

# Skillful Reading & Writing Level 2

Trinity ISE I

Unit 1: Nourishment

*Skillful* Reading & Writing Level 2 (B1) has been mapped to Trinity's Integrated Skills in English (ISE) I 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.

	<b>ISE I Reading &amp; Writing exam</b>
<b>Reading 1: Food as communication (pp8–9)</b>	<p><b>Scanning:</b> 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.</p> <p><b>Summarizing:</b> Assessed in Task 2 – Multi-text reading (completing the summary notes from a bank of options) questions 26–30.</p>
<b>Reading 2: Farms of the future (pp10–11)</b>	<p><b>Careful reading to understand specific information and its context:</b> 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.</p> <p><b>Careful reading to understand facts, information, and significant points:</b> 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.</p>

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Unit 1: Nourishment

<b>Writing: Describing a special dish in your country (p13)</b>	<b>Expressing obligation:</b> 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.
<b>Writing task (p15)</b>	<b>Descriptive essay writing:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.
<b>Grammar: Modals</b>	<b>Expressing obligation:</b> 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.

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Unit 2: Community

<b>ISE I Reading &amp; Writing exam</b>	
<b>Reading 1: Living by the rules (pp18–19)</b>	<p><b>Skimming:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Reading for gist:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Scanning:</b> 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.</p>
<b>Reading 2: Ants: master collaborators (pp20–21)</b>	<p><b>Skimming:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p>
<b>Writing: Describing your community's rules (p23)</b>	<p><b>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Incorporate such information in a short and simple answer to suit the purpose for writing:</b> Assessed in Task 3 – Reading into writing.</p>

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<b>Writing task (p25)</b>	<b>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:</b> Assessed Task 3 – Reading into writing.  <b>Descriptive essay writing:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.
<b>Grammar: Verbs of compulsion and prohibition</b>	<b>Expressing obligation:</b> 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.

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Unit 3: Space

<b>ISE I Reading &amp; Writing exam</b>	
<b>Reading 1: Discovered by amateurs (pp28–29)</b>	<p><b>Skimming:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Scanning:</b> 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.</p> <p><b>Deducing meaning:</b> 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.</p>
<b>Reading 2: Close encounters (pp30–31)</b>	<p><b>Careful reading to understand facts, information, and significant points:</b> 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.</p>
<b>Writing: Describing an amateur discovery (p33)</b>	<p><b>Descriptive essay writing:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p><b>Paraphrase/summarize short pieces of information:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p>
<b>Writing task (p35)</b>	<p><b>Article writing:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p>

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Unit 4: Scale

<b>ISE I Reading &amp; Writing exam</b>	
<b>Reading 1: The superconsumer generation (pp38–39)</b>	<p><b>Careful reading to understand facts, information, and significant points:</b> 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.</p> <p><b>Summarizing:</b> Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options) questions 26–30.</p>
<b>Reading 2: The sky's the limit (pp40–41)</b>	<p><b>Skimming:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Reading for gist:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Reading for general comprehension:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p>
<b>Writing task (p45)</b>	<p><b>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Incorporate such information in a short and simple answer to suit the purpose for writing:</b> Assessed in Task 3 – Reading into writing.</p>

<b>ISE I Reading &amp; Writing exam</b>	
<b>Reading 1: What does it take to be successful? (pp48–49)</b>	<p><b>Careful reading to understand facts, information, and significant points:</b> 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.</p> <p><b>Reading for general comprehension:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p>
<b>Reading 2: Did they just get lucky? (pp50–51)</b>	<p><b>Careful reading to understand facts, information, and significant points:</b> 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.</p> <p><b>Reading for general comprehension:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p>

<p><b>Writing: Writing a personal statement (p53)</b></p>	<p><b>Incorporate information in a short and simple answer to suit the purpose for writing:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Past actions:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>Also assessed in the Topic and Conversation tasks of the Speaking &amp; Listening exam.</p>
<p><b>Writing task (p55)</b></p>	<p><b>Descriptive essay writing:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p>
<p><b>Grammar: The past progressive</b></p>	<p><b>Past actions:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>Also assessed in the Topic and Conversation tasks of the Speaking &amp; Listening exam.</p>



<b>ISE I Reading &amp; Writing exam</b>	
<b>Reading 1: The stresses and strains of work (pp58–59)</b>	<p><b>Skimming:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text matching (multiple matching) questions 16–20.</p> <p><b>Reading for gist:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Reading for general comprehension:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p>
<b>Reading 2: Rich and famous (pp60–61)</b>	<p><b>Skimming:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Reading for gist:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p>
<b>Writing: Writing a summary (p65)</b>	<p><b>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Incorporate such information in a short and simple answer to suit the purpose for writing:</b> Assessed in Task 3 – Reading into writing.</p>

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Unit 6: Pressure

<b>Writing task (p65)</b>	<p><b>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Paraphrase/summarize short pieces of information:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p><b>Incorporate such information in a short and simple answer to suit the purpose for writing:</b> Assessed in Task 3 – Reading into writing.</p>
<b>Grammar: Present conditionals</b>	<p><b>Describing consequences with certainty and uncertainty:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>Also assessed in the Topic and Conversation tasks of the Speaking &amp; Listening exam.</p>

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Unit 7: Fear

<b>ISE I Reading &amp; Writing exam</b>	
<b>Reading 1: Fears, reactions, coping (pp68–69)</b>	<p><b>Skimming:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and in Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Reading for gist:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Deducing meaning:</b> 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.</p>
<b>Reading 2: Superhuman powers (pp70–71)</b>	<p><b>Careful reading to understand facts, information, and significant points:</b> 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.</p> <p><b>Reading for general comprehension:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p>
<b>Writing: Describing a common fear (p73)</b>	<p>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.</p>

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Unit 7: Fear

<b>Writing task (p75)</b>	<p><b>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Incorporate such information in a short and simple answer to suit the purpose for writing:</b> Assessed in Task 3 – Reading into writing.</p>
<b>Grammar: The present perfect simple</b>	<p><b>Describing past actions in the indefinite and recent past:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>Also assessed in the Topic and Conversation tasks of the Speaking &amp; Listening exam.</p>

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Unit 8: Stories

<b>ISE I Reading &amp; Writing exam</b>	
<b>Reading 1: National hero (pp78–79)</b>	<p><b>Careful reading to understand facts, information, and significant points:</b></p> <p>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.</p> <p><b>Reading for general comprehension:</b></p> <p>Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p>
<b>Reading 2: Mixed memories (pp80–81)</b>	<p><b>Skimming:</b></p> <p>Assessed in Task 1 – Long reading (title matching) questions 1–5, and in Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Reading for gist:</b></p> <p>Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Summarizing:</b></p> <p>Assessed in Task 2 – Multi-text reading (completing the summary notes from a bank of options) questions 26–30.</p>

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Unit 8: Stories

<b>Writing: Describing a subject (p83)</b>	<b>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:</b> Assessed in Task 3 – Reading into writing.  <b>Incorporate such information in a short and simple answer to suit the purpose for writing:</b> Assessed in Task 3 – Reading into writing.
<b>Writing task (p85)</b>	<b>Descriptive essay writing:</b> Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.

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Unit 9: Water

	<b>ISE I Reading &amp; Writing exam</b>
<b>Reading 1: Freshwater delivery (pp88–89)</b>	<p><b>Scanning:</b> 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.</p> <p><b>Careful reading to understand facts, information, and significant points:</b> 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.</p>
<b>Reading 2: The world’s largest garbage dump (pp90–91)</b>	<p><b>Scanning:</b> 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.</p> <p><b>Careful reading to understand facts, information, and significant points:</b> 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.</p>
<b>Writing: Writing about a water issue (p93)</b>	<p><b>Incorporate information in a short and simple answer to suit the purpose for writing:</b> Assessed in Task 3 – Reading into writing.</p>
<b>Writing task (p95)</b>	<p><b>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Incorporate such information in a short and simple answer to suit the purpose for writing:</b> Assessed in Task 3 – Reading into writing.</p>

	<p><b>ISE I</b> <b>Reading &amp; Writing exam</b></p>
<p><b>Reading 1: Charisma (pp98–99)</b></p>	<p><b>Skimming:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Reading for gist:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Scanning:</b> 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.</p> <p><b>Careful reading to understand facts, information, and significant points:</b> 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.</p> <p><b>Deducing meaning:</b> 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.</p>



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Unit 10: Persuasion

<p><b>Reading 2: The healing power of persuasion (pp100–101)</b></p>	<p><b>Skimming:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Reading for gist:</b> Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Reading for general comprehension:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p>
<p><b>Writing: Writing a persuasive essay (p103)</b></p>	<p><b>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Incorporate such information in a short and simple answer to suit the purpose for writing:</b> Assessed in Task 3 – Reading into writing.</p>
<p><b>Writing task (p105)</b></p>	<p><b>Identify information that is relevant to the writing task and the main conclusions, significant points, and common themes across the texts:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Incorporate such information in a short and simple answer to suit the purpose for writing:</b> Assessed in Task 3 – Reading into writing.</p>