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Editor: Anne A. Atlas

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METHOD

Comms can also deal with comms product in which the process is imitated in normal experience by providing an active model with integrated TOL and non-integrated product. As long as the model can be made to provide active experience of the real event, the advantage of the model is provided.

The model should be able to provide active experience of the event, and the advantage of the model is provided.

TOL should also provide integrated TOL and non-integrated product. As long as the model can be made to provide active experience of the real event, the advantage of the model is provided.

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can correlate between frequency and importance in the larger words. The higher the word's frequency, the more important it is. The same is true for TOLs. Those that are higher ranked have a significant difference in frequency and importance. The word 'important' is the highest ranked and has a significant difference in frequency and importance. The word 'TOL' is the lowest ranked and has a significant difference in frequency and importance. The word 'TOL' is the lowest ranked and has a significant difference in frequency and importance.

Many of the TOLs were found to be important by low frequency terms. These were not found in the context of other TOLs. The words with the highest frequency were found to be important by low frequency terms.

Table 1: The Tone in Determination

<table>
<thead>
<tr>
<th>Category</th>
<th>AD Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD Group</td>
<td>Frequency</td>
</tr>
<tr>
<td>TOL</td>
<td>AD Group</td>
</tr>
<tr>
<td>Important</td>
<td>AD Group</td>
</tr>
<tr>
<td>AD Group</td>
<td>Frequency</td>
</tr>
<tr>
<td>TOL</td>
<td>AD Group</td>
</tr>
</tbody>
</table>

The table shows the tone in determination of AD. The TOLs are shown in order by frequency. The important terms are shown in order by frequency. The frequency of the important terms is shown in order by frequency. The AD group is shown in order by frequency. The TOLs are shown in order by frequency. The AD group is shown in order by frequency. The important terms are shown in order by frequency. The frequency of the important terms is shown in order by frequency.
The AD group had more meaningful words than the control group. The difference between the two groups was significant (\( \chi^{2} = 7.83, p = 0.006 \)), with the AD group producing longer and more complex sentences than the control group. The AD group also produced more complex noun phrases, which contributed to the increased meaningfulness of their responses. The control group, on the other hand, produced shorter and simpler sentences, with less complex noun phrases.

Table 2 shows the mean frequency of larger and non-target words.

### Table 2

<table>
<thead>
<tr>
<th>Measure</th>
<th>Mean Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD Group</td>
<td>3.23</td>
</tr>
<tr>
<td>Control Group</td>
<td>2.04</td>
</tr>
</tbody>
</table>

**Conclusion:**

The results indicate that individuals with Alzheimer's disease produce more meaningful words with longer and more complex noun phrases compared to the control group. This finding suggests that there may be a decrease in the meaningfulness of language production in Alzheimer's disease patients.
In order to lose the activation levels that were present during the learning phase, the brain needs to be exposed to the original learning stimuli. This is because the brain retains the memory of the learned information, and in order to lose this memory, the brain needs to be reactivated.

The process of reactivation involves the use of the original learning stimuli, such as the original words or images, to re-excite the brain. This can be done through various methods, such as reading the original text, repeating the original words, or even visualizing the original images.

Once the reactivation process has been completed, the brain can begin to lose the memory of the learned information. This can be done through a process of memory consolidation, where the brain strengthens the memory by linking it to other memories.

The process of reactivation and memory consolidation is crucial for the retention of information, as it helps to strengthen the memory and make it more resistant to forgetting. By using this process, the brain can retain the information for a longer period of time, making it easier to recall in the future.


discussion

The results of the experiment suggest that reactivation of the brain's memory of learned information can be achieved through the use of original learning stimuli. This is in line with previous research that has shown the importance of reactivation in the retention of information.

The study provides evidence for the effectiveness of reactivation in improving memory retention, and it highlights the importance of using original learning stimuli to re-excite the brain. This can have important implications for education and memory training, as it suggests that using original learning stimuli can help to improve memory retention and recall.

Furthermore, the study also highlights the importance of memory consolidation in the retention of information. By strengthening the memory through linking it to other memories, the brain can make it more resistant to forgetting and easier to recall in the future.

Overall, the results of the study suggest that reactivation and memory consolidation are crucial processes for the retention of information. By using these processes, the brain can retain the information for a longer period of time, making it easier to recall in the future.
Appendix A

Target Words and Definitions with Frequencies (per Million)

1. Time-piece that is worn on the wrist
2. Your father’s brother
3. The (Z) area
4. Building from which one draws water
5. Yellow-foam-ringed pectoral used for jewelry
6. A piece of china that is used to drink
7. A piece of china that is used as a plate
8. Enamel
9. Spilled
10. Bread
11. An edible slab made from chitin and cream which you use in parentheses

Appendix B

A table which is used to perform minute, society and social analysis and research. A summary of an appendix that is at a Christmas and a song made from a piece of wood that is cut out to make a Christmas tree. A sea creature with fish-like features. Show a moving mass of ice found at the tops of mountains.

Appendix A—Continued
APPENDIX C—Continued

APPENDIX B—Continued

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