**Zahid’s English**

**Time: 1 hour Weekly Exam: 1 Marks: 40**

**Read the following passage and answer the questions A & B.**

Education aims to bring about positive changes in our behavior. It helps us try to change our lives as well as the society we live in. Education that does not illuminate our minds or does not inspire us to work for the community is not complete at all. Education is not all about getting grades or receiving certificates- we use education to make life better. We are expected to apply the knowledge, skills and values that we learn in a classroom in our engagement with the world that lies outside. And we can do so in many different ways. Let's have a look at how education works.

Learners' civic engagement is highly appreciated all over the world. Civic engagement means working to make a difference in the civic life (the public life of the citizens as contrasted with private or personal life) of the community using knowledge, skills, values and motivation. Civic engagement promotes the quality of life in a community by contributing to the improvement of health and wellbeing of the people. Civically engaged individuals recognize themselves as members of a larger social community and are concerned about civic issues. They consider themselves responsible citizens who take action or raise their voices against injustice, discrimination and other forms of social ills.In civic engagement, issues of public concern are crucial. Civic engagement includes individual or group activities to protect public interests and change the way the community values itself. For example, if you are protesting against any unjust decision of the local municipality such as raising taxes or an act that might work against people's interests, you are civically engaged and your action is considered a civic engagement. This protest can be done in different ways such as organizing rallies, collecting signatures, making human chains, writing petitions, etc. You can also help control traffic in front of a school, help children to cross the roads, work in a team to clean a park or a sea beach. You can also give some services to elderly people. These are all examples of civic engagement as what you do directly affects the community. When civic engagement is a part of an academic programme, and the learners' engagement is assessed following a scale, then it is called service learning. It involves the application of knowledge and skills learned in the classroom and then making a complete plan of action i.e. preparing a budget, starting the process of implementation, involving people and activating operational strategies. When civic engagement is spontaneous but irregular and not a part of any academic programme, it is considered volunteerism.

**A. Choose the correct answer from the alternatives. 1 × 5 = 5**

1. **One must apply knowledge\_\_\_.**

(a) physically (b) pragmatically (c) professionally (d) passionately

1. **Values are\_\_\_\_.**

(a) judgment (b) codes of get going (c) moral freedom (d) principles of behaviour

1. **'Civic engagement' is essential for a\_\_\_\_.**

(a) standard community (b) better communication

(c) improved cooperation (d) strengthen personality

1. **'Civic issues' are opposite to\_\_\_\_.**

(a) national crisis (b) social problems (c) personal problems. (d) communal issues

1. **The phrase 'take action against' means\_\_\_\_.**

(a) to resist (b) to reform (c) to engage (d) to develop

**B. Answer the following questions. 2 × 5 = 10**

1. What is volunteerism?
2. What does civic engagement involve?
3. What are some examples of civic engagement?
4. Explain the distinction between service learning and volunteerism.
5. Describe the characteristics of civically engaged individuals

**Read the following passage and answer the question 2.**

Once upon a time there lived a bird. It was unlettered. It sang but couldn't recite a word of scripture. It hopped and it flew but lacked all sense of manners. The King said, "Such a bird is of no use. Yet it devours fruit from the forest, bringing down the profits of fruiterers in the royal market.” He summoned the Minister and commanded, “Educate the bird!” The task of educating the bird fell on the King's nephews, his sisters' sons. The learned men of the court deliberated long. They pondered the reasons behind the ignorance of the creature in question. The conclusion: the bird's nest made of straw and twigs could not hold much knowledge. Therefore, the first thing needed was a proper cage. The royal scholars received handsome fees and happily went home.

A goldsmith set to work on a gilded cage. It turned out to be of such exquisite workmanship that people from far and near crowded round for a look. Some said, “This is education par excellence." Others said, “Even if it learns nothing, it has got the cage. What a lucky bird!” The goldsmith was delighted to get a bagful of money as reward and went home at once. A teacher came to give lessons to the bird. He took a pinch of snuff and declared, “This isn't a matter of just a few texts."

One of the royal nephews sent for scribes. They made multiple copies of various texts until there was a veritable mountain. "Bravo!” exclaimed those who saw it, “There is no room for any more knowledge.” The scribes loaded their wages onto bullocks and merrily headed home. They would never again want for anything. The nephews were constantly busy looking after the expensive cage. Repairs were always under way. Anyone who saw the endless dusting, wiping and polishing had to agree that there was “marked improvement”.

A large maintenance crew was needed, and more personnel to supervise them. They all got handsome monthly salaries, which they saved in their wooden chests. Even their cousins came to live with them in cushioned comfort.

1. **Read the above passage and make a flow chart showing what steps were taken to make the bird lettered. (One is done for you) 5**

1.Taking Steps by the king’s nephews

**2.**

**3.**

**4.**

**5.**

**6.**

**Read the following passage and answer the questions 3 & 4.**

The world is short of many things but not detractors. They said, “The cage looks better no doubt, but has anyone taken notice of the bird?” This was reported to the King. He said to a nephew, “What's this I hear?” "Your Majesty,” replied the nephew, “If you wish to hear the truth, summon the goldsmiths, the scholars, the scribes, the maintenance crew and their supervisors. Those who haven't got a share of the royal bounty are resorting to slander.” Everything became clear to the King and he rewarded his nephew with a gold chain.

The King wished to see for himself at what an awesome pace the bird's schooling was going on. One day he turned up at the schoolroom with his friends, counselors and courtiers. At once the musicians at the gate struck up on their many wind and percussion instruments. The teachers shook their sacred tufts of hair as they loudly chanted mantras, and all the workmen, labourers, goldsmiths, scribes and their numerous cousins raised slogans in praise of the King. A nephew commented, Your Majesty can see how things are going on.

.""Astonishing!" replied the King, "The din isn't negligible." "Not only the noise," said the nephew. "The meaning behind it isn't negligible either." The King was pleased and walked out the gate to mount his elephant when one of the fault-finders, who had been lurking behind bushes, shouted, "Have you seen the bird, Your Majesty*?*“ The King was startled. He said, "There! I'd forgotten about it. We haven't seen the bird." He went back and said to the teacher, "We must see the manner in which you conduct the lessons." A demonstration followed. It pleased the King no end. The manner was so advanced that the bird was hardly visible. It seemed not at all necessary to see the bird. The King was satisfied that there was no flaw in the arrangements. Inside the cage there was neither any grain nor a drop of water. Only reams of texts were being torn and the pieces of paper thrust into the bird's mouth with the point of a quill. Not only had the singing stopped, there wasn't even scope for screeching. It was thrilling to watch. This time, as the King mounted the elephant he ordered the officer entrusted with twisting the ears of mischief-makers to deal with the fault-finder.

1. **Summarize the above passage 10**
2. **Write a paragraph about “AI in the Classroom” 10**