



BAHASA INGGRIS TEKNIK

S1 TEKNIK ELEKTRO

INSTITUT SAINS DAN TEKNOLOGI NASIONAL

NUMERALS

- **ORDINAL DAN CARDINAL NUMBER**

-Cardinal number adalah *number* untuk menyatakan jumlah (*to express quantity*), sedangkan *ordinal number* untuk menyatakan tahapan (*to express sequence*). sebagai determiner, number diletakkan sebelum noun (kata benda) membentuk noun phrase.

Numeral	Contoh	Contoh Noun Phrase
Cardinal Number	one, two, forty	one apple, two apples, forty apples
Ordinal Number	first, second, third	first time, second opinion, third grade

CARDINAL NUMBER

1	One
10	Ten
11	Eleven
21	Twenty one
101	One hundred and one
1,564	One thousand five hundred and sixty four
10,000	Ten thousand
100,000	One hundred thousand
1,000,000	One million
1,000,000,000	One billion/thousand million/one milliard

□ Figures and Words

- Some examples of cardinal numbers in written English:

- ✓ Free for 10 days 450 million trees
- ✓ aged 2 to 11 inclusive
- ✓ 35,000 free air miles to be won
- ✓ an apartment for 6

- Sometimes numbers are written in words rather than figures. **This happens especially with small numbers.**

- ✓ one of four super prizes two bedrooms (one double and one single)
 - ✓ ten megabytes of data a child of eight the Thirty Years War
- (Figure at the beginning of a sentence is not usually use)

CARDINAL NUMBER

☐ Numbers 1-100

1 <i>one</i>	11 <i>eleven</i>	21 <i>twenty-one</i>
2 <i>two</i>	12 <i>twelve</i>	22 <i>twenty-two</i>
3 <i>three</i>	13 <i>thirteen</i>	30 <i>thirty</i>
4 <i>four</i>	14 <i>fourteen</i>	40 <i>forty</i>
5 <i>five</i>	15 <i>fifteen</i>	50 <i>fifty</i>
6 <i>six</i>	16 <i>sixteen</i>	60 <i>sixty</i>
7 <i>seven</i>	17 <i>seventeen</i>	70 <i>seventy</i>
8 <i>eight</i>	18 <i>eighteen</i>	80 <i>eighty</i>
9 <i>nine</i>	19 <i>nineteen</i>	90 <i>ninety</i>
10 <i>ten</i>	20 <i>twenty</i>	100 <i>alone hundred</i>

Be careful with these spellings:
fifteen, eighteen,
forty, fifty, eighty

Hyphen (-) can be put
in compound numbers
below 100, e.g.
twenty-one three
hundred and sixty-five

CARDINAL NUMBER

☐ Numbers 1-100

102	<i>a/one hundred and two</i>
164	<i>a/one hundred and sixty-four</i>
596	<i>five hundred and ninety-six</i>
7,832	<i>seven thousand eight hundred and thirty-two</i>
256,940	<i>two hundred and fifty-six thousand nine hundred and forty</i>
1,000,000	<i>a/one million</i>
8,330,000	<i>eight million three hundred and thirty thousand</i>
1,000,000,000	<i>a/one billion</i>

- **And** can be put between hundred and the rest of the number for
✓ Two hundred **and** fifty
- In American English and can be leave out
✓ Two hundred fifty
- Hundred, thousand, million, etc do not have an -s when they are part of a number
✓ The flight costs six hundred pounds
- But for phrases like hundreds of people, It can be write a thousand in figures as 1,000 or 1000 or sometimes 1 000. Do not use 1.000 for a thousand because point (.) only use in decimals. For the numbers 1100, 1200, etc. up to 1900, sometimes it says 'eleven hundred', 'twelve hundred', etc.

CARDINAL NUMBER

□ A and One

- A or one can be used before hundred, thousand, million, etc.

Example: We have got a hundred members / one hundred members

- A is more informal, and it is used when the number is not an exact figure.

Example: I have told you a thousand times not to do that

- One is usual in longer numbers, e.g. when both million and thousand used together

Example: Unemployment stands at one million four hundred thousand

□ About, over, etc with Numbers

- **About = Approximate (kira-kira atau sekitar)**

Example: **About** two years ,**around** a thousand pounds
,approximately four miles

- **Other ways**

Example: More than 100 destinations, over 5 metres long

CARDINAL NUMBER

☐ Numbers used to Identify

- Numbers are not only to express quantity but also to identify things. For example, a credit card, a passport, or a telephone has a number to identify it. Each figure must be read separately

Example:

Express Card 4929 8063 1744

(‘four nine two nine, eight zero six three, one seven four four’)

Call us on 01568 927 869

(‘oh one five six eight, nine two seven, eight six nine’)

- ‘Zero’ or ‘oh’ for 0. When a number is repeated it must be said e.g. ‘four four’ or ‘double four’
- The figure 0, can be called ‘nought’ (British English) or ‘zero’

Example: You have missed out a nought / a zero from this number

ORDINAL NUMBER

1st	First
10th	Tenth
11th	Eleventh
21st	Twenty first
101st	One hundred and first
1,564th	One thousand five hundred and sixty fourth
10,000th	Ten thousandth
100,000th	One hundred thousandth
1,000,000th	One millionth
1,000,000,000th	One billionth/thousand millionth/one milliardth

- Ordinal numbers are first, second, third, fourth, etc. First, second, and third are irregular, but to form the others it must be:
 - adding -th to the cardinal number, e.g. ten → tenth
 - changing the ending -ty to -tieth, e.g. forty → fortieth.
- When use figures, write the cardinal number and add the last two letters of the ordinal number, e.g. 4 + th = 4th

ORDINAL NUMBER

□ Figures and Numbers

- Some examples of the use of ordinal numbers

Her **25th** birthday, on the **83rd** floor, in the **21st** century,

The **third** and **fourth** adult passengers in your car can travel free

- An ordinal number usually comes before a cardinal number

The first four runners were well ahead of the others

- Monarchs have Roman numerals spoken as ordinals

George V is 'George the fifth'

FRACTIONS, DECIMALS, AND PERCENTAGES

□ Fractions

- In fractions half, quarter, or an ordinal number are used.

$\frac{1}{2}$ a half/one half

$\frac{2}{3}$ two thirds

$\frac{1}{4}$ a quarter/one quarter

$\frac{4}{5}$ four fifths

$1\frac{1}{2}$ one and a half

$2\frac{1}{3}$ two and a third

$6\frac{3}{4}$ six and three quarters

$\frac{15}{16}$ fifteen sixteenths

- With numbers less than one, of is used before a noun phrase

Example: - I waited three quarters of an hour

- Two thirds of the field was under water

- With numbers above one, the noun is plural

Example: - I waited one and a half hours

- The room is three and three quarter metres long

- With one and a half/quarter, etc + noun, there is an alternative pattern.

Example: - one and a half hour \Leftrightarrow an hour and a half

- one and a quarter pages/a page and a quarter

FRACTIONS, DECIMALS, AND PERCENTAGES

❑ Decimals

- Decimal is said point and used dot (.), (not a comma).

Example: 0.2 = point two/nought point two/zero point two (Zero is more typical of American English)

- Each figure after the decimal point is spoken separately

Example: 7.45 = seven point four five

15.086 = fifteen point oh/nought/zero eight six

- Plural noun can be used after a decimal.

Example: There was 0.6 seconds between the leaders

3.25 metres is the length of the wall

❑ Percentage

- Look at these examples

✓ Save 25%! ('twenty-five per cent')

✓ A 2 per cent growth in population ('two per cent')

✓ Inflation of 3.72 per cent (,'three point seven two per cent')

FRACTIONS, DECIMALS, AND PERCENTAGES

❑ Numbers of Time

- We can say once, twice, three times, four times, etc to say **how many times something happens**

Example:

- I have only met your cousin **once**, so I don't know him very well
- Peter goes to evening classes **twice** a week
- I have run the New York Marathon **three** times now
- Dinosaurs once walked the earth

(Once also means 'at a time in the past')

THE TIME OF DAY

❑ Some examples of how referring to clock time

4.00	<i>four (o'clock)</i>	
8.05	<i>five (minutes) past eight</i>	<i>eight (oh) five</i>
2.10	<i>ten (minutes) past two</i>	<i>two ten</i>
5.12	<i>twelve minutes past five</i>	<i>five twelve</i>
11.15	<i>(a) quarter past eleven</i>	<i>eleven fifteen</i>
9.30	<i>half past nine</i>	<i>nine thirty</i>
1.35	<i>twenty-five (minutes) to two</i>	<i>one thirty-five</i>
10.45	<i>(a) quarter to eleven</i>	<i>ten forty-five</i>
7.52	<i>eight minutes to eight</i>	<i>seven fifty-two</i>

❑ As well as past and to, Americans also use after and till

- twenty-five minutes past/after six
- five minutes to/till four

❑ O'clock used only on the hour

- I got home at six o'clock

THE TIME OF DAY

- ❑ **In most contexts it can be used either way of saying the time: half past ten or ten thirty. It is prefer to say ten thirty when talking about a timetable**
 - The 24-hour clock is used in timetables.
 - The next train is at 15 30. ('fifteen thirty')

- ❑ **In official announcements, it may be heard times on the hour spoken as e.g. '(oh) nine hundred hours' or 'thirteen hundred hours' rather than 'nine o'clock' or 'one o'clock'**

- ❑ **am /eɪ "em/ meaning in the morning' (up to about midday) and pm /pi: "em/ meaning in the afternoon or evening'. In writing am and pm are sometimes written with full stops: a.m./p.m.**
 - The match starts at 3.00 pm

THE TIME OF DAY

- ❑ **It can also be said in the morning/afternoon/evening. Twelve o'clock in the day is midday or noon. Twelve o'clock at night is midnight.**
 - The phone rang at half past four in the morning

- ❑ **It is usually to leave out minutes after 5, 10, 20, and 25, but it usually use after other numbers.**
 - Seventeen minutes past/to six

- ❑ **In informal speech it can be leave out the hour if it is known. And using half for half past is also informal.**
 - It's nearly twenty past (four) already
 - What time is it? half nine/half past nine

FRACTIONS

a/b *a over b*

ab/cd *a times b over c times d*

$1/n$ *one nth/ one over n*

$1/2$ *one half/one-half/a half*

$1/3$ *one third/one-third/a third*

$1/4$ *one quarter/one-quarter/a quarter*

$3/4$ *three quarters/three-quarters*

$1/5$ *one fifth/one-fifth/a fifth*

FRACTIONS

$\frac{2}{3}$ two-thirds

$\frac{4}{3}$ four over three/four thirds/four-thirds

$\frac{1}{10}$ one tenth/a tenth/one-tenth

$\frac{3}{7}$ three sevenths/three-sevenths

$\frac{112}{303}$ a [one] hundred (and) twelve over three hundred (and) three

$5\frac{2}{5}$ five (and) two-fifths

$\frac{21}{311}$ twenty-one over three hundred (and) eleven

SUFFICES, POWERS, ROOTS

$-x$ minus [negative] x

x' x prime²

\bar{x} x bar

\hat{x} x hat/ x wedge

x_i x sub i

x^i x super i

7^2 seven squared

5^3 five cubed / five to the third power

x^2 x squared

x^3 x cubed/ x to the third power

SUFFICES, POWERS, ROOTS

x^n x to the n th power/ x to the n th/ x to the power n / x to the n

x^{-n} x to the minus n th power/ x to the power minus n / x to the minus n

$x^{1/2}$ x to (the) half power/ the square root of x

$x^{1/3}$ the cube root of x

$x^{1/n}$ the n th root of x

$\sqrt{2}$ the square root of two

$\sqrt[3]{2}$ the cube root of two

$\sqrt[n]{x}$ the n th root of x

$\sqrt{x+y}$ the square root of the sum of x plus y

ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION

Addition

$$3 + 2 = 5$$

Three plus two equals five

Subtraction

$$3 - 2 = 1$$

Three minus two equals one

Multiplication

$$3 \times 2 = 6$$

Three times two equals six

Division

$$6 : 2 = 3$$

Six divided by two equals three

NOTE

2, 4, 6

are even numbers

1, 3, 5

are odd numbers

3, 5, 7, 11

are prime numbers

$$3^2 = 9$$

three squared equals nine

$$\sqrt{64} = 8$$

the square root of sixty four is eight

$$3^3 = 27$$

three cubed equals twenty seven

$$\sqrt[3]{64} = 4$$

the cube root of sixty four is four

$$3^{12}$$

three to the power twelve

ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION

$x - y$ x minus y

$x + y$ x plus y

$x \pm y$ x plus minus y / x plus or minus y

$x \mp y$ x minus or plus y

$xy, x \times y$ x times y / x multiplied by y

$x \cdot y$ x dot y

$x \div y$ x divided by y

x/y x over y

$x : y$ the ratio of x to y

$n!$ n factorial / factorial n

ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION

$\binom{n}{a}$ binomial n over a / binominal coefficient n over a

$1 \dots 5$ one to five

$1 + 3 + 5 + \dots$ one plus three plus five dot dot dot

$x(y + z)$ x times the sum of y plus z / x open parenthesis y plus z close parenthesis³

$(x \cdot y)z$ open parenthesis x plus y close parenthesis multiplied by z /
(initial) parenthesis x plus y (final) parenthesis multiplied by z ³

$[x]$ x in brackets

$\frac{1}{2}\{x[y + (z - w)]\}$ one half times open brace x open bracket y plus open parenthesis z minus
 w close parenthesis close bracket close brace

$x'y''$ x prime times y double prime / x prime times y second prime

$|z|$ modulus of z / absolute value of z

$\angle A$ angle A

$\perp A$ right angle A

REFERENCE

- **Muchtar, Naely, And Alimin. 2018. English For Electrical Engineering. Edisi Pertama. Yogyakarta : Deepublish**

Bahasa Inggris Teknik

Causative Verb & Elliptical Structures



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01 Causative Verb

02 Elliptical Structure

Causative Verb

Causative Verb adalah sekelompok kata kerja yang digunakan untuk menunjukkan bahwa seseorang menghendaki orang lain melakukan sesuatu baik dengan permintaan/paksaan

Contoh:

-My father **have** me **choose** my favourite school

((Ayah saya meminta saya memilih sekolah favorit saya)

-Yulia **got** her room **cleaned**.

((Yulia menyuruh seseorang untuk membersihkan kamarnya))

Pembagian Causative Verb

1. Active Causative

-Agent (yang melakukan aksi) diketahui

2. Passive Causative

-Agent tidak diketahui



Active Causative

	Make		V1	Force (Menyuruh)	Atasan ke bawahan
S	Have	Agent	V1	Request/ask (Meminta)	Satu tingkatan
	Get		To Inf	Persuade (Memohon)	Bawahan ke atasan

Contoh

- Mr. Anton **has** made his son sleep
- He **had** me open the door yesterday
- The student **get** the teacher to repeat the lesson

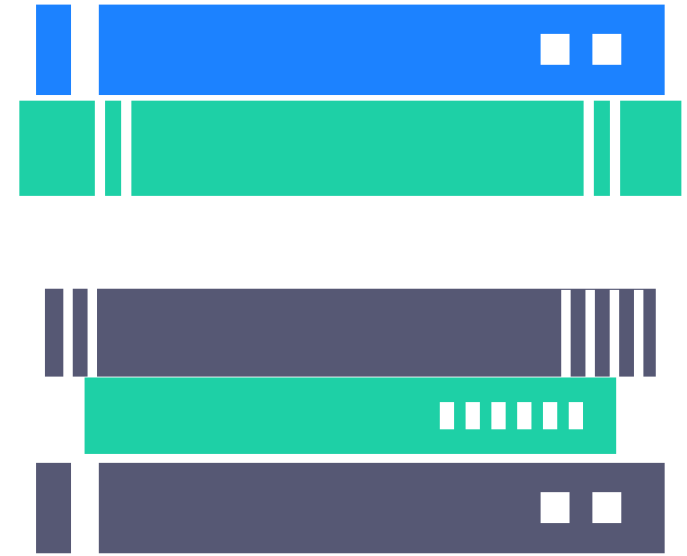
Note

- Perubahan tenses terjadi pada kata kerja utama “make, have, dan get”

Contoh:

- My Father has made me massage his body
- My Mother made my younger sister cook in the kitchen

Passive Causative



✓ Contoh

- I had my car cleaned yesterday
- I have your computer fixed
- I get the floor swept

Note

- Penggunaan have dan get pada passive causative tidak memiliki perbedaan arti

Contoh:

He had the door opened

I get my bicycle fixed

Let & Help

S	Let	Object	V1	Allow or permit (Memperbolehkan)
	Help		V1/to inf	Assist (Membantu)



Note

- Let dan help sebenarnya bukan causative verb namun sering di bahas dalam Causative verb

Contoh:

The teacher lets the students leave the class

I am helping my friend do/to do his homework

Elliptical Structures



Elliptical Structures

Definisi

- Elliptical Structure adalah menghilangkan kata atau sejumlah kata dengan tujuan supaya kalimat lebih pendek, praktis dan tidak terjadi pengulangan kata (redundat)
- Elliptical Structure sering digunakan dalam percakapan maupun tulisan (bacaan) terutama pada teks yang asli berbahasa Inggris, karena dengan menggunakan elipsis ini kalimat menjadi sederhana dan mudah dipahami



50%



ELLIPTICAL SENTENCE



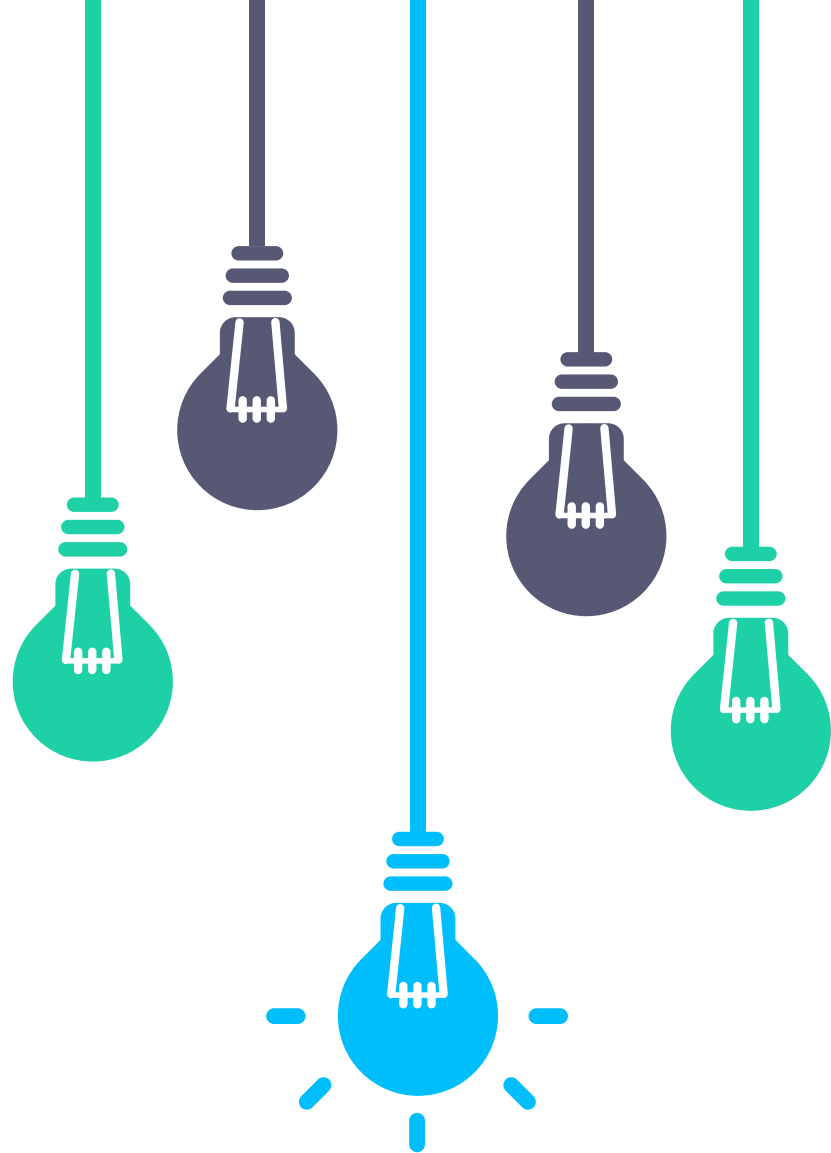
2 Kalimat Positif yang sama predikatnya



2 Kalimat Negatif yang sama predikatnya



2 Kalimat yang sama predikatnya tapi berlawanan bentuknya



2 Kalimat positif yang sama predikatnya



Pola

Subject + Verb (be) ...+ and

Subject + (be) + too

So + (be) + Subject



Contoh

(+) I do my assignment

(+) I do my assignment

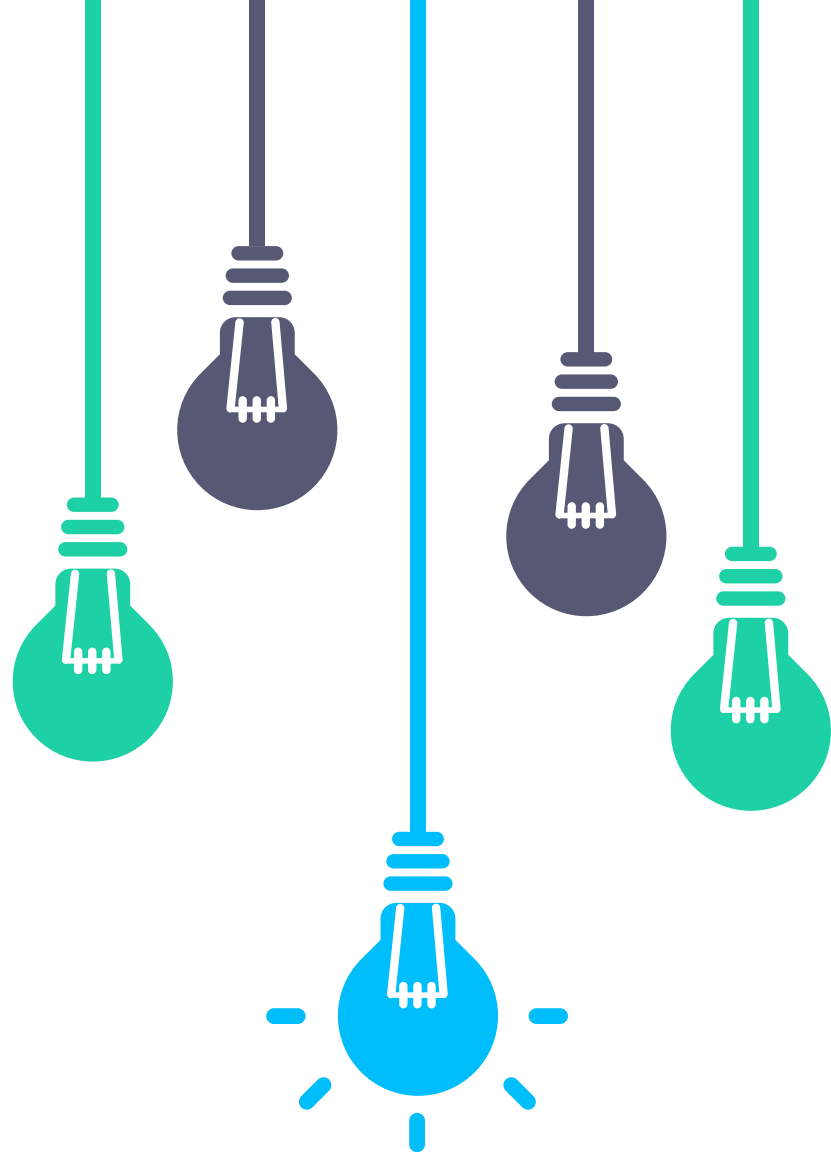
(I do my assignment, and Rina does too) atau
(I do my assignment, and so does Rina)



(+) I have done my job well

(+) She has done my job well

(I have done my job well, and She has too) atau
(I have done my job well, and so has She)



2 Kalimat negatif yang sama predikatnya



Pola

Pernyataan negative + and

Subject + negative auxiliary (be) + either

Neither + positive auxiliary (be) + subject



Contoh

(-) Budi does not have money

(-) I don't have money

(Budi does not have money, and I don't either atau
(Budi does not have money, and neither do I)



(--) Herman will not go to the wedding party

(-) Zaka will not go to the wedding party

(Herman will not go to the wedding party, and
Zaka will not either) atau
(Herman will not go to the wedding party, neither
will Zaka)

Predikat Sama Bentuk Berbeda



Pola

Subject + Negative Auxiliary (Verb) + But + Subject + Positive Auxiliary

Or

Subject + Positive Auxiliary (Verb) + But + Subject + Negative Auxiliary



Contoh 1

(-) Budi can play guitar well

(-) Nugroho can not play guitar

- (Budi can play guitar well, but Nugroho can't)
- (Nugroho can not play guitar, but Budi can)



Contoh 2

(-) Kukuh has much money

(-) Agha doesn't have money

- (Kukuh has much money, but Agha doesn't)
- (Agha doesn't have money, but Kukuh does)

Referensi

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 - <http://dwikartikasari-18211665.blogspot.com/2015/05/causative-verb-let-make-have-and-get.html>



THE END 

Terimakasih



S1 Teknik Elektro

Institut Sains dan Teknologi Nasional



Bahasa Inggris Teknik

GERUND VS TO-INFINITIVE

GERUND

- **Definisi**

Gerund adalah kata kerja yang diubah ke dalam bentuk verb ing agar berfungsi sebagai kata benda.

- **Contoh**

a. ***Reading** a book is my hobby.*

(Membaca adalah hobi gue)

b. *I postponed **watching** TV.*

(Gue nunda nonton TV)

PRESENT PARTICIPLE

- **Definisi**

Present participle adalah kata kerja yang mendapat akhiran –ing untuk menunjukkan progresive (sedang berlangsung) dan bisa berfungsi sebagai kata sifat

- **Contoh**

a. She is studying English

(Die cewek sedang belajar bahasa Inggris)

b. You are a boring student

(lo itu siswa yang membosankan (ga asik))



GERUND
VS
PRESENT PARTICIPLE

Perbedaan Gerund dan Present Participle

1. **Gerund** adalah verb ing yang berfungsi merubah kata kerja sebagai kata benda. **Present Participle** adalah kata kerja yang juga bisa berfungsi sebagai kata kerja dan kata sifat.
2. **Gerund** dan **present participle** bentuknya adalah sama, yaitu **verb + ing**. Akan tetapi, fungsinya beda. **Gerund** adalah kata benda sedangkan **Present participle** berfungsi sebagai kata kerja atau kata sifat

INFINITIVE/TO-INFINITIVE

Infinitive adalah bentuk verb yang bisa berfungsi sebagai noun dalam kalimat. Pola dari Infinitive adalah “to + base verb”. Beberapa contoh Infinitive misalnya: *to drink, to sing, to travel, to study, to walk* dan masih banyak contoh lainnya.



GERUND
VS
TO-INFINITIVE

***Lalu kenapa harus tahu
beda penggunaan
Gerund dan Infinitive
dalam kalimat?***

ANSWER

Karena keduanya ternyata memiliki persamaan dalam hal fungsi. Nah kemiripan atau kesamaan inilah yang kemudian membuat sebagian orang menganggap keduanya bisa bebas digunakan secara bergantian, ***meski sebenarnya tidak selalu begitu.***

ANSWER

Keduanya adalah bentuk **verb** (kata kerja) yang di dalam sebuah kalimat bisa berfungsi sebagai sebuah noun (kata benda). Dengan begini, baik Gerund maupun Infinitive, keduanya bisa menempati berbagai posisi noun dalam kalimat, misalnya saja seperti posisi subject, object serta object complement.

Contoh penggunaan Gerund dan Infinitive Yang Benar

1. **Traveling** is good for our body. – **Gerund** di posisi Subject.
(Bepergian itu baik untuk tubuh kita)
2. I like **singing**. – **Gerund** di posisi Object.
(Saya suka menyanyi)
3. I want **to drink** a glass of milk. – **Infinitive** di posisi Object.
(Saya ingin minum segelas susu.)


Contoh penggunaan Gerund dan Infinitive Yang Salah

1. I singing
2. I to walk

Alasannya apa?

Gerund dan Infinitive tidak pernah bisa menempati posisi main verb (kata kerja utama)

Perbedaannya???



**Jika ingin melihat
perbedaannya maka
kita telusuri beberapa
aturan dalam
penggunaan keduanya**



Beberapa aturan dalam penggunaan Gerund

1. Subject = Gerund

Saat kita ingin membuat suatu aksi menjadi subject kalimat, sebaiknya gunakanlah Gerund. Penggunaan Infinitive sebagai subject sebenarnya boleh saja, namun ternyata hal ini dianggap sangat formal dan tidak umum.

Contoh

Singing is one of my hobby.
(Menyanyi adalah salah satu hobi saya)

2. Preposition + Gerund

Umumnya, jika ada sebuah preposition(kata depan) dalam kalimat, maka setelahnya gunakanlah Gerund. Namun untuk beberapa preposition seperti **except** dan **but** terkadang Infinitive juga bisa digunakan.

Contoh

I thought about **sleeping** in my brother's room tonight..
(Saya memikirkan tentang tidur di kamar kakak saya malam ini.)

3. Verb + Gerund

Ada beberapa verb yang hanya bisa diikuti oleh Gerund. Untuk yang satu ini, satu satunya cara terbaik adalah dengan menghapalkan [daftar verb yang diikuti oleh Gerund](#). Beberapa yang paling umum misalnya: *advise, avoid, enjoy, finish,* dan *quit*. Jika ga bisa hafal minimal banyak membaca, mendengar dan berbicara bahasa inggris

Contoh

Maya avoid **making** mistake for the second time.
(Maya menghindari membuat kesalahan untuk kedua kalinya.)



Beberapa aturan dalam penggunaan Infinitive

1. Adjective + Infinitive

Setelah sebuah adjective (kata sifat) umumnya yang kita gunakan adalah sebuah Infinitive. Dalam beberapa kondisi penggunaan Gerund bisa saja terjadi tapi ternyata pemakaian Infinitive dalam situasi ini selalu dianggap sebagai pilihan terbaik

Contoh

It was useful **to learn** foreign language like English.
(Hal yang berguna mempelajari bahasa asing seperti Bahasa Inggris)

2. Noun + Infinitive

Jika main verb memiliki sebuah object baik dalam bentuk noun ataupun pronoun, maka hampir selalu diikuti oleh sebuah Infinitive daripada sebuah Gerund.

Contoh Penggunaan Infinitive Setelah Noun

My father asked me **to help** him.
(Ayah saya meminta saya membantu nya)

3. Verb + Infinitive

Ada beberapa verb yang hanya bisa diikuti oleh Infinitive. Untuk yang satu ini, satu satunya cara terbaik adalah dengan menghapuskan [daftar verb yang diikuti oleh Infinitive](#). Beberapa yang paling umum misalnya: *ask, choose, decide, get, need, dan want*.

Contoh Verb Yang Diikuti Infinitive

He decided to go to United States next month.
(Die mutusin untuk pergi ke amerika bulan depan)



Fakta Lain???

Ternyata, beberapa verb bisa diikuti baik oleh Gerund maupun Infinitive. Namun, dalam prosesnya, ada yang menyebabkan perbedaan makna dan ada pula yang tidak.

1. Tanpa menyebabkan perbedaan Makna

Verb : *like, love, hate, begin, continue, prefer, start, etc*

Verb di atas bisa diikuti Gerund dan Infinitive namun arti ga berbeda

Contoh

Mr. Eko likes watching movie.

Mr. Eko likes to watch movie.

(Bapak Eko suka nonton bioskop)

2. Menyebabkan perbedaan Makna

Verb : *forget, remember, stop, etc.*

Verb di atas bisa diikuti Gerund dan Infinitive namun arti ga berbeda

Contoh

Mr. Isman stops smoking.

(Bapak Isman udeh berenti merokok dan dianggap udeh ga ngerokok lagi)

Mr. Isman stops to smoke.

(Bapak Isman cumen lagi tidak merokok)

Reference

- <https://www.bigbanktheories.com/cara-mudah-untuk-mengingat-perbedaan-gerund-dan-infinitive/>

Bahasa Inggris Teknik

Kelas Kata dalam Bahasa Inggris



By: Muhammad Ikrar Yamin

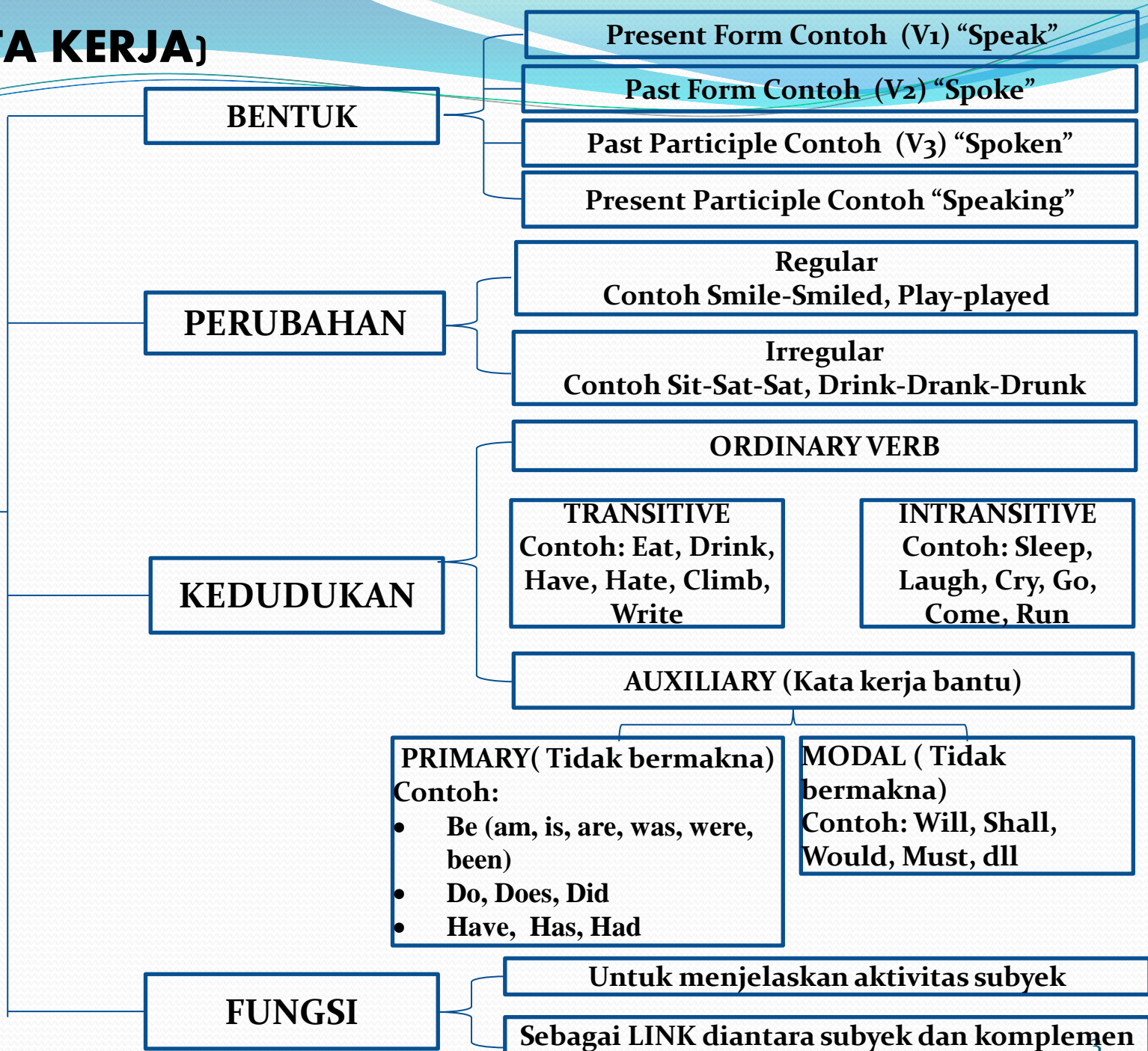
Kelas Kata dalam Bahasa Inggris

- Kelas kata dalam bahasa inggris terbagi menjadi 8:

1. Pronoun (Kata Ganti)
2. Verb (Kata Kerja)
3. Noun (Kata Benda)
4. Adjective (Kata Sifat)
5. Adverb (Kata Keterangan)
6. Conjunction (Kata Sambung)
7. Preposition (Kata Depan)
8. Interjection (Kata Seru)

VERB (KATA KERJA)

V
E
R
B



VERB (Kata Kerja)

1. Verb adalah kata yang menunjukkan **perbuatan/aktifitas** yang dilakukan oleh subyek, tetapi terkadang menunjukkan **keadaan**.

Contoh:

-Rudi **comes** from Surabaya (menunjukkan perbuatan/aktifitas)

-Nisa looks beautiful today (menunjukkan keadaan)

2. a. **Regular Verb** adalah kata kerja yang dapat berubah-ubah sesuai dengan bentuk tenses dan perubahan kata kerja tersebut secara teratur. (dengan + ed/d)

Contoh: Stay-stayed-stayed-staying

b. Irregular Verb

Irregular verb adalah kata kerja yang memiliki fungsi sama dengan regular verb tetapi memiliki perubahan yang tidak beraturan. Perubahan itu dengan melihat kamus.

Contoh: Speak – *spoke-spoken-speaking*

3. Ordinary Verb adalah kata kerja murni biasanya ditandai dengan:

- a. Apabila dipakai dalam kalimat tanya dan negatif perlu ada tambahan kata kerja bantu *do, does* atau *did*
- b. Bentuknya dapat berubah-ubah sesuai tenses yang digunakan contoh: eat, drink, sell

4. **Auxiliary Verb** adalah kata kerja bantu atau kata kerja yang digunakan bersama-sama dengan kata kerja lain untuk menyatakan tindakan atau keadaan. Auxiliary verb ini memiliki fungsi gramatikal.

5. **Linking Verb** adalah kata kerja yang berfungsi menghubungkan antara subyek dengan complement (*adjective, adverb* dan *noun*). Kata yang dihubungkan dengan subyektif itu disebut ***subjective complement***. **Linking verb** yang umum digunakan adalah Be (is, am, are, was, and were), appear, become, feel, grow, look, remain, seem, sound, taste, smell, like.

Contoh: -She is beautiful

Your voice sounds good

6. a. **Transitive Verb** adalah kata kerja yang **memerlukan objek** untuk menyempurnakan arti kalimat

Contoh:

She reads the book in the library

S Vt O Adv

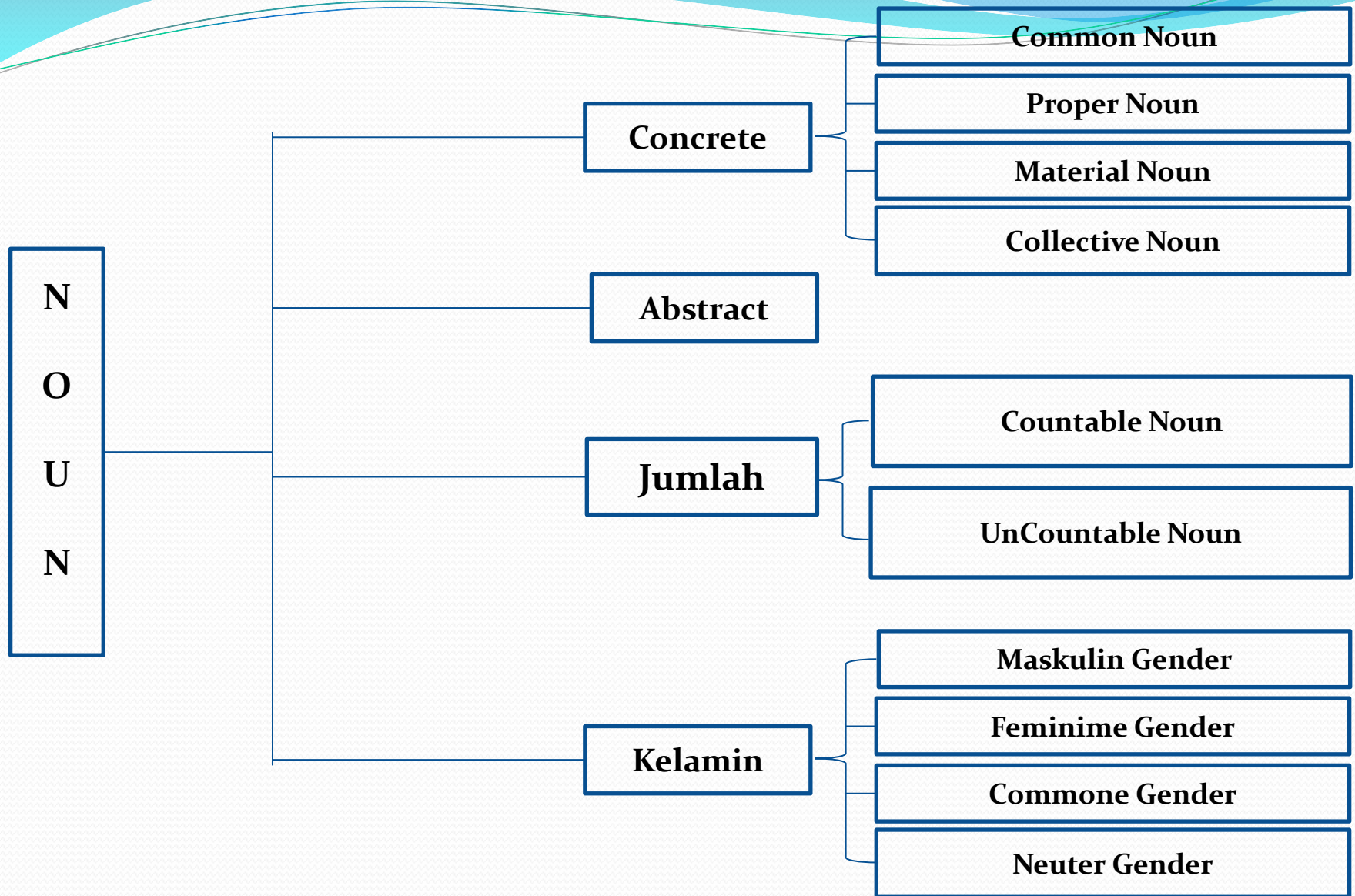
b. **Intransitive Verb** adalah kata kerja yang **tidak memerlukan objek** karena sudah memiliki arti sempurna

Contoh:

She goes to school

S VI Adv

NOUN (KATA BENDA)



NOUN (Kata Benda)

1. **Noun** adalah kata yang menunjukkan benda, orang, tempat, tumbuhan, hewan. Contoh: table, bread, car.
2. **Concrete Noun** adalah kata benda yang dapat diindra
3. **Abstract Noun** adalah kata benda yang tidak dapat diindra. Contoh: Happiness, Freedom, Health
4. **Common Noun** adalah kata benda umum yang menunjukkan jenis, kelas dari benda-benda, tempat dan sebagainya. Contoh:book, city, departement
5. **Proper Noun** adalah kata benda yang menunjukan arti khusus. Contoh: biology book, Indonesia, Solo.

6. **Material Noun** adalah kata benda yang digunakan untuk menunjukkan benda yang berasal dan terbuat dari alam (hasil bumi) maupun fenomena alam, juga untuk menunjukkan benda buatan manusia. Contoh: stone, water, gold, fish, cloth

7. **Collective Noun** adalah nama kelompok atau kumpulan yang dianggap sebagai satu unit atau kumpulan sejumlah individu. Contoh: a team, a committee

- a. Bila **collective noun** dianggap satu unit maka diberlakukan sebagai kata tunggal
- b. Bila dianggap sebagai sekumpulan para anggota maka diperlakukan sebagai kata benda jamak
- c. **Collective Nouns** yang mengindikasikan time, money dan measurement menggunakan SINGULAR

8. **Countable Noun** adalah kata yang dapat dihitung.

Contoh: Table, car

9. **Uncountable Noun** adalah kata benda yang tidak dapat dihitung

10. **Mixed Noun** adalah kata benda yang bisa dihitung jika dipisah-pisahkan. Contoh: Hair, rice, corn

11. **Maculine Gender** adalah kata benda yang menunjukkan jenis laki-laki

Contoh: Father, Son, Uncle.

12. **Feminime Gender** adalah kata benda yang menunjukkan jenis perempuan

Contoh: Daughter, sister

13. **Common Gender** adalah kata benda yang menunjukkan jenis umum, bisa menunjukkan arti laki-laki atau perempuan. Contoh: Student, Teacher, President

14. **Neuter Gender** adalah kata benda yang tidak menunjukkan jenis kelamin.

Contoh: Table, dictionary

ADJECTIVE (KATA SIFAT)

A
D
J
E
C
T
I
V
E

TYPES

Determinative

Demonstrative Adjective

Adjective of Quantity

Distributive Adjective

Interrogative Adjective

Adjective Of Quality

Possesive Adjective

Descriptive Adjective

Adjective (Kata Sifat)

1. **Demonstrative Adjective** adalah kata sifat yang digunakan untuk menunjuk “ini” atau “itu”

Contoh:

-**This** is mybook and **that** is yours.

2. **Adjective Of Quantity** adalah kata sifat yang menunjukkan jumlah sesuatu barang yang tidak dapat dihitung

Contoh:

-He is drinking *little* milk

3. **Distributive Adjective** adalah kata sifat yang menunjukkan masing-masing satu dari jumlah yang ada

Contoh: **Every** student should submit the homework

4. **Interrogative Adjective** adalah kata sifat yang digunakan untuk pertanyaan dan harus diikuti kata benda.

Contoh:

-**What** time do you usually get up?

-**Which** car is yours?

5. **Adjective of Quality** adalah kata sifat yang digunakan untuk menunjukkan bentuk, potongan, keadaan kata benda.

Contoh:

-Why do you have **good** motorcycle?

6. **Possesive Adjective** adalah kata sifat yang menunjukkan kepemilikan.

Contoh:

- I have sold **my** new camera in the market

7. **Descriptive Adjective** adalah kata sifat yang digunakan untuk menjelaskan keadaan Noun yang meliputi ukuran, bentuk, warna, bau dan rasa

Contoh:

-Where did you put your **delicious** food?

Reference

Konsep Belajar TOEFL dari Nol Metode QuantumCerdas, Wakhid Nugroho, Rumah Cerdas Bahasa Inggris, 2020.

HOMework

1. What is Linking Verb? Give one example!
2. What different between Transitive and Intransitive Verb?
3. What different between concrete and abstract noun? Explain it with an example in the sentence!
4. Please explain why you choose electrical engineering major for your study!
5. Can you explain what should you do when Corona Outbreak's case increasing in your place?
(All answers in english)

BAHASA INGGRIS TEKNIK



***REDUCED ADJECTIVE
CLAUSES***

&

REDUCED ADVERB CLAUSES

Reduced Adjective Clause

DEFINISI

- **Reduced adjective clause** artinya adjective clause yang dipersingkat atau dipendekkan. Prosesnya memiliki kemiripan dengan pembentukan reduced adverbial clause yaitu dengan membuang (delete) bagian tertentu dari kalimat tersebut. Hal ini dilakukan agar kalimat yang kita buat bisa tampak lebih ringkas.

SYARAT & PENJELASAN

- **Reduced adjective clause** dapat dilakukan dengan syarat di dalam *complex sentence* tersebut hanya ada **satu subject saja**.
- Reduced adjective clause selalu diawali dengan present participle atau past participle. Yang membedakannya adalah bentuk clause awalnya.
 - Jika clause tersebut dalam bentuk active voice (kalimat aktif) maka dalam bentuk reduced adjective clause nya gunakanlah present participle. Relative pronoun dan verb to be (jika ada) dihapus.
 - jika adjective clause awalnya berbentuk passive voice maka gunakanlah past participle

Active Voice

Example 1

I saw a man who was carrying an umbrella. **reduces to:**

- I saw a man carrying an umbrella. (Adj. phrase)
(Saya melihat seorang laki-laki yang membawa sebuah payung)

Example 2

- The people who worked there got a raise last year. **reduces to:**
- The people working there got a raise last year. (Adj. phrase)
(Orang-orang yang bekerja di sana mendapatkan kenaikan gaji tahun kemarin)

Passive Voice

Example 3

- The books which were published that year are expensive.

reduces to:

- The books published that year are expensive. (adj. phrase)
(Buku-buku yang dipublikasikan tahun itu sangat mahal)

Example 4

- The antique ring **which is being auctioned** is my private collection.

reduces to:

- The antique ring **being auctioned** is my private collection. (adj. phrase)
(Cincin antik yang sedang dilelang adalah koleksi pribadi saya)

REDUCED ADVERB CLAUSES

DEFINISI & SYARAT

- **Reduced adverb clause** artinya *adverb clause* yang dipersingkat atau dipendekkan.
- Adverb clause yang dapat direduksi adalah time (waktu), cause dan effect (sebab dan akibat) dan contrast (pertentangan) dan subjectnya harus sama dengan subject *main clause*.

NOTE :

While the teacher was speaking, I fell asleep. (cannot be reduced, because the subjects are different)

REDUCED ADVERB CLAUSES OF TIME

- Adverb clauses of time are reduced in different ways depending on the time expression used. Here are the most common:

I. Before / After / Since

- Keep the time word
- Remove the subject
- Change the verb to the gerund form OR use a noun

Examples:

-After he took the test, he slept for a long time.

> After taking the test, he slept for a long time OR After the test, he slept for a long time.

-Since I moved to Rochester, I have gone to the Philharmonic numerous times.

> Since moving to Rochester, I have gone to the Philharmonic numerous times.

REDUCED ADVERB CLAUSES OF TIME

2. As

- Delete "as"
- Remove the subject
- Change the verb to the gerund form

Examples:

- *As I was falling asleep, I thought about my friends in Italy.*
> ***Falling asleep, I thought about my friends in Italy.***
- *As she was driving to work, she saw a deer in the road.*
> ***Driving to work, she saw a deer in the road.***

3. As soon as

- Delete as soon as and replace with "upon" or "on"
- Remove the subject
- Change the verb to the gerund form

Examples:

- *As soon as she finished the report, she gave it to the boss.*
> ***Upon finishing the report, she gave it to the boss.***

REDUCING ADVERB CLAUSES OF CAUSALITY

- Adverb clauses of causality (providing the reason for something) are introduced by the subordinating conjunctions "because," "since" and "as." Each of these reduce in the same manner.

- Remove the subordinating conjunction

- Remove the subject

- Change the verb to the gerund form

Examples:

- Because he was late, he drove to work.*

- > ***Being late, he drove to work.***

- Since she was tired, she slept in late.*

- > ***Being tired, she slept in late.***

NOTED

- When using the negative form of the verb, place "not" before the gerund when reducing.

Examples:

- As he didn't want to disturb her, he left the room quickly.

> *Not wanting to disturb her, he left the room quickly.*

- Because she didn't understand the question, she asked the teacher for some help.

> *Not understanding the question, she asked the teacher for some help.*

REDUCING ADVERB CLAUSES OF OPPOSITION

- Adverb clauses of opposition beginning with "though," "although," or "while" can be reduced in the following manner:
 - Keep the subordinating conjunction
 - Remove the subject and the verb "be"
 - Keep the noun or adjective
 - OR change the verb to the gerund form

Examples:

-(*adjective*) While he was a happy man, he had many serious problems.

> *While happy, he had many serious problems.*

-(*noun*) Though she was an excellent student, she failed to pass the test.

> *Though an excellent student, she failed to pass the test.*

-(*gerund*) Although he had a car, he decided to walk.

> *Although having a car, he decided to walk.*

HOMework

1. What is conjunction? Give example for your answer!

2. What different adjective and adverbial clause?

2. Please make adjective and adverbial clause from exercise 1 and 2!

Exercise I

1. Bread which is made today won't be as fresh tomorrow.
2. Canada, which is located north of the USA, is a little bigger and much colder.
3. Toronto, which is situated on the north shore of Lake Ontario, is the largest city in Canada.
4. I talked to the people who will do the exam next week.
5. I'd like something that contains less sugar, please.
6. Who's the guy who's playing tennis with her?
7. The people who were hired last month had to take a training course this month.
8. Students who want to study here this September must apply before July.

Exercise 2

1. Before they board a plane, passengers must go through a security gate.
2. After I waited in line for 20 minutes, I was able to speak to a clerk.
3. Since they arrived in Vancouver, they have been going out a lot.
4. After she went home, she had dinner.
5. Before I saw the movie, I read the book.
6. When you drive in winter, take extra care.
7. Before she was hired, she had 3 interviews.



THANK YOU

S1 TEKNIK ELEKTRO
INSTITUT SAINS DAN TEKNOLOGI
NASIONAL



Bahasa Inggris Teknik

APPLYING FOR A JOB

Resume, Curriculum Vitae, and Cover Letter

- **Resume**

a brief, informative summary of your abilities, education, and experience. It should highlight the strongest assets and skills, and differentiate yourself as a candidate from other candidates seeking similar positions.

RESUME TIPS

RESUME LANGUAGE SHOULD BE:

- Specific rather than general
- Active rather than passive
- Written to express not impress
- Articulate rather than "flowery"
- Fact-based (quantify and qualify)
- Written for people who scan quickly

DON'T:

- Use personal pronouns (such as I)
- Abbreviate
- Use a narrative style
- Number or letter categories
- Use slang or colloquialisms
- Include a picture
- Include age or sex
- List references
- Start each line with a date

TOP 5 RESUME MISTAKES:

1. Spelling and grammar errors
2. Missing email and phone information
3. Using passive language instead of "action" words
4. Not well organized, concise, or easy to skim
5. Too long

DO:

- Be consistent in format and content
- Make it easy to read and follow, balancing white space
- Use consistent spacing, underlining, italics, bold, and capitalization for emphasis
- List headings (such as Experience) in order of importance
- Within headings, list information in reverse chronological order (most recent first)
- Avoid information gaps such as a missing summer
- Be sure that your formatting translated properly if converted to a .pdf

Sample Resume

Resume, Curriculum Vitae, and Cover Letter

- **Cover Letter**

Cover letter is a writing sample and a part of the screening process. By putting best foot forward, it can increase the chances of being interviewed. A good way to create a response-producing cover letter is to **highlight skills or experiences** that are most applicable to the job or industry and *to tailor* the letter to the specific organization based on company that you are applying to.

	<p>Your Street Address City, State, Zip Code</p>
	<p>Date of Letter</p>
Use complete title and address.	<p>Contact Name Contact Title Company Name Street Address City, State, Zip Code</p>
Address to a particular person if possible and remember to use a colon.	<p>Dear _____:</p> <p>Opening paragraph: Clearly state why you are writing, name the position or type of work you're exploring and, where applicable, how you heard about the person or organization.</p>
Make the addressee want to read your resume. Be brief, but specific.	<p>Middle paragraph(s): Explain why you are interested in this employer and your reasons for desiring this type of work. If you've had relevant school or work experience, be sure to point it out with one or two key examples; but do not reiterate your entire resume. Emphasize skills or abilities that relate to the job. Be sure to do this in a confident manner and remember that the reader will view your letter as an example of your writing skills.</p>
Ask for a meeting and remember to follow up.	<p>Closing paragraph: Reiterate your interest in the position, and your enthusiasm for using your skills to contribute to the work of the organization. Thank the reader for his/her consideration of your application, and end by stating that you look forward to the opportunity to further discuss the position.</p>
Always sign letters.	<p>Sincerely,</p> <p>Your name typed</p>

General rules in making cover letter:

1. Address your letters to a specific person if you can.
(Bisa langsung menyebutkan nama)
2. Tailor your letters to specific situations or organizations by doing research before writing cover letters. (melihat situs resmi perusahaan tersebut)
3. Keep letters concise and factual, no more than a single page.(seperlunya aja)
4. Avoid flowery language.(b aja....)
5. Give examples that support your skills and qualifications.

General rules in making cover letter:

6. Put yourself in the reader's shoes. What can you write that will convince the reader that you are ready and able to do the job? (seperti marketing diri sendiri)
7. Don't overuse the pronoun —I .
8. Remember that this is a marketing tool. Use lots of **actionwords**.(kata yang menunjukkan aktivitas atau kegiatan)
9. Have an adviser proofread your letter.(bisa temen yang sudah bekerja/berpengalaman)
10. If converting to a pdf, check that your formatting translated correctly.

General rules in making cover letter:

11. Reference skills or experiences from the job description and draw connections to your credentials. (**Kredensial adalah** sertifikat, surat, atau pernyataan yang menyatakan kemampuan seseorang melakukan sesuatu)
12. Make sure your resume and cover letter are prepared with the same font type and size. (Periksa lagi atau berulang-ulang sebelum dikirim)
13. Be honest, the resume should be compelling but never misleading or deceptive.

Sample Cover Letter

Difference between Resume and CV

ANSWER

- **A resume is a CV with a shorter format. CV is more detail than Resume.**
- **CV is used to apply in Academic Institution like School or other and has at least 2 pages. Resume is used to apply in anyjob and has single page.**

CV and Resume Writing Tips

1. Match your resume or CV to the position.

Make sure that you highlight your education, work experience, and skills as they relate to the particular industry or job.

2. Use a template. (Jika disediakan oleh Perusahaan maka gunakan...)

3. Edit, edit, edit. Make sure there are no spelling or grammatical errors

4. Also make sure your format is uniform – for example, if you use bullet points in one job description, use bullet points in all your job descriptions.

Reference

Muchtar, Naely, And Alimin. 2018. English For Electrical Engineering. Edisi Pertama. Yogyakarta : Deepublish

S1 TEKNIK ELEKTRO

INSTITUT SAINS DAN TEKNOLOGI NASIONAL

BAHASA INGGRIS TEKNIK

JOB INTERVIEW

INTERVIEWER

- The most important thing is that the interviewer's main objective is to determine whether or not you are the best candidate for the job

JOB SEEKER

- our main objective is to communicate our skills and accomplishments, while determining if this is the right job and the right company for us.

INTERVIEW

- Interviewer will be looking for certain kinds of success stories based on a number of factors, such as your ability to solve problems, think independently, take initiative, or communicate skillfully

INTERVIEW

- The most effective way to discuss your accomplishments is to recast them in the form of stories: Each one must successfully document and illuminate your successes.

**10 success factors that most employers
expect from job candidates**

Ten Success Factors Most Employers Look for in Job Candidates

1. Accomplishments/getting results
2. Taking initiative
3. Communication skills
4. Problem solving
5. Teamwork and team leadership
6. Project management
7. Decision making
8. Strategic thinking
9. Innovative thinking
10. Handling pressure

1

ACCOMPLISHMENT/GETTING RESULT

One of the most common interview questions is “What is your greatest accomplishment—the thing you are most proud of?”

The interviewer is trying to determine if you get satisfaction from achieving results and also want to see if you are proud of your accomplishments

being proud of past results will translate into taking pride in your work with your prospective employer

GREAT ANSWER

I was extremely happy when I got into my first-choice college, Elmherst—but the scholarship they offered didn't quite cover my needs. Although I had been admitted to several schools, I felt that, for me, Elmherst would provide the best possible education. So, instead of going straight to school, I deferred for a year and spent the time working at a local hardware store. After a few months, I took on a second job waiting tables. It was a very tough year—but I was proud that I stuck to it. By the time September rolled around, I had saved enough money to attend the school of my choice, and I had some solid work experience.

Good success stories, like this one, are rich composites of your experiences and skills and tells about your abilities to preserve, solve problems and take charge of your career. Then the story indicate that you are goal oriented, an extremely important trait in the company

2

INITIATIVE

In a fast-paced, competitive business environment, it's important to hire people who can take charge –even if the responsibility is not in their job description. Time is an important element in taking initiative.

GREAT ANSWER

I worked on my college literary magazine. Producing the magazine was always an uphill battle. We received most of our revenues from ads, but the number of advertisers was constantly dwindling—and no one seemed to be doing anything about it. I organized a small committee, and we went door to door, speaking with local businesses about our magazine. Sometimes it took a lot of persuading, but once they saw the quality of the magazine and heard about our diverse audience, most businesses were eager to advertise. We raised so much money that we were even able to print the magazine in color for the first time.

This story brings out a number of the interviewee's good qualities, including *team leadership*, *determination*, and, above all, *initiative*

3

COMMUNICATION SKILLS

Your interviewer will be aware of how long it takes you to answer questions. There is a delicate balance between saying enough to get your success stories across and saying too much.

Tell your story clearly to ensure that interviewer gets your point. Be concise and don't get sidetracked by focusing on endless detail or irrelevant aspects of the story

.....

Quick! Which sentence sounds more professional?

1. Uh . . . I think that I'd be an asset to your firm because I'm diligent, and, um, efficient and people tell me that I'm, y'know, a good communicator.
 2. I think I'd be an asset to your firm because I'm diligent and efficient, and I have excellent communication skills.
-

4

PROBLEM SOLVING: THINKING AND WORKING INDEPENDENTLY

Its just as important to take directions as it is to work indepedently. When youre thinking of a story to demonstrate independent thinking, focus on the obstacles you had to solve a particular problem. What step did you take?

I worked at the registrar's office during college. My primary responsibility was filing, but the filing system was hopelessly confusing. I came up with a great way to reorganize the files and spoke to my supervisor about implementing my plan. I was thrilled when she approved

I spoke with the owner of the shop and he was thrilled—he had also been trying to come up with new promotional ideas. Some of the club members were skeptical of my idea, but the refreshments and discounts worked like a charm—ticket sales improved 30%!

This answer show a candidate's abilities to think independently and solve problem.

5

TEAM WORK AND TEAM LEADERSHIP

So much work today is done in teams that employers often to know if you can get along with others and get the work done. What have you done in the past that illustrates your ability to work successfully with others?

You can tell about your stories when you were in sport team or in electrical engineering community or organizations all demonstrate that you work well with others

6

PROJECT MANAGEMENT

Try to think of specific examples that illustrate your abilities to manage many tasks at once. For example: you are student but you join in a volunteer work, take part time job and club activities.

Great answer:

The following is a story from a recent college graduate:

I was an editor of my college newspaper, which came out every Friday. On Thursday nights, all of the editors would gather in the newspaper office to make last-minute changes, finalize the layout, and so on. Usually, we were there until seven or eight in the morning. There was a lot of fallout from these all-nighters: Some people weren't prepared for their Friday classes. They fell behind in their reading and turned assignments in late.

After a couple of difficult weeks, I discovered that managing the all-nighters at the paper was simply a matter of budgeting my time.

I finished my reading the weekend before it was due and completed all of my assignments early in the week. If I had a project due on a Friday, I made sure to get it done well in advance.

Because I stuck to my schedule, late nights at the newspaper office didn't sabotage either my academic responsibilities or my social life. In fact, I was more efficient and also found that I had more free time to spend with friends.

This story demonstrates the speaker's ability to set priorities, manage time, and successfully juggle various facets of academic and personal life.

7

DECISION MAKING

Decisive action taking is important to any business, whether your job involves working independently or in a group, but how you arrive at decisions will especially interest prospective employers

Decision making involves generating multiple solutions to a problem and using your discernment to select the best choice from those options

Great answer:

Try a college-related story like this one:

At my college, students typically live on campus for the first two years, and then they tend to find off-campus housing for the next two years. At the end of my sophomore year, I had to decide where to live in the fall and with whom I wanted to share housing. My current roommate got offered a position as Resident Advisor on campus. The perks included a large room to share; the downside was that I'd have to remain on campus if I wanted to be her roommate. My other choices were to take a shared room in my sorority's house or take a private room in an apartment with three other friends, fellow education majors.

The choices were tough: continuing to live with the tried and true roommate in a less-than-choice setting, giving up privacy for the potential fun that the sorority house offered, or taking the open room at the apartment, which was further from campus but offered some personal space not often found at college.

I opted for the apartment. I was scheduled for student-teaching the following spring semester, and I knew that I'd need to go to bed early and prepare my lessons. I decided that the atmosphere at the sorority house could get tiring—if I wanted that scene, I could visit any time, day or night. I realized that I needed to be more independent, so the dorm option was out for me, too.

I ended up making the right choice—I got my work done, had a successful experience in the classroom, and, with my own apartment, was able to invite my old roommate or sorority sisters over for an occasional escape from their surroundings.

8

STRATEGIC THINKING

Thinking strategically is the ability to link long-range visions to daily work.

In the workplace, this would translate to knowing company initiative was to cut expenses and taking action to cut expenses or save money fo your departement throughout the year

Great answer:

Midway through my sophomore year in college, I decided that I wanted to spend a semester studying in Paris. I was a French major, so I knew this would be the best way to improve my skills and knowledge of French culture. Some of my friends strongly advised

against it, however—my college had a lot of course requirements, and many people who spent time abroad were unable to complete their degrees in four years or they spent senior year struggling under impossible course loads.

After thinking about the situation, I realized that studying abroad was not impossible—I just had to plan ahead. I had planned on taking two electives per semester, but I decided to replace one with a required course and add an additional required course to my schedule. Taking six courses a semester was tough, but I made a strict study schedule for myself and stuck to it.

I studied in Paris during spring of my junior year, and it was the best educational experience I ever had. And, thanks to my good planning, I had no trouble completing my requirements. I was able to take all the electives I wanted senior year, and even had time to work as a research assistant for one of my French literature professors.

9

INNOVATIVE THINKING

Innovation will mean slightly different things to different employers; while an engineering company may be looking for a graduate who is committed to developing cutting-edge technologies, a marketing agency will be impressed by a candidate whose instinct is to think outside of the box for different ways to reach people

More realistic examples include:

- thinking of a unique way to fundraise for charity
- brainstorming how to increase ticket sales for your drama society's theatre production
- finding a less time-consuming way to complete a group project for your degree
- suggesting a new weekday deal that will bring in more students to the restaurant where you have a part-time job

10

STAYING COOL UNDER PRESSURE

In the work circumstances, company need employees that can work in under pressure situation. They still focus on their work and get the satisfying result.

Think of a story about your own performance under pressure. Maybe you were on your college swim team and had a meet the day before big test. How did you control the situation?was the result positive?

Great answer:

Here's how one candidate demonstrated the ability to handle pressure:

When dealing with pressure, I try to step back from situations and assess them logically, rather than getting carried away by my emotions. In college, I was the stage manager for the drama club's production of My Fair Lady. When we got to the theater to prepare opening night, we discovered that all our props, makeup, and costumes were scattered and out of place. Apparently, a group of students had used the theater to practice some improvisational comedy, not knowing that a production was going up the next night.

We didn't have much time to get ready, and the cast started panicking about their missing items. I asked everyone to find his or her costume. While they were busy, I quickly found some cardboard boxes and labeled each one with a character's or group's name: Eliza, Henry, street merchants, racetrack patrons, and so on. The stage crew collected props and other items, brought them to me, and I deposited them in the proper box. Everything got sorted quickly, and the curtain went up on time.

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