

6. When working with the cards at the target level in pairs, teams should spread out, just as they do with PCCs, but they may go through them while sitting down if they wish.



7. Follow through 'tests':

a. After a team has finished, paired students stand back to back, to prevent partners from giving facial clues to answers. Teacher asks kids one or two questions each about their partners likes, skills, etc. – which they should know if they were paying attention during the paired session earlier. For example:

T: "Mariko, does Hiromi like frogs?"

M: "Yes, (she does.)"

T: "Is that right, Hiromi? Do you like frogs?"

H: "Yes, I do."

T: "Very good, Mariko."

T: "Hiromi, can Mariko ski?"

H: "Yes, she can."

T: "Is that right, Mariko? Can you ski?"

M: "No, I can't."

T: "Oh, oh. You didn't listen, Hiromi. Please go back (both students) and do the 'Can you...' section again (twice, taking turns)."



b. Teacher points, in turn, to 2 or 3 pictures at random but does not verbally ask the implied questions. For example: Mariko says, "Hiromi likes frogs. She doesn't like carrots. She can ski." Hiromi then says, "Mariko likes snakes," etc.

Teams which pass these quick spot-checks are recognized as 'Grand Champions,' though all are praised for their efforts. After the first three or four consecutive weeks, such follow-through should be done about every other time or more. The kids get extra satisfaction (and English) if they can pass.

PIC Progression Plan

STEP #1. The teacher asks all questions indicated on card. This is done once in every class session until students are quite good at responding all at once, cacophonously, with individual answers. (Cards are not yet shown to the students.)



STEP #2-A. The teacher shows a card, points to the pictures in turn, asking the appropriate questions while students listen silently. Teacher may give sample answers or elicit from students, but concentration is on the questions, their proper pronunciation and intonation.

STEP #2-B. The teacher shows a card and students ask teacher questions in unison. At the end, or after every third part, kids are invited to recall the teacher's answers (to accustom them to listening to responses, not just asking questions robotically).

STEP #3-A. The students sit in pairs with one card per team. Using a chip as a marker, teams compete, with strict monitoring, to be the first (or second or third) to finish, just as in Step #4 of the PCC Progression Plan (see teacher's manual). The two team members simultaneously ask each question, but quickly answer individually.

STEP #3-B. As above except that the questions are asked and answered alternately.

STEP #4-A. Working in pairs, the kids disperse and make 2 complete horizontal sweeps of a card, changing roles after each one-third section. The teacher 'tests' finished teams at his or her discretion.

STEP #4-B. As with #4-A, but vertical sweeps.

STEP #5. Working in pairs, the kids try to decipher and quietly read aloud the printed sentences on the back sides of the cards, raising their hands if stuck. They don't answer the questions at this point. (PIC backs are slightly easier to read than PCCs due to the sentence pattern repetition.)

STEP #6. Using the reading sides of the cards, the kids question their partners, following the same alternating 2 sweep procedure as with the picture sides.

STEP #7. The kids give fuller responses than "Yes, I do," "No, I don't," etc. to 3 or more questions per card. E.g., "Yes, I like (fried) eggs." — "No, I hate carrots!" — "Yes, I can swim (the crawl)," etc. If they are able, reading sides should be used; If not, vertical sweeps with the picture sides.

Notes:

- As with PCCs, using class or individual progress charts will give the children an added sense of purpose and achievement, and also help the teacher to easily keep track of step positions and advancement.

- On each given PCC and PIC card, due to space limitations and the desirability of kid-friendly font size, not all of the pictured sentences on the front are printed on the back. Every sentence appears on the back of at least one card, but every card has a slightly different selection.



- To the right of the box pictures, the programmed question patterns are printed in English, Japanese, Spanish, Korean, and Chinese, for the benefit of native speakers of any of those languages who are learning English; or, conversely, these cards may be adapted for use in the teaching of other languages such as those.