

NATAŠA JANKOVIĆ AND MARINA CVETKOVIĆ

I MARRIED A SERB!

RESOURCE
PACK



A2 STUDENT'S BOOK

STUDENT'S BOOK

CEF LEVEL A2

NATAŠA JANKOVIĆ AND MARINA CVETKOVIĆ

I MARRIED A SERB! RESOURCE PACK

Dear Students,

the resource pack that accompanies the film *I Married a Serb!* has been designed to facilitate and, hopefully, enrich your schoolwork that relies on this film.

We want this material to introduce you to a new approach to learning English, hopefully making it an interesting and challenging experience. It leaves a lot of space for variety and flexibility. Therefore, you and your English teacher may feel free to use it in a way which best suits your needs for learning and your teacher's needs for effective teaching. It can be used either combined with your everyday working materials or as an independent teaching resource.

The material consists of three separate sets, graded according to the standard Common European Framework (CEF) levels:

A2 (lower intermediate)

B1 (intermediate)

B2 (upper intermediate)

Each set includes ten worksheets. The first eight worksheets are related to different, chronologically sequenced segments of the film. The last two are the Fun Sheet and the Test Sheet. They serve amusement and revision purposes.

We are aware that not all students of the same age or school grade share the same

amount of knowledge, language skills or linguistic performance. This is exactly why the exercises in these three sets of materials differ across the CEF levels. Your teacher will choose one of the sets which best suits your current level of English. However, the other two sets may just as well contain certain exercises or references that can be useful for you. In that sense, these materials are flexible and interchangeable. This particularly refers to the Fun and Test Sheets.

The total running time of the film itself is 45 minutes. There are eight segments for watching according to this resource pack. Depending on the time available, your teacher and you may decide to spend 5 – 10 minutes of your lesson doing only selected exercises from these materials, or to devote the whole lessons to them. What we especially encourage you to do is to combine your work on these contents with your knowledge gained through other school subjects or extracurricular activities.

We hope that both you and your teachers will enjoy the journey through these materials and, in particular, through this original and exciting film.

Authors

LANGUAGE FOCUS:
Language in Use
Grammar
Vocabulary

INTEGRATED SKILLS:
Listening
Speaking
CLIL

LEAD-IN

You are going to see the first part of a film about 'The Fabulous Five'.
Who do you think the film is about?

- famous characters in an American comic book
- several British ladies married abroad
- a group of gamblers robbing a casino

Watch the first five minutes of the film and check whether you were right.

⌚ (00:00:04 – 00:05:02)

CULTURE CORNER - Do you know?

- Which famous legendary hero is represented in the statue behind Anna and her husband in their black and white photograph?
- Do you know which city in England this hero came from?
- What other famous British legendary heroes do you know something about?
- Is UK a republic or a monarchy?
- Which famous British kings and queens have you heard of?

LANGUAGE IN USE

These are some of the statements you could hear in the film. Circle the correct option among the offered ones in each sentence.

- When you're young and you're *in loved* / *in love* / *in loving*, you think you can do anything.
- Living in a tiny *city* / *skyscraper* / *village* in Eastern Serbia? No problem.
- He proposed, and I *thought* / *taught* / *through*: "Gracious me!"
- And he bought this very nice *engagement* / *proposal* / *marriage* ring.
- I wanted to *access* / *close* / *approach* you and ask: "Do you come here often?"
- I decided *not gamble* / *not gambling* / *not to gamble*.
- We had wonderful discussions, actually, even with limited *tongue* / *language* / *speech*.
- My sister and I *divided* / *shared* / *split* a flat in Paris.
- We said: "*None of* / *Neither of* / *No* problem."
- Actually, his mother *said* / *told* / *told to* me much later on that...

LISTENING COMPREHENSION – Gap filling

🕒 (00:00:04 – 00:05:02)

Try to predict the missing verb forms in this exercise. Then **watch the same part of the film again**. Listen carefully and check if you were right. Correct the ones you were wrong about.

Anna: He proposed and I thought: "Gracious me, well, I'm not going to die that somebody hasn't wanted _____ (marry) me." But I wasn't really thinking about it seriously then because I was doing a PhD and I _____ (have) at least two more years before I wrote my thesis. But he _____ (keep on) and eventually went out and _____ (buy) this very nice engagement ring.

Sheila S.: This is going _____ (sound) like the worst level of romantic literature. But I _____ (say) to myself, I really did, having seen you once in my life: "I'm going _____ (marry) that man."

Sheila K.: There was an understanding. We used to _____ (draw) pictures in the sand, remember? With a stick. We just knew how _____ (explain) to each other how we were thinking and _____ (feel). We _____ (have) wonderful discussions, actually, even with limited language. It _____ (be) amazing. People today _____ (not believe) that.

Valerie: My sister and I shared a flat in Paris and we were _____ (have) a party for some friends for the New Year. And we were all _____ (meet up) at our place, and then going on to have a meal somewhere, and _____ (have) a party and all the rest of it. And one of our friends asked if she could _____ (bring along) a couple of guys she knew, a French guy and a Serb... – a Yugoslav guy, as it was then, of course. And so we _____ (say): "Yeah, no problem!"

Francesca: I _____ (meet) Goja when I was fifteen, in Rovinj and it _____ (be) just magical. But then, I _____ (not see) him again for ten years. I think we _____ (write) a few letters to each other, but I was fifteen and he was nineteen. But actually, his mother told me much later on that when he _____ (come back) from that holiday and she asked him about that holiday, he said to her: "I met an English girl _____ (call) Francesca, who I'm going to marry." And ten years later, we _____ (get married).

VOCABULARY

These are the descriptions of some things typical of Christmas and New Year holidays. Write their names next to the descriptions. The first letters have been provided.

The tree which glows in many homes around the world at Christmas and New Year time.	C _ _ _ _ _ T _ _ _
The things placed on this tree to make it look shiny and bright.	D _ _ _ _ _ _ _ _
The old bearded man dressed in red who secretly leaves things under that tree.	S _ _ _ _ C _ _ _ _
The things which the old bearded man leaves under the glowy tree.	P _ _ _ _ _ _ _
The red and white sock-shaped bag that is hung on Christmas Eve for small toys.	S _ _ _ _ _ _ _
Tiny white particles made of frozen ice crystals that fall on the Earth in winter. Often made of paper for Christmas.	S _ _ _ _ _ _ _ _
Santa's vehicle that flies in the sky and which he uses to distribute gifts around the world.	S _ _ _ _ _
The animals from northern regions which are the driving force for Santa's special vehicle.	R _ _ _ _ _ _ _
The songs that children traditionally sing in the period before Christmas.	C _ _ _ _ _ _ C _ _ _ _
The most popular kind of meat that most families in UK and other countries prepare and serve at Christmas time.	T _ _ _ _ _
A small British sweet pie with fruit and minced meat traditionally served during the Christmas season.	M _ _ _ _ P _ _
A type of pudding traditionally served at Christmas time as part of the Christmas dinner.	C _ _ _ _ _ _ P _ _ _ _ _

DISCUSSION POINT – Christmas and New Year in Serbia and the UK

Working in two groups discuss the most typical ways of celebrating Christmas and New Year's Eve in Serbia (Group A) and in the United Kingdom (Group B). What are the main similarities / differences between them? The following table with headings might help you.

	New Year	Christmas
Date		
Music		
Food		
Customs		
Presents		

LANGUAGE FOCUS:

Vocabulary
Grammar

INTEGRATED SKILLS:

Listening
Speaking
Writing

LEAD-IN

What do you call the woman and the man who are just about to be married?

On the wedding day, who are two most important people?

Who are the other important people involved in a wedding?

VOCABULARY

Make a sentence with each of these words:

fiancée, bride, groom, best man, maid of honour, godfather, godmother, engagement, wedding, divorce

LISTENING COMPREHENSION

Watch the second part of the film. 🕒 (00:05:18 – 00:12:18)

Listen carefully and then answer the questions:

When did Anna first arrive in Belgrade?

Did Sheila K. find the change of the country very difficult?

Where did Valerie have her wedding?

What problem did Sheila S. and her husband have during their wedding ceremony?

How did Francesca meet her husband?

GRAMMAR

A) Verb HAVE TO meaning MUST:

Find the odd one out among these sentences from the film:

We had to walk.

We had to stop.

We had the ceremony.

You had to fill in the forms.

Radovan had to tell the registrar.

We had to get that changed.

B) Verb HAVE - other meanings of the verb:

Susan **has** dark hair and brown eyes. (quality, feature)

Japan **has** a population over 120 million. (include, contain)

John **has** a lovely dog. (own)

We are **having** a look around. (do something)

Will you **have** another drink? (eat, drink, and smoke)

We **had** the ceremony. (events)

We shall **have** some guests for the weekend. (socializing)

HAVE TO

1. if you have to do something, you must do it because it is necessary or because someone makes you do it
2. used to say that it is important that something happens, or that something must happen if something else is to happen
3. used to tell someone how to do something
4. used to say that you are sure that something will happen or something is true
5. used to suggest that someone should do something because you think it would be enjoyable or useful

C) Match the examples to the explanations of the verb *HAVE TO*:

- a) *You'll have to come and meet my wife some time.*
- b) *There has to be an end to the violence.*
- c) *We don't have to rush – there's plenty of time.*
- d) *House prices have to go up sooner or later.*
- e) *First of all you have to mix the flour and the butter.*

Watch the second part of the film again.

⌚ (00:05:18 – 00:12:18)

DISCUSSION POINT

What kind of a wedding did each of the ladies have?

What are the funny moments in each of them?

WRITING

Choose one of the five ladies. Write a short description of the first impressions that she had upon her arrival in Yugoslavia and her wedding.

LANGUAGE FOCUS:

Vocabulary
Grammar

INTEGRATED SKILLS:

Listening
Speaking

LEAD-IN

*Do you know any people who came to Serbia to live here?
What were their first impressions of the country?*

LISTENING COMPREHENSION

Watch the next part of the film and pay attention to these sentences:

🕒 (00:12:26- 00:20:08)

"Europe ends in Vienna."

"I loved stories from Russia."

"Overloaded 'Mini' full of wedding presents."

"The people care about each other."

What was the context in which each of these statements was made?

GRAMMAR

Anna said: "Well I'm at least going to try and make a go of it."

LAST – happening or existing in the end

LEAST – opposite of MOST

LATEST – the most recent

Use the words LAST, LEAST and LATEST in the following examples:

I didn't read the _____ chapter of his book.

This is the _____ film about James Bond.

He's my _____ favourite member of staff.

VOCABULARY

Francesca said: "This is my little morning market where I shop every day."
The verb SHOP has several meanings. Some of them are given in the box below.

shop verb (past tense and past participle **shopped**, present participle **shopping**)

1. **shop for / shop at** - to go to one or more shops to buy things
2. **go shopping (also be out shopping)** - to go to one or more shops to buy things, often for enjoyment
3. **be shopped** - British English informal to tell the police about someone who has done something illegal
4. **shop around for** - to compare the price and quality of different things before you decide which to buy

Match the explanations from the box to these sentences:

- a) Take time to shop around for the best deal.
- b) He was shopped by his ex-wife.
- c) Mum's out shopping with Granny.
- d) I usually shop for vegetables in the market.

Watch this part of the film again. 🕒 (00:12:26- 00:20:08)

Before that, pay attention to the questions in the Discussion Point section.

DISCUSSION POINT

What were some of the problems that the ladies experienced moving in?

Valerie said: "My first impressions of Serbia were – a wonderful place!" The other four ladies also shared her opinion. Why was Serbia such a nice place to live in from their point of view?

LANGUAGE FOCUS:

Vocabulary
Grammar

INTEGRATED SKILLS:

Reading
Listening
Writing

LEAD-IN

Do you keep a diary?

Why do people usually keep a diary?

VOCABULARY

- A) Here are some expressions with the verbs 'keep' and 'make up'.
Use them in your own sentences.

keep a diary	make up a story
keep a secret	make up your face
keep on doing something	make up an argument
keep out of a place	make up a bed for somebody
keep up the good work	make it up for somebody

- B) Complete the table below with the missing forms of these words:

Noun	Verb	Adjective	Adverb
		successful	
			jokingly
		wonderful	

READING

You are going to read one part of the story told by some of the 'fabulous five' ladies or their husbands. Five sentences have been removed from the text. Choose from the sentences A – E the one which fits each gap (1 – 5). There is an example at the beginning.

I kept a diary at the time, and December is empty. But having gone home for Christmas, and it was still home then, I realized that it wasn't home anymore. [0 / D] But my husband's mother said to him: "Well, I think that's the last we'll see of her." But no, I came back. [1 /.....] I'd learned enough of the language, and there were arguments occasionally, and quarrels, but they were made up pretty quickly. And I must admit that it was usually my husband that would first make a move to make up. [2 /.....] 'Cause, I'm a little bit stiff about saying "sorry".

Your father asked you, and he asked me on the next occasion: "What are the prospects of you living in Yugoslavia?" [3 /.....] Being English born, your prospects to offer English teaching are greater here than in England because you are English born. That was my answer to your father.

.....

[4 /.....] And in Kucevo we did knitting and crochet and all that sort of thing. And all these villages you can see as you go along, in all these villages I had people working in them. So, I used to sort of go around the villages in my little van, and go and get some of the designs made up, or collect the materials and so on when they'd done their knitting. It was all the women who were working. [5 /.....]

- A. So, all credit to him.
- B. They were so happy to have a little bit of their own money.
- C. And from then on, it was really quite successful.
- D. And so, I came back.
- E. I used to work for "Moda", Veliko Gradiste, which was a wonderful fashion company.
- F. Well, I said jokingly: "Much better than here, in England."

LISTENING

Now watch this part of the film. ⌚ (00:20:15 – 00:25:40)

Listen carefully and check if your answers were correct. You can watch this part again after answering the questions.

LISTENING COMPREHENSION

1. What are some of the reasons that made Anna come back to Yugoslavia?
2. Why did Sheila's husband suggest living in Yugoslavia rather than in England?
3. Why did Valerie go around the villages in her little van?
4. What does Sheila K. think about her working atmosphere?
5. Why is Sheila S. so attached to Knez Mihailova Street?

GRAMMAR

The following sentences contain words or phrases expressing the quality or quantity of something. Underline them. Which ones are in the comparative form?

- We had much better counters and centrifuges and other equipment than in the small cancer research laboratory where I'd been doing my PhD.
- Your prospects to offer English teaching are greater here than in England because you are English-born.
- They were so happy to have a little bit of their own money.

What are the other forms of these adjectives/adverbs? How can they be compared in English?

WRITING

Imagine you have recently moved to a foreign country. You have already experienced both the advantages and disadvantages of living away from your homeland. You have been keeping a diary. Write a page in your diary entitled 'My home'.

LANGUAGE FOCUS:

Vocabulary
Grammar

INTEGRATED SKILLS:

Listening
Speaking
Writing

LEAD-IN

How do people usually communicate in foreign countries?

What other forms of communication do you know?

LISTENING COMPREHENSION

Watch the next part of the film and answer the following questions:

🕒 (00:25:41-00:28:31)

Did the ladies feel comfortable about communication in Serbia?

Did they understand Serbian jokes?

Did people want to talk to them?

Did they have any communication problems doing shopping?

Did they always manage to buy the right things?

SPELLING

Work in pairs. There are some changes in spelling in the transformation of word forms.

Note them in the following examples and make a sentence for each of them together with your partner.

big-biggest

begin-beginning

shop-shopping

chat-chatting

have-having

frustrate-frustrating

communicate-communicating

actual-actually

special-specially

universal-universally

Why are there no changes in the spelling of these words before adding the endings?

say-saying

loud-louder

slow-slowly

PRONUNCIATION

A) Notice the pronunciation of these words and then make sentences using them:

UNDERSTOOD / ,ʌndə 'stʊd/

WOOD / wʊd /

FLOOD / flʌd /

BLOOD / blʌd /

DOOR / dɔː /

FLOOR / flɔː /

COURSE / kɔːs /

CURSE / kɜːs /

B) Classify these plural nouns according to the pronunciation of the sound for -S (-ES):

POWDERS, THINGS, ROOTS, BAGS, SHOPS, PERSONS, COUPLES, SUPERVISORS WEDDINGS, FACTS, PARTIES, GUYS, YEARS, LETTERS, SISTERS, BROTHERS, DINNERS, SORTS, FORMS, MINUTES

/s/	/z/

VOCABULARY - Nationalities

- What do you call a person who comes from Serbia? A _____.
- What do you call a person who comes from England? An _____.
- What do you call a person who comes from Scotland? A _____.
- What do you call a person who comes from Wales? A _____.
- What do you call a person who comes from Greece? A _____.
- What do you call a person who comes from Germany? A _____.
- What do you call a person who comes from America? An _____.
- What do you call a person who comes from Australia? An _____.
- What do you call a person who comes from France? A _____.
- What do you call a person who comes from Italy? An _____.
- What do you call a person who comes from Bulgaria? A _____.
- What do you call a person who comes from Switzerland? A _____.

GRAMMAR POINTS

A)

THEN / ðen / *adverb*

- at a particular time in the past or future
- used to say what happens next or what you do next
- used to say that although something is true, something else is also true which makes the first thing seem less important

THAN / ðæn ; *strong ðæn* / *conjunction, preposition*

- used to compare two things, people or situations
- **other than** except for a particular person or thing
- **would rather/would sooner ... than** used to say that you prefer one thing to another

Insert THAN or THEN in the blank spaces:

- a) They met in 1942 and from _____ on they were firm friends.
- b) Mix the flour and butter, _____ add the eggs.
- c) If you won't tell him, _____ I will.
- d) William didn't succeed the first time, but _____, very few people do.
- e) There were more people there _____ I expected.
- f) We never go to church other _____ for funerals and weddings.
- g) I'd rather drive _____ go by train.

B)

Plural of nouns:

MAN – MEN

WOMAN – WOMEN

Also:

POLICEMAN - POLICEMEN

POSTMAN - POSTMEN

POLICEWOMAN - POLICEWOMEN

DISCUSSION POINT

*What were the most frustrating situations in the communication for these ladies?
Do you know a universal joke, one that can be funny to any nationality?*

TEACHER'S TIP

Visit the following website to learn a bit about one part of the United Kingdom:

www.learnenglish.britishcouncil.org/en/word-street/northern-ireland

LANGUAGE FOCUS:
Vocabulary
Language in Use

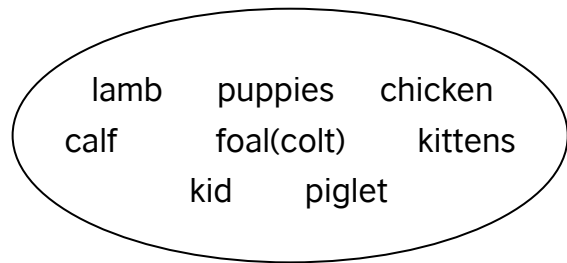
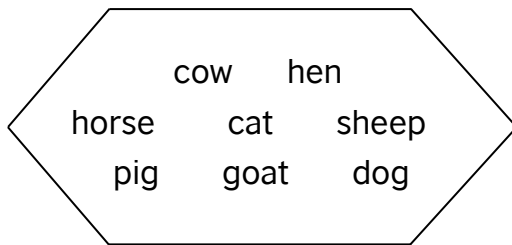
INTEGRATED SKILLS:
Listening
Writing
Speaking

LEAD-IN

What sort of food do you like to eat?

VOCABULARY

A) *Match the names of the animals in the left shape with their babies in the right shape:*



Which of the following sounds does each of these animals make?

baa bark bleat purr cluck moo neigh grunt

B) *What are the names of these places:*

- the place where bread and cakes are made or sold?
- a person or shop that sells fish for food?
- an open space or covered building where people sell their goods?
- a large self-service shop selling foods and household goods?
- a small open-fronted hut from which newspapers, refreshments, tickets, etc. are sold?

Where among the above places would you have to go to buy:

- trout or salmon?
- lettuce or strawberries?
- handkerchiefs or chewing gums?
- doughnuts or pretzels?
- shampoo or baking powder?

LISTENING COMPREHENSION

Watch the next short part of the film. 🕒 (00:26:40 – 00:30:41)

Then answer these questions:

1. Who had a problem with 'vruca paprika'?
2. Who had a problem with meat?
3. Who had a problem with muesli?
4. What made these situations funny?
5. Were such situations always funny to the five ladies?

LANGUAGE IN USE

Complete this extract from the film by adding the missing words:

There's a lovely story _____ cultural differences. I think I told you earlier about chicken livers. My husband loves chicken livers and when we went back _____ England after our wedding to finish our studies, he said: " _____ you think we can get chicken livers here?" I said: "I'll try the fishmonger, I think people buy it for animals." So I went, and I said: "Have you _____ chicken livers?" He said: "Yes. One, two?" "No, please, a pound." "Half _____ kilo! How many cats do you have, madam?" "It's not for my cat, _____ for my husband."

WRITING & SPEAKING

- A) *Work in pairs. Imagine you are in Great Britain and today you are supposed to do the shopping for your family. There is no big supermarket in your neighbourhood. Together with your partner make a list of ten important things that you need to buy. Decide where you will have to go to buy them. If necessary, consult a dictionary or your teacher.*
- B) *Make up a short dialogue between you and the shop assistant(s). Try to include a funny element. Then role-play the dialogue for the whole class. When all pairs role-play their situations, choose the best one.*

TEACHER'S TIP

Visit the following websites to learn more about animals and have fun:

www.learnenglishkids.britishcouncil.org/en/category/topics/animals
www.enchantedlearning.com/subjects/animals/Animalbabies.shtml

LEAD-IN

Every country's history has its hard times. Do you know what life was like in Yugoslavia in the nineties? Have you heard about the sanctions, bombing, and shortage of everything? Do you think the British ladies from the film left Yugoslavia and went back to Britain in these hard times?

LISTENING

Watch the next part of the film. 🕒 (00:30:45 – 00:36:13)
 Then do the exercises below.

LANGUAGE IN USE

Fill in the missing word, choosing **a, b, c,** or **d** from the list below for each number.

The good side is that, thanks to a very wise (1) _____ by the British government, our supplies of (2) _____ and periodicals and (3) _____ to the Internet never stopped all the way (4) _____ the war. Even though sanctions were imposed (5) _____ 1992, nothing else was coming in, but they (6) _____ us have (7) _____ and this was so (8) _____ by people here. How did people (9) _____ to the bombing? Anger, obviously, with our (10) _____ going, and other centres being completely gutted. And hurt.

- | | | | | |
|-----|-----------------|----------------|--------------|----------------|
| 1. | a) decision | b) institution | c) mind | d) course |
| 2. | a) cars | b) books | c) groups | d) films |
| 3. | a) come | b) plug | c) access | d) touch |
| 4. | a) through | b) taught | c) though | d) throw |
| 5. | a) at | b) in | c) on | d) about |
| 6. | a) make | b) do | c) let | d) allow |
| 7. | a) informations | b) notice | c) idea | d) information |
| 8. | a) loved | b) thanked | c) expressed | d) appreciated |
| 9. | a) react | b) activate | c) receive | d) treat |
| 10. | a) doors | b) windows | c) roofs | d) bricks |

VOCABULARY

Which of the following words/phrases means the same as the highlighted word?

- Thanks to a very **wise** decision of the British government...
a) kind b) smart c) interesting
- I was **rushing** around everywhere to find potatoes.
a) walking b) travelling c) in a great hurry
- They put a lot of tyres out so that they didn't **disturb** all the planes.
a) bother b) attract c) destroy
- "And imagine! You're such a nice lady." – "There are **a few** of us."
a) enough b) several c) twelve
- It was the nineties that made me feel **lonely** in Kucevo.
a) nervous b) excited c) alone

GRAMMAR

A) Sheila S. said:

"Why **wouldn't** I be here? My family is here, my friends are here. My life is here! I **can't** leave them! Why **should** I go?"

Would, can't and should are modal verbs.

What other verbs do you know that belong to the same category?

Which verb form should be used after a modal verb:

- a) infinitive with 'to' b) infinitive without 'to' c) -ing form ?

Here are some more sentences from this film. Underline the modal verbs in them. There should be eight of them.

- When you're young and you're in love, you think you can do anything, you can fly, nothing is a problem.
- I must admit that it was usually my husband that would make a first move to make up. All credit to him.
- I will always be English because I am English, but I would find it very difficult to go back and live in England now.
- You couldn't plan lunch. You would just... "What do I come across? What do I find?" And that was exciting.

B) Write a sentence for each of the modal verbs used in the exercise above. Make sure you use the right verb form behind each modal verb. Check with your teacher and the other students if you used them correctly.

LISTENING AND SPEAKING

Watch the same part of the film again.

⌚ (00:30:45 – 00:36:13)

Listen carefully and write down the words expressing emotions. In two groups, tell this part of the five ladies' story using the words/phrases you wrote down. Each group should then read their story to the other group. Make questions to the opposite team's story.

LANGUAGE FOCUS:
Vocabulary
Grammar

INTEGRATED SKILLS:
Listening Reading
Speaking Writing
CLIL

LEAD-IN

Would you like to live abroad? Why / why not?
Which country would you consider a good place to live?

VOCABULARY

Put each word from the box in the appropriate sentence. The other words in the sentence will help you as they make a good combination (collocation) with the missing word and because they are frequently used together. There is an example at the beginning.

made household workshop life coming people aspects place enjoyed

I **made** a decision.
 We were the members of our drama in the last century.
 We all it tremendously.
 I was too busy looking after the children and doing jobs.
 I would never regret here.
 It's a good to live.
 The important of life are highlighted.
 I think I've led, till now, a very simple, little, comfortable
 I still regard it as a beautiful country with beautiful

LISTENING

Watch the last part of the film. 🕒 (00:36:44 – 00:44:56)
 Then answer the questions in the **Culture Corner** section.

CULTURE CORNER / SPEAKING

- Which religious holiday is being celebrated when Anna brings the 'gibanica'?
 In Serbian we call it **Cveti**.
 Do a little research on this topic and write for your homework a few paragraphs describing how people celebrate this holiday in both countries.

2. How do the 'fabulous five' ladies feel living in this country?
Have they accepted the new culture and way of life?
3. What do you think are the greatest challenges of making a decision to stay and live in a foreign country? Do you know someone who has moved abroad? How do they feel?

GRAMMAR

Phrasal verb is a phrase (such as: take off or look down on) that combines a verb with a preposition or adverb, or both. It functions as a verb whose meaning is different from the meanings of the individual words. There is sometimes an object used with it. Following the first two examples, underline the phrasal verbs in the rest of the sentences:

- Don't forget to put on your jacket. It's cold outside.
- Oh, I don't believe in that story. I'm sure she's made it up.

I set out a plan.

I moved into this flat.

One thing that stood out was the formation of the drama workshop.

For some time, Anna was too busy looking after the children.

You can go ahead now.

They just ran with it.

We've never looked back.

Because they can all carry on.

And now it can keep going, which is lovely.

Can you guess the meaning of these verbs based on the context?

READING

Read the following extract from the film and mark the statements below as T (true) or F (false).

Anna: Hello Sheila! It's Palm Sunday, and I've brought 'gibanica'! -Lovely! -I'm afraid I haven't cut it. But I will cut it. So, after a time, I got too busy to go to church regularly; in the seventies and eighties I didn't go so much - too busy looking after the children and doing household jobs during the weekend. But after our younger daughter went away, I started coming again. And in the latter years, especially since I retired, it's become a more important part of my life.

Valerie: I would never regret coming here. When you ask about whether we feel English or what we feel now - well, to be quite honest, I will always be English because I am English. But I would find it very difficult to go back and live in England now. I think I've got so used to living in Serbia now. I don't know, I'm happy. It's a good place to live.

Sheila K.: Life at times has been a challenge here, but I think it's made all of us stronger and richer for that. We have more open-mindedness to living in a different country, a different mentality. It's become part of ours now. We're more than half of our lives here, and we're sort of a mix now, although we're still very British. Life has never been boring here.

Francesca: One of the things that first attracted me here was life was simpler. The important aspects of life are highlighted, and everything else is superfluous. And so I think I've led, till now, a very simple, little, comfortable life.

Sheila S.: People often ask us all if we'd change anything or what we have got from living where we have. I would say that life has not always been easy - is it ever, anywhere? There have been sad moments, but I personally wouldn't have changed anything, because of the love, and kindness and good will I have received in what I still regard as a beautiful country with beautiful people.

1. Regular church going has always been a part of Anna's life in Serbia. _____
2. Valerie is not so pleased with the place where she lives now. _____
3. Sheila K. sees her life in the new country as a positive mixture with her roots. _____
4. What Francesca likes about living in this country is simplicity. _____
5. Sheila S. will never regret spending a great part of her life in the new country. _____
6. Living abroad may put us through some hard times, but it also enriches us. _____

SPEAKING

Work as a whole class. Make up a story about a teenager who has spent several years living in a new country and a different culture. You are this person. Imagine you are sitting with some friends from your homeland. What would you have to say to the others? Try to use some of the language you have learnt by watching this film and doing the exercises. Talk about both good and bad experiences you have been through. Add an element of fun if possible.

Now that you have seen the complete film, and hopefully learnt some useful things in a new way, you can have a little fun.

1. Work in five separate teams. In this exercise, you are all going to read an extract from the film. One sentence has been left out. Read the extract and then the instructions below the text.

The funniest thing about the actual wedding ceremony was - I had to have a translator, we all did. I was asked: " _____ ?" And the translator went on and on for ten minutes and I thought: "I have got the message, all I have to say is 'yes'!"

I nudged my husband, what is this? Apparently, at the time, they had to read the complete law on marriage. Most of which was how was property divided up in case of divorce. I said:

"We haven't even married yet!"

Here is the missing sentence, though a little bit jumbled. Your task is to arrange it properly and write it on the lines provided in the text. The number of lines equals the number of the words. The winner is the group which first provides the **correct** solution.

this your man to do take husband you be

2. There were numerous funny moments in the stories told by the main characters in the film. Try to remember at least five of them and write down brief notes as a reminder. Which one was the funniest to you? How many of you in the class share this opinion?

3. As you could hear in the film - jokes are universal. Here is a joke related to marriage:

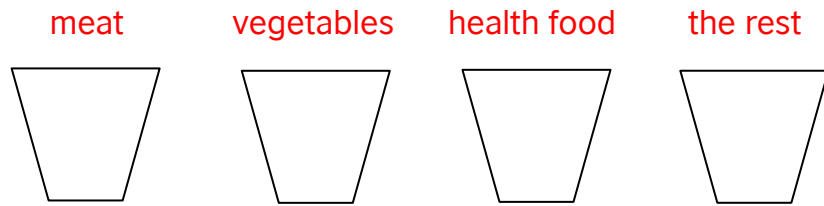
A man had an advertisement published in a newspaper. It read: "Wife wanted". Very soon he received hundreds of letters, all containing the same reply: "You can have mine."

Are you good at telling jokes? Can you try and tell one to your classmates in English?

4. Some parts of the film were related to food. Do a little research and discover what Yorkshire pudding is. You can look it up in an advanced learner's dictionary.

5. What is the meaning of the expression: 'Put yourself in one's shoes'?
The ladies in the film had some problems trying to do the shopping, mainly because of the language barrier. Now put yourselves in their shoes and try to place the goods listed in the box below in the right baskets.

baking powder
beef kidneys
cabbage
oxo cubes
phrasebook
onions
semolina
chicken livers
porridge oats
raisins
turkey
lettuce
bicarbonate soda



6. A famous Chinese proverb says:

"Give a man a fish and you feed him for a day.
Teach a man to fish and you feed him for a lifetime."

Do you know any famous proverbs or sayings in English?

7. Here are two riddles for you:

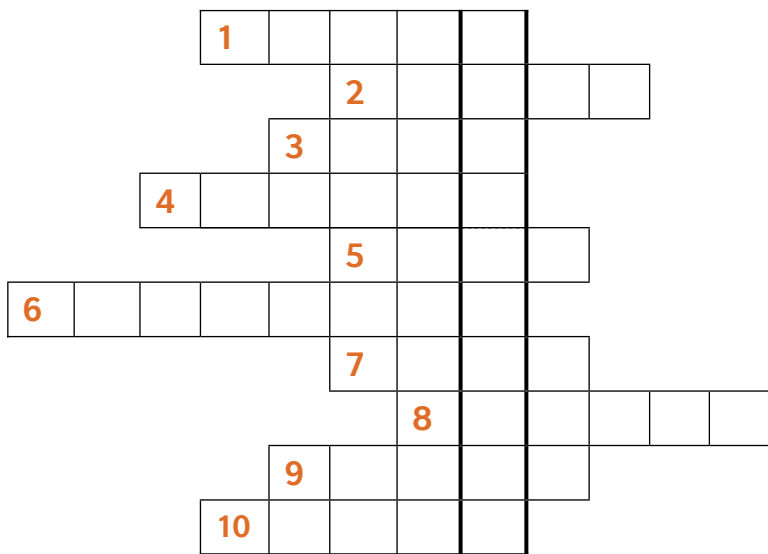
- What is the longest word in the English language?
- Why is 6 afraid of 7?

8. Look at a map of the United Kingdom in your classroom or in an atlas.

- Can you show where exactly these parts of the country are: England, Scotland, Wales and Northern Ireland?
- Now try to find each of the cities listed in the box below.
- Do you know what or who some of these cities are famous for?

Nottingham
London
Edinburgh
Liverpool
Manchester
Belfast
Cardiff

9. Complete this crossword puzzle. The words are related to the vocabulary practice in Worksheet 6. The solution is hidden in the highlighted column.



1. the kind of meat Sheila S. needed to make soup
2. a young cow
3. the common name for young wild animals (like Simba)
4. a young dog
5. the domestic animal which purrs when pleased
6. a young hen
7. a young goat
8. the onomatopoeia for cats' sound (Sheila K's pupil used it during the lesson)
9. the domestic animal with horns which makes the bleating sound
10. young horse

10. Who is a Thai? What is the proper pronunciation of that word? If you read it properly, the following sentence will sound funny to you. Do you understand its meaning?

CAN A THAI TIE A THAI TIE?

11. Here is a tongue twister for you. Try to read it as quickly as possible. Can anyone in your class do it without a mistake?

Peter Piper picked a peck of pickled peppers.
 Did Peter Piper pick a peck of pickled peppers?
 If Peter Piper picked a peck of pickled peppers,
 where's the peck of pickled peppers Peter Piper picked?

12. Work in the same five teams as for the first exercise. Here are ten words that you have to use to make up a story. They needn't be in the order they are given in the list. You have eight minutes to complete the task. Read your stories. The funniest one wins.

BRIDE	A MISSING DOCUMENT
BRIDEGROOM	MARRIED
BEST MAN	TRANSLATION
MAID OF HONOUR	CAR
WEDDING RING	YES

1. *The film **I Married a Serb** is a story about:* (1 pt.)
- a) The Famous Four
 - b) Ocean's Eleven
 - c) The Fabulous Five

2. *Match the names to these descriptions of the main characters in the film:* (5 pts.)

Anna Nikolic	often travels by car.
Sheila Sofrenovic	likes her neighbourhood.
Sheila Kovacevic	used to participate in a drama workshop.
Valerie Kragulj	is now a regular churchgoer.
Francesca Opacic	loves her work with school children.

3. *Supply the missing elements by using the words from the box:* (16 pts.)

It was wonderful! When we first came here, we were going to live here. We planned to (1) the house, we planned to... At that time, when we came, (2) was working, that was not the problem. In Kucevo - we lived with my parents-in- (3) , they had this little house. We had our room, there was a communal kitchen and the (4) room, my parents-in-law had another room, and my sister-in-law had (5) room. That was how we lived, quite (6) , for five years. And we went and we travelled (7) , went down to the coast, we had a wonderful (8) !

another happily time living build everybody around law

4. *Fill in each blank space with one suitable word:* (16 pts.)

I met Goja (1) I was 15 in Rovinj and it was just magical. But then, I didn't see (2) again for ten years. We wrote (3) few letters to each (4), but - I was fifteen, he was nineteen. Actually, his mother (5) me much later on that when he came back (6) that holiday and she asked him about that holiday, he said: "I met (7) English girl called Francesca who I'm going (8) marry." She just said, 'yeah, yeah'. Ten years later, we got married.

5. *Who said the words from exercise 4 in the film?* (2 pts.)

6. *Put these verbs in the right form:* (20 pts.)

- The funniest thing about the actual wedding ceremony was – I (1) (must) to have a translator, we all did.
- For most of us born in Western Europe, Europe (2) (end) at Vienna.
- My new husband came up and he (3) (put) his arm around my shoulder.
- Well, I'm at least going to try and (4) (make) a go of it.
- I (5) (keep) a diary at the time. [-] I realized it wasn't home anymore.
- For thirty years I (6) (come) in this gate.
- I'm so attached to Knez Mihailova because I (7) (spend) most of my working life here.
- In 1991, things started (8) (get) a bit uncomfortable here.
- Hello Sheila! It's Palm Sunday. I (9) (bring) 'gibanica'.
- So in the seventies and eighties I (10) (not go) so much.

7. *Answer the questions by providing the right names:* (10 pts.)

1. Who used to draw pictures in the sand?
2. Who met his future wife in the club for post-graduate meetings?
3. Who bought a very nice engagement ring to propose to his future wife?
4. Who was having a party for some friends when she met her future husband?
5. Who met her husband as a teenager for the first time?

8. *Answer these questions related to the UK:* (10 pts.)

- When do people in the UK celebrate Christmas?
- Name one thing except for turkey that they eat for Christmas.
- What is the full name of the UK?
- What is the capital city of Scotland?
- Which of the ladies from this story comes from Scotland?

9. *You are writing an article for the school magazine entitled: "Love Is in the Air". Write your story about these fabulous five ladies at the beginning of their new life in Serbia. Imagine it is all happening now. You have interviewed them, collecting their impressions about the advantages and disadvantages of deciding to live in a new country. These phrases might help you: (mixed marriages; happiness and problems; (extra)ordinary women; difficult moments; sense of humour; cultural differences). Write up to 250 words.*

(20pts.)

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