

Speaking Circles

Class - 12

Preface

Speaking Circles

Speak English with Ease

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Get ready to unlock a world of opportunities with our comprehensive Spoken English workbook! Designed for students like you, Speaking Circles is your key to confident communication.

Effective communication is the key to success in academics, profession, and personal life. This workbook aims to empower students with the skills and confidence to express themselves clearly and fluently in English.

Through a range of engaging exercises, activities, and conversations, students will develop their ability to articulate thoughts, opinions, and ideas with clarity and precision.

Join the Speaking Circles community and discover the joy of communicating effectively.



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Content Developer

Smt. Kavitha Krishnakumar, Director Sthairya Academy, CELTA

Editorial

Dr. Arti and Team

Design and Technical Support

Smt. R Dharshini Ragamathy, B.Sc., M.A

Ms. N.Niranjani, B.Sc., MBA

Wrapper Design

Ms. Hamsavani Raman and Team



UNIT 1: Our Lives

Presentation Skills

Presentation skill is the ability and technique one should acquire to communicate one's idea clearly and concisely and in the given time. Presentation skills are important soft skills required for students and professionals. Presentation can mean **oral presentations** where the speaker assumes centre stage, **visual presentations** where the speaker's presentation is complemented by photos, statistics, diagrams etc., or **audiovisual presentations** where the speaker uses AV aids to enhance the presentation. Let us understand what other skills would be required to make a presentation effective. Look at the infographic:

1. **Know Your Audience:** What you say and how you say it depends on who the presentation is for. Depending on the target audience, the mode, the style, the body language and even the way one speaks will differ. For example, if you are talking about personal hygiene, especially about washing hands to a group of toddlers, you would do actions, sing songs, make them wash hands etc. If the same topic of washing hands were to be presented in front of student nurses, you would use pictures, videos and probably include the importance of washing hands from an occupational hazard point of view.

The **target audience** or the listeners/ viewers of the presentation should be taken into consideration

2. **Structure:** The structure can be broadly divided into the Introduction, body and conclusion.

The introduction includes a self-introduction and introduction to the topic. You could start by greeting the audience, giving them your name and naming the topic. You could also begin with the importance of the topic and then introduce yourself. Here are some ways you can start the presentation:

- Good morning/ afternoon/ evening Everyone. I am Shoba. I am here to present information on how to make effective presentations.
- Hello everyone, let me introduce myself. I am Shoba and am here to share some information on how to make effective presentations.



- Making an effective presentation is the need of the hour and each one of you will benefit from the information I am going to share. I am Shoba, a class 12 student from the Commerce stream.

The body of the presentation which forms the main content can be divided into smaller parts depending on the time allotted. In this you could include: defining the topics, talking about advantages and disadvantages, stories, and anecdotes that align with the topic of your presentation.

You could use the strategy **PADS**- **P**oint **A**dvantage **D**isadvantage and **S**ummary. Let us now see how this strategy can be used:

Point: Making a powerpoint presentation is a great way to organise the presentation.

Advantage: The slides help to take the audience from one point to the other

Disadvantage: However, if the powerpoint slides do not work or there is no power, then the presentation may not be well received. So, it would be a better idea to have the information printed as well.

Summary: While Powerpoint is a great way to organise a presentation, there are difficulties when we depend too much on technology.

This way you can elaborate your point on a particular topic using this strategy.

When you share anecdotes you could share them using the framework **STAR**- **S**ituation **T**ask **A**ncedote **R**esult. Here is how this can be adapted to the topic: How to make effective presentations?

Situation: Was there a time you made a presentation?

Task: What did the task include?

Anecdote: How did you do it? What happened when you made the presentation?

Result: What did you understand from it?



You could use the STAR framework multiple times to talk about different experiences.

Conclusion of the presentation is a summary of all the key points mentioned in the body.

3. **Visual Aids:** Visual aids could be charts, photos, pictures, paper cuttings, multimedia, videos, statistics, diagrams, figures and infographics. This help is adding more value to the presentation. They break the monotony of the speech. Visual Aids can be used to enhance the presentation.
4. **Time Management:** This is one of the most important parts of the presentation. Sticking to the time given to convey what you want to say is time management. Nobody likes to sit through long presentations and lectures beyond the scheduled time. Therefore, adherence to time should be strictly followed.
5. **Tools:** There are different tools that can aid presentations. Digital tools such as Powerpoint, Canva, Prezi allow you to make visually creative presentations. You could use any of the digital tools to make presentations. Other tools could be flip charts, black board/ white board. In the absence of technology, these tools may be the best ways to engage the audience.



PRESENTATION SKILLS ESSENTIALS

1

Know your Audience

Know who your audience are. Your presentation style will depend on who are will be addressing



5

Tools

Technology tools like powerpoint, canva, aids such as projector, TV etc



2

Structure

Introduction, body and conclusion- Structure will help arrange the content of your presentation.



Time Management

How well you manage to convey what you need to in the given time is also an integral part of presentation skills.

4



Visual Aids

Visual Aids are charts, bullet points, graphs, pictures that you may use in your presentation.



3



Activity 1.1: Choose one of the topics below to make a 2 minute presentation with a partner.

1. Panchatantra story- united we stand, divided we fall- Sons keep fighting, father calls them, asks them to break one stick and then break all sticks together. Target Audience: Adults/ Teens/ Toddlers
2. Oral hygiene- clean teeth well- rinse your mouth after every meal. Target Audience: Toddlers/ Adults
3. Respecting elders in the family- treat them well- understand their problems. Target Audience: Teens/ Adults

Time Management for presentation

General Rule for presentation time and content distribution is 10-20-30 where 10% of the time is allotted for introduction, 20% of the time for conclusion and 70% time for content. So, for a 10 min presentation, spend 1 min on introduction, 2 mins on the conclusion and 7 mins for the content.

Distribute the 70 % of the time judiciously, not slide wise but the amount of time it will require. For example, if you are talking about 'Say No to Smoking' to a group of teen students, spend more time on a story of how someone was affected by smoking instead of merely stating health related facts.

Some of the phrases you could use to build a sense of momentum in the slides:

- Here's what we know about Mr. Dheena's life before he started smoking...
- What actually happened was....
- Why does it matter to us now...

Practice emotional timing as well like pauses, silence in between to build momentum and make eye-contact with the audience.



Activity 1.2: Pick one of the topics below and deliver a one minute speech:
Most memorable train journey....

If I had the power to change something in school ...

Listening to music is

When there was a power cut...

In the middle of night, I found the main door open....

Natyashastra– Actors' Tools

Natyashastra– "Actors' Tools" (**Angika, Vachika, Aharya, and Satvika**) refers to the four essential components of expression and communication used by actors to convey meaning and emotion on stage.

1. **Angika-** Angika refers to the physical or bodily expressions used by actors, including facial expressions, gestures, postures, and movements. It encompasses the entire range of non-verbal communication conveyed through the body. Angika expressions are further classified into four types:
2. **Vachika- Vachika** refers to vocal or verbal expressions used by actors, including speech, singing, and recitation. It encompasses the use of voice modulation, intonation, rhythm, and pronunciation to convey meaning and emotion. Vachika expressions are articulated through dialogue, songs, chants, and other forms of vocalization.
3. **Aharya- Aharya** refers to the visual or external aspects of performance, including costumes, makeup, props, and stagecraft. It encompasses the aesthetic presentation of characters, settings, and narrative elements through visual means. Aharya is used to enhance the atmosphere, mood, and



authenticity of the performance, helping to transport the audience into the world of the play.

4. Satvika- Satvika refers to the internal or psychological aspects of performance, including the emotional and mental states experienced by actors while portraying characters. It encompasses the authentic and sincere expression of emotions, thoughts, and intentions, as well as the actor's ability to connect with the character on a deep emotional level. Satvika expressions often involve a profound sense of empathy, vulnerability, and emotional truthfulness.

Together, these four Actors' Tools—**Angika, Vachika, Aharya,** and **Satvika**—form the foundation of expression and communication in Indian classical performing arts, enabling actors to convey meaning, emotion, and narrative depth.

Activity 1.3: Pick one of the situations below and enact it as a group:

Angika:- Situation- You are in an exam hall and asking your friend for help. You are at a party where there is too much noise, and you are communicating your trip plan to your friend through facial expressions and body language.

Vachika:- Situation- You exaggerate your tour, dreams, or achievements, or you play a politician who makes false promises to the public to win votes. *(Use varied voice modulation.)*

Aharya:- Situation- You are a costume, jewelry, or makeup designer or seller interacting with a customer, demonstrating various items by trying them on yourself.



Satvika:- Situation- Deep inside a dense forest, you sit in meditation on a cool rock, beneath a sacred peepal tree, as the river flows gently nearby. **Or** you are completely involved in your actions, dialogues, and emotional expressions.

When an actor harmoniously blends **Angika, Vachika, and Aaharya Abhinaya** to express a character's emotions with complete sincerity and inner truth, the performance transcends technique and becomes **Satvik**

Abhinaya.



UNIT 2: Our Future

SWOT Analysis

Strength, Weakness, Opportunities and Threats. Let us look at SWOT from a new angle;

- What opportunities do your strengths bring you?
- What threats do your weaknesses create?

For example, if you have identified being friendly as a strength, the opportunities it brings for you is the ability to be a great team player.

Similarly, if procrastination or keeping things to the last minute is your weakness then, not being able to complete tasks well is the threat you can face.

Activity 2.1: Identify at least **three** strengths and what opportunities they can create for you and identify **two** weaknesses and the threats they create.

Strengths	Opportunities
Weaknesses	Threats



Toastmasters Style Public Speaking

Introduction to Toastmasters style public speaking, debating and discussion: There are 6 roles for the activity, the entire class will participate playing different roles in rotation. Depending on the strength of the class, a number of students may be allotted different roles. The Evaluators/ Timers/ Grammarians and Ah-counters work in teams.

The evaluator/ topic masters allot topics to the Scheduled speakers well in advance.

Agenda of the Toastmaster

- Welcome and introduction by Master Speaker
- Grammarian- to introduce word of the day
- Master speaker invites Topics Master/ Evaluator
- Topics Master introduces topics
- Master speaker invites speakers
- Master Speaker invites Evaluator to provide comments
- Master Speaker invites Grammarian to provide comments
- Master Speaker invites Ah-counter to provide comments
- Master speaker invites people to vote for the best speaker
- Announces and rewards the Best speaker
- Closes meeting

Master Speaker

The Master speaker sets the tone for the meeting. The main duties of the Toastmaster are

- to coordinate and conduct the entire meeting
- introduce participants
- act as a genial host



- Introduce each speaker. After your introduction, wait for the speaker to come to the front. Return to your seat when they are in position.
- Lead the applause before and after, each prepared speech, and the General Evaluator's remarks.
- Conduct voting for the best speaker
- Present Awards

Tip to be a good Toastmaster

Start with a lot of energy, enthusiasm, and decisiveness.

Grammarian

The responsibilities of the grammarian are to introduce new words, comment on the language used during the course of the meeting, and to provide examples of good grammar and word usage.

- Announce the word of the day.
- State the part of speech, the definition, use it in a sentence, and invite everyone speaking during the meeting to use it.
- Briefly explain the role of the grammarian.
- Throughout the meeting, listen to each speaker's word usage.
- Write any awkward use or misuse of language (such as incomplete sentences or incorrect grammar) with a note of who erred.
- Create a list of members who used the word of the day (or a form of it) and note those who used it correctly.
- When called to give your report. Offer examples of correct usage in every instance in which there was misuse of grammar.
- Report the use of creative language and announce who used the word of the day (or a form of it) correctly.

Scheduled speaker

A major part of every Toastmasters meeting revolves around two or more scheduled speakers.



Benefits:

- Giving a prepared speech provides an excellent opportunity to practice your organization, and time management.

Tips:

- Avoid studying your speech notes while someone else is talking.
- When introduced, walk with confidence to the front of the class.
- After you finish your speech, wait for the Toastmaster to return to the front before taking your seat.
- During your speech evaluation, listen for helpful advice that will assist you in delivering better speeches in the future.

Topic Master and Evaluator

The Role is to help members be more self-confident and improve their speaking skills.

- The evaluator provides feedback to the speaker. This feedback includes verbal and non-verbal communication.
- Evaluate based on criteria given on a scale of 1-5
- Write down specific comments for speakers and other roles
- Praise good work and acknowledge the same
- The general evaluator's speech is also timed to highlight key observations

Timer

An effective speaker has the ability to express themselves within a specific amount of time. Members rely on the timer to pace speeches and practice adhering to a time frame.

To fulfill the role of the timer, you must know each presenter's speech length. Prepared speeches can be in a range of 3-4 mins. Impromptu speeches can be 2-3 mins.

- Explain the timing rules at the start of the meeting.
- Be clear and concise as you describe your duties and report time.



- When introduced, explain the timing rules and demonstrate the signal device.
- Throughout the meeting, listen carefully to each participating member and signal speakers.
- Will also signal the Toastmaster when they have spoken for their allotted or agreed-upon time.
- Record each participant's name and the exact time they required to complete their speech.

Time instruction

- Each scheduled speaker gets 2-3 mins to speak on the topic
- At the end of 2 mins, the timer will raise their hands to signal to the speaker
- At the end of 3 mins the timer will clap their hands and ask the speaker to stop.

Ah- counter

The role of the Ah-Counter is to note unnecessary words and sounds used by members who speak during the meeting. Words or phrases that may be used inappropriately or unnecessarily include and, well, but, so, and you know. Sounds may include ah, um, and er.

- Explain the role of the Ah-Counter.
- Throughout the meeting, listen to speakers and note unnecessary words, sounds, and pauses.
- Tally the sounds or words each person uses throughout the meeting.

Activity 2.2: Organise into groups, assign roles and start your toastmaster journey



UNIT 3: Our Society

Our society today faces numerous challenges. Some of them may seem complex but a structured approach may help solve any problem easily. Let us explore simplifying a big problem using the 5 step problem solving technique:

1. **Identify the problem and define it:** The first step will be to identify the problem and name it. To do this, ask these questions:
 - What is the actual issue?
 - Is this holding us back from achieving something?
 - Can we specify this in words?
2. **Brainstorm for possible solutions:** This is an important step in the process of solving a problem: brainstorming for possible solutions. For this step to be more effective, working as a team helps. Think of as many possibilities to solve the problem
3. **Analyse solutions:** Consider each option from the previous step and analyse their pros and cons. This will help you arrive at a solution. The above questions may be helpful.
4. **Create an Action plan** with the chosen solution. Make each step that would be part of the plan
5. **Evaluate the plan:** See if the chosen solution yields desired results. Create plans to monitor the progress and see how you will evaluate that it is successful.

Read the scenario given below, apply the problem solving approach to solve the problem of waste disposal.

The Corporation issues an order making it mandatory for schools to have solid waste management practices in the school. Complete waste management systems have to be implemented by the end of December this year. The school has never thought about waste management, they discard their wastes in the bin next to the school.



Some questions to ponder:

- What is the problem here?
- What are some ideas we can implement for waste management?
- How do we create the waste management plan?
- What is the first step we should start with?

Activity 3.1 Choose one of the following scenarios, use the problem-solving approach and come up with an action plan.

Scenario 1: There is an apartment complex with 200 households. During summers, there is severe water shortage because the borewell water cannot cater to 200 families. The apartment buys water in tankers. They require 11 tankers of water once in two days. With rising costs of tankers, the residents find the problem of water a perennial one. The apartment association wants to address this issue. What can they do?

Scenario 2: A school recently changed their canteen contractor. Students and teachers feel the price of the food is high and the quantity served is low. The menu is interesting with a variety of items though. The canteen seems to offer a good mix of packaged food and freshly made foods. But teachers and students are unhappy with the new canteen contractor. What can be done in this situation?

Steps to Problem-solving

Identify the problem (s)	What is the issue in the scenario given? Are we able to identify one or more problems?
Define the problem (20 words)	Define it in 20 words.



Brainstorm on ideas	What are the different ways to look at the problem?
Pick one solution and create an action plan	Can I create a step-by-step approach to this?
Evaluate the plan	At least 2 parameters I can use to check if the plan is working.

Activity 3.2 After completing the problem-solving steps, choose any one scenario (1 or 2), convert it into a dramatic scene, and perform it in a group.



UNIT 4: Our Environment

What is an interview?

This is a formal conversation between two or more people, where one person—the interviewee—answers questions posed by the other(s), called the interviewer(s). It is conducted to collect information about the interviewee to assess and evaluate the person's suitability for admission into college or a job position.

Interviews are conducted to also see how the candidates are able to present themselves and justify their selection. So, the interviewers look for the ability to communicate, to be honest with skills and qualifications and to see if the person has passion and enthusiasm.

Types of interviews

There are different types of interviews that are conducted to choose the best candidate. From an academic point of view, there are two types that are most relevant. They are:

Structured interviews: The interviewer asks the same set of questions to all the interviewees and gives them scores on parameters.

Unstructured interviews: This interview is more like a conversation where the interviewer takes leads from the answers of the interviewee. This is more widely used where performance of candidates is compared.

Format of interviews

Interviews can be conducted in different formats. The most relevant to the academic set up are:

One-to-one interviews: In this format, there is one interviewer and one interviewee.

Panel interviews: There are two or more interviewers and one interviewee.



Questions for interview:

There are different kinds of questions that are part of the interview process. While there are more than a dozen kinds of questions we will focus on 5 types of questions here.

1. Closed ended questions:

These questions are usually asked to check the knowledge of a person. These include Yes/No or True/False questions, as well as choice-based questions where there is only one correct answer For example:

- Is this correct?
- Did you fill in the application?
- Do you want hot coffee or cold coffee?
- Where were you born?

2. Open ended questions:

These questions give scope to a person to elaborate the answer and the answers can never be a Yes/ No.

- Why do we think we learn poetry?
- What are the chances that CSK will win the trophy?
- How would you define happiness?

3. Evaluation questions:

These questions are used to check knowledge and application of the knowledge and to check if the candidate is able to organise ideas and present them convincingly. Here are some examples:

- Having understood the laws of motion, how do you think it can be applied in the field of improving transport?
- After looking at different options based on prices, what do you think is the best way to arrive at a product?

For questions like this, you need to recollect what you have learnt and apply it to give the best possible answer.



4. Comparing questions

These are higher order thinking questions, where the answers will require looking at something from different points of views.

- What are the differences between planned and unplanned vacations?
- Can you talk about the pros and cons of having a phone?

5. Probing questions

These are follow up questions based on the response received. This can be to either clarify or verify.

- So, are you saying that it was a bad decision?
- Can you confirm that?

Common interview questions

1. Can you tell me something about yourself?
2. What are your strengths?
3. What are your weaknesses? What are you doing about it?
4. Why have you chosen this course?
5. What kind of a person are you?
6. Can you tell me a time when... (you worked with a group of people/ when you solved a problem/ when you had to make decisions for others etc)
7. Who is your inspiration?
8. Can you talk about a typical day in your life?
9. Can you tell me more about....
10. If you had the opportunity to change something, what would that be?



Evaluation for interviews

S. No	Explanation	Y/N
1	The candidate shows clarity and fluency in expressing ideas	
2	Listens and responds naturally	
3	Exhibits confidence	
4	The candidate has been consistent in academic performance	
5	The candidate is motivated to do the course	
6	The candidate understands the connection between the course and future goals	
7	The candidate has the ability to analyse and give answers	
8	The candidate applies knowledge to explain	
9	The candidate participates in activities other than academics	
10	The candidate is suitable for the course	

Activity 4.1: Improvise scene work on different types of interviews—(1) one-to-one interview, (2) panel interview, and (3) newsroom interview—and present them before the class.



UNIT 5: Our vision for a better world

Achievement Records

It is important to maintain a personal achievements record so that it is helpful at the time of application to higher studies. Achievements can be in academics, extra-curricular activities, sports, arts etc. It is important for you to have all round development which include academic achievements and a few other achievements.

Here is how you can maintain a record of achievements: One example is given for you. Write the correct names of the Award and the organisation conducting the program.

Activity 5.1: Enter Certificates obtained in Sports, Quiz, Debate, Elocution, Dance, Music, Arts in the last two years

Sno	Event	Conducted by	Level- School/ Zonal/ District/ State/ National	Award/ Prize/ Recognition	Year
1	Quiz	Annual Independence Day quiz by the Indian Express	District	III Prize	2025



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Projects/ Olympiads/ other Academics related work:

Statement of Purpose (SOP)

A Statement of Purpose (SOP) is a document that highlights academic and other achievements, goals and typically makes the students explain why they have chosen a particular course and to see how that fits in with their goals.

- An 800-1000 word essay about the goals and reasons for choosing a particular course in the university. Through an SOP you seek to inform the college/ university about your previous track records, present day interests and plans for the future.
- SOP should have an academic/ professional background.
- Include achievements
- Reasons for choosing a particular course
- How that aligns with the larger goal of life

Let's break it down even further. Imagine you are applying to a course in a college. Write an SOP keeping that in your mind.



Introduction of SOP (upto 100 words)

- Outline your long-term goal
- Justify why this course you have chosen will help you achieve that
- Your background, some SOPs insist that the name of the applicant should not be mentioned, therefore check that in the application process.

Sample 1:

I was introduced to computers at a young age, and since then, I have been deeply interested in how they work and what they can do. I was amazed by how technology can make our lives easier, help solve real-world problems, and connect people around the globe. What started as a simple interest turned into a real passion when I began learning basic programming through online videos and small coding activities. Now, I want to take this interest forward by studying Computer Science at the undergraduate level. I believe this will help me build a strong foundation and gain the skills I need to grow in this field and make a meaningful contribution in the future.

Sample 2:

From a very young age, I have been curious about how businesses work and how they grow and change with time. My interest became stronger by watching my parents run our small family shop. I saw how much effort went into managing a business. These experiences made me interested in the field of business. I now wish to study for a Bachelor of Business Administration (BBA) so that I can learn more about business, improve my leadership skills, and understand how to make smart decisions that can help a business succeed.

Write your personal sample in the space given below:



Academic background and overall development (up to 150 words)

- Talk about your academic track record
- Your accomplishments in academics
- Your achievements in other area and how they contribute to your personality

Sample 1:

In high school, I consistently performed well in subjects such as Mathematics and Physics, which taught me logical reasoning and analytical thinking—skills that I later found essential in programming. I also participated in coding clubs, where I worked on small projects and learned the basics of HTML, Python, and Java. In one project, I even helped design a simple website for a local NGO, which helped me to understand how technology can be used for a social cause.

Sample 2:

In school, I have always enjoyed subjects like Economics, Business Studies, and Mathematics. These helped me understand how businesses make decisions, manage money, and plan for the future. I also joined the school's business club and took part in commerce fairs, where we worked in teams to create business ideas. One project I enjoyed the most was when we made a plan for a startup that focused on eco-friendly products. Our idea won a prize, and it made me even more excited about learning business strategies and thinking creatively.

Write your personal sample in the space given below:



Reasons for choosing the course (200 words)

Research and find out more about the course. Explain how what you learn in the course will help you achieve your goals. You can also include how your personality helped you choose a particular course.

Sample 1:

What really excites me about studying Computer Science in college is the chance to learn more about topics like artificial intelligence, data science, and software development. I am especially interested in your university because it focuses a lot on research and practical learning. I am looking forward to working with experienced teachers and learning with students from different places and backgrounds. I believe this will not only improve my technical knowledge but also help me grow as a person.

Sample 2:

I am very interested in your BBA program because it offers a mix of theory and practical learning. I like that students get to work on case studies, group projects, and internships, which I believe will prepare me well for real business situations. I also look forward to learning from experienced teachers and exploring different areas like marketing, finance, HR, and entrepreneurship. I think this program matches my goals and will help me become confident and capable in the business world. Apart from academics, I have always tried to take leadership roles. As head of the Student Council, I helped organize school events and fundraisers. This taught me how to plan well, manage time, and work with a team. It also helped me improve my communication and decision-making skills, which I hope to develop further during college.

Write your personal sample in the space given below:



Career goals:

This is a crucial part of the SOP where the student is expected to list out how they have planned their career with short term and long term goals. (150200 words)

Sample 1:

In the future, I would like to work in the field of technology innovation, especially in areas that can improve education and healthcare. I want to create smart and easy-to-use solutions that help people. I believe your undergraduate program will give me the right knowledge, guidance, and practical experience to move closer to this goal and make a positive difference in society.

Sample 2:

In the future, I want to work as a business consultant or start my own company that combines technology with eco-friendly ideas. I especially want to help small businesses grow using smart tools and modern strategies because I have seen how the right guidance can make a big difference.

Write your personal sample in the space given below:



Conclusion

Justify how prepared you are to join the course and how confident you are about contributing positively to the industry. (100-150 words)

Sample 1:

I am really excited about the chance to join the University and be part of its active and supportive learning environment. I believe that my interest in Computer Science, my eagerness to learn new things, and my dedication to personal growth will help me make the most of this opportunity. I hope to contribute positively to the program and grow into a skilled and responsible professional.

Sample 2:

I believe your BBA program will give me the right environment to learn, grow, and prepare for a successful career. I am excited to join your university and be a part of its active learning and student community.

Write your personal sample in the space given below:

Activity 5.2: Select any two samples you have written, develop them into a monologue, and present them.

