

# LPA

Learning  
Progress  
Assessment

## Level 4

for instructors

Guide and  
Review &  
study advice

For  
internal  
use only

- Text in *red italics* provides examples of what you should say to your client.
- Criteria are shown in the **green** boxes.
- *Blue italicized* text under criteria shows examples of acceptable responses from the client that meet the criteria.



The client LPA sheet looks like this

### Level 5 Can-do statements:

These statements are also shown with examples in each section of the LPA

- 1 Can independently give brief instructions with more than one stage
- 2 Can independently tell very simple and brief stories, give descriptions, and explain simple procedures
- 3 Can use simple techniques to start, maintain, and end a conversation
- 4 Can understand and use a wide range of phrases of time and phrases of place when making an appointment or giving directions
- 5 Can check and confirm detailed information
- 6 Can use formulaic phrases suitable for non-standard "face-to-face" situations (using the phone, calling for waiters, greeting large groups, etc.)
- 7 Can make and respond to suggestions
- 8 Can keep a conversation going with some support and prompting
- 9 Can use a small range of everyday vocabulary for personally relevant topics
- 10 Can use vocabulary to express actions, feelings, and attitudes in a broad range of familiar situations
- 11 Can independently choose from and use a narrow range of basic ways to express statements, questions, commands, and offers
- 12 Can use polite, formulaic expressions appropriately

The Can-do statements to the left (and throughout this LPA) describe the level of ability your client should have to be level 5 and to move on to level 5 learning materials.

Although certain Can-do statements are listed in certain sections, if a client displays the relevant ability at any point in the LPA, you should mark the statement as met.

The client sheet divides the pictures into "Business" and "Conversation". This is only for guidance. Your client should choose whichever picture they prefer – if they want to, Business clients can choose non-business pictures, and vice versa.

Be sure that you provide your client with opportunities to meet each of the criteria.

Note that the examples may not match the particular image or role-play selected by / for your client. The examples are only provided to show possible statements by your client that would meet the criteria.

The Elicitation section questions are matched to the pictures. The questions in the Narrative and Role-play sections are also matched to the pictures. You should use the Elicitation questions that match the picture your client chose. You should usually also use the Narrative and Role-plays that match that picture. However, you can use a different Narrative or Role-play if it would be easier for your client or would suit them better.

### Part 1 Description

Direct your client to choose a picture they like, and ask them to describe it to you. Make a note of which picture they choose for later in the LPA. Note the criteria they meet.

*"Please describe this picture to me in detail."*

*"Who are they?"*

*"What are they doing?"*

*"What will happen next?"*

- Can independently tell very simple and brief stories, give descriptions, and explain simple procedures (2)  
*"He's just got out of the taxi. Now he's getting directions. He's going to a meeting."  
"They're looking for a shop. They need to use the map. They will walk to the shop."*
- Can use a small range of everyday vocabulary for personally relevant topics (9)  
*"He is fixing his car."  
"He is on a business trip. He is an accountant."*
- Can use vocabulary to express actions, feelings, and attitudes in a broad range of familiar situations (10)  
*"The girls look really happy."  
"They are annoyed."*

#### Business



#### Conversation



## Part 2 Elicitation

Ask your client what they think the people in the picture are saying.  
Use questions that match the image they chose. Note the criteria they meet.

*"What do you think they are saying?"*

*"What would you say if you were him / her?"*

*"What would you say if...?"*

- Can check and confirm detailed information (5)  
*"So that's across from the station?"*  
*"OK, go down the street and turn left? Got it."*
- Can independently choose from and use a narrow range of basic ways to express statements, questions, commands, and offers (11)  
*"Could you hand me that, please? / Give me that."*  
*"Let me show you. / I can show you."*
- Can use polite, formulaic expressions appropriately (12)  
*"It's good to meet you."*  
*"Excuse me, can you help me?"*

## Part 3 Narrative

Ask your client to give you the narrative that matches the image they chose.  
Note the criteria they meet.

### A, C & E:

*"Tell me about a friend, family member, or coworker of yours."*

*"Where did you see them last?"*

*"How do I get there?"*

*(Ask the client questions, and get them to clarify and rephrase their description.)*

*"How long have you known \_\_\_\_\_?"*

*"When did you meet him/her?"*

*"What does \_\_\_\_\_ look like?"*

*"Can you tell me more?"*

*"Do you like \_\_\_\_\_?"*

### B, D & F:

*"Tell me about a vacation or business trip you have been on."*

*"When was it?"*

*"Where was it? How do I get there?"*

*"How was the weather?"*

*"When did you go?"*

*"Was it expensive?"*

*"How was the accommodation?"*

*"Can you tell me more?"*

- Can use simple techniques to start, maintain, and end a conversation (3)  
*"I went to China last month. It was cool."*  
*"Have you ever been to China?"*  
*"It was nice talking to you. I'll see you later."*
- Can understand and use a wide range of phrases of time and phrases of place when making an appointment or giving directions (4)  
*"Take the train to Shinagawa. It's opposite the station."*  
*"I went to Korea last weekend."*
- Can keep a conversation going with some support and prompting (8)  
*Instructor: How long have you known him?*  
*Client: About 14 years. We met in university.*  
*We were on the baseball team.*  
*Instructor: Do you still play baseball?*  
*Client: Yes. But only sometimes.*

## Part 4 Role-play

Ask your client to do the role-play that corresponds to the picture they chose. Note the criteria they meet.  
The client plays Role A. You play Role B (note that the client copy only shows Role A).

### 1. A, D & E:

#### Role A (Client):

You are arranging a lunch for next week. Below is your schedule. Call your friend and decide on a kind of restaurant, day, time, and place to meet. Suggest going to a Thai restaurant for curry. You don't like Chinese food.

Mon	Tue	Wed	Thu	Fri	Sat	Sun

#### Role B (Instructor):

You are trying to make lunch plans for next week. You are available on Wednesday, Thursday, and Friday nights at 7:00pm. You like to eat everything except Thai curry. Explain that you need to check your calendar at home and that you would like your client to call you back later. (Prompt client to call you.)

### 2. B & C:

#### Role A (Client):

Your coworker just got back from vacation. Answer your phone, greet them, and answer their questions. Your coworker will ask about:

- Zita Project: may be finished on Friday (you need help with the final checks on it)
- Your manager would like to meet with your coworker on Friday; wants to talk about the contracts

#### Role B (Instructor):

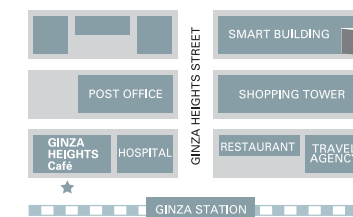
You just got back from a trip to Mexico, and you want to know what's been going on. Call your coworker to find out. Ask about:

the Zita Project / when it'll be finished / meeting with your manager

### 3. F:

#### Role A (Client):

You are meeting a friend for lunch. You are waiting near the Ginza Heights Café. Your friend is calling you. Answer your phone and help them find you.



#### Role B (Instructor):

You are on your way to Ginza, and are supposed to meet your friend for lunch at 1:00. Somehow you got lost and need help. Call your friend. You are standing at the entrance of the Smart Building.

- Can independently give brief instructions with more than one stage (1)  
*"Come out of the station and turn left."*  
*"Tell me when you're free, and what you like to eat."*
- Can use formulaic phrases suitable for non-standard "face-to-face" situations (using the phone, calling for waiters, greeting large groups, etc.) (6)  
*"Hello, is that Simon?"*  
*"Are you there?"*
- Can make and respond to suggestions (7)  
*"Do you want to go out Saturday?"*  
*"Sorry, I'm busy Friday."*

- Counselors should give review & study advice according to clients' interests, needs, weak areas, and based on instructor recommendations.
- Counselors should not give clients too many self-study suggestions – two or three points is best.

There are three sections below

- ▶ **Level 5 study advice**   ▶ **Level 4 study advice**   ▶ **Criteria and reference units**

### For clients remaining at Level 4

Clients should be given general advice (according to their needs) from the ▶ “Level 4 study advice” section and be encouraged to continue with Packs B and C from their current curriculum or move laterally to other materials at their current level.

### For clients moving to Level 5

Clients should be given study advice from the ▶ “Level 5 study advice” section. Clients moving to the next level should be advised to start with Pack A before proceeding to other materials at that level. They may also review units from the previous level if they feel they would benefit from these.

## ▶ Level 5 study advice

If your client is moving to Level 5, think about their interests, needs, and weak points, and make recommendations for future study according to their needs. For example, if your client is a businessperson who is uncomfortable in meetings, you might recommend Level 5 Business Advantage, and the Meetings and Socializing seminars.

### You can also advise your client to:

- do the Home Study materials before and after each lesson.
- watch “O Style English”, and focus on learning the functional phrases highlighted in each episode.
- read “oaba life” to learn natural phrases and improve their vocabulary.
- use myRead graded readers to improve their fluency, reading ability, vocabulary on topics relevant to them, and knowledge of natural phrases and collocations.
- take “Business English Pro” to improve their reading skills, vocabulary, and cultural knowledge.
- use “oaba e-write” to improve their writing ability.
- use “oaba e-read” to improve their vocabulary and reading skills.
- take the “oaba Socializing Seminar” to improve their abilities to make casual conversation, select appropriate words and phrases, and participate naturally in conversation and discussion.
- take the “oaba Meetings Seminar” to improve their abilities to express opinions, agree and disagree with others, and respond promptly and fluently in conversation and discussion.

## ▶ Level 4 study advice

Advise your client to review materials they already have and to take new lessons at Level 4 according to the information in the “Units to review & study” section overleaf.

### You can also advise your client to:

- re-do the Home Study materials for their Level 4 lessons.
- watch “O Style English”, and focus on learning new vocabulary and the functional phrases highlighted in each episode.
- use myRead graded readers to improve their fluency, reading ability, vocabulary on topics relevant to them, and knowledge of natural phrases and collocations.
- take “Business English Pro” to improve their reading skills, vocabulary, and cultural knowledge.
- use “oaba e-write” to improve their writing ability.
- use “oaba e-read” to improve their vocabulary and reading skills.
- take the “oaba Socializing Seminar” to improve their abilities to make casual conversation, select appropriate words and phrases, and participate naturally in conversation and discussion.
- take the “oaba Meetings Seminar” to improve their abilities to express opinions, agree and disagree with others, and respond promptly and fluently in conversation and discussion.

## ▶ Criteria & reference units

■ Snapshots New   ■ Business Advantage   ■ Travel   ■ Specialized Business: Meetings

- 1 Can independently give brief instructions with more than one stage  
**SSN 4** Units 9, 16, 25, 29, 36, 38  
**BA 4** Units 5, 18, 24, 25, 31, 35, 37  
**Travel 4** Units 4, 5
- 2 Can independently tell very simple and brief stories, give descriptions, and explain simple procedures  
**SSN 4** Units 1, 5, 6, 12, 14, 16, 19, 21, 26, 27, 33, 35, 36, 38  
**BA 4** Units 5, 8, 11, 12, 13, 18, 19, 21, 22, 23, 25, 28, 31, 35, 37, 38  
**Travel 4** Units 2, 4
- 3 Can use simple techniques to start, maintain, and end a conversation  
**SSN 4** Units 1, 2, 3, 4, 5, 11, 12, 13, 15, 17, 19, 21, 26, 27, 29, 32, 33, 35, 39  
**BA 4** Units 1, 3, 4, 7, 9, 11, 12, 13, 16, 19, 21, 26, 28, 31, 32, 35, 38, 39  
**Travel 4** Units 1, 2, 3, 4, 5  
**SB:M4** Units 1, 3, 4
- 4 Can understand and use a wide range of phrases of time and phrases of place when making an appointment or giving directions  
**SSN 4** Units 4, 9, 13, 24, 25, 32, 36, 38  
**BA 4** Units 4, 5, 6, 14, 16, 25, 26, 29, 31, 35, 37  
**Travel 4** Units 1, 2, 3
- 5 Can check and confirm detailed information  
**SSN 4** Units 9, 16, 17, 21, 24, 25, 32, 36, 38  
**BA 4** Units 5, 6, 18, 19, 23, 25, 29, 32, 33, 35, 37  
**Travel 4** Units 1, 4, 5  
**SB:M4** Unit 1
- 6 Can use formulaic phrases suitable for non-standard “face-to-face” situations (using the phone, calling for waiters, greeting large groups, etc.)  
**SSN 4** Units 8, 9, 18, 22, 24, 28, 32, 34, 37  
**BA 4** Units 6, 8, 9, 16, 19, 24, 26, 27, 32, 33, 36  
**SB:M4** Unit 1
- 7 Can make and respond to suggestions  
**SSN 4** Units 3, 4, 7, 9, 18, 21, 23, 28, 29, 31, 32, 33, 34  
**BA 4** Units 2, 6, 9, 21, 24, 25, 27, 32, 33, 38, 39  
**Travel 4** Units 1, 4, 5  
**SB:M4** Units 3, 5
- 8 Can keep a conversation going with some support and prompting  
**SSN 4** Units 1, 2, 4, 5, 6, 7, 12, 13, 17, 19, 21, 26, 27, 31, 33, 35, 39  
**BA 4** Units 1, 2, 3, 6, 8, 9, 11, 14, 15, 17, 21, 22, 23, 27, 28, 34, 38, 39  
**Travel 4** Units 1, 3, 4, 5  
**SB:M4** Units 1, 2, 3, 4
- 9 Can use a small range of everyday vocabulary for personally relevant topics  
**SSN 4** Units 3, 13, 15, 19, 21, 23, 29, 31, 32, 35, 39  
**BA 4** Units 2, 4, 6, 8, 11, 13, 15, 21, 23, 28, 31, 35, 36, 37, 39  
**Travel 4** Units 1, 2  
**SB:M4** Units 2, 3, 4
- 10 Can use vocabulary to express actions, feelings, and attitudes in a broad range of familiar situations  
**SSN 4** Units 4, 5, 6, 7, 12, 17, 18, 19, 21, 26, 29, 31, 33, 35, 39  
**BA 4** Units 2, 4, 7, 9, 11, 17, 21, 23, 28, 34, 36, 38  
**Travel 4** Units 1, 4
- 11 Can independently choose from and use a narrow range of basic ways to express statements, questions, commands, and offers  
**SSN 4** Units 2, 3, 7, 9, 11, 16, 18, 21, 25, 27, 28, 31, 32, 34, 35  
**BA 4** Units 2, 4, 5, 6, 7, 9, 14, 16, 19, 21, 22, 24, 29, 32, 34, 35, 36, 39  
**Travel 4** Units 1, 3, 4  
**SB:M4** Units 1, 2, 3, 4
- 12 Can use polite, formulaic expressions appropriately  
**SSN 4** Units 1, 2, 4, 8, 9, 11, 14, 18, 22, 23, 27, 28, 32, 34, 37, 39  
**BA 4** Units 1, 4, 6, 7, 14, 16, 19, 21, 24, 26, 29, 32, 34, 36, 39  
**Travel 4** Unit 1  
**SB:M4** Units 1, 4, 5