



ST. FRANCIS DE SALES COLLEGE

A FRANSALIAN INSTITUTE OF HIGHER EDUCATION **AUTONOMOUS**

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END SEMESTER EXAMINATION – APRIL/MAY 2026

ENGLISH – II SEMESTER BBA (F+R)

24BBA22G: GENERAL ENGLISH II

Time: 3 Hours

Max. Marks: 80

Instruction: Answer all the questions.

SECTION A (Prose & Poetry)

I. Answer ANY FIVE of the following:

(5x2=10)

1. State the central idea of *The Death of the Moth* by Virginia Woolf.
2. Mention the irony in *The Gift of the Magi* by O. Henry.
3. Describe the condition of Jokhu in *Thakur's Well* by Munshi Premchand.
4. List one important lesson from *The Boy Who Sold Wisdom* by A. K. Ramanujan.
5. State the profession of Rahamat in *Kabuliwala* by Rabindranath Tagore.
6. Define feminism as presented in *We Should All Be Feminists* by Chimamanda Ngozi Adichie.
7. Identify the mood of the poem *Stopping by Woods on a Snowy Evening* by Robert Frost.
8. State the theme of *Chupulu* by Jayaprabha.

II. Answer ANY FOUR of the following:

(4x5=20)

1. Explain the contrast between life and death in *The Death of the Moth*.
2. Examine the role of materialism in *The Gift of the Magi*.
3. Analyse the social inequality depicted in *Thakur's Well*.
4. Evaluate the message of gender equality in *We Should All Be Feminists*.
5. Explain the conflict between duty and desire in *Stopping by Woods on a Snowy Evening*.
6. Analyse the portrayal of male gaze in *Chupulu*.

III. Answer ANY TWO of the following:

(2x10=20)

1. Analyse *Kabuliwala* as a story of human relationships beyond boundaries.
2. Evaluate *We Should All Be Feminists* as a call for social change.
3. Analyse the symbolism in *Stopping by Woods on a Snowy Evening*.
4. Critically examine *Chupulu* as a feminist protest poem.



SECTION B
(Language Components)

IV. Answer the following:

(10x1=10)

1. Give a synonym for *Happy*
2. The room was **gigantic** (large / tiny). (Choose the correct synonym)
3. Give an antonym for *Strong*
4. The night was very **dark**, but the morning was _____. (Fill in with the correct antonym)
5. Use the homophone *Right / Write* in a sentence.
6. She went to the market to _____ vegetables. (buy / by). (Choose the correct homophone)
7. Write two sentences using the homonym: *fair* with its different meaning.
8. He sat near the river _____ and watched the water flow. (Fill in with the correct homonym)
9. Write a sentence with a derivative of *change*.
10. She made a wise _____. (decide) (Fill in with the correct derivative)

V. Answer the following questions:

(5x1=5)

1. What specific skill is required to interpret the speaker's emotions and underlying message?
2. Mention one non-verbal cue that a comprehensive listener should be able to interpret.
3. Why is "Questioning" considered an important part of the listening process?
4. In a professional setting, how does comprehensive listening benefit an interviewee?
5. What is the purpose of the "Mind Mapping" exercise in a classroom?

VI. Change the following sentences as directed:

(5x1=5)

1. She writes a letter. (Convert to Passive Voice)
2. They are playing a match. (Convert to Passive Voice)
3. The teacher explained the lesson. (Convert to Passive Voice)
4. The book was read by the student. (Convert to Active Voice)
5. The work has been finished by them. (Convert to Active Voice)

VII. Change the following sentences as directed:

(5x1=5)

1. He said, "I am going to school." (Convert to Reported Speech)
2. They said, "We are playing in the ground." (Convert to Reported Speech)
3. Ravi said, "I will help you." (Convert to Reported Speech)
4. He asked me if I wanted to go to the cinema. (Convert to Direct Speech)
5. She asked where I had bought that dress. (Convert to Direct Speech)

VIII. Write a dialogue for ANY ONE of the following situations:

(1x5=5)

1. Write a dialogue between a teacher and a student discussing the importance of reading.
(or)
2. Write a dialogue between two friends planning a trip to Mysore.

