



SEKOLAH TINGGI KEGURUAN DAN ILMU PENDIDIKAN
(STKIP) PGRI BANGKALAN
PUSAT BAHASA

Jl. SoekarnoHatta No. 52 Telp/Fax. (031) 3092325 Bangkalan
e-mail: admin@stkippgri-bkl.ac.id website: www.stkippgri-bkl.ac.id

SURAT KETERANGAN

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Yang bertandatangan di bawah ini

Nama : Arfiyan Ridwan, M.Pd

NIDN : 0723078802

Jabatan : Kepala Pusat Bahasa

Menerangkan bahwa Buku di bawah ini:

Nama penulis : Tera Athena, Mariyatul Kiptiyah

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NIDN 0723078802



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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 iii TABLE OF CONTENT Cover

..... Hand Book of Pre-Intermediate Speaking

..... i Acknowledgement

..... **. ii Table of Content**

..... iii Chapter 1. Greeting

.....

1 Chapter 2. Asking Information 6

Chapter 3. Describing something 10

Chapter 4. Comparing something 14

Chapter 5. Asking and Giving Instructions

..... 20 Chapter 6. Ordering and Making Reservation

..... 25 Chapter 7. Expressing sympathy 28

Chapter 8. Advertisement 32

Chapter 9. Telling habits

35 References

40 1 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 means 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. / evening [We use Indonesian 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. 1 2 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. / I see you as well. Good morning. / Good morning Sir. / Good

morning Madam. / Good afternoon. / Good evening. It's aleao mee / Pled to meet you. Good to see you again. / Nice to seen.?asee you. / I'm hapy to se Pleased to see you too.

What? Really busy, thanks, and you? / Oh, not much, and you? / Oh, same old same old. How about you? How are you doing? I'm alrig an 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 bn ame.ow are you man? I'm doing Greeng someone you havenn for a while. It's bn ame. It's bn t What have you been up to all these years? It's aleao you.

H bn? I'm so hapy to seagain H w come I never see you? It's bn such a long time. Long time no see. Where have you been hiding? It's bn ance we last 3 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- btosomeoneyjmet first me] d 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 cat It's bn lovely to se S you! See ya! Bye for now! Later, skater! See you tomorrow! Have a lovely weekend! Ha ce ng! got rush really got dash!Cheerio! It was nice meeting you! 2.

Saying Thank You! Thank you! Thanks! Thank you very much! That's very d of You're so help 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 rig e mentit atall.It's hing.M 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! 4 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 weeke nd 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: "?" "y na " is your na "o mee "hts?" " I have rights! Activity 4. Whole group discussion.

Express your self about the following questions. You can give examples from your personal life if you'd like. • Do we have rights? • What kind of rights do we have? • How do we use our rights in F. Conclusion 1. Greetings are generally returned in the same form. In reply, the listener usually uses a slightly different intonation. 2. The listener usually gives a long account of your illness or problems.

3. We "good morning we part at the 8 o'clock. good night" only at the time of parting. 6

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: ? If you are asking a friend or family member for information, use a direct 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? Wh? + Helping Verb + Subject + Verb 6 7 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. ? 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.

Informal More Formal 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.

Informal More Formal 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 information about the trains. B: Yes? a. **I wonder if you could + tell me/explain/provide information on** ... b. Would you mind + verb + ing ...? 8 A: **Could you tell me** what time the train to Miami leaves? B: Yes, it leaves at 10am. A: **Do you know how long it** takes? B: Let me see it's.

? The conversation between friends Luna: Hi, Tina, **How are you doing?** Tina: How are you? Let's go. Tina: **What are you doing this evening? How about a movie?** Luna: Which one? Tina: **"The Transformers" is showing at** Royal XXI. Let's go. Any idea it starts at 7 PM or 6 PM? 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's favorite place b. You want to know the interesting place to be a 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 a. Describe the activity b. What event c. Time of the event 9 d. Place of the event e. Your recommendation based on 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. 10 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, 10 11 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 ----- 12 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 pure is... 2. I'd imagine's... 3. As far as I remem b... 4. I thinrd that 5. S told me... 6. I saw this p. 7. If it e... 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. Activity2. 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 ghattak Dancing below 13 Activity 5. Make short dialogue based on the picture above. Activity 6. Based on the text below. Re explain the text. 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) 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 evey dancre ng ping as l - kolo" one o the actor of yag" (taditInance was famous. Day by day people dance it rarely.

It was only danced by two people. after indey, Klonoan dnce is pocalypse o 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. 14 CHAPTER IV COMPARING SOMETHING

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. 14 15 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 16 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 deling tinand aing 'ier' ai'
POSITIVE COMPARATIVE SUPERLATIVE
costly costlier costliest dry drier driest easy easier easiest happy happier happiest heavy heavier heaviest lazy lasier lasiest 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 17 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 includes 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. 18 Activity 2. Based on the text below: Let the students retell the story of the 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). 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 Dups ""hing thaturn will be Bangkalain Day day Kindom "ton"ot p MuwangSangkal traditio nal 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 "g = th an sanger.iona 19 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 deleng the find adg 'ied 'st' 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' 20 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 lect
you " (understood If ts anould inon, na form the vocatis 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 ? 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
? Wash this towel, please.

? Sit down, please. 20 21 ? Close the window, please. ? Open the door, please. ? Remove
the pan from the heat, please Be + adjective ? 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 infinit wituto ? Don't e the frieen the ? Don't close i ? Don't op the
door! ? Don't e that ? Don't ap ? Don't disturb ? Don't t Don't+ adive ? Don't boisy. ?
Don't bzy.

? Don't + verb + obj + lea ? Examples: ? Don't close tdow,lea ? Don't mad anmore,lea ?
Don't tt me b p Would you mind not + verb-ing + object ? Would you mind not reading
my diary. ? Would you mind not enter my room. ? Would you mind not use my gadget.
No + verb-ing ? No smoking! ? No swimming! ? No parking. ? No fishing. 22 C.

Expression use in **Asking and Giving Instruction** Here some expression use in asking and giving instruction: Asking for Instructions ? H (do this)?HI...? ? What the b 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 ? First, (yo u)... ? Then, ? Next, ? Lly, Starting out ? Before you be,should...) ? The first thindo is ? I wouldt b ? The b po be is... ? t o begin with, Continuing ? After that, ? The nepo... ? The next thing y ou do is ? Once you've that then... ? Whenish that then Finishing ? The last st is... ? The last t... ? In the end, ? Whenshed, ? Whenteeep 23 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. Practic e your rie y attention to your intonation and pronunciation. Kevin : **Would you mind** helping me for a minute.Justin ? Justie glad to,vin Whatt me to do ? Kevin : Help me hang up this picture. Hold it straight while I put in the nail. justin : Yes,'s straiut itside down.

Activity 3. Work in groups **and study the following** instructional text.. Discuss what the instruction about. Give your opinion relate the text. E. Conclusion 1. Giving instruction **used to give or ask somebody to do something that what we want.** 2. **asking and giving Instruction** have two forms. They are: command and prohibition First **you need to get** some slices of bred then you place them under a hot grill? Watch them carefully and turn them ova when they **are golden Broun! When both sides are brown= take them off the grill and put them onto a plait.**

Fetch a clean knife from the draw, take the butter out of the fringe, use the knife to spread the br on thest. toantnjst. 24 3. there are some expression use in asking and giving instruction, they are: Asking for Instructions , Giving Instructions, Starting out, Continuing, and Finishing 25 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 1.

I would reseve Co uld rve ... Canrve ... Mrve ... I Wouldo ... I am going to ... I wano ...

Taking Reservations Opening Conversations of Receptionist: • Yes,ir/M?a' can you? • Good mong, mahelp • Lestote could I Hotel Reservation: • What kinds of dd? • Would ke sied? • How long y,ir/Mm? Ticket Reservation: • What t do yount S?m? • When will yo ? y,ir/Mm? • When will yo 26 Refusing Reservations: • I'm sonfou that a?ts/ts/tales have been reserved.

• I'm lly sor I'm afd we caot make anrvat for you. • All ro?ts/ts/tales have been reserved. Souce Kurniawan (2008) MAKING RESERVATIONS HANDLING/ TAKING RESERVATIONS RESTAURANT · I'd o book/ re I'd o make reion under the naE HOTEL · I'd o book a d two FLIGHT · I'd o a flight fakarta 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? 27 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 rese..... Coull ese... .. re... ay rese... Would ke to ... I am going to ... ano ... 28 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 stepped on my foot before? 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 not my fault It's OK 29 C. Expression Sympathy Expressions - 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 30 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 to it. Then, change roles. 1. bump into someone on a bus 2. ill

a hot drink's hand 3. be come to his friend 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. My team lost in the basketball competition. 2. I failed my competency test. 3. I broke my leg when playing volleyball. 4. My mobile phone is in my bag. 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've cancelled. Waiter: I _____, we don't have anything left. Girl: Then I'll have strawberry. Waiter: I'm sorry, we don't have strawberry. Girl: Then, _____ have? Waiter: Only chocolate and orange. Girl: I'll take that. 2. In an office. Supervisor: You sent me a message yesterday but you didn't come to the office. Staff: I _____, I didn't intend to under-estimate you, but I was in a hurry to take my father to hospital. He suddenly had a heart attack. Supervisor: I _____, he'll be fine. 4. In a classroom. Henry: What, buddy? Alfred: I checked my mobile phone. Henry: Oh, it'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 32 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 Madura 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 is going to introduce one of traditional ceremonies in Sampang Madura. It was Ghumbak Ceremony. "Ghumbak is one of traditional ceremonies to clean the village in Sampang Regency. Sampang people have the tradition of Ghumbak ceremony."

The interesting of this ceremony are: the ceremony itself. We can only find this dance in Banjar, 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 32 33 4. Full color 5. Invite someone to buy a product D.

Example of Advertisement Don't Talk While She Drives 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. 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 iseprented).

34 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 35 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 itis ion do n reanrepteway. 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. 35 36 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 coffeeer.

even ie tbe fresh bn - Fch Press routin I'll sti my fix in.the reverse: anrly risg hab 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. he, she, a dog, etc. e.g. go, make, have, etc. b.

Negative Sentence Subject + Don't or Doesn't + Verb (present form) e.g. he, she, a dog, etc. e.g. go, make, have, etc. Contracted Form (more) ? do + not = ? does + not = doesn't 37 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. he, she, a dog, etc. e.g. go, make, have, etc. 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.

38 **B: what do they usually do on weekends? A: they like to visit their uncle. He has a big TV**
B: my sistreeds. to sch They're tg A: Does she work? B: what do n? S S b. It's aout how to come tus 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: thaten A: not always. I t's diult to finarkinace 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- qonnaout your nds' hab. 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 39 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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