Brad Irvin

**Instructional Strategy – English as a 2nd Language – Introductions**

<https://www.youtube.com/watch?v=IeaadwctbD4>

This instructional strategy technique is used to teach students how to introduce themselves using their first and last names in a non-stressful environment that builds confidence speaking to English language only people.

**How to Use (dry erasable white board needed)**

Teacher’s Name

1. The teacher announces their first and last name once.
2. The teacher writes their first and last name on the white board and states their full name. (Erase)
3. The teacher writes their first name on the white board and states their first name. (Erase)
4. The teacher writes their last name on the white board and states their last name. (Erase)
5. The teacher writes their first and last name on the white board and states their full name.
6. The teacher points to their first name and says, “My first name is \_\_\_\_\_\_\_.
7. The teacher points to their first name and says, “My last name is \_\_\_\_\_\_\_. (Erase)

Student’s Name

1. The Teacher writes on the board:

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. The Teacher asks a student, “what is your name” and the student responds with their first and last full name. (Erase)
2. The Teacher writes on the board:

My first name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. The Teacher asks a student, “what is your first name” and the student responds with their first name. (Erase)
2. The Teacher writes on the board:

My last name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. The Teacher asks a student, “what is your last name” and the student responds with their last name. (Erase)
2. The Teacher writes on the board:

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

1. The Teacher asks a student, “what is your name” and the student responds with their first and last full name. (Erase)

**When to Use**

For students with little or no English-speaking skills.

To help students improve their pronunciation and cadence when introducing themselves or being introduced to someone else.

**Variation**

This teacher led instruction could be used to teach other words and phrases. The lesson could be conducted in small groups with a more advanced English-speaking student leading the exercise.

**Instructional Strategy – English as a 2nd Language – Business English**

<https://www.youtube.com/watch?v=iyoXejosxGg>

This instructional strategy technique is used to teach students how to use proper titles for men and women in a formal setting non-stressful environment that builds confidence meeting and speaking to English language only people.

**How to Use (white board or slides needed)**

1. The teacher writes the following on the board.

* Mrs. (married female)
* Miss. (unmarried female)
* Ms. (Marital status unknown for females)
* Mr. (used for all men regardless of martial statues)
* Dr. (used only for doctors)

1. The explains what each title means and how to use it. The first three titles are for women only and Ms. is the most current way to address women.
2. The teacher explains that all titles should be followed by last names or first and last name when introducing them to some one else.
3. The teacher uses themselves as an example. The example includes 3 titles paired with the teachers last name. One of the examples is incorrect. The teachers name is John Smith.

* Mr. Smith
* Mr. John Smith
* Mr. John

1. The teacher reviews each name and corresponding title and discloses which title and name is incorrect (Mr. John).

**When to Use**

* This lesson is important to teach when students will be in a business setting.
* The lesson can be used to prepare students for any formal setting.

**Variation**

The lesson could be conducted in small groups with a more advanced English-speaking student leading the exercise. Students could practice with each other using different titles and why.

**Instructional Strategy – English as a 2nd Language – Seasons**

<https://www.youtube.com/watch?v=9pdM5XDFtA4>

This instructional strategy technique is used to teach students how to recognize, read and pronounce the four seasons non-stressful environment that builds confidence in their English progress.

**How to Use (white board and pictures representing the seasons are needed)**

1. The teacher holds up a picture of snowman.
2. The teacher asks the class what is the season (winter)?
3. Each student is required to pronounce the word winter. The teacher keeps repeating the word until their pronunciation of winter is understood by the teacher.
4. The teacher holds up a picture of the sun.
5. The teacher asks the class what is the season (summer)?
6. Each student is required to pronounce the word summer. The teacher keeps repeating the word until their pronunciation of summer is understood by the teacher.
7. The teacher follows the same instructional pattern with Fall and Spring.
8. After the lesson, the teacher distributes an assessment. The assessment one picture for each season on the left side of the paper worksheet and the seasons spelled out on the right side of the worksheet. The student must connect the word to the correct picture.
9. The teacher repeats the lesson again without the assessment. This assumes students have demonstrated the lesson’s objective.

**When to Use**

* For students with l limited English reading, writing, speaking, and listening skills.
* The exercise can be used to teach other words and phrases.

**Variation**

* The lesson could be conducted in small groups with a more advanced English-speaking student leading the exercise.
* The teacher could add activities that are done in each season (swimming, etc.) and act out the activities like TPR.