

Your class should have access to a copy of *The Essential Scots Dictionary* or *The Concise Scots Dictionary*. *The Essential Scots Dictionary* has Scots to English and English to Scots. It has a simple definition and some geographical information. *The Concise Scots Dictionary* has more detailed information for the Scots words. There is a *Scots Dictionary for Schools* app which is available from app stores which is based on the content of *The Essential Scots Dictionary*. This has some audio clips. It is always good to try to think of the word you are interested in by looking at how you have heard it used or when you have met it in a poem. Try to guess what it might mean first and then look it up in the dictionary.

The online *Dictionary of the Scots Language* builds on the original major historical dictionaries of Scots including *A Dictionary of the Older Scottish Tongue* and the *Scottish National Dictionary*. *Supplements* have been added too which have citations include contemporary authors. This body of work is known as the *Dictionary of the Scots Language* and all the dictionaries produced by *Scottish Language Dictionaries* link to this resource. This resource is used by researchers and those interested in development of the language. It uses evidence from a range of sources, including Burns' poetry. Your teacher will be able to direct you to some suitable examples.



Dictionaries should be used for all of the exercises below and should help your students with their referencing skills. The app can be downloaded and pupils will have access to their own dictionary. Some departments in schools can book computing suites which may make access easier.

The materials are aimed at Level 4 Language and Literacy and can be used as practice before pupils sit the assessment pieces found on the S.Q.A. secure website.

SCOTS DICTIONARY

EXERCISES



Scots Language: Understanding and Communicating (SCQF level 4). The purpose of this Unit is to allow learners to develop their ability to understand, and communicate in, the Scots language. This will involve listening to or reading texts in Scots, and creating and producing communications in Scots. Details of the mandatory requirements for each Unit can be found in the relevant Unit.

For this unit, you need access to *The Essential Scots Dictionary* for many of the activities in this booklet. Your class may have access to the dictionary as a book or you can go online or you can use the *Scots Dictionary for Schools app*.

In order to achieve the first unit: Understanding and Communicating in Scots, SCQF Level 4, ye huv tae:

- 1 Demonstrate an understanding of straightforward texts in Scots
- 2 Create and produce straightforward communication in Scots for a specific purpose and audience.



Using a Scots dictionary will help you to learn mair aboot Scots and whaur it comes fae and it will help ye get a qualification. So win, win aw roon. Guid!

Teachers' Note: These exercises are by no means prescriptive but provide the opportunity for practice in looking up the dictionary using: *The Concise Scots Dictionary*, *The Essential Scots Dictionary*, *The Scots Dictionary for Schools App* and *the Dictionary of Scots Language* at www.dsl.ac.uk.

They also provide a rehearsal for assessments on the S.Q.A. secure site.

Teachers may wish to differentiate accordingly and appropriately.

Better to insert a page break than just space down.

EXERCISE A

See if you and yer partner or group can think of onie Scottish writers that write in the Scots leid or language.

Write doon twa.

Wan o the maist famous Scots writers is Rabbie Burns. His publisher John Wilson, who had a printing press in Kilmarnock, refused to publish his poems because they were in Scots. Although Rabbie could read and write in ancient Greek, Latin, French and English, he frequently wrote in Scots.

Can ye think why this might be?



The Printing Press ~ Kilmarnock

Puir Mailie's deid!



A DEID SHEEP!

EXERCISE A

Using yer Scots dictionary, write doon whit **Mailie** means. Ye may find oot it has quite a few meanings and it may tell ye whaur it comes from.

Looking closely at the dictionary. Find oot whit kind of word it is (is it a verb or an adjective or something else?).

Noo write the following words doon the left hand side of yer jotter and give their meanings beside them. See if ye can write doon where these words came from originally. Bonus points if ye can find oot whit kinnae words they are or if ye like parts of speech.

- saut
 - doon
 - oor
-

- stane
- puir
- deid

Re read verse 1.

Look at the meanings of the Scots words.

Hae a wee think.

Copy oot the following sentence, filling in the missing letters as ye go.

The s-----r of the p—m is sad because his p-t s---p called M-----e is d—d

The poem or elegy goes on:

*2. It's no the loss o'war's gear
That could sae bitter draw the tear
Or mak oor bardie, dowie, wear
The mourning weed:
He's lost a friend and neibor dear
In Mailie deid.*

3. *Through a' the toun she trotted by him:*

A lang half-mile she could descry him'

Wi' kindly bleat, when she did spy him.

She ran wi' speed:

A friend mair faithfu' ne'er cam nigh him

Than Mailie deid.

4. *I wat she was a sheep o sense,*

An' could behave herself wi' mense;

I'll say't, she never brak a fence

Thro' thievish greed.

Oor bardie, lanely, keeps the spence

Sin' Mailie's deid.

5. *Or if he wanders up the howe,
Her living image in her yowe
Comes bleating to him owre the knowe
For bits o'breid,
An doon the briny pearls rowe
For Mailie deid.*

6. *She wis nae get o' moorland tups,
Wi tawtd ket, and' hairy lips;
For her forbears were brought in ships
Frae yont the Tweed;
A bonnier fleesh ne'er crossed the clips
Than Mailie's deid.*

7. *Wae worth the man wha first did shape
That vile wanchancie thing – a rape!
It maks guid fellows girn and gape,
 Wi' choking dread;
An Robin's bonnet wave wi' crape
 For Mailie's deid.*

8. *O' a' ye bards on bonnie Doon!
Ann wha on Ayr your chanters tune!
Come join the melancholious croon!
 O' Robin's reed;
His heart will never get aboon
 His Mailie deid!*

This is a fairly long and difficult poem but you should know that Robbie Burns is being funny that he should feel such sadness for a pet sheep.



Do you think Burns wrote this poem to inform or entertain people?



Exercise C

You can go through the poem and pick oot Scots words and find their meanings. You can use the whole poem or focus on a particular verse. Remember to use your dictionary. Write doon the Scots word and its meaning beside it. Ye may be able tae find whaur the word came fae originally.

Note that there are some tricky English words as well.

But if someone is reading this to you, just enjoy the sound of guid, rich Scots words and have a go at saying them yersel.

Exercise D

Another way that Burns was a pioneer of poetry was that he wrote poems about animals, giving them an importance in literature, especially poetry. Your teacher may want to introduce you to poems about: a mouse, a louse, two dogs or a hare....

Using your dictionary find the English meanings of the following Scots words for animals:

- | | |
|----------|------------|
| 1. puggy | 6. kye |
| 2. dug | 7. linty |
| 3. cuddy | 8. doo |
| 4. yowe | 9. puddock |
| 5. moose | 10. houlet |



EXERCISE E

A very famous poem written by Burns is “Tae a Moose.”

It begins with the line:

“Wee sleekit courin timorous beastie.”



Write each word doon on the left hand side of yer jotter:

- wee
- sleekit
- courin
- timorous
- beastie

Write doon the meaning but see if ye can find in yer dictionary onie different ways it can be used ~ this gives you different senses of the word. Practise saying the word tae yer neebour ~ think about the the pronunciation. There may be a phrase or sentence in the dictionary that shows you how it is used.

Exercise F

In Burns' poem, "The Twa Dugs," he imagines whit it wid be like to listen in tae twa dugs speaking. They have a conversation aboot their owners. The dug called Caesar is posh and his owner has a lot of money. The dug called Luath is poor. Rabbie Burns' dug wis called Luath.

1. Write doon twa films or books ye ken that are told by animals.
2. Noo share them wi yer group or the rest o the class. Ye should hae a list by noo.
3. Stop noo and jist hae a think about whit life must be like frae an animal's point of view.



Yer teacher may read the following poem tae ye. It shows the point of view of a wee Glesga cat. Ye can find this poem put tae music oan Youtube.

SAM THE SKULL
(Harry Hagan)

Alastair McDonald sings the chorus:

Chorus:

I'm a cat, I'm a cat, I'm a Glasgow cat and my name is Sam the Skull
I've got claws on my paws like a crocodile's jaws, and a heid like a farmers bull
I'm no the kind of cat that sat on a mat or the kind that ye gi'e a hug
I'm the kind of cat that strangles rats, and even the occasional dog



What dae ye think the purpose of this poem or song is?

Noo ye are going tae use yer dictionary in a different way. This time ye may wish to use it looking up English words and trying oot the Scots words. You can see this as 'experimenting'.

Try tae write using as monie Scots words as ye can.

Choose wan o the following tasks:

1. Choose an animal. It can be any one. It can be a coo, a doo, a paddock, a cuddy or a dug. Write as if the animal is speaking and describe a day in its life. Start from when it wakens up, describe where it sleeps or lives or what it likes to eat and do. Work your way from the beginning of the day to going to sleep at night.
2. Write a conversation between a fox and a dog that live in your town. The fox might have a tougher time but be more wily or smart. The dog might explain how he is looked after.
3. Or ye can write a conversation between a cat and a dug or a cat and a moose, capturing why they can or cannot be friends.

Try to write at least 100 words

4. Choose a dialect of Scotland that you are familiar with. This could be Ayrshire or Glasgow or Doric.

In Scots, write aboot your journey frae the schuil tae back hame when the bell gangs at the end of the scuil day. You may wish to consider:

- The noise o the bell an the cless a packin up.
 - Whit aboot aw the shoving in the corridors?
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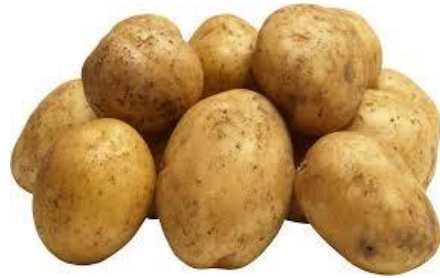
- Whit does yer teacher say tae ye afore ye lee?
- Write doon the conversation ye have wi yer friends.
- Whit is the weather like oan the way hame?
- Hoo dae ye travel hame?
- Describe finding yersel in yer street.
- At last yer hame? Whit is that like?



BONUS TASK

- Choose a Scots word that you like the sound of. It can be one that you have come across while doing the exercises above or one that you already ken.
 - Write doon the word.
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- Look up the dictionary and write doon whit it means.
- Then find oot whit part of speech or kind of word it is.
- Read through and copy oot whaur it comes frae.
- If there is a sentence showing how it is used copy it or make up a sentence with it.
- Make a poster or a power point presentation with all of the information you copied doon on it.



tatties

By the time you have completed the above you should be able to write in your profile:

Literacy Experiences and outcomes :

The development of literacy skills plays an important role in all learning. I develop and extend my literacy skills when I have opportunities to:

- communicate, collaborate and build relationships
- reflect on and explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others
- engage with and create a wide range of texts¹
- develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages in different media, taking advantage of the opportunities offered by ICT
- explore the richness and diversity of language²
- extend and enrich my vocabulary through listening, talking, watching and reading, how it can affect me, and the wide range of ways in which I and others can be creative

Listening and talking

I regularly select and listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations, and I can give reasons, with evidence, for my personal response. I can regularly select subject, purpose, format and resources to create texts of my choice, and am developing my own style. LIT 3-01a / LIT 4-01a

As I listen or watch, I can:

- clearly state the purpose and main concerns of a text and make inferences from key statements
- compare and contrast different types of text • gather, link and use information from different sources and use this for different purposes. LIT 4-04a

As I listen or watch, I can make notes and organise these to develop thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. LIT 3-05a / LIT 4-05a

I can show my understanding of what I listen to or watch by giving detailed, evaluative comments, with evidence, about the content and form of short and extended texts. LIT 4-07a

I can communicate in a clear, expressive manner when engaging with others within and beyond my place of learning, and can independently select and organise appropriate resources as required. LIT 4-10a



Use yer lugs.

READING

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life

Tools for reading – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning

I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can independently identify sources to develop the range of my reading. LIT 4-11a

Before and as I read, I can apply strategies and use resources independently to help me read a wide variety of texts and/or find the information I need. LIT 4-13a

Finding and using information – when reading and using fiction and nonfiction texts with increasingly complex ideas, structures and specialist vocabulary

Using what I know about the features of different types of texts, I can find, select, sort, summarise, link and use information from different sources. LIT 3-14a / LIT 4-14a

Understanding, analysing and evaluating – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes

To show my understanding across different areas of learning, I can: • identify and consider the purpose, main concerns or concepts and use supporting detail • make inferences from key statements • identify and discuss similarities and differences between different types of text. LIT 3-16a

To show my understanding across different areas of learning, I can: • clearly state the purpose, main concerns, concepts or arguments and use supporting detail • make inferences from key statements and state these accurately in my own words • compare and contrast different types of text. LIT 4-16a

To help me develop an informed view, I can recognise persuasion and bias, identify some of the techniques used to influence my opinion, and assess the reliability of information and credibility and value of my sources. LIT 4-18a

WRITING

Enjoyment and choice – within a motivating and challenging environment, developing an awareness of the relevance of texts in my life

I enjoy creating texts of my choice and I am developing my own style. I can regularly select subject, purpose, format and resources to suit the needs of my audience. LIT 3-20a / LIT 4-20a

Tools for writing – using knowledge of technical aspects to help my writing communicate effectively within and beyond my place of learning

I can use a range of strategies and resources independently and ensure that my spelling, including specialist vocabulary, is accurate. LIT 4-21a

As appropriate to my purpose and type of text, I can punctuate and structure different types of sentences with sufficient accuracy, and arrange these to make meaning clear, showing straightforward relationships between paragraphs. LIT 3-22a / LIT 4-22a

Throughout the writing process, I can review and edit my writing independently to ensure that it meets its purpose and communicates meaning clearly at first reading. LIT 4-23a

I can justify my choice and use of layout and presentation in terms of the intended impact on my reader. LIT 4-24a

Organising and using information – considering texts to help create short and extended texts for different purposes

I can use notes and other types of writing to generate and develop ideas, retain and recall information, explore problems, make decisions, or create original text. I can make appropriate and responsible use of sources and acknowledge these appropriately. LIT 4-25a

By considering the type of text I am creating, I can independently select ideas and relevant information for different purposes, and organise essential information or ideas and any supporting detail in a logical order. I can use suitable vocabulary to communicate effectively with my audience. LIT 3-26a / LIT 4-26a

Creating texts – applying the elements which writers use to create different types of short and extended texts with increasingly complex ideas, structures and vocabulary



