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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. 2 (Units 6–9) — 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: The Simple Future Tense — Will and Going To (10 Marks)

Q.1. In Unit 6, Section B, you learned about the Simple Future Tense. Rewrite the following statements by using the simple future tense (will / going to) to show future plans or decisions: (i) I join an English language course. (ii) She completes her intermediate studies next year. (iii) They participate in the college debate competition. (iv) We visit our relatives during the summer vacation. (v) He applies for admission to a university. (10)

Introduction

The Simple Future Tense is used to talk about actions that will take place after the present moment: plans, intentions, promises, predictions and decisions about the coming time. Unit 6, Section B teaches its two common forms. The first form is will plus the base verb — I will join, she will complete — which is used for decisions, promises and general future facts. The second form is am, is or are plus going to plus the base verb — I am going to join, she is going to complete — which is specially used for plans and intentions that have already been decided.

The question gives five statements written in the present tense and asks us to rewrite them in the simple future so that they clearly show future plans or decisions. Below, each statement is rewritten in both forms, because both are correct and both are accepted in examinations; then the difference between will and going to, the spelling and sentence rules, and the common mistakes of learners are explained in detail, so that the student can convert any present-tense statement into the future tense without hesitation.

Rewritten Statements

No.	Original Statement	With "Will"	With "Going To"
i	I join an English language course.	I will join an English language course.	I am going to join an English language course.
ii	She completes her intermediate studies next year.	She will complete her intermediate studies next year.	She is going to complete her intermediate studies next year.
iii	They participate in the college debate competition.	They will participate in the college debate competition.	They are going to participate in the college debate competition.
iv	We visit our relatives during the summer vacation.	We will visit our relatives during the summer vacation.	We are going to visit our relatives during the summer vacation.
v	He applies for admission to a university.	He will apply for admission to a university.	He is going to apply for admission to a university.

Will or Going To? The Difference in Meaning

Although both forms speak of the future, careful speakers feel a shade of difference between them. Will is used when the decision is made at the moment of speaking — for example, the

telephone rings and we say, "I will answer it" — and also for promises ("I will help you"), offers ("I will carry your bag"), threats and warnings, and for predictions based on opinion ("Pakistan will win the match, I think"). Going to is preferred when the plan was decided before the moment of speaking: the student who has already filled in the admission form says, "I am going to join an English language course." Going to is also used for predictions based on present signs, such as looking at black clouds and saying, "It is going to rain." In the five sentences of this question, every action is a plan or intention — joining a course, completing studies, taking part in a competition, visiting relatives and applying for admission — so going to is the most natural choice, while will is equally correct grammatically and is often used for the same plans in a general way. Students should also learn the short forms used in speech: will becomes ’ll (I’ll join, she’ll complete) and going to is often pronounced and informally written as gonna, though gonna must never be used in formal examination writing. Negative sentences are formed by adding not: will not (won’t) and am/is/are not going to; questions are formed by placing will or am/is/are before the subject, as in "Will he apply for admission?" and "Are they going to participate in the competition?"

Rules and Common Mistakes

Four rules protect the student from error in this tense. First, will is the same for every subject — I will, she will, they will — and it is always followed by the base form of the verb without to and without -s or -ing; "She will completes" and "He will to apply" are both wrong. Second, in the going to form, the helping verb must agree with the subject: am with I, is with he, she, it and singular nouns, and are with we, you and they. Third, time expressions are the signposts of the future tense, and students should recognise them at once: tomorrow, next year, next

month, next week, soon, in the summer vacation, in 2027 and tonight. In sentence (ii), the words next year themselves prove that the action belongs to the future, and completes must therefore become will complete or is going to complete. Fourth, after will and going to, the verb returns to its dictionary form, so completes becomes complete and applies becomes apply — note carefully how the spelling changes back from applies to apply. A very common mistake is mixing the two forms together, as in "I will going to join", which combines will with going to wrongly; the two forms are alternatives, never partners. Another frequent mistake is using the present continuous endings with will, such as "They will participating". If the student simply memorises the two formulas — subject + will + base verb, and subject + am/is/are + going to + base verb — every sentence of this type becomes easy and safe.

Conclusion

To conclude, the five statements have been successfully rewritten in the Simple Future Tense in both its forms: with will for general future decisions and with going to for settled plans and intentions. The heart of the topic is the two formulas and the agreement of am, is and are with their subjects, together with the rule that the main verb always stays in its base form. Plans about studies, courses, competitions, visits and admissions are exactly the kind of future actions Pakistani students talk about daily, so this tense deserves regular practice. Students are advised to write five future sentences about their own next week — using will in two and going to in three — and to read them aloud; this small daily exercise will make the Simple Future Tense a permanent and confident part of their English.

Question 2: Paragraph — My Plans and Intentions After Intermediate (10 Marks)

Q.2. In Unit 6, Section D, you learned about paragraph development. Write a well-developed paragraph of 150–180 words on the topic given below. Your paragraph should include a clear topic sentence, supporting ideas, and a concluding sentence: "My plans and intentions after completing intermediate education." (10)

Introduction

A paragraph is a group of sentences built around one single idea, and Unit 6, Section D teaches how a good paragraph is developed: it opens with a topic sentence that announces the main idea, continues with supporting sentences that explain, illustrate and strengthen that idea, and ends with a concluding sentence that rounds off the paragraph and restates the main idea in fresh words. The given topic is a natural partner of the previous question, because plans and intentions about the future are expressed exactly in the future forms will and going to, and the student who has mastered Question 1 already owns the grammar this paragraph needs. The model paragraph below contains 161 words, which lies within the prescribed limit of 150–180 words, and it follows the full structure: the first sentence is the topic sentence, the middle sentences supply five clear supporting plans, and the last sentence concludes with hope and determination. After the model, each structural part is identified and explained, so that the student can develop a paragraph on any topic in the same professional way.

Model Paragraph (161 Words)

After completing my intermediate education, I have clear plans and intentions for my future. My first intention is to take admission in a BS programme in computer science at a reputed university, because information technology offers bright career opportunities. To achieve this goal, I will prepare seriously for the entry test and will improve my English and mathematics during the holidays. I am also going to learn basic computer skills and short online courses so that I can support my studies. Along with my studies, I intend to do part-time tutoring to share the financial burden of my parents. In the long run, I plan to become a software developer and serve my country with honesty and hard work. I know that success demands discipline and regular effort, therefore I will follow a fixed timetable and will never waste my time. With determination, prayers and the guidance of my teachers, I am hopeful that I will turn my plans into reality.

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How the Paragraph Is Developed

The topic sentence — "After completing my intermediate education, I have clear plans and intentions for my future" — does two jobs at once: it names the subject (plans after intermediate) and it makes a promise that the rest of the paragraph must fulfil. The supporting sentences then fulfil that promise in a logical order, moving from the immediate step to the distant goal: admission in a BS programme in computer science, preparation for the entry test and improvement of English and mathematics, learning computer skills through short online courses, part-time tutoring to help the family, and finally the long-run aim of becoming a software developer. This arrangement from the near future to the far future is called

chronological development, and it is the easiest and safest order for a paragraph about plans. Notice also the variety of future expressions: will prepare, will improve, am going to learn, intend to do and plan to become — the paragraph therefore practises the grammar of the whole unit while discussing its topic. The concluding sentence — "With determination, prayers and the guidance of my teachers, I am hopeful that I will turn my plans into reality" — does not introduce any new plan; it gathers the whole paragraph into a hopeful ending, which is exactly the duty of a concluding sentence. A well-developed paragraph is also a single block of writing: it is not broken into small paragraphs, it does not wander to other topics such as childhood memories or examination fears, and every one of its sentences helps the central idea. Students should always draft such a paragraph by first listing the supporting points in rough, then arranging them in order, and only then writing the fair version within the word limit.

Useful Language for Plans and Intentions

A paragraph about plans becomes impressive when the writer uses a variety of intention expressions instead of repeating will in every sentence. The most useful expressions are: I intend to, I plan to, I am going to, I have decided to, I wish to, I hope to, my aim is to, and my first step will be. Each of these carries a slightly different shade: intend and plan show a settled decision, hope shows a desire that also depends on circumstances and on the will of Allah, and aim names the long-term target towards which the short steps move. Time phrases give the paragraph its skeleton and should be used deliberately: first, after that, during the holidays, along with my studies, in the long run, and finally. Another strength of the model paragraph is that almost every plan is supported by a reason, introduced by because or so that: admission in computer science is chosen because information technology offers bright opportunities, and

tutoring is intended so that the writer can share the financial burden of the parents. Plans without reasons sound like daydreams, while plans with reasons sound like a serious programme of life, and examiners reward that seriousness. Finally, students must keep the tense discipline of the paragraph: the present tense may state the present situation in the opening line, but every plan itself must stand in a future form. Mixing past-tense narration into a paragraph of intentions is the commonest fault in this question and is easily avoided by a final reading devoted only to verbs. With structure, expressions and tense all controlled in this way, a paragraph of 150–180 words becomes a small but complete piece of mature writing.

Conclusion

In short, this question examines two skills together: the structure of a paragraph and the language of future plans. The model above begins with a clear topic sentence, develops five supporting intentions in time order, and closes with a hopeful concluding sentence, all within 161 words. Plans after intermediate education differ from student to student — some will choose medicine, some teaching, some a family business — and the student writing this assignment should replace the computer-science plan with his or her genuine intention, keeping the same structure. A plan written clearly on paper is the first step towards a plan achieved in life; that is the real lesson of this unit, and also the reason such paragraph topics are set again and again in examinations.

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Question 3: Essay Writing (20 Marks)

Q.3. In Unit 7, Section D, you learned how to write an essay. Write an essay of 200–250 words on one of the following topics. Support your ideas with relevant examples: (a) The importance of discipline in student life, OR (b) The role of education in the development of Pakistan. (20)

Introduction

An essay is a longer, organised piece of writing in which a topic is discussed in several connected paragraphs. Unit 7, Section D teaches that a standard examination essay has three parts: an introduction that presents the topic and the writer's main point, a body of two or three paragraphs that develops the arguments with reasons and examples, and a conclusion that sums up the discussion. The question offers a choice between two topics and fixes the length at 200–250 words, which means the essay must be complete but not padded. Because a study guide should prepare the student for the topic actually chosen in the examination hall, model essays on both topics are provided below: the essay on discipline contains 214 words and the essay on education and Pakistan contains 216 words, and both lie inside the prescribed limit. Each essay supports its ideas with relevant examples, as the question demands. After the two models, the method of essay construction is summarised so that the student can produce a similar essay on an unseen topic as well.

Essay (a): The Importance of Discipline in Student Life (214 Words)

Discipline means following rules and controlling oneself in order to achieve a goal. For a student, discipline is the foundation of success, because talent without discipline is like a car

without a driver. A disciplined student gets up early, attends classes regularly, completes homework on time and prepares for examinations according to a fixed timetable. Such a student does not waste time on useless activities and is not disturbed by distractions like excessive use of mobile phones and social media. Discipline also builds good character: it teaches punctuality, honesty, respect for teachers and obedience to parents. In the classroom, a disciplined student listens carefully, takes part in healthy activities and helps in creating a peaceful learning environment. On the other hand, an undisciplined student disturbs others, misses lessons and faces failure and regret in the end. History shows that all great men became great through self-discipline and hard work. Therefore, every student should make discipline a habit from the very beginning of student life. If our students become disciplined, they will not only pass examinations with honour but will also become useful citizens who can serve their family and their country in the best possible way. Discipline, in short, converts ordinary students into extraordinary achievers and turns their dreams into reality through daily effort.

Essay (b): The Role of Education in the Development of Pakistan (216 Words)

Education is the most powerful tool for the development of any nation, and Pakistan is no exception. An educated nation produces skilled doctors, engineers, teachers, scientists and honest leaders who work for the progress of the country. Education increases the literacy rate and creates awareness among people about health, cleanliness, family planning and their rights and duties. It also helps in reducing poverty and unemployment, because educated young people can get better jobs, start their own businesses and contribute to the national economy. Through education, Pakistan can develop its agriculture, industry and technology and compete with other nations of the world. Moreover, education promotes tolerance, peace and national

unity by removing ignorance and extremism from society. Educated women, in particular, can play a great role in raising healthy and educated families. Unfortunately, Pakistan still faces problems like a low literacy rate, lack of trained teachers and shortage of schools in rural areas. The government and the whole nation must therefore give top priority to education. If we invest sincerely in education today, Pakistan will surely become a developed, prosperous and respected country tomorrow. Education also strengthens democracy, because aware citizens choose their representatives wisely and hold them accountable for their performance. It is rightly said that the destiny of a nation is shaped in its classrooms.

How These Essays Are Built

Both essays follow the same safe architecture, and students should copy the architecture even when they change the contents. The opening sentences define or introduce the subject in a striking way: discipline is compared to a driver in a car, and education is called the most powerful tool of national development — such openings win the examiner's attention at once. The body then presents points in a planned order, moving from the individual to society: in the first essay, from personal habits to character and then to the contrast with the undisciplined student; in the second, from skilled manpower to awareness, economy, unity and the special role of educated women. Examples and contrasts do the work of support: the disciplined student is set against the undisciplined one, and Pakistan's present problems — low literacy, untrained teachers, shortage of rural schools — are honestly admitted before the hopeful conclusion. Both conclusions end with a forward-looking sentence addressed to the whole nation, which is the natural height of an essay. Two practical rules deserve emphasis. First, the word limit must be respected: an essay of 214 or 216 words is complete, whereas an essay of

400 words on the same points only repeats itself and irritates the reader. Second, one topic must be chosen and followed faithfully; mixing both topics in one answer is a serious fault, because the question says "one of the following topics". With these two models understood, the student possesses both the matter and the method of the essay question.

Conclusion

To conclude, essay writing rewards planning more than speed: two minutes spent listing the points before writing will always produce a better essay than ten minutes of unplanned writing. The two model essays above show the complete pattern — a clear introduction, an ordered body supported by examples and contrasts, and a hopeful conclusion — within the required 200–250 words. Discipline and education are also, fittingly, the two qualities this very course demands from its distance-learning students, who must study regularly at home without a teacher standing over them. A student who practises one short essay a week on familiar topics will enter the examination hall for this twenty-mark question with full confidence and a well-trained hand.

Question 4: Reading Comprehension — Time Management (20 Marks)

Q.4. In Unit 7, Section C, you practiced general reading skills to understand written texts. Read the following passage carefully and answer the questions that follow: "Time management is one of the most important skills that students need to develop for academic and personal success. A student who knows how to manage time effectively can complete assignments, prepare for examinations, and participate in daily activities without feeling overwhelmed. Proper time management helps students reduce stress because tasks are planned in advance and completed

on time. When students follow a clear schedule, they are less likely to rush at the last moment or feel anxious about unfinished work. In addition, good time management allows students to balance their studies with family responsibilities and recreational activities, which leads to a healthier lifestyle. It also helps improve academic performance, as students can give proper attention to each subject. Over time, managing time wisely builds confidence, discipline, and a sense of responsibility, which are essential qualities for success in both education and future professional life." (i) What is the main idea of the passage? (ii) Identify three benefits of time management mentioned in the passage. (iii) How does proper planning help students in reducing stress? (iv) In what ways does time management improve a student's academic performance? (v) Write a suitable title for the passage. (20)

Introduction

Reading comprehension questions test whether a student has truly understood a passage, not merely read its words. Unit 7, Section C trains the general reading skills needed for this task: skimming the passage quickly to grasp its general subject, scanning it to locate specific information, identifying the main idea, and separating the main idea from the supporting details. The passage given in this question is a short, well-organised paragraph about time management. Every sentence in it either states a benefit of managing time or explains how that benefit is produced, and the five questions asked on it follow the standard pattern: one question on the main idea, one on details, two on explanation, and one asking for a suitable title. Complete model answers to all five questions are given below, each written in the student's own words as far as possible, followed by an explanation of the reading method,

because in comprehension the method matters as much as the answer — the same method will serve for every unseen passage in the examination.

Answers to the Questions

(i) What is the main idea of the passage?

The main idea of the passage is that time management is an essential skill for students, because managing time properly helps them succeed in their studies and in personal life: it reduces their stress, balances their daily activities, improves their academic performance, and builds confidence, discipline and responsibility in them. Every sentence of the passage supports this single central idea, which is announced in its very first sentence and completed in its last sentence.

(ii) Identify three benefits of time management mentioned in the passage.

Three clear benefits of time management mentioned in the passage are: first, it reduces stress, because tasks are planned in advance and finished on time; second, it allows students to balance their studies with family responsibilities and recreational activities, which leads to a healthier lifestyle; and third, it improves academic performance, as students can give proper attention to each subject. The passage also mentions two further benefits which may be added for strength: the student does not feel overwhelmed by work, and managing time wisely builds confidence, discipline and a sense of responsibility over time.

(iii) How does proper planning help students in reducing stress?

Proper planning reduces stress because, when tasks are planned in advance and completed on time, nothing accumulates into an frightening pile of unfinished work. A student who follows a clear schedule does not need to rush at the last moment and does not feel anxious about assignments and examinations approaching together. Work is divided into small, manageable parts spread over the available days, so the student always knows what to do next and feels in control of the situation; this sense of control is the true opposite of stress. In this way, planning converts panic into calm, regular effort.

(iv) In what ways does time management improve a student's academic performance?

Time management improves academic performance in several connected ways. A student who manages time can complete assignments on time and prepare for examinations in an organised manner instead of cramming everything into the last night. Because a schedule gives a fixed place to every subject, the student gives proper attention to each subject — including the difficult ones that unplanned students keep postponing — and therefore performs evenly and well across the whole course. Regular, planned study also means revision is possible before the examination, and revised work is remembered far better than work read once in haste. Thus time management raises both the quality and the consistency of a student's results.

(v) Write a suitable title for the passage.

A suitable title for the passage is: "Time Management: The Key to Student Success". Other acceptable titles are "The Importance of Time Management for Students" and "Managing Time

Wisely". A good title is short, covers the whole passage rather than one detail, and uses the key words of the passage — here, time management and students.

Reading Method Behind These Answers

The answers above were produced by a method every student can copy. First, read the passage once quickly, without stopping at difficult words, to learn its general subject — here the first sentence itself declares the main idea, as the topic sentence of a paragraph usually does. Second, read the questions, and then read the passage a second time with the questions in mind, underlining the sentence that answers each one; for example, the answer to question (iii) lies in the passage's own words "tasks are planned in advance and completed on time". Third, write each answer in complete sentences and, as far as possible, in your own words, because copying whole lines without change shows reading but not understanding. Fourth, for the main-idea question, never select a small detail such as "students should make a schedule"; the main idea must cover the whole passage. Fifth, for the title, prefer a short phrase containing the passage's key words over a long sentence. Students of distance education should find this passage personally encouraging: an AIOU student, studying at home alongside family and often a job, succeeds precisely by the skill this passage describes — planning study time in advance and following a clear schedule — so the passage is not only an examination text but also practical advice for the reader of this guide.

Conclusion

In conclusion, the passage teaches that time management is the skill on which student success rests, and its five questions have been answered completely: the main idea, three benefits, the

connection between planning and reduced stress, the ways performance improves, and a suitable title. The deeper lesson of this question is the reading method itself — skim for the main idea, scan for details, answer in your own words, and choose a title from the key words. A student who practises this method on the passages of Unit 7 will be able to face any unseen comprehension passage in the examination calmly, and will also read textbooks, newspapers and official letters more effectively throughout life.

Question 5: Expressing Appreciation and Gratitude (20 Marks)

Q.5. In Unit 8, Section A, you learned how to express appreciation, admiration, pleasure, and gratitude in daily situations. Imagine you visited a local library or community center where a team of volunteers organized a reading and storytelling event for children. Write a detailed paragraph (150–180 words) expressing your appreciation and admiration for the volunteers. Use expressions such as I really admire…, I appreciate…, I am pleased with…, I am grateful for…. Highlight specific activities like storytelling, book reading, or interactive sessions, and explain why their efforts impressed you and how they benefited the participants. (20)

Introduction

Human beings do not live by information alone; daily life is full of moments that call for feelings to be expressed in words — thanking a helper, praising good work, and showing pleasure at a happy event. Unit 8, Section A teaches the English expressions used for appreciation, admiration, pleasure and gratitude, among them I really admire, I appreciate, I am pleased with and I am grateful for, together with simpler forms such as thank you very much, well done and how kind of you. The given situation is warm and concrete: volunteers at a local library or

community centre have organised a reading and storytelling event for children, and the visitor must describe the event with admiration. The question fixes four requirements, and a careful student should note them before writing: the paragraph must contain 150–180 words; the four named expressions must actually be used; specific activities — storytelling, book reading and interactive sessions — must be highlighted; and the paragraph must explain both why the volunteers' efforts were impressive and how the participants benefited. The model paragraph below contains 153 words and fulfils every one of these requirements, after which its construction is analysed for the student's guidance.

Model Paragraph (153 Words)

Last Saturday, I visited the reading and storytelling event at our local library, and I was deeply impressed by the team of volunteers. I really admire the way they welcomed every child with a warm smile and made reading a joyful activity. I appreciate their patience when they read stories aloud, changed their voices for different characters, and answered the children's questions kindly. I am pleased with the interactive sessions in which children acted out scenes, repeated rhymes and shared their favourite stories with confidence. I am grateful for the time and energy these volunteers gave freely, without expecting any reward. Their efforts impressed me because they turned an ordinary hall into a world of imagination and learning. Many shy children participated actively, and parents also seemed happy and satisfied. Such selfless service truly strengthens our community, and I thank all the volunteers from the bottom of my heart for this memorable event.

Analysis of the Paragraph

The paragraph begins by establishing the scene in one sentence — the place, the event and the writer's overall impression — so the reader knows at once what is being appreciated and why. It then distributes the four required expressions across four successive sentences, each attached to a specific activity, which is the correct technique: appreciation sounds sincere only when it names exactly what was done well. "I really admire" is joined to the welcome given to the children; "I appreciate" to the patient reading aloud with changed voices for the characters, which is the heart of good storytelling; "I am pleased with" to the interactive sessions in which children acted scenes, repeated rhymes and spoke about their favourite stories; and "I am grateful for" to the volunteers' free gift of time and energy. The paragraph then answers the remaining two demands of the question directly: the efforts impressed the writer because the volunteers turned an ordinary hall into a world of imagination and learning, and the participants benefited visibly — shy children took part actively and parents went home satisfied. The closing sentence widens from the event to its social value and ends with heartfelt thanks, which is the natural ending of any expression of gratitude. Students should also observe the adjectives that carry the feeling in this paragraph: warm, joyful, patient, memorable and selfless; feelings in English are expressed as much by well-chosen adjectives as by the set expressions themselves. A useful practice is to underline the four required expressions in one's own fair copy before submitting the assignment, exactly as a checklist, because in a twenty-mark question the loss of even one required expression costs real marks.

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A Bank of Appreciation Expressions

Students should build a small bank of expressions for this family of feelings, because the same language serves in letters, speeches, interviews and daily conversation. For admiration, we say: I really admire your hard work; I was deeply impressed by the programme; and What a wonderful performance! For appreciation of help or service: I appreciate your support; We are thankful for your cooperation; and I value your guidance greatly. For pleasure: I am pleased with the arrangements; It was a pleasure to attend the event; and We enjoyed every moment of the story session. For gratitude: I am grateful for your kindness; Thank you from the bottom of my heart; and I can never thank you enough. Two points of usage deserve care. First, admire takes the person or quality directly — I admire the volunteers — while grateful is followed by for, and pleased is followed by with; these small prepositions are exactly where marks are lost. Second, appreciation should always be specific: "The event was nice" is weak and forgettable, whereas "I appreciate the patience with which the volunteers answered every child's question" tells the listener precisely what pleased the speaker, and specific praise is believed, while general praise is merely heard. In our culture, where elders, teachers and helpers are honoured, these expressions also translate the manners of our own language into correct and graceful English, which is one of the quiet purposes of this whole course.

Conclusion

To conclude, appreciation is a social skill as much as a language skill: people who thank and praise sincerely are liked, respected and helped again. The model paragraph expresses admiration, appreciation, pleasure and gratitude through all four required expressions,

highlights storytelling, book reading and interactive sessions, explains why the volunteers impressed the visitor, and shows how the children benefited — all within 153 words. Voluntary service of this kind, in libraries, schools, mosques and community centres, is highly valued in our society and in Islam, and learning to acknowledge it gracefully in English is a genuinely useful achievement. Students should collect these expressions in their notebooks and use them in daily life — to teachers, parents, librarians and helpers — because expressions practised in real life are never forgotten in the examination hall.

Question 6: Main Clauses and Dependent Clauses (20 Marks)

Q.6. In Unit 9, Section B, you learned how to identify main (independent) and dependent (subordinating) clauses. Read the following sentences and identify the main clause and the dependent clause. Also, rewrite each sentence by adding a different dependent clause to make it more informative: (i) I stayed at home because it was raining heavily. (ii) She went to the market although she was feeling unwell. (iii) We celebrated our teacher's birthday since she has been very kind to us. (iv) He could not attend the meeting because he was busy preparing for the exam. (v) They enjoyed the picnic, although the weather was cold. (20)

Introduction

A clause is a group of words that contains a subject and a verb. Unit 9, Section B divides clauses into two kinds. A main clause, also called an independent clause, expresses a complete thought and can stand alone as a sentence: "I stayed at home" is complete in itself. A dependent clause, also called a subordinate clause, also has a subject and a verb, but it begins with a subordinating conjunction such as because, although, since, when, if or while, and it does not

express a complete thought: "because it was raining heavily" leaves the reader asking "what happened because it was raining?" A sentence containing one main clause and one or more dependent clauses is called a complex sentence. This question asks for two operations on five sentences: first, identify the main and the dependent clause in each; second, rewrite each sentence with a different dependent clause so that the sentence becomes more informative. Both operations are completed in the table and discussion below, followed by an explanation of the subordinating conjunctions used and the method of identifying clauses, which will enable the student to analyse any complex sentence.

Identification and Rewriting

Sentence	Main Clause	Dependent Clause	Rewritten Sentence (New Dependent Clause)
(i) I stayed at home because it was raining heavily.	I stayed at home	because it was raining heavily (reason)	I stayed at home because I wanted to finish my assignment before the deadline.
(ii) She went to the market although she was feeling unwell.	She went to the market	although she was feeling unwell (contrast)	She went to the market although the shops were about to close.
(iii) We celebrated our teacher's birthday since she has been very kind to us.	We celebrated our teacher's birthday	since she has been very kind to us (reason)	We celebrated our teacher's birthday because she always helps us in our studies.
(iv) He could not attend the meeting because he was busy preparing for the exam.	He could not attend the meeting	because he was busy preparing for the exam (reason)	He could not attend the meeting because he had gone to Lahore for an interview.
(v) They enjoyed the picnic, although the weather was cold.	They enjoyed the picnic	although the weather was cold (contrast)	They enjoyed the picnic because all their friends had joined them.

Explanation of Each Sentence

In sentence (i), the main clause "I stayed at home" gives the action, and the dependent clause "because it was raining heavily" gives its reason; in the rewritten version, the rain is replaced by a new reason clause about finishing an assignment, which makes the sentence more informative about the writer's real purpose. In sentence (ii), the dependent clause beginning with although expresses contrast: going to the market is surprising because she was unwell; the rewrite keeps the contrast but changes its content — she went although the shops were about to close. In sentence (iii), since works with the meaning of because and introduces the reason for the celebration, namely the teacher's kindness; the rewritten sentence uses because with a fresh reason, her help in studies, so the student can see that since and because are interchangeable in reason clauses. In sentence (iv), the main clause is negative — "He could not attend the meeting" — and the dependent clause explains the failure to attend; the rewrite substitutes a different reason clause, his journey to Lahore for an interview. In sentence (v), although again marks contrast, between the enjoyment and the cold weather, and the rewrite replaces the contrast clause with a reason clause, showing that the same main clause can accept different kinds of dependent clauses. In every rewrite, three things remain unchanged and must remain unchanged: the main clause, the grammatical completeness of the sentence, and the rule that the new dependent clause has its own subject and verb and begins with a subordinating conjunction.

Subordinating Conjunctions and How to Identify Clauses

The dependent clauses in English are introduced by a family of words called subordinating conjunctions, and learning the common ones with their meanings is the key to this whole topic: because and since express reason; although and though express contrast; when, while, before and after express time; if and unless express condition; so that expresses purpose; and that, who, which and where introduce noun and relative clauses. To identify clauses in an unknown sentence, the student should follow three steps. First, find how many subject–verb pairs the sentence contains; each pair normally signals one clause, so "She went" and "she was feeling" already show that sentence (ii) has two clauses. Second, look for a subordinating conjunction; the clause it introduces is dependent, and what remains is the main clause. Third, apply the standing-alone test: cover the dependent clause and check whether the rest can stand as a complete sentence; "They enjoyed the picnic" passes the test, while "although the weather was cold" fails it and is therefore dependent. One punctuation point should be noted: when the dependent clause comes first, a comma separates it from the main clause — "Although the weather was cold, they enjoyed the picnic" — but when it comes second, the comma is often dropped, as in most of the sentences of this question. Mastering clauses is not an examination luxury: joining short sentences with because, although, when and since is precisely what turns simple, childish writing into mature, flowing English in letters, paragraphs and essays.

Conclusion

In conclusion, all five sentences have been analysed into their main and dependent clauses, and each has been rewritten with a different dependent clause that adds new information, exactly

as the question requires. The governing ideas are few and firm: a main clause stands alone, a dependent clause begins with a subordinating conjunction and cannot stand alone, because and since give reasons, and although gives contrast. Students are advised to practise by taking five sentences from their own course book, underlining the main clause once and the dependent clause twice, and then rewriting each with a new dependent clause of a different kind. This regular practice will strengthen both their grammar marks in this question and the quality of every piece of writing they produce in the rest of the course and beyond it.

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