**WEEK 1**

**Topic: Prefixes as Word Extensions**

**Definition of Prefix**

A prefix is a group of letters added to the beginning of a word to change its meaning. It is not a word on its own, but when attached to a base word, it creates a new word with a different meaning.

**Common Prefixes and Their Meanings**

1. **Un-**: Means "not" or "opposite of".
   * Examples: *unhappy* (not happy), *unnecessary* (not necessary).
2. **Re-**: Means "again" or "back".
   * Examples: *rebuild* (build again), *rewrite* (write again).
3. **Dis-**: Means "opposite of" or "not".
   * Examples: *disagree* (not agree), *disappear* (cease to exist).
4. **Pre-**: Means "before".
   * Examples: *preview* (view before), *predict* (say before it happens).
5. **Mis-**: Means "wrong" or "badly".
   * Examples: *misplace* (place wrongly), *misunderstand* (understand wrongly).
6. **Anti-**: Means "against".
   * Examples: *antibiotic* (against bacteria), *antifreeze* (prevents freezing).

**How Prefixes Change Word Meaning**

Adding a prefix to a base word alters its meaning:

* *Happy* → *Unhappy*: Adding "un-" changes the meaning to "not happy".
* *Do* → *Redo*: Adding "re-" changes the meaning to "do again"

**Examples of Words with Prefixes**

1. *Unfair*: The opposite of fair.
2. *Rewrite*: To write something again.
3. *Disappear*: To no longer be visible.
4. *Predict*: To say what will happen before it happens.
5. *Misunderstand*: To understand something incorrectly.
6. *Antifreeze*: A substance used to prevent freezing.

**Topic: Words associated with Environment**

1. Atmosphere
2. Ecosystem
3. Climate
4. Biodiversity
5. Habitat
6. Pollution
7. Deforestation
8. Global warming
9. Greenhouse gases
10. Erosion
11. Renewable energy
12. Recycling
13. Conservation
14. Composting
15. Reforestation

Here are the meanings of ten words associated with the environment:

1. **Ecosystem**: A community of living organisms (plants, animals, and microorganisms) interacting with each other and their non-living environment (air, water, and soil).
2. **Climate**: The long-term pattern of weather conditions in a particular area, including temperature, humidity, precipitation, and wind.
3. **Deforestation**: The large-scale removal of forests or trees, often for agriculture, urbanization, or logging, leading to habitat loss and environmental degradation.
4. **Biodiversity**: The variety of plant, animal, and microorganism species in a particular habitat or ecosystem, contributing to ecological balance.
5. **Pollution**: The introduction of harmful substances or contaminants into the environment, affecting air, water, or soil quality.

**WEEK TWO**

**Topic: Preservative Prefixes**

**Definition of Preservative Prefixes**

Preservative prefixes are prefixes that, when added to a root word, either maintain the original meaning of the word or slightly alter it. These prefixes help form new words, preserving or slightly modifying the meaning of the base word.

**Common Preservative Prefixes and Their Meanings**

1. **Re-**
   * **Meaning:** *Again* or *back.*
   * **Examples:**
     + *Replay* (to play again)
     + *Rebuild* (to build again)
     + *Revisit* (to visit again)
2. **Un-**
   * **Meaning:** *Not* or *reverse of.*
   * **Examples:**
     + *Unhappy* (not happy)
     + *Undo* (reverse the action)
     + *Uncover* (reveal or uncover)
3. **Pre-**
   * **Meaning:** *Before.*
   * **Examples:**
     + *Prearrange* (arrange beforehand)
     + *Preview* (view before)
     + *Prepay* (pay before)
4. **Mis-**
   * **Meaning:** *Wrong* or *badly.*
   * **Examples:**
     + *Misunderstand* (understand wrongly)
     + *Misplace* (place wrongly)
     + *Misinterpret* (interpret wrongly)
5. **Over-**
   * **Meaning:** *Too much* or *excessive.*
   * **Examples:**
     + *Overeat* (eat too much)
     + *Overestimate* (estimate too highly)
     + *Overreact* (react excessively)

**Functions of Preservative Prefixes**

* **Modification:** Preservative prefixes modify the root word but keep its basic meaning intact or add a slight modification.
* **Word Formation:** These prefixes help create new words while retaining the essence of the root word. For example, *rebuild* retains the basic meaning of *build*, but it adds the concept of doing it again.

**Examples in Sentences**

1. *She decided to revisit the museum to gather more information.*
2. *He felt unhappy after the argument.*
3. *I will prearrange the meeting for tomorrow.*
4. *I misplaced my keys this morning.*
5. *He tends to overreact when faced with pressure.*

**Topic: Words Associated with Building and Building Construction**

**Introduction**

Building construction involves the process of planning, designing, and creating structures, such as houses, commercial buildings, bridges, and roads. The construction industry uses a wide range of technical terms and vocabulary that describe various aspects of building and construction. Understanding these words will help students appreciate the process and communicate effectively in contexts related to architecture and construction.

**Common Words and Their Meanings**

1. **Architect**
   * **Meaning:** A person who designs buildings and oversees the construction process.
   * **Example:** *The architect presented his blueprint for the new office building.*
2. **Blueprint**
   * **Meaning:** A detailed plan or drawing of a building or structure, showing its layout, dimensions, and design.
   * **Example:** *The workers followed the blueprint closely to ensure the building was constructed correctly.*
3. **Foundation**
   * **Meaning:** The base or support structure of a building, typically made from concrete, that holds the entire weight of the building.
   * **Example:** *The foundation of the house was laid before any walls were built.*
4. **Scaffolding**
   * **Meaning:** A temporary structure used to support workers and materials during the construction or repair of buildings.
   * **Example:** *Scaffolding was erected around the building to help workers reach the upper floors.*
5. **Concrete**
   * **Meaning:** A strong building material made from cement, water, and aggregates, used for foundations, floors, and other parts of a building.
   * **Example:** *The workers poured concrete to form the foundation of the new building.*
6. **Load-bearing wall**
   * **Meaning:** A wall that supports the weight of the structure above it, including floors and the roof.
   * **Example:** *The load-bearing wall in the center of the building needs to be reinforced for stability.*
7. **Cement**
   * **Meaning:** A powdery substance mixed with water, sand, and gravel to make concrete.
   * **Example:** *The workers mixed cement to bind the building materials together.*
8. **Brick**
   * **Meaning:** A rectangular block used in the construction of walls, buildings, and pavements.
   * **Example:** *The house was built with red bricks for its exterior walls.*
9. **Beam**
   * **Meaning:** A long, horizontal support used in building construction to carry loads, typically made of wood, steel, or concrete.
   * **Example:** *Steel beams were used to support the roof of the new structure.*
10. **Insulation**

* **Meaning:** Material used to reduce heat transfer or sound transmission in a building, often installed in walls, floors, and roofs.
* **Example:** *The insulation in the walls helps keep the house warm in winter and cool in summer.*

**Topic: Free Writing**

**Introduction to Free Writing**

Free writing is a technique where a writer writes continuously for a set period of time without worrying about grammar, spelling, or structure. The main goal is to get ideas down on paper without interruption or self-censorship. It is a great exercise to improve writing fluency, stimulate creativity, and overcome writer's block

**Purpose of Free Writing**

1. **Unleashing Creativity:**  
   Free writing helps unlock creative ideas and thoughts without the constraint of rules or expectations.
2. **Building Writing Confidence:**  
   It encourages students to express themselves freely and develop confidence in their writing skills.
3. **Improving Writing Flow:**  
   Writing without worrying about correctness allows students to focus on getting their ideas down and later refining them.
4. **Overcoming Writer’s Block:**  
   It can be an effective tool for overcoming mental blocks that often prevent writers from starting or finishing their work.

**How to Practice Free Writing**

1. **Set a Timer:**  
   Start with a set time limit, typically 5–10 minutes. This allows the student to focus on writing for a continuous period without distractions.
2. **Write Non-stop:**  
   The key is to write continuously, even if you don't know what to write. If you get stuck, simply write something like "I don’t know what to write next" until the next idea comes to mind.
3. **Do Not Edit:**  
   Avoid worrying about grammar, spelling, or punctuation. The goal is to focus on writing freely, not editing or refining.
4. **Write About Anything:**  
   Free writing can be about any topic that comes to mind. It could be something personal, a random thought, or a creative idea. There are no restrictions on what to write about.
5. **Review and Reflect:**  
   After the timer goes off, go back and read through what you wrote. Reflect on the ideas that emerged during your free writing session. Some of these ideas might be useful for further development.

**Benefits of Free Writing**

1. **Improves Writing Skills:**  
   It helps students develop a habit of writing regularly and comfortably. The more they practice free writing, the better they get at expressing their ideas clearly.
2. **Enhances Creativity and Imagination:**  
   Writing without limits encourages creativity and can help develop original ideas.
3. **Reduces Self-Doubt:**  
   Students become less concerned with writing perfectly, and more focused on getting their thoughts on paper. Over time, this reduces the anxiety and fear often associated with writing.
4. **Refines Thought Process:**  
   Free writing helps students organize their thoughts and ideas more effectively. Writing freely often leads to clearer and more coherent ideas when revisited.

**Examples of Free Writing Prompts**

1. "Write about your ideal day from start to finish."
2. "Describe a time when you felt truly happy."
3. "Imagine you could talk to an animal. What would you say?"
4. "Write a letter to your future self."
5. "Think about a place that makes you feel at peace. Describe it in detail."

**WEEK THREE**

**Topic: Figures of Speech**

**Introduction**

Figures of speech are rhetorical devices or expressions that use language in non-literal ways to create a more vivid, imaginative, or emphatic meaning. They are widely used in literature, poetry, and everyday communication to make language more engaging, clear, and expressive.

**Types of Figures of Speech and Their Examples**

1. **Simile:**  
   A comparison between two things using the words *like* or *as.*
   * **Example:** "Her smile was as bright as the sun."
   * **Explanation:** This compares the brightness of her smile to the sun using "as."
2. **Metaphor:**  
   A direct comparison between two things without using *like* or *as.*
   * **Example:** "Time is a thief."
   * **Explanation:** Time is compared to a thief, suggesting that it steals moments from our lives.
3. **Personification:**  
   Giving human qualities to non-human things.
   * **Example:** "The wind whispered through the trees."
   * **Explanation:** The wind is given the human ability to "whisper," making it seem alive and expressive.
4. **Alliteration:**  
   The repetition of consonant sounds at the beginning of words in a sentence or phrase.
   * **Example:** "Peter Piper picked a peck of pickled peppers."
   * **Explanation:** The repetition of the "p" sound creates a rhythmic effect.
5. **Hyperbole:**  
   An exaggerated statement used for emphasis or dramatic effect.
   * **Example:** "I'm so hungry I could eat a horse."
   * **Explanation:** This exaggerates the speaker's hunger for emphasis.
6. **Onomatopoeia:**  
   Words that imitate the sounds they represent.
   * **Example:** "The clock ticked loudly in the quiet room."
   * **Explanation:** "Ticked" mimics the sound of a clock.
7. **Irony:**  
   The use of words to express something opposite to their literal meaning, often for humorous or emphatic effect.
   * **Example:** "The fire station burned down."
   * **Explanation:** The irony lies in the fact that a fire station, meant to prevent fires, was itself destroyed by fire.

**Purpose of Figures of Speech**

* **Enhance Communication:** Figures of speech make language more colorful and expressive.
* **Create Emphasis:** They emphasize specific points or ideas in a more dramatic way.
* **Engage the Audience:** They engage readers or listeners by making descriptions more imaginative.
* **Simplify Complex Ideas:** Figures of speech can help express complex ideas more clearly or creatively.

**Topic: Speech Writing**

**Introduction to Speech Writing**

Speech writing is the process of composing a formal address or talk that is delivered to an audience. A well-crafted speech can inspire, inform, persuade, or entertain the listeners. The goal of speech writing is to communicate a message clearly, engagingly, and effectively, using appropriate tone and structure.

**Purpose of Speech Writing**

1. **To Inform:**  
   A speech can convey information to the audience about a particular topic or issue.
2. **To Persuade:**  
   Many speeches aim to persuade the audience to take action or adopt a certain viewpoint.
3. **To Entertain:**  
   A speech can also be written to entertain, often using humor or storytelling techniques to engage the audience.
4. **To Inspire or Motivate:**  
   Some speeches are written to encourage or motivate the audience, often in situations like graduation ceremonies or motivational talks.

**Key Elements of a Speech**

1. **Introduction:**  
   The introduction is the opening section where the speaker grabs the audience’s attention, introduces the topic, and outlines the purpose of the speech.
   * **Techniques for a strong introduction:**
     + Use a quote, question, or interesting fact to capture attention.
     + Introduce the topic clearly.
     + Provide a brief outline of what the speech will cover.
2. **Body:**  
   The body of the speech contains the main ideas and arguments. It is where the bulk of the content lies and should be structured logically to ensure clarity.
   * **Structure of the body:**
     + Divide the content into several points or sections, each addressing a specific aspect of the topic.
     + Use examples, statistics, or anecdotes to support each point.
     + Maintain a logical flow, linking one point to the next.
3. **Conclusion:**  
   The conclusion summarizes the key points made in the speech and reinforces the message. It should leave a lasting impression on the audience.
   * **Techniques for a strong conclusion:**
     + Restate the main message or call to action.
     + End with a memorable statement, quote, or challenge to the audience.

**Speech Writing Structure**

1. **Opening Statement:**
   * Greet the audience.
   * Introduce yourself and the purpose of the speech.
   * Capture the audience’s attention.
2. **Main Points:**
   * Present your main ideas, organized into clear sections.
   * Provide supporting details for each point, such as facts, examples, or personal stories.
3. **Call to Action/Closing Remarks:**
   * Summarize the main points and leave the audience with a clear call to action, challenge, or thought-provoking idea.
   * End on a strong, confident note.

**WEEK FOUR**

**Topic: Introduction to Suffixes**

A **suffix** is a group of letters added to the end of a base word (root word) to change its meaning or function. Suffixes help in the formation of new words and can change the part of speech (e.g., noun, verb, adjective) of the root word.

**Types of Suffixes and Their Functions**

1. **-ly:**  
   Turns adjectives into adverbs, describing how something is done.  
   Examples:
   * *Quick* → *Quickly*
   * *Happy* → *Happily*
   * *Slow* → *Slowly*
2. **-ness:**  
   Turns adjectives into nouns, often indicating a state or condition.  
   Examples:
   * *Kind* → *Kindness*
   * *Happy* → *Happiness*
   * *Sad* → *Sadness*
3. **-ful:**  
   Turns nouns into adjectives, meaning "full of" or "characterized by."  
   Examples:
   * *Beauty* → *Beautiful*
   * *Help* → *Helpful*
   * *Joy* → *Joyful*
4. **-able / -ible:**  
   Indicates ability or capacity. It turns verbs into adjectives.  
   Examples:
   * *Read* → *Readable*
   * *Understand* → *Understandable*
   * *Flex* → *Flexible*
5. **-ment:**  
   Turns verbs into nouns, often indicating the action or result of an action.  
   Examples:
   * *Achieve* → *Achievement*
   * *Develop* → *Development*
   * *Excite* → *Excitement*
6. **-tion / -sion:**  
   Turns verbs into nouns, indicating the action or result of an action.  
   Examples:
   * *Create* → *Creation*
   * *Decide* → *Decision*
   * *Act* → *Action*

**How Suffixes Change Word Meaning**

Suffixes not only change the grammatical category of words but also modify their meaning. For example, adding **-ness** to "happy" changes the word from an adjective (happy) to a noun (happiness), referring to the state of being happy.

**Examples of Word Formation Using Suffixes**

* **Create** + **-tion** = **Creation** (Verb → Noun)
* **Beauty** + **-ful** = **Beautiful** (Noun → Adjective)
* **Teach** + **-er** = **Teacher** (Verb → Noun)
* **Danger** + **-ous** = **Dangerous** (Noun → Adjective)

**Topic: Introduction to Law and Order Vocabulary**

Law and order refer to the system of rules (laws) that a particular country or community recognizes as regulating the actions of its members and enforcing penalties for those who break the laws. The vocabulary related to law and order is often used in legal contexts, criminal justice, and public safety discussions.

**Key Terms Associated with Law and Order:**

1. **Law:**  
   A system of rules created and enforced by a governing body to maintain social order and protect individual rights.  
   Example: *The law prohibits stealing.*
2. **Crime:**  
   An act that violates a law and is punishable by the government.  
   Example: *The police arrested him for committing a crime.*
3. **Criminal:**  
   A person who commits a crime.  
   Example: *The criminal was sentenced to ten years in prison.*
4. **Arrest:**  
   The act of taking someone into custody, usually because they are suspected of committing a crime.  
   Example: *The police made an arrest after the robbery.*
5. **Trial:**  
   A formal examination of evidence in court, typically before a judge and often with a jury, to determine whether someone is guilty of a crime.  
   Example: *The trial lasted for several weeks.*
6. **Jail / Prison:**  
   A place where people are held as punishment for crimes, or while awaiting trial.  
   Example: *He was sent to prison for his involvement in the fraud.*
7. **Judge:**  
   A public official who presides over a court, ensuring that legal procedures are followed and making decisions in legal cases.  
   Example: *The judge delivered the final verdict.*
8. **Verdict:**  
   The decision made by a jury or judge in a trial.  
   Example: *The jury reached a guilty verdict.*
9. **Sentence:**  
   The punishment given to someone who has been convicted of a crime.  
   Example: *The defendant received a 5-year sentence for his crime.*
10. **Conviction:**  
    A formal declaration that someone is guilty of a criminal offense.  
    Example: *He faced conviction for assault.*

**Topic: Introduction to Argumentative Essays**

An **argumentative essay** is a type of writing where the writer takes a position on a particular issue, topic, or subject and supports their viewpoint with evidence, reasoning, and examples. The goal is to persuade the reader to accept or consider the writer's point of view on the topic. It involves presenting both sides of the argument (the pros and cons) but ultimately arguing in favor of one side.

**Structure of an Argumentative Essay**

An argumentative essay typically consists of five parts:

1. **Introduction:**
   * The introduction presents the topic and provides background information necessary for the reader to understand the issue.
   * It should end with a **thesis statement**, which clearly states the writer’s position on the topic.
   * Example: *"While some argue that social media has negative effects on youth, it is important to recognize the positive opportunities it provides for education and communication."*
2. **Body Paragraphs (Supporting Arguments):**
   * Each body paragraph discusses a separate point or reason that supports the thesis statement.
   * Start each paragraph with a **topic sentence**, followed by evidence, examples, and explanations to support the argument.
   * Example:  
     *"One of the key benefits of social media is its educational potential. Many platforms offer resources such as educational videos, tutorials, and courses that students can access for free."*
3. **Counterargument:**
   * A good argumentative essay acknowledges the opposing side of the argument to show an understanding of the issue’s complexity.
   * The writer should present the counterargument fairly and then refute it, providing evidence to support their own position.
   * Example:  
     *"Some critics claim that social media promotes unhealthy lifestyles. However, studies show that social media can also encourage positive habits, such as fitness challenges and awareness campaigns."*
4. **Conclusion:**
   * The conclusion restates the thesis in light of the arguments presented in the body of the essay.
   * It summarizes the main points and reinforces the writer’s position, encouraging the reader to accept the argument or take action.
   * Example:  
     *"In conclusion, while social media may have some drawbacks, its role in promoting education and social interaction cannot be overlooked. Therefore, it is a valuable tool for modern communication."*

**Key Features of an Argumentative Essay:**

1. **Clear Thesis Statement:**
   * A strong argumentative essay has a clear, concise, and specific thesis statement, which serves as the foundation for the argument.
2. **Logical and Coherent Structure:**
   * The essay should be well-organized, with each paragraph focusing on one main idea or point that supports the thesis.
3. **Use of Evidence and Examples:**
   * The writer needs to support their claims with credible evidence, such as statistics, expert opinions, examples, or case studies.
4. **Balanced Presentation of Both Sides:**
   * While the writer argues for their own position, they should fairly represent the opposing viewpoint and then counter it with reasoned arguments.
5. **Persuasive Language:**
   * The essay should use persuasive language, such as appeals to logic (logos), emotion (pathos), and credibility (ethos), to convince the reader to accept the writer’s argument.

**Steps to Write an Argumentative Essay:**

1. **Choose a Topic:**
   * Select a debatable topic that has two clear sides. It should be a topic you can research and provide evidence for.
   * Example topics: *"Should school uniforms be mandatory?"* or *"Is online learning more effective than traditional classroom learning?"*
2. **Research and Gather Evidence:**
   * Gather information from reliable sources (books, academic journals, news articles, etc.) to support both your argument and counterargument.
3. **Outline the Essay:**
   * Plan the structure of the essay. Create an outline to organize the introduction, body paragraphs, counterarguments, and conclusion.
4. **Write the Introduction:**
   * Start with a hook (interesting fact, quote, or question) to engage the reader. Provide background information and end with the thesis statement.
5. **Develop the Body Paragraphs:**
   * Each paragraph should present one supporting argument. Use evidence, examples, and reasoning to strengthen your position.
6. **Address the Counterargument:**
   * Present the opposing viewpoint fairly and then refute it with your own arguments and evidence.
7. **Conclude the Essay:**
   * Restate your thesis in a new way, summarize the key points, and offer a final thought or call to action.

**WEEK FIVE**

**Topic: Introduction to Active and Passive Voice:**

In English, verbs can be used in two different voices: **active** and **passive**. The voice of a verb tells us whether the subject of the sentence is performing the action or receiving the action.

* **Active Voice:** The subject of the sentence performs the action.
* **Passive Voice:** The subject of the sentence receives the action.

**Active Voice:**

In the active voice, the subject is the doer of the action. The sentence follows this structure:

**Subject + Verb + Object**

* Example: *“The teacher (subject) explains (verb) the lesson (object).”*  
  Here, the teacher is the one performing the action of explaining the lesson.

**Passive Voice:**

In the passive voice, the focus shifts to the action or the recipient of the action. The object of the active sentence becomes the subject of the passive sentence. The structure of the passive voice is:

**Subject (new) + Verb (past participle) + (by + Subject)** (optional)

* Example: *“The lesson (subject) is explained (verb) by the teacher (optional subject).”*  
  Here, the lesson is the focus, and the teacher is the one performing the action, but is placed after “by.”

**How to Convert Active to Passive:**

To convert a sentence from the active voice to the passive voice, follow these steps:

1. **Identify the subject, verb, and object** in the active sentence.
2. **Swap the object and subject.** The object becomes the new subject of the passive sentence.
3. **Change the verb to the past participle** form (e.g., *explain* becomes *explained*).
4. **Use the correct form of the auxiliary verb “to be”** (am, is, are, was, were) based on the tense of the sentence.
5. **Add the original subject after "by"** (optional).

**Examples:**

1. **Active:**  
   *“The students (subject) completed (verb) the assignment (object).”*  
   **Passive:**  
   *“The assignment (subject) was completed (verb) by the students (optional subject).”*
2. **Active:**  
   *“The chef (subject) cooked (verb) the meal (object).”*  
   **Passive:**  
   *“The meal (subject) was cooked (verb) by the chef (optional subject).”*
3. **Active:**  
   *“They (subject) are building (verb) the house (object).”*  
   **Passive:**  
   *“The house (subject) is being built (verb) by them (optional subject).”*

**When to Use Passive Voice:**

The passive voice is often used in the following situations:

* When the doer of the action is unknown, irrelevant, or not important.
  + Example: *“The project was completed on time.”* (We don’t know who completed it.)
* When the focus is more on the action or the recipient rather than the doer.
  + Example: *“The law was passed last year.”*

**Topic:** **Word Stress (Monosyllabic and Polysyllabic Words)**

### ****What is Word Stress?****

Word stress refers to the emphasis placed on one syllable of a word when it is spoken. This syllable is pronounced louder, longer, and with a higher pitch compared to the other syllables in the word. In English, the correct placement of stress is essential for clear communication and understanding.

### ****Monosyllabic Words:****

* **Monosyllabic words** are words that have only one syllable.
* These words always have stress on the single syllable they have.
  + **Example:**  
    “cat”  
    “dog”  
    “book”  
    “fish”

For monosyllabic words, there is no choice or variation in stress as there is only one syllable.

### ****Polysyllabic Words:****

* **Polysyllabic words** are words that have more than one syllable.
* In these words, one syllable is stressed more than the others. The stressed syllable is pronounced with more force, and it may have a higher pitch.

#### **Stress Patterns in Polysyllabic Words:**

1. **Two-syllable words:**
   * **Nouns and adjectives:** Generally, the first syllable is stressed.
     + Example: “TAble” (noun)
     + Example: “CLEver” (adjective)
   * **Verbs and prepositions:** The stress is often on the second syllable.
     + Example: “reLAX” (verb)
     + Example: “beTWEEN” (preposition)
2. **Words with three or more syllables:**
   * **Nouns and adjectives:** The stress is often placed on the first syllable.
     + Example: “MAnager”
     + Example: “BEAUtiful”
   * **Verbs and prepositions:** The stress typically falls on the second syllable.
     + Example: “reLAXing” (verb)
     + Example: “toDAY” (preposition)

### ****Common Stress Patterns:****

* **First syllable stress:** Common for most nouns and adjectives.
  + Example: “TAble” (noun), “CLEver” (adjective), “PICture” (noun)
* **Second syllable stress:** Common for many verbs and prepositions.
  + Example: “reLAX” (verb), “beTWEEN” (preposition), “comPLETE” (verb)

### ****Importance of Word Stress:****

1. **Clarity and Understanding:**  
   Correct stress placement helps listeners understand the meaning of the word or sentence. Misplacing stress can lead to misunderstandings. For example:
   * “REcord” (noun) – a document or file
   * “reCORD” (verb) – to make a recording
2. **Fluency in Speech:**  
   Understanding and practicing word stress improves fluency in speech and makes it sound more natural.
3. **Pronunciation:**  
   Correct word stress helps with pronunciation and ensures that words are spoken clearly and accurately.

### ****Practice Examples:****

* **Two-syllable words:**
  + **Active (verb)** vs **Ac tive (adjective)**
    - “He will ***act*** in the play.” (verb)
    - “That’s a ***good*** act to follow.” (noun)
  + **Record** (noun) vs **Record** (verb)
    - “I have a ***record*** of the meeting.” (noun)
    - “I need to ***record*** this conversation.” (verb)
* **Polysyllabic words:**
  + **Photography (noun)** vs **Photograph (verb)**
    - “I am studying ***photography***.” (noun)
    - “She will ***photograph*** the event.” (verb)

**Topic: Words Associated with Medicine, Diagnoses, Hospital, Nurses, Doctors, and Clinics**

In the field of medicine, there are many specific terms and phrases used to describe various aspects of health care, medical practices, and health conditions. These terms are important for both medical professionals and patients to understand as they are often used in everyday language, healthcare environments, and communication between patients and doctors. This note will explore some of the key terms associated with medicine, diagnoses, hospitals, nurses, doctors, and clinics.

**Words Associated with Medicine:**

1. **Medicine:**
   * **Definition:** A field of science concerned with the diagnosis, treatment, and prevention of diseases and injuries.
   * **Example:** *She is studying medicine at the university.*
2. **Prescription:**
   * **Definition:** A written order from a doctor for the preparation and administration of a medication.
   * **Example:** *The doctor gave me a prescription for my illness.*
3. **Pharmacy:**
   * **Definition:** A place where medicinal drugs are dispensed and sold.
   * **Example:** *You can get the medicine at the pharmacy.*
4. **Vaccine:**
   * **Definition:** A substance used to stimulate the production of antibodies and provide immunity against one or several diseases.
   * **Example:** *Children should receive vaccines to prevent diseases.*

**Words Associated with Diagnoses:**

1. **Diagnosis:**
   * **Definition:** The identification of a disease or condition based on its symptoms and tests.
   * **Example:** *The doctor made a diagnosis after examining the patient.*
2. **Symptoms:**
   * **Definition:** Signs or manifestations of a disease or condition.
   * **Example:** *The symptoms of flu include fever, cough, and fatigue.*
3. **Condition:**
   * **Definition:** A particular state of health or a disease.
   * **Example:** *She has a chronic heart condition.*
4. **Chronic:**
   * **Definition:** A long-lasting or persistent disease or condition.
   * **Example:** *He suffers from chronic asthma.*
5. **Acute:**
   * **Definition:** A condition that develops suddenly and lasts for a short period of time.
   * **Example:** *The patient was admitted with an acute infection.*

**Words Associated with Hospitals:**

1. **Hospital:**
   * **Definition:** A medical facility where patients receive treatment for illnesses and injuries.
   * **Example:** *He was taken to the hospital for immediate care.*
2. **Emergency Room (ER):**
   * **Definition:** A hospital department that provides immediate treatment for severe injuries or illnesses.
   * **Example:** *He was rushed to the ER after the accident.*
3. **Ward:**
   * **Definition:** A section of a hospital where patients with similar conditions are grouped together for treatment.
   * **Example:** *She was placed in the maternity ward after giving birth.*
4. **ICU (Intensive Care Unit):**
   * **Definition:** A specialized hospital unit designed to provide intensive treatment for patients with serious conditions.
   * **Example:** *The patient was transferred to the ICU for further monitoring.*

**Words Associated with Nurses:**

1. **Nurse:**
   * **Definition:** A medical professional who assists doctors in the care of patients, including administering medications and monitoring health.
   * **Example:** *The nurse checked my vitals during the examination.*
2. **Nursing Assistant:**
   * **Definition:** A healthcare worker who helps nurses with basic patient care.
   * **Example:** *The nursing assistant helped move the patient to a different room.*
3. **Registered Nurse (RN):**
   * **Definition:** A nurse who has completed a formal education program and passed a licensing exam.
   * **Example:** *The registered nurse administered the medication.*
4. **Nurse Practitioner (NP):**
   * **Definition:** A nurse with advanced training who can diagnose and treat certain conditions, often in place of a doctor.
   * **Example:** *The nurse practitioner examined the patient and prescribed medication.*

**Words Associated with Doctors:**

1. **Doctor (MD - Medical Doctor):**
   * **Definition:** A licensed medical professional who diagnoses and treats illnesses and injuries.
   * **Example:** *The doctor advised me to rest for a few days.*
2. **Specialist:**
   * **Definition:** A doctor who focuses on a specific area of medicine, such as cardiology or neurology.
   * **Example:** *He was referred to a specialist for heart problems.*
3. **Surgeon:**
   * **Definition:** A doctor who performs surgery to treat diseases or injuries.
   * **Example:** *The surgeon will operate on the patient's knee.*
4. **General Practitioner (GP):**
   * **Definition:** A doctor who provides general healthcare services and can refer patients to specialists if necessary.
   * **Example:** *I visited my GP for a routine check-up.*

**Words Associated with Clinics:**

1. **Clinic:**
   * **Definition:** A healthcare facility where outpatient services are provided for various medical conditions.
   * **Example:** *She went to the clinic for a routine health check.*
2. **Outpatient:**
   * **Definition:** A patient who receives treatment without being admitted to the hospital.
   * **Example:** *The doctor saw her as an outpatient for a check-up.*
3. **Inpatient:**
   * **Definition:** A patient who stays in the hospital for treatment or observation.
   * **Example:** *He was an inpatient for surgery and recovery.*
4. **Walk-in Clinic:**
   * **Definition:** A clinic that does not require an appointment for treatment, and patients can visit without prior scheduling.
   * **Example:** *I went to a walk-in clinic for a minor injury.*

**WEEK SIX**

**Topic: Adjectives: Types and Order of Adjectives**

**Definition of Adjectives**

Adjectives are words used to describe or modify nouns and pronouns. They provide additional information about a noun’s quality, quantity, size, shape, color, or other attributes.

**Examples:**

* *The large house is beautiful.*
* *She has three red apples.*

**Types of Adjectives**

Adjectives can be classified into the following types:

1. **Descriptive Adjectives:**  
   Describe the qualities of a noun.
   * Example: *The tall boy is my brother.*
2. **Quantitative Adjectives:**  
   Indicate the quantity of a noun.
   * Example: *He has five books.*
3. **Demonstrative Adjectives:**  
   Point to specific nouns.
   * Example: *This car is fast.*
4. **Possessive Adjectives:**  
   Show ownership or possession.
   * Example: *Her bag is on the table.*
5. **Interrogative Adjectives:**  
   Used in questions.
   * Example: *Which book do you like?*
6. **Proper Adjectives:**  
   Derived from proper nouns.
   * Example: *I love Italian food.*
7. **Distributive Adjectives:**  
   Refer to individual items in a group.
   * Example: *Each student must complete the task.*

**Order of Adjectives**

When multiple adjectives are used to describe a noun, they must follow a specific order:

**Opinion → Size → Age → Shape → Color → Origin → Material → Purpose → Noun**

**Examples:**

1. *A beautiful small old round blue Italian ceramic vase.*
2. *An expensive new square black leather bag.*

**Examples of Correct and Incorrect Order**

1. **Incorrect Order:** *She bought a red big car.*  
   **Correct Order:** *She bought a big red car.*
2. **Incorrect Order:** *It is a French old house.*  
   **Correct Order:** *It is an old French house.*

**Topic:** Words Associated with Government

**Definition**

Government refers to the system or group of people responsible for governing or managing the affairs of a state, community, or organization. Words associated with government help us understand its structure, functions, and

4o

**You said:**

Note on 'Words Associated with Government' for SSS2

Topic: Words Associated with Government

**Definition**

Government refers to the system or group of individuals responsible for ruling, managing, and organizing a country or state. Words associated with government describe the activities, structure, and key elements involved in governance.

**Key Words and Their Meanings**

1. **Democracy:** A system of government where citizens have the power to vote and elect their leaders.
   * Example: Nigeria practices democracy.
2. **Constitution:** A set of fundamental principles or laws that govern a country.
   * Example: The constitution protects citizens' rights.
3. **Legislation:** Laws made or enacted by the government.
   * Example: The new legislation on taxation was passed yesterday.
4. **Parliament:** A legislative body responsible for making laws in a country.
   * Example: The parliament debated the new policy.
5. **Bureaucracy:** A system of government where important decisions are made by state officials rather than elected representatives.
   * Example: The bureaucracy ensures the smooth running of the civil service.
6. **Cabinet:** A group of senior government officials chosen by the head of state to assist in policy-making.
   * Example: The cabinet approved the new budget.
7. **Executive:** The branch of government responsible for implementing and enforcing laws.
   * Example: The president is the head of the executive.
8. **Judiciary:** The branch of government that interprets laws and ensures justice.
   * Example: The judiciary upheld the court's decision.
9. **Diplomacy:** The practice of managing international relations through negotiation.
   * Example: Diplomacy helped prevent a conflict between the two nations.
10. **Policy:** A course of action adopted by a government to address an issue.

* Example: The government's education policy aims to improve literacy rates.

**Examples in Sentences**

1. The **legislation** was passed to ensure equal rights for all citizens.
2. The **constitution** serves as the supreme law of the country.
3. The **cabinet** members met to discuss national security.
4. The **judiciary** ensures that laws are fairly applied.
5. Through **diplomacy**, the government settled the border dispute.

**WEEK SEVEN**

**Topic: Adverbs: Comparison and Function**

**Definition of Adverbs**

Adverbs are words that modify verbs, adjectives, or other adverbs. They give additional information about how, when, where, or to what extent an action occurs.

**Examples:**

1. She sings **beautifully**.
2. He left **yesterday**.
3. They live **nearby**.

**Functions of Adverbs**

Adverbs serve several functions, which can be grouped as follows:

1. **Adverbs of Manner:**  
   These describe how an action is performed.
   * Example: She worked **quickly**.
2. **Adverbs of Place:**  
   These indicate where an action occurs.
   * Example: They are standing **outside**.
3. **Adverbs of Time:**  
   These specify when an action occurs.
   * Example: I will call you **tomorrow**.
4. **Adverbs of Degree:**  
   These express the intensity or extent of an action.
   * Example: She is **very** happy.
5. **Adverbs of Frequency:**  
   These show how often an action happens.
   * Example: He **always** arrives late.

**Comparison of Adverbs**

Adverbs can also be compared using three degrees of comparison:

1. **Positive Degree:**  
   Used when there is no comparison.
   * Example: *She runs fast.*
2. **Comparative Degree:**  
   Used when comparing two actions.
   * Example: *She runs faster than her friend.*
3. **Superlative Degree:**  
   Used when comparing more than two actions.
   * Example: *She runs the fastest in the race.*

**Formation of Comparative and Superlative Adverbs**

1. **Short Adverbs:**  
   Add “-er” for the comparative and “-est” for the superlative.
   * *Hard → Harder → Hardest*
2. **Long Adverbs:**  
   Use “more” for the comparative and “most” for the superlative.
   * *Carefully → More carefully → Most carefully*

**Irregular Adverbs:**  
Some adverbs have irregular forms of comparison.

* *Well → Better → Best*
* *Badly → Worse → Worst*

**Examples**

1. **Positive Degree:** She speaks **softly**.
2. **Comparative Degree:** She speaks **more softly** than her sister.
3. **Superlative Degree:** She speaks **most softly** of all.

**Topic: Semi-Formal Letters**

### ****Definition****

A semi-formal letter is a type of letter written to someone with whom the writer has a polite or cordial relationship, such as a teacher, elder relative, landlord, or a colleague. It is less formal than an official letter but more formal than an informal letter.

### ****Features of a Semi-Formal Letter****

1. **Address:**
   * Write your address in the top-right corner of the page.
   * The recipient's address follows on the left-hand side, below your address.
2. **Date:**
   * Write the date just below your address on the right-hand side.
   * Format: 10th January, 2025.
3. **Salutation:**
   * Use polite terms like Dear Mr. Johnson, or Dear Aunt Rose, depending on the relationship.
4. **Opening Paragraph:**
   * Begin with a polite greeting and state the purpose of the letter clearly.
5. **Body Paragraphs:**
   * Provide relevant details in a clear and concise manner.
   * Maintain a respectful tone throughout.
6. **Closing Paragraph:**
   * Summarize your points and express appreciation or extend best wishes.
7. **Complimentary Close:**
   * Use endings such as Yours sincerely, or Yours faithfully, depending on the salutation.
8. **Signature:**
   * Sign your name below the complimentary close.

### ****Tone of a Semi-Formal Letter****

* Respectful and polite.
* Not overly casual or rigidly formal.
* Friendly yet professional.

**WEEK EIGHT**

**Topic: Intonation Patterns (Introduction)**

### ****Definition of Intonation****

Intonation refers to the rise and fall in the pitch of the voice while speaking. It helps convey meaning, emotion, and intent in spoken language.

### ****Types of Intonation Patterns****

1. **Rising Intonation:**
   * The pitch of the voice rises at the end of the sentence.
   * Commonly used in:
     + Yes/No questions (e.g., Are you coming?).
     + Incomplete thoughts (e.g., If you arrive early...).
2. **Falling Intonation:**
   * The pitch of the voice falls at the end of the sentence.
   * Commonly used in:
     + Statements (e.g., I am going home.).
     + Wh-questions (e.g., Where are you going?).
3. **Fall-Rise Intonation:**
   * The pitch falls and then rises within the sentence.
   * Commonly used to indicate doubt, politeness, or reservation (e.g., I think it might be possible...).
4. **Rise-Fall Intonation:**
   * The pitch rises and then falls.
   * Used to express strong feelings, such as surprise or certainty (e.g., Really?).

### ****Functions of Intonation****

1. **Expressing Emotions:**
   * Intonation helps to show surprise, doubt, excitement, or other emotions.
2. **Emphasizing Ideas:**
   * Specific words or phrases can be stressed to convey importance or clarity.
3. **Clarifying Intent:**
   * Intonation helps to differentiate between questions, statements, or commands.
4. **Facilitating Communication:**
   * It makes spoken language more engaging and easier to understand.

**Examples of Intonation Patterns**

1. **Rising Intonation:**
   * Are you coming to the party?
2. **Falling Intonation:**
   * He is coming home late.
3. **Fall-Rise Intonation:**
   * Well, I’m not sure about that.
4. **Rise-Fall Intonation:**
   * Oh, that’s amazing!

**Topic: Words Associated with Travelling**

### ****Introduction****

Travelling involves moving from one place to another, either for leisure, work, or other purposes. During travel, there are specific terms and phrases commonly used to describe the process, activities, and items related to it.

### ****Key Words Associated with Travelling****

1. **Itinerary:**
   * A detailed plan or schedule of a journey, including destinations and activities.
2. **Passport:**
   * An official document issued by a government, allowing an individual to travel internationally.
3. **Visa:**
   * An official endorsement on a passport that allows the holder to enter, leave, or stay in a country for a specific time.
4. **Luggage/Baggage:**
   * Suitcases and bags containing personal belongings for travel.
5. **Ticket:**
   * A document that serves as proof of payment for transportation or admission to a place.
6. **Boarding Pass:**
   * A document provided by an airline allowing a passenger to enter the restricted area of an airport and board the aircraft.
7. **Check-in:**
   * The process of confirming your presence for a flight, train, or hotel stay.
8. **Customs:**
   * The official department that examines goods and travelers entering or leaving a country.
9. **Transit:**
   * The act of passing through a place on the way to a final destination.
10. **Departure:**
    * The act of leaving a place, typically to start a journey.
11. **Arrival:**
    * The act of reaching a destination.
12. **Accommodation:**
    * A place where someone stays during their travels, such as a hotel, hostel, or guesthouse.
13. **Tourist:**
    * A person who travels for leisure or sightseeing.
14. **Journey:**
    * The act of traveling from one place to another.
15. **Destination:**
    * The place to which someone is going or being sent.

**WEEK NINE**

**Topic: Sequence of Tense**

### ****Definition of Sequence of Tense****

Sequence of tense refers to the logical consistency of verb tenses within a sentence or between clauses in a sentence. It ensures that the time relationship between the actions described is clear and correct.

### ****Rules of Sequence of Tense****

1. **Consistency in Past Tense:**
   * If the verb in the main clause is in the past tense, the verb in the subordinate clause should also be in the past tense.
   * Example:
     + Correct: He said he was tired.
     + Incorrect: He said he is tired.
2. **Present and Future Connection:**
   * When the verb in the main clause is in the present or future tense, the verb in the subordinate clause should reflect this.
   * Example:
     + Correct: She says she will visit tomorrow.
     + Incorrect: She says she would visit tomorrow.
3. **Universal Truths or Facts:**
   * Universal truths or general facts remain in the present tense, regardless of the tense in the main clause.
   * Example:
     + The teacher said that water boils at 100°C.
4. **Conditional Sentences:**
   * The tenses in conditional sentences must align appropriately.
   * Example:
     + Correct: If he had worked harder, he would have succeeded.
     + Incorrect: If he had worked harder, he will succeed.

### ****Examples of Correct Usage****

1. She said she was going to the market.
2. They knew that he had left the house.
3. The scientist explained that the Earth revolves around the sun.

### ****Common Errors in Sequence of Tense****

1. He said that he is coming. (Incorrect)
   * Correct: He said that he was coming.
2. She believed that she will pass. (Incorrect)
   * Correct: She believed that she would pass.

**Topic: Intonation (Rising Tune)**

Intonation refers to the rise and fall of pitch in speech, and a **rising tune** is when the pitch of the speaker’s voice goes up at the end of a sentence or phrase. This pattern often conveys specific meanings or emotions, depending on the context.

### ****Uses of Rising Intonation (Rising Tune):****

1. **Yes/No Questions:**  
   Rising intonation is commonly used in questions that can be answered with "yes" or "no."
   * Examples:
     + Are you coming? ↗
     + Is she at home? ↗
2. **Uncertainty or Doubt:**  
   Rising intonation can indicate that the speaker is uncertain or seeking clarification.
   * Examples:
     + I think it's tomorrow? ↗
     + You’re sure about this? ↗
3. **Listing Items:**  
   In lists, the speaker often uses rising intonation on each item, except for the final one, which usually has falling intonation.
   * Example:
     + I bought apples, oranges, bananas, and grapes. ↗↗↗↘
4. **Incomplete Thoughts or Hesitation:**  
   A rising tune is used when the speaker is not finished or wants to signal that more is coming.
   * Example:
     + If we go to the park? (Implying there’s more to be said.) ↗
5. **Expressing Politeness or Softening Statements:**  
   Rising intonation can make a statement sound more polite or less direct.
   * Example:
     + Could you help me? ↗
6. **Expressing Surprise or Curiosity:**  
   Rising intonation can convey surprise, interest, or curiosity.
   * Example:
     + Really? ↗
     + You did that? ↗

### ****Characteristics of Rising Intonation:****

* The voice starts at a neutral or lower pitch and rises towards the end.
* It creates an open, questioning, or inviting tone.

**Topic:** **Informal Letters**

### ****Definition of Informal Letters****

An informal letter is a type of personal communication written to friends, family members, or acquaintances. It is usually less formal in tone and style compared to official or business correspondence.

### ****Features of an Informal Letter****

1. **Address and Date:**
   * Write your address (top right corner) followed by the date.
   * Example:  
     123 Green Lane, Lagos.  
     10th March, 2025.
2. **Salutation:**
   * Use a casual greeting such as:
     + Dear John,
     + Hello Sarah,
3. **Introduction:**
   * Begin with a warm and friendly opening. Mention the purpose of the letter briefly.
   * Example:
     + How are you doing? I hope this letter finds you in great health.
4. **Body of the Letter:**
   * This forms the main content of the letter. Write in paragraphs and share details about the purpose of the letter.
   * Example:
     + I am writing to tell you about my recent trip to Abuja. It was an amazing experience…
5. **Conclusion:**
   * Wrap up the letter by summarizing your message and adding a closing remark.
   * Example:
     + I hope to hear from you soon. Take care and give my regards to your family.
6. **Closing Phrase:**
   * Use a friendly closing phrase such as:
     + Yours sincerely,
     + Best regards,
     + With love,
7. **Signature:**
   * Sign off with just your name or nickname.

### ****Tone and Language of an Informal Letter****

1. Friendly and conversational tone.
2. Use contractions and casual expressions (e.g., I'm, it's, you're).
3. Can include jokes, personal stories, or emotional expressions.
4. Avoid overly formal language or technical jargon.

**WEEK TEN**

**Topic: Phrasal Verbs with More Than One Particle**

### ****Definition of Phrasal Verbs with More Than One Particle****

Phrasal verbs with more than one particle are expressions made up of a verb and two particles (usually prepositions or adverbs) that together convey a specific meaning. The meaning of these phrasal verbs is often different from the literal meanings of the individual words.

### ****Examples of Phrasal Verbs with More Than One Particle****

1. **Get away with** – To escape punishment or consequences for something.
   * Example: He got away with cheating on the test.
2. **Look forward to** – To feel excited or happy about something that will happen.
   * Example: She is looking forward to the weekend.
3. **Put up with** – To tolerate or endure something unpleasant.
   * Example: I can’t put up with the noise any longer.
4. **Catch up on** – To do something that was missed or delayed.
   * Example: I need to catch up on my reading for class.
5. **Run out of** – To use all of something and have none left.
   * Example: We ran out of milk this morning.
6. **Keep up with** – To stay at the same level or pace as something or someone.
   * Example: He couldn’t keep up with the fast pace of the lesson.
7. **Come up with** – To think of or create an idea, plan, or solution.
   * Example: She came up with a brilliant idea for the project.
8. **Make up for** – To compensate for something that was lost or missed.
   * Example: I’ll make up for my lateness by working extra hard.

### ****Characteristics of Phrasal Verbs with More Than One Particle****

* **Idiomatic meanings**: The meaning is often not literal and can be different from the individual meanings of the verb and the particles.
* **Contextual use**: The meaning of the phrasal verb changes depending on the situation.
* **Informal language**: These types of phrasal verbs are more commonly used in informal speech and writing.

### ****How to Use Phrasal Verbs with More Than One Particle****

1. **Get away with**: She got away with leaving early from work.
2. **Look forward to**: I’m looking forward to our trip next month.
3. **Put up with**: I don’t know how she puts up with all that noise.
4. **Catch up on**: I have to catch up on the news after being away.
5. **Run out of**: We’ve run out of sugar; can you buy some?
6. **Keep up with**: He is struggling to keep up with his classmates.
7. **Come up with**: They came up with a solution to the problem.
8. **Make up for**: Her kind actions made up for her earlier mistake.

### ****Importance of Phrasal Verbs with More Than One Particle****

* **Enhance communication**: They help convey specific meanings and emotions effectively.
* **Flexibility in language**: Allows for more dynamic and varied expression in informal settings.
* **Common usage**: These phrasal verbs are often used in daily conversation, making them an important part of language learning.

**Topic: Intonation (Falling Tune)**

Falling intonation refers to the pitch of the speaker's voice dropping at the end of a sentence or phrase. It is one of the most common patterns of intonation in English and serves various functions depending on the context.

### ****Uses of Falling Intonation (Falling Tune):****

1. **Statements or Declarative Sentences**  
   Falling intonation is typically used at the end of a declarative sentence, where the speaker is making a statement or providing information.
   * Example:
     + The meeting is at 3 PM. ↘
     + I love reading books. ↘
2. **Wh-Questions (Information Questions)**  
   Falling intonation is commonly used in wh-questions (questions that begin with words like who, what, when, where, why, and how). These questions are usually asking for specific information.
   * Example:
     + Where is the nearest bus stop? ↘
     + What time does the train leave? ↘
3. **Commands or Instructions**  
   Falling intonation is used when giving commands or instructions. It signals authority or finality.
   * Example:
     + Close the door. ↘
     + Please take a seat. ↘
4. **Listing (Last Item in a List)**  
   In lists, the final item often carries falling intonation, indicating the end of the list.
   * Example:
     + I bought apples, oranges, bananas, and grapes. ↗↗↗↘
5. **Conveying Finality or Certainty**  
   Falling intonation is used to convey a sense of finality, confidence, or certainty, indicating that the statement or question is complete or not open to further discussion.
   * Example:
     + This is the best option. ↘
     + It’s definitely going to rain tomorrow. ↘
6. **Expressing Emotions (Calm, Sadness, or Resolution)**  
   A falling tune can indicate calmness, sadness, or the conclusion of an emotional thought. It gives a sense of resolution or closure.
   * Example:
     + I’m really going to miss you. ↘
     + It’s over now. ↘

### ****Characteristics of Falling Intonation:****

* The pitch of the voice starts higher and drops towards the end of the sentence.
* It often conveys certainty, finality, and closure.
* It is commonly used in statements, wh-questions, and commands.

### ****Topic: Words Associated with Sports****

Understanding the vocabulary associated with sports is essential for students, as it helps in comprehending the rules, strategies, and terminologies used in various games and physical activities. Here's an overview of key words and phrases commonly associated with sports, categorized to facilitate learning.

### ****1. General Sports Terms****

* **Athlete** – A person who participates in sports or physical exercises.
* **Competition** – A contest between individuals or teams to determine who is the best.
* **Fitness** – The state of being physically healthy and strong.
* **Tournament** – A series of matches or games played to determine a winner.
* **Team** – A group of players working together in a sport.

### ****2. Sports Equipment****

* **Ball** – A round object used in various sports like soccer, basketball, or tennis.
* **Racket** – A bat used in sports like tennis or badminton.
* **Gloves** – Protective wear used in sports like boxing, baseball, or hockey.
* **Helmet** – A headgear worn for safety in sports like football, cycling, and rugby.
* **Shoes** – Footwear designed for specific sports, such as soccer cleats or running shoes.

### ****3. Actions in Sports****

* **Kick** – To strike the ball with the foot (e.g., in soccer).
* **Pass** – To give the ball to a teammate (e.g., in football or basketball).
* **Shoot** – To attempt to score by throwing or kicking the ball towards the goal.
* **Dribble** – To bounce or control the ball while moving (common in basketball and soccer).
* **Serve** – To start play by hitting or tossing the ball (common in tennis and volleyball).

### ****4. Sports Disciplines****

* **Football (Soccer)** – A team sport where players aim to score goals by kicking the ball into the opponent’s net.
* **Basketball** – A team sport played by shooting a ball through a hoop to score points.
* **Tennis** – A sport played on a rectangular court, where players hit a ball with rackets over a net.
* **Rugby** – A contact team sport involving carrying or kicking the ball over the opponent’s goal line.
* **Swimming** – A water sport where individuals race to complete laps in the pool or open water.

### ****5. Sports Rules & Scoring****

* **Point** – A unit of scoring in many sports.
* **Goal** – Scoring by getting the ball into the opponent’s net (e.g., in soccer or hockey).
* **Penalty** – A punishment given for breaking the rules (e.g., in soccer or basketball).
* **Time-out** – A brief pause in play, usually requested by a coach to give instructions or rest players.
* **Foul** – An action against the rules of the game (e.g., a handball in soccer or a personal foul in basketball).

### ****Common Phrases in Sports****

* **Break a record** – To surpass a previous achievement in a sport.
* **On the bench** – Refers to a player who is not currently in the game.
* **In the lead** – A situation where a team or individual is ahead in a race or competition.
* **Out of bounds** – A ball or player that is outside the allowed area in certain sports.
* **Full of energy** – To be very active and enthusiastic, often used to describe a good athlete.