



Lecture 4

Setting Personal and Career Objectives

ANDRIAS YULIANTO

JAKARTA INTERNATIONAL UNIVERSITY

Sub-Topics

1. Talking about their dream job or career path.
2. Discussing grammars related to career path
3. Discussing the skills they want to develop for their future.
4. Creating a step-by-step plan to achieve a specific goal.

Language Features

1. Present Simple and Present Continuous for future events
2. Future Tenses (future simple vs future continuous)
3. Modal Verbs for Future Possibilities and Advice (Might, Will, Should, May, Could, etc.)
4. Relative clause (that and who)
5. Expressions of Cause and Effect: since and because

Learning Objectives

By the end of the lesson, students will be able to:

1. Talk about their dream job and career path.
2. Discuss the skills they need for their future.
3. Create a step-by-step plan to achieve a goal.
4. Debate about People Work from Home Permanently
5. Use future tenses, conditionals, modals, relative clauses, and other key structures effectively.

Dream Job Quick Talk

What do you want to be doing in 10 years?

Doctor Pilot TEACHER Designer
Singer Artist Entrepreneur

Dream Job Quick Talk

| Questions | Answer |
|--|---|
| What's your dream job? | English Teacher |
| Why? | I want to help my environment to know English |
| Where do you want to work? | In Indonesia |
| What are you doing now to reach your goal? | Studying at an International University |

This is what I want for my future:

My dream job is to be an English teacher. I will help my environment improve in English and be more familiar with it. I hope to work in my country, Indonesia. To prepare, I'm currently studying at an international university and taking part in training to improve my skills.

What's your plan next weekend?

This is Clay's schedule for next week.

| Day | Time | Activity |
|-----------|----------|---|
| Monday | 8:00 AM | English class starts |
| | 2:00 PM | Clay is meeting his project team |
| Tuesday | 10:00 AM | Business seminar begins |
| | 6:00 PM | Clay is having dinner with a client |
| Wednesday | 9:00 AM | Marketing workshop starts |
| | 3:00 PM | Clay is visiting the art exhibition with a friend |
| Thursday | 11:00 AM | Meeting with HR starts |
| | 4:00 PM | Clay is going to the dentist |
| Friday | 1:00 PM | Team presentation starts |
| | 7:00 PM | Clay is attending a networking event |

Present simple vs Present Continuous Tense

Affirmative Statements

| Subject | Base form of verb (s/es) | |
|-------------|--------------------------|-------|
| I | play | |
| You/we/they | play | Music |
| She/He/It | plays | |

Affirmative Statements

| Subject | To be | Base form of verb (+ ing) | |
|-------------|-------|---------------------------|-------|
| I | Am | | |
| You/we/they | Are | playing | music |
| She/He/It | Is | | |

(Source: Pavlik, C., & Bland, S. K. (2004). *Grammar Sense: Student Book 1*. Oxford University Press. pp. 122 &136)

Present simple vs Present Continuous Tense

| Negative Statements | | |
|---------------------|---------------|-------------------|
| Subject | Do/does + not | Base form of verb |
| I | do not | Watch |
| You/we/they | do not | Watch |
| She/He/It | does not | Watch |

| Negative Statements | | |
|---------------------|-----------------|------------------------|
| Subject | Is/am/are + not | Base form of verb +ing |
| I | am not | Watching |
| You/we/they | are not | Watching |
| She/He/It | is not | watching |

Present simple vs Present Continuous Tense

| Present Simple Tense (yes/no question) | | | Short answer | | |
|--|----------------|-------------------|--------------|----------------|-----------------------|
| Do/does | Subject | Base form of Verb | Yes/No | Subject | Do/Don't Does/Doesn't |
| Do | I /you/they/we | watch | Yes | I /you/they/we | do |
| Does | she/he/it | | | she/he/it | does |

| Present Continuous Tense (yes/no question) | | | Short answer | | |
|--|-------------|-------------------------|--------------|-------------|-----------|
| Is/am/are | Subject | Base form of Verb + ing | Yes/No | Subject | Is/am/are |
| Are | you/they/we | watching | Yes | you/they/we | are |
| Is | she/he/it | | | she/he/it | is |
| am | I | | | I | am |

(Source: Pavlik, C., & Bland, S. K. (2004). *Grammar Sense: Student Book 1*. Oxford University Press. pp. 123 &140)

Present simple vs Present Continuous Tense

| | Present Simple Tense (Information questions) | | |
|-------------------------|--|-------------------|-------------------|
| WHQ | Do/does | Subject | Base form of Verb |
| What/when/where/why/how | Do | I /you/they/we | watch |
| | Does | she/he/it | |

| | Present Continuous Tense (Information questions) | | |
|-------------------------|--|-------------|-------------------------|
| WHQ | Is/am/are | Subject | Base form of Verb + ing |
| What/when/where/why/how | Are | you/they/we | watching |
| | Is | she/he/it | |
| | am | I | |

Present simple vs Present Continuous Tense

It is used to talk about

| Present Simple Tense | Present Continuous Tense |
|--|--|
| <ul style="list-style-type: none">➤ Habits and routines (something happens repeatedly)<ul style="list-style-type: none">➤ He works in this company.➤ They have breakfast early in the morning. | <ul style="list-style-type: none">➤ In progress activity (happening) at the exact time of speaking<ul style="list-style-type: none">I am playing footballThey are sleeping |
| <ul style="list-style-type: none">➤ Factual information (general truths, definitions, and scientific facts).<ul style="list-style-type: none">➤ Exercise regularly helps improve our mental health➤ A neurologist studies human's brain.➤ Plants produce oxygen. | <ul style="list-style-type: none">➤ In progress activity (happening), not at the exact time of speaking<ul style="list-style-type: none">What are you doing these days?I am working hard this year |

I am doing or I will?

| Present Continuous Tense | Simple Future Tense |
|--|--|
| Clay is meeting his project team Clay is having dinner with a client Clay is visiting the art exhibition with a friend Clay is going to the dentist Clay is attending a networking event | Clay will meet his project team Clay will have dinner with a client Clay will visit the art exhibition with a friend Clay will go to the dentist Clay will attend a networking event |
| Clay is doing something (e.g. next week) = has been decided and planned | Will is uncommon for something arranged/ planned |
| √ | × |

I am doing or I will?

| | Go/come/leave (Verbs of movement) | Present Continuous Tense | |
|---|--|---------------------------------|---|
| Where are you, Clay? | Hey! I am coming. | Clay is coming to the meeting | Not I come Not Clay comes to |
| Oh my God, I have toothache | I am going to dentist now | Clay is going to the dentist | Not I go Not Clay goes to |
| It's also for actions right before you start doing them. | | | |

Do / doing/ will?

| Present Simple Tense | Present Continuous Tense | Simple Future Tense |
|--|---|--|
| I am going now, the class starts at 11.00 | I am meeting her tomorrow | I will help him. I will meet her. |
| Timetables and programs | decided and planned | uncommon for something arranged/ planned |
| <i>About people with planned and fixed schedule (public events, classes, transport)</i> | <i>More usual for personal arrangements</i> | |
| English class starts | Clay is meeting his project team | |
| About appointments (exam, lesson etc) "I have . . . Or I have got. . ." | | |

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. p. 38)

What's your plan next weekend?

This is Clay's schedule for next week.

| Day | Time | Activity | Tense Used |
|-----------|----------|---|--------------------|
| Monday | 8:00 AM | English class starts | Present Simple |
| | 2:00 PM | Clay is meeting his project team | Present Continuous |
| Tuesday | 10:00 AM | Business seminar begins | ... |
| | 6:00 PM | Clay is having dinner with a client | ... |
| Wednesday | 9:00 AM | Marketing workshop starts | ... |
| | 3:00 PM | Clay is visiting the art exhibition with a friend | ... |
| Thursday | 11:00 AM | Meeting with HR starts | ... |
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| Friday | 1:00 PM | Team presentation starts | ... |
| | 7:00 PM | Clay is attending a networking event | ... |

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| Monday | 8:00 AM | English class starts | Present Simple |
| | 2:00 PM | Clay is meeting his project team | Present Continuous |
| Tuesday | 10:00 AM | Business seminar begins | Present Simple |
| | 6:00 PM | Clay is having dinner with a client | Present Continuous |
| Wednesday | 9:00 AM | Marketing workshop starts | Present Simple |
| | 3:00 PM | Clay is visiting the art exhibition with a friend | Present Continuous |
| Thursday | 11:00 AM | Meeting with HR starts | Present Simple |
| | 4:00 PM | Clay is going to the dentist | Present Continuous |
| Friday | 1:00 PM | Team presentation starts | Present Simple |
| | 7:00 PM | Clay is attending a networking event | Present Continuous |

Exercise

Choose the correct verb form in each sentence!

1. The last bus **leaves/is leaving** at 11.00 PM
2. Wait for us! We **come/ are coming**
3. My flight **lands/ is landing** at 5 PM.
4. The Math class **begins/ Is beginning** soon
5. My friend **meets/ is meeting** her professor tomorrow morning

Exercise

On Thursday, my College English class starts at 2 PM. Right after that, I am having coffee with my professor to discuss our research project. Next, on Friday, I am attending a workshop about entrepreneurship in the Thomas hall from 8.00 AM – 10.00 PM. At that exact time, most of my classmates will be preparing for their afternoon quiz. In the evening, we always have our team meeting to discuss our community project. At that moment, we will be enjoying some snacks too.

Instruction: Please highlight or underline!

- Present Simple (Blue)
- Present continuous (red)



Pronunciation Practice

| Word | IPA (AmE) |
|----------|--------------|
| arrive | /əˈraɪv/ |
| leave | /li:v/ |
| start | /stɑ:rt/ |
| finish | /'fɪn.ɪʃ/ |
| open | /'oʊ.pən/ |
| close | /kloʊz/ |
| depart | /dɪˈpɑ:rt/ |
| begin | /bɪˈɡɪn/ |
| take off | /'teɪk ˌɔ:f/ |
| land | /lənd/ |

| Word | IPA (AmE) |
|----------------|---------------|
| meeting | /'mi:.tɪŋ/ |
| planning | /'plæn.ɪŋ/ |
| visiting | /'vɪz.ɪ.tɪŋ/ |
| flying | /'flaɪ.ɪŋ/ |
| traveling | /'træv.əl.ɪŋ/ |
| staying | /'steɪ.ɪŋ/ |
| attending | /ə'ten.dɪŋ/ |
| coming | /'kʌm.ɪŋ/ |
| leaving | /'li:.vɪŋ/ |
| meeting (noun) | /'mi:.tɪŋ/ |

Quick summary

| Tense | Usage | Time Reference | Example | Notes |
|---------------------------|--------------------------------|---------------------------------|--|--|
| Present Simple | Scheduled events | Timetables, calendars, programs | The meeting starts at 10 a.m. | Usually fixed by institutions, not by the speaker |
| Present Continuous | Personal plans or arrangements | Soon / specific future time | I am having lunch with my boss tomorrow. | Decided in advance and often involves another person |

Tomorrow at This Time...

What are your plans for the weekend?

What do you think you'll be doing tomorrow at 7 p.m.?\

Write your answer!

I will play football tomorrow?

I will be reading my favorite novel at 2 PM tomorrow.

Will vs Will be doing

| | | | |
|--------------------------------------|--|---|---|
| Future Simple (Will) | Affirmative: Subject + will + base verb People will eat more fast food in the future. | Negative: Subject + will not (won't) + base verb People won't stop eating junk food easily. | Question: Will + subject + base verb? Will fast food become healthier? |
| Future Continuous (Will be doing) | Affirmative: Subject + will + be + verb ing At 1 PM, people will be eating more fast food in the future. | Negative: Subject + will not (won't) + be + verb ing At 1 PM, people will not be eating more fast food in the future. | Question: Will + subject + be + verb ing At 1 PM, will people be eating more fast food in the future? |

(Source: Pavlik, C., & Bland, S. K. (2004). *Grammar Sense: Student Book 1*. Oxford University Press. pp. 282-283; Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. p. 48)

Will vs Will be doing

| | | | |
|-------------------------------|---|--|---|
| Future simple' (will) uses | Predictions (Guessing about the future) Fast food will become more popular. | Decisions (made at the moment of speaking) I will cook dinner tonight instead of ordering takeout. | Promises I will eat healthier from now on! |
| Future Continuous' uses | Something is going on (in the future) | I will be doing something = in the middle of doing something (in the future) | Complete action: After the workshop, I will be talking to the speaker When we use it in this way, will be (doing) is similar to will (do) and going to (do) |

(Source: Pavlik, C., & Bland, S. K. (2004). *Grammar Sense: Student Book 1*. Oxford University Press. pp. 282-283; Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. p. 48)

Guess My Plan

Instruction:

Write 3 future plans:

- One sentence using Future simple tense
- One using Future Continuous Tense
- One fake plan (use either tense)

Others guess and reveal the tenses use. Try to explain your answer.

Don't forget to use time expression: tomorrow, next week, at 6 PM next Tuesday

Quick Summary

| Tenses | Function | Sentences |
|----------------------|--|---|
| Future Simple | Used for predictions, promises | I will come to your party |
| Future Continuous | Used for ongoing action at specific time in the future | I will be dancing with my best friend at 8 p.m. tonight |

Will, should, might

| Situation | How you respond them? |
|--|------------------------------|
| I have a quiz tomorrow | |
| The sky looks cloudy | |
| We haven't had any plan to go this weekend | |
| The train leaves at 7 PM | |

Structure: Will, should, might

| | | |
|--------|-------------------|------------------------------------|
| Might | Verb Base of form | It might take a bit longer. |
| Will | | It will come soon. |
| Should | | You should start working. |
| May | | You may try this way. |
| Could | | We could prepare something. |

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. pp. 42-66)

Listening Section

Hi, I'm Jessie. I'm currently a final year student at Jakarta International University. Of course, like other final year students, I am currently thinking a lot about my future. I know that my graduation is coming up in June. I'm actually thinking a lot about what's going to happen after graduation. I know that there are many things that are still unclear. I'm thinking about applying for a job in a multinational technology company, but I'm also thinking about continuing my studies abroad. My parents always tell me that _____(1) as soon as I can to gain experience. However, my professor says otherwise. _____(2). He suggests that I take two years to continue my master's degree, which I'm excited about. He's really encouraging me, and I'm excited to see what opportunities this will bring in the future. It's so hard to decide, isn't it? I'm thinking _____(3) after graduation to give myself some time to think it through. I'm sure one thing _____(4) no matter where I go is to keep learning!



Sounds conversion: https://luvvoice.com/#google_vignette

Listening Section

Hi, I'm Jessie. I'm currently a final year student at Jakarta International University. Of course, like other final year students, I am currently thinking a lot about my future. I know that my graduation is coming up in June. I'm actually thinking a lot about what's going to happen after graduation. I know that there are many things that are still unclear. I'm thinking about applying for a job in a multinational technology company, but I'm also thinking about continuing my studies abroad. My parents always tell me that **I should start working** as soon as I can to gain experience. However, my professor says otherwise. **I should take my time**. He suggests that I take two years to continue my master's degree, which I'm excited about. He's really encouraging me, and I'm excited to see what opportunities this will bring in the future. It's so hard to decide, isn't it? I'm thinking **I might take a little break** after graduation to give myself some time to think it through. I'm sure one thing **I'll continue to do** no matter where I go is to keep learning!

Comprehension Questions:

What does Jessie say she will do in June?

What two possibilities is she thinking about after graduation?

What advice do her parents give her?

What does her professor suggest?

What final decision is she certain about?

Debate

Debate Activity: Should People Work from Home Permanently?

Instructions:

1. Listen to the Monologue
2. Make group Division
 - a. Team A: Pros
 - b. Team B: Cons
3. Preparation (10 minutes)
 - a. Prepare arguments.
 - b. Use modal verbs to express opinions, advice, and future possibilities.
4. Debate Time
 - a. Each team will take turns presenting their arguments.
 - b. Use formal, respectful language.
 - c. Try to use expressions like: We should; It might be better to; People should have the right to; We believe that this could lead to; One possible issue might be;



Modal Verbs to Relative Clauses (who & that)

We have learnt:

What people should do

What people might do

What they could/will do

And what may happen

Now, let's learn:

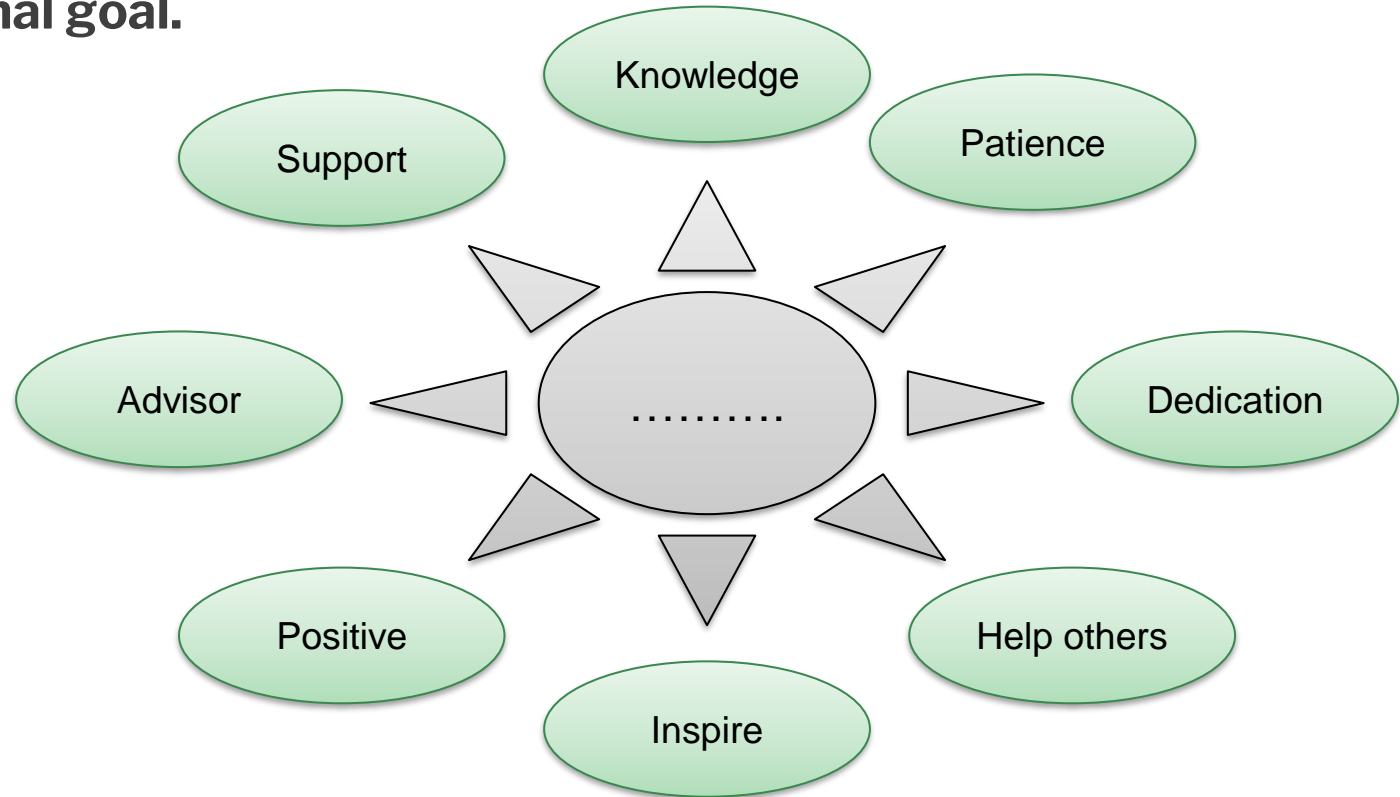
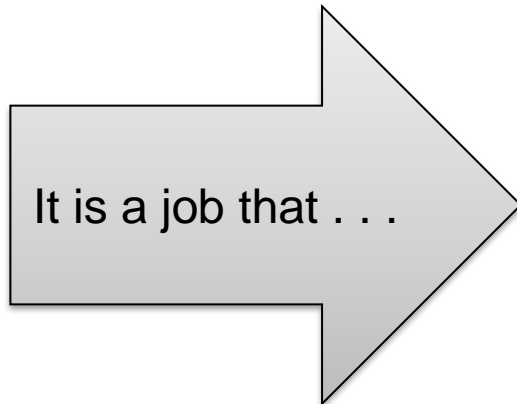
to describe **who** we're talking about or **what** we're referring to more clearly



Guess the Job!

Write your career or personal goal.

“I want to be a ”



Relative clause (who & that)

| | |
|--|------------------------|
| This class is important for my future | I attend it regularly. |
| The class <u>that I attend regularly</u> is important for my future. | |
| <u>“...that I attend regularly...”</u> is a relative clause | |
| It's a clause and part of sentence-it tells us about which person/thing or what kind of person/thing | |

Relative clause (who & that)

| Category | Who | That | |
|--------------|------------------------------------|--|--|
| People | Yes | Yes | |
| Things | No | Yes | |
| As a subject | Who/that cannot be left out | Example: - The student who got the award last year is my brother. - The car that is parked here belongs to my uncle | |
| As an object | Who/that can be left out | Example: The student who I want to meet is not coming to the class today. The car that I bought yesterday is the most expensive one. | |

(Source: Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press. pp. 184-186)

Exercises

Part A: Choose either Who or That to complete the sentence.

1. He is a professor _____ inspires his students.
2. This is a job _____ I want
3. I am expecting a company _____ values creativity and innovation.
4. Mira is a student _____ got the award last year.
5. I dream a job _____ allows me to develop my potential.

Part B: Combine the sentences using “who” or “that”

Example: She is a teacher. She teaches in this school → she is a teacher who teaches in this school.

1. A student greeted me. He was smart and polite.
2. I have a best friend. He understands programming very well.
3. This train leaves at 10 PM. That will be the last train today
4. The manager just left the office for a meeting. He is my brother.
5. I rent a car. It was stolen yesterday.

Guess the job

Listen and answer!

1. What job is this?
2. Note the description of the job!



Guess the job

Listen and answer!

1. What job is this?
2. Note the description of the job!

- A job that allows me to work with many people every day
- This is a job that requires good communication skills and patience
- That makes a real difference in people's lives

“Counsellor / Psychologist”

Relative Clauses (who & that) to Cause and Effect

We have learnt:

to describe **who** we're talking about or **what** we're referring to more clearly



Now:

To describe reasons behind our choices

To think about why we choose certain career paths

Cause and Effect: since and because

Why Do You Want That Job?

| Questions | Answers |
|---|---|
| Why do you want to be a teacher? | I want to be teacher because I love teaching. |
| Why do people prefer to be Doctor? | People want to be doctor since this job offers a high salary. |
| Why do many people want to work abroad? | |
| Why don't you want to be a pilot? | |
| Why being a businessman is better than a nurse? | Since the salary is higher, people prefer to work abroad Because this job requires me to go far from home, I don't want to be a pilot. |

(Source: Hogue, A. (2014). *Longman academic writing series 2: Paragraphs*. Pearson. pp. 151-152)

Exercise

CAUSE

1. I love helping others
2. She's passionate about design
3. He wanted to improve his English
4. There were more job opportunities
course
5. I had some experience in marketing

EFFECT

- A. I chose to be a nurse
- B. They moved to a bigger city
- C. I applied for a volunteering job
- D. She enrolled in a graphic design
course
- E. He took an online course

Pronunciation

| Word/Phrase | IPA (American) |
|--------------|----------------------|
| career | /kəˈrɪr/ |
| schedule | /'skɛdʒ.u:l/ |
| opportunity | /.ɑ:.pə'tu:.nə.tj/ |
| interview | /'ɪn.tə.vju:/ |
| responsible | /rɪ'spɑ:n.sə.bəl/ |
| might | /maɪt/ |
| should | /ʃʊd/ |
| because | /bɪ'kɔz/ or /bə'kɔz/ |
| since | /sɪns/ |
| that | /ðæt/ |
| who | /hu:/ |
| flexible | /'fleks.sə.bəl/ |
| challenging | /'tʃæl.ɪn.dʒɪŋ/ |
| future | /'fju:.tʃə/ |
| continuously | /kən'tɪn.ju.əs.li/ |

Cambridge Dictionary - <https://dictionary.cambridge.org/>

Wrap-Up Exercise – Mixed Grammar Practice

Part A – Choose the Correct Tense

Fill the blank with the correct verb form

(Review of Present Simple, Present Continuous, Future Simple, Future Continuous)

1. I ___ (call) my uncle tomorrow morning.
2. We often ___ (go) together on Sunday.
3. My brothers ___ (attend) the seminar at 3 PM next Saturday.
4. In 10 years, I ___ (work) in a multinational company.
5. They ___ (have) a team meeting this afternoon.

Wrap-Up Exercise – Mixed Grammar Practice

Part B – Modal Verbs for Advice & Future Possibility

Modal verb: might, could, should, must

1. We ___ start preparing for our work plan early.
2. I ___ study abroad if I get the scholarship.
3. Everybody ___ follow the regulation strictly.
4. The job seekers ___ consider other options if the job is not available.
5. We ___ talk to our supervisor for advice.

Wrap-Up Exercise – Mixed Grammar Practice

Part C – Relative Clauses (that & who)

Combine the sentences using "that & who".

1. I found an interesting website. it offers free online courses.
2. My sister applied for a job. The job requires strong communication skills.
3. I met my supervisor. He gave me valuable career advice.
4. I rent a car. It was stolen yesterday.
5. I admire my brother. He never gives up on their goals.

References

Hogue, A. (2014). *Longman academic writing series 2: Paragraphs*. Pearson

Murphy, R. (2019). *English Grammar in Use - Fifth Edition*. Cambridge University Press.

Pavlik, C., & Bland, S. K. (2004). *Grammar Sense: Student Book 1*. Oxford University Press.

Pronunciation: Cambridge Dictionary - <https://dictionary.cambridge.org/>

Sounds conversion: https://luvvoice.com/#google_vignette

Thank You