

NATAŠA JANKOVIĆ AND MARINA CVETKOVIĆ

# I MARRIED A SERB!

## RESOURCE PACK



**B1**

**TEACHER'S GUIDE**

# TEACHER'S GUIDE CEF LEVEL B1

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."<sup>1</sup>

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*

<sup>1</sup> 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**

Alternatively, you can divide students into 5 groups and ask each group to focus on one couple. Within their groups, they should try to write down bits of what they hear (words, short utterances) that prove that this person/couple experienced love at first sight.

**VOCABULARY – Word forms**

	<b>NOUN</b>	<b>VERB -infinitive-</b>	<b>ADJECTIVE</b>
e.g.	marriage	MARRY	married
1.	life	LIVE	living
2.	knowledge	KNOW	knowledgeable
3.	proposal, proposition	PROPOSE	proposed
4.	thought	THINK	thoughtful, thoughtless
5.	SUPERVISOR	supervise	supervisory
6.	approach	APPROACH	approachable
7.	amazement	amaze	AMAZING
8.	explanation	EXPLAIN	explanatory
9.	wonder	wonder	WONDERFUL
10.	communication	COMMUNICATE	communicative

**LANGUAGE IN USE**

A) a of at the to to It at a an

B) DO: the cleaning / the housework / the shopping / a favour / chores / the washing-up / exercise

HAVE: discussions / a shower / lunch / a meeting / a lesson / a walk / problems

**LISTENING COMPREHENSION – Gap filling**

If you find it necessary, play this part of the film several times to help students hear the details.

1. was 2. was doing 3. wrote 4. romantic 5. to approach 6. not to gamble  
7. were thinking 8. feeling 9. limited 10. amazing 11. could 12. Yugoslav  
13. magical 14. later 15. English

**B1 / WS 1 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*

**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 – Part 1**

- A) **showered** each time
- B) **feel like = impression**  
**feel like = need**

**GRAMMAR**

1. going to have it repaired
2. must have his eyes tested
3. are you going to have your hair cut
4. had it fixed

**VOCABULARY – Part 2**

1. in case
2. in any case
3. in that case
4. a case
5. case for
6. strong case

**SPEAKING**

- *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.*

**B1 / WS 2 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*

## VOCABULARY

coast  
shore  
seashore  
coastline  
seaboard

If you wish, ask your students to provide their own examples with these words.

## LANGUAGE IN USE

1. My parents-*in-law* had another room.
2. We travelled *around*.
3. My first *impressions* of Serbia were: a wonderful place.
4. My professor was *against* my coming over.
5. That was how we lived, quite *happily* for years.
6. There was a *communal* kitchen and the living room.
7. It's a *community*. Everybody knows everybody.
8. We planned to build a *house*.
9. When I first started *translating* I had a typewriter.
10. Very quickly, I put my head *down*.

**B1 / WS 3 / FEEDBACK BOX:** (add your own notes related to this material or your class work)



**VOCABULARY**

**fashion** – knitting    crochet    designs  
**science** – counters    laboratory    forestry  
**teaching** – onomatopoeia    spelling    big letters

**GRAMMAR**

- A) get / makes / to make / got / get / make /  
getting / make / Make / got
- B) **What happy places to work.** - *Discuss with your students:*  
*what a ... + singular, countable n.*  
*what ... + plural or uncountable n.*

**READING**

- A    3  
B    5  
C    2  
D    4  
E    1

**B1 / WS 4 / FEEDBACK BOX:** (add your own notes related to this material or your class work)

## LEAD-IN

Irish	an Irishman / Irishwoman
Serbian	a Serb / Serbian
Scottish	a Scotsman / Scotswoman / Scot
English	an Englishman / Englishwoman
Polish	a Pole
Italian	an Italian
Mexican	a Mexican

## PRONUNCIATION

/ɑ:/	/ʌ /	/ɒ /	/ɔ: /
laugh	enough	cough	taught sought Gaul thought Paul

**B1 / WS 5 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*

## VOCABULARY

A) OX - beef SHEEP - mutton CALF - veal PIG - pork

B) MEAT - chicken livers beef kidneys lamb fish  
HEALTH FOOD - oats raisins sultanas nuts

## LANGUAGE IN USE

to in many to with the is one of with at and

## SPEAKING

*Follow the instructions given to students in this exercise. Be careful with the time available for it, as the task has several stages. The aim of this exercise is for students to enjoy the activity by using new vocabulary and to practise fluency. If they make mistakes while performing their dialogues, do not interrupt, but correct them subsequently.*

**B1 / WS 6 / FEEDBACK BOX:** (add your own notes related to this material or your class work)

**LEAD-IN**

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

**VOCABULARY**

1c 2f 3a 4b 5j 6e 7d 8i 9g 10h

**LANGUAGE IN USE**

1. a) wrong    2. a) enrolment    3. b) turning on    4. d) disbelief    5. c) exciting  
6. c) sanctions    7. b) lot    8. d) flour    9. a) wander    10. a) burst

**GRAMMAR**

1. such a / 2. such a / 3. such / 4. such /  
5. such an / 6. such a / 7. Such / 8. such a

**LISTENING AND SPEAKING**

*Prompt students to use the new vocabulary as much as possible. They should make lists of useful vocabulary prior to the discussion itself. These lists may include other words expressing emotions.*

*Discussing cultural stereotypes may also be interesting to your students at this point.*

**WRITING**

*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.*

**B1 / WS 7 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*

## LANGUAGE IN USE

Francesca: permanent lessons lots

Anna: daughter years part

Sheila K.: were with that

Valerie: coming difficult used

Sheila S.: anything will people

## CULTURE CORNER

*Palm Sunday and Easter are celebrated one weekend after another. The customs differ. Prompt students to discover as many facts about these holidays in both countries as possible. Then you can discuss this topic in your next lesson. Alternatively, ask students to write an essay comparing these holidays in both countries.*

## GRAMMAR

A)

1. Discuss the difference between 'late – later – the latest' and 'late – latter – the last'. Give examples with 'the former / the latter'.
2. Check which collective nouns your students can think of (staff, team, etc.).
3. Practise with your students the use of this and a few more phrasal verbs with RUN.
4. Check if they know the difference in the use of verbs like: regret, remember, forget, try, stop + -ing and the same verbs + infinitive.
5. be/get used to + -ing vs. used to + infinitive

*Ask students to give a number of examples with both forms. You can make it more interesting by dividing them into two teams – each team providing examples for only one of the two forms. They mustn't use the opposite team's phrase.*

- B) *This is a good opportunity to check if your students understand when they should or should not use the Present Perfect Tense.*

## LISTENING

1. S. S. (Sheila S.)
2. S. K. (Sheila K.)
3. A. (Anna)
4. F. (Francesca)
5. V. (Valerie)

**B1 / WS 8 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*

1. Valerie:

1. I would agree, it was frustrating not to be able to understand.
2. People were chatting and talking and I would say, 'what are they saying all the time', and I found that a little bit frustrating.
3. 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!
4. I would say - slowly, and they would go louder.

4. caught red-handed / indifferent

5. Lamb to the Slaughter – by Roald Dahl, dir. Alfred Hitchcock  
Silence of the Lambs – Sir Anthony Hopkins  
One Flew over the Cuckoo's Nest – Jack Nicholson  
Nightingale – poem by John Keats  
Flipper- film about a dolphin  
They Shoot Horses, Don't They – with Jane Fonda

10. Crossword puzzle:

SHEILA / MACGREGOR / VALERIE / LAVINIA DAVENPORT / ANNA /  
SOFRENOVIC / FRANCESCA / ANBERIN STEVANOVIC

**Solution: I MARRIED A SERB**

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

THAT 1 = conjunction

THAT 2 = determiner (demonstrative adjective)

THAT 3 = just the quoted word 'that'

THAT 4 = relative pronoun

THAT 5 = determiner (demonstrative adjective)

12. *Provide a box with 5 pieces of paper in it, containing the names of the five ladies from the film. Warn students to be very quiet while doing this exercise lest members of the opponent teams should hear the name. When they read their description, the other teams may guess who it is.*



**B1 / WS 9 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*

## KEY

1. Sheila S. / Valerie / Anna / Francesca / Sheila K. /
2. impression / Turkish / fiancée / coming  
chance / showered / country  
wedding / streets / train / closed / office
3. 1. and / 2. to / 3. my / 4. around / 5. don't / 6. on /  
7. go / 8. head / 9. together / 10. at
4. has ('s) become / living / has never been / would ('d) get married / listening /  
was working / shopping / did she take
6. **F F T T T**

**B1 / WS 10 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*

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