

HAND BOOK OF Pre-Intermediate Speaking



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**HAND BOOK OF
PRE- INTERMEDIATE SPEAKING**

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To meet the demand of materials which focus on Conversational activities with communicative approach, the writers have composed and compiled from various sources. We hope these materials can support the students' speaking skill in their daily activities. This hand-book is provided by several exercises to improve the students' knowledge and speaking ability. One of the special thing of this book is some materials are about Madura Local Wisdom that can make the students more interested to their island, that is Madura Island.

I would like to thank to STKIP PGRI Bangkalan which published our book. Thanks to all parties who are not individually mentioned - without you this book would never find its way to complete. We do hope to receive further suggestions from any parties to improve the quality of this book in the following editions. Your input will be highly appreciated. Thank you.

Bangkalan, 25 September 2017

The writers

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CHAPTER I

GREETING

The aims of this topic are, the students are able to:

1. Practice this topic in their daily conversation
2. introduce yourself and others
3. Know to end a conversation politely;

A. Greeting

Greeting is one of the important areas of study particularly because it occurs in every interaction (Betholia, 2008) it mean that we greet every one that we meet. Greetings can be described as the exchange of expressions, pleasantries or good wishes between two people or a group interacting for the purpose of fulfilling social obligations or for the purposes of establishing interpersonal relationship.

Goffman in Ahmad (2015) characterized greeting exchanges as access rituals consisting of two types, passing greetings and engaging greetings which function as a switch that opens or closes relations. Goffman says that greeting exchanges serve to re-establish social relations, acknowledge status, and guarantee for safe passage when performed between strangers.

B. Use of greeting

We sometimes use these greetings at different times of day:

Good morning. / Good afternoon. / Good evening. [We don't use Good night as a greeting.]

When meeting someone for the first time, we can say:

Nice to meet you. [The answer could be Nice to meet you too. / Same here.]

How do you do? / Pleased to meet you. (formal).

Greetings And Their Responses

	Greetings	Responses
	How do you do?	How do you do?
	Hello! How are you?	Fine, thank you. / Very well, thank you.

Hi! How are things? / Are you OK? / How are you doing? / How is everything?	Yeah, fine. / Not too bad, thanks. / Not so good. / So so.
Nice to meet you.	Nice to meet you too. / It's nice to meet you as well.
Good morning. / Good morning Sir. / Good morning Madam. / Good afternoon. / Good evening.	It's a pleasure to meet you. / Pleased to meet you.
Good to see you again. / Nice to see you again. / I'm pleased to see you. / I'm happy to see you.	Pleased to see you too.
What's up?	Really busy, thanks, and you? / Oh, not much, and you? / Oh, same old same old. How about you?
How are you doing?	I'm alright, and you?
Hey Peter, how have you been?	Very well, thank you. And you?
How have you been?	How have you been?
Hi Peter, what have you been up to?	Nothing much
It's been a long time. How are you man?	I'm doing well.

Greeting someone you haven't seen for a while.

It's been a long time.

It's been too long.

What have you been up to all these years?

It's always a pleasure to see you. How long has it been?

I'm so happy to see you again. How come I never see you?

It's been such a long time.

Long time no see. Where have you been hiding?

It's been ages since we last met.

C. Leave and taking

Good-bye. (neutral to formal) Take care. / Take it easy. / So long. / Bye. / See you. (less formal) See you later. / See you soon. [if you plan to see someone again, soon] Good/Nice to see you. [a greeting or a farewell to someone you already know] Nice meeting you. [to say good-bye to someone you've just met for the first time] Good night. [to say good-bye late at night or if one or both of you is going to bed] Have a nice day/evening/weekend. [to say good-bye to a friend or colleague or to a customer in a store; the response could be: You too.]

D. The expression of Leave and taking

1. Saying Goodbye!

Goodbye! Farewell! Have a good day! Take care! Bye! Bye bye! See you soon! Later! See you later! Talk to you later! Catch you later! Ciao! See you tonight! It was great to catch up! It's been lovely to see you. See you!

See ya! Bye for now! Later, skater! See you tomorrow! Have a lovely weekend! Have a nice evening! I've got to rush off! I'm really sorry, I've got to dash! Cheerio! It was nice meeting you!

2. Saying Thank You!

Thank you!

Thanks!

Thank you very much!

That's very kind of you.

You're so helpful.

Thank you for coming!

Thanks, I appreciate it.

Thank you for taking the trouble to help me. I do appreciate it. Many thanks.

3. Accepting Thanks

That's all right! You're welcome. Don't mention it. Not at all. It's nothing. My pleasure.

E. Exercises

Activity 1. What would you say or write to a friend in these situations?

- a. Your friend turns 21 tomorrow. Happy birthday! / Congratulations!

- b. It is January 1st or soon after.
- c. Your friend has just passed an important exam.
- d. Your friend is going to take a driving test next week.
- e. You know you are going to see your friend again in a few hours.

Activity 2. Think of the most suitable reaction to the following phrases.

a. How are you?
b. How do you do?	
c. Pleased to meet you	
d. It was nice meeting you	
e. Have a good weekend	
f. See you next month	
g. You must be Ann Peterson	
h. I hope to see you again.	

Activity 3. Simple Role Play Activity

Using the common greetings expressions, introduce your self to another person in the class. You can begin with the following expressions:

“Where are you from?”

“My name is ____.”

“What is your name?”

“Nice to meet you!”

“Do you have rights?”

“Yes, I have rights!”

Activity 4. Whole group discussion. Express your self about the following questions. You can give examples from your personal experiences, if you'd like.

- Do we have rights?
- What kind of rights do we have?

- How do we see rights affecting our lives?

F. Conclusion

1. Greetings are generally returned in the same form. In reply, the listener usually uses a slightly different intonation.
2. The response for a greeting like “How are you” should be “I’ m fine, thank you”. Do not give a long account of your illness or problems.
3. We say “ good evening” when we meet a person late in the evening like 8 or 9 o’ clock. We use “ good night” only at the time of parting.

CHAPTER II

ASKING INFORMATION

The aims of this topic are, the students are able to:

1. Ask someone information
2. use some common English phrases and expressions of asking information
3. ask information on conversation politely;

A. Introduction

As Beare (2017) state that asking for information can be as simple as asking for the time, or as complicated as asking for details about a complicated process. He also explains that when asking for information from a friend, use a more informal form. When asking a colleague, use a slightly more formal form. Finally, when asking for information from a stranger, use an appropriately formal construction.

B. Structures Used When Asking For Information

1. Below some structure used to ask information

a. Very Informal

It structure use to ask information for Friends and Family. And it is simple question:

Wh? + Helping Verb + Subject + Verb

- ⇒ If you are asking a friend or family member for information, use a direct a question.

What time the dance will performance?

b. More Formal for Everyday Simple Questions

Use these forms for simple, everyday questions in stores, with colleagues at work, and in other informal situations.

(Pardon me, Excuse me) Can /could you tell me + wh? + S + verb?

Can you tell me when the train arrives?

Pardon me, could you tell me how much the book costs?

c. for More Complicated Questions and Asking Important People Questions

⇒ Use these forms when asking complicated questions that require a lot of information, as well as asking information questions of important people such as your boss, on a job interview, etc.

- a. I wonder if you could + tell me/explain/provide information on ...**
b. Would you mind + verb + ing ...?

⇒ Example of using structure above:

- a. *I wonder if you could provide information on your pricing structure.*
 b. *Would you mind telling me a little bit more about benefits at this company?*
 c. *Would you mind going over the savings plan again?*

2. Replying to a Request for Information

⇒ If you would like to provide information when asked for information, start your reply with one of the following phrases.

<i>Informal</i>	<i>More Formal</i>
Sure No problem. Let me see ...	I'd be happy to answer that. I should be able to answer your question. It'd be a pleasure to help you.

⇒ When providing information people will sometimes also offer to help in other ways. See the example conversations below for an example.

⇒ **Saying No =>** If you do not have the answer to a request for information, use one of the phrases below to indicate that you are unable to answer the question.

<i>Informal</i>	<i>More Formal</i>
Sorry, I can't help you out. Sorry, but I don't know that. That's beyond me.	⇒ I'm afraid I don't have the answer to that question. ⇒ I'd like to help you. Unfortunately, I don't have that information / don't know.

⇒ Saying 'no', is never fun, but sometimes it's necessary. It's common to offer a suggestion as to where someone might find out the information required.

⇒ Here the conversation. The bold sentences relate to the asking and giving information

A: **I'd like some information about** the trains.

B: Yes?

A: **Could you tell me** what time the train to Miami leaves?

B: Yes, the next train leaves at...11.00am.

A: **Do you know** how long it takes?

B: Let me see....it takes 28 hours.

⇒ The conversation between friends

Luna: Hi, Tina, How are you doing?

Tina: Hi! I'm doing well. How about you?

Luna: I'm fine too.

Tina: What are you doing this evening? How about a movie?

Luna: Which one?

Tina: "The Transformers" is showing at Royal XXI.

Luna: Fine. Let's go. Any idea what time the movie begins?

Tina: I think it's at 7 PM. Shall we meet there at six?

Luna: Okay, see you at six.

Tina: See you.

C. Exercises

Activity 1. Students work in pairs.

Looking for the picture relate your interesting. After getting the picture make simple conversation and practice in front of the class.

Activity 2. Ask your friend based on the information below (choose one to be your topic)

a. Your friend haven't seen for long time.

b. You want to know the interesting place to be reference for your vocation

Activity 3. Complete the information sheet below (relate the event on our campus), and tell to your friend based on your information.

The activity (campus event)
a. Describe the activity
b. What event
c. Time of the event

d. Place of the event
e. Your recommendation based the event

D. Conclusion

1. asking for information can be as simple as asking for the time, or as complicated as asking for details about a complicated process.
2. some structure used to ask information
 - a. **Very Informal**
 - b. *More Formal for Everyday Simple Questions*
 - c. *for More Complicated Questions and Asking Important People Questions*
3. replying **to a Request for Information**
 - a. *Informal*
 - b. *More Formal*
4. use one of the phrases below to indicate that you are unable to answer the question.
 - a. Sorry, I can't help you out.
 - b. I'd like to help you. Unfortunately, I don't have that information / don't know.

CHAPTER III

DESCRIBING SOMETHING

The aims of this topic are, the students are able to:

1. describe, using English, familiar objects
2. describe in English persons writing
3. use descriptive phrases, structures of sentences in English
4. use tenses and verb phrases appropriate for describing

A. Introduction

To describe something, we need more than one adjective sometimes we use two – or even three – things we want to say about something or someone (Woodford, 2014). It is necessary for students to learn how to use English for describing places, people and objects, etc.

B. Describing Persons

Questions:

What	does Leila / the house look like?
	can you tell me about Leila / the house?
	is Leila / the house like?
Tell	me about Leila / the house!

Responses:

Well, she's	old, young, middle aged, fat, overweight, slim, thin, skinny, blonde, red-head, well-built, tall, dark, beautiful, funny, cute, really rich, gorgeous ...
She has got	oval face, square face, round face, long, black hair, straight hair, curly hair, blue eyes, round face, long nose, fair skin , bushy eyebrows, regular teeth, crooked teeth, rosy cheeks...
She's kind	chubby, thin, slim, obese, tall, skinny, short, intelligent, silly,

of	nice, naughty...
It's	big, small, comfortable, clean ...

Short dialogues:

Martha wants Liza to describe the new secretary:

Martha:	What's the new secretary like?
Liza:	She's cute. She's got long hair and a round face.

Martha wants Liza to describe the new apartment:

Martha:	Tell me about your new apartment!
Liza:	It's big. It has got three bedrooms, a comfortable living room, and a spacious kitchen.

C. Describing Places

A good description of a 'place' helps to explain what makes it so different from other 'places' and can give a good guide as to where it is located. A description can be divided into two parts: the Physical features and the Human features.

Physical features are those things that occur naturally, such as mountains, rivers, soil, wildlife, climate etc..

Human features are those that involve people, such as roads, houses, farm land, jobs or occupations and industry. Note that much of the countryside of Britain has been changed by people, ever since the Romans began cutting down the forests to farm the land about 2,000 years ago.

D. Describing Object (thing)

Describe thing need detail information, and we have to be a good observer to describe thing. Note the pattern of descriptive sentences:

It was -----

The dancing was -----

The first letters were -----

In the description of an object, we use simple present tense. If we are talking about the things in the past, we can use simple past tense. But in any case we describe the appearance, the parts, function and usefulness of the object we are describing.

E. Useful language

Some language use in describing as below:

1. I picture it as...
2. I'd imagine it's...
3. As far as I remember...
4. I think I once heard that...
5. Someone told me...
6. I saw this place on and...
7. If it's anything like... it must be...

F. Exercises

Activity 1. Describe a place that you enjoy visiting.

- a. where the place is
- b. what you can see and do there
- c. how it has changed since you first visited it. and explain why you enjoy visiting this place.

Activity 2. Take anything from your bag. What do you have in your bag? Take one thing from your bag. Describe it in front of the class.

Activity 3. Describe a country or city in the list below to your partner, until they guess which one you are talking about.

Activity 4. try to describe the photo of topeng gheetak Dancing below



Activity 5. Make short dialogue based on the picture above.

Activity 6. Based on the text below. Re explain the text.

Topeng Getthak dance is known in 1600. At that time, VOC dominate and control Madura Island. Actually, TopengGetthak dance is not the real name of topenggetthak dance. The first name is Klonoan dance. Klonoan dance means every dancers are walking and jumping as like in “Kolo-kolo” one of the actor of “wayang” (traditional puppet from Indonesia). Klonoan dance was famous. Day by day people dance it rarely. It was only danced by two people. In 50’s after independent day, Klonoan dance is popular because of some art groups in the village. People remember and try to increase their culture in Klonoan dance. The movements of Klonoan dance is matched with this era. It has different movements with Klonoan dance. Because of that reasons it is changed to be Topeng Getthak dance. It also called as TopengGetthak because Topeng means mask. The dancers wear mask as the accessories of traditional dance.

G. Conclusion

1. To describe something, we need more than one adjective sometimes we use two – or even three – things we want to say about something or someone.

Kinds of describing are: describing people, describing place, and describing object (thing)

CHAPTER IV

COMPARING SOMETHING

The aims of this topic are, the students are able to:

1. Compare Muwang Sangkal and Kamantakah Dancing
2. Use comparative adjective relate Muwang Sangkal and Kamantakah Dancing

A. Introduction

The Degrees of Comparison in English grammar are made with the Adjective and Adverb words to show how big or small, high or low, more or less, many or few, etc., of the qualities, numbers and positions of the nouns (persons, things and places) in comparison to the others mentioned in the other part of a sentence or expression. An Adjective is a word which qualifies (shows how big, small, great, many, few, etc.) a noun or a pronoun is in a sentence.

The three different forms of comparison are the positive, the comparative and the superlative. The positive is the form of the adjective that describes one noun. The comparative form of the adjective compares two nouns. The superlative form of the adjective compares more than two nouns.

Most comparative forms of the adjective are formed by adding er to the positive form of the adjective. Most superlative forms of the adjective are formed by adding est to the positive form of the adjective.

Some adjectives change spelling in the comparative and superlative forms when er and est are added respectively. If the adjective in the positive form ends in y, the y is changed to i and the endings er or est are added in the comparative and superlative. With a common adjective such as big, the final g is doubled in the comparative and superlative forms before the er and est are added.

If an adjective has more than one syllable, the word more or less is placed in front of the positive form of the adjective in the comparative form and the er is not added. If the adjective has three or more syllables, the word most or least is placed in front of the positive form of the adjective.

B. Kinds of comparison

1. POSITIVE DEGREE

The positive degree of an adjective is the adjective in its simple form. It is used to denote the mere existence of some quality. Adjectives in the positive degree are used when no comparison is made.

2. COMPARATIVE DEGREE

The comparative degree of an adjective shows a higher degree of the quality than that is present in the positive degree. It is used when two things or two sets of things are compared.

3. SUPERLATIVE DEGREE

The superlative degree of an adjective denotes the highest degree of the quality. It is used when more than two things or sets of things are compared.

Alice is the prettiest girl in the neighborhood

C. Formation of Comparative & Superlative Degrees of Adjectives

1. by addition of '-er' and '-est' to the positive degree

Positive	Comparative	Superlative
Bright	brighter	brightest
black	blacker	blackest
bold	bolder	boldest
clever	cleverer	cleverest
cold	colder	coldest
fast	faster	fastest
great	greater	greatest
high	higher	highest
kind	kinder	kindest
long	longer	longest
rich	richer	richest
small	smaller	smallest
strong	stronger	strongest
sweet	sweeter	sweetest
tall	taller	tallest
thick	thicker	thickest
young	younger	youngest

2. by addition of '-r' and '-st' to the positive degree ending in 'e'

POSITIVE	COMPARATIVE	SUPERLATIVE
brave	braver	bravest
fine	finer	finest
large	larger	largest
nice	nicer	nicest
noble	nobler	noblest
pale	paler	palest

simple	simpler	simplest
wise	wiser	wisest
white	whiter	whitest

3. When the positive ends in 'y' and has a consonant before it, we change 'y' into 'i' and then add 'er' and 'est'. **By deleting the final 'y' and adding 'ier' and 'iest'**

POSITIVE	COMPARATIVE	SUPERLATIVE
costly	costlier	costliest
dry	drier	driest
easy	easier	easiest
happy	happier	happiest
heavy	heavier	heaviest
lazy	lazier	laziest
mercy	mercier	merciest
wealthy	wealthier	wealthiest

4. when the positive degree ends in a consonant with a vowel before it, we double the consonant & then add '-er' and '-est'.

POSITIVE	COMPARATIVE	SUPERLATIVE
big	bigger	biggest
dim	dimmer	dimmest
fat	fatter	fattest
hot	hotter	hottest
thin	thinner	thinnest

5. by addition of '-er' and '-est' to the positive degree when it ends in '-y'

POSITIVE	COMPARATIVE	SUPERLATIVE
gay	gayer	gayest
grey	greyer	greyest

6. by addition of '-er' and '-est' to the positive degree when it ends in '-y'

POSITIVE	COMPARATIVE	SUPERLATIVE
active	more active	most active
attractive	more attractive	most attractive
beautiful	more beautiful	most beautiful
brilliant	more brilliant	most brilliant
careful	more careful	most careful

courageous	more courageous	most courageous
cunning	more cunning	most cunning
difficult	more difficult	most difficult
famous	more famous	most famous
faithful	more faithful	most faithful
important	more important	most important
proper	more proper	most proper
popular	more popular	most popular
splendid	more splendid	most splendid
suitable	more suitable	most suitable

D. conversation of Degree comparison

David: How do you like living in the big city?

Maria: There are many things that are **better than** living in the country!

David: Can you give me some examples?

Maria: Well, it certainly is **more interesting than** the country. There is so much more to do and see!

David: Yes, but the city is **more dangerous than** the country.

Maria: That's true. People in the city aren't as open and friendly as those in the countryside.

The bold sentence are include the comparison

E. Exercise

Activity 1. Ask the students to see the dancing of Kamantakah and Muwang Sangkal Dancing, after finishing the perform let them retell based on the performance of dancing

Activity 2. Based on the text below:

Kamantakah traditional dance is a symbol as protection from something worst in the earth and may Allah give and bless for Madura Island. Kamantakah dance is usually shown as welcoming dance and wedding party. The background of this culture is an habit of Prince Sidingkap in Cakraningrat IV Kingdom when he met the King and present traditional dance (Abdi Dalam / putri-putridarikerajaan). Kamantakah dance has its own ceremonial. This ceremonial be a special things from Kamantakah dance. The first property is Dupa. Kamus Besar Bahasa Indonesia (KBBI) in online version, Dupa is “luban” or something that is burn will be smell different and special. Dupa used as property from Kraton Bangkalan or Bangkalan Kingdom. Day by day Kingdom “Kraton” dose not produce Dupa anymore and it makes some dancers buy and use Dupa in a shop or market. The second, the mount of traditional dancers must in five minimally and eleven maximally. All the dancers must be teenagers and virgin. The most important thing is the girl does not in period.

MuwangSangkal traditional dance is an Icon in Sumenep Kingdom. It was made by Taufikurrachman. He was a choreographer of MuwangSangkal dance from Madura. MuwangSangkal dance was formed by Madurese language that was “muwang = throw” and “sangkal = dangerous”. This traditional dance was firstly performed at 1975. The movements of MuwangSangkal dance was made because of TayubKeratonSumenep dance.

Let the students retell the story of he dancing in front of the class.

Activity 3. Divide the class into two groups. Group A are Tourist Information Officers. Group B are visitors.

1. Arrange the class so that the tourist information officers are sitting behind desks.
2. Give each of the visitors a different area to ask about (main attraction, transport, places to relax, places to eat, night-life, shopping, places for children).
3. Visitors go to each of the desks and ask for information on their area, making notes as necessary.
4. At the end they should decide which of the places to go to (or which of the information officers gave the best information).

Activity 4. Compare the traditional dancing Based on the Picture below (work individually).



F. Conclusion

1. The Degrees of Comparison in English grammar are made with the Adjective and Adverb words to show how big or small, high or low, more or less, many or few, etc., of the qualities, numbers and positions of the nouns (persons, things and places) in comparison to the others mentioned in the other part of a sentence or expression.
2. Kinds of comparison are: Positive Degree, Comparative Degree, and Superlative Degree
3. Formation of Comparative & Superlative Degrees of Adjectives are:
 - a. addition of '-er' and '-est' to the positive degree
 - b. by addition of '-r' and '-st' to the positive degree ending in 'e'
 - c. When the positive ends in 'y' and has a consonant before it, we change 'y' into 'i' and then add 'er' and 'est'. By deleting the final 'y' and adding 'ier' and 'iest'
 - d. when the positive degree ends in a consonant with a vowel before it, we double the consonant & then add '-er' and '-est'.
 - e. by addition of '-er' and '-est' to the positive degree when it ends in '-y'
 - f. by addition of '-er' and '-est' to the positive degree when it ends in '-y'

CHAPTER V ASKING AND GIVING INSTRUCTION

The aims of this topic are, the students are able to:

1. Ask instruction
2. Give instruction
3. Use asking and giving instruction in their conversation

A. Introduction

Giving instruction is an expression that used to give or ask somebody to do something that what we want. Giving instruction same with imperative sentence (Sukmayuni. 2012). It was supported by Wati (2012) that Giving Instruction is an expression that is used in order that other person does what we instructor request. Instruction (also called imperatives). Instruction require the person receiving them to do something, or to do stop doing it.

Instruction are directly addressed to the person who has to do them. Therefore, instruction are one of the few types of English sentences that do not need a subject !the subject is usually “ you “ (understood). If there is any doubt who should do the instruction, the “ naming “ form the vocative is used.

B. Forms of Asking and Giving Instruction

Giving asking and giving instruction have two forms, they are:

1. Command

There are some giving instruction in command form that usually we use in the daily life, those are:

Pattern	Example
Verb + object	<ul style="list-style-type: none"> • Watch out, come here. • Eat your meal. • Switch off the phone in class. • Please + verb + object • Examples: • Please clean your room now. • Please wash your hand first. • Please press the button gently. • Please read the rules first. • Please read the direction for use first.
Verb + object + please	<ul style="list-style-type: none"> • Wash this towel, please. • Sit down, please.

	<ul style="list-style-type: none"> • Close the window, please. • Open the door, please. • Remove the pan from the heat, please
Be + adjective	<ul style="list-style-type: none"> • Be yourself. • Be a good boy/girl. • Be strong. • Be happy. • Be polite. • Be careful. • Be gentle.

2. Prohibition

There are some giving instruction in prohibition form that usually we use in the dialy life, those are:

Pattern	Example
Don't + verb infinitive without to	<ul style="list-style-type: none"> • Don't eat the fried chicken in the cupboard. • Don't close it! • Don't open the door! • Don't eat that! • Don't approach! • Don't disturb me now! • Don't touch my hand!
Don't + be + adjective	<ul style="list-style-type: none"> • Don't be noisy. • Don't be lazy. • Don't + verb + object + please • Examples: • Don't close the window, please. • Don't make me sad anymore, please. • Don't treat me bad, please.
Would you mind not + verb-ing + object	<ul style="list-style-type: none"> • Would you mind not reading my diary. • Would you mind not enter my room. • Would you mind not use my gadget.
No + verb-ing	<ul style="list-style-type: none"> • No smoking! • No swimming! • No parking. • No fishing.

C. Expression use in Asking and Giving Instruction

Here some expression use in asking and giving instruction:

Asking for Instructions	<ul style="list-style-type: none"> • How do you (do this)?How do I...? • What is the best way to...? • How do I go about it? • What do you suggest? • How do you suggest I proceed? • What is the first step?
Giving Instructions	<ul style="list-style-type: none"> • First, (you)... • Then, (you)... • Next, (you)... • Lastly, (you)...
Starting out	<ul style="list-style-type: none"> • Before you begin, (you should...) • The first thing you do is... • I would start by... • The best place to begin is... • to begin with,
Continuing	<ul style="list-style-type: none"> • After that, • The next step is to... • The next thing you do is... • Once you've done that, then... • When you finish that, then...
Finishing	<ul style="list-style-type: none"> • The last step is... • The last thing you do is... • In the end, • When you've finished, • When you've completed all the steps

D. Exercises

Activity 1. Make some sign of prohibition. After you finished, tell to your friend about your picture in front of the class.



Activity 2. Read and study the short dialogue below. Practice it with your friends'. Pay attention to your intonation and pronunciation.

Kevin : Would you mind helping me for a minute. Justin ?

Justin : I'd be glad to, Kevin. What do you want me to do ?

Kevin : Help me hang up this picture. Hold it straight while I put in the nail.

Justin : Yes, it's straight, but it's upside down.

Activity 3. Work in groups and study the following instructional text.. Discuss what the instruction about. Give your opinion relate the text.

First you need to get some slices of bread then you place them under a hot grill? Watch them carefully and turn them over when they are golden brown! When both sides are brown= take them off the grill and put them onto a plate. Fetch a clean knife from the drawer, take the butter out of the fridge, use the knife to spread the butter on the toast. Cut the toast into halves Enjoy your toast. You will need 2 slices of bread 1 knife tub of butter a plate a hot grill or toaster

E. Conclusion

1. Giving instruction used to give or ask somebody to do something that we want.
2. asking and giving Instruction have two forms. They are: command and prohibition

3. there are some expression use in asking and giving instruction, they are: **Asking for Instructions , Giving Instructions, Starting out, Continuing, and Finishing**

CHAPTER VI

ORDERING AND MAKING RESERVATION

The aims of this topic are, the students are able to:

1. Order something
2. Make reservation
3. Use ordering and making reservation to the simple dialogue

A. Introduction

Ordering and making Reservation is the activity of booking something like booking the table and room in advance for a prospective guest on his request for future, which may be from a few days to month in advance. Ordering, making and reservation can do by phone.

B. Expression for Ordering, making and taking reservations.

Ordering and Making Reservation	<ol style="list-style-type: none">1. I would like to reserve2. Could I reserve ... for ...3. Can I reserve ...4. May I reserve ...5. I Would like to ...6. I am going to ...7. I want to ...
Taking Reservations	<p>Opening Conversations of Receptionist:</p> <ul style="list-style-type: none">• Yes. Sir/Miss/Ma'am, can I help you?• Good morning, may I help you?• Lestari Hotel, could I help you? <p>Hotel Reservation:</p> <ul style="list-style-type: none">• What kinds of room do you need?• Would you like single or double bed?• How long will you stay, Sir/Ma'am? <p>Ticket Reservation:</p> <ul style="list-style-type: none">• What ticket do you want, Sir/Ma'am?• When will you fly, Sir/Ma'am?• When will you arrive?

	<p>Refusing Reservations:</p> <ul style="list-style-type: none"> • I'm sorry to inform you that all rooms/seats/tickets/tables have been reserved. • I'm really sorry, I'm afraid we cannot make any reservations for you. • All rooms/seats/tickets/tables have been reserved.
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Source Kurniawan (2008)

MAKING RESERVATIONS	HANDLING/ TAKING RESERVATIONS
<p>RESTAURANT</p> <p>I'd like to book/ reserve a table for 2 for 8 pm tonight</p> <p>I'd like to make reservation under the name "Elisa"</p> <p>Can we have a non-smoking table?</p>	<p>How many people is the booking for?</p> <p>Under whose name the reservation should be made?</p> <p>Can you spell your name?</p>
<p>HOTEL</p> <p>I'd like to book a double room for two nights for the next week</p> <p>Does it include breakfast?</p> <p>Is there a gym?</p> <p>What time can I check in?</p> <p>What time do I have to check out?</p>	<p>How long you will be staying?</p> <p>What kind of room would you like?</p>
<p>FLIGHT</p> <p>I'd like to a flight from Jakarta to Yogyakarta on November 21</p> <p>How much is the baggage allowance?</p>	<p>Can I have your name please?</p> <p>Can I have your credit card number?</p>

Source: Susanti (2013)

C. Exercise

Activity 1. Make a short dialog based on the following situations.

- a. You will go to Makassar by plane on Sunday, June 10th at 1.00 p.m. You reserve a single ticket for executive class.
- b. You book a hotel for holiday this weekend. You reserve a double room for three days.
- c. You want to book a table for dinner tomorrow.

Activity 2. practice the dialogue below in front of the class.

A: I would like to make a hotel reservation.

B: What day will you be arriving?

A: I will be arriving on May 14th.

B: How long will you be staying?

A: I need the room for 3 nights.

B: How many people will be staying in the room?

A: I will be staying in the room alone.

B: Would you like a smoking or nonsmoking room?

A: We need a nonsmoking room.

B: We have booked a room for you. Please be sure to arrive before 4:00 on your check-in date.

⇒ **Give line to the sentence relate to the topic.**

Activity 3. Work with a partner. Take turns to book a room and take reservation. Make sure you include the following.

- a. Number of people in the group
- b. Full name of guest (remember to check spelling)
- c. Contact number
- d. Arrival and departure dates and times
- e. Type (s) of room
- f. Room rate
- g. Credit card details

When you have finished, check with your partner that the reservation details are correct.

D. Conclusion

1. Reservation is the activity of booking something like booking the table and room in advance for a prospective guest on his request for future
2. **Expression for Ordering, making and taking reservations are:** I would like to reserve Could I reserve ... for ... Can I reserve ... May I reserve ... I Would like to ... I am going to ... I want to ...

CHAPTER VII

EXPRESSING REGRET, SYMPATHY, AND APOLOGY

The aims of this topic are, the students are able to:

1. Order something
2. Make reservation
3. Use ordering and making reservation to the simple dialogue

A. Introduction

In apologies, the speaker admits responsibility. Sorry is used in apologies when the speaker knows he has done the wrong thing. Apologize use when we do something wrong, when we have upset someone, when we want to sympathize with someone, when we are about to disturb someone and even when someone else disturbs us! Have you ever stepped on someone's foot and the other person says sorry before you? I suppose they feel sorry that their foot was in your way!. To be Sorry does not mean to apologize. Instead it expresses regret. That is, when something has happened, and you would be happier if it had not happened, you can say I'm sorry. The word Sorry is used after something has happened. Excuse me is used if an action might upset someone else. (In US English excuse me is also used to say sorry.) The only extra word to make excuse me stronger is please.

B. Expression of Apologizing

EXPRESSION APOLOGIZE	RESPONSES
- I would like to apologize for being late to class	- It's OK this time.
- We're sorry to have the meeting here	- That's alright, we completely understand
- Sorry, I forgot to bring your magazine back.	- No problem, I have finished reading it.
- I'm sorry to hear that, please accept my condolence	- OK
- Forgive me. I'm terrible sorry about...	- It's not your fault
- Please accept my apology for...	- No problem
- Please excuse..	- It's OK
	- Forget it
	- You dont need to apology

C. Expression Sympathy

Expressions
I'm sorry to hear that That's ashamed That's a pity That's too bad How awful How terrible What a pity What a nuisance

D. Some common phrases to help you express sympathy.

COMMON PHRASES	EXAMPLE
I'm sorry to hear about + Noun/Gerund	I'm sorry to hear about your difficulties with the boss. I know he can be really difficult at times. Ellen just told me the news. I'm sorry to hear about your not getting into Harvard!
PLEASE ACCEPT MY CONDOLENCES. (This phrase is used to express sympathy when someone has died)	Please accept my condolences. Your father was a great man. I'm sorry to hear of your loss. Please accept my condolences.
THAT'S SO SAD.	That's so sad that you lost your job. That's so sad that he doesn't love you anymore.
I HOPE THINGS GET BETTER SOON. (This phrase is used when people have been having difficulty over a long period of time.)	I know your life has been difficult lately. I hope things get better soon. I can't believe how much bad luck you've had. I hope things get better soon.
I HOPE YOU FEEL BETTER SOON. (This phrase is used when someone is experiencing health problems.)	I'm so sorry you broke your leg. I hope you feel better soon. Stay home for the week. I hope you feel better soon.

Expressing sympathy is used in a number of situations. For example, you might express sympathy for someone whose family member has passed away. Example Dialogues

Person 1: I've been rather sick lately.

Person 2: I hope you feel better soon.

Person 1: Tim has been having a lot of troubles lately.

I think he might be getting a divorce.

Person 2: I'm sorry to hear about Tim's problems. I hope things get better for him soon.

E. Exercises

Activity 1. Work in pairs. Student A apologizes to his partner for the following situation. Student B responds it. Then, change roles.

1. bump into someone on a bus
2. spill a hot drink on someone's hand
3. not able to come to his friend's party
4. not able to return money that he borrowed
5. dial a wrong number

Activity 2. Work in pairs. One student says his illness or misfortune from the following sentences, and another student expresses sympathy. Then, change roles.

1. I've got a bad cold.
2. Our team lost in the basketball competition.
3. I failed my competency test.
4. I broke my leg when playing volleyball.
5. I've lost my mobile phone in an art exhibition.

Activity 3. Complete these dialogues with the experiences you have already learnt and practice them with your partner in pairs

1. In a restaurant.

Girl : I'd like some vanilla ice cream, please.

Waiter : I _____. We don't have any vanilla left.

Girl : Then I'll have some strawberry, please.

Waiter : I'm sorry, Miss. _____strawberry, either.

Girl : Then, _____ have?

Waiter : Only chocolate and orange.

Girl : I'll have chocolate please.

2. In an office.

Supervisor : You sent me a message yesterday that you couldn't come to office. But you didn't explain the reason. What _____?

Staff : I _____, I didn't mean to underestimate you, but I have no time to explain it. I was in a hurry to take my father to hospital. He suddenly had a heart attack.

Supervisor : I _____. I hope he'll get better soon.

4. In classroom.

Henry : What's up, buddy? You _____.

Alfred : I've scratched Alex's new mobile phone.

Henry : Oh, that's too bad. Did you pay for the damage?

Alfred : No, he has forgiven me, but I _____ guilty myself.

F. Conclusion

1. Sorry is used in apologies when the speaker knows he has done the wrong thing.
2. We can use Expression of Apologizing and responding when we do something wrong
3. some common phrases to help you express sympathy

CHAPTER VIII

ADVERTISEMENT

The aims of this topic are, the students are able to:

1. Make Advertisement
2. Advertise the regional culture
3. Understand one of culture in Madurese

A. Introduction

Advertisement is a public announcement in a newspaper, television, or internet advertising something such as a product for sale, services offered or an event (Firaannisa, 2014). In this topic. The writer are going to introduce one of traditional ceremony in Sampang Madurese. It was Ghumbak Ceremony. "Ghumbak" is one of traditional ceremony to clean the village in Sampang Regency. Sampang people have the pure traditional dance just like traditional dance in " Ghumbek" traditional ceremony. The interesting of this ceremony are: the ceremony itself. We can only find this dance in Banjer, Kedungdung district, Sampang. This traditional dance is used to clean and keep the village from the dangerous (Mahdi. March 6th 2017). He also told that this traditional dance performed without any instruments. They only dance while reciting some words for traditional ceremony (pray).

B. Generic Structure

1. Purpose: purpose built of the advertisement.
2. Name of product: product names in advertising.
3. User: user of the product.

C. LANGUAGE FEATURES

Some language feature use in Advertisement, are:

1. Use interesting words
2. Use simple words and understandable
3. Use promote expression

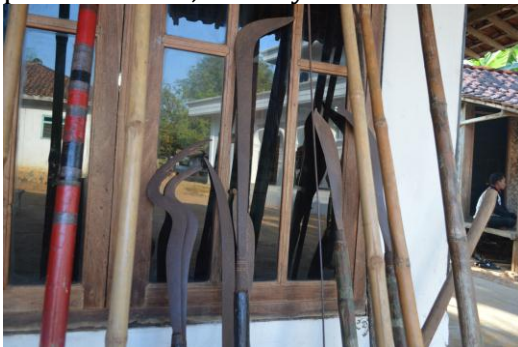
4. Full color
5. Invite someone to buy a product

D. Example of Advertisement

	<p><u>Don't Talk While She Drives</u></p> <p>This ad gets a strong message across in a graphic way. The blood spatter draws the viewer in and shows them that it is coming from the telephone, leading them to picture something gruesome happening to whoever the man is talking to. And then the quote puts it all together that you shouldn't be on the phone while driving.</p>
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E. Exercises

Activity 1. The picture below relate to the ghumbak ceremony. Choose one of the picture below, tell to your friends the reason you choose



Activity 2. Students explore articles, images and ads in magazines targeted to teen girls to explore messages about women and girls and the effect of those messages on young women and men.

Activity 3. Looking for something interesting from your gagged see you-tube <http://www.youtube.com/watch?v=pp7m95pEtz8> and consider who is (and isn't represented).

F. Conclusion

1. Advertisement is a public announcement in a newspaper, television, or internet advertising something
2. Generic Structure of Advertisement, are: Purpose, Name of Product, and user.
3. Language features, are: Use interesting words, Use simple words and understandable, Use promote expression, Full color, Invite someone to buy a product

CHAPTER IX

HABITS

The aims of this topic are, the students are able to:

1. Talk about habits
2. Know **Adverbs of Frequency**
3. Make dialogue related habit and routine

A. Introduction

A habit is an action we do often in a regular and repeated way. It's similar with routine which is a regular way of doing things in a particular order. The main difference between habit and routine is that habit is a recurrent with little or no conscious thought whereas routine require a high degree of intention and effort. Both habit and routine refer to regular and repeated actions in our lives (Hernandez, 2016)

B. Habit and Routine

Many people used the phrase habit and routine interchangeably. Once this begins and the person begins to describe these differently they act differently and then almost like magic their results change (Gregg, 2013). Here are the differences between Routine and Habit

1. Routine

- a. A customary or regular course of procedure.
- b. Commonplace tasks, chores, or duties as must be done regularly or at specified intervals; typical or everyday activity: the routine of an office.
- c. Regular, unvarying, habitual, unimaginative, or rote procedure.

2. Habit

- a. An acquired behavior pattern regularly followed until it has become almost involuntary: the habit of looking both ways before crossing the street.
- b. Customary practice or use: Daily bathing is an American habit.
- c. A particular practice, custom, or usage: the habit of shaking hands.
- d. A dominant or regular disposition or tendency; prevailing character or quality: She has a habit of looking at the bright side of things.
- e. Addiction, especially to narcotics (often preceded by the).

We can look at a habit as an individual and stand alone behavior, i.e. smoking, negative thinking or even positive thinking, something that is completely unconsciousness. The individual is almost totally unaware that they are performing the habit.

A routine can be looked at a set of actions that have an outcome in mind, i.e. working out, driving to work, etc. A routine is also unconsciousness and the difference between a routine and a habit is you can look at a routine as a series of habits that have a specific end result.

These habits and routines reinforce one another. Bits of a **routine can become habit**: I love the routine of making coffee in the morning, which led to me become a habitual coffee drinker. Now, even if I don't have time for my elaborate fresh bean-French Press routine, I'll still get my fix in. And the reverse: an early rising habit will influence the morning routine. I wake up well-before I NEED to, but I like walking the dog, doing yoga, making a solid breakfast and enjoying it at a leisurely pace before getting ready for work.

C. Language Feature

1. Simple Present

The simple present tense is one of several forms of present tense in English. It is used to describe habits, unchanging situations, general truths, and fixed arrangements. The simple present tense is simple to form. Just use the base form of the verb: (I take, you take, we take, they take) The 3rd person singular takes an -s at the end. (he takes, she takes)

2. Form

a. Declarative Sentence

Subject	+	Verb (present form)
e.g. <i>he, she, a dog, etc.</i>		e.g. <i>go, make, have, etc.</i>

b. Negative Sentence

Subject	+	Don't or Doesn't	+	Verb (present form)
e.g. <i>he, she, a dog, etc.</i>				e.g. <i>go, make, have, etc.</i>

Contracted Form (more)

⇒ do + not = don't

⇒ does + not = doesn't

c. Question

Questions require the auxiliary verb "to do" or, in the third person singular, "**does**".

Do or Does	+	Subject	+	Verb (present form)
		e.g. <i>he, she, a dog, etc.</i>		e.g. <i>go, make, have, etc.</i>

3. Adverbs of Frequency

The Present Simple is often used with the frequency adverbs:

- always
- frequently/often
- usually
- seldom/rarely
- nowadays
- never
- every week/year
- sometimes/occasionally
- from time to time
- every now and then

A few examples how to use them in sentences:

- I always go to church on Sundays.
- I never eat anything after 10 PM.

4. NOTES ON THE SIMPLE PRESENT, THIRD PERSON SINGULAR

- In the third person singular the verb **always ends in -s**:
he wants, she needs, he gives, she thinks.
- Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
*He wants ice cream. **Does** he want strawberry? He **does** not want vanilla.*
- Verbs ending in **-y** : the third person changes the **-y** to **-ies**:
*fly --> **flies**, cry --> **cries***
Exception: if there is a vowel before the **-y**:
*play --> **plays**, pray --> **prays***
- Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**:
*he **passes**, she **catches**, he **fixes**, it **pushes***

5. Example in short dialogue

- a. The dialogue tell about weekend

A: They like school very much. They have excellent teacher.

B: what do they usually do on weekends?

A: they like to visit their uncle. He has a big TV

B: my sister has tree kids. They don't go to school. They're too young

A: Does she work?

B: what do you mean? She has tree kids. She's a full time mother

b. It's about how to come to the campus

A: how far do you live from this campus?

B: I live about two miles from here. I have to take the bus. How about you?

A: I only live a few blocks from Mission Campus. I usually walk unless it rains.

B: the bus is slow. Sometimes I wait a long time.

A: my friend Jose drives to school

B: that's convenient

A: not always. It's difficult to find a parking space.

D. Exercises

Activity 1. Read dialogue above and practice

Activity 2. Make group, (observing activity)

Every subject, classroom has different activity. Find out the activity (ask them) and present in front of the class. (let your student observe the other classroom/library activity)

Activity 3. Write some questions for a mini-questionnaire about your friends' habit.

Try to ask questions that personalize the topic, i.e. questions that encourage the students to answer with personal information about themselves. (report to the teacher/lecturer about your friends habit)

E. Conclusion

1. A habit is an action we do often in a regular and repeated way.
2. Many people used the phrase habit and routine interchangeably.
3. Use Simple Present as Language Feature

4. The Present Simple is often used with the frequency adverbs: always, frequently/often, Usually, seldom/rarely, nowadays, never, every week/year, sometimes/occasionally, from time to time, every now and then
5. Notes on the simple present, third person singular, are:
 - a. In the third person singular the verb **always ends in -s**
 - b. Negative and question forms use DOES (= the third person of the auxiliary 'DO') + the infinitive of the verb.
 - c. Verbs ending in **-y**
 - d. Add **-es** to verbs ending in: **-ss, -x, -sh, -ch**

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