

English Lesson to Prepare for UIL Spelling and Vocabulary Contest

Lesson Plan Title: Using Basic Spelling Rules

Goal of Lesson: To have students apply basic spelling rules to determine correct application.

Grade Level: English I-V

TEKS Addressed:

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. (ELAR 1-4)

13(D) edit drafts for grammar, mechanics, and spelling; (ELAR 1-4)

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

Students are expected to: (A) use conventions of capitalization; (ELAR 1-2)

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. (ELAR 1-4)

Overview of Lesson:

The teacher will have students examine a list of spelling rules. Next, students will study a list of words, decide if the spelling of each word is correct, and finally, select the rule which applies to each word's spelling.

Materials Needed:

- Rule list (attached)
- Word list (attached)

Procedures and Activities:

The teacher will –

- preview and discuss the importance of the basic spelling rules (attached) with the class.
- ask individual students to read the rules aloud.

Independent Practice:

The teacher will assign students to complete the word list worksheet (attached).

Assessment:

The teacher will have students exchange papers and evaluate the exercise in class.

Basic Spelling Rules:

Although the American-English spelling system has evolved from many sources, there are definable patterns that are well-worth learning. These spelling patterns, or spelling rules, all have exceptions; however, they are minimal. It is always efficient to memorize the rule, rather than all of the exceptions. In baseball, batters are taught to "look for the fastball, and adjust for the curve." The same is true in the American-English spelling system. The following are the key spelling rules that work most of the time in the American-English spelling system.

1. The i before e Rule

Usually spell i before e (believe), but spell e before i after a c (receive) and when the letters are pronounced as a long /a/ sound (neighbor).

2. The Final y Rule

Keep the y when adding an ending if the word ends in a vowel, then a y (delay-delayed), or if the ending begins with an i (copy-copying). Change the y to i when adding an ending if the word ends in a consonant, then a y (pretty-prettiest).

3. The Silent e Rule

Drop the e (have-having) at the end of a syllable if the ending begins with a vowel. Keep the e (close-closely) when the ending begins with a consonant, has a soft /c/ or /g/ sound, then an "ous" or "able" (peaceable, gorgeous), or if it ends in "ee", "oe", or "ye" (freedom, shoeing, eyeing).

4. The Double the Consonant Rule

Double the consonant, when adding on an ending (permitted), if all three of these conditions are met: 1. the last syllable has the accent (per / mit) 2. the last syllable ends in a vowel, then a consonant (permit). 3. the ending you add begins with a vowel (ed).

5. The Ending "an" or "en" Rule

End a word with "ance", "ancy", or "ant" (vacancy, arrogance) if the root before has a hard /c/ or /g/ sound or if the root ends with "ear" or "ure" (clearance, insurance). End a word with "ence", "ency", or "ent" if the root before has a soft /c/ or /g/ sound (magnificent, emergency), after "id" (residence), or if the root ends with "ere" (reverence).

6. The "able" or "ible" Rule

End a word with "able" if the root before has a hard /c/ or /g/ sound (despicable, navigable), after a complete root word (teachable), or after a silent e (likeable). End a word with "ible" if the root has a soft /c/ or /g/ sound (reducible, legible), after an "ss" (admissible), or after an incomplete root word (audible).

7. The Ending "ion" Rule

Spell "sion" (illusion) for the final zyun sound or the final shun sound (expulsion, compassion) if after an l or s. Spell "cian" (musician) for a person and "tion" (condition) in most all other cases.

8. The Plurals Rule

Spell plural nouns with an s (dog-dogs), even those that end in y (day-days) or those that end in a vowel, then an o (stereo-stereos). Spell "es" after the sounds of /s/, /x/, /z/, /ch/, or /sh/ (box-boxes) or after a consonant, then an o (potato-potatoes). Change the y to i and add "es" when the word ends in a consonant, then a y (ferry-ferries). Change the "fe" or "lf" ending to "ves" (knife-knives, shelf-shelves).

Check the spelling of the following words and in front of each write C for correct or I for incorrect and explain the spelling rule following the word:

Example: I lazyest: Change y to i when adding an ending if word ends in consonant

1. _____anceint:

2. _____patios:

3. _____notable:

4. _____culinarion:

5. _____insurgence:

6. _____feasible:

7. _____flapped:

8. _____applience:

9. _____embargoes:

10. _____skis:

11. _____compatable:

12. ____conveys:

13. ____deciet:

14. ____luxuryous:

15. ____abberratian

16. ____extremelly:

17. ____nuisance:

18. ____submiting:

19. ____exhultatian:

20. ____hygeine:

English Lesson to Prepare
for UIL Spelling and Vocabulary Contest

Lesson Plan Title: Using Greek/Latin Roots

Goal of Lesson: To have students recognize Greek/Latin root word meanings and use them correctly.

Grade Level: English I-V

TEKS Addressed:

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. (ELAR 1-4)

13(D) edit drafts for grammar, mechanics, and spelling; (ELAR 1-4)

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

Students are expected to: (A) use conventions of capitalization; (ELAR 1-2)

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. (ELAR 1-4)

Overview of Lesson:

The teacher will have students examine a list of Greek/Latin roots, their meaning and usage. Next, students will make and study flashcards containing the roots. Finally, students will find new words which contain the roots.

Materials Needed:

- Root list (attached)
- Worksheet (attached)
- 3 X 5 inch index cards
- Dictionaries

Procedures and Activities:

The teacher will –

- preview and discuss with the class the importance of knowing Greek/Latin roots (attached).
- have students prepare flashcards with the roots (roots on one side and meaning/example on the other).

- ask students to work in pairs to quiz each other over the roots, using the flashcards.

Independent Practice:

The teacher will assign students to complete the worksheet (attached) using dictionaries.

Assessment:

The teacher will have students exchange papers and evaluate the exercise in class.

Frequently-Used Greek and Latin Roots

The following are the roots, meanings, origins, and example words. The roots are not in order of frequency.

1. struct-build-Latin; example: instruct
2. aud-hear-Latin; example: auditorium
3. mis-send-Latin; example: mission
4. astro-star-Greek; example: astrology
5. ped-foot-Latin; example: pedal
6. bon-good-Latin; example: bonify
7. phon-sound-Greek; example: telephone
8. dict-say-Latin; example: predict
9. anti-before-Greek; example: anticipate
10. port-carry-Latin; example: import
11. culp-fault-Latin; example: exculpate
10. geo-earth-Greek; example: geography
11. scrib-write-Latin; example: scribble
12. fid-faith-Latin; example: confidence
13. hum-ground-Latin; example: exhumation
14. melior-better-Latin; example: amelioration
15. scrip-write-Latin; example: scripture
16. min-little-small-Latin; example: minimum
17. spect-see-Latin; example: inspect
18. mit-send-Latin; example: transmit
19. schis-split-Greek; example: schism
20. sed-calm-Latin; example: sedative

Find a new word that uses the appropriate Greek or Latin root and write it in the blank beside the root:

1. struct-build-Latin; _____
2. aud-hear-Latin; _____
3. mis-send-Latin; _____
4. astro-star-Greek; _____
5. ped-foot-Latin; _____
6. bon-good-Latin; _____
7. phon-sound-Greek; _____
8. dict-say-Latin; _____
9. anti-before-Greek; _____
10. port-carry-Latin; _____
11. culp-fault-Latin; _____
10. geo-earth-Greek; _____
11. scrib-write-Latin; _____
12. fid-faith-Latin; _____
13. hum-ground-Latin; _____
14. melior-better-Latin; _____
15. scrip-write-Latin; _____
16. min-little-small-Latin; _____
17. spect-see-Latin; _____
18. mit-send-Latin; _____
19. schis-split-Greek; _____
20. sed-calm-Latin; _____

English Lesson to Prepare
for UIL Spelling and Vocabulary Contest

Lesson Plan Title: Using Suffixes

Goal of Lesson: To have students recognize and use suffixes.

Grade Level: English I-V

TEKS Addressed:

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. (ELAR 1-4)

13(D) edit drafts for grammar, mechanics, and spelling; (ELAR 1-4)

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions.

Students are expected to: (A) use conventions of capitalization; (ELAR 1-2)

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. (ELAR 1-4)

Overview of Lesson:

The teacher will have students examine a list of suffixes, their meaning and usage. Next, students will provide definitions of suffixes and finally, they will find new words that contain the suffixes.

Materials Needed:

- Suffix list (attached)
- Worksheets (attached)
- Dictionaries

Procedures and Activities:

The teacher will –

- preview and discuss with the class the importance of knowing suffixes (attached).
- Have students study the list of suffixes and their meaning.
- Have students provide the meaning of each suffix from memory without use of the definition sheet (worksheet attached).
- Discuss meanings in class and have students check their answers on first sheet.

Independent Practice:

The teacher will assign students to complete the second worksheet (attached) using dictionaries to find new words which contain the suffixes.

Assessment:

The teacher will have students exchange papers and evaluate the exercise in class.

Suffix	Meaning	Example
acious, icious	full of	audacious
agog, agogue	leader	demagogue
ant, ent	full of	eloquent
cide	kill(ing)	suicide, herbicide
ectomy	cutting	appendectomy
escent	becoming	evanescent
ia, y	act, state	amnesia, democracy
ic, tic, ical, ac	having to do with	dramatic, musical, cardiac
ics	things having to do with	optics, physics
iferous	producing, bearing	vociferous
isk, iscus	small	asterick
ism	the belief in	terrorism
ite	one connected with	meteorite
logy	study field of	geology
oid	resembling	asteroid
or, er	one who takes part in	actor
osis	condition	hypnosis
phobia	exaggerated fear	claustrophobia
sis	state, condition of	analysis
tude	state of	fortitude

Provide the meaning beside each suffix.

Suffixes:

Meaning:

(Example: ist

one who believes in)

acious, icious

agog, agogue

ant, ent

cide

ectomy

escent

ia, y

ic, tic, ical, ac

ics

iferous

isk, iscus

ism

ite

logy

oid

or, er

osis

phobia

sis

tude

English Sponge Activity to Prepare for UIL Spelling and Vocabulary Contest

Sponge Activity Title: Crossword Puzzle

Goal of Activity: To encourage students to learn words by using them in a crossword puzzle.

Grade Level/Course: English I-IV

TEKS Addressed:

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. (ELAR 1-4)

13(D) edit drafts for grammar, mechanics, and spelling; (ELAR 1-4)

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) use conventions of capitalization; (ELAR 1-2)

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. (ELAR 1-4)

Materials Needed:

- UIL "Word Power" list for the current year
- Web Site: www.puzzle-maker.com
- Copies of puzzle made on Puzzle-Maker (see attached samples).

Procedures:

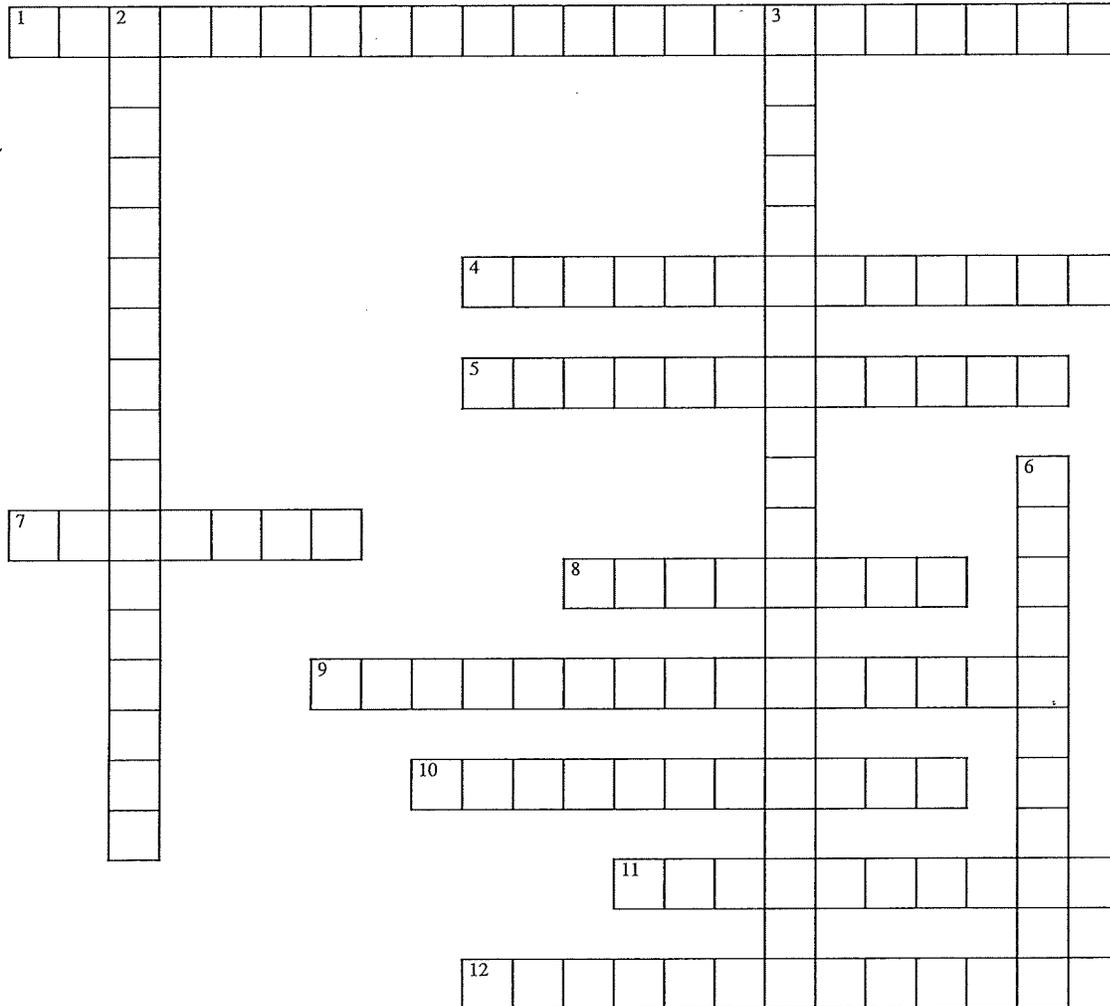
The teacher will –

- go to Puzzle-Maker web site and create a crossword puzzle from a list of 20 - 30 words/definitions from UIL "Word Power" list (words that students have studied previously).
- give each student a copy of the blank puzzle.
- assign students to complete the puzzle.

Assessment:

The teacher will have students exchange puzzles and evaluate each student's work as the teacher provides the answers.

UIL Academic Events



ACROSS

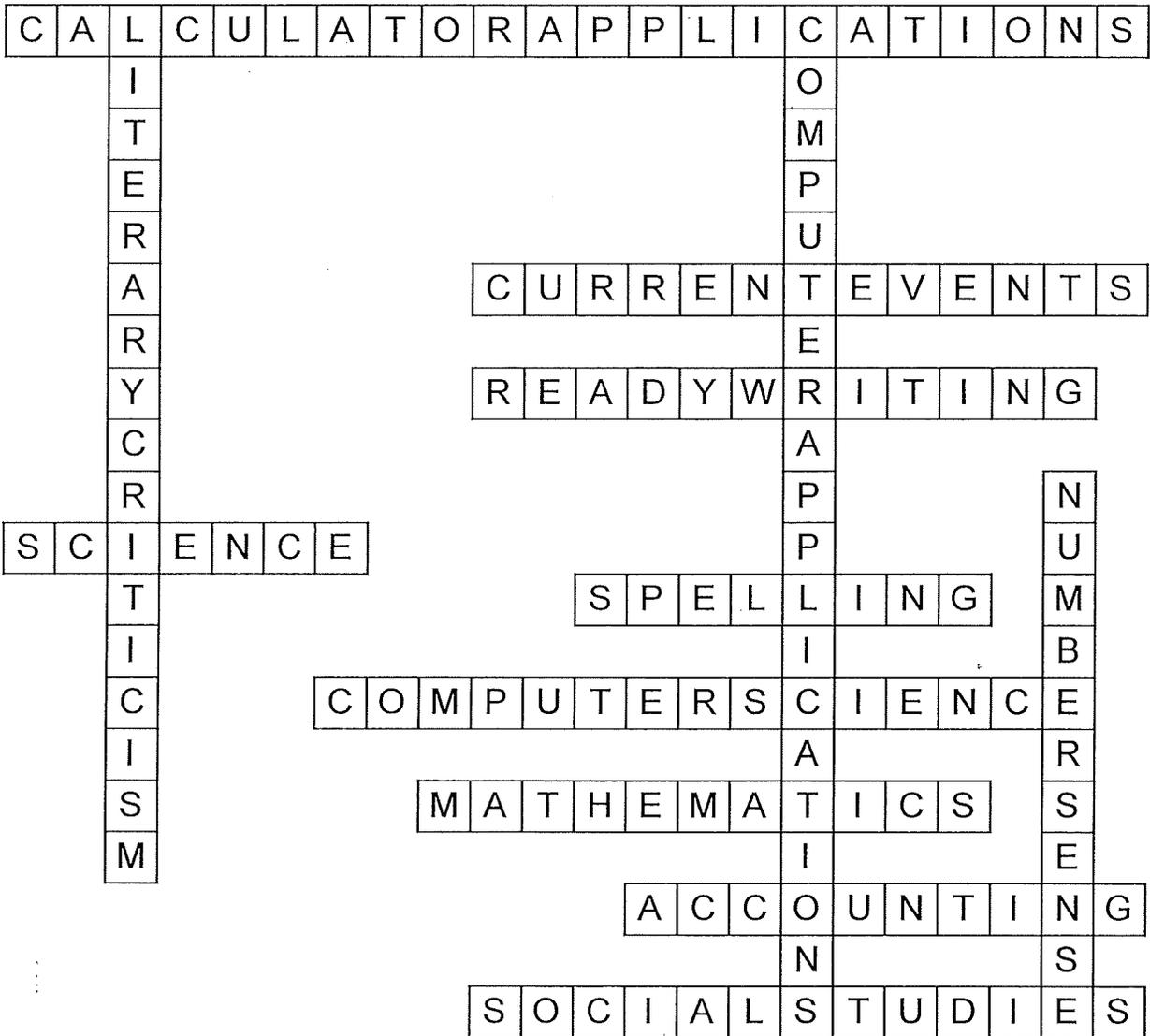
- 1 Use logarithms
- 4 Recognize world leaders
- 5 Use expository style
- 7 Understand the importance of experimentation
- 8 Build vocabulary
- 9 Understand Java programming
- 10 Test pre-calculus knowledge
- 11 Learn about partnerships and corporations
- 12 Expand knowledge of eras

DOWN

- 2 Analyze dramatic passages
- 3 Focus on word processing
- 6 Develop mental shortcuts

Note: For a fee, you can use Crossword Weaver to print a nice copy of this puzzle (one that doesn't look like a web page). You can check it out for free by downloading the demo from www.CrosswordWeaver.com

UIL Academic Events



English Sponge Activity to Prepare for UIL Spelling and Vocabulary Contest

Sponge Activity Title: Tent Cards

Goal of Activity: To encourage students to associate synonyms or words of similar meanings.

Grade Level/Course: English I-IV

TEKS Addressed:

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. (ELAR 1-4)

13(D) edit drafts for grammar, mechanics, and spelling; (ELAR 1-4)

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) use conventions of capitalization; (ELAR 1-2)

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. (ELAR 1-4)

Materials Needed:

- UIL "Word Power" list for the current year
- Dictionaries
- 3" X 5" or 4" X 6" index cards.

Procedures:

The teacher will –

- provide students with a list of 50 words from the UIL "Word Power" list (25 words that can be paired with one other word from the list for a total of 50 words). Mingle the words so that students will have to search for definitions.
- have students pair 10 sets of synonyms or words of similar meanings (i.e., choose which words to pair with which from the list). Students will need to consult dictionaries for definitions.
- ask the students to work in small groups (about 4) to make 10 tent-shaped cards (i.e. bent over like a tent) and write one of the paired words on each side of the "tent."
- have students study the words.
- ask students to place the "tents" between each member of the group. The game lies in each student remembering which word is on the hidden side.

- have a person from each group record on a sheet of paper the number each student answers correctly.

Assessment:

The teacher will circulate among the groups to evaluate informally the students' progress. Each group will turn in the record of student answers.

English Sponge Activity to Prepare for UIL Spelling and Vocabulary Contest

Sponge Activity Title: One Word a Day

Goal of Activity: To encourage students to learn a new vocabulary word each day.

Grade Level/Course: English I-IV

TEKS Addressed:

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. (ELAR 1-4)

13(D) edit drafts for grammar, mechanics, and spelling; (ELAR 1-4)

(18) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) use conventions of capitalization; (ELAR 1-2)

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. (ELAR 1-4)

Materials Needed:

- UIL "Word Power" list for the current year
- Dictionaries
- Notebook for each student (to be supplied by students).

Procedures:

The teacher will –

- select a word for each day from the "Word Power" list.
- place the word for the day on the chalk board at the very beginning of class.
- assign students to use notebooks to write the word, the definition of the word (from dictionaries) and a sentence using the word.

Assessment:

The teacher will conduct a spelling/vocabulary quiz every two to three weeks over the words learned in class during that time period.

English Sponge Activity to Prepare for UIL Spelling and Vocabulary Contest

Sponge Activity Title: Word Origins

Goal of Activity: To encourage students to explore origins of words.

Grade Level/Course: English I-IV

TEKS Addressed:

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

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13(D) edit drafts for grammar, mechanics, and spelling; (ELAR 1-4)

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(A) use conventions of capitalization; (ELAR 1-2)

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. (ELAR 1-4)

Materials Needed:

- UIL "Word Power" list for the current year
- Dictionaries
- Notebook for each student (to be supplied by students).

Procedures:

The teacher will –

- provide students with a list of 20 words from the UIL "Word Power" list.
- have students select five words from the list.
- assign students to use notebooks to write the five words, the definition of each word and an explanation of the origin of each (from dictionary).

Assessment:

The teacher will have students exchange papers and evaluate each student's work by looking up the other student's words in the dictionary.

English Sponge Activity to Prepare for UIL Spelling and Vocabulary Contest

Sponge Activity Title: Word Search Puzzle

Goal of Activity: To encourage students to learn words by finding them in a word search puzzle.

Grade Level/Course: English I-IV

TEKS Addressed:

(1) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:

(A) determine the meaning of grade-level technical academic English words in multiple content areas (e.g., science, mathematics, social studies, the arts) derived from Latin, Greek, or other linguistic roots and affixes;

(B) analyze textual context (within a sentence and in larger sections of text) to draw conclusions about the nuance in word meanings;

(C) infer word meaning through the identification and analysis of analogies and other word relationships;

(D) recognize and use knowledge of cognates in different languages and of word origins to determine the meaning of words; and

(E) use general and specialized dictionaries, thesauri, glossaries, histories of language, books of quotations, and other related references (printed or electronic) as needed. (ELAR 1-4)

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(A) use conventions of capitalization; (ELAR 1-2)

(19) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings. (ELAR 1-4)

Materials Needed:

- UIL "Word Power" list for the current year
- Web Site: www.puzzle-maker.com or <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>
- Copies of puzzle (see attached samples).

Procedures:

The teacher will –

- go to Puzzle-Maker web site and create a word search puzzle from a list of 20 - 30 words from UIL "Word Power" list.
- select words that students have studied previously.
- give each student a copy of the blank puzzle.
- assign students to complete the puzzle by circling each word.

Assessment:

The teacher will have students exchange puzzles and evaluate each student's work as the teacher provides the answers.

A F L O F F L V O R I M C N I C U R U X R K
M V X V P C Z I Q H S J A Q N Y D R Z X M G
Z C X Y N U T A Z C Z L L G A R E B N Z K L
Y O B S R R R A T C A T C U J A C O Z A K T
F M F X E R V Z N D Q I U W F L N S J Q I B
K P Q J A E B V E F E M L B F U E K L R L Y
J U T Y D N F J R Z P S A A A B I D I C Y F
P T F C Y T V U Y Y Y C T V E A C T T F K T
X E F E W E D C S F J I O S C C S V E J V H
M R U J R V W W S N G T R E N O R I R O X W
J A D B I E I G X R I A A I E V E Y A I H F
G P M E T N M N T G N M P D I G T V R C U T
G P F M I T B I C I U E P U C N U O Y L X H
S L M G N S Z T C G M H L T S I P Q C T Z Q
W I B U G D B N T K B T I S F L M E R C N F
I C E H G X J U C Z E A C L Q L O D I G B H
M A A L D F D O S G R M A A H E C V T H G A
Q T M Z X O Y C Y E S Y T I N P I W I T Z C
B I K C O V Y C F T E X I C E S H E C L R E
C O G R K H P A P E N F O O S N V U I K R J
K N H L F V D V I Z S E N S B Z Q Y S Q B Y
G S I J D H D Y F X E H S Z Z B B T M J C B

accounting
calculatorapplications
computerapplications
computerscience
currentevents
literarycriticism

mathematics
numbersense
readywriting
science
socialstudies
spellingvocabulary

Custom Word Search Puzzle

A F L O F F L V O R I M C N I C U R U X R K
M V X V P C Z I Q H S J A Q N Y D R Z X M G
Z C X Y N U T A Z C Z L L G A R E B N Z K L
Y O B S R R R A T C A T C U J A C O Z A K T
F M F X E R V Z N D Q I U W F L N S J Q I B
K P Q J A E B V E F E M L B F U E K L R L Y
J U T Y D N F J R Z P S A A A B I D I C Y F
P T F C Y T V U Y Y Y C T V E A C T T F K T
X E F E W E D C S F J I O S C C S V E J V H
M R U J R V W W S N G T R E N O R I R O X W
J A D B I E I G X R I A A I E V E Y A I H F
G P M E T N M N T G N M P D I G T V R C U T
G P F M I T B I C I U E P U C N U O Y L X H
S L M G N S Z T C G M H L T S I P Q C T Z Q
W I B U G D B N T K B T I S F L M E R C N F
I C E H G X J U C Z E A C L Q L O D I G B H
M A A L D F D O S G R M A A H E C V T H G A
Q T M Z X O Y C Y E S Y T I N P I W I T Z C
B I K C O V Y C F T E X I C E S H E C L R E
C O G R K H P A P E N F O O S N V U I K R J
K N H L F V D V I Z S E N S B Z Q Y S Q B Y
G S I J D H D Y F X E H S Z Z B B T M J C B

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