



# YARMIN RASMIE GLOSSARY

ahint - behind  
 athoot - without  
 birsed - tightly squeezed  
 blate - shy  
 boannie - pretty  
 budder - bother  
 coored - cowered  
 da - the  
 dat - that  
 dee - you  
 den - then  
 dir - their  
 dunt - thud  
 dye - your  
 eenoo - just now  
 elted - splattered  
 ey - always  
 fairt - frightened

filskit - excited  
 frush - rush  
 girse - grass  
 glaepin - gobbling  
 gutter - mud  
 hedder/heddery - heather/heathery  
 idder - other  
 joost - just  
 kokalurries - daisies  
 laekit - liked  
 leet - mind  
 lippeden - expected  
 moorit - brownish-black  
 muckle - big  
 oo - wool  
 park - field  
 peerie - small  
 prinkit - perked

ram - a male sheep (not a specifically Scots word)  
 skirled - shrieked  
 slippit - let loose  
 smirk - smile  
 snaa - snow  
 spanged - sprang  
 sup - sip  
 towt - thought  
 trowe - through  
 twartree - two or three  
 wance - once  
 whet - stopped  
 widn - wouldn't  
 yalpin - barking  
 yalps - barks  
 yarm - bleat  
 yowes - ewes

# Notes for teachers

It is important to introduce the learners to the story they are about to listen to, and to ensure they understand these stories are in Scots language. Both stories are in regional varieties of Scots language. There will be many examples of Scots vocabulary and grammar used throughout, as well features of language which are unique to the islands of Orkney and Shetland.

'Freya, Grandad and The Iggaleens' is written in Orcadian and told by Orkney poet and writer Alison Miller. 'Yarmin Rasmie' is written in Shetland dialect and told by Shetland-based writer and teacher Valerie Watt. These are both stories about anxiety or worry. In each story it is important to consider what aspects of growing up makes them anxious, and who they turn to for support. There are also language glossaries for both available on the programme pages which you can download.

## Language and helpful links

The Orkney and Shetland varieties of Scots are quite distinct from other Scots-speaking parts of the country. As both sets of islands sit away from the mainland there is a strong Norse influence, particularly in the case of Shetland, as it is in such close proximity to Scandinavia.

The Shetland dialect shares much with other branches of Scots, though the legacy of Norwegian is obvious still in place-names, vocabulary, expressions and pronunciation. The Orkney dialect differs from Shetland in that Shetland follows Nordic stress patterns whereas Orkney has a rising intonation akin to Welsh or Irish. Within both Shetland and Orkney there are dialectal differences, particularly in pronunciation and vocabulary, which changes from place to place throughout the isles.

You can learn more about the Scots spoken in Orkney and Shetland on the Scots Language Centre website: [The Main Dialects of Scots \(scotslanguage.com\)](http://scotslanguage.com)

There are also word lists available on Education Scotland's National Improvement Hub where 100 common words for each Scots dialect are available:

[100 key Scots words](#) | [Learning resources](#) | [National Improvement Hub \(education.gov.scot\)](http://education.gov.scot)

For further material on each dialect, including dictionaries:

[orkneydictionary.scot](http://orkneydictionary.scot)

[Shetland ForWirds - Promoting and Celebrating the Shetland Dialect](#)



# ***First Level Activities (using CfE Benchmarks and Es&Os)***

Listen to the story for enjoyment. Share thoughts and feelings either in pairs or as a class with examples of what aspects of the story were enjoyed.

I regularly select and listen to, or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. (LIT 1-01a / LIT 2-01a)

Were there words or phrases which learners in the class did not understand? Can others in the class provide answers? Use the glossaries if required.

Once everyone has a grasp of the story, and the language used to tell the story, you may like the class to listen again and take notes. You could focus on particular words, or you could focus on the themes of the story, or both.

In the story 'Freya, Grandad and The Iggaleens' the main character is called Freya. The story begins in her school classroom. She has used her imagination to create the "iggaleens" and describes them as "peedie folk that hide in the cupboard wae the books". Freya's Grandad has played an important part in why she has created the iggaleens.

In 'Yarmin Rasmie' the main character is a ram lamb called Rasmie who lives on a croft. He is friends with other lambs, is scared of the sheepdog and runs to his mum when he's scared.

Both stories have a shared theme – how to deal with worries and challenging times.

As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a

As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a

I can select ideas and relevant information, organise these in a logical sequence and use words which will be interesting and/or useful for others. LIT 1-06a