

**HPSAS-2017**  
**ENGLISH (Compulsory)**  
**अंग्रेजी (अनिवार्य)**

समय : तीन घंटे

Time Allowed : Three Hours

अधिकतम अंक : 150

Maximum Marks : 150

**प्रश्न-पत्र के लिए विशिष्ट अनुदेश**

निम्नलिखित प्रत्येक अनुदेश को, प्रश्नों के उत्तर देने से पहले, ध्यानपूर्वक पढ़ लें।

1. इसमें 10 प्रश्न हैं।
2. सभी प्रश्नों के उत्तर देना अनिवार्य है।
3. परीक्षार्थियों को प्रश्न/प्रश्न के भाग के उत्तर खंड में दिए गये निर्देशों के अनुसार ही देने होंगे।
4. प्रत्येक प्रश्न/प्रश्न के भाग के अधिकतम अंक उसके सामने दिए गए हैं।
5. एक प्रश्न के सभी भागों के उत्तर, प्रश्न-सह-उत्तर पुस्तिका में उनके नियत स्थान पर लिखे जाने चाहिए। प्रश्नों/प्रश्न के भाग के उत्तर अनुक्रमवार गिने जायेंगे।
6. अगर उत्तर काटा नहीं गया है, तो आंशिक उत्तर देने पर भी उसे गिना जायेगा। यदि प्रश्न-सह-उत्तर पुस्तिका में कोई पृष्ठ या भाग खाली छोड़ दिया गया है, उसे लकीर खींचकर स्पष्टतः काट देना आवश्यक है।
7. उम्मीदवारों को स्पष्ट, सुपाठ्य और संक्षिप्त उत्तर लिखना और शब्द सीमाओं का पालन करना आवश्यक है, जहाँ कहीं भी संकेत दिया गया हो। शब्द सीमा का पालन न करने पर दंडित किया जा सकता है।

**QUESTION PAPER SPECIFIC INSTRUCTIONS**

Please read each of the following instructions carefully before attempting questions.

1. There are 10 questions.
2. All questions are compulsory.
3. Candidates should attempt questions/parts as per the instructions given in the section.
4. The number of marks carried by the question/part is indicated against it.
5. All parts of a question shall be attempted at the place designated for them in the Question-cum-answer Booklet. Attempts of part/questions shall be counted in sequential order.
6. Unless struck off, attempt of a question shall be counted even if attempted partly. Any page or portion of the page left blank in the Question-cum-Answer Booklet must be clearly struck off.
7. Candidates are required to write clear, legible and concise answers and to adhere to word limits, wherever indicated. Failure to adhere to word limit may be penalized.

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P.T.O.

**HPSAS-2017**  
**ENGLISH (Compulsory)**

Time Allowed : 3 Hours

Max. Marks : 150

Note :— Attempt all questions. Neatly-written and well-organized answers are expected.

1. Read the following passage carefully and answer the questions (i-v) that follow. You should use your own language, don't lift the sentences from the passage :

It was early in the Vietnam War, and an American platoon was hunkered down in some rice paddies, in the heat of a firefight with the Vietcong. Suddenly a line of six monks started walking along the elevated berms that separated paddy from paddy. Perfectly calm and poised, the monks walked directly towards the line of fire.

“They didn't look right, they didn't look left. They walked straight through,” recalls David Busch, one of the American soldiers. “It was really strange, because nobody shot at them. And after they walked over the berm, suddenly all the fight was out of me. It just didn't feel like I wanted to do this anymore, at least not that day. It must have been that way for everybody, because everybody quit. We just stopped fighting”.

The power of the monks' quietly courageous calm to pacify soldiers in the heat of battle illustrates a basic principle of social life. Emotions are contagious. To be sure, this tale marks an extreme. Most emotional contagion is far more subtle, part of a tacit exchange that happens in every encounter. We transmit and catch moods from each other in what amounts to a subterranean economy of the psyche in which some encounters are toxic, some nourishing. This

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emotional exchange is typically at a subtle, almost imperceptible level; the way a salesperson says thank you can leave us feeling ignored, resented or genuinely welcomed and appreciated. We catch feelings from one another as though they were some kind of social virus.

We send emotional signals in every encounter and those signals affect those we are with. The more adroit we are socially, the better we control the signal we send; the reserve of polite society is, after all, simply a means to ensure that no disturbing emotional leakage will unsettle the encounter (a social rule that, when brought into the domain of intimate relationships, is stifling). Emotional intelligence includes managing this exchange, “popular” and “charming” are terms we use for people whom we like to be with because their emotional skill makes us feel good. People who are able to help others soothe their feelings have an especially valued social commodity; they are thus souls others turn to when in greatest emotional need. We are all part of each other’s tool kit of emotional change, for better or for worse.

Consider a remarkable demonstration of the subtlety with which emotions pass from one person to another. In simple experiments two volunteers filled out a checklist about their moods at the moment, and then simply sat facing each other quietly while waiting for an experimenter to return to the room. Two minutes later, she came back and asked them to fill out a mood checklist again. The pairs were purposely composed of one partner who was highly expressive of emotion and one who was deadpan. Invariably, the mood of the one who was more expressive of emotion had been transferred to the more passive partner.

How does this magical transmission occur ? The most likely answer is that we unconsciously imitate the emotions we see displayed by someone else,

through an out-of-awareness motor mimicry of their facial expression, gestures, tone of voice, and other nonverbal markers of emotion. Through this imitation people re-created in themselves the mood of the other person—a low-key version of the Stanislavsky method, in which actors recall gestures, movements, and other expressions of an emotion they have felt strongly in the past in order to evoke those feelings once again.

- (i) How did the monks behave ? 4
- (ii) What was the impact of the monks’ behavior on the American soldiers ? 4
- (iii) How do emotions spread ? 4
- (iv) According to the author, why are certain individuals well-liked ? 4
- (v) What did the experiments prove ? 2

2. Read the passage carefully, give it a suitable title and then write a précis, reducing it to approximately one-third of its original word count :

Being polite and neat are characteristics of the well-socialized person. Socialization is the process of learning how to behave in the society we live in. For societies to exist there must be some organized way of teaching the members what is expected of them and how they are to behave. Through socialization, the infant develops into a person like one of those described above.

Every society tries to socialize its members. The task is performed by several groups and institutions (called socializing agents). The family, the school, and the peer group (that is, people of the same age) are the most important socializing agents. Of these, the family is the most important, especially during the first few years of life. A review of various studies of families has concluded that

warm, supportive, moderately strict family environments usually produce happy and well-behaved children and that, cold, rigid and overly strict families tend to cause youngsters to become rebellious, resentful and insecure.

How, then, do families and other socializing agents teach children how to behave? Two important ways are by sanctions (rewards and punishments) and by modeling.

Sanctions are consequences following a behavior that influences whether the behavior will be repeated. Positive sanctions mean that the behavior is followed by something that is a reward. If a child asks a parent 'May I have some chewing gum, please?' and the parent gives the child some gum, the child learns that saying 'please' at the end of a request results in getting what s/he asked for. Negative sanctions (also known as punishment) mean that something bad happens after a behavior occurs. When a child says "Give some gum" and the parent says 'No gum until you learn to ask politely' and does not give the child the gum, the child learns that it is not a good idea to speak this way because s/he does not get what s/he wants.

Modeling refers to learning by watching the behavior of others—especially parents—and copying that behavior. Modeling influences both positive and negative behavior. For example, children who are respectful to elderly people have probably seen their parents do things such as helping older people onto trains and buses. On the other hand, children whose parents are alcoholics are more likely than other children to become alcoholics themselves.

It is easy to assume that every culture socializes children in the same way. Studies of other cultures, however, show that children are socialized differently depending on the culture they are brought up in. (417 words)

20+2=22

3. Write an essay in about 250 words on any one topic : 40
- (a) The Power of Social Media
  - (b) My Ambitions
  - (c) Your Daily Life is your Temple and Religion.
4. Make two sentences with each word given below. Every word should be used once as a noun and once as a verb, adding up to ten sentences in all : 10
- Effect, Call, Cause, Bloom & Harness.
5. (1) Fill in the blanks with the appropriate prepositions :
- (a) Write ..... ink.
  - (b) He is ..... the good books ..... the Principal.
  - (c) They made me wait ..... several hours.
  - (d) You are always lost ..... words.
  - (e) She asked me to put away the books ..... the cupboard.
- (2) Fill in the blanks with the appropriate articles :
- (a) Why are they making such ..... noise ?
  - (b) The boys jumped over ..... school gate.
  - (c) Just grab ..... change of clothes and run.
  - (d) ..... plumber has completed ..... allotted job.
  - (e) The Moon is ..... Queen of ..... sky. 10
6. (1) Make abstract nouns from the following words :
- Act, envious, behave, thirsty, mother, child, believe, know, refuse & please.

- (2) Use each word in each pair in *two* different sentences in order to bring out the difference in meaning. You will make *ten* sentences in all :
- (i) Their, there  
(ii) Made, maid  
(iii) Lone, loan  
(iv) Berth, birth  
(v) Fair, fare. 5+10
7. Punctuate the following dialogue :
- seema i telephoned you yesterday afternoon but you didnt answer where were you
- meera i was in another room when you called i didnt hear the phone ringing until it was too late
- seema what were you working on
- meera i was photocopying a report that i needed to send to a client what were you doing when you telephoned
- seema I was looking for karan and couldnt find him do you know where he was
- meera karan was driving to a meeting
- seema oh I see what did you do yesterday
- meera i met the representatives from siemens in the morning in the afternoon i worked on the report and was just finishing when you telephoned what did you do
- seema well, at nine i had a meeting with ms Anderson after that i did some research
- meera sounds like a boring day 15

8. Change the voice of the following sentences : 5
- (a) That incident destroyed his confidence.  
(b) The rose smells sweet.  
(c) The leaders completed their meeting quickly.  
(d) Ram painted the house last week.  
(e) We update the company website frequently.
9. Make sentences with the following words : 5  
Agreement, displease, jovial, expression and previous.
10. Correct the following sentences and rewrite the corrected version : 10
- (a) They had been living in this house for 2007.  
(b) Write in pencil.  
(c) We had great time in paris.  
(d) Will you please borrow me a copy of our textbook ?  
(e) The money was equally divided among the two.