

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

# Preparation Of Mega Goal (3)

TEACHER'S NAME

.....

# **General Objective of Teaching English in High Stage**

- ١-Use English language structures and analyze them to understand the relationships among them.
- ٢-Learn the assigned vocabulary, idioms, and expressions and understand their meanings in context.
- ٣- Acquire the ability to listen to comprehend English language and to distinguish between different intonations.
- ٤- Participate in conversations and discussions using proper English.
- ٥- 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).
- ٦- Write a free-essay of three paragraphs using correct English.
- ٧- Translate English text into Arabic and vice versa.
- ٨-Realize the importance of English in the local job market.
- ٩- Be aware of the importance of English as an international language of communication for introducing Islam, our culture, and our cultural achievements to others.
- ١٠- 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.
- ١١- 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	DATES		Distribution of the syllabus <b>Mega Goal ٣</b>	Notes
	From	To		
١	١٧/٠٨/١٤٤٣	٢١/٠٨/١٤٤٣	Intro - Unit ١ Connected by Technology: lessons ١ (Listen and Discuss) – lesson ٢ (Pair Work) - lesson ٣ (Grammar) - lesson ٤ (Conversation) - lesson ٥ (Listening) - lesson ٦ (Pronunciation) - lesson ٧ (Vocabulary Building)	بداية الدراسة للفصل الثالث
٢	٢٤/٠٨/١٤٤٣	٢٨/٠٨/١٤٤٣	Unit ١ Connected by Technology: lessons ٨ (Reading) – lesson ٩ (Speaking) – lesson ١٠ (Writing) - lesson ١١ (Form, Meaning and Function) – lesson ١٢ (Project) – lesson ١٣ (Self Reflection)	١٧/٠٨/١٤٤٣ هـ ٢٠/٠٣/٢٠٢٢ م
٣	٠٢/٠٩/١٤٤٣	٠٦/٠٩/١٤٤٣	Unit ٢ Crime Doesn't Pay: lessons ١ (Listen and Discuss) – lesson ٢ (Pair Work) - lesson ٣ (Grammar) - lesson ٤ (Conversation) - lesson ٥ (Listening) - lesson ٦ (Pronunciation) - lesson ٧ (Vocabulary Building)	بداية إجازة عيد الفطر
٤	٠٩/٠٩/١٤٤٣	١٣/٠٩/١٤٤٣	Unit ٢ Crime Doesn't Pay: lessons ٨ (Reading) – lesson ٩ (Speaking) – lesson ١٠ (Writing) - lesson ١١ (Form, Meaning and Function) – lesson ١٢ (Project) – lesson ١٣ (Self Reflection)	٤٤٣/٠٩/١٤٤٣ هـ ٢٥/٠٤/٢٠٢٢ م
٥	١٦/٠٩/١٤٤٣	٢٠/٠٩/١٤٤٣	Unit ٣ Far and Away: lessons ١ (Listen and Discuss) – lesson ٢ (Pair Work) - lesson ٣ (Grammar) - lesson ٤ (Conversation) - lesson ٥ (Listening) - lesson ٦ (Pronunciation) - lesson ٧ (Vocabulary Building)	بداية الدراسة بعد إجازة عيد الفطر
٦	٢٣/٠٩/١٤٤٣	٢٤/٠٩/١٤٤٣	Unit ٣ Far and Away: lessons ٨ (Reading) – lesson ٩ (Speaking) – lesson ١٠ (Writing) - lesson ١١ (Form, Meaning and Function) – lesson ١٢ (Project) – lesson ١٣ (Self Reflection) - Expansion units ١- ٣	١٧/٠٩/١٤٤٣ هـ ٠٨/٠٥/٢٠٢٢ م
	٢٥/٠٩/١٤٤٣	٠٤/١٠/١٤٤٣	بداية إجازة عيد الفطر بنهاية دوام يوم الاثنين ٢٤/٩/١٤٤٣ هـ الى ٤/١٠/١٤٤٣ هـ	
٧	٠٧/١٠/١٤٤٣	١١/١٠/١٤٤٣	Unit ٤ TV Around the World: lessons ١ (Listen and Discuss) – lesson ٢ (Pair Work) - lesson ٣ (Grammar) - lesson ٤ (Conversation) - lesson ٥ (Listening) - lesson ٦ (Pronunciation) - lesson ٧ (Vocabulary Building)	
٨	١٤/١٠/١٤٤٣	١٨/١٠/١٤٤٣	Unit ٤ TV Around the World: lessons ٨ (Reading) – lesson ٩ (Speaking) – lesson ١٠ (Writing) - lesson ١١ (Form, Meaning and Function) – lesson ١٢ (Project) – lesson ١٣ (Self Reflection)	
٩	٢١/١٠/١٤٤٣	٢٣/١٠/١٤٤٣	Unit ٥ Working ٩ to ٥: lessons ١ (Listen and Discuss) – lesson ٢ (Pair Work) - lesson ٣ (Grammar) - lesson ٤ (Conversation) - lesson ٥ (Listening) - lesson ٦ (Pronunciation) - lesson ٧ (Vocabulary Building)	إجازة نهاية أسبوع مطولة
			الأربعاء والخميس إجازة مطولة	٤٣/١٠/٢٤ هـ ٢٥/٠٢/٢٠٢٢ م
١٠	٢٨/١٠/١٤٤٣	٠٣/١١/١٤٤٣	Unit ٥ Working ٩ to ٥: lessons ٨ (Reading) – lesson ٩ (Speaking) – lesson ١٠ (Writing) - lesson ١١ (Form, Meaning and Function) – lesson ١٢ (Project) – lesson ١٣ (Self Reflection)	إجازة نهاية أسبوع مطولة
١١	٠٦/١١/١٤٤٣	١٠/١١/١٤٤٣	Unit ٦ Going Green: lessons ١ (Listen and Discuss) – lesson ٢ (Pair Work) - lesson ٣ (Grammar) - lesson ٤ (Conversation) - lesson ٥ (Listening)	١٦/١١/١٤٤٣ هـ ١٥/٠٦/٢٠٢٢ م
١٢	١٣/١١/١٤٤٣	١٥/١١/١٤٤٣	- lesson ٦ (Pronunciation) - lesson ٧ (Vocabulary Building) - Unit ٦ Going Green: lessons ٨ (Reading) – lesson ٩ (Speaking) – lesson ١٠ (Writing) - lesson ١١ (Form, Meaning and Function) – lesson ١٢ (Project) – lesson ١٣ (Self Reflection) - Expansion units ٤- ٦	بداية إجازة نهاية العام الدراسي
			الأربعاء والخميس إجازة مطولة	٠١/١٢/١٤٤٣ هـ ٣٠/٠٦/٢٠٢٢ م
١٣	٢٠/١١/١٤٤٣	٢٤/١١/١٤٤٣		
١٤	٢٧/١١/١٤٤٣	٠١/١٢/١٤٤٣	Exams	

## نماذج بوربوينت

1  
★

Unit 2  
Crime Doesn't Pay  
Welcome to Class!

2  
★

English  
1. Listen and Discuss

3  
★

1. Discuss one or two famous crimes. Who was involved? What happened? Where and when did it happen?  
2. Read the newspaper headlines. Then read the newspaper articles about foolish crimes. Which headline matches which article?

4  
★

Story 1: The impatient inmate  
Story 2: Criminals with Big Plans, Small Car  
Story 3: Credit Card Thief Signs Own Name

5  
★

Unit 2  
Crime Doesn't Pay  
Welcome to Class!

## التحضير بطريقة التعلم النشط الجديد

Unit	Intro	Lesson	Listen and Discuss - Pair Work - Conversation	Day	Su	Mo	Tu	We	Th	
Introduction	How are you?			Date						
Teaching aids	) Visual presentation ) Smart board ) Electronic slide ) Activity sheets ) Activity book ) Practical experiment ) Paper and cork			Period						
				Class						
Active learning strategy	) Sorting concept ) Ice cream stick ) Cross-training ) Six hat ) Competition ) Card question ) Think-Marriage-Share ) Chopper card ) Numbered head ) Other ...									
Objectives	Procedure			Enrichment activity	Questions					
١. To recognize greeting. ٢. To express opinion and preference Agree and disagree. ٣. To ask for and give information and instructions. ٤. To practice Warning and advice.	<ul style="list-style-type: none"> <li>Greet the students and say "Welcome".</li> <li>Write the date and the title on the board.</li> <li>Introduce myself to the class and encourage them to do the same.</li> </ul> ❖ Pages ٢ & ٣ & ٤: <u>١ Listen and Discuss:</u> <ul style="list-style-type: none"> <li>Ask the students to greet each other and say "Welcome".</li> <li>Ask them to listen and then play the CD twice.</li> <li>Read the texts below and match each one with the correct heading. ٢</li> </ul> <u>Pair Work:</u> <ul style="list-style-type: none"> <li>Ask the students to answer the question at the end of each text and discuss. Express their opinion and agree or disagree, then ask them to use phrases from the box on page ٣.</li> </ul>			Learn the meanings of new words.	Tribal Ques.	Greet each other.				
					Structural Ques.	Express opinion and preference Agree and disagree.				
					Final Ques.	Ask for and give information and instructions.				
					Previous experience	<u>٢ Conversation:</u> <ul style="list-style-type: none"> <li>Ask the students to listen and practice reading the conversation in pairs.</li> <li>Ask them to role-play a conversation with a partner.</li> </ul>				
A general review of what has been studied.										
Enriching information	Visit the Public Library and the King Abdul Aziz Historical Center to view the topic of the lesson			Interactive link	Interactive links to textbook					
Home works	Answer the lesson questions and accompanying activities			Targeted Skills						
Activities of Enjaz File	Completing The Enjaz Bag			<input type="radio"/> listening <input type="radio"/> Speaking <input type="radio"/> Reading <input type="radio"/> Writing <input type="radio"/> Thinking						

# التحضير بالطريقة البنائية

Unit	Intro		Day	SUN.	MON.	TUE.	WED.	THRE.
Lesson			Date					
Warm Up	How are you?		Class - Share	-	-	-	-	-
OBJECTIVES	Teaching Aids	Presentation			EVALUATION			
<p><b>Pupils will be able to:</b> <i>Recognize greeting.</i></p> <p><i>Express opinion and preference Agree and disagree.</i></p> <p><i>Ask for and give information and instructions.</i></p> <p><i>Practice Warning and advice.</i></p> <p><i>Listen for fact, speaker attitude, relationship.</i></p> <p><i>Practice recycling and using familiar stress and intonation patterns.</i></p> <p><i>Practice making a dialogue in pairs.</i></p>	<p>Blackboard The textbook Newspaper CD Audio</p> <hr/> <p><i>Learning Strategy</i></p> <hr/> <p>Discussion Brainstorm Reading aloud</p>	<p><b>Procedure:</b></p> <p>Ask the students to greet each other and say "Welcome." Ask them to listen and then play the CD twice. Read the texts below and match each one with the correct heading. Write in the blank. Ask the students to answer the question at the end of each text and discuss. Express their opinion and agree or disagree, then ask them to use phrases from the box on page ٣. Ask the students to listen and practice reading the conversation in pairs. Ask them to role-play a conversation with a partner. Ask the students to listen and then play the CD twice. Ask them to listen to the conversation and answer the questions. Ask the students to role-play a conversation like the one above with a partner. Then use phrases from the box.</p>			<p>Express opinion and preference Agree and disagree.</p> <p>Ask for and give information and instructions.</p> <p>Listen for fact, speaker attitude, relationship.</p> <p>Practice recycling and using familiar stress and intonation patterns.</p> <p>Practice making a dialogue in pairs.</p>			
<b>Evaluation tool</b>	<input type="radio"/> oral tests <input type="radio"/> written tests <input type="radio"/> observation <input type="radio"/> discussion <input type="radio"/> exercises <input type="radio"/> activities <input type="radio"/> others.....							
<b>Homework</b>	Do exercises on page							

# التحضير وحدات الملك عبد الله

<b>Unit 1 &amp; Intro: Connected by Technology</b>		<b>Subject: English (Mega Goal 3)</b>	
2 <sup>nd</sup> year secondary			
<b>Time Frame: 13 lessons</b>			
<b>Unit Summary</b>			
This unit presents new vocabulary about personality characteristics. It focuses on using technology for communication. It revolves around technology and Internet.			
<b>Stage 1: Identify Desired Results</b>			
<p><b>The General Objectives:</b> By the end of "unit", students will be able:</p> <ul style="list-style-type: none"> <li>To express opinion, feeling and preference.</li> <li>To agree and disagree.</li> <li>To ask for and give information and instructions.</li> <li>To identify new words about personality characteristics.</li> <li>To talk about personality characteristics.</li> <li>To write their own profiles.</li> <li>To use the auxiliary verbs [do, have, and be].</li> <li>To explain the use of the auxiliary verbs [do, have, and be].</li> <li>To ask for clarification.</li> <li>To listen for specific details about a cell phone bill.</li> <li>To practice pronouncing syllable stress on numbers.</li> <li>To guess the meanings of new words.</li> <li>To answer the questions about the text.</li> <li>To talk about technology and the Internet mentioned in the reading.</li> </ul>			
<b>Enduring Understandings</b>		<b>Essential Questions</b>	
<p>Students will understand that:</p> <ul style="list-style-type: none"> <li>Talking about personality characteristics.</li> <li>Use the auxiliary verbs [do, have, and be].</li> <li>Explaining the use of the auxiliary verbs [do, have, and be].</li> <li>Asking for clarification.</li> <li>Pronouncing syllable stress on numbers.</li> <li>Talking about technology and the Internet mentioned in the reading.</li> <li>Past participles as adjectives.</li> </ul>		<ul style="list-style-type: none"> <li>Mention some new words about personality characteristics.</li> <li>Talk about personality characteristics.</li> <li>Write your own profiles.</li> <li>Give examples about the auxiliary verbs [do, have, and be].</li> <li>Role-play with a partner. Explain to your partner how to do something.</li> <li>Listen to details about a cell phone bill, and then answer the questions on page 7.</li> <li>Pronounce the following "seventeen, fifteen, thirteen".</li> <li>What does the word "extraordinary" mean? Then put it in a sentence.</li> <li>Talk about technology and the Internet mentioned in the reading.</li> <li>Write an essay about the difference between face-to-face and online learning.</li> </ul>	

<b>Knowledge and Skills</b>	
<p>Students will know...</p> <ul style="list-style-type: none"> <li>New vocabulary about personality characteristics.</li> <li>The Internet and technology.</li> <li>Face-to-face and online learning .</li> <li>Asking for clarification</li> <li>The use of the auxiliary verbs [do, have, and be]</li> <li>Pronouncing syllable stress on numbers.</li> <li>Past participles as adjectives.</li> </ul>	<p>Students will be able to...</p> <ul style="list-style-type: none"> <li>Write your own profiles.</li> <li>Talk about personality characteristics.</li> <li>Listen for specific details about a cell phone bill.</li> <li>Pronounce syllable stress on numbers.</li> <li>Read a text for specific information.</li> <li>Ask and answer questions about personality characteristics and technology.</li> <li>Use the auxiliary verbs [do, have, and be].</li> </ul>
<b>Stage 2: Assessment Evidence</b>	
<p><b>Performing Tasks:</b></p> <ul style="list-style-type: none"> <li>Use vocabulary in a variety of sentences.</li> <li>Listening tests.</li> <li>Oral tests.</li> <li>Written tests.</li> <li>Dialogues.</li> <li>Express themselves orally.</li> <li>Ask and answer questions.</li> <li>Summarize a comprehension.</li> </ul>	
<p><b>Performance Standards:</b></p> <ul style="list-style-type: none"> <li>Achieve advanced degrees in the tests and quizzes.</li> <li>Show the ability to answer the exercises of Student's book and Workbook.</li> <li>They are done through the follow up table (expectations table).</li> </ul>	
<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>Observation to evaluate the performance of learners in the oral presentation.</li> <li>Tests.</li> <li>Quizzes.</li> <li>Self-evaluation according to their self-evaluation forms.</li> <li>Workbook activities: to ensure the understanding of the basic points in the unit.</li> <li>Homework.</li> </ul>	
<b>Stage 3: Teaching and learning experiences Plan</b>	
<p><b>The approach:</b></p> <ul style="list-style-type: none"> <li>Prepare the pupils for this unit, what expected for them and the level of performance required for them to achieve the stated results.</li> </ul>	
<p><b>Introductory activities:</b></p>	

<ul style="list-style-type: none"> <li>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.</li> </ul> <p>Educational learning activities:</p> <ul style="list-style-type: none"> <li>Training learners on the skills of grammar, spelling and structures of language through classroom activities and homework.</li> <li>Training learners of the rules for writing techniques.</li> <li>Engage the pupils with self-evaluation of the students to achieve the stated results.</li> </ul> <ul style="list-style-type: none"> <li>We have to focus on basic questions: <ul style="list-style-type: none"> <li>Mention some new words about personality characteristics.</li> <li>Talk about personality characteristics.</li> <li>Write your own profiles.</li> <li>Give examples about the auxiliary verbs [do, have, and be].</li> <li>Explain the use of the auxiliary verbs [do, have, and be].</li> <li>Write yes/no questions about the auxiliary verbs [do, have, and be].</li> <li>Role-play with a partner. Explain to your partner how to do something.</li> <li>Listen to details about a cell phone bill, and then answer the questions on page 7.</li> <li>Pronounce the following "seventeen, fifteen, thirteen".</li> <li>What does the word "extraordinary" mean? Then put it in a sentence.</li> <li>Answer the questions about the text page 9.</li> <li>Talk about technology and the Internet mentioned in the reading.</li> <li>Write an essay about the difference between face-to-face and online learning.</li> </ul> </li> </ul> <p>Assigned learners to do performance task:</p> <ul style="list-style-type: none"> <li>Learners carry out tasks according to the standards and present their works on the class according to specific standards.</li> </ul>
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(Table of Learning Plan)

Warm-up questions:	Work individually:	Work in pairs:	Work in groups:
<ul style="list-style-type: none"><li>☑ Mention some new words about personality characteristics.</li><li>☑ Talk about personality characteristics.</li><li>☑ Talk about technology and the Internet mentioned in the reading.</li><li>☑ What does the word "extraordinary" mean? Then put it in a sentence.</li></ul>	<ul style="list-style-type: none"><li>☑ Write your own profiles.</li><li>☑ Give examples about the auxiliary verbs [do, have, and be].</li><li>☑ Explain the use of the auxiliary verbs [do, have, and be].</li><li>☑ Pronounce the following "seventeen, fifteen, thirteen".</li></ul>	<ul style="list-style-type: none"><li>☑ Role-play with a partner.</li><li>☑ Explain to your partner how to do something.</li></ul>	<ul style="list-style-type: none"><li>☑ Listen to details about a cell phone bill, and then answer the questions on page 7.</li><li>☑ Write an essay about the difference between face-to-face and online learning.</li><li>☑ Answer the questions about the text page 9.</li></ul>

(Performance Tasks)

Title of unit: Connected by Technology  
2<sup>nd</sup> year secondary

<b>A.</b>	<p><b>Performance tasks:</b></p> <ul style="list-style-type: none"><li>☑ Listen to a father talking to his son about using his cell phone.</li><li>☑ Read a conversation about asking for clarification between Cara and her grandma.</li><li>☑ Ask and answer questions about personality characteristics and technology.</li><li>☑ Role-play the conversation between partners to interview each other about creating their own profile.</li><li>☑ Write an essay comparing ways of socializing and state your preference.</li><li>☑ Write about and evaluate things you can do on the Internet (Project).</li></ul> <p><b>Objective:</b></p> <ul style="list-style-type: none"><li>☑ Achieve the general objectives of the unit.</li></ul> <p><b>The problem and the challenge:</b></p> <ul style="list-style-type: none"><li>☑ Help students to know / understand their learning goals and evaluate their own progress.</li></ul>
<b>B.</b>	<p><b>Students' role-play:</b></p> <ul style="list-style-type: none"><li>☑ Discussion.</li><li>☑ Give examples.</li><li>☑ Read and role-play the conversations.</li><li>☑ Use the new vocabulary to make new sentences.</li><li>☑ Answer work sheets.</li><li>☑ Collect information.</li><li>☑ Read the words' meanings and give examples.</li><li>☑ Answer the questions and do the tasks related to the unit.</li></ul> <p><b>The way to carry out the task:</b></p> <ul style="list-style-type: none"><li>☑ Make presentations and introductions.</li><li>☑ Identify the suitable strategy of each lesson.</li><li>☑ Discussion.</li><li>☑ Critical thinking.</li><li>☑ Use posters, flashcards, podcasts and boards.</li><li>☑ Motivate the students to think and answer.</li><li>☑ Divide the students into pairs or groups.</li><li>☑ Identify the required activities.</li></ul>

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



# ورق عمل

أوراق عمل MEGA GOAL 3 - الصف: الثاني ثانوي  
الاسم: / / التاريخ: / /

## Unit (1) Connected by Technology

### 1. Circle the auxiliary verb in each sentence.

1. We are downloading an antivirus right now.
2. I do not check my email when I ' m on vacation.
3. Online newspapers have become more popular than print newspapers.
4. Did you send her a message?
5. The Internet is used by millions of people each day.
6. My grandmother had never used the Internet before last week.
7. We have been online for a long time.

### 2. Write yes/no questions:

1. He found lots of good resources for his essay online.  
.....

2. She usually turns her cell phone off before class.  
.....

3. She's had that bicycle for a long time.  
.....

4. He's not answering his phone.  
.....

5. She has posted photos on her website.  
.....

6. We've downloaded the program we were looking for.  
.....

أوراق عمل MEGA GOAL 3 - الصف: الثاني ثانوي  
الاسم: / / التاريخ: / /

## Unit (1) Connected by Technology

### 1-Fill in the blanks with the correct auxiliary verb. Use the correct affirmative or negative form of do, have, or be.

(More than one answer may be possible.)

1. We \_\_\_\_\_ managed to move yet; but we will soon.
2. He \_\_\_\_\_ chatting with his Italian friend on Skype.
3. They \_\_\_\_\_ searching for information on the Internet when there was a power cut.
4. I \_\_\_\_\_ know how you manage to text so fast. It takes me ages.
5. Well, for one thing, I \_\_\_\_\_ been using abbreviations and acronyms for a long time,  
so I'm used to them.
6. What \_\_\_\_\_ DYWT mean?
7. I \_\_\_\_\_ realized abbreviations could make such a difference to speed.
8. \_\_\_\_\_ your cell phone working? Why \_\_\_\_\_ you answering?
9. He \_\_\_\_\_ checked his messages yet, but he \_\_\_\_\_ still online.

### 2-Write yes/no answers.

1. He hasn't had his computer reformatted for a long time, has he?  
No, he hasn't.
2. Have you used up all your cell phone time?  
Yes, \_\_\_\_\_.
3. Did you really spend all that time on the Internet?  
Yes, \_\_\_\_\_.
4. Have they been sending messages to everyone on a weekly basis?

الأخوة المعلمين والمعلمات

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

يسر مؤسسة التحاضير الحديثة

[www.mta.sa](http://www.mta.sa)

**Mega Goal** ان تقدم لكم كافة التحاضير الخاصة بـ مادة

للفصل الدراسي الثالث للعام ١٤٤٣ هـ

أنواع تحاضير مناهج الإنجليزي

الطريقة البنائية (١) + الطريقة البنائية (٢) + التعلم النشط الجديد + الطريقة الخماسية + وحدات مشروع الملك عبدالله + وحدات عرضية

المرفقات

عروض بوربوينت لجميع دروس المادة

+

أوراق عمل خاصة بالمادة لجميع الدروس

+

حل أسئلة الكتاب

+

الكتاب الإلكتروني

+

خرائط ومفاهيم

+

خرائط ذهنية

+

نماذج إختبارات

+

سي دي التفاعلي والصوتيات

الأسعار للثانوي المقررات والفصلي

سعر المادة على سي دي ٥٠ ريال

سعر المادة عن طريق الايميل ٢٠ ريال

سعر المادة طباعة عادية مع السي دي ٨٠ ريال

سعر المادة طباعة ملونة مع السي دي ١٢٠ ريال

\*اعمال منصة مدرستي الاسبوع الواحد ٦٠ ريال عشر اسابيع ٥٥٠ ريال \*

التوصيل للرياض والخرج مجانا

لمن هم خارج مدينة الرياض يضاف قيمة الارسالية ٥٠ ريال للفيديس (من ٢٤ ساعة الى ٤٨ ساعة)

يمكنكم كذلك تسجيل الطلب

إلكترونياً عن طريق الرابط

<https://c.mta.sa>

كذلك يمكننا التوصيل عن طريق الايميل او سمسا لجميع مدن المملكة

حسب طلبكم ( سي دي \_ طباعة ملونة \_ طباعة عادية)

ايميل المبيعات

**T@mta.sa**

تواصل معنا عبر الواتس أو الهاتف علي أرقام

٠٥٥٨٣٩٦١١٩

٠٥٥٨٣٩٦٠٠٦

٠٥٥٨٣٩٦٠٠٤

٠٥٠٥١٠٧٠٢٥

٠٥٥١٠٩٢٤٤٤

٠٥٥٧٩٧٧٧٢٢

٠٥٥٥١٠٧٠٢٥

وهنا أرقام حسابات المؤسسة للمعلمين

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حسابات بنوك باسم "سعد عبدالرحمن العتيبي"

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الراجحي

٢٣٣٦٠٨٠١٠٩٥٤٨٥٦

اي بان

SA٥٧٨٠٠٠٠٢٣٣٦٠٨٠١٠٩٥٤٨٥٦

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البنك الأهلي

٢١٠٦٥٨٢٨٠٠٠١٠٦

اي بان

SA٠٦١٠٠٠٠٠٢١٠٦٥٨٢٨٠٠٠١٠٦

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بنك سامبا

٨٠٠١٨٥٢٥٣٩

اي بان

SA٢٧٤.....٨٠٠١٨٥٢٥٣٩

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بنك الرياض

٢٠٥٢٥٥٨٧٥٩٩٤٠

اي بان

SA٣٥٢.....٢٠٥٢٥٥٨٧٥٩٩٤٠

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البنك السعودي الفرنسي

K٢٢١٣.....١٨٥

اي بان

SA٨٢٥٥.....K٢٢١٣.....١٨٥

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بنك البلاد

٩٠٠١٢٧٨٨٣٠١٠٠٠٦

اي بان

SA٤٧١٥٠٠٠٩٠٠١٢٧٨٨٣٠١٠٠٠٦

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البنك السعودي للإستثمار

٠١٠١٠٠١٩٢٦٠٠١

اي بان

SA٦٠٦٥٠٠٠٠٠٠٠١٠١٠٠١٩٢٦٠٠١

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بنك الجزيرة

٠٣٠٦٨٠١٦١١٦٦٠٠١

اي بان

SA٦٧٦٠١٠٠٠٣٠٦٨٠١٦١١٦٦٠٠١

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بنك الانماء

٦٨٢٠٢٨٨٢٨٨٥٠٠٠

اي بان

SA ۲۸۰۵۰۰۰۰۶۸۲۰۲۸۸۲۸۸۵۰۰۰

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