

F.Y. B. SC. (Computer Science) SEM –II (CBCS - 2016 COURSE) :
SUMMER - 2019
SUBJECT: COMPULSORY ENGLISH - II

Day: Saturday
Date: 27/04/2019

S-2019-1085

Time: 03.00 PM TO 06.00 PM
Max. Marks: 60

N.B.:

- 1) All questions are **COMPULSORY**.
 - 2) Figures to the right indicate **FULL** marks.
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Q.1 Attempt Any **TWO** of the following: **(12)**

- 1) How ultimately, did the Mathematics master outwit Wasserkopf?
- 2) What were Vinoba Bhave's views on Education?
- 3) What lesson can all young people learn from Hazlitt's advice to his son?

Q.2 Critically appreciate Any **TWO** of the following poems. **(12)**

- 1) No Men are Foreign
- 2) The Golden Pitcher
- 3) Stopping by the Woods on a Snowy Evening

Q.3 Write short notes on Any **TWO** of the following: **(12)**

- 1) The Equal Distribution, according to Mahatma Gandhi
- 2) The Prisoner's letter to the Banker
- 3) Worldly Wisdom in 'Polonius to Laertus'

Q.4 A) Match the phrases in Column 'I' with their 'One -word -Substitute' in column 'II'. **(06)**

Column I

- 1) a glass house to protect delicate plants
- 2) a person who buys and sells shares and bonds
- 3) dedicated observance of hard self- discipline
- 4) destruction, spoiling the beauty
- 5) Speak with a loud voice in anger
- 6) A state of sadness

Column II

- a) tapasya
- b) vandalism
- c) greenhouse
- d) depressions
- e) broker
- f) explode

B) Match the words their Antonyms in the columns given below: **(06)**

Column A

- 1) backward
- 2) dusk
- 3) humble
- 4) harsh
- 5) demand
- 6) borrow

Column B

- a) supply
- b) lend
- c) dawn
- d) proud
- e) mild
- f) forward

Q.5 A) Write a paragraph with the help of points given below: **(06)**

A rich farmer – lot of land- cattle and servant- two sons- happy life-
After some years younger son unhappy- asked for his share of the property-
Wouldn't listen to father's advice- got his share- sold them all – went-
Away to another country – fell into bad ways – soon all money gone- poor- no
one to help him- understood his mistake.

P. T. O.

B) Read the following passage and answer the questions based on it.

(06)

Now, if you want to stop violence, if you want to stop wars, how much vitality, how much of yourself, do you give to it? Isn't it important to you that your children are killed, that your sons go into the army to accompany death? Is it not important to see that this violence is destroying our generations?

If the answer is 'YES' then don't just sit back and say, 'Well, tell us all about it'. I point out to you that you cannot look at anger nor at violence with eyes that condemn or justify and that if this violence is not a burning problem to you, you cannot put those two things away. So first you have to learn; you have to learn how to look at anger, how to look at your husband, your wife, your children; you have to listen to the politician, you have to learn why you are not objective, why you condemn or justify. You have to learn that you condemn and justify because it is part of the social structure you live in, your conditioning as a German or an Indian or a Negro or an American or whatever you happen to have been born, with all the dulling of the mind that this conditioning results in. To learn, to discover, something fundamental you must have the capacity to go deeply. It is an attempt of sharpening the instrument which is the mind- the mind which has been made dull by all this justifying and condemning. You can penetrate deeply only if your mind is as sharp as a needle and as strong as a diamond. You must find out what makes your mind dull and stupid. If the mind can be rid of that, then you can look, study, penetrate, and perhaps come to a state that is totally aware of the whole problem.

Questions:

- 1) What is important to stop violence?
- 2) Which common things you cannot put away easily?
- 3) What is important for you to learn?
- 4) Which part of the body is important for us?
- 5) What are the qualities of 'Mind'?
- 6) Suggest a suitable title to this passage.

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