

2014年安徽中小学教师招聘考试 小学英语

姓名:

I. 单项选择(共10题, 每小题1分, 共10分)

1. We now face an embarrassing____:should we stay or go?
A. circumstance B. expectation C. enquiry D. dilemma
2. ____a child and you will find that he is happy every day in whatever he does.
A. Observe B. To observe C. Observed D. Observing
3. Bob's very _____. He does all the odd jobs around the house.
A. practical B. clever C. cautious D. careless
4. This is a binding contract ____ we recommended that you review it with a lawyer.
A. Furthermore B. Meanwhile C. Therefore D. Nevertheless
5. We thought that ____ we were in the area, we'd stop by and visit them.
A. Where B. since C. unless D. until
6. ——Jenny took the 8:00 bus to Beijing this morning.
——Really? She ____ the 9:00 train. It's more comfortable and safer to travel by train.
A. Could take B. must take C. could have taken D. must have taken
7. It has long been recognized, that cultural variables influence the way children understand the world present themselves, and _____ experiences.
A. interpret B. reproduce C. create D. explain
8. Every culture has its own body language, and one absorbs its meaning along with languages.
A. Literal B. hang C. signal D. spoken
9. Being a boy's book specially written for adults, ____ is Mark Twain's most representative Work, describing a journey down the Mississippi undertaken by Huck and Jim.
A. Innocent Abroad B. Adventurers of Huckleberry Finn
C. life on the Mississippi D. The Gilded Age
10. "If winter comes, can Spring be far behind?" is an epigrammatic line by ____.
A. J. Keats B. W. Wordsworth C. W. Blake D. P. B. Shelley

II. 完形填空(共20题, 每小题1分, 共20分)

Reading aloud and silent reading are two different types of reading practice, Each has a function in the teaching of reading and should not be 11 by the other. However, We need to be aware when We should use them. When We 12 teaching reading or developing reading skills, We are mostly referring to silent reading. To develop 13 readers in a foreign language, silent reading activities must be given enough 14 and time in class with the proper guidance from the 15. Reading aloud also its particular 16 for our students who are leaning English as a foreign language 17 can help them acquire good pronunciation and intonation, 18 them with new works and the stress patterns of English, help 19 their Confidence in speaking the language. Therefore, opportunities should be 20 for students to read aloud only after they have

Comprehended the text 21 before comprehension can be very 22 and it Can easily destroy their self-confidence, With 23 reading, it sets up a poor reading model for other students as well, It is 24 that we first help students learn the text through 25 reading activities. and the with comprehension we give our students practice by using an audio tape to 26 a good model for practicing reading aloud .With adequate 27 , we may ask the students to read aloud to the whole class to 28 their motivation and confidence, By asking the students to read aloud, it is also a good chance for the teacher to get 29 on the students' comprehension as we can notice 30 there are wrong pauses or mispronounced words which indicate possible difficulties or misunderstanding of the text.

- () 11. A. described B. provided C. explained D. replaced
- () 12. A. work out B. run into C. talk about D. take on
- () 13. A. proficient B. enjoyable C. considerate D. straightforward
- () 14. A. money B. attention C. sacrifice D. burden
- () 15. A. colleague B. teacher C. headmaster D. actor
- () 16. A. quality B. conclusion C. value D. frustration
- () 17. A. It B. One C. We D. They
- () 18. A. involve B. supply C. charge D. familiarize
- () 19. A. go through B. build up C. show off D. wipe out
- () 20. A. available B. particular C. attractive D. dependable
- () 21. A. apart from B. as well as C. instead of D. better than
- () 22. A. impressive B. systematic C. dominant D. difficult
- () 23. A. complete B. broken C. careful D. disgusting
- () 24. A. better B. worse C. negative D. unfair
- () 25. A. simplified B. overwhelming C. silent D. desperate
- () 26. A. celebrate B. represent C. depress D. provide
- () 27. A. practice B. material C. knowledge D. amount
- () 28. A. respect B. check C. boost D. desert
- () 29. A. suggestion B. feedback C. promotion D. inspiration
- () 30. A. where B. why C. how D. whether

III. 阅读理解(共12题, 每小题2分, 共24分)

A

Primary education is compulsory in Britain. It begins at five in Great Britain and four in Northern Ireland. All children have to attend primary school and they finish their primary education at the age of 11. In addition to the many state primary schools which don't ask their pupils to pay fees, there are also some fee paying independent primary schools. The most famous fee—paying primary school are the preparatory schools which admit children from 7 to 13 years old.

Primary schools are almost mixed sex and usually located close to child's home. Children tend to be with the same group throughout the day and one teacher has responsibility for most of the work they do. But parents are strongly encouraged to help their children, particularly with reading and writing, and small amounts of homework are set to all children after school.

Scotland has its own qualification framework that is separate from that in England, Wales and Northern Ireland. After seven years of primary education and four years of compulsory secondary education, students aged 15 to 16 may take the Scottish Certificate of Education. The Scottish Certificate of Education is recognized throughout the UK as the equivalent to A-levels and is usually the entry qualification for university.

British universities are funded directly by central government grants. They enjoy complete academic freedom, appoint their own staff, decide which students to admit, provide their own courses and award their own degree. Admission is by selection on the basis of A-level results, school references and an interview. Higher education in Britain is not compulsory and students would have to pay fees, but the government would give students financial help if they need the help. There are some 90 universities, including the Open University in Britain. The most famous ones are Oxford and Cambridge. There is also the Open University which is “open” to all that want to continue to study, mainly adult students.

31. The first paragraph function is ____.
- A. a review B. a comment C. an introduction D. an explanation
32. Students are expected to complete primary education at the age of ____.
- A. 11 B. 13 C. 15 D. 16
33. Which of the following is TRUE? ____.
- A. It is easier for Scottish students to enter university without A-levels.
- B. Central government offers fund to British universities directly.
- C. Scottish Certificate of Education is partially recognized in the UK.
- D. Scotland has same qualification framework as other parts of UK have.
34. We can learn from the last paragraph that ____.
- A. students with financial problem are rejected by universities
- B. Open University is available to everyone except adult students
- C. British universities have all the rights on academic affairs
- D. British government determines the appointment of university staff

B

The authors of the study, released Thursday on the seventh anniversary of the Sept 11 attacks, said that despite years of government efforts to enhance disaster preparedness, schools need to do more to plan for disasters and parents need to be made aware of the plans. Among parents of school-age children, 45 percent said they do not know the location where their children would be evacuated as part of the school's disaster plan. “There should be an outcry from parents to push their schools and their school districts to develop a plan that makes sense,” said Irwin Redlener, president of the children's health fund.

The federal department of homeland security has allocated billions of dollars to help state and local government set up disaster contingency plans, but just 44% of the U.S. residents surveyed this year said they have all or some of the basic elements of a disaster preparedness plan, including food, water, a flashlight with extra batteries and a meeting place in case of evacuation.

Parents said Thursday they were not surprised by the finding that most of them would disregard evacuation orders and pick up their children. Diana Enen, a mother of three said, “As a mom, you wouldn’t be able to keep me away from picking up my children. My first instinct would be to get them at all costs. I would literally run the entire distance to get them. I believe most parent would feel the same.”

35. what would most U.S. parents do in a disaster ? _____

- A. They ignored orders to reunite with their children.
- B. They would try all they can to hinder the traffic.
- C. They would like to help police deal with traffic congestion.
- D. They blamed school for the terrible disaster preparedness plan.

36. We can learn from the second paragraph that _____

- A. parents care little about the disaster plan
- B. there is an outcry to enlarge school districts
- C. schools should do more in the disaster preparedness
- D. places for children to evacuate are known to all parents

37. According to the text, _____ of the school-age children’s parents are not sure where there children will be evacuated in a disaster.

- A. 44% B. 45% C. 63% D. 66%

38. It can be inferred from the text that _____

- A. Reasonable plans for disasters should be developed
- B. U.S. government has been well prepared for disasters
- C. Parents are expected to take children home in a disaster
- D. U.S. schools and government protect children at all costs

C

Everyone agrees that innovation is key to solving the many challenges we face as a country from health care to education to the environment, and is fundamental to restoring economic growth and prosperity. But I would put it a slightly different way. We must find a way to rebuild the “innovation infrastructure” in this country.

The problem is not that Americans aren’t as inherently innovative as ever—we are. And the level of interest among Americans in the process of innovation—determining the best recipes to make it happen—has been skyrocketing over the past few years. For example, the number of times the word “innovation” appeared in Google news stores has increased by approximately five from Obama’s inauguration to today. Google the term “innovation” and you’ll get 342 million hits, approximately half the 676 million hits that “Obama” generates. And according to hash tags org, Innovation is trending about the same rate as deficit.

Our problem is that the system is failing our citizens. The “seed corn” of innovation—creative ideas—fundamental rate it was before. Viable “seed corn” requires an innovation infrastructure in which bright minds are provided the resources and freedom to create and invent according to their passions and curiosities, to take bold risks, and even to fail. Such an innovation infrastructure thrived in the U.S. in the late 20th century as a collaboration that put Americans on the moon, and

to the personal computer, the Internet, and the era of genomic medicine.

Americans are ready and willing to embrace the goal of once again leading the world in innovation. This could be the moon shot for the next decade that unifies our country. However, we are at a tremendous disadvantage unless the innovation infrastructure of this country is rebuilt. This requires a new collaboration among government, industry and academia-one that is suited to the challenges and opportunities of the digital age, and that restores the bold risk taking and action orientation of earlier times.

39. According to the author, innovation in American has_____.

- A.gone completely lost nowadays B. been weakened gradually
D. been taken back in Obama's day D. come to a turning point

40、What can we get from hash tags org's findings?_____.

- A. Innovation will finally drag the development of economy.
B. People show the same concern in innovation as that in deficit.
C. Innovation can arouse more interest in people than Obama can.
D. Obama has to focus on rebuilding Americans tradition in innovation.

41. Today's structures of innovation need to be rebuilt because_____.

- A. Americans have lost interest in innovation during the past years.
B. too many risky ideas have destroyed people's Confidence in innovation
C.institutions, government and business cannot cooperate effectively as before
D. the essential elements of innovation have lost it's energy for development

42. The main content of the text can be summarized as _____.

- A. The main problem about innovation and the solution.
B. The optimistic aspects of the development of innovation.
C. The analysis of the advantages and disadvantages of innovation.
D. The pessimistic prediction of the development of innovation.

IV翻译（共5题，每小题2分，共10分）

将下列短文中画线的句子翻译成中文。

The use of laughter therapy has been in hospitals since the 1970s.(43) A doctor in the U.S. found that getting his patients to laugh helped them recover better. His story was later made into movie Patch Adams which starred Robin Williams.(44) In India, Dr.kadan kataria started a laughter club in 1995 to encourage good health. From then on, this form of therapy has spread around the world. (45)People in there groups may feel uncomfortable at first because the laughter feels forced. (46) But once they give in and fully enjoy the 45-minute activity, they feel at ease. (47) People who take part in laughter therapy learn what scientists have known for years-laughter is the best medicine.

43.

44.

45.

46.

47.

V. 书面表达(20分)

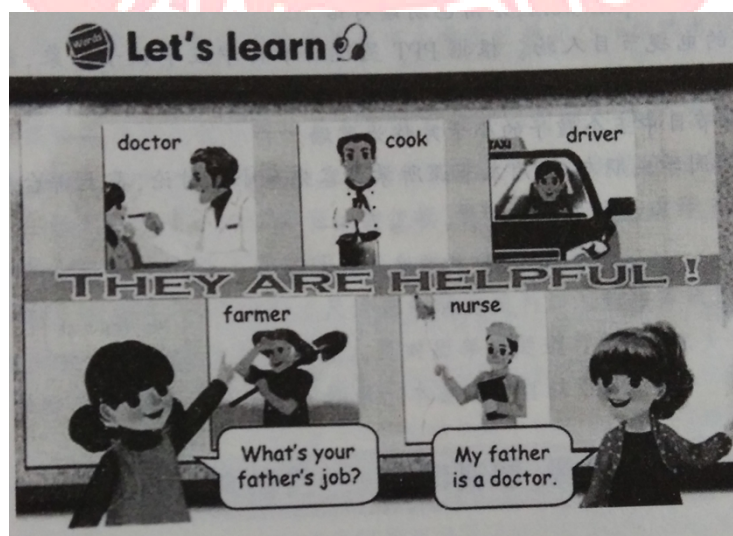
学习在教师专业发展中起着重要作用，请你以“The important of the life-long learning to a teacher”为题，谈谈自己的体会和看法。

注意：词数不少于150。

VI. 教学设计(20分)

根据下面提供的教学材料，用英文简述教学目标，教学重难点，词汇教学的主要步骤及其设计意图(设计意图可用中文表达)。

教学材料：





VII. 教学案例分析(16分)

下面是一篇小学对话教学的教学材料及其教学过程设计。请用中文从教师角色、活动设计等方面进行简要评述。

教学内容:

John:Mum ,I have a new friend.

Mum:Really? A Chinese friend?

John:Yes,he's very friendly.

Mum:What's his name?

John:His name is Zhang Peng. Look! He's tall and strong.

Mum: Yes, he is.

教学过程:

1. 教师展示课文图片并提问: How many people do you see in the picture? Who are they?

What are they talking about?

2. 播放对话视频, 让学生回答一个简答的问题: What's John's friend's name?

3. 再次观看对话, 让学生获取更多关于Zhang Peng的信息, 完成图表。

4.

用“爸爸去哪儿”电视节目里的人物呈现多张图片, 帮助学生在语境中理解friendly和quiet的含义, 再请同学用这两个词说一说班里同学。

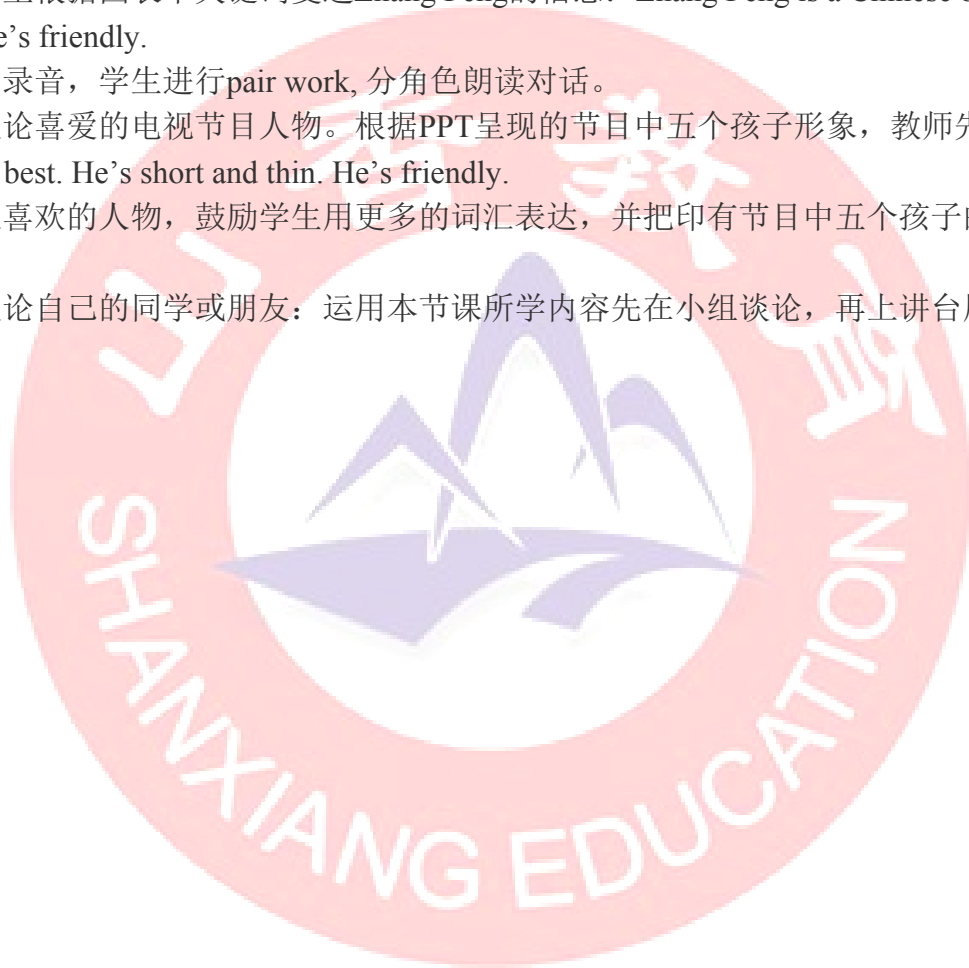
5. 学生根据图表中关键词复述Zhang Peng的信息: Zhang Peng is a Chinese boy. He's strong. He's friendly.

6. 听录音, 学生进行pair work, 分角色朗读对话。

7. 谈论喜爱的电视节目人物。根据PPT呈现的节目中五个孩子形象, 教师先示范描述: I like Kimi best. He's short and thin. He's friendly.

学生描述喜欢的人物, 鼓励学生用更多的词汇表达, 并把印有节目中五个孩子的小卡片作为奖励。

8. 谈论自己的同学或朋友: 运用本节课所学内容先在小组谈论, 再上讲台展示。



2014年安徽省中小学新任教师公开招聘考试

小学英语参考答案及解析

I. 单项写选择题

1. 【答案】D。解析:考查名词辨析。此句意为“现在,我们面临着一个尴尬的_____:我们是留还是走呢?” circumstance “情况,情形”, expectation “期待,预期”, enquiry “询问,调查”, dilemma “窘境,困境”, 故选D。
2. 【答案】A。解析:考查祈使句。此句是“祈使句(表条件)+and分句”句型。祈使句部分相当于if引导的条件状语从句, and分句相当于主句, 即“If you observe a child, you will find that he is happy every day in whatever he does.”。故选A。
3. 【答案】A。解析:考查形容词辨析。此句意为“鲍勃非常_____, 家里的零活他都包了”。 practical “心灵手巧的, 善于制作的”, clever “聪明的”, cautious “小心的, 谨慎的”。careless “粗心的”, 只有A项符合题意, 故选A。
4. 【答案】C。解析:考查副词辨析。此句意为“这是一份具有法律效力的契约, _____我们建议你在律师的陪同下查看这份合约。”furthermore“此外, 而且”, 表递进; meanwhile“同时, 期间”, 表并列; nevertheless “然而”, 表转折; therefore “因此, 所以”, 表因果, 符合题意, 故选C。
5. 【答案】B。解析:考查连词辨析。此句意为“我们想_____到了这个地方, 就该顺便去看看他们”。where“哪儿, 哪里”, since“既然, 因为”, unless“除非, 如果不”, until“到……为止”。B项最符合句意, 故选B。
6. 【答案】C。解析:考查情态动词。第一句意为“詹妮今早乘坐8点的巴士去了北京”。第二句意为“真的吗? 她_____乘9点的火车, 坐火车去更舒服, 也更安全”。could have done用来表示“本来可以做某事(而实际上却没有做)”, 符合题意, 故选C。

7. 【答案】A。解析:考查跨文化交际知识及形容词辨析。此句意为“每种文化都有自己的肢体语言,人们在学习口语的同时理解其含义”。literal“照字面的,原义的”,hang“悬挂,吊”,signal“作信号用的,暗号的”,spoken“口头的,口语的”,故选D。

9. 【答案】B。解析:考查英美文学。根据后半句“此作品描述了哈克和吉姆沿密西西比河而下的旅行”可知此作品为《哈克贝利·费恩历险记》。故选B。

10. 【答案】D。解析:考查英美文学。题目问“如果冬天来了,春天还会远吗?”是由哪位诗人所写,根据文学常识可知,此句出自雪莱的《西风颂》。故选D。

II. 完形填空

11. 【答案】D。解析:根据句意“朗读和默读是两种不同的阅读方式,每一种在阅读教学中都起着不同的作用”可知,此处意在表达“这两种阅读方式不能为彼此所‘代替’”。故选D。

12. 【答案】C。解析:句意“当我们_____阅读教学或发展阅读技能时,我们多数指的是默读”。work out“解决,算出”,run into“遇到,陷入”,talk about“谈论”,take on“承担,呈现”,只有C项符合题意。

13. 【答案】A。解析:proficient“熟练的,精通的”,符合句意。enjoyable“愉快的”,considerate“体贴的,考虑周到的”,straightforward“直截了当的,坦率的”,均不符合题意。故选A。

14. 【答案】B。解析:句意为“在课堂上必须给予默读活动以足够的_____和时间”。attention“注意,专心”,符合句意。money“钱”,sacrifice“牺牲”,burden“压力”,均不符合语境。故选B。

15. 【答案】B。解析:根据常识,在课堂上应该是在“教师”的指导下,故选B。

16. 【答案】C。解析:前面讲了默读的好处,可知接下来提到的是大声朗读对于学习英语的学生也是有其特别的价值的。quality“质量”,conclusion“总结”,value“价值”,frustration“失意”。故选C。

17. 【答案】A。解析:it在这里指代前句提到的大声朗读,即大声朗读可以帮助学生掌握良好的发音和音调。故选A。

18. 【答案】D。解析:involve with“与……有关”, supply with“把……提供给”, charge with“承担”, familiarize with“使精通”。这里想表达的是大声朗读可以使学生熟练掌握新单词和英语的重音形式。故选D。
19. 【答案】B。解析:go through“检查, 完成”, build up“逐步建立, 增进”, show off“炫耀, 卖弄”, wipe out“扫除, 歼灭”。根据语境可知是帮助学生建立学英语的自信心。故选B。
20. 【答案】A。解析:available“可用的, 可得到的”, particular“特别的, 详细的”, attractive“有魅力的, 引人注目的”, dependable“可信赖的, 可靠的”。根据后面的句子可知, 在学生理解课文之后应该能够获得机会去大声朗读。故选A。
21. 【答案】C。解析:apart from“除此之外”, as well as“也, 又”, instead of“代替”, better than“胜于”。大声朗读应该是在理解课文之后而不是在理解之前。故选C。
22. 【答案】D。解析:划线后面的句子说理解很容易打击学生们的自信心, 可知理解可能会很难, 故选D。
23. 【答案】B。解析:complete“完整的”, broken“残缺的”, careful“仔细的”, disgusting“令人恶心的”。后半句意为“它也会为其他学生建立一个很差的阅读模式”, 可推断出应是残缺的阅读。故选B。
24. 【答案】A。解析:根据后文的描述, 可知这里说的是我们首先帮助学生通过阅读活动学习课文会更好。故选A。
25. 【答案】C。解析:第26个空格后面提到“练习大声朗读的一个好的模式”, 可推断前面说的应该是帮助学生先通过默读活动学习课文, 接下来才是大声朗读活动。故选C。
26. 【答案】D。解析:这里说的是使用录音磁带给学生提供练习大声朗读的一个好的模式, 故选D。

27. 【答案】A。解析:我们让学生对着全班人大声朗读前, 应该是接受了足够的“练习”。“材料”、“知识”和“数量”均不符合句意, 故选A。

28. 【答案】C。解析:三个选项中只有boost与motivation and confidence搭配, 意为“提高动力和自信心”, 故选C。

29. 【答案】B。解析:suggestion“建议”, feedback“反馈”, promotion“提升”, inspiration“灵感”。这里指的是大声朗读也能够让教师从学生的理解中获得反馈。故选B。

30. 【答案】D。解析:where“哪里”, why“为什么”, how“方式”, whether“是否”。大声朗读能够让教师发现学生是否有停顿错误的地方或者是读错的单词, 这都可以暗示出这篇文章潜在的难点和疑惑点。故选D。

III. 阅读理解

A

31. 【答案】C。解析:细节题。文章第一段只是简单介绍了英国的初等教育概况, 并没有作任何评论或解释, 故选C。

32. 【答案】A。解析:细节题。根据文章第一段第三句“All children have to attend primary school and they finish their primary education at the age of 11.”可知A为正确答案。

33. 【答案】B。解析:细节题。根据文章第三段最后一句“The Scottish Certificate of Education is recognized throughout the UK as the equivalent to A-levels and is usually the entry qualification for university.”可知, 苏格兰教育证书在全英通用, 与高级水平考试证书具有同等效力, 而且还是参加大学入学资格考试的必备证书, 但并不能说明苏格兰学生不参加高级水平考试就会更容易考入大学。故排除A、C、D项, B项时文章最后一段第一句的主动转述。

34. 【答案】C。解析:细节题。根据文章最后一段第二句“They enjoy complete academic freedom, appoint their own staff, decide which students to admit, provide their own courses and award their own

degree.”可知英国大学享有完全的学术自由。有权利决定任命职员、制定招生计划、设置课程和颁发学位证书等事情。故选C。

B

35. 【答案】A。解析:细节题。根据文章最后一段第一句“Parents said Thursday they were not surprised by the finding that most of them would disregard evacuation orders and pick up their children.”可知A项为正确答案。“”

36. 【答案】C。解析:细节题。根据文章第二段“...just 44% of the U.S. residents surveyed this year said they have all or some of the basic element of a disaster preparedness plan”可推出在防备灾害计划中市民只能获得一些基本的物质, 因此学校应该做出更多努力。故选C。

37. 【答案】B。解析:细节题。根据文章第一段第二句“Among parents of school-age children, 45 percent said they do not know the location where their children would be evacuated as part of the school’s disaster plan.”可知B为正确答案。

38. 【答案】A。解析:推断题。根据文章第一段最后一句“‘There should be an outcry from parents to push their schools and their school districts to develop a plan that makes sense.’及第二段灾害防备计划的不完善, 可推出A项正确。

C

39. 【答案】D。解析:细节题。根据文章第二段“The problem is not that Americans aren’t as inherently innovative as ever we are. And the level of interest among Americans in the process of innovation ... has been skyrocketing over the past few years”及第三段“Our problem is that the system is failing our citizens”, 排除A、B、C项, 故选D。

40. 【答案】B。解析:细节题。根据文章第二段最后一句“‘And according to hash tags org, innovation is trending about the same rate as deficit.’表明关于创新的趋势人们表现出对赤字同样的忧虑。

41. 【答案】D。解析:细节题。根据文章第二段第二句可知A项错误, B项内容文章没有提到。关于C项, 文章只是说政府机构、工业界和学术界需要合作迎接数字时代的挑战和机遇, 并不能推出C项内容。故选D。

42. 【答案】A。解析:主旨题。文章首先提出关于创新这一问题, 然后就该问题提出解决办法。故A项最能概括文章主要内容。

IV. 翻译

43. 【参考答案】美国的一位医生发现让病人笑有助于他们更好地康复。

44. 【参考答案】1995年, Kadan博士在印度创立了笑声俱乐部, 以此来促进健康。

45. 【参考答案】刚开始, 参加这种笑声疗法的人们会感觉不舒服, 因为这种笑声是被迫的。

46. 【参考答案】但是, 一旦他们融入到其中并享受着这45分钟的笑声活动, 他们就会感觉到轻松。

47. 【参考答案】参加笑声疗法的人们认识到笑声治疗是一剂良药, 而这早在多年前已被科学家们所认同的。

V. 书面表达

【参考范文】

The Importance of the Life-Long Learning to a Teacher

As the saying goes, "It's never too old to learn," it is especially important for teachers because they shoulder the responsibility to transfer the new knowledge to students.

In my opinion, the significance of a teacher with the life-long learning is far-reaching. Firstly, a teacher who insists on life-long learning is usually knowledgeable and intelligent. She or he can interact with students more smoothly. Secondly, a teacher who loves learning can set a good example to students. Thirdly, the importance of the life-long learning to a teacher is obvious, because we are now in an information age and everything may be changed or deserted. For example, nowadays it's a better way for a teacher to use mass media instead of writing the knowledge points on blackboard, which can make the knowledge more vivid and interesting. So modern teachers must be familiar with PPT, Word and Excel, etc.

In a word, it's essential and important for teachers to learn in their lifetime.

VI. 教学设计

【参考设计】

1. Teaching Objectives

(1) Knowledge and ability objectives:

Students can master new words related to jobs and sentence patterns “What’s your/his/her job?” “I’m/He’s/She’s ...”. After this class, students can know how to ask and introduce people’s jobs.

(2) Process and method objectives:

When students learn new words, they can establish linkages between words and things, and master the usage of new words.

(3) Emotion, attitude and value objectives:

Students can get more interest in studying English and have a further understanding of their ideal goals.

2. Teaching Key and Difficult Points

(1) Teaching key points:

① New words: doctor, cook, driver, farmer, nurse

② New sentence patterns: What’s your/his/her job? I’m/He’s/She’s ...

(2) Teaching difficult points:

Ask and introduce people’s job with the following sentence patterns:

What’s your/his/her job?

I’m/He’s/She’s ...

What are their jobs?

They’re ...

3. Teaching Procedures

Step 1 Warming Procedures

(1) Greeting. The teacher greets students as usual.

(2) Sing an English song “My Father and My mother”.

(3) T: There are many different kinds of jobs in society, and everyone has his/her own job.

What do you want be when you grow up?

设计意图:通过唱歌进行热身,活跃课堂气氛。由歌曲导入对职业的谈论,为新知呈现做铺垫。

Step 2 Presentation

(1) Teach “cook”

T: Boys and girls, are you hungry now? Don’t worry. Look! I can help you. (Teacher acts as a cook) Let’s listen to the tape. What am I?

The teacher shows the word “cook”, and lets the students try to spell it.

Teacher does actions and say: What’s your job?