

SYBCOM (SEM-3)

English Proficiency and Life Skills-3

VEER NARMAD SOUTH GUJARAT UNIVERSITY
NEP – 2020 GUIDED
SYLLABUS FOR ABILITY ENHANCEMENT COURSE (AEC)

ENGLISH PROFICIENCY AND LIFE SKILLS- III

FOR B.A/ B.COM. /B.SC. /B.SC. COMP. SC.(REGULAR)

FOR THE ACADEMIC YEARS 2024-25 TO 2026-27

TEXT: *English and Soft Skills (Vol. 2)* by S P Dhanavel (OB)

Course Code							
Course Title	ENGLISH PROFICIENCY AND LIFE SKILLS - III						
Credit	2						
Teaching per Week	2 hours						
Minimum weeks per Semester	15 (including class work, examination, preparation, holidays etc.)						
Effective From	June 2024						
Purpose of Course	To prepare the young graduates for the job market today by boosting their linguistic competency and soft skills .						
Course Objective	CO1: To encourage the all round development of students by focusing on Soft Skills . CO2 : To develop and nurture the Soft Skills of the students through individual and group activities. CO3 : To expose students to write attitudinal and behavioral aspects and build the same through various tasks and activities.						
Course Outcomes	After completing the course the students would have : CO1: understood of what Soft Skills is . CO2: understood the significance of Soft Skills in the working environment. CO3: developed levels in their ability through soft skills.						
Mapping between COs with PSOs		PSO1	PSO2	PSO3	PSO4	PSO5	
	CO1						

	CO2					
	CO3					
Pre-requisite	Acquaintance with basic grammar and language skills					

Course Content	TEXTBOOK: <i>English and Soft Skills</i> (Vol. II) by S P Dhanavel (Orient Blackswan) • Ch. 2. Empathy Skills • Ch. 6. Positivity Skills • Ch. 8. Professional Skills • Ch. 9. Leadership Skills Note 1. Understanding the Story ,Vocabulary and Grammar ,Thinking about Soft Skills, Soft Skills from the Story, Proverbs on the Skills ,Soft Skills at workplace, Real life experiences – these sections from the exercises are to be prepared for the Internal and University Exams. 2. Understanding People , Places and events , Activity ,Self Assessment – these sections may be used for homework/ Assignments for the holistic development of students.
Reference Books	1. <i>Building Soft Skills for Employability</i> by Tran Le Huu Nghia (Routledge) 2. <i>Soft Skills</i> by M. S. Rao (Motivational Press) 3. <i>Personality Development and Soft Skills</i> by Sikha Kapoor (Dreamtech Press) 4. <i>Soft Skills for Success</i> by G.R.K. Murty (Viva)
Teaching Methodology	Class work, Discussion, Self-Study, Assignment, Homework, Activity , Self- Assessment etc.
Evaluation Method	This course has 02 credits during the semester. The internal evaluation will be out of 25 marks, based on Unit Test marks, class and home assignments and attendance marks; while the external evaluation will be out of 25 marks at the university examination.

Distribution of Marks for the University Examination as per NEP SOP

Q 1. MCQs from Understanding the Story and from Grammar and Vocabulary-5 **10 Marks**
to be asked from each section (**Any Ten**)

Q 2. A. Short answer type questions (2/4) **04 Marks**
(To be asked from 'Thinking about Soft Skills 'and 'Soft Skills at the Work Place')

B. Expansion of an idea/ Proverb relating to soft skills-word limit-75 words (1/2) **04 Marks**

C. Case Study or Real Life Experience-word limit 150 words (1/2) **07 Marks**

Total 25 Marks

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Study Material

MCQ

1.	How many people were sent to Wunsiedel's factory for the interview?
	(A) six (B) seven (C) eight (D) nine
2.	What type of building was Alfred Wunsiedel's factory made of?
	(A) Brick (B) Wood (C) Concrete (D) glass brick
3.	What were the things served in breakfast to the narrator?
	(A) omelet, bread, apple juice, tea (B) eggs, coffee, toast, orange juice (C) fruits, cutlets, coffee, pineapple juice (D) sandwich, black coffee, mango juice, boiled eggs
4.	What was a part of the aptitude test in Wunsiedel's factory?
	A) a viva-voce B) a breakfast in the coffee shop C) a group discussion D) a personal interview
5.	What was the colour of the aquariums?
	(A) pale green (B) orange (C) green (D) blue
6.	How many telephones did the narrator say he could handle at one time?
	A) Four B) Seven C) Nine D) Eleven
7.	At which age, the narrator eliminated the word 'free time' from his vocabulary?
	(A) on his thirteenth birthday (B) on his fourteenth birthday (C) on his fifteenth birthday (D) on his sixteenth birthday
8.	Which words did the narrator eliminate from his vocabulary on his fifteenth birthday?
	(A) action will be taken (B) free time (C) I must act (D) take action
9.	In the story, 'Action will be Taken', who said, "It's a crime to sleep"?
	(A) Wunsiedel (B) the narrator

	(C) Wunsiedel's secretary (D) Mr. Broschek
10.	Who was Wunsiedel's right-hand man?
	A) Broschek B) The narrator C) The secretary D) Mr. Anderson
11.	What did the narrator drink on an empty stomach on the day of an interview?
	(A) apple juice (B) orange juice (C) pineapple juice (D) mango juice
12.	How did Broschek manage to support his family during his student days?
	A) Working day shifts B) Working night shifts and managing business agencies C) Receiving scholarships D) Taking loans
13.	Wunsiedel's secretary had become famous as a _____.
	(A) night club singer (B) psychologist (C) German historian (D) writer
14.	How many telephones did the narrator have on his desk eventually/ by the second week??
	(A) Nine (B) Eleven (C) Thirteen (D) Fifteen
15.	How did the narrator initially get the job at Wunsiedel's factory?
	(A) By recommendation (B) By applying directly (C) Through the employment office (D) Through a friend
16.	What was the first question in the questionnaire about?
	(A) handling telephones (B) the narrator's free time (C) human physical limitations (D) the factory's products
17.	What was unique about Wunsiedel's secretary?
	(A) She had no family (B) She had no education (C) She disliked action (D) She was also a night-club singer
18.	What was being produced in Wunsiedel's factory?
	(A) bouquet (B) soap (C) powder (D) perfume
19.	How did Wunsiedel die?

	(A) He was poisoned (B) He had a sudden collapse (C) He fell from a height (D) He was in an accident
20.	What offer did the narrator receive after Wunsiedel's death? (A) a promotion (B) a job as a professional mourner (C) a new job in another factory (D) a holiday
21.	Where does the narrator spend intervals between professional engagements? (A) In the cemetery café (B) At home (C) In a park (D) At a friend's house
22.	What was Wunsiedel's secretary's nickname as a night-club singer? (A) Lady Action (B) Miss Perfect (C) Queen Number Six (D) Vamp Number Seven
23.	What phrase did the narrator find particularly marvelous for two days? (A) "Take action." (B) "Action will be taken." (C) "Such action ought not to have been taken." (D) "Action has been taken."
24.	What piece of music is played in the funeral chapel? (A) Beethoven's Symphony (B) Handel's Largo (C) Mozart's Requiem (D) Bach's Toccata
25.	What fields did Wunsiedel's secretary graduate in? (A) Medicine and Nursing (B) Economics and Law (C) Psychology and German history (D) Music and Dance
26.	How many children did Broschek have? (A) seven (B) eight (C) nine (D) ten
27.	What shade was the questionnaire room painted in? (A) Blue (B) Green (C) Red (D) Yellow
28.	How did Wunsiedel greet his secretary when he arrived at his office? (A) "Let's start the day." (B) "Let's have some action!" (C) "Action will be taken." (D) "Good morning."

29.	Wunsiedel's secretary had supported a paralyzed husband and four children by _____.
	(A) working as a bar dancer (B) cooking in the restaurant (C) knitting (D) working as a tutor
30.	What was the narrator's opinion on the term "free time"?
	(A) It is irrelevant (B) It is essential (C) It is relaxing (D) It is productive
31.	How did Wunsiedel's factory employees react to his daily greetings?
	(A) Ignored him (B) Remained silent (C) Greeted him by saying "Good morning" (D) Answered with "Action will be taken!"
32.	What were beard hairs symbolically considered by Wunsiedel?
	(A) Useless waste (B) Signs of weakness (C) Daily sacrifices to his energy (D) Nature's interference
33.	How did Wunsiedel's actions appear to others?
	(A) Trivial (B) Calm (C) Lethargic (D) Energetic
34.	What did the narrator enjoy doing on the streetcar?
	(A) Reading novels (B) Thinking about food (C) Sleeping (D) Creating imperatives and variations of "take action"
35.	What was the profession of the father before he started searching for his son?
	(A) Farmer (B) Blacksmith (C) Wheelwright (D) Carpenter
36.	Why did the couple feel great sorrow before their son was born?
	(A) They were poor. (B) They were childless. (C) They were homeless. (D) They had lost their daughter.
37.	How old was Jean when he went missing?
	(A) 2 (B) 3 (C) 4 (D) 5
38.	Where did Jean's father find him after his initial escape from the house?
	(A) In the town hall square (B) In a neighbor's house (C) In the church

	(D) In the forest
39.	What event led to Jean going missing?
	(A) A fun fair (B) A circus passing through the town (C) A village festival (D) A church service
40.	What was the profession of the person who became the couple's friend in Paris?
	(A) Priest (B) Innkeeper (C) Dispenser of Holy Water (D) Shopkeeper
41.	What did the couple do when they ran out of money during their search?
	(A) Returned home (B) Begged on the streets (C) Stayed in shelters (D) Worked in farms and inns
42.	Where did the couple often go hoping to find their son?
	(A) Churches (B) Markets (C) Schools (D) Hospitals
43.	How did the couple support themselves in Paris?
	(A) They got jobs in factories (B) They relied on alms (C) They lived off their savings (D) They received help from friends
44.	What did Jean's father become after the death of the dispenser of Holy Water?
	(A) A caretaker (B) A church cleaner (C) The new dispenser of Holy Water (D) A street vendor
45.	How did the couple recognize Jean in the church?
	(A) By a scar on his face (B) By his voice (C) By his clothes (D) By his resemblance to his father
46.	What were the only names Jean remembered from his childhood?
	(A) Papa Pierre and Mamma Jeanne (B) Jacques and Marie (C) Louis and Anne (D) Philippe and Sophie
47.	Who took care of Jean after he was taken by the circus people?
	(A) A circus performer (B) An old lady in a chateau (C) A schoolteacher (D) A farmer
48.	Why did Jean's parents sell their house?
	(A) Because they set out to search for their son (B) Because they could not be able to give a rent

	(C) Because they could not be able to repay the loan (D) Because they wanted to shift their son's house who lived in Paris
49.	Who informed the couple (Jean's parents) about someone who found their daughter from Paris?
	(A) the harvesters (B) the clown (C) the peasants (D) an innkeeper
50.	What did Jean's parents do when no one would employ them?
	(A) they went on a strike (B) they started their business (C) they were forced to beg (D) they returned to their country
51.	How did the couple spend their Sundays in Paris?
	(A) Visiting markets (B) At the doors of churches (C) Working in inns (D) Resting at home
52.	Why would no one employ Jean's parents?
	(A) they became enfeebled by hard work (B) they were lazy (C) they demanded more salary (D) they did not want to learn new things
53.	What was the relationship between the two women and the young man Jean met in the church?
	(A) His wife and daughter (B) His mother and sister (C) His fiancée and her mother (D) His sister and her friend
54.	From whom did Jean's parents beg a morsel?
	(A) the Priest (B) the dispenser of holy water (C) the joker (D) the harvesters
55.	Who first recognized the resemblance between the young man and Jean's father?
	(A) The priest (B) Jean's mother (C) The two ladies (D) The young man
56.	What happened to the old holy water dispenser during winter?
	(A) He left Paris (B) He died (C) He became rich (D) He found Jean
57.	How did the couple react upon recognizing Jean in the church?
	(A) They fainted. (B) They started shouting. (C) They ran away in disbelief. (D) They wept with joy.

58.	What did Jean's parents do after the reunion?
	(A) They stayed with Jean. (B) They returned to their village. (C) They stayed in church. (D) They went back to their previous jobs.
59.	Where did the old lady live who took Jean with her?
	(A) France (B) Paris (C) Chateau (D) Macau
60.	To whom did the old lady pay to have Jean stay with her?
	(A) the dispenser of holy water (B) the circus troupe (C) the priest (D) an innkeeper
61.	Why did the old lady want Jean stay with her?
	(A) because she wanted Jean help her in household work (B) because she did not want Jean stay with her husband (C) because she liked his appearance (D) because she wanted Jean marry her daughter
62.	What did Jean get after the death of the old lady?
	(A) all money of the old lady (B) an address of his parents (C) a job (D) a circus ticket
63.	Why did Jean not find his parents?
	(A) because the old lady did not allow him to find his parents (B) because the circus people gave him a wrong address of his native place (C) because his fiancée did not want to stay with them (D) because he had forgotten his father's surname and his native place
64.	For how many years did Jean travel with the circus people?
	(A) two (B) three (C) five (D) ten
65.	With whom Jean's parents live in Paris before finding Jean?
	(A) an old dispenser of holy water (B) an old priest (C) an innkeeper (D) a circus group
66.	Where did Jean's parents and an old dispenser of holy water live?
	(A) in the church (B) at priest's house (C) in a poor lodging on the top floor of a large house (D) in the town hall square
67.	With whom was Jean found by his father in the town hall square when he disappeared initially?
	(A) an old lady from Chetau (B) a priest

	(C) an innkeeper (D) an old clown
68.	Whom did the wheelwright marry?
	(A) a lady from Chetau (B) the daughter of a farmer of the neighbourhood (C) the daughter of a priest (D) the daughter of an innkeeper
69.	Where did the mountebanks set up their tent?
	(A) in the town hall square (B) in the farm of the wheelwright (C) near the church (D) outside the village
70.	Why was Jimmy the policeman trying doors?
	(A) He was looking for his friend (B) It was his duty during curfew (C) He was hiding something (D) He was searching for a thief
71.	How is Jimmy described as he walks his beat?
	(A) Stalwart with a slight swagger (B) Lazy and slow (C) Fierce and dangerous (D) Nervous and unsure
72.	Where does the man from the West wait for his friend?
	(A) In a restaurant (B) At a train station (C) At a hotel (D) In the doorway of a hardware store
73.	What used to be at the place where the man is standing?
	(A) A Police station (B) 'Big Joe' Brady's restaurant (C) A small grocery shop (D) A Floral Park
74.	How many years ago did the two friends agree to meet again?
	(A) Ten (B) Fifteen (C) Twenty (D) Thirty
75.	What items reveal the man's wealth from the West in 'After Twenty Years'?
	(A) His gold chain (B) His diamond scarfpin and watch (C) His silk coat (D) His expensive shoes
76.	What kind of man does Bob describe Jimmy Wells as?
	(A) Tall and loud (B) Rich and selfish (C) Loyal and true (D) Dishonest and cunning
77.	How long does Bob say he will wait for Jimmy?
	(A) 5 minutes

	(B) 15 minutes (C) 30 minutes (D) 1 hour
78.	What is meant by the term “plodder” used to describe Jimmy Wells?
	(A) Lazy and slow (B) Someone who works steadily and dutifully (C) Adventurous and fast (D) Someone who cheats to succeed
79.	Give the meaning of ‘club’ as used in the story “After Twenty Years”.
	(A) stick (B) cigar (C) group (D) scarfpin
80.	Who appears after 20 minutes of Bob waiting?
	(A) A taxi driver (B) A news reporter (C) The police chief (D) A tall man in an overcoat
81.	What did the scarfpin of the waiting man contain?
	(A) a sapphire (B) a ruby (C) a large diamond (D) a small diamond
82.	What kind of nose did Jimmy originally have, according to Bob?
	(A) Button (B) Roman (C) Pug (D) Hooked
83.	What is revealed about the tall man in the overcoat?
	(A) He is a plain-clothes policeman (B) He is Jimmy’s brother (C) He is a spy (D) He is Bob’s cousin
84.	Why was Bob arrested?
	(A) He robbed the restaurant (B) He didn’t follow curfew (C) He was a wanted criminal in Chicago (D) He fought with the policeman
85.	Who actually recognized Bob as the wanted man?
	(A) the man in the overcoat (B) the owner of the hardware store (C) the drug store clerk (D) Jimmy Wells
86.	What was there in the mouth of a waiting man?
	(A) an unlighted cigar (B) a lighted cigar (C) a chewing gum (D) a chocolate
87.	How did Jimmy inform Bob of the truth?

	(A) Over a phone call (B) Via a handwritten note (C) Through a public announcement (D) Through the man in overcoat
88.	What was Bob's nickname?
	(A) Bobby the Brave (B) Big Joe Bob (C) Smooth Bob (D) Silky Bob
89.	Who arrested Bob?
	(A) Chicago police (B) Jimmy Wells (C) Patrolman (D) a plain-clothes man
90.	What type of face did the waiting man have as seen by the policeman in the matchlight?
	(A) a pale, square-jawed face with keen eyes (B) a round, cheerful face with soft eyes (C) a dark, narrow face with sleepy eyes (D) a thin, worried face with gentle eyes
91.	Why didn't Jimmy arrest Bob himself?
	(A) He didn't want to ruin their friendship (B) He was off duty (C) He was afraid (D) He didn't recognize him
92.	Where did "Big Joe" Brady's restaurant used to stand?
	(A) all-night lunch counter (B) a drug store (C) a hardware store (D) a cigar store
93.	What was there near the right eyebrow of a waiting man?
	(A) a small black mole (B) a little white scar (C) a deep wrinkle (D) a dark birthmark
94.	Why does Bob say the man is not Jimmy?
	(A) The man does not recognize the restaurant (B) He forgot the secret handshake (C) His nose is different (D) He is not wearing a diamond
95.	How old was Jimmy when he separated from Bob?
	(A) seventeen (B) eighteen (C) nineteen (D) twenty
96.	Where were Jimmy and Bob raised?
	(A) New York (B) Chicago (C) New Zealand

	(D) Australia
97.	According to Bob, Jimmy was the _____ old chap in the world.
	(A) strongest (B) staunchest (C) longest (D) close
98.	What did the lid of a watch of the waiting man set with?
	(A) precious stones (B) small pearls (C) small diamonds (D) tiny rubies
99.	How old was Bob when he separated from Jimmy?
	(A) seventeen (B) eighteen (C) nineteen (D) twenty
100.	Who gave a note to Bob?
	(A) Chicago police (B) Jimmy Wells (C) Patrolman (D) a plain-clothes man
101.	What happened to 'Big Joe Brady's restaurant'?
	(A) it was shifted somewhere else (B) due to curfew, it was closed (C) it was torn down (D) the owner of the restaurant died so it was closed
102.	At what time exactly did Jimmy and Bob separate at the restaurant door before twenty years?
	(A) nine o'clock (B) ten o'clock (C) eleven o'clock (D) twelve o'clock
103.	What does Bob say the West did to him?
	(A) Made him humble (B) Taught him peace (C) Put a razor edge on him (D) Made him hate New York
104.	Why did the narrator go to Mr. Aziza's office?
	(A) Late salary (B) To know the reason for a withdrawal of her salary (C) Her child's illness (D) Loss of job
105.	What did the narrator remember when she arrived at Mr. Aziza's office?
	(A) A precept of her mother (B) A quote from a book (C) Her father's advice (D) Her own thoughts
106.	What was the main reason the narrator's salary was withheld?
	(A) She always came late to the school

	(B) She refused to follow orders of the principal (C) She was away from the school for four days without permission (D) Her work was unsatisfactory
107.	For how many days was the narrator away from the school without permission?
	(A) Two days (B) Three days (C) Four days (D) Five days
108.	Why did the narrator take leave without permission?
	(A) To attend a funeral (B) To visit relatives (C) To go on vacation (D) To take care of her sick child
109.	Where was Mr. Aziza's office situated?
	(A) gentle and kind (B) cold and calculating (C) at the end of the administrative block (D) large and friendly
110.	What was Mr. Aziza's position at the school?
	(A) principal (B) vice principal (C) teacher (D) bursar
111.	What was the narrator's main argument while pleading with Mr. Aziza?
	(A) she had a legal right to her salary (B) she was the sole breadwinner of her family (C) she had been wrongly accused (D) she was doing extra work at school
112.	Why did the narrator feel that taking Mr. Aziza to court was not an option?
	(A) she feared losing her job (B) she was not confident in her case (C) she could not afford a lawyer (D) the school board was on Mr. Aziza's side
113.	What did the narrator consider as a senseless waste of money after her husband's death?
	(A) his medical bills (B) the lawyer's fees (C) the education costs (D) his funeral expenses
114.	What did the narrator skip in order to save food?
	(A) breakfast (B) lunch (C) snacks (D) supper
115.	How did the narrator manage to feed her family during difficult times?
	(A) sold her belongings (B) borrowed money from friends (C) took a second job (D) reduced their meals

116.	How did the narrator describe her mother-in-law in the story ‘The Power of a Plate of Rice’?
	(A) harsh and critical (B) detached and indifferent (C) supportive and kind (D) unhelpful
117.	Why did Mr. Aziza not want female teachers especially married ones in his school?
	(A) they were the best employees (B) they were hardworking (C) they were preferred over male teachers (D) they were a lazy lot
118.	What was the profession of narrator's husband?
	(A) banker (B) lawyer (C) doctor (D) teacher
119.	What did the narrator eat when she was at Mr. Aziza’s house?
	(A) a bowl of soup (B) a plate of jollof rice (C) a piece of cake (D) a sandwich
120.	Why did the narrator bring her mother-in-law to live with her?
	(A) to help with the children and to save costs (B) for company (C) to get her property (D) for medical treatment
121.	What type of nose does Mr. Aziza have?
	(A) pug (B) roman (C) bulbous (D) hooked
122.	Who was Afam?
	(A) second vice principal of Cheta’s school (B) Cheta’s husband (C) Cheta’s friend (D) bursar in a school
123.	What did the narrator do to bring down her child's fever?
	(A) an injection (B) ice packs (C) vaccine (D) sponge him with a wet towel
124.	What did the narrator give her child to reduce the fever?
	(A) bitter-sweet medicine (B) herbal tea (C) warm milk (D) hot coffee
125.	Mr. Aziza was the principal of a _____ school.
	(A) pre-primary (B) primary

	(C) secondary (D) higher secondary
126.	How did the small and narrow eyes of Mr. Aziza pierce?
	(A) like sharp arrows (B) like a lethal weapon (C) like a ray of light (D) like a powerful sword
127.	One teacher remark that most of what Mr. Aziza ate went into _____.
	(A) his nose (B) his stomach (C) his head (D) an air
128.	The teacher's anger began to bubble like of pot of _____ soup.
	(A) tomato (B) ogbono (C) egusi (D) hot and sour
129.	Where did Cheta teach before her marriage?
	(A) Onitsha (B) Aba (C) Nnewi (D) Asaba
130.	Who was hospitalized?
	(A) Rapulu (B) Dulue (C) Jack (D) Theodore
131.	What is the name of Cheta's elder son?
	(A) Rapulu (B) Dulue (C) Jack (D) Theodore
132.	Which subject did Cheta study at the university?
	(A) English (B) Banking (C) Accounts (D) Mathematics
133.	When did Cheta's husband die?
	(A) a fortnight after their fifth wedding anniversary (B) fourth night after their fifth wedding anniversary (C) fifth night after their fifth wedding anniversary (D) after eight years of their marriage
134.	What did the narrator demand from Mr. Aziza before leaving his house?
	(A) an apology (B) a written note to the Bursar (C) her salary (D) a job transfer
135.	When did Cheta meet the principal once again for requesting to pay her?
	(A) On the 23rd of September

	(B) On the 23rd of October (C) On the 23rd of January (D) On the 23rd of February
136.	What is the name of Cheta's younger son?
	(A) Rapulu (B) Dulue (C) Jack (D) Theodore
137.	How many children did the principal have?
	(A) four (B) five (C) six (D) seven
138.	What did the narrator fear would happen if her child became ill again?
	(A) She would lose her job (B) She would have to borrow more money (C) She couldn't afford the hospital bills (D) Her child would not survive

PHRASAL VERBS

CHAPTER: 2 EMPATHY SKILLS

- 1. Take on-accept a job or responsibility for something**
He refused to **take on** any extra duty as he was too busy.
- 2. Put in-give someone trust or responsibility**
Jayesh was **put in** charge of the office when his boss was absent.
- 3. Carry on-continue doing something**
The teacher asked the students to **carry on** reading till recess.
- 4. Swarm with-be full of people and things**
During vacations, the tourist spot **swarmed with** locals and tourists.
- 5. Think up-produce an idea or a plan**
Shravan was trying to **think up** an excuse for his absence in the exam.
- 6. Settle down-get into a comfortable position**
The host requested the audience to **settle down** so that he could begin the programme.
- 7. Spit out-say something fast, with emphasis either in embarrassment, anger or shock**
He **spit out** an insult and marched out of the room.
- 8. Put down-put something down on a surface**
Mother **put down** the bowl on the dining table gently.
- 9. Cut out for-have the qualities and abilities needed for something**
Sachin was **cut out for** becoming a great cricketer.
- 10. Find out-learn something by study or inquiry**
I **found out** about the new restaurant from an online ad.

CHAPTER: 6 POSITIVITY SKILLS

11. set up – establish

Mr Sen **set up** a new business because he was not interested in his father's business.

12. save up – keep money for future use

Nitin managed to **save up** some money for a new car.

13. pass by – go past

We **passed by** a dense forest on our way to Saputara.

14. look for – search for

She **looked for** the lost purse in every corner of the house.

15. go out – leave one's house or country

Jatin wants to **go out** for higher studies.

16. set out – leave one's place and begin a journey

The family **set out** for Matheran in the first week of May.

17. set about – begin a task

She **set about** the business of cleaning the house.

18. wear away – become thin; no longer visible by constant use

The eraser will **wear away** quickly if you overuse it.

19. dawn on – become gradually clear to one's mind

It **dawned on** him later that the stranger was a policeman in civil dress.

20. sit up – not go to bed until late than the usual time

Students often **sit up** late during exam time.

CHAPTER: 8 PROFESSIONAL SKILLS

21. speak up – speak your mind

The teacher asked the student to **speak up** on the impact of social media.

22. tear down – demolish

The municipal corporation **tore down** the unauthorised construction.

23. start for – to leave one place to go to another

We **started for** Ladakh on Sunday.

24. turn up – arrive, appear

The police secretly waited near the mall but the thief did not **turn up**.

25. work out – happen or develop in a particular way

Our boss is unhappy because his sales plans did not **work out** as expected.

26. pass on – communicate a person's wishes, opinion, etc. to another person

The principal asked the teachers to **pass on** the message to all students.

27. start up – to begin work

My friend wants to **start up** a new business next year.

28. gaze upon – observe; watch; notice

The investigating officer **gazed upon** all the proofs of the case.

29. drop over – visit for a short time

The Chief Minister will **drop over** at the science fair tomorrow.

30. go around – move around an obstacle

Jagdish **went around** the huge stone for a while and then pushed it away.

CHAPTER: 9 LEADERSHIP SKILLS

31. pass away – die

My friend's grandfather **passed away** last week due to heart attack.

32. jostle for – compete for

All the children **jostled for** the chocolates at the birthday party.

33. peer at – examine

The detective **peered at** the broken pieces of a vase at the crime spot.

34. peer out – become visible

Some birds **peered out** from the aviary after an hour's wait.

35. look at – stare

Rajesh kept **looking at** the unknown stranger for a while.

36. call at – to stop at a place for a short-times

His boss **called at** his house yesterday to meet his sick mother.

37. resort to – do something when no other option is available

Officials fear that the mob may **resort to** violence.

38. dash out – leave quickly

He just wanted to **dash out** of the house and feel the rain at that time.

39. doze off – fall asleep lightly

The employee found a little time to **doze off** in the afternoon.

40. get out – leave or go out of a place

The fire-fighters asked the customers to immediately **get out** of the mall.

IDIOMS

CHAPTER: 2 EMPATHY SKILLS

1. At the drop of a hat-without any hesitation, instantly

That boy is quarrelsome and ready to fight **at the drop of a hat**.

2. Barking up the wrong tree-looking in the wrong place

The police were **barking up the wrong tree** by trying to prove that person guilty.

3. Cloud nine-feeling extremely happy

Amit was on **cloud nine** after winning the competition.

4. Devil's advocate-to present a counter argument

He offered to play the **devil's advocate** and argue against our case so that we could find our mistakes.

5. Far cry from-very different from

The movie is a **far cry from** the book.

6. It takes two to tango-actions or communications that need more than one person

We really need to cooperate in this matter as **it takes two to tango**.

7. Keep something at bay-keep something away

That kid is very problematic, so the teacher is trying to **keep it at bay**.

8. The last straw-the final obstacle in a series of obstacles that defeats you

It is **the last straw** that breaks the camel's back.

9. Cut a long story short-come to the point, leave out details

To **cut a long story short**, he suffered a lot during his career.

10. Miss the boat-to miss a chance

The online sale ended yesterday and I **missed the boat** to buy some gadgets.

CHAPTER: 6 POSITIVITY SKILLS

1. Best thing since sliced bread – a great object, idea or plan

He thinks wireless Internet access is the greatest thing since sliced bread.

2. Burn the midnight oil – to work late into the night

He was burning the midnight oil to finish his project.

3. Cross that bridge when you come to it – deal with a problem if and when it becomes necessary, not before

I don't know how we'll pay the bills if you quit your job, but we'll cross that bridge when we come to it.

4. Cry over spilt milk – complain unnecessarily about a loss from the past

It's no use crying over spilled milk - he's spent all the money, and there's nothing you can do about it.

5. Don't put all your eggs in one basket – not put all your resources in one possibility

I'm applying for several jobs because I don't really want to put all my eggs in one basket.

6. Give the benefit of doubt – believe someone's statement, without proof, even if you don't entirely agree with it

I didn't know whether his story was true or not, but I decided to give him the benefit of the doubt.

7. Jump on the bandwagon – join a popular trend or activity

After a couple of politicians won elections by promising to cut taxes, most of the others jumped on the bandwagon.

8. Steal someone's thunder – to take the credit for something someone else did

Somebody stole my thunder by leaking the designs I had made on the internet.

9. Horse trading – clever bargaining

The restaurant owner is famous for his horse trading; he's just exchanged a month of free dinners for a month of free television commercials.

10. Pull yourself together – calm down and behave normally

I know it is hard to get over your loss, but try to pull yourself together and get on with life.

CHAPTER: 8 PROFESSIONAL SKILLS

1. All ears – eager to listen with attention

Everyone on the plane was all ears when the pilot warned of an emergency landing.

2. Beck and call – willing to do anything a person asks

No matter what time of day it is, my friend is always at my beck and call.

3. Carrot and stick approach – system of rewards and punishment used to motivate people

He said the carrot and stick approach is in effective when it comes to management.

4. Dog days – hottest days of summer

During the dog days of summer, I always plan a long vacation to some hill station.

5. Fall on stony ground – a piece of advice that is ignored

Her speech about the need for a peaceful solution to the crisis fell on stony ground.

6. Go fly a kite – tell someone to get lost

When the son asked for more money the father told him to go fly a kite.

7. Hit below the belt – extremely cruel and unfair

He is very blunt. His comments often hit below the belt.

8. In the doldrums – feeling depressed

He has been in the doldrums ever since she left him.

9. Left-handed compliment – seeming praise which is actually an insult

She said she liked my hair, but it turned out to be a left-handed compliment when she asked how long I'd been dyeing it.

10. Nook and cranny – every corner or part of a place

She has searched every nook and cranny for the lost watch.

CHAPTER: 9 LEADERSHIP SKILLS

11. Ask for the moon – ask for something impossible

Please don't ask for the moon. We're working on a tight budget. Please be reasonable!

12. Beyond one's ken – not within the reach of one's understanding

Financial matters are beyond my ken, so I avoid getting involved in such matters.

13. Cheek by jowl – very close together, side by side

She and her family have to live cheek by jowl with the slum-dwellers.

14. Find one's feet – establish oneself in a new place

He was away from business for a long time, so it will take him a while to find his feet again.

15. Get one's act together – do things effectively

The official was asked to get his act together if he wanted to keep his post.

16. Hats off to someone – admire someone

Hats off to Samarth for finding such a splendid venue for a party!

17. Kangaroo court – a court of law where justice is not served

Two foreigners were lynched in Afghanistan by a Kangaroo court last week.

18. Last but not the least – finally

I would like to thank my parents, my teachers, and last but not least, my friends for their support during my graduation.

19. Nose in the air – proud; conceited

He's a snob and always has his nose in the air when he's around us.

20. Paper tiger – a weak person appearing to be strong

The police officer was revealed as a paper tiger during the mob attack.

Answer the questions briefly.

1.	What exactly is empathy?
	Empathy is the ability to understand and share the feelings, thoughts and perspectives of others. It involves putting oneself in someone else's shoes and experiencing their emotions.
2.	How is empathy different from sympathy?
	Empathy involves understanding and sharing another person's feelings and perspectives. Sympathy, on the other hand, refers to express concern, compassion, or pity for someone else's misfortune.
3.	Do you think having empathy is important for human beings? Why?
	It is crucial for human beings to have empathy because it promotes better interpersonal relationships, encourages kindness and allows people to navigate conflicts and contribute to build a harmonious society.
4.	What kind of workplace skills do we learn or are forced to learn from the architecture of building where factories, offices are located?
	From the architecture of buildings where factories and offices are located, we learn workplace skills such as collaboration, efficiency and adaptability, as these environments often encourage teamwork, streamline processes and require flexibility in various tasks.
5.	What kind of workplace skills do we learn from the way in which our co-workers, including managers, interact with us and others?
	We learn communication, teamwork, conflict resolution and leadership skills from the way our co-workers and managers interact with us and others. These interactions also teach us the importance of empathy, respect and collaboration in a professional setting.
6.	What are the advantages of doing some work for which we may not have acquired any proper training? Why would you do such work?
	Engaging in work without proper training can lead to creative problem-solving and unconventional approaches. It can also boost our confidence and showcase our ability to learn and grow in diverse situations.
7.	Do you think that simply working to earn a living is a meaningful way of living?
	Simply working to earn a living can provide financial stability and meet basic needs, but a meaningful life usually involves a broader sense of purpose, personal growth and fulfilment.
8.	Is there something that can help us move beyond making money to also helping those who are less privileged than ourselves?
	Volunteering, charitable donations and participating in community service etc. can help us move beyond making money to also helping those who are less privileged.
9.	What is hope?
	Hope is the belief that future events will turn out for the better. It is a feeling of expectation and desire for a particular outcome.
10.	What is optimism?
	Optimism is the tendency to see and expect the best in all situations. It involves a positive outlook even in the phase of adversity.
11.	What is positivity?

	Positivity is the tendency to be positive or optimistic in attitude. It encompasses maintaining a cheerful and constructive mindset.
12.	How are hope, optimism and positivity different?
	Hope is about expecting specific favourable outcomes, optimism is a general expectation that things will go well and positivity is about maintaining a positive attitude regardless of circumstances.
13.	Are hope, optimism and positivity such attitudes important in living a good life? What would they be and why?
	Hope, optimism and positivity are crucial attitudes for living a good life as they increase resilience, improve mental health and contribute to overall well-being and satisfaction in life.
14.	Do employed people help other unemployed people find jobs? Why do you think they do so?
	Employed people often help unemployed individuals find jobs out of a sense of community and the belief in mutual benefit. They do so because it strengthens their professional relationships, builds social capital and creates a supportive environment.
15.	Does an unemployed person help an employee with his job? How so?
	An unemployed person may not directly help an employee with the current job, but he can offer insights, advice or skills that benefit an employed person's job, creating a reciprocal support system.
16.	How do you think being unemployed affects both the individual and the organization?
	Unemployment can lead to financial strain and decreased self-esteem and a sense of uncertainty for individuals, while organizations may suffer from a loss of skilled labour and economic instability, which impacts overall market conditions.
17.	Are there different kinds of unemployment? What could some of them be?
	There are different types of unemployment such as frictional (temporary unemployment while searching for a new job), structural (resulting from a mismatch between job seekers' skills and available job opportunities), cyclical (caused by economic downturns and reduced demand for goods and services), and seasonal (due to fluctuations in demand during different seasons, leading to temporary job losses).
18.	How does an employer treat unemployment in candidates who apply for jobs, especially in less structured sectors such as agriculture, construction, etc.?
	Employers may consider gaps in employment differently, often focusing more on the candidate's skills and potential rather than penalizing for periods of unemployment, especially in sectors where employment is often seasonal or project-based.
19.	What do you understand by the word professionalism?
	Professionalism refers to the conduct (manner), behaviour and attitude expected of individuals in a professional setting, including competence, reliability and respect for ethical standards.
20.	Whom would you call professionals? Give at least five examples.
	Professionals are individuals who possess specialized skills, knowledge and expertise in a particular field and are expected to uphold certain standards of conduct, e.g. doctors, engineers, teachers, lawyers and accountants.
21.	Whom would you classify as being non-professionals? Give at least five examples.
	Non-professionals are individuals who may not possess specialized training or qualifications and often engage in work that doesn't require such expertise, e.g. street vendors, sweepers, unskilled labourers, hawkers, porters, clerks, retail workers, and manual labourers.

22.	Why do some professionals behave unprofessionally sometimes?
	Professionals may behave unprofessionally due to stress, lack of motivation and lack of proper training or personal issues that interfere with their ability to maintain expected standards.
23.	How does an effective understanding of professionalism help in performing one's job satisfactorily and successfully?
	An effective understanding of professionalism helps in performing one's job satisfactorily by promoting trust, respect and a sense of responsibility, which are crucial (vital) for success.
24.	How can individuals develop their professional skills continuously throughout their career and their lives?
	Individuals can develop their professional skills by seeking ongoing education, participating in training programmes and staying updated with industry trends and best practices.
25.	What are some of the ways in which professionalism has been enshrined (protected) in a code of conduct of certain organizations such as the Indian Medical Association (IMA) and State Bank of India Officers Association (SBIOA)?
	Professionalism is often enshrined in codes of conduct through clear guidelines on ethical behaviour, accountability and standards of practice, as seen in organizations like the Indian Medical Association (IMA) and the State Bank of India Officers Association (SBIOA).
26.	What are some of the ways in which you feel you can be more professional in your own life?
	To be more professional, one can focus on improving time management, maintaining a positive attitude, adhering to (following) ethical standards and continually seeking opportunities for learning and growth.
27.	Do you think you can achieve a balance between duty and personal considerations?
	One can strive to achieve a balance between duty and personal considerations by setting clear priorities, managing time effectively and being mindful of his/her personal and professional goals to ensure a harmonious integration of both aspects of life.
28.	What do you feel are some of the qualities of good leaders?
	Good leaders are empathetic, decisive, effective communicators, inspiring trust and respect in their teams. They also show resilience and adaptability in challenging situations.
34.	Is initiative an essential quality in leaders? Why do you think so?
	Yes, initiative is an essential quality in leaders because it reveals proactiveness and a determination to take action without being explicitly directed. Leaders with initiative quality can identify opportunities, solve problems, inspire their team members, develop a culture of continuous improvement contribute to the organization's growth and success.
35.	Do good leaders keep motivated throughout their lives? How do you think they do so?
	Good leaders often maintain motivation throughout their lives by setting new goals, embracing challenges and continuously learning and adapting. They find inspiration in personal growth, helping others succeed and staying passionate about their work.
36.	How do you deal with a colleague from the opposite sex?
	When interacting with a colleague from the opposite sex, it is essential to maintain a

	professional and respectful behaviour. Treat a colleague with the same courtesy and professionalism, focus on work-related matters and open communication while being mindful of personal boundaries.
37.	How would you handle difficult financial situation?
	In a difficult financial situation, one would carefully assess the situation, prioritize expenses and explore ways to increase income or reduce costs while seeking advice if necessary.
38.	How would you handle difficult financial situation?
	Supportive family members can enhance work performance by providing emotional encouragement, boosting confidence, creating a positive environment, understanding work-related challenges and assisting with domestic responsibilities which can impact productivity and overall well-being.
39.	How do you balance your personal relationships with your duties?
	By setting clear boundaries, prioritize tasks, managing time effectively and ensuring open communication with both personal and professional connections, one can balance personal relationships with duties
40.	Have you ever been in a critical situation? How did you manage your interpersonal relations in the workplace during this time?
	In a critical situation, one should manage interpersonal relations in the workplace by clear communication, empathy, understanding, adopting supportive environment, working collaboratively to address challenges and mutual respect to maintain positive relationships.

Narration of Skills OR Case Study OR Real-Life Experience

- 1. In a paragraph of 150 words, write about one or two employees you know or have heard of who quit their job to find another one to suit their temperament.**

I once heard about a software engineer named Rishabh who left his corporate job because it didn't align with his temperament and passion. Despite the stability and bonuses, Rishabh found the structured 9-to-5 environment creatively stifling. He had always been someone who thrived in flexible and dynamic settings, where he could explore new ideas without the constraints of rigid procedures. His dissatisfaction grew as the monotony of routine tasks took a toll on his motivation. Eventually, he quit and pursued a career in freelancing. Rishabh found joy in the freedom of choosing projects and working at his own pace. This switch not only improved his mental well-being but also allowed him to excel in his field. Another employee, Riya, left her job in customer service to become a yoga instructor. She found that the high-stress environment didn't suit her calm, introspective nature and this career change brought her inner peace and fulfilment.
- 2. Write a paragraph of about 150 words showing how empathy can help human beings live a meaningful life.**

Empathy plays a crucial role in helping humans lead more meaningful lives by fostering deeper connections and understanding among individuals. When we practice empathy, we step into another person's shoes, which enhances our ability to relate to their feelings and experiences. This leads to stronger, more compassionate relationships, whether with family, friends, or colleagues. Empathy promotes kindness and helps reduce conflicts by allowing us to approach situations with openness and patience. By acknowledging others' struggles, we contribute to a more supportive and

inclusive community. Furthermore, empathy nurtures self-awareness, as it encourages us to reflect on our own emotions and behaviours in relation to others. Living with empathy allows us to see beyond ourselves, giving our lives greater purpose as we contribute positively to the well-being of those around us. In this way, empathy transforms everyday interactions into opportunities for personal growth and meaningful connection.

3. **In a paragraph of 150 words write about someone you know who had to face a lot of hardships in their professional life but managed to make the best of a bad situation with a positive attitude.**

My friend Priya faced significant challenges in her professional life when her company downsized (*to fire employees for the purpose of downsizing a business*), resulting in her unexpected job loss. Instead of surrendering to despair, Priya viewed this setback as an opportunity for growth and self-improvement. She used her severance package to enrol in advanced courses and acquired new skills in digital marketing, an area she had always been passionate about.

Despite the financial stress and uncertainty of the job market, Priya maintained a positive attitude and industriously networked within the industry. Her determination paid off when she secured a position at a reputable firm, where she quickly rose through the ranks due to her innovative ideas and hard work. Priya also started a blog to share her journey and insights, inspiring others facing similar challenges. Her resilience (the capacity to recover quickly from difficulties) and optimism transformed a challenging situation into a period of significant personal and professional growth, demonstrating the power of a positive attitude in overcoming adversity.

4. **Write a paragraph of about 150 words showing how hope, optimism and a positive attitude guide people through their lives.**

Hope, optimism and a positive attitude serve as guiding lights in the intricate journey of life, illuminating pathways even in the darkest moments. These qualities empower individuals to face challenges with resilience and unwavering determination. Hope acts as a catalyst, motivating people to envision a brighter future and persevere through adversity. Optimism fosters a mindset that sees setbacks as temporary, encouraging individuals to learn and grow from experiences rather than (succumb) surrendering to despair. A positive attitude becomes a driving force, shaping perspectives and influencing actions towards constructive outcomes. Together, these elements create a powerful synergy, enabling individuals to navigate life's complexities with grace. They inspire creativity, resilience and the belief that, regardless of the current circumstances, a positive outlook can pave the way for transformative possibilities. In the face of uncertainty, hope, optimism and a positive attitude become indispensable companions, guiding individuals towards fulfilment and purpose in their life journeys.

5. **In a paragraph of 150 words write about an instance where being professional has come at the cost of one's personal life. You may draw from your own experience or you may talk about experiences people in your family or friend circles have had.**

Atin, a close friend of mine, experienced a significant impact on his personal life due to his commitment to professionalism. He was working as a project manager for a

major construction firm and known for his dedication and ability to handle complex projects. However, this came with long hours, frequent travel and constant availability to meet the demands of his job. Over time, these professional commitments began to stress his personal relationships, particularly with his family. He missed important family events, including his child's school performances and anniversaries, because work always took priority. The stress of balancing a demanding career with personal responsibilities led to burnout and tension at home. Despite his success at work, Atin realized that his personal life was suffering. Eventually, he had to make a tough decision to step back from his role and prioritize his family, highlighting the delicate balance between career and personal well-being.

6. Write a paragraph of about 150 words showing how a professional can do his or her job well only with the utmost devotion to duty.

The hallmark of a truly successful professional lies in their unwavering devotion to duty. To excel in one's job requires more than mere technical skills; it demands a deep commitment to the responsibilities at hand. Utmost devotion to duty encompasses a strong work ethic, a sense of accountability, and a dedication to achieving excellence in every task. This commitment transcends the ordinary and propels a professional to go above and beyond expectations. It involves a proactive approach, continuous self-improvement, and a genuine passion for the work at hand. With this level of devotion, a professional not only fulfils their role but also becomes an invaluable asset to the team and organization. It is the driving force that propels individuals to overcome challenges, adapt to change, and consistently deliver outstanding results. In the realm of professional success, unwavering devotion to duty is the linchpin that transforms routine tasks into extraordinary accomplishments.

7. Gender discrimination continues to this day in most part of the world. In a paragraph of 150 words write about what gender discrimination means to you and how you would combat it from a leadership position.

Gender discrimination, to me, represents an unfair and unjust treatment of individuals based on their gender, restricting opportunities and spreading inequality. As a leader, combating this requires a multifaceted approach. First, I would implement and enforce clear policies promoting gender equality, ensuring equal pay and opportunities for all employees. Education and training programs would be essential to raise awareness and dismantle (pull apart) biases. It is important to create a culture of inclusivity and respect, where diverse perspectives are valued.

I would also establish a healthy reporting system for discrimination cases, ensuring confidentiality and swift action. Mentorship programs to support the career development of underrepresented genders would help bridge gaps. I would strive to create a workplace where everyone has the opportunity to prosper regardless of their gender by fostering an environment of transparency and accountability and leading by example. Combating gender discrimination is not just a policy but a commitment to fairness and respect.

8. Write a paragraph of about 150 words showing

Leadership responsibilities encompass the ability to guide, inspire and influence others towards common goals. In a broader context, they involve making informed decisions, fostering a positive and inclusive environment and taking accountability for the outcomes of those decisions. These responsibilities extend beyond directing tasks; they involve effective communication, empathy and the cultivation of a collaborative

team spirit. Embracing leadership responsibilities in one's own life has been transformative. It has enhanced decision-making skills, refined communication abilities and fostered a sense of responsibility for both personal and collective achievements. Navigating challenges with a leadership mindset has taught resilience, adaptability and the importance of empowering others. Ultimately, leadership responsibilities only facilitate personal growth but also prove invaluable in navigating the complexities of life with a strategic and compassionate approach.

Proverbs (Expansion of Ideas)

1. **Expand an idea: 'You can only understand people if you feel them in yourself' in the context of Empathy skills. (Word limit :75)**

Empathy involves not just observing others' emotions but truly feeling them as if they were your own. To understand people deeply, you must connect with their experiences on a personal level. This requires stepping into their emotional space, allowing their joys, fears, or pain to resonate within you. By feeling others' emotions in yourself, you gain insights into their perspectives, fostering genuine connection and understanding beyond words or actions.

2. **'I do not ask the wounded person how he feels, I myself become the wounded person.', explain the proverb in the context of Empathy skills. (Word limit :75)**

This proverb highlights the essence of deep empathy, where understanding someone's pain goes beyond asking questions. Instead, it requires immersing oneself in their experience, as though you are the one suffering. By "becoming the wounded person," you internalize their emotions and feel their struggles firsthand. This level of empathy fosters true compassion and connection, allowing you to offer genuine support and care from a place of shared emotional experience.

3. **Expand an idea: 'I think we all have empathy. We may not have enough courage to display it.', in the context of Empathy skills. (Word limit :75)**

Empathy is a natural human quality, but often people hesitate to express it openly. Fear of judgment, helplessness or social norms can prevent us from showing genuine care and understanding. True empathy requires courage—to step into another's feelings, to listen without bias and to act with compassion. Developing empathy skills means overcoming this hesitation, practicing active listening and responding with kindness. When displayed bravely, empathy strengthens relationships and nurtures a more supportive and humane society.

4. **'When a good man is hurt all who would be called good must suffer with him.', explain the proverb in the context of Empathy skills. (Word limit :75)**

The proverb highlights the collective responsibility of empathy. When a good person suffers, true goodness in others is reflected through their ability to share his pain. Empathy skills teach us to connect with others' emotions, to feel their struggles as our own and to offer support. By standing with those in distress, we not only ease their burden but also strengthen the bond of humanity, proving that goodness is meaningful only when shared in action.

5. **Expand an idea: ‘Empathy is about finding echoes of another person in yourself.’, in the context of Empathy skills. (Word limit :75)**

Empathy is the ability to connect with others by recognizing parts of their experiences within ourselves. It means listening deeply, understanding their feelings and relating them to our own emotions. Empathy skills help us move beyond sympathy, allowing us to truly “feel with” others. By finding these echoes within, we build compassion, patience and stronger human connections. Empathy thus bridges the differences and reminds us that despite diverse lives, our emotions unite us.

6. **‘He who has health has hope; and he who has hope, has everything’, explain the proverb in the context of Positivity skills. (Word limit :75)**

The proverb means that good health is the foundation of a positive and fulfilling life. When a person is healthy, he/she naturally develops hope and optimism for the future. Hope further fuels confidence, motivation and resilience, which are essential aspects of positivity skills. With hope, challenges appear manageable and opportunities become visible. Thus, health nurtures hope and hope brings strength, joy and success that makes positivity skills a powerful tool for overall well-being.

7. **Expand an idea: ‘Hope for the best and prepare for the worst.’, in the context of Positivity skills. (Word limit :75)**

The above-mentioned idea explains that positivity is not about blind optimism but about balanced thinking. By hoping for the best, we cultivate confidence, motivation and a positive outlook. At the same time, preparing for the worst develops flexibility, adaptability and problem-solving skills. Together, they create realistic positivity, where one remains hopeful yet ready to face challenges. Such an approach ensures inner strength, reduces fear of failure and helps in achieving success with confidence.

8. **‘It is never winter in the land of hope’, explain the proverb in the context of Positivity skills. (Word limit :75)**

This proverb illustrates that in a mindset of hope, challenges and difficulties—symbolized by "winter"—never dominate. Positivity allows you to see possibilities even in tough times, keeping your outlook warm and optimistic. Hope creates resilience, driving you to persevere despite obstacles, as you focus on potential growth and solutions. By maintaining hope, you cultivate a mental state where negativity or despair never fully takes hold.

9. **Expand an idea: ‘While there is life, there is hope.’, in the context of Positivity skills. (Word limit :75)**

The above idea teaches that as long as we are alive, there is always a chance for change, growth and success. Positivity skills help us recognize that difficulties are temporary and possibilities always exist. Even in tough times, life itself is a sign of hope and potential. With this mindset, we develop patience, courage and determination to move forward. Thus, positivity transforms every moment of life into an opportunity for new beginnings.

10. **‘Every cloud has a silver lining.’, explain the proverb in the context of Positivity skills. (Word limit :75)**

‘Every cloud has a silver lining’ means that even in difficult times, there is always something positive hidden within. In the context of positivity skills, it reminds us to focus on opportunities rather than obstacles. Challenges may seem discouraging, but

they often bring learning, growth or new possibilities. By maintaining optimism and looking for the “silver lining,” one develops resilience and a hopeful attitude, which are essential for personal and professional success.

11. Expand an idea: ‘Duty knows no family.’, in the context of Professional skills. (Word limit :75)

The idea demonstrates that professional duty must be carried out with fairness, integrity and impartiality, without letting personal relationships influence decisions. In the context of professional skills, it highlights discipline, responsibility and ethical conduct. A true professional separates personal emotion from official duties and works for the greater good. By prioritizing duty over family ties or favoritism, one earns trust, respect and credibility. Thus, professionalism demands commitment to duty above personal attachments.

12. ‘Duty before devotion.’, explain the proverb in the context of Professional skills. (Word limit :75)

The above-mentioned proverb suggests that in professional life, fulfilling one’s responsibilities should come before personal feelings or attachments. Devotion reflects sincerity, but without performing duty, it remains incomplete. Professional skills demand discipline, accountability and commitment to work above all else. By placing duty first, a person ensures fairness, reliability and excellence in their role. Thus, true devotion to any profession is shown not in words, but in the consistent and dedicated performance of duty.

13. Expand an idea: ‘Higher duties means greater responsibilities’, in the context of Professional skills. (Word limit :75)

In the professional world, higher duties come with greater responsibilities. As you advance in your career, your role expands, requiring stronger decision-making, leadership and accountability. With more authority, the impact of your actions grows, meaning your choices affect more people and outcomes. This proverb underscores the need for greater diligence, ethical conduct, and a commitment to fulfilling expectations as your professional responsibilities increase.

14. ‘A great position entails great responsibility.’, explain the proverb in the context of Professional skills. (Word limit :75)

The above proverb explains that higher positions come with greater duties and expectations. In the context of professional skills, it emphasizes accountability, leadership and ethical decision-making. A person in a great position must act responsibly, as his actions influence many others. Professional skills like problem-solving, communication and integrity become essential to fulfill such responsibilities. Thus, true greatness in any position lies not in authority or power, but in the responsible execution of one’s role.

15. Expand an idea: ‘It is a man’s duty to go as far as he can on the right road.’, in the context of Professional skills. (Word limit :75)

The above-mentioned idea illustrates that in professional life, one must remain committed to honesty, integrity and ethical practices, no matter how challenging the journey becomes. Professional skills require choosing the right path, even when shortcuts or temptations seem easier. By going as far as possible on the right road, a person demonstrates perseverance, responsibility and moral strength. Such dedication

not only ensures personal growth and credibility but also sets an inspiring example for others to follow.

16. 'If you can't serve, you can't rule', explain the proverb in the context of Leadership skills. (Word limit :75)

This proverb emphasizes that true leadership is rooted in service. A good leader must prioritize the needs and well-being of their team, guiding and supporting them. If a leader cannot serve others by listening, helping and addressing concerns, they cannot effectively lead. Leadership is about empowering and uplifting those you lead, not just commanding. Service builds trust and respect, which are essential for effective and inspiring leadership.

17. Expand an idea: 'Great chiefs prove their worthiness', in the context of Leadership skills. (Word limit :75)

This proverb underscores that true leaders demonstrate their value through actions, not just titles. Great leaders earn respect and loyalty by consistently showing competence, integrity and vision. They prove their worth by guiding teams through challenges, making wise decisions and fostering growth. Leadership is not about authority alone, but about continuously proving one's capability to lead by example, inspire others and deliver results.

18. 'The master of their people is their servant.', explain the proverb in the context of Leadership skills. (Word limit :75)

'The master of their people is their servant' highlights the true essence of leadership. In the context of leadership skills, it means a good leader does not dominate but serves their team with dedication, guidance and care. By prioritizing the needs of others, supporting their growth and creating a positive environment, leaders earn respect and loyalty. Servant leadership fosters trust, collaboration and long-term success, proving that genuine authority comes from service, not control.

19. Expand an idea: 'He who dictates separates himself from others.', in the context of Leadership skills. (Word limit :75)

The above proverb emphasizes that dictatorial leadership creates distance between a leader and their team. In the context of leadership skills, it shows that imposing authority without listening builds barriers and discourages collaboration. True leadership involves participation, empathy, and open communication. When leaders engage with their team, they foster trust and unity. A dictating leader isolates himself, while a collaborative leader inspires respect, harmony, and collective success.

20. 'If the townspeople are happy, look to the chief.', explain the proverb in the context of Leadership skills. (Word limit :75)

'If the townspeople are happy, look to the chief' means that the well-being of people reflects the quality of their leadership. In the context of leadership skills, it shows that a good leader ensures harmony, growth and satisfaction among the team. When leaders make fair decisions, listen actively, and work for collective good, the results are seen in the happiness and success of their people. Effective leadership is measured by the prosperity of those being led.