

NATAŠA JANKOVIĆ AND MARINA CVETKOVIĆ

# I MARRIED A SERB!

## RESOURCE PACK



**B2**

**TEACHER'S GUIDE**

# TEACHER'S GUIDE CEF LEVEL B2

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**

Answers:

*At wedding ceremonies.*

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

**LISTENING AND SPEAKING**

- 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.

**VOCABULARY**

A)

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

Odd one out: **MP** (*this is not a scientific degree*).

**B) Word forks:** a) literature b) proposal c) pronounce d) join

**LISTENING COMPREHENSION**

1. was doing 2. eventually 3. once 4. supervisors 5. were thinking 6. actually  
7. each other 8. meeting up 9. if 10. magical 11. a few 12. called

**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.*

## GRAMMAR

- A)    **adverb**  
      **adverb**  
      **verb**  
      **noun**  
      **adjective**  
      **adjective**

B)

1. Remind students of the proper spelling on adjective and adverb forms concerning the -ly ending. You can try with plain maths:  $1 + 1 = 2$  (eventual + ly = eventually).
2. The last sentence. Direct question: Can I bring along a couple of guys I know?
3. kept on, bring along
4. I said to myself ...
5. In capital letters at the beginning.
6. When we already have a plan or an intention to do something.  
For a prediction based on present evidence.
7. I said to myself, having seen you once in my life, ...

**B2 / WS 1 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*

## LEAD-IN

get hitched / wedded bliss / make a toast

## VOCABULARY

D) *impression*  
*asking for objective opinion*  
*asking for subjective opinion*

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

## GRAMMAR

**They used to share it.**

## CULTURAL NOTE

*If necessary, play this part of the film several times to help students understand all details.*

**B2 / WS 2 / FEEDBACK BOX:** (add your own notes related to this material or your class work)

**LEAD-IN:**

Prompt students to use some of the newly learnt vocabulary.

**VOCABULARY**

A) 1a 2b 3c 4d 5e 6f 7g 8h

B) 1a 2d 3e 4f 5c 6b

NOUN	VERB	ADJECTIVE	ADVERB
wonder	wonder	wonderful	wonderfully
hate	hate	hateful	hatefully
happiness	///	happy	happily
worry	worry	worried	worriedly
impression	impress	impressive, impressionable	impressively

**LISTENING COMPREHENSION**

**F / T / F / F / T**

**B2 / WS 3 / FEEDBACK BOX:** (add your own notes related to this material or your class work)

## VOCABULARY

## A) Collocations

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

## B) Opposites

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

## GRAMMAR

A) Causative 'get' - *get something done by someone else / do something yourself*

Ask students to suggest more examples with causative 'get' or 'have'. In films they often hear things like: 'I'll get you done for this' (not a very happy example, though, but...).

## B) - ing or infinitive

- prospects of **offering** - *-ing after prepositions*
- managed **to get** - *infinitive with 'to' after certain verbs like 'manage'*
- against my **coming** over - *-ing after prepositions (with a personal pronoun inserted)*
- I used **to work** - *infinitive with the phrase used to*

Ask students to give a few examples for each of the cases above.

## C) Phrasal verbs (multi-word verbs)

made up  
coming over, looked after  
set up  
call out



## LISTENING

1c / 2b / 3b / 4a

## 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. Following exact instructions is a part of the preparation. Therefore, the first or last sentence in their essay really must be exactly the one offered. The number of words should also be as close to the required number as possible, not more, and preferably, not much less than required. Of course, the quality of the language is the most important thing. Instruct your students to use the newly acquired lexis and correct grammar structures. The more sophisticated language they use, the better for them. This task is also a good opportunity to work on developing a fine style of writing.*

**B2 / WS 4 / FEEDBACK BOX:** (add your own notes related to this material or your class work)

## LEAD-IN

26 / 30

45 / 30

Letters characteristic of the English alphabet	Letters common to both alphabets	Letters characteristic of the Serbian alphabet
Q W X Y	A B C D E F G H I J K L M N O P R S T U V Z	Č Ć ĐŽ Đ LJ NJ Š Ž

## VOCABULARY

*This is a good opportunity to revise with your students the adjectives and nouns for nationalities that you have taught them so far and probably add some new.*

## Nationalities:

Africa – an African; India – an Indian; Turkey – a Turk; Germany – a German; Mexico – a Mexican; Japan – a Japanese; America – an American; Great Britain – a Briton\*; Serbia – a Serb (a Serbian).

\* The usual way of saying for someone that she/he is from UK is that she/he is British (adjective).

*It could be wise to mention to your students at this point that for the reasons of political correctness, people nowadays avoid using any words that could sound insulting and rather opt for words like, e.g.: an African American (old fashioned: Afro-American), a disabled person (rather than 'invalid'), etc.*

## False friends

Serbian to English		
1. EVENTUALNO	eventually	<b>possibly</b>
2. VAGON RESTORAN	<b>restaurant car</b>	wagon restaurant
3. PASTI ISPIT	fall an exam	<b>fail an exam</b>

<b>English to English</b>		
4. HARD SHOULDER	part of the body	<b>yellow lane on the road</b>
5. SUNNY SIDE UP	<b>way of preparing eggs</b>	the sun in the sky
6. FIGHTING CHANCE	struggling chance	<b>good chance</b>
7. IN RUDE HEALTH	<b>very good health</b>	bad health
8. INDIAN SUMMER	<b>summer that lasts long</b>	summer that is very rainy
9. MIXED BAG	<b>different people gathered together</b>	a bag full of different things
10. ROMAN HOLIDAY	nice holiday	<b>enjoying somebody else's suffering</b>

*AMBULANCE is written backwards so that the driver in front of the ambulance could read it properly in the rear mirror and make way to the ambulance as fast as possible.*

## GRAMMAR

*What is 'prasaak za pecivo'?*  
*What is each thing?*

## DISCUSSION POINT

*It could be useful to discuss with your students various situations when they hear foreign or their own names mispronounced. There are numerous examples in everyday life or TV reports from sports events.*

*Instruct them how to properly spell their own name in a foreign country or on the phone. Serbian letters like š, č, ć are simply pronounced as S or C. If necessary, they can explain to the people abroad that it should sound like English –sh- /ʃ/, or –ch- /tʃ/, but we do not actually change our names into such spelling. As for sending texts in Serbian Latin or Cyrillic script abroad, warn them that people in other countries most probably do not have such fonts set for use, and that is why our letters (or the whole text) could turn into silly symbols.*

**B2 / WS 5 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*

## LEAD-IN

You may hear people in some countries familiar with Serbian cuisine speaking English and using words like 'ćevapi, ražnjići, pljeskavica' (though they often have to 'break their tongue' to pronounce them). In this film we could hear Anna say 'gibanica' (not 'a pie'). Words like 'kajmak, aspik' may also be heard or seen in some restaurant menus. It is disputable which of all the listed words are originally Serbian, but they are part of Serbian cuisine and thus sometimes used in other countries and their restaurants.

You could mention now that the one Serbian word which has definitely entered the vocabulary worldwide (although not related to food (hm?) is VAMPIRE).

English words that we use in Serbia: muffins, pudding, cheesecake, brownies...  
sarma - (stuffed) cabbage rolls / pljeskavica – burger / pereca - pretzel (from German) / krofna – doughnut / kifla – bread roll / pomfri(t) - chips

Warn students that words for food, like other words too, may differ in British and American English.

<b>British English</b>	<b>American English</b>
<b>chips</b>	<b>French fries</b>
<b>crisps</b>	<b>chips</b>

## VOCABULARY

## A)

Bakery - doughnuts pretzels

Fishmonger - salmon trout

Market - lettuce strawberries

Supermarket - shampoo baking powder tablecloth wine 'vruca paprika'

Kiosk - handkerchiefs chewing gums

Health shop - muesli porridge oats raisins semolina (grits)

\*At the butcher's - chicken livers beef kidneys lamb

These are the most typical places for buying the listed products. As students will recognize, some of them can be bought in some other types of stores as well. Most of them can be bought in large supermarkets.

B) lecturer / fishmonger / butcher / shop assistant /  
baker / researcher (scientist) / invigilator

DAIRY (products)

C) "Dobar dan, **majstore**."

Formal ways of addressing people: Sir / Madam / Mr / Ms / Mrs / Miss (Smith) /  
Gospodine / Gospođo / Gospođice

Warn your students that the titles Mr and Mrs require the use of a surname (not first name). The same refers to Serbian titles Gospodin / Gospođa / Gospođica.

Teach them that the most polite and practical way to avoid offense with ladies' age and marital status in English is to use the title Ms /miz / before their surname.

*Informal / slang:*

**English:** mate, love, babe, lad, kid, pal, brother, bro, sister...

**Serbian:** draga, dušo, mico, slatka, brate, burazeru, družē, ortak, bajo, stari, dečko, mali, mala ...

## LANGUAGE IN USE

differences   chicken   livers   animals   pound   husband

## SPEAKING AND WRITING

Follow the instructions given to students in this exercise. To make it more interesting and competitive, you should tell all groups to use the same word lists for making dialogues. For the rest of the exercise, feel free to arrange the activity your own way. 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.

**B2 / WS 6 / FEEDBACK BOX:** (add your own notes related to this material or your class work)

## VOCABULARY

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

## LISTENING AND SPEAKING

*Prompt students to use these and other useful collocations (you may write additional ones on the board before the speaking part of the activity).*

*At this level of their learning, you should insist on their proper use of the sequence of tenses when retelling the situations from the film.*

## LANGUAGE IN USE

1. a) shattered    2. b) inclination    3. c) cleaners    4. a) office    5. d) airport  
6. d) tyres    7. b) disturb    8. b) ground    9. a) lab    10. a) throughout

## GRAMMAR

**A) WOULD** - 1 - a, b, c, d    **2a** - e, f, g    **2b** - h, i, j, k    **2c** - l, m

**B)** Provide more examples for your students to practise the use of: so / such / such a.

Ask them to work in pairs and create a set of three questions with these words/ phrases. (Sentences with blank spaces for others to supply the missing word/ phrase).

Then each pair exchanges their papers with another pair in the classroom and they all try to answer the questions. Circulate around the room to see if they are performing well.

## LISTENING AND WRITING

*This exercise will help students get used to team work and stimulate them to give their own contribution to it. The other aim is for them to learn how to write a good summary of a story. Help them do so. Encourage them to use sophisticated language in every sentence. Ask the whole class if they can rephrase what they have heard or said using higher level vocabulary or more complex grammar structures. The end result should be a text which both they and you can be proud of.*

**B2 / WS 7 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*



**VOCABULARY**

Show your students how to use dictionaries properly and to their own benefit. Encourage them to use online dictionaries as well, as they may be more up-to-date than the ones in the hard copy.

PYP and MYP programmes – related to education - primary years programme for students aged 3 to 12 and middle years programme - an educational program intended for students aged approx. 11 to 16.

IBO school - *International Baccalaureate Organization*

**LISTENING – Gap filling**

Francesca: permanent / regular

Sheila S.: among / particularly / workshop

Sheila K.: challenge / open-mindedness / although

Francesca: simpler / superfluous

**GRAMMAR****A) Sequence of tenses**

- 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.

**B)** The period of life behind her.

**C) Phrasal verbs:** down / out / into / out / after / ahead / with / back / on

**D) a)** opinion, quality, quality

**b)** opinion, size, quality

**CULTURE CORNER**

The word 'challenge' is nowadays commonly used to avoid speaking directly of problems and thus to sound more polite (people with a challenge = people with disabilities). Sheila probably chose this word to say very politely that life has sometimes been very hard here.

Palm Sunday - Cveti

**WRITING**

Encourage your students to write this homework using high quality language, just as they did while writing a summary as a team.

**READING**

1. Valerie
2. Sheila S. + Sheila K.
3. Anna
4. Francesca
5. Valerie + Sheila K. + Sheila S.

**B2 / WS 8 / FEEDBACK BOX:** (add your own notes related to this material or your class work)

1. *Tell students to restrict their writing to the lines provided to avoid problems. Actually, the fewer words they use to make their point, the better. Encourage them to use the newly acquired vocabulary and to be careful about the sequence of tenses.*

4. **A) Syllable** - correct answer: **b)**  
**B) The word of three syllables containing 26 letters: (English) alphabet**

5.

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

7. *My Big Fat Greek Wedding*  
*Four Weddings and a Funeral*  
*I Married a Witch*  
*Silent Wedding*  
*Mamma Mia!*  
*Gary Unmarried*

9. **Crossword puzzle** – groom, fiancée, excitement, bride, godfather, best man, rings, matrimony, engagement

**Solution: MIXED MARRIAGE**

10. *Encourage your students to discover what OXO cubes are used for. All words in the box collocate with the word FOOD. When you watch the video clip from the film Oliver Twist with your students, they will be able to hear them all.*

Writer: **Charles Dickens**.

11. - **The United Kingdom of Great Britain and Northern Ireland**  
- **England, Scotland, Wales (= Great Britain) and Northern Ireland**  
- **London, Edinburgh\*, Cardiff, and Belfast**  
*(\* draw your students' attention to the correct pronunciation of this city)*  
- **Mac** surnames – **from Scotland (Sheila Macgregor Kovacevic)**  
- **Prince of Wales.**

12. *This is an example of a mixed conditional sentence.  
Marked like this, it will sound clearer to you. The student should have used 'had had' instead of a single 'had' and then it would have been correct.  
  
If that sentence which had (a single) 'had' had (a double) 'had had' (instead), it would have been correct.*
13. *Give students the same instructions for this exercise as for the previous writing tasks.*

**B2 / WS 9 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*

1. Valerie / Francesca / Anna / Sheila K. / Sheila S.
2. born totally romantic waylaid fascinating  
deeply having anymore British ladies'
3. 1B 2D 3C 4A 5D 6D 7A 8C 9D 10C
4. Valerie's / Sheila S.'s / Anna's / Francesca's / Sheila K.'s
5. 1A 2C 3C 4A 5B
6. T F T F F

**B2 / WS 10 / FEEDBACK BOX:** *(add your own notes related to this material or your class work)*

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