**ISE I Reading & Writing exam**

| Reading 1: Food as communication (pp8–9) | Scanning:  
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 16–20.  
Summarizing:  
Assessed in Task 2 – Multi-text reading (completing the summary notes from a bank of options) questions 26–30. |
| Reading 2: Farms of the future (pp10–11) | Careful reading to understand specific information and its context:  
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.  
Careful reading to understand facts, information, and significant points:  
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30. |
### Writing: Describing a special dish in your country (p13)

**Expressing obligation:**
- Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.
- Also assessed in the Topic and Conversation tasks of the Speaking & Listening exam.

### Writing task (p15)

**Descriptive essay writing:**
- Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.

### Grammar: Modals

**Expressing obligation:**
- Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.
- Also assessed in the Topic and Conversation tasks of the Speaking & Listening exam.
### ISE I Reading & Writing exam

#### Reading 1: Living by the rules (pp18–19)

**Skimming:**

**Reading for gist:**

**Scanning:**
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 16–20.

#### Reading 2: Ants: master collaborators (pp20–21)

**Skimming:**

#### Writing: Describing your community’s rules (p23)

**Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:**
Assessed in Task 3 – Reading into writing.

**Incorporate such information in a short and simple answer to suit the purpose for writing:**
Assessed in Task 3 – Reading into writing.
<table>
<thead>
<tr>
<th>Writing task (p25)</th>
<th>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts: Assessed Task 3 – Reading into writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptive essay writing: Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</td>
<td></td>
</tr>
</tbody>
</table>
## ISE I Reading & Writing exam

| **Reading 1**: Discovered by amateurs (pp28–29) | **Skimming**: 
**Scanning**: 
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 16–20.  
**Deducing meaning**: 
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 16–20. |
| **Reading 2**: Close encounters (pp30–31) | **Careful reading to understand facts, information, and significant points**: 
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30. |
| **Writing**: Describing an amateur discovery (p33) | **Descriptive essay writing**: 
Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.  
**Paraphrase/summarize short pieces of information**: 
Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing. |
| **Writing task (p35)** | **Article writing**: 
Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing. |
### ISE I Reading & Writing exam

#### Reading 1: The superconsumer generation (pp38–39)

**Careful reading to understand facts, information, and significant points:**
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.

**Summarizing:**
Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.

#### Reading 2: The sky’s the limit (pp40–41)

**Skimming:**

**Reading for gist:**

**Reading for general comprehension:**
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.

#### Writing task (p45)

**Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:**
Assessed in Task 3 – Reading into writing.

**Incorporate such information in a short and simple answer to suit the purpose for writing:**
Assessed in Task 3 – Reading into writing.
## Skillful

### Reading & Writing

#### Level 2

#### Trinity ISE I

#### Unit 5: Success

| Reading 1: What does it take to be successful? (pp48–49) | Careful reading to understand facts, information, and significant points:  
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.  

Reading for general comprehension:  
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10. |
|---|---|
| Reading 2: Did they just get lucky? (pp50–51) | Careful reading to understand facts, information, and significant points:  
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.  

Reading for general comprehension:  
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10. |
<table>
<thead>
<tr>
<th>Writing: Writing a personal statement (p53)</th>
<th>Incorporate information in a short and simple answer to suit the purpose for writing: Assessed in Task 3 – Reading into writing.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Past actions:</strong></td>
<td>Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</td>
</tr>
<tr>
<td></td>
<td>Also assessed in the Topic and Conversation tasks of the Speaking &amp; Listening exam.</td>
</tr>
<tr>
<td>Grammar: The past progressive</td>
<td><strong>Past actions:</strong> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</td>
</tr>
<tr>
<td></td>
<td>Also assessed in the Topic and Conversation tasks of the Speaking &amp; Listening exam.</td>
</tr>
</tbody>
</table>
### ISE I Reading & Writing exam

| Reading 1: The stresses and strains of work (pp58–59) | Skimming:  
Reading for gist:  
Reading for general comprehension:  
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10. |
|-----------------------------------------------|--------------------------------------------------|
| Reading 2: Rich and famous (pp60–61)          | Skimming:  
Reading for gist:  
| Writing: Writing a summary (p65)              | Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:  
Assessed in Task 3 – Reading into writing.  
Incorporate such information in a short and simple answer to suit the purpose for writing:  
Assessed in Task 3 – Reading into writing. |
| **Writing task (p65)** | Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts: Assessed in Task 3 – Reading into writing.  
**Paraphrase/summarize short pieces of information:** Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.  
**Incorporate such information in a short and simple answer to suit the purpose for writing:** Assessed in Task 3 – Reading into writing. |
Also assessed in the Topic and Conversation tasks of the Speaking & Listening exam. |
## ISE I Reading & Writing exam

### Reading 1: Fears, reactions, coping (pp68–69)

**Skimming:**

**Reading for gist:**

**Deducing meaning:**
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 1 – Long reading (completing sentences) questions 11–15, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.

### Reading 2: Superhuman powers (pp70–71)

**Careful reading to understand facts, information, and significant points:**
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.

**Reading for general comprehension:**
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.

### Writing: Describing a common fear (p73)

The ability to write clear topic sentences is useful for the descriptive and discursive essays in Task 3 – Reading into writing, and Task 4 – Extended writing.
| Writing task (p75) | Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:
Assessed in Task 3 – Reading into writing.

Incorporate such information in a short and simple answer to suit the purpose for writing:
Assessed in Task 3 – Reading into writing. |
|-------------------|--------------------------------------------------------------------------------------------------|
| Grammar: The present perfect simple | Describing past actions in the indefinite and recent past:
Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.

Also assessed in the Topic and Conversation tasks of the Speaking & Listening exam. |
### ISE I Reading & Writing exam

| Reading 1: National hero (pp78–79) | Careful reading to understand facts, information, and significant points:  
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.  
Reading for general comprehension:  
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10. |
|-----------------------------------|--------------------------------------------------------------------------------------------------|
| Reading 2: Mixed memories (pp80–81) | Skimming:  
Reading for gist:  
Summarizing:  
Assessed in Task 2 – Multi-text reading (completing the summary notes from a bank of options) questions 26–30. |
| Writing: Describing a subject (p83) | Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts: Assessed in Task 3 – Reading into writing. Incorporate such information in a short and simple answer to suit the purpose for writing: Assessed in Task 3 – Reading into writing. |
| Writing task (p85) | Descriptive essay writing: Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing. |
## Skillful Reading & Writing Level 2

### Trinity ISE I

### Unit 9: Water

<table>
<thead>
<tr>
<th>Reading 1: Freshwater delivery (pp88–89)</th>
<th>ISE I Reading &amp; Writing exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scanning:</td>
<td>Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 16–20.</td>
</tr>
<tr>
<td>Careful reading to understand facts, information, and significant points:</td>
<td>Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading 2: The world’s largest garbage dump (pp90–91)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scanning:</td>
<td>Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, and Task 2 – Multi-text reading (selecting the true statements) questions 16–20.</td>
</tr>
<tr>
<td>Careful reading to understand facts, information, and significant points:</td>
<td>Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing: Writing about a water issue (p93)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Incorporate information in a short and simple answer to suit the purpose for writing:</td>
<td>Assessed in Task 3 – Reading into writing.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing task (p95)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:</td>
<td>Assessed in Task 3 – Reading into writing.</td>
</tr>
<tr>
<td>Incorporate such information in a short and simple answer to suit the purpose for writing:</td>
<td>Assessed in Task 3 – Reading into writing.</td>
</tr>
</tbody>
</table>
**ISE I Reading & Writing exam**

### Reading 1: Charisma (pp98–99)

**Skimming:**

**Reading for gist:**

**Scanning:**
Assessed in Task 1 – Long reading (selecting the true statements) questions 6-10, and Task 2 – Multi-text reading (selecting the true statements) questions 16–20.

**Careful reading to understand facts, information, and significant points:**
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.

**Deducing meaning:**
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 1 – Long reading (completing sentences) questions 11–15, Task 2 – Multi-text reading (selecting the true statements) questions 16–20, and Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.
### Reading 2: The healing power of persuasion (pp100–101)

**Skimming:**

**Reading for gist:**

**Reading for general comprehension:**
Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.

### Writing: Writing a persuasive essay (p103)

Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:
Assessed in Task 3 – Reading into writing.

Incorporate such information in a short and simple answer to suit the purpose for writing:
Assessed in Task 3 – Reading into writing.

### Writing task (p105)

Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:
Assessed in Task 3 – Reading into writing.

Incorporate such information in a short and simple answer to suit the purpose for writing:
Assessed in Task 3 – Reading into writing.