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Name:

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Semester: Autumn 2026

ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD

Course: Compulsory English-I / Functional English (1423) • Level: BS / B.A. / Associate Degree

Semester: Autumn 2026

Assignment No. 1 (Units 1–5) — Total Marks: 100

SOLVED ASSIGNMENT GUIDE

(For Study & Reference)

Note: This guide is prepared for study and reference purposes. Students are advised to read the relevant units of the course book carefully and write their assignments in their own words. Do not copy this guide word for word; use it to understand the topic, the format and the method of answering, and then prepare your own original assignment.

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Question 1: Asking and Answering Questions at a Market (20 Marks)

Q.1. In Unit 1, Section A, you learned about asking and answering questions. Read the situation below and write appropriate questions and answers. Situation: You are visiting a local market in your city. You want to buy fruits and vegetables and also ask about prices, quality, and availability. (1) Write five questions you would ask the shopkeeper. (2) Write five possible answers that the shopkeeper might give. (3) Use polite expressions for both questions and answers. (20)

Introduction

Asking and answering questions is one of the most basic and most useful skills in English, because almost every real-life conversation begins with a question. When we go shopping, visit a doctor, travel to a new city or meet a stranger, we collect information by asking questions, and we show good manners by asking them politely. Unit 1, Section A of Compulsory English-I teaches exactly this skill: how to frame correct questions, how to answer them sensibly, and

how to soften both questions and answers with polite expressions such as please, excuse me, thank you, certainly and of course. In this answer, a complete model conversation at a fruit and vegetable shop is presented. Five questions that a customer would naturally ask the shopkeeper, and five matching answers that the shopkeeper might give, are written in full. The questions cover the three points given in the situation, namely prices, quality and availability, and polite expressions are used on both sides, exactly as the question requires. After the model dialogue, the grammar of question formation and the polite language used in it are explained, so that the student can create similar dialogues for any shopping situation.

The Five Questions and Five Possible Answers

The following dialogue takes place at a fruit and vegetable stall in a local market. Read it as a conversation: the customer asks a question, and the shopkeeper answers it politely and helpfully.

1. Customer: "Excuse me, please. Could you kindly tell me the price of these apples per kilogram?" — Shopkeeper: "Certainly, sir. These apples are fresh and sweet, and they cost four hundred rupees per kilogram. Please let me know how many you would like."
2. Customer: "Thank you. May I ask whether these mangoes are ripe and of good quality?" — Shopkeeper: "Yes, of course. These mangoes arrived this morning, and they are fully ripe and juicy. You are most welcome to check one before buying."
3. Customer: "That sounds good. Do you have fresh spinach and coriander available today, please?" — Shopkeeper: "I am sorry, sir, the spinach has just finished, but fresh coriander is available. The spinach will arrive tomorrow morning, In Sha Allah."

4. Customer: "No problem. Could you please tell me how much the tomatoes and potatoes cost?" — Shopkeeper: "With pleasure. The tomatoes are two hundred rupees per kilogram, and the potatoes are one hundred and twenty rupees per kilogram. Both are of very good quality."
5. Customer: "Thank you very much for your help. Would you kindly pack two kilograms of apples and one kilogram of tomatoes for me, please?" — Shopkeeper: "Certainly, sir. Here is your bag, and I have added a little extra coriander free of cost. Thank you for shopping with us; please visit again."

How the Questions Are Formed

A close look at the five questions shows the common patterns used for asking questions in English. The first pattern is the Wh-question, which begins with a question word such as what, how much, how many, when or where, followed by the helping verb, the subject and the main verb; for example, "How much do these tomatoes cost?" The second pattern is the yes/no question, which begins with a helping verb such as do, does, is, are, can or could; for example, "Do you have fresh spinach?" The third and most polite pattern begins with a softening phrase such as "Could you please tell me...", "May I ask...", or "Would you kindly...", which turns a direct question into a gentle request. Learners should notice the word order carefully: in a question, the helping verb comes before the subject, whereas in an ordinary statement the subject comes first. They should also remember that "how much" is used for price and for uncountable things, while "how many" is used for countable things. Practising these three patterns with market vocabulary — price, rate, kilogram, dozen, fresh, ripe, available and finished — makes everyday shopping conversation easy and confident.

Polite Expressions Used in This Dialogue

Politeness is the soul of good conversation, and the question specially demands polite expressions in both the questions and the answers. In the questions above, politeness is created by words and phrases such as excuse me, please, could you kindly, may I ask, would you kindly and thank you very much. These small expressions cost nothing, yet they change the whole effect of a sentence: compare the rude order "Give me two kilograms of apples" with the polite request "Would you kindly pack two kilograms of apples for me, please?" In the answers, the shopkeeper also remains polite and welcoming. He uses expressions such as certainly, yes of course, with pleasure, you are most welcome, I am sorry, and thank you for shopping with us. Even his negative answer about the spinach is polite, because he first apologises, then gives the reason, and then offers a helpful alternative by telling the customer when the spinach will arrive. This is an important lesson: a polite answer never consists of a bare "no"; it always softens the refusal and tries to help. In our daily life in Pakistan, such courtesy reflects good upbringing and Islamic manners, and in an examination it earns full marks because it shows that the student has understood both the language and the purpose of the unit.

Conclusion

To conclude, this question tests three abilities at the same time: forming grammatically correct questions, giving sensible and complete answers, and using polite expressions naturally. The model dialogue above asks about the prices of apples, tomatoes and potatoes, checks the quality of mangoes, and confirms the availability of spinach and coriander, so all parts of the given situation are fully covered. Students should learn the question patterns and the polite

expressions by heart, practise them aloud with a partner, and then write similar dialogues for other situations, such as buying books, asking a doctor for advice or reserving a hotel room. With regular practice, asking and answering questions politely becomes a habit rather than an examination exercise.

Question 2: Simple Present and Present Continuous Tense (10 Marks)

Q.2. In Unit 1, Section B, you learned about using the Simple Present and Present Continuous tenses. Complete the following sentences by filling in the blanks with the correct form of the verbs in Simple Present or Present Continuous tense: (1) I usually _____ (wake) up at 6 a.m. every day. (2) She _____ (read) a book at the moment. (3) We _____ (go) to school by bus every morning. (4) The children _____ (play) in the park now. (5) My father always _____ (drink) tea in the evening. (6) They _____ (study) for their exams these days. (7) The sun _____ (rise) in the east. (8) I _____ (learn) English online right now. (9) He usually _____ (visit) his grandparents on Sundays. (10) The birds _____ (sing) beautifully in the garden today. (10)

Introduction

The tense of a verb tells us the time of an action, and two of the most frequently used tenses in English are the Simple Present and the Present Continuous. The Simple Present is used for habits, routines, repeated actions and universal truths, while the Present Continuous is used for actions that are happening at the moment of speaking or around the present time. Unit 1, Section B trains students to choose between these two tenses by reading the signal words in a sentence. Signal words of the Simple Present include usually, always, every day, every morning,

on Sundays and in the evening, whereas signal words of the Present Continuous include now, at the moment, right now, today and these days. In this answer, every blank is filled with the correct form, a complete answer table is given for quick revision, and after that each sentence is explained one by one so that the student understands not only what the answer is, but also why it is correct.

Completed Sentences — Answer Table

No.	Completed Sentence	Tense Used
1	I usually wake up at 6 a.m. every day.	Simple Present
2	She is reading a book at the moment.	Present Continuous
3	We go to school by bus every morning.	Simple Present
4	The children are playing in the park now.	Present Continuous
5	My father always drinks tea in the evening.	Simple Present
6	They are studying for their exams these days.	Present Continuous
7	The sun rises in the east.	Simple Present
8	I am learning English online right now.	Present Continuous
9	He usually visits his grandparents on Sundays.	Simple Present
10	The birds are singing beautifully in the garden today.	Present Continuous

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Sentence-by-Sentence Explanation

Sentence 1 takes "wake" because the words usually and every day show a daily habit, and with the subject "I" the base form of the verb is used without any change. Sentence 2 takes "is reading" because the action is happening at the moment of speaking, and with the singular subject "she" we use is plus the verb with -ing. Sentence 3 takes "go" because going to school by bus every morning is a fixed routine, and with "we" the base form is used. Sentence 4 takes "are playing" because the word now shows an action in progress, and the plural subject "children" requires are. Sentence 5 takes "drinks": the word always marks a habit, and because the subject "my father" is third person singular, an -s is added to the verb. Sentence 6 takes "are studying" because these days describes a temporary action going on around the present, even if it is not happening at this exact second. Sentence 7 takes "rises" because the rising of the sun in the east is a universal truth that never changes, and the singular subject "the sun" again needs the -s form. Sentence 8 takes "am learning" because right now points to an action in progress, and with "I" the helping verb is always am. Sentence 9 takes "visits" because visiting grandparents on Sundays is a regular habit of a third person singular subject, "he". Sentence 10 takes "are singing" because the singing is happening today, at the present time, and the plural subject "birds" takes are.

Rules to Remember and Common Mistakes

Students can master this topic by remembering a few simple rules. In the Simple Present, the verb remains in its base form with I, you, we and they, but -s or -es is added with he, she, it and singular nouns. In the Present Continuous, the formula is subject plus am, is or are plus the verb

with -ing: am is used with I, is with singular subjects, and are with plural subjects and you. While adding -ing, note the spelling changes in words like run–running and make–making, though none of the verbs in this question needs such a change. The most common mistakes are using the continuous tense for universal truths, for example "The sun is rising in the east" as a general statement; forgetting the -s with third person singular subjects, for example "My father drink tea"; and dropping the helping verb in the continuous tense, for example "She reading a book". Another useful test is the question test. If the sentence answers the question "What happens regularly?" it is Simple Present, and if it answers "What is happening now?" it is Present Continuous. Applying these rules carefully, as done in the table above, makes all ten answers straightforward and error-free.

Conclusion

In short, the choice between the Simple Present and the Present Continuous depends on meaning and on the signal words of the sentence. Habits, routines and universal truths take the Simple Present, with the important -s for third person singular subjects, while actions happening now or around now take the Present Continuous, formed with am, is or are plus the -ing form. The ten completed sentences in this answer follow these rules exactly. Students are advised to revise the answer table, learn the signal words of both tenses, and then make five sentences of their own about their daily routine and five about what is happening around them at this moment; this small exercise will fix the difference between the two tenses permanently in the mind.

Question 3: Synonyms and Antonyms (10 Marks)

Q.3. In Unit 2, Section C, you learned about synonyms and antonyms. Read the words given below and write one synonym and one antonym for each word: (1) Honest (2) Difficult (3) Early (4) Success (5) Strong. (10)

Introduction

Vocabulary grows in two directions: we learn more words, and we learn how words are related to one another. Unit 2, Section C introduces two of the most important relations between words. A synonym is a word that has the same or nearly the same meaning as another word, such as big and large; an antonym is a word that has the opposite meaning, such as big and small. Learning synonyms helps us avoid repeating the same word again and again and allows us to express our ideas more exactly, while learning antonyms sharpens our understanding of a word by showing its opposite boundary. This question gives five common and useful words — honest, difficult, early, success and strong — and asks for one synonym and one antonym of each. The answers are presented in a clear table first, and then every word is discussed with meanings and example sentences, so that the student learns the words properly instead of merely memorising them for the examination.

Answer Table

Word	Synonym (Same Meaning)	Antonym (Opposite Meaning)
1. Honest	Truthful	Dishonest
2. Difficult	Hard	Easy
3. Early	Soon (before time / in good time)	Late

4. Success	Achievement	Failure
5. Strong	Powerful	Weak

Explanation and Example Sentences

1. Honest — Synonym: Truthful; Antonym: Dishonest

Honest means telling the truth and not cheating or stealing; a truthful person is exactly the same kind of person, which is why truthful is its closest synonym, as in the sentence, "An honest shopkeeper always returns the extra change to the customer." Its antonym is dishonest, formed simply by adding the prefix dis-, and it means a person who lies and deceives others: "A dishonest man may gain wealth, but he can never gain respect." Other near-synonyms of honest are sincere and upright, while corrupt and deceitful are other opposites, but one of each is enough for this question.

2. Difficult — Synonym: Hard; Antonym: Easy

Difficult means not easy to do, understand or solve. Its common synonym is hard, which can replace it in most everyday sentences: "This mathematics question is difficult" and "This mathematics question is hard" mean the same thing. Its antonym is easy, meaning something that needs little effort: "The first question of the paper was difficult, but the last one was quite easy." Students should note that tough is another synonym, and simple is another antonym, but hard and easy are the safest and most standard answers.

3. Early — Synonym: Soon; Antonym: Late

Early means before the usual or expected time, or near the beginning of a period. Its synonym here is soon in the sense of arriving in good time and not delayed, as in, "He reached the station early and caught the train easily." The natural antonym of early is late, meaning after the expected time: "Those who do not get up early usually reach their work late." A useful memory pair for students is the famous saying "Early to bed and early to rise makes a man healthy, wealthy and wise", in which early is praised as a habit of successful people.

4. Success — Synonym: Achievement; Antonym: Failure

Success is a noun which means the favourable result of an attempt — achieving what one aimed at. Its synonym achievement points to something successfully gained through effort, as in, "Her success in the examination was a great achievement for the whole family." Its antonym is failure, which means the lack of success: "He did not lose heart after his first failure and succeeded in his second attempt." Victory and accomplishment are other synonyms, while defeat and loss can serve as opposites in suitable contexts.

5. Strong — Synonym: Powerful; Antonym: Weak

Strong means having great physical power, or being firm and not easily broken or defeated. Its synonym powerful carries the same idea, as in, "A strong horse can pull a heavy cart" or "Pakistan has a powerful and strong army." Its antonym is weak, meaning having little power or strength: "After a long illness, the old man became very weak." Strong and weak are extremely common in daily English — we speak of strong tea, a strong wind, a weak student and a weak argument — so this pair is worth learning with all its uses.

How to Learn Synonyms and Antonyms

A few study habits make this topic easy and lasting. First, never learn a word alone; always learn it with one synonym and one antonym, so that one effort gives you three words. Second, notice prefixes that create opposites, such as dis- in dishonest, un- in unkind, and im- in impossible; this pattern unlocks dozens of antonyms at once. Third, use every new pair in a sentence of your own, because a word used in a sentence is rarely forgotten. Fourth, remember that synonyms are rarely perfect twins: honest and truthful are interchangeable in most contexts, but strong tea cannot become powerful tea, so context must always be respected. Finally, reading English newspapers, stories and the course book itself is the best vocabulary builder, because words met in real reading stick in the memory far better than words copied from a list. By following these habits, students will find that questions on synonyms and antonyms become the easiest marks in the paper.

Conclusion

To sum up, the required answers are: honest — truthful and dishonest; difficult — hard and easy; early — soon and late; success — achievement and failure; and strong — powerful and weak. Each answer given above has also been explained with meanings and example sentences, which is the correct way to study vocabulary. Synonyms enrich our language and save us from dull repetition, while antonyms define meanings sharply by contrast. A student who regularly collects such word pairs will write better letters, paragraphs and essays in every coming unit of this course, and will also perform better in interviews and in practical life, where a rich vocabulary is always respected.

Question 4: Formal Letter of Apology for Damaged and Late Delivery (10 Marks)

Q.4. In Unit 2, Section D, you learned about how to write letters. Write a formal letter to a client and express your apologies for the damaged and late delivery of your product. (10)

Introduction

Letter writing is a practical skill that remains important in offices, businesses and daily life even in the age of mobile phones and e-mail, because a formal letter is a written record that carries legal and professional weight. Unit 2, Section D teaches the format and language of formal letters: they are brief, courteous, clearly structured and written in a respectful tone. This question asks for a very common business situation — a firm has delivered a product late, and the goods have also reached the client in damaged condition, so the firm must apologise sincerely, explain the matter briefly, and assure the client that the loss will be made good. A model letter in full formal format is given below, followed by an explanation of its parts and language, so that the student can write a similar letter for any business situation. Note: The names, firm and dates in the model letter below are illustrative. Write your own firm name, client name, product and dates when you answer this question.

Model Formal Letter

Bright Trading Company,

Main Bazaar Road,

Lahore.

12 November 2026

The Manager,

City Electronics Store,

College Road, Rawalpindi.

Subject: Apology for the Damaged and Late Delivery of Your Order

Dear Sir,

We are extremely sorry to learn from your letter dated 8 November 2026 that the consignment of twenty electric fans, sent against your order No. 214 dated 20 October 2026, reached you ten days late and that six fans were found damaged on opening the cartons. Please accept our sincere apologies for the late and damaged delivery of our product and for the inconvenience and loss caused to your business.

The delay occurred because the truck carrying the goods broke down on the way and the consignment had to be shifted to another vehicle, while the damage was caused by careless loading during that transfer. We fully accept our responsibility in this matter. To make good your loss, we are sending you six new fans, free of cost, by tomorrow's goods train, and we shall also bear the full carriage charges of this replacement. In addition, a discount of ten per cent will be allowed to you on this bill as a token of our regret.

We value you as one of our oldest and most respected clients and assure you that such a mistake will not be repeated in future. All our future consignments to you will be checked twice and packed in stronger cartons under the supervision of our senior staff. We hope you will kindly excuse us this time and give us another chance to serve you better.

Yours faithfully,

Muhammad Ahmad

(Sales Manager)

Bright Trading Company

Format and Language of the Letter

A formal letter follows a fixed layout, and every part of the model above can be identified clearly. It begins with the sender's address at the top, followed by the date, and then the receiver's name or designation and address. Next comes the subject line, which tells the reader the purpose of the letter in one glance; in an apology letter the subject itself should openly say the word apology, as it does here. The salutation is respectful and simple, such as Dear Sir or Dear Madam, and the letter closes with a formal subscription — Yours faithfully when the person is not known by name, and Yours sincerely when the name is known — followed by the signature, the writer's name and designation. The body is divided into three short paragraphs, which is the standard pattern for business letters: the first paragraph states the purpose, here the apology and the exact complaint; the second paragraph explains the cause briefly and, most importantly, announces the remedy, which in this letter is free replacement, carriage charges and a discount; and the third paragraph assures better service in future and requests the client to excuse the firm. Notice that the language throughout is humble but dignified: the firm apologises sincerely without false excuses, accepts responsibility, and uses courteous phrases such as please accept our sincere apologies, we shall be grateful, and kindly excuse us. An apology without a remedy looks empty, and an excuse without an apology sounds rude, so both elements must appear together, as they do in this model.

Useful Expressions for an Apology Letter

Students can make their apology letters impressive by learning a small stock of standard expressions. For opening the apology, suitable phrases are: "We regret to inform you...", "We are extremely sorry to learn that...", and "Please accept our sincere apologies for...". For explaining the cause briefly, one may write: "The delay was caused by circumstances beyond our control", or "The mistake occurred due to carelessness on the part of our packing staff". For offering the remedy, useful sentences are: "We are sending you a fresh consignment free of cost", "The damaged goods will be replaced at our expense", and "A suitable discount will be allowed on your bill". For closing, the standard phrases are: "We assure you that such a mistake will not be repeated", "We value your custom and hope to serve you better in future", and "We shall be grateful for your kind understanding". Two warnings are equally important. First, never blame the client, the weather or fate again and again; one short, honest explanation is enough, and repeated excuses destroy the effect of the apology. Second, never use informal language, contractions or slang in a formal letter, and always re-read the letter once for spelling, dates and order numbers before dispatching it. A letter written with this care protects the goodwill of the firm, which is the true purpose of writing it.

Conclusion

In conclusion, a good formal letter of apology is short, honest and complete: it follows the proper format, apologises in clear words, explains the cause in one or two sentences only, offers a practical remedy for the loss, and promises better service in future. The model letter above covers the damaged and late delivery from both sides — it regrets the delay as well as

the damage — and therefore answers every part of the question. Students should learn this format carefully, because letters of apology, complaint, application and enquiry all share the same layout, and only the body changes according to the purpose. With this one format well prepared, the letter-writing question in any paper can be attempted with full confidence.

Question 5: Predicting the Content of a Book from Its Title (15 Marks)

Q.5. In Unit 3, Section C, you learned how to predict the content of a book by reading its title. Read the following book titles and predict what each book might be about. Write 5–7 sentences for each title: (1) A Journey Through Pakistan (2) The Power of Education (3) Life After School. (15)

Introduction

Prediction is an active reading strategy: before opening a book, a good reader looks at its title, cover, pictures and the name of the author, and guesses what the book is likely to contain. Unit 3, Section C teaches this skill because a reader who predicts reads with interest and purpose — he keeps checking whether his guess was right, and therefore understands and remembers far more than a passive reader. The title of a book is a compressed summary of its subject: almost every important word in a title is a clue. In this question, three titles are given, and a prediction of five to seven sentences is required for each. Below, the method of prediction is briefly explained, then a model prediction is written for each title, and finally the difference between a prediction and a summary is clarified, because a prediction speaks of what a book might contain and therefore uses words such as probably, likely, may and I think.

How to Predict from a Title

Three simple steps make prediction easy. First, read the title slowly and underline its key words: journey and Pakistan in the first title, power and education in the second, and life and school in the third. Second, ask yourself questions about these words: Where might the journey go? What can education do? What changes after school end? Third, arrange the likely answers into connected sentences, adding the probable chapters, examples and readers of the book. A prediction is not a summary of a book already read; it is an intelligent guess made beforehand, so it should sound natural, reasonable and closely tied to the words of the title, and it should not contradict them. With this method in mind, we can now predict the three given titles one by one.

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1. A Journey Through Pakistan

This book is most likely a travel book about Pakistan, written by a traveller who visited different parts of the country. It probably describes a long journey from the mountains of Gilgit-Baltistan and Swat in the north to the port city of Karachi in the south. The author may write about famous places such as Lahore, Mohenjo-daro, the Hunza Valley and the Thar Desert, along with the roads, trains and buses used during the journey. It is also likely to describe the people of Pakistan, their food, dresses, languages and warm hospitality, which impress every visitor. The book may include photographs, maps and interesting incidents that happened during the tour. In short, this book might be an enjoyable and informative guide for tourists as well as for Pakistani readers who want to see their own country through the eyes of a traveller.

2. The Power of Education

This book is probably about the importance and benefits of education in human life and in society. The word power in the title suggests that the author believes education can change a person's life completely, just as physical power changes things in the world. The book may explain how education removes ignorance and poverty, creates awareness, and opens the doors of good jobs and progress. It is likely to give examples of poor students who became doctors, teachers and leaders through hard work and learning. The author may also discuss the problems of countries where education is neglected, and may compare them with developed nations. The last chapters probably advise parents, teachers and governments to spread education to every child, especially to girls in villages. Overall, this book might be an inspiring work that motivates readers to value knowledge and to continue learning throughout life.

3. Life After School

This book is likely written for young students who are about to leave school and enter practical life. It probably discusses the big change that comes after matriculation, when a student must choose subjects, a college and, later, a profession. The author may guide readers about different fields such as medicine, engineering, teaching, the armed forces, business and computer science, along with their advantages and requirements. It is also likely to warn young people about common mistakes, such as copying friends blindly or wasting time after examinations. The book may contain interviews of successful people who describe their own lives after school and the lessons they learned. Practical chapters on interviews, communication skills, part-time work and good manners may also be included. In short, this book might serve

as a friendly guide that helps students plan their future wisely and step into college and professional life with confidence.

Prediction Is Not a Summary

Students often confuse prediction with summary, and the difference must be kept clear. A summary is written after reading a book and states with certainty, what the book actually contains; a prediction is written before reading and states, with probability, what the book might contain. That is why prediction sentences are built with helping words such as may, might, probably, likely and I think, while summary sentences are built in a direct and factual style. A prediction can never be called wrong in the same way as a factual answer, provided it is reasonable and firmly based on the words of the title; a wild guess unrelated to the title, however, earns no marks. Examiners also reward predictions that mention the probable readers of the book and the probable style of the author, as has been done above. One more useful habit is to look, where possible, at the picture on the cover and the list of chapters printed on the back of the title page, because these are additional clues of the same kind. Practised regularly, prediction turns the student into an active reader who reads with questions in mind, and such a reader understands textbooks, newspapers and examination passages faster and better than others.

Conclusion

To conclude, predicting from a title means reading the title's key words carefully and building a reasonable guess about the subject, contents and readers of the book. For A Journey Through Pakistan, the prediction is a travel account of the country's places and people; for The Power of

Education, it is a discussion of how learning transforms individuals and nations; and for Life After School, it is a guide for students facing choices after matriculation. Each prediction above is written in five to seven sentences, as required, and uses the language of guessing — probably, likely and may — rather than the language of certainty. Students should practise this skill with every new book they pick up, because prediction makes reading active, interesting and easy to remember, and it is also a favourite examination topic in this course.

Question 6: Giving Advice on Choosing Subjects (15 Marks)

Q.6. In Unit 4, Section D, you learned how to give advice in different situations. Imagine your younger cousin has passed matriculation and is unsure about choosing the right subjects for further studies. Write a lengthy paragraph (150–180 words) giving him/her advice on how to choose subjects wisely. In your response, focus on personal interests, abilities, career goals, and future opportunities, and use appropriate expressions of advice such as: should, should not, it is better to, it is advisable to, you ought to. (15)

Introduction

Giving advice means suggesting to another person what he or she should do in a particular situation, and it is a delicate skill, because advice must be helpful and kind, never rude or commanding. Unit 4, Section D teaches the standard English expressions used for this purpose: should and should not, it is better to, it is advisable to, you ought to, and similar phrases such as you had better and if I were you. The given situation is familiar to almost every Pakistani family: a younger cousin has passed matriculation and now stands at a crossroads, confused between science, computer science, commerce and arts subjects. Wrong selection at this stage wastes

two precious years and often blocks the desired profession later, so wise advice must cover four points named in the question — the student's personal interests, his or her abilities, career goals, and future opportunities. The model paragraph below is written within the prescribed limit of 150–180 words (it contains 162 words), uses all five advice expressions named in the question, and covers all four required points. After the paragraph, its contents are analysed so that the student can write a similar paragraph on any advice topic.

Model Paragraph (162 Words)

Dear cousin, congratulations on passing your matriculation with good marks. Now you have reached an important stage where your choice of subjects will shape your future, so you should think carefully before deciding. First of all, you should choose subjects that match your personal interests, because you will study them happily and score better. You should not select a subject only because your friends have chosen it or because others are forcing you. It is better to judge your own abilities honestly; for example, if you are weak in mathematics, you ought to avoid a combination that depends heavily on it. It is advisable to keep your career goals in mind and select subjects that lead towards them, whether in medicine, engineering, commerce or the arts. You ought to discuss your plan with teachers and parents, and you should also consider future opportunities, scholarships and job trends. Remember, a wise choice today will open many doors tomorrow, so decide calmly and confidently.

Analysis of the Paragraph

The paragraph opens warmly with congratulations, because advice is accepted best when it begins with encouragement rather than criticism. It then moves through the four required

points in a natural order. Personal interest is covered by the advice to choose subjects that match the cousin's interests, since an interesting subject is studied happily and for longer hours. Ability is covered by the sentence about judging one's abilities honestly and by the practical example of avoiding a mathematics-heavy combination if the student is weak in mathematics. Career goals are covered by the advice to keep future professions — medicine, engineering, commerce or the arts — in view while selecting subjects, because intermediate subjects are the doorway to those professions. Future opportunities are covered by the advice to consider scholarships and job trends and to discuss the plan with teachers and parents before finalising it. Finally, note the advice expressions: should appears three times, should not once, it is better to once, it is advisable to once and you ought to twice — all five expressions required by the question are woven into the paragraph without sounding forced. The closing sentence is hopeful and short, which is the right way to end advice: with confidence, not with fear. Students attempting similar questions should count their words roughly, stay inside the given limit, and check before submitting that every expression and every content point demanded in the question has actually been included.

More Expressions for Giving Advice

Although the question names five expressions, Unit 4 teaches a wider family of advice language, and knowing it helps students vary their sentences instead of repeating should in every line. "You had better" gives strong advice with a hint of warning, as in "You had better decide before the last date of admission." "If I were you, I would..." presents the advice as the speaker’s own imagined choice and sounds very friendly. "Why don’t you...?" and "How about...?" turn advice into a gentle suggestion in question form. "It is important to...", "It is

necessary to..." and "You must..." express stronger necessity and are suitable when the matter is serious, for example in health or safety matters. On the other side, "You should not..." and "You must not..." warn against harmful actions. The wise student mixes two or three of these forms in one paragraph, exactly as the model paragraph mixes should, it is better to, it is advisable to and ought to. Tone matters as much as grammar. advice given with respect and good wishes is followed, while advice given as an order is usually rejected, even when it is correct. Finally, remember that in the examination the topic of advice changes — it may be about health, examinations, saving money or choosing a career — but the expressions and the structure of the paragraph remain exactly the same, so this one model, well understood, prepares the student for every such question.

Conclusion

In short, good advice is specific, balanced and encouraging. The model paragraph advises the cousin to follow his interests, respect his real abilities, keep his career goal in sight and remember future opportunities, and it expresses all of this through the standard advice expressions taught in Unit 4. Choosing subjects is indeed one of the most important decisions of student life: the right combination makes later study smooth and enjoyable, while a careless choice closes many doors. Students should learn these advice expressions thoroughly, because the same expressions are used in letters to friends, in interviews and in everyday conversation whenever a suggestion has to be given politely and wisely.

Question 7: Job Application Letter — Daanish Schools (20 Marks)

Q.7. In Unit 5, Section D, you learned how to write job applications. Read the advertisement of Danish Schools and write a formal job application letter (120–150 words). (20)

Introduction

A job application is a formal letter in which a candidate offers his services for an advertised post and tries to convince the employer, in a few lines, that he is a suitable person for the job. Unit 5, Section D teaches this important practical skill, because almost every student of this course will apply for a job at some stage of life. The question refers to the advertisement of Daanish Schools — the well-known Punjab Daanish Schools, established to provide free, quality education to talented children of poor families, which regularly advertise teaching posts in national newspapers. No detailed advertisement text is reproduced in the question booklet, so the model below is written for the commonly advertised post of English Teacher; students should change the post, qualifications and experience to match the advertisement and their own record when they write their own application. The body of the model application contains 138 words, which lies inside the prescribed limit of 120–150 words. The names and personal details used are illustrative and must be replaced with the student's own details.

Model Job Application

Ahmad Ali,

House No. 25, Street No. 4,

Mohallah Islam Nagar, Faisalabad.

15 November 2026

The Managing Director,

Punjab Daanish Schools and Centers Authority,

Lahore.

Subject: Application for the Post of English Teacher

Respected Sir,

With due respect, I wish to apply for the post of English Teacher advertised by Daanish Schools in the daily newspaper. I have passed my M.A. in English from Allama Iqbal Open University with first division, and I also hold a B.Ed. degree. I have three years of teaching experience at a well-known private school, where I taught English to middle and secondary classes with excellent results. I have a strong command of spoken and written English, and I am skilled in modern teaching methods, lesson planning and classroom management. I am hardworking, punctual and deeply committed to the education of poor but talented students, which is the noble mission of Daanish Schools. My testimonials and certificates are attached for your kind consideration. I shall be grateful if I am given a chance to serve your esteemed institution.

Yours obediently,

Ahmad Ali

M.A. English, B.Ed.

How This Application Is Constructed

A job application has two parts: the formal frame and the persuasive body. The frame follows the same layout as any formal letter — the applicant's address and the date at the top, the

designation and address of the authority, a clear subject line naming the post, a respectful salutation, and the subscription Yours obediently, which is the customary closing in applications addressed to officers and institutions in Pakistan. The body, although only 138 words, performs four jobs. Its first sentence states the purpose and refers to the advertisement, which connects the letter to the vacancy. The second and third sentences present qualifications and experience — an M.A. in English with first division, a B.Ed, and three years of successful teaching — because employers shortlist candidates on exactly these two points. The fourth and fifth sentences add skills and character: command of English, modern teaching methods, punctuality and commitment, and they cleverly connect the candidate with the mission of Daanish Schools, namely educating poor but talented students, which shows the employer that the applicant understands and respects the institution. The last sentences mention the attached testimonials and close with a polite request for a chance to serve. Notice what the application does not contain: no flattery, no life story, no irrelevant family details and no spelling mistakes. Every sentence either gives information the employer needs or builds confidence in the candidate. Before sending such an application, the candidate must attach attested copies of degrees, certificates, the CNIC and a recent photograph, and must write the post name on the envelope, exactly as advertisements usually instruct.

Common Mistakes to Avoid in Job Applications

Many applications are rejected before the interview stage only because of avoidable mistakes, and students should know them clearly. The first mistake is ignoring the word limit and writing a long life story; an application is a selection document, not a biography, so only education, experience and relevant skills belong in it. The second mistake is careless language: spelling

errors, wrong tenses and untidy handwriting or typing create the impression of a careless worker. The third mistake is exaggeration — claiming degrees or experience that the candidate does not possess — which is both dishonest and dangerous, because original documents are checked at the interview. The fourth mistake is using an informal tone, addressing the officer as "Dear friend", or ending with "Yours lovingly"; applications demand the formal frame shown in the model. The fifth mistake is forgetting the practical requirements of the advertisement, such as attaching attested photocopies, writing the post name on the envelope, and sending the application before the closing date; a perfect letter sent late is simply waste paper. Candidates should also use their own real qualifications instead of copying the model's illustrative details: a fresh candidate may honestly write about internships, tutoring, volunteer teaching or computer skills in place of formal experience. An application that is brief, truthful, neat and complete in every requirement reaches the shortlist far more often than a long and decorated one, and preparing it carefully is the first real test of the job itself.

Conclusion

To conclude, a successful job application is formal in format, exact in length and honest in content. The model above applies for the post of English Teacher at Daanish Schools within the prescribed 120–150 words, presents qualifications, experience, skills and character in a logical order, and closes with courtesy. Students should practise this pattern carefully, because the same structure serves for almost every job application, with only the post, the institution and the candidate's own qualifications changed. A neat, correct and confident application creates the first good impression on an employer — long before the interview — and that is precisely why this skill has been given a full section and the highest marks in this assignment.