

NATAŠA JANKOVIĆ AND MARINA CVETKOVIĆ

I MARRIED A SERB!

RESOURCE PACK



B1

STUDENT'S BOOK

STUDENT'S BOOK CEF LEVEL B1

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:
Vocabulary
Language in Use
Grammar

INTEGRATED SKILLS:
Listening
Speaking

LEAD-IN

What does the expression 'Love at first sight' mean?
Do you believe in love at first sight?

The first part of **the film that you are going to see** refers to five couples and how they first met. As you watch, try to recognize if some of these people experienced love at first sight. Who talks about it one way or another? Try to remember (or write down) something they say to prove it. The names of the main characters are: Anna Nikolic, Sheila Sofrenovic, Sheila Kovacevic, Valerie Kragulj and Francesca Opacic. You can use their initials.

🕒 (00:00:04 – 00:05:02)

VOCABULARY – Word forms

These are some of the statements from the part of the film you have just seen. Put each highlighted word in the appropriate cell in the table below and provide the other forms. Follow the example.

e.g. I **MARRIED** A SERB!

1. **Living** in a tiny village in Eastern Serbia? No problem!
2. I **knew** immediately.
3. He **proposed**, and I thought: "Gracious me".
4. But I wasn't really **thinking** about it seriously then.
5. I think you were one of the **supervisors**.
6. I wanted to **approach** you and ask...
7. It was **amazing**.
8. We just knew how to **explain** to each other.
9. We had **wonderful** discussions, actually.
10. Kids couldn't believe it how we were **communicating**.

	NOUN	VERB -infinitive-	ADJECTIVE
e.g.	marriage	MARRY	married
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

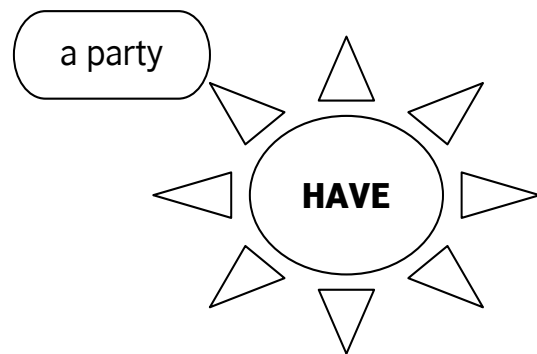
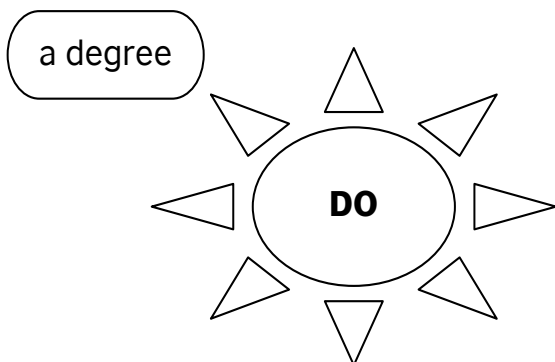
LANGUAGE IN USE

A) Complete these sentences from the film by filling in each blank with one suitable word:

1. You think you can do anything, you can fly, nothing is _____ problem.
2. I knew immediately. Not immediately, but after the first couple _____ meetings.
3. I had _____ least two more years before I wrote my thesis.
4. This is going to sound like _____ worst level of romantic literature.
5. But I said _____ myself, really: "I'm going to marry that man."
6. We used _____ draw pictures in the sand, remember?
7. _____ was New Year's Eve. My sister and I were having a party for some friends.
8. We were all meeting up _____ our place and then going on to have a meal somewhere.
9. We wrote _____ few letters to each other.
10. "I met _____ English girl called Francesca who I'm going to marry."

B) In her part, Anna talks about **doing** a PhD degree and Valerie and her sister were **having** a party. Which words from the box provided make phrases with these two verbs?

the cleaning	discussions	the housework	a shower	lunch
a meeting	problems	the washing-up	exercise	
the shopping	a favour	a lesson	a walk	chores



LISTENING COMPREHENSION – Gap filling

A) **You will see this part of the film again.** Listen carefully and fill in the right forms of the words in brackets. If you wish, you may share the work in 5 groups, each group focusing on one couple. Or why not take the challenge and try to do it all by yourself?

Anna and her husband:

When I met her, I knew she (1) _____ (be) the right person for me. He proposed, and I thought: “Gracious me, I’m not going to die that somebody hasn’t wanted to marry me.” But I wasn’t really thinking about it seriously then because I (2) _____ (do) a PhD and I had at least two more years before I (3) _____ (write) my thesis.

Sheila S. and her husband:

This is going to sound like the worst level of (4) _____ (romance) literature. I wanted (5) _____ (approach) you and ask: “Are you coming here often?” ... I decided (6) _____ (not gamble).

Sheila K.:

We just knew how to explain to each other how we (7) _____ (think) and (8) _____ (feel). We had wonderful discussions, actually, even with (9) _____ (limit) language. It was (10) _____ (amaze).

Valerie:

And one of our friends asked if she (11) _____ (can) bring along a couple of guys she knew, a French guy and a Serb... – a (12) _____ (Yugoslavia) guy, as it was then, of course. And so we said: “Yeah, no problem!”

Francesca:

I met Goja when I was fifteen, in Rovinj. And it was just (13) _____ (magic)... His mother told me much (14) _____ (late) on - when he came back from that holiday and she asked him about that holiday, he said: “I met an (15) _____ (England) girl called Francesca who I’m going to marry.”

B) Check with your teacher why Past Tense forms and infinitive forms were used in the sentences you completed above.

SPEAKING

Have **you** ever experienced love at first sight? How did you know that was it? Discuss with the others in your class how people usually behave when they are in love. How did these five ladies know that “he was the one”?

LANGUAGE FOCUS:

Vocabulary
Grammar

INTEGRATED SKILLS:

Listening
Speaking

LEAD-IN

What kind of a reception in another family would you expect to have to call it a wonderfully warm welcome?

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

VOCABULARY – Part 1

A) Sheila S. said: “I was showered with gifts.”

The verb *SHOWER* can have several meanings, according to the dictionary:

1. to wash your whole body while standing under a shower;
2. to give someone a lot of things;
3. to scatter a lot of things onto a person or place, or to be scattered in this way.

Use the appropriate form of the verb *SHOWER* in the following sentences and decide which of the three meanings above they have:

Peter shaved and _____ .
 Alice _____ him with kisses.
 Tom _____ Amy with presents.
 The top shelf broke and books _____ down.
 The ship was _____ with hot ash from the volcano.
 Hundreds of leaflets were _____ over the town.

B) Is there any difference in the meaning of the phrase ‘feel like’ in these two sentences?

- “It certainly felt like coming back to Europe.”
- “I feel like a cup of coffee.”

GRAMMAR

The verb HAVE can have different meanings, some of them are:

Pam **had** some soup for dinner. (eat, drink, smoke)
 We **had** the ceremony. (events)
 Thank you, for **having** us here tonight. (socializing)

'Causative HAVE'

Have something done and *Get something done* are both used to refer to actions which are done for the subject rather than by the subject. The subject causes the action to be done and causative verbs are used instead of passive verbs.

NOTE: The differences between *have* and *get something done* are that *have* is slightly more formal than *get*, and that *get* is more frequent than *have* in the imperative form.

Use **CAUSATIVE HAVE** in different forms in the following sentences:

1. I don't know how to repair my cooker, so I'm _____.
2. Tom doesn't see well, so he must _____ his eyes _____.
3. Your hair is too long. When _____?
4. Her tap needed fixing, so last week, she _____.

VOCABULARY – Part 2

A) Dictionary reference

in case is followed by the simple present, the simple past, or 'should'
in any case means: whatever happens or happened
in that case means: if that is the situation
For expressing a reason / argument / set of reasons why something should happen or be done, use expressions like:
put forward a case
make one's case for
there is a strong case for

Use the appropriate expression with **CASE** in the following sentences:

1. Apparently, at the time, they had to read the complete law on marriage, most of which was how property was divided up _____ of divorce.
2. I don't see why I couldn't do it. In _____, I'm going to try.
3. 'He didn't want to talk to Sally.' 'In _____, why did he agree to meet her?'
4. Let me research the facts before I put forward _____.
5. A group of us met to make our _____ more women in the cabinet.
6. There is a _____ for getting parents more involved in the school's activities.

B) Guess the meaning of the word **plug in the following examples:**

The **plug** on my iron needs changing.

During the show she managed **to put in a plug** for her new book.

Change the **plugs** every 10,000 miles.

You can fill any holes with **plugs** of matching wood.

- an **electric plug**
- the **bath plug**
- a **plug** of tobacco

If you are not sure about the meaning of some of the expressions, consult your dictionary.

LISTENING COMPREHENSION

Watch the same extract again and answer the questions:

🕒 (00:05:18 – 00:12:18)

Why was Francesca's mother horrified?
Why was the whole situation horrifying?
Why was it strange to look for bath plugs?
What does runaway money mean?

CULTURAL NOTE

*What was so strange about reading the law on marriage during the wedding procedure?
What did Sheila expect when she said: "I have got the message, all I have to say is 'yes'"?
What are the differences and similarities between the wedding ceremonies in Serbia and the UK?*

SPEAKING

Have you ever attended a wedding ceremony? Talk to the others in your class about the procedures that you remember from that ceremony. Were they in any way similar to the ones described by these ladies? Would you change anything about them if you could?

LEAD-IN

Do you know anything about the relations between Eastern and Western Europe in the sixties and seventies of the last century?

LISTENING COMPREHENSION

Watch the following part of the film. ⊕ (00:12:26- 00:20:08)

Try to find the answers to these questions:

1. Why was Anna disappointed when she was about to unpack her 'Mini'?
2. Why does Sheila mention her old typewriter?
3. Why does Valerie mention the communal kitchen and the living room?
4. What does Francesca like about the local market?

VOCABULARY

Valerie said: "We travelled around, went down to the coast, we had a wonderful time."

coast - the part of a country that is close to the sea

shore - the land along the edge of the sea or along the edge of a lake

seashore - the land along the edge of the sea, especially where there is sand and rocks

coastline - the edge of the land next to the sea

seaboard - the part of a country that is close to the sea

Use the appropriate word from the box in each of the following sentences:

St Andrew's is on the east _____ of Scotland.

The children managed to swim to the _____.

Waves were crashing onto the _____.

The road follows the rugged _____ of northern France for nearly 100 miles.

Queensland is located on Australia's eastern _____.

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:

1. My parents- *in-law* / *in-duty* / *in-service* had another room.
2. We travelled *about* / *around* / *in*.
3. My first *visits* / *sights* / *impressions* of Serbia were: a wonderful place.
4. My professor was *against* / *despite* / *contrary* my coming over.
5. That was how we lived, quite *strongly* / *happily* / *awfully* for years.
6. There was a *communal* / *separate* / *split* kitchen and the living room.
7. It's a *market* / *community* / *event*. Everybody knows everybody.
8. We planned to build a *garage* / *a hut* / *a house*.
9. When I first started *translating* / *interpreting* / *typing* I had a typewriter.
10. Very quickly, I put my head *down* / *up* / *through*.

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

Pay attention to the details included in the discussion point below.

DISCUSSION POINT

What sort of life did each of the ladies lead at the beginning of their marriage?

Where did they live?

Who did they live with?

What were the advantages and disadvantages of coming to live in a new country?

TEACHER'S TIP

Visit the following website to learn something about the way of life in Britain:

www.learnenglish.britishcouncil.org/en/word-street/snowdon

LANGUAGE FOCUS:
Vocabulary
Grammar

INTEGRATED SKILLS:
Listening
Reading
Speaking

LEAD-IN

Are couples always happy together?
Can different backgrounds and cultures affect relationships? How?

LISTENING

You are going to see the next part of the film. ⌚ (00:20:15 – 00:25:40) Check if the 'fabulous five' ladies experienced any of the things that you mentioned in the lead-in section.

VOCABULARY

Put these words under the right headings in the table below.

counters onomatopoeia knitting laboratory crochet spelling forestry designs big letters		
Fashion	Science	Teaching

GRAMMAR

A) Anna spoke about 'getting employed' and 'making a balance'. Complete the following sentences by using the appropriate form of the verb 'get' or 'make'. Follow the examples.

- I ought _____ to get _____ employed.
- I'm only _____ making _____ a balance.
- I must tell you something, but please, don't _____ upset.
- Our son always _____ silly excuses when he is late home.
- We have applied for this project because we want _____ a difference in our community.
- Several tourists _____ lost in the rainforest last month.

7. Darling, do you want me to _____ you a drink?
8. You can't go out before you _____ your bed and clear the desk.
9. How is your brother? I hear he is _____ better. Is he ok now?
10. They'll never _____ me tell them my password.
11. Oh look! Isn't that a shooting star in the sky? _____ a wish quickly!
12. When I _____ home last night, our house was full of guests.

B) *Sheila K. said: "What a happy place to work!"*
What would the same sentence sound like in the plural form?

READING

Read the following extracts from the film. There are five headings below the text. Mark which heading (A – E) best fits each of the paragraphs (1 – 5).

1. Your father asked you, and he asked me on the next occasion: "What are the prospects of you living in Yugoslavia?" Well, I said jokingly: "Much better than here, in England." 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.
2. Eventually, I got the job in the Institute for the application of nuclear energy in forestry, veterinary science and agriculture. My professor was rather against my coming over, who'd looked after my thesis. "They haven't got equipment, you'd be completely wasting your education!" I did say: "well, for me going out there, there are at least a hundred highly educated Yugoslavs who are coming to Britain, I'm only making a balance." And the Institute, which had been set up in 1959, had got marvellous equipment, up-to-date equipment. We had much better counters and centrifuges and other equipment than in the small cancer research laboratory where I'd been doing my PhD.
3. Good morning! For thirty years I've been coming in this gate and I still love coming in here. What a happy place to work! I love the kids, I love the atmosphere. Lovely spring morning, that's Belgrade. All right, give me some examples. It has to have the sound "a". That's onomatopoeia, the sound that cat makes. Don't call out, sweetheart. "Vow". Ok, we can have that in big letters, I wouldn't take that as a spelling word. "Meow" is the sound that cat makes, it's onomatopoeia. Hands! Miles? Knife. You're on your way, thank you for that, dear.
4. I used to work for "Moda", Veliko Gradiste, which was a wonderful fashion company. 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. They were so happy to have a little bit of their own money.

5. The street we're in now is called Knez Mihailova, Prince Michael's street. I'm so attached to it because I spent most of my working life here. What is now a busy bookstore was our very smart British library. I just passed the entrance for the public, and this is our staff entrance, and just down there was what was my office.

- A Still loving it.
- B Sweet memories.
- C Suspicious minds.
- D Mission accomplished.
- E To leave or not to leave?

DISCUSSION POINT

What are some of the best and hardest moments that these ladies have been through?

How do you think they felt upon their arrival in Yugoslavia?

What do you think your prospects would be like if you had to move to the United Kingdom?

LEAD-IN

What do you call a person of each of the following nationalities?

Nationality	Person
Irish	
Serbian	
Scottish	
English	
Polish	
Italian	
Mexican	

LISTENING COMPREHENSION

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

⌚ (00:25:41-00:28:31)

- What was the biggest problem in communication for the ladies?
- What were Serbian jokes like?
- How did people try to help them understand what they were saying?
- Why did they use a phrase book in the shops?
- What did Francesca’s friends teach her to do?

PRONUNCIATION

AU and **OU** are pronounced differently in different words.
Fill in the table with these words according to the pronunciation:

- LAUGH / lɑ:f /
- ENOUGH / ɪ'nʌf /
- COUGH / kɒf /
- TAUGHT / tɔ:t /
- SOUGHT / sɔ:t /
- GAUL / gɔ:l /
- THOUGHT / θɔ:t /
- PAUL / pɔ:l /

/ɑ:/	/ʌ /	/ɒ /	/ɔ:/

GRAMMAR NOTE

Francesca said: "I remember having to go out for sugar."

and: "And I remember going to a friend and saying..."

If you **remember doing something**, you have a picture in your mind of the time when you did it:

I remember playing there when I was little.

If you **remember to do something**, you do not forget to do what you had intended:

We must remember to close that window.

CULTURE CORNER

Francesca said: "You know English arrogance. I assumed, 'cause in English, "hot" as in spicy, or "hot" as in opposite of cold, is the same word that it would be in Serbian."

What is arrogant about it?

Do you think that the Serbian expression: "Pričaj srpski da te ceo svet razume" could also represent a form of arrogance?

Can you think of any other examples of English or Serbian arrogance?

There are often stereotypes in jokes regarding certain groups of people or nationalities. Do you know any such stereotypes in jokes concerning people coming from Yugoslavia or the United Kingdom?

WRITING - Guided composition

Make up a story in groups of four students. There are ten expressions from the extract that should be used in the story. They need not be in the order they are given in the list. Which group has the best story?

FRUSTRATING
JOKES
CHATTING
UNIVERSAL
BAKING POWDER
SEMOLINA
SPICY
STUFF
SHOP
PHRASEBOOK

LANGUAGE FOCUS:
Vocabulary
Language in Use

INTEGRATED SKILLS:
Listening
Writing
Speaking

LEAD-IN

Each language contains words borrowed from other languages. They are called loanwords. In English such words of French origin are: lemon, apricot, January, May, sign, champagne etc. Do you know some more words which entered English from other languages? What English loanwords do you know in Serbian vocabulary?

LISTENING

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

Can you recognize some loanwords in it?

VOCABULARY

A) Which of the French words for meat in the box corresponds to each of the English words for animals?

OX

SHEEP

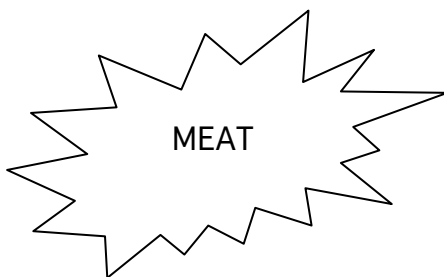
CALF

PIG

veal	pork	mutton	beef
------	------	--------	------

B) Classify these words for food mentioned in the film according to the categories:

chicken livers	fish	oats	raisins
sultanas	nuts	beef kidneys	lamb



Add to both categories some more words that you know.

C) Which of these do you like to eat?
What's your favourite food?

LANGUAGE IN USE

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

When I went looking for porridge oats, when they started the health shops, I went there. I didn't have any left from Britain. I wanted _____ make my porridge in the morning _____ the winter. She asked me how _____ horses I had. They only gave it to horses. When they got _____ know me, they realized I was mixing it _____ raisins, sultanas and the nuts. And eating like that, it was _____ first muesli.

Hello! I need beef kidneys. _____ this all you've got? - I'll take that _____, then. Food was a hazard. We've all made lamb soup? When you want to make lamb soup, you get half the head _____ the lamb. And I got so fed up _____ frying that half-head with this eye looking _____ me, so I went back to the butcher's one day _____ said I want to make lamb soup, please. I don't want the head.

SPEAKING & WRITING

Look back at the Vocabulary section above and make 4 different lists of up to ten items that you need to buy for your home. Your lists may include other words and kinds of food than just the ones mentioned in this part of the film.

Work in 4 groups. Each group should choose one of the lists and make up its own dialogue using these words. You are a foreigner in England and you have a problem situation which causes a misunderstanding between you and the shop assistant (e.g. a wrong place to buy something, mispronunciation etc.).

Write your dialogue and practise reading it fluently, adding an element of dramatization. When all the groups have read (or preferably performed) their dialogues, choose the best one.

LANGUAGE FOCUS:
Vocabulary
Language in Use
Grammar

INTEGRATED SKILLS:
Listening
Speaking
Writing

LEAD-IN

Do you know someone who likes to play computer games dealing with warcraft? Do you think that real wars are similar to such games? How much do you know about the wars in these territories in the nineties? Which of the following words are directly related to warcraft?

battlefield / supermarket / counterstrike / shells / parking lot / sanctions / periodicals / access / bombing / Internet / military airport / University

LISTENING

Watch the next part of the film. 🕒 (00:30:45 – 00:36:13) Most of the words mentioned above are used in it.

VOCABULARY

A) Match the words/phrases on the left side with their explanations on the right side.

1. rumblings	a) car park
2. sanctions	b) things such as food, medicine and equipment that you need to live or perform an activity
3. parking lot	c) [usually plural] – talk or signs of people being unhappy with a situation
4. supplies	d) a particular group of people
5. periodicals	e) during the whole period of time
6. all the way through	f) [usually plural] – an official order to stop communication, trade etc. with a country
7. your lot	g) the process of being entered in a list, school register, etc.
8. burst into tears	h) involving a lot of noise, excitement, activity or violence
9. enrolment	i) to suddenly start crying
10. tumultuous	j) a magazine on a particular subject that is published regularly

B) Working in pairs make one sentence for each of these words / phrases.

LANGUAGE IN USE

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

I knew when something was going (1) _____ when we started to be unstable in (2) _____. People were pulling their children out. We were sitting, (3) _____ the television to watch the news, and in utter (4) _____, we saw the first shells fall on Sarajevo.

The tumultuous nineties, the wars and everything, it was very (5) _____. Yes, it was tragic, awful, but it was also exciting. We knew we were really under (6) _____ when, after a long day at school, we'd all get together in the parking (7) _____, and everybody had connections to something. 'Cause you couldn't find (8) _____, you couldn't get sugar... . OK, coffee we knew we couldn't get, we couldn't get gasoline, we couldn't get petrol.

You couldn't plan lunch, you would just: "What do I come across? What do I find?" And that was exciting. I used to go back to England and (9) _____ into a supermarket and your first thing was like: WOW, look at everything! I once (10) _____ into tears, and this man says: "Madam, are you OK?" I said: "Yes, yes, I'm fine", but I couldn't explain to him – you have fifteen sorts of potatoes here! And you know, last week I couldn't find any. I was rushing everywhere around to find potatoes. Any potato!

- | | | | |
|------------------|------------------|----------------|----------------|
| 1. a) wrong | b) right | c) forward | d) backward |
| 2. a) enrolment | b) school | c) opening | d) closing |
| 3. a) putting on | b) turning on | c) putting off | d) turning off |
| 4. a) will | b) understanding | c) belief | d) disbelief |
| 5. a) horror | b) interested | c) exciting | d) excited |
| 6. a) border | b) limits | c) sanctions | d) trouble |
| 7. a) space | b) lot | c) line | d) yard |
| 8. a) floor | b) flower | c) flee | d) flour |
| 9. a) wander | b) wonder | c) won | d) wave |
| 10. a) burst | b) started | c) began | d) showered |

GRAMMAR

Francesca said: "And imagine! You are **such a nice lady!**"

such / sʌtʃ / *determiner, predeterminer, pronoun*

meaning: of the same kind as the thing or person which has already been mentioned

When using **such** with a singular noun, put **such** before 'a':

She's such a lovely person (NOT: a such lovely person).

I doubt if such a promise has any value.

Do not use 'a' in plural forms or with uncountable nouns.

They are such wonderful people.

Where have I heard such music?

Use **such**, **such a** or **such an** in the following sentences:

1. It's shame that they couldn't be here to see it themselves.
2. Oh, after long journey, I can't do anything but go to sleep.
3. Nothing could ever cause concern for our children as the bombing did.
4. Now really Jonathan, I've never heard original excuses before.
5. It was interesting experience!
6. I'd never been in situation before.
7. questions are easier to ask than to answer.
8. And imagine! You're nice lady!

LISTENING AND SPEAKING

Watch the same extract again. 🕒 (00:30:45 – 00:36:13)

Working in two groups write down the words/phrases expressing positive (Group A) or negative (Group B) feelings. Tell the others this part of the five ladies' story using the words you wrote down.

Each group reads their story to the other group. Make questions to the opposite team's story.

WRITING

For homework, write an essay entitled: 'You're such a nice child!' Use the vocabulary and grammar structures that you have learnt working through these materials. Your essay should be up to 350 words long.

LANGUAGE FOCUS:
Language in Use
Grammar

INTEGRATED SKILLS:
Listening Writing
Speaking CLIL

LEAD-IN

What would you consider a very simple, little, comfortable life?

LANGUAGE IN USE

Watch the last part of the film. 🕒 (00:36:44 – 00:44:56)

After that, complete these short extracts from the film by adding the words from the box. Follow the example.

out lots permanent years lessons with were part that
difficult daughter will used people anything coming

Francesca: I set**out**..... a plan. I had to find a job, a job. I'd been giving private, which is very unsure. Sometimes you have of students, sometimes you don't.

Anna: But after our younger went away, I started coming again. And in the latter, especially since I retired, it's become a more important of my life.

Sheila K.: The staff fabulous. They just ran it. Even the local Serbian teachers we had were great with it.

Valerie: I would never regret here. I will always be English because I am English. But I would find it very to go back and live in England now. I think I've got so to living in Serbia now.

Sheila S.: But I personally wouldn't have changed because of the love, and kindness and good I have received in what I still regard as a beautiful country with beautiful

CULTURE CORNER

Do people celebrate national and religious holidays in different countries in the same way? In this extract you saw Anna bringing 'gibanica' to church for **Palm Sunday**. In Serbia this religious holiday is called **Cveti**. It is celebrated on the Sunday before Easter. Do a little research about these holidays for homework and write what is the same and different in the way people celebrate them in the two countries. Then discuss it in class.

GRAMMAR

A) *Discuss with your teacher:*

1. What does Anna mean by talking about 'the **latter** years'?
What is the difference between later and latter ?
2. Which nouns can be used with a verb both in the singular and plural form?
Could Sheila K. have said: "the staff was fabulous"?
3. What is the meaning of the phrasal verb in this sentence: "They just **ran with** it"?
4. What is the difference between saying these two things? When is each used in English?
 - you regret doing something
 - you regret to do something
5. What is the difference in the use of the word 'live' in these two examples?
 - I've got so used to living in Serbia now.
 - I used to live in Serbia.

B) *Which tense do you recognize in the six sentences below?*

Why was this tense used rather than Past Simple or some other tense?

- Life has never been boring here.
- Life has not always been easy.
- There have been sad moments.
- Since I retired, it's become a more important part of my life.
- I think I've got so used to living in Serbia now.
- I think I've led till now a very simple, little, comfortable life.

LISTENING

Watch this part of the film again. ⏪ (00:36:44 – 00:44:56) *For questions 1-5, mark which one of the five ladies talks about that particular issue. Use their initials to answer the questions:*

(*Anna / Valerie / Sheila K. / Francesca / Sheila S.*)

1. Other activities in one's life are as important as education. _____
2. She has been given an opportunity to introduce new programmes at work. _____
3. Doing household jobs took a lot of her time before she retired. _____
4. She enjoys the simplicity and comfort of her life in the new country. _____
5. She would find it hard to move back to England now. _____

SPEAKING

Work in groups of 5. Imagine you are all living in the same foreign country. Today you have got together after a few years of living in the new environment. You are sitting in a living room and exchanging your impressions. 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.

LANGUAGE FOCUS:

Vocabulary Pronunciation
Grammar Idioms

INTEGRATED SKILLS:

Reading CLIL
Speaking Writing

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 going to read an extract from the film in which the ladies were discussing problems with jokes. Read the beginning told by Sheila K. and Sheila S. Then try to continue the discussion with what Valerie says. Her sentences are all there, but mixed up. Put them in logical order by writing numbers 1-4 in front of each. The first team to produce the correct order of sentences wins.

Sheila K.: It was so frustrating. Then, as you slowly started to understand jokes, you realized they were actually translations from Irish jokes.

Sheila S.: Jokes are universal! Irish, Jewish - universal.

Valerie:

- I would say - slowly, and they would go louder!
- People were chatting and talking and I would say, 'what are they saying all the time', and I found that a little bit frustrating.
- I would agree, it was frustrating not to be able to understand.
- You could feel that people were wanting to talk to you, and one of the things was that, when they couldn't make you understand, they would speak louder!

2. Make a list of as many misunderstandings as you can remember which the five ladies experienced throughout the film. Which one was the funniest to you?
3. As you could hear in the film - jokes are universal. Here is a joke related to marriage:

A husband asks his wife:

A: Why are you wearing your wedding ring on a wrong finger?

B: Because I married a wrong man.

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

4. There are a number of expressions meaning 'being in love with someone' or something very similar to it. Among the expressions in this box there are only two which do not have this meaning. Which ones are they?

crazy about sb. gaga caught red-handed being head over heels infatuated
 losing one's mind indifferent hopelessly devoted soft on have a crush on sb.

5. *One of the funny situations in the film related to food had something to do with lamb soup. Below is a list of famous titles with animals mentioned in them. Try to match the titles with the appropriate names.*

Lamb to the Slaughter	film; starring Sir Anthony Hopkins
Silence of the Lambs	story by Roald Dahl; film directed by Alfred Hitchcock
One Flew over the Cuckoo's Nest	poem by the famous British romantic poet John Keats
Nightingale	film with Jane Fonda
Flipper	film; starring Jack Nicholson
They Shoot Horses, Don't They?	film about a dolphin

Do you know any other titles with animals in them?

One of the actors mentioned above has composed an enchanting waltz. He is Welsh. To discover who it is and enjoy the waltz copy this web address into your web browser www.youtube.com/watch?v=sTZhGH5muA4 or simply type in: 'And the waltz goes on'.

6. *Have you ever heard this famous proverb? Why do you think people say so?*

Eat your breakfast alone, share part of your lunch with a friend,
 and give your whole dinner to your enemy.

7. *In the film, Francesca had a problem with the literal translation of a food phrase from English into Serbian. But people sometimes get confused by their own language. Has ever any word or phrase in your mother tongue confused you? Here is what happens with the English language:*

Unlike Serbian, English is **not** a phonetic language. That means that you do not always read the words the way they are spelt and cannot always spell them the way that you hear them.

George Bernard Shaw, a famous Irish writer, wanted to reform English spelling so as to make it more logical. Once he made a joke regarding English spelling, suggesting that the English word "FISH" should actually be spelt as "GHOTI". Why? Well, this is how he explained it: If we take into consideration the following combinations of letters in some words and their pronunciation in those positions, such as in:

- *gh*, pronounced /f/ as in *touGH* /tʌf/;
- *o*, pronounced /ɪ/ as in *wOmen* /'wɪmɪn/; and
- *ti*, pronounced /ʃ/ as in *naTion* /'neɪʃən/,

then it is quite logical that 'ghoti' should be pronounced as /fɪʃ/ (= FISH).

8. Use a map of the United Kingdom and

- a) first show the parts of the country: England, Scotland, Wales and Northern Ireland.
- b) Which is the capital city of each part of the country? Find their position in the map.
- c) Now find the position of the rest of the cities from the list below.
- d) 'Speaking of the devil', check the proper pronunciation of these names in the dictionary and be careful when using them: Edinburgh, Yorkshire, Gloucester, Worcester and Thames.

- Nottingham
- London
- Liverpol
- Brighton
- Edinburgh
- Cardiff
- Birmingham
- York
- Newcastle

9. What is the meaning of the expression 'Speak of the devil'? When is it used in English?

10. Complete the crossword puzzle by writing the names horizontally, one letter in each box, continuing in the same direction to the end. Trace the highlighted boxes in the same way for the solution.

1.							2.			
						3.				
			4.							
								5.		
			6.							
			7.							
		8.								
									////	////

- 1. Two ladies in the film about 'the fabulous five' have this same first name.
- 2. The maiden name of Sheila from Scotland.
- 3. First name of the lady living in Kucevo.
- 4. Name and surname of the lady who was the executive producer of the film.
- 5. First name of the lady who used to work as a scientist.
- 6. Surname of Sheila who used to teach at Belgrade University.
- 7. First name of the lady living in Pancevo.
- 8. Name and surname of the lady who wrote the story and directed the film.

11. *The following sentence may sound strange to you. However, it is grammatically correct. Try to understand it. Can you explain what each THAT in it means?*

The teacher said that that that that that that child used was incorrect.

12. *Here is a tongue twister related to your Worksheet 3. Try to read it as quickly as possible. Can anyone in your class do it flawlessly?*

**She sells sea shells by the sea shore.
The shells she sells are surely seashells.
So if she sells shells on the seashore,
I'm sure she sells seashore shells.**

13. *Split into five separate teams for this task. Your teacher will let you draw from a box a paper with one of the five ladies' names. You must not read the name aloud or let anyone from another team see it. You have eight minutes to write a short story about her remembering as many details from the film as possible. Do not mention her name while writing. When you have read your complete story to the class, the other teams have the right to say who that person is. Choose the best story.*

The winning team chooses one of the five characters to mime it to the others. Give them three minutes to prepare it. Based on the pantomime, the others guess who it is.

1. Write the names of the main characters in the film next to the descriptions: (5 pts.)

- This lady used to work at Belgrade University. _____
- This lady's job has something to do with knitting and fashion _____
- This lady was writing her doctoral thesis when she was proposed to _____
- This lady loves a very simple, little, comfortable life. _____
- This lady comes from Scotland. _____

2. Supply the missing elements by using the words from the box: (24 pts.)

My first (1) of Belgrade was in 1964, September. I'd just been on holiday in Istanbul with my (2) friend for three weeks, and I flew to Belgrade to be with my new (3), to meet his mother, and his sister. It certainly felt like (4) back to Europe.

I came out on a reconnaissance visit. I mean, I didn't have a (5) People were so kind. I was (6) with gifts, dinners, this and the other. And I got a wonderful impression of the (7) which hasn't really completely changed until this day. This was like living in Utopia. I'm definitely going there!

We decided that we'd get married. So my father and mother, my sister and my kuma from France, they all came over and we had a real village (8) We had to walk from the house all the way down the (9) We were stopped when the (10) went past; we had to stop because the level-crossing was (11) Then we walked all the way to the Registry (12) and there we had the ceremony.

fiancée	coming	impression	country	Turkish	streets
chance	closed	showered	office	train	wedding

3. Fill in each blank space with one suitable word: (20 pts.)

I was overtired (1) I thought: "Gracious me, can I survive this?" So I started (2) cry. I needed to unpack the car. Down in the garage, (3) new husband came up and he put his arm (4) my shoulder and said: "Well, if you feel like that, why (5) you go back home?" And then I had my reaction: How (6) Earth could I turn around and (7) back to tell my parents: "Mommy, I don't like it!" Tickled my pride! Very quickly, I put my (8) down, pulled myself (9) and thought: "Well, I'm (10) least going to try and make a go of it." And I did.

4. Put these verbs in the appropriate form: (16 pts.)

- Since I retired, it _____ (become) a more important part of my life.
- I think I've got so used to _____ (live) in Serbia now.
- Life _____ (never / be) boring here.
- We decided that we _____ (get) married.
- My husband was in the living room _____ (listen) to his stereo.
- At that time, when we came, everybody _____ (work), that was not the problem.
- I'm going _____ (shop). – Go do whatever you need; I'm here.
- Where _____ (she / take) my dog? Bringing milk to somebody! Isn't that nice?

5. Answer the questions: (10 pts.)

- Why does Francesca appreciate her neighbourhood?
- What made Anna decide to stay despite the initial disappointment?
- How did Sheila K. know that something was wrong in the country?
- What made Valerie proud of her work?
- Where did Sheila S. work before she retired?

6. Mark whether these statements are true (T) or false (F): (5 pts.)

- United Kingdom is a republic. _____
- Wales is the northern part of the country. _____
- The eating habits of people in the UK and Serbia differ a lot. _____
- Living in a mixed marriage has both its advantages and disadvantages. _____
- The credit for overcoming the biggest problems goes much to these ladies' husbands. _____

7. Imagine you have just interviewed the five ladies from the film "I Married a Serb" and they have made quite an impression on you. Write a story of about 300 words entitled "**Love Conquers All**" taking into consideration both the hard times they have been through and the British sense of humour they have retained. Use the facts and the new language that you have learnt (20 pts.)

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