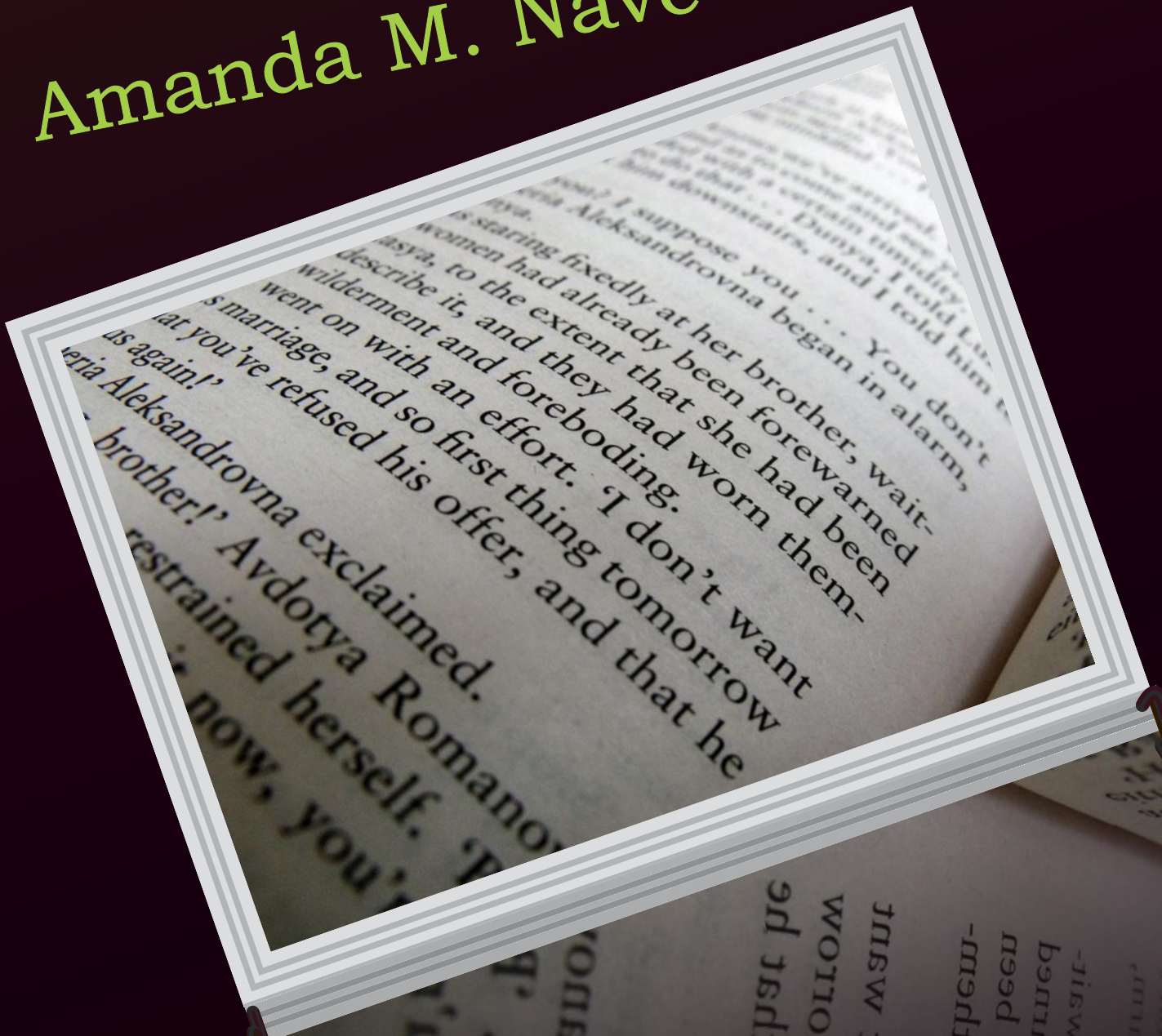


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English Teaching
Portfolio

Foreword

I HAVE ALWAYS ENJOYED the opportunity to help international students succeed in their use of the English language during my experiences abroad in Guadalajara, Mexico; London, England; and Seoul, South Korea, I gained an appreciation for the challenges of navigating a new culture and struggling with a new language. I also took these opportunities to help those around me, whether they were at home or abroad, to become more successful through English. Whether my students have been learning English as a second or as a foreign language, I have found that they face many similar challenges, and I have delighted in sharing my knowledge, skills and experience for their benefit.

Contents

Lessons, Passages & References	4
Pay It Forward	5
Great Friends	6
Vocabulary Request	7
A Guide to Commands and Requests	8
Modals	11
Student Work	12
Korean Students on Famous People	13
A 2nd Grade Korean American	14
Reference	15
Patrick Ferraro	15
Dr. Jill Burkindine	16
Resume	17

Lessons, Passages & Reference

I have a great deal of experience creating materials for English Language Teaching. I have used many of these to teach students myself, and have always enjoyed the experience. I also frequently produce other supplementary materials to use with students. Sometimes students have trouble with a specific area of grammar or a sociolinguistic concept. I happily create a reference and work with students to overcome any such challenges.

Pay It Forward

Intermediate 1

Julie was walking to school with her lunchbox and two dollars. Suddenly, two big boys walked up to Julie. One boy took Julie's lunchbox. The other boy took her money. Julie didn't know what to do. She almost started to cry. "What will I eat for lunch?" she said. "I have no lunch and no money."

Then, she heard her friend's voice, "You can share my lunch, Julie. I have a big lunch today."

Julie smiled, "Thank you!" she said. Then she frowned, "But, I don't have anything to share with you."

Julie's friend smiled back, "Don't worry. Yesterday, Mrs. Brown took me home in her car. I couldn't help her, so she told me to help someone else."

"I understand!" Julie said. "She didn't need help from you. She just wanted to help you."

Julie's friend nodded, "That's right. And you don't have to share with me. Just help someone else. Pay it forward*."

"I will!" Julie said, and they walked to school together.

*pay it forward: help someone after someone helps you

Vocabulary

Match the word to the best definition.

1. voice		a. to move the head to say "yes"
2. frown		b. to use together
3. nod		c. the sound of talking
4. share		d. a bag with a meal in it
5. lunchbox		e. to make a sad face

Comprehension

Read and put the sentences in order.

- Julie's friend promised to share her lunch.
- Julie promised to help someone else soon.
- Two boys took Julie's lunch and her money.
- Julie wanted to help her friend.
- Julie felt very sad and wanted to cry.

_____ → _____ → _____ → _____ → _____

Pronunciation

Today we'll focus on saying quotes. You know that we use the phrase "she said" to quote someone in English. Pause between the words "he said" or "she said" and the quote. Also, your voice should be more relaxed or restful when you say "he said" or "she said." Listen carefully, and repeat the sentences.

"Thank you!" she said.

"I understand!" Julie said.

Julie's friend said, "That's right."

Great Friends

High Beginning

Damon and Pythias were friends. Once, they went to a far* city. The city's king was bad and angry. He said, "Pythias, I will kill you. But first, visit* your family. If you don't come back, I will kill Damon."

Pythias went home, but he didn't come back soon.

The king was ready to kill Damon. Then, Pythias walked towards Damon! Pythias said, "Damon, I'm sorry! I'm very late. My horse died. I walked here."

The king was surprised*. He said, "You're great friends. You can live!"

*far: not near; many kilometers

*visit.: talk to

*be surprised: feel shocked

Vocabulary

Read. Choose.

kill come back ready walk towards late

1. The bad man said, "I will _____ you, and you will die."
2. Are you _____ to learn? We will start now!
3. I am _____ to school. My teacher is angry.
4. I like the picture, so I _____ it.
5. My mom and dad go to the store. Then, she _____ to our house.

Comprehension

Read. Choose.

- | | | |
|--|---|---|
| 1. The king was very angry with Damon. | T | F |
| 2. The king wanted to kill Pythias or Damon. | T | F |
| 3. Pythias came back too slowly. | T | F |
| 4. Pythias came back to the city on a horse. | T | F |
| 5. Damon and Pythias died in the far city. | T | F |

Pronunciation

Today we'll focus on contractions. Listen carefully, and repeat the phrase(s).

Do not come back.	Don't come back.
He did not come.	He didn't come.
I am sorry.	I'm sorry.
I am late.	I'm late.
You are friends.	You're friends

Vocabulary List

Vocabulary	Part of Speech	English Definition	L1 Definition	Example Sentence
reform	N	change that makes something better		The reform makes it easier for students to enjoy class.
vaccine	N	medicine to prevent a disease		Did you get the new swine flu vaccine?
get infected with	Phr	to get a disease		You don't want to get infected with the swine flu!
shot	N	medicine given through a needle		Almost no one wants to get a shot. It hurts!
be held	Phr	happen; be planned for		The party will be held at 7:00 on Friday night.
citizen	N	person who is from a country		Amanda is a citizen of the United States of America.
well-known for	Phr	famous because of		Edison is well known for making the lightbulb.
in need	Phr	without necessary things		My class is collecting toothpaste and shampoo for families in need.
befriend	V	make a friend		I want to be friends with the new student. I will try to befriend him.
serious	Adj	important and possibly bad		Climate change is a serious problem for our world today.
polluter	N	something that makes nature dirty		Spilled oil is a major polluter of our oceans.
give off	Phr	send out (esp. a smell)		The beautiful candle gives off a strange smell.
climate change	Phr	also, global warming		Climate change is a serious problem for our world today.
anew	Adv	again from the beginning		After my brother broke my project, I had to begin it anew.
achieve	V	reach a positive result		I know that you will achieve great things in your life.
realistic	Adj	seeming real or possible in reality		That painting is so realistic. I feel like I am there.
achievable	Adj	a goal that is possible		I always make achievable goals, so that I can reach them.

A Guide to Commands and Requests



Contents

- Grading Scale for Commands (examples)
- Grading Scale for Commands (with explanations)
- Grading by Relationship and Situation
- Grading by Type of Request
- With Children: A Case Study

Grading Scale for Commands (examples)

1. Give me a pencil.
2. Give me a pencil, *please*. / *Please*, give me a pencil.
3. Please give me a *pencil*.
Give me a *pencil*, please.
4. Could you give me a pencil?
Would you give me a pencil?
Could you give me a pencil, please?
5. Could you possibly give me a pencil?
You couldn't give me a pencil, could you?
Would you mind giving me a pencil?
6. I don't suppose it would be possible for you to give me a pencil, would it?
I don't suppose you could possibly give me a pencil, could you?
I was wondering if it might be possible for you to give me a pencil?
If you happen to have an extra pencil, I would really appreciate a loan.
7. If it's not a problem do you suppose you could possibly give me a pencil?
I just wanted to ask, if you happen to have an extra is there any chance you might consider giving me a pencil?
8. I seem to have lost my pencil. I'm really not sure what I'm going to do.

Grading Scale for Commands (with explanations and examples)

1. A simple command. Implied "you."
Give me a pencil.
2. A command with please. Here the emphasis is on "please." This emphasizes the fact that I am TRYING to be polite. I have to try hard, because I'm irritated.
Give me a pencil, *please*. / *Please*, give me a pencil.

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3. A command with please but with the emphasis on the command.

Please give me a *pencil*.

Give me a *pencil*, please.

4. A request asks a question. Simple requests use one modal verb and (sometimes) please.

Could you give me a pencil?

Would you give me a pencil?

Could you give me a pencil, please?

5. More polite requests add hypothetical words to the modal verbs. These are rarely used with please.

Could you possibly give me a pencil?

You couldn't give me a pencil, could you? (informal)

Would you mind giving me a pencil?

6. As the requests become more polite the question is made to sound more doubtful by changing the focus from "you giving" to "me thinking."

I don't suppose it would be possible for you to give me a pencil, would it? (informal)

I don't suppose you could possibly give me a pencil, could you? (informal)

I was wondering if it might be possible for you to give me a pencil?

I was thinking, if you happen to have an extra pencil, I would really appreciate a loan. (a statement, but very hypothetical and still focused on "me thinking.")

7. The most polite requests move often use many elements including: focus on "me thinking," expressions of doubt, hypothetical words (if, possibly), modal verbs (often in past tense), and question form.

If it's not a problem do you suppose you could possibly give me a pencil?

I just wanted to ask, if you happen to have an extra is there any chance you might consider giving me a pencil?

8. *Occasionally*, in a situation in which the giving is very doubtful or a request is for some reason socially prohibited, one might simply (1) state ones situation, (2) allow a response of any sort (perhaps an offer, perhaps simply sympathy, and (3) change the subject.

I seem to have lost my pencil. I'm really not sure what I'm going to do.

Grading by Relationship and Situation

We use **commands** (level 1) primarily in 5 situations, at other times a command could be considered to be *quite rude*. A command usually means that I am in *authority* over the other person.

1) Emergencies

"Run!"

“Look, a bear!” (Not, “Please look, a bear!”)

2) Commands which are beneficial to the other person (sometimes)

“Come up and claim your prize.”

“Go, get yourself a drink.”

3) With small children

“Put on your shoes.”

“Eat your lunch.”

4) To large groups, especially if one person is clearly in authority.

In a classroom: “Open your books to page 55.” “Sit down.”

At a rally: “Repeat after me.” “Everyone come this way.”

5) When giving directions or instructions that were requested. (Even if the request is only implied, such as on clothing care labels.)

“Wash in warm water.”

“Make a left at Grand Street.”

“Turn it this way.”

We use a **command statement and please** (levels 2,3) to sound a little more polite.

1. With slightly older people or people of lower status.

“Please sit down.” (This is considered polite, but the listener still must do what is said.)

(boss to employee) “Make some copies for me, please.” “Please call our client.”

2. Often in certain business situations, such as in a store.

“A newspaper, please.”

“Please give me a book of stamps.”

“Where are the books, please?”

3. When an indefinite organization (a company) address a group (customers).

“Please watch your step when leaving the train.”

“If you have lost a bag, please claim it at customer service.”

4. It’s an accepted form from small children, and we use often use it to talk to small children

(described in “With Children”)

For anything beneficial only to one’s self whether the person is above or below you (with the above exceptions) we use a **question form** (levels 4+).

1. In a close relationship, such as between friends and family.

“Could you bring me a glass of water?”

“Could you go by the post office on your way home and mail my letter?”

2. In a slightly more distant relationship (similar age/status acquaintances who are not close friends).

“Could you please bring me a banana, too” (in addition to the one you’re getting for yourself.) “Could you give me some more information please?”

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Modals

Modals are often used to make sentences more polite

Use the base verb after them
They do not use the third person -s
They do not use "do" in questions or negatives.

Some expressions similar to modals don't follow these rules.

Preferences

General preference
prefer - followed by a noun, gerund or infinitive

Specific preference
would prefer - followed by a noun, gerund or infinitive
would rather - followed by the base verb

Comparative preference
prefer+noun+to+noun
prefer+gerund+to+gerund
would prefer+noun+to+noun
would prefer+gerund+to+gerund
would rather+base verb+than+base verb

Necessity

have to - for questions and all tenses

Present and future statements
have to
have got to - for strong feelings
must - for very strong feelings or formal writing

Negative statements
don't have to - there is a choice
must not - prohibition - no choice

Spoken language sometimes uses "can't" for "must not."

Expectations

be supposed to
use simple present to talk about present/future
use simple past to talk about past things that didn't happen

Expectations can be:
rules
customs
predictions
heresay (what everyone says)
plans/arrangements

Future Possibility

Future possibility
may
might
could

Future negative possibility
may not
might not

Future impossibility
could not

Questions use the future or polite phrases.

Conclusions

Affirmative conclusions

Very certain	must have to have got to - informal
Not certain at all	may might could

Negative conclusions

Very certain	can't couldn't
Less certain	must not
Not certain at all	may not might not

Student Work

I am very proud of my students work. I go to great lengths to provide my students what they need to produce great work. I often create unique projects so that they have a physical object to help them see and remember how far they have come. Often, these projects include writing along with other creative works.

Korean Students on Famous People

EDISON WAS BORN on November 21, 1847 in Milan in Ohio. His father was from the Netherlands, and his mother was from Scotland.

Sam

When he was 7 years old, his family moved to Port Huron, and he went to Port Huron elementary school. But after only 3 months, he was expelled.

He studied from his mother. His family was very poor. When he was 12 years old, he became a railroad's newspaper seller. When he was 15 years old he became a rail road worker.

During that time, he bought many experiment implements, and then he did scientific work. And, in 1868, Edison invented a electrical vote record device. And he made a better telephone than Graham Bell.

Though he was poor, he invented many useful things. So his inventions make us comfortable. We can live comfortably.

DO YOU KNOW Ludwig van Beethoven? This time I will talk about Beethoven, about Beethoven's songs, and about Beethoven's family.

Dawon

Beethoven was born in Germany. His birthday is December 17th 1770. He had his first concert at Cologne when he was 6 years old. And he published his first concert: 9 variations in C minor, for piano, on a march by Ernst Christoph Dressler. Prince Maximilian Franz sent Beethoven to Vienna in 1787 to meet Mozart. Beethoven wrote his third symphony in honor of Naopleon Bonaparte. He saw that Napoleon offered freedom. When Napoleon became Emperor, Beethoven was angry. He died on March 26th 1827 just as a storm started.

Beethoven's songs were very, very many. The symphonies were very good. Beethoven wrote 22 years. I like Fur Elise. It's so easy so many beginners play this song and many songs.

And in his family, his father was a musician and drank too much alcohol (soju). His mother was very kind. Beethoven had six brothers and sisters.

I talked about Ludwig van Beethoven, about Beethoven's songs, Beethoven and his family.

A 2nd Grade Korean American

Me and My Horse Lucy

By Cynthia

I have a horse named Lucy. She is brown with a black mane and tail. She is a great galloper and she can jump over fences and walls. She has a big stable too and she has her own bridle, saddle, brush and curry comb. If you love her, then she'll love you, and we'll be best friends forever.

The Tall Guy: A Tall Tale

By Cynthia

1

Once there was a kid that grew 15000 feet tall. On his b-day his mother gave him a purple bear for his b-day. His bear pet grew 13000 fet tall and the boy (his name is James) loved his pet bear every bit as much as his mother loved him.

For breakfast he ate stones. For lunch he ate bricks, and for dinner he ate sticks, and for dessert he ate snotcicles. He got married with a 20 foot woman and they lived happily ever after.

2

The mother had 1000 babies on the same day. One day James smushed one of the babies, because the babies were so tiny to James. But the baby didn't die. He just became flat. So they called that baby Flat Bob, and Flat Bob didn't cry either. He just said, "Oww," then he was done.

Then James said, "Man, Flat Bob is tough!"

"Hmph," said Flat Bob.

"He he," said James.

English Teaching Portfolio

To Whom it May Concern:

I worked with Amanda Brockus at Neungyule Education, a publisher located in Seoul, South Korea, for approximately one year from 2012 to early 2013. Although we were employed in the same position, I had been with the company for several years at that point and was closely involved in the hiring process.

Amanda was recommended to us by another division of our company; after an interview, the decision to offer her the job was made immediately. It has always been a challenge to find native speakers in Seoul who possess both a high level of understanding of English grammar and the interpersonal skills required to share this information with their Korean coworkers.

There is no doubt that Amanda has a passion for the English language. As an editor and proofreader, she was detail oriented, extremely persistent and meticulous in her research. She was also proactive in seeking out ways to improve the system, such as creating an online in-house style guide for the other native speakers to contribute to and use as a reference. What's more, she has a friendly disposition that made her coworkers, many of whom were not fluent in English, find her approachable.

I am quite comfortable in recommending Amanda for any position related to writing or editing. If you have any further questions, you may contact me by email at patrick@neungyule.com.

Sincerely,
Patrick Ferraro

Amanda M. Nave

To Whom it May Concern:

I am writing to recommend Ms. Amanda Brockus. Amanda is an excellent teacher and tutor who will be a fine addition to any program.

I supervised Amanda when she worked as an English as a Second Language tutor at Drury University in Springfield, MO. During this time she was fully responsible for tutoring many international students and making sure that they were successful in passing the TOEFL exam needed for full admission to the university.

The students expressed great satisfaction with Amanda's abilities. She was always well prepared and took great personal interest in the success of each student. She had an excellent rapport with students, and her dedication and hard work ethic were impressive.

Amanda is also imaginative, creative and spontaneous. She is well organized and good at planning, maintaining task orientation, and motivating the students to succeed. In all ways, she is an excellent, natural educator. I recommend her without reservation.

If you have need for further information, please do not hesitate to contact me.

Sincerely,
Jill M. Burkindine, Ph.D.

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English Teaching Portfolio

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Education INTESOL International, Knutsford, Cheshire, UK
Certificate in TESOL (150 hours) (2007)
UK College of Teacher's TESOL Certificate (2007)
Teaching Practice Certificate (40 hours) (2007)

Drury University, Springfield, MO
Bachelor of Arts Degree *Majors:* Writing and Music
Minors: English and Global Studies (2006)

Employment **Language by Amanda**, Columbia, MO: ELL Tutor (2013 – present)
Tutored international students age 4 to adult.

Neungyule Education, Seoul, Korea: Writer/Editor (2012 – 2013)
Wrote and edited passages, scripts and other content for the Korean market.

CETL Korea, Seoul, Korea: Researcher (2009 – 2011)
Created and edited more than eighty ELT textbooks for the Korean market.

YBM 1:1 English Academy, Seoul, Korea: Teacher (2008 – 2009)
Taught writing and conversation classes for high-school and adult students.

YES Youngdo Academy, Seoul, Korea: Teacher (2007 – 2008)
Created materials for class use and taught writing-focused English classes to children.

Jong Lee, Springfield, MO: Writing and English Teacher (2007 – 2007)
Developed and implemented curriculum in English literacy for a Korean child.

Springfield Public Schools, Springfield, MO: Substitute Teacher (2006 – 2007)
Taught elementary, middle and high school classes, including English literature classes.

Drury University, Springfield, MO: ESL Tutor, Office Assistant (2003 – 2006)
Assisted international students in spoken and written English.

Other work has included office work, banquet serving and child care.

Experience **Peaceway Education**: Director (2012 – present)
Wrote and produced an ESL/EFL blog/podcast and created its web site.

Hyang-gi Praise, Seoul, Korea: Translator (2009 & 2013)
Translated a musical and several praise songs to English from the original Korean.

Cheonhodong Church: Volunteer Teacher (2008 – 2009)
Led Bible-based English conversation classes for in a Korean church.

Skills -Conversational Spanish, intermediate Korean.

“[Amanda] has a friendly disposition that made her coworkers, many of whom were not fluent in English, find her approachable.”

Patrick Ferraro *Neungyule Education*

“[Amanda] is well organized and good at planning, maintaining task orientation, and motivating the students to succeed. In all ways, she is an excellent, natural educator. ”

Dr. Jill Burkindine *Drury University*