

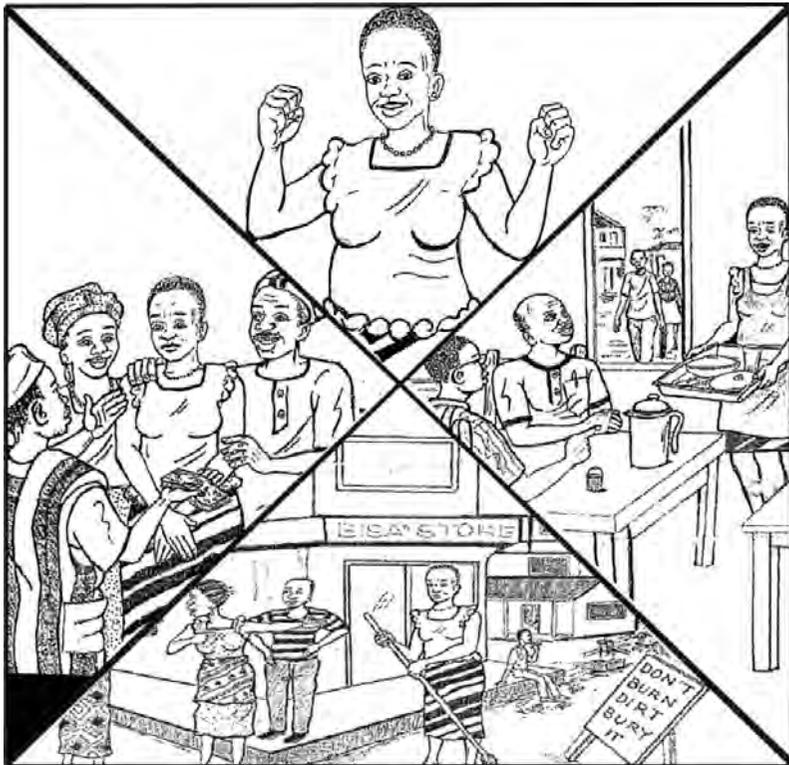


USAID
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Sonie's Story 1

TEACHER'S EDITION



*The story of a Liberian girl
who overcomes life challenges*

**USAID's Core Education Skills for Liberian Youth
August 2011**

Foreword

The following story has been developed through the support of USAID's Core Education Skills for Liberian Youth (CESLY) program. The USAID/CESLY project seeks to improve educational opportunities and outcomes for Liberian youth and young adults. USAID/CESLY increases access to education among Liberian youth through alternative basic education, enhances the overall quality of teaching, and collaborates with government and community organizations toward long-term sustainability of education for youth in Liberia. The project helps Liberian young people develop the skills and attitudes necessary to progress in the conventional academic system, transition into skills training or livelihoods, maintain healthy lifestyles and participate in their communities.

One of the key focus areas of the USAID/CESLY project is the promotion a culture of reading among youth in Liberia. When reading skills are strengthened, performance in all content areas are likely to improve.

Currently, a great scarcity of locally produced materials in schools leading to a high level of over dependency on educational materials used by learners that are externally produced and lack local orientation and context. These are therefore difficult

for facilitators and learners to understand and practicalize. Or more commonly, there is little to read-- so most often, people don't read. In occasional cases, where reading is done, learners memorize the same book and recite it over and over again. This does not develop their ability to comprehend, analyze and think critically. In response to this need, the mini-series on the life of Sonie was commissioned by the USAID/CESLY project.

The author of the following story is Saah Millimono. Saah is a youth who is physically challenged, in that he is not able to speak or to hear, but he expresses his ideas through creative writing. This clearly manifests that disability does not mean inability. He serves as an example for other Liberian youth benefit from role models who inspire them to overcome challenges. His ideas have resulted in a mini-series of chapters about the life of Sonie, a young Liberian girl who is faced with many challenges in life but takes the courage to confront and rise above each of these challenges in a positive way to transform her life and community.

The themes highlighted in this book center around themes covered in the life skills and work readiness components of the alternative basic education curriculum. Some issues include: HIV/AIDS, community service, hygiene and sanitation, preserving the natural environment,

combating malaria, preventing teen pregnancy, gender equality, peaceful resolution of conflict, acquisition of work readiness skills, pursuit of education and many more topics.

This story is intended to be used in conjunction with the Alternative Basic Education Curriculum. The story can be used to support in-class work or reading outside the classroom. The story can also be used to generate project ideas and service learning activities so that what learners acquired in the classroom can be put into practice to help improve their community.

Those who use this story in the classroom may also choose to use it to practice the basic components of reading (such as phonemic awareness, decoding and word recognition, vocabulary, oral reading fluency, comprehension, analysis and critical thinking).

The register of English spoken in Liberia differs quite substantially from the register of English used in standard written documents. Learners have often found it very challenging to understand or correctly employ the phonetics, grammar and vocabulary found in documents in standard English register. The stories can be used with speakers of the Liberian variant of English to explore, differentiate and learn to employ the different spoken and written

registers of English in use in Liberia. The stories are intended to provide content that will allow one to bridge that transition, so that learners know how to transition from the spoken register of English used in communities and learners' everyday lives into the written register of English used in the classroom. Without specific bridging, learners sometimes find it difficult to attain competency in a written register of English that is unfamiliar.

The story can also be used to stimulate critical thinking, produce generative themes, and raise issues that make students want to turn the page. After reading a story, a facilitator may want to discuss with learners, "Why did the story end this way? What happened next? What led to this outcome? What would you have done if you were in the story? Could things have turned out another way?" Critical thinking around the themes in the story can be developed either in oral discussion or in written follow up.

Equally important to the creation of a culture of reading is a culture of writing. Writing cannot be separated from the act of reading. Indeed, writing is what helps new readers practice and internalize new skills. In order to promote a culture of writing, learners may be encouraged to write new conclusions or following chapters to the story contained in this publication. Facilitators can also develop questions

that learners respond to in writing. Learners can express their thoughts through simple sketch, drawing, song, role play or any creative way. This story should inspire teachers and educators to work with students and encourage students to create their own original stories.

The stories have been written by Liberian author, Saah Millimono, and illustrated by a Liberian illustrator, Saye Dahn.

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Questions Guide to Sonie Stories

These questions are to be used along with each chapter of the Sonie Stories. The questions range from simple knowledge and memory recall to higher order questions that are intended to stimulate and provoke critical thinking, healthy and positive group discussions. The teacher must read the stories very carefully in order to guide and lead the class through the discussions that will flow from these questions.

When posing the critical thinking questions, it is important to give students enough time to think in small groups and share their responses to the larger class. Both teachers and students should respect the views and opinions of each other as there are no direct and clear cut yes or no answers to some of the critical thinking questions. The teacher should go beyond accepting a simple yes or no as an answer and ask students why. The teacher/facilitator along with the students/learner should develop ground rules that will guide the discussion so that students stay within the bound and scope of what is being discussed without reverting to laughing at others, insults, name calling, and stereotypes, etc.

There are word recognition questions to assess and build students' vocabulary and word recognition

skills. The words are obtained from the passages in the story.

In addition to these questions, teachers are free to flexibly develop and pose other problem posing and innovative questions that are contextual and content related to these passages.

Teachers should seek guidance and help from other teachers, principals, Team Leaders, Training Officers and NFE Coordinators if they need clarity.

Best of luck as you build the reading skills of our students!



Life in Voinjama

Chapter 1

Life in Voinjama

Once there was a girl in Voinjama named Sonie. She was about 16, tall and dark. Her hair was short and plaited in cornrows. Together

with Mama and Papa she lived in a hut with thatch roof.

Sonie had a younger brother named Sarkor. He was fifteen but taller than she was. Sarkor was a quiet boy. He liked to help Mama and Papa.

Sonie liked to work hard. Each day she went along with her parents and her brother to their farm in the forest. She helped them plant rice, cassava, eddoes, and yam.

Sometimes she stayed home. She cleaned up the house and washed her parents' clothes. She cooked and kept the pots and pans clean, too.

One day Sonie was sitting with Mama and Papa. Mama said:

“Sonie, the chief would like to marry you. He sees that you work hard. He says you would make a good wife.”

“I don't want to marry him,” Sonie said.

“Why don't you want to marry him?” Papa asked.

“The chief is 65 and I'm only 16,” Sonie told Papa, “and he has three wives and many children. ”

“That is so,” Papa said. “But the chief would make you a good husband. ”

“No, I don't want to marry him,” Sonie said. She got up and ran out of the hut.

Mama and Papa were sad. Many young girls were married already. They thought the chief would make Sonie a good husband.

But that night Sonie could not sleep. Each time she thought of the chief as her husband she wept. She did not like him. But she knew that she would come to marry him. She did not want to hurt Mama and Papa. Weeping, she fell asleep.

The next morning the chief called the elders. He told them he would marry Sonie. The elders agreed. They sent for Sonie.

But when the guards of the chief came they did not meet Sonie. Her parents were weeping. Sonie had fled away to Monrovia.

Chapter 1: Life in Voinjama

Reading Comprehension

1. *What type of house does Sonie live in?*
2. *What is the name of Sonie's brother?*
3. *What kind of work did Sonie do on the farm?*
4. *Who wanted to marry Sonie?*

Answer to Questions

Chapter 1

1. Sonie lived in a hut with thatch roof.
2. The name of Sonie's brother was Sarkor
3. Sonie helped to plant rice, cassava, eddoes and yam on the farm.
4. The chief wanted to marry Sonie.

Critical Thinking Questions

5. *Why do you think Sonie's parents wanted her to marry the chief?*
6. *The chief wanted to marry Sonie because she was hard working. Do you think this is a good reason for a man to want to marry to a woman?*
7. *Was Sonie right to refuse the chief's proposal to marry her? Why?*
8. *Did Sonie do the right thing by running away from Voinjama? What else do you think she could have done?*

9. *Should parents decide who their children should marry?*
10. *Is it right to practice anything that our tradition dictates?*
11. *What would you have done if you were:*
12. *a) the chief*
b) Sonie's parents
c) Sonie?

Answer to Critical Thinking Questions

These questions don't have a right or wrong answer. You need to help students think critically about their own ideas for each answer.

Word recognition skills

13. *Voinjama is the capital of:*

- a) *Gbabolu*
- b) *Margibi*
- c) *Maryland County*
- d) *Lofa*

14. *Which word in the first paragraph means to weave together?*

- a) *thatch*
- b) *roof*
- c) *plait*

15. *The word obedient means*

- a) *clever*
- b) *respectful*
- c) *beautiful*

16. *The antonym or opposite of hardworking is:*

- a) *quiet*
- b) *lazy*
- c) *strong*



Sonie comes to Monrovia

Chapter 2

Sonie Comes to Monrovia

Sonie met her aunt Deddeh in Monrovia. She told her what had happened in Voinjama. Deddeh was happy that she had not married.

“It's better that you go to school,” she told Sonie. “Education is good. Once you are educated, you can get a job, a home, and marry a man of your choice.”

“I thought so, too,” Sonie said, laughing.

Deddeh sold small, small things in the market. Sonie began to help her sell in the market, too. Deddeh helped pay Sonie's school fees.

One day Deddeh gave Sonie \$2,500. 00 Liberian dollars. That was all her market money. She sent Sonie to buy 5 boxes of candles for \$300. 00, a gallon of vegetable oil for \$650. 00, a box of toothpaste for \$850. 00, and half a bag of rice for \$675. 00. And then she told Sonie to return with the change.

Sonie went to a goods store. She bought everything. She paid for each goods as Deddeh had told her.

When she was leaving, she asked, "Is there any change from the money?"

"There's no change," the man told her. fall

"My aunt said that there should be change from the money," she said.

"There's no change," the man shouted.

Sonie came home. She told Deddeh what had happened. Deddeh was angry. Together they rushed back to the store.

"Why did you cheat the girl?" Deddeh asked, as she came into the store.

"I did not cheat her," the man said.

"She said you did not give her any change," Deddeh said.

"There was no change left," the man said.

"All right, let's add the cost of the goods she bought," Deddeh said.

"I am too busy," the man said. He was counting some money behind his counter.

Deddeh left the store. She called a police officer. The police officer came. He told the store man to add the cost of the goods. When the cost of the goods was counted, a change of \$25.00 was left.

“I am sorry,” the store man said. “I wasn't paying any attention.”

“Shut up,” the police officer said. “You were just trying to cheat the little girl. Now I just want to lock you up.”

“Don't lock him up,” Deddeh said. “I am happy we got our change back.”

Deddeh shook the police officer's hand. She thanked him. The police officer left the store.

On their way back home, Deddeh said, “Sonie, you should try to learn some math. That way people wouldn't cheat you whenever you go to buy something.”

“Yes, aunty Deddeh,” Sonie said.

Chapter 2 Sonie Comes To Monrovia

Reading Comprehension

1. *What is the name of Sonie's aunt?*
2. *How much did Deddeh give Sonie to take to market to buy goods?*
3. *Why was Deddeh angry?*
4. *How much change did the shop keeper give Sonie?*
5. *What did Deddeh ask Sonie to learn?*

Answers

1. The name of Sonie's aunt is Deddeh.
2. Deddeh gave Sonie \$25.00 Liberian Dollars to take to the market.
3. Deddeh was angry because the shop keeper did not give Sonie Change.
4. The shop keeper gave Sonie \$25.00 change.
5. Deddeh asked Sonie to learn Math.

Critical Thinking

6. *How do you think Sonie met her aunt Deddeh in Monrovia?*
7. *Do you think it was right for Deddeh to make Sonie sell in the market?*
8. *Do you think Deddeh was right to ask Sonie to go in the market to buy goods knowing that she could not read and write properly?*

9. *Do you think the shopkeeper intended to cheat Sonie or he did he make a mistake? Why do you think that?*
10. *Was Deddeh right to bring in the police? What would you have done if you were Deddeh?*
11. *Why do you think Deddeh asked Sonie to learn math? Was that the right way to help Sonie from being cheated in the future?*
12. *Have you ever being cheated before? If yes, explain what happened and how you solved the problem.*

Answer to Critical Thinking Questions

These questions don't have a right or wrong answer. You need to help students think critically about their own ideas for each answer.

Main Idea

13. What is the main idea sentence in paragraph 5?

- a) She told Sonie to return with a change.
- b) That was all her market money.
- c) One day Deddeh gave Sonie \$ 2,500 Liberian dollars.

Cause and Effect

14. Sonie did not know math. What was the effect of this?

15. Deddeh called the policeman. What was the cause?

Sequencing

16. Put these sentences in order of what happened first, second, third, etc.

- a) Sonie you should try to learn math.
- b) Deddeh called the police man.
- c) "There is no change," the man said.
- d) Sonie went to the shop to buy goods.
- e) "It's better that you go to school," Deddeh told Sonie.

Answer: e, d, c, b, a

Theme

17. The theme or lesson of this story is:

- a) Children should not sell for their parents.
- b) Shop keepers should not cheat people.
- c) If you are educated, you will not be cheated easily.

Word recognition

18. Money you pay to acquire education is called
- a) fare
 - b) fees
 - c) form
19. The word in the story that means the same as to trick is:
- a) change
- b) goods
 - c) cheat
20. The subject that helps a person to count numbers is called:
- a) reading
- b) science
 - c) math
21. Money that is given back to you when you have paid for more than the cost of something is called:
- a) price
- b) change
 - c) fees



Deddeh throws Sonie out

Chapter 3

Deddeh Throws Sonie Out

One day Deddeh left to go to the hospital. Sonie fell asleep at the market table. A thief came and stole \$3000.00 of Deddeh's market money. Sonie had put it in a bag tied round her waist.

Deddeh came back. She learned what had happened. She beat Sonia. Then she threw her out of the house!

Sonie did not have anywhere else to go. She began to sleep on the street. The street was filled with boys and girls. Many of them were young. But they smoked cigarettes, drank liquor, and fought among themselves.

Each day Sonie looked for odd jobs. She fetched water and sold small, small things for people. But sometimes she wanted to be a prostitute. Many of the young prostitutes she had seen were well-dressed. She felt that they got more money than

they could use for food. But she had heard of HIV. So she was afraid to become a prostitute.

One night she met two young girls. They were sitting along the road and smoking cigarettes. Sonie sat

beside them. She told them that she had nobody and nowhere else to go. .

“You aren't serious,” one of the girls said, laughing. She was short and fat. “Look at me! I am only 14 and I am living with myself. I don't have time for my Ma and Pa.”

“Don't talk to her like that, Fanta,” the tall one said. “She has just come to Monrovia. We should help her.”

Fanta looked Sonie up and down. “What is your name?” she asked finally.

“My name is Sonie,” she said.

“Where did you come from?” Fanta asked.

“I am from Voinjama?” Sonie told her.

“Is that in the country?” the tall girl asked.

“Yes,” Sonie said.

“Why did you come to Monrovia?” Fanta asked.

“I came to live with my aunty,” Sonie said. “But somebody stole my aunty's money. She said I had stolen the money. So she threw me out of her house.”

“It's the same thing my uncle did to me,” the tall girl said. “But don worry, Sonie. You will stay with us.”

“Thank you,” Sonie said.

“My name Pinky,” the tall girl said.

That night Fanta and Pinky took Sonie to their house on Lyn Street.

The following night, Fanta, Pinky and Sonie went to a night club. There they met three men who bought them drinks and offered them cigarettes. Fanta and Pinky drank and smoked with the men. Sonie refused.

In the middle of the night the men gave the girls money. Sonie went along with one of the men. That night she slept with him. She had become a prostitute.

One day Fanta got very ill. Sonie and Pinky took her to the hospital. At the hospital the doctor told them that Fanta had HIV. They learned it was a bad, bad sickness. When Fanta went to stay at the hospital, the girls said goodbyes to each other. Sonie went to live by herself. She did not want to be a prostitute any more.

Chapter 3 Deddeh throws Sonie Out

Reading Comprehension

1. *Why did Deddeh ask Sonie out of her house?*
2. *What were the names of Sonie's friends?*
3. *Which of Sonie's friends got sick?*
4. *What kinds of things did Sonie do to survive when she left Deddeh's house?*

Answers

1. Deddeh threw Sonie out of the house because a thief stole \$3000.00 of Deddeh's market money from Sonie.
2. The names of Sonie's friends were Fanta and Pinky.
3. The name of Sonie's friend that got sick was Fanta.
4. Sonie went in the night club and slept with men.

Critical thinking Questions

5. *Was it right for Deddeh to beat Sonie and throw her out of the house? Why? What else could she have done to Sonie?*
6. *Do you think at this point Sonie thought about her parents and might have regretted leaving them? Why?*
7. *Did Sonie do the right thing by staying with her friends? What would you have done if you were Sonie?*

8. *Do you think Fanta and Pinky were good or bad friends to Sonie? Why do you think so?*
9. *Why did Sonie decide to leave her friends and stay by herself? Was it a good idea? What would you have done in similar situation?*
10. *Why did Fanta get sick? And what do you think might have happened to her at the hospital?*

Answer to Critical Thinking Questions

These questions don't have a right or wrong answer. You need to help students think critically about their own ideas for each answer.

Word Recognition Skills

11. A person who steals from others is called:

- a) thief
- b) liar
- c) prisoner

12. A woman who sells her body for money is called :

- a) actress
- b) prostitute
- c) widow

13. HIV is:

- a) a disease
- b) a kind of liquor
- c) a name of a bad person

14. A place sick people go for treatment is called:

- a) bakery
- b) school
- c) hospital



Sonie keeps her community clean

Chapter 4

Sonie Keeps Her Community Clean

At Benson Street the neighbors fussed among themselves. Even at Sonia's house the people fussed with each other. Often the quarrels were about taking care of trash in the neighborhood. Sometimes people threw dirt on the road. Sometimes they threw them on the roofs of other people's houses.

One day Sonie called her landlord, Mr. Kollie. "I think it's time now for us to clean the community, Mr. Kollie," she said. "This dirt business makes people sick. Too much dirt brings mosquitoes. And the mosquitoes bring malaria."

"It's true, Sonie," said Mr. Kollie. "But many people do not care."

"That's their business," Sone said. "But today I am going to tell everybody about this dirt business. It's too much now!"

Sonie got a yard broom and went out on the street. As she swept, she talked to everybody she met.

“Help keep the community clean,” she told one man.
“A healthy community means healthy people.”
“Leave me alone,” the man said. “I have paid my tax.
The government should clean the street.”

Sonie met a woman. “Sister, I’m cleaning the streets,” she said. “Can you help me?”
“You are all right,” the woman said. “You don’t have nothing else to do but sweep the street! You won’t get five cents for it.”

“Leave the girl alone,” one man said. “You people keep the streets dirty and wait for the government to clean it for you.” The man thanked Sonia. He told her to keep up the good work.

Sonie got pieces of cardboard. She nailed them to planks. She stood them up in the streets. One of the cardboard read.

“Don’t Burn Your Dirt! Bury It!”

The other said.

Healthy community, healthy People.

Keep your community clean.

Many people began to like what Sonie was doing. Together they started to help her. Soon the streets were clean of garbage. People stopped fussing about trash.

Chapter 4 Sonie Keeps her Community Clean

Reading Comprehension

1. *Why were the neighbors on Benson Street always fussing about?*
2. *What is the name of Sonie's landlord?*
3. *What were the things Sonie wrote on the signboard? Do you think she wrote them herself? Why?*

Answer to Questions

1. The neighbors on Benson Street were always fussing about how to take care of the trash in their community.
2. The name of Sonie's landlord is Mr. Kollie.
3. Sonie wrote on the board, "Don't burn dirt. Bury it."

Critical Thinking

4. *How does keeping your community dirty make you sick?*
5. *The man said it was the responsibility of the government to clean the community. Was he right to say this? Why?*
6. *Who do think is responsible to keep the community clean? What things can you do to keep you home and community clean?*

Answer to Critical Thinking Questions

These questions don't have a right or wrong answer. You need to help students think critically about their own ideas for each answer.

Word Recognition

7. *People who live close to each other in the community are called:*

- a) family
- b) friends
- c) neighbors

8. *A sickness caused by mosquitoes is called:*

- a) typhoid
- b) malaria
- c) diarrhea

9. *The word in the passage that means the same as dirt is:*

- a) yard
- b) quarrel
- c) garbage

10. *A group people chosen or elected to lead a nation is called:*

- a) community

- b) country
- c) government

11. The person who owns a house in which other people live is called:

- a) tenant
- b) master
- c) landlord

Cause and Effect

12. If you keep your community dirty the effect is You will get sick

13. The reason for which people sometimes get sick is They keep their community dirty

Fact and Opinion

Write fact when the statement is true and opinion when it expresses the view of an individual

Sonie helped to make her community clean. Fact

All the people on Benson Street are dirty. Opinion



Sonie becomes pregnant

Chapter 5

Sonie Becomes Pregnant

One day Sonie was coming from the market. She met a man. He sat in a beautiful.

“Hello, young woman,” the man said.

“Hello,” Sonie said.

“What's your name?” the man asked.

“My name is Sonie,” she said.

“Well, my name is Johnson,” the man said. “I would like you to be my woman, Sonie.”

Sonie thought Johnson was a nice man. She told him that she wanted to be his woman, too. Then she told him that she wanted to go to school.

“That is no problem,” Johnson said. “I will take care of your school business.”

“All right, Mr. Johnson,” Sonie said.

“Let's go see my place,” Johnson said.

“Okay,” Sonie said. She got into the car.

Johnson started the car. He drove away.

Two weeks later, Sonie said, "Mr. Johnson, I would like to go to school now."

"My boss hasn't paid me yet," Johnson told. "Just wait small."

She waited for about two months. Then she told him again.

"Look," Johnson said, "I don't have any money."

Sonie was very sad. She left Mr. Johnson's house.

Later, she became pregnant. She went back to Mr. Johnson.

"I am pregnant," she said.

"That's none of my business," Johnson said.

"I am pregnant for you," Sonia cried.

"You are a foolish girl," Johnson said. "Get out of my house."

Sonie went home and cried. But Johnson never came back to her.

Chapter 5 Sonie Becomes Pregnant

Reading Comprehension

1. *Who did Sonie meet on way from the market?*
2. *What did Mr. Johnson promise to do for Sonie?*
3. *What happened to Sonie after about two months?*

Answers

1. On the way to the market, Sonie met Mr. Johnson.
2. Mr. Johnson promised to send Sonie to school and pay for her education.
3. After two months, Sonie became pregnant.

Critical thinking

4. *Do you think Sonie made the right decision by agreeing to be Mr. Johnson's woman? Why?*
5. *How can you describe Mr. Johnson's behavior to Sonie?*
6. *Do you think it is good to fall in love with someone whose character you do not know?*
7. *Why do you think some people fall in love with others whose character they do not know well?*
8. *Do you think Mr. Johnson was right to call Sonie a "foolish girl"? Explain. What do you think Sonie should do to Mr. Johnson?*
9. *Who do you think is responsible for Sonie's pregnancy?*
 - a) *Sonie*

- ⓑ *Mr. Johnson*
- c) Deddeh*
- d) Her parents.*

Explain your answer.

10. Have this ever happened to you or someone you know? How did you or the person handled this problem?

Answer to Critical Thinking Questions

These questions don't have a right or wrong answer. You need to help students think critically about their own ideas for each answer.

Theme/Lesson

The theme or lesson in this story is

- a) Don't get pregnant.*
- ⓑ *Don't fall in love with someone you do not know*
- c) Be friendly with anybody you see*

Cause and Effect

- 11. Sonie became Mr. Johnson's woman without knowing his character. What was the effect?*
- 12. Sonie became pregnant, what was the cause?*
- 13. Mr. Johnson threw Sonie out of his house what was the cause?*

Word Recognition

- 14. Very nice and fine is:*

- a) *successful*
- b) *beautiful*
- c) *greedy*

15. *To carry a child in the womb is called*

- a) *deliver*
- b) *produce*
- c) *pregnant*

16. *Pregnant means the same as:*

- a) *beautiful*
- b) *attractive*
- c) *conceive*

17. *Someone who does silly things is:*

- a) *clever*
- b) *foolish*
- c) *wise*

18. *The word business as used in the passage means*

- a) *to sell*
- b) *problem*
- c) *job*



Sonie gets a job

Chapter 6

Sonie Gets a Job

Sonie delivered. She had a boy child. She called him Papie. She loved her baby. But she could not take care of him. She did not have a job.

One day Sonie had an idea. She would look for a job as a cook. She had learned to cook when she lived with Mama and Papa.

She got dressed in her lappa suit. She went out on the street. There she found a job as a cook. She would work in a big restaurant. How lucky she was!

Though it was a big restaurant, Sonie's salary was very small. Maybe if she worked hard in the restaurant she would get a raise, she thought. Besides cooking, she began to fetch water and wash the dishes. She also scrubbed the floor and came to work on time. She was nice to the customers and her workmates, too.

Still she could not get a raise. Her boss lady, Mrs. Gayflor, was said to be a very mean woman. People said she never raise anybody's salary.

But one day Mrs. Gayflor called Sonie. "You're a very nice girl, Sonie," she said. "I'm happy you are working

here. I've decided to raise your pay and make you the chief cook."

"Thanks, Mrs. Gayflor!" Sonie said. She was very happy.

Chapter 6 Sonie Gets a Job

Reading Comprehension

1. *What was the name of Sonie's child?*
2. *What kind of job did Sonie find?*
3. *What kinds of work did Sonie do as a cook?*
4. *How did Mrs. Gayflor show that she like the way Sonie worked?*

Answers

1. The name of Sonie's son was Papie
2. Sonie worked as a cook in a restaurant.
3. Mrs. Gayflor raised Sonie's salary and made her the head or chief cook.

Critical Thinking

5. *Do think Sonie would have found a job if she sat down home all day? Why?*
6. *Sonie decided to work hard to get a higher salary. Is this a good reason why people should work harder at their job? Why?*
7. *People said Mrs. Gayflor was a very mean woman. Based on what you have read from the story, is this true? Why or why not?*
8. *Do you think it is good to believe everything that is heard from other people? Why or why not?*

Answer to Critical Thinking Questions

These questions don't have a right or wrong answer. You need to help students think critically about their own ideas for each answer.

Word Recognition

1. *A place people go to eat and entertain themselves is:*

called :

a) stadium

b) restaurant

c) parking station

2. *To clean with a brush and water is called:*

a) rinse

b) scrub

c) paint

3. *The word raise as used in the passage means:*

a) to move up

b) to increase a person's pay

c) to lift

4. *People who go to a shop or market to buy are called:*

a) sellers

b) peddlers

c) customers

5. *The amount that a person is paid usually at the end of the month for doing a job is called:*

- a) *price*
- b) *salary*
- c) *rent*



Sonie meets Deddeh

Chapter 7

Sonie Meets Deddeh

Each day when Sonie was coming from work, she would see aunt Deddeh. Deddeh sold small, small things at Waterside Market. But Sonie would pass by as if she did not see her.

Deddeh also saw Sonie at the market. But she would not talk to her. She was still angry that Sonie had lost her money. Sonie, too, was angry at Deddeh for throwing her out of the house.

One day they met each other on the street. Deddeh looked the other way. She tried to pass by. She did not want to talk to Sonia.

But Sonie said, "Oh, aunt Deddeh, it's you!"

"Yes, it's me," Deddeh said, smiling.

"I am happy to see you," Sonie said.

"Where are you living?" Deddeh asked.

"I live on Benson Street," Sonie said.

"Do you have a husband?" Deddeh asked.

“No, I don't have a husband,” Sonie said. “It's only my baby and me.”

“Then you are doing well,” Deddeh said.”
They laughed.

“Let's go and see my place, aunty,” Sonia said.

“All right,” Deddeh said.

Soon they were at Sonie's house. Sonia had many things. She had bought a video and a large mattress. She also had many clothes and cooking utensils. Her baby was very fat. Deddeh was proud of onia. They talked for a while. Then they fell silent. They were both hurt about how badly they had avoided each other. But nobody wanted to be the first to say sorry. That would make her look like she blamed herself for everything.

At last, Sonie said. “Aunty, I'm sorry for what happened. But to tell you the truth, I did not steal your money. Somebody else stole it from me. But you threw me out of your house. So I did not want to talk to you any more.”

“I have heard you,” Dedded said. “I have also been trying not to talk to you. But it's time now we make

peace. You are my niece. I am your aunt. And there's a saying that a family stick bends but never breaks. So let's forget about everything and make peace. ”

“Yes, aunty,” Sonie said.

Deddeh and Sonie hugged each other. They were very happy.

Chapter 7 Sonie Meets Deddeh

Reading Comprehension

- 1. In which market did Deddeh sell her goods?*
- 2. Why were Sonie and Deddeh still angry at each other?*
- 3. Why was Deddeh proud of Sonie?*

Answers

1. Deddeh sold her goods at Waterside Market.
2. Deddeh was still angry at Sonie for losing her money. Sonie was angry at Deddeh for throwing her out of her house.
3. Deddeh was proud of Sonie because she had bought a video, large mattress, many clothes and utensils and her baby was very fat.

Critical Thinking

- 4. Was it a good thing that Sonie and Deddeh did not speak to each other?*
- 5. Why do you think Deddeh asked whether Sonie had a husband?*
- 6. Should we forgive people who hurt us even if they do not say sorry for what they have done?*
- 7. Do you think Deddeh and Sonie really forgive each other sincerely from their hearts? Why?*
- 8. Deddeh said “family stick bends but never breaks” what did she mean by this? Is it true?*
- 9. What lesson did you learn from this story?*

Answer to Critical Thinking Questions

These questions don't have a right or wrong answer. You need to help students think critically about their own ideas for each answer.

Word Recognition

1. *A machine that shows pictures is called:*

- a) radio
- b) video
- c) telephone

2. *To hold someone responsible for something that happens is called:*

- a) proud
- b) forget
- c) blame

3. *The sister of your mother or father is your:*

- a) uncle
- b) aunt
- c) niece

4. *People with the same blood relationship are called:*

- a) neighbors
- b) community
- c) family.

5. *The man that a woman is married to is called:*

- a) uncle
- b) husband
- c) brother