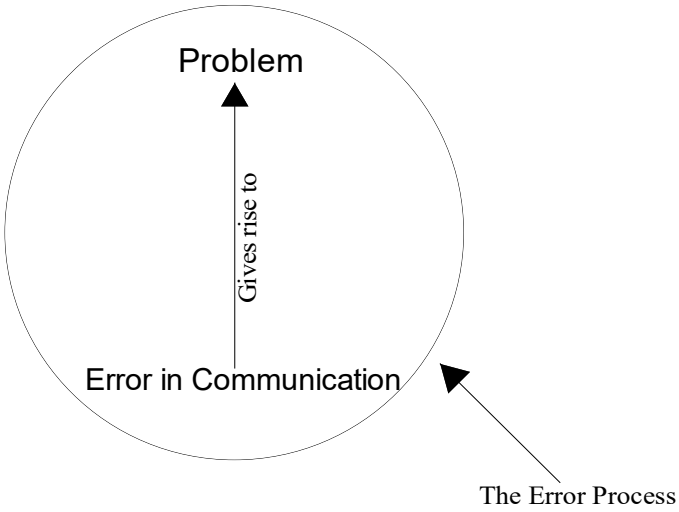
Finally, in order to make the overall process possible in all these dependencies, people or employees work together by interfacing to each other through communication. In any particular

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day, any miscommunication, improper communication, or mistake in communication between them may cause a problem to affect us where we may not get what we want at the time we need it to make our bodies work. Since our source of nutrition depends on them, it also depends on how they communicate. Given that our bodies depend on them, it also depends on how they communicate. Thus, we see the importance of communication.

From the above example, we can define error in communication by any communication that may cause life to function abnormally. In other words, any communication that may cause life or enable life to function abnormally is considered to be an error. From the above example, an error in communication can also be viewed as any communication or improper communication that will likely to cause abnormality in the process which may make it difficult for us to get what we need; or cause difficulty in the process which may affect us. Since error in communication may not be exact in many cases, a single definition will not be enough. Therefore, it is good to broaden this definition by including several definitions. The way to look at it, since error in communication depends on the communication itself, it cannot be exact without that communication, therefore it is better to provide a list of possible definitions of error in communication.

To better understand errors in communication related to problems in life, it is good to look at the model below based on a single definition. It shows that any communication that gives rise to problems in life is considered to be an error. We can also say any communication that causes or will probably cause problems in life is considered to be an error. This model shows the error process which is viewed as communication error.



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Below is a list of possible definitions of error in communication. The keyword from the list is problem. The way to look at it, error in communication is equivalent to problem. Since problem causes life to function abnormally, an error in communication can also cause life to function abnormally when it develops problems.

1. Any communication that produces or causes problems in life is considered to be an error
2. Any communication that will or will probably cause problem in life is considered to be an error
3. Any communication that leads to problems in life is considered to be an error
4. Any communication that creates or can create problems in life is considered to be an error
5. Any communication that results in a problem in life is considered to be an error
6. Any communication that is capable of causing problems in life is considered to be an error
7. Any communication that enables or causes life to function abnormally is considered to be an error

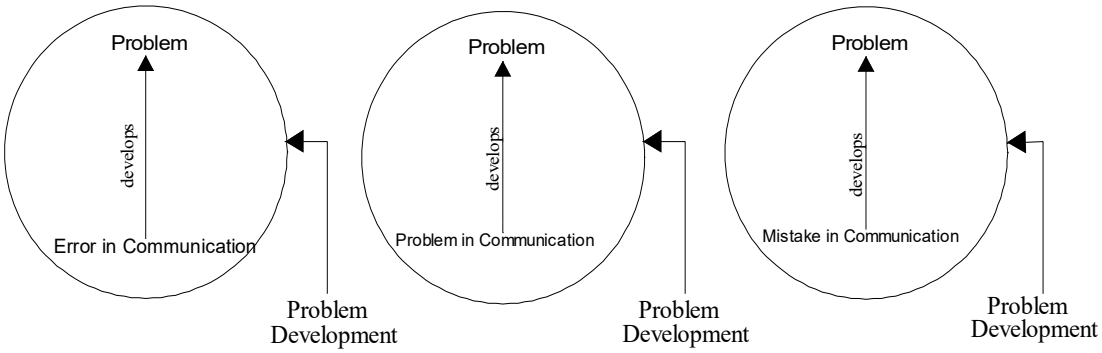
Problem Development Related to Error in Communication

From the previous section we have learned about the definition of error in communication and how it develops problems in life. We have also learned that the reason error in communication develops problems in life, is because everything that we do depends on communication and communication comes first in everything that we do. Given that everything that we do in life depends on communication, it makes sense that whenever miscommunication dictates errors in what we do it develops problems. Since problems cannot be solved without their basis, it makes sense to take any prerequisites or dependencies into consideration when dealing with problems. For that reason, it is very important to look at the communication aspect of what we do related to problems. By understanding the communication aspect of our application, we can detect any error and make adjustment as possible to prevent problems.

The models below show the problems development process related to communication. It shows that we develop problems in life when we make mistakes in communication. All of the models are equivalent; we simply use different words. The way to look at it from the model, every problem we develop has its root in communication. This can also be proven by taking a specific problem we develop and analyze it, see exercise number 6 for more information. Since we have

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control of our communication, it would have been nice to find a way or develop a mechanism to prevent those problems before they happen. To better understand the problem development process related to communication, it is always good to equate the error in communication as problem itself. We know that error in communication develops problems in life, rather than taking the problem as a different entity, it is good to look at error in communication as the problem itself. By taking it as the problem, we can be more precise and worry about the quality of our communication and taking it seriously. Doing so can help us prevent and solve problems.



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Chapter Four

Error Identification and Correction in Communication

Introduction

In chapter two, we learned about the separation of communication from our application. That chapter enables us to think that whenever we do something, we always think that it depends on communication and communication is what enables us to get it done. From chapter two, we have learned how we interface together through communication that allows us to get our work done or do what we do. From chapter two, we have also learned that mistakes that we make in communication can develop problems in our applications which our lives depend upon. Whenever that happens, we also develop problems in life. Due to the fact that problems we develop in life have their roots in communication, to better understand problems that we develop related to communication, it is always good to equate an error in communication as a problem itself.

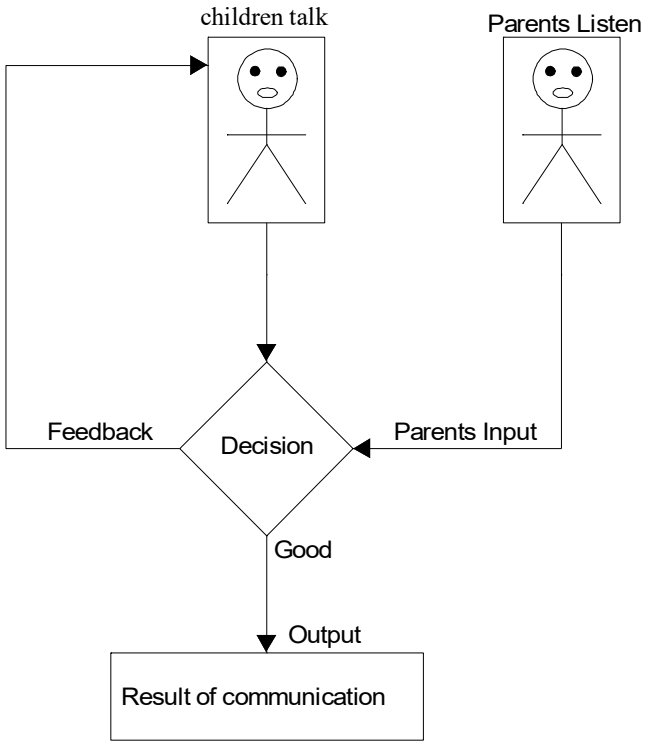
Although we have learned about the definition of error in communication, the separation of communication from our application, our communication interface, and the separation of errors in communication, but we have not yet identified any errors in communication. In this chapter, we are going to go further to identify errors in communication. Identification of error in communication would not have been helpful to us, if there is no correction solution for an error after it has being identified. In this chapter we are going to develop a mechanism to help us correct mistakes in communication. Given that when we think before we communicate; given that we have control of our communication, it would have been nice to have that same control of what we do as well. In this chapter we are going to see if we can get the same control we have in our communication as well in our applications. We are going to see how the results of our communication determines the result or execution of what we do.

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The Beginning of Communication

To better understand the identification of errors in communication and the correction process, it is worthwhile to look at the beginning of our communication. When we say the beginning of our communication, we mean that how we start to communicate. We can also call it the beginning of our childhood communication.

Let's do a short analysis about the beginning of our childhood communication. We started to communicate by repeating words; we can also say we started communicating with our parents by repeating words. During the growing up process, we get corrected by our parents when we repeat inappropriate words or inappropriate sentences. To have a better feeling of that correction process, it is better to look at its representation on the model below and do some analysis of the model.



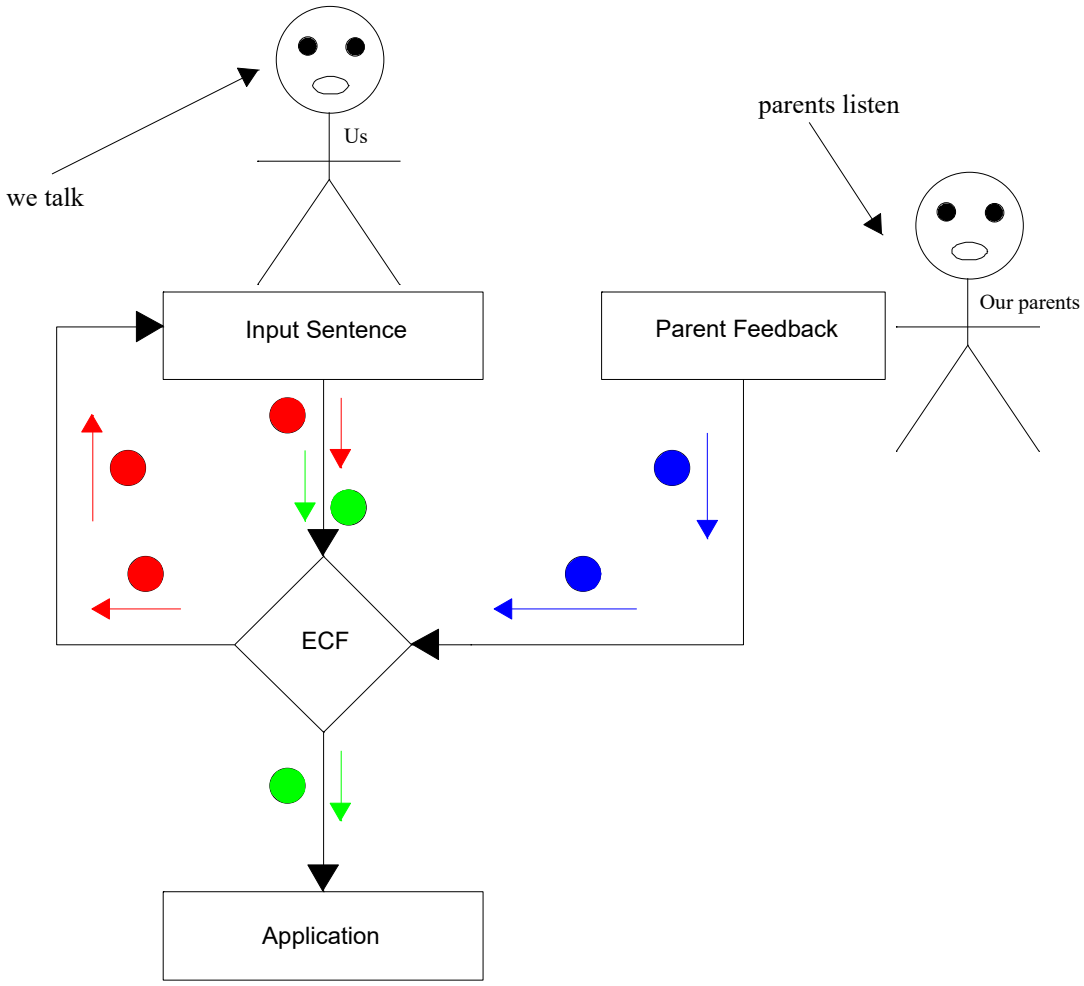
From the model above, we can see that when the children talk, and the parent listen, when the children make errors, they receive corrections from their parents. This communication error can be the wrong word or the wrong sentence, etc. It is better to look at it as communication error that can be presented to all forms of communication. Basically, the output of the conversation always depends on the decision. We use the decision section in the middle to show the parents feedback related to the children sentence. Basically, we can see that there is an analysis from the

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parent point of view related to the children input. In order for the parents to provide a correction for the input sentence for example, they must perform some analysis on the underlying sentence to find errors on it. We can call this type of analysis error correction on communication. We can also call it error analysis in communication. For oral and written communication, we can call it sentence analysis. We prefer using the term sentence analysis to denote error analysis in communication. The output of the resulting sentence at the end, which we call the result of the communication, can be viewed as the purpose of the communication. It can be viewed as the reason the communication or conversation was initiated. We have used the terms what we do or application to equate to the result.

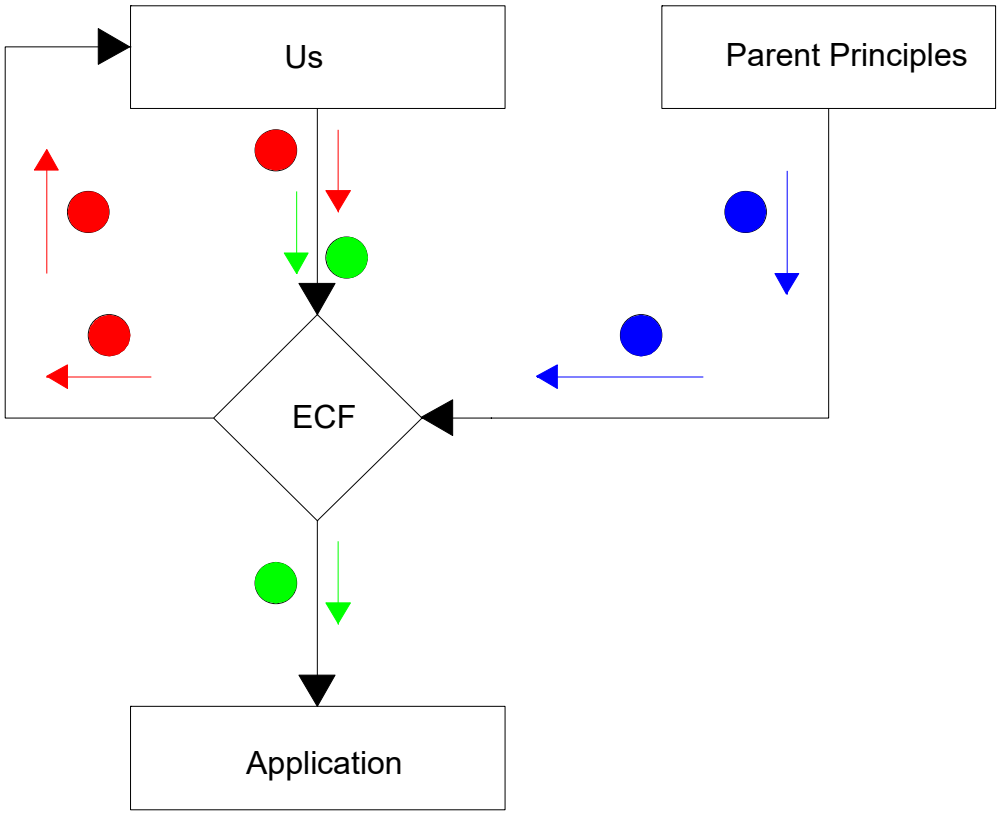
To have a better feeling of the overall process, let's look at it in a simulated approach. The model below shows that while the children are talking for example, they make mistakes or commit errors in the communication process. We use the red dot to denote error in the input sentences. The parents are listening to them; they provide feedback or made corrections to the children's sentences. We use the blue dot to show the feedback given by the parents to the children. The green dot shows the resulting sentence. We replace the decision section by the ECF (Error Correction Function). Basically, the Error Correction Function is the analysis of the correction process of the parents related to the children. We can also call it the analysis process of the parents' logic related to the children communication. The output sentence which is the resulting sentence which is now error free can be used in what we do or application.

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From the above model, we see that the correction was made by the parents' logic related to the children communication. We can call the parent's logic that enables them to correct the errors, principles. Given that the principles are what enable the parents to make the correction, it is better to replace it by the parent's box, see exercise number 20 for more information. With that, we can also replace the input sentence box by us as shown from the model below. That makes sense since we are the ones that communicate, and the principles correct us. This model shows the simulated process of our communication error being corrected by our parent's principles. The result of the communication which is now error free can be used in any application.

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Understanding the Error Correction Function

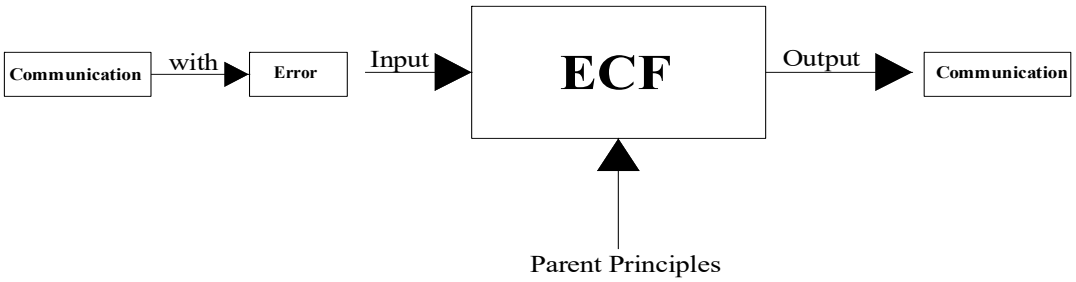
From the previous section, we have seen that our parents were able to correct our mistakes based on a set of logic that enables them to identify errors in our communication. The overall correction process is being done while our parents listen or visualize our communication process. We can also say that the correction process is being done while we were monitored by our parents. To better understand the overall process, it is worthwhile to do some analysis within the Error Correction Function.

The Error Correction Function is a set of logic that enables our parents to listen to our communications and make changes accordingly if there is an error. To better understand the overall process within the Error Correction Function, it makes sense for us to look at the model from a left to right approach. The model below shows the left to right representation of the top down model we have shown in the previous section. These two models are basically the same.

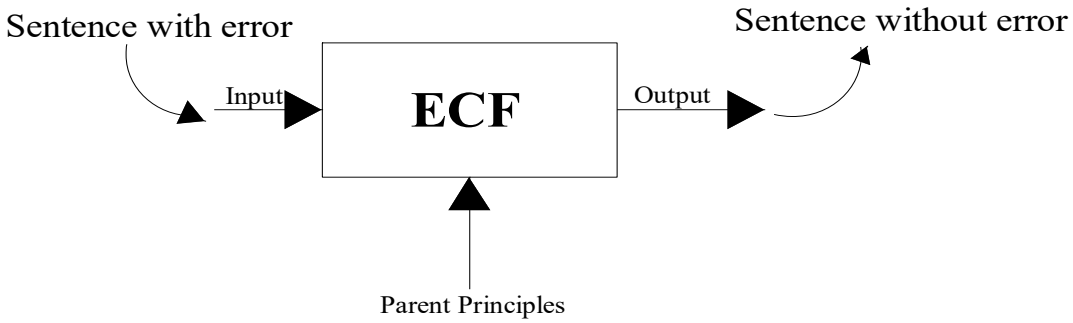
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In the model below, we simply replace the feedback by the parent principles. Given that the changes are taking place by the listening and the applying process, there is no need to show a second input. A better way to look at it, is to view this model as a limited model from the original one, where the parent's principles are used as a control of the input related to the output. In this model, the parent principles feedback at the bottom can be viewed as a valve that controls the amount of water flowing from the input to the output.

In this model, suppose that our communication input contains error, the error will get corrected by our parent's principles, where the output of the communication will be error free. As it is being shown on the model, from the input, we have communication and error, but on the output with have communication without error. The error correction mechanism provided by the ECF always provides and error free output; see exercise number 50 for more information.

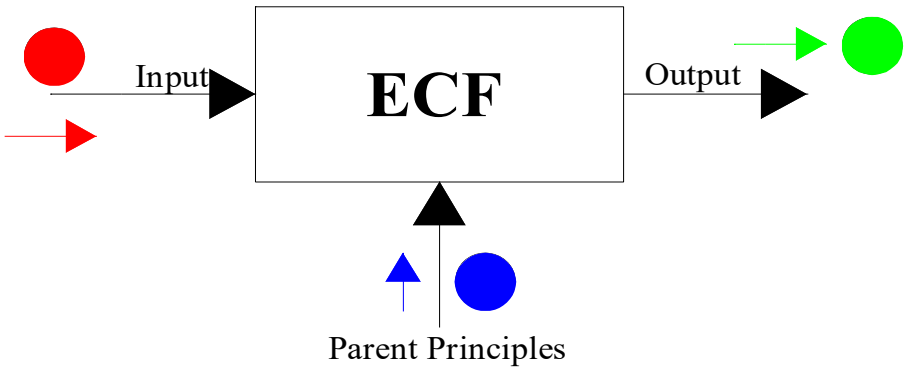


As an example, let's assume that we are dealing with oral and written communication. We simply add our sentence with error to the input of the ECF, by observing the output, we see that our output sentence is error free; so the ECF has corrected the error from our input sentence. This is basically what is shown on the model below, where the input sentence contains error, where the ECF makes all corrections possible to that sentence to produce and an error free output sentence.

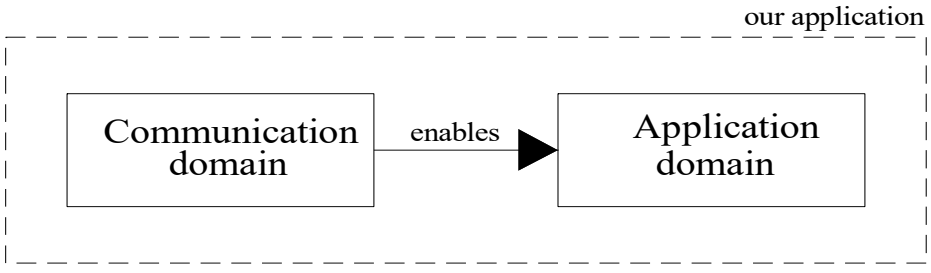


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The simulated model presented below is relatively the same as the one above. From the simulated model below, we use the red dot to denote the input sentence with errors. The blue dot denotes the parent's principles served as a control to make all corrections possible to the input sentence. The output sentence which is the green dot is the version of the sentence without errors.



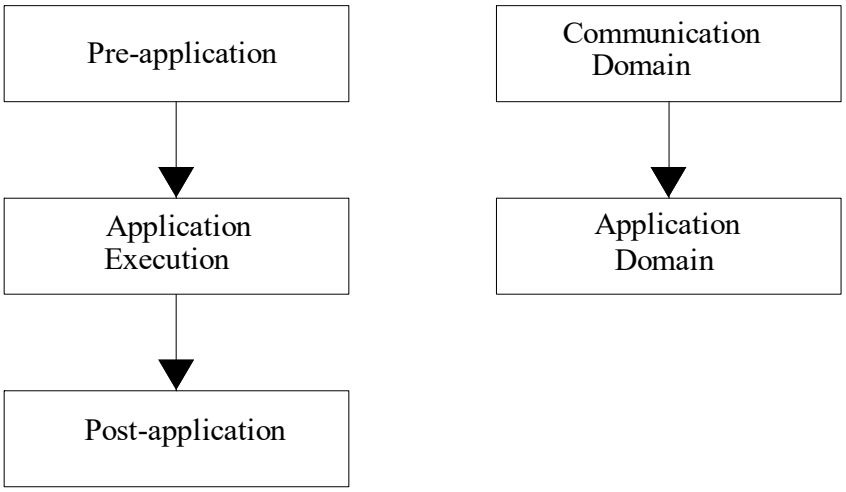
The Error Correction Function provides a mechanism that enables us to correct our communication errors in order for our applications to become error free. Given that everything that we do is divided into two domains, the communication domain and the actual application domain; see exercise number 20 for more information. The communication domain is viewed as the preparation of the application domain. Basically, we can say that the communication domain is the prerequisite of the application domain. During the communication domain, we talk about our application. The application domain is viewed as the purpose of the communication. To better understand the relationship of the communication domain and the application domain, let's look at this model. It shows that the application domain depends on the communication domain.



By taking a closer look in the communication domain related to the application domain, we can see that the communication domain is simply the pre-application process of our application. The way to look at it, the pre-application process is where we talk about what we are going to do.

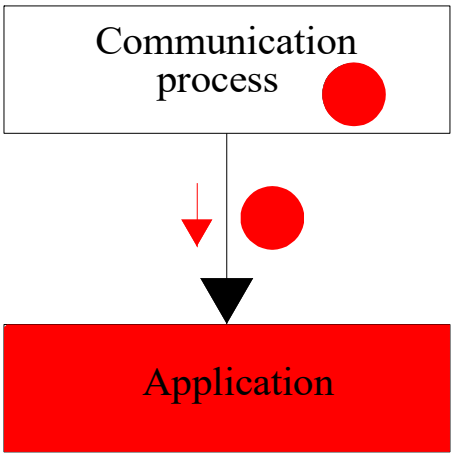
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For instance, during the pre-application process, we talk about what our application is going to be. To better understand that process, let's take a look of this top down model. Both of these models are the same. In the one in the left, the communication domain is being viewed as the pre-application process. That makes sense, since during the pre-application process, is where we actually communicate about what we are going to do. The application execution box is the result of the pre-application process, which we can call the result of the communication process, or the result of what we were talking about or what we were going to do. The post application process or the box to the left which does not show on the right, is where we can ask this question: what happens after we execute our application? What happen after we finish doing what we were talking about? The model below, especially the one on the left should be very clear to understand. In whatever we do, there is a process where we communicate about what we are going to do; we have already known that. There is a process where we actually do what we were talking about to do. There is also a process where we finish doing it; we call this process post application. In this process, we can determine if the result of our application was right or wrong, which always depends on the communication domain.

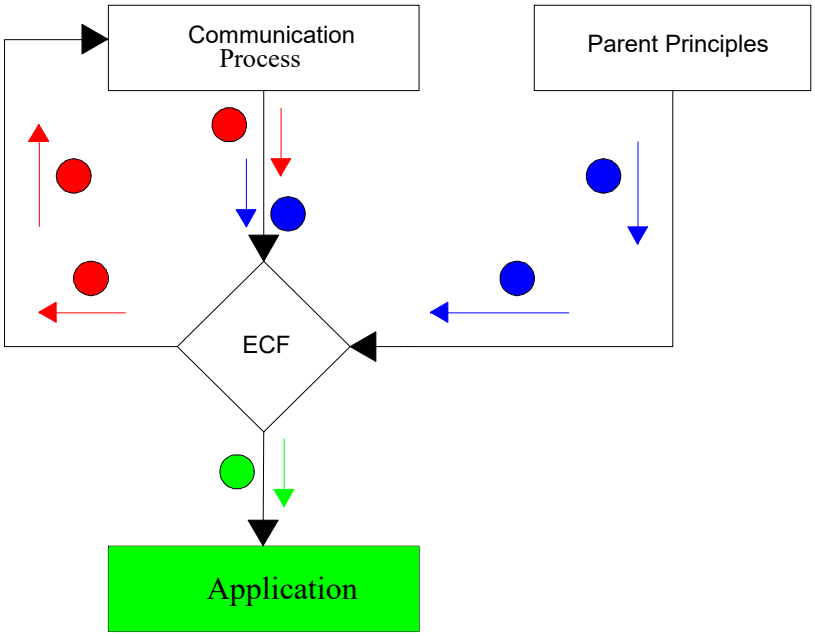


Now, let's look at the result of our application with and without the Error Correction Function. Without the Error Correction Function, we know that we don't have any error checking mechanism to protect our application. That means during our communication process, if we make an error, this error will also travel to our application to produce an application error. The model below shows a better view of this process; as we make error in our communication, it also introduces it to our application.

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Now, let's look at the same process of our application with the Error Correction Function added to the process. By adding an error correction function to the process, all errors introduced in the communication domain can be corrected to prevent errors in the actual application. The way to look at it, during the pre-application process, where we actually communicate about what we are going to do, we can take all necessary means to correct any mistakes we make in our communication. This is basically what the Error Correction Function does; it provides an error protection mechanism.



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Error Identification and Correction in Communication

We have defined errors in communication to any communication that enables or causes life to function abnormally. We can say any communication that can causes life to function abnormally is considered to be an error. Since problems are what cause life to function abnormally, we can also say that any communication that cause or can cause problems in life is an error. Given that problems enable life to function abnormally, and communication errors are problems themselves, so how can we identify and correct those errors? In order to identify those errors and correct them, we must analyze our communications. In order to solve our communication problems, we must analyze our communications to find those errors and correct them. The process of finding errors in communication through analysis is called error analysis in communication. This is basically the mechanism our parents used to provide corrections to our communications. We have seen that from the previous section. The term error analysis in communication is used to identify and correct errors in all forms of communication. Since most of the time we use oral and written communications, it is preferable for us to use the term sentence analysis instead. Rather connect the term sentence analysis to oral and written communication; it is better to take it as all forms of communication. So now, we can use sentence analysis to identify and correct error in our communications.

Given that what we do is the purpose of our communication, and we want our communications to be error free in order to prevent problems in what we do. Let's look at the error correction mechanism from our parents' point of view. As errors are made during the communication process, some analyses are being done and corrections are provided. We know that those analyses require some types of logic that can remove errors in our communications. In terms of oral and written communications, that logic can replace words, change expressions, change sense of sentences etc. The way to look at, this is logic takes all possibilities that make the resulting sentence error free. Since what we do is the purpose of that sentence, that error analysis takes into account any problem that can happen in the application. For instance, that logic may look at the type of application, the execution process of the application, the reason or motive of the application, the quality of the application etc. Anything that enables that application to be error free is possible during that analysis.

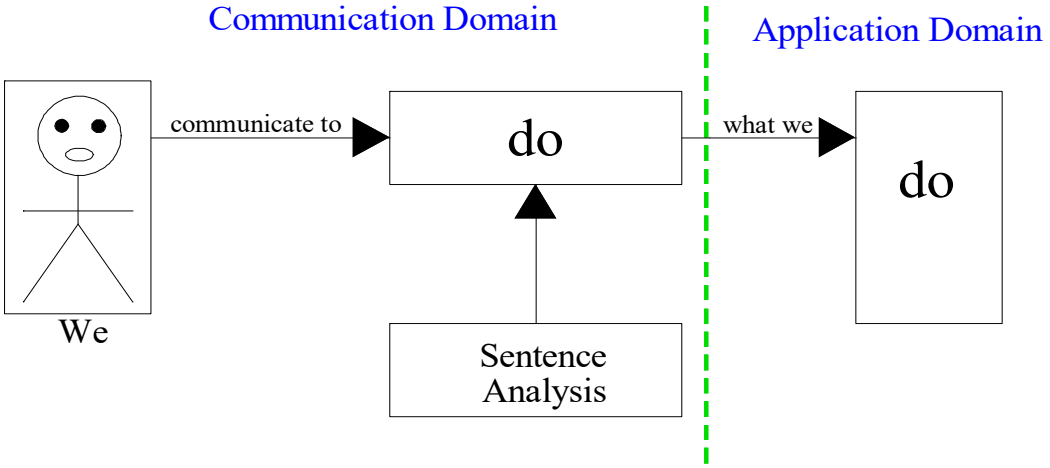
To better understand the process of the error analysis, let's look at the model below. Given that our application includes two domains, the communication domain and the actual application domain; in the communication domain we simply perform sentence analysis about what we are

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going to do. The model below shows just that. This model can be better interpreted by the following table.

Communication Domain	Application Domain
This is where we communicate about what we are going to do	This is where we actually do what we are going to do
The Error Correction Process	**Application Execution Process**
The error correction process happens in this domain where we analyze what we are going to do and make all necessary changes to prevent problems	We can now execute our application; we can now do what we were going to do

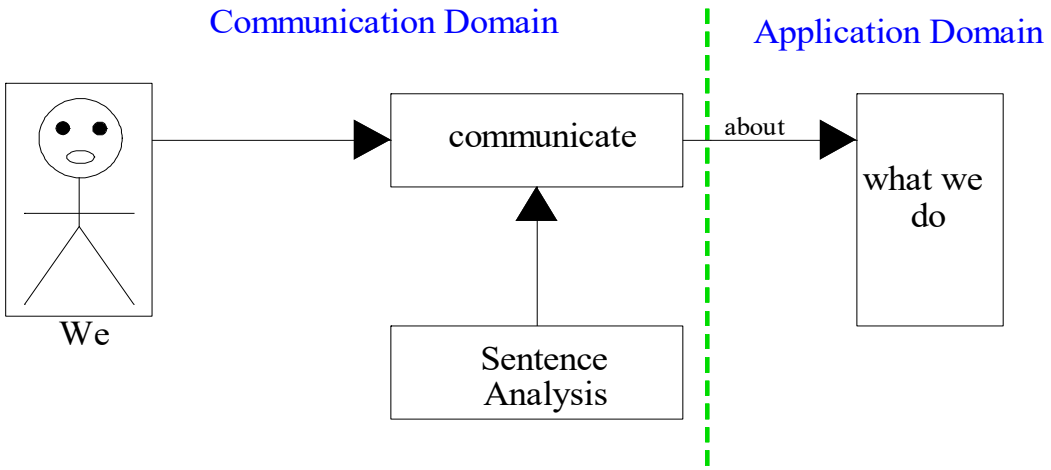
By taking a closer look of the model, we can see that it is similar to the Error Correction Function model. Except the parent principles is being replaced by sentence analysis. Given that sentence analysis is the logic of our parent's principles that enables them to identify and correct errors in our sentences, it makes sense to replace it in this model to set the focus to the sentence analysis itself. Therefore, in the model below, sentence analysis is being done in the communication domain related to the application, before the actual application execution take place.



The model below is the same as the one above. It does not matter how we draw it or word it, what matters is that the sentence analysis is being done in the communication domain related to what we do. The vertical line separates the communication domain from the application domain to show a better clarity of the actual communication process. Another way to look at this model,

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while we are talking about what we are going to do, we perform sentence analysis about what we say we are going to do.



The Practical Approach of Sentence Analysis

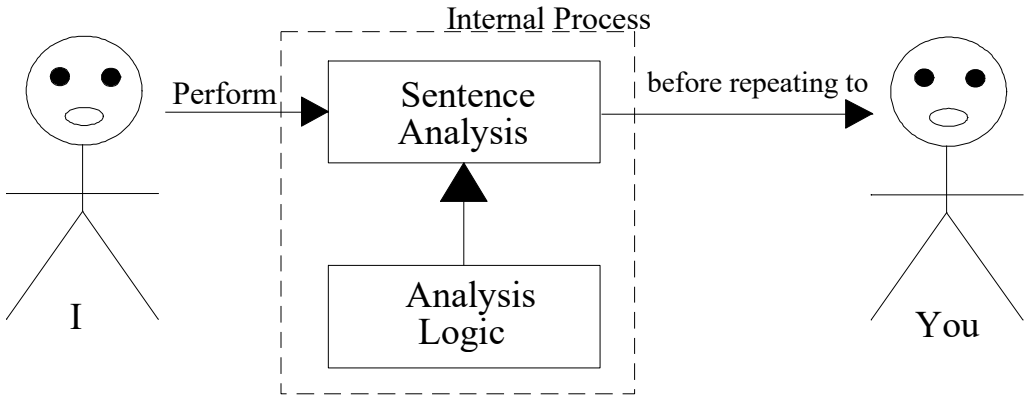
In this section, we are going to look at the practical approach of sentence analysis. What we already know about sentence analysis is that our parent's principles make it possible for our communications to be error free by correcting any error we make during the communication process. If we take another look to the process, we can see that there is an internal event attached to it. We can call the internal event basically the internal process. There are two ways to look at the internal process; first, we already know that it depends on some principles with a logical fundamental. Second, before the correction is made, it is being thought by our parents. Given that we have control of our communications and most of us think about our sentences before we repeat them, we can draw a relationship between our communication procedures related to our parent sentence analysis logic. By applying our parents sentence analysis before we communicate, we can perform the same analysis our parents do to our sentences. By identifying errors in communication, we also identify problems that are being developed and then can be corrected. The way to look at it, since we develop problems by ourselves in most cases, by identifying errors in communication, we also have control of problems that are being developed. The fact that we have control of our communications and when we make mistakes in communication, they can cause problems in life; we also have control of problems that we develop in life. By controlling our communications, we can control problems. By correcting errors in communication, we can prevent or solve those problems.

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To better understand the internal process of sentence analysis related to communication; let's look at this model below. It shows that the sentence analysis is being performed before the actual sentence is repeated. We see that internally some type of analysis logic is being controlled by the sentence analysis. This analysis logic can be viewed as the principles that control the sentence analysis.

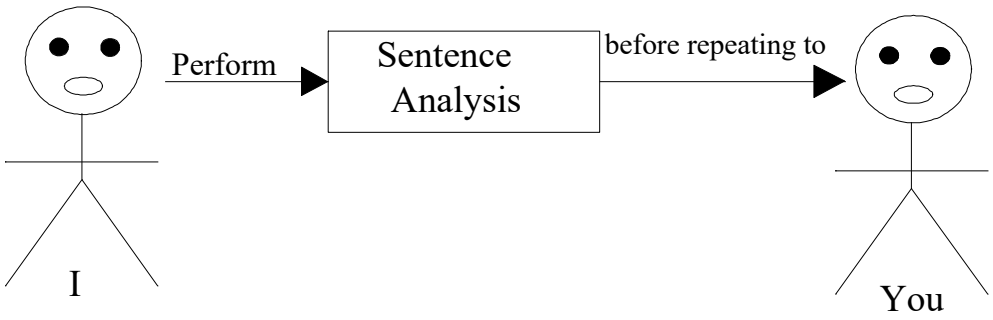
Although we use the word internal to show the process of sentence analysis before repeating the actual sentence, it is better to look at it as a pre-repetition process. That means the sentence is being analyzed before it is repeated. The term pre-repetition has a better usage here than the word inside. As well as well as the term pre-repetition sentence analysis is better than internal sentence analysis.

Since when we think we also communicate with ourselves, what we do does not require any external communication, but it is also a communication process. In this case, we can have a picture in our mind related to that sentence, for instance "I communicate to myself to do what I do" or "I do what I do by communicating with myself". In this case the sentence analysis is being done internally as shown below and before we actually do what we were thinking about. Given that sentence analysis is the process of detecting errors in communication based on logical principles, it works better when the feedback is greater. In this case, the more feedback we have, the greater our possibility for correction. For that reason, it is always good to communicate with others before doing things. With that, we have a greater chance to have our communication process being error free.

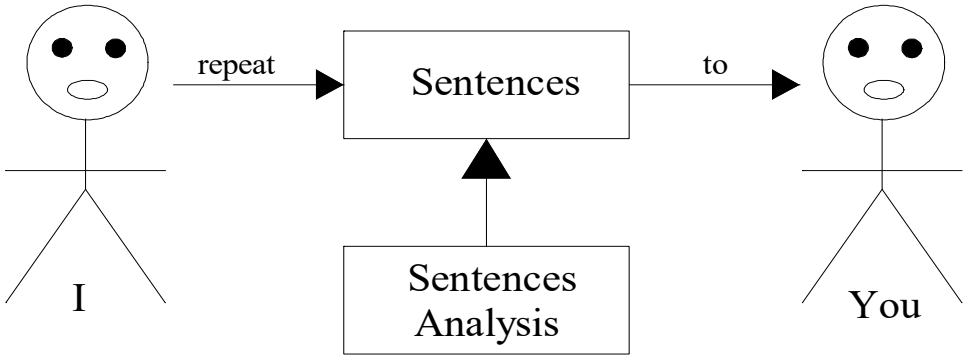


The model above shows the internal process, but it is always good to view the same process externally. When looking at the process externally, the analysis logic that enables the sentence analysis can be omitted as shown on the model below.

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Now let's look at the overall sentence analysis from one person to another person. We know that during a conversation, the person who repeats the sentences analyzes them before saying them and the person who listens to the sentences also analyzes them. For instance, before "I communicate to you, I perform my own sentence analysis"; after "I repeat those sentences to you", "you also perform your own sentence analysis". Given that both of us rely on the same logic, there is good match here. There should be no ambiguity in terms of understanding. The model below shows the process of sentence analysis from one to another. It shows that the analysis is being done by both of us before and after the sentence is being repeated.

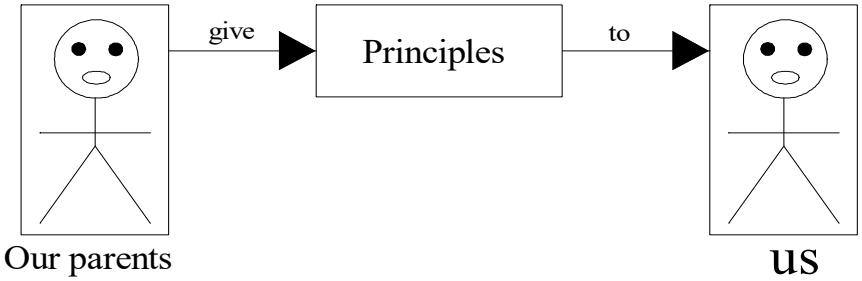


To better understanding the principles of sentence analysis, it is good to look at the principles that enable the correction by itself. With what we have learned above, we can say that those principles are very unique. Now, let's look at the uniqueness of those principles related to what we do.

To better understand the process of error correction in communication related to our parent principles, it is good to look at how we interface with our parents. We already know that we connect to them through communication, and we already know that they use that communication to feedback us to correct our errors. To have a better feeling of the way we interface with our

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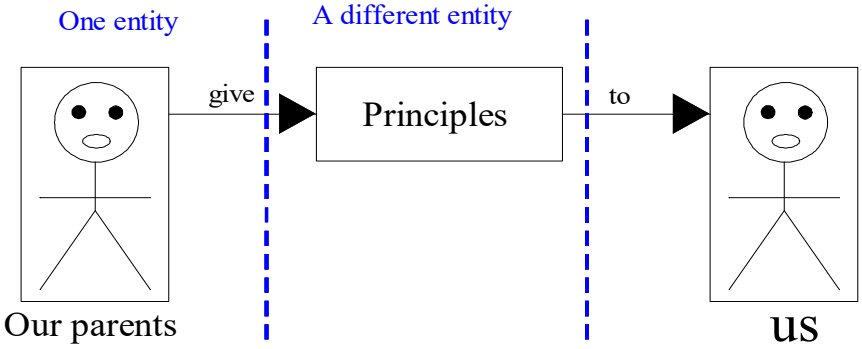
parents related to those principles, it is good to show that in a model. The figure below shows the way we interface with our parents related to those principles they feedback to us.



By looking straight from the figure above, we see that the principles are what interfaces us with our parents. We can see that the principles are what connect us with our parents. It is very important to understand that. By looking at the model again, we can see that the principles are what flow between our parents and us. So, it is always better to put our focus on those principles rather than the physical person, see exercise number 28 for more information. It is always good as well to think that the principles are the ones that make the correction, not the physical person. By understanding that or by thinking in that way, we can have a better understanding of those principles and we can be very open for our communication errors to get corrected by those principles. It is also very important to separate those principles from the physical person and set our focus on those principles.

The model below is derived from the one above that shows the separation of those principles from the physical person. Clearly, we can see that those principles are completely different from the physical person as shown on the figure below. By taking another look, we can see that those principles are fixed and cannot be changed which is completely different from the physical person, see exercise number 28 for more information. Another way to look at it is that we can write some of those principles in a piece of paper. With that, we can see the piece of paper is completely a separate entity from our parents. Therefore, it is good to think that the principles are not the same as the physical person.

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Identification and Correction Errors in Communication

This section is simply a continuity of the previous section where we have used the definition of error in communication and the Error Correction Function to analyze our communications related to what we do. This process enables us to identify and make corrections to our communication errors. To better understand this process, we have done a lot of analyses of the Error Correction Function related to our parent principles. With the continuity of the previous section, we are going to perform further analysis of the Error Correction Function related to our parents' principles.

It is very important to understand the process of the error correction related to our parents' principles. From what we have learned, we already known that our parent's corrections enabled us to prevent problems in life. In order to do that, our parents know a different way to do things than we do. By taking a closer look again, we can see that our parents have a different problems statement than us. That makes sense, given that their corrections enable us to solve the problems differently from what we intended to do, we can say that their solutions were the good ones. With that, it makes sense now to take a closer look of their problem statements.

In order for us to do a limited analysis of their problem statements, we have to ask this question. What is a problem statement? Rather than answering the question straight, it is better to answer it in the reverse approach. We can say that the solution of a problem enables us to solve that problem. Given that the solution of a problem is related to that problem statement, we can say that the solution of a problem is derived from its problem statement. Therefore, we can conclude that problem statements are very important when dealing with problems. By having a problem statement, it enables us to find the right solution for that problem. When dealing with problems, it is very important to have a problem statement; see exercise number 7, 16, and 21 for more

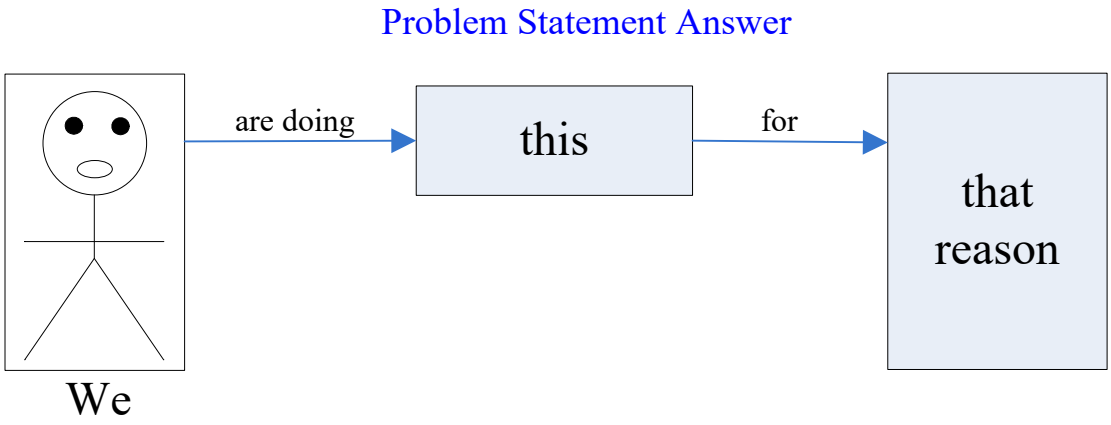
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information. If we analyze the process of the error correction from our parents a little further, we can see that they take problem statements very serious in terms of analysis. Keep in mind that the overall correction process happens for example, while we are communicating and make mistake in what we are saying, our parents provides correction to our mistakes. By taking a closer look, we can see that the correction they make comes from a much higher analysis than what we had in mind before we talked, therefore we can see that they take problems more seriously. Since a problem solution is related to that problem statement, we can also say that our parents take problem statements very seriously.

To better understand a problem statement related to a problem solution or related to what we do, it is always good to think that a problem statement provides a pathway to find a solution for a problem. For instance, related to what we do, a problem statement can be a simple question, like why are we doing that? For example, a typical problem statement for someone can be "why I am doing that?" A problem statement is very useful, especially when we are doing our analysis of our application in the communication domain. The table below shows some useful information about a problem statement, where the model below the table shows the flow of the answered question.

Problem Statement	**Solution**
Question	**Answer**
Why are we doing that? What problem do we solve by doing that? We ask this question before we do what we do	Answer for the question
Sometime later, after we execute what we have planned, we ask this question. Did what we do solve the problem?	Answer later after the execution; analyze back what we did and answer the question **yes** or **no**. If **yes**, the problem statement was good, if **no** it was not good; therefore, what we were doing was wrong.

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Identification and Correction Errors in Communication

Given now we know everything that we need to know about sentence analysis including: the Error Correction Function, the principles that enable the correction that is equivalent to the analysis logic, the separation of our parents from the principles that enable us to treat the principles as different entities from the physical persons, the problem statement that enables us to ask ourselves some key questions about what we do before we actually do them. With all those techniques we have learned, we are ready now to identify various problems in sentences and provide some possible error analysis consideration for each case. Since we have used the word sentence analysis in terms of communication analysis to denote error analysis in communication, in this section whenever we use the term sentence analysis, it is better to think it as communication analysis, which includes all forms of communication including oral and written. The term sentence analysis makes sense, since when we look at the way our parents did it related to us, it seems like it was done segment by segment. Since the error correction is only done in the part where it is needed, given that in oral and written communication a sentence is considered to be a segment of the whole, thus the term sentence analysis is well matched.

The table below in the left side shows an outline of many problems that can happen, where the right side of the table shows possible analysis consideration for each case. While the table shows each case side by side relate to its possible sentence analysis consideration, it does not mean that only one case can be used to prevent an error. The purpose of sentence analysis is to make all possible corrections in the communication domain to prevent problems in the application domain. Therefore, all possibilities must be used to prevent those errors. Regarding the table, many cases can be used at once to correct all errors in the communication domain. The way to look take it, the left side shows problems that can happen in communication, while the right side

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shows possible corrections; take the left side as **Problem in Communication** and the right side as **Communication Analysis Consideration**.

Another way to view the table, the left side is considered to be problems, while the right side is considered to be possible solutions for each problem. For instance, we develop problems by performing inappropriate action, and then we solve problems by performing appropriate action. Since sentence analysis is done to provide a solution in the communication domain for the application domain, it makes sense for the analysis to take the solution process into consideration. For that reason, it is better to say that the analysis is being performed on the problem related to the solution. For instance, in the table below the problem is inappropriate action, so the sentence analysis is being done on inappropriate action related to appropriate action. In this section, we are going to show a typical flow for each case, where the analysis will be done on the problem related to the solution.

One very important topic we did not discuss here is question and answer. Most of the time, questions and answers need to be used to identify errors in communication. We discuss questions and answers in more detail in the next chapter.

Problem in Sentences	Sentence Analysis Consideration
Perform inappropriate actions	Perform appropriate actions
Misuse of instructions	Good usage of instructions
Use inappropriate instructions	Use appropriate instructions
Disregard instructions	Follow instructions
Misuse of objects	Good use of objects
Use inappropriate objects	Use appropriate objects
Misinformation	Proper information
Misinterpretation	Good interpretation
Follow others	Follow principles
Miscommunication*	Proper Communication
Exercise of force	Exercise kindness

*See the next chapter for more about miscommunication; it is devoted for miscommunication

Sentence Analysis on Performing Inappropriate Actions

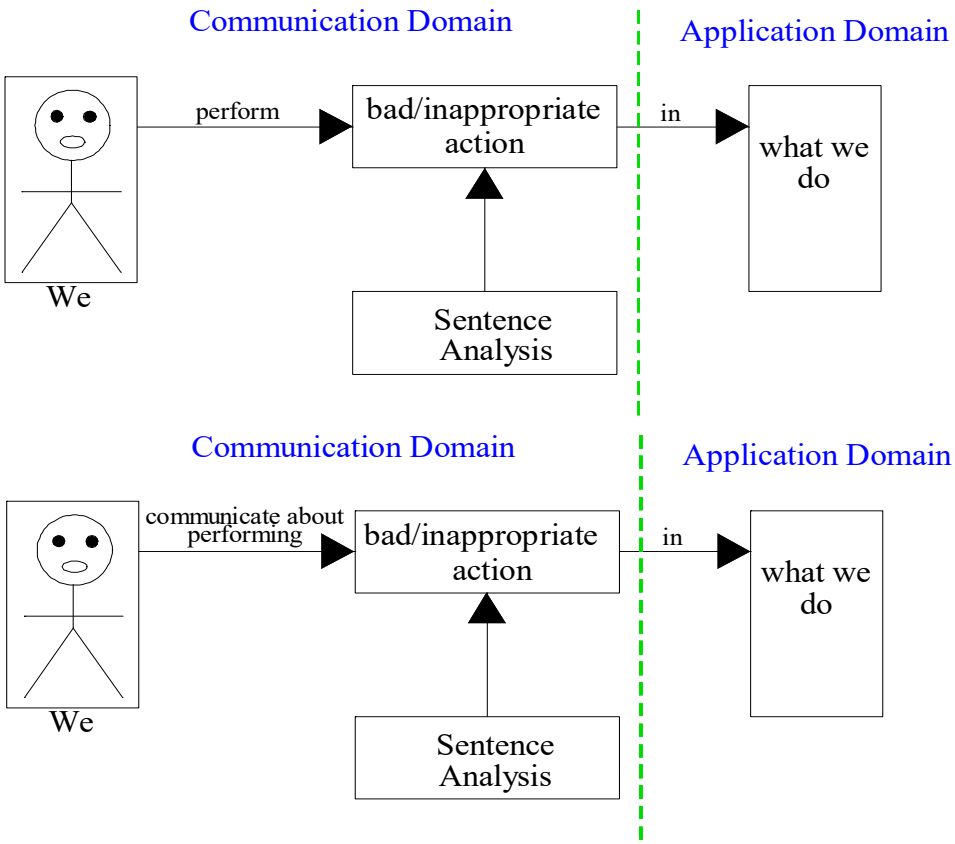
Problem In Sentences	Sentence Analysis Consideration

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Perform Inappropriate actions	Perform appropriate actions

Given that when we perform bad actions in life we develop problems, to prevent those problems it makes sense for us to perform sentence analysis in the communication domain to prevent those problems from happening. That means we analyze the inappropriate action while it was planning before it happens or executes.

Sentence analysis on performing inappropriate actions concerns the execution of any action that may develop problems. When we talk about inappropriate actions, we also mean bad actions that can develop problems in life. During communication, if it is observed that bad or inappropriate actions have been planned or about to happen, sentence analysis related to appropriate actions must be used to analyze the overall process and make all corrections possible to prevent that from happening. Anytime bad or inappropriate actions happen, sentence analysis must be used to make corrections. The model below shows a typical flow of sentence analysis on inappropriate actions, where the analysis is being done on bad/inappropriate action related to appropriate action.



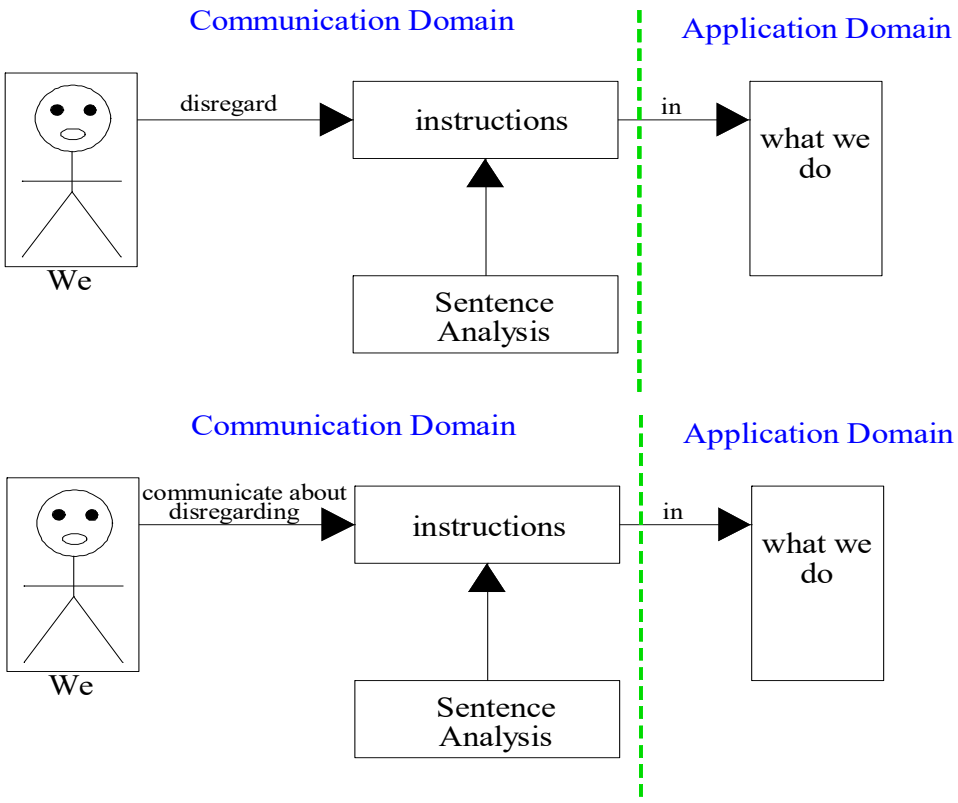
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Sentence Analysis on Disregarding Instructions

Problem in Sentences	Sentence Analysis Consideration
Disregard of instructions	Regard of instructions

Almost everything that we do can be flown in step by step instructions. We use instructions in what we do. The most common usage of instructions is at work. For instance, at work, we use instructions to accomplish many tasks. Given that we use instructions to do our works, problems can happen whenever we disregard them.

Sentence analysis on disregarding instructions concerns not following instructions to do what we do. During communication if it is observed that instructions are not followed or disregarded, sentence analysis related to disregard instructions should be alerted to make sure instructions are followed. Anytime instructions are not followed, sentence analysis can be done to make sure instructions are followed. The model below shows a typical flow of sentence analysis on disregarding instructions, where the analysis is being done on the disregarding instructions related to regarding instructions.



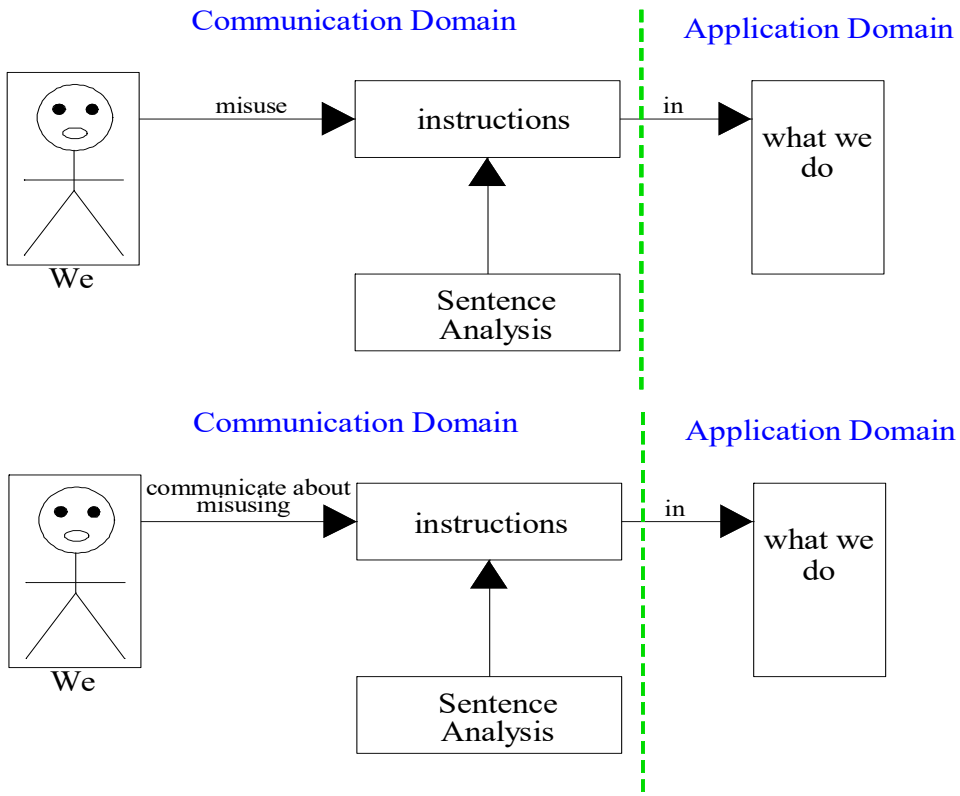
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Sentence Analysis on Misuse of Instructions

Problem in Sentences	Sentence Analysis Consideration
Misuse of instructions	Good use of instructions

Given that many things that we do can be flown in a step by step approach, each of those steps can be considered as an instruction. While we do our works by applying proper instructions, whenever those instructions are misused, they also develop problems.

Sentence analysis on misusing instructions concerns about misuse of good instructions. During communication, if it is observed that instructions are about to be misused, sentence analysis related to good use of instructions can be used to make sure instructions are used properly. Anytime instructions are misused or about to be misused, sentence analysis can be done to alert the good use of instructions. This model shows a typical flow of sentence analysis on misusing instructions, where the analysis is being done on the misusing instructions related to good usage of instructions.



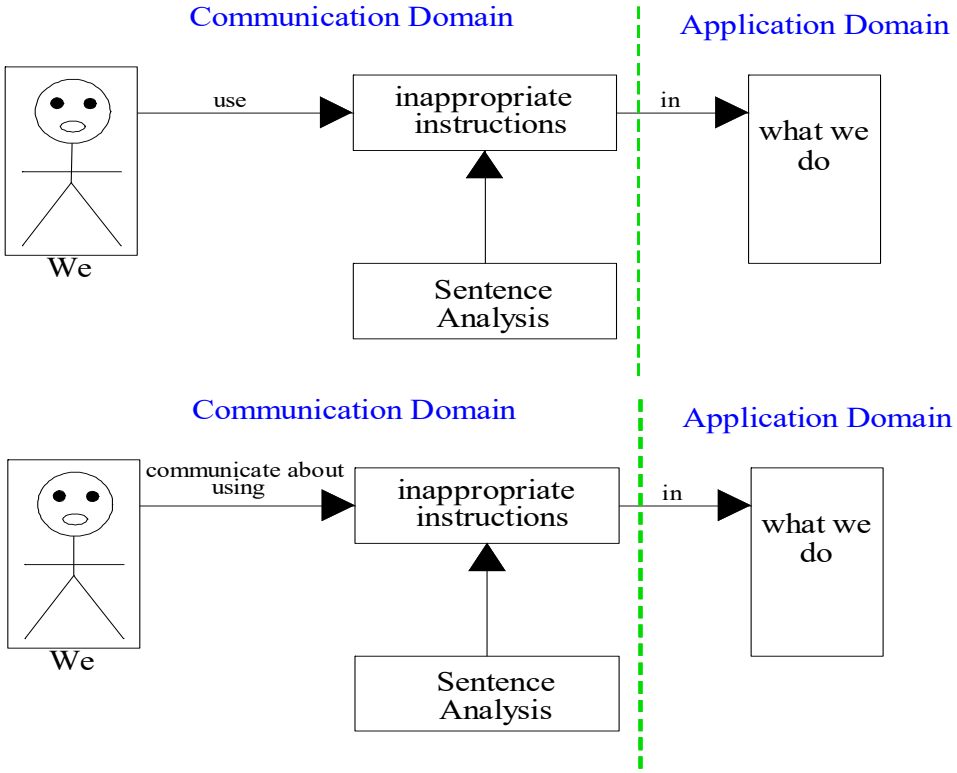
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Sentence Analysis on Using Inappropriate Instructions

Problem in Sentences	Sentence Analysis Consideration
Use of inappropriate instructions	Use of appropriate instructions

Given that we apply instructions to do many things that we do, those things are realized based on those instructions. We can take our works for example where we use instructions to do our works. While good instructions enable us to accomplish our works without problems, inappropriate or improper instructions will lead us to problems.

Sentence analysis on using inappropriate or improper instructions concern about the use of inappropriate or improper instructions. During communication, if it is observed that inappropriate or improper instructions are about to follow, sentence analysis related to usage of appropriate instruction can be used to make sure proper instructions are used. Anytime improper instructions are used or about to be used, sentence analysis must be done to make aware the usage of good instructions. The model below shows a typical flow of sentence analysis on using inappropriate or improper instructions. It shows that the sentence analysis is being done on the inappropriate instructions related to appropriate or proper instructions.



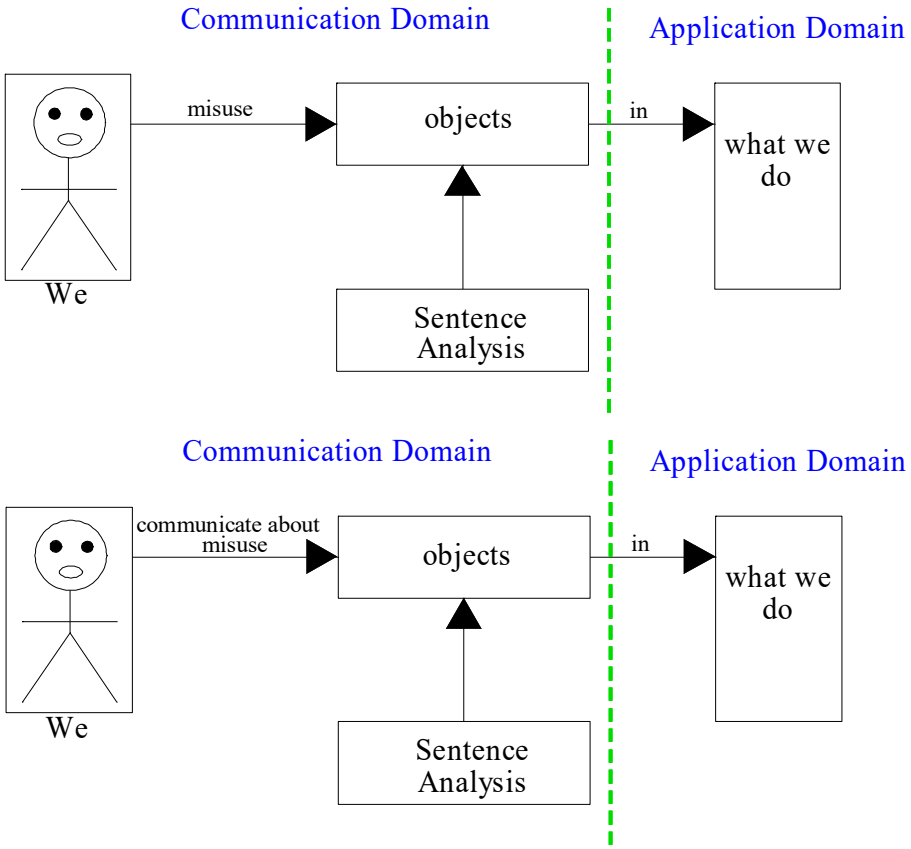
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Sentence Analysis on Misusing Objects

Problem in Sentences	Sentence Analysis Consideration
Misuse of objects	Good use of objects

While we use objects every day to do our work, we can say that those objects are very useful to us. Given that we apply those objects in our works, we can say that they are very useful to us, since their proper use enables us to do our work. Those useful objects can develop problems when they are misused.

Sentence analysis on misusing objects is concerned about misuse of objects. During communication if it is observed that objects are going to be misused, sentence analysis can be used to make sure those objects are used properly. Anytime objects are misused sentence analysis can be used to make sure objects are not misused. This model shows a typical flow of sentence analysis on misusing objects. It shows that the analysis is being done on the misused object related to the good usage of the object.

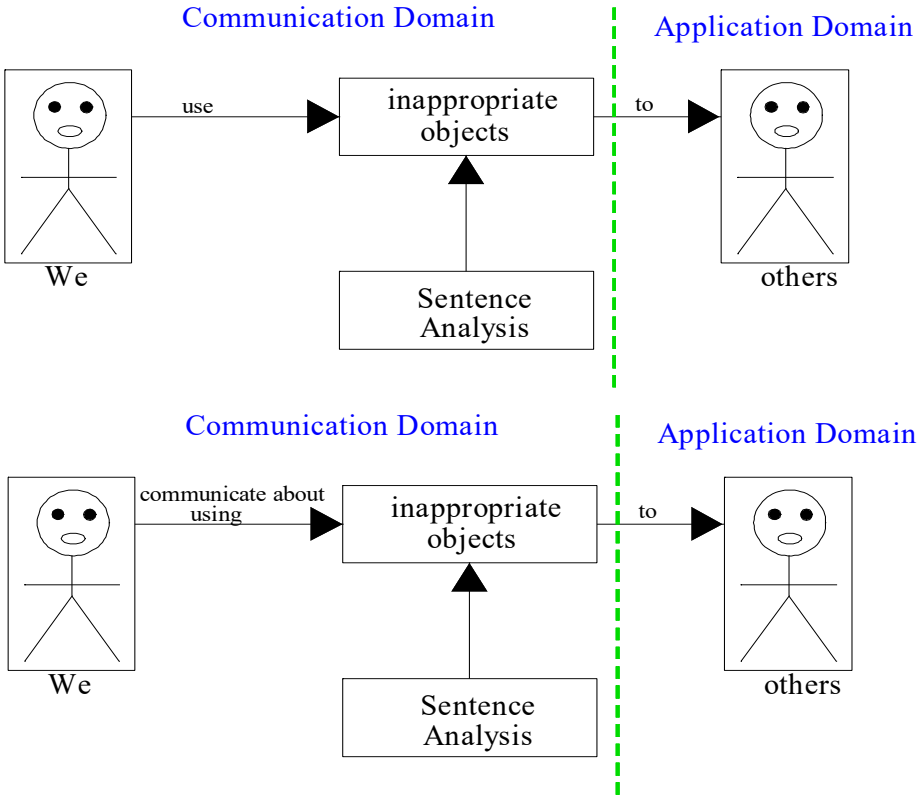


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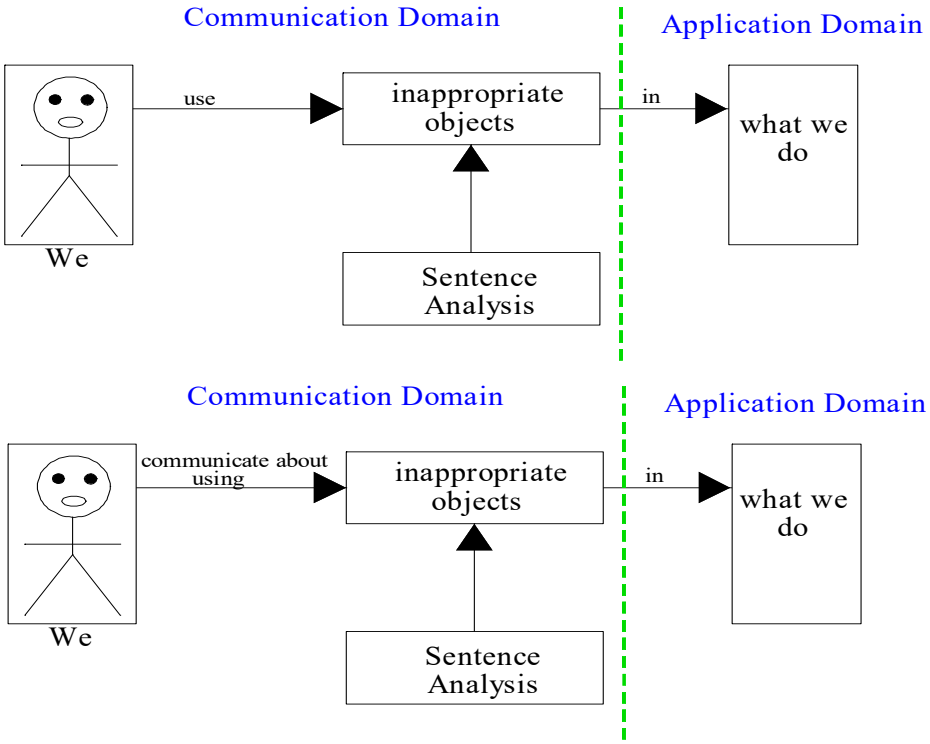
Sentence Analysis on Using Inappropriate Objects

Problem in Sentences	Sentence Analysis Consideration
Use of inappropriate objects	Use of appropriate objects

When we use inappropriate objects where they are not supposed to be used, we simply create problems. Sentence analysis on using inappropriate objects concerns the use of inappropriate objects where they are not supposed to be used. During communication if it is observed that inappropriate objects are going to be used, sentence analysis using appropriate objects can be alerted to make sure inappropriate objects do not get used. Anytime inappropriate objects are used or tended to be used, sentence analysis must be done to make sure appropriate objects are used. The models below show a typical flow of sentence analysis on inappropriate objects. It shows that the analysis is being done on the inappropriate object related to the appropriate object.



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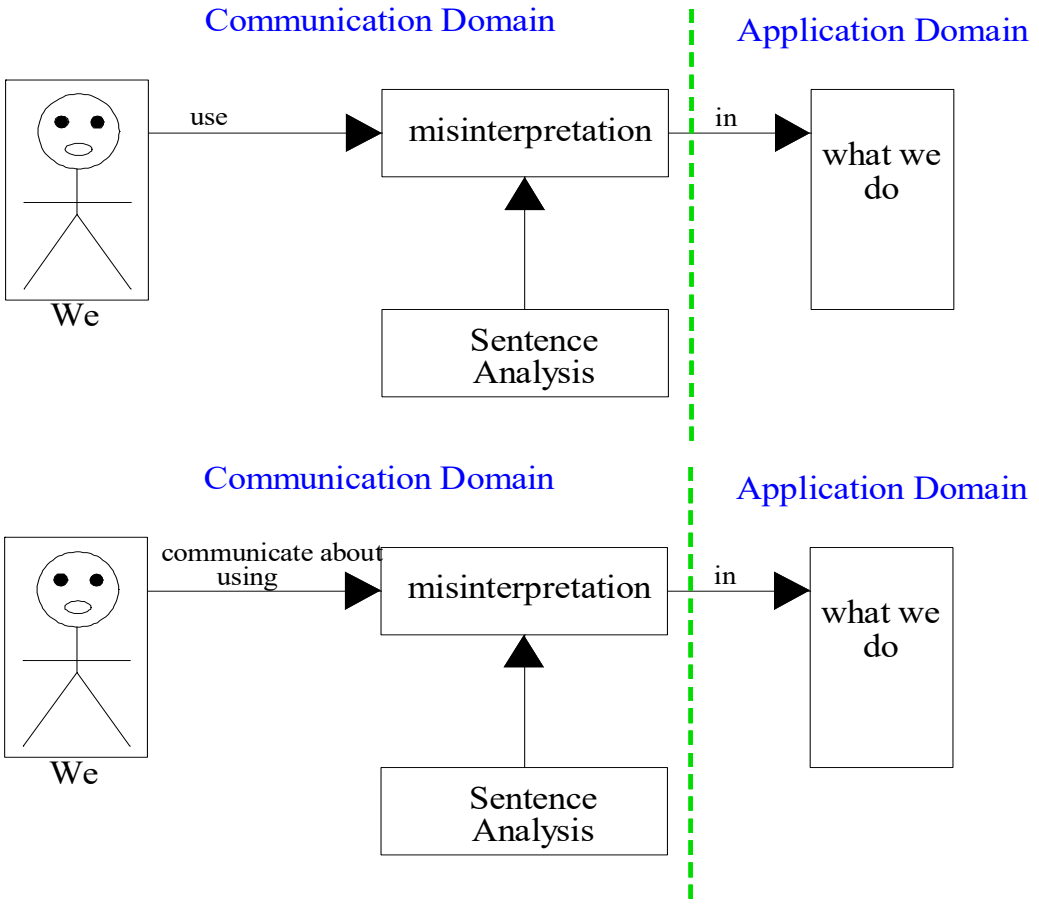


Sentence Analysis on Misinterpretations

Problem in Sentences	Sentence Analysis Consideration
Misinterpretation	Good interpretation

Misinterpretation is a part of miscommunication. Given that miscommunication creates problems, misinterpretation also creates problems. Sentence analysis on misinterpretation is concerned about misinterpretation in communication. During communication if it is observed that anything or information is going to be misinterpreted, sentence analysis can be used to make sure proper interpretation is applied. Anytime there is a misinterpretation, sentence analysis can be used to ensure proper interpretation. The model below shows a typical flow of sentence analysis on misinterpretation. It shows that the analysis is being done on misinterpretation related to proper interpretation.

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Sentence Analysis on Improper Communication

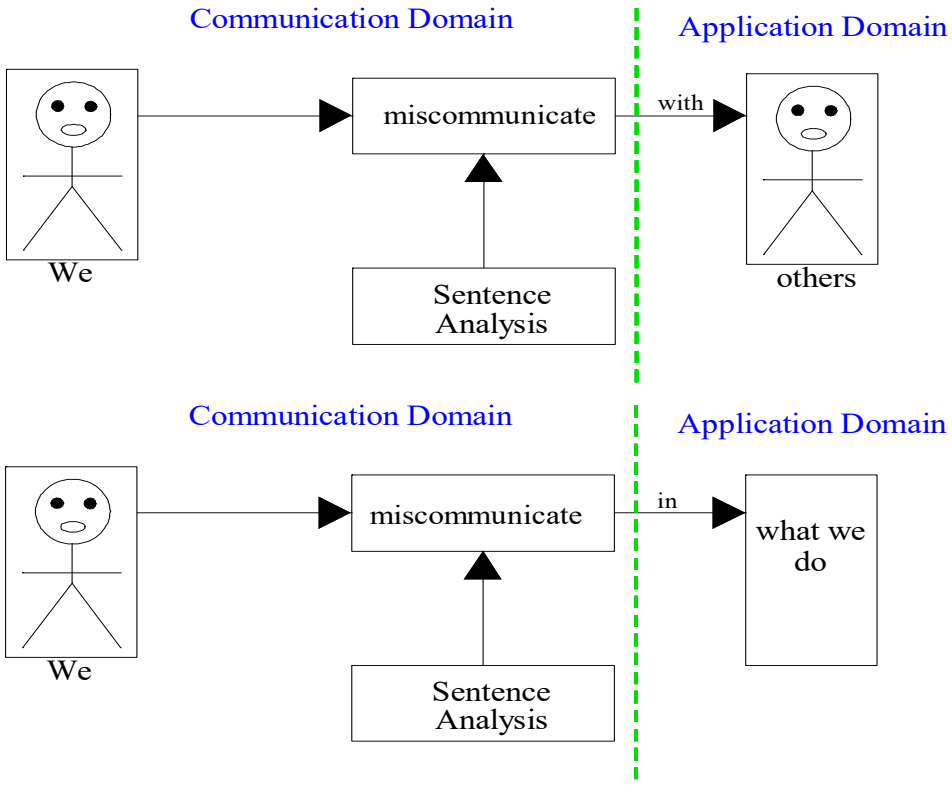
Problem in Sentences	Sentence Analysis Consideration
Improper communication or miscommunication	Proper Communication

The word miscommunication is used to refer to improper communication. To better understand the term improper communication, it is good to ask this question. What is improper communication? It is not the right question to ask. To better understand the term improper communication, let's ask this question. When is a communication considered to be improper? To answer this question, we have to ask another question. Why we communicate? We have already talked about that in this book. We already know that we communicate to do what we do, and we do things for living. Therefore, communication is a part of life and we communicate to live. The way to look at it, since we do things to live, and we use communication to do

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everything that we do, we also communicate to live. We can also add to that we use communication to satisfy our needs and we communicate to satisfy our needs. The base of our understanding of communication, in order for our needs to be satisfied by a communication, one must understand each other. If one does not understand each other during a conversation, the purpose of the communication is not satisfied. We can define improper communication in two ways. An improper communication is a communication that does not satisfy its objective. We can also say that an improper communication is a communication where we do not understand each other; it is also a communication that can create problems. In the next section we provide some techniques about proper communication.

Sentence analysis on miscommunication or improper communication concerns about miscommunication or improper communication. During communication if it is observed that there is miscommunication, sentence analysis related to proper communication can be used to make sure everyone understands each other or to make sure the objective of the communication is satisfied. Anytime improper communication is used, sentence analysis can be used to make sure proper communication is substituted. The model below shows a typical flow of sentence analysis on miscommunication. It shows that the analysis is being done on miscommunication related to proper communication.



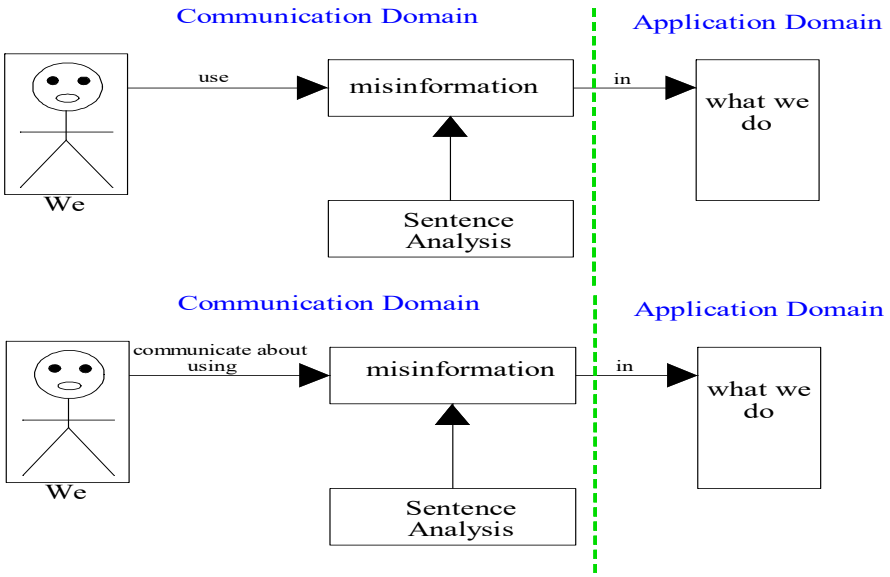
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Sentence Analysis on Improper Information

Problem in Sentences	Sentence Analysis Consideration
Misinformation or improper information	Proper information

To better understand the term proper information, it is good to understand proper communication. We have discussed proper communication in the case identified above; nevertheless, we can also say something about proper information. When we communicate, we simply exchange information. For instance, in a conversation between two people, both of them exchange information. It does not matter what form of communication they use, basically what they do during communication is exchanging information. With that, we can see that there is a relationship between proper communication and proper information. We can also say that proper communication gives rise to proper information, while improper communication gives rise to improper information. With that relationship, we can conclude that improper information develops problems.

Sentence analysis on misinformation or improper information is concerned about improper information or misinformation. During communication if misinformation is observed, sentence analysis on proper information must be used to make sure proper information is available. Anytime misinformation is used or observed, sentence analysis can be used to make sure proper communication is followed. The model below shows a typical flow of sentence analysis on misinformation, where the analysis is being done on misinformation related to proper information.

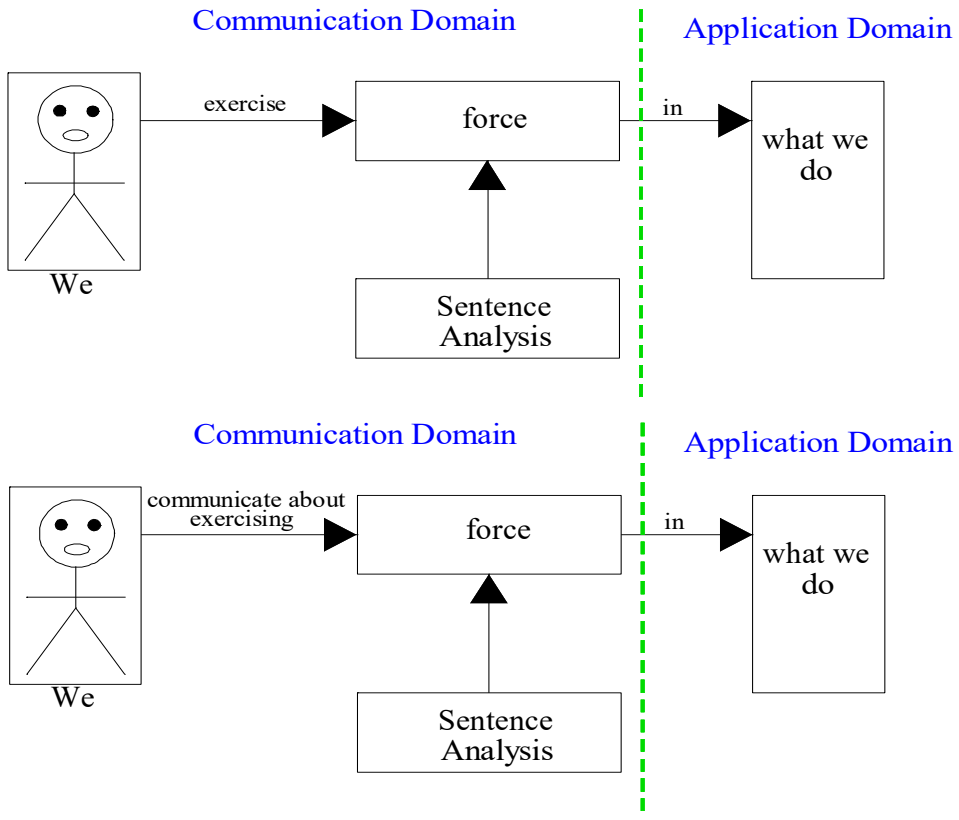


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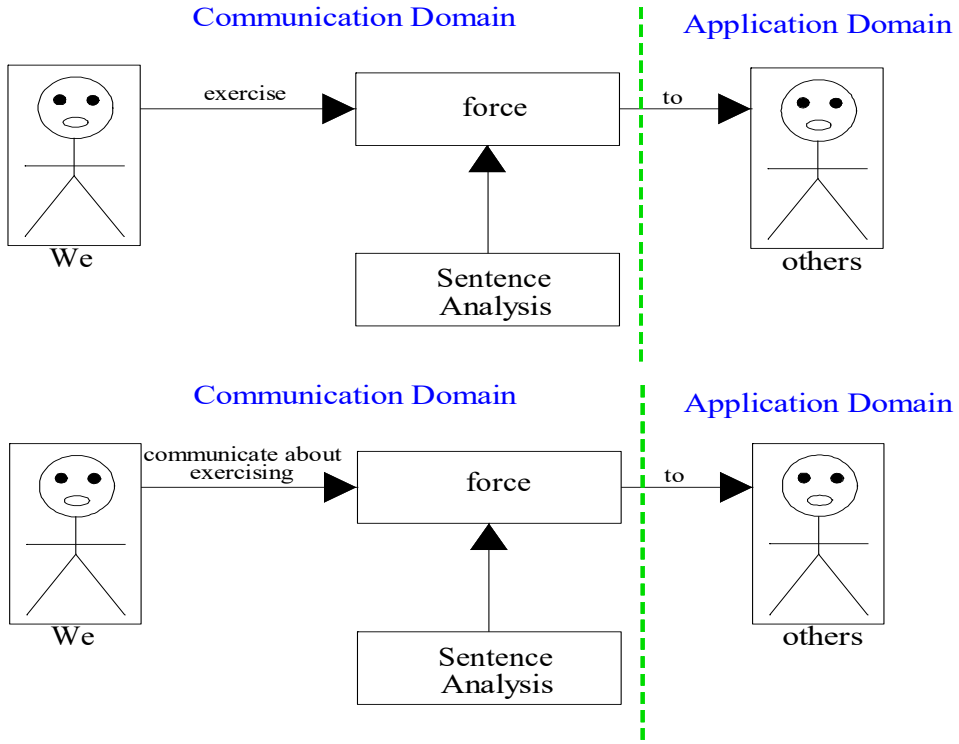
Sentence Analysis on Exercising of Force

Problem in Sentences	Sentence Analysis Consideration
Exercise of force	Exercise of kindness

Sometimes we develop problems when we use force. It is always advised by our parents not to. Sentence analysis on exercising of force is concerning about the use of force. During communication if it is observed force is going to be used, sentence analysis related to kindness can be used to make sure kindness is applied. Anytime force is used, sentence analysis can be applied related to kindness. The model below shows a typical flow of sentence analysis on exercising of force. It shows that the sentence analysis is being done on exercising of force related to kindness.



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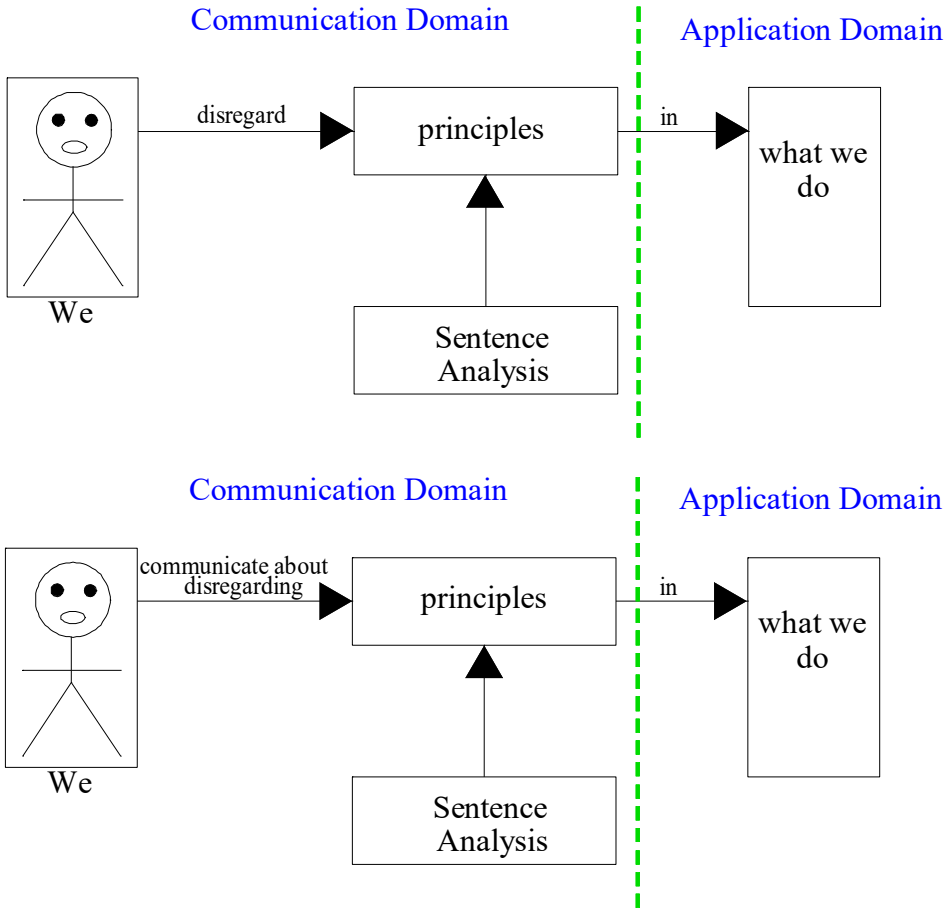
Sentence Analysis on Following Others

Problem in Sentences	Sentence Analysis Consideration
Follow Others	Follow Principles

Since our parents' principles enable us to correct errors in communication, we can conclude that those principles are very important. Our parents' interface to us through communication. We already know that the principles given by our parents are completely different from the physical persons. With that, we can say that the principles are what enable the corrections, not the physical persons. In order for any correction to be made, the principles must be accepted by us. Given that the principles are what connect us from the persons who give them to us, given that we don't have any physical interface with those persons, it is always better to follow and apply the principles rather than the physical persons. Since the principles cannot be changed and the persons can change, it is safer to follow the principles rather than the persons. When we follow the person rather than the principles, there is a likelihood we will make mistakes when the person makes mistakes. When we disregard the principles and follow the person, there is a chance that we can make mistakes which are then problems.

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Sentence analysis on following others is concerning about following the person who gives the principles physically rather than following or applying the principles themselves. In other words, it is always better to follow or apply the principles rather than following the person physically. During communication, if it is observed that those principles are being disregarded, sentences analysis related to following principles can be alerted to make sure those principles are regarded. Anytime principles are disregarded, sentence analysis can be used to make sure they are regarded. This model shows a typical flow of sentence analysis on following others. It shows that the analysis is being done on the principles related to the application of those principles.



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Conclusion

In this chapter, we have learned the process of error identification. It is very important to pay attention in the communication domain, since it is the only control we have in our application in terms of correction errors. We don't have the capability to undo what we have already done. We don't have any control either to undo problems we have already created. The communication domain is the only control we have to prevent us from developing problems. It is very important for us to take that into consideration.

Assume that we can put a cost in a problem after it has been created, comparing to the correction in the communication domain, we can see that there is a big difference. Comparing to the communication domain, we can see that the correction would have been costless; see exercise number 20 for more information. It is much more efficient to solve problems in the communication domain than letting them go through our applications. By doing so, we can operate more efficient. We can also solve all the problems that we could ever imagine.

To complete this chapter, let's present the analysis cases we have presented in this chapter. It is very easy to look at those charts and map each case together. The error identification and analysis charts are presented on the next page. The error identification chart can be viewed as a problem development chart, where the error correction can be interpreted as possible solutions for each case.

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Error Identification and Correction Charts

Error Identification	Error Correction
Misuse of Instructions	Good Usage of Instructions
Use Inappropriate Instructions	Use Appropriate Instructions
Disregard Instructions	Regard Instructions
Misuse of Objects	Good Use of Objects
Use Inappropriate Objects	Use Appropriate Objects
Perform Inappropriate Actions	Perform Appropriate Actions
Misinformation	Proper Information
Misinterpretation	Good Interpretation
Follow Others	Follow Principles
Miscommunication	Proper Communication
Exercise of Force	Exercise of Kindness

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Chapter Five

Another Aspect of Errors in Communication

Introduction

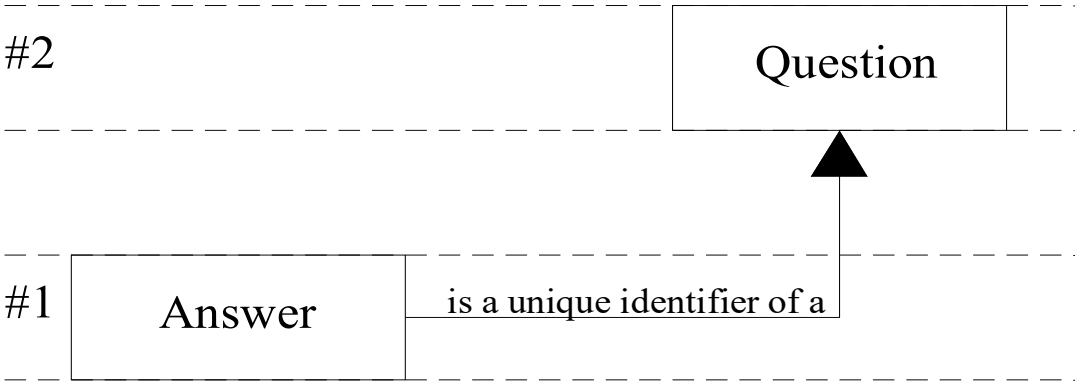
We have said that before, there is no such thing as communication without a purpose. We communicate to do what we do. For instance, we communicate to do our work. When looking at a typical communication segment, we mean that a typical communication that has an agenda or a typical communication that is used to achieve something, we see that there is a purpose and the communication elements themselves. The purpose is what the communication needs to achieve, we have called it what we do or application. Assume that we are using oral and written communication, and then the communication elements are sentences, words, expressions, terms etc. When performing sentence analysis to determine error in communication, it is very important to understand the difference between the communication elements and the purpose of the communication itself. Given that the objective of a communication is to satisfy the purpose of that communication. In order for the objective of a communication to satisfy, it must be understood. By understanding the elements that make a typical communication related to its objective, the need of that communication can be satisfied by understanding of each party.

From the previous section we have identified and corrected errors in our communication based on our application. In this section we are going to do the same thing, however in this section we are going to concentrating on a specific word. From the other section we do the analysis by looking at the overall picture of the application in the communication domain. In this section, we are going to look at specific item which we can call a word, expression, terms, sense of sentence etc., in the communication domain. In this section, the analysis is going to be done on the sense of the sentence, word usage, expression, and term etc.

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Introduction to Question and Answer

To better understand error analysis in communication it is worthwhile to look at question and answer. Given that we all ask questions, there is no much to say about question. It does not matter if a question has more weight than another, what matters that we do have control of our questions. We can work on them in advance and we can analyze them before we ask them. What about answer, it is a completely a different scenario. While we do have control of our questions, we don't have any control of our answers. For that reason, the answer of a question can be more challenging than the question itself. Given that we don't have any control of the answer to a question, we can define an answer as an identifier of a question. It is better to define an answer as a unique identifier of a question. The model below shows the definition of an answer. We draw the lines and put the numbers, so it can be read from the bottom left to the top right. Simply read it as an "answer is a unique identifier of a question". Some of us might think that an answer is something that we want but we don't have or something we need, that is also fine. Disregard the way we look at it, what is important is the fact that we don't have control of our answers. We can say that our answers are uniquely identified by our questions see exercise number 15 for more information.



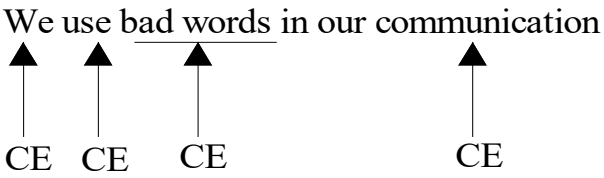
Although errors can be identified in communication without asking any question explicitly, however questions are very important in identifying and correcting errors in communication. To better understand the process of error correction, it is always good to have a good understand of questions and answers. We can say that questions and answers are considered one of the principle factors of error analysis in communication. With that, we can also say that questions and answers are related to the fundamental of error analysis in communication. What do we mean by the word fundamental? We mean the basis; the basis is what gives rise to the surface.

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When learning a subject, it is always good to understand the fundamental of that subject. Without learning the fundamental of that subject, some important information can very well be missed. For that reason, it is always good to look at the fundamental of any subject that we learn or anything that we do. In terms of sentence analysis, we can see that questions and answers related to our parents' principles are the factors that enable the correction.

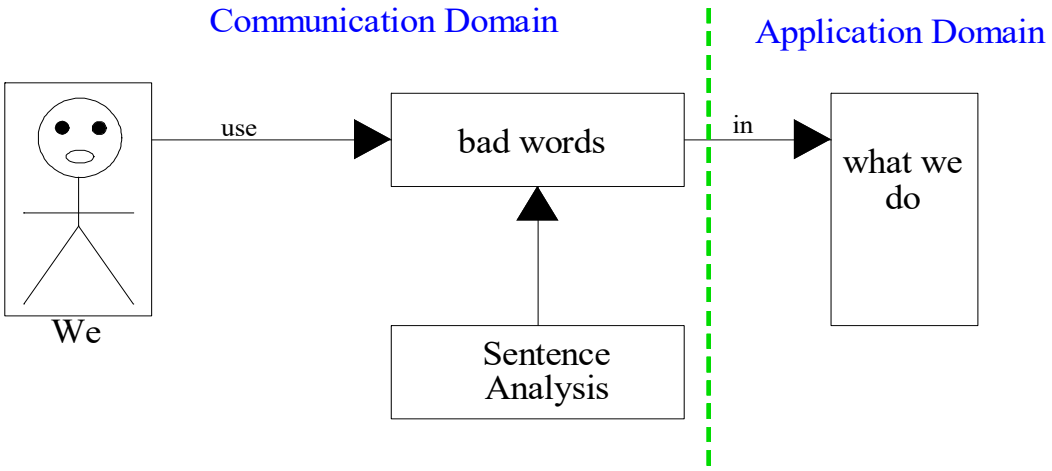
When we look at the principles—or the mechanism—that enable the correction of our errors in communication, we see that it works both in the communication domain relative to the application—what we do—and it also works in the communication domain relative to words that we use during communication—which we call communication entity. The way to look at it, we get corrected by our parents when we use bad words; we also get corrected by them when we say we are going to do something bad. Therefore, when dealing with error analysis in communication, we have to deal with both the purpose of the communication and the content of the communication itself. We call the purpose of the communication what we do or our application, and the content of the communication—communication entity. Assume that we are using oral and written communication, we can call words, sentences etc.—communication entities. The way to look at it, communication entities can be viewed as what make up a communication, for instance, graphic and pictures can be considered as communication entities.

In the previous section the analysis was done in the communication domain related to application, in this section the analysis is done in the communication domain related to the communication entity. For instance, the analysis of a sentence is done relative to words in that sentence. Both analyses are the same in this one; we look at words or entities that makeup the communication. For instance, the model below represents a sentence, where the communication entities are identified in that sentence. We use abbreviation CE to denote communication entity.

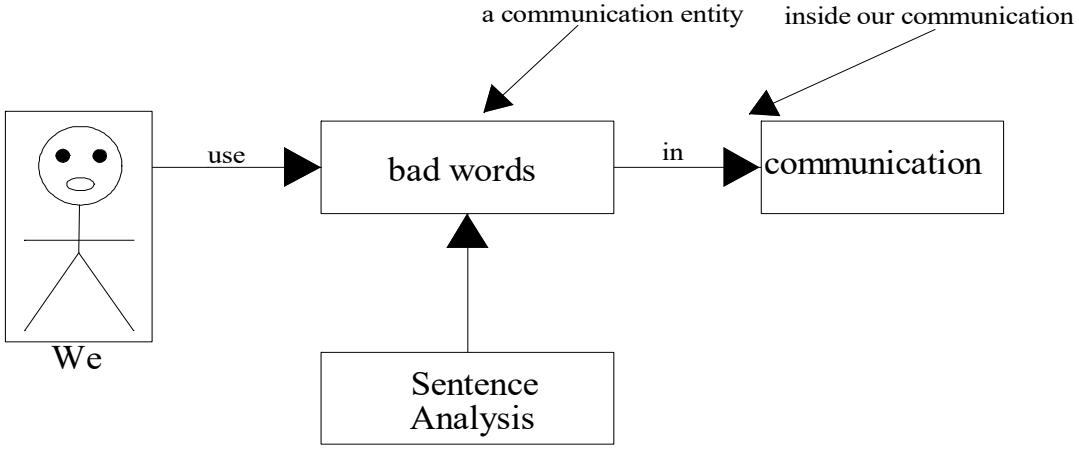


To better understand the relationship between this chapter and the previous chapter, it is worthwhile to present some models and take a look. The model below shows the typical analysis we have done in the previous section. Assume that we use bad words in our application; it shows that the analysis is done on the bad word relatively to the application. We have already understood that, so there is no problem here.

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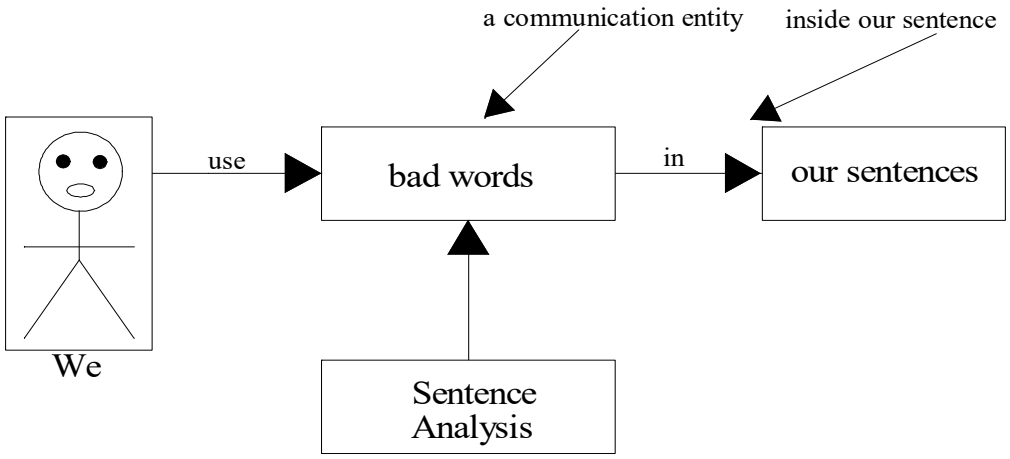
Now, let's look at our error analysis related to words, which we call communication entity. Remember we have interchanged the terms error analysis and sentence analysis. Keep in mind that all models are sentences flown. This model shows that the analysis on bad words related to the communication itself or related to the communication entities.



Comparing to the previous section, the way to look at it, from the previous section, the whole content of the application were taken into consideration in the analysis. In this section for instance, if we are talking about oral and written communication, sentences that we use are taken into consideration; words that make up sentences are taken into consideration during the error analysis. This is basically what is shown on the model below. It shows that the error analysis is

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being done on the bad words in the sentence. The analysis can also be done in the sentences as well.



As shown on the model above, in our communication we identify our communication entities. We can also call them communication elements. Those communication entities include sentences, terms, expressions, etc. We can also include a sense of sentences, terms, expressions etc.

Error Analysis Related to Communication Entity

Right now we know a lot about questions and answers, we also know a lot about the entities that make up our communications. For instance, for oral and written communications, we also know about words that form our sentences. With all this information, we are ready to talk about sentence analysis related to those entities and perform some sentences analyses as well.

We already know the importance of error analysis related to our applications. We know that error analysis related to our applications enable us to produce an error free application. It enables us to prevent problems in what we do. Given that we live by doing what we do, by preventing problems in what we do, we also prevent problems in life. Therefore, we can say that error analysis in our application enable us to prevent problems in life. What about error analysis related to the communication itself, which we call communication entity? What is the importance of that analysis? To better understand the importance of that analysis, it is good to ask this question. Why do we communicate? In a lesser instance, we can say that we

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communicate to satisfy our needs. In order for our needs to be satisfied, the communication must be understood by each other. We can also say that the communication must be understood in order for the need of that communication to be satisfied. The communication must not create problems as well, which we have already seen in the previous chapter. Since we communicate to satisfy our needs and in order for our needs to be satisfied, our communications must be understood, error analysis related to communication itself or communication entity provides a mean for one to understand each other in order to satisfy the communication. Keep in mind that during a communication process, the communication is not satisfied until one understands each other. In terms of oral and written communication, we can say that error analysis related to sentences or words in a sentence provides a mean for one to understand each other in order to enable the satisfaction of the communication.

We know that we communicate to satisfy our needs. We also know that in order for our needs to be satisfied, one must understand each other during the communication process. In a typical communication, it is always good for one to understand each other. Given that the process of one understands each other is not depend on the communication itself, but on the individuals, so it is always good to find a way to help others understand us when we communicate. In any communication, it is good to find a way to help one understand each other. As we said earlier, since the process of one understands each other does not depend on the communication itself, it is always good to find out a way to help others understand us when we communicate. By learning some principles from our parents as we did earlier in the previous chapter, we can also do the same here. By taking a closer look at our parents' principles that enable the correction of our errors in communication; we can see that they take communication seriously in terms of understanding. That means they approach communication in a way that enables one to understand each other.

Taking a closer look of a typical correction from our parents, we see that during our communication process, we might repeat a bad word. Our parents provide feedback that tells us not to use that word again; they also provide another word as a substitute. If we take a look of the overall process and do a typical analysis, we can see that they think and analyze word before usage. With that, we can also use the same principles our parents used to correct us to make our communication more understandable. Since we are doing our error analysis in the usage of words and expressions, it would be good if we can look at some specific cases to help our communications. The following cases have been taking into consideration. The table below shows some typical cases of error analysis and possible analysis consideration. The errors are shown in the left while the analysis considerations are shown to the right. The way to look at it

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for instance we can perform an error analysis on bad words in a sentence, while the analysis consideration can provide usage of good words for example.

Error in Sentences	Sentence Analysis Consideration
Use of bad words	Regard usage of good words
Use of bad expressions	Regard usage of good expressions
Use of non-portable words	Regard usage of portable words
Use of non-portable expressions	Regard usage of portable expressions
Use of words with multiple meanings	Regard usage of words with a single meaning
Use of words with multiple meanings	Regard usage of the right meaning of the word, rather than using the word
Word matching error to form expression	Remove the unmatched word and replace with a matched word
Word does not match in sentence	Replace with a word that is related or matched in the sentence

Portability of Communication

We communicate to satisfy our needs; in order for our needs to be satisfied, our communication must be understood. During a communication process, one needs to understand each other in order for our communication to be satisfied. Given that we don't stay in one place all the time and we don't know in advance the people we are going to talk to all the time, it is very important for us to assume portability when we communicate. What do we mean by assuming portability? We mean that it is very important for people to understand us everywhere we communicate. For instance, if we assume written communication, it is very important for our written communication to be carried everywhere without problems. We mean also whatever we say can be carried everywhere and can be well understood without problems. That makes sense; we want our communications to be understood everywhere we are.

If we look at the principles that enable the correction of our errors in communication, we can see that they are very portable. We mean that our parents' principles that enable the correction of our errors in communication can be used in any places without problems. Therefore, any corrected version of our communication related to our parents' principles is very portable as well. We can follow our parents' principles to ensure the portability of our communications. Using oral and written communications, we can follow those principles to make our sentences

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very portable. What we mean by portable sentences? We mean that sentences that are more understood and can be used anywhere or any places without problem.

In terms of oral and written communication, in order for a sentence to be portable, the words that makeup that sentence must be portable. We can say that each word in that sentence must be portable, see exercise number 46 for more information. A non-portable word can cause the whole sentence to be non-portable; this is a good way to check for portability, see exercise number 46 for more detail. This rule also applies for terms and expressions.

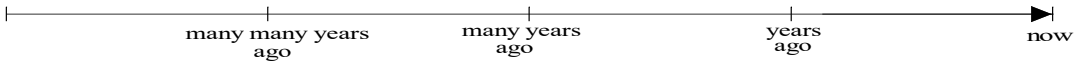
When talking about portability in communication, it is always good to look at consistency as well. Portability and consistency work both together in communication. We don't think either one can work without the other. When we look at our parents' principles in terms of communication, they are very consistent. They can be applied all the time to make corrections to our errors. For instance, if we take oral and written communication in terms of words usage, we can see that our parents' principles are very consistent. For instance, if a word is red flagged by those principles, any comparable words or related words are red flagged as well. By using this rule, we can check our sentences for consistency and portability see exercise number 46 for more information. We can also use it to categorize good and bad words.

In communication it is always good to be consistent relative to time. Given that we communicate to satisfy our needs, in order for our needs to be satisfied, one must understand each other. We want our needs to be satisfied all the time and for that reason, it is very good for what we say to be consistent. What do we mean by consistent? We mean that it is very good for what we say to remain the same or similar relative to time. When we talk about consistency of communication, it is not only time that is important related to what we say, but distribution is also important as well. For instance, if we segment our communication, it will be good to have consistency related to the distribution. For example, if we use oral and written communication, if we group our sentences to several parts, it would be nice to have consistency within the group, see exercise number 47 for more detail. It would also be nice to have consistency among the sentences as well. That enables us to make what we say more portable and understood.

Given that communication is the process of exchanging information, when providing information, it is always good to be consistent. Since we communicate to satisfy our needs and in order for our needs to be satisfied, one must understand each other. During a typical communication process, more information can be requested from either party. When giving information about a word or when defining a word, it is very important to be consistent as well.

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Sometime it is very important to keep in mind that the consistency should be hold relatively with time. Assume that we are communicating with someone and the meaning of word "day" is requested, it is very important to be consistent in that case. Given that the word is very portable and everybody knows what is it, related to time or the time defined below, its definition stays relatively constant. So, it is very important to take that into consideration. The way to look at it, once analysis has being done on specific word, any question can be asked about that word. Given that answers are identified by questions, it is always good for our questions to be answered in a way we can understand. It is always good as well for our questions to hold their values relatively to time, see exercise number 48 for more information.



Fundamental vs. Comparative

Since we are talking about portability and consistency, it is worthwhile to look at fundamental and comparison as well. From several paragraphs above, we have learned that our parents' principles can be used to make our communication very portable. For instance by using our parents' principles, we can make our sentences very portable. The reason for that is because our parents' principles are very portable and anything that is derived from them is portable as well. With that we can say our parent's principles are the basis or the fundamental of our sentence analysis. Whenever we talk about the word principles or the terms parents' principles, it is always good to take a look of the fundamental. From the previous section, we have seen that the fundamental of anything is considered to be its basis. Fundamental is very important in anything that we do and any subject that we learn, so it is always good when we communicate to look at our communications in a fundamental approach rather than a comparative approach. By looking at the process of our error correction by our parents' principles, we can see that they are always given in a fundamental approach rather than a comparative approach. The fundamental approach is always better since it is related to our parent's principles and it is also the basis of our error correction. By using the fundamental approach in our communication, we can make it more portable and more consistent. By using the fundamental approach in all of our sentences, we can make them very portable. Although the comparative approach can be used, but it is always good to have it attached to the fundamental. Also, relative comparison is always better than non-relative. For instance if two items are visible, it is better to compare one item relatively to itself than to the other one. It is also better to compare one item relatively to its fundamental than to the other item. The fundamental approach is always better, since one item cannot be considered the basis of the other one.

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Descriptive Words

We use descriptive words to describe or give information about other words. Given that communication is the process of exchanging information, some words may not work well with some types of descriptions. What do we mean by that, if *word one* is used to describe *word two*, we can say that *word one* provides more information about *word two*, given that communication depends on us rather than itself, sometimes the description provided by *word one* might not work well with *word two*. Another way to look at it, while descriptive words work, but sometimes they don't work with their matches.

We know in anything that we do or subject that we learn, the basis is very important. While descriptive words provide descriptions or information on other words, some words are so related to their fundamental values, they don't work well with just any descriptive word. Sometimes it is good to look at the fundamental value of a word before using the descriptive word and after using it to see if it holds its value. If the word cannot hold its fundamental value that descriptive word will need to be changed or dropped, see exercises number 46 and 48 for more information.

This paragraph is simply an interpretation of the one above. Descriptive words are used with relative words to provide descriptions or more information about them. In terms of values, we can say that descriptive words are used to provide values or more values to relative words. Given that we communicate to exchange information, the values provided by the descriptive words can be more or less. Since some relative words might like to keep their relative values, they may not work so well with lesser value of descriptive words. For that reason, it is always good to look at the relative value of a relative word before using it with a descriptive word.

When using descriptive words for comparison, it is always good to be very careful. Given that any communication has a purpose and the purpose of that communication is to satisfy our needs by enable one to understand each other, any use of a descriptive word should not alter that. For that reason, when using descriptive words or any other words that have bad opposites in a comparison, it is always good to be careful as well. Sometimes it is even better to use compensating words rather than comparison words. It is also good to understand that some descriptive words may not work well with negations associated with the relative words.

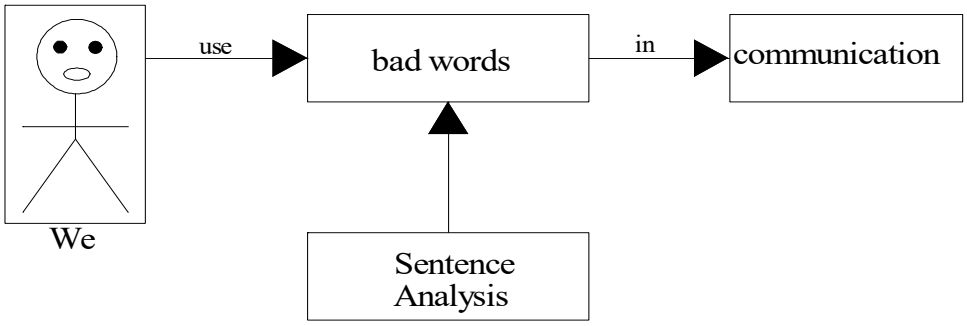
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Sentence Analysis on Bad Words

Error in Sentences	Sentence Analysis Consideration
Use of bad words	Regard usage of good words

The process of communication enables one to understand each other. Once the need of our communications is satisfied, we can say that we achieve our communication objective. Given that communication is a part of life, whenever we use bad or negative words in communication, they can develop problems in life.

Sentence analysis on bad words in communication is concerned about the use of bad words in communication and substituting by good words. During communication if it is observed the use of bad words, error analysis can be used to make sure good words are available as a substitution. Anytime bad words are used in communication or anytime bad words are used in sentences, sentence analysis must be done to make sure good words are available. The model below shows a typical flow of sentence analysis on bad words.

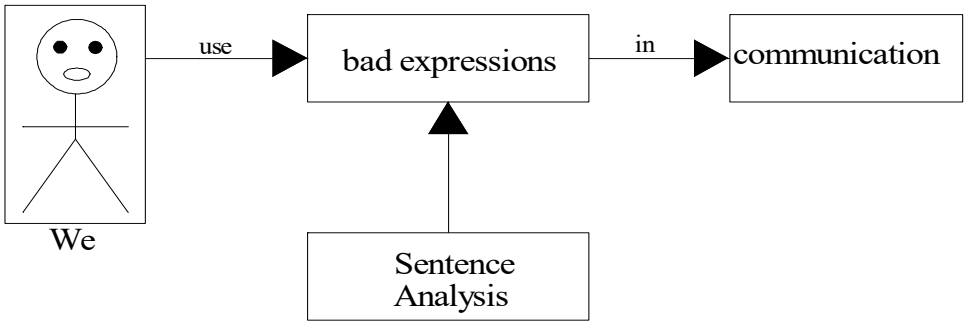


Sentence Analysis on Bad Expressions

Error In Sentences	Sentence Analysis Consideration
Use of bad expressions	Regard usage of good expressions

Bad expressions are similar to bad words; therefore they follow the same principles. During communication if bad expressions are used, error analysis must be done to make sure good expressions are available as replacements. Anytime bad expressions are used in sentences, sentence analysis must be performed to replace those expressions with good expressions. This model shows a typical flow of sentence analysis on bad expressions.

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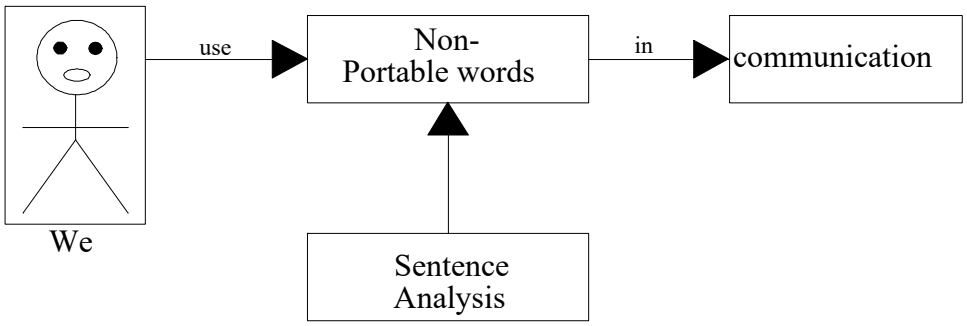
Sentence Analysis on Non-Portable Words

Error in Sentences	Analysis Consideration
Use of non-portable words	Regard usage of portable words

Non-portable words are words that cannot be used everywhere. All bad words are considered to be non-portable. Communication is a part of life. Since everything that we do in life involves some types of communication, it is nice for our communications to be satisfied wherever we are. Given that our parents' principles are very portable, we can use those principles to enable our communications to be portable. Since non-portable words are words that cannot be used everywhere, whenever we use them, they can create problems. Whenever we use the terms non-portable words, we mean words that cannot be used everywhere to anybody, group, age, gender, place, race, religion, etc. When using in a sentence, a non-portable word enables the whole sentence to be non-portable.

Sentence analysis on non-portable words is concerning about the usage of non-portable words to be replaced by portable words. During communication if non-portable words are used, error analysis on non-portable words can be used to make sure those words are replaced by portable words. Anytime non-portable words are used in sentences, error analysis can be used to make sure they are replaced by portable words. This model shows a typical flow of sentence analysis on non-portable words.

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Some Tips to Avoid Non-Portable Words

- If a word is misunderstood by many people, it is better to drop it and use another word
- If there are a lot of disagreements about a word, it is better to drop it and use a substitute word instead
- If a word meaning is referred to a set, it is better to use specific meaning from that set rather than the word itself
- The meaning of a word is the same as the word itself. When a word is controversial, most of the time it has multiple meanings. It is better to use the proper or the desired meaning for that word rather than referring to the word itself.
- It is better to use a word that has a fixed meaning than a word that tends to change meaning according to users.
- If a word is misinterpreted, that means its real definition is misinterpreted, in this case it is better to use the proper definition to refer to that word, rather using the word itself. If a word is misinterpreted, it is better to use another word than the misinterpreted word
- If a word definition is misinterpreted, it is better to use the proper definition of that word rather than the misinterpreted word.
- The definition of a word is equal to the word, sometimes it is better to use the definition of a word, rather than the word itself.
- If a word has multiple meaning for example, positive and negative, it is better to use the positive meaning of that word rather than the word itself.
- It is always better to use words that have a fixed meaning, rather than words that change meanings sometime. In other words, it is always better to use words that have fixed meanings, than those which tend to change meanings.

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- If a word has been misused, it is better to replaced it by its proper definition rather than using the word itself
- If a word is misunderstood, it is much better to use the meaning of that word rather than the word itself. If a word has been misunderstood, it is much better to use another word rather than the word itself.
- If a word is referred to a set it is better sometimes to use the specific word to refer to the element or item in that set rather using the set itself. When a word is referred to many and we talk singularity, it is better to use a word that is referred to specific item than the word itself. When talking about something specific in a set, it is better to use a word to refer to that item rather than using a word to refer to the whole set.
- If the sense of a word is already included in the communication, sometime there is no need to include or say that word. Sometime if the meaning of a word is already sensed in the communication, there is no need to identify or repeat that word; see exercise number 85 for more information.
- If the answer to a question is already included in the communication, there is no need to ask that question. If the answer to a question is already given within the communication, there is no need to ask that question; see exercise numbers 49 and 75 for more information.
- If the answer to a question is already included in the question, there is no need to ask that question. If the answer to a question is already included in the question, that question does not need to be asked.
- If the answer to a question is already identified, then that question is not needed. If the answer of a question is already known, there is no need for that question.
- There are words that are not generally defined. Sometimes it makes sense to pay attention to those words. In other words, those words are personally defined or identified; refer to exercise 86 for more information.
- If two words are grouped together to form a new terms, expression, or phrase where the definition of one word is included in the other word, the use of the second word is not important in that case. For instance, assume *WordOne* and *WordTwo* are grouped together to form a new expression or terms. If the definition of *WordTwo* is included in *WordOne*, there is no need to use both words together in that sentence; see exercise 83 for more information.
- According to our parent principles, there are words that do not exist

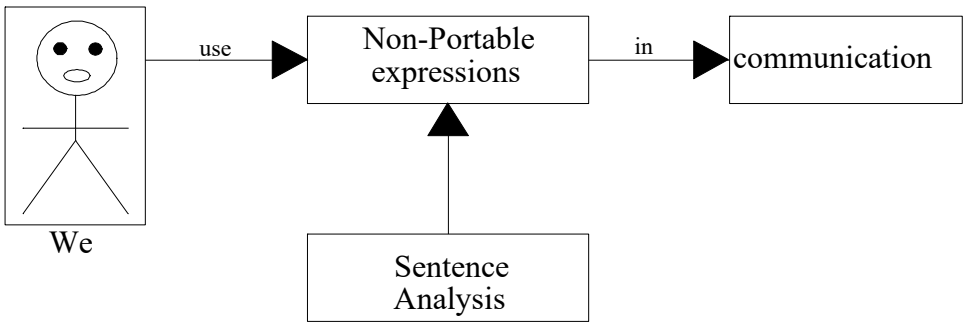
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- Within a typical communication, there may exist words that are in the communication, but do not appear in the communication. We can also say that, within our communication, there are words that are part of the communication, but do not appear in the communication; see exercise 80 for more information.
- If the answer to a question does not exist, then the question does not exist either; see exercise number 362 for more information. If the answer to a question is not valid, then that question is not valid. If the answer to a question is undefined, so is the question. If the answer to a question is not defined, the question is not defined either.
- There are words that change, depending when we use them. There are words that change meanings, depending when we use them.
- If the subject of the communication is being disregarded, there is no need for the communication. If the purpose of the communication has been disregarded, there is no need for the communication.

Sentence Analysis on Non-Portable Expression

Error in Sentences	Sentence Analysis Consideration
Use of non-portable expressions	Regard usage of portable expressions

Non-portable expressions follow the same principles as non-portable words. During communication if non-portable expressions are used, error analysis on non-portable expressions can be used to make sure those expressions are substituted by portable expressions. Anytime non-portable expressions are used, sentence analysis must be used as correction to replace them by portable expressions. This model shows a typical flow of error analysis on non-portable expressions. See the tips outline above for more useful usage of portable expressions.



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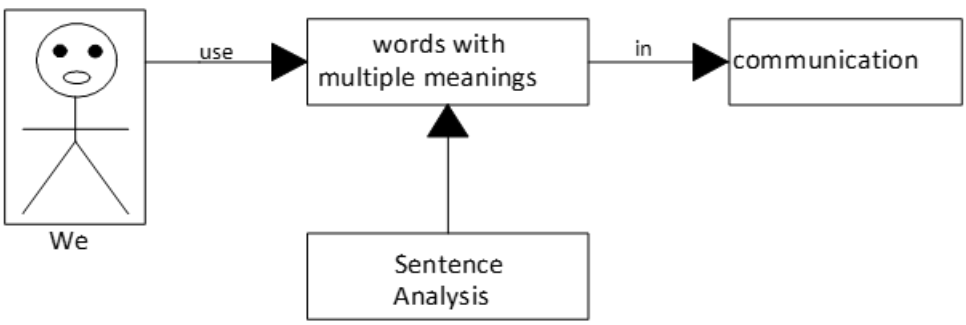
Sentence Analysis on Words with Multiple Meanings

Error in Sentences	Sentence Analysis Consideration
Use of word with multiple meanings	Regard usage of words with a single meaning

The fundamental meaning of a word is very important and sometimes cannot be changed or varied easily. Since we don't stay in one place and choose who to communicate with in advance, it is very important for us to ensure portability in our communication. Sometimes it is very confusing when using words with multiple meanings. Not only can a multiple meanings word may have multiple positive meanings, it may also have multiple negative meanings as well. Sometime words with multiple meanings tend to have both positive and negative meanings. Given that communication can create problems in life, it is always good to use words that are acceptable to all.

Sentence analysis on words with multiple meanings is concerning the use of words with multiple meaning that can develop problems in communication. During communication, if words with multiple meanings are used in a form that can develop problems in communication, sentence analysis can be used to suggest words with single meaning or the exact definition of the word. Anytime words with multiple meanings are used in a form that can develop problems in life, sentence analysis can be used to make the correction.

Given that the meaning of a word is equal to that word, if a word with multiple meanings can be misunderstood, it is better to use that words with the desired meaning than the word itself. If a word with multiple meanings tends to create problems, it is always good to use the right meaning of that word rather than the word itself. If a word is referring to a set of meanings, it is always better to use the right meaning from the set than the word itself. The model below shows a typical flow of sentence analysis on word with multiple meanings. For more information about words with multiple meaning, see the outline of tips to avoid non-portable words.



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About Terms

In this book, we use terms interchangeable as expressions. The same principles that are used for expressions can also be used for terms. For more information about terms and expressions, look at the section on portability of communication and see the use of descriptive words and comparative versus fundamental.

Word Matching Error

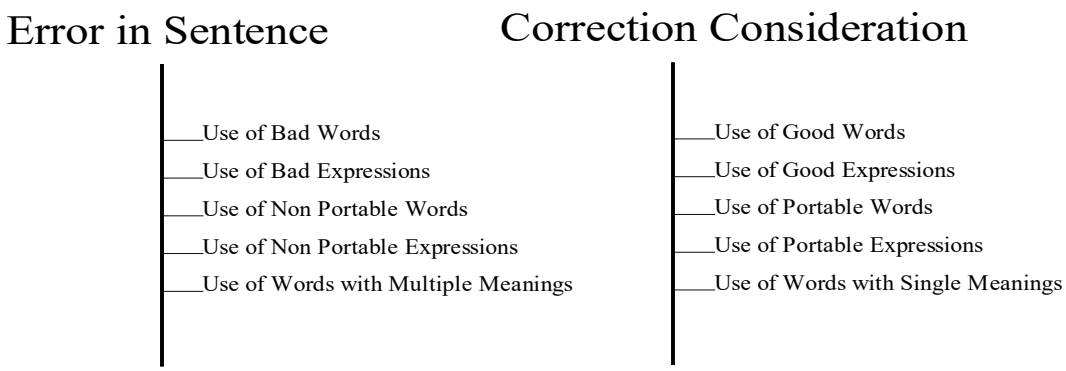
Sometimes a word cannot be matched with another word to form a new term or expression. Sometimes unmatched words can create communication errors. To better understand how that can happen, look at the section on portability of communication and see the use of descriptive words and comparative versus fundamental.

Sometime it makes sense to analyze a sentence word by word and look at the relationship of the words that make up the sentence one by one. We know that one bad word can cause a sentence to be non-portable. By analyzing the sentence to look at the relationship of the words that make up the sentence, the bad word can be easily identified and replaced by a good word; see exercise number 46 for more information. This note can be used to any word in a sentence that causes it not to be portable.

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Conclusion

In the previous chapter we have done our error analysis related to the applications. In this section we do error analysis related to words that we use in communication. From the previous section, we separate the communication aspect of our application from the application itself. By using this technique, we have been able to correct errors in the communication domain to prevent problems in our applications. In this section we simply analyze the contain of the communication. For instance, if our communication is oral or written, we analyze words from it to detect and correct errors. If the communication was video or graphic, we could have analyzed pictures or actions in it. The way to look at it, the difference between this chapter and the previous chapter is that, in the previous chapter, the analysis was done related to the application, in this one, it is done related to the content of the communication for instance, words that we use. The model below shows to the left, errors that can happen in the content of the communication, while on the right it shows possible analysis consideration. The model to the left can used as the problems while the one to the right can be used as possible solutions for those problems.



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The next chapter is not important; it can be skipped. The material covered in the next chapter is already included in the previous chapters as well as the exercises. It is better to skip this chapter and work out some exercises, and then come back to this chapter. This chapter is optional. It is not recommended because the material presented here is already included in the other chapters as well as the exercises. It is recommended to skip this chapter and go to work out some exercises then come back to this chapter.

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Chapter Six

Visual Aspect of Communication

Introduction

From previous chapters, we have learned a lot about the process of communication, where understanding each other enables our communication to satisfy its objective. In Chapter Four, we have learned that the identification and correction of errors in our communication enables our communication to satisfy its object. By inspection, we could have realized that communication that does not satisfy its objective is not considered to be complete communication. In other words, in order for communication to be completed, it must satisfy its objective.

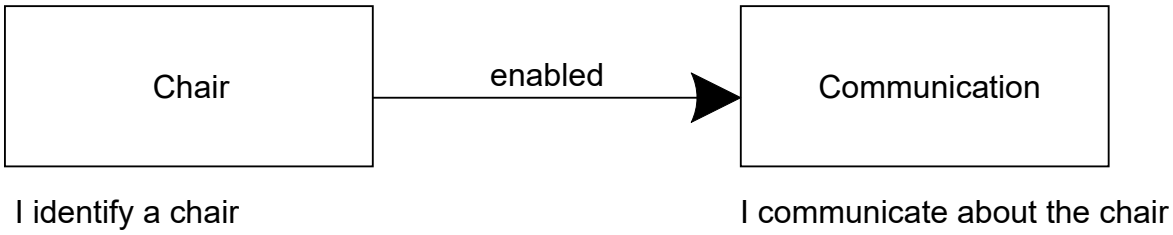
Related to the correction process, we have learned that the correction process enables us to receive feedback from our parent where we then apply the feedback to enable the correction. By looking at the overall process, we can see that our parent views our communication different from us. In other words, a sentence that we repeat may not be viewed in the same manner as our parent. The question we can ask here is if communication should be completed to satisfy its objective, while an incorrect sentence in front of our parent is not complete. The reason for that is because our parent looks and thinks about words that make up that sentence. In this case, a word may refer to an item where our parent may think about that item whether that word is actually referred to that item or whether that item actually exists. While the item that word is referred to may or may not be located next to our parent or may not be a physical entity, however it looks like our parent may have an idea of that item. By looking at the overall process and understanding it, we can see that visual identification of entities is a part of communication and it is very important. From that, we can see that visual identification of entities during communication enables us to understand each other much better during communication.

In this chapter, we are going to provide more information to enable us to understand visual aspect of communication. After learning the material from this chapter, you can refer to exercises 964-1000 and work them out. Those exercises are provided to help you understand visual aspect of communication.

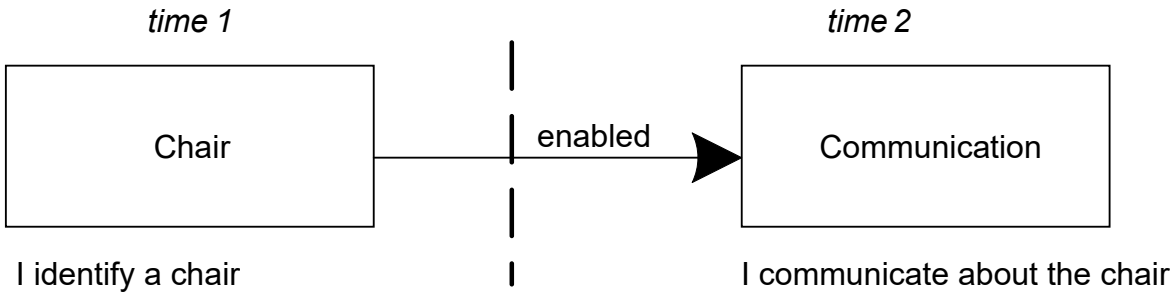
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Understanding Visual Aspect of Communication

Whenever we use the terms Visual Aspect of Communication, it means communication about entities that we identify. It does not matter if that entity is physical or not. It does not matter if that entity is visually identified or not. All that we communicate about an entity, we identify. While we use the term visual aspect of communication, by having a good understanding of communication, we can see that all communications are considered to be visual, because we must identify an entity before we can communicate about it. It does not matter if that entity is physical or not. It does not matter if that entity exists internally or not. What is important is that communication enables us to identify an entity then communicate about it. To better understand this process, lets' take a look at the model below.



From the model above, we can see that I identify a chair, then that chair enabled my communication. For example, that chair can be located in the living room where I identify it. Then based on that identification, I am able to communicate to you about that chair. While the process happens very quickly, however if we want to, we can add time to it. For example, we can say that at *time 1* or 1 PM, I identify the chair, then at *time 2* or 2PM, I communicate without you about the chair. The latter can be 1 second or 1 minute; it does not matter. What is important is the chair is identified first, then later the communication is enabled as shown below.



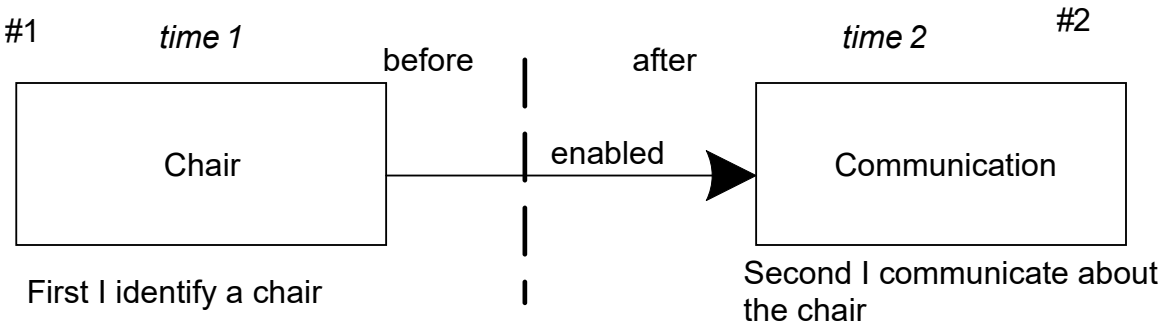
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From the model above, the separation line shows that the time the chair is identified is different than the time the communication is enabled. In other words, the time I identify the chair is different than the time I talk to you about it. As an example, I can identify the chair at *time 1*, where at *time 2* I call you and talk to you about it. As we can see, in order for me to communicate with you about the chair, I must first identify it. The overall process is viewed as a visual aspect. There are two ways to look at it: first I see the chair, where I identify it. In this case, I think about it, where I do have an image of that chair in my mind. Second, I call you and I talk to you about the chair. You also have an idea of that chair because I talk to you about it. In this case, you also have an image of that chair in your mind. What is important here is that visual aspect of communication enables me to communicate about an entity where I do have an idea of that entity. When I communicate with you about that entity, you also have an idea of that entity. Overall, we can see that visual aspect of communication enables us to communicate about entities that we identify which gives us ideas to communicate about them. In this case, the entities that I identify give me ideas to communicate to you about them, where you can have ideas as well about that entity. During this process, I do have an image of those entities in my mind. You also have an image of those entities in your mind.

As we can see from the paragraph above, given that entities that we identify give us ideas to communicate about them, where communication to each other enables those ideas to flow to teach other, from this we can see that all parties involved in communication must have ideas about entities that enabled that communication. In other words, when we identify an entity, it gives us ideas about our communication, where we have an image of that entity in our mind. Communication to each other enables that image to flow from person to person. By understanding the overall process, we can see that communication is completed when the idea given by the identified entity enabled that image to form or form properly. In other words, a chair that I identify in the living room gives me ideas to communicate to you about it. That communication is completed if, when I communicate without you, you get a good idea about that chair. In this case, the completion of that communication is based on the chair—my identification of the chair—as well as my communication to you about the chair.

By understanding the overall explanation above, we can see that our communication comes after the entities that we identify. In other words, given that the chair must be first identified in order for it to enable my communication, therefore my communication comes after the identification of the chair. To better understand the overall process, let's take a look at the model below.

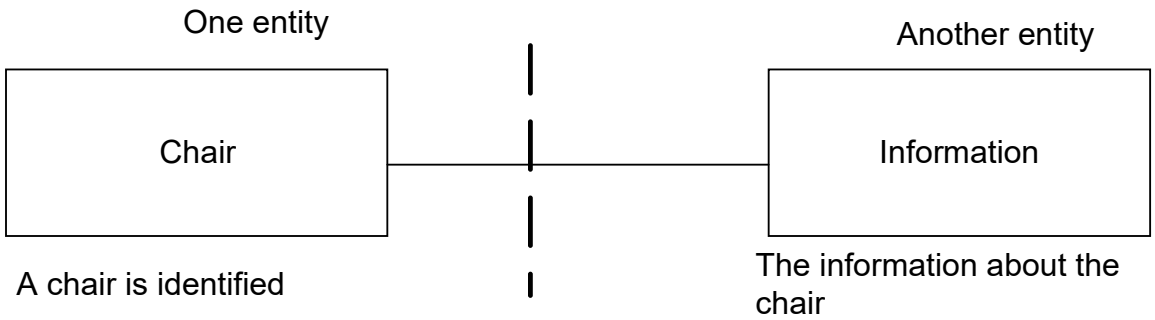
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From the model above, it shows that first I identify the chair, then second I communicate with you about the chair. As shown from the model, the identification of the chair comes first, where the communication about the chair comes second. From what we have just said here, we can see that communication is an after entity. For example, an entity that we identify comes before our communication, where our communication comes after that entity. As shown by the model above, the chair that I identify in the living room comes before I communicate with you about it. In this case, the communication about the chair comes after. Overall, we can see that communication is viewed as an after or second entity, where actual entities that we communicate about are viewed as primary or number 1. It is always good and important to know that communication is a secondary entity that comes behind actual entities.

Information Related to Visual Aspect of Communication

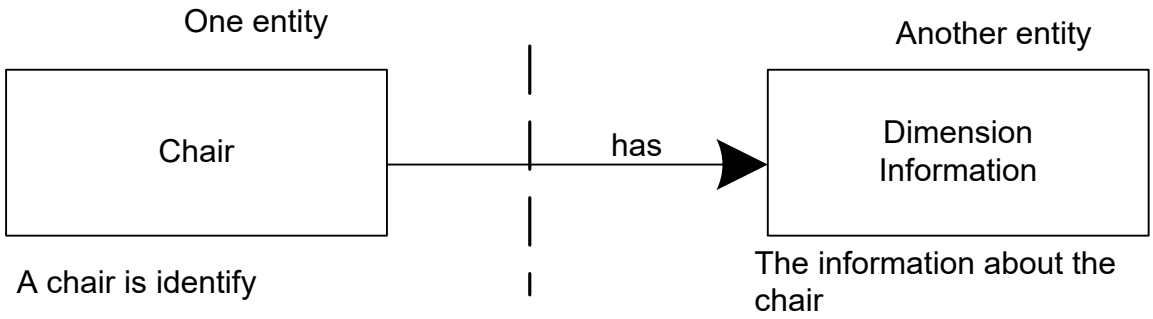
We already know that as an entity itself, information is considered to be a separate entity. In other words, information about an entity is considered to be a separate entity from that entity. Although that information is attached to that entity, however it is viewed as a separate entity from that entity and it also belongs to that entity. To better understand the relationship between an entity and its information, let's take a look at the model below.



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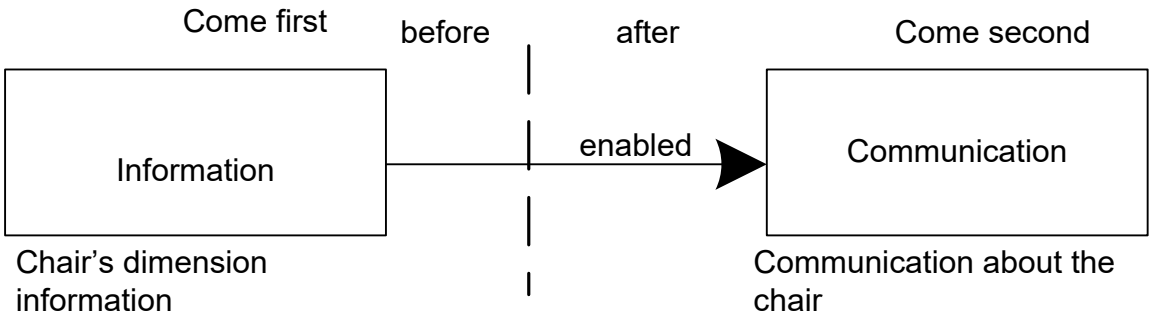
From the model above, the chair that I identify in the living room is viewed as an entity, where information about that chair is viewed as a separate entity. We use the separation line above to show that the information about the chair is separate from the chair or is a separate entity from the chair. The way to look at it, although that information is attached to that entity, however it is another entity from that entity.

In terms of information, let's take it like this. When I identify the chair in the living room, I use a measuring tape to measure the width and height of the chair. Those entities are considered the dimensions of the chair. I can name the dimension entity as dimension information as shown below.



From the model above, it shows that a chair that I identify in the living room has a dimension information. For example, while measuring the dimension of the chair I identify a width of 16 inches and a height of 37 inches. Both the width and the height are considered to be information of the chair. We can say that that information is attached to the chair. During my communication with you about the chair, I can give you that information. As we can see, communication enables us to provide information about entities. For example, during our communication, we exchange information about entities. From the overall process, we can see that the communication about an entity comes after information about that entity. For example, the information about the chair comes first before my communication. Let's show that by the model below.

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From the model above, as we can see the information of the chair is first identified where that information enabled the communication. For example, after I measure the dimension of the chair, I can call my friend and provide that information. In this case, the measurements enabled my communication. Another way to look at it, the existence of an entity enables information about that entity to exist. For instance, an event that occurs does have information attached to it, such as time, place, and so forth. That event itself is considered to be an entity, where information about that event is considered to be another entity. Providing information about that event may include date, time, place, and all other entities that are parts of that event. From that, we can see existence of the information enabled that information to be provided.

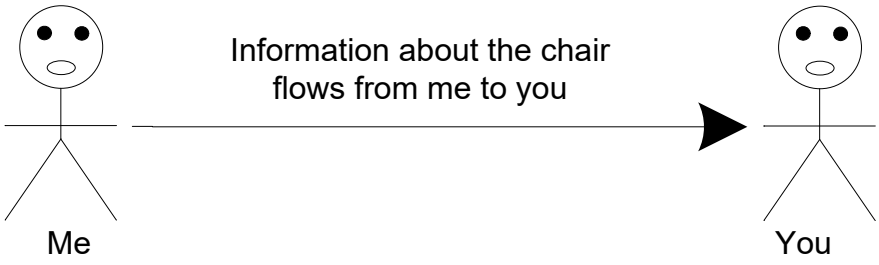
Overall, in terms of visual aspect of communication, it is always good to take it this way. The existence of an entity enabled communication of that entity where the entity exists first and communication exists second. Since information about an entity is attached to that entity and it is part of that entity, information about an entity comes first where communication about an entity comes second. During communication, we provide information about an entity where that information exists before the communication. In this case we can see that the existence of entity enables the existence of information about that entity, where the existence of information about that entity enables the existence of communication about that entity.

By understanding the explanation above, we can see that while we have the ability to communicate, however our communication is not enabled without the existence of an entity we are communicating about. While we have the ability to communicate about an entity, however our communication is not enabled without existence of information about that entity.

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Completion of Communication

From the previous section, we have learned that the communication about an entity exists after that entity. In other words, during the communication about an entity, that entity exists first, where communication about that entity exists second. From that, we can see that the existence of that entity enables the existence of communication about that entity. We have also learned that the information about an entity exists before the communication about that entity. In other words, during a communication process, we provide information about an entity, where that information exists before we provide to others. To better understand the overall process, let's take a look at the model below.



As shown above, while I am communicating with you, I provide information to you about the chair. Let's consider that communication as a single sentence. For example, I can tell you, "The width of the chair in the living room is 16 inches". That actual information is attached to the chair and it is part of the chair. The existence of that information enables me to communicate with you. In this case, the visual identification of the chair or information about the chair gives me the idea to communicate with you about the chair where the same visual identification of the chair gives you an idea of the information about the chair as well. What is important here is the fact that that information belongs to the chair and it enables my communication. In this case, we can say that my communication is complete based on that information. From that, we can say that the complete height of the chair is 16 inches. The height information I provide to you depends on the chair rather than me. The fact that that information exists, it enables me to communicate with you, where I can provide it to you. The fact that the height information exists, it gives me an idea to communicate with you to provide you with that information where you can get an idea about that information as well.

As we can see from the paragraph above, the communication about an entity is complete when that entity enables that communication. For instance, the height information I provide to you is completely dependent on the chair. The height information I provide to you is completely

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dependent on the actual height of the chair. The reason that information is complete is because it solely depends on the actual chair without any external entity including myself. Therefore, we can see that the communication about an entity is complete when it does not include any outside entity. In other words, that communication is complete when it depends only on the entity it is about. The information about an entity is complete when it does not include any outside element. The overall completion of communication or information does not matter if the entity is physical or not if an event occurs, as long as an entity is identified, information about that entity depends on that entity, where that information enables our communication.

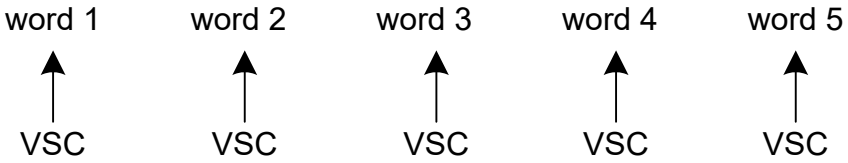
From the above example, we can see that the information about the chair is completely for the chair. The height information of the chair is completely 16 inches. The height information of the chair is complete. In this case, the 16 inches measurement taken does not include any other entity or other measurement. Since communication enables me to provide that information to you, based on that information my communication is complete. In other words, since the height information of the chair is complete, when I provide that information to you, that information is also complete. From that we can see the completion of that information enables my communication to be complete. Overall, we can see that the communication about an entity is complete, if that communication does not include any other entity. Since information about an entity enables us to communication about that entity, therefore that same information enables our communication to be complete.

Error Correction Function Related to Visual Aspect of Communication

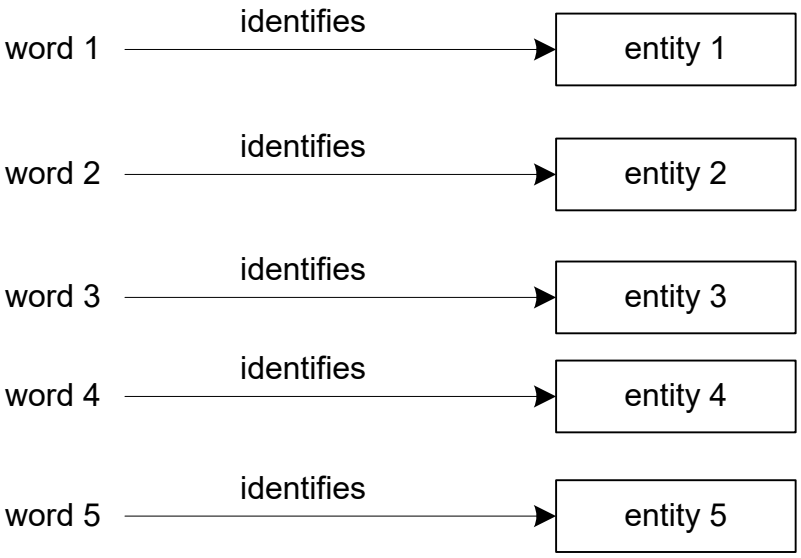
From Chapter Four, we have learned the process of error identification and correction. We have shown that during the correction process, our parent listened to us. When we repeat a bad word or a word that does not make sense, we get feedback from our parent to enable the correction. Here, we are going to look at this process related to visual aspect of communication.

By taking a closer look at the error correction process, we can see that during the communication process, for instance, when we repeat a sentence and our parent listening to us, our parent analyzes each word in the sentence related to entity identification. If we considered the overall process as the beginning of our communication, we can relate that to visual aspect of communication. It does not matter the way we look at it; what is important is that the identification process is related to visual aspect of communication. To better understand that, let's show a sentence that is made of 5 words.

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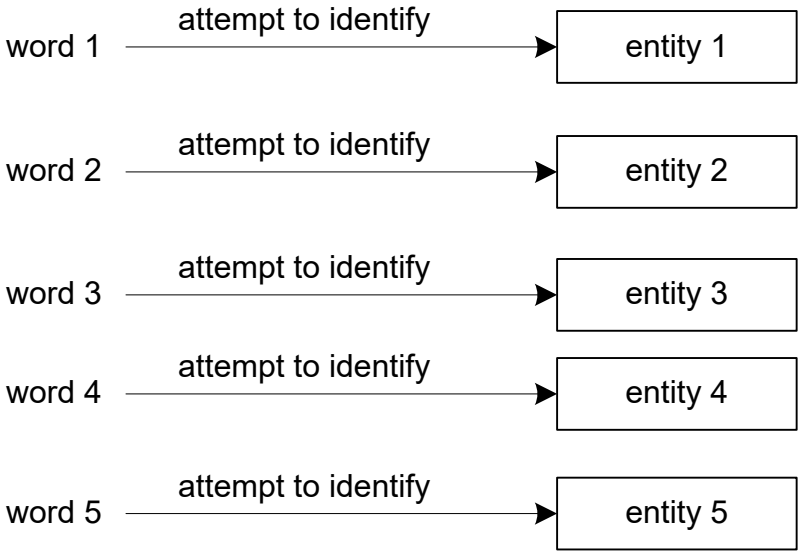


From the sentence above, our parent performs visual aspect analysis on each word. We use VSC to denote Visual Aspect of Communication. We can also call it visual aspect analysis or visual inspection. What is important is that during the analysis of our communication, our parent listens to our sentence and tries to map in our parent's mind the entities those words identify. To better understand the process, let's show that by the model below.

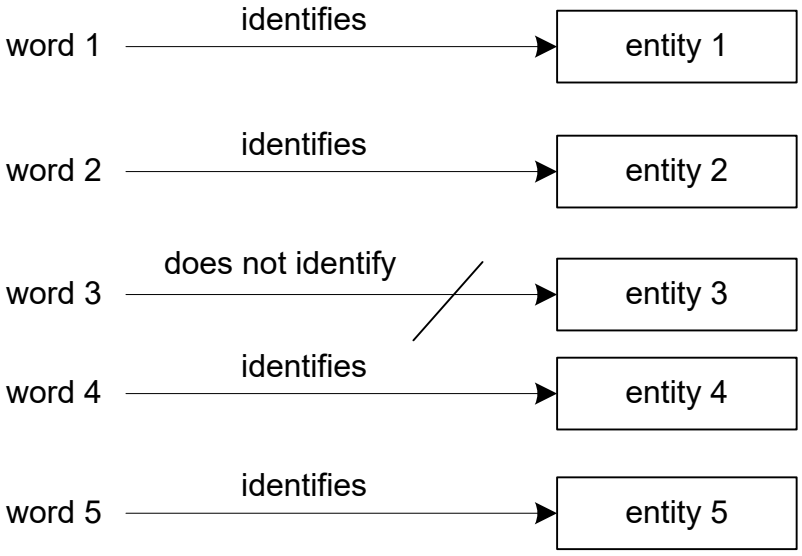


While we show the process above, where the word identify the actual entities, it is better to view it as an attempt because the sentence may not be correct. The way to look at it, when we repeat the sentence, our parent listens and attempts to identify the actual entities those words identify. Let's show the model above again with the inclusion of the attempted word.

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From the model above, from our parent's mind, our parent try to identify the entities the words in our sentence point to. During this process, our parent tries to identify each word in the sentence and the actual entity that word points to. If, for example, from the sentence above, *word 3* does not point to an actual entity, then we get feedback from our parent that enables the correction where we can use an actual word that identifies an actual entity. Let's show that by this model.



From the model above, the correction process enables another word to be used or substituted, where that word identifies an actual entity. As we can see, the overall process of correction is performed in regard of visual aspect of communication. Given that, in our sentence, a word did not identify an actual entity, we did not take visual aspect of communication into consideration

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in our communication. The correction process takes visual aspect of communication into consideration.

Sentence Analysis Related to Visual Aspect of Communication

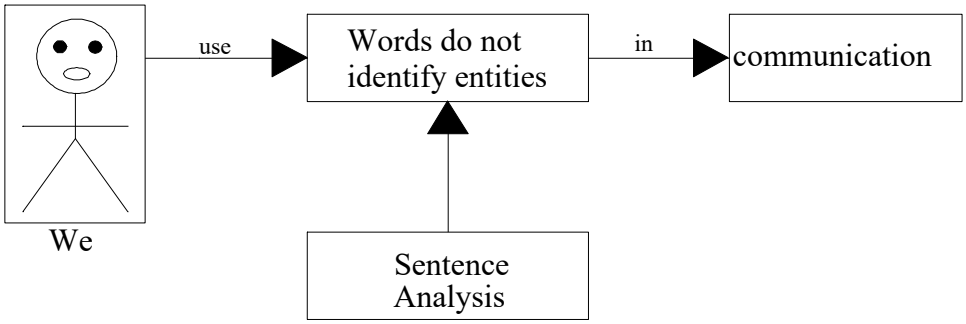
According to our parent, there are a lot of words that we use in our communication that do not actually identify entities. It is always good to drop those words and use words that actually identify entities. Using visual aspect of communication, it is possible to use words that identify actual entities in our communication. Using words that identify actual entities in our communication enables others to understand our communication. It also makes our communication portable. For example, while I am in communication with you, you can identify each word that I used in my communication and the entity each word identifies. Doing so enables you to understand my communication more easily. In this case, if I use a word that does not identify an actual entity, you can ask me questions to determine which entity that word points to. If that entity does not exist or that word does not actually identify that entity, then you can give me feedback to use words that identify actual entity.

In other words, using words that identify actual entities in our communication enables our communication to be understood easily and it also enables our communication to be portable. When we use words that do not identify actual entities in our communication, they make our communication more difficult to understand. In this case, when we are talking to someone using those words, that person may not think properly about what we are saying. It may not be possible for what we say to form an image of that communication or conversation in that person's mind. In this case, that person can ask us questions about a word that does not identify an actual entity, where we will need to point that person to that entity where that person can have an idea of what we say. In order to enable our communication to be understood easily, it makes sense for us to analyze it related to visual aspect of communication. In this case, we can perform visual aspect analysis on specific communication or sentences in order to make sure each word identifies an actual entity so that sentence can be understood easily.

Error in Sentences	Sentence Analysis Consideration
Words do not identify actual entity	Regard usage of words that identify actual entity

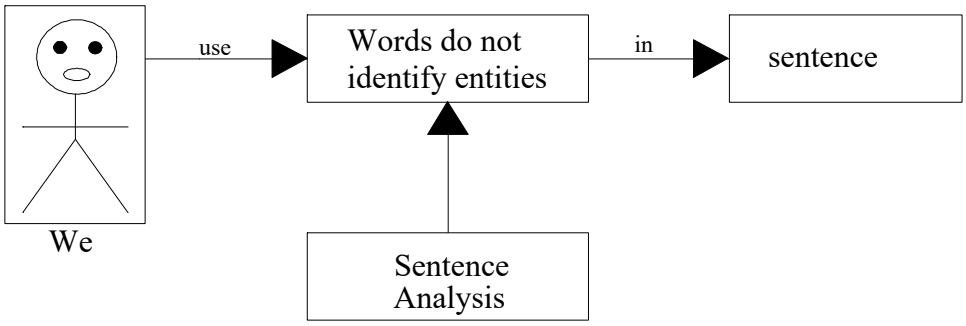
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Sentence analysis related to visual aspect of communication or simply visual aspect of sentence analysis enables us to identify actual entities that words in our sentence point to. During communication, if we identify words that are used in a sentence where those words do not identify actual entities, then we can perform sentence analysis related to visual aspect of communication where we can identify those words and provide feedback to use words that actually identify entities.

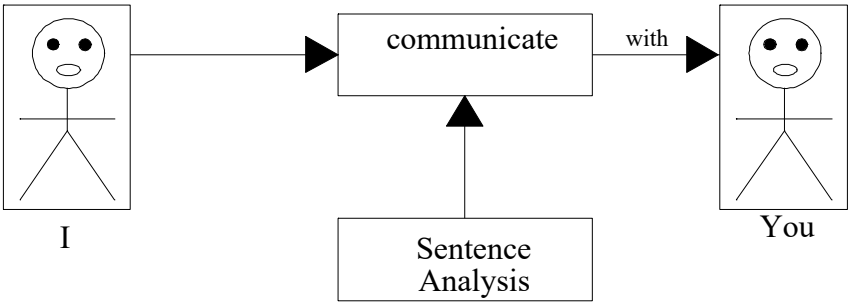


From the model above, in our communication if in a sentence we use words that do not identify an actual entity, then we can provide feedback to use words that actually identify that entity. In this case, the words that identify the actual entity can be used as a substitution to replace the word that does not identify that entity. For example, *Word 1* points to *Entity 1*. In this case, *Word 1* actually identifies *Entity 1* or *Word 1* visually identifies *Entity 1*. During our communication, if *Word 2* is used to refer to *Entity 1*, rather than *Word 1*, then that sentence can be analyzed using visual aspect of communication where feedback can be given to point out that *Word 2* does not visually identify *Entity 1*, rather *Word 1* is the word that visually identifies or actually identifies *Entity 1*. In this case, *Word 1* can be substituted for *Word 2* in order to correct that sentence to make it portable so people can underhand it. The way to look at it, we already know words that point to actual entities and have an image of those entities in our mind. It make sense to use them in our communication so people can understand our communication. By performing visual aspect analysis on those words, it enables us to make correction in our communication so people can understand us easily.

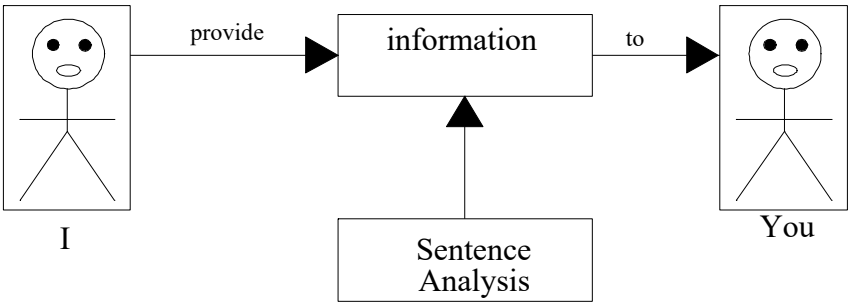
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From the model above, communication is simply replaced by sentence. In this case, we can perform the same analysis pointed out above.



From the model above, while I am communicating with you by repeating a sentence to you, visual aspect analysis can be performed on that sentence to determine if each word in that sentence identifies an actual entity. In this case, if a word does not identify an actual entity in that communication, then another word can be used to actually identify that entity.



From the model above, it shows a process of communication where I provide information to you. In this case, visual aspect analysis can be performed on that information to make sure words in that communication actually identify entities. Since information about entity is complete for that entity, during communication, that communication is complete based on that information. It can

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be shown that in a complete communication, each word in that communication actually identifies an entity. We have already shown that. The height of the chair that I provided to you is complete. In this case, in that communication each word must identify an actual entity. During our communication, the height of the chair was measured where the actual height was provided to you. In that communication, I visually identified the chair in the living room, where I visually measured the actual height where that information is provided to you. As we can see, each entity in that information is identified, which enables the identity of each entity in the communication.

By understanding the explanation above, we can see that when we provide information to each other, it makes sense to perform visual aspect analysis to determine if each entity in that information is actually identified. If not, then we can determine that information is not completed. In other words, when we present information, it makes sense for us to analyze our communication to make sure each word in our communication actually or visually identifies each entity that makes up that information. If a word does not actually identify an entity in that information, then that information is not complete. In this case, we can perform analysis to make sure each word in our communication visually identifies an actual entity of that information. We can also say that to make sure each entity that makes up our communication maps to each entity that makes up that information.

Conclusion

In this chapter, we have learned the process of visual aspect of communication. Overall, we can see that visual aspect of communication enables one to understand each other more easily during communication. Without identifying what we are talking about, it makes it difficult for one to understand each other. Without identifying entities that words that we use in our communication refer to, it is not possible for us to understand each other easily. Without understanding each other, the objective of our communication cannot be satisfied. By looking at the feedback from our parent, we can see that we have an entity identification problem and this is the problem our parent tries to solve. By identifying each entity in our communication, that solves our entity identification problem. By identifying each entity that words in our communication refer to, that solves our entity identification problem. I also makes our communication more portable where one can understand each other easily. In this case, our parent can understand when we are talking and we will not need feedback from our parent to correct our communication.

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Chapter Seven

Exercises

Introduction

A subject cannot be learned properly without application. The process of learning a subject always includes some practical aspect to enable the understanding of that subject. Rather than using the word practical, it is always better to say the application aspect of that subject. While learning a subject, we get some ideas about that subject where we can use those ideas in many applications to get further knowledge. This process is very expandable. We can say that we gain more knowledge from a subject while applying it. It is very important to understand that.

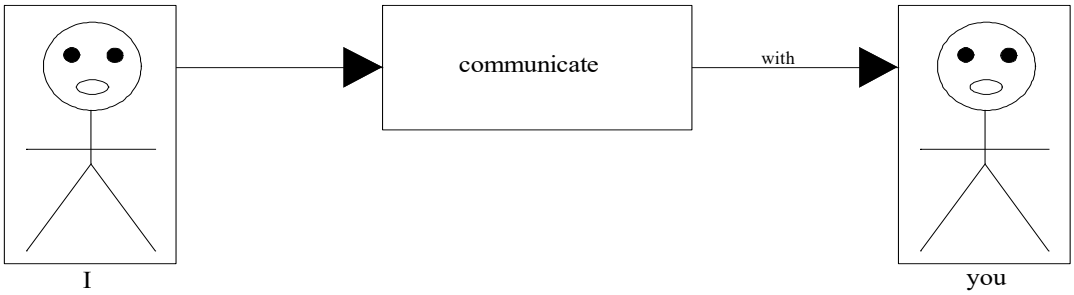
Another word we use to call application to enable the understanding of a subject is exercise. Although there is a difference between exercises and using a subject in various applications, sometime it makes sense to view exercises as applications as well. Many times, when learning a subject, there are some examples that are given about that subject to enable it to be very well understood. Those examples combined with some exercises can also be used to enable that subject to be understood better. In other words, those examples can be used to show how the subject can be used in various applications.

This chapter includes many exercises that will help us understand and apply the principles of communication related to what we do and the error analysis process. Since a subject cannot be understood without utilization, to enable the understanding of communication related to what we do, it is always good for the exercises to be presented in manner that is applicable. That means an applicable manner that includes all possibilities to help us understand the subject. Those possibilities are not only pen, paper and ink, but include all others that may help us understand the subject. Since the exercises are not limited to any application, our understanding of the exercises is determined by our applications. In other words, the more we understand the exercises based on our applications, the better we understand the subject. We can also say the more we apply the exercises in what we do, the better we will understand the subject.

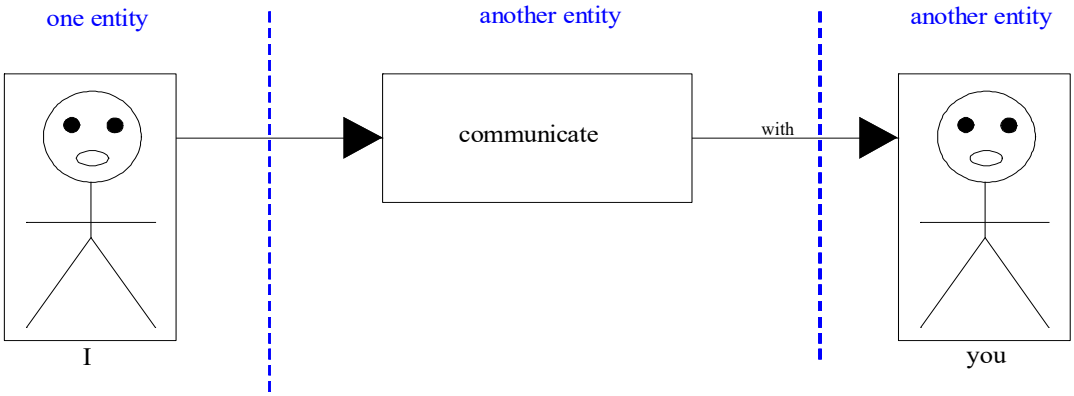
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1. To better understand communication, it is always good to take it as a separate entity. By taking communication as a separate entity, we can separate it from what we do and we can also separate it from ourselves. Once communication is taken as a separate entity, it can be analyzed. To better understand the process of separating communication from ourselves and what we do, let's do the following.

    a. Assume that *I communicate with you*; now within the sentence *I communicate with you*, we can identity and separate all entities from that sentence. By taking a look at the sentence, we can see people and communication; therefore we can draw the model as shown below.

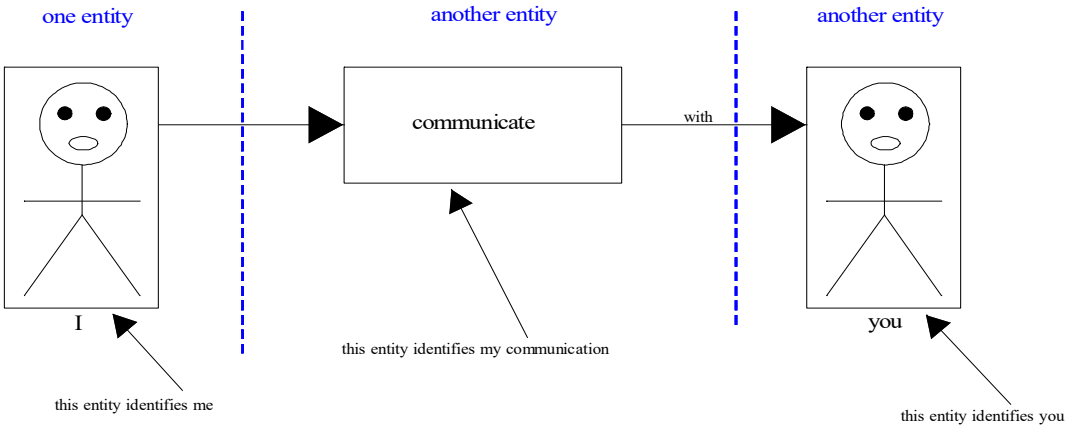


Now, using the separation line, we can separate the entities that we identify from the model or the sentence above. The model below provides more information of what we have just said.

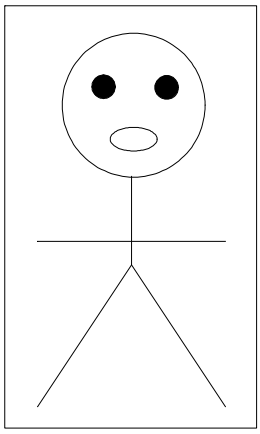


To better understand the model above, we can provide more information about each entity that we label from the model. The model below is the same as the one above, but more information about each entity is added to it.

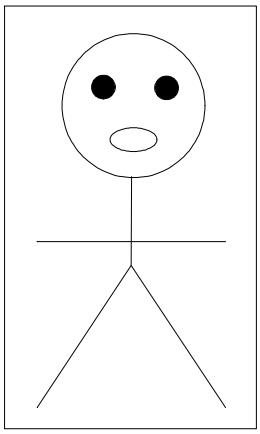
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Since we take each element as a separate entity; we can detach them and show them in a tabulated format, where more information can be given about each entity. The table below shows what we are talking about.

Entity Identification	Entity Name	Entity Description
 I	**I**	"I" am the person who is talking to you. I am different than my communication. I can be taken separately, and my communication can be taken separately as well.
communicate	**Communicate**	This is my communication. It is very easy to see it is a separate entity from me. For instance, my communication can be recorded in a device, like a tape, both me and the tape can be seen visually as two different

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		entities.
 you	**You**	This is "you", another separate entity. Again, this is a separate entity from the communication. As we have said above, the communication can be recorded or written down on a piece of paper, where that piece of paper is completely a separate and different entity from the person.

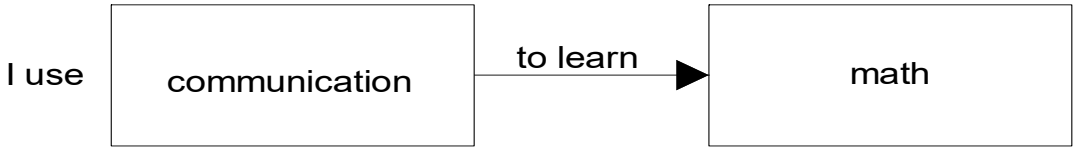
b. To better understand yourself and what we have done above, it is good for you to sketch or draw the following and provide more information about each entity. What do we mean by that? Draw the following sentences by labeling each entity. Separate them by using the separation line and provide more information about each entity that you separate.
   - I communicate with my friend
   - My instructor communicates with me
   - I repeat a sentence to my friend
   - My friend's name repeats a sentence to me
   - I communicate to buy an airline ticket
   - I talk on the phone with an agent
   - I repeat a sentence to that agent
   - I use communication at work
   - I talk to my manager

2. We already know that communication is common in everything that we do. With our observation ability, we have been able to separate communication from what we do. By separating communication as a single entity, we have been able to identify errors in communication when they occur. Our communication ability allows us to learn many subjects in school. For instance, in school we learn math, English, history etc. The way to rephrase it, we can say we use communication in school to learn, math, English,

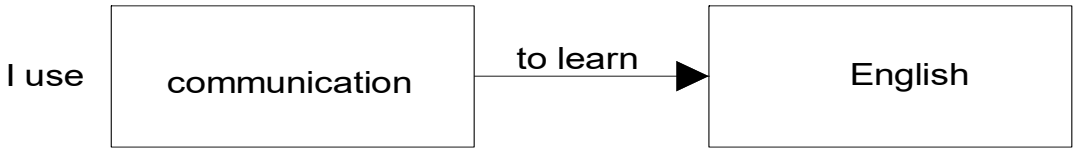
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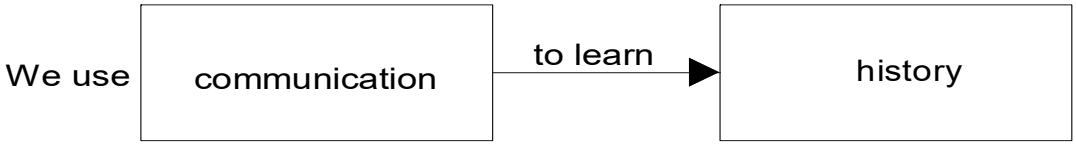
history etc. Since we now have the ability to separate communication from what we do, we can clearly separate communication from what we learn in school. For instance, we can separate communication from math. We can also separate communication from English, history etc.

Now, let's construct couple of sentences and separate them from communication for many subjects we have learned. For instance, let take this sentence *I use communication to learn math*. By separating math from communication, the visual aspect of the sentence can be shown as follow.



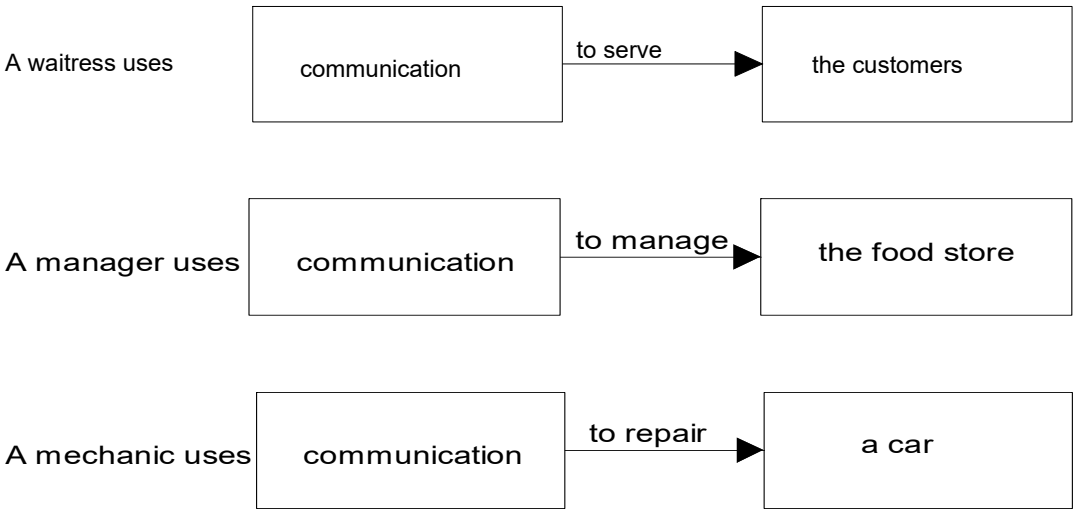
We can do the same for English and history





While we separate communication from subjects we learn in school, we can also separate it from many things that we do. For instance, in a restaurant, a waitress uses communication to serve the customers. In a food market, a manager uses communication to manage the store. In a repair shop, a mechanic also uses communication to repair a car for a customer. By separating communication from what we do, each sentence can be rewritten in a visual aspect as shown below.

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a. Just take a moment to think about the above process. We mean take a moment to think about the separation of communication from subjects we have learn in school and the separation of communication from many things that we do. Just take your time to think about each sentence which makes the model above.

b. By analyzing the above models carefully, we can see that communication triggers our applications. We can say that communication is the starting point of what we do.

c. Show or approximate the communication process used by the mechanic to repair the car from start to finish.

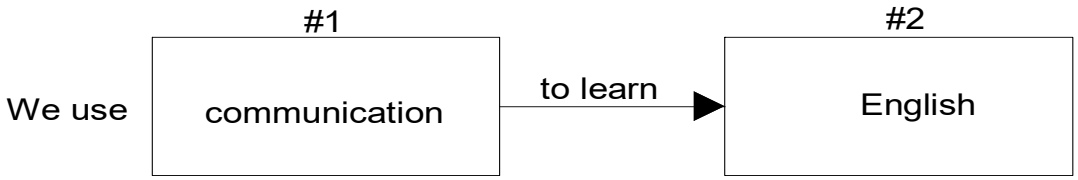
3. From exercise number two, we have seen that we learn many subjects in schools with the use of communication. Also, from the above exercise, we have also verified that communication enables a waitress to service customers; it enables manager to manage a food store; it also enables a mechanic to repair a car. Let's focus only in this sentence *we use communication to learn English,* which is shown here. To show more information about the separation of communication, we label each box where communication is shown as #1 and English is shown as #2. With a visual inspection, we can see the box in the left does not depend on the box to the right. However, the box in the right depends on the box in the left.

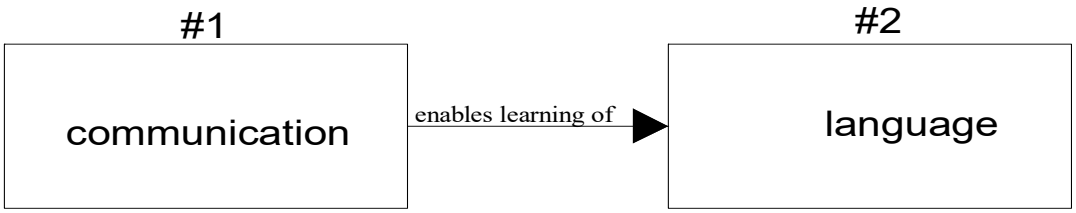
    a. Think about the above paragraph

    b. Verify that communication is language independent, like it is depicted on the model below. Since we say the box in the right depends on the box—entity—in the left, which is clearly seen by inspection; show that language depends on

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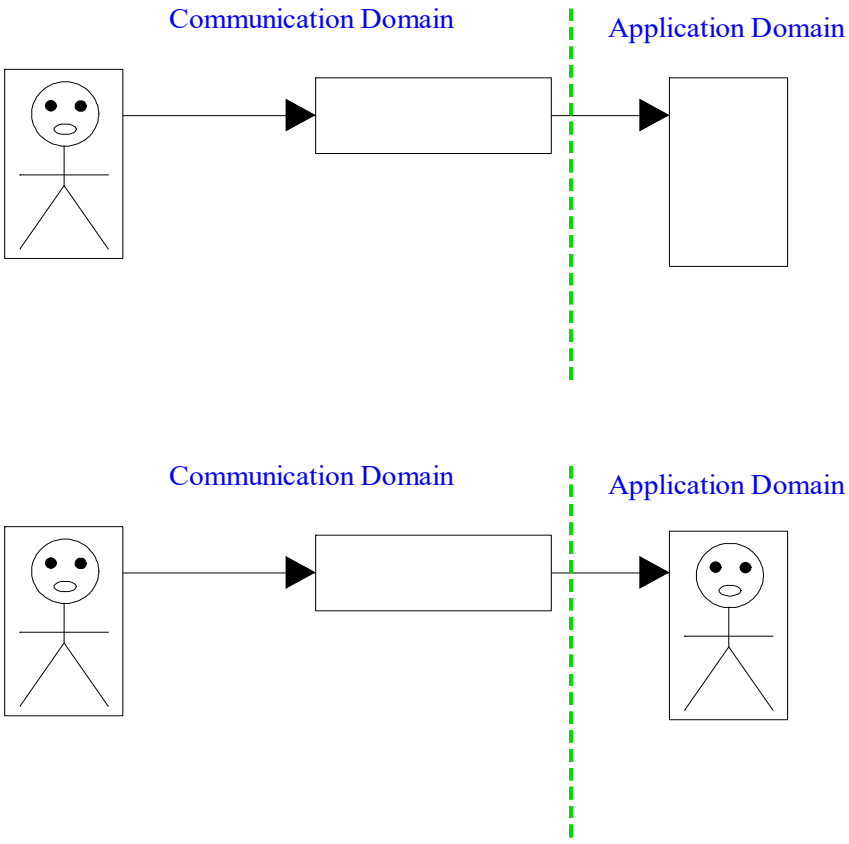
communication. **More explanation**: By combining both of them, all what we say, show that communication does not depend on languages, but languages depend on communication.





4. We have learned how to separate communication from what we do. By separating communication from what we do, we have two entities: the communication entity and the application entity itself. Since the application entity depends on the communication entity, the process of communication that leads to the process of the application names the communication domain, while the application process itself calls the application domain as shown on the figure below. Since everything that we do depends on communication, we can use the separation process to separate many things that we do from communication. Use the two models below or whichever one applies to separate the following functions from communication. All you need to do construct proper sentences with the names below and put them in the models. The models are sentences flown.
   - Mechanic
   - Instructor
   - Doctor
   - Police Officer
   - Journalist
   - Teller

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5. From exercise number two, we have learned that everything that we do depends on communication. For instance, a waitress depends on communication to serve a customer; a manager depends on communication to manage a store; a mechanic depends on communication to repair a car. We have also discovered that we depend on communication to learn any subject from school. For instance, we depend on communication to learn math; we depend on communication to learn English; we also depend on communication to learn history etc. By now, we see that communication is very important because it enables us to do what we do; in other words, it makes our applications possible or it makes it possible for us to do what we do.

    a. Take your time to think about the above paragraph

    b. Show the importance of communication. You may provide some examples on the utilization of communication in what you do. The way to look at this statement is to show the importance of communication from your perspective.

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6. You should have already known that the reason we are here is because we need to identify and correct errors in our communication. The processes that enable us to identify errors in communication include the separation of communication from what we do. We are always concerned about errors in communication. To enable us to identify errors in communication, we define errors in communication by any form of communication that causes problems in life or enables life to function abnormally. Since errors in communication are not exact, different definitions of errors in communication are given to us to give us the ability to detect errors in communication. If you have not seen all of them, you can go at the beginning of this book to look at them. Since our daily tasks depend on communication, it is almost impossible to find anyone who does not experience some type of communication error in his/her life.

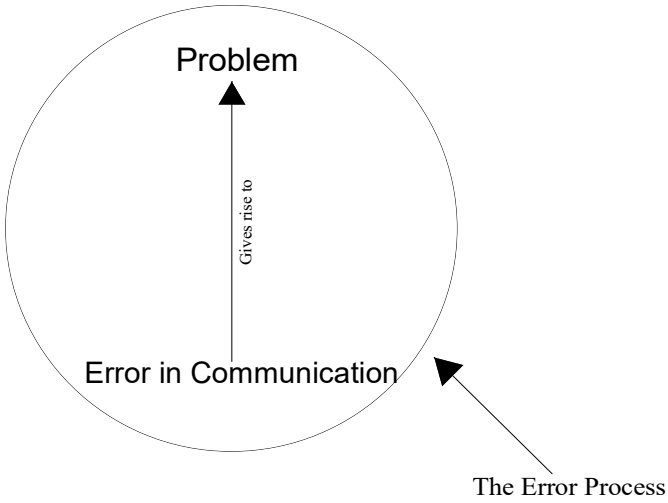
    a. In your experience, show one or more examples of errors in communication. We mean errors in communication while you were communicating with someone. It does not matter if you made the error personally or it was made by the other people you were communicating with.

    b. Show the result of the communication error in the part above. To respond to this statement, simply show that what the communication error caused if anything.

    c. Give an example of communication error that happened at work. Show the result of that error. This exercise allows you to identify errors in communication in specific applications. You might find a similarity between this one and the one above: It depends on how you respond to the two questions above. If they are the same or almost the same you can omit one.

7. To better identify error in communication, it is worthwhile to look at it in another angle. We have defined error in communication to any communication that causes problems in life. Quickly, we can rephrase the definition as *a communication that gives rise to problems is equal to error*. We can also take this sentence as the error process. To better understand the error process, let's look at the model below.

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The way to look at this model is the way the sentence describes it; any communication that gives rise to problems is an error. What do we mean by the error process? We mean the way errors happens in communication that causes problems in life. The overall process of communication that causes problems in life is the error process.

To better identify that process or to better identify the error in communication is to open a newspaper or magazine and look at some stories. It is almost impossible not to find a story in a newspaper or a magazine that deals with problems without the basis of error in communication. We mean that, many stories we find in newspapers or magazines always started with error in communication.

a. Find a newspaper or a magazine article that deals with a problem in life; show that this problem has been the result of error in communication. If you don't have enough information about the article you choose, you might need to find more information about the basis of the problem you try to analyze.

b. From your understanding of error in communication, why do you think the problem you chose in part **a** is the result of error in communication.

c. This problem could have been avoided if there were some errors analysis in the communication domain before it is initiated. Verify that statement.

d. The separation of communication from what we do enables us to identify problems in life easily. It also allows us to prevent and solve problems. From the error correction chapter, we have seen that having a problem statement is very important in everything that we do. Not only does the problem statement allow us to follow the right path, it also allows us to ask the right questions about what we are doing. Given that mistakes that we make in communication can develop problems in life, without a

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good understanding of communication, it can be very difficult to identify a problem. Since a problem cannot be solved without being identified, without proper understanding of communication, solving a problem can be very challenging as well. For that reason, we may have seen several attempts at solving problems that have not been successful. With misunderstanding of communication; a lot of people think that many problems that are triggered by error in communication can be solved without communication. If a problem is initiated by error in communication, how can it be solved without communication? That is a very good question to ask. By asking this question, we can have a better understanding of problems and their solutions.

e. Take your time to think about the above paragraph. Try to find a problem that is started by error in communication and see if a solution can be found to solve this problem without communication or proper communication. The way to look at it, a problem started by improper communication but it is always solvable by proper communication. You may give an example.

8. We already know that everything that we do depends on communication. Communication enables us to do what we do. In other words, communication enables us to do our work. In terms of work, let's take some examples: people who make music, for instance a singer, use communication in his/her lyrics, as well as a movie director uses communication to produce the movie; the same as, a program director of a TV show uses communication to produce that show. From songs, to movies, to television shows, it would have been almost impossible not to detect errors in communication in them.

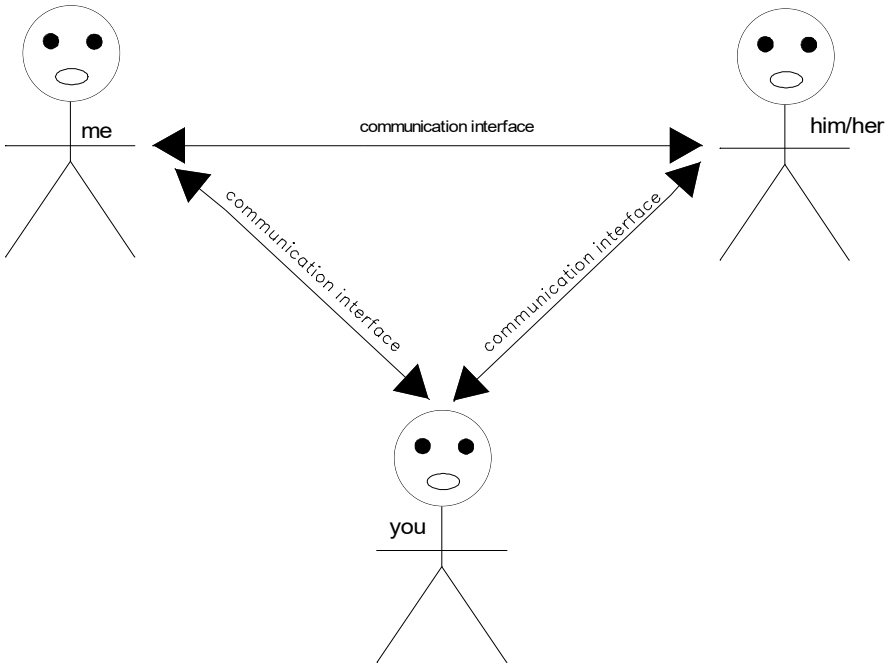
    a. Identify errors in communication in two or three songs. You may need to listen to the lyrics and identify errors in communication from them. Identify the sentences that you have identified to be the errors. Describe why you think they are considered to be errors in communication.

    b. Use any television show, identify any error in communication from that show and state that why do you think they are considered to be errors in communication.

    c. If you can remember any movie you have seen before; describe some errors you have seen on that movie and state why you think they are considered to be errors in communication. You may leave this section for a future movie. That means if you plan to see a movie, you can do it after you see that movie.

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9. We have learned that we interface with each other through communication. We know that both practically and by observation. From observation, we can draw the model of the way we interface through communication as shown below.



By interfacing with each other through communication allows us to work together. It also allows us to accomplish many tasks. In other words, interfacing through communication allows us to connect together to do what we do. While our common sense allows us to observe the communication link between us, some of us may not see it correctly. Some of us may think that there are other ways people interface with each other without communication.

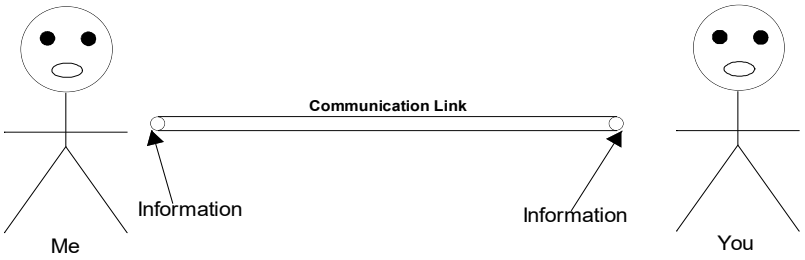
a. Take a moment to think about the above statement.

b. If you believe there is another way we interface to each other without communication, describe the interface you have identified and draw it.

c. From the interface you have identified above which is different from communication, provide an example of what type of work it enables us to do or what we are able to achieve with that interface.

d. We interface only through a communication link that carry information as shown from the figure below; if you have identified another interface above, show and state what it carries.

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10. Most of the time when we perform inappropriate actions, we develop problems that enable life to functional abnormally. Given that what we do depends on communication, most of the time we talk about the inappropriate action we are going to perform. By looking at our parents' principles, we see that it is always better for us to perform appropriate action. During the communication process, we can use our parents' principles to analyze the action we are going to perform. Using that analysis, we can determine whether or not the action is good or bad. If we determine the action is bad, we can make adjustment to it to make it good. By doing so, we can both solve and prevent problems in life.

    a. Find a problem that has been developed or created by performing an inappropriate action. Identify and describe the problem.

    b. Perform some error analysis related to the development of that problem. Show that it could have avoided before it developed if error analysis was done. If you don't have enough information about how the problem was developed, just perform the error analysis on the actual problem and disregard how it was developed.

11. While some objects may be very useful to us, they can easily make life function abnormal when they are misused. It is always good to use objects properly.

    a. Find and describe a problem that has been developed by misused of an object.

    b. Show that by using error analysis related to our parents' principles, this problem could have been avoided with the good usage of objects.

12. Since many objects can be used in various applications, when inappropriate objects are used in applications they are not supposing to, they can develop problems. It is always good to use proper objects related to proper applications.

    a. Identify and describe a problem that has been developed by use of inappropriate objects.

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b. Show that by using error analysis related to use of an appropriate object, the problem could have been prevented.

13. A lot of time we always get corrected by our parents when we use force. We have learned that the reason our parents' principles have been able to correct our mistakes is because our parents have a different problem statement than us. We have also learned that the problem statement of our parents was the good one. Problem statements are good, since they also allow us to think in a way to find a direct solution for a problem. It is always good to have one.

    a. Identify and describe a problem that has been created by the usage of force.

    b. Perform some error analysis on that problem and verify that it could have been solved or prevented without the usage of force.

14. In exercise number 8, we talked about communication error in many applications like movies, television shows, and music. Now, let's add some specific shows like television talk shows and radio talk shows. We know that these shows are 100% communication. With little knowledge or error in communication, it is very easy for someone to identify errors in those two applications.

    a. Identify any television talk show you have watched and identify some errors in communication that occurred in that show. State why do you think the sentences or phrases you have identified are considered to be errors?

    b. Identify any radio talk show you have listened to and identify some errors in communication that occurred in that show. State why do you think the sentences or phrases you have identified or heard are considered to be errors?

    c. We know that error analysis in communication includes all type of communication: oral, written, graphic, video etc. In part a, verify any error that is not oral or written that is considered to be an error. You can also do this part for a movie instead.

15. We have learned that we can identify errors in communication by asking questions. We can say that questions are very important, since they help us to identify errors in communication. A lot of the time, when we communicate with others we also ask questions or have questions in our minds that are not easily answered. Sometimes questions leave us second thoughts about a subject. To better understand the importance

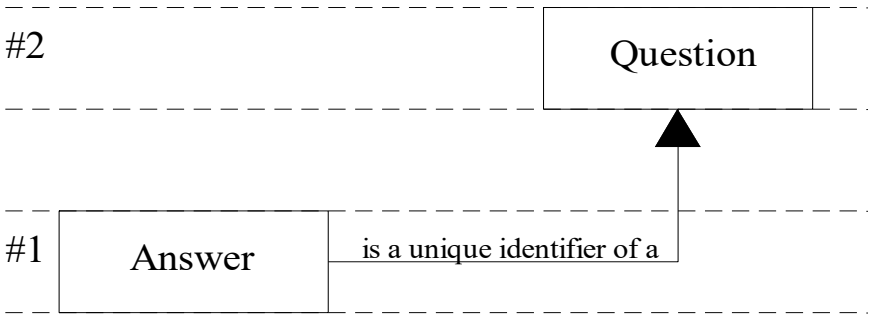
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of questions and answers in communication and the way we think about the response to a question, it is worthwhile to define both the meaning of question and answer. Since everybody asks questions, we all know what a question is. There is no need to provide the definition of a question. For an answer, we can define it as a unique identifier of a question. Like showing from the model below, we can read it that an *answer is a unique identifier of a question*. The reason we may have a second thoughts about the answer to a question or may not believe it, is because most of the time, the answer of a question is unique to that question. For that reason, it is possible for us to identify error in communication by asking questions.

a. Take your time to think about the above paragraph

b. Show your experience about asking questions. For instance, you can provide an example where you have communicated to someone and asked questions, where those questions lead you to identify errors in communication. Identify some errors in communication during that communication process or from that conversation.

c. Why do you think the answers to the questions in part b are errors or contents errors?



16. **Identification of Errors in Communications from History**: By separating communication from what we do, we are able to identify many errors we make in communication. Separation of communication from what we do enables us to partition what we do into two processes: the communication process and the execution of what we do. We use another word for the execution of what we do, which is the execution of our application. The application execution process always comes after the communication process; therefore the communication process always comes first. During the communication process, we talk about what we are going to do or what we are planning to do. With the identification of error in communication, we know that any communication that causes or will cause problems in life is considered to be an error.

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During the communication process, we analyze our plan to see if it will cause any problem in life. Any error or problem we find during the communication process is identified as an error in communication.

From an historical perspective, let's reanalyze the above paragraph. We all know that a lot of things happened in history that we don't like. Those things are so bad we would not like them to happen again. We can also identify a lot of problems caused in history. We know whatever we do is preceding by communication, so a lot of bad things that happened in history are always preceded by communications as well. We can call the results which are the executions of what happed came from errors in communication. Now since we can identify error in communication, we can go back to analyze many bad things that happened in history and show that they were the result of communication error.

a. Take your time to think about the two paragraphs above.

b. When you get a chance, identify a problem in history or identify one thing that happened in history that resulted in problems.

c. Show the resulted problem was an error in communication or the resulted problem caused by an error in communication. Identify the resulted problem. Identify error in communication that leaded to that problem.

17. We only interface through communication that enables us to work together. When we go to work, we use our communication interface to do our works. Roughly, we can say that we use our communication interface to solve problems in life. To better understand communication, it is best to see it as a point of contact from one to another. It can also be viewed as a self-point of contact. Given that everything that we do depends on communication, we can easily develop problems in life when we make mistakes in communication. Since those problems are caused by errors in communication, they can only be solved by proper communication. For this exercise only do one part. If you believe in a, do a; if you believe in b, do b. If you do part a, you must also do part c.

    a. If you believe there is another way to solve problems that are caused by improper communication, you may also believe that we don't interface through communication, but through something else. If you believe we interface through something else rather than communication, draw the model of that interface. After drawing the model of that interface, provide a description of that interface. Also provide an application example of that interface; that means provide

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anything that has been realize by that interface; for instance, a work that has been done by that interface or problems that have been solved by that interface. Based on the interface you have drawn, show the relationship of one and another.

b. If you believe in the communication interface and proper communication, reinforce the above explanation by explaining the interface from one to another through communication. Show that proper communication is the basis of solving problems that are caused by improper communication.

c. We communicate to exchange information. From that statement, we can see that information is what passes through the communication interface. If you believe in another type of interface beside communication, after you draw that interface in part a, state or show what passes through that interface.

18. When we move from places to places our lives are still functional and we still communicate. For that reason, it makes sense for us to communicate properly everywhere we are. Since our parents' principles enable us to correct our errors in communication, whenever we make mistakes it is necessary for us to receive feedback to correct those mistakes. In this case, time, location or any other factor does not matter. What is important is for our errors to get corrected at the time when they are made.

    a. Take your time to think about this paragraph

    b. State what you think about feedback related to time, place, location or any other factor. Do you think those factors should be used as a means to prevent our mistakes from being corrected?

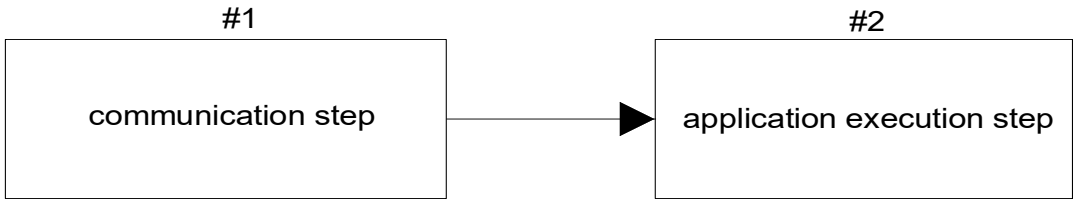
19. It is always good to have a problem statement when doing something or trying to solve a specific problem. Having a problem statement allows us to focus on what we are doing. It also allows us to find specific answers by asking specific questions. Another way to look at a problem statement is: it allows us to answer these questions, for instance: What am I trying to accomplish from doing that? What do I want to achieve from doing what I am doing? What problem am I solving or trying to solve by doing what I am doing?

    a. Take a moment to think about these questions. When we said take a moment to think about them, we mean take some time, whatever time you need. For example, you can read them and think about what you read in another time, in another place, such as, while you are walking in the park, you can think about it.

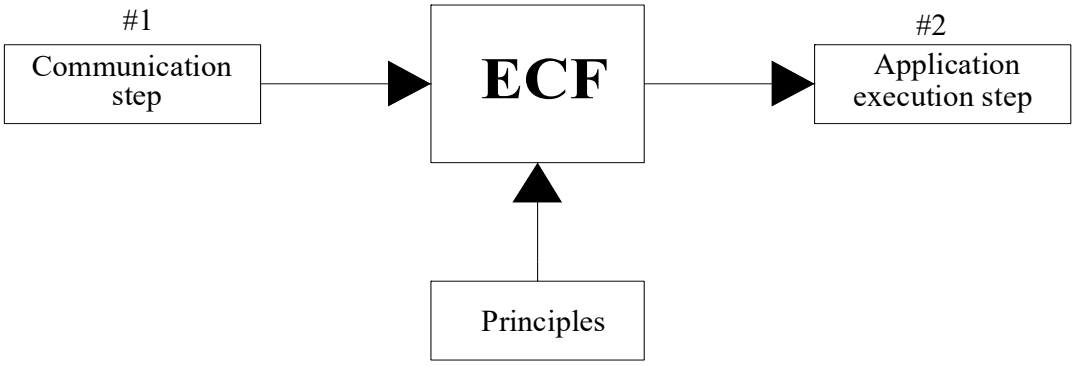
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b. From the above paragraph, we can see that the problem statement answers the above questions on the form of, I am doing that because …. Based on your understanding of the problem statement, show its usefulness by providing an example.

20. The correction of errors in communication makes it possible for us to detect and remove the errors during the communication process, before it gets to the application. We already know that anything that we do or any application that we execute requires or is realized by two steps: the communication step, and the execution of the application or what we do by itself. The figure below shows the actual process.

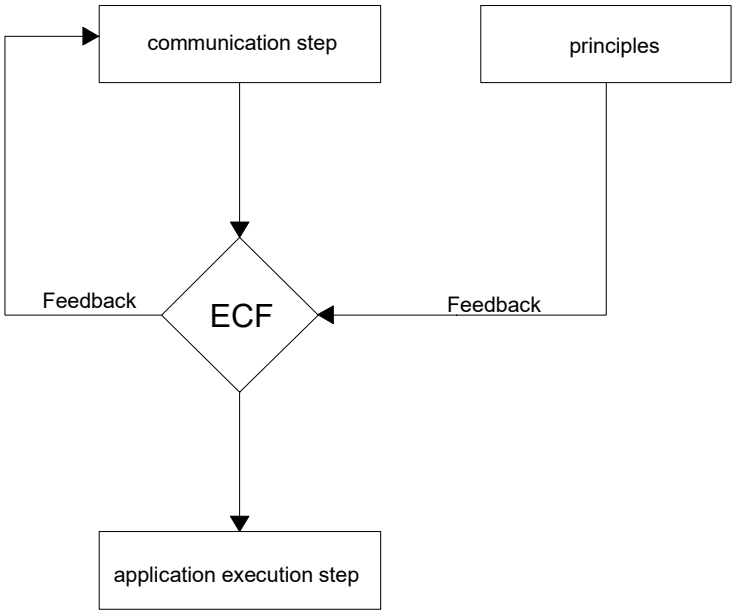


During the communication step, we can detect errors to prevent them from going to our application. In order to detect errors from communication, we add an Error Correction Function (ECF) between the communication step and the application execution step as shown below.



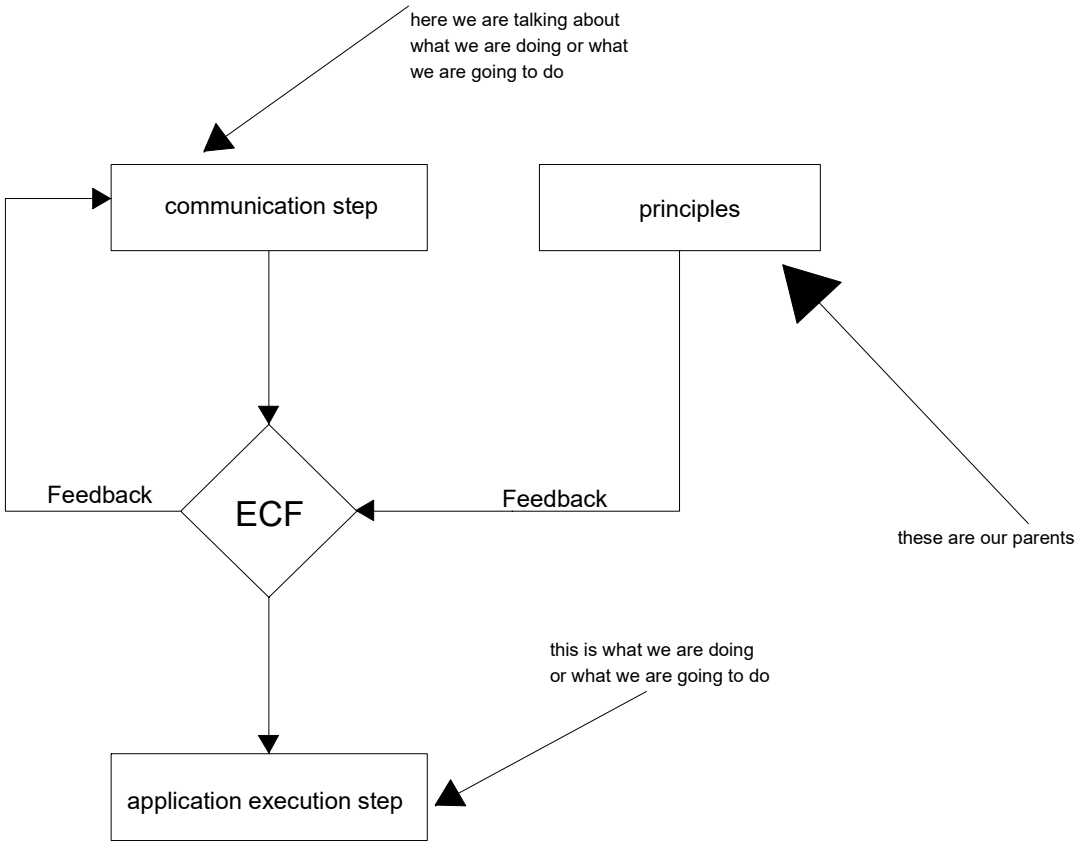
As we already know, some sets of principles allow us to correct errors that we make during the communication step. With these sets of principles, we can redraw the above model to show how the principles feedback to the communication step. The figure below shows both the application step and the communication step where the principles feed the Error Correction Function.

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Another way to look at the model to understand it clearly, is as follows. During the communication step, we are talking together about what we are doing or what we are about to do. Since we are working together; while we are working, we remember our parents' principles. During that process, if we make an error while we are talking about what we are doing or what we are going to do, other people, including ourselves feedback to us—see the model below about this process. It shows exactly what the text says. By making correction in communication, it allows our applications to execute without error.

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Now, let's analyze the application execution with errors; we mean that the application execution without feedback. Let's reword that again. Suppose that we did not get any feedback while we are talking about what we are doing, our application could have executed with errors. The end result would not have been good. For that reason, it is always important we require feedback in communication to prevent errors from getting to what we are doing.

Since we are talking about application execution, it may be good to talk about value of that application. What do we mean by value? We mean the importance of that application. To a lesser extent, we can associate cost with it. While we cannot put monetary value on everything, but it may be worthwhile to see how priceless the correction error is in communication.

a. Think about the above paragraphs

b. Pick an existing problem; you can pick a problem from a newspaper article, magazine, television news, etc. Do some analysis on the problem. Determine

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that the problem was caused by an error in communication. Show that the problem could have been avoided by correcting here error in communication.

c. From the problem you picked, show how priceless the problem could have been with the correction error in communication. Since we are talking about price, we mean items that have monetary value or items that can be replaced by money.

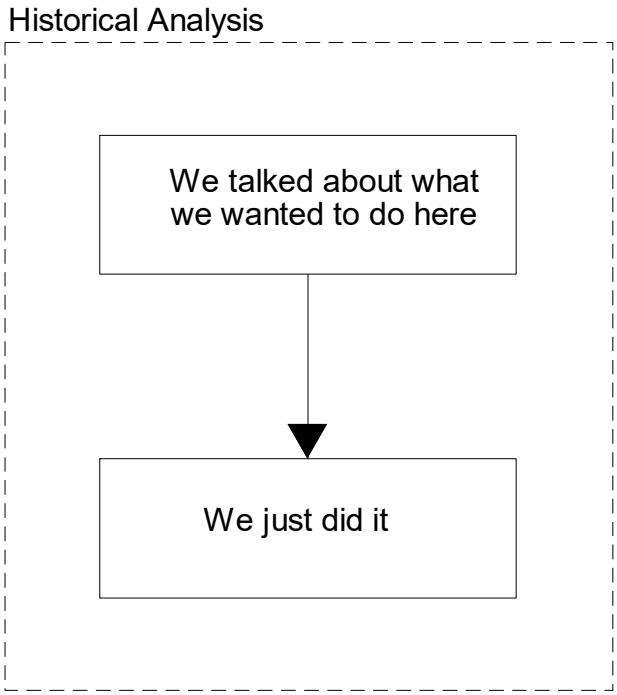
d. When problems occur, sometime they cause are distraction, where in some instances monetary value cannot be associated. For that reason, it is extremely important for us to receive feedback from what we are doing to prevent us from creating problems. From the problem you pick, show any destruction or interruption, if any, that cannot be associated with monetary value. Show how it could have been prevented.

Note: You can do this exercise individually, however if you want to do more analysis about the problem you picked, you can do it as a group project. Although we use the word money here, it is much, much better to use the word resources instead.

21. **Historical Event Analysis Related to Error in Communication:** To better understand problem development related to an error in communication, it makes sense to take a look of some events from history and perform some error analysis on them. We know that the application domain depends on the communication domain. Any error in the communication domain leads to errors in the application domain. We can say that the communication domain is the planning phase for the application domain. Since we have control of our communication, during the communication process, we can correct any error to prevent problems in the application domain.

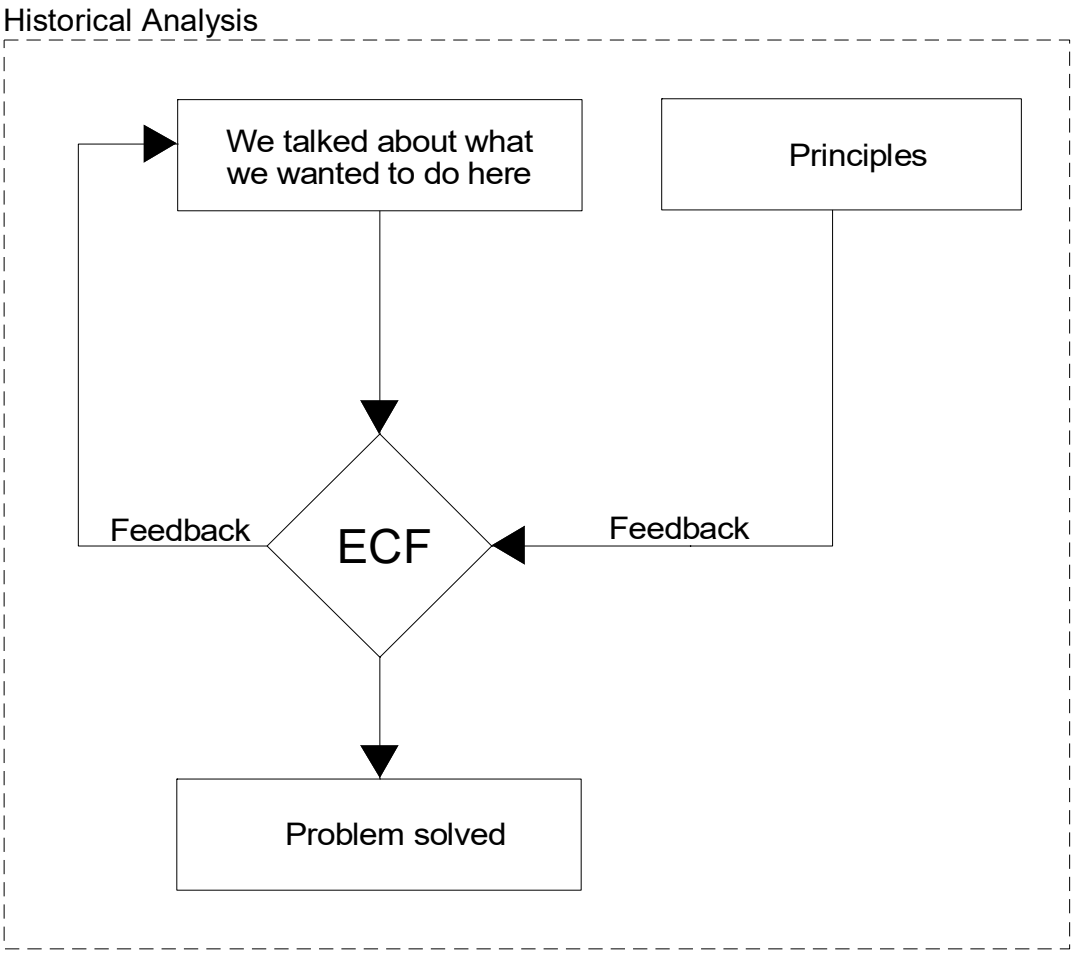
    If we analyze many events in history related to errors in communication, we should see that many of them could have been prevented if error analysis in communication was performed. The model below shows a typical historical event without error analysis. During that process, we simply talked about what we were going to do. Since there is no error analysis in the communication domain, we simply did it. During that process, we don't have any error protection and we developed a lot of problems.

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With the Error Correction Function added through the process as shown by the model below: we see that during the communication process, any error could have been corrected so the application could have been executed without error.

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a. Use the problem you have identified from the previous example or choose another one if you wish. Find a problem statement for the problem you have chosen.

b. Using the error correction process from the above model, show that the problem could have been avoided if error analysis was performed in the communication domain.

c. From your result above, verify or show the importance of error analysis in the communication domain.

22. **Importance of Feedback in Life**: The reason we are able to correct errors in communication is because of our parents' feedback. It is always good to have feedback in life since it allows us to learn something that we did not know. The way to look at feedback, it is like a compensator. Feedback can be seen as a compensator since it compensates for something we did not have. The word compensator means substitute for

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adjustment; for instance, it allows us to make adjustment from what we have. It is always good to respond positively to feedback in life, disregarding where it is coming from. The origin of the feedback does not matter, what matters is the feedback itself. Feedback is defined as a set of principles from our parents that help us. We call it a compensator, since it provides us with something we did not have to help us in what we are doing.

a. Take a moment to think about the above paragraph

b. In three weeks or more, show your experience and how you respond to feedback. You can give some past examples; you can also give work related examples.

23. We have learned that errors in communication causes problems in life. We have also observed the error process to show how errors in communication causes problems in life. Since communication is relatively common in everything that we do, when we commit errors in communication, we also commit errors in what we do. It is very difficult to find a problem that was not initiated by improper communication. Some people may think that those problems can be solved without proper communication.

    a. Take a moment to think about the above paragraph

    b. If a problem is caused by communication, how can it be solved without communication? Think about this question. If you find there is a way to solve problems without communication, you may also think that communication is not common to what we do; you may also think that there is another way we interface to each other besides communication. If you find there is another way problems can be solved without communication, please answer it here. If not, just read this question, think about it and disregard it.

24. From exercise number 22, we have learned that feedback is very important, since it helps us do better in life and since it enables us to correct our errors in communication. The reason we are able to correct errors in communication is because we receive feedback from our parents. Without those principles, we would not have been able to correct error in communication. By looking at the relationship between us and our parent in term of feedback, we can conclude that our parents are very responsible since they help us prevent problems. Now, it is good to look at our responsibility compare to our parents. Since our parents feedback to us, to help us prevent problems, it would have been nice for us to carry the same responsibility as our parents do in order for the process to work continuously. The way to look at it is since our parents were responsible for feedback to us, we should be very responsible to feedback others; since our parents responsibility

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were to feedback to us, to help us prevent errors, our responsibilities should be the same as our parents. We should be responsible to feedback to others to prevent ongoing errors.

a. Take a moment to think about the above paragraph

b. What do you think about the feedback process from your parents to you and from you to others? Do you think it is important to have an ongoing feedback process? Why do you think it is important to have an ongoing feedback process?

c. Show your experience and your responsibility about giving feedback to others. You may also give an example from the past. You can also give work related examples as well.

25. Throughout this book and from many exercises, we have learned the separation of communication from what we do enables us to correct errors and to prevent errors going to our applications. By separating our applications from our communications, we come up with two steps: The communication step and the application step. During the communication step, we communicate about what we are going to do. It is always good to name the two steps as the pre-application process and the post-application process. During the pre-application process, we communicate about what we are going to do, while during the post application process, we analyze the result of our application. During the pre-application process, we analyze our application before the execution to make sure it executes without error. This process enables us to detect and correct any error that may happen later in our application. The reason we do it that way, is because we don't have any procedure or process to undo what we have done already. If we can undo everything we have done, it would have been okay for us to commit a communication error, but since we don't have that ability, the correction of error in our communication is the only tool we have to prevent the error from going to our application.

    a. Take your time to think about the above paragraph

    b. Describe both the pre-application and the post-application processes. You can take any application. You can also talk about your experience from a typical application.

26. From the error process or the problem development process, we have seen that many problems are triggered or caused by an error in communication. We have also learned that when dealing with problems, it is always good to have a problem statement, since it allows us to precisely locate the basis of the problem and provides us with a pathway to

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get a solution. There are many problems in life that are triggered by improper communication. Without proper communication, those problems can be wrongly identified. Once they are identified incorrectly, improper solutions are always the result. At the end, the real problem remains unsolved.

a. Think about the above paragraph

b. Take any problem in life; you can find one from a newspaper article or listen to the news. Derive the problem statement for that problem.

c. Identify the problem you have chosen from above

d. State whether if there is a misunderstood or misrepresentation of that problem.

27. It is always good to rely on our parents' principles than our own ideas when doing things. Since many people have different ideas, that lead many to do things differently. However, by relying on one set of principles, we can do things similarly. For instance, while walking down the street, we can always remember our parents' principles and do things accordingly. Since those principles are generalized, it is very easy for us to feedback each other.

    a. Think about the above paragraph

    b. What do you think about our parents' principles approach of doing things and the approach of doing things according to our own ideas?

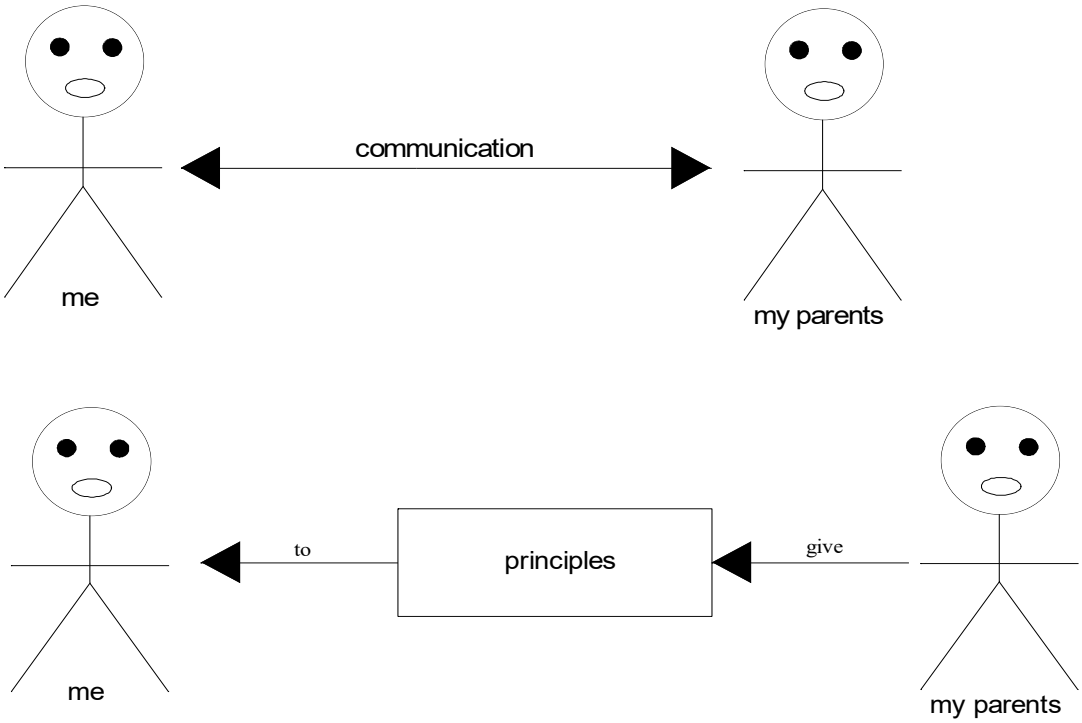
    c. It is very good to rely on our parents' principles, since they can be easily remembered. Those principles for instance allow many people to follow a single path, while by following our own ideas, we can follow many paths, hence the problems. This little paragraph shows how much simpler are our parents' principles. Use this paragraph as a guideline to show how different our own ideas are. This means show that using the approach of doing things by following our own ideas can lead to problems since there is no a single path to follow.

    d. By relying on our own ideas rather than our parents' principles, we learn negatively from ourselves, we also learn how to do things negatively from others since we don't have a straight path to follow. That is why it is good to follow the same path. Show your experience, if any, from this paragraph that means verify this paragraph by providing an example.

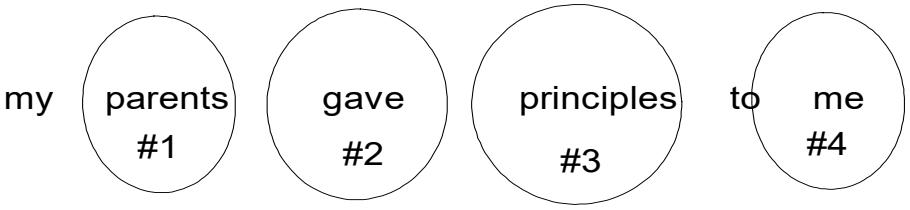
28. We have learned the process of correcting errors in communication from our parents' principles. Without those principles, we would not have learned that useful process. It is

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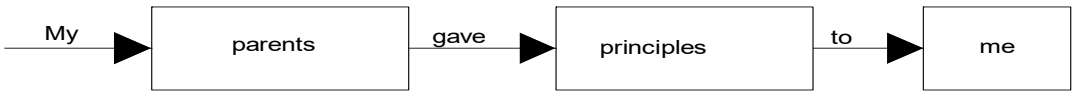
worthwhile now to do some analysis of our parents and their principles. We already know that our parents connected to us through communication, but guided us with their principles. Those principles allow us to correct errors in communication. To better understand this process, let's show this statement from a model viewpoint. Below the first model shows the communication interface, while the second one shows the principles that flow from our parents to us.



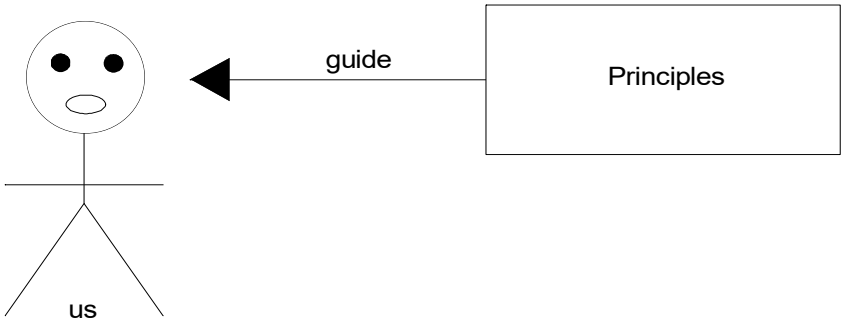
Let's further analyze the above model. For instance, our parents gave us some principles that help us to communicate better. We can change the sentence, for instance; *my parents gave some principles to me to help me communicate better*. Let's look at the first part of the sentence only; *my parents gave principles to me*. We can represent the model of that sentence which gives us



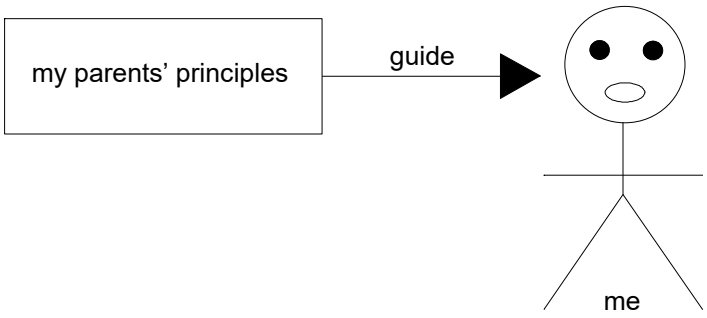
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By looking at the models above or by inspection, we can easily see the keywords of the sentence. The two keywords of the sentence are parents and principles. Our parents taught us how to correct errors in communication from their principles. Let's reword that sentence; we have learned how to correct errors in communication from our parents' principles. We can also say, we have learned how to correct errors from the principles. Cleary, we can see that the principles are what we should set our focus on, since those principles guide us to correct errors and we can show that as follows.



We can also say something like that *my parents' principles guide me*; then we have



What we want to show here is that, the *principles* are where we should set our focus, not the parents physically. This makes a lot of senses, since when we correct errors in communication, we don't need our parents to be present to guide us, we simply remember the principles they gave us and apply them to do what we want. It is always good, not to set the focus on the parents physically, but the principles.

a. Take your time to think about the above explanation

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b. In another time, answer this question: Why do you think it is better to set the focus on the principles, but not the parents physically?

c. Since the principles are where we should put our focus, but not our parents physically; since those principles are useful to us, because they help us in correcting and preventing errors; it does not matter where they come from. Think about this statement, and show that this technique is very helpful to us, since it allows us to receive more feedbacks than it would have been by relying only on one or two people, for example mom and dad.

29. To better understand error in communication, it makes sense to understand our dependency from one to another. At the beginning of this book we have defined errors in communication by showing a relationship or connection from one person to another. By analyzing the example, we see clearly that the life of one depends on another. That is very easy to see, since whatever we do in life always have connections and depends on other people. To better see the relationship of our lives from one to another, it makes sense to represent a model and show the dependencies.

    a. Refer to the paragraph above and show a dependency of your life on other people. You may take any example, for instance a grocery store, a restaurant, work, etc.

    b. From the example you pick, show the importance of communication.

    c. State your understanding of life in terms of the needs from one to another.

    d. What do you think about your life compared to other people lives?

    e. Represent a model to show the dependency relationship and label the dependencies. Look at it in terms of "me", "you", and "him/her".

30. Verify the equivalence or inequivalence of the following relationship. All you need to do show the inequivalent of the last relationship shown by the model below.

$$communication\ with\ error = what\ we\ do\ with\ error$$

By separating communication from what we do, we have

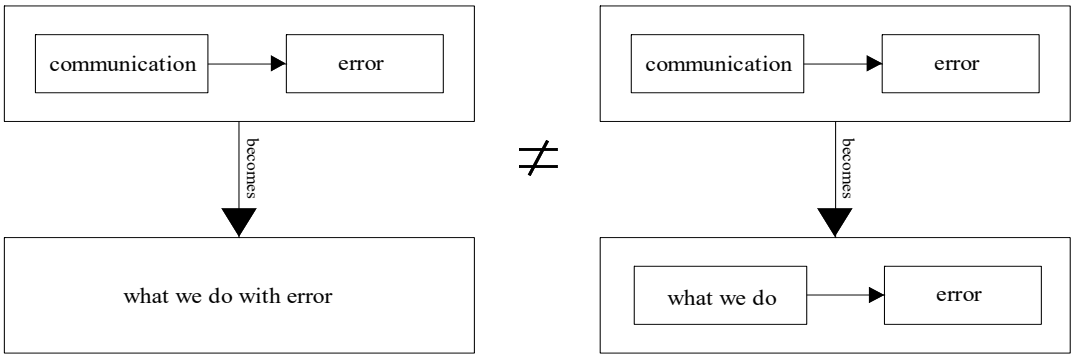
$$(communication)(error) = what\ we\ do\ with\ error$$

But the next statement is different compare to the top one

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$$(communication)(error) \neq (what\ we\ do)(error)$$

The relationship above is also shown by the model below. All that you need to do is to provide a statement and one statement is enough.

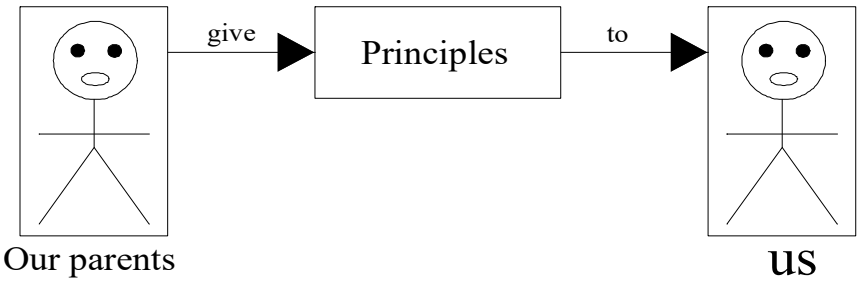


31. Refer to the grocery store example; state what can go wrong if there is a communication error or miscommunication. Use only three cases, for example, delivery, food processing, etc.

32. From the grocery store example, we have seen that we interface with each other through communication to work together and enable the functionality of life. With that, it is very easy to see that life functions relatively by the participation of one and another or by the participation of all of us. Show that life exists with the need of each other by giving a practical example. Represent a model to show that relationship.

33. We interface with our parents through communication. This communication interface enables us to communicate with our parents and also make correction in our communications. If we were to draw that communication link that interfaces us with our parents, we should see that our parent's principles are what go inside that link. We can also say that those principles are what connect us with our parents. This figure shows exactly how it works. From this figure, we see clearly there is no physical interface between us and our parents.

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From the above model, we see that the principles are what interface us or connect us with our parents. With that, we can set our focus on the principles rather than the physical person. For example, when we turn around, we see the principles not the person. That makes sense, since the physical person is not with us all the time, but the principles are. By focusing on the principles, we can be more open on feedback and apply them to make corrections anywhere we are. Since they are the focus, and they are the ones that make the corrections, it does not matter where they come from, as long as they provide the correction capability. It is always better to understand that the principles are what make the correction and we should always focus on them rather than the physical person.

a. Take your time to think about the above paragraph.

b. Show your understanding of the above paragraph by providing an example. That means, show that our parents' principles are what make the corrections rather than the physical person and we are interfaced with our parents by the principles, rather than the physical person directly.

c. Based on your understanding, state the difference between the physical person and the principles.

34. We have defined error in communication as communication that causes problems in life. We have identified many cases of error in communication that causes problems in life. The error chart below provides those cases. Identify a couple of problems in life that are caused by error in communication. Use the error chart below to match each case. Once you identify a problem, you can match it with many cases if they apply. You can use newspaper, television, radio, magazine or any other sources to find the problems. You can also state why you consider those problems to be an error in communication.

Error Identification Chart

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Error Identification	Error Correction
___Misuse of Instruction	___Good Usage of Instruction
___Use Inappropriate Instruction	___Use Appropriate Instruction
___Disregard Instruction	___Regard Instruction
___Misuse of Object	___Good Usage of Object
___Use Inappropriate Object	___Use Appropriate Object
___Perform Inappropriate Action	___Perform Appropriate Action
___Misinformation	___Proper Information
___Misinterpretation	___Good Interpretation
___Follow Others	___Follow Principles
___Miscommunication	___Proper Communication
___Exercise of Force	___Exercise of Kindness

35. Find some errors in communication that are caused by the items to the left as shown below. Perform some error analysis on them and match their corrections to the items to the right. You can use any source to do that.

Error in Sentence	Correction Consideration
___Use of Bad Words	___Use of Good Words
___Use of Bad Expressions	___Use of Good Expressions
___Use of Non Portable Words	___Use of Portable Words
___Use of Non Portable Expressions	___Use of Portable Expressions
___Use of Words with Multiple Meanings	___Use of Words with Single Meaning

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36. While a good word can be used in communication, but sometimes another word that matches with that word may not be good. That word might provide bad information or description about the good word. It is always preferable in many circumstances not to match bad words with good words: Find a couple of cases that refer to this particular case and state what you think. We mean find some cases where bad words match with good words and provide negative information about them. Pick one or two sentences that have both bad words and good words. Analyze the relationship within the words in your sentences and verify that the bad word does not match with the other words that make up the sentences. The way to look at it is choose a sentence that is made up of three words: word one, word two, and word three. Perform a relationship analysis of word one and word two then word two and word three. If word two is the bad word, you should quickly see that it does not match with word three. Therefore, word two is considered to be an error. Then it can be replaced by a good word to make the sentence portable.

37. With portability of communication, it is always better to look at things in a fundamental approach rather than a comparative approach. By looking at the logic of our parents' principles that enables the correction of errors in our communication, we can see that there is a fundamental approach to it. If we take many correction examples, we can see that the analysis that enables the identification and the correction of errors is always based on fundamental rather than comparative. So what is wrong with comparative versus fundamental? The way to look at it is in a comparative approach, when comparing two items for example, one is used as the basis for the other. That means it seems like without the presence of one item, the other one would not have been present at all. In a fundamental approach, since there is a baseline for one particular item, the presence of one does not have any effect on the other. It is always important to understand the fundamental of everything.

    a. Think about the above paragraph

    b. Find an example of a usage of comparative and show that it would have been better if the fundamental approach was taken into consideration; any sources can be used

    c. From the comparative approach you have identified, verify any baseline if any. If not, show what is considered to be the baseline. What do we mean by baseline? We mean a logical foundation or a common sense approach. Baseline can also be viewed as a logical foundation that enables a presence or an existence.

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38. A non-portable word can make the reason of a communication to be unsatisfactory. Since everywhere we go, we communicate, it is always good to use portable words. Find the usage of a non-portable word or a non-portable expression and identify a problem it has caused. Suggest a portable word alternative to that word. In this exercise, since you are going to perform error analysis on a communication entity, it does not have to be a word, it can be picture, graphic, video etc. Use any sources you wish like, magazine, newspaper etc.

39. Find the usage of a word with multiple meanings that have been misunderstood and suggest a replacement for that word that could have been better to use. You can use sources or story from magazines, newspaper, internet etc.

40. We use instructions every day to do our works. Almost everything that we do can be outlined as a set of instructions. For instance, at work we perform our tasks by using instructions. While instructions are good, because they enable us to get our work done, they can also be harmful when they are misused.

    a. Find a problem that has been caused by misused of instructions. Describe the problem you have chosen.

    b. By using sentence analysis before the instructions got misused, show that this process could have prevented the misuse of the instructions.

41. When we use inappropriate instructions, we simply develop problems that can cause life to function abnormally. By performing error analysis on those instructions, we could have easily identified them as inappropriate.

    a. Find a problem that has been developed by using inappropriate instructions and describe the problem.

    b. Perform some error analysis on those instructions and verify that the process could have identified those instructions easily and could have been replaced by appropriate instructions.

42. Instructions are very useful, since when we follow them, they enable us to get our work done. Whenever we disregard them, we also disregard what we are going to do by using them. Given that others may depend on what we are going to do, by disregarding those instructions that may make it difficult for others.

    a. Find and describe a problem that has been developed by disregarding instructions.

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b. Perform error analysis on the development of that problem and show that it could have been avoided by the regarding of instructions.

43. When we communicate we simply exchange information. There is a similarity between misinformation and miscommunication. Misinformation can be viewed as information that passes through our communication interface that can develop problems in life. Misinformation can also be viewed as improper information.

    a. Find and describe a problem that has been caused by misinformation.

    b. Perform some error analysis related to proper information and show that the problem could have been solved or prevented by proper information.

44. Given that what we do depends on communication, any misinterpretation of communication enables us to make mistakes in what we do. Misinterpretation can be presented in various forms. For instance, information can be misinterpreted, text can be misinterpreted; when we talk, what we say can also be misinterpreted. It does not matter what form of communication we use or how information is presented, misinterpretation can be a part of it. Since misinterpretation can develop problems, it is always good to interpret properly.

    a. Identify and describe a problem that was developed or caused by misinterpretation.

    b. Perform some error analysis on the problem and verify that it could have been solved or prevented by proper interpretation.

45. We have learned that we don't have any physical connection with our parents. The way to look at it, we interface with our parents through communication. If we look at the correction process from our parents' principles, we should see that the principles are always presented in a form we have to follow or apply. The way to look at it, the principles always presented in a form where we have to follow them or apply them to make the correction rather than follow or apply the physical person. Since the principles cannot be changed, it is always better to follow them rather than an individual person. Whenever we disregard the principles and follow the physical person, whenever there is a change on that person negatively, it can also affect us. When it does, we simply develop problems. It is always good to follow or apply the principles rather than the physical person.

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a. Identify and describe a problem that has been developed or created by following a person. That means following a person to do what that person does.

b. Perform some error analysis on the development of that problem and show that it could have been avoided or solved by following the principles rather than the physical person. By performing some error analysis on what that person does, it can be easily determined if they are good or bad.

46. Verify that statement by providing a practical example. If two words are grouped together to form a new term, expression, or phrase; if the definition of one word is included in the other word, there is no need to use both of them together within a sentence. All you need to do find two words that are grouped together to form a new term. Now, analyze each word and determine if the definition of one is included in the other. From the sentence the new term is used or from the new term, conclude that the usage of the second word is not necessary, since its definition is already included in the first one.

47. If there is a relationship between all words in a sentence, then that sentence must be portable. This is the same as saying that if all words in a sentence are portable, then that sentence is portable. If all words in a sentence are portable, related to the sense of that sentence, then that sentence is portable.

    We have already learned that it is better to use the fundamental approach than the comparative approach. We also know that there is a fundamental attaches to our parents' principles. That fundamental enables our communications to be very portable. For instance, a corrected version of our sentence is very portable. From our parents' principles, we also know that when a word is red flagged, any similar word is also red flagged. This makes a lot of senses, since the logic that enables the error correction is very unique and it also takes senses into consideration. There should not be any surprise here; since we already learned that in order for a sentence to be portable, all words in that sentence must be portable. We also know that a non-portable word causes the whole sentence not to be portable. With that, we can see there is a relationship in words that make up a sentence. With that relationship, we can conclude that if in order for a sentence to be portable, all words in that sentence must be portable and there must be a relationship within the words in that sentence. That relationship can be viewed in the following form: If a portable sentence is made up *word one*, *word two*, *word three*, *word*

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four and *word five*, there must be a relationship between all five words in that sentence. In this case, we can use the double arrow to show that relationship in the form of,

word one $\Leftrightarrow$ word two $\Leftrightarrow$ word three $\Leftrightarrow$ word four $\Leftrightarrow$ word five

The way to look at it, if we take a portable sentence and look at all the words that make up that sentence and analyze them one by one; if we start from the first one to the last one, we should see a relationship from one word to another. For instance, in the above sentence, we should see a relationship between the first word and the second word, then the second and the third and so forth. According to our parents' principles, if the sentence is not portable, the relationship will not hold. Therefore, we can use this technique as a tool to check for portable sentences.

a. Take your time to think about the two paragraphs above.

b. Verify this portability rule by providing an example. For instance, use a newspaper or any other source to find a sentence that is not portable. Analyze the words that make up that sentence from the first one to the last one as stated above and shown the non-portability.

c. In terms of oral and written communication, the above relationship is also applied for a group of sentences. For example, a group of sentences that makes up a paragraph has the following relationship shown below; assuming that the paragraph is made up of five sentences. Verity the portability rule of a paragraph by using the relationship below.

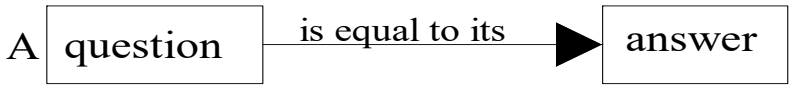
sentence 1 $\Leftrightarrow$ sentence 2 $\Leftrightarrow$ sentence 3 $\Leftrightarrow$ sentence 4 $\Leftrightarrow$ sentence 5

48. From the above exercise, we have learned that when a sentence is portable, the relationship of words that make up that sentence holds. That is also applied for a paragraph. When we look at a non-portable sentence, we can see that the relationship of words that make up that sentence does not hold. In that sentence, if one or more word is portable, that word can be used as the basis of the analysis. For instance, during the sentence analysis, the good word can be used as a leverage to get the other words corrected. Just take your time to think about this paragraph.

49. We have defined an answer is a unique identifier of a question, or a question has a unique identifier which is an answer. We have also said that as we go in time, we want our question to hold its value. Given that the answer to a question is very important to us or

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the person who asks that question, we would not want the answer to our question to change related to time. With that, we can say the value of a question is constant to itself or is constant to that question. To better understand the relationship between a question and its value, it is better to write the definition of a question in the form of $Question = Value$ which is the same as $Question = Answer$ or



By looking at the relationship of a question and its answer as shown above, we can say that the value of a question should hold very well related to time.

a. Take your time to think about the above paragraph.

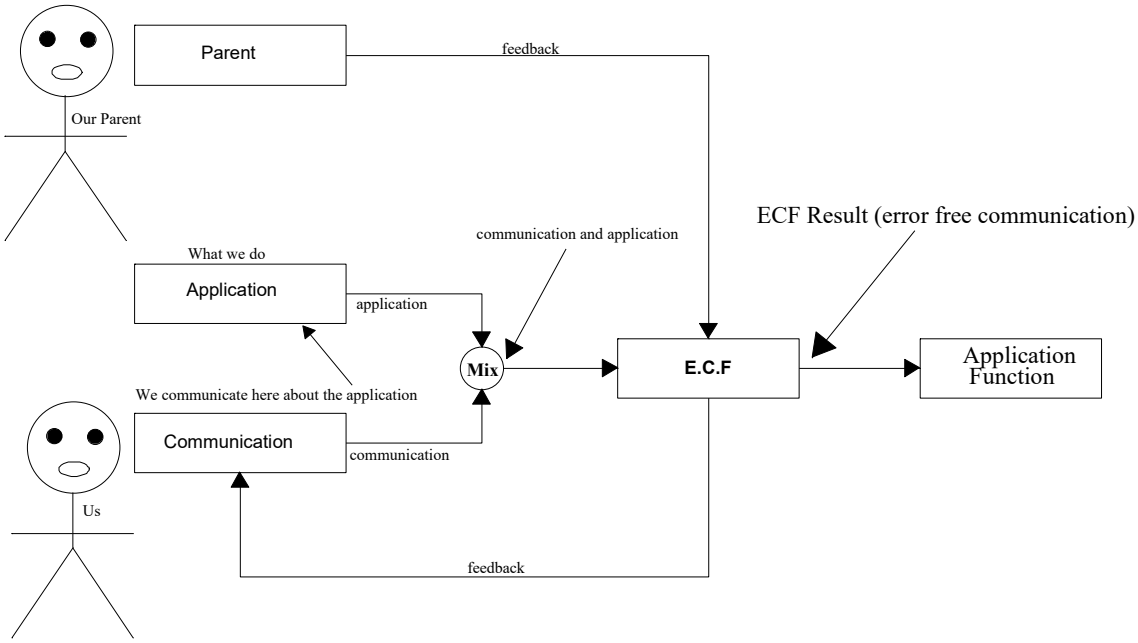
b. With a practical example or with your experience, show that the value of a question should hold at all times.

c. From your experience, if for any reason the value of a question does not hold related to time, show why it does not. It is the same as showing why the value of a question cannot hold related to time.

d. By answering all the above questions from this exercise, we see that there is a relationship between the answer of a question and time. Since time does not change the answer of a question, it is very important to think about that and take it into account when answering questions. Given that the value of a question holds related to time, the amount of time it takes to answer a question should never be taken into consideration when answering questions. The way to look at it, it makes sense for a question to be answered when it is appropriate. This paragraph is for you to think about.

50. Throughout this book, we have learned a lot about the correction of errors in communication. The Error Correction Function, which is related to our parents' principles, makes it possible for us to identify and correct our errors in communication. We have performed an in dept analysis of the Error Correction Function and by now, we should know a lot about the Error Correction Function. To better understand practically what the Error Correction Function does, we have presented two types of model: a top down model and a left to right model. Let's revise the left to right model here again with this model represented below.

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From the above model, we see that while we are talking for example, we make some errors in our communications. Our parents then listen to us and provide us feedback. By looking at the analysis of the feedback process from the above model, we can see that the ECF will always provide an error free communication as the result. Now, some of us may ask how that happens; the way to look at it is the analysis logic provided by the principles related to the error analysis will never let error pass through. The circle with the Mix inside represents a mixture of communication and what we do. We use it to show a mixture of the purpose of communication and the communication itself.

a. Take your time to think about the above paragraph and look at the model.

b. Verify that the Error Correction Function (ECF) will always provide an error free application (output).

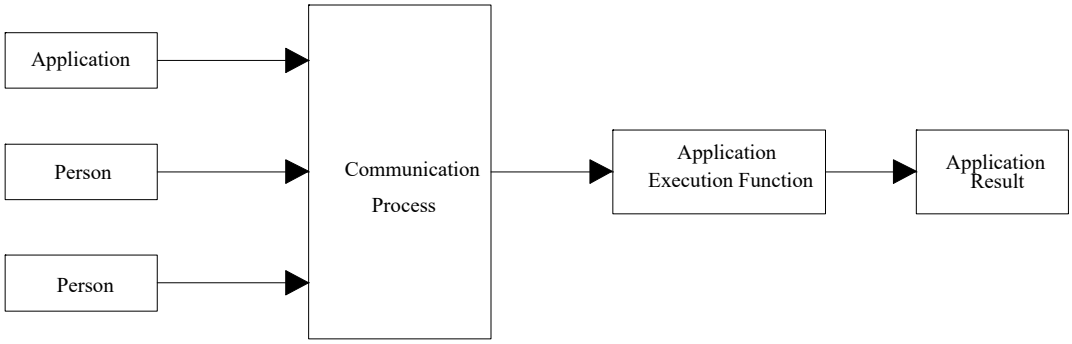
c. Show that the process of feedback does not allow a second error to be committed by the person who provides the feedback. The way to look at it, during communication if we commit an error, we receive feedback from our parent to help us with the correction. In this case, the feedback process does not allow the person who provides the feedback to

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commit another error in communication. The other error can be viewed as a second error. The feedback process does not allow that. Verify that by providing a practical example.

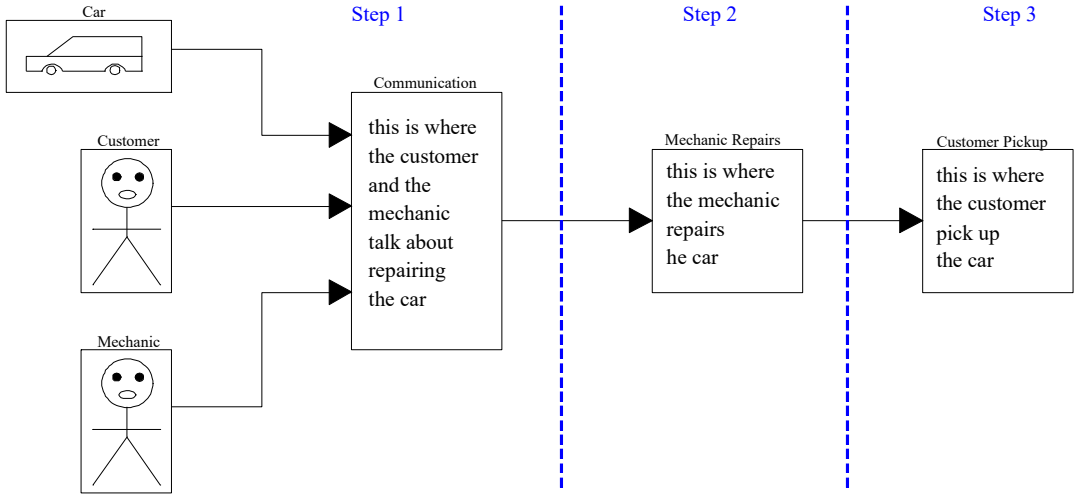
d. By Working about the part above, verify that if the second error is committed then the feedback process does not exist. The way to look at it, if we commit an error in communication, the feedback that we receive to correct that error cannot be viewed as another error—a second error—in communication. If the feedback is viewed as another error or second error in communication, then that communication is not considered as a feedback. Verify that by providing a practical example.

51. By now we should have a good understanding of communication related to what we do. We already known that communication is the prerequisite of our application and it is the one that triggers our application. Given that communication is what enables our application, rather than looking at the application by itself, it is better to look at communication as the one that drives the application. With that, we can say that our application is a function of communication. Or we can say that the function of communication is what produces the result of our application. To better understand the process, it makes sense to look at this model.



By looking at the above model from left to right, we can have a picture of the people and the application in our mind. In this case, the application can be viewed as the subject or the topic of the communication. We call the communication itself the process of the communication. Since the application execution process depends on communication, during the application execution process is where the function of the communication executes. With that, we can say that the application result is a function of communication rather than the application itself. An example of repairing a car is shown on the model below.

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From the model above, we can see that the mechanic repairing the car is a function of communication rather a function of the car itself. It does not matter what type of example or application is being used, what is important is the fact that the result of the application is a function of communication.

a. Take your time to think about the above process and review the model.

b. Show or verify, by providing a practical example of an application, that the result of the application is a function of communication rather than the application itself. You can choose any application.

52. From the above exercise, we have verified that our application execution is a function of communication rather than the application itself. We call the application execution function the communication function. Disregard the name we use or any application we choose, the bottom line is that communication is what enables the application. We can also say that communication is what drives the application, or communication dictates the application. With that in mind, it can be shown that as communication changes, the application execution function is also changed.

    a. Take your time to think about the above paragraph

    b. Show or verify that as communication changes, our application execution is also changed.

    c. From the same exercise above, also from the models; if we look at the models carefully, we can see that there is a similarity with the models and the work together model. It does not matter how many people we have working in the

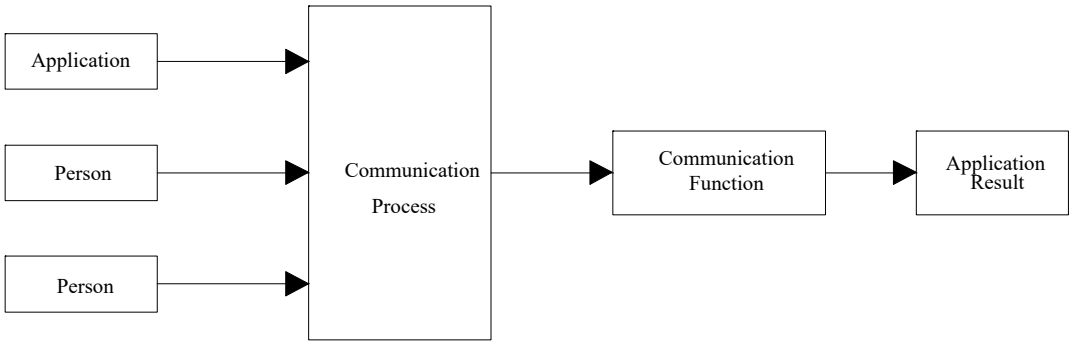
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application, the models above and the work together model will still be similar to some extent. Now that you understand the model above, redraw the model with up to 4 people working in the application. Transform the model to the work together model and show the similarity.

53. From the two exercises above, we have shown that the application execution function is a function of communication. We have also shown that as our communication changes, the application execution function also changes. Given that the application execution function depends on communication, it is always better to call it the communication function instead. That is the reason we have interchanged the two terms. We can either say application execution function or communication function as shown by the model below.

    a. From the model below, show with a practical example that the communication function is affected by error in communication. In other words, the result of the application is affected by error in communication.

    b. From the model below, identify or show where the Error Correction Function (ECF) will be added. In other words, where the communication analysis would take place.



54. **Understanding Sentence Correctness:** By now, we should already know when a sentence is correct and when it is incorrect. From the error analysis and correction processes from our parents, we have observed that when an incorrect sentence flows from the input of the Error Correction Function (ECF), the output version of that sentence is not the same as the input version. From this observation, we can conclude that a sentence is correct, after passing through the ECF; the output must be equal to the input. In other words, assume that we name the ECF the analysis window. In order for a sentence to be

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correct, when it flows to the analysis window, the output version of that sentence must be similar or equal to the input version of that sentence. What do we mean by that? We mean that a correct sentence will not be changed after being analyzed, while an incorrect sentence will change. It is very important to understand that. Take your time to think about that.

55. We may have already learned the following principles: some words conserve their fundamental values so well they don't match with any word. This principle can also be attached to this one: Some words hold their fundamental values so well, once they match with a word, it can be very difficult if not impossible to finds other words that match with them. The way to look at it, assume that we have *word one* + *word two* + *some other words* to form a sentence. *Word two* conserves its fundamental value so well, after matching with *word one*, it is very difficult if not impossible to find other words that match with it. With that in mind, it can be very easy to identify error in communication when word two uses with other words.

    a. Take your time to think about the above paragraph

    b. If you have not already done so, verify the first principles by identifying a word that conserves its value so much it cannot be matched with any word. Show the matching of that word with any word that is not compatible so is considered to be error in communication.

    c. In your life time, if you have encountered a word that conserves its fundamental value so well once it matches with a word, it is difficult or impossible to find other words that match with it; if you have encountered a word like that in your life time, use it as a verification for the second principle. Verify that the usage of that word with other words is considered to be error in communication.

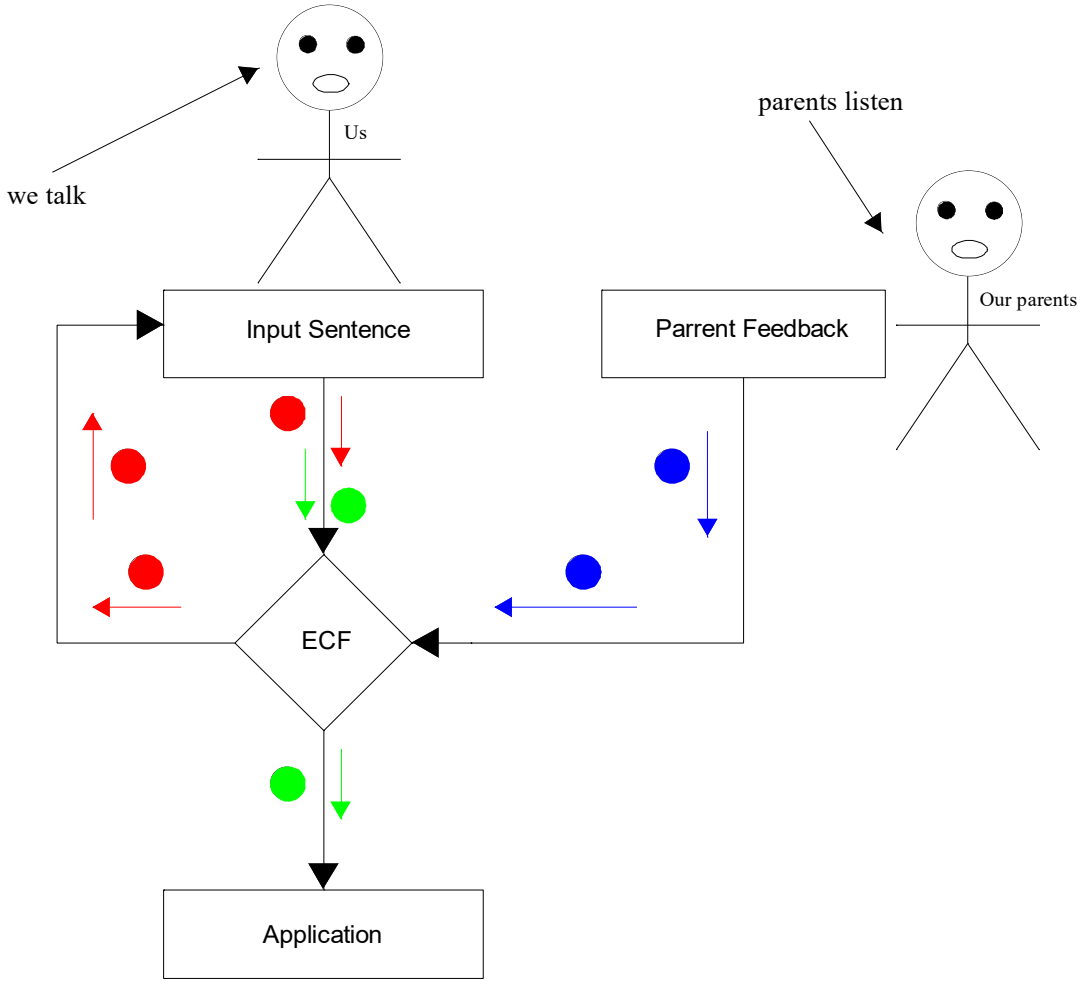
56. **Understanding the Error Correction Function Related to Ourselves and the Application of Our Parents' Principles:** By now, we should have a very good understanding of the Error Correction Function (ECF). With our understanding, let's take another look of the Error Correction Function again. From the model below, we can see that while we are talking, our parents listen to us. If we repeat an inappropriate sentence, our parents provide us feedback, and we make adjustments to that sentence, which enable us also to make adjustments to what we do to prevent problems. By looking at the overall process in another angle, we can see that our parents' feedback us with principles which enable us to make adjustments to what we do.

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Now, let's look at the application of those principles related to ourselves and our parents. From the model below, we see that we receive the principles from our parents, but we apply the principles to make adjustment to what we do. Given that communication controls what we do, we can also say we receive feedback from our parents to enable us to make adjustment to our communication. We should also see that the application of the principles is what makes the adjustments to our application.

With respect to what we have said from the paragraph above, let's take a look on the model above in a step by step approach. First, we repeat a sentence with an error. Second, while our parents listen to us, they provide us with feedback. Third, we apply the principles from our parents, to make adjustment to what we do to prevent us from making an error. What is important from this explanation is that we apply the principles we receive from our parents to make adjustments to what we do. We can also say that we apply the principles we receive from our parents to make adjustments to our communications. The key words here are *the application of the principles* from our parents by us. Let's take another look again related to what we have just said. In order for the correction to be possible, we must apply the feedback we get from our parents in order to make the adjustment. From that, we can see that if we apply the principles, the correction is possible, however if we disregard it, the correction is not possible. From what we have just said, it is very easy to see that we are the only one who can apply the principles to make the correction, not our parents. While our parents to feedback us with the principles, but they cannot apply the principles for us. The correction is only possible by us applying the principles. It is very important to understand that.

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From what we have learned from the paragraph above, it looks like principles that are given to us, can only be applied by us to make corrections to what we do. In other words, principles that are given to us by our parents cannot be applied by our parent to make adjustments to what we do, but can only be applied by us to correct errors in our communications and make adjustments to what we do.

a. Take your time to think about the above explanation.

b. Verify the last paragraph with a practical example. That means, show that principles that are given to us by our parents can only be applied by us to make correction to what we do, rather by our parents.

c. Depending how you answered the part above, you should have quickly found out that principles cannot be applied by someone for someone. That means, principles given to a person can only be applied by that person for that person. They cannot be applied by that person for another person or by another person for that person.

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Depending how you answered the above part, if you have not already seen that, verify that by providing a practical example.

d. Given that principles given to someone cannot be applied by that person for another person, it makes sense that the application of those principles should not take that into consideration where they are coming from. Given that principles given to us cannot be applied for us by the people who give them to us, it makes sense for us not to take the people who give them to us into consideration when applying them. Take your time to think about this paragraph and justify that with a practical example.

57. **Understanding the Error Correction Function:** The principles given to us by our parents, can only be applied by us individually, not our parents. The feedback given by someone to another person can only be applied by that person, not the person who provides the feedback. The feedback given by our parents can only be applied by us individually. From the previous exercise, we have learned that the correction of our errors in communication is only possible when we apply our parents' principles individually. The way to look at it, during a typical communication, let's assume oral and written communications, we repeat a sentence and we make a mistake on it. Someone provides us feedback that enables us to make adjustment to that sentence in order to get it corrected. The correctness of that sentence is only possible by us applying the principles, not the person who gave the feedback to us.

    It is not possible for the person who gave the feedback to us to apply the principles for us. If it was possible for that person to apply the principles for us, that person would not have provided us the feedback anyway. To better understand that, let's look at the process from our parents. We repeat a negative sentence; our parents hear it and provide us feedback where we apply that feedback to make adjustment to the sentence in order to get it corrected. The key phrase here, we apply the principles to make the corrections, not our parents. Now, if we think our parents could have applied the principles for us to make the correction, why did they feedback us with the principles anyway when they could have just applied it. It is very important to understand that, we are responsible for applying the principles to make the correction, not our parents. If we look at the principles themselves related to our parent, we can see that our parents want us to be mature and responsible. It is very important to understand that. Take your time to think about this exercise.

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58. Previously, we have learned the effect of communication in our application. We have learned that communication affects our application and as communication changes, the result of our application also changes. It is better to say as communication changes, the communication function also changes. By understanding that, during the communication process, the overall communication needs to be taken into consideration. What do we mean by that? We mean everybody who participates in that communication needs to be taken into consideration. From what we have just said, it is very easy to see that the result of the communication is affected by everybody's communication. During the analysis process, each individual communication needs to be carefully analyzed. This process requires both the individual and the overall participant attentions.

    a. Take your time to think about the above explanation.

    b. With a practical example, pick an application and show that the result of that application is a contribution of everybody who participates in that application. In other words, show that the result of that application is a contribution of everybody who works in that application. You may also provide a model if you want to.

    c. From the example you have picked above, verify that the communication function is a function of individual communication combined. In other words, show that the communication function is a function of everybody who participates in that communication. Which the same is as verifying that the application result is a contribution of everybody in that application. You may also provide a model with explanation.

    d. From the same example or with another practical example, verify that everybody in that application is responsible for the result of that application. You only need to do this part if you have not already shown that.

    e. Show the effect of communication on the result of the application by taking errors into consideration. In other words, show that the result of the application is affected by errors in communication. You may also provide a model with explanation. Again, you only need to do this part if you have not done so.

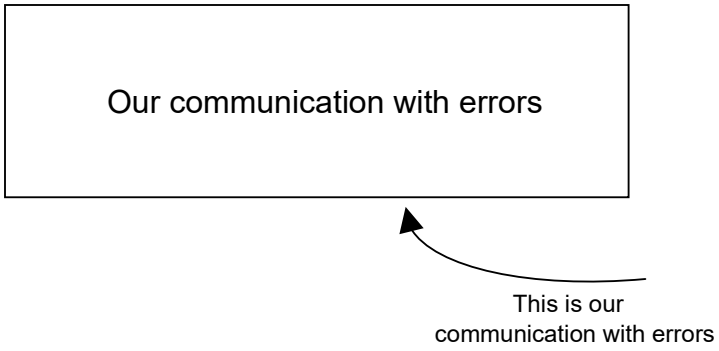
    f. Refer to exercise number 21 *Historical Event Analysis Related to Errors in Communication*; show the correlation of part b with your historical event. Show the correlation of part c with that event as well. You can also combine both of them. That means, show the correlation of part b and c with that event. Show the correlation of part d with that event. You can also show the combined correlation of part b, c, and d with that event. By taking error in communication, you can

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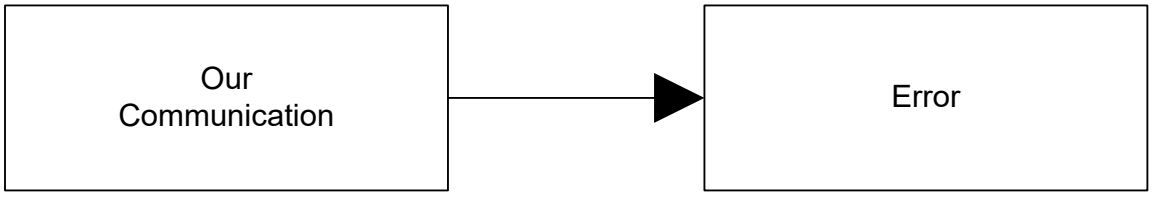
show the correlation of part e with that event. Depend how you work part f out, you can represent the model if you want to.

g. If you have used models in your workout of part f above, redraw the same model here by using time lines and show your observations. In other words, by using time lines in your model, what do you observed?

59. The understanding of communication enables us to take communication as a separate entity from our application. After separating the communication entity from our application, we can then analyze the communication and determine whether or not there is errors in that communication. If there is an error in the communication, we use our parents' principles to analyze the communication and remove errors from it to prevent us from developing errors in our application. By further analyzing what we have just said, we can see that the error that we introduce in our communication is a separated entity as well from our communication. To better understand the overall process, it is always better to show it in a model. The model below shows what we have just said. It just shows that our communication contents errors.



Now, by separating errors in our communication, our communication can be represented in the following form, as shown by the model below.

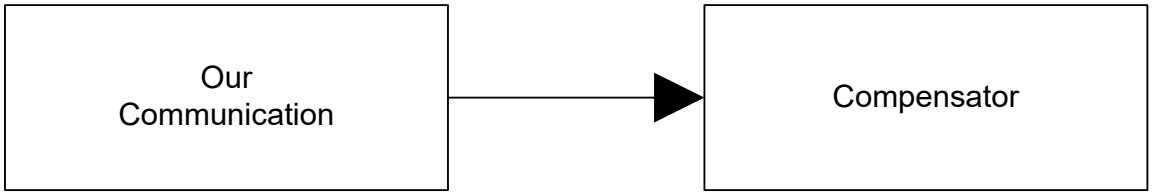


Now, by removing errors in our communication, we know that the communication is not complete. The analysis of the communication related with our parents' principles, enable

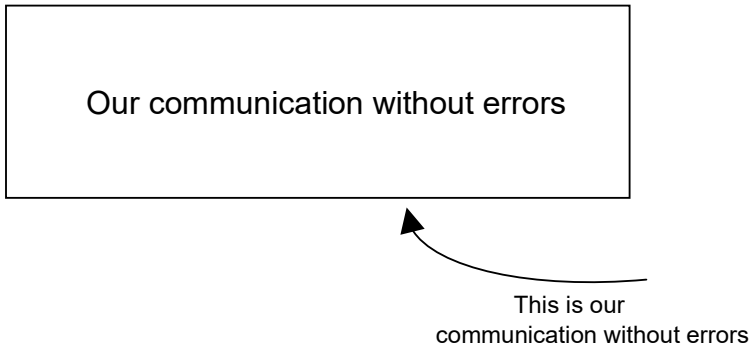
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us to make corrections in the communication in order to adjust it so it can be completed. This basically what the error correction function does, it enables us to remove errors from our communication. Once we remove errors from the communication, we then need to compensate for the errors. The overall process is handled by the error correction function. To better understand the process related to the communication above, it makes sense to present it in a model. As shown by the model below, the error is removed and replaced by a compensator. The compensator is needed in order to make the correction.

The way to look at it, assume that we have a sentence with error. Within that sentence, there is one word that is not portable, we simply remove that word and replace it by a portable word. We call the portable word that we use to replace the non-portable a compensator or simply the compensated word.



By adding the compensator to our communication, our communication simply becomes our communication without errors as shown by the model below.



a. Take your time to think about the above explanation.

b. Now, refer to the historical event analysis exercise or pickup any event; we mean, news from radio, newspaper, magazine, etc. You can also pick songs, movies etc. From whatever you choose, you can pick up a sentence, a paragraph, or whatever part you want or the whole thing. As shown from the model above from the explanation, do some analysis and separate the error from it. For instance, if you pick a sentence

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or a paragraph, you analyze it and you separate the error from it. Use the model to show your separation by showing both the part with the error and the part without the error. Identify the error from the model. Now, from your analysis of that error, compensate for that error. Show your compensator from the model.

c. From your part b above, compare both the initial communication, we mean that the communication with the error and the one without the error. The one that contents the error is the one that you started with. The one without the error is considered to be the final result. Compare both of them and determine what you think.

60. **Understanding the Error Correction Function Related to the Correction of Error:** we can also say understanding the error correction function related to the feedback process.

To better understand the error correction function, we have to look at the overall process which includes the feedback. By taking a quick look at the feedback model that contents *us*, *our parents*, the *Error Correction Function* and our *application*, we can do some analysis related to the application. By looking at the process related to the application, we can see that while we are talking about what we are going to do, our parents listen to us and provide us with feedback about what we are going to do or what we are doing. Now, if we look at the process related to time, we can quickly see that the feedback is given to us by our parents at the time it is needed. In other words, at the time we need the feedback, our parents give it to us. At the time we commit the error, our parent provides us with the feedback. We can also say that our parents provide us feedback instantly at the time we need it. The keywords here are instant feedback. The term instant feedback is very important to understand. By understanding that, we can quickly realize that feedbacks are always given at the time they are needed. It is always good as well to provide feedback instantly.

Now, let's take another look of the application related to the feedback. By analyzing the application related to the feedback, we can quickly realize as well that it is always good to provide instant feedback rather than postponing the feedback for a later time. It is very important to understand that.

a. By understand the overall explanation above; show your understanding of the instant feedback and the postponed approach.

b. You can refer to the historical analysis example and pick the same event you have been working on. You can also pick any story or event from the news. By

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understanding the feedback process and the term instant feedback, you may show that a in problem that was caused, feedback was not given instantly. The way to look at it, a lot of time, during the communication process, people find errors in the communication, however rather than providing feedback, they wait. After the application execution, they realize that and they remember about the feedback. Now when it is too late, it is the time they are talking about it. The reason for that is because instant feedback wasn't given. You can approach your analysis in this form. From your analysis, you can verify, related to the application, why instant feedback is much, much better than the postponed approach. In this case, we can say the postponed approach is not applicable at all.

61. We have learned about the comparative approach and the fundamental approach. We know that the principles given by our parents to us have always been given in a fundamental approach. From that, it is very easy to see within the principles themselves, comparative is never considered. We can also say within the principles themselves, comparative have never been taken into consideration. With that, we can also say that there is no comparative in the principles. Take your time to think about this paragraph and see if you can answer this question.

    a. Why the principles are always given in a fundamental approach rather than a comparative approach? What is the reason for that? Why there is no comparative within the principles? Why our parents never use comparative? Why don't the principles have a comparative within themselves?

62. From one of the previous exercises, we have learned and showed that the correction process is only possible when we apply our parents' principles. That means the correction is possible only by us applying the principles.

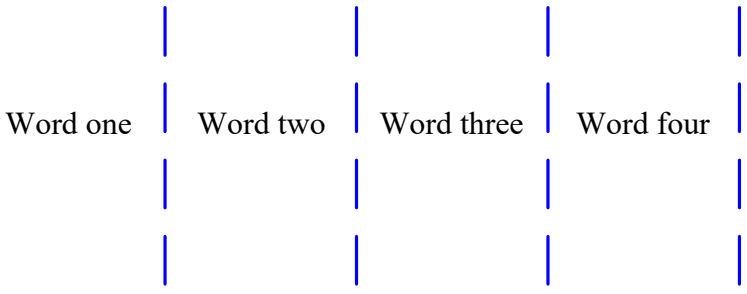
    Given that the principles are always given in a fundamental approach rather than a comparative approach, compared to the physical person, it can be shown that the principles are very independent. In other words, given that those principles are always given in a fundamental approach rather than a comparative approach, compare to parents themselves—our parents physically—it can be shown that those principles are very independent; verify that statement. That means verify the independency of those principles from the parents themselves by providing a practical example.

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63. **Understanding the Fundamental of Communication Analysis:** Can also be titled as understanding sentence analysis or understanding the fundamental of sentence analysis.

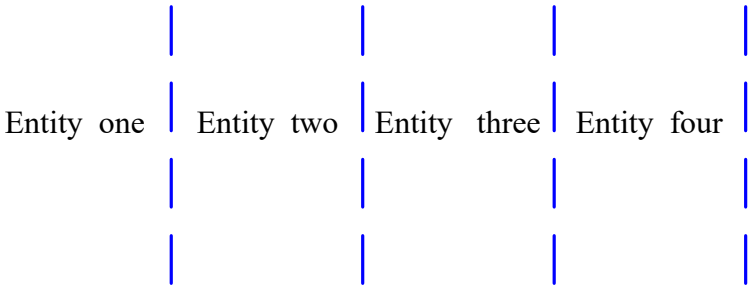
By now, we have a very good understanding of communication and the analysis of communication. From what we have just said, we can also say that we have a very good understanding of sentence analysis. We have learned two important aspects of communication analysis, the analysis of the communication itself and the analysis of the content of the communication which we call communication entity. In other words, from a typical communication, we have learned how to analyze the function of that communication and what that communication is made up. For instance, in an oral and written communication, we have learned how to analyze the purpose of that communication which is related to the sense of that communication or the sense of the sentences and the words the sentences are made up. Now, if we take a quick look of the analysis process, we can see that the analysis involves the separation of the entity the communication is made up. We have learned that before. Disregard the way and the form the communication is presented, the process of analyzing that communication enables us to understand that communication in order for it to be satisfied.

Related to the previous paragraph, assume a typical communication is presented in both oral and written forms; the analysis aspect of that communication enables us to separate the entities that communication is made up. For instance, assume that communication is a single sentence and it is made up of *word one, word two, word three* and *word four*. We can separate each word and treat each one as an entity and perform analysis on each one. To better understand that, it is better to illustrate that by using a model. The model below shows that we separate each word that makes up the sentence.

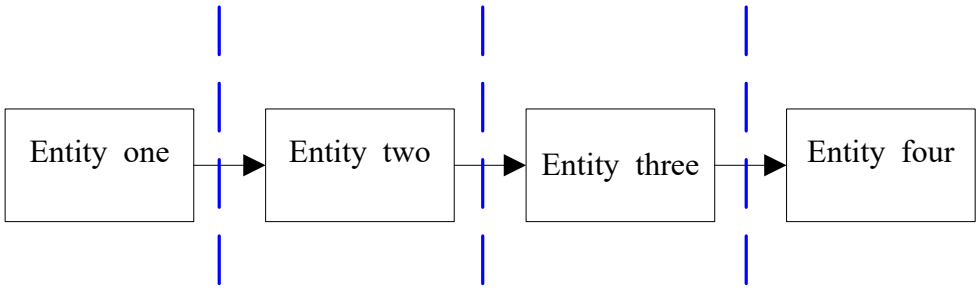


Now, by taking each word as a separate entity, the model above can be changed to this one.

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It is always better to represent each entity in a boxed form, where each of them can undergo its own analysis related to communication. In that case, we have the following, as shown on the model below each word the sentence is made up is treated as a separate entity. We use the separation line to show the separation of each word. It is very important to understand entity separation in communication. It is very important to understand the separation of entity that makes up our communications. It is also very important to understand the separation of words that make up our sentences. Just take your time to think about the overall explanation.



64. **Understanding Communication Related to Communication Entity:** The above exercise enhances our understanding of communication. While we have learned the concept of separating communication from what we do, the above exercise enables us to separate each entity within the communication. For instance in oral and written communications, we may see or hear a sentence. The analysis process will involve the separation of each word in that sentence where each word can undergo its own analysis related to the sense of the sentence. It is the same as saying that, we separate each entity within the communication where each of them will undergo its own analysis related to the communication itself or the sense of the communication.

During a typical oral and written communications, we may hear a sentence that may be composed of several words. The analysis process will involve the separation of each word in that sentence, where each word will undergo its own analysis. What is important during the analysis process, we may encounter some words that are not physically

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defined or presented. Those words may sometime enable us to put a little bit more effort in the analysis process. It is very important to pay attention to those words. Another way to say it is that, during a communication process, we can separate each entity the communication is made up of. After the separation, we can analyze each entity. What can be very important during the analysis process is we may encounter some of those entities that are not physically defined or identified. We can also say those entities do not have any physical aspect. Those entities can sometime make the analysis process require a little bit more effort. It is very important to pay more attention to them, since they are not physically defined or identified. Just take your time to think about the overall explanation.

65. **Understanding Words Related to Communication Entities:** which is the same as saying understanding communication entities related to words we use to name them.

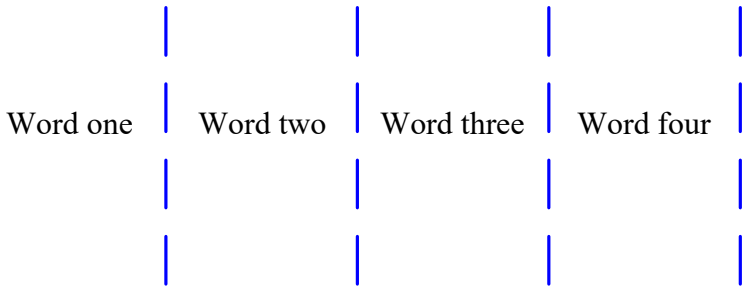
    Within a typical communication, if the entities exist, disregard the words we use to name them, that do not change the aspect of those entities. From the principles that enable us to identify and correct our errors in communication, we have learned that some words conserve their fundamental values so well; they do not match with any word. The reason for that is because those words have values that cannot be changed. It is very important to understand that.

    From the previous exercise, we have learned about the separation of entities that make up our communication and performing analysis within them related to the communication itself. For instance, in oral and written communications, we have learned how to separate each word from a typical sentence and perform analysis on each word related to the sense of that sentence. During the analysis process, we may encounter words that are physically defined and words that are not physically defined. The physically defined words are words that represent physical entities. After separating words in a sentence where each word may represent an entity, it is good for us to extend our observation to look at the aspect of those entities. Now, assume that a word is represented by a physical entity, by observation we can see that the word that we use to name that entity does not alter its existence. In that case, disregard the name we use to identify this entity, its aspect does not change. Given that those entities can be both physical and nonphysical, it does not make any difference. The aspect of an entity does not change so disregard the name we use to identify it. Within what we have said, it is good to take that into consideration during the analysis process. In other words, it is important sometime to

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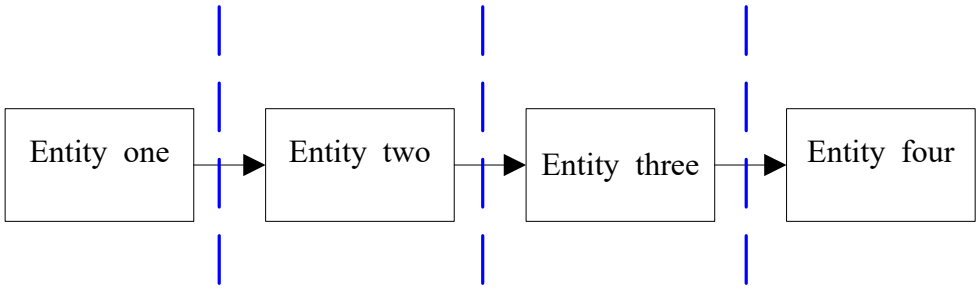
look at the aspects of entities during the analysis. Take your time to think about the overall explanation.

66. **Understanding Errors in Communication Related to Words and Communication Entities:** From the two exercises above, we have learned about the partitioning of a typical communication and analyzing each entity that communication is made of. For instance, for oral and written communication, assume that we see or hear a sentence. We can separate the words from that sentence and analyze them. During the analysis process, we think about each word in that sentence related to the sense of that sentence. It is the same as saying that, during a typical communication, we separate each entity that communication is made of. During the analysis process, we separate each entity of that communication and analyze each of them related to the sense of that communication. What is more important, during that analysis process is we think about each entity related to the sense of the communication. To better understand what we have just said, let's illustrate an example graphically. Assume that during an oral or written communication, we hear or see a sentence that made of *word one, word two, word three* and *word four.* Now, we separate the words as shown below.

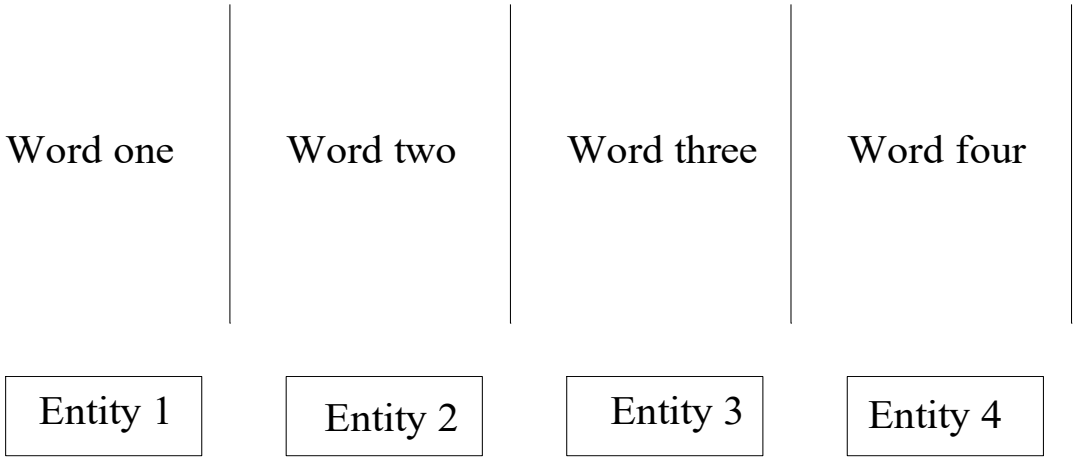


Given that in communication, words are represented by their own entities, which we may as well call communication entities. While we use the term communication entity here, it is always better in that particular of case to use the word entity solely. In that case, the word entity may represent a physical entity. It can also represent a nonphysical entity. Now, after separating each word within the communication or sentence, each word can be represented by its own entity as shown below.

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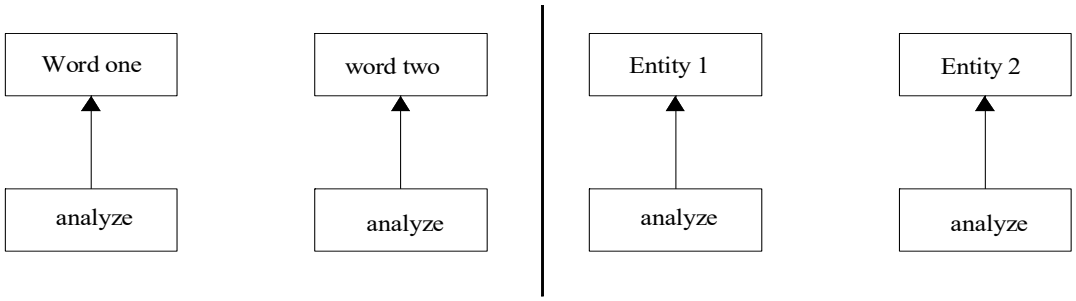


To better understand the overall process, let's put them on top of each other and show what each one represents related to each other. As it is shown below, each words the sentence is made of is represented by its own entity.



During the analysis process, we analyze each word by thinking about them. For instance, we think about word one, we analyze word one. We think about entity 1, we analyze entity 1. The way to look at it, during the analysis we think about the words that we analyze; another way to say that, during the analysis process, we think about the entity that we analyze. To better understand the overall process; let's put them on top of each other again to show the relationship of the words that we analyze related to what we think.

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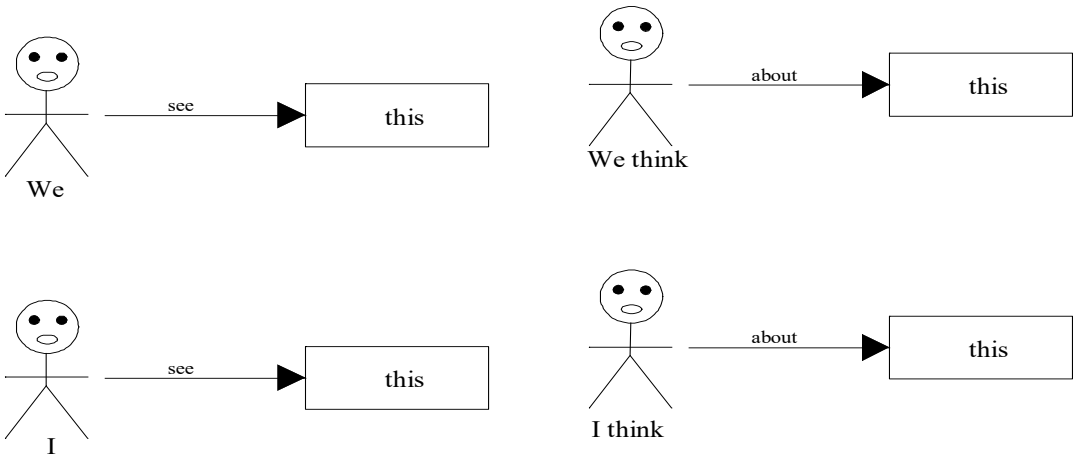


As it shown by the figure above, we analyze what we think. For instance we think about word one, we analyze word one; we think about entity 1, we analyze entity 1. We can also say that we analyze of what we think. Given that each word represents an entity, the analysis aspect may require visual observation. In this case, we can say that we think about what we see. For instance, we see entity 1, we think about entity 1; we see entity 2, we think about entity 2. Given that we commit errors in communication when our communications are not related to our parents' principles, a visual observation may not be related to the way we think. The way to look at it, given that during an oral and written communication, each word can be represented by an entity; we may not think straight or right related to that entity. For instance, while we see word in a typical sentence, we might think differently of that word related to the sense of that sentence. While we see a communication entity, we might think differently related to that communication. Given that we commit errors in communication when we are not in line with our parents' principles, whenever we think different about an entity related to those principles, we have a tendency of committing error as well. It is always better to think inline of what we see related to our parents' principles.

To better understanding the overall explanation above, let's revise it. The process of error analysis enables us to identify errors in communication and make corrections according to our parents' principles. During the analysis process, we separate each communication entity within the communication itself and analyze each one related to the sense of that communication. Given that those entities can be presented in physical form, it is always good to think inline during the analysis process related to what we see. Disregard if some of those entities are not presented in the physical form, it is always good to think related to our parents' principles when doing the analysis. Now, we have learned before, during the communication process, that we think about our communications before we communicate. For instance, during an oral or written communication, we think about our sentences and words that we use before we repeat them. During that process, we also perform internal communication analysis and make

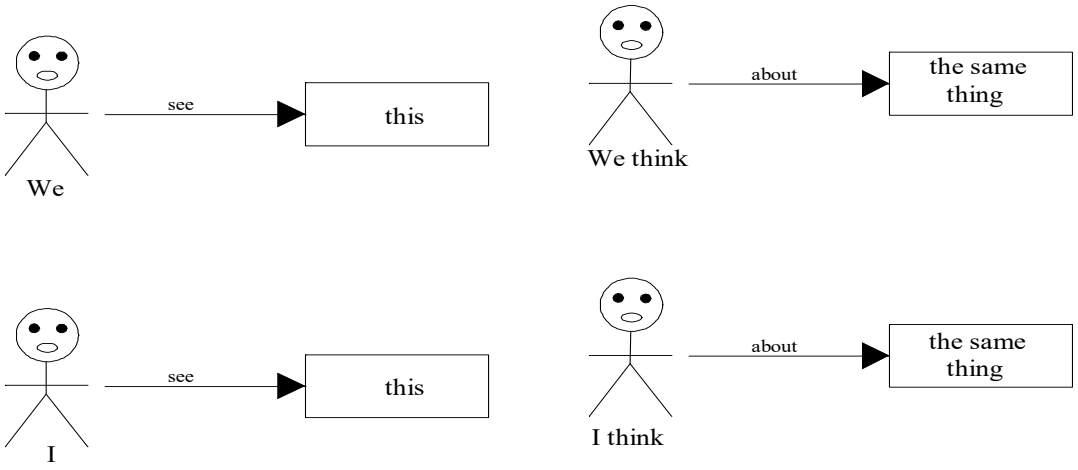
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corrections accordingly with the principles. For instance, during and oral or written communication, we think about our sentences and make corrections to them, according to the principles, before we repeat them or write them down. If we look at the overall process, we can see that there is no difference between what we say here and what we have said before, which is thinking about what we see. For instance, during a typical communication, we have a picture of that communication in our mind. We can also say that we do have pictures of the communication entities that are include in that communication. For instance, during and oral or written communication, we can repeat a sentence where we have a picture of that sentence in our mind. The way to look at it, since the analysis process involves the separation of each word in the sentence, which we call communication entity, it also allows us to have a picture of each of those entities in our mind. To better understand the overall process of what we have just said, let show it by the following models. The models below show that we think about the same thing that we see. For instance, we see this, we think about this. I see this, I think about this, so there is no ambiguity in that case.

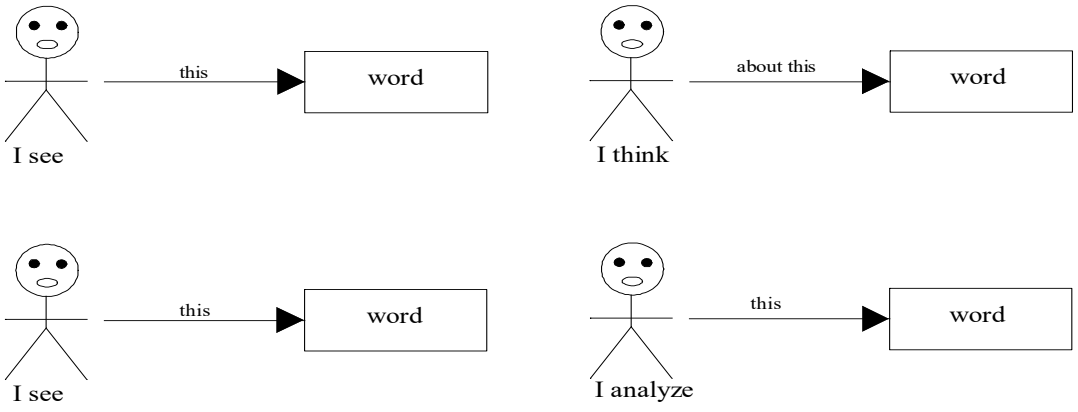


The model below is the same as the one above, except that the word "this" is replaced by the "same thing". The way to look at it, we think about the same thing that we see; by thinking the same related to what we see, we can be in line with the principles that enables us to correct our errors in communication.

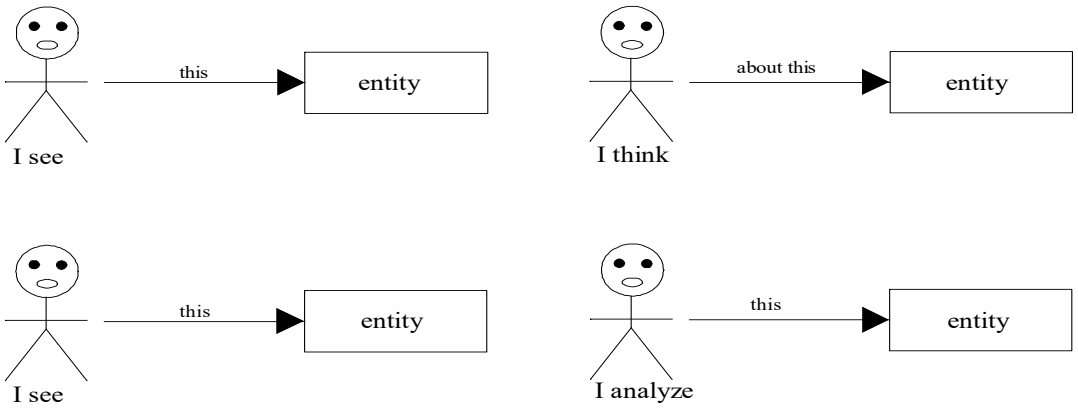
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By thinking in line with what we see related to our parents' principles, we can have a better picture or idea of our communications. It also allows us to communicate without errors and enables us to make corrections in our communications. Once we start thinking differently from what we see, we have a tendency not to be in line with our parents' principles related to the communication itself. With that, there is a lot of room for us to commit errors in communication. That also makes it impossible for us to perform analysis of our communication in order for us to make corrections. It is very important to understand that. It is also very important to think in line with what we see related to our parents' principles. Just take your time to think about the overall explanation; see the model below again, it provides more explanation. The first two takes words into consideration, while the second two takes any entity into consideration. There is no difference, it is the same as we think about that we see and we analyze what we see.



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67. **Importance of Repetition in Communication:** The principle that enables the correction of our errors in communication is a separate entity from the communication itself. There should be no surprise here, since we have used the principle to correct errors in our communications, we have seen that it is separate from our communication. Sometime it is worthwhile to do some analysis of the principle itself. Sometime it is also good to do some analysis of the principles related to our communication. Since those principles cannot be understood without their utilization in our communication, it is always important to apply them in our communication in order for us to understand them. From what we have just said, within communication itself, the following entity exists.
    - Repetition is included in communication.
    - Repetition depends on communication.
    - Repetition is communication dependent.

    After reading this exercise, just disregard it

68. **Understanding the Principles of Communication Related to Our Parent Themselves:** Which is the same as saying understanding our parents' principles related to the communication itself.

    Previously, we have learned the fundamental of sentence correctness. We know that the correctness of a sentence is related to all words in that sentence and the sense of that sentence. In other words, the correctness of communication is related to the communication entities and the communication itself. Now if we look at the correctness of a sentence related to our parents' principles, we can clearly see that there is consistency within the words in that sentence. Related to the principles themselves, it is easy to see that consistency. In other words, the consistency of correctness of our

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communication is related to the consistency within our parents' principles. That makes sense, since the principles that enables our communication to be corrected is very portable, a corrected version of our communication is also very portable as well. Within that, it is very easy again to see that consistency. Let's say it again; by looking at consistency within our parents' communication, we can clearly see there is consistency within the principles. By looking at consistency within words in our communication that are corrected by our parents' principles, we can clearly see there is consistency within the principles themselves. It is very important to understand consistency of correctness of our communication related to our parents' principles; just take your time to think about this exercise.

69. **Understanding the Error Correction Function Related to our Parents' Principles:** Sometime it is good to look at the principles and do some analysis related to the application of the principles. Sometime it is even better to do some analysis within the principles themselves. By taking another look of the Error Correction Function within the overall correction process, we can identify all the entities within the process. Quickly, we can see that the principle that enables the correction is a separate entity itself. Now, if we look at the flow of the principles or if we look at the feedback process related to the correction process, we can see that it is not physically defined. In other words, the flow of the principles that enable us to correct our errors in communication is not a physical entity. We can also say that the process that allows us to correct our error in communication is not physically defined or presented in physical form. It is very important to understand that. It is very important to understand that the correction approach and the principles themselves do not take physical entity into consideration. The process that enables us to correct our communication in order to make adjustment to what we do, is not physically defined. While we apply the principles to make adjustment to our application, it is very important to think that the principles that we use to adjust our communication are not physically defined; just take your time to think about the overall exercise.

70. **Understanding the Correctness of Communication Related to Time:** Given that the correctness of our communication does not take time into consideration, it is better to say understanding the correctness of communication instead. Since a corrected version of our communication is very portable, it is also does not take time into consideration; therefore, understanding the correctness of communication is much better.

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We have learned before that the answer to a question holds its value related to time. Assume that if the answer of a question is not correct, as time goes, the correct response of that question can be identified. Now, if we look at that process, we can see that the correct answer to that question does not take time into consideration. Assume that the question is asked at any moment, the correct answer would still be the same. Related to what we have just said with our parents' principles and the correction of our communications, we can clearly see that the principles that enable us to correct our communications do not take time into consideration as well. Assuming that we are correct or we use our parents' principles to correct a version of our communications, that version of communication will stay correct for all time. Now, assume that a version of our communication is incorrect, that version of communication will stay incorrect until it is corrected by applying our parents' principles. The way to look at it, we can be incorrect and stay incorrect until we are aware of our parents' principles and apply them.

Let's revised what we have just said again. Assume that we use our parents' principles to correct a sentence with errors, that correction process does not take time into consideration. That sentence will stay correct all the time. Now, assume that we are not aware of our parents' principles and we produce an uncorrected sentence, that sentence is incorrect for the time being until, we are aware of the principles and apply them to make the correction. Both the corrected and the uncorrected versions of the sentence do no take time into consideration. The principles and the process that enables the sentence to be corrected do not take time into consideration. The unawareness of the principles and the disregarding of their utilizations that produce the incorrect sentence do not take time into consideration also. If we are not aware of the principles and disregard their applications, when we communicate with errors, we still think we are correct, until we are aware of the principles and apply them. Only the application of the principles can determine our correctness. It is very important to understand that; just take your time to think about the overall explanation.

71. **Understanding the Correctness of Communication Related to Ourselves, our Parents, and our Parents' Principles:** Previously we have seen and learned that the correction process is only possible by us individually applying our parents' principles. In order for the correction to be made, the error must be flagged where feedbacks can be given and applied. In other words, in order for the correction to be possible, after we receive the feedback from our parents, we must apply it individually to make the correction. We have also learned it is not possible for someone to apply the principles for someone else to make the correction. By looking at the overall process related to our

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parents, we have seen that maturity and responsibility are the main factors. By looking at the overall communication and correction processes related to the application, we can see that our parents are always in our interest in order to get our communications corrected and make adjustments to our applications. Disregard the type or any communication; as long as it contents error, it is always flagged by our parents where feedback is given to enable the correction. Within that, we can see it is always in our interest to get our application executed without error. In short, it is always good to think that, disregard the communication, as long as it contents error; it is in our interest to get it corrected. Take your time to think about this exercise.

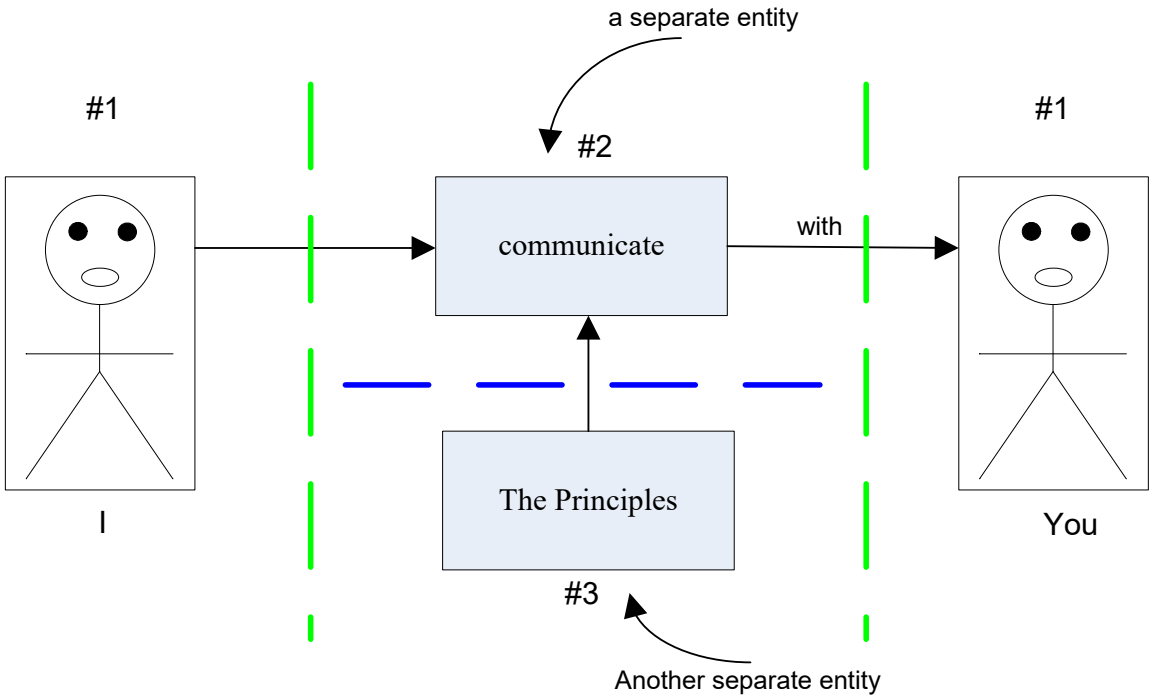
72. **Understanding our Communications Related to our Parents' Principles:** Within what we have learned, we can outline the following:
    - A corrected version of our communication is very portable
    - The correct answer of a question does not take time into consideration
    - The correct answer to a question does not take location into consideration as well
    - There is consistency within our parents' principles or within the principles that enable us to correct our communications.
    - If there is a relationship within the entities that make up our communication, related to our parents' principles, that communication must be portable.
    - The correct version of our communication or the process that enables us to correct our communication does not take time into consideration.

    Related to what we have outlined above, by taking our parents' principles into consideration, we can quickly see there is a similarity within our communication. It is very important to understand that; just take your time and think about it.

73. **Understanding our Parents' Principles Related to Error Correction and Identification in Communication:** We have learned and known that our parents' principle or the principle that enables us to correct errors in our communications is a separate entity from us and our communication. We have also learned that when we are not aware of those principles we produce error in communication, since our communications are not related to them. In order for us to communicate without error, we must apply the principles to make adjustment to our communications. Given that those principles are separate entities from us physically as shown by the model below, if we are not aware of them, we must learn them in order to use them in our communications to make adjustment to what we do. Let's repeat what we have just said again. Physically, our communication is a separate entity from us. In order to get our communication corrected, we must apply our parent's principles to them. Given that

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those principles are separate entity, if we are not aware of their existence, they are not going to come to us automatically. If we are not aware of their existence, they are not going to make adjustment to our communication automatically. In order to get our communications corrected, when we are not aware of those principles, we must learn them and apply them in our communications in order to make adjustment to what we do. By learning our parents' principles to correct our communications, we can make progress in communication. Given that what we do in life depends on communication, by learning those principles to correct our communication and make adjustment to what we do, we can make progress in life. Take your time to think about the overall explanation.



74. **Understanding Communication and Communication Entity:** We have seen before and known that, the existence of an entity is no altered by the name we use to identify that entity. Disregard the word we use to identify that entity; its aspect does not change. Within a typical communication, we have learned how to separate each entity that makes up that communication and perform analysis on each of them. For instance, in oral and written communication, we can have a typical sentence where we can separate each word that makes up that sentence and perform analysis on each of them related to the sense of that sentence. In this case, some words in that sentence can identify physical entities. Given that we communicate related to what we think, within the analysis aspect of communication entities, it is always good for us to think related to what we see. We have

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seen that before. In order to have a better understanding of communication from what we see related to what we think, it makes sense for us to analyze the entities that make up our communication. To help us doing so, let's do the following. The instruction below can be considered as a step by step instruction for this exercise. We use a table from the step by step instructions below. If you don't want to use a table, you can use any other entity. It does not matter what entity you use. What is important is the analysis aspect.

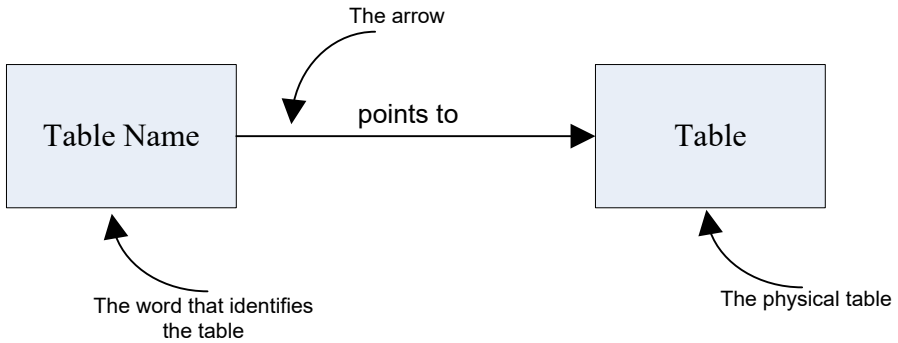
a. Use the word table in a typical sentence. Just construct a sentence and use the word table. The way to look at it, if you are next to a table; just construct a sentence related to that table. It is better to say use a sentence related to that table that is located next to you.

b. Use a word to identify the table and use another sentence with that word. In that case, if you use Table One to identify that table, change the sentence you have from part (a) above to reflect that name.

c. Now, if you have a camera, take a picture of that table. Print that picture in a piece of paper. In this case, the printed picture is used to identify the table.

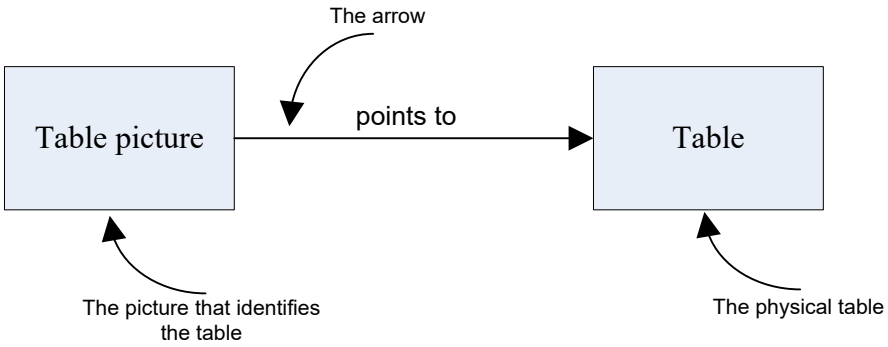
d. In terms of communication, or within communication itself, state what the name of the table you have identified in part (b) is and what the picture of the table you have identified in part (c) is.

e. Now, use the table name on a piece of paper or sticky note. Draw an arrow to show that piece of paper pointing to the physical table. You can also use a piece of wood with an arrow to do that. The model below provides more information about that. The way to look at it, when someone is looking at the word, that person can see an arrow that shows the word points to the physical table as shown below.



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Do the same for the picture as shown by the model below. In this case, you can have the picture with a paper arrow to show it points to the physical table. You can also use a piece of wood to do that. The way to look at it, you have the picture on hand, and you can put an arrow next to it to show that it points to the physical table.



What is important from the two models above is that the table name or the name that you use to name your table identifies the physical table and the picture of the table also identifies the physical table. You can stop here for now, and continue in another day.

f. Assume that you still have the table name on a piece of paper. Now, you can also have your sentence down with the name of the table in a piece of paper as well. Since you have completed the parts above on another day, right now, it assumes that you are in a new day. Now, perform some analysis on the table name. You can also view this as analysis of the word you use to identify your table or analysis of the word table. Once you done, stop here.

g. On another day—it is always better to set the time a week a part. On another day, perform some analysis on the picture of that table. In this case, you analyze the picture you have taken to identify the table.

h. Now, on another day, again a week apart, compare the analysis of the word with the analysis of the picture. All you need to do is to compare both analysis and describe what you think.

i. On yet another day, perform some analysis on the physical table. You should have that analysis down or whichever way you use to do it. Now, compare the analysis you have on the table name with the analysis you have on the physical table and determine what you think.

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j. Within the communication, determine the value of the word you use to identify the table and the picture you use to identify the table.

k. On another day, compare the analysis you have on the picture of the table to the analysis you have on the physical table. Again, describe what you think.

l. By comparing the analysis of the word table to the analysis of the picture of the table, in terms of quantity, determine if the table name provides you with sufficient analysis on the table. Whether they are equal or not, provide an explanation.

m. Within the analysis, determine the difference between the table name and the picture. In other words, within the analysis, determine the difference if any of the table name and the picture of the table.

n. Now, let's review the steps to see what you should have done. First, perform the analysis on the word you use to identify the table. Second, perform the analysis on the picture you use to identify the table. Third, perform the analysis on the physical table. Fourth, compare the analysis of the table name to the analysis of the table picture. Fifth, compare the analysis of the table name to the analysis of the physical table. Sixth, compare the analysis of the table picture to the analysis of the physical table.

75. **Understanding Communication Related to our Parent's Principles:** As a separate entity from our communication, it is always good for us to understand the principles that enable us to correct errors in our communication. Given that those principles are unique to themselves, it is always good for us also to understand the uniqueness of those principles. Previously we have learned that the answer of a question is uniquely identified by that question. We also know that there is a relationship between a question and its answer and a question is uniquely equal to its answer. Now, from the two previous sentences, it is very easy to show that by putting a question on a sheet of paper or enclosed inside an envelope and drop that envelope into a pool of questions. We assume that the pool of questions is a collection of envelopes, where each envelop contains a question without any label. In this case if we look at the pool, we can see a lot of blank envelopes. Inside each envelop, there is a question. What is important here is each envelop has a unique identity. Given that we don't know anything about those questions, the answer of each of those questions, are considered to be their identities. Without any label, the answer of those questions can be quickly identified. Another way

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to say that, without any label, the answer to those questions can be quickly identified by those questions.

Another thing we have learned about our parents' principles and the correction of our communication is that the principles that enable us to correct our communication do not take time into consideration. We have also learned that the process that enables us to correct our communication does not take time into consideration. The previous sentence is the same as saying that the Error Correction Function does not take time into consideration. Another thing we have learned from the principles that enable us to correct our communications and from a corrected version of our communications, is that both of them don't take time into consideration, and related to time, both of them remain the same. For instance, a corrected version of our communications was correct in the past, is correct at the present time, and will continue to be correct in the future. Related to the principles, both of them are the same. In other words, the principles that enable us to correct our errors in communication have not been changed in the past, do not change at the present time, and will not change in the future. It is always better to say that the principles that enable us to correct our communication is the same in the past, the same as today and will be the same in the future. Related to time, our parents' principles don't change at all. That makes sense and it is the reason why a corrected version of our communication holds very well related to time.

Given that a question is uniquely identified by its answer, given that the answer of a question is uniquely identified by that question, given that the principles that enable the correction of our communications are very unique to themselves, there must be a relationship between the answer of a question and the principles in terms of uniqueness and correctness. Disregard what we have said from the previous sentence, it is very easy to see that. We have already discussed in depth the correctness of communication and we have also discussed the correctness of answers of questions. From what we have learned throughout the book and from this exercise, it is very easy for us to see that the correct answer of a question is uniquely identified by that question. The reason the answer of a question is uniquely identified by that question is because that answer is the correct answer of that question. Without that, the unique identity does not hold. Therefore, there is room for incorrectness which is not related to our parents' principles.

From what we have learned from the above paragraphs, we have seen how unique the answer of a question is and also how unique our parent's principle is. Since we don't know more about the answer of a question and we know more about the question itself

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rather than its answer, there may be time where the answer of a question can only be answered internally. In other words, given that we don't know more about the answer of a question and the answer of a question is uniquely identified by that question, there may be times where the answer of a particular question can only be responded to internally. Given that there is a relationship between the correct answer of a question and our parents' principles, it is always good for us to ask ourselves the following questions and respond them internally. What enable you to understand me? What enable me to understand you? What enable us to understand each other? We do better in communication when we think solely about the preceding questions. We do better in life when we think internally about the preceding questions. Just take your time to understand the overall explanation and think about it.

76. From the exercise above, we have learned that there are many questions in communication that must be answered internally and we do better when that happens. In other words, this process helps us understand better the principles that enable us to correct errors in our communications and also our communications as well. Within that, we can see there are many things in life that must be figured out by personal observation and we do better when that happens. Within the principles that enable us to correct errors in our communications, there are many other principles that can be figured out by personal observation and we do better in life when that happens. In other words, when we do that, it helps us understand better both the principles and our communications. Just take your time to think about that.

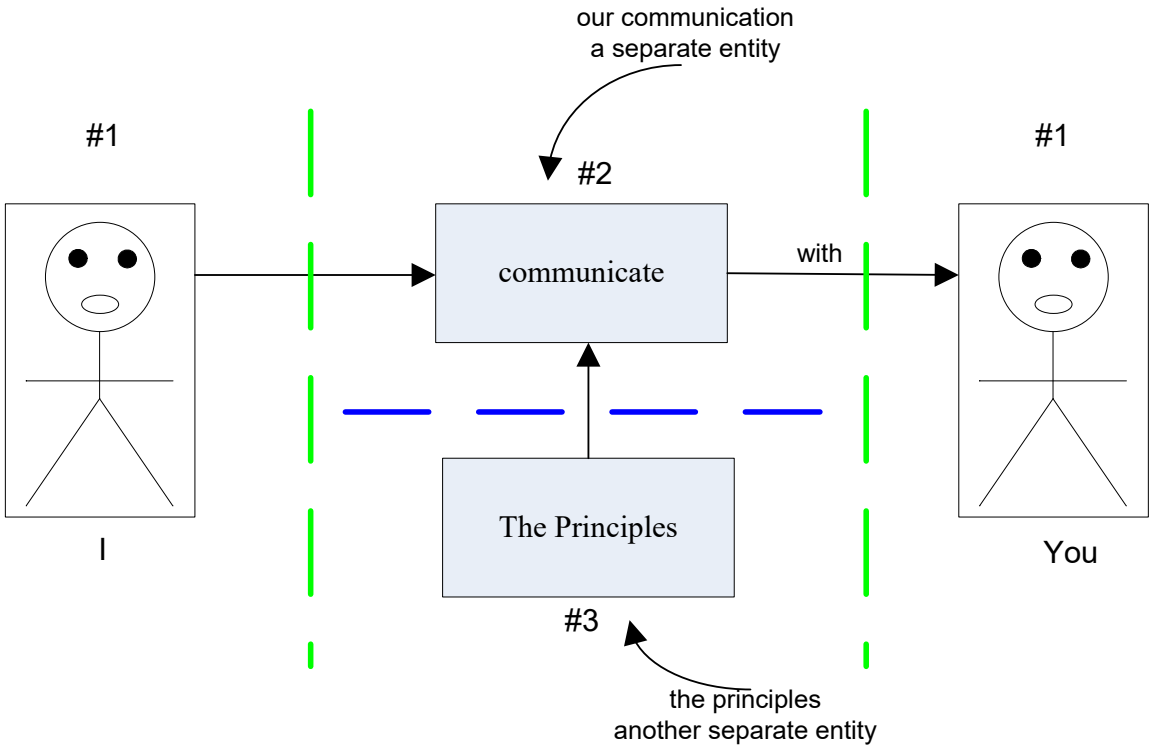
77. **Understanding our Parents' Principles Related to the Principles Themselves:** We can also say understanding our parents' principles related to our parent, given that the principles are considered to be our parents, it is better to say understanding the principles related to the principles themselves. This is the same as saying that understanding the principles that enable us to correct errors in our communications within themselves.

    To better understand the principles that enable us to correct errors in our communications, it is always good to understand our parents themselves. As a separate entity from our communications, it is very important for us to understand the principles that enable us to analyze and correct errors in our communications. As we have learned before, in order for us to apply those principles to correct errors in our communications, we must be aware of them. There is no way the principles can be used to make the correction in our communications without us applying them. There is no way those principles can be applied automatically to make correction in our communications

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without us being aware of them; it is not possible. The existence of those principles is not valid without us recognizing them. Once we are not aware of those principles, their existence becomes invalid. Once we are not aware of those principles, they become un-existing in our mind. Once there are not existing in our mind, we act like they have never existed at all. If we look at the correction process, we can see that we both identify and apply the principles that enable us to make the correction. Within that, we can see rather than the principles identify us, we identify them. This is well matched with both our practical and visual observations. That makes sense; usually the children who identify the parent rather than the parent identifying itself. It is very important to understand that. It is very important for us to understand the principles that enable us to correct errors in our communication. Within what we have said, verify by providing a practical example that the children identify the parent rather than the parent identifying itself. Within your work, you can take both the principles into consideration and the parent itself.

78. As shown by the model below, the principles that enable us to correct error in our communication, is a separate entity from our communication. As a separate entity, show your understanding of those principles related to our communication.

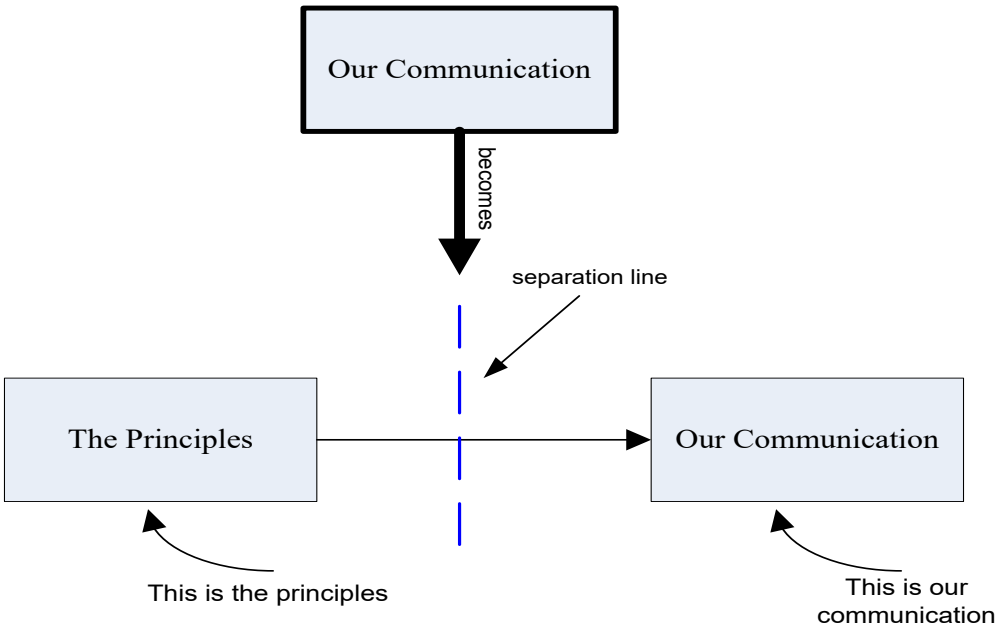


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79. Refer to exercise 75 and take a look of the question at the end of the exercise and think if there is a relationship between the following questions. What determines the correctness of what I say? What determine the correctness of what you say? What determine the correctness of what we say? Which are the same as the following: what determines my correctness? What determines your correctness? What determines our correctness? This is a question we have to keep asking ourselves individually multiple times.

80. Within a given communication, there exists the principle and the communication itself. Within a given principle, there exist the communication and the principle itself. Within our parents' principles, there exist the principles and the communications. Within our parents' communications, there exist the communications and the principles themselves.

    Understanding our Parents' Principles within Communication: By now we should have a very good understanding of the principles that enable us to analyze and correct errors in our communications. We know those principles are separate from our communications. Given that there is consistency within the principles themselves, there is also similarity within our communications. By understanding those principles, within our communications, the principles can be quickly identified. As shown on the model below, within our communications, the principles can be identified easily. We can say that the principles include in our communications. The way to look at it, within a given communication, the principles can be separated from that communication. It is very important to understand that. Just take your time to think about it.



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81. **Understanding Question and Answer**: We know that the answer to a question is uniquely identified by that question. While more analysis may be required for the answer of a question, it is always better to think that questions themselves are part of communication and they also require analysis as well.

82. **Understanding Communication:** We know that each communication has a purpose and the purpose of a communication is not satisfied until it is understood. The purpose of any communication is to satisfy the objective of that communication. We have learned that what we do depends on communication. In this case, what we do is considered to be the purpose of our communication. In order for a communication to satisfy its objective, it must be understood. Given that there is a relationship of what we do and what we think, the understanding of communication always requires some type of analysis.

83. To better understand our communication, it is always good to understand the principles that enable us to make our communications portable. To better understand those principles, it is always good to look at the communication within those principles. By doing so, we can increase our understanding of those principles and discover things that we did not know.

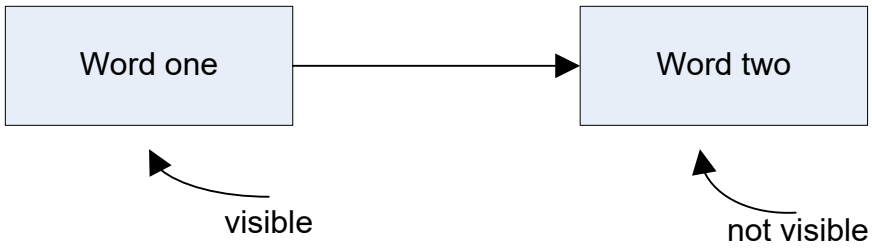
    Previously, we have learned that there are words that are personally defined or identified. In addition to that, within the principles themselves, there are words that are used as place holder. In other words, those words are not visible within the communication. For instance, within a typical sentence, we have *word one* and *word two* as shown by the model below.



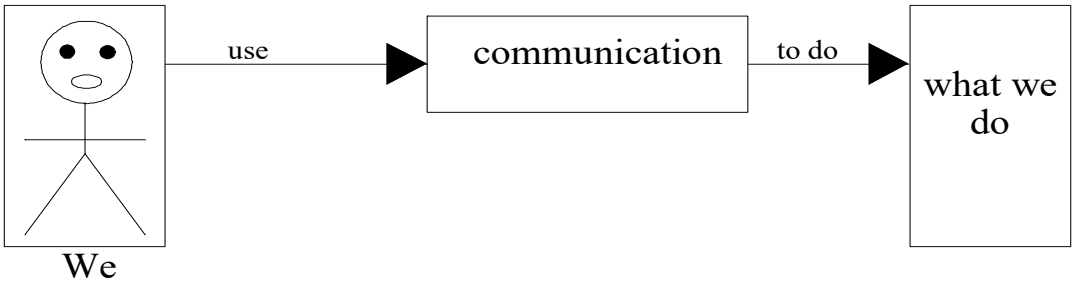
    Within the principles themselves, any of those two words can be used as a place holder. In this case, within the communication one word can be visible while the other one is not. For instance, word one can be visible in the communication while word two is not or word two can be visible in the communication while word one is not. The way to look at it, we set our focus to the visible word, while we disregard the word that is not visible. For instance, if word one is the visible word as shown by the model below, we set our focus in word one and disregard word two. Since words are communication entities, this

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also works for any communication entity. It is very important to understand that. Just take your time to think about it.

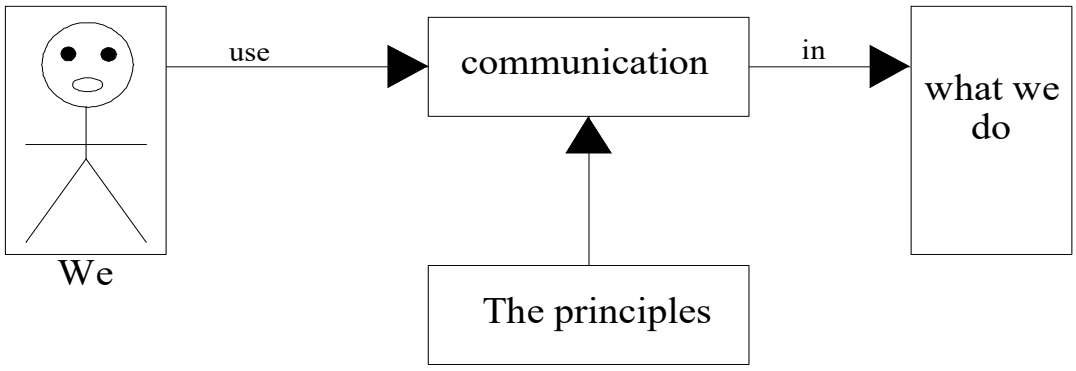


84. **Understanding what we do Related to our Parent's Principles:** We know that there is a relationship between what we do and communication. We know that what we do depends on communication. By understanding that relationship, we can represent the following model which we already know.

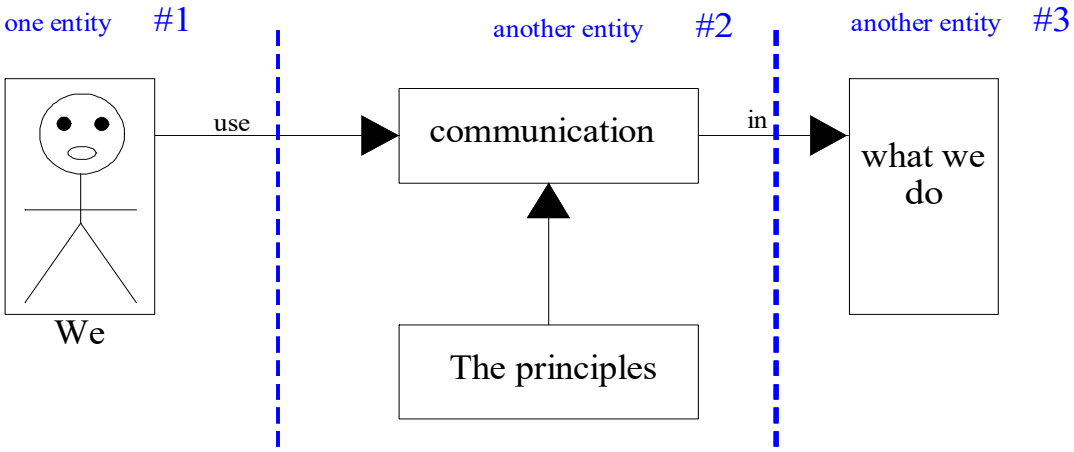


From the model above, we know that the result of what we do depends on our communication. If our communication is positive, the result of what we do will be positive. As well as, if our communication is negative, the result of what we do will be faulty. In order to produce an error free application, we have introduced the error correction function which enables us to apply our parents' principles in our communication in order to prevent error in our application. We have used the ECF (Error Correction Function) or the Principles in conjunction with the model above to show the utilization of our parents' principles in our communication. From what we have just said, we can simply show the model above with the inclusion of the principles that enable us to correct error in our communication as shown below.

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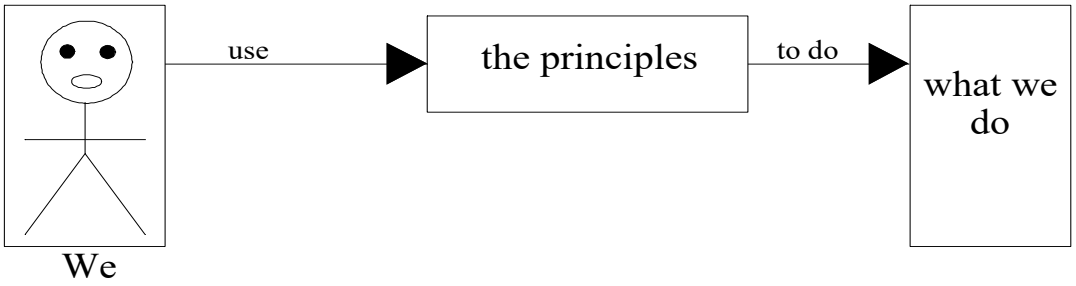


Previously, we have learned that within our communication, there includes the principles. In other words, the principles are included in our communication and from our communication, we can separate the principles. By separating the principles from our communication, we have two entities: the principles themselves and our communication. Here, since we include what we do in the model, we can show the separation and label everything as we have said here.

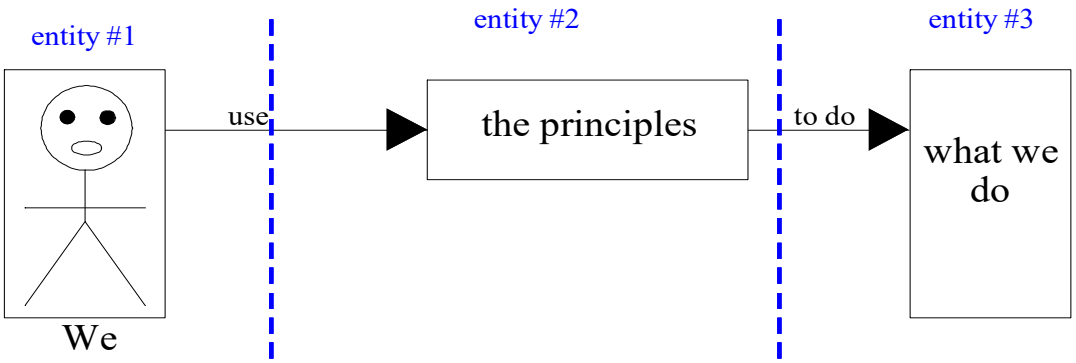


As we said above, previously, we have shown that the principles included in our communication. Within our communication, there are the principles and our communication itself. Now, if we look at the process related to the model above, we can see that there is a relationship between what we do and the principles themselves. This is the way to look at it, since there is a relationship between what we do and communication and there is a relationship between communication and the principles, there is also a relationship between what we do and the principles. From what we have just said, the model above can be changed to the following.

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In the first one and the second one; there are two ways to look at it. The first one is explained by the paragraph above. It is very clear to understand. Another way to look at it is to look at the feedback relationship in terms of the principles. Given that the principle is the entity that provides the feedback, within the principle itself, the showing of the feedback is not important. We can also say that, since the principle is what provides the feedback, within the principles itself; there is no need for feedback. To prevent misinterpretation, it is much, much better to say that within the principle itself as shown by the model above, there is no need to show the feedback. Now as a recap, let's label the entities again as shown by the model above, which as shown on the model below.



From the model above, by observation, there must be a relationship between entity number one and entity number two. There must also be a relationship between entity number one and communication; although communication is not shown on the model. Just take your time to think about the overall explanation.

85. By referring to exercise 75, it seems like there maybe differences between some forms of communication. For instance, it looks like there are things we can put on paper, but we cannot say. There are also things we can say but we cannot put on paper; as well as,

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there also things we can think, but we can either say or write down on paper. It is very important to understand that. Just take your time to think about it.

86. We have learned about words that are not generally defined. Not only are those definitions not generalized or personalized, but they are specific. During sentence analysis, we must pay attention to those words. If you ever encounter a word like that, state that word and determine why that word is personally defined. All you need to do is to identify that word and determine why it cannot be generally defined. We can also name those words, personally defined words. This exercise is only applied if you have ever encountered a word like that in your life; if you have never, simply disregard it.

87. Refer to exercise number 82; it is good to think that there is no limit in communication. From the principles, it is good for us to think that there is no limit in communication. By understanding the principles, we can think that there is no limit in our communication.

88. Given that when we are not aware of the principles that enable us to correct our errors in communication, we think that they don't exist. That makes sense since we don't think about them. Given that if we are not aware of our parents' principles, they don't come to our mind. Now, related to our communications in terms of those principles, we might find out words that don't exist at all. The way to look at it, according the principles that enable us to remove errors in our communications, there are words that we use in our communication that do not exist at all. It is very important to understand that.

89. **Understanding the Correctness of Communication Analysis:** By now, we should have a very good understanding of the principles that enable us to correct errors in our communication. We should also have a good understanding of the analysis of communication. We know that the correctness of our communication does not take time into consideration. Assume that our communication is correct at any given time; it will continue to be correct in the future. The reason for that is because the principles that enable us to analyze our communications do not take time into consideration. Since the principles that enable us to correct errors in our communications does not take time into consideration, the correctness of our communications does not take time into consideration also. It is always good to understanding the correctness of our communication and the analysis aspect of our communication. It is always good to understand the analysis and the correctness of communication.

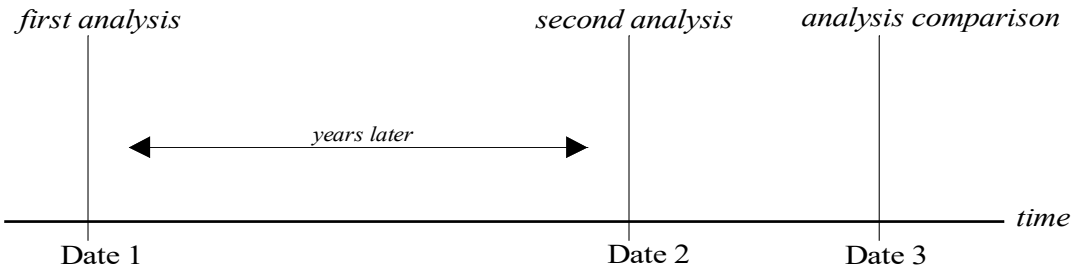
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Now, to better understand the correctness and the analysis aspect of our communications, it is very important to look at the process in a practical approach. To better understand what do we mean, let's do the following.

a. At the time you are reading or doing this exercise, pick a word, terms, expression, phrase, sentence, paragraph, or any communication entity. You can also pick up a story from a newspaper, television, radio, history, or anything that you wish. Now, perform some analysis on the entity that you choose. Record the data of that analysis and put it to a safe place. We mean, save it for a late time.

b. Now, 5 years later or any other future time that you wish, pick the same entity you analyze from part a. Analyze that entity again, and save it.

c. Couple of days later, compare the first analysis and the second analysis and determine what you think. The way to look at it, you take both analyses, and then you compare them and describe what do you think about them. The model below shows exactly what we are talking about. You do the first analysis, then you record the date and save it; then years later you do the second analysis, then you record the date and save it. A little bit later, you compare both analysis and determine what you think.



90. We have learned earlier that there is a little difference between oral and written communications. For instance, we have learned that there are words that we use in oral communication, but we don't use in written communication. There are also words that we use in written communication, but we don't use in oral communication. In addition to what we have learned, it is also important to know that there are words that we use in oral communication, but change in written communication. There are also words that we use in written communication, but change in oral communication.

91. Previously we have learned that there are words that we use in our communication that cannot be identified physically. Since those words are not physically defined, the

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analysis of those words may require a little bit of effort. In addition to what we have just said, it is worthwhile to point out also there are words that exist in our communication, but do not appear in the communication. Another way to say is that those words are included in our communication, but they are hidden. To better understanding what we have just said, just take it like that. Assume that our communication is a sentence that makes up of *word one, word two, word three, word four, word five, and word six.* Visually, our sentence, which is our communication, is made of six words. From what we have just said, visually the sentence is made of six words. This is what we see; however, that sentence includes more words, but some of them are not appear in the sentence. We can say that those words are hidden. We can also say those words are hidden part of the communication or the sentence. In order to identify those words, we must analyze the communication related to the sense of the communication as usual. It is important to understand that; just take your time to think about it.

92. By now we should have a very good understanding of questions and also answers as well. In addition to what we have learned about questions and answers and by understanding exercise 75 and 79, there may be time when a question is self-answered. In other words, rather than asking that question, there may be time when that question is better asked internally. In this case, both the answer and the question stay internal.

93. There is a relationship between communication and what we do. We do things for living; we communicate to do what we do. We use words to describe and identify what we do in our communication. We also do what we do related to time. Now by analyzing what we have just said, we can see three entities: time, what we do, and the words that identify what we do. Let's show those entities below.



Now if we look at the three entities above, we can see that there is a relationship between what we do and the words that identify what we do. There is also a relationship between what we do and time. With that, there must also be a relationship between the words that describe what we do and time as well. It makes sense for us to understand that. Just

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think about it to see if it makes sense to you. There is be a little similarity between this exercise and exercise 66.

94. Disregarding the word we use to identify an entity, the aspect of that entity does not change. It does not matter if the entity exists physically or not, what is important is that the entity that word is referred to still has an aspect.

    By separating entities that make up our communications, we have been able to analyze them and identify errors. We perform the analysis on the entities that we identify. For instance, if we identify a word and it is referring to an entity, we perform analysis on that word and that entity. What is important here is that we analyze the entities that we identify in our communications. From the exercise above, we have learned that we use words to identify and describe what we do related to the time we do them. If we look at the above exercise and exercise number 66, we can see a similarity in the form of identifying and analyzing entities. For instance, when we do something, and it is identified by a word at the time we do it. Now, that word can be identified and analyzed. What is important here is the ability to identify and analyze words that identify what we do.

    Since errors may happen in communication, there may be time when wrong words are used to identify what we do. In that case, it is always good for us to use the right words to identify what we do. It is always good for us to analyze what we do relate to the words that we use to identify them.

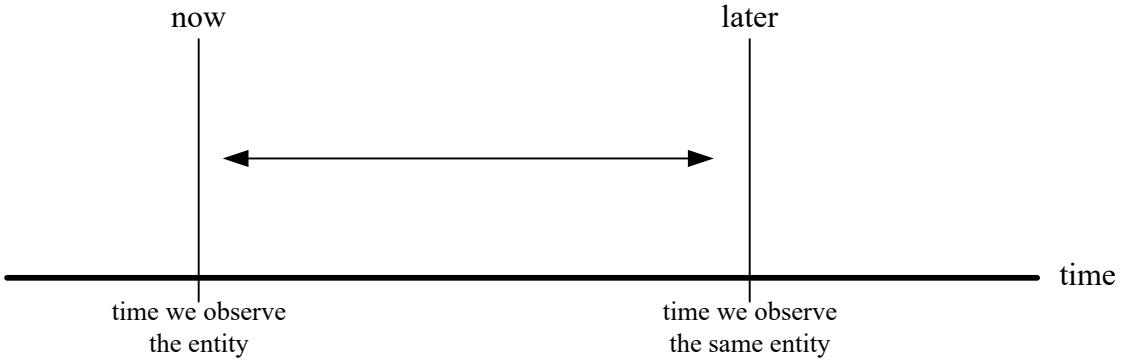
    a. Take your time to think about the above explanation to see if it makes sense to you
    b. Now, since wrong words can be used to identify what is being done at specific times or to identify a specific entity, provide an example from any sources or from your experience. You can use newspaper, magazine or any source that you wish. If wrong words have been used to identify an action, label that word and try to find a correct word. Verify why the identified word is incorrect and why your word is correct.

95. The fundamental of a word does not change, disregard the time we use that word. The fundamental of a word does not change related to time. The fundamental of an entity does not change as well as the word that identifies that entity. From what we have just said, there must be a relationship between a word that identifies an entity and the entity itself. Take your time to think about this explanation to see if it makes sense to you.

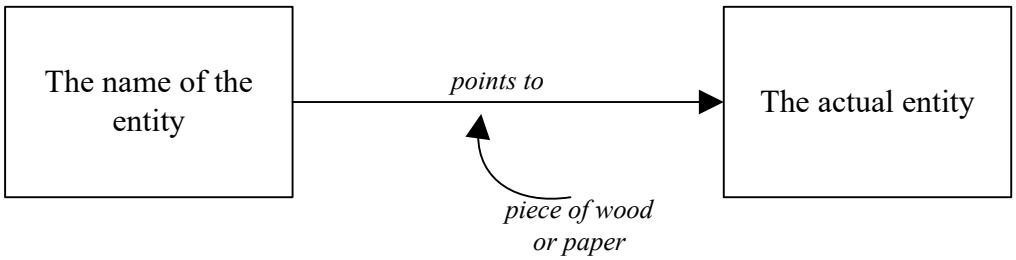
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96. To better understand fundamental of entities and the words we use to identify them, it makes sense for us to do something practical. To better understand the relationship of entities and words that we use to identify them, it makes sense for us to do something practical.

    Now assume at any time we observe an entity, that entity is being named or identified by a word. Now at some later time, we can observe the same entity to see if there is any change related to the name of that entity. To better understand what we have just said, let's use this time chart as an explanation.



    a. This is what to do, the first time you do this exercise; you observe an entity, and use a word to identify that entity. You can use a paper with an arrow or a piece of wood as an arrow to show that the name of that entity points to that entity. In this case, you use the arrow to show that the name of that entity identifies that entity. You can use the following model as a guideline. It shows the explanation described by the previous sentences.



    You have done everything above at the time you start this exercise. The time chart above can also be viewed as the table below. This table provides more information again.

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Now	Later
You observe the entity; you label that entity by pointing an arrow from a word that you use to identify that entity to that entity. By pointing the arrow from that word to that entity, you have shown that word identifies that entity.	You observe the same entity and provide some explanation about your observation. This is the same as explaining by part b and c.

b. Now at a later time as shown from the chart above, describe your observation of that entity related to the name of the entity itself. From your observation, you can also talk about any change of that entity that your observed related to time.

c. For this part, include yourself in the observation related to communication. In other words, include yourself in the observation related to the name of that entity. We can also say include yourself in the observation by explaining your observation related to communication, time, the name of the entity, and the entity itself.

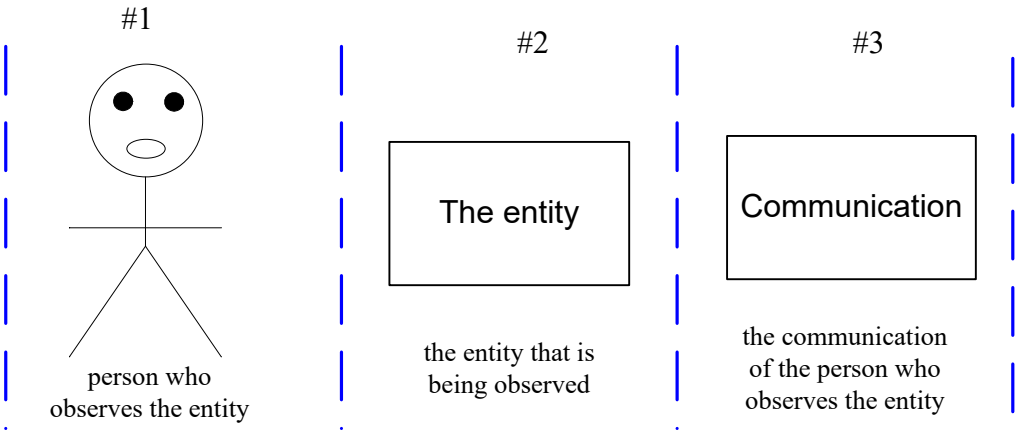
97. By looking and understanding exercise 66, 93, and 96 above, sometime it makes sense to look at or observe entities in terms of function. It makes sense also to look at words that identify entities in terms of functions as well. Since the aspect of an entity does not change disregarding the word that we use to identify that entity, it does not matter if that entity is physically defined or not. Just think about that to see if it makes sense to you.

98. By working the five exercises above, we should have a very good understanding of the following: the word that identifies an entity, the function of that entity, and that entity itself. It is very important to understand that. From now, when we see a word, we should know that it identifies an entity, that entity has a function, and there is a relationship between that entity, the word and its function.

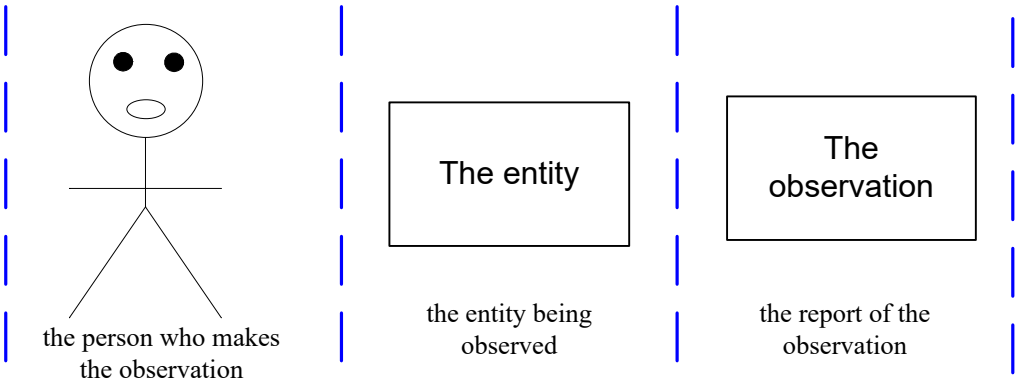
99. By working out and understanding all the exercises above, we must have learned a lot about ourselves, the entity that we observe, and our communication. With our ability to separate entities that makes up our communications, we have learned the following: the entity that we observe is a separate entity, our observation is a separate entity, and ourselves is another separate entity. It is better to say it like that, the entity that is being observed is a separate entity, our communication is another separate entity, and the

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person—we—who observe the entity is a separate entity. To better understand what we have just said, let's show it by a model.



What is important here is that the entity that is being observed is completely independent from the person who observes it. Also, the communication of that person depends on that person rather than the entity that is being observed. In that case, we can say that the person reports the observation; however, that observation is completely independent from that person. With that we can say the presentation of that observation is a report from that person. In this case, it is better to use the word report rather than the word observation. The model below shows more information about what we have just said. From that, we can also say the report of the observation depends on the person rather than the entity being observed.



100. From the exercise above, it is very easy for us to understand that. Since an observation is a separate entity from the person who makes that observation, it is always better to take it as a separate entity. In this case, if a person makes an observation it is always better to know more, and learn more, about that observation rather than the person itself. In other

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words, if a person makes an observation, it is better to inform about that observation rather than the person itself. In this case, the entity being observed carries more weight in terms of information rather than the person.

101. Verify your understanding of the two exercises above by providing a practical example. You may use newspapers, magazines, radio, television, or any other sources that you wish.

    a. Since an observation is a separate entity from the person who reports or makes that observation, in this case, it must be presented that way. In other words, it must be presented in a form where it is being viewed as separate entity. Show that in your sources. The way to look at it, in your sources, you may find out that the observation was not presented as a separate entity from the person who reported it. Show this and determine why.

    b. The observation or the entity being observed is a separate entity from the person who reports or observes it. Verify why it is more important to learn or inform about the entity that is being observed, or the observation itself rather than the person who reports or makes that observation.

    c. Show the similarity between this exercise and exercise 66 and determine what you have learned between the two or what is important that you have learned between the two exercises.

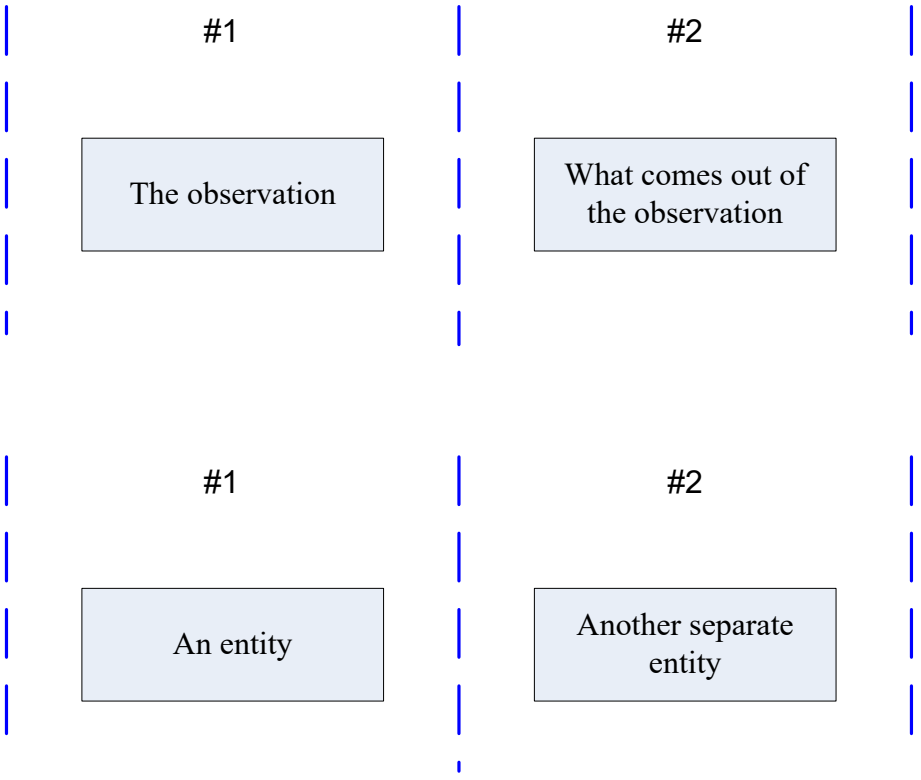
    d. If the word observation or similar has been used from sources, rather than the word report or similar, verify that the word report has a better usage rather than the word observation.

    e. By working out all the parts above or by understanding this exercise, you may have realized that there is a difference between the word report and the word observation. We can also say that, in terms of time, there may be a difference between the word report and the word observation; from your understanding, what is the difference?

102. By working out the above exercises, you may have quickly realized that the entity that is being observed may not or does not take time into consideration. It is very important to understand that. If you wish, you may also prove that. In other words, if you want to, you can verify that an entity that is being observed may not or does not take time into consideration.

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103. Disregarding the name we use to identify an entity, the aspect of that entity does not change. Given that the name of an entity may reflect the aspect of that entity, it is always good to name entities appropriately to reflect to their aspects. From the four previous exercises, an observation was made where we have done some analysis of that observation. Whatever comes out from that observation, we can call it as well an entity. Since the observation is a separate entity itself, we also call it an entity; see the models below for more information. There are two ways to look at what we have just said. If something comes out of that observation, we call it an entity. If nothing comes out of that observation, we call the observation itself an entity as well. Now, to work out this exercise, all you need to do is some analysis on the name of the entity related to the entity itself. That means if something comes out of the observation, you do some analysis on the name of what comes out related to the entity itself. If nothing comes out, you do some analysis of the name of the observation related to the observation itself. In both cases, take the aspect of the entities into consideration related to the name of the entities.

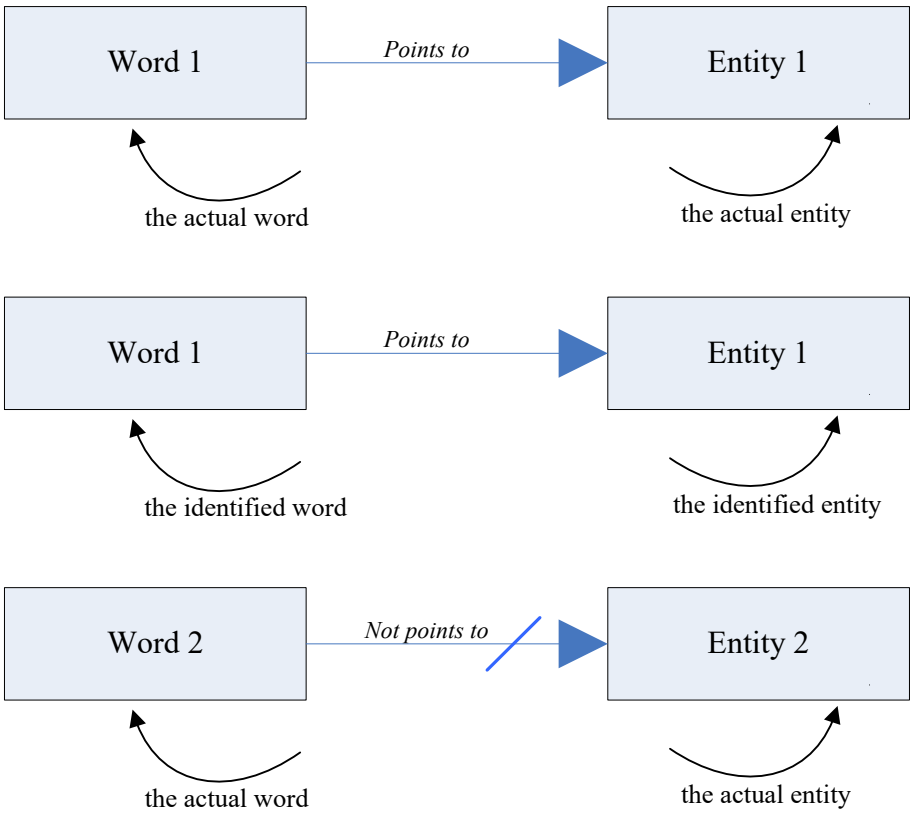


104. Disregard the word we use to identify an entity; the aspect of that entity does not change. It does not matter if the entity physically exists or not.

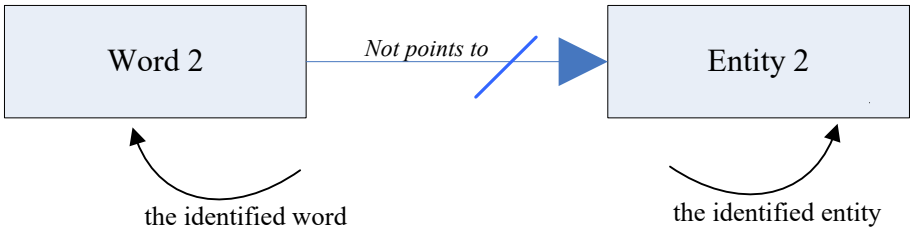
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By understanding the above exercise and also exercise number 88, what we have learned about words and entities relationships, is that an existing entity does have an aspect. The aspect of that entity is related to that entity itself. Also, the word that is used to identify an entity is also related to the entity and the aspect of that entity. In short, we can say that if we believe an entity exists, it must have an aspect; as well as the word that identifies that entity. If we believe a word exists as well, that word must have an aspect. The aspect of that word is related to the aspect of that entity. Just take your time to think about the explanation to see if it makes sense to you. It is very important to understand word and entity relationship.

105. By working out the last two exercises above; if you have not done so, use the *word point to arrow* model as shown below to verify the entities you have identified. In other words, use the models below as an example to verify the entities you have identified and words that point to those entities. For instance, if you have identified *entity 1* and *word 1* is the name of *entity 1*, use the model below as an example to verify whether or not *word 1* points to *entity 1*.



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106. By understand the principle of communication and communication itself. We know that there are three types of communication that are adapted to our senses. We recognize when a communication contents error, when a communication contents no error, and when a communication is viewed as feedback. In other words communication is adapted to our senses and we recognize when a communication is correct, when it is incorrect, and when it can be used to make adjustment to what we do. We can use the term normal communication to refer to communication without error, abnormal communication to refer to communication that contents error, and feedback for communication that is viewed as principles that can be used to correct errors. Just take you time to think about that.

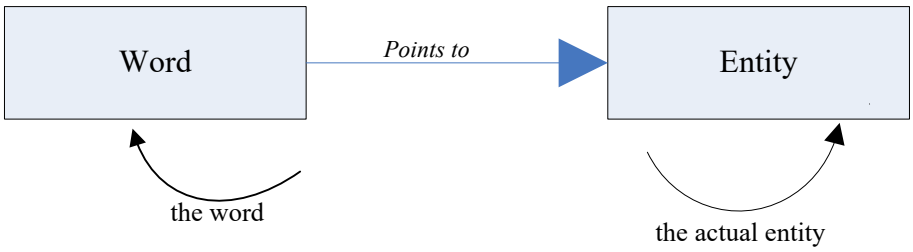
107. **Understanding the Importance of Our Parents' Principles in Our Communication:** It is very important for us to take the principles that enable us to analyze and correct errors in our communications into consideration. Since what we do depends on communication and we use communication to do what we do, when we introduce errors in our communication, it also allows us to make mistakes in what we do. When we disregard our parents' principles in our communications, we also disregard the logic that enables us to analyze and correct errors in our communications. Since what we do depends on communication, when we disregard the logic we simply have a tendency to do things wrong. In other words, when we disregard the principles, we also disregard the logic that enables us to analyze our communications and doing things right, hence the importance of our parents' principles. Just take your time to think about this exercise.

108. Now that we have a very good understanding of entities and aspects of entities, now that we have a very good understanding of words and aspects of words, now that we have a very good understanding of the relationships of words and entities, it makes sense for us to take our analysis a little bit further. We know that both words and pictures are communication entities and we have analyzed both word and picture previously. To enhance our understanding, let's take a look of analyzing both communication entities and put a weight on them related to the communication itself. In order to that, let's do the following.

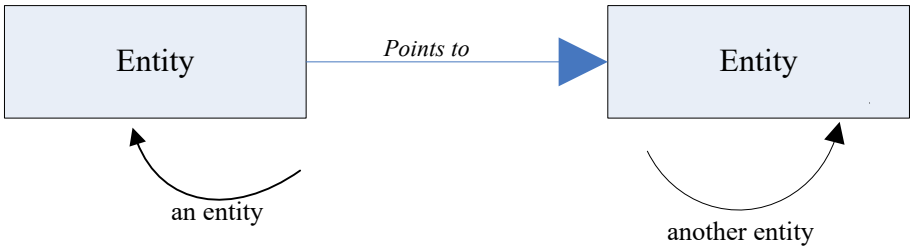
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Choose a word that identifies an entity, and do some analysis on the word. Now, you can take a picture of an entity, and do some analysis of that picture. You don't have to do them at the same time if you don't want to. You can analyze the word, then wait until later to analyze the picture. The picture of the entity can be different to the word. Now, compare both analyses and determine which communication entity carries more weight in terms of communication. All that you need to do, based on your analysis, in communication, determine which communication entity is worth more, or carries more weight between the two.

109. We already know that we use words to identify entities. We have seen that a word points to an actual entity as shown below.

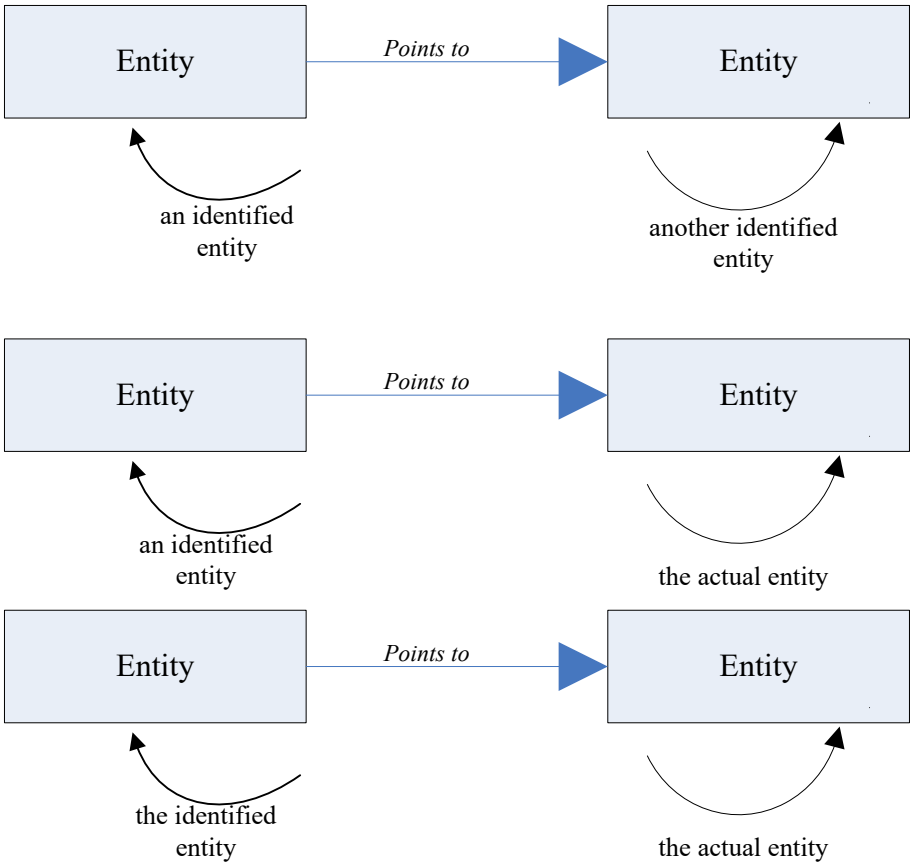


In addition to what we have already known about the relationship of words and entities as described above, there exists also a relationship of entity and entity. In that case, an entity can point to another entity. It is always better to represent that relationship visually as shown below.



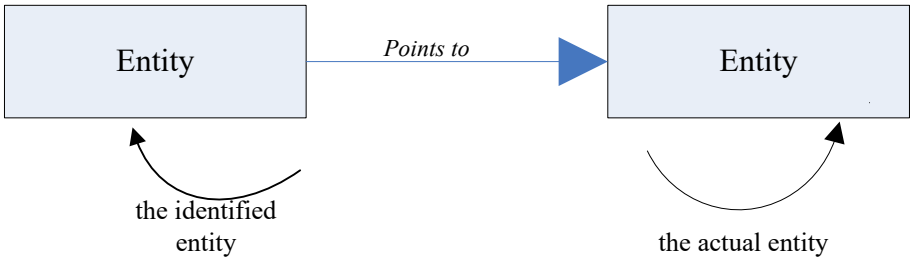
Since the entity points to the other entity, in this case we can say that the other entity is the actual entity for that entity. To better understand what we have just said, let's provide a visual representation.

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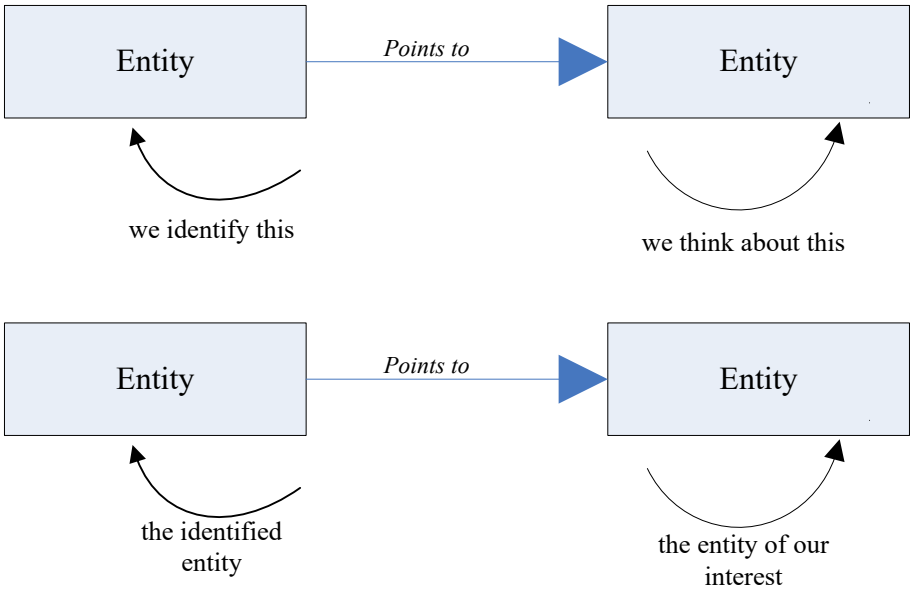


The way to look at it, the entity we have identified points to another entity and the other entity is the actual entity or serves as the actual entity for that entity. Just take your time to think about the overall explanation.

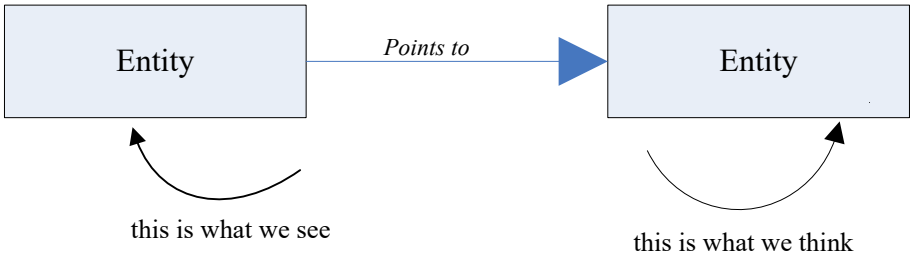
110. From same the exercise above, since the identified entity points to the actual entity, the actual entity is the entity we are interested in. Since the identified entity points to the actual entity, when we see the identified entity, we think about the actual entity. To better understand what we have just said, let's illustrate it like this.



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From the model above, we can also illustrated like that or saying like that



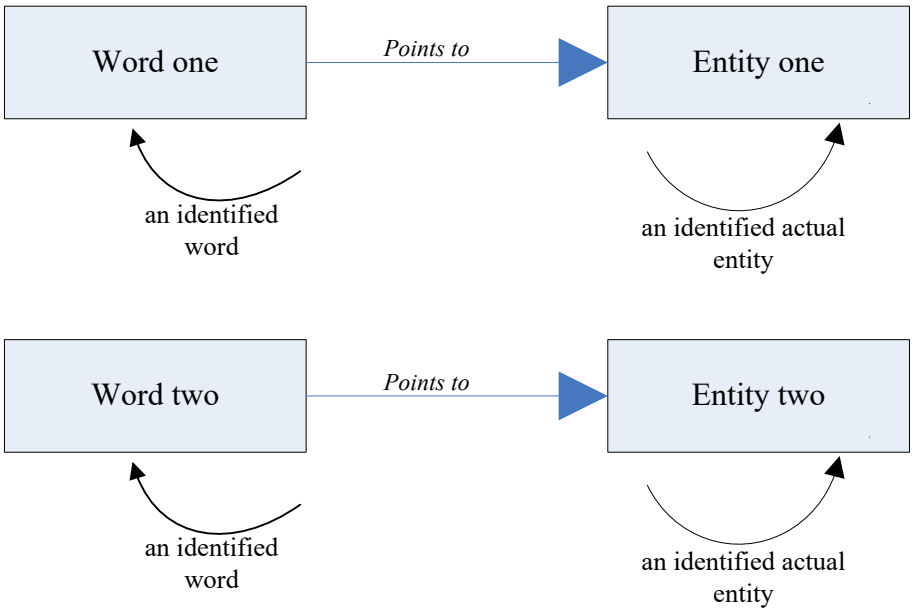
The way to look at it, since the actual entity is the entity of our interest, when we see or identify the identified entity, we think about the actual entity, as shown by the model above. Within the same model again, the actual entity can be considered what we think.

111. If all words in a sentence point to actual entities, then that sentence is portable. If all words in a sentence point to actual entities related to the sense of the sentence, then that sentence is portable. If all words in a sentence point to an actual entity, then that sentence is portable. If all words in a sentence point to an actual entity related to the sense of the sentence, then that sentence is portable. We can also say that, if there is a relationship between all actual entities of words that makes up a sentence, then that sentence is portable. If there is a relationship between all entities that make up a communication, then that communication is portable. If there is a relationship between all communication entities that make up a communication, then that communication is portable.

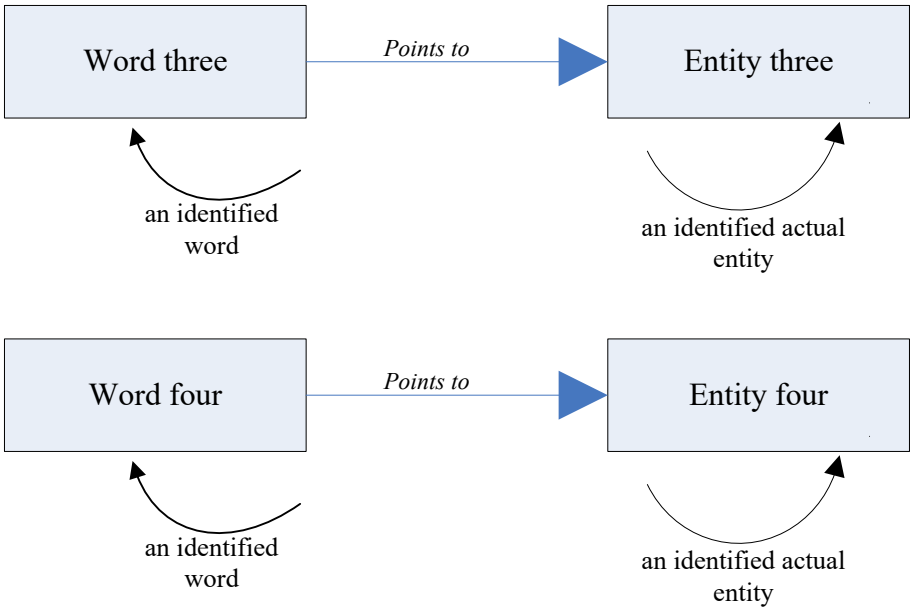
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By having a good understanding of word, entity, word to entity relationship, and entity to entity relationship, we are ready now to take our understanding of communication further. With our understanding, we can observe the following. If all words in a sentence point to actual entities or an actual entity, then that sentence is portable. If all words in a sentence point to actual entities or an actual entity related to the sense of the sentence, then that sentence is portable. As verification, we can identify a non-portable sentence and look at the words that make up that sentence. Since that sentence is not portable due to certain words, we can identify those words and use the word points to entity arrow to verify those words that point nowhere or actual entities or actual entities that are related to the sentence. By doing so, we can look at those words are related to the sentence ambiguity. Since one or more words can cause a sentence to be non-portable, it does not matter about the number of words. That portability rule is related to the word to word portability rule we have learned earlier.

112. Now, let's take a look of this exercise to better understand the portability rule mentioned in the above exercise. Let's assume that we have a sentence that makes up of four words: *word one, word two, word three, word four*. Now, we can use the word points to entity arrow to verify if each word in that sentence points to an actual entity or entities that are related to the sentence. In this case, we can have the following models.



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While we show the model above with each word points to each entity, in some cases we can also have more than one word points to same entity. Now, let's assume that the sentence mentioned above is portable, we can build or identify that relationship in the following form.

$$entityone \Leftrightarrow entitytwo \Leftrightarrow entitythree \Leftrightarrow entityfour$$

If the entity relationship does not hold as shown above, then that sentence is not portable. The way to look at it, in a non-portable sentence, one or more words does not point to actual entities or actual entities that are related to the sentence. In that case we can say that one or more words might point nowhere or points to entities that do not have any relationship with other entity in that sentence. The words to entities relationship do not hold, hence ambiguity.

a. Just take your time to think about the overall explanation
b. As a verification, take a non-portable sentence and try it for yourself, you can use any source. In your workout, verify why that sentence is not portable. Use the word points to entity arrow to show any word that cause ambiguity in that sentence.

113. **Understanding Relationships:** A relationship only exists if it can be determined. The existence of a relationship depends on the relationship itself rather than us. Disregarding the name we use to identify an entity, the aspect of that entity does not change. It does not matter if the entity is physical or not. The aspect of an entity is determined by that entity, rather than the word we use to identify it. The aspect of an entity is determined by that entity, rather than the word itself.

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We use analysis to determine a relationship. For instance, in order for us to determine the relationship between two entities, we analyze both of them to determine that relationship. In this case, we say that our analysis determines the relationship. Given that the relationship does not depends on us, but the entities themselves, we can say that our analysis verifies that relationship instead. The way to look at it, if we cannot determine a relationship between two entities, we assume that relationship does not exist. Since that relationship depends on the entities themselves rather than us, it is better to say the person in question did not verify that relationship rather than it does not exist. Just take your time to think about this exercise.

114. From exercises number 51, 66, and 106 and with our analysis ability, look at a typical communication and the following components can be easily identified.
    - The purpose of the communication or the function of that communication
    - What that communication is for or the application of that communication
    - The reason of the communication
    - The type of the communication
    - The correctness of that communication, whether it is correct or not
    - The content of that communication
    - People related or involves in that communication, who can be related to the origin and the destination of that communication

    It is very important to understand that. When we communicate, it is always good to treat our communication in the form mentioned above. In other words, in a form where the components mentioned above can be easily identified.

115. By taking another look of exercise number 50, 51 and number 82, we can quickly make the following observation and it is very important. If we look at the flow of the communication with the separation of the application from the communication, we can see that the application determines the communication function. In other words, the application determines the communication rather than the communication determining the application. It is very important to understand that; just think about it.

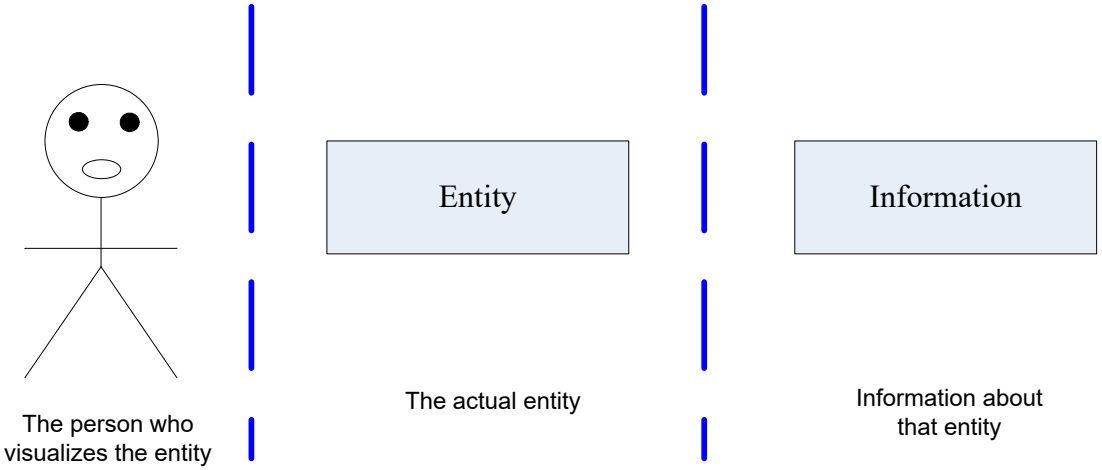
116. **Understanding Analysis:** Within a given principle, there exists the communication and the principle itself. Within a given communication, there exists the principle and the communication itself.

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Throughout this book we have performed various analyses. We have also identified many principles that have enabled us to perform those analyses. To better understand what we have done and to better understand analyses related to the principles that enable them, it is very important to know that an analysis only exists with its attached principle. In order for an analysis to exist, the principle that enables that analysis must be identified. In other words, in order to have an analysis, we must have principles to enable that analysis. We cannot have analyses without principles and analyses don't exist without principles. In order for an analysis to exist, it must have a principle attached to it. Just take your time to think about it to see if it makes sense to you.

117. **Understanding Communication Correctness:** This is the same as saying understanding correctness. The correctness of an entity is not determined by us, but by the entity itself. The correctness of information about an entity is not determined by us, but by the entity itself.

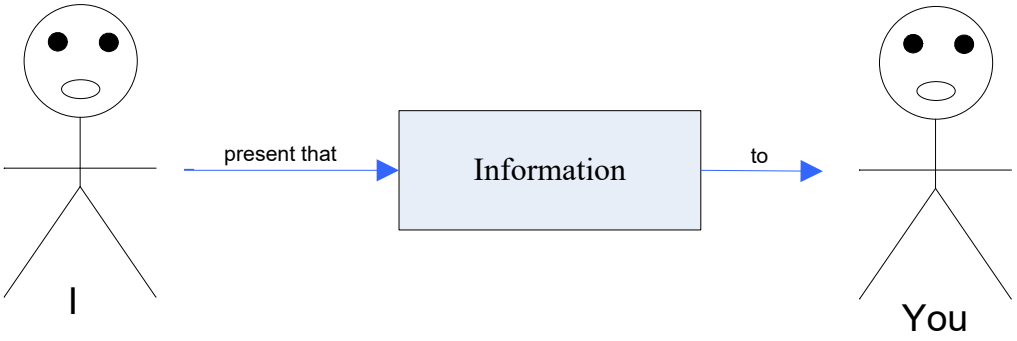
We already know that we interface together through communication and that communication interface enables us to exchange information between each other. Let's assume that we have seen an entity and we want to provide some information to others about that entity. By using models to represent the process, we can see three entities and we can put them side by side as shown below.



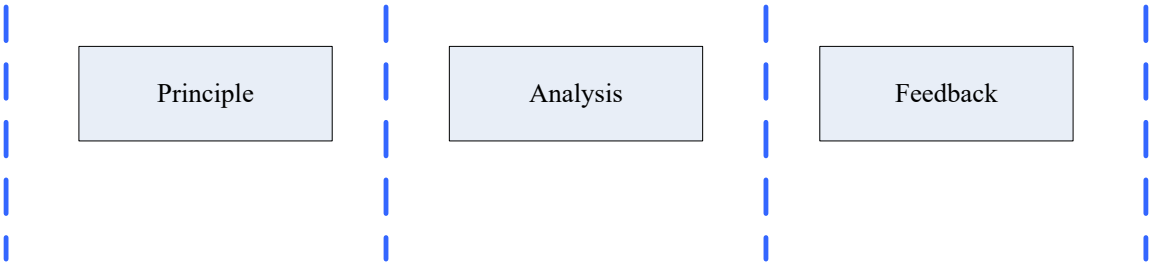
From the model above, we can see that the person who visualizes the entity is separate from the entity itself and the information about that entity. For instance the person who visualizes that entity to get some information about that entity. Since our communication interface enables us to exchange information between each other, the person who

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visualizes the entity can provide us with information about that entity. Now, assume that "I" am the one who makes the observation about that entity and I want to present that information to "you". In other words, you are the receiving end of that information as shown by the model below. What is important here is, as a separate entity, the correctness of the information about the entity that flows from the person who visualizes the entity to another person, depending on that entity rather than the person itself. It is very important to take it that way. Let's assume that the entity cannot be change related to that information, therefore the correctness of that information always depends on the entity. Just take your time to think about it. If you want to, you can verify that by providing a practical example. All you need to do choose an entity and visualize that entity and determine whether the correctness of the information you get from the entity depends on you or the entity.



118. From exercise number 116, we have learned that an analysis does not exist without an underlying principle. Throughout the book, we have learned and talked a lot about analysis, principles, and feedback. Now, if we look at those three items, we should see the similarity between them. From what we have just said, let's show them as three entities below.

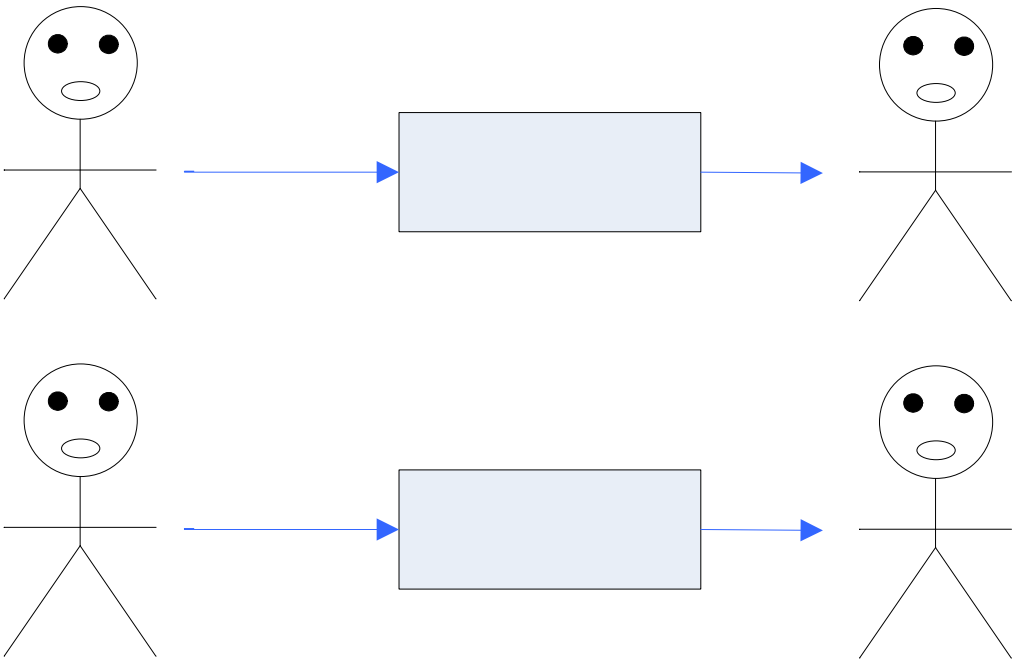


From what you have learned about principle, analysis, and feedback, verify your understanding of those entities and show the similarity within them.

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119. Refer to exercise number 114, choose a communication and identify the components from the list. You can pick any type of communication for instance magazine articles, newspaper, radio, television, communication with someone, communication at work etc.

120. We have learned the relationship of questions and answers from exercise number 49. Exercise number 75 has enhanced our understanding of questions and answers. By now, we should have a very good understanding of questions and answers. From what we have just said, verify your understanding of questions and answers by using the two models below, and then explain your observations. All you need to do is show your understanding of questions and answers by filling the two models below and explain your observations.



a. After completing the previous part, you may need to verify your understanding of questions and answers in terms of people using in the model.
b. You may also need to verify your understanding of questions and answers in terms of communication or communication in general.

121. Refer to exercise number 118 and describe the relationship between the identified entities and the Error Correction Function. You may need to provide additional information related to your observation on each entity by verifying your understanding.

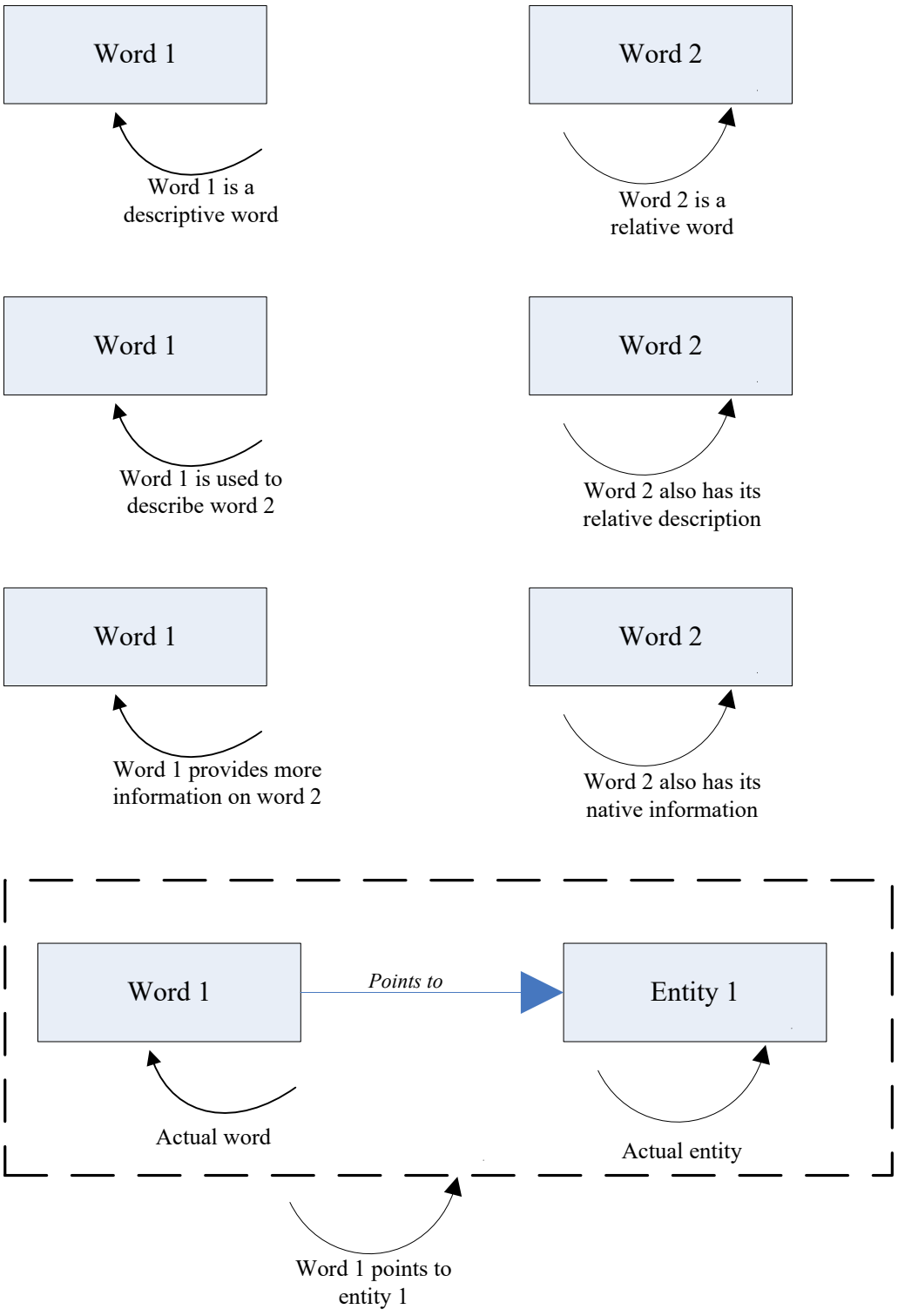
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122. **Understanding Descriptive Words:** From our understanding of word and entity relationships, let's highlight the following.
    - Disregard the word we use to identify an entity; the aspect of that entity does not change.
    - The aspect of an entity does not determine by the word we use to identify that entity, but by the entity itself.
    - If there is a relationship between all words that make up a sentence, then that sentence is portable.
    - If there is a relationship between all communication entities that make up a communication, then that communication is portable.
    - There are words that we use in our communication that do not exist at all
    - Sometimes we have to look at entities in terms of functions
    - A descriptive word provides information about a relative word, but does not change the aspect of that relative word.
    - The aspect of a relative word is not determined by a descriptive word, but by the relative word itself.

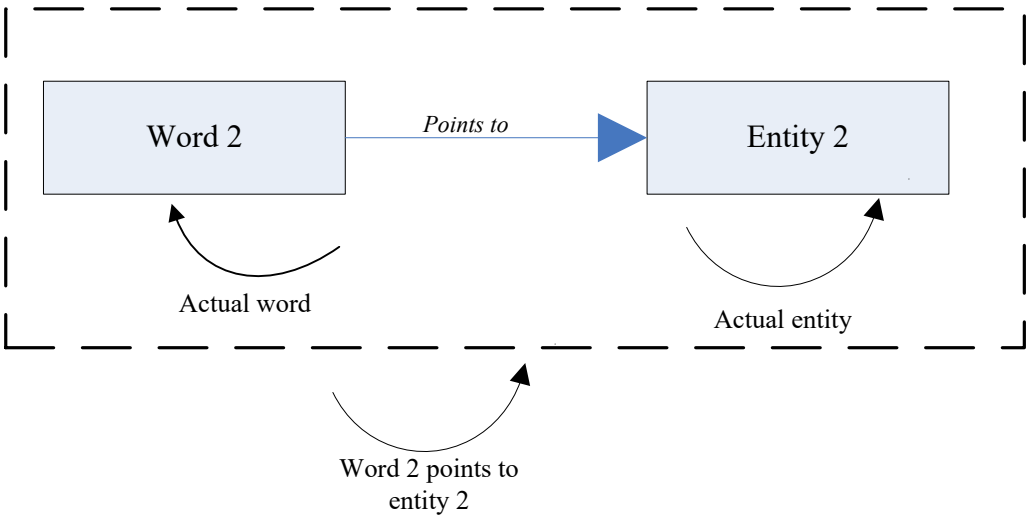
    From what we know about descriptive words, we use descriptive words to provide more information about other words. We can also say that descriptive words match with relative words to provide more information about them. Since words point to entities, disregard if those entities are physically defined or not, descriptive words also point to their own entities or are also identified by their own entities. From what we already know about descriptive words, it is always good to look at the fundamental value of the underlying word before matching it with a descriptive word. We also know or assume, that the descriptive word points nowhere. It may not be possible for it to be matched with the underlying relative word. That makes sense; there must be a relationship between all communication entities in a sentence in order for that sentence to be portable. Within our communication, the words that we use must exist. Within our communication, the communication entities that we use must exist as well. When they don't, that causes ambiguity in our communication. Some words preserve their fundamental values so well they don't match with any descriptive words. Now by understand all what we have said and looking at descriptive words that are matched with relative words, we can see that sometimes a descriptive word may not exist at all. When trying to match descriptive words that do not exist with a relative word, portability problems may be caused. The way to look at it, if the descriptive word does not exist, then it may not be possible to match it with a relative word. Just take your time to think about it to see if it makes sense

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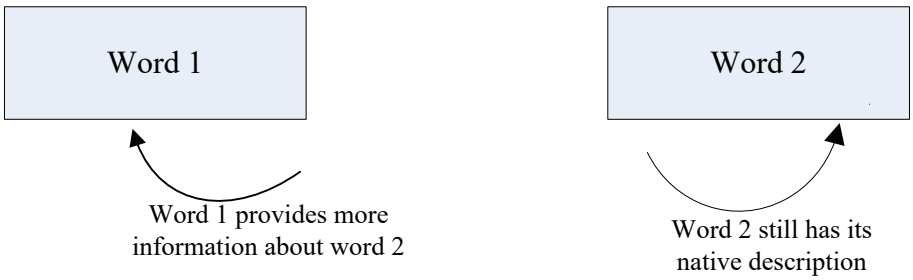
to you; take a look of the model below as well. While *word 1* is used as the descriptive word, it does not matter. Any of the words could have been used as the descriptive word and it does not matter where it is placed.



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123. From the exercise above, we have learned that a descriptive word provides more information about a relative word, but does not change the aspect of that word. We can also say that the descriptive word provides more information about the relative words, but does not change the fundamental value of the relative word. In order for a descriptive word to provide information about a relative word, that descriptive word must exist. In order for a descriptive word to be used or matched with a relative word, both the descriptive word and the relative word must exist. Now, by understand what we have just said and the above exercise, we can verify the above exercise by providing a practical example. You can use newspaper, journal, magazine, or any other source or information

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to verify the above exercise. All you need to do, flag a word that is used as a descriptive word with a relative word. Verify whether the descriptive word exists or not. In order to do that, you might need to verify the relative word and do some analysis on it, then verify the existence of the descriptive word to determine whether it can be matched with that relative word. From your workout, show whether or not that descriptive word causes any ambiguity.

124. Refer to your workout above, show your understanding of the word information related to your workout. In other words, verify your understanding of information related to your workout. This is the same as saying that, use your workout as a baseline to verify your understanding of information.

125. By understanding exercise number 122, 123, and 124 sometimes it makes sense and it is very important to have a very good understanding of a relative word before using that word with any descriptive word. It makes sense and it is very important as well to know a lot of information about a relative word before associating it with any descriptive word.

126. By understanding exercise number 122, 123, 124, and 125 it is always good to note that relative words should never be taken for granted and it is very important for us to preserve the aspect of a relative word. Given that the aspect of an entity always depends on that entity rather than us and given that the correctness of an entity or the correctness of information about an entity depends on that entity rather than us, it is very important for us not to take relative words for granted.

127. **Understanding the Usage of Words:** Disregarding the word we use to identify an entity, the aspect of that entity does not change. The aspect of an entity is determined by that entity, but not by the word itself.

    We know that there is a relationship between entities and the words that point to them. We also know that there is a relationship between an entity and information about that entity. We know that information about an entity depends on that entity rather than us. We also know that the correctness of that information depends on that entity as well. Now if we take a look of that information and the entity itself, in terms of information, it is always good to name words property related to the entity. Since the entity determines its own information, it is always good to name words properly related to that entity. The way to look at it, the usage of words is related to information about that entity and depends on that entity. Since the information about that entity depends on that entity, the

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usage of words in that information also depends on that entity. For that reason, it is always good to use words property to reflect to that entity or that information.

128. Verify your understanding of the above exercise by providing a practical example. Here is what to do; you can find an article that provides information about an entity. You do some analysis of that entity to verify your understanding of that entity. Now, use your analysis as a baseline or use your understanding of that entity as a baseline. From the article, pick some words and verify that the usages of some of the words related to information about that entity are not properly related. In other words, from your understanding of that entity, verify that the usages of some of the words related to information about that entity are not property related.

129. By understanding both exercises above, verify your understanding of information related to the content of information. The way to look at it, since an entity determines its own information, since an entity determines its information correctness, since an entity determines the usage of words related to itself, since an entity determines its own information related to the usage of words in that information, what happens to that information when words are used improperly? Show your understanding of that.

130. By understanding the Error Correction Function, the feedback process, the principle that enables the correction related to the feedback, it is very important to also know that a change in our application is only possible with the application of the principle. Only the application of the principle enables the adjustment of our application. You can refer to exercise 80 and 84 for more information.

131. By understanding the above exercise and the overall correction process related to our parents, it looks like the problem that needs to be solved is the person who commits the error to apply the underlying principle to make adjustment to the application, rather than the correction of the application itself. In other words, the person who commits the error needs to apply the underlying principle in order to make adjustment to the application.

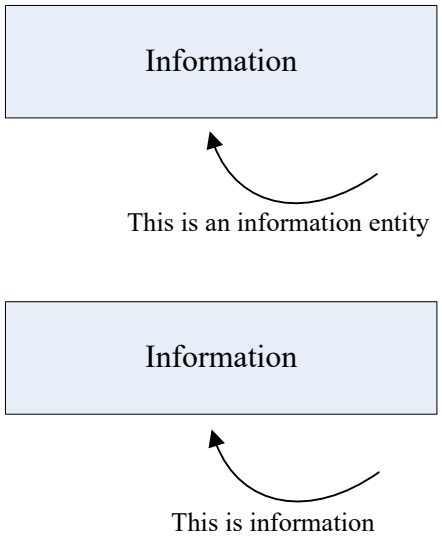
132. By understanding exercise number 82 and number 106 related to the analysis process and The Error Correction Function, it is also good to know that the analysis does not determine the correctness of the communication. The analysis provides feedback to enable the adjustment of the application related to the communication if and when there is error in the communication. However it does not determine the correctness of the communication. The communication itself determines its own correctness. In other

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words, while the analysis process provides feedback to enable the adjustment of the communication, it does not determine its correctness. The communication itself determines its own correctness. Just take your time to think about that.

133. After having a good understanding of communication, the relationship of words that make up a sentence, the relationship of sentences that make up a paragraph, word and entity relationship, entity and entity relationship, relationship of entities that make up our communication, understanding entities and functions of entities, the analysis process, the principles that enable the analysis process, the feedback process, and the error correction function, it makes sense now for us to re-approach exercise number 3. With your understanding of what we have listed here, redo exercise number 3 and compare your workout. In other words, verify your understanding of language and communication related to what you have learned. If you want to, you can also compare your previous workout and this one and verify your understanding accordingly.

134. By understanding exercise number 99, 100, 101, and 117; by understanding entities and functions of entities, information, and information about entities, it is also good to know as well that information is also an entity. With what we have just said, we can represent information as shown below.



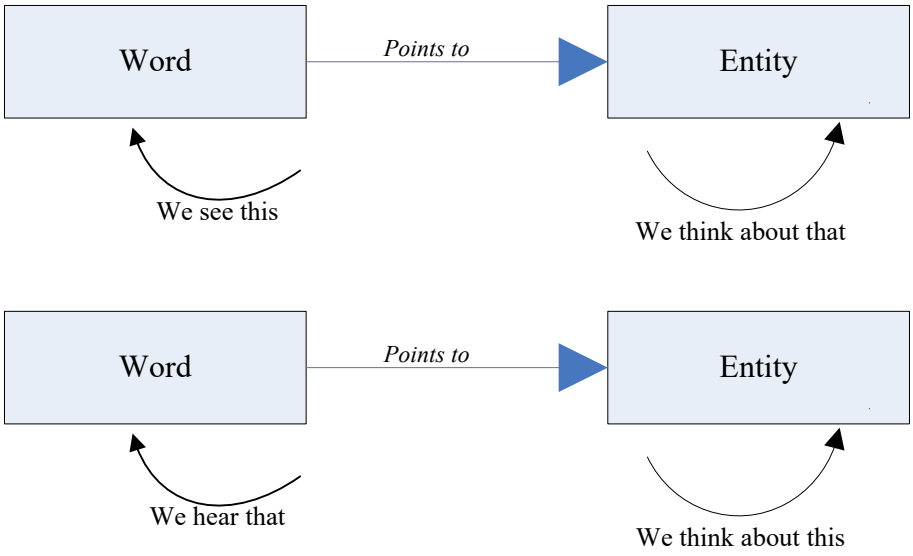
135. With your understanding of the above exercise, verify that information is indeed an entity. In other words, show that information itself is also an entity. If you want to, you can also provide a practical example.

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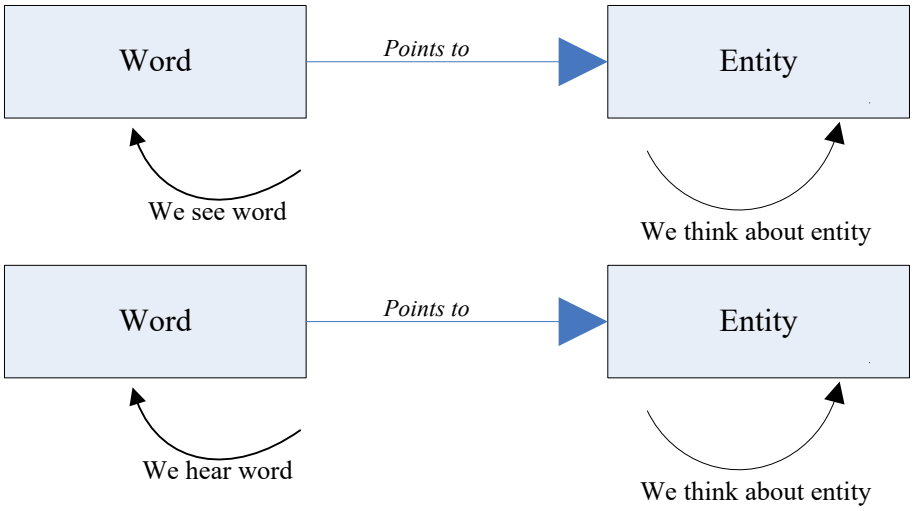
136. By having a good understanding of the principle of communication, words relationship, word and entity relationship, entity and entity relationship, function and entity relationship, and information, we can now identify any bad word and determine several reasons why such a word is considered to be bad or non-portable. With what we have just said and what we have learned, identify one or more bad words or non-portable words in a sentence or paragraph and list several reasons why such words are considered to be bad or non-portable.

137. With your understanding of principle of communication, you can repeat the exercise above for other communication entities like a picture, graphic, photo, video etc. In other words, use the principles you have learned to determine several reasons why a communication entity like a picture, image, photo, video, graphic etc. is considered to be bad or non-portable within a communication.

138. By having a good understanding of exercise number 66, 74, 105, 106, and 109; in addition to that, it is also good to know the relationship of words and entities related to what we see/hear and what we think. In this case, we can take it that way, we see words but we think about entities. We hear words, but we think about entities. To better understand what we have just said, let's illustrate it below.



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The way to look at it, while we use words/sentences to communicate, nevertheless we don't think about them directly, we think about what they represent. Just take your time to think about what we have just said to see if it makes sense to you.

139. By understanding the above exercise related to exercise number 66, it is very easy to see how we commit errors and develop problems. Since we only think about actual entities related to communication, it does not matter if those entities are positive, negative, or actually exist. In other words, we think about those entities based on our communications.

140. By understanding word and entity relationship, entity and entity relationship, information itself, and information and entity relationship it is also good to know that the aspect of an entity is already what it is and cannot be changed by our communication. It is very important to know that. Once we disregard that, we simply disregard the purpose of communication, which results to problem development.

141. Show your understanding of the above exercise related to information. If you want to, you can provide a practical example.

142. If there is a relationship between all entities that make up our communication, then that communication is portable. If there is a relationship between all communication entities that make up a sentence, then that sentence is portable.

Another Way of Looking at Descriptive Words: We know that a descriptive word is a word that provides more information about another word. We know that words point to

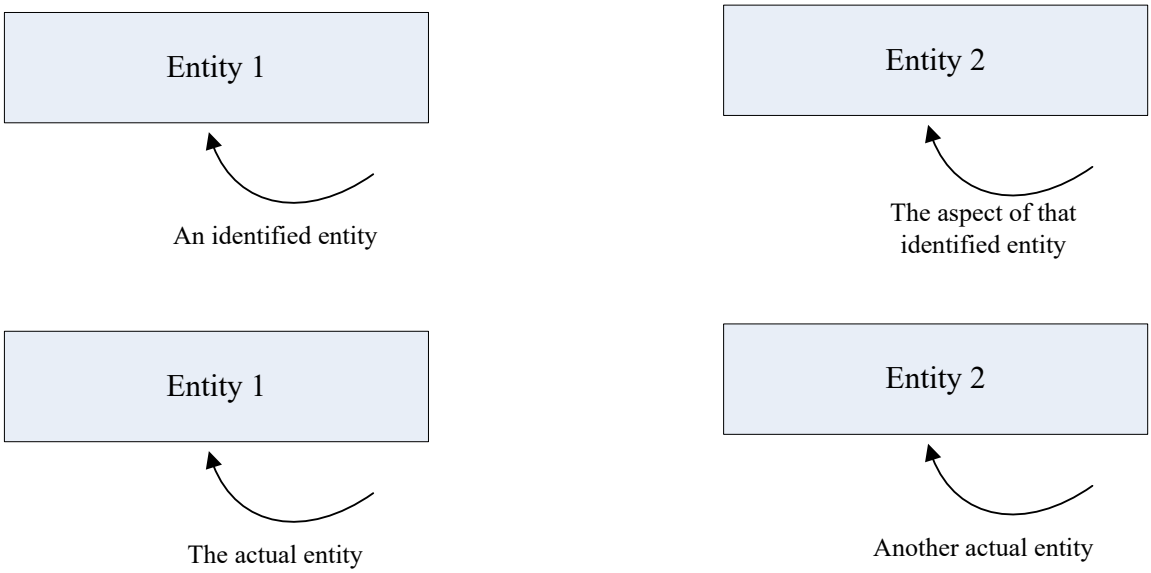
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entities, as do descriptive words. For instance, the word that is described by a descriptive word points to its own entity, and the descriptive word itself points to its own entity also. As shown below, it does not matter where the descriptive word is placed in a sentence.



What is important here, in order to have portability, there must be a relationship between the entity the descriptive word points to and the entity the relative word points to. If both entities cannot be matched together, then there is a portability problem. It is very good to understand that.

143. By understanding the above exercise and also exercise number 110 and 122, it is also important to know that the aspect of an entity is also considered as an entity. In this case we have.



144. If you want to, you can work out this exercise by verifying the above exercise to show that the aspect of an entity is indeed an entity. In other words, from your understanding of the above exercise, if you want to; verify that the aspect of an entity is indeed an entity.

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145. We already know the principles that enable us to analyze and correct errors in our communications are a separate entity. You have also verified your understanding of those principles. By now you should have a very good understanding of those principles. With your understanding of those principles, refer to exercise number 27 and verify your understanding of the exercise related to the principles. In other words, treat the principles a separate entity and verify your understanding of the exercise related to the principles. This is the same as saying verify your understanding of the principles related to the exercise.

146. By having a good understanding of exercise number 143, 144 and 145, you have also learned the principle is a separate entity. As a separate entity, use a word to show or describe the aspect of the principle. In other words, understanding the principles that enable us to analyze our communication is a separate entity, use a word to verify the aspect of the principle entity. If you want to, you can also use a sentence to show or describe that aspect. All you need to do is use a single word to describe the aspect or a sentence; it does not matter.

147. Refer to exercise number 84 and look at entity number 1, determine the aspect of entity number 1 by trying to find a word to show that aspect. All you need to do, once you verify that aspect, use a single word to identify it. This is fairly simple to identify. If you want to you can also use a sentence to show the aspect of that entity.

148. Now compare both of your works out of the two exercises above to see if there is a relationship between the aspect of the entity mentioned in exercise number 146 and the one in number 147. In other words, compare the aspect of the entity you have identified in exercise number 146 and the aspect of the entity you have identified in exercise number 147. By comparing the aspects of both entities, if you find a relationship between the two aspects, describe that relationship.

149. Verify your understanding of the above exercise related to exercise number 106. In other words, you can use exercise number 106 as a baseline to verify your understanding of exercise number 148.

150. We have learned a lot about entities and aspects of entities. We know that the aspect of an entity is also an entity. With our ability to analyze entities, we have identified various entities and determined their aspects. In addition to that, it is also important to know that

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an entity may have more than one aspect. In other words, a single entity may have more than a single aspect. It is very important to understand that.

151. We have used our parent's principles to enable us to analyze our communications. We have also identified a word from exercise number 146 to identify the aspect of the principle. We can also say that we have identified an entity from exercise number 146 that represents the aspect of the principle. Given that an entity may have more than one aspect, with your understanding, determine another aspect of the principle. In other words, determine another aspect of the same principle entity. You can use a single word to show that aspect or a single sentence to verify it. It does not matter if you use a word or a sentence.

152. Refer to exercise number 84 again, look at entity number 1 and determine another aspect for that entity. Identify that aspect by using a single word. All you need to do, use a single word to show that aspect or a sentence to describe it.

153. Compare your workout of the two exercises above and determine the relationship between the two aspects, then verify your understanding accordingly. In other words, compare the aspect of the entity you have identified in exercise number 151 and the aspect of the entity you have identified in exercise number 152. Determine whether there is a relationship between the two aspects; if so, verify your understanding of that relationship accordingly.

154. Use exercise number 84 as a baseline to verify your workout of the above exercise. In other words, use exercise number 84 as a baseline to verify the relationship between the two aspects. If you don't want to use exercise number 84 as a baseline to verify your understanding of that relationship, you can also use any other exercise as a baseline of your verification.

155. By understand exercise number 113, we have learned that the relationship between two entities is also an entity. We can also say that the relationship between two entities is also an entity. By working out all the related exercises above from number 147 to 154 you have indeed verified that the relationship of two entities is also an entity.

156. What an entity is, is determined by that entity not by us. What an entity actually is, is determined by that entity, not by the person who thinks about that entity. From exercise number 117, we have learned the information about an entity is determined by that entity.

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The correctness of that information is also determined by that entity as well. We know that information itself is a separate entity. From what we have just said, we can see that there may be a difference between what an entity is and what we think that entity is. In this case, what we think about an entity may not always be what it is. When that happens, we simply don't think what the actual entity represents. By understanding exercise number 66 and what we have just said, we can clearly see the development of problems when we don't think straight about an entity. Another way to say that is the development of problems is possible when we don't think in line with an actual entity. Just take your time to think about this exercise.

157. By understand the above exercise and also exercise number 109 and 110, when we don't think inline about an entity, we simply think about an entity that does not exist. In other words, when we don't think relatively to what an actual entity represents, we simply think about entities that don't exist. By understanding what we have just said, since what we think is also considered to be an entity, it does not matter whether it does exist or not, or whether it is positive or negative. What is important here is that we see an entity, we don't think in line about it and what we think about it does not have any relationship with it or have nothing to do with it. It is very important to understand that.

158. **Understanding Comparison:** Disregard the word we use to identify an entity, the aspect of that entity does not change. The aspect of an entity is not determined by the word we use to identify that entity, but by that entity itself.

    We know that the principle that enables us to analyze and correct our errors in communication is always given to us by our parent in a fundamental approach, rather than a comparative approach. By understanding the principle itself, there must be a reason for that. Why does our parent not use comparative to feedback us with the principle? Disregard the way to look at it; it is always good to think in a fundamental approach, rather than in a comparative approach. It is always good for us as well to look at things in a fundamental approach, rather than a comparative approach.

    By understanding what we have said, it is good to take a look of what we have learned about entities, aspects of entities, words we use to identify entities, and what we think about entities. It is common for us to use words to identify entities. While we use words to identify entities, we also think about entities that we identify. Since we commit errors in communication when we misidentify entities and when we use non-portable words to identify entities, in those cases, those entities remain the same and their aspects don't

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change at all. What is important here is the way we think about those entities. For instance, while we may think negative about an entity, but that entity may not be a negative entity. In this case, what we think about that entity, which is also another entity, is a negative entity. Let's reword it again, we see an entity, we think negatively about that entity, but there is no change in that entity in term of what it is. That entity still remains the same, but what we think about that entity is negative. In this case, we have a negative view of that entity. That negative view enables us to see that entity negatively, even though that entity is not negative. By understand the overall paragraph up to here, the question we have in mind is what does have to do with comparison? It is fairly simple to answer this question. Assume that we want to compare that entity with another entity, then what would happen? That negative view would be considered as the information about that entity. In this case, nothing changes fundamentally about that entity, but the comparison is viewed as negative, since this is what we think about it. It is very important to understand that; just take your time to think about it.

159. By understanding the above exercise, we can see that it is not possible to compare two entities, if both entities are not identified and understood. In order to compare two entities, both of them must be visible and understood. By understanding the above exercise and what we have just said here, if you want to you can verify the statement. In other words, if you want you can verify that, in order for two entities to be compared, both of them must be identified and understood. If you want to, you can provide a practical example too.

160. By understanding the two exercises above and also exercise numbers 105, 109, 134, 138 and also by understanding communication in general, we should know already that communication elements that we identify point to entities. For instance, words, sentences, paragraph, communication entities, and information point to entities or actual entities. It is good to understand that. This is simply a recap of what we have learned.

161. **Understanding Entity Analysis:** By understanding the two exercises above, we can see that before an entity is analyzed, it must be identified. An entity cannot be analyzed without being identified. It does not matter if the entity is physical or not. By understanding this exercise and exercise number 116, we can see a similarity between them. By understanding what we have just said, we can title this exercise Understanding Analysis.

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162. It is very important to understand communication in general and the purpose of oral and written communications. By understanding exercise number 66 and exercise 74, we can see that oral and written communications enable us to name by words entities that we identify. In other words, we can say that with oral communication, we are able to identify or visualize an entity and name that entity. It is very important to understand that; just think about it.

163. By understanding the exercise above and also exercise numbers 134 and 135, we should see that; as a separate entity, both oral and written communications do not add content to the communication or information. In other words, by understanding the above exercise and exercise number 134 and 135, we should see that oral and written communications do not increase the contents of the communication or information.

164. If you want to, as an exercise you can verify the above exercise. In other words, you can verify or show that oral and written communications do not add contents or increase communication or information.

165. By understanding the last three exercises above and also exercise numbers 117 and 134, it is good to know that information is always available and information is provided when it is needed.

166. If you want to, you can verify the above exercise. In other words, if you want to, as an exercise you can show and verify that:
    - Information is always available
    - Information is provided when it is needed or necessary

    All you need to do is show the two statements from the outline. By understanding your workout, you should quickly realize that these two statements means the same thing. Information is available when it is needed.

167. By understanding the last two exercises above, there must be a relationship between entity number 3 that we identified in exercise number 99 and the entity we have identified in exercise number 134. Since the relationship between two entities is also an entity, identify that relationship and verify that is indeed an entity and identify that entity. In other words, all you need to do is identify the entity of that relationship. While we use the word entity here, we could have used the word aspect instead. Since the aspect of an entity is also an entity, the relationship we are talking about here can be viewed as an aspect of entity.

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168. Use exercise number 99 and look at entity number 1 and entity number 3. Determine the relationship between entity number 1 and entity number 3 in that exercise. Since the relationship between two entities is also an entity, if you have identified that entity from that relationship, put it down and providing more information and a description of that entity.

169. **Understanding Communication:** We could have also said Understanding Oral and Written Communication: By understanding exercise number 162 and exercise number 163, we should know that communication enables us to identify and visualize entities. Now if we look at oral and written communications related to each other, we should quickly realize that oral and written communications are very important to us, since they allow us to exchange information. In other words, oral and written communications enable the exchange of information between us. If we look at the overall explanation up to here, we can see the term *flow of information* is what comes out from oral and written communications. Whenever we think about oral and written communications, is also good to also think about the flow of information.

170. By understanding the exercise above, if you want to, you can verify the purpose of oral and written communications by providing a practical example. In other words, by understanding the above exercise, show the purpose of oral and written communication by providing a practical example.

171. By understanding your workout from both exercises above, you have identified multiple entities and multiple relationships from those entities. We can also say that, you have identified multiple entities and the aspects of those entities. If you put all the entities you have identified side by side, you should see that there are multiple relationships between them. All you need to do here is compare your results of the two exercises above and determine the relationship between them. For instance, if you have identified an entity in exercise number 167, then you put it down. Then if you have identified another entity in exercise number 168 again, you put it down. All you need to do here, analyze those two entities you have identified and determine a relationship between them and verify that relationship.

172. To better understand communication, it is always good to think about it like this. As we have learned already, communication enables us to identify and name what we see. In this case, we can say that what we see depends on what we see rather than us. What we

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identify depends on what we identify, rather than us. For instance, if we identify an entity we can provide information about that entity. In this case, that information depends on the entity, not on us. By understanding that, during communication, it is always better to let an entity identifies itself, rather than us identify that entity. Just take your time to think about it.

173. By understanding the exercise above, we know that words point to entities that identify them. We also know that, information is an entity itself. In addition to that, we know what we think is also an entity, disregard if it is positive or negative. What is important here, since we communicate related to what we think; in the event that we think differently to what we identify, we simply commit an error in communication. To help us solve this problem, it is always good for us to think in line with what we identify and communicate accordingly. Just take your time to think about it.

174. By understanding the exercise above, if you want to, you can verify it by providing a practical example. In other words, show that we think relatively to what we identify, and we commit an error in communication when we don't think inline related to our communication. In your workout, you can take entities' identifications into consideration in terms of what we think about them.

175. While communication—we mean oral and written—enables us to name by words entities that we identify, however it does not allow us to change to change aspects of entities that we identify. While communication allows us to provide information about entities that we identify, nevertheless, it does not allow us to change the aspects of those entities. As an entity itself, our communication does not allow us to change the aspect of information. While we use communication to exchange information, but it does not allow us to change the aspect of information that we exchange. It is very important to understand that. Just take your time to think about it.

176. By understanding the last three exercises above, we should quickly see that communication, oral and written, involves three steps. Those steps are: we see or identify, then we think, then we communicate. It is very important to understand those steps in communication. We can also call them the steps of communication.

177. By understand exercise number 175 above and also exercise 176, we should have learned that communication does not give us the ability to change the aspects of entities that we identify, but gives us the ability to preserve the aspects of entities that we identify. We

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should have also learned that communication does not give us the ability to change the aspect of information, but gives us ability to preserve the aspect of information. In other words, as a separate entity, the aspect of information does not change by our communication ability, but is preserved. Here, we mean all forms of communication.

178. From exercise number 113 we have learned that the relationship of two entities depend on the entities themselves, not on us. From exercise number 158 and 159, we have learned that we cannot compare two entities if we don't understand one of them or both of them. In addition to that, it is very important to know that the difference between two entities depend on the entities themselves, but not on us. While the relationship of two entities depends on those entities themselves, the difference between two entities depend on the entities themselves as well.

179. To better understand the above exercise, if you want to, you can verify it by providing a practical example. In other words, show that the difference between two entities depends on the entities themselves, rather than us, by providing a practical example. What do we mean by rather than us, we mean the person who tries to establish or identify that difference.

180. By understanding exercise number 80, we know that there is a relationship between the principle and communication. Now by understanding exercise number 84, we know that as a separate entity, we use principles in what we do. It is better to say that, as a separate entity, principles enable us to do what we do or principles enable us to execute our applications. Now by understanding the overall explanation up to here, as a separate entity, it is good to know that principles are important to us, since they allow us to get our tasks done. By understanding the overall exercise, we should know that principles are important and they are also related to communication. Just take your time to think about it.

181. By understanding exercise 70, we know that if we don't know a principle, we have to learn it. We also know that, as a separate entity, if we are not aware of a principle, it does not come to our mind and we don't think about it. By understanding that, we should quickly see that, as a separate entity, a principle cannot be learned by someone for someone else. A principle cannot be identified by someone for someone else as well. By understanding that, we should quickly realize that principles are independent entities. Just take your time to think about it.

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182. By understanding the above exercise, and also exercise number 84, we should have seen that, since principles enable us to do what we do, we depend on principles to do what we do. Since principles enable us to execute our applications, we depend on principles to do what we do. By understanding what we have just said, it is good to know that as a separate entity, we depend on principles. It is even better to say, as a separate entity, we are principle dependent.

183. By understanding exercise number 180 above and also exercise number 80, we should quickly see that, in term of communication, there is a relationship between ourselves and the principles as well. In other words, as a separate entity, in terms of communication, there is a relationship between us and the principles. Just take your time to think about it.

184. After having a good understanding of exercise numbers 175, 176, 177, 18 and also exercise numbers 84 and 117, we should have a very good understanding of the words information and communication. Since words point to entities, we mean a good understanding of both the information entity and the communication entity. With your understanding of information and communication, define both of those entities and show your observations from your definition. In other words, define both words and verify your understanding of the definition from your observations.

185. To better understand communication, it is always good to look at entities in terms of aspects. The aspect of an entity is what enables us to distinguish that entity from other entity. When we communicate, we look at entities in terms of aspects. When we communicate, we identify entities in terms of aspects. Since we think about actual entity, the aspect of an entity is what enables us to identify that entity. Since we think about actual entity, the aspect of an entity is what enables us to think about that entity in term of entity identification. Just take your time think about this exercise.

186. **Understanding the Importance of Communication:** By understanding exercise numbers 169, 184, and 185 we have learned that communication enables us to communicate relatively to what we identify or visualize. In other words, communication enables us to communicate relatively to entities that we identify or visualize. Now by understanding that, we should see clearly, if we were able to communicate not according to what we identify or visualize, thus the importance of communication would be meaningless. If we are able to communicate about entities we identify not according to what they are, thus the communication is no longer useful. If we are able to communicate not according to what we identify or visualize, thus the existence of

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communication is no longer useful. If we are able to communicate not according to what we identify, thus there is no need for communication at all. The existence of communication will not be needed at all and it will not be meaningful.

187. As an exercise, if you want to you can verify the statement from the exercise above. In other words, if you want to, you can verify with a practical example, if we were able to communicate not according to the entities we are communicating about, then the importance of communication would be meaningless or not needed at all.

188. Disregarding the word we use to identify an entity, the aspect of that entity does not change. The aspect of an entity is determined by that entity, not by the word we use to identify that entity. During a communication process, we think relatively to what we identify. In the event that we think differently, there is a possibility for us to think negatively about entities. Since what we do depends on what we think, once we think negatively, we have a tendency to interact negatively as well. By understanding that, we can see in many cases, we develop problems because we think negative about entities and interact accordingly to that negative. Within what we have just said, we can have the following cases. First, we think about an entity accordingly to what it is and interact with that entity accordingly to what it is or we think about an entity according to what it is and interact according to what it is. Second, we think about an entity according to us personally and interact with that entity according to what we think. All you need to do determine which one is correct and which one is not correct by providing a practical example in either case. You must show your observations and provide additional explanation accordingly. If you want to, you can use current events or historical events for your practical examples.

189. Within a given communication, there exists the principle and the communication itself. Within a given principle, there exist the communication and the principle itself. Within our parent's communication, there exists the principle and the communication itself. Within our parent's principle, there exists the communication and the principle itself. The principle given to us by our parent is given in the form of communication, where the actual principle is embedded inside the communication. Since the actual communication needs to be understood in order to understand and extract the principle, it is not possible to understand the principle itself without understanding the communication. By understanding that, we can see the principle is not visible to us if we don't understand the communication. In other words, without understanding the actual communication, the actual principle does not exist at all. Just take your time to think about this exercise.

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190. **Understanding Reference:** Refer to the reference section at the end of this book. The only reference that is recommended and it is the only reference is our parent. Since the principle itself is considered to be our parent, then that principle is the reference. Now, since that principle itself is presented to us in the form of communication, as we have learned from the exercise above, in order for that principle to be understood, the communication needs to be understood. Since that principle is embedded inside the communication that is presented to us, without understanding that communication, the principle itself is not visible to us. Since the principle is the reference, in this case the reference is not visible to us as well without the visibility of the principle. Since the reference is presented to us in the form of communication, without understanding that communication, that actual reference does not exist to us at all.

    To better understand the above paragraph, let's rephrase it again. Our parent principle is considered to be our reference for this book. That reference is presented to us in form of communication where the actual principle is embedded inside that communication. In order to extract the principle inside the communication, the communication itself needs to be understood. In the event that we don't understand that communication, the visibility of that principle does not exist in our mind. Since we don't think about that principle, which is the actual reference, then we think the actual reference does not exist at all. If we cannot understand the communication, we cannot understand the principle that is embedded inside that communication. If the principle is not visible to us, the reference is not visible to us at all. If the principle is not visible to us, neither is the reference. A given reference does not exist if it cannot be understood. The way to look at it, a reference is not understood if the principle that includes in that reference is not understood. A reference does not exist, if the principle in that reference does not exist or if there is no principle inside that reference. Just take your time to think about this exercise.

191. By understanding the above exercise, we can see that a reference itself is a separate entity. For instance, within a given communication, a reference can be viewed as a separate entity. A reference can also be considered as information. The way to look at it, assume that communication flows between our parent and us. In this case, we can say that our parent presents or passes information to us. Assume that communication contains information about a reference, or we can simply say that communication contains a reference, in this case, within that communication that reference can be viewed as a separate entity. To better understand this exercise and to better understand the

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reference entity, verify that a reference is a separate entity by providing a practical example. After completing your workout, define the word reference and use the *point to* label to verify your definition. We mean using the *word points to entity* label to verify your definition.

192. To better understand and to verify your workout above, verify that a reference cannot be identified if it is not understood. The way to look at it, if the reference is not understood, then it will not be identified. If you want, you can also provide a practical example in your workout.

193. Disregarding the word we use to identify an entity, the aspect of that entity does not change. The aspect of an entity is determined by the entity itself, not by the word we use to identify it. The aspect of a principle is determined by that principle; the aspect of a reference is determined by that reference. Since the principle is considered to be the reference, the aspect of the reference is considered to be the aspect of the principle. Since the principle is considered to be the reference, the aspect of that reference is determined by that reference. Since the principle is considered to be the reference, the aspect of that reference is determined by the aspect of that principle. Since the reference itself is an entity, verify the aspect of that entity. The way to look at it, by understanding your workout above, and for many other exercises you have worked out, you can conclude that in order for the identified entity to be considered as a reference, it must have this aspect. We mean the aspect you have just identified.

194. To better understand the above exercise and to better understand your workout of the exercise above, if you want to, you can use exercise number 84 to verify your result by providing a practical example. The way to look at it, by working out the above exercise, you should already find the aspect of the reference entity. Now you can use other exercises you have worked out to find the aspect of the principle. You can also use exercise 84 to find the aspect of the principle. By doing so, you can compare the two aspects, and then you can conclude that the aspect of the principle is indeed the aspect of the reference entity. Once you finish, you use the aspect of the reference entity with exercise number 84 to verify that aspect by providing a practical example. We mean use exercise number 84 to verify your result by providing a practical example. If you don't want to, you don't have to use exercise 84 to verify your result. You can use any other alternative to verify your result.

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195. By understanding exercise numbers 180 and 181, we should see that there is a relationship between the word principle and the word instruction. By understanding that relationship, determine whether or not sentence analysis related to improper instruction, is equivalent to sentence analysis related to disregarded instruction or disregarded principle. If you want to, you can provide a practical example.

196. By working out the exercise above and having a good understanding of your workout. By having a good understanding of descriptive words and entity relationships, determine whether or not it is appropriate to use improper with the word instruction. In this case, the word improper serves as a descriptive word for the word instruction. Here determine whether it is appropriate to use both words together. If you want to, you can provide a practical example. In this exercise, it is probably better to say maybe or may not be appropriate to use the word improper with the word instruction.

197. Referring to exercise number 118, define the word feedback and show your understanding of your definition. Within your workout, provide some explanation and show your observation.

198. **Understanding Information and Entities:** We communicate relatively to what we think. Since what we think is considered to be entities as well, in this case those entities give us ideas about our communications. In terms of information, information about an entity depends on that entity. Since we communicate relatively to what we think and what we think is considered to be entities, in order for us to communicate about an entity, we must have ideas about that entity to enable us to communicate about it. If we have no idea about an entity, in terms of our communication, information about that entity may not be useful. In this case, it looks like we have no ideas about our communication or we have no information about the entity our communication is about. Since communication enables us to communicate relatively to what we think, once we communicate about an entity, we must have ideas about it. If we have no information about an entity, then our communication is limited about that entity. If we have no idea about an entity, then we have limited information or no information about that entity. If information about an entity is limited, then our communication about that entity is also limited. If information about an entity is limited, then the idea we have about that entity is also limited. Just take your time to think about it.

199. Disregarding the word we use to identify an entity, the aspect of that entity does not change. The aspect of an entity is determined by that entity, not by the word we use to

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identify it. The information about an entity is determined by that entity as well. While the aspect of an entity and information about that entity is determined by that entity, nevertheless the understanding of that entity is determined by us individually. In other words, the understanding of an entity depends on us, not on the entity itself. It is always better to say our understanding of an entity depends on us, rather on the entity in question.

200. To better understanding the two exercises above, if you want to, you can verify the exercise above by providing a practical example. In other words, if you want to, you can verify that our understanding of an entity depends on us rather than on the entity by providing a practical example.

201. By understanding the last three exercises above, it is also important to know that. The aspect of an entity is given by that entity. The aspect of an entity is given with that entity. The aspect of an entity is provided by that entity. The aspect of an entity depends on that entity. Just take your time to think about it.

202. If you want to, you can verify the above exercise by providing a practical example. In other words, if you want to, verify that the aspect of an entity is given by that entity. This is the same as saying, show that the aspect of an entity is given by that entity. If you want to, you can provide a practical example.

203. By understanding the last two exercise above and also exercise number 158, since the aspect of an entity is also an entity, since the aspect of an entity depends on that entity, since information about an entity depends on that entity; since information is also an entity, in order to compare two entities, they must be comparable. In other words, in order for us to compare two entities, the entities themselves must be comparable. We cannot compare two entities if they are not comparable. We cannot compare two entities, if the entities themselves are not comparable. Two entities that are not comparable cannot be compared.

204. If you want to, you can verify the above exercise by providing a practical example. In other words, show that in order to compare two entities, they must be comparable. You can also show if you think there is a difference, two entities cannot be compared if they are not comparable. You must provide a practical example and show your observations.

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205. By understanding the two exercises above, descriptive words and relative words and they relationships, the fundamental value of relative words related to descriptive words, we should also know as well, comparison itself is also an entity. And that entity does not exist, if the entities under comparison are not comparable. To better understand what we have just said, let's take it like this. If the entities cannot be compared, the comparison entity does not exist. The way to look at it, assume that two entities are comparable, what comes out of that comparison is also an entity. If they are not comparable, nothing should come out of that comparison. In this case, we may think negative about them, where what we think about them depends on us, rather on the entities themselves. Since the information about the two entities depends on them rather than us, in this case that information is not valid to those entities or the comparison or related to them.

    To better understand the explanation, let's look at it another way; since what we think about an entity is also an entity, if the entities are not comparable, we might think negative about them. In this case, the comparison and information about the actual comparison is no longer valid. Since the actual comparison is no longer valid, the comparison does not exist. Since the relationship of the entities depends on them not on us, the comparison of two entities depends on them, not on us as well.

206. If you want to, you can verify the above exercise by providing a practical example. In other words, show that the comparison of two entities is also an entity and that entity does not exist, if the two entities are not comparable. You must provide a practical example and show your observation.

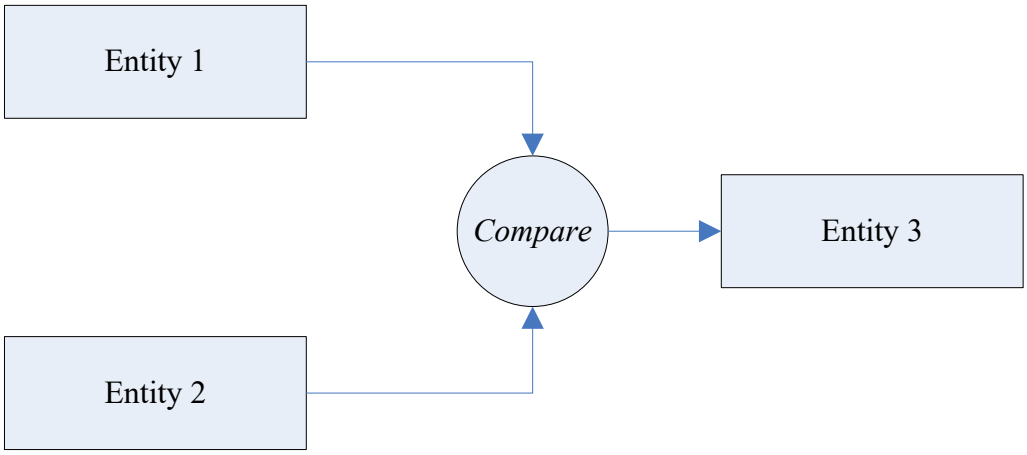
207. By understanding the last three exercises above, we should also realize that, if the entities do not exist, the comparison of those entities does not exist as well. If the entities do not exist, they cannot be compared. If both entities do not exist, then they cannot be compared. If one of the entities does not exist, then they cannot be compared. In order to compare two entities, both of them must exist and they must be comparable. If you want to, you can verify that by providing a practical example. In other words, if you want to, you can show that in order to compare two entities, both of them must exist and they must be comparable. If one does not exist, then they cannot be compared. You must provide a practical example and show your observations.

208. By understanding the last four exercises above, we should also know that in order to compare two entities, their aspects must reflect a comparison. In other words, the aspects of the two entities under comparison must reflect that comparison. We can also say that,

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the aspect of the entities under comparison determine that comparison. In this case, if the aspects of the entities do not reflect comparison, then the entities themselves cannot be compared. The aspect of the entities determines and verifies the comparison. If you want to, you can verify that by providing a practical example. In other words, if you want to, show that in order to compare two entities, their aspects must reflect comparison. You must provide a practical example and show your observations.

209. Since comparison itself is also an entity, since the comparison of two entities is also an entity, in this case, we can use the entities to show that in the form below. Assume that entity 3 is the comparison of entity 1 and entity 2, in this case we have



Related to the exercise above, since the comparison of two entities is also an entity, in this case, the comparison itself is determined by the entities themselves rather than us. In other words, the entities under comparison determine the comparison. If you want to, you can verify that by providing a practical example. In other words, verify that the comparison of two entities is determined by the entities themselves, rather than the person who makes or draws the comparison.

210. By understanding the above exercise and also exercise number 158, we know that in order for two entities to be compared, both of them must be well understood. Since our understanding of communication depends on the principle, the principle itself must be understood in order for us to compare the entities. Since the comparison enables the entities to be well understood, the principle that enables the comparison must be well understood as well. By understanding what we have just said, we can see that entity comparison takes understanding of the principle to a higher level. In other words, a very good understanding of the principle is needed in order to compare entities.

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From the exercise above, *entity 3* is considered as the comparison entity. We can also say that *entity 3* is the comparison of entity 1 and entity 2. In addition to that, we can also say that entity 3 is the result of the comparison as well. The way to look at it, entity 3 enables the comparison of entity 1 and entity 2. From the explanation, we can see that if two entities are comparable, there exists a comparison entity. If two entities are not comparable, there exists no comparison entity. If entity 1 and entity 2 are not comparable, then entity 3 does not exist at all. In relation of entity 1, entity 2, and entity 3, we can say that entity 3 is related to entity 1, entity 3 is related to entity 2, or entity 3 is related to both entity 1 and entity 2.

Depending on how we look at the comparison; we can also say entity 3 is not related to both entity 1 and entity 2. Now since if two entities are not comparable, they are not related either, in this case it is not even necessary to say that here. In other words, it is not necessary to say entity 3 is not related to entity 1 and entity 2, since entity 1 and entity 2 are not comparable in this case. If entity 3 is comparable to both entity 1 and entity 2; since entity 3 serves as a comparison to both entities 1 and entity 2, and then we can say that entity 1 and entity 2 are compared by entity 3.

211. By understanding exercise number 84 and all other related exercises you have been to determine entity relationships and aspect of entities, on the table below, list all aspects you have identified for entity number 1 and entity number 2 in exercise number 84 and the relationship between them. We mean the relationship of the aspect of entity number 1 and aspect of entity number 2. For example, if you identify and aspect of entity number 1 and another aspect of entity number 2, if you see there is a relationship between the two, then you can list that relationship in the relationship column in the table. Another way to look at it, since the aspect of an entity is also an entity; assume that you have aspect 1 in entity number 1 and aspect 2 for entity number 2, assume that those two aspects are related. If entity number 3 is considered to be that relationship, then you can use that entity as the relationship. This is the same as saying; those two aspects are related by that entity. You must also provide additional explanation about the relationship as well.

Aspect of Entity Number 1	Aspect of Entity Number 2	Relationship

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212. Disregarding the word we use to identify an entity, the aspect of that entity does not change. The aspect of an entity is determined by that entity, not by the word we use to identify that entity. The aspect of an entity is given by that entity. The aspect of an entity is given with that entity. By understanding what we have just said, you can use the statement to verify each aspect you have identified from the table above. What do we mean by verifying the aspect you have identified? We mean you verify them, they are indeed the aspect of the entity you have identified. If you wish to, you can provide an example or a practical example for each case. The way to look at it, you use the statement to show that the aspect you have identified depends on the entity, not on you and they are the actual aspect of the entity.

213. This is a continuity of the two exercises above, especially the last one. Since you listed all the aspects you have identified for entity number 1 and entity number 2 and you have also verified them, now you should have a very good understanding of them. Here, you are going to show that. For each aspect you have identified from the table above, verify that you understand them. You can do them one by one. If you want to, within your verification you can provide a practical example.

214. **Historical Event Analysis Related to Entity Comparison:** This is an extension of historical event analysis related to errors in communication; but here we take entity comparison into consideration.

    Disregarding the word we use to identify an entity, the aspect of that entity does not change. The aspect of an entity is determined by that entity itself, not by the word we use to identify that entity. The information about an entity is determined by that entity as well. While information about an entity is determined by that entity, nevertheless the understanding of an entity depends on us personally and individually. The comparison of two entities depends on the entities themselves, not on us. Two entities cannot be compared if they are not comparable. In order to compare two entities, both of them must be well understood. Since the understanding of an entity depends on us individually, the person who makes a comparison of two entities must have a very good understanding of those entities. Since two entities cannot be compared if they are not

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understood, when trying to draw a comparison between two entities that are not understood or not well understood, it is very easy to commit error in communication. In term of error in communication that results to problems. It makes sense for us to take a look at events in history. By understanding exercise number 21, we have shown many problems in history that were caused by errors in communication and how those problems could have been avoided if principles of communication were understood. In other words, if we had a very good understanding of communication back then, we could have prevented those problems. In term of problems in history, it makes sense for us to look at events that have been caused by entity comparison as well. Here we are going to analyze those events.

a. Just take your time to think about this explanation.

b. Whenever we say historical event analysis related to entity comparison, we mean problems in history that are caused by entity comparison. Those problems may have been caused by comparing entities that cannot be compared or by comparing entities, where the people who made the comparison had insufficient knowledge about those entities. In other words, the people who made the comparison did not have any knowledge of those entities. Now in term of entity comparison related to problem development, we have to look at what we do related to communication, in terms of the way we think. Assume that we compare two entities that should not be compared or we have insufficient knowledge about those entities. What is important here; since what we do depends on our communication, in terms of comparing entities, when we think negative about an entity we have a tendency to act negatively, which leads to problems. Now we simply develop problem, because we think negatively about an entity. To better understand the overall explanation, you can verify it by providing a practical example in term of events in history. What you need to do; you need to pick an event in history that leads to problems that were caused by entity comparison. You need to analyze that event and conclude that, the event was indeed caused by entity comparison. In your workout, show your observations and provide additional explanation.

c. Since the problem was caused by entity comparison, here you need to identify both entities from your workout above. By identifying them, you need to provide more information about those entities. You can use the table below to provide more information about those entities.

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Entity Identification	Entity Aspect	Entity Information

The table above is simply provided to you for information purpose. You can expand it and use additional pages related to your workout. Since you are providing information about the entities that depend on the entities rather than you, separate that information, show your understanding by provide additional information.

d. Since the aspect of an entity depends on that entity, so does information about that entity. Related to the problem that was developed and was caused by the comparison, using your understanding of your workout above, determine whether or not the people who developed the problem, understood both of the entities. Here again, show your observations and provide additional explanation.

e. By working out the exercise up to here, you should have a very good understanding of both entities. From your understanding, verify whether or not the entities that were compared by the people that caused the problem, can be compared at all. We mean the entities that were compared by the communication of the people that caused the problem, should have been compared at all. Here, verify that, show your observations and provide additional explanation.

f. The Error Correction Function (ECF) enables us to make correction to our communication, to prevent problems in our application. Verify your understanding of the events related to the Error Correction Function. Show whether the problem could have been prevented with better communication and the Error Correction Function.

215. **Current Event Analysis Related to Entity Comparison:** In the exercise above, we have analyzed and verified events in history that are caused by errors in communication based on entity comparison. Since an error that is caused by improper communication is not corrected until proper communication is used as a substitution, currently it makes sense for the same communications that have caused problems in history to be still present. If you can identify those communications you can analyze them accordingly and verify that they content errors based on entity comparison and provide feedback as needed. In other words, here you simply identify current events that are caused by error in communication based on entity comparison. Once you identify those communications, you can verify they content errors related to entity comparison and provide feedback as

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needed. Another way to look at is as we already said it, is to analyze current events that are caused by errors in communication related to entity comparison.

216. By understanding the two exercises above, we can see that there have been a lot of problems in history that are caused by misunderstanding of entities or simply entity misidentification. Once we misunderstand an entity, we tend sometime to think negatively about that entity, which enables us to act negatively. Here if you want to, you can show that by providing a practical example. All you need to do, you can identify some events in history that were caused by the misunderstanding of entities. Analyze those events and verify that accordingly. Within your workout, you can provide more information about those entities and verify that they have been misunderstood by the communications of the people who developed those problems. If you want to, you can work it out in two parts. One part is to analyze the events and verify that they were caused by entity misunderstanding. The second part is for you to show your understanding of the underlining entities and verify that the entities were in fact misunderstood. In both cases, you must show your observations.

217. From the exercise above, we have looked at events in history that are caused by errors in communication, based on the misunderstanding of entities. Here we can look at current events that are caused by the misunderstanding of entities as well. This is the same as saying, error in communication based on entity misunderstanding. All you need to do, if you identify some current events that are caused by misunderstanding of entities, analyze those events and verify that they are indeed caused by the misunderstanding of the entities. Then you must analyze the underlying entities and show your understanding of them as well. Within your understanding, you can conclude that those entities are not understood. Another way to look at it, you can look at the communications related to those entities and analyze the communications that trigger the events. Then you can determine errors in those communications related to misunderstanding of entities. Similar to the exercise above, if you want to, you can work it out into two parts. You can work out the event analysis in the first part, then in the second part you can analyze the underlying entities.

218. Now by having a good understanding of entities and aspects of entities, refer to exercise number 190 and 191 and identify the reference entity and the aspect of that entity. In this case, you can have a table similar to this:

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Entity Identified	Entity Aspect
The reference entity	Aspect or list of aspects you identify

By identifying the aspects of the reference entity, you are now ready to verify each aspect, or the aspect you have identified. For each aspect you have identified, verify that aspect is indeed the actual aspect of the reference entity by providing a practical example.

219. Since you have identified and verified the aspect of the reference entity from your workout above, now if you want to, for each aspect you have identified, verify your understanding of that aspect. After working out this part, if you want to, you can show or verify your understanding of the word reference or the reference entity.

220. By understanding the exercise above and all other exercises that deal with entities and aspects of entities, we can see that in order for an entity to be understood, its aspect must be understood. In order for us to understand an entity, we must understand the aspect of that entity. It is not possible for an entity to be understood if its aspect is not understood. It is not possible for us to understand an entity if we don't understand the aspect of that entity. Since we identify and recognize entity in term of aspect, in the event that we don't understand the aspect of an entity, it may be possible for us to commit errors in communication when we communicate about that entity. Just take your time to think about this exercise.

221. If you want to, you can verify the above exercise by providing a practical example. In other words, show that in order for an entity to be understood, its aspect must be understood. This is the same as saying verify that in order for us to understand an entity, we must understand the aspect of that entity. You must provide a practical example and show your observations. Once you complete this part, if you want to, you can verify that in the other part. When we don't know the aspect of an entity, it may be possible for us to commit errors in communication, when we communicate about that entity. Again, you must provide a practical example and show your observations.

222. After working out and understanding the two exercises above and all other related exercises, verify the following statement by providing a practical example. Disregarding the word we use to identify an entity, the aspect of that entity does not change. The aspect of an entity is determined by that entity, not by us or the word we use to identify that entity. You must provide a practical example and show your observations. You can do that as part one, then in part two you can verify the following. The information about

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an entity depends on that entity, not on us. Again, you must provide a practical example and show your observations. You don't have to do both parts at the same time; you can do them at different time. It is even better if you work them out separately at different time.

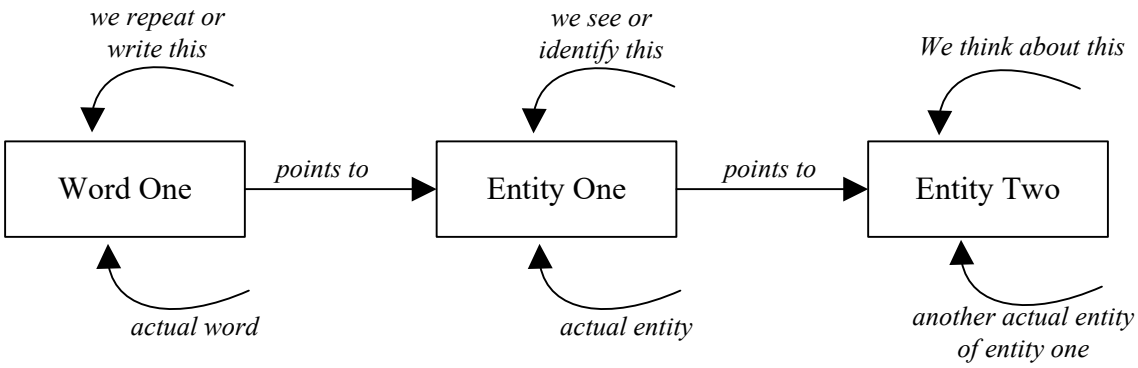
223. We communicate relatively about entities that we identify, in the event that we misidentify an entity and communicate about that entity, we have a tendency of miscommunication. Here, show your understanding of entity misidentification related to miscommunication. This is the same as saying, show your understanding of miscommunication related to entity misidentification. You can provide a practical example and show your observations.

224. By working out the exercise above, define the term entity misidentification. What is entity misidentification?

225. Refer to exercise number 74 and rework it. Once you complete your workout, then you can compare this workout and the one you have done already. We mean compare both of your results and show your observations. You can also provide more information about them.

226. As we already know, in order for us to compare two entities, both of them must be well understood. We also know that we cannot compare two entities if they are not comparable. In terms of comparing entities and to have a better understanding of what comparison is, it is always good for us to look at entities that point to other entities. We know that an entity can point to another entity. Now in order for us to better understand that entity, when we see it or identify it, rather than thinking directly about that entity, it is always better for us to think directly about the entity the entity points to. Now assume that we are comparing that entity to another entity, if we think directly about that entity, rather than the entity the entity points to, we simply show we don't understand that entity. In this case, we may commit error in communication related to comparing entities that are not comparable. In order to compare an entity with another entity, if that entity points to another entity, both that entity and the other entity must be well understood. For instance, in order to compare *entity one* to another entity, if *entity one* points to *entity two,* both *entity one* and *entity two* must be well understood. That also applies for the other entity. To better understand the explanation, let's show it in a model

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The way to look at it, assume that we misunderstand *entity two*, when we see *entity one*, it is possible for us to think negatively about *entity one*, since *entity one* points to *entity two* and we don't understand *entity two.* Now assume that we are comparing *entity one*, since we don't understand *entity two* and *entity one* points to *entity two*, in this case it is possible for us to commit error in communication. What is important here; in order to compare entities or two entities, it is very important to have a very good understanding of those entities. That also applies if the entities point to other entities. Keep in mind that whenever we analyze entities that point to other entities, we have to increase our understanding of those entities. We have to increase our understanding when we analyze entities that point to other entities. Just take your time to think about the explanation. From the model above, while *entity one* maybe visible to us and *entity two* may not be visible to us, since *entity one* points to *entity two*; in this case *entity two* is considered as the main entity.

227. To better understanding entities and aspect of entities, let's identify two entities and two words. In this case, we mean each word points to an entity. In this case, you can draw them to show that. You can also use a table similar to the one below.

Word Identification	Entity Identification	Points To
Word one	Entity one	Word one points to entity one
Word two	Entity two	Word two points to entity two

If you want to, to further understand both *entity one* and *entity two* in term of information about both entities, you can further ask questions about both entities. In this case, you can ask and answer the following questions

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Questions About Entity One	Questions About Entity Two
Why entity one is identified by entity one?	Why entity two is identified by entity two?
Why entity one is not identified by entity two?	Why entity two is not identified by entity one?

Answer all questions, provide more explanation and show your observation. By answering our questions, you should have determined whether or not information about *entity one* depends on *entity one* and information about *entity two* depends on *entity two*.

228. By understanding your workout above, while we have used words to name both entities, however we have been working on the entities not on the words. In other words, in term of our workout, we have used the entities not the words that identify them. We can also say, we have analyzed the entities, not the words that identify them. By understanding your workout above, here verify why?

229. If there is a relationship between all words that make up our sentence, then that sentence is portable. If there is a relationship between all communication entities that make up our communication, then that communication is portable. Disregard the word we use to identify an entity the aspect of that entity does not change. The aspect of an entity is determined by that entity, not by the word we use to identify that entity. In oral and written communications, we use words to identify entities, but we think about actual entities rather than words. Since the aspect of an entity is determined by that entity and we use words to identify entities, in a given sentence, if there is a relationship between all words in that sentence, there is also a relationship of the entities those words point to in term of aspects of those entities. To better understand what we have just said, let's rephrase it. Assume that we have a portable sentence that makes up of *word one, word two, word three* and *word four*. In term of entities, *word one* points to *entity one*, *word two* points to *entity two, word three* points to *entity three*, and *word four* points to *entity four*.

Now since the sentence is portable, there is a relationship between all words that make up the sentence in the form of *word one* ⇔ *word two* ⇔ *word three* ⇔ *word four*. Since the sentence is portable, there is also a relationship between the entities those words point to in the form of *entity one* ⇔ *entity two* ⇔ *entity three* ⇔ *entity four*. Beside what we have just said, and since those entities are identified by their own aspects, there is also a relationship of the aspects of the entities in the form of *aspect one* ⇔ *aspect two*

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⇔ *aspect three* ⇔ *aspect four*. Here *aspect one* is considered the aspect of *entity one, aspect two* is considered the aspect of *entity two, aspect three* is considered the aspect of *entity three*, and *aspect four* is considered the aspect of *entity four*. Just take your time to think about the overall explanation.

230. To better understand the exercise above; if you want to, you can verify it by providing a practical example. In other words, to better understand the above exercise verify that, in order for a sentence to be portable there must be a relationship between the aspects of words that make up that sentence. Now since the aspect of a word is determined by the entity that word points to, we can say that the aspect of all entities that make up the communication entity must be related. We can also say the relationship of all entities that make up the overall communication. You must provide a practical example and show your observations.

231. Depending how your workout the exercise above, you don't need to do this one. Let's assume that in a non-portable sentence, there is one word that causes that sentence not to be portable. If you encounter a sentence like that or similar, look at the aspects of all entities those words point to, to see if there is a relationship between them. Whatever you find out, verify your understanding and show your observations.

232. We use descriptive words to provide more information about other words. We know that some words keep their fundamental values so well they don't match with any descriptive word. Now since words point to entities, in terms of aspect, in order for a descriptive word to match with another word or provide information/description to that word, there must be a relationship between the aspect of that word and the aspect of the descriptive word. To better understand the explanation, let's look at it like this: Assume that we have *word one* and *word two*, where *word one* is used as a descriptive word. Now in order to have correctness, assume that *word one* points to *entity one* and *word two* points to *entity two*, there must be a relationship between the aspect of *entity one* and the aspect of *entity two*. Without that relationship, the two words may not be matched or used together or we may have error. The way to look at it, if there is no relationship between *entity one* and *entity two* in terms of aspect, then *word one* cannot be used to describe *word two* or provide information about *word two*. Just take your time to think about this exercise.

233. To better understanding the exercise above, you can verify it by providing a practical example. In other words, show that in order for a word to be used to describe another

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word or provide information about another word, there must be a relationship between the aspect of that word and the aspect of the other word in term of entities they point to. You must provide a practical example and show your observations.

234. Depending how you work out the above exercise you may need to work out this one. Assume that you have identified an incorrect sentence. We mean a sentence that contains errors in term of descriptive words that don't match with relative words. Now look at the aspects of both words in terms of entities they point to and verify that there is no relationship between them, which causes the error. You must provide more explanation and show your observations.

235. By understanding all related exercises above and also exercise number 122, we should also know that the function of an entity is an entity and a function of an entity is also an entity.

236. By understanding exercise number 88 and also all other related exercises, we can see that as a result of miscommunication, there are many words that we use in our communication that do not exist at all. As we make progress learning the principle, we will realize that and make possible adjustments. As we make progress in our communications, we will realize that those words do not exist at all and we will make possible adjustments.

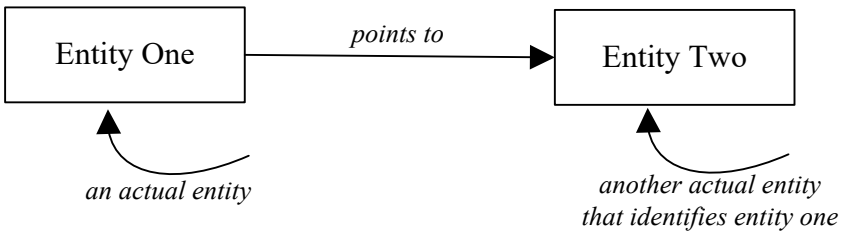
237. If you want to, you can verify the above exercise by providing a practical example. In other words, if you want to, you can show that there are words that we use in our communications that do not exist at all. Within your workout, you must answer the following questions: what enables a word to exist? What causes a word to exist? What validates the existence of a word? You must provide a practical example and show your observations.

238. By understanding the two exercises above, we should also realize that, in order for a word to exist, it must point to an actual entity. Since an actual entity can be presented either physically or non-physically, it does not matter. If you want to, you can verify that by providing a practical example. In other words, if you want to; show that in order for a word to exist, it must point to an actual entity. You must provide a practical example and show your observations.

239. If an entity points to another entity and that entity is considered to be the actual entity for that entity, in order for a word to exist for that entity—we mean the actual entity—that

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entity must exist as well. To better understand the explanation, let's look at the model below.



Now if *entity two* exists, words that identify *entity two* must also exist; if *entity two* does not exist, words that identity *entity two* do not exist either. The way to look at it, words exist according to entities they point to and do not exist if they don't point to any entity.

240. By understanding the exercise above, since the understanding of an entity depends on us rather than the entity itself, assume that we don't understand an entity; it may be possible for us to misidentify that entity. When that happens, we simply use words that do not identity that entity. To better understand what we have just said, let's look at it like this. Assume that we don't understand *entity two*, where we cannot identify that entity. In the event that we use a word to identify that entity, that word simply misidentifies that entity, and then we commit an error in communication. Since *entity one* depends on our understanding of *entity two*, in the event that we don't understand *entity two*, we also misunderstand *entity one*. If you want to, you can verify that by providing a practical example. You don't have to work this exercise out, if you cannot identify an entity that points to another entity.

241. In order for a word to exist, it must point to an actual entity. Since miscommunication enables us to misidentify entities, that same miscommunication enables us to use words that do not identify actual entities, but other entities. To better understand the explanation, let's look at it like this. *Word one* does not point to *entity one*, but points to another entity. In the event that we use *word one* to identify *entity one*, we simply commit an error in communication. The way to look at it, we use words to identify entities; they must point to actual entities they identify. The same as, if we use *word one* to identify *entity two*, where *entity two* is not the actual entity for *word one*, we simply commit an error in communication. If you want to, you can verify the explanation by providing a practical example. In other words, verify that, if a word points to another entity rather than the actual entity that word is identified by, then there is a communication error. You must provide a practical example and show your

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observations.

242. Refer to the sentence analysis chart in exercise numbers 34 and 35 and verify that each analysis type is indeed an actual entity. You must provide a practical example and show your observations in your workout. For instance, in the sentence analysis chart, if you identify sentence analysis related to *misusage of object*. You must verify that *misusage of object* is indeed an actual entity. In order to do that, in this case you must provide a practical example for the entity *misusage of object*.

243. By understanding all the exercise above from exercise number 234 to exercise number 241, verify your understanding of the relationship between words and entities. If you want to, you can provide a practical example. In your workout, you can answer these questions. Is there a relationship between words and entities? Is there a relationship between a word and an entity? What is the relationship between a word and an entity? Is that relationship important? Is the relationship between a word and an entity important to us?

244. Refer to the sentence analysis chart and verify that sentence analysis related to *misusage of object* is equivalent to sentence analysis related to *misunderstand of object*. You must provide a practical example and show your observations.

245. Refer to the sentence analysis chart, verify that sentence analysis related to *misusage of instruction* is equivalent to sentence analysis related to *misusage of principle* or *misapplication of principle*. Again, you must provide a practical example and show your observations. By working out this exercise, you have also verified that sentence analysis related to *disregarding principle* is the same as sentence analysis related to *misapplication of principle*.

246. By understanding the exercise above, you have shown that the items in the sentence analysis chart are actual entities. For instance, *good usage of object* is an actual entity. Now since what we think are also entities, disregarding if they are positive or negative, the opposite of *good usage of object* which is *misusage of object* is also an entity, but a negative entity. Here *misusage of object* is being viewed as an actual entity, but a negative entity. The way to look at it, *misusage of object* is an entity of the of the actual positive entity *good usage of object.*

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247. By working out the three exercises above and also exercise number 195, you should realize that there are relationships between the sentence analysis entities themselves. While you have identified some relationships in your workout, there are other relationships as well. Since understanding the principle to enable the identification of errors is what is important to us, the number of relationships we have identified from the chart is sufficient.

248. The aspect of an entity depends on that entity, not on us. The aspect of an entity is determined by that entity, not by us. Disregard the word we use to identify an entity the aspect of that entity does not change. We cannot compare two entities if they are not comparable. The comparison of two entities depends on the entities themselves, not on us. In addition to that, we should also know that, if an entity is unique to itself, then that entity is not comparable. If an entity is unique to itself, then that entity cannot be compared. If you want to, you can verify that by providing a practical example. In other words, if you want to, show that an entity that is unique to itself cannot be compared. You must provide a practical example and show your observations.

249. By understanding the exercise above, we know that a unique entity cannot be compared. We should also know that the uniqueness of an entity is determined by that entity, not by us. As always, the understanding of an entity depends on us individually. While the uniqueness of an entity depends on that entity, but the understanding of that entity depends on each of us individually.

250. By working out the two exercises above, if necessary and if you have not answered this question already, you can answer it now. Why a unique entity cannot be compared? Why an entity that is unique to itself cannot be compared? Why it is not possible to compare a unique entity?

251. If an entity is unique to itself, then that entity cannot be compared. Since comparison of entity takes understanding of the principle to a higher level—we mean comparison of entities takes understanding of entities to a higher level—in order to compare two entities, the entities themselves must be well understood. Now since a unique entity cannot be compared, in the event that we don't understand that and try to compare a unique entity, we simply commit an error in communication, which may develop problems. Here, depending how you work out the three exercises above, you may work out this one if you want to by providing a practical example. The way to look at it, your workout will take into consideration that where a unique entity was compared and

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developed problems, communication errors were committed. You can use events in history to show that; you can also use newspaper articles or any other related items. Within you work out, you can show your observations.

252. **Understanding Entities Related to Principles:** We know that a principle is not a physical entity. As an entity itself, since a principle cannot be identified physically, it takes more effort to identify a principle compared to an entity that can be identified physically. In terms of entities, it may be possible for an entity to depend on a principle or a set of principles in order to understand that entity. It does not matter if that entity is physically defined or not. Since it takes more effort to identify a principle, and also to understand that principle, when we communicate about that entity, it is necessary for us to understand the principle that entity depends on. In the event that we don't understand the principle that entity depends on and communicate about that entity, it may be possible for us to commit errors in communication. By understanding that, we can see we have to be very careful when we communicate about entities that depend on principles. We have to be very careful with our communications, when we use words that depend on principles to be understood. Just take your time to think about this explanation.

253. If you want to, you can verify the above exercise by providing a practical example. In this case, you can do the following: Find a sentence where a word in that sentence depends on a principle or a set of principles to understand or point to a given principle. What you need to do is look at the relationship of that words related to all other words that make up that sentence. From your understanding, you can determine whether that sentence is correct or not. In this case, you can look at the relationship of that word and the other words in term of the principle or the relationship of that word combined with the other words and the principle.

254. By understanding the exercise above, we already know that a principle is an independent entity and cannot be identified for others. For instance, I cannot identify a principle for you and you cannot identify a principle for me. Now since the understanding of an entity depends on the principle, it is not possible also for one to understand an entity for another. In this case, for instance, I cannot understand an entity for you and you cannot understand entity for me.

255. In order for a sentence to be portable, all words in that sentence must be portable. In order for a communication to be portable, all communication entities that make up that communication must be portable. As we have learned from the last three exercises

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above, when using words that depend on principles to understand them, we must be very careful and understand those principles in order for us to communicate effectively. In the event that does not happen, there is a tendency for us to commit errors in communication. In other words, in the event that we communicate about words that depend on principles to understand and we don't understand the principles those words depend on, there is possibility for us to commit error in communication.

Now in term of relationship of words in a sentence or within a given sentence, if a word depends on principles to understand, in order to have portability, there must be a relationship in that sentence between that word and other words in that sentence. Now since that word depends on the principle that must be understood, we must be very careful when using that word with other words in that sentence. Overall, the portability of a sentence in term of relationship of words that make up a sentence still applies. The way to look at it, if a sentence is made of *word one, word two, word three,* and *word four.* If the understanding of *word two* depends on some set of principles, the relationship of all words that make up that sentence are related to that principle as well. That makes sense, since in order for a sentence to be portable all words in that sentence must be related. Just take your time to think about the explanation.

256. You can verify the above exercise by providing a practical example. In other words, it may not be possible for us to communicate effectively if we use words that depend on principles in our communications and we don't understand the principles they depend on. If you want to work out this exercise, you might need to verify that in a sentence or a communication. For instance, if you can identify a sentence or a communication where words are used in that sentence or a communication and those words depends on principles to understand them. If the principle/principles is/are not understood, determine whether or not that is a communication error.

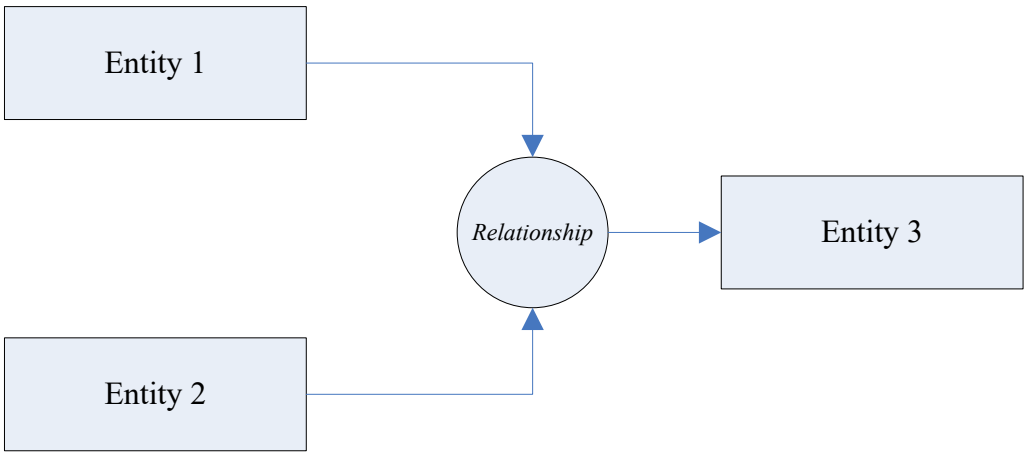
257. By understanding exercise number 210, it is very important for us to understand the word comparison and the word relationship. We identify entities in term of aspects. In many cases, we identify entities and determine relationships between them. Again, we identify entities and determine relationships between them. Sometime it is very easy for some of us to think that the overall process is being viewed as comparisons. Again, comparison of entities depends on the entities themselves, not on us. Once we misunderstand the difference between comparison and relationship, it may be possible for us to draw comparison on entities that are not comparable. In this case, rather than thinking about relationships, we think about comparatives, which leads us to commit errors in

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communication. It is very important to know about that. Just take your time to think about this exercise.

258. By understanding the exercise above, we should understand that during a comparison, we look for differences, and in a relationship, we look for similarity. For instance, if we identify two entities and try to determine a relationship between them, we look for similarity. On the other hand, if we identify two entities and try to compare both of them; in this case, we look for difference. If the difference entity does not exist, we simply commit errors in communication. We call the difference entity the comparison entity. It is very important for us to understand comparison and relationship. Again, in a relationship, we look for similarity, while in a comparison we look for difference. Just take your time to think about this exercise.

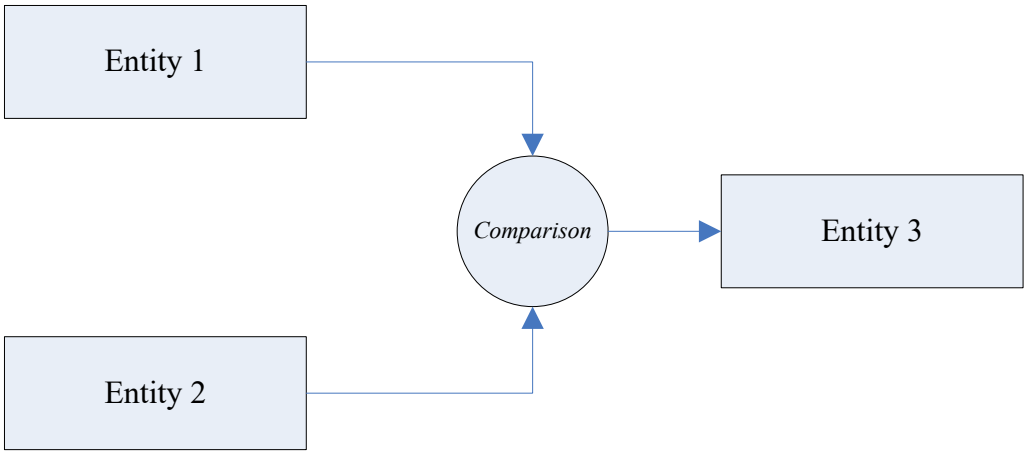
259. To better understand the above exercise, let's take it like this. Assume that *Entity 1* is related to *Entity 2* and we identify both entities, then we can use the model below to show that relationship.



From the model above, we can see that *Entity 3* is related to both *Entity 1* and *Entity 2*. In this case, we can say that *Entity 3* is the similarity entity. *Entity 3* is similar to *entity 1* and *entity 3* is similar to *entity 2*. We can also say that *Entity 1* and *entity 2* are similar by *entity 3*.

Now let's assume that *Entity 1* is comparable to *Entity 3*, in this case, both *Entity* 1 and *Entity 2* are comparable. In this case, we can draw the comparison model as follows:

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Here *Entity* 3 is the comparison entity or the difference between entity 1 and *Entity* 2. We can say that *Entity* 3 is different from both *Entity* 1 and *Entity* 2 or *Entity* 3 is different from *Entity* 1 or entity 3 is different from *Entity* 2. If you want to, you can verify both models and the exercise by providing a practical example. All you need to do find two entities that are similar and two other entities that are different. Overall the way to look at it, if two entities are not related at all, they are not comparable. In the other hand, if two entities are related, there exists a relationship entity between the two. It is very important to understand the word comparison and the word relationship and also not to equate them. Keep in mind that it is easier to look at similarity between entities rather than looking for difference among entities.

260. **Understanding Comparison and Similarity:** While we say understanding comparison and similarity, we can also say understanding difference and similarity, but it is better to say understanding comparison and similarity. As we have learned above, in a comparison we look for difference, while in a relationship, we look for similarity. To better understanding the overall process, we can look at it like this: During a comparison, we think about difference among entities and we feel about difference between entities. In this case, we can simply call it a comparative sense. Another way to say that, we feel about comparatives, then we think about differences. We could have also said that we feel about differences, then we think about comparatives, but the previous sentence is much better. In this case, if we think there is a difference between two entities, then we use a comparative. Now during a relationship, we think about similarity between entities. In this case, we feel about the relationship, we think about the similarity. We can also say that, we feel about similarity, we think about the relationship, but the way we said it previously is better. If we think there is a similarity between two entities, then we use the

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relationship.

261. Since comparatives enable us to look for differences among entities and relationship enables us to look for similarity, compare to the exercise above and relate to the same exercise. Another way to say it, during a comparative approach, we look for difference among entities and during a fundamental approach we look for similarities between entities. By having a very good understanding of the word fundamental and the word similarity, it is much better to say, in a relationship approach, we think about similarity and in a comparative approach, we think about difference.

262. After understanding the exercise above and all other related exercises, you are ready to answer these questions. Why cannot comparative be used for verification? Why cannot comparative be used as a ~~proof of~~ verification? Here since the word proof is already included in the word verification, there is no need to use them together. Another way to look at it, since the aspect of an entity depends on that entity, so does information about that entity. During communication, we cannot change the aspect of an entity, or information about that entity. Therefore, the word proof is not always a good word to us. By having a good understanding of communication and the entity we are communicating about, the word proof or proving an entity is already including in our communication. There is no need for us to say it, since it is already included. What is the difference between the word comparison and the word comparative? You can also think it as providing more information about both the word comparison and the word comparative or you may also think it as verifying your understanding of both the word comparative and the word comparison.

263. Within a given communication, there exist the principle and the communication itself. Since principles are independent entities, the identification of a principle depends on the understanding of that principle. If a principle is not understood, then that principle cannot be identified. Within a given communication, the existence of a principle attached to that communication is not visible to us, if we cannot understand that principle. Since the communication is what we can identify easily, without understanding that communication, the principle itself cannot be identified and cannot be understood.

    Within a given communication, there may exist words that are attached with some sets of principles. Since the understanding of those words require the understanding of the principles, in terms of entities they point to, we can see that those words are not visible or identifiable without identifying the principles that attach to them. Without understanding

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the principles that attach to those words, those words themselves cannot be understood or identified. By understanding what we have just said, we can see that when using such as words in our communications, we have to be very careful with them. We have to be very careful as well with other words in our sentences and also descriptive words that can be used with those words.

264. A communication that includes entities that point to other entities requires more effort to analyze since entities that point to other entities enables us to make more effort in our analysis. To better understand those entities in terms of comparison of entities, let's look it like this or review it again. If an entity points to another entity and that other entity is not comparable and neither is the entity that points to it. If an entity points to another entity and that other entity is unique, then that entity is not comparable and neither is the entity that points to it. If an entity points to a unique entity, then that entity is not comparable either. The way to look at it, if entity 1 points to entity two and entity 2 is not comparable, then entity 1 is not comparable either. If entity 1 points to entity 2 and entity 2 is unique to itself, then entity 2 is not comparable and neither is entity 1. In terms of words, if a word points to a unique entity, then that word is not comparable. If a word points to an entity that is unique to itself, then that word is not comparable.

    Keep in mind that when an entity points to another entity, sometimes the other entity can be viewed as what we think about when we see the entity that points to it. For instance, if entity 1 points to entity 2, although entity 1 is what is visible to us, but when we see entity 1, we think about entity 2. In this case, we can say that entity 2 provides us with information about entity 1. The way to look at it, when we see entity 1, we don't think about entity 1 directly, but we think about entity 2. That makes sense, since entity 1 points to entity 2 and entity 2 provides information about entity 1.

265. By understanding the exercise above and all other related exercises, it looks like we have an entity identification problem. By now you should have already realized that we have an entity identification problem as well. Here if you want to, you can verify that by providing a practical example. In this case, your analysis can be related to entities that are wrongly identified. You can use current events, historical events, or any communication to show that. Within your workout, you can show your observations. Depending how you look at it; the entities can be physical entities or nonphysical entities. The entities that are wrongly identified do not have to be physical entities only. They can also be nonphysical entities. Again, it depends on you. It is probably easier for you to

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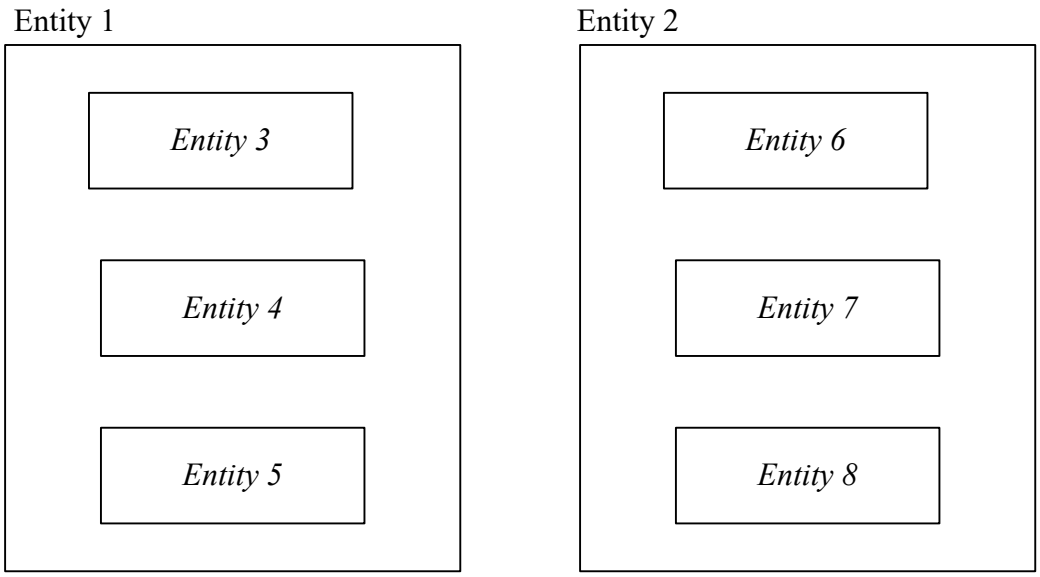
select physical entities that are wrongly identified.

266. By understanding the exercise above, we have identified problems that are caused by entities that are wrongly identified or communication errors that are related to identities that are wrongly identified. In this case, we can also say entity misidentification. Now let's assume physical entities, in this case, for a physical entity, we can call it an object. Verify that sentence analysis related to misunderstanding of an object is equivalent to sentence analysis related to misidentification of an object. We can also say maybe related, which depends on you. Here the equivalent are misunderstanding of an object and misidentification of an object. You must provide a practical example and show your observations.

267. We have learned that sometimes we have to look at entities in terms of functions. We know that the function of an entity is an entity and an in terms of comparison, if two entities are made of multiple functions or have multiple functions, if a function of each entity is comparable, it is better to compare the two functions rather than comparing the whole entities. Once we misunderstand that and try to compare the whole entities, we simply commit errors in communication, since the two functions are what is comparable, not the whole entities.

    To better understand the explanation above, let's look it like this. Assume that entity 1 has multiple functions and entity 2 has multiple functions too. Among the functions in entity 1, we have entity 3, entity 4, and entity 5. Among the functions in entity 2, we have entity 6, entity 7, and entity 8. It does not matter what we name them, we could have use any name or word to name them. Now assume that within entity 1 and entity 2, only entity 4 and entity 8 are comparable. In this case, it is not good for us to compare entity 1 and entity 2, but simply entity 8 and entity 4. That makes sense, since entity 4 and entity 8 are the entities that are comparable. Once we misunderstand that, and try to compare entity 1 and entity 2, we simply commit errors in communication. Once we try to compare entity 1 and entity 2, rather than entity 4 and entity 8, we simply show we don't understand both entity 1 and entity 2. Here entity 1 and entity 2 can be anything. They can also be physical entities. The model below shows more information.

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268. If you want to, you can verify the above exercise by providing a practical example. Depend how you approach your workout, you can look at communication where whole entities are comparable, rather than parts of the entities that are comparable. Within your workout, you can verify indeed that was a communication error.

269. By understanding the two exercises above, the same approach is also applied for similarity as well. If there is a similarity between two functions of two entities, we mean a function of each entity, where the entities are made up multiple functions, then the similarity is between the two functions themselves, not the whole entities. In this case, we think about the relationship of two entities that are similar. For instance, if entity 1 is made of multiple functions and entity 2 is made of multiple functions as well. Assume that a function of entity 1 is identified as entity 3 and a function of entity 2 is identified as entity 5. If entity 3 and entity 5 are similar, then the similarity only exists between entity 3 and entity 5, not between entity 1 and entity 2. Once we fail to understand that, we simply commit errors in communication and we show that we cannot identify entities properly. If you want to, you can verify that by providing a practical example.

270. Disregarding the word we use to identify an entity, the aspect of that entity does not change. The aspect of an entity is determined by that entity, not by the word we use to identify that entity. The comparison of two entities depends on the entities themselves, not on us. Since the aspect of an entity enables us to identify that entity, in term of comparison of entity, if two entities are comparable, then their aspects are also comparable. That makes sense, since we identify entities in terms of aspects. If you

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want to, you can verify the statement by providing a practical example. In other words, if you want to, verify that if two entities are comparable, their aspects are also comparable. You must provide a practical example and show your observations.

271. By understanding the exercise above, we should also realize that if two entities are not comparable, then their aspects are not comparable either. The same as if two entities are different, then their aspect are different. By understanding that, the aspects of two entities enable the comparison of those entity. In term of similarity, if two entities are similar, then their aspects are also similar. That makes sense, since the aspect of two entities enable us to determine whether the entities are different or similar. If you want, you can verify that by providing a practical example. In other words, if you want to, show that if two entities are similar, then their aspects are also similar.

272. Since our communications depends on us and information about an entity depends on that entity, it is good for us to think that the communication about an entity depends on information about that entity. In term of information, let's assume that we communicate about entities that are comparable and entities that are not comparable at the same time. It is good for us to approach our communications in a way where the entities that are not comparable do not look and do not sound comparable. In other words, assume that we are providing information about an entity, where that information is mixed with entities that are comparable and entities that are not comparable. In our communications, it makes sense for us not to trait—think of—the non-comparable entities as comparable entities. It is good for us to approach our communications, where the entities that are not comparable look and sound non comparable and the entities that are comparable look and sound comparable. Once we misunderstand that, we simply commit errors in communication. It you want to, you can show that by providing a practical example.

273. By understanding the exercise above, the same rule is applied for entities that are similar as well. Assume that we are providing information about entities, where that information contents both entities that are similar and entities that are different, it is good for us to treat them as they are. In other words, it is good for us to approach the information, where the entities that are similar don't look and sound different and the entities that are different don't look and sound similar. Once we misunderstand that, we have a tendency of commit error in communication. If you want to, you can verify that by providing a practical example.

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274. Since the comparison of two entities depend on the entities themselves not on us; since we cannot compare entities that are not comparable, it is very easy for us to see that if two entities are the same, then they are not comparable. We cannot compare entities that are identical. Once we fail to understand that we cannot compare entities that are the same, we simply commit errors in communication. Once we fail to understand that, we show that we don't know the difference between comparison and similarity. If you want to, you can verify that by providing a practical example. Within you work out, you can show that a comparison that was drawn on two entities that are the same caused an error in communication. In other words, an error in communication was committed because of comparison of two identical entities. Depending on how you work it out you can also take problems into consideration from current events or historical events that were caused by comparison of identical entities. Another way to look at it, if the entities are the same, we think about similarities when we identify them. In the event that we think about differences when we identify them, we simply think about comparison, thus we no longer feel there is a similarity between them, but a difference. By doing so, we simply show we don't understand similarity and difference.

275. Since the aspect of an entity depends on that entity; since the information about an entity depends on that entity as well, within the information of an entity, there may exist words that are given in that information and those words cannot be changed. Once we misunderstand that and try to change those words, we simply an commit error in communication and we show we don't understand what information is. Once we try to do that, we simply show we don't really understand the entity we are communicating about. If you want to, you can verify the explanation by providing a practical example. In other words, show that a given word cannot be changed. By working this exercise out, it assumes that you can identify a given entity and the word that points to it, and also you have a very good understanding of given information about that entity.

276. By understanding the exercise above; since words point to entities; since aspects of entities depend on the entities themselves; given words are words that point to given entities. Those entities cannot be changed, neither can the words that point to them. A given word is a word that is given by the entity and is related to or by the information of that entity. Since we cannot generate information about entities, thus given words are words that are given with entities or by entities. A given word is a word that is given with an entity or by an entity.

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277. By understanding the two exercises above, we should also realize that if an entity cannot validate words that point to it, then those words cannot be validated. If an entity cannot validate a word that point to it, then that word does not exist. A word is validated by the entity it points to. If a word does not point to an actual entity, then that word does not exist. Since an actual entity dictates words that point to it, it makes sense for words that point to an entity to exist according to that entity. Once we fail to understand that, we simply develop problems or commit errors in communication. In order to verify that, you can use current events or historical events or communications where one or more entities words point to do not exist. The people or person who use the words, tend to think the word exists or points to actual entities. Since an entity validate words that point to it, in your workout, you can verify that if the entity cannot validate words that point to it in a given communication, then there exits an error in that communication. Again you can use either current event or historical event or communication/information.

278. By understanding exercise number 59 and exercise number 84, the overall error correction process, and the feedback process, when it comes to solving problems and correcting errors in our communications, the overall process is being viewed and happens as substitutions. To better understand the explanation, let's look at it like this: In terms of what we do, assume that we mis follow an instruction or misapply a principle and that result causes an error in what we do, the solutions for that problem requires the applying the principle properly or follow the instruction properly. In this case, following the instructions properly or applying the principle properly is being substituted to solve the problem. The same as, if there is a word in our sentence that causes the sentence to contain an error, we remove that word and we then substitute it with another word. What is important here; the overall process is being viewed as a substitution. If you want to, you can verify that by providing a practical example. In this case, you can work it out into two parts. In part one you can take an application into consideration by itself in terms of error in following instructions. In part two you can look a communication for instance a sentence that contains an error, where the correction is being viewed as a substitution of word. It does not have to be a single sentence, it can be any communication. You make your choice.

279. By understanding the exercise above and also exercise 131, you may need to answer these questions. What happens when the overall correction and the solution process is not being viewed as a substitution? Is there another way to approach it? Is there another way to approach a solution? What can happen to an application, where error corrections are not being viewed as substitutions? Is there an alternative way to approach it? Is there

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an alternative solution without substitution or error substitution? You need to answer all questions and provide additional explanation and show your observations.

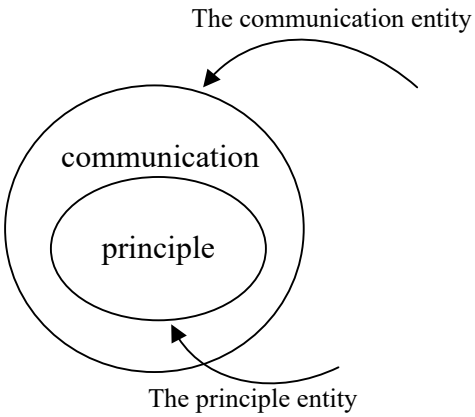
280. By working out the exercise above and depend how you work it out, you may need to verify your understanding of the Error Correction Function (ECF) or the overall error correction process. You may also provide a practical example and show your observations if you want to. Within your workout, you can also answer these questions: why does the Error Correction Function exist? Is there an alternative to the Error Correction Function?

281. By understanding the three exercises above, and also exercise number 73; since the principle that enables the substitution is a separate entity from us, in the event that we don't know that principle, we have to learn it in order to make the substitution possible. It is not possible to have the substitution without learning the principle that enables us to make the substitution. Just take your time to think about this exercise.

282. Within a given principle, there exists the communication and the principle itself. Within a given communication, there exist the principle and the communication itself. Since within a given communication the principle cannot be identified until it is understood, we can see that principles themselves are hidden elements of communication.

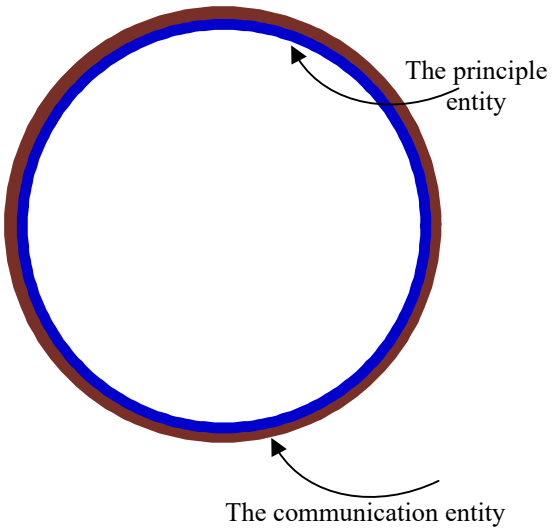
    To better understand the paragraph above, let's take it like this. A principle is not visible to us until we can identify it. Since a principle is not visible until it can be identified, we can call a principle hidden element of a communication. Principles are hidden inside a given communication. Within a given communication, the principle is hidden inside that communication. Within a given communication, we can hear and see the communication, but not the principle until we can understand that principle or the communication where the principle is embedded to. To better understand the relationship of principle and communication in term of contents, it is good to look at them or present then on the model below.

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The communication entity is attached to the principle entity, where the communication entity is visible, but not the principle entity until it is understood or identified. The way to look at it, the communication entity can be viewed as bucket that contains water. Where the bucket itself is the communication entity and the water itself is the principle, but the water itself is not visible to us, until we can identify it. By understanding what we have just said, we can see that communication acts as a carrier or container of principles. In order to have a principle, it must be carried by a communication. The communication carries a principle, where inside that communication carrier, the principle exists.

Since a principle is attached by a communication—we can also say a communication attaches to a principle—while we show a communication that is acting as a container from the model above, it is better to look at it like this.



As shown by the model above, the communication entity is attached to the principle entity. The communication entity is represented as brown, while the principle entity is represented as blue. The communication entity is what is visible to all of us, but the

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principle entity is not visible to all of us. The principle entity is only visible to those who understand it. The principle entity is only visible to some of us who can identify it. Just take your time to think about the explanation.

283. Principles are hidden elements of communication, until they can be understood or identified, they are not visible. You can verify that statement by providing a practical example.

284. By having a good understanding of the principle entity, we know that principles are not physical entities and they are not visible until they are understood as well. We also know that there are words in communication that are attached or pointing to some sets of principles and we have to be very careful with those words. Those words require us to make more efforts in our analyses; they also require us to be more careful when using them with descriptive words.

    Now in term of words, we know that there are given words and given words are words that are given by their entities or information about their entities. Within a given communication, since the communication is what visible to us, not the principle, let's assume that within a given principle, some words are given within that principle itself. Now since the principle is presented to us in the form of communication, and we must understand that communication in order to understand that principle. Assume that we don't understand that communication, so there is now way we can understand that principle. Now since we don't understand that communication and the principle is attached to that communication, let's assume that we want to change a word in that communication. What is important here, since words points to entities themselves, once we change that word or try to change it, we also change the entity that word points to or try to change the entity that word point to. What is important here, within a given communication, where a principle is embedded in that communication, it is never be good to try to change that communication and it is never be good to try to change the contents of that communication. Here we can identify the principle as the contents of that communication. Once we try to do that, we simply show that we don't understand what information is, what communication is, and what a principle is. Once we try to do that, we simply commit an error in communication. If you want to, you can verify this by providing a practical example.

    Keep in mind that, since the aspect of an entity depends on that entity. Since information of an entity depends on that entity as well. The information entity is an absolute entity

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and it cannot be adjusted. Once we try to adjust the contents of a communication, we simply show we don't know what information is. Once we try to adjust the contents of a communication, we simply commit error in communication.

285. By understanding the exercise above and your workout, verify that information is an absolute entity and cannot be adjusted. You must provide a practical example and show your observations.

286. Within a given principle, the principle itself is attached by a given communication. The communication is visible to everybody, however the principle itself is only visible to people who understand it. Assume that within a given communication, the principle is not understood. Since the principle is not understood, neither is the communication. The communication itself contains given words that point to given entities. Now since the communication itself is not understood, we may have a tendency to change those words or adjust them, so we can understand that communication. Since given words are not changeable, once we try to do that, we simply commit an error in communication. Here verify that since we cannot change the entities those words point to, it is not possible for us to change them or interchange them. You can provide a practical example and show your observations.

287. By understanding the last three exercises above, since principles themselves are not changeable, in term of what we do and our communication, how do we approach them? Depending on your answer, you should identify an entity or that entity, is also an aspect of the word principle or the principle entity. You may have already identified that entity in exercise 211. The entity you identify here is an aspect of the word principle and it helps us approach the principle entity in terms of what we do related to communication.

288. From the above exercise, you have identified the aspect of the principle that enables the way we approach principles in terms of what we do related to communication. Since the aspects of a principle do not allow a principle to contain errors, use your understanding of that entity to see whether or not the problem is in the way the entity is being approached in terms of the principle related to what we do in terms of communication.

289. Referring to exercise number 58, you can continue with the same application or pick another application. Assume that your application has multiple people; provide a table with the name of each person and the function of each person. You can also provide additional information about the application including the application name, application

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description, communication function, number of people in the application, the communication of the people etc. If you want to, you can relate this exercise to exercise number 84, and determine the principle that enables the application. When you identify the principle or those principles, you can list them.

290. From the exercise above, assume that the first time you execute your application it is not successful due to an error. The error may be in the overall communication function, a function of a person in the application or multiple functions of multiple people in the application. Since the process of solving a problem or correcting an error is viewed as a substitution, use your understanding of exercise numbers 278, 279, and 280 to verify by using your application. We mean this application or the correction process of the function that enables the application to execute with an error.

291. By now you should have a very good understanding of both the words similarity and comparison. Assume that you have identified both of them as entities, if not; you can now verify both of them as actual entities. Now by having a good understanding of the word principle, verify both entities mentioned here—we mean comparison and similarity—are actual aspects of the principle entity. To be better understand, depending on your understanding, we can say can be actual aspect of the word principle.

292. Within a given communication, there exists the principle and the communication itself. Within a given principle, there exists the communication and the principle itself. By understanding exercise number 84 and also exercise number 282, we should clearly see there is a relationship between the principle entity and the communication entity. We should also understand that relationship as well. If you have not identified that relationship, here identify that relationship as an entity. In other words, here you are going to verify that relationship is indeed an entity. By identifying that relationship as an entity, now you can verify that entity is indeed an aspect of the word principle. In other words, verify that relationship is an aspect of the principle entity.

293. By understanding exercise number 84, you should have already verified that there is a relationship between entity number 1 and entity number 2, which is the principle. By understanding that relationship, if you have not done so, here verify the relationship is indeed an actual entity. By identifying that relationship as an actual entity, you can then proceed further now to verify that entity is indeed an aspect of the principle entity or the aspect of the word principle.

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294. A corrected version of our communication is very portable. Assume that we have an uncorrected sentence and we use our parent's principle to correct it. Our sentence was unportable but after the correction, our sentence becomes portable. Here verify that portability is indeed an actual entity. By verifying portability as an actual entity, verify that entity is indeed an aspect of the word principle or the aspect of the principle entity.

295. Since the principle is a separate entity from us, assume that we are not aware of it, we have to learn it. Let's assume that during communication, we repeat a sentence with an error, and then we receive feedback to enable us to adjust that sentence to make it portable. If we look at the overall feedback process and also the learning process as well, we can see that the principle itself is presentable. Here verify that presentation is an actual entity. Once you have identified presentation as an actual entity, and then shown that, that entity is indeed an aspect of the word principle or an aspect of the principle entity.

296. Within a given communication, the principle is embedded in that communication. Within a given principle, the communication is attached to that principle. In order for a principle to be identified, it must be understood. Since a principle can only be identified by people who understand it, the entity that enables a principle to be identified must be an actual entity. Since a principle can only be identified by people who understand it, there must be something that enables a principle to be identified. Here, identity the entity that enables a principle to be identified and verify that entity is indeed an actual entity. If you have identified that entity, verify that entity is indeed an aspect of the word principle or an aspect of the principle entity.

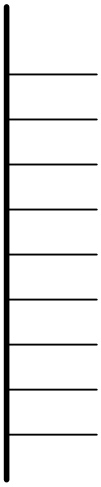
297. Disregarding the name given to an entity, the aspect of that entity does not change. The aspect of an entity is determined by that entity, not by the word we use to identify that entity. In order for a word to exist, it must point to an actual entity. In order for a word to exist, it must point to a valid entity. An actual word is validated by the entity it points to. If an entity cannot validate a word that points to it, then that word cannot be validated and it does not exist.

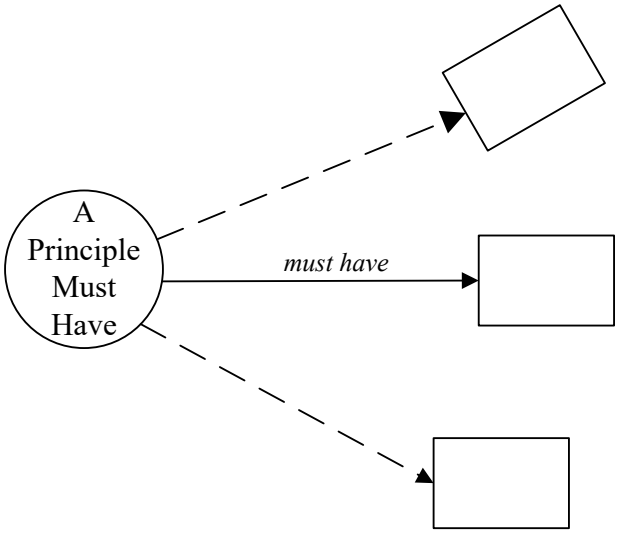
    By working out exercise numbers 211 and exercise number 287 to exercise number 296, you must have identified all or most of the aspects of the principle entity or the word principle. By doing so, now you should have realized that in order for an entity to be identified as a principle, it must have the following aspects. Here, list all aspects of the principle entity you have identified in this form. Using those two sentences, you can

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have something like this. *In order for an entity to be identified as a principle, it must be....* The next sentence, *in order for an entity to be identified as a principle, it must have....* We can also say in order for an entity to be identified as a principle, it must contain the following entities or the following aspects. You can also use the two models below to show that.

A Principle Must Be





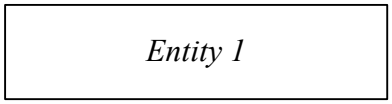
In the model above to the right, we use the dotted line for continuity. Since you are going to add more entities to it, you are going to continue it by adding more entities to it.

298. By understanding the exercise above, we have identified several aspects of the word principle or the principle entity. Each aspect of the principle entity is considered to be a way we think about a principle or a way we think about the principle entity. By understanding each aspect of the principle entity, it enables us to understand the entity. In the event that we don't understand the entity, we simply think it does not exist and it is possible for us to think negatively about the entity, which is simply thinking negatively about each aspect of that entity. Since what we are thinking is considered to be an entity as well, thinking negative about the principle entity enables us to think negative about each aspect of that entity. In this case, for each aspect of the principle entity, we have a correspondent negative way of thinking about it or approaching it. It is very important to understand that.

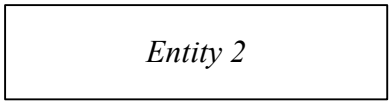
299. By listing all the aspects of the principle entity from exercise number 297—or the ones that you are able to identify—you have identified each aspect is indeed an entity and you have verified that. Now since the relationship of two entities depends on the entities, not on us, by understanding the entities you have identified—we mean the aspect of the principle entity—you may have figured out there are relationships within those aspects as

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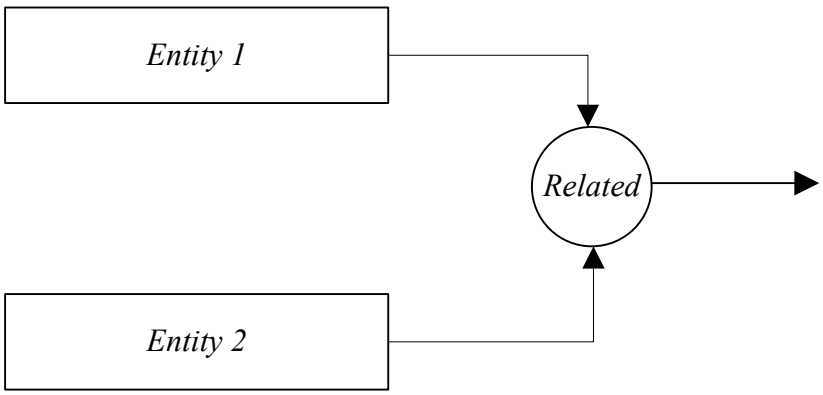
well. We mean relationships within the entities you have identified, which are the aspects of the principle entity. To better understand those relationships, if you want to, you can do the following. Refer to exercise number 294 and identify that entity; you should have already identified that entity. Here we simply name that entity as *entity 1*. In your workout, you can simply use the name you have used to identify that entity. In this case we have:



Now refer to exercise number 295 and identify that entity. You should have already identified it. In your workout, you identify it as its own name. Here we simply call it *entity 2*; in this case we have. While we have used those two exercises to pick some entities, you don't need to do that. You can use any other exercises or pick them from exercise number 297.

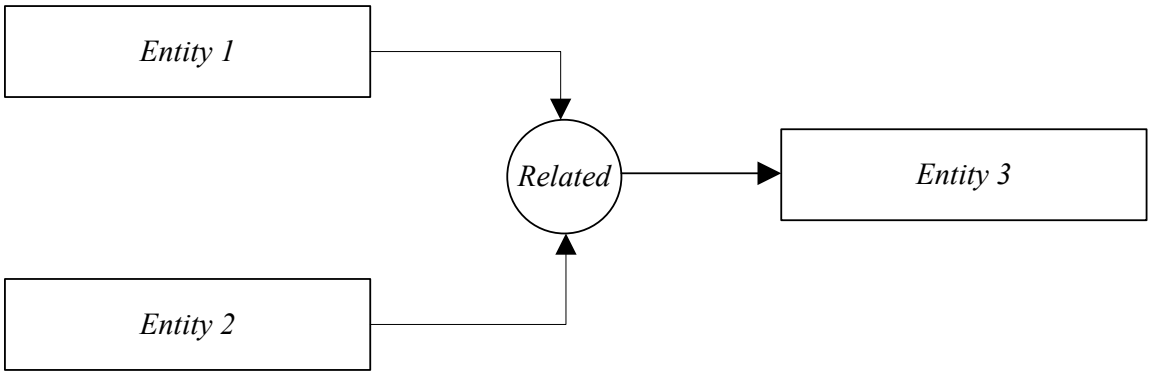


Now if you believe or think there is a relationship between the two entities, draw that relationship in the form below. In this case, we have

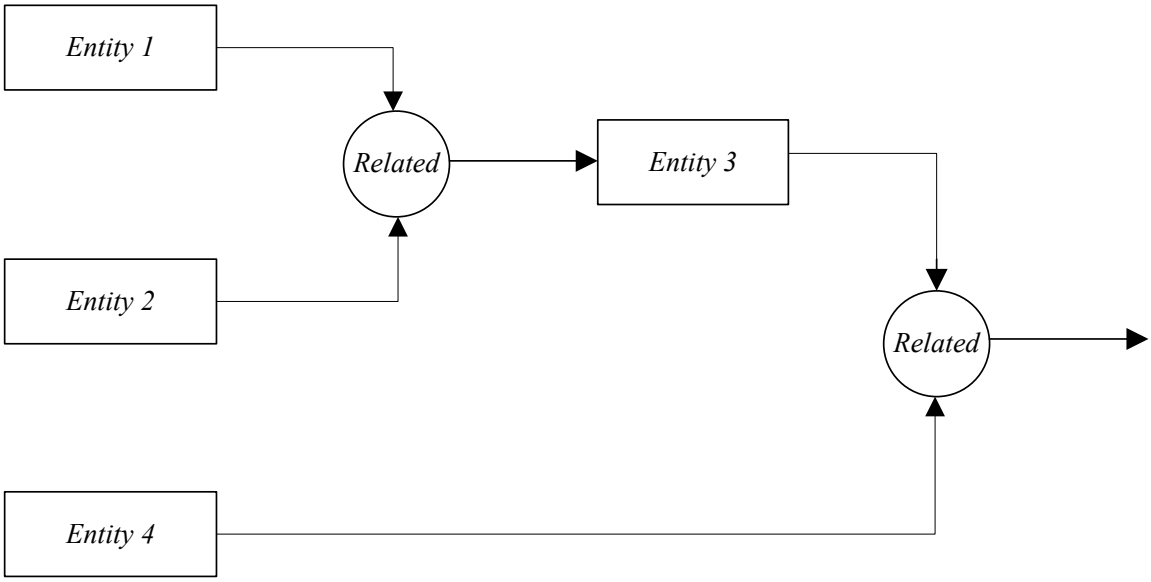


Since the relationship of two entities is also an entity, if you really understand that relationship and you can verify your understanding of that relationship—by doing so, you identify it as an entity—then you can redraw the model above as follow. The model below assumes that entity 3 is the related entity. In this case we have

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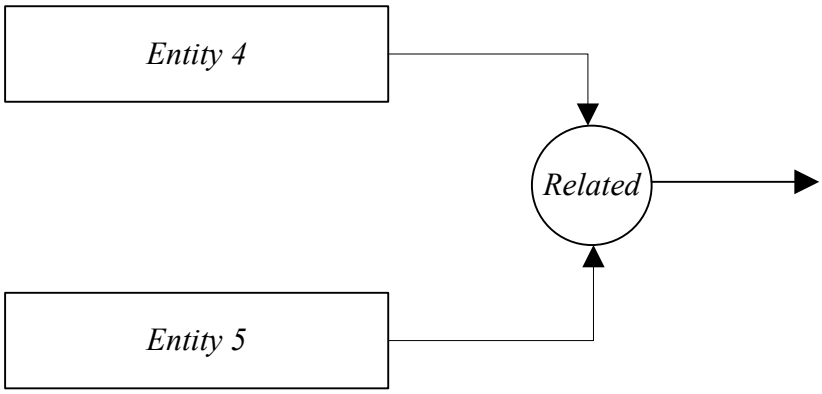


Now by understanding many related exercises and the aspects of the principle entity combined, you can see all them are related or a lot of them are related. In other words, by having a good understanding of the principle entity, you may find out that there exist relationships between all of them or some of them. We use the word some here, simply depend on your understanding. By understanding the explanation, the relationship you have identified can also be expanded depending on you. Assume that you have identified entity 3 from the relationship above, then you find out that there is a relationship between entity 3 and another aspect of the principle entity. Let's name that aspect entity 4. Then you can represent that model in the form below to show that relationship. In this case we have

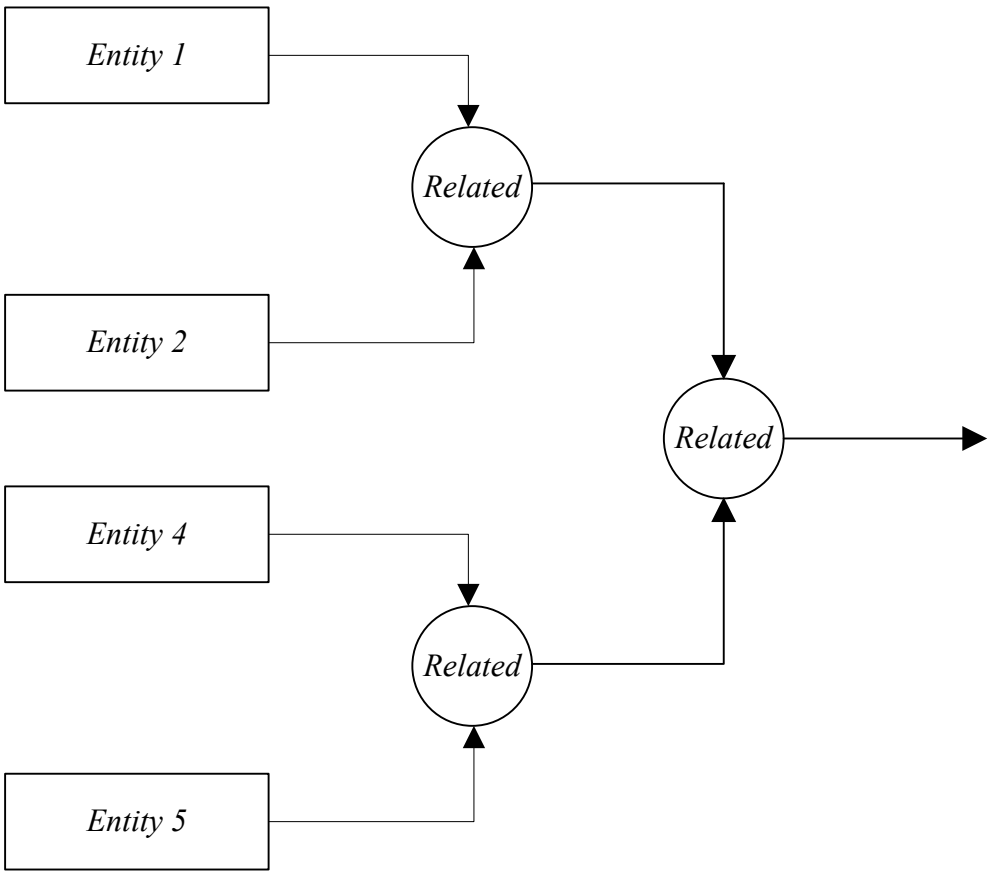


From the model above, entity 4 is an aspect of the principle entity. Let's assume that you find out there is a relationship between entity 4 and another aspect of the principle entity, which is identify as entity 5. Entity 5 is simply an aspect of the principle entity. In this case, you can draw the relationship as follow.

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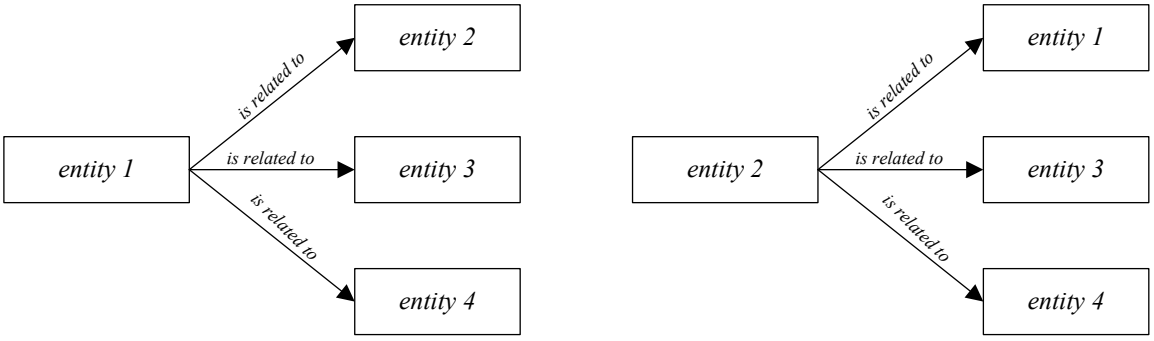
From your workout above, we know that entity 1, entity 2, entity 4, and entity 5 are aspects of the principle entity. We also know that entity and entity 2 are related, and also entity 4 and entity 5. Now if the relationship of the entity from entity 1 and entity 2 are also related to the relationship entity from entity 4 and entity 5, in this case we can show that by the model below.



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From the model above, since the relationship of the entities is also an entity, the relationship of entity 1 and entity 2 is an entity that is related to the relationship of entity 4 and entity 5, which is also an entity. The relationship of two entities depends on the entities themselves, not on us. The relationship of two entities exists within the entities themselves. Once we are not aware of that relationship or we cannot identify it, we think it does not exist. A relationship only exists, if it can be identified. In this case, we mean it does not exist in our mind.

To better understand the relationships of the principle entity, you can approach them in this form—we mean the form below, before you approach them in the form above. To better approach the relationships of the principle entity, you can look at them in this form. Assume that we have identified four aspects of the principle entity, which correspond to *entity 1, entity 2, entity 3,* and *entity 4*. Then we can relate them in the form below, since all of them are related.



We assume that the relationships exist and we can identify them, since if we cannot identify a relationship, it does not exist in our mind at all. In this case, we simply say the relationship does not exist, if we cannot identify it. Now since communication does not allow us to change aspects of entities we are communicating about, or establish relationships that do not exist or do not depend on the entities, if *entity 1* is related to *entity 2* and *entity 2* is related to *entity 3*, that does not mean *entity 2* and *entity 3* are automatically related, or are related. The relationship between *entity 2* and *entity 3* depends on those entities themselves. What is important here? Since the relationship of two entities depends on the entities themselves, we cannot use patterns to establish that relationship. We have to rely on our understanding of those entities instead. The relationship of two entities is given by those entities and depends on those entities, not on us. While the two models above to show the related entities, you will need to provide additional explanation for each related entity to verify that they are indeed related. For instance, from the model above on the left, we have *entity 1* is related to *entity 2*, so in

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this case you must verify that *entity 1* is actually related to *entity 2* if you have not done so already. If you have verified that already from previous exercises, you don't need to do it again here.

By understanding the explanation above, it may be possible for a relationship to be presented in a form, where a given relationship is equal to two entities. What is important here? While a given relationship may be equal to a combination of two entities, nevertheless that relationship still depends on the related entities. That relationship still depends on those entities, rather on us. In order for us to identify that relationship, we still need to understand that relationship. To better understand what we have just said, let's look it like this. If *entity 1* and *entity 2* are related and the relationship entity is given as *entity 3*, then *entity 3* may be presented in a form, where it is a combination of *entity 1* and *entity 2*. Since in order for us to identify a relationship, we must understand that relationship, we cannot just say or repeat that combination or *entity 3* as the relationship entity, without understanding that relationship itself or understanding the overall relationship, which includes *entity 3.* The way to look at it, until we can understand a relationship, it does not exist at all or it does not exist in our mind.

300. By understanding the exercise above and all other related exercises, we have identified the aspect of the two most important entities or the aspect of the two most important entities in communication. We mean the aspect of the principle entity and the aspect of entity number 1 identified in exercise number 84. What do we mean by most important aspect or most important entity in communication? In terms of communication, entity number 1 in exercise number 84 has a communication ability that is attached to some set of principles, which is already been identified as the principles of communication. In terms of the principle entity, we have already shown and verified there is a relationship between that entity and entity number 1 identified in exercise number 84. Now in terms of the principle entity and communication, we can see that there is a relationship between the principle entity and communication in term of sense of communication. By understanding that, the principles themselves add sense to our communications. That makes sense, if we look at an uncorrected version of our communication, we can see that it is not understood and it does not make sense. Once the principle is used to correct that communication, then it becomes understood, and it then makes sense. So, by attaching a principle to a communication, that adds sense to that communication. For this reason, it is very important for us to understand principles in terms of communication. Just take

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your time to think about this exercise.

301. The aspect of an entity depends on that entity, not on us. The aspect of an entity is given by that entity. The aspect of an entity is given with that entity. Up to now, we have identified many or all aspects of the principle entity and also entity number 1 identified in exercise number 84. We have also verified many relationships of the aspect of both entities. Since from the exercise above, we have identified those two entities as the two most important entities in communication, what about aspects of other entities? While we have identified the aspects of the principle entity and entity number 1 identified in exercise number 84. We have not identified the aspects of other entities. The way to look at it, since those two entities are considered to be the most important entities, by understanding them properly, it should be very easy for us to identify the aspect of any other entity when we need to.

    Now in term of aspects of other entities, the best way to identify them is simply to group them. If we can group them by types or similarity, then it will be very easy for us to identify aspects of any of them, when we identify that entity. Another way to look at aspects of entities is in term of function. Since the function of an entity is considered to be an entity, the function of an entity can be related to the aspect of that entity. Since an entity can be useful to us; since we can use an entity in what we do, the usage or the application of that entity may be related to the aspect of that entity as well. Overall, when we see an entity, we can think about the function of that entity and the application of that entity, which is considered to be the usage of that entity. Just take your time to think about the overall explanation.

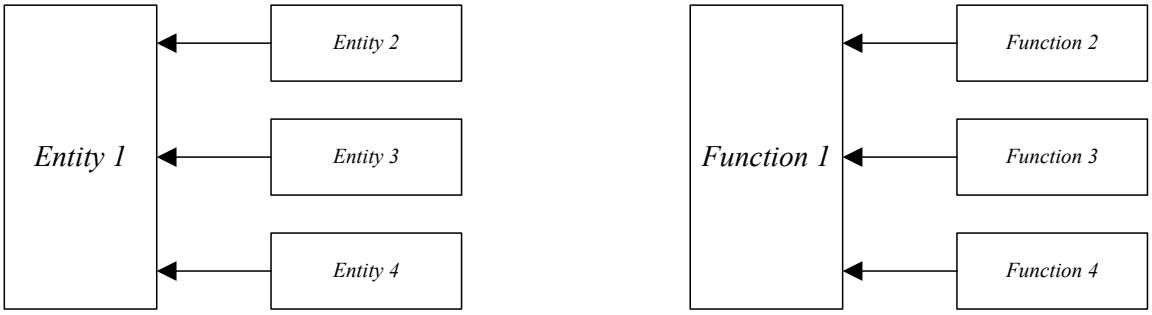
    If you want, you can verify the aspect of other entities are related to the functions and the applications of those entities by providing a practical example. In other words, pick another entity that is not the principle entity, and entity number 1 identified in exercise number 84. The entity you pick should be a physical entity as it is better for you to pick a physical entity. Verify that the aspect of that entity is related to the function of that entity and the application of that entity. You must provide a practical example and show your observations.

302. From the exercise above, we have identified the aspects of other entities that are related to the functions of those entities and the application of those entities, which we call the usage of those entities. Since we develop problems when we don't understand aspects of entities, show that here by providing a practical example. Pick a physical entity and

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identify problems that are caused by misunderstanding and misusage or misapplication of that entity. You can use current events, historical events, or any problem you can identify. Provide an additional explanation in your workout and show your observations. Then you can conclude that the aspect of the entity is not understood by the ones who develop the problem.

303. From the exercise above, we have verified that the aspect of an entity is related to the function of that entity and also the application of that entity, which we also call the usage of that entity. Now let's assume that an entity is made of several entities, where each entity has a function. The way to look at it, the aspect of that entity is related to all the other entities combined and the functions of those entities are related to the function of that entity. Here we mean the function of the main entity, which is considered to be the main function of that entity. To better understand the explanation, let's look it like this: Assume that entity 1 is made of many entities, where each entity is a function. In terms of function of entity 1, let's assume that entity 1 has a function, named function 1. The names of the other entities that are part of entity 1 are: entity 2, entity 3, and entity 4. Now entity 2 has function 2, entity 3 has function 3, and entity 4 has function 4. To better understand what we have just said, let's show it by the model below.



From the models above, the model to the left shows the entities, while the one to the right shows the functions of the entities. The model to the right shows the functions of the other entities that are part of the main entity, contributing to the main function of the main entity. What is important here; the aspect of entity 1 is related to the function of entity 2. It is better to say that the aspect of entity 1 is related to the function of entity 1 and the function of entity 2. The way to look at it, the function of entity 2, the function of entity 3, and the function of entity 4 contribute to the function of entity 1. In this case when we identify entity 1, we can think of entity 1 in term of function 1 and also the functions of all the other entities that are part of entity 1. Overall, the aspect of an entity is related to the overall functions of other entities that make up that entity. To better understand that, if you want to, you can verify that by providing a practical example. In

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your workout, if you want to, you can use current or historical events.

The way to look at it, since we identify entities in terms of aspect and we think negatively about an entity, once we misunderstand that entity. Once we misunderstand that the aspect of an entity is related to the functions of all other entities that make up that entity, there is a possibility for us to an commit error in communication and develop problems. In your workout, you can identify an entity that makes up several other entities and identify the function of each entity that makes up that entity. Then you can provide a description of the main function. We mean the function of the main entity. Then you can provide some information about the relationship of the main function and the functions of the other entities, and you can identify if any problem has been caused by the misunderstanding of that entity, which reflects to misunderstanding the functions of the other entities that are part of that entity. By doing so, you can analyze the problem and show your observations related to the main function and the other functions. Then verify whether or not the aspect of that entity is understood by the ones who commit the error or develop the problem.

304. Show your understanding of the three exercises above related to sentence analysis related to good usage of object. This is the same as show your understanding of sentence analysis related to good usage of object related to your understanding of the three exercises above. Within your workout, you can also approach it by including the misusage of object as well.

305. By understanding your workout of the exercise above, verify that sentence analysis related to the misusage of object is equivalent to sentence analysis related to misunderstanding aspects of entities. This is the same as saying; sentence analysis related to good usage of object is equivalent of sentence analysis related to understanding aspects of entities.

306. Once we misunderstand the aspects of entities, we end up comparing entities that are not comparable. Not only those entities may not be comparable at all, but they may not be the same type either. Verify your understanding of this statement by approaching your workout similar to exercise number 214 and take aspects of entities into consideration. In terms of entity comparison, if you want, you can look at entity types too. Keep in mind that in order to compare two entities, they must be comparable. While you may look at type of entities, but the comparison of an entity still depends on that entity.

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307. A principle is a separate entity. In order to understand a principle, we have to understand the aspect of that principle. Once we misunderstand the aspect of a principle, it is possible for us to misidentify that principle for something else. Verify that sentence analysis related to following principle is equivalent to sentence analysis related to understanding the aspect of a principle. The same as sentence analysis related to follow others is equivalent to sentence analysis related to misunderstand the aspect of a principle.

308. Rework exercise number 60 and determine what is wrong with the postponed feedback approach? Take everything you have learned into consideration including all forms of sentence analysis, aspects of entity, comparison of entity, application, communication function, the error correction process, aspects of the principle entity, words and entity relationships, entity identification, etc. Provide additional explanation and show your observations. You must provide a practical example if you want to.

309. Show your understanding of both the instant feedback approach and the postponed feedback approach. By understanding the aspect of the principle entity; entity number 1 identified in exercise number 84, verify that the postponed feedback approach is not feedback at all.

310. By working out the two exercises above, you may have shown that feedback is given when there is needed. By working out the above exercise, you need to answer these questions. Why is the postponed feedback approach not good? Why is the postponed feedback approach not satisfactory at all? Why it is not good to use the postponed feedback approach? Why it is not good to postpone a given feedback? In term of problem solving, verify your understanding of problem solving or the error correction process or any error correction related to the postponed feedback approach. Refer to exercise number 278, if our goal is to solve a problem, is it good for us to rely on postpone feedback? Can we solve a problem by postponing feedback? Why can we not solve a problem by postponing feedback?

311. If we have an entity identification problem, we also have an entity relationship problem. While we have an entity identification problem, we also have an entity relationship problem.

    The relationship of two entities depends on those entities themselves, not on us. Since the relationship exists only if it can be identified, since we think the relationship exists

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only if we can identify it, if two entities are related, there must be one or more entities that enables that relationship. Since it is easier for us to identify one relationship between two entities at a time, it is better to say that. If two entities are related, there exists a third entity that makes that relationship possible. Now let's assume that we have trouble identifying those two entities that are related to each other. If we have trouble identifying those two entities that are related to each other, that same problem makes it possible for us to misidentify those entities for other entities and other entities for those entities. Since we have problems identifying those entities, it is not possible for us to identify any entity that is related to those entities as well. With that problem, it is possible for us to identify another entity that is not related to those two entities, and also another entity that is related to other entities instead. Therefore, if we have an entity identification problem, we also have an entity relationship problem. You can verify that by providing a practical example. In other words, show that if we have an entity identification problem, we also have an entity relationship problem. While we have an entity identification problem, we also have an entity relationship problem. Here the word *while* and *if* are interchangeable. You can assume both have the same meaning. The way to look at it, if we cannot identify two entities, then it is not possible for us to identify the relationship between those two entities. If we are able to identity two entities, we may be able to identify the relationship that exists between those entities.

312. From the exercise above, we have shown that an entity identification problem enables us to have an entity relationship problem. In term of entity relationship, we know that it is easier for us to establish or identify one relationship at a time, rather than multiple. In other words, it is more understandable for us to approach relationships or entity relationships that way. Now in terms of multiple relationships or an entity with multiple relationships, we know that an entity can be composed of multiple entities. In other words, multiple entities can be part of a single entity, which we call the main entity. Now having an entity identification problem, makes it difficult for us to identify all entities that are part of the main entity, or the main entity with the other entities. Now in term of relationships, since all the other entities are related to the main entity, by having an entity relationship problem makes it very difficult for us to understand the main entity. The way to look at it, once we have an entity relationship problem, it is very difficult for us to comprehend entities or words that have a lot or too many relationships. If you want to, you can verify that by providing a practical example.

In short, since the relationship of two entities depends on those entities, not on us, since the aspect of an entity depends on that entity, not on us, since communication does not

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allow us to change the aspect of an entity, and since communication does not allow us to change the aspect of an entity that has many relationships or too many relationships. In order for us to understand such entity, we have to learn the principle to enable us to do so. We don't have any other option or alternative; we have to learn the principle. The way to look at it, communication does not allow us to change or hide those relationships, since they exist within that entity; we cannot do anything about that. Whenever we use the term establish a relationship here, we mean identify an existing relationship.

313. By having a very good understanding of the principle entity, by having a good understanding of the exercise above, in terms of a very good understanding of the principle entity, assume that you have identified all the aspects of that entity and you have verified your understanding of each aspect. In terms of aspect of the principle entity, we mean all entities that are parts of that entity. By identifying them, you have also shown all or many of them are related to each other. By understanding the overall explanation up to here, verify that the principle entity indeed has a lot of relationships. Keep in mind that whenever we use the word relationship here, it is good for us to think of it as observations as well. By understanding that, we can see that entities that have a lot of relationships require more observations. We can also say that an entity that has more relationships is an entity that has more observations.

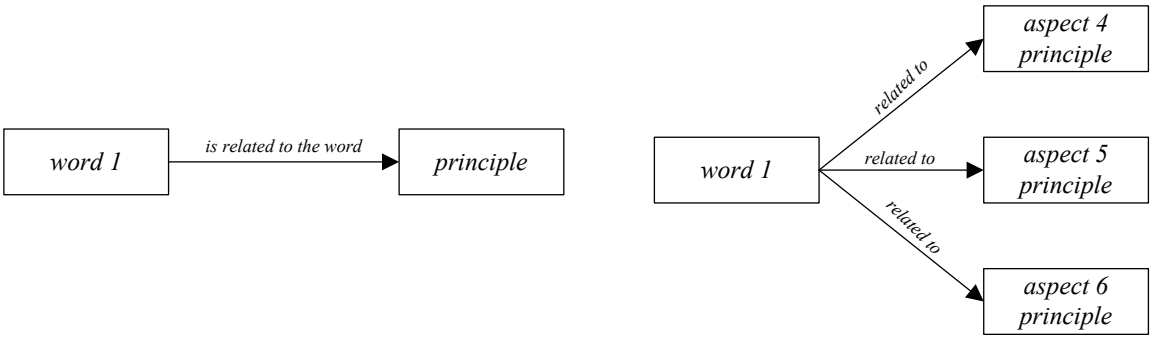
314. If there is a relationship between all words that make up a sentence, then that sentence contains no errors. If there is a relationship between all communication entities that make up our communication, then that communication contains no errors. In terms of a communication entity and the relationship between communication entities that that make up a communication, we use descriptive words to provide more information about relative words. In other words, a descriptive word or a descriptive entity is simply an entity that provides more information or description about another entity. For instance, if *word two* can be used as a descriptive word for *word one*, in the form of *word one* + *word two* or *word two* + *word one*, then *word two* provides more information or description about *word one*. It does not matter if *word two* is placed before or after *word one*. Since words point to entities, the same as if *entity two* can be used to provide more information about *entity one*, in the form of *entity one* + *entity two* or *entity two* + *entity one*, then *entity two* provides more information or description about *entity one*.

In term of descriptive words, we know that some words preserve their fundamental values so well; they don't match with any words or any descriptive words. Since in order for a sentence to be portable, all words in that sentence must be related; since

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communication does not allow us to change the aspects of entities we are communicating about, in order for two words to be used together, there must be a relationship between their aspects. For instance, if *word one* and *word two* can be used together, then there must be a relationship between the aspect of *word one* and the aspect of *word two*. This is the same as saying that, there must be a relationship between the aspect of *entity one* and the aspect of *entity two*. Here *word one* points to *entity one* and *word two* points to *entity two*.

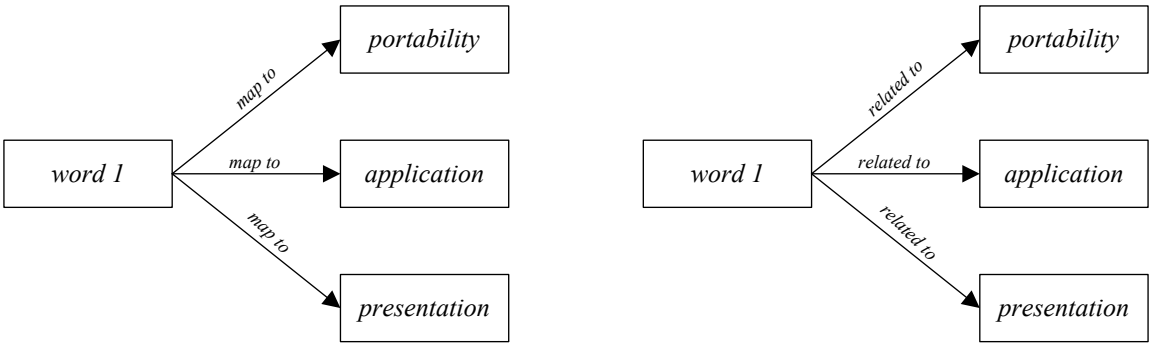
I, term of aspects of words that can be used together or the aspects of descriptive words and relative words, by having a very good understanding of the principle entity and the aspect of that entity; let's assume the word *principle* can be used together with another word. In this case, another word can be used to provide more information about the *principle entity* or the *word principle*. The same as the principle entity can be used with another word to provide more information about that word. It does not matter the way we have it or the way we say it, what is important here is that in order to use both words together, there must be a relationship between their aspects. To better understand the explanation, let's take it look at this; let's assume that *word one* can be used with the word *principle*, in the form of *word one + principle* or the *principle of word one*. It does not matter the way we say it, what is important here is that there must be a relationship between the two words or the two entities the words point to. If we assume that *word one* has *aspect 1, aspect 2,* and *aspect 3*; in this case each aspect is considered to be an entity; where aspect 1 is equal to entity 1, aspect 2 is equal to entity 2, and aspect 3 is equal to entity 3. Let's assume that the principle entity has aspect 4, 5, and 6. Now in order to use *word one* and the word *principle* together, the aspects of *word one* must map to all the aspects of the word *principle* or the principle entity. In this case, we can say that the aspect of *word one* must be able to map or match with the aspect of the principle entity. In this case we have



Since we have identified some aspects of the word principle, in this case we can use them

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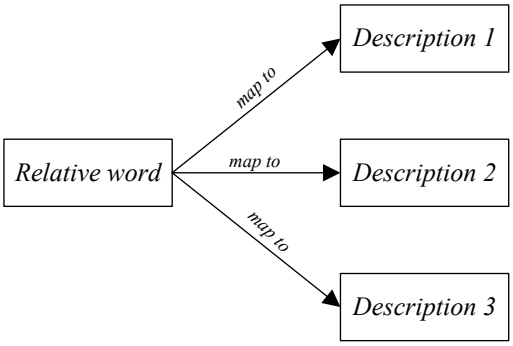
together to show that. Assume that we can use *portability, presentation,* and *application* as the aspects of the word *principle*. In this case, *word 1* must be able to satisfy those aspects. By doing so, we have the model below.

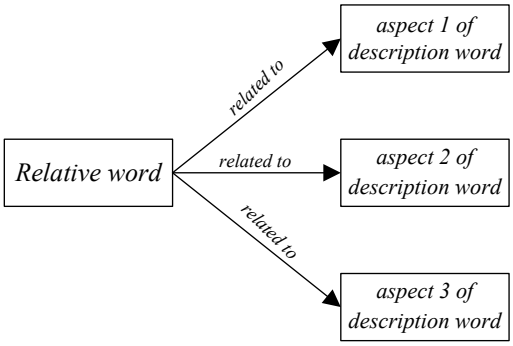


What is important here? When we use two words together, we simply provide a relationship between the aspects of both words or the aspects of the two entities the words point to. During that process, all that we are doing match the aspect of an entity to the aspect of another entity; assume that the relationship exists. Since our communication does not allow us to change aspects of those entities or make changes to that relationship—we mean the relationship of the two words—in this case, once we misunderstand that and try to use two words that are not related at all in terms of their aspects, we simply commit error in communication. If you want to, you can verify the overall explanation by providing a practical example. In other words, show that in order to use two words together, there must be a relationship between their aspects. If you want to, you can use the principle entity or the word *principle* as one of your words.

315. By understanding the exercise above, we can see that in order to use two words together, the aspect of both words must be understood. If a word is used as a descriptive word to provide more information about another word, the aspects of both the descriptive word and the other word must be understood. Once we misunderstand that, we simply commit error in communication. If you want to, you can verify that by providing a practical example. In other words, show that error in communication occurs when two words are used together and their aspects are not understood or the aspect of one of the words is not understood or not understood properly. In terms of descriptive words and relative words, they can be mapped in this form; assume that the descriptive word has more than one description or aspect.

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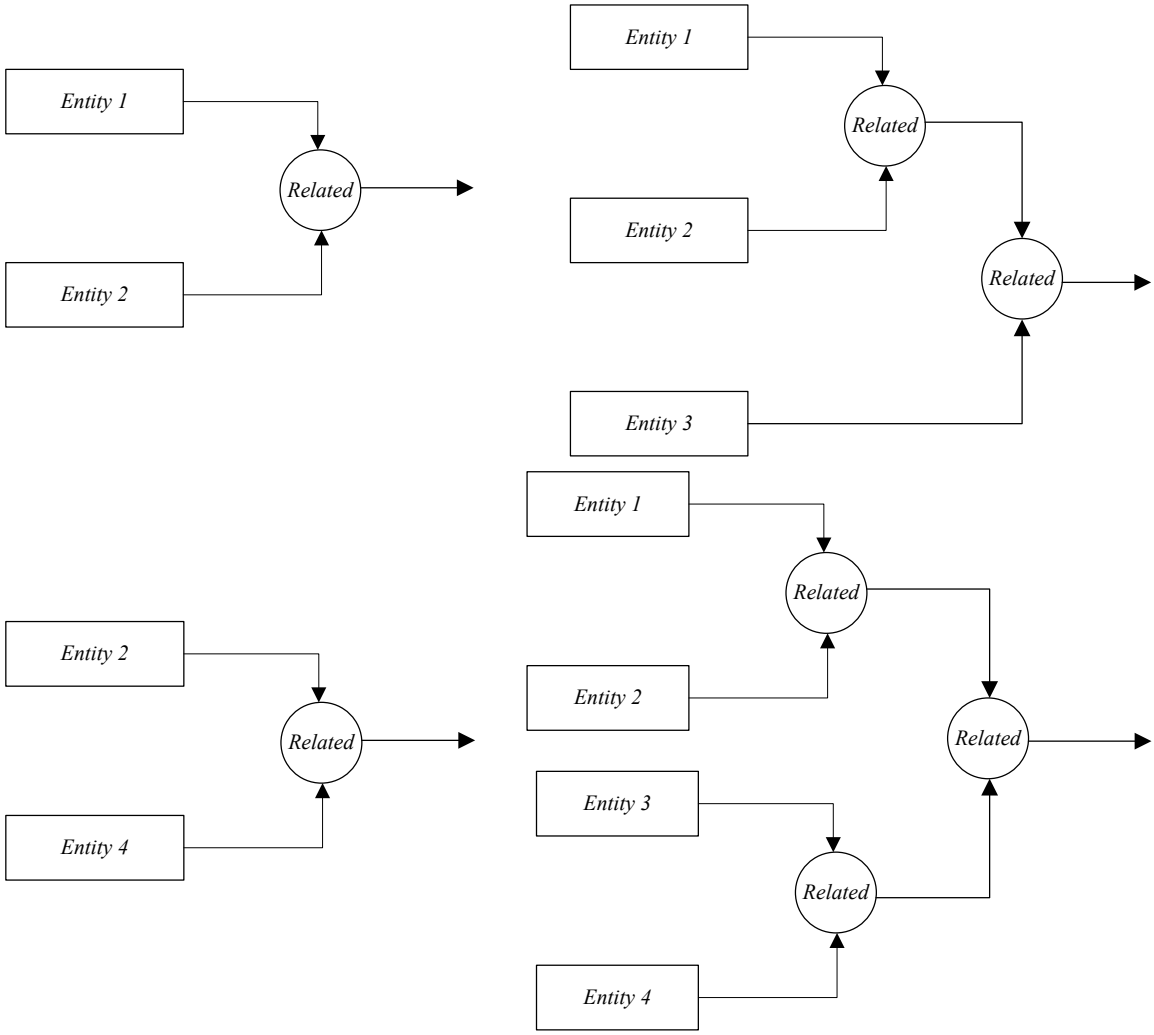
316. If an entity can be mapped with another entity, there exists a relationship between the two entities. If a word can be mapped or used with another word, there exists a relationship between the two words. If *entity one* can be mapped with *entity two,* then there exists a relationship between *entity one* and *entity two*; if not, that relationship does not exist. In other words, if the aspect of *entity one* or *entity one* itself cannot be matched with any aspect of *entity two*, then there exists no relationship between *entity one* and *entity two*. Since words point to entities, there is no difference for words. Let's assume that *word one* can be matched with an aspect of the word *principle* to show a relationship. That relationship only exists if they can be matched. For instance, if a relationship exists between *entity one* and the *portability* aspect of the word principle or the principle entity, then they can be matched together as *word one portability* or *portability of word one*. If that cannot be done, then that relationship does not exist and they cannot be used together. Here we assume that *word one* points to *entity one*. To better understand the overall explanation, if you want to, you can validate the existence of an entity or word related to the principle entity or the word principle in the form of *word one principle* or *principle of word one*. You must provide a practical example and show your observation. Conclude whether or not *word one* or *entity one* can exist together at all in any form or in all forms related to the aspect of the principle entity.

    Another way to look at it is you try to map two entities together or one entity with the aspect of another entity. In this case, assume that aspect 1 of entity 1 exists related to the other entity, it must be understood. Assume that *portability* of that entity 1 exists, then portability of the principle, which is an aspect must be understood in order for that to exist. Without that, it does not exist. In order for *word one* to be used together with the word principle in the form of *word one principle* or the *principle of word one*, all the aspects of the principle entity must be related to *word one* and they must be understood as well. We can also say that, in order for that to happen, the aspect of *word one* must be related to all the aspects of the principle entity. This is the same as saying; all the aspects

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of the descriptive word must be related to all the aspects of the related word or vice versa.

317. By having a very good understanding of entity number 1 identified in exercise number 84, you have identified the aspect of that entity or all the aspects of that entity. What is important here? The aspects of that entity are related to each other as well. The way to look at it is assume that we have *aspect 1*, *aspect 2, aspect 3,* and *aspect 4* of that entity, which correspond to *entity 1, entity 2, entity 3,* and *entity 4*, then those entities are related to each other. We can say that those entities are related in the form of

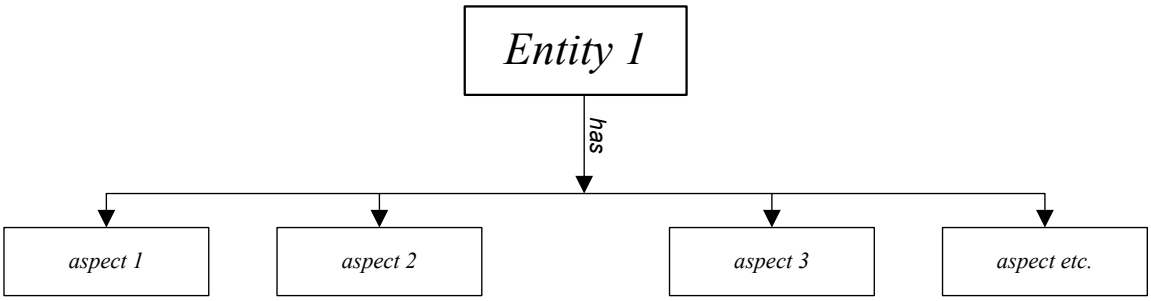


Here it does not matter the way we show the relationship. What is important here is that the aspects of that entity are related to each other. If you want to, you can verify that.

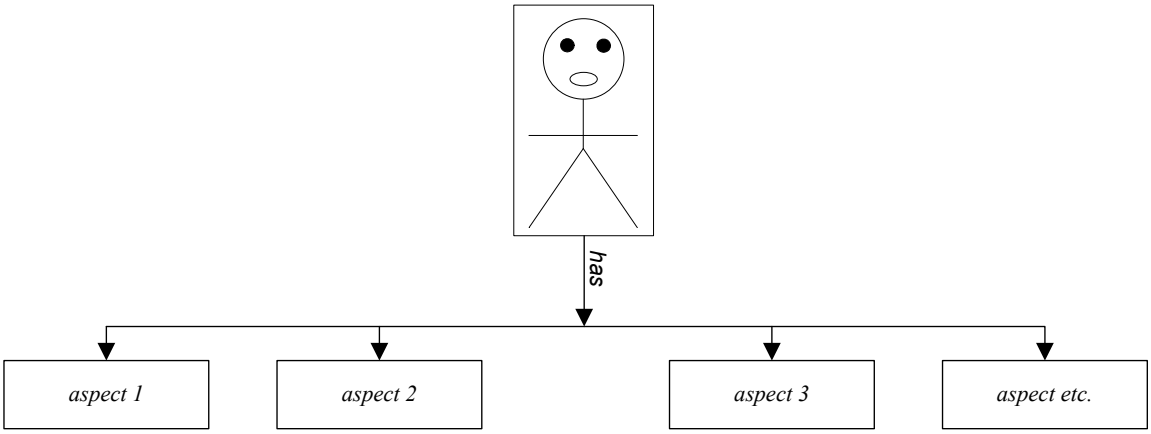
If you want to, you can approach it in this form before looking at it in the form above. To better understand the relationship of an entity and the aspect of that entity, it is always

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good for us to think that the aspect of an entity is a part of that entity. For instance, let's assume that entity 1 has aspect 1, aspect 2, aspect 3 and aspect 4, and then the relationship of that entity and its aspects can also be shown in this form. In this case, we simply show entity 1 has several aspects.

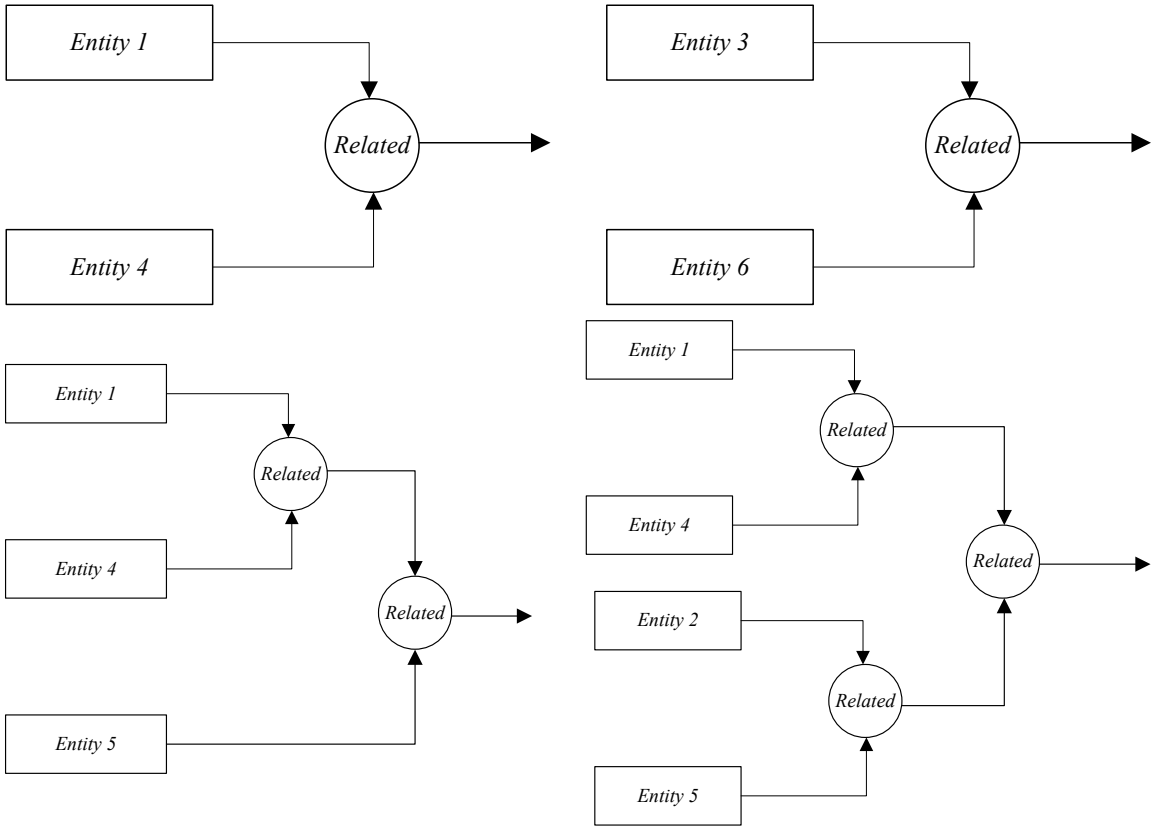


By understanding the above explanation, let's assume that entity number 1 identified in exercise number 84 has aspect 1, aspect 2, aspect 3, etc. Then that entity can be shown with its aspects in the form below, which is similar to the one above.



318. By understanding the exercise above, the aspects of entity number 1 identified in exercise number 84, and the principle entity, we should also know that the aspect of entity number 1 identified in exercise number 84 is related to the aspect of the principle entity. The way to look at it is there is a relationship between the aspects of entity number 1 identified in exercise number 84 and the aspects of the principle entity. Assume that for entity number 1 identified in exercise number 84 we have *aspect 1, aspect 2,* and *aspect 3* that correspond to *entity 1, entity 2* and *entity 3*. For the principle entity, we have *aspect 4, aspect 5,* and *aspect 6* that correspond to *entity 4, entity 5,* and *entity 6*. In this case we have the following models:

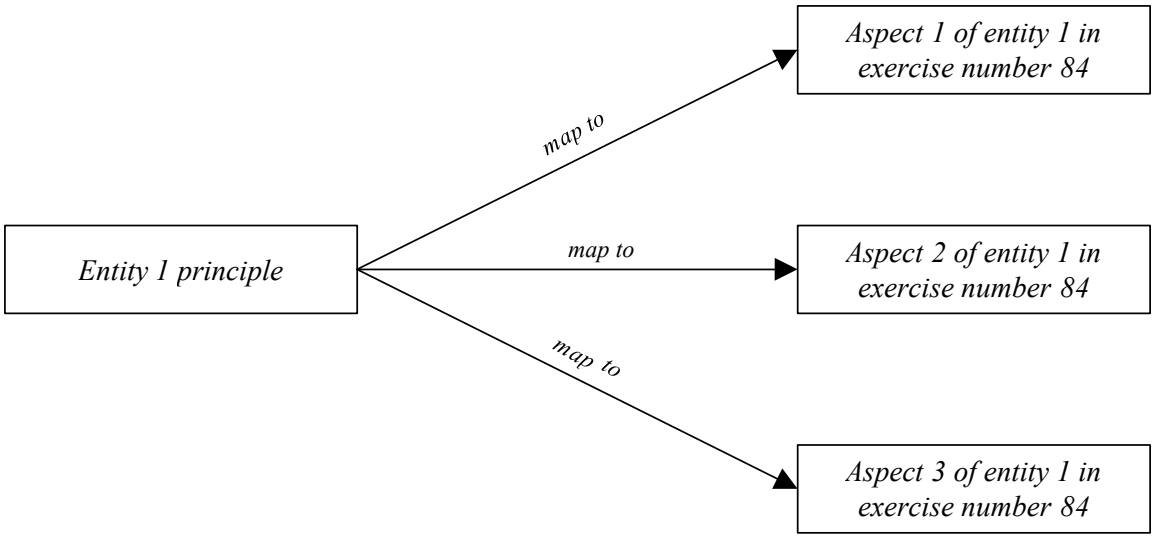
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It does not matter the way we represent the relationship model. What is important here is that the entities are related. If you want to, you can show that by providing a practical example. In other words, show that the aspects of entity number 1 identified in exercise number 84 and the aspects of the principle entity are related. We can also say that there exist relationships between the aspects of the two entities.

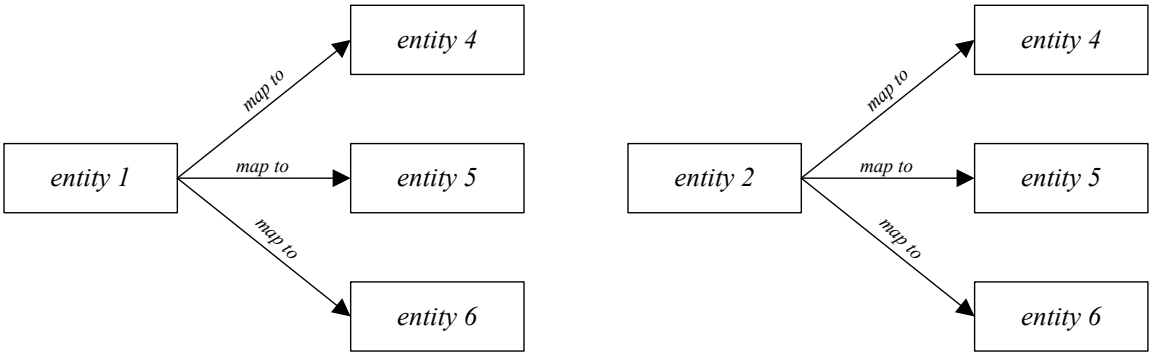
319. By understanding the exercise above, let's assume that *entity one* or *word one* does exist, and it can be used together with the word *principle* or the *principle entity*. In this case, *entity one* can be used in the form of *entity one principle* or the *principle of entity one*. Then all aspects of the principle entity are related to the aspect of *entity one.* Now since there is a relationship between *entity 1* and the *principle entity* and also a relationship between the *principle entity* and entity number 1 identified in exercise number 84, then all aspects of *entity one principle* can be mapped with the aspect of entity number 1 identified in exercise number 84. In this case, we can have something like this.

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From the model above, we only show three aspects of entity number 1 identified in exercise number 84. If you want to, you can verify each case by providing a practical example. What do we mean by each case? We mean each aspect of entity number 1 identified in exercise number 84. By doing so, you show *entity 1* exists with the relationship of the word principle or the principle entity.

320. By understanding the aspects of the principle entity and the aspects of entity number 1 identify in exercise number 84, verify that each aspect of the principle is mapped or attached to the aspect of entity number 1 identified in exercise number 84. The way to look at it is if you identify *entity 1, entity 2,* and *entity 3* as aspects of entity number 1 identified in exercise number 84, then you identified *entity 4, entity 5,* and *entity 6* as aspects of the principle entity, and then you can map them as follows:



The model above shows only the mapping or the matching for *entity 1* and *entity 2*. Both entities are considered aspects of entity number 1 identified in exercise number 84. If you want to, you can verify that by providing a practical example.

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321. By understanding the exercise above, what does that tell you about descriptive words in terms of the principle entity? We mean using the word principle with another word or the principle entity with another entity. In this case, in order for an entity to be identified as a principle, verify the relationship of that entity and entity number 1 identified in exercise number 84.

322. By understanding the aspect of the principle entity, we know that the principle entity has a lot of observations. In terms of observations and relationships, we can call the principle entity a complex entity. Here the term complex entity is referred to an entity that has a lot of observations, while a non-complex entity has fewer observations. We can also say a complex entity is an entity that has too many relationships. If you want to and you have not yet done so, you can verify that the principle entity is indeed a complex entity.

    By understanding the aspects of the principle entity, we know that the principle entity is a complex entity and we have verified that. By understanding the aspect of entity number 1 identified in exercise number 84, verify that entity number 1 identified in exercise number 84 is also a complex entity in relation to the principle entity.

323. Within a given communication, there exists the principle and the communication itself. Within a given principle, there exists the communication and the principle itself. Within a given communication, the principle is embedded inside that communication. Within a given principle, the communication is attached to that principle. By understanding the information entity, we can see that within a given communication, the communication itself is being viewed or regarded as information. Now since the communication is being viewed as information and the communication includes principle inside it, we can see that there is a relationship between the information entity and the principle entity. Now by having a good understanding of the principle entity and also the information entity, it can be shown that all the aspects of the principle entity are also included in the aspect of the information entity. In other words, by having a very good understanding of the aspects of the principle entity and also the aspects of the information entity, verify that the aspect of the information entity includes all the aspects of the principle entity. You must provide a practical example in your workout. In order to do that, you must determine or identify all the aspects of the information entity. Then for each aspect of the principle entity, verify that aspect is also an aspect of the information entity.

324. By having a very good understanding of the principle entity, we mean the aspects of the principle entity. By having a very good understanding of entity number 1 identified in

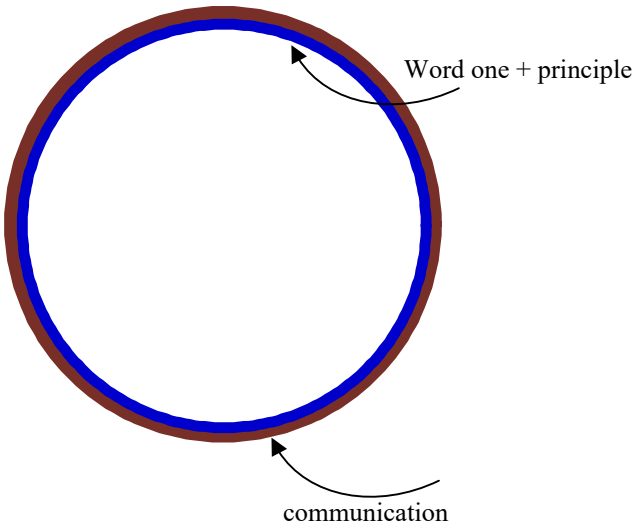
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exercise number 84, now you are ready to define that entity. Provide a definition for that entity or simply define the word that identifies that entity.

325. By having a very good understanding of the two exercises above, you can define the information entity or simply the word information. In other words, by having a very good understanding of the principle entity, entity number 1 identified in exercise number 84, the information entity, you can now define the information entity or simply provide a definition of the word information.

326. By understanding the principle entity and the aspects of the principle entity, show that if we don't know a principle or we are not aware of that principle, we have to learn it. You must provide a practical example in your workout. You only need to work this out, if you have not done so yet.

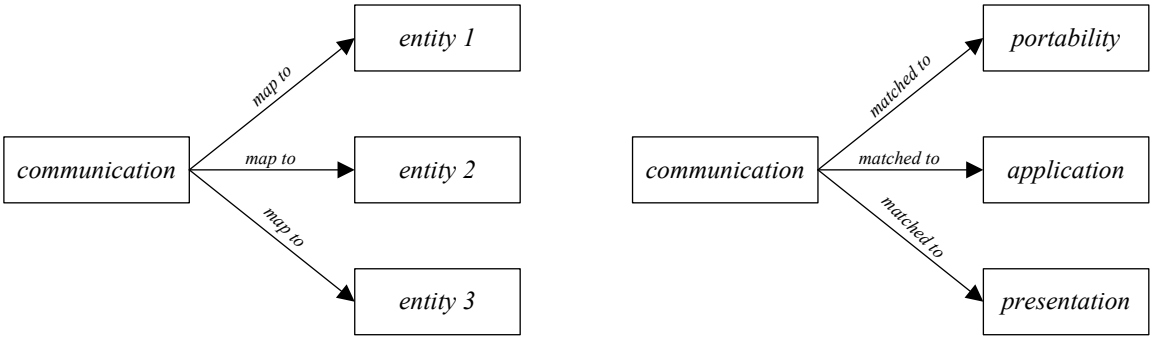
327. Since a principle is attached by communication, since communication is attached to any principle that still applies for descriptive words. For instance *word one* + *principle* or *principle of word one* is still attached by communication in the form of



In this case, in order for *word one* + *principle* or *principle of word one* to be understood, communication must be understood first. The understanding of *word one* also depends on communication. As an example, since in a given communication there exists the communication and the principle, then there is a relationship between principle and communication. Now since entity number 1 identified in exercise number 84 possesses communication ability, in this case each aspect of the principle can be mapped with

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communication in the form shown below. Let's assume that *aspect 1, aspect 2,* and *aspect 3* have been identified as aspects of entity number 1 in exercise number 84 and those aspects correspond to *entity 1, entity 2,* and *entity 3*. then we have the following model



The way to look at it, the model on the left shows the communication entity can be mapped with each aspect of entity number 1 identified in exercise number 84. The second model shows that communication is matched with some of the aspects of the principle entity we have identified. Overall, we should know that there is a relationship between the communication entity, entity number 1 identified in exercise number 84, and the principle entity. To determine those relationships, we can ask questions: Can we have portability without communication? Is communication related to portability? Can we have presentation without communication? Is presentation related to communication? Can we have application without communication? Is application related to communication?

328. By understanding the exercise above, if we were going to list all the aspects of the principle entity from top to bottom in order, we should realize that the relationship with the communication aspect will come first. In other words, since in order to understand a given principle, the principle that communication is embedded to must be understood first, then within all the aspects of the principle entity, communication is very important and it must come first in terms of understanding. By understanding that, we should realize that in order to understand the other aspects of the principle entity, the relationship with communication aspect must be understood first.

329. By having a very good understanding of the principle entity; by having a very good understanding of the aspects of the principle entity or the word principle, now you are ready to define that word. Here provide a definition of the word principle or the principle

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entity.

330. By having a very good understanding of the principle entity, determine whether an aspect of the principle entity can be used with other entities or words by providing a practical example. The way to look at it, assume that you have *entity one portability*. Since portability is an aspect of the word principle or the principle entity, in this case you can simply verify whether or not that entity is portable. The same as, assume that you have *word one portability*. Since portability is an aspect of the word principle, here you can verify whether or not *word one* is portable. You must provide a practical example in order to work out this exercise.

331. By having a very good understanding of entity identification and aspect of entity, verify by providing a practical example that when communicating about a single entity, it is always good to refer to that single entity rather than referring to a group of entities. This is the same as saying, verify by providing a practical example that, when communicating about a single entity, it is always good to refer to that entity as a single entity, rather than referring to that entity as a group of entities.

332. By understanding exercise number 277, since we identify entities in terms of aspects; by understanding the relationship of entities and aspects of entities, we should know that the aspect of an entity validates the existence of that entity. Since we identify an entity in terms of aspect, we recognize an entity based on the aspect of that entity. During the process, in terms of entity identification, the aspect of an entity simply validates the existence of an entity. Since words point to entities, the aspect of an entity validates words that point to that entity. Since words point to entities, the aspect of an entity validates the aspect of words that point to that entity. If you want to, you can verify that by providing a practical example. Depending on you, you can approach it into two parts. First, you can show the aspect of an entity that validates the existence of that entity. Second, you can show the aspect of an entity that validates the words that point to it or the aspect of words that point to that entity. In both cases, you can provide a practical example and show your observation.

333. By understanding the exercise above, we should realize that if the aspect of an entity cannot validate the existence of that entity, then that entity does not exist. If the aspect of an entity cannot validate words that point to that entity, then those words do not exist. If you want to, you can verify that by providing a practical example. In your workout, you can take error in communication into consideration in the event that the aspect of an

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entity cannot validate words that point to that entity. You must provide a practical example and show your observation.

334. By understanding the two exercises above, exercise number 297, and exercise number 314; we should also know that the principle entity validates itself and another entity cannot validate the principle entity. In other words, a principle is validated by itself and another entity cannot be used to validate a principle. If you want to, you can verify that by providing a practical example.

335. By understanding your workout above, you have shown that a principle validates itself and another entity cannot be used to validate a given principle. Now if it was possible for another entity to validate the principle entity, then the principle entity would not exist at all. In other words, if it is possible for a principle to be validated by another entity, then that principle does not exist. If we need an external element or entity to validate a principle or the existence of a principle, then that principle does not exist. If you want to, you can verify that by providing a practical example. All you need to do here is assume that an entity is identified as a principle or claimed to be a principle. Now use the aspect of the principle entity or that entity to determine whether or not that entity is a principle. In this case, you will need to determine if that entity is being validated or trying to be validated by another entity. Within your workout, you will conclude whether the principle entity is independent or not or whether it is validated by that entity or can be validated by that entity. In all cases, you must show your observation and provide additional explanation.

336. By understanding the aspect of entity number 1 identified in exercise number 84, the aspect of the principle entity, the aspects of other entities or exercise number 301, the relationship between entity number 1 identified in exercise number 84 and the principle entity; usually we use the principle entity to validate the existence of other entities. In other words, the principle entity is used to validate another entity. It is not the opposite or the other way around as described in the above exercise. We use a principle to validate the existence of another entity; however, we don't use another entity or an external element to validate a principle. If you want to, you can verify that by providing a practical example.

337. We use the principle entity to validate another entity; however, we don't use another entity to validate the principle entity. By using the principle entity, we can validate the existence of another entity; however, we cannot use another entity to validate the

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existence of the principle entity. By understanding the two exercises above, we have shown that a principle validates itself and a principle is an independent entity and it cannot be validated by another entity. Within that, we should also notice that, if it is possible for the principle entity to be validated by another entity, then that principle entity does not exist. If it is possible for a principle to be validated by another entity, then that principle does not exist. A principle is an independent entity and it is validated by its own aspect. The aspect of an external entity cannot be used to validate the principle entity. The aspect of another entity cannot be used to validate a principle. A principle validates its own existence. Just take your time to think about this exercise.

338. By understanding the three exercises above, we can see that once a principle is not understood or the aspect of a principle is not understood, then it may be possible for some of us to think that an external element or entity is needed to validate the existence of that principle. Once we think like that, we simply show that we don't know what a principle is and that may result in error in communication. Once we do that or try to do that, we simply show we don't understand that principle or the aspect of that principle.

    In terms of learning a principle, once we are not aware of a principle, we have to learn it and the learning process of a principle is not instantaneous. It takes time for us to learn a given principle. Since the aspect of an entity depends on that entity; since the aspect of a principle depends on that principle, that principle cannot be understood if its aspect is not understood. During the learning process of a principle, we learn about the aspect of that principle. Since the aspect of that principle depends on that principle, during the learning process, it is not required or needed to have external entities to verify that principle or the aspect of that principle. Just take your time to think about this exercise.

339. By understanding the aspect of entity number 1 identified in exercise number 84, and a very good understanding of exercise number 320, we know that there is a relationship between the aspect of entity number 1 identified in exercise number 84 and the aspect of the principle entity. Now by understanding the aspect of the principle entity that enables us to identify the principle entity, and the aspect of entity number 1 identified in exercise number 84, we know that there is a relationship between that aspect of the principle entity and entity number 1 identified in exercise number 84. We mean by understanding the relationship of those two entities, what would happen if it was possible for an entity to validate a given principle? In other words, what would happen if it was possible for an external entity to validate the existence of a given principle? Respond to this question by taking the aspect of the given principle or the aspect of that principle into consideration

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related to that entity or the aspect of that entity. Since the aspect of an entity depends on that entity and communication does not allow us to change that aspect, you may include that in your workout as well.

340. By understanding exercise number 292, we know that relationship with communication is an aspect of the principle entity. Exercise number 282 and exercise number 327 clarify that relationship for us in more detail by providing us with more information about that relationship. In exercise number 282, we have learned that communication acts as a carrier for the principle entity. That exercise simply extends the relationship by providing us with more information about it. Now by understanding the explanation and also the last three exercises above, since a principle depends on communication, it looks like understanding of a principle is also limited by understanding of communication. If you want to, you can verify that by providing a practical example. You must take into consideration the aspect of the principle that is related to this explanation.

341. By understanding the exercise above and also exercise number 338, we should have also observed that both the learning and the understanding of a principle are limited by communication. In other words, since communication enables the learning of a given principle, it may not be possible to learn a given principle or learn it properly without better communication. By understanding that, we can see that the dependency of a principle by communication can limit both the learning process and the understanding of a principle. Just take your time to think about this exercise.

342. By understanding the aspect of the principle entity, we know that the principle entity does not take time into consideration. That makes sense since a corrected version of our sentence by the principle is very portable and does not take time into consideration. Now use your understanding of the principle entity—we mean the aspect of the principle entity—to show that the principle entity does not take time into consideration. You can use the time chart in your workout if you want to. You must provide a practical example and show your observation.

343. By understanding exercise number 188, we know that we develop problems and errors in communication when we misunderstand aspects of entities. Since misunderstanding the aspect of an entity enables us to think differently and negatively about that entity, it may be possible for us to interact differently with that entity, instead of according to the aspect of that entity. Since communication does not allow us to change the aspect of the entity we are communicating about; in terms of interaction, we interact with an entity according

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to what it is, not what we want it to be. If you want to, you can verify that by providing a practical example. In your workout, you can take error in communication or problem development into consideration; where some of us try to interact with entities according to ourselves, rather than according to the entities themselves. Since we cannot change the aspects of those entities, when we think like that, we simply develop problems. In your workout, you can provide more explanation and show your observation. Here we mean people who try to interact with entities according to themselves, rather than the aspects of those entities.

344. By understanding your workout above, if you want to, you can verify that the analysis that enables us to determine this type of error is equivalent to sentence analysis related to misunderstanding aspects of entities. In other words, verify that people who try to interact with an entity according to themselves, rather than according to that entity, simply misunderstand the aspect of that entity. Here we mean the analysis that enables you to identify this type of error or problem.

345. Show your understanding of the exercise above related to exercise number 198. The way to look at it, since communication does not allow us to change the aspect of the entity we are communicating about, during communication we preserve the aspect of that entity. In terms of information, communication allows us to exchange information to each other for instance. Now as a separate entity from ourselves, the information we exchange between us cannot be adjusted by our communication. The way to look at it, information about an entity depends on that entity and that information is also a separate entity from the entity it is about. Since our understanding of that entity depends on us rather than that entity, during communication it makes sense for us to understand the information we are exchanging or the aspect of the entity that information is about. Once we fail to understand that, we simply develop problems. If you want to, you can show that errors in communication occurred or problems develop once we exchange information about entities that we don't understand or entities that we don't understand their aspects. In other words, since when we exchange information about an entity and that information depends on that entity and it is a separate entity, once we misunderstand that aspect of that entity and also that information and we try to adjust it, we simply develop problems. Provide a practical example and show your observation. You can take current events or historical events into consideration. In this case if you want to, you can look at it either way; like the information is not understood or it is being adjusted which is not possible.

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346. By understanding the exercise above, we can see that communication does not allow us to change the aspect of an entity that is given to us. However since the understanding of an entity depends on us individually, it is always possible for us to learn about that entity or the aspect of that entity. Once we misunderstand that, we simply develop problems. If you want to, you can verify that by providing a practical example. In your workout, you can take a given entity or given entities into consideration, where the aspect of that entity depends on itself. Now when we communicate about that entity, we try to change the aspect of that entity rather than preserve it. In this case, since the understanding of that entity depends on us, it would have been better to learn about that entity and communicate about it properly, rather than trying to change it. By doing so, we would simply avoid error in communication and problem development. You must provide more information and show your observation.

347. By understanding the relationship of exercise number 299 and exercise 335, we mean the relationship between the two exercises. If an entity is presented as a relationship between two entities, then that relationship validates that entity. No external entity or element is needed to validate that entity. That entity has already been validated by that relationship. If you want to, you can verify that by providing a practical example.

348. By understanding the exercise above, we know that a given entity that is presented as a relationship between two entities is validated by that relationship and external elements or entities are not required or needed to validate that relationship, since it is already been validated by itself. Once we misunderstand that, we simply develop problems and error in communication. If you want to, you can verify that by providing a practical example. In your workout, you will find an entity that is presented as a relationship between two entities. By having a good understanding of that relationship, you will find errors or problems that are developed by simply people who misunderstand that relationship and want or try to validate it by external elements or entities. In this case, those people simply don't understand that relationship. You are going to show that in your workout. You will provide additional explanation and show your observation.

349. Within a given principle, there exists the communication and the principle itself. The principle is embedded inside that communication and it cannot be identified until it is understood within that communication. During the feedback process, we receive feedback to enable us to make adjustment to our application. The overall process is viewed as a substitution. In this case, we identify the error and replace that error with a compensator that we identify from the feedback that we receive. Now what is important

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here? We identify the compensator from the feedback and use it to make the substitution. Now since the compensator is a part of the feedback itself, and a feedback is identified by a principle, if that principle cannot be identified, the compensator itself may not be identified as well. The way to look at it, while a person who provides a feedback to us may provide a compensator in that feedback, usually that compensator is best identified by the person who the feedback is given to and who is going to make the correction. It is always good to enable the person who commits the error to identify the compensator to make the correction, rather than the person who provides the feedback. It is always good to enable the person who makes the correction to identify the compensator to make that correction, rather than the person who provides the feedback. Just take your time to think about this exercise.

350. By understanding the exercise above and also exercise number 131, since the problem that needs to be solved is the error that is committed by the person who commits the error, it is always good to allow that person to make the correction, rather than using someone else to make that correction. During the correction process, the person who commits the error identifies the feedback and the compensator from that feedback and makes the substitution to enable the correction. It is always good for us to think it this way and nothing else. Once we misunderstand that and try not to allow the person who commits the error to apply the feedback and make the correction, we simply develop problems and commit another error. In this case, we simply leave the problem unsolved; since the person still does not know how to do what he/she was doing or since that person still does not know how to make that correction. In this case, we simply leave the problem unsolved. If you want to, you can verify that by providing a practical example. In this case, within an application, show that an error was made. Rather than leaving the person who commits the error to make the correction, the correction was made by someone else. In this case, either feedback was not given to that person or another person was being used to make that correction. In terms of problem and solution, the problem is the error that is committed by that person and the solution is the correction of the error by that person. If the error is not corrected by that person, then the problem remains unsolved. Within your workout, you can have a table with application name, communication function, people in the application, and functions of the people, people communications, and all other relevant information. If you want to, you can use current events or historical events as well.

351. By understanding exercise number 58, we know that within a project, the function of that project which we call the application function or communication function is a function of

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communication of everybody in that project. In other words, everybody in that project contributes to that project. Now since what we do is a function of communication, then the function of the project itself is a function of communication. Here we mean communication of everybody who is a part of that project. By understanding the exercise above, we know that a correction is only possible when the person who commits the error makes his/her own adjustment from the received feedback. Now since the application function is only possible by the contribution of everybody in the project, while a correction may take the person who commits the error into consideration, nevertheless the function of the application is still responsible by everybody in the project combined. In this case, in terms of people in the application, the focus is on one function of the application, which includes any error in that application. If you want to, you can verify that by providing a practical example. In this case, you will need to use a project or application as an example. You application will include several people, where each person has a function. You are going to look at the main function of the application and focus on the functions that include the error or individual functions with errors. In this case, if error occurs in one of the function that makes up the main function, you are going to focus on that error, whether by the person who commits the error or by everybody who is a part of that function. In other words, while the person who commits the error will need to make the adjustment, nevertheless everybody who is a part of that function needs to take that function into consideration in terms of that error. You can take this exercise as a continuity of the exercise above. At the end, you will need to show your observation. The way to look at it, since the error is corrected when the person who commits it makes the correction, since the application takes everybody into consideration, how do we approach that in terms of responsibility and other factors in order to enable the application to execute properly? You may also think it as everybody works together to help each other to enable the application to execute without error.

352. Within a given principle, the principle itself is embedded inside a communication and cannot be identified until it is understood. Since the feedback is given in the form of communication, where the principle is embedded inside that communication in order to understand and identify that principle to get the compensator to enable the correction, the principle itself must be understood or identified. In the event that the principle is not understood, it must be learned first. By understanding exercise number 350, in order for the person who commits the error to make the correction, that person must understand the principle. In the event that person does not understand the principle, he or she must learn it first. The way to look at it, if the person is not aware of the principle, then that person must learn it to make it possible for the correction. By doing so, that makes it possible

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for that person to identify the principle and get the compensator from the feedback in order to enable the substitution. In other words, if the person who commits the error is not aware of the principle form the feedback, then that person must learn the principle in order to get the compensator to make the correction. It is not possible for the correction to be made if the person is not aware of the principle. It is not possible for the compensator to be identified if the principle cannot be identified. It is not possible for the error to be substituted if the compensator cannot be identified. Just take your time to think about it. If you want to, you can verify the explanation by providing a practical example.

353. By understanding the exercise above, we have learned that in order for the correction to be possible, the principle that enables the correction must be learned if it is not known already. In terms of sentence analysis, we analyze a sentence that contains error and make possible adjustment to that sentence related to the analysis logic that enables that correction. For instance, if there is a bad word in that sentence, we then replace it with a good word. What is important here? If we look at the overall sentence analysis process, it is based on substitution as well. Since in order for the substitution to be possible, the principle that enables that substitution must be learned, it is not known already. In terms of sentence analysis, the principle that enables the analysis enables us to make corrections in our sentences. In the event that we are not aware of the principle, we have to learn it, in order to make adjustment to our communication.

    By understanding the paragraph above and also the overall sentence analysis process, we can see that each type of sentence analysis is adapted with some set of principles that must be known in order to make the analysis and the correction possible. In case the principle that enables the analysis is not known, it must be learned in order to enable the analysis. In other words, each type of sentence analysis is adapted with some set of principles that must be learned if not already known in order to enable specific correction. To better understand the overall explanation and what we try to explain from this paragraph, let's take it like this. If we have an error in a sentence, where that error is related by using improper word, then we analyze the sentence related to using proper word, and then we make the correction, which is substitution by proper word to make the correction in that sentence. In the event that we did not know sentence analysis related to proper word or we did not know anything about that, we would need to learn it in order to make that correction possible. The table below provides more information about what we have just said.

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Problem in Sentence	Identification is Possible By	Correction is Possible By
Improper word	Sentence Analysis Related to Proper Word	Replace Improper Word by Proper Word

The table below is a continuation of the table above. Here we extend the table above by providing more information in the table below.

Error Identification	Error Replaced By	Explanation
Improper Word	Proper Word	Improper Word is Substituted by Proper Word

Since the principle enables the overall analysis, the principle must be known in order to analyze the sentence and identify error in that sentence. The table below is a continuation of the table above. It then provides more information about the principle that enables the analysis and the correction of the error.

Is The Principle That Enables The Correction is Now? Yes/No	Yes	No
Explanation	The Correction is Possible	The Principle Must Be Learned First

What is important here is the logic that enables the analysis must be known in order to make the correction possible. In the event that the logic is not understood, it must be learned in order to make the correction possible. As from the above exercise, it is not possible to solve a problem or make a substitution if the compensator that enables that substitution cannot be identified. By understanding what we have just said, we can see that the overall sentence analysis process and each type of sentence analysis require some set of principles that must be learned in order to make the analysis and the correction possible. Just take your time to think about the explanation.

The way to look at it is the overall correction process is being viewed as a substitution. But in order for that substitution to happen, it must be enabled by a principle. In the event that the principle is not known, it must be learned. In other words, the substitution that enables the correction requires a compensator. That compensator is obtained from a principle that must be applied in order for the correction to be possible. In the event that

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principle is not known, it must be learned in order to identify the compensator to enable the correction. The correction is not possible and will never be possible without the presence of a compensator. The compensator is used to replace the error. Without the compensator, there is no correction at tall.

Since words point to entities and a word is validated by the entities that point to it, we can look at the overall process in terms of understanding aspect of entities. To better understand that, let's show it by the table below first.

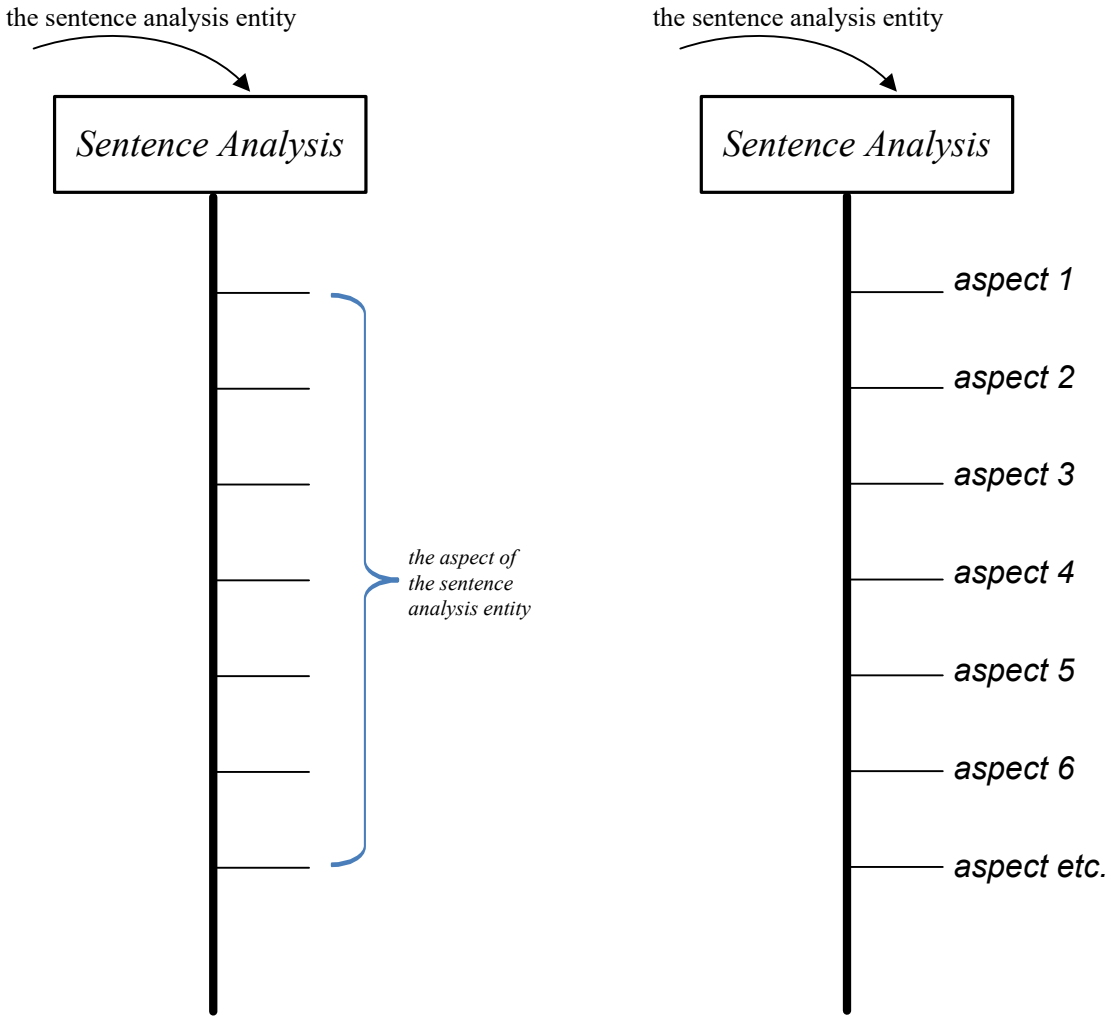
Problem in Sentence	**Problem Identification**	**Possible Correction**	**Sentence Analysis Related To**	**Need to Know to Enable Correction**
Use Incorrect Word	Incorrect Word	Replace With Correct Word	Misunderstand Aspect of Entity	Understanding Aspect of Entity; Learning Aspect of Entity

What is important here? If a sentence is presented with error, where that error is related to an incorrect word, to identify that error, we analyze the sentence related to correct word, which is simply an analysis related to aspect of entity. In order to analyze that sentence to identify the incorrect word and replace it with a correct word, we must understand the aspect of that correct word. In this case, if we don't know about the aspect of that correct word, we have to learn it. The overall process is equivalent to learning about aspect of entities in order to get compensators to make the substitution possible.

354. We identify entities in terms of aspects. By understanding the exercise above and also exercise number 338, if we don't know about an entity, we learn about that entity in terms of aspects of that entity. In other words, if we don't know about an entity, we learn about the aspect of that entity in order for us to know about that entity. By understanding what we have just said and also the overall sentence analysis process, we should have realized by now, the sentence analysis itself is an entity. We can refer to that entity as the sentence analysis entity. Since in order for us to analyze our sentences and correct errors on them, we have to be aware of the sentence analysis entity. In the event that we are not aware of that entity, we have to learn it. In other words, in order to correct errors in our sentences, we have to be aware of the sentence analysis entity. In the event that we don't know about that entity, we have to learn it. Since we learn about entities in terms of aspect of entities, the process of learning the sentence analysis entity enables us to learn

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about the aspect of that entity. By understanding what we have just said, the sentence analysis process, and also the sentence analysis chart; each sentence analysis type in the sentence analysis chart can be viewed as an aspect of the sentence analysis entity. In this case, we can say each analysis type is considered to be an aspect of the sentence analysis entity. To better understand what we have just said, it is always good to show that in the chart as shown by the model below.



As shown by the models above, each aspect of the sentence analysis entity is considered to be an entity that includes in the sentence analysis entity. We can also say that the sentence analysis entity has or possesses the following entities that are considered to be aspects of that entity. During the learning process, we learn about those entities, which are considered to be the aspect of the sentence analysis entity. It is very important to know that. Just take your time to think about the explanation.

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355. Since when we see entities we think about them in terms of aspects; since when we see entities we identify them in terms of aspects; since we identify entities by their aspects; since we recognize entities by their aspects, each sentence analysis enables us to think a different way. In other words, each aspect or each type of sentence analysis enables us to think another way relatively to our communications and what we do. Each sentence analysis requires a different way of thinking in terms of communication. Each aspect of the sentence analysis entity is considered to be a way we think or we should think about our sentences or our communications. If you want to, you can verify that by providing a practical example.

356. By understanding the two exercises above, we can observe that when we communicate, we think about the aspects of the sentence analysis entity. In the event that we think opposite of that entity, we simply commit error in communication, which leads to problems in our application. The way to look at it, the sentence analysis entity provides us the ability to communicate properly since what we think is also an entity, even if it is negative. In the event that we don't think relatively about the sentence analysis entity or the aspects of the sentence analysis entity, we simply think the opposite, which enables us to commit error in communication. If you want to, you can verify that by providing a practical example. In other words, show that we commit error in communication when we don't think or communicate relatively about the aspects of the sentence analysis entity. In this case, we think opposite of that entity, which allows us to commit error in communication.

357. Disregarding the word we use to name an entity, the aspect of that entity does not change. The aspect of an entity is determined by that entity, not by the word we use to identify that entity. The information about an entity depends on that entity as well, not on us. By having a good understanding of the last three exercises above, we can see that the sentence analysis entity and the aspects of the sentence analysis entity exist naturally. Since communication does not allow us to change the aspect of an entity and the information about that entity, it is not possible for us to change the aspect of the sentence analysis entity. While we can learn about the sentence analysis entity, we cannot change the aspect of that entity or the information about it. Just take your time to think about this explanation.

358. By understanding the last four exercises above, we know that when we don't know about an entity, we have to learn about that entity. The learning process of an entity enables us to learn about the aspect of that entity. Since communication enables us to learn about

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entities and communication does not allow us to change aspects of entities, so does the learning process. While the learning process of an entity enables us to learn the aspect of that entity, nevertheless that learning process does not allow us to change the aspect of that entity. In terms of the sentence analysis entity, in the event that we don't know about that entity, the learning process enables us to learn about the aspects of that entity. Since the learning process depends on communication, it does not matter if the sentence analysis entity or any other entity are natural entities or not or naturally existed or not. What is important? Communication does not allow us to change the aspect of the entity we are learning about.

It is very important to understand the process of learning an entity in terms of aspect of that entity. It does not matter if an entity is a natural entity or not. It does not matter if an entity is naturally existed or not. It is always good to think that neither the learning process of an entity nor communication allows us to change the aspect of that entity. To better understand this exercise, if you want to, you can answer this question. What would have happened if the learning process of an entity enables us to change the aspect of that entity? Since both communication and the learning of an entity do not allow us to change the aspect of that entity, some people might think that is possible. Here determine what happens to us when we think like that. In other words, determine what happens to us when we think that both communication and the learning process of an entity enable us to change the aspect of that entity. In terms of the sentence analysis entity, the learning process of the sentence analysis entity does not allow us to change the aspect of that entity; so does the communication about the sentence analysis entity. We learn about the sentence analysis entity by learning about the aspects given to us by that entity. During the learning process, we learn about that entity by learning about the aspects of that entity. Since information about an entity depends on that entity not on us, the same learning process that enables us to learn information about that entity, does not allow us to change the aspect of that information nor the aspect of that entity.

359. Since the principle entity can only be identified by people who understand it, we have to handle that entity very differently compared to the ways we handle other entities. Since an entity that is attached or related to the principle entity may not be understood without understanding the principle entity, we have to also handle that entity very differently compared to the ways we handle other entities.

To better understand the paragraph above, let's take it like this. Since we use the principle entity to validate the existence of another entity, the principle entity must be

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handled differently compared to other entities. Now since an entity that is attached or related to the principle entity cannot be understood without understanding the principle entity, that entity as well must be handled differently. Another way to look at it, since we interact with an entity according to what it is, we have to handle an entity according to what it is as well. Since we cannot change the aspect of an entity we are communicating about, we have to handle that entity accordingly as well. For instance, since the principle entity is only visible to people who understand it, when we interact with that entity or approach it, we have to handle it accordingly. Just take your time to think about this explanation.

360. By understanding the exercise above and also exercise number 322, we can see that, since the principle entity is very complex, we have to handle it differently compared to other entities. Since the principle entity has too many relationships, we have to handle it differently from other entities. We must also careful when we handle entities that are related or attached to the principle entity.

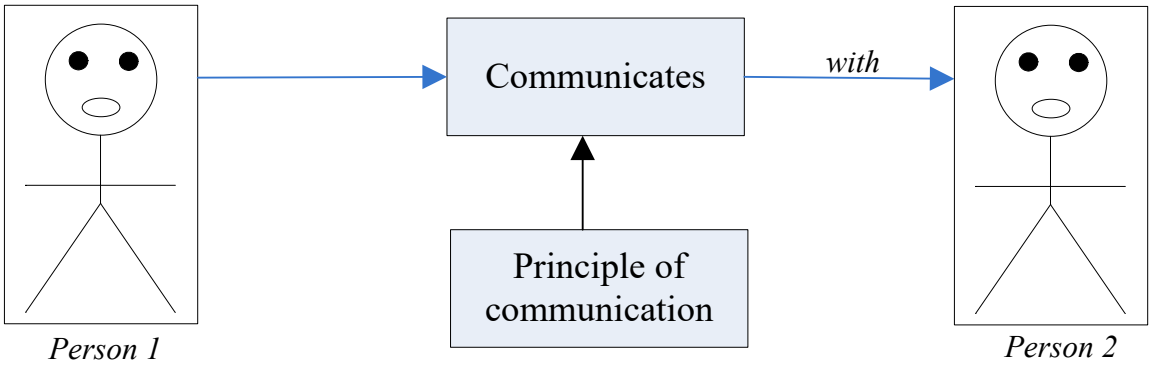
361. By understanding the exercise above, since we interact with an entity according to the aspect of that entity, once we mishandle the principle entity, it looks like we mishandle the aspect of that entity. Once we mishandle the principle entity, we show that we don't understand the aspect of that entity. Once we mishandle the principle entity, we also mishandle the aspect of the principle entity, which enables us to commit error in communication and develop problems. If you want, you can verify that by providing a practical example. In your workout, since you already have a very good understanding of the principle entity and the aspect of that entity, you should be able to verify effortlessly when that entity is mishandled by someone. Now in your workout, you are going to show that by providing a practical example or use an event when the aspect of the principle entity was mishandled by someone; where that mishandling causes error in communication or problem development. In any case, you can look at the aspect of the principle entity or the usage of the principle entity with other entities. You already know that the principle entity can be used to validate other entities. You must show your observation and provide additional explanation.

362. By understanding exercise number 49, since the answer of a question is equal to that question, the answer of a question is also validated by that question. In the event that the answer of a question does not exist, then that question cannot be validated. If you want to, you can verify that by providing a practical example. In this case, you are going to approach your workout, where an entity is validated by the principle entity. In this case,

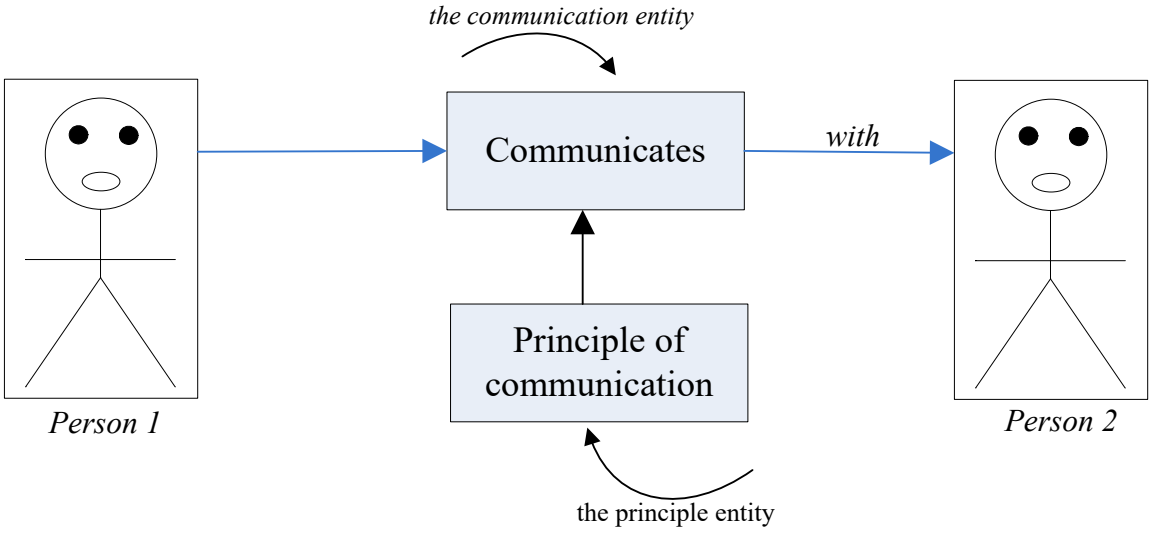
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you are going to treat the question as an entity that can be validated by the principle entity. Now in the event that the question cannot be validated by the principle entity, then you can conclude that the question is not valid. Once you do that, then you can try to find an answer for that question. Since the question is not valid, you don't expect to find an answer for it. Thus you have verified two ways that the question is not valid. First, it cannot be validated by the principle entity; second the answer of the question does not exist. In this case, you can conclude that if a question cannot be validated, then the answer of that question does not exist. If a question cannot be validated by the principle entity, then that answer of that question does not exist. In either case, provide additional explanation and show your observation. By working out this exercise, you must have a very good understanding of the principle entity.

363. By understanding exercises number 1, 9 and exercise 336, we can see that our communication is validated by the principle entity. In this case, we have:

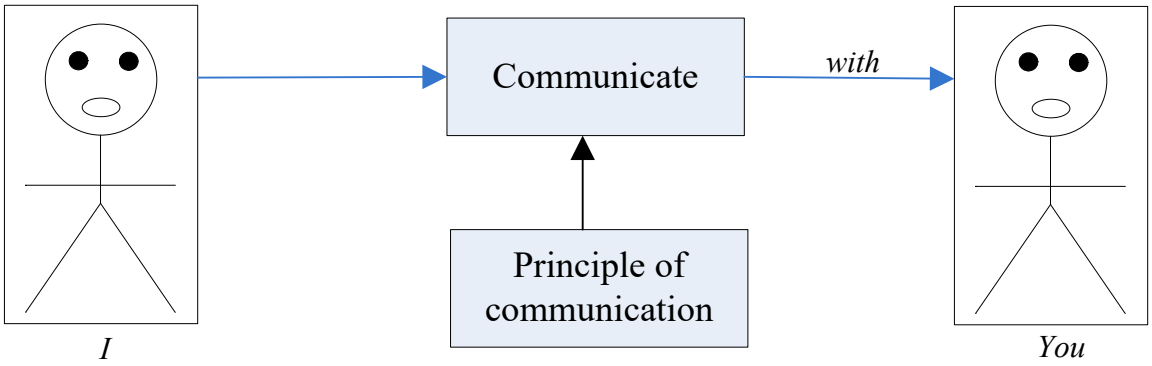


The way to look at it, the communication entity is validated by the principle entity in the form of



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The same as *I communicate with you*, that communication is validated by the principle entity in the form of:



If you want to, you can verify that by providing a practical example. In your workout, you can include a communication that cannot be validated or verified by the principle entity. When that happens, that is caused by error in communication. You can use history or historical events, newspapers, magazines, or any other entity you like for your communication. You must provide additional explanation and show your observation. Here by having a good understanding of the principle entity and the aspects of that entity, you can then use the aspects of the principle entity to show why that communication cannot be validated or verified or contains error.

364. By having a very good understanding of the principle entity and the aspects of that entity; let's identify the entity we have identified in exercise 296 as entity number 1. We have already identified that entity and have a very good understanding of it. From exercise number 323, we have identified the information entity and have a very good understanding of it. From exercise 323, we have identified the information entity in terms of aspects of that entity. And we have shown that the aspects of the principle entity are included in the aspects of the information entity. Now since the aspects of the principle entity are included in the aspects of the information entity; since we have identified *Presentation* as an aspect of the principle entity that entity is or can also be considered as an aspect of the information entity. By understanding what we have just said here, we can see that there is a relationship between the information entity, the presentation entity, and entity number 1 we identify here. Here entity number 1 is the entity we have identified in exercise number 296. All you need to do is verify your understanding of that relationship. You can also provide a practical example if you want to. In other words, show your understanding of the entity number 1 related to presentation of information by providing a practical example.

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365. Depending on how you worked out the above exercise, you may have observed that error in communication occurs when that relationship is not understood. Here if you want to, you can verify that by providing a practical example. In your workout, you will identify an event or historical event or any other. Now you are going to use your understanding of entity number 1 from exercise above and the presentation entity to determine whether or not information about that event is correct or presented properly. You must provide additional information and show your observation.

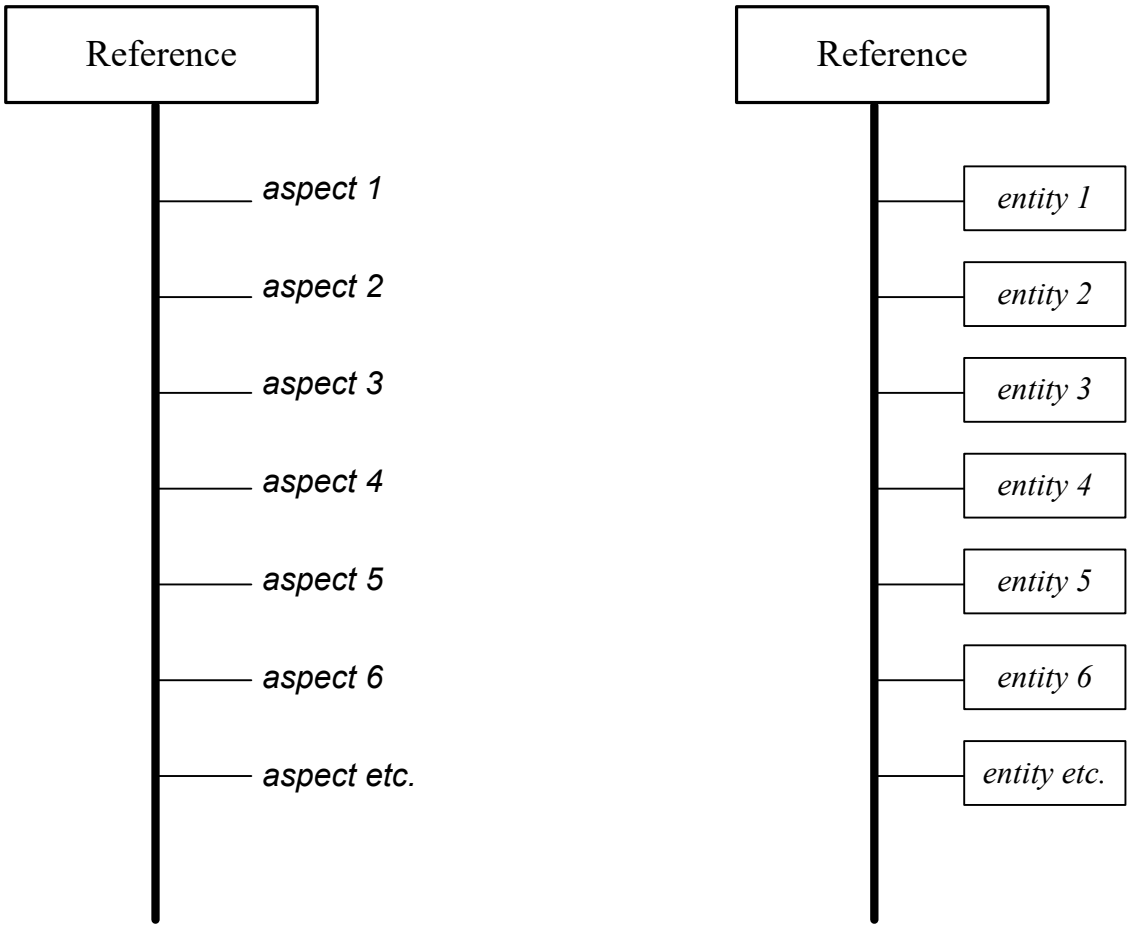
366. By understanding your workout above, verify that sentence analysis related to misunderstand presentation of information is the same as sentence analysis related to misunderstanding aspect of entity.

367. From exercise number 191, we have learned that a reference is identified by the principle. We have also learned that a reference is not visible or identified if the principle that enables that reference to be identified is not understood. Here, show your understanding of the principle entity and the reference entity, if you have not done so. We mean the relationship of the reference entity and the principle entity.

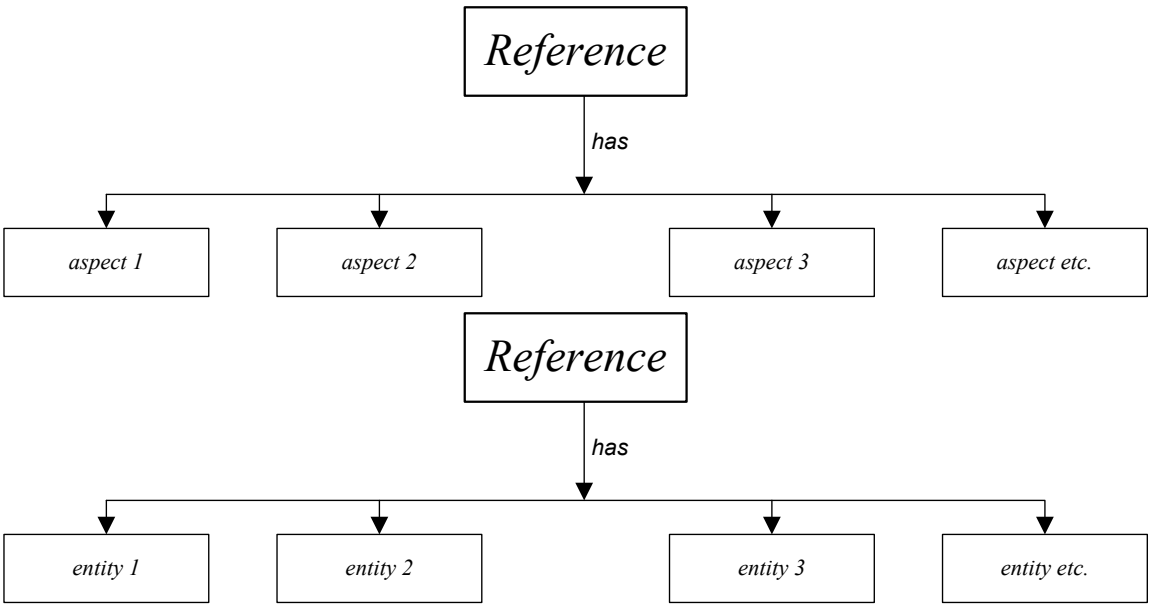
368. By working out and understanding the exercise above, you have shown that there is a relationship between the reference entity and the principle entity. Now by understanding the aspects of the principle entity, verify that each aspect of the principle entity is also an aspect of the reference entity. In order to do that, you have identified all aspects of the principle entity. In this case, if you identified *Aspect One* as an aspect of the principle entity and it corresponds to *Entity One*, here you will show that *Aspect One* is also an aspect of the reference entity. This is the same as saying that *Entity One* is also an entity of the reference entity.

369. From the exercise above, you have identified the aspects of the reference entity. To better understand the aspects of that entity related to that entity, it is always better to show them on a model in the form below. In this case, we have:

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Since a reference must have the aspects you have identified and the aspects are entities themselves, in this case we can show them using the model below as well.

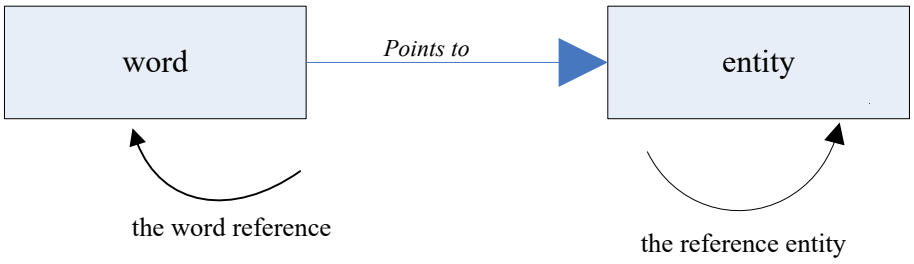


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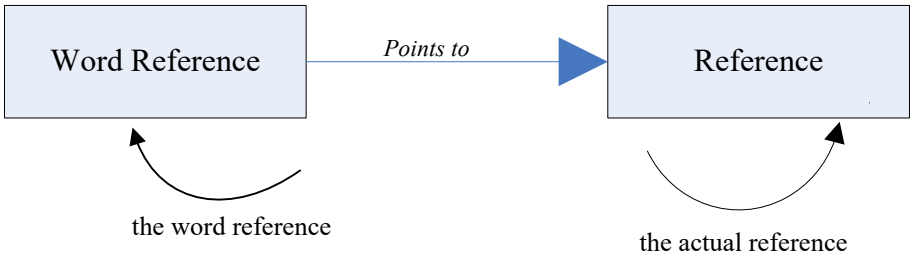
370. From the model above, you have listed the aspects of the reference entity. By having a very good understanding of the reference entity and the aspects of that entity, we can conclude that in order for an entity to be identified as a reference, it must have such aspects. In other words, in order for an entity to be identified as a reference, it must have the aspects of the entity indicated or simply it must have the entities indicated. If you have not done so, you can answer this question here. What enables an entity or a given entity to be identified as a reference? You can answer this question by providing more explanation and show your observation.

    Now since you have identified the aspects of the reference entity and you have shown them in a model form, now you can verify your understanding of each aspect of the reference entity by providing a practical example. For instance, if you have identified *Portability* as an aspect of the reference entity, you have also concluded that in order for an entity to be identified as a reference, it must be portable. Now you are going to show your understanding of the *Portability* entity related to the reference itself. This is the same as saying, verify your understanding of the reference entity related to the *Portability* entity by providing a practical example. In each case, you are going to provide additional explanation and show your observation.

371. By having a very good understanding of the reference entity and the aspects of the reference entity, now you are ready to define that entity and the word that points to it. With your understanding, define the reference entity and the word that points to that entity. In other words, define the reference entity and the word *Reference*. You will use the *word points to entity* model in your workout or your definition in the form of:



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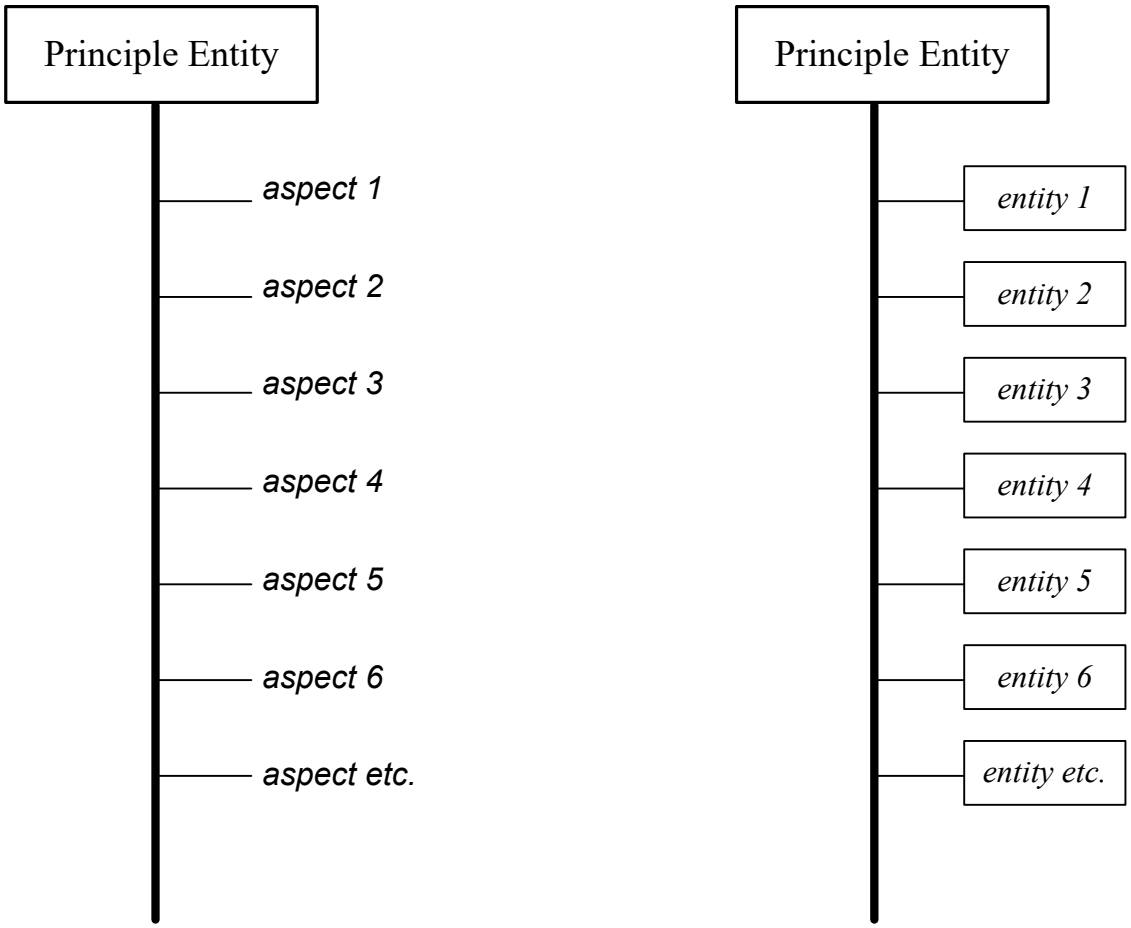
You may provide additional explanation and show your observation in your workout or your definition.

372. To better understand the sentence analysis entity, it is always good for us to look at the aspect of that entity related to the principle entity. By now we should have a very good understanding of the Error Correction Function (ECF) and also the relationship of the Error Correction Function entity in relationship with the sentence analysis entity. By understanding exercise 354 and a very good understanding of the principle entity and also the aspect of the principle entity, we should realize by now the sentence analysis entity has the same aspect as the principle entity. By understanding that, we can see that all aspects of the sentence analysis entity belong to the principle entity. If you want to, you can verify that by providing a practical example. In other words, show that all aspects of the sentence analysis entity belong to the principle entity. You must provide a practical example and show your observation.

373. Since all aspects of the sentence analysis entity belong to the principle entity, in this case the aspects of the principle entity are considered the sentence analysis entity. In other words, an aspect of the principle entity is considered a sentence analysis entity. We can also say that an aspect of the principle is considered a sentence analysis entity related to that aspect or that entity. For instance, since all the aspects of the sentence analysis entity belong to the principle entity, in this case misunderstanding each aspect of the principle entity enables us to commit error or raise error. By understanding the aspects of the principle entity, then we can analyze that communication error according to understanding the aspect of the principle entity. To better understand the explanation, it is always good to provide an example. Since we have identified presentation as an aspect of the principle entity, assume that aspect is misunderstood, any communication related to that aspect is an error, raises an error or contains error. In this case, we can use sentence analysis related to misunderstanding the presentation entity to correct that communication. In order to do that, first we have to understand the presentation aspect of the principle entity. Second, we have to analyze that communication related to our

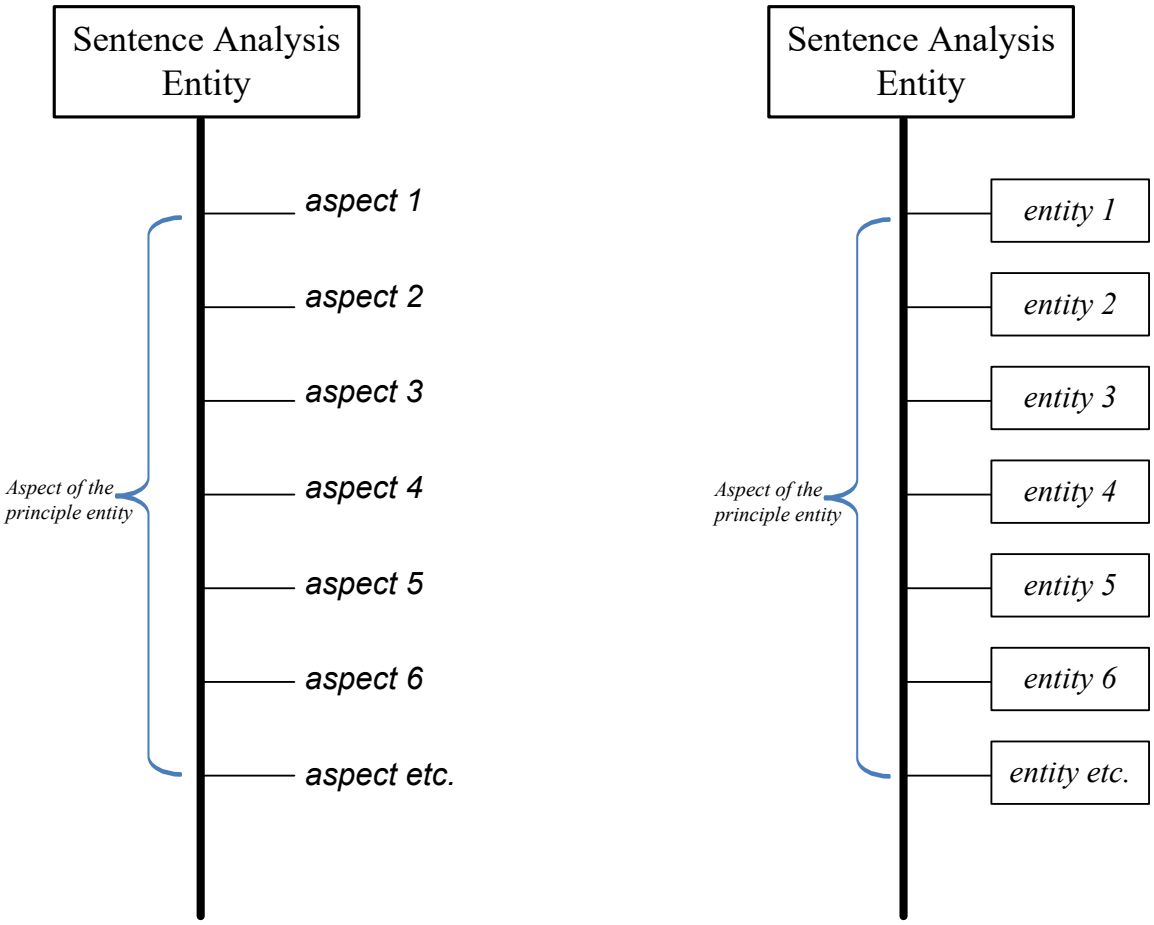
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understanding of the presentation entity, which is a sentence analysis related to the presentation aspect of the principle entity to identify the error. Third, we then make the correction related to our understanding of the presentation entity, which is also the presentation aspect of the principle entity. By understanding the overall explanation, we can see that each sentence analysis or each type of sentence analysis is related to an aspect of the principle entity. In this case, each aspect of the principle entity is considered a sentence analysis entity. To better understand what we have just said, it is always good to show the model of the principle entity and the sentence analysis entity related to the aspects of the principle entity.



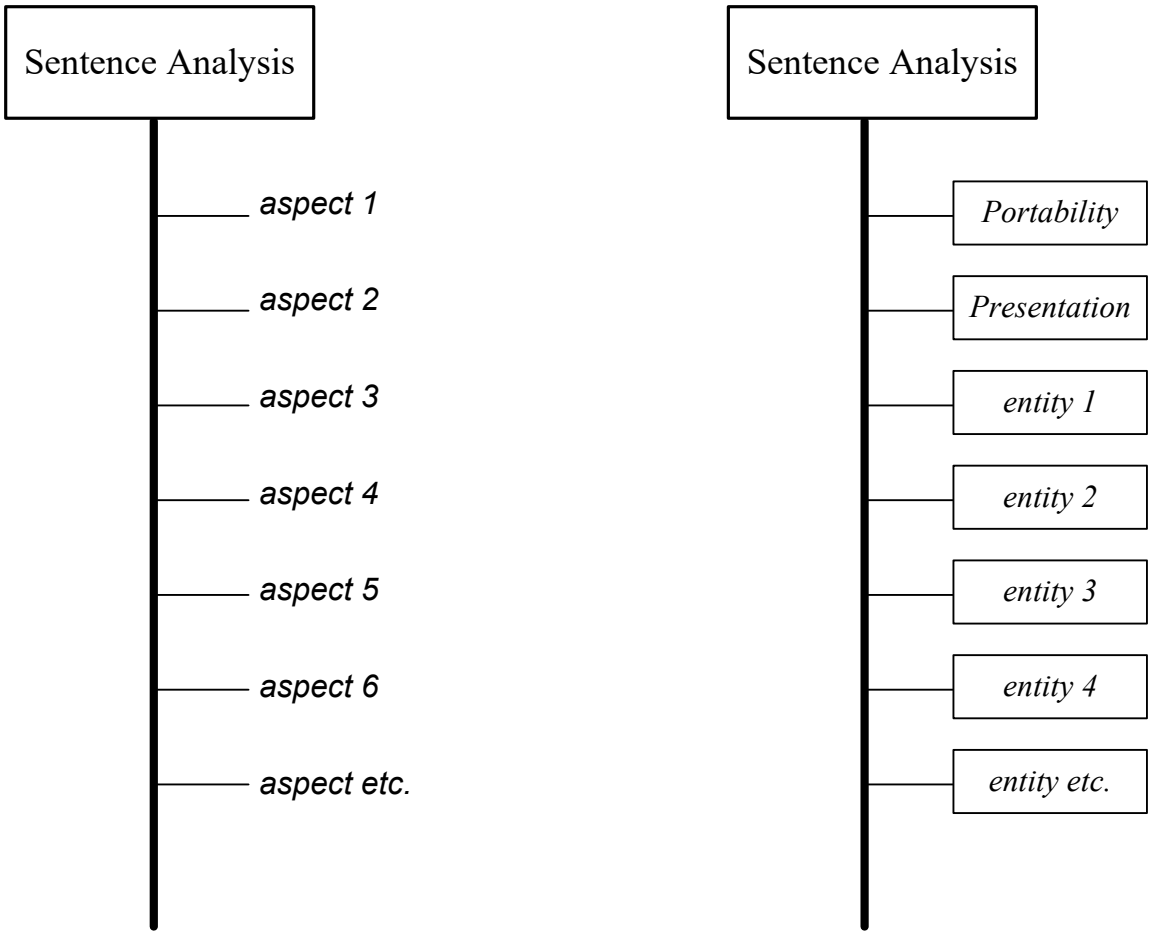
Then we can show the sentence analysis entity related to the aspect of the principle entity in the form below.

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As shown from the model above, all the aspects of the principle entity are considered aspects of the sentence analysis entity. Since each aspect of the principle entity is considered an entity, in this case, each of those entities is considered a sentence analysis entity. In terms of identifying those entities, we have identified presentation and portability. In this case, we can have sentence analysis related to portability of a principle and sentence analysis related to presentation of a principle. By understanding that, let's show them on the model below.

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To better understand the explanation, if you want to you can verify that sentence analysis related to presentation of a principle is equivalent to sentence analysis related to understanding or misunderstanding aspects of entity. The same as sentence analysis related to portability of a principle is the same as sentence analysis related to understanding or misunderstanding aspects of entity. In all cases, you must provide a practical example and show your observation. If you want to, you can extend this exercise by including other aspects of the principle entity you have identified.

374. We already know that what we think is also an entity, disregards if it is positive or negative. We think relatively about the aspect of the principle entity to enable us to analyze our communications and make possible corrections. During the communication process, we think about the aspect of the principle entity. For instance, if our communication is related to *aspect one* of the principle entity, we think about *aspect one* of the principle entity when we communicate. In the event that we don't understand *aspect one* of the principle entity, it is possible for us to commit error in communication, since we think differently about *aspect one*. The understanding of *aspect one* enables us

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to identify and correct error in that communication. Since the principle entity is used to validate other entity, each aspect of the principle entity enables us to think a certain way about other entities. In the event that we don't understand the aspects of the principle entity, we simply think differently about other entities. In other words, since we use the principle entity to provide information about other entities, in the event that we don't understand the aspects of the principle entity, that enables us to think differently about the underlying entities. Another way to look at it, since we communicate relatively to what we think, during communication, misunderstanding an aspect of the principle entity enables us to commit error related to that entity, since we think differently related to that entity. In order for us to correct that error, we must understand that aspect which enables us to think properly about that entity in order to make correction to that communication.

375. By understanding the last two exercises above, in terms of understanding the aspects of the principle entity within the aspects of the principle entity themselves, some of them require a higher level of understanding than others. To better understand what we try to say, it is better for us to look at it this way. Assume that the aspects of the principle entity can be listed from top to bottom or from number 1 to number 6, where the top are considered to be the top aspects and the bottom are considered to be the bottom aspects by number. Then the aspects at the bottom require more understanding or a higher understanding than the aspects on the top. In this case, in order to understand the aspects at the bottom we are required to understand the aspects on the top first. It is always better to say that the aspects on the bottom require a higher level of understanding. We can also say that the aspects on the top provide us a pathway to get to the aspects at the bottom.

376. Since what we think about an entity is also an entity, disregarding if it is positive or negative, thinking properly about an entity enables us to match the aspect of that entity, while thinking different about an entity enables us not to match the aspect of that entity. To better understand what we try to say, let's take it like this.



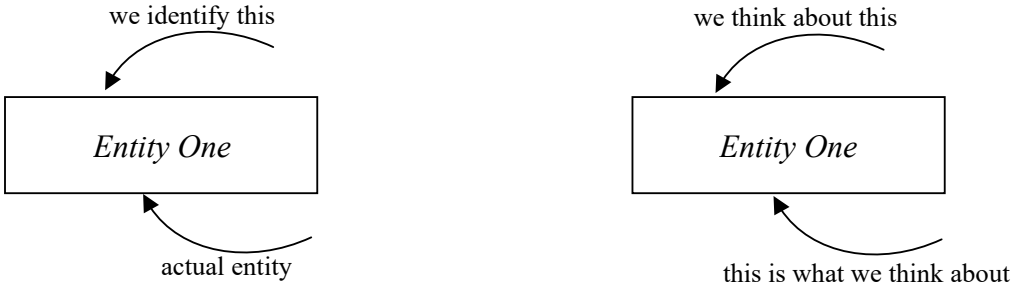
Now assume that we think relatively about the aspect of *entity one* or we think properly about *entity one*. What we show is being viewed by the model to the right. In this case

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we have:



In this case, since we think properly about *entity one*, since we think the same about *entity one* we identify, in this case we can show that in the model below.



What is important here? Since what we identify is the same as what we think, there is no ambiguity or error related to what we think. Now in the event that we think differently than what we identify, then we have the model below.



Since the entity we identify is not the same as the entity we think about; in this case we have the model below.



The way to look at it, since the aspect of what we think about is different than the aspect of the *entity one*, there is no way we can think the same as the aspect of *entity one*. In this case, we simply think differently than *entity one*, which is an error. Since we

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communicate relatively to what we think, by thinking differently than the entity we identify, there is a possibility for us to commit error in communication.

377. Another way to look at the exercise above, since the principle entity enables us to provide information about other entities; since we use the principle entity to provide information about other entities; since we use the principle entity and other entities to provide information about them, during communication misunderstanding an aspect of the principle entity enables us to commit error about that entity. In this case, we use the sentence analysis related to that aspect of the principle entity to analyze and correct that error. If you want to, you can verify that by providing a practical example. In this case, you identify an entity; in this case it can be information about an entity. Since that information is a separate entity from the underlying entity, assume that you have a good understanding of that entity in terms of the aspect of that entity. Then you can separate that actual information from the entity, then the information that is under validation. Now verify that the source of the information or simply the information that you try to validate is completely different than the actual information or the information about that entity. In this case, you can show that in terms of what we think is different than what we identify. Then you can identify that aspect of the principle entity that you use for the validation and conclude that the underlying aspect enables you to determine whether or not the information is correct or valid.

378. By understanding exercises number 374, 374, and 375, we should quickly realize that each aspect of the principle entity has its own purpose. By understanding exercises number 297 and 373, if you want to you can verify that by providing a practical example. This exercise requires a very good understanding of the principle entity. In this case, you can tabulate the aspects of the principle entity and provide more information about their purposes. You can use the table below as a guideline.

Aspects of The Principle Entity	**Purpose The Aspects**
Aspect 1	Purpose of Aspect 1
Aspect 2	Purpose of Aspect 2
Aspect 3	Purpose of Aspect 3
Aspect etc.	Purpose of Aspect etc.

While we use the table above, it is simply being used as a guideline. You don't have to use a table; you can extend it by providing more information about the purpose of each aspect.

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Now since the principle entity is used to validate other entities, in this case each aspect of the principle entity can be used to validate other entities. In other words, each aspect of the principle entity has a purpose of validating other entities a certain way. We can also say that each aspect of the principle entity can be used a certain way to provide information about other entities. By understanding this paragraph, we can extend our workout by verifying that. In this case, you will need to show the usage of the principle entity with other entities. Since the principle entity has many aspects, you will need to look at the usage of a specific aspect with an entity. For instance, if we identity *aspect one* of the principle entity, where *aspect one* has its own purpose, *aspect one* can be used to validate another entity—here we mean the purpose of *aspect one*. By using *aspect one* to validate another entity, we can verify that the purpose of *aspect one* had validated the other entity or *aspect one* has a purpose of providing more information about another entity or use with another entity for specific purpose—we mean *aspect one* purpose.

To better understand the explanation, we can even extend the example. Assume that we have identified *application* as an aspect of the principle entity. Now application is related to usage of an entity or the application of that entity. By showing the purpose of the *application* aspect related to that entity, we indeed verify the purpose of the *application* aspect of the principle entity related to that entity.

379. From the exercise above, we have verified the purpose of each aspect of the principle entity. We have also extended our verification by using the aspects of the principle entity to validate other entities. Now what happens when the purposes of the aspects of the principle entity are not understood or disregarded? When that happens, we simply commit errors in communication and develop problems. Here you can verify that by providing a practical example. In order to do that, you have to identify a communication or an event where the purpose of the principle entity or the aspects of the of the principle entity have been misunderstood or disregarded. Now you can analyze that and conclude that is an error that has been caused, because the purposes of the aspects of the principle entity have been misunderstood or disregarded. In all cases, you must provide additional explanation and show your observation.

380. By understanding the exercise above, verify that sentence analysis related to misunderstanding the purposes of the aspects of the principle entity is equivalent to sentence analysis related to misunderstanding aspect of a principle. We can also say that sentence analysis related to misunderstanding the purposes of the aspects of the principle

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entity is equivalent to sentence analysis related to misunderstanding aspect of entity.

381. By understanding the last three exercises above and also exercise number 376 and 377, we can see that we think about other entities relatively to the principle entity. In other words, the principle entity gives us ideas to think about other entities. We can also say that the principle entity enables us to think about other entities, since we think about other entities related to the principle entity. If you want to, you can verify that by providing a practical example.

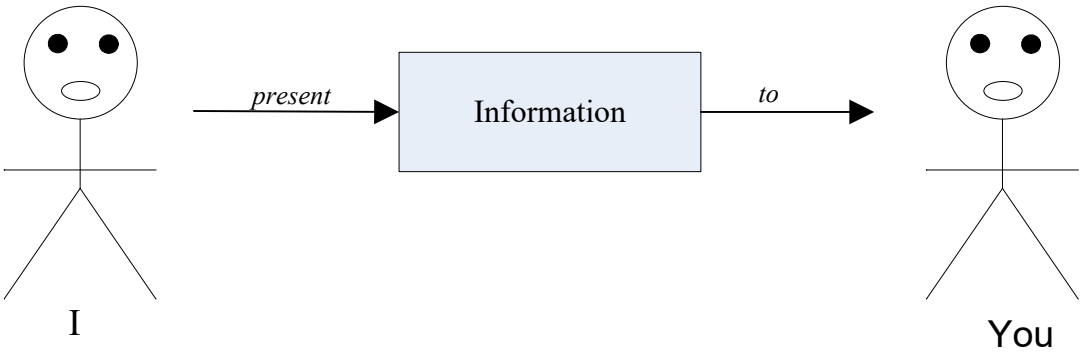
382. By understanding the exercise above, since the principle entity gives us ideas to think about other entities; what happens when we don't understand the principle entity? Since the principle entity provides us ideas to think about other entities, what happens when we don't understand the aspects of the principle entity? Since the purposes of the aspects of the principle entity enable us to think about other entities, what happens when we don't understand the purposes of the aspects of the principle entity? The way to look at it, when we don't understand the principle entity or the aspect of the principle entity, we no longer think about the principle entity. Since we don't think relatively about the principle entity, we can say that it is not present in us. In this case, we simply think differently about other entities, which enables us to commit errors in communication and develop problems. If you want to, you can verify that by providing a practical example. In this case, you will show that by extending the answer of the question in your workout.

383. By understanding the purposes of the aspects of a principle, that enables us to understand the purpose of a principle. In short, we can say that the purpose of a principle is the purpose of the aspect of a principle. If you want to, you can answer this question and show your understanding accordingly. What is the purpose of a principle? What this the purpose of the principle entity? By understanding exercise number 378, you should have no problem working out this exercise. By working out exercise number 378, you should already have a very good understanding of the purpose of a principle and there is no need to work out this one if you don't need to.

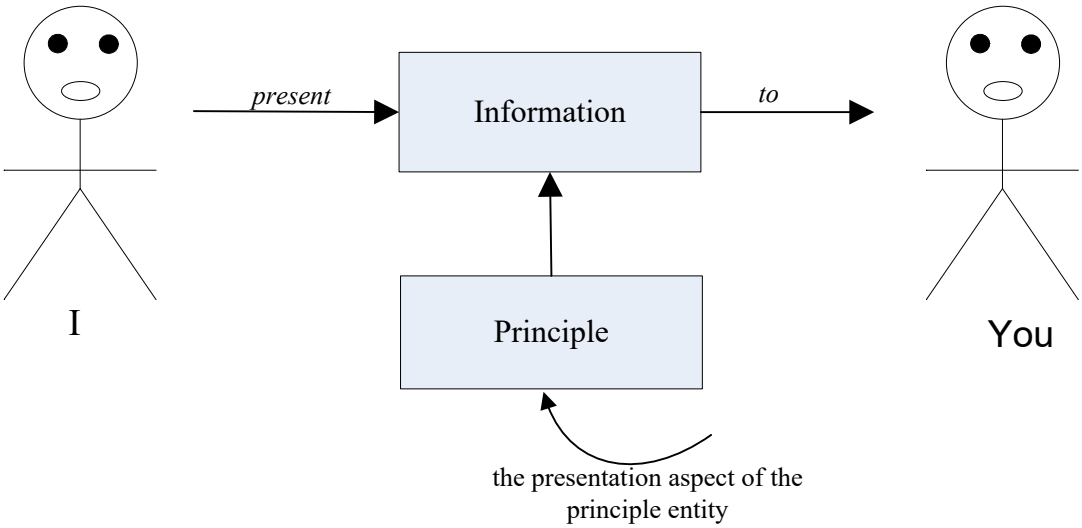
384. From exercise number 375, we have learned that some aspects of the principle entity require a higher level of understanding. In terms of aspects of the principle entity, since the principle entity is used to validate other entities and each aspect of the principle entity has a purpose, those purposes help validate entities related to those aspects. Now in terms of aspects of the principle entity, let's identify presentation as an aspect of the principle entity. In this case we can say that the presentation entity enables us to present

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an entity. For instance, we can use the presentation entity to present information. In this case we have something similar to the second model on exercise number 117 as shown below.

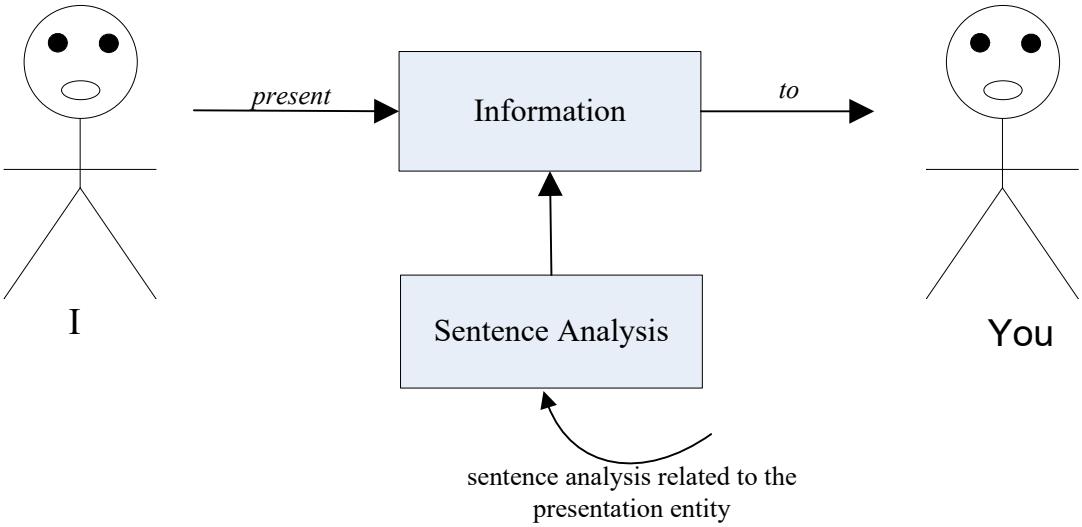


In term of validation, the model above is similar to the one below, where the principle entity is used to validate the information being presented. In this case, we have the model below.



The model below is the same as the one above. Since the aspects of the principle entity are considered the aspects of the sentence analysis entity, in this case we simply replace the principle entity with the sentence analysis entity, where that sentence analysis is related to the presentation aspect of the principle entity.

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What is important here? The presentation aspect of the principle entity is used to validate that information. Now if we look at the presentation of the principle entity, we can quickly see that it requires a higher level of understanding. First, the information must be understood by the person who presents it. Second, that person must extend his/her understanding to enable the person the information is presented to, to understand it. In this case, we can see that we have two types of understanding. First we have an understanding of something or an entity. Secondly, we extend it to enable others to understand it. By doing so, we can see that the presentation aspect, which is an entity, require sa higher level of understanding the principle entity.

Now since the principle entity depends on communication, we can say that a higher level of understanding still depends on communication and it does have a relationship with communication. By understanding the explanation and the portability aspect of the principle entity, we can see that there is a relationship between the presentation entity and the portability entity. If you want to, you can verify that relationship by providing a practical example. You only need to do that if you want to and if you have not done so already. In terms of a higher level of understanding that is required by the presentation entity, since that requires a higher level of understanding, you don't have to show that if you don't want to. Keep in mind that communication enables us to do what we do and communication has a purpose of one to understand each other and the purpose of our communication is not satisfied until we understand each other.

385. Since the presentation entity requires a higher level of understanding, and we use the presentation entity for instance to present information, once we misunderstand that aspect, we simply develop problems or commit error in communication. If you want to,

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you can show that by providing a practical example. In this case, you will identify problems or errors in communication that are caused by misunderstanding the presentation entity in terms of information. You must provide a practical example and show your observation.

386. By understanding the exercise above, show that sentence analysis related to misunderstanding presentation of entities is equivalent to sentence analysis related to misunderstanding aspects of entities. We can also say that sentence analysis related to misunderstanding presentation of entities is equivalent to sentence analysis related to misunderstanding the aspects of the principle entity.

387. By understanding the last three exercises above, the same as if we have identified comparison as an aspect of the principle entity, we can quickly realize that the comparison aspect requires a higher level of understanding. Not only the comparison aspect enables us to have a better understanding of the entities that are under comparison, but we also need to extend our understanding of more entities. This is the way to look at it. In order to compare two entities, both of them must be comparable. Assume that we understand a single entity, but if this entity is comparable to another entity, we have to understand the other entity as well. In this case, rather than understand one entity, we have to understand two entities, which requires more effort from us. Not only do we have to understand the two entities, but we have to understand them very well. If you want to, you can show that the comparison aspect of the principle entity requires a higher level of understanding. You must provide a practical example and show your observations.

    The way to look at it, the comparison of two entities requires us to extend our understanding of both entities. Assume that we have limited understanding of an entity; we may not be able to compare that entity with another entity. Since that entity and the other entity must be comparable in order for us to compare them; since the understanding of those entities depend on us rather than on the entities themselves, in this case we have to extend our understanding beyond the basic understanding of the entities in order to compare them. Thus, we can see that the comparison aspect of the principle entity requires a higher level of understanding of entities.

388. To better understand the last four exercises above, it makes sense to provide more information about the term *high level understanding.* The way to look at it, we use the term high level understanding to refer to extra understanding about an entity. Assume

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that we have a basic understanding about an entity. If we increase that basic understanding to another level, then we may say that we have a higher level understanding about that entity. Since information about an entity depends on that entity; since there can be difference between oral and written communication; since there may be things we can write, but we cannot say, we should be very careful about the usage of the term higher level.

389. An entity that does not exist cannot be validated. The principle entity enables us to validate the existence of an existing entity. In the event that entity does not exist, then it cannot be validated at all. In other words, we use the principle entity to validate another entity. If that entity does not exist, then it cannot be validated. If you want to, you can verify that by providing a practical example. All you need to do here is show that if an entity does not exist, then it cannot be validated. In this case, you are going to approach your workout by analyzing communication or information where people try to validate entities that do not exist or an entity that does not exist. Within that information or that communication, you are going to verify that, the entity under validation does not exist; therefore that entity cannot be validated.

390. The aspect of an entity depends on that entity; the information about an entity depends on that entity as well. While the presentation aspect of the principle entity enables us to present information about an entity, it assumes that entity exists and it is presentable. In the event that entity does not exist, then it is not presentable and cannot be used with the principle entity or the presentation aspect of the principle entity. In other words, if the entity does not exist, then it is not presentable. Once we try to do that; once we try to validate entities that do not exist, that enables us to develop problems and commit errors in communication. The way to look at it, if the entity does not exist, it cannot be validated and it is not presentable. Once we try to present an entity that does not exist, we simply develop problems and commit errors in communication. If you want to, you can show that by providing a practical example. In this case, you can approach your workout, where an entity that does not exist is tried to be presented is being presented. Since information about an entity depends on that entity and that entity does not exist, information about that entity does not exist as well. In the event that we try to present information about that entity, since that information does not exist, we simply develop problems and commit errors in communication. In your workout, you are going to use current events or historical events, where information about a non-existing entity is being presented. First, you are going to show that entity does not exist. Second, you will show that since the entity does not exist, information about that entity cannot be presented.

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Since that information does not exist, in this case, we can simply say that, if information does not exist, then that information cannot be presented. If information does not exist, then there is no information at all. In your workout, you are going to provide additional explanation and show your observation.

391. From the two exercises above, we have shown that information about an entity depends on that entity. If that entity does not exist, then information about that entity does not exist, since it is not presentable. Once we try to present information about an entity that does not exist, we simply develop problems and commit errors in communication. By understanding the principle entity and all the aspects of the principle entity; by understanding as well the presentation aspect of the principle entity, we should observe that the presentation of an entity or information about an entity requires two steps. Another way to say that, in terms of the aspects of the principle entity, the presentation of an entity requires two steps. Assume that we want to present an entity or information about an entity, first the existence of that entity needs to be validated by another aspect of the principle entity, before it can be presented. Once the existence of the entity has been validated by another aspect of the principle entity, then the presentation aspect of the principle entity can be used to present that entity. Overall, first we use another aspect of the principle entity to validate the existence of that entity. Second, we use the presentation aspect of the principle entity to present that entity. If you want to, you can verify that by providing a practical example in terms of information about an entity. Here you will need to take the other aspect of the principle entity that is needed to validate that entity into consideration; although that may not be explicitly. Then you will take the presentation aspect of the principle entity into consideration. This exercise requires a very good understanding of the aspects of the principle entity and you don't have to do it, if you don't want to.

392. Verify your understanding of the exercise above or the last three exercises above by taking time into consideration. In this case, you are going to use the time chart to show your understanding of the three exercises above. You can make an assumption in terms of time and continue the same practical example you have used previously. We mean the one you have used from the three previous exercises.

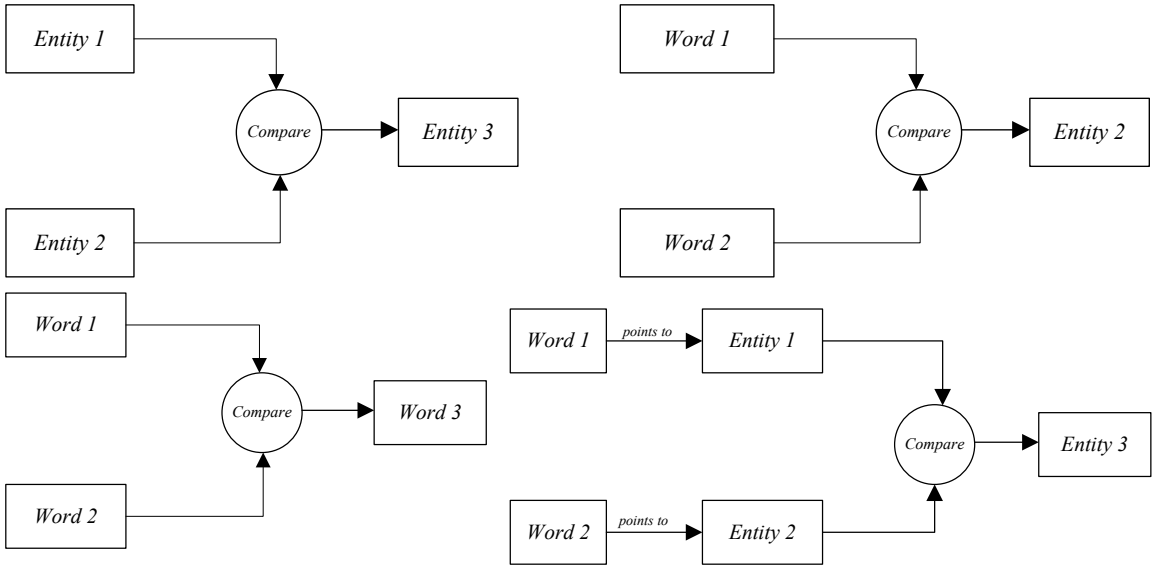
393. By understanding exercise number 84, we have learned that, since the principle is already included in what we do or in our communication, the feedback itself is not taken into consideration. Another way to say it, since the principle itself is already included in what we do or in our communication, it is already taken into consideration or factored out.

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There is no need to add it or include it again. By understanding the Error Correction Function (ECF) or the error correction process, the principle entity, and the feedback process, verify why. If you want to, you can provide a practical example.

394. By understanding exercises number 213 and exercise number 297, in order for a principle to be identified, it must be understood. A principle cannot be understood by someone for someone else and cannot also be identified by someone for someone else. Since a principle contains a lot of aspects, since a principle is made of a lot of aspects, in order for a principle to be understood, its aspects must be understood. Since a principle cannot be identified by someone for someone else, the aspect of a principle cannot be identified as well by someone for someone else. Since a principle can only be self-identified, so can the aspects of the principle. If you want to, you can verify that by providing a practical example. In other words, show that the aspects of a principle can only be self-identified or the aspect of a principle cannot be identified by someone for someone else. You can take each aspect of the principle entity that you understand into consideration. Keep in mind the overall aspects of the principle entity make up the principle entity.

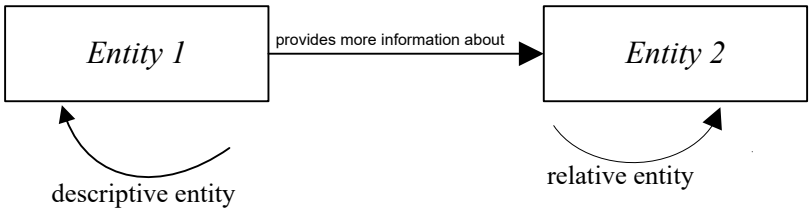
395. Show your understanding of comparative related to both words and entities. After working this out—we mean after you have verified your understanding of comparative or comparison related to both words and entities, determine which one of the following models is correct and why. We can also say determine which one of the model seems to be correct and why. You must also show your observation in your workout for each model.



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396. **Understanding Descriptive Words and Comparative:** We can also say understanding comparative related to descriptive words.

We know that two entities cannot be compared if they are not comparable. In terms of descriptive words, we know that a descriptive word is simply an entity that provides more information about another entity. A better way to say it, is that a descriptive entity provides more information about a relative entity or another entity that entity is related to. In this case, we have something like this



It does not matter which entity we show first, or which one we show on the left or to the right. What is important is that a descriptive entity is an entity that provides more description or more information about another entity. Now in terms of comparison, the relative entity or the relative word still follow the same rule. If the relative word is not comparable, then the descriptive word with the relative word is not comparable as well. If the relative word is not comparable, the usage of the descriptive word with the relative word is also not comparable and does not make the relative word comparable. If the relative entity is not comparable, the descriptive entity with the relative entity together is not comparable as well. As an example, let's assume that we have *word one* and *word two*, where *word one* describes *word two*. Now if *word two*—we mean the entity the *word two* points to—is not comparable, then the usage of *word two* with *word one* is not comparable as well. If *word two* is not comparable, the usage of *word two* in the form of *word one word two* or any other form is not comparable as well. In this case, *word one* points to *entity one* and *word two* points to *entity two*. If you want to, you can verify the explanation by providing a practical example. In other words, show that if a word is not comparable, the usage of that word with a descriptive word together is not comparable as well. This is the same as saying that, if an entity is not comparable, another entity that provides more information about that entity which we call a descriptive entity does not make the relative entity comparable. If the relative entity is not comparable, the descriptive entity with the relative entity is not comparable as well. It is better to say the relative entity with the descriptive entity is not comparable as well.

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397. From the exercise above, we have verified that a non-comparable entity is still not comparable with any descriptive entity. Once we misunderstand that, we simply commit errors in communication or develop problems. Here you are going to show that by providing a practical example. In this case, you are going to identify an entity that is not comparable or a word that points to an entity that is not comparable. Now you are going to look at the usage of that word with the descriptive word, where the descriptive word is used in a communication that looks like the relative word is comparable. You are going to verify that is not the case. Whenever we use words here, we mean entities. In this case, you are going to analyze a communication and identify an entity that is not comparable and the usage of a descriptive entity with that entity. You will show that the descriptive entity does not make the relative entity comparable. In all cases, you will provide more information and show your observation.

398. From the two exercises above, we have verified that the usage of a descriptive entity with a relative entity does not make the relative entity comparable. For instance, from the model of exercise number 396, if *entity 2* is not comparable, so is the usage of *entity 1* and *entity 2*. The way to look at it, since the usage of a descriptive entity with a non-comparable entity does not make that entity comparable; since the usage of a descriptive entity to provide more information about a non-comparable entity does not make that entity comparable, in this case we have to be very careful when using descriptive entities to provide more information about relative entities that may not be comparable. Once we use or try to use descriptive entities to provide more information about non comparable entities and make our communication looks or sound comparative, we simply commit errors in communication. Since the relative entity is not comparable, our communication about that entity should not look and sound comparable. Once we do that, we simply commit error in communication and develop problems. If you want to, you can show that by providing a practical example. In this case, you will identify a non-comparable entity, where the communication about that entity sound or looks comparable. You can identify that from information or communication. Within your analysis, you will conclude that, since the relative entity is not comparable, the communication or information should not look or sound comparable.

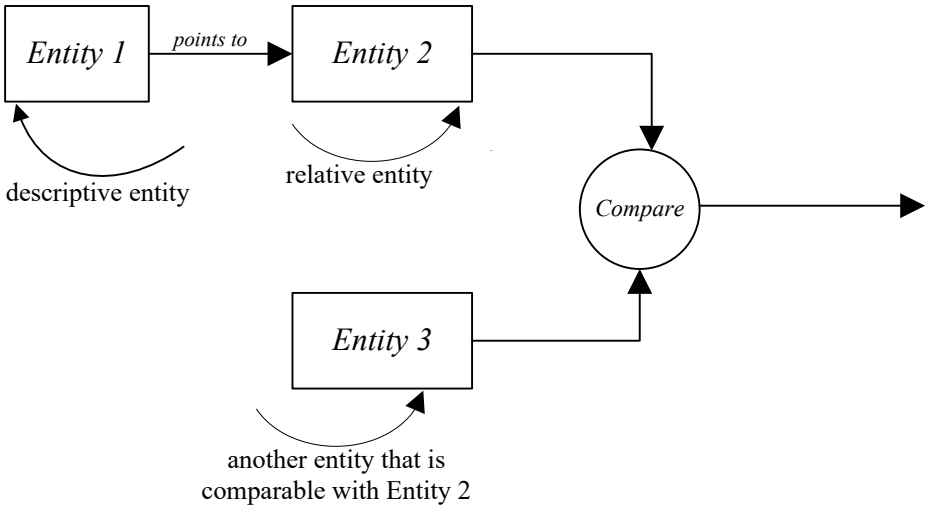
399. From the exercise above, we have learned that the usage of a descriptive entity with a relative entity does not make the relative entity comparable. That makes sense, since information about an entity depends on that entity; the information about a relative entity depends on the relative entity. That also makes sense since the communication about an entity depends on that entity. If an entity is not comparable, the information about that

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entity is also not comparable. If an entity is not comparable, the communication about that entity should not look or sound comparable.

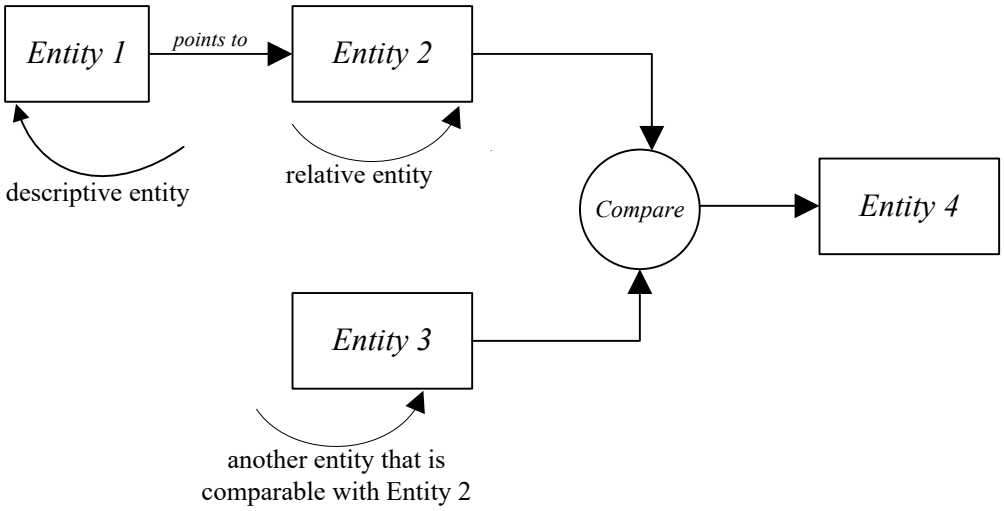
400. The comparison of two entities depends on the entities themselves, not on the descriptive entities that are used with those entities. An entity that provides more information about another entity does not make that entity comparable. An entity that provides more information about another entity does not enable the comparison of that entity.

Assume that *entity one* is a descriptive entity that provides more information about *entity two*, if *entity two* is not comparable, so is *entity one* with *entity two.* If *entity two* is comparable, it may be possible to use *entity one* with *entity two* in the form below; assume that *entity two* is comparable with *entity three.* Now since that comparison depends on both entities, then it may be possible for the comparison as well to depend on both entities with *entity one* also. In this case, we have



Now if *entity four* is considered to be the comparison entity, in this case we have

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What is important here? Since the comparison of two entities depend on them, the comparison of *entity two* and *entity 3* depends on them as well. Since *entity one* is used to provide more information about *entity two*, in this case the comparison of *entity two* and *entity three* depends on *entity two* and *entity three* rather than on *entity one*. It is very important to understand that. While *entity one* provides more description about *entity two*, nevertheless the comparison of *entity two* and *entity three* depends on *entity two* and *entity three* rather than on *entity one*. Once we fail to understand that, we simply show we don't know what comparison is. Once we fail to understand that and we make the comparison of *entity two* and *entity three* depends on *entity one* instead, we simply commit error in communication. If you want to, you can verify that by providing a practical example. In this case, you are going to identify two entities that are comparable, where a descriptive entity is used to provide more information about one of the entity. Since the comparison of the entities depend on them, rather than on the descriptive entity, in this case during communication and information we cannot make our communication or information in terms of comparison look like *entity one,* since the comparison depends on *entity two* and *entity three*. Once we try to do that, we simply commit error in communication. You will verify that by using communication or information. This exercise may require a very good understanding of comparison of entity. You can simply omit it if you want to.

401. By understanding the last thee exercises above, we should quickly realize that a descriptive entity does not change the aspect of a relative entity. Since the aspect of an entity depends on that entity; while a descriptive entity provides more information about a relative entity, the descriptive entity cannot change the aspect of the relative entity. Once we misunderstand that, we simply commit error in communication and develop

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problems. If you want to, you can verify that here by providing a practical example. In this case, you are going to look at information or communication, where a descriptive entity or a descriptive word is used in a form to try to change the aspect of a relative entity. You are going to analyze that communication or information and determine that is an error. You can use current events, historical events, communications or information. You will conclude that a descriptive entity cannot change the aspect of a relative entity.

402. Two entities cannot be compared if they are not understood. We cannot compare two entities if we don't understand them. We cannot compare two entities if we don't understand both, one, or either of them. Since what we think is considered to be an entity as well, disregard if it is positive or negative. In terms of descriptive entities, during communication we can simply think negatively about an entity and make a comparison that depends on us rather than on the entities themselves. In this case, we simply commit error in communication and develop problems. Such problems and errors are caused simply by the way we think about the entities in terms of comparison related to descriptive words, rather than the entities themselves. If you want to, you can verify that by providing a practical example. In this case, you are going to identify an error in a communication or information. Within that communication or information, you are going to look at the usage of comparative related to descriptive words or entities. By analyzing the relative entity and the descriptive entity, you are going to verify whether or not the error or problem is caused by negative thoughts or simply by thinking negatively about the underlying entity. In this case, it looks like the comparison depends on the people who are communicating, rather than on the entities themselves. In your workout, you can also point that out as well. Since in order for us to compare two entities we must have a very good understanding of them, in this case in terms of descriptive words, we simply fail to understand the entities that we try to compare. In other words, within the comparison, it looks like the underlying entities being compared are not understood.

403. In addition to what we have learned from the last four exercises above about descriptive entities and relative entities, we always need to ask ourselves if an underlying descriptive entity can be used with a relative entity, before using them together in our communication. That question is similar to this one; when can a descriptive entity not be mapped with a relative entity? By understanding what we have just said, we should also observe that the aspect of the descriptive entity must be mapped with the aspect of the relative entity. That makes sense in terms of communication, since all communication entities must be related in order to have no error and portability. In terms of descriptive words, we should always think whether the descriptive word points to a descriptive

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entity, where the aspect of that entity is related to the aspect of the relative entity.

404. By understanding the exercise above and the relationship between words and entities, we can see that since a word points to an actual entity and that word looks like the entity it points to. In terms of error, we can see that errors occur in communication when there is a mismatch. In other words, while a word points to an actual entity and looks like that entity, since we use words in our communication and the understanding of an entity depends on us, it may be possible for us to use words that do not look like the entities that we think they point to. When that happens, we simply commit error in communication or develop problems. If you want to, you can verify that by providing a practical example. If you want to, you can also take descriptive words into consideration in your workout. For instance, in terms of descriptive words, that word may not look like the entity it points to in relationship with the relative word.

405. Related to the exercise above and by understanding the relationship between words and entities, words must look like the entities they point to. What happens when a word does not look like the entity it points to? You must answer this question by providing more information.

406. By understanding the exercise above, we can see that the aspect of a word looks like the entity it points to. The aspect of a word is identified by the entity that word points to. What happens when the aspect of a word does not look like the entity that word points to? What happens when the aspect of a word is not identified by the entity that word points to? You must answer this question by providing more information.

407. By understanding exercise 190, we have learned that a reference is only visible to us if we understand it. We have also learned that a reference is consulted when it is necessary. By understanding what we have just said and the relationship between the reference entity and the principle entity, we can see that a reference is available if it is needed and when it is needed. We can also say that a reference is available to use if and when it is needed. If you want to, you can verify that by providing a practical example.

408. By understanding exercise number 373, we have learned and verified that all aspects of the sentence analysis entity belong to the principle entity. In this case, we have concluded and verified that each aspect of the principle entity is considered to be a type of sentence analysis. In terms of purposes of those aspects related to sentence analysis, we have verified their purposes in exercise number 378. By understanding exercise

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number 376, we have shown that we commit errors in communication and develop problems when we don't think relatively about those aspects—we mean the aspects of the principle entity, which are also the aspects of the sentence analysis entity. By understanding the overall explanation up to here, we should have already known that we commit errors and develop problems when we misunderstand the aspects of the principle entity. That makes sense since we use the principle entity to validate other entities. In this case, we simply say that we use the aspects of the principle entity to validate other entities or the aspects of other entities. To better understand the overall explanation, it is always good for us to list those aspects in a table with some more information about them in terms of misunderstanding. You can continue the table below by listing those aspects and providing the require information in each column.

Aspect of the Principle Entity	**Misunderstanding**	**Explanation**
Application	Misapplication or misunderstanding application or misunderstanding the application entity	Error in application
Presentation	Misunderstanding presentation or mis-presentation or misunderstanding the presentation entity	Error in presentation
Comparison	Misunderstanding comparison or mis-comparison or misunderstanding the comparison entity	Error in comparison

You will continue to fill the table above by adding more rows to it and include all other aspects of the principle entity you have identified. To better understand the exercise, you can provide a practical example for each case, in term of error; for instance, error in presentation of information, which is related to misunderstanding the presentation aspect of the principle entity. Since we think relatively about the principle entity to do what we do, you can elaborate that in your workout as well.

409. By understanding the exercise above, we can see that all sentence analyses are related to understanding the aspects of the principle entity. In this case we can say that we commit errors and develop problems when we misunderstand the aspects of the principle entity. Then we correct errors and solve problems when we understand the aspects of the principle entity. Since the aspects the principle entity are considered to be the aspects of the sentence analysis entity, in this case we analyze, identify, and correct errors by

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performing analysis related to understanding the aspects of the principle entity, which are considered to be types of sentence analysis entity. To better understand the explanation, we can show that in a table. As shown by the table below, we commit error by misunderstanding the aspects of the principle entity, and then we correct error by understanding the aspects of the principle entity. While we provide some of the aspects on the table below, you will continue the table by listing those aspects you have identified.

We Commit Error By	We Correct Error By
Misapplication or Misunderstanding Application or Error in Application	Proper Application Understanding Application
Misunderstanding Presentation or Mis-presentation or Error in Presentation	Understanding Presentation or Proper Presentation
Misunderstanding Comparison or Mis-comparison or Error in Comparison	Understanding Comparison or Proper Comparison

Since all the aspects of the principle entity are considered to be the aspects of the sentence analysis entity, in this case in terms of analysis and error correction, each item in the table above is considered to be a sentence analysis type and a type of correction. By understanding that, we can fill the table below.

Error in Sentence	Possible Correction
Misunderstanding application or Error in Application or Improper Application	Understanding Application or Proper Application or Good Application
Misunderstanding Presentation or Error in Presentation or Improper Presentation	Understanding Presentation or Good Presentation or Proper Presentation
Misunderstanding Comparison or Improper Comparison or Error in Comparison	Understanding Comparison or Proper Comparison or Good Comparison

If you want to, you can provide a practical example for each case listed on the table above. In this case, you are going to identify an error or a problem that is caused by misunderstanding the aspect of the principle entity. Then you know the solution of that problem or the correction of that error is understanding the aspect of the principle entity. In your workout, you are going to determine whether or not the problem is identified properly or the solution approach is also correct.

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410. From exercise number 375, we have learned that some aspects of the principle entity require a higher level of understanding. For instance, the comparison aspect of the principle entity requires a higher level of understanding, so does the presentation aspect. In terms of presentation of information, we know that the reason presentation requires a higher level of understanding is because we understand an entity, we need to increase that understanding in order to present it to others so they can understand it. What is important here? The person the information was presented to before did not have a good understanding of that entity or the entity the information is about. After the presentation, we expect that person to have a better understanding of that entity or that information. That makes sense since communication enables us to understand each other. so it makes sense for the purpose of the communication to be satisfied. Once we misunderstand each other, the purpose of our communication is not satisfied.

    In terms of descriptive words and relative words, we compare two entities that are comparable and we must have a very good understanding of those entities. In the event that we present information about two entities, in terms of comparative and descriptive words, it may be possible for us to present that information in a form, where the comparison does not depend on the entities themselves, but on the descriptive word. In this case, we simply commit error in communication or develop problems by misunderstanding both comparison and presentation of entity. This type of error is caused by misunderstanding both the comparison aspect and the presentation aspect of the principle entity. It is always better to say that, this type of error is caused by misunderstanding the relationship between the comparison entity and the presentation entity of the of the principle entity—here we mean the relationship between the comparison aspect and the presentation aspect of the principle entity. The way to look at it, the information about an entity depends on that entity, but presented with error. The comparison of two entities depends on the entities themselves, but not on us. If you want to, you can verify the overall explanation in terms of presentation of information related to comparison in terms of descriptive words. If you want to or depend on the case, you can omit the descriptive word in your workout. The way to look at it, you are going to look at communications or information or events. In terms of presentation, you are going to analyze information and look at the usage of comparative in that information. In your analysis, you are going to determine whether or not the presentation contains error. That error maybe related by both misunderstanding comparison and presentation. In this case, the person who presents the information may not understand both the presentation aspect and the comparison aspect of the principle entity and does not have a good understanding about the entities being compared. You must provide additional explanation and show

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your observation.

411. By understanding the exercise above, we should have observed that sentence analysis does take the relationship of the principle entity into consideration. Since each aspect of the principle entity is considered to be an analysis type, and those aspects are related to each other, the relationship between two aspects is considered to be an analysis as well. In this case, since the analysis is related to the aspects; by having a very good understanding of the aspects, it should be sufficient for us to analyze, identify, and correct errors in our communications. By having a very good understanding of each aspect, it should be sufficient for us to analyze, identify, and correct error in our communications. In this case, it may not be important for us to identify each relationship as a type of analysis. Keep in mind that, in terms of number or quantity, those relationships have no limit.

412. By understanding the last two exercises above, if you want to, you can verify that by providing a practical example. Verify your understanding of the presentation aspect and the comparison aspect of the principle entity. This is the same as saying to show your understanding of the relationship between the comparison aspect and the presentation aspect of the principle entity. You can omit this exercise, since it requires a higher level of understanding of the principle entity.

413. Related to the two exercises above, we know that there are many relationships between the aspects of the principle entity. By understanding some of those relationships, if you want to, you can verify your understanding of the presentation aspect and the application aspect of the principle entity by providing a practical example. This is the same as saying to show your understanding of the relationship between the application aspect and the presentation aspect of the principle entity by providing a practical example. You can omit this exercise, since it is require a higher level of understanding of the principle entity.

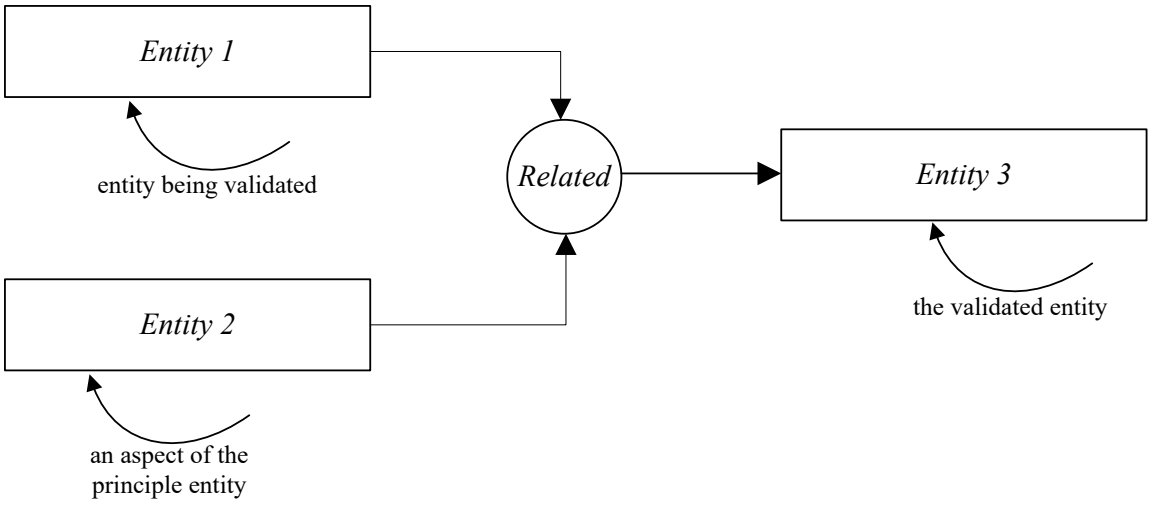
414. Related to the last three exercises above, if you want to, you can work out this exercise by providing a practical example. Show your understanding of the relationship between the presentation aspect and the portability aspect of the principle entity. This is the same as saying; verify your understanding of the portability aspect and the presentation aspect of the principle entity by providing a practical example. Again this exercise requires a higher level of understanding; you can simply omit it.

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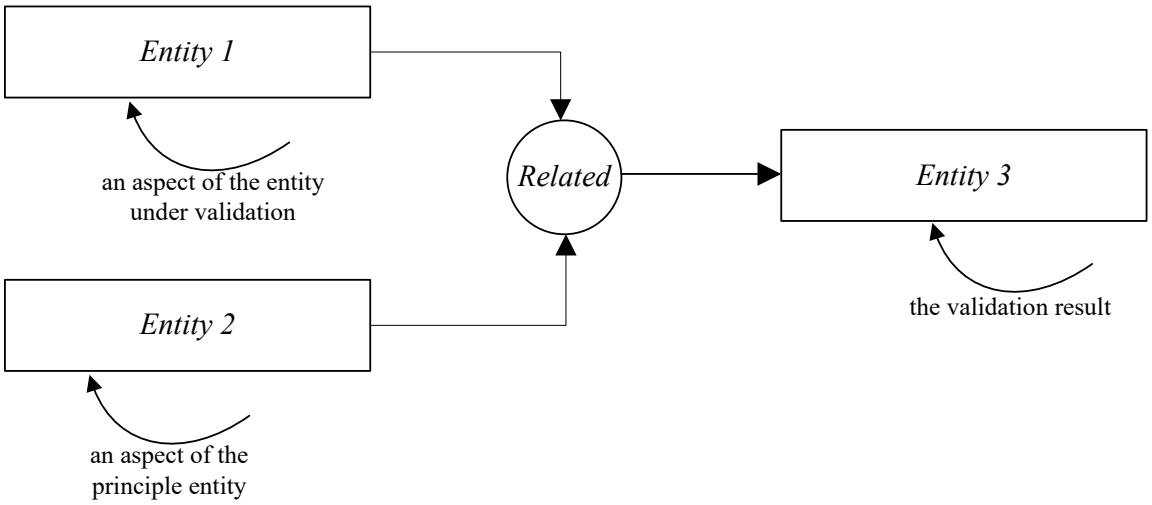
415. The information about an entity depends on that entity, so does the aspect of that entity. As a separate entity, the aspect of an entity and information about that entity depend on it, rather than us. Now since we have an entity identification problem, it may be possible for us to present information about an entity, where that entity is wrongly identified. In this case, the information depends on us, rather than the entity it is about. Since the entity the information should be about is mistakenly identified, in this case, the presented information is not about the actual entity it should be about. When that happens, we simply commit errors in communication and develop problems. This type of error is caused by misunderstanding aspect of entity, which is the same as misunderstanding aspect of entity related to the presentation aspect of the principle entity. If you want to, you can verify that by providing a practical example. You can work it out into two parts; and you don't have to do them at the same time. First, you are going to analyze information or communication, where the entity that information is about is not identified properly. In this case, the information is presented about an entity, but that information is not about that entity, since the underlying entity does not have anything to do with that information. That information does not belong to the actual entity. You are going to analyze that information and the underlying entity to verify that. Second, you are going to show the actual error is related to misunderstanding aspect of entity related to the presentation entity or the presentation aspect of the principle entity.

416. By understanding the exercise above, we already know that we use the principle entity to validate other entities. In this case, another entity is validated by the aspects of the principle entity. The validation process enables the aspect of that entity to be related to the aspect of the principle entity. We can say that in this case, we validate an entity with an aspect of the principle entity or an aspect of an entity with an aspect of the principle entity. In this case, in terms of validation we have:

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In terms of aspect of entities, we can validate an aspect of an entity with an aspect of the principle entity, which is also an entity. In this case we have

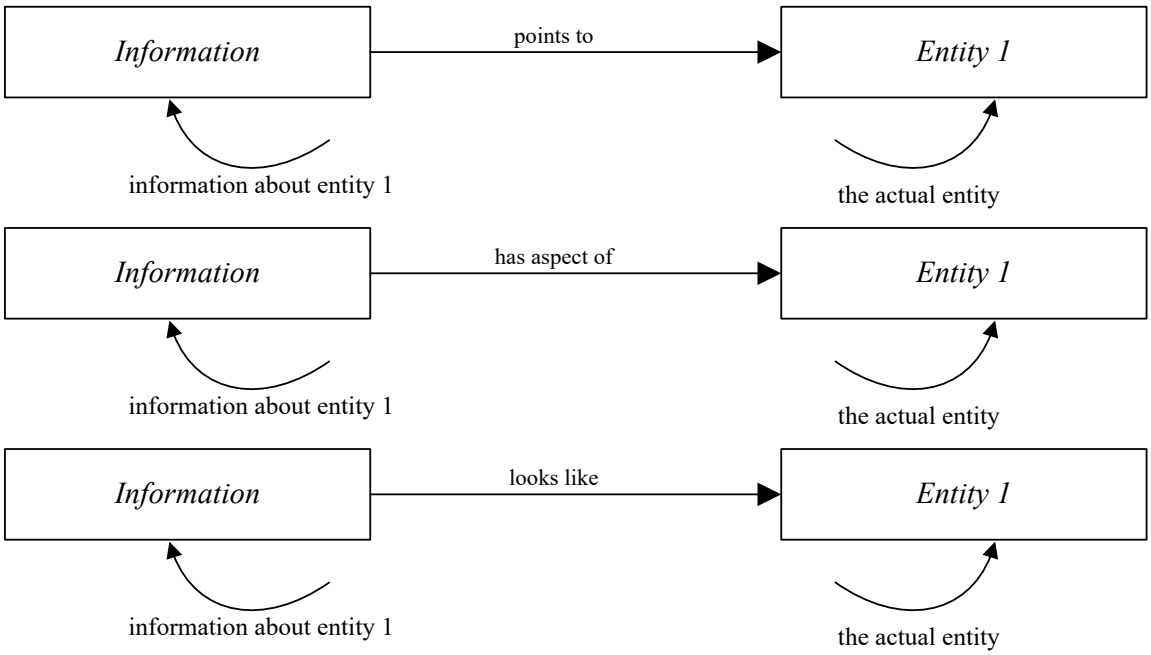


If you want to, you can verify that by providing a practical example. We mean verify the explanation that leads to the two models above. In this case, you will use the principle entity to validate other entities. You must provide more explanation and show your observation. What is important here? During the validation process, we try to map the aspect of the entity under validation with the aspect of the principle entity to determine a relationship. The resulting entity verifies the relationship between the aspect of that entity and the aspect of the principle entity.

417. Given that information about an entity depends on that entity, information about an entity points to that entity as well. Given that information about an entity depends on that entity, information about an entity has aspects of that entity. Given that information about an entity depends on that entity, information about an entity points to that entity.

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To better understand what we have just said, it always better to illustrate it by a model as shown below.



As shown by the models above, the information about an entity points to that entity; the information about an entity has aspects of that entity; the information about an entity looks like that entity. If you want to, you can verify that by providing a practical example. In this case, you are going to analyze information and the entity that information is about. You are going to perform two analyses: you are going to analyze the actual information and the actual entity the information is about. Then you are going to determine whether or not that information points to that entity, looks like that entity or has aspects of that entity. Given that information about an entity points to that entity, looks like that entity and has aspects of that entity, what happens when this is the opposite? In other words, what happens when information about an entity does not point to that entity; does not look like that entity, and does not have aspect of that entity? In this case, we have problems and errors in communication. You can extend your workout or work another example in another time by verifying that. In this case, you are going to analyze an information or an events where errors are identified or problems are caused because the information does not look like the entity it points to. You are going to provide more information and show your observation.

418. By understanding exercise number 323, we have shown that the aspects of the information entity include all the aspects of the principle entity. By understanding that, we can quickly see and realize that the principles are considered to be information

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themselves. If all the aspects of the principle entity are considered to be aspects of the information entity, then principles are considered to be information themselves. Here if you want to, you can verify that by providing a practical example. In this case, you are going to analyze information about an entity and verify the aspects of that information. Since you already understand all the aspects of the principle entity, then you are going to determine whether or not the information itself is considered to be principles. This exercise requires a very good understanding of the information entity and also the principle entity. You don't have to do it, if you don't want to.

419. By understanding the exercise above, since principles are considered to be information themselves, since all the aspects of the principle entity are considered to be aspects of the information entity, what happens when we misunderstand that? What happens when we misunderstand that all the aspects of the principle entity are considered to be aspects of the information entity? When we misunderstand that, we simply develop problems and commit errors in communication. If you want to, you can verify that by providing a practical example. In this case, you are going to analyze an information and show that within that information—It is better to say, analyzing that information related to the aspects of the principle entity—then show that the aspects of the principle entity related to the information entity are misunderstood. Since all the aspects of the principle entity are considered to be aspects of the information entity, in order for the information entity to be understood, the aspects of the principle entity must be understood. In this case, you are going to analyze that information related to the principle entity and verify that the aspect of the principle entity is not understood. We can also say that the aspect of the principle entity is not understood related to the aspect of the information entity.

420. Since the understanding of the information entity depends on us rather on the entity itself, since the presentation of information—we mean understanding of the presentation entity—depends on us, rather than the information itself; we can quickly see not all information is considered to be principles. In this case, as we should have known already, the aspects of the information entity include other aspects beyond the principle entity. In other words, since the aspects of the information entity include other aspects than the principle entity, then not all information is considered to be principles. If you want to, you can verify that by providing a practical example. Again, this exercise requires a very good understanding of the information entity, the principle entity, and the presentation entity or presentation of information. You can simply omit it; you don't have to do it. We can also say that this exercise requires a higher level of understanding of the principle entity, information, and presentation of information. Keep in mind that in

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order for an information to be considered as a principle, it must contain only all the aspects of the principle entity. In this case, that depends on the information itself and much more of the presentation of that information.

421. By understanding exercise number 323, we have learned and shown that all the aspects of the principle entity are considered also to be aspects of the information entity. In exercise number 318 we have shown that there are relationships between the aspects of entity number 1 identified in exercise number 84 and the aspects of the principle entity. In this case, we have shown that each aspect of entity number 1 identified in exercise number 84 is related to the aspects of the principle entity. It is always better to say that all aspects of entity number 1 identified in exercise number 84 are related to all aspects of the principle entity. All aspects of entity number identified in exercise number 84 are related to each aspect of the principle entity and each aspect of the principle entity is related to all aspects of entity number 1 identified in exercise number 84. Now what is important here? In terms of information, since information is considered to be principles, there must be a relationship between information or the information entity and entity number 1 identified in exercise number 84. Here if you want to, you can verify that by providing a practical example. In other words, verify that there is a relationship between the aspect of entity number 1 identified in exercise number 84 and the information entity. In this case, it is better to say, verify that there is a relationship between entity number 1 identified in exercise number 84 and information or the information entity.

422. By understanding the exercise above, since there is a relationship between entity number one identified in exercise number 84 and the information entity, that relationship itself is considered to be an entity. And that entity itself is considered to be an aspect of the information entity. Here if you want to, you can verify that relationship is indeed considered to be an entity and that entity is considered an aspect of the information entity. You must provide more information in your workout and show your observation.

423. From exercise number 323, we have learned that all the aspects of the principle entity are included in the aspects of the information entity. In exercise number 420, we have learned that not all information is considered to be principles. That makes sense since the information entity includes other aspects than those identified by the principle entity. In other words, since the information entity also includes aspects that are not found in the principle entity, therefore not all information is considered to be principles. Now by understanding exercise number 421 above, we have learned that there is a relationship between entity number one identified in exercise number 84 and the information entity

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and that relationship is considered to be an entity and that entity is an aspect of the information entity. Now if we look at that entity—we mean the relationship of entity number one identified in exercise number 84 and the principle entity—we can quickly see that the information entity is unique to itself, in terms of identity. In other words, not all entities are identified to be information. By understanding that, we can quickly see that the word information is identified by the information entity. We can also say that, the word information is defined by the information entity. By understanding the overall explanation, define the information entity or the word information. In other words, you are going to define the information entity and use the word points to entity model to define the word information.

424. From the exercise above, you have defined the information entity. By understanding your definition and the information entity, verify that definition is also an entity. Once you have verified that, show that entity is also an aspect of the information entity. All you need to do here is to identify the definition of information is also an aspect of the information entity. To do that, you are going to verify that definition is an entity itself and that entity is also an aspect of the information entity.

425. By understanding the two exercises above, we have learned that not all entities are defined to be information. That makes sense since the information entity is unique in terms of identity. Once we fail to understand that, we simply develop problems and commit errors in communication. Here you are going to verify that by providing a practical example. To better help your workout, you can think it as follows. While it is always better to say not all entities are identified to be information, you can think it as—not all entities that claim to be information is identified as information. In order to verify that, you are going to analyze some entities that claim to be information, then from your analysis, you will then verify those entities are not considered to be information. You must provide additional information and show your observation. Keep in mind that information about an entity depends on that entity, not on us.

426. We have learned that information is available when it is needed. Verify your understanding of that statement related to presentation of information. Then in another time, you can also verify your understanding of the same statement related to portability of information. If you want to, you can also do both at the same time, by verifying your understanding of the statement related to both presentation and portability of information.

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427. By understanding your workout above, verify that non-portable information is not presentable. If you want to, you can also take it like this. By understanding the relationship between the portability entity and the presentation entity, verify that non-portable information is not presentable. Since a non-portable information is no information at all, in this case, it is always better to say that a non-portable information that claims to be information is not information at all or a non-portable entity that claims to be information is not portable.

428. By understanding the exercise above, verify that distribution is an aspect of the information entity. In this case, within the information entity itself, you are going to identify the distribution entity. Then you are going to verify that entity is indeed an aspect of the information entity. To verify your identification, you can use the time chart. Since the aspect of an entity does not change by time or related to time, in this case you can use the time chart to determine whether you have identified the entity correctly.

429. By understanding the relationship between the information entity and the portability entity, we can quickly see that the information entity is very portable. The misunderstanding of information and portability of information enables us to misunderstand information so does portability of information. By having an information identification problem, it is possible for us to mis-present information about entities at specific location. In this case, we simply try to carry an entity that is not portable at a location where it is not needed. When we try to do that, we simply develop problems and commit errors in communication. Those types of errors and problems are caused, because we misunderstand the relationship between information and portability of information; which is simply the relationship between information and the portability entity. Here you can verify that by providing a practical example. In this case, you are going to identify and analyze an event or communication or simply information that is not probable, but was tried to carry from one location to another location. Since that information is not portable, it simply causes problems. You must provide additional explanation and show your observation. If you want to, you can also use current events or historical events in your workout.

430. Since the objective of our communication is not satisfied until it is understood, in terms of information it is always presented in a form where it can be understood. Since the objective of our communication is not satisfied until our communication is understood, in terms of information, it is always good to present it in a form where it can be understood.

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If you want to, you can verify that by providing a practical example.

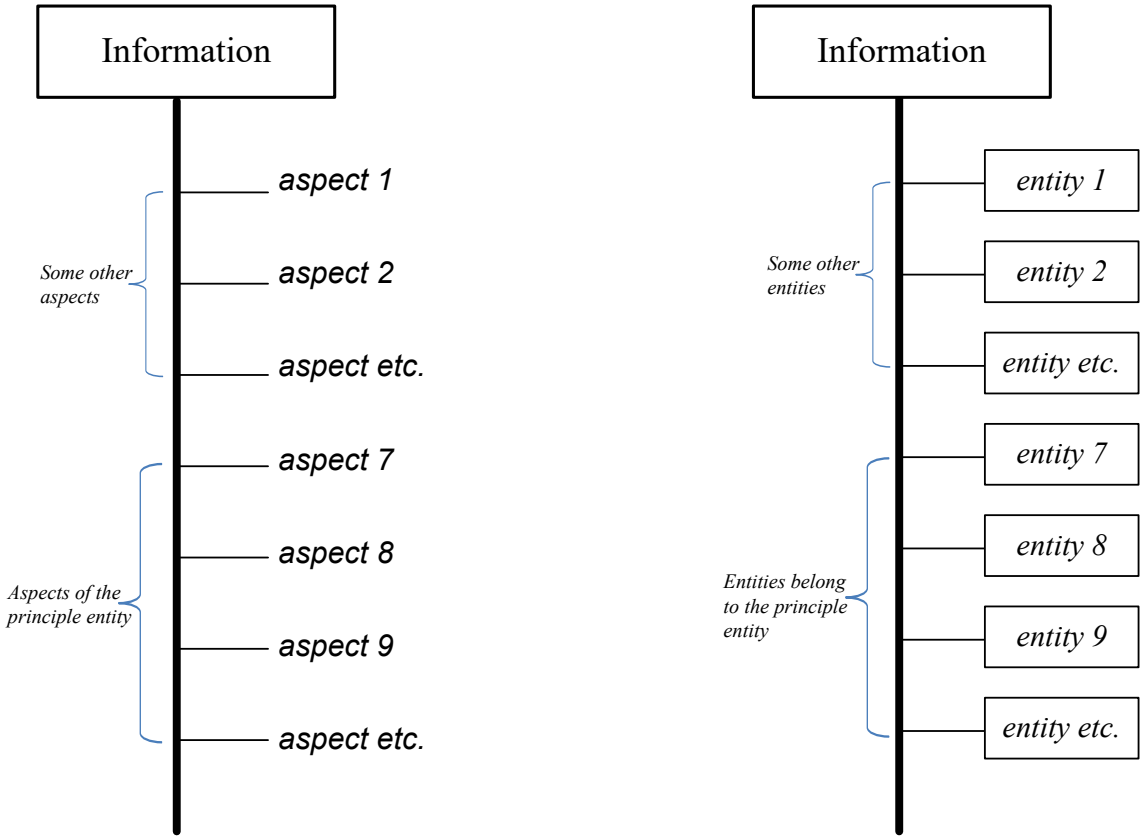
431. By understanding the exercise above, the relationship between entity number one identified in exercise number 84, we can see that quantity itself is an aspect of the information entity. Here if you want to, you can verify that quantity is indeed an aspect of the information entity. This exercise requires a very good understanding of entity number one identified in exercise number 84, the principle entity, and the information entity. You don't have to do it if you don't want to; you can simply omit it.

432. In terms of quantity of information, verify your understanding of the exercise above by providing a practical example. The way to look at it, you don't have to work out the above exercise to work out this one. Assume that you did not work out the above exercise; you can work out this one by thinking or taking information in terms of quantity related to your understanding.

433. By understanding the last two exercises above, show your understanding of entity number one identified in exercise number 84 related to quantity of information. By working out this exercise properly, you have verified that quantity is indeed an aspect of the information entity.

434. By having a very good understanding of the information entity, we can see that the information entity includes some other aspects and the aspects of the principle entity. In this case, we can show it by the model below.

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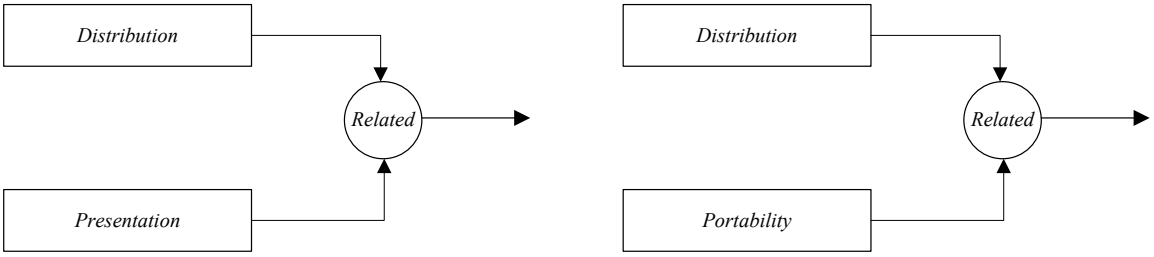


From the model above, the usage of "etc." means more aspects and entities that are not listed. We simply use numbers here for information purpose only, the quantities are not exact. The way to look at it, the quantities may well go beyond what is indicated here. If you want to, you can redraw the model by listing all the aspects you have identified by their names.

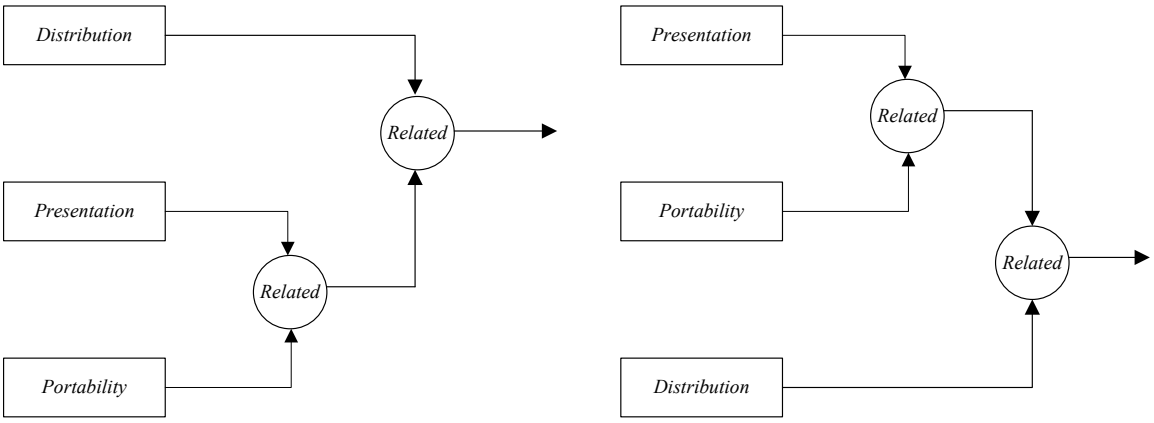
435. By having a very good understanding of the last five exercises above, the information entity and the principle entity, we should already know that the other aspects of the information entity are also related to the aspects of the principle entity. That makes sense, since the principle entity is related to the information entity. For instance, the distribution aspect of the information entity is related to the portability aspect and the presentation aspect of the principle entity. The same as the quantity aspect of the information entity is also related to the presentation aspect and the portability aspect of the principle entity. By understanding what we have just said and the relationship between the information entity and the principle entity, you can draw the relationships and provide some explanations about them in your workout if you want to. Here is an example. Since we have verified that the distribution entity is related to both the portability entity and presentation entity, in this case we can represent them as follows to

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show that relationship.



The two models above may be equivalent or similar to the ones below. Both of the models below are the same. While we draw them like that, you may find other ways to draw them. If you want to, you may provide some explanation about each relationship you have identified. Since the relationships indicated by the model can only be self-identified, it is always good to use the word similarity instead of equivalent or equal.



436. By understanding your workout above, show your understanding of the distribution aspect of the information entity related to the presentation entity. You can also think it as verify your understanding of presentation of information related to distribution of information. Here you can think about the relationship between the two aspects. You can also provide a practical example and show your observation.

437. By verifying your understanding of the relationship between other aspects of the information entity and the aspects of the principle entity, if you want to, you can also work out this exercise by verifying your understanding of the relationship. Verify your understanding of the distribution aspect of the information entity related the portability entity. If you want to, you can think it as the relationship between distribution of information and portability of information. Here you will verify your understanding of the relationship between those two entities. Within your workout, you can provide a

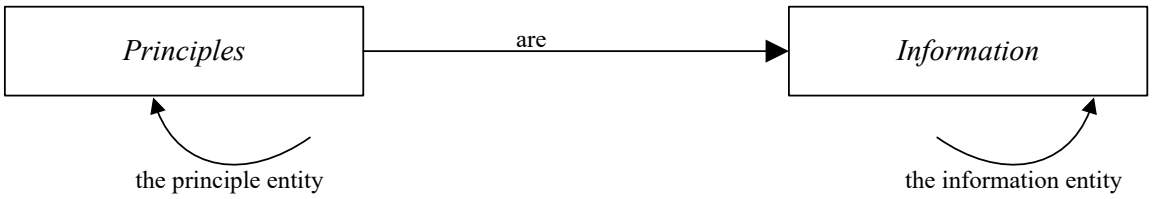
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practical example.

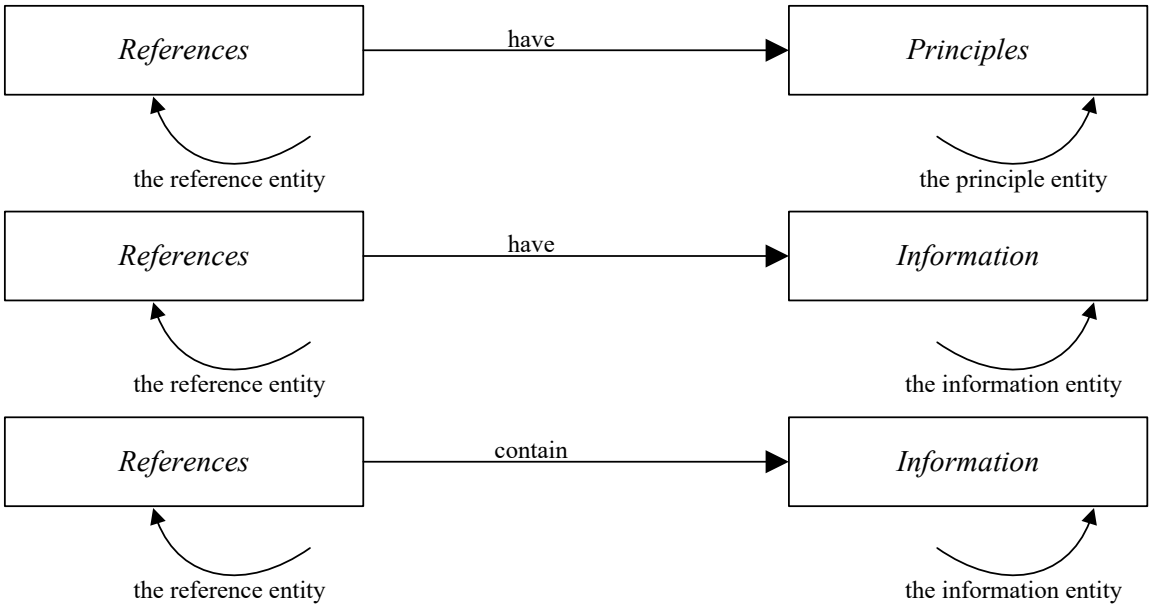
438. Since we use the principle entity to validate other entities, since the aspects of the principle entity are included in the aspects of the information entity, since there is a relationship between the other aspects of the information entity and the principle entity, when we misunderstand that relationship, we simply commit errors in communication and develop problems. From the two exercises above, you have verified your understanding of the relationship between the distribution and the presentation of information and also the distribution and the portability of information. Here, you are going to show what happens when those relationships are misunderstood. You can work that out into two parts. In terms of distribution and presentation, you are going to analyze an entity that claims to be information. You are going to find error in communication and problems development related to presentation and distribution of that entity. Since that entity is not considered to be information, therefore the misunderstanding of that relationship related to that entity simply develops problems or enables us to commit errors in communication. You can work the whole exercise out in two separate times.

    Second, you are going to look at distribution of information related to portability of information. If an entity is identified as information, it must be portable. You are going to analyze an entity—or the same entity from the part above—that claims to be information and verify whether or not it satisfies the relationship of distribution and portability. Since the misunderstanding of that relationship develops problems and causes errors in communication, you are going to verify that here by providing a practical example. Overall, you can look at the entity that claims to be information in terms of communication, information, current events, or historical events.

439. By understanding the relationship between the principle entity, the information entity, and the reference entity, we can see that references are information themselves. To better understand that relationship, it is always good to provide a model with some explanation as shown below.



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The models show that a principle has information, while a reference contains information as well. What is important here? Since principles are considered to be information, so a reference itself contains principle.

440. By understanding the exercise above, we have identified and learned the relationship between the reference entity and the information entity. If you don't have a good understanding of that relationship, you can verify that here before proceeding farther. By understanding that relationship, you may have already verified that information is available when it is needed. Since a reference contains information, a reference is available when it is needed and if it is needed as well. Within a practical application, verify that a reference is available when it is needed. You can use the outline below as a guideline to provide more information about your application.

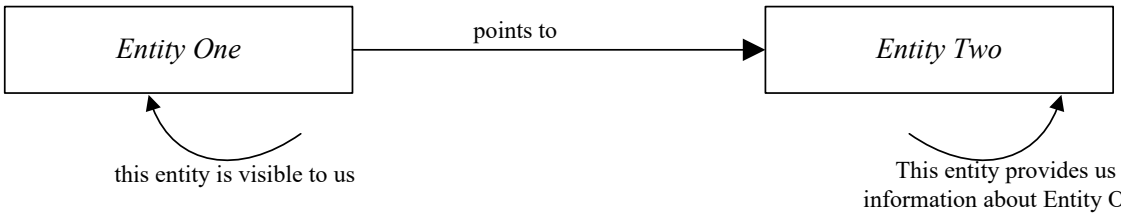
- Application Name
- Application Description
- Communication Function
- People in the Application
- Application Result

You can also use time in your model. While we outline some of the information above, you must provide all relevant information; even if they are not listed here.

441. We have already learned that an entity can point to another entity. In terms of information, the other entity provides us information about the entity that points to it. In

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this case, when we see the entity that points to the other entity, we think about the other entity. To better understand what we have just said, let's show it again.



The way to look at it, *Entity One* points to *Entity Two*, where *Entity Two* provides information about *Entity One*. In this case, when we see *Entity One*, we think about *Entity Two*. That makes sense, since *Entity Two* provides us information about *Entity One*. We have to think about that information in order to learn about *Entity One*. Since the understanding of an entity depends on us rather than on the entity itself, assume that we understand *Entity Two*, and then we will think positively about *Entity One* when we see *Entity One*. In the event that we don't understand *Entity Two*, we simply think negatively about *Entity One* when we see *Entity One.* That makes sense, since we don't understand *Entity One* from *Entity Two.* Another way to look at it, since when we see *Entity One*, we think about *Entity Two,* in this case, *Entity Two* provides us information about *Entity One*. Since information about *Entity One* depends on *Entity Two*, all we need to do in order to know about *Entity One* is to understand *Entity Two*. We need to understand *Entity Two* in order to know about *Entity One*. We need to understand *Entity Two* in order to get information about *Entity One*. Without understanding *Entity Two*, it is not possible for us to understand *Entity One.* To better understand this exercise, if you want to, you can do the following. By understanding the aspect of entity number one identified in exercise number 84 and the information entity, verify your understanding of this exercise by providing a practical example.

442. By understanding the exercise above, we can quickly see that *Entity One* is defined as *Entity Two*, rather than the visible entity itself. Assume that *Entity One* is physically identified; in this case, *Entity One* is defined as *Entity Two* rather than the physical entity itself. If you want to, you can verify that by providing a practical example. This exercise requires a very good understanding of entities that point to other entities. In terms of *Entity One* points to *Entity Two*, this exercise requires a very good understanding of *Entity Two*.

443. By understanding the other aspects of the information entity and the principle entity, here to help your understanding, you can work out this exercise. Verify your understanding of

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the quantity aspect of the information entity related to presentation of information. If you want to, you can provide a practical example in your workout. You can think as quantity of information related to presentation of information.

444. By understanding the other aspects of the information entity and the aspects of the principle entity, verify your understanding of the quantity aspect of the information entity, related to the portability entity. You can think it as quantity of information related to portability of information. If you want to, you can provide a practical example in your workout and show your observation.

445. Since we use the principle entity to validate other entities and information about an entity depends on that entity rather than us, when we misunderstand the relationship between the other aspects of the information entity and the principle entity, we simply commit errors in communication and develop problems. By understanding the two exercises above, here you can verify that by providing a practical example. In this case, you are going to look at presentation of information related to quantity of information. Since the presentation of information enables information to be understood, in terms of quantity, what happens when that information is misunderstood? Second, you are going to look at portability of information related to quantity of information. Again since information is very portable and it must be presented in a form it can be understood, what happens when the portability and the quantity relationship is misunderstood? This exercise requires a very good understanding of the information entity and also the principle entity.

446. By understanding the last three exercises above, we have verified our understanding of quantity of information related to both presentation and portability of information. By having a very good understanding of your workout above, and also the principle entity, we can see that when those relationships are misunderstood, errors in communication occurred and problems get developed. In other words, once we misunderstand the relationships between quantity of information and presentation of information and the relationship between quantity of information and portability of information, we simply commit errors in communication and develop problems. Here you are going to verify that for both cases by providing a practical example. In this case, you are going to look for information by analyzing specific information and determine whether that information is portable or not. In other words, you are going to analyze information in terms of quantity and take portability into consideration. You can look at problems and errors in communication related to that. Second, you are going to analyze and understand that information in terms of quantity by taking portability into consideration. In terms of

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quantity, you will determine whether that information—entity claims to be information—is portable or not. You don't need to do both at the same time. You can do them into two different times. You can also look at current events and historical events as well.

447. By understanding the last two exercises above, exercise number 438, exercise number 439, and exercise 441; by having a very good understanding of entity number one identified in exercise number 84 and by having a very good understanding of the information entity already, you may have noticed—if not already—that quality is an aspect of the information entity. Here if you have not already identified that, in relationship with entity number one identified in exercise number 84, verify that quality is indeed an aspect of the information entity. In other words, all you need to do here is show that quality is indeed an aspect of the information entity. This exercise requires a very good understanding of entity number one identified in exercise number 84. You don't have to do it; you can simply omit it.

448. By understanding the exercise above, you have verified that the quality entity as an aspect of the information entity. Now in terms of information and communication, what happens when that aspect is misunderstood? In this case, we simply commit errors in communication and develop problems. Here you can show that by providing a practical example. In this case, you are going to look at information in terms of quality. You can also look at current and historical events as well. In all cases, you will need to show your observation. This exercise enables you to verify your understanding of the information entity related to quality of information.

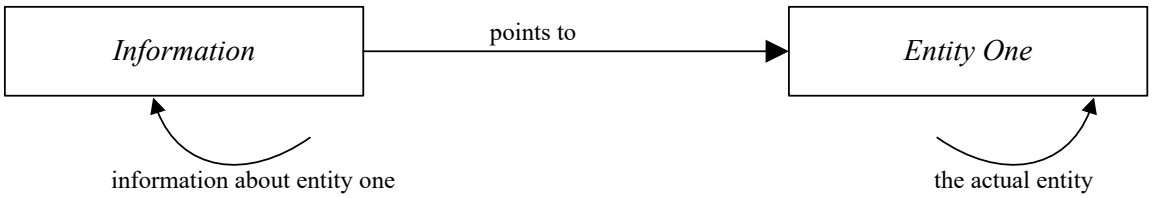
449. Depending on how you worked out the exercise above, you can work out this one. You don't have to work out this one, if you have worked out the one above. All you need to do here is show your understanding of information related to quality of information by providing a practical example. Another way to say it, is the understanding of the information entity related to the quality aspect of information or that same entity.

450. By understanding the last two exercises above, here verify your understanding of quality of information related to presentation of information. This is the same as saying; verify your understanding of the quality aspect of information and the presentation aspect of information. We can also say that, the quality aspect of information related to the presentation aspect of the principle entity. If you want to, you can provide a practical example and show your observation.

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451. By understanding the last two exercises above, here show your understanding of quality of information related to portability of information. This can be viewed as the relationship between the quality aspect of information related to the portability aspect of the information entity. If you want to, you can provide a practical example and show your observation.

452. By understanding all the related exercises above—we mean exercise number 442 to exercise number 451—or all the exercise related to the information entity, we can see that the information about an entity points to that entity. The information about an entity points to its respective entity. By understanding what we have just said, we can illustrate that in the form below.



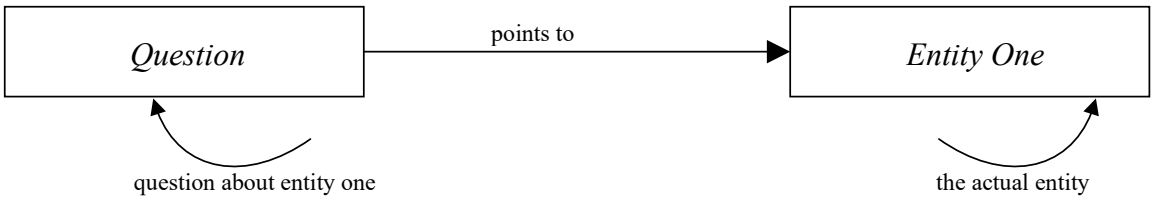
As shown by the model above, the information about *Entity One* points to *Entity One*. That makes sense, since the information about an entity depends on that entity that information must point to that entity. Since the information about *Entity One* depends on *Entity One*, that information must point to *Entity One*. To better understand the relationship between an entity and information about that entity, you can refer to exercise number 74 and determine whether or not the information about the entity you have identified point to that entity. Since you have already worked out the exercise, you are going to use this exercise to verify your workout. In this case, you will determine whether or not the information about the entity you have identified from the indicated exercise point to that entity. Here you are going to use the *information points to entity model* as shown above to verify that. Within your workout, you will need to answer these questions: Why information about an entity points to that entity? Why the information about an entity does not point to another entity? Why the information about an entity does not point to a different entity?

453. By working out the exercise above, you have verified that the information about an entity points to that entity. To help you understand the relationship between information and entity—we mean the relationship of information and the entity that information is about—you can list couple of entities and use the information points to entity model to show where those information point to. In this case, you can use the following to show

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that or add other entities. A chair, information about a house, information about a tree, a dog, information about a chair, a house, a car, information about a red pen, a woodpecker, a flat tire, information about a dog, information about flying a woodpecker, information about a red pen, information about fixing a flat tire, information about a woodpecker, information about a car, a tree, a flat tire, fixing a flat tire, information, the flying of a woodpecker.

454. A question about an entity points to that entity. Since information about an entity depends on that entity; since information about an entity points to that entity, a question about that entity points to that entity, where that question is related to the information about that entity. In terms of relationship between a question and the entity that question is about, we can use the question points to entity model below to show that.

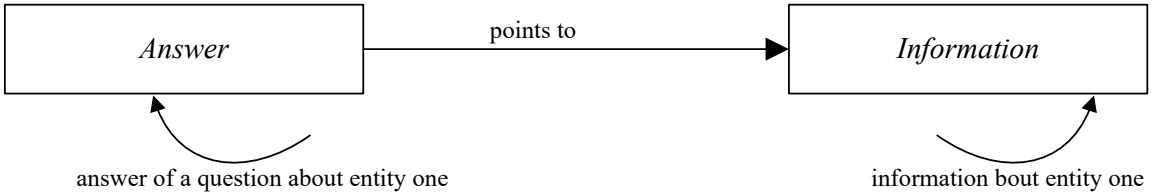


As shown by the model above, a question about *Entity One* points to *Entity One*. That makes sense since information about *Entity One* points to *Entity One* as well. In terms of answer for a question, the answer for a question is related to the information about the entity that question is about. The answer depends on the information of the entity that question is about. For example, assume that an entity is identified as *Entity One*, where information about *Entity One* depends on *Entity One*; then the answers for the questions related to *Entity One* depend on information about *Entity One*. If you want to, you can show that by providing a practical example. In this case, you are going to verify that the answer of a question is related or depends on the information of the entity that question is about. Here you can choose your own entity or you can use the entity identified in exercise number 74. In this case, you can use your workout for that exercise. You can ask questions about that entity or someone can ask you questions about that entity, then you will need to determine whether the answers to those questions point to the information of the entity you have identified—we mean the information about the entity you have identified. Within your workout, you can use questions point to entities models to determine where those questions point to.

The answer of a question points to the information of the entity the question is about. To better understand the relationship between the answer of a question and the information

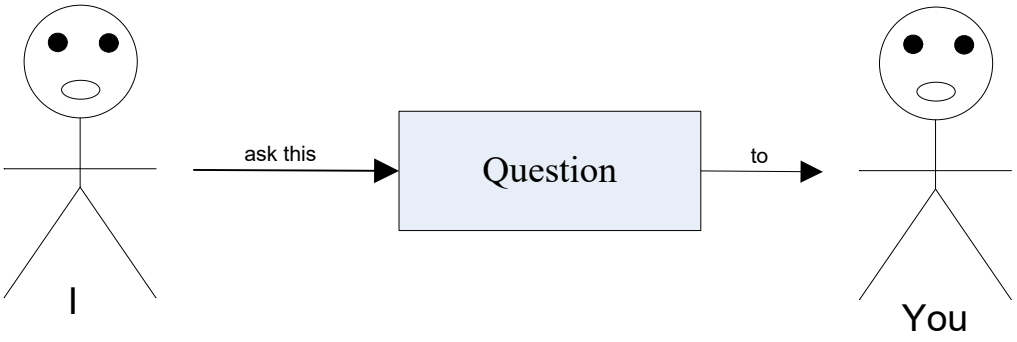
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of the entity the question is about, it is always good to represent it by the model below.

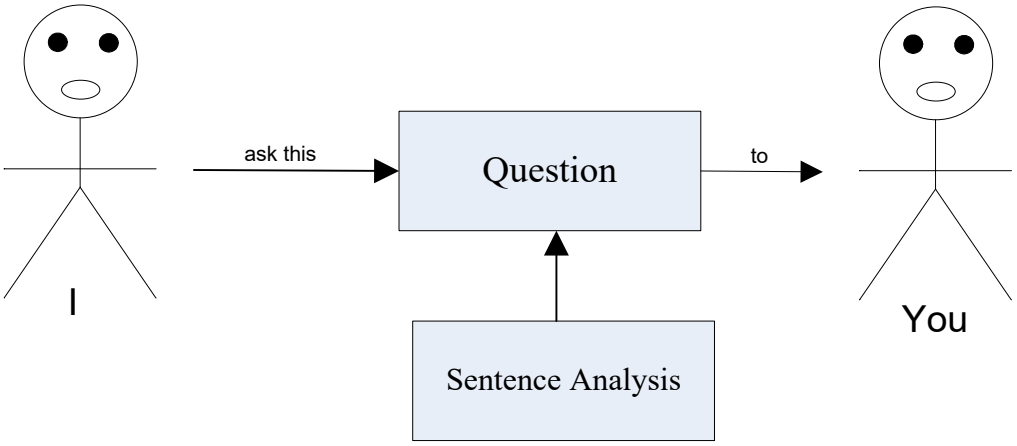


Within your workout, you can show that the answers for the questions you have been asked or you have asked point to the information about the entity you have identified. You will verify whether or not the answers for those questions point to the information of the entity your questions are about.

455. In order for an entity to be identified as a question, it must have the aspect of a question. Since a question is a communication, in order for a communication to be identified as a question, it must have the aspect of a question. In this case, we have something as shown by the model below.



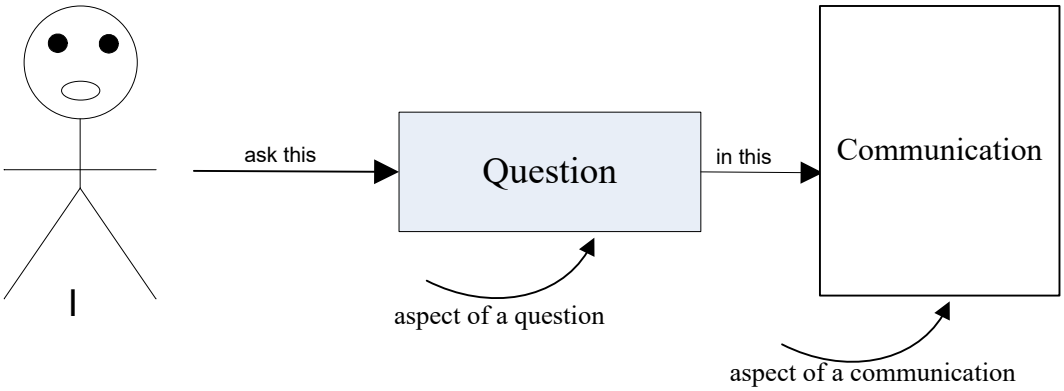
Since a question is a form of communication and has its own aspect, that question can be analyzed with the sentence analysis entity. In this case, we have the form represented by the model below.



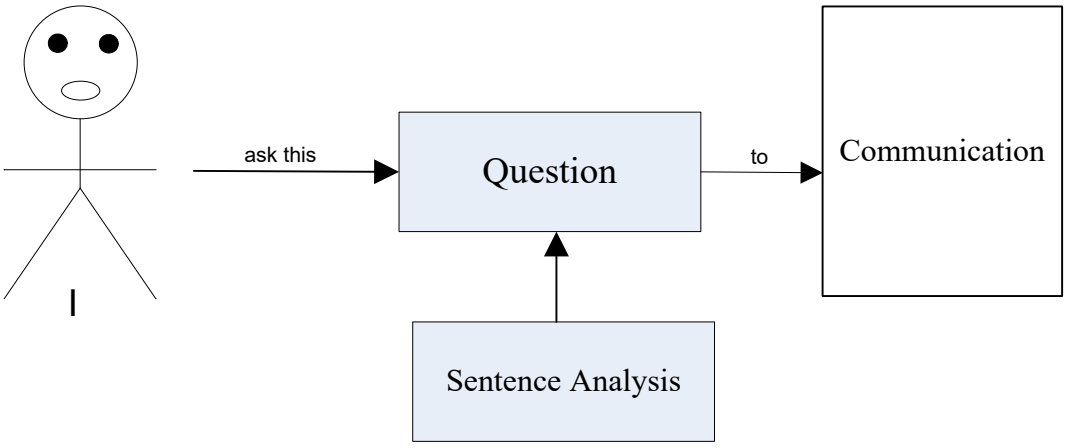
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The sentence analysis entity is identified in the model above to make sure whether the communication or the communication entity being identified is indeed a question. You may have already verified that from the exercise above; if not, you can verify that here before proceeding farther.

Since not all communication is considered to be questions and answers, questions and answers must have their own aspects. Since not all communication is considered to be questions, a question must have its own aspect. Since not all communications are considered to be answers to questions, an answer to a question must have its own aspect as well. Now in terms of questions and communications, it is always good to show the question entity in this form.



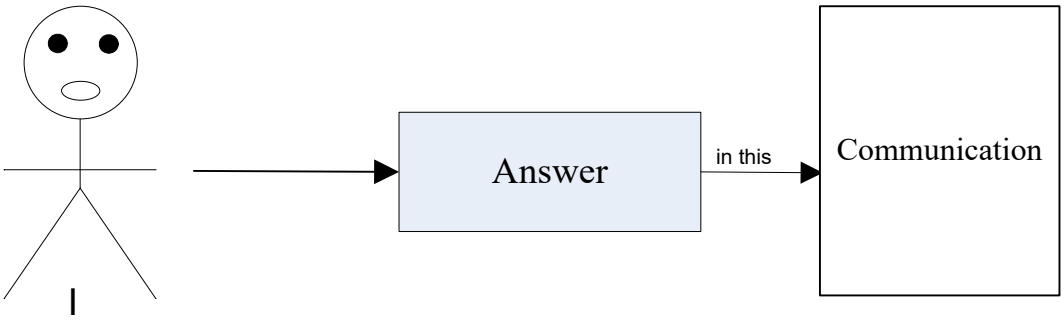
With the sentence analysis entity, the question is being analyzed in the communication in the form of:



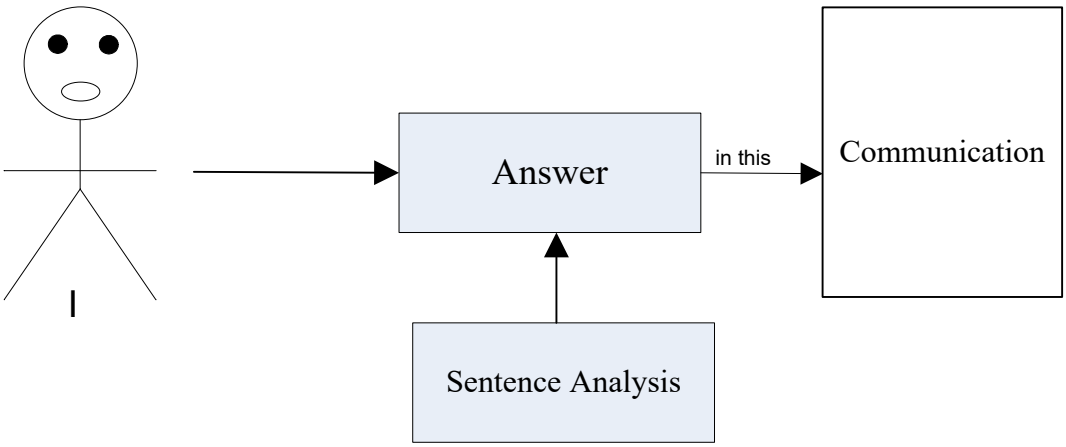
As shown by the model above, within the communication, the question is identified and being analyzed. That makes sense, since a question is a part of a communication, a question undergo the same analysis as a regular communication. The answer to a question is also a part of a communication. In this case, it is similar to the ones we

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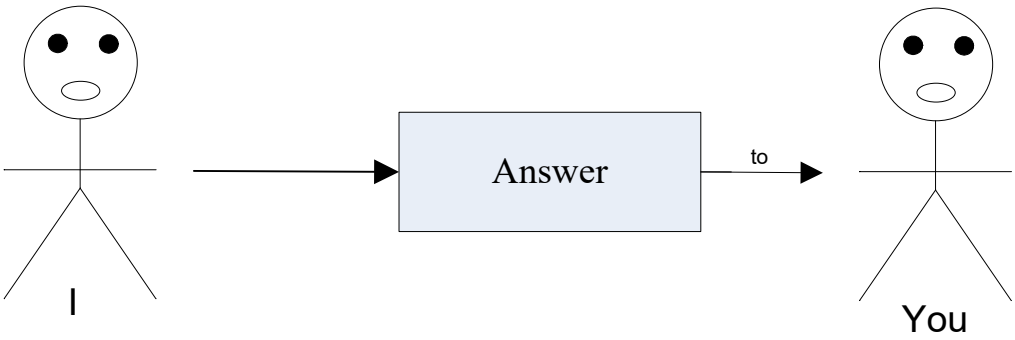
illustrate above.



Since a question undergoes some analysis within a communication, the answer for a question also undergoes some analysis within communication. In terms of analyzing the answer of a question within a communication, we have the model below to show that.

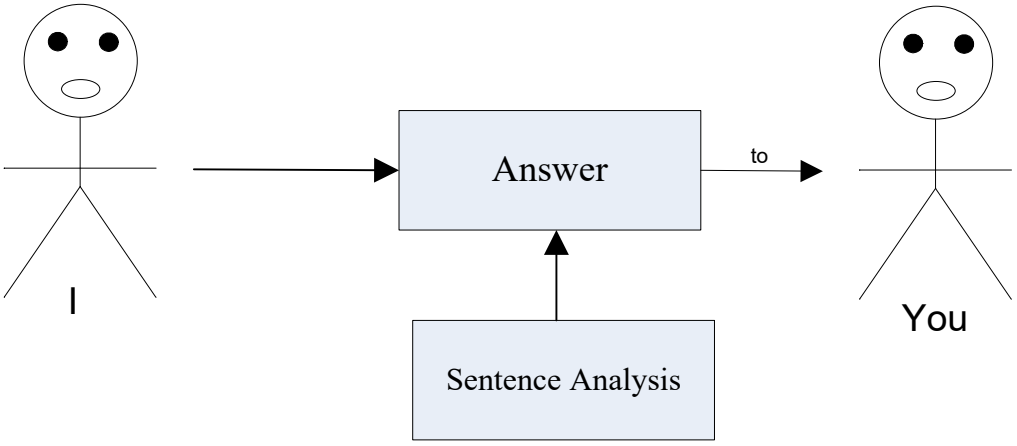


Since a question is uniquely identified by its answer, the answer for a question also has its own aspect similar to the question entity or the communication entity. In this case, the aspect of an answer of a question is related to that question. Since that answer is uniquely identified by that question, in this case in order for an entity to be identified by an answer to a question, it must have the same or similar aspect to the question. Since the answer for a question is also an entity or a communication entity or simply communication, in this case we have:



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Since the answer for a question is unique to that question, that can also be verified by the sentence analysis entity in the form below.



By understanding the overall explanation, by understanding question, answer, and the relationship between a question and the answer of that question, if you want to, verify your understanding of the aspect for a question related to the answer of that question. We mean the aspect of a question and the aspect of the answer of that question.

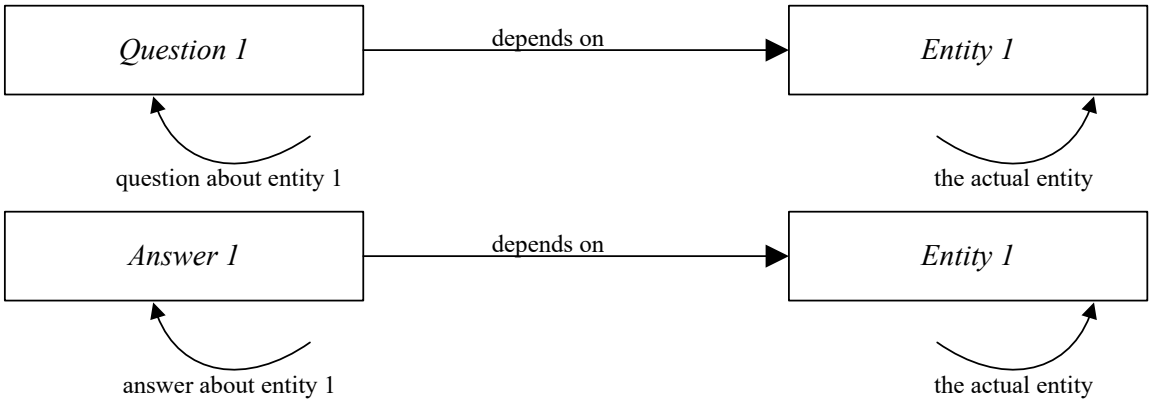
456. Since not all communication is considered to be questions, it may be possible for a question not to point to an actual entity. Here, determine whether or not that question is a question at all. The way to look at it, in order for an entity to be identified as a question, it must point to an actual entity, where the answer for that question is related to that entity. All you need to do here is to analyze a question by determining where that question points to. Assume that within your analysis you find out that the question does not point to an actual entity. In this case, you will determine whether or not that question is a question at all.

457. The aspect of an entity depends on that entity, so does information about that entity. The information about an entity points to that entity, so do questions about that entity. By understanding what we have just said, we can see that a question is validated by the actual entity the question points to, where the answer for a question is validated by the information about the actual entity. Since a question points to an actual entity and the answer for a question points to the information about that actual entity, since information about that actual entity points to that entity as well, in this case the answer for that question points to that actual entity as well.

Another way to look at it, while a question points to an actual entity, the answer for that question points to the information that entity is about. Since a question is equal to its

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answer, it is always good to say that the answer for a question points to the same entity the question points to. That makes sense since the answer for a question is uniquely identified by that question. A question depends on to the same entity the answer for that question depends on. In the event that entity does not exist, both the question and the answer for that question do not exist. In this case we have



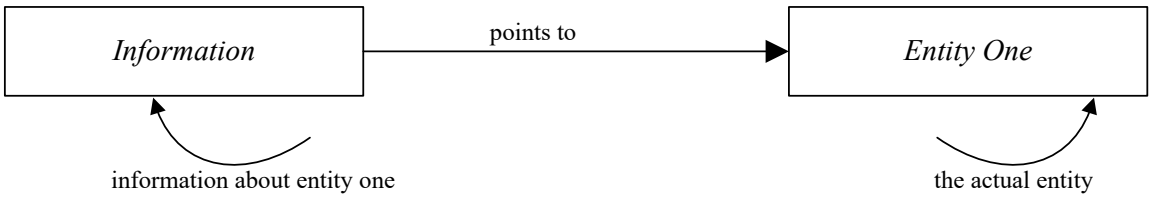
Now in terms of question validation, it is always good to look at the validation of a question related to time. Since a question points to an actual entity and the aspect of that entity does not change related to time or change by time, the aspect of a question—a question about that entity—does not change related to time as well. The way to look at it, related to time, a question still points to the same entity and that entity does not change or the aspect of that entity does not change. Here to help your understanding, verify that by providing a practical example. In other words, show that a question does not change related to time by providing a practical example. You must use the time chart and show your observation. In this case, you are going to analyze a communication and use a question in that communication to show that. Since a question points to an actual entity, you will identify that entity and use the time chart to back and forth—we mean past and future—to determine whether that question changes. This exercise may require a very good understanding of entities and functions of entities and also understanding entity identification.

458. By understanding the exercise above, we have shown that a question does not change related to time. Since a question does not change related to time, neither does the answer for a question. We know that the answer for a question points to the information of the entity the question is about. What is important here? That information does not change related to time. Since the information about an entity does not change related to time, so does the answer for a question. It is always better to say it like this. Since the entity a question points to does not change related to time, a question does not change related to

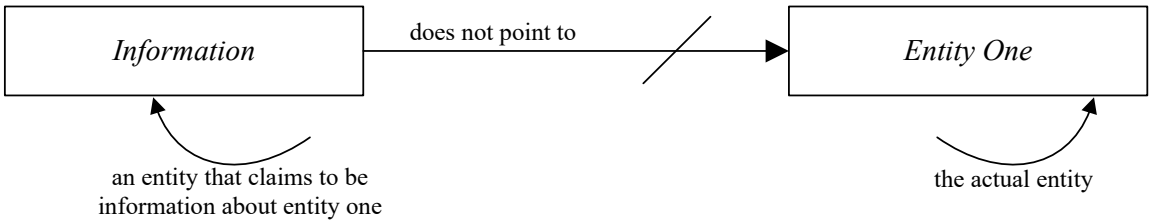
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time. Since the information that points to an entity does not change related to time, the answer for a question does not change related to time. If you want to, you can verify that by providing a practical example. In other words, show that the answer for a question does not change related to time by providing a practical example. You can use the time chart in your workout. In this case, you can look at the answer for a question related to time; you can also look at information as well. The way to look at it, depending on how you have worked out the exercise above, you can use it to continue this one. You can also analyze specific information related to time and determine whether that information changes. In this case, you will conclude that if the information changes, it was not information at all or information about the actual entity.

459. From other exercises and from the exercise above, we have learned that the answer for a question points to information of the entity that question points to. Since that information points to that entity, the answer for a question and that question itself point to the same entity. To better understand what we have just said here, let's show it in a model by using the information points to entity model.



From the model above, we show that information about *Entity One* points to *Entity One*. Now we use the word misinformation to denote information that does not point to an actual entity. For instance, if information about *Entity One* does not point to *Entity One*, in this case we have.



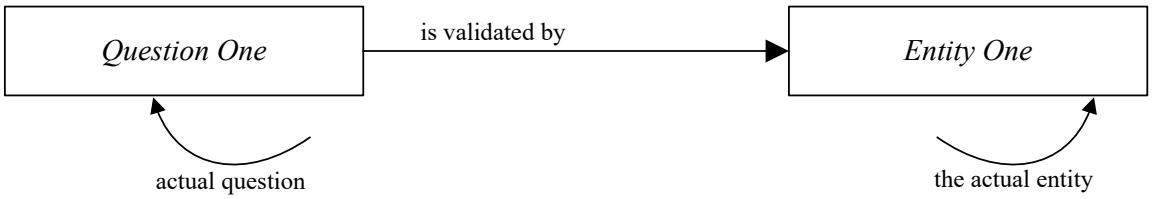
What is important here? From the model above, the information entity or the entity that claims to be information about *Entity One* does not point to *Entity One*. In this case we can say that information is not about *Entity One* or it is not information at all. All you need to do here is to verify your understanding of the word misinformation related to an actual entity. In this case, you are going to analyze an information related to an entity. You will determine whether or not that information is about the actual entity or points to

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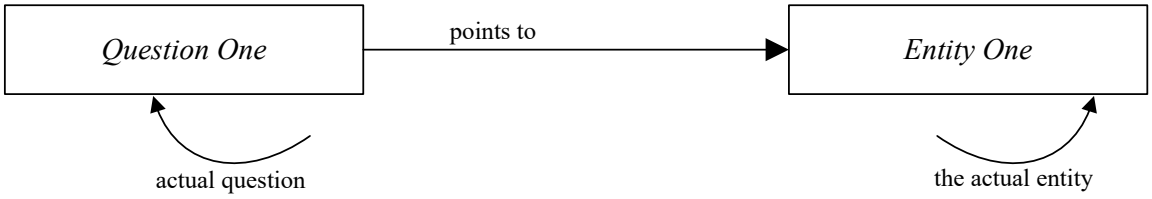
it or is about another entity or it is not information at all. In all cases, you will provide additional explanation and show your observation.

460. If a question does not point to an actual entity, then that question has no answer. If a question does not point to an actual entity, then that question is not a question at all. From exercise number 457 above, you have analyzed the entity a question points to or analyze a question. Depending on how you have done it; you may have analyzed the entity the question points to, rather than the question itself. If you have not done so, you can do that here. What you are going to do here? You are going to analyze a question from a communication and determine the entity that question points to. By analyzing that entity, if you determine that entity is not an actual entity, you will conclude that question has no answer. Again, you don't have to work out this exercise; it always depend how you have worked out the previous three exercises above. Within your workout, you can answer the following questions: If a question does not point to an actual entity, what happens to the answer for that question? If the answer for a question does not point to the information about the entity that question is about, what happens to that answer?

461. By understanding the last four exercises above, we should quickly see that a question is validated by the entity it points to. For instance, as shown by the model below, *Question One* is validated by *Entity One*.



From the model above, we show that *Question One* is validated by *Entity One*. Since that question points to an actual entity, in this case we have:



What is important here is that, a question points to an actual entity, a question is validated by an actual entity. A question points to an actual entity, that question is validated by that same entity—we mean that actual entity. Since you may have verified that already,

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if not you can show that here by providing a practical example.

462. By understanding the exercise above and also the last four exercises, we can quickly see that a question does have a fundamental attached to it. In other words, a question does have a fundamental attached to it related to the actual entity that question points to.

463. By understanding the exercise above, we can quickly see that a question does have a basis. For instance a question is validated by the entity it points to related to the basis of that question. The answer to that question is validated by the information of that entity related to the fundamental of that question. For instance if a question has no basis, it does not point to an actual entity. A question that does not point to an actual entity has no basis. In order for an entity to be identified as a question, it must have a basis. If you want to, you can verify the last statement by providing a practical example. In other words, show that in order for an entity to be identified as a question, it must have a basis. Now you can answer this question. What forms the basis of a question?

464. By working out exercise number 459, you have shown that misinformation is a part of miscommunication. In this case, misinformation is considered to be miscommunication. By understanding that, since a question must point to an actual entity, an improper question does not point to an actual entity. Here verify that by providing a practical example. The term improper question is also a part of miscommunication. In this case, improper questions are also considered as miscommunication. In this exercise, you are going to analyze an improper question within a communication or an improper question within an improper communication. Here we use the term improper communication as miscommunication.

465. By having a very good understanding of questions and answers up to here or by having a very good understanding of the question entity and the answer entity up to here, we already know that and show that the question about an entity points to that entity, so does the answer of that question. In other words, both questions and answers about an entity point to that entity. Both questions and answers about an entity point to the same entity. Here if you want to, you can represent the following models to help you understanding of questions and answers. Question about a door, answer about a window, question about a tree, answer about a radio, answer about a door, question about a window, answer about a carpet, question about a car, question about a carpet, question about a television, answer about a tree, question about a radio, answer about a television. If you want to, you can

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also add your own entities.

466. While a question points to an actual entity, the understanding of that entity is taken into consideration. For example during communication, the understanding of communication is taken into consideration by the person who asks a question, while the understanding of the entity that question points to is taken into consideration by the person who answers that question. We can also say that the person who asks the question takes understanding of communication into consideration, while the person the question is directed to or who answers the question takes understanding of the entity that question points to into consideration. It is very important to understand this exercise in order to have a good understanding of questions and answers. You can take your time to think about this exercise.

    By understanding the paragraph above, we know that during communication, the person who asks a question takes understanding of communication into consideration, while the person who answers that question takes understanding of the entity that question points to or about into consideration. The way to look at it, the person who asks a question thinks about that question, but with limited information about the entity that question points to. While the person who answers that question has more understanding of information about that entity. Another way to look at it, we think about an entity, we ask questions about that entity. On the other hand, when we know more information about that entity, we answer questions about that entity.

467. A question points to an actual entity; a question assumes that the entity it points to does exist. If the entity the question points to does not exist, that question does not exist, so does the answer for that question. While a question points to an actual entity, but the understanding of that entity depends on us, rather on the question or the entity itself.

    In terms of question, the information about an entity depends on that entity; disregarding what we think about that entity. If we think relatively about that entity—we mean about the information of that entity—then what we think matches that information. Now since what we think is considered to be an entity as well, disregarding if it is positive or negative, in terms of questions, we may request information about an entity, where that information may be related to what we think, rather than the actual entity itself or the information about that entity. In the event that the requested information is not related to that entity or information about that entity, then that requested information does not exist. In this case, we can say that the question is not valid, since the requested information is

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not valid, so does the answer of that question.

To better understand the explanation above and to prevent misinterpretation, we can take it two ways, where both of them are the same for both questions and answers. Since a question requires the existence of an entity, if that entity does not exist, neither does the question and the answer of that question. Now since what we think is considered to be an entity, disregarding if it is positive or negative, for that reason it may be possible for some of us to ask questions that do not exist or questions about entities that do not exist. In this case, those questions depend on us, since they don't point to any entity. By understanding that, we can simply say those questions are not valid, their answers are not valid as well, since they do not have any answers. If an entity does not exist, both questions and answers about that entity do not exist as well.

468. By understanding this book from the beginning up to here or by understanding the exercises from exercise number one up to this one, we understand the following entities: the principle entity, entity number one identified in exercise number 84, the information entity, other entities and the reference entity. Since the aspects of the sentence analysis entity are considered to be the aspects of the principle entity, here the sentence analysis entity is not mentioned. In terms of understanding the principle of communication, it is very important to understand those entities. What we mean by that? In terms of understanding the principle of communication, it is very important to understand the aspects of those entities.

469. Verify your understanding of the reference entity related to the application entity. This is the same as saying, verify your understanding of a reference related to the application of that reference. This exercise requires a very good understanding of the reference entity and also the application entity. You don't have to work it out; you can simply omit it.

470. Verify your understanding of the reference entity related to the portability entity. This is the same as saying, show your understanding of a reference related to the portability of that reference. This exercise requires a very good understanding of the reference entity and also the principle entity. You don't have to do it, you can simply skip it.

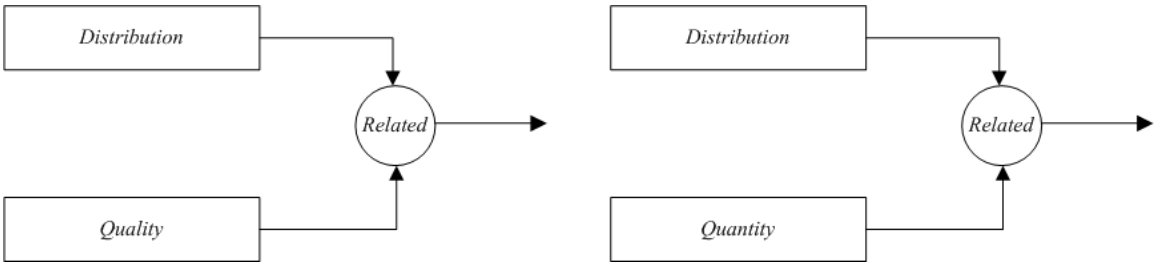
471. Show your understanding of the reference entity related to the presentation entity. You can also think it as: verify your understanding of a reference related to the presentation of that reference. This exercise requires a higher level of understanding of the reference

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entity and also the presentation entity. You don't have to do it, you can simply omit it.

472. By understanding the relationship between the reference entity and the information entity, we can see that information is available when it is needed. So does a reference is available when it is needed. That makes sense since a reference contains information. By understanding the explanation, verify that by providing a practical example. In other words, verify your understanding of the statement in terms of information related to a reference. This is the same as saying, verify both a reference and information are available when they are needed by providing a practical example. In this case, you are going to take both information and a reference into consideration in your workout.

473. In addition to what we have been learning about the relationship between the aspects of the information entity and the aspects of the principle entity, the other aspects of the information entity are also related to each other. For instance, the distribution entity is related to the quality entity, as well as the distribution entity is related to the quantity entity. The models below show those relationships.



By understanding the relationship above, you can draw the relationships of all other aspects of the information entity you have identified. You can also provide an explanation for each relationship in your workout.

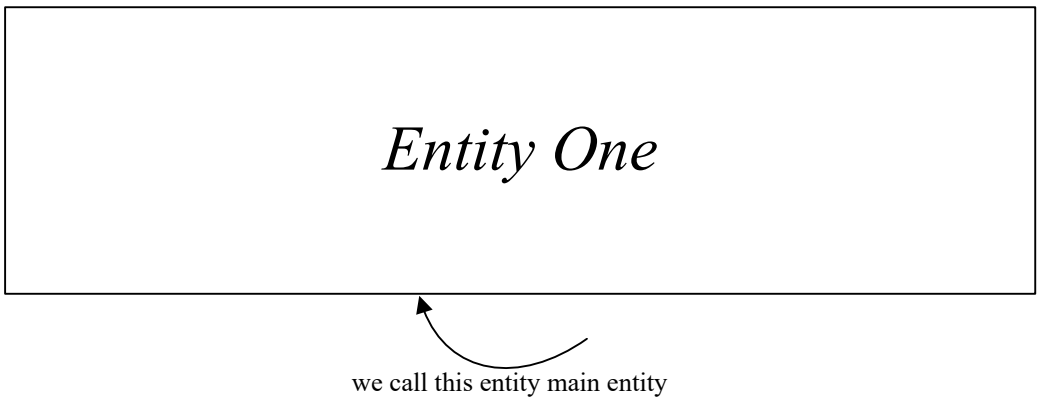
474. By understanding the exercise above and the relationship between the information entity and the principle entity, we can see that we develop problems and errors in communication as well when we misunderstand those relationships—the relationships we mention here can be viewed as well, as the relationships of the other aspects of the information entity as described from the above exercise. For instance, let's take the relationship between the distribution entity and the quality entity. In this case, we can think it as distribution of information related to quality of information. Verify your understanding of that relationship and show that we develop problems or errors in communication when we misunderstand that relationship. If you want to, you can also do

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more for other relationships you have identified.

475. In order for us to compare two entities, they must be comparable. The comparison of two entities depends on them, not on us. We already know that a unique entity cannot be compared. In exercise number 267, we have learned that if an entity is presented in a form, where a main entity is composed of several entities, if one of those entities are comparable, that does not mean the whole entity, which we call the main entity is comparable. In this case, it is always better for us to compare the entity that is comparable rather comparing the main or the whole entity. When we fail to understand that, we simply develop problems and commit errors in communication.

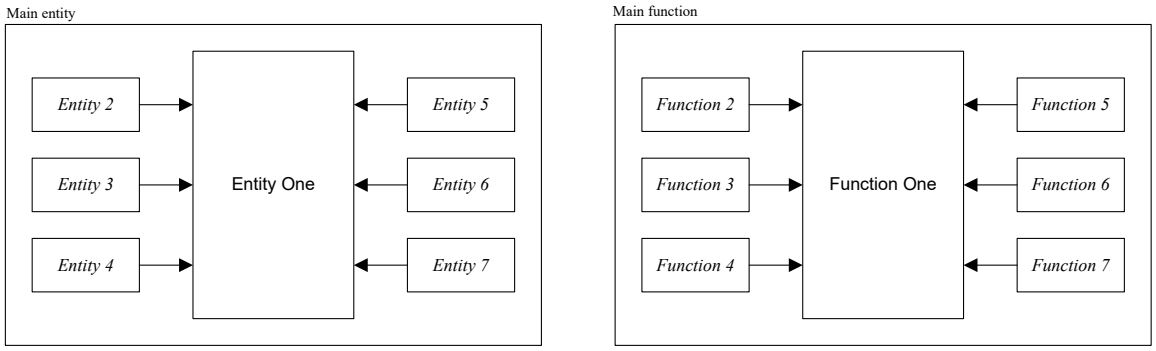
From the paragraph above and exercise number 267, we have concern about an entity that makes up several other entities or an entity that has several functions, where each function is considered to be an entity. Here we are going to look at an entity or a single entity that is presented in a form, where that entity is unique to itself. Let's assume that we have an entity as shown by the model below.



Let's assume that entity—the entity depicted above—is not comparable. Since the information about that entity depends on that entity, it is not possible for us to compare a part of that entity or identify a part of that entity and compare it. Since the whole entity is not comparable, neither are the parts of that entity. When we fail to understand that, we simply develop problems and commit errors in communication.

From the paragraph above, we have looked at an entity that is not comparable, neither are parts of that entity. From the model above, we did not identify the parts of that entity. Here let's show it in another form or let's show something similar. Assume that entity one is unique to itself and it is presented in a form, where the main entity is made of several other entities or several functions as shown by the model below.

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From the model above, *Entity One* is made of several entities where each entity has a function. *Entity One* has a function as well, which we call the main function. Now if the whole entity is not comparable, neither are the entities that make up the whole entity. For instance, as shown by the model above, if *Entity One* is not comparable—here we call *Entity One* the main entity—the entities that make up *Entity One* or parts of that entity are not comparable as well. The way to look at it, if the whole entity is not comparable, then the other entities that are parts of that entity or that make up that entity are not comparable as well. Once we fail to understand that and try to compare parts of that entity, we simply commit errors in communication and develop problems. For example, from the model above, *Entity Two* which is a part of *Entity One* is not comparable, since the whole entity is not comparable. In this case, if we try to compare *Entity One*, we simply commit error in communication. The same as if we try to compare *Entity Two*, we simply commit error in communication. If you want to, you can verify the overall exercise by providing a practical example. In this case, you will identify a main entity as described by the two models above—either the entity as a whole or made up of several entities. You will verify that the entity is not comparable. Now by misunderstanding that, some people may try to compare the entity or parts of that entity. In this case, you will show that is an error in communication.

476. If an entity is unique to itself and that entity is made up several entities, then the whole entity is not comparable. If an entity is unique to itself and that entity is made up several other parts, then the whole entity and the parts of that entity are not comparable as well. To better understand the explanation and the exercise above, let's take it like this. Since the whole entity is not comparable, it is not possible for us to break that entity and compare parts of it. Since the information about that entity depends on that entity and that entity is not comparable, disregarding the way we look at that entity, it is still not comparable. By having an entity identification problem, we may find it difficult to understand that entity, but the comparison of that entity still depends on that entity, rather

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than us. Since the other entities that make up that entity are not comparable as well—we mean the parts of that entity are not comparable—it is not possible for us to compare parts of that entity. The information about each parts of that entity depends on them, not on us. The information about each function of that entity depends on them, so do the comparisons of those functions themselves. Therefore, it is not possible for us to compare that entity, since it is not comparable. If an entity is presented in a single form where that entity is not comparable, we cannot separate or break that entity for comparison. Since the whole entity is not comparable, the functions that make up the entity are not comparable as well. One we fail to understand that, we simply commit error in communication and develop problems.

477. By understanding exercise 373, the understanding of the sentence analysis entity enables us to understand entity number one identified in exercise number 84, the understanding of the principle entity, the understanding of the information entity, the understanding of the reference entity, and the understanding of aspects of other entities. Overall, we have sentence analysis related to misunderstanding aspects of entities, misunderstanding entity number one identified in exercise number 84, and sentence analysis related to misunderstanding aspects of information. All of them roundup to sentence analysis related to misunderstanding aspects of entities. If you want to, you can verify that by providing a practical example for each case. Another way to look at it, since the aspects of the principle entity are included in the aspects of the information entity, and principles themselves are considered to be information, overall we can see that the process of sentence analysis includes identifying the aspects of the information entity, identifying the aspects of entity number one identified in exercise number 84, and the understanding of the aspects of other entities. In terms of sentence analysis, verify for each case by providing a practical example. You can look at when those entities are misunderstood, which are simply misunderstanding aspects of entities.

478. Within the principle entity itself, we already know that some of the aspects require a higher level of understanding and some of the aspects must be learned first as prerequisite for other aspects. In other words, some aspects served as prerequisites in order to understand other aspects. We must learn those prerequisites aspects first, before learning other aspects that require them. In addition to that, in terms of understanding, some aspects have or require scale as well. For example, within an identified aspect, we may have a lower understanding and a higher understanding of that aspect.

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479. Related to the exercise above, we know that the understanding of an entity depends on us rather on the entity itself. From exercise number 384, we have learned that the presentation of information depends on our understanding of that information. By having a very good understanding of that exercise, the exercise above, and the presentation entity, we can see that the presentation entity itself takes scaling into consideration. In other words, by understanding the presentation entity, information can be presented at any level, so it can be understood. Again, since the presentation entity requires a higher level of understanding, we don't have to worry about this exercise.

480. Related to our understanding of the exercise above; by having a very good understanding of the information entity, it is possible for information to be presented in a way to enable our understanding, disregarding our level of understanding. Now since the presentation entity requires a higher level of understanding, we have disregarded the exercise above. Here you are not going to take the exercise above into consideration and also all the sentences before this one. Here you are going to look at an application related to our understanding. This exercise simply requires you to monitor an application related to our understanding—we can say the level of understanding of people in the application. In this case, you can use the table below with the time line or time chart to provide more information. The table below can be used as a guideline.

Time/Date	**Application Description**	**Communication Function**	**Application Result**	**Your Observation**
1				
2				
3				
4				
5				

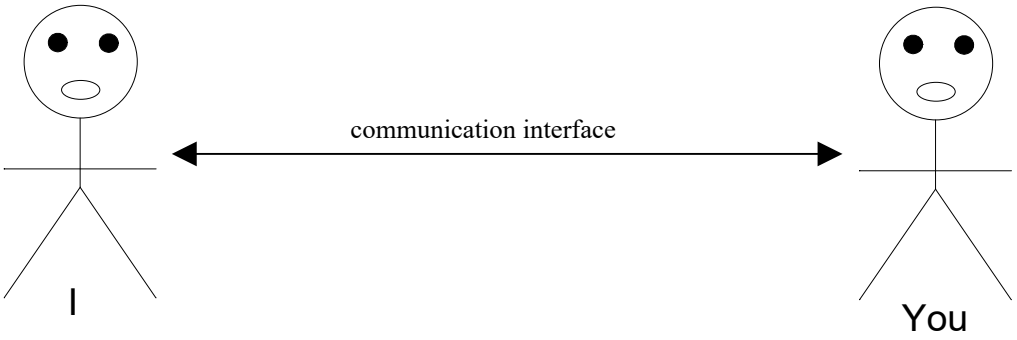
As shown by the table above, at *time 1* or *date 1*, you will put whether or not the application description changes or remains the same. You will continue to do that for all times or dates, and to the same for the communication function. For the application result of the communication result, you will put executed as expected or not executed as expected. In the last column, you will explain your observation for each case or time.

481. By understanding the last three exercises above, the learning of a principle or the learning of the principle entity also takes level of understanding into consideration. For instance, we expect to do better as we make progress learning a principle. At the same time, in

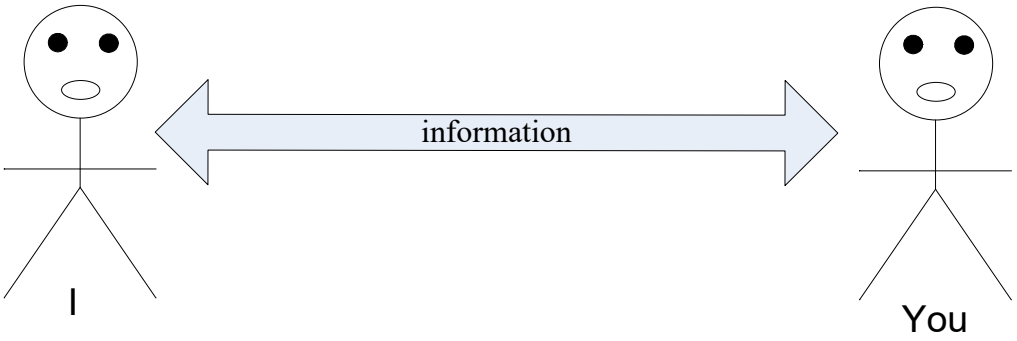
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terms of what we do, we are limited by our understanding. The way to look at it, as we keep learning the principle entity, we are more capable in terms of our application, while at the beginning our application is limited by our understanding of that entity. For instance at the beginning, we have a limited understanding of the principle entity, thus we can do less with that entity. Now as we continue learning that entity, we will have a better understanding of it; therefore we will do more with it. Here if you want to, you can verify that by providing a practical example in terms of a principle and the application of that principle in what we do. Depending on how you have worked out the above exercise; you don't have to work out this exercise. While this exercise requires the identification of the principle entity, you don't have to do it. It is not even important for you to do. Again it always depends on how you look at it.

482. From exercise number 9, we have identified our communication interface as shown below.

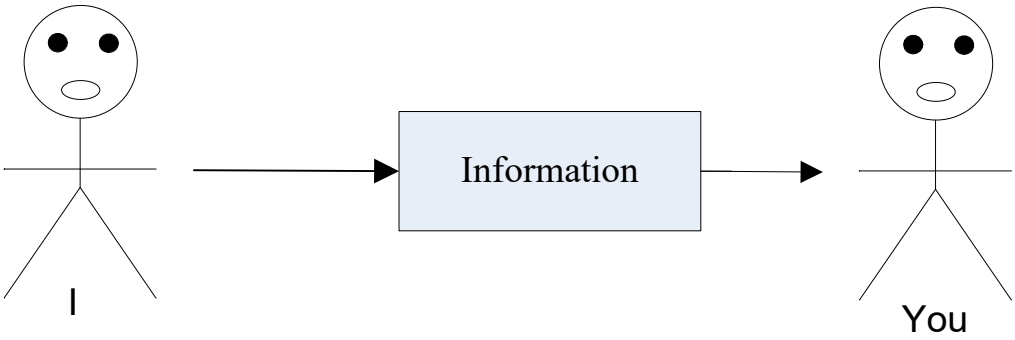


While the model above shows our communication interface, we have also shown that interface in the form below with information.



The model above is considered to be the same as the one below. In this case, we simply show the information entity as a separate entity within our communication interface.

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What is important here? Our communication interface enables us to interface or communicate together. Within that communication interface, communication flows from one to another. The model above shows that we pass information from one to another within our communication interface. By understanding the aspect of the information entity, verify that not everything that flows to that communication interface is considered to be information.

483. Information about an entity depends on that entity, but the understanding of that entity depends on us individually. We use the principle entity to validate other entities. While the principle entity is used to validate other entities, however our understanding of an entity cannot go higher than the information about that entity. While we us the principle entity to validate other entities, however our understanding of the principle entity cannot go higher than the principle entity itself. By having a very good understanding of the principle entity and also entity number one identified in exercise number 84, if you want to, you can verify that. This exercise requires a higher level of understanding the principle entity and also entity number one identified in exercise number 84.

484. By understanding exercise number 282, we know that the principle entity depends on communication. In this case, misunderstanding of communication limits the understanding of the principle entity. We can also say that, the principle entity is limited by communication. Here if you want to, you can show your understanding of this exercise related to your workout of exercise number 480. This is the same as saying, show your understanding of your workout of exercise number 480 related to limitations of the principle entity by communication in an application.

485. Since the principle entity is limited by communication, the usage of the principle entity in an application is also limited by communication. In this case, the learning of communication is being viewed as the prerequisite. In other words, since any principle is limited by the principle of communication, our application is also limited by the principle

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of communication. In this case, the principle of communication is being viewed as a prerequisite before learning any principle.

486. From exercise number 318, we have learned and verified that the relationship between entity number one identified in exercise number 84 and the principle entity, is also an aspect of the principle entity. Now in exercise number 422, we have also learned the relationship between entity number one identified in exercise number 84 and the information entity is also an aspect of the information entity. We know that the aspects of the principle entity are also included in the aspects of the information entity. By understanding that, we also know that principles are information themselves. By understanding the overall explanation up to here, verify whether or not those two relationships are the same or not the same. In this case, you are going to provide some explanations when they are the same or similar or when they are different. Here we mean the relationship of entity number one identified in exercise number 84 and the principle entity and entity number one identified in exercise number 84 and the information entity.

487. By understanding the aspects of the principle entity, the aspects of entity number one identified in exercise number 84, the aspects of the information entity, and the aspects of other entities, you are going to analyze historical events, current events, or information and determine errors in those events, information or communications. By understanding those entities and the relationships of their aspects, you are going to determine errors related to misunderstanding of their aspects or the relationships of those aspects. For instance, you can identify an information and analyze that information and find multiple errors that correspond to misunderstanding of multiple aspects and multiple relationships of those aspects. In this case, you will flag those errors and provide more information about them related to the entity that is misunderstood. This exercise can be worked out in a timely basis. You don't have to do it in a single time; you can take your time to work it out.

488. As we start learning a principle, it is not possible for us to increase our understanding of that principle as we would like to. In terms of our application, as we make progress learning that principle, our understanding increases related to our applications. If you want to, you can verify that by providing a practical example. Depending on how you have worked out exercise number 481, you don't have to do this exercise; you can simply skip it.

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489. Since the principle entity is limited by communication, verify your understanding of the exercise above related to communication. We mean your understanding of the principle entity related to communication by providing a practical example. In this case, within an application you can take the understanding of the principle entity related to communication into consideration in terms of learning the principle entity. You must also take the increase of understanding of the principle entity in terms of communication, since the principle entity is related to communication.

490. By understanding your workout of the exercise above, you have shown that the principle entity is limited by communication. Since the principle entity is limited by communication and entity number one identified in exercise number 84 which refer to us has communication ability, in this case the dependency of that entity from the principle entity enables the usage of communication to solve many problems. In the event that the principle of communication or communication is not understood, it is not possible for us to solve many problems that could have been solved by communication. In this case, we may try to rely ourselves in other ways to solve them, where we will never be able to get an actual solution. Here you can verify that by providing a practical example. In this case, you will analyze a problem or some problems that could have been solved by communication. Since the principle of communication is not understood, the understanding of communication acts as a barrier to prevent solutions for those problems. To work out this exercise, you can use current events, historical events, or any other entities or problems you would like. The way to look at it, since the principle entity is limited by communication, our application is also limited by communication. Since our application depends on the principle entity and the principle entity is limited by our communication, our application is also limited by our communication.

491. Since our understanding of principle is not static, as we make progress learning that principle, we gain more experience learning that principle. Related to the principle entity itself and entity number one identified in exercise number 84, there must be an aspect of the principle entity that enables us to do so. By having a very good understanding of the principle entity and entity number one identified in exercise number 84, identify that aspect here as a separate entity and show that it is indeed an aspect of the principle entity.

492. The understanding of the above exercise enables us to understand that a principle is not a static or constant entity, so our knowledge expands or increases relatively to our understanding of a principle. In other words, as we continue making progress learning a principle, our knowledge continues to expand or increase with that principle in terms of

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application of that principle. By understanding the overall explanation up to here, verify the explanation by providing a practical example. In other words, show that our knowledge continue to expand relatively to our application of a principle as we keep learning that principle. By working out this exercise and have a good understanding of your workout, you have verified that entity identified in the exercise above is indeed an aspect of the principle entity.

493. By understanding exercise number 478, we have learned that some aspects of the principle entity take scaling into consideration. By understanding the exercise above, we have learned that our understanding increases relatively to the principle entity as we continue learning and applying that entity in what we do. By understanding the overall explanation up to here and the indicated exercise, show your understanding of the entity identified in exercise above related to scaling.

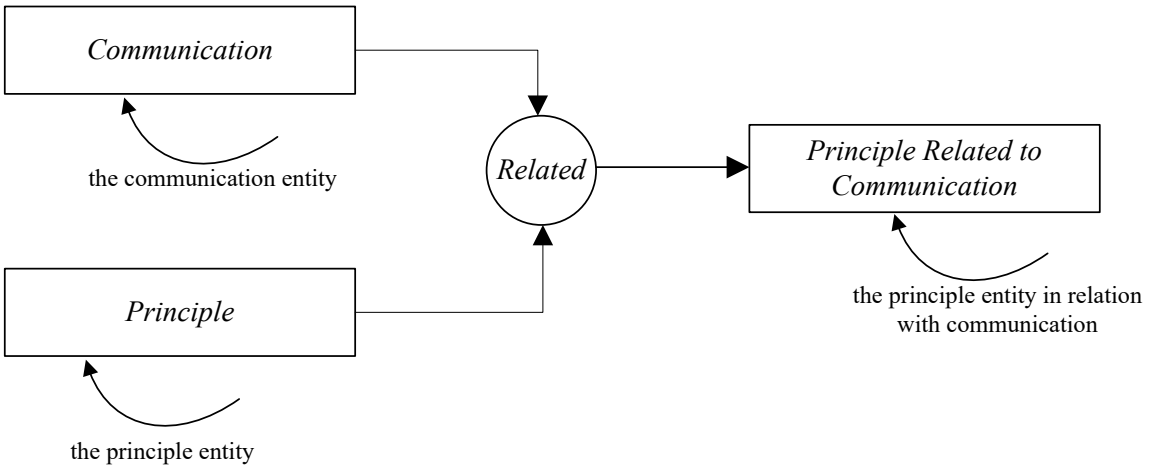
494. By having a very good understanding of the principle entity, we know that the principle entity itself takes scaling into consideration related to our understanding. To better understand what we have just said, it is always good to take it like this. As we make progress learning a principle, we gain more knowledge of that principle than when we started learning that principle. In terms of the principle entity, we know that the principle entity itself cannot be identified by someone for someone else. We also know that we depend on the principle entity to do what we do. By understanding the last two sentences combined, we can see that the principle entity is self-identified related to its type. In other words, a principle can be identified by its type; a principle is identified by its type. The identification and a type of a principle depend on the principle itself. By understanding the overall explanation up to here, we can see that it may be possible to have group and set of principles. Group of principles and set of principles take understanding of the principle entity to a higher level. Here we can simply disregard that. In terms of identification of a principle or in terms of a principle is identified by itself, we can take it like this. A principle cannot be identified by someone for someone else; a principle is self-identified by its type. The way to look at it, disregarding the word we use to identify an entity, the aspect of that entity does not change. The aspect of an entity is determined by that entity not by us. By understanding what we have just said, we can see that the type of a principle and the identification of a principle depend on the principle itself. We can say that, the underlying principle is identified by its type. The underlying principle is identified individually relatively to its type. By having a very good understanding of a principle, we identify that principle based on the type of that principle. This exercise requires a very good understanding of the principle entity and

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also the principle of communication. Just take your time to think about it.

495. Since the relationship with communication is an aspect of a principle, any principle is related to communication. Since we have been learning the principle of communication, we can roughly say that the principle of communication is only the principle we have a good understanding of so far and we can identify it. By understanding that, it is not possible for us to identify and understand other principles now. For this exercise, let's assume it this way. Since principles are independent entities and one cannot identify a principle for someone else, in order for a principle to be identified, it must be sensed. Here we use the word sense and it means the same as understanding. For now, it is better to use the word sense and the term *sense of a principle*. Again, in order for us to identify a principle, each of us must sense it individually. One cannot sense a principle for each other. That makes sense, by understanding exercise 296; a principle identification is related to the understanding of that principle related to our sense.

Now since we cannot identify another principle and we understand the principle of communication and we can identify it; since any principle is related to the principle of communication, it may be possible for us to use our understanding of communication or our understanding of the principle of communication to sense another principle. Keep in mind that we are not going to identify another principle here, but we are going to use our understanding of communication to sense a principle internally. It is possible for us to do so by understanding the relationship between communication and the principle entity. Keep in mind that the principle entity is referred to any principle. That relationship was given to us in the form below.



The way to look at it, we try to sense a principle. We don't know that principle, but we know communication. Now since communication is related to that principle, it is

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possible for us to sense that principle without knowing it or understanding it. To do that, we are going to use a word that is related to a principle. Now since a word points to an actual entity, in this case, that word is going to point to an entity, where that entity is related to the principle entity. In this case, since that word is related to the principle entity and the principle entity does not change related to time, so does that word. Now by using our understanding of the principle of communication or communication itself, we can quickly see that word itself is related to the principle it is a part of—we mean the principle that we don't understand and we try to sense. That word itself follows all rules of communication we have been learning. Now we can use the time chart to verify that. By using the time chart to show that, we can go back and forth without noticing any change.

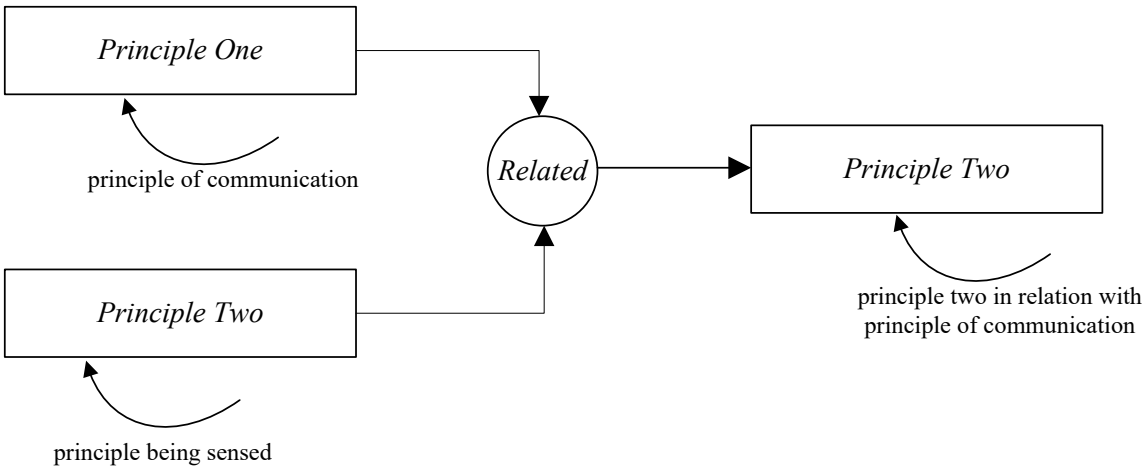
The way to look at it, while you can sense the principle related to the principle of communication that you understand, other people may not sense it that way. They may still misunderstand that principle or sense it improperly. That makes sense, since what we think is also an entity, even if it is negative. Those people may see it negatively, since they do not have a good understanding of communication or understanding the principle of communication at all. By understanding the principle of communication, it is possible for you to sense that principle positively. To do that, you will try to find a word in any source of information like newspapers or related entities, where many people have been trying to interpret it or take it differently. By using your understanding of communication, you will determine whether or not that word or the entity that word points to is adapted to some set of principle. You will use your understanding of communication as we have described earlier to sense that principle.

By understanding the overall explanation up to here, you will conclude that the reason that word or that entity has been misunderstood is because those people do not have any understanding of communication or the principle of communication. Since the understanding of communication is the prerequisite of understanding or learning any principle, you will conclude that in order to fix this problem to enable those people to understand that word or that entity, they must learn first communication or the principle of communication. By learning the principle of communication, it is possible for them or us to understand that word or that entity one day. Now since communication enables us to communication relatively about entities that we identify and we must understand them to provide information about them; since our communication is not adequate yet, we can simply disregard that word now. As we starting learning the principle of communication and make progress in our learning, it will be possible for us to talk or communicate

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relatively to that entity. In all cases, you will need to provide additional explanation and show your observation.

496. Until we can sense a principle and have feeling for that principle, we are not aware of that principle. By understanding your workout above or in relation to your workout above, if you can sense another principle, that principle can be viewed in relationship with the principle of communication in the form below.



Since any principle is related to the principle of communication, the model above shows just that. You only want to work out this exercise depending on how you have worked out the above exercise. In this case, you are going to extend your understanding of the above exercise by sensing another principle in relation to your understanding of the principle of communication. At the end, you will need to provide more explanation in your workout about the other principle you try to sense.

497. By understanding the last two exercises above, since you have sensed that principle, you can look at the aspects of the principle entity related to that principle. For instance, in terms of aspects of the principle entity related to that principle, you can look at the application of that principle, the portability, presentation, etc. Here we mean all the aspects of the principle entity related to that principle, of course the aspects of the principle entity that you understand. This exercise assumes that you have sensed the principle or a principle described from the two previous exercises. If you did not sense that principle, you can simply skip this one. To better understand the principle you have sensed, this exercise requires you to map each aspect of the principle entity to the principle you have sensed. The principle you have sensed is being considered as an entity. You can use the table below for more information. The table below provides some of the aspects of the principle entity. Of course, you will need to include all the

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aspects of the principle entity that you understand and provide some explanation about each mapped to the principle you have senses, which is being viewed as an entity.

Aspect of the Principle Entity	Mapped to That Entity	Your Observation
Application	Application of that entity	
Portability	Portability of that entity	
Presentation	Presentation of that entity	

498. Since the misunderstanding of the principle of communication enables us to misidentify entities, by not sensing the principle of communication it is possible for us not to sense other principles that enable us to do what we do. By misidentifying a principle and disregarding that principle; as a principle dependent entity, it is possible for us to think that we don't do things related to principles. That makes sense since we cannot identify the principles that enable us to do things. To better understand the overall explanation, all you need to do here is verify that by providing a practical example. In this case, you are going to look at an application or what we do, where the principle that enables that application cannot be identified. The way to look at it, since the principle that should enable that application cannot be identified; it looks like that application is not the result of application of a principle. In this case, you will conclude that the application has no basis, since the principle that should enable that application cannot be identified. You will need to provide additional explanation and show your observation. This exercise requires a very good understanding of the principle entity.

499. Since the principle entity is attached by the principle of communication, we have used the principle of communication to help us sense other principles. In order for us to sense another principle, we must understand the principle of communication. If we don't have the principle of communication to help us sense other principles, we simply think those principle do not exist. Once we do that, we simply commit error since we think negatively. If we cannot sense a principle associate with an entity that does not mean that principle does not exist. We simply do not understand the principle of communication to help us understand the underlying principle. If you want to, you can verify that here by providing a practical example. In this case, you will show that if a principle cannot be sensed by us or some of us, we simply think that the principle does not exist. Since the principle of communication must be understood in order to sense a principle, the misunderstanding of the principle of communication enables that principle not to be sensed.

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The way to look at it, since what we think is considered to be an entity, what we sense as well is considered to be an entity, disregarding if it is positive or negative. Since the principle of communication is not present to enable us to sense that principle, in this case it is possible for us to sense that principle negatively, which is considered to be an error in terms of what we do related to that principle. The reason for that is because the principle of communication is not present to enable the underlying principle to be understood.

500. Verify your understanding of your workout above related to the application of the principle entity. The way to look at it, since the principle is not understood, the application of that principle is not understood as well. You are going to show that here by providing a practical example. By doing so, you will look at the misapplication of that principle, since that principle is being misunderstood.

501. The aspect of an entity depends on that entity, so does information about that entity. Our understanding of that entity enables us to identify the aspect of that entity and information about that entity. If we cannot identify the aspect of an entity, it may not be possible for us to identity that entity or identify it properly. If we cannot identify the aspect of an entity, it is possible for us not to identify information about that entity. If we cannot identify the aspect of an entity properly, it is possible for us not to identify the actual information about that entity.

502. We already know that what we do related to communication. Since our applications are communication driven, naturally communication is related to what we do. Since communication enables us to do what we do, once we start to miscommunicate about a subject, it is possible for us to commit error in communication related to that subject. In other words, miscommunication about that subject makes is possible for our application to be affected by that miscommunication. Verify that by providing a practical example. Use historical events, current events, or any application or what we do. In this case, you will look at how miscommunication affects what we do.

503. By understanding the exercise above, it is and maybe possible for us to do things without having any understanding of principles that enable us to do them. Since a principle is attached by communication and the misunderstanding of communication enables a principle not to be visible to us, the misunderstanding of communication enables us not to understand or identify a principle. Thus, it is possible for us to do things without

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knowing the principle that enables us to do them. In this case, we simply do them the way we think without learning or knowing how to do them. By understanding the principle dependency aspect of entity number one identified in exercise number 84, verify this exercise by providing a practical example. In this case, related to that aspect, you will take the misunderstanding of a principle into consideration in terms of what we do.

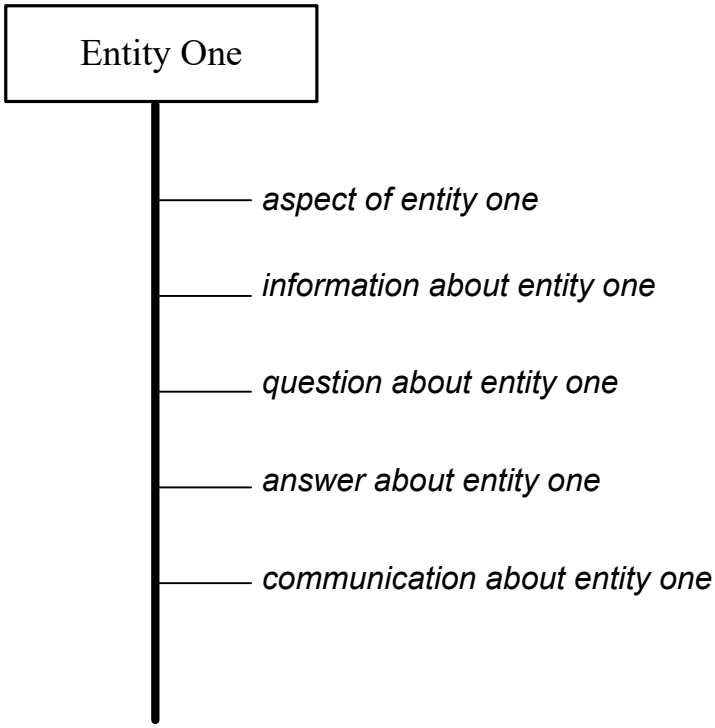
504. By understanding the aspects of the principle entity, we know that principles are information themselves. We also know that we use the principle entity to validate other entities. Since principles are information themselves, they provide us information about entities. Once we don't know about an entity, we learn about that entity through principles. Once we start talking our communicating about an entity without knowing any information about that entity, it is possible for us to commit errors in communication and develop problems. It is always good for us to learn about an entity before communicating about that entity. If you want to, you can verify that by providing a practical example. In this case, you are going to look at information or communication about an entity. Here the word information is considered to be an entity that claims to be information. Within your analysis, you will determine whether communication or information about that entity is understood. In other words, whether the people who communicate about that entity or provide information about that entity really understand the underlying entity. In your workout, you can also take problem development or error in communication into consideration.

505. By understanding the exercise above, we can see that there are many entities or subjects that we are talking or communicating about. We should not even talk about them yet, since we do not have any knowledge of those entities. Since we do not yet understand the principle of communication to help us understand the principles that attach to those entities, it is better for us not to talk or communicate about them yet. Since we use the principle entity to validate other entities and communication attached to principle, with the help of the principle of communication or with the help of communication, it is possible for us to understand the underlying principle—the underlying principles attached to those entities. Since we have not yet understood the principle of communication, it is not possible for us to communicate about many entities. It is always better for us to keep learning the principle of communication to help us understand other principles. If you want to, you can verify that by providing a practical example. In this case, by having a very good understanding of the principle entity related to communication, show that once we don't understand the principle of communication, it is not possible for us to tackle any

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subject that we want or talk about any entity. Once we think we can do that, we simply develop problems and commit errors in communication. In your workout, you can analyze a communication or information and the underlying entity the communication or the information points to. Conclude that those errors or problems are caused because the principle of communication is not understood yet and it is better to learn the principle of communication before tackling those subjects.

506. The aspect of an entity depends on that entity itself, so does information about that entity. However the understanding of an entity depends on us individually. We have learned the principle entity to validate other entities. In terms of entity, let's assume that *Entity One* exists, then the following entities exist related to entity one.



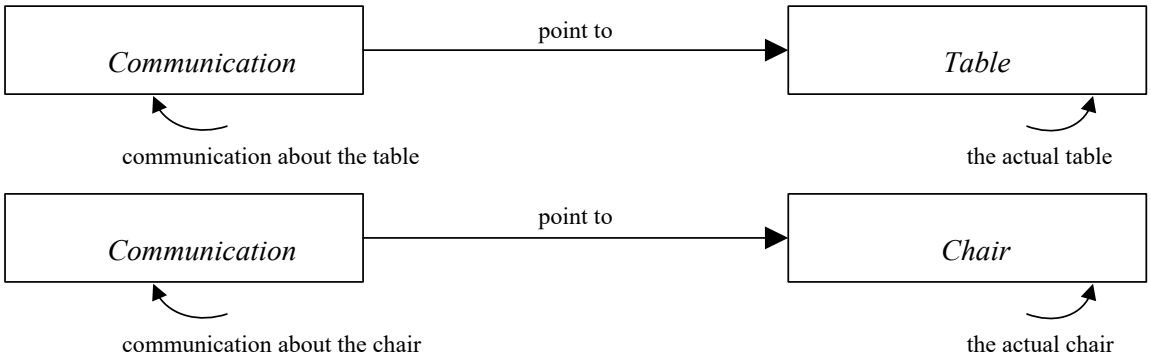
As shown by the model above, if an entity exists, then there exists the aspect of that entity, information about that entity, communication about that entity, questions about that entity, and answers about that entity. Since the function of an entity is related to the aspect of that entity, in this case, the function of that entity is already included in the aspect of that entity. Thus *function of entity one* is already included in the *aspect of entity one*. By understanding the overall explanation, verify that by providing a practical example. In this case, you are going to identify the existence of an entity, then use all

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entities mentioned above or shown on the model to validate the existence of that entity.

507. By understanding the exercise above, show that if an entity from the list does not exist, then all the entities from the list do not exist. In other words, if an entity in the model does not exist, the other entities from the model do not exist as well. For example, if any entity on the model does not exist, then *entity one* itself does not exist. As well as, if the aspect of *entity one* does not exist, neither do the information about entity one, the question about entity one, the answer about entity one, the communication about entity one, nor the whole entity one.

508. By understanding the last two exercises above, we can see that the communication about an entity points to that entity. That makes sense since information about an entity points to that entity, any communication related to that entity must point to that entity. For instance, the communication about a table points to that table; the same as the communication about a chair points to that chair. By understanding that, we can use the communication points to entity model in the form below.



By understanding the explanation above and also the relationship between our communication and the entity our communication is about, draw the relationship of communication and entity model related to those entities: communication about a computer, communication about a door, communicating about a pool, communication about a floor, communication about the driving of a car, communication about the cleaning of a pool.

509. By understanding the exercise above, we have learned and shown that the communication about an entity must point to that entity. Since the communication about an entity must point to that entity, what happens when communication about an entity does not point to that entity? You must answer this question here. It may be possible for a communication to contain error, when that communication does not point to an actual entity. The way to

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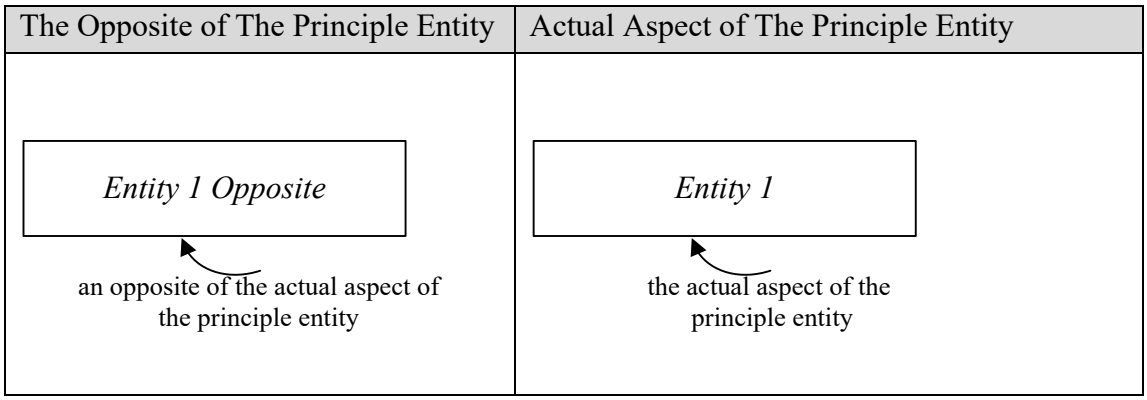
look at it, since communication about an actual entity must point to entity, in the event that the communication about an entity does not point to an actual entity, it may be possible for that communication to contain error. Here you can verify that by providing a practical example. In this case, you are going to identify an actual communication and determine whether that communication points to an actual entity. If you can verify that the actual communication does not point to an actual entity, you can then analyze that communication again and verify that communication contains errors.

510. From various exercises, we have used other names or equivalent for our sentences analysis. For instance, sentence analysis related to misusage of object is equivalent to sentence analysis related to misunderstanding aspects of entities. In terms of what we think, since what we think is also an entity, it does not matter the way we say the sentence analysis. For instance, sentence analysis related to disregarding the application of the principle entity, is equivalent to sentence analysis related to application of the principle entity. The table below provides some more explanation

Errors Caused By	**Error Corrected By**
Disregard the application of the principle entity this is what we think that causes the error	*Application of the principle entity* here we match the entity
Misapplication an opposite entity of the principle entity	*Application* an actual entity of the principle entity

The way to look at it, in terms of errors we commit, each aspect of the principle entity has the opposite. In other words, we think opposite of the principle entity enables us to commit errors, while we think relatively of the principle entity enables us to correct error or do what we do right. In terms of entities, it is always good to look at it this way.

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The opposite of the actual aspect is simply what we think, which is the opposite or different from the actual aspect of the principle entity. We think the opposite of the principle entity; we commit errors in communication and develop problems. We think relatively about the principle entity, we correct errors in our communication and solve problems.

511. By understanding the exercise above, we can see that everything that we do is related to an aspect of the principle entity or a relationship of those aspects. While errors in what we do are related to the opposite of the aspects or the opposite of the relationships of those aspects. The way to look at it, we think relatively about the aspects of the principle entity and their relationships. Since what we think is also an entity, even if it is negative; when we think negatively, we think relatively about the opposite of the aspects of the principle entity and their relationships.

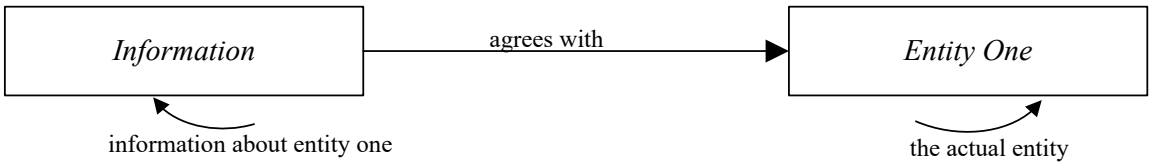
512. The aspect of an entity depends on that entity, so does communication about that entity. By understanding exercise 506, we have learned that the aspect of an entity, the information about that entity, and the communication about that entity depends on that entity. We also know that, while our communication ability enables us to communicate about entities, nevertheless it does not allow us to change the aspect of an entity. While our communication ability enables us to exchange information about entities, nevertheless that ability does not allow us to change the aspect or the information about those entities. By understanding what we have just said, we can see that the aspect of an entity agrees with that entity all the time, so does information about that entity agrees with that entity all the time. Using the word agree here is related to the aspect of an entity and the entity itself. The word agree is related to the information about an entity and that entity itself. While some of us may think it is appropriate to say something like: "I agree with you or agree with some communication or information", it is not appropriate or correct to say something like that. By understanding the principle of

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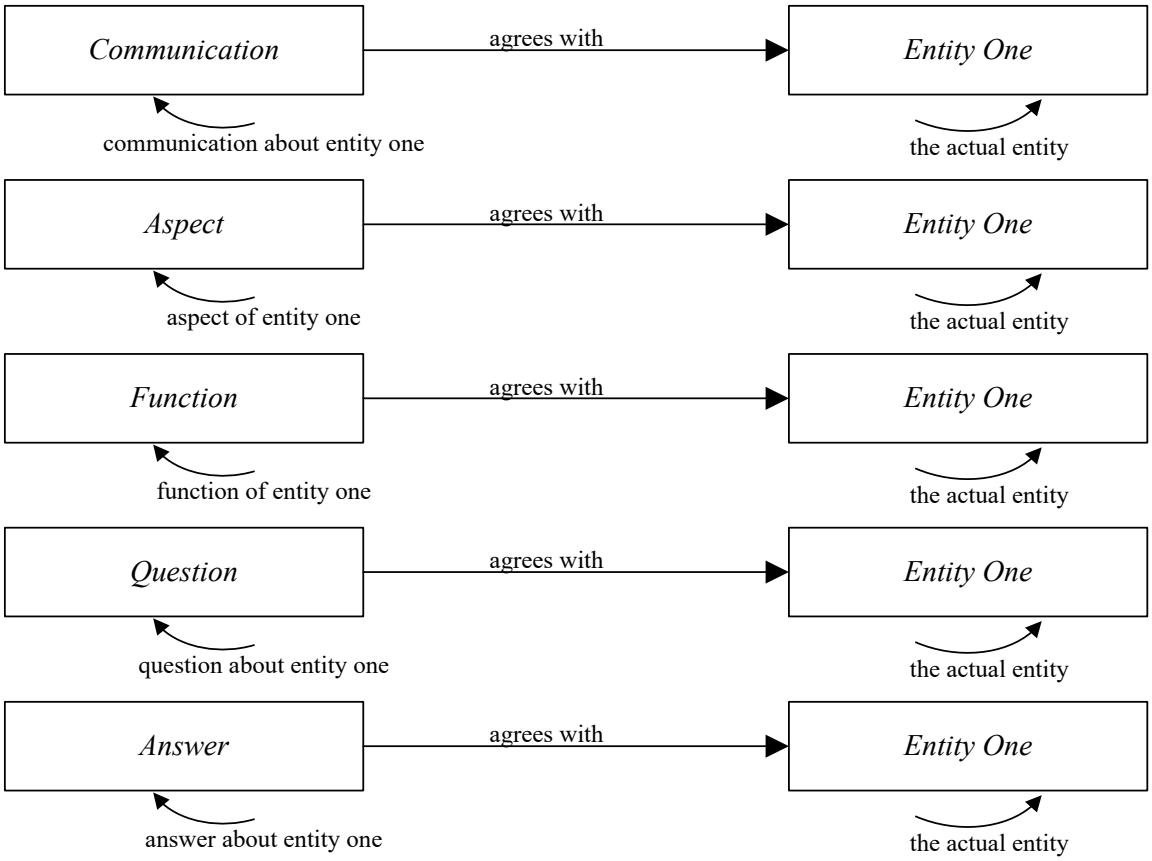
communication and knowing that we cannot change the aspect and information of the entity we are communicating about, we should quickly realize that the word agree is related to the entity we are communicating about and its aspect and its information, rather than us. Since the communication about an entity points to that entity, that communication must always agree with that entity.

Continuing from the paragraph above, since misunderstanding of the principle of communication enables us to misunderstand the entity we are communicating about, it is possible for us to use the term *agree with each other* or *disagree with each other*. However once we start to understand the principle of communication and know that the communication and information about an entity must always agree with that entity, we will not use the word agree in that sense or say something like that. Once we misunderstand the principle of communication, we tend to think that the communication and information about an entity point to us or depend on us rather than the entity itself. By thinking like that, it is always possible for us to disagree with each other. The reason for that is because we don't understand that our communication or information depends on the entities they are about rather than us. It is always good to think that the communication about an entity agrees with that entity, rather than I agree with this information or that communication. Again the communication about an entity depends on that entity; the communication about an entity agrees with that entity. The information about an entity agrees with that entity; the information about an entity depends on that entity. To better understand this exercise, show that is better or appropriate to say that the communication and information about an entity agree with that entity rather than saying that *I agree with you about* that communication and information. You must provide a practical example in your workout.

513. The information about an entity agrees with that entity; the aspect of an entity agrees with that entity. The function of an entity agrees with that entity, so do the answers and questions about an entity agree with that entity. By understanding what we have just said, the following models provide more explanation.



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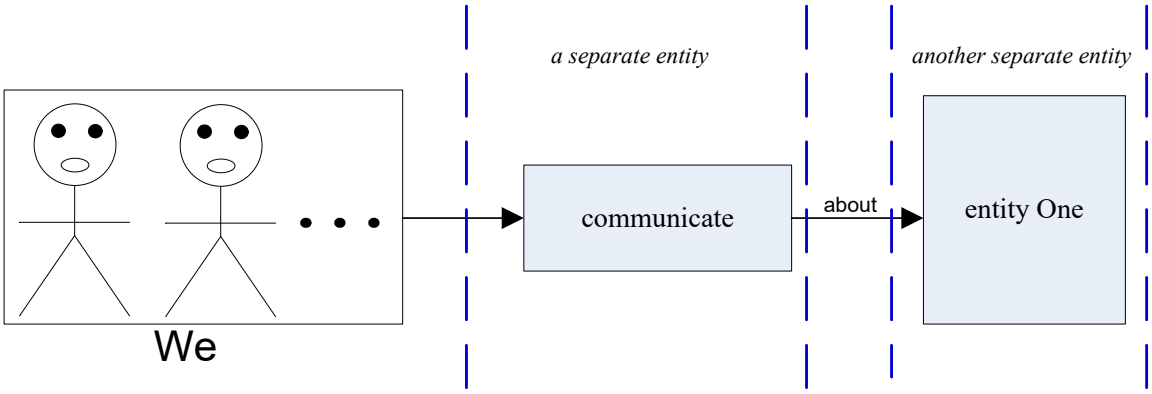


By understanding the above explanation, draw the following models of entity agreement with other entities. Information about a telephone, communication about a desk, the aspect of a donkey, the information about a zebra, answer about a box, function of a mouse pad, information about running of a rabbit, answer about a tree, question about the pedaling of a bicycle, the aspect of a motorcycle, function of a trashcan, information about a boat, question about the walking of a fox, the aspect of a woodpecker.

514. By understanding your workout above, since the misunderstanding of the principle of communication enables us to disagree—in this case we mean enables us to think that the information about an entity does not agree with it—with each other, for this exercise you are going to analyze a communication or information about an entity where people disagree with that communication or information. Show that communication or information should point to the actual entity it is about instead and must agree with that entity. Conclude that the reason for the disagreement is either the communication or information does not point to the actual entity it is about or the people in the communication do not understand the principle of communication and don't know that the communication or information about an entity should agree with that entity.

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515. By understanding the last three exercises above, we have learned and shown that the communication about an entity agrees with that entity, so does the information about that entity. Once there is a misunderstanding in our communication, it is possible to have disagreement. In this case, we usually say *one does not agree with the other*. Since the communication about an entity must agree with that entity, it is always good to say that *it looks like the communication and information do not agree with that entity* instead. It is better to say it that way, rather than *one does not agree with the other*. That makes sense since the communication about an entity points to that entity. Within our communication, that entity is being viewed as a separate entity. In this case, we should never try to attach ourselves with that entity. To better understand what we have just said, let's show some explanation by the model below.



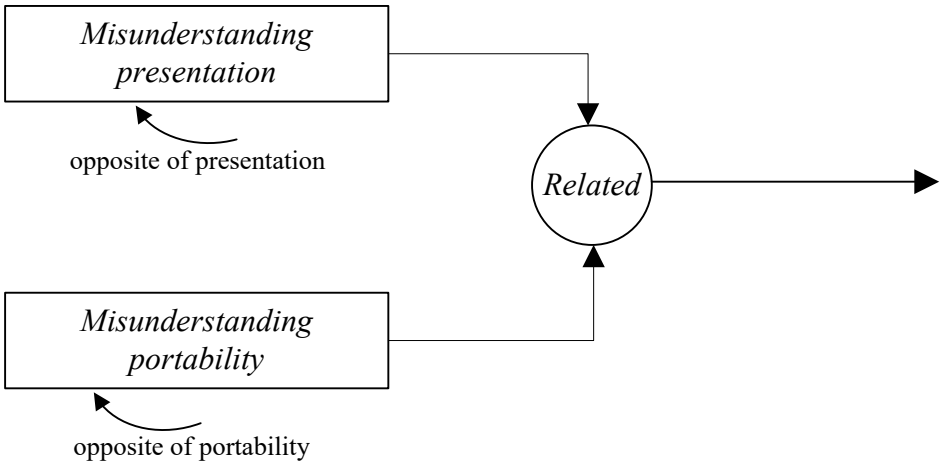
As shown by the model above, the communication about *entity one* is separate from *entity one.* The people who are in the communication—we mean the people who are communicating—is also a separate entity from both the communication entity and the actual entity the communication is about—which is *entity one*. From the model above, we show only two people with continuity to denote many people in the communication. By thinking that communication is a separate entity from ourselves and also the entity the communication is about, it is possible for our communication to be portable. Since the entity our communication is about is a separate entity from ourselves, it is never good for us to try to attach that entity to ourselves. Once we do that or try to do that, it is possible for us to commit errors in communication and make our communication importable. It is always good to disassociate ourselves from the entity our communication is about.

To better understand this exercise, show that errors happen in communication when we try to attach ourselves to the entity our communication is about. In this case, you are going to analyze a communication or information where the information itself or the people who are communicating do not treat the communication or information as separate. In this case, the people attach themselves to the communication or information.

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It looks like the communication is attached to the people who are communicating rather than to the entity the communication is about. It looks like the information is associated to the people who provide it, rather than the entity that information is about. Therefore the communication or information does not agree with the entity it is about. In all cases, you will provide additional explanation and show your observation.

516. By understanding the exercise above, show that the indicated error is related to misunderstanding the presentation entity related to misunderstanding the portability entity. Since the misunderstanding of the relationship of the principle entity enables us to commit errors in communication that also affects our communication and our information. Since what we think is also an entity, disregarding if it is positive or negative, we think negatively about the relationships of the principle entity once we misunderstand it. The model below shows more information about the misunderstanding of the presentation entity related to the misunderstanding of the portability entity.



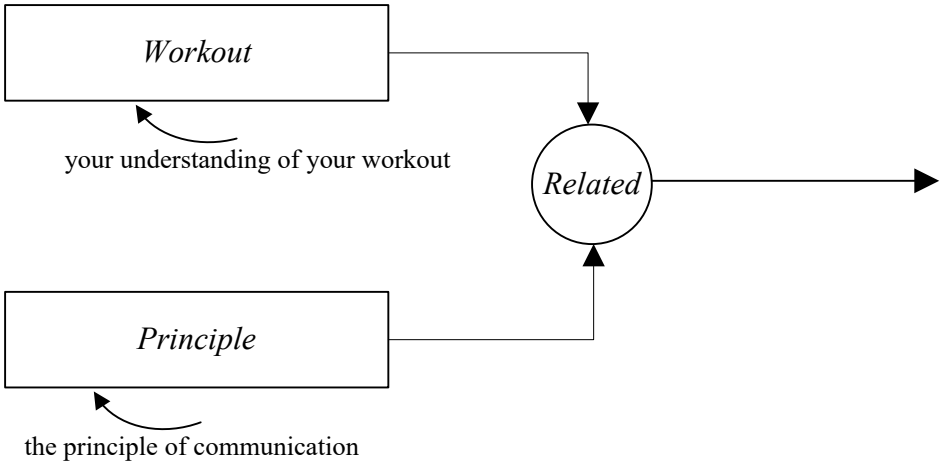
From the model above, since what we think is considered to be an entity and we use the principle entity and its relationships to validate other entities, once we don't understand the principle entity, we simply think about the opposite of the aspects of the principle entity.

517. Show your understanding of your workout of exercise 515 or your workout of the above exercise—we mean your workout of the error identification—related to misunderstanding quality and quantity of information. Since the entity that enables us to identify the error does not matter how we say it, by understanding the information entity, we can say that your understanding of the error identification is related to both quality and quantity of information. In this case, you have to take your understanding of the quantity entity to a higher level. In other words, this exercise requires a very good understanding of quantity

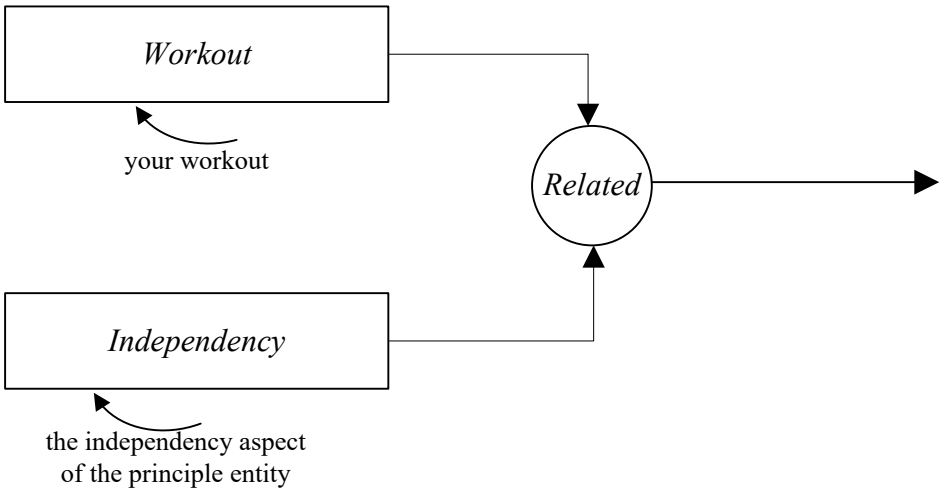
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of information, which is the same as a very good understanding of the information entity.

518. Since the principle entity is considered to be independent and the principle entity is used to validate other entity, verify your understanding of your workout of exercise 515 related to independency of the principle entity. Since by now you should have no problem identifying the principle of communication, in this case you can think it as your understanding of your workout related to the independency of the principle of communication as shown by the model below.



Since the independency entity is an aspect of the principle entity, the model below is the same as the one above in term of your workout.



519. Since we have an entity identification problem, during communication we may talk about or try to talk about entities that do not exist. Since the principle entity is used to validate other entities and we don't understand the principle entity, that makes it possible for us to talk about or try to talk about entities that do not exist. In this case, it is not possible for us to validate the existence of those entities. Since the existence of an entity may not take

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time into consideration, at a time we are talking about that entity. In terms of validating that entity, the principle entity can be used with the time chart to do that. To better understand this exercise, you can verify your understanding of validating the existence of an entity related to the principle entity and the time chart. In this case, you are going to analyze specific communication or information, where people are talking about entities or an entity that does not exist. You will flag that entity, then analyze it and use both the principle entity and the time chart to show that entity does not exist at all. Since the underlying entity does not exist, to prevent miscommunication and misinformation it is always good for us to stop or discontinue talking about it. You can provide additional explanation in your workout and show your observation.

520. The misunderstanding of the principle of communication enables us to misidentify entities and repeat words and statements that are not valid. For instance, from the exercise 512, we have shown that the statements *I agree with you* and *you agree with me* are not valid since the communication and information about an entity agree and must agree with that entity. However the statements the *aspect of an entity agree with that entity* and *the information about an entity agree with that entity* are correct and valid. We have used the principle entity to show that. In other words, we have used the principle entity to validate aspects of other entities and information about other entities.

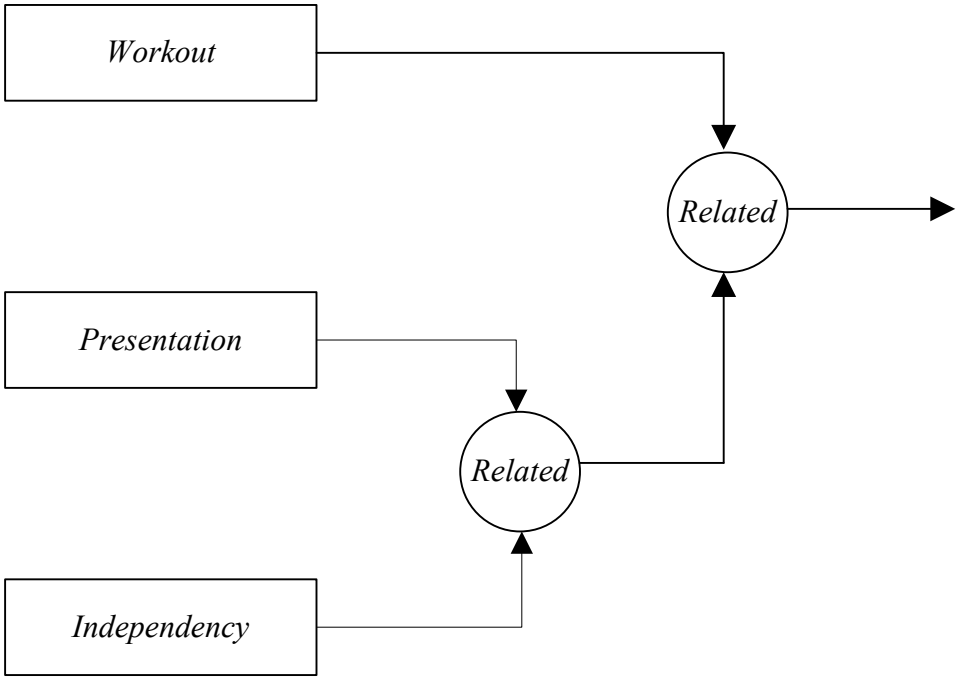
Now in terms of incorrect statements, we already know that we are principle dependent. By being principle dependent, we learn and apply principles to do what we do. While the misunderstanding of a principle enables us to commit errors, feedback enables us to correct those errors and make adjustment to what we do. By understanding that, we can see the statement *learning from errors* or *learning from mistakes* is incorrect, but learning from the principle or learning from principles is correct. All you need to do here is to help you understand this exercise. Show that the statement *learning from mistakes* or *learning from errors* is incorrect. In this case, you will use the principle entity to validate the incorrectness of that statement.

Since the misunderstanding of the principle of communication enables us to repeat words and expressions that do not exist, in this case we simply use or repeat words that don't point to an actual entity. If you want to, you can continue working out this exercise by expanding it to include other expressions or words that do not exist at all. In this case, you are going to use your understanding of the principle entity to validate the incorrectness of those words or those expressions. By misunderstanding the principle of communication, there are many entities that we think exist, but do not exist at all. By

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using the principle entity to invalidate the existence of an entity, you have shown that.

521. Verify your understanding of your workout of exercise 519 or 520 above related to the independency and the presentation of the principle entity. This is the same as saying that show your understanding of the relationship of presentation entity and the independency entity related to your workout. The model below can be used for explanation. The model below can also be drawn in a different form.



In this case, you use the independency and the presentation aspects of the principle entity to verify your understanding of your workout. If you want to, you can do it into three parts: the independency related to your workout, the presentation related to your workout and the relationship of both related to your workout.

522. As a separate entity, the information about an entity agrees with that entity. Once we have an entity identification problem, it is possible for us to misidentify both that entity and the information about that entity. Since what we think is also an entity disregarding if it is positive or negative, by having an entity identification problem, it may be possible for us to try to match information to an entity that does not agree with that entity. Since we disregard the actual information and try to match what we think about that entity—as information—to that entity, it is possible for many of us to think differently about that when that happens. Since we disregard the actual information and try to match what we think to that entity, in this case what we think as *information* does not agree with that

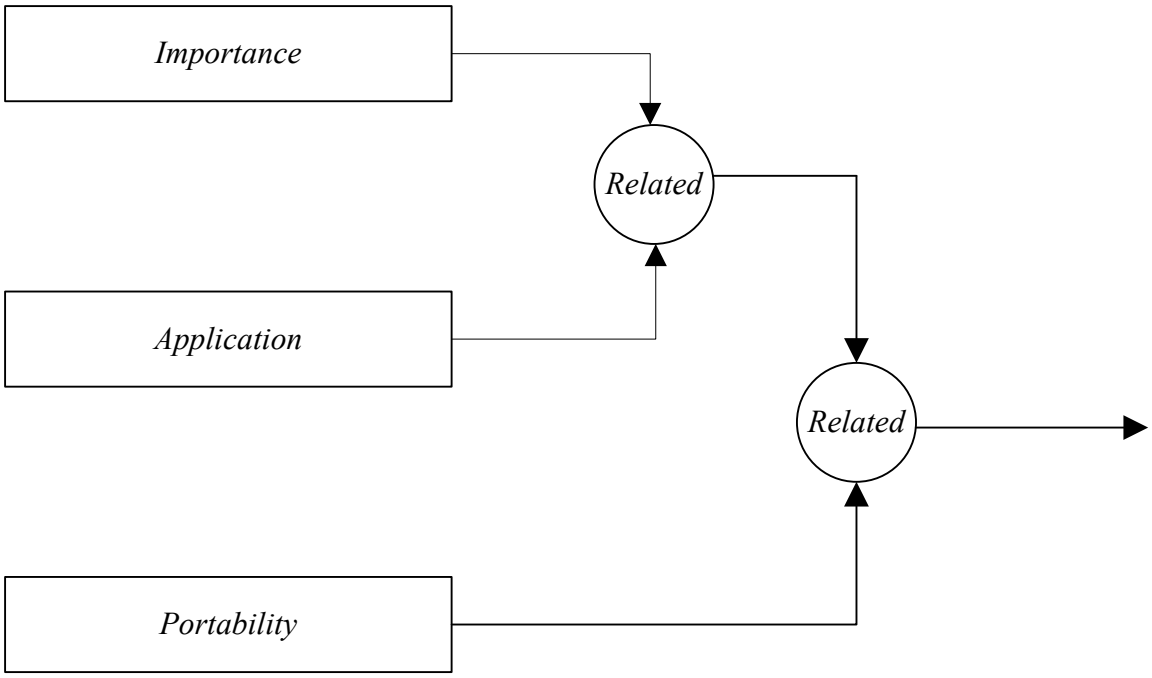
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entity, since the actual information has been disregarded. When we do that, we simply develop problems and commit error in communication. You can verify that here by providing a practical example. In this case, you will show that the disregarding the actual information of an entity and try to match what we think to that entity, simply develop problems and commit errors in communication. To do that, you will need to analyze an information and the actual entity that information should agree with. In other words, you will analyze an information and the entity that information points to. You will also analyze the claim to be information. Let's say it again. You are going to identify three entities here, the actual information, the entity the actual information points to, and the entity that claims to be information. The entity that claims to be information is considered to be an information that is provided by someone, where that information is not in agreement with the actual entity. You are going to conclude that, there reason there is disagreement with that information, because it does not point to the actual entity and therefore that is an error or communication.

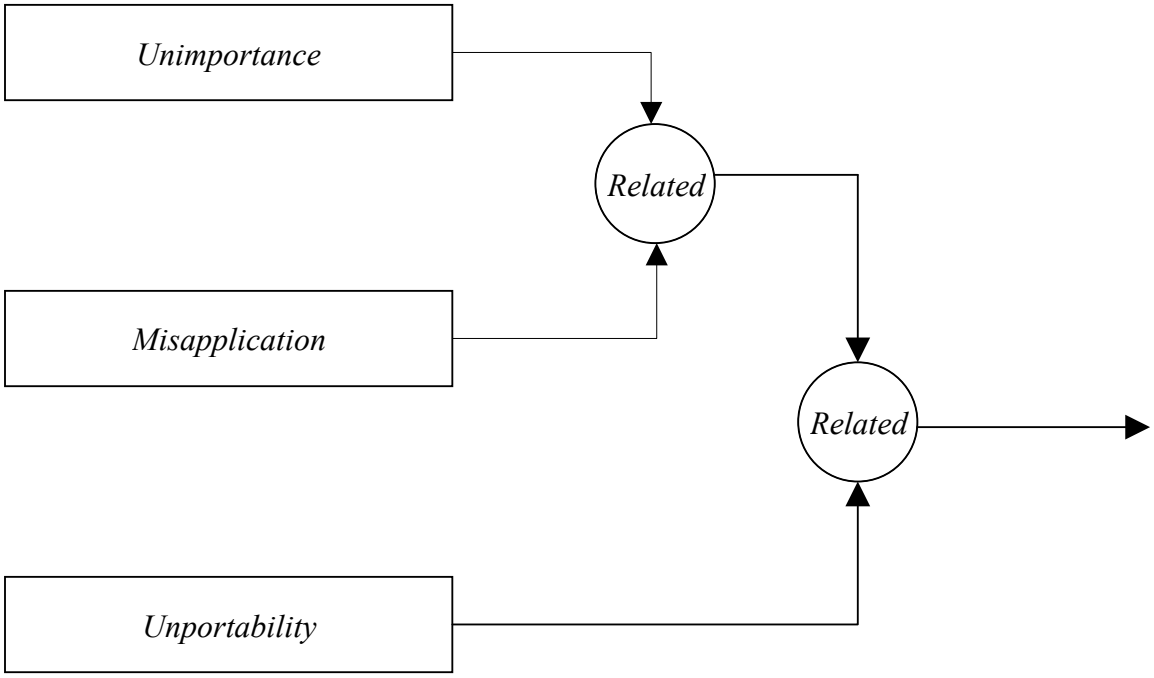
523. Show your understanding of the importance entity related to application entity and the portability entity. You can also think it as, verify your understanding of importance of a principle related to the application of that principle and portability of that principle by providing a practical example.

524. The principle dependency aspect enables us to think relatively to the principle entity to avoid and correct errors and when we think the opposite of the principle entity we commit errors and develop problems. In other words, we commit errors by disregarding the principle entity and we correct those errors by regarding the principle entity. For example, assume that we avoid and correct error by understanding the importance entity related to the application entity and related to the portability entity as shown by the model below.

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Since what we think is also a separate entity as opposed to the actual principle entity, then in terms of the relationship above, we commit errors and develop problems by misunderstanding that relationship in the form below.

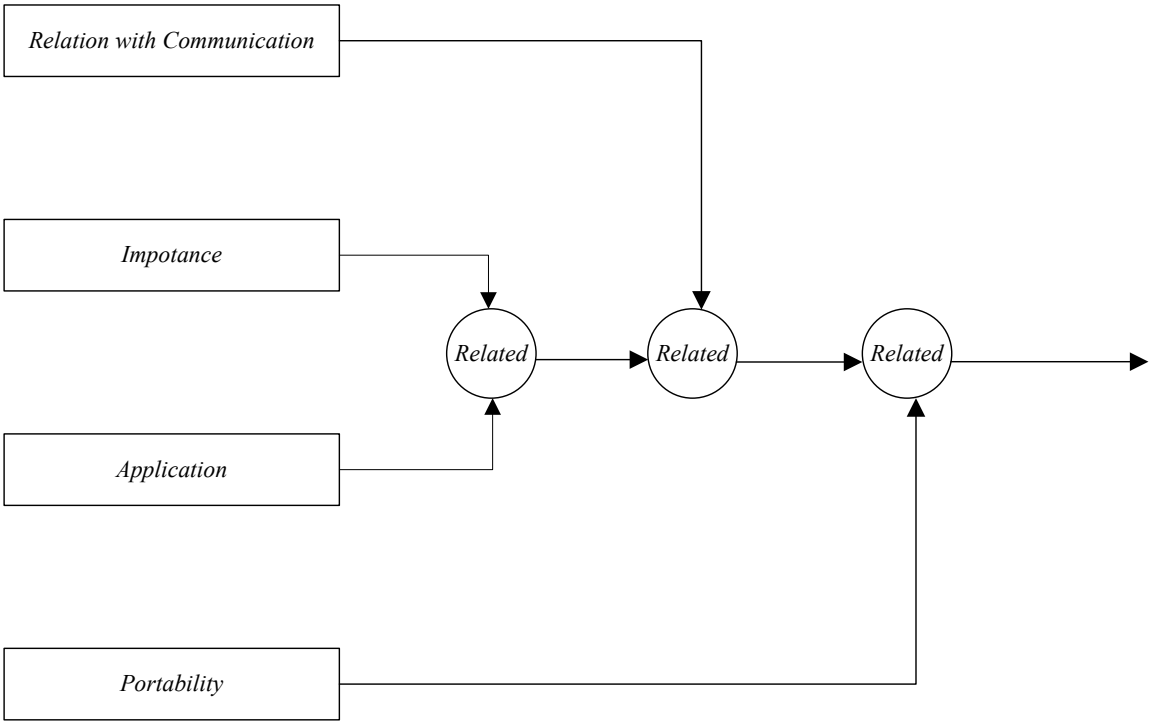


The way to look at it, since what we think is a separate entity disregarding if it is positive or negative, by disregarding the principle entity or the relationship of the aspects of the principle entity, we simply think opposite of the actual aspects of the principle entity, which allows us to commit errors and develop problems. Here you can verify that by providing a practical example. In this case you are going to look at an application or

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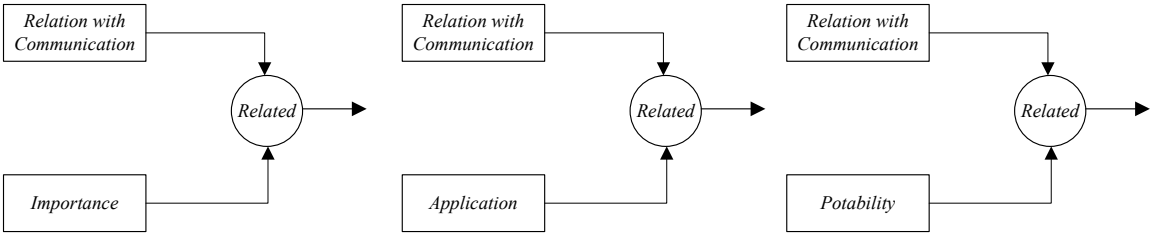
what we do, where the actual error is committed or the actual problem is developed by misunderstanding the aspect of the principle entity. You are going to flag that error or problem, then analyze it. Within your analysis, you are going to show that the error or problem was indeed caused by misunderstanding the aspects of the principle entity. You are going to identify the actual aspects of the principle entity that have been misunderstood. Since the relationships of the aspects of the principle entity are considered aspects of the principle entity, you are going to show that within your analysis by drawing or showing the opposite aspects and their relationships that have been misunderstood that trigger the problem or the error.

525. By understanding the last two exercises above, since the principle entity is related to communication, all the aspects of the principle entity are also related to communication. In terms of the relationship indicated by the exercise above, it is possible for us to draw it similar to the form below in relation with communication.

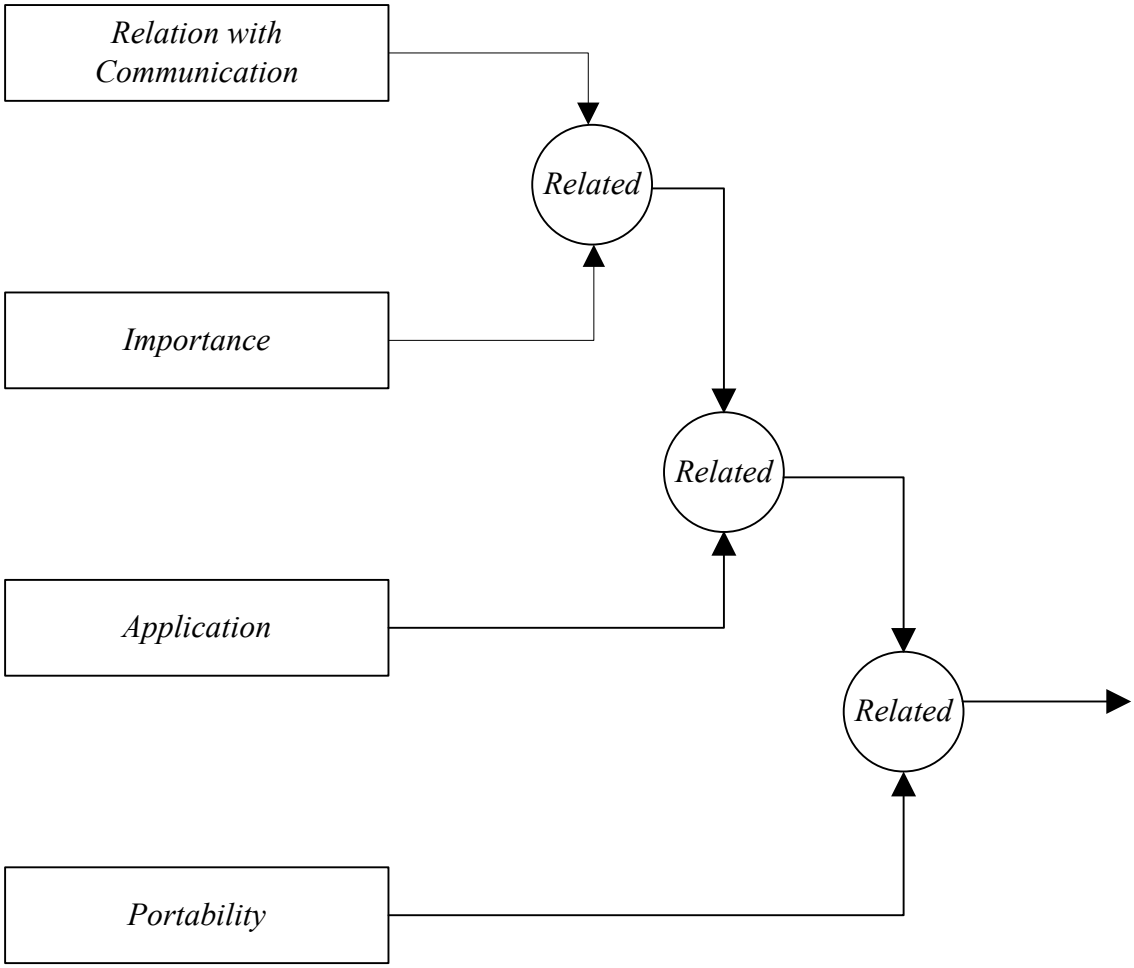


It may be possible to break the relationship depicted by the model above to produce the models below. The way to look at it, relationship with communication and impotence is considered to be a relationship, relationship with communication and application is considered to be a relationship, while relationship with communication and portability is considered to be another relationship.

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It does not matter the way we look at the relationships, since a principle is not a paper entity or exist on paper, so are the aspects of the principle entity. What is important here is the understanding of the actual relationship, which is an actual entity. Until we understand the aspects of a principle and the relationships of those aspects, the principle itself, its aspects and their relationships do not exist at all. Verify your understanding of the overall relationship by providing a practical example. In this case, you are going to look at the importance entity related to application, portability, and in relation with communication. You can think it as shown by the model below.



In your workout, you can think it like that or take the following cases into consideration. By not giving importance to a principle, it is possible for us to misapply it or commit error when we apply it. By not giving importance to a principle, it is possible for us to

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present it with error or commit error in presentation. By not giving importance to a principle, it is possible for us not to carry it to other locations. Since the principle entity is very portable, it very important for us to carry it everywhere we go. Within your workout, you can provide a practical example for each case or take each case into consideration. You can break your workout into several parts or include all cases in one part.

526. Since one aspect of the principle entity is related to all other aspects of the principle entity, assume that an aspect of the principle entity is misunderstood. Here you are going to take a look of the misunderstanding of that aspect related to the other aspects of the principle entity. You can use the exercise above or your workout of the exercise above as a baseline for working out this exercise. For instance, assume that the importance entity is misunderstood, you are going to take a look at the other entities related to that misunderstanding. You must provide a practical example and show your observation.

527. Show that sentence analysis related to follow others is equivalent to sentence analysis related to disregard the importance of the principle entity. In this case, disregarding the importance of the principle entity is being viewed as misunderstanding the aspect of the principle entity.

528. Show your understanding of the feedback process related to the presentation entity. This is the same as saying, verify your understanding of the feedback process related to presentation of a principle by providing a practical example.

529. Show your understanding of the feedback process related to the importance entity. This is the same as saying, verify your understanding of the feedback process related to the importance of a principle by providing a practical example.

530. Show your understanding of the feedback process related to the portability entity. This is the same as saying, show your understanding of the feedback process related to the portability of a principle by providing a practical example.

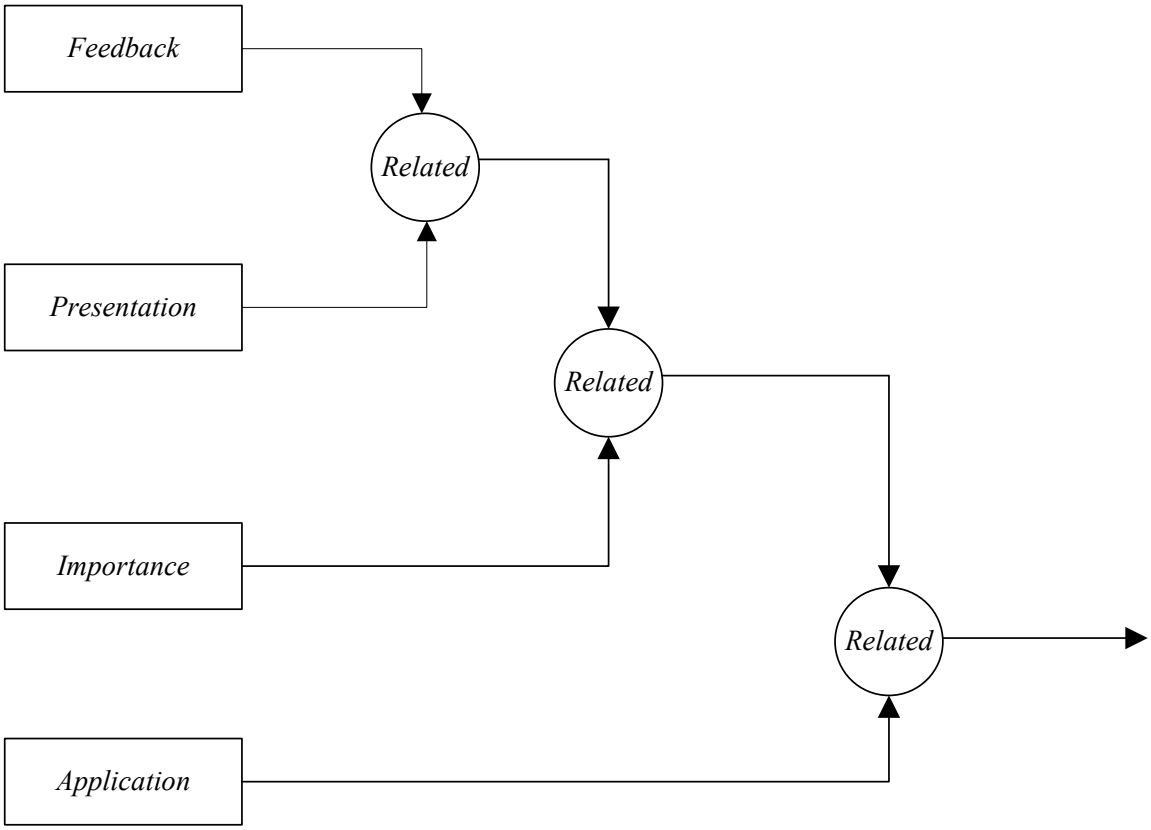
531. Verify your understanding of the feedback process related to the application entity. This is the same as saying, show your understanding of the feedback process related to the application of a principle by providing a practical example.

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532. Verify your understanding of the feedback process related to the independency entity. This is the same as saying, show your understanding of the feedback process related to the independency of a principle by providing a practical example.

533. Show your understanding of the feedback process related to both presentation and importance of a principle. In this case, you can think it as verify your understanding of the feedback entity related to the presentation entity and the importance entity. You must provide a practical example in your workout.

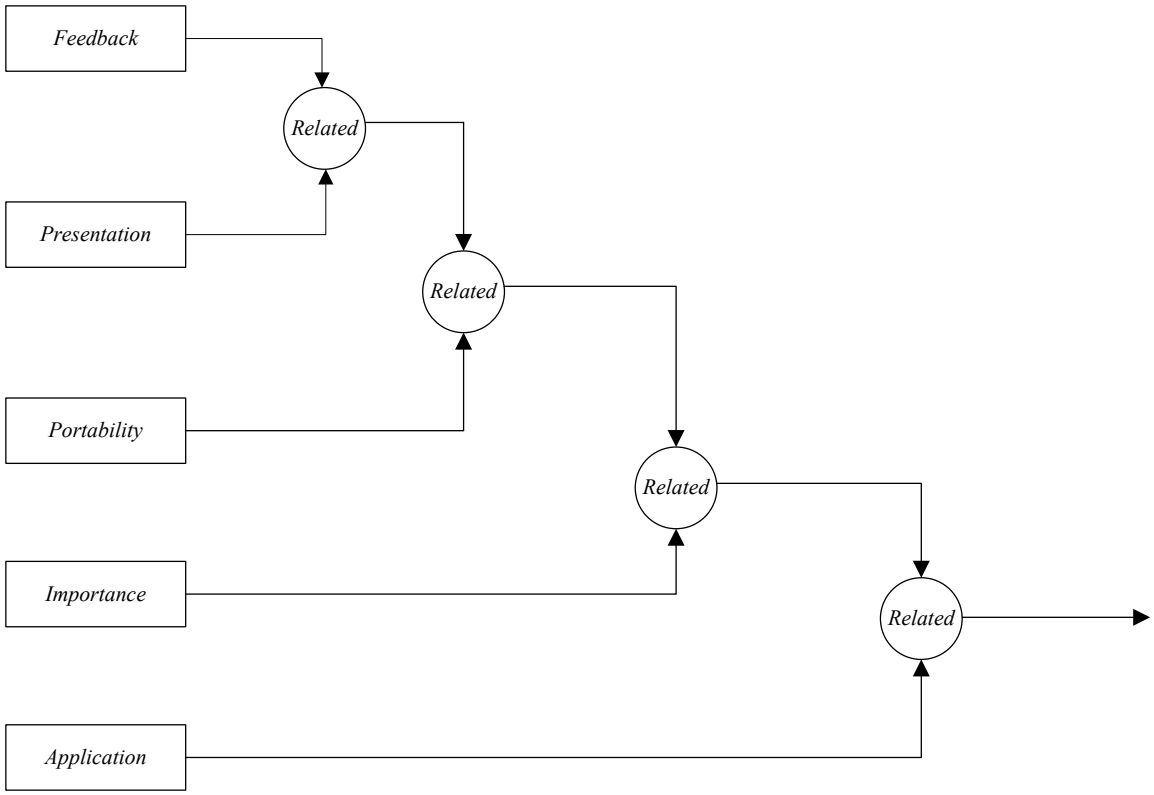
534. Show your understanding of the feedback process related to presentation, importance, and the application of the principle entity. You can also think it as verify your understanding of the feedback entity related to the presentation entity, related to the importance entity, and related to the application entity, which is shown by the model below.



While we represent the relationship by the model above, in terms of your understanding of that relationship, the model is meaningless. You should not take it into consideration. You may find another way to represent it. It always depends on your understanding. In either case, you will need to provide a practical example.

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535. By understanding the exercise above and also the principle entity, show your understanding of the feedback entity related to the presentation entity, related to the portability entity, related to the importance entity, and related to the application entity. That relationship can be viewed by the model below.



Within your workout, you must provide a practical example. While we show the model above, it serves no purpose in terms of your understanding. You can simply disregard it and think about the relationships the way you understand them. Keep in mind that a relationship exists only if it can be identified. If a relationship cannot be identified, then it does not exist. If a relationship is not understood, then it does not exist. We mean if a relationship is not understood by a person, then it does not exist for that person. If a relationship cannot be identified by a person, then it does not exist for that person. While a model can be used to provide explanation about a relationship, nevertheless that model does not identify that relationship. A model cannot be used to identify a relationship. A model can only be used to provide explanation about a relationship.

536. By understanding all the exercises above—we mean the last 10 exercises—we can see that, we have used the principle entity to validate the feedback entity. In this case, we use the aspects of the principle entity to validate the feedback entity. Since the principle entity is not understood until its aspects are understood. In this case, the understanding of the aspects of the principle entity enables us to validate the feedback entity. Overall we

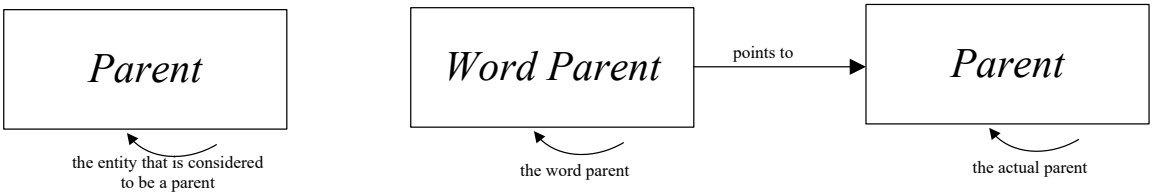
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can use all the aspects of the principle entity to map with the feedback entity. We can also use the relationships of those aspects as well—as we have done previously—to map with the feedback entity. In terms of validating an entity, in relationship with the principle entity, we think relatively about the principle entity to validate other entities.

537. By using the principle entity to validate another entity, we can see that the principle entity enables us to identify the basis of that entity. By doing so, we can see that, if an entity does not have a basis, then that entity is not validated or cannot be validated. In this case, we can also say that, if an entity does not have a basis, then that entity is not valid. If you want to, you can verify that by providing a practical example. In this case, you will try to validate an entity, where that entity is not valid after you have tried. Then you will conclude, that entity has no basis; that is the reason it cannot be validated.

538. Refer to exercise number 27 and verify your understanding of your workout related to the principle entity. In this case, you will use your understanding of the aspects of the principle entity to show that. We mean all the aspects of the principle entity that you understand—this is the same as saying, each aspect of the principle entity that you understand.

539. By understanding the feedback process and by understanding many exercises and the overall book up to here, we have already learned and understood that, the principle itself is considered to be our parent. That makes sense, since the principle itself enables the correction of our errors; that principle is being viewed as our parent. Now let's assume that we did not know what parent or a parent is, but we understand the principle entity. In this case, we don't know that a parent is, but we do understand the principle entity, which includes its aspects. Now what we need to do is to consider the parent itself is an entity. By doing so, we can represent the parent as an entity as shown by the model below to the left and also the word parent points to that entity, which is an actual entity.



From the model above, we show the actual parent—we mean the entity that is considered to be a parent. We also show the word parent, which points to the actual parent entity. Now since we don't know whether that entity is a parent, but we know the principle entity. In this case, we can use the principle entity to determine if that entity is a parent.

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Now by understanding the principle entity, all you need to do is use your understanding of the principle entity and include its aspects to determine whether that entity is a parent—we mean the indicated entity shown above. In this case, you will need to use the aspects of the principle entity that you understand to show that. You will also need to provide a practical example or practical examples.

540. By understanding exercise number 71, show your understanding of personal responsibility related to independency of a given principle by providing a practical example. In other words, within an application, verify your understanding of personal responsibility related to the independency entity.

541. Refer to exercise number 71 and show your understanding of personal responsibility related to the application of a given principle. This is the same as saying, verify your understanding of personal responsibility related to the application entity by providing a practical example.

542. If you have not done so already, you can work out this as part one. Verify your understanding of the presentation entity related to the independency entity. You can think it as, presentation related to independency of a principle. Now as part two, take error in communication into consideration. Since when we misunderstand the aspect of the principle entity we develop problems, by misunderstanding the relationship between the independency entity and the presentation entity, we simply develop problems. Now by taking error into consideration, show your understanding of that relationship. In this case, you will look at it as the misunderstanding of that relationship. You will also provide a practical example in your workout.

543. Refer to exercise number 9; by understanding exercise number 9, exercise number 58, people in the application; by taking communications of those people into consideration, verify your understanding of exercise number 9 by providing a practical example. In this case, you have to use a practical example within an application by taking the function of the application into consideration.

544. From various previous exercises, we have used the principle entity to validate the feedback entity. Now in terms of feedback, let's look at the instant feedback approach and the postponed feedback approach. To better understand the instant feedback approach, it is always good to look at the process related to our communication from our parent. Let's assume that we are communicating while our parent is listening to us.

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Within that communication, let's assume that we repeat a sentence that is not portable. That sentence is not portable because it contains words that are not portable. While our parent is listening to us and hearing the first word that is not potable from that sentence, our parent provides feedback to us instantly without waiting for the whole sentence—without waiting for the whole sentence to be completed. What is important here? Within our communication, we get feedback at a time we commit the error rather than waiting for the communication to be completed. It is very important for us to understand that process and its importance. If you want to, you can answer this question. Why it is important to provide feedback related to the first non-portable word in a sentence rather than wait for the whole sentence to be completed during communication? Why it is very important for us to provide feedback instantly during communication rather than wait for the communication to be completed? Why our parent provides feedback to us the first time we repeat a non-portable word rather than wait for the sentence to be completed?

By understanding the above explanation, in terms of our application, we can see that it is always good for us to provide feedback to each other at a time when needed, rather than wait a later time. We already know that feedback is given to us at a time we needed them. By waiting for a communication or a sentence to be completed before providing a feedback, is the same as postponing a feedback. Since feedback is provided when needed, it is always good to provide it instantly. Now in terms of our application, since our application is communication driven, it is always good for us to get and provide feedback during communication at a time we commit an error rather than wait for the application to be executed. Once we postpone that feedback, we simply show that we don't understand what feedback is and there is room for our application to be resulted with errors. To better understand the overall explanation, all you need to do here is verify your understanding of the instant feedback or the term feedback is provided when it is needed within an application. In this case, you can look at the importance of the instant feedback within an application. In terms of communication, you can use timeline with the model of your application and provide more explanation. You will make a comparison of both the instant feedback approach and the postponed feedback approach with the same application and conclude which one will likely to result with error free application. In all cases, you will provide more explanation and show your observation.

545. From various exercises, we have used the principle entity to validate other entities. By having a very good understanding of the principle entity and the relationship of that entity with communication, which is an aspect of that entity itself, usually we use the principle of communication to validate other entities. The way to look at it, since the principle

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entity is attached by the principle of communication and the principle of communication limits the principle entity, by having a very good understanding of the principle of communication, it is sufficient for us to validate any entity that is needed to be validated. In other words, the relationship of the principle entity and the principle of communication enable us to use the principle of communication to validate other entities. Since the principle entity depends on the principle of communication, we use the principle of communication to validate other entities. If you want to, you can verify that here by providing a practical example. In other words, show that the principle of communication is what is needed to validate other entities, rather than the principle entity itself.

By having a very good understanding of the paragraph above and also your workout from the paragraph, you can verify the validation of one of more of the following entities: a television, a tree, a house, a horse, a car, a cow, a computer, a chicken or any other entity you would like. The way to look at it, disregarding the way we approach any of those entities or any entity, the communication itself does not change. In terms of the principle of communication, the communication must be the same or similar disregarding the way we look at them. The way to look at it, while it may not be possible for us to know about specific entity or specific entity from the list, nevertheless our understanding of communication is sufficient enough to detect any error from any communication about those entities. That makes sense, since the principle of communication is constant in any principle or from any communication.

546. Depending on how you work out the above exercise, if you want to, you can also work out this one. It is not necessary for you to work out this one, if you feel like your understanding of your workout above is sufficient to include this workout. All you need to do here is by having a very good understanding of the principle of communication and the relationship of communication and the principle entity, show that the principle entity is constant within any principle.

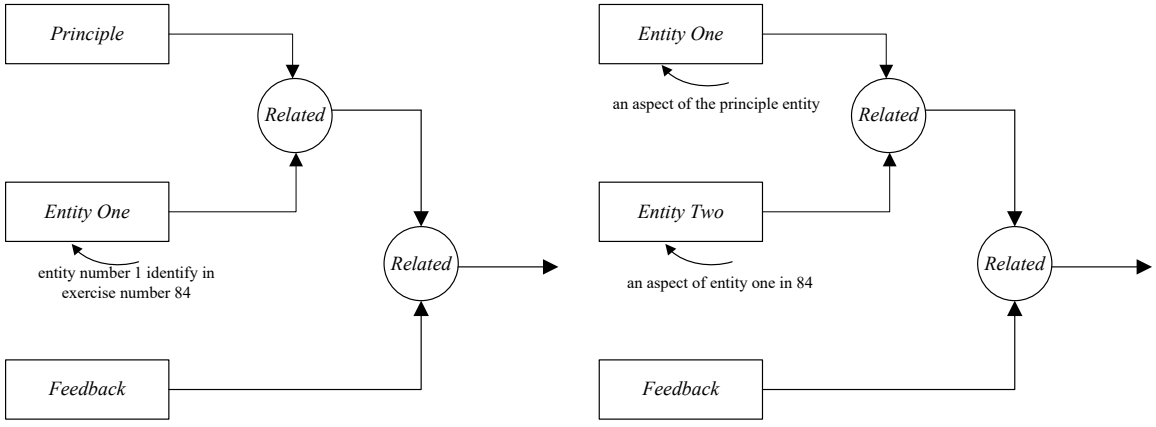
547. We use the principle entity to validate other entities. In the event that the principle entity is not understood, we simply think about the opposite. Since the principle entity depends on communication, we use the principle of communication related to the principle entity to validate the existence of another entity. In the event that the principle of communication is not understood, we simply think about the opposite. To better understand the principle of communication related to the principle entity in terms of validating another entity, verify the statement by providing a practical example in the event that the principle of communication is not understood. In this case, you are going

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to think about the opposite since the principle of communication is not understood.

The way to look at it, we use the principle of communication related to another principle to validate another entity. Since the principle of communication is attached to any principle, in the event the principle of communication is not understood, that makes it possible for us to think about the opposite. In this case, it may be possible for us to think that the entity under validation is used to validate that principle, rather than the principle validates the entity. When that happens, this is simply an error in communication since the principle of communication itself is not understood. Here, you will show that by providing a practical example. You will look at an entity that is under validation, where it looks like the principle that needs to validate that entity is being validated by the entity, rather than the principle itself validates that entity. you will conclude that is an error and the reason for that, because the principle is not understood enough since the principle of communication is acting as a barrier or make it impossible for that principle to be understood.

548. By having a very good understanding of the principle entity and the feedback entity, we have used the aspects of the principle entity to validate the feedback entity. In other words, by understanding the principle entity, we have used that entity to validate the feedback entity. Since there is a relationship between the principle entity and entity number one identified in exercise number 84, it is possible for us to use that relationship as well to validate the feedback entity. To better understand what we have just said, let's show it by the model below.



The model above provides more explanation of that relationship. The one to the right shows an aspect of the principle entity and an aspect of entity number one identified in exercise number 84. All you need to do here is verify that the feedback entity can be validated by the relationship of the principle entity and entity number one identified in

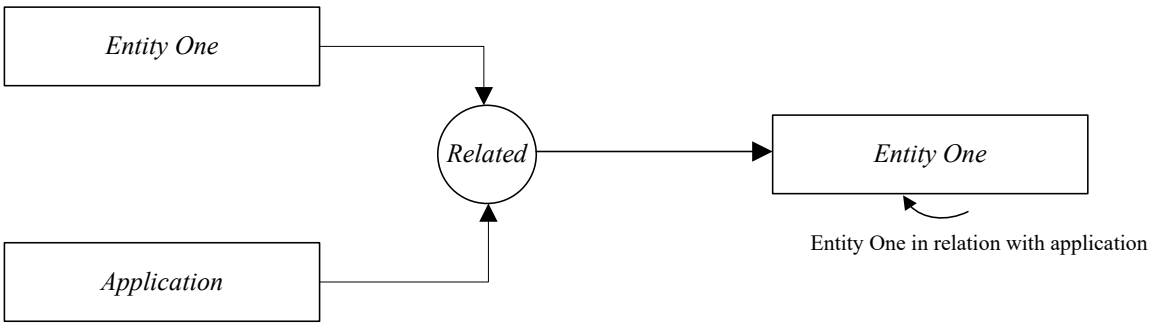
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exercise number 84. You will need to provide a practical example in your workout.

549. Assume that you don't know what a reference is. Since you understand the principle entity and have a very good understanding of the aspects of that entity, it is possible for you to use the principle entity to validate a reference. In this exercise, you are going to use the aspects of the principle entity that you understand to validate a reference. In order to do that, you are going to identify an entity that claims to be a reference. By identifying that entity, you can then analyze that entity by using the aspects of the principle entity that you understand to determine whether or not that entity is identified as a reference. You will need to provide more explanation in your workout and show your observation.

550. We use the principle entity to validate other entities. Since the principle entity cannot be identified by someone for someone else, the usage of the principle entity cannot be used by someone for someone else to validate an entity. Since the principle entity cannot be understood by someone for someone else, the principle entity cannot be used by someone to validate an entity for someone else. In other words, a person cannot use the principle entity to validate an entity for someone else. Everybody who understands the principle entity can use that entity personally and individually to validate an entity on his own or her own. To better understand what we have just said, verify that by providing a practical example. Show that a principle cannot be used by someone to validate the correctness of an entity for someone else or the principle entity cannot be used by someone for someone else to validate an entity.

The correctness of an entity cannot be validated by someone for someone else. To better understand the paragraph above, let's take it like this. For instance, assume that within a communication, one of us understands the principle entity in an application. Assume that *Entity One* is the underlying entity, in this case we talk about *Entity One*, and then we view the validation of that entity in the form below.



The way to look at it, a person who does not understand it, sees the opposite or sees it

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differently. Sine what we think is also an entity in relation with the principle entity, in this case, there is no match for that person, since the application entity is not understood. In this case, what that person thinks which is an also an entity, may not agree with the actual entity, since there is no match.

551. You may have verified that the misunderstanding of the principle entity enables the aspects of that entity to be misunderstood as well. As well as, the misunderstanding of an aspect of the principle entity may enable other aspects to be misunderstood as well. That makes sense since the aspects of the principle entity are related to each other. If you have not done so yet, you can verify that here by providing a practical example.

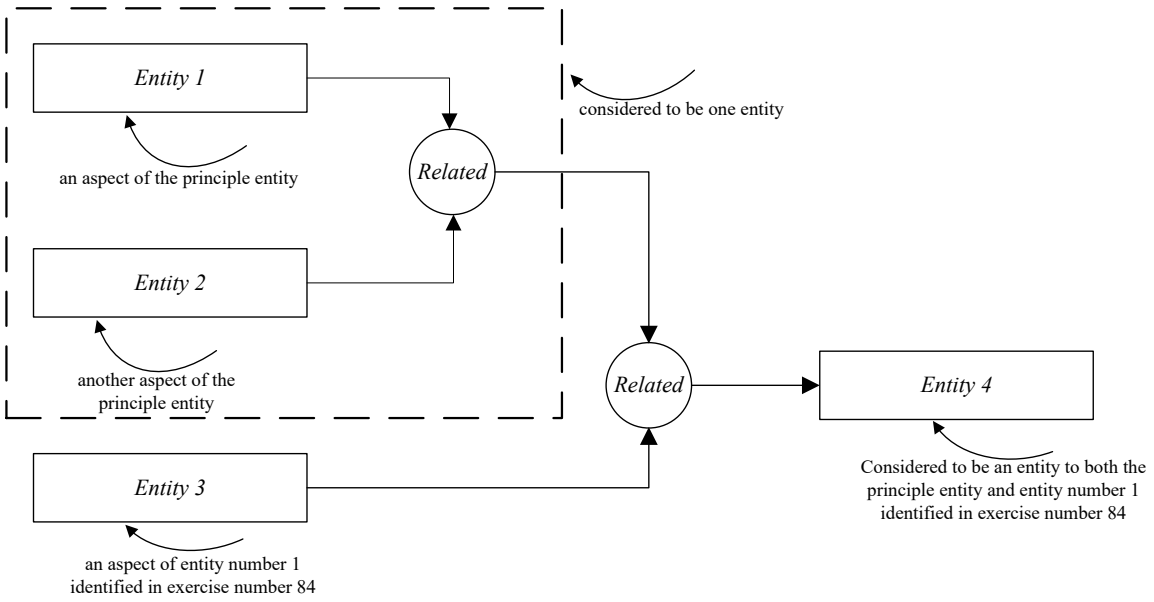
    Since the principle entity is independent, it does not make sense for us to look at the application of that entity by someone in terms of using that entity. Once we do that or try to do that, we simply show that we don't understand the principle entity and also the aspects of that entity. Since the entity cannot be understood by someone for someone else's, it is possible for us to commit error in communication and develop problems when we disregard the entity itself and focus on someone else's application in terms of understanding the entity. Keep in mind we learn the principle entity by understanding the aspect of that entity, not from someone else's application. Show that using someone else's application as a baseline in terms of learning the principle entity enables us to commit errors and develop problems. In this case, we disregard the entity itself and focus on someone else's application in terms of understanding the entity. Within your workout, you will provide a practical example and show your observation.

552. Show your understanding of the importance entity related to application and comparison. In this case, you will take disregarding the importance of the principle entity into consideration. Since the principle entity is not being understood, comparison is being taken into consideration instead. In all cases, you will provide a practical example and show your observation. You can continue our practical example from your workout of the exercise above.

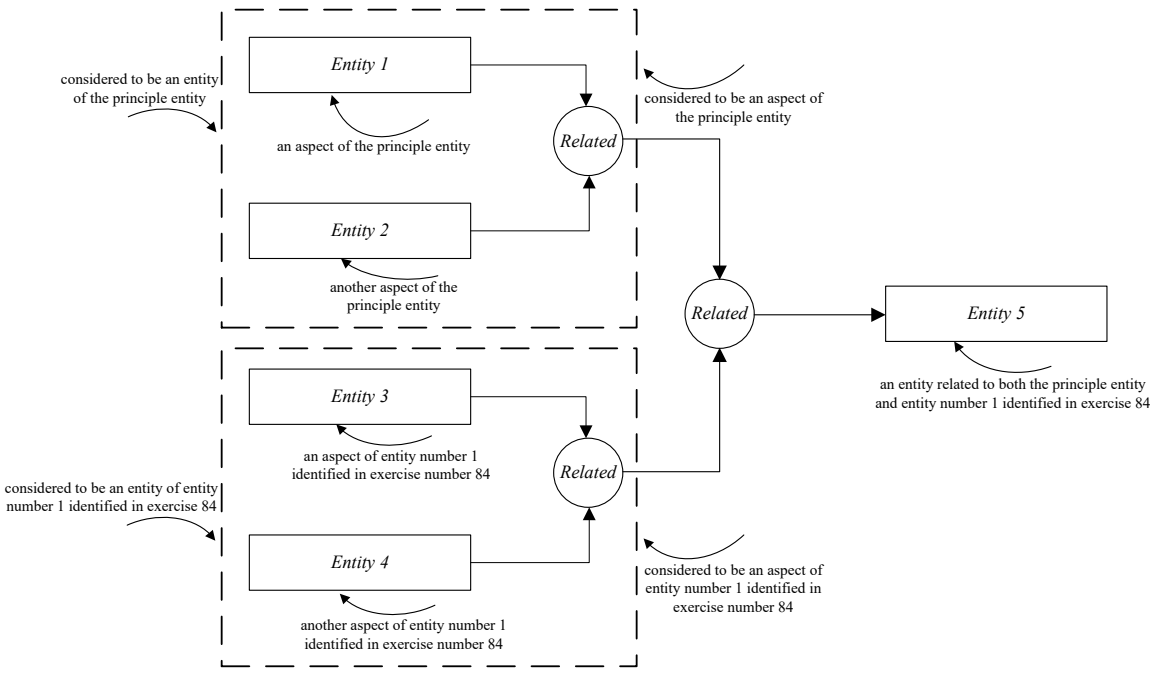
553. From exercise number 319, we have learned and shown that the relationship between the principle entity and entity number one identified in exercise number 84 enables each aspect of the principle entity to be related to each aspect of entity number one identified in exercise number 84. In other words, all aspects of the principle entity are related to all aspects of entity number one identified in exercise number 84. By understanding what we have just said, since the aspects of the principle entity are related to the aspects of

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entity number one identified in exercise number 84, their relationships are also related. In this case we have:



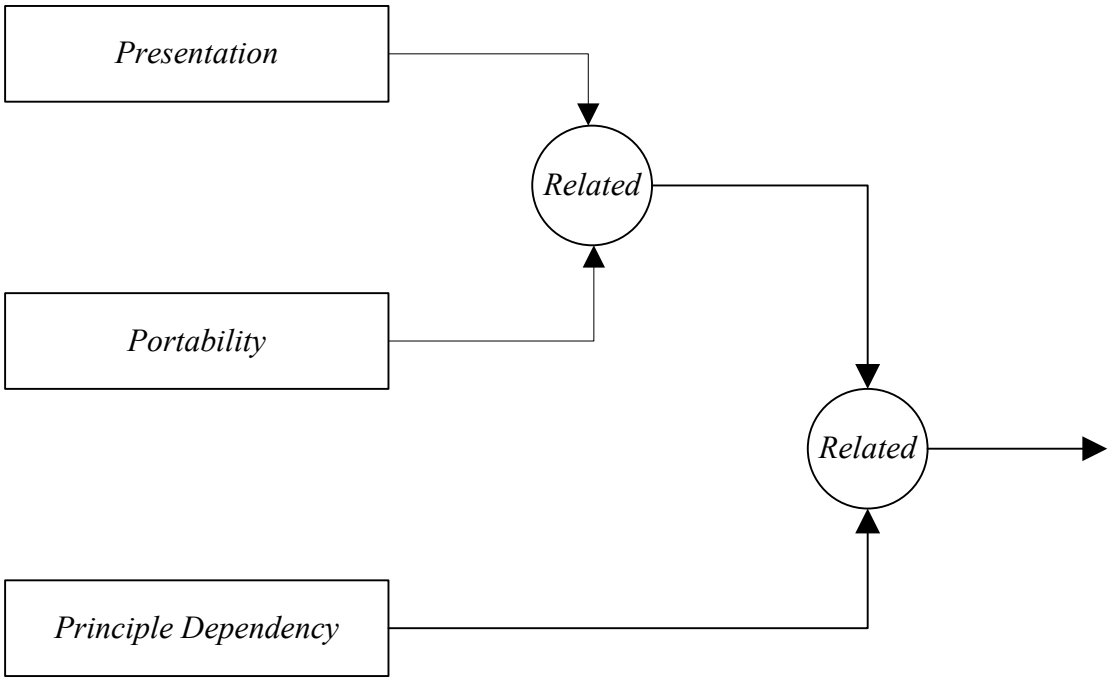
By understanding the explanation above an also the model indicated by the relationship above, since the entities are related their relationships must be related as well. In other words, the relationships of all aspects of entity number one identified in exercise number 84 are related to the relationships of the principle entity. To better understand what we have just said, let's look at the model below.



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What is important here is that since the relationship of two entities is also an entity, the relationship entity itself—which is the resulting entity from the relationship—is also related to the other identifiable relationship. It is very important to understand those relationships. Since we use the principle entity to validate other entities, once we misunderstand those relationships, we simply develop problems and commit errors in communication.

To better understand the overall explanation and the importance of those relationships, let's take it like this. We have identified presentation and portability as aspects of the principle entity. We know those two aspects are related. We also know that the principle dependency aspect of entity number one identified in exercise number 84 is also related by the indicated relationship—we mean the portability and the presentation. In this case we have:

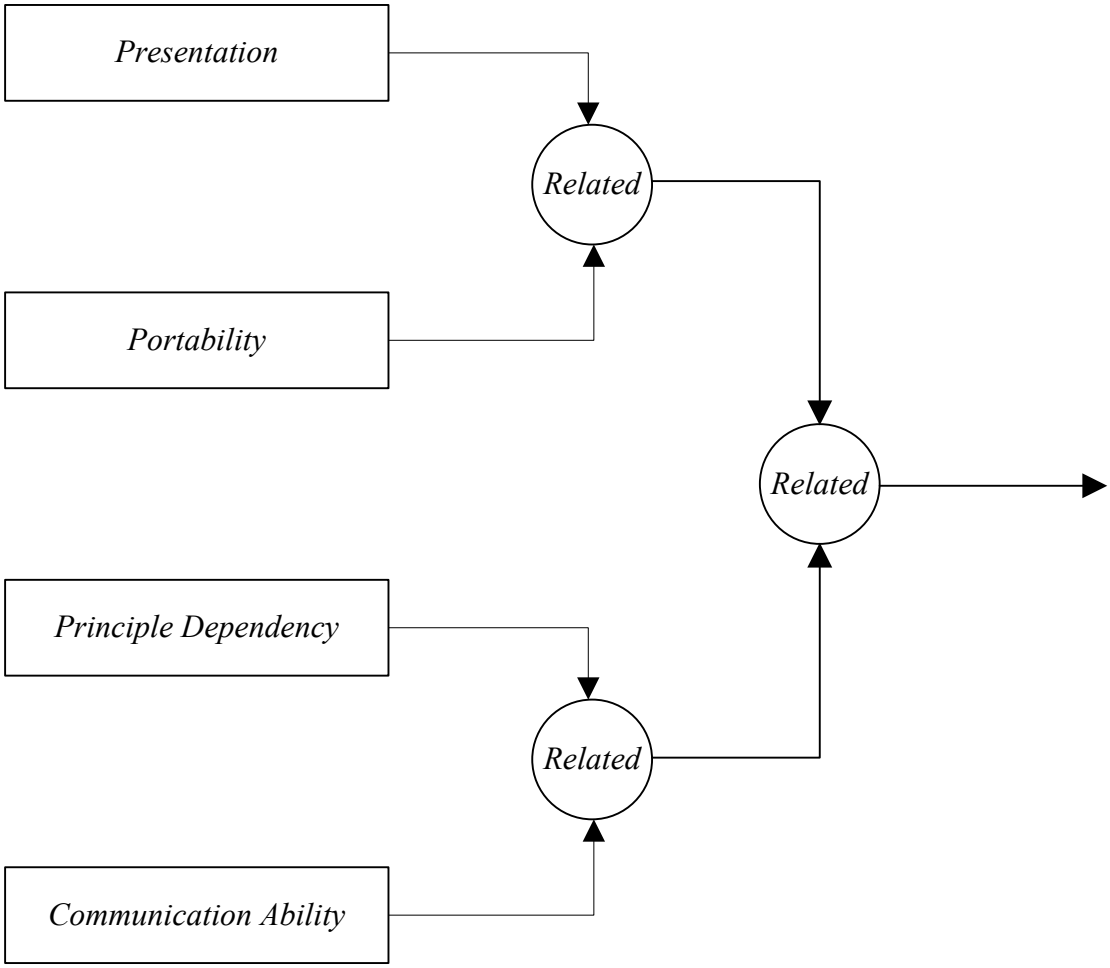


a. By understanding the explanation above, verify your understanding of that relationship. We mean the resulting relationship indicated by the relationship above. You must provide a practical example and show your observation.

b. Since we use the principle entity to validate other entities, what happens when the relationship indicated by the model above or your workout of part a above is misunderstood? We expect errors in communication and problems development. Within an application, verify that. In this case, you can look at information, current events, and historical events.

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c. We know that entity number one identified in exercise number 84 processes communication ability and we have identified that as an aspect of that entity. You may have identified that aspect by another name or any name you may have used. Here the name you have used is not even important. What is important here is the understanding of that aspect. Now let's call that aspect communication or communication ability. Let's show that aspect with the relationship indicated by the model above.



By understanding the explanation and the model above indicated by that relationship, verify your understanding of that relationship by providing a practical example.

d. By understanding your part "b" above, we already know that we develop problems when we don't understand those relationships. Similarly to your part "b" above, show your understanding when the relationship above is misunderstood. You must provide a practical example in your workout.

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554. By understanding the exercise above, we have learned that all the aspects of the principle entity and their relationships are related to all the aspects of entity number one identified in exercise number 84. In this case, any relationship that we identify from the principle entity is related to each aspect of entity number one identified in exercise number 84 and also the relationships of the aspects of that entity. As well as, all the aspects of entity number one identified in exercise number 84 and their relationships are related to each aspect of the principle entity and their relationships as well. As we have learned from the above exercise, once we misunderstand any of those relationships, we simply commit errors in communication and develop problems. We have shown that from the exercise above. In this exercise, you are going to extend your understanding of your workout above with all other aspects of the principle entity and entity number one identified in exercise number 84 that you understand and the relationships of those aspects. In your workout, you will provide a practical example for each relationship you draw or identify and also a practical example when that relationship is not understood—we mean when that relationship is not visible. This exercise requires a very good understand of the principle entity and also entity number one identified in exercise number 84.

555. By understanding the last two exercises above, what does that tell you about entity number one identified in exercise number 84 in relationship with the principle entity? You must answer this question by providing more explanation about your understanding of entity number one identified in exercise number 84 in relationship with the principle entity.

556. In relationship with the principle entity, verify that entity number one identified in exercise number 84 is also complex. The way to look at it, since the principle entity is a complex entity, entity number one identified in exercise number 84 must also be complex. Here you will show that, in relationship with the principle entity, entity number one identified in exercise number 84 is also complex.

557. By understanding all the previous related exercises and also the exercise above, you may have already shown that the principle entity has a lot of relationship. By understanding those relationships, verify your understanding of those relationships related to entity number one identified in exercise number 84. This is the same as saying, verify your understanding of entity number one identified in exercise number 84 related to those relationships. By understanding the related exercises above, you should be able to observe that those relationships have no limit at all. Assume that you have identified all the entities or aspects of the principle entity and all the entities or aspect of entity number

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one identified in exercise number 84.

558. In this exercise, let's look at presentation of information related to history. This is the same as historical event analysis related to presentation of information. By understanding the relationship between the information entity and the principle entity, you are going to analyze a historical event and identify all errors in that event. Here we mean all errors and problems. While we say related to presentation of information, any error you identify must be taken into consideration.

    a. By understanding the aspect of the information entity, especially information related to entity number one identified in exercise number 84—we mean all the relationships indicated by those aspects—how can information be presented so it can be understood?

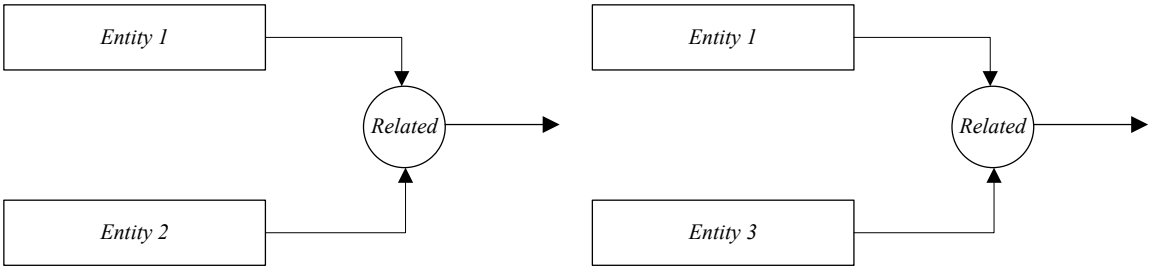
    b. Take your understanding of those errors into consideration and re-present that information. Here you are going to rewrite it or present it again.

    c. By understanding your workout above, answer this question. Why it is important for you to present that information in the form indicated above? Justify your answer by all the aspects of information you have applied and understood.

559. By understanding the aspect of the principle entity, we have learned and shown that a principle is an independent entity and a principle cannot be identified or understood by someone for someone else. In other words, the learning of the aspect of the principle entity enables us to understand that principles are independent entities and they can only be personally identified or understood.

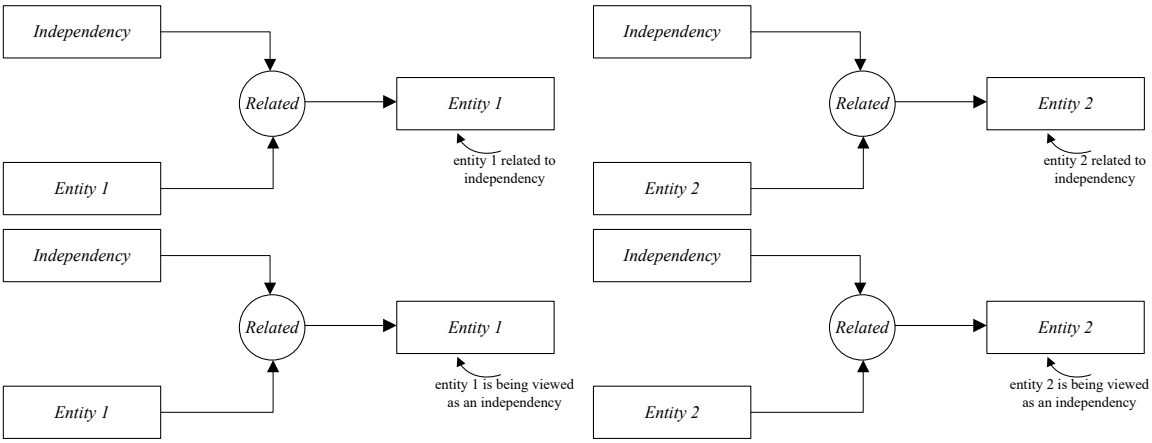
    From exercise 299, we have learned and verified that an aspect of the principle entity is related to all other aspect of that entity. In other words, any aspect of the principle entity that we identify is related to all other aspects of the principle entity. Assume that we have identified *aspect one*, *aspect two*, and *aspect three* of the principle entity, which correspond to *entity one*, *entity two*, and *entity three* then those aspects are related in the form below.

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The model above shows only two of them, but there are more relationships than what is indicated by the model. Since a relationship is not visible until it is understood, show relationships by models without being understood are meaningless. What is important here? The aspects of the principle entity are related to each other and those relationships are not visible to us, until we have a very good understanding of the principle entity combined with those relationships.

Now assume that from the principle entity, we have identified the independency aspect of that entity and we identified it as *entity one*. Since all the aspects of the principle entity must be related, the independency entity must be related to all other entities as well. Since independency is an aspect of the principle entity, all the other aspects must be independent as well. Since the principle entity is independent, all the other aspects of that entity must be independent as well. Since one aspect of the principle entity is independent, all the other aspects must also be independent. In this case we have



From the model above, we assume that *entity one* and *entity two* are other aspects of the principle entity besides independency. As shown by the model above, the independency relationship enables *entity one* and *entity two* to be independent as well. By understanding the overall explanation and also entity number one identified in exercise number 84—since that entity is related to the aspects of the principle entity—all you need to do here, by understanding the independency aspect of the principle entity, verify that

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all other aspects of the principle entity are also independency. Here we mean all the aspects of the principle entity that you understand beside independency—of course you must understand the independency entity aspect as well—from the principle entity. In this case, the aspects that are visible to you are only the ones that you understand. You will show that, if one independent, all other must also be independent. You must provide a practical example and show your observation.

560. By understanding the exercise above, if you want to, you can repeat the above exercise for the other aspects that you understand like application, importance, presentation, portability etc. with other aspects of the principle entity like relationship with communication, relationship with entity number one identified in exercise number 84 etc. While we name those, you only want to work out the ones that you understand. There are two ways to approach this exercise: first you can work out the aspects of the principle entity that you understand—we mean from the principle entity to the principle entity. Then you can work out the aspect of the principle entity that you understand with the aspects of entity number one identified in exercise number 84 that you understand. In this case, you will work out the second part from the principle entity to entity number one identified in exercise number 84.

561. By understanding the last three exercises above, we know that all the aspects of the principle entity are related to each other. The relationship enables any aspect of the principle entity related to another aspect of that entity to look like that entity. For example, if an aspect of the principle entity is related to the independency entity, than that entity looks like it is independent. We also know that this also related to entity number one identified in exercise number 84. In terms of relationships, all the aspects of the principle entity are related to the aspects of entity number one identified in exercise number 84 and their relationships. By understanding the overall explanation up to here, we know that whenever we misunderstand those relationships, we simply develop problems and commit errors in communication. To better understand that, it makes sense for us to look at events in history related to disregarding portability of the principle entity. Here all you want to do, by using historical events or current events, show that the disregarding of portability entity or the relationship of that entity with other entities enables us to develop problems and commit errors in communication. In this case, you are going to analyze a historical event or a current event to show that. In all cases, you will provide additional explanation and show your observation.

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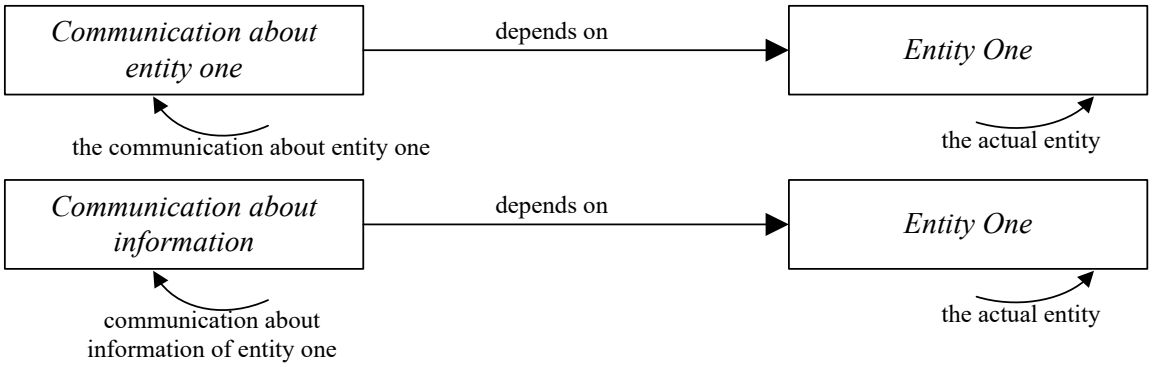
562. By understanding the above exercise, verify that sentence analysis related to disregarding portability of the principle entity is equivalent to sentence analysis related to misunderstanding the portability entity. This is the same as sentence analysis related to misunderstanding aspects of entities.

563. We use instructions to do our works. Since we follow and apply instructions to do what we do, once we misapply those instructions or commit errors in applying those instructions, that causes our applications to execute with errors. By understanding what we have just said; verify your understanding of the explanation related to the application aspect of the principle entity. Once you complete this part, if you want to, you can do a part two of that exercise. In this case, you will show that sentence analysis related to disregarding instructions is the same as sentence analysis related to misunderstanding the application aspect of the principle entity.

564. Since the communication about an entity agrees, must agree, and always agrees with that entity, that communication depends on that entity rather than us. While our communication ability enables us to communicate about entities, nevertheless that communication depends on the entities themselves rather than us. Once we think the communication about an entity depends on us rather than the entity itself, it is possible for us to attach that communication to us rather than attaching it to the entity it is about. Once we think like that, we tend to commit errors in communication and develop problems. To better understand the explanation, you can verify that by providing a practical example. In this case you will show that errors happen in communication once we think or make our communication or information depends on us rather than the entity that communication or information is about. In this case, you will need to analyze communication or information where that communication or information does not look like it depends on the entity it is about, but the people who are in the communication or who present that information. By doing so, you will analyze that communication or information and determine errors in it. You will conclude that the reason that communication contains errors because it depends on the people who are communicating rather than the entity the communication is about.

565. Since the communication about an entity depends on that entity, the communication about that information does not depend on us but on the entity it is about. To better understand this explanation, let's show it by the model below.

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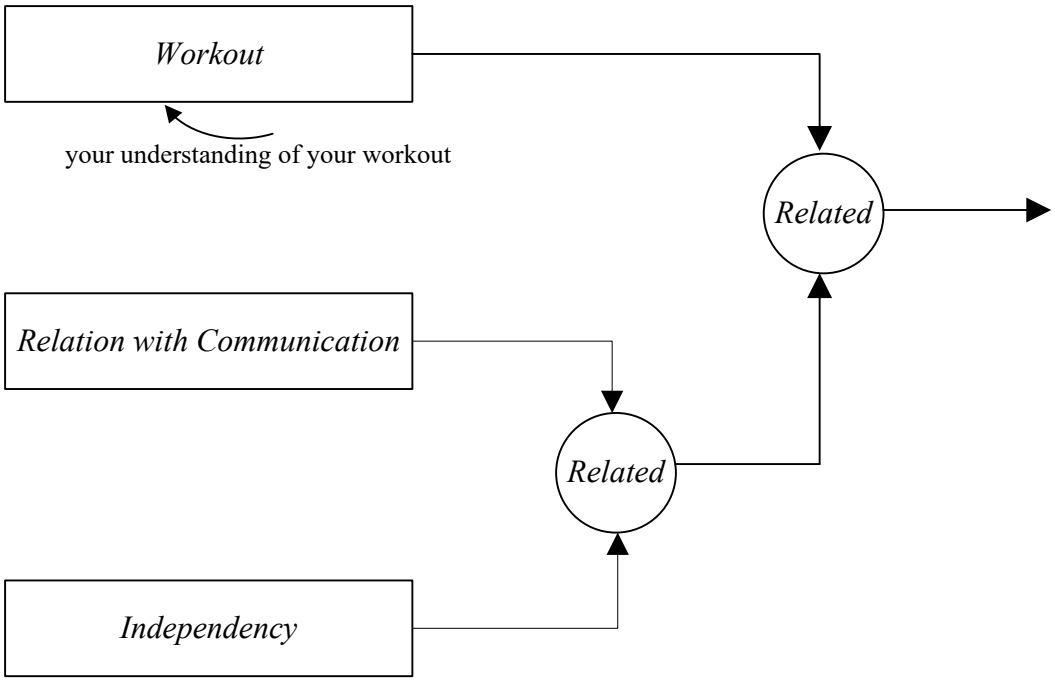


As shown by the model above, the communication about an entity as well as the communication about information of that entity depends on that entity as well. That makes sense since both communication about an entity and information of that entity must point to that entity and agree with that entity. To better understand this exercise and explanation, represent the communication dependency models and the information dependency models of the following entities: communication about a train, the information about swimming of a duck, the communication about a television, the communication about the fixing of a flat tire, the information about a bicycle, the communication about a house, the information about the kitchen in a house, the information about an airplane, the communication about the flying of a pelican, the information about a computer, the communication about a chair.

566. Verify your understanding of your workout above related to the independency of the principle entity. This is the same as saying, verify your understanding of the independency aspect of the principle entity related to the understanding of your workout above.

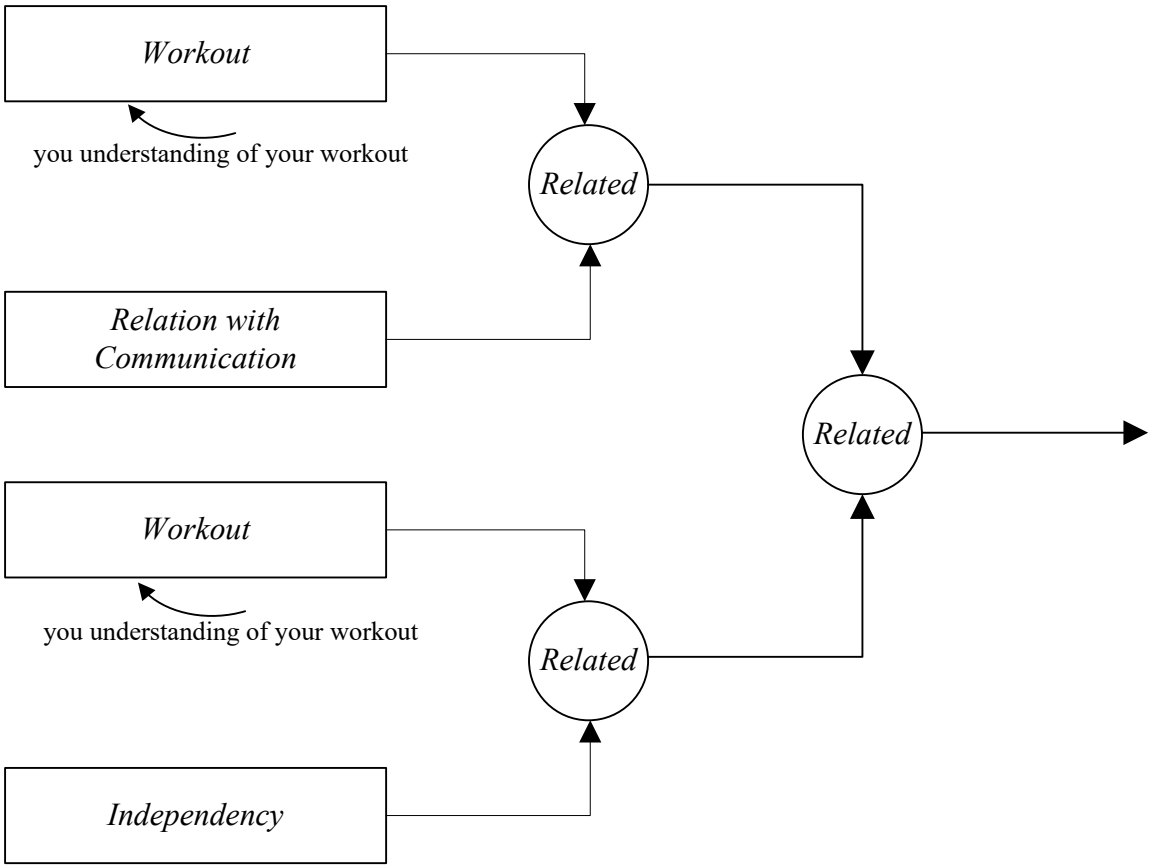
567. Verify your understanding of your workout of exercise 565 above related to the independency entity and the relationship with communication entity. In this case, you will treat your understanding of your workout as an entity in the form below

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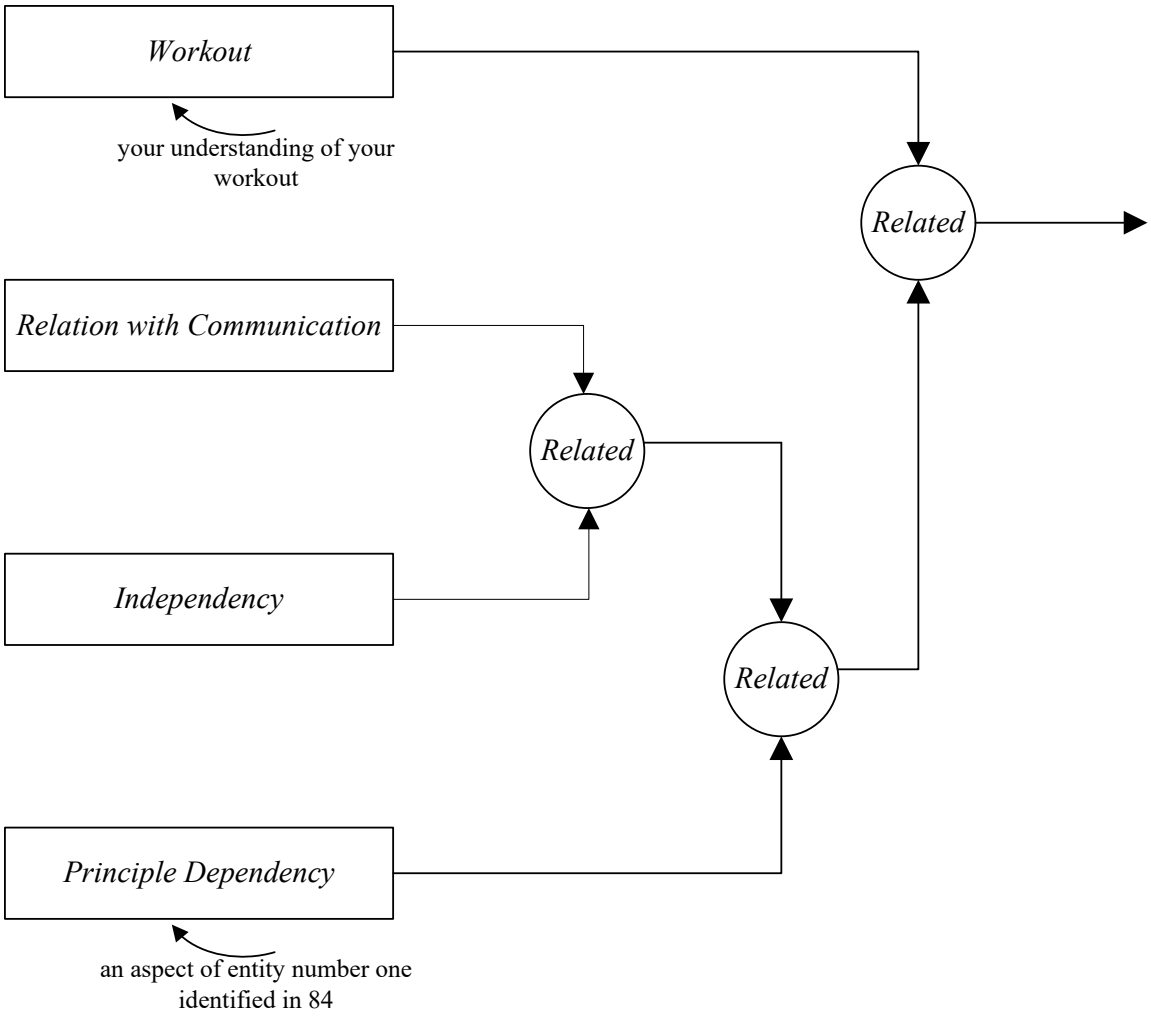
While we show the relationship represented by the model above, you can draw it any way you want. You can also do it two ways. For instance, your workout related to the relationship with communication entity and your workout related to the independency entity, then finally you can show both of them as represented by the model below.

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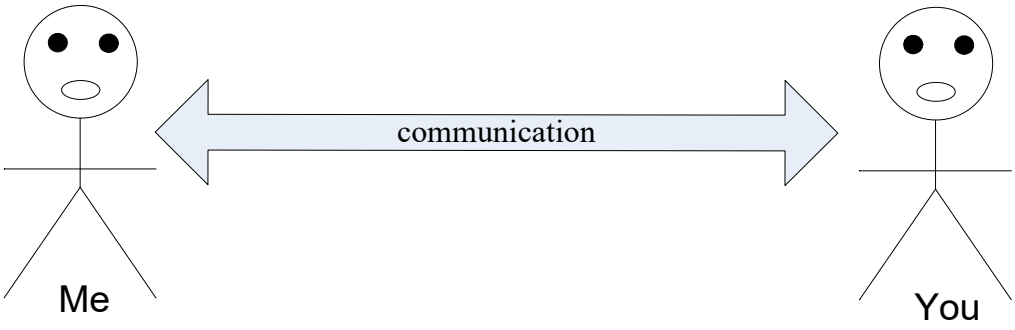
568. Verify your understanding of your workout of exercise 565 above related to the relationship with communication entity, the independency entity, and the principle dependency aspect of entity number one identified in exercise number 84. In this case, you will think it as the relationship between the independency entity and the relationship with communication entity, and the relationship with the principle dependency aspect of entity number one identified in exercise number 84. The model below provides more explanation.

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569. By understanding the aspects of the principle entity and the aspects of entity number one identified in exercise number 84, we know that we use the aspects of those two entities combined to validate the existence of other entities. In other words, the relationships between the aspects of those two entities are used to validate other entities. We have already shown that. To better understand what we have just said and the usage of the aspects of both entities mentioned here to validate other entities, let's take a look at our communication interface. We already know that we connect together through communication. That communication interface enables us to communicate and exchange information with each other. Let's show that communication interface again, which is represented by this model.

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What is important here? The communication interface enables the flow of communication from one person to another. During communication, the flow of communication between two people—for instance, the two people shown on the model above—only happens between them. In other words, the communication between two people only happens between themselves and they are the only ones who know about that communication or who are aware of it. In this case, if two people are communicating and we are not a part of that communication—or another person is not in that communication—then we don't know about that communication. It is very important to understand that process related to both the principle entity and entity number one identified in exercise number 84. To better understand this exercise, use both the aspects of entity number one identified in exercise number 84 and the aspects of the principle entity to validate that process. If you want to, you can think it as well as the relationship between the aspects of the principle entity and entity number one identified in exercise number 84. Within your workout, you must provide a practical example and show your observation.

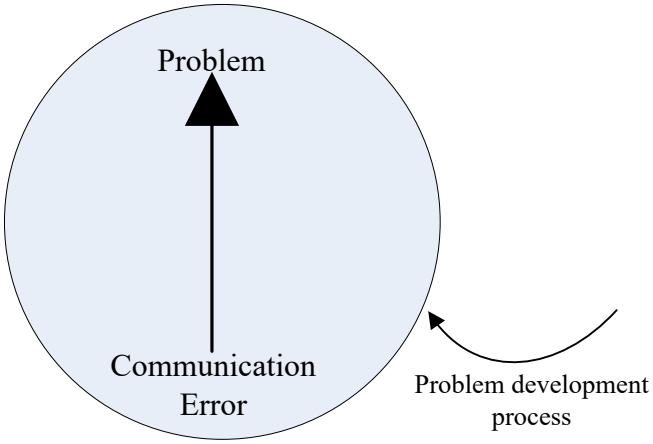
570. By understanding the exercise above, the aspects of an entity is related naturally to that entity. We can also say that the aspects of an entity attach to that entity naturally. For instance, by working out the exercise above, we can see that related to the communication process, the aspects of the underlying entities do not change and they follow a natural process. To better understand what we have just said related to your workout above, use the independency of the principle entity and the dependency of entity number one identified in exercise number 84 to validate the communication process. You only need to work out this exercise if you need to. Depending on how you have worked out the exercise above; you may not have to do this one.

571. Since the misunderstanding of the aspects of entity number one identified in exercise number 84 and the aspects of the principle entity enable us to commit errors in communication and develop problems, what happens when the entity we have just

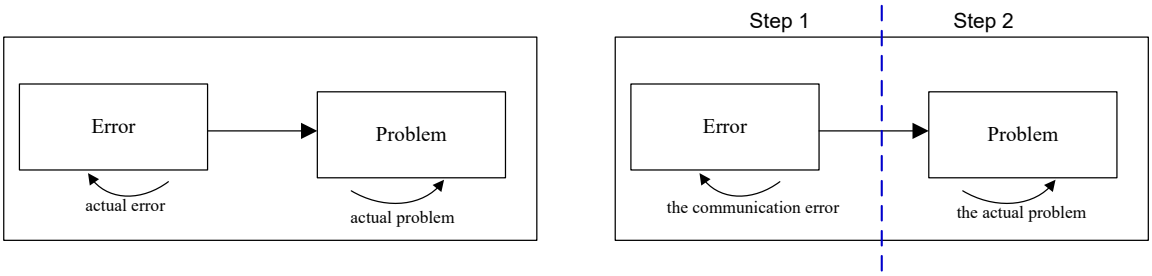
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validated from the exercise 569 before is misunderstood? In other words, what happens when that process is misunderstood? We expect to have errors in communication. Verify that by providing a practical example. In other words, the communication between two people is only known by them. When that process is misunderstood, errors in communication occur. You must show that here by providing a practical example.

572. In any problem that we develop, there exists the actual error in communication and the actual problem. In any problem that we develop, there exist the error that we commit in our communication and the actual problem. We already know that error in communication gives rise to problem. We have represented that in the form below, which refers to the problem development process.



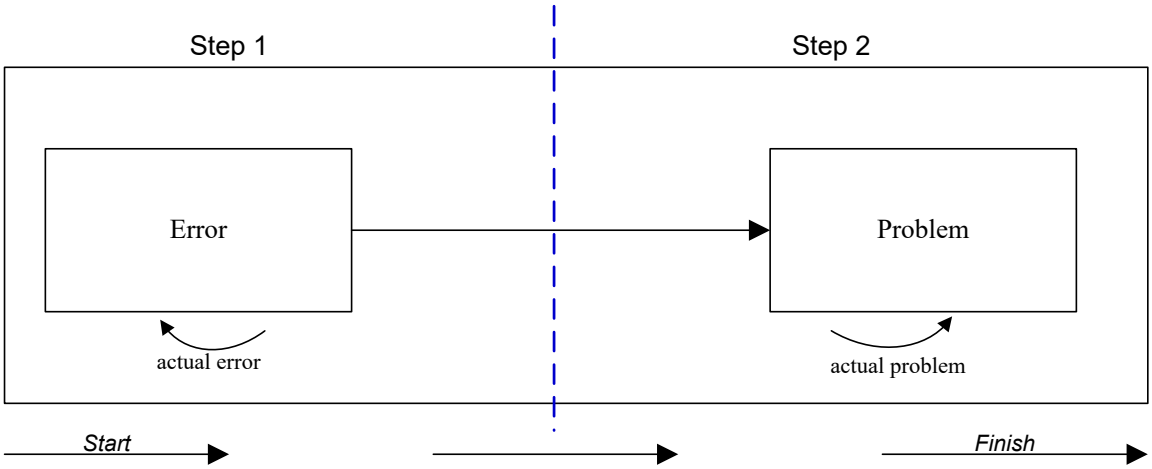
By understanding the model above and also the explanation from the paragraph, it is always good to show that in a linear form. In this case, we have the models below



From the model above, we can see that the problem that we develop comes from the errors that we commit in our communication. Since the error happens before the actual problem, the model to the right shows that exactly. In this case, the communication error comes first as step 1, while the actual problem comes second as step 2. To better understand the overall process, it is always good to show the process again, which is represented by the model above. Since within the process the error that we commit in our

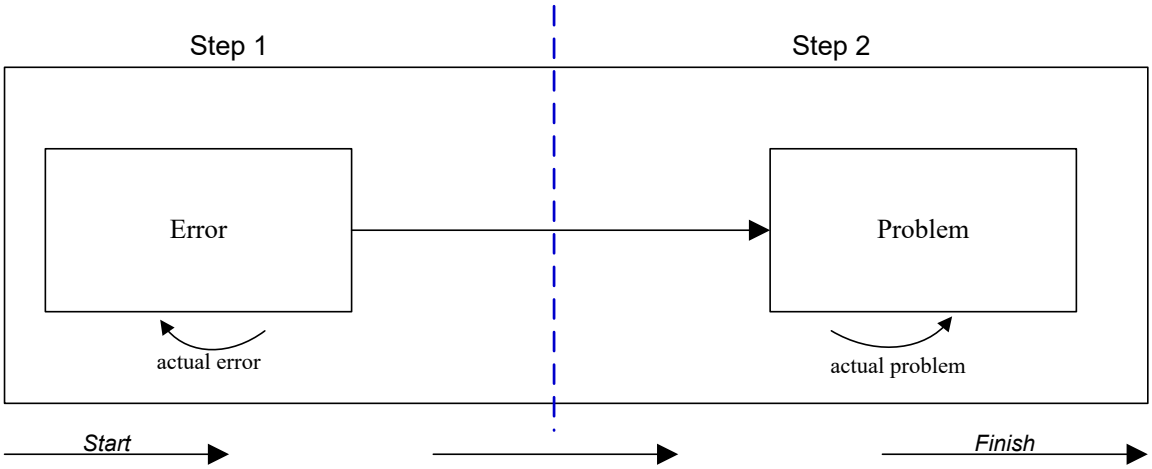
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communication happens first, in this case we can show that by the model below.



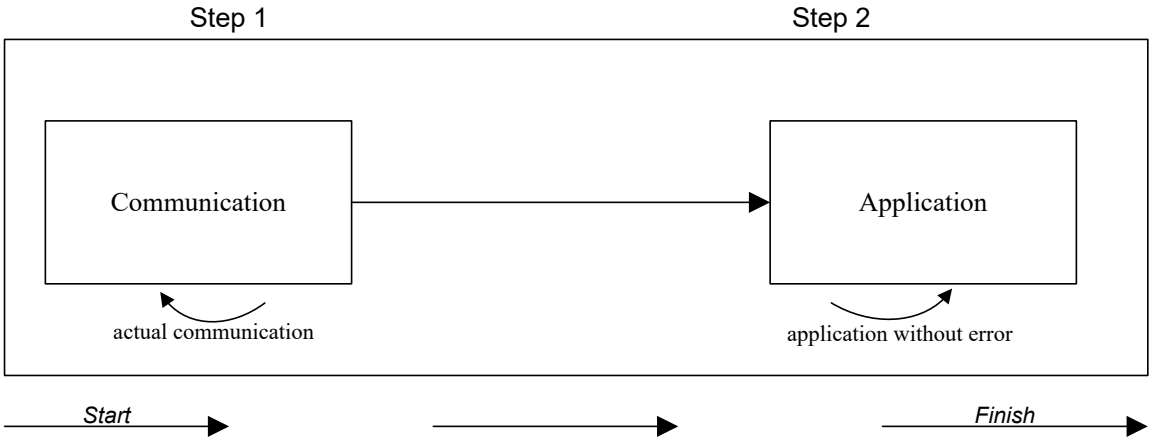
As we can see from the model above, we start from error that we commit in our communication, and then we end up with problem. It is very important to understand that and the overall process. Without committing error in our communication, it is not possible for us to develop problems. Just take your time to think about the overall explanation.

573. Since the problem that we develop follows the errors that we commit in our communication, any solution for those problems requires the corrections of those errors in our communication. To better understand the solution process and the problem development process, it is good to represent the model from the above exercise again.

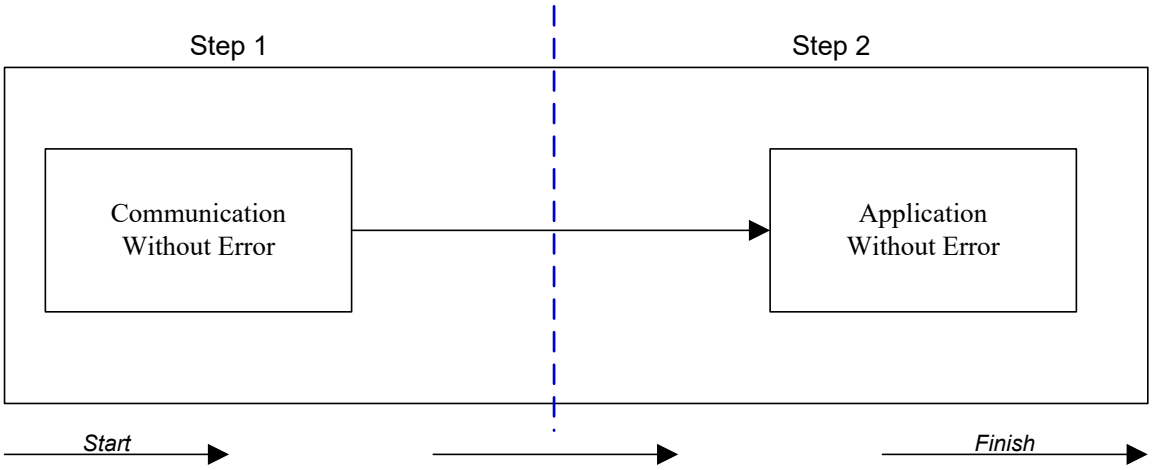


As shown by the model above, we start with error in our communication and we end up with problem. Now since the solution process enables us to correct our communication, in this case the solution process allows us to start with proper communication or communication without error. By understanding what we have just said, we have the model below which represents the solution process.

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When we develop problems, we start developing them by committing error in our communication. When we solve them, we start solving them by error free communication or proper communication. In other words, by communicating properly, we are able to solve problems in our application. As shown by the model above, the error free communication enables our application to execute without error. Let's show that again with more explanation.



The way to look at it, we disregard proper communication in what we do, then we develop problems. We regard proper communication in what we do, then we solve problems. Since error in communication happens before the actual problem, when we try to solve an actual problem or working in a solution for a problem, we have to take the principle of communication into consideration. In this case, we look at our communication first, before we look at the actual problem. By understanding that, we learn proper communication first or we analyze our communication first. We will never be able to solve any problem, if we don't approach our solution process like this. By understanding what we have just said and the overall explanation, if you want to, you can verify that by providing a practical example. In this case, you will look at a solution process where proper communication is not taken into consideration. You will conclude

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that solution process is not good; it will not solve the problem. Since that problem was developed by error in communication, then proper communication must be taken into consideration in order to solve it. To work out this exercise, you will need to identify an actual problem, where the solution of that problem is being worked out.

574. While working on a solution for a problem, it is always good to have a problem statement. A problem statement assumes that the actual problem is identified or identified properly. If the problem is not identified or properly identified, the problem statement itself does not exist. Before we have a problem statement, we must first identify the problem. Related to your workout of the exercise above, verify whether or not the actual problem is properly identified. Since the solution of that problem is being worked out, you may need to request the underlying problem statement for that solution.

575. By understanding the exercise above, since a problem statement requires us to identify a problem properly. By having an entity identification problem, it may be possible for us to misidentify an entity as a problem. Once that happens, it is not possible for us to come up with a problem statement or a right problem statement for the underlying problem, since the underlying problem itself has been misidentified. To help us understand what we have just said, related to your workout above, you can look at historical or current events where a problem has been misidentified or wrongly identified. In this case, you will need to identify that entity, then analyze it to determine whether it is indeed a problem.

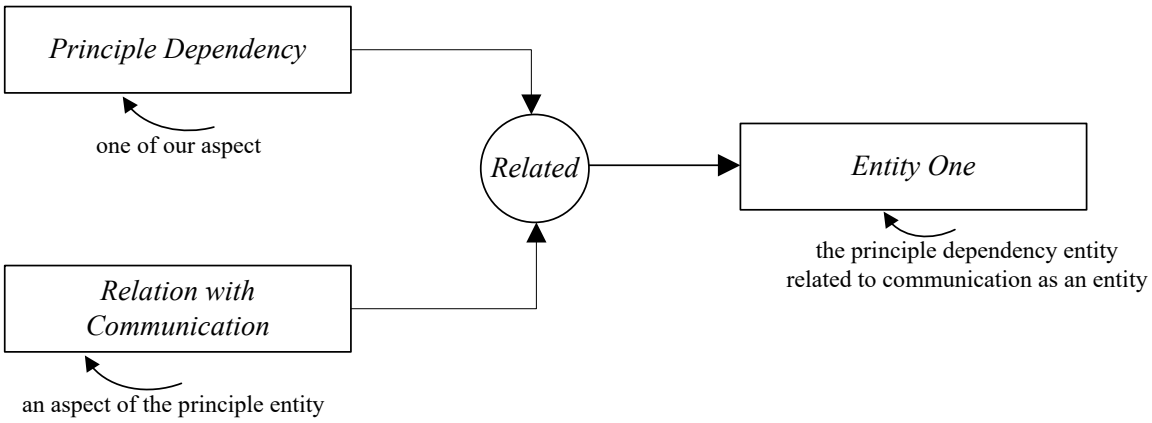
576. From the exercise above, since the actual entity has been misidentified, in this case we simply don't know what the actual entity is, since we cannot identify it. Since when we misunderstand entities we also develop problems, verify that the misidentification of the actual problem enables us to develop more problems. In other words, show that we simply create more problems by simply misidentifying the actual problem.

577. By understanding the aspect of entity number one identified in exercise number 84, we have learned and verified that entity—which refer to us—is principle dependent. By being a principle dependent entity, we rely or depend on principles to do what we do related to our communication. For example, the learning of the principle of communication enables us to communicate properly to do what we do and solve our problems. While it is possible for us to use communication to solve our problems, it assumes that the principle of communication is understood. We use the principle of communication to learn how to communicate properly. By communicating properly, we

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can use the principle to solve our problems. In the event that we don't understand the principle—the principle entity—or we have not learned it, it is not possible for us to solve our problems through communication. If you want to, you can verify that by providing a practical example. In this case, you are going to analyze a problem solving approach that does not take the principle of communication or communication into consideration. Since it is not possible for us to do things without communication, in this case you are going to show that solving this problem is not possible. In order to solve this problem, the principle of communication has to be taken into consideration or be learned first. Since the principle of communication has not been learned, those in question must start learning the principle of communication in order to solve the underlying problem you have identified. You will need to provide additional explanation in your workout.

578. Depending on how you work out the above exercise, you can work out this one if you need to. Show that without learning the principle of communication, it is not possible for us to solve our problems through communication. In this case you can use current or historical events. In either case, you will need to show your observation and provide additional explanation. This exercise requires us to separate the principle of communication from what we do or separate the principle entity from what we do related to communication. Since we are principle dependent, we depend on principles to do what we do related to communication. In this case, in terms of the aspect of entity number one identified in exercise number 84 and the principle entity, we have



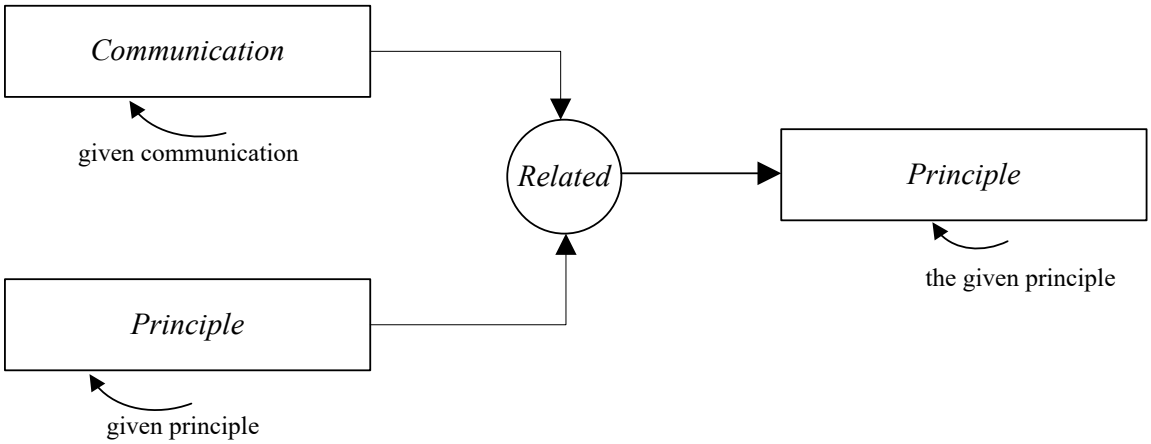
579. Since the process of solving problems is being viewed as substitution and we think relatively to principles that enable us to do what we do, in order to solve a problem, we must learn the underlying principle we lack. In order to do things right, we must learn the principle that enables us to do so. For instance, we commit errors in communication and develop problems related to communication. We learn and must learn the principle

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of communication in order to communicate properly and solve those problems. By understanding exercise 73 and since a principle is an independent and separate entity from us, verify the explanation by providing a practical example. In this case, you will look at a principle that we lack of. We develop problems since we don't understand or have not learned that principle. You will conclude that, as a separate entity from us, we must learn that principle we lack in order to solve that problem.

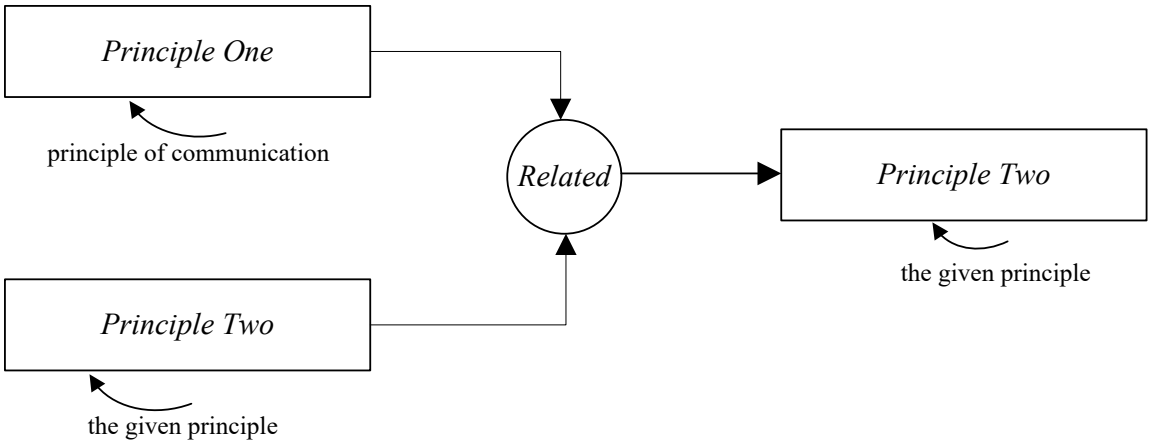
580. By understanding the aspect of the principle entity, principles are given with the entities that are related to them. Usually, we don't make principles; we simply identify them from related entities. We identify principles from related entities; we also apply them for related entities. For instance, we apply them to produce functions for specific entities. We also apply them to execute functions in specific entities.

581. From the exercise above, we have learned that principles are given entities. We don't make them or generate them; they are given with the entities they are related to. Within a given communication, there exists the communication and the principle itself. By understanding what we have just said, it is always good to show it by the model below. In this case we have:

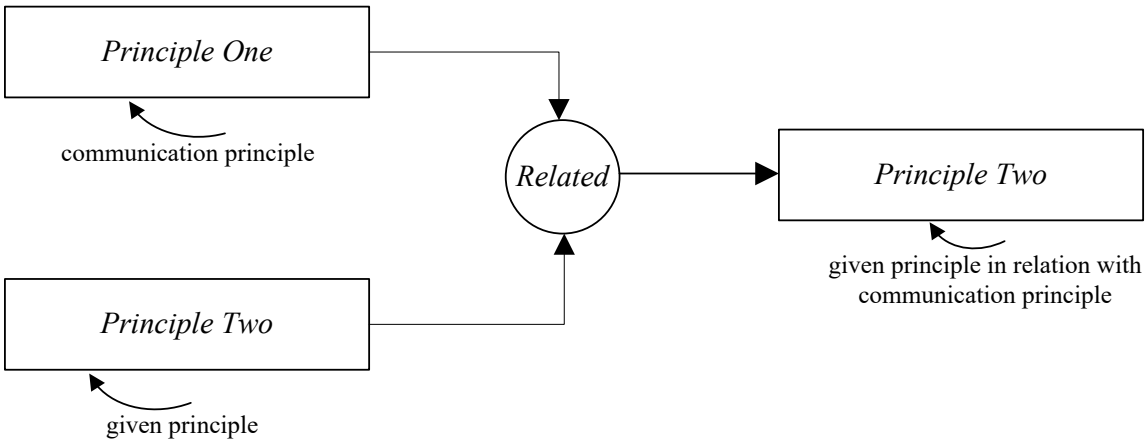


From the model above, the principle entity shown to the right can be viewed as the given principle related to communication. It is always good for us to think it and view it as the given principle in relation to communication as stated from the paragraph above. Now in terms of the principle and the principle of communication, we have within a given principle, there exists the communication and the principle itself as shown by the model below.

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By understanding the explanation above, within a given principle, there exist the communication and the principle itself. In this case, we have:



The way to look at it, since the principle of communication is attached to the given principle, the principle of communication is given in relation with the given principle.

582. By understanding the exercise above, we should already know that principles are given entities and we don't make them. Since a principle is an applicable entity, usually a principle is given with an entity to show how that entity works or to be applied to that entity. In this case, we can say that we apply or use principles to derive and execute functions. By understanding the overall explanation and the aspect of entity number one identified in exercise number 84, verify the overall explanation by providing a practical example. In this case, within an application you will show that we don't make principles. However we apply them to derive and execute functions.

583. A principle is given with an entity; a principle is given by that entity. The same as, the aspect of an entity is given by that entity, the aspect of an entity is given with that entity.

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A principle is attached to an entity; a principle is given by that entity. From the exercise above, we have learned that principles are given entities and we don't make them. Once we think we can make them, we simply commit errors and develop problems. Since principles are hidden entities, some of us may find it easier to make them rather than identify them. That makes sense, since we have an entity identification problem. Once we think we can make principles rather than identify them, we simply develop problems. By understanding the explanation, you can verify that by providing a practical example. In this case, you are going to identify an entity that claims to be a principle. Since that entity is being generated or made, you will conclude it is not a principle at all. Since a principle must be related to specific entity, you will need to identify that entity as well to determine whether the entity that claims to be a principle is related to that entity. Then you will need to verify the aspect of that entity, whether or not all the aspects of the principle entity satisfy that entity. If all the aspects of the principle entity satisfy that entity, then that entity has the aspects of the principle entity and it is therefore a principle. Since that entity is a claim to be, it will not satisfy the aspects of the principle entity. Since all the aspects of the principle entity are related to the aspects of entity number one identify in exercise number 84, you will need to use the aspects of entity number one identified in exercise number 84 with that entity to see if they are related. Since that entity is a claimed to be, they may not be related. In all cases, you will need to provide additional explanation and show your observation.

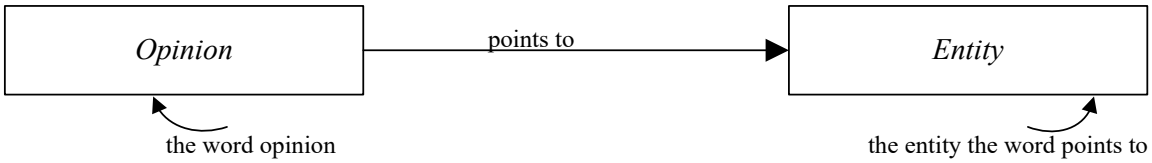
584. Since the communication about an entity depends on that entity; since information about an entity depends on that entity, when we communicate about an entity, our whole communication depends on that entity or information about that entity rather than us. By understanding that, we can see the word *opinion* or the term *my opinion* does not make sense in our communication. Once we start using the word *opinion* or the term *my opinion* in our communication, we tend to make our communication depend on us rather than the entity we are communicating about. Once we make our communications depend on us rather than the entity we are communicating about, we simply commit error in communication and develop problems. Here all you need to do, is use the principle entity or the principle entity in relation with entity one identified in exercise number 84 to determine whether the word *opinion* or the term *my opinion* is valid. In this case, within a communication or information, you are going to use the entity listed here to validate or invalidate the underlying entity. If you can validate it, it is correct; however, if you cannot validate it, it is incorrect and its usage can be omitted in our communication.

Since communication and information about an entity depends on that entity and the

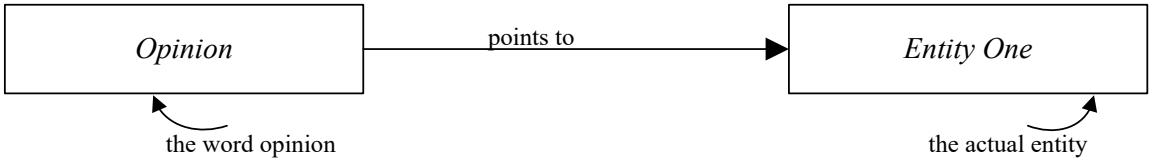
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understanding of that entity depends on us individually, when we use the word *opinion* or the term *my opinion*, it looks like we don't know and understand the entity we are communicating about. Once we do that, our communication starts to look like us, rather the entity it is about.

To work out this exercise, if you want to, you can use the word points to entity model to identify the entity that you need to validate. In this case, you will have something similar to the one below.



If the word *opinion* points to *entity one*, then the model above can be changed to the one below.

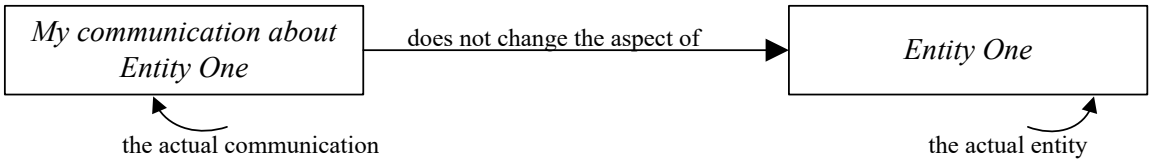


Assume that *entity one* is the actual entity the word *opinion* points to, then *entity one* is the actual entity that you need to validate or invalidate.

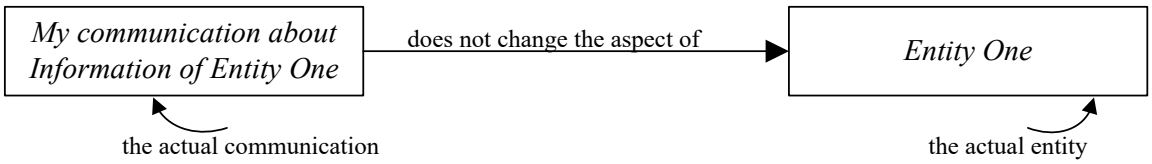
585. By understanding your workout above, if you want to, you can use the principle dependency entity, the independency entity, and the relationship with communication entity to validate your understanding of your workout above.

586. By understanding exercise number 345, 346 and the two exercises above, we can see that our communication always preserves the aspects of the entity we are communicating about. Our communication ability does not allow us to change the aspect of the entity we are communicating about. During communication, the aspect of the entity our communication is about remains unchanged. For instance, while we are communicating about *entity one*, the aspect of *entity one* remains the same. To better understand that, let's represent it by the model below.

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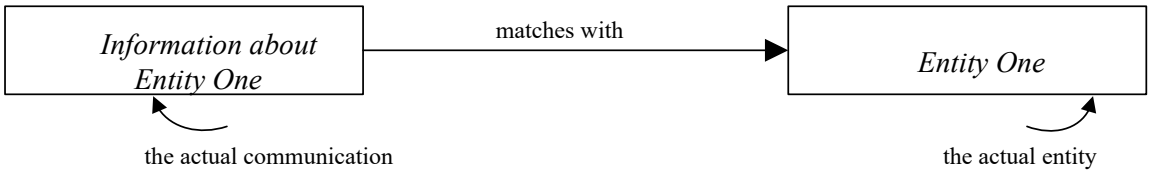


Since information about an entity depends on that entity as well and must always agree with that entity, the same as communication about information of an entity does not change the aspect of that entity. For instance, communication about information of *entity one* does not change the aspect of *entity one*, so does the information. The model below provides more information.



To better understand the overall exercise, represent the models for the following communications similar to the ones above: communication about a cat, communication about information of a dog, my communication about a bag, information about a mouse, my communication about a light bull, information about a cable, information about flying of a dove, information about a sink, communication about fixing a car, my communication about a cactus wren, information about the running of a cactus wren.

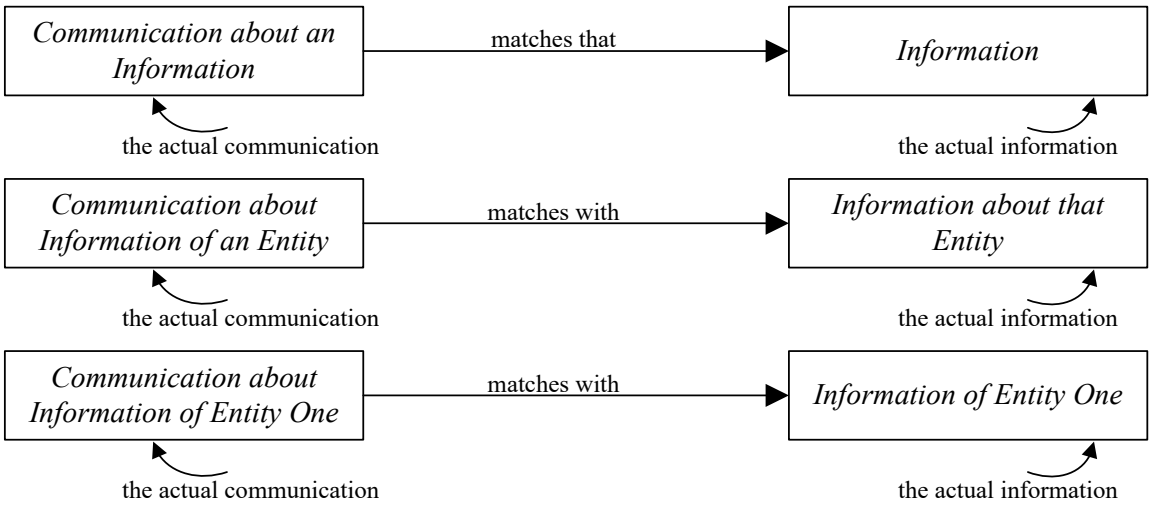
587. By working out the above exercise, we can see that the information about an entity matches that entity. For instance, information about *entity one* matches *entity one*. That makes sense since information about an entity depends on that entity rather than us, that information must always match that entity. To better understand the relationship of information about an entity with that entity in terms of matching, let's represent information about *entity one* and the actual entity by the model below.



To better understand the overall exercise, use the model above to draw the matching relationship of information about the following entities and the entities themselves: information about a computer, information about a house, information about a kitchen, information about duck, information a pelican, information a chair, information a car, information a bicycle, information about a tree, information a road, information about a bucket.

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By working out the part above, we should also see that communication about information must match that information as well. That makes sense since our communication ability does allow us to change the aspect of information, when we communicate about information of an entity, that communication must match that information. To better understand that, let's represent it by the model below.



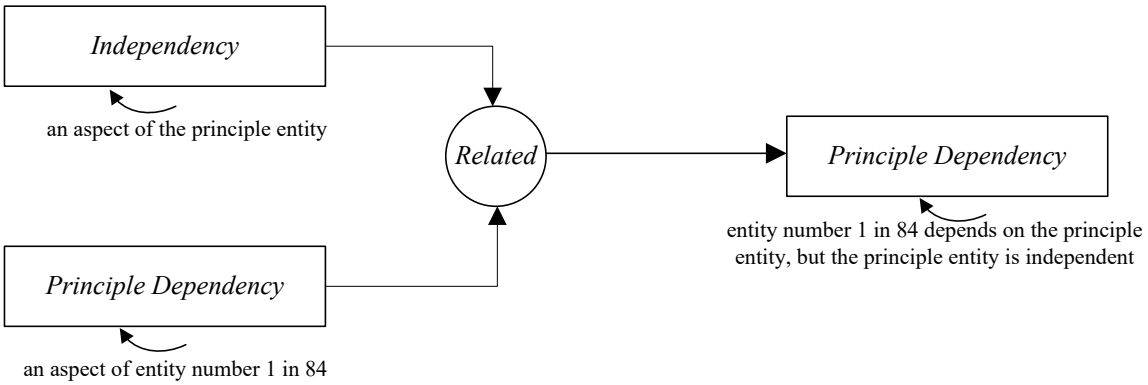
To better understand the explanation above, draw the communication match to information relationship model of the following entities: my communication about information of a house, my communication about information of a swan, communication about information of a motorcycle, my communication about information of a television, my communication about information of a desk, communication about information of a wren, my communication about information of a car transmission.

588. Given that our communication must always match the aspect of the information we are communication about, once we misunderstand that, it is possible for our communication about information of an entity matches another entity or an entity that does not exist at all. Once that happens, we simply commit errors in communication and develop problems. Here you can verify that by providing a practical example. In this case, you are going to analyze information about an entity. You are going to treat that information as an entity, then use the information match to entity model to determine whether that information matches the actual entity. Then you are going to separate the actual communication from the actual information. This exercise requires you to have a very good understanding of the actual information and the actual entity. The way to look at it, assume that the information you are going to analyze does not point to an actual entity or point to a different entity rather than the communication of that information is about. In

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this case, you will need to identify or get the actual information by yourself. By using the actual information, you will identify the actual entity from the actual information. In this case, you can draw the model that the actual information matches the actual entity. Then you can use the information entity that is under analysis to conclude that the communication about that information does not match the actual information. In this case, the communication about the actual information does not point to the actual information. Within your workout, you can conclude and you should observe that. If the communication does not match the actual entity, then that communication about that entity does not match the actual information. If the communication about information of an entity does not match the actual information, then that communication contains errors. Based on that, you can identify all the errors in that communication. Overall you will conclude and show that with a model that the communication about information of the entity under analysis does not match the actual entity.

589. To better understand the relationship of the principle entity and entity number one identified in exercise number 84 in terms of independency and dependency, it is always good for us to look at the independency aspect of the principle entity and the dependency aspect of entity number one identified in exercise number 84. That relationship which is identified by the model below enables us—entity number one identified in exercise number 84—to depend on principles to do what we do, rather than depending on something else.



As shown by the model above, the principle dependency entity enables us to depend on a principle to do what we do, while the principle we depend on is an independent entity. That principle does not depend on anybody else or another entity. It is very important for us to understand that. When we misunderstand that, we tend to rely on other people or something else, while we disregard the actual principle. Once we do that, we simply develop problems and commit errors in communication. To better understand the explanation, you can verify that by providing a practical example.

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In this case, you are going to look at an actual application where the principle that enables that application is being disregarded. By disregarding the actual principle that enables the application, it looks like someone else or another entity is being followed rather than the principle itself. The way to look at it, since the principle is an independent entity and we depend on it to do what we do, if we can identify the principle and we understand it, we can depend on it to do what we do. Within your workout, you are going to look at the aspects of the principle entity and entity number one that are being misunderstood that caused to focus on something else to enables that application. In your workout, you will need to provide additional explanation and show your observation. Within your workout, you can make the following conclusion: if the principle entity can be identified, there is no need to look at someone else's application. If we can identify the principle entity, there is no need for us to look at other people's application as the basis for our application or applying the actual principle.

590. By understanding the exercise above, verify that sentence analysis related to follow others is equivalent to sentence analysis related to disregarding the independency aspect of the principle entity related to disregarding the principle dependency aspect of entity number one identified in exercise number 84.

591. Within a given communication, there exist the communication and the principle itself. Within that communication, the principle is visible to us if we can understand that communication. Within that same communication, the principle is visible to us, if we can identify it. Within a given communication, if that communication is not understood, then the embedded principle cannot be identified.

    From many exercises, we have used the principle entity to validate other entities. We have also been using the principle entity in relationship with entity number one identified in exercise number 84 to validate other entities as well. In terms of validating entities, we know that an entity cannot be validated by someone for someone else. In other words, since the principle entity is independent and we are principle dependent, one cannot determine the correctness of an entity for someone else. Each of us has to determine our own correctness individually. To better understand what we have just said, let's assume that a person is correct—we mean the communication of that person—after you have analyzed that communication or that information, you found out it is correct. Your understanding of the principle entity enables you to determine that. What happens to other people who do not understand the principle entity?

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To better understand the above explanation, let's take it like this. If *Entity One* is the entity that is needed to be validated or the entity that we need to determine if it is correct or not. If *Person One* provides *Entity One* to us, then that person had used the principle entity to validate the correctness of *Entity One*, then we use the principle entity individually to validate our own correctness as well. The way to look at it, in terms of two people in the communication; *Person One* validates the correctness of *Entity One*, then *Person One* presents *Entity One* to *Person Two*. Then *Person Two* uses the principle entity as well to validate the correctness of *Entity One*. If *Entity One* is correct, then there is a match in both cases. Since a principle cannot be understood and identified by someone for someone else. In terms of you and me, we can take it like this. I understand the principle entity to determine the correctness of an entity or do my own validation; you understand the principle entity to do your own validation. You don't understand the principle entity to validate other entity for me. I do my own validation, you do your own.

Again, what happens when the principle entity is not understood? What happens when we don't understand the principle entity? When we don't understand the principle entity, we simply don't understand the aspects of the principle entity. In this case, we tend to rely on others to validate entities for us or determine entities correctness for us. Since what we think is also an entity, once we disregard the principle entity, we simply rely on others or someone else. In this case, if a person presents an entity to us, without understanding the principle entity, it is not possible for us to validate that entity or determine its correctness. Once we think that entity is correct, it is possible for us to continue the process of presenting it to other people. In this case, we simply spread problems or misinformation.

To better understand the overall explanation, you are going to show that here by providing a practical example. In this case you, you are going to analyze a communication or information. You are going to treat that communication or that information as an entity. You are going to analyze that entity and determine if that entity is correct or not. If the entity is correct, then you are going to provide additional explanation on your understanding of the principle that enables that entity to be correct. For instance, since within a given communication, the principle exists in that communication, if that principle can be identified, then that communication is correct. If the entity is correct, you can provide additional explanation related to the principle that enables that entity to be correct. Then you can also look at the presentation of that same entity to other people. Since the entity is correct, by presenting it to other people, what type of effect does it cause?

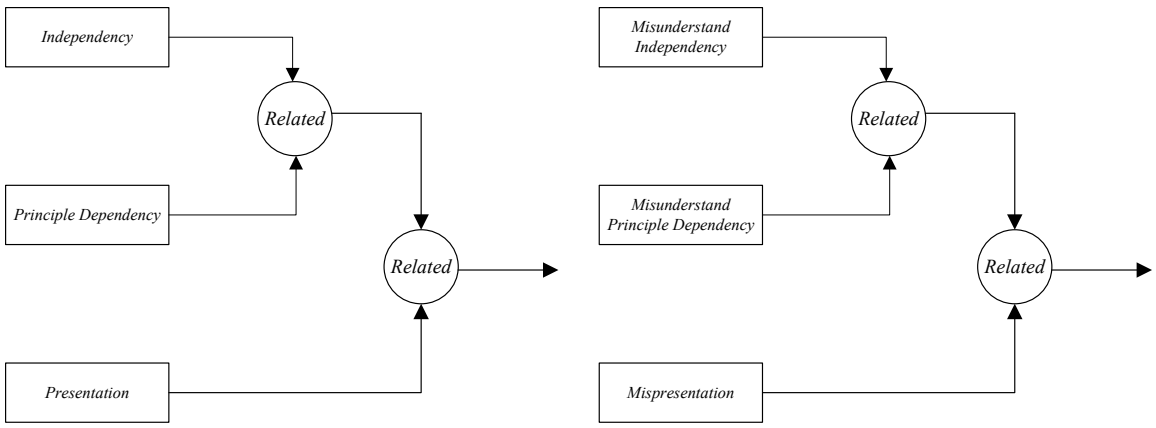
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Assume that after analyzing that entity, you find out that entity is not correct. Here by using the principle entity, you are going to provide additional explanation in terms of the principle entity, why that entity is not correct. For instance, since within a given communication, the principle must be identified in that communication. If that communication is incorrect, by understanding the principle entity, it is very easy to identify the incorrectness of that communication. Since that entity is incorrect, you are going to look at the effect of that entity when presenting it to other people. Since when an entity is presented to us, each of us must do our own analysis to determine if that entity is correct. If the people that entity is presented to do not understand the principle entity to analyze that entity, what happens to those people in terms of that entity related to other people? It may be possible for a negative entity to spread if the people it is presented to do not analyze it to determine if it is correct or not. In this case, you are going to provide additional explanation in that situation and show your observation.

In both cases mentioned above, you are going to analyze your correctness related to someone else's correctness. If your correctness matches someone else's correctness in terms of the entity under analysis, then you can see that there is a relationship between your understanding of the principle entity and that person's understanding of the principle entity. Assume that after analyzing the entity, you determine that it is incorrect; you can see that there is no relationship between your understanding of the principle entity and that person's understanding of the principle entity. In both cases, you will either have a match or not match.

592. Verify your understanding of your workout above related to both understanding the independency aspect of the principle entity related to the principle dependency aspect of entity number one identified in exercise number 84 and misunderstanding the independency aspect of the principle entity related to misunderstanding the principle dependency aspect of entity number one identified in exercise number 84. The way to look at it, since you have two cases above, you can take a look of both cases when those aspects are understood and when they are misunderstood. For instance, if the independency aspect related to principle dependency aspect is understood, then in terms of presentation we have no problem or error. However, if the independency aspect is misunderstood related to misunderstanding the principle dependency aspect of entity number one identified in exercise number 84, in this case we have problem and error in presentation. The two models below provide more explanation.

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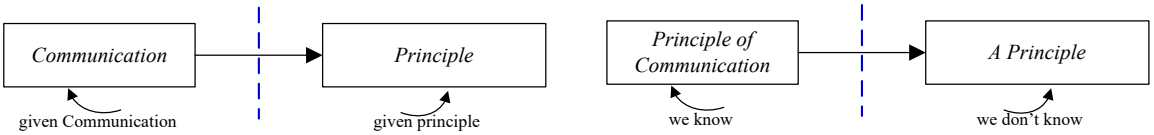
593. We already know that misunderstanding an aspect of the principle entity enables us to misunderstand other aspects of the principle entity. That makes sense since all the aspects of the principles entity are related. By working out the exercise above, we should also observe that misunderstanding an aspect of the principle entity enables us to misunderstand the aspects of entity number one identified in exercise number 84. That makes sense as well, since all the aspects of the principle entity are related to the aspects of entity number one identified in exercise number 84. For instance, as shown by the model above, the misunderstanding of the independency entity enables us to misunderstand the principle dependency entity of entity number one identified in exercise number 84.

594. From various exercises, we have used the principle entity to validate other entities or determine other entities correctness. Now since the principle entity cannot be understood by someone for someone else; since the principle entity can only be understood personally and individually, the understanding of the principle entity that enables us to validate our workout is also personal and individual. In other words, the usage of the principle entity that enables us to determine the correctness of our workout is also personal and individual. One cannot determine the correctness of a workout for someone else. For instance, I cannot determine the correctness of your workout; you also cannot determine the correctness of my workout. To better understand this exercise, verify your understanding of the overall explanation related to the feedback process. This is the same as saying, verify your understanding of the feedback process related to the overall explanation.

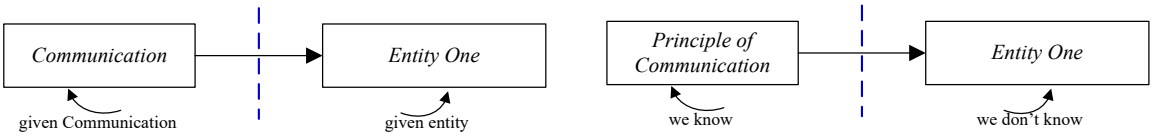
595. Within a given communication, there exist the principle and the communication itself. Since the principle entity is attached to communication, it is possible for us to sense a principle with the help of understanding communication or the principle of

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communication. In this case, we don't know the given principle but we understand the given communication with the help of the principle of communication. To better understand the explanation, let's take a look at the model below.



As shown by the model above, a principle that is presented to us includes the communication itself and also the principle. In terms of the principle of communication, that principle is separated from the principle of communication. By understanding the principle of communication, we can separate the principle of communication from the principle that is given to us. To better understand the overall explanation, let's look at it another way. Assume that *Entity One* is presented to us, and then within *Entity One* the principle of communication can be identified. In this case, we don't know *Entity One*, but we know the principle of communication.



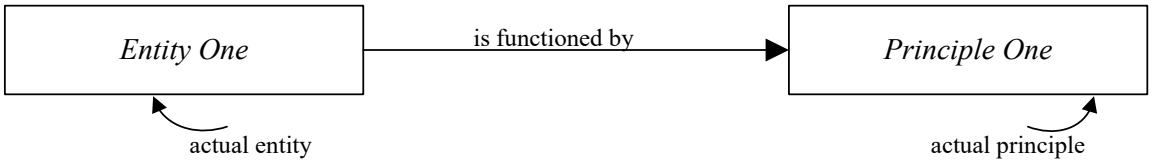
What is important here? It does not matter the entity that is given to us. Since we know the principle of communication, it is sufficient for us to sense that entity without having a good understanding of it. In other words, assume that *Entity One* is presented to us as shown by the model above. Even if we don't know anything about *Entity One*, but our understanding of communication is sufficient enough to determine the correctness of *Entity One*.

To better understand this exercise, you are going to verify your understanding of the principle of communication based on the presentation of an entity to you. For instance assume that *Entity One* is presented to you, where you may not know anything about *Entity One*. You are going to identify that entity and the communication that is attached to that entity. You are going to analyze that communication to determine the correctness of *Entity One*. For each rule of communication you use in your analysis, you are going to provide more explanation of that rule in relationship with the entity under analysis. Overall, you will need to provide additional explanation in your workout.

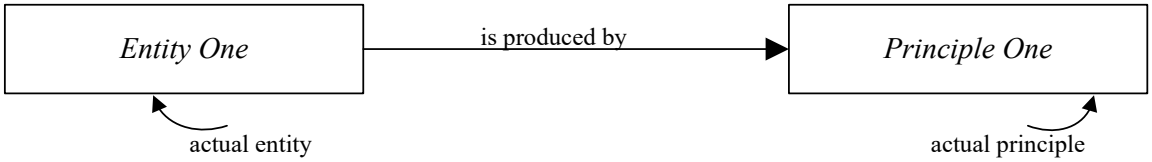
596. We already know that application is an aspect of the principle entity. We also know that the principle entity is used to tell us how other entities work or function and used to produce other entities. In other words, the principle entity provides us information on how entities work. It is also used to make or produce other entities. By understanding

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that, we can see there is a relationship between the principle entity and entities that work with the principle entity and also entities that are produced by the principle entity. In other words, if a principle is used to tell us how an entity works, then there is a relationship between that principle and that entity. As well as, if a principle is used to produce or make an entity, there is a relationship between that entity and that principle. To better understand what we have just said, let's take it like this.



As shown by the model above, *Entity One* is functioned by *Principle One*, there must be a relationship between *Entity One* and *Principle One*. In other words, in order for that to happen—in order for *Entity One* to be functioned by *Principle One*—there must be a relationship between *Entity One* and *Principle One*. Since the principle entity can be used to produce or make other entities, in terms of producing other entities, let's show it by this model to help us understand it better.

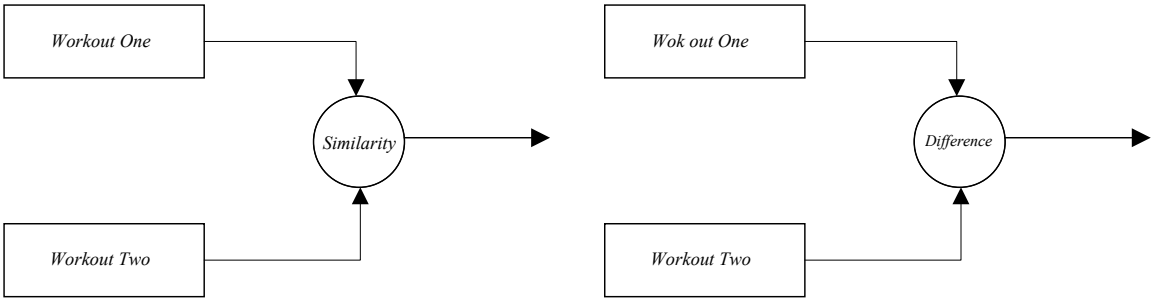


By understanding the explanation and the model above, we can see that if *Entity One* is produced or made by *Principe One*, there must be a relationship between *Entity One* and *Principle One*. To better understand the overall explanation, all you need to do here is verify your understanding of that relationship—we mean the two provided by the model above—by providing a practical example. By understanding the two relationships, you will need to provide additional explanation and show your observation. Within you work out, you must also provide some relationship models to provide more explanation.

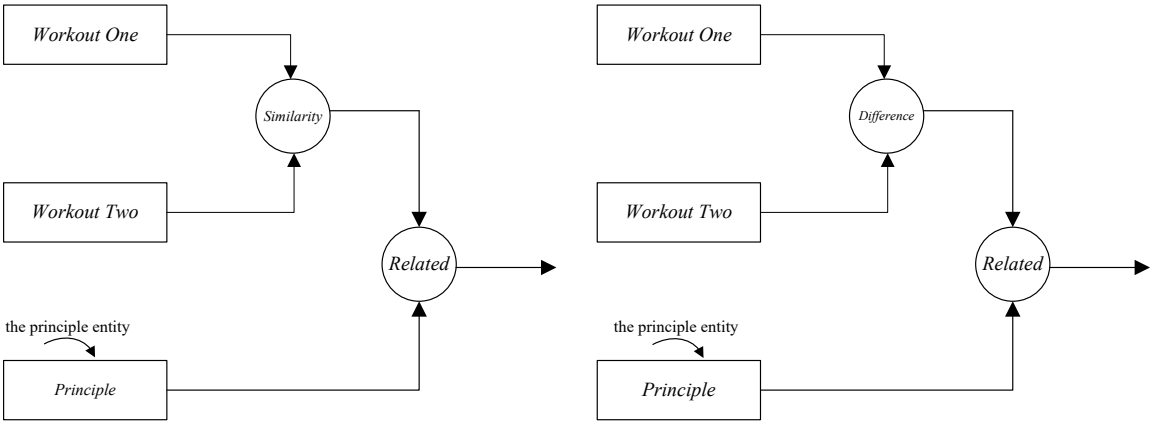
597. From the exercise above, you have verified your understanding of the relationship between the principle entity and an entity that is functioned or/and produced by the principle entity. By understanding your workout above, in this exercise all you need to do is verify that relationship is indeed an aspect of the principle entity. By doing so, you show that if an entity is produced by a principle, then there is a relationship between that entity and that principle. The same as, if an entity is functioned by a principle, there is a relationship between that entity with that principle. By understanding that, we can see that relationship is also an entity of the principle entity. Within your workout, you are going to verify that as well.

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598. By having a very good understanding of the principle entity, we have used the principle entity in many exercises to validate our workouts or determine the correctness of our workouts. In terms of determining the correctness of our workout, refer to exercise number 293; you should have already worked out that exercise and have a very good understanding of that workout. You have also worked out the above exercise and have a very good understanding of that workout. Let's assume that your workout of exercise number 293 is identified as *Workout One* and your workout of the exercise above is identified as *Workout Two*. Here you are going to provide additional explanations about those two workouts by showing both similarity and difference between them. In terms of similarity and difference, the model below is used to provide additional explanation.



The way to look at it, by understanding both of you work out, you may have observed that there is a relationship between them. Now by having a very good understanding of the principle entity, if necessary you can extend your workout—we mean your workout related to the two models above—to include the two models below.



By working out the exercise to include the two relationships above, you can provide additional explanation of both relationships and show your understanding of them by providing more explanation.

599. Usually we use a nonphysical entity to validate a nonphysical entity and a nonphysical entity to validate a physical entity. As we have learned already, we use the principle entity to validate both nonphysical entities and physical entities. In case of physical

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entities, you can do one of the following: validate a tire in a car; assume that you identify the car. Validate a kitchen in a house; assume that you identify that kitchen; the horn of a bull, assume that you identify that bull; the tail of a nightingale, assume that you identify that nightingale; the running of a cactus wren, assume that you identify that cactus wren. You only need to do two of them.

600. Using the principle entity to validate the following statement. If there is a relationship between all words in sentence, then that sentence is portable. You are going to think of those words as communication entities. In this case we can say that, if there is a relationship between all communication entities that make up our communication, then that communication is portable. If you want to, you can also use the principle entity in relation with entity number one identified in exercise 84 to validate the statement.

601. Use the principle entity to validate the following statement or the principle entity in relationship with entity number one identified in exercise number 84 for the validation. The correctness of an entity cannot be determined by comparative, but by the entities themselves. This is the same as saying; the correctness of an entity cannot be determined by comparative, but by the principle entity or the principle entity in relationship with entity number one identified in exercise number 84.

602. Using the principle entity to validate the following statement or the principle entity in relationship with entity number one identified in exercise number 84 to validate the statement. The comparison of two entities depends on themselves, but not on us. In other words, in order for us to compare two entities, the understanding of both entities must be taken into consideration.

603. Using the principle entity to validate the following statement. Disregarding the word we use to identify an entity, the aspect of that entity does not change. The aspect of an entity is determined by that entity, not by the word we use to identify that entity or by us personally. You can work it out as two statements, rather than one. You can also use the principle entity in relationship with entity number one identified in exercise number 84 to do your validation.

604. By having a very good understanding of the principle entity and also entity number one identified in exercise number 84, we know that there are many words we use in our communication that are not correct. The way to look at it, we may use a word that is not valid at all or we may use a valid word incorrectly. We have used the principle entity to

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verify the incorrectness of those words. In terms of incorrect words, incorrect phrases, or incorrect expressions, let's take a look at the word *believe* and the phrase *believe in me* and *believe in you*. While we say it like this, you can also think it as *believe in person/object/group* or other *entities.* Here you are going to use the principle entity or the principle entity in relationship with entity number one identified in exercise number 84 to validate the incorrectness of the word—depending on how it is used—and the phrases listed here. You will provide additional explanation why the usage of the word is incorrect in this form and the proper usage is *believe in principle* instead. This exercise requires a very good understanding of the principle entity and also entity number one identified in exercised number 84.

605. Using the principle entity to validate the following statement. Within a given communication, there exist the communication and the principle itself. Within a given principle, there exist the principle and the communication itself. It does not matter the way you look at it. You can think it as one statement and use the principle entity to validate it. You can also think it as two statement and use the principle entity to validate both of them. If you want to, you can also use the principle entity in relationship with entity number one identified in exercise number 84 to do your validation.

606. Since our understanding of the principle entity takes scaling into consideration, and information is considered to be principle, our understanding of information also takes scaling into consideration as well. To better understand this exercise, verify that by providing a practical example. In this case, you will take information about fixing a car into consideration. Now since information is an entity itself, information about an entity can be broken down to many other entities which are considered to be information as well. In this case, the other entities can be viewed as part of the main entities, which are also information. While we use *fixing a car* here as the main entity—we mean the information entity—you can choose any other entity you like instead. In this case, you will substitute the entity you choose to *fixing a car* and use it for your workout.

607. **Understanding the Feedback Process Related to What we Do:** This is the same as saying Understanding the Feedback Process Related to our Application.

    The feedback process enables us to execute our applications without errors. Since our application is communication driven, assuming that we commit an error in our communication, that error will cause our application to execute with error. By correcting that communication error, it is possible for us to execute that application without error.

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To better understand the effect of feedback in what we do, it is always good to look at the overall process with feedback and without feedback related to time and the execution of the communication function. Since we receive feedback to enable us to make correction of our errors, assume that there is no feedback; we always think that we are right. Related to time, it is possible for us to continue making the same error and commit worse errors that are related to the first one. By introducing feedback in our communication, it is possible for us to correct errors that are introduced in our communication, where we will continue to do better as we make progress learning the principle and get familiar with the overall feedback process. In comparison with the absence of the feedback process, once we start using feedback and make a correction, that can serve as a basis for additional feedback and corrections for our application. To better understand the overall explanation and this exercise, let's do the following.

You are going to analyze an application without the feedback process. This application can be anything that we do, where the communication function executes with error, because the people in the application did not take feedback into consideration. You are going to analyze that application related to time in terms of communication of people in the application. What do we mean by analyzing the application related to time? Assume that you flag the application today and you continue your analysis on it and you find out that application execute with error. Then you are going to analyze that same application in the past in terms of communication of people in the application. To better understand what we have just said, let's show more explanation by the table below.

People in the Application	**Function of the People**	**Actual Communication of the People**
Person 1	Function 1	Communication 1
Person 2	Function 2	Communication 2
Person 3	Function 3	Communication 3
Person etc.	Function etc.	Communication etc.

The table above shows people who are in the application and the functions of those people. It does not matter the way we look at it in terms of number of people in the application. We use the term "etc." to denote other people in the application that are not listed. The application can have any number of people. You choose the application you wish to analyze. You can also track an application or event from a newspaper or magazine or any other sources. In this case, you may have limited information about that application. You can also track an application from your work or any other place. From

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the table above, the actual communication of the people in the application are listed as *communication* with number. Now assume that there is no feedback within the communication process. We can track the execution of that application related to time to determine whether that application execute without error and continue to execute without error. To better understand that, let's show the table below which is related to the table above.

Time	Application Execution	Applicable Feedback	Observation
Time 1	Execution 1	No	
Time 2	Execution 2	No	
Time 3	Execution 3	No	
Time etc.	Execution etc.	No	

From the table above, assume that feedback is not present within the communication of the people in the application. As the application continues to execute, we expect error in those execution. Here you are going to provide additional explanation and your observation. From your observation or explanation, you are going to analyze the communication of the people in the application as well. Since the application is communication driven and error free communication will enable the application to execute without error, here you can look at the communication of those people to determine errors in those communication. You can take understanding of the principle of communication into consideration related to those people. In other words, determine whether the principle of communication is understood to enable the communication to be without error so the application can execute without error.

By reaching this part of this exercise, you should have already completed the part above. Here you are going to look at the importance of feedback in an application. Here you are going to pick an application where feedback is applicable. You are going to analyze the communication of the people in the application and the execution of the function of that application. Assume that you have several people working in that application as shown by the table below. You are going to analyze the communication of those people, assuming you have access to the communication.

People in the Application	Function of the People	Actual Communication of the People
Person 1	Function 1	Communication 1

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Person 2	Function 2	Communication 2
Person 3	Function 3	Communication 3
Person etc.	Function etc.	Communication etc.

By analyzing the communication of those people, we can look at the execution of the application related to time. Since the application is communication driven, let's assume that there is feedback within the communications of those people, and then we expect the application to be affected by the feedback positively. The table shows the application execution time and the applicable feedback. In the application execution time column, *Time 1* denotes the first execution of the application. The times given are the times you keep tracking the application. You can also use past time as well. While we use time here, you can think it as date.

Time	**Application Execution**	**Applicable Feedback**	**Observation**
Time 1	Execution 1	Yes	
Time 2	Execution 2	Yes	
Time 3	Execution 3	Yes	
Time etc.	Execution etc.	Yes	

From the table above, for each execution time related to the communication of the people in the application including feedback, you will show your observation. Comparing that application to the previous application where feedback is not applicable, you will show the importance of feedback in term, of the application execution.

Assume the communication of the people in both applications are available to us. Now let's look at the communication in terms of feedback. For the first application, you can monitor the communication of those people without feedback in terms of error. For instance, assume that, for the first application, a person commit an error in communication and there is no feedback to enable that error to be corrected. Now we can continue to look at the communication of that person in terms of error and determine if the errors are getting worse. The table below provides more information about this process. The table below only shows the communication of *Person 1*; you can have multiple tables for multiple people. While we use person with number, you can think it as the name of a person. Since you know the name of the people in the application, you will refer to them by their names rather than using *Person 1*, *Person 2*, *Person 3* if you wish.

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Time	Communication of Person	Feedback Available	Error Identified	Error Scale
Time 1	Communication of Person 1	No	Yes	
Time 2	Communication of Person 1	No	Yes	
Time 3	Communication of Person 1	No	Yes	
Time etc.	Communication of Person 1	No	Yes	

From the table above, while we use "Yes" in the error identification column, you can also use number if you wish. Assume in the communication of *Person 1* at *Time 1* you encounter one error, you can use number "1" to denote that. For the other time, you can continue to use numbers as well. Now in the error scale column, you can use a scale or a word to show whether the errors are getting worse. For instance, if at *Time 1* we encounter an error and at *Time 2* that error gets worse, then in the error scale column, we can put "bad" for *Time 1* and "worse" for time 2. You can also use negative numbers if you wish. At the end, you will need to show your observation and provide additional explanation. What is important here? Without the presence of feedback, we expect the errors to continue and to become worse. We also expect the application to continue to execute worse as well. Overall, you need to show that relationship and provide additional explanation. The table below provides you with some more explanation.

Time	Execution	Error Identified	Error Scale	Your Observation
Time 1	Execution 1			
Time 2	Execution 2			
Time 3	Execution 3			
Time etc.	Execution 4			

While the table above shows it like that, it is always good to add a column to show the feedback availability. Since error in our application execution is caused by lack of feedback, it is always good to show that related to feedback. The table below provides an extra column to show the feedback availability. The table below is viewed as a continuation of the table above.

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Time	Execution	Feedback	Error Identified	Error Scale
Time 1	Execution 1	No		
Time 2	Execution 2	No		
Time 3	Execution 3	No		
Time etc.	Execution 4	No		

Now let's look at the second application where feedback is taken into consideration. In this case, we are going to monitor the communication of the people in that application. Let's assume that we have access to the communication of *Person 1* at different time, then we have something similar to the table below.

Time	Communication of Person	Feedback Available	Error Identified	Communication Scale
Time 1	Communication of Person 1	Yes	No	
Time 2	Communication of Person 1	Yes	No	
Time 3	Communication of Person 1	Yes	No	
Time etc.	Communication of Person 1	Yes	No	

Since the presence of feedback in our communication enables us to correct error in our communication, the continuity of feedback in our communication enables us to continue to communicate better as well. In the table above, the communication scale denotes how well that communication is. In the communication scale column, we can use number there; we can use words as well. For instance, at *Time 1*, we can have a communication scale of "good". On the other hand, as we continue receiving feedback and learning the principle, at *Time 2* we can have a communication scale of "better". What is important here? With the presence of feedback in our communication, we continue to communicate better. We also expect our application to execute without error and continue to execute without error. You will need to show that by providing additional explanation. Since the application is communication driven, in terms of feedback, we can use the table below to provide more information or provide additional explanation.

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Time	Execution	Error Identified	Communication Scale	Your Observation
Time 1	Execution 1	No		
Time 2	Execution 2	No		
Time 3	Execution 3	No		
Time etc.	Execution 4	No		

In the table above, in your observation column, you will provide additional explanation about your observation. Since feedback affects the execution of the application, in terms of success of the application execution, it is always good to show the feedback availability column. The table below is a continuity of the table above with the feedback column added.

Time	Execution	Feedback	Error Identified	Communication Scale
Time 1	Execution 1	Yes	No	
Time 2	Execution 2	Yes	No	
Time 3	Execution 3	Yes	No	
Time etc.	Execution 4	Yes	No	

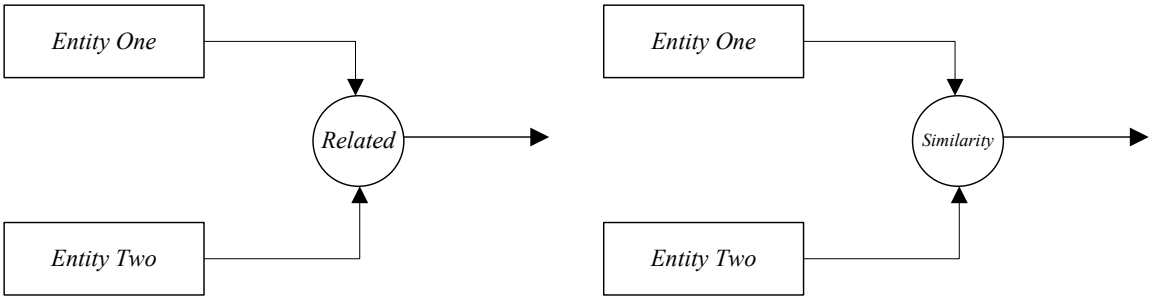
The continuity of feedback in our communication enables our application to execute better and our function to execute without errors as we continue learning the principle. The absence of feedback in our communication enables our communication to become worse and our functions to continue to execute with errors. By working out the overall exercise up to here, you have determined the importance of feedback in our communication.

608. By understanding your workout of the exercise above, if necessary you can use the principle entity to validate that process related to the importance of feedback. In other words, we can also say, use the importance entity to validate your workout above. This exercise depends on you. You can simply disregard it if you feel you don't need to do it or you have done something similar before.

609. Using the principle entity to validate other entities, makes is possible for us to identify words that are valid and words that are not valid. We have used the principle entity in various exercises to validate the correctness of words and the usage of words. In exercise number 88, we have learned from our parent there are many words that we use in our

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communication that do not exist at all. By understanding the principle entity, we have verified that. In exercise number 47, we have learned that, once our parent red flags a word or phrase or expression, any similar word or phrase or expression is also red flagged. By understanding the similarity aspect—we mean the similarity entity—of the principle entity, that makes a lot of sense. The similarity aspect of the principle entity enables us to identify entities and determine the relationships between them. For instance, by understanding the similarity relationship, the usage of an incorrect word enables us to flag any incorrect word that is similar to the underlying word. That makes a lot of sense. Since entity number one identified in exercise number 84 is principle dependent, the understanding of the principle must enable us to identify similarity among entities. To better understand the overall explanation, you can do the following here to verify your understanding of the similarity relationship. You are going to identify a word that is red flagged or an expression or phrase that is red flagged. What do we mean by express or phrase that is red flagged? We mean a good word that is used improperly in a phrase or expression or sentence. You are going to flag that word or phrase or expression and identify it as an entity. Now you are going to look at a similar entity related to the underlying entity—we mean similar word, phrase, or expression. Once you encounter a similarity between two of them, you are going to provide additional explanation about that relationship and verify why the other entity is also red flagged. The model below can be used to provide additional explanation. For instance ,from the model below, *Entity One* can be considered as a word or phrase or expression, where *Entity Two* is another entity that is similar to *Entity One*. What do we mean by that? We mean another word, phrase, or express you have also red flagged based on the first one. In all cases, you must provide additional explanation and show your observation. While we don't connect the output arrow to an entity, you can connect that to an entity and provide additional explanation about that entity. The overall exercise enables us to use the principle entity to validate other entities by thinking in terms of similarity between entities.



610. Determine the correctness of your workout above related to the presentation entity. If you want to, you can also use the presentation entity related to the portability entity to

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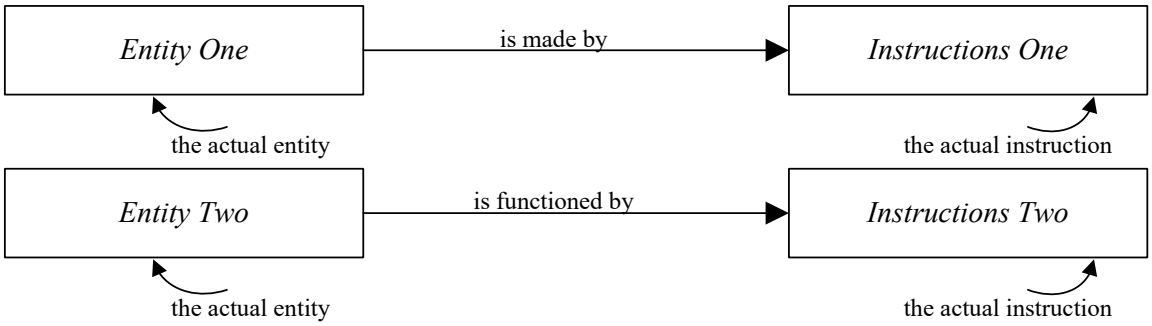
determine the correctness of your workout. The way to look at it, if you feel that you have worked out the exercise properly, then you can use the presentation entity or the presentation entity related to the portability entity to determine that.

611. Since the principle entity enables us to validate other entities, with the absence of the principle entity, it is possible for us to approach things comparatively. The way to look at it, we use the principle entity to do what we do. Once we don't understand the principle entity, it is not possible for us to use it to validate the correctness of what we do or any entity. In this case, rather than looking at things fundamentally, we simply think comparatively. By thinking comparatively, we simply rely on someone else or others for validation or determining correctness. Once we do that, we simply develop problems and commit error in communication. Another way to look at it, since the absence of the principle entity enables us to approach things comparatively, rather than relying on principles to do what we do, we simply rely on other people or other people's ideas. As a principle dependable entity, it is not good for us to disregard the principle entity and rely on others to do what we do. However, in order to depend on the principle entity, the principle entity itself must be understood. Once we don't understand the principle entity, it is not possible for us to rely on it to do what we do. In this case, we simply rely on other people's ideas since the principle is not present. Once that happens, it is always possible for our application to result in error. Here you can verify that by providing a practical example. In this case, you are going to use current or historical events. You are going to analyze an application, where the principle entity has been disregarded. As a result of that, comparative has been used as the basis for that application. We mean that, within that application, the principle entity is disregarded where other people's ideas have been replaced. Another way to look at it, since principles give us ideas to do what we do, with the absence of principles, we simply rely on each other's ideas, which enables us to develop problems. In all cases, you will provide additional explanation and show your observation. Depending on how you have worked out exercise 551, you don't have to work out this one. You can simply omit it.

612. By working out the above exercise and having a very good understanding of the principle entity in relationship with entity number one identified in exercise number 84, you can use the principle entity in relationship with entity number one identified in exercise number 84 to validate your workout. In this case, you are going to use the aspects of the principle entity and the aspects of entity number one identified in exercise number 84 to validate your workout.

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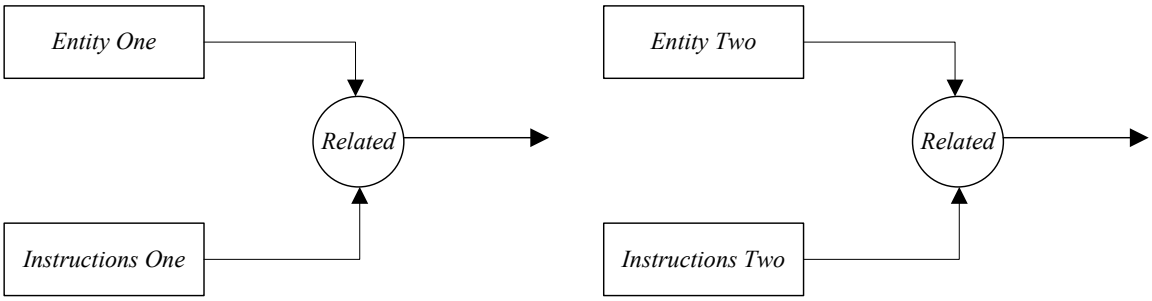
613. By understanding exercise number 596, we have learned and shown that there is a relationship between a principle that is used to produce an entity and a principle that is used to enable that entity to function. We also know that sentence analysis related to disregarding instruction is equivalent to sentence analysis related to disregarding aspects of entities. In terms of entities, let's consider the principle entity and equate principles to instructions. In this case, we can look at the relationship between instructions that are used to produce or make an entity and instructions that are used to enable that entity to function. To better understand that relationship, let's use the model below to provide additional explanation.



From the model above, both *Instructions One* and *Instructions Two* are considered to be sets of instructions. They can be viewed as outlines. For instance, *Instructions One* can be viewed as an outline, while *Instructions Two* can be viewed as another outline. What is important here, *Entity One* is made by *Instructions One*, where *Instructions One* is considered to be the principle that is used to make *Entity One* and *Entity Two* is functioned by *Instructions Two*, where *Instructions Two* is considered to be principles or information that enables the functionality of *Entity Two*. By understanding the relationship of an entity and the principle that is used to make that entity and the relationship of an entity and the principle that is used to enable that entity to function, we can see the models above simply point out that relationship again. In this case, the word principle is being replaced by set of instructions which are *Instructions One* and *Instructions Two*. To better understand the overall exercise, you can draw the relationship between the following entities and principles that enable those entities to function or the principles that are used to produce those entities: a television and the instructions that produce that television; the changing of oil in a car and the instructions that enable that oil to be changed; a microwave and the instructions that enables the functionality of that microwave; a camera and the instructions that enable the usage of that camera; a computer and the instruction that enable that computer to work; a table and the instructions that are used to produce that table; a bookshelf and the instruction that enable us to make that bookshelf.

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By working out the part above, you have shown the relationship between instructions or principles that are used to enable an entity to work and that entity and the relationship of an entity and the principles or instructions that are used to produce that entity. Now let's take it to another level similar to the part above. Since *Entity One* is functioned by *Instructions One*, there must be a relationship between *Entity One* and *Instructions One* as we have shown it. As well as, since *Entity Two* is made from *Instructions Two*, there must be relationship between *Entity Two* and *Instructions Two*. We can use also show those relationships indicated by the model below for more explanation.

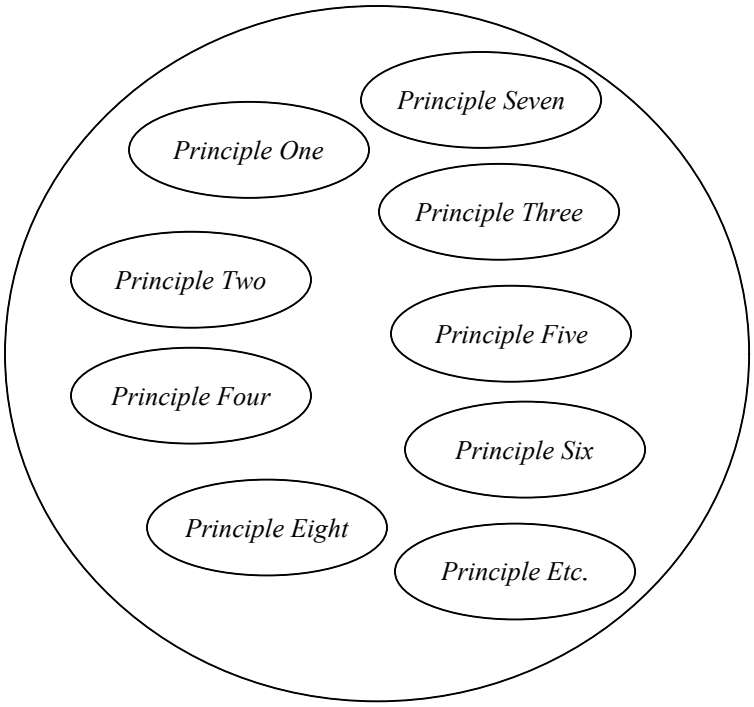


You are going to use the list above with the models above to provide more information about those relationships. You are going to provide additional explanation for each entity you draw and the resulting entity indicated by the arrows from the models above, which are not shown.

614. By understanding your workout above, if you want to, you can validate it related to the presentation entity. In other words, by understanding the presentation aspect of the principle entity, you can use that aspect to validate your workout. You can also use the principle entity in relation with entity number one identified in exercise number 84 to validate your workout. In this case, you can use the aspects that you understand for the validation.

615. From exercise number 494, we have learned that there is set of principles, there is also group of principles. In terms of set of principles, a set of principles is defined as a principle that contains other principles. While a group of principles is defined as a group of principles or many principles in a set of principles. Now since in a set of principles, the set and the principle themselves can only be identified if they are understood. Assume that within a given communication, we can understand that communication and identify the principles in that communication. Then those principles can be considered or viewed as a set. Assume that the set and the principles themselves can be understood. To better understand what we have just said, let's show the representation of a set of principles by the model below.

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Set of Principles of Communication

As show by the model above, the set of principles of communication includes many principles related to communication. As we have stated from the paragraph above, assume that within a given communication, we can understand that communication and identify the principles included in that communication. Then the principles themselves can be viewed as a set of principles. In this case, within that set we can identify the principles as *Principle One, Principle Two, Principle Three* etc. The way to look at it, a set of principles includes many principles and there is no limit. The number of principles in the set can grow without limit. By being a principle dependent entity, we can identify principles from the set. There is no limit in terms of the number of principles we can identify in the set. We use the term "etc." here to show other principles that are not listed here. To better understand the overall explanation, if you want to, you can verify that by providing a practical example. In this case, you will need to verify that a set of principles includes many principles. By having a very good understanding of the principle of communication, you can then verify that here. In this case, you will use the model above to identify the principles that go inside the circle as entities. For instance, inside the circle you can have *Entity One*, *Entity Two, Entity Three etc.* where those entities are considered to be principle themselves. For each entity you identify, you will identify the actual principle for that entity and verify that entity is indeed a principle. You can use the table below for more information.

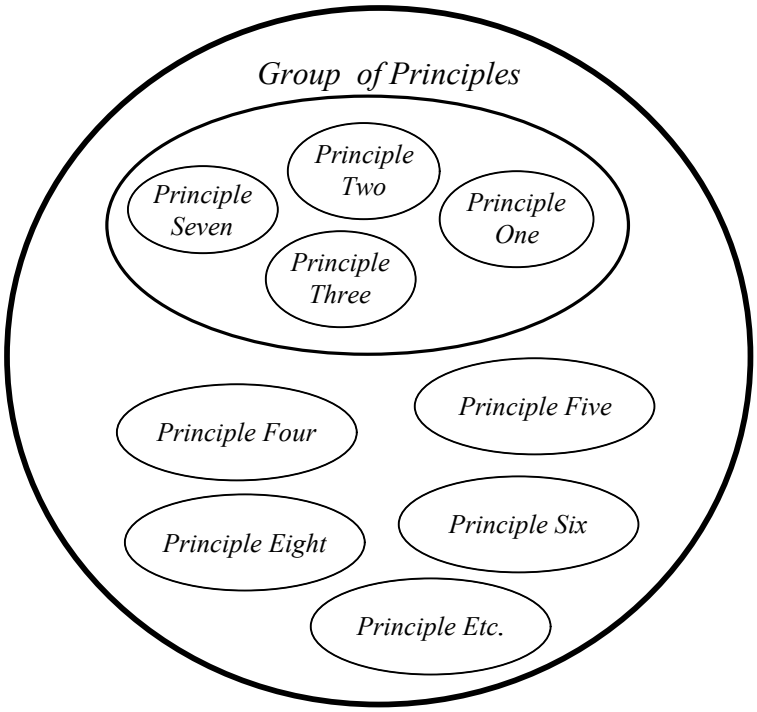
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Actual Entity	Actual Principle	Explanation
Entity One		
Entity Two		
Entity Three		
Entity Etc.		

From the table above, the entities represent the entities that you are going to put on the circle. If you want to, you can also use the word principle with a number. Since a principle is an entity itself, in this case you are going to identify the actual principles and provide more information about them. At the end, you can have multiple models. For instance, you can have a model with the word entity with a number. You can also have a model with the word principle with a number. Whatever you do, you will identify the actual principles and provide more information about each. You should have already answered that question, if not you can answer it here. Why the entities you identified are considered to be principles? Why an entity you identify is considered to be a principle? At the end you will provide more explanation about your observation.

616. As we have learned from exercise number 494, it is possible for us to have a group of principles. By working out the exercise above, we have learned about a set of principles and we should have a very good understanding of a set of principles by now. We know that a group of principles is a group of many principles in a set of principles. Since a principle cannot be identified, if it is not understood, a group of principles cannot be identified if it is not understood as well. As we have learned from exercise number 494, a set of principles and a group of principles require a higher level of understanding of the principle entity. While we have learned that from exercise number 494, it is always good to think it like that. Grouping principles in a set requires a higher level of understanding of the principle entity. The way to look at it, by having a very good understanding of the principle entity, it is possible for us to identify a set of principles or principles in a set. Now by increasing that understanding, it may be possible for us to group principles in a set. Keep in mind that, grouping principles in a set depends on us not on the set itself. To better understand what a group of principle is, let's take a look at the model above. Assume that within a given communication, we can identify the principles that are embedded in that communication. By understanding that communication, we can then identify principles from that communication. Now assume that within the principles that we identify, there are many that are very related and very similar. Now we can group those entities to form a group of principles as shown by the model below.

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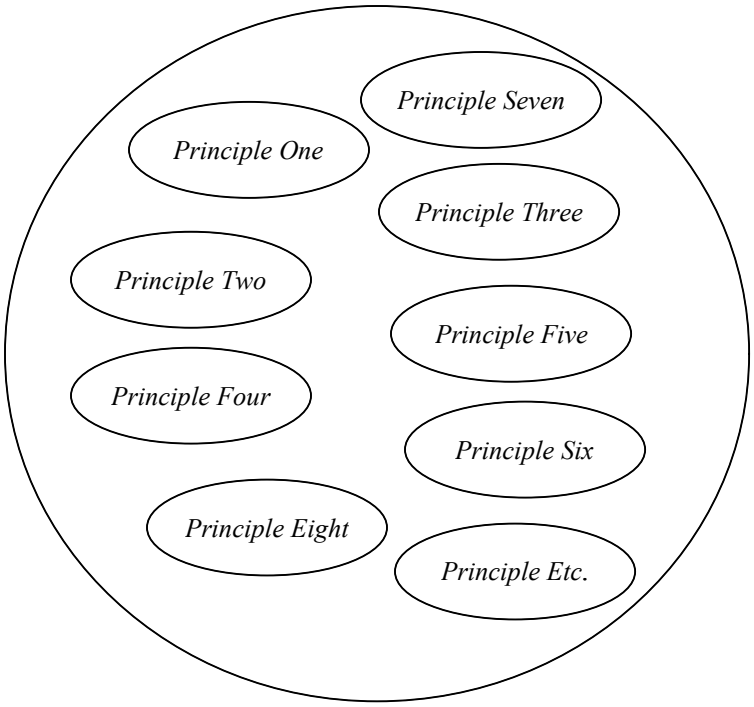


Set of Principles of Communication

From the model above, we can see that if it is possible for us to group some of the principles included in the set of the principles of communication. Then we can form a group of principles. We can give the group any name we want; it does not matter. What is important here? Within a set of principles, it may be possible for us to have groups of principles. Again, grouping of principles require a higher level of understanding of the principle entity and grouping principles depends on us, not on the set itself. Just take your time to think about this exercise.

617. Since our understanding of a principle takes scaling into consideration, in a given set of principles, the principles themselves also take scaling into consideration. To better understand what we have just said, let's take a look of the set of principles given by the model below. From the given set of principles below, we can identify *Principle One*, *Principle Two*, *Principle Three* and so forth. Now since our understanding of principles take scaling into consideration, the principles included in the set also take scaling into consideration, in terms of our understanding. What do we mean by that? Let's assume that within the given set of principles below, we can identify and understand *Principle One, Principle Two*, and *Principle Three*. Since our understanding of those principles takes scaling into consideration, then in terms of our understanding, *Principle Two* may be greater than *Principle One*, while *Principle Three* may be greater than *Principle Two* and so forth.

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A Given Set of Principles

To better understand our level of understanding related to principles given in a set of principle, it is always good to look at our application related to our understanding of principles in a set of principles. To better understand the overall explanation, if you want to, you can verify that by providing a practical example. In this case, you are going to identify a couple of principles that enable your application. Within those principles, you are going to verify your understanding of them in terms of scaling related to your application. What do we mean by that? Assume that you identify five principles within your application. In this case, those principles enable your application. Since your understanding of those principles take scaling into consideration, assume that you identify *Principle One* at *Time One* then you apply that principle. Then at *Time Two* if you identify *Principle Two*, you can provide more explanation in terms of your understanding of *Principle Two* related to *Principle One*. You can use the table below for additional explanation.

Time	**Principle Identified**	**Your Understanding of that Principle**	**Relationship of Your Understanding to Previous**
Time One			Not Applicable
Time Two			
Time Three			
Time Four			

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Since our understanding of a principle is related to the application of that principle, as we keep applying a principle, we expect to make more progress in understanding that principle related to our application. Here you can provide additional explanation of your application related to your understanding of that principle. By doing so, you have verified that your understanding of principle takes scaling into consideration. While in the table above, we leave the principle identification column empty, you can think them as *Principle One, Principle Two,* and so forth. You can also list the actual principle instead.

618. From the exercise above, we have shown that our understanding of a principle within a set of principle takes scaling into consideration. By understanding that, we can quickly see that our understanding of a principle is not static. In other words, as we make progress applying a principle, our understanding grows related to that principle. By understanding what we have just said, we can quickly see that within a given set of principles, our understanding of a principle may enable us to identify other principles in that set. That makes sense since our understanding of a principle grows relatively to that principle. It should be possible for us to identify other principles from that set of principles as we keep applying one or more principles from the set.

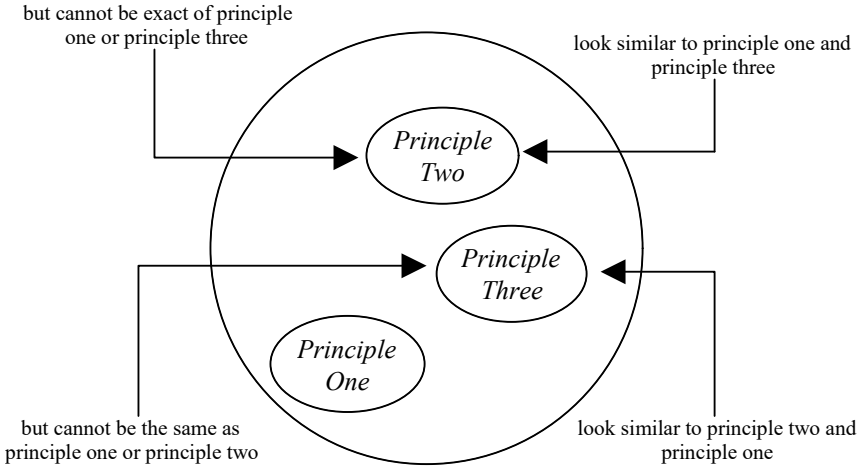
    Since we don't make principles; since principles are given with entities that are related to them, it is not possible for us to add a principle to a set or remove principles from a set. Since there is no aspect of the principle entity that enables us to add or remove principles from a set, we can only identify principles in a set. Keep in mind that a set of principles does not exist if the principles in the set are not understood. In other words, if we don't understand the principles in a set, we think that the set does not exist since we cannot identify those principles. As explained in the paragraph above, as we keep applying a principle, it is possible for us to identify other principles from the set, but it is not possible to add or remove a principle from the set. Just take your time to think about this exercise.

619. Verify your understanding of the above exercise related entity number one identified in exercise number 84 in relation to the principle entity. In this case, you are going to use your understanding of the aspects of the principle entity and the aspects of entity number one identified in exercise number 84 to verify your understanding of the above exercise.

620. Within a given set of principles, the principles themselves are unique and cannot be duplicated. In other words, assume that within a given set of principles, we understand

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that set and we can identify *Principle One*, *Principle Two*, and *Principle Three*. What is important here? While *Principle One, Principle Two*, and *Principle Three* may look similar, nevertheless they cannot be exact or duplicated. To better understand what we have just said, let's show the model below with additional explanation.

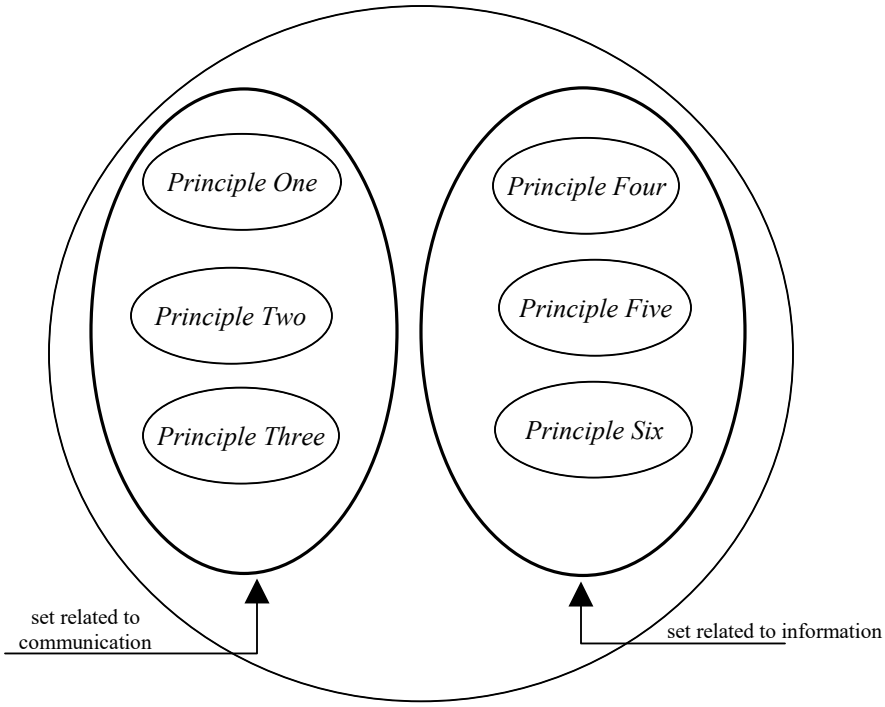


A Given Set of Principles

As shown by the model above, within a given set of principles, the principles themselves are similar but they cannot be duplicated. In other words, within a given set of principles, the principles are unique to themselves. By understanding what we have just said, let's say that within a given set of principle, the principles themselves are similar. Here you need to answer this question; what causes that? By having a very good understanding of the principle entity, if you want to, you can show that here or answer this question. Why in a given set of principles the principles themselves cannot be duplicated? If you want to, you can also verify that by providing a practical example. In this case you will show that within a given set of principles, the principle themselves cannot be duplicated. This exercise requires a very good understanding of the principle entity.

621. We already know that it is possible to have a set of principles and a group of principles. In addition to that, we should also know that it is possible to have a set of principles inside another set of principles. The way to look at it, let's assume that within a given communication, we can identify the principles for that communication. Now since our communication enables us to exchange information and not all communication is considered to be information, let's assume that within the principles we identify, some of them look like principles of communication and some others look like principles of information. Then it is possible for us to represent the two sets as shown by the model below.

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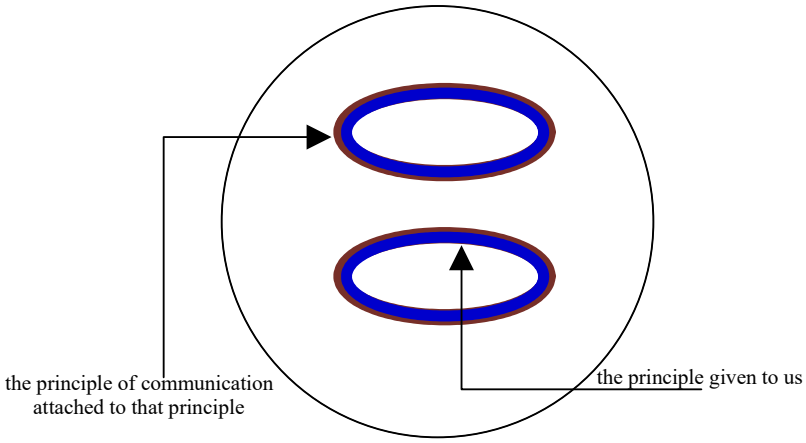


Given Set of Principles

The model above shows that it is possible for us to have a set of principles inside another set of principles. Since the number of principles in a set has no limit, that also applies when we have a set of principles inside another set of principles. As shown by the model above, while we only show three principles inside each set, those two sets inside the main set have no limit at all. While we number them as *Principle One*, *Principle Two* etc. it does not matter. The principle can be numbered any way we want them. What is important here? Within a given set of principles, it is possible for us to identify many principles that belong to different set. To better understand the overall exercise, if you want to, you can verify that by providing a practical example. By having a very good understanding of the principle entity and also the information entity, you should have no problem to verify that here.

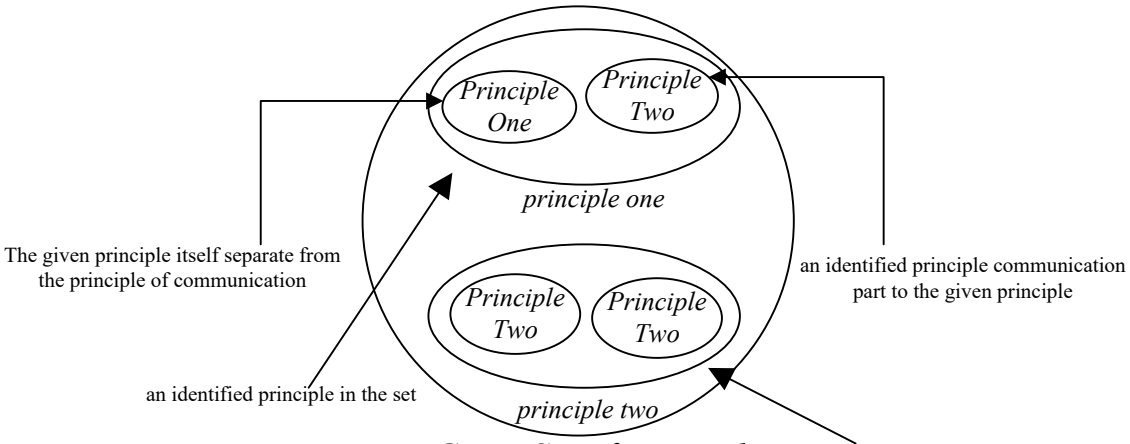
622. Within a given set of principles, all principles are attached by the principle of communication. Within a given set of principles, each principle within that set is attached by the principle of communication. In this case, an identified principle is attached with the principle of communication as shown by the model below.

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Given Set of Principles

From the model above we can see that, since a given principle is attached by the principle of communication, in a given set of principles, each principle is attached as well by the principle of communication. It is very important to understand that. While we use color here to separate the given principle and the principle of communication, it is always good to represent it in the form shown by the model below.



Given Set of Principle

From the model above, the bigger *Principle One* and *Principle Two* are considered to be the principles that we identify in the set. Here we only show two principles in the set. Since the set is not limited, we did not show the other principles. What is important here? Since the principle of communication is attached to the principles in the set, here we show the two separate principles so we can identify both the given principle and the principle of communication. It is very important to understand that. Since in a given principle there exist the principle itself and the principle of communication, within a set of principles, there exist as well the principles themselves and the principles of communication. It is always good for us to think like that when we encounter a set of principles. The way to look at it, both *Principle One* and *Principle Two* are two separate principles. But in each of them, there exists the principle of communication. If you want

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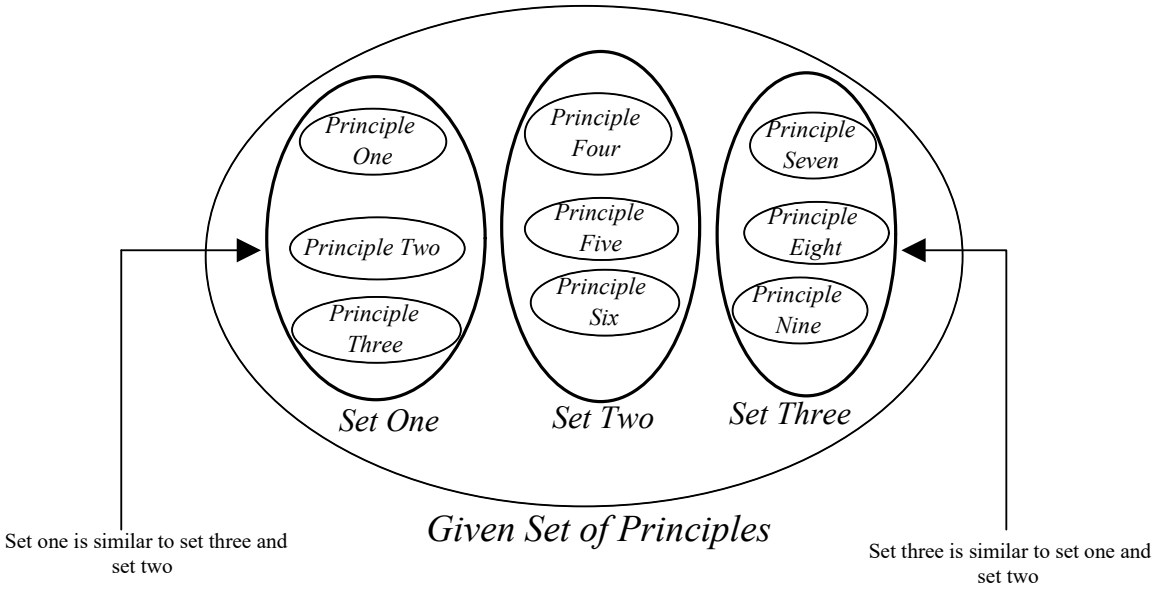
to, you can verify the overall explanation by providing a practical example. In this case, you will show that in a set of principles, each identified principle is attached by the principle of communication or each identified principle includes the/or a principle of communication in them.

623. Within a given set of principles, if there exist other sets of principles in that set, it might be possible for us to identify some principles that are not set specific—we could have also said set specific. But depending on how you think about it. In this case, some principles are considered to be generic for the whole set. For instance, assume that within a given set of principles, we have set of *Principle One* and set of *Principle Two.* Within the given set itself, some principles may look like they belong to the whole set rather than to set of *Principle One* or set of *Principle Two*. In this case, we can also say that the principle below belongs to the whole set or the two sets, rather than to one of them or excludes another one. If you want to, you can identify that by providing a practical example. This exercise requires a very good understanding of set of principles.

624. Within a given communication, there exists the communication and the principle itself. By understanding the communication, we can then identify the principles that form a set. Since we don't make principles, we simply identify them within the entities that are related to them. Since we don't make principles, we simply identify them with the entities that are given with them; we don't make principles in a set. Usually, we identify principles in a set, but we don't make them or add them to the set. By understanding the overall explanation, if you want to, you can verify that by providing a practical example. In other words, show that we identify principles in a set. We don't make them or add them to the set.

625. Within a given communication, if we understand that communication and can identify all principles in that communication as a set, then all those principles must be related. That also applies to sets of principles that are included in other sets of principles, which we can call subset. If in a given set of principle, we can identify two or more sets inside that set—we can also call them subsets—then all those sets must be related as shown by the model below.

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As shown by the model above, let's assume that within a given set of principles, we can identify other sets of principles within that set. In this case, *Set One, Set Two* and *Set Three* are considered other sets of principles within the main set. What is important here is that all the sets that are included in the main set must be similar. For instance from the figure above, *Set One* must be similar to *Set Two* and *Set Three*, while *Set Two* must be similar to *Set One* and *Set Three*. As well as, *Set Three* must be similar to *Set One* and *Set Two*. The way to look at it, since there is similarity between the principle from the whole set—we mean the main set—there must be similarity as well within the sets themselves. If you want to, you can verify that by providing a practical example. All you need to do is show that within a given set of principles, if we can identify other sets or subsets that are included in the main set, then all those subsets must be similar.

626. Since the principles we identify in a set of principles cannot be duplicated, the subsets of principles we identify in a main set cannot be duplicated as well. While the subsets of principles are similar, but they can never be duplicated. In this case, we can also say that, if a subset of principles we identify from a main set is unique to itself and cannot be duplicated. If you want to, you can verify that by providing additional explanation. In other words, show that the subsets of principles that make up a main set can never be duplicated. In order to show that, you will need to have a very good understanding of the principle entity and also entity number one identified in exercise number 84.

627. Since the principle entity is limited by communication, a set of principles is limited by communication as well. Since the principle is limited by communication, any set of

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principles or subset of principles is also limited by the principle of communication. Since the principle entity is limited by the principle of communication, our understanding of a set of principles is also limited by our understanding of the principle of communication. If you want here, you can verify that by providing a practical example.

628. By having a very good understanding of the principle entity and also the application of that entity, we should have no problem taking our understanding to another level. In terms of application of a principle, we already know that in order for a principle to be applied, it must be understood or identified. Since within a given set of principles, all the principles are similar, it is possible for us to apply principles from a set without identifying the principles physically. In other words, our understanding of a similar principle enables us to apply another similar principle, while we don't identify that principle. To better understand what we have just said, let's take principle of communication for instance. Since a principle cannot be identified by someone for someone else, the written identification of a principle can only be an assumption. Now let's assume that within the principle of communication, we identify the following principles as shown by the table below.

Principle Number	**Principle Name**	**Principle Type**	**Actual Principle**
Principle One	*Name One*	Principle of Communication	Our communication cannot change the aspect of an entity
Principle Two	*Name Two*	Principle of Communication	The aspect of an entity depends on that entity not on us
Principle Three	*Name Three*	Principle of Communication	Communication about an information matches that information

From the table above, we assume some actual principles and we provide a written representation of those principles. We also provide the type of principles they are. We provide a number for each principle and a name for them. While we use *name* with number here, it does not matter. A name can be given to a principle that depends on that principle. That is not our interest here. What is important here? We make some assumptions of some principles and we list them here as principles of communication. Now in terms of the application of those principles, it may be possible for us to apply them without being aware of that. What do we mean by that? We apply a principle

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without identifying that principle. Since we have a sense to enable us to sense a principle, our application of a principle is more related to that sense, rather than the identification of that principle physically. In terms of applying a principle, let's assume that during our communication. We don't try to change the aspect of the entities we are communicating about, then we automatically apply *principle one* in our communication. The same as while we communicate to someone about an information. We don't try to make our communication match something else or some other information, then we automatically apply principle two in our communication. To better understand the overall process, the table below provides additional explanation about the application of the principles identified above in our communication.

Principle Number	Principle Types	Application Explanation
Principle One	Communication	When we communicate, we don't try to change the aspect of entities we are communicating about
Principle Two	Communication	Within our communication, we always show that the aspect of an entity depends on it not on us
Principle Three	Communication	When communicate about an information, we always match our communication to that information

The table above provides some explanation about the application of the principle we have identified. As we can see, it is possible for us to apply those principles in our communication without being aware of that. In other words, while we communicate, it is possible to apply those principles in our communications, while we don't identify them physically. In this case, we simply apply them without identifying them by their names or their types. Since a principle is not represented by a physical entity, while we say written representation of a principle here, we simply mean a written assumption of a principle. Keep in mind that a principle cannot be identified by someone for someone else and a principle cannot be identified until it is sensed. We apply a principle in our communication without being aware of that, because we sense that principle. To better understand the overall explanation, you can do the following:

a. By understanding the overall explanation, assume some principles of communication as shown by the first table above. List those principles in a table and provide a number to them like *Principle One*, *Principle Two* etc. You can use numbers with the word principle if you want to. Try to represent those principles

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in a set. You can name the set on your own and provide more information about it.

b. Now provide some explanation about the application of those principles. You can do something similar to the table above. In this case, for each principle you list on our table, you will provide additional explanation about the application of those principles.

c. By working out the part above, here you will provide additional explanation about the importance of the application of those principles. Why is it important to apply those principles?

629. We use the principle entity to validate an entity. A principle is validated by itself and the set it belongs to. Another entity or a physical entity cannot validate a principle or cannot be used to validate a principle. Since a principle is associated to an entity or the usage of an entity or the making of an entity, that principle validates the usage of that entity or the making of that entity; not the other way around.

630. To better understand the exercise above, if you want to, you can verify your understanding of the exercise above related to exercise 628. In this case, in terms of your communication identified in exercise 628, you are going to use the exercise above related to the communication in relation with the application of the principles you have listed. By doing it properly, you have validated the communication in relation to the application of those principles. Another way to look at it in this exercise you simply use the above exercise to validate exercise 628.

631. Verify your understanding of a set of principles related to the application entity. This is the same as saying, show your understanding of application of a principle related to a set of principles. If you want to, you can provide a practical example.

632. Show your understanding of a given set of principles related to the portability entity. You can think it as to verify your understanding of a given set of principles related to the portability of that principle. If you want to, you can provide a practical example in your workout.

633. Show your understanding of a given set of principles related to the presentation entity. You can also think it as verifying your understanding of a set of principles related to the presentation of that principle. If you want to, you can provide a practical example in your

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workout.

634. Verify your understanding of a set of principles related to the importance entity. This is the same as saying, show your understanding of a set of principles related to the importance of a set of principles. You can provide a practical example in your workout if you want to.

635. Verify your understanding of a given set of principles related to the independency entity. You can also think it as show your understanding of a set of principles related to the independency of that set of principles. In your workout, if you want to, you can provide a practical example.

636. Using the principle entity to validate the following statement. In order to compare two entities, at least one of them must be well understood. You can also use the principle entity in relationship with entity number one identified in exercise number 84 to validate the statement.

637. Since principles are adapted to the entities that are related to them, in terms of functionality of an entity and the producing of that entity, a principle provides us information about both of them. Since principles provide us information about how entities work, let's assume that an entity is related with a given principle. The relationship of that entity with that principle enables that entity to function related to that principle. If we assume the usage of that entity, it is possible for us to follow the given principle in order to use that entity properly. The same as, if a problem arises in that entity, it is possible as well for us to use that principle to solve that problem. The way to look at it, the proper functionality of that entity depends on that principle, since that principle is related to that entity. In terms of producing an entity, the application of the principle entity enables us to produce entities, where the resulting entities are related to the principles that enable us to produce them. Any problem that happens during the process is related to our understanding and the application of that principle. In terms of entities functioning by principles that are related to them, if you want to, you can verify that here by providing a practical example. In this case, you are going to identify an entity and the principle that enables that entity to function. Assume that there is no problem with that entity; you are going to make a problem assumption to show that if there is a problem, and then the related principle can be used to solve that problem. In case there is a problem with the entity you have identified, you can also verify that

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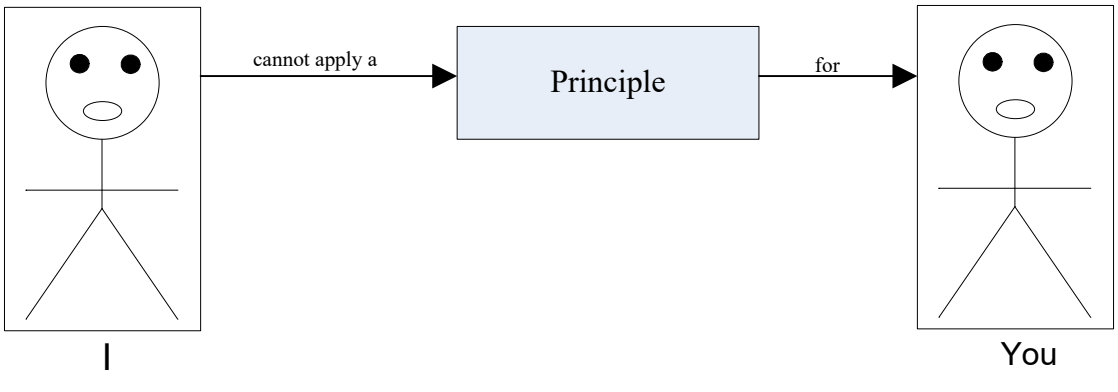
solving that problem is related to that principle as well.

638. Show your understanding of a given set of principles related to the information entity. You can think of it as verifying your understanding of information related to a given set of principles. If you want to, you can provide a practical example.

639. Verify your understanding of a given set of principles related to the reference entity. You can think it as showing your understanding of a given reference related to a given set of principles. If you want to, you can provide a practical example in your workout.

640. Show your understanding of the following statement related to a given set of principles. A reference is available when it is needed. We can also say, verify your understanding of a given set of principles related to the statement. If you want to, you can also provide a practical example in your workout.

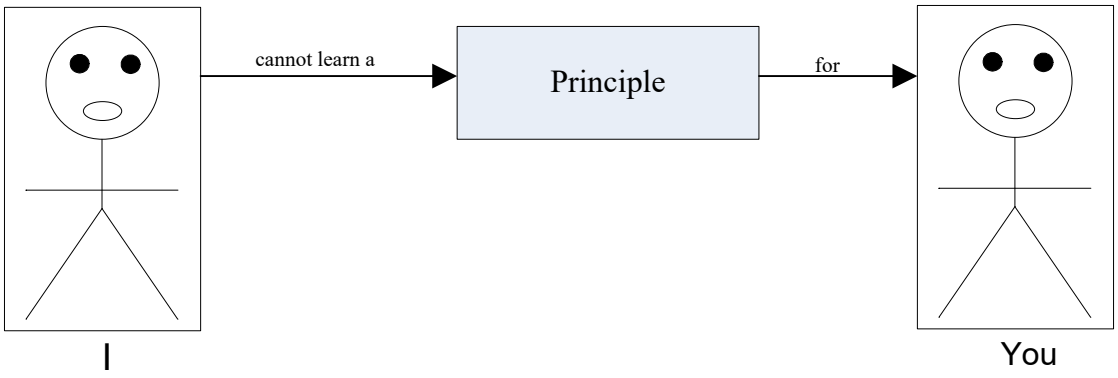
641. By understanding the principle entity and the aspect of entity number one identified in exercise number 84, we know that one cannot apply a principle for each other. In relation with exercise number 628, we can see that only a person who senses a principle can apply that principle. By understanding that, in terms of me and you, the following conditions apply related to the model below.



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he aspect of a principle does not change, disregarding the way we approach that principle. We learn a principle by learning the aspects of that principle. By learning the aspects of a principle, it is possible for us to apply that principle personally in our application. Since principles are independent entities and we depend on principle to do what we do, it is not possible for one to learn a principle for each other. By understanding the explanation, let's show it related to the model below.

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Since I cannot apply a principle for you, it is not possible as well for you to apply a principle for me. Since I cannot apply a principle for you, it is not possible for me to apply a principle for my friend. Since I cannot learn a principle for you, it is not possible for you to learn a principle for me as well. To better understand this exercise, you can draw the models represented by the following statements.

- I cannot apply a principle for you
- You cannot apply a principle for me
- I cannot understand a principle for you
- You cannot understand a principle for me
- I cannot apply a principle for my friend
- My friend cannot apply a principle for me
- I cannot understand a principle for my friend
- My friend cannot understand a principle for me
- I cannot learn a principle for you
- You cannot learn a principle for me
- I cannot learn a principle for my friend
- My friend cannot learn a principle for me
- I cannot apply a principle for my friend's name—the name or your friend
- My friend's name cannot apply a principle for me
- I cannot learn a principle for my friend's name
- My friend's name cannot understand a principle for me
- I cannot understand a principle for my friend's name
- My friend's name cannot learn a principle for me
- My friend's name cannot apply a principle for my other friend's name—the name of your other friend
- My other friend's name cannot apply a principle for my friend
- My friend's name cannot learn a principle for my other friend's name

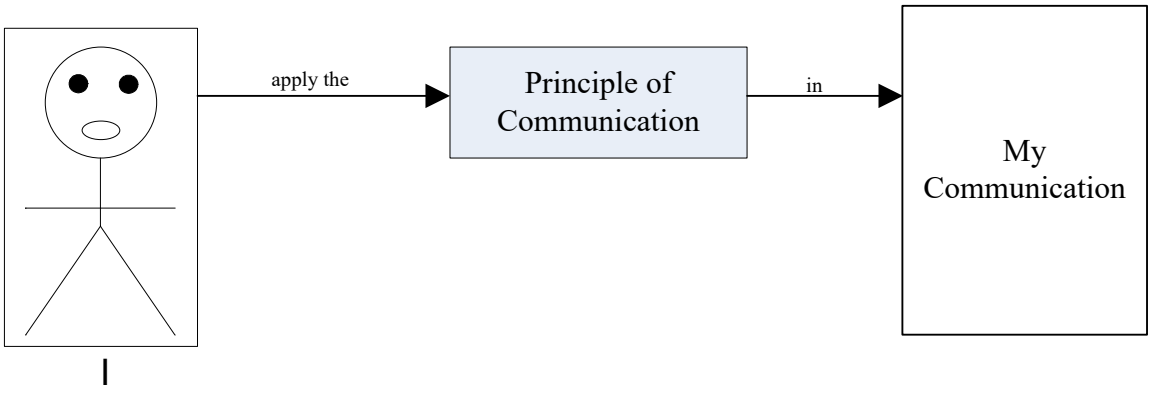
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- My other friend's name cannot learn a principle for my friend
- My other friend's name cannot understand a principle for my friend
- My friend cannot understand a principle for my other friend's name

642. By working out the above exercise, we have shown that a principle cannot be learned and apply for each other. By understanding that, we can see that the independency of a principle applies in both learning and applying a principle. For instance, since a principle cannot be learned for each other, a principle cannot be applied for each other. Once we misunderstand that, we simply develop problems and commit error in communication. Here you can verify that by providing a practical example. In this case, you are going to look at an application, where some people think a principle can be learned or applied for each other. You are going to look at the result of that application related to that misunderstanding. You are going to provide additional explanation and show your observation.

643. By working out the above exercise, verify that the analysis that enables you to determine that a principle cannot be applied and learned for each other is equivalent to sentence analysis related to the misunderstanding aspect of the principle entity. The way to look at it, by understanding the aspects of the principle entity, it is possible for us to identify when those aspects are misunderstood.

644. By working out the last three exercises above and having a good understanding of exercise number 628, we can see that the application of a principle is personal to the person who applies that principle. In terms of the principle of communication, related to what we have just said, let's represent that by the model below.



From the model above, we can see that it is only possible for me to apply the principle of communication in my communication. That makes sense since I cannot apply a principle for you and a principle can only be applied personally. It is possible for me to apply the

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principle of communication in my communication. By understanding that, you can draw the models related to the following statements.

- I apply the principle of communication in my communication
- You apply the principle of communication in your communication
- My friend applies the principle of communication in his/her communication
- My friend's name applies the principle of communication in his/her communication

645. By understanding your workout of the exercise above, you are ready to answer this question. What would happen if it was possible for me to apply the principle of communication in your communication? Answer this question and justify it by providing additional explanation. In order to justify your answer, you can use the aspect of entity number one identified in exercise number 84 or use that entity in relation with the principle entity.

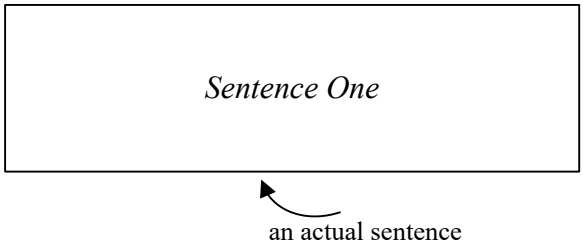
646. If you want to, you can validate the correctness of your workout of exercise number 641 by using the principle entity or by using the principle entity in relation with entity number one identified in exercise number 84. This exercise depends on you; you don't have to do it if you don't want to. You can simply omit it.

647. Depending on how you work out exercise number 645 above, if you want to, you can work out this one. All you need to do here is use the principle entity or the principle entity in relationship with entity number one identified in exercise number 84 to validate your workout of exercise number 644. You don't have to work this out if you don't want to. You can simply omit it.

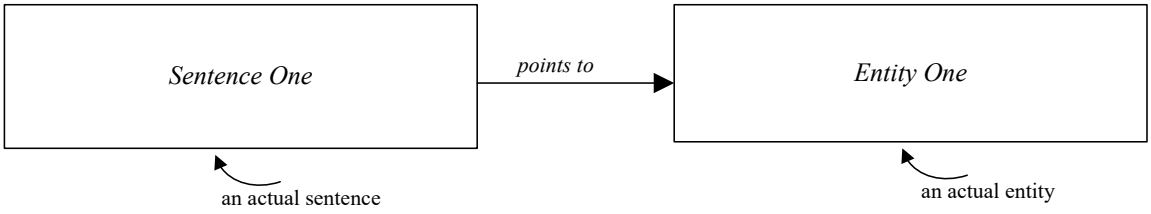
648. From exercise number one, we have learned how to identify and separate entities in our communication. For instance, within a communication, we can identify and separate each entity that makes up that communication. From exercise 628, we have learned about the written representation of principles. In other words, since a principle is not a paper entity and cannot be identified on paper, the usage of paper and written communication makes it possible for us to assume the written representation of a principle. In this case, by having a very good understanding of the aspects of the principle entity and also the aspects of entity number one identified in exercise number 84, we should quickly realize that the written entity is simply a representation rather than the actual principle. It is very important to understand that. To better understand the overall explanation, let's do the following. In this case, let's present a sentence. Here we

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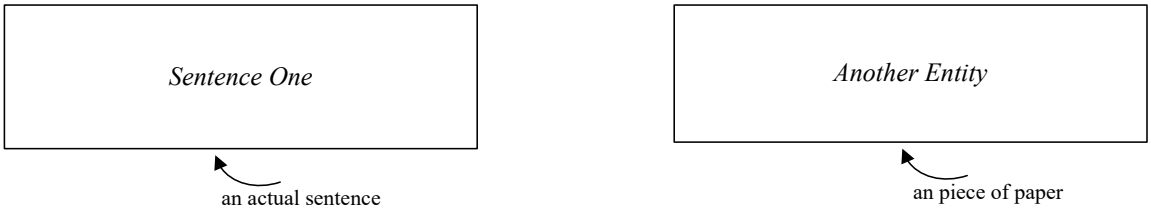
represent the sentence as an entity; you will need an actual sentence from your own communication.



Now since a sentence is considered to be a communication entity, the actual sentence above is also considered to be a communication entity. Since communication about an entity points to that entity, in this case the actual sentence above must point to an actual entity. By understanding that, we can point that sentence to the entity it is about as shown by the model below.



While from the model above we identify *entity one* as the actual entity the actual sentence points to, for this exercise you will need to identify both the actual sentence and the actual entity that sentence points to. What is important here? A sentence is a communication entity that points to an actual entity. Now let's assume that you have written your sentence on a piece of paper. You should have realized now you have two entities in terms of your sentence. In this case, we can identify both entities as shown by the model below.

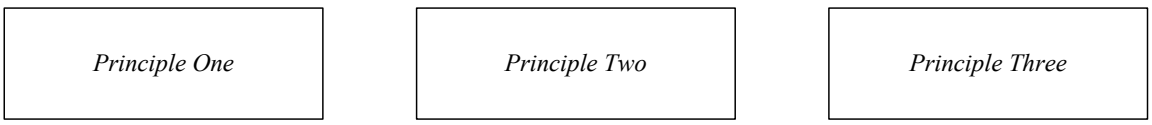


From the model above, we can see that the actual sentence is an entity itself and the actual piece of paper the sentence is written to is another entity. While we use the term *another entity* to name the actual piece of paper, you can name it in terms of entity; for instance you can name it *entity two* or *entity* with any number you like. What is

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important here? The piece of paper is an entity and the actual sentence itself is another entity. By working out the overall exercise up to here, you should have in mind the following entities: an actual sentence, the actual entity that sentence points to, and an actual piece of paper. Now what is important here? While we can use a piece of paper to write down a sentence, however that actual sentence is not the actual piece of paper or represented by the actual piece of paper. Since a sentence itself is a communication entity, it does not matter if it is written in a piece of paper or another entity. It does not matter as well if that sentence is written or repeated orally. What is important? The sentence itself is a communication entity and it points to an actual entity. To better understand what we have just said here, you can verify that by using your actual sentence. It is very effortless for you to verify that here. In this case, you can use any other entity to write that sentence. You can also repeat that sentence. You can put it on a tape or CD or any other entity you like. At the end, you will need to provide additional explanation about the actual sentence and the entity that sentence points to, related to communication.

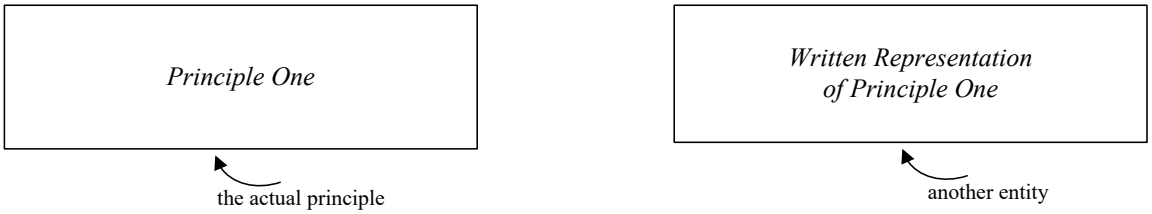
By working out this exercise up to the above paragraph, you have shown that a sentence is a communication entity and it is not a paper entity. While a piece of paper can be used to write down a sentence, nevertheless that piece of paper itself is not the sentence. Now in terms of principles, let's take our understanding of our workout to another level. From exercise number 628, we have learned about written representation of a principle. While we use the term written representation here, by having a good understanding of the aspects of the principle entity, we could have said it better. For now, let's leave the term written representation of a principle alone. From exercise number 628, we have assumed some entities that are considered to be principle. Since a principle cannot be identified by someone for someone else, the written representation of a principle or an entity identified on paper can only be an assumption. We have identified those principles as *principle one*, *principle two*, *principle three* etc. Now let's show those principles by the following model.



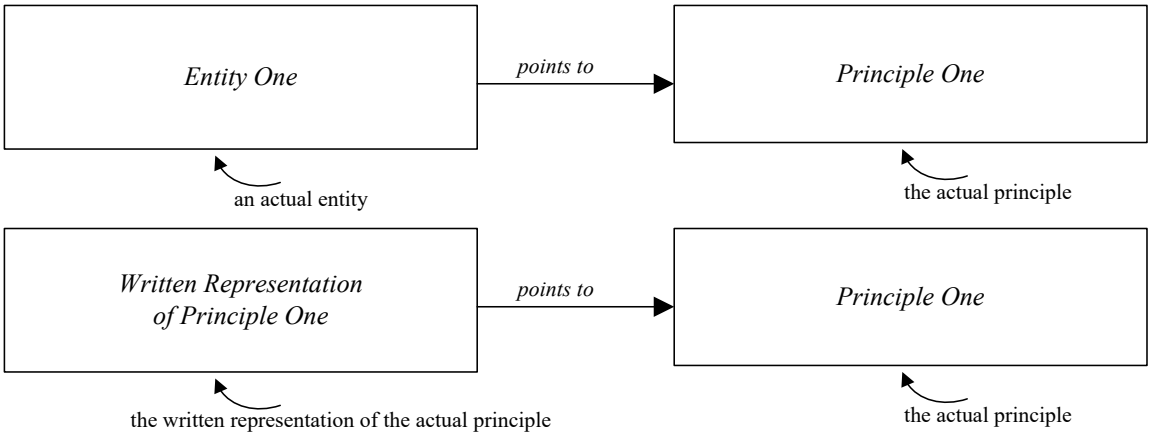
While the model above shows three principles, it is always good for us to focus on one only. Now let's take *principle one* for instance. Now since from exercise 628 we have identified the written representation of *principle one*, in this case we have the actual principle and the written representation of that principle. To better understand what we

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have just said, let's represent both of them by the model below.



From the model above, we identify both the actual principle and the written representation of that principle. From the model above, we identify two entities, the actual principle and the written representation of that principle. While we use the name *written representation of principle one* to identify the other entity, it is always good for us to name it *entity one* or *entity* with number in this case. It does not matter the way we say it or represent it. What is important here is that the written representation of a principle is not the actual principle. Let's assume that we use the name *entity one*—not the same as the one above—to identify the written representation of *principle one*. In this case, let's show them below in relation with the actual entities.



From the model above, we can see that the written representation of a principle points to the actual principle. What is important here? While the written representation of a principle can be identified on paper or another other entity, nevertheless that written representation of a principle is not the actual principle. The actual principle itself cannot be identified on paper. By having a very good understanding of the principle entity—we mean the aspect of the principle entity and entity number one identify in exercise number 84—we mean the aspects of that entity—you can verify that by providing a practical example. In this case, you can use *principle two* only or *principle two* and *principle three* identified in exercise number 628. You should have no problem working them out. In this case you are going to use models similar to the ones above in your workout. You are

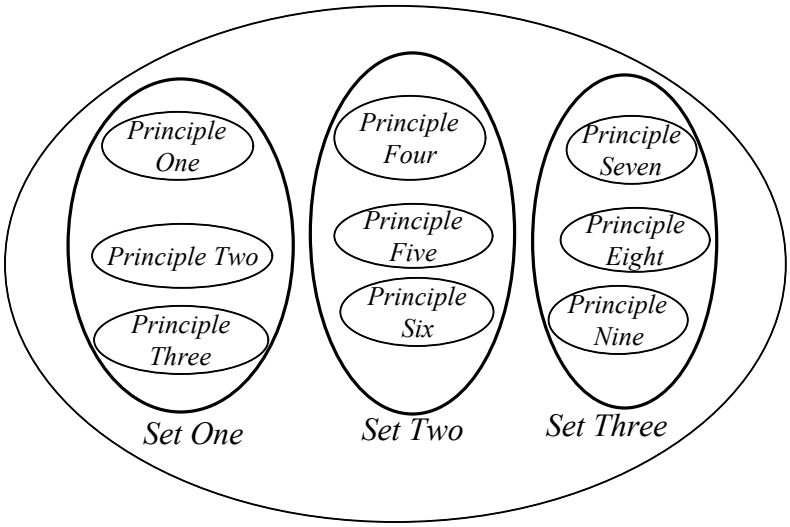
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going to provide additional explanation and show your observation as well.

649. By having a very good understanding of the exercise above, verify your understanding of the exercise above or your actual workout related to a given set of principles by providing a practical example. In other words, show your understanding of a given set of principles related to your understanding of the exercise above.

650. Verify your understanding of exercise 648 above related to a given reference. In other words, show your understanding of a given reference related to your understanding of exercise 648 above. In your workout, you can provide a practical example and additional explanation.

651. Since our understanding of a principle takes scaling into consideration, our understanding of a set of principles within a given set of principles also takes scaling into consideration. To better understand what we have just said, let's take it like this. Assume that within a given set of principles, we can identify other set of principles that include in the main set. We assume that the main set is the given set of principles. What is important here? Our understanding of each set within the given set or the main set also takes scaling into consideration. To better understand the overall explanation, let's take a look at the model below with additional explanation.



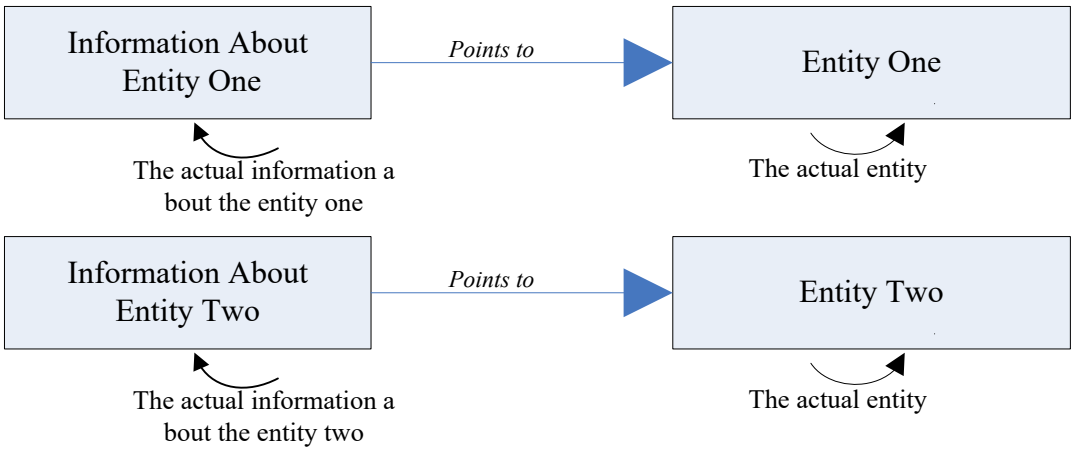
Given Set of Principles

As shown by the model above, the given set of principles or the main set includes three sets of principles. While we show three, it can be more; we only show three. What is important here? Since our understanding of the principles that are included in the set takes scaling into consideration, our understanding of each set within the main set also

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takes scaling into consideration. For instance, in terms of scaling, set three can be higher than set two, while set two can be higher than set one. In this case, it will take us more effort to understand set two, and a little bit more to understand set three. In this case, the scale of our understanding of set two is higher than the scale of our understanding of set one, while the scale of our understanding of set three is higher than the scale of our understanding of set two. It is very important to understand that. If you want to, you can verify that by providing a practical example.

652. The comparison of two entities depends on the entities themselves, so does information about the entities. By understanding the relationship of entities and information about entities, we have the following models.



From the models above, let's assume that *Entity One* is comparable to *Entity Two*. In this case, the comparison of the two entities depends on the entities themselves. Now since information about the entities is separate from them, in terms of comparison, verify whether or not the comparison of the two entities depends on the actual entities themselves or the information about the two entities. You must provide a practical example in your workout. The way to look at it, in terms of comparison, which is being compared the actual entities or the actual information?

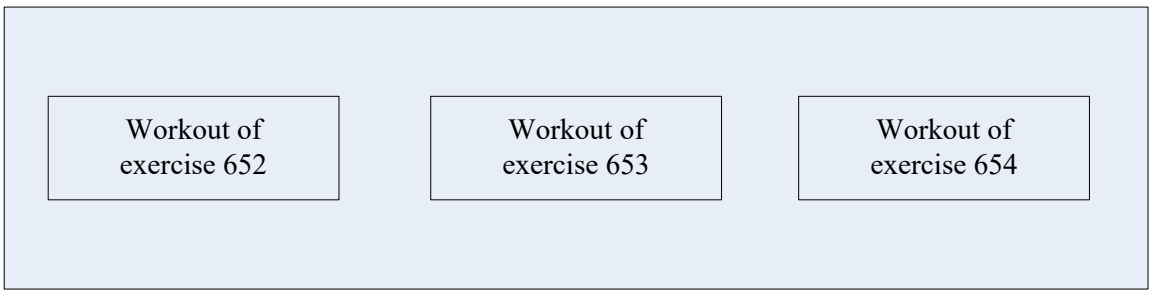
653. Disregarding the way you have worked out the exercise above or responded to the question, assume that your stated that the actual entities are being compared rather than the actual information, or the actual information is being compared rather than the actual entities, or any other way you have said it. Here you need to use the principle entity in relationship with entity number one identified in exercise number 84 or the information entity in relationship with entity number one identified in exercise number 84 to validate

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the correctness of your workout of the above exercise.

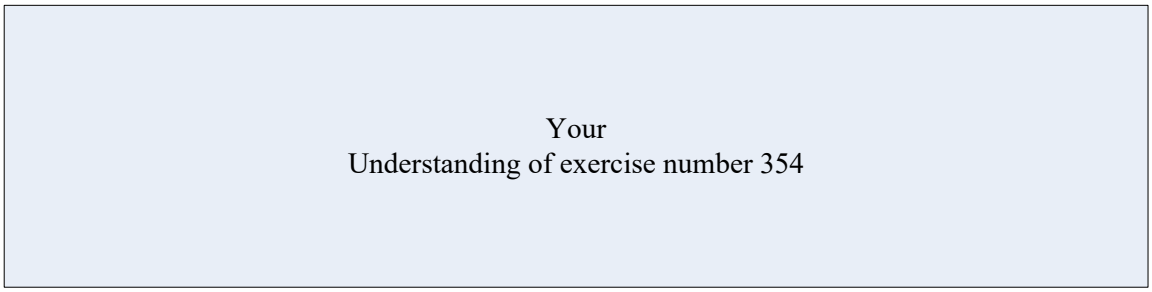
654. By working out the last two exercises above, in terms of both the information about an entity and the entity itself, when it comes to comparison of that entity, how would you say it? Assume that we have two entities, *Entity One* and *Entity Two* and information about both *Entity One* and *Entity Two*.

655. Use the results of your workout of the three exercises above and use your understanding of exercise number 354 to verify your understanding of entities and information about entities. In this case, you can look at it in the form below.



One Entity

And your understanding of exercise number 354 as another entity as shown by this model.



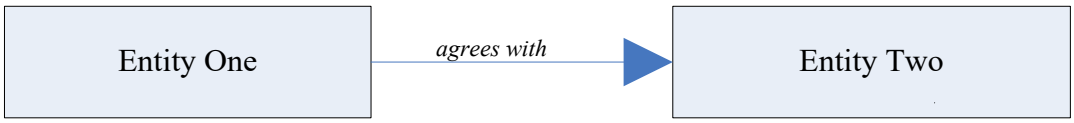
Another Entity

Then use both entities above to verify your understanding of entities and information about entities. Depending on how you look at it, you can also think it as using the principle entity and the two entities identified above to show your understanding of entities and information about entities.

656. Show that if *Entity One* agrees with *Entity Two*, then information about *Entity One* agrees with *Entity Two*. As well as, information about *Entity One* agrees with information about *Entity Two*. The same as information about *Entity Two* agrees with *Entity One* and so

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forth. You must provide a practical example in your workout. The model below shows the agreement of *Entity One* and *Entity Two*.



657. Verify your understanding of your workout above related to a given set of principles. We can also say that, show your understanding of the exercise above related to a given set of principles.

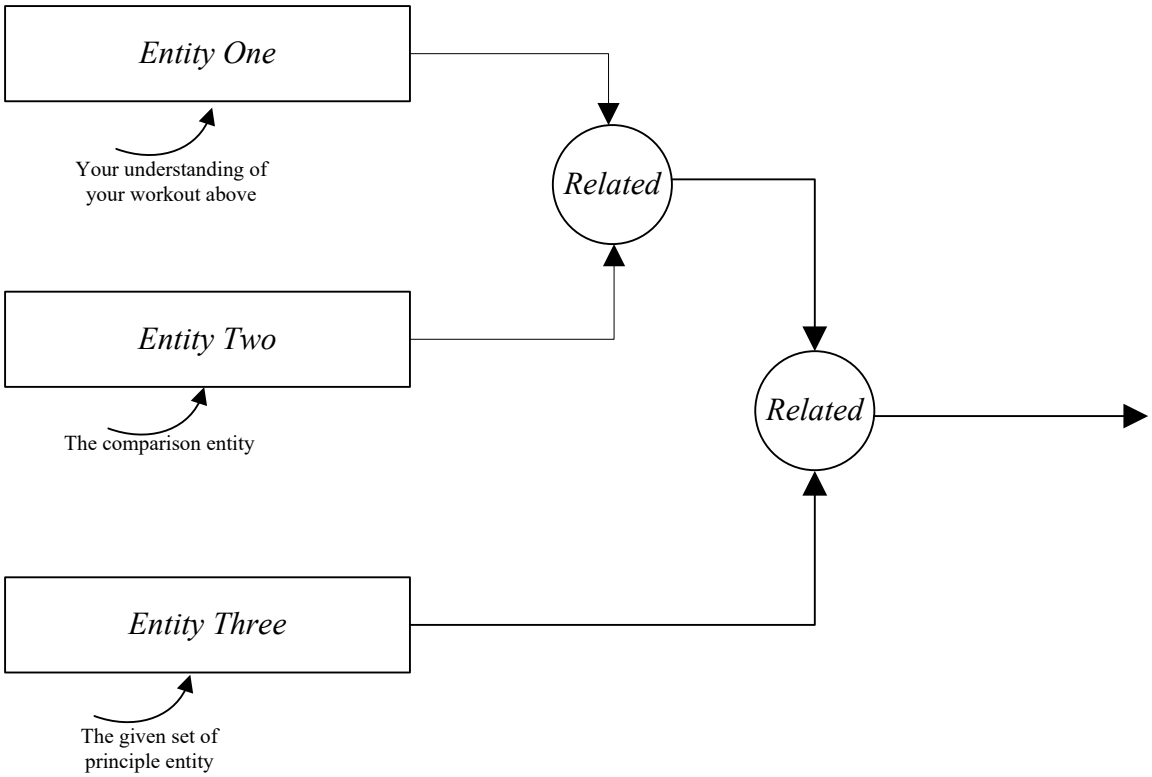
658. If two entities agree with each other, then information about those two entities must agree with each other. If information about two entities agree with each other, then the entities themselves must agree with each other as well. Depending on how you have worked out the exercise above or exercise number 656, you can verify your understanding of both statements related to a given set of principles by providing a practical example. You must show your observation in your workout.

659. If *Entity One* agrees with *Entity Two*, then information about *Entity One* must agree with *Entity Two*. If *Entity One* agrees with *Entity Two*, then information about *Entity One* must agree with information about *Entity Two*. Verify the two statements related to a given set of principles. Depending on how you have worked out the above exercise; you can simply skip this one.

660. If two entities are related, then the information about them is related as well. If two entities are related, then the information about them must be related as well. If *Entity One* agrees with *Entity Two*, then information about *Entity One* is related to information about *Entity Two*. If you want, you can verify that by providing a practical example; but it is better for you to verify your understanding of the statements related to a given set of principles by providing a practical example.

661. Verify your understanding of the exercise above or your workout of the exercise above related to comparison of entity related to a given set of principles. You can look at the relationship in the form presented by the model below.

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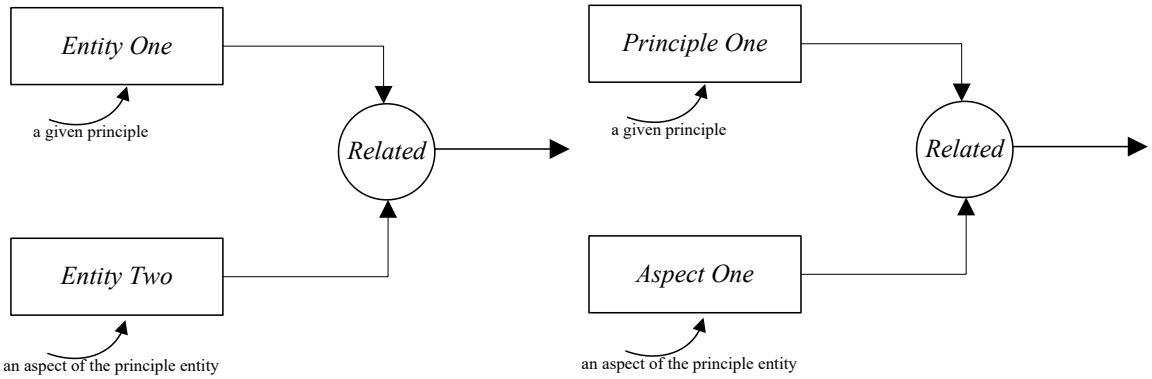


662. If an entity does not exist, information about that entity does not exist. Verify your understanding of the statement related to a given set of principles. In other words, show that the existence of an entity determines the existence of information about that entity related to a given set of principles.

663. We have defined a complex entity as an entity that has too many observations. Verify your understanding of that statement related to a given set of principles. The way to look at it, in terms of observation, the relationship that we identify between two entities is considered to be an observation.

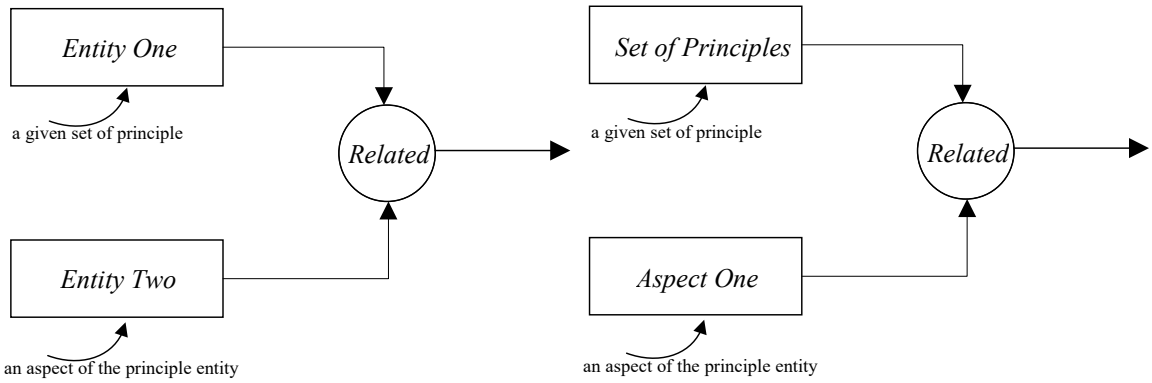
664. Given that the aspects of the principle entity are related to each other, within a given set of principles the principle itself is related to each aspect of the principle entity. Given that the aspects of the principle entity are related to each other, within a given set of principles, the set itself is related to each aspect of the principle entity. To better understand what we have just said, let's show it by the model below.

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The way to look at it, let's assume that *Entity One* is a given principle, where *Entity Two* is considered to be an aspect of the principle entity, then *Entity One* and *Entity Two* must be related. If you want to, you can verify that by providing a practical example.

The same as, since the aspects of the principle entity are related, within a given set of principles, the set itself is related to the aspect of the principle entity. In other words, the given set itself is related to each aspect and to all aspects of the principle entity. To better understand what we have just said, let's explain it by the model below.

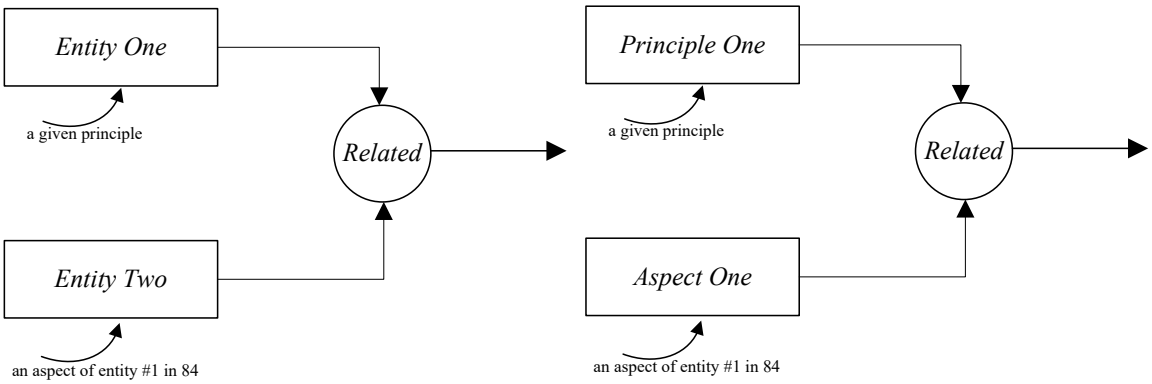


The way to look at it, *Entity One* is considered to be a given set of principles, where *Entity Two* is considered to be an aspect of the principle entity. Since the set itself must be related to the aspect of the principle entity, in this case *Entity One* must be related to *Entity Two*, which is an aspect of the principle entity. If you want to, you can verify that by providing a practical example. By having a very good understanding of previous exercises up to here, you should have no problem verifying that.

665. Given that the aspects of the principle entity are related to all aspects of entity number one identified in exercise number 84, within a given principle, the principle itself is related to one and all aspects of entity number one identified in exercise number 84. In other words, the principle itself is related to each aspect of that entity, it also related to all

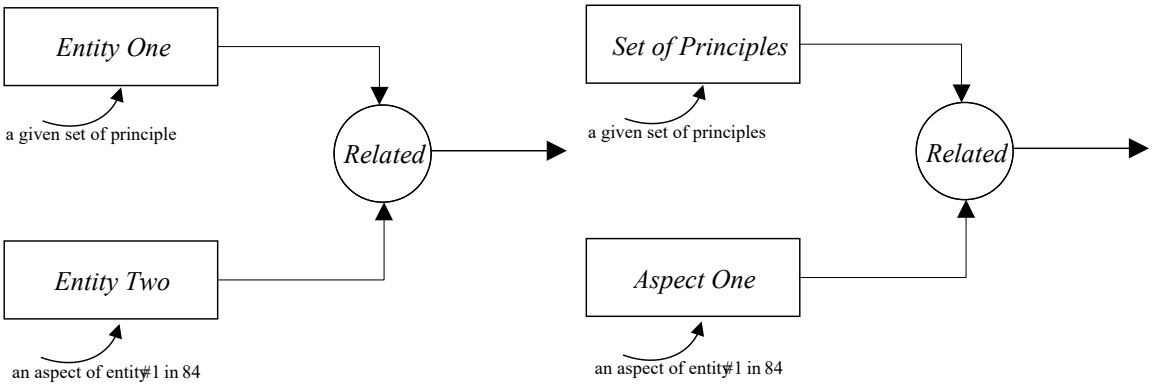
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aspects of that entity. To better understand the explanation, let's show it by the model below.



The way to look at it, let's consider *Entity One* to be a given principle. Then that entity must be related to all aspects of entity number one identified in exercise number 84. If you want to, you can verify that by providing a practical example.

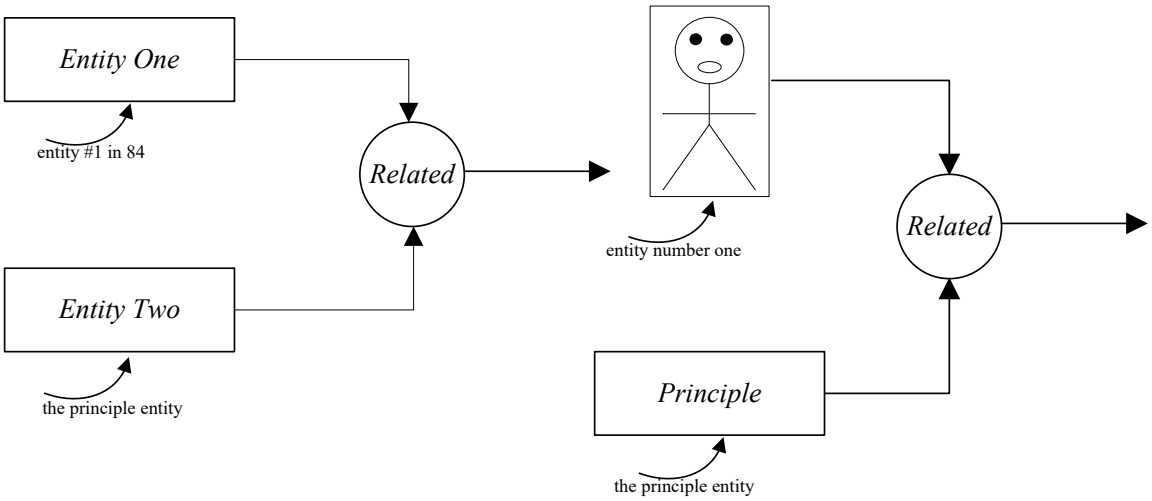
Given that the aspects of the principle entity are related to all aspects of entity number one identified in exercise number 84, within a given set of principles, the set itself is related to all aspects of entity number one identified in exercise number 84. To better understand what we have just said, let's look at this model.



As shown by the model above, let's assume that *Entity One* is a given set of principles, where *Entity Two* is considered to be an aspect of entity number one identified in exercise number 84, since the given set of principles must be related to all aspects of that entity, and then *Entity One* must be related to *Entity Two*. Here if you want to, you can verify that by providing a practical example. By working out various exercises above up to here, you should have no problem verifying that.

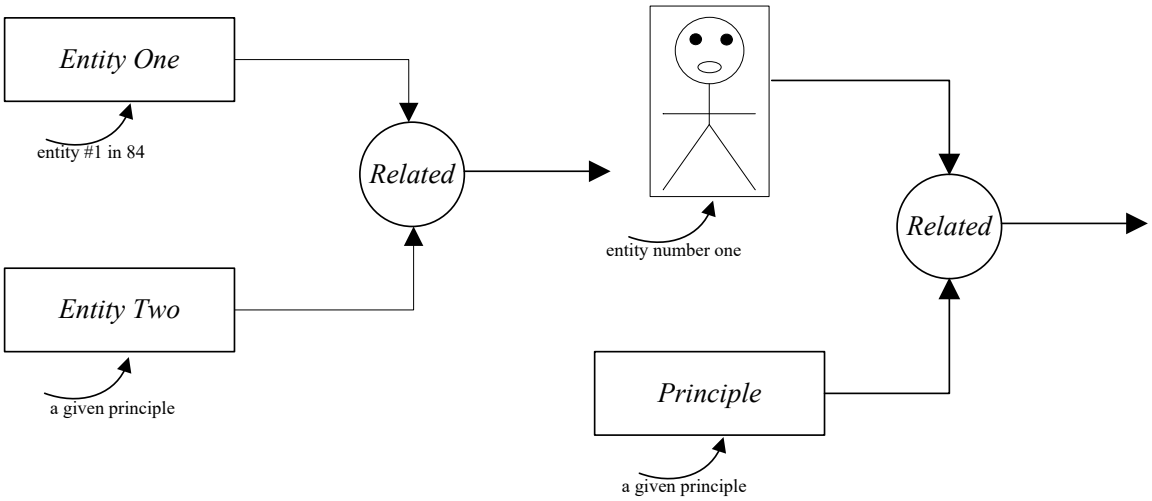
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666. By understanding the last two exercises above, since the aspect of entity number one identified in exercise number 84 is related to the aspects of the principle entity, then entity number one itself is related to the principle entity in the form below.



The way to look at it, as shown by the model above; let's assume that *Entity One* is the entity we identify in exercise number 84. Since the aspect of that entity must be related to all aspects of the principle entity—here the principle entity is *Entity Two*—the entity number one itself is related to the principle entity as shown by the model to the right. To better understand the explanation, you must verify that by providing a practical example.

667. Since entity number one is related to the principle entity, within a given principle, the entity number one itself—we mean entity number one identified in exercise number 84—is related to the given principle as shown by the model below.

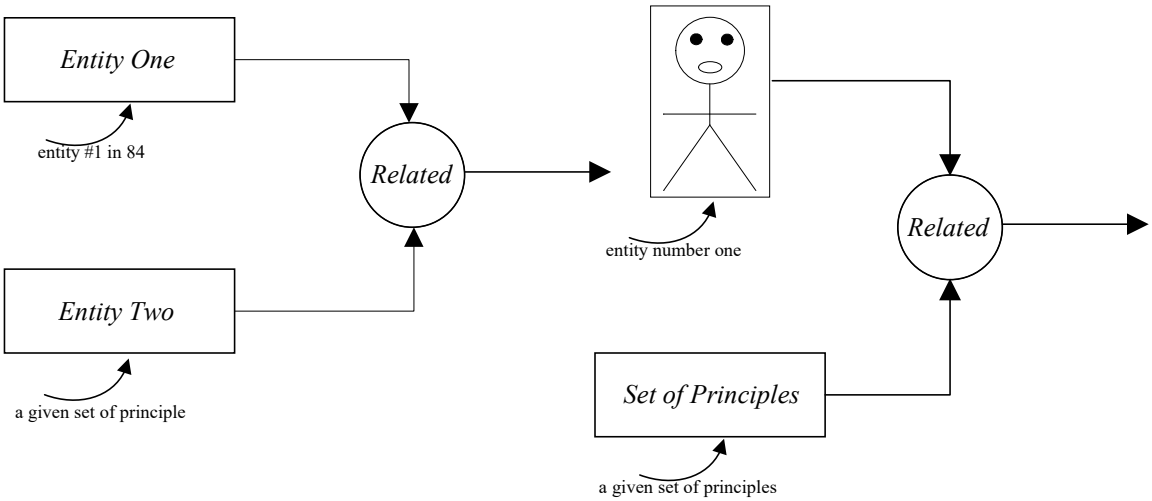


The way to look at it as shown by the model, since entity number one is related to the

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principle entity, then within a given principle, entity number one itself is still related to the given principle. If you want to, you can verify that by providing a practical example.

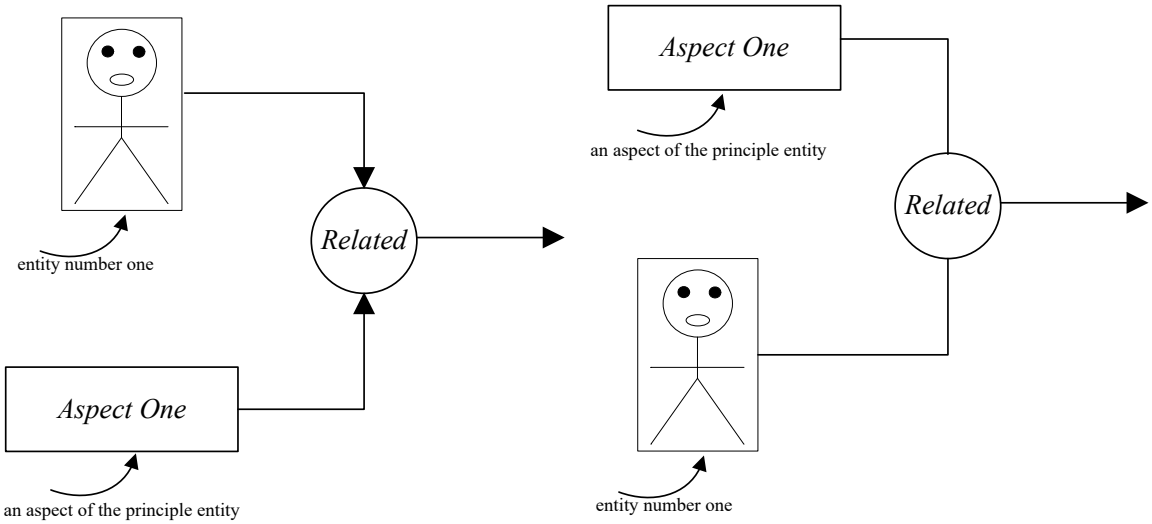
668. Since entity number one identified in exercise number 84 is related to a given principle, within a given set of principles, entity number one identified in exercise number 84, is still related to that set as well. To better understand what we have just said, let's take it like this.



As shown by the model above, since entity number one must be related to a given principle, entity number one as well must also be related to a given set of principles. By understanding the last few exercise above, you can verify that by providing a practical example.

669. By understanding the last three exercise above, since entity number one must be related to the principle entity; since the aspects of entity number one must be related to the aspects of the principle entity, it is always good to show that each aspect of the principle entity is related to entity number one identified in exercise number 84 as shown below.

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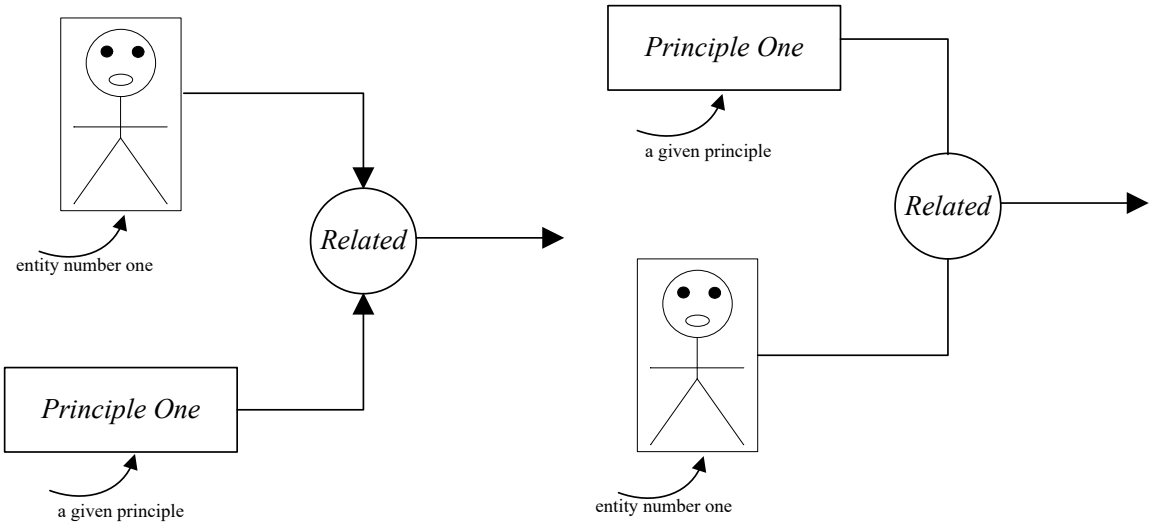


Both of the models above are the same. Given that entity number one is not single in terms of quantity, quantity itself is also taken into consideration. By understanding what we have just said, redraw the model related to what we have just said by taking quantity into consideration. In this case, you can choose any number or quantity you want.

Now since by working out the part above, you have shown that entity number one itself is related to the aspects of the principle entity. That relationship is not affected by number. In other words, disregarding any quantity you have chosen, that relationship still holds. If you want to, you can verify that here before continuing further.

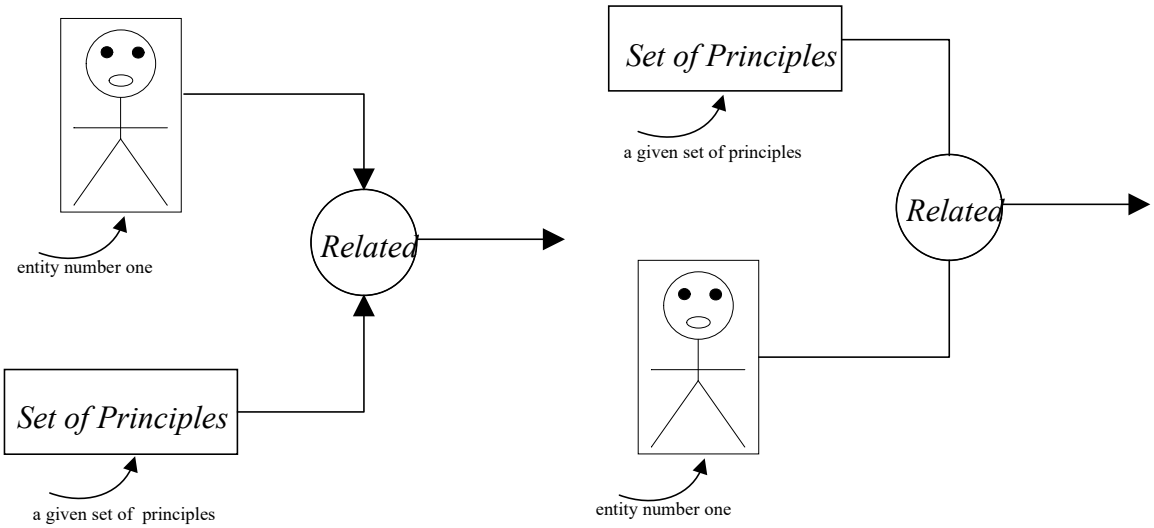
Given that entity number one is related to each aspect of the principle entity and that relationship does not take quantity into consideration, within a given principle, entity number one is also related to that principle, where that relationship itself does not take number into consideration. Here you can continue by showing that relationship. In this case, you can represent the relationship in the form below.

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Since the relationship is not affected by number, in this case you are going to choose a number to represent multiple models.

Since entity number one identified in exercise number 84 is related to a given principle, the entity itself is also related to a given set of principle. In other words, within a given set of principles, the entity itself is related to that set as shown by the model below.



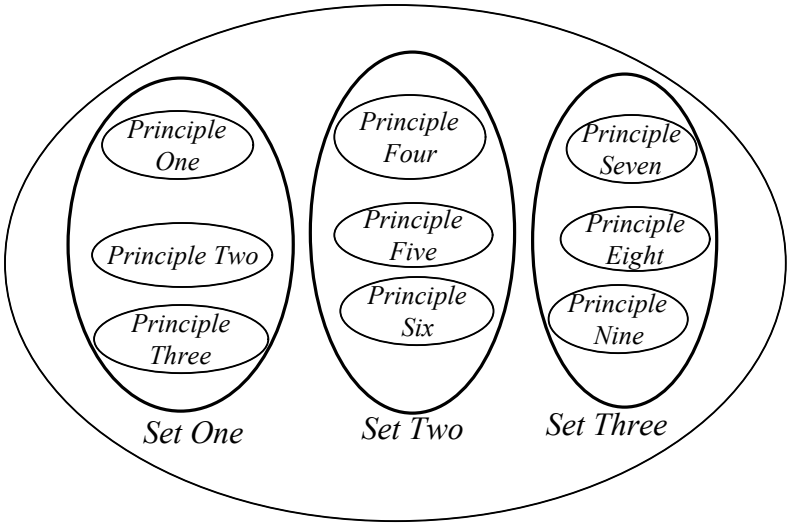
Now since the given set itself is not affected by quantity and entity number one is not single, it makes sense for you to represent entity number one by quantity in relationship to the given set of principles. In this case, you can draw that multiple times for a quantity you have chosen. You can also label entity number one in your workout by giving it a name as well. By working out all parts of this exercise, if you want to you can verify your understanding of each part related to entity number one in terms of quantity and a principle first, then a given set of principles second. You must provide a practical

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example and show your observation in each case.

670. By having a very good understanding of the aspects of entity number one identified in exercise number 84, you can use your understanding of the aspects of that entity to determine the correctness of your workout above—we mean your workout of the above exercise. The way to look at it, if you have identified all the aspects of that entity correctly, then you can use one aspect or multiple aspects to validate your workout above.

671. Since a set of principles contains principles; since a set of principles is made of principles, in this case, the aspect of a set of principles is considered to be the aspect of a principle within the set or the aspect of the principle entity. To better understand what we have just said, let's illustrate it by the model below.

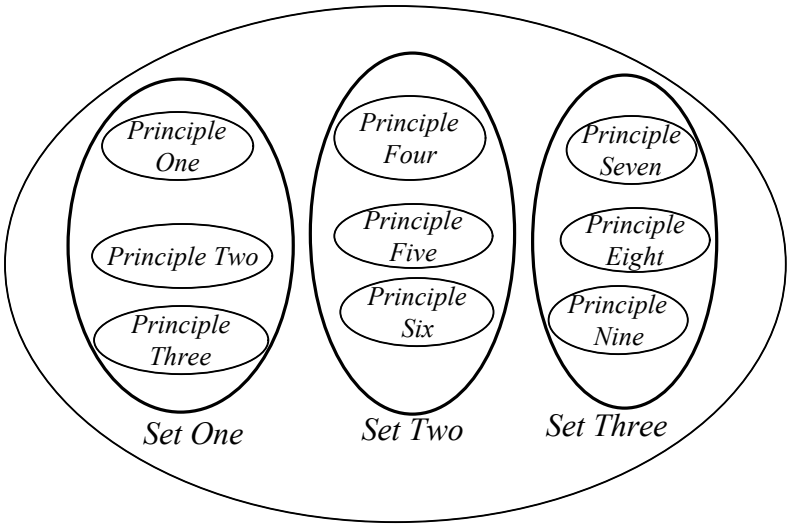


Given Set of Principles

As shown by the model above, since the aspect of the set itself is considered to be the aspect of the principle in the set, in this case the aspects of the given set if the same as the aspect of the principle in the set. By understanding that, we can see that *Set One*, *Set Two*, and *Set Three* also have the aspect of the principle entity. Overall the aspect of the given set, the aspect of *Set One*, the aspect of *Set Two*, and the aspect of *Set Three* are equivalent to the aspect of the principle entity or the aspect of a single principle or all principles in the set. If you want to, you can verify that by providing a practical example.

672. Since a given set of principles is related to the aspect of the principle entity, within a given set of principles, the set itself is related to each principle and each set within the main set. To better understand what we have just said, let's show it like this.

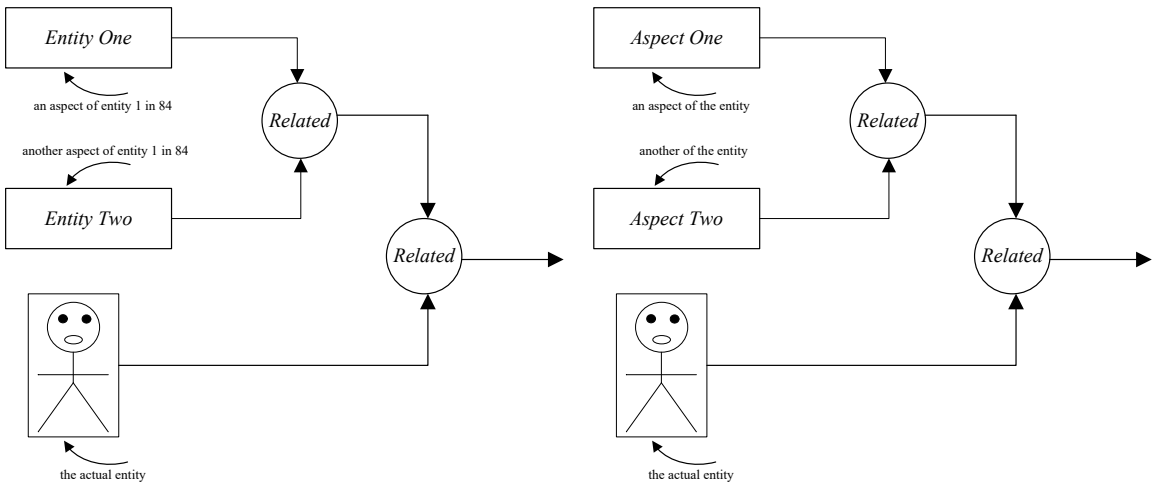
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Given Set of Principles

By taking a look at the model above, since the given set is related to the aspect of the principle within the set, in this case, the main set itself is related to each subset and also to each principle in the set. In this case we have the *Given Set* is related to *Set One*, *Set Two*, and *Set Three*. It is also related to each and all principles that make up *Set One*, *Set Two*, and *Set Three*. If you want to, you can verify that by providing a practical example. Within your workout, you can show some models and explain the relationships.

673. Given that all the aspects of entity number one identified in exercise number 84 are related to that entity, the relationships of those aspects are also related to that entity in the form shown below.

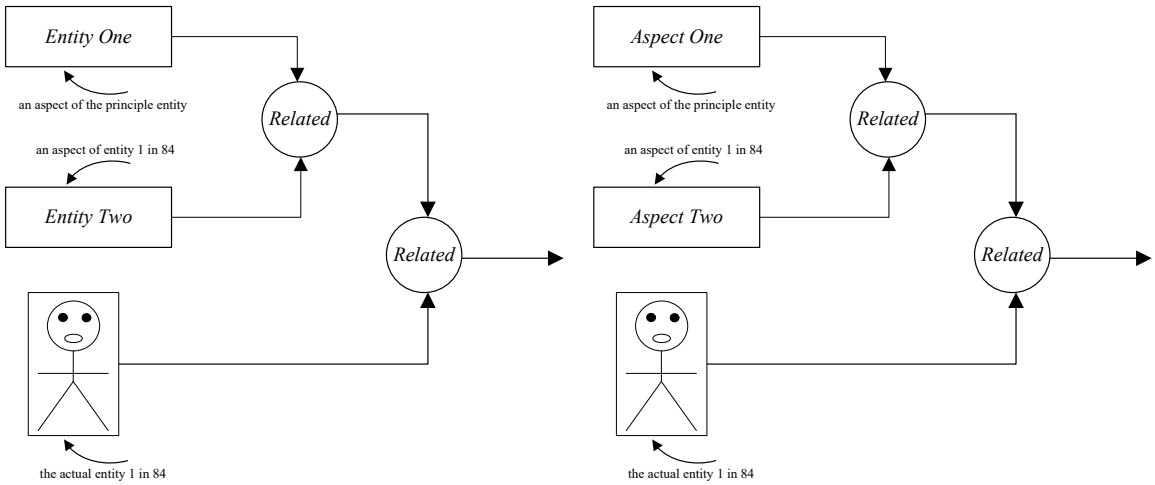


The way to look at it, from the model above, both *Entity One* and *Entity Two* are considered to be aspects of entity number one identified in exercise number 84 that are related to each other. Since all aspects are related to the whole entity—we mean entity number one in 84—thus, the relationship between the two aspects are also related to that

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entity. If you want to, you can verify that by providing a practical example.

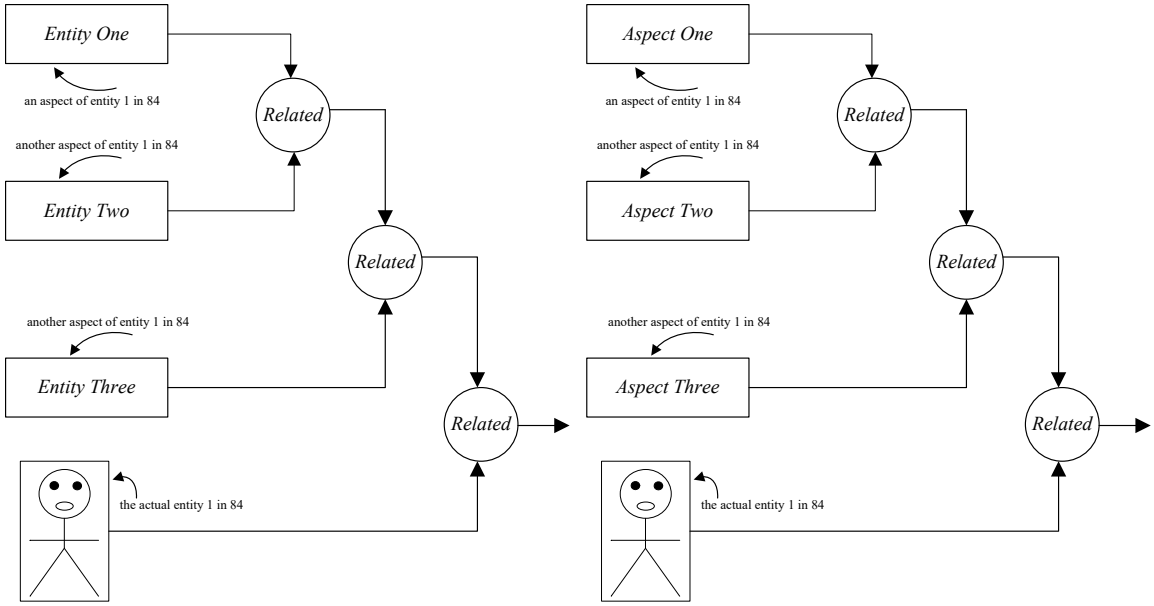
674. Since all the aspects of the principle entity are related to entity number one identified in exercise number 84, then the relationship between the aspects of the principle entity and the aspects of entity number one identified in exercise number 84 are also related to the whole entity in the form below.



The way to look at it, from the model above *Entity One* is considered to be an aspect of the principle entity, while *Entity Two* is considered to be an aspect of entity number one identified in exercise number 84. Since all the aspects of the principle entity are related to all aspects of entity number one identified in exercise number 84, then the relationship between *Entity One* and *Entity Two* is also related to the whole entity—we mean entity number one identified in exercise number 84. If you want to, you can verify that by providing a practical example.

675. Given that a single aspect and multiple aspects of entity number one identified in exercise number 84 are related to one and all the aspects of that entity, the relationship between multiple aspects of that entity are also related to the whole entity. To better understand what we have just said, let's take it like this.

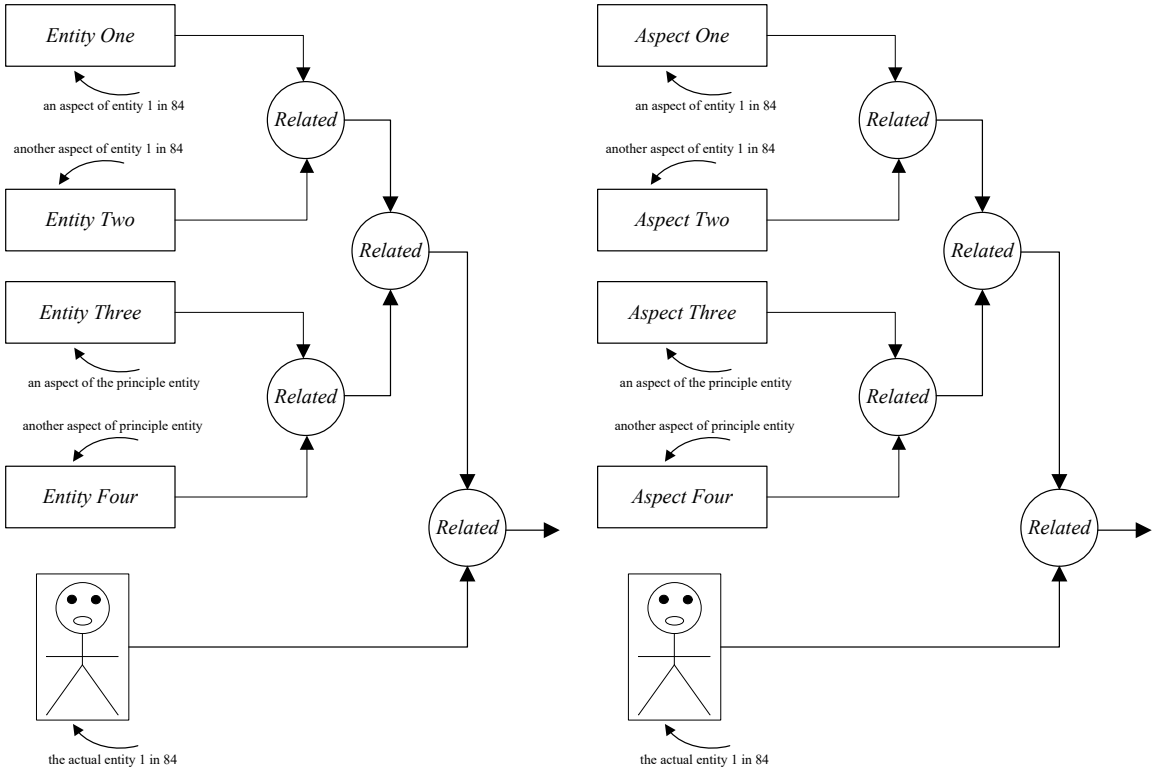
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The way to look at it, from the model above, *Entity One*, *Entity Two*, and *Entity Three* are considered to be 3 aspects of entity number one identified in exercise number 84. Since the relationships of those multiple aspects are related to all the aspects, then the relationships between *Entity One*, *Entity Two*, and *Entity Three* are also related to the whole entity. We can also say that the relationship between *Entity One*, *Entity Two*, and *Entity Three* is also related to the whole entity. If you want to, you can verify that by providing a practical example.

676. Given that the relationships—or relationship—of multiple aspects of entity number one identified in exercise number 84 are related—or is related—to all aspects of the principle entity and the relationship of multiple aspects of entity number one identified in exercise number 84 are related to the relationship of multiple aspects of the principle entity, therefore the relationships of multiple aspects of entity number one identified in exercise number 84 and the relationship of multiple aspects of the principle entity are also related to the whole entity number one identified in exercise number 84. In this case, we can take a look of the model below for more explanation.

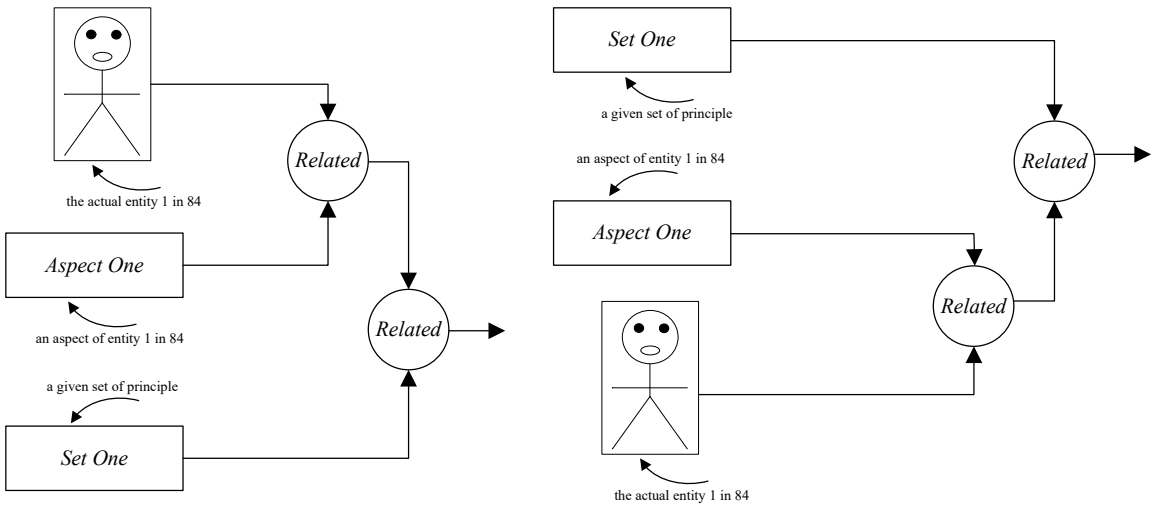
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The way to look at it, since the relationships of all the aspects of entity number one identified in exercise number 84 and the aspects of the principle entity are related, then those relationships are also related to the whole entity number one identified in exercise number 84. Since those relationships have no limit in terms of number, the limit of the relationships between the aspects of entity number one identified in exercise number 84 and the aspects of the principle entity related to whole entity—we mean entity one in 84—has no limit as well in terms of number of relationship. It is very important to understand that. If you want to, you can verify that the relationships between the aspects of entity number one identified in exercise number 84 related and the relationships of the aspects of the principle entity are related to the whole entity one identified in exercise number 84. You must provide a practical example and show your observation.

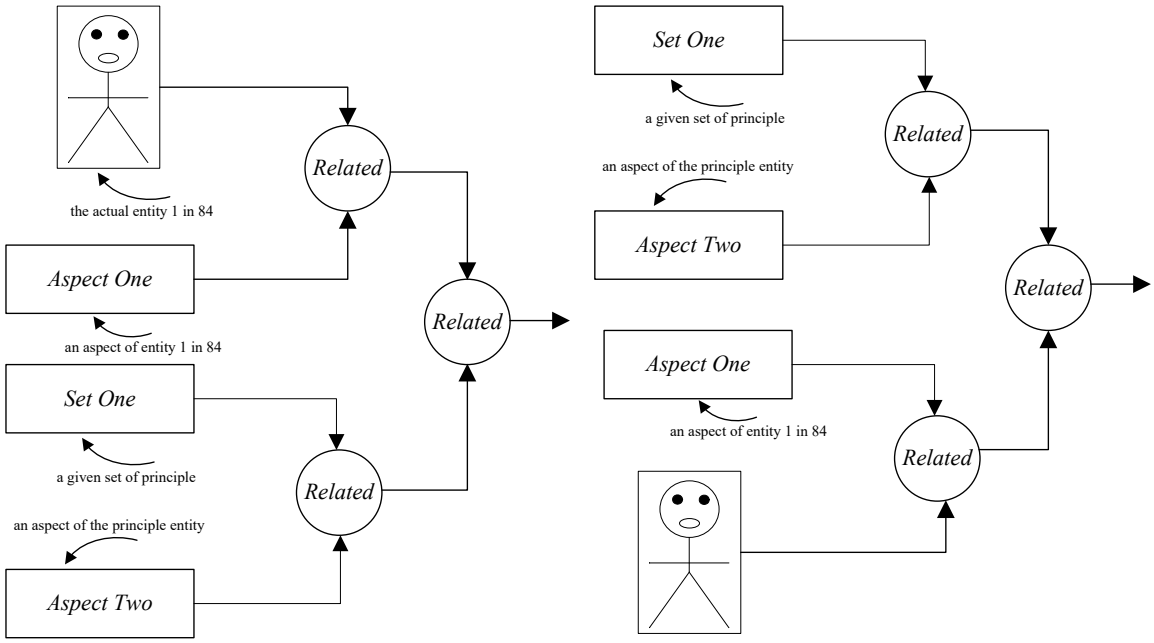
677. Since entity number one identified in exercise number 84 is related to each aspect of that entity and also entity number one identified in exercise number 84 is also related to a given set of principles, then the whole entity itself is related to each aspect of itself—we mean each aspect of entity number one identified in exercise number 84 and all of them—and also related to a given set of principles. To better understand what we have just said, let's look at this model.

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As shown by the model above, since the whole entity number one identified in exercise number 84 is related to each and all of its aspects and also related to a given set of principles, therefore if we identify *Aspect One* of that entity as shown by the model above, the result of that relationship itself is also related to a given set of principles. If you want to, you can verify that by providing a practical example.

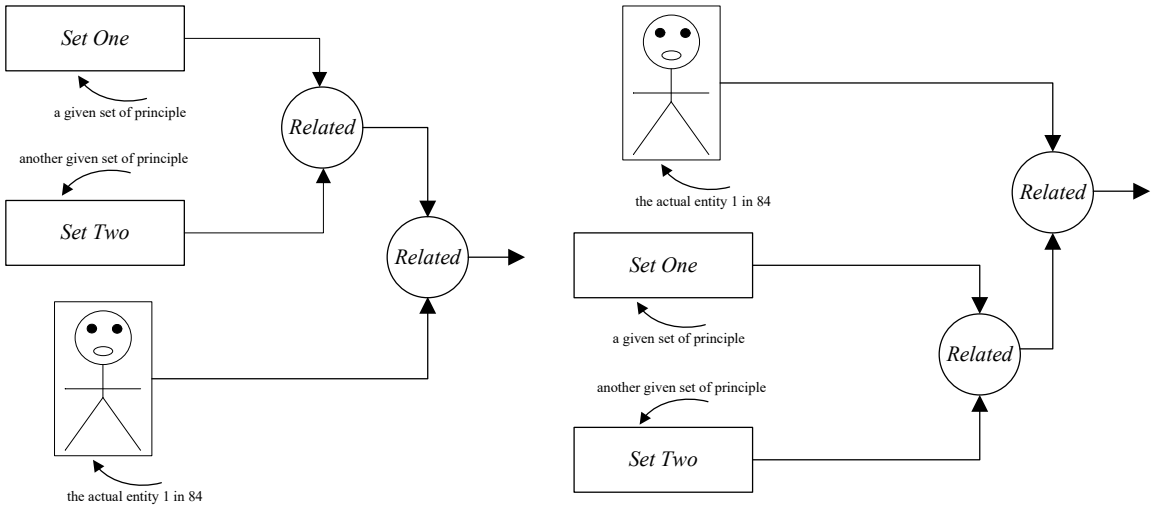
678. Since entity number one identified in exercise number 84 itself is related to a given set of principles, and a given set of principles itself is related to each aspect of the principle entity or the principle entity, then the relationship between entity number one identified in exercise number 84 and its aspects is also related to the relationship of a given set of principles and the aspect of the set and the principle entity. To better understand what we have just said, let's take a look at this model.



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The way to look at it from the model above, *Aspect One* is an aspect of entity one in exercise number 84; since that aspect is related to that entity, where *Aspect Two* is considered to be an aspect of the principle entity, since that aspect is related to a given set of principles, thus the two relationships are also related. If you want to, you can verify that by providing a practical example. Again those relationships have no limit in terms of quantity.

679. Since within a given set of principles, each set inside the main set is related to each other and each set inside the main set is also related to entity number one identified in exercise number 84, then the relationships of those sets are also related to the whole entity. The main set is related to that entity as well. To better understand what we have just said, let's take it like this. Assume that within a given set of principles, we can identify *Set One* and *Set Two*. In this case, we can draw them as shown below.



The way to look at it, since *Set One* and *Set Two* are related to each other and *Set One* is related to entity one in 84 and also *Set Two* is related to entity number one in 84, then the relationship between *Set One* and *Set Two* is also related to entity number one identified in exercise number 84 as shown by the model above. If you want to, you can verify that by providing a practical example. Keep in mind that the main set is also related to that entity, even though we did not show that by a model.

680. From exercise number 505, we have verified that once we don't understand the principle of communication to enable us to understand other principles, it is not possible for us to tackle any subject. While we say it like that, it is always good for us to think it this way. Once we don't understand the principle of communication to enable us to understand other principles, it is not possible for us to tackle any communication. In this case, any communication means all communication. Here you are going to answer this question,

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what does it take to tackle any subject? This is the same as saying, what does it take to tackle any communication—we mean all types of communication? You must provide explanation in your workout.

681. Given that information about an entity depends on that entity and our understanding of the information depends on us, since communication about an entity depends on that entity, communication about information about an entity depends on our understanding of that entity. During communication, we cannot take our communication to a level higher than our understanding of the principle. Here if you want to, you can verify that by providing a practical example.

682. If we cannot identify an entity, it is not possible for us to identify the relationship between that entity and another entity. If we cannot identify two entities, it is not possible for us to identify the relationship between those two entities. By having an entity identification problem, we also have a relationship problem. By having an entity identification problem, we also have an entity relationship problem. By understanding the aspect of the principle entity, we have learned about the principle entity. By understanding the aspect of entity number one identified in exercise number 84, we have learned about that entity. By learning about the aspects of those entities—we mean both the principle entity and entity number one identified in exercise number 84—we have been able to identify those aspects. It would not have been possible for us to identify those entities—we mean those aspects—if we have not learned about them. By understanding the aspects of the principle entity and entity number one identified in exercise number 84, that makes it possible for us to identified those aspects and understand both the principle entity and entity number one identified in exercise number 84.

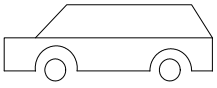
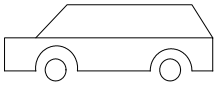
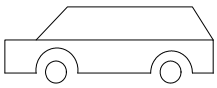
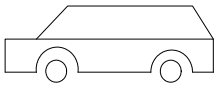
By understanding the paragraph above, what is important here is that we learn about an entity by learning the aspects of that entity. Learning about the aspects of that entity enables us to learn those aspects individually and the relationships between them. By having an entity identification problem and an entity relationship problem, it makes sense for us to learn about aspects of entities and relationship of those aspects. It is not possible for us to understand an entity without learning first about that entity. In other words, it is not possible for us to understand an entity without learning about the aspects of that entity and the relationships between those aspects. If you want to, you can verify that by providing a practical example. In this case, you are going to use your understanding of entity number one identified in exercise number 84 or your understanding of the aspects

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of that entity to verify that. Here you are going to show that it is not possible for us to understand an entity without learning the aspects of that entity and the relationship between them.

683. Depending on how you have worked out the above exercise, you can also think like this. In this case, you can show that it is not possible for us to understand—and learn an entity—without learning the aspects of that entity and the relationship between them related to that entity.

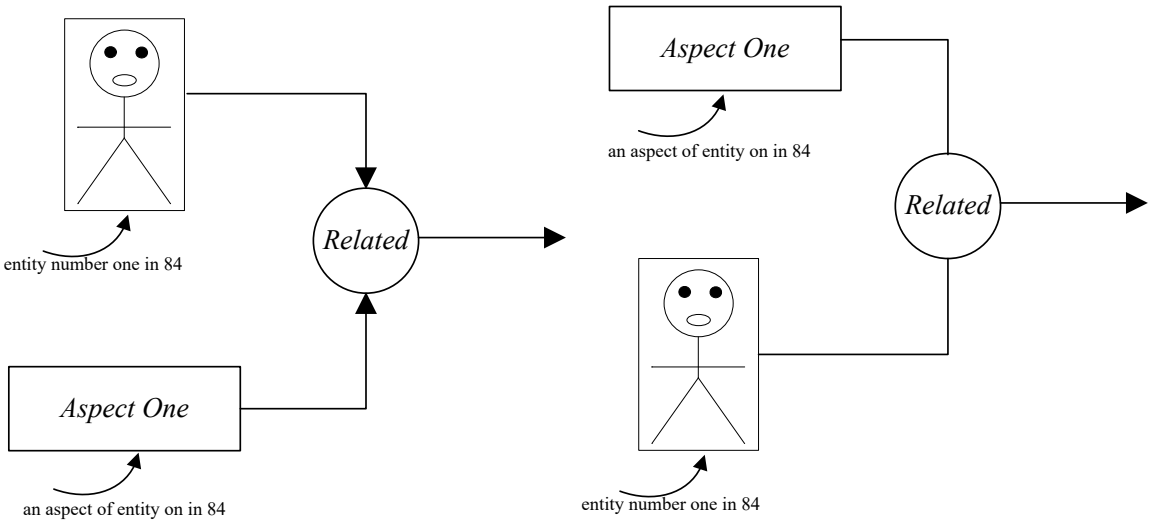
684. By understanding the last two exercises above, we have learned and verified that it is not possible for us to understand an entity without learning first about the aspect of that entity. It is not possible for us to understand an entity if we have not learned first about that entity. Since the learning of an entity enables us to learn about the aspects of that entity, we can say that it is not possible for us to understand an entity without learning first about the aspects of that entity. In terms of entity number one identified in exercise number 84, it is very important for us to understand that entity and the communication aspect of that entity, since when we misunderstand that entity and the aspects of that entity we simply develop problems. To better understand this exercise in terms of knowing an entity and aspects of that entity, verify your understanding of each sentence below by rewriting them in words and provide more explanation.

- I am a  I interact to other  I must learn what is a 
- I am a  I interact to other  but I don't know what is a 
- I am a  I interact to other  I must know what is a 
- I am a mechanic I fix a  but I know what a  is
- I am a mechanic I interact with a  to fix it and I know what is a 

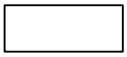
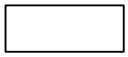
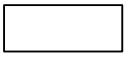
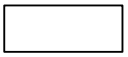
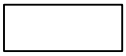
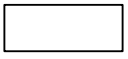
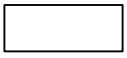
685. Given that all aspects of entity number one identified in exercise number 84 are related to that entity, in this case each aspect of that entity is related to that entity as well. You may

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have already shown that in exercise number 673. While exercise number 678 takes all the entities into consideration and their relationships, here let's take a look at that entity with an individual aspect as shown by this model.



From the model above, we can see that a single aspect of that entity is related to that entity. Let's take the communication ability aspect of that entity; in this case we can see that the entity itself is related to communication. Here redraw the model by showing that the entity itself is related to communication. Verify your understanding of the relationship model you have drawn. Here complete those sentences by word and verify your understanding of each of them by providing more explanation.

- I am a  I interact to other  through  and I know what is a 
- I am a  I interact to other  through  and I know what is a 
- I am a  I interact to other  through  but I don't know that what is a  and I don't know what is 
- I am a  I don't interact to other  through  but I don't know what is a  and I don't know what is 

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686. Given that entity number one identified in exercise number 84 is not single; the aspects of that entity are not affected by quantity. If have not already, you can verify that statement by providing a practical example. You can also think it like this, given that entity number one identified in exercise number 84 is not single, the aspects of that entity should not be affected by quantity. For this exercise, all you need to do is verify your understanding of the two exercises above related to that statement. In other words, you are going to use the statement—given that entity number one in 84 is not single, its aspects should not be affected by quantity—related to your understanding of both exercises above.

687. By understanding exercise number 628, since it may be possible for some of us to apply a principle without being aware of that, in this case define the entity we interact with is not important. What is important is our interaction with that entity according to what it is. In this case, the way we interact with an entity looks like we understand that entity. If we interact with an entity according to it or its aspects, even if we cannot define it orally or written, but we already know what it is, since we interact with it accordingly. Here you can verify that explanation in relation to exercise number 684 or 685 above. The way to look at it, since our sense it adapted to a given principle, in order for us to be aware of a principle, we must sense it. By sensing a principle, we can say that the principle driving our sense in terms of what we do. In terms of interacting with an entity, while that principle drives our sense to enable us to interact to the entity property, in this case it is possible for us to apply a principle without saying "yes" I apply it.

688. By having an entity identification problem, it is not possible for us to interact with entities correctly. By having an entity identification problem, it is possible for us to interact with an entity improperly, which enables us to develop problems in life. In terms of entity number one identify in exercise number 84, you have verified that in exercises 684 and 685. By having an entity identification problem, it is possible for us to interact with an entity related to what we think that entity is rather than what the actual entity is. In this case, we think negatively about an entity and we interact with that entity negatively, since negativity is what we think about. The reason for that is because we don't understand the aspects of that entity, which enable us to understand that entity. Historically, a lot of problems have been caused due to the fact that we interact with entities that we don't understand. Since we don't understand the aspects of the entity that enable us to interact with that entity, in this case we simply interact with that entity negatively. Here you are going to use events in history related to exercise number 684 and 685 to verify that. In other words, by having a very good understanding of either exercise number 684 or 685, show that we have caused many problems in history by

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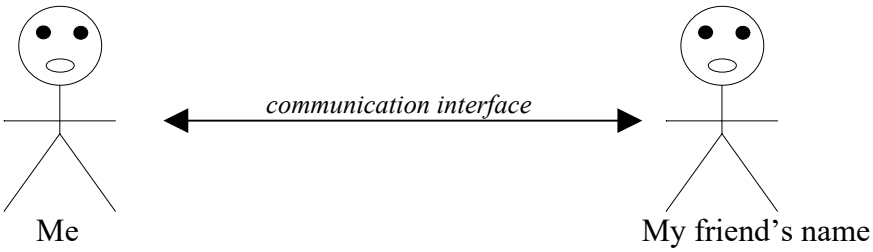
interacting negatively about an entity that we don't understand. In this case, you will use events in history as examples. You must provide additional explanation and show your observation in your workout.

689. Show your understanding of exercise number 679 related to both the principle entity and the information entity. This is the same as saying; verify your understanding of your workout of exercise number 679 related to both the principle entity and the information entity. You must provide a practical example in your workout.

690. By understanding exercise number 684 and 685, here you are going to verify or validate the aspects of the identified entities. Given that we connect together through a communication interface, in this case you can draw both yourself and your friend as shown by the model below.

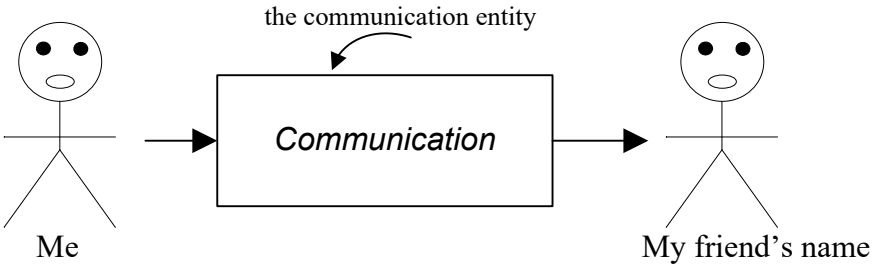


"My friend's name" is considered to be the name of your friend. Now if you say "hi" to your friend or you call him, your friend hears you. In this case, you are able to communicate with your friend. What is important here; communication is identified between you and your friend. In this case, you can draw that communication interface in the form below and label it.

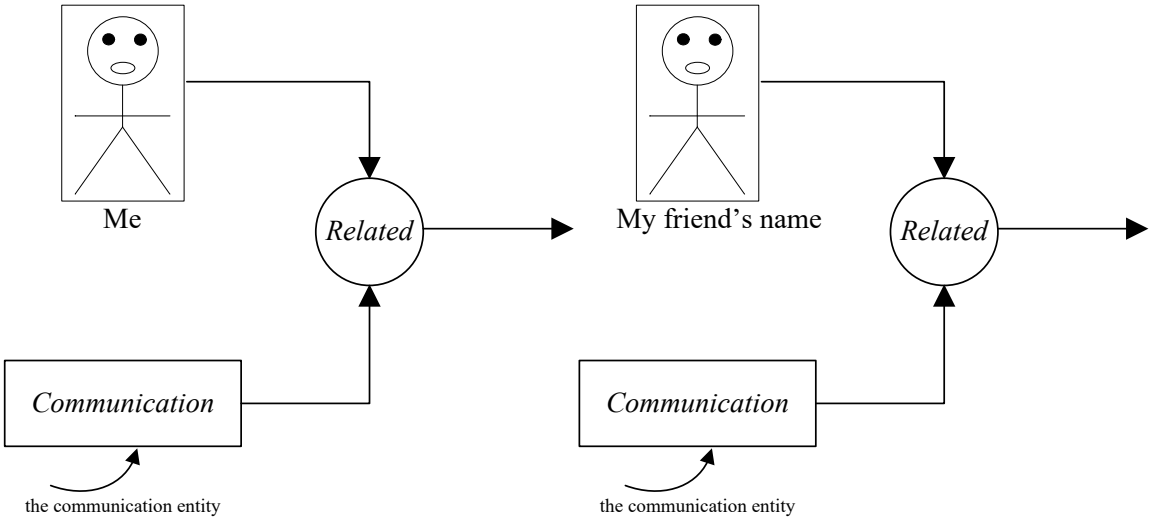


From the model and the explanation above, you have shown that communication is the only interface between you and your friend. Since that interface does not change by quantity—we mean that interface still holds by quantity—in this case, it is always better to say that communication is the only interface between all of us. By doing so, you can draw that communication interface to identify it by its entity between you and your friend in the form below.

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What is important here? Given that you have identified an entity and you have verified it or validated its existence between both you and your friend, in this case you/we can conclude that it is related to us. Since the communication entity is related to both you and your friend, in this case you can draw that relationship in the form below.



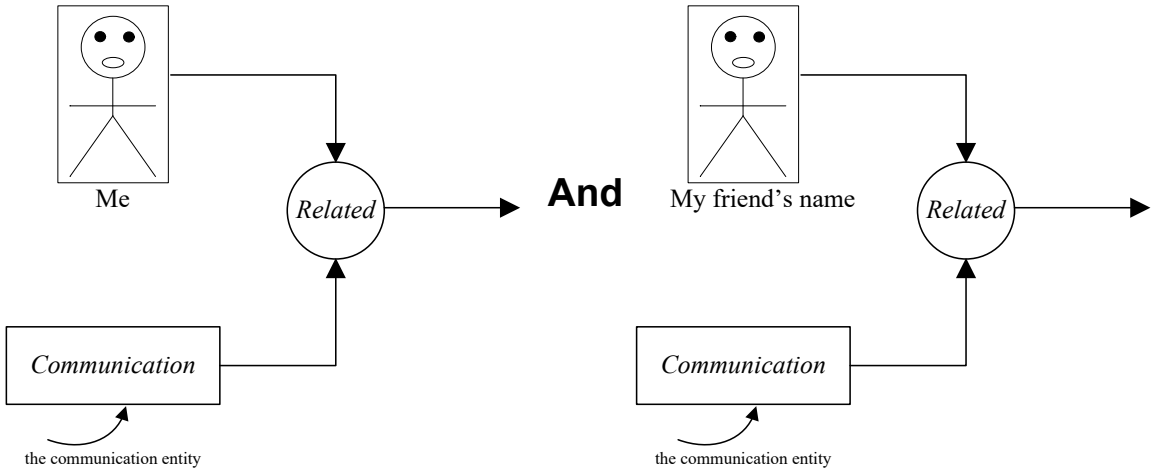
While we draw the relationships with the communication entity, you can also think it as a communication ability. It does not matter the way you say it. What is important here is that all of us connect together through communication and we do have communication ability or we are related to communication or the communication entity.

Now by having an entity identification problem, it is not possible for us to identify the entity we are communicating about. In this case, if we don't see or identify an entity, we may think that entity exists. At the same time, that entity identification problem enables us to think about entities that do not exist. To verify that here, let's take it like this. Since you are able to communicate with your friend through communication; since you are able to interact with your friend through communication, in this case, you have identified a communication interface that exist between you and your friend and you have validated that entity. You have also identified the relationship of that entity between both you and your friend. Since the communication interface is the only interface that exists between you and your friend, in this case you and your friend can only interact together

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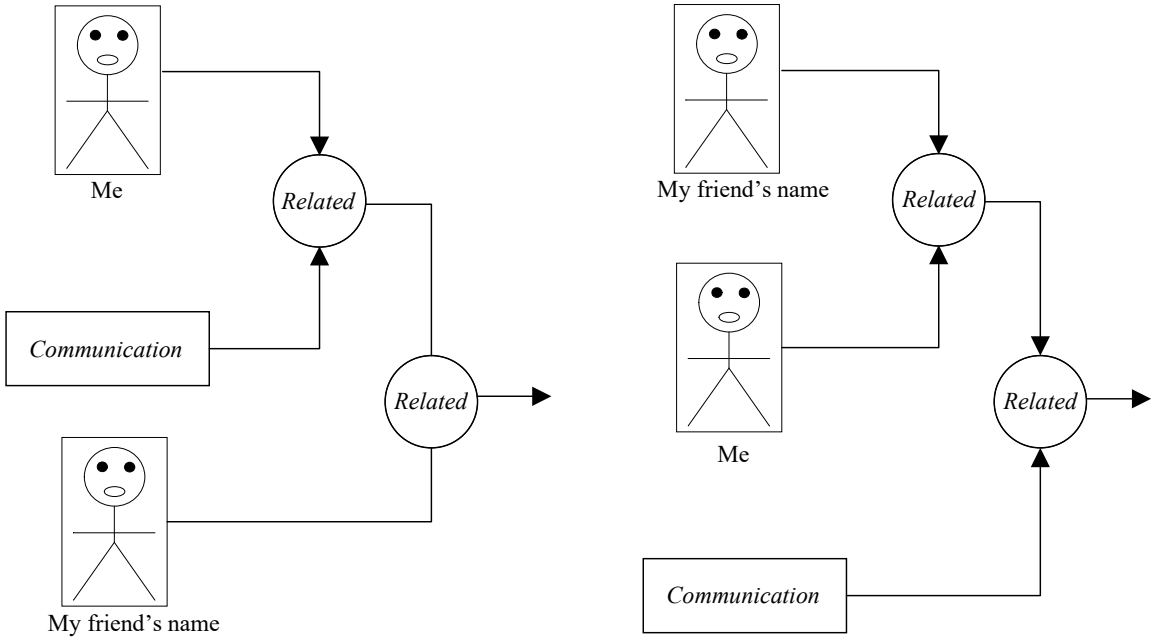
through communication. That makes sense since that communication interface is the only one you have identified. By having an entity identification problem, it is possible for some of us not to identify that communication interface, even though it is visible to us. In this case, some of us may think that it may be possible for us to interact with each other physically. That does not make sense since we don't connect together physically. Visually, we can see that we don't have any physical connection between us. In other words, a quick visual observation enables us to determine we do not connect together physically or by a physical entity, but we connect together through communication. Here you will need to verify this statement by providing a practical example. You will need to show that we don't connect together by a physical entity. If you have identified an entity that connects together physically, you will need to identify that entity and represent the relationship model between us and that entity. You will need to define us—we mean entity number one identified in exercise number 84—as well.

691. Show by providing more explanation that both model below are related together to produce either of the other model.



The two models above are related together through communication in the form below.

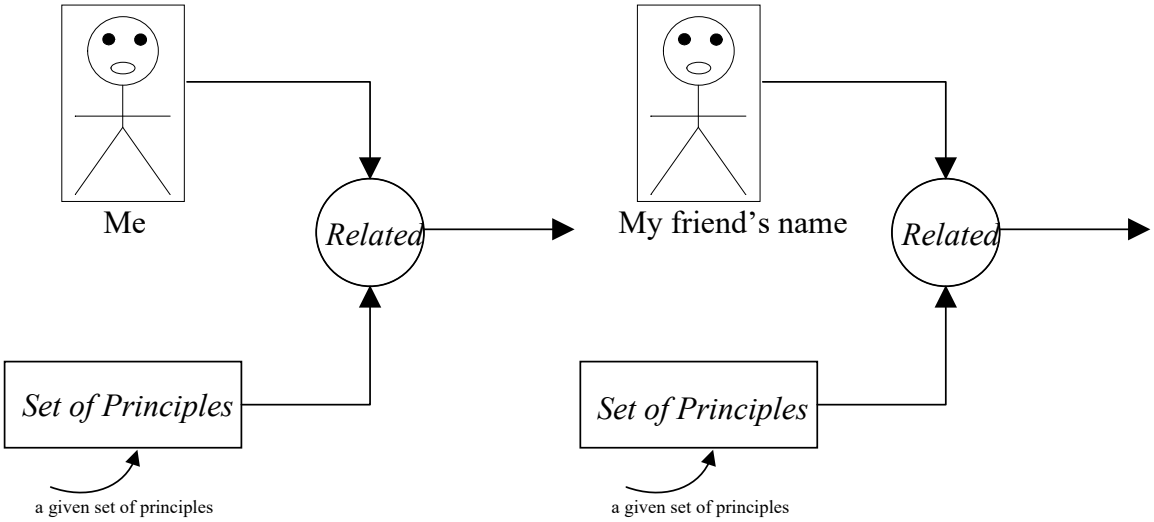
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692. By understanding exercise 690 above, you have verified and validated that we interface together through communication. You have represented that communication and the relationship model between you and your friend. Here you can extend your understanding of that interface by redrawing the models related to the following.
    - Me and my other friend's name
    - My friend's name and my other friend's name
    - My other friend's name and my other friend's name

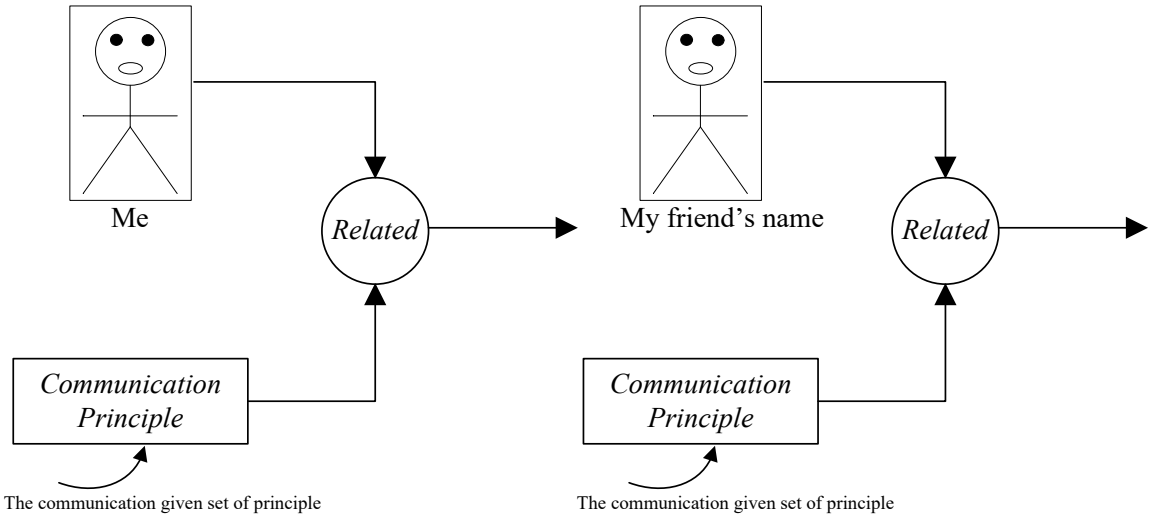
693. We have already learned and show, that, within a given set of principles, the set itself is related to entity number one identified in exercise number 84. From the last three exercises above, you have shown that the communication entity is related to both you and your friend. Since that communication interface is not affected by quantity, it is always better to say that the communication entity is related to all of us instead. Now since a given set of principles is related to both you and your friend, in this case you are going to draw the model to show that relationship in the form below.

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By drawing the models to show that relationship and provide some explanation about your workout, you have verified that a given set of principles is related to both you and your friend. Since that relationship does not take quantity into consideration, you can extend your understanding of that relationship by including the following: me and my other friend's name, my friend's name and my other friend's name, my other friend's name and my other friend's name.

After completing the part above, since a given set of principles is related to entity number one identified in exercise number 84 and we have identified the communication set of principles, in this case it is always good to say. That communication set of principles is related to entity number one identified in exercise number 84. Since all of us, including you and your friend do communicate and relate to that given set of principles. In this case, you draw and verify that relationship in terms of you and your friend as shown by the model below.



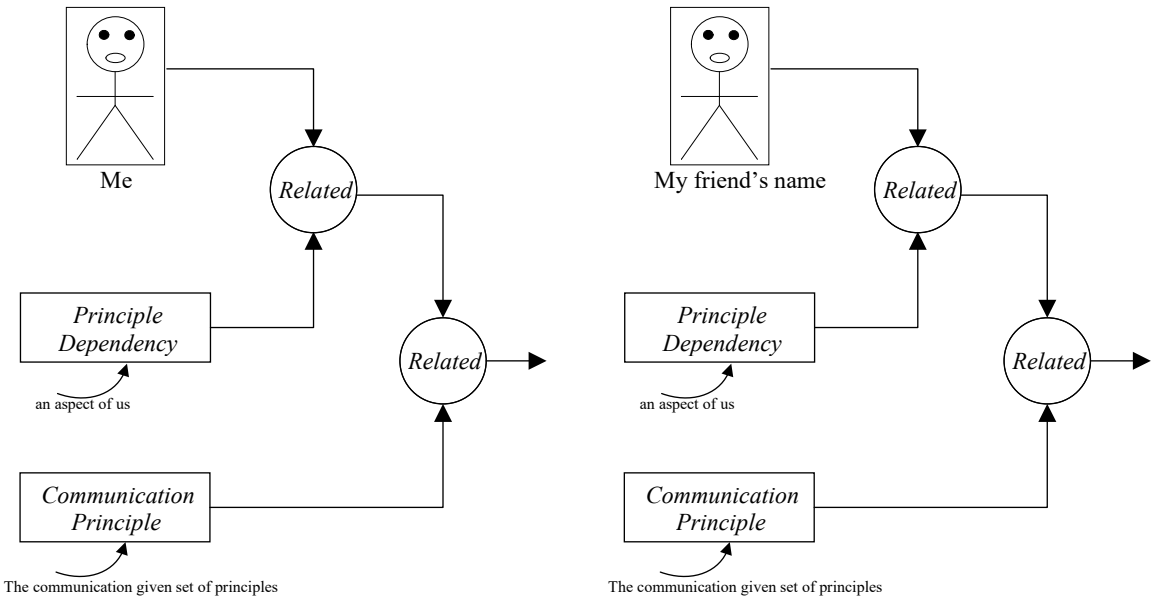
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By drawing the relationships above and identifying and explaining them, you have verified that you and your friend are both related to the communication given set of principle. Since that relationship does not take quantity into consideration, it is always good to show and understand that all of us are related to given set of communication principles. By understanding that, you can extend your understanding by redrawing the relationships to include me and my other friend's name, my friend name and my other friend's name, my other friend's name and my other friend's name.

Since a given principle is adapted to our sense, a given principle can be applied by someone without being said "yes I do apply it". Since a given principle is an independent entity, in this case, a given principle cannot be applied by someone for someone else. While entity number one is related to a given set of principles, however that entity is a separate entity from that principle. In other words, the given set of principles itself and entity number one identified in exercise number 84 are two entities. Since the given set of principles is separate from that entity, in order to be aware of that principle, the entity itself—we mean entity number one identified in exercise number 84—must learn it. In other words, since you, your friend and all of us are separate from a given set of principles, we must learn that principle in order to understand it. While you, your friend and all of us are related to a given set of principles, however we must learn to understand and apply that relationship in order to be aware of the existence of that set of principles. By understanding the overall explanation up to here, you must answer this question. How do you know you and your friend are related to a given set of communication principles?

694. Since the relationships between the aspects of entity number one identified in exercise number 84 and that entity itself are related to a given set of principles, in this case, if we identify an aspect of entity number one identified in exercise number 84 related to that entity itself, that relationship must be related to a given set of principles. In other words both you, your friend, and all of us are related to our aspects—the aspect of entity number one identified in exercise number 84—and a given set of principles. To better understand what we have just said, let's take for example the principle dependency aspect of us related to ourselves, that relationship must be related to a given set of principles. In this case, if we identify that given set of principle as the principle of communication, that relationship must be related to the given set of communication principles. As shown below, you can draw that relationship for both you and your friend.

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After drawing the models above to show that relationship, now you can verify your understanding of that relationship by providing more explanation. In this case, in terms of you and your friend, you are going to verify your understanding of that relationship by providing more explanation.

695. Since the relationship of a given set of principles and the principle entity—we mean the aspects of the principle entity—is related to ourselves, in this case you can redraw a model similar to the one above to show that in terms of you and your friend and provide more explanation about your understanding of that relationship.

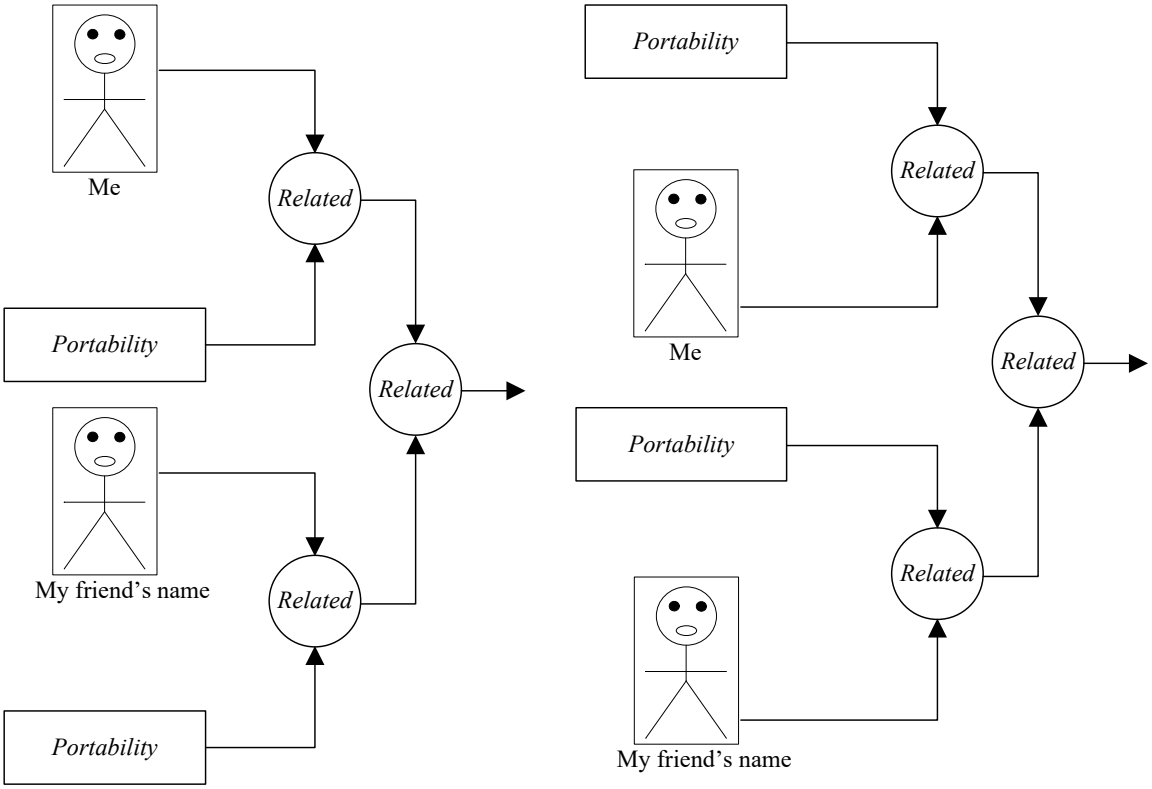
696. As we have learned previously, a given principle is a separate entity from us, in order for us to understand it and apply it, we must first learn it. While learning a given set of principles, we learn about the aspect of that principle. While learning about an entity, we learn about the aspect of that entity to enable us to understand that entity. Assume that some of us do not understand ourselves—we mean entity one identified in exercise number 84 is referred to us—when we see that entity, rather than thinking about the aspects of that entity and relationship of those aspects, we simply think negatively about that entity. In other words, assume that some of us do not understand ourselves, when we see each other, rather thinking about the aspects of ourselves and the relationships of those aspects, we simply think negatively about each other or other people that we see which enables us to develop problems. Here you can verify that by providing a practical example. In this case, you are going to use current or historical events. In order to do that, you are going to use current or historical events by analyzing problems that are caused, because we misunderstand ourselves. In your workout, you will emphasize

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misunderstanding the aspects of ourselves and the aspects of the principle entity. The way to look at it, understanding the aspects of ourselves or the aspects of entity number one identified in exercise number 84 and the relationships of those aspects provides us with information about ourselves or that entity. Once we don't understand that, we simply think that information does not exist. In this case, we simply act negatively.

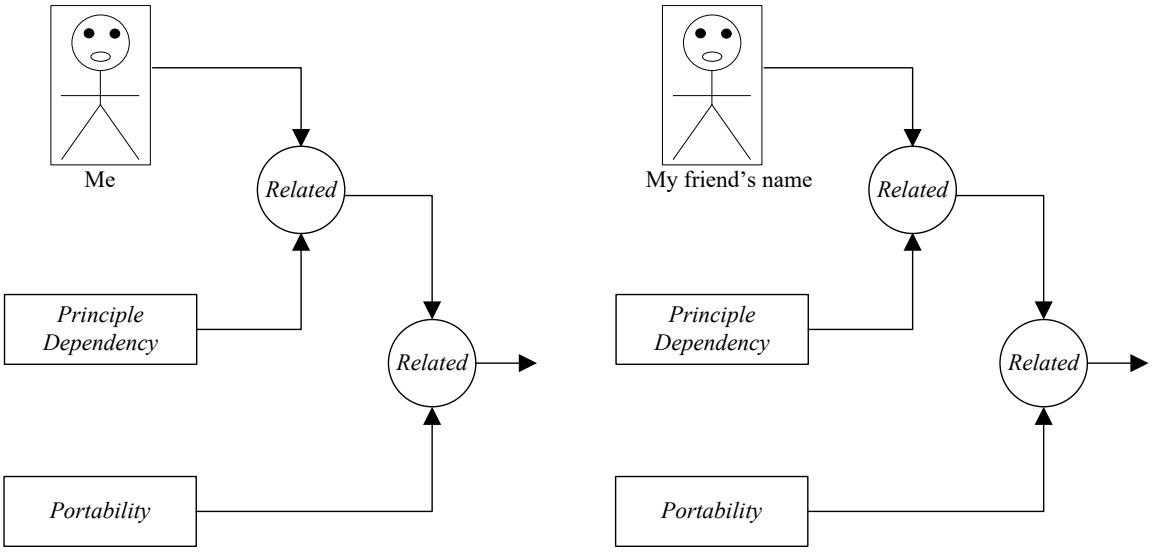
697. Verify that the problem caused in the exercise above is related by misunderstanding aspects of entity, where a solution for this problem is related to understanding aspects of entity. Since we depend on principles to enable us to understand aspects of entities, in this case we can say that this problem is caused by simply not following principles or disregarding principles.

698. Since we are related to the principle entity, in this case each aspect of the principle entity is related to us. In other words, we are physically related to each aspect of the principle entity. From exercise number 691, you have shown that you and your friend are related by communication. Now in terms of the aspects of the principle entity, let's take portability for instance. In this case, you can draw that relationship in the form below between you and your friend and verify your understanding of that relationship by providing a practical example.



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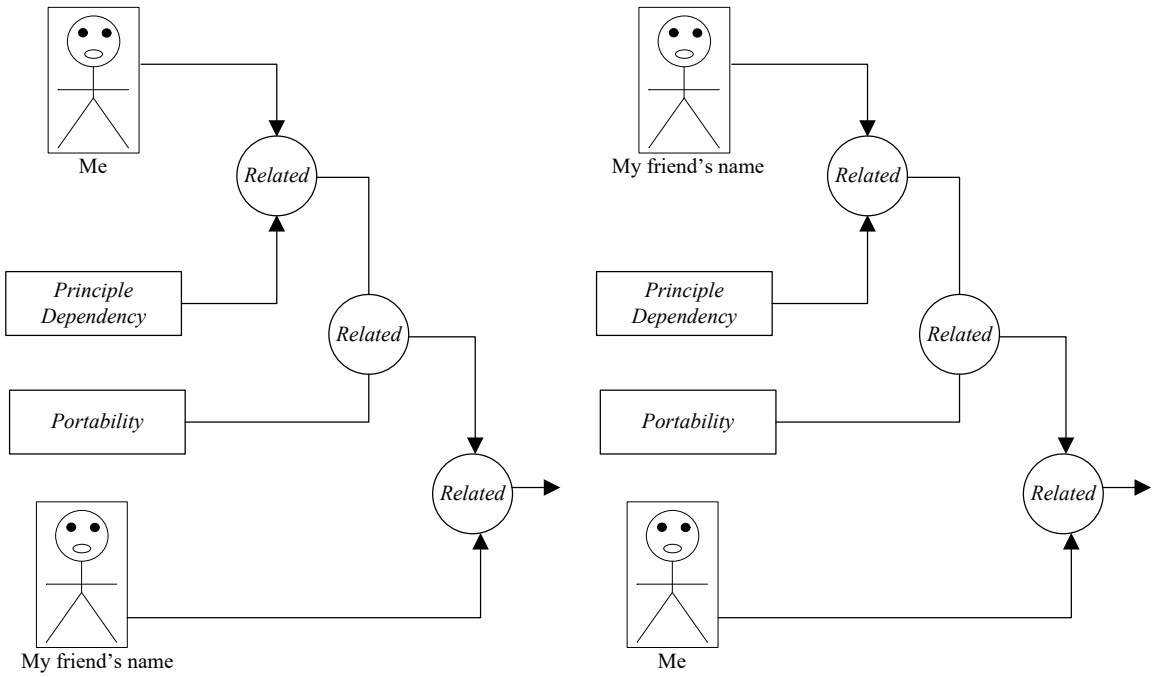
699. Given that the relationship between ourselves and our aspects are related to the principle entity, in this case the relationship between ourselves and our aspects are related to each aspect of the principle entity. Since the relationship between ourselves and our aspects are related to the principle entity, in this case the relationship between you and you and your aspects is related to the aspects of the principle entity. As well as the relationship between your friend and his/her aspects are related to the principle entity. To better understand that, let's take the principle dependency entity aspect of ourselves and the portability aspect. In this case, we can show them by the model below.



By understanding the explanation above and also by understanding yourselves and your aspects and also the principle entity, verify your understanding of the relationship above in terms of you and your friend by providing a practical example.

700. From exercise number 698, you have verified the relationship between you and the principle entity or the aspects of the principle entity is related to your friend and the principle entity. In other words, given that we are related to the aspects of the principle entity, in this case the relationship between you and the principle entity is related to the relationship between your friend and the principle entity. Now, ourselves and our aspects are related to the principle entity. In this case, the relationship between us and our aspects is also related to each other. In other words, the relationship between you and your aspect is also related to the portability entity for instance and your friend. To better understand what we have just said, let's take a look at the model below.

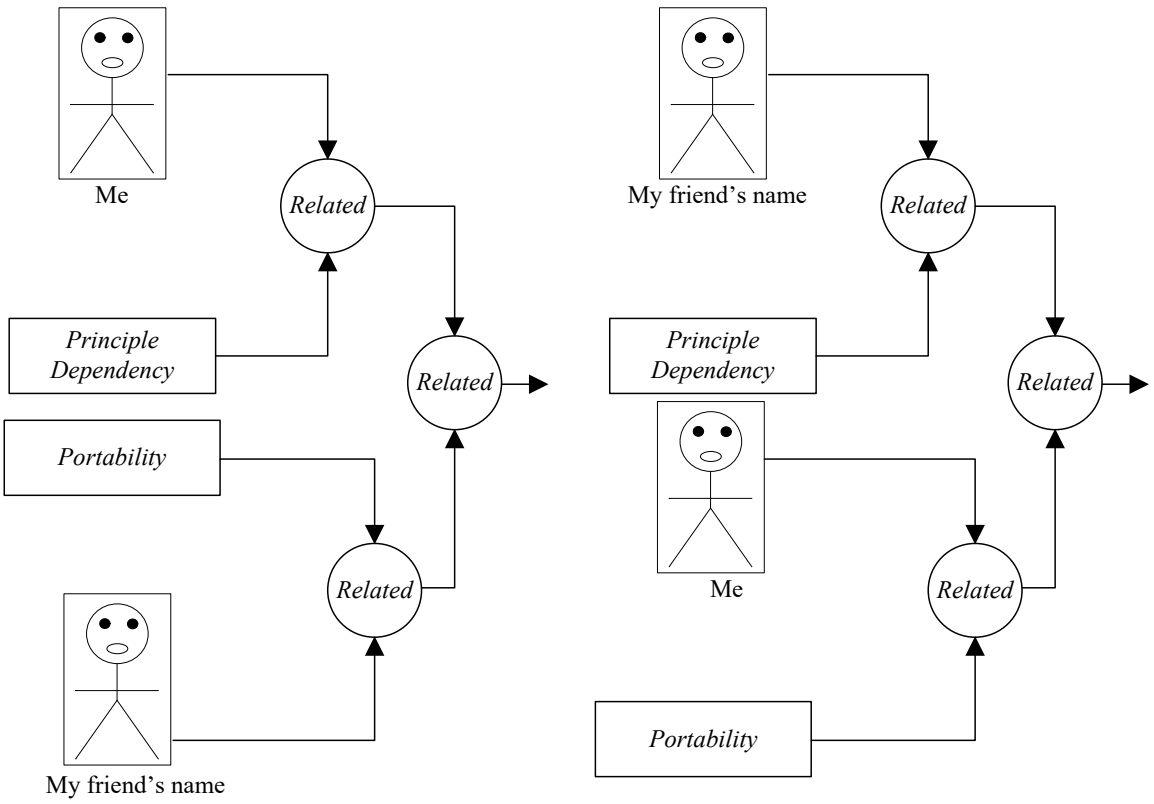
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As shown by the model above, the relationship between you and the principle dependency aspect of yourself is related to the portability entity and your friend. By understanding yourself, your aspects, and the principle entity, verify your understanding of that relationship in terms of you and your friend by providing a practical example.

701. Given that we are related to our aspects and we are also related to the principle entity, in this case we are also related to each other by our aspects and the principle entity. You have already shown that. In terms of our relationship with our aspects and the principle entity, let's take the principle dependency and the portability aspects for instance. In this case, you have shown that you are related to the principle dependency aspect and related to the portability aspect and related to your friend. Here let's show that you are related to the principle dependency aspect and your friend is related to the portability aspect, then both of you are related as shown by the model below.

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You have drawn the model above to show that you are is related to the principle dependency aspect. Then that relationship with your friend is related to the portability aspect of the principle entity. Here you will need to verify your understanding of that relationship by providing a practical example.

702. In terms of portability and principle dependency, you have shown and verified that both you and your friend are related to the principle dependency aspect of yourselves and the portability aspect of the given principle. Now, since the given principle or the principle entity is separate from us, we must learn it in order to be aware of it. Once we are not aware of its existence, we act negatively which enables us to develop problems. Here you are going to use current or historical events to show that. In this case, you are going to analyze events in history or current events, where problems are developed, because the people who develop them do not understand that we are related to each other by our aspects and also the principle entity. In terms of our aspects and the principle entity, you are going to take the principle dependency of ourselves into consideration and the portability of the given principle into consideration in terms of the aspects of the principle entity. Within your workout, you must provide more explanation and show your observation.

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703. Principles are given with entities that are related to them. Usually we don't make principles; we simply identify them from entities that are related to them. Usually we don't make principles; but we identify them. Given that it is not possible for us to make principles, if we are not aware of a given set of principles; we have to learn it in order for us to be aware of it. In other words, we learn principles that we don't know, but we don't make principles that we don't know. We learn principles that we don't know, but we don't make principles. Since it is not possible for us to make principles, what would happen if it was possible? This is the same as saying, if it was possible for us to make principles for entity number one identified in exercise number 84, what would happen? It is also the same as saying, what would happen if it was possible for us to make principles for ourselves? You must answer this question by providing more explanation related to what you have learned up to here.

704. From exercise number 690, you have shown that you and your friend are connected together through communication. In terms of the principle of communication, you have also shown that you and your friend connect together through the principle of communication and are related by the principle of communication. Here, show and verify that you and your friend connect together through a given set of principle sand related and by a given set of principles. In order to work out this exercise, you are going to take parent into consideration. You must identify the principle and draw the relationship model. You must provide a practical example in your workout.

705. We know that the relationships between us and our aspects are related to the relationships between us and the aspects of the principle entity. You have shown and verified that in exercise number 701 in terms of you and your friend. By having a very good understanding of your workout—we mean your understanding of your workout of exercise 701—now, let's take independency into consideration. By taking independency aspect into consideration, you will need to redraw the relationship of exercise number 701 by including you and your friend. In this case, you will need to provide a practical example and provide more explanation about your understanding of that relationship.

706. Verify your understanding of exercise number 677 and exercise 678 related to the communication aspect entity. In this case, you are going to use the communication aspect entity—we mean our communication aspect—to verify your understanding of your workout of exercise number 677 and 678. If you want to, you can also redraw the model to show the communication aspect within the relationship.

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707. You have verified that you and your friend are related and you have shown that relationship, in terms of portability and principle dependency. By taking our parent into consideration; let's take it like this. Since you live in a separate place than your friend, let's assume that your house is located to the left and your friend's house is located to the right as shown by the model above.



Since you and your friend are related by the principle, for instance you and your friend interact together through communication, so you and your friend are related by communication. Since you have shown that you and your friend are related to the portability aspect and the principle dependency aspect, here let's take mobility into consideration in relationship with portability and principle dependency. By understanding the overall explanation up to here, you will need to verify your understanding of the portability and the principle dependency relationship related to one and another—we mean people to people—in terms of mobility and location. To work this out, you don't have to take it in terms of you and your friend, but in terms of people to people at separate location. In your workout, you can also take parent into consideration and the connection of one to another by communication.

708. By working out the exercise above and having a very good understanding of your workout, what happens when the relationship pointed out from the exercise above is misunderstood or does not exist among us or some of us are not aware of it practically? Since entity number one identified in exercise number 84 is mobile, problems can be developed among us when we are not aware of that relationship. In other words, since we are mobile, when we are not aware of the principle aspect related to the portability aspect, we simply develop problems. Here you will need to verify that by providing a practical example. In this case, you are going to use current or historical events to show that. Within your workout, you should conclude that, the fact that we are mobile, once we forget our parent principle, our mobility allows us to develop more problems. In all cases, you will need to show your observation and provide additional explanation.

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709. From the exercise above, you have shown that the mobility of entity number one identified in exercise number 84—we mean our mobility—enables us to develop more problems, once we disregard or misunderstand ourselves. This is the same as saying, once we misunderstand our aspects, the fact that we are mobile, we simply develop more problems. Here you will need to verify your understanding of parent and children relationship related to the exercise above.

710. From exercise number 550 we have learned that it is not possible for one to determine the correctness of an entity for each other. The correctness of an entity can only be determined personally and individually. By understanding your workout of exercise number 700, you need to answer this question. What would happen if it was possible for one to determine the correctness of an entity for each other? Use your understanding of exercise 700 to answer this question or your understanding of entity number one in exercise number 84 or yourself in relationship with the principle entity.

711. Usually we don't make principles, we simply identify them. Usually we don't make principles; we simply identify them from the entities that are related to them. Once we don't understand what a principle is, we simply act like we can make them. Show your understanding of that statement by providing a practical example. Since we have to identify principles or identify them from entities that are related to them, by having an entity identification problem, it is possible for us to develop problem when we think we can make principles, rather than identifying them. You can elaborate that in your workout as well.

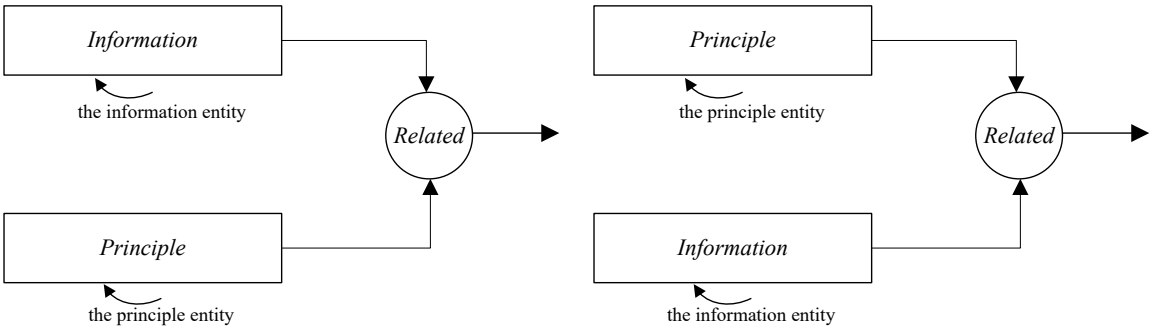
712. By understanding exercise number 701, we should realize now within the principle itself, negativity does not exist. We do things negatively, because we do not think relatively to the principle. We do things negatively because we think outside the principle. We do things negatively because we do not think about the principle, nevertheless within the principle itself, negativity does not exist. You will need to verify that by providing a practical example.

713. Given that you and your friend connect together through the principle, by understanding exercise 690, show that without the existence of the principle that connection does not exist. In other words, when we don't understand the principle, we are not aware of that connection. When we are not aware of the principle, we are not aware of the connection as well. Here you can verify by providing a practical example.

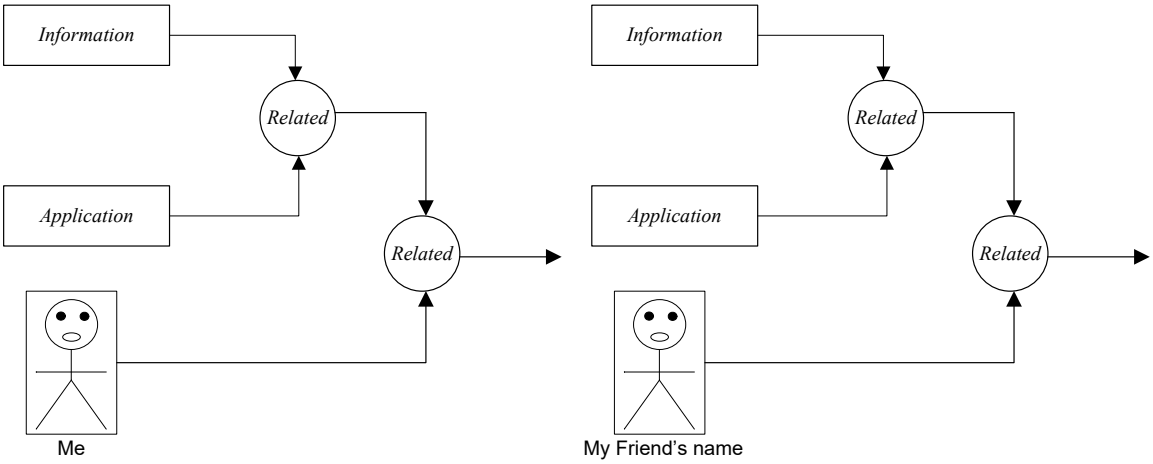
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714. From exercise number 72, we have learned that the principle itself provides similarity in our communication. Verify your understanding of that statement related to exercise number 693 in terms of you and your friend. Here you will need to provide a practical example within your workout.

715. Since information are principles themselves, then there exists a relationship between information and the principle entity in the form presented below.



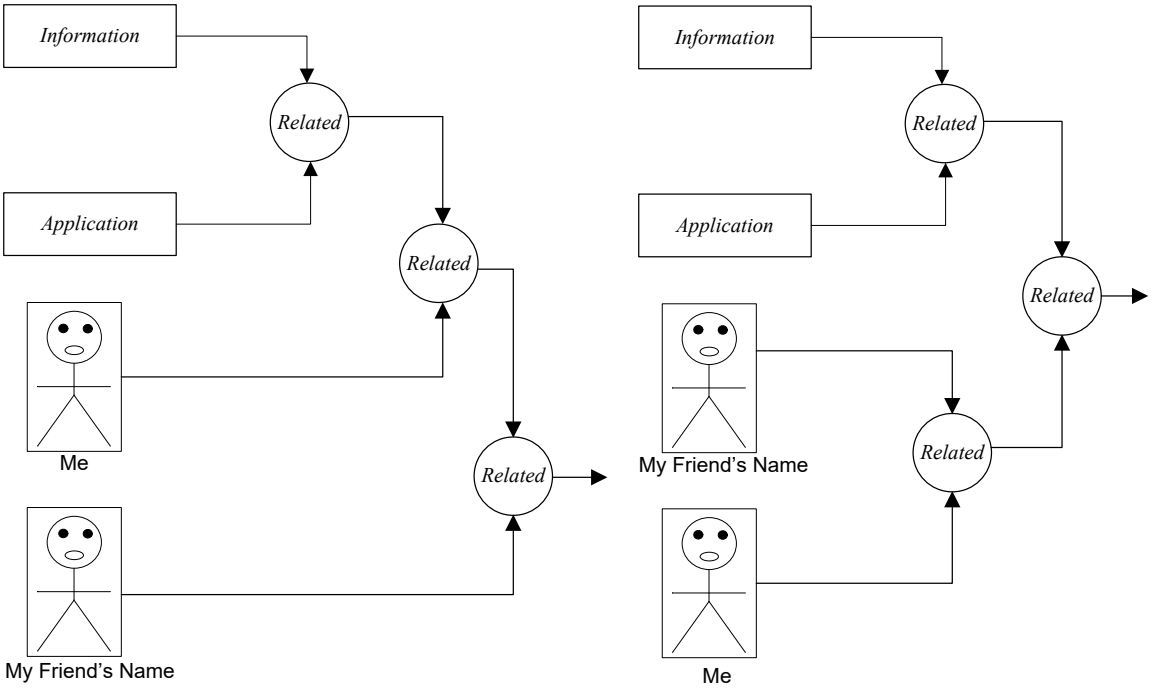
Now in terms of aspects of the principle entity, we know that information is applicable and there is a relationship between information and ourselves or between an information and entity number one identified in exercise number 84. To better understand that, let's show it in the form below in terms of you and your friend



By understanding the overall exercise up to here, verify your understanding of the relationship pointed by the model above by providing a practical example. You must show your observation and provide additional explanation in your workout.

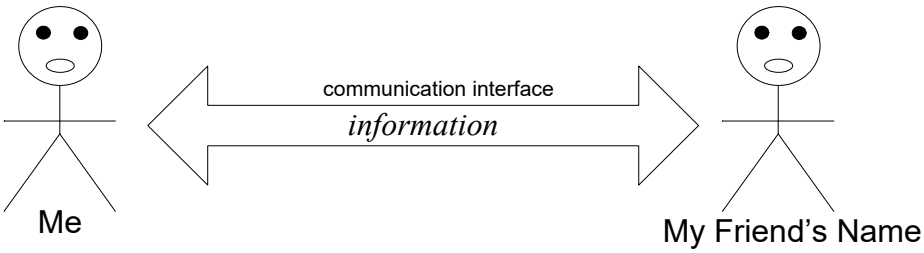
716. Since you have shown that you and your friend are related together through the principle, by understanding the exercise above, you should have also observed that you and your friend are also related to the information relationship entity. In other words, both you and your friend are related to the relationship above in the form of:

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As shown by the model above, both you and your friend are related through information and the relationship of information and the aspects of information or the relationship of information and the aspect of the principle entity. If you want to, you can stop here to verify that before continue further. We mean stop here to verify the above relationship by providing a practical example, before continuing.

Now in terms of information, we know that we connect together through a communication link and that communication link enables us to exchange information. In terms of you and your friend, let's show the communication link again and inside it is information as shown by the model below.



As shown by the model above, the communication interface that exists between us or between you and your friend enables us to exchange information. The communication interface that exists between you and your friend enables you and your friend to exchange information. Now in terms of you and your friend, you know that not all of us live at one location. As shown previously, you and your friend live at separate locations. What is important here? While we all don't live at the same location, we still exchange

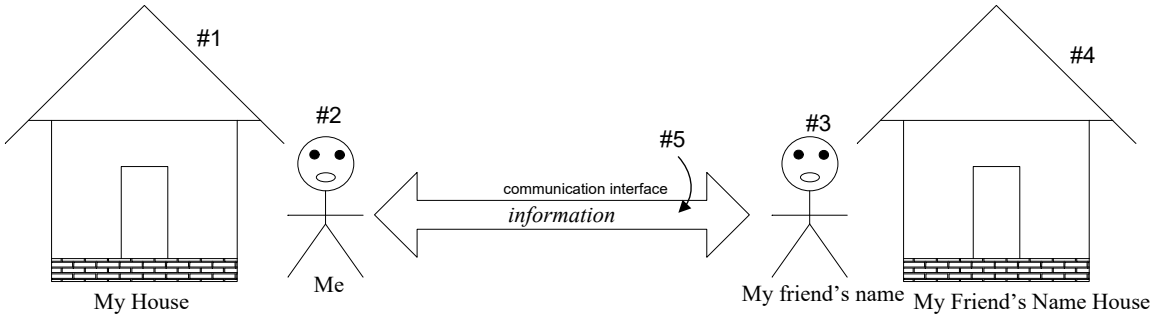
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information. While you and your friend do not live at the same location, both you and your friend still exchange information. By understanding the overall exercise up to here, what is important here? Disregarding where we live, the aspects of information still remain the same and we still relate to each other by the principle in relationship with information.

a. Just take your time to think about the explanation

b. Verify that we are still related together through information and the principle entity disregarding where we live. In this case, you are going to take location into consideration and your understanding of the principle entity, the information entity, and yourself or your aspects or entity number one identified in exercise number 84.

c. Given that the information entity is a separate entity from ourselves, so is the location where we live. In this case, in terms of information, it is very important for us to label each entity so we can identify them and understand them better. In order to do that, let's show you, your friend, the information entity, the communication link, and the locations, which are the houses. Those entities are depicted and identified in the model below.



From the model above, we label all the identified entities. Since information is embedded inside the communication, we leave the communication alone and label the information as an entity. Now in terms of entities, we have two houses which are considered to be two entities; we have two people which are considered to be one entity, since they are related. We can think them as two as well, and we have the information entity, which is a separate entity. Now in terms of information and presentation of information, it is very important for us to always treat that information as a separate entity and do not include ourselves in it. In other words, since information is related to both you and your friend and it is a separate entity, it is very important to treat it as a separate entity and to exclude both you and your friend from it. By understanding the overall explanation up to here—we mean

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this part—you will need to verify why it is important for us to treat information as a separate entity and remove ourselves and others from it.

d. From the part above, we have shown and learned that we are related to each other through the principle and information. We have also identified the information entity and both ourselves and the place where we live. Now since in order for us to understand ourselves and the relationship between us and the information entity, we must learn those entities, it makes sense for us to feel negatively about each other and entities that are not part of the information and do not cause problems. For instance, a misunderstanding of the information entity may enable us to feel negatively about each other and the place where the event occurs, although that place is not considered to be a problem at all. When that happens, it enables us to misunderstand information and present information with error. Here you are going to show that by providing a practical example. In this case, you are going to analyze specific information or an entity that claims to be information, where within that information itself or that entity itself, negative feeling is being drawn toward people and places where the information or the event occurs. You will need to provide additional explanation within your workout.

e. From previous exercises, we have already shown that within the principle itself, negativity does not exist. Once we think outside the principle, it is possible for us to think negatively. Since we are related to each other through the principle and the principle itself does not include negative entities, in this case, whenever we think negatively that alters the relationship we have within the principle. In other words, since we connect together through the principle and the principle does not include negative entities or aspects, once we start thinking negatively or think outside the principle, we no longer feel we connect together or relate together by the principle. Here you will need to verify that by providing a practical example. In this case, you will identify the principle that connects us together and a negative entity. Since that negative entity is not a part of the principle, it alters that relationship. You will need to draw that relationship and also the inclusion of the negative entity that alters it.

f. Since the houses have been identified as locations of you and your friend, you can think them as locations of people. Now since the information entity is related to the principle entity, then each aspect of the principle entity is related to information. Since the information entity is related to the principle entity and each aspect of the principle entity is related to the information entity, then the information entity is also related to the relationship of the aspects of the principle

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entity. In terms of aspect of the principle entity, let's take portability for instance. Here you are going to draw and explain the relationship of information and the portability aspect of the principle entity. In terms of portability of information, you can think of location for instance from house to house. You can also think of location from house to house in terms of you and your friend as well. Here you will need to provide additional explanation and show your observation.

g. As we have learned from the part above, the relationship of the aspects of the principle entity is related to information. Here in terms of relationships of the aspects of the principle entity, let's take portability and presentation into consideration. Here you are going to draw the relationship of portability and presentation related to information. You can think it as portability and presentation of information. You will verify your understanding of that relationship and provide additional explanation accordingly. Similarly to the part above, you can take the houses as location. If you want to, you can also think of them as locations of you and your friend.

h. Verify your understanding of both of your workout above related to distribution of information by providing a practical example. You can do it into two parts if you want to or you can combine them into a single part. Here you need to take distribution as a separate entity and relate it to your previous relationships and models.

i. By having a very good understanding of your part above, since the aspects of the principle entity are related to the aspects of the information entity, the relationships of the aspects of the principle entity related to the information entity or the aspects of the information entity are also related to the aspects of the principle entity. In this case, you can also think it like this. Since the aspects of the principle entity are related to the information entity, the relationship of the aspects of the principle entity related to the aspects of the information entity is related to each aspect of the principle entity. In terms of the aspect of the principle entity, let's take independency into consideration. Here you are going to take that aspect into consideration by redrawing the relationship from your part above with the inclusion of distribution. Now in terms of distribution, you can also think it from houses to houses or locations to locations and provide more information about that relationship.

717. Since entity number one identified in exercise number 84 is related to the principle entity and depend on the principle entity, that entity uses the principle entity in its applications.

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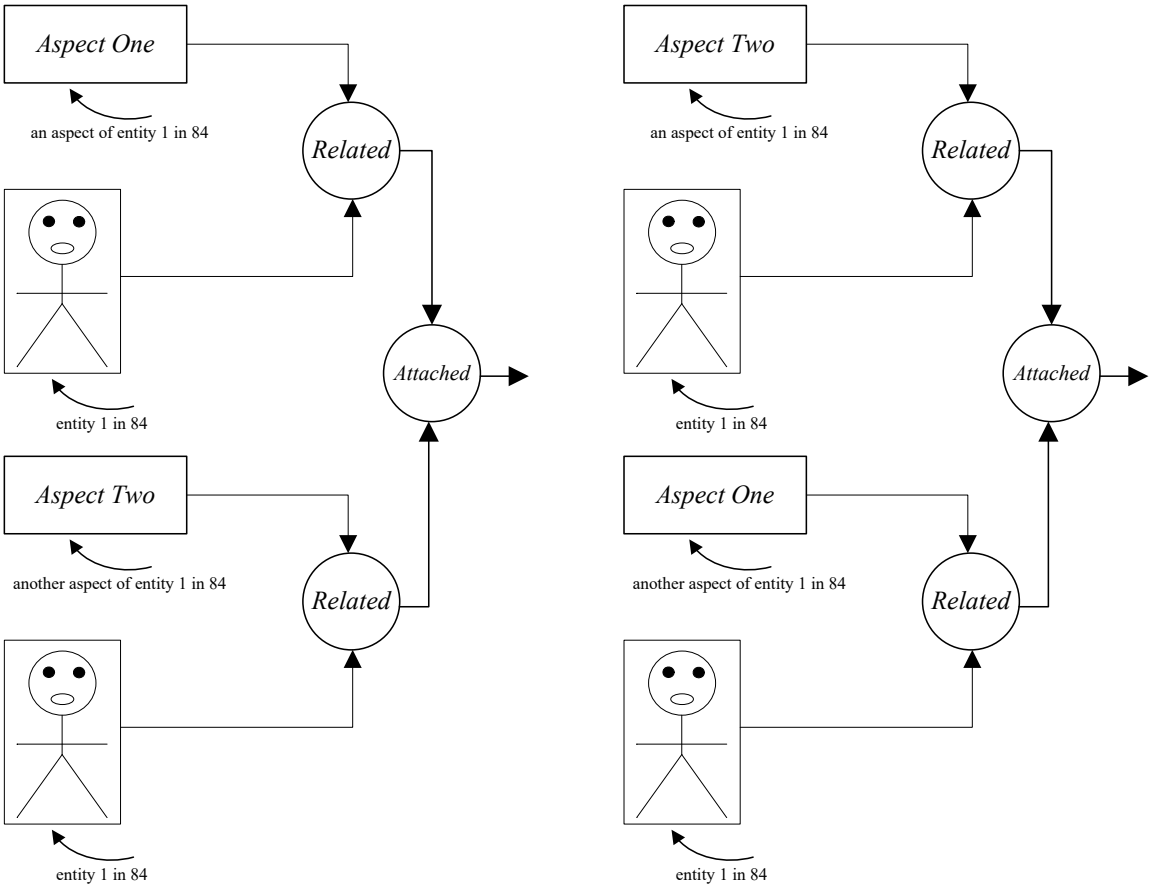
Given that we are related and depend on the principle entity, we must use the principle entity to do what we do. Once we understand the principle entity, ourselves, and the relationships between ourselves, our aspects and the principle entity, we do things according to our understanding. Once we misunderstand ourselves, the principle entity, our aspects and the relationships between ourselves and the principle entity, we simply do things according to the way we feel, which may have a negative result. Here you are going to show that by providing a practical example. In this case, you are going to identify an application, where the people who are working in that application do not understand themselves, their aspects, and the principle entity and the relationship between them, their aspects and the principle entity. Because of that, they do it according to the way they think and feel which result negatively. Here application means anything that we do in life. You will conclude that the reason the application fails is because the principle entity and us and our aspects are not understood. You will provide additional explanation and show your observation.

718. Since the entities identified in exercise number 716 are like the physical people, the houses for instance are not identified as problems. Since what we do depend on our communications, any error in our communication enables us to do what we do wrong. In this exercise, verify that the locations and the physical people are not the problems, so our communication with errors or errors in our communications are the problems. In this case, when we talk or provide information, we cannot talk or provide information in a form where those entities can be viewed as problems. Here we mean the physical people and the locations where they are. Once we do that, we simply show we don't know what problems are, what information is, what we the people are and our communication. Once we do that, we show we have an entity identification problem, since we cannot identify entities properly. In order to work out this exercise, you are going to analyze information based on either current or historical events. You are going to look at that information based on its contain and its presentation. Within that information itself, you are going to determine whether people and locations have been portrayed or represented as problems. Within your workout, you will provide models to show that is not valid and also provide additional explanation and show your observation.

719. Given that all aspects of entity number one identified in exercise number 84 are attached to each other; in this case, their relationships with entity one are also attached to each other. The way to look at it, if we identify an aspect of entity number one in exercise number 84, that aspect is also attached to the other aspects. Let's assume that we identify the following aspects of entity number one in exercise number 84: *Aspect One*, *Aspect*

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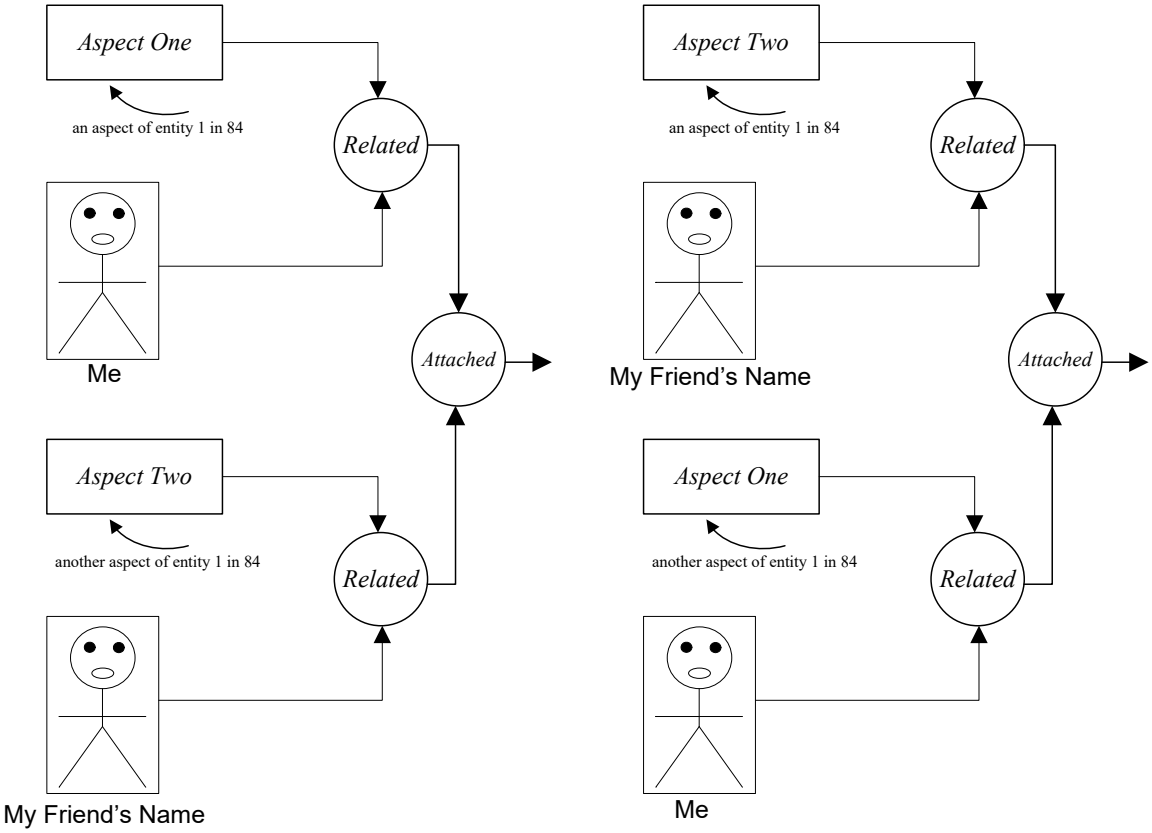
Two, *Aspect Three* etc. Then *Aspect One* is attached to *Aspect Two* and *Aspect Two* is attached to *Aspect Three* and so forth. Because of that, the relationships between *Aspect One* and entity one identified in exercise number 84 is also attached to the relationship of *Aspect Two* and entity one in exercise number 84. To better understand what we have just said, let's show it by the model below.



If you want to, you can verify your understanding of the relationship pointed by the model above by providing a practical example. By having a very good understanding of many exercises up to here, you should not have any problem verifying that.

Now given that the relationship between the aspects of entity number one identified in exercise number 84 is related to that entity and also related to each other or you and your friend, the relationship between entity number one in 84 and the aspects of that entity is also attached to the relationship of each other and our aspects. This is the same as saying the relationships between you and your aspects are also attached to the relationship between your friend and his/her aspects as shown by the model below.

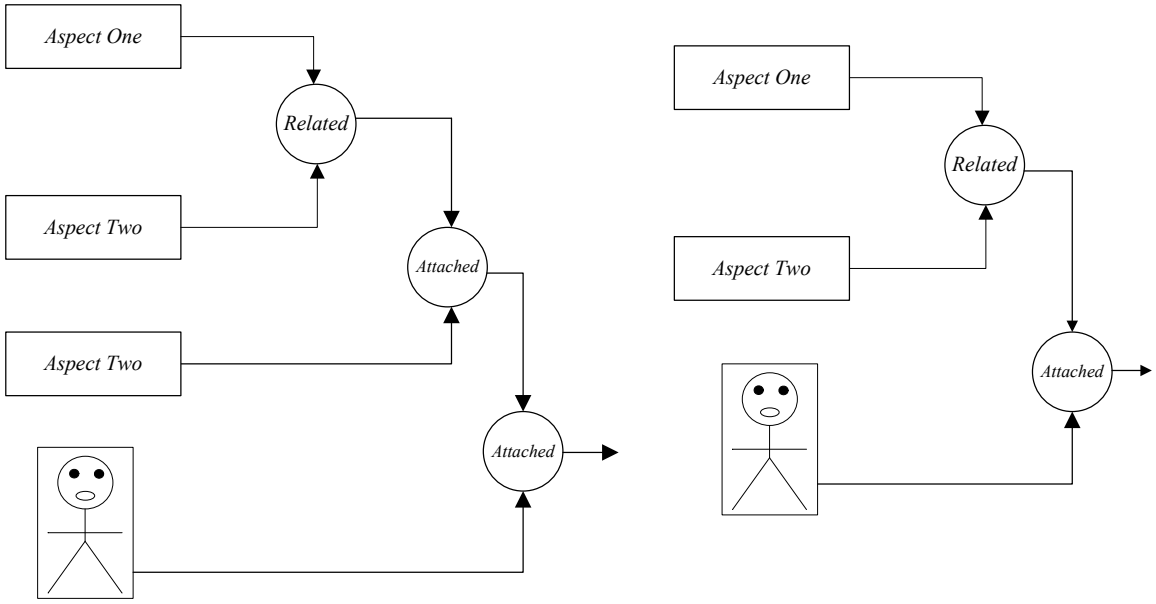
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By understanding the relationship shown by the model above and the overall explanation, if you want to, you can verify your understanding of that relationship by providing a practical example. As said previously, the word attach means connect to each other.

Given that the aspects of entity number one identified in exercise number 84 are attached to each other and related to each other by that entity, the relationships of those aspects are also attached to each other by that entity in the form below. Assume that we identify *Aspect One, Aspect Two* and *Aspect Three* of that entity, it is possible for us to have:

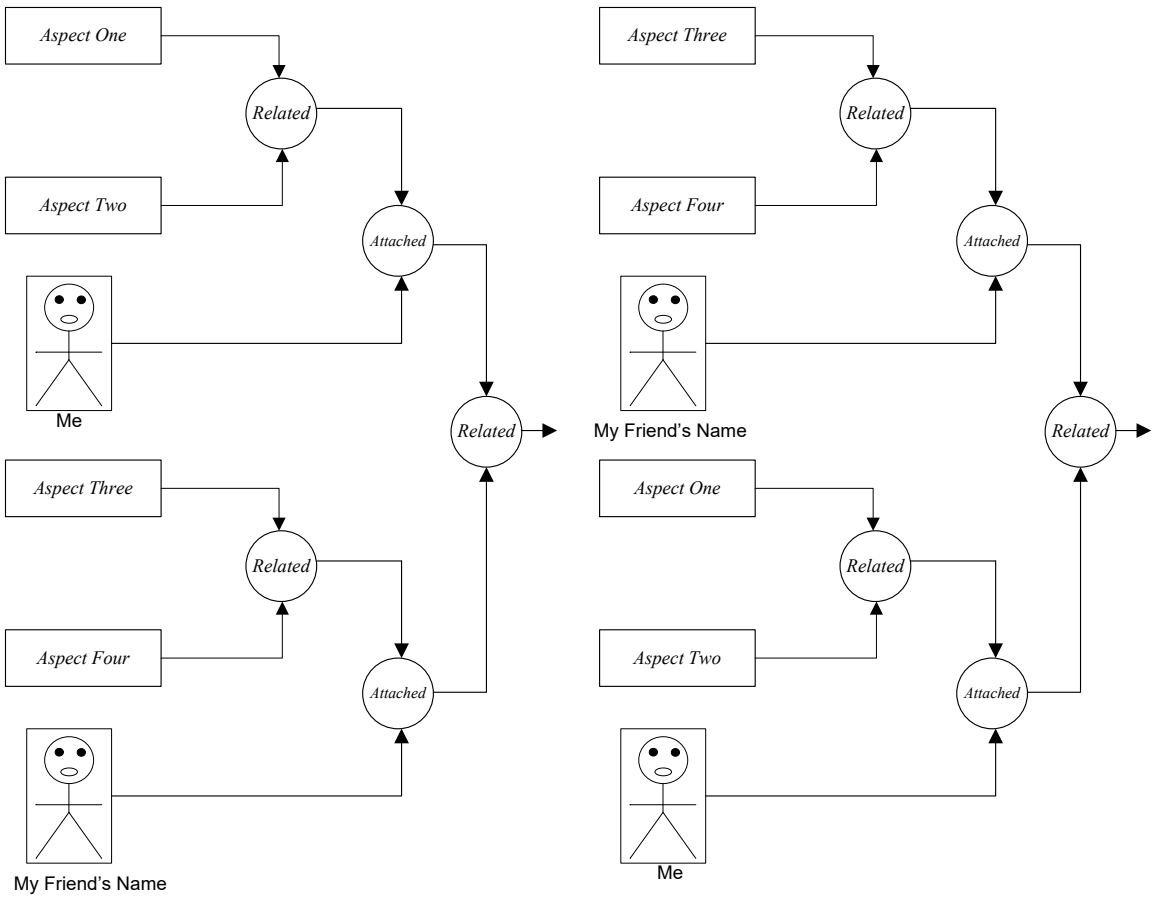
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By having a very good understanding of the overall explanation up to here, if you want to, you can verify that relationship pointed out by the model above by providing a practical example.

Since the aspects of entity number one identified in exercise number 84 are related to that entity and also related to each other in terms of you and your friend; since the relationships of entity number one in exercise number 84 are attached to the relationship of each of us and our aspects, in terms of you and your friend, the relationship between the aspects of that entity attaches to that entity is also related to the relationship of our aspects attached to us as shown by the model below. In other words, the relationship between your aspects attached to you, is also related to the relationship between your friends aspects attached to him/her as shown by the model below.

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By having a very good understanding of the overall explanation up to here, and a very good understanding of you, your friend, our entity one in exercise number 84, and a very good understanding of the aspects of that entity, the relationships and the structure of those aspects, if you want to, you can verify your understanding of the above relationship by providing a practical example. While we did not say that from the explanation, is very easy for you identify from your observation. Since the relationships between our aspects are attached to us, then the relationship between our aspects are attached to each other. In other words, the relationship between you and your aspects are attached to your friend while the relationship between your friends and his/her aspects are attached to you. By observation, you can see both of those relationships are attached together.

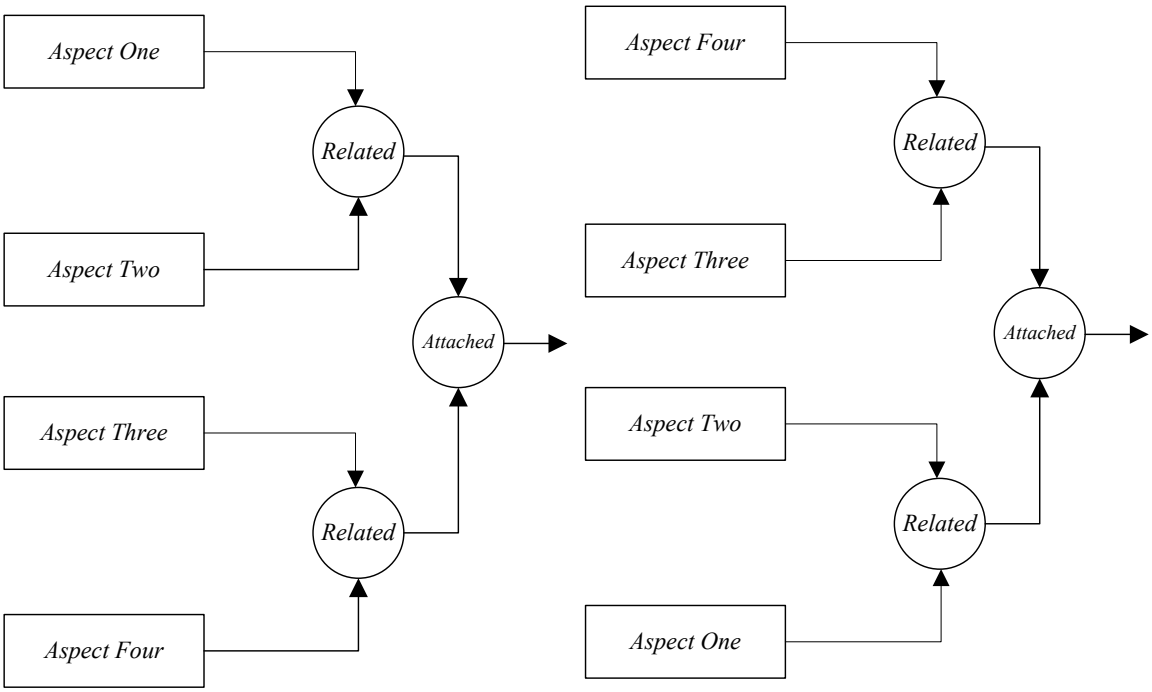
To better understand the meaning of the word *attach* or the entity that word points to, let's take it like this. Two entities that are related to each other do not need to be attached to each other. To better understand what we have just said, let's take it like this. Assume that *Entity One* and *Entity Two* are related, then they can be represented in the form below.

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As shown by the model above, to the left, *Entity One* is related to *Entity Two*, where to the right *Entity One* is attached to *Entity Two* or *Entity Two* is attached to *Entity One*. If you have worked out a previous exercise in terms of identifying and understanding the aspects of entity number one in exercise number 84, you should have already shown that those aspects are attached to each other.

720. Given that the aspects of the principle entity are attached to each other, the relationships of those aspects are also attached to each other in the form given by the model below. For instance, if we identify *Aspect One, Aspect Two*, *Aspect Three,* and *Aspect Four* of the principle entity, where *Aspect One* is related to *Aspect Two* and *Aspect Three* are related to *Aspect Four*, then the two relationships are attached as shown by the model below.

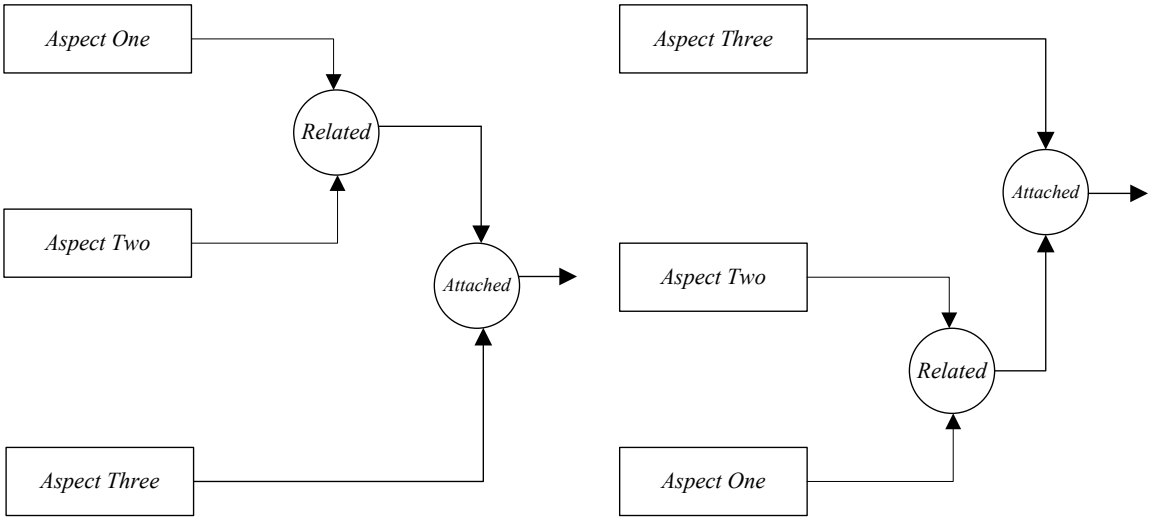


By understanding the overall explanation and the model above, if you want to, you can verify the relationship pointed out by the model above by providing a practical example. This exercise requires a very good understanding of the principle entity and the aspects of the principle entity.

Given that the aspects of the principle entity are attached to each other, and their relationships are also attached to each other, the relationship of those aspects are attached to the aspects themselves in this form. Assume that we identify *Aspect One*, *Aspect Two*

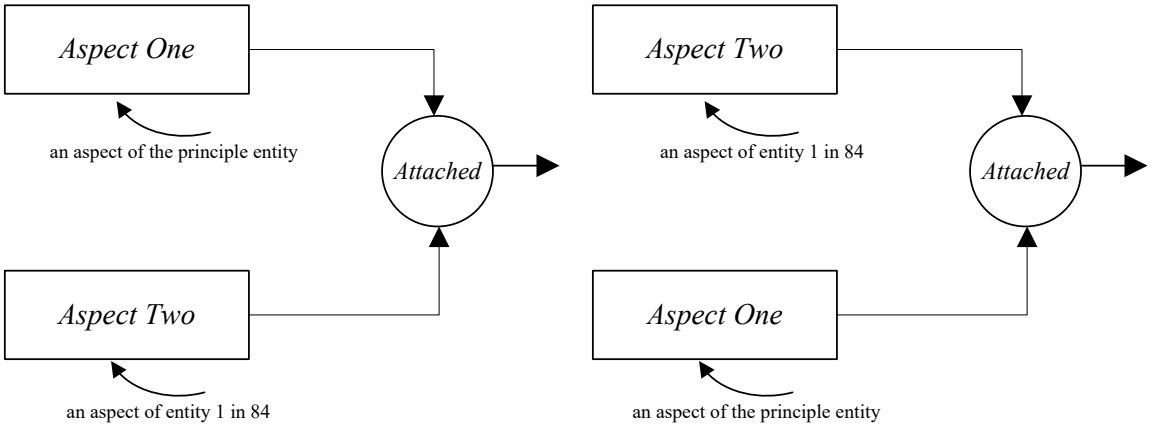
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and *Aspect Three* of the principle entity, where *Aspect One* is related to *Aspect Two*, then that relationship is attached to *Aspect Three* in the form below.



By understanding the relationship above, if you want to, you can verify it by providing a practical example. It is not necessary for you to work out this one. It is not necessary for you to verify this relationship if you have worked the previous one already.

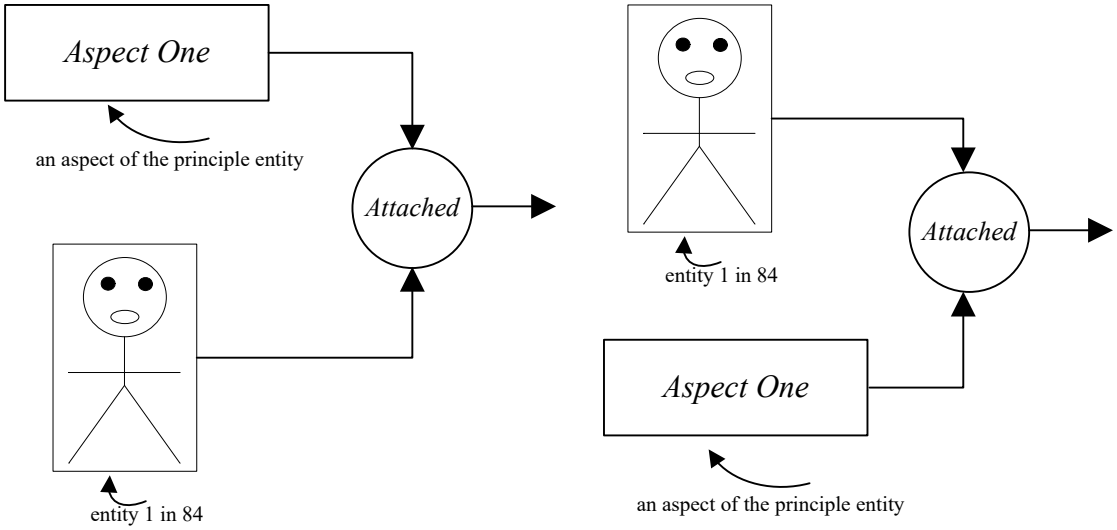
Since the aspects of the principle entity are attached to each other, and the aspects of the principle entity are related to the aspects of entity number one identified in exercise number 84, then the aspects of the principle entity are attached to the aspects of entity one identified in exercise number 84 in the form below. For instance if we identify *Aspect One* of the principle entity and *Aspect Two* of entity number one identified in exercise number 84, then they are attached in the form below.



By having a very good understanding of the aspects of the principle entity, the principle entity itself, the aspects of entity number one identified in exercise number 84, and entity number one identify in exercise number 84 itself, if you want to, you can verify the relationship pointed out by the model above by providing a practical example.

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Given that the aspects of the principle entity are attached to the aspects of entity number one identified in exercise number 84 and also each aspect of the principle entity is related to that entity itself, then the aspects of the principle entity are attached to the whole entity number one identified in exercise number 84 as shown by the model below. For instance, if we identify *Aspect One* of the principle entity, then that aspect is attached to entity one identified in exercise number 84 in the form below.

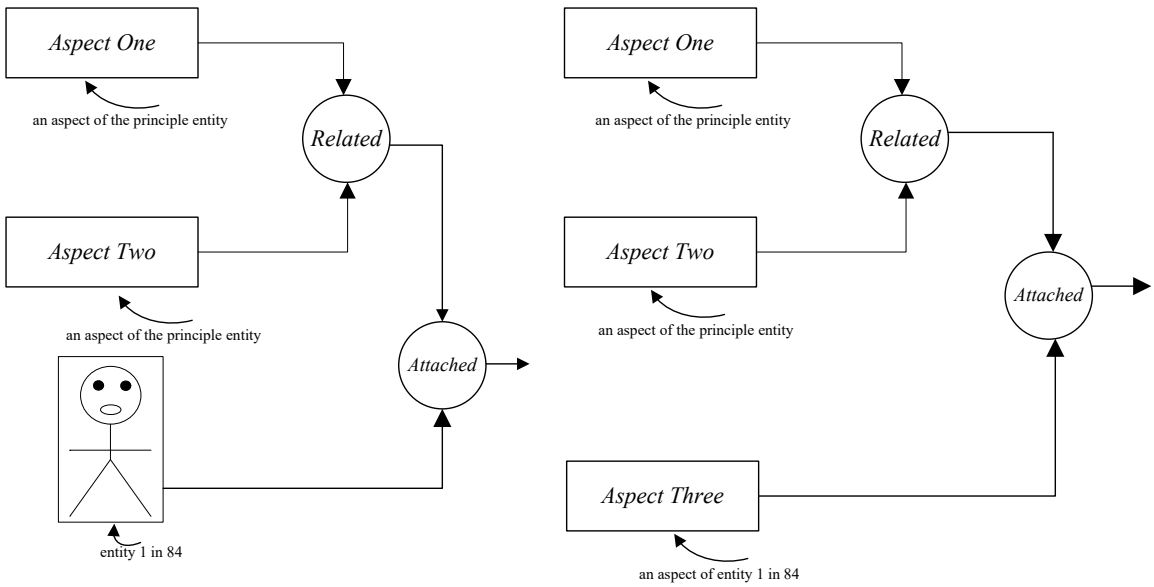


B

y having a very good understanding of the explanation above and also the relationship represented by the model above, if you want to, you can verify that by providing a practical example.

Given that the aspects of the principle entity are attached to each other and their relationships are also attached and related to each other, since the principle entity is related to entity number one identified in exercise number 84, then the relationships of the aspects of the principle entity are also attached to entity number one identified in exercise number 84 and the whole entity. The model below provides more explanation. Assume that we identify *Aspect One* and *Aspect Two* of the principle entity, the relationship of *Aspect One* and *Aspect Two* is attached to entity number one identified in exercise number 84 and also its aspects as shown by the model.

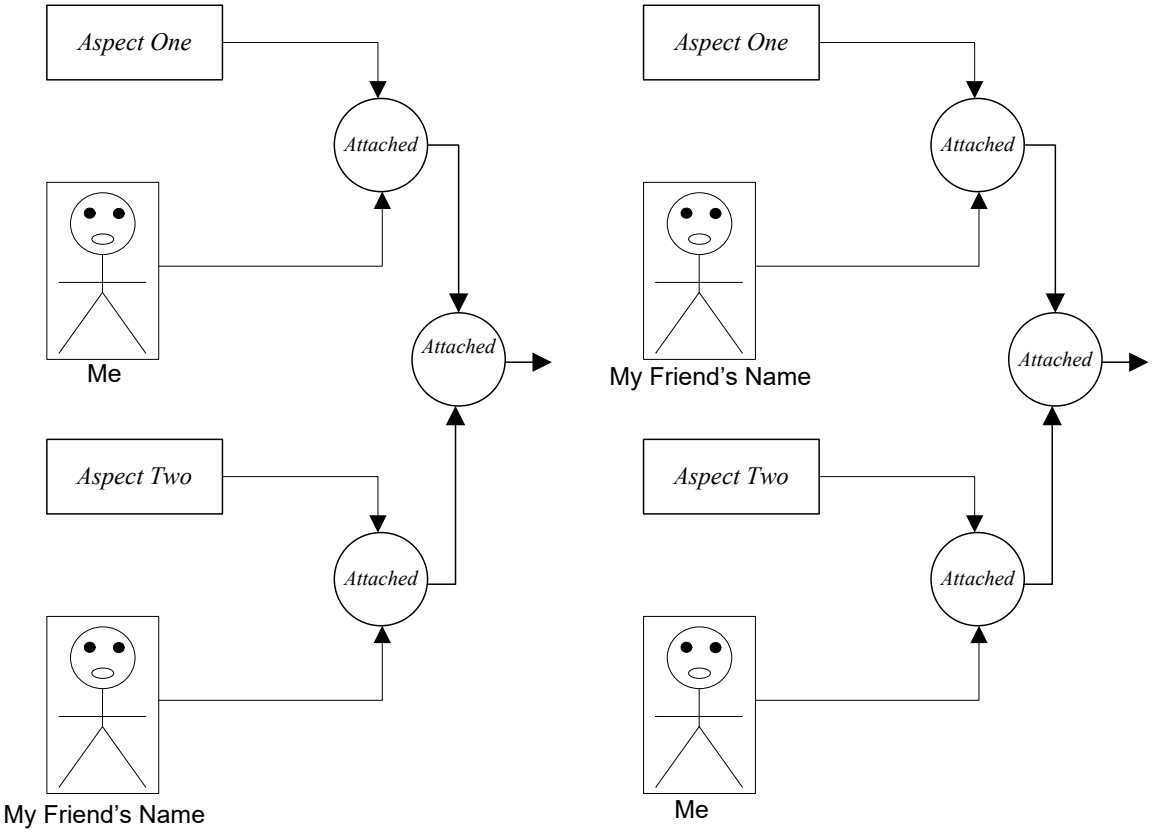
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From the model above to the right, *Aspect Three* is considered an aspect of entity number one identified in exercise number 84. The relationship between *Aspect One* and *Aspect Two*, which are considered to be aspects of the principle entity, is attached to *Aspect Three* of entity number one identified in exercise number 84. By having a very good understanding of the explanation and also the principle entity and entity number one identified in exercise number 84, if you want to, you can verify the relationship by providing a practical example.

721. Given that entity number one identified in exercise number 84 is related by the principle entity; given that we are related by the principle entity, and each aspect of the principle entity is attached to entity one in 84 or each aspect of the principle entity is attached to us, then we are attached to each other by the aspects of the principle entity in the form below. In other words, in terms of you and your friend, both of you are attached by the aspect of the principle entity in the form below. Assume that we identify *Aspect One* of the principle entity and *Aspect Two* of the principle entity, then both of you are attached by those aspects in the form of:

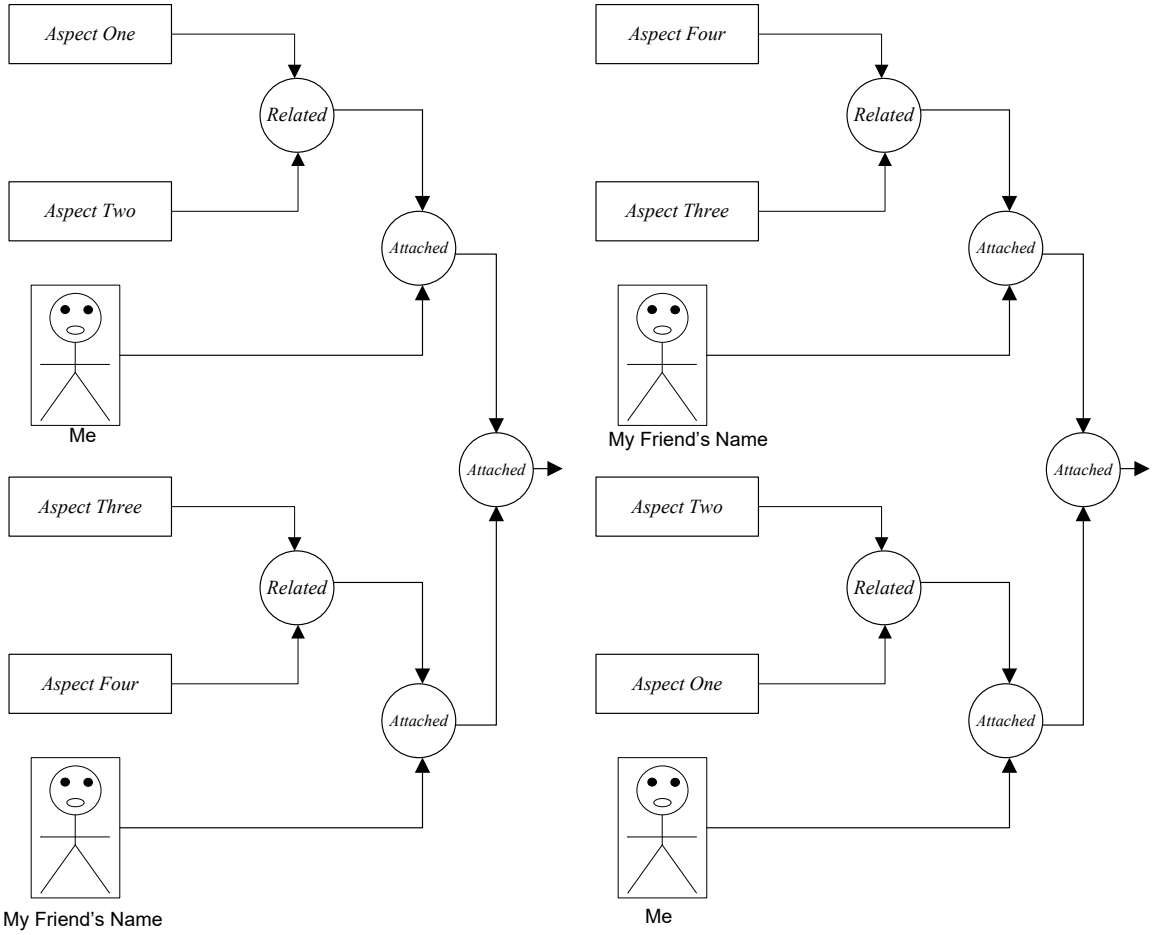
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By having a very good understanding of the explanation and also the relationship indicated by the model, if you want to, you can verify that relationship by providing a practical example. In this case, you are going to look at it in terms of you and your friend or simply each other. This exercise requires a very good understanding of the principle entity and also entity number one identified in exercise number 84 and its aspects. In other words, this exercise requires a very good understanding of yourself and also the principle entity.

Given that the relationship of the aspects of the principle entity is attached to us or entity number one identified in exercise number 84; since we are related to each other, then those relationships are attached to us in the form below. In other words, those relationships are also attached to each other in the form provided by the model below. To better understand what we have just said, let's take it like this. Assume that we identify *Aspect One*, *Aspect Two*, *Aspect Three,* and *Aspect Four* of the principle entity, where *Aspect One* is related to *Aspect Two* and *Aspect Three* are related to *Aspect Four* as shown below, then those relationships are attached to each other in terms of you and your friend in the form below.

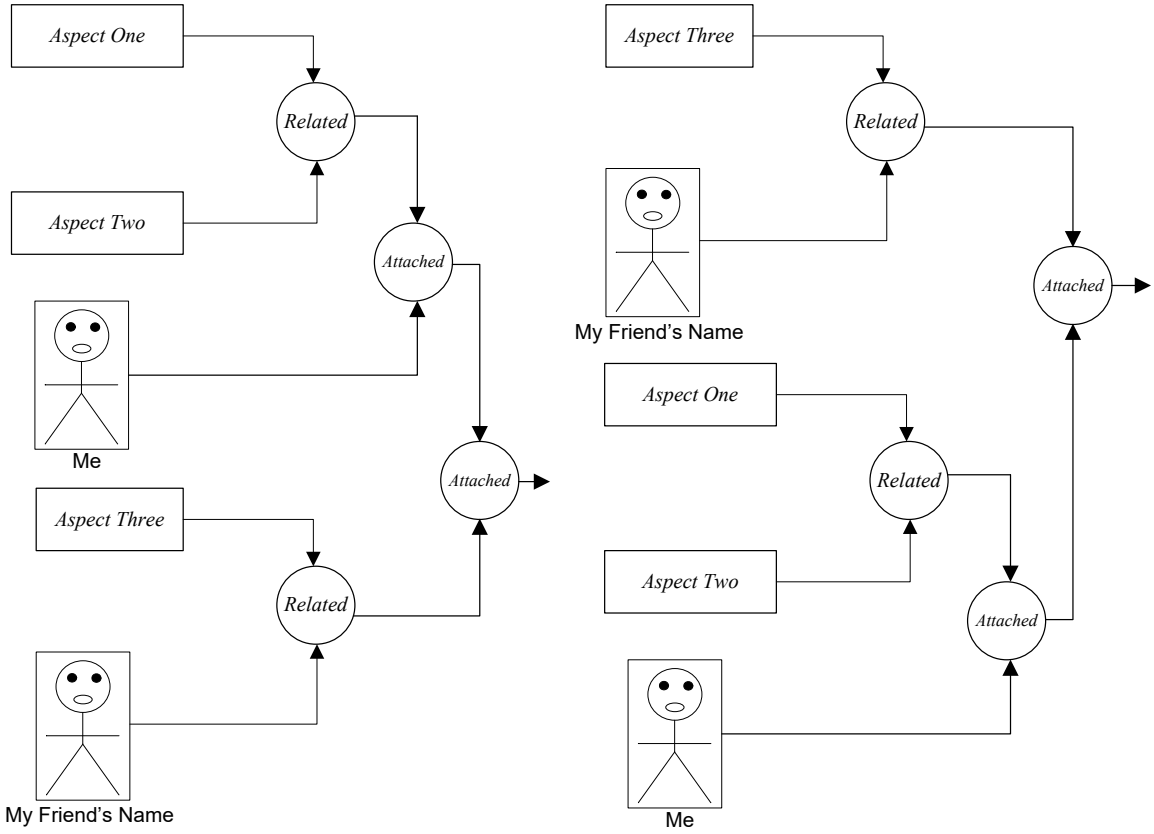
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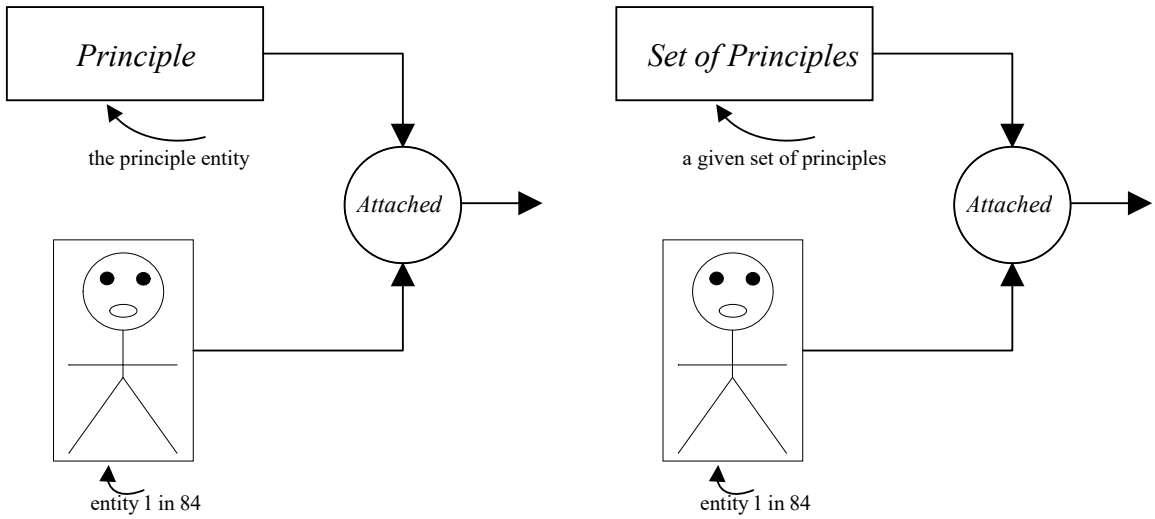
By understanding the overall explanation above, if you want to, you can verify the relationship represented by the model above by providing a practical example. You can think it in terms of you and your friend or in terms of each other.

By observation, since the relationships of the aspects of the principle entity are related to the aspects of the principle entity or to each aspect of that entity, then if we identify *Aspect One*, *Aspect Two*, and *Aspect Three* of the principle entity; since the relationship between *Aspect One* and *Aspect Two* is attached to *Aspect Three*, then they are attached to each other in terms of you and your friend as shown below.

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722. Since the aspect of the principle entity is attached to entity number one identified in exercise number 84, then the principle entity itself is attached to us. Given that the principle entity is attached to us, then a given set of principles is attached to us. To better understand the explanation, let's take a look at the model below.

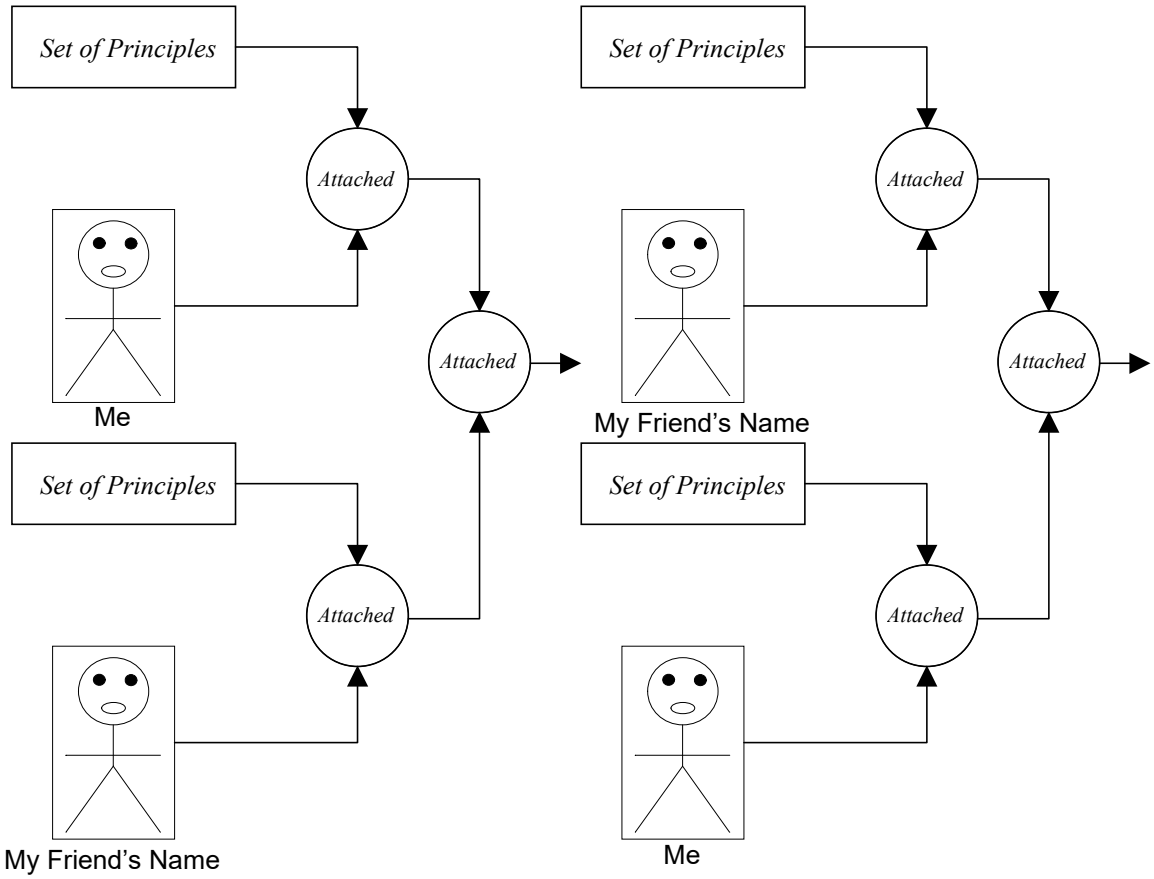


As shown by the model above, the principle entity is attached to us; a given set of principles is also attached to us. Whenever we use entity number one identified in

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exercise number 84, it refers to us. To better understand this exercise, redraw the model above in terms of you and your friend. If you want to, you can also redraw it as well in term of me and you.

723. Since a given set of principles is attached to us and we are related to each other, then we are attached to each other by a given set of principles as shown by the model below in terms of you and your friend.



To better understand this exercise, redraw the model above represented by the relationship in terms of you and your friend, then me and you, then me, you, and your friend. You must provide some explanation after you finish drawing them. If you want to, you can also verify the relationship by providing a practical example.

724. By having a very good understanding of entity number one identified in exercise number 84, the aspects of that entity, the principle entity, and the aspects of the principle entity, you are ready to define that entity. In other words, by having a very good understanding of entity number one identified in exercise number 84, the aspect of that entity, the principle entity, the aspects of the principle entity, the relationships between entity one in 84 and its aspects, the relationship between entity number one in 84 and the aspects of the

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principle entity, the relationship between the aspects of the principle entity and the principle entity itself, you are already know how to define that entity.

Rather than defining entity number one in exercise number 84, you can define yourself instead. In order to define yourself, you can think about this exercise like this. After having a very good understanding of yourself, your aspect, the principle entity, and the aspects of the principle entity, you are now ready to define yourself. In other words, after having a very good understanding of yourself, your aspects, the principle entity, the relationships between yourself and your aspects, the relationship between the principle entity and its aspects, the relationship between you and the principle entity, then you are ready to define yourself.

725. By working out the exercise above, you have defined yourself. You have shown a very good understanding of yourself or entity number one identified in exercise number 84. Since the aspects of that entity are related to each other, you have shown that between you and your friend. Now use what you have learned from the exercise above and from exercise number 723 to define your friend.

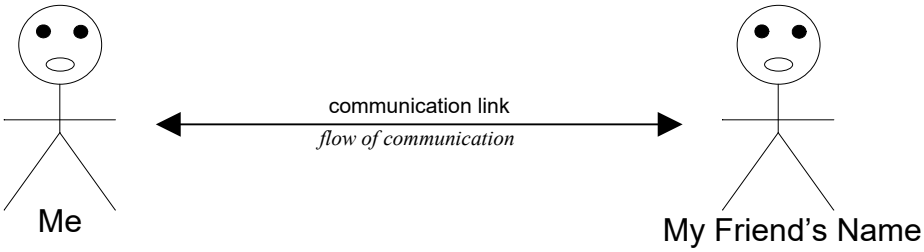
726. We have learned that an entity can be presented in a form, where that entity itself points to another entity. Assume that entity is presented physically. When we see that entity, we think about the other entity that entity points to, rather than the entity itself. Here verify your understanding of this exercise by providing a practical example.

727. Referring to exercise number 723 above, you have shown that you and your friend are attached by a given set of principles. From exercise number 693, you have shown that you and your friend are related through the principle of communication. By understanding exercises number 690 and 693, we can quickly see that you and your friend are connected through the principle of communication. That makes sense since you and your friend are connected through a given set of principles. By identifying the principle of communication as a given set of principles, it is very easy to see that you and your friend are connected through that set of principles. Since you and your friend are connected through a given set of principles, which we call the principle of communication, what happens when that set of principles is not understood or cannot be identified? To answer this question, you can think it in terms of you and your friend. You can also think it in terms of current or historical events. The way to look at it, since we are connected together through communication or the principle of communication, what happens when we don't understand the principle or cannot identify it? In this case,

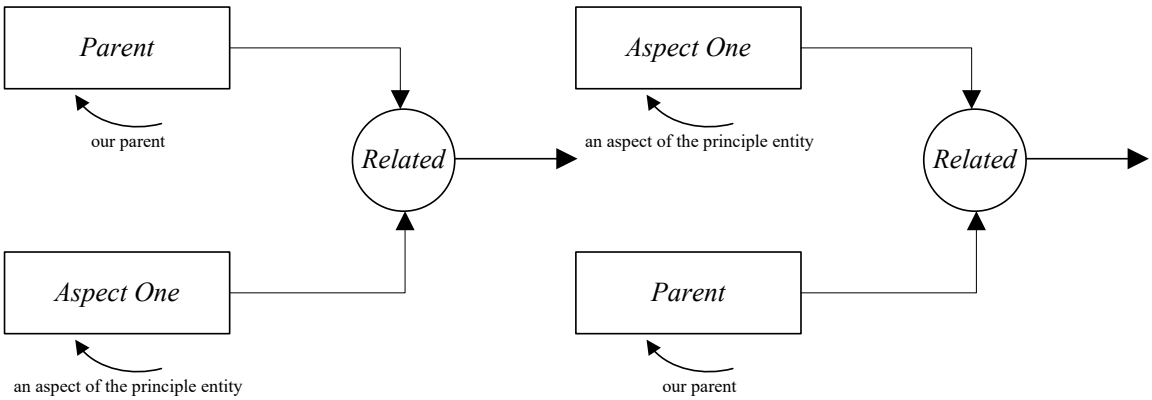
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you can exclude you and your friend and use current or historical events to work it out. In order to work out this exercise, you can use houses to houses or locations to locations. Within your workout, you must provide some models to identify whether or not the relationship exists with the absence of the principle.

728. By understanding entity number one identified in exercise number 84, in terms of you and your friend, verify your understanding of this statement by providing a practical example. According to our parent, any communication that flows between us must not contain error. In terms of you and your friend—see the model below—since we are all related through communication, there is another way to look at it. According to the principle, any communication that flows between us must be error free. By understanding yourself and your friend, verify that by providing a practical example. If you choose to do it in terms of you and your friend, you can think it as; any communication that flows between you to your friend and between your friend to you must be error free.



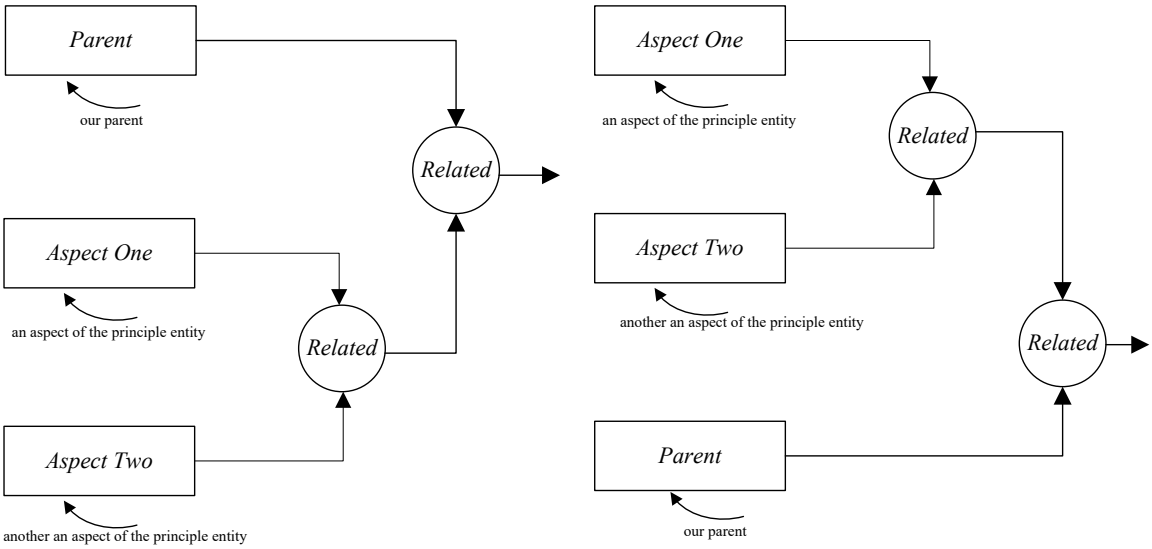
729. Given that the principle itself is considered to be our parent and the principle itself is related to its aspects, then our parent is related to each aspect of the principle as shown below.



By understanding the explanation above, the relationship given by the model above, and a good understanding of the principle and the word parent or the parent entity, if you want to, you can verify the relationship given by the model above by providing a practical example.

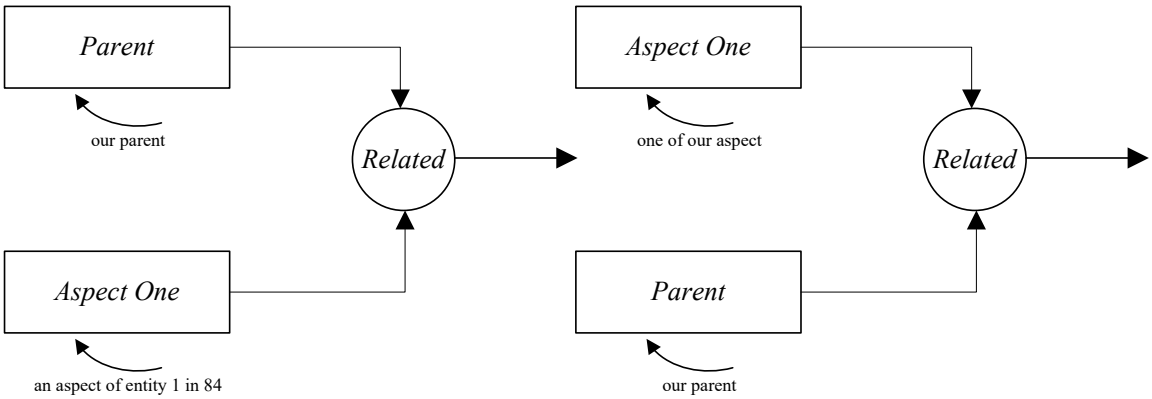
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Given that the principle itself is considered to be our parent, and the principle itself is related to the relationships of its own aspects, then our parent is also related to the relationships aspects of the principle as shown by the model below.



By understanding the explanation above, the principle entity, the aspects of the principle entity and their relationships, the parent entity or our parent, if you want to, you can verify the relationship by providing a practical example.

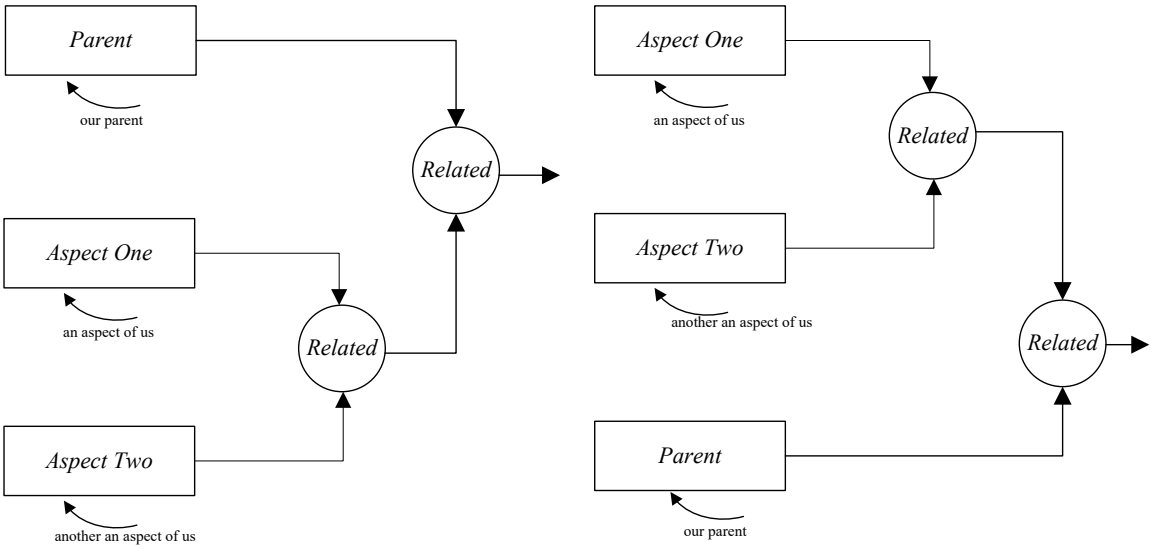
Given that the principle is considered to be our parent and each aspect of the principle is related to the aspect of entity number one identified in exercise number 84, then our parent is related to our aspects or the aspects of entity one identified in exercise number 84 as shown below.



By having a very good understanding of the word parent or the parent entity, the above explanation, yourself or entity number one identified in exercise number 84, the principle entity, if you want to you can verify the above relationship by providing a practical example.

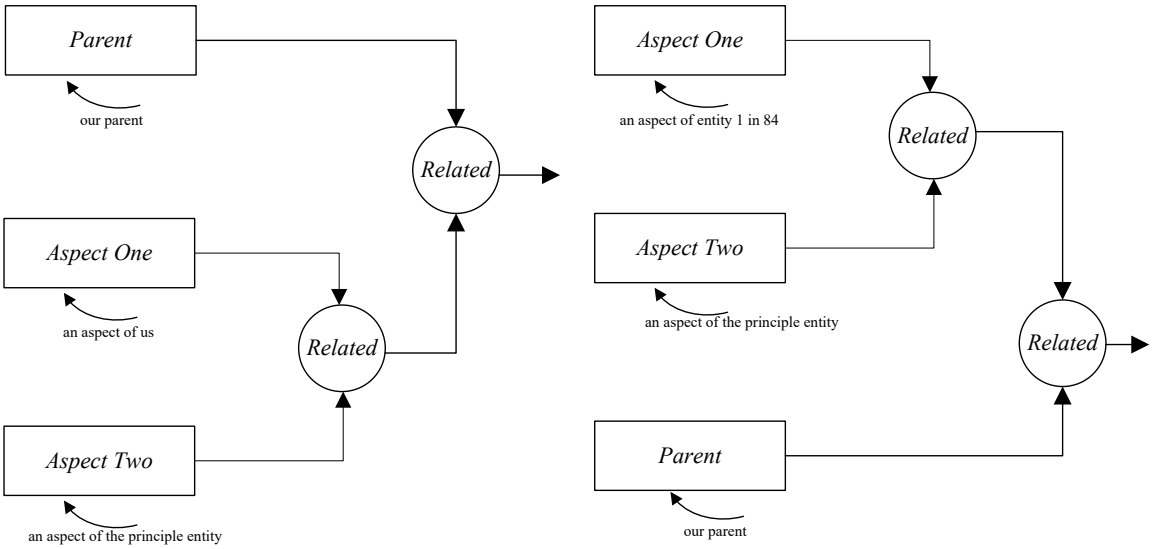
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Given that the principle itself is considered to be our parent and the aspects of the principle are related to our aspects, then the relationship between our aspects is related to our parent in the form presented by the model below.



By having a very good understanding of our parent, ourselves, our aspects, and the relationships of our aspects, the principle entity, if you want to, you can verify the relationship pointed in the model above by providing a practical example.

Since the principle is considered to be our parent and the aspects of the principle are related to the relationships of our aspects, then our parent is also related to the relationship of our aspects and the aspects of the principle as shown below.

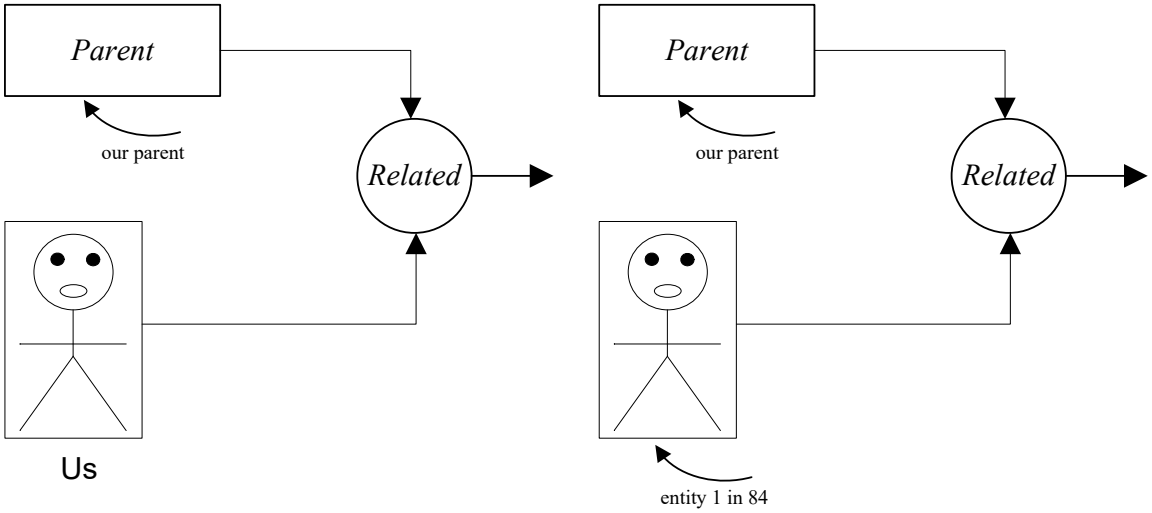


By having a good understanding of the principle entity, our parent, ourselves, the relationship between us and the principle entity or the relationships between our aspects and the aspects of the principle entity, if you want to you can verify the relationship

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above by providing a practical example.

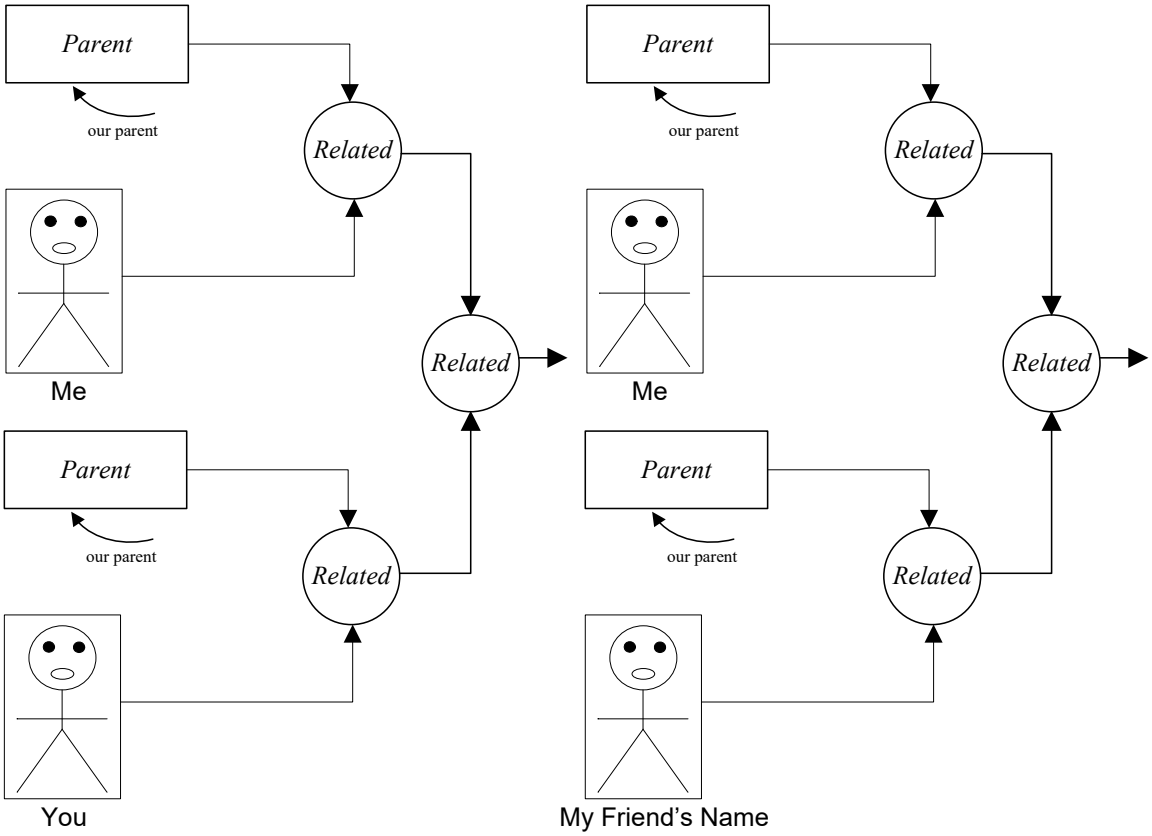
730. Given that our parent is related to us by our aspects, then we are related to our parent in the form presented below. In other words, since the aspects of entity number one identified in exercise number 84 are related to the principle entity, then the parent entity itself is also related to entity number one identified in exercise number 84 as shown below.



By having a very good understanding of our parent, ourselves, our aspects, you can verify the relationship above by providing a practical example. You can look at it in terms of you and your friend and redraw the relationship in terms of both you and your friend.

Given that entity number one identified in exercise number 84 is related to our parent and entity number one in exercise number 84 is not single, then all of us are related to our parent. Given that we are related to each other by our parent, then all of us are related by our parent in the form shown below.

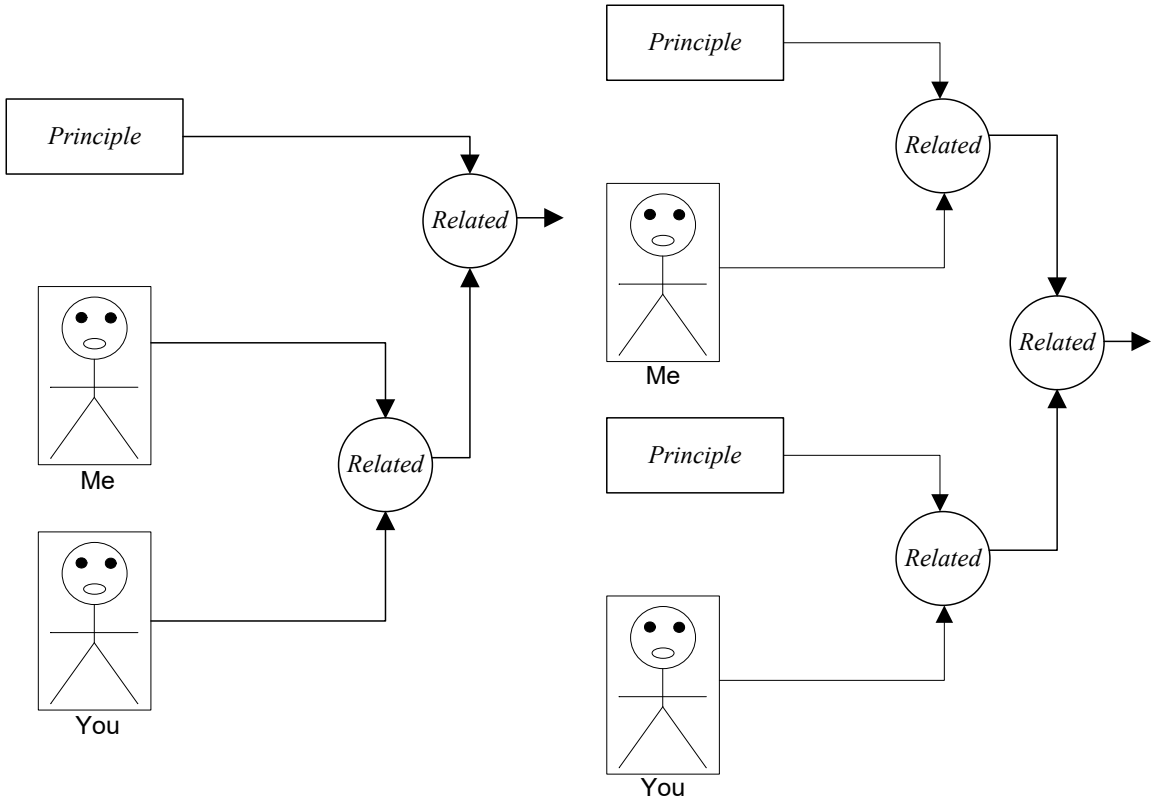
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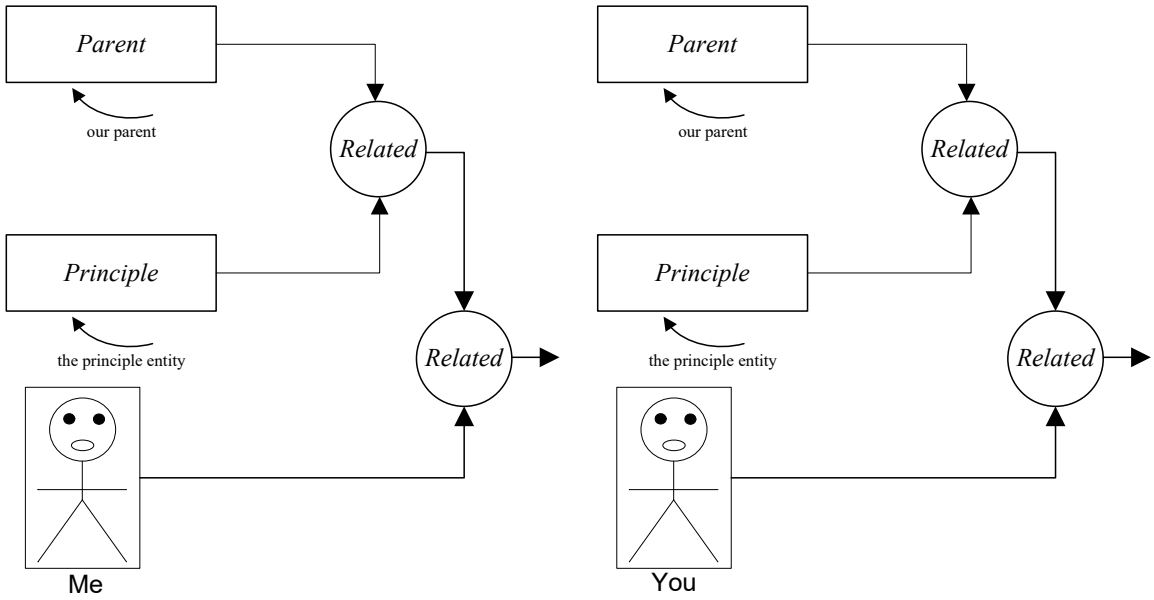
By having a very good understanding of the explanation, our parent, the relationship between us and our parent, redraw the model above in terms of me and you, then you and your friend. Then you will need to draw a single model in terms of me, you, and your friend. To better understand your workout, you can provide more explanation about the relationship you have identified in your drawing.

731. Given that the principle is considered to be our parent; given that we are related to our parent—in other words, each of us is related to our parent—given that we are related to each other by the principle and the principle is considered to be our parent, then we are related to each other by our parent and the principle. In other words, since we are related to each other by the principle and we are also related to our parent, then we are related to each other by our parent through the principle as shown below.

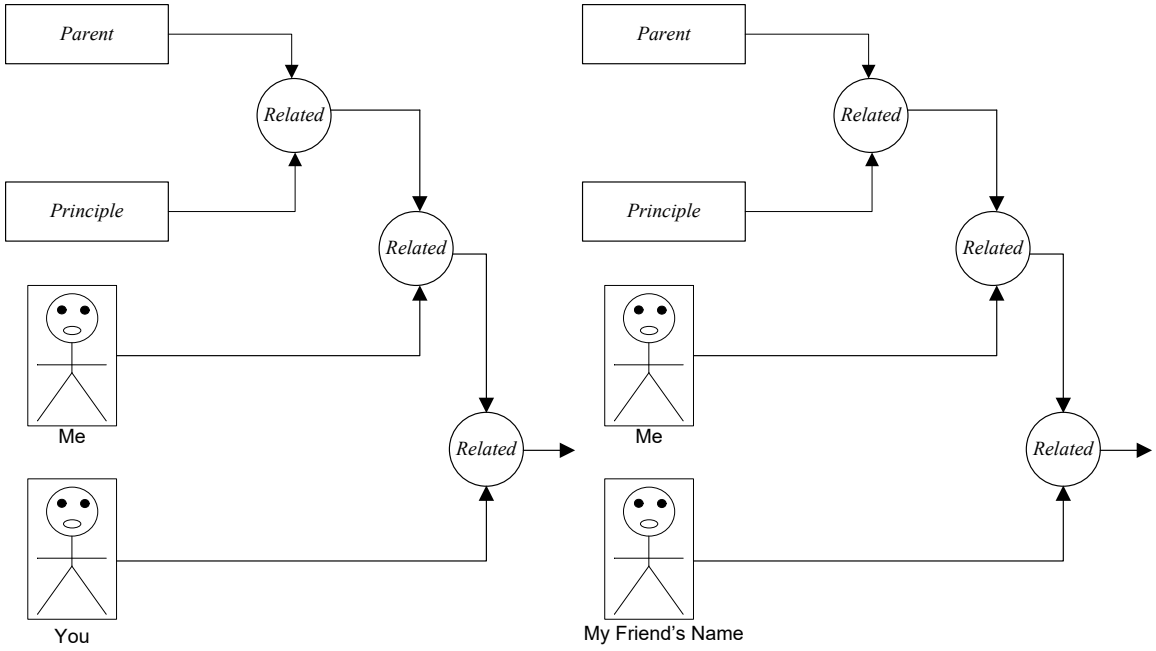
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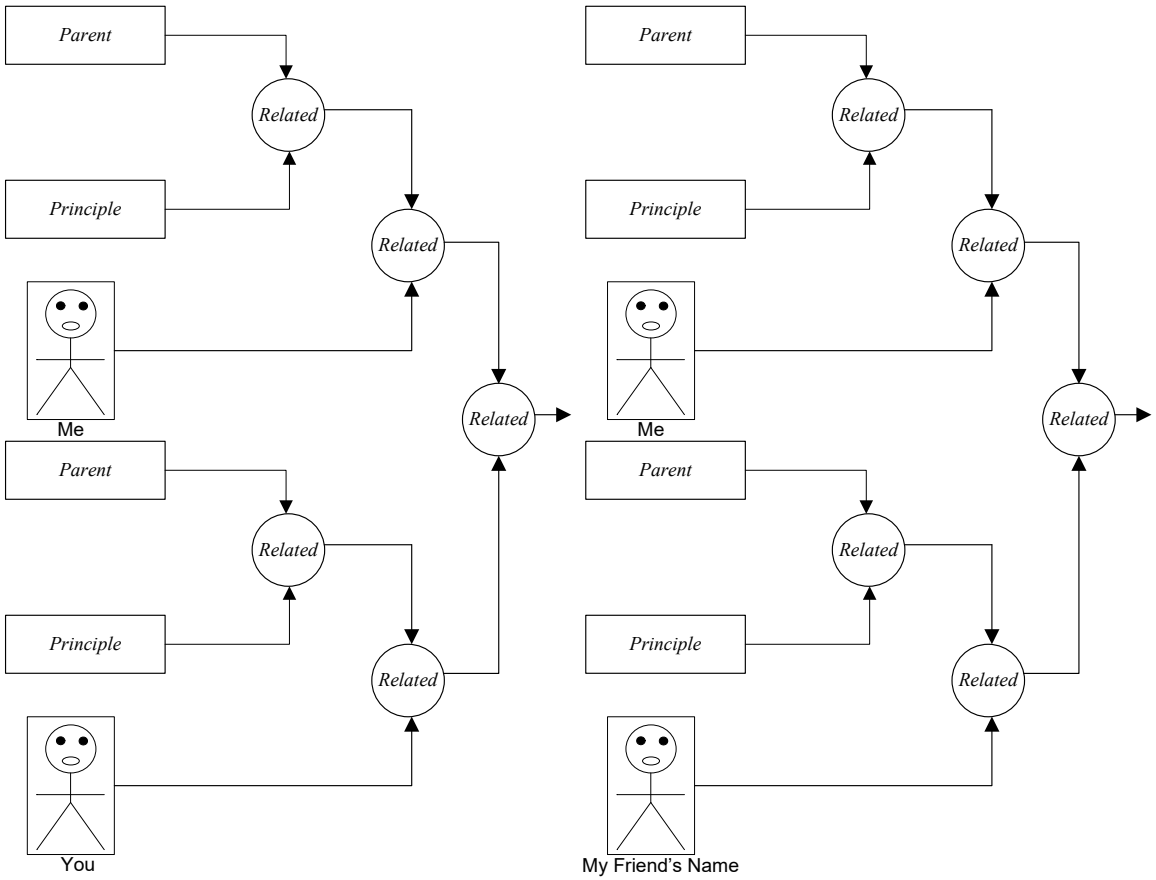
Now in terms of our relationship to our parent by the principle, we have



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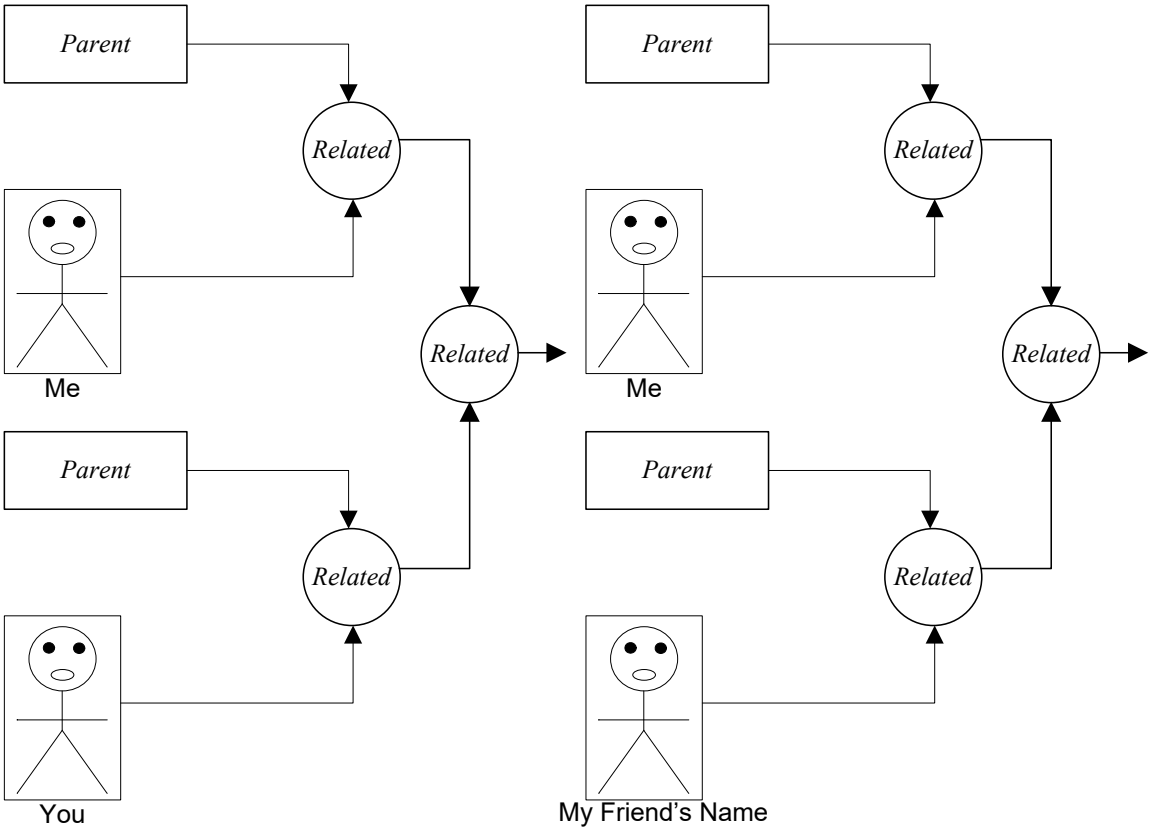


We can also think it in the form shown by the model below.



What is important here? Since the principle itself is considered to be our parent, then rather than saying we are related to each other by our parent through the principle, we can simply say we are related to each other by our parent as shown below.

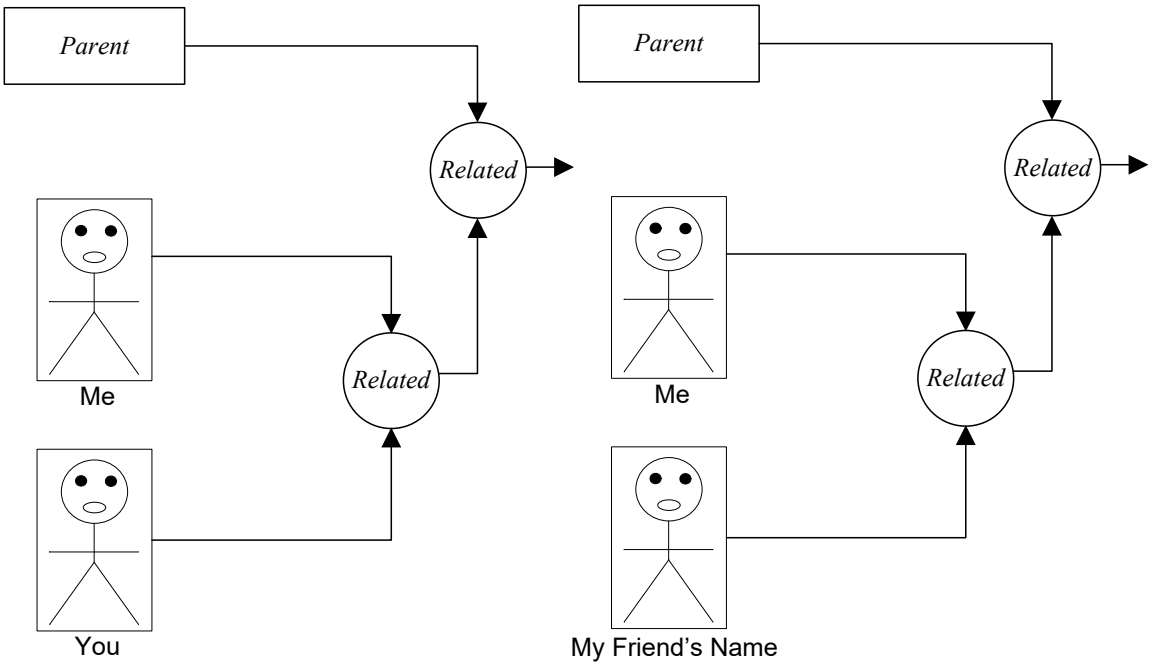
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To better understand the overall explanation, if you want to, you can start verifying from start to finish as shown above. In this case, you will need to show your understanding from the start to finish by providing a practical example.

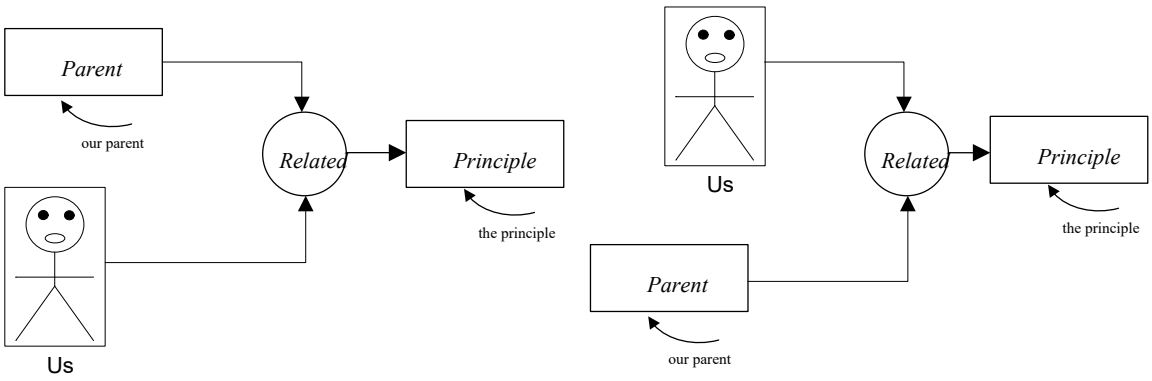
732. Since we are related to each other by our aspects and our parent is related to us by the principle, then we are related to each other by our parent as shown below.

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To better understand the relationship pointed out by the model above, you can redraw it in terms of you, your friend, and me and provide some explanation about it in your workout.

733. From exercise number 731 you have shown that, since the principle itself is considered to be our parent and we are related to the principle, then we are related to our parent. In terms of our relationship with our parent through the principle, it is always good for us to think it or look at it in the form below.

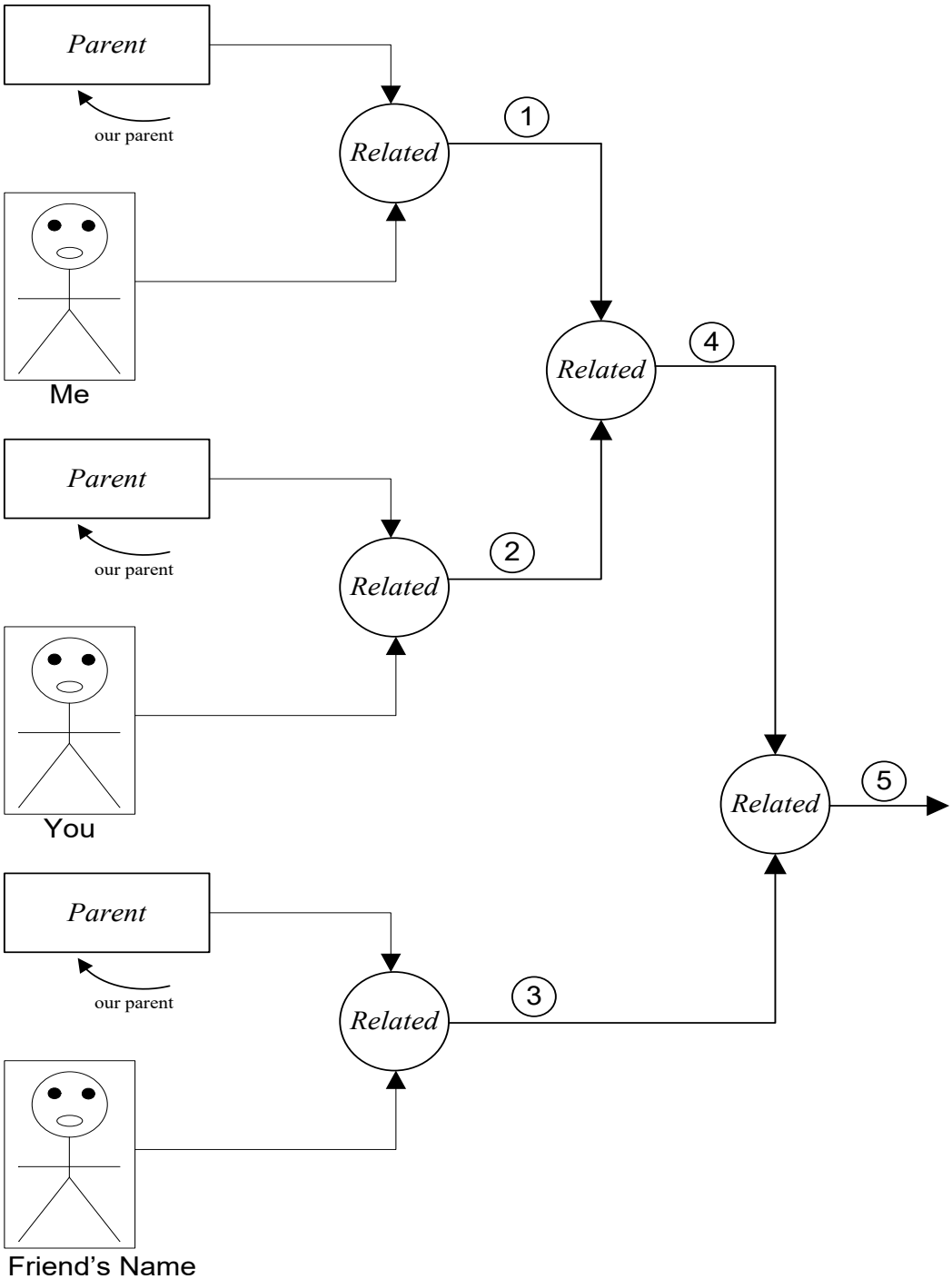


The way to look at it, since the principle is related to us and the principle is considered to be our parent, and then we are related to our parent by the principle. As shown by the relationship pointed by the model above, the principle is what connects us with our parent. If you want to, you can verify that by providing a practical example. You can look at it generally; you can also look at it in terms of you and your friend in your

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workout.

734. By understanding the exercise above, we have learned and shown that the principle relates us to our parent. Now in terms of me, you, and your friend the relationship of our parent and us is given by the model below.



What you need to do here is to identify the entities by the relationships pointed out from

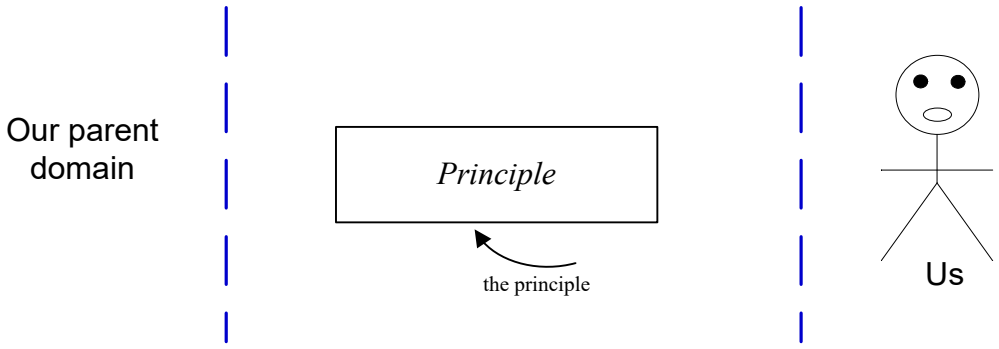
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the numbers. In other words, each number represents a relationship entity. You will need to find and identify those entities. In this case, you will identify entity pointed out by number 1, 2, 3, 4, and 5 and provide some explanations about them.

735. By having a very good understanding of entity one identified in exercise number 84, the principle entity, our parent and the relationship between us and our parent principle, you are ready now to define the word parent. In this case, you are going to use the *word points to entity model*. You will define the parent entity and point the word parent to it to define that word.

736. From exercise number 28, we have learned that we connect to our parent through the principle. That makes sense since we are related to our parent by the principle. Now in terms of connection to our parent and the principle, let's take principle of communication into consideration. By identifying the principle of communication, since that principle is related to both us and our parent, then we can say we connect to our parent by the principle of communication or by communication. Here you are going to verify that by providing a practical example. Within your workout, you should also draw models to illustrate that.

737. We know that we are related to our parent by the principle. From exercise number 28, we have learned that we connect to our parent through the principle. In other words, the principle is the entity that enables us to connect to our parent. In terms of connection to our parent, since our parent is considered to be the principle and the principle is not a physical entity or physically identified by an entity, then it is good for us to use domain separation to show both us and our parent and the connection through the principle as shown below.



By having a very good understanding of the principle, ourselves, and our parent, you need to verify your understanding of the above model or relationship by providing more

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explanation though a practical example.

738. Given that the principle is considered to be our parent and the principle is an independent entity and it is not represented by a physical entity, then it is not possible for us to identify our parent for each other. In other words, given that the principle is considered to be our parent and the principle is an independent entity and it is not physically defined, then it is not possible for you to identify our parent for me and it is not possible for me to identify our parent for you. A parent can only be identified personally and individually. Personally, I identify my/our parent; personally you identify your/our parent. Here you will need to verify that by providing a practical example. You can also think it like, it is not possible for me to identify my parent for you and it is not possible for you to identify your parent for me. Here you are going to use your understanding of parent, the principle, yourself or entity number one identified in exercise number 84 to verify that.

739. Show your understanding of exercise number 737 above related to communication or the principle of communication. In this case, you are going to include your understanding of this statement in your workout. Within a given communication, there exist the principle and the communication. Within a given principle, there exist the communication and the principle itself. In this case, you are going to include your understanding of the statement in your workout related to our parent and the principle.

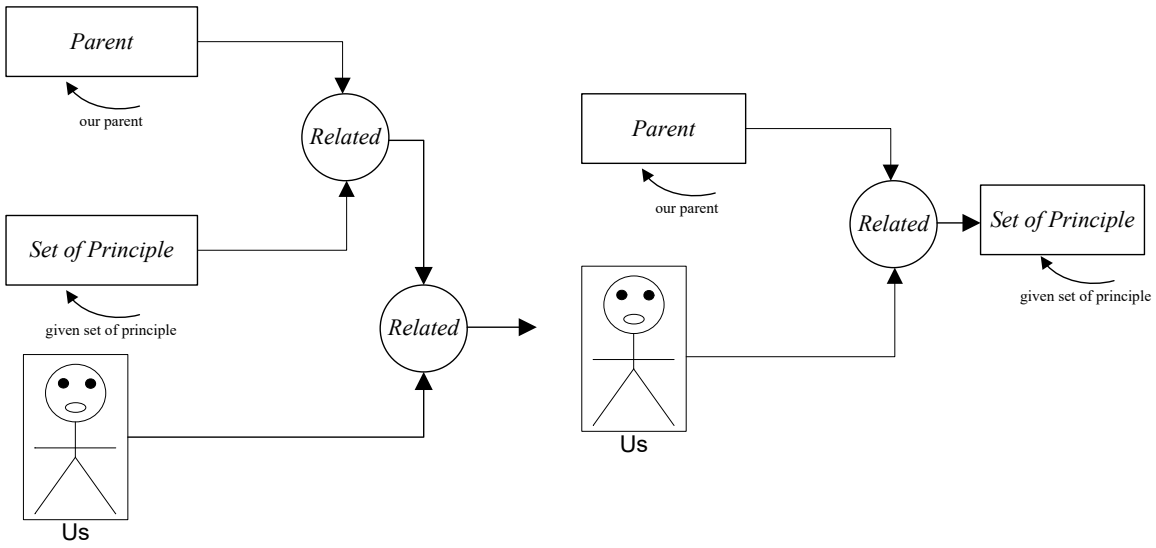
740. By understanding exercise number 737 above and also exercise number 739, you have already shown that we connect to our parent through the principle. By now you should have a very good understanding of that. Now in terms of the principle, let's take communication or the principle of communication, for instance. Let's assume there is error in terms of our communication to our parent. Will our parent understand us?

741. Depending on how your answer the question of the exercise above or depending on how you have worked out, since we connect to our parent through the principle and the principle is related to communication or the principle of communication. By understanding that and in terms of our connection to our parent, it is always good to think that we connect to our parent through communication or the principle of communication. Now since we connect to our parent through communication or the principle of communication, in order for us to communicate with our parent, it makes sense for our communication to be error free in order for our parent to understand us. In other words, since the principle of communication is what connects us to our parent, it makes sense for us to use the principle of communication in order for us to communicate with our parent.

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Without using the principle of communication to communicate with our parent, it is possible for our parent not to understand us, since we are not using the type of communication our parent can understand. Here you are going to verify that by providing a practical example. In this case, you are going to show models in your workout in order to provide additional explanation. Here, while we say we are not using the *type of communication* our parent can understand; we could have also said, we are not using the *language* our parent can understand. In this case, language means communication; but it is better not to use the word language here.

742. Given that there is a relationship between us, our parent, and the principle, there is also a relationship between us, our parent, and a given set of principle as shown below. Given that we are related to our parent by the principle, we are also related to our parent by a given set of principle. The models below show that the relationship between us, our parent, and a given set of principle and the relationship between us and our parent by the principle.



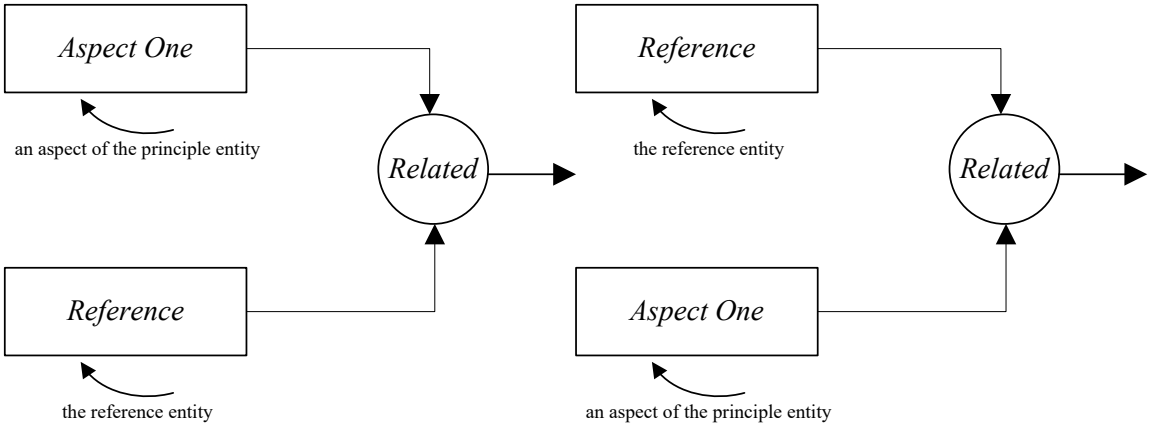
By understanding the explanation above, our parent, the principle entity, a given set of principles, and ourselves, if you want to, you can verify the relationships pointed out in the models above by providing a practical example. If you want to, you can do it into two parts. You can verify the one to the left first, then the one to the right. You can also work it out in a single part.

743. From exercise number 738, you have shown that one cannot identify our parent for each other. Since I cannot identify our/my parent for you and you cannot identify our/your parent for me, here you will need to answer this question. You will need to determine whether or not the existence of our parent is valid with the absence of the principle. In

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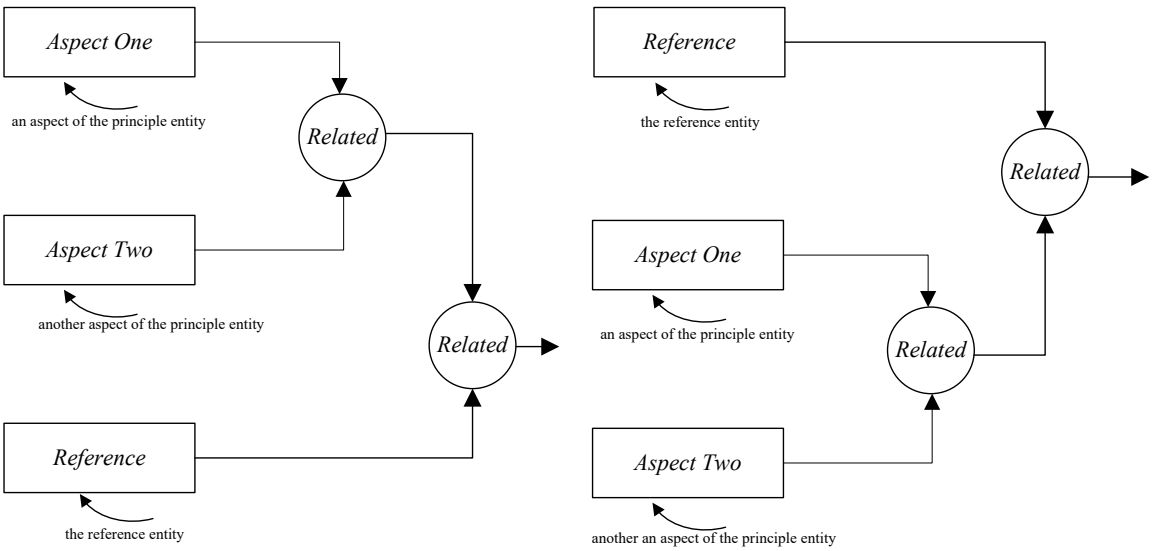
other words, you will need to verify that, when we cannot identify the principle or understand it, whether or not we think our parent exists.

744. Given that references are considered to be principles themselves; given that a reference is considered to be a principle, the aspects of the principle entity are related to the reference entity as shown below. In other words, each aspect of the principle entity is related to a given reference as shown below. We can also say that, a given reference is related to each aspect of the principle entity as shown below.



By understanding the explanation above, the principle entity, and the reference entity, if you want to, you can verify the relationship above by providing a practical example.

Given that references are principles themselves, and the relationships of the aspects of the principle entity are related to the principle entity, then the relationships of the aspects of the principle entity are related to the reference entity in the form shown by the model below.

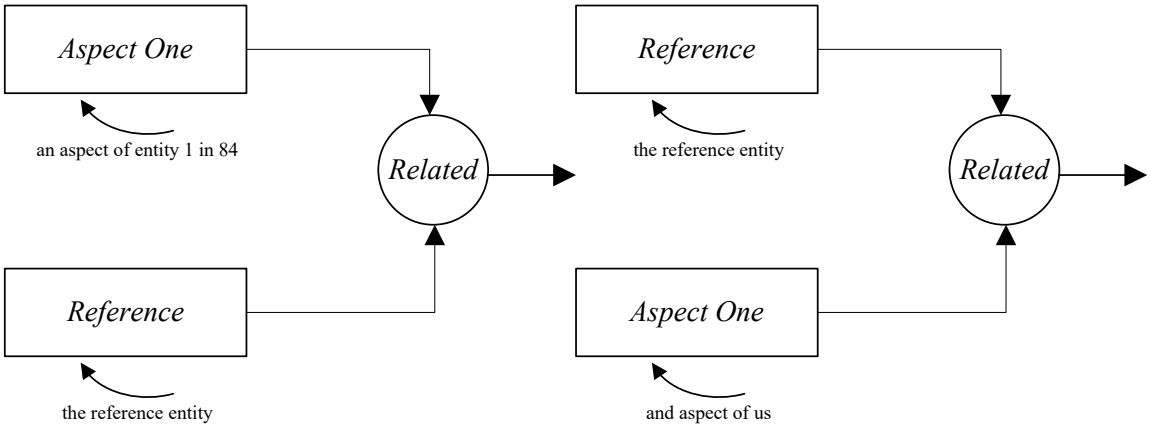


By having a very good understanding of the principle entity, the aspects of the principle

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entity, the relationships of the aspects of the principle entity, and the reference entity, if you want to, you can verify the relationship pointed in the model above by providing a practical example.

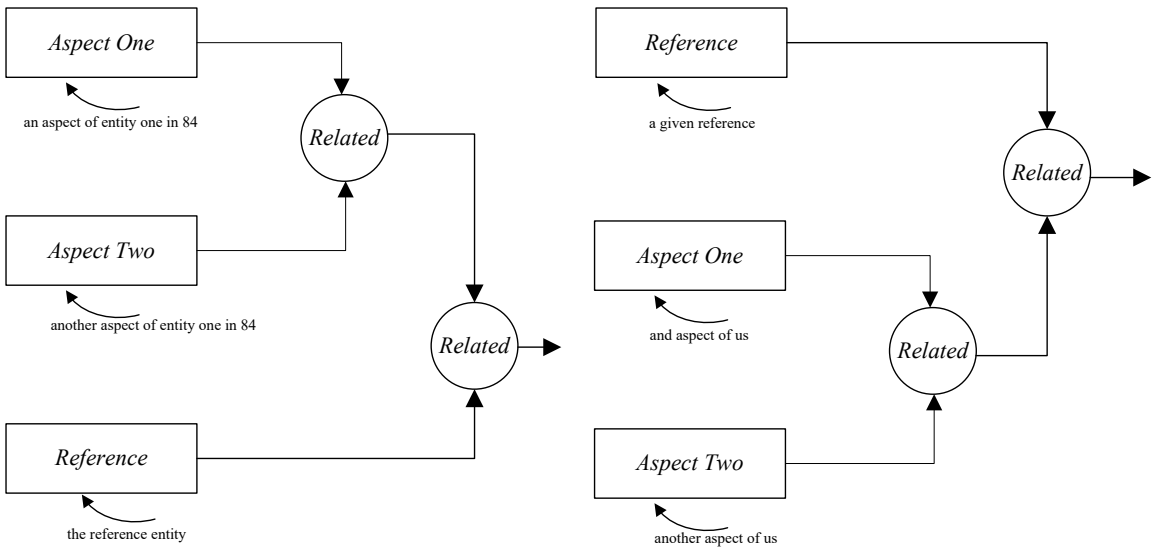
Given that the aspects of the principle entity are related to the aspects of entity number one identified in exercise number 84; given that our aspects are related to principle entity and references are considered to be principles themselves, then the aspects of entity number one identified in exercise number 84 are also related to the reference entity or a given reference as shown by the model below.



By understanding the explanation above, the reference entity, entity number one identified in exercise number 84 or ourselves, and the principle entity, if you want to you can verify the relationship above by providing a practical example.

Given that the relationships of the aspects of entity number one identified in exercise number 84 are related to the principle entity and references are considered to be principles themselves, then the relationships of the aspects of entity number one identified in exercise number 84 are related to a given reference as shown below. In other words, given that the relationships of our aspects are related to a given principle and a reference is considered to be a given principle, then the relationships of our aspects are also related to a given reference as shown below.

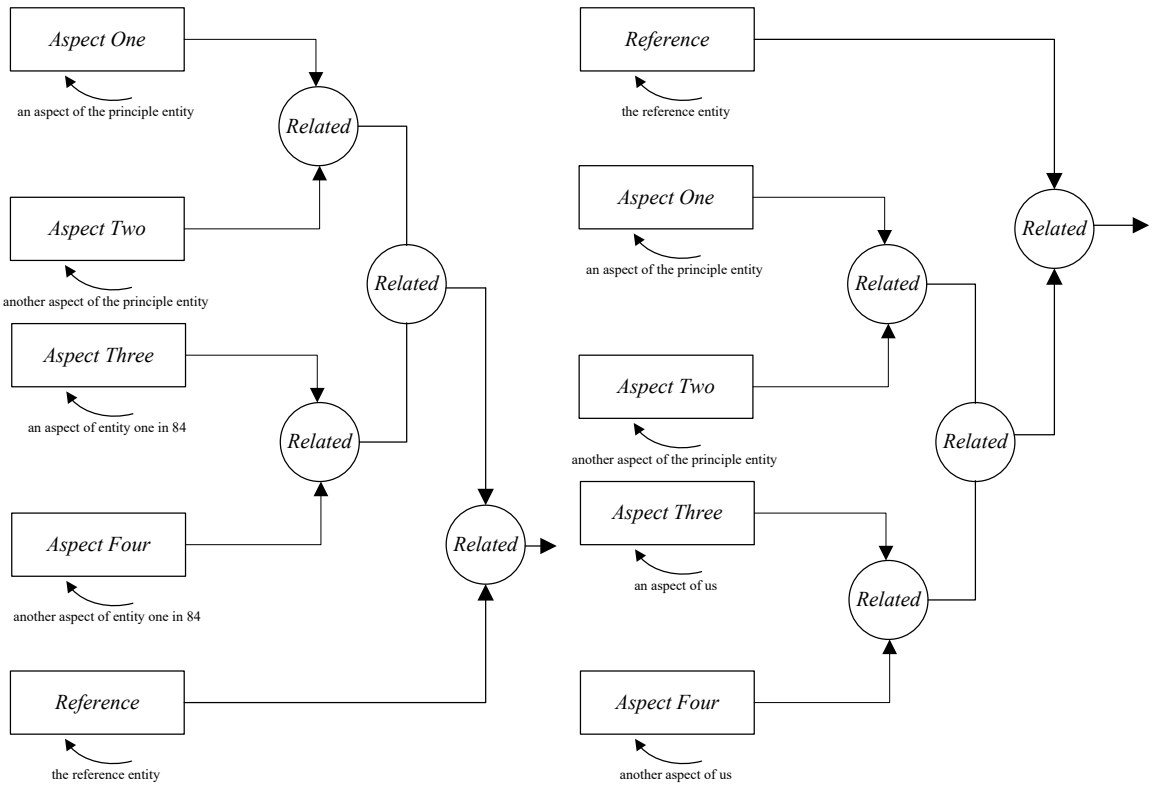
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By understanding the explanation above, entity number one identified in exercise number 84, the aspects of that entity, the relationships of the aspects of that entity, and the reference entity, if you want to, you can verify the relationship pointed in the model above by providing a practical example.

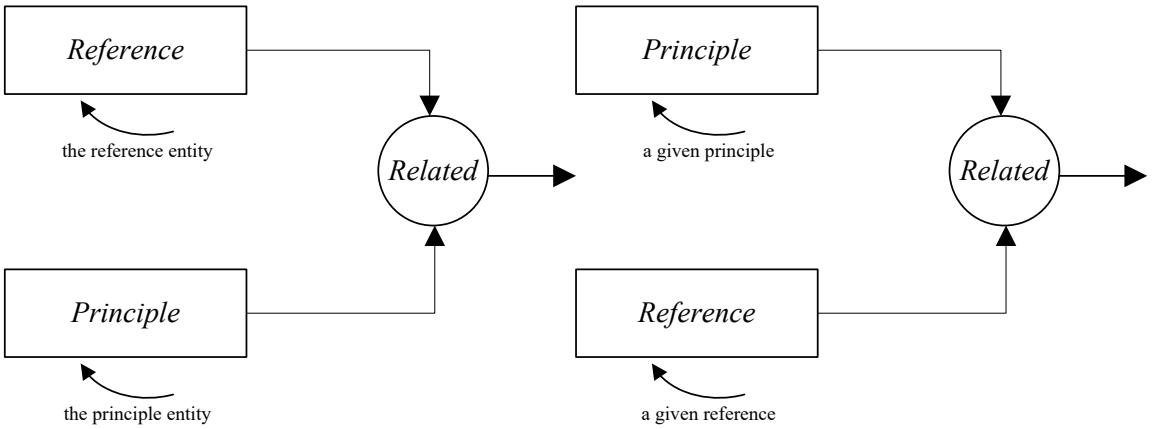
Given that the relationships of the aspects of entity number one identified in exercise number 84 are related to the relationships of the aspects of the principle entity, and references are considered to be principles themselves, then the relationships of the aspects of entity number one identified in exercise number 84 are related to the relationships of the aspects of the principle entity and are related to the reference entity as shown by the model below.

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By understanding the explanation above, the relationships of the aspects of the principle entity, the relationships of the aspects of entity number one identified in exercise number 84, the relationships between the aspects of the principle entity are related to the relationships of the aspects of entity number one identified in exercise number 84, and the reference entity, if you want to you can verify the relationship above by providing a practical example.

745. Given that the aspects of the principle entity are related to the reference entity and references are considered to be principles themselves, then the reference entity is related to the principle entity as shown by the model below.

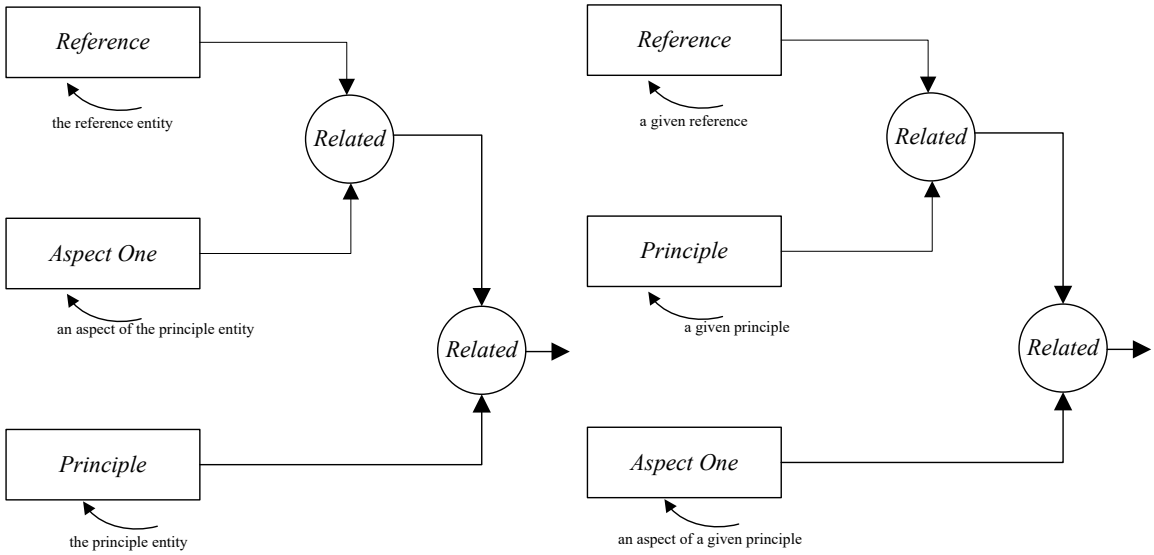


By understanding the principle entity, the aspects of the principle entity, and the

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reference entity, if you want to, you can verify the above relationship by providing a practical example.

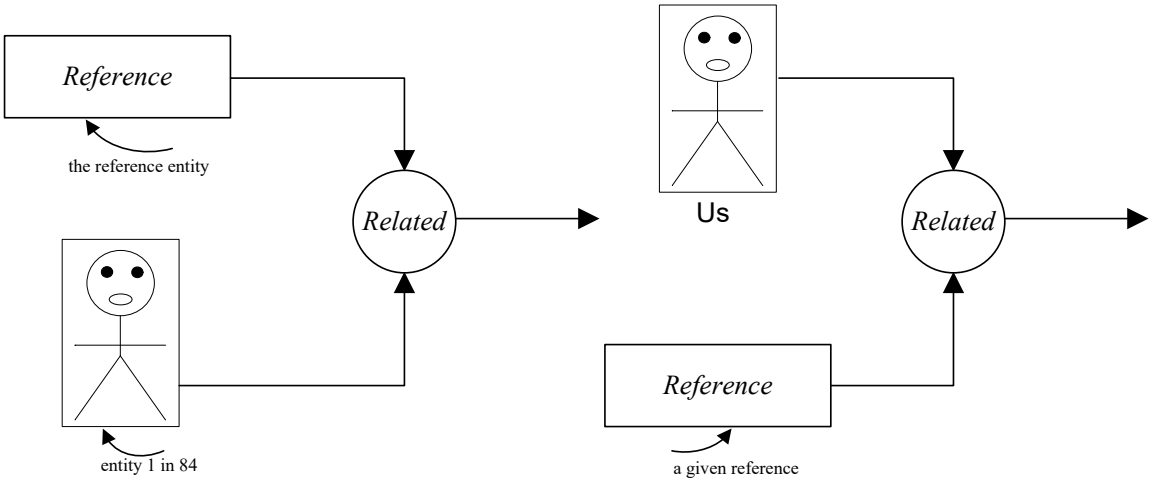
Given that the aspects of the principle entity are related to the reference entity and references are considered to be principle themselves, then the aspects of the principle entity related to a given reference are related to the principle entity in the form below.



By understanding the explanation above, the reference entity, the principle entity, the relationships between the principle entity and the aspects of the principle entity, and the relationship between the reference entity and the principle entity, if you want to you can verify the relationship pointed out in the model above by providing a practical example.

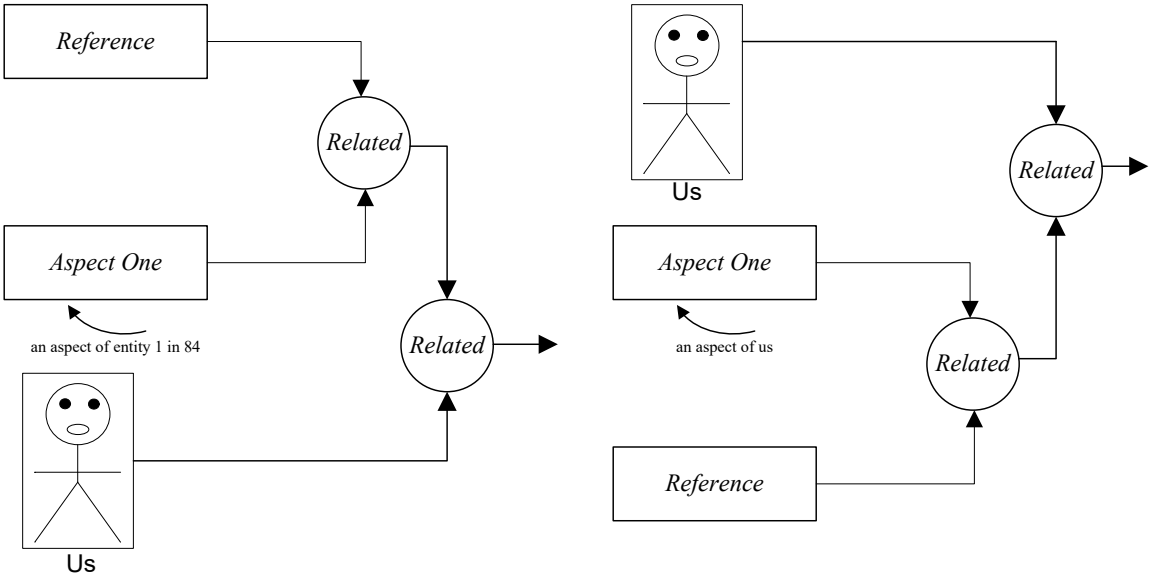
746. Given that the aspect of entity number one identified in exercise number 84 are related to the reference entity, then that whole entity—we mean entity one in 84—is related to the reference entity. Given that our aspects are related to a given reference, then we are related as well to a given reference as shown below.

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By understanding the reference entity, entity number one in exercise number 84, our aspects, and the relationship between us and our aspects if you want to you can verify the relationship above by providing a practical example.

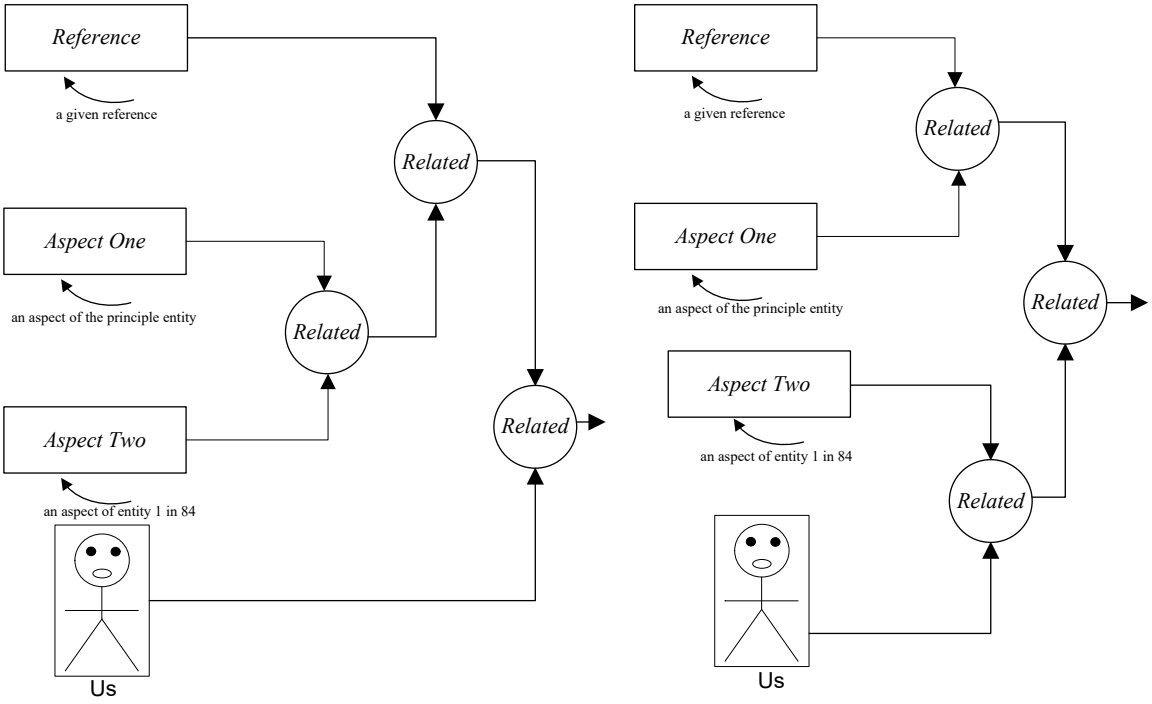
Given that the reference entity is related to the aspects of entity number one identified in exercise number 84 and the reference entity is related to that entity, then the relationship between the reference entity related to the aspects of entity number one identified in exercise number 84 are related to that entity. In other words, since a given reference is related to our aspects and a given reference is related to us, then the relationship between a given reference and our aspects are also related to us in the form below.



By having a very good understanding of the explanation above, the reference entity, the aspects of entity one identified in exercise number 84, the relationship between us and the reference entity, if you want to you can verify the relationship pointed out in the model above by providing a practical example.

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Given that the reference entity is related to the aspects of entity number one in exercise number 84 in relationship to the aspects of the principle entity and the reference entity itself is related to entity one in 84, then the reference entity related to the relationship of the aspects of the principle entity and the aspects of entity one identified in exercise number 84 is also related to the whole entity as shown by the model below. Another way to say it; since a given reference is related to the relationship of the aspects of the principle entity and our aspects and a given reference is related us, then the relationship between a given reference and the relationship between our aspects and the aspects of the principle entity are also related to us as shown by the model below.

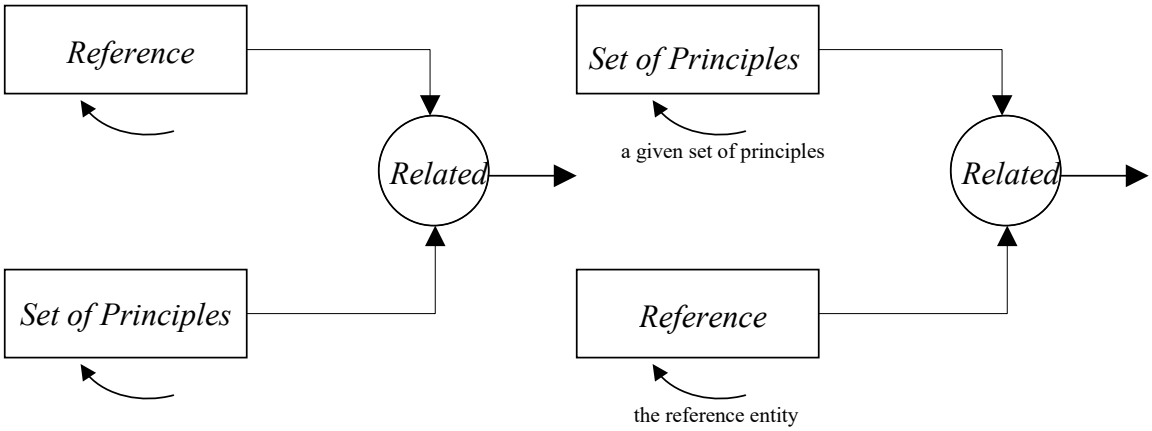


By understanding the reference entity, the aspects of the principle entity, the aspects of entity number one identified in exercise number 84, the relationships between the aspects of entity one in 84 and the aspects of the principle entity, the relationship between the reference entity and entity one in exercise number 84, the relationship between the aspects of entity one in 84 and the reference entity, if you want to you can verify the relationship above by providing a practical example.

747. Since the reference entity is related to the principle entity and references are considered to be principle themselves, then the reference entity is also related to a given set of principles as shown by the model below. In other words, since the reference entity is considered to be a principle or the principle entity and a given set of principles contains principles or given set of principles is related to the principle entity, then a given

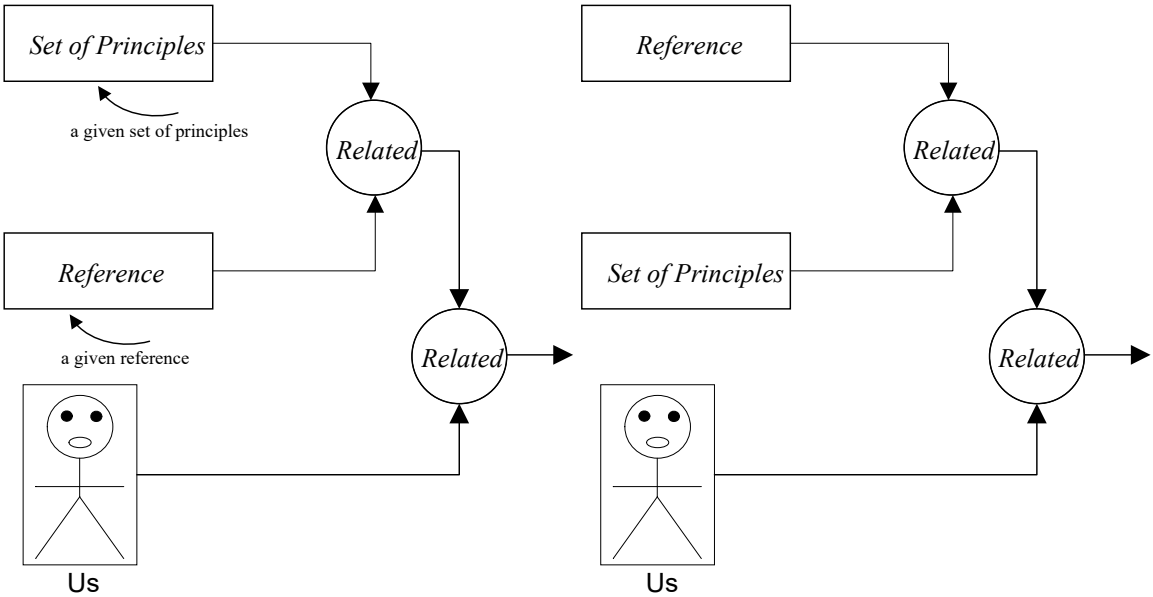
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reference is also related to a given set of principles as shown by the model below.



By understanding the explanation above, a given set of principles, the reference entity, the relationship between a given set of principles and the principle entity, if you want to you can verify the relationship above by providing a practical example.

748. Since a given set of principles is related to the reference entity and both given set of principles is related to entity one in exercise 84 and a reference is also related to entity number one identified in exercise number 84, then the relationship between a given set of principles and the reference entity is also related to entity one identified in exercise number 84 as shown by the model below. In other words, since a given set of principles is related to a given reference and a given set of principles is also related to us, then the relationship between a given set of principles and a given reference is also related to us as shown by the model below.

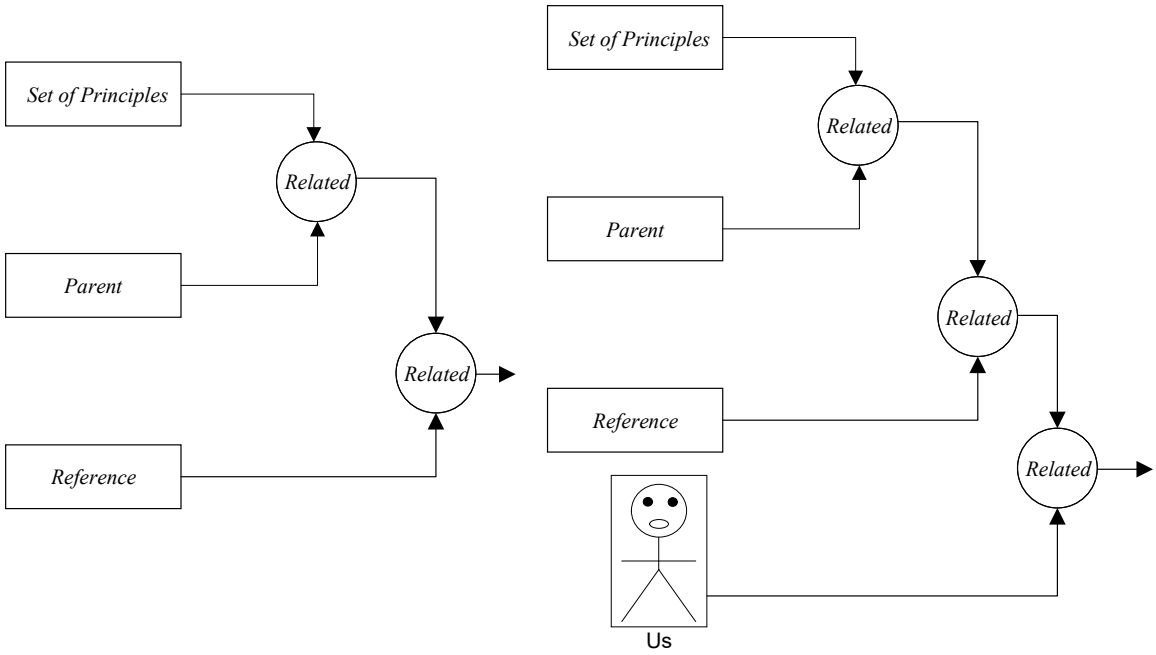


By understanding the explanation above, the reference entity, a given set of principles, the relationship between us and a given set of principle, the relationship between us and a

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given reference, if you want to you can verify the relationship pointed out in the model above by providing a practical example.

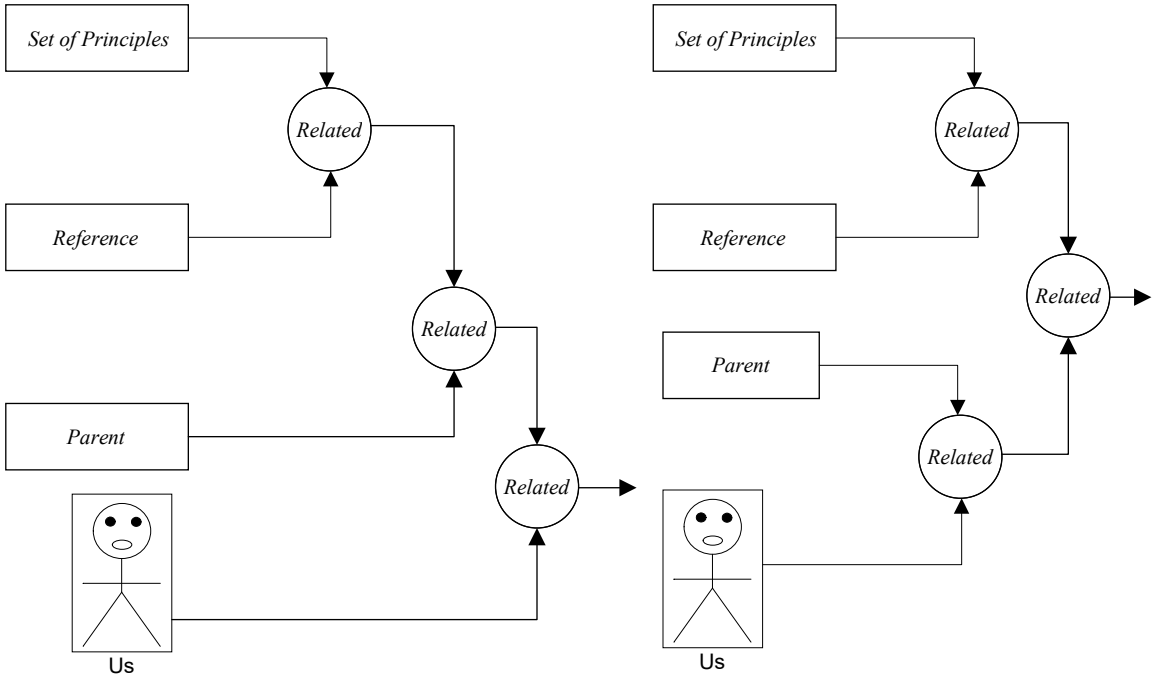
749. By having a very good understanding of the given set of principle entity, the reference entity, our parent, and us, verify your understanding of the relationship represented by the model below by providing a practical example. It does not matter the way you look at them. You can take them any way you want.



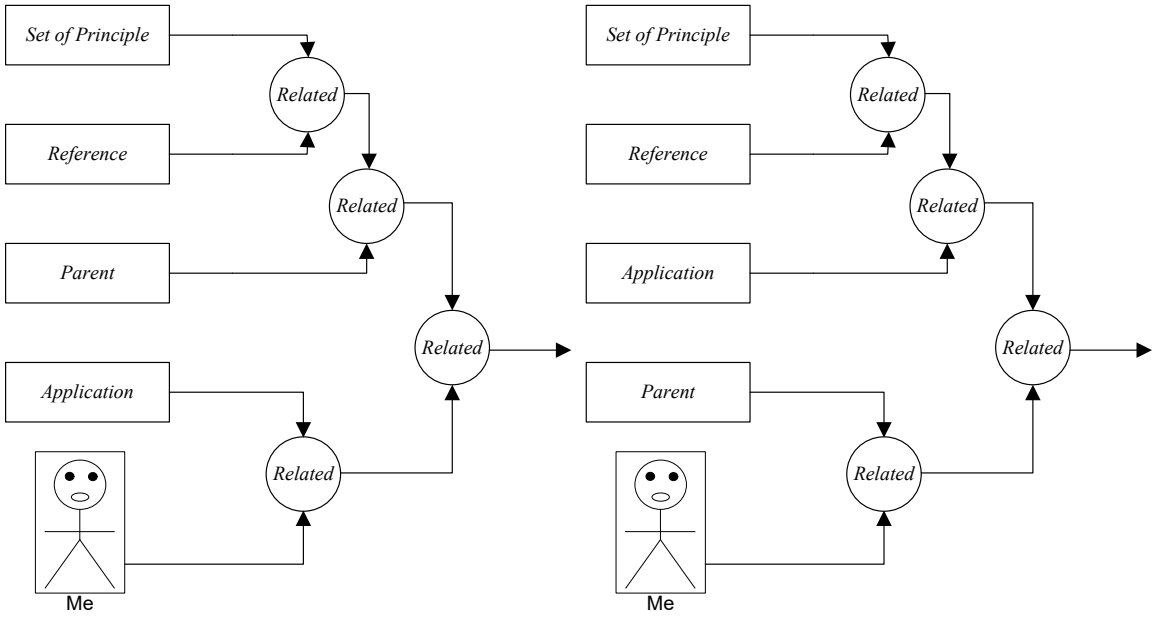
You should work out the top part from the left above and any of the other three. You can

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work them out separately. The other two are:



750. Show your understanding of the exercise above related to the application entity. In this case, you can redraw the model to include the application entity. It does not matter the way you look at it,. You can redraw it in your way or you can approach is as shown by the model below. In this case, you are going to provide a practical example in your workout.

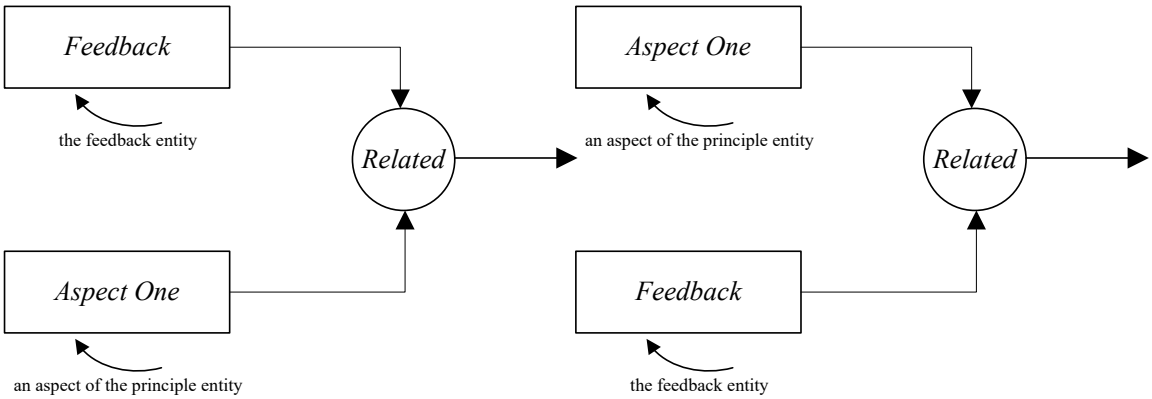


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751. By understanding the two exercises above, verify the existence of feedback within the principle—in the principle. In this case, you can look at it as follows. Within the principle itself, there exists feedback. Within the principle itself, our parent allows feedback. Now if within the principle itself there exists feedback, how can we operate without feedback? In this case, you are going to look at what we do and determine whether or not there exists feedback. Since within the principle itself, there exists feedback. Without feedback, you can conclude that the principle does not exist. In this case, you will also conclude that, since there is no feedback, there is no principle of operation as well. When we cannot identify the principle, we cannot feedback. When we cannot identify the principle, we cannot identify feedback and we do not have any principle of operation.

752. From exercise number 703, we have learned that principles are given with entities that are associated with them and we do not make them. We simply identify them from related entities. Now, let's make an assumption. Let's assume that it was possible for us to make a single principle. What do we mean by that? We mean a single principle like *Principle One* identified in the model of exercise number 671. Here we are not talking about a set of principles; we are simply talking about a single principle. Here you need to answer this question, what would it take for us to make that single principle? What would it take to make a single principle? You need to answer this question by providing a lot of explanations from what you have learned.

753. Since within the principle itself feedback exists; since within the principle itself our parent allows feedback, then the principle itself is related to feedback. Since the principle itself is related to feedback, then the feedback entity is related to the aspects of the principle entity or to each aspect of the principle entity as shown by the model below.

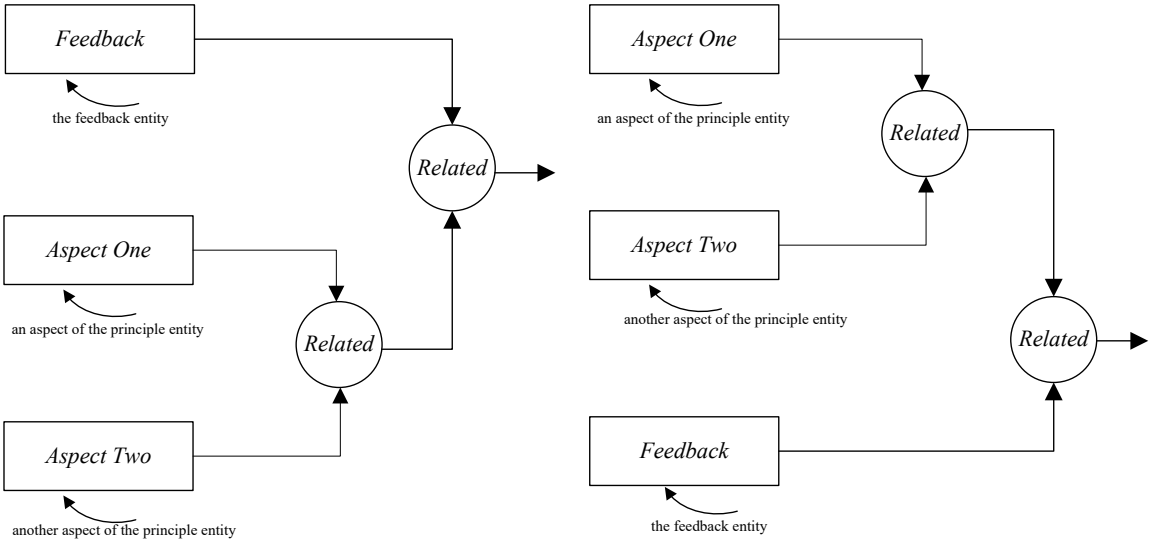


By understanding the explanation above, the feedback entity, the principle entity, our parent, the relationship between the principle entity and our parent and the relationship

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between the feedback entity and the aspects of the principle entity, if you want to, you can verify the relationship pointed out in the model above by providing a practical example.

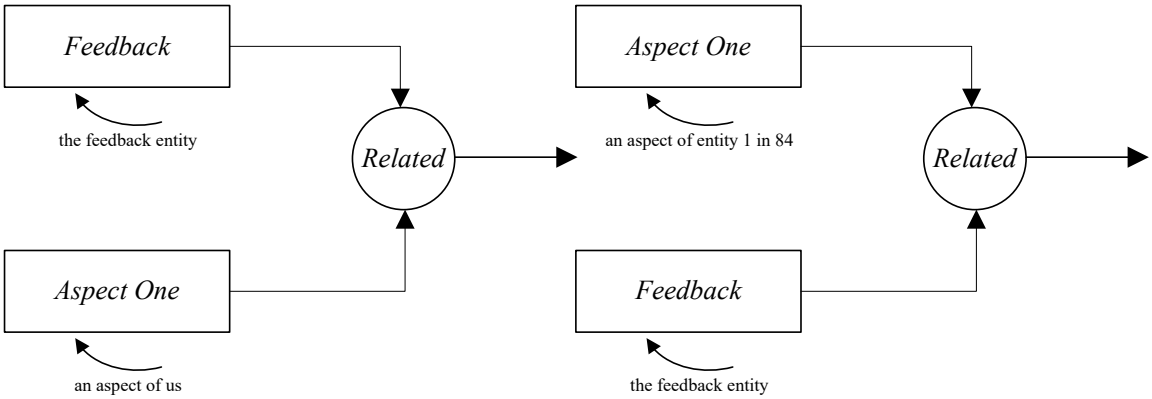
Since within the principle itself, feedback exists; since the feedback entity is related to the aspects of the principle entity, then the relationships of the aspects of the principle entity are related to the feedback entity as shown by the model below. In other words, since feedback is related to the aspects of the principle entity, then feedback is also related to the relationships of the aspects of the principle entity as shown by the model below.



By understanding the explanation above, our parent, the feedback entity, the relationship of the feedback entity and the aspects of the principle entity, if you want to you can verify the relationship above by providing a practical example.

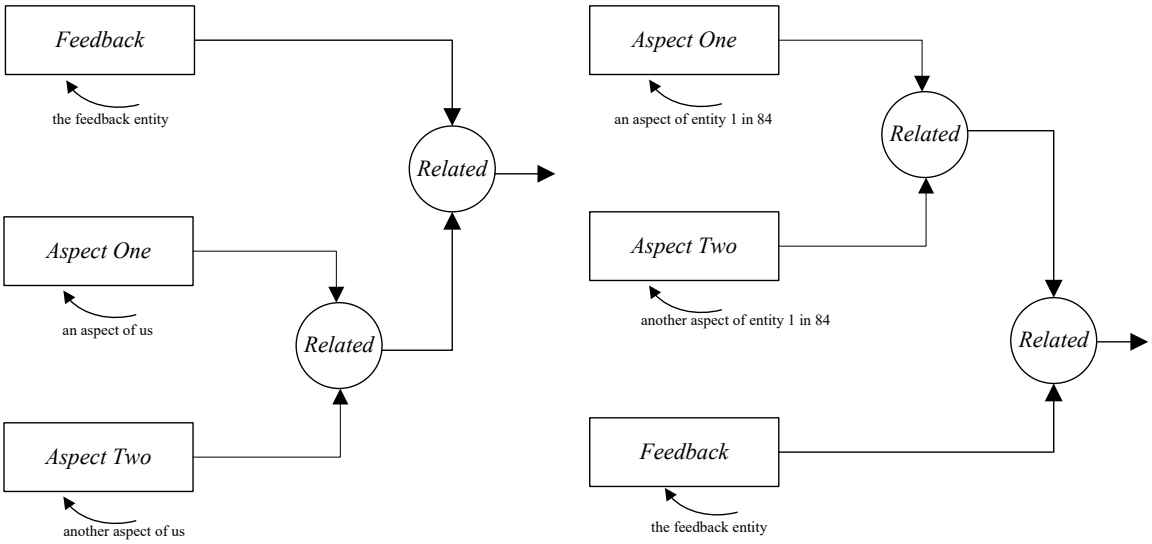
754. Given that within the principle itself feedback exists and feedback is related to the aspects of the principle entity and the principle entity is related to the aspects of entity number one identified in exercise number 84, then the feedback entity itself is also related to the aspects of entity number one identified in exercise number 84 as shown by the model below. In other words, since within our parent principle feedback exists and there is a relationship between feedback and the aspects of the principle entity; since the aspects of the principle entity are related to our aspects and the aspects of the principle entity are related to the feedback entity, then our aspects are also related to the feedback entity as shown by the model below.

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By understanding the explanation above, the feedback entity, the principle entity, ourselves, our parent, our aspects and the aspects of the principle entity, if you want to, you can verify the relationship above by providing a practical example.

Since within the principle itself feedback does exist and feedback is related to our aspects, then feedback is also related to the relationships of our aspects. In other words, since within the principle itself feedback exists and feedback is related to the relationship of the aspects of the principle entity, since the principle entity is related to the relationships of our aspects, then feedback is also related to the relationships of our aspects as shown by the model below.

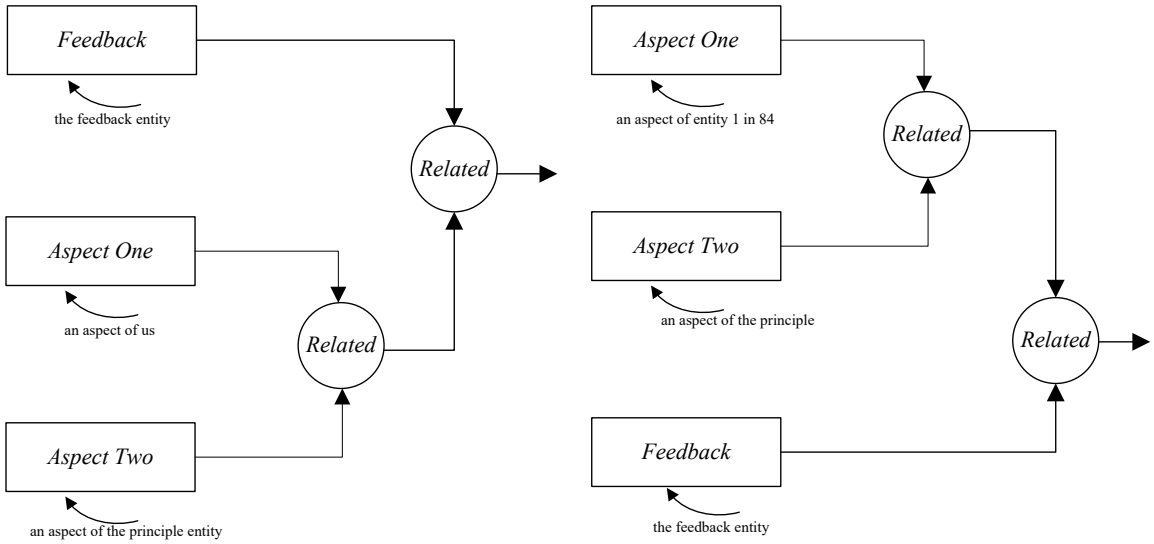


By understanding the explanation above, the feedback entity, our aspects, the relationships of our aspects and the feedback entity, our parent, the principle entity, and the aspects of the principle entity, if you want to you can verify the relationship above by providing a practical example.

755. Given that within the principle itself feedback exists; given that there is a relationship between the principle entity and feedback; given that feedback is related to the aspects of

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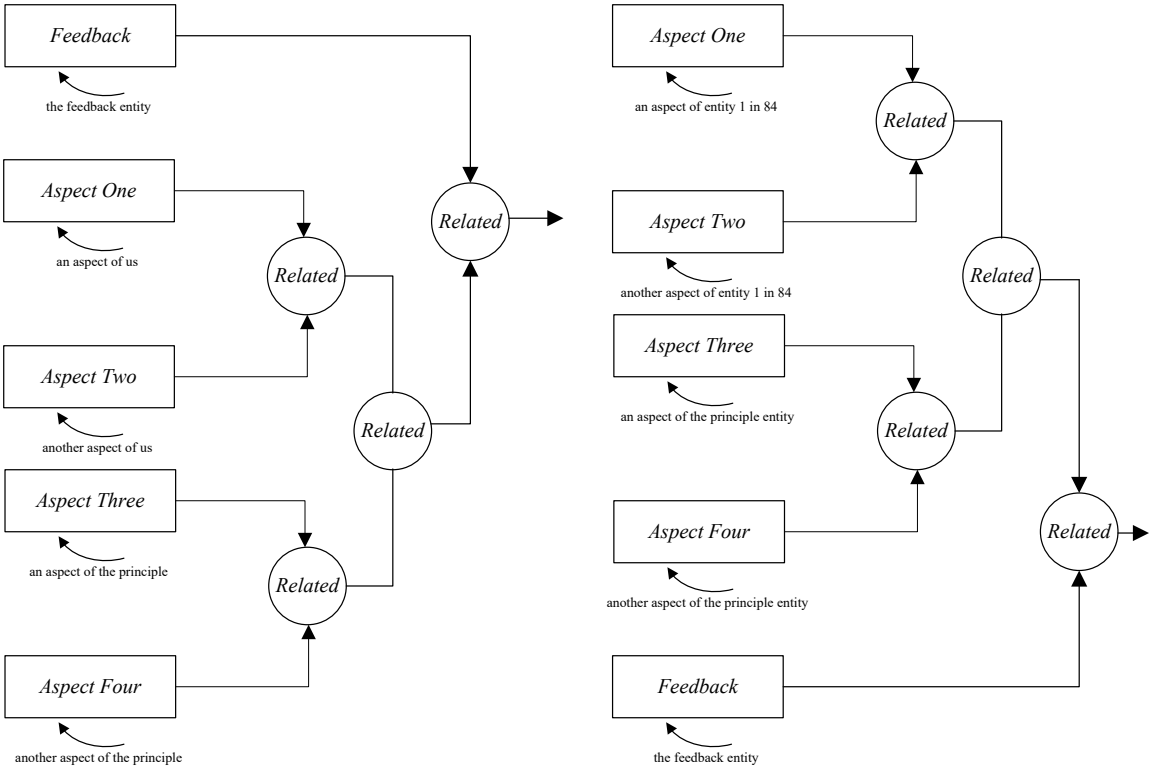
the principle entity and feedback is also related to the aspects of entity number one identified in exercise number 84, then feedback is also related to the aspects of the principle entity in relationships with the aspects of entity number one identified in exercise number 84 as shown by the model below. In other words, since feedback is related to our aspects and feedbacks are related to the aspects of the principle entity, then feedback is also related to our aspects in relationships to the aspects of the principle entity as shown by the model below.



By understanding the explanation above, the feedback entity, our parent, the principle entity, the relationship of the feedback entity and the aspects of the principle entity and the relationship of the feedback entity and our aspects, if you want to you can verify the relationship pointed out in the model above by providing a practical example.

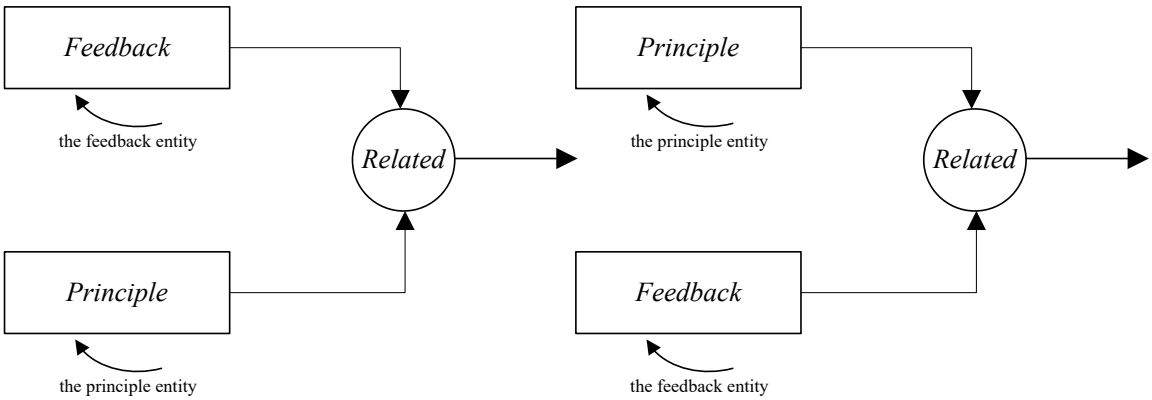
Given that within the principle itself feedback exists; given that feedback is related to the aspects of the principle entity; given that feedback is related to the relationships of the aspects of the principle entity; given that feedback is related to entity one identified in exercise number 84; given that feedback is related to the relationships of the aspects of entity one in exercise number 84; given that feedbacks are related to the relationships of the aspects of entity number one identified in exercise number 84; then feedback is also related to the relationships of the aspects of the principle entity related to the relationships of the aspects of entity number one identified in exercise number 84 as shown by the model below. In other words, since feedback is related to our aspects and to aspects of the principle entity, then feedback is also related to the relationships of our aspects and related to the relationships of the aspects of the principle entity as shown by the model below.

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By understanding the explanation above, the feedback entity, our parent, the relationship of the feedback entity and the aspects of entity number one identified in exercise number 84, the relationship of the feedback entity and the aspects of the principle entity, if you want to you can verify the relationship above by providing a practical example.

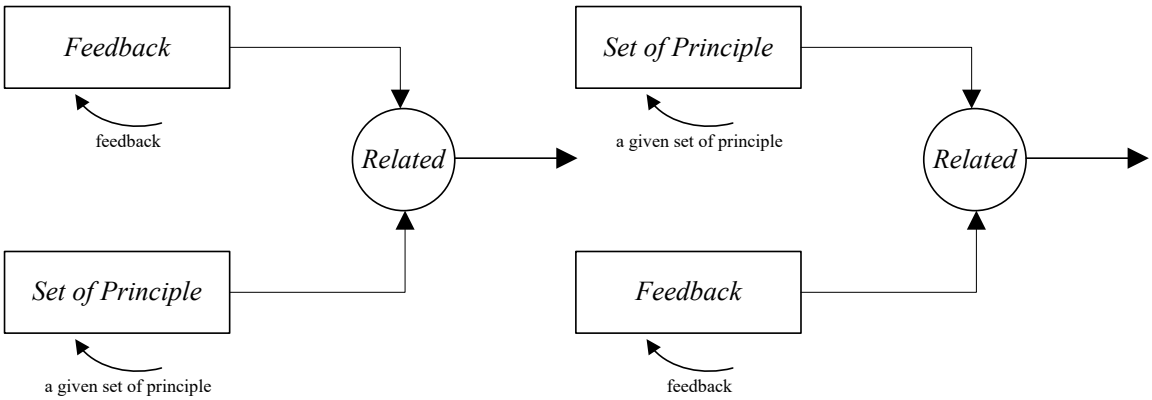
756. Since feedback exists within the principle; since the aspects of the principle entity are related to feedbacks, then feedback is related to the principle entity as shown by the model below.



By understanding the principle entity, the explanation above, our parent, the relationships of the aspects of the principle entity and the principle entity, if you want to you can verify the relationship above by providing a practical example.

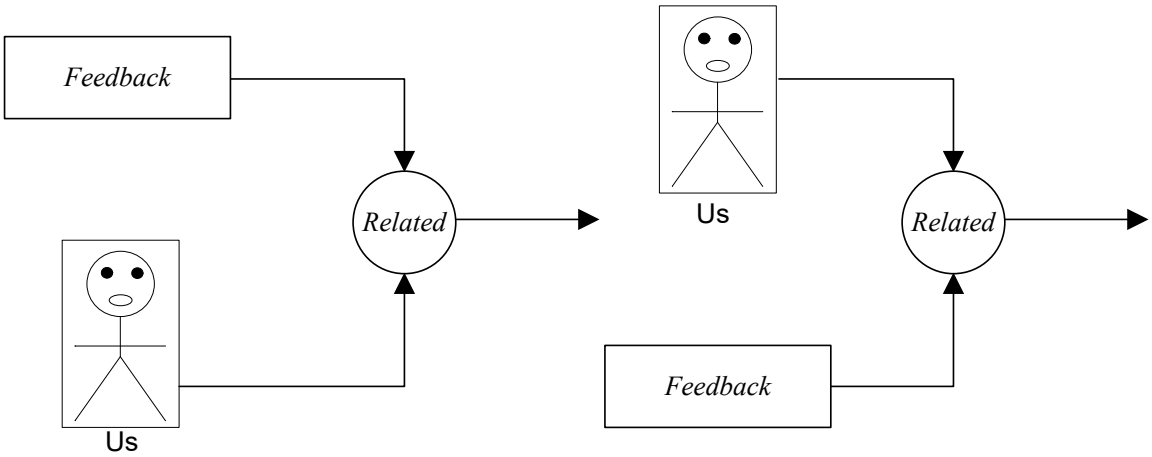
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Given that within the principle itself feedback exists and feedback is related to the principle entity and a given set of principles is related to the principle entity, then a given set of principles is also related to feedback or the feedback entity as shown by the model below.



By understanding the explanation above, the feedback entity, our parent, the principle entity, and a given set of principles, if you want to you can verify the relationship pointed in the model above by providing a practical example.

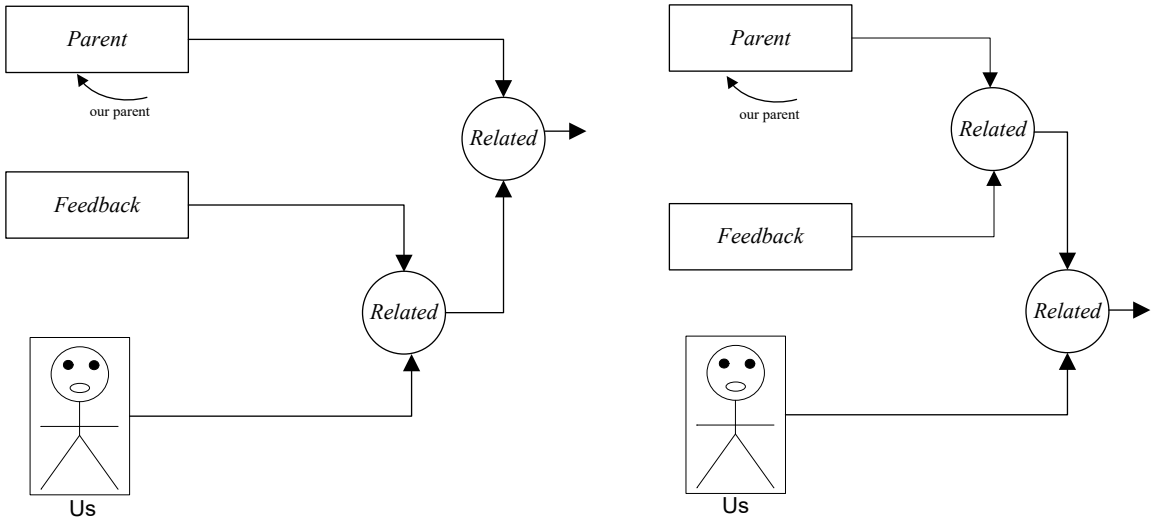
757. Given that feedback exists within the principle; given that our aspects are related to feedback, then we are as well related to feedback as shown by the model below.



By understanding the explanation above, by understanding ourselves, the feedback entity, our parent, the relationship between us and the feedback entity, if you want to you can verify the relationship above by providing a practical example.

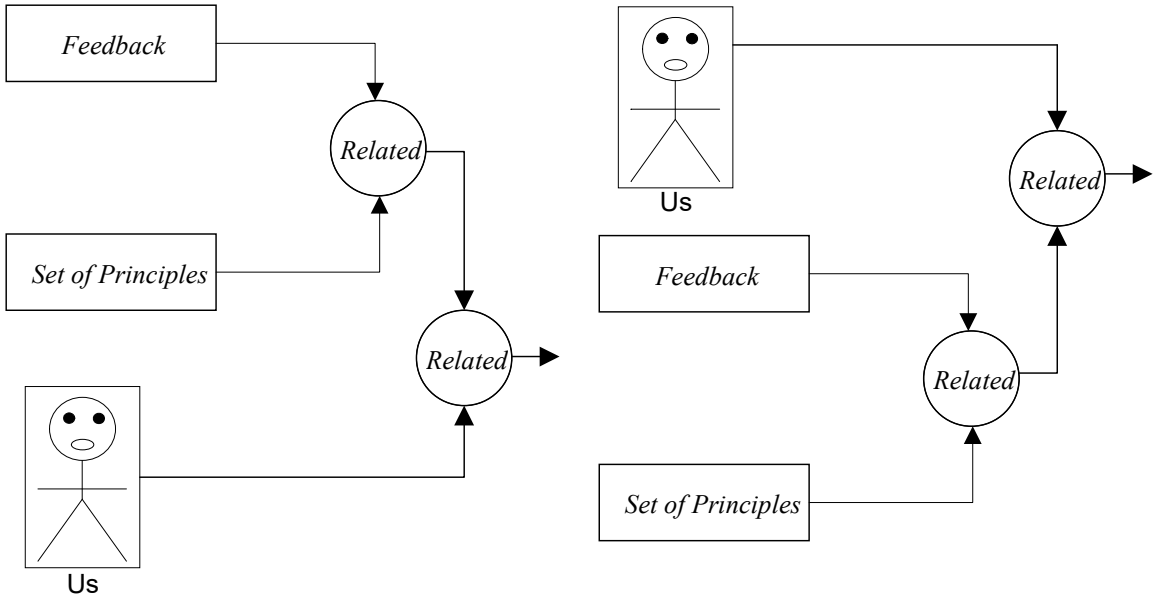
Since feedback exists within the principle; since feedback is related to us and we are related to our parent, then feedback is also related to us and our parent as shown by the model below.

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By understanding the explanation above, the feedback entity, ourselves, our parent, the relationship between us and our parent, the relationship between us and feedback, if you want to you can verify the relationship above by providing a practical example.

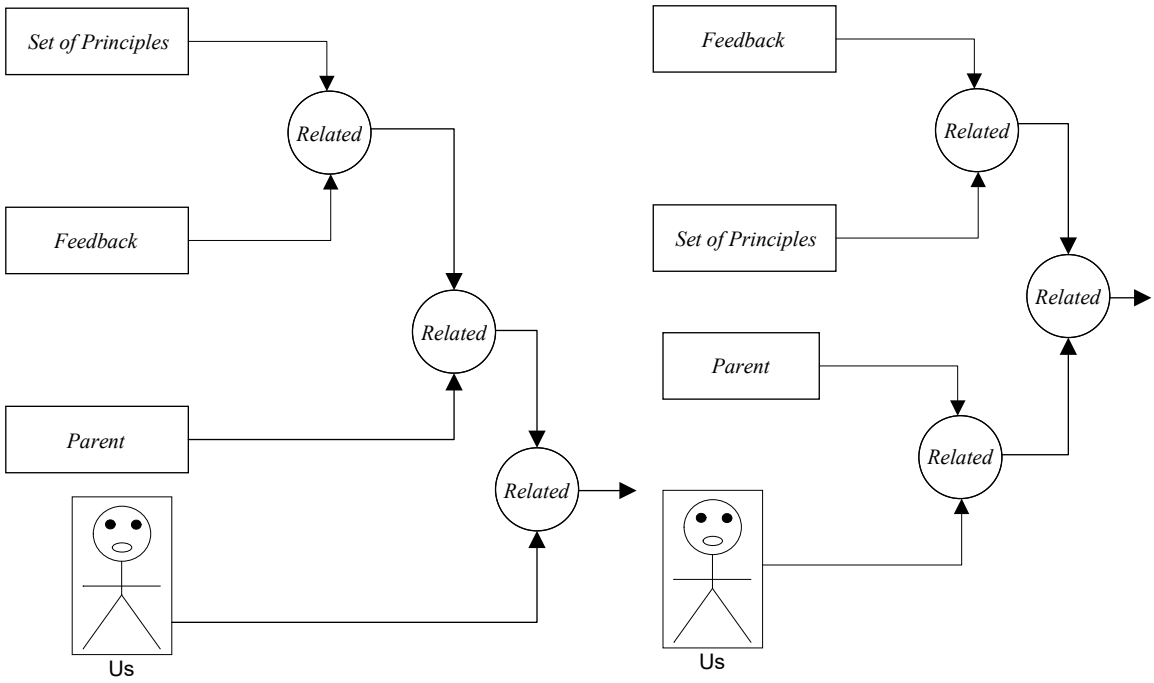
758. Since feedback exists within the principle; since feedback is related to us, the principle entity, and a given set of principles, then feedback is also related to us and a given set of principles as shown by the model below.



By understanding the explanation above, the feedback entity, a given set of principles, the relationship between a given set of principles and feedback, our parent, the relationship between us and feedback, the relationship between us and a given set of principles, if you want to you can verify the relationship above by providing a practical example.

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Give that feedback exists within the principle; since we are related to the principle entity and a given set of principles; since we are related to our parent and also the feedback entity, then we are also related to our parent in relationship with feedback and a given set of principles as shown by the model below.

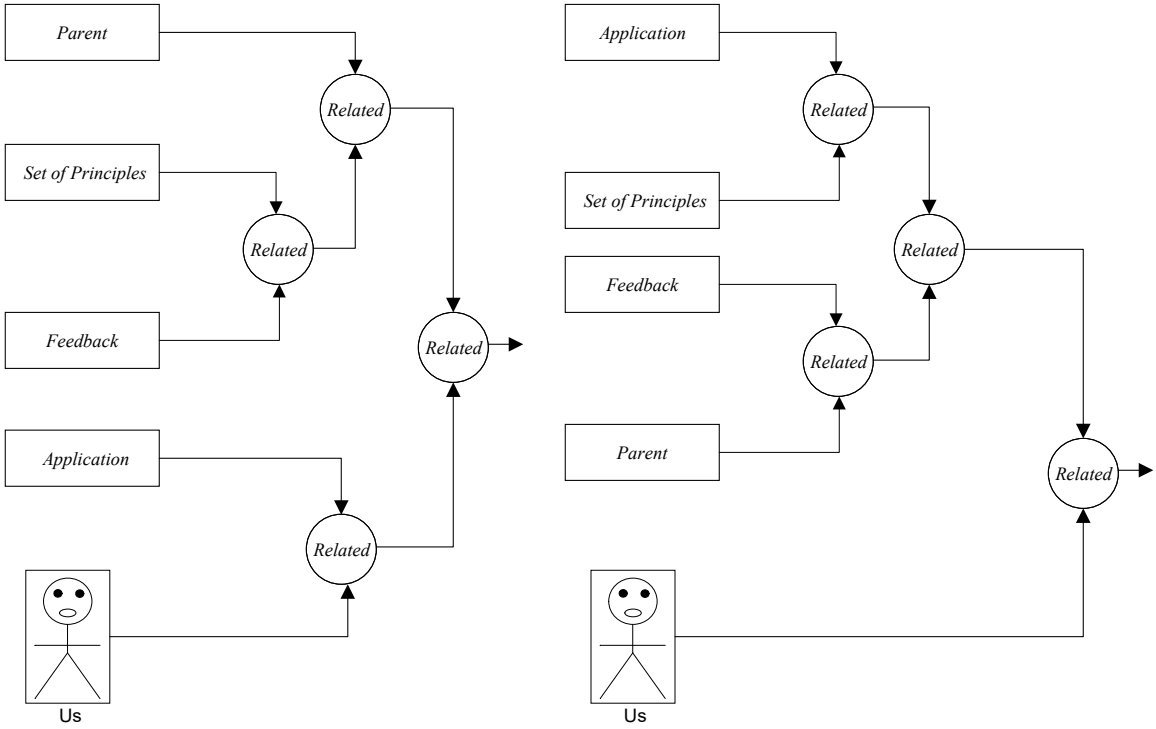


By understanding the explanation above, our parent, the feedback entity; by understanding ourselves, a given set of principles, if you want to you can verify the relationship above by providing a practical example.

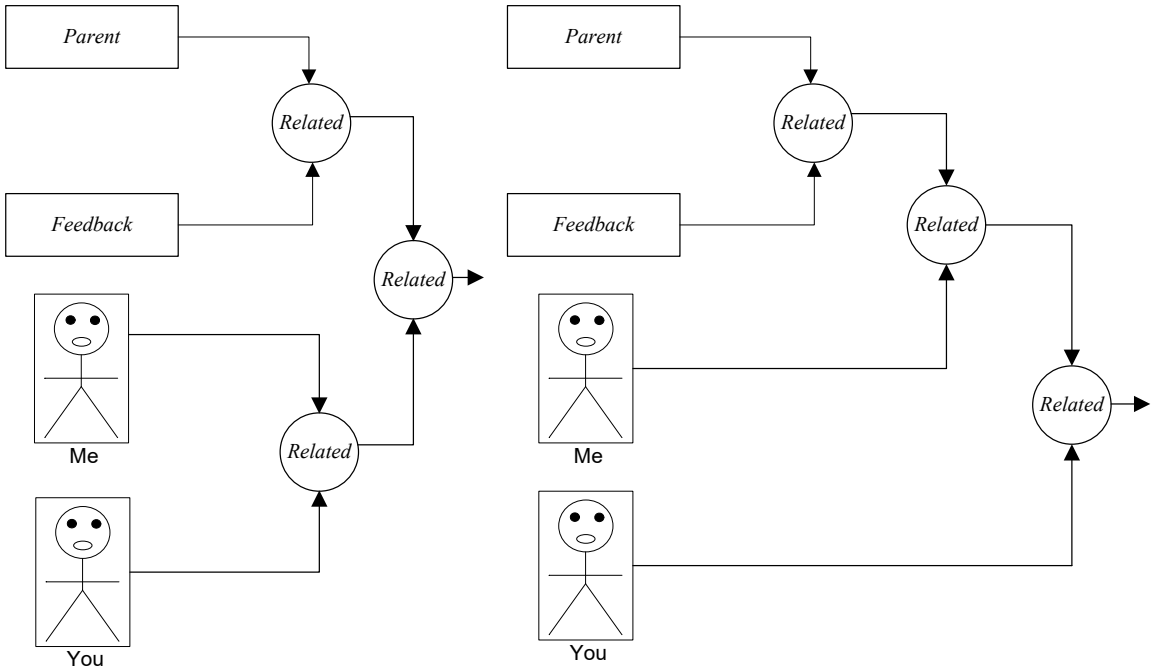
759. Since we are related to feedback and we are also related to the principle entity, then we are related to feedback and the aspects of the principle entity. Now in terms of aspects of the principle entity, let's take application for instance. Here use the application entity to verify the relationship in the exercise above by providing a practical example. In this case, you can look at it in the forms presented by the model below. While we show two

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cases above, you can think and use the one that you understand.



760. Since we are related to each other by our parent and we are also related by our parent in relation to feedback, then we are also related to each other by our parent in relation to feedback as shown by the model below.



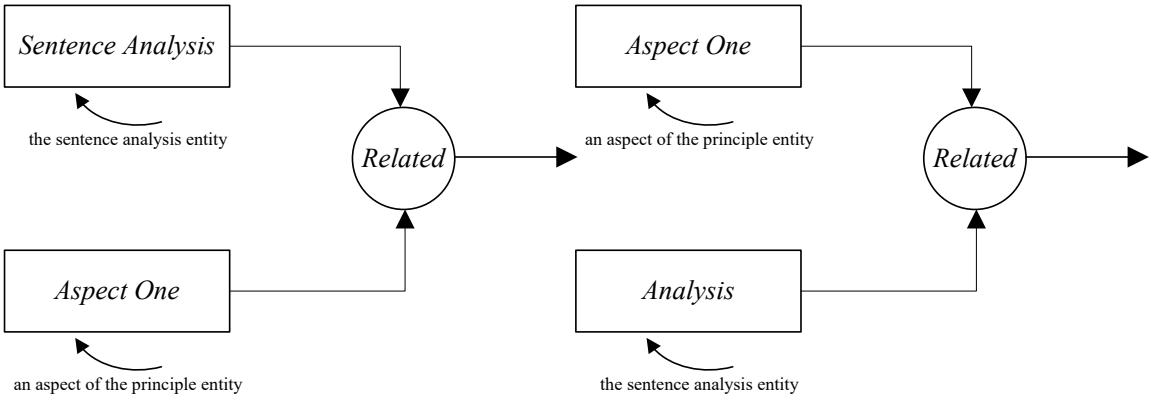
By understanding the explanation above, you can verify and redraw the relationship above in terms of you and your friend, then rework it out again in terms of me, you, and

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your friend.

761. Since we are related to each other by our parent in relationship with feedback and feedback is defined within the principle, we must always provide feedback to each other to enable us to execute our applications without error. Here you are going to verify whether or not we understand our feedback responsibility in life. Here you are going to analyze an application to verify that. You can choose any event. Once you complete your workout, you should answer this question. What is your responsibility in terms of providing feedback to each other?

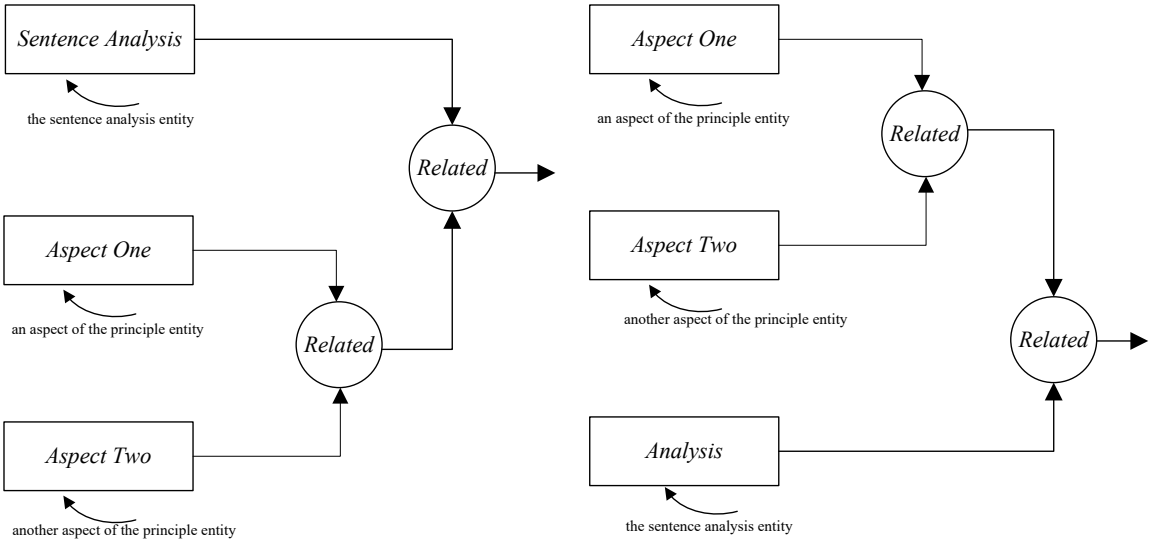
762. Since the aspects of the sentence analysis belong to the principle entity, then the sentence analysis entity is related to the aspects of the principle entity as shown by the model below. In other words, the sentence analysis entity is related to each aspect of the principle entity as shown by the model below.



By having a very good understanding of the sentence analysis entity, the aspects of the principle entity, if you want to, you can verify the relationship pointed out in the model above by providing a practical example.

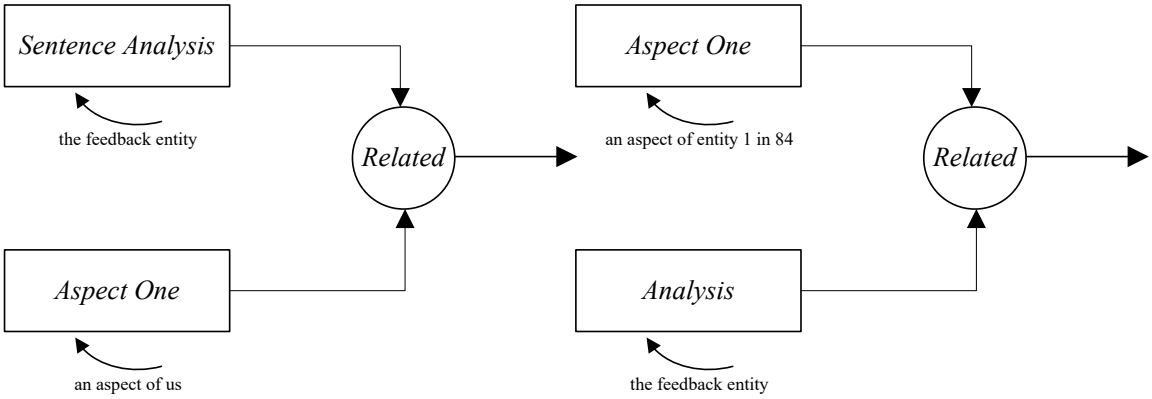
Since the aspects of the sentence analysis entity belong to the principle entity and the relationship of the aspects of the principle entity are related to the principle entity, then the sentence analysis entity is also related to the relationship of the aspects of the principle entity as shown by the model below. In other words, the relationships that exist between the aspect of the principle entity related to the principle entity, enable the relationships of the aspects of the principle entity to be related to the sentence analysis entity as shown by the model below.

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By understanding the sentence analysis entity, the aspects of the principle entity, the relationship of the aspects of the principle entity in relationship with the sentence analysis entity, the relationship of the aspects of the principle entity, if you want to, you can verify the relationship above by providing a practical example.

763. Since the aspects of the sentence analysis entity belong to the principle entity, and the aspects of the principle entity are related to the aspects of entity number one identified in exercise number 84, then the sentence analysis entity is related to the aspects of entity number one identified in exercise number 84 as shown by the model below. In other words, since the aspects of the sentence analysis entity belong to the principle entity, and the aspects of the principle entity are related to our aspects, then the sentence analysis entity is also related to our aspects as shown by the model below.

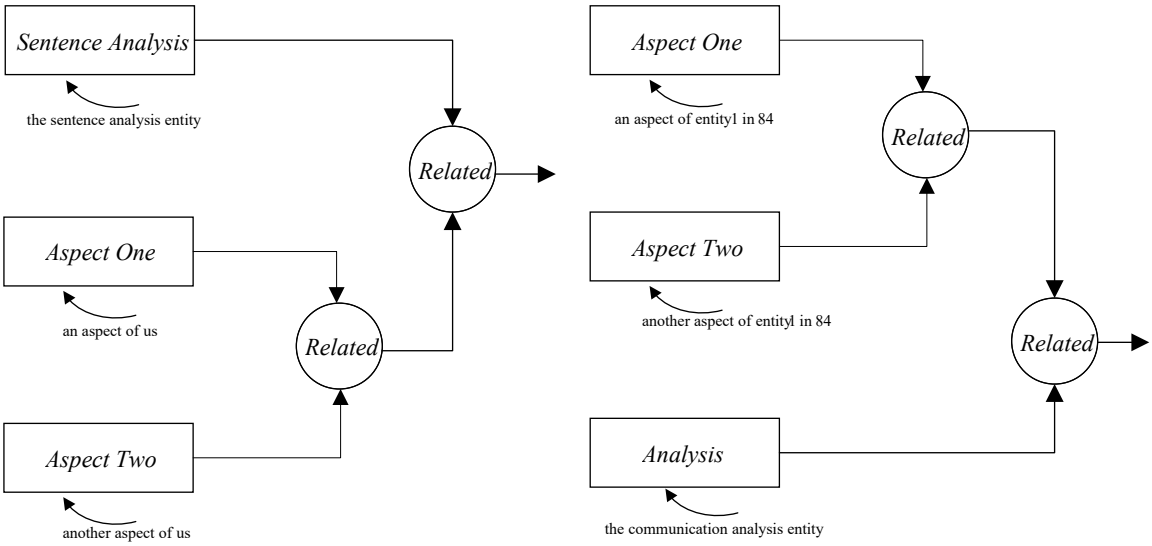


By having a very good understanding of the explanation above, the sentence analysis entity, our aspects, the relationships of our aspects and the sentence analysis entity, if you want to, you can verify the relationship above by providing a practical example.

Given that the aspects of the sentence analysis entity belong to the principle entity and

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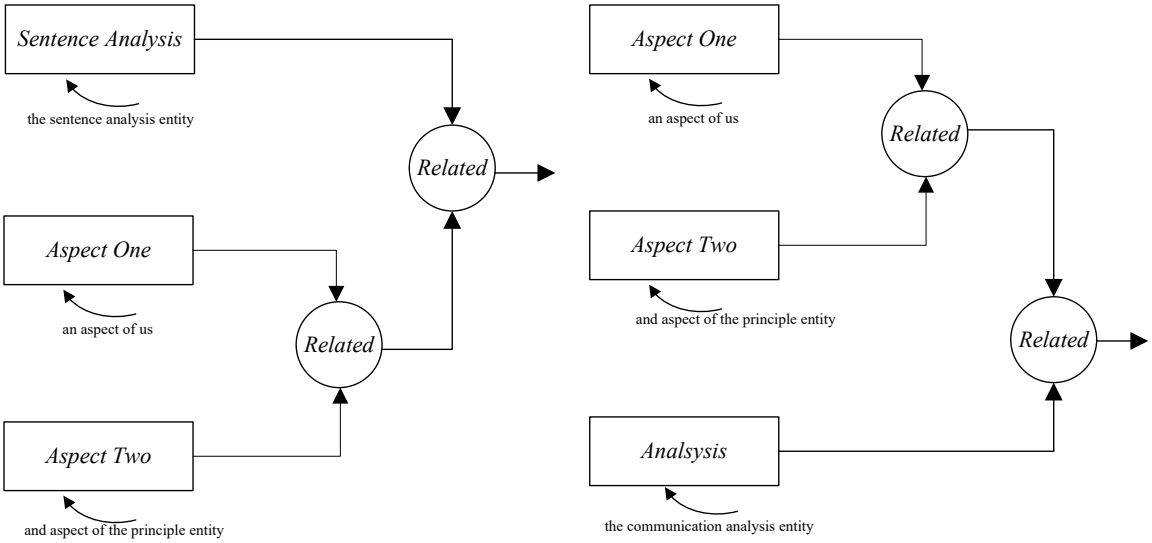
the aspects of the principle entity are related to the relationship of the aspects of entity number one identified in exercise number 84, then the aspects of the sentence analysis entity are also related to the relationship of the aspect of entity one identified in exercise number 84 as shown by the model below. In other words, since the aspects of the sentence analysis entity belong to the principle entity and the aspects of the principle entity are related to the relationship of our aspects, then the aspects of the sentence analysis entity or communication analysis are also related to the relationships of our aspects as shown by the model below.



By understanding the explanation above, the aspects of the principle entity, the relationships of the aspects of entity number one identified in exercise number 84 or our aspects, the relationships of the aspects of the principle entity, and the sentence analysis entity itself, if you want to, you can verify the relationship above by providing a practical example.

764. Given that the aspects of the sentence analysis entity belong to the principle entity, and the aspects of the principle entity related to the aspects of entity number one identified in exercise number 84 are related to the principle entity, then the sentence analysis entity is related to the aspects of the principle entity related to the aspects of entity one identified in exercise number 84 as shown by the model below. In other words, since the aspects of the sentence analysis entity belong to the principle entity, and the aspects of the principle entity related to our aspects are related to the principle entity, then the sentence analysis entity is also related to our aspects and the aspects of the principle entity as shown below.

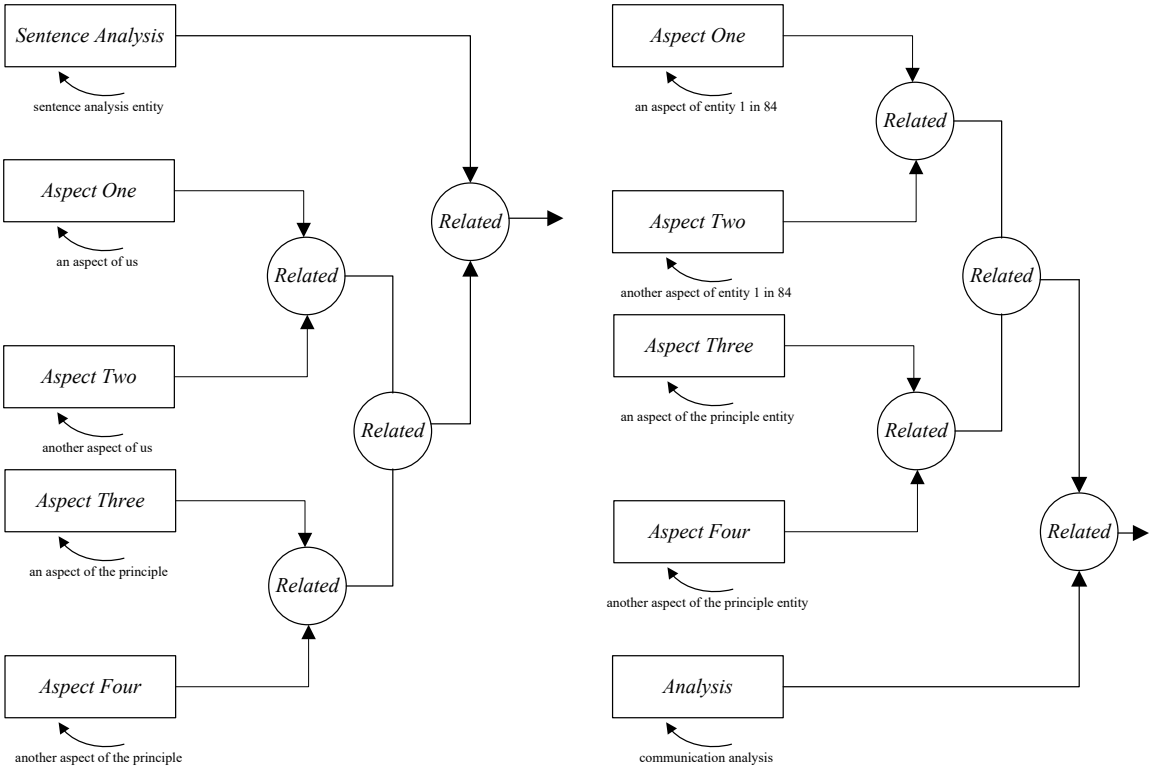
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By understanding the explanation above, the sentence analysis entity, the aspects of the principle entity, the aspects of entity number one identified in exercise number 84, the relationships of the aspects of the principle entity and our aspects, if you want to, you can verify the relationship above by providing a practical example.

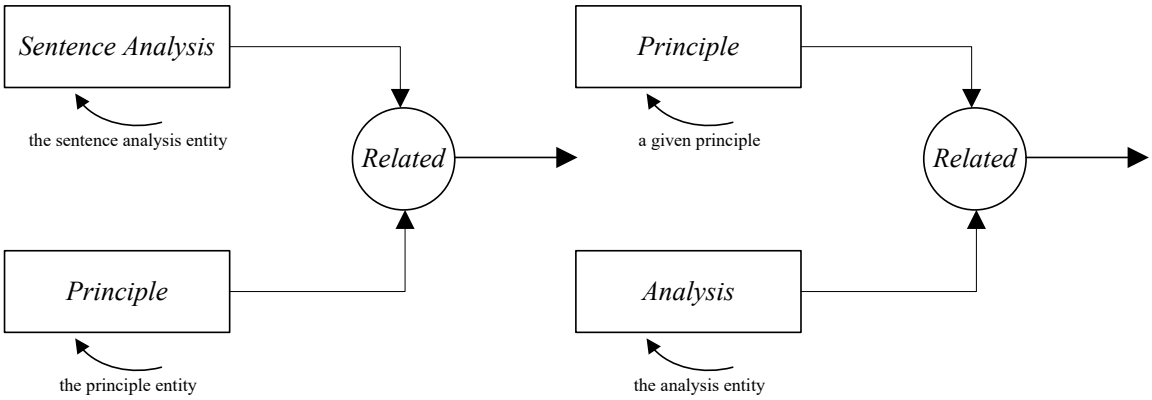
Given that the aspects of the sentence analysis entity belong to the principle entity, and the principle entity itself is related to the relationships of its aspects and the aspects of entity number one identified in exercise number 84, then the sentence analysis entity is also related to the relationships of the aspects of the principle entity and the relationships of the aspects of entity number one identified in exercise number 84 as shown by the model below.

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By understanding the explanation above, the sentence analysis entity, the aspects of the principle entity, the relationships of the aspects of the principle entity and the aspects of entity number one identified in exercise number 84, if you want to, you can verify the relationship above by providing a practical example.

765. Since the aspects of the sentence analysis entity belong to the principle entity, then the sentence analysis entity is related to the principle entity as shown by the model below.

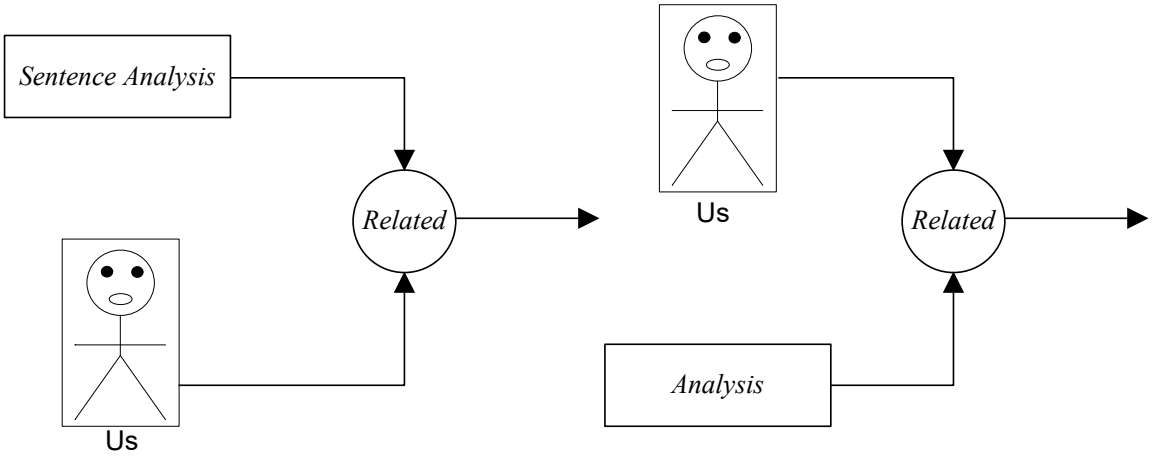


By understanding the sentence analysis entity, the principle entity, and the relationship between the principle entity and the sentence analysis entity, if you want to, you can verify the relationship above by providing a practical example.

Given that the aspects of the sentence analysis entity belong to the principle entity and

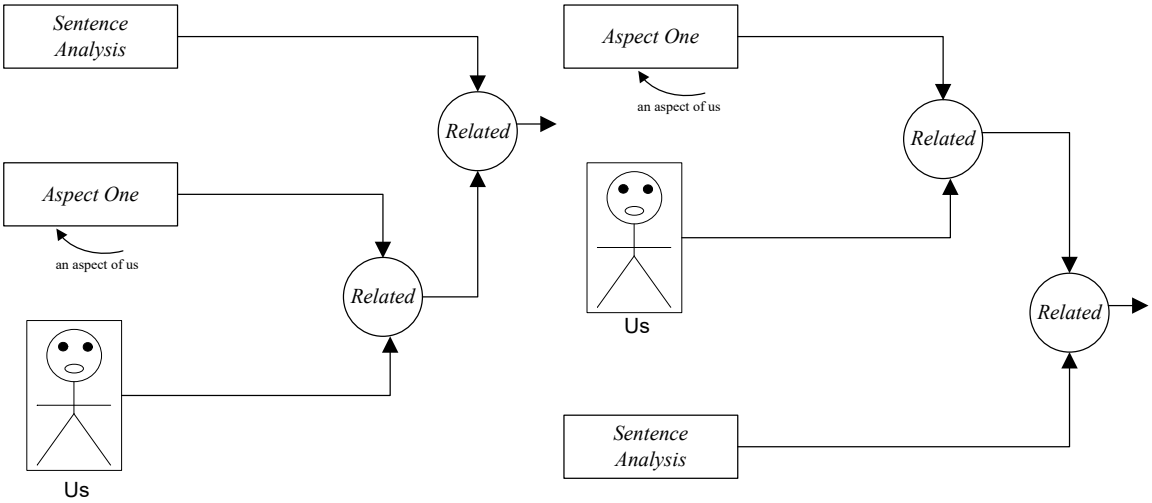
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the principle entity is related to entity number one identified in exercise number 84, then the sentence analysis entity is also related to entity number one identified in exercise number 84. In other words, since the aspects of the sentence analysis entity belong to the principle entity and the principle entity is related to us, then sentence analysis is also related to us as shown by the model below.



By understanding ourselves, the sentence analysis entity, the aspects of the principle entity, the principle entity, and the relationship between us and sentence analysis, if you want to, you can verify the relationship above by providing a practical example.

Given that the aspects of the sentence analysis entity belong to the principle entity and the principle entity is related to us in relationship to our aspects, then the sentence analysis entity is also related to us in relationship to our aspects as shown by the model below.

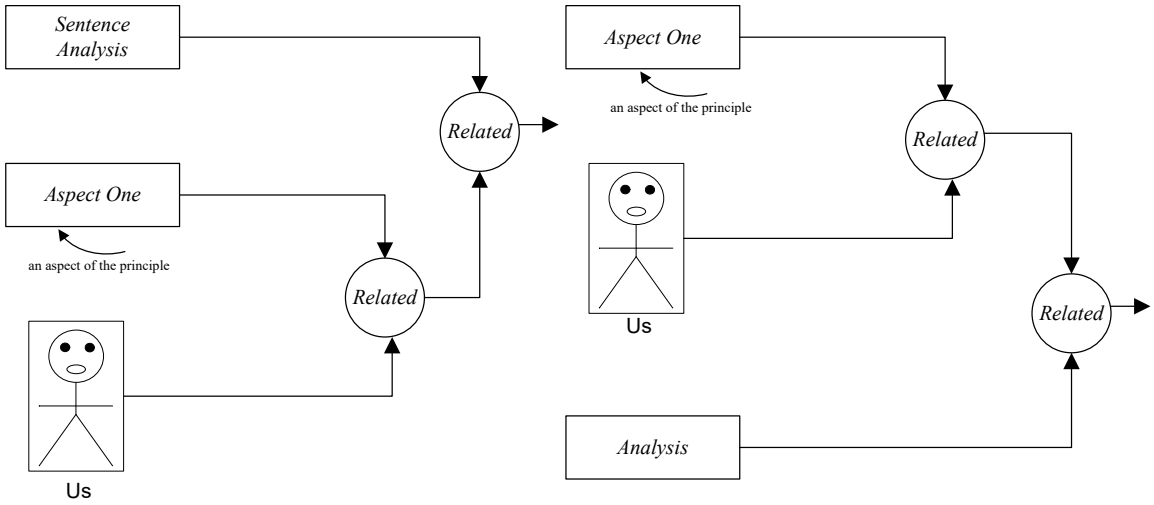


By understanding the explanation above, our aspects, the aspects of the principle entity, the sentence analysis entity, the relationships of our aspects and the sentence analysis entity, the relationship of us and the sentence analysis entity, the relationships of us and

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our aspects related to the sentence analysis entity, if you want to, you can verify the relationship pointed out in the model above by providing a practical example.

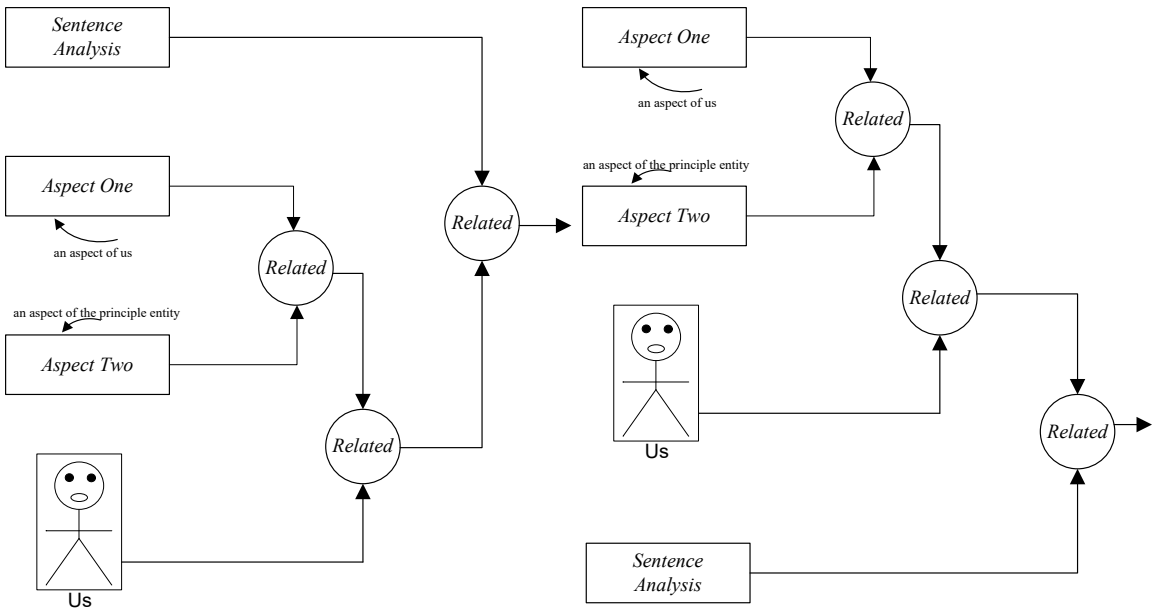
766. Given that the aspects of the sentence analysis entity belong to the principle entity and the principle entity is related to us in relationship with its aspects, then the sentence analysis entity is related to us in relationship with the aspects of the principle entity as shown by the model below.



By understanding the explanation above, the principle entity, the aspects of the principle entity; by understanding ourselves, the sentence analysis entity and the relationship of us and the aspects of the principle entity in relationship with the sentence analysis entity, if you want to you can verify the relationship above by providing a practical example.

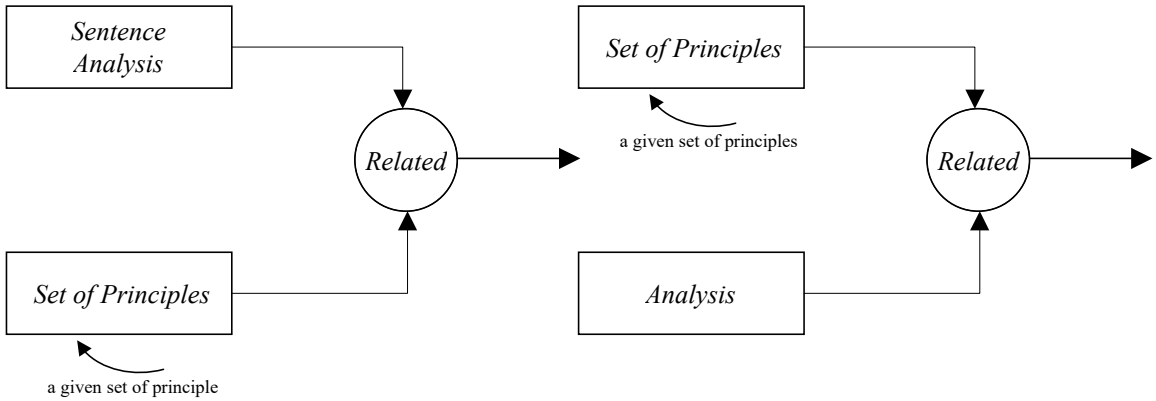
Since the aspects of the sentence analysis entity belong to the principle entity; since the aspects of the principle entity in relationship with our aspects are related to us, then the sentence analysis entity is related to us in relationship to our aspects and the aspects of the principle entity as shown by the model below. In other words, since the aspects of the sentence analysis entity belong to the principle entity; since the principle entity is related to us in relationship with its aspects and our aspects, then the sentence analysis entity is also related to us in relationship to our aspects and the aspects of the principle entity as shown by the model below.

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By understanding the explanation above, the sentence analysis entity, ourselves, the relationships of the aspects of the principle entity and us, the relationships of our aspects and us, the relationships of our aspects and the aspects of the principle entity and us related to the aspects of the sentence analysis entity, if you want to you can verify the relationship above by providing a practical example.

767. Since the aspects of the sentence analysis entity belong to the principle entity and the principle entity are related to a given set of principles, then the sentence analysis entity is also related to a given set of principles as shown by the model below.

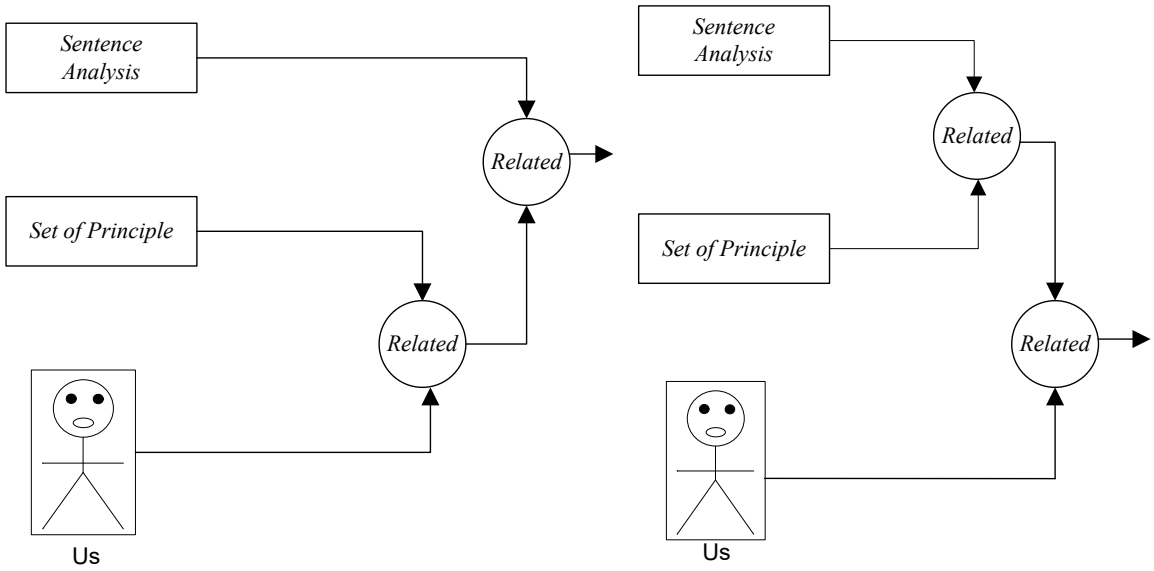


By understanding the explanation above, the principle entity, the relationship between the principle entity and a given set of principles, the relationship between a given set of principles and the sentence analysis entity, if you want to you can verify the relationship above by providing a practical example.

Since the aspects of the sentence analysis entity belong to the principle entity; since a

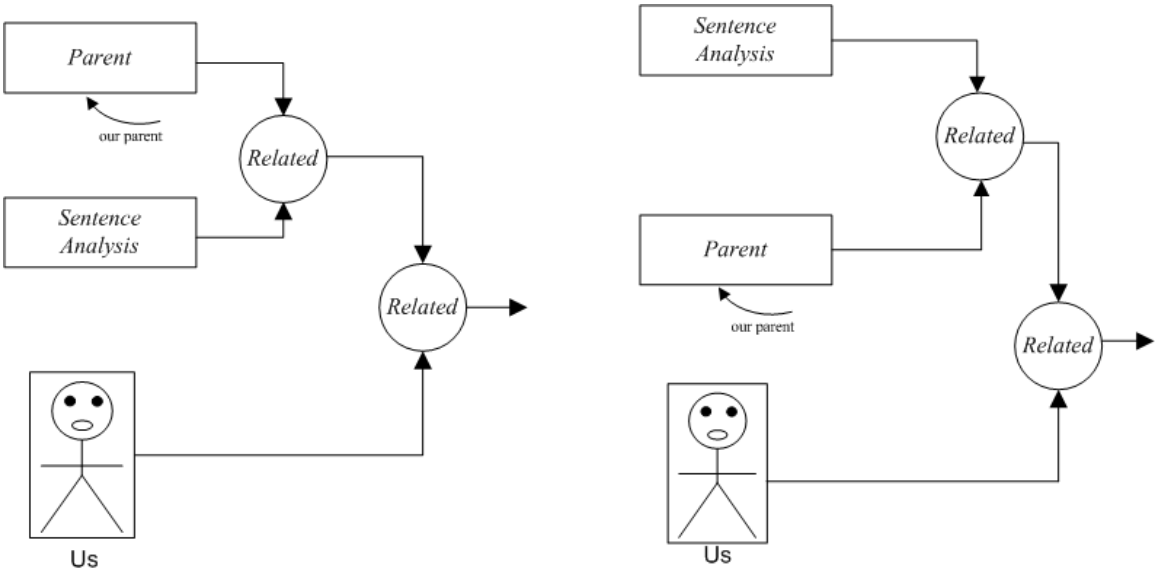
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given set of principles is related to us in relationship with the principle entity, then the sentence analysis entity is also related to us in relationship with a given set of principles as shown by the model below.



By understanding the explanation above, the sentence analysis entity, a given set of principles, the relationship between a given set of principles and us, and the relationship between a given set of principles with us in relationship with the sentence analysis entity, if you want to you can verify the relationship above by providing a practical example.

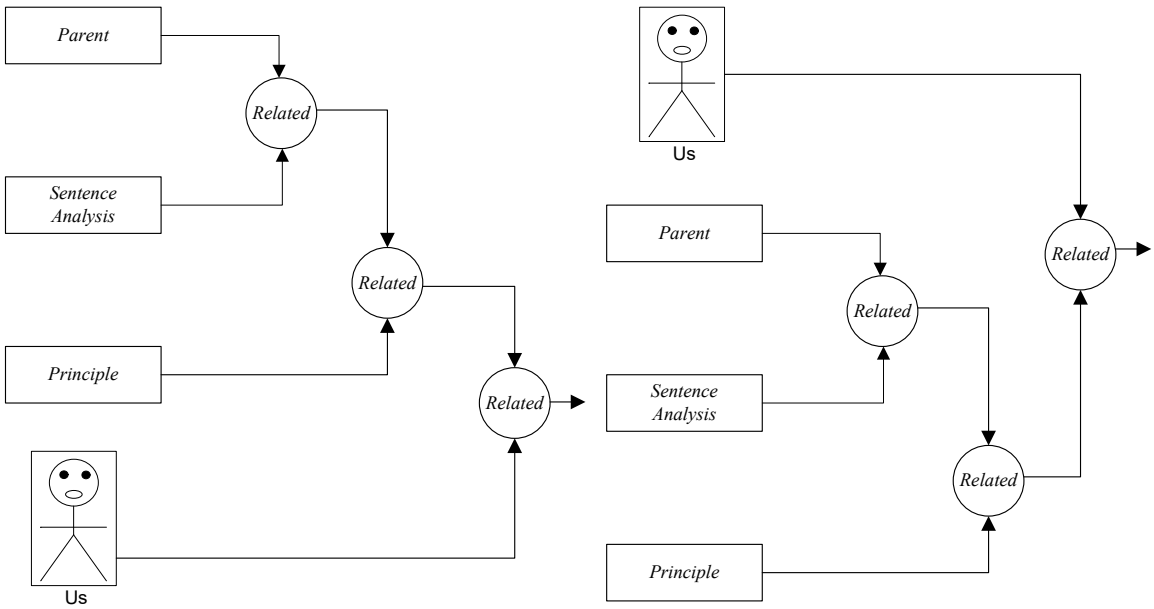
768. Since the aspects of the sentence analysis entity belong to the principle entity and the principle entity is considered to be our parent and it is also related to the sentence analysis entity, then we are also related to our parent in relationship with the sentence analysis entity as shown by the model below.



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By understanding the explanation above, our parent, the sentence analysis entity, the relationship of our parent and the sentence analysis entity; the relationship between us, our parent, and the sentence analysis entity, if you want to you can verify the relationship above by providing a practical example.

Since the aspects of the sentence analysis entity belong to the principle entity and we are related to our parent in relationship with the sentence analysis entity, then we are also related to our parent in relationship with the sentence analysis entity related to the principle entity as shown by the model below.



By understanding the explanation above, our parent, the principle entity, the sentence analysis entity; the relationship between us, our parent, the principle entity, and the sentence analysis entity, if you want to, you can verify the relationship above by providing a practical example.

769. From exercise number 690, you have verified that we connect together through the principle entity. Since the principle entity enables us to connect together, then we are related by the principle entity. Now in terms of our relationship through the principle entity, you have used communication or principle of communication as an example. You have verified and shown that relationship. Here all you need to do is show and verify that. If we connect together by another entity or a physical entity, you have to show the relationship of that entity with us or entity number one identified in exercise number 84 and all possible relationships of us and our aspects with that entity and the aspects of that entity. You will need to provide additional explanation and show your observation. If you don't think we connect together by another entity, you can simply skip this exercise.

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You do not need to do it. If you want to, you can simply provide some explanation about what you think. In this case, you simply show there is no other entity that connects us together.

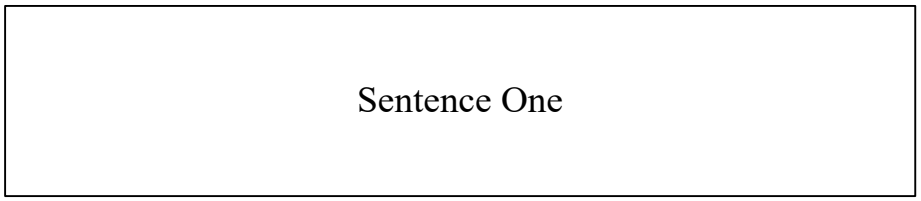
770. We already know that we connect together through the principle and we are related by the principle. From exercise number 712, we have shown that within the principle itself, there is no negativity. By understanding that exercise, we have learned that while we think and introduce negativity to what we do, nevertheless negativity itself does not show up or is not visible within the principle. The way to look at it, our misunderstanding of the principle enables us to think negatively and introduce negativity in what we do, nevertheless the principle itself does not include negativity. Since our misunderstanding of the principle enables us to think and do things negatively, it makes sense that when we think or do things negative, we simply operate outside the principle. Here you are going to verify that by providing a practical example. You are going to analyze an application, where people in that application think negatively. Since negativity is not included or does not exist in the principle, within your analysis you will conclude that, that application does not have a principle of operation. There is no operating principle in what we do or those people operate without principle of operation. You will need to show your observation and provide additional explanation.

771. We already know that what we think is a separate entity. For instance, if we think negatively, then we think outside the principle; and what we think has no relationship with the principle or the aspects of the principle entity. In this case, we feel negative, but that negativity is not a part of the principle. Since what we think is not related to the principle, in this case there are two ways to look at it. Since we communicate and think relatively to entities that we identify and the understanding of those entities depends on us, in this case either we communicate or think about an entity that exists, but we do not understand it or the entity does not exist at all. Here you are going to verify that by providing a practical example. In this case, you are going to use current or historical events to show that. You will analyze the event you choose and you will conclude that depending on the case. Either the person or people who think negatively about an entity do not understand that entity or that entity does not exist, but the person or people in question think it does exist. Within your workout, you will need to provide additional explanation and show your observation. The way to look at it, there are two ways to identify negativity easily; when an entity exists, but it is misunderstood and when an entity does not exist at all, it is being thought as it exists.

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772. Since we use the principle entity to validate other entities, it is possible for us to use the relationships from many previous exercises to validate other entities as well. In other words, we use the principle entity in relationship with another entity to validate that entity. In this case, we try to match the aspects of that entity to one or more aspects of the principle entity. By understanding the relationships we have identified in many previous exercises, we can use those relationships with other entities as well to validate them.

773. In terms of correctness of a sentence, we already know that if there is a relationship between all words in a sentence, then that sentence is portable. In terms of sentence validation, it is possible for us to validate and invalidate a sentence by using the relationships from many previous exercises. Here you are going to identify a sentence and treat is as an entity as shown by the model below.



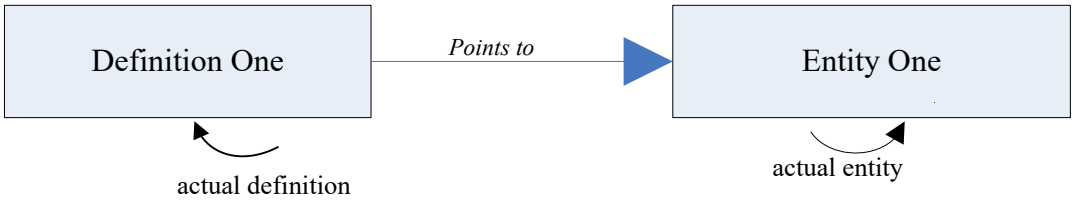
From the model above, you have identified a sentence and treat it as an entity. Now you are going to use that entity in relationship with the statement above *if there is a relationship between all words in a sentence, then that sentence is portable*, to validate that sentence in relationship with the relationships identified in exercise 768 part 2 or 764 part 2. The way to look at it, you will use the *Sentence One* entity above in the relationship you choose from the exercise you choose in relationship with the statement to validate the sentence.

774. Within a given communication, there exist the communication and the principle itself. Within a given principle, there exit the principle and the communication itself. Usually, during our analysis we try to identify the principle within the communication. Now you are going to identify a communication and analyze that communication. By analyzing the communication, you try to identify the principle within that communication. All you need to do here is use the second relationship of exercise number 768 to validate or invalidate that sentence. In this case, you will need that relationship to show whether that sentence is correct or incorrect.

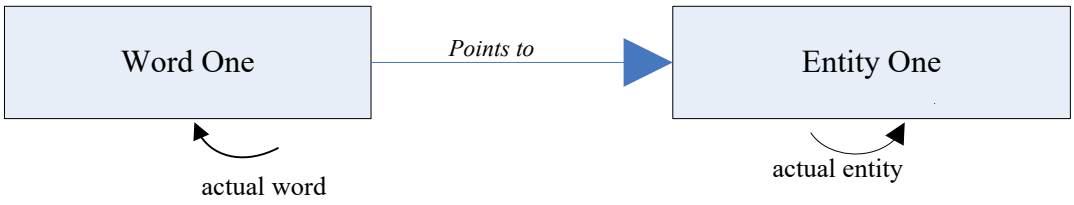
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775. If you want to, you can do the following. Verify that the definition of an entity is also an entity. The way to look at it, we already know that *Word One* points to *Entity One*; so *Word One* identifies *Entity One* or *Entity One* is identified by *Word One*. In this case, *Word One* is defined by *Entity One*. Now since the definition of an entity is also an entity, let's assume that *Entity One* has *Definition One*, where *Definition One* itself is also an entity. Here all you need to do is verify the relationship between *Word One*, *Entity One*, and *Definition One*.

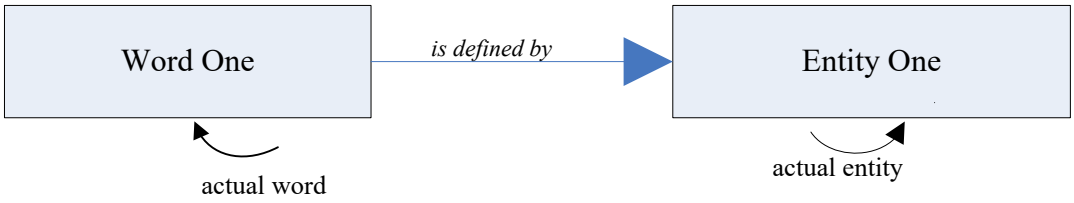
776. By working out the exercise above, since *Definition One* is also an entity, that definition itself points to *Entity One* in the form presented by the model below.



where



Now, since *Word One* points to *Entity One* and *Definition One* points to *Entity One*, in this case, *Definition One* is not needed in terms of *Entity*. In other words, *Definition One* is not needed in terms of entity and it is already included in *Entity One*. So it is normal to say it like that.

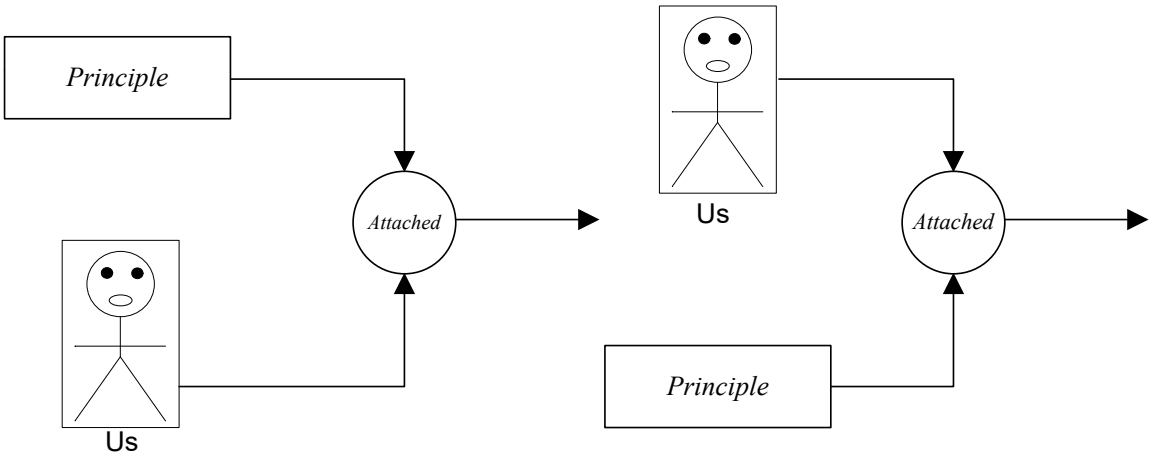


Since *Definition One* is already included in *Entity One,* there is no need to show *Definition One* in this case. All you need to do here is verify the explanation by using entity number one identified in exercise number 84 and/or the aspects of that entity in relationship with the principle entity and/or the aspects of the principle entity. In other words, you are going to use entity number one in exercise number 84, its aspects related

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to the principle entity, and the aspects of the principle entity to show the exclusion of the definition entity related to the way it is explained above.

777. We have learned and shown that the principle entity is a separate entity from us and, we have to learn it if we don't know about it. Since the aspects of the principle entity attach to our aspects, the principle entity itself is also attached to our aspects. Since the principle entity is attached or attaches to our aspects, the principle entity itself is attached to us in the form presented by the model below.

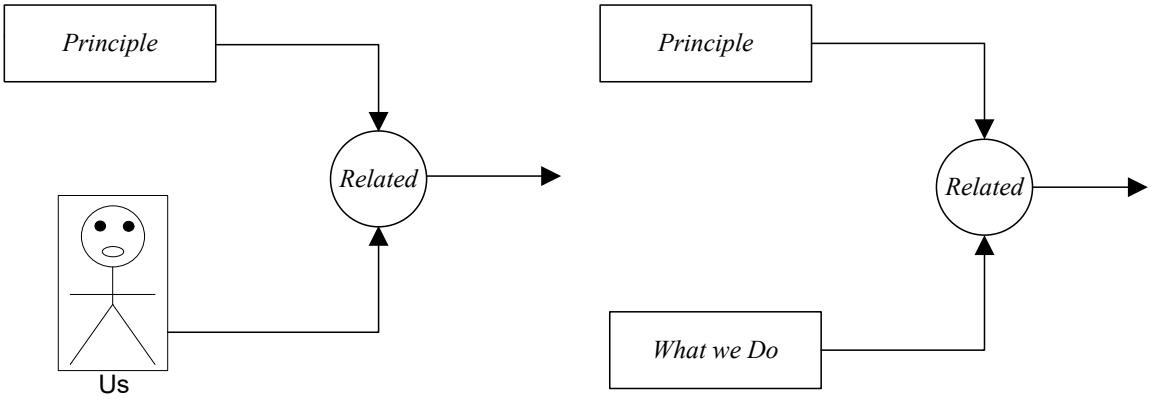


What is important here? While the principle entity attaches to us, it is still a separate entity from us. As a separate entity from us, we have to learn the principle entity in order to be aware of it. While the principle entity is a part of us or attached to us, it is not possible for us to be aware of it without learning about it. In order for us to be aware of that entity, we have to learn it personally and individually. If you want to, you can verify that by providing a practical example. In other words, show that while the principle entity is attached to us, in order for us to be aware of it, we have to learn it personally and individually. You must provide a practical example in your workout.

778. Since the principle entity is related to a given set of principles and the principle entity is attached to us, a given set of principles is also attached to us. In the event that we don't know about a given set of principles, we have to learn it personally and individually in order to be aware of it. By understanding the exercise above, if you want to, you can rework it out by taking a given set of principles into consideration. In other words, show that a given set of principles that is attached to us is a separate entity from us. In order for us to be aware of that entity, we have to learn it personally and individually. You must provide a practical example and show your observation.

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779. From exercise number 84, we have learned that there is a relationship between us and the principle entity. From various previous relationship exercises, we have verified and show that relationship. From the same exercise—we mean exercise number 84—we have also learned that, there is a relationship between what we do and the principle entity. Now in terms of those relationships, we have identified the following.



What is important here? While there is a relationship between the principle entity and us, there is also a relationship between that same principle entity and what we do. All you need to do here, within an application, is verify your understanding of the relationships above. In other words, you are going to show your understanding of the relationships in an application.

780. By working out the exercise above, you have shown and verified that, the relationship between us and the principle entity and the relationship between what we do and the principle entity enables our application to depend on the principle entity or on our understanding of the principle entity. Since those relationships exist and our application depends on our understanding of those relationships, all we need to do is to understand them. Since the result of our application depends on our understanding of those relationships, what happens when we misunderstand the relationships pointed out above? We expect our application to result with error. Here all you need to do; in a separate application, is verify the result of that application related to our misunderstanding of the above relationships. In this case, you are going to analyze an application that results with error and conclude that our misunderstanding of the relationships enables the result to be with error.

781. By understanding ourselves or entity number one identified in exercise number 84, the principle entity, the aspects of the principle entity, the relationship between the principle entity and us or entity number one identified in exercise number 84, the relationships pointed out in exercise number 723 and exercise 732. Here within a communication, you

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need to validate the usage of "I" and the usage of "we". You can also think it as a communication within an application.

782. **Understanding What we Do Related to our Communication:** We already know that our application depends on our communication. Since communication about an entity points to that entity, during our communication, we communicate relatively about entities that we identify. In terms of our application, since what we do depends on our communication, it is always good for us to look at what we do as a function of our communication. We already know that and we have learned that from many exercises at the beginning. Since we communicate relatively about entities that we identify, by looking at what we do in terms of our communication, we can identify entities in our communication related to our application or what we do. Now assume that our application makes up a fixed number of people, for instance four. We can identify those people by writing down their names, sketching them, identifying their communications, identifying their functions, and all other entities within the communication related to the application. By doing so within the communication or in the communication domain, we simply treat or model our application as a function of our communication. By portraying or modeling our application as a function of our communication, it is possible for us to analyze that communication and correct any error presented in it to prevent problems developing in our application execution.

    a. Just take our time to think about the above explanation

    b. The process of looking at, modeling, or portraying our application in the communication domain or related to our communication enables us to treat our application or what we do as our communication. During that process, we identify and analyze the entities that make up our application as communication entities. Here we use the terms communication entities to refer to entities within our communication. The way to look at it, during our communication, if we identify or say *entity one*, within that communication, *entity one* is being viewed as a communication entity. Now let's continue the process of portraying or modeling what we do in terms of our communication. Since we do what we do to solve specific problem; since our application exists to solve specific problem, in this case it is always good to have a problem statement. Here you are going to verify your understanding of the terms *problem statement* and validate the problem statement entity. The way to look at it, after you finish verifying your understanding of the terms problem statement, you are going to use or portray the terms *problem statement* as an entity and validate that entity. In order to work out

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this exercise or this part of this exercise, you will need to have an application. You may also work it out by analyzing an application as well, if you think that is possible.

c. By being a principle dependency entity; since we depend on principles to do what we do, it is always good for us to be able to identify those principles in what we do and operate accordingly to them. When modeling our application, by having a principle of operation, we show that we can follow a given principle to execute our application. It is very important for us to understand the importance of the principle of operation in our application. Here all you need to do is verify your understanding of the term *principle of operation*. Once you finish verifying your understanding of that term, you are going to treat that term as an entity and validate it within your application. In other words, within your application, you will need to identify the operating principle entity and validate it.

d. Since the process of modeling our application related to our communication enables us to treat or view our application as a function of our communication and during that process things are being viewed as communication entities, it is very important for us to understand what we do or what people in that application do. Since what we do is related to our communication and that communication depends on each of us and all of us, it is always good to look at what we do in terms of *what we do* and *what I do*. In other words, since all of us communicate to do what we do, and each of us communicates as well related to specific functions, in this case it is good for us to understand both the terms *what we do* and *what I do*. Here all you need to do, in an application is verify your understanding of the terms *what we do* and *what I do*. After you finish, treat each term as an entity and validate each of them. In other words, you are going to treat *what we do* as an entity and validate it and *what I do* as an entity and validate it as well. Here "I" refers to you.

e. By working out all the parts of the exercise and understanding what we have done, we have verified that during the process of modeling our application in the communication domain or related to our communication, there are many elements that are important; like people who work in the application, the functions of those people, our operating principle, our problem statement, what we do etc. While modeling our application in the communication domain, we have found that the communication about an entity depends on that entity not on us. While the communication about an entity depends on that entity, but our understanding of that entity depends on us individually. Since what we think is also an entity,

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disregarding if it is positive or negative, our understanding of an entity can well be negative according to us or the way we understand that entity individually. In this case, we think negatively related to an entity or about an entity in the application that may enable us to execute that application with error without making any adjustment in the way we think our understand that entity. Now in terms of modeling, since information about an entity depends on that entity, all we do during the process of modeling our application related to that entity is understanding the information about that entity. Since misunderstanding of an entity may enable us to feel negatively about an entity, when that happens, we no longer understand the actual information about that entity. During the modeling process, the information about that entity is being viewed as negative. Since we are modeling in the communication domain or according to our communication and we are doing that to prevent error in the execution of what we do, it makes sense for us to get our errors corrected in the communication domain related to what we think to prevent error in our application. This is the reason we model what we do according to our communication.

By understanding what we have just said, we know that negativity does not exist within the principle. In other words, while our misunderstanding of entities enables us to feel negatively about them, nevertheless our parent does not allow it and it does not exist in the principle. All you need to do here, by understanding everything we have just said in this part of the exercise, in terms of our application modeling, is verify that negativity does not exist within the principle. In this case, you are going to use your understanding of modeling an application according to the people or your communication and show that whether or not it is possible to include negativity in the model or whether the model allows negativity. In order to work out this exercise, you will look at an application or the modeling of that application. You are going to look at the view of the people in the application or the understanding of the people in the application. What do we mean by that? We mean the understanding of the entities within the communication. By working out this part of this exercise, you will determine whether or not it is possible to model an application or what we do according to our negativity. If you find that it is possible, you need to validate that. If you find that it is not possible, you will need to determine why.

f. By working out the part above, you have verified that negativity is not a part of the principle. While we think or do things negatively, it is not possible for us to even model what we do related to that negativity. Since we cannot model what

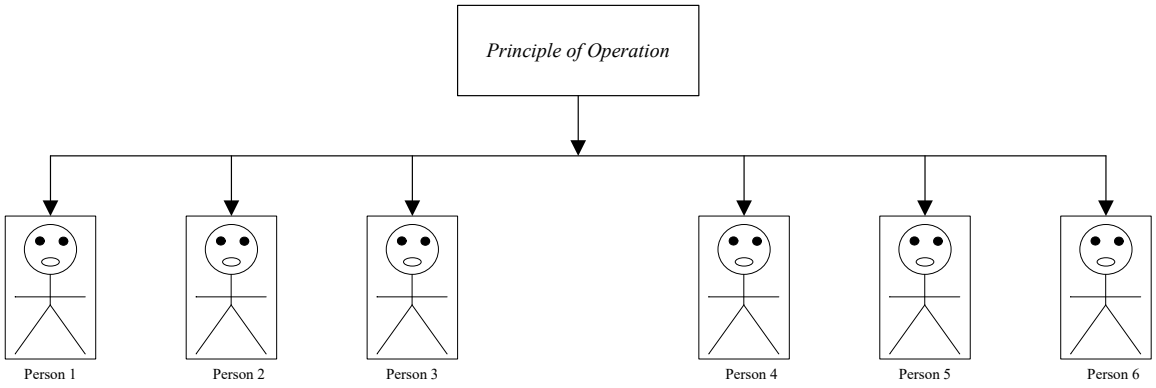
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we do related to our negative thinking, it is possible for us to simply do things negatively without coming up with a model. In other words, since we cannot model what we do negatively, it is possible for us to just do what we do without coming up with a model of what we do. Here you will need to verify that. In order to verify that, you will need to identify some negative applications or what we do negatively and verify whether or not there is a model available. By analyzing those applications, you will try to contact people who are part of those applications and ask for a model. If you cannot get one, you will need to verify why and conclude that.

g. Given that the application itself depends on everybody in that application; given that the result of the application depends on understanding of everybody in that application; given that the application itself depends on everybody understanding the principle or the operating principle. Here verify your understanding of the principle of operating in terms of people in the application related to the result of that application.

h. Since having a problem statement for our application enables us to identify clearly the problem that we need to solve, it makes sense for everybody in that application to understand that problem statement. Here you need to verify your understanding of the problem statement entity in terms of people in the application related to the problem that needs to be solved.

783. By working out the exercise above, you have verified your understanding of the operating principle entity and validate it in your application. Now in terms of your understanding of the operating principle entity and use it in your application, it is always good to represent it related to the people who are in the application as shown by the model below.



As shown by the model above, in our application if we have six people for instance, then related to our operating principle, we can show those people in relationship with our principle of operation as shown by the model above. While we show six people here in

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our application, it can be any number; there is no limit. By understanding the overall explanation, all you need to do here is within the same application above or within another application, draw—represent the model off—the operating principle in relationship with the people who are in that application and verify your understanding of your workout. Once you complete that part; verify why it is always good for us to represent and think and understand our operating principle in the form by the model above. After finishing this exercise, refer to exercise number 666, represent the model of the relationship of each person with the principle. Verify that the combined models are related to the model above.

784. Since our application is driven by our communication, the process of modeling our application in the communication domain enables us to identify errors in our application before it is executed. In other words, the modeling process enables us to identify errors in our communication which is driving our application to prevent us from executing our application with errors. Since our application depends on our understanding of the principle and we are principle dependent, it is not possible for us to execute our application properly without learning and understanding the principle our application depends on. By modeling our application in the communication domain, we capture errors before they appear in our application execution. The fact that we cannot execute our application instantly as we speak, it is possible for us to model it first, in order to prevent errors in the execution. Since the modeling of our application in the communication domain requires us to understand the principle of communication, without understanding the principle of communication, some people may believe in the instant solution approach without modeling first or by skipping the modeling process. When that happens, not only is it possible for us to develop problems in our application, but we also show that we do not understand ourselves, our communication, and our principle of operation if we have any. It is very important for us to understand the modeling process and not to skip it in order to execute our application.

    a. Just take your time to think about the explanation

    b. To better understand the explanation above and the importance of the modeling process, you will need to show the development of problems when the modeling step is being disregarded. Since the process of communication is not understood, in this case you will analyze a communication related to an application or event, where people in that application or communication just execute the application without modeling. In this case, they skip the modeling process. You will show problem development in that application and the misunderstanding of

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communication by those people and also the misunderstanding of themselves and the principle entity or the principle of operation, if it exists in the application.

c. Since we cannot execute our application as we speak; since we cannot execute our application instantly, in the communication domain, it makes sense for us to model it according to our communication. If it was possible for us to execute our application instantly as we speak, then there will be no problem for us to skip the modeling approach. If it was possible for us to do what we do instantly as we speak, then it would have been possible for us to skip the modeling step. There is no instant solution without modeling. It is not possible for us to solve our problems or determine a solution for them instantly without modeling first our application or what we do. The instant solution approach does not exist. When we try to do that, we simply develop problems and we show that we do not understand ourselves, the principle entity, and our communication. Here you are going to verify that by providing a practical example. In order to do that, you are going to analyze an application or communication related to an application or event, where people in that application believe that they can solve a problem instantly. Since the instant solution approach does not exist, not only the underlying problem does not get solved, but more problems are also developed.

d. Here you are going to continue working in the same part above. By understanding ourselves, the principle entity, what we do, and also feedback and our parent, we know that in order to solve a problem, we must identify the problem itself, the error in communication that gives rise to it, and the compensation and the feedback as well. Since the instant solution approach does not exist, here from the part above, you are going to try to identify those entities. If you cannot identify them based on your understanding of those entities, you will conclude that the communication that claims to trigger a solution for the problem is a problem itself rather than a solution or any mean to solve the underlying problem.

e. If you want to, you can work out this part. Since instantly we cannot execute our application or do what we do as we speak, it is not possible for us to solve a problem as we speak or instantly. Here if you want to, you can use the time chart to show that by monitoring the problem related to time. Since as we speak we cannot solve the problem or execute our application instantly, related to time, the problem will not seem solvable. Here you will show that using the time chart.

f. Since our application is communication driven; since our communication derives our application, when we commit errors in our communication, they appear in our

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application. When we commit errors in our communication, they develop problems in our application. Given that in order to understand that, we have to learn and understand the principle of communication, when we don't understand and learn the principle of communication, we no longer think what we do depends on our communication. In this case, we believe that our miscommunication can provide an instant solution for a problem. When that happens, we simply develop more problems. Here you are going to show that by providing a practical example. In this case, you are going to analyze a communication related to an event or application; where that communication is related to an instant solution of a problem. Since the instant solution for a problem does not exist, you are going to determine whether or not the communication of the people that triggers the instant solution is correct or whether the people in that communication understand the principle of communication or whether or not they understand that what we do is driven by our communication.

g. Since what we do is driven by our communication and when we commit errors in our communication they develop problems in our application, in this case when we communicate in terms of providing an instant solution for a problem, we simply develop more problems. In order to verify that, you are going to analyze a communication or a communication related to an event where that communication is being related to an instant solution or a problem. Related to time, you are going to analyze and monitor the problem and show that the communication has developed more problems from the underlying problem rather than solving the problems it intended to.

h. As a principle dependent entity, we depend on principles to do what we do or execute our application. As a principle dependent entity, our application depends on our understanding of a given principle. As a principle dependent entity, we learn principles that we don't know. It is not possible for us to learn a given principle that we don't know instantly. It is not possible or natural for us to learn a given set of principles that we don't know instantly. Since it is not possible for us to learn a given set of principles instantly, it is not possible and practical for us to solve an identified problem instantly. Since a solution for an identified problem requires us to learn the principle that we lack or are deficient in, and it is not possible for us to learn and understand that principle instantly, it is not possible for us as well to solve that problem instantly. The way to look at it, since the absence of our understanding of the principle that causes the problem cannot be learned and understood instantly, an instant solution approach for that problem

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does not exist as well. Here you are going to verify that by providing a practical example. In this case, you are going to analyze an identified problem, where some people believe in an instant solution for that problem. You may also choose to analyze a communication that claims to trigger an instant solution for a problem. In terms of problem identification, you can choose any current problem or problem related to a current event. By analyzing the problem, you are going to identify the principle that is being misunderstood that causes the problem. Then you will conclude that since that principle cannot be understood instantly, an instant solution for that problem does not exist. In all cases, you will need to provide additional explanation and show your observation.

i. Since it is not possible for us to understand a given set of principles instantly, it is not possible for us as well to solve a problem that we develop instantly. The instant solution approach requires us to learn and understand the lacked principle instantly. Since it is not possible and natural, it is not possible and natural as well for us to solve a problem instantly. The way to look at it, the problem we try to solve will not solve instantly, however as we continue learning and applying the underlying principle we lack, related to time, we will solve that problem. Here if you want to, you can verify that by providing a practical example. If you want to, you can also use the time chart in your workout. In order to work out this part, you will need to monitor a problem related to time and understand the principle of communication. Since error in communication gives rise to problems, as we start making progress in understanding and applying the principle of communication, we expect to communicate better.

j. By understanding all parts of your workout above, you will need to answer this question. Do you believe in the instant solution approach? If so, validate it.

k. Show your understanding of the following statement by providing a practical example. Since we develop problems by misunderstanding an underlying principle, we solve the same problem by understanding the underlying principle. Since we develop problem by misunderstanding and misapplying an underlying principle, we solve problem the opposite way by understanding and applying the underlying principle.

l. Show your understanding of the following statement by providing a practical example. Since it is not possible for us to learn a principle instantly, it is not possible as well to solve a problem or execute our application instantly. Since it is not possible for us to execute our application instantly, it is not natural for us as well to solve a problem instantly as we speak.

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m. Since the instant solution approach does not exist, when we try to trigger an instant solution for a problem, not only we don't solve the underlying problem, we simply develop more problems. By understanding the principle of communication and the importance of modeling our application in the communication domain, it would have been nice for us to model our solution approach, rather than try to trigger an instant solution that does not solve an underlying problem and develop further problems. By understanding what we have just said and our previous workout of many parts of this exercise, we can see that we develop problems as a lack of our understanding of a given principle, where we solve problems by learning and understanding a given principle. In this case, we can see that it takes less time to develop a problem and more time to fix the underlying problem. Here you are going to show that by providing a practical example. If you want to, you can use the time chart in your workout.

n. If we believe in an instant solution approach for a problem, it makes sense for us as well to believe in a communication that claims to provide an instant solution. Here you will need to show that by analyzing a communication that claims to trigger an instant solution for an identified problem. In your workout, you will analyze the communication and also the problem. Then you will verify that whether or not some people believe that communication can provide an instant solution for that problem. Here you may need to answer, why some of us believe in that? Then later, you will need to show that communication is also an error. If you want, you can do this part separately. In your workout in this part, you will need to answer this question. Why that communication is considered to be an error or why that communication contains error?

o. Refer to exercise number 690; here you will need to show your understanding of the instant solution approach related to the physical interface approach mentioned in that exercise. In terms of modeling, verify whether or not this approach yields as a solution for any identified problem. You can use current or historical events to show that.

p. Since what we do is driven by our communication, if we believe in an instant solution approach, it is possible for us to believe in entities that do not exist, since the instant solution approach itself does not exist. In terms of entities that do not exist, we already know how to validate the existence of an entity. We also know that an entity can have multiple parts, where each part of that entity is considered to be an entity. Since what we do depends on our understanding of the principle of communication, in terms of misunderstanding the principle of communication,

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what we do can well be negative or does not exist at all or cannot be validated. In this case, what we do is being identified as a non-existing entity, since it cannot be validated. Here you are going to verify that by providing a practical example. In this case, you are going to identify an entity, which is considered as what we do, related to the communication that drives that entity. You will conclude that the entity itself does not exist and you will show why. You can also think it like this. Since we communicate relatively to entities that we identify, those entities must be valid. In this case, you will determine whether the underlying entities are valid.

q. In terms of non-existing entity, if an entity does not exist, parts of that entity as well do not exist. If an entity does exist, then parts of that entity do exist. From the entity you have identified above, let's identify that entity as a main entity. Here you are going to identify parts of that entity. Therefore you will conclude that, since the main entity does not exist, so do parts of the main entity. You will need to draw both entities—we mean the main entity and the parts of the main entity. You may also need to draw them in this form for instance. *Main Entity* has part; like if the main entity is being identified as *Entity One* and a part is being identified as *Entity Two,* then you can show the model to show them with labels like *Entity One* has *Entity Two*.

r. Since the main entity does not exist, the parts of that entity don't exist as well. Here if you have not done so, try to validate or invalidate the main entity and also any part of it that you want. Then you can continue working on this part. Since the main entity does not exist, in this case adding parts to that entity is like building more entities on top of a non-existent entity. Since the main entity does not exist, any entities that we build on top of it, do not exist as well. Here if you want to, you can verify that by providing a practical example.

s. Since our understanding of the principle enables us to identify when we commit error or when the principle is being misunderstood or misapplied, since our understanding of the principle of communication enables us to identify error in our communication, it makes sense for us while we are learning the principle to realize and identify those errors. In terms of the entities identified from the part above, what happens to those entities when we realize that they do not exist? You need to answer this question by providing additional explanation. You need to take a look at both the main entity and parts of the main entity.

t. Since our application is driven by our communication and the modeling of our application in the communication domain enables us to look at the function of our

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application as the function of our communication, here you can take another look at the main entity and parts of that entity as communication function and parts of communication function. In this case, you can model those entities in this form.

u. Since we communicate relatively to entities that we identify, when we communicate relatively about entities that do not exist, it is possible for us to extend that communication relatively to things that we do that do not exist. Here you will need to show that by providing a practical example.

v. Since the main entity does not exist, so do the parts of that entity. Here you can look at the extension of communication about non existing entities. In this case you can think it as a non-existing entity, where other entities are built on top of that entity. That entity is being served or viewed as a basis, but a non-existing basis. You will look at the communication about those entities—the ones that build on top of the main entity—and also the entity that is served as the basis. You will look at problem development related to that as well. Since the communication does not exist and should not exist, then it is considered to be error which is related to problem development.

w. By understanding the part above, you have shown and verified that a non-existing entity—we mean an entity that cannot be validated—with many parts or entities; where those parts have been built on top of the main entity, which cannot be validated. Here all you need to do is to verify whether or not the main entity is understood. The way to look at it, if the entity cannot be validated and it contains other entities and as time goes other entities are added to that entity, it seems like the main entity is not understood. Here you will need to show that.

x. In terms of communication, show your understanding of change of parts of functions related to the main function. Since the parts of the main function are related to the main function, as the main function changes, the parts of the function change as well. Since the main function contains many parts and it depends on those parts, as the parts change, so does the main function. Here you will need to show that by providing a practical example. In this case, you can use current events, historical events, or an application to show that.

y. By understanding your workout here and exercise 782, verify that place and location cannot appear in the model since they are not a part of the problem or we cannot use them as a mean of a solution.

z. Since we do not have the ability to undo what we do; since we do not have the ability to undo the execution of our application, it makes sense for us to rely on

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feedback to prevent errors in our application execution. Verify your understanding of this statement by providing a practical example.

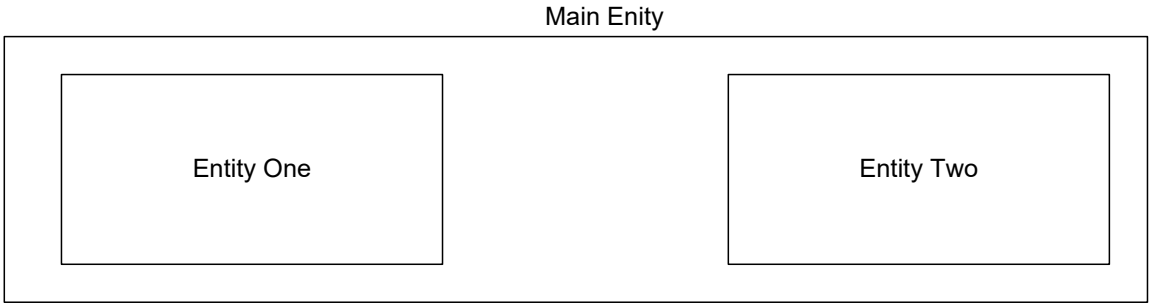
785. By understanding exercise number 782, you may have already determined that there is a relationship between the problem statement entity, the principle entity, and the what we do entity. This relationship enables the existence of one entity to allow the existence of the other entities. In this case, if one of the entities does not exist, the other two do not exist as well. While we say it like this, it is always good to think it as our understanding of those entities. Where the misunderstanding of one enables us to misunderstand the others in terms of their existence. Here in terms of your understanding of the entities, if you have not verified that yet, you can do that here. In order to do that, you will show that there is a relationship between the three entities and you will explain and provide some models. Once you complete this part, within the same application of the same exercise or within a different application, you will show that the existence of one entity alters the existence of the other entities or the misunderstanding of the existence of one entity enables the misunderstanding of the existence of the others. You will need to provide additional explanation and show your observation.

786. From exercise number 682, we have learned that we learn about an entity by learning first the aspects of that entity, then the relationships of those aspects. Related to exercise number 784 part q, let's assume that the main entity does not exist, neither do the parts of entities that are built on top of that entity. Now in terms of learning about that entity and those parts—we mean the main entity and parts of that entity—what happens to the learning process? Here you will need to answer this question. Thereafter, you will need to identify the aspects of the main entity and parts of that entity and the relationships of those aspects. We mean the relationships of the aspects of the main entity and the aspects of parts of that entity.

787. If an entity does not exist, neither do its parts. If an entity does not exist, the parts of that entity do not exist as well. If an entity does not exist, the aspects of that entity do not exist as well. Here you will need to verify your understanding of the existence of an entity related to the aspects of that entity. The way to look at it, if an entity exists, the aspects of that entity exist. As well as, if an entity does not exist, the aspects of that entity do not exist. You will need to provide additional explanation and show your observation. You may also think it about validating the existence of an entity related to parts of that entity.

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788. In order for us to learn about an entity, we have to learn about parts of that entity. In order for us to understand an entity, we have to understand parts of that entity. Since communication is a part of entity number one identified in exercise number 84, in order to learn about that entity, we have to learn about communication. Since communication is a part of that entity, in order for us to learn about communication, we have to learn about that entity. In order for us to learn about communication, we have to learn about that entity, since communication is included in that entity. Here verify your understanding of both statements combined. You can think it as follows in terms of the entity.



In order for us to learn about the main entity, we have to learn about both *Entity One* and *Entity Two*. Since *Entity One* and *Entity Two* are parts of the main entity, in order for us to learn about *Entity One* and *Entity Two*, we have to learn about the main entity.

789. In relationship to the exercise above, in terms of understanding an entity, in order to understand an entity, parts of that entity must be understood as well. In order for us to understand an entity, we must also understand parts of that entity. Since communication is a part of us, in order for us to understand ourselves, we must understand communication. Given that communication is a part of us, in order for us to understand communication, we must also understand ourselves.

790. Given that our application depends on our learning of a principle; since everything that we do depends on communication, even the learning of an entity. By understanding that, verify your understanding of learning an entity related to the aspects of that entity and their relationships. In other words, verify or show whether or not it is possible for us to learn and understand an entity without first learning the aspects of that entity and their relationships.

791. In terms of main entity and parts of that entity, we know the following. If the main entity exists, so do parts of that entity. If the main entity does not exist, neither do parts of the main entity. As well as, if the main entity contains errors, so do parts of that entity. If

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one or more parts of the main entity contain errors, the main entity contain errors as well. Here you are going to verify that by providing a practical example. In order to work this out, you will identify a main entity or parts of that entity that contain errors and conclude that if the main entity contains errors, so do parts of that entity. As well as, if the parts—one or more—of the main entity contain errors, so does the main entity. Finally, you will need to answer this question. What happen to parts of entity that we build on top of that man entity? We mean the main entity that contains error.

792. **Understanding Problems and Their Solutions:** We already know that we develop problems when we misunderstand and misapply a given principle. For instance, if we commit an error, we receive feedback and apply it to enable the correction. Within the process itself, a compensator is being substituted. Another way to look at it, if we are not aware of a given principle, we have to learn that principle. Since the solution of a problem requires the learning of a principle; since the solution of a problem requires the learning of the principle that is being misunderstood or misapplied, this type of substitution is not being viewed as a physical entity replacement. In other words, if we are not aware of a principle, we have to learn that principle in order to solve the underlying problem. This type of substitution is not a replacement of a physical entity.

    a. By understating the above explanation; with the misunderstanding of entity number one identified in exercise number 84 or ourselves and the misunderstanding of the principle of communication, it is possible for us to think completely different about problems and their solutions. For instance, while the process of solving a problem requires feedback, compensator, and the learning of a principle, some of us may view it completely different. Rather than looking at it the way it is, some of us may think that a physical entity is as a replacement. Here you are going to show that by providing a practical example. In order to do that, you are going to identify a problem and analyze it. Within your analysis, you are going to identify the principle that is being misunderstood or lacked that caused the problem. Now rather than learning that principle as a solution, the overall process or the solution for the problem is being identified as a physical entity. In this case, the physical entity is being viewed as a substitution. You will need to identify that physical entity and define it. Then you will conclude in your workout, that physical entity cannot be viewed or defined as feedback or compensator; or that physical entity cannot be identified as feedback or compensator. You will need to conclude that, while the physical entity is being viewed by some people as replacement or compensator; however it is not a replacement or compensator. Since the physical entity is not a compensator, it

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cannot be substituted as a compensator. To work this exercise out, you can also analyze an application where a problem has been caused by misunderstanding a given principle. Rather than taking the understanding of the underlying principle into consideration, the understanding of the principle itself is being replaced by a physical entity as a claim to solve the underlying problem. You will need to verify as well the problem is not solved, since the physical entity cannot be used as a compensator.

b. By working out the part above, you should have a very good understanding of the word compensator or the compensator entity. Here you will need to verify that a physical entity is not a compensator and cannot be viewed as a compensator or as a means of solving a problem.

c. By working out the part above, you will need to define the word compensator or the compensator entity. In this case, you can use the word point to entity model to define the compensator entity and point the word compensator to it.

793. Since the correction process is being viewed as a substitution, by understanding exercise number 131, we know that in order for the correction to be made, the person who commits the error must allow it or apply the feedback. By understanding that, it looks like the correction is not possible without the presence of the person who commits the error. In other words, the absence of the person who commits the error does not make the correction possible. Here you will need to verify that by providing a practical example. Again verify that the absence of the person who commits the error alters the correction process. You need to provide a practical example and show your observation.

794. By modeling our application and having a problem statement, it is possible for us to identify the underlying problem correctly and find a solution for it. Since the modeling of our application requires the understanding of the principle of communication, in the absence of the principle or when we misunderstand the principle of communication, it is possible for us not to model our application. In this case, we no longer have a problem statement for the underlying problem that needs to be solved. The absence of the problem statement enables us to identify the problem incorrectly. In this case, we simply misidentify the problem. When we misidentify the problem, it is possible for us to identify entities that are not considered problems as problems. Since those entities are not problems and we identify them as problems, in this case we simply develop more problems. Here you are going to verify that by providing a practical example. In order to do that, you are going to analyze a current or historical event or an application. Within

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your understanding, you are going to verify that application does not have or did not have a problem statement. Therefore the problem is wrongly identified or misidentified. In this case, entities that are not considered as problems have been identified as problems. In your workout, you will show that those entities are not the problems. You will also answer this question. Why those entities are not considered as problems? In all cases, you will provide additional explanation and show your observation.

a. Continue from your workout above; by having a communication problem, we also have an entity identification problem. By having an entity identification problem, it is possible for us to misidentify entities. For instance, the entity identification problem enables us to misidentify entities as problems. By having a communication problem and misidentify entities as problems, it is possible for us to mis-interact—interact badly—to those entities that we identify as problem. In other words, the communication problem we have enables us to misidentify entities as problems. It also allows us not to interact properly with those entities. Here you are going to verify that by providing a practical example. In this case, you can continue your workout above to show that. If you want to, you can also choose other event or application or historical event to show that. In your workout, you will also show that by having a communication problem, we misidentify entities that are not problems as problems and mis-interact—interact badly—with them.

b. Continuing from the two parts above, by having a communication problem, we also have an entity identification problem. By having an entity identification problem, it makes it possible for us to wrongly identify entities. For instance, by having an entity identification problem, we have misidentified a problem. Since we identify entities in terms of their aspects, by having a communication problem and an entity identification problem, this makes it possible for us to misunderstand and misidentify aspects of entities. Here you are going to take that into consideration by extending your workout from the part above or choose any current event, historical event, or application. In your workout you will show that, since the entities we have identified are not considered to be problems, our misunderstanding of the aspects of those entities enable us to mis-interact—interact badly—with them. In other words, in your workout, you will show that. Since we do not understand the aspects of the entities that we identify as problems, we simply interact with them wrongly.

c. Continuing from your workout above; since information about an entity depends on that entity, so does communication about that entity. Since we misunderstand

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that aspect of that entity, it is possible for us to interact with that entity according to us, rather than according to the entity itself. Here you are going to show that by continuing your workout above. In other words, you will show that our misunderstanding of the aspects of entities that have been wrongly identified as problems, enables us to interact with those entities according to us, rather than according to those entities themselves.

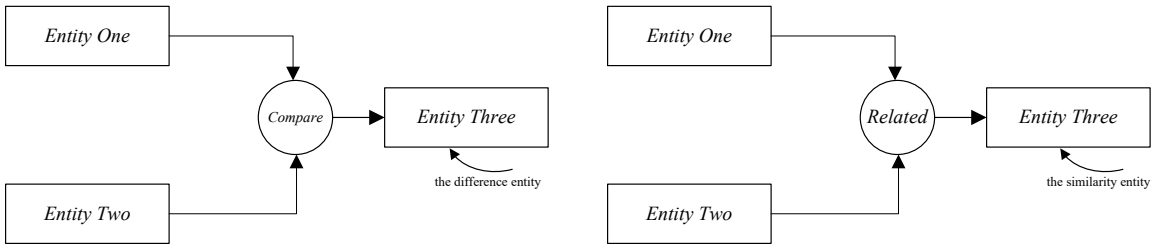
d. By working out the part above, we have shown that the entity identification problem we have enables us to misidentify and misunderstand entities and their aspects and interact with them improperly. Here if you have not done so already, let's take negative into consideration. By taking negative into consideration, you are going to extend your workout above by showing or verifying that. Negative understanding of communication, negative identification of entities, negative interaction with those entities. Here you can extend your workout of the same event or use any current or historical event or application. In all cases, you will need to provide additional explanation. You can also think it like negative understanding of communication, negative understanding aspects of entities, negative identification of entities, negative interaction with entities.

e. Here you are going to continue your workout above by taking a main entity and parts of an entity into consideration. Within your workout, you are going to identify the misidentified problem as a main entity or part of entity. If you take it as a main entity, you can identify parts of it. If you take it as a part of an entity, you must also identify the entity it is part of. To conclude your workout, you will show that the entity misunderstanding or identification problem enables us to misunderstand both the main entity and parts of that entity. To work out this part, you can choose the same event, a different one, a historical event or application.

f. Since comparison of entities requires a very good understanding of entities, by having an entity identification problem, it is possible for us to compare entities that are not comparable. Here related to the main entity and parts of entities, if you want to you can verify the following. If *Entity One* is comparable to *Entity Two,* there exist at least one or more difference entity. As well as, if *Entity One* and *Entity Two* are related, there exists at least one or more similarity entity. The

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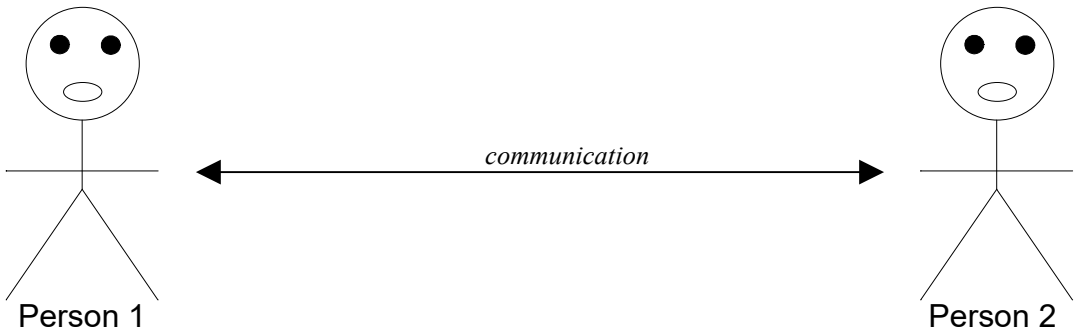
models below show both the comparison and the different entity.



The way to look at it, in terms of misunderstanding aspects of entities, the misunderstanding may have been related to entity comparison. In this case, entities that are not comparable are being compared.

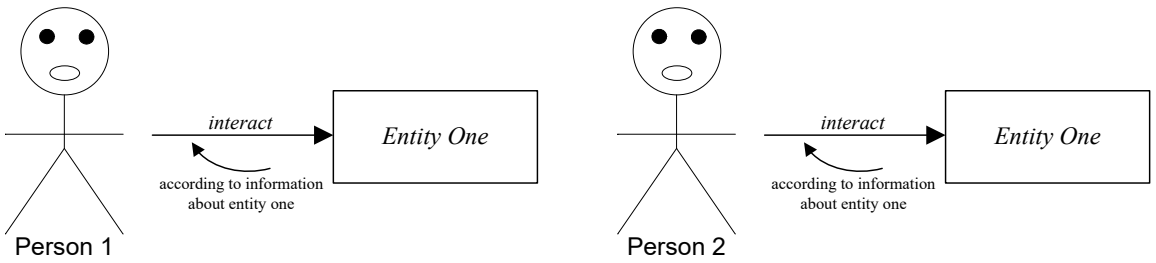
g. The process of modeling our application in the communication domain enables us to model our application through communication in order for us to solve the underlying problem. During this process for instance, we communicate together related to what we do and the entities that are related to our application. By understanding the explanation, we can see that we interact with each other through communication to solve the underlying problem. In terms of entity interaction by communication, we do not interact with those entities by communication, but interact with ourselves by communication. If you want to, you can verify that by providing a practical example.

h. By understanding the part above, we have shown that we interact with each other by communication to solve the underlying problem and not with a physical entity by communication. Now in term of our interaction, it is possible for us to show that by the model below.



From the model above, we can see that *Person 1* communicates with *Person 2*. Now since information about an entity points to that entity, *Person 1* interact with *Person 2* by communication related to *Entity One*. In terms of communication with *Entity One*, since information about *Entity One* points to *Entity One* and depends on *Entity One*, *Person 2* and *Person 1* interact with *Entity One* according to that information as shown by the model below.

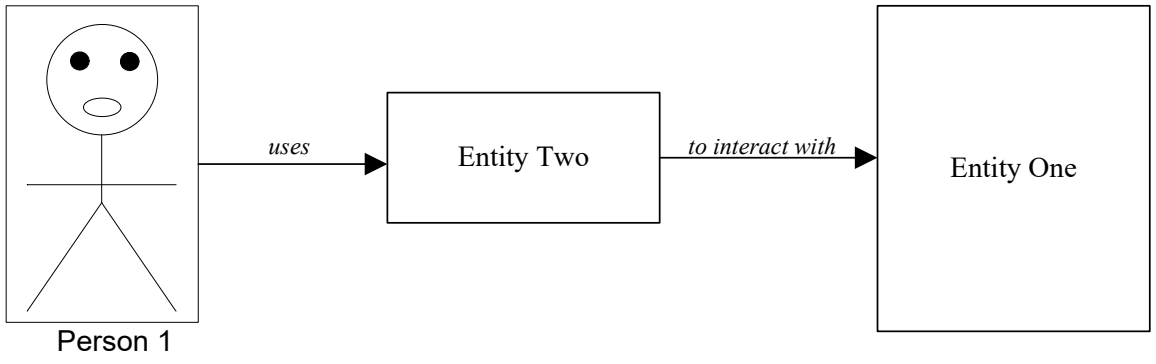
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The way to look at it, as shown by the model above, while we interact with each other through communication, however we interact with an entity according to information about that entity and that information points to that entity and depends on that entity. Here if you want to, you can show that by providing a practical example.

i. By understanding the part above and also you work out of part b, you may have already shown that we develop problems when we interact improperly with entities. In this case, we interact with them according to ourselves, rather than according to those entities. Since information about those entities point to them and depend on them, in this case we can say that, we interact with those entities according to ourselves, rather than according to information about those entities. Here you are going to show that by using the same event or another event, historical event or application. You will need to provide additional explanation and show your observation.

j. To better understand your workout of the part above; let's take an entity that is not function properly as an example. Here you can pick any entity that needs to be fixed. This can be a broken car, a broken table, a car that needs repair, or a household item that needs to be repaired. Here you will identify that entity as *Entity One* and the information that will be used to fix that entity as *Entity Two*. You will model the application related to communication about fixing that entity. You will also show the interaction with *Entity One* in the form below. For instance, *Person 1* interacts with *Entity One* according to *Entity Two* or *Person 1* uses *Entity Two* to interact with *Entity One*.



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k. Since information about an entity points to that entity and does not change disregarding the location of that entity, here you are going to extend your workout above by showing that. Since information about *Entity One* points to *Entity One* and does not change, that information does not take location into consideration. Disregarding where *Entity One* is located, the information remains the same and our interaction with that entity remains the same and should remain the same without any change. Here you are going to show that. You will also answer this question. What happens when we misunderstand that? We expect problem development. Here you will need to use current events, historical events, or an application to show that. In other words, you will show that when we misunderstand information about an entity and our interaction with an entity does not take place into consideration, we simply develop problems.

795. **Understanding the Operating Principle Entity:** We can also say Understanding the Operating Principle Entity Related to Entity Number One Identified in Exercise Number 84 or ourselves.

By having an operating principle for our application, it shows that we can follow a specific direction to execute out application. Usually an operating principle is a set of principles that we operate with. An operating principle is a set of principles that we use in our application. Since an operating principle is a principle itself, it possesses all the aspects of the principle entity. In other words, given that the operating principle is also a principle, it does have the same aspects as the principle entity. For instance, since the principle entity is independent, the operating principle entity is also independent. By understanding that, we follow the operating principle and depend on it to execute our application, rather than following something else or depending on something else. Once we misunderstand that, it is possible for us to execute our application with error by depending on something else to execute that application. Once we do that, we simply show that we either do not have an operating principle for our application and we do not know what an operating principle is. Here you are going to show that by providing a practical example. In order to work this out, you are going to analyze an application, where people in that application do not depend on the principle of operating or follow the principle of operation. In this case, they act like they follow or depend on something else to execute that application. Based on your analysis, you will conclude that the underlying application does not have an operating principle and people in that application do not understand what an operating principle is. In this case, they simply do not understand the

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independency aspect of the operating principle entity. In your workout, you will provide additional explanation and show your observation.

796. By understanding the exercise above, verify that the understanding of the principle takes localization into consideration. The way to look at it, since the principle itself is independent and we depend on it, our understanding of the dependency of the principle takes localization into consideration. Another way to look at it, since the principle is considered to be our parent, by understanding the relationship of parent and children, show that our understanding of the principle takes localization into consideration.

797. By understanding the exercise above, verify or show that a reduction of localization affects the performance of our application. In other words, since our understanding of the principle takes localization into consideration, it looks like localization enables us to get more things done, while we get less things done without localization. You can also think it like by showing that, the performance of our application is affected by our misunderstanding of localization.

798. By understanding the two exercises above, let's ask this question. What do we mean by our understanding of the principle takes localization into consideration? We mean that, localization enables us to better understand the principle. While we use the word localization here, we did not have to and it is not even appropriate. Since the principle itself is independent and we are principle dependent, localization is already defined in that relationship and there is no need to say it or sate it again. Since some of us may not understand that yet, it makes sense for us to learn about that by using the word localization. Depend how you have worked out exercise number 796, if you want to, you can verify and show that. Since our understanding of the principle takes localization into consideration, localization takes our understanding of the principle into consideration as well or the process of localization takes our understanding of the principle into consideration.

799. By understanding the last three exercises above, we already know that our understanding of the principle takes localization into consideration. Now, since localization takes our understanding of the principle into consideration and the principle itself is considered to be our parent, refer to exercise number 716; by understanding the relationship of parent and children, what is the process of leaving your house? In this case, we can think it as the process of leaving my house and the process of leaving your house. We can also think it as; what is the process of leaving our locations—the process of leaving my

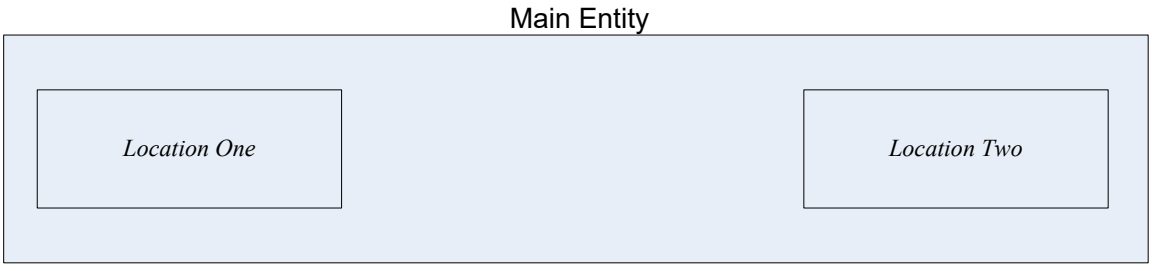
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location and the process of living your location?

800. Show your understanding of entity number one identified in exercise number 84 related to localization. This is the same as saying, show your understanding of yourself related to localization. The way to look at it, the mobility of entity number one identified in exercise number 84 is not altered by localization. You can also answer this question. Since entity number one identified in exercise number 84 is mobile, what does have to do with localization? You can also look at it in the form of you and your friend related to localization. Since both you and your friend are not in the same location, you can look at the relationship of both you and your friend as well related to localization, in addition to your understanding of our relationship related to localization.

801. Since the principle itself, our understanding of the principle, and our parent take localization into consideration, when we misunderstand that, we simply develop problems. For instance, by leaving our current locations, our misunderstanding of localization or our misunderstanding of the principle enables us to develop problems. Here you are going to show that by providing a practical example. In other words, you will show that, when we misunderstand and do not take localization into consideration, we simply develop problems. In order to work this out, you will use current or historical events. You will provide additional explanation related to your understanding of localization and its importance and show your observation.

802. In terms of entity and parts of entity or in terms of main entity and parts of entity, let's take location for example. By working out the last two exercises above, you have identified a number of location for instance *Location One* and *Location Two*. Now identify and define a main entity, where *Location One* and *Location Two* are parts of that entity. By doing so, you can represent them in the form below.



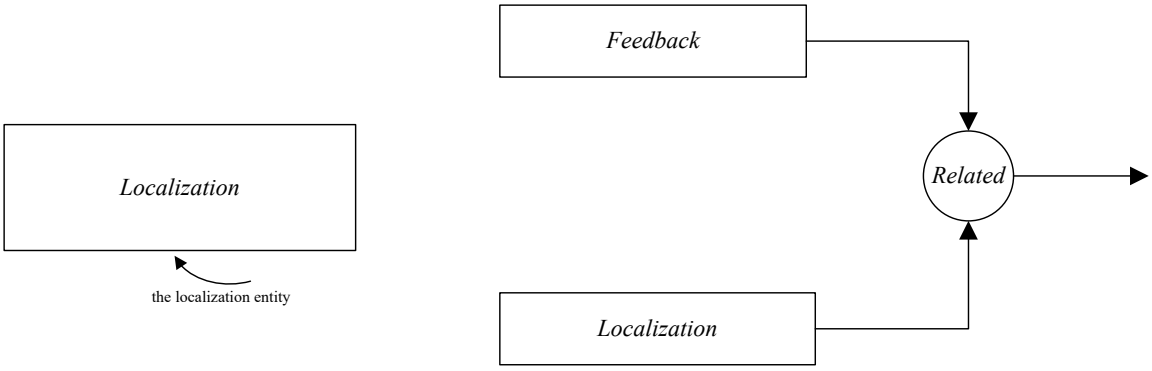
From the model above, *Location One* and *Location Two* can be viewed as *Entity One* and *Entity Two*, which are parts of the main entity. Now what you are going to do, in terms of parts of entity and main entity is verify your understanding of our relationship by providing a practical example. This is the same as saying, in terms of main entity and

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parts of entity, verify your understanding of relationship of entity number one identified in exercise number 84 by providing a practical example.

After working out the part above, you have verified in previous exercise workout that our misunderstanding of localization enables us to develop problems. You have verified that by using current or historical events. You have also shown in some previous exercises that misunderstanding aspects of entity and entity comparison may have attributed to that. Here you are going to continue working with the same event you have worked before or choose another event or historical event. In your workout, you are going to take localization into consideration. By taking localization into consideration, you are going to identify locations as parts of an entity and identify the main entity those locations are part of. Here you are going to verify our misunderstanding of our relationship related to entity and parts of entity. This is the same as saying that you are going to verify our misunderstanding of our relationship related to a main location and parts of that location. In your workout, you will provide additional explanation of the location, the event, and our misunderstanding of ourselves, our relationship, and also the main entity and parts of that entity. You should also represent the models of main entity with—has—parts.

803. Show your understanding of the localization entity related to the feedback entity. In this case, you will identify localization as an entity as shown by the model below.



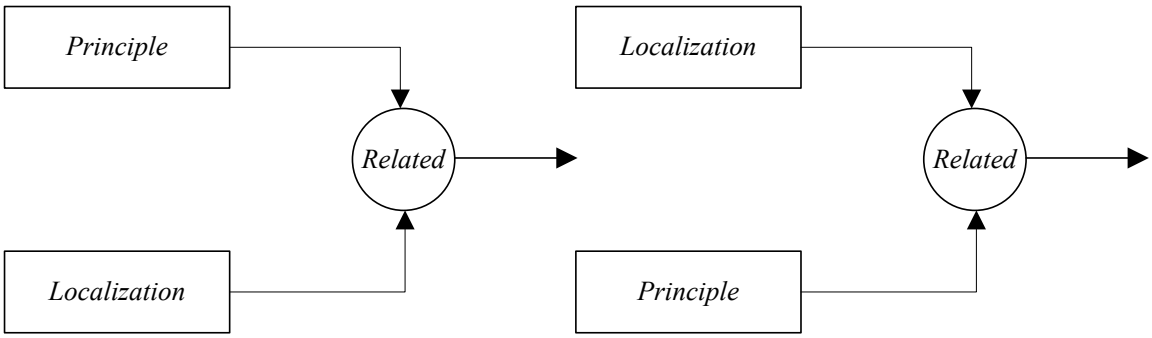
From the models above, the one to the left shows the localization entity, while the one to the right shows the feedback entity related to the localization entity. If you have not done so yet, before showing the relationship of the feedback entity and the localization entity, you must verify first localization is indeed an entity.

Depending on how you have worked out the part above; you will need to work out this part. Here you will need to show your understanding of the feedback entity related to the localization entity or the localization entity related to the feedback entity by taking current events or historical events into consideration. In your workout, you will need to

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answer this question. What happens in the absence of feedback in terms of localization? Since our parent takes feedback into consideration and also localization, what happens in the absence of feedback or what happens to localization in the absence of feedback?

804. Since the principle is considered to be our parent and our parent takes localization into consideration, the principle takes localization into consideration as well. Since localization takes the principle into consideration, the localization entity is related to the principle entity as shown by the model below.

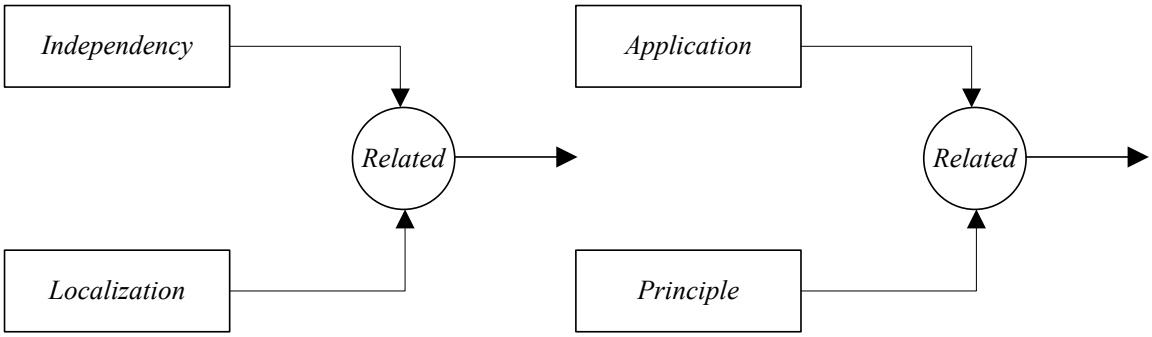


Given that when we disregard the principle we simply develop problems, when we disregard our parent, we also develop problems. Since our parent is related to the principle and when we disregard the principle related to our parent we simply develop problems, since our parent and the principle take localization into consideration, when we disregard the principle related to localization, we also develop problems. Here you are going to show that by using current or historical events. In this case, you will verify your understanding of the relationship above and show that when we misunderstand it, we simply develop problems.

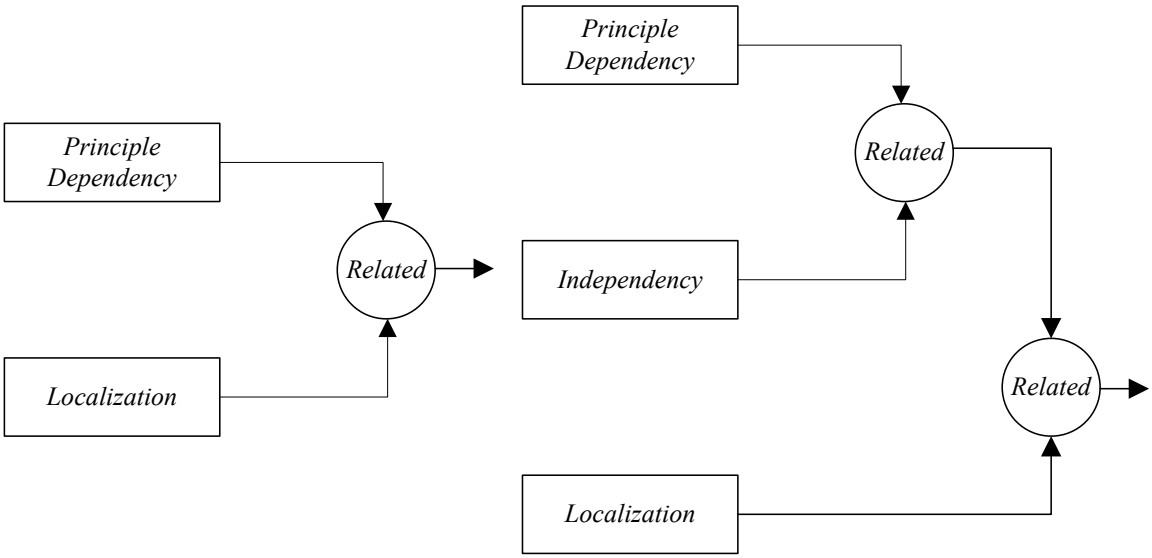
Before working out the part above, if you have not done so yet, you must also show that our parent is related to localization or localization is related to our parent. In this case, you can think it as verify your understanding of localization related to our parent or your understanding of our parent related to localization.

805. Since the principle entity is related to localization, each aspect of the principle entity is related to localization. For instance, if we identify the independency entity and the application entity, those entities are related to localization as shown by the model below. If you want to, you can verify that by providing a practical example.

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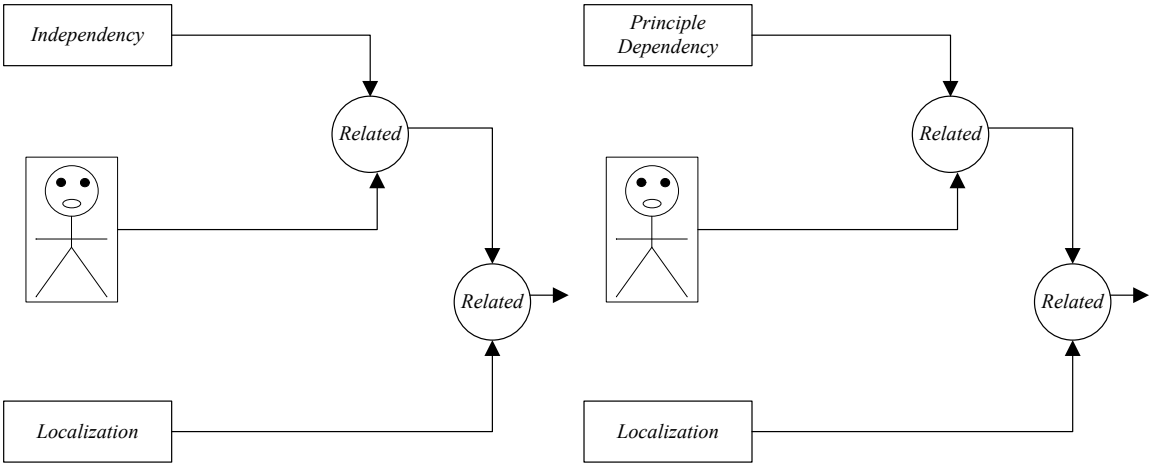


Since the principle entity is related to localization and the principle entity is also related to the aspects of entity number one identified in exercise number 84, then the aspects of entity number one identified in exercise number 84 are also related to localization; as well as the aspects of entity number one in 84 related to the aspects of the principle entity. In terms of those aspects, let's take principle dependency and independency. In this case, we can look at them as shown by the model below. If you want to, you can verify that by providing a practical example.



Since each aspect of the principle entity is related to localization and our aspects are also related to localization, then each aspect of the principle entity in relationship to entity number one identified in exercise number 84 is related to localization as well as each aspect of entity number one in 84 in relationship to entity number one in 84 is related to localization. Overall entity number one in 84 is also related to localization. The model below provides further explanation.

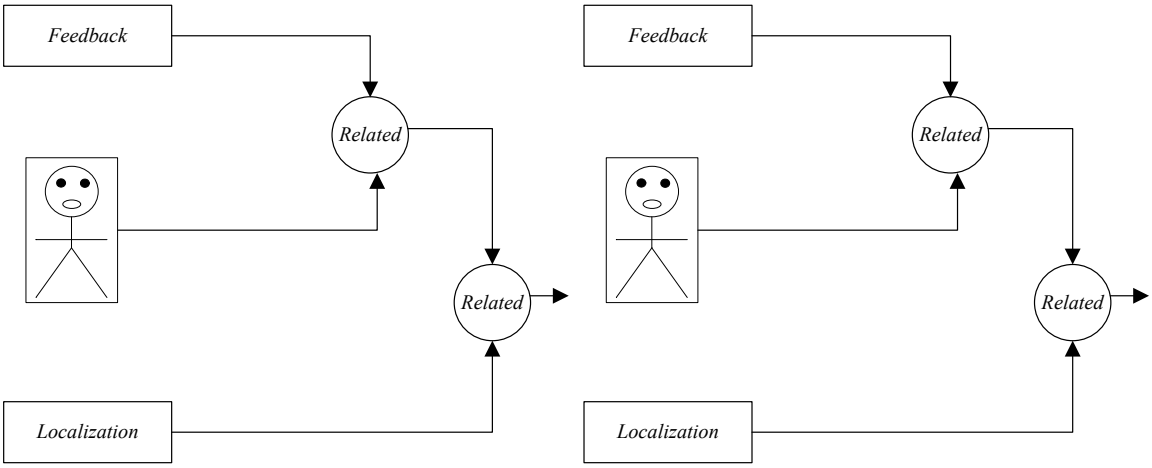
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From the model above, we can see that the independency entity which is a part of the principle entity is related to us and related to the localization entity. As well as, to the right we can see that the principle dependency entity which is an aspect of us is related to us and related to the localization entity. Here if you want to, you can verify that by providing a practical example before proceeding further.

Now since when we misunderstand or disregard a relationship, we simply develop problems, when we misunderstand and disregard the relationship above, we also develop problems. Here you are going to show that by providing a practical example. In this case you are going to use current or historical events to show that.

806. Since we are related to the feedback entity, and our aspects and us are also related to the localization entity, then the feedback entity is related to us in relationship to localization as shown by the model below. If you want to, you can verify that by providing a practical example.

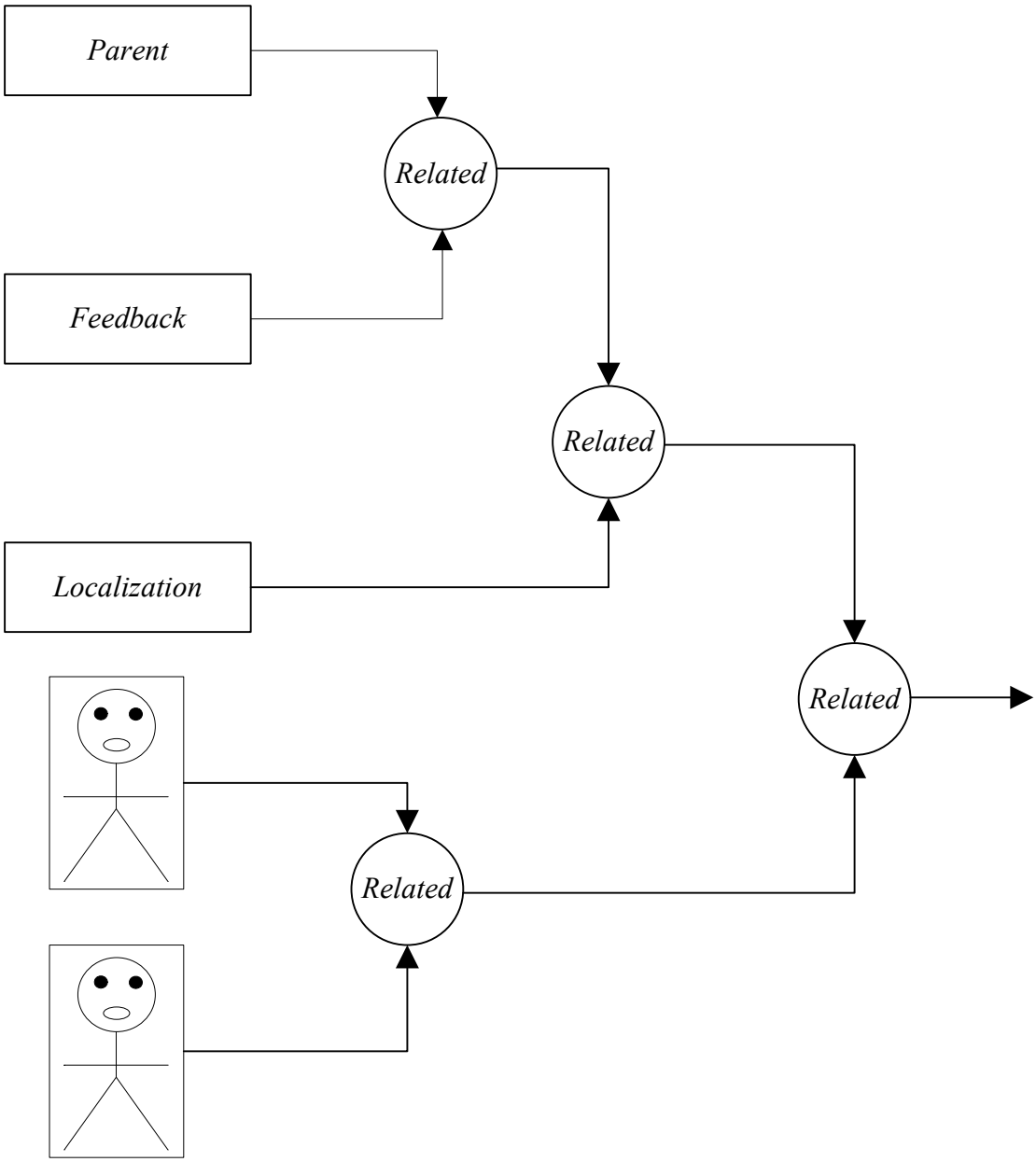


Since when we misunderstand ourselves and the relationship above we simply develop problems, here you are going to show your understanding of our misunderstanding of the

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above relationship by using current or historical events. In all cases, you will need to provide additional explanation and show your observation.

807. Since our parent is related to the feedback entity in relationship to localization, then we are related to that relationship. Since we are related to each other by our parent, then we are related to each other and that relationship. In other words, we are related to each other and the relationship of our parent and the feedback entity in relationship to localization as shown by the model below. If you want to, you can verify that by providing a practical example.

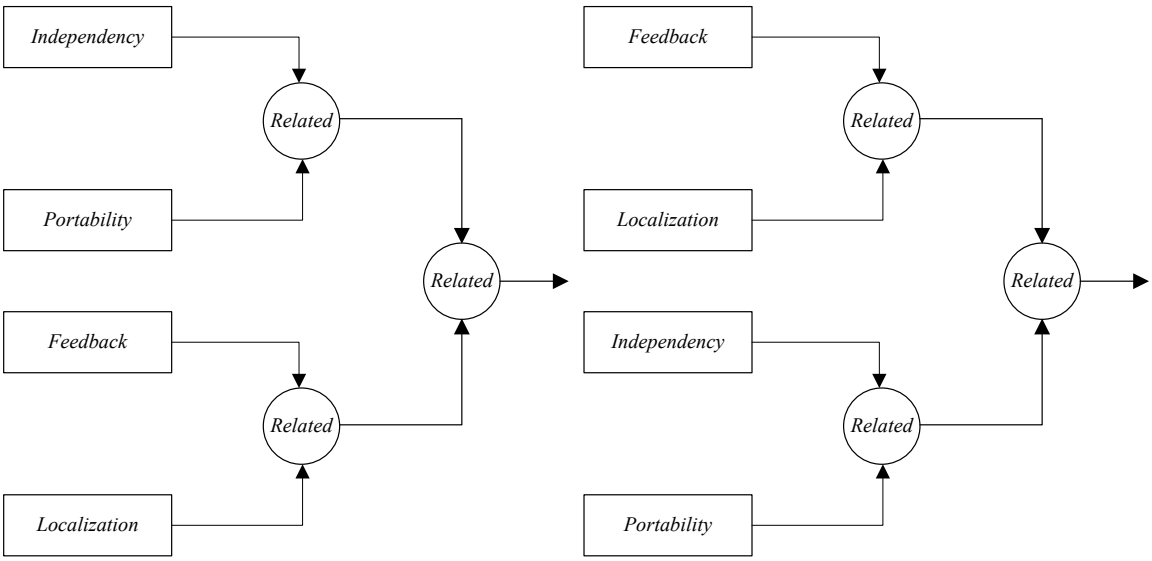


Since when we misunderstand or disregard a relationship, we simply develop problems,

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then when we misunderstand or disregard the relationship above, we also develop problems. Here you are going to show that by using current or historical events.

808. Since the feedback entity is related to the localization entity and the feedback entity is related to the aspects of the principle entity, then the feedback entity in relationship to localization is also related to the relationships of the aspects of the principle entity. By understanding that, let's take the independency entity and the portability entity, which are considered as aspects of the principle entity. The relationship of the independency entity and the portability entity is related to the relationship of the feedback entity related to the localization entity as shown by the model below. Here if you want to, you can verify that by providing a practical example.

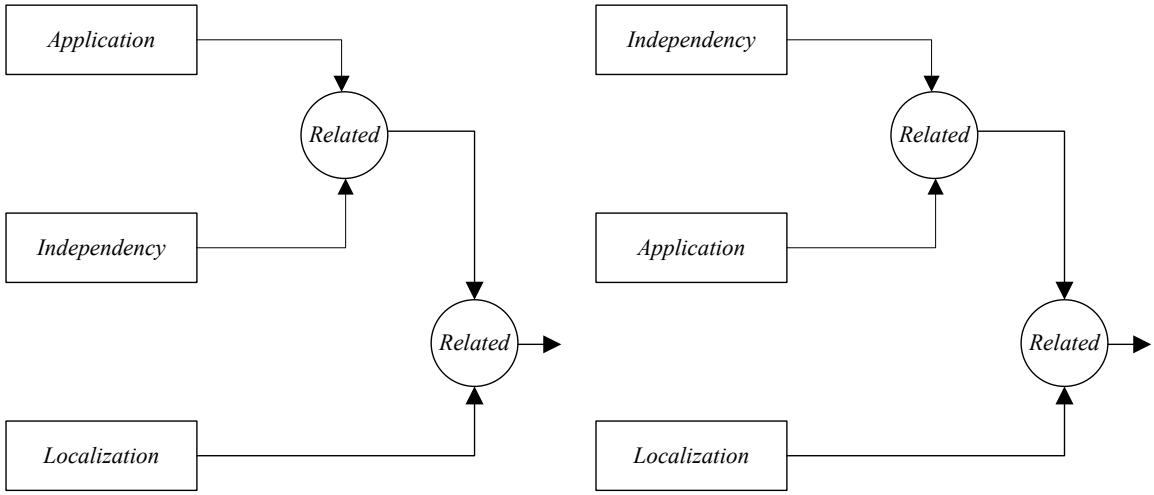


Since when we fail to understand a relationship we simply develop problems, when we fail to understand the relationship above, we simply develop problems. Here you are going to show that by using current or historical events. In your workout, you will need to answer this question. What happens when the above relationship is misunderstood or fail to be understood?

809. Given that the aspects of the principle entity are related to the localization entity, the relationships of those aspects are also related to localization. In terms of the relationships of those aspects, let's take a look at the application entity and the independency entity as shown by the model below. The relationships of those two entities are related to the localization entity as shown by the model. Here if you want to, you can verify that by

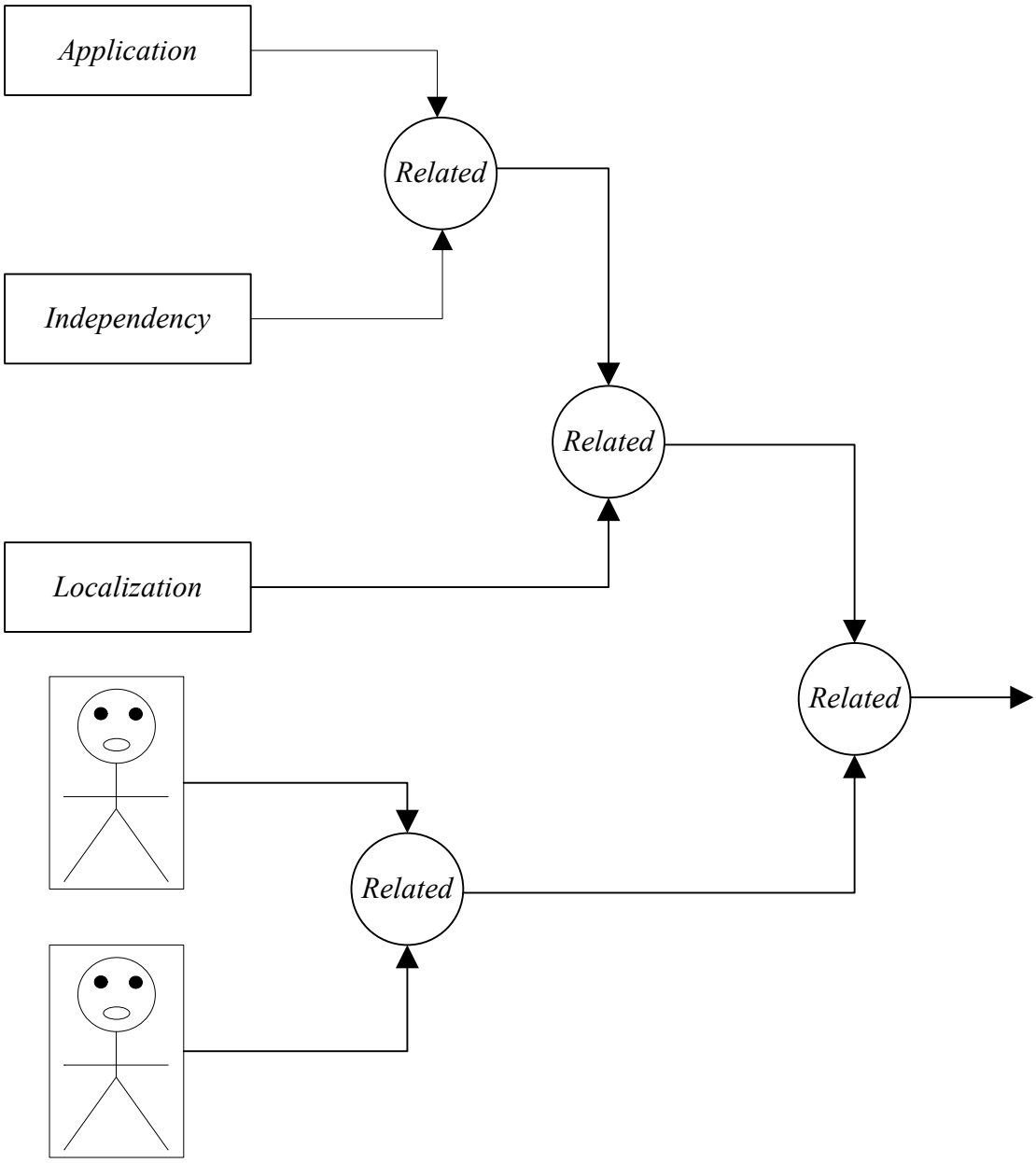
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providing a practical example.



810. By understanding the exercise above, since the application entity related to the independency entity is related to localization and our relationship is also related to localization, then our relationship is also related by the relationship pointed out from the exercise above as shown by the model below. If you want to, you can verify that by providing a practical example.

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Since when we misunderstand a relationship we also misunderstand ourselves, which enables us to develop problems, when we misunderstand the relationship above, it enables us to misunderstand ourselves which enables us to develop problems. Here you are going to use current or historical events to show that.

811. Since the principle entity is related to localization, a given set of principle sis also related to localization. In terms of a given set of principle, since a given set of principles takes localization into consideration and when we misunderstand that, we simply develop problems. In terms of principle of communication, let's take a look of that related to that set of principles. In other words, since the principle entity takes localization into

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consideration, a given set of principles for instance, the principle of communication also takes localization into consideration. If you want to, you can verify that before proceed further.

Now by understanding the explanation above, when we misunderstand that, we simply develop problems. Here you are going to verify that in terms of the principle of communication. In this case, you are going to look at it within our communication.

812. Since entity number one identified in exercise number 84 is related to each other by the principle, without the principle that relationship does not exist. Since we are related to each other by the principle, without the principle that relationship does not exist. Since we are related to each other by the principle, with the absence of the principle that relationship does not exist. Given that we are related to each other by the principle, when we do not understand the principle, we think that relationship does not exist. Given that we are related to each other by the principle, when we cannot identify the principle, we act that we are not related by the principle. In this case, that relationship does not exist, since we don't think it exists at all. You need to verify that by providing a practical example.

813. Verify your understanding of the above exercise or your workout above related to localization. Since our learning of the principle takes localization into consideration, the understanding of our relationship also takes localization into consideration. When we don't understand that, we simply develop problems. In other words, when we do not understand that our relationship is related to localization, we simply develop problems. Here you will need to show that by providing a practical example. In order to do that, you will need to use current or historical events to show that.

814. Since the operating principle entity is related to both the problem statement entity and the what we do entity and the operating principle entity takes localization into consideration, then the problem statement entity and the what we do entity also takes localization into consideration. Since the absence of the principle of operation entity enables the absence of both the problem statement entity and the what we do entity and the principle entity takes localization, then both the problem statement entity and the what we do entity also take localization into consideration. Here you are going to show that within an application. In other words, in an application verify that both the problem statement entity and the what we do entity also take localization into consideration in relationship with the principle of operation.

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815. In terms of main entity and parts of entity, let's look at the performance of the main entity related to parts of that entity. The way to look at it, if there are problems in the parts of the main entity and those parts are not functioning well. The main entity is not functioning well. The performance of the main entity is affected by the parts of that entity. Here you are going to verify that by providing a practical example. In this case, you are going to look at an application, where you will need to identify the main entity and parts of that entity. Then you will need to analyze the performance of those parts and verify that the performance of those parts affects the main entity. It does not matter the way you look at it in terms of the existence of the main entity. It does not matter whether the main entity exists or not. What is important is that the performance of the main entity is affected by the parts of that entity.

816. Since our mobility enables us to develop more problems with the absence of the principle—when we do not understand the principle—in terms of our relationship, it looks like our mobility increases our misunderstanding of our relationship in the absence of the principle. In other words, once we misunderstand the principle, our mobility simply increases our misunderstanding of our relationship. Here you are going to show that by providing a practical example. In this case, you are going to use current or historical events.

817. Since we are related to each other by our parent and our parent is considered to be the principle, therefore we are related to each other by the principle. Now in terms of our relationships by our parent and with our parent, when we misunderstand our relationship, we also misunderstand our parent. That makes sense, since our parent is considered to be the principle. Whenever we misunderstand our parent, we also misunderstand the principle. Related to the exercise above, since when we misunderstand our parent we also misunderstand the principle, in this case when we disregard our parent, we simply develop more problems. Related to exercise above, show that by disregarding our parent, our mobility enables us to develop more problems. You must use current or historical events to show that.

818. Since when we misunderstand our parent we also misunderstand the principle, when we misunderstand our parent we also misunderstand ourselves and our relationship, since we are related by our parent. Since when we disregard our parent, our mobility enables us to develop more problems. By understanding that, when we disregard our parent, we also disregard our mobility. Here if you want to, you can show that before proceeding further.

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The way to look at it, by being mobile, it makes sense for us to understand ourselves and regard our parent principle. When we misunderstand ourselves and disregard our parent principle, we simply develop more problems with our mobility. Now since our parent takes localization into consideration—disregarding the way you look at the word localization in this instance you can think it in terms of mobile—it looks like the absence of the principle enables fewer problems without mobility. Here if you want to, you can show that by providing a practical example, using current or historical events. You must relate the events with time by using the time chart and look at the degree of mobility related to time as well and the degree of problems. For instance as mobility increases, so does the increase of the degree of problems. The way to look at it, with the absence of the principle, the increase of mobility enables the increase of problems; or by disregarding our parent, the increase of mobility enables us to develop much more problems.

819. Referring to exercise number 731 or 732, verify that the relationship exists only when we understand each other. If we do not understand each other, that relationship does not exist. If I don't understand you and you don't understand me, then that relationship does not exist. If I do not understand myself, that relationship does not exist. If you do not understand yourself, that relationship does not exist. When we do not understand ourselves, we simply think the relationship does not exist. When we fail to understand each other and ourselves, we think our relationship does not exist.

820. In terms of personal responsibility, here let's look at ourselves in terms of our mobility. In order to do that, in terms of yourselves, show your understanding of our relationship related to your mobility. This is the same as saying, in terms of yourself, show your understanding of your personal responsibility related to our mobility.

821. Given that the principle is considered to be our parent and in order for us to identify the principle it must be understood, verify that it is not possible for us to identify our parent without identifying the principle. It is not possible for us to identify our parent without the principle. In order for us to identify our parent, we need to identify the principle first. By understanding that, we can see the process of identifying our parent requires us to first identify the principle.

822. It is not possible for us to identify our parent without first identifying the principle. We already know that we are related to each other by our parent and we are related to our

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parent by the principle. In terms of our relationship with our parent by the principle, let's take the principle of communication into consideration. In terms of our communication, we receive feedback from our parent when we commit errors in our communication. In other words, if our communication does not include the principle of communication, our parent alerts us to include the principle of communication in our communication. By understanding that, we can see the communication with our parent enables us to learn and understand the principle of communication. In other words, since our parent provides us feedback to enable us to communicate properly, we can see that our communication with our parent requires us to communicate without error. Now since the principle is considered to be our parent, verify that whether or not it is possible for our parent to understand us without proper communication. In other words, show that in terms of our communication to our parent, whether or not it is possible for our parent to understand us when we commit error in communication. In this case, you can think it like this. By applying the principle of communication in our communication, our parent understands us. Our parent does not understand us when we do not apply the principle of communication in our communication. We can also think it as our communication with our parent requires the usage of the principle of communication. It is not possible for our parent to understand us when we communicate improperly.

823. Since the principle is considered to be our parent and the principle is an independent entity, in terms of the principle, our parent is also independent. In other words, since the principle is independent and our parent is considered to be the principle, then our parent is also independent. By understanding what we have just said, we can see that our relationship with our parent is also independent. In other words, there is a personal relationship between us individually and our parent; that makes sense, since we cannot identify our parent for each other. Here verify that there is a personal relationship between us individually with our parent. This exercise requires a very good understanding of the principle.

824. Since our parent is considered to be the principle; by taking our parent as the principle, verify that it is not possible for us to understand our parent, without understanding the principle.

825. Given that we all are related by the principle; since we all interact through communication, in terms of the principle of communication, we all need to learn and understand the principle of communication. Here you need to verify that by providing a practical example. In your workout, you will need to answer this question. Why do I

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need to learn and understand the principle of communication? As usual, "I" refers to you. Why do all of us need to learn and understand the principle of communication?

826. Show your understanding of our dependency on our parent related to time. In this case, you can think it as your lifetime. In this case, you can look at it from childhood. This exercise requires a very good understanding of parent and the principle entity.

827. The information of an entity which is a separate entity provides us with information about that entity. That information may include the usage of that entity, our interaction with that entity, and the way we approach that entity. In other words, the information about an entity includes information on how to approach that entity. Related to exercise number 777, show your understanding on how to approach or handle that entity. The way to look at it, the information about an entity may provide information about that entity in terms of approaching that entity related to the way to approach that entity.

828. By understanding the exercise above, you may have shown a very good understanding of the principle entity and entity number one identified in exercise number 84. Here you will need to answer this question. What happens if the entity mentioned or identified in the above exercise is not approached properly? What happens when the entity identified in the exercise above is not approached properly?

829. Show your understanding of both your workout of the exercises above related to a given set of principles in relationship with entity number one identified in exercise number 84. In other words, show your understanding exercise number 827 and 828 above related to a given set of principles in relationship with ourselves.

830. Show your understanding of your workout of the exercise above related to the importance entity. In other words, verify your understanding of the exercise above related to the importance entity, which is an aspect of the principle entity.

831. By understanding exercise number 83, exercise number 88, exercise number 90, and exercise number 495, we should also know that there are many types of communication that exist and each one is used for a specific purpose at a specific time. In other words, we use a type of communication at a time it is needed for a specific purpose, when it is required. Since that requires a very good understanding of the principle of communication in order for us to determine what type of communication to use at specific time for specific purpose, it is possible for us to develop problems when we think

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we can use a type of communication all the time for any purpose. In other words, when we think we can use any type of communication at any time for any purpose, we simply show that we don't understand the principle of communication and we simply develop problems. Just take your time to think about that.

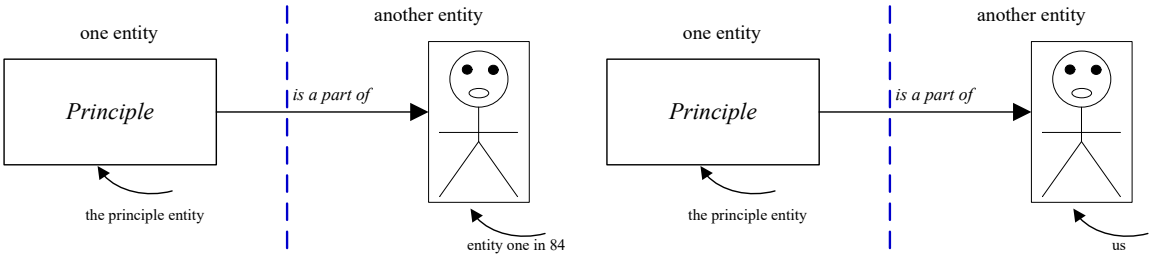
832. By understanding the above exercise, we have learned that each type of communication that exists requires specific application usage. In other words, each type of communication that we introduce requires us to use it for a specific purpose. For instance, we cannot use a type of communication for everything or every purpose. Any type of communication that we introduce requires a specific purpose of usage. A type of communication that we introduce may not be possible to use all the time. Any type of communication that exists requires a specific usage and purpose. For instance, when can I use specific type of communication? Here you will need to work that out simply by thinking about it. The way to look at it, your workout is internal not external. There should be no paper involved or any other comparable or equivalent. In this case, you can also think of specific communication element or entity that we use in our communication.

833. The principle entity is already what it is and it is not possible for us to validate it. The principle is already what it is and it is not possible for it to be validated. The principle entity is already been validated by itself; it is not possible for it to be validated by us. The principle entity is already been validated by our parent and it is not possible for us to use it to validate itself, but another entity. The principle entity is already what it is, it cannot be changed. By understanding everything we have said here, given that the principle entity is already been validated by itself, there is no need for us to validate it again. Since the principle entity is already been validated by itself, it is not possible for us to validate it again. By understanding the feedback entity and the principle entity, verify that if it was possible for us to use the principle entity to validate the principle entity that will result in unity.

834. Since communication is not completed until its objective is satisfied, it makes sense to use the right type of communication at a time it is needed. Given that our communication is not completed until the objective of our communication is satisfied, it makes sense to use the appropriate type of communication at a time it is needed. You will need to show that by providing a practical example. In this case, you will work that out in terms of thinking rather than using pen, paper or equivalent.

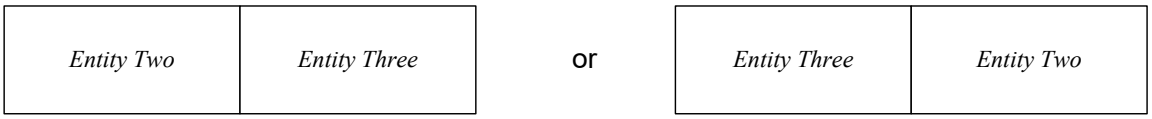
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835. Since the principle entity attaches to entity number one identified in exercise number 84, then the principle entity is a part of that entity. Since the principle entity attaches to entity number one identified in exercise number 84, then the principle entity is a part of entity number one identified in exercise number 84. Given that the principle entity attaches to us, then the principle entity is a part of us. In this case, we have

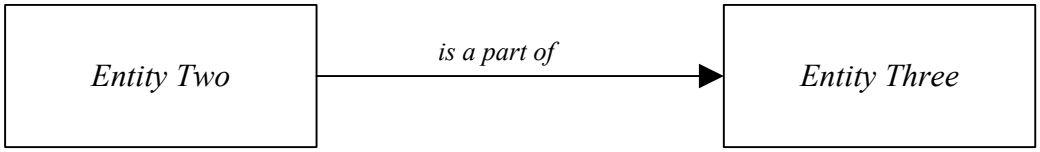


By understanding the explanation and the model above, verify that by providing a practical example. In other words, verify that the principle entity is a part of us or the principle entity is a part of entity number one identified in exercise number 84.

Another way to look at it, let's assume that *Entity Two* attaches to *Entity Three*, in this case we have.



Since *Entity Two* attaches to *Entity Three*, it is very easy to see that *Entity Two* is a part of *Entity Three*. In this case, we have



836. Show your understanding of your workout above related to the principle of communication. In this case if you work it out well, you simply validate your workout of the exercise above with the principle of communication.

837. As a part of entity number one identified in exercise number 84, it looks like the principle entity needs to be handled properly. As a part of entity number one identified in exercise number 84, it looks like the principle entity needs to be approached properly. As a part of us, it looks like we need to approach the principle entity properly. As a part of us, it looks like we need to handle and approach the principle appropriately. By understanding

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your workout of the last two exercises above, what happens when we mishandle the principle entity? By understanding your workout of the last two exercises above, what happens when we handle the principle entity inappropriately? You need to answer this question related to the principle entity and yourself.

838. By working out the last two exercises above, you have answered and verified this question. What happens to ourselves when we take the principle entity for granted? Depending on how you have worked out the above exercise, you may need to work out this one. By taking the principle entity for granted, in terms of the principle of communication, you will need to look at what we do. In other words, you will need to look at our application when that happens. What happens to our application? In this case, you are going to provide a practical example by taking our application into consideration.

839. By understanding exercise number 495, exercise number 722, exercise number 724, exercise number 726, and exercise number 835 verify that entity number one identified in exercise number 84 looks like the principle entity. You must provide additional explanation in your workout and show your observation.

840. Related to a given communication, a question may have time associated with it. For instance, it may be possible to ask a question related to a given communication, where it may not be possible to ask the same question at a time related to the same communication. In other words, related to a given communication, it may be possible to ask a question at a given time, where it may not be possible to ask the same question at another time related to the same communication.

841. The functions that are adjusted by our communication are the functions that are triggered by our communication. The functions that are not triggered by our communication cannot be adjusted by our communication. Nevertheless, by understanding exercise number 502, since our communication may cause problems to those functions, as we make progress in our communication, we should still see improvement in those functions executions. In other words, as we make progress in our communication, it is possible for us to see improvement to functions that are not executed by our communication. Here you are going to verify that by providing a practical example. You will show that, the functions that are not triggered by our communication are functions that cannot be adjusted by our communication. Nevertheless, as we make progress in our communication, it is possible to see adjustment—improvement—to those functions. You

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will need to provide additional explanation and show your observation.

842. If you want to, you can work out this part before proceeding further. Show your understanding of the parent entity from childhood to now. Now means your current age. You only need to work this out if you have not done so from a previous exercise.

By understanding our parent, ourselves, the relationship between us and our parent and the feedback process, now you need to work this out by providing a practical example. In this case, you will provide some example applications, where you are going to use the time chart and the table below to show feedback and the application of feedback from childhood to now. In your workout, you can increment the age as shown by the table below.

Age	Application	Feedback	Apply of Feedback	Application Result
Age 1	Application 1	Feedback 1	Yes/No	Success/Error
Age 2	Application 2	Feedback 2	Yes/No	Success/Error
Age 3	Application 3	Feedback 3	Yes/No	Success/Error
Age 4	Application 4	Feedback 4	Yes/No	Success/Error
Age 5	Application 5	Feedback 5	Yes/No	Success/Error

The way to look at it, by taking time/age into consideration, you look at the result of the application in term of feedback and the application of feedback. In all cases, you will need to provide additional explanation and show your observation.

843. By taking a higher level of responsibility, it makes sense to understand the principle. By taking a higher level of responsibility, it makes sense to have a better understanding of the principle. If you want to, you can verify that by providing a practical example and answer this question in your workout. Who is responsible for feedback? Where feedback is going to come from? The way to look at it, in an application, everybody in that application is responsible for feedback, but you will need to answer the question by taking a higher level of responsibility into consideration as well.

After working out the part above, you can work out this part. It depends as well on how you have worked out the part above. By now we should have a very good understanding of ourselves, our parent, and the principle. By understanding the relationship between us, our parent, the principle, and the feedback process, we know that our understanding of

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the principle takes our level of understanding into consideration. By working out the part above and showing that a higher level of responsibility must have a better understanding of the principle; here you are going to analyze an application related to the understanding of the principle by a higher level of responsibility. In this case, you will look at the result of that application related to the understanding of the principle by a higher level of responsibility. For instance, if the application has resulted in error, you will look at the result of that application related to the understanding of the principle by a higher level of responsibility. In this case, you will take our relationship with our parent related to the feedback process into consideration. In your workout, you will show your observation and answer this question. Why must a higher level of responsibility have a better understanding of the principle? Why must a higher level of responsibility always have a better understanding of the principle?

844. By understanding the exercise above, it looks like a higher level of responsibility is closer to the principle. Here you are going to show that by providing a practical example. In your workout, if you want to, you can answer this question. Why is a higher level of responsibility closer to the principle?

845. By understanding that our parent is the principle, by understanding exercise number 741, we have shown that in order for our parent to understand us, we must communicate properly. In order for our parent to understand us, we must communicate according to the principle given to us by our parent. Now by understanding the feedback process, we know that our parent's feedback enables us to correct our errors, so our application can execute without error. By understanding the overall explanation and the feedback process, verify whether or not, it makes sense to hear back from our parent. The way to look at it, our parent feedbacks us to enable us to correct our error, so our application can execute without error to solve specific problems. Here you will determine whether or not it makes sense to hear back from our parent. If so, you are going to show why. In either case, you will need to verify why or why not. Why or why not it is necessary to hear back from our parent?

846. By understanding exercise number 741, we can see that natural functions are executed naturally and cannot be adjusted. Since those functions cannot be adjusted, they are executed by entities or natural entities that cannot be adjusted as well. In other words, natural functions are executed by natural entities that cannot be adjusted. If you want to, you can show that by providing a practical example.

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847. With the understanding of the principle of communication, it is possible to extend a given communication if necessary. With the misunderstanding of the principle of communication, it is not possible to extend a given communication. If you want to, you can verify that by providing a practical example. In this case, you are going to identify a communication, where some people try to extend that communication. Since the principle is not understood by those who try to extend that communication, you will conclude that the identified communication cannot be extended by them since the principle of communication is not understood.

848. By understanding the exercise above, we have shown that a given communication cannot be extended if the principle of communication is not understood. In the event that the principle of communication is not understood, a given communication cannot be extended. When we try to extend a given communication without understanding the principle, we simply develop problems. Here you are going to show that by providing a practical example. In this case, you will identify a communication, where that communication is tried to be extended by someone or by some people. Since the principle is not understood, by trying to extend that communication, problems are developed. You will identify and analyze the problem and show that it is indeed developed by trying to extend a communication without understanding the principle.

849. By understanding the last two exercises above, you should have observed that a communication that contains error cannot be extended. Here you need to determine why communication that contains error cannot be extended.

850. Refer to exercise number 15 and exercise number 75 and validate the definitions of question and answer. In other words, you will need to refer to the indicated exercises to validate the definitions given or pointed out in the exercises. This exercise requires a very good understanding of the principle of communication and also entity number one identified in exercise number 84.

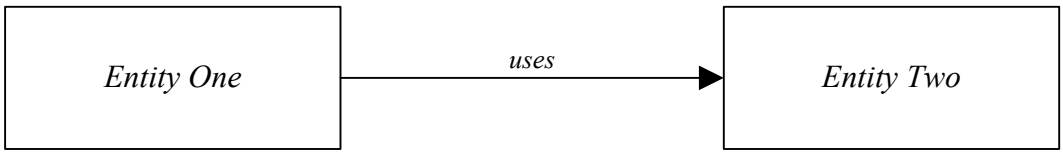
851. By understanding the relationship of parent and children, the parent entity, children or entity number one identified in exercise number 84, localization, our mobility, and problems related to our mobility, verify by providing a practical example that, the misunderstanding of the principle should reduce our mobility or reduce our mobility—but it is better to say should reduce our mobility.

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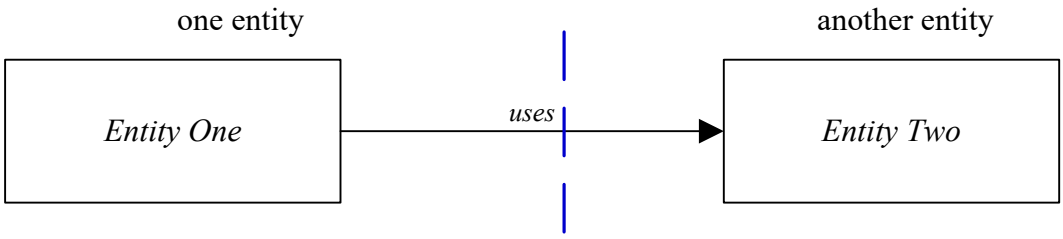
852. By understanding the exercise above, let's take history into consideration and work it out in this form. If the misunderstanding of the principle reduces or should reduce our mobility, then history would have been much cleaner—we could have less things happen in history. If our misunderstanding of the principle should have reduced our mobility, then our history would have been much cleaner. You will need to work out this exercise by showing that. For your practical example, you will use events in history.

853. By understanding ourselves, our parent, the principle, the relationship between us and our parent, the feedback process, it can be shown that a higher level of responsibility is defined and identified within the principle, not outside the principle. If you want to, you can show that by providing a practical example. In other words, a higher level of responsibility is defined and identified in the principle, not outside the principle. You will need to verify that by providing a practical example.

854. Since we communicate relatively to entities that we identify, it makes sense for us to understand entities that we identify. We have learned and shown that an entity can be presented in a form, where that entity has several parts. In addition to that, it is possible for an entity to use another entity, where the entity that is being used is not a part of the entity that uses it. To better understand what we have just said, let's take it like this. Let's assume that *Entity One* uses *Entity Two* as shown by the model below.



What is important here is that while *Entity One* uses *Entity Two*, but *Entity Two* is not a part of *Entity One*. In this case, both *Entity One* and *Entity Two* are two separate entities as shown by the model below.

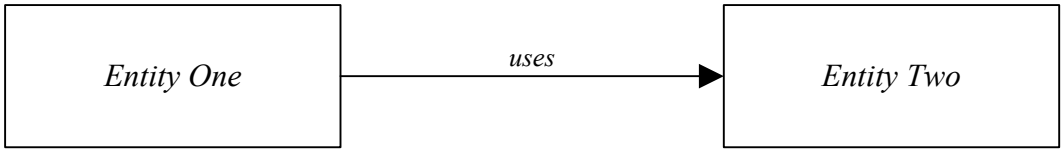


From the model above, while *Entity One* uses *Entity Two*, but *Entity Two* is not a part of *Entity One*. The same goes for *Entity Two*; while *Entity Two* is being used by *Entity One*,

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but *Entity One* is not a part of *Entity Two*. If you want to, you can verify that by providing a practical example. In this case, you will show an entity that uses another entity, but the other entity is not a part of the entity that uses it. You must provide additional explanation in your workout.

855. By having an entity identification problem, it is possible for us to misidentify entities. By having an entity identification problem, it is possible for us to misidentify parts of entities. We mean parts of entities that make up a main entity. By having an entity identification problem, it is possible for us to misidentify an entity that is used by another entity or an entity that is being used, but think it is a part of that entity. To better understand what we have just said, let's take it like this as shown by the model below.



From the model above, while *Entity One* uses *Entity Two*, but *Entity Two* is not a part of *Entity One*. By having an entity identification problem, it is possible for us to misunderstand that *Entity Two* is a part of *Entity One*. When we think like that, we simply develop problems. Here you are going to show that by providing a practical example. In this case, you are going to analyze communication where people think that an entity that uses another entity or an entity that is being used is a part of that entity. In this case, if *Entity One* uses *Entity Two*, some people may think that *Entity Two* is a part of *Entity One*, although it is not. You will show that problems are developing from that misunderstanding. You will conclude that the problem is indeed caused; because of misunderstanding of *Entity Two* is a part of *Entity One*. In other words, we develop problems, because we misunderstand that the entity that is being used is a part of the entity that uses it.

856. By understanding the last two exercises above, if an entity is a part of another entity and it is being used by that entity, it is always better to say that entity is still a part of another entity. Here we mean the entity that uses it. For instance, if *Entity Two* is being used by *Entity One*, where *Entity Two* is a part of *Entity One*, it is always better to say that *Entity Two* is a part of *Entity One* instead. Here you will need to show that by providing a practical example. You will need to show an entity that is being used by another entity and that entity is a part of the other entity. In your workout, you will need to answer this

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question. Why is it better to say that entity is a part of the other entity instead?

857. Since the answer of a question points to information about the entity that question is about, the availability of the answer of that question depends on the availability of the information that answer points to. Since a question is equal to its answer and the answer of a question points to information of the entity that question is about, if that information is not understood yet, then that question can be postponed. The way to look at it, if *Entity One* is the entity *Question One* is about and the information about *Entity One* is considered to be *Entity Two*, at current time, if *Entity Two* is not understood yet, then *Question One* can be postponed to a later time. If you want to, you can verify that by providing a practical example. The way to look at it, since our understanding of an entity is not static, related to time, while learning an entity, it is possible for us to have a better understanding of that entity. For this reason, it may not be possible for us to answer any question about that entity at the time we are learning about that entity. It will be possible for us to have a better understanding of that entity as we make progress learning about that entity. Thus, it makes sense to postpone some questions about that entity for a later time.

858. Since questions are parts of communication and they require analysis as well, in a question itself, the principle of communication is included. In other words, since a given communication requires the inclusion of the principle, a question also requires the inclusion of the principle. Since a question requires the understanding of the principle of communication, it is possible for a question to be taken back and analyzed, and then be corrected. The way to look at it, if a question is asked and that question is not corrected, it is possible for that question to be taken back, reanalyzed, and re-asked. If you want to, you can verify that by providing a practical example.

859. By understanding the exercise above, since questions are parts of communication themselves, any communication or part of communication can be taken back and reanalyzed; for instance, a sentence, a statement, an entity that claims to be the answer of a question, etc. The way to look at it, if there is an error, it is possible for a communication or parts of a communication to be taken back and reanalyzed. If you want to, you can verify that by providing a practical example.

860. By understanding the last two exercises above, the taking back for analysis process is very good for us, since it helps us understand and analyze our errors. The taking back process is important, since it helps us with the understanding of the principle. Here

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verify that related to the feedback entity or the feedback process. The way to look at it; show that the taking back process is helpful to us, since it helps us understand the principle. You will need to show that relationship with the feedback entity or the feedback process.

861. By working out some previous exercises and having a very good understanding of them, it is possible for you answer this question. When is a question asked personally and responded personally? All you need to do here is to just think about it as your workout. Working out this exercise requires the understanding of the principle entity and entity number one identified in exercise number 84. Again, you are working out of this exercise by thinking only.

862. From two previous exercises, you have shown that communication is language independent. By now you should have a very good understanding of the principle of communication and understand that is indeed independent. In other words, by understanding the principle of communication, it enables us to understand that communication is indeed language independent. Now by taking the principle of communication into consideration, verify that communication is language independent by providing a practical example. In other words, you will need to show that in terms of the principle of communication or by taking the principle of communication into consideration.

863. We have defined a complex entity as an entity that has too many relationships. Now in terms of entity and parts of entity, let's look at complexity of an entity related to parts of that entity. Now in terms of our application, we already know that our application is an entity. Now in terms of our application and parts of our application, let's look at the complexity of our application related to parts of that application. By understanding the overall explanation, here you are going to verify whether or not an increase of parts of our application increases complexity of our application; where a decrease of parts of our application decreases the complexity of our application. In other words, you will need to show by providing a practical example that as we add more parts to our application, whether the complexity of our application increases; as well as we add less part to our application, whether the complexity of our application decreases.

864. By understanding the exercise above, you need to determine whether or not an increase or a decrease of complexity is good for our application. If more complexity is good, you will need to show that and determine why. As well as, if a decrease of complexity is

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good, you will need to show that and determine why.

865. Show your understanding of both exercises above related to the function of our application. In your workout, you need to answer this question. What does complexity have to do with our application?

866. By having a communication problem, it is possible for us to increase the complexity of entities. By understanding the exercise above, here you will verify that by providing a practical example. In other words, show that a communication problem enables us to increase complexity of entities.

867. By understanding the relationship of parent and children and the feedback entity, let's look at the responsibility of the children in terms of feedback. The way to look at it, in terms of our application, our parent considers all of the children are one. In other words, it does not matter the way we look at it. To enable our application to execute properly, within our application itself, we all are considered as one. By understanding what we have just said, it looks like the children are responsible to give feedback to each other. Here you will need to verify that by providing a practical example. In this case, you are going to use the relationship of parent and children and the feedback process related to responsibility of children. In this case, you are going to look at error in the application—error in what we do—in terms of the responsibility of the children related to feedback. In your workout, you will answer this question. What happens when they do not feedback each other? What happens when the children do not give feedback to each other? What happens when they act irresponsibly in terms of feedback? What happens when the children act irresponsibly in terms of feedback?

868. By understanding the exercise above, since our parent gives us feedback to enable our application to execute correctly, in terms of the children responsibility, we the children are responsible to give feedback to each other as well to prevent error in what we do. Here you will need to show that by providing a practical example. In your workout, you will need to answer this question. Since our parent provides us with feedback to enable our application to execute properly, how does our parent view us when we don't give feedback to each other? How does our parent regard us when we don't give feedback to each other? Do we make our parent happy when we don't give feedback to each other? Do we think our parent is happy when we don't give feedback to each other? Do we make our parent happy when we disregard our feedback responsibility?

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869. By understanding the last two exercises above; by understanding the relationship between us, our parent and the feedback process; by giving feedback to each other, we simply do things related to our parent. By providing feedback to each other, we simply do things related to our parent. By giving feedback to each other, we simply follow our parent. By giving feedback to each other, we simply follow our parent principle. Here if you want to, you can verify that by providing a practical example.

870. By understanding the last three exercises above, we have shown that all the children are responsible to give feedback to each other. By understanding the last three exercises above, we have learned and shown that we are responsible to give feedback to each other. Now let's look at the cost of our application related to the lack of feedback from the other children. The way to look at it, if a child disregards feedback in what we do, does it cost all of us? If one child disregards feedback in what we do, does it cost all of us? Here you are going to show that by providing a practical example. You are going to look at the cost of what we do with the lack of feedback from the children or among the children. Does it cost all of us? Does it cost all the children? Does it cost all of us when there is no feedback within the children? Does it cost all of us when feedback is not given to each child? Here we use cost as an entity. In your workout, you should also answer this question in relationship to our parent. Does it cost all of us when there is no feedback? Should it cost all of us when there is no feedback? Again, you will need to think cost as an entity. You can also think cost as an effect. In this case, we can ask the questions: Does it affect all the children? Does it affect all of us?

871. By understanding ourselves, our parent, and the relationship between us and our parent, we know that we are related to our parent by the principle. Now by using the principle entity to validate another entity, it is possible for us to use the principle entity to validate the existence of our parent. If you have not already done so from previous exercises; if you want to, you can verify that by providing a practical example before continuing.

    Now by understanding the process of validating an entity and the process of learning about an entity, we already know that we learn about an entity from the principle entity and we validate an entity by using the principle entity. In other words, by understanding the principle entity, we can use that entity to validate other entities. We can also use it to learn about other entities. By understanding the overall explanation up to here, in terms of learning about our parent, we can see that we do not learn about our parent directly from our parent, but we learn about our parent from the principle entity or from the principle given to us by our parent. If you want to, you can verify that by providing a

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practical example.

872. By understanding the exercise above, you have shown that the principle can be used to validate the existence of our parent. You have also shown that, the principle entity is used to learn about our parent. In order for all these to happen, the principle entity itself must be understood. Without understanding the principle entity, it is not possible for us to use it to validate the existence of our parent and it is not possible for us to use it as well to learn about our parent. Now let's assume that the principle entity is absent or does not exist. All you need to do here is to verify that it is possible for us to think that our parent does not exist. In other words, show that it is possible for us to think that our parent does not exist, when the principle entity is absent or when it cannot be identified or when it is not understood. It is probably better to say it like that. With the absence of the principle, it is not impossible for us to think that our parent does not exist.

873. By understanding exercise number 839, we have shown that entity number one in exercise number 84 looks like the principle entity. From exercise number 824, we have verified that it is not possible for us to understand our parent without understanding the principle entity. By understanding that, we can see that it is not possible for us as well to understand entity number one identified in exercise number 84 without understanding the principle entity. Here if you want to and you have not yet done so, verify that by providing a practical example. In other words, show that it is not possible for us to understand ourselves without understanding the principle entity or the principle given to us by our parent.

874. From exercise number 839, we have learned and shown that entity number one identified in exercise number 84 looks like the principle entity. By working out that exercise, you may have already answered this question. Why does entity number one identified in exercise number 84 look like the principle entity? Why does that entity look like the principle entity? Given that in order for us to identify a principle, we have to be aware of it. Since the principle is used to validate another entity and in order for a principle to be used to validate an entity, it must be identified and understood. With the absence of the principle entity, it is not possible for us to identify entity number one identified in exercise number 84 based on that entity. In other words, without the presence of the principle entity, we are not capable of identify entity number one identified in exercise number 84 based on the principle entity. Without understanding the principle entity, we are not capable of identifying ourselves properly. Here if you want to, you can verify that by providing a practical example before continue further.

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Now let's take the absence of the principle entity in terms of identifying entity number one in 84. Since we cannot identify ourselves properly without identifying and understanding the principle entity, the absence or the misunderstanding of the principle entity enables us to commit error in our identification. Here if you want to, you can verify that by providing a practical example.

By working out the part above, you have shown that it is not possible for us to identify ourselves properly without understanding of the principle entity. Depending on how you have worked it out, you may have shown that we develop problems when we misunderstand or misidentify ourselves. In other words, by not understanding the principle entity, we simply misunderstand and misidentify ourselves, which enable us to develop problems. If you want to, you can verify that by providing a practical example. In this case, you are going to work that out related to problem development. In your workout, you will answer this question. Why we develop problems when we don't identify ourselves properly? Why we develop problems when we improperly identify ourselves? Why we develop problems when we misidentify each other? Why we develop problem when we cannot identify each other properly?

By working out the part above, you have shown that we develop problems when we cannot identify each other properly or when we improperly identify each other. Now you will need to work that out or show that by using events in history. In other words, by using historical events, show that we develop problems when we improperly identify ourselves. Show that we develop problems, when we cannot identify ourselves properly. In your workout answer this question. Why we develop problems when we cannot identify ourselves properly? Why we developed problems when we cannot identify each other? Why we develop so many problems when we cannot identify each other properly? Answer the question by providing additional explanation and show your observation.

875. By working out the exercise above, you have shown that we develop problems when we improperly identify ourselves. By working out the exercise above, you have shown that we develop problems when we cannot identify ourselves properly. By working out the exercise above, you have shown that we develop problems when we cannot identify each other properly. Here you will need to verify your understanding of your workout above related to our mobility. In your workout of this exercise, you will need to answer this question. Why should our misunderstanding of the principle entity have limited our mobility? Why should misunderstanding of the principle entity reduce our mobility?

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Why should the misunderstanding of the principle entity have reduced our mobility?

876. From some previous exercises, you have shown that you are related to your friend and your friend lives a little bit farther from you. In terms of the location where you live and the location where your friend lives, you have shown that in a model similar to the one below.



Since you are related to your friend and you live at a distance from your friend, now that you want to visit your friend, what should you bring with you? Here you will need to work this exercise out by answering this question. You must provide more explanation and show your observation.

877. By working out the exercise above, you have shown that you carry something with you when you go to visit your friend. Since both you and your friend are related to each other, when you go to visit your friend, you carry something with you. Now that your friend comes to visit you, do you expect your friend to carry anything with him/her? If so, why and what is that thing? Why do your expect your friend to carry something with him/her when he/she comes to visit you? Here you will need to answer all the questions above. By working out this exercise, provide more explanation and show your observation.

878. By working out the last two exercises above, you have shown that when you go to visit your friend, you carry something with you and when your friend comes to visit you, your friend carries something with him/her. You have also verified why you carry something with you when you go to visit your friend and why your friend carries something with him/her when he/she comes to visit you. Here you will need to answer this question by providing a practical example and show your observation. What happens when you don't carry that thing with you when you go to visit your friend? What happens when your friend doesn't carry that thing with him/her when he/she comes to visit you?

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879. From the exercise above, you have shown what happens when you don't carry that thing with you when you go to visit your friend and what happens when your friend does not carry that thing with him/her when she/he comes to visit you. Here let's assume that you carry nothing with you when you go to visit your friend. In this case, you have shown that you do not have any understanding of yourself and also your friend, since you carry nothing with you. Here you will need to use historical events to show that we develop problems when we simply carry nothing with us when we change location. In other words, you will need to use events in history to show that we develop problems when we carry nothing with us in terms of changing locations. In this exercise, you will need to show your observation and provide additional explanation.

880. From previous exercises, both you and your friend live a distance from each other. While it is not important here to show that distance in terms of measurement, since both you and your friend think it exists, that is fine. From exercise number 876, you have shown both the location of your house and the location of your friend's house. Now you are going to use a map to identify both locations. All you need to do, if you have a clear piece of paper or clear plastic paper, is draw on it on a map to show the locations. In this case, you will draw the model identified in exercise number 876 on a clear piece of paper on top of a map. By doing so, you can have a table as shown below.

Name of My Location	**Name of My Friend Location**
Location 1	Location 2

From the table above, location 1 is identified as the location of your house while location 2 is identified as the location of your friend or your friend's house. Since both you and your friend are related and you have shown that you are not at the same location, location does not make any difference in that relationship. Does it make a difference in that relationship? Or should it make a difference? If you want to, you can answer the question.

Here you are going to use more transparency papers to draw both your location and your friend location. Here you are going to increase the distance of your friend location, while you keep your location constant or steady. You do not have to change your location; you only need to change your friend's location by varying it. To do so, you can follow the table below by listing them. Again, you can draw the house of your friend on top of an area on the map on the transparency paper.

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My Location	My Friend Location	Name of Area of My Friend Location
Location 1	Location 2	Area 1
Location 1	Location 2	Area 2
Location 1	Location 2	Area 3
Location 1	Location 2	Area 4
Location 1	Location 2	Area 5

As shown by the table above, you keep your location steady and your change the location of your friend. Location 2 is the name of the location of your friend's house—we mean the name of the new location, while area with number is the name of the area where the house is located every time you change it. It does not matter, if you want to, you can omit the name of the location of your friend and use the name of the area only.

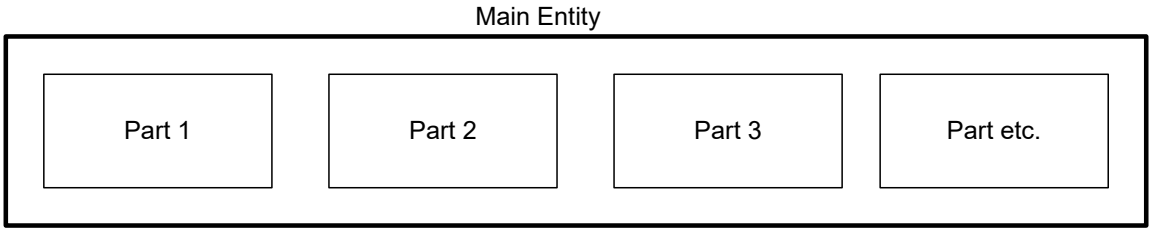
Now since both you and your friend are related to each other and location may not be matter in that relationship, if you have shown that. Here you will need to determine whether or not the relationship between you and your friend changes as your friend change location or remains the same. You can use the table below for that. Here we provide the table only for additional explanation. You do not need to do it by following the table. In your workout, if you don't want to, you do not have to use a table at all.

My Location	My Friend Location	Area	Relationship Change Yes/No	Name The Thing That Relates Both of You
Location 1	Location 2	Area 1		
Location 1	Location 2	Area 2		

From the table above, you have added additional explanation. As your friend changes location or as you identify your friend's location, you will need to determine whether or not the relationship between you and your friend still holds and the thing that identifies that relationship. To complete your workout of this exercise, for each location you change or for each location of your friend, you will need to show your understanding of your friend at that location and show your observation. In other words, you will need to show your understanding of that location related to your friend or your understanding of your friend related to that location.

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881. By having a very good understanding of entity and parts of entity, we know and have already shown that a main entity can have many parts, where each part is considered to be a part of that entity. Here in terms of locations of your friend, verify your understanding of your workout above related to entity and parts of entity. We can also say that related to a main entity and parts of that entity. In your workout, you will need to identify the parts of entity and the main entity and draw them in the form below. In this case, the parts of the entity can be considered as areas or locations.



882. Show your understanding of the exercise above related to misunderstanding parts of entity. In this case, you are going to work that out by using historical events. This is the same as saying; use historical events analysis to show your understanding of the exercise above related to misunderstanding parts of entity. In your workout you will need to provide additional explanation and show your observation.

883. Now in terms of your location and your friend's location, determine whether or not the communication about an entity at any location should take location into consideration. In this case, you can also show whether or not the communication about an entity should remain the same from location to location.

884. From exercise number 880, you have identified location 1 as your location and some other locations as your friend's location. Now in terms of function execution or application execution, does it make any difference if a function is executed at location 1 or at location 2? Should it make any difference if an application is executed at location 1 or at the other locations of your friend? You will need to show that with the inclusion of the relationship between you and your friend. You will need to provide additional explanation in your workout and show your observation.

885. We learn about an external entity from the principle entity. We learn about ourselves from the principle entity. Here show your understanding of the difference between learning about an external entity from the principle entity and learning about ourselves

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from the principle entity. This exercise requires a very good understanding of entity number one identified in exercise number 84.

886. Sometimes our parent provides feedback when our parent feels that we need it, although we have not committed any error yet. For instance, if our parent feels that we will most likely commit an error, then our parent provides us feedback in advance. It is important for our parent to provide us feedback in advance to prevent that error. Here in terms of you and your friend, verify your understanding of the statement by providing a practical example. Here we mean the feedback in advance statement. If you wan to, you can workout this exercise into two parts: first feedback is provided if an error is committed. Second, feedback is provided if we feel that an error is going to be committed. In this case, the second part prevent an error to be committed in the future.

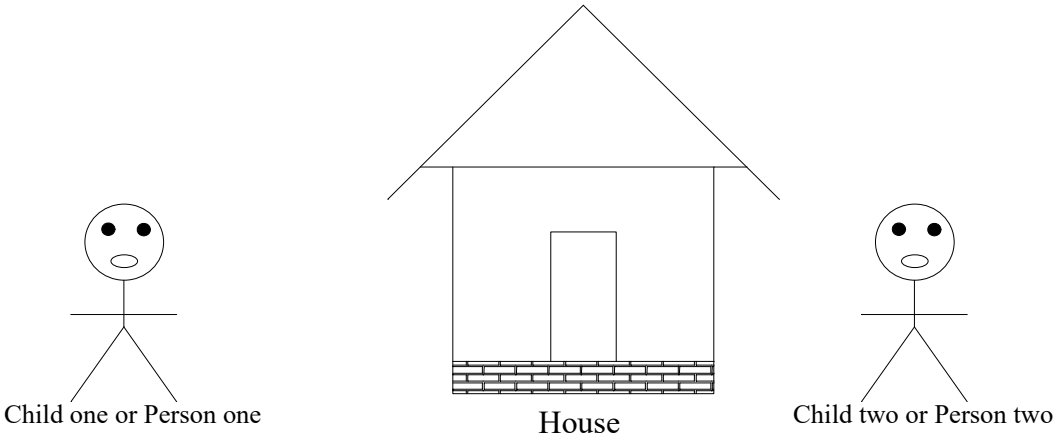
887. From exercise number 880 you have shown and understood that your friend lives at another location from you and when you go to visit your friend, you bring something with you. From the same exercise, you have identified your friend location or your friend working area and show that it is a part of the main entity. In this case, when you are at that location—your friend's location—you understand that this is where your friend operates. We call it the location operation of your friend or the area of operation of your friend. Here you will need to answer this question. What enables you to understand that location 2 is the location of your friend's operation? What enables you to understand that location is the location where your friend operates? What enables you to identify that location is the location of your friend's operation? While we use the term *location of operation* here, we can also use the term *working area*. In this case, your friend's location of operation can be considered as your friend's working area.

888. Show your understanding of exercise number 885 related to an entity and information about that entity. In this case, you can also think it as verify your understanding of an entity and information about that entity in terms of learning that entity or learning about that entity. It is always better to say learning about an entity rather than learn an entity, except for the principle entity.

889. The misunderstanding of the principle entity should reduce our mobility. The misunderstanding of the principle entity should have reduced our mobility. By understanding that, we can see that our mobility is guaranteed by the principle. To better understand that, we have to look at our relationship between us and our parent. To better understand that, we have to look at the relationship between parent and children. Let's

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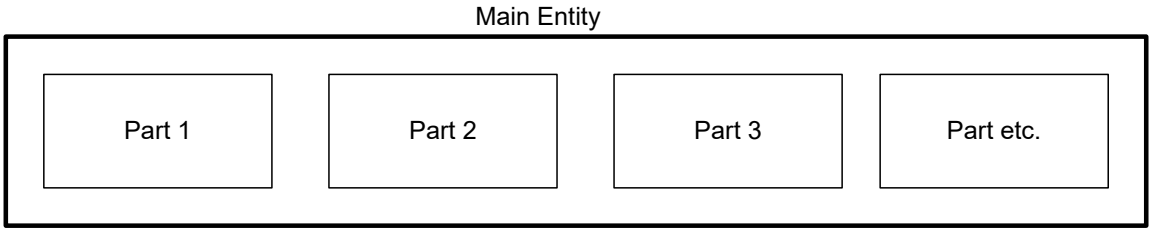
assume that our parent have two children as shown by the model below.



Let's assume that *child one* or *person one* understands the principles given by our parent and gives importance to those principles, where *child two* or *person two* does not understand the principles given by our parent and gives little importance to them. Now related to our parent in terms of mobility of the children, our parent is very skeptical and worry when *child two* leaves the house. If you want to, you can answer this question. Why is that when our parent is more relaxed and calm when *child one* leaves the house? If you want to, you can answer this question and provide more explanation. Why is that? Overall, you will need to answer both questions and provide more explanation.

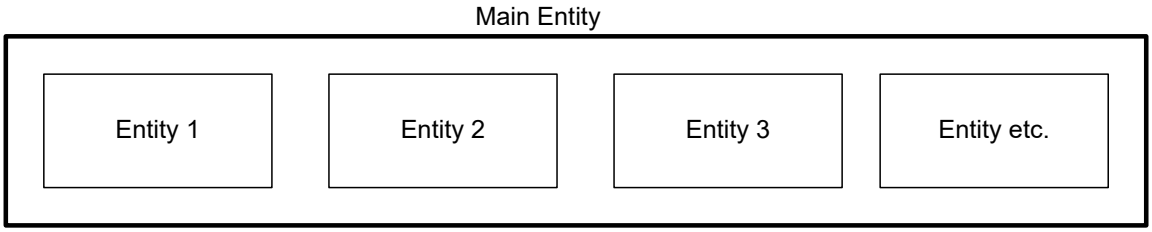
If you have not realized that yet, now you should realize that; why our misunderstanding of the principle should reduce and should have reduced our mobility. By understanding the relationship of parent and children related to the explanation above, it looks like our parent is more worried about *child two* than *child one* in terms of feedback. In other words, to prevent errors and to enable *child two* to execute functions properly, it looks like *child two* receives more feedback from our parent than *child one*. Here you will need to verify that by providing a practical example.

890. From exercise number 881 we have identified some parts of entities that make up the main entity. Let's take a look at the main entity in the form presented by the model below, with many parts of that entity.

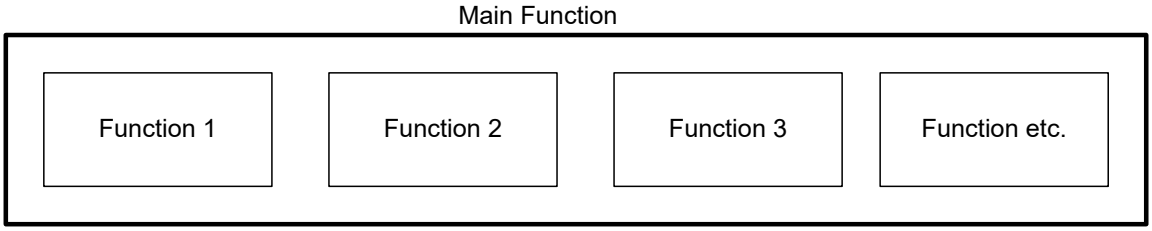


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Now from exercise number 513 or 235 or any related exercise, we have identified some entities and their functions. Now let's list those entities in the model above. The model below expands the model above by showing some entities and functions inside the main entity.



Since entities must have functions, the functions of the entities listed in the model above are shown in the model below in the corresponding form.



What is important here is that the existence of the main entity enables the existence of the entities listed in the model above. In other words, the existence of the main entity enables the existence of the entities and their functions. By observation, we can see that the existence of those entities and their functions enable the existence of the main entity or constitute the existence of the main entity. By understanding the overall explanation, here you can verify that by providing a practical example. In other words, show that the existence of the identified entities and their functions constitutes the existence of the main entity. In your workout, you should provide additional explanation and show your observation.

891. Depending on how you have worked out the exercise above, if you want to you can work out this one. Here all you need to do is to validate the existence of the main entity related to each entity inside that entity and their functions. You can also have it like this instead. Validate the existence of each entity and its function inside the main entity related to the main entity.

892. By working out the last two exercises above and having a good understanding of your workout, you should realize by now the main entity is absolute. In this case, the word *absolute* is used to show that the main entity is a single entity on its own. If you have not

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realized that yet, before continuing, you will need to verify that here by providing a practical example. In this case, you will need to verify the singularity of that entity or show that the entity is single on its own.

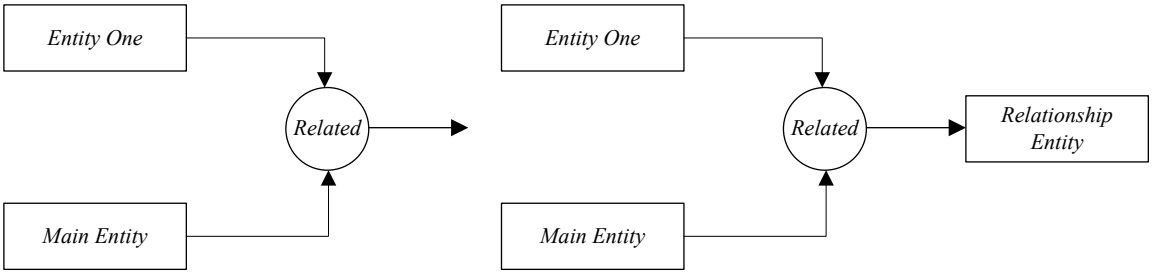
By understanding the part above or working it out, you have verified the main entity is unique to itself. In other words, from your understanding of the main entity, you have shown that the entity exists solely. Now let's assume that some of us think that another entity like the main entity may exist. In this case, if that entity exists, it must be valid. Here you are going to invalidate the existence of that entity. In this case, you will need to use the principle entity to invalidate the existence of another entity. This exercise requires a very good understanding of the principle entity and also the main entity and the functions of that entity or entities that include in it including entity number one identified in exercise number 84. You only need to work out this part of this exercise if you think another main entity may exist or should exist. If you think that another entity like the main entity does not exist at all, you don't need to work out this part.

893. By understanding exercise number 890 above and exercise number 513 or any other related exercise, it can be shown that the entities and the functions identified in exercise number 890 can be grouped. Here provide a model similar to the one identified in exercise number 890 above by grouping the entities and the functions and provide additional explanation in your workout. After you have finished this exercise, you will need to answer these questions. Why it is important to group those entities? Why it is important to group those functions? Why is it important to group those entities and those functions? Why group those entities and those functions?

894. By working out the exercise above, you have identified groups of functions and groups of entities. In terms of group of functions, verify your understanding of the difference between the groups. You can think it as your understanding of each group in terms of function execution.

895. By having a very good understanding of the main entity, the entities that make up that entity and their functions including entity number one identified in exercise number 84, here you are going to use the relationship entity to draw or identify some relationships between the main entity and some entities identified in the main entity. In this case, you can have something like that and provide some explanation about each relationship.

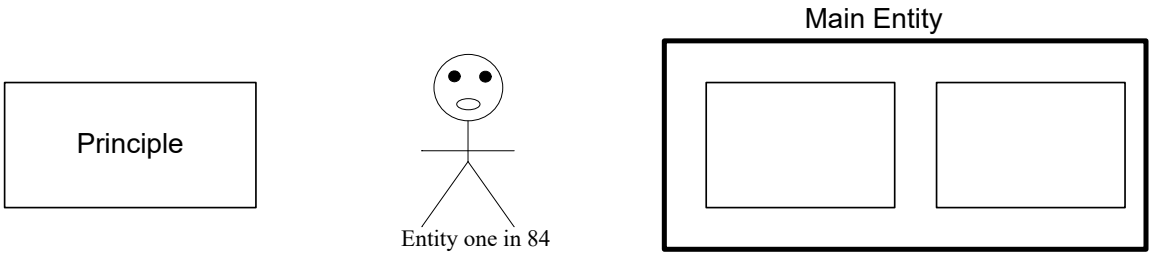
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896. By working exercises number 890 and the exercise above, by now you should have a very good understanding of the main entity. Here you will need to provide a definition of the main entity. If you find a single word to identify that entity, then you can use it with the word points to entity model to point that word to the definition of that entity or to point that word to that entity.

897. Show your understanding of exercise number 881 or 890 related to entity number one identified in exercise number 84. This is the same as saying; show your understanding of entity number one identified in exercise number 84 related either to your workout of exercise number 881 or exercise number 890.

898. We learn about an entity from the principle entity. In this case, if the entity has parts or other entities inside, in order for us to learn about that entity, we also need to learn about parts of that entity or other entities that make up that entity. In terms of entities that we have identified, we have



Here if you want to, show your understanding of the learning process of the entities listed above before working out the next part. Once you have finished working that out, here show the relationship between the three entities listed above. In this case, you will show your understanding of the relationship of the three entities listed above.

899. We develop problems by committing error in our communication. This is the same as saying that errors in our communication give rise to problems. Related to exercise number 881, since the existence of the identified entities are not produced or developed

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by our communication, they cannot be identified as problems, since they are not problems as well. In order for us to understand that, we need to have a good understanding of the principle of communication or simply entity and parts of entity. By understanding what we have just said or by misunderstanding the principle of communication or by misunderstanding entity and parts of entity, it is possible for many of us to identify some of those parts of an entity as problems, although they are not. Verify that by providing a practical example before continue farther.

By identifying an entity that is not a problem as a problem, we simply develop further problems. By identifying any part of an entity in exercise number 881 as problem, we simply develop more problems, since the parts of the entities themselves are not problems. Here you will need to verify that by providing a practical example. You will need to think in terms of entity and parts of an entity and also problem development and identification.

900. Since the principle takes localization into consideration, the feedback process also takes localization into consideration. Since our application depends on our understanding of the principle and the principle itself takes localization into consideration, our function executions or our applications should also take localization into consideration. Here if you want to, you can verify that by providing a practical example. In other words, show that since the principle takes localization into consideration, our application should also take localization into consideration.

901. By understanding exercise number 495, it looks like entity number one identified in exercise number 84 has a sense that adapts to a given principle. If you have not shown that yet, here if you want to, you can verify that by providing a practical example. In other words, by understanding exercise number 495, show that we do have a sense that adapts us to a given principle.

902. From exercise number 890, you have identified functions or entities inside the main entity. Let's assume that you have identified functions, since entities do have functions. Here disregarding how many groups you have identified, show your understanding of the difference and the relationship between the groups inside. You can also think it as functions inside the groups or entities inside the groups you have identified. You will need to provide additional explanation and show your observation.

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903. Show your understanding of the main entity identified in exercise number 890 related to size of that entity. You must provide a practical example and show your observation related to the size of that entity.

904. By understanding your workout of the exercise above, you need to answer this question. What causes the complexity of that entity—the main entity? What does that tell you about the complexity of that entity? You must answer the questions by providing more explanation.

905. By understanding exercise number 890, since the main entity enables the existence of the entities that are inside that entity, then those entities must function according to that entity—the main entity. Since the main function enables the existence of the functions inside the main function, then those functions must execute according to the main function. If you want to, you can verify that by providing a practical example. You must show your observation in your workout.

906. Related to exercise number 880, now that you have left your location to go to visit your friend in his/her location, then your friend had left his/her location to go to visit you're at your location. Now you will need to answer this question by providing a practical example. What enables you to identify your friend at your location? What enables your friend to identify you at his/her location? You can also think it as; how can you identify your friend at your location and how can your friend identified you at his/her location?

907. By understanding the exercise above, verify that it is not possible or practical for a person to represent another person at another location. The way to look at it, since you and your friend live at separate location. Now let's assume that at your friend location, verify that it is not possible for another person to represent you at that location.

908. Sometimes it is very important for us to observe our parent in terms of questions and answers. Related to us, if our parent feels that we do not answer a question correctly or completely, it is possible for our parent to ask us the same question multiple times and sometimes at different times. The way to look at it, sometimes it is possible for a question to be asked multiple times if the question is not completely answered. After reading this exercise, you can simply disregard it. In other words, you don't need to think about it or working it out.

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909. Given that our level of understanding is not static and as we keep learning a given principle related to time our understanding of that principle increases accordingly, in this case if we start learning that principle at day one, at a later date our understanding of that principle will increase. In terms of our level of understanding related to the principle of communication, let's assume oral and written communication. In this case, by assuming oral and written communication, rather thinking as speaking and writing/reading, in this case let's think it as: oral, paper/book, drawing board or drawing surface, and computer. In this case, each word listed here is considered to be an entity by itself. By understanding the overall explanation up to here, now all you need to do, within the entities listed here, is to determine which one is considered to be a lower level of communication and which one is considered to be a higher level of communication. In order to work this out, you may look at it this way. Since a given principle takes scaling into consideration, related to our understanding of a given principle, our understanding of a given principle also takes scaling into consideration. You must define a level of understanding before continue further. Now related to our parent or our parent feedback in terms of communication, you will need to determine which form of communication identified by the listed entities is higher or lower. You can also think it like this. By taking our level of understanding into consideration related to our parent, which one of those forms of communication is considered—or seems—to be higher than other?

    Now by working out the part above; disregarding the way you have worked it out, you may have already shown that we have several forms of communication we can use. By identifying all forms of communication we have, in terms of using those forms of communication, we can say that we can use or have used many entities to communicate. Now in terms of modeling our application by using those entities in terms of communication, you will need to determine whether or not those entities have been helpful to us in terms of modeling and analyzing our communications/applications. In other words, determine whether or not those entities have been helpful to us in terms of modeling our application related to our communication. You must provide a practical example and show your observation.

    By working out the part above, you may have already shown and verified that entities like paper, drawing board or drawing surface, and computer can be used to reduce error in our applications in terms of modeling our application related to our communications. Here you are going to verify why.

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910. By understanding exercise number 906, you have shown what enables you to identify your friend at his/her location and what enables your friend to identify you at your location. Now you will need to answer this question here, if you have not answered it already. Since you have identified your friend at your location and your friend has identified at his/her location, does the location enable you to identify your friend? Does your location enable your friend to identify you? You will need to answer this question by providing more explanation.

911. By understanding the exercise above, verify that another location cannot represent your friend or your friend's location. In this case, you are going to show that by providing a practical example. Your location or your friend's location cannot be represented by another location and you and your friend as well cannot be represented by a location or another location. You only need to work out this exercise depending on how you have worked out the exercise above.

912. We apply principles to execute functions in life. By applying the principle of communication, we communicate relatively with that principle to execute a function. The execution of that function may involve the usage of entities or external entities or physical entities to help us with the execution of that function. What is important here is that it may be possible for us to use entities that are needed to help us execute that function. In this case, we use entities that we need to help us execute a function in life. By understanding that, we can see that if an entity or physical entity or external entity is not needed to help us execute a function, there is no need for it, since it is not useful to us in helping us execute our function.

    By having an entity identification problem and misunderstanding what we are doing, it is possible for us to use entities that are not needed to help us execute functions. When we do that, we simply develop complexity in our application. To help us with the execution of our application, it is always good for us to use only entities that are needed to help us execute our functions. If you want to, you can show that by providing a practical example. In this case, you will show that using entities that are not needed in our application enables us to develop complexity in that application. Those entities also are not useful to us to help us solve the problem we intended to. You will need to provide additional explanation and show your observation.

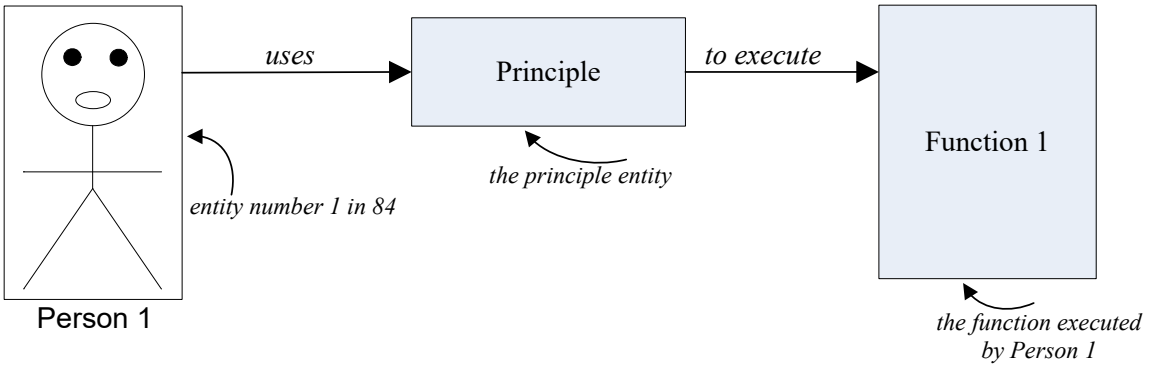
913. By understanding the exercise above, we can see that the entities our functions produced by our applications must be useful or have functions. For instance, if our application

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produces an entity, that entity must have a function; as well as, if our application provides a function, that function must be useful. In this case, both the function provided by our application and the entity produced by our application must be useful. If you want to, you can show that by providing a practical example.

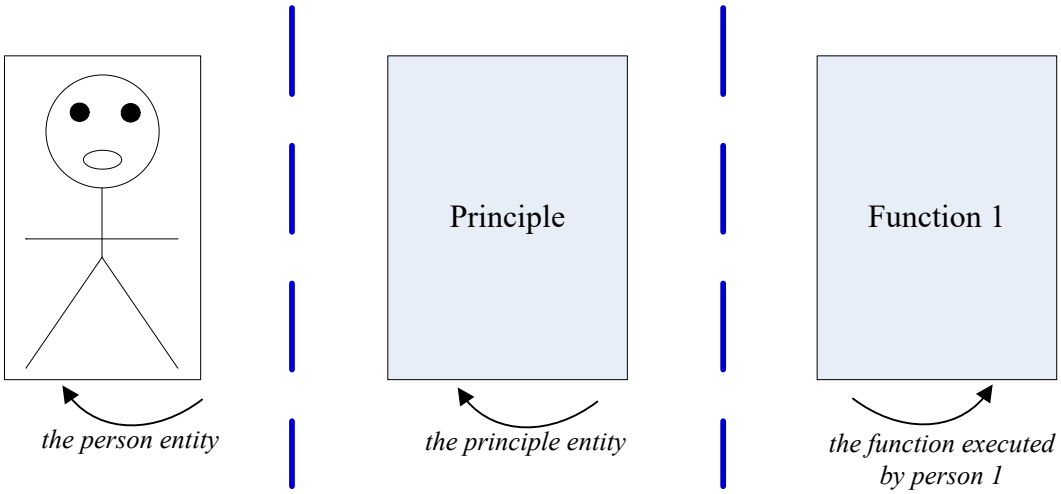
914. By having an entity identification problem, it is possible for us to misidentify our functions in an application. Once that happens, it is possible for us to produce entities that are not related to that application. What do we mean by that? We mean that the application will produce entities that it should not produce. The way to look at it, the entity identification problem enables us to think about entities that do not exist and misidentify our function in that application. By thinking about entities we should not think about in that application, it is possible for us to produce entities or functions that should not be produced by that application. Here if you want to, you can show that by providing a practical example.

915. From exercise number 84, we have learned and shown that entity number one uses the principle entity to execute a function. To better understand what we have just said, let's show the model again. We can think that the model below is similar to the one shown in exercise number 84.



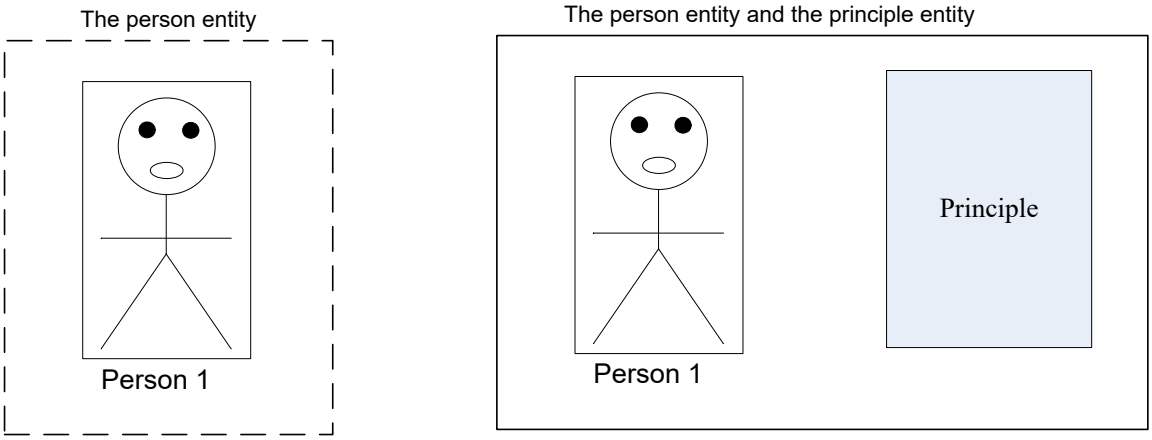
From the model above, we can identify three entities: the person entity, the principle entity, and the function executed by the person entity. Since those entities are separable, it makes sense to show them as separate entities as represented by the model below.

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By looking at the model above, we can see that the principle entity is separate from the person entity and the person entity is separate from the principle entity and the *Function 1* entity, which is the function executed by *Person 1*.

From various previous exercises, we have learned and shown that the principle entity attaches to the person entity. In terms of the attachment of the principle entity to the person entity, let's show the person entity by itself and the principle entity with the person entity by two models.

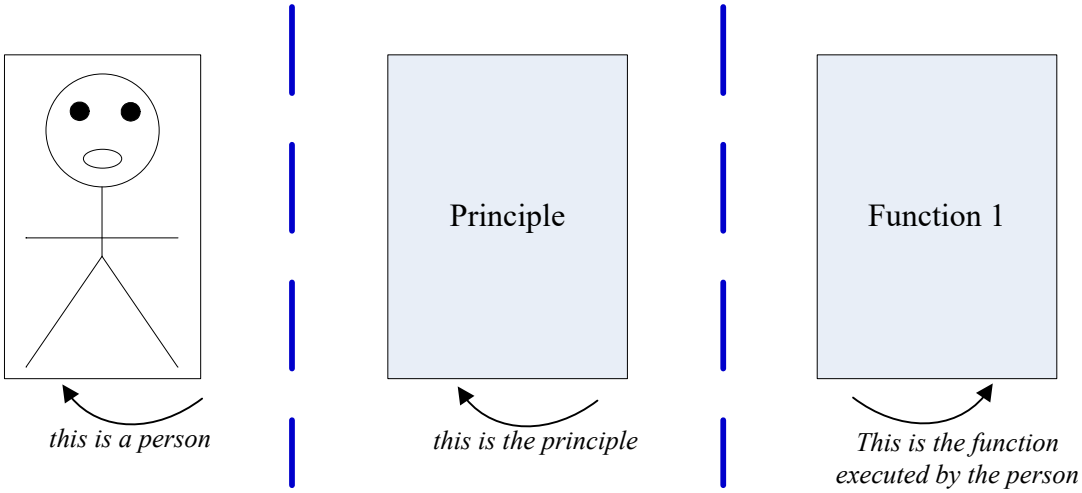


From the model above to the left, we show the person entity by itself; while from the one to the right, we show the person entity and the principle entity. From the one to the right, we do not show the attachment relationship, nevertheless you can redraw the model by showing that if you want to. All you need to do here, by understanding the overall explanation and the identified entities, is to verify that the person entity is nothing without the principle entity. In other words, show that the person entity is nothing by itself without the principle entity. You must provide a practical example in your workout and show your observation. You can also think it like this; from the model to the left,

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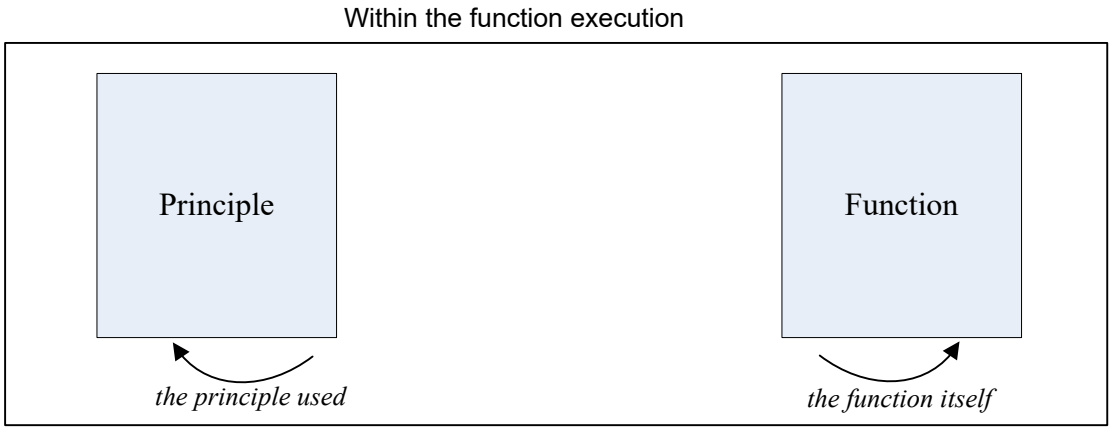
entity number one identified in exercise number 84 is nothing, while from the model to the right entity number one identified in exercise number 84 is something.

916. From the exercise above, we have identified a person or us, what that person does or what we do, what function is executed by that person, and the principle the person uses to execute the function. Another way to say that is, from the exercise above we have identified ourselves, what we do, and the principle we use to execute what we do. In terms of what we have identified, let's show them again.



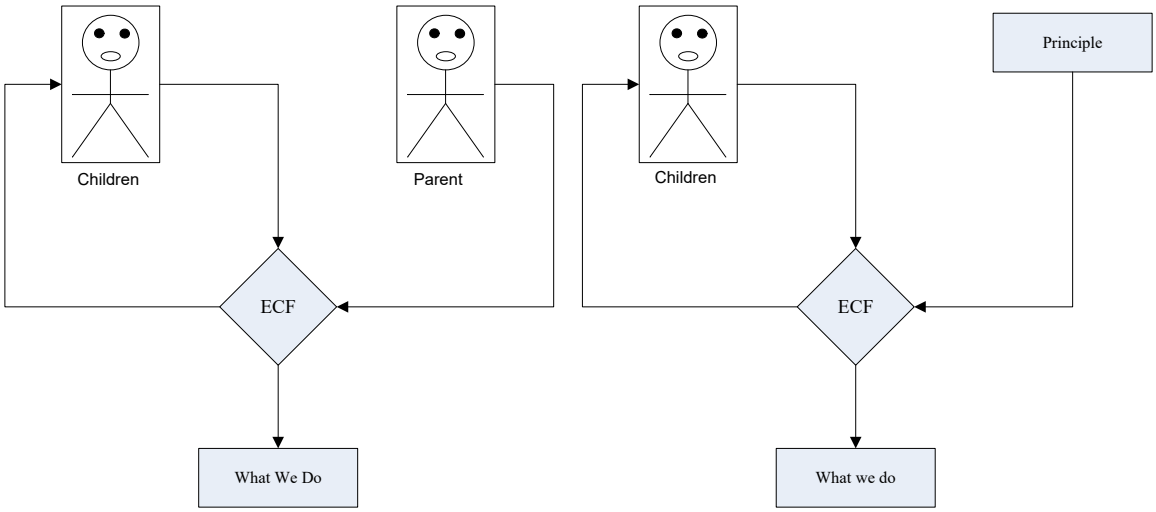
What is important here is that a person who executes a function is a separate entity from that function. If you want to, you can show that by providing a practical example if you have not done so yet from previous exercises before continuing further. Now since the person is a separate entity from the function, in terms of information, it is always better for us to be aware or inform about the function rather than the physical person. If you want to, you can show that by providing a practical example if you have not done so already. Now, let's take it to another level. Since the person uses the principle to execute the function, within the function execution, there is the principle and the function itself. In this case, we have two entities: the principle used and the function executed as shown by the model below.

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By understanding the principle entity and our aspects, verify that it is even better in terms of information for us to be aware of the principle used to execute the function rather than the function itself. The way to look at it, you have shown that it is better to be aware of the function rather than the physical person in terms of information and it is even better to be aware of the principle rather than the function by itself.

917. To better understand the principle of communication, it is very important for us to look at the beginning of our communication in terms of parent and children. In other words, to better understand the principle of communication, it makes sense for us to look at the beginning of our oral communication in terms of parent and children. From previous exercises, we have identified the following models.



From the models above, let's assume that we repeat incorrect words; then we get feedback from our parent to enable us to repeat proper words. The what we do entity can be viewed as the result of the correction, which includes only correct words. Our starting of oral communication enables us to repeat words from identified entities. In this case,

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while our parent may help us with words that we repeat, nevertheless our parent does not form the sentences for us. The way to look at it, the formation of a sentence depends on us individually, while our parent provides help to us in the repetition of words. If you want to, you can elaborate more about the process and show your observation.

By understanding the explanation above, we can see that we depend on ourselves individually to form our sentences, while our parent may provide help to us with the identification of the repetition of words or the repetition of words related to entity identification. Here, verify your understanding of this paragraph or the overall explanation related to independency of the principle entity.

918. By understanding exercise number 693, we have learned and shown that we are related to each other by the principle. By understanding exercise number 730, we have also learned and shown that we are related to each other by our parent. Here let's assume that our parent has a lot of children and at some point in time, those children spread or are located in separate locations. In this case, we can think it in terms of quantity of our parent's children or quantity of the children from children to children.

    a. By understanding the overall explanation above, now let's take a look at the relationship of those children—we mean the children of our parent—at their respective locations. Now would we say the relationship of the children or the relationship of the locations or the locations of the children? You need to verify which one is correct by providing a practical example and show your observation.
    b. Depending on how you have worked out the part above; you can also work out this one. Referring to exercise number 731, validate the term relationship of the children and invalidate the term relationship of the locations.
    c. By understanding exercise number 28 and exercise number 33, let's assume that at a given time it is possible for the children to meet at a given location. Now take a look at the meeting of the children related to the principle and the parent or the application of the principle related to the parent. The way to look at it, once in a while the children meet at a location. By having a very good understanding of the indicated exercises and the relationship of parent and children, you should be able to identify the purpose of that meeting. Now at that location, take a look at the relationship of the children there at this particular instance and at their respective locations.
    d. Now let's take a look at function execution at separate locations. We mean at separate locations of the children. Does it make any difference or should it make

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any difference? For instance a function to solve a problem at a location related to the presence of that problem at another location or at other locations. Does it make any difference or should it make any difference? You need to verify that by answering the question and show your observation.

e. Since the children present—are—at separate locations, here validate the mobility of the children from locations to locations.

f. Let's assume that we are at our current locations, then we identify a child or some children at another location or from another location. Verify whether or not that child or the children is/are identified related to that location or whether or not the location does have something to do with the identification. In this case, you will show whether or not a child or the children at a location is/are identified by that location. You will need to validate or invalidate and show why or why not.

919. Given that we cannot learn and understand the principle for each other, the application that we execute at a given time executes according to our understanding of the principle at the time we execute that application. The way to look at it, assume that *Application One* was executed at *Time One*, where at that time there was a fixed number of people in that application. At the time *Application One* was executed, which is *Time One*, it was executed according to the understanding of people in that application. Now that we are at *Time Two*, where *Application One* continues to be executed; at *Time Two* which is current, *Application One* executes according to the people who are currently in the application at *Time Two*, not according to the understanding of the people who were in the application at *Time One*. When we fail to understand that, we simply commit errors and develop problems. When we fail to understand that, we show that we do not understand ourselves and what a principle is. When we fail to understand that, we show that one can learn and understand a principle for each other, although that is not possible. When we fail to understand that, we simply take a problem at *Time One* and bring it to *Time Two*.

In order to understand the explanation, you will need to verify that in an application. Here you will need to identify a past application. You will analyze that application and identify it as *Application One* and label the past time as *Time One*. You will need to identify some people in the application at *Time One*. You will identify errors in that application that caused problems to develop. Then you will label current time as *Time Two* and identify the same application, which is currently executed as *Application One*. Then you will analyze that application and identify problems in that application. By

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analyzing the application at *Time One*, you have identified problems in the execution. By analyzing the application at *Time Two*, you also identify problems in the application execution. In your analysis, you will analyze the understanding of the principle of the people in that application at *Time One* and also the understanding of the principle of the people in the application at *Time Two*. In your analysis or in your workout, you will conclude that; since one cannot learn and understand the principle for each other, at *Time One*, *Application One* executed according to the understanding of the people in that application at that time. At *Time Two*, *Application One* should execute according to the understanding of the people who are in that application at *Time Two*. Since at *Time One*, *Application One* executed according to the understanding of the people in that application at *Time One* and at *Time Two, Application One* still executes according to the understanding of the people at *Time One*, then we have problems continuing at *Time Two*. To solve those problems at *Time Two*, the people in *Application One* should learn and understand the principle to enable *Application One* to execute according to their understanding.

920. Our relationship by the principle entity enables us to work together by using the principle. In other words, since we are related to each other by the principle, then we can work together by using the principle. Since the principle is what relates us to each other, it is not possible for us to work together with the absence of the principle. Here you can show that by providing a practical example. In order to show that, you will analyze an application. In this application, people try to work together without understanding or identifying the principle. In this case, you will identify problem in that application; since our relationship is not understood. In your workout you will conclude that. Given that our relationship is not identified without the principle, when we try to work together without understanding the principle, we simply develop problems. In your workout, if you want to, you can use the people work together model to provide more information.

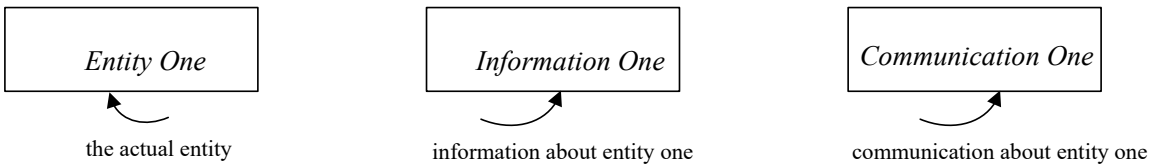
921. By understanding the relationship between us and our parent, we can see that our parent does have a responsibility to provide us with feedback to allow us not to commit error. In other words, our parent always provides us with feedbacks to enable us to correct our errors when we commit them. Since our responsibility is equal and should be equal to the responsibility of our parent, we are responsible to give feedback to each other as well to prevent others from committing errors. For instance, during communication we are not here to communicate with someone to allow that person to commit errors, but to prevent errors in the overall communication. For instance, if we feel that the principle of communication is not understood, we can be more careful in our communication to

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prevent the person we are communicating with from committing errors. When we do that, we show that we understand the principle and our responsibility. When we communicate in a way to enable others to commit errors, we show that we do not understand the principle and also have no responsibility. Here you will need to show that by providing a practical example. In order to show that, you will need to analyze a communication where someone is communicating with another person. In that communication, one person is communicating in a way to allow the other one to commit error in that communication. You will analyze that communication to show that person does not understand the principle of communication and has no responsibility and should have been more careful by communicating in a way to prevent the other person from committing error in that communication.

922. By understanding the exercise above, we know that we are responsible as our parent to enable others to execute functions without errors. In other words, since our parent is responsible to provide us with feedback, we are responsible as well to provide feedback to each other to enable each other not to commit errors. For instance, if we feel that a person is going to commit an error, we are responsible to provide feedback to that person before the error is committed in order to prevent it. In terms of our application, we are not here to enable applications or other's applications to execute with error, but to provide feedback to enable them not to commit errors. When we enable or cause other's applications to execute with errors, we simply show that we do not understand the principle and have no responsibility. Here you will need to show that by providing a practical example. In this case, you will analyze an application where someone causes it to execute with error, rather than providing feedback. In this case, you will show that person has no responsibility and does not understand the principle.

923. By understanding the last two exercises above; since communication about an entity depends on that entity and information about an entity depends on that entity as well, let's assume we have the following entities.



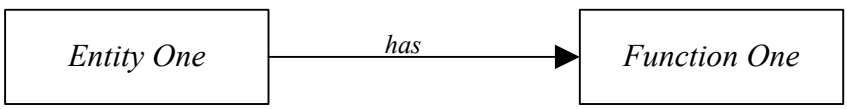
Let's assume that the communication—the one from the exercise above—contains several parts, where *Part One* is the part that contains error. Let's assume that *Part One* contains *Error One*. Now since *Part One* contains *Error One*, in terms of understanding

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the communication, it makes sense for *Error One* identified in *Part One* to be corrected before the continuity of the communication, so the communication can be understood. Now by understanding the three entities identified above—we mean *Entity One*, the communication about *Entity One*, and information about *Entity One*—verify the correctness of those entities related to the understanding and the continuity of that communication. The way to look at it, if communication about *Entity One* points to *Entity One*, related to *Part One* it makes sense for that to be understood, so does information about *Entity One*. Depending on how you have worked the two exercises above, if you want to, show that by using the three entities identified above, it is not possible to continue the communication if there is an error at the beginning of that communication or in any part of that communication.

924. From exercise number 847 we have shown that it is possible to extend a given communication if the principle of communication is understood. At the same time, it is not possible to extend a given communication if the principle of communication is not understood. In addition to that, it is good to know that as well. While the understanding of the principle of communication allows us to extend a given communication; that is only possible if the underlying communication needs to be extended. If the communication does not need to be extended, there is no need to extend it or try to extend it; since it is not practical or possible. Just take your time to think about this exercise.

925. The communication about an entity depends on that entity, so does information about that entity. Since communication and information about an entity depend on that entity, it is not possible for us to change information and communication about that entity. Any change of information and communication about an entity would require us to change the entity as well. For instance, the existence of *Entity One* enables both communication and information about *Entity One* to exist, so does the function of *Entity One*. In this case, the function of *Entity One* depends on *Entity One*, rather than us. While we communicate about *Entity One*, it is not possible for us to change the function of *Entity One* and the information about *Entity One*. The function of *Entity One*, which is the actual function of that entity, cannot be viewed as negative or negated by us. For instance, let's show the function of *Entity One* below.



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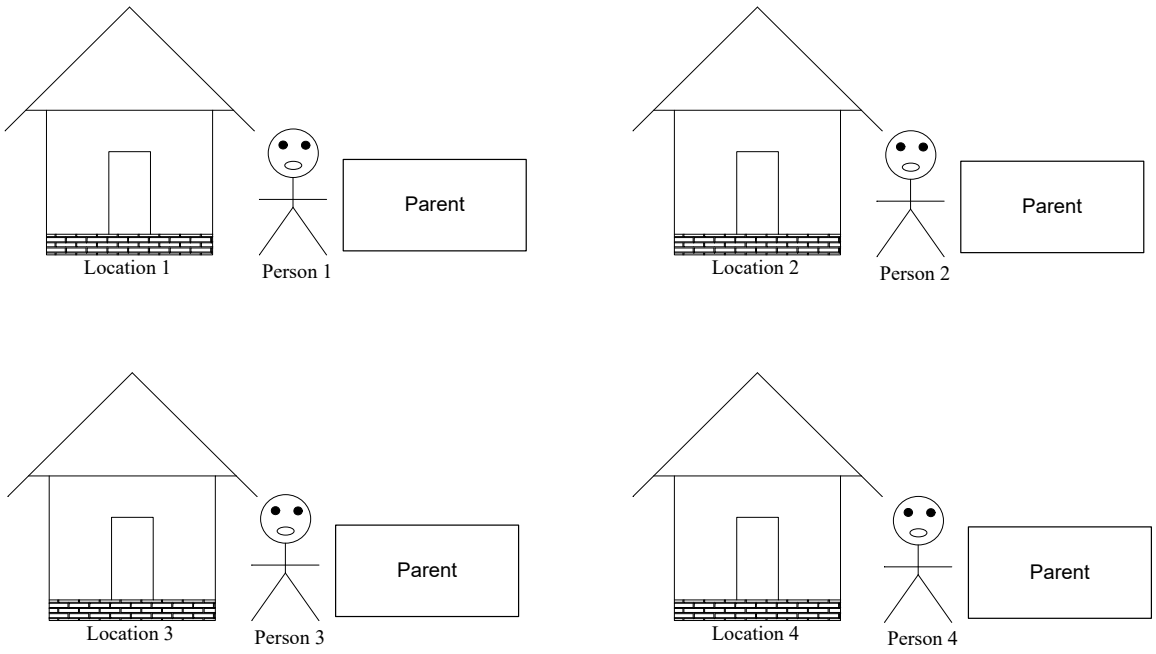
From the model above, *Entity One* has *Function One* and that function is always viewed as positive for that entity or the actual function of that entity. Our communication about that entity cannot change *Function One* or the view of *Function One*. When we think that our communication about *Entity One* can change *Function One*, we simply commit error in communication and develop problems. When we think that we can negate or change *Function One* by our communication, we simply show that we do not understand communication. Here if you want to, you can verify that by providing a practical example. In this case, you will need to analyze a communication where someone tries to negate the function of an actual entity. You are going to show that is an error, since it is not possible or practical.

926. Since the actual function of an entity cannot be viewed as negative; the actual aspect of an entity cannot be viewed as negative as well. The way to look at it, if the aspect of an entity can be viewed as negative, the function of an entity can be viewed as negative as well. To better understand what we have just said, let's assume that *Entity One* has *Function One*, where *Entity One* has *Aspect One*. In this case, both *Function One* and *Aspect One* cannot be viewed as negative or negated by us. If *Aspect One* can be viewed as negative, then *Function One* can be viewed as negative as well. Since *Aspect One* cannot be viewed as negative, then *Function One* cannot be viewed as negative. In other words, the actual aspect of an entity and the actual function of an entity cannot be negated by us. If you want to, you can verify that by providing a practical example. In this case, you will need to identify a communication and analyze it to show that.

927. Let's take it like this; the communication about an entity depends on that entity, but not on us. For instance, the communication about a dove, the communication about a tree, the communication about a rabbit, the communication about a door, the communication about a car etc. Here you are going to verify the statement by showing the functions belong to you and the functions that do not belong to you. In other words, verify your understanding of the statement in terms of functions that belong to you and functions that do not belong to you.

928. Depend how you have worked out exercise number 880, you may need to work out this one. Here, for each location you have identified in exercise number 880, you are going to draw a house in the form below.

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By identifying each location and people at the location, you have also identified the parent of the people or our parent. It is better to say like this or think it like this; by identifying the children at each location, you have also identified their parents. Before you continue, if you have not done so from previous exercises, you will need to validate the mobility of the children from their locations. In this case, you will need to validate the mobility of each child from his/her location. If you want to, you can have a table similar to the one below.

From Location	To Location	Valid/Invalid
Person 1 from location 1	Person 2 at location 2	
Person 1 person 2 from location 1 location 2	To person 3 at location 3	
Person 3 from location 3	To person 1 from location 1	

Now by understanding the relationship of parent and children, validate the relationship of the children from their respective locations. Here you will need to take a look at the way we approach relationship today at our locations and show that we approach them wrongly and we do not understand our relationship.

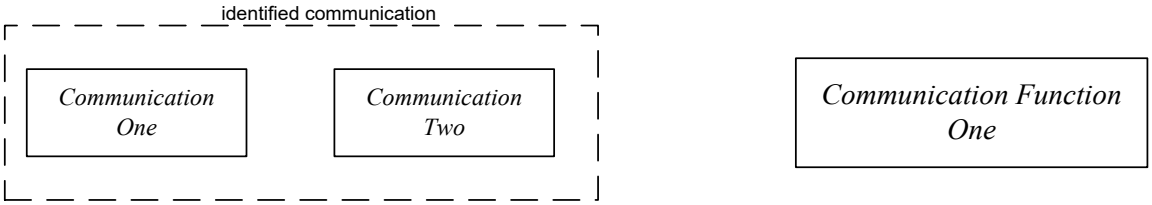
929. To better understand the principle of communication and to enable the application that depends on our communication to execute successfully, it is always good for us to focus only in the function of our communication during our communication. The way to look

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at it, let's assume during our communication, the actual function of that communication is identified, where another communication tries to be a part of that communication. In this case, since we should only focus on the actual function of the communication, the other communication can be disregarded. The way to look at it, the other communication can be considered as communication that is tried to be a part of the communication that contains the actual application function. In this case, since we want the actual communication function to execute successfully, we simply disregard the part that tries to be part of it. To better understand the overall explanation, let's look at it by the model below.



The actual communication is represented above as *Communication One*, where the actual communication function is represented as *Communication Function One*. Now let's assume that *Communication Two* tries to be a part of *Communication One* in the form below.



What is important here? Since the actual communication function is *Communication Function One* and we want *Communication Function One* to execute successfully, we focus only on *Communication One* and disregard *Communication Two* that tries to be a part of *Communication One* or tries to be a part of the actual communication function. Just take your time to think about this exercise.

930. By understanding the exercise above, we have identified communication that tries to be a part of another communication, where the actual communication function is not related to that part. Now by analyzing both communications, we may find out that while *Communication Function One* above is the actual communication function of *Communication One*, *Communication Two* does have its actual communication function as well. In this case, sometimes within that communication, it is always good when analyzing such communication to point out the other communication functions that try to be a part of the actual application. In other words, when analyzing the overall

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communication—we mean both *Communication One* and *Communication Two*—it is always good to point out that *Communication Two* is not a part of *Communication One* and *Communication Two* does have its actual communication function. In this case, we can set *Communication Two* aside and focus on *Communication One*. If you want to, you can verify that by providing a practical example. In this case, you will need to identify and analyze communication to show that.

931. By understanding exercise number 915, we have shown that *Entity One* identified in exercise number 84 does not exist by itself without the principle entity. In other words, entity number one identified in exercise number 84 does exist only with the principle entity. From exercise number 251 we have shown and learned that the comparison of two entities requires a very good understanding of those entities. Based on our understanding, it also assumes that the underlying entities need to be compared and they are comparable. From exercise number 441, we have learned and shown that when we identify an entity, we think about that entity, where the misunderstanding of the principle entity enables us to think about the opposite of that entity. From exercise number 839, we have shown that entity number one identified in exercise number 84 looks like the principle entity. By understanding the overall explanation up to here and all the exercises mentioned, we know that *Entity One* in 84 does not exist by itself. Related to the existence of entity number one identified in exercise number 84 and the principle entity, here you will need to determine whether or not entity number one identified in exercise number 84 can handle comparative. Here you can think it in terms of the existence of the principle as opposed to the opposite. In this case, if you determine *Entity One* in 84 can handle comparative, you will need to determine how. If you find out that *Entity One* in 84 cannot handle comparative, you will need to determine why as well. This exercise requires a very good understanding of entity number one identified in exercise number 84, the principle entity, the relationship between *Entity One* in 84 and the principle entity, the parent entity, the relationship between *Entity One* in 84 and the parent entity, the relationship between the principle entity and the parent entity, comparison of entity, similarity of entity, and identification of entity.

932. Show your understanding of exercise number 915 related to entity and parts of entity. This is the same as saying show your understanding of entity and parts of entity related to your understanding of your workout of exercise number 915.

933. By understanding exercise number 915 and exercise number 931, you need to answer this question: What happens when entity number one identified in exercise number 84 does

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not follow direction or does not apply our parent principle?

934. Within a given communication, there exist the principle and the communication. Since we cannot extend a given communication if the principle that is embedded in that communication is not understood, it is not possible for us to extend or tackle the part of a given communication that include principles that we do not understand. To better understand that, let's take it like this. Let's assume that a given communication has three parts: *Part One*, *Part Two*, and *Part Three*. Let's assume that *Part One* and *Part Two* are related to *Principle One* and *Principle Two*, where we do not understand *Principle One* and *Principle Two*. In this case, it is not possible for us to tackle or extend that communication with the inclusion of *Part One* and *Part Two*, since we do not understand *Principle One* and *Principle Two* that are embedded in *Part One* and *Part Two* of that communication. But within that same communication, we can tackle *Part Three*, since *Part Three* is the part that we understand or includes the principle that we understand. The way to look at it, our understanding of the principle entity does not allow us to tackle or extend a given communication, if the principle embedded in that communication is not understood. Our understanding of the principle of communication does not enable us to tackle or extend the part of a given communication if that part contains principles that we do not understand yet. Just take your time to think about this exercise.

935. We can extend a given communication if we understand the principle of communication. We can extend a given communication if we understand the principle embedded in that communication. We cannot extend a given communication if we do not understand the principle of communication. We cannot extend or tackle a given communication if we do not understand the principle embedded in that communication. We cannot tackle or extend parts of a communication that contain principle that we do not understand, but we can tackle or extend parts of communication that contain principles that we understand. When we fail to understand that, we simply commit error in communication. In order to show that here, you will need to identify communication where someone tackles or tries to extend parts of that communication, but either the principle of communication is not understood or the principle that is embedded in that part is not understood. You will need to provide additional explanation and show your observation.

936. By understanding the last two exercises above, since questions are parts of communication, it also applies for questions. For instance, within the same communication, if *Part One* and *Part Two* contain principles that we do not understand yet, it makes sense for us to ask questions about *Part Three* and disregard *Part One* and

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Part Two in terms of asking questions. If you want to, you can verify that similarly to the exercise above.

937. **Respect of a Given Principle:** From exercise number 839, we have learned and shown that entity number one identified in exercise number 84 looks like the principle entity. In exercise number 915, we have verified that *Entity One* in 84 is nothing without the principle entity. Now by having a very good understanding of the two identified exercises, we can see that the existence of the principle entity enables the existence of *Entity One* identified in exercise 84. In this case, *Entity One* in 84 does not exist by itself without the principle entity. Since *Entity One* in 84 only exists with the principle entity and *Entity One* in 84 must think about the principle entity in order to execute functions, that entity depends on the principle entity all the times. Since that entity must depend on the principle entity all times, the disregarding of the principle entity at any given time enables *Entity One* in 84 not to think properly. To enable that entity to continuously thinking about the existence of the principle entity all the time, *Entity One* in 84 must understand the principle entity and provide importance to it. In the event that *Entity One* in 84 does not understand the principle entity and provide no importance to it, it is possible for that entity to disregard the existence of the principle entity. Once we disregard the existence of the principle entity, we simply provide no respect and no importance to it. Since *Entity One* in 84 looks like the principle entity, once we provide no respect to the principle entity, we also provide no respect to ourselves. In order for us to provide respect to the principle entity, we must first understand the principle entity. We must provide importance to it, handle it properly, and handle it properly in our applications. If you want to, you can verify that by providing a practical example before continuing. In other words, show by providing a practical example that in order for us to provide respect to the principle, we must understand it, provide importance to it, handle it well, and handle it well in what we do.

By understanding the paragraph above, we can see that when we do not handle the principle well, we show no respect for the principle. By understanding exercise number 839, when we mishandle the principle, we also show no respect for ourselves. When we do not handle the principle well, we show no importance to the principle. When we do not handle the principle well in our application, we also show no importance and no respect for the principle. When we mishandle the principle in our application, we show that we have no respect and no understanding of the principle. Depending on how you have worked out the part above; you can verify the whole paragraph here by providing a

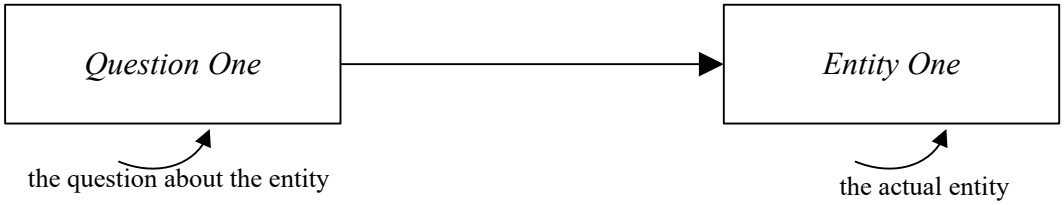
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practical example.

938. The question about an entity points to that entity, so does the answer of that question and information about that entity. From exercise number 915, we have shown that *Entity One* in 84 is nothing without the principle entity. In exercise number 931, we have determined whether or not *Entity One* in 84 can handle comparative. Now in terms of comparative, since the question about an entity points to that entity and assumes the existence of the actual entity, related to that question, that entity itself may not take comparative into consideration. In other words, the existence of an actual entity does not take comparative into consideration, neither does the question about that entity. To better understand what we have just said, let's take it like this. The communication about an entity points to that entity and depends on that entity. In this case, we have communication about *Entity One* and the actual entity.



The communication about *Entity One* points to *Entity One*, so does the question about that entity. In terms of question about that entity related to that entity itself, we have



We know that the information about that entity points to that entity, so does the answer about the question of that entity. We also know that the existence of that entity does not take comparative into consideration. Since the existence of that entity does not take comparative into consideration, the answer of the question about that entity should not take comparative into consideration as well. In this case, any question about that entity cannot be viewed that entity in terms of comparative or should not take comparative into consideration.

To better understand the overall explanation above, it is always good to look at it this way. Let's take a look of communication about an actual entity. Now during

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communication about that entity, if we ask a question about that entity, where that question views that entity in a comparative approach, we simply commit an error in communication. That also happens if we try to answer a question about that entity, where that answer views that entity in a comparative approach. The way to look at it, the existence of an actual entity does not take comparative into consideration. Our communication about that entity should not view that entity in a comparative approach, so do answers and questions about that entity. If you want to, you can verify the overall explanation by providing a practical example. In order to do that, you are going to identify an entity. You are going to show your understanding of that entity, where you know that the actual entity does not take comparative into consideration. Then you are going to analyze communication about that entity. In the communication itself, you will identify errors, where those errors can be caused because people view the entity in a comparative approach. The errors can be identified either in the communication itself or in the questions and answers about that entity. In your workout, you will conclude that, the entity does not exist in a comparative approach, so do the communications about that entity and questions and answers about that entity.

939. From exercise number 847, we have learned that we can tackle or expand a communication or parts of that communication if the principle that attaches to that communication is understood. Now if a communication contains principles that we do not understand, we cannot tackle or expand that communication or try to tackle or expand it. Instead by understanding the similarity of the principle entity, it is possible for us to start learning the principle, then at some point in time we can tackle or expand that communication. If you want to, you can show that by providing a practical example. In this case, you will provide more information in terms of why communication contains principles that we do not understand. Rather than trying to expand or tackle that communication, we instead start learning the principle so we can tackle that communication at a later time when we understand the principle that is attached to that communication.

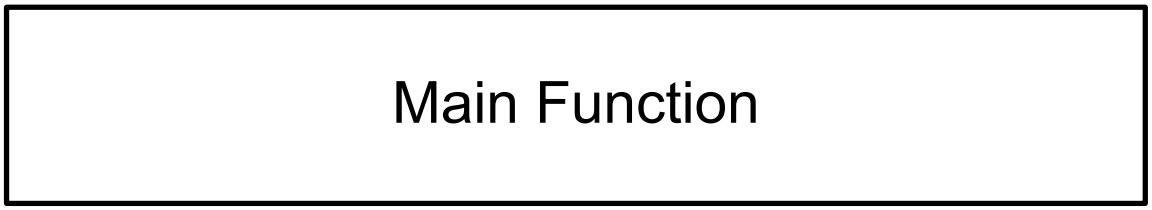
940. From exercise number 915, we have learned and shown that entity number one identified in exercise number 84 is nothing without the principle entity. In another exercise, we have learned that in terms of questions and answers, a person who asks a question about an entity knows the entity that question points to, but needs more information about that entity. By understanding what we have just said, we can see that, the entity in terms of information, is considered to be an input for that person. By understanding everything we have said up to here, we can see that in order for *Entity One* in 84 to do something

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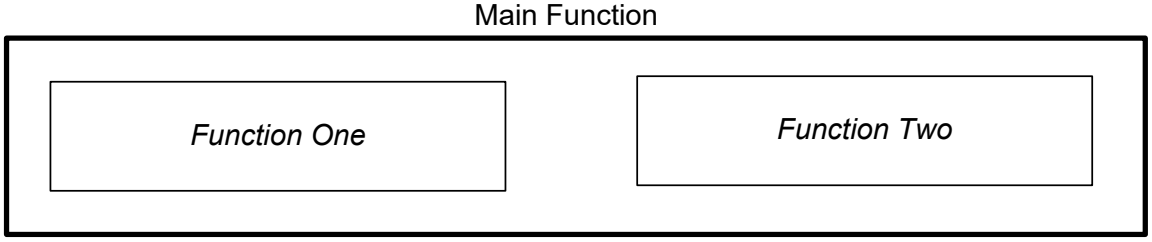
that entity requires an input. In other words, in order for entity number one identified in exercise number 84 to operate or function, that entity requires an input. In order for *Entity One* in 84 to operate, that entity requires an input and that input is not a physical entity. In order for entity number one identified in exercise number 84 to operate, that entity needs an input and that input is the principle entity. If you want to, you can verify that by providing a practical example. You only need to work this out depending on how you have worked out exercise number 915.

941. By understanding exercise number 757 and the relationship of parent and children, verify that a child does not exist without its parent or children do not exist without their parent. In terms of entity number one identified in exercise number 84, it is the same as showing that entity does not exist without its parent.

942. To better understanding complexity in our application, let's take it like this. In order to reduce complexity in our application, we have to understand the functions of people in other applications outside our application. In other words, in order to focus in our application, it is better for the function of our application to be precise rather than expanding that function or add more functionality to that application itself. To better understand the explanation, let's take it like this. Let's assume that the function below is the main function of our application.



Now if *Person One* has *Function One* and *Person Two* has *Function Two* in that application, then the main function of our application looks like this.



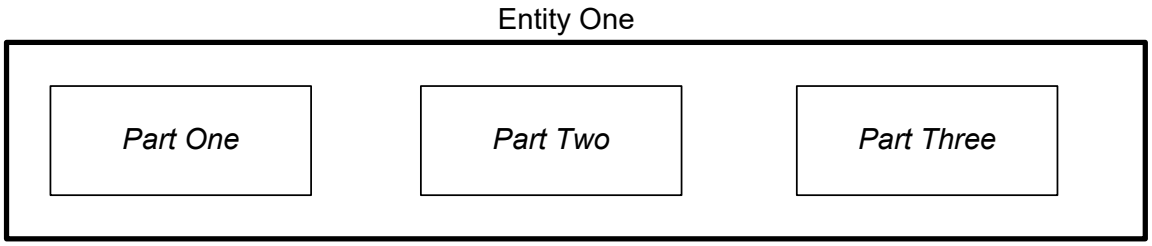
In this case, within our application *Function One* is the function of *Person One* and *Function Two* is the function of *Person Two*. In order to reduce complexity or focus in our application, verify that by providing a practical example it is better for *Person One* to

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have *Function One* and *Person Two* to have *Function Two* rather than *Person One* to have *Function One* and *Function Two* and *Person Two* to have *Function Two* and *Function One*.

943. From the exercise above, we have shown that if the function of our application is precise, it is better for us to focus on that function of that application. In other words, it is always good for us to focus on our application when people in our application have their own functions rather than handle other people's functions that may be outside our application. It is better for a person in our application to focus in his/her own function rather than focus on some other functions outside our application. The way to look at it, our application may require the use of outside functions/entities in order for it to be executed. In this case, it is better for us not to handle that function in order for us to focus on the function of our application. By doing so, we reduce complexity and our application performs better.

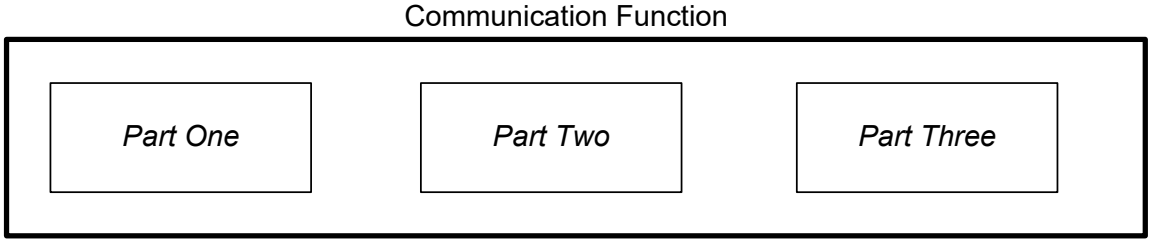
944. By understanding the relationship between entity and parts of entity, we know that all parts of an entity belong to that entity. For instance, as shown below all parts of *Entity One* belong to *Entity One.*



From the model above, we can see that *Part One*, *Part Two*, and *Part Three* are parts of *Entity One* and *Part One* belongs to *Entity One*, *Part Two* belongs to *Entity One* and *Part Three* as well belongs to *Entity One*. Now let's assume *Part Four* is another part, where *Part Four* does not belong to *Entity One*. It is not possible or practical for us to add *Part Four* to *Entity One*, since *Part Four* does not belong to *Entity One* or *Entity One* does not include *Part Four*. To help you understand that, you can verify that by providing a practical example. In other words, show that if a part is not a part of an entity, it is not possible for us to include that part to that entity. If a part does not belong to an entity, it is not possible for us to add that part to that entity. If *Part Four* does not belong to *Entity One*, it is not possible or practical for us to make *Part Four* belong to *Entity One* or include it in *Entity One*.

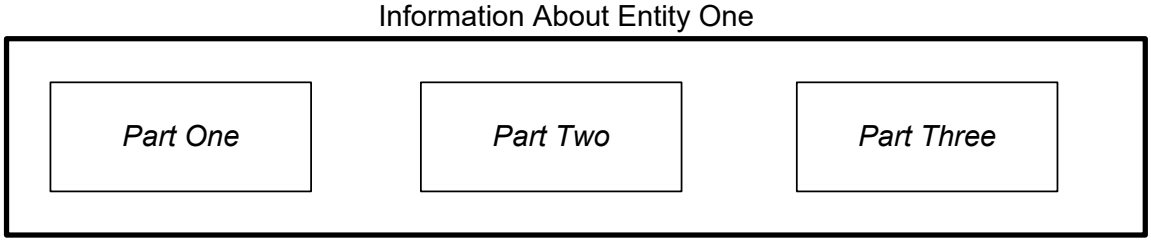
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945. In terms of communication and parts of communication or in terms of communication function and parts of communication function, if a communication or a communication function does not include a part, it is not possible or practical for us to add that part to that communication or include it in that communication, since that part does not belong to that communication. When we do that or try to do that, we simply develop problems. For instance, let's assume that the communication function below has three parts.



Now if *Part Four* does not belong to that communication function, when we try to add *Part Four* to that communication function, we simply develop problems. It is always good for us not to try to do so, since when we try to do that, we simply develop problems. Here you are going to show that by providing a practical example. In this case, you are going to identify communication, where you are going to analyze that communication and see parts that are not belonging to that communication are tried to be added to that communication. Since we develop problems when we try to do that, you are going to show that and identify the problem that is developed by adding parts to that communication that do not belong to it. Depending on how you look at it, you can also think this communication as information.

946. Related to the exercise above, in terms of information, show that when we try to add parts to information that do not belong to it, that entity is no longer considered as information. Let's assume that *Entity One* has *Information One*, where *Information One* is considered information about *Entity One*. In this case, information about *Entity One* can be viewed in the form below.

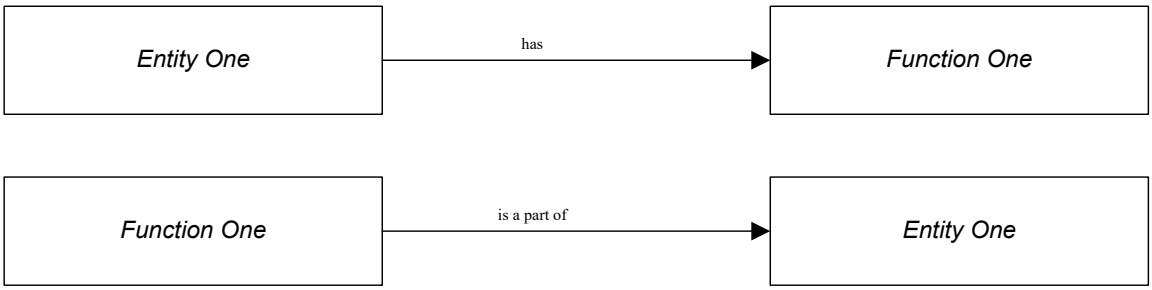


From the model above, we can see that information about *Entity One* has *Part One*, *Part Two*, and *Part Three*. If *Part Four* does not belong to that information or *Part Four* does

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not belong to information about *Entity One*, if we try to add *Part Four* to information about *Entity One*, that entity—the information about *Entity One*—is no longer considered as information about *Entity One*. You need to show that by providing a practical example. You will need to provide additional explanation and determine why.

947. By thinking about entities in terms of functions, we know that an entity has a function and entities must have functions. A function of an entity itself belongs to that entity. For instance, if *Entity One* has *Function One*, in this case, *Entity One* executes *Function One* or *Function One* is executed by *Entity One*. Since *Function One* belongs to *Entity One* and it is a part of *Entity One*, *Function One* itself cannot be prevented from executed by *Entity One*. The way to look at it, the function of an entity cannot be prevented from executed by that entity; since that function itself is a part of that entity. For instance,



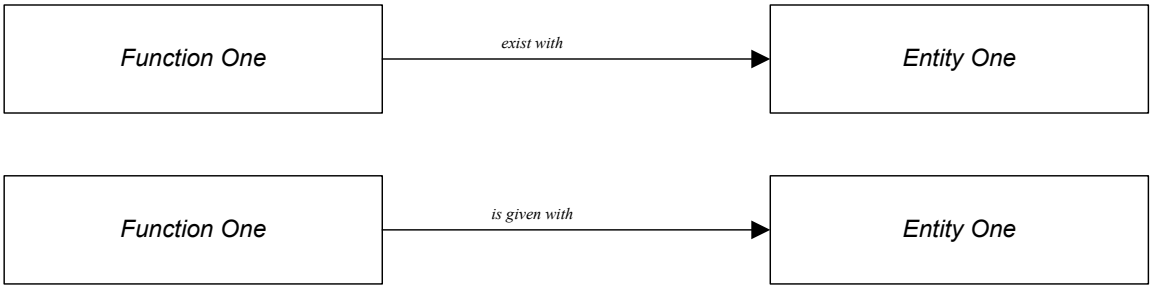
in this case, *Entity One* always has *Function One* and *Function One* cannot be halted in terms of execution by *Entity One*. If you want to, you can verify that by providing a practical example. In other words, show that the function of an entity cannot be prevented from executed by that entity. In your workout, you will need to validate *Function One* is indeed a part of *Entity One* or the underlying function is indeed a part of the underlying entity. You also need to validate the execution of the underlying function related to the underlying entity in relationship with entity number one identified in exercise number 84. In other words, your validation of the execution of the underlying function should also be related to the underlying entity identified in exercise number 84.

948. Since the function of an entity cannot be prevented from being executed by that entity and the function of an entity cannot be assigned to another entity, in our communication, we should never show that the function of an entity can be prevented from being executed by that entity and that same function can be assigned to another entity. In other words, from the model identified in exercise above, within our communication, we cannot show that *Function One* can be prevented from being executed by *Entity One* and also *Function One* can be assigned to another entity. Once we think like that, we simply commit errors in communication and develop problems. Here you will show that by

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providing a practical example. You will identify communication and analyze that communication. In your analysis, you will identify error in communication that caused by misunderstanding entities and function of entities where it looks like the function of the underlying entity can be prevented from being executed by that entity. As well as the function of an entity can be assigned to another entity. You will conclude that is not possible and provide additional explanation and show your observation.

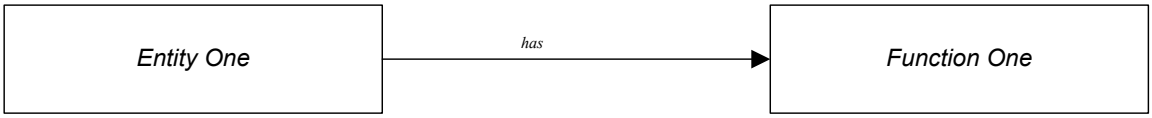
949. The function of an entity is a part of that entity. By thinking about entities in terms of functions, we know that entities must have functions. Since the function of an entity is a part of that entity and an entity is given or exists with its function, it is not possible for us to make up a function for an entity. The way to look at it, let's assume that *Entity One* has *Function One* or *Entity One* existed with *Function One* or *Function One* is given with *Entity One* as shown by the model below.



In this particular case, we know that *Function One* is a part of *Entity One*. Since we cannot make up a function for *Entity One* or assign another function to *Entity One*, it is always good for us to think that *Function One* is only the natural value of *Entity One* in terms of function of *Entity One*. In this case, we always think about *Entity One* in terms of *Function One* and we should never think that we can provide a function to *Entity One*, beside *Function One* which is the actual function of *Entity One*. Here if you want to, you can verify that by providing a practical example. In other words, show that we cannot provide a function to an entity.

950. Since we cannot provide a function to an entity, our communication should not show that we can provide a function to an entity. Once our communication shows that we can provide a function to an entity, we simply commit error in communication. For instance, let's assume that *Entity One* has *Function One*, where *Function One* is the natural function for *Entity One*. Here the term natural function means the actual function of *Entity One*. In this case we have:

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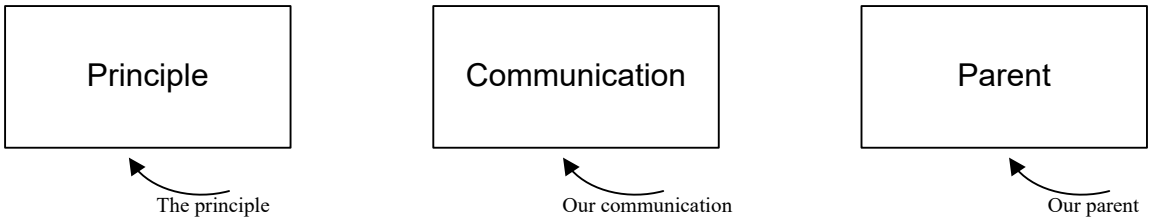
Now in our communication about *Entity One*, we cannot show that we can provide a function to *Entity One*. In this case, while we communicate about *Entity One*, *Entity One* still has *Function One* and we cannot provide a function to *Entity One*. Once we show that we can provide a function to *Entity One*, we simply commit error in communication. Here you will need to verify that by providing a practical example. In this case, you are going to analyze a communication, where in that communication it looks like the people who are communicating can provide a function to the entity they are communicating about. You will show that it is not possible or practical and they simply commit error in communication.

951. Since we have to think about entities in terms of functions, once we identify an entity, we always think about the function of that entity. Now by thinking about entities in terms of functions and entities must have functions, it looks like if an entity has no function, then it should not exist at all. Here you are going to verify that by providing a practical example. In other words, since we cannot make up functions for entities and we have to think about entities in terms of functions, show that if an entity has no function it should not exist at all.

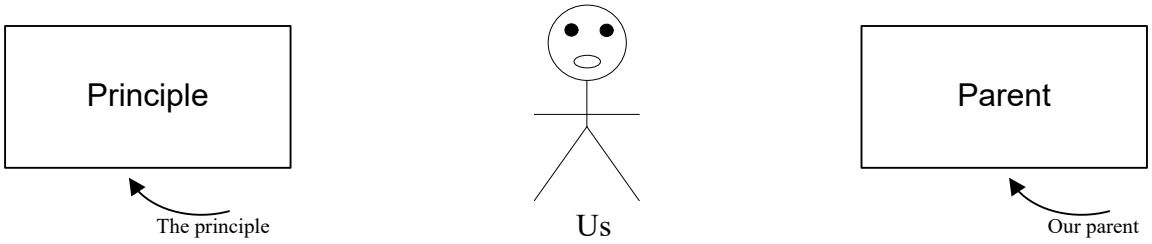
952. By working out the exercise above, by having a very good understanding of entity number one identified in exercise number 84 and the principle entity, verify that the existence of an entity without function simply added complexity to entity one identified in exercise number 84. In your workout provide additional explanation and show your observation.

953. By understanding exercise number 741, we have learned that in order for our parent to understand our communication, our communication must include the principle in it. That makes sense since in our parent communication there includes the communication and the principle itself. In this case, we can see that in order for our parent to understand our communication, our communication must be correct or contains the principle. To better understand what we have just said, we can look at the overall process as follows in terms of entity identification. In this case, we can identify the principle, our communication, and our parent. Visually, those identities are identified as

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By understanding the relationship between us, our parent, the principle, and our communication, the model above can also be viewed in the form below.



What is important here is that the communication between us to our parent contains the principle, where the principle enables our parent to understand us. To better understand the overall explanation, you can verify that by providing a practical example. In this case, you need to show that in order for our parent to understand us; our communication must include the principle.

While we say it like that from the paragraph above, we can also think it in this form. In terms of oral communication, we can say that. If we can say it in front of our parent, then it is correct. If we can repeat a sentence in front of our parent, then that sentence is correct. If I can repeat a word in front of my parent, then that word is correct. If I can communicate in front of my parent, then my communication is correct.

954. By understanding the exercise above, if you have not done so yet, verify that the presence of our parent in what we do enables us to execute our application without error. In other words, if our parent is present with us, then that helps us in doing things right. If our parent is with us, then that helps us do things right. If you have not shown that in the above exercise, you can do that here.

955. After having a good understanding of the principle that enables us to analyze and correct errors in our communication, after having a good understanding of our parent principles, after having a very good understanding of the feedback process related to the error correction, it is worthwhile for us now to ask this question. Does our parent know something that we don't know? What does our parent know that we don't know? Does

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our parent know something about us that we don't know? What does our parent know about us that we don't know? Does our parent know more about us than we do about ourselves? This is the same as saying; does our parent understand us better than we do ourselves?

956. By taking a quick look and do some analysis on the question above, we can quickly say that our parent must know something that we don't know. This is the way to look at it. If someone can provide us feedback to allow us to make correction or adjustment to something we are doing, that person must know something that we don't know. We should never take that for granted. We should always ask that question, which is sometimes better asked and answered internally. What does that person know that we don't know? This is very easy to see. If our parent can provide us feedback to make adjustment to what we do, our parent must know something that we don't know. Given that the principle that enables us to make the correction is considered to be our parent, the principle which is our parent must know more about ourselves than we do. By understanding it and taking it this way, the fundamental question of the exercise above still remain the same. What does our parent know about us that we don't know?

957. **The Visual Aspect of Communication:** This exercise may not have anything to do with this book explicitly; however, if you have a chance you can take a look at it.

First Sentence: Yesterday I drove to go to the grocery store.
Second Sentence: Today I walk to the grocery store.

Third Sentence: From the park, I can look at the mountain ten miles away with my eyes.
Fourth Sentence: Using a pair of binoculars, I can see the mountain closer.

Fifth Sentence: I use a calculator to add some numbers.
Sixth Sentence: I can do my own addition if there is not a calculator close to me.

By analyzing the above sentences, if we take them in pairs, like the first one and the second one, we can see there is a similarity. If you see a similarity state it. If you see a difference, state it as well. You can construct a table to show both the similarity and the difference as shown below.

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Sentences	Similarity	Difference
First and second sentence		
Third and fourth sentence		
Fifth and sixth sentence		

Note: The following exercise are optional. You don't need to work them out if you don't want to. They require some grammatical terms definition.

958. We commit error in communication, for example, when we perform improper actions or communicate about performing improper actions. Given that what we do is always preceded by communication, we always communicate about what we are going to do before we actually do them. With our ability to interpret information the way we want it, our actual application can be interpreted or described by a single sentence. In that sentence, we can identify the action and any other word that provides more information about that action.

    a. From the paragraph above, find anything that we do or any action. You can also pick something that you do or you have done that can be described or interpreted as a single sentence. State or write that sentence.

    b. From that sentence, identify any word that shows the action. Use a grammatical term to identify or name that word.

    c. Given that words can be used to give more information or description about other words, from the above sentence you may find words that give more information about the action. Identify those words. Name the words you have identified by those grammatical terms.

    d. Define the grammatical terms you have identified from the two sections above related to the action. From your definitions, take error analysis into consideration related to the action.

959. Almost everything that we do can be outlined in terms of instructions. At the end, the overall outline can be interpreted or described as a single instruction. In this case, a single sentence can be used to replace that instruction. From that sentence, a word can be used to identify the instruction; other words can also be used to give more information about that instruction.

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a. From the above paragraph, find something that we do, it can be at work or anywhere that can be interpreted as a single instruction. State or write that instruction down. By doing so, the instruction becomes a sentence.

b. From that sentence, identity the instruction; identify any other words that provide information about that instruction. Name all words you have identified by their grammatical terms.

c. Define the grammatical terms you have identified related to the instructions. From your definition, you can also take error analysis into consideration.

960. We use objects every day in our lives. Whenever we misuse them they create problems in life.

a. Find the misuse of an object or a misuse of on object that creates problems. Interpret the process as a single sentence.

b. From your sentence, identify the object and any word that provides more information about that object. Name all words from your sentence by their grammatical terms.

c. Define the grammatical terms you have identified in part b and take error analysis into consideration related to your definitions.

961. We use objects every day in our lives. For example, we use objects to do our works. We can say those objects are appropriate, since they help us on doing our works. We would not have been able to get our works done if we were using inappropriate objects. While appropriate objects enable us to get our works done, however when we use inappropriate objects, not only don't we get our works done, but we also develop problems in life. Here, there are two ways to look at the way they develop problems in life. First, they are not suitable for the work that we need to get done. Second, since other people depend on our works and when we use them we don't get our works done, that affects other people lives. Therefore, in all cases they create problems in life.

a. Find information about the use of an inappropriate object, or the use of an inappropriate object that has created problems in life. Interpret the process or the information as a single sentence.

b. From your sentence, identify the inappropriate object and any word that provides more information or description about that inappropriate object. Name all words from your sentence by their grammatical terms.

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c. From your sentence above, define all words that make up your sentence by their grammatical terms. Take error analysis into consideration in your definitions.

962. Pick a story from the newspaper about the usage of force. Interpret the story down to one sentence or more.

a. From your sentence, identify the keyword and other words that give more information about that keyword.

b. Define all words from your sentence by their grammatical terms by taking error analysis into consideration in your definitions.

963. Our ability to separate entity entities in communication enables us to focus or concentrate on the entity that is in our interest during the communication process. For instance, within a paragraph or a sentence, we can separate each entity and concentrate in the entity that is of our interest. During a communication process, we use words to describe what we do. If we assume oral and written communication, then we mean sentences and paragraph. Now, during a typical communication, a paragraph or a sentence can be presented in a form that makes it easy for us to set our focus to the entity that needs to be focused. Even though within that sentence or paragraph we can separate each entity and concentrate in the entity that is of our interest, however a sentence or a paragraph can be presented to us in a form where the focus is set to the entity that is of interest. Now, if we look at our ability to separate entities in communication in conjunction to the technique we have learned from this book, we can quickly see there is a relationship between that form of presentation and what we have learned from this book. We can also observe that there is a fundamental approach behind that form of presentation as well. It is always good to understand that.

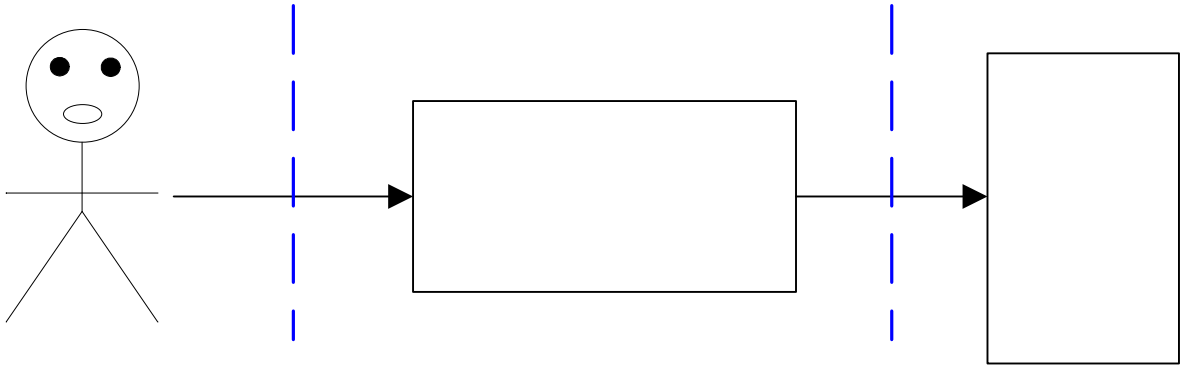
a. Take your time to think about the above explanation

b. Now in terms of form of presentation mentioned above, it may be related to a grammatical term or there may be a grammatical term for that. Try to see if you can identify the grammatical terms related to that form of presentation.

c. If you have identified the grammatical terms mentioned in part b above; now try to find a sentence or a paragraph where that grammatical term has been used. Use the model below as a holder of your sentence. In other words, try to map your sentence or paragraph to the model below and identify the separated entities. You can mirror the model to reflect your need. From your model, label the focused

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word and determine why that word is considered to be the focused word. Even when we use the term focus word here, it is better to take it as focused entity.



d. Define that grammatical term related to error in communication.

e. Define that grammatical term related to the word "sense". You can use the word sense with that grammatical term. You can also define it in a way to include the word "sense" in your definition.

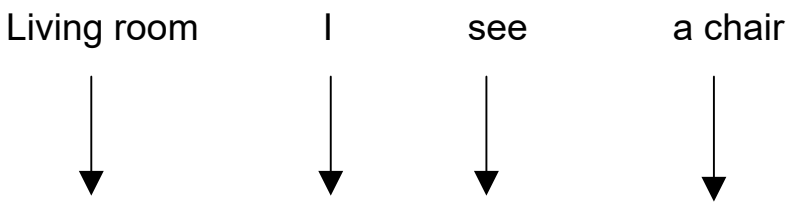
f. Pick a story, sentence, or paragraph presented in a newspaper, magazine or any other source. Look for the usage of that form or grammatical term; flag the focus word. Determine whether or not the usage is formal. The way to look at it, it seems like when used properly, it enables the focus to be set where it needs to be. You can also determine where that form could have been used but disregarded within the same or different source and determine why. Now within that sentence or paragraph you have picked, if there is a misuse, reword it so the focus can be set where it is needed.

g. By doing all parts of this exercise, you have a very good understanding of that form. Now redefine that grammatical term related to your understanding of communication.

The following exercises are related to Chapter Six—Visual Aspect of Communication.

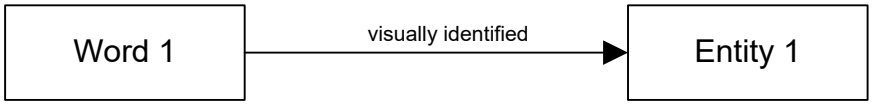
964. To better understand visual aspect of communication, consider this example. *In the living room, I see a chair*. Now, visually identify each entity in that sentence. You can write that sentence on a piece of paper as shown below.

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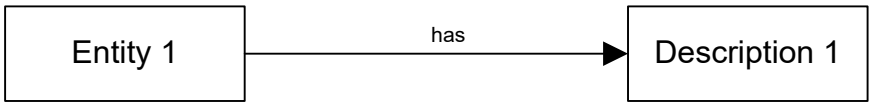
The arrows are pointed to the entities you visually identified. If you want to, you can write each word on a separate piece of paper by cutting each word with the arrow and point it to the entity you actually see.

a. Now that you have identified the actual words and the actual entities they identify, you can do the following mapping as shown by the model below.



From above, *Word 1* is the actual word from your sentence where *Entity 1* is the actual entity you visually identified. In this case, you can label each entity, for instance, *Actual word* visually identified *Actual entity*. In your mapping, you can show a picture of the entity if you want. It is not important to do that. What is important here is that, in your sentence, you map each word to each entity you have visually identified.

b. Now, provide a description for each entity that you identified. For example, *Entity 1* is described as an entity …… if you want to, you can do something like: *Entity 1* has a description of ……. The model below provides an example.



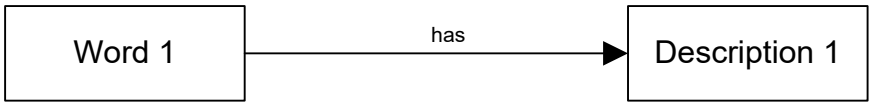
As shown above, *Entity 1* has *Description 1*. It does not matter what word you use on the arrow, as long as you provide a description for the entity.

c. Now that you have visually identified each entity and you have visually identified them by words, from the visual identities, you have provided a description for them. Here, you need to verify that the visual identification of each entity enables you to provide a description of each entity. The way to look at it, without a visual identification of the entity, it may not have been possible for you to provide a description for them. Elaborate in your workout.

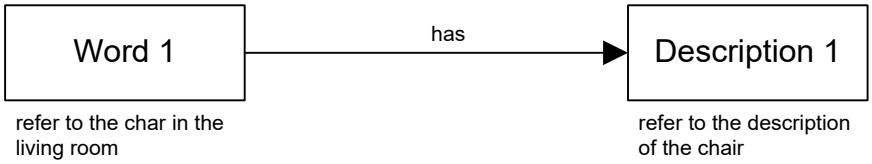
d. Now you have visually identified the entities each word in your sentence points to and have provided a description for each entity. Here, you are going to map each

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word to the actual description of the entity you have visually identified. For example, you have identified *Entity 1* visually where you provide a description for that entity. Here, you are going to map the actual word to the actual description in the form below.



If you want to, you can label them. For example, *Word 1* refers to the chair in the living room, where *Description 1* is the description of that chair. See the model below as an example.



e. Now you have visually identified each entity each word in your sentence points to. You have identified those entities and described them. You have also described each word in your sentence based on visual identification of entities those words identify. Here, you are going to show or verify that visual aspect of communication enables you to identify entities words in our sentences or words in our communication refer to. In your workout, you are going to elaborate the importance of visual aspect of communication and how communication can be easily understood with visual aspect of communication. For example, if you can visually identify each word in a sentence, then you can understand that sentence much better. So it makes sense when we communicate to each other to use words that can be visually identified by each other.

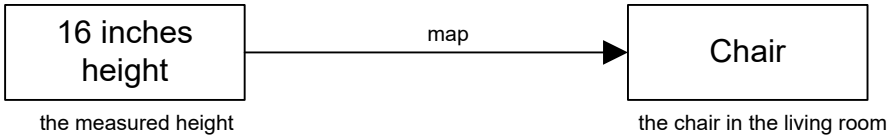
f. Here if you want to, you can verify the importance of visual aspect of communication. You only need to do that depending on how you work out the part above. If you already have shown that in the part above, you can skip this part.

965. Now that you have a very good understanding of visual aspect of communication as well as its importance, you can continue to work out this exercise above. In terms of information, use a measuring tape to measure the height of the chair you have identified in the living room. Record the height of the chair on a piece of paper.

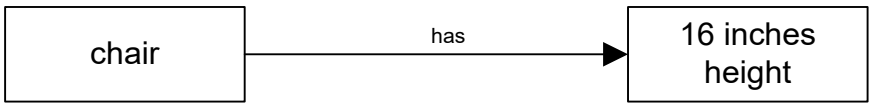
a. You have measured the height of the chair and recorded that on a piece of paper. Here, all you need to do is map the height to that chair in the form below. For

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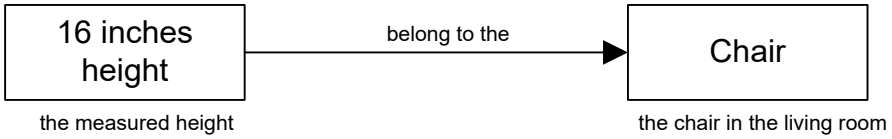
example, if you measure the height to be 16 inches, then you map 16 inches to the chair.



From above, we show that the 16 inches height maps to the actual chair. Here, you can put an arrow to point to the chair, a picture of the chair, or label the actual chair. Repeat the same process above, using *has* in the arrow. For example, the chair has 16 inches height.



b. From the part above, you have measured the height of the chair and shown that the chair you have identified in the living room has a specific height. You have recorded that height on a piece of paper. Here, depending on the size of the paper, you can use small pieces of paper with a tape or glue or sticky note to attach to the chair. You can attach it to the height position of the chair. After doing that, draw the following model. After drawing that model, draw a similar model using the word *attach*. For example, the height of the chair attaches to the chair.



From the above, you show that the height of the chair belongs to the chair. Rather than drawing that on a separate piece of paper, if you want, you can use another piece of paper or sticky note and put it next to the first note with an arrow pointing next to each other. Then write down the specific height that belongs to the actual chair in the living room.

c. By working out the part above, you have verified that the information about an entity belongs to that entity. First, you showed that the information about an entity points to that entity. That information is a separate entity, but belongs to the entity it is attached to. For example, the height information you have measured is attached to the chair and it belongs to the chair. Here, provide any additional information you may have as well as your observation and elaboration.

d. Using the part above, show your understanding of relationship between visual aspect of communication and information about entity. Since visual aspect of

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communication enables the identification of the chair as well as information about the chair, it can be shown that visual aspect of communication enables information to be understood. Here you are going to verify that. In your workout, you can elaborate or conclude that if visual aspect of communication enables entities to be identified in our communication, which make it easier for one to understand each other, visual aspect of communication also enables information to be understood.

e. Now you have identified the height of the chair which is viewed as information about the chair. From the part above, you have shown that visual aspect of communication is important and it enables us to understand information much better. Here, you are going to provide that information to someone. For example, you can call your friend and provide that information to him/her. You can also provide that information to anybody you want.

f. Here, you are going to show your understanding of providing information in relationship to visual aspect of communication. Since information about an entity belongs to that entity and you simply identify that information, when providing that information to someone, it is important to know that. Since visual aspect of communication enables us to identify entities words in our communication refer to, it makes sense to understand that during communication. Here, you are going to show that by elaborating more.

966. Now you have a very good understanding of visual aspect of communication. Now you have a good understanding of visual aspect of communication in relationship with information. With visual aspect of communication, you have shown that information about an entity attaches to that entity and belongs to that entity. You have identified that information and provided it to your friend or another person. By providing that information to that person, your visual aspect of that information enables that person to have an idea of that information and understand it. From that we can see, the same visual aspect that enables you to identify that information, also enables the person you provide that information to have an idea of that information as well.

a. Here, you are going to verify the completion of that information mentioned above. The way to look at it is that visual aspect of communication enables you to identify information about the chair where you provide that information to a person. Here, you are going to verify the completion of that information.

b. After working out the part above, you have verified the completion of information about an entity. For example, you have verified the completion of information

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you provided to your friend. Since the completion of that information may be related to your communication, verify that the completion of communication depends on the completion of information. The way to look at it, since information you provided to your friend of that person is complete, the completion of that information enables that segment of that communication to be complete as well.

c. By working out the two parts above, if you want, to you can work out this part. You only want to do it if you think it is necessary. Here, you are going to determine or verify when information is incomplete first. Then when a communication is incomplete. In other words, you are going to answer two questions: when is information incomplete? When is communication incomplete?

d. Now you have verified when part of the information is incomplete and when communication is incomplete. Here, all you need to do, if necessary, is: to show your understanding of the terms *Incomplete Information* and *Incomplete Communication*.

967. Now that you have a very good understanding of visual aspect of communication, here all you need to do is verify that *if communication is correct, each word must visually identify an entity*. This is the same as saying, show that *if a sentence is correct, each word in that sentence must visually identify an entity*. We can also say, to determine *if a sentence is correct, each word must identify an entity*.

968. Depending on how you work out the exercise above, you can do this one. Show that, *if communication is portable, each word must visually identify an entity*. This is the same as saying, show that *if a sentence is portable, each word in that sentence must visually identify an entity*. We can also say that, to determine *if a sentence is portable, each word must identify an entity*.

969. Now that you have a very good understanding of visual aspect of communication, you are going to record an event. For example, the flying of a bird in your backyard, the walking of a dog on the street, the riding of bicycle, a car driving on the street and so forth. You can record one of them or any other event. You can use a video camera to record or simply take pictures of the event. Here, you are going to verify that the event that you record does not depend on you. For example, while I record the flying of a bird in my backyard at a specific time, that event is not enabled by the presence of my recording.

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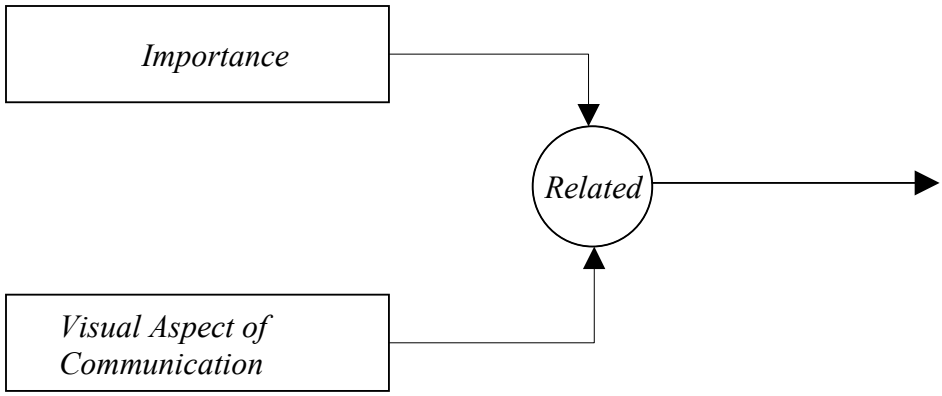
970. By working out the exercise above, you have verified that the information about an entity exists even if you are not aware of that information. For example, if you have not done so, you can show that. The height of the chair that I measure exists even without me measuring the height of the chair. That makes sense, because information about an entity exists with that entity even when we are not aware of that entity. Since information about an entity exists even if we are not aware of that entity, this is why visual aspect of communication is important to us. In this case, we can see that visual aspect of communication enables us to provide information we are aware of. If we are not aware of an entity, we are not aware of information about that entity. In this case, in terms of visual aspect of communication, information about that entity limits our communication. Since information about that entity limits us, our communication about that entity is limited. Here, if you want to, you can verify that. In other words, if we are not aware of an entity, we are not aware of information about that entity. If we are not aware of an entity, we have no idea about that entity in terms of information. So our communication is limited because the information is limited.

971. By working out the exercise above and exercises 967 and 968, as well as understanding the error correction process from our parent, we can see that visual aspect of communication is a part of communication. You have already shown that visual aspect of communication is a part of communication. By understanding the correction process from our parent in term of visual aspect of communication, we can see that our parent wants our communication to be understood. This is why our parent wants words that we use in our communication to identify entities we are communicating about. Here, all you need to do is verify that visual aspect of communication is viewed as principle of communication or part of principle of communication.

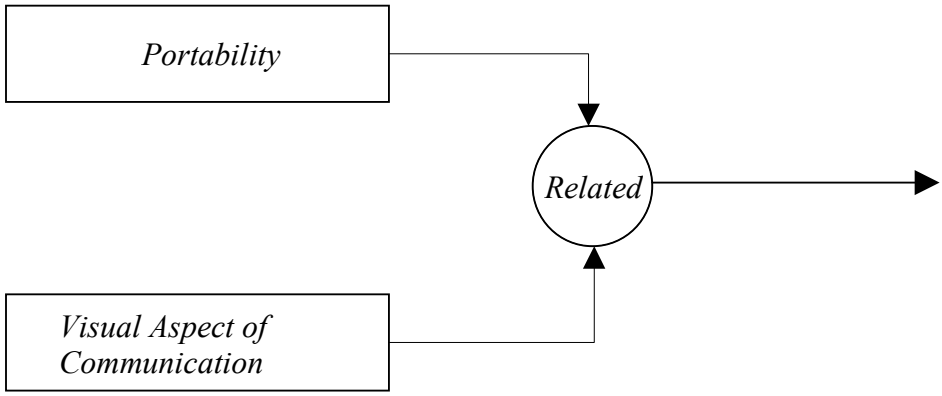
972. Here, you are going to show your understanding of visual aspect of communication related to importance of communication. From previous exercises, you have identified the importance entity as a separate entity. Here, you are going to show your understanding of that entity in relationship with visual aspect of communication in the

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form below.

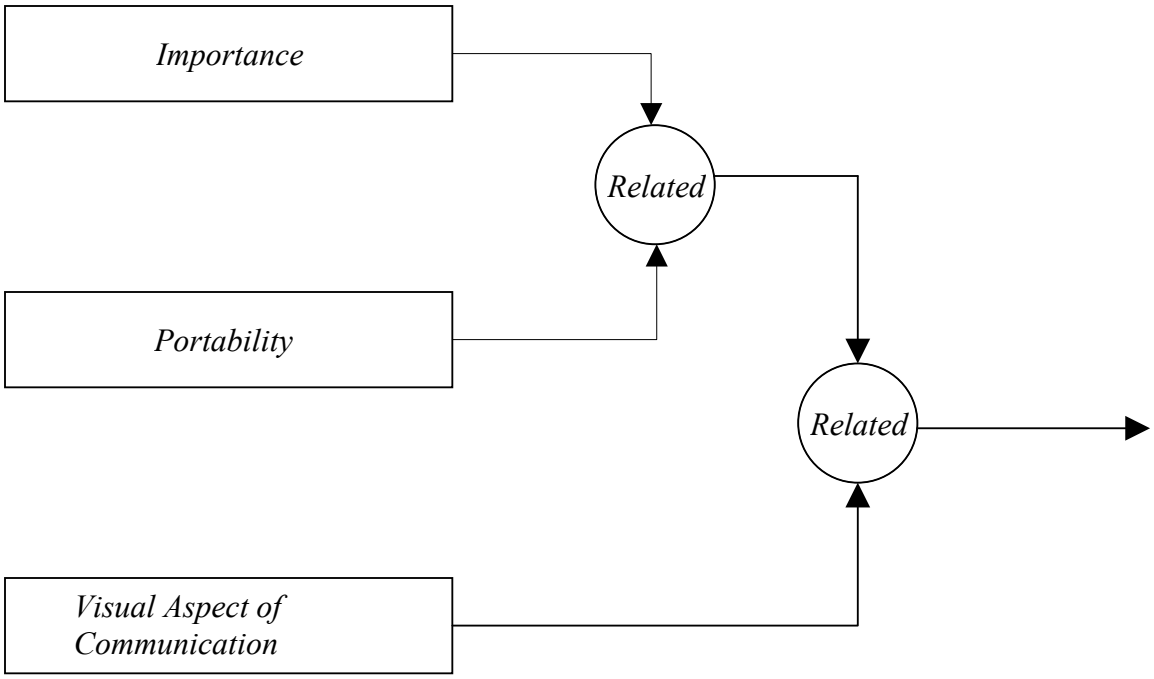


973. Now that you have a very good understanding of visual aspect of communication, verify your understanding of visual aspect of communication related to portability or simply portability of communication. You have verified the portability entity from previous exercises. In terms of visual aspect of communication, you have used that portability to identify information and provide it to your friend. Here, you are going to show your understanding of that relationship in the form below.

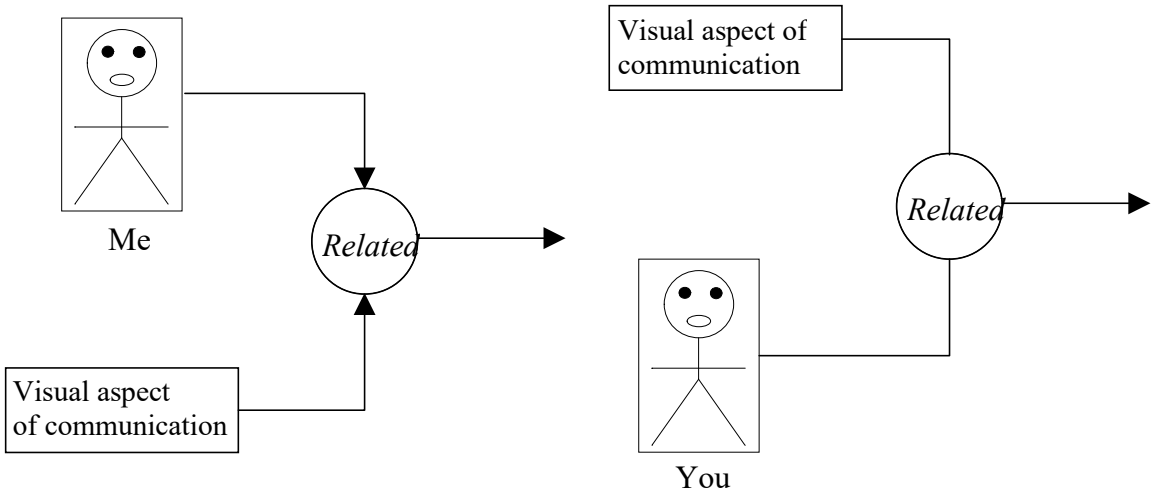


974. By understanding both exercises above, since portability is related to visual aspect of communication and importance is related to visual aspect of communication as well, it can be shown that the relationship of both is related to visual aspect of communication as shown below. Here, you are going to verify that relationship with a practical example.

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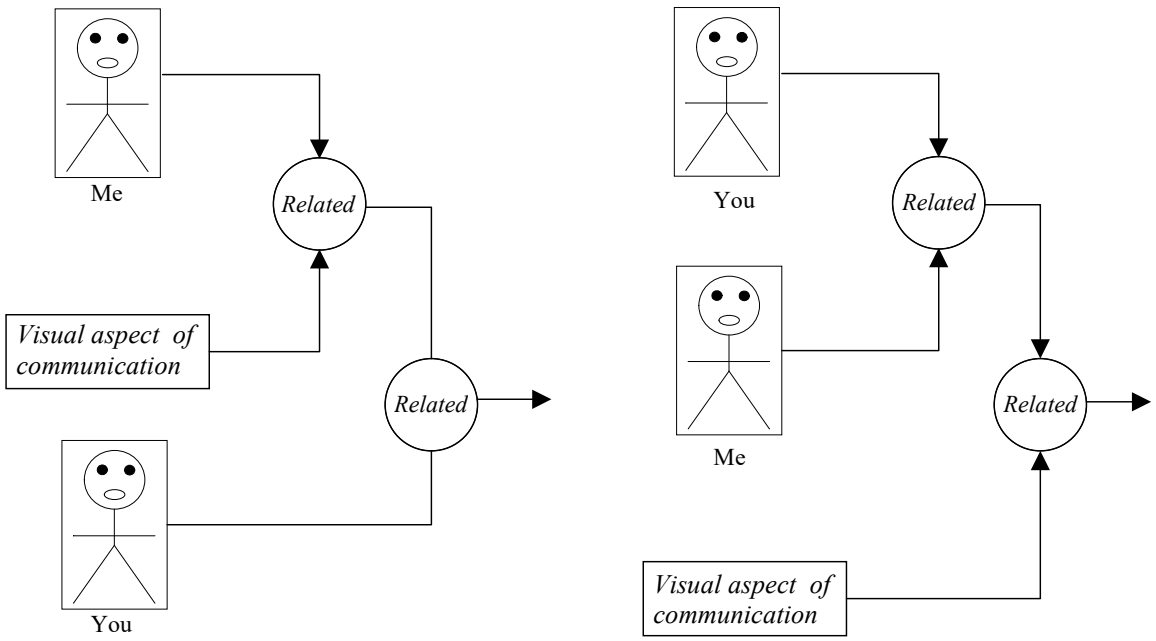


975. By working out the last three exercises above and understanding the feedback process, since our parent wants our communication to be understood, it makes sense for us to communicate to use words that identify entities so people can understand what our communication is about. In this case, we can see that there is a relationship between us and visual aspect of communication in the form below. Here, you are going to verify that relationship by providing a practical example.



976. By working out the exercise above, you are going to show that both me and you are related to visual aspect of communication in the form below. You should give a practical example.

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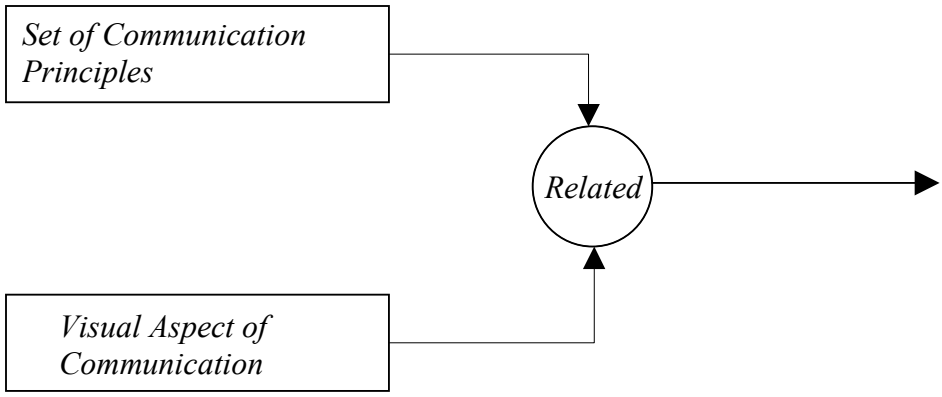


977. By working out the exercise above, you have shown that both me and you are related to visual aspect of communication. Here, if you want to, you can extend your workout above by working out this part. If you and I are related to visual aspect of communication, my aspect must be related to visual aspect of communication so must your aspect. In this case, you can show that relationship in the form of the model of exercise 978. Aspect is viewed as an entity. As well as, if you are related to visual aspect of communication, your aspect must be related to visual aspect of communication as well. Provide a practical example for each case. Then show your understanding of the overall relationship with a practical example.

978. From exercise number 615, we have identified a set of communication principles. By having worked the last six exercises above and having a very good understanding of the feedback process from our parent, it can be shown that visual aspect of communication is related to the set of communication principles identified in exercise number 615. Here, you are going to show that relationship by providing a practical example. The model

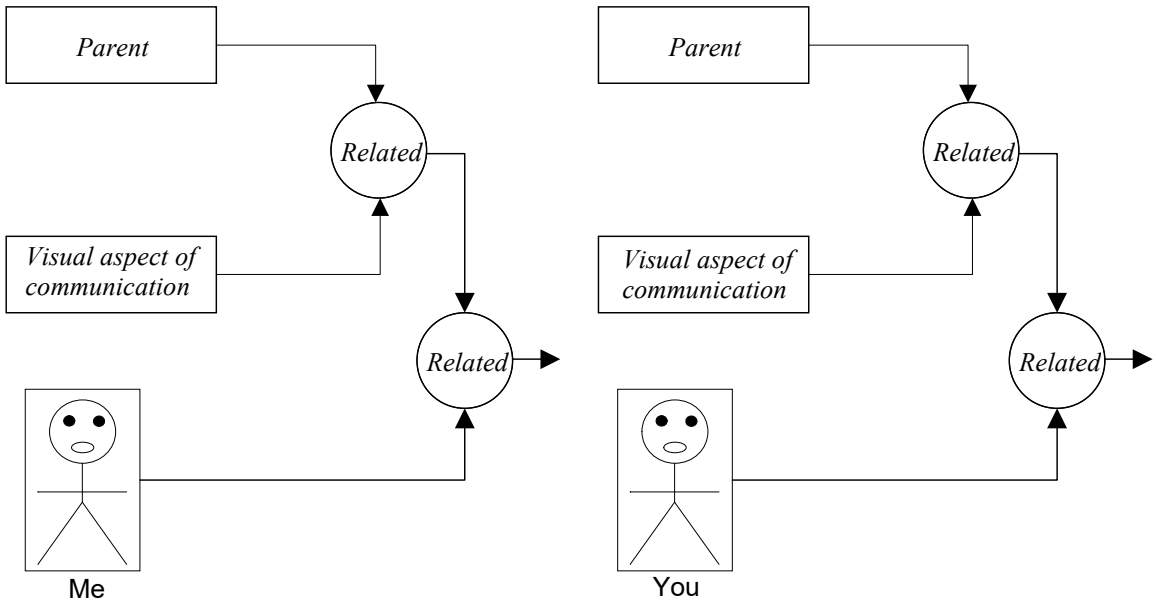
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below is provided as an example.



979. Since visual aspect of communication is related to the set of communication principles and we are related to visual aspect of communication, show that combined relationship as well as your understanding of that relationship. In other words, show that we are related to visual aspect of communication and the set of communication principles. In your workout, you can have multiple model, using the word *we*, *I*, and *you*.

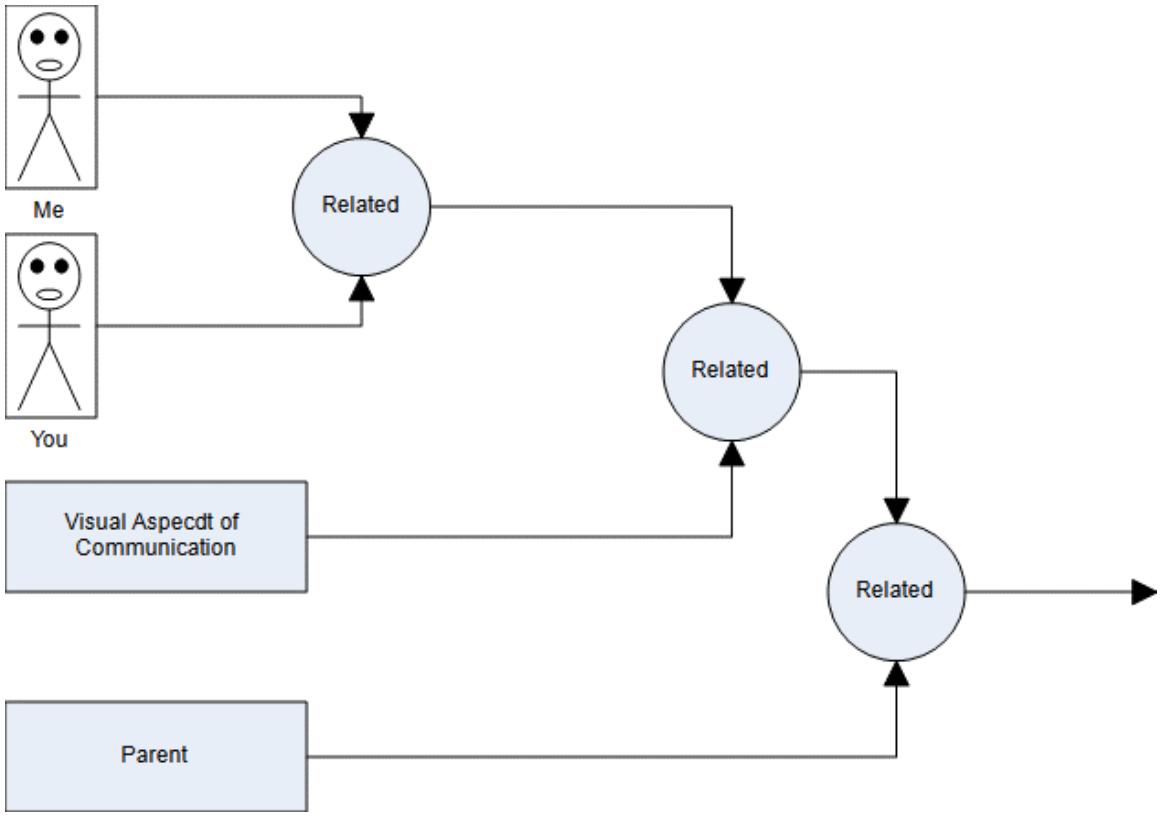
980. By working out multiple exercises above and having a very good understanding of the feedback process and visual aspect of communication, it can be shown that we are related to our parent in relationship with visual aspect of communication in the form below. Here, you are going to show your understanding of that relationship by providing a practical example.



981. By working out the exercise above, you have shown that there is a relationship between our parent and visual aspect of communication and relationship between us. Depending

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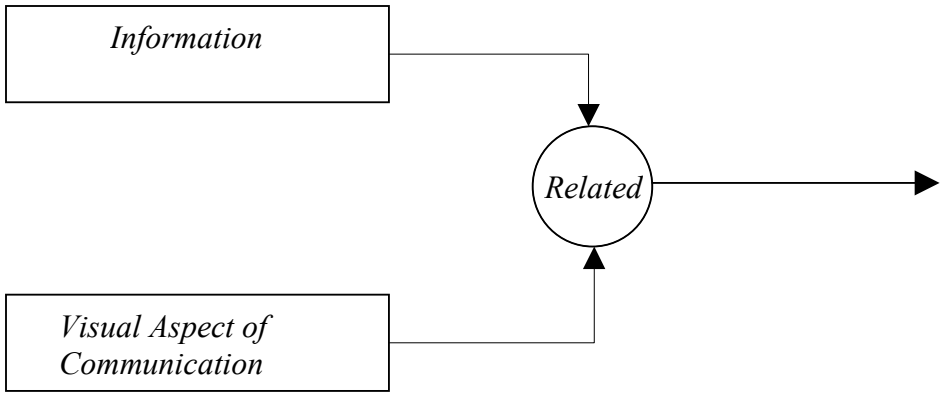
on how you have worked it out, it can be shown that both me and you are related to our parent through visual aspect of communication. We can also say that, we are both related to visual aspect of communication where that relationship leads to our relationship to our parent in the form below. It does not matter the way we say it or represent it on the model. What is important is that relationship exists and we can identify it. Below is a model. Here, if you want to, you can verify that relationship and provide a practical example.



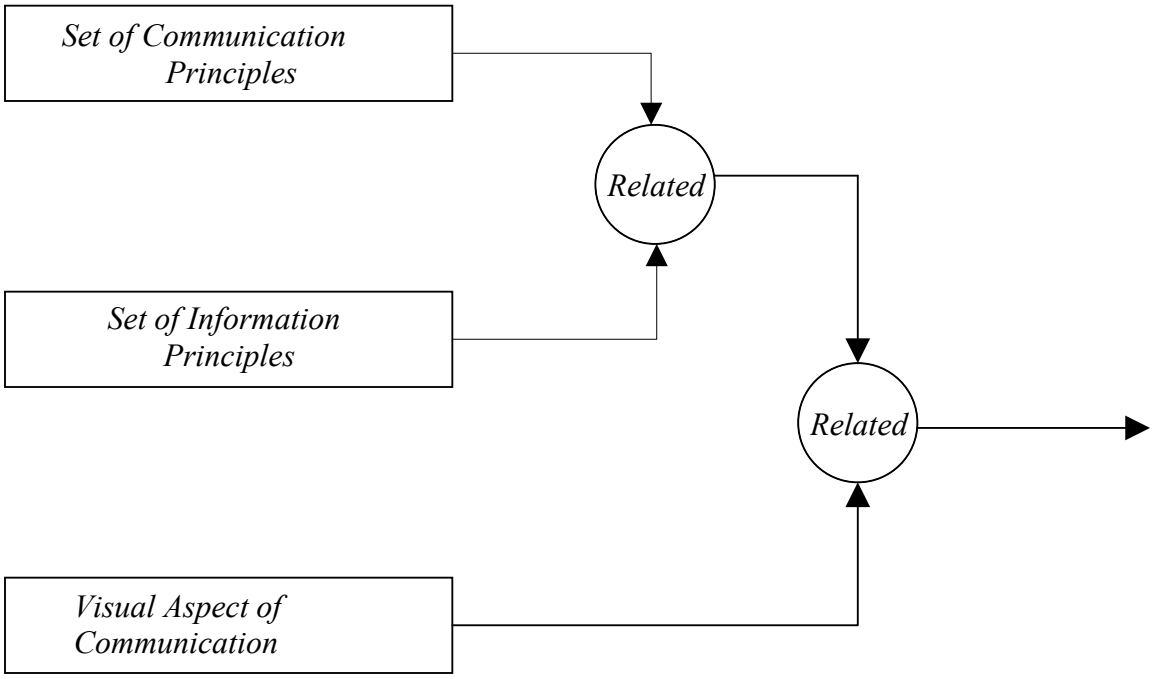
982. By working out multiple exercises above, you have already shown that information is a separate entity from an actual entity and there is a relationship between information and visual aspect of communication. Here, all you need to do, if you have not done so, is to verify your understanding of the relationship between the information entity and visual aspect of communication. It is the same as saying, show your understanding of information and visual aspect of communication. That relationship is presented in the

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form below.



983. From exercise number 621 you have identified two given sets of principles: one set is related to communication and the other set is related to information. From exercise number 978 above, you have verified your understanding of visual aspect of communication in relationship to the given set of communication principles. Here, you are going to extend your understanding of exercise 978 above as well as exercise 982 above to show your understanding of the relationship between both the given set of communication principles and the given set of information principles in relationship with visual aspect of communication. The model below represents that relationship. In other words, by understanding these exercises, verify your understating of the relationship between the given set of communication principles in relationship with the given set of information principles in relationship with visual aspect of communication by providing a practical example.



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984. Extend your understanding of visual aspect of communication. Here, you are going to perform some analysis related to visual aspect of communication. By working out multiple exercises above and having a very good understanding of the Error Correction Function (ECF) related to the feedback process in relationship to visual aspect of communication, we can see that during the communication process, we may have used words that do not visually identify actual entity. In this case, we receive feedback from our parent to enable us to use words that visually identify actual entity. Here, you are going to perform some analysis in relationship to visual aspect of communication by doing the following:

    a. Use an article from a newspaper to identify a story. Perform some analysis of that story related to visual aspect of communication. In this case, you are going to identify some word usage and determine whether or not they visually identify the actual identities. If they don't, you can point out the actual entities they should identify. You can have a table similar to the one below.

Actual Word	**Actual Entity**	**Does Word Identify Actual Entity?**
Word 1	Entity 1	Yes/No

    From the table above, actual word is the word that you have identified in the article. In this case, you can choose 5 or up to 10 words or whatever you want. Here, *Word 1* is provided as an example. Actual entity is the entity that word is visually identified or the entity that word identifies. As an example, *Entity 1* is the entity that word identifies. Here, you are going to say yes or no whether the word visually identifies the actual entity or the word simply identifies the actual entity.

    b. Here, you are going to extend your workout of the part above by determining why the word does not visually identify the entity it was referring to. In your determination, you are going to have a reason. For example, if visually *Word 1* identifies *Entity 1*, but in the article *Word 1* was referred to identify *Entity 2* instead, then you have determined that *Word 1* should identify *Entity 1*. Here, you are going to have a table similar to the one below.

Actual Word	**Actual Entity**	**Entity Should Have Identified**
Word 1	Entity 1	

    In the table above, the column entity the word should have identified is the entity you pick that the word should have identified. Here, you write that entity down in that column.

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c. Now, you are going to continue your workout above. From the table above, you have identified some words that do not visually identify the entities they are referred to. Here, you are going to extend your workout above by using other words that visually identify the entities. The way to look at it is *Word 1* was used to visually identify *Entity 1*, but *Word 1* does not visually identify entity. If *Entity 2* is the actual entity *Word 1* should have identified, then another word should have been used instead to identify that entity. Here, you are going to have another table with the other word and the identified entity as shown below.

Other Word	Actual Entity Identified
Word 2	

From the table above, the Actual Entity Identified is the actual entity you have from the last column of the table of the part above. In the Other Word column, it is the other word that visually identifies the actual entity. As an example, if you have identified the actual entity as *Entity 2*, then the word that should have been used to visually identify that entity is *Word 2*. In this case, you can complete the table by entering *Word 2* in the Other Oord column and *Entity 2* in the Actual Entity Identified column. Then to complete, represent the model as shown in part a of exercise 964 above by showing each word and the entity each word visually identifies. You can also compare the model of each parts by using terms like *visually identifies* or *does not visually identify*.

d. If you want to, you can repeat the parts above for other forms of presented information such as TV news, TV programs, radio talk shows, radio programs, TV talk shows, debates, Q&A and so forth.

e. By working out all the parts above, you may have verified that there is a relationship between communication and visual aspect of communication as well as information and visual aspect of communication. If necessary and you haven't done so, you can show that and use the article you have chosen as a practical example. In this case, you are going to show your understanding of visual aspect of communication related to that article as well as visual aspect of communication related to information. In this case, you are going to show your understanding of each of them separately, but use the article as an example.

f. By working out all the parts of this exercise above. Here, you are going to show your understanding of portability of communication related to visual aspect of communication. You are going to use the article you have picked as a practical example. In other words, use the article you have chosen to show your

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understanding of visual aspect of communication related to portability of communication.

g. By working out all the parts of this exercise above, you have a very good understanding of visual aspect of communication as well as information. Here, you are going to use the article you have chosen to show your understanding of visual aspect of communication related to portability of communication. In other words, you are going to show your understanding of portability of information related to visual aspect of communication by using the article as a practical example.

h. Working out all the parts of this exercise enables you to have a good understanding of visual aspect of communication. You also have a good understanding of visual aspect of communication in relationship with portability of communication as well as portability of information. Here, you are going to verify the following statement by providing a practical example. *If each word in a sentence visually identifies an entity, then that sentence is portable.* This is the same as saying that *if all words in our communication visually identify an actual entity—or identify actual entities—then that communication is portable*.

i. Depending on how you work out the part above or previous parts, you can work out this part if necessary. By understanding the feedback process in relationship with our parent in terms of visual aspect of communication, it is shown that our parent takes word usage into consideration. In this case, it looks like during communication, our parent only uses words that visually identify actual entities. In other words, the feedback process in relationship with visual aspect of communication shows that our parent only uses words that identify actual entities. Here you are going to show the importance of using words that visually identify actual entities in our communication.

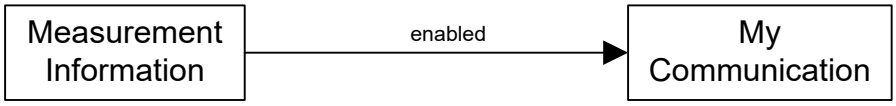
j. By working out the parts above in relationship to the feedback process, it shows that if we can substitute, in our communication, words that do not visually identify actual entities with words that visually identify actual entities, we can make it easier for our communication to be understood as well as make our communication portable. In this case, it is helpful to use words that visually identify entities. To do that, each of us can start using words that visually identify actual entities and provide feedback to others when using words that do not identify actual entities. Here, you are going to show your responsibility in terms of that. There is no written workout for this part of this exercise. The way to look at it, our parent provides feedback to us in terms of visual aspect of

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communication. So we can use words that visually identify actual entities so our communication can be understood and portable. Here we can do the same by providing feedback to other and receiving feedback from others when using words that do not identify actual entities so we can make adjustments to make our communication understood. This part of this exercise is simply our responsibility in terms of feedback application.

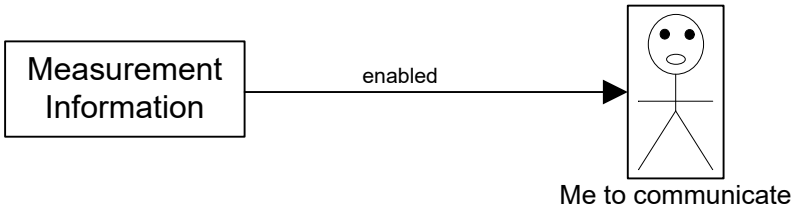
985. Now that you have a very good understanding of visual aspect of communication as well as information related to visual aspect of communication, it makes sense for you to extend your understanding of visual aspect of communication related to previous exercises you have worked out. From exercise 965, you have identified the information about a chair and provided that information to your friend. The way to look at it, after you performed the measurement and recorded that information, you have provided that information. By looking at the overall process, you can see that the existence of that information enables you to provide that information to your friend. We can also say that the awareness of the existence of that information enables you to communicate to your friend so you can provide that information to your friend.

a. Here, represent the model of the existence of that information enables your communication as shown by the model below.



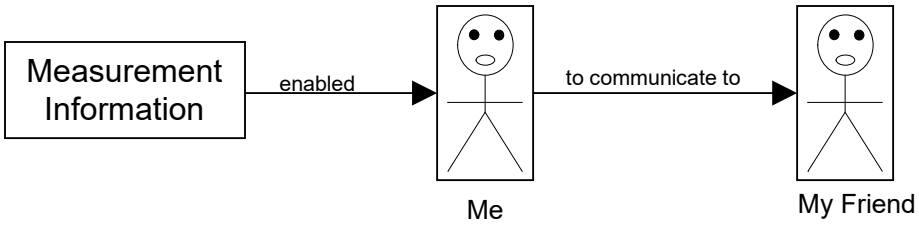
From the model above, the measurement information is viewed as the actual measurement you have recorded and the *My Communication* is viewed as your actual communication to your friend which is viewed as a separate entity.

b. Given that the measurement information enables your communication, that same measurement information enables you to communicate. In this case, your communication ability is enabled by that information. Here, you can show that in the form below.



In this case, that measurement information enables you to communicate to your friend where you can provide that information to your friend. If you want to, you can represent the model above in the form below.

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After representing the process by the model above, if you want to you can provide additional explanations with some observations.

c. By working out both parts above, you have shown that your communication is enabled by the information you have recorded. For example, the existence of that information enables you to communicate with your friend where you can provide that information to your friend. The way to look at it, the existence of that information gives you ideas, where you can provide that information to your friend. By looking at the overall process again, you can see that the existence of that information gives you ideas, where it enables you to communicate with your friend. That same information gives you ideas; it also gives your friend ideas. In this case, that information gives you ideas where it enables you to communicate with your friend where you give the same ideas to your friend. Here, all you need to do is to verify or show that the communication with your friend is not enabled without the existence of that information. For example, without that information, you would not be able to communicate without your friend to give your friend that information. The same as without that information, you will not be able to communicate with your friend about it and give that idea to your friend. Use similar models above by using words like *disabled* or *does not enabled* in your models.

d. If you haven't done so, show your understanding of entity number 1 identified in exercise number 84 or yourself in relationship with visual aspect of communication. All you need to do here is to verify or conclude that, while that entity which is yourself has the ability to communicate, however that communication is not enabled without identifying any entity. While we have the ability to communicate, however our communication is not enabled if we don't identify any entity or visually identify any entity.

e. Continue with your workout above, if you have not done so and it is necessary. Show your understanding of visual aspect of communication in relationship with you and your friend by using the communication with your friend as your practical example. In your workout, show the relationship model which includes

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you, your friend, and visual aspect of communication as a separate entity.

986. By working out the last two exercises above, you should have a very good understanding of visual aspect of communication as well as words and entity relationship in relationship with visual aspect of communication. For example, in a sentence, all words must identify actual entities. As you have shown from previous exercises, in a sentence, words must visually identify actual entities. Here, we are going to look at this scenario. Let's assume that we have two words that are combined in a sentence where the combination of the two words becomes a term, expression, and so forth. It is always good to think it that way where the combination of the two words is one word that provides more information about another word. We can call that word a description word. For example, assume that we have *Word 1* and *Word 2*, where one of them provides more information about another one. What is important here, in terms of visual aspect of communication, *Word 1* must visually identify *Entity 1* where *Word 2* must visually identify *Entity 2*. In terms of combination, let's assume that the combination of *Word 1* + *Word 2* visually identifies *Entity 1* only rather than the combination. In this case, it is always good to use *Word 1* only rather than the combination. The way to look at it, the single word visually identifies the entity, but the additional word which is supposed to give more information about that entity, does not visually identify that entity. In this case, it is always better to use a single word rather than the combination or multiple words since the combination or multiple words do not visually identify the entity. Another way to look at it, an entity exists and it is visually identified by a word. When using another word or combination to identify that entity, visually the extra word does not add any extra to that entity. In this case, it is always better to use the actual words that visually identify that entity. When we do that, we make our communication more understood and portable.

    a. Here if you want to, you may provide an example by finding two words where one word visually identifies the entity and the other word is supposed to give additional information about that entity, but it is not and it is not visually identified with that entity.

    b. Here, depending on what words you find, you may discover that the overall process can develop problems. Since information enables our communication, if an entity is not identified or information about that entity is not identified, then our communication is not enabled. You can show that the fact the extra word does not visually identify the entity where the single word is the one that identifies the entity, then the extra word can simply cause problems. Here, you can identify the problems and give additional explanations.

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c. By working out exercise number 127, we know that the aspect of an entity is determined by that entity rather than the word that we use to identify that entity. In terms of visual aspect of communication, we already know that the existence of an entity enables our communication and that entity exists before our communication. For example, the information you provide to your friend exists before your communication to your friend. Here you are going work part a of this exercise in relationship with exercise number 127. In other words, show your understanding of part a of this exercise in relationship with exercise number 127.

d. Disregarding the way you work part b above, if necessary, work out this part or you can simply work out this part in addition to part b above. In terms of visual aspect of communication, to enable our communication to be portable and understood, we need words that visually identify actual entities. Sometimes we develop problems simply by using words that do not visually identify actual entities. There are two ways to look at it: first, we might use a word to identify an entity, however visually it does not identify that entity. In this case, we use a word that visually identifies the wrong entity. Second, we might use a word that does not identify an entity visually, but we think it identifies that entity. In this case again, we use words that identify wrong entities. Here all you need to do is to find a word for each case or simply find one only. In other words, just do one case or both cases.

e. This part is the continuity of the parts above. By continuing to work in the part above, you are going to find a problem that is caused by both cases or one only. In this case, you can conclude that we simply develop problems when we use words that identify wrong entities. In this case, we simply use words that do not visually identify the entities they should identify. Here, you are going to identify one or more problem examples.

f. By working out the part above, you have identified problem causes by misidentification of entities. In other words, because visually the words that we use do not identify actual entities, then we simply develop problems. Here, in relationship with our parent feedback, verify the solution for those problems. Since you have a very good understanding of the feedback process in relationship with our parent and visual aspect of communication, you should have no problems working out this part.

g. By working out the part d above and depending on how your worked it out, verify that those problems could have been avoided if proper words were used that visually identified those entities. The way to look at it, *Entity 1* is identified by

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Word 1, but when *Word 2* is used to identified *Entity 1*, a problem is developed. To solve that problem, *Word 1* needs to be used to identify *Entity 1* instead. In this case, we can see that the problem could have been avoided if *Word 1* was used to identify *Entity 1* instead. You need to elaborate and provide more explanation.

987. From exercise 985 above, you have identified the height of the chair in the living room, measured, and provided that information to your friend. If we look at the overall process, we can see that the information you provided to your friend comes first before you provided it to your friend. In other words, you have measured the height of the chair then provided that information to your friend. Here, you can record the time of your measurement or note here.

    a. After measuring the height and providing it to your friend, here all you need to do is record the time you have measured it and the time you provided that information to your friend. You can use a table similar to the one below.

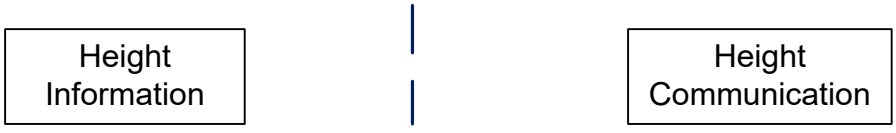
Time 1	**Time 2**

    From the table above, *Time 1* is time your record that information and the *Time 2* is the time your provided that information to your friend.

    b. Here, continue with the part above by having a model similar to the one below. As shown below, you have two entities: one is *Time 1* which is the time you recorded that information and *Time 2* which is the time you provided that information to your friend. In your model, you can annotate both entities below to provide more information. For example, below *Time 1*, you can write down this is the time I recorded the height of the chair.



    c. Continue from the part above. At *Time 1* you recorded the height of the chair; you can call that information height information. At *Time 2*, you provided that information to your friend. So in this case, *Time 2* is your communication to your friend. Draw the model as presented below.



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From above, you record or identify the height information first at *Time 1*, and you communicate to your friend at *Time 2* or provide that information to your friend. Annotate each entity above, as you have done previously to provide additional information below each entity.

d. Continue from the part above by drawing additional models here. For example, given that the height information is recorded first and provided to your friend second, therefore the height information comes before your communication. Have a separation line with your models and annotate them by providing more information. For example, the information I provided to my friend comes before my communication. My communication to my friend comes after the information I provided to my friend.

e. By understanding all your parts above, here if you haven't done so and you think it is necessary, verify your understanding of information related to communication in relationship with time. You can use your part above as your practical example. Here, you can show your observations and provide additional explanation.

f. Here, if you want to and you think it is necessary and you've not done so, verify your understanding of visual aspect of communication in relationship with your workout in the part above.

g. Here, if you think it is necessary and you have not done so, show your understanding of your communication ability related to information. This is the same as saying, verify your understanding of our communication ability related to information. Here you can conclude that our communication ability is enabled by information.

988. Now that we have a very good understanding of visual aspect of communication, we can further extend our understanding. We already know that visual aspect of communication enables us to communicate relatively about entities that we identify. As pointed out from your workout above, the entities that we identify enable our communication. In other words, while we have communication ability, however our communication ability is not enabled without identifying any entity. In this case, if we identify an entity, we can communicate about that entity where we can provide information about it. However, if we don't identify an entity, it is not possible for us to communicate about it and provide information about that entity. As we can see, un-identification of an entity limits our communication about that entity. In this case, we are limited to talk about that entity if we don't identify that entity.

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In terms of entities identification, in our communication we use multiple words where those words identify actual entities. In other words, visual aspect of communication enables us to communicate where each word in our communication identifies an actual entity. Doing so enables our communication to be well understood and portable. As an example, in our communication if we are talking about a single entity, it is always better to refer to that entity alone rather than a group of entity. That makes sense because if the word that we use refers to a single entity, it is better to use that word rather than refer to a group of entities. The reason for that is because that word identifies a single entity and visually a single entity is what is identified. It is not good to refer to a group of entities where visually a group of entities is not identified.

a. Here you are going to provide an example of visual aspect of communication where a word is used to refer to a single entity, but rather a group is referred to. You are going to identify that word and conclude that it is always good to use an actual word to refer to a single entity rather than using a word to refer to a group of entities, because visually a single entity is what is identified.

b. From your part above, you are going to verify here that doing so is viewed as a process of miscommunication. In other words, it is more understood when a single entity is identified to use a word that identifies that entity rather than using a word or words that refer to a group of entity, because a group of entity is not identified.

c. Here, you are going to determine whether a problem is developed or caused because of that. If a problem is developed because of that, you can identify that problem. Then conclude that problem could have been avoided if an actual word that identifies a single entity was used rather than a word or words that identify a group of entities where a single entity is what is identified.

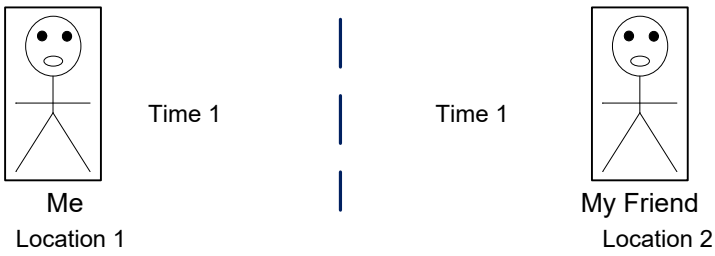
d. After working all the parts above, you should have a very good understanding of visual aspect of communication. Here all you need to do is to verify that statement. If a word refers to a single entity or a single item in a group, it is better to use an actual word that identifies that entity or that item rather than using a word to refer to the whole group. In other words, a single entity is identified in a group of entities, therefore a word that visually identifies that single entity is used rather than a word that identifies the whole group.

989. By working out multiple exercises above, we now have a very good understanding of visual aspect of communication. We already know that visual aspect of communication

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enables us to communicate about entities that we identify. As we have shown from previous exercises, the entities that we identify drive our communication. For example, we visually identify an entity, then that entity enables our communication. By understanding the overall process, we can see that visual aspect of communication enables us to think practically. For instance, practically we identify an entity that entities enables our communication. While I am talking to you, I see a sparrow in my balcony, then I tell you that I see that bird in my balcony. In this case, practically the identification of that bird enables me to communicate with you to provide that information to you. Since visual aspect of communication enables practicality of communication in relationship to what we identify, in relationship to visual aspect of communication, it makes sense for us to look at things that are not practical.

a. By understanding the explanation above, since visual aspect of communication enables practicality of communication, it makes sense for us to look at visual aspect of communication in terms of communication that is practical and communication that is not practical. To better understand that, here you are going to do the following: from your living room, you identify a chair where you measure that height and provide that information to your friend. In this case, the chair is located in your living room, but is not located in your friend living room. While you visually identify the chair in your living room, you do not visually identify that chair in your friend's living room. While you are located in your living room at the time you identify that chair, you are not located in your friend living room at the time you identify that chair. Here you are going to draw the model for each case. Below is an example.

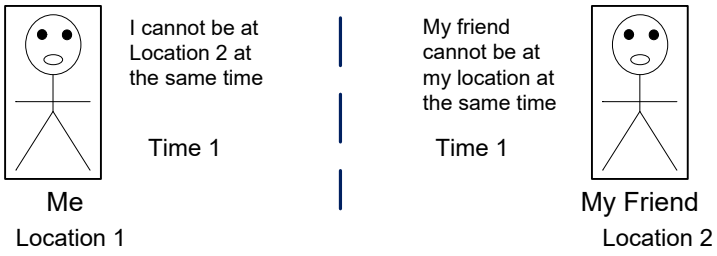


From the model above, it shows that at *Time 1* you are at location 1 where that location is the living room at your house. At the same time, your friend is at a different location. For example, at *Time 1* your friend is at his/her house. Annotating your models by providing additional explanation, repeat the same process for the chair, as well have the measurements you have taken. Provide additional explanation on each of your models. For example, at *Time 1* I am at *Location 1*, I identify the chair. I am not at *Location 2* at that time. At *Time 1* my friend is at his/her location and he or she cannot be present at the same time at my

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location. At *Time 2* the chair is located in my living room where I measure the height. That chair is not located at my friend at that time where I measure the height. If you want to, you can use map in your models.

b. Repeat the same process from the part above by using different annotations if you haven't done so. Here you simply have the same models or similar models, but only changing the annotations or providing more information on your models as shown below.



The model above provides additional explanation. As you can see, it is not practical or possible for you to be at you friend's location at the same time you are at your location. It is not practical as well for your friend to be at your location at the same time he/she is at his/her location. Repeat the same process for the chair, the information you have recorded, the providing information to your friend and so forth. You can also extend your annotation to add more information. For example, while I record the height of the chair, I have an idea of that height. It is not possible or practical for my friend to record that height at the same time at my location to have an idea of it.

c. By working out the parts above, you have shown an understanding of some practicality of visual aspect of communication. As we can see, there are things that are not practical or practical by visual aspect of communication. In this case, when we communicate we cannot communicate a certain way to show things that are not practical naturally but show some practicalities in our communication. What we mean by show some practicalities? We mean in a negative way which is viewed as error in communication. The way to look at it, if it is not practical, then communication cannot make it practical. For example, if you cannot be present at your location at the same time you are present at your friend's location, your communication cannot show that. If you cannot be present at your location at the same time you are present at your friend's location, you cannot communicate in a way to show that. If you do, then it is viewed as an error in communication. By working out the parts above and understanding this part here in this section, if you want to, you can elaborate more and provide additional explanation. You can also answer the following questions: Why it is not practical ….? Why it is natural

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….?. You can have as many questions as you want and answer them to provide additional explanation.

d. Now you have a good understanding of practical aspect of visual aspect of communication. From the parts above, you have shown things that are practical by visual aspect of communication and things that are not practical by visual aspect of communication. Since communication drives what we do, what happens when we try to do things that are not practical by visual aspect of communication? In this case, we simply develop problems. Here, you are going to identify some problems that are caused by misunderstanding of visual aspect of communication. For example, while it is not practical or natural to do something or perform an action in relationship with visual aspect of communication, however with misunderstanding of visual aspect of communication or misunderstanding of communication, someone tries to execute action that is not practical or natural. Therefore, problems are developed as a result of that. Here you can identify the problem and conclude that this problem should have been avoided if communication or visual aspect of communication was understood.

e. By understanding the feedback process in relationship with our parent, we can see that the fact that we have an entity identification problem, we receive feedback from our parent in order for us to identify entities properly. For example, during communication if we use a word that does not identify an entity or visually identify an entity, we receive feedback from our parent to use a word that identifies an entity or visually identify the actual entity. As we can see, a problem that is caused with misunderstanding of visual aspect of communication is solved with understanding of visual aspect of communication. From the problem you have identified above, it can be shown that the solution process is not understanding communication or visual aspect of communication. Here you are going to show that and conclude that the solution should be understanding of visual aspect of communication.

f. Visual aspect of communication is very important and should not be taken for granted. It is related to what we do. Everything that we do is related to visual aspect of communication. Here if you want to, you can show that by providing a practical example.

g. By working out all the parts above and the last two exercises, you can work out this part. Draw a model, which includes the chair and your communication. You can have a picture of the chair. Annotate the model in this form next to each entity. For example, *this is the chair, this is my communication*. *While I am*

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communicating about the chair, the chair stays the same. While I am communicating about the chair, the chair remains the same and doesn't change.

h. Continuing from your working of the part above, you have a model which includes the chair and your communication. Here, add your friend to that model as well as the height of the chair. In this case, you have 4 entities: the chair, the height information, you and your friend. If you want to, you can separate you and your communication as 2 entities. Next to the height information, add annotation to indicate the height of the chair. Another way to do it is to draw you, your friend, a communication link between you and your friend. Then add the model of the chair above the communication link as well as the height information. If you want to, you can indicate the height in the model of the chair instead. You can add similar annotation to the model as follows: *While I am providing the height information to my friend, the chair does not change. While I am providing the height information to my friend, the height of the chair remains the same*.

i. By working out the two parts above, if you haven't done so already, answer the following questions: Why is it not possible for my communication to change the height of the chair? Why is it not possible for my communication to change the height information? Why is it i not possible for my communication to change the chair?

j. After working out the two parts above, you have determined or verified that it is not possible for us to change an entity or information about an entity by visual aspect of communication. In other words, in terms of visual aspect of communication or in terms of communication, it is not possible to change an entity or information about an entity by our communication.

990. By working out various exercises above and having a good understanding of yourself, your friend, or simply *Entity Number 1* identified in exercise 84, here verify that both you and your friend cannot be identified by location. In other words, by working out exercises number 84 and 975-981, here show that both you and your friend cannot be identified by location. This is the same as saying, verify that location cannot be used to identify a person.

991. **Application of Visual Aspect of Communication:** By working out exercise 989 above, we have a very good understanding of application visual aspect of communication. Here, we are going to extend our understanding of visual aspect of communication. From exercise number 989 above, we have shown that in terms of executing a function, you

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cannot be at your location executing a function and at the same time at your friend's location executing that function. Your friend cannot be at his/her location executing a function and at the same time executing that function or another function at your location. For example, while you identify a specific chair in your living room and measure the height, it is not possible for you do that at the same time at your friend's location. Naturally, it is not possible.

a. Now, let's refer to exercise number 51 where you have an application that includes multiple people. This can be viewed as any application. For example, that application can be viewed as the fixing of your car, the repairing of the kitchen at your house, the buying of a house, the buying of car and so forth. Here, all you need to do is pick an application that you are part of. It can be application at work or any application you are in.

b. Here, you are going to model the application you have chosen above. Similar to exercise number 51, provide a model of that application including yourself and other people involved, your function in that application as well as the functions of other people in that application. After modeling that application, put that application on a map and identify the location of that application. That location is viewed as your working area or simply the area where the function of that application is executed. For example, for the repairing of a kitchen in your house, the working area is your house in the city you live. For the repairing of the car, it can be a shop where you take that car to repair in the city where that shop is. Here, you are going to have a map. You can draw the house on that map, for example, the house shown in exercise 707. On that map, you can have your model that shows you, other people in the application, and the house. If you choose to model your application at work, you can have the same thing, where that house is viewed as the site of operation.

c. Now, you can repeat a similar process above for your friend. While it is not necessary to do that, let's assume that your friend works at a location where he/she has a function. Here you can do a model for people you don't know. In this case, you can have a model where you put a couple of people, but you don't know them. Under each person, you can put unknown person, unknown function. For example, you may take the construction of a house, the fixing of a bridge, the managing of a restaurant and so forth. Those are functions that are executed by other people that you don't know. You simply have a model of them. Lay that model on a map. That map can be another city, another state, another country and so forth.

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d. Here, using both parts above to verify that you are only part of your function above and you are not the part of the other function. Show that the people that you don't know or your friend and so forth are not a part of your function and you are not a part of their function as well. The way to look at it, in terms of visual aspect of communication it is shown that while you are working on fixing your kitchen, you are the only person in that application and the other people who are helping you that are part of that application. Other people outside that application are not part of that application. Visually and naturally this is how it is shown. While your friend or other people are working on their applications, you are not part of their applications. For example, while some other people are working to fix a bridge in another city, you are not a part of fixing that bridge. Even if you are aware of it or read about it from the news, but you are not a part of it. Here, you need to show that.

e. By working out the parts above, you should have a very good understanding of visual aspect of communication. As pointed out above, visual aspect of communication enables us to identify applications we are a part of and applications we are not a part of. Because of that, it is not possible for us to communicate about applications we are not a part of in a way to show that we are a part of them. For example, while you are fixing the kitchen at your house, you are part of that application. In your communication, you can show that you are part of that application. While other people are building a house or fixing that bridge, you are not a part of their applications. You cannot communicate like you are a part of their applications.

f. By understanding the part above, here you are going to show that we develop problems when we don't understand that. Here, you are going to identify one or more problems that we develop when we misunderstand that. You are going to use newspaper, television, radio or so forth to identify problems that are developed because of that misunderstanding. To do that, you are going to have two models. You are going to identify an application that is executed by some people at a location. You are going to use a map to lay that model. Then you are going to use a second model for another application that is executed by other people in another location. Lay that on that map as location number 2. The first one you have identified is location number 1. Now you have identified two applications that are executed by different people—separate people—at separate location. Here, separate location can be city, state, county, country, houses, and so forth.

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g. Continuing with your workout above, here you are going to show that a problem is developed because some people who are at a location are not part of a specific application, but want to make change in that application. As you have identified previously, you are part of your application and you have a function in that application, but you are not a part of the bridge application and you have no function in that application. Here, continue with your modeling approach; you are going to show that here.

h. Continuing with your workout above, you are going to show here that the problem is caused because of misunderstanding of communication or visual aspect of communication. As you have pointed out, visually you are not a part of the bridge application or the building of the house application. Therefore, it is not possible for you to make changes to that application. As you have pointed out, visually it is not possible or natural. By misunderstanding visual aspect of communication, it is possible for us to think a certain way where we feel that we can do things that are not naturally possible. When we do that, we simply develop problems. You will need to point that out here and elaborate in your workout.

i. As you have shown above, the problem is caused by misunderstanding of visual aspect of communication. By misunderstanding visual aspect of communication, we talk a certain way and we act a certain way. For example, by misunderstanding visual aspect of communication, we talk like we can change functions at locations where we are not present in applications that we are not a part of. By misunderstanding visual aspect of communication, we act like we can change functions at locations we are not physically present in application, we are not a part of and we cannot be a part of. To solve this problem, we need to understand communication or visual aspect of communication. By understanding visual aspect of communication, we would not say that we can change functions at locations where we are not present in applications that we are not a part of. By understanding visual aspect of communication, we would not think that we can change functions at locations we are not present in applications that we are not a part of. Here, you are going to verify that and elaborate more.

j. From above, you have identified problems that are caused by misunderstanding of visual aspect of communication. You have shown that by misunderstanding visual aspect of communication, we talk in a certain way that develop problems. Here, in terms of talking in a certain way, identify the communication from our workout. For example, you can use the same article or news you have identified.

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Identify some words in the communication that caused the problems. Perform some analyses on those words by flagging them as errors.

k. Extend your workout above by providing possible corrections for those words. The way to look at it, you have some analyses above by identifying some words as errors. Here, you are going to identify some other words that can be used as substitution for those words. The substituted words are viewed as possible corrections for the identified errors. In your workout, you can have a table similar to this one.

Word Flagged	Word Substituted	Explanation
Word 1	Word 2	

As shown from the table above, the flagged word is the word that you have identified as error. The substituted word is the word that you replace or to be replaced in order to correct the error. In the explanation column, you can provide additional explanation. For example, why that word should not be used and why the substituted word is the word that should be used.

l. Now you have performed some analysis above, where you identified words that should be used to enable the correction of the errors. Here, you are going to provide feedback, if necessary, in order to enable the correction. The way to look at it, in terms of visual aspect of communication, a word is used where that word does not visually identify an entity. The usage of that word makes us think a certain way that develop problems. You have identified other words that can be used that visually identify actual entities that can be substituted to solve that problem. Here you simply provide feedback to enable the correction so the problem can be solved.

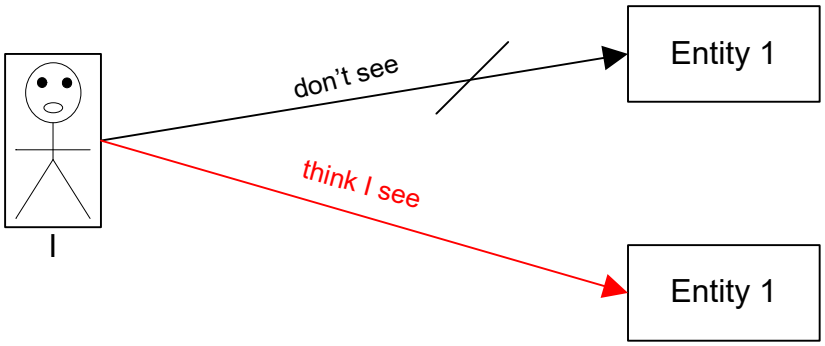
992. Now that you have a very good understanding of visual aspect of communication and the application of visual aspect of communication, you may see a lot of things or identify a lot of entities. However, those things are not visible to us in our communication. A lot of things that are not visible to us are disregarded by visual aspect of communication where things that are visible to us are regarded. In other words, using visual aspect of communication, we disregard entities that are not visible to us and regard entities that are visible to us. Another way to say it is, communication allows us to communicate about entities that we identify where we disregard entities that we don't identify. You can verify that by providing a practical example if you want to. You can use news articles,

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radio, or television to do your workout. In other words, show that by using visual aspect of communication, we communicate about entities that we visually identify and disregard entities that we don't identify. As an example, if *Word 1* points to *Entity 2,* where *Entity 2* is not identified, *Entity 1* is visually identified, then *Word 1* should point to *Entity 1* instead rather than *Entity 2*. That makes sense because the word should point to the entity that is identified rather than the one that is not identified.

993. By working out the last four exercises above, we can see that misunderstanding of visual aspect of communication develops problems. The reason for that is because communication enables us to think a certain way. For example, while we may identify an entity, we may think differently depending on what we think that entity is. As we can see, this is the problem. Since the entity that we identify enables our communication, we should think about an entity according to what it is, not what we think it is. When we think according to ourselves rather than according to an entity that we identify, we simply develop problems, because we think about an entity that we don't identify. In this case, we simply disregard the identification of that entity and think about something different. Here, if you want to, you can verify the whole explanation by providing a practical example before going farther.

    a. In your workout above, you can have a model similar to the one below. For example, while I don't see that, I think I see this.



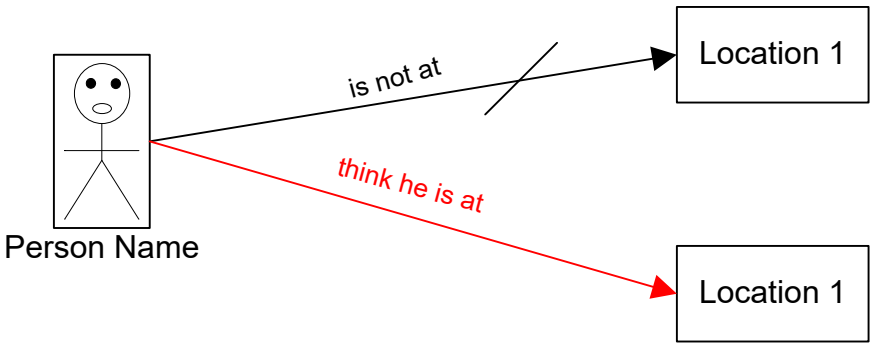
The model above is an example: I don't see *Entity 1*, but I think I see *Entity 1*. We use the red color to show that is an error. The way to look at it, while I don't see that entity, I think I see it. In this case, I simply think about another entity in my mind where that entity does not exist or may not exist. This is basically the process of problem development when visual aspect of communication is disregarded. We identify an entity. That entity serves as input which enables us to communicate about it. In our communication, we show that visibly or the identification of that entity. If we don't identify an entity, we have no input that serves us to communicate about that entity. In this case, we cannot use words in

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our communication that show that identification of that entity. When we do that, we simply think in a way that enables us to develop problems.

b. Repeat the process above by using a similar model. For example, while I see *Entity* 2, I think I see *Entity* 1. Here, "I" can be anybody. You can also think it like this. While *Entity* 2 is visible to some people, however some of them think about *Entity* 1 instead rather than the one that is visible to them. If you want and you haven't done so, you can show or identify problem development based on that. What we mean by that is identifying a problem that is caused by this misidentification.

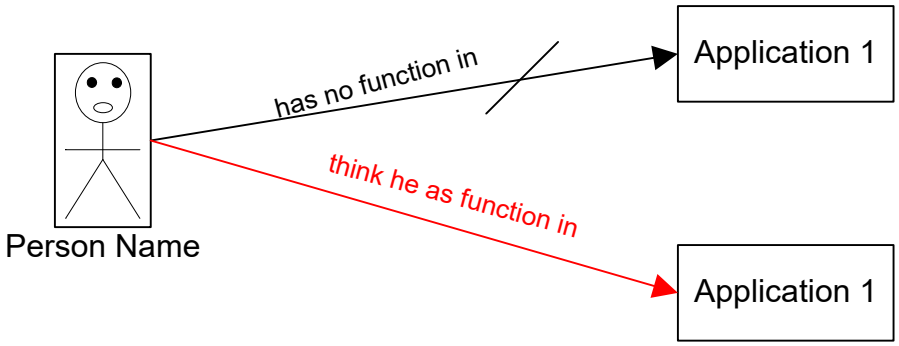
c. Now continue with your workout above in relationship with exercise number 991. As you have shown in exercise number 991, it is not possible to be at a location that is not your working area to in an application in that location. It is not possible to have a function in an application where you are not a part of that application. Here, you are going to use the model above to show that.



From the model above, as you have identified in the newspaper, radio, or television, or any other article, you can use the name of that person. For example, that person thinks he/she is at a location where visually that person is not at that location. In your workout, you can have multiple models. Here you can identify the problem and verify that it is caused because that person is not at a location, but think that he/she thinks he/she is at that location. The overall problem is caused by misunderstanding of visual aspect of communication. You can give more explanation and elaborate more.

d. Here, you are going to continue your workout above, by drawing a couple of models similar to the one below. For example, as shown by the model below, that person has no function in that application, but thinks he/she has a function in that application.

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Similar to the model above, in your model you are going to identify that person's name and the location of that person. For example, that application is executed at *Location 1*, where that person is at *Location 2*. Visually, that person can be identified at *Location 2* and visually that person cannot be identified at *Location 1* where *Application 1* or *Project 1* is executed. However, that person thinks he/she is at *Location 2* and have a function in that application so he/she can change that application. Here you are going to verify that is not possible or natural. Using visual aspect of communication, it is not practical. You are going to identify the problem caused by that and elaborate that the problem is caused by misunderstanding of visual aspect of commutation. In your workout, you are going to identify the name of the person, the name of the application, the location of the person, and that application. You can have a table similar to the one below to show that information.

Person Name	**Person Location**	**Application Name**	**Application Location**
Person 2	Location 2	Application 1	Location 1

As shown above, the person who thinks he/she is a part of that application is at location 2, where that application is executed at location 1. Visually, it is shown. In addition to that, you can use the map to show the location of that person as well as the location of that application in order to verify that the person is not at the location of the application and has no function in that application.

e. By working out both parts above, show that the solution of the underlying problem is understanding of visual aspect of communication or simply understanding of communication. The way to look at it, because someone does not understand communication or visual aspect of communication, that person develops problems that are caused by that misunderstanding. The solution for that problem is understanding visual aspect of communication or simply

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understanding communication which enables correction and solution of that problem. Here you are going to elaborate more.

f. If you want to, repeat parts *c* and *d* above by drawing the following models: *Person Name* is at *Location* 1, but he/she talks like he/she is at *Location* 2. I see *Person Name* at *Location* 1, but he/she thinks he/she is at *Location* 2. *Person Name* is visually identified at *Location* 2. *Person Name* is not visually identified at *Location* 2. *Person Name* is a part of *Application* 2, but not a part of *Application* 1. *Person Name* has function in *Application* 2, but has no function in *Application* 1.

g. By working out the part above, as well as other parts of this exercise especially part *a*, you can see that a person thinks he/she sees something. However, that person doesn't see that thing or sees something else. In other words, let's assume that *Entity 1* exists and then you can identify it. Then that enables you to communicate about that entity as we have learned. On the other hand, if the entity does not exist, there is no input to enable you to communicate about that entity. In relationship to what we have just said, we can see that, that person is not at *Location 1*, however he/she thinks he/she is at the location. That person is not in *Application 1*, however he/she thinks he/she is in that application. In this case, that person communicates like he/she is at *Location* 1. That person communicates like he/she is in *Application* 1 and has a function in that application. While visually we don't see that, but that person thinks like that. As we can see, what we identify and think naturally is not what that person identifies and think. In this case, we can see that person thinks about entities that do not exist or an entity that does not exist naturally. In this case, the way that person thinks is the problem. Here you are to continue your workout by drawing the following models: *Person Name* is at location 2, person name should not talk like he/she is at location 2. *Person Name* is at *Location* 2, *Person Name* should not communicate or say he/she is at *Location* 1. *Person Name* has no function in application 1, *Person Name* should not talk like he/she has a function in *Application* 1. *Person Name* is at location 2, *Person Name* can communicate like he/she is at *Location* 2. *Person Name* is in *Application* 2, *Person Name* can communicate like he/she is in *Application* 2. *Person Name* has function in *Application* 2, *Person Name* can communicate like he/she has a function in *Application* 2. As we can see, the existence of an entity enables the communication about that entity. In this case, the existence or presence of *Person Name* in location 2 enables *Person Name* to communicate about that location as

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well as the function of that person at that location. However, since *Person Name* is not present at *Location* 1, *Person Name* is not able to communicate like he/she is at *Location* 1 and has a function in *Application* 1. Here, you are going to draw the following models: existence or presence of *Person Name* at location at location 2, enables *Person Name* to communicate about location 2. Existence or presence of *Person Name* at *Location* 2, does not enable *Person Name* to communicate about *Location* 1. Existence or presence of *Person Name* in application 2, does not enable *Person Name* to communicate about function in *Location* 1.

994. By working out the exercise above, we have a very good understanding of visual aspect of communication as well as problems developed with misunderstanding of visual aspect of communication. From the above exercise, we have shown that when we communicate about an entity that we don't identify, we simply develop problems. In this case, we think about the existence of an entity, while that entity does not exist. That enables us to act like that entity exists, even though that entity does not exist. This process enables us to think negatively which enables us to develop problems. From the exercise above, we have shown that only people who are present at their respective locations can communicate about their locations as well as communicate about functions that are executed at their location. We can also say that only people at their respective locations who a part of functions executed at that location can communicate about functions executed at that location. In this case, those people are parts of those functions. People outside that location who are not part of the functions executed at that location cannot communicate about that location. As we have shown above, visual aspect of communication does not enable that to happen. When we disregard visual aspect of communication and try to make that happen, we simply disregard a natural process while we simply develop problems.

    a. Here you are going to answer the following questions: Is it possible to control another person? Yes/No. If you answer yes, then answer the following question. How can someone control another person?

    b. If you answer yes above, use visual aspect of communication to show how that it is possible. If you answer no from above, use visual aspect of communication to show why it is not possible.

995. By having a very good understanding of visual aspect of communication, we are very familiar with the following terms: *Visually Identified by Communication, not Visually*

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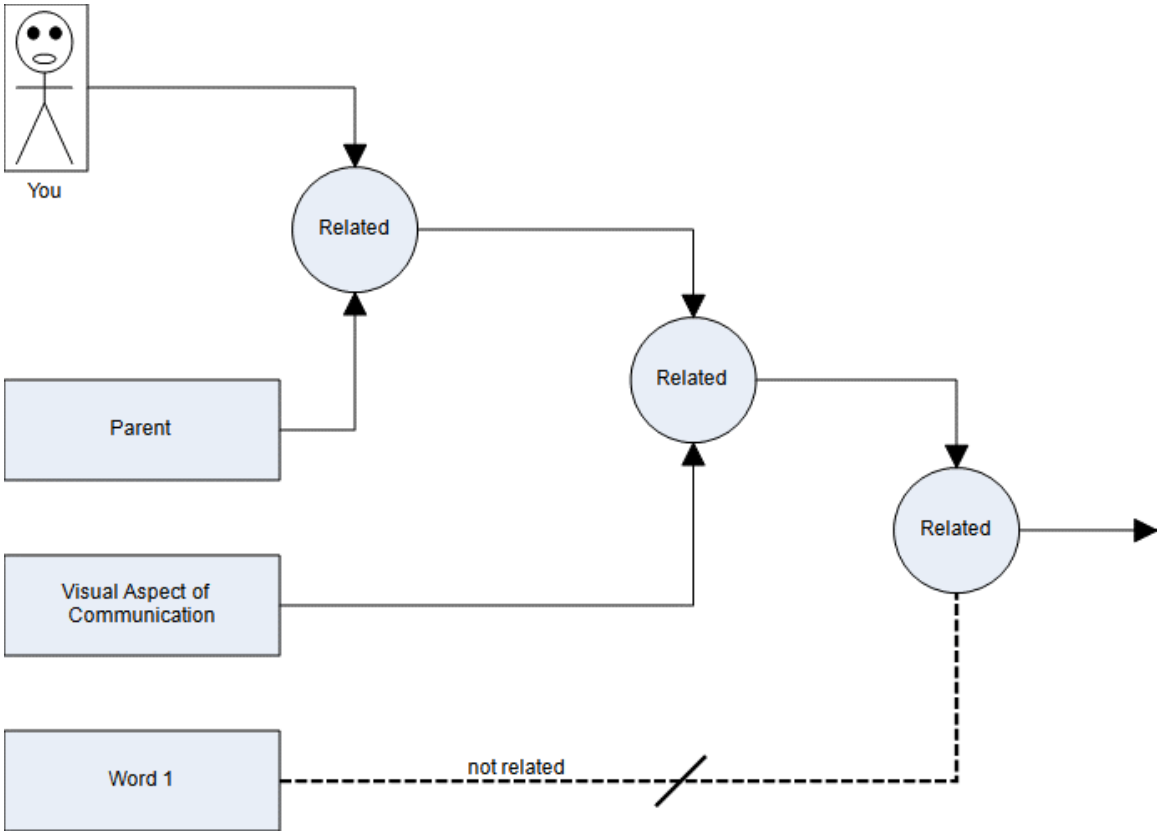
Identified by Communication. If a word is used in a sentence, then that word identifies an entity. If a word is used in a sentence, that word must visually identify an entity. In this case, the identification of an entity a word is referring to, enables us to understand that sentence. For example, if a sentence is made of 5 words, where each word identifies an entity, then it is possible for us to understand that sentence. On the other hand, if two of those words do not visually identify any entity, then that leaves ambiguity which enables us not to understand that sentence easily. In relationship with what we have just said, let's consider this case. A word is used in a sentence. That word is correct but does not visually identify an entity. In this case, to understand that sentence easily, a word that identifies an entity can be used as a substitution instead. This is the way to look at it, *Word 1* points to *Entity 1*, where *Entity 1* is visually identified by a person. However, when that person communicates with another person, that entity is not visible by the other person. Since another word exists that is visible by that person, it is better to use the other word instead. While that may not be important or necessary, if you can find such a case, you can use it to work out this exercise as a practical example. To better understand the explanation, let's take it like this: *Person 1* communicates with *Person 2*, where *Person 1* repeats a sentence of 5 words. *Word 1* visually identifies *Entity 1* by person 1, but *Entity 1* is not visually identified by *Person 2*. However, *Entity 2* is visually identified by both *Person 1* and *Person 2*. In this case, it is better to use *Word 2* or another one that is visually identified by both persons. Doing so makes the communication more understood and portable. From that, we can conclude that in a communication it is better to use words that are identified or visually identified by all parties involved in that communication.

996. Now you have a very good understanding of visual aspect of communication. You have shown that misunderstanding of visual aspect of communication enables us to think negatively which develops problems. In this case, a person may think negatively and use words that do not exist because of misunderstanding of visual aspect of communication. You have also identified many problems that are caused by misunderstanding of visual aspect of communication. Here, all you need to do is to find some words in the same article that you have used. You can identify those words and invalidate them. In other words, in the article you have used, find some words that give rise to those problems and invalidate them using visual aspect of communication. For example, if *Person Name* uses *Word 1*, where *Word 1* supposes to identity—or visually identify—*Entity 1*, you need to draw a model that says: *Word 1* is supposed to identify *Entity 1* or *Word 1* does not visually identify *Entity 1*. Since *Entity 1* does not exist or it is not identified by *Word*

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1, so *Word 1* does not exist as well. Here you need to show that *Entity 1* does not exist neither does *Word 1*.

a. After working out the part above, use our relationship with our parent to show that *Entity 1* or *Word 1* does not exist. You can have a model similar to the one below.



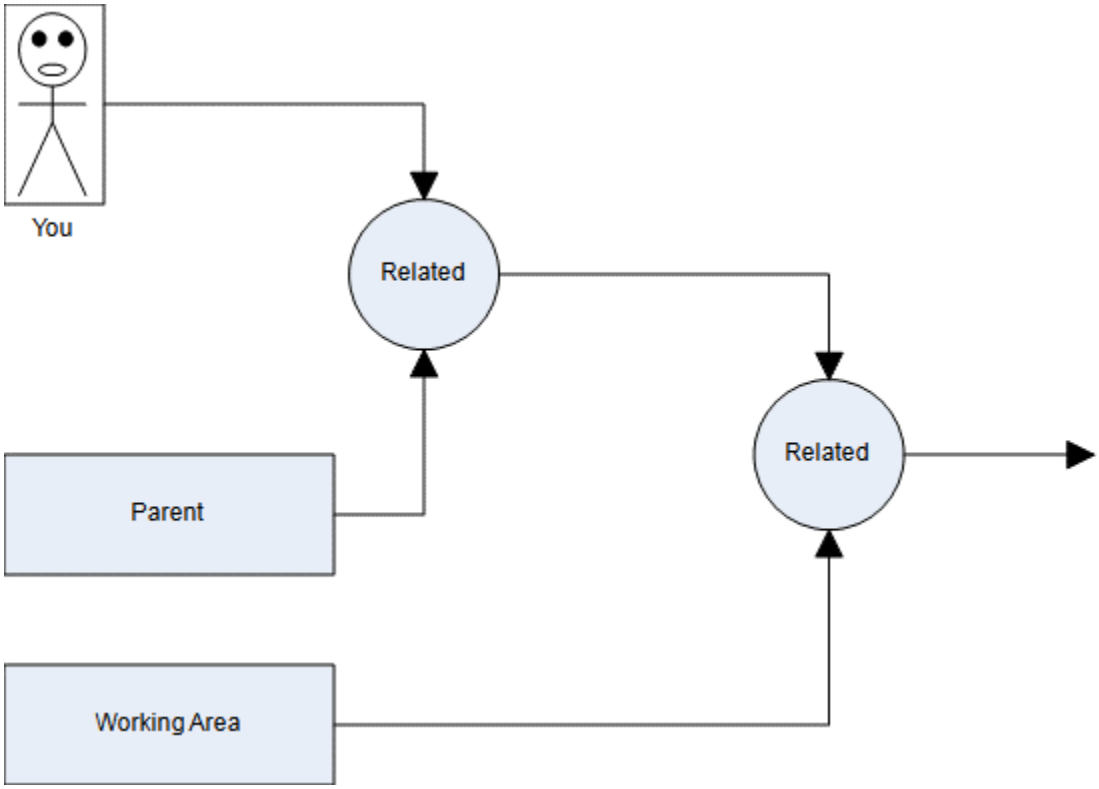
The way to look at it is that while we get feedback from our parent, we never think that the principle of communication is related to visual aspect of communication. Visual aspect of communication is a part of principle of communication. All you need to do here is to invalidate the word or the entity using visual aspect of communication in relationship with our parent.

997. From exercises number 991 above, you have identified your working area. Your working area is viewed as your area of operation. All you need to do here is to define the terms *Working Area* or *Area of Operation*.

a. Now, use the map to sketch the boundary of your working area. Here, you can sketch your working area or you can draw in a map with a highlighter to show the boundary of your working area.

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b. Here all you need to do is to show the relationship with your parent and your working area. You can draw that relationship in the form below and verify your understanding of that relationship.



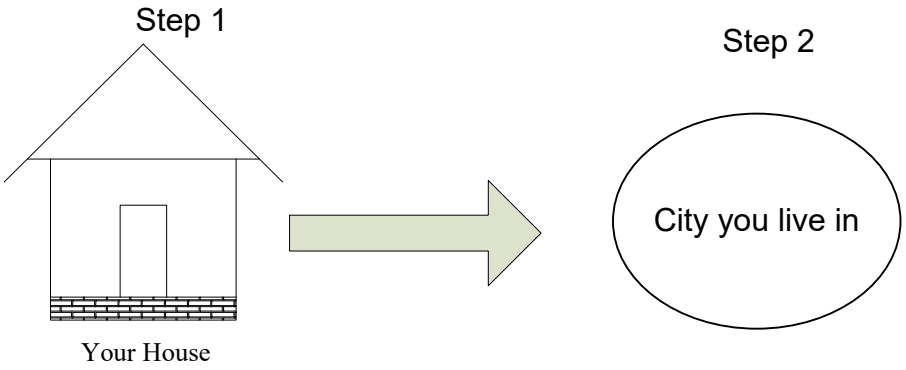
While the model above shows the resulted relationship, in your workout you should have two models before the one above: One of them should show the relationship between you and your parent and the other model should show the relationship between you and your working area. Provide additional explanation in your workout.

c. From your workout above, show that when that relationship is misunderstood, problems develop. You can use problems you have identified from previous workouts as a baseline. In this case, you have already identified those problems from your previous workouts. Here all you need to do is to verify that the misunderstanding of that relationship caused the problems. You will need to elaborate more in your workout and provide additional explanations.

d. Depending on how you have identified and defined your working area, here you are going to identify your working area in terms of steps. For example, at step 1, you identify your working area and verify why it is your working area, then go to step 2, step 3 and so forth. The model below shows an example. In your workout, you can use a map, map overlay or transparency with map and so forth.

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You can also use the visually identified model with annotation to show that the identified area is your working area. For example, you can have a marker and highlight a circle in a map and annotate *this is my working area*. *This is visually identified as my working area. This identifies my working area*.



From the model above, at step 1 you identify your house as your working area, then at step 2, you identify the city you live in as your working area. In each step, you need to verify whether the entity you identify is considered your working area. You can have a table similar to the one below.

Step	Entity Identified	Reason
1	My house	

As shown from the table above, at step 1, you identify your house as your working area. In the reason column, this is where you answer the question why this entity is considered to be my working area. You are going to have multiple steps: step 2 is the city you live, step 3 is the county you live in, step 3 is the state you live in, and step 4 is the country you live in. In addition to that, in step 4, you can label it final step, where that entity is considered to be your final working area. In this step, you can answer this question: Why is this entity considered to be your final working area?

e. Continuing from your workout above, identify other entities outside. For example, if you use a map, you can identify other houses, other cities, other states, other countries and so forth. Verify that those entities are not considered to be your working area. In this case, you have 2 models for each step and 2 tables. For example, if you identify *House 1* as your working area, then you have identified another house as another entity where that house is not your working area. Then you will have a reason for why. The same as if you have identified a city/state/country as your working area which is viewed as the first entity, then

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you can identify a second entity in the map which is viewed as city/state/country that is not considered to be your working area. In the reason column, you should answer the question: Why isn't the second entity considered to be your working area? Use the visually identified model with annotation to show that the identified area is not your working area. For example, you can have a marker and highlight a circle in a map and annotate *this is not my working area*. *This is not visually identified as my working area. This does not identify my working area*.

f. From *part d* above, for each step, you have identified an entity where that entity is considered to be your working area. Here you are going to use visual aspect of communication to verify or show why that entity is considered to be your working area. You should provide a practical example and explanation in your workout.

g. From *part e* above, for each step, you have identified an entity where that entity is not considered to be your working area. Here you are going to use visual aspect of communication to verify or show why that entity is not considered to be your working area. You should provide a practical example and explanation in your workout.

h. By using visual aspect of communication, you have identified your working area and the boundary of your working area. With misunderstanding of visual aspect of communication, it may not be possible for some of us to identify our working areas or our boundaries. With the absence of visual aspect of communication, it is possible for some people to misidentify their working areas and their boundaries. Here, you are going to show that by providing a practical example. You can have a table similar to the one you have done above for each step. For example, as shown below.

Step	Entity	VAC Understood	Problem Identified
1	House		

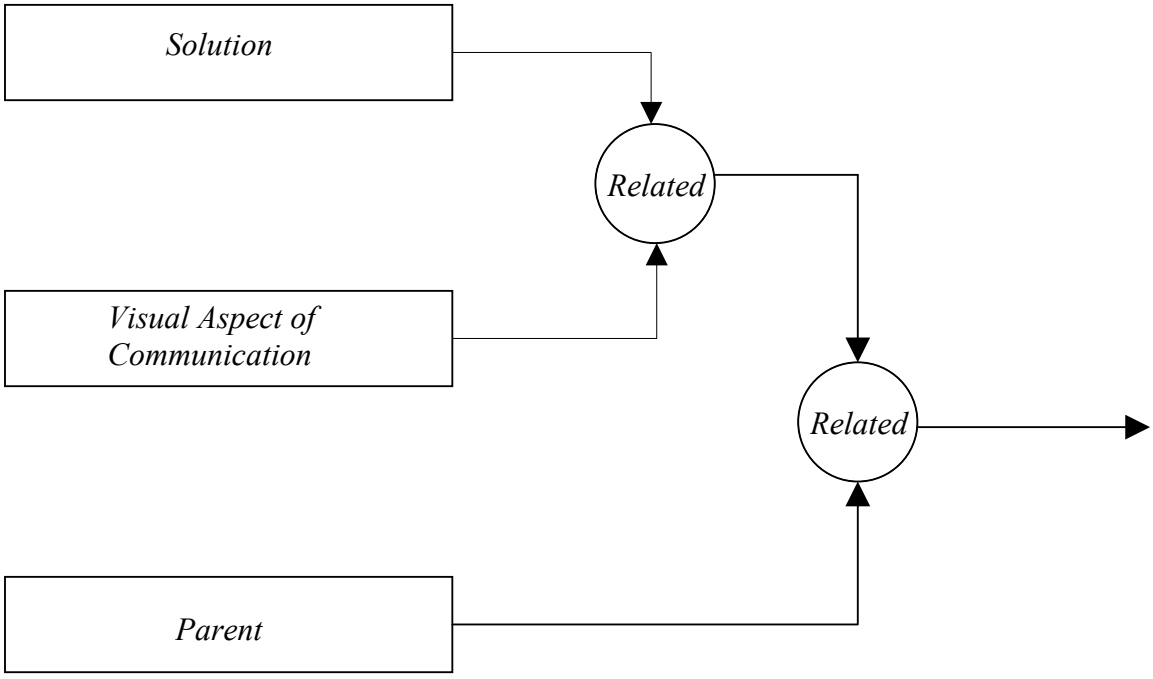
From the table above, at step 1, a house is identified as a working area, however with misunderstanding of visual aspect of communication, this house is misidentified as a working area. Because of that, a problem is developed. Here you are going to identify that problem in the problem identified column. In the VAC understood column, you are going to put yes/no whether the misidentification of that house is a result of visual aspect of communication. You are going to do that for each step: city, county, state, and country. In your

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workout, you are going to provide additional explanations and show your observation.

i. For each problem you have identified above, if you want, to show that the problem should have been prevented with the understanding of visual aspect of communication. The way to look at it, an entity is identified, that entity is well identified with visual aspect of communication. An entity is misidentified with the absence of visual aspect of communication which develops problems. In order to solve those problems, visual aspect of communication must be understood. The understanding of visual aspect of communication enables people to communicate relatively about entities that they identify. In this case, they think positively about the identification of those entities.

j. Here, provide feedback necessary in order to enable the solution of those problems. The way to look at it, in relationship with our parent, if we communicate about misidentification of an entity, then we get feedback from our parent that enables us to identify that entity properly. Here, feedback can be given related to proper identification of those entities in each step. In your workout, you can have a model similar to the one below to show the relationship between the solution and our parent.



k. Referring to exercises 707 and 708, show that the absence of the principle limits our mobility. Here, you can think it in terms of visual aspect of communication,

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given that visual aspect of communication is a part of our parent's principle. Therefore, the absence of visual aspect of communication limits our mobility.

l. If you haven't done so from previous parts yet, here show that visual aspect of communication limits your working area. You can do for each step and have a table. For example, in step 1, you have identified your house as your working area. Here you can verify that your working area is limited to that house. As well as in the final step, you have identified your country as your final working area. Here you can show that your working area is limited to your country.

m. By working out all the parts of this exercise, especially part *b* above, verify that your working area is defined by our parent. This is the same as saying, verify your working area is defined by your parent.

n. By working out all the parts above, if you haven't done so, you can answer the following questions: What is that area considered to be your working area? Why is the area you have identified considered to be your working area? Why isn't that area considered to be your working area? Why isn't the other area you have identified considered to be your working area? You can answer the questions for each step.

998. From multiple exercises above, we have learned about visual aspect of communication and the application of visual aspect of communication. As we have learned, visual aspect of communication is a part of life and we cannot change that. Visual aspect of communication is a part of communication. Visual aspect of communication is a part of us and it is naturally a part of life. If something cannot be done naturally, it is disregarded by visual aspect of communication. In this case, communication cannot assume that it can be done naturally, because it is not possible. As we have shown above in many exercises, when we disregard visual aspect of communication, we simply develop problems in life. For example, if something cannot be done naturally and we think that it can be done naturally, we simply develop problems. If something cannot be done naturally and we talk like it can be done naturally, we simply commit errors in communication which develop problems. From previous exercises, we have identified many instances and may problems that are developed because of misunderstanding visual aspect of communication. If something cannot be done naturally, if we talk like it can be done, we simply disregard communication or visual aspect of communication. As we talk like that, it is not possible to make that thing happen. Therefore, we have to respect visual aspect of communication and understand that our communication comes after information or after entities that we identify.

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a. To better understand the explanation above, you are going to do the following: From exercise number 732, you have shown that there is a relationship between you, your friend, and your parent. Here, show the model of that relationship again. All you need to do here, is to redraw that model for this part of this exercise.

b. Here, you need to extend your workout above by expanding the model to include visual aspect of communication. In this case, you are going to represent the same model, but add visual aspect of communication. You will need to explain and show your understanding of that relationship. If you have done so in previous exercises or parts, you can skip this part.

c. By working out the part above, you have shown that there is a relationship between you, your friend, your parent, and visual aspect of communication. Using visual aspect of communication, it can be shown that, while you can give a cup of water to your friend, but you cannot drink it for your friend. Here, verify that using visual aspect of communication.

d. Continuing from your workout above, assume that you have 3 bottles of water. Your friend is thirsty and you give one bottle of water to your friend. Here, identify the underlying problem. In other words, here identify the problem that needs to be solved. Using visual aspect of communication, verify that it is not possible for you to drink the water for your friend. In other words, while you can give your friend a bottle of water, however you cannot drink it for your friend. Here, using visual aspect of communication, verify that is not possible or practical.

e. Continuing with your workout above, you may have shown that it is not possible or natural to drink for your friend. Here, you are going to extend your workout above. While you may have shown that it is not practical using visual aspect of communication, however with misunderstanding of visual aspect of communication, it is possible for some people to think that it is practical and talk like it is practical. Here, you are going to extend your workout above. In this case, you are going to use some newspaper articles, radio, television, or some other sources or from your previous workouts. You are going to identify some communication where some people think that can happen. For example, you may find in an article or any other source something similar. For example, while aid is given to someone one or some people, however it looks like someone, some others, or the originator(s)/donor(s) talks or acts like they can use it for the

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recipient(s). Here, using visual aspect of communication, you are going to show that it is not practical or natural.

f. From the part above, you have shown that misunderstanding of visual aspect of communication enables us to think in a certain way that develops problems. Misunderstanding of visual aspect of communication enables us to talk in a way that develops problems. Here all you need to do is identify the problem that is intended to be solved. For example, think it like this. I give you *Entity 1*, where *Entity 1* can be used to solve *Problem 1*. In this case, *Problem 1* is the problem that is intended to be solved. After identifying the problem that is intended to be solved, show that additional problem (s) is/are developed because of misunderstanding of visual aspect of communication. You may identify additional problems that are developed as a result. You need to identify each of them and give an explanation for each. You can have a table to show more information.

g. The part above may require a good understanding of visual aspect of communication, however you can think it this way. If *Problem 1* is the problem that needs to be solved, I give you *Entity 1*, where *Entity 1* can be used to solve *Problem 1*. Because of my misunderstanding of visual aspect of communication, I think and talk like I can use *Entity 1* for you to solve *Problem 1*. In this case, an additional problem is developed. You need to identify the additional problem(s). Now, if you misunderstand visual aspect of communication as well, you also think that I should use *Entity 1* for you in order to solve *Problem 1*, other additional problem(s) are also developed. You need to identify them. You can have two cases and provide an example for each case.

h. From above, you have identified problems caused by visual aspect of communication. If you want to, you can have a table where the person name, group(s), or person is represented. Here, if necessary, provide feedback to enable the correction and to solve the underlying problem. The way to look at it, if I give you *Entity 1* to be used to solve *Problem 1* and I feel—act and talk like—that I can use it for you, then I misunderstand visual aspect of communication. In this case, you can give me feedback to help me understand visual aspect of communication to help solve the underlying problem. As well as, if I give you *Entity 1* to solve *Problem 1* and you talk and act like I should use it for you to solve that problem, then you also misunderstand visual aspect of communication. In this case, you need to learn visual aspect of communication in order to help solve the underlying problem.

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i. By working out all the parts above, if you want to you can answer the following questions: What would have happened if it was possible for you to drink the cup of water for your friend? What would have happened if it was possible for you to drink the bottle of water for your friend? Similarly, ask and answer the same question related to the identified entities from the parts above.

j. If you want to, you can re-approach the same exercise in a project or application, specially *parts e to h*. Here, consider the donor(s)/provider(s) as an application while the recipient(s) as another application or project. Here, you can have a table that shows the name of each application and function of each person in each application. In this case, you are going to have multiple tables. You can have an explanation column in your tables to provide more information. In your workout, you also need to identify the location of each project. Here we mean the location where each project is executed.

k. Here, you are going to answer the following questions: Why isn't it possible for you to drink the water for your friend? Similarly, ask the same question to the part above. In other words, ask similar to this question in the part above.

999. **Historical Event Analysis Related to Visual Aspect of Communication:** Referring to exercise number 21—the historical event analysis exercise related to error in communication, you should have a very good understanding of historical events and error in communication. Here, you are going to look at historical events related to visual aspect of communication.

a. To start you are going to identify multiple events. You can use your country history as an example or whatever you want. You can have a table similar to the one below.

Year	Event	VAC Misunderstood
Year 1	Event 1	

From the table above, *Year 1* is the year the event happened, where *Event 1* is the name of the event. In the *VAC Misunderstood* column, you can state whether or not that event happened because of misunderstanding of visual aspect of communication. You can have multiple examples expand to many, many years. For example, you can use 500 years' time frame, 200, 100, and so forth up to today.

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b. For each event identified above, you are going to identify the problem related to that event. For example, you can have a table similar to the one below to identify the problem.

Year	Event	Problem
Year 1	Event 1	Problem 1

From the table in the problem column, you name each problem related to that event. Now, you are going to answer this question: Is the problem related to visual aspect of communication? If you determine the problem related to visual aspect of communication, you can answer yes or no. You can also have a table similar to this one.

Year	Event	Problem	Related to VAC
Year 1	Event 1	Problem 1	Yes/No

From the table above, *Related to VAC* means that the problem is caused or related to misunderstanding of visual aspect of communication. After identifying the problem, you can answer yes or no the problem is related to misunderstanding of visual aspect of communication.

c. As pointed out above, you have identified multiple problems during many years up to today. You have determined that whether or not those problems were caused by misunderstanding of visual aspect of communication. In this case, you have identified many problems that are/were caused by misunderstanding of visual aspect of communication. Here, you are going to ask and answer this question: Is the problem solved yet? You can have a table similar to the one below.

Year	Problem	Solved
Year 1	Problem 1	Yes/No

From the table above, in the *Solved* column, for each problem you have identified up to today, you can answer yes/no whether the problem is solved. If you answer yes to all of them, then you are done. You completed this exercise; if not continue to the parts below.

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d. Now you have identified many problems from the past up to today that are caused by misunderstanding of visual aspect of communication. By understanding the feedback process from our parent, if a problem is developed by misunderstanding of visual aspect of communication, it must be solved by understanding of visual aspect of communication. In this case, feedback can be given to help understand visual aspect of communication. For example, as of today, during a communication where it shows that a person does not understand visual aspect of communication, then feedback can be given to that person to help understand visual aspect of communication. Here you are going to take yourself as a part of solutions of those problems by providing feedback to help solve those problems. In this case, you are going to provide feedback whenever you think it is necessary to help understand visual aspect of communication in order to solve those problems.

e. Continuing from your workout above, those problems were caused—or have been caused—because of lack of feedback related to visual aspect of communication. Those problems could have been prevented if feedback was given related to visual aspect of communication. By taking feedback into consideration, not only can we solve those problems, but we can also prevent them. By working out the part above, you have verified that. In your workout above, if you want to, you can have a table with a feedback column labeled *Feedback Given*. For example, for each event you identify, you can put in the feedback column, *yes/no* to determine whether or not feedback was given.

1000. By working out exercise number 993, you have identified one or more persons who try to change or modify an application or project they are not a part of. The reason for that is because of misunderstanding of visual aspect of communication. From your workout, you have had the following model or similar:



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From the model above related to your workout, you have shown that *Person 1* cannot adjust or make changes in *Project 1* or *Application 1* at *Location 2*, because *Person 1* is not at *Location 2*. He/she is no in *Project 2* and has not function in that project. The reason that happens is because of misunderstanding of visual aspect of communication. From the model above, while we show a single person and function, you can have a model of multiple people and functions. From your working, you have shown that the reason *Person 1* thinks like that is because of misunderstanding of visual aspect of communication. Here you are going to verify that the same misunderstanding of visual aspect of communication that enables a person to think that he/she can make changes to an application or project at another location even though he/she is not present at that location, has no part of that project, and has no function in that project is the same misunderstanding of visual aspect of communication that enables that person not to understand his/her own function at his/her own location in his/her own project or application. In other words, if I misunderstand visual aspect of communication and think that I can make changes to a project at your location, even though I am not at your location, not in your project, and have no function in your project, is the same misunderstanding of visual aspect of communication that enables me not to understand my function in my project at my location.

In order for you to verify that, you are going to do the following: You are going to identify the function of that person at his/her own location. The function you are going to identify for that person is based on what that person is doing. In this case, you are going to have a table similar to the one below.

Person Name	Person Function	Function Description
Person 1	Function 1	Description 1

From the table above, you identify that person and you put the name of that person in the Person Name column. Now, for the function description, you are going to describe the function of that person based on what that person does. You may have a problem to describe that depending on you. For instance, if you feel that that person is not doing what he/she should be doing, in this case you may feel in relationship with your communication it is not worthwhile to describe. In other words, you may feel it is difficult to describe that function. If you feel that way, that is okay. If you have problems to describe it because you don't feel positive about it, just put a negative function description in the function column. Here, you are going to identify the function

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of that person. Again, you may find it difficult to identify the function of that person depending on what that person is doing. In this case, you can identify it as misidentified function. For the function description, you can also put misidentified function description.

Here, you are going to answer the following questions: Does that person understand his/her function? What is the function of that person? Can that person describe his/her function? Based on your workout above, you should have no problem answering the questions. You can also have a table with the questions with a yes/no column. Assume that it is possible or it was possible for you to interact with that person to ask him/her the questions. How would he/she answer them? Here you can verify that or if you have access to that person, you can ask him/her those questions: What is your function in your project? What is your function description?

Here, you are going to continue your workout above by identifying the actual function for that person and the actual function description. In this case, you identify that person at his/her location. You identify the project that person is working on, his/her function and a description of the function. You can have a table similar to the one below.

Person Name	Actual Function	Actual Function Description
Person 1	Function 1	Description 1

From the table above, in the actual function column, that is the function that person should be executing. We can say that this function is supposed to be the function of that person. In the actual function description column, that should be the actual description of the actual function of that person. Here, you are going to compare both of your previous workouts to this one. For instance, you have identified the function of a person, where the function of that person has been misidentified because of misunderstanding of visual aspect of communication. Because the function of that person was misidentified, the function of that person had also been defined improperly. Here, you have identified the actual function of that person and you have described that function properly. The reason you have identified the function properly and described it properly is because of understanding of visual aspect of communication. Here, you are going to elaborate more and show your observation. In this case, you are going to answer this question. Why does misunderstanding of visual aspect of communication enable a person not to identify and describe his/her own function?

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From your workout, you have shown that misunderstanding of visual aspect of communication enables a person to misidentify his/her function, not be able to identify his/her function, and not be able to describe his/her function. Since misunderstanding of visual aspect of communication enables the function of person to be misidentified, in this case the problem that function is supposed to solved is also misidentified. Here you are going to show that the same misunderstanding of visual aspect of communication that enables the function of a person to be misidentified is the same misunderstanding of visual aspect of communication that enables the problem to be solved by that function to be misidentified. In other words, with my misunderstanding visual aspect of communication, I am not able to identify my function in a project. That same misunderstanding of visual aspect of communication enables me not to identify the problem my function needs to solve.

To work out the part above, you are going to determine whether or not that person is able to identify the problem he/she needs to solve. First, you are going to show that the problem has been misidentified. Second, you are going to identify the actual problem. In this case, you identify the actual problem the actual function needed to solve. Your workout should take visual aspect of communication in terms of problem identification and problem misidentification. Since the problem has been misidentified, it looks like a problem statement did not exist for the actual problem. Here you are going to have a problem statement for the actual problem that needed to be solved. To complete your workout, provide feedback whenever it is necessary in order to solve the identified problem.

Using your workout as a practical example, verify that feedback does not allow you to take or assume other people's functions. In other words, while we can provide feedback to someone to enable the correction of an error in order to execute a function to solve an identified problem, however that same feedback does not allow us to take or assume the function of that person. You may use your workout as a practical example or use any other example you wish.

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Reference Section

The most recommended and the most important reference for this book is our parents. Since our parent's principles enable the correction of our errors in communication, those principles are the most recommended for this book.

Given that we have learned how to separate words in our communication, given that we have learned how to separate entities within communication, while mom, dad, and other people can provide us feedback to enable us to correct our errors, it is always good to separate the feedback itself from the physical person. By doing so, we can treat both of them as separate entities. With that, the principles that enable the correction of the errors can be viewed as the reference rather than the people physically. It is always better to think it this way.

The following exercise deals with grammatical terms: 958, 959, 960, 961, 962 and 963. Those exercises are not recommended or suggested; they can be disregarded. Those exercises deal with the identification of grammatical terms, which can be found in any book, website or webpage that list them. In other words, the names of those grammatical terms can be identified in any grammar book or website that lists them.

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