

# LEARNING MODULE FOR GENERAL ENGLISH CONVERSATION



**COMPILED BY : SHERLY DESLIYANAH**

## **Acknowledgement**

On this opportunity, we would like to show our gratitude for help and appreciation given to us so that this simple Conversation Module can be realized. We would like to thank to:

1. Dr. Hj. Lishapsari Prihantini, M.Si as Chair of STISIPOL Candradimuka who has given us full support to carry out the English conversation training program.
2. Dr. Arif Rahman Hakim, M.Si as Head of the Public Administration study program.
3. Hj. Siti Lady Havivi, M. Soc.sc as Head of the communication science study program.
4. Indah Pusnita, S.Sos, M.Si as Head of the social welfare science study program.
5. M. Febrianza, M.Si as Head of the political science study program.

Finally, we hope that this module can be useful for the development of knowledge and learning English conversation in the future. The author also hopes that constructive input and suggestions can be provided for further improvement and development.

## **PREFACE**

The module was written for conversational practice for the Training Program of General English Conversation at STISIPOL Candradimuka Palembang. Before having the final report examination, students have to take a General English course. The course focuses more on writing simple paragraphs and communication skills. Grammar points are explained separately using a deductive approach, but students get enough practice by doing varied activities. The grammar will then be integrated into speaking, and writing.

There is no grammar explanation in this module. The explanation is given separately; for example, after discussing Simple Present Tense and other tenses, students will use the module in Unit 1. Students also have to write a simple paragraph about daily their activities as a college student. The same procedure is applied when discussing how to form WH/YN questions. Students will do activities in Unit 2, making and answering a phone call, and taking and leaving a message. Having finished discussing adjectives, students do adequate exercises related to adjectives, such as how to describe a person's appearance and personality traits , and how to describe objects using appropriate adjectives in unit 3 and 4. They also write a paragraph about people's physical appearance and personality traits close to them, such as parents, friends, and favorite celebrities. The students also compose a simple composition about their daily routine in unit 5. In the last activities, students are asked to perform a simple presentation. The procedures and expressions of giving a presentation are also provided in this module.

It is expected that the existence of this conversation training module can make students eager to use English actively. This module is dedicated to the students of the STISIPOL Candradimuka Palembang.

## COURSE DESCRIPTION

This training focuses mainly on speaking skills. They consist of 10 meetings and discuss some tenses, adjectives, conjunctions. There aren't any grammar explanations in this training, the grammar points are explained implicitly in the classroom and are integrated into the forms of writing and speaking.

In unit 1 students will practice how to introduce themselves, others, and make a conversation in formal and informal situations.

In unit 2 students will practice using WH/YN questions by making and answering a phone call, leaving and receiving messages.

In unit 3 students will practice to describe their daily activity. They are trained to be able to tell in sequence the activities they carried out starting from waking up in the morning to going back to sleep at night

In unit 4 students are trained to describe someone's physical appearance and physical traits. They also have to be able to describe objects by using appropriate adjectives.

In unit 5 students are trained to describe a direction to some places in English.

In unit 6 students are trained to make a short and simple presentation. The topics are prepared, or the students may use their own topics. This practice will boost the students' confidence in speaking in public.

By the end of the training, students are expected to be able to converse accurately and fluently in the content of everyday life

## MEETING DESCRIPTION

**Time Allocation: 100 Minutes (1T 1P)**

Meeting	Material	Description
1st	Speaking Assessment	<p>Speaking assessment is used to track students' progress over time, identifying areas of strength and weakness. This provides a clear picture of each student's second language development and helps shape effective learning strategies.</p> <p>This assessment encourages students to practise their speaking skills, leading to improved fluency and confidence.</p>
2nd	Meeting People	<p>This material is given to guide the students to have a better way of self introduction, getting accustomed and more confident to speak in public.</p>
3rd	Making a Phone Call	<p>This material is given to introduce the way of making a phone call, hanging up the phone call and becoming more familiar with some useful expressions of phone calling.</p>
4th	Daily Routine	<p>This material is given to train students' confidence in explaining their daily routine. Remind the students about simple tenses that could be applied in daily conversation.</p>
5th	Speaking Evaluation	<p>Evaluating the students' progress of speaking after having some practices.</p>
6th	Describing People	<p>This material is given to train the students to be able to describe the physical appearance and personal traits of someone.</p>
7th	Describing Place	<p>This material is given to train the students to be able to make a direction to some places, and be able to ask directions too.</p>
8th	Starting a Presentation	<p>This material is given to let the students know the preparation of making a product presentation.</p>
9th	Making a Presentation	<p>This material is given to train the students to be able to write a proposal of a product presentation before having the product presentation on their final test.</p>
10th	Product Presentation	<p>Assessing the students speaking skill after having the speaking training.</p>

# UNIT 1

## MEETING PEOPLE

*What do you usually tell people you meet for the first time about yourself? What makes people curious about you? Most likely, you would introduce yourself to them by stating your name. In addition to your name, you will also provide information about your address, place of birth, occupation, and sometimes your interests and hobbies.*

**The Learning Objectives:** Students are able to use suitable expressions when introducing themselves and others, and to create a dialogue when meeting someone whom they have already known.

### **Warming Up: (15 minutes)**

Explore with the class the nature of greetings: why do we use them? How many different greetings do we use in English? How many greetings in other languages do students in the class know? What do they mean? Explain the basic greeting in English, not only as part of the sound of individual words, but across phrases and sentences to add emotional meaning.

### **Activity: (40 Minutes)**

#### **Steps to Introduce Yourself in English**

##### **1. Greet Your Audience**

Begin your introduction with a smile on your face as it creates a positive impression and greets the person or audience to whom you are introducing.

##### **2. Share Your Name and Some Other Information**

Tell about yourself; name, place, family details, educational details, interests and hobbies if necessary depending on the type of situation for eg:- Interview, meeting, seminars etc.

##### **3. Share About Your Qualities or Skills**

Do share about prior school experience, skills and recreational activities especially during self-introduction.

##### **4. Friendly Tone and Style of Introduction**

Use a friendly tone like “Hi there, I’m...” in all other introductions except formal school interview introductions where you might say “Hello, I am...” Introduce yourself in a way that is approachable.

## **5. Knowing Your Audience Before Introduction**

If you are introducing yourself to a big audience in seminars or conferences, it's always best to know your audience. There is no need to know them in person but you should have an idea about who they are and what they are looking for.

### **How to Introduce Yourself in Class as a Student?**

Students' worst nightmare is to introduce themselves to a class full of students or a room full of teachers. Introducing yourself in English can become a lot easier by following some simple tips.

1. Preparation is the key, so practice at home what all things you will cover.
2. Practice in front of the mirror to work on yourself.
3. Watch some videos which can help you to begin.
4. Smile, Greet everyone and look around the room.
5. Create a relaxed atmosphere before you start.
6. Begin with confidence, make sure to look around the room at all the faces watching you.
7. Introduce yourself by providing details like name, place, brief background, your hobbies, and your reason for being here.

### **How to Introduce Yourself in an Interview?**

#### **Tips for Self-Introduction in English in Interview**

1. When you enter the room, smile, and greet the person with a firm handshake.
2. You can also state your name after greeting for eg:- "Hello Sir, this is "Name""
3. And you'll already be good to start.
4. Listen carefully to everything so that you answer questions or ask questions.
5. Let the interviewer speak first.

#### **Benefits of Self-introduction**

Self-introduction helps to build a positive impact or leave a positive impression on others.

1. Helps to build connections
2. Improve self-confidence
3. Improves presentation skills
4. Leaves powerful or impactful impression
5. Helps in building deep understanding and positive thinking habits

**Formative Test: (45 Minutes)**

Students work in a group of three or in pairs depending on which situation they choose. They are to create a dialog provided by the lecturer.

1. Today is your first day joining an English course. Next to you, there is your classmate who also wants to join the class. How do you introduce yourself and make small conversation?
2. You meet your friend at a bookstore, greet and make a conversation with him/ her about what kinds of books he/ she is looking for.
3. You are in the library with your friend reading books. Your friend Nina is also there; have a conversation with her and don't forget to introduce your friend to Nina

## UNIT 2

### MAKING A PHONE CALL



We use different language (vocabulary, phrases and phrasal verbs) when we're speaking on the phone from the language we speak when we're face-to-face with someone. There are English phrases for speaking on the phone like **'to be breaking up'** **'to hang up'** or **'to be put on hold,'** that we wouldn't use in any other context.

Before practicing making a phone call, let's learn some necessary telephone vocabulary, and then you'll hear examples of formal and informal telephone conversations.

#### **Warming Up: (15 Minutes)**

Discussing these questions with students:

- Have you ever made a phone call in English before?
- Are there any differences between formal and informal phone calls?
- Practicing making a simple, informal phone call using their cell phones...

#### **Activity: (40 Minutes)**

**Why Is Important to Know How To Speak on The Phone in English**

Knowing how to speak on the phone in English is important for multiple reasons. The most important reason is **to sound professional and polite on a phone call**. The second most important reason is **to understand other people when you speak to them on the phone**.

### **How to Talk on The Phone in English Using English Phrases**

There are plenty of set phrases that you can learn to speak English over the phone. The context of the phone call will determine the type of language you use. For example, **the phrases you use with your friends will be very different from the phrases you use with your boss or in a professional setting**. Fortunately, there are English phrases for every type of conversation.

### **Best Telephone English Phrases**

These are the best telephone English phrases you must know if you're going to make a phone call in English. We suggest practicing these phrases over and over again. **Practice makes perfect**. Luckily, phone conversation phrases are easy to practice and reuse in most contexts.

### **How To Answer The Phone In English**

The first step when making a phone call or answering a phone call is to use an appropriate greeting in English.

“Hello. **Mary speaking. How can I help you?**”

“**Good morning/good afternoon/good evening. This is Michelle. How can I help you?**”

“Hello. **You've reached English-Everyday. How may I help you?**”

### **How To Introduce Yourself On The Phone**

**Introducing yourself over the phone is different from introducing yourself in person**. In person, we would say ‘hello, I am Jessica,’ however, we use different introductory phrases over the phone. We don't need to introduce ourselves; **we need to identify ourselves**. So **‘I am’ changes to ‘it is...’ or ‘this is...’**

“**Hello. This is Sarah.**”

“**Hi. It's Mark.**”

**If it's a very formal introduction** then you could say:

“**Hello. My name is Paul.**”

Or if you're phoning someone for another person say:

“**Hello. I'm phoning on behalf of Mrs Miller. This is Sally.**”

### **How To Ask For Someone's Name**

If the person phoning you doesn't give you a name right away then you can **ask for their name by saying:**

“Hi, this is Jim. **May I ask who's calling?**”

“Hello. **May I know who this is?**”

“Hello. This is Mike. **Could you please tell me who this is?**”

“Hello. **Could you please tell me who is calling?**”

“Hi, this is Harry. **Could you please tell me who's speaking?**”

It's important to **use polite modal verbs when asking questions** like this on the phone. Asking someone ‘who is this?’ or ‘who is calling?’ can come across as rude or impatient.

### **Formative Test: (45 Minutes)**

Students work in a group of three or in pairs depending on which situation they choose. They are to create a dialog provided by the lecturer.

1. Fatma and Dina are both friends and are having a conversation about what to do on the weekend. They plan to go to the movies, have something to eat and then go shopping.
2. You are a sales person from Pt. ABC wants to talk to Mr. Hendro Pratomo. Mr. Hendro's secretary receives your call before you can talk to him. Tell her that you have already got an appointment with him. However, Mr. Hendro is still having a meeting. You leave a message, and the secretary receives your messages.
3. This telephone dialogue is between Vina, the receptionist of a library, and Rifat , a potential member who has called in to ask about the process of getting a membership

## UNIT 3

### TALK ABOUT DAILY ACTIVITY



Daily activity atau kegiatan sehari-hari adalah berbagai aktivitas yang kita lakukan setiap hari. Kegiatan sehari-hari ini juga bisa disebut dengan rutinitas yang kita lakukan setiap hari. Kegiatan sehari-hari dapat berupa kegiatan kita di pagi, siang dan malam hari. Dalam menceritakan kegiatan sehari-hari, biasanya kita menceritakan secara berurutan kegiatan kita yang dimulai dari bangun tidur di pagi hari hingga Kembali tidur di malam hari. Oleh sebab itu, kita bisa menambahkan waktu yang spesifik ketika kita melakukan suatu kegiatan. Contohnya: *I get up at 5 am, I eat breakfast at 6 am, I go to campus/work at 7 am.*

**Learning Objectives:** The students will be able to describe their daily activity. They are able to tell in sequence the activities they carried out starting from waking up in the morning to going back to sleep at night.

#### **Warming Up: (15 Minutes)**

Making the questions lighter related material:

- What do you usually do in the morning?

#### **Activity: (40 Minutes)**

1. The teacher shows a video about activities that occur regularly.

2. Students are asked to answer some questions regarding the video orally. What does he do in the morning? What does he do at night? Please retell his daily routine!
3. The teacher provides explanation material about sentence patterns used to express daily activities. (Simple present tense)
4. In groups of students arrange random words into correct sentences.
5. In groups of students present the results of the discussion.
6. Other students and teachers responded and provided feedback.
7. Students create simple texts about their daily activities

**Formative Test: (45 Minutes)**

Ask students to compose their daily routine starting from they wake up until they sleep in the night.

## UNIT 4

### DESCRIBING PEOPLE



#### **Learning Objectives:**

Students are able to describe someone's physical appearance and personality traits using appropriate adjectives

#### **Warming Up: (15 Minutes)**

Discussing these questions with

- Have you ever described someone's physical appearance before?
- Have you ever described someone's personality traits using appropriate adjectives?

#### **Activity: (40 Minutes)**

**Physical Appearance** What does she/ he look like? Appearance → verb to be

He is handsome She is beautiful

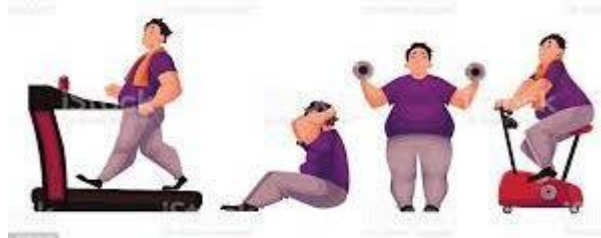


Attractive, beautiful, good-looking, pretty,  
Pretty girl; a beautiful woman  
Handsome  
A handsome man  
A good-looking man (woman, girl, boy)



Tall, very tall,  
short He is tall  
She isn't  
tall. She is  
very....  
Average height; medium  
height He is average height  
She is of medium height

Thin, slim, slender



A thin girl; she is thin; she is  
slim; Plump, chubby,  
overweight, fat He is  
overweight



Dark, black, brown, blond, white, gray (gray); Long, short; medium-length

She has long dark-blond hair;  
 Straight, wavy; curly, bald,  
 thick, She has curly hair; he  
 is bald

Beard, mustache (mustache), Plaits,  
 ponytail

### **Eyes**

Blue, gray (gray), brown,  
 dark She has blue eyes;  
 Her eyes are dark  
 brown; Big eyes;  
 slanted eyes  
 Eyebrows, eyelashes; thick eyebrows  
 Eyeglasses, glasses  
 He wears glasses

**Age→ verb to be**



Young, old;  
adult He is twenty  
years old

He is about forty

A child; a kid; a little boy; a little  
girl She is five years old

A teenager; a teenage boy a teenage  
girl A young boy; a young girl

## 2. PERSONALITY TRAITS

WHAT IS SHE/ HE LIKE?  
She is smart He is friendly



Describe his personality traits and physical appearance

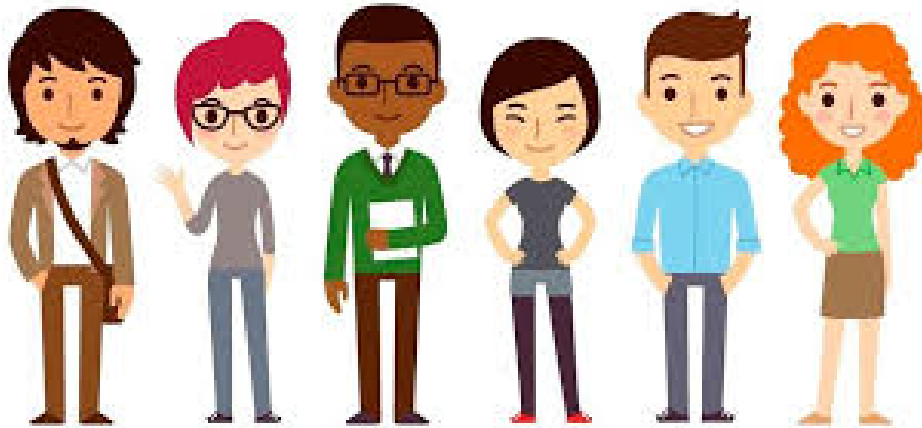


**Formative Test: (45 Minutes)**

Students are asked to work in pairs. They have to create a dialogue with his/ her partner. They will talk about the physical appearance and personality traits of their idols or someone whom they admire. They will bring the picture to the front of the class. Then they ask each other about the pictures

## UNIT 5

### AT THE CAMPUS



Ketika berada di lini kampus, terdapat banyak sekali percakapan yang bisa dilakukan baik oleh para dosen, karyawan dan mahasiswa. Terlebih lagi jika pada kampus tertentu memiliki mahasiswa internasional yang mana mengharuskan dosen, karyawan dan mahasiswa untuk menggunakan Bahasa Inggris dalam berkomunikasi.

Kemampuan berkomunikasi menggunakan Bahasa Inggris diharapkan tidak hanya dimiliki oleh dosen dan mahasiswa Pendidikan Bahasa Inggris saja, namun harus dapat dimiliki oleh setiap dosen dan mahasiswa. Ada banyak kegiatan didalam kampus yang bisa dikomunikasikan menggunakan Bahasa Inggris seperti, menanyakan dan memberikan informasi tentang arah (*directions*), menanyakan ruangan dan bangunan yang ada di kampus (*rooms and buildings*), Fakultas (*faculty*) serta jurusan (*majors*), atau menanyakan dan memberikan informasi terkait prosedur tertentu (*certain procedure*), atau ketika berada didalam lingkungan kampus, kita sering menjumpai orang yang bertanya lokasi yang ingin ia kunjungi.

#### **The Learning Objectives:**

1. The students are able to identify types of expressions for asking for and giving directions and location (*directions*) used properly.
2. The students are able to apply expressions to ask for and give directions and locations in everyday life correctly.

3. The students are able to analyze responses/responses to expressions to ask questions and provide direction appropriately.
4. The students are able to develop expressions to ask for and give directions and locations in everyday life clearly.
5. The students are able to communicate by using the expressions of asking for and giving directions with the pronunciation of and Correct intonation according to the context of use fluently.

### **Warming Up: (15 Minutes)**

Ask Students how they would ask for directions. 2. Go over how to ask for directions. • Excuse me. Where is \_\_\_\_\_? How can I get to \_\_\_\_\_? Can you tell me how to get to \_\_\_\_\_

### **Activity: (40 Minutes)**

#### **Giving Direction**

1. Introduce location prepositions using pictures. • Next to • Across from • Between • Near
2. Give example sentences of the location of places on the map of the school using the prepositions: • The library is next to the cafeteria. • The theater is across from the garden. • The bookstore is between Campus Center and the gym.
3. Ask each Student to give the location of a place on the school map using the prepositions. • Where is the library? o The library is next to the cafeteria.
4. Introduce direction phrases using pictures. • Go straight • Turn right • Turn left • Go straight for \_\_\_ blocks
5. Explain sentence structure for giving directions. The directions are given first and then the location.
6. Give example sentences for giving directions. Provide visual sentence structure and visual of the sentence. • Where is the store? o Go straight for two blocks and turn left and the store is on the right.
7. Ask each Student to give the direction and location of a place on the school map

### **Formative Test: (45 Minutes)**

Ask Students to pair up and give all the Students the worksheet. Allow students to practice asking for directions and giving directions.

1. Ask Students in each pair to identify as Partner 1 (Person asking for directions) and Partner 2 (Person giving directions).
2. Ask the Students to practice asking and giving directions. • Partner 1 can choose where they will be starting off on the map and where they want to go. Then they have to tell Partner 2 where they will be starting off and ask for directions to the place they want to go to. • Partner 2 has to give directions to the place that Partner 1 wants to go to based on the map. • Ask Students to do this 3 times with different starting and end points each time.
3. Ask Students to switch roles and do the same thing. • Now Partner 2 can choose where they will be starting off on the map and where they want to go. Then they have to tell Partner 1 where they will be starting off and ask for directions to the place they want to go to. • Partner 1 has to give directions to the place that Partner 2 wants to go to based on the map. • Ask students to do this 3 times with different starting and end points each time.

## UNIT 6

### GIVING A PRESENTATION



If you've ever heard someone give a powerful presentation, you probably remember how it made you feel. Much like a composer, a good speaker knows precisely when each note should strike to captivate their audience's attention and leave them with a lasting impression.

No one becomes a great public speaker or presenter without practice. And almost everyone can recall a time one of their presentations went badly — that's a painful part of the learning process.

Whether you're working within a small creative team or a large organization, public speaking and presentation skills are vital to communicating your ideas. Knowing how to present your vision can help you pitch concepts to clients, present ideas to your team, and develop the confidence to participate in team meetings.

#### **Learning Objectives:**

Students are able to give a short presentation in a chronological order, and use the right expressions.

#### **Warming Up: (15 Minutes)**

Discussing these questions with students:

- Have you ever given a presentation in English before?
- Was it difficult?
- Did you feel nervous?

## Activity: (40 Minutes)

### Introduction:



#### **Introducing Yourself**

- Welcome to [name of company or event]. My name is [name] and I am the [job title or background information].
- Thank you for coming today. I'm [name] and I'm looking forward to talking with you today about [your topic].
- Good morning/afternoon, ladies and gentlemen. I'd like to quickly introduce myself. I am [name] from [company or position].  
(Formal)
- Hi everyone. I'm [name and background]. I'm glad to be here with you today. Now let's get started. (Informal)

#### **Introducing the Topic**

- This morning I'd like to present our new [product or service].
- Today I'd like to discuss...
- Today I'd like to share with you...
- I will present my findings on...
- I'd like to take this opportunity to talk about...



#### □ Structuring the Presentation

- First, I'm going to present... Then I'll share with you... Finally, I'll ask you to
- The next thing I'll share with you is...
- In the next section, I'll show you...
- Today I will be covering these 3 (or 5) key points
- By the end of this presentation, you'll be able to...
- My talk this morning is divided into [number] main sections... First, second, third... Finally...

#### **Beginning the Conversation**

- I'll start with some general information on...
- I'd just like to give you some background information about...
- Before I start, does anyone know...?
- As you are all aware / As you all know...

#### **Talking about the main Topic / Content**

#### **Inviting Questions**

- Does anyone have any questions?
- I will be happy to answer your questions now.
- If you have any questions, please don't hesitate to ask.

## **SUMMARY AND CONCLUSION**

### **Summary:**

- To sum up...
- So to summarize the main points of my talk...

### **Conclusion:**

- I'd like to conclude with...
- Thank you all for listening; it was a pleasure being here today.
- Well, that's it from me. Thanks very much.

## **2. Watching a Video on How to Give a Presentation**

### **Formative Test: (45 Minutes)**

- The history of the internet
- Side effects of smoking
- The impacts of fast foods
- Health benefits of a drinking water
- Your own topic

## SPEAKING RUBRIC

<b>Criteria</b>	<b>Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<i>Pronunciation</i>		Speech and pronunciation is understandable despite the accent	Pronunciation is sometimes defect which sometimes causes problems in understanding	Pronunciation problems often lead to difficulty to understand the speech	Problems in pronunciation occur along the speech; leading to difficulty in understanding
<i>Grammar</i>		Speech is grammatically accurate	Grammar is sometimes troubled but does not interfere meanings	Many grammatical errors which interfere meanings and therefore speech is often repeated.	Grammar is too problematic, making the speech difficult to understand.
<i>Vocabulary</i>		Using the proper and appropriate expression.	Some vocabulary is not appropriate	Using inappropriate vocabulary, which confuses meanings.	Vocabulary is limited, which making him/her hard to follow conversation.
<i>Fluency</i>		Dialog/speech is fluent	Fluency is hindered by some language problems	Frequently hesitate and eventually stop due to language limitations.	A lot of pauses and stops during the dialog, barely speaks.

## Rubric for Presentation: HST 5900 Graduate

Project **Name of Presenter:**

**Name of Evaluator**

**Date and Location:**

**SCORE:**

Category	Scoring Criteria	Poor				Excellent
		✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
Organization	The type of presentation is appropriate for the topic and audience.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Information is presented in a logical sequence.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Presentation appropriately cites a requisite number of references.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
Content	Introduction is attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Technical terms are well-defined in language appropriate for the target audience.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Presentation contains accurate information.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Material included is relevant to the overall message/purpose.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Appropriate amount of material is prepared, and points made reflect well their relative importance.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	There is an obvious conclusion summarizing the presentation.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
Presentation	Speaker maintains good eye contact with the audience and is appropriately animated (e.g., gestures, movement, etc.).	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Speaker uses a clear, audible voice.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Delivery is poised, controlled, and smooth.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Good language skills and pronunciation are used.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Visual aids are well prepared, informative, effective, and not distracting.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Length of presentation is within the assigned time limits.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5
	Information was well communicated.	✍ 1	✍ 2	✍ 3	✍ 4	✍ 5







