HPSAS-2017
ENGLISH (Compulsory)
अंग्रेज़ी (अनिवार्य)

Time Allowed : Three Hours
Maximum 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.e.) 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 fighting was over. 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
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 adept 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)

3. Write an essay in about 250 words on any one topic:
   (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:
   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.

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.

7. Punctuate the following dialogue:

Meera: I telephoned you yesterday afternoon but you didn’t answer. Where were you?

Seema: I was in another room when you called. I didn’t hear the phone ringing until it was too late.

Meera: What were you working on?

Seema: 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 couldn’t find him. Do you know where he was?

Meera: Karan was driving to a meeting.

Seema: Oh, I see what 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.

8. Change the voice of the following sentences:

(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:

Agreement, displeasure, jovial, expression and previous.

10. Correct the following sentences and rewrite the corrected version:

(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.