

Kingdom Of Saudi Arabia
Ministry of Education
Public Administration Of Education
School:

رؤية
VISION
2030
المملكة العربية السعودية
KINGDOM OF SAUDI ARABIA



وزارة التعليم
Ministry of Education

Preparation Of Smart Class (6)

Teacher

Session 1439 - 1440

General Goals of Teaching English in Saudi Arabia

- 1- To contribute to student's intellectual, personal and professional growth.**
- 2- To enable student to acquire basic language skills (listening, speaking, reading and writing).**
- 3- To develop student's awareness of the importance of English as a means of international communication.**
- 4- To develop student's positive attitude towards learning English.**
- 5- To enable student to acquire the necessary linguistic competence required in various life situations.**
- 6- To enable student to acquire the linguistic competence required in different professions.**
- 7- To develop student awareness about the cultural, economic, and social issues of his society and prepare him to participate in their solutions.**
- 8- To develop the linguistic competence that enables student – in future - to present and explain Islamic concepts and issues, and participate in spreading Islam.**
- 9- To enable student linguistically to present the culture and civilization of his nation.**
- 10- To enable student linguistically to benefit from English-speaking nations, that would enhance the concepts of international cooperation that would develop understanding and respect of the cultural differences between nations.**
- 11- To provide student with the linguistic basis that would enable him to participate in transforming other nation's scientific and technological advances that can enhance the progress of his nation.**

The General Objectives of Teaching English for the Elementary Stage

**By the end of the Elementary Stage and within the assigned structures and vocabulary for this stage:
Students should be able to . . .**

- 1- Learn the basics of the English language that would form the foundation for its mastery in the future.**
- 2- Use the basic structures of English sentences.**
- 3- Learn the core vocabulary assigned for this stage.**
- 4- Listen to and understand simple English.**
- 5- Express themselves orally using simple English.**
- 6- Read and understand simple written English materials.**
- 7- Write simple guided sentences in English.**
- 8- Develop an awareness of the importance of the English language as an international mean of communication in order to be able to introduce Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.**
- 9- Develop an awareness of the importance of the English language as an international mean of communication in order to benefit from the achievements of other cultures in accordance to the precepts of Islam.**

The General Objectives of Teaching English for the Intermediate Stage

By the end of the Intermediate Stage and according to the overall syllabus for the three years of the intermediate stage the general aims are:

- 1- To produce an individual who is able to speak, read, and listen with understanding to simple current English and to write a connected passage of up to half a page about a simple subject or incident.**
- 2- To give pupils who finish three formal education levels enough knowledge of the language to help them in their vacation.**
- 3- To give pupils who precede to the secondary stage a sound foundation on which to build their future studies.**
- 4- To lay the foundation of knowledge of English so that they acquire sufficient grasp of the language to enable them preach their religion to English speakers and to refute the errors of the enemies of Islam.**

The General Objectives of Teaching English for the Secondary Stage

By the end of the Secondary Stage and according to the overall syllabus for the three years of the secondary stage the general aims are:

- 1- To afford the secondary school pupil a window on the world.**
- 2- To give the secondary school pupil an experience of delight through reading samples of English that have a universal appeal both in arts and sciences.**
- 3- To cultivate the pupil's critical thinking as a useful adjunct to intelligent reading of English texts.**
- 4- To give play to the pupil's imagination by means of imagery in poetry and visualization of character.**
- 5- To provide the pupil who intends to join the university or other higher institutes with an adequate knowledge of English to help him in his future studies.**
- 6- To give the pupil who finishes his formal education in the third year of secondary education sufficient knowledge of the language to help him in his vocation.**

Islamic Goals of Teaching ***English as a Foreign Language in Saudi Arabia***

- 1- To feel the greatness of the creator in the great differences between the tongues and the languages of different people all over the world.**
- 2- To acquire the linguistic basis that enables the learners to advocate Islamic and explain the Islamic concepts and Issues.**
- 3- To spread the Instructions of the true Islamic religion through convincing the other of those who are not Muslims all over the world.**
- 4- To benefit from being an International language that spread all over the world by developing attitude towards spreading the Islamic Instructions.**
- 5- To appreciate the important of English as an International language of communication – to benefit from the achievements of the other cultures in accordance with the Islamic teachi**

Goals of Teaching English as a Foreign Language in the Kingdom of Saudi Arabia

Students should be able to:

- 1- Enhance their intellectual, personal and professional abilities.**
- 2- Acquire the language skills (listening, speaking, reading and writing) in order to communicate with English speaking people.**
- 3- Acquire the linguistic competence necessarily required to use English in various life situations.**
- 4- Develop awareness of the importance of English in the local job market.**
- 5- Develop awareness of the important of English as a means of International communication.**
- 6- Develop the linguistic competence that enables them to understand the cultural, economic and social issues of their society in order to participate in their solution.**
- 7- Develop the linguistic competences that enable them, in the future, to participate in spreading Islam.**
- 8- Acquire the linguistic basis that enables them to advocate Islam and explain the Islamic concepts and issues.**
- 9- Enhance understanding and respect of cultural differences among nations.**
- 10- Appreciate the importance of English – as an International language of communication – to present their culture, and civilization to others.**
- 11- Appreciate the important of English – as an International language of communication – to benefit from the achievements of other cultures in accordance with the Islamic teachings.**
- 12- Develop positive towards learning English.**

The General Objectives of English Language in Saudi Arabia:

Students should be able to:

- 1- Develop their intellectual, personal and professional abilities.**
- 2- Acquire basic language skills (listening, speaking, reading and writing) in order to**
- 3- Communicate with speakers of English language.**
- 4- Acquire the linguistic competence necessarily required in various life situations.**
- 5- Acquire the linguistic competence required in different professions.**
- 6- Develop their awareness of the importance of English as a means of international communication.**
- 7- Develop positive attitudes towards learning English.**
- 8- Develop the linguistic competence that enables them to be aware of the cultural, economical and social issues of their society in order to contribute in giving solutions.**
- 9- Develop the linguistic competence that enables them, in the future, to present and explain the Islamic concepts and issues, and participate in spreading Islam.**
- 10- Develop the linguistic competence that enables them, in the future, to present the cultural and civilization of their nation.**
- 11- Benefit from English – speaking nations, in order to enhance the concepts of international cooperation of their nation.**
- 12- Acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of their nations to their nation.**
- 13- Acquire their linguistic bases that enable them to present and explain Islamic concepts and issues, and participate in the programme of Islam.**

General Recommendations

It is recommended, also, that a teacher should know about the objectives of teaching English in details:

First: Objectives of Teaching Writing in the Elementary stage

By the end of this stage and within the framework of the assigned structures and vocabulary: students should be able to..

- 1- Practice the system of spacing between letters and words.
- 2- Match capital letters with small letters.
- 3- Recognize (and correctly write and pronounce) the letter-sound relationship.
- 4- Recognize and apply the directionality of English writing.
- 5- Recognize and apply the position of letters in relation to the ruled lines.
- 6- Recognize and apply the formation of individual letters and numbers through coloring and tracing.
- 7- Copy letters, words, numbers and simple sentences assigned for this grade using cursive script.
- 8- Spell the assigned vocabulary correctly.
- 9- Write guided answers to written questions.
- 10- Do controlled writing exercises such as supplying missing letters or words.
- 11- Recognize and correctly use punctuation and capitalization assigned for this grade.
- 12- Show willingness to write words, numbers and simple sentences.

Second: Objectives of Teaching Listening and Speaking in The Elementary Stage:

By the end of the Elementary Stage pupils should be able to do the following within the framework of the assigned structure and vocabulary for this stage:

- 1- Recognize and produce the English alphabet.**
- 2- Understand and respond to simple verbal and physical requests.**
- 3- Participate in simple short activities such as greetings, receiving commands, conversations, role play, etc.**
- 4- Ask and respond to simple interrogative sentences about people and things in general such as yes/no questions and WH questions.**
- 5- Describe and participate in simple short events and activities taking place in continuous forms.**
- 6- Distinguish and pronounce different sounds using different techniques.**
- 7- Show willingness to take different parts in classroom activities such as songs, role plays, games, etc .**
- 8- Show willingness to listen carefully to listen to short prepared recorded materials.**

Third: Objectives of Teaching Reading in the Elementary Stage:

By the end of the Elementary Stage pupils should be able to

- 1- Recognize and produce the English alphabet.**
- 2- Recognize and apply directionality in reading English alphabet and words.**
- 3- Recognize the relationship between sounds and letters.**
- 4- Distinguish and read words containing symbols of English alphabet such as (ch, th, ph)**
- 5- Read correctly and comprehend simple words and short sentences and paragraphs.**
- 6- Comprehend the meaning of the following English punctuation and capitalization (period, comma, colon, semicolon, question mark, exclamation mark, slash, hyphen, an apostrophe)**
- 7- Be willing to read words phrases and sentences.**
- 8- Be willing to read simplified illustrated (drawn / pictured) students short stories.**

It is recommended to introduce some songs or rhymes to help in delivering the subject

The characteristics of acceptable rhymes:

Rhymes and songs are very useful. One should know what makes a song or a rhyme suitable for a beginner age group and interests and the learners level of English. A song or a rhyme should be in simple modern language, short, easy to be repeated and it serves a purpose, i.e. relates to the topic under study. And it should not have too many new items of vocabulary and grammar. A rhyme should be culturally acceptable, i.e. it does not contradict the culture of the native language.

Why rhymes should be taught?

- A. They help pupils to speak the language fluently.
- B. Young learners enjoy singing and playing.
- C. Rhymes reinforce the target language.
- D. The stressed syllables are taught correctly.
- E. The simple grammatical structures are reinforced.
- F. The language patterns, which are commonly used, are taught successfully.

How a rhyme is taught?

- A. Sing or simply say the rhyme once or twice to the pupils accompanied with suitable actions.
- B. Try to know that the pupils have understood what the rhyme is about.
- C. If they cannot understand the meaning, try to explain the rhyme in a very simple language. Use any needed visual aids.
- D. Say the rhyme again more than once, and let them repeat after you.
- E. Keep repeating each rhyme during regular lessons, revision lessons, and any other chances.
- F. As an assignment, ask pupils to find other rhymes, and choose the simple ones to be repeated with the class, if they are relevant to the syllabus.

A Brief Display of Some Known Methods of Teaching English as a Foreign Language

1. The Grammar Translation Method:

- It places significant emphasis on reading. It makes an extensive use of the native language of the learner to explain and discuss the target language.
- It also concentrates on direct instruction of grammatical rules and memorization of isolated words. Translation from and to native language is a major practice in this method.

2. The Direct Method:

- The direct method emphasizes the use of the target language in the classroom.
- The native language is not used at all. The target language is dominating.

3. The Audio – Lingual Method: (Aural – Oral)

- It is a reaction to the Grammar Translation Method which concentrates on reading and writing skills. The Audio-lingual method views language as a set of habits formation through repeated exposure to specific forms.

4. The Suggestopedia (Suggestology):

- The instructional objective of this method is defined in semantic and communicative term. Students initiate the foreign language learning with the assistance of their language teacher.

5. The Total Physical Response Method:

- It is not an actual method. Rather, it is a technique. It attaches great importance and emphasis on listening and comprehension skills.

6. The Communicative Approach:

- It is known as Functional National Approach. The primary goal of Communicative approach is to enable Foreign Language learners to communicate on the target language fluently and freely.

7. Cognitive Approach:

- It pays great attention to conscious instruction drills rather than to mechanical ones. Rules of grammar are taught dialogues and are presented in a sequential basis.

8. Natural Approach:

- It views language as a means of inter personal communications.
- There is no one method for all situations. Teachers should be aware of these methods and approaches in order to choose from them to build their own method of teaching. Each instructional situation is unique. To be effective, the teacher should be eutectic.

Dear colleague, remember before writing your objectives, they should be:

- 1- Clear.
- 2- Limited.
- 3- Attainable.
- 4- Measurable.
- 5- Stated in behavioral terms.

Behavioral Terms

By the end of the lesson the pupil is able to:

- 1- Pronounce (the letter) correctly.
- 2- Write down capital small.
- 3- Identify letters capital/small letters...
- 4- Apply rules of certain structure.
- 5- Put..... certain words in sentences.
- 6- Change from active into passive.
- 7- Report certain sentences.
- 8- Compare between two things/more.
- 9- Read a text at (80% - 90%) of fluency.
- 10- Answer some given questions.
- 11- Use a model composition for writing another.
- 12- Match words which.....
- 13- Distinguish elements.
- 14- List things, names etc.
- 15- Classify
- 16- Select
- 17- Contrast
- 18- Discuss
- 19- Relate
- 20- Combine
- 21- Organize
- 22- Discover
- 23- Differentiate
- 24- Rewrite

WEEKS	DATES		Distribution of the syllabus Smart Class 4
	FROM	TO	
1	30/4/1440	4/5/1440	1 My favourite food: 3 Comic - 1 My favourite food: 4 Let's play & Phonics
2	7/5/1440	11/5/1440	1Presents: Let's play & Phonics 1Presents: Story time
3	14/5/1440	18/5/1440	1 My favourite food: 5 Story time - 1 My favourite food: 6 Revision1 & Project
4	21/5/1440	25/5/1440	1 My favourite food: 7 Phonics revision & Smart time1 - 2 On time: 1 Phonics & A chant
5	28/5/1440	2/6/1440	2 On time: 2 Smart kids - 2 On time: 3 Our world - 2 On time: 4 Let's play & Phonics
6	5/6/1440	9/6/1440	2 On time: 5 Story time - 2 On time: 6 Revision2 & Project - 2 On time: 7 Phonics revision & Smart time2
7	12/6/1440	16/6/1440	Test of 3rd Period Assessment
8	19/6/1440	23/6/1440	3 At work: 1 Phonics & A chant - 3 At work: 2 Smart kids
9	26/6/1440	30/6/1440	3 At work: 3 Comic - 3 At work: 4 Let's play & Phonics
10	3/7/1440	7/7/1440	3 At work: 5 Story time - 3 At work: 6 Revision3 & Project
11	10/7/1440	14/7/1440	3 At work: 7 Phonics revision & Smart time3
12	17/7/1440	21/7/1440	Test of 4th Period Assessment
13	24/7/1440	28/7/1440	4 People: 1 Phonics & A chant - 4 People: 2 Smart kids - 4 People: 3 Our world
14	2/8/1440	6/8/1440	4 People: 4 Let's play & Phonics - 4 People: 5 Story time
15	9/8/1440	13/8/1440	4 People: 6 Revision4 & Project - 4 People: 7 Phonics revision & Smart time4
			Final Assessment
16+17	16/8/1440	27/8/1440	The Exams

Module 1: My Favourite Food	Subject: English (Smart Class 4)
Lessons: (1 : 5)	5th year Elementary
Time Frame: 5 lessons	
Module Summary	
<p>This module presents: Different kinds of foods, taste of foods, meals, good foods & bad foods, some phonics, using I/You like ... & I/You don't like ..., asking with Do you like ...?, using I want ... & I don't want ..., asking with Do you want ...?, asking with What do you have on ...?.</p>	
Stage 1: Identify Desired Results	
<p>The General Objectives: By the end of "module", students will be able:</p> <ul style="list-style-type: none"> ▪ To recognise and differentiate between some English sound (fr, pr) - (br, dr). ▪ To sing the chant chorally. ▪ To identify new vocabulary about foods, meals. ▪ To read a conversation about specific information. ▪ To practice using the expressions "like" and "don't like". ▪ To read a dialogue about specific information. ▪ To ask using "Do you like ...? and answer with "Yes, I do." or "No, I don't.". ▪ To identify the taste of foods. ▪ To answer the question "What do they like?" ▪ To play an educational game. ▪ To identify the difference between "want" and "don't want" and ask using "Do you want ...?". ▪ To classify "Good for you" and "Bad for you". ▪ To choose the correct answer. ▪ To ask using "What do you have for ...?" and answer with "I have ... with". ▪ To role-play the story. ▪ To answer questions about the story. 	
Enduring Understandings	Essential Questions
<p>Students will understand that:</p> <ul style="list-style-type: none"> ▪ Different kinds of foods. ▪ Taste of foods. ▪ Different meals. ▪ Good foods & bad foods. ▪ Different between some English sound (fr, pr) - (br, dr). ▪ Some sentences: I/You like ... & I/You don't like ..., I want ... & I don't want ... ▪ Some questions: Do you like ...?, Do you want ...?, What do you have on ...? ▪ The suitable foods for each meal. 	<ul style="list-style-type: none"> ▪ Say the sound you hear (frog - brush), (prince - dress). ▪ Sing the chant chorally. ▪ Tell me the kinds of foods. ▪ Match the drawing with the sentences. ▪ Role-play the dialogue. ▪ Ask "Do you like ...?" and answer "Yes, I do." or "No' I don't.". ▪ Make sentences about the taste of foods. ▪ Ask using "Do you want ...?" and answer with "Yes, I do./Yes, please." or "No, I don't./No, thanks.". ▪ Tell me the kinds of foods for each

	<p>meal.</p> <ul style="list-style-type: none"> ▪ Ask using "What do you have for ...? and answer with "I have ... with". ▪ Role-play the story.
Knowledge and Skills	
<p>Students will know...</p> <ul style="list-style-type: none"> ▪ New vocabulary about foods, meals. ▪ Different kinds of foods, taste of foods, meals, good foods & bad foods. ▪ How to use I/You like & I/You don't like ▪ How to ask with Do you like ...? ▪ How to use I want & I don't want ▪ How to ask with Do you want ...? ▪ How to ask with What do you have on ...? 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ▪ Say the sound they hear (frog - brush), (prince - dress). ▪ Sing the chant chorally. ▪ Match the drawing with the sentences. ▪ Role-play the dialogue. ▪ Ask "Do you like ...?" and answer "Yes, I do." or "No' I don't.". ▪ Write sentences about the taste of foods. ▪ Ask using "Do you want ...?" and answer with "Yes, I do./Yes, please." or "No, I don't./No, thanks.". ▪ Say kinds of foods for each meal. ▪ Ask using "What do you have for ...? and answer with "I have ... with".
Stage 2: Assessment Evidence	
<p>Performing Tasks:</p> <ul style="list-style-type: none"> • Use vocabulary in a variety of sentences. • Listening tests. • Oral tests. • Written tests. • Dialogues. • Express themselves orally. • Ask and answer questions. • Summarize a comprehension. 	
<p>Performance Standards:</p> <ul style="list-style-type: none"> • Achieve advanced degrees in the tests and quizzes. • Show the ability to answer the exercises of Student's book and Workbook. • They are done through the follow up table (expectations table). 	

Other Evidence:

- Observation to evaluate the performance of learners in the oral presentation.
- Tests.
- Quizzes.
- Self-evaluation according to their self-evaluation forms.
- Workbook activities: to ensure the understanding of the basic points in the module.
- Homework.

Stage 3: Teaching and learning experiences Plan

The approach:

- Prepare the pupils for this module, what expected for them and the level of performance required for them to achieve the stated results.

Introductory activities:

- Activities designed attractively and variable (listening, speaking, reading and writing) are encourage learners to express themselves in simple, correct English and cultivate in them the habit of listening to passages containing many words and the habit of writing in a correct way.

Educational learning activities:

- Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.
- Training learners of the rules for writing techniques.
- Engage the pupils with self-evaluation of the students to achieve the stated results.
 - We have to focus on basic questions:
- Say the sound you hear (frog - brush), (prince - dress).
- Sing the chant chorally.
- Tell me the kinds of foods.
- Match the drawing with the sentences.
- Role-play the dialogue.
- Ask "Do you like ...?" and answer "Yes, I do." or "No' I don't."
- Make sentences about the taste of foods.
- Ask using "Do you want ...?" and answer with "Yes, I do./Yes, please." or "No, I don't./No, thanks."
- Tell me the kinds of foods for each meal.
- Ask using "What do you have for ...? and answer with "I have ... with"
- Role-play the story.

Assigned learners to do performance task:

- Learners carry out tasks according to the standards and present their works on the class according to specific standards.

(Table of Learning Plan)

<u>Warm-up questions:</u>	<u>Work individually:</u>	<u>Work in pairs:</u>	<u>Work in groups:</u>
<ul style="list-style-type: none">• What's Your favourite food?• Do you like apples?• Do you want sweets?• What do you have for breakfast?• Is pizza good food or bad food?	<ul style="list-style-type: none">• Tell me the kinds of foods.• Match the drawing with the sentences.• Write sentences using "I like" and "I don't like".• Make sentences about taste of foods.• Make sentences using "want" and "don't want".• Tell me the kinds of foods for each meal.	<ul style="list-style-type: none">• Role-play the dialogue.• Ask "Do you like ...?" and answer "Yes, I do." or "No, I don't.".• Ask using "Do you want ...?" and answer with "Yes, I do./Yes, please." or "No, I don't./No, thanks.".• Asking using "What do you have for" and answer with "I have ... with".	<ul style="list-style-type: none">• Say the sound you hear (frog - brush), (prince - dress).• Sing the chant chorally.• Role-play the dialogue.• Role-play the story.

(Performance Tasks)
Title of module: My Favourite Food
5th year elementary

A.	<p><u>Performance tasks:</u></p> <ul style="list-style-type: none">● Listen and act the short dialogues.● Role-play the short stories.● Using the cut-outs on their books.● Listen and sing a chant.● Read the texts aloud.● Ask and answer some questions in pairs.● Talk about foods, taste of foods, meals, good foods & bad foods. <p><u>Objective:</u></p> <ul style="list-style-type: none">● Achieve the general objectives of the module. <p><u>The problem and the challenge:</u></p> <ul style="list-style-type: none">● Help students to know / understand their learning goals and evaluate their own progress.
B.	<p><u>Students' role-play:</u></p> <ul style="list-style-type: none">● Discussion.● Give examples.● Read the texts.● Role-play the dialogues and short stories.● Use the new vocabulary in sentences.● Read the words' meaning.● Answer the questions and do the tasks related to the module. <p><u>The way to carry out the task:</u></p> <ul style="list-style-type: none">● Make presentations and introductions.● Identify the suitable strategy of each lesson.● Discussion.● Critical thinking.● Use posters, flashcards, broadcasts and boards.● Motivate the students to think and answer.● Divide the students into pairs or groups.● Identify the required activities.● Ask questions.● Check the student's answers and correct their mistakes.
C.	<p><u>Audience:</u></p>

	<ul style="list-style-type: none"> • Pupils of the class, school or community. <p><u>Need to present:</u></p> <ul style="list-style-type: none"> • Module vision.
D.	<p><u>The situation:</u></p> <ul style="list-style-type: none"> • The context of the educational curriculum. <p><u>The challenge:</u></p> <ul style="list-style-type: none"> • To discuss the topic (My Favourite Food) and do the tasks related to the module.
E.	<p><u>Output, performance and purpose:</u></p> <ul style="list-style-type: none"> • Learn, know and be familiar with everything in the module. • Carry out the activities related to the module.
F.	<p><u>Standards and criteria of success:</u></p> <ul style="list-style-type: none"> • Students must learn how to read, write, speak, listen, and use language effectively in a variety of content areas.

Expectations	(1) Beginner	(2) Intermediate	(3) Efficient	(4) Advanced	Evidence and total points
Language notes	Dominated by slang words.	Language has some slang words.	Correct language\ slang-free.	Fluent language free of grammatica l errors.	
Acting of the module	Confused in giving examples and answering the questions.	Fairly good examples and answers.	Very good examples and answers.	Excellent examples and answers.	
Approach	Linguistic Communic ation method/ cooperative method/ role play/ brainstorm ing.	Linguistic Communicat ion method/ cooperative method/ role play/ brainstormin g.	Linguistic Communic ation method/ cooperativ e method/ role play/ brainstor ming.	Linguistic Communica tion method/ cooperative method/ role play/ brainstormi ng.	
Content	The examples and answers are lacked the correct structure of sentences.	The examples and answers have some incorrect structure of sentences.	The examples and answers are mostly correct in the structure of sentences.	The examples and answers are correct in the structure of sentences.	

الأخوة معلمين ومعلمات اللغة الانجليزية

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**التعلم النشط الجديد – الطريقة الخماسية + طريقة مشروع الملك عبدالله +
الطريقة البنائية بالاستراتيجيات**

بالإضافة الي سي دي يشمل عروض بور بوينت لجميع دروس المادة + و أوراق
عمل خاصة بالمادة لجميع الدروس + وبالإضافة إلى حل أسئلة الكتاب +الكتاب
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التوصيل للرياض والخرج مجانا

او عن طريق الايميل

التوصيل لباقي مدن المملكة عبر الفيدكس

(المستعجل ٢٤ ساعة)

الأسعار: للابتدائي والمتوسط

سعر المادة على سي دي 20 ريال

سعر المادة عن طريق الايميل 20ريال

سعر المادة طباعة عادية مع السي دي 50ريال

سعر المادة طباعة ملونة مع السي دي 100ريال

الأسعار للثانوي المقررات والفصلي

سعر المادة على سي دي 50 ريال

سعر المادة عن طريق الايميل 20 ريال

سعر المادة طباعة عادية مع السي دي 80 ريال

سعر المادة طباعة ملونة مع السي دي 120 ريال

التوصيل للرياض والخرج مجانا

التوصيل لباقي مدن المملكة عبر الفيدكس

(المستعجل ٢٤ ساعة بقيمة ٥٠ ريال فقط)

للطلب من داخل المملكة يمكنك الإتصال على رقم:

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