

# Lesson-Activity Samples: Word Search (phonicspelling Vocabulary) / Sound Awareness

## Instructions for phonicspelling Vocabulary





















Can you find and box the letters from the English alphabet for these 9 words in the puzzle?  
(They are printed *across* from left to right and *down* from top to bottom.)

alphabet letters sounds symbol spelling word example read pictures  
 → Can you ask about or tell the meanings of the words and phrases—with examples?

б	г	д	ж	з	и	й	л	п	ф	ц	ч	ш	щ	ь	б	ю
э	а	л	п	h	a	b	e	t	ы	и	e	t	t	e	r	s
ä	ä	ä	/a/ /ɔ/	ə	β	ε	φ	φ	β	/y/ /ø/	ɸ	/f/ /θ/ /ð/	/v/	/u/	γ	ω
s	s	3	æ	s	p	e	l	i	n	g	✓	1	л	р	ω	
o	γ	1	ξ	ψ	ζ	ψ	«	»	ñ	κ	α	τ	π	e	1	
u	m	v	é	ұ	⚡	爱	主	办	北	参	长	祝	春	コ	a	7
n	b	И	ε	ε	⚡	&	p	i	c	t	u	r	e	s	d	д
d	o	J	j	ú	*	☉	☉	**	☉	☉	☉	☉	☉	☉	☉	☉
s	l	w	o	r	d	π	e	x	a	m	p	l	e	ъ	ъ	7

How many boxes show each of these things? Write the numbers on the lines.




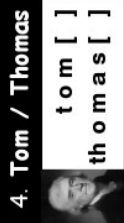







alphabet letters \_\_\_\_\_ word spelling examples \_\_\_\_\_  
 phonetic sound-symbols \_\_\_\_\_ picture illustrations \_\_\_\_\_

	<u>a</u> n <u>t</u>	ä = /æ/		b		b = /b/
	b <u>e</u> d		k = /k/			d = /d/
	<u>d</u> og		egg	ë = /ɛ/		
	f <u>i</u> sh	f = /f/	gun	g = /g/		
	<u>h</u> at	h = /h/	hat		i = /aː/ or /ai/	
	<u>i</u> ce	j = /dʒ/	jet	j		

Answers: 12 letters of the alphabet, 10 phonetic sound-symbols, 10 picture illustrations, 10 word spelling examples

## Instructions for Language-Sound Awareness

Here are some possible one-syllable and longer American first names of famous people. The names contain nearly all the 40 basic, distinct, individual sounds of American English. As you hear, repeat, or say each of the forms of each name, count the number of sounds in it. The spellings with letter spacing will help you. Put the numbers of sounds in the brackets [ ].

1. Jan / Janet	2. Ken / Kenneth	3. Phil / Phillip	4. Tom / Thomas
 jan [j] janet [ʃ]	 ken [k] kenneth [k]	 phil [p] philip [p]	 tom [t] thomas [t]
5. Gus / August	6. Wood / Woody	7. Shawn / Showna	8. Art / Arthur
 gus [g] august [ʃ]	 wood [w] woody [w]	 shawn [ʃ] shawna [ʃ]	 art [ɑ] arthur [ɑ]
9. Herb / Herbert	10. Dave / David	11. Pete / Peter	12. Mike = Michael
 herb [h] herbert [h]	 dave [d] david [d]	 pete [p] peter [p]	 mike [m] michael [m]
13. Rose / Rosemary	14. Lou / Louis	15. Grouch / Groucho	16. Roy / Leroy
 rose [r] rosemary [r]	 lou [l] louis [l]	 grouch [g] groucho [g]	 roy [r] leroy [r]

Here are the whole names of the 16 well-known people above, with identifying phrases. Can you repeat, say, or read aloud any or all of the names? Can you hear, count, and tell the number of individual sounds in some of the names or words of each phrase?

- Janet Jackson, entertainer; sister of Michael Jackson
- Kenny Rogers, country music singer & song-writer
- Phillip McCraw (Dr. Phil), TV personality & psychologist
- Thomas Jefferson, 3rd President of the United States
- August Anheuser Busch III, world beer brewing executive
- Woody Allen, comedian, film director, actor, writer
- Shawn Johnson, artistic gymnast & Olympic athlete
- King Arthur, legendary medieval British warrior
- Herbert Hoover, 31st President of the United States
- Pete Rose, former baseball player and team manager
- Michael J. Fox, Canadian actor with Parkinson's disease
- Rosemary Clooney, singer & actress
- Louis "Satchmo" Armstrong, jazz musician
- Groucho Marx, cigar-smoking comedian & actor
- Leroy Jones, New Orleans jazz trumpeter

For even more challenging sound-awareness practice, you can "do a name chain." Say your name clearly—if possible, with American-English pronunciation. Can your listeners identify the number of distinct sounds in it? Can they repeat (parts of) your name?

















The second person in the chain activity says your name and then tells his/her own. (Others identify the number of sounds.) The third person repeats the previous two names before adding his/her own, listeners count the sounds, and so on around the group.

# 4-of-a-Kind Category Card Pack Sample: Initial Consonants

## Instructions for Initial-Consonant Words in Categories

Here are 44 pictures for words starting with the first 11 consonant letters or pairs that appear in initial word position. Under the pictures are 4 words each for *b, c, ch, d, f, g, h, j, k, l, m*.

Depending on how you plan to make use of these PhonicSpelling Cards, you can fill in the missing initial consonants 4 times each. Or—to provide repetitive oral practice in initial-consonant sounds while challenging your memory, you can leave the lines blank.

 a thing _all	 an animal _at	 a food _eans	 a thing _ar	 an animal _ow	 a food _ake	 an action _ut
 a thing _air	 an animal _ick	 a food _ips	 a thing _oll	 an animal _og	 a food _ates	 an action _ig
 a thing _an	 an animal _ish	 a food _ig	 a thing _as	 an animal _oat	 a food _um	 an action _ive
 a thing _at	 an animal _orse	 a food _am	 a thing _ack	 an animal _ay	 a food _am	 an action _ump
 a thing _ite	 an animal _oala	 a food _ale	 a thing _ock	 an animal _amb	 a food _eek	 an action _ook
 a thing _ap	 an animal _ouse	 a food _ilk	 an action _ix	 an animal _ouse	 a food _eek	 an action _ook

You may want to copy, enlarge, and/or paste up the 44 picture boxes to use as *Flash Cards*.  
If you cut the cards out two-sided, the missing initial consonant letters will be underlined in the words on the back.































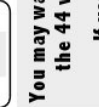
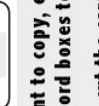
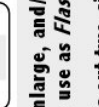



PhonicSpelling: EVERYTHING to Know (Now) about Teaching & Learning American-English Phonics & Spelling  
ISBN 978-1-934637-37-1 For more Info, go to [www.2learn-english.net](http://www.2learn-english.net). E-mail at [2learn-english.com](mailto:2learn-english.com).

## Instructions for Initial-Consonant Words in Categories

Here are 44 words beginning with the first 11 consonant letters or pairs (*digraphs*) that appear before vowels in initial word position: *b, c, ch, d, f, g, h, j, k, l, m*.

The words name items in four categories: *things, animals, foods, and actions*.

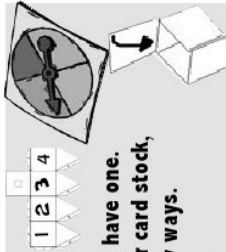
A phonic dictionary symbol for the sound produced by the underlined letter(s) is below.

 an action c <u>u</u> t	 a food c <u>a</u> ke	 an animal c <u>o</u> w	 a thing c <u>a</u> r	 an animal b <u>a</u> t	 a thing b <u>a</u> ll
 an action d <u>i</u> g	 a food d <u>a</u> tes	 an animal d <u>o</u> g	 a thing d <u>o</u> ll	 an animal ch <u>i</u> ck	 a thing ch <u>a</u> ir
 an action g <u>i</u> ve	 a food g <u>u</u> m	 an animal g <u>o</u> at	 a thing g <u>a</u> s	 an animal f <u>i</u> g	 a thing f <u>a</u> n
 an action j <u>u</u> mp	 a food j <u>a</u> m	 an animal j <u>a</u> y	 a thing j <u>a</u> ck	 an animal h <u>o</u> rse	 a thing h <u>a</u> t
 an action l <u>o</u> ok	 a food l <u>e</u> ek	 an animal l <u>a</u> mb	 a thing l <u>o</u> ck	 an animal k <u>o</u> ala	 a thing k <u>i</u> te
 an action m <u>i</u> x	 a food m <u>i</u> lk	 an animal m <u>o</u> use	 a thing m <u>a</u> p	 an animal m <u>o</u> use	 a thing m <u>a</u> p

You may want to copy, enlarge, and/or paste up the 44 word boxes to use as *Flash Cards*.  
If you cut the cards out two-sided, the corresponding item illustrations will be on their faces (fronts).

PhonicSpelling: f=faʊk 's p e l m, G = j e o r / d ʒ i = I n i t i a l - C o n s o n a n t W o r d s i n C a t e g o r i e s

# Sample Path-Game Board: Initial Consonants & Blends



## Instructions for Practice in Initial Consonants & Blends

You may want to copy (and enlarge) the phonic(spelling) *Single & Clustered Initial-Consonant Letters Board* on these pages—so each group of players can have one. For durability and reusability, you might want to mount it on cardboard or 11 x17 card stock. If you tear out or copy the pages on 8.5 by 11 inch paper or card stock, tape them together in the middle. Spread the board out (lay it flat) when you use it; fold it in two when not in use. The board can be used in many ways.

Each player will need a different small marker—a token, button, bean, coin, chip, checker, tile, scrap of paper, or the like—to move around the board.



<b>Start</b>	b	bl	br	c	ch	cl	cr	d	dr	f	fl	fr	g	gl	gr	h	<b>End</b>
	<del>z</del>	<del>b</del>	<del>z</del>	z	z	z	z	z	z	z	z	z	z	z	z	z	z
	z	z	z	z	z	z	z	z	z	z	z	z	z	z	z	z	z
	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y	y
	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)	w(h)
	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
	tr	tr	tr	tr	tr	tr	tr	tr	tr	tr	tr	tr	tr	tr	tr	tr	tr
	thr	thr	thr	thr	thr	thr	thr	thr	thr	thr	thr	thr	thr	thr	thr	thr	thr
	th	th	th	th	th	th	th	th	th	th	th	th	th	th	th	th	th
	t	t	t	t	t	t	t	t	t	t	t	t	t	t	t	t	t
	pr	pr	pr	pr	pr	pr	pr	pr	pr	pr	pr	pr	pr	pr	pr	pr	pr
	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q	q

### Using this phonic(spelling) (Single & Clustered) Initial-Consonant Letters Board

Here are some ideas for ways to use this two-page board:

To play a game on the *Board* on your own, put your marker on the first letter. In 10 to 15 seconds, say as many words as you can think of that start with that letter—or if you can, make a phrase or sentence mainly with words beginning with the letter.

*How many words did you think of?* Move your marker ahead that number of spaces (first to the right, then down the right side, then to the left, and finally up the left side toward the *End*).

*What letter(s) did you land on?* Tell—or make a phrase or sentence with—words beginning with that letter, digraph, or consonant cluster.

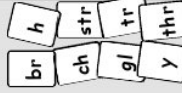
*How many words did you use correctly?* Move your marker that number of spaces. Make words that start with the letter(s) in that box. Continue in this way to move around the board to the *End*.

The next time, try to beat your record by finishing the board path faster. Or move around the board in the opposite direction.

If you play a game with someone else, you can move your marker in the outside white path. The other person can move his/her marker on the boxes and triangles of the *inside gray path*. You can take turns saying words or making phrases or sentences with words that start with the letter(s) printed in the boxes you land on.

*Who can win the game by getting to the End first?*

To make *Matching Cards*, you can copy and reduce the size of the letters on pages 21 and 30 before cutting them out, cut out the letter boxes from a copy of this board, and/or print your own 47 letter cards (b, bl, br, c, ch, cl, cr, d, dr, f, fl, fr, g, gl, gr, h, j, k, l, m, n, p, pl, pr, q, r, s, sc, sh, sh, sl, sm, sn, sp, spr, st, str, sw, t, th, thr, tr, v, w, y, z)—about 3/4 inch square.



Stack or spread out one or two sets of the letter cards face down.

Cooperatively, players pick up each card and place it face up on the appropriate box on the board. They say one or several words that begin with the letter(s). To remove (and win) the cards, they must remember and repeat *the same words*—and/or think of *different* words starting with that letter or those letters—if possible, in phrases or sentences.

You can also (copy and) use the reference lists from pages 40 to 42.

# Sample Exercise & Crossword (Spelling by the Rules)

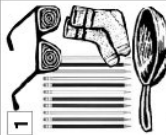
## Instructions for Spelling by the Rules

Here are *Spelling Test* questions of various kinds to assess understanding and use of valuable phonics/spelling patterns and principles. Each question type targets a different set of spelling rules, shown to the left. Follow Instructions for the items; check your answers.

Can you explain how regular spelling patterns/principles lead to your correct responses?

Which correct spellings are examples of exceptions to spelling rules? In what ways?

Circle the correct spelling for each word. (\* = less common or unusual spellings. (You may want to list the words for later review.) Then read the sentences aloud, telling the spelling of the items you chose. Can you explain them—and the exceptions?



1 May I please \*\*[hav (have) some nice [glasses/glasses], [ten/tean], [pinciles/pencils], one [thick/thyke], \*\*[heavy/eviy] [skillet/scillet], and a pair of [perfectly/purfectly] [waarme/warm] [wall/wool] [socks/saks]?

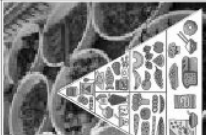


2 \*\*[What/Wutt] \*\*[culturr/color] is \*\*[shooger/sugar]? How about [sair/sauwir], [canied/canned] [broth/bruathe], and [dirt/dwort]?



Our \*[mater/mayor] is [estremli/extremely] [glumez/gloomy] about [crowded/croweddl] conditions on [esterets/streets], in [the [schullis/schools], or at [stores/storrs] in [taun/town].

\*\*[Do/Doo] \*\*[wiea./we] [agree/agrea.] with him?



Some [chines/kinds] of [food/phaat] are [meats/meedz], [fitche/fish], [dallez/dairy] products like [milk/mileck] and [cheeze/cheeze], [plohuus/produce]-[which/witsh] means \*\*[fruits/fruitres] and [vvegeezes/vegies], [sairrials/cereals] and [bleses/breads], and many [udherr/other] things.



5 What can [scientists/sigtheniss] do on a [disserded/deserted] \*\*[alland/island]? They don't \*\*[wixxel/whistle], [towidel/twiddle] their [turns/thumbs], [hawk/talk] or \*\*[rissin./listen] to \*\*[ghosts/goass]. Instead, they get \*\*[nowledge/knowledge] by asking \*[questions/kwestchuns] and finding out the \*\*[wride/right] instead of the \*\*[trawng/wrongs] \*\*[answers/andairs].

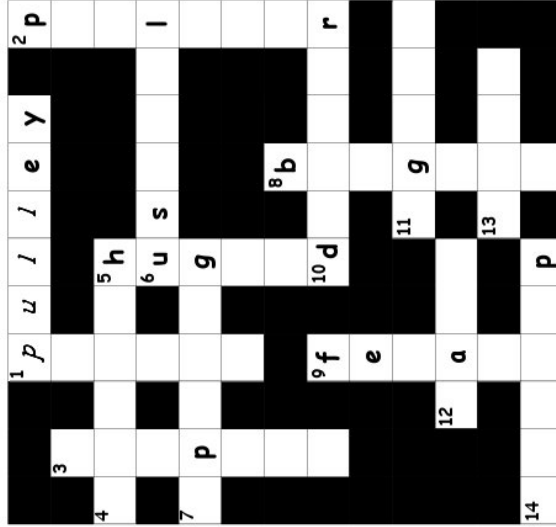
### RULES ABOUT VOWEL SPELLINGS

### RULES ABOUT CONSONANT SPELLINGS

## Instructions for Spelling by the Rules

For more practice in *spelling by the rules*, complete this *Crossword Puzzle*. Print the letters of the answer to each clue in the appropriate boxes across and down. Some letters are supplied.

All the clues are basic *Rebuses = definitions*. To form words, add the given letters to the spellings for the words for the pictures. After checking your puzzle solution, review the items by saying them aloud in contexts that illustrate their meanings.

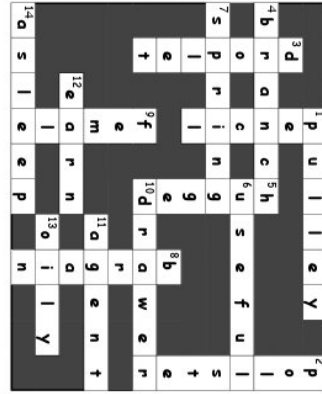


### Clues for Words Across

1. (verb) + ley = a wheel with a rim and a line
4. b + = a tree limb out of the trunk
6. (verb) + ful = serving a purpose
7. sp + = the season after winter
10. (verb) + er + = a sliding compartment in furniture
11. (verb) + nt = someone working for an agency
12. + n = make money by working
13. + y = greasy; full of oil
14. a + = not awake

### Clues for Words Down

1. + cil = a writing instrument with a lead point
2. + ster = a person whose job is taking public-opinion polls
3. (verb) + let = a tiny drop, as from sprinkles
5. (verb) + ged = embraced; put one's arms around
8. = a good buy; an advantageous purchase
9. fe + = a girl or woman



This solution to the above *Crossword Puzzle* contains the answers to the 6 *Across* and 6 *Down* clues. Their letters are supplied in correct left-to-right and top-to-bottom order.

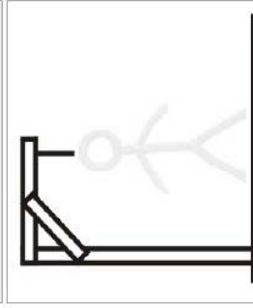
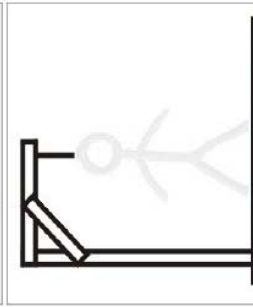
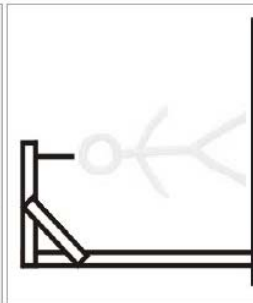
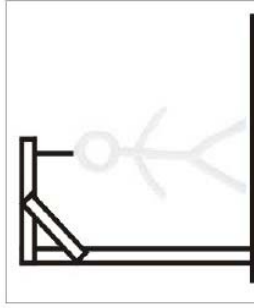
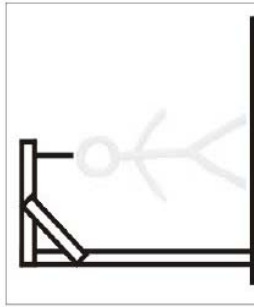
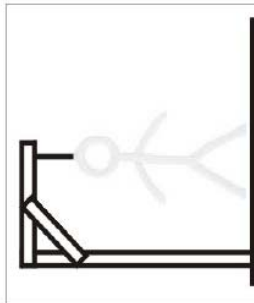
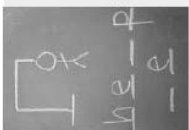


# Sample Word Games: Hangman, Ghost, Boggle

## Instructions for Word Puzzles & Games

For those that learn from and enjoy vocabulary-guessing games involving *spelling*, the classic *Hangman* (or *Wheel of Fortune*) game is fun to play online, at sites like [www.hangman.no/](http://www.hangman.no/), [www.webhangman.com/](http://www.webhangman.com/), [www.playhangmanonline.com/](http://www.playhangmanonline.com/), [www.hangman-online.com/](http://www.hangman-online.com/).

But if you want to play a low-tech version in a learning group, here are some steps to follow: [1] Compile a list of (long) words or phrases relevant to the objectives of phonic/pelling instruction. These *Mystery Items* to discover may be in *meaning categories* like *People, Animals, Places, Things, Foods, Activities, Descriptive Words*—or more advanced phrases that are *Idioms*, culturally relevant *Expressions, Sayings, Song/Movie Titles*, etc. [2] On a “gallows” diagram below—or an enlarged copy on paper or a board, put the number of blanks that are in the first item to guess. Tell its category or give a general meaning clue. [3] “Contestants” in turn name a letter. If a guess is correct, print that letter on the one or more lines where it occurs in the item. If it is wrong, begin drawing the “hanging figure” with a circle for its head. To prevent wasted guesses in the future, cross out incorrect letters in the alphabet underneath. [4] Keep printing correct letters in the puzzle when they are said; incorrect guesses result in stick-figure lines being added for the trunk, two arms, two legs, and perhaps other features. [5] If a letter-guesser figures out the *Mystery Item* before the *Hangman* is complete, s/he wins and may present the *next* puzzle to the group. Otherwise, guessers lose the game and need to try again—with an easier or a harder item.



## Instructions for Word Puzzles & Games

Whether the “game field” is computer-generated or low-tech, the *Letter-Cube (Boggle)* format offers opportunity for experimental letter-combining to enhance word-level phonic/spelling/vocabulary instruction. Various called *Wordsplay, WordTwist, Upwords, Wordup, Isoword, Scramble*, or *Scrabble Cubes*, the game’s simple rules and short playing times make it useful for a variety of learning objectives and language-proficiency levels.



A game can be played electronically at sites like [www.wordplays.com](http://www.wordplays.com), [www.fun-with-words.com/boggle.html](http://www.fun-with-words.com/boggle.html), and others. There are even online *solution* generators like [www.circlemud.org/~jelson/software/net\\_boggle](http://www.circlemud.org/~jelson/software/net_boggle). And not only are six-sided “dice” with a letter printed on each surface easily found in (second-hand) commercial games but letter blocks can also be made out of card stock, with or without templates like those from [http://www.jasonism.com/english\\_images/dice1.jpg](http://www.jasonism.com/english_images/dice1.jpg). Letter tiles like those in *Scrabble sets*—or letter cards laid out face up on a playing surface also work.

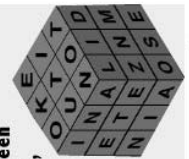


Here are some suggested, generic procedures for educational activities based on *anagram* or other letter-arrangement principles. To prepare, compile a set of *letter cubes, tiles*, or small (perhaps two-sided) *cards* in proportions that reflect their frequency of use in printed language: very common letters like *e, t, a, o, i, n, s, h, r, d, l, u* should appear more often than less common ones like *w, k, v, x, z, j, q* (perhaps combined with *-l* on the same surface). There may even be “*Wild Cards*”—blank surfaces to be designated as *any* needed letter during game play.



In each round of the game, shuffled letters are laid out—either randomly or in a configuration of 4 x 4, 5 x 5, or 6 x 6 rows and columns. At the same time—making strategic use of their knowledge of *word-family patterns, vowel spellings, word roots/affixes*, and other phonics principles, all players search for words of over two (or three?) letters to be formed from adjacent cubes, tiles, or cards. Within a predetermined length of time, they list these items. Then, as they are read aloud, each competitor crosses the words s/he hears off his/her individual list. The player with the highest score—the most letters used in words that no one else has thought of—wins. (Longer words may even earn extra points.) After the most relevant *sound patterns, spellings*, and other features of the collected answers have been reviewed, the competition can be repeated with identical, similar, comparable, or different procedures and rules.

Some of the same materials can also be used in *other* types of activities, such as *Card or Grid & Board Games*, as suggested in Activity Ideas W and X on pages 189 to 000.



# Sample Letter Cards for Scrabble Crosswords & Dominos

## Instructions for phonicspelling Card Packs & Games

The rectangular shapes on this and the next page, perhaps copied onto card stock, can be used to create as many packs of 96 one-sided or 48 two-sided (miniature or enlarged) LetterCards as needed. These are intended for use in cooperative/competitive games that enable players (language learners) to practice correct spelling by arranging letters.

In an approximation of their frequency of occurrence in written English, here are the numbers of cards displaying each letter of the alphabet. The two blanks on the next page can be used as Wild Cards—and additional (empty) letter-cards of the same size or can be easily added.

7 a's 2 b's 3 c's 2 d's 9 e's 2 f's 3 g's 6 h's 3 i's 2 j's 3 k's 3 l's 3 m's  
5 n's 6 o's 2 p's 2 q(u)'s 5 r's 5 s's 5 t's 2 u's 2 v's 2 w's 1 x 2 y's 1 z

a <sub>1</sub>	a <sub>1</sub>	a <sub>1</sub>	a <sub>1</sub>	a <sub>1</sub>	a <sub>1</sub>	a <sub>1</sub>	a <sub>1</sub>	a <sub>1</sub>	a <sub>1</sub>	e <sub>1</sub>
o <sub>1</sub>	o <sub>1</sub>	o <sub>1</sub>	o <sub>1</sub>	o <sub>1</sub>	o <sub>1</sub>	o <sub>1</sub>	o <sub>1</sub>	o <sub>1</sub>	o <sub>1</sub>	y <sub>4</sub>
t <sub>1</sub>	t <sub>1</sub>	t <sub>1</sub>	t <sub>1</sub>	t <sub>1</sub>	t <sub>1</sub>	t <sub>1</sub>	t <sub>1</sub>	t <sub>1</sub>	t <sub>1</sub>	k <sub>3</sub>
r <sub>1</sub>	r <sub>1</sub>	r <sub>1</sub>	r <sub>1</sub>	r <sub>1</sub>	r <sub>1</sub>	r <sub>1</sub>	r <sub>1</sub>	r <sub>1</sub>	r <sub>1</sub>	m <sub>3</sub>
b <sub>3</sub>	b <sub>3</sub>	b <sub>3</sub>	b <sub>3</sub>	b <sub>3</sub>	b <sub>3</sub>	b <sub>3</sub>	b <sub>3</sub>	b <sub>3</sub>	b <sub>3</sub>	h <sub>2</sub>
u <sub>2</sub>	u <sub>2</sub>	u <sub>2</sub>	u <sub>2</sub>	u <sub>2</sub>	u <sub>2</sub>	u <sub>2</sub>	u <sub>2</sub>	u <sub>2</sub>	u <sub>2</sub>	j <sub>5</sub>

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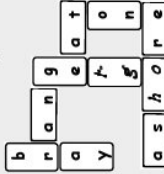
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## Instructions for phonicspelling Card Decks & Games

The two-part rectangles on these four pages, perhaps copied onto card stock, can be used to create a pack of 56 two-sided Letter-Domino Cards. Patterned loosely after *Scrabble® Crossword Dominos™*, the same letters are displayed horizontally on one side of each card and vertically on the other. Their numeric letter values, inversely indicative of approximate frequency of the letters in written English, are like those on the *Letter Cards for Spelling* on pages 195-196. These may be useful in games with scoring.



The elongated two-part Cards are intended for use in Letter-Domino activities that enable language-learning participants to practice correct spelling by arranging them into real words that intersect in *Crossword* fashion. Because the same letters appear on both sides, they can be placed either across or down. Some ideas for *Domino-Letter-Card* game procedures and rules are on pages 203-204.



a <sub>1</sub>	d <sub>3</sub>	a <sub>1</sub>	n <sub>1</sub>	a <sub>1</sub>	s <sub>1</sub>	a <sub>1</sub>	t <sub>1</sub>
a <sub>1</sub>	y <sub>4</sub>	b <sub>3</sub>	a <sub>1</sub>	b <sub>3</sub>	r <sub>1</sub>	c <sub>3</sub>	h <sub>3</sub>
c <sub>3</sub>	k <sub>3</sub>	c <sub>3</sub>	r <sub>1</sub>	d <sub>3</sub>	e <sub>1</sub>	d <sub>3</sub>	o <sub>1</sub>
e <sub>1</sub>	d <sub>1</sub>	e <sub>1</sub>	r <sub>1</sub>	e <sub>1</sub>	t <sub>1</sub>	f <sub>3</sub>	r <sub>1</sub>
g <sub>3</sub>	a <sub>1</sub>	g <sub>3</sub>	e <sub>1</sub>	g <sub>3</sub>	o <sub>1</sub>	i <sub>1</sub>	c <sub>3</sub>
i <sub>1</sub>	n <sub>1</sub>	i <sub>1</sub>	s <sub>1</sub>	i <sub>1</sub>	t <sub>1</sub>	i <sub>1</sub>	v <sub>4</sub>
i <sub>1</sub>	x <sub>8</sub>	j <sub>3</sub>	u <sub>2</sub>	k <sub>3</sub>	i <sub>1</sub>	l <sub>3</sub>	e <sub>1</sub>

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