

TEACHER'S NOTES BOOKLET

OSCAR

JOHN ESCOTT

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GRADING SCHEME

LEVEL ONE (500 headwords)

present simple
present continuous (present)
going to (future)
past simple
imperative
can (ability and permission)
would like (requests and offers)
must (obligation)
let's, shall (suggestions)
gerunds
adverbs (time, manner and place)
adjectives (comparatives and superlatives)

LEVEL TWO (800 headwords)

all of the above, plus
present continuous (future)
going to (intentions)
present perfect
past continuous
past perfect
passive (simple forms)
will/shall (future, requests and offers)
must/can't (deduction)
have to (obligation)
should (advice)
gerund as subject
too/enough + adjective
reported speech (with *ask/tell/say*)
zero and first conditional
defining relative clauses

LEVEL THREE (1200 headwords)

all of the above, plus
present perfect continuous
passive (all tenses excluding modals)
was/were going to
used to
make/let
may/might (possibility)
reported speech

LEVEL FOUR (1800 headwords)

all of the above, plus
past perfect continuous
future perfect
future continuous
passive (modals)
had better/would rather
second and third conditionals

BACKGROUND INFORMATION

This story takes place in a small English town in the early 1930s. Mr Felberg makes clothes for men. He is a tailor. Joseph and Sidney work for him. Mr Felberg is teaching them to make men's clothes. Joseph and Sidney are Mr Felberg's apprentices. After five years, they can become tailors like Mr Felberg.

Small shops

In the 1930s, most shops were small businesses. There were no supermarkets or department stores except in the centre of the largest cities. Each shop sold one kind of merchandise. There were grocers, greengrocers, stationers, chemists, milliners (who made and sold hats), seamstresses (who made and sold dresses for women), tobacconists, sweet shops, newsagents, haberdashers (who sold things needed to make clothes and hats), hardware shops (that sold tools), and others.

Each shop usually had one person working in it and that person owned it or was a member of the family that owned it. The owners often lived above the shop. The shops all closed at midday for the shopkeepers to have their lunch. They were open every day from 9am to about 12.30pm and from 1.30pm to 5 or 6pm. One day a week they did not open in the afternoon but they were open all day Saturday. This is still true in some small towns and villages.

The apprentice system

Many shops made the merchandise they sold on the premises and employed young people and trained them as apprentices. Apprentices were paid almost nothing until they finished their apprenticeship. Under the Guild of Tailors' rules, a boy had to work for five years before he could be given the title of Tailor. Then he would go on working for the master tailor but be paid a wage. He might also make clothes for his own customers. He would expect to be able to buy or rent his own shop and have his own business by the time he was 30 or 35.

Handmade clothes

There was little *prêt-à-porter* in those days; clothes were made to order. When a man needed a new suit he went to the tailor, chose the material and the style and had his measurements taken. Then the material was cut and tacked together by the tailor. At this stage the customer came for a fitting. The tailor adjusted the suit to fit and then stitched it up using a sewing machine. Then it was ironed and hung up or packed in a box for delivery. This is still how many men buy new suits but it is very expensive nowadays.

Women followed the same procedure for their dresses, though many women learned to make their own. A lot of dressmaking was therefore done at home and still is in some families.

Tailor's dummies

In the 1930s, tailor's dummies were not made to look like people. They had no arms or legs. Some were made with heads to go in the window of the shop to show off the tailor's work. They were dressed in suits with a shirt and tie and often a hat, too. Other dummies were made to a particular size and used to make the suit. The tailor actually fitted the clothes onto these dummies while he was working. These dummies usually did not have heads and were adjustable to other sizes. There were also dummies for women's clothes. Dummies are still used by the best tailors and personal dressmakers.

TO THE TEACHER

Welcome to the Teacher's Notes for the Richmond Reader, *Oscar*. Here you will find a wide variety of activities based on the story. Materials for the students are given on the worksheets on pages 9 to 14.

There are six worksheets. Photocopy them as you need them for your students. Each activity in the Teacher's Notes that uses a worksheet indicates which worksheet to use after its title.

All the activities have suggestions for class management. They are labelled as *whole class*, *group*, *pair* or *individual* tasks or a combination.

You may want to assign the individual activities for homework, but make sure that the students know exactly what to do before they start. Some of the activity types may be new to them.

Activities before reading the story

Do not give the students the book yet.

1 Talk about the picture WS 1 Whole class or pairs

- Give the students Worksheet 1.
- Decide whether you want your students to talk in their own language or in English.
- Put your students in pairs if you wish.
- Tell them to look at and talk about the picture in Activity 1 on Worksheet 1.
- If you wish them to talk in English you may like to ask them the following questions:
 - What is this a picture of?
 - Are there any people in the picture?
 - What are they doing?
 - How old are they?
 - What are they wearing?
 - When did this story take place? 1920s, 1930s, 1940s, 1950s, 1960s, 1970s?
 - How do you know?

2 Label the picture WS 1 Individual

- Tell the students to label the items they recognise in the picture in English, using a coloured pen. Help them with new vocabulary. These words may be needed:
shop, shop window, tailor, dummy, street, boy, young man, jacket

3 Match and label WS 1 Pairs

- Put your students in pairs.
- Ask them to look at the series of pictures in Activity 3 on Worksheet 1.
- Use the first two pictures to show them that some of the garments are modern and some are old-fashioned (1930s).
- Explain that they are going to label each picture in the space underneath it with the name of the garment and whether it is old or modern.
- New vocabulary may be *jacket* (pictures 4 and 11) and *suit* (pictures 5 and 7).

Key

1 <i>hat</i>	modern	5 <i>hat</i>	old
2 <i>trousers</i>	old	6 <i>dress</i>	old
3 <i>dress</i>	modern	7 <i>shoes</i>	modern
4 <i>shoes</i>	old	8 <i>trousers/jeans</i>	modern

4 Talking about the past (extension) No WS Whole class

- To practise the past simple, ask your students the following questions:
 - Did people wear sports shoes in the 1930s?
 - How were they different?
 - Did they have plastic in the 1930s?
 - Did they have jeans in the 1930s?
 - Were evening dresses long or short?
 - Did men/women have long or short hair?
 - Did men/women wear hats?

5 Thinking about a new book (preparation) No WS Whole class

- Now give the book to the students.
- Draw attention to the background note on page 3 of the book.
- Remind them of the picture that they worked on in Activity 1. It is on page 5 of the book.
- Read the background note with them, linking it to the picture.

6 Talk about chapter headings No WS Whole class

- Draw attention to the chapter headings and write them on the board. Ask the students what they can understand or guess about the story from them.
- Ask students to guess the meanings of any new words. The pictures in the book may help. If they cannot guess, leave the new words until the students have read the chapters and can guess from the story.

Activities while reading the story

7 A time plan or story calendar WS 2

Whole class and individual

- Begin after reading Chapter 1 and then continue throughout the story.
- Make an example calendar on the board and fill it in with the events of the week in note form – either your own events or those of one of your students.
- Help students fill in events from the story on Worksheet 2 in note form as the story progresses.

Here are some possible answers.

	Morning	Lunchtime	Afternoon
Day 1	J starts work. J drops coat. Mr F is angry.	J has lunch in park - sees S with girlfriend.	J can't find scissors. J finds O in cellar.
Day 2	S takes pound note. O looks at S. J cleans windows.	J sleeps in park. J sees S buy a brooch.	
Day 3			S takes pound note. O sees. S puts it back.
Day 4	S asks J for newspaper. S cuts cloth badly. Mr F is very angry.		
Day 11	S is afraid of O. Mr F loses a pound. O pushes S into cellar.		O hits S. S makes a plan.
Day 12	Mr F and J find S. S has broken leg.		O goes back to cellar. S never comes back.

8 All about Sidney WS 3 *Whole class and individual*

- Begin after reading Chapter 2 and then continue throughout the story.
- Draw students' attention to the picture of Sidney. Explain that the boxes are to be filled in with comments or quotes which illustrate his character. Show students how to fill in the comment *S does not like J - page 6* and explain that each time they learn something new about Sidney they can fill it into any box they like. At the end of the story they will have a complete idea of Sidney's character. Comments they may include after Chapter 2 are:

he is 20 years old	page 5
he hit J and J dropped the coat	page 6
he said it was an accident	page 6
he has a girlfriend	page 8
he took the scissors	page 10
he does not answer J's question. Why?	page 11
he is afraid of the dummy	page 13

9 Find the words WS 4 *Individual*

- Do this activity after reading Chapter 3.
- Explain to your students that they have to find 15 irregular verbs in the past simple tense. All the verbs are in the first three chapters of the story.

Key

Past	Present	Past	Present
was	is	began	begin
thought	think	hit	hit
said	say	sat	sit
put	put	saw	see
took	take	got	get
gave	give	were	are
came	come	found	find
went	go		

10 A good tailor's apprentice WS 4 *Whole class and individual*

- Do this activity after reading Chapter 4.
- Discuss with the whole class why Mr Felberg is thinking of asking Joseph to leave. What are his problems with Joseph? The students will give you their ideas.
- Draw the conclusion that most of the problems are because Joseph does not seem to be the perfect apprentice at the moment. What is the perfect apprentice?
- Ask students to complete this advertisement for the perfect apprentice, choosing words from the box on their worksheets.

Key

TAILOR'S APPRENTICE NEEDED

You must be about fifteen years old and you must want to learn to be a tailor. If you are interested and if you are careful and helpful, come and see me with your mother or father. If you are the right boy for the job, I will teach you how to make the best men's suits.
Mr B Felberg,
39, The Broadway.

11 Discussion No WS *Whole class*

- Do this activity after reading Chapter 4.
- Discuss with the students what Oscar may be. You may need words like *ghost, spirit, conscience, angel*. Let the students use their imaginations.
- When you feel enough has been said about Oscar, ask the class what they think may happen next in the story. Will Mr Felberg ask Joseph to leave? Will he guess that Sidney is being dishonest? Will Joseph fight back somehow? Do not reveal anything about what really happens. Just motivate them to get on with the story.

12 Using new words WS 5 *Individual*

- Do this activity after reading Chapter 5.
- Students follow the instructions on the Worksheet. You may need to explain the words.

Key

- 1 brooch 2 till 3 sink 4 pocket 5 body
6 scissors 7 suddenly 8 market 9 shouted
10 cloth

13 Words and thoughts WS 5 *Individual or pairs*

- Do this activity after reading Chapter 5.
- Put your students in pairs if you wish.
- They should follow the instructions on their Worksheet and write the names on the dotted line after each sentence.

Key

- 1 Sidney 2 Sidney 3 Joseph 4 Mr Felberg
5 Sidney 6 Mr Felberg 7 Mr Watts 8 Joseph
9 Sidney 10 Mr Felberg

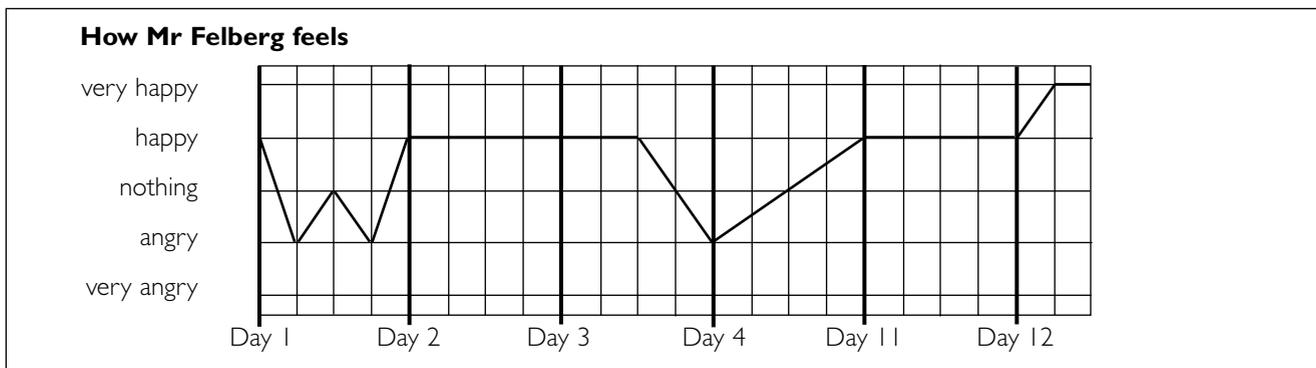
Activities after reading the story

14 How Mr Felberg feels about Joseph

WS 6 *Individual or pairs*

- Put your students in pairs if you wish.
- Draw the graph on the board. Show them the sentence *We are pleased to see you*, on page 5 of the book. Mark a point on the graph at happy on the line to the left. Then show your students the sentence *Mr Felberg was angry*, on page 7. Mark a point for Day 1 a.m. below the 'nothing' line at 'angry'. Draw the line joining them. Then tell your students to continue through the story marking how angry or happy Mr Felberg was with Joseph each day.

- Here is how the graph may look when you have finished.
- Now ask your students how they think Mr Felberg felt about Joseph after Sidney stopped working for him. They may want to draw that onto the graph, too.



15 Some weeks later - a dialogue WS 6

Individual

Explain to the class that they are each Mr Mason, an old client of Mr Felberg's who has not been to his shop for some time. Each student should fill in the missing words that Mr Mason says. This is the complete dialogue. The words your students should write are underlined. There may be other words that are equally good in the situation.

MR F Good morning, Mr Mason.
 YOU Good morning, Mr Felberg. And who is this?
 MR F This is Joseph, my new apprentice.
 YOU Hello, Joseph. Where is Sidney?
 MR F He's in hospital, I'm afraid. He broke his leg last week.
 YOU How did he do that?
 MR F He fell down the cellar stairs.
 YOU Oh dear! And you, Joseph? Do you like it with Mr Felberg?
 JOSEPH I like it very much, thank you, sir.
 YOU Aren't you afraid of the stairs?

JOSEPH (*laughing*) No, sir. I am very careful.
 YOU Good, good. Mr Felberg, what new cloths have you got?
 MR F I've got four new cloths. They came in yesterday. What colour are you thinking of?
 YOU I think dark blue is a good colour.
 MR F You're right. Joseph, go and get the new dark blue cloth.
 YOU Is it in the cellar?
 MR F (*laughing*) No, no. It's in the back room now. No stairs to fall down!

When they have finished writing, your students may like to act out this little dialogue. They may even want to rewrite it or extend it. If there is time, divide them into groups of three and help them to add to it and/or act it out.

Extended writing

16 Writing a speech No WS Whole class or individual

- Set the scene for the students to write a speech. Tell them that Mr Felberg is talking to another tailor about Sidney. He is telling the other tailor why he does not want Sidney to come back.
- Start by writing on the board, *I don't want Sidney to come back because he...* and ask them to continue, either individually on pieces of paper or as a class on the board.
- If you are working with the whole class, each student writes part or all of a sentence on the board, using information from the boxes in the character study. You can ask one student to be 'secretary' and write down the final version, which you can then copy and give to all the students.

17 What is Oscar? No WS Individual or pairs

- Remind your students of the discussion after Chapter 4 about what Oscar is. Put them in pairs if you wish.
- Ask them to write a paragraph entitled *What is Oscar?*
- Remind them of these words if they are of any help: *ghost, spirit, conscience, angel.*
- They should say what they think he is, why he did what he did and how he did it. They might add why Mr Felberg put Oscar back in the cellar.

18 Sidney's story No WS Whole class, then individual or pairs

- Check that your students have finished *All About Sidney* on Worksheet 3. Now they can see all the things Sidney did and said.
- Ask the students what they think about Sidney and then give them this writing activity.
- Sidney is in bed in hospital. He has a lot of time to think. He writes down what happened.
- The students should, alone or in pairs, decide whether they think he understands how wrong he was or whether he thinks someone else was wrong. They should write their paragraphs accordingly.
- They should write about how he feels now, about what he remembers and what he thinks about what happened. They should start with: *I am in hospital now because*

Projects

1 Making a poster or writing an advertisement No WS Pairs or groups

- Put your students in pairs or small groups.
- First, as a class, discuss methods of advertising in the 1930s with your students. In Britain there were advertisements in the classified section of newspapers, in magazines and as posters on specific walls (e.g. in the town covered market or at the chamber of commerce of a town). Discuss the kind of language used in advertisements. Show them two or three different kinds of magazine or newspaper advertisements of today to illustrate that some have a lot of text, some very little.
- Then ask each pair or group of students to make a poster or a written newspaper advertisement for Mr Felberg's shop. For the poster they could use their own drawings or copy drawings from the book.

2 Slide show, frieze or picture book No WS

- Put your students in pairs to discuss the 24 most important moments in the story. These should be chosen because they represent a step forward in the plot, or because they illustrate an important characteristic of one of the people in the story.
- Collate the ideas of all the students and decide on the class's final 24 important moments – a summary or short version of the story. Then either:
- Choose 'actors' to be the main characters, dress them appropriately and find a set that could be the shop and, if necessary, the park. Arrange to take 24 photographs of the chosen moments. The actors will be positioned to represent the moment. Dialogue can be added as a caption later.
- Photographs can be mounted in an album with the captions.
- If you can make slides you can show other classes your story. You can have background music and someone can speak the words for each slide. or:
- Ask each student to draw one or more pictures to illustrate the 24 moments to make a frieze of the story for the classroom wall. Before they start work, decide on a size so that all pictures are the same.
- You could photocopy your 24 pictures with captions to make a book of the story. The students could each have a copy to take home.

Do these activities before you read the story.

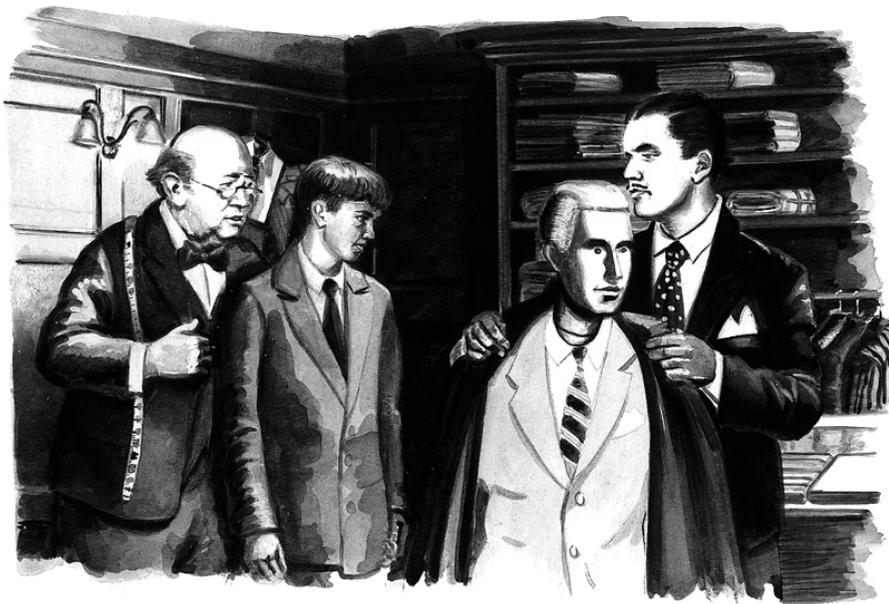
ACTIVITY 1 Talk about the picture

Look at this picture from the book and talk about it with the other students and your teacher:

ACTIVITY 2 Label the picture

Use a coloured pen. Label the items in the picture that you recognise in English.

Are there any things you do not know the English word for? Use a dictionary or ask your teacher and label the picture.



ACTIVITY 3 Match and label

Look at these clothes. Some are from the 1930s and some are modern. Talk about them. Then label them with their names in English and write *old* or *modern* underneath.

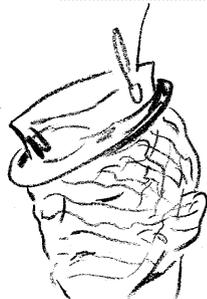


1

2

3

4



5

6

7

8

9

Do this activity while you are reading the story, after Chapter 1.

ACTIVITY 7 A time plan or story calendar

Begin this after reading Chapter 1 and continue until the end of the story.

Make a time plan of the story. When you read about things happening, write them down in the right box. Many boxes will be empty.

	Morning	Lunchtime	Afternoon
Day 1	<i>J starts work. J drops coat. Mr F is angry.</i>		
Day 2			
Day 3			
Day 4			
Day 11			
Day 12			

Do these activities while you are reading the story, after Chapter 2.

ACTIVITY 8 All about Sidney

Begin this after reading Chapter 2 and continue until the end of the story.

Here is a picture of Sidney. There are lots of boxes around him. On page 6 you learn that Sidney does not like Joseph. When you learn something new about Sidney write it in another box. Always write the page number so you can find it again. At the end of the story you will know all about Sidney.

<i>S does not like J. Page 6</i>			
			

Do these activities while you are reading the story, after Chapter 5.

ACTIVITY 12 Using new words

Do this activity after reading Chapter 5.

Complete these sentences with words from the box. You will not need all the words.

cellar market note cloth bucket pocket
stairs till sink brooch shouted scissors
smile dummy body suddenly

- 1 You can wear this beautiful
on your dark green dress.
- 2 I didn't put the money in the
....., I gave it to Mr Felberg.
- 3 Please don't put your dirty glass in the
....., I want to wash some clothes in it.
- 4 I put the letter in my
and smiled. She loves me, I thought.
- 5 It was a beautiful dog with long white hair all over
its
- 6 I don't want you to cut paper with these
..... They are only for cloth.
- 7 I thought about him all morning. Then, when I
went out for lunch,
I saw him!
- 8 We bought the melon in the
this morning. It's good, isn't it?
- 9 I heard Sarah go into the kitchen.
I, 'I'm in the garden!' and
she came out.
- 10 Daddy gave me some yellow
Marilyn is going to make me a dress from it.

ACTIVITY 13 Words and thoughts

Do this activity after reading Chapter 5.

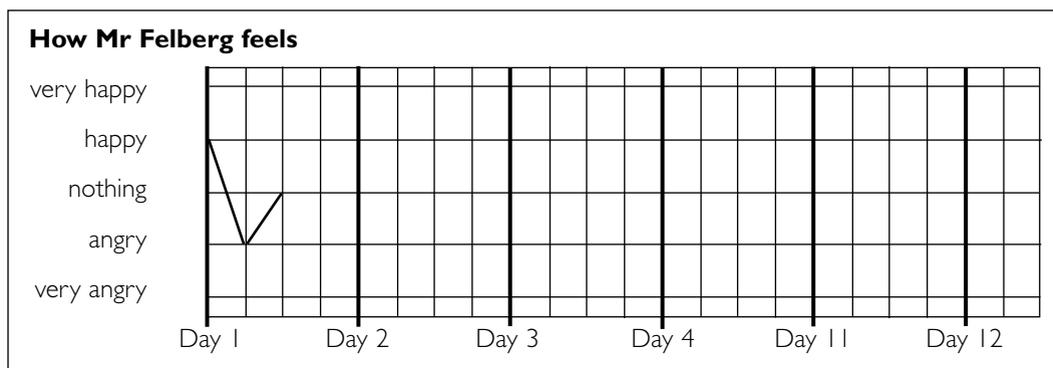
Who said or thought these things? Write the name.

- 1 That boy sees things.
.....
- 2 Why am I doing this?
.....
- 3 He's looking at Oscar!
.....
- 4 It is the best cloth.
.....
- 5 Do you like it?
.....
- 6 No, no, no. This is not right!
.....
- 7 I would like to think about it.
.....
- 8 Your face is all white.
.....
- 9 Maybe you gave it to a client.
.....
- 10 Be more careful next time.
.....

Do these activities after finishing the story.

ACTIVITY 14 How Mr Felberg feels about Joseph

Draw a line on this graph to show how Mr Felberg's feelings for Joseph changed during the story.



ACTIVITY 15

Some weeks later - a dialogue

You are Mr Mason, an old client of Mr Felberg's. You come into the shop to see him about a new suit. Fill in the missing words that you say.

MR F: Good morning, Mr Mason.

YOU:, Mr Felberg. And
..... this?

MR F: This is Joseph, my new apprentice.

YOU: Hello, Joseph.
Sidney?

MR F: He's in hospital, I'm afraid. He broke his leg
last week.

YOU: How that?

MR F: He fell down the cellar stairs.

YOU: Oh dear! And you, Joseph?
..... with Mr Felberg?

JOSEPH: I like it very much, thank you, sir.

YOU: afraid of the stairs?

JOSEPH: (*laughing*) No, sir. I am very careful.

YOU: Good, good. Mr Felberg, what new cloths
..... ?

MR F: I've got four new cloths. They came in
yesterday. What colour are you thinking of?

YOU: dark blue is a good
colour.

MR F: You're right. Joseph, go and get the new dark
blue cloth.

YOU: cellar?

MR F: (*laughing*) No, no. It's in the back room now.
No stairs to fall down!

KEY TO BOOK EXERCISES

A Comprehension

Chapter 1

- 1 Mr Felberg tells Joseph to be careful with the coats.
- 2 Joseph drops a coat when Sidney hits his arm.

Chapter 2

- 1 Joseph
- 2 Sidney
- 3 Joseph
- 4 Mr Felberg

Chapter 3

- 1 Sidney
- 2 Joseph
- 3 Sidney

Chapter 4

- 1 False. Sidney took one one-pound note from the till.
- 2 False. Mr Felberg was at an important client's house.
- 3 True
- 4 True

Chapter 5

- 1 He was afraid of the dummy.
- 2 He could not find a one-pound note.
- 3 He wanted to buy the suit on the dummy.

Chapter 6

- 1 Oscar, the dummy
- 2 Sidney
- 3 Mr Felberg

B Working with Language

I

Chapter 1

He dropped the coats because Sidney hit his arm.

Chapter 2

He found the dummy in the cellar.

Chapter 3

He bought a green brooch for his girlfriend.

Chapter 4

He shouted at Joseph because he thought he cut the cloth all wrong.

Chapter 5

Oscar hit Sidney's arm.

Chapter 6

He went to the shop at midnight to push Oscar down the stairs.

2

- 1 Joseph liked working at Mr Felberg's shop, but he did not like Sidney.
- 2 'Go down to the cellar and get the blue cloth for Mr King's suit.'
- 3 'I'm going to take a suit to Mr Baxter in Green Street.'
- 4 'Mr Felberg asked me to cut it before he comes back.'

THE RICHMOND READERS SERIES

The Richmond Readers Series presents a selection of high quality, original and simplified stories which have been graded in four levels, from beginner to upper-intermediate. Our grading scheme has been devised with reference to the Council of Europe's Waystage and Threshold syllabi and the Cobuild lists of the most frequently occurring words in the English language. Structures and vocabulary have been selected according to two criteria:

- 1 what students are likely to have been taught
- 2 what students will be able to deduce through transference from their own language

Each Reader has a glossary and a number of different exercises to check comprehension and practise language manipulation.

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