

ALLAMA IQBAL OPEN UNIVERSITY

SOLVED ASSIGNMENT 1

Course Code	1424
Course Title	Compulsory English II
Assignment Number	01
Semester	Autumn
Academic Year	2026

IMPORTANT NOTE

Assignments Last Date: 20-02-2027

Please submit your assignments to your tutors before this last date.

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Q.1 Change the following informal sentences into formal sentences. Unit 1 of your textbook gives you some traits of the formal and informal writing. (15)

1. Ahmad needs to think about his decision.
2. Sana can get in touch with her mother if she likes.
3. They cannot dare go against him.
4. Oscar started freaking out about the test.
5. When the cops arrived, the crook ran outside.
6. He pointed out towards the car.
7. The soda bottle blew up like a bomb fixed in it.
8. Saira discovered the cause of her disease.
9. The song was awesome.
10. We have set up our business in Malaysia.

Answer

1. Ahmad needs to consider his decision carefully.
2. Sana may contact her mother if she wishes.
3. They would not presume to oppose him.
4. Oscar became extremely anxious regarding the examination.
5. Upon the arrival of the police officers, the suspect fled outdoors.
6. He indicated toward the vehicle.
7. The carbonated beverage bottle exploded violently.
8. Saira identified the root cause of her illness.
9. The musical composition was exceptional.
10. We have established our commercial enterprise in Malaysia.

Q.2 Define and exemplify the following types of writing. (15)

- Expository
- Narrative
- Argumentative

Answer

1. Expository Writing:

Definition: Expository writing aims to inform, explain, or describe a specific topic using facts, statistics, and clear logical reasoning without introducing personal opinions.

Example: "Water boils at 100 degrees Celsius under standard atmospheric pressure, changing its state from liquid to gas."

2. Narrative Writing:

Definition: Narrative writing tells a story or recounts a series of events, complete with characters, setting, plot, and dialogue.

Example: "As Ali stepped into the quiet library, he noticed an ancient leather-bound book lying open on the middle table."

3. Argumentative Writing:

Definition: Argumentative writing presents a clear claim on an issue and provides logical evidence, facts, and reasons to persuade the reader to accept a specific viewpoint.

Example: "Recycling should be mandatory in every household because it significantly reduces environmental waste and conserves natural resources."

Q.3 We are sure you must have read about sequencing in Unit 7. Sequencing of events is very important in any process work. Given below are some sentences from the story The Lion and the Mouse. Write them in the form of a paragraph using sequence markers. (10)

- The Mouse found the Lion in the net.
- The Lion roared with anger.
- The Mouse promises to help the Lion someday if he will let her go.
- The Lion was asleep.
- The Lion laid his paw on the Mouse.
- The Mouse chewed the net to free the Lion.
- The Lion went hunting and got caught in a net.
- The Lion let the Mouse go.
- The Mouse ran across the Lion's nose.
- The Lion woke up.

Answer

First, the Lion was asleep peacefully under a tree. Suddenly, the Mouse ran across the Lion's nose, and consequently, the Lion woke up in anger. Next, the Lion laid his paw on the Mouse to crush it. However, the Mouse promises to help the Lion someday if he will let her go. Feeling amused, the Lion let the Mouse go. Later on, the Lion went hunting and got caught in a net set by hunters, causing him to roar with anger. Soon after, the Mouse found the Lion in the net. Finally, the Mouse chewed the net to free the Lion, saving his life.

Q.4 Given below is the time table of a day of Ms. Azra's life. Develop it into a paragraph. (15)

- 11:30 p.m. to 05:30 a.m. Sleep
- 05:30 a.m. to 07:30 a.m. Prayer, Breakfast, Get ready
- 07:30 a.m. to 08:00 a.m. Clean home, Travel
- 08:00 a.m. to 11:30 a.m. School teaching, Tea break
- 11:30 a.m. to 02:00 p.m. Pray, Lunch

02:30 p.m. to 05:00 p.m. Travel home, Rest

Answer

Ms. Azra maintains a highly disciplined daily routine to balance her professional and personal responsibilities. Her day begins early in the morning as she sleeps from 11:30 p.m. to 05:30 a.m. Between 05:30 a.m. and 07:30 a.m., she offers her morning prayers, enjoys breakfast, and gets ready for the day ahead. From 07:30 a.m. to 08:00 a.m., she spends time cleaning her home before traveling to work. She enters her workplace at 08:00 a.m. and dedicates the morning hours until 11:30 a.m. to school teaching and taking a brief tea break. Her afternoon from 11:30 a.m. to 02:00 p.m. is reserved for offering prayers and eating lunch. Finally, between 02:30 p.m. and 05:00 p.m., she travels back home and takes a well-deserved rest.

Q.5 You have learnt about classification techniques in Unit 3 (page 73). Classify the following items according to your understanding. (10)

pancreas, souse, Water, mobile telephone, Radio, juice, milkshake, history, Urdu, liver, political science, lemonade, ketchup, monies, stomach, Heart, chemistry

Answer

1. Human Body Organs: Pancreas, Liver, Stomach, Heart
2. Beverages & Drinks: Water, Juice, Milkshake, Lemonade
3. Academic Subjects: History, Urdu, Political Science, Chemistry
4. Communication Devices & Tech: Mobile telephone, Radio
5. Food Sauces & Condiments: Ketchup, Souse
6. Financial Terms: Monies

Q.6 Write a classification essay of around 200 words on any one of the following topics: (15)

- Fruits and nutrition
- Study discipline
- Sea animals

Answer

Selected Topic: Fruits and Nutrition

Fruits are essential components of a healthy diet, categorized based on their nutritional profiles and structural characteristics into three major categories: Citrus Fruits, Berries, and Stone Fruits.

The first category, Citrus Fruits, includes oranges, lemons, and grapefruits. These fruits are rich in

Vitamin C, soluble fiber, and powerful antioxidants. Consuming citrus fruits strengthens the human immune system, enhances skin quality, and promotes efficient digestion.

The second category, Berries, includes strawberries, blueberries, and raspberries. Packed with dietary fiber, essential vitamins, and anti-inflammatory compounds, berries contribute significantly to lowering cholesterol levels, improving heart health, and boosting brain function.

The third category, Stone Fruits, comprises peaches, plums, and cherries. Characterized by a hard pit enclosing a single seed, stone fruits are high in Vitamin A, potassium, and beneficial minerals that help regulate blood pressure and support bone development.

In conclusion, incorporating a diverse variety of citrus fruits, berries, and stone fruits into daily meals ensures balanced nutrition, preventing chronic illnesses and enhancing overall well-being.

Q.7 In Unit 4 of your textbook, you have read about cause and effect writing. Complete the following sentences, giving the effects of every cause mentioned, using the words given in the table (Thus, Therefore, As a result, Consequently). (10)

1. They couldn't stand her...
2. Faria worked hard on her homework...
3. Lightning struck a tree...
4. She came home late...
5. We forgot to put gas in the car...

Answer

1. They couldn't stand her rude behavior; **therefore**, they avoided inviting her to the gathering.
2. Faria worked hard on her homework; **as a result**, she secured top marks in her class.
3. Lightning struck a tree; **consequently**, it caught fire immediately.
4. She came home late; **thus**, she missed the family dinner.
5. We forgot to put gas in the car; **therefore**, we got stranded on the highway.

Q.8 In Unit 4 of your textbook, you have read about cause and effect writing. Complete the following sentences, giving a cause of every effect mentioned, using the words given in the table (Because, Since, For this reason, This is why). (10)

1. _____ the town was flooded.
2. _____ I missed the party.
3. _____ the cake burned.
4. _____ we ran out of gas.
5. _____ she was late for school.

Answer

1. **Because** it rained continuously for three days, the town was flooded.
2. **Since** I was stuck in a heavy traffic jam, I missed the party.
3. The oven was set to an extremely high temperature; **for this reason**, the cake burned.
4. We drove a very long distance without stopping; **this is why** we ran out of gas.
5. **Because** she missed her early morning bus, she was late for school.