Engaging with spelling in Scots language

**Lesson Two – Reading**



*Gruffalo Sculpture, Kilmardinny Loch, Bearsden - Author Julia Donaldson lives nearby*

*Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.*

 ENG 2-12a / ENG 3-12a / ENG 4-12a

“Because Scots does not have a recognized standard spoken form today, many believe that the various dialects spoken in Scotland are dialects of English. They are in fact dialects of Scots and form an unbroken continuum with the language which was the national tongue of the Middle Ages.”

A quote from *Scots: The Mither* Tongue by Billy Kay, 1986

**Reading Task**

Julia Donaldson’s ‘The Gruffalo’ has been translated not only into Scots but also into different dialects of Scots language.

Here are 3 short examples:

Glaswegian:

A gallus **moose** **taen** a **dauner** **through** **a** **scary** **big** **wood**.

A **fox** **clocked** the **moose** an the **moose** looked **good**.

Dundonian:

A **moosie** **taen** a **daandir** **throo** **thi** **daip**, **derk** **waid**.

A **tod** **saa** that **moosie** an that **moosie** looked **gaid**.

Orcadian:

A **moose** **teuk** a **dander** **through** **the** **grimly** **trees**.

A **fox** **saw** a **moose** an **thowt**, You’ll feed me.

Read extracts of ‘The \_\_\_\_\_ Gruffalo’ and ‘The \_\_\_\_\_ Gruffalo’.

In the box below, make two lists by writing down any words you see which are spelled differently.

For example, “good” in ‘The Glasgow Gruffalo’ and “gaid” in ‘The Dundee Gruffalo’

 ‘The \_\_\_\_\_ Gruffalo’ ‘The \_\_\_\_\_ Gruffalo’

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Why might people in \_\_\_\_\_ and \_\_\_\_\_ spell words differently?

\* use what you have learned and the notes you made when watching the History of Scots videos to help you

**Further explanation:**

When groups become distinct, the way they speak becomes distinct too. This happens socially and geographically, but is easiest to illustrate by geographical differences. If a single group splits into two (imagine that one half goes to Island A and one half to Island B), then once they have separated, their way of talking – the way words are pronounced, how they are put together to form phrases and sentences, even the meanings of words – will change over time, but not in the same way.

This is the way different *dialects* emerge: after just one generation the dialect on Island A might already be different from that of Island B. If the groups stay separated for centuries, the dialects may become so different that we will start wanting to say they are speaking two different languages.

One of the aspects of dialect is *accent* – the way words are pronounced. No modern English accent is exactly like any accent of the past. All accents change over time.

For more on this, you may wish to read more on the International Linguists Community: <https://linguistlist.org/ask-ling/accent.cfm>

**Additional task: Writing in Scots**

Write an idea for your own story or character using Scots language.

Like The Gruffalo, it could be a scary monster for a children’s book.

Or a more sinister creature, perhaps for a comic or graphic novel.

Or you could write about a real person.

You can use the following Scots word bank to help if you are stuck:

|  |  |
| --- | --- |
| **English Word** | **Scots Word** |
| eyes | een |
| ears | lugs |
| nose | neb |
| mouth | mooth |
| big | muckle |
| small | peerie |
| dirty | clarty |
| scared | feart |

The ideas for your story or character can be short bullet points like these:

* His een wir red
* His lugs wir peerie
* She hed a muckle mooth
* Her neb cam doon tae her chin
* They only hed wan lug
* They wir clarty an Ah wis right faert