قسم المواد العربيّة

الكفايات المطلوبة لاجتياز امتحانات القبول في مادة اللغة العربية
الصفّ السّادس

القراءة:

تفهم مضمون النص المعطى وتستوعب معانيه وتجيب عن الأسئلة المتعلقة به.

القواعد النّحوية:

أن تلمّ التلميذة بالقواعد النحوية التي تمت دراستها في الصفّ الخامس وهي:

1- أن تميّز بين الأسماء والأفعال.
2- أن تميّز بين الجملة الاسمية والجملة الفعلية.
3- أن تحدّد أركان الجملة الاسميّة الأساسيّة وأركان الجملة الفعليّة الأساسيّة.
4- أن تحدّد الفاعل وتعربه.
5- أن تميّز بين الحروف الناسخة والأفعال الناسخة.كان وأخواتها وإنّ وأخواتها.
6- أن تميّز بين أنواع الاسم.(اسم العلم واسم الجنس).
7- أن تتعرّف على حرف الجر والاسم المجرور.
8- أن تصرّف أفعالا في صيغة الماضي أو المضارع المرفوع أوالمضارع المنصوب.

الإنتاج الكتابي:

. أن تكتب قصّة قصيرة / مغامرة / من خلال موضوع مطروح.
. أن تراعي التدّرّج المطلوب في النّمط السّردي من البداية، إلى الأزمة، إلى النّهاية.
. أن تلتزم بعناصر السّرد المطلوبة في النّمط القصصيّ (المكان، الزّمان، الشّخصيّات، الأحداث) .
. أن تتدرّج في كتابتها من مقدّمة إلى جسم فخاتمة.
. أن تستعمل علامات الوقف المناسبة.

تمنياتنا لك بالتوفيق

ENGLISH REQUIREMENTS FOR GRADE 6 ENTRY

The English Entrance Exam will consist of:

Reading

A passage will be given to students to read and they will need to answer related questions.

Students will also be expected to be able to identify different aspects of grammar from the given passage and this will include the following:

- Punctuation
- Parts of speech (nouns, verbs, adjectives, adverbs, articles, prepositions and conjunctions)
- Tenses
- Sentence Structure
- Direct and reported speech
- Synonyms and antonyms
- Homophones and homonyms

Writing

Students are set a writing task and they will need to answer using one of the following styles:

- Writing to inform
- Writing to describe
- Writing to explain
- Writing to narrate
- Writing to persuade
- Writing to advise

Students are expected to write an essay that has a clear introduction, body and conclusion.

MATHEMATICS REQUIREMENTS
for GRADE 6 Entry

Numbers and the Number system

- Know what each digit represents in whole numbers up to 1 million.
- Order and compare positive numbers up to one million and negative integers to an appropriate level
- Use the >, < and = signs correctly.
- Recognise the historical origins of our number system and begin to understand how it developed
- Recognise and extend number sequences.
- Estimate where four-digit numbers lie on an empty 0 –10 000 line
- Make and justify estimates and approximations of large numbers.
- Round whole numbers to the nearest 10, 100 or 1000.
- Recognise odd and even numbers and multiples of 5, 10, 25, 50 and 100 up to 1000.
- Make general statements about sums, differences and multiples of odd and even numbers.
- Recognise prime numbers up to 20 and find all prime numbers less than 100.
- Use logical reasoning to explore and solve number problems and mathematical puzzles
- Add two- and three-digit numbers with the same or different numbers of digits/decimal places.
- Recall addition and subtraction facts for numbers to 20
- Choose appropriate and efficient mental or written strategies to carry out a calculation involving addition, subtraction, (multiplication or division.)
- Check addition with a different order when adding a long list of numbers; check when subtracting by using the inverse.
- Multiply and divide any whole number from 1 to 10 000 by 10, 100 or 1000 and explain the effect.
- Find factors of two-digit numbers.
- Find some common multiples, e.g. for 4 and 5.
- Know and apply tests of divisibility by 2, 4, 5, 10, 25 and 100.
- Multiply two-, three- or four-digit numbers (including sums of money)by a single-digit number and two- or three-digit numbers by two-digit numbers.
- Divide three-digit numbers by single-digit numbers, including those leaving a remainder and divide three-digit numbers by two-digit numbers (no remainder) including sums of money.
- Choose appropriate and efficient mental or written strategies to carry out a calculation involving addition, subtraction, multiplication or division.
- Make sense of and solve word problems, single and multi-step (all four operations), and represent them, e.g. with diagrams or on a number line; use brackets to show the series of calculations necessary.

Fractions

- Count on and back in fractions - What to add to a fraction to make 1.
- Compare fractions with the same denominator and related denominators
- Recognise equivalence between fractions
- Order mixed numbers and place between whole numbers on a number line.
- Relate finding fractions to division and use them as operators to find fractions including several tenths and hundredths of quantities.
- Change an improper fraction to a mixed number.
- Reduce fractions to their simplest form.

Measure

- Draw and measure lines to the nearest centimetre and millimetre.
- Interpret readings on different scales, using a range of measuring instruments.
- Know imperial units still in common use, e.g. the mile, and approximate metric equivalents.
- Understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations.
- Interpret readings on different scales, using a range of measuring instruments.
- Convert between units of measurement
- Find the difference between a positive and negative integer, and between two negative integers in a context such as temperature or on a number line.
- Understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations.
- Explain why they chose a particular method to perform a calculation and show working.
- Select and use standard units of measure.
- Convert between units of measurement
- Interpret readings on different scales, using a range of measuring instruments.
- Understand everyday systems of measurement in length, weight, capacity, temperature and time and use these to perform simple calculations.
- Recognise and understand the units for measuring time (seconds,minutes, hours, days, weeks, months, years, decades and centuries);convert one unit of time into another.
- Tell the time using digital and analogue clocks using the 24-hour clock.
- Compare times on digital and analogue clocks, e.g. realise quarter to four is later than 3:40.
- Deduce new information from existing information and realise the effect that one piece of information has on another.
- Read and use timetables using the 24-hour clock.
- Calculate time intervals using digital and analogue times.
- Use a calendar to calculate time intervals in days, weeks or months.
- Calculate time intervals in days, months or years.
- Appreciate how the time is different in different time zones around the world.

Decimals

- Know what each digit represents in one- and two-place decimal numbers.
- Count on and back in fractions and decimals
- Order numbers with up to two decimal places (including different numbers of places)
- Round a number with two decimal places to the nearest tenth or to the nearest whole number.
- Recall addition and subtraction facts for pairs of one-place decimals with a total of 1, e.g. 0.4 + 0.6.
- Derive quickly pairs of one-place decimals totalling 10, e.g. 7.8 and 2.2, and two-place decimals totalling 1, e.g. 0.78 + 0.22.
- Use place value and number facts to add or subtract two-digit whole numbers and to add or subtract three-digit multiples of 10 and pairs of decimals, e.g. 560 + 270; 2.6 + 2.7; 0.78 + 0.23.
- Add/subtract near multiples of one when adding numbers with one decimal place, e.g. 5.6 + 2.9; 13.5 – 2.1.
- Recognise and use decimals with up to three places in the context of measurement.
- Use place value and multiplication facts to multiply/divide mentally, e.g. 0.8 × 7; 4.8 ÷ 6.
- Give an answer to division as a mixed number, and a decimal
- Recognise and use the equivalence between decimal and fraction forms.
- Begin to convert a vulgar fraction to a decimal fraction using division.
- Estimate and approximate when calculating, e.g. use rounding, and check working.

Geometry

- Classify different polygons and understand whether a 2D shape is a polygon or not.
- Identify and describe properties of quadrilaterals (including the parallelogram, rhombus and trapezium), and classify using parallel sides, equal sides, equal angles.
- Visualise and describe the properties of 3D shapes, e.g. faces, edges and vertices.
- Recognise and make 2D representations of 3D shapes including nets.
- Estimate, recognise and draw acute and obtuse angles and use a protractor to measure to the nearest degree.
- Check that the sum of the angles in a triangle is 180°, for example, by measuring or paper folding; calculate angles in a triangle or around a point.
- Measure and calculate the perimeter and area of rectilinear shapes.
- Estimate the area of an irregular shape by counting squares.
- Calculate perimeter and area of simple compound shapes that can be split into rectangles.
- Read and plot co-ordinates in all four quadrants.
- Predict where a polygon will be after one reflection, where the sides of the shape are not parallel or perpendicular to the mirror line, after one translation or after a rotation through 90° about one of its vertices

Percentages

- Understand percentage as parts in every 100 and express fractions as percentages.
- Find simple percentages of shapes and whole numbers.
- Solve simple word problems involving percentages, e.g. find discounted prices.
- Solve simple problems involving ratio and direct proportion.

- Make, test and refine hypotheses, explain and justify methods, reasoning, strategies, results or conclusions orally.
- Use ordered lists or tables to help solve problems systematically.

Data Handling

- Solve a problem by representing, extracting and interpreting data in tables, graphs, charts and diagrams, e.g. line graphs for distance and time; a price 'ready-reckoner' for currency conversion; frequency tables and bar charts with grouped discrete data.
- Find the mode and range of a set of data from relevant situations, e.g. scientific experiments.
- Begin to find the median and mean of a set of data.
- Explore how statistics are used in everyday life.
- Use the language associated with probability to discuss events, to assess likelihood and risk, including those with equally likely outcomes.
- Use ordered lists or tables to help solve problems systematically.
- Identify relationships between numbers and make generalised statements using words, then symbols and letters, e.g. the second number is twice the first number plus 5 (n, $2n + 5$); all the numbers are multiples of 3 minus 1 ($3n - 1$); the sum of angles in a triangle is 180°.