

## تحضير الوحدة السادسة The gender divide



### تم تحميل هذا الملف من موقع المناهج السعودية

موقع المناهج ← المناهج السعودية ← الصف الثالث الثانوي ← لغة انجليزية ← الفصل الأول ← ملفات متنوعة ← الملف

تاريخ إضافة الملف على موقع المناهج: 2025-11-16 10:19:47

ملفات اكتب للمعلم اكتب للطالب | اختبارات الكترونية | اختبارات | حلول | عروض بوربوينت | أوراق عمل  
منهج انجليزي | ملخصات وتقارير | مذكرات وبنوك | الامتحان النهائي | للمدرس

المزيد من مادة  
لغة انجليزية:

### التواصل الاجتماعي بحسب الصف الثالث الثانوي



صفحة المناهج  
السعودية على  
فيسبوك

الرياضيات

اللغة الانجليزية

اللغة العربية

التربية الاسلامية

المواد على تلغرام

### المزيد من الملفات بحسب الصف الثالث الثانوي والمادة لغة انجليزية في الفصل الأول

مراجعة قواعد Grammer الوحدة الخامسة it need really you Do

1

تحضير الوحدة الخامسة it need really you Do

2

عرض بوربوينت الوحدة الخامسة it need really you Do

3

مراجعة الوحدة الرابعة TV of world The

4

تحضير الوحدة الرابعة TV of world The

5



## Unit 6

### The Gender Divide

#### Listen and Discuss

- With books closed, write the title of the unit on the board: **The Gender Divide**. Define the word gender if necessary (male or female). Ask: **What do you think this unit will be about?** (differences between men and women)
- Arrange students in small groups to discuss the introductory questions. Write the questions on the board for students to refer to. Tell them to focus on the emotional or mental differences between men and women rather than the physical.
- Have a brief class discussion about the questions, allowing groups to share and respond to each other's opinions

التهيئة  
Warm up

1. stereotype   2. Restless   3. Repetitive   4. anxiety   5. temperament   6. gender

المفردات  
الجديدة

•knowledge   •comprehension   •application   •analysis

مهارات  
التفكير

- Have students work in pairs to think of another gender stereotype. Have pairs write whether they think the stereotype is true or false and give an explanation to support their opinion.
- Ask students to research their stereotype outside of class to confirm their answers. Tell students to try to find real scientific studies done on the stereotype, either in the library or on the Internet. If they are not able to find any, tell partners to conduct their own research

اغلاق الدرس

<https://wordwall.net/resource/64773629>

اثرء



## Unit 6 The Gender Divide Grammar

- Read the explanation and examples with the class. For each set of examples, ask students to explain in their own words how the meaning changes in the sentence, by changing the gerund to the infinitive. For example: **He always remembers to send flowers on their anniversary.** (He sends flowers every year on their anniversary.)

التهيئة  
Warm up

- Infinitives
- Gerunds
- Auxiliary Verbs
- Passive Forms

المفردات  
الجديدة

- knowledge
- comprehension
- application
- analysis
- synthesis

مهارات  
التفكير

- Have a student read aloud the directions and example sentence. Call on other students to read aloud the information about Faris and Abdullah. a Call on a pair to read their sentences aloud. Ask additional pairs to read aloud only sentences that have not yet been given
- Arrange students in pairs to write additional sentences. Have them write at least five.
- Call on a pair to read their sentences aloud. Ask additional pairs to read aloud only sentences that have not yet been given

اغلاق الدرس

<https://wordwall.net/resource/64634664>

اثناء

<https://www.youtube.com/live/zvnahFIU90Y?si=z8dS4ZF8oXkcgslu>



## Unit 6

### The Gender Divide

### Conversation & Listening

- Draw students' attention to the picture. Ask: **What do you see?** (a driver using Google Maps for finding directions)  
**How many of you use Google Maps for finding directions?** (See the Culture Note.)
- Ask students to close their books. Play the audio for students to just listen

التهيئة  
Warm up

- over • for ages • make a big deal about • You can say that again • know (something) like the back of my hand

المفردات  
الجديدة

- knowledge • comprehension • application • analysis • evaluation

مهارات  
التفكير

- Have students work individually to match the words with the definitions

اغلاق الدرس

<https://wordwall.net/resource/64946292>

اثرء



## Unit 6

### The Gender Divide

#### Reading

- With books closed discuss the Before Reading question with the class. If students need help responding, suggest specific situations. For example, say: **When men get together what do they talk about? When women are together, what do they talk about? How do men and women react differently to a disagreement?**
- Emphasize that there are no right or wrong answers to these questions. You are asking for students' ideas and opinions.
- Ask students to open their books to pages 88 and 89.

التهيئة  
Warm up

1- content    2. convey    3. feminine    4. intimate    5. masculine    6. infection

المفردات  
الجديدة

•knowledge    •comprehension    •application    •analysis    •evaluation

مهارات  
التفكير

- Arrange students in pairs to discuss the questions. a Each student should use the questionnaire to ask each other the questions.

اغلاق الدرس

<https://wordwall.net/resource/64948273>

اثرء



## Unit 6

### The Gender Divide

### Writing

- Direct students' attention to the pictures at the top of the page. Elicit ideas from them about the people in the pictures. Use questions like these:

**What is the origin of each person in the picture?**

**Do they both come from the same country?**

**How do you think they communicate?**

التهيئة  
Warm up

- communicate   ● verbal   ● non-verbal   ● culture   ● convey

المفردات  
الجديدة

- knowledge   ● comprehension   ● application   ● analysis   ● evaluation

مهارات  
التفكير

- Have students use their notes to draft an essay. Remind them to organize their information and views in an alternative or block structure. Circulate and monitor; help when necessary.
- Give students time to read their essays and make comments and corrections individually before they exchange with other students.
- Have students exchange drafts and comment/correct each other's texts. Then ask them to edit and rewrite. ● Direct them to the model text but allow them to use a different opening statement if they wish.

اغلاق الدرس

<https://www.yourdictionary.com/articles/compare-contrast-essay-tips>

اثناء



## Unit 6

### The Gender Divide

#### Form , Meaning and Function

- Read the explanation and examples in the presentation.
- Ask: **What is the form of the present perfect progressive?** (has/have + been + -ing form of the verb)
- Ask: **What is the form of the present perfect?** (has/have + the past participle)
- Ask students to look at the example sentences for each tense in the presentation. Ask: **Which tense is used in each example sentence and why?**
- Explain or elicit that we use the present perfect progressive to ask and say for how long something has been happening. We use the present perfect simple tense to talk about something in the past which has a relation to now

- Present Perfect Progressive
- Present Perfect Simple
- Hobbies
- Interests
- knowledge
- comprehension
- application
- analysis
- synthesis

- Put students into pairs to ask and answer about the picture. Monitor students closely and note down any errors with form.
- Call on volunteers to describe the picture.
- a Write any errors with form on the board and ask students to correct them

<https://youtu.be/jopAHmvPT-g?si=5qubLwcx-iO4fhph>

التهيئة  
Warm up

المفردات  
الجديدة

مهارات  
التفكير

اغلاق الدرس

اثرء



## Unit 6 The Gender Divide Project

- Tell students that they are going to research and prepare a presentation on the ways people have communicated through history.
- Have them brainstorm on ways of communication that they know about in groups. Call on a student from each group to report the group information and ideas.
- Have students look at the photos in their book and talk about them. Ask them to give reasons for their answers. Elicit answers from volunteers and list ideas on the board.

التهيئة  
Warm up

- Method
- Time period
- Advantages
- Disadvantages

المفردات  
الجديدة

- knowledge
- comprehension
- application
- analysis
- evaluation

مهارات  
التفكير

- Organize students in groups and have them collate their notes and fill in gaps in their chart. Elicit ideas and guidelines about PowerPoint presentations from volunteers. Allow students to look back at their notes.
- Have groups make decisions and assign tasks to members of the group. Encourage them to communicate after school in order to talk to each other about what they found and coordinate the next stage in their preparation.
- Remind students that they will need to design a PowerPoint presentation with photos and/or drawings.

اغلاق الدرس

<https://youtu.be/avh2Ppw5wc8?si=2IM7jVQ08xpqlOeI>

اثرء



ولا أحلل ولا أسامح من يستخدم هذا العمل لأغراض أخرى (انتاج معرفي , مسابقات وزارية او محليه او دولية وغيرها )