



# ALPHABET A,B,C, & 1,2,3

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My name is Alexander Abrams Ywah El Shaddia am born in 3999bc by Julier Ceaser and my biological mam in this life where my birthday is the 25<sup>th</sup> December 58bc and I celebrate my birthday on the 8<sup>th</sup> of January because as thy Orical I am created 8<sup>th</sup> January 1996 seconds.

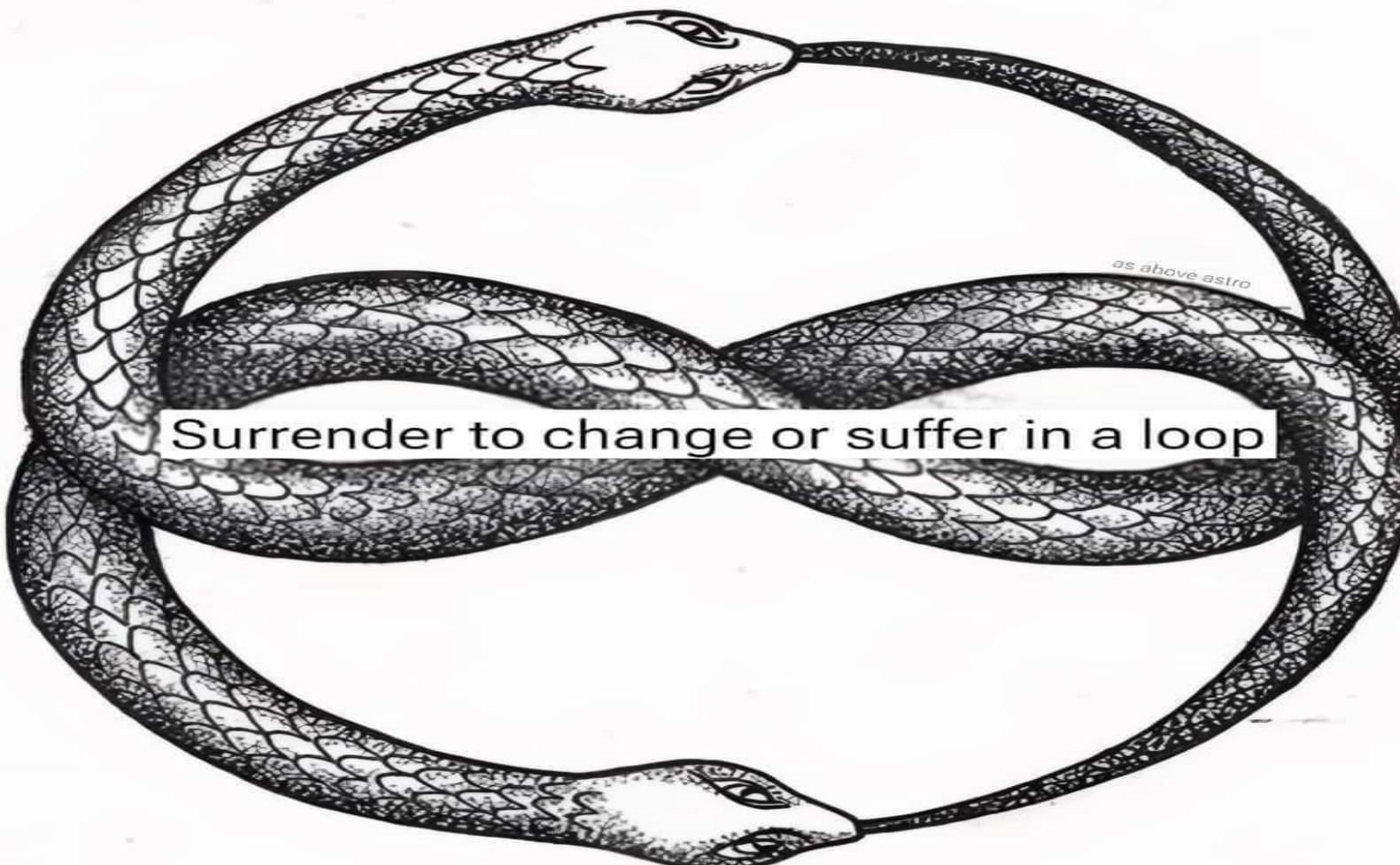
Am born in Egypt in 3999bc and United Kingdom this life.

The language of English in different translations are as follows

- ☒ **Français (French):** Anglais
- ☒ **Español (Spanish):** Inglés
- ☒ **Deutsch (German):** Englisch
- ☒ **中文 (Chinese):** 英文 (Yīngwén)
- ☒ **日本語 (Japanese):** 英語 (Eigo)
- ☒ **Русский (Russian):** Английский (Angliyskiy)
- ☒ **الإنجليزية (Arabic):** (al'iinjilizia) العربية
- ☒ **हिन्दी (Hindi):** अंग्रेजी (Angrezi)
- ☒ **Português (Portuguese):** Inglês

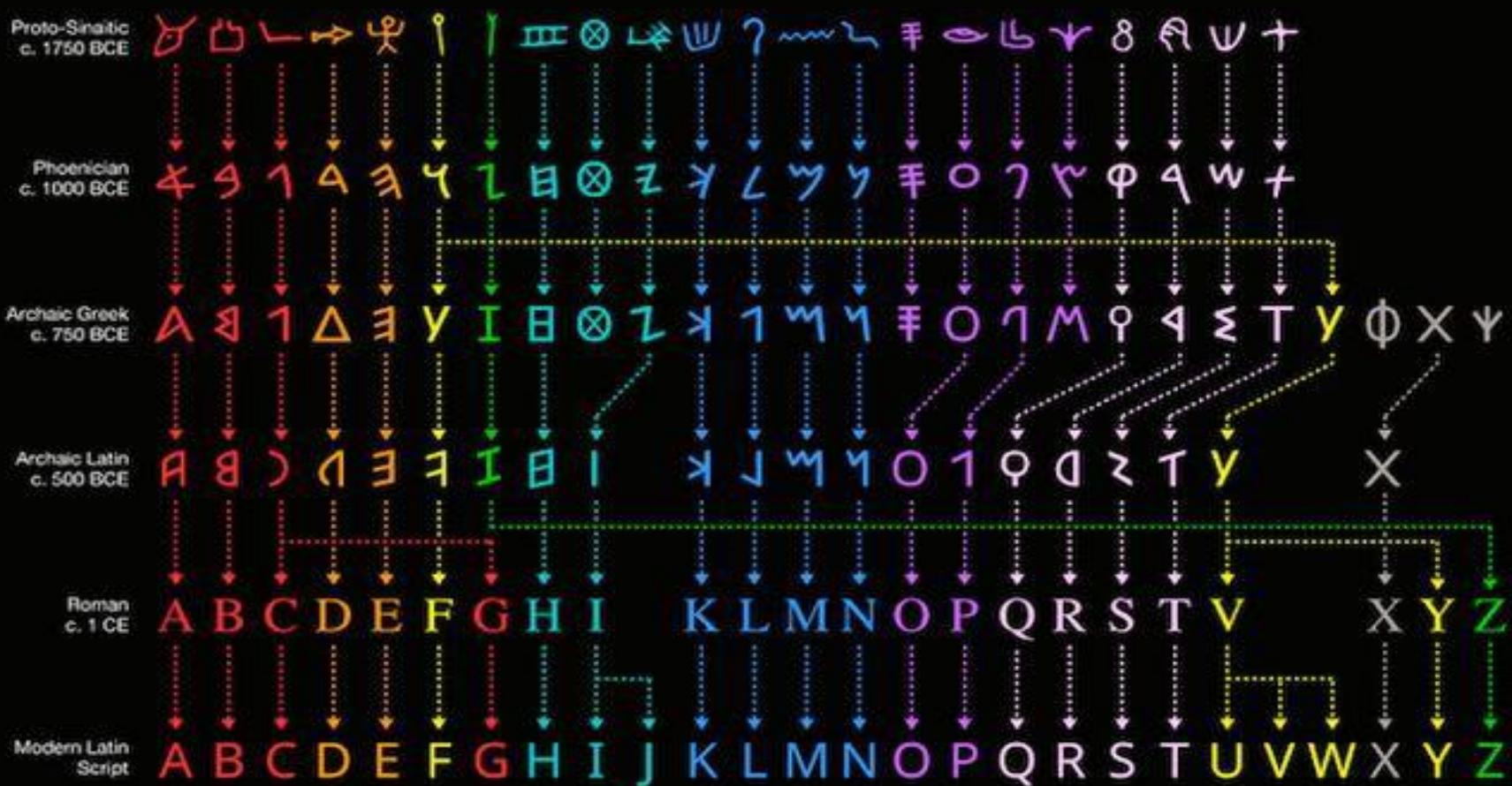
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**Knowledge is Power**

# Evolution of the Alphabet



Explain what a vowel is used for, & What are Consonant letters.

"Vowels" can be abbreviated as V and "Consonants" as C. Like, in the word "cat," "a" is a V, while "c" and "t" are C's

Vowels are A, E, I, O, U, and sometimes Y, making an open sound. Consonants are the other letters, making a blocked or closed sound. Together, they form words.

Vowels help form the core of syllables in words, allowing us to create a wide range of sounds in English. They're crucial for pronunciation, making words understandable.

Consonants are speech sounds where airflow is blocked or restricted by parts of your mouth, like your tongue, teeth, or lips. Consonants shape the sounds of words, like the "b" in "bat" or the "t" in "top." They give structure to our words.

# Phonics



**Aa**

apple



**Bb**

ball



**Cc**

cat



**Dd**

dog



**Ee**

egg



**Ff**

fish



**Gg**

goat



**Hh**

hat



**Ii**

igloo



**Jj**

jam



**Kk**

king



**Ll**

lion



**Mm**

moon



**Nn**

nut



**Oo**

orange



**Pp**

pig



**Qq**

queen



**Rr**

rocket



**Ss**

sun



**Tt**

tree



**Uu**

umbrella



**Vv**

van



**Ww**

watch



**Xx**

fox



**Yy**

yo-yo



**Zz**

zip

## EXSPLAIN PHEONICS

Sure! I think you meant "phonics." Phonics is a method for teaching reading and writing by connecting sounds (phonemes) with letters or groups of letters (graphemes). It's like decoding a secret code where each letter or letter combination represents a specific sound.

Here's a brief overview:

1. **Phonemic Awareness:** This is the ability to hear, identify, and manipulate individual sounds in words. For example, knowing that the word "cat" has three distinct sounds: /k/, /æ/, and /t/.
2. **Grapheme-Phoneme Correspondence:** This involves learning which letters or letter combinations represent which sounds. For example, knowing that the letter "c" can represent the /k/ sound as in "cat" or the /s/ sound as in "ceiling."
3. **Blending and Segmenting:** This is the skill of combining individual sounds to form words (blending) and breaking words down into individual sounds (segmenting). For example, blending the sounds /k/, /æ/, and /t/ to form "cat."
4. **Decoding:** This is the ability to use knowledge of sound-letter relationships to read words. It's like sounding out the letters to figure out what the word is.

Phonics helps children develop a solid foundation for reading by making the connection between spoken language and written text. It's a crucial step in early literacy education.

present

I	am
you	are
He	is
she	is
It	is
we	are
They	are

past

I	was
you	were
He	was
she	was
It	was
we	were
They	were

Future

I	will be
you	will be
He	will be
she	will be
It	will be
we	will be
They	will be



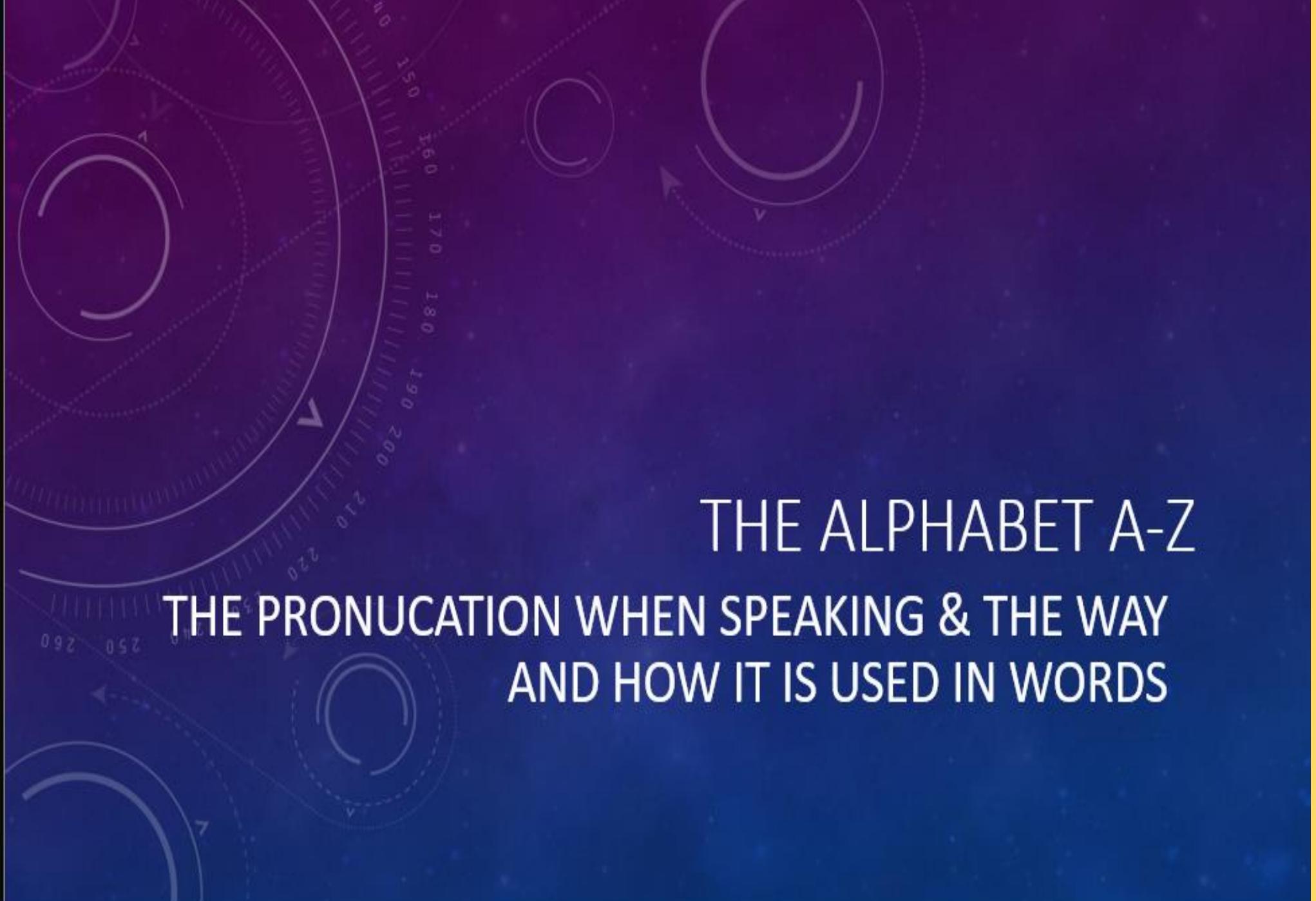
The writing above ^ is known as Calligraphy

Pronunciation is understood by the way the letter is spoken combining letter with another

Letter make a sentence

- a+t = at
- d+o+o+r = door
- F+l+o+o+r = Floor

<b>A</b> ei	<b>B</b> bi	<b>C</b> si	<b>D</b> di	<b>E</b> i	<b>F</b> ef
<b>G</b> yi	<b>H</b> eich	<b>I</b> ai	<b>J</b> yei	<b>K</b> key	<b>L</b> el
<b>M</b> em	<b>N</b> en	<b>O</b> ou	<b>P</b> pi	<b>Q</b> kiu	<b>R</b> ar
<b>S</b> es	<b>T</b> ti	<b>U</b> iu	<b>V</b> vi	<b>W</b> doubl iu	<b>X</b> eks
<b>Y</b> uai	<b>Z</b> sed	<b>Alphabet</b> <b>Pronunciation</b>			



# THE ALPHABET A-Z

## THE PRONUCATION WHEN SPEAKING & THE WAY AND HOW IT IS USED IN WORDS

## UPPER CASE MEANS CAPITAL LETTER.

- UPPER CASE
- A, B, C, D, E, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X & Z
- THESE CAPITAL LETTERS ARE USED AT A BEGINNING OF A SENTANCE AND AFTER A FULL STOP AT THE END OF A SENTANCE.

## LOWER CASE LETTERS' SMALL LETTERS

- LOWER CASE LITTLE LETTERS
- a, b, c, d, e, f, g, h, l, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, & z
- These are used in the words of a sentence to preform letters, notes, poems, songs, these are the basic foundation to your word of words to make a sentence.

## PRONUNCIATION OF THE LETTER.

A [eɪ]	H [eɪtʃ]	O [oʊ]	V [vi:]
B [bi:]	I [aɪ]	P [pi:]	W [ˈdʌbəl ju:]
C [sɪ:]	J [dʒeɪ]	Q [kju:]	X [ɛks]
D [di:]	K [keɪ]	R [ɑr]	Y [waɪ]
E [i:]	L [ɛl]	S [ɛs]	Z [zɛd]
F [ɛf]	M [ɛm]	T [ti:]	
G [dʒi:]	N [ɛn]	U [ju:]	

# The Alphabet Song for Rockers

The Alphabet Song for Rockers

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

And it's Zed NOT Zee A B C D E F G H I J K L M N O P Q R

S - T U V - W X Y Zed NOT Zee : Now you know your ABC

Try again and sing with me one, two, three Here we go... A

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

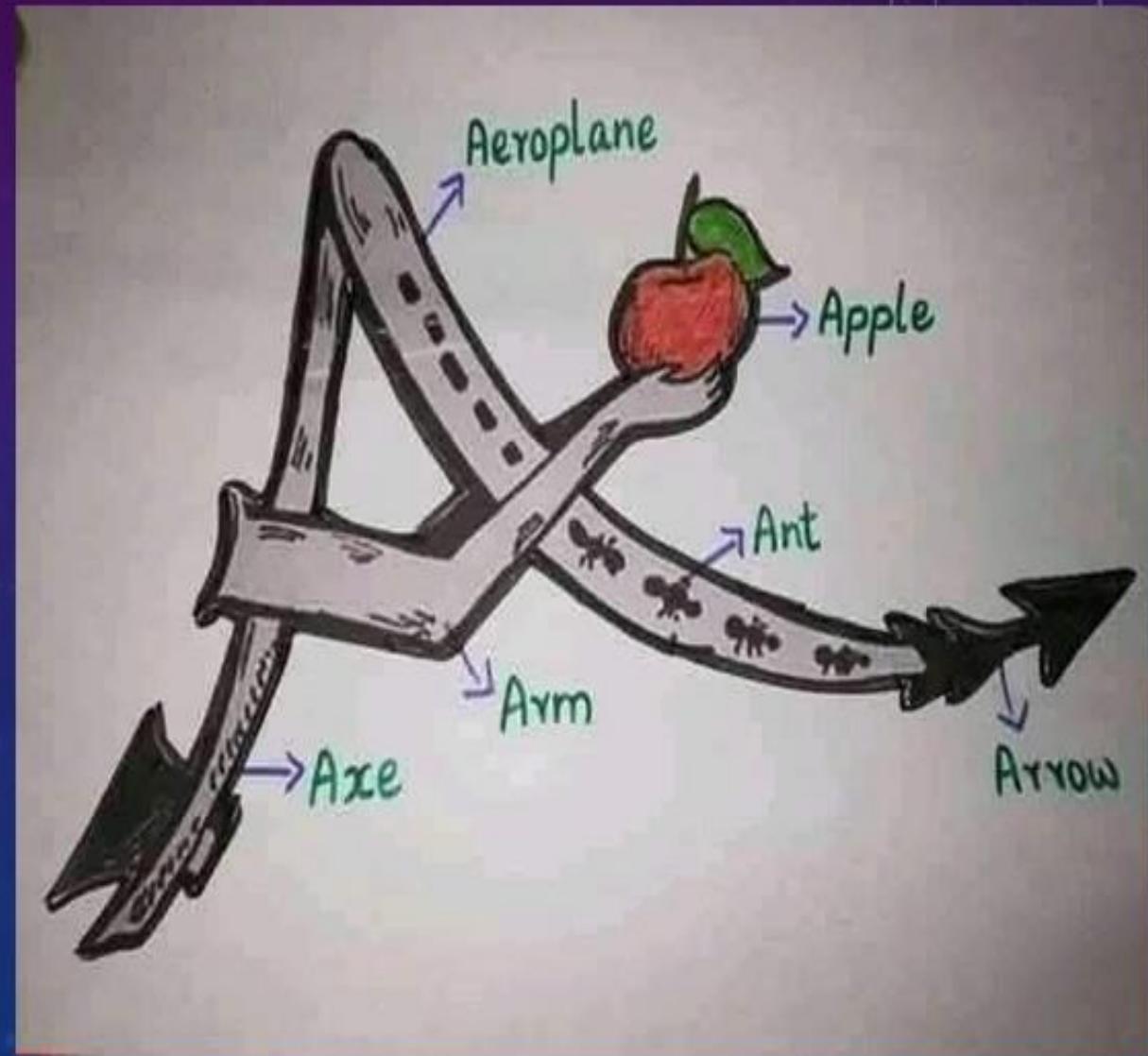
it's Zed NOT Zee : A B C D E F G H I J K L M N O P Q R S -

T U V - W X Y Zed NOT Zee Now you know your ABC Try

again and sing with me one, two, three

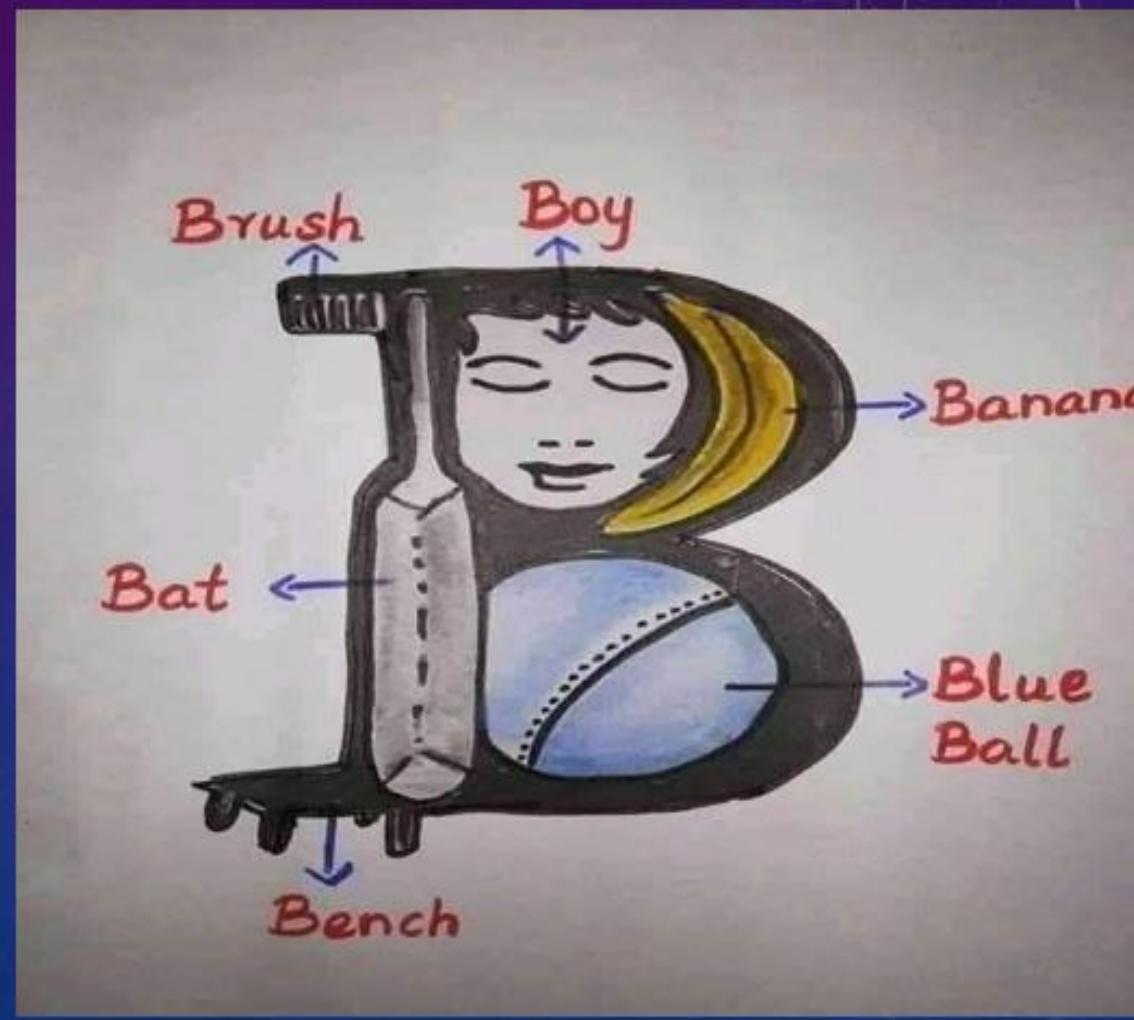
## THE FIRST 1<sup>ST</sup> LETTER OF THE ALPHABET [A][a]

- a - A, one of. An. Similar to 'n'.



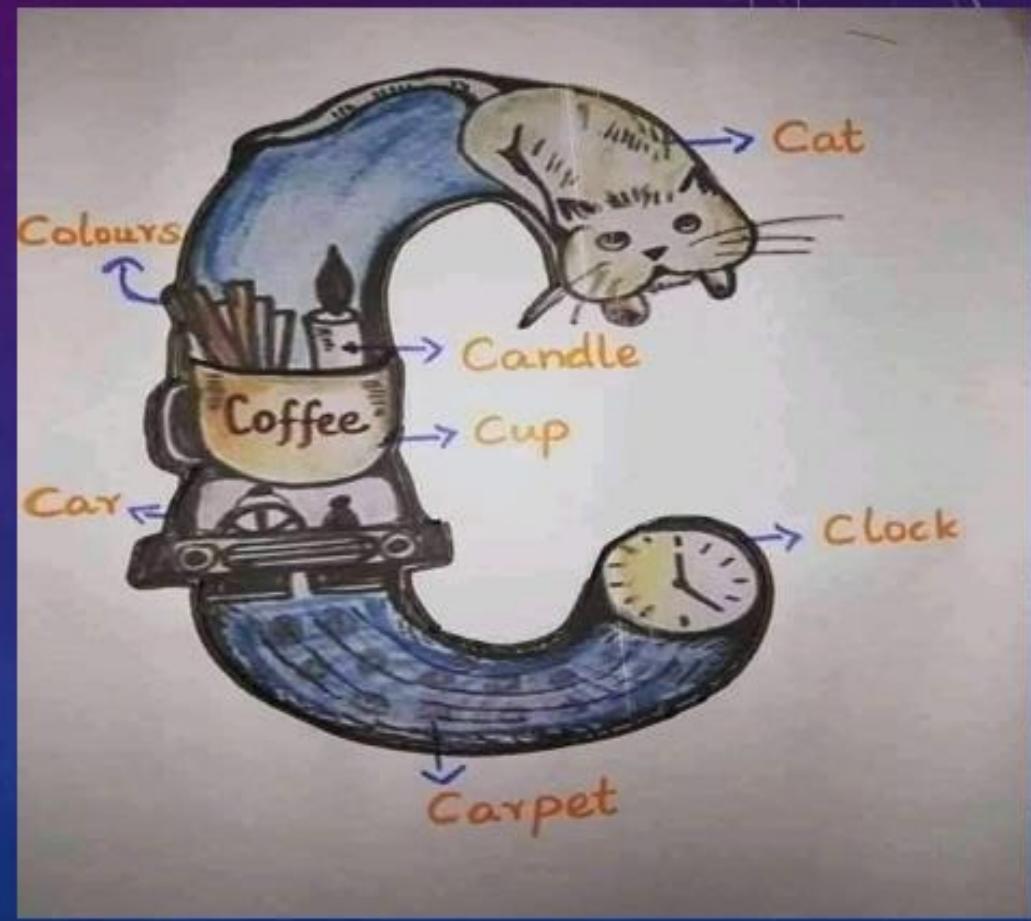
## THE SECOND 2<sup>ND</sup> LETTER OF THE ALPHABET [B][b]

- b - Be, or base, as found with base units and base in music and a base to go to.



## THE THIRD 3<sup>RD</sup> LETTER OF THE ALPHABET [C][c]

- c - Con/with, contains. Or curl, cove, circle. Can, Ken (To know, perceive or understand, to have understanding - Scottish).



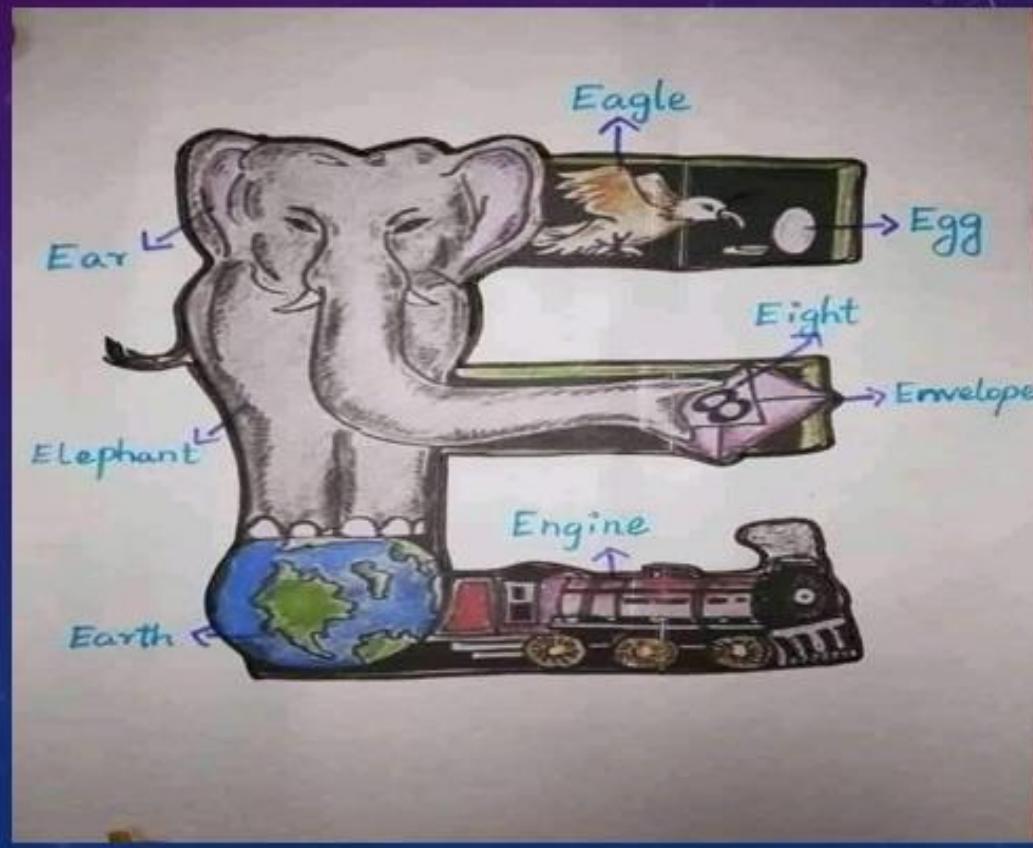
## THE FOURTH 4<sup>TH</sup> LETTER OF THE ALPHABET [D][d]

- d - De (as found in Italian, Spanish and Irish).



## THE FIFTH 5<sup>TH</sup> LETTER OF THE ALPHABET [E][e]

- e - Evolving, can unroll, uncoil, move along, the letter 'l' rolled up with the ability to go somewhere, e.g. found in ped, sped, speed.





## THE SIXTH 6<sup>TH</sup> LETTER OF THE ALPHABET [F][f]

- f - Fro, fron, from, for, of, forwards, fly, flow, float.  
Toing and froing.



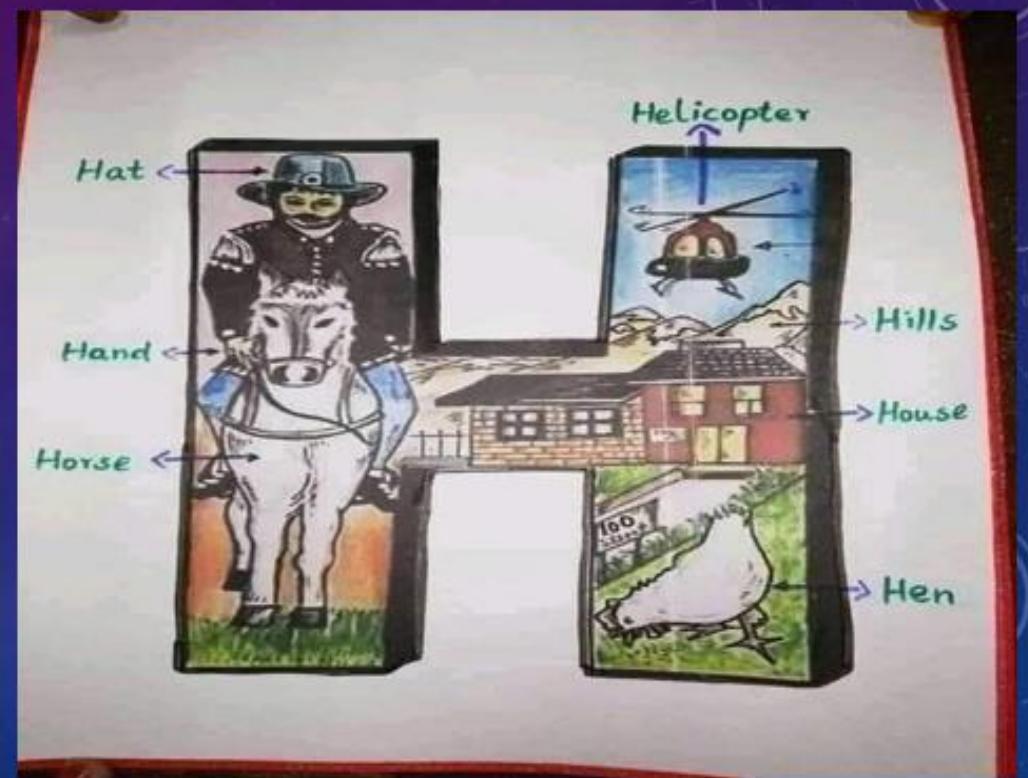
## THE SEVENTH 7<sup>TH</sup> LETTER OF THE ALPHABET [G][g]

- g - Go, got, get, gain, grow (usually got).



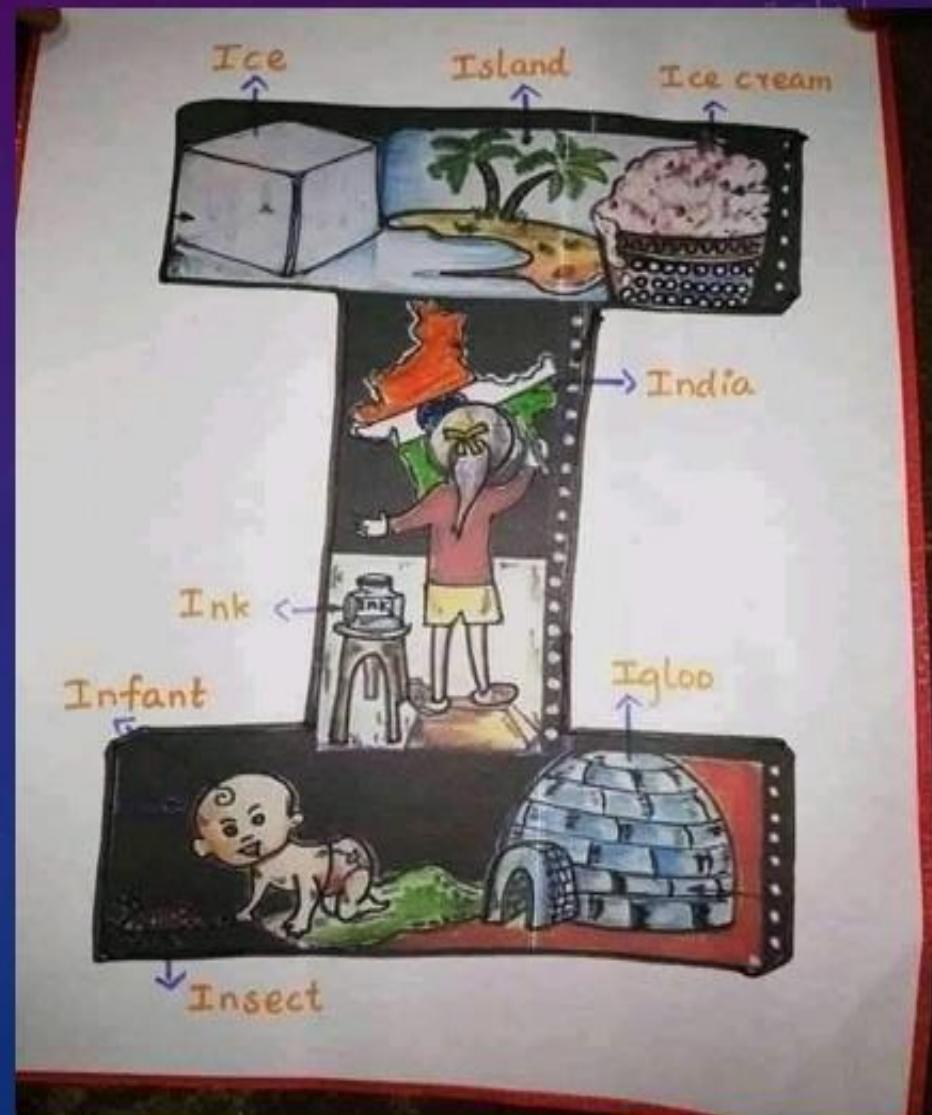
## THE EIGHTH 8<sup>TH</sup> LETTER OF THE ALPHABET [H][h]

- h - Height, high, hover and over show this.  
Higher / kia (Greek) = and, furthermore, therefore, whereas, all in all, above all else etc.. skies - sa kias.



## THE NINTH 9<sup>TH</sup> LETTER OF THE ALPHABET [I][i]

- i - More complicated than others, this can literally mean 'I' as in a person or have a more complex meaning, two thirds of the way up being relevant or it can be like or actually be the letter 'e'.



## THE TENTH 10<sup>TH</sup> LETTER OF THE ALPHABET [J][j]

- j - Similar to the 'h' usually used to denote height, or a jump, or ajar, pronounced as 'h' in Spanish. A river fjord and a river ford.

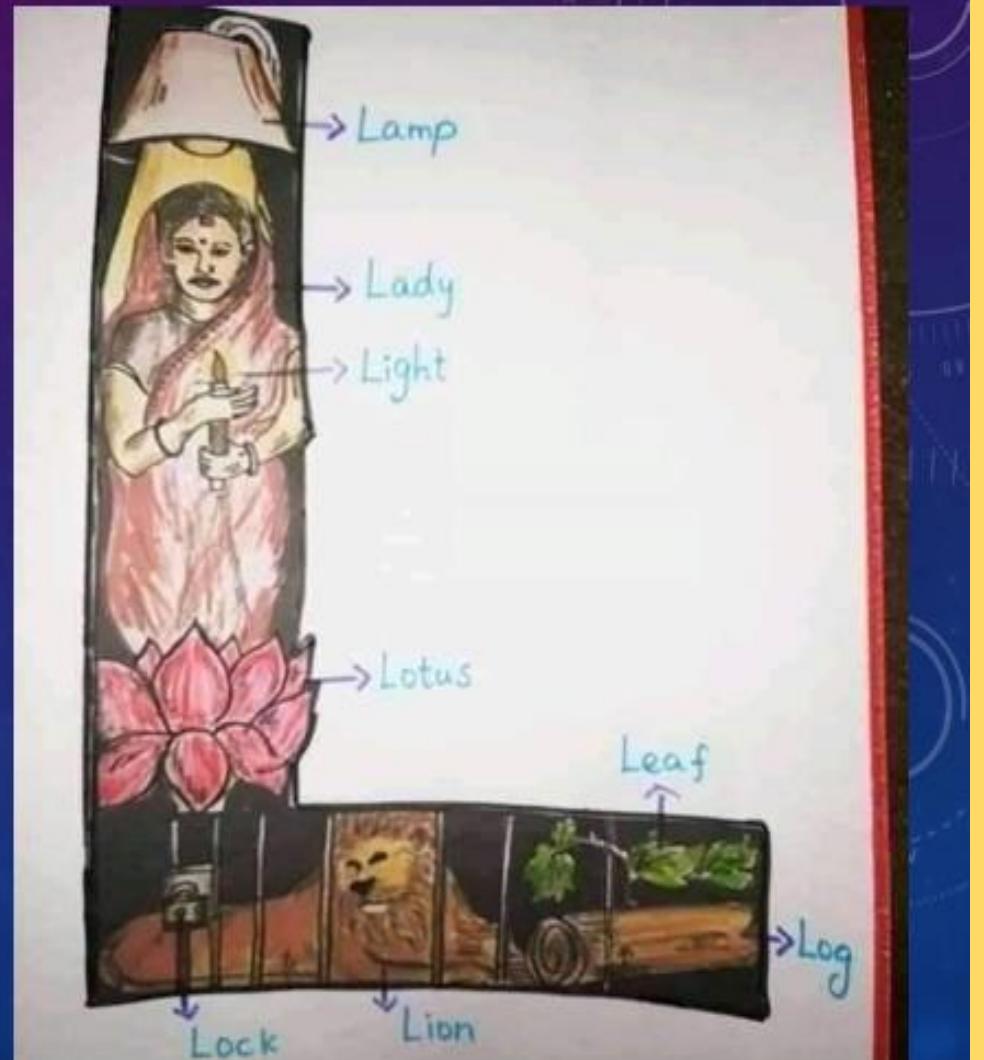


## THE ELEVENTH 11<sup>TH</sup> LETTER OF THE ALPHABET [K][k]

- k - A kicking 'k' found in lots of Celtic vocabulary that was added to English or evolved in English. 'Bac' (hind in Irish, as in behind) has a 'k' in English, 'saic' (sack) in Irish and comes with a 'k' in English, the Old Irish Latin alphabet is without the letter 'k' unlike Cornish and English.

# THE TWELTH 12<sup>TH</sup> LETTER OF THE ALPHABET [L][I]

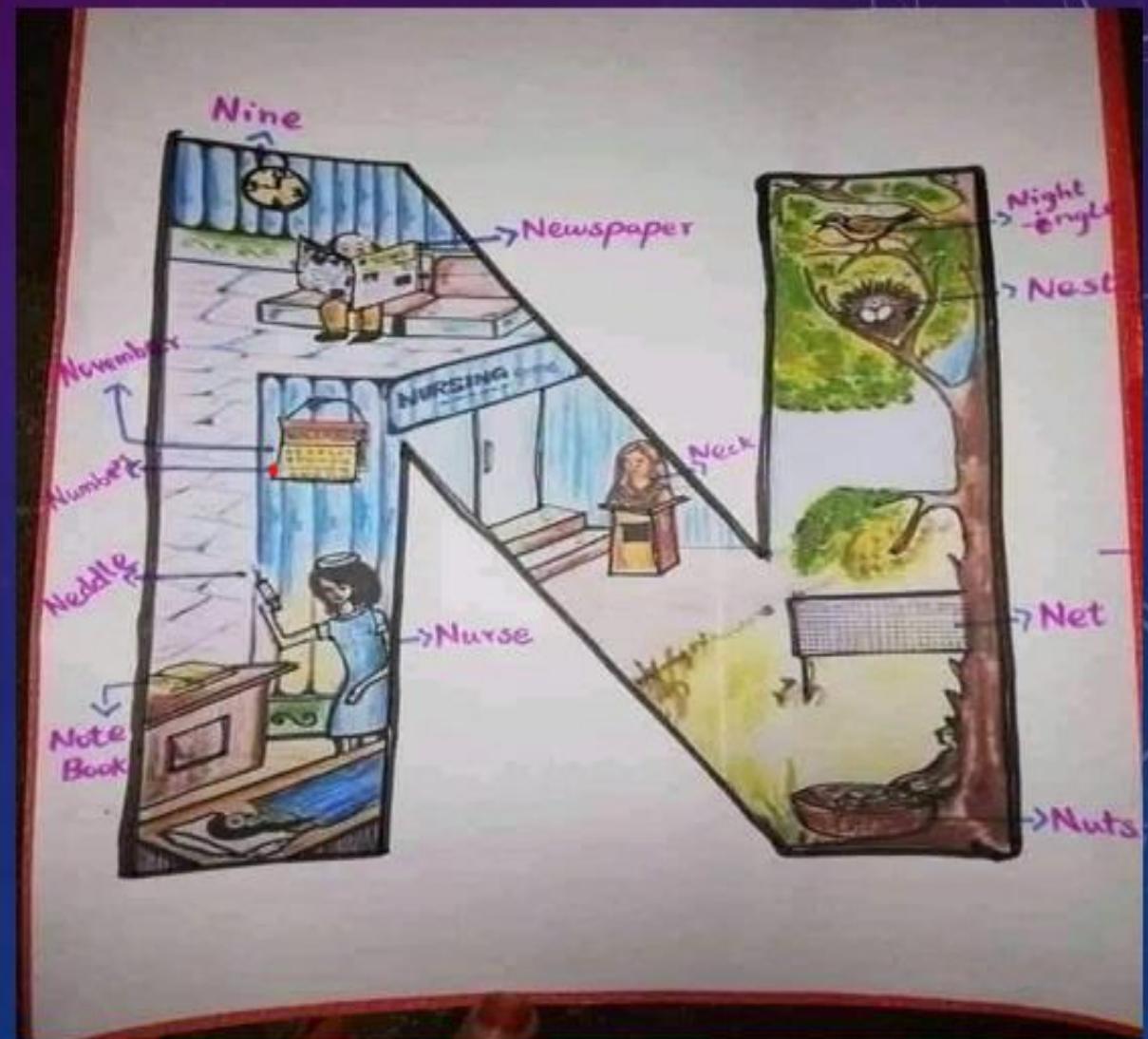
- I - Line, length, along, can act as a sort of measuring ruler, with a from here to there, something of length or with some length to it and that might even be a person or an animal or a hill (with height and width). Latitude and longitude.m - More than one (two humps), multiple, much, many, words like minuscule and microscopic are more about the way there are many things like lots of them when small, such as grains of sand or moving in closer to see.



# THE FOURTEENTH 14<sup>TH</sup> LETTER OF THE ALPHABET

## [N][n]

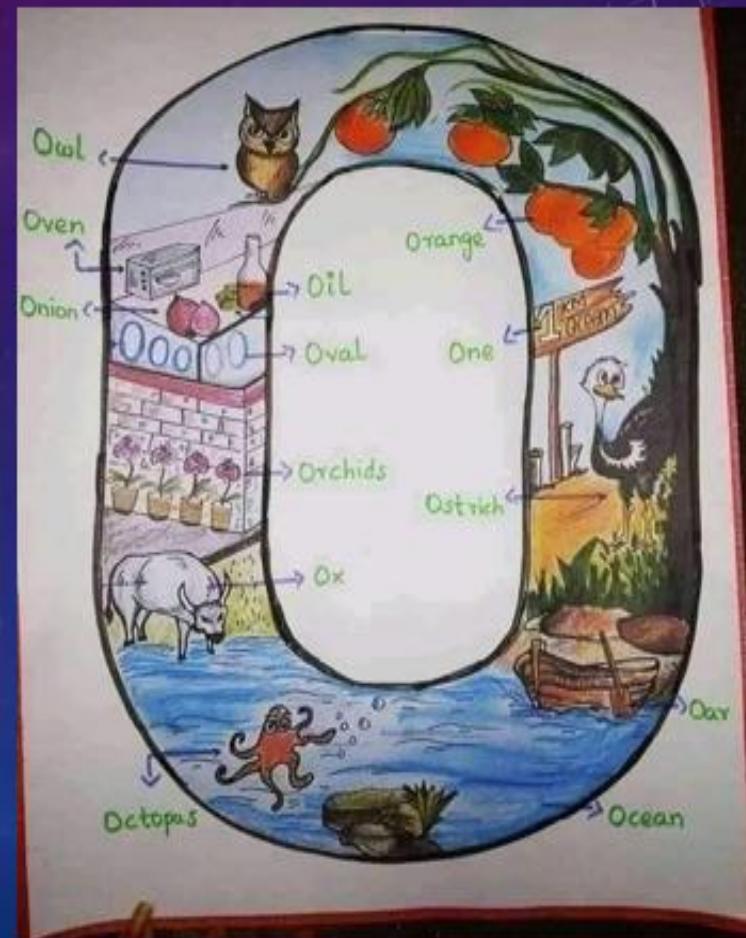
- n - One of, an, en, un, une, uno, a unit.



# THE FIFTEENTH 15<sup>TH</sup> LETTER OF THE ALPHABET

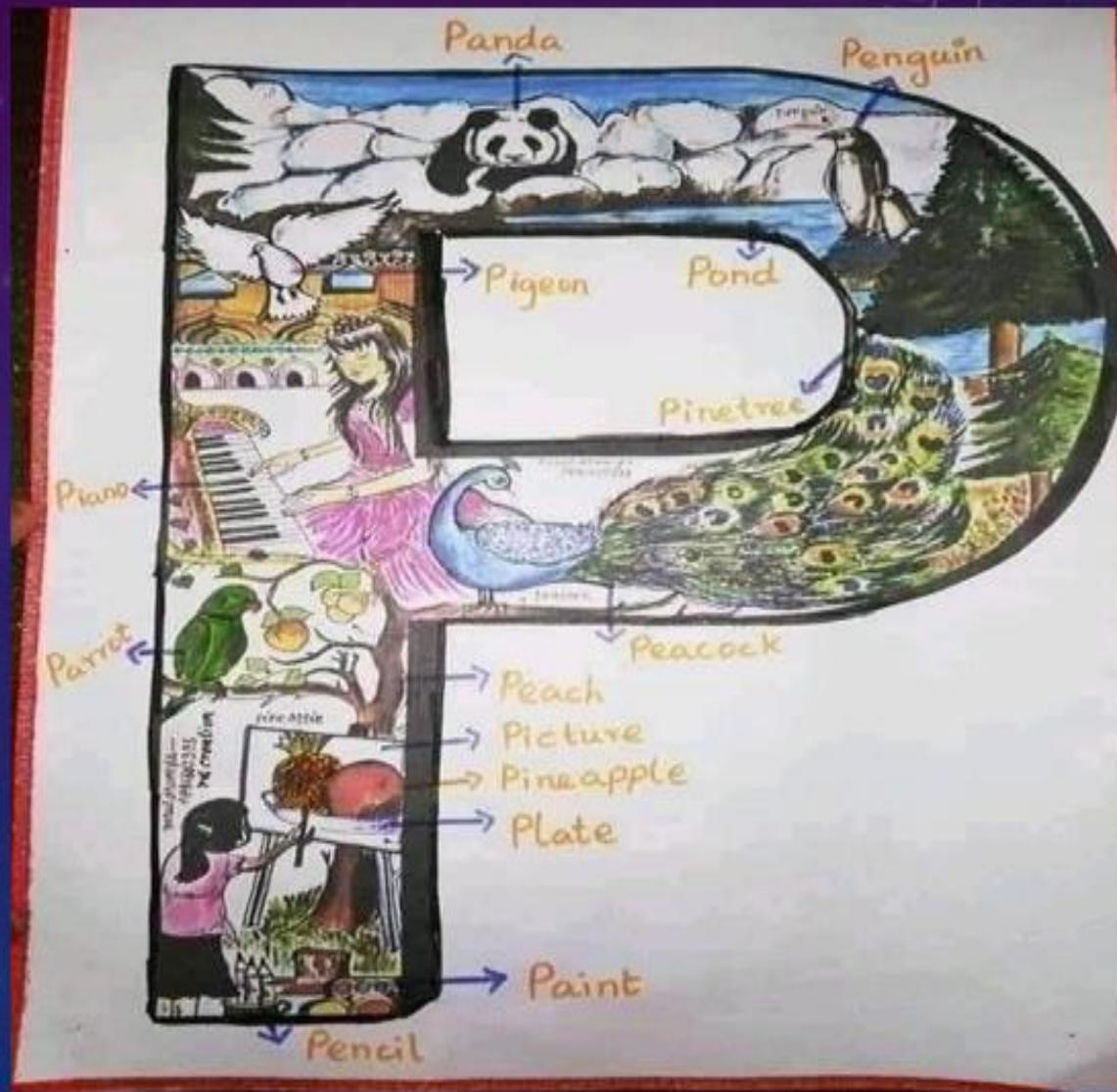
## [O][o]

- o - An important word here is 'circumscribe' (which roughly translates as to draw a circle around. It is usually involving some kind of grouping or a place, or to highlight something or add emphasis to something or a group. This can be metaphorical.



# THE SIXTEENTH 16<sup>TH</sup> LETTER OF THE ALPHABET [P][p]

- p - Pin,  
pinpoint,  
place,  
position,  
put.



# THE SEVENTEENTH 17<sup>TH</sup> LETTER OF THE ALPHABET

## [Q][q]

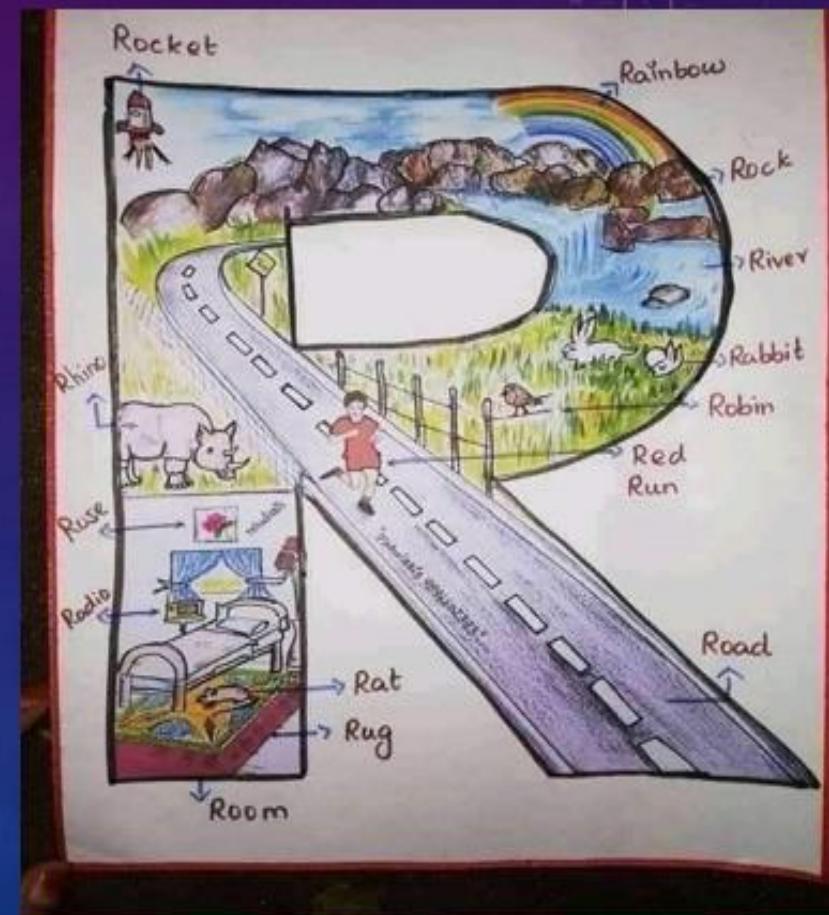
- q - Similar to 'c' and 'g' but often has a more complex meaning, often seen to be involving 'to be queued' or it has got (g) but with more to follow e.g. square, squiggle.



# THE EIGHTEENTH 18<sup>TH</sup> LETTER OF THE ALPHABET

## [R][r]

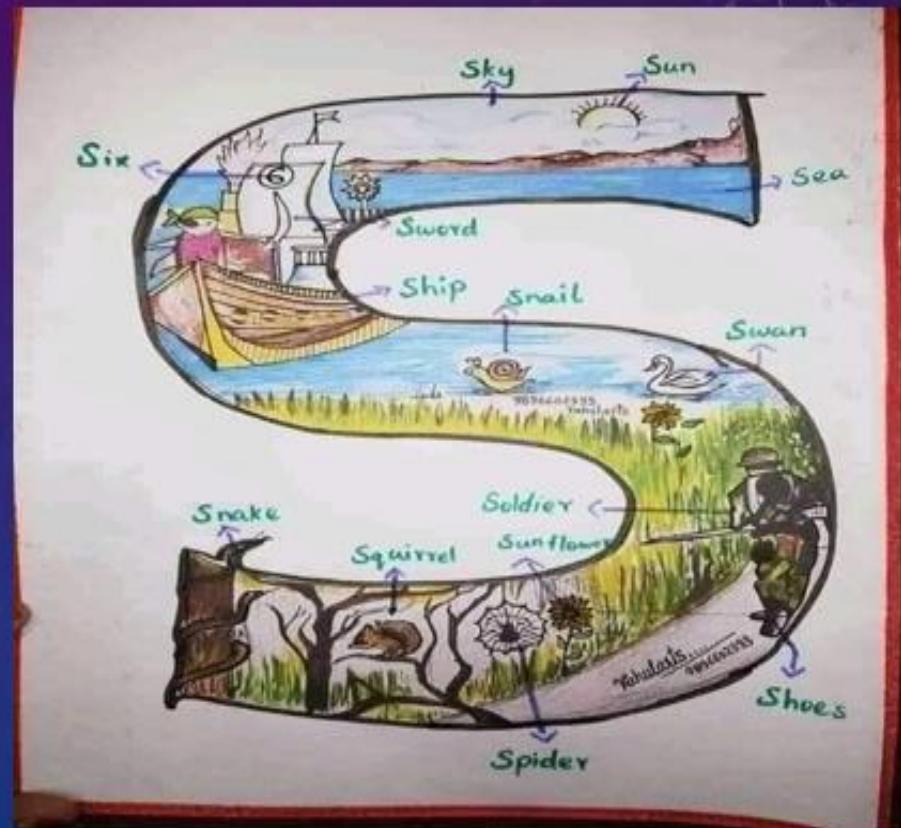
- r - Round, around, a rim, a reel, a run of something so a bit like the letters 'l' and 'e'. Ria - river, estuaries (the rear). Ri - King in Irish. Regal and Royal, Rey in Spanish, Rei in Portuguese, Roi in French. King / Kin - next of kin.



# THE NINETEENTH 19<sup>TH</sup> LETTER OF THE ALPHABET

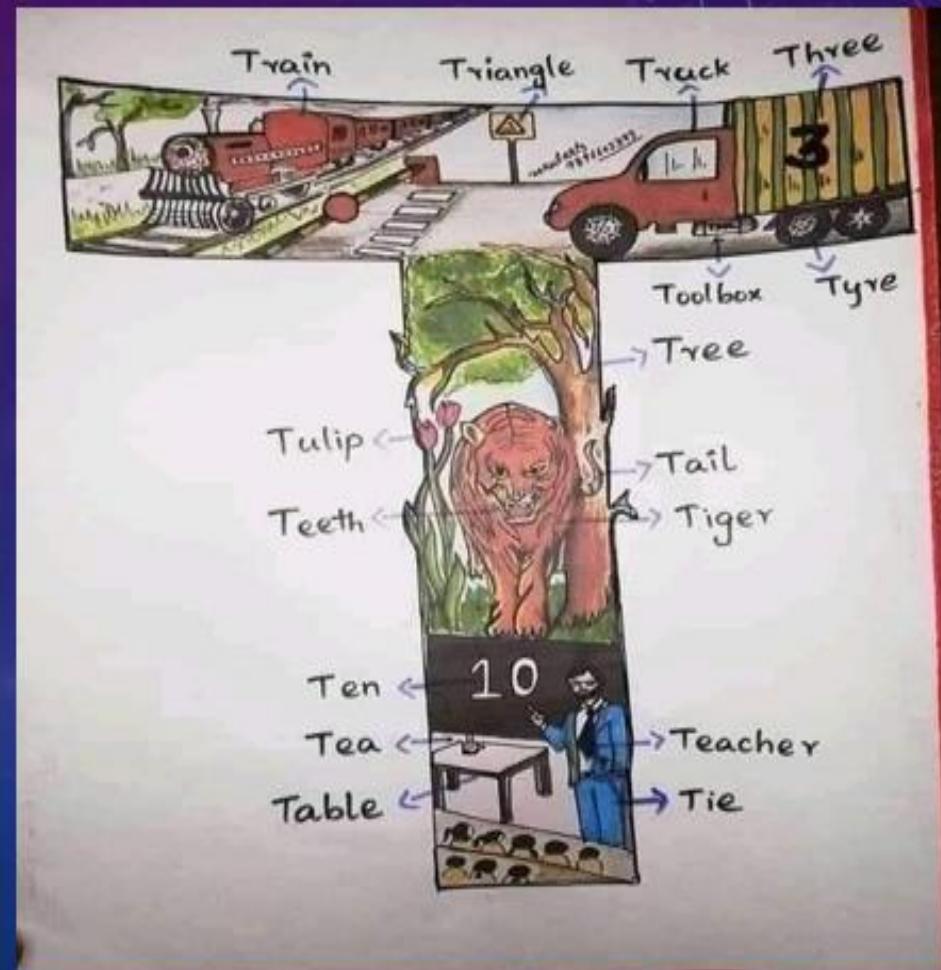
## [S][s]

- s - 'its a' without the word 'it' or slide, slither along, shipping. Sa in Irish. Often found as a prefix, as with 'd' and 'p' and 'b' and other letters of the alphabet.



# THE TWENTYTH 20<sup>TH</sup> LETTER OF THE ALPHABET [T][t]

- t - to It/to, at.



# THE TWENTY-FIRST 21<sup>ST</sup> LETTER OF THE ALPHABET [U][u]

- u - Like a gully, a route to someone or something, or from here to there like a skate park ramp or an underarm throw over to someone or somewhere.



# THE TWENTY-SECOND 22<sup>ND</sup> LETTER OF THE ALPHABET

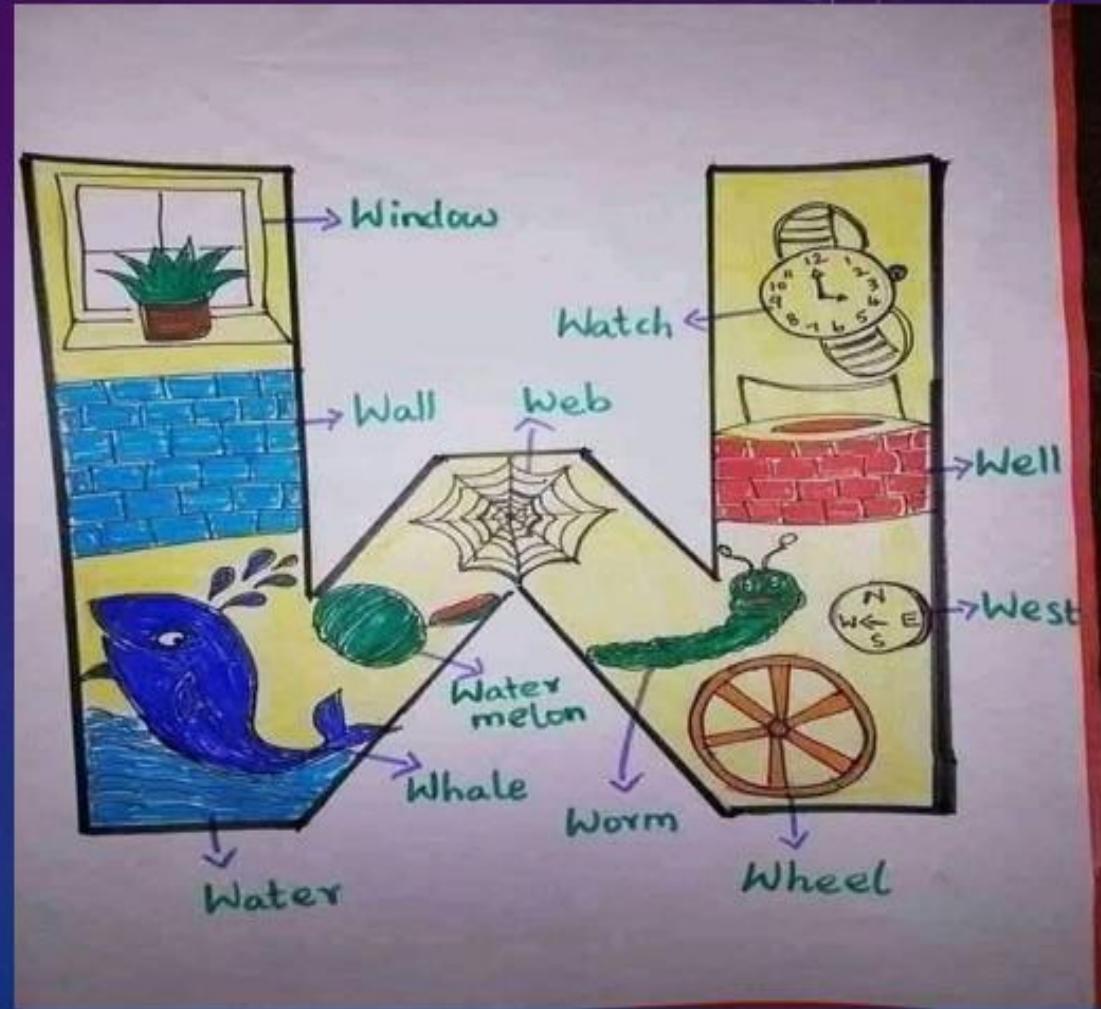
## [V][v]

- v - Via. Very similar to the 'f' and the 'u', often more of a direct route than with the 'u'.



# THE 23<sup>RD</sup> LETTER OF THE ALPHABET [W][w]

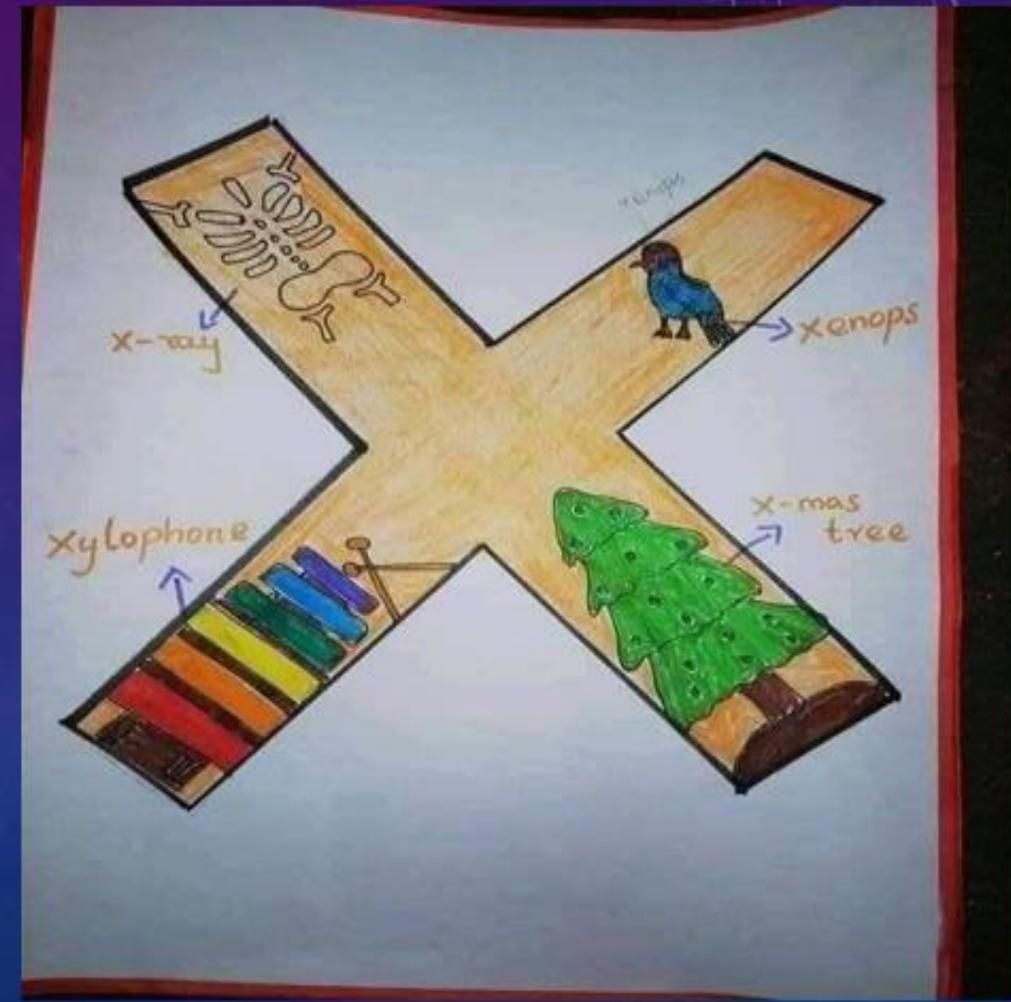
- w - To wade, water, with, way, wander. This is like the 'f' going forward or with a fro involved, or it can be like 'at' when acting as 'with'.



# THE TWENTY-FOURTH 24<sup>TH</sup> LETTER OF THE ALPHABET

[X][x]

- x - X marks the spot.



# THE TWENTY-FIFTH 25<sup>TH</sup> LETTER OF THE ALPHABET

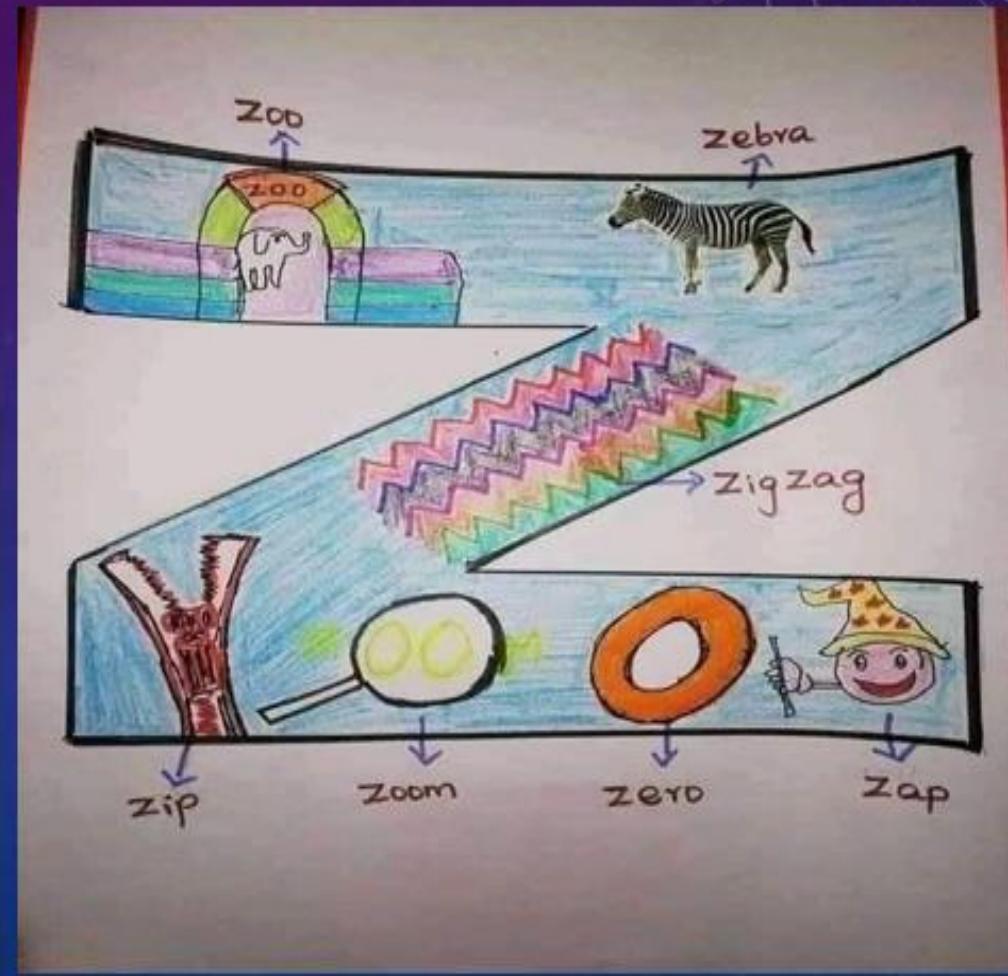
[Y][y]

- y - More tricky to define, with some complex uses or application, it can denote a few things such as a valley with a river or it can be an 'e' or an 'i' sometimes especially at the end of a word such as smell and smelly. Think 'V' for valley and 'Y' for a valley with a path or a river flowing from it and you'll probably understand more about how the letter 'Y' is used within words. It often denotes height, or raised above the rest, or overall, or above all else or of that nature.



# THE TWENTY-SIX 26<sup>TH</sup> LETTER OF THE ALPHABET [Z][z]

- z - A lot like the 's' but in a snake movement sort of way. To zip about, to zig zag. Sometimes used instead of the 's'.



# Numbers from 1[ONE]-26[TWENTY-SIX]

a. 1-ONE	K. 11-ELEVEN	U. 21-TWENTY-ONE
b. 2-TWO	L. 12-TWELVE	V. 22.TWENTY-TWO
c. 3-THREE	M. 13-THIRTEEN	W. 23-TWENTY-THREE
d. 4-FOUR	N. 14-FOURTEEN	X. 24-TWENTY-FOUR
e. 5-FIVE	O. 15-FIFTEEN	Y. 25-TWENTY-FIVE
f. 6-SIX	P. 16-SIXTEEN	Z. 26-TWENTY-SIX
g. SEVEN	Q. 17-SEVENTEEN	
h. EIGHT	R. 18-EIGHTEEN	
i. 9-NINE	S. 19-NINETEEN	
j. 10-TEN	T. 20-TWENTY	

Right. The apostrophe shows possession or contraction, like in "alexander's coat" or "it's" for "it is." The full stop, or period, ends a sentence. Both are crucial in guiding readers through the structure and meaning of written language.

A comma indicates a pause or separates items in a list. A colon introduces a list or explanation. A semicolon links related independent clauses. A question mark ends a question. An exclamation mark expresses strong emotion. Finally, quotation marks indicate someone's exact words. Each symbol plays a unique role in clarifying communication.

A comma indicates a pause or separates items in a list. A colon introduces a list, quote, or explanation. A semicolon links independent clauses or separates complex list items.

- ❑ **Comma (,):** Indicates a brief pause, separates items in a list, or sets off clauses.
- ❑ **Full Stop/Period (.):** Marks the end of a declarative sentence.
- ❑ **Question Mark (?):** Indicates a direct question.
- ❑ **Exclamation Mark (!):** Shows strong emotion or emphasis.

- ❑ **Colon (:)**: Introduces a list, quote, or explanation.
- ❑ **Semicolon (;)**: Links related independent clauses or separates complex list items.
- ❑ **Apostrophe ('')**: Shows possession or forms contractions.
- ❑ **Quotation Marks (" ")**: Encloses direct speech, quotes, or titles of certain works.
- ❑ **Dash (–, —)**: Indicates a range or a pause longer than a comma.
- ❑ **Hyphen (-)**: Joins words or parts of words together.
- ❑ **Parentheses ( ( ) )**: Encloses additional information or clarifications.
- ❑ **Brackets ([ ])**: Adds information within quoted text or clarifications.
- ❑ **Ellipsis (...)**: Indicates a trailing off or omitted text.

Got it. You want to dive into the meanings and symbols of English words. Are you thinking about the origins of English words, or are you curious about the symbolism within the language? This is just  
The book 4 (for) U (you)!

