

**ALLAMA IQBAL OPEN UNIVERSITY, ISLAMABAD
(Department of English Language & Applied Linguistics)**

WARNING

- 1. PLAGIARISM OR HIRING OF GHOST WRITER(S) FOR SOLVING THE ASSIGNMENT(S) WILL DEBAR THE STUDENT FROM THE AWARD OF A DEGREE/CERTIFICATE IF FOUND AT ANY STAGE.**
- 2. SUBMITTING ASSIGNMENT(S) BORROWED OR STOLEN FROM OTHER(S) AS ONE'S OWN WILL BE PENALIZED AS DEFINED IN "AIOU PLAGIARISM POLICY".**

Course: Grammar (5657)

Level: PGD TEFL

Semester: Spring, 2026

Please read the following instructions for writing your assignments. (AD, BS, BEd, MA/MSc, MEd) (ODL Mode).

1. All questions are compulsory and carry equal marks, but within a question the marks are distributed according to its requirements.
2. Read the question carefully and then answer it according to the requirements of the question.
3. Avoid irrelevant discussion/information and reproducing from books, study guide or allied material.
4. Handwritten scanned assignments are not acceptable.
5. Upload your typed (in Word or PDF format) assignments on or before the due date.
6. Your own analysis and synthesis will be appreciated.
7. Late assignments can't be uploaded on the LMS.
8. The students who attempt their assignments in Urdu/Arabic may upload a scanned copy of their handwritten assignments (in PDF format) on the University LMS. The size of the file should not exceed 5 MB.

Total Marks: 100

Pass Marks: 40

ASSIGNMENT No. 1
(Units 1-9)

- Q.1 Discuss the view that grammar should describe how language is actually used rather than prescribe how it ought to be used. Give reasons for your opinion and examples to support your discussion. (10)
- Q.2 Examine the distinction between base forms and affixes. Your answer should address the following requirements:
(a) How can a base form be identified within a word?
(b) Why are some base forms immediately recognizable while others are less obvious?
(c) Parse and analyze any three words of your own choice from English and three from Urdu by identifying their constituent morphemes. (10)
- Q.3 Examine the concepts of chain and choice as complementary dimensions of grammatical analysis. How do these concepts help explain both the structure of sentences and the options available to language users? Support your answer with suitable examples. (10)
- Q.4 Evaluate the view that traditional grammar should be reformed rather than rejected. Discuss both its limitations and its continuing value for language description and language teaching. (10)
- Q.5 Examine the concept of word families as a way of organizing vocabulary. Use examples of your own.
(a) What is meant by a word family?
(b) How are marked expressions related to a central or neutral unmarked word?
(c) Explain how word families enrich a speaker's vocabulary and expressive power. (10)
- Q.6 Evaluate the relationship between tense and time in English, using examples.
(a) Why are tense and time not identical concepts?
(b) In what ways can grammatical tense be used to refer to different time periods?
(c) Discuss the implications of this distinction for understanding English grammar. (10)

- Q.7 Examine the overlap and distinction between pronouns and determiners. Explain your answer with original examples.
(a) What are pronouns and determiners and how do they differ?
(b) How do their grammatical roles differ within a Noun Group?
(c) How can certain words function as either pronouns or determiners depending on context? (10)
- Q.8 Sentence structure and communicative purpose do not always correspond directly in English. Discuss the main types of sentences used in English and explain how statements, commands, and questions may sometimes perform functions beyond their usual roles. (10)
- Q.9 The units of grammar can be viewed as forming a rank scale from the smallest unit to the largest. Explain this hierarchy and discuss how each unit both depends on and contributes to the units around it. (10)
- Q.10 Effective grammar teaching requires careful planning as well as knowledge of language. Explain the Four Ps framework (Preparation, Presentation, Practice, and Production) and discuss how each stage contributes to successful grammar learning, with examples. (10)

Total Marks: 100

Pass Marks: 40

**ASSIGNMENT No. 2
(Project)**

The second assignment for this course is a project. For this, you are required to **study a specific area within the field, conduct research, and prepare a report** on your findings as per the given instructions. Make sure your report has been submitted to your tutor before the due date. Your report must:

1. have a clear introduction, a coherent and well-aligned body section, and a relevant and clear conclusion;
2. be written in clear, concise, and correct English; and
3. be around **2000 to 3000 words** in length.

The assignment will be evaluated in terms of originality, research procedures, language use, and clarity of ideas. Your tutor will assign **any ONE of the following topics** to different students during your classes.

Option 1

Select a grammar point not used as an example in the course material. For that grammar point, develop **two** lesson plans that incorporate the Four Ps. Implement both plans in two different classrooms and compare your observations in terms of the effectiveness of the lessons. Your report should mention:

- The grammar point chosen and why there needs to be improvement in teaching it.
- The two lesson plans you have designed, including:
 - Lesson Objectives
 - Preparation Stage
 - Presentation Stage
 - Practice Stage
 - Production Stage
 - Materials, Activities, Resources Required
- For both lessons, obstacles and setbacks faced during implementation, objectives achieved or not / partially achieved.
- Comparison on the effectiveness of the lessons and suggestions for future improvement on that basis.

Option 2

Select a grammatical structure that has not been used in the course materials as an example. Develop **two** lesson plans for that structure, **one traditional and one communicative**. Implement one plan in one different classroom and the other in a different class. Compare your observations in terms of effectiveness and objectives achieved. In your report, make sure to include:

- The grammar point chosen.
- The lesson plans, including:
 - Lesson Objectives
 - Preparation Stage
 - Presentation Stage
 - Practice Stage
 - Production Stage
 - Materials, Activities, Resources Required
- Obstacles and setbacks faced during implementation, objectives achieved or not / partially achieved (for both plans)
- Evaluation of both lesson plans and a comparison on that basis of the traditional and communicative methods of teaching grammar.
- Recommendations for future improvement.