



Senior 1 English (New curriculum)

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Term 1

Topic 3/3: Human Rights, Gender and Responsibility

Competency: The learner talks and writes about human rights, gender and responsibilities; listens to speeches and debates related to the topic.

Lesson 1: Pronunciations

A student is required to practice the production of diphthongs (/ei/ as in waste, eight; /ai/ as in time, buy; /ɔi/ as in boy, oil; /au/ as in house, town).

Practice tips

- (i) say the words loudly several times

Exercise 1

Read these words loudly.

| Diphthong | Example Words (5 each) |
|-----------------------------------|---------------------------------|
| /ei/ (as in <i>waste, eight</i>) | play, day, rain, late, waste |
| /ai/ (as in <i>time, buy</i>) | time, buy, light, smile, high |
| /ɔi/ (as in <i>boy, oil</i>) | boy, toy, coin, oil, join |
| /au/ (as in <i>house, town</i>) | house, town, mouth, loud, round |

Exercise 2

1. Which diphthong is found in the word *coin*?
The diphthong /ɔi/ is found in *coin*.
2. Give two words with the diphthong /ai/.
Examples: *time, buy*.

3. Which diphthong appears in the word *waste*?

The diphthong /ei/ appears in *waste*.

4. Name one word with /au/ that describes a part of the face.

Mouth contains /au/.

4. Why are diphthongs called “gliding vowels”?

Because diphthongs glide from one vowel sound to another within the same syllable.

Lesson 2: Human rights, gender and responsibilities



Human Rights

Human rights are the basic freedoms and protections that every person deserves.

These include the right to education, the right to health, and the right to be treated equally.

Respecting human rights means treating people fairly, without discrimination.

Gender

Gender refers to the roles and responsibilities that society gives to boys and girls, men and women.

Today, we learn that both genders should have equal opportunities.

Girls and boys can study the same subjects, play the same sports, and work in the same jobs.

Equality between genders helps communities grow stronger.

Responsibilities

Responsibilities are duties we must carry out.

At school, students have the responsibility to study, respect teachers, and care for school property.

At home, children help with chores and respect their parents.

In society, everyone has the responsibility to follow rules and respect others.

Exercise 3

1. What are human rights?
2. Give two examples of human rights.
3. What does gender equality mean?
4. Mention one responsibility at school and one at home.
5. Why is respecting human rights important?

Suggested Answers

1. Human rights are basic freedoms and protections that every person deserves.
2. Examples: the right to education and the right to health.
3. Gender equality means boys and girls having the same opportunities.
4. At school: studying and respecting teachers. At home: helping with chores.
5. Respecting human rights is important because it ensures fairness and equality for all people.

Exercise 4

Read the story below and answer the questions that follow in full sentences.

The School Debate

At Green Valley Secondary School, the students prepared for a debate on *human rights, gender, and responsibilities*. The hall was full, and everyone was eager to listen.

Maria stood up first. She spoke about **human rights**, explaining that every child has the right to education, health, and freedom from discrimination. She reminded the audience that respecting human rights makes society fair and peaceful.

Next, James talked about **gender equality**. He said that boys and girls should have the same opportunities in school and in life. He gave examples of girls playing football and boys learning cooking. Everyone clapped because they saw that equality makes both genders stronger.

Finally, Amina spoke about **responsibilities**. She explained that rights come with duties. Students must respect teachers, care for school property, and help at home. She said that when people take responsibilities seriously, communities grow better.

At the end of the debate, the teacher praised the students. She said they had shown wisdom and maturity. The lesson was clear: human rights, gender equality, and responsibilities are values that guide us to live respectfully and successfully.

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Questions

1. What human rights did Maria mention?
2. What examples did James give to explain gender equality?
3. What responsibilities did Amina talk about?
4. Why did the teacher praise the students?
5. What is the main lesson of the story?

Suggested Answers

1. Maria mentioned the right to education, health, and freedom from discrimination.
2. James gave examples of girls playing football and boys learning cooking.
3. Amina talked about respecting teachers, caring for school property, and helping at home.
4. The teacher praised the students for showing wisdom and maturity.

5. The main lesson is that human rights, gender equality, and responsibilities help us live respectfully and successfully.

Lesson 3: Past Tense Forms

◆ Simple Past

Used for completed actions in the past.

Example: *She **played** football yesterday.*

◆ Past Continuous

Used for actions happening at a specific time in the past.

Example: *They **were reading** when the teacher entered.*

◆ Past Perfect

Used for actions completed before another past action.

Example: *He **had finished** his homework before dinner.*

◆ Past Perfect Continuous

Used for actions that were ongoing before another past action.

Example: *She **had been studying** for two hours before the exam started.*

Example of a Short Story Using All Forms

Yesterday, our class **visited** the museum (simple past). While we **were walking** through the hall, we saw old paintings (past continuous). By the time we arrived, the guide **had prepared** his notes (past perfect). He explained that he **had been working** at the museum for ten years (past perfect continuous).

Exercise 5

1. Which past tense is used in the sentence *She played football yesterday?*
2. What is the function of the past continuous tense?
3. Identify the past perfect verb in the story.
4. What does the past perfect continuous tense show?
5. Rewrite this sentence in the past continuous: *They read books when I entered.*

Suggested Answers

1. The **simple past** tense.
2. It shows an action happening at a specific time in the past.
3. The verb **had prepared**.
4. It shows an action that was ongoing before another past action.
5. *They **were reading** books when I entered.*

Lesson 4: Direct and Reported Speech

◆ Direct Speech

Shows the exact words spoken, inside quotation marks.

Example: Maria said, **"I am happy today."**

◆ Reported Speech

Reports what someone said, without quotation marks.

Often changes verb tense and pronouns.

Example: Maria said that she **was** happy that day.

Example of sentences in Both Forms

- (i) **Direct:** John said, "I finished my homework."
Reported: John said that he had finished his homework.
- (ii) **Direct:** Sarah asked, "Can you help me?"
Reported: Sarah asked if I could help her.
- (iii) **Direct:** The teacher said, "You are late."
Reported: The teacher said that I was late.
- (iv) **Direct:** Peter said, "I will play football tomorrow."
Reported: Peter said that he would play football the next day.
- (v) **Direct:** Mary said, "I am reading a book."
Reported: Mary said that she was reading a book.

Exercise 6

1. What is the difference between direct and reported speech?
2. Change this into reported speech: *"I am tired," said James.*
3. Change this into direct speech: *Anna said that she was cooking dinner.*
4. In reported speech, what happens to the verb tense usually?
5. Rewrite in reported speech: *The teacher said, "You must study hard."*

Suggested Answers

1. Direct speech shows the exact words spoken with quotation marks, while reported speech tells what was said without quotation marks and often changes tense/pronouns.
2. James said that he was tired.
3. Anna said, "I am cooking dinner."
4. The verb tense usually shifts one step back (present → past, past → past perfect).
5. The teacher said that we must study hard.

Lesson 5: Modal tenses

Modal tenses are verb forms that use **modal verbs** (like *must, ought to, should, can, may, might*) together with other verbs to express **necessity, obligation, advice, possibility, or regret** in different time frames.



Common Modal Verbs

Must → strong obligation (*You must do your homework.*)

Ought to → moral duty or advice (*We ought to respect elders.*)

Ought not to → prohibition (*You ought not to be rude.*)

Should not have → past regret (*You should not have missed class.*)

Examples in Sentences

(i) Present/Future Obligation:

Students **must** wear their uniforms.

We **ought to** arrive on time.

(ii) **Prohibition:**

You **ought not to** cheat in exams.

(iii) **Past Regret:**

He **should not have** spoken disrespectfully to the teacher.

Exercise 7

1. What is a modal verb?
2. Which modal tense shows strong obligation?
3. Rewrite this using "ought to": *Students must respect teachers.*
4. Which modal tense expresses past regret?
5. Give one example of "ought not to" in a school context.

Suggested Answers

1. A modal verb is a helping verb that expresses necessity, possibility, advice, or obligation.
2. **Must** shows strong obligation.
3. *Students ought to respect teachers.*
4. **Should not have** expresses past regret.
5. Example: *Students ought not to cheat in exams.*

Lesson 6: Modal Tenses in Use

◆ **Newspaper Article Style**

*"Students **must** respect school rules to maintain discipline. They **ought to** arrive on time for lessons. Learners **ought not to** damage school property, and those who **should not have** missed the exams will face consequences."*

◆ **Speech Style**

*"My friends, we **must** stand for equality. We **ought to** treat boys and girls the same. We **ought not to** ignore our responsibilities. Some of us **should not have** neglected our duties, but we can improve."*

◆ Letter Style

"Dear Head Teacher, I believe students **must** be guided well. They **ought to** be encouraged to study hard. They **ought not to** waste time during lessons. Some students **should not have** broken the rules, and I hope they learn from this."

Exercise 8

1. Which modal tense shows strong obligation?
2. Rewrite this sentence using "ought to": *Students must revise hard.*
3. Which modal tense expresses prohibition?
4. Give one example of "ought not to" in a school context.
5. Why are modal tenses useful in writing different media?

Suggested Answers

1. **Must** shows strong obligation.
2. *Students ought to revise hard.*
3. **Ought not to** expresses prohibition
4. Example: *Students ought not to damage school property.*
Students ought not to dodge lessons.
5. Modal tenses are useful because they express obligation, advice, prohibition, and regret clearly in different forms of writing.

Lesson 7: Gender-Sensitive Terminology

Gender-sensitive language avoids bias and promotes equality between men and women. It ensures that words do not exclude, stereotype, or belittle any gender.

Examples of Gender-Sensitive Vocabulary

Instead of "chairman", use "chairperson" or "chair."

Instead of "policeman", use "police officer."

Instead of "fireman", use "firefighter."

Instead of “**businessman**”, use “**businessperson**” or “**entrepreneur.**”

Instead of “**boys and girls should...**”, use “**students should...**”

Thinking Behind It

Inclusivity: Words like “chairperson” include both men and women.

Respect: Neutral terms avoid stereotypes that certain jobs belong to one gender.

Equality: Language shapes attitudes; using fair terms encourages equal opportunities.

Clarity: Gender-neutral words are often clearer and more professional.

Exercise 9

1. What is gender-sensitive language?
2. Replace the word “fireman” with a gender-sensitive term.
3. Why is it better to say “police officer” instead of “policeman”?
4. Give one example of a gender-neutral word for “businessman.”
5. How does gender-sensitive language promote equality?

Suggested Answers

1. Gender-sensitive language is vocabulary that avoids bias and treats all genders fairly.
2. The gender-sensitive term is “**firefighter.**”
3. Because “police officer” includes both men and women and avoids stereotypes.
4. Examples: “**businessperson**” or “**entrepreneur.**”
5. It promotes equality by ensuring that words do not exclude or stereotype any gender.

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Thank you

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