**WEEK ONE**

**Intonation Patterns**

Intonation is the rise and fall of the pitch in our voice as we speak. It plays a crucial role in conveying meaning, attitude, and emotions in English communication. Mastering intonation patterns can greatly enhance your spoken English fluency and help you express yourself more effectively.

Example 1:Dr. Ahmed is a policeman.

Example 2: Dr. Ahmed is a policeman?

Types of Intonation

1. **Rising Intonation**: This is when the speech of the speaker rises from flat to high. It is used when;

a. Questioning: "Are you coming to the party?"

b. Incomplete Statements: "She's from...

c. Request: Close the door, please.

Could you lend me your pen?

d. Listing of items: Mother brought rice, beans, maggi and onions.

e. To express surprise: What?

Can that be true?

2. **Falling Intonation:** This is when the pitch of the speaker goes low while speaking. It is used when making a or an;

a. Statements: "I'll see you tomorrow."

b. Commands: "Close the door."

c. Assertions: "She is the manager."

d. Wh-questions: Who is that man?

What are you doing?

Class-Exercise.

1. Our school is the best in Nigeria.

2. Which of the teams are playing tonight?

2. Would you want to visit me?

Let me have it, please

Get out of this place.

We came, we saw and we conquered.

**Religious Vocabulary: A Comprehensive Glossary**

In our study of religion, it's essential to understand the terminology associated with various faiths and belief systems. Below is a comprehensive glossary of words commonly used in religious contexts, along with their definitions:

|  |  |
| --- | --- |
| WORDS | DEFINITIONS |
| 1. Deity | A divine being, god, or goddess worshipped in a religion. |
| 1. Monotheism | The belief in and worship of only one god. |
| 1. Polytheism | The belief in and worship of multiple gods. |
| 1. Prophet | A person regarded as an inspired teacher or proclaimer of the will of a god. |
| 1. Sacred | Regarded with reverence and respect, often associated with religious significance. |
| 1. Ritual | A prescribed religious or solemn ceremony consisting of a series of actions performed according to a prescribed order. |
| 1. Scripture | Sacred writings or texts considered authoritative in a particular religious tradition. |
| 1. Faith | Strong belief in a religion or doctrine, often without evidence or proof. |
| 1. Salvation: | Deliverance from sin and its consequences, believed by Christians to be brought about by faith in Christ. |
| 1. Karma | In Hinduism and Buddhism, the sum of a person's actions in this and previous states of existence, viewed as affecting their future fate. |
| 1. Mosque | A Muslim place of worship. |
| 1. Synagogue | A Jewish place of worship and communal gathering |
| 1. Church | A building used for public Christian worship. |
| 1. Temple | A building devoted to the worship, or regarded as the dwelling place, of a god or gods |
| 1. Pilgrimage | A journey, especially a long one, made to a sacred place as an act of religious devotion |
| 1. Meditation | The practice of focusing one's mind for a period of time, usually as a religious or spiritual exercise. |
| 1. Atheism | The disbelief or lack of belief in the existence of gods or deities. |

**Types of Sentence Structure**

A sentence structure refers to the way words are arranged to form a complete sentence.

1. **Simple Sentences**: A simple sentence consists of one independent clause, typically containing a subject and a predicate.

Example: The cat sleeps.

Maria completed her chores.

Did the building collapse?

She spoke harshly.

b**. Compound Sentences:** A compound sentence consists of two or more independent clauses joined by coordinating conjunctions (and, but, or, so…etc.) or semicolons.

Examples: The sun was shining, so we went for a walk.

Did Shola eat the rice or did she just drink water?

He saved the girl from drowning and he was rewarded.

1. **Complex Sentences:** A complex sentence consists of one independent clause and at least one dependent clause, which cannot stand alone as a complete sentence, and it’s joined by subordinating conjunction.

Example: After the rain stopped, we went outside to play.

We felt that he needed help.

Although John was the chairman’s nephew, he attended the interview.

1. **Compound-Complex Sentences:** A compound-complex sentence consists of two or more independent clauses and at least one dependent clause.

Example: She likes to read books, but he prefers to watch movies when they have free time.

Hannah is not a quiet girl but she always says nothing whenever her uncle is around.

**Speech Writing**

Speech writing is the process of crafting a spoken message intended for delivery to an audience. It involves carefully selecting and arranging words, phrases, and ideas to effectively convey a message or argument.

**Features of Speech Writing:**

1. Clarity: A well-written speech communicates its message clearly and concisely, ensuring that the audience understands the speaker's intent.

2. Purposeful Structure: Speeches typically follow a structured format, including an introduction, body, and conclusion. Each section serves a specific purpose in delivering the message effectively.

3. Engaging Opening: A compelling introduction captures the audience's attention and establishes the speaker's credibility or relevance to the topic.

4. Logical Flow: Speeches should flow logically from one point to the next, with transitions that guide the audience through the speaker's ideas seamlessly.

5. Persuasive Language: Effective speeches use persuasive language and rhetorical devices to influence the audience's beliefs, attitudes, or behaviors.

6. Audience Awareness: Speech writers consider the needs, interests, and values of the audience when crafting their message to ensure relevance and resonance.

7. Emotional Appeal: Well-written speeches often incorporate emotional appeal to evoke empathy, sympathy, or inspiration in the audience.

**WEEK TWO**

**WORDS ASSOCIATED WITH ADVERTISING**

Advertising is a form of communication used to promote or sell a product, service, or idea. It employs various techniques to reach and persuade a target audience.

**Glossary of Advertising Terms:**

1. Target Audience: The specific group of people a campaign is aimed at.

2. Campaign: A series of coordinated advertisements that share a single theme or idea.

3. Advertisement (Ad): A message designed to promote or sell a product, service, or idea.

4. Brand: A name, term, design, symbol, or other feature that identifies a product or company.

5. Brand Identity: The visual, emotional, and cultural image associated with a brand.

6. Copywriting: Writing text for advertising purposes, often to persuade or inform.

7. Graphic Design: The art of combining text and images to communicate a message effectively.

8. Marketing: The process of promoting, selling, and distributing a product or service.

9. Market Research: Gathering information about consumer preferences and trends to guide marketing decisions.

10. Media: The channels or platforms used to deliver advertising messages, such as television, radio, print, or online.

11. Demographics: Statistical data relating to the population and particular groups within it.

12. Psychographics: Information about attitudes, values, lifestyles, and personalities of consumers.

13. Slogan: A memorable phrase used in advertising to convey a brand's message or identity.

14. Call to Action (CTA): A statement or instruction prompting the audience to take a specific action.

15.Jingle: A catchy song or tune used in advertising to promote a brand or product.

***SIMPLE AND COMPOUND SENTENCE***

A simple sentence consists of one independent clause, which means it has a subject and a verb and expresses a complete thought. Here are some examples:

1. I love to read.

2. She dances gracefully.

3. The sun shines brightly.

**Compound Sentences:** Compound sentences are made up of two or more independent clauses joined by coordinating conjunctions (such as "and," "but," "or," "so," etc.) or semicolons. Let's look at some examples:

1. I enjoy reading, but she prefers watching movies.

2. He went to the store; she stayed at home.

3. The weather was warm, so we went for a picnic.

***WORDS ASSOCIATED WITH STOCK EXCHANGE***

A stock exchange is a centralized marketplace where securities such as stocks, bonds, and commodities are bought and sold. It provides a platform for companies to raise capital by issuing shares and for investors to buy and sell these shares, thereby facilitating investment and trading activities.

***Glossary of Terms Associated with Stock Exchange:***

1. Stock: A type of security that signifies ownership in a corporation and represents a claim on part of the company's assets and earnings.

2. Share: A single unit of ownership in a company, typically represented by a stock certificate.

3. Market: The overall environment where trading of securities occurs.

4. Broker: A person or firm that executes buy and sell orders on behalf of clients in exchange for a commission.

5. Investor: An individual or institution that allocates capital with the expectation of receiving a financial return.

6. Trader: An individual or entity that buys and sells financial instruments, such as stocks, bonds, or derivatives, in a financial market.

7. Listing: The process by which a company's shares are listed and traded on a stock exchange.

8. Index: A statistical measure of the changes in a portfolio of securities representing a particular market or sector.

9. Dividend: A distribution of a portion of a company's earnings to its shareholders, typically in cash or additional shares.

10. Volatility: A statistical measure of the dispersion of returns for a given security or market index.

11. Market Capitalization: The total value of a company's outstanding shares, calculated by multiplying the current share price by the total number of outstanding shares.

12. Bull Market: A financial market characterized by rising asset prices and investor optimism.

13. Bear Market: A financial market characterized by falling asset prices and investor pessimism.

14. Initial Public Offering (IPO): The first sale of a company's stock to the public, allowing it to raise capital from external investors.

15. Blue Chip Stocks: Stocks of large, well-established companies with a history of stable performance and strong financials.

**COMPLEX SENTENCE**

A complex sentence contains an independent clause (a complete sentence) and one or more dependent clauses (incomplete sentences). These clauses are connected by subordinating conjunctions or relative pronouns.

**Example 1:**

**Independent clause:** The cat sat on the mat.

**Dependent clause:** Because it was tired.

**Combined:** The cat sat on the mat because it was tired.

**Example 2:**

**Independent clause:** She went to the store.

**Dependent clause:** Where she bought some groceries.

**Combined:** She went to the store where she bought some groceries.

**Common subordinating conjunctions and relative pronouns:**

**Subordinating conjunctions:** because, although, while, since, if, when, before, after, etc.

**Relative pronouns:** who, whom, whose, which, that, etc.

**Example 3:**

**Independent clause:** He couldn't sleep.

**Dependent clause:** Because the neighbors were partying loudly.

**Combined:** He couldn't sleep because the neighbors were partying loudly.

**WEEK FOUR**

**SENTENCE STRESS: EMPHATIC STRESS**

Sentence stress plays a crucial role in English pronunciation and communication. Emphatic stress is a type of sentence stress that involves the purposeful emphasis on a particular word or phrase to convey importance, contrast, or emotion in a sentence. By placing emphasis on specific words, speakers can highlight key information and create nuances in meaning.

Features of Emphatic Stress:

1. Loudness: Emphatic stress is often marked by increased volume or loudness compared to the surrounding words in a sentence.

2. Pitch: There may be a noticeable change in pitch when emphasizing a word or phrase, making it stand out from the rest of the sentence.

3. Duration: Emphasized words are typically held for a slightly longer duration than other words, drawing attention to them.

**Examples of Emphatic Stress:**

1. I saw **HER** at the party. (Emphasizing "her" to indicate the focus of the sentence is on the person seen)

2. He ate **FIVE** slices of pizza. (Emphasizing "five" to emphasize the quantity consumed)

3. I want to visit **PARIS**, not Rome. (Emphasizing "Paris" to show preference or contrast)

***SYNONYMS***

|  |  |
| --- | --- |
| ***WORDS*** | ***SYNONYMS*** |
| 1. Grisly | Disgusting |
| 1. Grudge | Hatred |
| 1. Gloomy | Bleak, Cloudy |
| 1. Harass | Molest |
| 1. Hapless | Unfortunate, ill-fated |
| 1. Haughty | Arrogant, pompous |
| 1. Impediment | Hurdle, obstruction |
| 1. Incompetent | Inefficient, unskilled |
| 1. Inevitable | Unavoidable, |
| 1. Incongruous | Inappropriate, absurd |
| 1. Infringe | Encroach, violate |
| 1. Insinuate | Hint |
| 1. Jejune | Dull, boring |
| 1. Jaded | Tired, exhausted |
| 1. Juvenile | Young, tender |

**CLAUSES: INDEPENDENT AND DEPENDENT**

A clause is a group of words that contains a subject and a predicate (verb) and functions as a sentence or part of a sentence. Clauses are essential building blocks of sentences and help convey meaning in a structured way. There are two main types of clauses: independent clauses and dependent clauses.

I. **Independent Clauses:** An independent clause is a clause that can stand alone as a sentence and expresses a complete thought.

Example:

- "I went to the store."

- "She is studying for her exam."

II. **Dependent Clauses:** A dependent clause, also known as a subordinate clause, cannot stand alone as a complete sentence because it depends on an independent clause to form a complete thought.

Example:

- "When the bell rang" (Dependent clause)

- "I went home" (Independent clause)

- Combined: "When the bell rang, I went home."

**Types of Dependent Clauses**

1. Adjective Clauses: An adjective clause functions like an adjective, providing more information about a noun or pronoun in the sentence.

Example:

- "The book that I borrowed from the library is due tomorrow."

- "She is wearing the dress that she bought last week."

2. Adverb Clauses: An adverb clause functions like an adverb, providing information about the time, place, manner, reason, or condition of the action in the independent clause.

Example:

- "I will call you when I arrive."

- "He studies hard so that he can pass the exam."

**WEEK FIVE**

**ANTONYMS**

|  |  |
| --- | --- |
| ***WORDS*** | ***ANTONYMS*** |
| 1. Admire | Detest |
| 1. Crooked | Straight |
| 1. Economise | Waste |
| 1. Adhere | Condemn |
| 1. Alien | Native, Resident |
| 1. Audacity | Mildness, Cowardice |
| 1. Befogged | Clear headed, uncloud |
| 1. Bold | Timid |
| 1. Callous | Compassionate |
| 1. Chaste | Lustful |
| 1. Concur | Disagree |
| 1. Condemn | Praise |
| 1. Despair | Hope, Contentment |
| 1. Dwarf | Giant, Huge |
| 1. Feud | Harmony |
| 1. Gorgeous | Dull |

**NOUN CLAUSE**

Types of Noun Clauses:

1. **Subject Noun Clauses**: These noun clauses function as the subject of a sentence.

Example: What he said made all of us laugh. (Here, "what he said" acts as the subject of the sentence.)

2. **Object Noun Clauses**: These noun clauses act as objects (direct objects, indirect objects, or objects of prepositions) in a sentence.

Example: She doesn't understand **why he left**. (Here, "why he left" functions as the direct object of the verb "understand".)

3. **Complement Noun Clauses:** These noun clauses serve as complements, completing the meaning of certain verbs (e.g., "be," "seem," "become").

Example: His biggest fear is **that he will fail**. (Here, "that he will fail" functions as the complement of the subject "His biggest fear."

4. **Appositive Noun Clauses:** These noun clauses rename or explain a preceding noun or pronoun.

Example: My hope, **that you will succeed**, is unwavering. (Here, "that you will succeed" renames "My hope."

**WEEK SIX**

**WORDS ASSOCIATED WITH INVESTMENT**

1. **Investment** - The action or process of putting money into something to earn profit.
2. **Capital** - Money or assets used for investment.
3. **Asset** - A resource owned by an individual or company that can provide future income or value.
4. **Profit** - The financial gain from an investment after costs.
5. **Risk** - The possibility of losing money or experiencing a negative outcome from an investment.
6. **Return** - The profit or income generated from an investment.
7. **Stocks** - Shares of ownership in a company that can be bought or sold.
8. **Bonds** - A form of debt investment where you lend money to the government or corporations in exchange for interest over time.
9. **Dividend** - A portion of a company's profit paid to shareholders.
10. **Portfolio** - A collection of investments owned by an individual or organization.
11. **Diversification** - Spreading investments across different assets to reduce risk.
12. **Interest** - The charge for borrowing money, or the earnings from lending money.
13. **Mutual Fund** - A pool of money from many investors used to invest in a diversified portfolio of stocks, bonds, or other securities.
14. **Real Estate** - Property investment, including land or buildings.
15. **Equity** - The value of ownership in an asset or company, often reflected in stocks

**ADJECTVAL CLAUSE**

An adjectival clause, also known as a relative clause, provides extra information about a noun in a sentence. It usually starts with relative pronouns like "who," "which," or "that." Example:

- The book that is on the table is mine. (The adjectival clause "that is on the table" describes the noun "book.")

- She is the woman who won the race. (The adjectival clause "who won the race" describes the noun "woman.")

**WEEK SEVEN**

**SPEAKING TO PERSUADE OR CONVINCE**

In the realm of public speaking, the ability to persuade or convince an audience is a powerful tool. Whether it's advocating for a cause, selling a product, or rallying support for a particular idea, effective persuasion hinges on several key components.

Firstly, understanding your audience is paramount. Tailoring your message to resonate with their values, beliefs, and interests increases the likelihood of gaining their support. Additionally, acknowledging potential objections and addressing them preemptively demonstrates credibility and fosters trust.

Furthermore, employing persuasive language techniques can significantly enhance your message's impact. Utilizing rhetorical devices such as repetition, analogy, and emotive language can evoke strong emotional responses and sway opinions in your favor.

Moreover, establishing credibility through expertise, experience, or authority lends weight to your arguments. Providing evidence, statistics, and testimonials reinforces your credibility and enhances the persuasiveness of your message.

Lastly, effective persuasion requires clarity and conviction in delivery. Maintaining strong eye contact, using appropriate gestures and vocal inflection, and projecting confidence all contribute to capturing and retaining the audience's attention.

In conclusion, speaking to persuade or convince is a skill that combines understanding your audience, employing persuasive language techniques, establishing credibility, and delivering your message with clarity and conviction. Mastering these elements can empower individuals to effectively advocate for their ideas and inspire others to take action.

**WEEK EIGHT**

**COMMONLY MISSPELT WORDS**

**CORRECT WRONG**

1. Accommodation - Accomodation
2. Achieve - Acheive
3. Definitely - Definately
4. Separate - Seperate
5. Occasion - Occassion
6. Embarrassment - Embarassment
7. Necessary - Necassary
8. Calendar - Calender
9. Intelligent - Intelligant
10. Convenience - Convinience
11. Experience - Experiance
12. Harassment - Harrassment
13. Environment - Enviroment
14. Recommend - Reccommend
15. Privilege - Priviledge
16. Superintendent - Superintendant
17. Conscious - Conscous
18. Beautiful - Beautifull
19. Appreciate - Appretiate
20. Maintenance - Maintainance
21. Independent - Independant
22. Discipline - Disapline
23. Occurrence - Ocurrence
24. Communication - Comunnication
25. Restaurant - Resturant
26. Government - Goverment
27. Achievement - Acheivement
28. Business - Busines
29. Minimize - Minimise (Note: "Minimise" is the British spelling; "Minimize" is the American version)
30. Quantity – Quantinty

**WORDS ASSOCIATED WITH PHOTOGRAPHY**

* 1. **Camera** – A device used to capture photographs.
  2. **Lens** – The part of the camera that focuses light onto the image sensor or film.
  3. **Shutter** – A mechanism that opens and closes to expose the image sensor to light for a certain period of time.
  4. **Exposure** – The amount of light that reaches the image sensor or film, affecting the brightness of the photo.
  5. **Aperture** – The opening in the lens through which light passes, controlling the depth of field and amount of light.
  6. **ISO** – A setting that controls the sensitivity of the camera’s sensor to light, affecting exposure and noise in photos.
  7. **Focus** – Adjusting the lens to make an image sharp and clear.
  8. **Composition** – The arrangement of elements in a photograph, including framing and the placement of objects.
  9. **Portrait** – A photograph of a person, typically focusing on the face.
  10. **Landscape** – A photograph that captures scenery, such as mountains, forests, or cityscapes.
  11. **Zoom** – The ability to adjust the lens to make objects appear closer or farther away.
  12. **Tripod** – A three-legged stand used to stabilize the camera while taking photos.
  13. **Flash** – A burst of artificial light used to brighten a scene, especially in low-light conditions.
  14. **Pixel** – The smallest unit of an image on a digital screen, determining the resolution and clarity of a photograph.
  15. **Resolution** – The amount of detail in a photograph, determined by the number of pixels.

**WEEK NINE**

**ACTIVE AND PASSIVE TENSE**

**Active Voice**

In the active voice, the subject of the sentence performs the action. The structure is typically: **Subject + Verb + Object**.

**Examples:**

1. **She** (subject) **wrote** (verb) a letter (object).
2. **They** (subject) **play** (verb) football (object).
3. **John** (subject) **will finish** (verb) the homework (object) tomorrow.

**Passive Voice**

In the passive voice, the subject of the sentence receives the action. The structure is typically: **Subject + form of "to be" + past participle of verb + (by + agent)**.

**Examples:**

1. A letter **was written** (verb) **by her** (agent).
2. Football **is played** (verb) **by them** (agent).
3. The homework **will be finished** (verb) **by John** (agent) tomorrow.

**Active to Passive Transformation**

1. **Active:** She writes a book.  
   **Passive:** A book is written by her.
2. **Active:** They are building a house.  
   **Passive:** A house is being built by them.
3. **Active:** I will clean the room.  
   **Passive:** The room will be cleaned by me.
4. **Active:** The teacher teaches the lesson.  
   **Passive:** The lesson is taught by the teacher.
5. **Active:** We ate the cake.  
   **Passive:** The cake was eaten by us.

**BRITISH AND AMERICAN SPELLINGS OF WORDS**

**BRITISH AMERICAN**

|  |  |
| --- | --- |
| **Colour** | **Color** |
| **Favourite** | **Favorite** |
| **Honour** | **Honor** |
| **Realise** | **Realize** |
| **Theatre** | **Theater** |
| **Centre** | **Center** |
| **Organisation** | **Organization** |
| **Travelling** | **Traveling** |
| **Defence** | **Defense** |
| **Cheque** | **Check** |
| **Neighbour** | **Neighbor** |
| **Analyse** | **Analyze** |
| **Licence** | **License** (for noun) |
| **Practice** | **Practice** (for noun) / **Practise** (for verb) |
| **Catalogue** | **Catalog** |
| **Programme** | **Program** |
| **Plough** | **Plow** |
| **Mum** | **Mom** |
| **Behaviour** | **Behavior** |
| **Apologise** | **Apologize** |
| **Labour** | **Labor** |
| **Savour** | **Flavor** |
| **Tyre** | **Tire** |
| **Installment** | **Installment** (same spelling) |
| **Marvellous** | **Marvelous** |
| **Dualled** | **Dwelled** (incorrect in American) |

### Key Differences:

1. **-our** (British) vs **-or** (American):
   * Colour vs. Color
   * Honour vs. Honor
2. **-ise** (British) vs **-ize** (American):
   * Realise vs. Realize
   * Organise vs. Organize
3. **-ce** (British) vs **-se** (American):
   * Defence vs. Defense
   * Licence (noun) vs. License (noun)
4. **-re** (British) vs **-er** (American):
   * Centre vs. Center
   * Theatre vs. Theater