

NATAŠA JANKOVIĆ AND MARINA CVETKOVIĆ

I MARRIED A SERB!

RESOURCE PACK

B2

STUDENT'S BOOK

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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

When do we usually hear these words:

“Do you take this man to have and to hold from this day forward, for better and for worse, ‘till death do you part?”

Here is another question typical of such occasions. However, its parts have been mixed up. Can you arrange them properly?

Do you promise / for richer for poorer, / to love and cherish her/him, / for better for worse, / in sickness and in health, / keep yourself only unto her/him, / for so long as you both shall live / and forsaking all others ?

LISTENING & SPEAKING

You are now going to see the first part of a film about five couples and how they first met. As you watch the film, pay special attention to the circumstances under which they met. You may find it easier to discuss their first encounters by working in five separate groups, each group focusing on one couple. 🕒 (00:00:04 – 00:05:02)

VOCABULARY

What is the meaning of the expression ‘to do a degree’?

What does ‘PhD’ stand for?

What did Anna mean by saying “I was doing a PhD”?

What is a *thesis*? How long does it take to write a thesis?

Note the plural form of this and similar words of Latin and Greek origin: [theses];

analysis – analyses; hypothesis – hypotheses; synthesis - syntheses

Check their pronunciation in a dictionary.

A) Find the definition in **B** which matches each of the acronyms in **A**:

A	B
PhD	Master of Arts
MA	Bachelor of Science
MEd	Doctor of Philosophy
BSc	Master of Education
MP	Bachelor of Arts
BA	Doctor of Medicine
MD	Member of Parliament

Can you spot the odd one out in the list above?

B) Think of one word only which can be used appropriately in all three sentences. Here is an example:

I can't believe what they are saying! If that is the**case**..... , I shall definitely leave this company.

There are jobs which require a specific qualification, in this**case**..... , a degree in pedagogical sciences.

Therefore, ladies and gentlemen of the jury, this man's doctoral thesis is a clear**case**..... of intellectual property theft.

A scientific study should always be supported by relevant reference

a) and a considerable amount of research in the problem area.

Sheila used to work at the Department of the English Language and at the Faculty of Philology in Belgrade, and was also a member of the Drama Workshop.

This is going to sound like the worst level of romantic , but, I'm going to marry that man.

Most members of Parliament rejected the government's to impose a

b) new income tax.

The company management is supposed to submit the of new regulations by the end of the month.

Everybody was shocked when she bluntly refused his marriage and simply changed the subject.

Who knows, eventually, the court may him innocent of all charges.

c) Depending on the spelling, some English words tend to be rather hard to

.....

I now you man and wife.

Due to this financial crisis a lot of people are going to the ranks of the

d) unemployed.

A slight discomfort could be felt in the room last night when the strange couple decided to the others for dinner.

Dearly beloved, we are gathered here today to this man and this woman in holy matrimony.

LISTENING COMPREHENSION – Gap filling

A) **You will see this part of the film again.** 🕒 (00:00:04 – 00:05:02)

Listen carefully and fill in the missing words.

Anna: He proposed and I thought: "Gracious me, well, 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 (1) _____ a PhD and I had at least two more years before I wrote my thesis. But he kept on and kept on and (2) _____ went out and bought this very nice engagement ring.

Sheila S.: This is going to sound like the worst level of romantic literature. But I said to myself, I really did, having seen you (3) _____ in my life: "I'm going to marry that man." We met in those post-graduate meetings in a club. -Yes! I think you were one of the (4) _____ .

Sheila K.: There was an understanding. We used to draw pictures in the sand, remember? With a stick. We just knew how to explain to each other how we (5) _____ and feeling. We had wonderful discussions, (6) _____, even with limited language. It was amazing. People today wouldn't believe that, you know, when we told the kids, they couldn't believe that – "how did you speak and communicate to (7) _____?" We just did.

Valerie: My sister and I shared a flat in Paris and we were having a party for some friends for the New Year. And we were all (8) _____ at our place, and then going on to have a meal somewhere, and to have a party and all the rest of it. And one of our friends asked (9) _____ 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.

Francesca: I met Goja when I was fifteen, in Rovinj and it was just (10) _____. But then, I didn't see him again for ten years. I think we wrote (11) _____ letters to each other, but I was fifteen and he was nineteen. But actually, his mother told me much later on that when he came back from that holiday and she asked him about that holiday, he said to her: "I met an English girl (12) _____ (call) Francesca, who I'm going to marry."

GRAMMAR

A) *Some words are underlined in the following sentences. What part of speech are they? Mark them: n. (noun), v. (verb), adj. (adjective) or adv. (adverb) next to each sentence.*

- But I wasn't really thinking seriously about it because I was doing a PhD. _____
- But he kept on and kept on, and eventually went out and bought this very nice engagement ring. _____
- I said to myself, having seen you once in my life: "I'm going to marry that man." _____
- There was an understanding. _____
- We had wonderful discussions, actually, even with limited language. _____
- One of our friends asked if she could bring along a couple of guys she knew, a French guy and a Yugoslav guy, as it was then. _____

B) *Answer these questions:*

1. Why is the word seriously spelt with a single -I and the word eventually with a double -II?
2. Which of these sentences is an indirect question? What would be the direct question?
3. Can you find some examples of phrasal verbs in these sentences?
4. In which sentence do you see a reflexive pronoun?
5. How do we spell words expressing nationalities in English?
6. When is the expression 'going to' used in English for future reference?
7. One sentence contains a perfect participle form. Can you recognize it?

C) *Now try to provide your own examples using the underlined words from exercise A.*

LEAD-IN

Choose the right answer in each sentence:

The colloquial expression for 'get married' is: *get done* / *get engaged* / *get hitched*.
What do the bride and bridegroom hope for: *married bliss* / *wedded bliss* / *marriage luck*?

Do people raise their glasses on such occasions to make *toast* / *a toast* / *a wish*?

LISTENING

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

Are there any elements in this part of the film which represent blending of two different cultures?

VOCABULARY**A) Dictionary references**

Sheila said: "There was me in my white dress, and my bouquet, and the whole retinue behind us."

retinue / 'retɪnju: \$ -nu: / *noun* [countable]
a group of people who travel with someone important to help and support them
retinue of
He travelled with a huge retinue of servants.

Anna said: "I came out on a reconnaissance visit."

reconnaissance / rɪ'kɒnəsəns, rɪ'kɒnɪsəns \$ rɪ'kɑ:- / *noun* [uncountable and countable]
the military activity of sending soldiers and aircraft to find out about the enemy's forces:
reconnaissance aircraft
a reconnaissance mission
wartime roles such as observation and reconnaissance

Francesca said: "I think I was on my way to Russia, but got waylaid in Serbia."

waylay / weɪˈleɪ / verb [past tense and past participle **waylaid**]
 to stop someone who is going somewhere, especially to trouble them or harm them;
get/be waylaid – We got waylaid by a couple of the protesters.

B) The verb *SHOWER* can have different meanings. Match the examples to the meanings:

Mike shaved and showered. He always showers in the morning.	to give somebody a lot of presents
I was showered with gifts. Their aunt showered them with love.	scatter a lot of things onto a person or place, or to be scattered in this way
The top shelf broke and books showered down. The ship was showered with hot ash from the volcano.	to wash your whole body while standing under the shower

C) There are some collocations with the word 'impression'. Make sentences using one of the expressions in each of them.

- make an impression
- give an impression
- create an impression
- get an impression
- leave an impression on somebody (= make someone remember a person, place, or thing)

D) What is the difference in the use of *FEEL* in the following sentences?

It certainly felt like coming back to Europe.
 What does it feel like?
 How does it feel?

E) What else can we say instead of 'angry' in English?

Complete these sentences. Then check your answers in the Thesaurus box at the bottom of this worksheet.

- a) Mum was m__ at me for losing my mobile phone again.
- b) Our teacher was i_____ by the silly questions my friend asked.
- c) Ana has been in a bad m___ all day - I don't know why.
- d) Alex walked off in a h_____ because he couldn't go on the computer.
- e) The local people were o_____ by the Council's decision to close the children's park.

GRAMMAR

A) 'USED TO'

If you **used to** do something, you did it regularly or for a period of time in the past. Use the infinitive without 'to' after **used to**, not the past tense:
My dad used to grow vegetables (NOT: used to grew vegetables).

For talking about a present habit, use **usually**:
We usually eat (NOT: use to eat) around six.

▶ Do not confuse 'I used to do something' and 'I'm used to doing something' (meaning I have got accustomed to doing something).

Which of the two examples from the film matches the expression described above:

- We were used to socialism.
- They used to share it.

B) Francesca said: "I came back to Pancevo having met a girl from there in London."

The form 'having met' is used instead of 'after I had met'.

Watch the same part of the film again 🕒 (00:05:18 – 00:12:18) and pay attention to the details mentioned in the Cultural Note section below.

CULTURAL NOTE & DISCUSSION POINT

- In which context are these places mentioned in this part of the film: Kucevo, Pancevo, Bombay, India, Indjija?
- What was the mistake that the registrar had made? Where was Valerie's husband born?
- Why do you think Sheila S. said "This was like living in Utopia, I'm definitely going there!"?
- Where does Sheila K. come from?
- What connection did she make between her Celtic roots and Kalemegdan?
- What does the expression 'blending cultures' imply?
- Do you see any similarities between our two cultures?

TEACHER'S TIP

Visit the following website to learn more about blending cultures:
www.learnenglish.britishcouncil.org/en/word-street/multicultural-britain

Thesaurus box – 'ANGRY'

mad, irritated, in a bad mood, in a hurry, offended

LEAD-IN

*What was the last place that you went to for the first time in your life?
What were your impressions of the place?*

LISTENING

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

Focus on the first impressions of Serbia of all the ladies appearing in this extract.

As you listen, make short notes about the homes they moved into.

VOCABULARY

A) *Francesca said: "This is just a little local market and I love it."
There are a number of meanings of and expressions with the word MARKET. Some of them are in the box below.*

1. PLACE TO BUY THINGS

a time when people buy and sell goods, food etc. or the place, usually outside or in a large building, where this happens

(fish/fruit and vegetable/flower etc. market)

2. the STOCK MARKET

the kind of market where shares are issued and traded

3. the SYSTEM in which all prices and wages depend on what goods people want to buy, how many they buy, etc.**4. COUNTRY / AREA** a particular country or area where a company sells its goods or where a particular type of goods is sold**5. PEOPLE WHO BUY** [singular] the number of people who want to buy something, or the type of people who want to buy it**6. be in the market for something** to be interested in buying something**7. the job/labour market** the people looking for work, and the number of jobs that are available**8. a buyer's/seller's market** a time that is better for buyers because prices are low, or better for sellers because prices are high

Match the appropriate expression from the box above with each of these sentences:

- a) I usually buy all my vegetables at the market.
- b) Most analysts are forecasting a further downturn in the market.
- c) The president believes prices should be determined by the market, not the government.
- d) Our main overseas market is Japan.
- e) The market for specialist academic books is pretty small.
- f) This is a bad time to be in the market for a new car.
- g) The job market has been badly hit by the recession.
- h) I'll look for a house next year when it's more of a buyer's market.

B) Sheila says: "It's only in the last couple of decades that I've actually had access to something which is easier."

Here are some explanations and usages of the underlined word.

access / 'ækses / *noun* [uncountable]

1. the right to enter a place, use something, see someone etc.
access to
2. how easy or difficult it is for people to enter a public building, to reach a place, or talk to someone
access for
3. the way you use to enter a building or reach a place
access to
4. to have a car, a computer etc. that you can use
access to
5. *British English* the legal right to see and spend time with your children, a prisoner, an official, etc.
6. to succeed in entering a place or in seeing someone or something
gain/get access (to something)

Match the explanations to the sentences below:

- a) Access to the papers is restricted to senior management.
- b) The police managed to gain access through an upstairs window.
- c) My ex-husband has access to the children once a week.
- d) We're trying to improve access for disabled visitors.
- e) Access to the restrooms is through the foyer.
- f) I have access to his computer.

GRAMMAR POINT

These are the most common forms of the above mentioned word.

ACCESS – verb, noun
ACCESSIBILITY - noun
ACCESSIBLE - adjective
ACCESSIBLY - adverb

Following this example, provide the rest of the forms for the following words:

WONDERFUL
HATE
HAPPY
WORRY
IMPRESSION

NOUN	VERB	ADJECTIVE	ADVERB

LISTENING COMPREHENSION

Watch the same part of the film again ⌚ (00:12:26- 00:20:08)
and mark these statements as T (true) or F (false):

Valerie arrived in a very overloaded “Mini” full of wedding presents. _____
Sheila S. has not always had an easy access to good working equipment. _____
Valerie and her husband lived alone from the beginning of their marriage. _____
Francesca’s first impressions of Serbia were not very positive. _____
Francesca is impressed by the solidarity among the people around her. _____

DISCUSSION POINT

What new facts have you learnt about the life in Yugoslavia in the past based on this film?

LANGUAGE FOCUS:

Vocabulary
Grammar

INTEGRATED SKILLS:

Speaking
Listening
Writing

LEAD-IN

What may be some of the obstacles for getting an employment abroad?

What do you think makes a person happy at work?

Do you find school a happy place to work? Why / why not?

VOCABULARY

A) A collocation is a combination of two or more words which frequently occur together (e.g. 'an engagement ring' or 'a wedding ceremony'). Match the beginning of each sentence below with its ending based on the collocations.

- | | |
|---|--|
| 1. There are at least a hundred highly | energy in forestry and other areas. |
| 2. My husband thought I ought to get | laboratory I had used before was not that good. |
| 3. We worked on the application of nuclear | employed easily because of my doctorate. |
| 4. In our Institute we had got up-to-date | educated Yugoslavs who are coming to Britain. |
| 5. The equipment in the small research | equipment , marvellous equipment. |

B) Match the words in column A to their opposites in column B:

A	B
attached	exit
smart	private
entrance	insufficient
public	detached
lovely	stupid
up-to-date	illiterate
enough	solemnly
marvellous	obsolete
jokingly	ugly
educated	ordinary

GRAMMAR

A) What is the difference between these two sentences?

I used to go around the villages in my van, and go and get some of the designs made up.

I used to go around the villages in my van, and go and make up some of the designs.

B) Complete the sentences with *-ing* or *infinitive* forms of the verbs in brackets:

Being English born, your prospects of _____ (offer) English teaching are greater here than in England.

It was all your efforts that I managed _____ (get) a job.

My professor was rather against my _____ (come) over.

I used _____ (work) for 'Moda', a wonderful fashion company.

C) These are some of the sentences from the film. Do you know what the underlined verbs are called in English? Use them in your own examples.

There were arguments occasionally, but they were made up quickly.

My professor was rather against my coming over, who'd looked after my thesis.

And the Institute, which had been set up in 1959, had got marvellous equipment.

Don't call out, sweetheart.

LISTENING

Watch the next part of the film 🕒 (00:20:15 – 00:25:40), listen carefully and circle the right answer to each question. If necessary, watch this part twice.

1. Anna found the new country
 - a) discouraging as she didn't feel welcome at all.
 - b) disappointing because of the obsolete equipment in the Institute.
 - c) attractive enough thanks to the support of her husband.
2. Valerie used to work for
 - a) a big company located in Kucevo.
 - b) a fashion company.
 - c) for some designers in neighbouring villages.
3. Sheila K.
 - a) used to work in a school for thirty years.
 - b) has enjoyed doing her job ever since she came to Yugoslavia.
 - c) prompts children to practise writing.
4. Sheila S. used to work
 - a) on British library premises.
 - b) in a busy book store.
 - c) in a street adjacent to Knez Mihailova.

WRITING

Imagine you have just got the job you recently applied for. Write an essay of 300 words. Your first or last sentence must be: *What a happy place to work!*

LEAD-IN

How many letters are there in the English and Serbian alphabets?

How many sounds are there in both alphabets?

Complete the following table following the examples:

Letters characteristic of the English alphabet	Letters common to both alphabets	Letters characteristic of the Serbian alphabet
W	M	Š

Nationalities

What do you call a person coming from these continents / countries? Put a / an before these nouns.

- Africa:
- India:
- Turkey:
- Germany:
- Mexico:
- Japan:
- America:
- Great Britain:
- Serbia:

LISTENING COMPREHENSION

Watch the following part of the film 🕒 (00:25:41-00:28:31) *and answer the questions:*

- Why was communication so frustrating in the beginning?
- How did the ladies find Serbian jokes?
- What did the women ask other people to do to help them understand the conversation?
- What problems did they encounter when they went shopping?
- What was the problem about “aleva paprika”?

VOCABULARY

Francesca made a mistake in communication by literally translating 'hot pepper' into 'vruca paprika' because in English 'hot' has both meanings (vruca; ljuta). What she was looking for was 'ljuta (aleva) paprika'.

Such words are called 'false friends' (words in a foreign language that are similar to those in your own, so that you wrongly think they both mean the same thing). They are often mistaken for those similar words. Here are some examples in both languages. Circle the correct translations / meanings.

English to Serbian		
HOT PEPPER	vruća paprika	ljuta paprika
FALSE FRIENDS	lažni parovi	lažni prijatelji
AMBULANCE	ambulanta	kola hitne pomoći
Serbian to English		
1. EVENTUALNO	eventually	possibly
2. VAGON RESTORAN	restaurant car	wagon restaurant
3. PASTI ISPIT	fall an exam	fail an exam
English to English		
4. HARD SHOULDER	part of the body	yellow lane on the road
5. SUNNY SIDE UP	way of preparing eggs	the sun in the sky
6. FIGHTING CHANCE	struggling chance	good chance
7. IN RUDE HEALTH	very good health	bad health
8. INDIAN SUMMER	summer that lasts long	summer that is very rainy
9. MIXED BAG	different people gathered together	a bag full of different things
10. ROMAN HOLIDAY	nice holiday	enjoying somebody else's suffering

Can you think of some more examples which usually cause problems of this kind?
Do you know why the word AMBULANCE is usually written backwards on these cars?

GRAMMAR

There are underlined indirect questions in the sentences below. What would be the direct questions?

Sheila K. said: "My husband didn't know what 'prasak za pecivo' was and things like that. I had to buy all the little packets and then come home and write what each thing was."

DISCUSSION POINT

In Serbia, people read and write in Cyrillic as an official script, but they also use Latin script. What other fonts/scripts in your computer are you familiar with?

Which one do you use most often?

What other countries do you know where more than one script is used?

Can you spell your name and surname in English?

Would it make you angry if you heard your name mispronounced at a foreign airport?

How about someone whose name is Julija being called /dzu'lidza/ at an airport?

Do you know some examples with foreign names being mispronounced?

What do we do with typical Serbian letters when spelling our names to a foreigner on the phone?

What happens in your computer if you want to type in a web address and your keyboard is set to cyrillic? What do you get instead of www? Does this make you laugh?

WRITING

*Write an essay of 300 words on the following topic: **It Was All in Cyrillic.***

LEAD-IN

Each language contains words borrowed from other languages. They are called loanwords.

Which words for Serbian kinds of food do you know are accepted in English?

Which English words for food do we have in Serbian?

What do you say for these in English: sarma, pljeskavica, pereca, krofna, kifla, pomfrit?

LISTENING

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

Can you recognize some loanwords in it?

VOCABULARY

- A) Place these kinds of food under the names of the places where they typically belong. Some are marked with an asterisk. At what kind of store can you buy such products only?

muesli	doughnuts	lettuce	chicken livers*	handkerchiefs
shampoo	chewing gums	porridge oats	strawberries	beef kidneys*
pretzels	salmon	baking powder	tablecloth	raisins
trout	lamb*	semolina	wine	'vruca paprika'

BAKERY**MARKET****KIOSK****FISHMONGER****SUPERMARKET****HEALTH SHOP**

B) *What do you call someone ...*

- who gives lectures?
- who sells fish?
- whose trade is cutting up and selling meat in a shop?
- who serves customers in a corner shop or a supermarket?
- whose trade is making and selling bread and cakes?
- who does scientific research?
- who supervises candidates during an examination?

What is the collective name of milk and milk products? (You can see it in supermarkets.)

C) *Do you remember how Sheila addressed the shop assistant when she was buying meat?*

„Dobar dan, _____ .“

How do people usually address each other in the UK and Serbia in formal / informal contexts?

LANGUAGE IN USE

Provide the missing words based on the extract that you saw.

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

SPEAKING & WRITING

Look back at the Vocabulary section above and make a list of ten items that you need to buy for your home. The whole class should have the same list of ten items.

Working in several smaller groups make up different dialogues using these words. You are a foreigner in England and you have a problem situation. Include an element of cultural difference which causes a misunderstanding between you and the shop assistant (e.g. a wrong place to buy something, wrong kind of food, 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:
Language in Use
Vocabulary
Grammar

INTEGRATED SKILLS:
Listening
Speaking
Writing

Dictionary reference

tumultuous / tju: 'mʌltʃuəs \$ tu:- / *adjective*

1. full of activity, confusion, or violence:

The tumultuous years of the Civil War

2. very loud because people are happy and excited:

He received a tumultuous welcome.

The silence broke into tumultuous applause.

LEAD-IN

One of the ladies in the next part of the film says: 'The tumultuous nineties'. Why is this expression used for the last decade of the 20th century? What was going on in these territories at that time?

VOCABULARY

Do you remember what collocations are? 'The tumultuous nineties' could be considered a collocation too. Following the example given in Worksheet 4, match these beginnings and ends to get logical collocations and sentences.

We were watching the news and in utter	into tears and this man says: "Madam, are you ok?"
We knew we were really under	were imposed in 1992, nothing else was coming in.
I once burst	disbelief we saw the first shells fall on Sarajevo.
Our supplies of books and periodicals and access	station , which eventually got its bomb.
Even though sanctions	sanctions when, after a long day at school we'd all get together in the parking lot.
At the corner there was a radar	airport which, like you in Pancevo, had its bombs every night.
And that shattered	to the Internet never stopped.
She lived right by the military	all our windows .
I was told: "We're having a ladies'	drive sometimes in the winter. And I was so at home all at once.
And I drove all this way. It was a two-hour	night . Why don't you come along to that and meet some of the people?"

LISTENING & SPEAKING

- A) **Watch the next part of the film.** ⌚ (00:30:45 – 00:36:13) *The collocations from the vocabulary exercise above are all used in it.*
- B) *Use these collocations to retell this part of the film.*
- C) *What caused the funny misunderstanding regarding the Russians in Francesca's case?*

LANGUAGE IN USE

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

At the corner there was a radar station, which eventually got its bomb and that (1) _____ all our windows. And that was the only time, that morning when I went in, that I had any (2) _____ that I was anything to do with the bombing. And one of the (3) _____, Mira, came into my (4) _____. She lived right by the military (5) _____ which, like you in Pancevo had its bombs every night. They put a lot of (6) _____ out so that they didn't (7) _____ all the planes that went deep into the (8) _____. But anyway, the people who lived around had no sleep. She was one of them. And she came in and said sort of: "Doctor Anna, what are you doing?", because she'd been cleaning all the glass that was all over that big (9) _____. And I said: "Well, Mira, I'm here just the same as you", and that was the only time anybody, (10) _____ the whole bombing, said anything to me.

- | | | | | |
|-----|---------------|----------------|-------------|--------------|
| 1. | a) shattered | b) tackled | c) ruined | d) crossed |
| 2. | a) symbol | b) inclination | c) sort | d) mind |
| 3. | a) officers | b) clerks | c) cleaners | d) charwomen |
| 4. | a) office | b) shop | c) building | d) block |
| 5. | a) base | b) canteen | c) building | d) airport |
| 6. | a) rubbers | b) blocks | c) wheels | d) tyres |
| 7. | a) mention | b) disturb | c) make | d) mean |
| 8. | a) soil | b) ground | c) concrete | d) terrain |
| 9. | a) lab | b) office | c) building | d) area |
| 10. | a) throughout | b) in | c) out | d) on |

GRAMMAR

A) Sheila S. said: "Why **wouldn't** I be here?"

The verb **WOULD** is a modal verb. Look at the explanations in the box:

would / wʊd / modal verb (negative short form **wouldn't**)

1. PAST INTENTIONS/EXPECTATIONS

used to say what someone intended to do or expected to happen;

2. IMAGINED SITUATIONS

a) used when talking about the result of a possible or imagined situation or event, or describing one

b) used when talking about something that did not happen, or a situation that cannot exist

c) used to mention an unlikely situation or event that you want to happen

Which sentences (a-m) below match each of the cases given in the box?

Case 1 (past intentions/expectations) _____

Case 2a) (result of an imagined event) _____

Case 2b) (did not happen/can't exist) _____

Case 2c) (unlikely situation/sth. we want) _____

- a) They said they would meet us at 10.30 at the station.
- b) She said she wouldn't be coming to the library any more.
- c) Arnold knew he would be tired the next day.
- d) It would soon be dark.
- e) What would you do if you won a million pounds?
- f) I would be amazed if I got the job.
- g) It would be lovely to see you.
- h) I would have phoned you, but there wasn't time.
- i) Alex would never have found out if you hadn't told him.
- j) What would have happened if I hadn't been here?
- k) Everything would be very different if your father were still alive.
- l) I wish they would come and visit us.
- m) If only he would listen to me.

B)

so /səʊ/ function word, adverb, conjunction

used for emphasizing a quality, feeling, or amount

used as an **adverb** – followed by an adjective or another adverb:

Why are you so angry this morning? It all happened so quickly.

NOTE: If there is a noun in the same phrase, use **such (a)**, not **so**.

And imagine, you're **such a** nice lady! (But: You are **so** nice.) Not: You are *sə* nice lady.

They are **such** good friends. (But: They are **so** good.) Not: They are *sə* good friends.

- Valerie said in the film:
- I was so at home all at once.
 - I just was so happy that I had come.

- Sheila S. said:
- This was so appreciated by the people here.

Here are some more examples of the common use of 'so' in everyday English:

- It's so very good.
- It's so not like her.
- I stopped reading after 30 or so pages.
- He left without so much as a goodbye.
- He's late again. So much for good intentions.
- Then turn the paper over and fold it, like so.
- If that means delaying the trip, so be it.
- You must buy that jacket. It's so you.
- Visit the www.learnenglish.britishcouncil.org/en/word-street website or so to learn much more about such grammar issues.

LISTENING AND WRITING

Watch the same part of the film again 🕒 (00:30:45 – 00:36:13) and write down all the words / phrases expressing dissatisfaction or negative impressions. Then use them to write a summary of this part of the film in 200 words or so. Do it as one big team. Suggest sentences to include in your common summary. Your teacher and other students may help you express yourself in the best possible way. Use the collocations from the exercise above.

LANGUAGE FOCUS:
Vocabulary
Grammar

INTEGRATED SKILLS:
Listening Writing
Speaking Reading
 CLIL

LEAD-IN

Why do people sometimes say: 'Life is full of ups and downs'?
Have the 'fabulous five' experienced hardships or joy living in the new country?

VOCABULARY

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

A) Use a hard-copy or online dictionary to check the meaning of the highlighted words/phrases:

- the **interim** head said
- part of the **curriculum**
- **PYP** and **MYP** programmes
- **IBO school**
- everything else is **superfluous**
- we have more **open-mindedness**
- **Palm Sunday**

B) Write your own examples using the same words or phrases.

LISTENING – Gap filling

Watch the same part of the film again. Listen carefully and fill in the blanks:

Francesca: I felt it was best that I stayed here. [...] I set out a plan. I had to find a job, a job. I'd been giving private lessons, which is very unsure, sometimes you have lots of students, sometimes you don't, you need money. And I realized that I had to buy a flat.

Sheila S.: The fifteen years I spent teaching at this University were the happiest in my life. There were other happy years, but they were happy, and one thing that stood out was the formation of the drama....., because, apart from lectures and lessons, there was nothing else for students at the University.

Sheila K.: Life at times has been a here, but I think it's made all of us stronger and richer for that. We have more 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, we're still very British. Life has never been boring here.

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

GRAMMAR

A) *Underline the examples of the sequence of tenses in these sentences:*

- I felt it was best that I stayed here.
- And I realized that I had to buy a flat.
- When I met Smiljka a few months ago in the middle of Belgrade, and she said that it was now part of the curriculum, and that it was very popular, and that you were all marvellous, [...] then my heart was really full.

When should one apply the sequence of tenses in English?

B) *What time of her life does Sheila refer to when she says:*
"But I personally wouldn't have changed anything."

C) *Complete the phrasal verbs below by adding one of the offered particles in the box:*

after	out	with	down	back	into	on	ahead	out
-------	-----	------	------	------	------	----	-------	-----

When my marriage broke I made a decision.
I set a plan.
I moved this flat.
One thing that stood was the formation of the drama workshop.
For some time, Anna was too busy looking the children.
You can go now.
They just ran it.
We've never looked
Because they can all carry

D) *In this extract Francesca says:*

- a) He's a lovely father, a very sweet, gentle, loving father.
- b) I think I've led, till now, a very simple, little, comfortable life.

Notice the specific order of adjectives in English when more than one of them is used before the same noun: opinion, size, quality, age, shape, colour, origin, material, purpose. What do the adjectives used in the two sentences express?

CULTURE CORNER – Discussion Point

How do you understand the following words told by 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."

- How do you understand the word 'challenge'?
- What do they have more open-mindedness to?
- What does the word 'mix' imply here?

What is the corresponding religious holiday to **Palm Sunday** in Serbia?

For your homework write an essay of 350 words entitled: **Two Cultures, One Easter.**

READING

You are going to read excerpts from the story told by the 'fabulous five'. Next to the questions (1-5), write one of the names from the list offered using the initials: (**Anna / Valerie / Sheila K. / Francesca / Sheila S.**). One statement may refer to more than one speaker. The same name may appear more than once. Base your answers only on what you read.

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.

Which of the ladies talk about the following?

1. She is fully aware of the importance of her background. _____
2. They have been through some hard times living in the new country. _____
3. This activity has become an important part of her life recently. _____
4. She places more emphasis on significant than on trivial things in life. _____
5. Despite everything, Serbia makes them feel at home. _____

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.

Laugh like a drain - idiomatic expression

Meaning: To laugh coarsely or loudly, especially at the discomfort of others.

Here are a few more sayings with the word LAUGH:

- *Laugh and the world laughs with you; weep and you weep alone.*
- *He who laughs last, laughs longest.*

What is the meaning of 'being a laughing stock'?

1. *Work in five separate teams. In this exercise, you are all going to read the same extract from the film. However, four sentences are left incomplete. Your task is to finish them. Agree with your teammates how to do it in order to make them as funny as possible. Then read your stories to the others. The funniest story wins.*

Communication was actually the biggest problem. I found it so frustrating in the beginning, especially when people told jokes. Serbs love telling jokes! Everybody's laughing like drains and you haven't understood a word.

It was so frustrating. Then, as you slowly started to understand jokes, you realized

Jokes are universal!

I would agree, it was frustrating not to be able to understand. People were chatting and talking and I would say, 'what are they saying all the time', and I found that a little bit frustrating. You could feel that

....., And one of the things was that, when they couldn't make you understand, they would I would say - slowly, and they would go louder!

2. *What did you find the funniest situation in the film? What would you have done if you had been in her/their shoes?*

3. *Since jokes are universal, here is a joke related to marriage:*

A young man aged 34 is still single.

A friend of his asks him one day: "How come you are still single? Can't you find yourself a good wife?"

"Well, you see...", the young man replies, "There have been many of them who I wanted to marry, but whenever I bring one of them home, my mother doesn't like her!"

"Well then, why don't you find a girl who is just like your mom? She's bound to like her then", his friend suggests.

Some time later they meet again and the friend asks the young man – "So, have you found a perfect girl to be your wife?"

"Hm, yes, I did find one. And you were right. She was just like my mom and she liked her very much."

"So? What's the problem now?"

The young man frowned and replied "Now my father doesn't like her!"

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

4. A) *Do you know what a syllable is? Guess:*

- a) a written symbol or character representing a speech sound and being a component of an alphabet
- b) a word or part of a word that has only one vowel sound. For example, 'son' has one syllable and 'father' has two syllables
- c) a set of letters or other characters with which one or more languages are written especially if arranged in a customary order

B) *Now try to solve this riddle:*

What word of only three syllables contains 26 letters?

(Does this number ring a bell?)

5. **Love is blind**

This phrase was first coined by William Shakespeare. One more phrase below also belongs to him. Can you recognize it? The rest are love songs. Connect the titles with the names of those who sang them:

Love hurts	Elvis Presley
I will always love you	The Beatles
Love me tender	Deep Purple
My heart will go on	Whitney Houston
Can't buy me love	John Paul Young
Love is in the air	William Shakespeare
Nothing's gonna change my love for you	Roy Orbison
Love conquers all	Celine Dion
If music be the food of love, play on	Gerry Goffin

6. There is a proverb about love:

We come to love not by finding a perfect person,
but by learning to see an imperfect person perfectly.

Do you know any proverbs about (being in) love? Can you tell them in English?

7. There are also numerous films on the topic of love. Use the words from the box to complete the film titles.

Unmarried	Wedding	Mia	Greek	Funeral	Witch
-----------	---------	-----	-------	---------	-------

My Big Fat Wedding
Four Weddings and a
I Married a
Silent
Mamma!
Gary

What other film titles do you know related to marriage?

8. Split into two groups. Try to write as many words as possible using only the letters common to both languages. Team A writes only words in Serbian and team B only words in English. You have five minutes for this. Which group has more words?

Serbian and English Alphabets

How many words can you make from the common letters in both languages?

Taken over from: Jankovic N. and M. Cvetkovic, "Curiosity and Creativity – a Perfect Foundation for CLIL" in *Content and Language Integrated Learning in Teaching Young Learners*, University of Kragujevac, Jagodina, 2012

9. Complete the crossword puzzle by writing the words related to the context of the film 'I Married a Serb', 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. A man just married or about to be married.
2. A woman engaged to be married.
3. The feeling that all people experience at a wedding ceremony.
4. A woman just married or about to be married.
5. A man who serves as sponsor for a child at baptism.
6. The male attendant of the bridegroom at a wedding.
7. What the bride and groom put on their fingers at the wedding
8. Bride and groom get joined in holy _____.
9. Commitment to the future spouse usually shown by wearing a ring.

1.						2.
3.						
			4.			
			5.			
						6.
7.						8.
		9.				

10. **Great expectations**

Sheila K. couldn't find something she needed for cooking in Serbia. She said: "They didn't have 'Oxo' cubes, and all these things we had in Britain for cooking."

'OXO cubes' is a collocation as these two words are commonly used together. Which of these adjectives can collocate with the word FOOD?

magical / wonderful / marvellous / heavenly / beautiful / glorious

To check, use your Youtube browser and type 'Food glorious food' or copy the following link www.youtube.com/watch?v=hEQDIlvuy1I. You will see a scene from the film about Oliver Twist. Who was this novel written by? This English writer is also famous for Great Expectations, A Christmas Carol, David Copperfield and other novels.

11. *Answer the following questions:*

1. What is the full name of UK?
2. What are the names of the main parts of the country?
3. Do you know their capital cities?
4. What other cities in UK do you know? Do you know where they are in the map?
5. Look at a geographical map of Serbia and try to find the positions of the places mentioned in the film (Pancevo, Kucevo and Veliko Gradiste).
6. Which part of Great Britain do people with Mac in their surnames mainly come from?
7. Do some research on the Internet to discover the meaning hidden in such surnames.
8. One of the 'fabulous five' comes from this part of the country and her surname contains it? Who is that?
9. What is the official title of the heir to the British throne? What is the origin of this title?

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

If that sentence which had had had had had, it would have been correct.

13. *Here is a tongue twister for you. Try to read it as quickly as possible. Can anyone in your class do it flawlessly?*

**How much wood would a woodchuck chuck
if a woodchuck could chuck wood?
He would chuck, he would, as much as he could,
and chuck as much wood as a wood chuck would
if a woodchuck could chuck wood.**

14. *Write a complex sentence for each of the main characters in the film. Compare your sentences with the other students' solutions. Walking around the classroom combine your sentences with the others so as to get a high quality summary of this film story. Read your summaries and compare them to find the best one.*

1. *Whose are these words in the film:* (5 pts.)

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 wedding. _____

That's why I like it here. It is a community, everybody knows everybody. I like the fact that it is a community here, that people care about each other. _____

It was furniture from his room next door which he brought over. A small table, two chairs and a little cabinet for pots and pans. But here, there was almost nothing.

We were used to socialism, so it was ok. I don't know whether my Celtic roots... I just felt, going to Kalemegdan, I belonged here somehow. _____

Also, we lived in a very small flat, my husband and I and our two children of different sexes, over the river in New Belgrade. _____

2. *Use the word given in brackets at the end of each line to form a word that fits in the space in the same line.* (20 pts.)

- For most of us (1) in Western Europe, Europe ends at Vienna. (bear)
- Anything after that is (2) forgotten. (total)
- But I always found it so (3), I loved stories from Russia. (romance)
- I was on my way to Russia, but got (4) in Serbia. (waylay)
- I always found it (5) (fascinate)
- But those were moments when I was (6) unhappy. (deep)
- But (7) gone home for Christmas, (have)
- I realized that it wasn't home (8), and I came back. (any)
- I just called the (9) embassy one day. (Britain)
- I called and I was told – we're having a (9) night. (lady)

3. *Read the text below and decide which answer (A, B, C or D) best fits each space.* (20 pts.)

When you ask about (1) we feel English or what we feel now, well, to be quite (2) , I will always be English because I am English, but I (3) it very difficult to go back and live in England now. I think I've got so used (4) in Serbia now. I don't know, I'm happy. It's a good place to live.

Life at times has been a (5) here, but I think it's made all of us stronger and richer for that. We have more (6) 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, (7) we're still very British. Life has never been boring here. One of the things that first attracted me here was - life was simpler. The important aspects of life are highlighted, and everything else is (8) I think I've led, till now, a very simple, little, comfortable life.

People often ask us all if (9) 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 (10) in what I still regard as a beautiful country with beautiful people.

- | | | | |
|---------------------|----------------|------------------|--------------------|
| 1. A) how | B) whether | C) where | D) why |
| 2. A) honourable | B) honoured | C) honesty | D) honest |
| 3. A) will find | B) am finding | C) would find | D) found |
| 4. A) to living | B) living | C) at living | D) to live |
| 5. A) chance | B) opportunity | C) risky | D) challenge |
| 6. A) conscience | B) mind | C) attitude | D) open-mindedness |
| 7. A) although | B) even | C) as long as | D) why |
| 8. A) superficially | B) supremely | C) superfluous | D) supremacy |
| 9. A) we're changed | B) changed | C) we'd changed | D) we'd change |
| 10. A) am received | B) received | C) have received | D) receiving |

4. *Answer the following questions:* (10 pts.)

- Whose wedding ceremony included walking down the streets and waiting for a train to pass?
- Whose wedding ceremony was almost interrupted due to missing documents?
- Whose wedding ended in tears because of the disappointment with the living conditions?
- Whose wedding took place ten years after the first encounter?
- Whose relationship included wonderful discussions even with limited language?

5. *Circle the right option in each sentence:* (10 pts.)

- I like the fact that it is a community here, I love the fact that we each other.
A) look after B) take after C) run after
- I wouldn't there was no water today if they hadn't told me here, in the market.
A) had known B) knew C) have known
- I thought, marrying somebody from a communist country would mean a room divided by curtains or something.
A) splitting B) cutting C) sharing
- It's only in the last couple of decades that I access to something which is easier.
A) 've had B) 'm having C) 'd had
- He was asking all around who somebody with my qualifications.
A) needs B) needed C) has needed

6. Mark these statements as true (T) or false (F).

(5 pts.)

- a) London is closer to Wales than to Scotland. _____
- b) Oliver Twist was written by William Shakespeare. _____
- c) Carols are songs sung around Christmas time. _____
- d) OXO cubes are used in Britain to start fire. _____
- e) English alphabet has the same number of letters and sounds. _____

7. Choose two episodes from the film which left the best impression on you.

Write an essay about these moments comparing and contrasting them. Use linkers like: on the one hand / on the other hand, whereas, although, both, neither, etc. Your essay should be up to 350 words long. Give it an eye-catching title.

(30 pts.)

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