

## Chapter 7

# The Alphabet Workbook

### About The Workbook

I created the workbook to help you do the same types of exercises that I naturally developed and used while I was learning about our language. I suggest that you start working on the workbook by first reading all of the lessons and then choose the lesson you like the best. After you give it a try, if you find out that you need more work on basics to do well at the lesson you chose, then come back to Lesson 1 and start building your skills until you are ready to go back and work on your favorite lesson again.

You can combine the lessons or even make up your own exercises, if you like. For those of you who want to work on the exercises in their numerical order, after you follow the lesson plan for a while you will probably realize that some of the exercises have the potential of lasting a whole lifetime. However, if you do give each lesson a good try in the order that I arranged them, I think that you will find that it helps you develop your skills more quickly. Be sure and use the book for your reference when necessary and I also suggest that you keep a separate notebook and write with a pencil, so that you can erase whenever you need to.

Before you begin the lessons, I would like for you to know that the main reason I created a workbook was to help you review what you learned as you read the book. Also, I want to encourage you to begin to use this knowledge in a way that will cause you to convince yourself through your own discovery, that what I have shown you is really true. After you have figured out a few hundred words on your own and have shared your discovery with a few friends, I think that you will begin to see the importance of what we are learning about. For me, that importance is that I now have a better understanding of what being human really is, and that I have also gained an insight into why our world has so many problems that seem to come from a lack of good communication between people and countries.

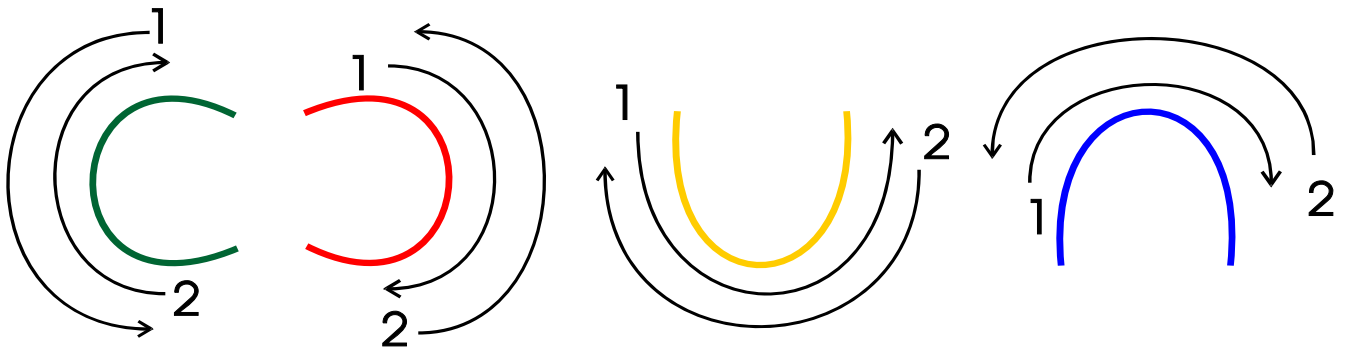
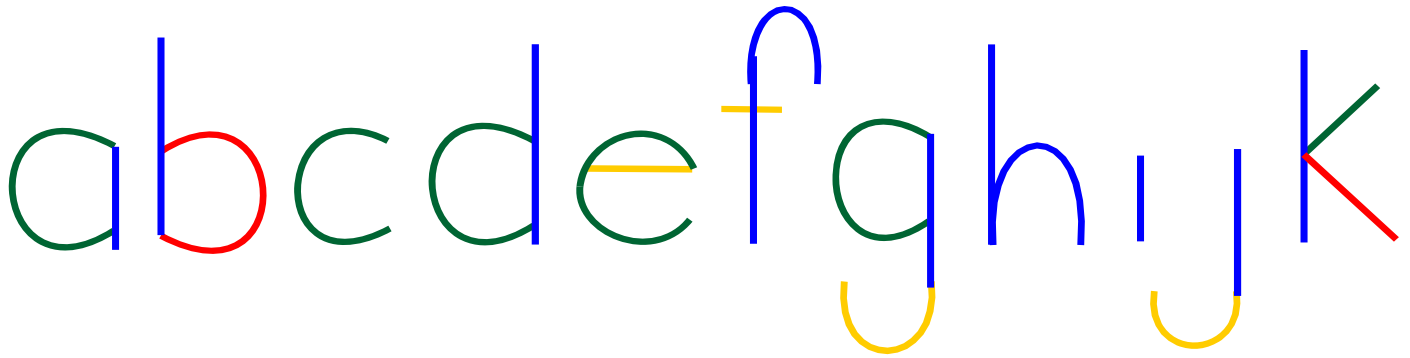
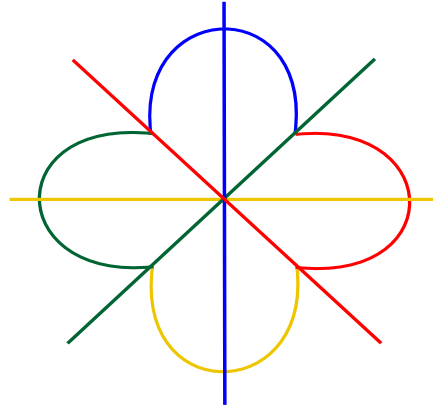
If Jomy's and my book does help improve our understanding of communication and that makes it possible for humans to begin to communicate more clearly with one another, then maybe it will help solve some of the problems a lack of clear communication has caused over the last few thousand years.

If you are as curious as I am, then you may soon start wanting to be able to know what all of our words originally meant. If that is the case with you, I suggest that after you finish doing the exercises in the workbook, you review Chapter 3, [Singing The Sounds](#) again. Then as you work on each new word, remember to continue developing your ability to think all of the sounds clearly and to feel for what each letter means in a word as you sing or say it. By using this method, I have been able to figure out most of the words I have been interested in over the last 20 years, even though some of the words took me several years to understand.

I believe that you will like working on the lessons I've created for you in this workbook and that they will help you learn much more quickly than I did. Good luck! I hope you enjoy knowing about and sharing what you learn from doing these exercises for the rest of your lives.

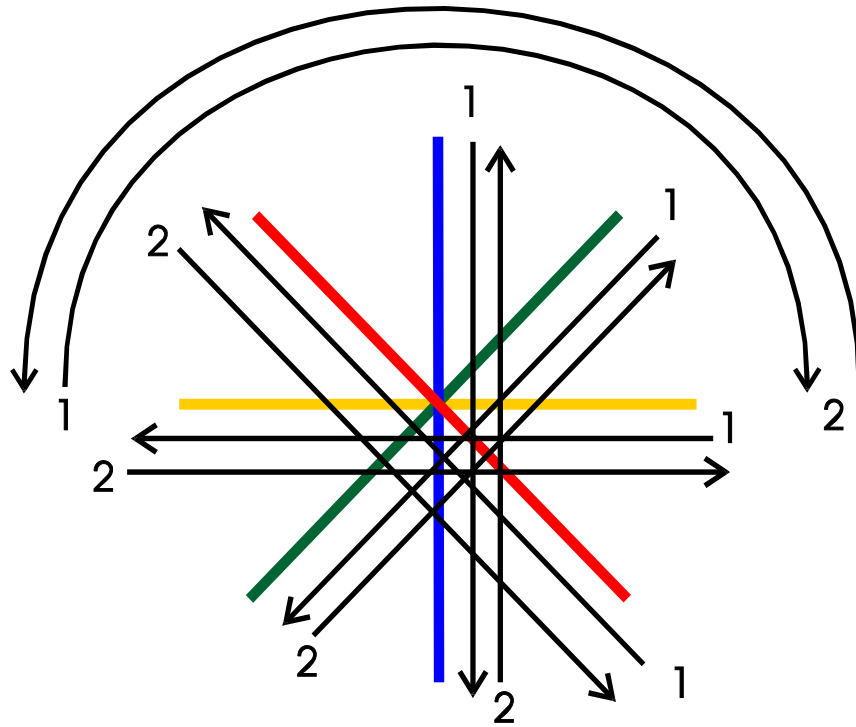
# Lesson 1 - Printing Exercise

If you look at the design above the alphabet letters below, you will notice that I have constructed the letters from the different shapes and lines in the design. In fact, although they may vary slightly depending on which style of printing or cursive writing you use, the design contains all of the basic line shapes that we use when we print or write the alphabet letters.



The exercise directly below the alphabet letters suggest that you should draw the first shape, and then reverse the direction and retrace it immediately for practice in both directions, before going on to the next shape. You can also try reversing the line numbers (1 and 2) when you draw your first line (start on 2).

To practice on lined paper, start with upper case sized shapes and then use lower case sized shapes. Next, try the upper and lower case sized shapes together, and then finally mix them up randomly like we do when we are printing words with the alphabet letters.



The asterisk exercise directly above suggest that you first try the same type of exercise with the lines of the asterisk, first in a clockwise direction and then in the opposite direction always retracing each line in the opposite direction. After you understand this exercise, be creative with the ideas, so that you will always feel like practicing some more for fun. The latest and most simplified way I came up with to practice all of the shapes is to learn to draw a perfect circle from the top in either direction around to the top and then back in the opposite direction to the top again. Then do the same thing starting and ending at the center of either side. Finally, you can draw asterisks on top of the circles which divide each circle into 8 equal parts retracing each line in the opposite direction as you draw.

Be sure and practice the exercises slowly and carefully at first, and then once you have the idea down clearly, practice any way you like that helps your overall writing skills depending on what you like and need to do the most. And, remember that the more you enjoy practicing, the more you will practice and the more your printing, handwriting and drawing skills will improve.

If you make a second asterisk with curved lines, using two lines which look like a pair of parenthesis marks that touch at the ends (like this: "()") for each single line in the asterisk above, you will have all of the lines that occur in cursive writing covered, plus most if not all of the other symbols that we use for punctuation and mathematics. You can also practice the exercises at an angle like when you are using a cursive writing style.

Although I created this simple exercise for sloppy printers like myself, it should also make a good preparatory exercise for kids or adults who are learning the alphabet, and for anyone else who wants to improve their printing or handwriting, too.

Please understand that I have created this exercise from the basic shapes of my own printing and handwriting, so feel free to modify the basic shapes for your own style of printing and writing. And remember to make up your own creative approach to practicing, since this lesson was created mainly to call your attention to the basic printing and handwriting strokes that we use when we print or write the alphabet letters.

Once again, be sure to practice slowly and carefully at first. Have fun, and I hope you will enjoy using and sharing what you have just learned.

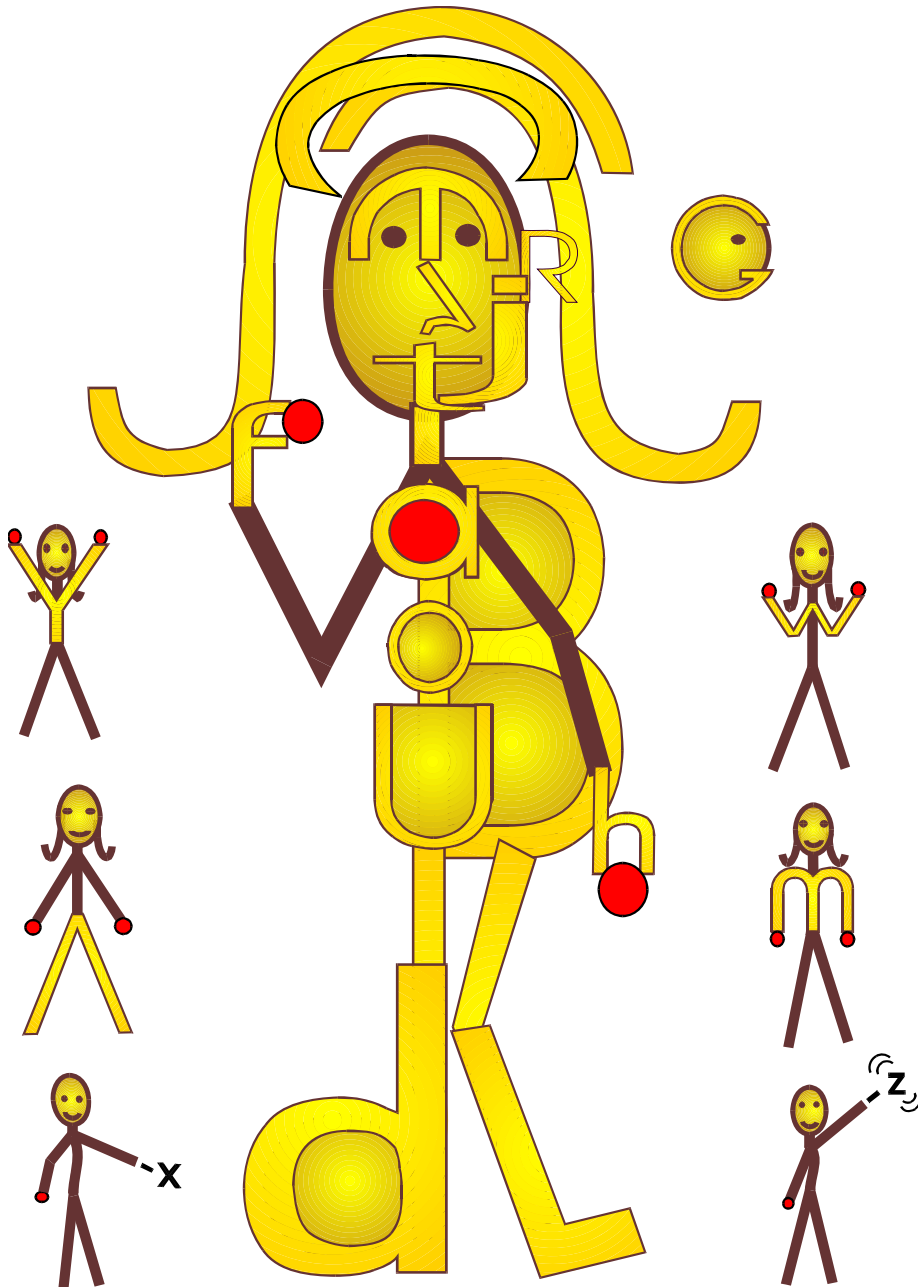
## Lesson 2 - The Letter's Shapes

In this first alphabet lesson, I want you to draw all of the letter shapes, showing how they relate to your body (like "a" is the heart, "b" is the back, etc.). Try to put them into groups that are related physically, as much as possible. For instance, "m", "w", and "y" go together, and so should "f" and "h", "l" and "k", and "p" and "q", too. I think you will find that you begin to remember the sounds, their shapes, and their meanings more easily after you have thought about sorting them this way.

And, remember that there is not one right way to do this exercise, and that you will have to make some choices like whether to put all of the vowels in a group, or to put all of the letters that come from our senses together, or to make a group of all the letters that belong to the head.

I have played with this approach quite a bit and even tried drawing one body showing as many letters as I could. Take a look at the following drawing and then try creating a similar drawing of your own.

### The Body And Our Letters



Once again, there is no 100% correct way to use this workbook and my goal as I created was to build your understanding of the basics and to encourage you to be creative with what you learn like our ancient ancestors were. For me, being the first person on earth to understand this knowledge clearly and share it since history began as far as I know, the whole process of rediscovering the language was exciting and fun. That is exactly how I want you to feel about your discovery, too.

## Lesson 3 - Basic Words

In this lesson I want you to draw a basic word and write a basic meaning for each alphabet shape, showing what each letter means in that word. Do as many of the words as you can without looking them up, and then use the index to find the words you've completed and to review the rest of the words before you complete them. You can pick a word that I showed you if you like, or if you should think of a basic word for a letter that you like better than the one I have given you, use it. I have changed some of the basic words and meanings I chose several times and still can't find a good English "g" word that means the head.

## Lesson 4 - Building Your Letter Knowledge

First, let's take a look at the next paragraph about the letter "s" from Chapter 3, "Saying The Sounds" to introduce you to the idea we will develop in this lesson. Then I will help you begin to apply the same approach to the rest of the letters.

"After you finish working with "s" and the vowels the first time, try them again while considering what the "s" sound and the vowels mean together. For example, "s" combined with the "e" sound usually means that the person you are talking to should sense (be aware) of what you want them to see. "S" combined with "i" (eh) usually means for them to be aware of what you are saying. When you have finish working your way through the vowels this way, give the consonants a try, too. For instance, "s" combined with "t" can mean to sense the taste of some type of food with your mouth like in "study", or it can mean for you to sense that I want you to talk like in "state". Some combinations may not be used (like "s" with "z") while other letters (like "t") may have several ways that you can be asked to be sensitive to either its physical body parts (the tongue, mouth, or teeth), or to a body function (like eating or talking). After you feel comfortable that you understand how "s" asks us to sense something about the different body parts represented by the other letters, try this same process with another letter and notice that you can use this same way of understand two letters to help you understand part or all of any word. For example, the word "idea" uses "i" to call attention to an idea I am voicing about the "d" or world, and adds "e" and "a" to say "see as I breathe (and share my idea)". This simple tool should be very useful once you finish Jomy's and my book and begin to tackle more words on your own."

Now that you understand what we are learning to do in this lesson, I am going to help you get started by showing you more about how to apply this same idea to the other letters. You may want to use the dictionary or word index to find words that use the letter combinations that you are having trouble remembering usages for.

Let's start with "b" and think about "ba", "bb", "be", "bi", "bo" and "bu".

"Ba" means: My back as I breathe with "a" (ah) being a transitional sound to the other letters in the word like in "back", which can mean "to go back", or the "B" shape from the "c" shape to the "k" shape.

I had to think about "bb" for a moment before I thought of "rabbit" where I think the double "b" could be used to mean more than one rabbit, or possibly could be a graphic description of a rabbit's body as it hops along.

"Be" means: See where my back is like in "bed", or what it is doing like in "bend".

"Bi" means: That I am telling you something about a "B" shape like in "big".

"Bo" means: That I am bending for an "o" shaped piece of food like in "bob", where someone is bending again and again as they pick up "o" shaped pieces of food.

"Bu" means: That I see a "b" shape which could be food for the "u" or gut like in "buck", where the "ck" might mean to consider the potential food from a kneeling position, so as not to frighten the "buck" away.

Try this approach with a few more letters and see what you can learn from giving it a try with several letters. The goal here is not to try all of the combinations, but to learn to use this approach when you are trying to understand new words on your own.

Next, take the vowel and consonants that represent the 5 physical senses: "e" the eyes, "n" the nose, "t" the mouth, "r" the ears, and "f" the fingers for the sense of touch; and find words that use two or more of them with the letter "s". "Censor" uses "s" and three of the letters that represent our senses to tell us to consider the sight and smell of an "o" shape piece of food that has been judged as not okay to eat, and ask if we hear what is being said. "Sense" is also a good word to try and understand as part of this exercise.

Try and think of more examples of words that use combinations of the vowels and consonants which represent the senses until you feel successful at improving your ability to understand the new words that you are curious about. Once you have worked on this approach several times, you should find that it becomes more natural for you to use as you try to understand more words, since it is basically the same process that was used to create our words originally.

## **Lesson 5 - Words That Call Attention To Body Parts**

In this lesson I want you to make a list of as many words as you can that call attention to each body part.

Here are two examples to help you get started:

The nose: sniff, sneeze, snooze, nose, nostril, nasal, etc.

The mouth: talk, tell, taste, tongue, teeth, mouth, etc.

Be sure and try to understand as many of the letters as you can when you pick a new word for your list.

## Lesson 6 - Graphic Usage

In this exercise, try and draw a word for each letter that uses the letter's shape graphically, letter for letter like I did in Chapters 1 and 2. Use new words if you like, by finding words that are similar to the ones I've shown you, or by thinking of objects that resemble a particular letter's shape (like an arc resembles the letter "c's" shape), until you think of a word that might work. Then, try to figure the whole word out letter for letter and see what it means.

Next, try and think of other words that are similar to your word and that use some of the letters in the same way (like "c" in "arch" and "curve" are used in a similar way to "c" in "arc"), until you are surer of your choice. If you start by using the words that I've shown you, this exercise will be easier to do. And, that will improve your skills enough to help you begin to find more new words that use the letter's shapes in a similar way to the ones that I've shown you in the book.

After you finish, try this exercise again and see if you can find another graphic usage for each letter that is somewhat different than your first choice. See if you can figure out "v" in "vat" and "vase", and then add "beaver", "cave", "dive", and any other graphic usage of "v" that you find in the book to your "v" list. This is an exercise that you may be working on for years.

When you have worked with "v" for a while, try "B", which is used in many animal and insect words (like, "beaver", "bee", and "bear") for its shape, so give "b" a try, too.

## Lesson 7 - Words With Similar Letter Usage

In the first part of this exercise you will pick a letter and then find as many words as you can, which use that letter in a similar way. I'll help you get started by giving you several examples of the two ways that I have noticed the letter "w" being used for its basic meanings.

"W" is used to mean water or moisture in "water", "wave", "wet", "wash", "swish", "wine", and "dew". "W" is also used to mean we, or us in "we", "world", "word", "warn", "waltz", and "wish".

This method of verifying a letter's meaning in one word by finding a similar usage in another word, is one of the main tools I used to convince myself that I really had begun to understand the basis of our language. Be sure and use the index and the letter definitions to get started, if you need some help.

## Words With Similar Spellings

In the second part of this exercise you can work on words which use similar spellings by starting with a simple word like "ate", which means: a - smell the breath, t - from my mouth, e - see I ate. Or, smell my mouth (breath) and see the food I ate.

Then, find a group of words with similar spellings like "hate", "gate", "rate", "late", and "mate" to see if you can understand how each word's meaning is changed by the additional letter. Be sure and remember that the letter which changes can occur at any point in the word.

Here are some clues for the words that I listed.

Hate: The "h" or hand is another person's and you better duck.

Gate: The "g" opens and closes like the mouth.

Rate: The "r" in "rate" means I want you to hear my opinion or I want to hear your opinion, and the "t" means either eating or talking.

Late: Explaining that my legs are in a hurry.

Mate: Talking about being closer friends.

With a little practice, this skill will be very useful as you examine the words you are curious about and try to understand their letters individual meanings. The index and the definitions in the book will help you get started on this exercise, too.

## Lesson 8 - The Last Words

Here are some words (with clues) for you to work on by yourself, or with your friends. Remember to start by thinking about what the word means now. Then, think about what the word may have meant to the earliest humans while you sound and feel each letter. If you have a problem understanding any word, try thinking about words with similar spellings, or with similar meanings, and see if they help. If you are still stumped, go on to the next word and then come back when you have more experience, and solve the more difficult words later. Good luck! I hope you have fun working on this last lesson, and that you enjoyed reading Midnight's, Jomy's and my first book about how the alphabet began.

Sauce (food) means:

Fat (to the mouth) means:

Survive (share) means:

Share (hands sharing) means:

Save (for later) means:

Few (ten or less) means:

Million (smell a lot of "os") means:

Billion (bending for lots of "os") means:

Another ("o") means:

Aghast (a hand movement) means:

Horror (my hands caught) means:

Monster (a big "o" shape) means:

Night (smell and see the moon and stars) means:

Colors (food or flowers) means:

Shade (like shadow) means:

Hue (food) means:

Orange (food) means:

Blue (bending for food) means:

Red (food) means:

Green (not ripe) means:

Yellow (yonder) means:

White (the color of our palms) means:

Black (back of the knees) means:

And, don't forget that we can create our own new words now and bring our language back to life.

Aieou !

