



Nr. de înregistrare ISJ: 4148/04.05.2023

FIȘA DE IDENTIFICARE RED

(în conformitate cu Anexa 1 la Nota MEN nr. 808AOB/03.11.2017)

Numele și prenumele autorului: Görög Ana Maria**Unitatea de învățământ:** Școala Gimnazială "Augustin Maior"**Adresa e-mail:** anamariagorog10@gmail.com**Denumirea resursei educaționale propuse:** Fișe de lucru pt clasa a VI-a**Tema / scurtă descriere:**

Am elaborat prima fișă „King Midas and the golden touch” pentru un curs optional de limba engleză (clasa a VI-a). Exercițiile propuse vizează înțelegerea textului, dezvoltarea vocabularului și încurajarea elevilor pentru exprimare orală și scrisă.

Am propus un test care vizează evaluarea competențelor de înțelegere a unui text, utilizarea corectă a timpurilor verbale (Present Simple and Continuous) și un exercițiu de exprimare scrisă.

În fișa a treia propun câteva cartonașe cu subiecte de discuție pentru o activitate de exprimare orală.

În ultima fișă propun câteva exerciții recapitulative: utilizarea tuturor timpurilor învățate în clasa a VI-a, un exercițiu de ordonare a cuvintelor și unul de completare cu cuvintele date.

Scopul materialului propus:

- didactic (de utilizat la clasă cu copiii/elevii)
- pentru elev (de utilizat de către elevi)
- de documentare pentru cadre didactice
- altul:

Nivelul de învățământ / clasa căruia îi este adresat: clasa a VI-a**Aria curriculară / disciplina / domeniul:** Limba engleză**Material extracurricular** **Competențe vizate:**

- înțelegerea și extragerea informațiilor dintr-un text
- exprimarea unei păreri cu privire la tema dată
- dezvoltarea abilităților de a pune în practică cunoștințele dobândite în diverse contexte

Data:
04.05.2023**Semnătura:**
Görög Ana Maria

King Midas and the Golden Touch

1. Read the text. How did Midas change along the story?



Long ago, so the old stories tell us, King Midas ruled the land of Greece. He had everything that money could buy, but he wasn't happy. He lived in a huge palace made of fine white marble, but he wanted a bigger and better one. He had a splendid garden with a river running through it, but he would have liked one the size of a forest. He had lots of servants, but never enough to satisfy him. Money was his obsession! More than anything else, King Midas loved counting his money and piling it into great shining **heaps** of gold, but always he wanted more.

Once, as he was walking in the garden, the king was surprised to hear someone call his name. The king was **astonished** to see Silenus, his old school teacher and a friend of the god Dionysus.

'What are you doing here?' King Midas asked.

'I'm lost,' Silenus said. 'I'm growing old and sometimes I forget where I am.'

Midas ordered his servants to prepare a feast for them. When the two men had finished their meal, the king called for a carriage and sent Silenus back to Dionysus. The god was so pleased that Midas had helped his old friend that he offered **to grant him a wish**.

King Midas had only one wish in the world. 'I wish that everything I touch would turn to gold,' he said.

'Are you sure?' Dionysus asked.

'Sure,' the king **nodded**. So the god kept his promise.

Now as King Midas **wandered** through his garden, he touched first a perfect pink rose which turned to gold in his hand. He reached up to an apple. Again it turned to gold. He picked up stones, birds' eggs – all changed into gold in his hands.

But when he sat down at the table, the king got a shock. Everything he tried to eat – bread, meat, a bunch of grapes – turned to gold and cracked his teeth. Even his daughter turned into gold when he wanted **to embrace** her.

He **rushed** back to Dionysus and begged him to undo his magic. 'I'll never be so foolish and **greedy** again as long as I live,' he promised. Dionysus was sorry for King Midas and sent him to bathe in the River Pactolus so that the golden magic could be washed away. And people say that even now the river shines like gold in the sun.



Source: <https://d3ddkgxe55ca6c.cloudfront.net/assets/a/9c/47/ceta-b-pb-13018.pdf> (adapted)

2. Match the words emphasised in the text to their synonyms/ definitions. Make sentences with them.

1. fulfil somebody's dream =
2. walked, strolled =
3. to hug =
4. moved with urgent haste =
5. having an intense and selfish desire for wealth or power =
6. large piles of something =
7. amazed, surprised =
8. moved his head to show that he agrees =



3. Read the text again and correct the sentences:

1. King Midas ruled the land of France.
2. He touched a perfect red rose which turned to silver in his hand.
3. 'I'll never be so happy and content again as long as I live.'



4. Read the text and answer the questions:

1. What did King Midas like?

.....

2. What wish did Dionysus grant him?

.....

.....

3. What happened when he embraced his daughter?

.....

.....

4. What did King Midas learn from this experience? What is the moral of the story?

.....

.....

.....

5. Supposing Dionysus can grant you a wish, which one would it be? Why?



NAME:

TEST PAPER – 6th grade

1. Fill in the gaps with the words given: of , why, time, it, going, sad , hungry, much, thought, out

THE FOX WHO GOT CAUGHT IN THE TREE TRUNK

Once upon a....., there was a hungry fox that was looking for something to eat. He was very..... No matter how hard he tried, the fox could not find food. Finally he went to the edgethe forest and searched there for food. Suddenly he caught sight of a big tree with a hole in..... Inside the hole was a package. The hungry fox immediatelythat there might be food in it, and he became very happy. He jumped into the hole and when he opened the package, he saw there were a lot of food, bread, meat and fruit in it!

An old woodcutter had placed the food in the tree trunk while he cut down trees in the forest. He wasto eat it for his lunch. The fox happily began to eat. After the fox had finished eating, he felt thirsty and decided to leave the trunk and drink some water from a nearby spring. However, no matter how hard he tried, he could not getof the hole. Do you know.....? Yes, the fox had eaten so..... food that he became too big to fit through the hole.

The fox was veryand upset. He told himself, “I wish that I had thought a little before jumping into the hole.”

Yes children, this is the result of doing something without thinking about it first.

0.2 x 10 = 2 pts

Answer the questions:

a) Why couldn't the fox get out of the hole? / 0.5 p

b) What is the moral of this story? / 0.5 p

2. Fill in the blanks with the correct verb tense:

(0,20x10=2p)

1. Jane usually (go)to the market but today she(go) to the greengrocer's.
2. The baby often (cry)a lot at night.
3. Anna (run)to school now.
4. My father (not / watch)TV in the evenings.
5. They (neg. drive) to their office now.
6.he (play) chess on Mondays?
7. We (not / take)photos at the moment.
8. Tina (not / work)in the laboratory at present.
9. The train(leave) the station at 5.

Let's talk

What was the worst thing you had to do last year?

When was the last time you went to an amusement park?

Talk about the last time you were really scared.

What did you play with when you were 8?

Speak about your life in the fifth grade.

Speak about your last Christmas holidays.

Speak about your last shopping experience.

Speak about your favourite cartoon.

Speak about your last birthday party.

Tell me about your last vacation. What did you do?

Who did you meet last week? What did you do together?

When was the last time you were really excited about something?

Worksheet

1. Fill in with the correct form of the verb (Present Simple/ Present Continuous / Past Simple / Past Continuous/ Future).

1. Mary (go) to the cinema, when she (meet) Paul.
2. We often (play) tennis, but yesterday we (decide) to play chess.
3. He at home next week. (neg. stay)
4. (she/come) here on Monday? I (see) her here last week.
5. Sarah (study) right now?
6. What next week? (do)
7. Shhhhh! Be quiet! Stacy (sleep)
8. I (watch) TV when the phone (ring)
9. We (play) in the yard when it (start) to rain.
10. While I (read) he (jump)

2. Put the words in the correct order:

1. mother the his follows baby bear sometimes.
2. He Rachel's accidentally glasses broke
3. the tell police the to nearest me station way you can ?
4. deskmate rudely my towards behaves me
5. really so speaks intelligent languages is several ! He and

3. Use **there, their, theirs** or **they're**.

1. Can you see that red bike over? It's Paul's.
2. They are my friends.from France.
3. This isn't our car, it's
4. My uncle lives overnear the museum.
5.house is beautiful.
6. You can parknext to that tree.
7. I'll ask them whenhere next week.