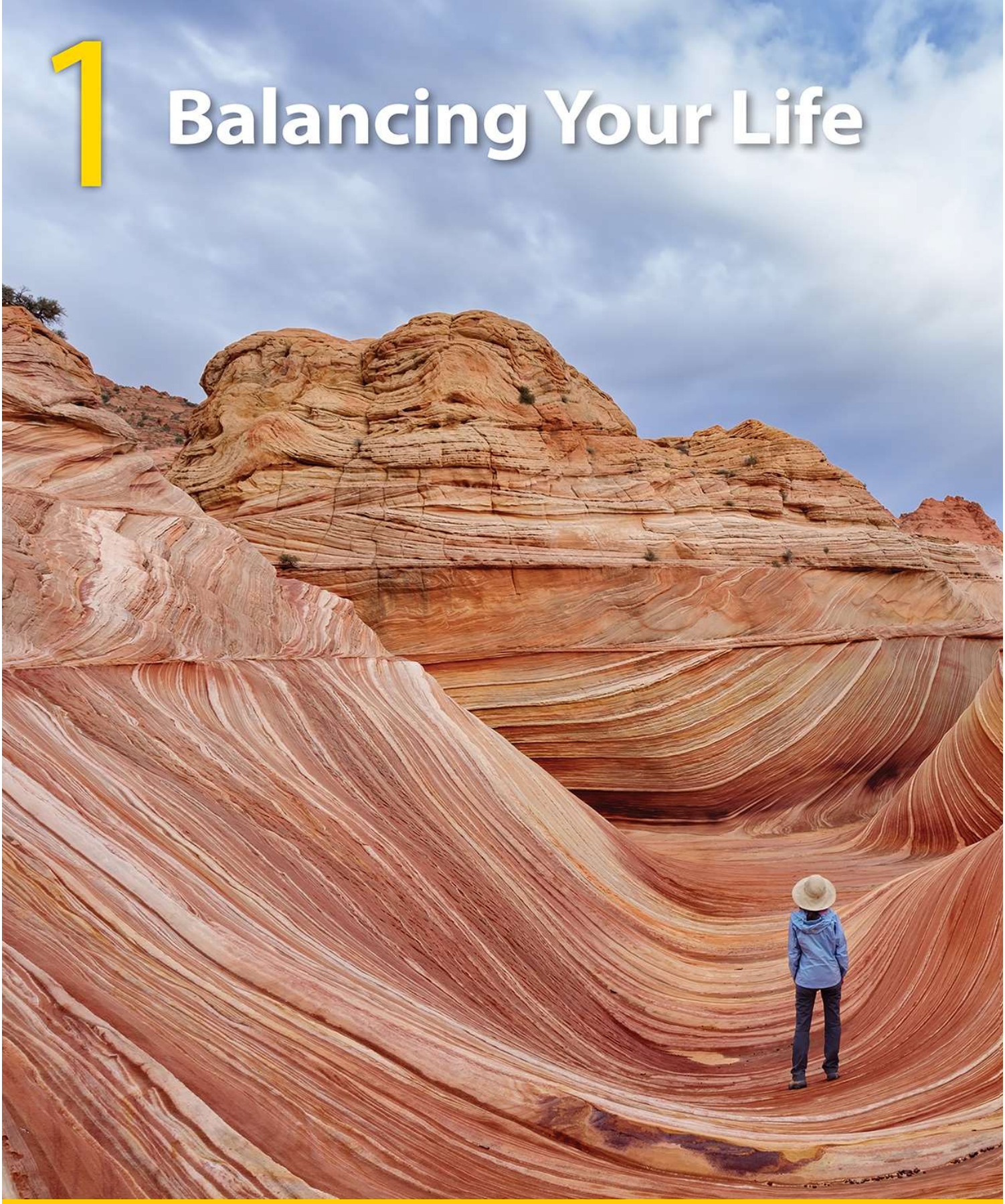
1 Balancing Your Life





UNIT OUTCOMES

- Compare past and present
- Determine goals
- Identify obstacles and give advice
- Write about an important person
- Identify and apply time-management skills
- Identify your character traits

Look at the photo of the hiker at Vermilion Cliffs National Monument in Arizona. Answer the questions.

1. *Vermilion* is a color. Based on this photo, what color do you think it is?
2. How do you think the hiker feels in this place?
3. Have you ever been to a place like this?

Read the unit title.

1. What does balancing your life mean to you?
2. What do you do when you want to feel balanced?

Afaq-lc.com

LESSON 1

Where Did You Use to Study?

GOAL ▸ Compare past and present

A **Bita and Minh are new students at Bellingham Adult School. Listen to their conversation about their first day of class.**

B **PREDICT** **With a partner, answer the questions about Bita and Minh. You may have to guess some of the answers.**



Minh



Bita

1. How old are they?
2. What do they do?
3. Where are they from?
4. Why are they studying English?

C **Bita and Minh both talk about things they did in the past and things they do now. Listen again and complete the chart.**

	Past	Now
Bita	was an architect	
Minh		

Afaq-lc.com

D **Study the chart with your classmates and teacher.**

Used to	
Example	**Rule**
Minh *used to* go to school during the day. Bita *used to* be an architect in Iran.	**Affirmative:** *used to* + base verb
Bita *did not use to* go to school at night. Minh *didn't use to* take care of his grandchildren.	**Negative:** *did* + *not* (*didn't*) + *use to* + base verb **Incorrect:** ~~I didn't **used** to go to school.~~
Did Minh *use to* work? *Did* Bita *use to* study English?	***Yes / No* Question:** *did* + subject + *use to* + base verb **Incorrect:** ~~Did Bita **used** to live in Iran?~~
Where *did* Minh *use to* work? What *did* Bita *use to* study?	***Wh-* Question:** *wh-* word + *did* + subject + *use to* + base verb
Used to + base verb expresses a past habit or state that is now different.	

E **Complete the sentences with the correct form of *used to* and the verb in parentheses.**

1. Kaitlin _used to live_ (live) with her family, but now she _lives_ (live) alone.
2. Armando _____ (go) to school in the daytime, but now he _____ (go) in the evening.
3. Where did Su _____ (teach)?
4. Ronnit _____ (not be) an administrative assistant before he moved to the US. He _____ (be) an architect.
5. He _____ (go) to school and _____ (help) his children now, but he _____ (assemble) computers.
6. Elisa _____ (live) away from her family, but now she _____ (live) in the same town.
7. Did the two brothers _____ (study) together?
8. Makki _____ (not work) at night.
9. Iva _____ (not teach) kindergarten.

Afaq-lc.com

F **Look at the things that you wrote about Bita and Minh in C. With a partner, make sentences about what Bita and Minh used to do and what they do now.**

1. Bita used to go to another school in the daytime, but now she goes to school in the evening.
2. _____
3. _____
4. _____

G **Write three *Wh*- questions using *used to*. Then ask a partner your questions.**

1. Where did you use to work?
2. _____
3. _____
4. _____

H **Look at the pictures. With a partner, make sentences comparing the past and the present.**

Subject / Verb	Past	Present
1. Suzanne / play		
2. Eli and Rosa / live		

I **COMPARE** **Write two sentences comparing your past and present habits.**

1. _____
2. _____

Afaq-lc.com

LESSON 2

Reaching Your Goals

GOAL ▶ Determine goals

A **INFER** **Read the paragraph about Bita's goals. Use the context (surrounding words) to find the meanings of the words in *italics*. Do the first one with your teacher.**

My name is Bita and I'm from Iran. I've been in the United States for six years. In my country, I was an *architect* and designed schools and hospitals, but in the United States, I don't have the right *qualifications* to be an architect. I have a plan. I'm going to learn English, go to school for architecture, and become an architect in the US. Here is my dream: In nine years, I will be an architect working in a *firm* with three other partners. We will design and build homes in *suburban* neighborhoods. I will live in a nice home that I designed. How does that sound to you?

B **INFER** **Read the paragraph about Minh. Use the context to find the meanings of the words in *italics*.**

I'm Minh and I've been in the United States since 1975. I came here as a *refugee* from Vietnam. I used to work for a computer company, but now I'm *retired*. I help take care of my grandchildren while their parents are working, but I also do something else on the side. I make jewelry to sell to local jewelers. My father was a jeweler in Vietnam, and he taught me his art. My goal is to help send my grandchildren to college, so I save every penny I make from the jewelry. This is my dream: In five years, my oldest grandchild will teach elementary school in the community where she lives, and she will *raise* her own family. My other grandchild will study medicine at one of the best schools in the country because she wants to be a *surgeon*. I hope that all of their dreams come true.

C **Answer the questions with a partner.**

1. What are Bita's and Minh's goals?
2. What are they doing to make their goals a reality?
3. What are their dreams?

D **CLASSIFY** **Make a list of different academic and personal goals someone might have. Discuss your ideas with your teacher.**

Afaq-lc.com

E What are *your* future goals? Write them on a piece of paper.

F Listen to the conversation that Bita is having with her friend, Yoshiko. Fill in Bita's goal chart with the missing steps and dates.

Goal: To Become an Architect and a Partner in a Firm	
Steps	**Completion Dates**
Step 1: I will study English.	Spring 2025
Step 2:	Fall 2025
Step 3:	
Step 4: I will become an intern.	Summer 2028
Step 5:	Winter 2029
Step 6: I will become a partner in a firm.	2031

G **PREDICT** Look at the paragraph about Minh in **A**. With a partner, create a goal chart for Minh based on the steps you think it will take Minh to achieve his goal.

Goal: For My Granddaughters to be a Teacher and a Surgeon	
Steps	**Completion Dates**
Step 1:	
Step 2:	
Step 3:	
Step 4:	
Step 5: My grandchildren will have jobs and families of their own.	

H Share your ideas with another pair of students.

Afaq-lc.com

I **Look at the goals you wrote in E. Choose the most important goal and write it.**

My goal: _____

By what year do you want to achieve your goal?

_____

J **PLAN** **Look at the goal chart. Write your goal at the top and next to "Step 6," and write the date you will complete this goal. Then fill in the chart with the steps it will take to reach this goal. Estimate your completion dates.**

Goal: _____	
Steps	**Completion Dates**
Step 1:	
Step 2:	
Step 3:	
Step 4:	
Step 5:	
Step 6:	

K **Talk to a partner about your goal and the steps that you will take to achieve it.**

EXAMPLE: In the fall of 2027, I will take classes at a community college.

Future Using *Will*	
Example	**Rule**
In the spring of 2026, I *will ask* my boss for a raise. In the summer, I *will look* for a job. In the winter, she *will volunteer* at the school.	Future = *will* + base verb
In spoken English, people often use contractions: *I will* = *I'll*.	

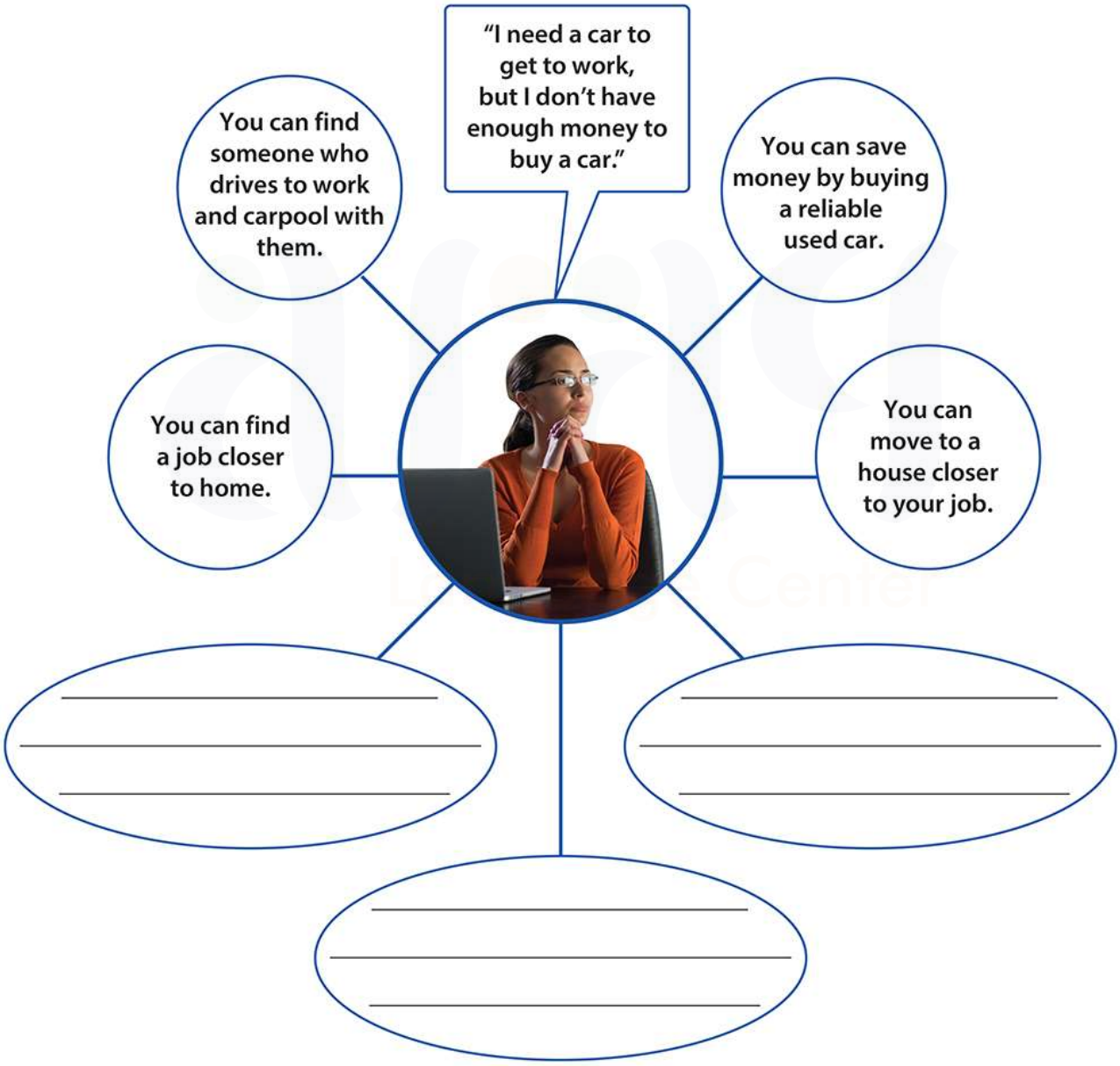
Afaq-lc.com

LESSON 3

What Should I Do?

GOAL ▸ Identify obstacles and give advice

A **Sometimes, we have problems achieving our goals. These problems are called *obstacles*. In order to overcome these obstacles, it can be a good idea to brainstorm different possible solutions. Look at the cluster diagram.**



B **Write other possible solutions to the problem in A.**

Afaq-lc.com

C **Listen to each person talk to their friends about their problems. After you listen to each conversation, write the problem and two pieces of advice that the person receives.**

Miyuki	Problem	Advice #1	Advice #2
			
Ron 			
Nestor 			

D **Read the ways of giving and responding to advice in the charts.**

Problem	Advice
Magda wants to go back to school, but she has two children that she has to take care of. One of them is a toddler who isn't in school yet.	**Why don't you** ask your mother to take care of him?
	How about going to school in the evening?
	You should take some courses at home on the internet.
	You could find a school with a daycare facility.

Response to Advice (Positive)	Response to Advice (Negative)
That's a great idea!	I don't think I can do that because . . .
Why didn't I think of that?	That doesn't sound possible because . . .
That's what I'll do.	That won't work because . . .

Afaq-lc.com

E **Read the situations and come up with two possible solutions for each. Use *could* when writing your solutions.**

1. Magda wants to go back to school, but she has two children that she has to take care of. One of her children is a toddler who isn't in school yet.

   Solution 1: She could ask a family member to take care of her toddler so she can go to school during the day.

   Solution 2: _____

2. Frank got an offer for the job he really wants. They want him to start in two weeks. The only problem is that he planned a family vacation at that exact same time.

   Solution 1: _____

   Solution 2: _____

3. Sergei works for a computer software company and wants to be promoted to project manager. He needs to get more training before he can move up, but he doesn't have time to do training during the day.

   Solution 1: _____

   Solution 2: _____

F **Work with a partner. Imagine that one of you has one of the problems in E. Make a new conversation like this one. Use different ways of giving and responding to advice.**

Student A: I want to go back to school, but I have a young child to take care of.

Student B: Why don't you ask your mother to take care of him?

Student A: That won't work because she lives too far away.

Student B: Well, how about taking some online courses?

Student A: That's a good idea!

G **CREATE** **Look back at J in Lesson 2. Think of an obstacle that might get in the way of achieving this goal. Make a cluster diagram like the one in A and brainstorm different solutions with a partner.**

Afaq-lc.com

LESSON 4

What Is Most Important to Me?

GOAL ▶ Write about an important person

A **Listen to Eliana reflect on some things that are important to her. Then read the paragraphs.**



This is a picture of the house where I grew up in Argentina. It's very important to me because it holds a lot of memories. This is the garden where I played with my brothers and sisters and the veranda where I often sat with my grandmother in the evenings, listening to her stories and watching the stars and dreaming about my future.

My grandmother is the person who influenced me the most when I was young. She was always so calm and gave me good advice. She was the kind of person who is able to give you another perspective on a problem and make you feel hopeful, no matter how troubled you are.

When my grandmother was not home and I needed someone to talk to, I wrote in my journal. I used it to write about my feelings and hopes. It helped me understand them better. I still keep a journal. Sometimes, I just write about things which happened to me during the day. My journal is something that helps me focus on the important things in my life.

B **Read the text in A again and underline the words *who, which,* and *where.* Write the sentences you found for each. When do we use these words? Choose the correct answers.**

1. We use (*which / where / who*) for places.

_____

2. We use (*which / where / who*) for people.

_____

3. We use (*which / where / who*) for things.

_____

Afaq-lc.com

C **Study the chart with your teacher.**

Adjective Clauses		
Main Clause (Subject Clause)	**Relative Pronoun**	**Adjective Clause**
This is the place	where	I grew up.
She is the person	who / that	influenced me most.
A journal is something	which / that	can help you focus on important things.
Main Clause (Object Clause)	**Relative Pronoun**	**Adjective Clause**
This is the woman	who / whom	I met yesterday.
Here is the book	which / that	you gave me this morning.
Adjective clauses describe a noun (either the subject or object) from the main clause. If the noun is the object, you can leave out the relative pronoun. *This is the woman I met yesterday.*		

D **Combine the sentences using adjective clauses. In which sentence can you leave out the relative pronoun?**

1. This is the house. I grew up there.

   This is the house where I grew up.

2. That is the city. I was born there.

3. I have a friend. She helps me when I am sick.

4. We have some neighbors. They are very friendly.

5. This is the gold ring. My mother bought it for me.

E **Look at the photo with a partner and make sentences about it using adjective clauses.**



Alaq - lc.com

F **Bita wrote a paragraph about her brother. Read it. With a partner, discuss the questions.**

Someone Who Has Influenced Me

The person who has influenced me most in my life is my brother, Karim. I admire my brother for three reasons. First, he has patience and determination. Second, he does a fantastic job helping the community. Third, he is the type of person who always has time for his friends and family, no matter how busy he is. He has had a very positive influence on my life.

1. What type of person is Bita's brother?
2. Why does Bita admire him?
3. How has he influenced Bita?

G **Write about a person who has influenced you. Complete these pre-writing activities before you begin.**

➤ Brainstorm. (Think about your ideas before you write.)

Who has influenced you most in your life? _____

Why is this person so important to you? List three reasons.

1. _____
2. _____
3. _____

➤ Introduce. (Tell your readers what you are writing about.) Write your topic sentence.

_____

➤ Conclude. (Remind your reader of the main idea, but don't simply repeat your topic sentence.) Write your conclusion sentence.

_____

H **COMPOSE** **In your notebook, write a paragraph about an important person in your life. Start with your topic sentence. Put your reasons (support sentences) in the middle of your paragraph and finish with your conclusion sentence.**

Afaq-lc.com

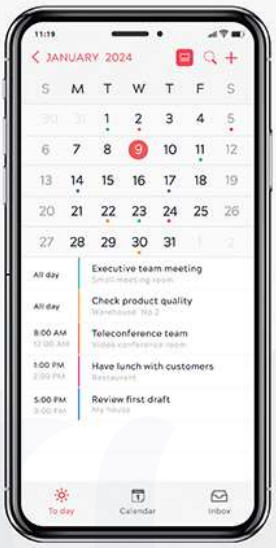
LESSON 5

Time Management

GOAL ▶ Identify and apply time-management skills

A **Are you an organized person? Do you . . .**

- ☐ try to do everything, but run out of time?
- ☐ always plan everything far in advance?
- ☐ dislike planning things too far ahead?
- ☐ tend to leave things to the last minute?
- ☐ get upset by last-minute changes to your schedule?
- ☐ only plan for important tasks like exams and job interviews?



B **There are many apps you can use to help manage your time, such as a calendar app. Answer the questions about the calendar.**

Life ONLINE

1. How many events are scheduled?
2. Which ones do you think are the most important? Why?
3. What are the benefits to using an app instead of paper calendar?

C **Work with a partner. On a separate piece of paper, list time-management strategies that you know.**

D **Talk to other pairs in your class. What are some strategies they came up with that are not on your list? Write them.**

Life ONLINE

Do you ever sit down at a computer to concentrate on something, only to have social media notifications, text messages, and incoming email previews distract you? Use the Focus Time feature in your phone and computer operating system to shut out interruptions when you need to accomplish something. The Do Not Disturb setting on your phone is also a great feature; you can program to only allow notifications from certain people, like your child's teacher, in case of emergency.

Afaq-lc.com

E **ANALYZE** **Read the paragraphs about time management. Write the number of the corresponding paragraph next to each topic.**

_____ How can I get everything done?

_____ Why is good health important to time management?

_____ How can I be organized?

_____ How can I manage my time? Why is it important?

_____ How can I get important tasks done first?

Time-Management Strategies

1 Finding enough time to study is very important for all students. There are a number of time-management strategies that can help you to manage your time wisely. You can use them to *accomplish* the goals you have set for yourself without *sacrificing* the time you spend with your family and friends.

2 One of the best ways to stay organized is to keep a schedule. First, write down everything you need to do in a week. This includes working, studying, taking care of children, shopping, and other tasks. Next, *allocate* a time slot to complete each of these tasks. Be *realistic* about the time you will need for each task. Mark these *deadlines* on your schedule. Finally, check off each task when you have completed it.

3 It is a good idea to *prioritize* your tasks in order of importance. First, make a "To Do" list of all your tasks. Second, divide your list into three groups: A, B, and C. The A list is for tasks you need to do today. The B list is for tasks you need to do tomorrow. The C list is for tasks you need to do sometime this week. Dividing your list will help you get your most important tasks done first. You can also list tasks according to urgency: tasks you have to do, tasks you should do, and tasks you'd like to do if you have time.

4 Another time-management strategy is to combine two or more tasks and do them *simultaneously*. You can listen to a work meeting while you are driving, for example. Or you can review verb forms while you are eating lunch.

5 Lastly, remember that good health is also important to managing your time effectively. If you are burned out or overtired, you cannot do your best. First, you need to allow time for rest and exercise. Also, you need to have time to spend with family, friends, and people who are important to you.

6 In conclusion, don't get upset if you cannot accomplish all your goals. Be positive about your *achievements* and reward yourself for goals that you have accomplished.

F **INFER** **Look at these words in the time-management reading in E and use the context to figure out their meanings.**

accomplish (1)	sacrificing (1)	allocate (2)	realistic (2)
deadlines (2)	prioritize (3)	simultaneously (4)	achievements (6)

Afaq-lc.com

G **Use the chart to record the main points of the reading.**

Time-Management Strategies	Keep a schedule.	Write down everything you need to do in a week.
		Allocate a time slot to complete each task.
		Check off each task when completed.
	Combine two or more tasks.	

H **Think about what you learned today and complete the chart.**

My Time-Management Strategies	
Strategies I Use Now	**New Strategies I Will Start Using**

Afaq-lc.com

LESSON 6

Explore the Workforce

GOAL ▶ Identify your character traits

A ***Character traits*** **are parts of your personality and behavior that demonstrate who you are as a person. The character traits in the image will help you in the workplace. Which traits have you heard of?**



B **Number each trait in A to match a definition.**

Someone who . . .

1. has a strong desire to achieve success
2. uses imagination to make something
3. feels and expresses sympathy for others
4. accepts problems without getting anxious
5. is not afraid of challenges
6. can quickly adjust to changes
7. is sincere and truthful
8. is respectful when receiving praise
9. is driven by a sense of duty and good behavior
10. is supportive of a company and its mission
11. wants to do a good job
12. works hard to achieve goals and doesn't give up
13. quickly recovers from unexpected changes and setbacks
14. works hard and according to the rules

Afaq-lc.com

C **REFLECT** **Which character traits do you have?**

☐ ambitious	☐ disciplined	☐ loyal
☐ compassionate	☐ flexible	☐ patient
☐ conscientious	☐ honest	☐ persistent
☐ courageous	☐ honorable	☐ resilient
☐ creative	☐ humble	

D **Read and answer the questions.**

Eduardo works at a wholesale shop that sells plumbing parts. On Friday, they were getting a new shipment in and Eduardo knew there wasn't enough space on the shelves for all the new parts. He decided to come in early and see if he could rearrange things in a way that would make more room. He knew he was **taking a risk** because his manager may not like the way he rearranged the shelves. But he knew if he came in early and got it done, as soon as the shipment arrived, he could immediately put the new inventory out. His plan worked. The manager loved what he did and even asked him if he could rearrange a couple of other areas in the shop.

1. What traits did Eduardo show in the situation above?

_____

_____

2. What does *taking a risk* mean?

_____

_____

3. Do you think the manager sees Eduardo as a valuable employee? Why or why not?

_____

_____

E **Using one of the character traits that you chose in C, describe a time when you showed this trait at work.**

_____

_____

_____

_____

_____

Afaq-lc.com

F **Share what you wrote with a partner.**

G **Read the job description and underline the following words: *overstock, big box retailers, hands-on, inventory, on occasion*.**

Harkin Wholesales is a family-owned retail store that processes overstock and returns from big box retailers across the nation. At Harkin, you will work hands-on with the owner and upper management.

Responsibilities:

- Maintaining and organizing warehouse inventory
- Handling incoming and outbound deliveries
- Breaking down pallets
- Stocking and separating inventory
- Keeping all warehouse areas (including the yard, parking lot, and company property) free of trash, swept, and organized

Requirements:

- Be able to safely lift up to 50 lbs. on occasion
- Be a team player with great interpersonal and communication skills
- Have good organizational and time-management skills

Job Type: Full-time, Part-time

Pay: From $18.00 per hour

Schedule: 8-hour shift, day and night shifts available, 7 days available

H **Look at the underlined words in G. Write their meanings in your notebook.**

overstock

big box retailers

hands-on

inventory

on occasion

I **Based on the job ad, which candidate would be best for the job? Select one and then discuss with a partner. Explain why you chose the candidate.**

Candidate A: disciplined, resilient, conscientious

Candidate B: compassionate, flexible, curious

Candidate C: creative, patient, humble

J **Would you be a good employee for Harkin Wholesales? Why or why not?**

Afaq-lc.com

Review

A **Write sentences to contrast past and present habits. Use the correct form of *used to*.**

1. Past: I ate meat. Present: I don't eat meat now.

   I used to eat meat, but now I don't.

2. Past: Paolo didn't have a computer. Present: He has a computer now.

3. Past: Maria swam every day. Present: She doesn't swim now.

4. Past: My children didn't like vegetables. Present: They like vegetables now.

5. Past: I didn't study full-time. Present: Now, I study full-time.

B **Write four questions that you can ask your partner using the correct form of *used to*. Then ask your questions to a partner and write down their answers.**

1. Where did you use to live?

   Answer: _____

2. _____

   Answer: _____

3. _____

   Answer: _____

4. _____

   Answer: _____

5. _____

   Answer: _____

Learner Log

I can compare past and present.
☐ Yes ☐ No ☐ Maybe

I can determine goals.
☐ Yes ☐ No ☐ Maybe

Afaq-lc.com

C **Ask a partner about one of their goals and complete a goal chart.**

Goal: _____	
Steps	**Completion Dates**
Step 1:	
Step 2:	
Step 3:	
Step 4:	

D **Dave wants to study, but he needs to work full-time while he is going to school to support his family. Dave asks Camille for advice. With a partner, write a conversation between them. Make sure Camille suggests two or three different solutions to Dave's problem. Use expressions from this unit for giving and responding to advice.**

Dave: _____

Camille: _____

Dave: _____

Camille: _____

Dave: _____

Camille: _____

Dave: _____

E **Combine the sentences using adjective clauses.**

1. Esra has many brothers and sisters. They live in Turkey.

_____

2. This is a good grammar book. It can help you improve your writing.

_____

3. I am trying to find a school. I can study computers.

_____

4. Focus Time is a setting on your phone. It silences notifications.

_____

Learner Log

I can identify obstacles and give advice.
☐ Yes ☐ No ☐ Maybe

I can write about an important person.
☐ Yes ☐ No ☐ Maybe

Afaq-lc.com

Review

F **Read the list of statements below. Choose the time-management strategies.**

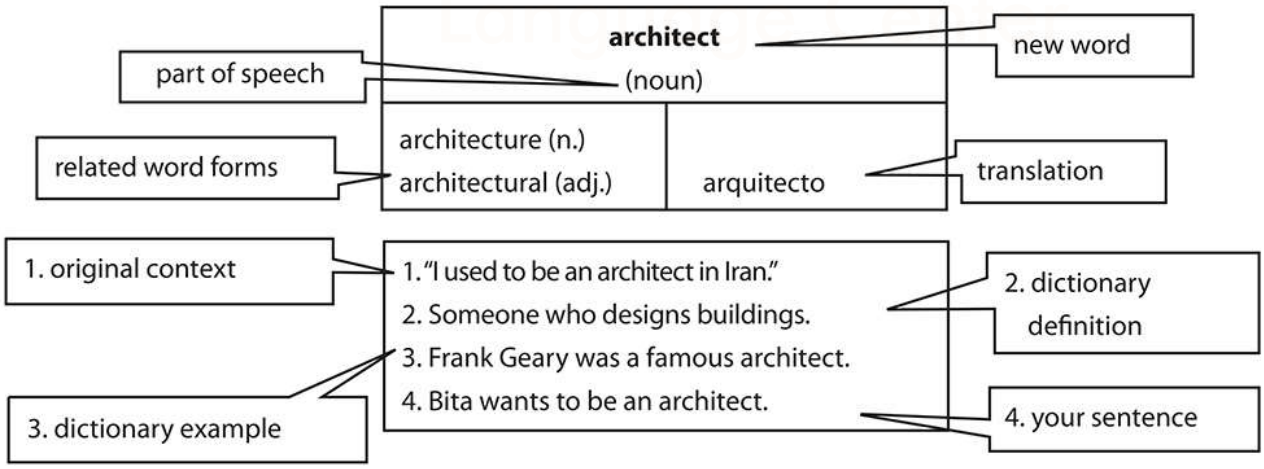
_____ Become an architect.
_____ Buy new clothes.
_____ Check off your tasks when you have finished them.
_____ Combine two tasks.
_____ Prioritize your tasks.
_____ Send your children to college.
_____ Set realistic deadlines.
_____ Write about your teacher.
_____ Stay healthy.
_____ Give advice.
_____ Make jewelry.

G **Use the words from the box to complete the sentences.**

deadline	prioritize	raising	refugee	retired	simultaneously

1. Someone who has _____ has stopped working.
2. Someone who escapes from a country because of danger is a _____.
3. If you have young children, you are _____ a family.
4. If you are doing things at the same time, you are doing them _____.
5. If you have to complete a task by a certain time, that is your _____.
6. When you put things in order of importance, you _____ them.

H **Vocabulary cards help you practice new words and phrases. Choose five new words you learned and make vocabulary cards.**



Learner Log

I can identify time-management skills.
☐ Yes ☐ No ☐ Maybe

Afaq-lc.com

Create a Goal Chart

SOFT SKILL ▶ Collaboration

With a team, you will create a goal chart for goals you want to accomplish in this class.

1. Form a team of four or five students. Choose positions for each member of your team:

Position	Job Description	Student Name
Student 1: **Team Leader**	Check that everyone speaks English. Check that everyone participates.	
Student 2: **Writer**	Take notes.	
Student 3: **Art Director**	Design the goal chart.	
Students 4/5: **Spokespeople**	Prepare team for presentation.	
Students 4/5: **Assistant**	Help team members with their jobs.	

2. Decide on one goal that your team would like to accomplish by the end of this class. Make it specific. ("Learn English" is not a very specific goal, but "improve our reading skills" and "learn more vocabulary" are.)
3. Write down the steps it will take to reach this goal. Write down a completion date for each step.
4. Write down two obstacles that might get in the way of achieving your goal and possible solutions for each one.
5. Make a list of three time-management techniques that will help you reach your goal.
6. Design a goal chart that includes all of the information from Steps 2–5.
7. Present your chart to the class.

COLLABORATION: Polite Suggestions

As you collaborate, make sure everyone is given a chance to express ideas. Go around in a circle and have each person share one or two ideas. Then discuss and vote. Or have each person write their ideas on a piece of paper. Have one person read the papers aloud and then vote.

Afaq-lc.com

Reading Challenge

A **Read about Kakenya.**

Name: Kakenya Ntaiya

Goal: to become a teacher

Obstacles: 1. extreme poverty so no money for school

2. busy plowing the fields and helping to care for my younger siblings

3. education not important for girls

B **COMPOSE** **Write a paragraph about Kakenya using the prompts.**

(Topic Sentence: Kakenya's Goal) _____

_____

_____ .

But I have three main obstacles. First, _____ .

Second, _____. (Conclusion Sentence) And finally,

_____ .

C **PREDICT** **Discuss with your classmates. What could be some possible solutions to Kakenya's obstacles?**

D **Read the article *Empowering Girls*.**

E **Answer the questions with a partner.**

1. How did Kakenya overcome her obstacles?
2. What are three successful things that she has done?
3. If you were going to open a school, what would it be like? Where would it be? What would you teach?

F **Kakenya said, "Be the first. People will follow you." What do you think she means by this?**

_____

_____

_____

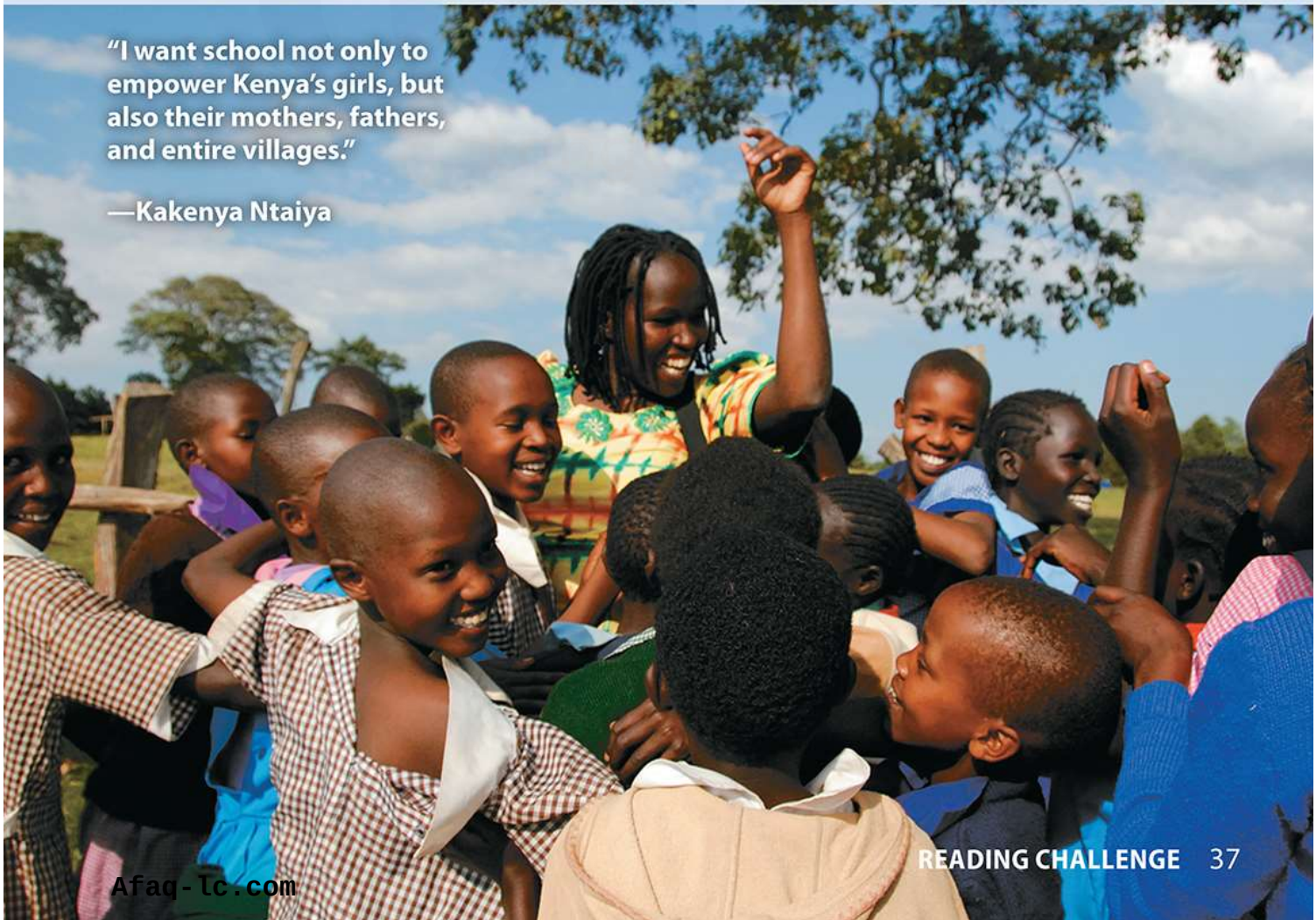
_____

Afaq-lc.com

Empowering Girls

Kakenya Ntaiya is changing education for girls in her country of Kenya. She is the oldest of eight children and the odds were against her. She grew up in a grass and mud hut that her family shared with the goats and sheep. Her family was poor, and she had to work to support them and help take care of her siblings. But Kakenya was determined to finish school and become a teacher. She convinced her father to let her go to high school. When her father became sick and their family had no money, she persuaded the village leader to help her, and he convinced the community to financially support her education. Not only did she go to college and get her BA in International Studies and Political Science, but she went on to get her PhD in Education from the University of Pittsburgh. Kakeyna was the first girl from her village to go to college.

Kakenya became so much more than a teacher. She went back to Kenya and opened the Kakenya Centers for Excellence, two boarding school academies for girls. The classes are very small and she accepts around 30 new girls every year at each school. In addition to studying academic subjects, the girls learn to become leaders. "After just a few months here, they become completely different people," Kakenya observes. "In a girls-only environment they lead, make decisions, speak up, and gain confidence. They're smart and thriving. They just needed a chance." Kakenya hopes that other academies like hers will be started in other remote areas across rural Africa. "I'm helping girls who cannot speak for themselves. Why should they go through the hardships I endured? They'll be stepping on my shoulders to move up the ladder—they're not going to start on the bottom."



Afaq-lc.com