

# LPA

Learning  
Progress  
Assessment

## Level 8

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

The Can-do statements to the left (and throughout this LPA) describe the level of ability your client should have to be level 9 and to move on to level 9 learning materials.

Although the 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.

## Level 9 Can-do statements:

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

- 1 Can communicate meanings with precision, accuracy, and confidence
- 2 Can participate with confidence in casual conversation in almost all situations
- 3 Can describe concepts in generalized or abstract ways and discuss abstract topics
- 4 Can talk about almost anything using a consistent level of technical vocabulary
- 5 Can explain (personally relevant) complex concepts and topics
- 6 Can use accurate and appropriate variation in intonation, volume, pacing, and emphasis to vary meaning
- 7 Can use a range of common colloquialisms, idioms, and isolated examples of euphemisms
- 8 Can use appropriate synonyms to convey the meaning of vocabulary they can't remember or specialized technical vocabulary they don't know
- 9 Can understand and use a variety of language meanings beyond the literal level
- 10 Can make appropriate language choices according to context
- 11 Can maintain language appropriate for the relationship between themselves and the person being spoken to
- 12 Can understand and respond to almost everything said

## 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 image?"*

*"How do you think they feel? Why?"*

- Can communicate meanings with precision, accuracy, and confidence (1)  
*"I suspect from the man at the back's body language that he's actually the one with the real power here. If he wasn't important, he probably couldn't get away with acting like that, and he seems more disinterested in their argument than just avoiding it."*
- Can participate with confidence in casual conversation in almost all situations (2)  
*Can initiate and respond to questions from strangers without struggling for language or visibly worrying: "I don't know much about art, but it looks like..."*
- Can use appropriate synonyms to convey the meaning of vocabulary they can't remember or specialized technical vocabulary they don't know (8)  
*"It's... you know, the, um, valve for water? In the kitchen." (forgotten "faucet / tap")  
"He looks f... uh... he's very angry. Extremely angry." (forgotten "furious")*

### 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.

### All images:

*"What do you think the people in this picture are saying?"*

*"How do you think the conversation will continue?"*

*"What would you say if you were one of the people in this picture?"*

### A:

*"How would this conversation be different if the man with the paper was explaining his opinion to their CEO?"*

### B:

*"How would this conversation be different if the people were explaining their opinions to their CEO?"*

### C:

*"How would this conversation be different if the woman were listening to the opinions of her CEO?"*

### D:

*"How would this conversation be different if the couple were talking to the artist who created the paintings?"*

### E:

*"How would this conversation be different if the couple were talking to a local who worked in this area?"*

### F:

*"How would this conversation be different if the man was addressing a group of other teachers?"*

<input type="checkbox"/>	Can use accurate and appropriate variation in intonation, volume, pacing, and emphasis to vary meaning (6)	<i>Indicates enthusiasm or sarcasm by intonation: "This is great". Able to convey emotion and opinion purely by intonation: "That's interesting". Can make an apology more or less sincere by their intonation: "I'm really sorry" versus "I'm really sorry".</i>
<input type="checkbox"/>	Can make appropriate language choices according to context (10)	<i>Customizes language for listener, for example: "That's an ugly picture" to a friend, or "It was interesting" to someone they don't know as well.</i>
<input type="checkbox"/>	Can understand and respond to almost everything said (12)	<i>May sometimes ask for clarification: "What do you mean by that?" but only to make meaning clear, not because of linguistic difficulties.</i>

## 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:

*"What do you think is an important issue in your profession these days? What's your opinion on the subject? Can you tell me more about what you think?"*

Politely disagree with your client on some key points. If they can't think of any business issues, try looking at the BBC or Reuters websites.

### D, E & F:

*"What do you think is an important issue these days? Political? Environmental? Financial? Can you think of one? What's your opinion on the subject? Can you tell me more about what you think?"*

Politely disagree with your client on some key points. If they can't think of any current events, try looking at the BBC or Reuters websites.

<input type="checkbox"/>	Can describe concepts in generalized or abstract ways and discuss abstract topics (3)	<i>Is able to take part in discussions of political or ethical topics without depending entirely on concrete examples: "Social programs are just too costly. How much do we spend on education anyway? And where has that gotten us?" Can describe theoretical business or marketing models and how they could be applied to their own company: "Muted lighting is better in shops because it puts people at ease." Can discuss things hypothetically: "If a shark and a bear got into a fight, the shark would definitely win" / "If we invest in expanding we could increase our market share".</i>
<input type="checkbox"/>	Can talk about almost anything using a consistent level of technical vocabulary (4)	<i>When talking about a subject they are familiar with, never pauses and struggles to find the word they want: "There was a shipping delay because of the hurricane, so we couldn't get it out in time". When talking about unfamiliar complex subjects, may need time to think of the vocabulary they want or have to describe things rather than name them, but never has to stop speaking suddenly because they don't know the word for what they mean: "I was in Tucson and they gave me one of those... like a burrito... you know, an enchilada? Yeah, I didn't like it much".</i>
<input type="checkbox"/>	Can explain (personally relevant) complex concepts and topics (5)	<i>"I was completely devastated when he didn't call" (versus "I was sad when...") Can use the same level of technical or specialist vocabulary as a native speaker with similar interests: "The suspension in my car was shot" / "I had a respiratory infection - I couldn't breathe well".</i>

## 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):

While you're sitting at your desk working, your boss starts criticizing you for making mistakes in an important document. You weren't the one who prepared the document - it was one of your coworkers, and you weren't involved in it. Resolve the situation as best you can.

#### Role B (Instructor):

One of your employees has done a terrible job preparing an important invoice for a client. Talk to them about it. This kind of work is almost always given to this employee. Things have been busy lately, so it might have been assigned to someone else, but you're pretty sure that this employee is the one responsible.

### 2. D:

#### Role A (Client):

You are loading your groceries into your car when someone comes over and accuses you of damaging their car! Resolve the situation as well as you can.

#### Role B (Instructor):

You get back to your car to find that there is a small dent in your door. You're sure it wasn't there when you left. It must've been from the car next to you! You're very angry about this - point out how they've put a dent in your door. Let them know what you think and then try to get them to pay for the damage. (You're pretty sure that it's this person's fault, but you might have dented it yourself earlier today when you were parking.)

### 3. E & F:

#### Role A (Client):

For the past 3 months your neighbor's dog has been barking at night and keeping you awake. Go over to your neighbor's house and confront them about the problem.

#### Role B (Instructor):

It's 10:00am on a Saturday morning and your doorbell just rang. You're not expecting anyone. Answer the door. Dismiss the complaints. Your dog is not the problem, and you think they should just close their window. Try to convince them that it's their problem and not yours. Be nice though. In the end, concede to try to keep your dog quiet.

<input type="checkbox"/>	Can use a range of common colloquialisms, idioms, and isolated examples of euphemisms (7)	<i>"It rocked." "It's in the middle of nowhere." "Are we taking the scenic route?" (meaning "Are you lost?")</i>
<input type="checkbox"/>	Can understand and use a variety of language meanings beyond the literal level (9)	<i>Understands and can use simple non-literal idioms - "This rocks", "He kicked the bucket", "It's in the bag". Can construct original figurative sentences: "It's like working for Godzilla".</i>
<input type="checkbox"/>	Can maintain language appropriate for the relationship between themselves and the person being spoken to (11)	<i>Chooses the correct level of formality and politeness - reserves "Yo, what's up?" for good friends, and phrases like "Good afternoon, what can I do for you?" for strangers or senior business colleagues. May describe a coworker as "assertive" to other business colleagues, but uses "bossy" to describe the same person to a friend.</i>

- 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 9 study advice**    ▶ **Level 8 study advice**    ▶ **Criteria & reference units**

### For clients remaining at Level 8

Clients should be given general advice (according to their needs) from the ▶ “Level 8 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 9

Clients should be given study advice from the ▶ “Level 9 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 9 study advice

If your client is moving to Level 9, 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 up in large meetings, you might recommend Level 9 Business Advantage and the Presentations Seminar.

### 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 intonation and appropriacy.
- read “oaba Life” to learn 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 the “oaba Presentations Seminar” to build confidence, improve speaking skills, and improve fluency and natural delivery.

## ▶ Level 8 study advice

Advise your client to review materials they already have and to take new lessons at Level 8 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 8 lessons.
- 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.

## ▶ Criteria & reference units

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

- Can communicate meanings with precision, accuracy, and confidence
  - SSN 8 Units 1, 2, 8, 11, 12, 14, 16, 18, 19, 21, 23, 24, 27, 28, 31, 33, 36, 37, 39
  - BA 8 Units 1, 4, 7, 8, 13, 15, 17, 19, 21, 23, 24, 32, 34, 36, 37, 38
  - SB:M8 All units
  - SB:P8 All units
  - SB:N8 All units
- Can participate with confidence in casual conversation in almost all situations
  - SSN 8 Review Units 10, 20, 30, 40
  - BA 8 Review Units 10, 20, 30, 40
  - DIS 8 All units
  - SB:M8 All units
  - SB:N8 All units
- Can describe concepts in generalized or abstract ways and discuss abstract topics
  - SSN 8 Units 5, 9, 14, 18, 23, 25, 27, 29, 31, 34, 37, 39
  - BA 8 Units 7, 9, 11, 16, 22, 26, 28, 35, 36, 37, 38
  - DIS 8 All units
- Can talk about almost anything using a consistent level of technical vocabulary
  - SSN 8 Units 2, 11, 14, 18, 23, 26, 28, 33, 37, 38
  - BA 8 Units 4, 5, 8, 16, 21, 26, 28, 35, 37, 38
  - DIS 8 All units
- Can explain (personally relevant) complex concepts and topics
  - SSN 8 Units 2, 11, 13, 14, 18, 19, 21, 23, 27, 28, 31, 33, 36, 37
  - BA 8 Units 4, 5, 8, 16, 21, 23, 24, 35, 36, 37, 39
  - DIS 8 All units
- Can use accurate and appropriate variation in intonation, volume, pacing, and emphasis to vary meaning
  - SSN 8 Units 1, 9, 12, 22, 24, 26, 27, 28, 31, 34, 35, 36, 38
  - BA 8 Units 2, 5, 14, 22, 26, 27, 28, 34, 35, 37
  - SB:P8 All units
- Can use a range of common colloquialisms, idioms, and isolated examples of euphemisms
  - SSN 8 Units 1, 5, 14, 24, 25, 27, 31, 32, 33
  - BA 8 Units 4, 5, 8, 13, 21, 23, 24, 32, 34, 37
  - SB:N8 Units 1, 2
- Can use appropriate synonyms to convey the meaning of vocabulary they can't remember or specialized technical vocabulary they don't know
  - SSN 8 Units 2, 3, 15, 18, 21, 25, 27, 31, 33, 37
  - BA 8 Units 2, 11, 18, 21, 23, 28, 29, 32, 37, 38
  - DIS 8 All units
  - SB:P8 Unit 3
  - SB:N8 Units 1, 2
- Can understand and use a variety of language meanings beyond the literal level
  - SSN 8 Units 1, 8, 14, 17, 21, 24, 25, 27, 31, 33, 39
  - BA 8 Units 9, 13, 18, 21, 23, 24, 26, 33, 34, 37
  - SB:N8 Unit 2
- Can make appropriate language choices according to context
  - SSN 8 Units 2, 8, 12, 13, 21, 24, 27, 28, 31, 33, 34, 38
  - BA 8 Units 3, 12, 18, 21, 24, 27, 28, 31, 33, 37
- Can maintain language appropriate for the relationship between themselves and the person being spoken to
  - SSN 8 Units 2, 6, 7, 12, 13, 18, 27, 28, 29, 31, 35, 37, 38, 39
  - BA 8 Unit 2, 8, 13, 21, 22, 24, 28, 34, 35, 37
  - SB:M8 Units 3, 4
- Can understand and respond to almost everything said
  - SSN 8 Units 2, 4, 9, 15, 21, 22, 24, 27, 28, 31, 34, 37, 39
  - BA 8 Units 5, 14, 17, 18, 19, 24, 26, 28, 34, 36, 37, 38