

SPELLING:

Write down the spellings of the words from last week's lesson that your teacher calls out.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Pre-reading: Connect to the Story

Who has had a good effect on your life? Think about the person. Then answer the questions. Share your response with the class.

Who is a good influence on you?

How does the person help you?

COMPREHENSION: characterization and setting

Thank You, M'am

By Langston Hughes

She was a large woman with a large purse that had everything in it but hammer and nails. It had a long strap and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the single tug the boy gave it from behind. But the boy's weight, and the weight of the purse combined caused him to lose his balance so, instead of taking off full blast as he had hoped, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue jeaned sitter. Then she reached down, picked the boy up by his shirt front, and shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here." She still held him. But she bent down enough to permit him to stoop and pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm." The woman said, "What did you want to do it for?" The boy said, "I didn't aim to." She said, "You a lie!" By that time two or three people passed, stopped, turned to look, and some stood watching. "If I turn you loose, will you run?" asked the woman. "Yes'm," said the boy. "Then I won't turn you loose," said the woman. She did not release him. "I'm very sorry, lady, I'm sorry," whispered the boy.

"Um-hum! And your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"



"No'm," said the boy. "Then it will get washed this evening," said the large woman starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, frail and willow-wild, in tennis shoes and blue jeans. The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?" "No'm," said the being-dragged boy. "I just want you to turn me loose." "Was I bothering *you* when I turned that corner?" asked the woman. "No'm." "But you put yourself in contact with *me*," said the woman. "If you think that that contact is not going to last awhile, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large kitchenette-furnished room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking in the large house. Some of their doors were open, too, so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.



She said, "What is your name?" "Roger," answered the boy. "Then, Roger, you go to that sink and wash your face," said the woman, whereupon she turned him loose—at last. Roger looked at the door—looked at the woman—looked at the door—*and went to the sink*.

"Let the water run until it gets warm," she said. "Here's a clean towel." "You gonna take me to jail?" asked the boy, bending over the sink. "Not with that face, I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat and you snatch my pocketbook! Maybe you ain't been to your supper either, late as it be. Have you?" "There's nobody home

at my house," said the boy. "Then we'll eat," said the woman. "I believe you're hungry—or been hungry—to try to snatch my pocketbook."

"I wanted a pair of blue suede shoes," said the boy. "Well, you didn't have to snatch *my* pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me." "M'am?" The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After he had dried his face and not knowing what else to do dried it again, the boy turned around, wondering what next. The door was open. He could make a dash for it down the hall. He could run, run, run, run, *run!*

The woman was sitting on the daybed. After a while she said, "I were young once and I wanted things I could not get." There was another long pause. The boy's mouth opened. Then he frowned, but not knowing he frowned. The woman said, "Um-hum! You thought I was going to say *but*, didn't you? You thought I was going to say, *but I didn't snatch people's pocketbooks*. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if he didn't already know. So you set down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now, nor did she watch her purse which she left behind her on the daybed. But the boy took care to sit on the far side of the room where he thought she could easily see him out of the corner of her eye, if she wanted to. He did not trust the woman *not* to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "maybe to get some milk or something?" "Don't believe I do," said the woman, "unless you just want sweet milk yourself. I was going to make cocoa out of this canned milk I got here." "That will be fine," said the boy. She heated some lima beans and ham she had in the icebox, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that

would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty shop that stayed open late, what the work was like, and how all kinds of women came in and out, blondes, red-heads, and Spanish.

Then she cut him a half of her ten-cent cake. "Eat some more, son," she said. When they were finished eating she got up and said, "Now, here, take this ten dollars and buy yourself some blue suede shoes. And next time, do not make the mistake of latching onto *my* pocketbook *nor nobody else's*—because shoes come by devilish like that will burn your feet. I got to get my rest now. But I wish you would behave yourself, son, from here on in."

She led him down the hall to the front door and opened it. "Goodnight! Behave yourself, boy!" she said, looking out into the street. The boy wanted to say something else other than, "Thank you, m'am," to Mrs. Luella Bates Washington Jones, but he couldn't do so as he turned at the barren stoop and looked back at the large woman in the door. He barely managed to say, "Thank you," before she shut the door. And he never saw her again.

Answer the following questions:

1. Why won't the woman let the boy go? Check the correct answer.

- ① She wants to teach him a lesson.
- ② He is trying to hurt her.
- ③ She wants the people on the street to see him.

2. What does the boy want the money for? What does this tell you about what he is like? _____

3. The boy tries to steal the woman's purse. Underline the words that show the woman's reaction. What do her actions say about her?

Images retrieved from : <http://www.google.com.au/search?>

4. Reference to context: *The woman was sitting on the daybed. After a while she said, "I were young once and I wanted things I could not get."*

Where are the boy and Mrs. Jones at this point in the story? Why is this setting important?

5. Mrs. Jones leaves the boy alone in the room. She does not watch him. What does the boy want Mrs. Jones to do now? Check the correct answer.

- ① trust him
- ② let him go
- ③ give him money

6. The boy is barely able to thank Mrs. Jones. What does this tell you about how he is feeling or what he is thinking?

7. How is the beginning of the story different to the end of the story?

8. The main characters in the story are _____ and _____

9. They met late one night when Roger _____

10. During most of the story, the setting is _____

11. I would describe Mrs. Jones as _____

12. What did Roger do so that he would not be mistrusted by Mrs. Jones?

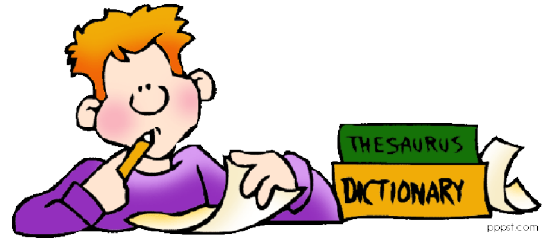
VOCABULARY

PRACTICE 1: IDENTIFYING USEFUL SYNONYMS

Circle the answer that means the same as the underlined word in each sentence.

1. A funhouse mirror can really **distort** your image!

- a. deform
- b. disappear
- c. repeat
- d. extend



2. The price of gasoline **fluctuates** daily.

- a. spin out of control
- b. run faster
- c. change frequently
- d. disappear

3. Falling down when you're learning to ride a bicycle is **inevitable**.

- a. impossible
- b. certain to happen
- c. unequal
- d. uncertain

4. The teacher offered bonus points as an **incentive** to completing the homework.

- a. a goal
- b. a stimulus to action
- c. a deterrent
- d. a valuable

5. The iPod is an **innovation** in the recording of music.

- a. different from
- b. a new development
- c. a repetition

d. a tested formula

PRACTICE 2: USING SYNONYMS IN SENTENCES

Now that you've learned five new words, write a sentence for each of them.

1. _____

2. _____

3. _____

4. _____

5. _____

WRITING: Thank-You Letter

Pretend that you are Roger and write a letter to Mrs. Jones. Thank her for helping you. Explain what happened and how it made you feel. Then discuss your letter with a partner. Use the organiser below to help you frame your letter.

Date: _____

Place: _____

Dear _____,

I am sorry that I tried to _____.

I did it because I needed money to buy _____.

Afterward, I felt _____. I just wanted you to _____

_____. I was surprised that you treated me

_____. You did things for me like _____

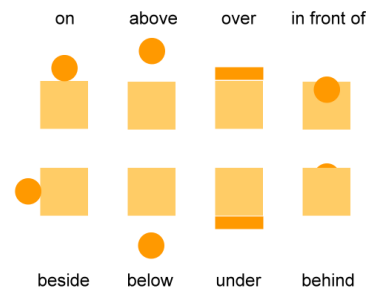
I was not able to say how I felt when I left. I want to tell you _____

Sincerely,

GRAMMAR: Prepositions of Place

Prepositions of place tell you where people or things are.

- The dog dug a hole in front of the house.
- He chose a spot behind a tree.
- He placed his bone into the hole.



We also say:

- ❖ at school, at home, at the office
- ❖ in my apartment, in my room
- ❖ go to school, walk to the store

Task 1: Read each sentence about "Thank You, M'am" below. Complete the sentence with a preposition of place from the box.

at across behind in front of
inside next to to

1. Mrs. Jones carried her purse _____ her shoulders.
2. Roger came up _____ Mrs. Jones and grabbed her purse.
3. Roger lost his balance and fell _____ the woman, so she kicked him while he laid on the ground.
4. Mrs. Jones grabbed Roger and shook him _____ her.
5. She dragged him _____ her house and told him to clean up.

Task 2: Complete the paragraph using prepositions of place.

6. Roger thinks Mrs. Jones will take him _____ jail. Instead, she brings him to her house. After he washes and dries his face, he turns around. Mrs. Jones is standing _____ him. Mrs. Jones finds ham and lima beans

_____ her icebox. When Roger leaves, he looks back _____
Mrs. _____ Jones.

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ANSWERS: For Teacher

Spellings to be called out: belief, magazines, prosecution, situation, clammy, salary, superb, enforcement, terrific, obsession

COMPREHENSION: Remind students that readers learn about a character by what the author tells them, what the character says and does, and how other characters talk and act toward the character. Invite volunteers to share what they have learned about Mrs. Jones and Roger through characterization.

Direct Characterization: The author tells the reader what a character is like.

Indirect Characterization: Readers learn about a character from what the character says and does, how the character speaks, and what others say about the character.

1. ①
2. He wants a pair of blue suede shoes. He is poor and has no one to take care of him. He thinks about what he wants and not what he needs, such as food.
3. She is not afraid of him. She is strong and can take care of herself.
4. They are in Mrs. Jones rented room. The setting is important, because Mrs. Jones is poor too but she helps the boy anyway.
5. ①
6. The boy is surprised that she gave him the money. He is not used to someone treating him so well.
7. In the beginning of the story, Roger tried to steal Mrs. Jones's purse but at the end, she gives Roger money.
8. Mrs. Jones and Roger.
9. tried to steal Mrs. Jones's purse.
10. Mrs. Jones's home.
11. brave, generous, nice
12. He did not run away.

VOCABULARY

Practice 1: Identifying Useful Synonyms

1. a. To *distort* is to change the shape or sound of something.
2. c. To *fluctuate* is to change frequently.
3. b. Something that is *inevitable* is certain to happen.
4. b. An *incentive* is an encouragement or stimulus to action.
5. b. An *innovation* is an introduction of a new idea, a new process, a new

GRAMMAR

1. across, 2. behind, 3. next to, 4. in front of, 5. to
2. to, in front of, inside, at