Materi Speaking for General Communication
B. Yuniar Diyanti
yuniar_diyanti@uny.ac.id

Introducing Self and Others

Read the dialogue below!
(In a canteen)
Tim   : Is this seat taken?
Ell   : Oh no. Please sit down.
Tim   : Thanks. It's crowded today.
Ell   : Yeah. It's lunch time. Everybody wants to eat now before the next class. By the way, my name's Ell Machfud. It's Ell.
Tim   : Hi, I'm Tim Green. Call me Tim.
Ell   : What do you study Tim?
Tim   : I study Art. This is my second year. What about you?
Ell   : Oh I take English. My second year too.

Just call me...
You can call me...

(a waiter comes)
Waiter : What would you like to have, Sir?
Tim   : hmmm (looking at the menu), what do you suggest Ell?
Ell   : You know what, the salad is good. You should try some.
Tim   : Ok then, I'll have salad and ice tea please.
Waiter : Very well, sir.

(Ell finishes her lunch)
Ell   : Got to go now. Nice meeting you Tim.
Tim   : Great to see you too Ell.
Ell   : Ok. Enjoy your lunch. Bye.
Tim   : See you.

I have to go.
Look at the time. Must go now.

(In a music concert)
Tim   : Hi Ell!
Ell   : Hi! It's Tim, right?
Tim   : Yeah. So you like music too?
Ell   : Sure i do. But not all kinds of music. Btw Tim, it's my boyfriend Ron. Ron, it's Tim.
Tim   : Nice to see you Ron./nice to meet you/glad to see you/pleased to meet you/pleased to you/how do you do
Ron   : Good to see you too Tim. What do you study Tim?

Tim   : I study art. How about you?

Ron   : Really? Well how come we've never met before? I'm a lecturer at the art
          department.

Tim   : Well i don't study here. I study in other university.

Ron   : Which university do you go?

Tim   : You know what, I think I saw my friends over there. Got to go and greet them.
          Bye Ron, good talking to you. See you Ell.

My friends are expecting me there.
Waiting for
Catch you later.

Greeting:
Hi/Hello! → inf
Good morning/afternoon/evening! → formal and common
Good day!

How are you?
How's life? Inf
What's up? inf
Howdy? inf
How's it going? inf
How are you doing? Inf
Responses:
- Not bad.
- Great
- Wonderful
- Very well/well
- Nice
- Fine
- Good
- Awesome
- Not so good.
- Not good
- So so
- *So bad*
- *Terrible/horrible*
- Perfect

Informal greetings:
Person you talk to→ friends, family
Type of relationship →

Situation→ academic

Addresing: Ma'am, Sir, Darling, Honey (hon), guys, pals, mates, friends, brothers (bros), sisters (sist), Mom, Dad, name

How's your day?

How do you do?

Parting:
Good night!

Introducing yourself
Good morning/Hello/Hi, my name's ….
Hi, I'm …
Let me introduce my self (to you), I'm/my name's…
(Just) call me…
You can call me…

Nice to meet you.
Nice to see you.
Good to see you.
Nice meeting you.
Nice talking to you.

Introducing Other
(Norman) Meet my friend, (she's) Nadia. Nadia-norman

Nickname
Call name (namecall)

Hello, what's your name?
She's from Australia. → really? Oh, really?

I came from
I come from

Gesture…

Asking questions: directly, indirectly

Do you know …../Do you happen to know…./I wonder if you knew…/I wonder..../I'm curious of….
Could you tell me….

what his name is? →What is his name?
what the movie is about? What is the movie about?
where my phone is? Where is my phone?
who his girlfriend is?
where her girlfriend studies?
where he lives?
where I can send this package?

Do you know …../Do you happen to know…./I wonder if you knew…/I'm curious of….

1. Name-killer-in the novel
2. The victim – in the drama series
3. Play as batman-in batman begins
4. Name – rector – uny
5. Title – 3rd twilight
6. Name – Kirsten Stewart's boyfriend
7. Address – YSU
8. Name-the boy – the movie Up
9. Name – teach – structure 1 – lecturer
10. Name – EDSA chief – now
11. Name – vice dean 3 – FBS
12. the casts-Sherlock Holmes movie
13. the class chief-class HI
14. dean – faculty of Engineering
15. chief – SALC
16. location – SALC
17. subject – after speaking
18. time – extra class – speaking
19. hometown – Fauzan
20. enemy – Dracula – Twilight
21. famous novel – andrea hirata
22. the superheroes – The Avengers – Movie
23. the director – name - Mind your Language
24. name – the striker – U19 team
25. name –famous beach – in Gunung Kidul
26.

No	Questions	Friends

Making Questions

2 types:
1. yes/no questions
2. w & h questions → information

Yes/no questions:
Do/does/did
Do you want to be my girlfriend?
Do you speak english?
Do you want money?
Do you know my name?
Do you love me?

Does she look like me?
Does everybody gossip?
Does he wear jacket?
Does she go to Happy Puppy every weekends?

Did you sleep well last night?
Did you watch the football game last night?
Did my cat attack you?
Did they come to my party?
Did I look handsome?

Is/are/am/was/were
Is Turkey worth visiting?
Are we going now?
Am I wrong?
Was the movie scary?
Were the guests happy?

Have/has/had…
Have you finished your homework?

Have you been to Bondowoso?
Have you arrived yet?

Can/will/shall/may/must…
Can I ask you something?
Will the game be held soon?
Shall we get an ice cream?
May I borrow your novel?
Must I do my homework?
Should I do my homework?

w/h q:
what
why
who
when
where
with / to whom
whose
which

how

What do/did/does/are/is/was/were

Stating/enquiring whether one remembers or has forgotten

Stating whether one remembers or has forgotten a person, things or fact or action:

– I (don't/can't) remember + VP gerund + wh clause + complement clause + NP

– I forget

– I haven't forgotten + to + VPinf + NP + VP gerund + wh clause

Enquiring whether someone remembers or has forgotten a person, thing, fact or action:

– Do(n't) you remember?

– Do(n't) you remember? +VP gerund + complement clause + wh clause) + NP

– Have you remembered? + to + VPinf + NP

Activity 1:

1. Show one of your belongings to your friend
2. ask your friend to observe the details of the thing
3. keep the thing out of sight
4. ask your friend of the details of the thing (color, shape, pattern, picture, writings, etc)

Activity 2:

1. tell your friend the description of one of your family members (name, age, physical appearance, habits, behavior, others)
2. after finishing the description, ask your friend whether he/she remembers this person

What is a complement clause?

Definition

A complement clause is a [notional](#) [sentence](#) or predication that is an [argument](#) of a [predicate](#).

Discussion

The term *complement clause* is extended by some analysts to include clauses selected by <u>nouns</u> or <u>adjectives</u>.

 Examples: I heard the evidence *that he did it.*

  I am sure *that he did it.*

  I am not certain *what we did.*

Examples

- We thought *that you were coming.*
- *For you to come* would be a mistake.
- I wonder *whether you are coming.*

Nonexamples

- Elsie fled *to escape the hurricane.* (a purpose clause that is not an argument of a predicate)
- Milton came on stage *juggling balls.* (a manner clause that is not an argument of a predicate)
- The mouse ate the cheese *that was laying out.* (a relative clause that modifies a noun and is not itself an argument of a predicate)
- The plumber arrived *who we had called earlier.* (*who we had called earlier* is a relative clause—see the discussion)

Discussion

<u>Relative clauses</u> are not complement clauses. Relative clauses modify a noun phrase, whereas complement clauses are arguments which are selected by a verb, noun, or adjective. In some languages, relative clauses have a gap--a missing NP argument--which is understood to refer to the NP that the relative clause modifies. For instance, in "the person that saw you," the subject of the clause "saw you" is

missing, but is understood to be "the person" that the NP as a whole refers to. Complement clauses do not usually have such a gap. For instance, in "the fact that he saw you," the clause "he saw you" does not have any missing arguments. This distinction, however, cannot be used in languages in which it is possible to omit the subject or other clausal arguments freely. This distinction is also not useful in languages which have internally headed relative clauses.

Adverbial clauses are also not complement clauses. Adverbial clauses may modify any verb phrase or sentence, provided they fit semantically, and fill the same role that a purpose, manner, locative or temporal adverb would fill; whereas complement clauses are specifically selected as complements (arguments) by verbs, adjectives or nouns.

Generic

A complement clause is a kind of

- What is a nominal clause?

Analytic Rubric for Speaking Tasks

Scoring Subjects					Score
Task Completion	**Comprehensibility**	**Fluency**	**Pronunciation**	**Vocabulary**	
Minimal attempt to complete the task and/or responses frequently inappropriate	Responses barely comprehensible	Speech halting and uneven with long pauses and/or incomplete thoughts	Frequent errors, little or no communication	Inadequate and/or inaccurate use of vocabulary	1
Partial completion of the task, responses mostly appropriate yet undeveloped	Responses mostly comprehensible, requiring interpretation by the listener	Speech slow and/or with frequent pauses, few or no incomplete thoughts	Occasional problems with communication	Somewhat inadequate and/or inaccurate use of vocabulary	2
Completion of the task, responses appropriately and adequately developed	Responses comprehensible, requiring minimal interpretation	Some hesitation but manages to continue and complete thoughts	No interference with communication	Adequate and accurate use of vocabulary	3
Superior completion of the task, responds with elaboration	Responses readily comprehensible	Speech continuous with little stumbling	Communication with ease	Rich use of vocabulary with frequent attempts at elaboration	4

What are the words that best describe the experiences gained by non-English adult speakers when they learn English?

Funny? Confusing? Irritating? Misunderstanding? Embarrassing? Interesting? Uncertain? …what else?

Watch this youtube video, go to this address:
https://www.youtube.com/watch?v=MApatYdSxO8&index=1&list=PLxRxwnkeaHZv5J EKUyrQFPQbVuGVvo6hh
Please remember the name of each person in the movie; where each person is from; and identify at least 10 statements in the dialog that were confused and funny and tell why they are funny.

Say also what you think of the video and whether you can understand the story or not.

You can go to work in SALC or in the class. Submit your individual written report to my mail yuniardiyanti@yahoo.com as attachment form, tomorrow morning the latest. Make sure you write your name and your student number.

Thank you,
B. Yuniar Diyanti

After you watch, please do the following exercises:
1. List as many names as you can hear from this episode.
2. List the funny expressions and state why you think they are funny.
3.