

Skillful Reading & Writing Level 1 (A2) has been mapped to Trinity's Integrated Skills in English (ISE) Foundation Reading & Writing exam. ISE is a four skills exam that assesses a candidate's ability to use English through integrated exam tasks. This document shows which exercises teachers may want to use to help prepare learners for the exam.

	ISE Foundation Reading & Writing exam
Reading 1: Are you a natural leader? (pp8–9)	<p>Careful reading for specific information at the sentence level:</p> <p>Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level:</p> <p>Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.</p>
Reading 2: The hero within (pp10–11)	<p>Careful reading for specific information at the sentence level:</p> <p>Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level:</p> <p>Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.</p>

Writing: Writing topic sentences (p13)	<p>The ability to write clear topic sentences is useful for the descriptive essays and articles which are found in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>Describing people: Assessed in the Topic and Conversation tasks of the Speaking & Listening exam.</p>
Writing task (p15)	<p>The process approach to writing in this section is useful for helping candidates brainstorm, plan, write, and edit their work.</p>
Grammar: The simple present tense	<p>Giving information about present circumstances and activities: Assessed in all four tasks of the Reading & Writing exam, and in the Topic and Conversation tasks in the Speaking & Listening exam.</p>

ISE Foundation Reading & Writing exam	
Reading 1: A matter of time (pp18–19)	<p>Understanding the main idea or purpose of text: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.</p>
Reading 2: What time is it? (pp20–21)	<p>Skimming: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.</p>

Writing: Understanding sentence patterns (p23)	This writing task will help candidates produce clear simple sentences that are required for both Task 3 – Reading into writing, and Task 4 – Extended writing.
Grammar: Verbs followed by infinitives and gerunds	Expressing likes and dislikes: Assessed in all four tasks of the Reading & Writing exam, and in the Topic and Conversation tasks in the Speaking & Listening exam.

ISE Foundation Reading & Writing exam	
Reading 1: Home is where the heart is (pp28–29)	<p>Understanding the main idea or purpose of text: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Skimming: Assessed Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Reading for gist: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>
Reading 2: Home automation (pp30–31)	<p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p> <p>Describing places: Assessed in the Topic and Conversation tasks of the Speaking & Listening exam.</p>

<p>Writing: Brainstorming word maps (p33)</p>	<p>Identify factual information that is relevant to the writing task: Assessed in Task 3 – Reading into writing.</p> <p>Incorporate the information in a short and simple answer to suit the purpose for writing: Assessed in Task 3 – Reading into writing.</p> <p>Descriptive essay writing: Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>Describing objects and places: Assessed in the Topic and Conversation tasks of the Speaking & Listening exam.</p>
<p>Writing task (p35)</p>	<p>The process approach to writing in this section is useful for helping candidates brainstorm, plan, write, and edit their work.</p> <p>Describing objects and places: Assessed in the Reading & Writing exam, and in the Topic and Conversation tasks in the Speaking & Listening exam.</p>
<p>Grammar: <i>There is/are</i> (+ quantifier) + noun</p>	<p>Describing objects and places: Assessed in all four tasks of the Reading & Writing exam, and in the Topic and Conversation tasks in the Speaking & Listening exam.</p>

ISE Foundation Reading & Writing exam	
Reading 1: Fuel of the sea (pp38–39)	<p>Skimming: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>
Reading 2: Size doesn't matter (pp40–41)	<p>Skimming: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Scanning: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>

<p>Writing: Writing compound sentences (p43)</p>	<p>This writing task will help candidates produce clear compound sentences which are required for both Task 3 – Reading into writing and Task 4 – Extended writing.</p> <p>Describing places: Assessed in the Topic and Conversation tasks of the Speaking & Listening exam.</p>
<p>Writing task (p45)</p>	<p>Paraphrase/summarize key words and phrases or short sentences: Assessed in Task 3 – Reading into writing.</p> <p>The process approach to writing in this section is useful for helping candidates brainstorm, plan, write, and edit their work.</p> <p>Describing places: Assessed in the Topic and Conversation tasks of the Speaking & Listening exam.</p>
<p>Grammar: The present progressive tense</p>	<p>Giving information about present activities: Assessed in all four tasks of the Reading & Writing exam, and in the Topic and Conversation tasks in the Speaking & Listening exam.</p>

	ISE Foundation Reading & Writing exam
<p>Reading 1: Time for a change (pp48–49)</p>	<p>Skimming: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Reading for gist: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>

<p>Reading 2: The Fibonacci sequence (pp50–51)</p>	<p>Skimming: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>
<p>Writing: Using end punctuation and capitalization (p53)</p>	<p>This writing task will help candidates produce clear, accurately punctuated sentences which are required for both Task 3 – Reading into writing and Task 4 – Extended writing.</p>
<p>Writing task (p55)</p>	<p>Paraphrase/summarize key words and phrases or short sentences: Assessed in Task 3 – Reading into writing.</p> <p>The process approach to writing in this section is useful for helping candidates brainstorm, plan, write, and edit their work.</p>

	ISE Foundation Reading & Writing exam
<p>Reading 1: Hurry up and slow down! (pp58–59)</p>	<p>Skimming: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>

<p>Reading 2: Keeping up with the Tarahumara (pp60–61)</p>	<p>Understanding the main idea or purpose of text: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Skimming: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>
<p>Writing: Using commas and colons (p63)</p>	<p>This writing task will help candidates produce clear, accurately punctuated sentences which are required for both Task 3 – Reading into writing and Task 4 – Extended writing.</p>
<p>Writing task (p65)</p>	<p>Paraphrase/summarize key words and phrases or short sentences: Assessed in Task 3 – Reading into writing.</p> <p>The process approach to writing in this section is useful for helping candidates brainstorm, plan, write, and edit their work.</p>
<p>Grammar: Comparative forms of adjectives and adverbs</p>	<p>Expressing simple comparisons: Assessed in all four tasks of the Reading & Writing exam, and in the Topic and Conversation tasks in the Speaking & Listening exam.</p>

	ISE Foundation Reading & Writing exam
<p>Reading 1: Is seeing really believing? (pp68–69)</p>	<p>Scanning: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 Multi-text reading (multiple matching) questions 16–20.</p> <p>Skimming: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Reading for gist: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>

<p>Reading 2: Color and flags (pp70–71)</p>	<p>Skimming: Assessed Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Reading for gist: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p>
<p>Writing: Writing complete sentences (p73)</p>	<p>This writing task will help candidates produce clear, complete sentences which are required for Task 3 – Reading into writing, and Task 4 – Extended writing.</p>
<p>Writing task (p75)</p>	<p>Paraphrase/summarize key words and phrases or short sentences: Assessed in Task 3 – Reading into writing.</p> <p>The process approach to writing in this section is useful for helping candidates brainstorm, plan, write, and edit their work.</p>
<p>Grammar: Count and noncount nouns</p>	<p>Describing people, objects, and places: Assessed in all four tasks of the Reading & Writing exam, and in the Topic and Conversation tasks in the Speaking & Listening exam.</p>

ISE Foundation Reading & Writing exam	
Reading 1: Earth's final frontier (pp78–79)	<p>Scanning: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p>
Reading 2: Super Sherpa (pp80–81)	<p>Skimming: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>

<p>Writing: Using transitions to add and emphasize information (p83)</p>	<p>This writing task will help candidates produce clear coherent paragraphs which are required for Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>Expressing likes and dislikes: Assessed in the Topic and Conversation tasks of the Speaking & Listening exam.</p>
<p>Writing task (p85)</p>	<p>Paraphrase/summarize key words and phrases or short sentences: Assessed in Task 3 – Reading into writing.</p> <p>The process approach to writing in this section is useful for helping candidates brainstorm, plan, write, and edit their work.</p>
<p>Grammar: Expressing ability</p>	<p>Expressing ability and inability: Assessed in all four tasks of the Reading & Writing exam, and in the Topic and Conversation tasks in the Speaking & Listening exam.</p>

ISE Foundation Reading & Writing exam	
<p>Reading 1: Coming of age (pp88–89)</p>	<p>Careful reading for specific information at the sentence level:</p> <p>Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level:</p> <p>Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p> <p>Gathering information from different texts to create a text summary:</p> <p>Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p> <p>Please note that in the ISE exam this is assessed with more than one text.</p>
<p>Reading 2: Gardening 380 kilometers above Earth (pp90–91)</p>	<p>Careful reading for specific information at the sentence level:</p> <p>Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level:</p> <p>Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>

<p>Writing: Using transitions to sequence events (p93)</p>	<p>This writing task will help candidates produce clear coherent paragraphs through the use of transition signals, which are required for Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>Describing people and places: Assessed in the Topic and Conversation tasks of the Speaking & Listening exam.</p>
<p>Writing task (p95)</p>	<p>Paraphrase/summarize key words and phrases or short sentences: Assessed in Task 3 – Reading into writing.</p> <p>The process approach to writing in this section is useful for helping candidates brainstorm, plan, write, and edit their work.</p>
<p>Grammar: The simple past</p>	<p>Giving information about past circumstances and activities: Assessed in all four tasks in the Reading & Writing exam, and in the Topic and Conversation tasks in the Speaking & Listening exam.</p>

ISE Foundation Reading & Writing exam	
Reading 1: The farmer's lazy son (pp98–99)	<p>Reading for gist: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p>
Reading 2: Leave it for the robot (pp100–101)	<p>Scanning: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Skimming: Assessed Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Reading for gist: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information at the sentence level: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information at word level: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>

Writing: Using parallel structure (p103)	The ability to write clear parallel sentence structures is useful for the descriptive essays and articles in Task 3 – Reading into writing, and Task 4 – Extended writing.
Writing task (p105)	The process approach to writing in this section is useful for helping candidates brainstorm, plan, write, and edit their work.