



Purpose: to make the "PLS Rank System" training video easier to understand. As you watch the video, you may follow along on this self-study sheet, filling in the blanks and answering the questions.

## Part I

### I. Children's curriculum divided into ranks

A. How many ranks? \_\_\_\_\_

1. From 10th (lowest) to \_\_\_\_\_ (highest)

B. Each has set of requirements

1. Learning goals

2. For many of these, children are \_\_\_\_\_ in class

C. Progress charts

1. Color in when test is passed

2. Students' and teacher's versions

D. Each class works toward given rank

E. Ranks can bleed into each other

1. Near end of one rank, begin to \_\_\_\_\_

### II. Target age range of rank system

1. 10th Rank often starts in 3rd year of \_\_\_\_\_ (*nen-cho*)

2. 1st Rank roughly corresponds to start of junior high school

3. Designed for learners in specific age range

a. Must be \_\_\_\_\_ for other ages

b. In such cases, consult management or PLS

4. Before rank system begins: \_\_\_\_\_ and \_\_\_\_\_ classes

### III. Structure

A. Helps assess level

1. Some students are beginners, other have years of study

2. New teachers can use rank to grasp level

B. Helps \_\_\_\_\_ long-term

### IV. Time taken per rank

A. 10th Rank takes \_\_\_\_\_

A. 9th Rank should take about \_\_\_\_\_

A. 8th to 1st ranks should take about \_\_\_\_\_ each

B. Can vary based on:

1. Class size

2. Age

3. Student and teacher ability

C. "Nine months, etc." is a \_\_\_\_\_, not a \_\_\_\_\_

### V. Rank requirements

A. Most activities based on rank requirements

1. Example: capital alphabet in 10th Rank

a. ABC flash card game

b. ABC song

c. ABC Bingo, etc.

2. Use requirements to plan lesson

## B. Final goal not simply rank attainment

1. What is our real purpose? \_\_\_\_\_
2. Rank requirements help toward this goal

## VI. Progress through the ranks

## A. Progress is measured by \_\_\_\_\_

1. Rank tests given in class
2. Tests given for most requirements
3. Different styles of test
  - a. Individual tests
  - b. Game-like tests

## B. Ranks based on real English ability

1. Not on age or years of study
2. Tracked with \_\_\_\_\_
  - a. Students' version
    - i. When they pass a test, they color in that part
    - ii. When \_\_\_\_\_ has been colored, they graduate
  - b. Teacher's version
    - i. Track entire class

## C. \_\_\_\_\_ awarded for rank completion

## VII. Progression

## A. Each rank builds on what has come before

## B. Examples:

1. Verb Cards (pink set)
  - a. 10th & 9th Ranks: plain form
  - b. 8th Rank: present \_\_\_\_\_ form, in full sentences
  - c. 7th Rank: past tense form
2. Numbers
  - a. 10th Rank: count to \_\_\_\_\_; 9th Rank: numbers up to \_\_\_\_\_
  - b. 8th Rank: Numbers up to 1,000 & arithmetic
  - c. 7th Rank: ordinal numbers, \_\_\_\_\_, telling time
  - d. Higher ranks: further expansion

## C. Do not move to higher level without solid grasp of previous step

1. Follow the progression
2. If needed, regress to earlier material

## D. Other rank requirements build over time

1. Look for these patterns

VIII. Rank Goals (overview)

A. Listening and speaking

1. Single words
2. Build toward:
  - a. Phrases
  - b. Short sentences
3. Grammatical complexity increases
4. Focus on \_\_\_\_\_ and real, meaningful \_\_\_\_\_

B. Reading

1. As a rule, students don't \_\_\_\_\_ anything they wouldn't \_\_\_\_\_
2. Begin with phonics:
  - a. Single letters
  - b. Two-letter combinations
  - c. Three-letter words
3. Sight words, 'reading at'
  - a. 'Reading at' is a kind of guesswork-based \_\_\_\_\_
4. Finally, books in English

C. Writing

1. As a rule, students don't \_\_\_\_\_ anything they can't yet \_\_\_\_\_
  - a. Writing progression follows a similar track to reading progression
  - b. But writing progression is slightly \_\_\_\_\_
2. Progress plan:
  - a. Single letters
  - b. Three-letter words
  - c. Short sentences
  - d. By the \_\_\_\_\_ rank, short journal entries in English

D. Homework

1. More information in teacher's manual

IX. Main \_\_\_\_\_ of each rank

A. 10th & 9th Ranks

1. Simple sentence input
2. Single word output
3. Answer questions quickly
4. Good \_\_\_\_\_
5. Other goals:
  - a. Rules of games
  - b. Proper class behavior
  - c. Respect
    - i. For other students
    - ii. For in-class materials
  - d. Culturally appropriate behavior
    - i. Eye \_\_\_\_\_
    - ii. Smiling

## iii. Shaking hands

## e. Study habits

## B. 8th &amp; 7th Ranks

1. Simple sentences
2. Phonics
3. Present continuous and \_\_\_\_\_ tenses
4. \_\_\_\_\_ expansion
5. Neat writing

## C. 6th &amp; 5th Ranks

1. Activate \_\_\_\_\_ through expanded self-expression
2. Form longer sentences
3. Form questions using \_\_\_\_\_
4. Read three-letter words and sight words
5. Write basic sentences

## D. 4th &amp; 3rd Ranks

1. More complex self-expression, \_\_\_\_\_ and \_\_\_\_\_
2. Read elementary books
3. Awareness of \_\_\_\_\_
4. Pattern sentences
5. Complete phonics instruction
6. Spelling
7. Dialogues and role-play: \_\_\_\_\_, meeting people, etc.

## E. 2nd &amp; 1st Ranks

1. Expanded, student-centered conversation
2. Natural understanding, free self-expression
3. \_\_\_\_\_ for junior high
4. Role-plays and dialogues
5. More challenging reading
6. English \_\_\_\_\_ writing

## X. Further study

- A. Progress charts
- B. Back of \_\_\_\_\_'s progress chart
- C. Sister school page of PLS website
- D. Teacher's manual
- E. School management, senior teachers
- F. Contact PLS
- G. Teacher training seminars

**Good luck!**