

F.Y.B.A. SEM – II (CBCS -2016 COURSE) : SUMMER - 2018

SUBJECT : COMPULSORY ENGLISH – II

Day : **Tuesday**
Date : **10/04/2018**

Time : **03.00 P.M. To 06.00 P.M.**
Max. Marks : 60

S-2018-0024

N.B.:

- 1) All questions are **COMPULSORY**.
- 2) Figures to the right indicate **FULL** marks.

Q.1 A) Attempt ANY SIX of the following: [06]

- i) We should teach our students the _____ of Vedas.
a) Sutra b) Veda c) Mantra
- ii) The article 'The Way to Equal Distribution' is taken from _____.
a) Harijan b) Mahajan c) Ahimsa
- iii) It is a good _____ rule to hope for the best.
a) New b) Modern c) Old
- iv) Beneath all _____, a single body breaths.
a) Uniforms b) Clothes c) Dress
- v) The woods are lovely, _____ and deep, but I have promises to keep.
a) Light b) White c) Dark
- vi) It was decided that the lawyer will live in imprisonment for _____ years.
a) Fourteen b) Fifteen c) Sixteen
- vii) Principal in the story _____, receives parents only in the afternoon.
a) The Bet b) Refund c) The Golden Touch

B) Write short notes on ANY TWO of the following: [06]

- i) The concept of equal distribution
- ii) Vinoba Bhave's philosophy in 'Task of Education'
- iii) Message of the poem 'No Men are Foreign'

Q.2 Summarize ANY TWO of the following poems: [12]

- i) 'Stopping by Woods on a Snowy Evening'
- ii) 'The Golden Pitcher'
- iii) 'Polonius to Laertes'

P.T.O.

Q.3 Attempt **ANY TWO** of the following: [12]

- a) How according to Mahatma Gandhi, can equal distribution be brought about through non-violence as explained in 'The Way to Equal Distribution'.
- b) Discuss the life of the Young Lawyer in the prison.
- c) What lesson can all young people learn from Hazlitt's advice to his son in 'A Letter by Hazlitt to His Son'?

Q.4 A) Match the words with their **Synonyms** in the columns given below: [06]

- | A | | B | |
|-----------------|--|---------------|--|
| a) Elementary | | i) Compulsory | |
| b) Yearly | | ii) Country | |
| c) Urban | | iii) Basic | |
| d) Nation | | iv) Recent | |
| e) Contemporary | | v) Annually | |
| f) Mandatory | | vi) City | |

B) Match the words with their **Antonyms** in the columns given below: [06]

- | A | | B | |
|-------------|--|--------------|--|
| a) Short | | i) Powerless | |
| b) Major | | ii) Slim | |
| c) Active | | iii) Borrow | |
| d) Lend | | iv) Tall | |
| e) Fat | | v) Minor | |
| f) Powerful | | vi) Passive | |

Q.5 a) Attempt **ANY ONE** of the following: [06]

- i) Write a paragraph on 'Demonetization'.
- ii) Write a paragraph on 'Internet Literacy'.

b) Read the following passage and summarize it in your own words: [06]

All through my boyhood and youth I was known and pointed out as an example of an idler; and yet I was always busy at my own private end – which was learning to write. I always kept two books in my pocket, one to read, one to write in. As I walked, my mind was busy fitting what I saw with appropriate words; when I sat by the roadside, I would either read or a pencil and a penny-version book would be in my hand, to note down the features of the scene or commemorate some halting stanzas. Thus, I lived with words. And what I thus wrote was for no ultimate use; it was written consciously for practice. It was not so much that I wished to be an author (though I wished that too) as that I had vowed that I would learn to write. That was proficiency that tempted me; and I practiced to acquire it, as men learn to whittle, in a wager with myself. Description was the principal field of my exercise; for to anyone with senses there is always something worth describing, and town and country are but one continuous subject. But I worked in other ways also; often accompanied my walks with dramatic dialogues, in which I played many parts; and often did exercises in writing down conversations from memory.

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