

# An Interview with Margaret Turner

## Discussion points

### A The role of literature

- 1 What do you believe is the role of literature?
- 2 Do you prefer to read classical literature or modern writers? Why?
- 3 What makes a 'good book'?
- 4 Why might it be important to read the literature of another country or culture?
- 5 Would you prefer to read a simplified version in the original language or a translation of the full text? Why?

### B The role of reading in language learning

- 1 How does reading help you learn a language?
- 2 What is the difference between reading a short text in class and reading whole books in your own time?
- 3 Do you enjoy listening to the audio recording of a book? Do you find it useful when learning English? Why/why not?
- 4 How important do you find the glossaries? Do they help you to understand a word, or do you prefer to guess its meaning from the text?

**Listen to Margaret Turner discussing some of the points above. Make a note of her opinions.**

## Comprehension questions

**Listen again and answer the questions below.**

- 1 How long has Margaret been writing readers for Macmillan Education?
- 2 How many readers has she written?
- 3 Why does she think readers are important?
- 4 What kind of stories make a good reader?
- 5 Is the quality of the original book important?
- 6 Why is accuracy with detail important?
- 7 What motivates Margaret to write readers?
- 8 Has she ever had problems re-writing a particular book?
- 9 What is the most difficult book she has written?
- 10 What is she currently working on?
- 11 What are the challenges involved?
- 12 Why does she think it is important to study Shakespeare?
- 13 Does she think the audio versions are useful?
- 14 What books does she enjoy reading?
- 15 What is she reading at the moment?

## Language exercises

### A Verb forms

Complete the text about Margaret using the appropriate form of the verb in brackets.

Margaret Turner (1) \_\_\_\_\_ (start) writing readers when she (2) \_\_\_\_\_ (work) in the Arabian Gulf. She (3) \_\_\_\_\_ (write) since the mid 1970s and she (4) \_\_\_\_\_ (write) forty-four graded readers to date. She (5) \_\_\_\_\_ (currently work) on *Hamlet*. She (6) \_\_\_\_\_ (always/want) to rewrite a Shakespeare play, and she (7) \_\_\_\_\_ (find) it very interesting.

✓ **Study tip**

Choose a paragraph or extract from any text, underline all the verbs and notice which verb forms are being used and why.

### B Prepositions

Complete the extract using prepositions from the box.

about (x 2)    for    in (x 2)    of    on    to (x 2)    with

I'm not a hundred percent happy (1) \_\_\_\_\_ glossaries really, because if you have a word (2) \_\_\_\_\_ a little mark (3) \_\_\_\_\_ it, it means, (4) \_\_\_\_\_ the reader, 'Oh, I stop here and I look up this word.' Whereas, if you're writing properly, if it's a good rewrite, if you go (5) \_\_\_\_\_ the next sentence, you'll find the answer. You will find that (6) \_\_\_\_\_ most cases, the new word has been gently introduced and you can deduce it. And that kind (7) \_\_\_\_\_ deduction is very, very important. So I'm not too happy (8) \_\_\_\_\_ glossaries, they can, they should only be used (9) \_\_\_\_\_ difficult words, you know that you can't make clear (10) \_\_\_\_\_ any other way.

✓ **Study tip**

Choose another short extract from the transcript and underline all the prepositions. Look at each one and how it is used.

### C Make and Do

Circle the correct verb.

- 1 What people felt and *made/did* then are the same things that they feel and *make/do* now.
- 2 What kind of stories *make/do* a good reader?
- 3 I like *making/doing* the classical writers.
- 4 Sometime a poor book will *make/do* a good film.
- 5 They will accuse the rewriter of *making/doing* mistakes.
- 6 One does enjoy *making/doing* the rewrites.

- 8 You should only use glossaries when you can't *make/do* a word clear in any other way.
- 9 The best that you can *make/do* is to try to understand what Shakespeare was trying to say.
- 10 Language is the essence of Shakespeare and this *makes/does* the rewriting impossible in many ways.

✓ **Study tip**

Try keeping a page aside in your notes for collocations of common verbs (e.g. a page each for *make*, *take* and *get*). Each time you come across a new collocation or expression using one of the verbs, make a note of it on the appropriate page.

## D Phrasal verbs

### 1 Match the phrasal verbs in bold with their meanings.

- a) What **got you into** writing graded readers?
- b) It's important to - something about that culture.
- c) Have you ever **given up** on a reader?
- d) It was half about Dickens himself and I think it was quite difficult to **get that over**.
- e) 'Oh, I stop here and **look up** this word.'
- f) If Jane Austen says a ball **took place** on 24th of November and it was a Tuesday, you look it up and you see that it was a Tuesday.
- g) If there's any problem with the pronunciation, that can be **ironed out**.
- h) If the writer doesn't find mistakes and **point them out**, then the teachers will.

- 1 solve a problem
- 2 draw attention to something
- 3 transmit or explain a concept or idea
- 4 make someone interested in something
- 5 find information in a dictionary or other reference book
- 6 stop doing something because it's too difficult
- 7 obtain information about something
- 8 happen

### 2 Use the phrasal verbs in exercise one to complete the sentences below.

- a) I \_\_\_\_ \_\_\_\_ windsurfing when I was on holiday in Italy.
- b) There were a few problems with the rooms, but the receptionist soon \_\_\_\_ them \_\_\_\_ for us.
- c) He showed me a map of the town and \_\_\_\_ \_\_\_\_ all the places of interest.
- d) She was very good at \_\_\_\_ her point \_\_\_\_ and making herself understood.
- e) If you lose the number, you can always \_\_\_\_ it \_\_\_\_ in the phone book.
- f) I've had to \_\_\_\_ \_\_\_\_ jogging since I hurt my back.
- g) The wedding will \_\_\_\_ \_\_\_\_ in the town hall.
- h) I need to \_\_\_\_ \_\_\_\_ how to get from the hotel to the airport.

✓ **Study tip**

When you learn a new phrasal verb, make a note of it with its definition and an example which is

## E Colloquial expressions

### 1 Match the expression to its use.

- a) One of my colleagues had started writing for **what was then** Heinemann.
- b) This was **in the days of** John Milne, the original editor.
- c) We shouldn't fall into the trap of thinking, 'This was **the olden times**'.
- d) I can give a **hundred percent** to Jane Austen.
- e) I sort of **give myself a kick** and I go on and do it.
- f) **It doesn't work itself up to a climax**.
- g) I'm **not a hundred percent** happy about glossaries.
- h) I read **everything and anything**.

- 1 to say that you don't have any specific preferences
- 2 to say that you think someone or something is excellent
- 3 to show you're not sure about something
- 4 to talk about a specific period in the past
- 5 to describe a story, film or book that isn't particularly exciting or eventful
- 6 to talk about motivating yourself to do something
- 7 to talk about the distant past in a vague and romantic way
- 8 to talk about something or someone who's changed their name

### 2 Match the two halves of the sentences.

- a) He was working in what was then
- b) That was in the days of
- c) In the olden times
- d) I can give a hundred percent to
- e) I really have to give myself a kick
- f) The film comes to a very quiet end and at no time
- g) I'm not a hundred percent
- h) I eat just about

- 1 ... black and white TVs
- 2 .... all of my pupils – they did really well on their exam
- 3 ... does it work itself up into a climax
- 4 ... everything and anything
- 5 ... a middle school
- 6 .... sure I know what you mean
- 7 ... families were united and people were happier
- 8 ... to get ready in the morning