2&3 Colloquial English Books

1 THE INTERVIEW Part 1

Marion Pomeranc is the manager of literary programs at a non-profit organization in New York City called Learning Leaders. The programs involve encouraging children to read by providing books for children who don't have much access to them, and getting adults to come in and read to them, and discuss the books. She is also the author of three children's books, *The Hand-Me-Down Horse*, *The American Wei*, and *The Can Do Thanksgiving*. She believes in dealing with serious topics in her books such as hunger and immigration, but in a way that children can relate to.

Watch PART 1. Why does she mention these four books?

She mentions the books because...

c Now watch again and mark the sentences **T** (true) or **F** (false). Say why the **F** sentences are false.

1 What Marion loved about *If I Ran the Circus* was the pictures.
2 She helped her parents to become readers.
3 She read to her son a few times a week.
4 Her son reads mainly fiction these days.
5 Marion doesn't like the fact that children's authors today write about real life.

Glossary

Corduroy a children's book by Don Freeman about a teddy bear

fiction a type of literature that describes imaginary people and events

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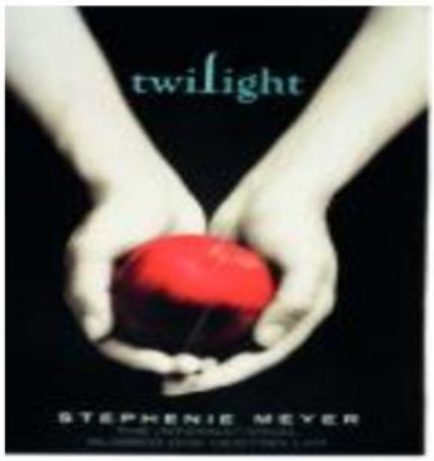
b Watch again. Check (✓) the things that she says are good for encouraging teenagers and children to read.

Part 2



Teenagers

1 ☐ Not insisting on them finishing a book.
2 ☐ Getting them to buy e-books.
3 ☐ Suggesting that they read in bed at night.
4 ☐ Accepting that they don't just have to read books to become good readers.
5 ☐ Series of books where the same characters reoccur.

Children

1 ☐ Having a lot of books in the house.
2 ☐ Going to visit libraries or publishers.
3 ☐ Always buying them books as birthday presents.
4 ☐ Hearing authors talk about their books.
5 ☐ Books where children have a more active role than the adults.
6 ☐ Books with beautiful illustrations.

Glossary

ads abbreviation for advertisements
goofy silly or foolish

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Part 3

3.27 Watch some extracts from the interview and complete the missing words or phrases.

1 I What was it that you liked about Dr. Seuss?
M [ ] [ ] [ ] about Dr. Seuss is his use of language…

2 " [ ] [ ], the made-up words, the way the words flow together and sound."

3 "…or you can read the side of a cereal box. [ ] [ ], that's all reading."

4 "And I think if you'd look carefully at books that kids really like, it's the one where, where youth dominates. And [ ] [ ] rules the world a little bit."

5 I Do you think social media has decreased or increased people's literacy?
M [ ] [ ] I think social media has had a positive effect on children.

3 THE CONVERSATION

a Watch the conversation. Who (E, D, or I)...?

[ ] recommends one book
[ ] recommends more than one book
[ ] doesn't recommend a specific book

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b Watch again. Answer the questions with **A** (Harry Potter), **B** (*The Diving Bell and the Butterfly*), or **C** (*Everything I Know About Love*).

Which book…?

1 ☐ did Emma tell lots of friends to read
2 ☐ has Ida never heard of
3 ☐ isn't very long
4 ☐ has David never read
5 ☐ does Ida think has influenced people from all over the world
6 ☐ is about the author's life and upbringing
7 ☐ was David both moved and uplifted by
8 ☐ does Emma think sounds good because you learn from other people's experiences
9 ☐ is set in the present day

d Watch an extract and circle the vague language you hear. Are the other options also possible?

Emma I think, from, like, all of my friends that are my age, we all kind of read it when we were young and it just becomes, [1] *I mean* / *like*, everyone knows what you mean when you talk about your Hogwarts house, for example.

Ida Yeah.

Emma And you just [2] *kind of* / *sort of* lose yourself in this fantasy. The book that you read as a child, I still kind of re-read it every few years and a lot of people have said that it's helped them deal with, like, grief and…

David Wow!

Emma …[3] *stuff like that* / *things like that*. So, I think it's actually quite powerful.

Ida I think also because, like you were saying, you, you, [4] *kind of* / *sort of* grew up with it.

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