

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Preparation Of Flying High (5)

TEACHER'S NAME

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General Objective Of Teaching English

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 and understand simple English language.
5. Express themselves orally using simple English language.
6. Read and understand simple written English language materials.
7. Write simple guided sentences in English language.
8. Appreciate the importance of English language as an international language of communication, for introducing Islam, the Islamic nation's culture and the cultural achievements of Muslims to other nations.
9. Appreciate the importance of English language as an international language of communication to benefit from the achievements of other cultures in accordance with Islam.

General Objective Of Teaching English

By the end of the secondary stage and within the assigned structures and vocabulary for this stage students should be able to do the following :

1. Use English language structures and analyze them to understand the relationships among them
2. Learn the assigned vocabulary ,idioms ,and expressions and understand their meanings in context
3. Acquire the ability to listen to comprehend English language and to distinguish between different intonations
4. Participate in conversations and discussions using proper English
5. Acquire the ability to read and comprehend English texts through different reading types (i.e. loud reading) and reading strategies (i.e. scanning, pleasure and reading for all understanding
6. Write a free-essay of three paragraphs using correct English
7. Translate English text into Arabic and vice versa
8. Realize the importance of English in the local job market
9. Be aware of the importance of English as an international language of communication for introducing Islam ,our culture ,and our cultural achievements to others
10. Be aware of the importance of English as an international language of communication for benefiting from achievements to others cultures in accordance with Islamic teaching ;through texts representing various life situations
11. Gain a reasonable command of English in order to be in a better position to defend Islam against adverse criticism and to participate in the dissemination of Islamic culture .

WEEK S	DATES		Distribution of the syllabus (FLYING HIGH 5)
	FROM	TO	
1	4/6/1442	8/6/1442	Unit 1 Learning for life
2	11/6/1442	15/6/1442	Unit 1 Learning for life
3	18/6/1442	22/6/1442	Unit 1 Learning for life
4	25/6/1442	29/6/1442	Unit 2 Appliance of science
5	2/7/1442	6/7/1442	Unit 2 Appliance of science
6	9/7/1442	13/7/1442	Unit 2 Appliance of science
7	16/7/1442	20/7/1442	Unit 3 Game on !
8	23/7/1442	27/7/1442	Unit 3 Game on !
9	1/8/1442	5/8/1442	Unit 3 Game on !
10	8/8/1442	12/8/1442	Unit 4 Culture , old and new
11	15/8/1442	19/8/1442	Unit 4 Culture , old and new
12	22/8/1442	26/8/1442	Unit 4 Culture , old and new
13	29/8/1442	3/9/1442	Unit 5 History's mysteries
14	6/9/1442	10/9/1442	Unit 5 History's mysteries
15	13/9/1442	17/9/1442	Unit 6 Shop until you drop
16	6/10/1442	8/10/1442	EXAMS FINAL
17-18	11/10/1442	22/10/1442	- Final test

Title Of Unit (1)	Learning for Life	Class	3 rd Secondary Grade
Subject	English	Time Frame Lessons

Unit Summery

In this unit , students will learn :

- 1- more words connected with school and university .
- 2- how to describe photos .
- 3- the form and use of the model verbs of obligation , prohibition , advice and permission .
- 4- the form and use of the first and second conditional .
- 5- writing a formal letter applying for a scholarship .
- 6- writing about themselves .

Unit (1) Identify Desired Results

Enduring Understanding	Essential questions
<p>Students will understand :</p> <ul style="list-style-type: none"> • Understand speech on a variety of topics – familiar and unfamiliar even when the language is complex. • Understand instructions and announcements on a variety of topics. • Understand texts belonging to a wide range of genres including literature, correspondence, news reports, etc. • Understand the main idea and specific details in long and linguistically complex texts . 	<ul style="list-style-type: none"> • What school subjects do you have this year for the first time ? • Do you like studying physics ? • Do you want to go to university when you finish school ? Why ? Why not ? • What do you think are the biggest differences between studying at school and university ? • Which are your best and worst school subjects ? •
Knowledge	Skills
Students will know :	Students will be able to :

- How to Express ability and permission
- How to Express obligation, prohibition and absence of obligation .
- The form and use of the first and second conditional . Discuss conditions and their results (general truths, likelihood/ unlikelihood); refer to unreal or imaginary situations in the present and past
- How to develop reading and speaking skills.
- How to write about themselves .



- Identify a speaker's attitude, opinion and feelings even when they are expressed indirectly .
- Communicate complex information fluently and accurately .
- Justify one's opinion by giving reasons, explanations and examples .
- express and ask for opinion .
- develop listening skills and note-taking.
- guess the meaning of the new words..
- avoid a breakdown of the listening process due to unknown words.
- write about themselves .
- Write clear detailed texts on a variety of topics .
- Write formal and informal letters and e-mails effectively .



Assessment Evidence

Performing Tasks:

- I ask the students to write a paragraph about the subjects they would like to study and giving reasons .
- I ask the students to write a paragraph talking about themselves and describing the extra-curricular activities do they do or they would like to do .
- I ask the students to outline their ideas for the paragraphs before they start writing.

Tyro (4)	Continuing (3)	Able (2)	Perfect (1)
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Performance Standards:

- 1- Complete the sentences using the correct form of the modal verbs , SB ex.4a page 8 .
- 2- Put the verbs in the correct form to make first conditional sentences , ex. 2 page 10 .
- 3- Complete the sentences with words connected with school or university ,**vocabulary revision** ex.2 page 15 .

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Other Evidence:

- **The students write a formal letter applying for a scholarship .**
- **Quizzes .**
- **Self evaluations .**
- **Activities (Work Book) .**

<i>Learning Plan</i>

The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .

Educational-learning activities :

- 1. Learn the basics of the English language that would form the foundation for its mastery in the future .**
- 2. Learn the core vocabulary assigned for this stage .**
- 3. Listen and understand simple English language .**
- 4. Express themselves orally using simple English language .**
- 5. Read and understand simple written English language materials .**

الجدول الزمني لتحضير دروس الوحدة (.....)

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الجدول الزمني لتحضير دروس الوحدة (.....)

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الجدول الزمني لتحضير دروس الوحدة (.....)

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Title Of Unit (2)	Appliance of science	Class	3 rd Secondary Grade
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Subject	English	Time Frame Lessons
Unit Summery			
<p>In this unit , students will learn :</p> <p>1- more words connected with operating technology .</p> <p>2- to talk about past and everyday inventions .</p> <p>3- the form and use of the passive —————> have something done .</p> <p>4- Express opinion and agreement/disagreement.</p> <p>5- the form and use of the comparisons (Comparative – Superlative).</p> <p>6- writing about themselves .</p>			
Unit (2) Identify Desired Results			
Enduring Understanding		Essential questions	
<p>Students will understand :</p> <ul style="list-style-type: none"> • Understand most interviews, news reports and documentaries broadcast on the radio or TV. • Understand text cohesion • Understand instructions and announcements on a variety of topics. • Understand and discuss a range of familiar topics . • Understand the main idea and specific details in long and linguistically complex texts . 		<ul style="list-style-type: none"> • Name as many past and everyday inventions as you known ? • Which of the inventions do you use the most ? Why ? • Which of the inventions do you never use ? Why not ? • Do you known the Nobel Prizes ? • What do you think is the most important invention ever nowadays ? • Do you want to be a scientist? Why ? 	
Knowledge		Skills	
<p>Students will know :</p> <ul style="list-style-type: none"> • How to Participate effectively in formal and informal discussions. • Discuss services/actions which one arranges to be done for one . • Stress an action rather than the doer of an action • Deal with specific aspects of writing (paragraphing, purpose, audience, style, register, cohesion, coherence, organisation) • How to describe experiences, events and feelings in detail and stress • their importance • How to develop reading and speaking skills. • How to write about themselves . 		<p>Students will be able to :</p> <ul style="list-style-type: none"> • to express and ask for opinion on topics of interest including abstract concepts • develop listening skills and note-taking. • Guess the meaning of unknown words • avoid a breakdown of the listening process due to unknown words. • write about themselves . • Write clear detailed texts on a variety of topics . • Write notes and take messages . • Write a clear, well-structured essay or report presenting one’s views / arguments and justifying them by giving examples . 	
Assessment Evidence			

Performing Tasks:

- I ask the students to write a paragraph about the most important invention , they think , nowadays and giving reasons .
- I ask the students to write a paragraph , talking about the modern technology and how it make the life better .
- I ask the students to outline their ideas for the paragraphs before they start writing.

Tyro (4)	Continuing (3)	Able (2)	Perfect (1)

Performance Standards:

- 1- Match 1-8 with a-h to make every day inventions . , WB ex.1 page 9 .
- 2- Choose the correct alternative ,WB ex. 3 page 11 .
- 3- The students answer the questions in the Revision on Units (1 -2) ,WB on page 16 - 17 .

Other Evidence:

- The students write a paragraph about what they are going to have done if they have robots at home that works for them.
- Quizzes .
- Self evaluations .
- Activities (Work Book) .

Learning Plan

The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .

Educational-learning activities :

1. Learn the basics of the English language that would form the foundation for its mastery in the future .
2. Learn the core vocabulary assigned for this stage .
3. Listen and understand simple English language .
4. Express themselves orally using simple English language .
5. Read and understand simple written English language materials .

الجدول الزمني لتحضير دروس الوحدة (.....)

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الجدول الزمني لتحضير دروس الوحدة (.....)

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الجدول الزمني لتحضير دروس الوحدة (.....)

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Title Of Unit (3)	Game on !	Class	3 rd Secondary Grade
Subject	English	Time Frame Lessons

Unit Summery

In this unit , students will learn :

- 1- more words connected with sports venues and equipment .
- 2- how to talk about sports .
- 3- how to make and organize notes .
- 4- the form and use of the defining relative clauses and non-defining relative clauses .
- 5- how to give a presentation .
- 6- how to describe a book .
- 7- writing about themselves .

Unit (3) Identify Desired Results

Enduring Understanding	Essential questions
<p>Students will understand :</p> <ul style="list-style-type: none"> • Understand speech on a variety of topics – familiar and unfamiliar even when the language is complex. • Understand texts belonging to a wide range of genres including literature, correspondence, news reports, etc. • Understand the main idea and specific details in long and linguistically complex texts . • Understand text cohesion . 	<ul style="list-style-type: none"> • What is your favourite sport ? • Do you like team sports or individual sports ? • What qualities are needed to be a top sportsperson ? • What is the possible origin of the name " tennis " ? • What are your favourite kinds of books ?
Knowledge	Skills
<p>Students will know :</p> <ul style="list-style-type: none"> • How to Define people, places and things and give additional information about them . • How to Justify one’s opinion by giving reasons, explanations and examples . • How to Write a clear, well-structured essay or report presenting one’s views / arguments . • The form and use of the relative clauses (who, whom, which, that, whose, where, when) . • How to summarise longer texts . • How to develop reading and speaking skills. • How to write about themselves . <div style="text-align: center;">  </div>	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Identify a speaker’s attitude, opinion and feelings even when they are expressed indirectly . • Communicate complex information fluently and accurately . • Participate effectively in formal and informal discussions . • Logically link ideas by using a variety of connectors and cohesive devices . • express and ask for opinion . • develop listening skills and note-taking. • guess the meaning of the new words. • Write notes and take messages . • Write clear detailed texts on a variety of topics .

Assessment Evidence

Performing Tasks:

- I ask the students to write a paragraph about their favourite sports and why they like it .
- I ask the students to write a paragraph talking about (In sport practice makes perfect) .
- I ask the students to outline their ideas for the paragraphs before they start writing.

Tyro (4)	Continuing (3)	Able (2)	Perfect (1)

Performance Standards:

- 1- Complete the sentences using the correct form of the phrasal verbs , SB ex.2a page 31 .
- 2- Join the sentences with a relative clause , SB ex. 4 page 33 .
- 3- Complete the sentences with the correct piece of equipment . WB ex.4 page 18 .

Other Evidence:

- The students write a presentation about (How should sports players who are caught cheating be punished) .
- **Quizzes .**
- **Self evaluations .**
- **Activities (Work Book) .**

Learning Plan

The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .

Educational-learning activities :

1. Learn the basics of the English language that would form the foundation for its mastery in the future .
2. Learn the core vocabulary assigned for this stage .
3. Listen and understand simple English language .
4. Express themselves orally using simple English language .
5. Read and understand simple written English language materials .

الجدول الزمني لتحضير دروس الوحدة (.....)

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الجدول الزمني لتحضير دروس الوحدة (.....)

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الجدول الزمني لتحضير دروس الوحدة (.....)

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Title Of Unit (4)	Culture old and new	Class	3 rd Secondary Grade
Subject	English	Time Frame Lessons

Unit Summery

In this unit , students will learn :

- 1- more words connected with art , design , crafts and poetry .
- 2- how to a past event .
- 3- the form and use of the reported speech (statements , questions , commands) .
- 4- how to make notes and an announcement .
- 5- how to report feelings and offer to help .
- 6- how to pronunciate ed- endings .
- 7- writing about themselves .

Unit (4) Identify Desired Results

Enduring Understanding

Essential questions

Students will understand :

- Understand speech on a variety of topics – familiar and unfamiliar even when the language is complex.
- Understand texts belonging to a wide range of genres including literature, correspondence, news reports, etc.
- Understand the main idea and specific details in long and linguistically complex texts .

- **What traditional crafts do you like ?**
- **Do you prefer modern or traditional architecture ?**
- **Have you ever been to an exhibition ?**
- **Do you enjoy poetry ?**
- **Have you ever performed in public ?**
- **Why is culture important for a country ?**

Knowledge

Skills

Students will know :

- How to report statements, questions and commands .
- How to describe experiences, events and feelings in detail and stress their importance .
- **The form and use of the** reported speech (Statements – Questions – Commands – Requests) .
- **The form and use of the** time clauses (as soon as, when, after, before, until, by the time, as, while) .
- How to refer to number and quantity .
- How to develop reading and speaking skills.
- How to make requests and offer to do something .
- How to write about themselves .



Students will be able to :

- Identify a speaker’s attitude, opinion and feelings even when they are expressed indirectly .
- Communicate complex information fluently and accurately .
- Participate effectively in formal and informal discussions .
- Logically link ideas by using a variety of connectors and cohesive devices .
- Justify one’s opinion by giving reasons, explanations and examples .
- express and ask for opinion .
- guess the meaning of the new words.
- Refer to past habits, permanent states and repeated actions in the past .
- Write notes and take messages .
- Write clear detailed texts on a variety of topics .

Assessment Evidence

Performing Tasks:

- I ask the students to write a paragraph about the most exciting thing they have ever done .
- I ask the students to write a paragraph talking about a time when you were frightened or surprised .
- I ask the students to outline their ideas for the paragraphs before they start writing.

Tyro (4)	Continuing (3)	Able (2)	Perfect (1)

Performance Standards:

- 1- The students rewrite the sentences in the reported speech , SB ex.6 page 41 .
- 2- The students choose the correct alternatives, WB ex. 1 page 28 .
- 3- The students rewrite the sentences in the direct speech, WB ex.4 page 29 .

Other Evidence:

- **The students write down things that their friends and familys have said recently .**
- **Quizzes .**
- **Self evaluations .**
- **Activities (Work Book) .**

Learning Plan

The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .

Educational-learning activities :

1. **Learn the basics of the English language that would form the foundation for its mastery in the future .**
2. **Learn the core vocabulary assigned for this stage .**
3. **Listen and understand simple English language .**
4. **Express themselves orally using simple English language .**
5. **Read and understand simple written English language materials .**

الجدول الزمني لتحضير دروس الوحدة (.....)

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الجدول الزمني لتحضير دروس الوحدة (.....)

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الجدول الزمني لتحضير دروس الوحدة (.....)

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Title Of Unit (5)	History 's mysteries	Class	3 rd Secondary Grade
Subject	English	Time Frame Lessons

Unit Summery

In this unit , students will learn :

- 1- more words connected with nations , ststes and politics .
- 2- how to describe photos .
- 3- the form and use of the model verbs of speculation and deduction (present and past) .
- 4- how to make speculations and deductions .
- 5- the form and use of the third conditional .
- 6- how to make notes and write a story .
- 7- writing about themselves .

Unit (5) Identify Desired Results

Enduring Understanding

Students will understand :

- Understand attitudes, feelings, etc. implicitly expressed and make inferences .
- Understand speech on a variety of topics – familiar and unfamiliar even when the language is complex.
- Understand texts belonging to a wide range of genres including literature, correspondence, news reports, etc.
- Understand the main idea and specific details in long and linguistically complex texts .
- Understand text cohesion .

Essential questions

- **Do you know type of goverments ?**
- **Do you know how many people were travelling on the Titanic when it sank ?**
- **Do you know why was the Titanic travelling so fast when it hit the iceburg ?**
- **What would you have done if you had found a bag full of money in the street on your way to school ?**
- **What and how was your best and worst day in your life ?**

Knowledge

Students will know :

- How to make deductions about the present and the past .
- How to Justify one’s opinion by giving reasons, explanations and examples .
- **The form and use of the** Modal verbs (will – can – can’t – could – be able to – may – might – must – need to – have to – should – ought to – had better) .
- **The form and use of the** conditional Sentences (Zero Conditional, Types 1, 2 & 3) .
- How to write clear, detailed descriptions of events (real or imaginary) and Experiences .
- How to express certainty and possibility .
- How to develop reading and speaking skills.
- How to write about themselves .



Skills

Students will be able to :

- Identify a speaker’s attitude, opinion and feelings even when they are expressed indirectly .
- Communicate complex information fluently and accurately .
- Participate effectively in formal and informal discussions .
- Logically link ideas by using a variety of connectors and cohesive devices .
- express and ask for opinion .
- Refer to past habits, permanent states and repeated actions in the past .
- discuss conditions and their results .
- refer to unreal or imaginary situations in the present and past .
- avoid a breakdown of the listening process due to unknown words.
- Write clear detailed texts on a variety of topics .

Assessment Evidence

Performing Tasks:

- I ask the students to write five questions as (**What would you have done if.....**) then answer them .
- I ask the students to write a story talking about their worst day .
- I ask the students to outline their ideas for the paragraphs before they start writing.

Tyro (4)	Continuing (3)	Able (2)	Perfect (1)

Performance Standards:

- 1- The students complete the sentences using the third conditional , SB ex. 5 page 55 .
- 2- The students choose the correct alternative , WB ex. 4 page 35 .
- 3- The students put these expressions in the correct columns , WB ex.1 page 39 .

Other Evidence:

- **The students write a description of any photo in the book , using speculations and deductions expressions .**
- **Quizzes .**
- **Self evaluations .**
- **Activities (Work Book) .**

Learning Plan

The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .

Educational-learning activities :

1. Learn the basics of the English language that would form the foundation for its mastery in the future .
2. Learn the core vocabulary assigned for this stage .
3. Listen and understand simple English language .
4. Express themselves orally using simple English language .
5. Read and understand simple written English language materials .

الجدول الزمني لتحضير دروس الوحدة (.....)

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الجدول الزمني لتحضير دروس الوحدة (.....)

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الجدول الزمني لتحضير دروس الوحدة (.....)

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Title Of Unit (6)	Shop until you drop	Class	3 rd Secondary Grade
Subject	English	Time Frame Lessons

Unit Summery

In this unit , students will learn :

- 1- more words connected with shops and shopping .
- 2- how to talk about shopping habits , wishes and regrets .
- 3- the form and use of the indeterminate pronouns (some- , any- , no- , every-) .
- 4- the form and use of (I wish – If only) .
- 5- how to write a formal letter of complaint .
- 6- writing about themselves .

Unit (6) Identify Desired Results

Enduring Understanding	Essential questions
<p>Students will understand :</p> <ul style="list-style-type: none"> • Understand speech on a variety of topics – familiar and unfamiliar even when the language is complex. • Understand texts belonging to a wide range of genres including literature, correspondence, news reports, etc. • Understand the main idea and specific details in long and linguistically complex texts . • Understand text cohesion . 	<ul style="list-style-type: none"> • Do you enjoy going shopping ? How often do you go ? • Who do you usually go shopping with ? • Which type of shops do you like or hate ? Why ? • Which is your favourite shop and why ? • Do you usually spend too much money on shopping ?
Knowledge	Skills
<p>Students will know :</p> <ul style="list-style-type: none"> • How to express criticism / regret and complain . • How to discuss problems and suggest solutions; give advice; make suggestions and recommendations . • How to Logically link ideas by using a variety of connectors and cohesive devices . • The form and use of the indeterminate pronouns (some- , any- , no- , every-) . • How to express wishes . • How to make requests and offer to do something . • How to express reason . • How to develop reading and speaking skills. • How to write about themselves . 	<p>Students will be able to :</p> <ul style="list-style-type: none"> • Present a problem clearly, discuss it and make a decision by reflecting on advantages and disadvantages . • Identify a speaker’s attitude, opinion and feelings even when they are expressed indirectly . • Communicate complex information fluently and accurately . • Participate effectively in formal and informal discussions . • Justify one’s opinion by giving reasons, explanations and examples . • express and ask for opinion . • guess the meaning of the new words. • Write clear detailed texts on a variety of topics . • Write formal and informal letters and e-mails effectively communicating information and feelings .

Assessment Evidence

Performing Tasks:

- I ask the students to write five sentences using (I wish – If only) for expressing wishes and regret .
- I ask the students to write a formal letter of complaint about any goods .
- I ask the students to outline their ideas for the paragraphs before they start writing.

Tyro (4)	Continuing (3)	Able (2)	Perfect (1)

Performance Standards:

- 1- The students complete the questions with (anybody , anywhere or anything) , SB ex.4a page 62 .
- 2- The students complete the sentences with(so or such) , SB ex. 7 page 63 .
- 3 The students match the things (1 – 10) with the shops (a – j) WB ex.1 page 41 .

Other Evidence:

- **The students act as a customer and a shop assistance in a clothes shop selling thobe .**
- **Quizzes .**
- **Self evaluations .**
- **Activities (Work Book) .**

Learning Plan

The approach is to help learners to know where the unit will go and what is expected of them and the level of performance required of them to achieve .

Educational-learning activities :

1. **Learn the basics of the English language that would form the foundation for its mastery in the future .**
2. **Learn the core vocabulary assigned for this stage .**
3. **Listen and understand simple English language .**
4. **Express themselves orally using simple English language .**
5. **Read and understand simple written English language materials .**

الجدول الزمني لتحضير دروس الوحدة (.....)

	الصف		مقرر المرحلة
LESSON	DATE	HEADMASTER SIGN.	NOTE
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6.....			
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الجدول الزمني لتحضير دروس الوحدة (.....)

	الصف		مقرر المرحلة
LESSON	DATE	HEADMASTER SIGN.	NOTE
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الجدول الزمني لتحضير دروس الوحدة (.....)

	الصف		مقرر المرحلة
LESSON	DATE	HEADMASTER SIGN.	NOTE
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الأخوة معلمين ومعلمات اللغة الانجليزية

السلام عليكم ورحمة الله وبركاته

يسر مؤسسة التحاضير الحديثة

www.mta.sa

أن تقدم لكم تحاضير مواد الانجليزي لجميع المراحل الدراسية

ابتدائي (-سمارت كلاس -قت ردي -وي كان)

متوسط (-سوبر قول -فل بلاست -لفت اف)

ثانوي (-ميقا قول -فلاينق هاي -ترفلر)

وبجميع طرق التحضير الحديثة

التعلم النشط الجديد - الطريقة الخماسية + طريقة مشروع الملك عبدالله + الطريقة البنائية
بالاستراتيجيات + وحدات عرضية

بالاضافة الي سي دي يشمل عروض بور بوينت لجميع دروس المادة + و أوراق عمل خاصة بالمادة
لجميع الدروس + وبالاضافة إلى حل أسئلة الكتاب + الكتاب الالكتروني + خرائط ومفاهيم + خرائط
ذهنية + نماذج اختبارات + الباوربوينت مع حل التدريبات + السيدي التفاعلي والصوتيات

تحضير - توزيع - أهداف

طرق التواصل والتوصيل

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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 50ريال

سعر المادة عن طريق الايميل 20ريال

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حسابات بنوك بإسم "مؤسسة التحضير الحديثة"

=====

مصرف الراجحي

233608010954856

(اي بان)

SA5780000233608010954856

حسابات بنوك باسم "سعد عبدالرحمن العتيبي"

=====

البنك الأهلي

21065828000106

(اي بان)

SA0610000021065828000106

بنك سامبا

8001852539

اي بان بنك سامبا

SA2740000000008001852539

بنك الرياض

2052558759940

(اي بان)

SA3520000002052558759940

البنك السعودي الفرنسي

K2213000185

(اي بان)

SA8255000000K2213000185

بنك البلاد

900127883010006

(اي بان)

SA4715000900127883010006

البنك السعودي للإستثمار

0101001926001

(اي بان)

SA6065000000101001926001

بنك الجزيرة

030680161166001

(اي بان)

SA6760100030680161166001

بنك الانماء

68202882885000

(اي بان)

SA2805000068202882885000

يمكنكم طلب دوسيه التحضير الخاص بالمادة بشعار الرؤية والوزارة بقيمة 50 ريال



للتواصل عبر الواتس أو الاتصال تليفونيا على احدي الارقام التالية:

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