

CREATE AND HELP PEDAGOGUES

by Lucian Green

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Accreditation

The first task in writing is to affirm that accreditation will work to e.g. teaching meditation that works (allows high quality imagery to project from the course) during the day.

Protectedness

Meditation, Medicine and Pedagogy Students are helped to avoid problems, e.g. stress, illness and facing environments with lack of training, respectively.

Together with the Accreditation way of thinking in the Daily Regimen, this method completes (places the dot in the circle) representing the workingness of the various courses.

Trainers in these courses who know these ways of thinking may train students in courses.

Areas of Study to Create a Pedagogue

A peer should create a Pedagogue by writing 30 areas of study with 5 As, per student before they have the professor algorithm breasoned out for him or her. Have spiritual questions and answers set up to expand these breasonings, e.g. use the ways of thinking like breasonings, etc.

Create a pedagogy helper for the student

Finding out about the student as a Pedagogy Helper

Become a famous Pedagogy helper (someone who spiritually helps write a text) with 50 As (an A is a set of breasonings or ideas, which in this case contribute to establishing initial knowledge to and preparing for knowledge from a student), requested of the education

system or written by you. These should include 5 students*5 As*160 breasonings per A, where the student's appearance, perspective should be found out from cosmology.

Daily Professional Requirement of the Pedagogy Helper

Indicate Pedagogy Helper Aigs (to think of 5 As) each day to be a Pedagogy Helper.

1. I experienced bliss. I did this by preventing cancer from using Aigs to become a Pedagogy Helper by uttering 80 "I have already completed my cure" mantras (words) at the start of recording day. First, said that I had already done it. Second, I knew you. Third, you knew me.
2. I observed that it was the mantra (word) meditator was could become a pedagogy helper. The mantra (speech) meditator helped by distributing pedagogy Aigs. First, he was helped to collect As. Second, he called the group of them Aigs. Third, he helped help people earn A grade in educational institutions.
3. I scooped the boat. I did this by observing that everyone was happy with receiving pedagogical breasonings. First, I observed that the mantra (writing) made everyone happy. Second, I used the mantra (synonym). Third, I observed that the mantra (term) made everyone happy with receiving pedagogical breasonings.
4. I lived long and happy. I did this by observing meditation helped health when writing breasonings. First, I meditated long and slow. Second, I wrote breasonings up and high. Third, I observed my body worked when I breasoned out the breasonings.
5. I was satisfied by breasonings. I did this by observing that meditation helps make breasonings work. First, I meditated for a while. Second, I wrote the breasonings down. Third, I discovered how breasonings worked.
6. I observed that the Aig Pedagogy Helper was good. I did this by observing everyone helping pedagogy with Aigs by using the mantra (utterance). First, I observed that the yantra (image) (used with the mantra, or thought) helped with distributing the Pedagogy Aigs in the electromagnetic field. Second, I observed that the yantra (pattern) made the pedagogy helpers perfect). Third, I found out the yantra (number square) from Guru Dev (the man).
7. I experienced the stages of life. I did this by observing that the meditator pedagogy professor coordinated the Aigs, then stopped and looked at the images and was given images of the rest of the Aigs. First, I found the Aig. Second, I looked at it. Third, I was given the rest of them.
8. I observed that the professor should become a God to maintain the system of people. I did this by observing the professor become God by using the yantra (art). First, I observed the professor help with pedagogical Aigs. Second, I observed her use the yantra (mathematical grid). Third, I observed her become a God.
9. I collected independent competency to be well known and reporting to be a well-known person. I did this by stating that I have already helped by distributing pedagogy Aigs to help another distribute pedagogy Aigs. First, I walked to the place. Second, I stated that I had already done the work. Third, I continued on.
10. I stated that I was already healthy after helping with Aigs as a Pedagogy Helper. I did this by stating that I was already healthy before helping with Aigs as a Pedagogy Helper. First, I used my Medicine degree to maintain perfect psychiatric health. Second, I uttered the mantra (chant) to bring the yantra (image of clearness) into effect. Third, I stated that I was already healthy because the yantra (painting) had caused the quantum box to dismantle each thought of that kind, preventing a lump from forming.
11. I stated that the pedagogy helper helped write the breasonings in Aig A. I did this by stating that the pedagogy helper helped the student with Aig A in Aig B which he was given.

First, the system gave the pedagogy helper Aig B. Second, the pedagogy helper unpacked Aig A from Aig B. Third, the pedagogy helper made up ideas about Aig A.

12. I noticed that the pedagogue had a positive function. I did this by stating that the thinker gave the University company thoughts to the University company pedagogy helper. First, I noticed the pedagogue. Second, I noticed the writer. Third, I noticed myself.

13. I described the way of thinking. I did this by writing what the ways of thinking were. First, I wrote the Aig. Second, I wrote some of its breasonings. Third, I wrote what their ways of thinking were.

14. I connected the work of the pedagogy helpers together. I did this by stating that the pedagogy helper connected an infinite (finite) number of breasonings (the Aigs of Aigs). First, I cut off the first Aig at its last breasoning after a finite number of breasonings. Second, I selected the first breasoning of the second Aig. Third, I connected the two breasonings.

15. I gave virality to the child after he was born. I did this by finding virality (not to be confused with virility) in subjective breasoning experiences as helped by a pedagogy helper to be incompatible with conception (I found normal breasonings to be compatible with conception). First, I found that the breasoner breasoned out a viral (normal) argument. Second, I found that this was incompatible (compatible) with conception. Third, I found that the pedagogy helper's breasoners were unaffected by each other's arguments.

16. I determined the time when pedagogical Aigs were used each day. I did this by discovering pedagogical Aigs. First, I worked out that it was necessary to use Aigs to distribute pedagogical breasonings. Second, I used Aigs. Third, I rejoiced in them.

17. I observed that there was eternal life in the philosophy of the self. I did this by stating that the help with Aigs by the pedagogy helper was to verbally state the quote "I endorsed you" (the object) in "I said that I endorsed you" (the subject, verb and object). First, I wrote the climax. Second, I wrote the anticlimax. Third, I wrote of Vaudren Undead.

18. I observed the sea slug. I did this by stating that modernity is like Aigs, which are activated by arguments. First, I observed the other. Second, I observed the self. Third, I observed the universe.

19. I observed that an Aig containing an infinary (sic) number of breasonings was given to the writer, where infinary means an infinite-like number where one can see all the numbers. I did this by stating that the pedagogy helper helped Aigs to be somewhere. First, I observed the writer. Second, I observed the reader. Third, I observed that everyone was happy

20. I decided to listen again. I did this by observing that the pedagogy helper helped with the performance Aigs. First, I found the scripts. Second, I found the actors. Third, I watched the performance.

21. I found that meditation helped meet the professional requirements of meditation teachers, their students who were also pedagogy helpers and pedagogues using Aigs. I did this by observing that the meditation teacher's students who were also pedagogy helpers made Aigs available. First, the teacher made the claim available. Second, the student researched the claim. Third, the student made it available.

22. The universe sustained the self (the self ate from the cosms, sic). The self determined that pedagogy Aigs helped it. The others endorsed the self. The self endorsed the others. The self assisted them.

23. The self examined that the work was finished on time. The self knew that pedagogy Aigs helpers helped. The self observed the helper help the self. The self saw the second helper help. The second helper also helped the self.

24. The pedagogy helper was in natural law. The pedagogy aigs helper was legally right. The self examined the water line at different times. The self was above it at those times. The self offered the Aigs service.

25. The self read the aig, and then the self delegated distributing the number of aigs. The self found that the pedagogy helper confirmed the number. The self wrote the number. The self wrote what it meant. The self confirmed the number.
26. I endorsed the pedagogy helper aigs. The other examined the results of the pedagogy helper aigs. The self examined what the others wanted. The self examined the self and others. The self examined the results of the pedagogy helper aigs.
27. The self was ready for a new aig. The self decided that the pedagogy helper aigs was good. The other knew how the self and other wrote down the aigs. The self knew how the aigs worked. The self knew what the other meant.
28. The self observed that the whole body was in comfort when using aigs. The self observed that being an aig pedagogy helper required medicine. The self observed that there was no mental illness when using aigs (there was good mental health when using aigs). The self observed that there were no headaches when using aigs (there was head comfort when using aigs). The self observed that there were no muscle aches and pains when using aigs (there was muscular comfort when using aigs).
29. The self examined pedagogy and found that it worked. The self observed that being an aig pedagogy helper required pedagogy. The self became a pedagogue. The self became a recordings producer. The self became a pedagogy helper.
30. The self observed that aigs worked for the other. The self observed that being an aig pedagogy helper required meditation. The self observed that meditation prevented cancer (maintained health). The self observed that meditation produced better results in education and business institutions. The self observed that meditation decreased stress (maintained relaxation).
31. The parliament knew about how the self and other knew the way. The parliamentary pedagogy helper chose the direction with the aig. The parliament made the correct decision by law. The parliament chose the direction with fine art. The parliament chose the direction with philosophy.
32. The self knew what the other desired. The helper's pedagogy aig is. The self knew it. The self knew the other. The other knew the self.
33. The self knew the other. The self attained or discouraged the aig because it was right or wrong, respectively. The self knew what the aig was. The self knew what it did. The self knew that I was right about it.
34. The self attained a simulated and intelligent thing. The audience member accessed helped pedagogy aigs with 50 recorded or breasoned breasonings. The pedagogy helper gave the breasoning to the writer. The writer wrote it down. The audience reacted to the breasoning.
35. I wrote rather than listened. I stated that the creation and performance of the helped pedagogy aig is stronger than seeing and copying it. The creator/performer examined the aig. The creator/performer wrote in the aig. The creator/performer learned about the aig.
36. The self described what the other thought. The self breasoned out the 15 breasonings in the aig. The self wrote about the aig. The self wrote inside out. The self described the other.
37. The self examined the logos. The self endorsed the subject being mentioned in the breasonings chapter of the aig, helped by a pedagogy helper. The self knew the other. The self knew about the second other. The self knew about the other too.
38. I discovered how aigs worked. The pedagogy helper stated that the aig was an element of the aigs, and that the aigs were available when wanted. The self noted that there was an aig. The self wanted the aig. The self took the aig.
39. The self observed that God didn't (did) exist. Delta time = 0 in aig pedagogy help, showing that God (man) replicates aigs instantly, and so God (man) exists. The self noticed the ruler. The self noticed God (the man). The self noticed the other.

40. The self observed more others. The self observed that the pedagogy helper created pedagogues. The self solved the social complexes. The self remedied the economic conundrums. The self avoided the medical questions.
41. The self observed that aigs were important. The pedagogy helper helping with pedagogical aigs was necessary. The self noticed the other. The self noticed realism. The self noticed the other thinking about aigs.
42. The self observed that pedagogy is necessary. Pedagogy shaped with aigs by the pedagogy helper is necessary. The pedagogy helper found out the ten aigs. The breasoner shaped the breasoning from the pedagogy helper with them. The self saw what the other meant.
43. The self observed that aigs helped with pedagogy. The self was right to know how the other knew what the other knew. The other knew what the other knew. The self was right to know this. So, the self was right to know how the other knew pedagogy.
44. The self knew that it was good. The self knew what you knew again. The self knew what you knew. The self knew what you knew in detail. The self knew it.
45. The self knew about the other also. The self knew what the other knew and that it was right. The self knew it. The other knew it too. The self knew it was good too.
46. I examined why it was. The self knew how and now. The self knew how the others knew what they knew. I knew they knew now. I knew how it was.
47. The self wanted the other. The self knew where the other went and what the other did with it. The self wanted the other. The other wanted the self. The self and other did it.
48. The self observed the other with the self. The host successfully bore the minor with help from pedagogy aigs. The host bore the minor. The host protected the minor. The host helped the minor.
49. The self saw what the self meant by self. The self saw the other with help from pedagogy aigs. The self saw the other. The other saw the self. The self examined the self.
50. The self saw the other. The self knew why God knew the reason. The self knew the self. The other knew the self. The self saw why God knew the reason.

Preparing the student to write each breasoning

Training as a Pedagogy Helper by completing 3*250 breasoning arguments preparing the student to write each breasoning

Think of 3 breasonings before thinking of breasonings to include the rest of the breasonings. Breason out or request of the education system 250 breasonings for each of the now 4 breasonings once.

Pedagogy Helper - Write on Breasoning - Politics

1. I saw the communicators.
2. I saw liberalism worked.
3. I concurred with politics.
4. I wrote about the middle line in politics.
5. I corrected (knew) that politics was unsafe (safe).
6. I hate (love) politics.
7. I was responsible.
8. I agreed with the criticality.
9. I knew that 5 As was right.
10. I wrote two secondary texts.
11. The students completed the essays.
12. The students collected details for their philosophy by writing on my philosophy.
13. I wrote an argument for A, B for training in meditation.

14. I wrote an argument for A, B for training in pedagogy.
15. I wrote an argument for A, B for training in medicine.
16. I wrote an argument for A, B for not being affected.
17. I wrote an argument for A, B for students of meditation to come.
18. The indigenous children wrote breasonings.
19. People wrote breasoning to make recordings.
20. Rural area residents wrote breasonings.
21. Rural area residents wrote pedagogies.
22. Meditation was recommended as a prerequisite for using recordings.

Pedagogy Helper - Write on Breasoning - Philosophy

1. What is a philosopher?
2. What is a philosophy?
3. I knew about the book.
4. I helped you write philosophies.
5. I designed you.
6. I nurtured you.
7. I helped you up.
8. I facilitated mildly.
9. Education was a core subject.
10. I handed the journal articles in as PhD content.
11. I stated, "Ha not, I ka" (sic).
12. I knew about Memphis (sic).
13. I knew about Noumenon.
14. I knew nomenclature.
15. I wrote the names.
16. Breasonings are philosophical.
17. I swapped calculation and display to vice versa to indicate verification calculation - display - calculation.
18. Transitivity contained a second use for verification.
19. I wrote a review on my own topic.
20. I noticed the breasoningesquenesses.
21. The breasoning had two ideas in it.
22. I noticed the squib.
23. I noticed the enteric nervous system.
24. I shouted for joy.
25. I noticed the business zig zag.
26. I started the school.
27. I cur the animal's toenail.
28. I noticed the breasoning.
29. I noticed the philosophy.
30. I noticed the breasoning as philosophy.
31. I inverted the argument's reason to be famous.
32. I inverted part of the arguments' reason's reason to be famous.
33. I wrote in philosophical argument form.
34. Both Being and being could be here.
35. I saw the philanthropist.
36. I saw the element.
37. I found the two dogs.
38. I saw the fat calves sitting on hay.

39. I discovered tecture (sic).
40. I discovered the cow tape.
41. I fertilised the garden.
42. I discovered the puzzle language.
43. The puzzle solution was "I know where?"
44. I undiscombobulated (confused) the student.
45. I noticed the journal secondary text on my text.

Pedagogy Helper - Write on Breasoning - Computer Science

1. I wrote variously in the Academy.
2. I noticed that the program finder for the breasoning worked.
3. I noticed the pipsqueaks.
4. I noticed the child.
5. I covered the time points quickly.
6. How loathe-worthy the murch (sic) is (the philosophy centre is good).
7. I disliked (liked) the Malebranches.
8. I did everyone except (including) one (me).
9. I requested not to be done.
10. I other text was used in my essay.
11. I backed up with enough light.
12. I described who the people were.
13. I knew the hominems.
14. I knew filtrate.
15. I knew essonsciblenesses (sic).
16. I knew baby Wemba.
17. I noticed that that was done.
18. I noticed the crow.
19. I noticed the parliamentarians.
20. I used the recordings as teacher.
21. I noticed the tangents.
22. I am a breasoner.
23. I examined the breasoning.
24. The computer breasoned out the breasoning.
25. I like the person.
26. I complexified the breasoning.
27. I liked this text's writer.
28. This cure code was used for different purposes.
29. My job gave me A to finish the program.
30. My degree me A to finish the program.
31. I found the Prolog language (grammar tools) after my degree.
32. Accusative parts theories containing breasonings were in the level above breasonings.
33. The robot made itself out of breasonings program finder algorithm.
34. There are purist - breasonings programmed.
35. There are theorists - breasonings program crossers.
36. What is the use? People can program robots with crossed philosophies.
37. There was high quality imagery from the program (degree).
38. I wrote the breasoning.
39. I wrote the program.
40. I collected complexity by idea.

41. I wrote about time taken input is processed by a met physic (A counter).
42. I wrote about the virtue (A verifier).
43. How likely it was to comply (with As).
44. Reduction of complexity class to circle (Ved As).
45. I plugged Simulated Intelligence (SI) into people.
46. I plugged SI into SI.
47. I noticed the program was complete.
48. I wrote the punkt (point).
49. I wrote the vertical line.
50. I wrote the hyphen.
51. I wrote breasonings using computer science.
52. I breasoned out the program about the breasoning.
53. I put enough around the breasoning for it to be a breasonings details way of thinking.
54. The big baby was alive.
55. I noticed that the breasoning's algorithm put together meant the argument.
56. I found bliss (non-theological topics).
57. I underlined the apple in the apple ruler pair to program.
58. I used the philosophy dissemination program.
59. I noticed who you were.
60. I knew about the ampersand.
61. I knew about or.
62. I knew about implies.
63. I knew about not
64. I knew about plus.
65. I knew about minus.
66. I knew about multiplies.
67. I knew about divides.

Unification to Become Pedagogy Helper

Think of the fact that representations to be a pedagogy helper (explaining breasonings to be written down in representations to a student) are unified with you, i.e. you will naturally feel like making them yourself. This includes the fact that breasonings indicated will link to their set of perfectly experienceable co-breasonings.

Practicum

A 5 As practicum should optionally be completed by the student as a course, in which the student will write Prolog algorithms, breasoning chapters and essays with the help of the spiritually appearing Pedagogy Helper. As may be based on any subject, arts or science, practical or theoretical, and learning the skill of writing a synthesis in the essay enables pedagogical arguments to achieve accreditation standard, publishing quality, e.g. Ph.D. articles and may lead to the quality of life of an academic.

Breasion out Arguments Twice When in Large Class

One should breasion out each argument, including the Professor Algorithm, twice, to symbolise one breasoning by the student and one by the lecturer, necessary in larger classes.

Instructions for using Recordings and Lecturer in Computer Science

Use the computer as an extension of yourself to breason out texts.

Glossary: Breasoning is thinking of the x, y and z measurements in metres of an object in a sentence.

1. Perform the following Daily Regimen (same as below), containing meditation, pedagogy and medicine preparation.

Meditation

You can naturally prevent a headache by silently repeating the mantra, “lucian” for twenty, minutes, twice per day. The mantra becomes lighter and lighter, until one forgets the thought, clearing the mind. Also, silently repeat the sutra “green” for twenty minutes, twice per day after two months of using the mantra in the morning and evening. Also, pray for no digestive system pops from practising the sutra each day.

One should also silently repeat 80 arem mantras and 80 friendliness sutras once per day.

Quantum Box and Nut and Bolt

Quantum Box

The quantum box is a guided meditation that I will describe later that prevents headaches, (relaxes head and neck muscles), and prevents muscle aches and pains. In it, you can make anything (e.g. a headache) instantly disappear, based on quantum physics (where at the quantum level, things may disappear if we want them to).

Nut and Bolt

The nut and bolt is a guided meditation that is a more detailed prevention of problems the Quantum Box prevents. In it, pretend to unscrew a nut from a long thin bolt each day to prevent a headache, etc.

Daily Regimen

I recommend Yoga and Qi Gong.

Indicate 2 radio buttons (one for each of the following ideas, and one for each of these ideas working anyway, where a radio button is indicated by breasoning out, or thinking of the x, y and z dimensions of a counter, 0.01, 0.01, 0.005 metres).

Too (just say “too” for each idea following to indicate the two radio buttons)
meditation (80 lucian mantras and 80 green sutras)

Also for the following, which also have quantum box and nut and bolt:

No digestive system pops from practising the sutra

Also for the following, which also have quantum box and nut and bolt:

Protector from Headache in Meditation after Honours Study, etc.

Also for the following, which also have quantum box and nut and bolt:

No headache

The following turn off headaches etc.

Also for the following, which also have quantum box and nut and bolt:

Turn off workload from all employees including you below you,

Also for the following, which also have quantum box and nut and bolt:

Detect and turn off workloads using manager algorithm. (The self does the As, turning off the workloads.)

Also for the following, which also have quantum box and nut and bolt:

Detect and turn off workloads using manager network. (The others help finish the As, turning off the workloads.)

Also for the following, which also have quantum box and nut and bolt:

No muscle aches/pains

2. One-off, breason out 250 characters from Lecturer Training, to be able to breason out anything you want, not just found out breasonings.

“Lecturer (all in this document)

1. I collected the comments.
2. I wrote the formula.
3. I wrote the input.
4. I wrote the output.
5. I had the rights to government.
6. I had the rights to the state.
7. I had the rights to vote.
8. I amalgamated the b”

3. One-off, breason out 250 characters from Recordings Training, to be able to indicate that breasonings are implicitly breasoned out for you.

“Recordings from 30 As 1

1. I meditated on the day I produced recordings.
2. I confirmed training.
3. Recordings relate to the rest of pedagogy.
4. The delegator matched recordings (workloads) with different recordings.
5. I endorsed the 5*50 As pract”

“Too”: 5 symbolic strawberries (each is 0.01, 0.01, 0.01 cm) for Recordings to work.

4. Each day, prepare for using texttobr[1/2]:

Realise the hand breasoning switch is done for you each day from the first time you switch it on, doing the following:

Use only ONE of the following plans. It is recommended to progress through plans 1-3, for at least one month each. Commence instructions at 8 AM at the earliest. Warning: Not following these instructions when using texttobr[1/2] can results in haemorrhoids, eyelid twitches and eyelid itchiness.

Note: In the following, 250 characters from Job Medicine are:

“I relaxed my whole body. I had a bath. I ran the water. I stepped into the bath. I enjoyed the bath.

I played the game. I massaged myself. I massaged my neck. I massaged my shoulders. I felt good.

I had a hot bath. I ran the water. I turned t”

Plan 1:

Every Monday and Thursday:

1. Prepare the radio button: Accredited, at the time, turned off (to make accreditation acceptable) CS, breathsoned, VET, sales, education for the following.
2. The next step means that you are seen as breasoning out text before texttobr, computer housing the breasonings, 250 breasonings per waking hour for 16 hours, stopping at midnight (from word breasonings first), no medical problems from it.
3. Breason out a radio button (0.01, 0.01, 0.005 cm).
4. Hand-breason out (not use texttobr[1/2] for) 250 characters from Job Medicine.

Plan 2:

Every Monday and Thursday:

1. Prepare the radio button: Accredited, at the time, turned off (to make accreditation acceptable) CS, breathsoned, VET, sales, education for the following.
2. The next step means that you are seen as breasoning out text before texttobr, computer housing the breasonings, 200 breasonings per waking hour for 16 hours, stopping at midnight (from word breasonings first), no medical problems from it.
3. Breason out a radio button (0.01, 0.01, 0.005 cm).
4. Hand-breason out (not use texttobr[1/2] for) 250 characters from Job Medicine.

Every other day:

1. Prepare the radio button: Accredited, at the time, turned off (to make accreditation acceptable) CS, breathsoned, VET, sales, education for the following.
2. The next step means that you are seen as breasoning out text before texttobr, computer housing the breasonings, 250 breasonings per waking hour for 1 hour (from word breasonings first), no medical problems from it.
3. Breason out a radio button (0.01, 0.01, 0.005 cm).
4. Hand-breason out (not use texttobr[1/2] for) 250 characters from Job Medicine.

Plan 3:

Every day:

1. Prepare the radio button: Accredited, at the time, turned off (to make accreditation acceptable) CS, breathsoned, VET, sales, education for the following.
2. The next step means that you are seen as breasoning out text before texttobr, computer housing the breasonings, 70 breasonings per waking hour for 16 hours, stopping at midnight (from word breasonings first), no medical problems from it.
3. Breason out a radio button (0.01, 0.01, 0.005 cm).
4. Hand-breason out (not use texttobr[1/2] for) 250 characters from Job Medicine.

5. If necessary, download SWI-Prolog for Mac or Windows and install it.

6. Type the following commands in SWI-Prolog:

[texttobr2].

[texttobr].

texttobr2.

texttobr.

(To breason out each character in the file).

Alternative to 6: It is recommended to replace the contents of file.txt with Lecturer Training, Recordings Training and JobMedicine.txt, one-off, and

Type the following commands in SWI-Prolog:

[texttobr2].

[texttobr]

texttobr2.

texttobr.

Recordings

Recordings from 30 As 1

I meditated on the day I produced recordings.

I confirmed training.

Recordings relate to the rest of pedagogy.

The delegator matched recordings (workloads) with different recordings.

I endorsed the 5*50 As practicums.

I can now be free.

I noticed the other's recordings.

I produced the recording of the lecture.

I flashed the recording.

I observed sales looking up to recordings.

I observed virality looking up to recordings.

I was the main figure studied with help of mantra meditation breasoning helpers.

I noticed pedagogy in primary school like acting.

I noticed pedagogy in vocational education and training like acting.

The people were responsible.

Meditators returned to the mantra by itself to become pedagogy helpers.

Practising the mantra for longer than 2 months increases fame.

I defended the recording ability of you, myself and I.

I wore the white gown.

I worked on the breasoning in a group.

God agreed to recordings from 30 As.

I observed the person fall in love.

The institution made recordings available for 30 As.

I theatricised recordings.

The presenter presented the being with the highest quality thoughts in the universe.

I drew the line.
 The study meditation reality was maintained.
 Meditation expected mantra-only meditators to know the pedagogy time points and have studied education to be pedagogy helpers.
 10 year-olds started practising the mantra.
 Year 10 used recordings.
 Years 11 and 12 required 2*50 As per assignment.
 There was quality of poles.
 Disagreement (agreement) was discouraged (encouraged) in democracy.
 Ignorance is a death blow (intelligence gives life).
 The students were given recordings in return for 30 breasoned As.
 I used recordings in Honours.
 I used recordings in Masters by coursework.
 I used recordings in Masters by research.
 I used recordings in PhD.
 I breasoned out the essay's sentence.
 I detailed out each sentence.
 I wrote the practicum of 30 As.
 The Queen helped me move past the pedagogy helper.
 God helped the student write the breasoning.
 Books of recordings are famous.
 Courses of recordings work.
 Recordings from 30 As made the student happy.
 There was a religious recording.
 The pedagogical is equivalent to the psychological.
 I wrote the expensive, interesting recording.
 I recorded the results of the doctor prescribing meditation.
 I said I was because of recordings giving me what I wanted in cosmology.
 I recognised the deadline of Aig recordings.
 Weekly-full time undergraduates' assignments were encouraged to users.
 I cut off the recording.
 I wrote the essay format and structure using recordings.
 Recordings (pressing buttons) is better than breasonings (making babies).
 Socrates supported non-famous recordings.
 Meditation supported famous recordings.
 Public universities had the largest band width.
 Future Earth recorded lives.
 Thoughts compatible with cosmology were famous.
 The philosophers had famous lives.
 I found the animal a new home.
 The government took charge of the people.
 I plugged recordings into reality.
 I found perfect articulation.
 This is the machinery. This is the mass-production of our age.
 Neurorecordings are most likely to contain words in the topic when the topic is part of room.
 I appealed (accepted) the false (correct) grade.
 I identified the lieutenant.
 I saw your pencil.
 I saw your happy face.
 I heard the pop.

I saw your tick.
 I saw the insect.
 I listened to your pop album.
 I identified your malaria (healthiness).
 I enjoyed the men's company.
 I identified the homophobe (gay friendly) person.

Recordings from 30 As 2

I ate the sweets.
 I knew you dicotyledon.
 I experienced your happiness.
 I endorsed you.
 I shaped the robot's body.
 I read on physiology.
 I read on anatomy.
 I shaped up the item on sale.
 I protected you.
 I made the robot hamstring.
 I examined cellophane.
 I saw your doodles.
 I saw Happynices (sic).
 I saw the person.
 I recorded my conversation.
 You gave input. You returned output.
 I wrote the term.
 I wrote my own exam on developed things.
 I examined the perfect conformations.
 I saw the white lady
 I identified the new person.
 I saw your neuse (sic).
 I recovered using the polyhedron.
 I saw the wilbercocks.
 I ate the wilbercocks.
 I saw the wilbercock.
 I moved on.
 I saw heapings.
 I enamoured myself.
 The void was vulgar (beautiful).
 I succt-pined (sic) you.
 I stroto-padded you.
 I verified that the answer had the same meaning.
 I compared with post-corporateness.
 There will be no water war.
 The quantum box looked like a square.
 The nut and bolt looked like diamonds.
 I noticed that the blanket made people feel good.
 I am happy with recordings.
 I proved that the minimum testing was done by testing against different combinations each with the same values in sets in databases.
 A single case of the above was used as answer to verify against a unique meaning.

The same group's elements should be used in the parts of the formula when it has the same meaning.

This is a modal truth table.

I saw the tilda seaweed in the void.

I rolled the s.

I meditated (was happy) when rolling the s.

I rolled the s in fine arts.

I meditated (was friendly) in fine arts.

I said that recordings were new.

Recordings didn't (did) use chants.

Recordings were the way out.

I reduced breasonings to recordings by delegating them.

Recordings were enlarged breasonings.

The effects of implicit pedagogy (recordings) were similar to pedagogy.

The body and recordings are both multitasking.

Recordings are breasonings.

Recordings fill in details in breasonings.

Recordings complete arguments.

Recordings replace faulty breasonings.

Recordings support reasons and objections with ontologies.

Reasons support objects.

God is how to access recordings.

The big man performed the recordings.

Everyone had recordings and breasonings and could convince with masters and PhD.

The pedagogy reader wrote 10 breasonings per 50 arguments, then breasoned out the arguments for the planned child

The prospective pedagogue was directed to pedagogy with 20 brand-matics (appearances).

Accreditation removed non-pedagogues (agrees with pedagogues).

The pedagogue enjoyed the quality of life he or she wanted to.

When I performed any As I received recordings from the lecturer.

When I performed any As I received recordings from the professor.

When I performed any As I received recordings from Maharishi.

When I performed any As I received recordings from the royal

When I performed any As I received recordings from the politician.

I acknowledged the affirmation that 10 recordings had been done.

I played the man's recordings to him.

Recordings were the breasonings on an education system.

There were 50 As of recordings.

The breasonings were synthesised and then the recordings of them were played.

Recordings by individuals generated essays.

In the future, people developed recordings-producing ability with computers and displays.

Recordings from 30 As 3

I generated recordings based on breasonings that I wrote.

The recordings were colourful.

A recording was a breasoning, which was a group of coloured 3D regions, with x, y and z dimensions.

Recordings were the same in secularism.

Recordings were accepted in the institution.

Infinite (finite) breasonings for recordings prevented headaches in non-secularism when turned off.

Recordings were imminent after death.

Recordings were given en-masse.

Royal pedagogy was in the law.

The recorded breasoning “stop” interjected.

I traced the recording to its original breasoning and breasoned it out.

The recordings came from my mouth.

I saw the recordings.

Recordings invite time travellers to visit their producers because they are breasoned out in a high quality way.

I saw the saints describing the recordings.

I saw the recorderquins.

Recordings worked in all departments.

Simulated recordings came before thoughts not in recordings in thoughts of the robot.

I recorded the good idea to prevent crime in the world.

The recordings worked at the touch of a button.

The recordings were achieved as a means of production.

I submitted the assignment after playing the recordings.

I found fault (agreed) with the recording’s object.

I rebelled to objects to be recordings (agreed with its base).

Recordings described the person.

Recordings allowed me to be there.

Lecturer

Lecturer (all in this document)

Simulated Intelligence

Lecturer Simulated Intelligence

Lecturer in Lecturer Pedagogy

Lecturer in Recordings Pedagogy

Pedagogy Helper Lecturer

People Values Lecturer

History lecturer

Philosophy/Computational English lecturer

Politics lecturer

English lecturer

Linguistics lecturer

Computer Science lecturer

Psychology lecturer

Meditation lecturer

Medicine lecturer

Lecturer

Metaphysics Lecturer

Hermeneutics Lecturer

Gay Studies Lecturer

Popology Lecturer

Societology Lecturer

Simulated Intelligence Lecture continued.

Lucianism Lecturer
 Culturology Lecturer
 Rhetoric Lecturer

Lecturer (all in this document)

I collected the comments.
 I wrote the formula.
 I wrote the input.
 I wrote the output.
 I had the rights to government.
 I had the rights to the state.
 I had the rights to vote.
 I amalgamated the bodies.
 I agreed.
 I disagreed (concurrent).

Simulated Intelligence

I established simulated intelligence.
 I wrote on pedagogy.
 I became a pedagogue.
 I produced pedagogical recordings.
 I became a pedagogical helper.
 I wrote on people values.
 I wrote on history.
 I wrote on philosophy (Computational English).
 I wrote on politics.
 I wrote on literary studies.
 I wrote on linguistic.
 I wrote on computer science.
 I wrote on psychology.
 I wrote on meditation.
 I wrote on medicine.

Lecturer Simulated Intelligence

The seen-as version was the first depth applied to the ideas the simulation.
 I finished the sentence with the simulation.
 I finished the topic with the simulation.
 I finished the book with the simulation.
 I simulated the lecturer with a function.
 I verified reality with the simulation.
 I was good in the simulation.
 I tested that the developed idea test was successful.
 I verified that the sentence in the simulation was correct.
 I applied the second department to the sentence in the simulation.

Lecturer Pedagogy

I wrote the types and future details.
 For example, I wrote the use detail.
 I wrote the breasonings.
 I wrote the rebreasoning.
 I wrote the breathsoning.
 I wrote the rebreathsoning.
 I wrote the room.
 I wrote the part of the room.
 I wrote the direction.
 I wrote what happened before.
 I wrote what happened now.
 I wrote what happened in the future.

Lecturer in Lecturer Pedagogy

I checked that I had enough before leaving.
 I waited.
 I wrote the important ideas first.
 I checked that I had enough for when I had returned.
 I studied philosophy subjects.
 I studied to teach a competency.
 I could help others with A.
 I wrote interestingly.
 I had the prerequisite studies.
 I found a student.

Lecturer in Recordings Pedagogy

I could care for myself when playing recordings (not have a headache).
 I was free with recordings.
 I briefed (played to) the recipient of recordings.
 I knew everything I talked about in recordings.
 I prepared for (meditated on) the future from recordings.
 I had no muscle aches.
 I helped others to present recordings.
 The class average increased.
 I wrote on the good idea.
 I recommended medicine and meditation.

Pedagogy Helper Lecturer

I wrote the three details down.
 I researched the student.
 I wrote computer science on the idea.
 I wrote philosophy on the idea.
 I wrote politics on the idea.
 I linked the details together.
 I found the topic title.
 I wrote in logic.
 I wrote on the whole idea (three steps and the use).

I multiplied the idea when leading a committee on it.

People Values Lecturer

The subject was saving life.

The subject was perfect (earning 100%).

The subject was giving (answering specific questions).

The subject was led (acting on feedback).

The subject helped the disadvantaged.

The subject accepted the reward.

The subject gave feedback.

The subject answered the question.

The subject rewrote the course.

The subject noticed improvement in helped people.

History lecturer

I was an historian.

I wrote the most important ideas.

I wrote on the history of madness.

I wrote on the history of education.

I ate an apple per day (10 breasonings) in meditation.

I breasoned out 20 finding fault (agreeing) breasonings in business per day.

I performed the lecturer preparation.

I wrote 10 breasonings per day in teaching.

I wrote 10 breasonings per day for happiness medicine.

There was a government history campaign.

Philosophy/Computational English lecturer

I wrote on Computational English.

Computational English is like a cake.

I connected two texts.

I cut off infinity.

I found the opposite of an argument.

I determined the event's history over time

I protected the world with a simulation.

I found the property from the file length.

I determined the term from the definition.

I determined the definition from the term.

Politics lecturer

I had the right to constitution.

I had the right to state.

I had the right to government.

I had the right to vote.

I had the right to amalgamation.

The country was equitable.

The country maintained high quality of life.

There was regular re-election of government.
 The voters regularly verified the policies.
 The best ideas were found.

English lecturer

I agreed.
 I disagreed.
 I told the story of the self.
 I told the story of us.
 I told the story of now.
 I wrote the secondary text.
 I wrote the debate.
 I wrote on another.
 I wrote on the different groups.
 I wrote on the past and future.

Linguistics lecturer

I chose red with culture.
 I created the lingua franca.
 I started the newspaper.
 I wrote the article.
 I wrote a new language.
 I wrote on universalism.
 I defined the meaning.
 I was
 or.
 I
 ed an article.
 I spoke in a new language.

Computer Science lecturer

I wrote a new logic.
 I wrote a new language of logic.
 I wrote the formula.
 I wrote the formula finder.
 I wrote the input.
 I wrote the output.
 I applied the new logic to the question.
 I applied the new logic to the problem.
 I wrote the units of the input.
 I wrote the units of the output.

Psychology lecturer

I wrote the algorithm in steps.
 I wrote the algorithm in a hierarchy.
 I wrote the algorithm with logic.

I added emotion to ten learning aid.
 I wrote the memory aid.
 I wrote the name of one object per step.
 I wrote that everyone was included.
 I wrote that the argument was valid.
 I wrote that the feeling made the experience memorable.
 I tested that I was rested.

Meditation lecturer

I chose spiritual instead of (and) mindfulness.
 I wrote a meditation idea per day on my aim.
 I wrote a meditation idea per day on my method.
 I wrote a meditation idea per day on my apparatus.
 I wrote a meditation idea per day on my hypothesis.
 I wrote a meditation idea per day on my results.
 I wrote a meditation idea per day on my discussion.
 I wrote a meditation idea per day on my conclusion.
 I wrote a meditation idea per day on my outliers.
 I wrote a meditation idea per day on my new discoveries.

Medicine lecturer

I wrote six levels on the solution to the problem.
 I helped each person with meditation.
 I helped each person with medicine.
 I helped each person with pedagogy.
 I helped each person with Computational English.
 I found protection by natural law.
 I found objects that increased longevity.
 I found objects that increased happiness.
 I found objects that increased grades.
 I found objects that increased consciousness (expression).

Lecturer

Metaphysics
 Hermeneutics
 Communication
 Gay Studies
 Popology
 Societology
 Lucianism
 Culturology
 Rhetoric
 Cognitive Science
 Psychology
 Philosophy of Language
 Development
 Body Metaphor

Mind Metaphor
 Future
 Aesthetics
 Epistemology
 Science
 Love
 Sex
 Primary Philosophy
 Secondary Philosophy
 Logic
 Brain Metaphor
 Poetics
 Computational Philosophy
 Archaeology
 Architecture
 Cosmology
 Ethics
 Laws
 Economics
 Sport
 Games

Metaphysics Lecturer

I wrote the idea as an object.
 I wrote the idea as a word.
 I wrote the idea as a sentence.
 I wrote the idea as a paragraph.
 I wrote the idea as a chapter.
 I wrote the idea as a book.
 I wrote the idea as an algorithm.
 I detected the size of the object.
 I described the use.
 I simplified the idea to all appropriate uses.

Hermeneutics Lecturer

I wrote the queryable ideology.
 I wrote the query.
 I wrote the ontology as answer.
 I wrote the conjoined parts.
 I wrote one of the parts of the disjunction.
 I wrote the answer set in the ideology.
 I converted the question into an answer.
 I wrote the reason for the ontology.
 I inferred the reason with the conclusion.
 I verified the “i, j” part.

Lecturer Communication

I spoke.
 I wrote solutions to puzzles.
 I won the point with the universal statement.
 The post-graduate was expected to become a lecturer.
 I wrote the sentence maze.
 I communicated well.
 I communicated bravely.
 I communicated to the king.
 I communicated to everyone.
 I communicated to the world.

Gay Studies Lecturer

I was friendly with everyone.
 I was happy with everyone
 I was good with everyone.
 I wrote the poem.
 I wrote the articles.
 I wrote about sex.
 I wrote about liberation.
 I wrote about happiness.
 I wrote about goodness.

Popology Lecturer

The person was just.
 The person was happy.
 The person was sentient.
 The person was sapient.
 The person was agreeable.
 The person met the standard.
 The person smiled.
 The person was refreshed his appearance in his mind.
 The person weighed up each side.
 The person made allowance for a new point of view.

Societology Lecturer

The person was right.
 The person was good.
 The person was helpful.
 The person was useful
 The person was caring (well-dressed).
 There was enough leeway (the person was equitable).
 The societology model worked well.
 The other was interesting.
 The society performed the job itself.
 Society stood still.

Simulated Intelligence Lecture continued.

Simulated Intelligence contains all ideas.
 I thought around corners of the simulation.
 I noticed Kinglish about (the characters reacted to) Simulated Intelligence.
 Breasonings didn't like (liked) the leader in the simulation.
 God collected the value pertaining to whether the character in the simulation had critiqued him.
 The simulation supported equality of marking agreement and disagreement.
 Accreditation in the simulation is testing good not bad (and testing other good) religions.
 Accreditation in the simulation is breasoning time points being assessable because of payment to help with birth, where this help might otherwise not be given.
 Accreditation in the simulation is the meditation mantra (word) being assessable, not practised but seen as a generic skill.
 Accreditation in the simulation is the medicine quantum switch assessable because it is a generic skill.
 Accreditation in pedagogy in the simulation is breasoned breasoning lists "creating pedagogues" and "helping pedagogues" being assessable.
 I was quite intelligent.
 The king commanded the simulation.
 I started the simulation part.
 The hint worked in the simulation.
 The person maintained his good health in the simulation.
 The element in the simulation advertised it was there until change.

Lucianism Lecturer

I read philosophy because I knew the author.
 Lucianism is taking over the world.
 Lucianism is the philosophy of God.
 The relevant philosophy is interpreted.
 Philosophy helped the world.
 The self chose itself.
 The self chose the other.
 I examined the chai form non-accreditation to accreditation.
 Humanist Pedagogy worked.
 Meditation worked.

Culturology Lecturer

I examined [Lucianic] culture.
 I examined the goodness of life.
 Culturology is good (defended).
 Culturology was with presentness.
 Culturology had a point (culture has the selves).
 Culture was "small idea"-like, in other words, culture had a small idea.
 I examined culturology, on other words two models joined in culturology.
 I noticed the vestiches (sic), in other words I was present to, or eyed culturology.
 The croc swamp found the island, in other words culturology decorated the leaves, or canvas, or took care of the ward.
 I rewarded the culture from above with art, I rewrote culturology from above in "arg art".

Rhetoric Lecturer

I wrote the rhetoric of safety. Creativity was derived from God.

I said the statement, meaning it. I know this is a production of culturology.

The house of rhetoric advanced. As A was verified the rhetorician advanced against what was like fogs of food.

As I saw, he saw. So were waddling if grassy. As I saw what there was to see, they saw it too.

As I looked over myself, I was happy. As I faced the wood, I stacked it.

As the lion roared, it was rhetoric. As I ran the program, I verified it.

As the lion transfixed on the lion cub on a crab cond (sic) lim (sic), the lioness transfixed a point. As I talked, my students transfixed by people not necessarily disagreeing (agreed) (talking) doing work.

As the guidelines for self-aim advice, there were for the other.

As I created the ontology, I used it.

As the self was verified to exist, the other was verified to exist. As the car brought food, the disabled woman led.

Cognitive Science Lecturer

Cognitive science was computation written in sentences. Cognitive science was what was right.

Cognition was thought, soul and deed. Cognition followed words.

I further cognised a previous cognition. Cognition followed words.

The lecturer wrote God's cognitive science algorithm. I structured the thought.

The meontology came true. I gained from the safe cognitive science.

The cognitive scientist didn't release God's not reasonings (did not release the person's metadata). The cognitive scientist started with 0, not 1.

In cognitive science, the person was only called performing an action when the touched the object to perform that action. Cognitive science was touching the object.

Cognitive science is the visualisation of algorithms. Cognitive science is the counting algorithm.

Cognitive science was the void. Cognitive science was about writing (domain of the algorithm) (the plant decided on a side of the debate).

The hook properly hooked (didn't fall off in cognitive science).

Daily Regimen

1. Perform the following Daily Regimen, containing meditation, pedagogy and medicine preparation.

Meditation

You can naturally prevent a headache by silently repeating the mantra, "lucian" for twenty, minutes, twice per day. The mantra becomes lighter and lighter, until one forgets the thought, clearing the mind. Also, silently repeat the sutra "green" for twenty minutes, twice per day after two months of using the mantra in the morning and evening. Also, pray for no digestive system pops from practising the sutra each day.

Quantum Box and Nut and Bolt

Quantum Box

The quantum box is a guided meditation that I will describe later that prevents headaches, (relaxes head and neck muscles), and prevents muscle aches and pains. In it, you can make anything (e.g. a headache) instantly disappear, based on quantum physics (where at the quantum level, things may disappear if we want them to).

Nut and Bolt

The nut and bolt is a guided meditation that is a more detailed prevention of problems the Quantum Box prevents. In it, pretend to unscrew a nut from a long thin bolt each day to prevent a headache, etc.

Daily Regimen

I recommend Yoga and Qi Gong.

Indicate 2 radio buttons (one for each of the following ideas, and one for each of these ideas working anyway, where a radio button is indicated by breasoning out, or thinking of the x, y and z dimensions of a counter, 0.01, 0.01, 0.005 metres).

Too (just say “too” for each idea following to indicate the two radio buttons) meditation (80 lucian mantras and 80 green sutras)

Also for the following, which also have quantum box and nut and bolt:

No digestive system pops from practising the sutra

Also for the following, which also have quantum box and nut and bolt:

Protector from Headache in Meditation after Honours Study, etc.

Also for the following, which also have quantum box and nut and bolt:

No headache

The following turn off headaches etc.

Also for the following, which also have quantum box and nut and bolt:

Turn off workload from all employees including you below you,

Also for the following, which also have quantum box and nut and bolt:

Detect and turn off workloads using manager algorithm. (The self does the As, turning off the workloads.)

Also for the following, which also have quantum box and nut and bolt:

Detect and turn off workloads using manager network. (The others help finish the As, turning off the workloads.)

Also for the following, which also have quantum box and nut and bolt:

No muscle aches/pains

Delegate Workloads

Delegate Workloads 1

1. I cut off infinity.

I used the sun.
The queen helped.
The delivery arrived.
I earned the role.
I wrote the developed text.
I knew about the lotus spoon.
I knew the female politician.
I knew positive religion.
People are safe.
I knew about God (the philosopher).
I breasted (sic) out the delegating.
I wrote 10 details per sentence.
I owned the image.
The graduations officer was there.
There was philosophy.
There was music.
There was acting.
I delegated the workload to myself.
I made the model.
I redrafted the idea.
I wrote the book.
I counted the breasonings per paragraph.
I counted the As per book.
I am with it over the ideas given to me.
I delegated the work.
I saw you in the in the inference.
I verified the work.
I went around the sun.
I eyed the robots back.
I multiplied by 10.
I compared notes.
I efficiently edited the sentence by finding a good reason for it.
I found the criteria and wrote the assignment and delegated it.
I wrote the assignment with the correct criteria in accreditation in tenure.
The company delegated the work.
I noticed the sculpture.
I tricked the person's eye.
The duckling lived.
Theatre increased music.
Philosophy increased computer science.
Pedagogy increased meditation.
Medicine increased Computational English.
Politics increased economics.
Popology increased societology.
The delegatee (sic) completed the workload.
I moved my arms to keep them sunburn-free.
I delegated the workload in Pedagogy.
I knew the Professor.
I talked with the people.
I performed work well.

the child created the star.
 The delegatee was protected by natural law.
 The delegater was protected by natural law.
 I engaged with the thought.
 I observed that the excellence threshold had been reached.
 I observed that the goodness threshold had been reached.
 I observed that the very much goodness threshold had been reached.
 I observed that the high quality threshold had been reached.
 I observed that the area of study threshold had been reached.
 I observed that the product standard had been reached.
 I observed that the emeritus award threshold had been reached.
 I taught the special skills.
 I delegated the workload to the employee at a single level.
 I earned the sense to check.
 I shaped foods in appetising ways.
 I stamped the work.
 I plotted the graph of the delegates' workload against time.
 I plotted the graph of the delegates' workload against time.
 Time stood still when the workload was delegated.
 I helped with the workload.
 I examined the workload.
 The present famous employee reached readiness threshold.
 The present hidden employee reached readiness threshold.
 I watched the film.
 I knew about famousness.
 I prayed for each breasoning.
 I breasoned each prayed-for breasoning the form of a sentence object.
 I retained breasonings, recordings and blessedness.
 The passage is safe.

Delegate Workloads 2

Recordings of 80 breasonings prayed for and put through are compatible with conception.
 The same hen of the clutch of eggs will protect the eggs.
 The greater one was chosen because of being preferred to recordings.
 I won.
 The sun rose.
 I found the meditation (pedagogy) employees at the University.
 I delegated work to the suction holder.
 I noticed the pine.
 I noticed the professor chain.
 I ate on the professor in chains.
 The order of equality in breasonings is prayer, recordings and kinder breasonings for individuals.
 I saw the professor reading my chapters.
 I employed the employee
 Numbers of people believed the idea.
 I can be like Plato.
 I can be like marzipan jellioes.
 I worked in the group.
 I went through the levels in deciding what work to delegate.

I entrained myself in a better relationship with students as a student as teacher.
 I am big in politicity (sic).
 I delegated writing the argument.
 I delegated the task where the subjects tasks, prerequisites and the previous knowledge were known psychologically.
 I used the vegetable product.
 There was an esoteric feeling in the air.
 Many things can come from nothing.
 The idea was detailed.
 The idea was done-up.
 I had a business.
 I wrote the idea-in-itself.
 An idea was given to me.
 I examined the content.
 I deserved the idea.
 The student attributed ideas to the model at University.
 I synthesised the animal product.
 I gave the input and output for the delegated algorithm (disagreeing instead of agreeing (agreeing)).
 I disagreed (agreed) with the incorrect (correct) logic symbol.
 Addition is logically walking up a hill as imagined to be stated by e.g.s.
 I prayed for the breasoning to ensure it wasn't (was) flawed (correct).
 The role character marched forward.
 I installed the pink screen.
 I examined the model heart.
 I made the police box.
 I wrote the idea by-by-itself.
 I wrote the inter-disciplinary area of study points down.
 I applied the literature to the philosophy, then wrote on the philosophy in itself.
 I wrote the book.
 I performed the algorithm.
 I employed (trially) the delegate workload retrieval model.
 I knew what was real.
 I noticed the monastics (people) retrieving information.
 As the workload was delegated, the element was needed.
 I said the workload was unnecessary (necessary).
 I wanted you.
 Kant predicted that meditation would overtake.
 Romeo and Juliet was intertwined.
 I agreed with delegating workloads.
 I delegated the workloads.
 I asked for help.
 Pedagogy will be done.
 I asked nicely for work to be done.
 I delegated grouping exposition points.
 I delegated connecting critique points.
 I expected Lucianic Meditation.
 I verified that the breasoning lists were not the same.
 I planned to be good.
 I knew about lost phalluses (sic) (definitiveness).

I was racial.
 I studied the subject.
 I observed the individual working.
 I alighted at Green.
 I delighted the studio audience member.
 I designed the idea.
 I helped work with an employee.
 I noticed the Geelong Skyscraper.
 I performed the most intelligent work at each point.
 I was given actual songs.
 I gave Daniel the cord.
 My student submitted his assignment.
 I read the logic of the assignment.
 I had fun thinking of the future.

Delegate Workloads 3

I noticed that each workload delegate was friendly.
 Positivity is in agreement.
 I noticed the post-traumatic stress disorder (good health) of the gay rape victim (gay).
 The philosopher was a doctor and a meditator.
 I observed the vandalised (healthy) tree.
 There should be breaks at work.
 I delegated rest.
 I noticed $3/8$ was written $8/3$ (by the idea of the plimsoll line-like symbol) in the top down form.
 I examined the man's ideas in the order that the honorary fellows thought of them in.
 I examined life.
 I am at the top.
 I corrected the line to the square.
 I noticed that there was mass production.
 The means of production were creative.
 God was dead (alive) (knew) a breasoning helper.
 The breasoning helper worked at God's University.
 God didn't make the breasoning helper available (only in accreditation).
 God wrote breasonings.
 Normal is high quality.
 I compared ideas to get the work done.
 I noticed the stillness.
 I wrote music.
 I dotted on my work for the day.
 I breasoned out my work for the day.
 I noticed the nth degree.
 I noticed harlequinades.
 I experienced effortless threshold.
 I chose the content.
 I noticed the students perform the work.
 I noticed the fireworks.
 The pink object represented work having been done.
 Delegate workloads was an assignment in the topic "production".
 Creativity is a skills in the topic "production".

Delegation was the negative part of $\sin(x)$, workload was the positive part.
 The University texts were supported by Masters graduates.
 The workloads of the University input and output were delegated.
 The workload was planned with delegation.
 The queen delegated the circle of work.
 The words were credible.
 The words inspired love.
 No one (someone) abandoned (adopted) me.
 Breasonings are University and Vocational Education and Training put together.
 Individual accreditation was for delegate workloads.
 Medicine was required for 250 breasonings.
 Inky wondered if she would be a mother.
 Inky avoided the red line.
 I moved to a new location.
 I delegated the breasoning.
 The head of state delegated the workloads.
 I delegated Education accreditation for breasonings.
 I delegated help from the pedagogy helper for breasonings.
 I avoided workplace bullying.
 I started the next task.
 I ate the croissant.
 Delegation was equal to workloads (not only because they were equal in type with them).
 Delegating workloads was commercially viable.
 Delegating workloads was compatible with evolution.
 I am the true philosopher of the abbey.
 Vocational Education and Training precedes University.
 Vocational Education and Training can be at (was different from) University.
 The heart complements the brain at University.
 You delegated the work.
 I performed the work.
 I am developed by what will appear.
 The students' topics are what will appear.
 Stacking of workloads as triangles become the Gods.
 My pedagogy is musical, theatrical, and philosophical.
 The Education Doctoral graduate was unfunded until University.
 The PhD topic list was arrived at by agreement.
 PhDs were based on secondary texts.
 The PhD thesis was slightly new on the topic.
 Delegate workloads was a classic by the 340 billion people.
 I was manual.
 The vocational liberal arts course delegated the workloads.
 I exemplified the connection.
 Using a different pedagogy helper would show (ensure) the same error (correctness) in continuity.
 I jumped around (I practised saltaté).
 The negative terms (initial positive terms) (delegators) were replaced with positive terms (workloads).
 I observed performing As in front of an abbot may have led to overcoming the chiropractor in an experiential acting class.
 I noticed God (the seed for a child).