

LPA

Learning
Progress
Assessment

Level 5

for instructors

Guide and
Review &
study advice

For
internal
use only

Part 2 Elicitation

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

A, B & C:

"What do you think they are saying?"

"What would they say if they had a client with them?"

D & E:

"What do you think they are saying?"

"What would they say if they had a guest eating with them?"

F:

"What do you think they are saying?"

"What would they say if there were more people there?"

- Can select phrases and words appropriate to the situation, listener, and relationship (3)

"Excuse me, may I ask a question?" (to a stranger)
"Hang on a second" (to a friend)
"Yes sir" (to your boss) vs.
"Yeah, OK." (to colleagues)

- Can use non-formulaic phrasing in familiar situations (4)

"Are you up for a drink?" / "I don't feel like it. Maybe tomorrow."
"The train is late. I hope we don't miss the meeting."

- Can express feelings and attitudes in more than one way (5)

"I'm not sure about that. / I'm a little nervous about that."
"This is a great party! / I'm enjoying this."

Part 3 Narrative

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

A, B & C:

"Tell me a short story about something that happened at work. It can be about a problem, or about a project you worked on, or just be an interesting story that you know, or a story that someone else told you."

D, E & F:

"Tell me a short story about something that you or a friend has done recently. It can just be an interesting story that you know or a story that someone else told you."

- Can participate in casual conversation about familiar topics with familiar people (1)

"I had a great time, we went to this club we go to a lot and..."
"My job can be pretty challenging, I get a lot of complaint phone calls and have to respond to them."

- Can independently tell short stories (2)

"Yesterday when I was on the train this woman spilled her coffee and..."
"I've been into karate since I was little. I got my brown belt when I was 17..."

- Can use short, basic phrases of time and place when describing events (10)

"My boss called me Saturday morning, but it was really early so I was still asleep."
"I had a meeting early Tuesday morning."

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, B & C:

Role A (Client):

A new manager has transferred to your company from overseas. They have never worked in Japan before. Tell them about customs and etiquette in Japan and answer any questions they have.

Role B (Instructor):

You have just transferred to Japan. It's your first time to live there and you are concerned you don't know Japanese etiquette. Give clear guidance / information to your new colleague about what you want to know – don't ask questions which are too open. Ask the following questions, or similar ones: "Is there is anything special I should do when meeting a client for the first time?", "What are the rules when eating with clients or officials from your company?", "Is there anything I should or shouldn't do on a train?"

2. D:

Role A (Client):

You are in a souvenir shop in London. You are looking for a gift for your mother / father and maybe a souvenir for yourself. Ask the salesperson to help you.



Role B (Instructor):

You are a salesperson in a souvenir shop. Help this customer, but remember that you haven't been able to hit your sales targets for the past couple months. See what this customer thinks about a variety of items. Try to sell as much as you can. Once they've chosen what to buy, ask them to pay, sign credit card slips, show ID, etc.

3. E & F:

Role A (Client):

You are having a big party this evening. Think of a type of food you like. Call a restaurant to order takeout for twenty people, to be delivered this evening at 8pm.

Role B (Instructor):

You work for a takeout restaurant. Take your customer's order, and offer them various side dishes and options. After they have ordered everything they want, tell them that you can't find their information in the computer, and ask for directions for the delivery person.

- Can independently explain procedures and how to do things (6)

"Before you sit down, you need to bow and give them your business card."
"Go over the bridge and past the cabin, it's the house on the right."

- Can indicate, in simple ways, degrees of certainty and obligation (9)

"You have to take your shoes off inside."
"You should probably wear matching socks."

- Can identify key language in instructions and follow them, even if they don't hear or understand every word (12)

Instructor: I'll need you to show me some kind of ID.
Instructor: Can I interest you in any side orders? Fries? Drinks?

- 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 6 study advice** ▶ **Level 5 study advice** ▶ **Criteria & reference units**

For clients remaining at Level 5

Clients should be given general advice (according to their needs) from the ▶ “Level 5 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 6

Clients should be given study advice from the ▶ “Level 6 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 6 study advice

If your client is moving to Level 6, 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 has difficulty expressing their opinion and speaking in natural-length sentences, you might recommend Level 6 Discussion and Specialized Business: Meetings.

You can also advise your client to:

- do the Home Study materials before and after each lesson.
- read news websites such as the BBC and CNN for gist (advise your client not to worry about details or difficult vocabulary).
- 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 5 study advice

Advise your client to review materials they already have and to take new lessons at Level 5 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 5 lessons.
- 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.

▶ Criteria & reference units

■ Snapshots New ■ Business Advantage ■ Specialized Business: Meetings

- Can participate in casual conversation about familiar topics with familiar people
 - SSN 5 Units 2, 3, 5, 6, 9, 13, 15, 17, 19, 22, 26, 27, 31, 34, 35, 38
 - BA 5 Units 4, 6, 8, 15, 16, 18, 25, 26, 28, 29, 32, 33, 34, 36, 39
- Can independently tell short stories
 - SSN 5 Units 2, 7, 11, 17, 19, 22, 23, 27, 29, 33, 35, 37, 39
 - BA 5 Units 4, 5, 16, 19, 25, 27, 28, 29, 33, 36, 39
- Can select phrases and words appropriate to the situation, listener, and relationship
 - SSN 5 Units 1, 8, 12, 18, 22, 23, 25, 28, 29, 32, 34, 36, 38
 - BA 5 Units 1, 3, 6, 9, 11, 15, 22, 23, 26, 27, 32, 34, 36, 37
 - SB:M5 Unit 4
- Can use non-formulaic phrasing in familiar situations
 - SSN 5 Units 1, 3, 5, 8, 11, 13, 15, 19, 21, 24, 25, 31, 32, 35, 36
 - BA 5 Units 1, 2, 3, 5, 7, 8, 13, 19, 23, 26, 29, 31, 33, 34, 39
 - SB:M5 Units 2, 3, 4, 5
- Can express feelings and attitudes in more than one way
 - SSN 5 Units 3, 5, 6, 9, 13, 24, 26, 27, 31, 34, 35, 36
 - BA 5 Units 3, 6, 15, 17, 22, 24, 25, 27, 31, 34, 35, 37
- Can independently explain procedures and how to do things
 - SSN 5 Units 4, 8, 14, 19, 23, 25, 28, 33, 36, 39
 - BA 5 Unit 15, 17, 18, 22, 23, 27, 28, 32, 34, 36, 37
 - SB:M5 Unit 2, 4, 5
- Can speak in natural-length sentences
 - SSN 5 Units 2, 5, 6, 13, 17, 19, 21, 24, 26, 27, 34, 35, 38, 39
 - BA 5 Units 3, 4, 9, 14, 15, 19, 22, 25, 27, 28, 35, 36, 39
 - SB:M5 Units 3, 5
- Can pronounce things clearly enough to be understood on familiar topics
 - SSN 5 Units 7, 9, 15, 18, 19, 21, 26, 29, 31, 33, 34, 36
 - BA 5 Units 3, 4, 9, 14, 15, 19, 22, 25, 27, 28, 31, 36, 37, 39
 - SB:M5 Units 3, 5
- Can indicate, in simple ways, degrees of certainty and obligation
 - SSN 5 Units 7, 9, 15, 18, 19, 21, 25, 26, 29, 33, 35, 36, 39
 - BA 5 Units 4, 5, 13, 14, 15, 18, 22, 25, 28, 29, 31, 32, 34, 37
 - SB:M5 Units 3, 5
- Can use short, basic phrases of time and place when describing events
 - SSN 5 Units 2, 11, 15, 17, 18, 21, 24, 28, 29, 35, 37, 38, 39
 - BA 5 Units 13, 14, 17, 19, 22, 25, 27, 33, 35, 39
- Can use appropriate intonation and rhythm patterns when making basic statements, questions, and offers
 - SSN 5 Units 1, 3, 5, 7, 9, 11, 13, 16, 22, 25, 26, 29, 32, 36, 38, 39
 - BA 5 Units 1, 2, 4, 5, 6, 9, 13, 14, 16, 18, 23, 24, 27, 29, 32, 34, 38
 - SB:M5 Units 2, 3, 4, 5
- Can identify key language in instructions and follow them, even if they don't hear or understand every word
 - SSN 5 Units 5, 6, 12, 14, 18, 23, 25, 28, 32, 33, 36
 - BA 5 Units 4, 6, 8, 16, 18, 21, 23, 24, 29, 32, 36, 38
 - SB:M5 Units 2, 4, 5