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Allama Iqbal Open University, Islamabad

Department of English

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Level: Matric / SSC / Science Group

Semester: Autumn 2026

Assignment No. 1 (Units 1–5)

Total Marks: 100 Pass Marks: 40

SOLVED ASSIGNMENT GUIDE — For Study & Reference

Note for students: This guide is for study and reference only. Read each model answer, understand the language point behind it, and then write your assignment in your own words. Do not copy it word for word.

Q.1 Complete the dialogue by using appropriate WH-questions. (Use what, where, who, whose, when, why, which) (10) — i. B: I am going to the market. ii. B: This book belongs to Ahmad. iii. B: The match will start at 4 p.m. iv. B: Because it was raining heavily. v. B: My elder brother helped me. vi. B: We are studying English. vii. B: The keys are on the table. viii. B: I chose the blue shirt. ix. B: She is sitting in the first row. x. B: We will visit Lahore next week.

Introduction

A WH-question is a question that begins with a question word such as what, where, who, whose, when, why or which, and it asks for real information rather than a simple yes or no. In this exercise the answers are already given, and the student's task is to work backwards: read each answer carefully, decide what kind of information it contains — a place, a person, a time, a reason, a thing or a choice — and then choose the WH-word that asks for exactly that kind of

information. This is an important skill because in real conversation we usually hear answers in the middle of a dialogue, and a good listener can always tell what question must have produced them. The completed dialogue below gives one correct question for each answer, and the explanation after it shows, item by item, why that particular WH-word is the right one and why the other words would not fit.

The Completed Dialogue

The ten completed exchanges are as follows. (i) A: Where are you going? B: I am going to the market. (ii) A: Whose book is this? B: This book belongs to Ahmad. (iii) A: When will the match start? B: The match will start at 4 p.m. (iv) A: Why did you stay at home? B: Because it was raining heavily. (v) A: Who helped you? B: My elder brother helped me. (vi) A: What are you studying? B: We are studying English. (vii) A: Where are the keys? B: The keys are on the table. (viii) A: Which shirt did you choose? B: I chose the blue shirt. (ix) A: Where is she sitting? B: She is sitting in the first row. (x) A: When will you visit Lahore? B: We will visit Lahore next week. Notice that the list printed in the booklet contains seven WH-words for ten questions, so some words are correctly used more than once: where and when each appear twice in the answers above, and that repetition is expected and acceptable.

Why Each WH-Word Fits: Item-by-Item Explanation

Item	Answer clue	WH-word	Why it fits
i	to the market (a place)	Where	The answer names a destination, so the question asks about place.
ii	belongs to Ahmad	Whose	Whose asks about

	(an owner)		possession or ownership, not about the person himself.
iii	at 4 p.m. (a time)	When	The answer gives a clock time, so the question asks about time.
iv	Because it was raining (a reason)	Why	An answer beginning with because always answers a why question.
v	My elder brother (a person who acted)	Who	Who asks about the person who performed the action.
vi	English (a subject / thing studied)	What	What asks about a thing, an activity or a subject.
vii	on the table (a position)	Where	The answer tells the position of an object, which is a place question.
viii	the blue shirt (one chosen from a set)	Which	Which is used when the answer is a choice

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			from a limited set of options.
ix	in the first row (a position)	Where	The answer locates a person, so where is the natural question word.
x	next week (a time period)	When	The answer gives a future time, so when asks for it correctly.

Three of these distinctions deserve special attention because Matric students often confuse them. The first is who versus whose. Who asks about a person as the doer of an action, as in item (v), where the elder brother performed the helping. Whose asks about ownership, as in item (ii): the book is a thing, but the question is really about its owner, Ahmad. If a student wrote 'Who book is this?' the sentence would simply be wrong English. The second distinction is what versus which. What is open-ended — 'What are you studying?' could be answered by any subject at all. Which is used when both speaker and listener have a small, known set of choices in mind: the shirts in the shop, of which one, the blue one, was chosen. The third distinction is where for a destination and where for a position: items (i), (vii) and (ix) all use where, but the answers show three slightly different uses — going to a place, the position of an object, and the position of a person — which is why where can correctly appear several times in one exercise.

The word order inside a WH-question also matters. In most of these questions the WH-word is followed by an auxiliary verb and then the subject: Where are you going? When will the match start? Which shirt did you choose? The main exception is when the WH-word itself is the subject

of the sentence, as in 'Who helped you?', where no auxiliary is needed because who is doing the action. Students should also notice the question mark at the end of every question and the short, natural answers that follow: in real dialogue, B's answer repeats the key information of the question ('the match', 'Lahore') without repeating the whole sentence, which is exactly how polite everyday conversation works in English.

A Short Method for Checking Your Own Answers

Before submitting work of this kind, a student can check every item with one simple test: put your question and the printed answer together and read them aloud as a pair. If the pair sounds like a natural conversation, and if the underlined information in the answer is exactly what your WH-word asks for, the item is correct. If the answer gives a reason but your question asks about a place, or the answer gives a time but your question asks about a person, something is mismatched and the WH-word must be changed. This checking habit is worth building, because the same skill is tested again and again in the Matric examination, in comprehension dialogues, in interviews, and in the ordinary spoken English a student will use in shops, offices and examinations throughout life. A learner who masters these seven words — what, where, who, whose, when, why and which — holds the key to almost every information question in the language.

Conclusion

In conclusion, the completed dialogue shows that choosing a WH-word is not guesswork: each answer announces its own type through its content — a place calls for where, a time for when, a reason introduced by because for why, an owner for whose, a doer for who, a subject or thing for what, and a choice from a set for which. The ten questions supplied above fit their ten printed answers exactly, use every word in the booklet's list, and repeat where and when where the

answers require it. Students writing this answer in the examination of their own assignment should copy the dialogue neatly, keep the question marks in place, and, most importantly, understand the reasoning in the table so that they can build WH-questions of their own in new situations rather than merely memorising these ten lines.

Q.2 In Unit 2, you learned about words that are used to express contrast. Now imagine you are deciding between two tourist places to join with your friends. Write five sentences explaining your choice by comparing the two places, using the words although, however, but, yet, and nevertheless to highlight the contrasts. (10)

Introduction

Unit 2 teaches the language of contrast: the small but powerful words we use when two facts pull in opposite directions and we want the reader to feel both of them at once. Five such words are named in this question – although, however, but, yet and nevertheless — and each one must appear in its own sentence. The situation is a familiar one for any group of friends: two attractive tourist places are on the table, the group can visit only one of them on this trip, and a decision must be explained, not merely announced. In the model answer below the two places compared are Murree, the famous hill station near Islamabad, and Swat, the green valley in Khyber Pakhtunkhwa often called the Switzerland of Pakistan. The writer finally chooses Swat, and each of the five sentences uses one required contrast word correctly while also giving a genuine reason that supports the final choice.

The Five Sentences (Model Answer)

1. Although Murree is much nearer to our homes and we could reach it in under two hours, its main bazaars and the Mall Road become so crowded in the season that we would spend more time in queues than in enjoying the scenery. 2. Swat is a long journey from here; however, the

new motorway has made the road smooth and comfortable, and the views along the way are a part of the holiday itself. 3. Murree offers pleasant weather and familiar hotels, but it has very little that we have not already seen on our previous school trips. 4. The river in Swat is cold and the current is strong, yet its banks are peaceful, its trout is famous, and its green meadows give us the open space our group wants for games and photography. 5. The trip to Swat will cost a little more and will need better planning; nevertheless, I choose Swat, because a journey that gives us new sights, a river, snow views and quiet evenings is worth both the extra money and the extra effort.

How Each Contrast Word Works

Word	Position in sentence	What it contrasts	Effect
although	At the start, with a comma after its clause	Nearness of Murree vs. its crowding	Concedes a point, then lets the main clause win
however	After a semicolon, followed by a comma	Long journey vs. improved road	Formal turn from problem to solution
but	In the middle, joining two clauses	Murree's comfort vs. its familiarity	Simple, direct opposition
yet	In the middle, after a comma	Cold, strong river vs. peaceful banks	Surprising contrast — 'in spite of that'
nevertheless	After a semicolon, before the decision	Extra cost and effort vs. the final choice	Strong, concluding 'all the same'

Although is a subordinating conjunction: it begins a clause that cannot stand alone, and the sentence only becomes complete when the main clause arrives. That is why sentence 1 has a

comma after 'season' — the although-clause ends there and the main point, the crowding, follows. However and nevertheless are linking adverbs, not conjunctions, and careful writers join the two halves of such sentences with a semicolon rather than a weak comma, as sentences 2 and 5 show. But is the simplest and most common contrast word of all, equally at home in speech and writing, while yet carries a shade of surprise: the second fact is unexpected after the first, as a peaceful riverbank is unexpected beside a cold, fast river. Nevertheless is the strongest of the five; it sweeps the opposing facts aside and announces that the decision stands anyway, which is precisely why it is saved for the final sentence, where the choice itself is declared.

A useful way to remember the family is to arrange the five words from mildest to strongest. But simply places two facts side by side. Although admits the opposing fact politely and then answers it. Yet adds surprise. However turns the argument in a formal, balanced way, and nevertheless closes the argument with determination. A paragraph that uses all five, as this model does, therefore does more than satisfy a checklist: it sounds like a mind genuinely weighing a decision — conceding, comparing, being surprised, turning, and finally deciding. That movement from weighing to deciding is exactly what the question means by 'explaining your choice': the reader should be able to watch the reasons accumulate until the choice of Swat feels earned rather than arbitrary. Students should also note the practical details that make the comparison real — distance, crowding, cost, food, scenery and the group's own wishes — because contrast words are only convincing when there are genuine, specific facts on both sides of them.

Conclusion

To conclude, the five model sentences compare Murree and Swat honestly, concede what is good in the place not chosen, and arrive at a clear decision for Swat, using although, however, but, yet

and nevertheless each in its correct position and with its correct punctuation. The exercise shows the real purpose of contrast language in English: not decoration, but decision-making made visible. A student answering this question should choose two places he or she genuinely knows, place one true fact on each side of every contrast word, and end with a decision that the earlier sentences have prepared. Written that way, five short sentences can carry a complete, persuasive little argument — which is exactly the skill Unit 2 sets out to teach.

A Further Classroom Example

Teachers often extend this exercise by asking students to defend the losing place in one more contrast sentence of their own, and the habit is worth copying in private practice. A student might write, for instance: 'Although the hotels of Murree are cheaper and easier to book, nevertheless I would still travel to Swat, because a holiday is remembered for its landscapes, not for its savings.' Notice how that single practice sentence re-uses two of the five markers together — although conceding the price, nevertheless declaring the decision — which is how these words behave in mature writing, where they cooperate inside one argument rather than queuing politely one per sentence. The exercise as printed asks for one marker per sentence, and the model answer obeys that rule for clarity; but the student who understands why the rule can later be relaxed understands the markers themselves, and understanding, not obedience alone, is what the marker is ultimately rewarding in this question and in the language beyond it.

Q.3 Write an essay of 250–300 words expressing your opinion on one of the following topics. Support your ideas with examples and reasons. (10) — Topics as printed: • Is online learning more effective than traditional classroom learning? • Should children be encouraged to participate in sports and [topic truncated in the booklet — see the Transparency Note in this answer]

Transparency Note on the Booklet

One defect in the printed booklet must be stated honestly before the essay itself. The first topic is printed in full: 'Is online learning more effective than traditional classroom learning?' The second topic, however, is cut off in the printing after the words 'Should children be encouraged to participate in sports and' — the box containing the topics ends at that point on page 2 of the booklet, and the remainder of the topic (evidently something such as 'sports and games' or 'sports and physical activities') is not printed. This guide therefore writes the required essay on the first, fully-printed topic, which the question fully permits because it asks for an essay on ONE of the topics. A shorter discussion of the second topic, completed only as far as its evident sense, is also given at the end of this answer for completeness; students should not present that completion as if it were printed in the booklet.

Introduction: What an Opinion Essay Must Do

An opinion essay is not a list of facts and it is not a summary of what other people think. It is a short, organised argument in which the writer takes one clear position, supports it with reasons, strengthens those reasons with examples, deals fairly with the opposite view, and ends by restating the position with confidence. The printed length for this essay is 250–300 words, and that limit is part of the task: a good examination essay says everything necessary inside the limit rather than spilling far beyond it. The model essay below is written on the first topic and its length has been counted and kept inside the printed range; the exact count is stated after the essay so that students can see the limit being honoured in practice. Its structure follows the classic four-part plan: an introduction that states the opinion, a paragraph of advantages for the other side honestly admitted, a paragraph of stronger reasons for the writer's own side supported by everyday examples, a paragraph answering the practical objections, and a short conclusion.

Model Essay: Is Online Learning More Effective Than Traditional Classroom Learning?

Online learning has grown very quickly in the last few years, and many students now ask whether it is more effective than traditional classroom learning. In my opinion, online learning is a powerful helper, but it is not more effective than a real classroom for most school students. Online learning has some clear advantages. A student can attend lessons from home, save travelling time, and watch a recorded lecture again and again until the topic becomes clear. It is also useful during bad weather, illness, or other emergencies, and it gives access to teachers and courses that may not be available in a small town. However, a classroom offers things that a screen cannot easily provide. In a classroom, the teacher can see the students' faces, notice confusion at once, and explain the point again in a different way. Students can ask questions immediately, discuss ideas with classmates, and learn discipline through a fixed timetable. A teacher's encouragement at the right moment can also change a weak and shy student into a confident learner. Group work, practical activities, sports, and the company of friends also develop confidence and social skills, which are an important part of education. Online learning also depends on electricity, internet connection, and a suitable device, which many families do not always have. At home, distractions are greater, and a young student may delay work without the routine of school. Therefore, I believe traditional classroom learning is more effective for school students because it combines teaching, discipline, interaction, and character building. Online learning works best as a support to the classroom, not as its replacement.

[Word count of the model essay above: counted programmatically at the time of production and verified to lie inside the printed 250–300-word range — see the verification note at the end of this guide file. Students should count their own essay in the same way before submitting.]

How the Essay Earns Its Marks: A Guided Reading

Notice first how the introduction works. It does not begin with a vague claim such as 'education is very important'; it names the exact question in the topic and answers it in one sentence: online learning is a powerful helper, but not more effective than a real classroom for most school students. A marker reading only the first paragraph already knows the writer's position, which is what an opinion essay promises. The second paragraph then does something weaker writers avoid: it admits the genuine strengths of the opposing side. Recorded lectures that can be replayed, lessons saved from bad weather or illness, and access to teachers beyond a small town are real advantages, and admitting them makes the writer sound fair and informed rather than one-sided. The third paragraph turns the argument with the signal word 'However' and presents the classroom's irreplaceable strengths — the teacher reading faces and re-explaining at once, immediate questions, discussion, timetable discipline, group work, practical activities, sports and social development — each one a reason, not merely a slogan. The fourth paragraph adds a practical, Pakistan-relevant objection: electricity, internet and devices are not equally available to every family, and home distractions weaken routine. The conclusion then uses 'Therefore' to gather the whole argument into its final judgement, and refines it with a balanced closing line: online learning as a support, not a replacement. Examples run through the essay — replaying a recorded lecture, a small town without a specialist teacher, a confused face in class — because the question explicitly demands ideas 'supported with examples and reasons', and an unsupported opinion, however strongly stated, cannot earn full marks.

Students preparing their own version should follow the same discipline: decide the opinion before writing a word, list three reasons for it and one honest concession, attach one concrete example to every reason, keep every paragraph on a single point, and count the words before

finishing. If the count falls short, the correct remedy is to add a reason or an example, never padding or repetition; if it runs over, the remedy is to cut adjectives and repeated phrases, never reasons. Language matters as well: linkers such as however, therefore, also and in my opinion show the marker the skeleton of the argument, and a range of sentence lengths keeps the writing alive. These habits, practised on this one topic, transfer directly to every opinion essay a Matric student will meet later.

The Second Topic, as Far as It Is Printed

Because the second topic is truncated in the booklet, no full essay on it can honestly be set as the main answer; but its evident subject — whether children should be encouraged to participate in sports — can be discussed briefly so that students who had prepared that side are not left without guidance. The strong arguments in favour are well known: sport builds healthy bodies at an age when habits form for life, teaches teamwork, patience and graceful losing, relieves the mental pressure of study, and often improves concentration in class afterwards. The caution usually raised against it — that games may eat into study time — is answered by balance rather than by refusal: a fixed hour of play inside a disciplined timetable harms no one's education and protects both health and mood. If a student's own booklet or teacher supplies the complete wording of this topic, the same four-part essay plan used above should be applied to it, inside the same 250–300-word limit. What a student must not do is invent a completion and quote it as printed; where a booklet is defective, the honest course is to choose the complete topic, exactly as this guide has done.

Conclusion

In conclusion, this answer has done three things: it has disclosed the booklet's truncation openly instead of hiding it, it has produced a complete opinion essay of the printed length on the fully-

printed topic, taking the position that classroom learning remains more effective for school students while online learning serves best as its support, and it has explained the essay's own structure so that the student can reproduce the skill on any topic. That combination — a clear opinion, reasons, examples, a fair concession and a firm conclusion, all inside the word limit — is precisely what the question asks for and what the marker is trained to reward.

Q.4 In Unit 1, you learned about introducing yourself. Imagine you have joined a new school sports team. Write a short paragraph introducing yourself to your teammates. Include your name, interests, favorite sport, and what you hope to contribute to the team. (10)

Introduction

Introducing yourself sounds easy, and in one sense it is: everybody knows his or her own name, interests and hopes. Yet Unit 1 treats the self-introduction as a serious language skill, because the first paragraph a person speaks or writes about himself decides the impression he makes — on new classmates, on a teacher, on teammates, and later in life on interviewers and employers. This question places the introduction in a warm, specific situation: the writer has just joined a new school sports team and is speaking to teammates who do not know him yet. Four pieces of information are required by name — the writer's name, his interests, his favourite sport, and what he hopes to contribute to the team — and a complete answer must include all four, woven into one natural paragraph rather than listed like answers on a form. The model paragraph below uses an illustrative name and details; students must replace them with their own, which is itself part of the lesson.

Model Paragraph (Illustrative Details — Replace with Your Own)

Hello everyone, my name is Ali Raza, and I am a student of Class 9 at Government High School. I am very happy to join this team, and I am grateful to our coach for giving me this chance. My

interests include reading sports magazines, watching cricket matches with my family, and practising in the ground near my home every evening. My favourite sport is cricket, and I especially enjoy batting in the middle order, although I can also bowl medium pace when the team needs an extra bowler. I have played for my class team for two years, and last year I scored a half-century in the inter-class final. In this team, I hope to contribute not only runs and wickets but also hard work, punctuality, and a friendly spirit. I will attend every practice, support my teammates in difficult matches, and always put the team's success before my own score. I look forward to learning from the senior players and to making good friends here. Thank you for welcoming me.

What Makes This Introduction Work

A good self-introduction follows a friendly order, and the model shows it clearly. It opens with a greeting and the name, because teammates cannot welcome a person whose name they have not heard. It then places the writer — his class and school — so the listeners can locate him in their world. Interests come next, and notice that they are chosen to suit the audience: in front of a sports team, interests in sports magazines, family match-watching and evening practice are relevant and interesting, whereas a list of unrelated hobbies would waste the listeners' attention. The favourite sport is then named with useful detail — not merely 'cricket', but a batting position, a secondary bowling skill, two years of class-team experience and one concrete achievement, the half-century in the inter-class final. Specific details like these make an introduction believable; vague claims such as 'I am a very good player' convince nobody. Finally, and most importantly for this question, the paragraph states what the writer hopes to contribute, and it does so in team language: runs and wickets, yes, but also hard work, punctuality and a friendly spirit, with the team's success placed before personal score. That

closing promise is what turns a description of oneself into an introduction to a team, and it ends with thanks and a forward-looking sentence, which leaves the listeners with warmth rather than with a list.

Two language points are worth copying deliberately. First, the paragraph mixes present simple for facts and habits ('my favourite sport is cricket', 'I practise every evening' in sense) with present perfect for experience ('I have played for my class team for two years'), which is the natural tense partnership of introductions. Second, the connecting words — although, not only … but also, and — join short facts into flowing sentences, so the paragraph reads as speech rather than as a filled form. Students should also keep the tone right: confident but not boastful. Notice that the model's one achievement is a fact, not a boast, and it is immediately balanced by promises of effort and by respect for senior players. In a real team room, that balance is the difference between a new player who is welcomed and one who is quietly resented, and markers reward the same good judgement on paper.

Conclusion

To conclude, the model paragraph introduces an illustrative student, Ali Raza, to his new sports team and includes every element the question names — name, interests, favourite sport, and hoped-for contribution — inside one organised, friendly paragraph. The deeper lesson of Unit 1 is that a self-introduction is a small act of respect: it tells new companions who you are, what you love, and what you are ready to give. Students should now write their own version with their own name, class, sport and genuine ambitions, keeping the same order and the same team-first tone, because an introduction that could belong to anybody introduces nobody.

Practising the Introduction Aloud

A final piece of guidance concerns delivery, because an introduction to teammates will usually be spoken before it is ever written. The student should read his paragraph aloud once and listen for three things. First, does his name arrive early and clearly, pronounced slowly enough for strangers to catch and remember it? Second, does the paragraph sound like one person speaking, with natural pauses at the full stops, rather than like a list being read from a slate? Third, does it end on warmth — a hope, a thanks, a look forward — rather than trailing off after the last fact? Written English and spoken English are cousins, not twins, and a paragraph that survives being read aloud has usually achieved the natural sentence rhythm that markers reward on the page as well. Two minutes of this aloud practice before writing the final version will improve a self-introduction more than any amount of silent re-reading, and it is the same rehearsal habit that actors, captains and class representatives use before they face a room — which is to say, before any of the many introductions life will ask of the student after this one.

Q.5 There is a teacher and a student having a conversation in the library. Read the answers below and write five suitable questions using the words: where, who, can, why, and is. (10) — i. I am looking for a book on science experiments. ii. Mr. Ahmed is helping me find it. iii. I can borrow it for two weeks. iv. Because I need it for my homework. v. It is on the top shelf.

Introduction

This question reverses the direction of Question 1. There, answers were given in a dialogue and WH-questions had to be built for them; here, a small library conversation between a teacher and a student survives only in the student's five answers, and the student of English must rebuild the teacher's five questions. One extra condition controls the whole exercise: the five questions must be built with the five words printed in the booklet — where, who, can, why and is — one word per question. That condition is mostly straightforward, but it contains one genuine difficulty,

disclosed in the note below, because the natural question for the first answer would normally begin with a word the booklet does not allow. The completed conversation is given first, then each pairing is explained, so that the student understands the matching logic and can perform the same operation on new material.

Transparency Note on the Printed Word List

The answer 'I am looking for a book on science experiments' would most naturally be produced by the question 'What are you looking for?' — but what is not among the five words the booklet permits here. The other four answers match their permitted words exactly (who for the helper, why for the because-answer, where to the shelf, and can for the borrowing period). This guide therefore assigns is to the first answer, in the natural teacher's form 'Is it a book on science experiments that you are looking for?', to which the student's printed answer is a perfectly sensible reply. The remaining four words then fall into place without forcing. Students should present the answers in the same spirit: use each printed word once, match it to the answer it fits best, and never pretend that a word was printed when it was not.

The Rebuilt Conversation

No.	Printed answer (student)	Rebuilt question (teacher)	Word used
i	I am looking for a book on science experiments.	Is it a book on science experiments that you are looking for?	is
ii	Mr. Ahmed is helping me find it.	Who is helping you find it?	who

iii	I can borrow it for two weeks.	For how long can you borrow it?	can
iv	Because I need it for my homework.	Why do you need this book?	why
v	It is on the top shelf.	Where is the book?	where

Read as a dialogue, the conversation now runs naturally. The teacher, seeing a student searching the shelves, first checks what kind of book is wanted; learning that it concerns science experiments, she asks who is helping him and is told that Mr. Ahmed is. She then asks how long he may borrow the book — two weeks — and why he needs it — for his homework — and finally where the book is, and hears that it stands on the top shelf. Every printed answer has been used exactly as printed, no answer has been altered, and each of the five permitted words heads exactly one question, as the exercise requires.

Why Each Pairing Is Correct

Pairing (ii) is the clearest: the answer names a person, Mr. Ahmed, performing the action of helping, and who is the only permitted word that asks about a person. Pairing (iv) is equally clear, because an answer beginning with because is a reason, and why is the reason-word; indeed, in all English exercises of this family, because in the answer is the surest possible signal of why in the question. Pairing (v) names a position — the top shelf — and positions and places belong to where. Pairing (iii) is about ability and permission expressed through the modal verb can, which appears in the answer itself ('I can borrow it'); a question built with the same modal — 'For how long can you borrow it?' — draws out exactly the printed reply, including its period of two weeks. Pairing (i), as the transparency note explains, is the one engineered case: since what is unavailable, the teacher's question is framed with is, confirming the subject of the search

rather than asking it openly, and the student's statement answers that confirmation in full-sentence form, as students in a library conversation naturally do. Together the five pairings teach the central lesson of this whole assignment: questions and answers are two halves of one fit, and the information-word in the answer dictates the opening word of the question.

There is also a small but valuable lesson about word order and politeness in a library setting. The teacher's questions are short and courteous, each one asking for a single piece of information; she does not combine two questions into one breath, and the student's answers are equally short and complete. This is the rhythm of real institutional conversation in English — in libraries, offices, hospitals and examination halls — where clarity matters more than decoration. A student who internalises the five pairings above has also, without noticing it, revised the core question-words of the language: who for people, why for reasons, where for places and positions, can for ability and permission, and is for confirmation. That revision will serve him in comprehension passages throughout the Matric course, where exactly such deleted-question dialogues are a favourite examination device.

Conclusion

In conclusion, the teacher's five questions have been rebuilt from the student's five printed answers, using each of the booklet's five words — where, who, can, why and is — exactly once, with the single engineered pairing (is for the science-experiments answer) openly explained rather than concealed. The exercise rewards close reading: the helper's name calls for who, the because-clause for why, the shelf for where, the borrowing for can, and the search itself for the confirming is-question. Students should copy the completed conversation neatly in dialogue form, underline the five required words as this guide has identified them in the table, and practise

the same rebuilding skill on any short dialogue in their textbook, because a learner who can reconstruct missing questions understands English conversation from both sides at once.

Q.6 Using the sequence markers provided (first, firstly, second, secondly, later, next, after that, meanwhile, in the meantime, finally), and then rewrite Sara's Morning Routine by constructing a well-organized paragraph. (10) — Printed routine: i. I woke up early in the morning. ii. I brushed my teeth and washed my face. iii. I had a healthy breakfast with my family. iv. I packed my school bag with books and stationery. v. I put on my school uniform. vi. I left home and walked to the bus stop. vii. I met my friends on the way to school. viii. We talked about our homework during the journey. ix. I reached school and attended the first class. x. I returned home in the evening and completed my homework.

Introduction

The printed material for this question is a list, not a paragraph: ten short sentences recording, in order, everything Sara did from waking early in the morning to completing her homework in the evening. A list like this is how we first note events down, but it is not how good English presents them. Unit teaching on sequence markers exists precisely to convert such lists into flowing narrative: words and phrases like first, firstly, second, secondly, later, next, after that, meanwhile, in the meantime and finally act as signposts that tell the reader where he stands in the order of events — what opened the story, what followed, what happened at the same time as something else, and what closed it. The task, therefore, is not to change Sara's facts: every one of the ten printed actions must survive into the paragraph, in the same order. What changes is the stitching. The rewritten paragraph below uses the provided markers across the narrative, joins related actions into longer sentences, and keeps Sara as the subject in the third person, since the paragraph is a report of her routine rather than her own diary.

Sara's Morning Routine, Rewritten as a Paragraph (Model Answer)

First, Sara woke up early in the morning. Firstly, she brushed her teeth and washed her face so that she felt fresh and fully awake. Second, she had a healthy breakfast with her family, and, secondly, she packed her school bag with her books and stationery so that nothing needed in class would be left behind. Next, she put on her school uniform. After that, she left home and walked to the bus stop. Later, she met her friends on the way to school; meanwhile, during the journey, they talked about their homework and the lessons of the day. In the meantime, the bus carried them steadily towards the school, and soon she reached school and attended the first class with full attention. Finally, she returned home in the evening and completed her homework, bringing her busy day to a neat and satisfying close.

How the Markers Do Their Work

Marker	Job in the paragraph	Event it introduces
first / firstly	Open the sequence and the first detailed step	Waking up; brushing teeth and washing face
second / secondly	Mark the next main steps in order	Breakfast; packing the school bag
next / after that	Move the story forward one step at a time	Putting on the uniform; leaving home for the bus stop
later	Show a short gap in time before the next event	Meeting friends on the way
meanwhile / in the meantime	Show events running side by side, or time passing usefully	Talking about homework during the journey; the journey itself

finally	Close the whole sequence	Returning home and completing homework in the evening

Two distinctions in this family of markers deserve a student's attention. The first is between next / after that / later on one side and meanwhile / in the meantime on the other. The first group is strictly sequential: one event finishes and the next begins. The second group is simultaneous: the homework conversation did not happen after the journey but during it, and honest narrative must say so, which is why meanwhile is the only correct marker at that point. The second distinction concerns the pairings first/firstly and second/secondly. In careful modern usage firstly and secondly can open a counted series, while first and second do the same job more simply; the booklet supplies both forms, and the model deliberately places first at the very opening of the story and firstly at the head of the first detailed step, then mirrors the pattern with second and secondly, so that every marker printed in the booklet is demonstrated in a natural position rather than forced into a single breathless sentence. Finally itself must be saved for the true end: a paragraph that says finally in the middle and then continues has misused its clearest signal, and the marker's reward comes precisely from its patience — the reader who has followed first, next and later feels the day complete itself when finally arrives at the evening homework.

A rewritten paragraph must also repair the small repetitions a list tolerates. The printed sentences repeat 'I' ten times and begin almost every line the same way; the paragraph varies its openings with the markers themselves, combines brushing and washing into one firstly-sentence, joins leaving home and walking to the bus stop under one after that, and adds only the lightest connective tissue — 'so that she felt fresh', 'so that nothing would be left behind', 'with full attention' — which explains and smooths without inventing a single new event in Sara's day.

That restraint is the discipline of rewriting tasks generally: improve the expression, preserve the content. A student who adds new incidents, changes the order, or drops the evening homework has not rewritten the routine; he has written a different one, and marks are lost for content, not for style.

Conclusion

In conclusion, Sara's ten printed actions have been rewritten as one well-organised paragraph in which first and firstly open the day, second and secondly order its early steps, next, after that and later carry it forward, meanwhile and in the meantime honestly mark the events that overlap, and finally closes it with the evening homework. Nothing has been added to Sara's day and nothing taken away; only the signposting has changed, and that change is exactly the difference between a list and a narrative. Students should copy the model, underline each sequence marker, and then apply the same conversion to a routine of their own — their own morning, a recipe, or a journey — because sequence markers, once mastered, organise every piece of chronological writing a Matric student will ever produce.

Q.7 In Unit 2, you learned about how to express reasons. Keep this in mind and then read the following statements. Rewrite each sentence by giving a reason using any of the words provided (as, because, since, therefore, due to). (10) — i. I study hard. I want to get good marks in the exam. ii. She is wearing a coat. The weather is very cold. iii. The students stayed at home. There was heavy rain. iv. He didn't go to the party. He was feeling unwell. v. We left early. We wanted to catch the first train.

Introduction

Every printed item in this question contains two separate facts, stated in two short sentences, between which a reason-relation is hiding. In item (i), wanting good marks is the reason for

studying hard; in item (ii), the cold weather is the reason for the coat. Unit 2 teaches the small family of words that make such hidden relations visible: as, because and since, which introduce the reason itself, therefore, which introduces the result that follows from a reason, and due to, which names a cause in a compact, formal way. The rewriting task is to fuse each pair into one correct sentence, choosing for each item the reason-word that fits its structure best, so that across the five answers all five printed words are demonstrated. The fused sentences are given first, and the explanation that follows shows the grammar of each word carefully, because students lose marks in this exercise not on ideas but on punctuation and word order.

The Five Rewritten Sentences (Model Answers)

i. I study hard because I want to get good marks in the exam. ii. She is wearing a coat as the weather is very cold. iii. The students stayed at home since there was heavy rain. iv. He was feeling unwell; therefore, he didn't go to the party. v. We left early due to our wish to catch the first train. Each answer preserves both printed facts, changes neither fact, and makes the reason-relation explicit with one of the five permitted words, as the question requires.

The Grammar of the Five Reason-Words

Word	What follows it	Direction	Example from the answers
because	A full clause (subject + verb)	Introduces the reason	I study hard because I want good marks.
as	A full clause	Introduces the reason, gently	She is wearing a coat as the weather is very cold.
since	A full clause	Introduces a reason	The students stayed

		treated as known	at home since there was heavy rain.
therefore	A full clause stating the result	Introduces the result, not the reason	He was feeling unwell; therefore, he didn't go.
due to	A noun phrase, not a clause	Names the cause compactly	We left early due to our wish to catch the first train.

Because is the workhorse of the family: it answers the question why directly, it can stand in the middle of a sentence without a comma, as in item (i), or open the sentence with a comma after its clause ('Because I want good marks, I study hard'). As and since do the same introducing job but with a lighter touch; since, in this reason sense, has nothing to do with time, a confusion worth warning against, because 'since there was heavy rain' gives a cause, not a starting point. Therefore points the other way: it must be attached to the result, and it is punctuated with care — a semicolon before it and a comma after it when it joins two clauses, as item (iv) shows; a student who writes 'He didn't go to the party therefore he was unwell' has reversed the logic and broken the punctuation at once. Due to is the most formal and the most restricted: grammar requires a noun phrase after it, so the printed clause 'we wanted to catch the first train' had to be recast as the noun phrase 'our wish to catch the first train' in item (v) — the fact is unchanged, but its grammatical clothing is altered to suit the word, which is exactly the skill this exercise is designed to test.

It is worth noticing how the direction of each printed pair was decided. In items (i), (ii), (iii) and (v) the result is stated first and the reason second, so a reason-introducing word (because, as,

since, due to) simply joins them in their printed order. Item (iv) is printed reason-second as well — he did not go; he was unwell — but it was deliberately chosen for therefore in this model to demonstrate the fifth word, and that forced the pair to be turned around: reason first, semicolon, therefore, result. A student should understand that this turning-around is legitimate rewriting, not a change of meaning, and that any of the five items could equally be answered with several of the words: item (iii), for instance, is correct as 'The students stayed at home because there was heavy rain' or 'There was heavy rain; therefore, the students stayed at home.' The marks reward the correctness of whichever word is chosen, not the particular choice, provided the punctuation and direction are right. What is never correct is to join the pair with no reason-word at all, or to use due to before a full clause or therefore before a reason.

Conclusion

To conclude, the five printed pairs have each been fused into a single sentence that states its reason openly — because for the studying, as for the coat, since for the rain, therefore for the missed party, and due to for the early departure — using all five words supplied in the booklet, each with its correct grammar and punctuation. The larger lesson of Unit 2 is that reasons are the connective tissue of all serious writing: essays argue because, reports explain since, and conclusions follow therefore. A Matric student who can move fluently among these five words, choosing the direction and the punctuation each one demands, has acquired a tool he will use in every subject, from science explanations to history essays, long after this single exercise is forgotten.

Q.8 In the unit, you learned about how to express future planning. Write a short paragraph of 100–150 words about your plans after completing matriculation. (10)

Introduction

Matriculation is the first great doorway in a Pakistani student's life: behind it lies the familiar world of school, and beyond it lie choices — college or technical training, science or commerce or arts, a profession imagined and begun. The unit behind this question teaches the language in which such choices are expressed as plans rather than as daydreams: the structures I will, I am going to, I plan to and I hope to, each of which carries a slightly different shade of intention. The question sets a precise length, 100–150 words, and that figure is part of the test, because real planning is disciplined: it selects the few intentions that matter and states them completely, rather than spilling into an endless list. The model paragraph below is written in the first person, as the question invites, with illustrative details of one student's pre-medical ambition; its length has been counted and kept inside the printed range, and every student must replace its details with his own honest plans, since a plan copied from a guide is by definition not the writer's plan at all.

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Model Paragraph: My Plans After Completing Matriculation

After completing my matriculation, I plan to continue my studies with clear goals and full effort. First, I will join a good college and choose the pre-medical group, because I hope to become a doctor in the future. I am going to prepare a proper timetable for my college studies and follow it strictly from the first day. Along with my regular subjects, I will improve my English and computer skills by joining short courses during the vacations. I also plan to take part in sports and social activities so that I stay healthy, confident, and active. My family has always supported my education, and I will try my best to make them proud. In the long run, I hope to serve the people of my area through my profession and to build an honest and successful life.

[The model paragraph above was counted programmatically at production and lies inside the printed 100–150-word range; the exact figure is recorded in the verification note at the end of this file. Students should count their own paragraph the same way.]

The Language of Planning, Structure by Structure

The paragraph deliberately demonstrates the unit's four planning structures in their natural order of strength. I will expresses a firm decision made with confidence — 'I will join a good college' — and is used for the central commitment on which everything else hangs. I plan to names a settled intention with a plan behind it — choosing the pre-medical group, taking part in sports and social activities — and suits the steps that support the main decision. I am going to announces an arrangement already being prepared, here the timetable to be followed from the first day, and gives the paragraph its note of practical readiness. I hope to is the gentlest structure, reserved for the long-distance wishes that effort can serve but cannot guarantee — becoming a doctor, serving the people of one's area, building an honest and successful life. A paragraph that used only will would sound like a list of orders to oneself; a paragraph that used only hope to would sound like a wish with no machinery behind it. By grading the four structures from decision down to hope, the model shows a mind that knows which parts of its future it controls and which parts it can only work towards — and that self-knowledge is the real content of the unit.

The paragraph's architecture deserves the same attention. It opens with a topic sentence that announces the whole subject — continuing studies with clear goals — so the reader is never in doubt about what the paragraph is for. The supporting sentences then move in a sensible order: the immediate step (college and group), the method (timetable), the additions (English and computer courses in the vacations), the balance (sports and social activities for health and confidence), the motive (family support and the wish to make them proud), and the long view (service and an honest life). This order — step, method, balance, motive, long view — can be reused for any plan a student honestly holds: the future engineer choosing pre-engineering, the

commerce student aiming at accountancy, the arts student preparing for teaching or civil service, or the student entering a technical diploma all change only the nouns, not the skeleton. Two cautions complete the lesson. First, tense discipline: a plans paragraph lives in the future forms named above, and sliding into the past tense mid-paragraph is the commonest mechanical error markers see in this question. Second, honesty of scale: one college, one group, two supporting skills and one profession persuade; ten professions in 130 words persuade nobody. Plans, like paragraphs, convince by selection.

Conclusion

In conclusion, the model paragraph states one student's post-matriculation plans — college, the pre-medical group, a disciplined timetable, supporting courses, healthy balance, family gratitude and a long-term hope of service — inside the printed 100–150-word limit and in the unit's own planning language of will, going to, plan to and hope to. The exercise is small but its habit is large: a student who can state a plan clearly in English, in the right order and at the right length, has already taken the first step towards carrying that plan out, because intentions that can be written down precisely can also be followed, checked and achieved. Students should now write the paragraph again in their own words and with their own genuine ambitions, keeping the counting discipline and the graded structures exactly as modelled.

A Note on Revising a Plan

One more quality distinguishes a real plan from a school exercise, and students do well to show it in a closing sentence or two when length permits: a plan is allowed to grow. The student who writes that he will review his progress after the first college term, drop a course that is not serving him, or change his group if his matriculation result opens a better door is not showing weakness; he is showing that his planning is a living process with checkpoints, exactly as the

timetable in the model paragraph is a tool for checking days. Examination answers rarely reward this maturity because the length is short, but the habit matters for the life the paragraph describes — the students who reach their professions are usually not those whose first plan never changed, but those who kept the destination steady while adjusting the road, and who wrote each adjustment down as clearly as the original intention.

Q.9 In Unit 4, you learned about how to express likes and dislikes. Write a short paragraph of 100–150 words about your personal preferences. In your paragraph, include expressions of likes and dislikes such as: (I like…, I enjoy…, I love…, I don't like…, I dislike…, I am not fond of) (10)

Introduction

Unit 4 teaches the vocabulary of preference — the expressions with which English speakers say what attracts them and what repels them, and how strongly. The question names six of those expressions and requires them inside one short paragraph of 100–150 words about the writer's personal preferences: I like, I enjoy, I love on the positive side, and I don't like, I dislike, I am not fond of on the negative side. The requirement is more subtle than it looks, because these six expressions are not interchangeable labels to be sprinkled at random; they form a scale of feeling, and a good paragraph places each preference at its correct point on that scale, supports it with a reason or a small picture, and keeps the whole inside the printed word limit. The model below does all of this with ordinary, believable preferences of a school student; its length has been counted and held within 100–150 words, and students must of course substitute their own true likes and dislikes, since preferences, even more than plans, cannot be borrowed.

Model Paragraph: My Personal Preferences

Every person has personal preferences, and mine are simple and clear. I like reading storybooks and poems in my free time, because they take me to new places and teach me new words. I enjoy playing cricket with my friends in the evening, and I love listening to soft music while I am doing my homework. I also like helping my mother in the kitchen and learning new dishes from her. On the other hand, I don't like wasting time on my mobile phone for long hours, because it makes my eyes tired and steals my study time. I dislike waking up late in the morning, and I am not fond of very spicy food. I am also not fond of loud and crowded places, where I cannot think peacefully. These likes and dislikes are a part of my personality, and they guide my daily routine. [The model paragraph above was counted programmatically at production and lies inside the printed 100–150-word range; the exact figure is recorded in the verification note at the end of this file.]

The Scale of Preference, and How the Paragraph Uses It

On the positive side, the three expressions rise in strength. I like is the calm, everyday word, suitable for solid habits such as reading storybooks and poems. I enjoy adds the note of pleasure in the activity itself — one enjoys playing cricket with friends, an experience, rather than merely approving of it — and grammatically it is followed by the -ing form, I enjoy playing, a detail the model observes and students should copy. I love is the strongest of the three and should be spent sparingly, on the preference that genuinely glows; here it is given to listening to soft music during homework, the paragraph's one moment of real enthusiasm. On the negative side the scale works in a more interesting way. I don't like is the plain, neutral negative, used here for the very modern problem of wasting hours on a mobile phone, with its reason attached — tired eyes and stolen study time. I dislike is a degree firmer and more formal, aimed at the habit of waking late. I am not fond of is the politest and softest negative of all, almost apologetic in tone, and the

model uses it twice for matters of taste where no blame is intended — very spicy food and loud, crowded places. Choosing am not fond of for tastes and dislike for habits is exactly the kind of judgement this unit exists to build: strong language for conduct we control, gentle language for tastes that harm nobody.

The paragraph's construction follows the natural rhetoric of preference-writing. It opens by naming its subject, spends its first half on the positive side so that the writer appears before his reader as a person defined mainly by what he loves, and then turns — signposted by the phrase 'On the other hand' — to the dislikes, each of which is disciplined by a reason: the phone steals time, late waking wastes the morning, spicy food and crowds disturb comfort and thought. It closes by drawing the moral itself: likes and dislikes are part of personality and guide the daily routine. That closing reflection matters, because without it a preferences paragraph is only a shopping list; with it, the list becomes a small self-portrait. Grammar points to imitate include the parallel -ing forms after the liking verbs (reading, playing, listening, helping, waking) and the variety of sentence openings, which prevent the six required expressions from sounding like six stamps on one envelope. A student who writes six sentences beginning identically — 'I like… I like… I love…' — has met the letter of the question and missed its spirit entirely.

Conclusion

In conclusion, the model paragraph presents one student's personal preferences inside the printed 100–150-word limit and deploys all six required expressions — I like, I enjoy, I love, I don't like, I dislike and I am not fond of — each at its proper strength and each attached to a believable preference with a reason. The unit's deeper lesson is that expressing preference well is a form of self-knowledge: to say accurately what we love, what we merely like, and what we gently avoid is to know ourselves in English. Students should now compose their own paragraph on the same

plan — positives first, a clear turn, negatives with reasons, and a reflective close — using their own true tastes, counted to the same limit.

A Note on Honesty in Preferences

There is one temptation in this question that students should consciously resist: inventing grand preferences to impress the marker. A paragraph claiming love for classical music, enjoyment of opera and dislike of all television, written by a student whose real pleasures are cricket, biryani and his grandfather's stories, will ring false in every sentence, because invented tastes come without the small believable details — the place, the moment, the reason — that true tastes supply automatically. Markers do not award marks for the nobility of a preference; they award them for the accuracy of the language expressing it. The humblest true preference, exactly expressed and honestly reasoned, therefore outscores the grandest borrowed one, and the student should ransack his own actual day — its foods, games, sounds, places and habits — before writing a single line of this paragraph.

Q.10 In Unit 5, you learned how to express travel plans. Complete the table below by filling in your travel plan for each item in sentence form. Use appropriate phrases such as I am going to…, I am plan to…, I will…, I hope to…. (10) — Printed table headings: Destination \| Mode of Travelling \| Duration \| Activities Planned \| Reason for Travel; printed example: Murree \| Bus \| 02 days \| hiking \| To enjoy nature. [The booklet prints 'I am plan to…' — see the note in this answer.]

Introduction

Unit 5 brings the skills of the first five units together in one of the most enjoyable tasks in the course: talking about a journey before it happens. The question supplies a table with five columns — Destination, Mode of Travelling, Duration, Activities Planned and Reason for Travel

— and one completed example row, a two-day bus trip to Murree for hiking, undertaken to enjoy nature. The student's task is to complete the table with a travel plan of his own, and the decisive instruction is the phrase 'in sentence form': the cells of the student's row must not contain bare words copied from the example, but full sentences built with the unit's future-planning phrases, I am going to, I plan to, I will and I hope to. One small printing matter must be noted first, in fairness to students: the booklet prints the second phrase as 'I am plan to…', which is a misprint; the correct English forms are 'I plan to…' or 'I am planning to…', and those correct forms are used in the model below. The completed table follows, and the discussion explains each column's sentence.

The Completed Table (Model Answer)

Item	My travel plan, in sentence form
Destination	I am going to visit Skardu with my family during the summer vacations.
Mode of Travelling	We will travel by bus from our city to Skardu, and we will hire a jeep for the local trips.
Duration	I plan to stay there for five days and four nights.
Activities Planned	I am going to visit the lakes and the cold desert, and I hope to take photographs of the mountains at sunrise.
Reason for Travel	I will make this journey to enjoy the natural beauty of my country and to spend peaceful time with my family.

Set beside the printed example, the model row shows the required transformation clearly. The example's destination is one word, 'Murree'; the model's is a complete sentence naming the place, the companions and the season. The example's mode is the single word 'Bus'; the model's separates the long journey (bus) from local movement (a hired jeep), as any real mountain plan must. The example's duration, '02 days', becomes a planned sentence of five days and four nights; its single activity, 'hiking', becomes two linked activities, visiting lakes and the cold desert and hoping for sunrise photography; and its reason, 'To enjoy nature', grows into a full reason sentence that adds the family purpose to the natural one. A student may of course choose any destination — Hunza, Lahore's historical places, Karachi and the sea, Swat, or a village visit to grandparents — provided every cell is a sentence and the plan as a whole hangs together, with mode, duration and activities that genuinely suit the destination chosen.

The Planning Phrases, Column by Column

The five cells between them demonstrate the unit's four phrases, and their distribution is deliberate. I am going to opens the plan, for the destination, because going to is the phrase of an intention already formed and discussed at home — the family has decided on Skardu; it is not a sudden wish. I will appears in the mode and reason cells, where it carries the note of settled decision and promise: the bus and jeep are the arrangements the writer commits to, and the journey's purpose is stated as a commitment. I plan to governs the duration, since a stay of five days and four nights is precisely a plan — a figure that can be adjusted if money or holidays require, but is stated now so that bookings and packing can be organised around it. I hope to is saved for the sunrise photographs, the one element that weather and fortune control: a traveller can plan a lake visit, but he can only hope for a clear dawn over the mountains, and honest planning language marks exactly that difference. This grading of certainty — decided,

committed, planned, hoped — is the same scale practised in Question 8's post-matriculation paragraph, and its reappearance here is no accident: Unit 5 expects the student to carry the future forms forward into a new, concrete situation, which is how language courses build real command rather than isolated exercises.

A completed travel table is also a small lesson in practical coherence, and markers look for it. The mode must be able to reach the destination (a jeep is sensible in Skardu's terrain; a train would not be, since no railway runs there), the duration must allow the activities (lakes, desert and a sunrise cannot be compressed into the example's two days at that distance), and the reason must match the activities (a journey for natural beauty and family peace would be contradicted by a plan full of shopping). Students should check their own row against this coherence test before submitting: read the five sentences in sequence and ask whether they describe one possible journey by one possible traveller. If they do, and if each sentence uses a planning phrase correctly, the table is complete. It is also wise to keep the example row untouched in the answer book and to write the new row beneath it, exactly as the booklet's layout invites, so the marker can see example and achievement side by side.

Conclusion

To conclude, the travel-plan table has been completed for a five-day family journey to Skardu, with every cell written as a full sentence using the unit's planning phrases — I am going to, I will, I plan to and I hope to — correctly graded from firm decision to weather-dependent hope, and with the booklet's misprinted phrase 'I am plan to' transparently noted and corrected rather than copied. The exercise closes Assignment No. 1 fittingly: the student who began by introducing himself in Unit 1 ends by planning, in accurate future English, a journey into his own country's mountains. Students should now build their own row for a journey they genuinely wish

to make, checking mode, duration and activities for coherence, because a travel plan, like every plan in this assignment, is only as good as its sentences.

Production Verification Note (Not Part of the Assignment Answers)

Model-piece word counts for Assignment No. 1, counted programmatically at production: the Q.3 model essay is 268 words (printed range 250–300); the Q.8 model paragraph is 138 words (printed range 100–150); the Q.9 model paragraph is 146 words (printed range 100–150). All other model pieces in this file carry no printed word limit.

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