

**UNIT 1**  
**GETTING READY FOR COLLEGE**

**WHAT YOU WILL DO IN THIS UNIT**

- Listening Listen to college interviews
- Speaking Answer difficult interview questions
- Reading Read interview advice stories
- Writing Write a follow-up letter
- Project Conduct a mock interview

**Look at the photo and answer the questions.**

- What is happening in the photo?
- What are some reasons to be interviewed?
- What are some common interview questions?
- What advice would you give someone preparing for an interview?

**2 Fill in the blanks with the best vocabulary words. Change the form if necessary.**

- My greatest **strength** is that I never get stressed about work.
- This **institution** has been around for 200 years. It's the oldest university in this city.
- I studied computer science in university, so I am very **capable** of working for this company.
- On **behalf** of the whole team, I would like to thank you for your hard work.
- The student **association** is looking for new members.
- Tom got a(n) **award** for winning the writing contest.
- This program is very **competitive**. Only one in 100 applicants is accepted.
- Ricardo's **weakness** is that he worries too much about little things.

**Tips:** Visit [www.thesaurus.com](http://www.thesaurus.com) to find synonyms.

**A Listening**

**Aim** Listen to college interviews

**Vocabulary**

**1 Listen and number.** 1-81

|                                                                                                      |                                                                                                      |                                                                                                   |                                                                                                   |
|------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| <br>8 association | <br>3 award       | <br>1 behalf   | <br>2 capable  |
| <br>6 competitive | <br>5 institution | <br>7 strength | <br>4 weakness |

**Authentic Conversation**

**3 Talk with a partner.**

Thanks for coming in, Billy. Please tell me a little about yourself!

Well, I was born in Chicago but grew up in New York City, where I attended George Washington High School. I'm really interested in computer programming, and I want to be a game developer.

So, why are you interested in attending this university?

Well, I know you have one of the best engineering programs in the country. Also, I heard the social life here is amazing.

Yes, I think we have both of those things. So, why do you want to major in engineering?

All the best game developers have a background in engineering, so it's the best place to start if I want to achieve my dreams.

OK, great. So, what are your strengths and weaknesses?

My strengths are that I'm hard-working, honest, and punctual. And my weaknesses... let me think...

**Billy** **Prof. Khatrn**

**4 Discuss with a partner.**

- Have you attended any interviews? What was your experience like?
- How should you prepare for an interview?

**A Listening**

**Aim** Listen to college interviews

**Vocabulary**

**1 Listen and number.** 1-81


|                                                                                                    |                                                                                                    |                                                                                                 |                                                                                                 |
|----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| <br>association | <br>award       | <br>behalf   | <br>capable  |
| <br>competitive | <br>institution | <br>strength | <br>weakness |

**Listen Up**


**NOTE** The school valedictorian is the student who has the highest grades in a graduating class and is often asked to speak at their graduation ceremony.

**5 Listen to the conversation. Then answer the questions.** 1-42

- How long has Ms. Benitez lived in Boston?
  - since high school
  - since she was four
  - all of her life
- What is one of Ms. Benitez's strengths?
  - She works hard.
  - She is narrow-minded.
  - She is very flexible.
- What is true about Ms. Benitez?
  - She's not too determined to reach her goals.
  - She was the president of a robotics association.
  - She was the valedictorian of her graduating class.
- What will Ms. Benitez likely do in two months?
  - check to see if she was accepted to the university
  - enter a new robotics competition
  - have another interview with Dr. Venkman


**6 Listen again. Then answer the questions with a partner.** 

- Write down all of Dr. Venkman's questions.
- Summarize the woman's answers.
- Did the woman do a good job of answering the questions? Discuss.
- How would you have answered the questions? Take turns asking and answering the questions with your partner.
- What other questions do you think Dr. Venkman could have asked? List two questions.



**B Speaking** **Aim** Answer difficult interview questions

**Vocabulary**

**1 Read the words in the box. Then listen and write the vocabulary words you hear.** 

|                     |                 |                            |                 |
|---------------------|-----------------|----------------------------|-----------------|
| assume<br>intention | commit<br>tough | circumstance<br>sufficient | cope<br>respond |
|---------------------|-----------------|----------------------------|-----------------|


- pl\_nt\_ful, acc\_pt\_ble → **sufficient**
- ca\_ry\_o\_t, e\_ec\_te → **commit**
- c\_ncl\_de, sp\_cul\_te → **assume**
- co\_nt\_r, re\_ly → **respond**
- p\_rp\_se, m\_t\_ve → **intention**
- coinc\_d\_nce, occ\_rr\_nce → **circumstance**
- t\_nac\_ous, s\_lid → **tough**
- c\_nfr\_nt, g\_t\_by → **cope**

**Challenge**

**7 Look at the table.**

**Additional Interview Questions**


- How do you plan to contribute to this institution / school / company?
- Why are you a good fit for this institution / university / company?
- Where do you see yourself in five to ten years?
- What do you plan to do after university?
- Describe a time when you had a lot of stress. How did you overcome it?
- Whom do you admire the most?
- What is your greatest achievement?
- In what ways are you unique?



**8 Find a partner. Then practice asking and answering five of the questions from 7. Write down your answers and your partner's.**

| Question | Your Answers | Your Partner's Answers |
|----------|--------------|------------------------|
|          |              |                        |
|          |              |                        |
|          |              |                        |
|          |              |                        |
|          |              |                        |

**9 With a partner, think of four more interview questions. Write them on a separate piece of paper. Then practice asking and answering your questions.**

**5 Listen and complete the conversation with the words you hear.** 

Ms. Anderson: So, Mr. Hernandez, how long have you **you been planning** on going to our university?

Mr. Hernandez: Let me think about that... I guess I've been planning to go here since I was a kid.

Ms. Anderson: Oh, really?

Mr. Hernandez: Yeah. It **has always been my intention** to go here because it's the same university my parents and older sister attended.

Ms. Anderson: I see. And why do you think you would be a good fit for this university?

Mr. Hernandez: That's an excellent question, but a little tough. I'm not quite sure how to respond.

Ms. Anderson: Take your time.

Mr. Hernandez: Well, I've always been interested in technology. In fact, I **I've been attending robotics** engineering classes at the community college since last summer. So, I think I'd be a good fit because my interests match this university's specialties.

Ms. Anderson: I see. So, then, how do you plan to contribute to this university if you are accepted?

Mr. Hernandez: To answer your question, I plan to commit my free time to the Robotics Association. And if I have a sufficient amount of time left over, I've been planning to try out for the rugby team.

Ms. Anderson: Oh, you play rugby?

Mr. Hernandez: Yes, I've been playing since I was in elementary school. I'm pretty good at it.

Ms. Anderson: That's great. Next question: What do you plan on doing after university?


Mr. Hernandez: **I've been thinking of working** in the robotics field for a couple of years and then going to graduate school if the circumstances are right.

Ms. Anderson: OK, then where do you see yourself in 10 years?

Mr. Hernandez: No one has ever asked me that before... In 10 years, I see myself working for a research institution.

Ms. Anderson: Finally, what makes you unique?

Mr. Hernandez: I've never thought about that before. I'm as unique as everyone else, I guess. I do have a talent for coming up with interesting ideas on how to use technology, and I **cope with stress and deadlines** quite well. Besides that, I don't think I'm especially unique. I'm just hard-working, and I have a passion to learn.




**Challenge**

**7 Look at the table.**

**Additional Interview Questions**

- How do you plan to contribute to this institution / school / company?
- Why are you a good fit for this institution / university / company?
- Where do you see yourself in five to ten years?
- What do you plan to do after university?
- Describe a time when you had a lot of stress. How did you overcome it?
- Whom do you admire the most?
- What is your greatest achievement?
- In what ways are you unique?

**WHAT TENSE IS IT?** 

**I've been attending robotics...**

**...cope with stress and deadlines...**

**...wondered if Alice liked it...**

**I've been thinking of working...**

**...you been planning...**


**...has always been my intention...**

**...was studying hard for himself...**

**2 Fill in the blanks with the best vocabulary words. Change the form if necessary.**

- This assignment is too tough. I don't think I can do it.
- Theresa's intention was for everyone to do a different part of the presentation.
- Stewart couldn't cope with all of the extra responsibilities. It was too much for him.
- I don't think I can commit to the party this weekend. I have too many other things to do.
- Our class didn't have a(n) sufficient number of students, so it was canceled.

**5 Listen and complete the conversation with the words you hear.**



Ms. Anderson: So, Mr. Hernandez, how long have you you been planning on going to our university?

Mr. Hernandez: Let me think about that... I guess I've been planning to go here since I was a kid.

Ms. Anderson: Oh, really?

Mr. Hernandez: Yeah. It has always been my intention to go here because it's the same university my parents and older sister attended.

Ms. Anderson: I see. And why do you think you would be a good fit for this university?

Mr. Hernandez: That's an excellent question, but a little tough. I'm not quite sure how to respond.

Ms. Anderson: Take your time.

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Ms. Anderson: I see. So, then, how do you plan to contribute to this university if you are accepted?

Mr. Hernandez: To answer your question, I plan to commit my free time to the Robotics Association. And if I have a sufficient amount of time left over, I've been planning to try out for the rugby team.

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Ms. Anderson: That's great. Next question: What do you plan on doing after university?

Mr. Hernandez: I've been thinking of working in the robotics field for a couple of years and then going to graduate school if the circumstances are right.

Ms. Anderson: OK, then where do you see yourself in 10 years?

Mr. Hernandez: No one has ever asked me that before... In 10 years, I see myself working for a research institution.

Ms. Anderson: Finally, what makes you unique?

Mr. Hernandez: I've never thought about that before. I'm as unique as everyone else, I guess. I do have a talent for coming up with interesting ideas on how to use technology, and I cope with stress and deadlines, quite well. Besides that, I don't think I'm especially unique. I'm just hard-working, and I have a passion to learn.

**Grammar**

**8 Look at the table.**

| Present Perfect Simple                                                                       | Present Perfect Continuous                                                                   |
|----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Talk about finished actions:<br><i>The students have studied for two hours.</i>              | Talk about unfinished actions:<br><i>The students have been studying since this morning.</i> |
| Talk about long-term actions:<br><i>The students have studied math for 12 years.</i>         | Talk about temporary actions:<br><i>They have been studying in the library for an hour.</i>  |
| Emphasize the repetition of an action:<br><i>He has attended five interviews this month.</i> | Emphasize the duration of an action:<br><i>He has been writing the report for two hours.</i> |

**4 What is the purpose of each sentence? Read and circle the answers.**

- Mitch has been learning karate since last year.
  - to emphasize the repetition of an action
  - to talk about a long-term action
  - to talk about a finished action
  - to talk about an unfinished action
- Steve has been to the library five times this week.
  - to emphasize the repetition of an action
  - to emphasize the duration of an action
  - to talk about an unfinished action
  - to talk about a long-term action
- Danielle has been walking her dog for half an hour.
  - to talk about a finished action
  - to emphasize the repetition of an action
  - to talk about a temporary action
  - to talk about a long-term action
- My mom has been working at that company for 15 years.
  - to talk about a finished action
  - to talk about a temporary action
  - to emphasize the duration of an action
  - to emphasize the repetition of an action

**PRESENT PERFECT TENSE VS PRESENT PERFECT CONTINUOUS TENSE**

**PRESENT PERFECT TENSE VS PRESENT PERFECT CONTINUOUS TENSE**

**Speak Up**

**6 Look at the table. Find the conversation pauses in 5 and underline them. Then practice using conversation pauses with a partner.**

| Conversation Pauses                     |
|-----------------------------------------|
| Let me think about that ...             |
| That's an excellent question ...        |
| To answer your question ...             |
| No one has ever asked me that before... |
| I've never thought about that before... |

**7 Find a partner. Then read the interview questions. Write two more. Then practice asking and answering the questions with your partner.**

Remember to use the conversation pauses from 6.

| Interview Questions                                       |
|-----------------------------------------------------------|
| 1. Why should we hire / accept you over other candidates? |
| 2. How would you benefit our company / university?        |
| 3. What is your greatest regret?                          |
| 4. Tell me something impressive about yourself.           |
| 5. How much do you expect to learn / earn here?           |
| 6.                                                        |
| 7.                                                        |

## C Reading

Aim Read interview horror stories

### Vocabulary

1 Listen and number. 1:05

4 occur

3 collapse

1 encounter

2 betray

8 suspicious

6 reputation

7 combination

5 abandon

### Pre-reading

6 Look at the pictures of people in interviews. Describe what they are doing wrong and what they should be doing. Then talk with a partner.

What he is doing wrong:

\_\_\_\_\_

What he should be doing:

\_\_\_\_\_

What he is doing wrong:

\_\_\_\_\_

What he should be doing:

\_\_\_\_\_

What he is doing wrong:

\_\_\_\_\_

What he should be doing:

\_\_\_\_\_

### Online Dictionary:

[www.dictionary.cambridge.org](http://www.dictionary.cambridge.org)  
[www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)

2 Match the words with the definitions.

|                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. collapse</li> <li>2. abandon</li> <li>3. suspicious</li> <li>4. encounter</li> <li>5. occur</li> <li>6. reputation</li> <li>7. betray</li> <li>8. combination</li> </ol> | <ul style="list-style-type: none"> <li>a. to hurt someone who trusts you by doing something wrong</li> <li>b. the opinion that people have about someone or something</li> <li>c. a result or product of combining two or more things or people</li> <li>d. a brief meeting with another person</li> <li>e. not trusting someone or something</li> <li>f. to fail or stop working suddenly; to break down completely</li> <li>g. to happen</li> <li>h. to leave and never return to someone or something</li> </ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## INTERVIEW HORROR STORIES

5 Read the articles. 1:39

**Hi.** My name is Marcus, and my first college interview, which took place at Arizona State University's College of Engineering, was a complete failure. The interviewer, who was also a professor at the university, asked me normal interview questions. I answered all of his questions truthfully. Everything was going fine. Then he asked, "So, how have you been preparing for an education in engineering?" I had no idea how to answer his question. I got really nervous and started sweating like crazy. Finally, I lied and told him, "Oh, I've been working part-time at a company that makes electric cars near my house." I could tell that he was suspicious because he kept asking follow-up questions that I couldn't answer. [1] The interview quickly collapsed. The interviewer was furious with me for lying. He even told me that he could never admit someone who did what I had done into his university. I'll never forget that encounter!

I'm Clarice, and I had a really awkward college interview. The interview was conducted by a man and a woman at the University of Georgia. Because of a combination of reasons, the interview went downhill. First, I had an upset stomach and had to go to the bathroom a lot. I must have eaten something that didn't agree with me at lunch. In total, I went to the bathroom six times. By the sixth time I went to the bathroom, the interviewers seemed pretty worried and annoyed. When I came back after the last bathroom trip, the male professor got a phone call and started talking on the phone. [2] After he hung up, the woman scolded him for answering the phone in the middle of the interview. This started a long argument between the two professors. I felt so uncomfortable. I was so happy when the interview was over.

My name is Antonio, and my friend Ricardo, whom I have known my whole life, attended the same college interview as me. Our group interview was at the University of Canberra. [3] The interviewer asked us to give him a copy of our application essays. Unfortunately, I forgot to bring mine with me. I explained to the dean that I had emailed it to the university with my application. Suddenly, Ricardo said, "I can't believe you didn't bring your essay. That's so unprofessional!" He then handed the dean his essay. I couldn't believe what had just occurred! Why would my friend betray me like that? My confidence started slipping away, but I didn't abandon hope. Luckily, the interviewer had my essay in his email. After the interview, I asked Ricardo why he did what he did. He said that he wanted to improve his chances of getting accepted. [4] The whole situation totally ruined our friendship. A few months later, I found out that I was accepted to the university, but Ricardo wasn't.

### Online Dictionary:

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[www.oxfordlearnersdictionaries.com](http://www.oxfordlearnersdictionaries.com)

2 Match the words with the definitions.

|                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### Comprehension

5 Circle the answers.

1. The university where Marcus interviewed is in \_\_\_\_\_.
  - a. Canberra
  - b. Georgia
  - c. Australia
  - d. Arizona
2. What is true about Clarice?
  - a. Her interview made her have an upset stomach.
  - b. She answered a phone call during her interview.
  - c. Her friend betrayed her during her interview.
  - d. She felt uncomfortable during her interview.
3. What were the reasons for Clarice's bad interview?
  - a. She was sick, and she answered her phone.
  - b. The interviewers were sick and talked on their phones.
  - c. She was sick, and the interviewers argued.
  - d. One interviewer was sick, and the other used the phone.
4. Where is the best place to insert the following sentence?  
Both of us have wanted to go there since we were kids.
  - a. [1]
  - b. [2]
  - c. [3]
  - d. [4]
5. What can be inferred about Antonio and Ricardo?
  - a. They are probably still friends.
  - b. They are probably no longer friends.
  - c. They probably went to the same university.
  - d. They probably hung out together after the interview.

6 Discuss with a partner.

1. Do you know anyone who has lied about something important? What happened?
2. Describe a time when you felt stressed out by an interview or when talking to a teacher.

**D Writing** Aim Write a follow-up letter

**Vocabulary**


1 Listen and number. 



### Grammar

#### 3 Look at the table.

| Defining & Non-Defining Relative Clauses                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Defining relative clauses give essential information about someone or something; information that we need in order to understand what or who is being referred to. Relative pronouns (<i>who, that, which, whose, and whom</i>) are used to introduce a defining relative clause.</p> <p><b>Ex</b> They're the people <i>whom I met last night</i>.<br/>Those are the houses <i>that were flooded during the storm</i>.<br/>The money was given to the boy <i>whose bike was stolen</i>.</p> | <p>Non-defining relative clauses give extra information about a person or thing. It is not necessary information. A relative pronoun (<i>who, which, whose, or whom</i>) is always used to introduce a non-defining relative clause. Commas are used to set apart the non-defining relative clause.</p> <p><b>Ex</b> My best friend, <i>who lives next door</i>, is called Jimmy.<br/>The red car over there, <i>which belongs to Dirk</i>, is 10 years old.<br/>That woman, <i>whom I met last year</i>, is talking to her friend.</p> |
| <p>Defining and non-defining relative clauses can sometimes look the same but have different meanings.</p> <p><b>Ex</b> Defining relative clause: My sister <i>who works at the music shop</i> has two cats.<br/>→ The speaker has more than one sister. The one he's talking about works at the music shop.<br/>Non-defining relative clause: My sister, <i>who works at the music shop</i>, has two cats.<br/>→ The speaker only has one sister, and that sister works at the music shop.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

**D Writing** Aim Write a follow-up letter 

**Direction:** Listen to the audio and fill in the missing phrases.

- I'm **truly** sorry ..... **about forgetting our** ..... appointment.
- The committee ..... **will deliberate this afternoon** ..... and
- It started **out slow**, but ..... **it was good** ..... **overall**.
- Hmm, my **ideal** ..... **job would definitely** ..... involve teaching.
- Initially** no one ..... **was interested in** ..... my idea,
- ..... **That's** ..... **outstanding** ..... **news** ....., Franco!
- Yeah. It's ..... **such a** ..... **relief** to finally ..... **finish it** .....
- When will ..... **the new team** ..... **selection** be over.

### Defining v.s. Non-defining Relative Clause

- 1) My friend who lives in Japan has two children.
- 2) Tom Hanks, who is known for both comedic and dramatic roles, is an American actor and filmmaker.
- 3) The woman whom you talked to yesterday was one of my interviewers.
- 4) My new drone, which was bought for my project, costs over 100,000 baht.
- 5) A new employee, whose car is Bentley, can speak English and Chinese fluently..

2 Fill in the blanks with the best vocabulary words. Change the form if necessary.

1. The team **deliberated** for three hours before it reached a decision.
2. The **selection** process will take a long time because so many people applied.
3. **Initially**, I was nervous, but I calmed down after a few minutes.
4. That was an incredible concert. The band members are all **truly** great musicians.
5. Nasim got **outstanding** grades in his finals, so he's receiving a full scholarship to university.
6. Meg got the highest grades **overall** by the end of the year.
7. My **ideal** vacation would be just relaxing on the beach.
8. I passed my test! What a(n) **relief**!

### Defining v.s. Non-defining Relative Clause

- 1) My friend who lives in Japan has two children.
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**4** Combine the sentences so that they have the given clause: defining or non-defining. Answers will vary.

**Ex.** Eric's brother is coming home. Eric's brother is a college student. (non-defining)  
Eric's brother, who is a college student, is coming home.

- John has two sisters. He plays on the soccer team. (non-defining)  
**John, who has two sisters, plays on the soccer team.**
- Students prepare in advance. They tend to do well in interviews. (defining)  
**Students who prepare in advance tend to do well in interviews.**
- That company makes sneakers. It has a factory downtown. (non-defining)  
**That company, which has a factory downtown, makes sneakers.**
- Mehmet is standing over there. He has long hair. (non-defining)  
**Mehmet, who has long hair, is standing over there.**
- Schools have good facilities. They receive lots of applications. (defining)  
**Schools which have good facilities receive lots of applications.**

**E Project** Aim Conduct a mock interview

**Video**

- Look at the pictures. What do you think the video will be about? On a separate piece of paper, write a short summary of what you think will happen. Then talk with a partner.
- Watch the video. Number the pictures in order.

**5** Read and fill in the blanks with the words in the box. Then listen and check your answers.

which outstanding overall selection deliberating who that initially

To: Professor Ahmed Okhur  
Subject: Thank You for the Interview

Dear Professor Okhur,

This note is to thank you for the interview 1. **that** we had last week at Lewis and Clark College. It was a(n) 2. **outstanding** experience, and I truly appreciate you taking the time to interview me. I hope I successfully answered all of the questions that you asked me. To tell you the truth, I was 3. **initially** a little nervous, but after we started talking, I became more relaxed.

I also really like the campus, 4. **which** I toured after our interview. 5. **Overall**, everyone I talked to was nice and helpful, especially the person 6. **who** helped me find your office. I have been thinking about it all week, and Lewis and Clark is definitely the ideal college for me.

Anyway, I know that you will be 7. **deliberating** on which applicants to select over the course of the next week. I hope that you can keep me in mind during the final 8. **selection**. In the meantime, if you have any additional questions, please feel free to email them to me or call me directly. My phone number is in the application that I left with you.

Thank you for your time.  
Best Regards,  
Octavio Salamanca

**3** Watch again. Put a check mark (✓) next to the words you hear.

relief  suspicious  competitive  weakness  commit  
 intentions  reputation  circumstances  collapse  association

**4** Watch again. Fill in the blanks with the words you hear.

- What a relief... I've **been looking everywhere** for you kids!
- Please, Haras, consider it. We've **seen so much** and made so many wonderful friends.
- We can't just simply forget **the people who helped us** get here.
- I've learned more about who I am and **what I am capable of** doing in these past few weeks than I ever would have if I hadn't left Earth.

**Writing**

**6** Write a thank-you letter to someone who has recently helped you. Include at least two defining and two non-defining relative clauses.

**5** Watch again. Circle true or false.

- Lisa knows who Haras is.  true  false
- Leinad apologizes to Haras for his behavior.  true  false
- Tom and Jessie ask Lisa and Eric to stay with them.  true  false
- Jessie wants to learn about other worlds' cultures.  true  false
- Eric and Lisa will likely go on adventures with Haras and Leinad.  true  false

**6** Talk with a partner.

- What are some things about yourself that you'd want to share with people from other cultures?
- Have you ever been separated from your friends? What happened?
- If you could go to any place right now, where would you go? Why?

**21<sup>st</sup> Century Skills**  
**Mock Interview**      **Collaboration**   **Creativity**   **Communication**


**7** Find a partner and look at the table. Fill in the information to decide what your interview will be for. Remember to choose who will be the interviewer and interviewee.

| Choose                        | College Interview | Job Interview |
|-------------------------------|-------------------|---------------|
| Name of University or Company |                   |               |
| Name of Interviewer           |                   |               |
| Name of Interviewee           |                   |               |

**8** With the same partner, look at the list of interview questions. Choose five main questions from the list. Write your answers to each question on a separate piece of paper. Then write potential follow-up questions and answers.

**Interview Questions**

1. Please describe yourself!
2. How do you usually deal with stress?
3. Why should we accept you?
4. What are your strengths / weaknesses?
5. How do you plan to contribute to this institution / school / company?
6. Why are you a good fit for this institution / university / company?
7. Where do you see yourself in five to ten years?
8. What do you plan to do after university?
9. Describe a time when you had a lot of stress. How did you overcome it?
10. Whom do you admire the most? Why?
11. What is your greatest achievement?
12. What makes you unique?



**9** With a partner, create five more interview questions. Design these questions to be challenging for the interviewee. Discuss why you are asking these questions and what you hope to learn from the interviewee's answers with a partner.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

**10** Practice your interview with your partner. Then present your interview to the class. Discuss what everyone learned from each presentation.