Activity box 3

Exploring alphabets

Figure 1

Target:
Elementary school and middle school

Duration:
90 minutes. If the activities are carried out as a carousel of stations, calculate 20 minutes per activity.

Introduction:
This activity box introduces students to the most commonly known writing systems in the world. Their origins and history are just as important as fun facts and myths surrounding the individual systems. Together students go on a journey, encountering writing systems that are very different from each other and getting to know them: from Chinese ideograms to Egyptian hieroglyphics. Who knows, perhaps they will even try to develop their own new alphabet!

Competences:[1]

- Competence to build and expand multilingual and pluricultural repertoires (K 2).

[1] Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters "K", "A" and "S" (pp. 24 – 59).

Activities:

- Writing systems and alphabets around the world
- The history of alphabets
- Giving writing systems a try
- Alphabet Dominos

Note:

These activities should give students an insight into the diversity of writing systems in their immediate as well as remote surroundings. They will acquire theoretical and practical knowledge about various alphabets and their lettering.

 **Worksheet:** a task for the pupils to complete

 **Solution:** for the teacher

 **Material:** provides pupils with the basis to carry out activities, games, or go into more depth on the topic

 **PowerPoint Presentation:** available upon request

Table 1

eurac research

Activity 1

“Writing systems and alphabets around the world”

Topic:
Exploring alphabets

Description:
This activity offers a great introduction to the topic. Students are encouraged to pay attention to writing in their surroundings that might catch their eye because it is not written in the Latin alphabet. From the students’ observations, a collection of different writing systems is started which will later be accompanied by additional information and historic-geographical location.

Resources:[2]
- Knows that there are different kinds of script (K 5.3);
- Can observe / analyze (different) writing systems (in languages little known or not known at all) (S 1.3);
- Has knowledge about historical facts which have influenced / influence the appearance or development of certain languages (K 2.6);
- Knows that in mastering knowledge about languages, one also acquires historical / geographical knowledge (K 2.7).

Duration:
30 – 45 minutes (plus study assignment)

Copy templates:
- Collection of writing systems and alphabets
- Examples of writing systems and alphabets
- The origins of writing systems

Material:
- Travelling exhibition “Languages: On our doorstep and around the world” (optional)
- Copy templates
- Map of the world
- Blackboard or flipchart

[2] Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

Activity:

0. Preparation: Photocopy the copy templates – CT 3.1 one for each student, CT 3.2 laminate as cards, prepare CT 3.3 for background information, prepare materials.

1. Introduction: Let students brainstorm which scripts and alphabets they already know and write them down on the board or flipchart. Without commenting or grading, the scripts can be categorized in some way, for example all Latin scripts in one color and/or column (Spanish, English, Italian, German, Swedish…), and all other scripts in another color and/or column (Chinese, Arabic, Greek….). This categorization may then be briefly discussed (languages vs. scripts/alphabets).

2. Development: Students are asked to find scripts in their surroundings (or on the posters of the traveling exhibition) that appear foreign or different because they don't follow the Latin alphabet and are composed of different characters. The worksheet (CT 3.1) may be used to record results.

3. Extension: Students present their findings and then research and/or discuss further information on the individual writing systems and alphabets with each other or with the teacher. The world map can be used for visualization, the laminated cards (CT 3.2) and materials (CT 3.3) help establish references and links to background information.

4. Conclusion: Return to the introduction activity and take a closer look at the previous knowledge established there, comparing it to the extended knowledge acquired throughout the activity and reflecting on the learning process.

Variation:

Instead of working individually, the activity can also be carried out in small groups. History and Geography as school subjects may also be included.

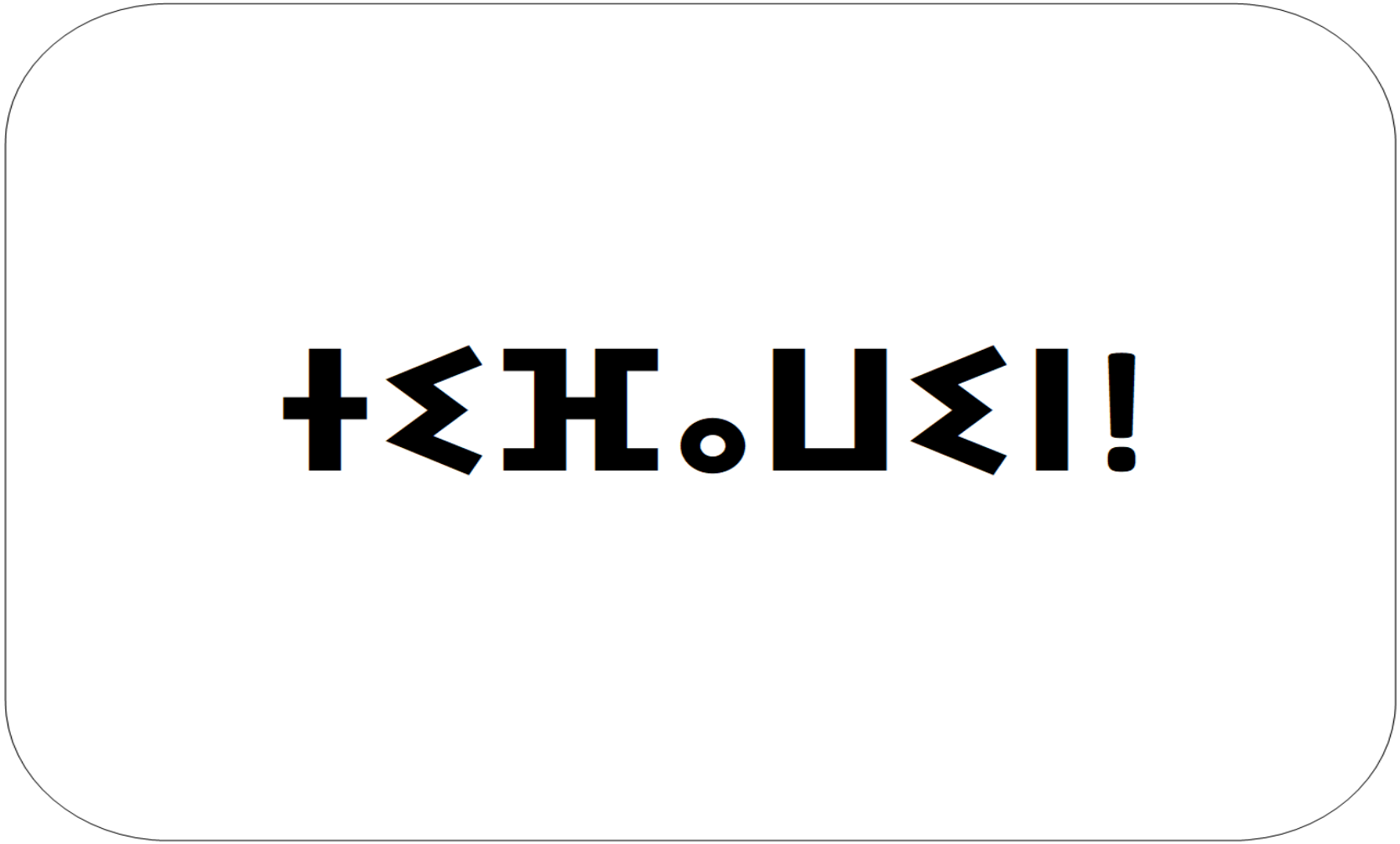
eurac research

Task: Alphabets and writing systems in our surroundings

→ Look around you and observe – what kind of examples of "particular scripts" can you find?

Example of script	Pronunciation	Meaning	Alphabet/writing system	Further info

Example of script	Pronunciation	Meaning	Alphabet/writing system	Further info


𐤕𐤄𐤅𐤋𐤉!

- **writing system:** Tifinagh
- **pronounciation:** Tifawin!
- **translation:** Good day!
- **language:** Berber
- **about this script:** around 1500 years old, the writing is usually from the bottom to the top, but other variants can be found.
  It consists of 21-27 geometrical signs, has no vowels and doesn't hyphenate;
  It's taught in Moroccan schools since 2003.

- **writing system:** Elvish
- **pronounciation:** Elen síla lumenn' omentielvo!
- **translation:** A star shines at the hour of our meeting
- **language:** Elvish
- **about this script:** around 90 years old, invented by the author J.R.R. Tolkien; it consists of ca. 36 letters

Добрый день!

- **writing system:** Cyrillic
- **pronounciation:** Dobri djen!
- **translation:** Good day!
- **language:** Russian
- **about this script:** arund 1000 years old, named after Kyrill of Saloniki;

  It’s written from left to right and consists of 33 letters/signs

早上好

- **writing system:** Chinese-Mandarin
- **pronounciation:** Zao shang hao!
- **translation:** Good day!
- **language:** Chinese-Mandarin
- **about this script:** around 3000 years old, logograms (no alphabet);
  it consists all in all of around 87.000 characters;

טוב בוקר

- **writing system:** Hebrew
- **pronounciation:** Boker or!
- **meaning:** Good morning!
- **language:** Hebrew
- **about this script:** around 2800 years old, is written and read from right to left and consists of 28 consonants and no vowels;

Καλημερα!

- **writing system:** Greek
- **pronounciation:** Kalimera!
- **translation:** Good morning!
- **language:** Greek
- **about this script:** around 2500 years old, is written from left to right; consists of 24 letters;

สวัสดี

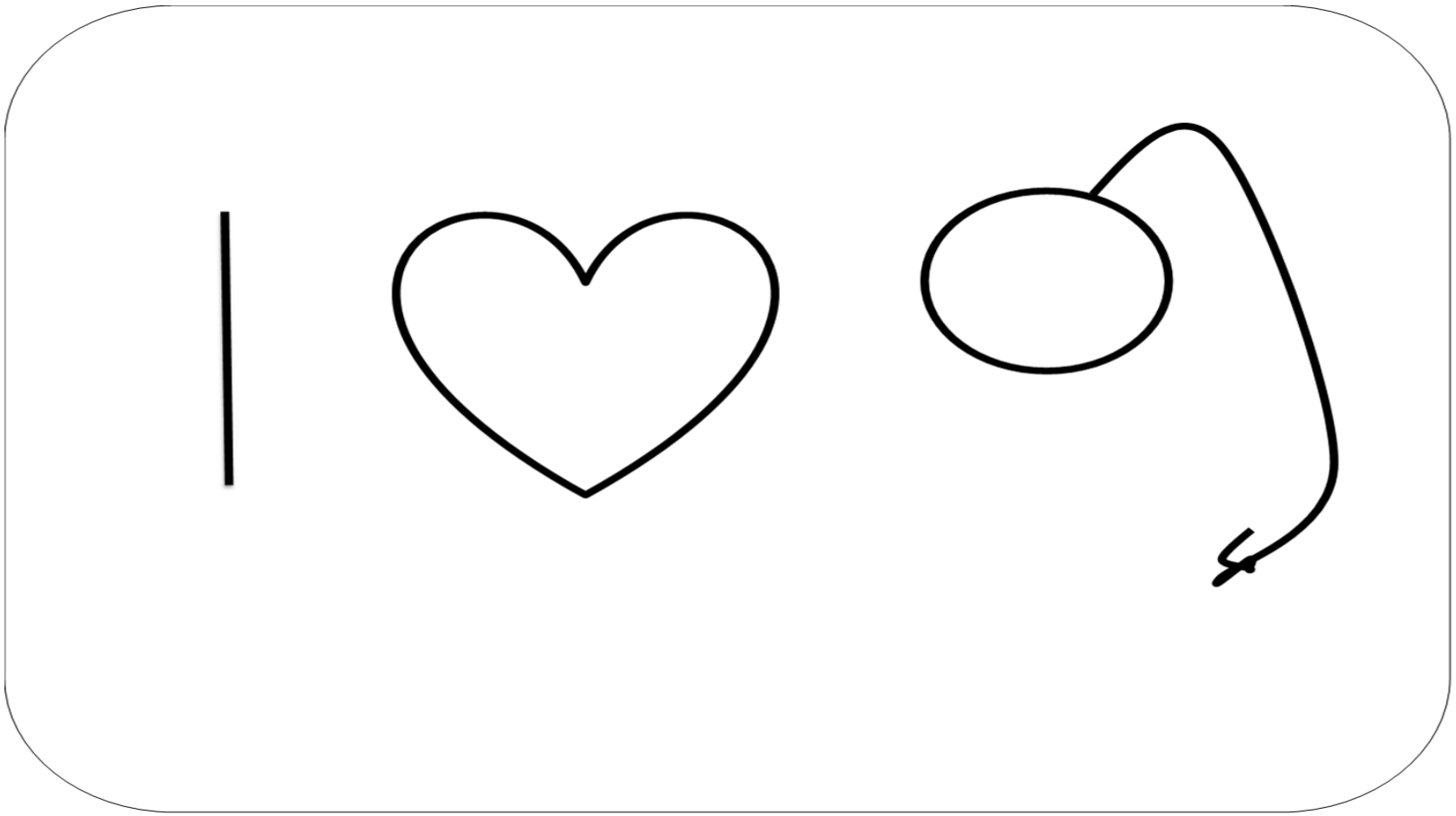
- **writing system:** Thai
- **pronounciation:** Sawadee!
- **translation:** Good day!
- **language:** Thai
- **about this script:** around 800 years old; consists of 44 characters for consonants and surrounding vowel characters

مرحباً!.

- **writing system:** Arabic
- **pronounciation:** Marhaban!
- **translation:** Hello!
- **language:** Arabic
- **about this script:** around 1500 years old, is written and read from right to left; 29 characters and a lot of points to mark vowels

អរុណាសួស្តី

- **writing system:** Khmer
- **pronounciation:** Arunn sus-dej!
- **translation:** Good morning!
- **language:** Khmer
- **about this script:** around 1300 years old; Cambodian script, which was derived from Indian scripts; it consists of 74 letters (35 consonants, independent vowel characters and dependent vowels) and thus is the world's longest alphabet!



- **writing system:** Bliss
- **pronounciation:** I love languages
- **translation:** I love languages
- **language:** (universal)
- **about this script:** around 70 years old, invented by Charles Bliss, written and read from left to right; it is a pasigraphy following Chinese characters; goal: create a sign language that everybody can read and understand (today this is used mostly in speech therapy and special needs education)

- **writing system:** Hieroglyphe
- **language:** ancient Egyptian
- **about this script:** it existed from around 3200 B.C. to 300 A.D. 700 -7000 symbols have been deciphered, they don't have a set order;

Egun on!

- **writing system:** Latin
- **pronounciation:** Egun on!
- **meaning:** Good morning!
- **language:** Basque
- **about this script:** around 2600 years old; the original Latin alphabet consisted of 21 letters (there was no G, J, U, W, Y), which first only existed as capital letters (minuscule were only introduced around 500 A.D.)

Writing systems Information

Some general fatcs:

- There are approx. 7000 languages worldwide (Ethnologue) and about 100 alphabets (Krifka).
- Only about 30% of all languages have a writing system.
- Almost all of the 100 alphabets can be traced back to two sources. The hieroglyphics, created by people in Egypt (Northern Africa) several thousand years ago, and the Chinese characters, of which each one stands for a whole word
- There are some alphabets of course which are traced back neither to the hieroglyphics nor to the Chinese characters. About 200 years ago, a Cherokee invented a syllabary, despite the fact that he couldn't read or write. He knew that white people did, so he went about creating an alphabet. The Etruscans, who lived in Italy 3000 years ago, left behind a writing system that up to this day nobody has been able to decipher
- Approx. 50 languages worldwide are written in the Latin alphabet.

Origins of our "Latin" alphabet:

- Around 5000 BC the first pre-forms of our scripts appeared through trading activities. These were standardized pictographs misled in clay depicting primarily goods such as for example sheep and grain, together with numerals.
- Thus, this script obviously developed from the necessity to communicate information unchanged and unforgeable across larger spatial and temporal distances
- In Mesopotamia, clay was the most accessible writing material due to its affordable price and availability. It was written on in a moist state, once it dried the writing could not be changed. Thus documents were unforgeable.
- Around 3500 BC: the proto-Sinaitic (also: proto-semitic) alphabet is believed to be the common origin of all northwest-Semitic writing systems composed of 22 letters.
- Around 1100 BC: The Phoenician alphabet, which emerged from the Protosemitic alphabet, is the foundation of the Aramaic, the Hebrew and Greek alphabets.
- While the Hebrew script developed further independently, the Aramaic script generated various Indian and Arabic writing systems.
- Around 900 BC: Development of Greek alphabet, which was the foundation of the Latin and Cyrillic alphabets.
- Starting around 600 BC: The Latin alphabet was borrowed from the west-Greek alphabet by way of the Etruscans.
- The original Latin alphabet consisted of 21 letters (there was no G, J, U, W, Y), which first only existed as capital letters (minuscules were only introduced around 500 AD)

Activity 2

“Writing letter histories”

Topic:
Exploring alphabets

Description:
This activity allows for an in-depth and creative analysis of the origins of the Latin alphabet. Starting from reduced depictions of the origins of individual letters, students make up possible connections and explanations and compose histories in text or picture form. Thus, they reflect on the history and evolution of our alphabet and they are confronted with the embedment of cultural history in context.

Resources:[3]
- Knows that there are different kinds of script (K 5.3);
- Has knowledge about historical facts which have influenced / influence the appearance or development of certain languages (K 2.6);
- Knows that in mastering knowledge about languages, one also acquires historical / geographical knowledge (K 2.7).

Duration:
45 - 60 minutes

Copy templates:
- ABC history
- ABC history

Materials:
- copy templates
- paper and writing utensils
- board or flipchart
- magnets and tape

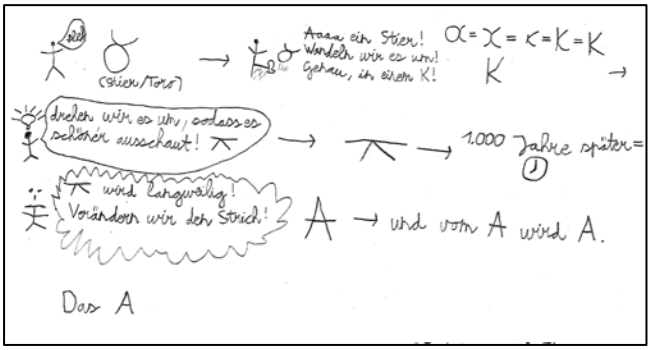


Figure 2

[3] Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

Activity:

0. Preparation: Copy materials and copy templates, laminate cards (CT 3.4), prepare materials.

1. Introduction: Students make guesses about the origins of individual letters of the Latin alphabet. These ideas are collected on the blackboard or flip chart.

2. Development: Students are asked to come up with a possible evolutionary history for certain letters, whereby they may use the cards (CT 3.4), which are not necessarily in chronological order to allow for more creative freedom. Following a brief brainstorming period, students write down or draw their ABC histories.

3. Extension: Individual students present their histories in class. Then, together the class looks up what language historians actually had to say about it using the material provided (ref?), and comparisons are drawn.

4. Conclusion: Results and students' work can be collected, digitalized, scanned and exhibited, or published as a book, which then is shown/handed out to parents, classmates and other students and teachers in the school.

Variation:

Rather than writing individual histories, students can also work in creative teams of 2-3 for the creation of their ABC histories.

Notes:

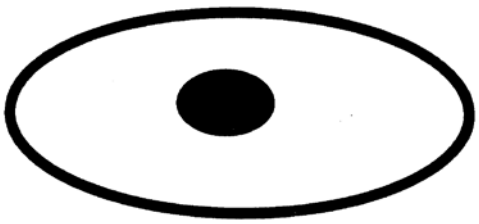
Make sure that not only the "correct" history of origins is focused on, but that the creativity of students' works is also valued!

(tooth)

ש

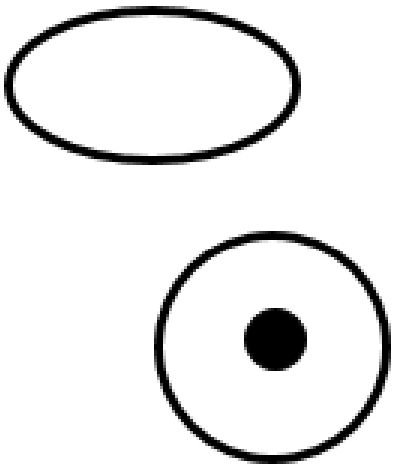
Σ

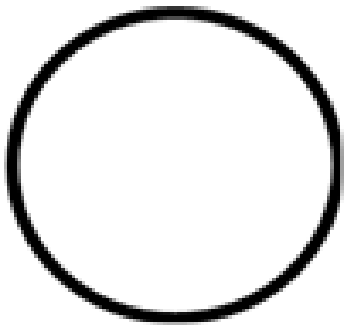
S



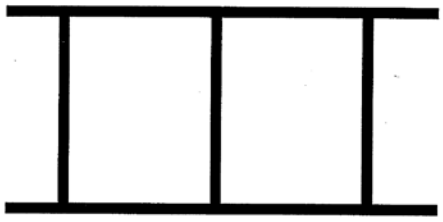
AYIN

(eye)



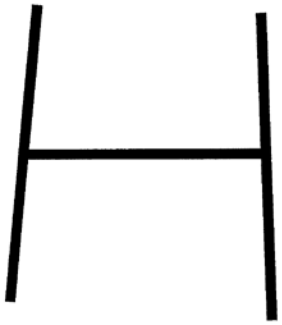


O

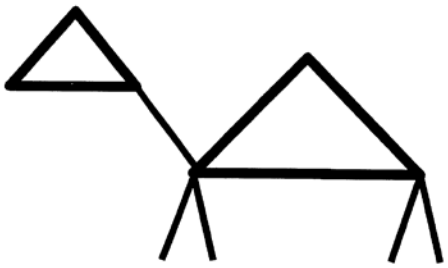


HET

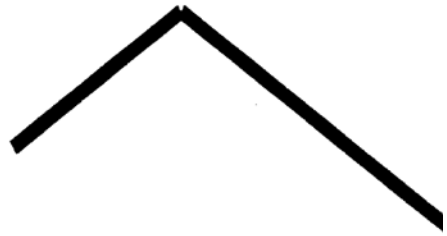
(fence)



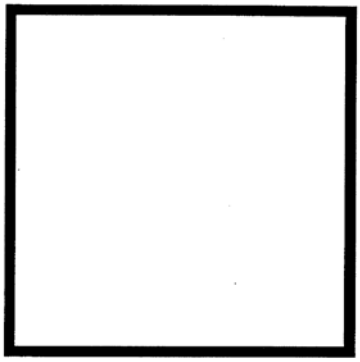
H



GHIMEL
(camel)

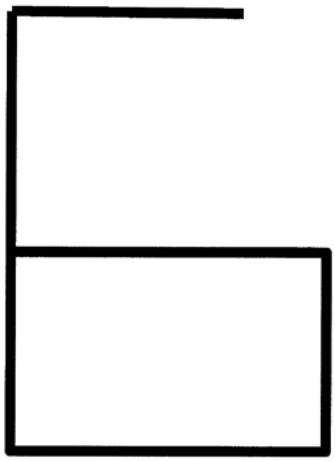


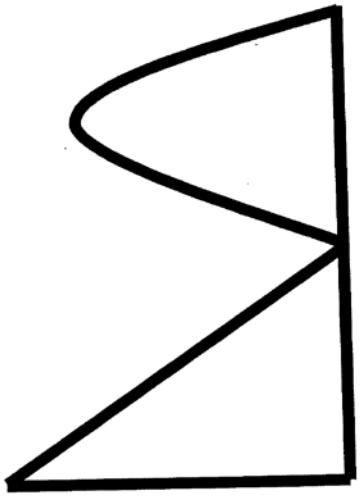
C



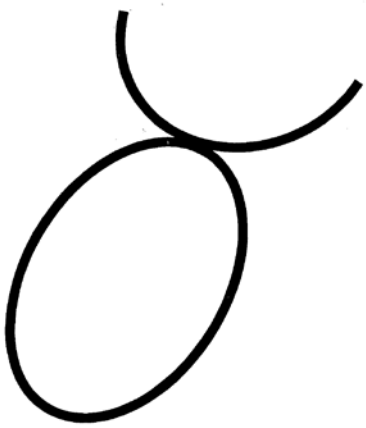
BET

(house)

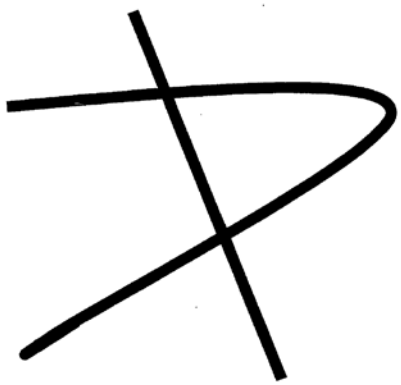


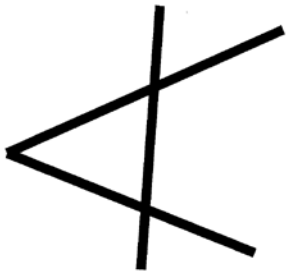


B



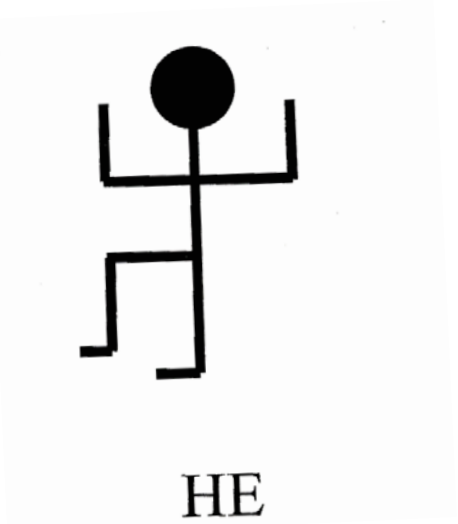
ALEF
(bull)





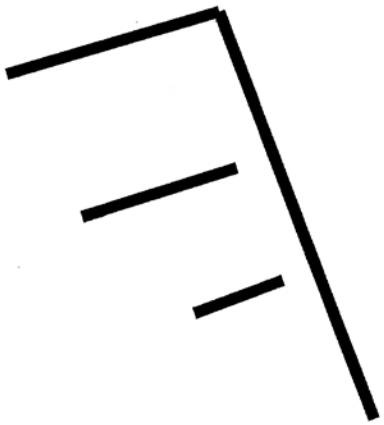
K

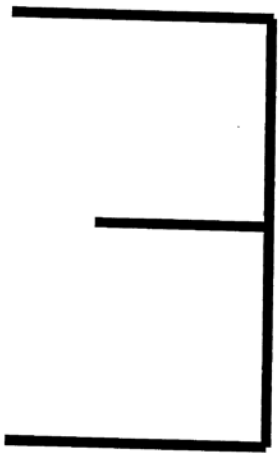
A



HE

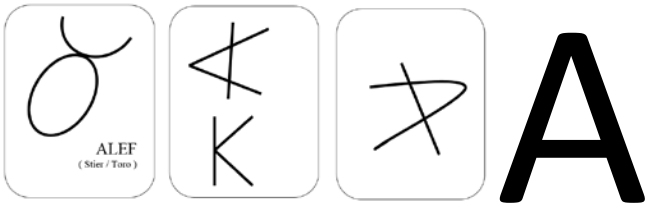
(sound of exhaling)





E

About the origins of individual Latin letters:[4]

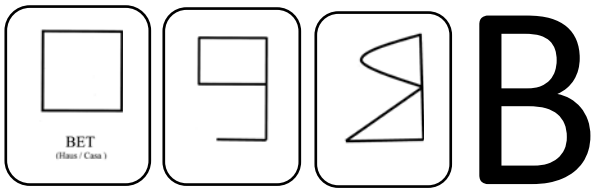


→ "A" derives from the first letter of the proto-Sinaitic alphabet, "Alef", meaning "bull", but also "strenght" and "energy" (agriculture) in Semitic languages. The Egyptians also used a bull for this term in their hieroglyphics.

→Over time, the bull was reduced, the horns moved in on the head and during the Phoenician era, several characters were used simultaneously.

→ "Alef" was transformed to "Alpha" in Greek, rotating it by 180°.

→The Etruscans brought these letters into the future Roman Empire where they were further simplified for the Latin alphabet. The origin of the letter "A" however remains well recognizable.



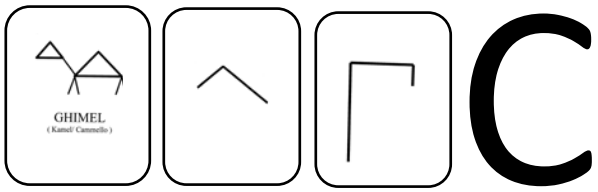
→ The letter "B" derives from the 2nd character of the proto-Sinaitic alphabet and was used in a very similar form in the ancient Egyptian hieroglyphics. It stood for "bet", i.e. "house".

→ It would spread further in a simplified version and would often symbolize the outlines of a building.

→ The Greeks slightly altered the symbol, rotated it by 90° and named it "Beta".

→ In the Latin alphabet, it then was further simplified, mirrored and made round and now solely stands for the sound "b".

[4] Ouaknin, Marc-Alain (1999): Mysteries of the Alphabet: The Origins of Writing. Abbeville Press.

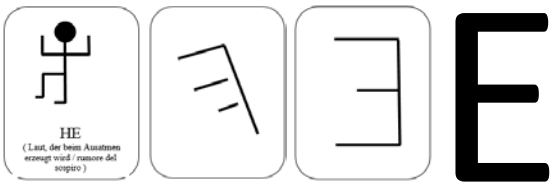


→ “C” derives from the 3rd proto-Sinaitic letter, the word “ghimel” or “gamal”, which stood for “camel”. This animal was very important in desert regions because it could transport water through desert areas and across borders.

→ For the symbolic depiction of the camel, the animal’s most characteristic feature was chosen, the hump. Drawing the hump was much faster than the original drawing and was mostly used in Hebrew alphabets.

→ In the Greek script, the character was rotated, erected and named “gamma”.

→ Then, the Latin alphabet further simplified and rounded it; now it stands for the sounds “c” and “k”.



→ “E” finds ist origins in a pictorgraph that symbolizes a praying human being. The sound produced when exhaling, “he”, was then also used for the proto-Sinaitic letter.

→ The phoenicians would soon simplify their script, thus no longer drawing the complete pictograph but reducing it to a simple form consisting solely of a head (center line) and the hands, and slanted to the left.

→ The Greeks further standardized an straightened the character as to make its reproduction faster and easier.

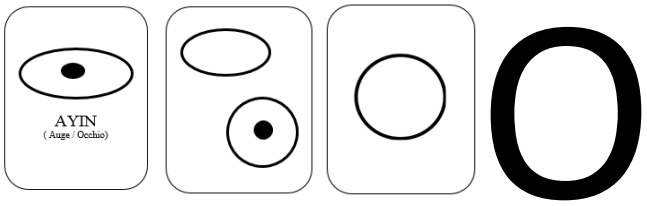
→ The Latin alphabet then, after rotating the letter by 180°, finally generated an easily reproduceable “E”.

→ “H” derives from the 8th proto-Sinaitic letter “Het”, the pictograph for “fence” or “barrier”.

→ Over time, the number of vertical bars would vary. By 400 BC, the standard writing was 3 bars.

→ The Greek alphabet then erected the symbol and it became a ladder, reducing the number of bars.

→ The Latin alphabet then solely straightened the letter.

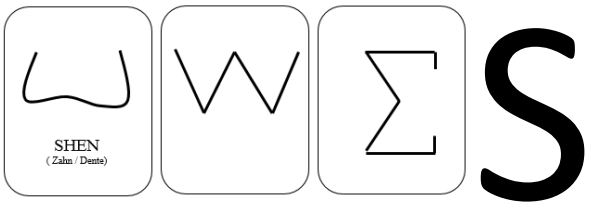


→ The letter “O” finds its origins in the 16th proto-Sinaitic letter “Ayin”, meaning “eye”, which was clearly symbolized by the pictogram.

→ The Phoenicians used several variants of the letter simultaneously, with or without a “pupil”.

→ While the Hebrew “O” had already been written without the pupil, the Greeks continued to use the dot in the middle at first. The letter was then already quite constant.

→ In the late antique Latin alphabet the letter was only straightened a bit and now used without dot in the middle.



→ “S” derives from the 21st letter of the proto-Sinaitic alphabet, for the sound “shin”, meaning “tooth”, pronounced “shen”. The symbol back then already clearly depicted a tooth but was stylized.

→ “Shin” did not change too much over time: the edges became a bit more pointed, the sides a bit straighter. For the ancient scholars it was only important to know the rest of the word that would follow this letter, as it could stand for both, “sh” as well as “s”.

→ In the Greek alphabet, the letter would be rotated 90° and was named “Sigma”.

→ The Latin alphabet then further simplified it and rounded it, producing the letter that solely stands for the sound “s”.

Activity 3

“Giving writing systems a try”

Topic:
Exploring alphabets

Description:
This activity consolidates the topic of exploring alphabets. Students practice writing of 8 words (apple, bread, computer, friendship, love, sun, tiger, water) in several languages and different scripts. Thus, they come across the similarities and differences as well as the structure of the individual scripts. They can reflect and discuss their observations.

Resources:[5]
- Knows that there are different kinds of script (K 5.3);
- Can observe / analyze (different) writing systems (in languages little known or not known at all) (S 1.3).

Duration:
30 – 45 minutes (plus study assignment)

Copy templates:
- Testing writing systems
- Testing writing system
- Alphabet charts

Material:
- copy templates
- writing utensils

Activity:
0. Preparation: Copy CT 3.6 (multiple samples per student), print (in color) and laminate CT 3.7.

1. Introduction: If students are familiar with ways of writing their name or other well-known terms in different languages, let them write them on the board.

[5] Competences are based on the FREPA, *A Framework of Reference for Pluralistic Approaches to Languages and Cultures* (see Literature at the end of this document). Individual competences are divided into three groups using the letters “K”, “A” and “S” (pp. 24 – 59).

2. Development: Students are given worksheets, materials, and the assignment to try out various writing systems, whereby they are asked to observe which languages are similar or different. They should consider in which ways they are similar or different, and which languages are easier to transcribe than others.

3. Extension: Students present their results and they take a stand regarding the previously worded lead questions and observation assignments.

4. Conclusion: Together, students can choose some words which were particularly popular and/or were created together, enlarge them and hang them in the classroom.

Variation:
Instead of students working on this activity individually, materials can also be spread across learning stations, where students can work in groups, rotating from station to station. Using ABC-charts, students can work out further terms and spellings of names for examples on their own (CT 3.8).

Examples of peculiar scripts – give it a try!

 Pronunciation: Meaning: Script:	 Pronunciation: Meaning: Script:	 Pronunciation: Meaning: Script:
 Pronunciation: Meaning: Script:	 Pronunciation: Meaning: Script:	 Pronunciation: Meaning: Script:

Table 2

الصداقة

(yǒuqíng)

Arabisch arabo Arabic

友

(as-sadaaqah)

Chinesisch cinese Chinese

дружба

(drúschba)

Russisch russo Russian

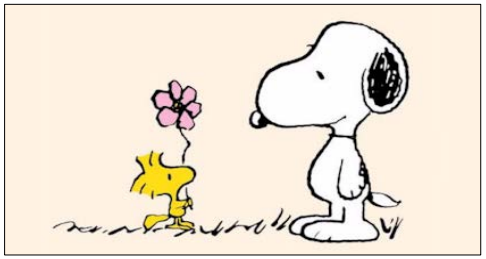


Figure 3

חברות

(chaverut)

Hebräisch ebraico Hebrew

दोस्ती

(dostī)

Hindi hindi Hindi

φιλία

(filía)

Griechisch greco Greek

الحب

(al-houb)

Arabisch arabo Arabic

爱

(ài)

Chinesisch cinese Chinese

אַהֲבָה

(ah-ha-vah)

Hebräisch ebraico Hebrew

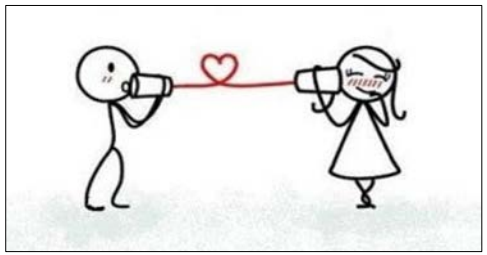


Figure 4

любовь

(ljubov)

Russisch russo Russian

αγάπη

(agapé)

Griechisch greco Greek

प्रेम

(prema)

Hindi hindi Hindi

نمر

(namir)

Arabisch arabo Arabic

虎

(hǔ)

Chinesisch cinese Chinese

τίγρης

(tígri)

Griechisch greco Greek

Figure 5

शर

(sher)

Hindi hindi Hindi

טיגריס

(tīgerīs)

Hebräisch ebraico Hebrew

പുലി

(puli)

Malaysisch malese Malaysian

स्वादुफल

(svaduphala)

Sanskrit sanscrito Sanskrit

Μήλο

(melo)

Griechisch greco Greek

تفّاح

(tuffah)

Arabisch arabo Arabic

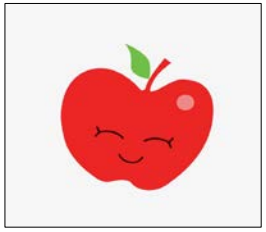


Figure 6

ஆப்பிள்

(aappil)

Tamil tamil Tamil

苹果

(píng guǒ)

Chinesisch cinese Chinese

سيب

(sīb)

Persisch persiano Persian

パン

(pan)

Japanisch giapponese Japanese

ᐃᓕᓴᕐᐃᑲᓇᐧᐃᐦᑯᓇᐧᐣ

(pīsweāihkunāu)

Inuktitut inuktitut Inuktitut

Figure 7

хлеб

(chljeb)

Russisch russo Russian

לחם

(lechem)

Hebräisch ebraico Hebrew

ಬ್ರೆಡ್

(brhed)

Kannada kannada Kannada

Հաց

(chats)

Armenisch armeno Armenian

компьютер **计算机** **πολογιστής**

(kompjuter) **(jì suàn jī)** **(ypologistḯs)**

Russisch russo **Russian** **Chinesisch** cinese **Chinese** **Griechisch** greco **Greek**

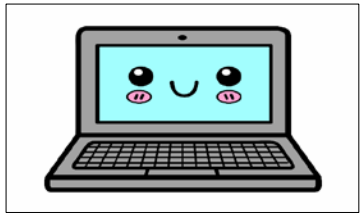


Figure 8

حاسوب **कंप्यूटर** กระด้างพัณฑ์

(hasub) **(kanpyutar)** **(gra-daang-phan)**

Arabisch arabo **Arabic** **Hindi** hindi **Hindi** **Thai** thai **Thai**

شمس

(schams)

Arabisch arabo Arabic

ήλιος

(ilios)

Griechisch greco Greek

日

(ri)

Chinesisch cinese Chinese

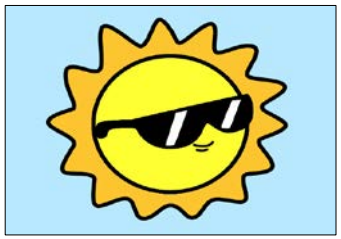


Figure 9

太陽

(taiyou)

Japanisch giapponese Japanese

रवि

(ravi)

Hindi Hindi Hindi

солнце

(sontse)

Russisch russo Russian

вода

(voda)

Russisch russo Russian

水

(shui)

Chinesisch cinese Chinese

Ջերմուկ

(jermuk)

Armenisch armeno Armenian

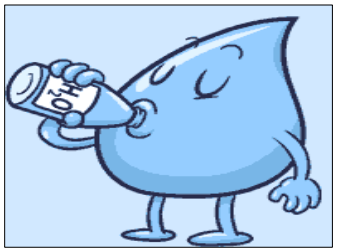


Figure 10

წყლის

(tsklis)

Georgisch georgiano Georgian

น้ำ

(naam)

Thai thai Thai

물

(mul)

Koreanisch coreano Korean

The Cyrillic Alphabet (Russian) and its English transliteration

Аа a [a]	Бб b [b]	Вв v [v]	Гг g [g]	Дд d [d]	Ее e [ye]	Ёё jo [yo]	Жж ž [ž]	Зз z [z]
Ии i [i]	Йй j [y]	Кк k [k]	Лл l [l]	Мм m [m]	Нн n [n]	Оо o [o]	Пп p [p]	Рр r [r]
Сс s [s]	Тт t [t]	Уу u [u]	Фф f [f]	Хх x [x]	Цц c [ts]	Чч č [tç]	Шш š [š]	Щщ šč [ç]
Ъъ ’ silent	Ыы y [ɯɨ]	Ьь ” silent	Ээ è [e]	Юю ju [yu]	Яя ja [ya]			

Figure 11

The Cyrillic Alphabet (Ukrainian) and its English transliteration

А а	Б б	В в	Г г	Ґ ґ	Д д	Е е	Є є	Ж ж	З з	И и	І і
a	b	v	h	g	d	e	je	ž	z	y	i
[a]	[b]	[v]	[h]	[g]	[d]	[e]	[je]	[ʒ]	[z]	[ɪ]	[i]

Ї ї	Й й	К к	Л л	М м	Н н	О о	П п	Р р	С с	Т t	У у
ji	j	k	l	m	n	o	p	r	s	t	u
[ji]	[j]	[k]	[l]	[m]	[n]	[o]	[p]	[r]	[s]	[t]	[u]

Ф ф	Х х	Ц ц	Ч ч	Ш ш	Щ щ	Ь ь	Ю ю	Я я
f	x	c	č	š	šč	'	ju	ja
[f]	[x]	[ts]	[tʃ]	[ʃ]	[ʃtʃ]	[-]	[ju]	[ja]

Figure 12

The Arabic Alphabet and its English transliteration

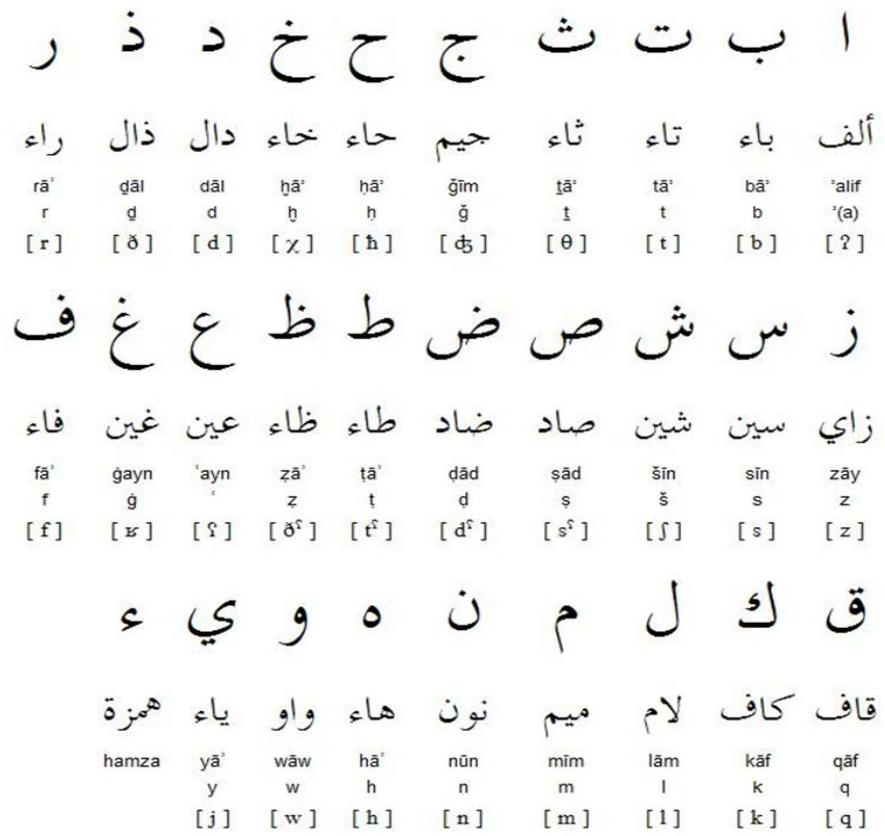


Figure 13

The Persian Alphabet and its English transliteration

Persian Alphabet

ذ	د	خ	ح	چ	ج	ث	ت	پ	ب	ا
z̲	d	kh	ḥ	ch	j	s̲	t	p	b	-
[z]	[d]	[x]	[h, Ø]	[ʧ]	[ʤ]	[s]	[t]	[p]	[b]	[ʔ, ɔ] [æ, Ø]

غ	ع	ظ	ط	ض	ص	ش	س	ژ	ز	ر
gh	ʿ	ẓ	ṭ	ẕ	ṣ	š	s	zh	z	r
[ɣ] [q, ɢ, x]	[ʔ, Ø]	[z]	[t]	[z]	[s]	[ʃ]	[s]	[ʒ]	[z]	[r]

ی	ه	و	ن	م	ل	گ	ک	ق	ف
y	h	w	n	m	l	g	k	q	f
[j, i, e]	[h, Ø] [ɛ, æ]	[v, u] [o, ow]	[n]	[m]	[l]	[g]	[k]	[q, ɢ]	[f]

Persian Numbers

۱	۲	۳	۴	۵	۶	۷	۸	۹	۰
1	2	3	4	5	6	7	8	9	0

Figure 14

The Turkish Alphabet and its English transliteration

Aa	Bb	Cc	Çç	Dd	Ee	Ff	Gg	Ğğ	Hh	Iı	İi	Jj	Kk	Ll
a	be	ce	çe	de	e	fe	ge	see	he	ı	i	je	ke	le
[ɑ]	[b]	[ʤ]	[ʧ]	[d]	[e]	[f]	[g]	note	[h]	[ɯ]	[i]	[ʒ]	[k, kʲ]	[l, lʲ]

Mm	Nn	Oo	Öö	Pp	Rr	Ss	Şş	Tt	Uu	Üü	Vv	Yy	Zz
me	ne	o	ö	pe	re	se	şe	te	u	ü	ve	ye	ze
[m]	[n]	[o]	[ø]	[p]	[r]	[s]	[ʃ]	[t]	[u]	[y]	[v]	[j]	[z]

Figure 15

The Greek Alphabet and its English transliteration

Form		Name	English	Pronunciation
Α	α	Alpha	A	al-fah
Β	β	Beta	B	bay-tah
Γ	γ	Gamma	G	gam-ah
Δ	δ	Delta	D	del-tah
Ε	ε	Epsilon	E	ep-si-lon
Ζ	ζ	Zeta	Z	zay-tah
Η	η	Eta	E	ay-tay
Θ	θ	Theta	Th	thay-tah
Ι	ι	Iota	I	eye-o-tah
Κ	κ	Kappa	K	cap-ah
Λ	λ	Lambda	L	lamb-dah
Μ	μ	Mu	M	mew
Ν	ν	Nu	N	new
Ξ	ξ	Xi	X	zzEye
Ο	ο	Omicron	O	om-ah-cron
Π	π	Pi	P	pie
Ρ	ρ	Rho	R	row
Σ	σ	Sigma	S	sig-ma
Τ	τ	Tau	T	tawh
Υ	υ	Upsilon	U	oop-si-lon
Φ	φ	Phi	Ph	figh or fie
Χ	χ	Chi	Ch	kigh
Ψ	ψ	Psi	Ps	sigh
Ω	ω	Omega	O	o-may-gah

Figure 16

Activity 4

Alphabet Dominos

Topic:
Exploring alphabets

Description:
This activity consolidates the topic with a game, and encourages students to apply their previous and newly acquired knowledge about scripts and alphabets, correctly naming and matching 32 scripts.

Resources:[6]
- Knows that there are different kinds of script (K 5.3);
- Can observe / analyze (different) writing systems (in languages little known or not known at all) (S 1.3).

Duration:
15 – 25 minutes

Copy templates:
- Alphabet dominos
- Alphabet dominos

Materials:
- Copy template
- Space on multiple tables or floor

[6] Lo sviluppo delle competenze si basa sul CARAP, *Quadro di Riferimento per gli Approcci Plurali alle Lingue e alle Culture*. Si veda inoltre: Candelier, Il CARAP, un quadro di riferimento (cfr. qui, Letteratura, p. 80). Le singole competenze sono divise in tre gruppi, ordinati in base alle lettere "A", "K", ed "S". Si veda p. 27-73.

Activity:

0. Preparation: Photocopy the copy templates, prepare the domino cards (laminate CT 3.9), set up the space.

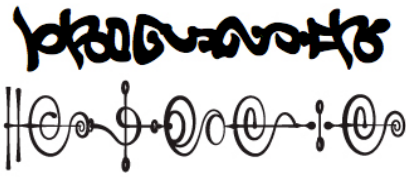
1. Introduction: Students try to guess how many alphabets they know already and are able to recognize.

2. Development: Students try to solve the dominos game.

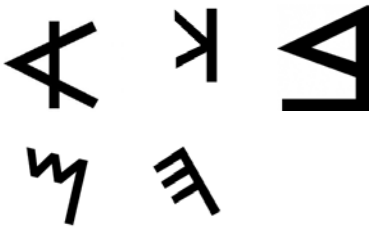
3. Conclusion: Students check their results with answer sheets.

Note:

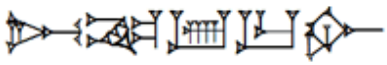
We suggest having students work in teams of up to 6 players.



Hindi



Keilschrift
Cuneiforme
Cuneiform script



Elbisch
Elfico
Elvish

Привет

[priwjet]

Lateinisch
Latino
Latin

À«À¥÷

[sawadee-kha]

Γεια σου

[jiá su]

Flaggenalphabet
Alfabeto nautico
Semaphore

Inuktitut

BLISS

ಹಲೋ

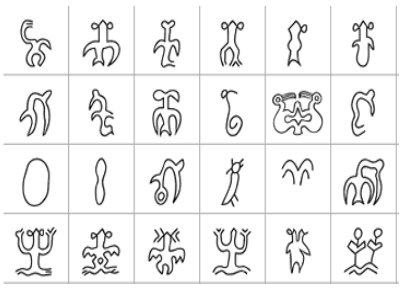
[namaskara]

გამარჯობა

[gah-mahr-joh-bah]

Armenisch
Armeno
Armenian

Chinesisch
Cinese
Chinese



Griechisch
Greco
Greek

汉字

[hàn zi]

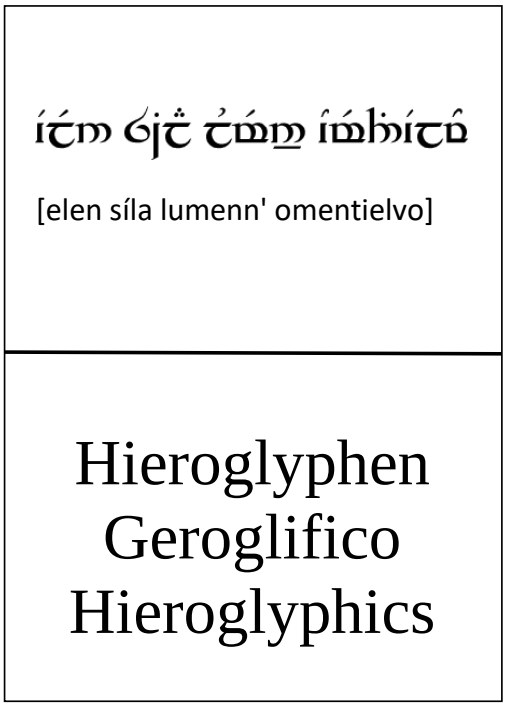
नमस्ते

[namaskar]

Tamil

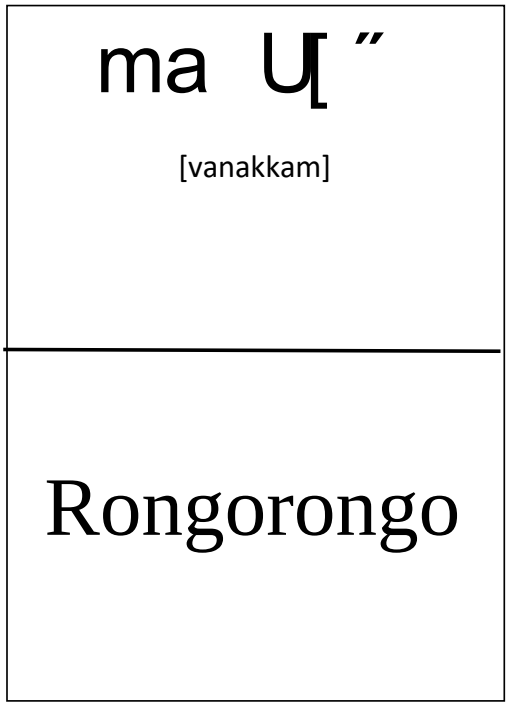
Kannada

[johm riab sua]


[elen síla lumenn' omentielvo]
Hieroglyphen
Geroglifico
Hieroglyphics


Kyrillisch
Cirillico
Cyrillic

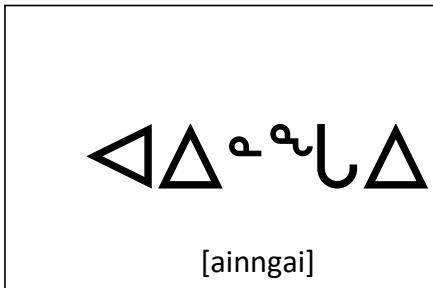

Thai
(ìip-ɪeèqɐs)


ma
[vanakkam]
Rongorongo

[sedemet]

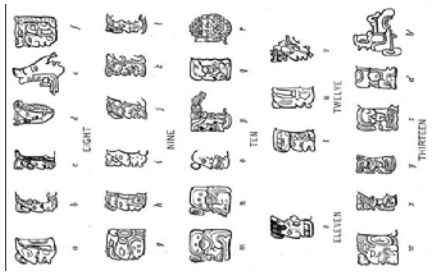
Bengali
Bengalese

Arabisch
Arabo
Arabic



[ainngai]

Tifinagh



Khmer

こんにちは

[konnichi-wa]

Koreanisch
Coreano
Korean

[annyeong-hasimnikka]

Phönizisch
Fenicio
Phoenician

Lao

[tifawin]

Hebräisch
Ebraico
Hebrew

[ɪntəˈnæʃənəɬ]
[ɪr̃əˈnæʃɨnəɬ]

Cherokee

Բարեւ Ձեզ

[barew-jez]

Golic Vulcan

ᏯᏍᏓ ᏚᎾᎴᎢ

[osda sunale]

Mongolisch
Mongola
Mongolian

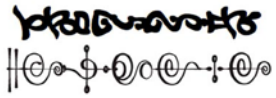
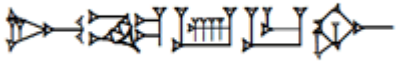
Монгол

[mongol]

Georgisch
Georgiano
Georgian

ABC	Í ëűęĿ [namaskaar]
Kanji	Aurebesh
שלום [shalom]	مرحبا [marḥaban]
Internationales Phonetisches Alphabet (IPA) Alfabeto fonetico Internazionale International Phonetical Alphabet	Maya

Alphabet-Domino: Solutions

Example	Writing System	Information
 *Figure 17*	Golic Vulcan (Star Trek)	• This alien alphabet was developed and created for the *Star Trek* sci-fi series and used by the Vulcans; • The creator was Mark R. Gardner; • The direction of writing is flexible, it is also possible to write it top-to-bottom; • It was used by the *Golic Vulcan* language but also for other Vulcan languages.
 *Figure 18*	Aurebesh (Star Wars)	• It was widespread throughout the galaxy and used to represent the *Galactic Basic*; • The Galactic Basic is the official language of the Galaxy; • The name of this alphabet comes from the names of its first two letters, *Aurek* and *Besh*.
 *Figure 19*	Cuneiform script	• It was used in Mesopotamia from the 31st century BC until the 1st century AD. It is known as the longest-lasting writing system of the world to date; • It was developed by the Sumerians; • It was also used by Akkadians, Babylonians, Assyrians, Hittites and the Persians.
Привет [priwjet]	Cyrillic – Hello (Russian)	• The Cyrillic alphabet (or its derivatives) is currently used by approximately 50 languages; • It was named after Saint Cyril (826-869); • It was preceded by the Glagolitic alphabet also created by Saint Cyril; • It is also called *Kyrilliza* e *Asbuka* after its first two letters of the alphabet **a** (in Slavic as) and **b** (in Slavic buki).

สวัสดี [sawadee-kha]	Thai – Good day	• It is believed that the creator of this alphabet was king *Ramkhamhaeng* (1283); • Most probably it derives from the old Khmer alphabet; • It is used to write Thai, Sanskrit, Pali and a few other minority languages spoken in Thailand.
Γεια σου [jiá su]	Greek – Hello	• It was first used in the 9th century BC; • It was the first proper alphabet; • It paved the way to develop the Cyrillic and the Latin alphabets; • It derives from the Phoenician alphabet.
ಹಲೋ [namaskara]	Kannada – Hello	• Writing system used in South India, mainly in the State of Karnataka; • It originated 1500 years ago; • It was developed from the Kadamba and the Cālukya scripts.
नमस्ते [namaskar]	Hindi – Hello	• Hindi, Marathi and many other languages use it as a writing system; • This alphabet was used to transcribe Sanskrit; • The name is composed by two words in Sankrit, deva (god, celestial) and nāgarī (city).

[elen síla lumenn' omentielvo]	Elvish – A star shines on the hour of our meeting	• Writing system used and created by J.R.Tolkien for the book series “The Lord of the Rings” and for “The Hobbit”; • In a letter Tolkien declared that “he didn´t invent the languages for his books but he wrote his books to use these languages”; • It is used in *Middle-Earth*
	semaphore – I need help – I need a pilot – I have a pilot	• It is used in the maritime world on boats; • Signals are sent through hand-held flags conveying information to the boats; • It is used mostly by countries next to the sea; • It was created in 1832.
வணக்கம் [vanakkam]	Tamil – Hello	• It originated from the *Brahama* writing system; • It originated in the 8th century AD; • It is defined by *abugida,* a writing system made up of units (graphemes) that together indicate a consonant and a vowel. • The writing system is round because it used to be written mainly on palm leaves that would break otherwise.
 [sedemet] *Figure 20*	Hieroglyphics – black eye color (kohl)	• It was used from 3400 BC until 400 AD in Ancient Egypt; • The writing direction varied. A new sentence starts when animals and people are facing towards.

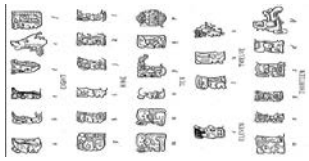
𐤀 𐤁 𐤂 𐤃	Phoenician	• The first trace of ancient Phoenician goes back to over 1000 years BC; • It originated from the Proto-Semitic writing system; • The majority of today´s most common alphabets originated from the Phoenicians alphabet. For example, the Latin, Arabic and Hebrew alphabet etc.…
ᐊᐃᓐᖏᐃ [ainngai]	Inuktitut – Hello	• It was created and developed in the 19th century by John Horden and E.A. Watkins; • It is based on the *Cree* writing system; • It is especially used by Canadian Inuit; • In its language it is called *titirausiq nutaaq* (ᑎᑎᕐᐅᔪᖅ ᓄᑕᐊᖅ) or *qaniujaaqpait* (ᖃᓄᐅᔨᖅᓪᓗᑦ).
 *Figure 21*	Maya	• The oldest traces of the Mayan writing system date back to 250 BC but it is thought that there was already a writing system in use; • Yucatan Mayan used this writing system until the 16th century; • Some symbols still haven´t been deciphered to this day.
こんにちは [konnichi-wa]	Kanji – Hello	• Kanji is the Japanese word which indicates all the Chinese characters that were imported into Japanese together with some other words; • The number of the characters varies from 5000 to 10000 (2136 are considered to be used every day).
안녕하세요 [annyeong-hasimnikka]	Korean – Hello	• It was created in 1444. In 1446 king *Sejong* proclaimed it as the official alphabet; • Originally the name meant “the correct sounds for the instruction of the people” (*Hunmin jeongeum*); • Both North and South Korea use the same alphabet even though they call it different names: in the South *Hangeul*, in the North *Josoen guel* (조선글); • The same alphabet is used by *Cia Cia*, one of the many languages spoken in Indonesia.

 *Figure 22*	BLISS – I want to go to the cinema	• It was invented by Charles K.Bliss who defined it as “semantography”; • His goal was to create a universal writing system; • It is formed of over 2000 symbols which can be combined with each other; • The phrases are based on the structure of English grammar; • Since 1971 it has mostly been used by those who have reading, writing and communicative difficulties. Bliss symbols are accessible for people with these difficulties.
ⵜⴰⴼⵉⵏⴰⵖ [tifawin]	Tifinagh – Good day (Berber)	• It originated from the ancient Berber alphabet; • It is believed that the name means “the Phoenician Letters” or “Our invention”, it is still unclear; • Since 2003 the Berber language and its alphabet has been taught in schools in some Moroccan regions; • It is used by Tuareg women for personal matters (love letters, tattoos, etc.), but in public they use the Arabic alphabet.
[ɪntəˈnæʃənəɬ] [ɪr̃əˠˈnæʃɨnəɬ]	IPA – International Phonetic Alphabet	• The International Phonetic Alphabet was used for the first time in public in 1888 by the *Phonétique Internationale*; • Its purpose was to transcribe the pronunciation of every language. • It is used in dictionaries to represent the pronunciation of words.
Բարեւ Ձեզ [barew-jez]	Armenian – Hello	• It was created in the 4th century when king *Vramshapuh* asked monk *Mesrop Mashtots* to create a more suitable writing system for the new liturgy. Before that the Armenian language used to be written with the Cuneiform script; • It was inspired by the Greek alphabet.

ᎣᏍᏓ ᏕᎾᎴᎢ [osda sunale]	Cherokee – Good morning	• It was created during the years 1809-1824 by George Guess/Gist, also known as Chief Sequoyah of the Cherokee; • It is based on the Latin script and its western numbers; • It is used to write the Cherokee language, an Iroquoian language spoken mainly in North Carolina, Oklahoma and Arkansas.
 Монгол [mongol]	Mongolian – (the) Mongolian	• In 1208 Genghis Khan defeated the *Naimans* and imported the script to write Mongolian; • Throughout the centuries many different scripts were used in Mongolia; • In 1941 the government abolished the Mongolian traditional script and declared the Latin and Cyrillic scripts as the new official writing systems; • Inner Mongolia is one of the autonomous regions of China which uses the traditional Mongolian script together with the Chinese characters.
ABC	Latin	• The modern Latin alphabet consists of 52 letters, 10 numerals, punctuation marks and a variety of other symbols like &, % and @; • It is the most used alphabet in the world; • It is used to write almost all of the European languages (Roman, Germanic and Finno-Ugrian languages).
হ্যালো [namaskaar]	Bengali – Hello	• The Bengali alphabet derives from the *Brahmi* alphabet; • It is closely related to the *Devangari* alphabet; • The first printed text appeared in 1778. • It is a syllabic alphabet; • During the 19th century the alphabet was modernized.

שלום [shalom]	Hebrew – Hello (peace)	• It originated from the Aramaic; • It is composed by 22 consonants and by diacritics. For some letters there is a form that it is only used at the end of some words; • The direction of writing is right to left; • It is used to write Hebrew, Yiddish and many other related languages.
مرحبا [marḥaban]	Arabic – Hello	• The Arabic script evolved from the *Nabataean* script; • It is used since the 4th century AD; • Words are written from right to left and numbers are written from left to right; • Most letters change form depending on whether they appear at the beginning, middle or end of a word, or on their own.
გამარჯობა [gah-mahr-joh-bah]	Georgian – Hello	• The Georgian alphabet (*Mkhedruli)* developed from the *Nuskhuri,* the ancient Georgian alphabet between the 11th and 13th century. • The name comes from the word *mkhedari* (horseman); • The first printed book was a Georgian-Italian dictionary published in 1629; • Since 1629 the alphabet has changed very little.
ជំរាបសួរ [johm riab sua]	Khmer – Hello	• It descends from the *Brahmi* alphabet; • The oldest inscription dates back to 611 AD; • There are no spaces between words, instead spaces indicate the end of a sentence; • It is mainly used in Cambodia and Vietnam.

汉字 [hàn zi]	Chinese – Hello	• Chinese characters represent both sound and meaning; • The words can be made up by many syllables and each syllable is represented by an ideogram; • The big vocabulary of the Chinese language contains more than 50000 ideograms. It is necessary to know at least 3500 of them in order to understand 99% of a text;
 *Figure 23*	Rongorongo	• It is unknown when or by whom Rongorongo was invented; • It was used on Easter Island; • It was used until the 1860s, after that it died out; • Direction of writing: alternating left to right and right to left in horizontal lines. If the first line was written from left to right the second one was written from right to left.
ສະບາຍດີ (sábạai-dịi)	Lao – Hello	• After the unification of the Lao principalities in the 14th century a new common script was created. • It is thought that it derived from the Old Khmer script; • It is used to write *tai dam* and *bru*, spoken in South-East Asia.

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