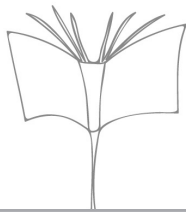


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TEACHER'S NOTES

The 21st Century Flux – Part 3

www.macmillandictionary.com

Overview: Suggestions for using the third part of the poem *The 21st Century Flux* by Dizraeli

Total time for worksheet activities: 30 minutes + discussion

Suggested level: Upper intermediate to advanced

1. Set up a computer with Internet access.
2. Make a copy of the poem **Transcript and Glossary** and **Worksheet** for each student.
3. Read out the following verse and ask your students if they remember where it is from:

*Shampoo juggernaut moolah hullabaloo
ad infinitum, pow-wow, kudos, déjà vu
Won ton, billabong, beef, potato, hobo, dream
Wha gwan with the wigwam
mr Chimpanzee?*

Note that you could remind students by playing this part of the video (0:33–0:46).
4. Ask students if they can remember what the words/items have in common. (The answer is that most of them have been borrowed by English from other languages but don't mention that at this stage.)
5. Write the following definition on the board and ask students to suggest what the missing verb stem is:

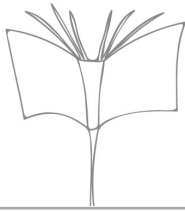
_____ing:

The practice of taking one word from a foreign language and introducing it into another. Some examples of _____ed English words include *juggernaut* from Hindi, *beef* from French and *potato* from Spanish.
6. Let students compare their ideas and then give out copies of the **Transcript and Glossary** of part three of Dizraeli's poem *The 21st Century Flux*. Play this part of the video (from 2:12 until the end) and let students follow it.
7. Tell students that the missing verb stem from step 5 (above) is mentioned in this part of the poem and ask them if they can find it. (The answer is *borrow*.)
8. Use an image search to find pictures to illustrate the following words: *elastic*, *patchwork* and *tapestry*. In each case ask students to describe what they see and ask them to tell you the names of the items in their own language(s).
9. Put students into small monolingual groups (if possible). Give out copies of the **Worksheet**. Ask students to match the words with the languages in exercise 1 and then discuss the questions in exercise 2.

Answers to exercise 1

1 i 4 g 7 a
2 f 5 e 8 b
3 h 6 d 9 c

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TRANSCRIPT AND GLOSSARY

The 21st Century Flux – Part 3

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Transcript

The 21st Century Flux (part 3)

*Cos English isn't English; it's an elastic patchwork
A fantastically **insane confederation**
a very strange tapestry of foreign **vernaculars**
borrowed from **Norse** kings, and **fettered** slavemen
5 So if language is linked to the land which it **springs from**
English is linked to the globe in entirety
With **fragments** of every language you'll think of
Roots in every type of society:
Welsh, French, Jamaican, Indian, Italian
10 Dominican, Hispanic, Germanic, Norse, African,
Norman, Dutch, Latin, Greek, Japanese, Yiddish,
Native American, Antipodean and Finnish...*

*The list could continue till my tongue went blue;
what I'm saying is the owner is you.*

15 *It lives as it's spoken, and it mirrors the truth
And there isn't any owner but you...*

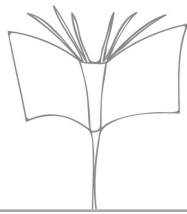
*Welcome to the twenty-first century flux
for now, English is the language of choice
But when it dies, as every tongue eventually must
20 let it be said you added your voice*

(excerpt from *The 21st Century Flux*. Copyright © Rowan Sawday (Dizraeli) 2010)

Glossary

insane	<i>adjective</i>	crazy
confederation	<i>noun</i>	a group of people or organizations that are united
vernacular	<i>noun</i>	another word for dialect
Norse	<i>adjective</i>	relating to the language or culture of an early period in the history of Scandinavia
fettered	<i>adjective</i>	with limited freedom; wearing chains especially around the ankles
spring from	<i>verb</i>	to originate from
fragment	<i>noun</i>	a small part of something larger

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WORKSHEET

The 21st Century Flux – Part 3

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1 Word borrowings

Match the borrowed words on the left with their language of origin on the right.

- | | |
|-------------|-------------------------|
| 1 yacht | a French |
| 2 tsunami | b Australian Aboriginal |
| 3 wiki | c Chinese |
| 4 shampoo | d Arabic |
| 5 kudos | e Greek |
| 6 giraffe | f Japanese |
| 7 cuisine | g Hindi |
| 8 boomerang | h Hawaiian |
| 9 ketchup | i Dutch |

2 Discussion

Watch the video and answer the following questions.

1. Dizraeli describes English in the following ways:

elastic patchwork insane confederation strange tapestry

Which of these images do you like best and why? Can you think of any other images to describe English as a global language?

2. Can you think of any words in your language that have been borrowed from English?

3. Can you think of any words in English that have been borrowed from your language?

4. According to Dizraeli, who owns English? Do you agree with him? Why / why not?
