

# LPA

Learning  
Progress  
Assessment

Level 7

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 8 Can-do statements:

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

- 1 Can naturally and spontaneously make long statements and ask questions
- 2 Can pronounce most words accurately, stressing appropriate syllables
- 3 Can discuss unfamiliar topics
- 4 Can recount, summarize, or paraphrase in multiple ways
- 5 Can participate effectively in casual conversation on any common topic
- 6 Can use variation in intonation, volume, pacing, and emphasis to change meaning
- 7 Can use some common colloquialisms and idioms
- 8 Can identify key vocabulary in unfamiliar situations and is able to construct a simple summary of what they hear
- 9 Can choose appropriate vocabulary for the relationship to listeners
- 10 Can explain what they mean when the word they want escapes them
- 11 Can express ideas and opinions with precision and present complex lines of argument
- 12 Can easily clarify and resolve confusion when listeners are confused by word choices

The Can-do statements to the left (and throughout this LPA) describe the level of ability your client should have to be level 8 and to move on to level 8 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 image in detail."*

*"What's going on in this picture?"*

*"Who are they?"*

*"Where are they?"*

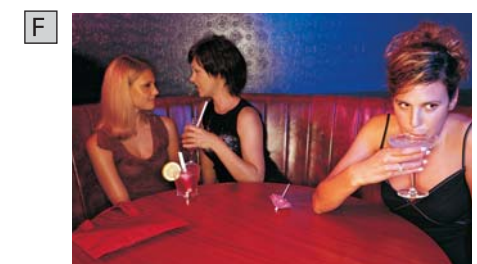
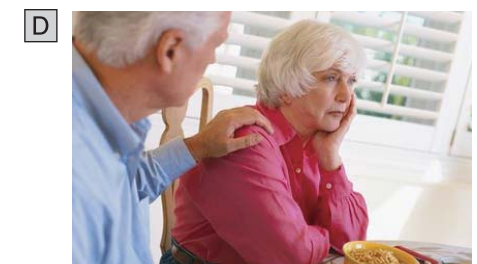
*"How do you think this person feels? Why?"*

- Can naturally and spontaneously make long statements and ask questions (1)  
*"So I guess it's some kind of meeting... a bit of a strange meeting, perhaps. I'd say they're a design team, or maybe magazine journalists – they're dressed pretty casually, but it's definitely some kind of business or planning meeting."  
"Hey, would you mind taking a quick look at these engineering reports? Any time today is OK."*
- Can pronounce most words accurately, stressing appropriate syllables (2)  
*Does not use katakana pronunciation or intonation, even for words which are similar in Japanese ("Banana"). Pronounces "PROgress" and "ProGRESS" appropriately according to whether it is a noun or verb.*
- Can discuss unfamiliar topics (3)  
*Might need some things explained to them when talking about a subject they do not regularly deal with, but can grasp new vocabulary quickly and participate in the discussion: "I guess they're talking about some problem with their server. They're probably computer engineers or something".*

### 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.

*“What do you think this person [point] might be saying?”*

*“How about this person?”*

*“What do you think this person is thinking?”*

*“What do you think will happen next?”*

*“What would you say if you were one of the people?”*

- Can participate effectively in casual conversation on any common topic (5)

*Can follow what native speakers are saying at natural speed when talking about everyday subjects (Instructor: “So how about this guy?”)  
Can respond promptly to questions asked and offer statements of their own, meaningfully contributing to the conversation: “I like it there too, but didn’t the heat bother you?”*

- Can use some common colloquialisms and idioms (7)

*“It’s not really my cup of tea.”  
“It totally rocks!”*

- Can explain what they mean when the word they want escapes them (10)

*“The woman looks de... depar... hmm. She looks very sad. Extremely sad.”  
“There’s a problem with the... uh... data server.”*

## Part 3 Narrative

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

**A:**  
*“Think of a business situation where you had to work closely with someone you’ve never worked with before. What did you do to make working with them easier?”*

**B & C:**  
*“Think of a situation in your job where you had to deal with something that was unfamiliar to you. Tell me about it.”*

**D, E & F:**  
*“Think of a strange, unusual, or interesting situation you have been in. Tell me about it.”*

- Can recount, summarize, or paraphrase in multiple ways (4)

*Can tell a story about extended events in a concise way, and can summarize it in a single sentence if need be.  
Can summarize for someone who is familiar with similar situations: “He had just joined the company – it was his first job. You know, very nervous, still dressed like he was going to an interview.”*

- Can express ideas and opinions with precision and present complex lines of argument (11)

*“I thought we should... because...”  
“Let me rephrase that, what I meant was...”  
“I wasn’t crazy about that idea because...”*

- Can easily clarify and resolve confusion when listeners are confused by word choices (12)

*“A tap? You know, a faucet? Right, so...”  
“Sorry, when I said ‘challenge’, I meant ‘try hard’.”*

## Part 4 Role-play

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

### 1. A:

#### Role A (Client):

**Part 1:** You have just met a possible client at a conference. Find out what you can about them, such as what they do at their company, where they’re from, etc. Make sure you get their contact information.

**Part 2:** A few days have passed since the conference. Call the person you met and invite them to your office for a presentation about your company.

#### Role B (Instructor):

**Part 1:** You are a distributor for a plastics manufacturer. Your company makes everything from computer parts to office furniture. You met someone at the conference who might be interested in your products.

**Part 2:** A few days later you get a phone call from a number you don’t recognize. You met a lot of people at the conference. Find out who they are before committing to a meeting.

### 2. B & C:

#### Role A (Client):

**Part 1:** You work for a German car manufacturer and are on a business trip in New York with a coworker. Your manager just called and has an important message for you. Answer your phone. Your coworker is still in the meeting.

**Part 2:** Now your coworker has finished their meeting. Tell them about the phone call from your manager.

#### Role B (Instructor):

**Part 1:** You are the manager of a German car manufacturer. Two of your staff are on a business trip. Tell them that there will be a two month delay in production because you can’t get the parts from China in time.

#### Role C (Instructor):

**Part 2:** You work for a German car manufacturer and are on a business trip in New York with a coworker. You just got out of your meeting and have completed negotiations with your partners in New York. They need their cars by the end of the month. Find out what your coworker’s phone call was about.

### 3. D, E & F:

#### Role A (Client):

**Part 1:** You and a friend are on vacation in Mexico. Your friend got sick, so you are out shopping for your friend. They asked you to find an authentic sombrero, but you’re not sure what they look like. Call your friend at the hotel and ask for more details.

**Part 2:** Talk with a shopkeeper about the hat you are looking for.

#### Role B (Instructor):

**Part 1:** You are on vacation with a friend in Mexico and got sick. You really wanted to get an authentic sombrero, but now you can’t go shopping for one, so your friend is out shopping for you. Now the phone is ringing. Answer the phone.

#### Role C (Instructor):

**Part 2:** You are a shopkeeper of a souvenir shop. A tourist has just come in. Ask if they need any help.

- Can use variation in intonation, volume, pacing, and emphasis to change meaning (6)

*Can indicate how urgent something is by how much they stress words in “We need it next month.”  
Can use intonation to make “Really?” indicate interest, surprise, or disbelief.*

- Can identify key vocabulary in unfamiliar situations and is able to construct a simple summary of what they hear (8)

*“He said something about shipping problems. I didn’t understand the details, but basically there’ll be a two month delay.”  
“He wants a sombrero – I think it’s a kind of big Mexican hat?”*

- Can choose appropriate vocabulary for the relationship to listeners (9)

*“This sucks. / This is terrible. / This might be difficult to deal with.”*

- 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 8 study advice**    ► **Level 7 study advice**    ► **Criteria & reference units**

### For clients remaining at Level 7

Clients should be given general advice (according to their needs) from the ► “Level 7 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 8

Clients should be given study advice from the ► “Level 8 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 8 study advice

If your client is moving to Level 8, 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 often has to take part in high-level meetings in English, you might recommend Level 8 Discussion, Specialized Business: Meetings, and Specialized Business: Negotiating.

### You can also advise your client to:

- do the Home Study materials before and after each lesson.
- read news websites such as Reuters and the BBC for vocabulary.
- watch “O Style English”, and focus on intonation and on learning situationally appropriate language.
- watch “everyday life” TV shows such as sitcoms or family / office dramas to learn phrases and appropriacy.
- read “oaba Life” to learn vocabulary and cultural information.
- 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.
- take the “oaba Presentations Seminar” to build confidence, improve speaking skills, and improve fluency and natural delivery.

## ► Level 7 study advice

Advise your client to review materials they already have and to take new lessons at Level 7 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 7 lessons.
- 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).
- read “oaba Life” to learn vocabulary and cultural information.
- 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 Presentations Seminar” to build confidence, improve speaking skills, and improve fluency and natural delivery.

## ► Criteria & reference units

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

- Can naturally and spontaneously make long statements and ask questions
  - SSN 7 Units 1, 2, 5, 8, 12, 14, 19, 21, 22, 23, 24, 25, 33, 38, 39
  - BA 7 Units 2, 3, 7, 12, 13, 14, 19, 21, 22, 28, 29, 35, 36, 37, 38
  - DIS 7 All units
- Can pronounce most words accurately, stressing appropriate syllables
  - Review any SSN 7 Units that were difficult with emphasis on pronunciation
  - Review any BA 7 Units that were difficult with emphasis on pronunciation
  - DIS 7 All units
  - SB:P7 Emphasis on pronunciation / delivery
- Can discuss unfamiliar topics
  - SSN 7 Units 8, 14, 16, 22, 25, 26, 37, 38, 39
  - BA 7 Units 1, 5, 11, 23, 24, 27, 28, 33, 37, 39
  - DIS 7 All units
- Can recount, summarize, or paraphrase in multiple ways
  - SSN 7 Units 2, 4, 14, 16, 22, 25, 26, 32, 33, 38
  - BA 7 Units 1, 2, 4, 5, 7, 11, 25, 27, 28, 34, 37, 39
  - DIS 7 Units 3, 4, 8
  - SB:M7 Units 1, 4
  - SB:P7 Unit 3
- Can participate effectively in casual conversation on any common topic
  - SSN 7 Units 1, 5, 6, 12, 19, 21, 24, 27, 29, 31, 32, 33
  - BA 7 Units 1, 2, 5, 11, 13, 15, 19, 24, 27, 28, 32, 33, 34, 39
  - DIS 7 All units
- Can use variation in intonation, volume, pacing, and emphasis to change meaning
  - SSN 7 Units 6, 7, 9, 12, 13, 15, 17, 23, 24, 26, 28, 31, 34, 36, 37
  - BA 7 Units 1, 4, 9, 11, 13, 16, 18, 22, 23, 24, 26, 29, 33, 34, 37
  - SB:M7 Unit 5
  - SB:P7 Units 2, 3, 5
  - SB:N7 Units 1, 5
- Can use some common colloquialisms and idioms
  - SSN 7 Units 2, 7, 14, 15, 22, 24, 26, 29, 32, 36, 38
  - BA 7 Units 4, 6, 11, 18, 22, 27, 28, 33, 36, 37
  - DIS 7 Unit 9
  - SB:M7 Units 1, 2
  - SB:N7 Units 1, 4
- Can identify key vocabulary in unfamiliar situations and is able to construct a simple summary of what they hear
  - SSN 7 Units 2, 12, 14, 23, 25, 26, 32, 37, 38
  - BA 7 Unit 4, 7, 11, 25, 26, 27, 28, 33, 34, 39
  - DIS 7 Units 3, 4, 8
  - SB:M7 Units 1, 4
  - SB:P7 Units 2, 3
- Can choose appropriate vocabulary for the relationship to listeners
  - SSN 7 Units 3, 7, 8, 11, 13, 14, 24, 27, 28, 32, 35, 38
  - BA 7 Units 6, 9, 15, 16, 22, 24, 26, 27, 29, 33, 35, 36, 37
  - DIS 7 Units 3, 5
  - SB:N7 Units 2, 4
- Can explain what they mean when the word they want escapes them
  - SSN 7 Units 4, 14, 16, 22, 25, 26, 27, 31, 32, 38
  - BA 7 Units 2, 5, 6, 22, 25, 27, 28, 29, 32, 33, 34, 39
  - SB:M7 Unit 1
  - SB:P7 Unit 3
- Can express ideas and opinions with precision and present complex lines of argument
  - SSN 7 Units 7, 13, 14, 23, 24, 25, 32, 35, 38
  - BA 7 Units 4, 11, 13, 17, 22, 23, 24, 25, 34, 35, 37, 39
  - DIS 7 All units
  - SB:M7 Unit 3
  - SB:P7 Unit 3
- Can easily clarify and resolve confusion when listeners are confused by word choices
  - SSN 7 Units 2, 4, 14, 16, 22, 24, 26, 28, 31, 32, 38
  - BA 7 Units 2, 5, 6, 12, 22, 25, 27, 28, 32, 33, 34, 37, 39
  - DIS 7 All units
  - SB:M7 Unit 1
  - SB:P7 Unit 3