



GRAHA ILMU



English for General Occupational Purposes:
FINDING & MAINTAINING
YOUR CAREER

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English For General Occupational Purposes
Finding and Maintaining Your Career

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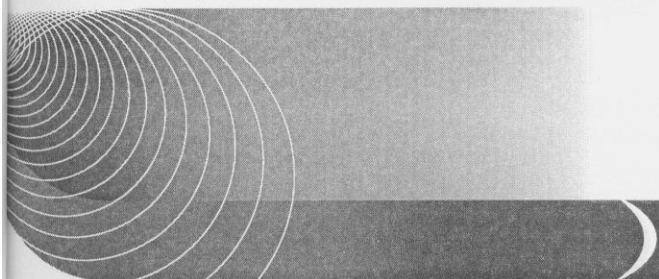
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1. Bahasa

I. Judul



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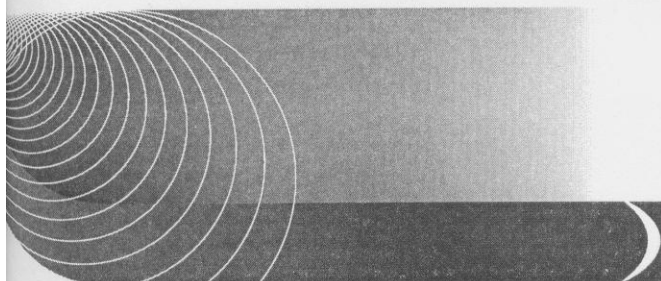
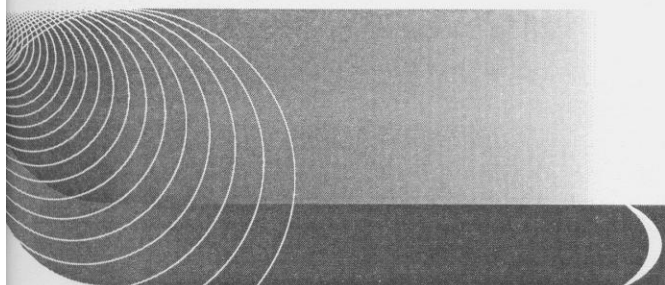


Chart of the Lesson

English for General Occupational Purposes

Unit	Topic	Title of the Unit	Language Focus	Page
1.	Entering the World of Employment	Ready? On Your Mark	Conjunctions	1 - 3
2.	Finding a Suitable Job & Interpreting Job Advertisements	Get Set	Open Conditionals	5 - 7
3.	Writing a Resume and Cover Letter	Go!	Noun Clauses	9 - 16
4.	Scoring in Interview	I ... uhmm ... err ... I Mean	Passive Voices	17 - 21
5.	Developing Essential Skills	Move It, Move It!	Adjective Clauses	23 - 26
6.	Working in a Team Working	One for All and All for One!	Object Replacements	27 - 30
7.	Building Leadership	Simon Says	Relative Pronouns	31 - 34
8.	Managing Time	Dear Lord, Please Give Me 36 hours a Day	Imaginative Conditionals	35 - 37
9.	Managing Stress	Aaarrrrggggghhh!	Expressing Opposite / Different Views	39 - 41
10.	Negotiating	Objection, Your Honor	Inversions	43 - 46
11.	Asking for a Pay Rise	Mission Possible: Pay Rise	Phrasal Verbs	47 - 49
12.	Getting Promoted	Me! Me! Pick Me!	Expressing Intentions or Purposes	51 - 54
13.	Being Fired	Good Morning, You are Fired!	Structures of Comparison	55 - 59
14.	Quitting Jobs	I Quit!	Verbs followed by infinitive with <i>to</i>	61 - 64
15.	Employing Oneself	I Rule!	Gerunds	65 - 67
16.	Franchising	What is Next?	Statements of Urgency with "That"	69 - 71

The activities in this section are intended to develop the students' ability to use the language in the workplace.



Course Book

English for General Occupational Purposes

Objectives

This book functions as a source for students to prepare themselves for the world of employment. Not only does this book give them a big picture about the atmosphere of working world, but also it equips the students with practical English skills that will be greatly useful at working place, which is significant, considering how employment circle is expanding to be more and more international. Therefore, it is expected that through this book, students will be able to improve their English for Occupational Purposes in a fun and constructive way.

Targets

The materials in this course book are applicable for students from various disciplines with intermediate proficiency in English who are in their final semesters and are interested in immediately pursuing their career.

Methodology

The topics brought up in class, which are based on the results of library research done by the team, are student centered, meaning they are designed to meet students' needs concerning the employment world. In order to have the materials properly understood by the students, communicative language teaching is applied. This means that the students will actively communicate to make themselves understood by fellow students, even when their knowledge of English is incomplete.

Organization

There are sixteen units within this course book, all of which are reading based. Each unit is divided into four main parts:

Pre-Reading

This section prompts students' existed knowledge on the topic to prepare them for the reading text in particular and the whole unit in general.

Reading

The reading text is of certain topics in employment. Post reading activities are provided at the end of each reading text to enhance the students' comprehension.

Speaking

This part of the unit provides the students with the opportunity to express ideas relating to various topics in spoken language.

Writing

The activities in this section are intended to stimulate the students' interest and ability to write especially in the occupational setting.

UNIT ONE

"Ready? On your mark....."

Pre-reading

Everybody has their first-times. It can be their first day at school, first bicycle ride, first camp, first... anything. Every first-time usually brings with them all the excitement and is usually handled with care. We will put extra attention on it and make sure we are well-prepared before doing it. What about you? Soon, it will be your first time looking for jobs. Are you ready? Share with your friend what you have done to make yourself all prepared.

Reading

Welcome to the Real World

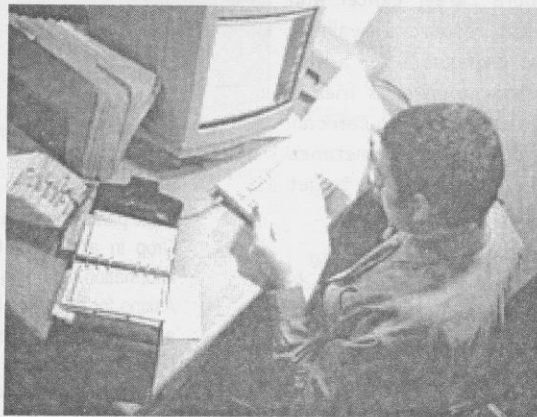
How to Find Your First Job after University

Congratulations! You have finally made it through four (or more) years of university and are ready to enter the "real world." Now, comes the next big step - your first full-time job. With the right tools and planning, finding your first job is a manageable

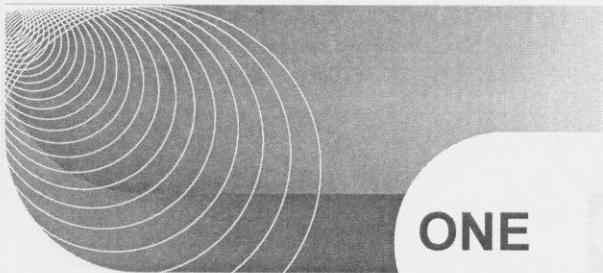
achievement. The following are some steps to take to help you get you moving on the right path.

Step 1 - Determine your goals.

Even after several years of college, you may still be unsure about the type of job you would like or what



Contributor of Unit 1: Stefanny Irawan, S.S.



ONE

opportunities are available to you. Make a list of your strengths, weaknesses, likes and dislikes to figure out what kinds of job suit you. Do you want to work with people? Do you prefer being active to sitting at a desk? Do you succeed in high-pressure situations? Once you have answered these questions, find the jobs that fit your talents and personality. Learning about your options now will help you develop a focused game plan.

Step 2 - Get your tools in order.

It is important to have the right tools for any task you take on. The tools needed for a job search are a strong resume and cover letter. Take the time to develop a resume and cover letter that express your strengths and experience clearly. There are many of resources available to help you develop these tools. Find them and you will be well prepared.

Step 3 - Utilize your contacts.

It is often not what you know, but who you know. Take advantage of any resources you have, such as family and friends, former employers or volunteer contacts. Visit your school's career center and take advantage of the vast resources available through that place. Go to professors for advice or names to contact. Talk to your parents' friends about people they know at companies you can call. Use any and all contacts you can find. Sometimes all you need is a name and a good reference to get your first opportunity in getting a job.

Step 4 - Be persistent.

Send resumes to your targeted companies, but do not let your work stop there. Always follow up with a phone call, more than one if you need to. Be proactive and suggest times to meet with potential employers. Ask for informational interviews if there

are no positions open at a company. Ask contacts you have made to have lunch, and be aggressive when you meet with them. The best thing you can do is work hard to get your name out there, and then keep it out there.

Step 5 - Be professional.

It can be difficult to make the transition from college life to the professional environment, but those, who do, cope much better. Wear suitable clothes for all interviews and meetings, wearing a conservative business suit and being well groomed. Follow up all meetings with personal thank you letters. Practice answering tough questions and rehearse your phone speech before making formal calls. The more you can do to make a good impression, the better chance you will be noticed.

(513 words)

Reading Comprehension

Read the statements below and write in the space provided to which step (step 1 to 5, based on the text) each of them belongs.

- _____ I shall list and make a copy of any relevant certificates.
- _____ I am better in performing individually; I do not think I want a group job.
- _____ It is not a good idea if I show up wearing my comfortable khaki pants and sneakers for today's interview.
- _____ Drop in at Petra's Career Center and find some information regarding job vacancies.
- _____ Asking for reference letter from my lecturer to be put as an attachment in my application letter.
- _____ I need to give a call to the company I am applying to, checking for responses on the resume I sent the previous two-weeks.

Language Focus: Conjunctions

Review:

Take a look at the sentences in the box, pay attention to the parts in bold.

*Find them **and** you will be fully armed.
It is often not what you know, **but** who you know.*

What do you think the function of the words in bold? Do they relate two parts [phrases, clauses] or do they disconnect two parts?

Those words in bold are two examples of words which relate or connect two parts into one. Words that have that kind of function are called **conjunction** or **connecting words**. Other connecting words are: **for, or, so, yet**

These are the indications made by each connecting words:

For	→	reason
Or	→	choice
So	→	result
Yet	→	contrast

Based on the examples in the box, can you figure out what do 'and' and 'but' indicate?

Exercise:

After you have known six conjunctions and each of their function, now use each of them in a sentence of your own.

Speaking

- Work in pairs. Ask your partner what kind of career that she or he wants and why. You may also elaborate your questions, e.g. how can the job suit her or him, what does she or he expect in the future for the career, what has she or he done in trying to get the dream job, etc.
- Share with the class of what steps you have taken or will take soon to get the job you want.

Writing

This time you are going to write a letter to your parents. In the letter you will be telling them that you have just finished your study and you are now ready to apply for a job. Describe to them your dream job and your reason(s) for choosing it. Make them believe that you are making the right decision.

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