

LPA

Learning
Progress
Assessment

Level 6

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 7 Can-do statements:

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

- 1 Can understand and correctly use some vocabulary from beyond personal and workplace experiences
- 2 Can make appropriate language choices for different situations
- 3 Can resolve miscommunications on concrete topics
- 4 Can make brief, reasoned arguments
- 5 Can express feelings and attitudes in a variety of different ways
- 6 Can perform basic linguistic tasks such as asking questions, making offers, and giving commands using a variety of different language
- 7 Can converse confidently, accurately, and effectively on everyday and familiar topics
- 8 Can recognize and use multiple meanings of common words
- 9 Can use some colloquial expressions and casual language
- 10 Can handle everyday matters naturally, without reliance on stock phrases
- 11 Can express different degrees of certainty and obligation
- 12 Can independently tell stories with a storyline

The Can-do statements to the left (and throughout this LPA) describe the level of ability your client should have to be level 7 and to move on to level 7 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.

"Describe this picture in detail."

"Where are they?"

"Who are they?"

"What are they doing?"

"Why are they there?"

- Can understand and correctly use some vocabulary from beyond personal and workplace experiences (1)
*"The woman is a nurse or junior doctor."
"She is working in her garden. She is... trimming?... the grass."*
- Can converse confidently, accurately, and effectively on everyday and familiar topics (7)
*"They're playing soccer. They have a goal, so they must play a lot."
"They're all looking at one laptop, and they have some files. One of them must be explaining something to the other two."*
- Can express different degrees of certainty and obligation (11)
*"They're probably doctors. They're most likely scientists."
"She is required to report to work early."*

Business



Conversation



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.

"Where are they?"

"Who are they?"

"What are they doing?"

"Why are they there?"

"What do you think they are saying?"

"What would he/she say if..."

- Can make appropriate language choices for different situations (2)
*"Good afternoon. / Hi. / Yo."
"Would you mind lending me your laptop? /
Can I borrow that p.c.? / Let me see that computer."*
- Can perform basic linguistic tasks such as asking questions, making offers, and giving commands using a variety of different language (6)
*"Can you pass me that report please? / Give me that report. / Hand over the report."
"I need you to finish the report by Friday."
"So you're saying we should...?"*
- Can handle everyday matters naturally, without reliance on stock phrases (10)
*"Oh hi, good to see you. What's up?"
"Can you print it out and – actually, just email it to me. Thanks."*

Part 3 Narrative

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

A & C:

"Think of an interesting project that you've worked on. Tell your instructor about what you did. Why was it interesting?"

(If your client can't think of anything, they can make a story up or tell you about some recent news in their life.)

B:

"Think about a difficult problem you've had with a coworker. Tell me about what you did. Were you able to solve the problem?"

"How do you act toward your coworker now?"

(If your client can't think of anything, they can make a story up or tell you about some recent news in their life.)

D, E & F:

"Can you think of a strange, unusual, or interesting situation you've been in? Please tell me a story about that."

(If your client can't think of anything, they can make a story up or tell you about some recent news in their life.)

- Can express feelings and attitudes in a variety of different ways (5)
*"I wasn't very happy about it. I mean, I was really angry."
"It was so dull! / It was a little boring. /
It was OK, I guess. / It wasn't really my thing."*
- Can use some colloquial expressions and casual language (9)
*"I didn't know what was up with him."
"That about did it."*
- Can independently tell stories with a storyline (12)
*Tells stories in a good order, keeping details for appropriate times, even if they happened earlier chronologically: "So it turned out that when he'd said 'by the park', he actually meant..."
"I've had a headache since Friday. I went out drinking then."
"Last weekend I went out with Reiko and..."*

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):

Your boss wants you to work on something that you don't think you can do.
Tell your coworker what you think the problems will be.

Role B (Instructor):

Your coworker is telling you why they think they can't complete their project. Listen to their reasons, then try to convince them that everything will be alright.

2. D & F:

Role A (Client):

You are planning an end-of-year party for you and five of your friends. You are all busy people, so you plan to just make a reservation at a restaurant and have a dinner party. But one of your less sensible friends has other ideas. Listen to their ideas and respond.

Role B (Instructor):

You are the crazy one in this circle of friends. You'd like to do something really extravagant and exciting... and very impractical.
e.g. Suggest that all six of you fly to Mexico City for the holidays, or that you all go on a five-day hike in Hokkaido.

Note Your client might initially agree with your suggestions. That's OK – just keep adding more ridiculous things to your plan until they find something to give a strong opinion about.

3. E:

Role A (Client):

Your friend is visiting from Australia. You are feeling really tired and want to go to bed. Your friend, however, really wants to go out. You don't think you'll have fun, and would rather do it next weekend. Try to convince your friend to go out next weekend.

Role B (Instructor):

You are visiting a friend in Japan and really want to go clubbing, but your friend doesn't want to. Next weekend you're planning on going to Izu, so you don't know if you'll have another opportunity. You're also bored and want to do something since it's a Friday night. Try to convince your friend to go out with you.

- Can resolve miscommunication on concrete topics (3)
*"I said Hokkaido is a better place for hiking. I mean if you want to hike, we should go there."
"Are you talking about desktop computers or laptops?"*
- Can make brief, reasoned arguments (4)
*"Five days is a long time. Everyone is busy. We should plan something shorter."
"I want to enjoy it if we go out. I need to sleep now. Let's go out another time."*
- Can recognize and use multiple meanings of common words (8)
Uses words in uncommon ways that indicate they understand multiple meanings: "She's very plain. / I felt let down. / It was crazy at work. / He's completely nuts."

- Counselors should give review and 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 7 study advice** ▶ **Level 6 study advice** ▶ **Criteria & reference units**

For clients remaining at Level 6

Clients should be given general advice (according to their needs) from the ▶ “Level 6 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 7

Clients should be given study advice from the ▶ “Level 7 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 7 study advice

If your client is moving to Level 7, 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 7 Discussion and Specialized Business: Meetings.

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 news websites such as the BBC and CNN for gist (advise your client not to worry about details or difficult vocabulary).
- use myRead graded readers to improve their fluency, reading ability, vocabulary on topics relevant to them, and knowledge of natural phrases and collocations.
- read “oaba Life” to learn vocabulary and cultural information.
- 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 Presentations Seminar” to build confidence, improve speaking skills, and improve fluency and natural delivery.

▶ Level 6 study advice

Advise your client to review materials they already have and to take new lessons at Level 6 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 6 lessons.
- 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.

▶ Criteria & reference units

■ Snapshots New ■ Business Advantage ■ Discussion ■ Specialized Business: Meetings / Presenting

- 1 Can understand and correctly use some vocabulary from beyond personal and workplace experiences
SSN 6 Units 2, 6, 11, 18, 25, 26, 28, 29, 33, 34, 37, 39
BA 6 Units 9, 11, 12, 15, 23, 26, 28, 29, 33, 34, 35, 36
DIS 6 Units 1, 2, 7, 8, 10
SB:M6 Unit 2
- 2 Can make appropriate language choices for different situations
SSN 6 Units 2, 3, 8, 11, 21, 23, 25, 28, 32, 35, 36, 38
BA 6 Units 1, 3, 12, 16, 24, 26, 27, 32, 33, 36, 38, 39
DIS 6 Units 6, 8
SB:M6 Units 3, 5
- 3 Can resolve miscommunications on concrete topics
SSN 6 Units 12, 15, 17, 21, 23, 28, 29, 33, 36, 37
BA 6 Units 7, 9, 12, 21, 22, 23, 26, 35, 36, 38
SB:M6 Units 1, 2
- 4 Can make brief, reasoned arguments
SSN 6 Units 2, 6, 8, 14, 18, 21, 25, 28, 35, 37, 38
BA 6 Units 2, 6, 11, 13, 16, 24, 25, 29, 32, 35, 39
DIS 6 All units
SB:M6 Units 4, 5
SB:P6 Unit 4
- 5 Can express feelings and attitudes in a variety of different ways
SSN 6 Units 2, 3, 6, 18, 21, 25, 27, 28, 31, 35, 37
BA 6 Units 3, 7, 12, 15, 16, 19, 24, 27, 28, 34, 38, 39
SB:M6 Units 1, 2, 4
SB:P6 Units 3, 4
- 6 Can perform basic linguistic tasks such as asking questions, making offers, and giving commands using a variety of different language
SSN 6 Units 8, 14, 15, 19, 21, 24, 27, 31, 35, 38
BA 6 Units 1, 3, 6, 7, 9, 12, 18, 21, 25, 27, 33, 35
- 7 Can converse confidently, accurately, and effectively on everyday and familiar topics
SSN 6 Units 2, 3, 11, 14, 18, 21, 22, 25, 27, 28, 31, 36, 39
BA 6 Units 1, 4, 5, 14, 19, 22, 24, 27, 28, 31, 33, 34, 38
DIS 6 Units 2, 5, 6, 9, 10
- 8 Can recognize and use multiple meanings of common words
SSN 6 Dialogues focusing on vocabulary in context
BA 6 Dialogues focusing on vocabulary in context
DIS 6 Series 6 with special focus on article
- 9 Can use some colloquial expressions and casual language
SSN 6 Units 3, 5, 6, 14, 17, 21, 24, 25, 27, 28, 31, 33, 34, 36
BA 6 Units 1, 5, 7, 16, 23, 27, 28, 32, 33, 35, 36
SB:M6 Unit 2
- 10 Can handle everyday matters naturally, without reliance on stock phrases
SSN 6 Units 1, 11, 16, 19, 21, 26, 27, 33, 34, 39
BA 6 Units 1, 9, 12, 14, 23, 27, 28, 31, 33, 36, 38
DIS 6 All units
- 11 Can express different degrees of certainty and obligation
SSN 6 Units 1, 5, 6, 14, 15, 18, 21, 25, 28, 31, 34, 35, 36
BA 6 Units 2, 6, 8, 16, 24, 25, 27, 29, 31, 34, 37, 39
DIS 6 Units 6, 9, 10
SB:M6 Units 1, 2, 3
- 12 Can independently tell stories with a storyline
SSN 6 Units 9, 13, 16, 26, 28, 29, 34, 37, 39
BA 6 Units 1, 6, 15, 16, 25, 28, 29, 33, 36, 39
DIS 6 All units
SB:M6 Units 1, 3, 5