

**CertTESOL Unit 3: The Learner Profile**  
**Diagnostic Assessment B1: Example 1**

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**INTRODUCTION**

This pack has been compiled to support you, as a Trinity Cert TESOL trainee, in your collection of samples from your learner for the Unit 3 Learner Profile assignment. It should be used together with proformas supplied by your course provider, as these will give you guidance in how to analyse the samples collected.

The purpose of this assignment is to complete a simple linguistic profile of your learner by examining areas of strength/weakness across all four skills, as well as assessing your learner's use of language in order to identify a suitable programme of study for them. There are other factors, beyond language and skills, which you may need to refer to and so we recommend you watch the video on diagnostic assessment at <http://tinyurl.com/TESOL-diagnostic> before beginning the project.

The tasks which follow are taken from the ISE (Integrated Skills in English) exam and is the ISE I level, suitable for B1 level learners. Further information about the ISE exam and the underlying assessment rationale, can be found here: <http://tinyurl.com/diagnostic-ISE>.

**READING**

**Learner Profile**

A candidate/learner at this level can:

- understand the main ideas and specific information/facts in a range of factual and descriptive texts and infographics on familiar subjects or those of personal interest
- identify specific information in written texts
- deduce the meaning of unknown words and phrases from their context.
- produce short summaries of information in the texts.

**Task Specification**

Text length	<i>400 words (approximately), divided into five paragraphs</i>
Number of questions	<i>15</i>
Question Types	<p><b>Title matching (questions 1-15)</b>  <i>In this section, the learner chooses the most appropriate title for each paragraph of the text. The text has five paragraphs and there are six titles to choose from. The learner must demonstrate that he or she understands the main idea of each paragraph.</i>  <i>Some useful reading sub-skills to practise for this section are:</i></p> <ul style="list-style-type: none"> <li>- <i>skimming</i></li> <li>- <i>scanning</i></li> <li>- <i>reading for gist.</i></li> </ul> <p><b>Selecting the true statements (questions 6-10)</b>  <i>In this section, the learner selects five true statements from a list of eight statements. Five statements are true, and three are false, according to the text. The learner must demonstrate that he or she understands specific, factual information at the sentence level.</i>  <i>Some useful reading sub-skills to practise for this section are:</i></p> <ul style="list-style-type: none"> <li>- <i>reading for general comprehension</i></li> <li>- <i>careful reading to understand specific facts, information and significant points</i></li> <li>- <i>deducing meaning of words and phrases from their context</i></li> <li>- <i>scanning.</i></li> </ul> <p><b>Completing sentences (questions 11-15)</b>  <i>In this section, the learner completes sentences with an exact number, word or phrase (up to three words) taken from the text.</i>  <i>The learner must demonstrate that he or she understands specific, factual information at the word and/or phrase level.</i>  <i>Some useful reading sub-skills to practise for this section are:</i></p> <ul style="list-style-type: none"> <li>- <i>careful reading to understand specific information and its context</i></li> <li>- <i>careful reading to understand specific facts, information and significant points</i></li> </ul>
Timing	<i>The learner should spend 20 minutes on this reading task</i>

### **Reading Task for Learner**

Read the following text about sleep and answer the following questions 1-15. You should spend 20 minutes on this task.

#### *Paragraph 1*

Sleep is essential for human life. We can actually live longer without food than without sleep. Most people spend about a third of their life sleeping. That means during our life we will spend about twenty-five years asleep. While the average person sleeps about seven hours a night, some people can manage with as little as four hours. We don't all need the same amount of sleep.

#### *Paragraph 2*

So what happens when we are asleep? There are five stages in a cycle of sleep. Each cycle lasts about 90 minutes and we often repeat this cycle five times a night. In the first two stages, we fall into a light sleep. In stages three and four, we are in a deep sleep and our heart rate and breathing slows down. In stage five, our brain becomes active and our eyes move around quickly. This stage of sleep is called REM, which stands for rapid eye movement. It is during REM sleep that we do all our dreaming.

#### *Paragraph 3*

We all know that sleep is good for us, but what are the benefits? One benefit is that it helps us to resist illness. Without enough sleep, our bodies cannot fight off colds and the flu as easily. Your sleep pattern can also affect your diet. Researchers at the University of Chicago discovered that poor sleep increased a hormone in the body that makes us hungry. This means that people who sleep badly often eat more high calorie foods and gain more weight.

#### *Paragraph 4*

Sleep also plays a part in our performance at school and at work. A number of reports have shown that children who get a good night's sleep do better in school. Obviously, one reason for this is that if you are very tired you cannot focus. However, there is another important reason. Scientists believe that sleep is important for our memory. While we are asleep our brain deals with information we have learnt and sleep helps strengthen our memories.

#### *Paragraph 5*

Another essential part of sleep to understand is our circadian rhythm, or 'body clock'. This is our body's natural rhythm of sleep. Generally our body clock tells us to sleep when it is dark and wake when it is light. However, studies now suggest that young people's body clocks change when they become teenagers. Some scientists believe that teenagers are not lazy, but biologically programmed to go to bed later and wake up later.

**Questions 1-5**

The text has five paragraphs (1-5). Choose the best title for each paragraph from A-F below and **write the letter (A-F) on the lines below**. There is one title you don't need.

1. Paragraph 1 \_\_\_\_\_
2. Paragraph 2 \_\_\_\_\_
3. Paragraph 3 \_\_\_\_\_
4. Paragraph 4 \_\_\_\_\_
5. Paragraph 5 \_\_\_\_\_

- A. The reason we dream
- B. Changes in sleep routine
- C. Sleep and learning
- D. How much we sleep
- E. Different types of sleep
- F. Sleep and good health

**Questions 6-10**

Choose the **five statements** from A-H below that are **TRUE** according to the information given in the text. Write the letter of the **TRUE** statements on the lines below (in any order)

6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

- A. Everyone's need for sleep is different.
- B. We are usually in a deep sleep for about seven hours.
- C. We dream during stage five of the sleep cycle.
- D. You sleep more when you have a cold.
- E. People who sleep badly often have poor diets.
- F. It is important to sleep well after you learn something.
- G. Our body clock generally follows changes in light.
- H. Teenagers don't get tired very easily.

**Questions 11-15**

Complete sentences 11-15 with an exact number, word or phrase (maximum three words) from the text. **Write the exact number, word or phrase on the lines below.**

11. During a lifetime, the average person will be asleep for \_\_\_\_\_.
12. Your \_\_\_\_\_ and heart rate get slower in deep sleep.
13. A poor \_\_\_\_\_ can cause you to eat more high calorie foods.
14. Our \_\_\_\_\_ get stronger when we are sleeping.
15. Teenager's body clocks are different and so they need to go to bed and wake up \_\_\_\_\_ than young children.

**WRITING**

**Learner Profile**

A candidate/ learner at this level can:

- convey information and ideas on concrete and abstracts topics
- write connected texts on a range of familiar subjects of interest, by combining different short components into a linear sequence
- write short, simple essays on topics of interest
- summarise, report and give opinions about factual information on familiar routine and nonroutine topics with some confidence
- paraphrase short written passages in a simple fashion

**Task Specification**

Task	<i>An extended writing task in which the learner responds in a prompt. The prompt includes two content points that the learner should use in his/her responses. There is space for planning. The learner should check his/her response when he/she has finished.</i>	
Task focus	<i>This task assess the learner's ability to productive a narrative or descriptive response to a prompt.</i>	
Suggested grammar (in addition to ISE Foundation Level)	<ul style="list-style-type: none"> <li>• <i>Present perfect tense, including use with "for, since, ever, never, just"</i></li> <li>• <i>Connecting clauses using "because"</i></li> <li>• <i>"Will" referring to the future for informing and predicting</i></li> <li>• <i>Adjectives and adverbials of quantity, eg "a lot (of), not very much, many"</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Expression of preference, eg "I prefer, I'd rather"</i></li> <li>• <i>Zero and first conditionals, using "if,when"</i></li> <li>• <i>Present continuous tense for current action and future use</i></li> <li>• <i>Modals eg "must, need to, might, don't have to"</i></li> <li>• <i>Infinitives of purpose</i></li> </ul>
Output length	<i>100-130 words, excluding headings</i>	
Timing	<i>The learner should spend 40 minutes on this writing task</i>	

**Writing Task for Learner**

Write an essay (100-130 words) for your teacher about a festival in a country you know. You will have 40 minutes for this task. You should:

- give examples of what happens at this festival **and**
- explain why this festival is important

You should plan your essay **before** you start writing. Think about what you want to say and make some notes to help you in this box:

Planning notes

Now write your essay of 100 -130 words on the lines below.

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## LISTENING

### Learner Profile

A candidate/ learner at this level can:

- follow clear speech in one-to-one conversations, although sometimes he or she may have to ask for repetition of particular words or phrases
- understand factual information about common everyday topic, identify general messages and specific details.
- understand the main points of familiar topics, eg work, school, leisure, including short narratives.
- follow a clearly structured lecture or talk on a familiar topic
- understand the information content of the majority of slow and clear recorded audio material, e.g. radio news, or material on familiar topics or topics of personal interest
- identify unfamiliar words from the context on familiar topics of personal interest

### Task Specification

Task format	<i>The learner listens twice to a factual text about animals and reports orally the gist of what they have heard. They listen a second time and report six facts and answer four oral questions about the recording, asked by the trainee. The learner may take notes. The recording is approximately 1 minute and 15 seconds long.</i>
Task focus	<i>The learner shows that he or she is able to process and report facts that are partly derived from understanding whole utterances and partly inferred from recognising content words. The learner shows that he or she can identify some links between facts (e.g. cause and effect) and identify main points and detail.</i>

You can make the recording yourself from the script on the next page, or download it from one of the following two pages:

- [www.trinitycollege.com/ise](http://www.trinitycollege.com/ise)
- <http://tinyurl.com/TESOL-diagnostic-tests>

**Listening Task for Learner**

Step 1	<p>Read the following instruction for the learner:</p> <p><i>"You're going to hear a short talk about animals. You will hear the talk twice. The first time, just listen. Then I will ask you to tell me in a few words what the speaker is talking about. Are you ready?"</i></p>
Step 2	<p>Play the audio file "Animals" for the learner. The text will play once, followed by a beep so be ready to stop the recording.</p> <p><i>Audio Script: On today's programme we will be visiting Nepal to see one of the most beautiful creatures on Earth. We're going to see tigers. A fully grown tiger is a heavy animal and can weigh up to 363 kilograms. As you can see they are large creatures and a tiger's tail on its own can be one metre long. Tigers usually hunt alone. They wait until it is dark to hunt other animals. Tigers can see very well in the dark, six times better than humans can. Tigers often eat 5 kilograms of meat in one meal. When they have eaten enough, they cover the rest of the meat with leaves and dirt and come back to it later. Unlike most other members of the cat family, tigers enjoy water and are good swimmers. You can identify an individual tiger by its stripes as each tiger has a different pattern of stripes. Tigers can make a very loud noise when they roar. You can hear a tiger as far as three kilometres away.</i></p>
Step 3	<p>Ask the learner for his/her answer by saying: "Now tell me in a few words what the talk is about."</p>
Step 4	<p>Give the learner some blank note paper and read the following instruction for the learner:</p> <p>"Now listen to the talk about. Write down some notes about what you hear, if you want to. Then I'll ask you to tell me six pieces of information about tigers. Are you ready?"</p>
Step 5	<p>Play the audio file "Animals" for the learner</p>
Step 6	<p>Ask the learner for his/her answers by saying:</p> <p><i>"Now tell me six pieces of information that you heard about tigers."</i></p> <p>Make a note (either written/audio recorded) of what the learner says. You may also want to tick off any facts from the "follow-up question box" below to avoid duplication.</p>
Step 7	<p>When the learner has finished, select four follow-up questions from the list in the following page. Choose four questions which correspond to facts <b>not already reported</b> by the learner. If the learner asks, you may repeat the questions.</p>

Questions for Step 7		
Follow-up question		Fact from recording
1	How heavy is a full-grown tiger?	363 kilograms
2	How long can a tiger's tail be?	Up to one metre
3	How do tigers usually hunt?	Tigers hunt alone
4	At what time of day do tigers usually hunt?	They wait until dark to hunt
5	How well can they see in the dark?	They can see six times better than humans in the dark
6	How much meat do they eat in a meal?	Five kilograms
7	What do they do with meat they haven't finished eating?	They cover meat with leaves/dirt
8		They come back later to finish eating it/eat it later
9	How are tigers different from other cats?	They enjoy water and are good swimmers
10	How can you identify a tiger?	From its stripes
11	Do all tigers look the same?	Each tiger has a different pattern of stripes
12	How far away can you hear a tiger roar?	From three kilometres away

## SPEAKING

### Learner Profile

A candidate/ learner at this level can:

- initiate, maintain and close simple, unprepared one-to-one conversations on topics that are familiar or of personal interest
- communicate with some confidence on familiar routine and non-routine subjects or topics of personal interest
- express personal opinions and exchange information on everyday topics that are familiar or of personal interest (eg family, hobbies, work, travel)
- maintain a conversation or discussion but with some errors
- describe one of a variety of familiar subjects, presenting it as a linear sequence of points, with reasonable fluency
- give accounts of experiences, describing feelings and reactions  
describe dreams, hopes and ambitions
- describe events, real or imagined
- give reasons and explanations for opinions, plans and actions
- demonstrate a basic repertoire of language and strategies to help keep a conversation or discussion going
- repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course
- ask someone to clarify or elaborate what he or she has just said.

### Interview Format

Part 1: The speaking sample collection is the ideal opportunity to collect information on the learner’s background (cultural, social, language learning experiences) for the opening section of the assignment. On the following page, you will find some suitable questions to help you do this. This should take approximately 5 minutes.

Part 2: The second part of the interview is designed to assess the learner’s knowledge of language functions and topics appropriate to this level. You may need to make some choices/adaptations to questions, based on the context in which you are teaching. Consult with your tutors for further guidance.

Topics	Language Functions
<ul style="list-style-type: none"> <li>• <i>Travel</i></li> <li>• <i>Money</i></li> <li>• <i>Fashion</i></li> <li>• <i>Rules and regulations</i></li> <li>• <i>Health and fitness</i></li> <li>• <i>Learning a foreign language</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Describing past actions in the indefinite and recent past</i></li> <li>• <i>Describing the future, informing and expressing intention</i></li> <li>• <i>Predicting and expressing certainty and uncertainty</i></li> <li>• <i>Giving reason, opinions and preferences</i></li> <li>• <i>Expressing obligation</i></li> <li>• <i>Asking for information and opinions</i></li> </ul>

**Speaking Task for Learner****Part 1: Discussion about the learner's background**

*Aim to spend about five minutes on this part. Remember to have your recording device set up, and in the right position. You may want to do a short test to make sure it is producing a good quality recording. Introduce this part by telling the learner that you are going to ask them some simple questions about their English learning and how long you are going to talk for.*

Questions:

- What's your name?
- Where are you from?
- What is your first language?
- Can you speak any other languages?
- How long have you been learning English?
- How do you use English in your everyday life?
- Why are you learning English? Can you tell me about your ambitions for your English?
- Can you describe the perfect English lesson for you?
- Do you like working alone with with other people in your English class?
- What is difficult/easy for you in English?
- What would you like to be able to do in English that you can't do (well) now?

**Part 2: Topic discussion – Health and fitness**

*Aim to spend about five minutes on this part. Introduce this topic by telling the learner what topic you're going to ask them about and how long you're going to talk for. Tell them they should ask you some questions too, if they can.*

**Tip!** *Be careful to listen to what the learner is saying, and ask a connected follow-up question, rather than asking the list of questions from top to bottom.*

Questions:

- Are you a fit person?
- What do people need to do to keep fit and healthy?
- What kind of exercise do you prefer?
- Do you play sports? Do you prefer team/individual sports?
- What kind of foods should you eat/avoid to be healthy?
- If people don't eat a balanced diet, what do you think might happen?
- Are you a vegetarian? Do you think it's healthy being a vegetarian?