

1. The first part of the document is a list of references. The references are as follows:

- 1. J. H. D. Elms, *Proc. R. Soc. London, Ser. A*, **193**, 1 (1947).
- 2. J. H. D. Elms, *Proc. R. Soc. London, Ser. A*, **193**, 1 (1947).
- 3. J. H. D. Elms, *Proc. R. Soc. London, Ser. A*, **193**, 1 (1947).
- 4. J. H. D. Elms, *Proc. R. Soc. London, Ser. A*, **193**, 1 (1947).
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- 9. J. H. D. Elms, *Proc. R. Soc. London, Ser. A*, **193**, 1 (1947).
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Figure 1. Schematic diagram of the experimental setup. The subject is seated in a chair and views the target through a video camera. The target is a light source that is controlled by a computer. The subject's hand is positioned over the target. The video camera is positioned above the target. The computer is connected to the video camera and the target. The subject is instructed to move their hand towards the target when the light source is activated.

[illegible][illegible][illegible][illegible][illegible]

Number of hauls	<i>P. setiferus</i> (%)	<i>P. setiferus</i> + <i>P. setiferus</i> + <i>P. setiferus</i> (%)
1	10	5
2	30	10
3	50	15
4	70	18
5	85	20
6	95	22
7	100	23
8	100	24
9	100	25
10	100	26

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

1. *Chlorophyll a* (Chl *a*)
 2. *Chlorophyll b* (Chl *b*)
 3. *Carotenoids* (Car)
 4. *Phaeophytin a* (Phe *a*)
 5. *Phaeophytin b* (Phe *b*)
 6. *Phaeoerythrin* (Phe *er*)
 7. *Phaeoxanthophyll* (Phe *x*)
 8. *Phaeoalcohol* (Phe *al*)
 9. *Phaeoquinone* (Phe *q*)
 10. *Phaeoacetate* (Phe *ac*)
 11. *Phaeoformate* (Phe *fo*)
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Figure 1 illustrates the experimental setup. A subject is seated at a table, looking at a video screen. A camera is positioned above the screen. A light source is positioned to the left of the screen. A scale is visible on the table. The subject is looking at a video screen that displays a target. The camera is positioned above the screen. The light source is positioned to the left of the screen. A scale is visible on the table.

[illegible]

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.

2. Once the problem is identified, the next step is to define the objectives and goals of the project. This helps to clarify what needs to be achieved and provides a clear direction for the team.

3. The third step is to develop a plan or strategy to address the problem. This involves breaking down the problem into smaller, manageable tasks and determining the resources needed to complete each task.

4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress along the way. It is important to stay flexible and make adjustments as needed.

5. The final step is to evaluate the results of the project. This involves assessing whether the objectives were met and identifying any lessons learned for future projects.

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4. The fourth step is to implement the plan. This involves putting the strategy into action and monitoring progress to ensure that the project is on track.

5. The final step is to evaluate the results of the project. This involves assessing the outcomes against the objectives and goals and identifying any areas for improvement.

[illegible]

1. *Chlorophyll a* and *Chlorophyll b* are the two main photosynthetic pigments in green plants. They are responsible for capturing light energy and converting it into chemical energy through the process of photosynthesis. *Chlorophyll a* is the primary pigment, while *Chlorophyll b* acts as an accessory pigment, transferring energy to *Chlorophyll a*.

2. The structure of these pigments is based on a central magnesium atom coordinated by four nitrogen atoms in a porphyrin-like ring. This ring is attached to a long phytol chain, which anchors the pigment in the thylakoid membrane. *Chlorophyll a* has a specific side chain, while *Chlorophyll b* has a different side chain that gives it its characteristic yellow-green color.

3. The absorption spectra of these pigments show that *Chlorophyll a* absorbs light most efficiently in the blue-violet and red regions of the spectrum, while *Chlorophyll b* absorbs light most efficiently in the blue and orange-yellow regions. This complementary absorption allows plants to capture a wider range of light energy for photosynthesis.

4. The presence of these pigments is essential for the light-dependent reactions of photosynthesis. They absorb light energy and use it to drive the transfer of electrons from water to various electron carriers, ultimately leading to the production of ATP and NADPH, which are used in the Calvin cycle to synthesize glucose.

5. The ratio of *Chlorophyll a* to *Chlorophyll b* can vary among different plant species and even within different parts of the same plant. This ratio is often used as an indicator of plant health and nutrient status, as changes in the ratio can reflect stress or nutrient deficiencies.

1. *Chlorophyll a* and *Chlorophyll b* contents were determined by the method of Lichtenthaler and Sponholz (1980). The total protein content was determined by the method of Lowry (1956).