TEACHING PORTFOLIO

Speaking

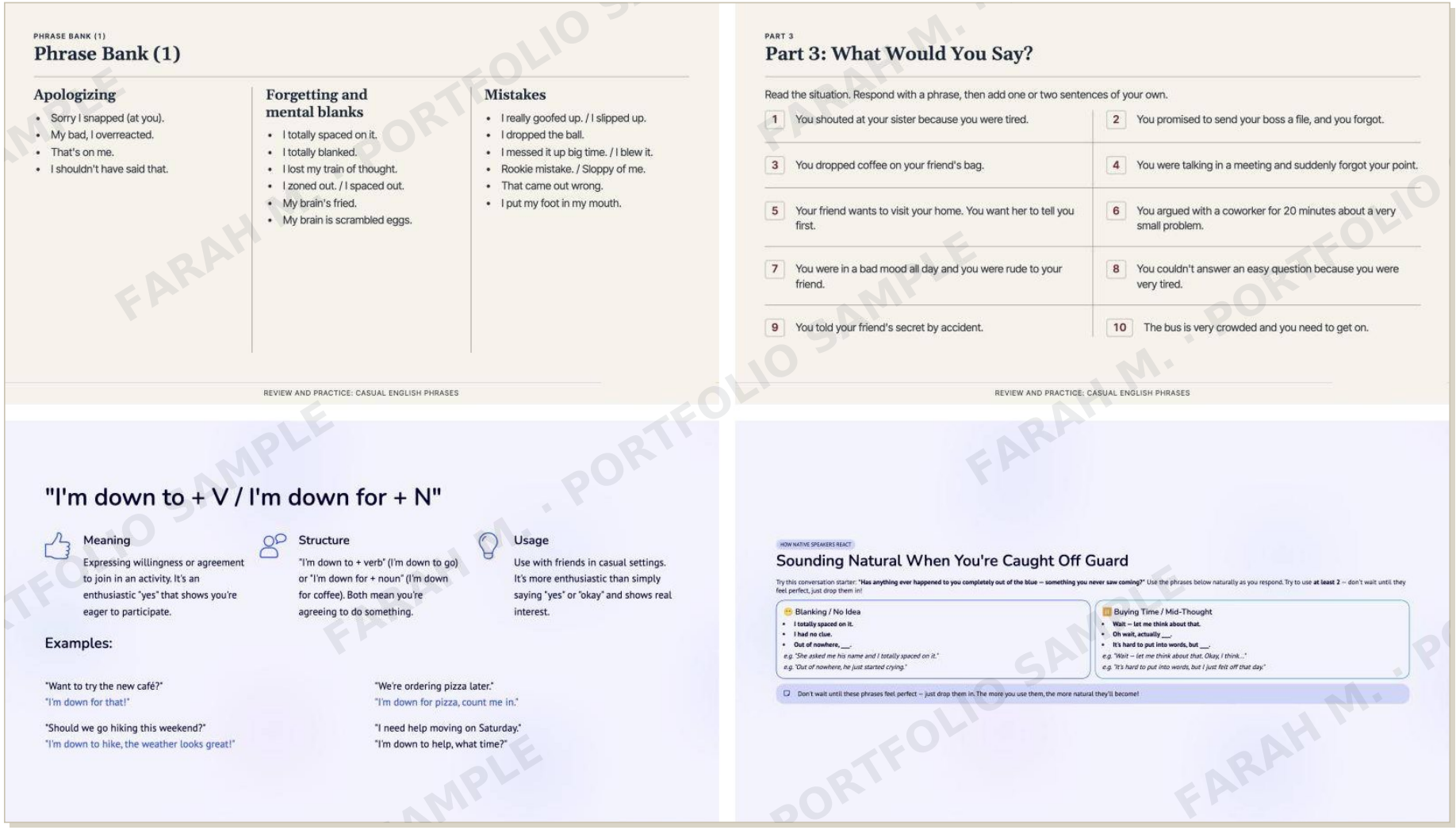
Speaking lessons are built around speaking rounds, not lectures. Each deck gives learners the chunks they need, a model to follow, and situations where they must respond on the spot.

Student names have been removed or changed in every sample. All samples are for review only.

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Sounding natural (adult learners)

Decks on everyday phrases for small mishaps, “I’m down to / I’m down for,” and sounding natural when you are caught off guard.



PHRASE BANK (1)

Phrase Bank (1)

Apologizing

- Sorry I snapped (at you).
- My bad, I overreacted.
- That's on me.
- I shouldn't have said that.

Forgetting and mental blanks

- I totally spaced on it.
- I totally blanked.
- I lost my train of thought.
- I zoned out. / I spaced out.
- My brain's fried.
- My brain is scrambled eggs.

Mistakes

- I really goofed up. / I slipped up.
- I dropped the ball.
- I messed it up big time. / I blew it.
- Rookie mistake. / Sloppy of me.
- That came out wrong.
- I put my foot in my mouth.

REVIEW AND PRACTICE: CASUAL ENGLISH PHRASES

PART 3

Part 3: What Would You Say?

Read the situation. Respond with a phrase, then add one or two sentences of your own.

1. You shouted at your sister because you were tired.
2. You promised to send your boss a file, and you forgot.
3. You dropped coffee on your friend's bag.
4. You were talking in a meeting and suddenly forgot your point.
5. Your friend wants to visit your home. You want her to tell you first.
6. You argued with a coworker for 20 minutes about a very small problem.
7. You were in a bad mood all day and you were rude to your friend.
8. You couldn't answer an easy question because you were very tired.
9. You told your friend's secret by accident.
10. The bus is very crowded and you need to get on.

REVIEW AND PRACTICE: CASUAL ENGLISH PHRASES

"I'm down to + V / I'm down for + N"

Meaning

Expressing willingness or agreement to join in an activity. It's an enthusiastic "yes" that shows you're eager to participate.

Structure

"I'm down to + verb" (I'm down to go) or "I'm down for + noun" (I'm down for coffee). Both mean you're agreeing to do something.

Usage

Use with friends in casual settings. It's more enthusiastic than simply saying "yes" or "okay" and shows real interest.

Examples:

"Want to try the new café?"
"I'm down for that!"

"Should we go hiking this weekend?"
"I'm down to hike, the weather looks great!"

"We're ordering pizza later."
"I'm down for pizza, count me in."

"I need help moving on Saturday."
"I'm down to help, what time?"

HOW NATIVE SPEAKERS REACT

Sounding Natural When You're Caught Off Guard

Try this conversation starter: **"Has anything ever happened to you completely out of the blue — something you never saw coming?"** Use the phrases below naturally as you respond. Try to use **at least 2** — don't wait until they feel perfect, just drop them in!

Blanking / No Idea

- **I totally spaced on it.**
- **I had no clue.**
- **Out of nowhere, ___.**

e.g. "She asked me his name and I totally spaced on it."
e.g. "Out of nowhere, he just started crying."

Buying Time / Mid-Thought

- **Wait — let me think about that.**
- **Oh wait, actually ___.**
- **It's hard to put into words, but ___.**

e.g. "Wait — let me think about that. Okay, I think..."
e.g. "It's hard to put into words, but I just felt off that day."

Don't wait until these phrases feel perfect — just drop them in. The more you use them, the more natural they'll become!

PORTFOLIO SAMPLE · FARAH M.

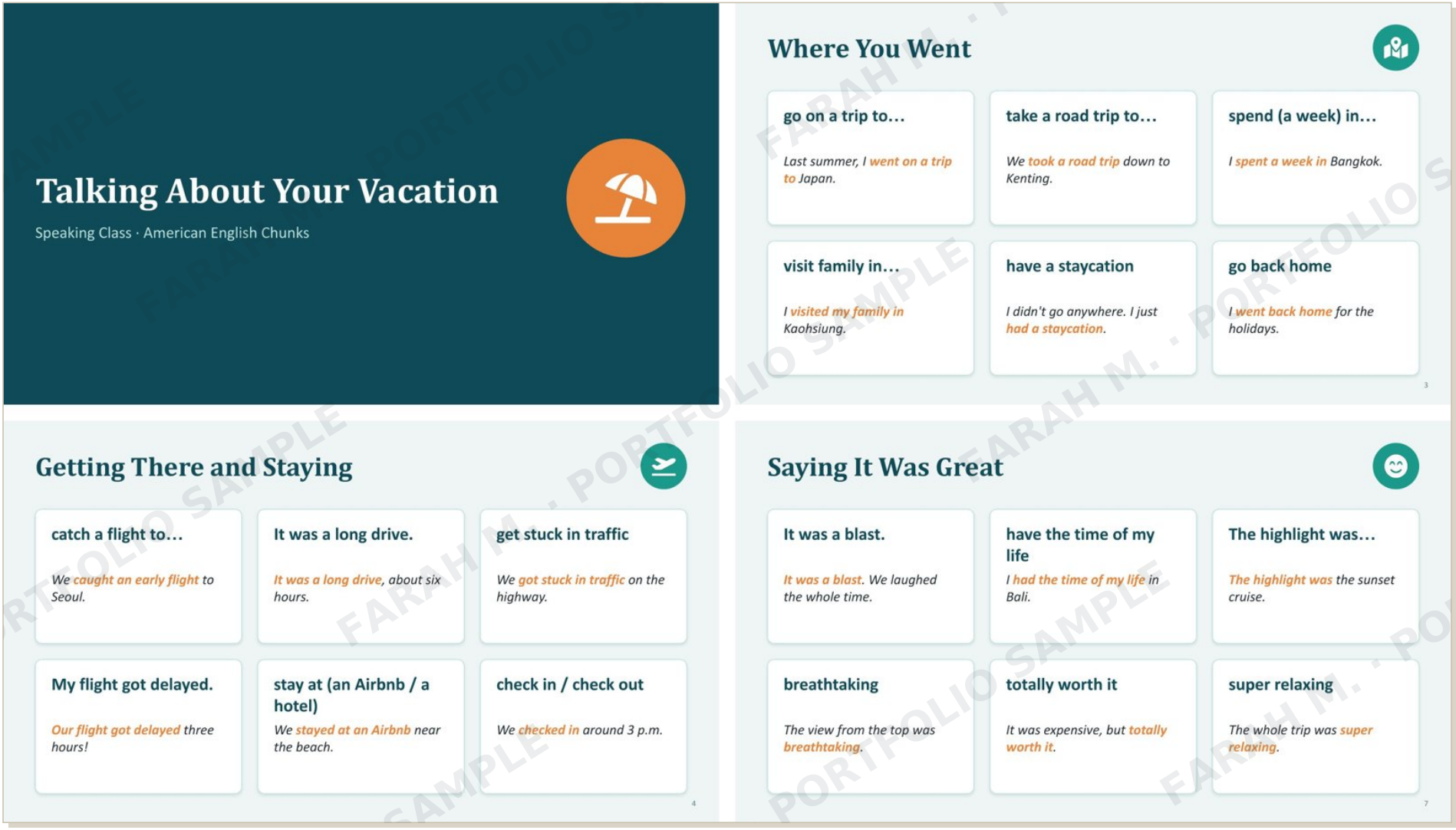
WHY I DESIGNED IT THIS WAY

These lessons teach chunks that native speakers actually use, sorted by situation (apologizing, forgetting, making mistakes) rather than by grammar, so learners can find the right phrase at the moment they need it. Each chunk is shown with its meaning, its structure and examples of real use, and then practiced in situations where the learner has to respond on the spot.

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Talking about your vacation (adult learners)

A speaking session on American English chunks for telling the story of a trip: where you went, getting there and staying, what you did, and how it went.



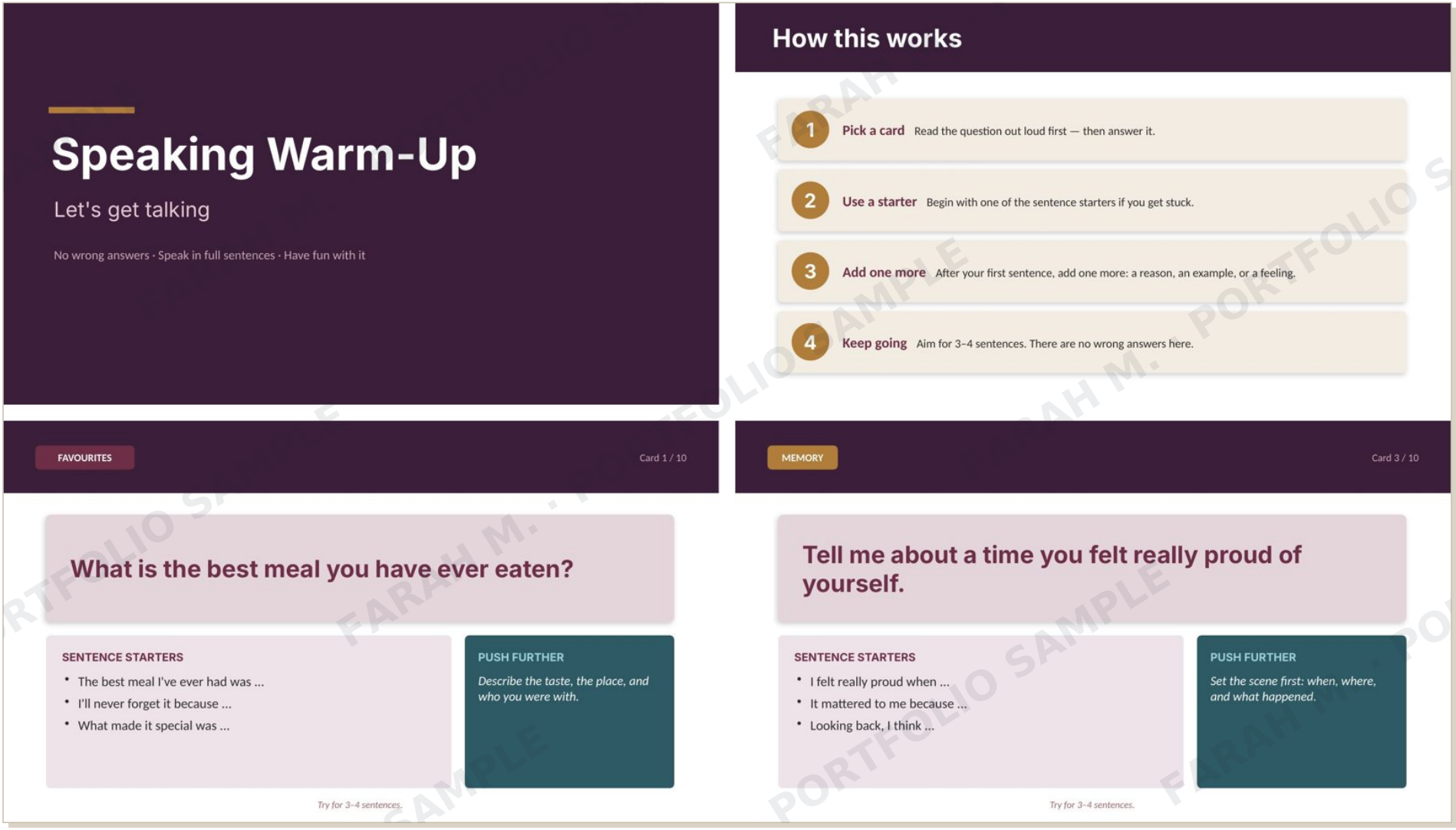
WHY I DESIGNED IT THIS WAY

The chunks follow the order of a real vacation story, so the learner can tell a whole trip from beginning to end. Every chunk comes with a natural example sentence. The session ends with ways to say a trip was great or wasn't, so the learner can react and give an opinion, not just report facts.

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A routine speaking warm-up (mixed levels)

A warm-up deck for the first minutes of a lesson: one question per slide, sentence starters, and a prompt to push further.



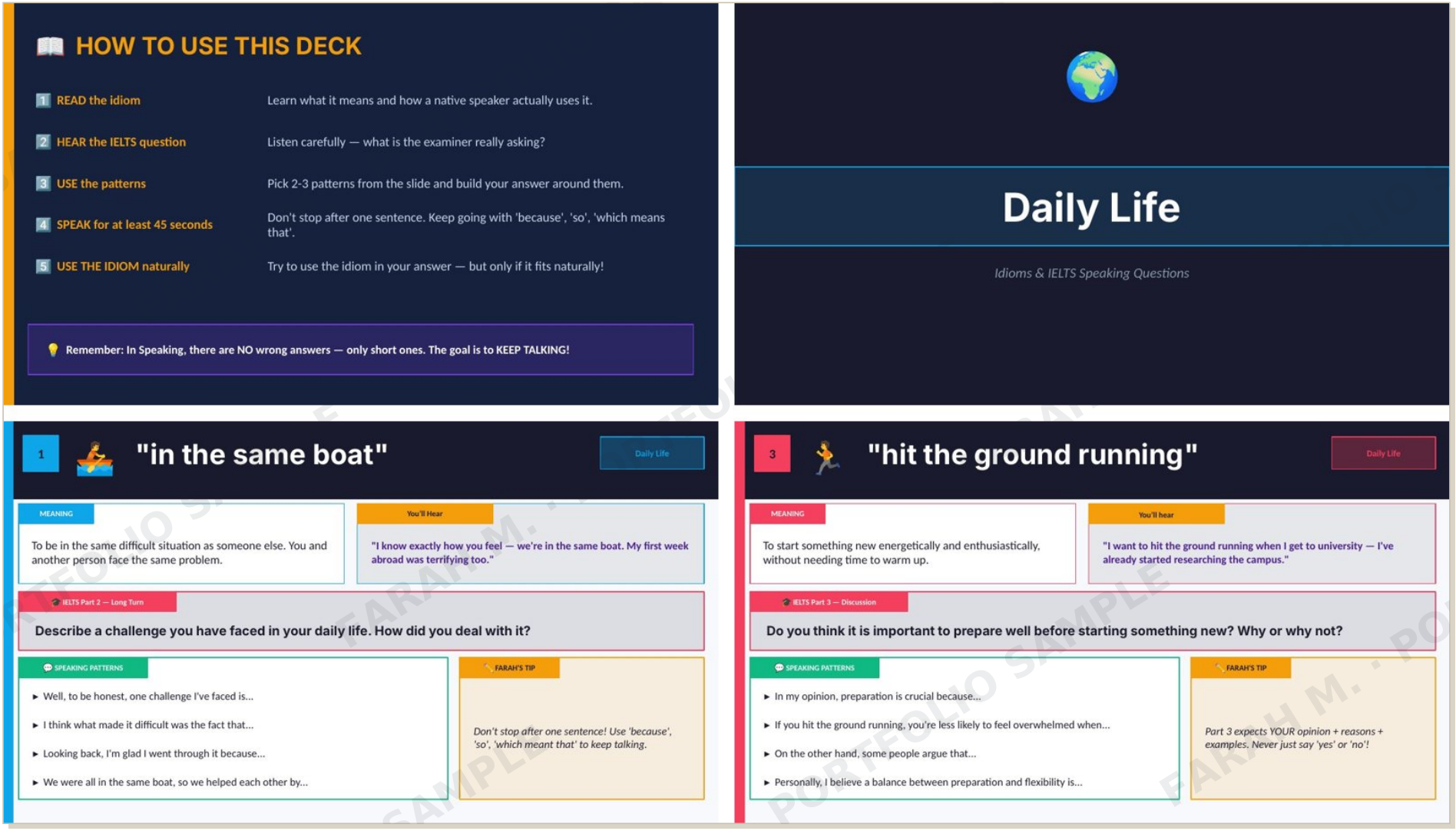
WHY I DESIGNED IT THIS WAY

Every card has the same layout: the question, sentence starters for learners who need a way in, and a “push further” prompt for learners who are ready for more. One deck serves mixed levels, and the routine itself lowers anxiety, because learners know exactly how the first five minutes of class will go.

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Idioms in context (senior high, one-to-one)

An idioms deck organized by life themes, from daily life to university life.



WHY I DESIGNED IT THIS WAY

Idioms are grouped by the situations where a student would actually use them, not listed alphabetically. Each card gives the meaning, a natural example and a speaking prompt, so the student uses the idiom about her own life straight away instead of memorizing it.

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Fluency: “Say It Before You’re Ready” (adult learner, one-to-one)

From a one-to-one fluency course: rapid speaking rounds, a listening comparison, and topic tiles for speaking without preparation.



WHY I DESIGNED IT THIS WAY

This lesson targets the habit of stopping to fix every small error. In “Two people. Same story,” the learner compares a speaker who keeps stopping with one who keeps going despite mistakes, and discovers that fluent is not the same as perfect. Rounds get harder each time, and the last tiles use ordinary topics on purpose: you cannot prepare for them, so you have to speak.

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Job interview preparation (engineer, one-to-one)

A 30-minute session deck: interview essentials, key verbs and their patterns, common mistakes, and recorded homework.



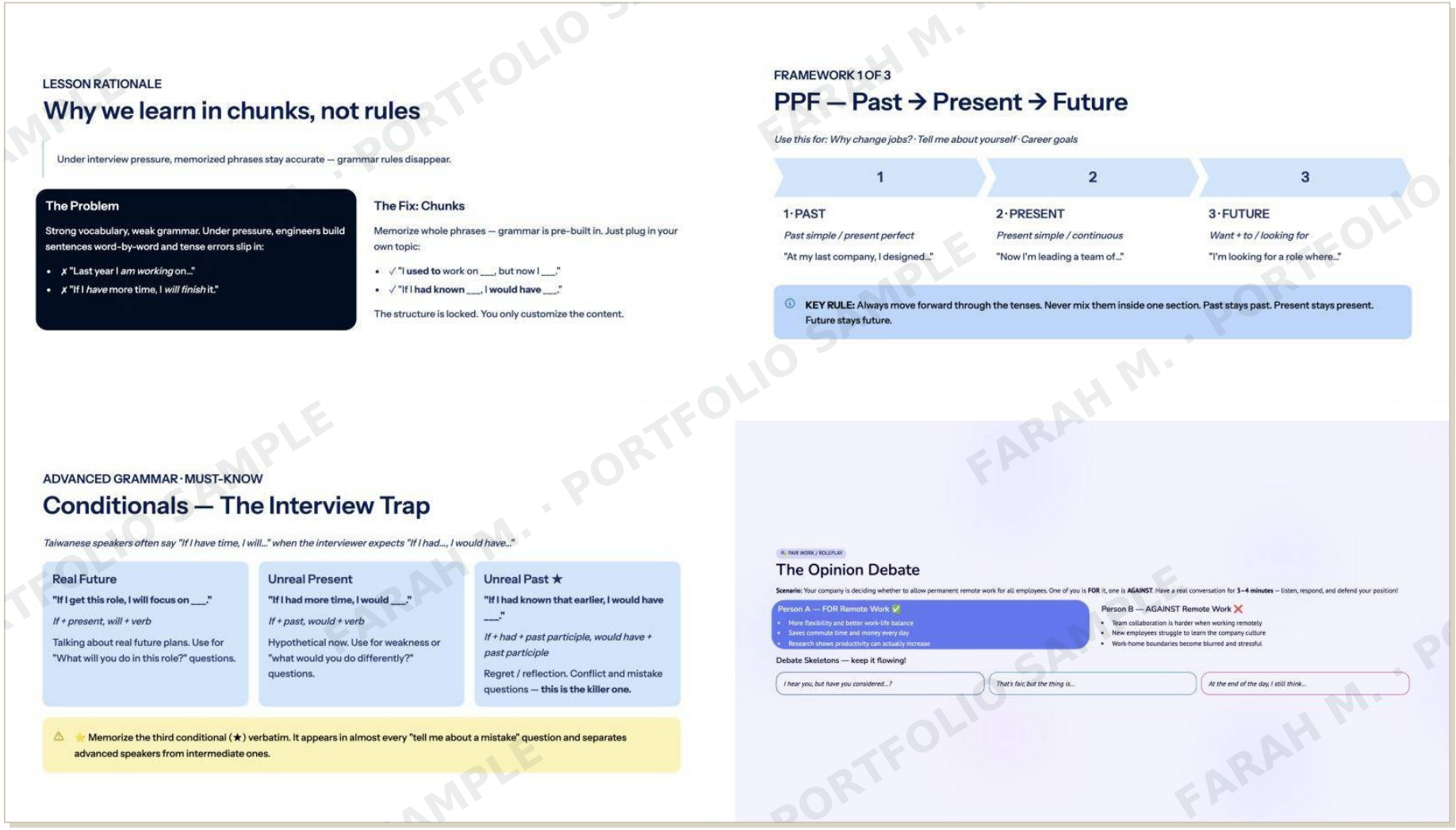
WHY I DESIGNED IT THIS WAY

Sessions are built around speaking rounds with very little lecture. Verbs are taught with the pattern they take (decide to, consider -ing, prefer A to B), because pattern errors are what interviewers notice. Mistakes appear next to their corrections before practice. Job-specific technical content goes into recorded homework answers, which I review at the start of the next session.

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Answering interview questions (adult learners)

Why we learn in chunks, the Past–Present–Future framework, the conditional questions interviewers ask, and a structured opinion debate.



WHY I DESIGNED IT THIS WAY

The deck begins by explaining why we learn chunks instead of rules, because adults commit more when they understand the method. The Past–Present–Future framework gives a ready structure for "Tell me about yourself," and the conditionals slide prepares learners for questions such as "What would you do if...?" The debate slide gives learners a frame to disagree politely and support an opinion.

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