

JUNIOR SCHOOL CERTIFICATE EXAMINATION, 2014**ENGLISH***[According to the Syllabus of 2014]***SECOND PAPER****Subject Code :****1****0****8**

Time—2 hours

Full marks—50

*[N.B.—The figures in the right margin indicate full marks.]***Section A—Grammar**

Marks—30

1. Fill in the gaps of the following text with appropriate articles. Put a cross for zero articles:—

Marks
0.5×6=3

Always speak (a) — truth. Never tell (b) — lie. Nobody believes (c) — liar. Even if he is (d) — truthful he is considered to be (e) — liar. Nobody in (f) — world is as unfortunate as he.

2. Fill in the blanks of the following text with prepositions given in the box below:—

0.5×6=3

in	for	to	with	from	of
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An honest man is true (a) — his word. He does not deviate (b) — the path of honesty. He knows that true peace consists (c) — honesty. He may have want (d) — money but greed cannot overpower him. He has no ambition (e) — worldly things. He is content (f) — what he has.

3. Make four sentences from the substitution table:—

1×4=4

Mere bookish knowledge	makes	our outlook and orientation.
Travelling	widens	us free from superstition.
It	is	perfection to our bookish or theoretical knowledge.
	gives	not enough for us.

4. Change the following passage into indirect speech:—

1×4=4

“My sons, a great treasure lies hidden in the land there. I am going to leave it as I shall die soon.” said the old father. Being curious, the sons said, “How shall we find it?” “You must dig the land for it.” said the old man.

[Please turn over

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Eng 2nd Jsc Exam Ques Licked 2014

**Karim Sadeghi, Michael Thomas, Farah
Ghaderi**



Eng 2nd Jsc Exam Ques Licked 2014:

Technology-Enhanced Language Teaching and Learning Karim Sadeghi, Michael Thomas, Farah Ghaderi, 2023-02-23 The Covid 19 pandemic has directly impacted the way teachers and learners worldwide teach and learn languages forcing numerous educational activities in technologically deprived contexts to stop altogether and those in technologically rich environments to go online on an emergency basis This volume provides a collection of theoretical and practical insights into the challenges and affordances faced globally during the pandemic and lessons learnt about the application of digital technologies for language teaching and learning The chapters explore the vital role of technology in its various forms including the internet social media CALL Computer Assisted Language Learning MALL Mobile Assisted Language Learning TALL Technology Assisted Language Learning and TELL Technology Enhanced Language Learning Topics explored include the new avenues digital technology has opened up for language teachers and learners options and challenges in applying technology in various contexts and how the second language education industry could have been adversely impacted at the time of the pandemic without technological affordances The contributions showcase studies from various geographical contexts revealing how the global crisis was received and tackled differently in Australia Hong Kong Iran Italy Japan New Zealand the UAE the UK and the USA

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