

NATAŠA JANKOVIĆ AND MARINA CVETKOVIĆ

I MARRIED A SERB!

RESOURCE PACK



A2 TEACHER'S GUIDE

TEACHER'S GUIDE CEF LEVEL A2

NATAŠA JANKOVIĆ AND MARINA CVETKOVIĆ

I MARRIED A SERB! RESOURCE PACK

Dear Teachers,

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. It is by no means a must; therefore, it should not be taken as yet another obligatory or restricting teaching material.

Jeremy Harmer wrote: "The two overriding principles behind good lesson planning are variety and flexibility."¹

We want this material to contribute to the variety and flexibility in your classroom. Therefore, feel free to use it the way which best suits your students' needs for learning and your own needs for effective teaching.

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.

Not all students of the same age or school grade show 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. You may decide that one of the sets best suits your students' capacities and needs.

However, the other two sets may just as well contain certain exercises or references which can be suitable for more advanced or slower students. In that sense, these materials are flexible and interchangeable. This particularly refers to the Fun and Test Sheets.

As a teacher, you may feel free to add to, selectively skip, combine or further develop these materials with your class. Being flexible teachers ourselves, we have provided at the end of each worksheet a feedback box for your notes on the possible areas for improvement of this material or for your personal future reference for class work.

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

Authors

¹ J. Harmer. (1991): *The Practice of English Language Teaching*, New edition, London, Longman.

INTRODUCTORY NOTE

The total running time of the film is 45 minutes. There are eight segments for watching according to this resource pack. Use materials at your own convenience, combined with your everyday teaching materials or isolated. The authors of this material recommend that each of the eight film segments and the corresponding worksheets be used in separate lessons. That way, the materials can be reasonably integrated with the rest of your teaching.

Depending on the time available, you may decide to spend 5 – 10 minutes of your lesson doing only selected exercises, or devote a whole lesson to it. Play particular parts of the film as many times as you need, though twice at least is advisable for students to feel confident while performing the tasks.

Key to the exercises included.

LEAD-IN

For the lead-in task to be effective, do not tell your students in advance who the film is about.

Correct answer: b)

For your ease of use, every worksheet includes a little timer indicating the exact beginning and end of each segment of the film. Segments were determined according to the topics discussed and do not all last the same amount of time. There is also a running timer on the screen when you watch the film, which will help you trace particular scenes or utterances.

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?

1. Robin Hood
2. Nottingham
3. King Arthur, Ivanhoe, Beowulf, or other ideas suggested by students or yourself.
4. A monarchy
5. Students' answers. Prompt them with some names of your choice.

LANGUAGE IN USE

1. *in love* - by mistake, students often literally translate this phrase into non-existent 'inloved'
2. *village*
3. *thought* - common problem area with spelling; you may give them additional practice to write on the board all the words they know with similar spelling; elicit answers from other students
4. *engagement ring* – practice collocations with the other similar words (wedding ceremony etc.)
5. *approach*
6. *not to gamble*
7. *language* – practise collocations with the other words – king's speech, mother tongue ...
8. *shared*
9. *No problem*
10. *told me* - explain the difference in the use (say to sb. / tell sb.)

LISTENING COMPREHENSION – Gap filling

- *There are various ways you can use this and all similar exercises. You may let your students do it as a grammar revision exercise first, and then proceed to watching and listening to check the answers, as indicated in the instructions at the beginning of this exercise.*
- *Alternatively, you can make five groups of students, each group focusing on one character in the film while listening, and writing down the answers.*
- *For more advanced classes, you may challenge them to do the whole exercise while listening. Of course, before they start listening, they should be given a few minutes to skim the text first.*
- *Time permitting, you may replay this or any other extract as many times as you wish.*

KEY to the exercise:

Anna: to marry / had / kept on / bought

Sheila S.: to sound / said / to marry

Sheila K.: draw / to explain / feeling / had / was / wouldn't believe

Valerie: having / meeting up / have / bring along / said

Francesca: met / was / didn't see / wrote / came back / called / got married

NOTE: *If you choose to see the subtitles in English on the screen while watching the film, at times you may notice slight differences between the text written on the screen and that in the resource pack. There is also a transcript accompanying the film, which corresponds to the subtitles on the screen. The authors of this material are only responsible for the version applied in the student's book and the teacher's guide.*

VOCABULARY

Christmas Tree / Decorations / Santa Claus / Presents /
Stocking / Snowflakes / Sleigh / Reindeer /
Christmas Carols / Turkey / Mince Pie / Christmas Pudding

You may prompt your students to check in other resources the ingredients of Mince Pie and Christmas Pudding.

DISCUSSION POINT – Christmas and New Year in Serbia (S) and the UK

	New Year S / UK	Christmas S / UK
Date	31 st Dec (13 th Jan) / 31 st Dec	7 th Jan / 25 th Dec
Music		
Food		
Customs		
Presents		

Visit the following website if you want to provide additional interesting materials for your class on the Christmas topic.

www.learnenglishkids.britishcouncil.org/en/category/topics/christmas?page=1

A2 / WS 1 / FEEDBACK BOX: *(add your own notes related to this material or your class work)*

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LEAD-IN

1. bride and bridegroom
2. bride and bridegroom
3. listed in the vocabulary part

LISTENING COMPREHENSION

- In 1964.
- No.
- In the village.
- A missing document.
- As a teenager in Rovinj.

GRAMMAR

- A) The odd one out - We had the ceremony.
C) a5, b2, c1, d4, e3

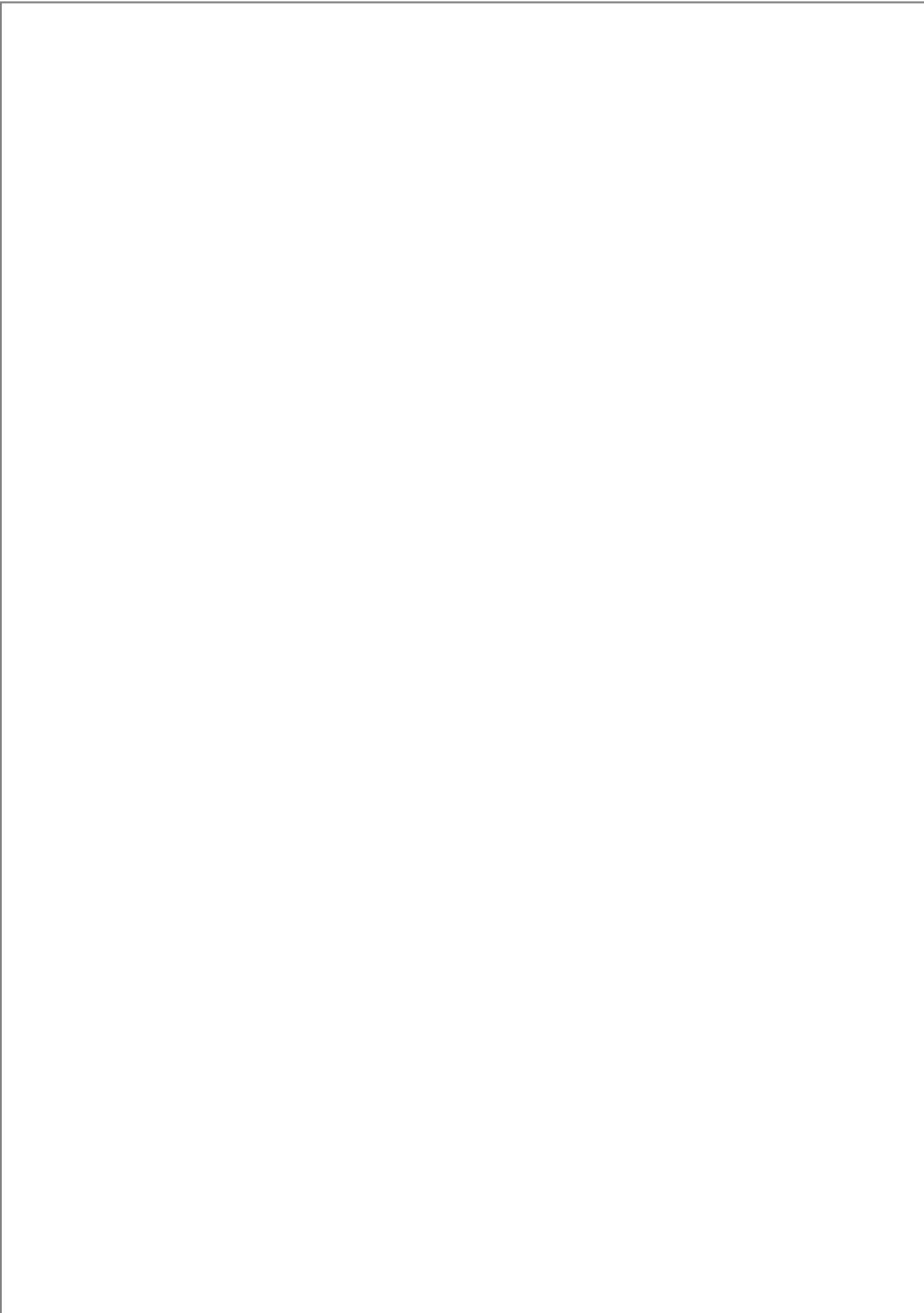
DISCUSSION POINT

- *This is a good moment to prompt students to engage in discussions on the differences between traditional and modern wedding ceremonies, typical English and Serbian weddings, customs, etc.*
- *Students should be encouraged to compare and contrast events, characters, scenes, customs etc. Offer them good linking devices for doing so, like: on the one hand / on the other hand, while, whereas, although, even though, in spite of, etc.*
- *You may find it useful to write on the board some words or phrases from the film before starting the discussion. Alternatively, you may ask your students to write down some useful vocabulary as they listen to the native speakers and their spouses. This had better be done during the second watching/listening, as the first one should be listening for gist.*
- *Preferably, students should be encouraged and allowed to speak fluently and enjoy the discussion. Potential mistakes in the use of lexis or grammar could be noted silently during the discussion and subsequently analyzed.*

WRITING

Ask your students to apply in their writing the new language (vocabulary, grammar, etc.) which they encountered while doing the exercises. You may decide to make it a guided composition by giving them a list of words or phrases of your own choice. This can be done as a class activity or as homework.

A2 / WS 2 / FEEDBACK BOX: *(add your own notes related to this material or your class work)*



LISTENING COMPREHENSION

Elicit open discussion on the circumstances under which the ladies in the film said what they did. You may also ask your students to comment on the language they heard while watching this part of the film and to use it during the discussion.

GRAMMAR

last
latest
least

You may ask your students to add some more examples in their own sentences.

VOCABULARY

a4 / b3 / c2 / d1

If you wish, develop this exercise into more examples, dialogues or a role-play.

DISCUSSION POINT

Ask your students what they know about life in former Yugoslavia from what their parents have told them. Do they recognize some of those things in this film?

A2 / WS 3 / FEEDBACK BOX: (add your own notes related to this material or your class work)

VOCABULARY

Noun	Verb	Adjective	Adverb
success	succeed	successful	successfully
joke; joker	joke	jokey; jocular	jokingly; jokily;
wonder	wonder	wonderful	wonderfully

This is a good moment to remind students of the proper spelling on adjective and adverb forms concerning the -ly ending. You can try with plain maths $1 + 1 = 2$ (wonderful + ly = wonderfully).

READING

1/C 2/A 3/F 4/E 5/B

GRAMMAR

much better / greater / a little bit - comparatives are bolded

You can also practise with your students examples with gradable and strong adjectives (e.g.: very tired vs. absolutely exhausted; incredibly difficult vs. absolutely impossible)

Revise comparison of adjectives with the -er / -est endings
with more and the most
with irregular forms

WRITING

Alternatively or for homework, you may ask your students to write an e-mail to someone in Serbia from their new home abroad.

A2 / WS 4 / FEEDBACK BOX: (add your own notes related to this material or your class work)

SPELLING

Ask students to think of more examples with such changes in spelling.

PRONUNCIATION

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

Ask them to provide some more words for both cases above and to think of a few examples with the /-iz / pronunciation of the same ending.

VOCABULARY – Nationalities

A Serb / Serbian
 An Englishman / Englishwoman
 A Scotsman / Scotswoman / Scot
 A Welshman / Welshwoman
 A Greek
 A German
 An American
 An Australian
 A Frenchman / Frenchwoman
 An Italian
 A Bulgarian
 A Swiss

GRAMMAR

- A) a) then b) then c) then d) then e) than f) than g) than
 B) Ask students to write plural forms for some of the nationalities above.

A2 / WS 5 / FEEDBACK BOX: (add your own notes related to this material or your class work)

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VOCABULARY

A: cow – calf / hen - chicken / horse - foal (colt) / cat – kittens
pig – piglet / sheep – lamb / goat – kid / dog – puppies

sheep - baa / dog - bark / goat - bleat / cat - purr /
hen - cluck / cow - moo / horse - neigh / pig - grunt

B: bakery / fishmonger / market / supermarket / kiosk

You would have to go primarily to the:

fishmonger's
market
kiosk
bakery
supermarket

Other alternatives are also possible.

LANGUAGE IN USE

about / to / do / got / a / it's

A2 / WS 6 / FEEDBACK BOX: *(add your own notes related to this material or your class work)*

LANGUAGE IN USE

1. a) decision 2. b) books 3. c) access 4. a) through 5. b) in 6. c) let
7. d) information 8. d) appreciated 9. a) react 10. b) windows

VOCABULARY

1. b) smart
2. c) in a great hurry
3. a) bother
4. b) several
5. c) alone

GRAMMAR

1. can / can
2. must / would
3. will / would
4. couldn't / would

LISTENING AND SPEAKING

disbelief / very exciting / tragic / awful / burst into tears / anger / hurt / cashiers were crying / it was so terrible / lonely / so happy / a wonderful feeling /

A2 / WS 7 / FEEDBACK BOX: (add your own notes related to this material or your class work)

VOCABULARY

workshop / enjoyed / household / coming / place / aspects / life / people

CULTURE CORNER / SPEAKING

Palm Sunday

GRAMMAR

set out / moved into / stood out / looking after / go ahead / ran with it /
looked back / carry on / keep going

READING

F F T T T T

A2 / WS 8 / FEEDBACK BOX: *(add your own notes related to this material or your class work)*

1. Do you take this man to be your husband?
4. British dish that consists of flour, milk, and eggs mixed together, baked in an oven, and usually served with beef.
5. **meat** – chicken livers, beef kidneys, turkey
vegetables – lettuce, cabbage, onions
health food – semolina, porridge oats, raisins
the rest – baking powder, oxo cubes, bicarbonate soda, phrasebook
7. - SMILES - There is a mile between the first and last letters.
- Because 7, 8, 9. (*This is a pronunciation trick: because seven ate nine*).
9. **Crossword puzzle**
lamb / calf / cub / puppy / cat / chicken / kid / miaow / goat / foal
Solution: **BABY ANIMAL**
10. *The word Thai (a person from Thailand) should be pronounced with /t/, therefore all the four words are pronounced the same way.*

A2 / WS 9 / FEEDBACK BOX: (add your own notes related to this material or your class work)

KEY

1. **c** - The fabulous five

2.

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

3. 1. build 2. everybody 3. law 4. living
5. another 6. happily 7. around 8. time

4. 1. when 2. him 3. a 4. other 5. told 6. from 7. an 8. to

5. Francesca

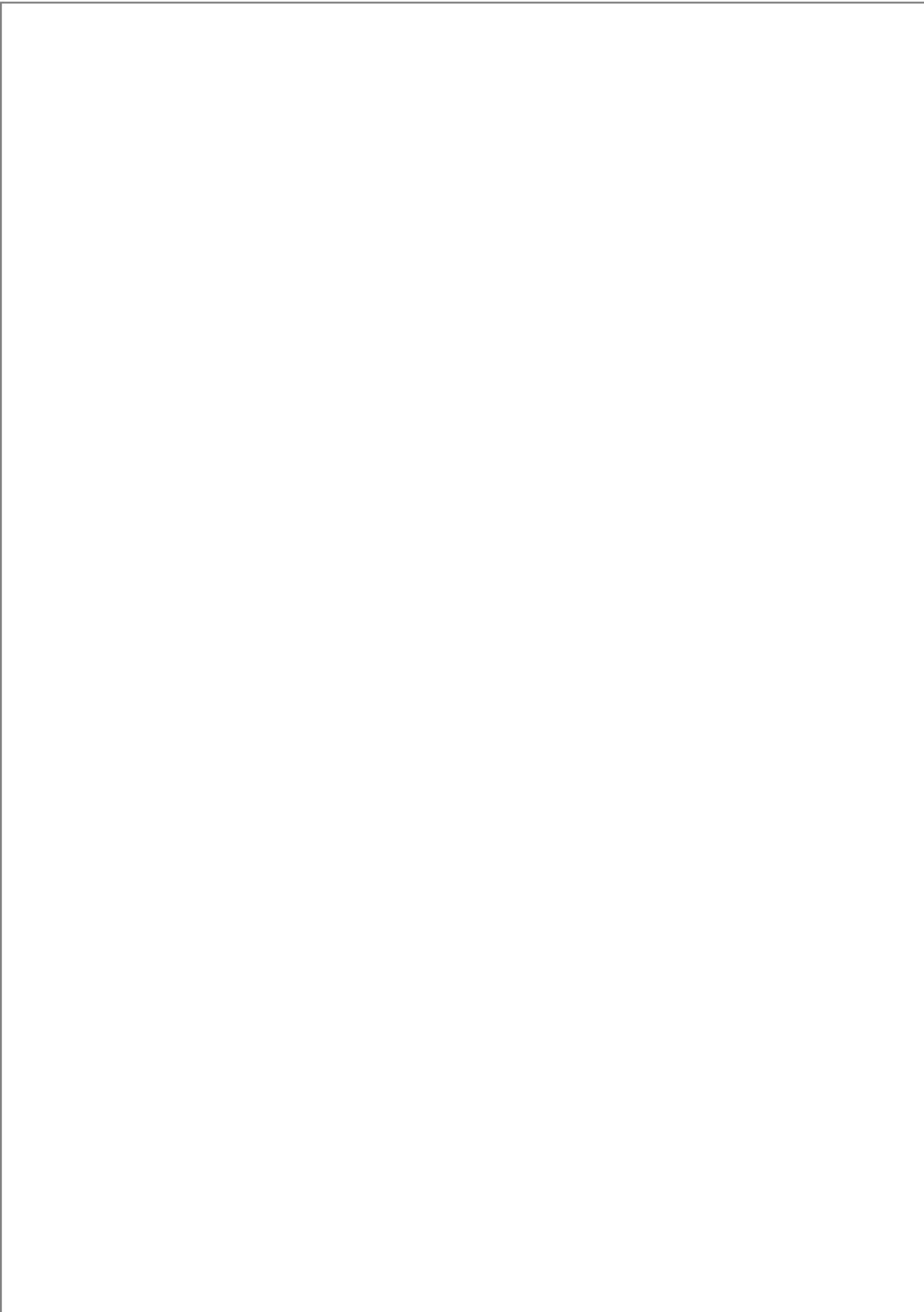
6. had / ends / put / make / kept / have ('ve) been coming /
spent / getting / have ('ve) brought / didn't go.

7. 1. Sheila K. and her husband 2. Sheila S.'s husband
3. Anna's husband 4. Valerie 5. Francesca

8. - 25th December
- Mince pie, Christmas Pudding
- The United Kingdom of Great Britain and Northern Ireland
- Edinburgh
- Sheila Macgregor Kovacevic

9. *Students should be encouraged to write essays according to internationally accepted exam standards, as lots of them apply for such exams at some time in their life. The limited number of words in essay writing is one of them. Of course, the quality of the language counts much more. Instruct your students to use the newly acquired lexis and correct grammar structures. This task is also a good opportunity to develop a fine style of writing.*

A2 / WS 10 / FEEDBACK BOX: *(add your own notes related to this material or your class work)*

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