

Skillful Reading & Writing Level 3

Trinity ISE II

Unit 1: Identity

Skillful Reading & Writing Level 3 (B2) has been mapped to Trinity's Integrated Skills in English (ISE) II 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 II Reading & Writing exam
Reading 1: Discuss it online (pp8–9)	<p>Careful reading for specific information: 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>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for comprehension: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p>Careful reading for comprehension at the word and/or phrase level across the texts: Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>

<p>Reading 2: Sports fans and identity (pp10–11)</p>	<p>Understanding the main ideas of each paragraph: Assessed in Task 1 – Long reading (title matching) questions 1–5.</p> <p>Careful reading for specific information: 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>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for comprehension: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p>Careful reading for comprehension at the word and/or phrase level across the texts: Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>
<p>Writing: Paragraph structure (p13)</p>	<p>This writing task will help candidates produce clear, cohesive paragraphs which have unity and coherence. This is important for Task 3 – Reading into writing, and Task 4 – Extended writing.</p>
<p>Writing task (p15)</p>	<p>The process approach to writing in this section is very useful for helping candidates brainstorm, plan, write, and edit their work.</p> <p>A descriptive essay is one of the possible genres for Task 3 – Reading into writing, and Task 4 – Extended writing.</p>

<p>Reading 1: The Metropol Parasol (pp18–19)</p>	<p>ISE II Reading & Writing exam</p> <p>Scanning: Assessed in Task 1 – Long reading (title matching) questions 1–5, Task 2 – Multi-text reading (multiple matching) questions 16–20, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information: 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>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for comprehension: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p>
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<p>Reading 2: Designing solutions (pp20-21)</p>	<p>Scanning: Assessed in Task 1 – Long reading (title matching) questions 1–5, Task 2 – Multi-text reading (multiple matching) questions 16–20, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for specific information: 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>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for comprehension: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p>
<p>Writing: Transitions: introducing opposing ideas (p23)</p>	<p>This writing task will help candidates produce pieces of writing that are signposted clearly and have unity and coherence through the use of transition signals. This is useful for Task 3 – Reading into writing, and Task 4 – Extended writing.</p>
<p>Writing task (p25)</p>	<p>The process approach to writing in this section is very useful for helping candidates brainstorm, plan, write, and edit their work.</p>
<p>Grammar: Non-defining relative clauses</p>	<p>Useful for all functions assessed in the Reading & Writing exam, and the Speaking & Listening exam.</p>

	ISE II Reading & Writing exam
Reading 1: Is your memory online? (pp28–29)	<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: 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>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for comprehension: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p>

<p>Reading 2: How does the brain multitask? (pp30–31)</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: 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>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for comprehension: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p>Deducing meaning of unknown words from context is a useful skill for all ISE levels.</p>
<p>Writing: Summarizing (p33)</p>	<p>Paraphrase/summarize factual ideas, opinions, arguments, and/or discussion: Assessed in Task 3 – Reading into writing.</p> <p>Synthesize such information to produce coherent responses to suit the purpose for writing (e.g. to offer solutions to a problem and/or evaluation of the ideas): Assessed in Task 3 – Reading into writing.</p>

Writing task (p35)	<p>The process approach to writing in this section is very useful for helping candidates brainstorm, plan, write, and edit their work.</p> <p>Paraphrase/summarize factual ideas, opinions, arguments, and/or discussion: Assessed in Task 3 – Reading into writing.</p> <p>Synthesize such information to produce coherent responses to suit the purpose for writing (e.g. to offer solutions to a problem and/or evaluation of the ideas): Assessed in Task 3 – Reading into writing.</p>
Grammar: Adverb clauses of reason and purpose	Useful for all functions assessed in the Reading & Writing exam, and the Speaking & Listening exam.

	ISE II Reading & Writing exam
Reading 1: Feeling the heat (pp38–39)	<p>Summarizing: Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p> <p>Comparing, evaluating, and inferring: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p> <p>Careful reading for specific information: 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>Understanding specific factual information at sentence level: Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for comprehension: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p>

<p>Reading 2: Fire in the sky (pp40-41)</p>	<p>Distinguishing principal statement from supporting examples or details: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p> <p>Careful reading for specific information: 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>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for comprehension: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p>
<p>Writing: Using sensory details in a narrative (p43)</p>	<p>A descriptive essay is one of the possible genres for Task 3 – Reading into writing, and Task 4 – Extended writing.</p>
<p>Writing task (p45)</p>	<p>The process approach to writing in this section is very useful for helping candidates brainstorm, plan, write, and edit their work.</p> <p>A descriptive essay is one of the possible genres for Task 3 – Reading into writing, and Task 4 – Extended writing.</p>
<p>Grammar: Adverbs as stance markers</p>	<p>The use of stance markers can help with the writing components of the exam.</p>

<p>Reading 1: Invasive species you should know (pp48–49)</p>	<p>ISE II Reading & Writing exam</p> <p>Inferring: Assessed in Task 2 – Multi-text reading (selecting the true statements) questions 21–25, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p> <p>Understanding specific, factual information at the word level and/or phrase level OR inferring and understanding across paragraphs (e.g. writers’ attitude, line of argument etc.): Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p>Careful reading for specific information: 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>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for comprehension: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p>
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<p>Reading 2: How do animals navigate? (pp50–51)</p>	<p>Inferring: Assessed in Task 2 – Multi-text reading (selecting the true statements) questions 21–25, and Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p> <p>Understanding specific, factual information at the word level and/or phrase level OR inferring and understanding across paragraphs (e.g. writers’ attitude, line of argument etc.): Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p>Distinguishing fact from opinion: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p> <p>Understanding specific, factual information at the sentence level: Assessed in Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</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>Writing: Using sentence variety (p53)</p>	<p>Having good sentence variety (i.e. a mix of simple, compound, complex, and compound-complex sentences) is useful for the two writing tasks and the speaking components of the exam.</p>
<p>Writing task (p55)</p>	<p>Identify information that is relevant to the writing task and common themes and links across multiple texts: Assessed in Task 3 – Reading into writing.</p> <p>Paraphrase/summarize factual ideas, opinions, arguments, and/or discussion: Assessed in Task 3 – Reading into writing.</p> <p>Synthesize such information to produce coherent responses to suit the purpose for writing (e.g. to offer solutions to a problem and/or evaluation of the ideas): Assessed in Task 3 – Reading into writing.</p>

ISE II Reading & Writing exam	
Reading 1: Long-distance care (pp58–59)	<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>Summarizing: Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p> <p>Comparing, evaluating, and inferring: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p>
Reading 2: Do we know too much? (pp60–61)	<p>Distinguishing fact from opinion: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p> <p>Careful reading for specific information: 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>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p>
Writing (p63)	Being able to write a clear thesis statement will produce more effective introductions to essays (descriptive, discursive, and argument). These are the genres for Task 3 – Reading into writing, and Task 4 – Extended writing.
Grammar: Passive modals: advice, ability, and possibility	Useful for all functions assessed in the Reading & Writing exam, and the Speaking & Listening exam.

ISE II Reading & Writing exam	
Reading 1: <i>Drift</i>: A book report (pp68–69)	<p>Summarizing: Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</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>
Reading 2: A semester on ice (pp70–71)	<p>Understanding the main ideas of each paragraph: Assessed in Task 1 – Long reading (title matching) questions 1–5.</p> <p>Reading for purpose or main ideas: Assessed in Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p>Careful reading for specific information: 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>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p>

Writing task (p75)	<p>The process approach to writing in this section is very useful for helping candidates brainstorm, plan, write, and edit their work.</p> <p>A descriptive essay is one of the possible genres for Task 3 – Reading into writing, and Task 4 – Extended writing.</p>
Grammar: Unreal conditional in the past	<p>Speculating:</p> <p>Assessed in all four tasks in the Reading & Writing exam, and in the Topic, Collaborative, and Conversation tasks in the Speaking & Listening exam.</p>

ISE II Reading & Writing exam	
Reading 1: Making a difference (pp78–79)	<p>Distinguishing principal statement from supporting examples or details: Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p> <p>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p>
Reading 2: Most likely to succeed (pp80–81)	<p>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1-5, and Task 2 – Multi-text reading (selecting the true statements) questions 21-25.</p> <p>Comparing, evaluating, and inferring: Assessed in Task 1 – Long reading (selecting the true statements) questions 6-10.</p>
Writing: Effective hooks (p83)	Effective hooks will help produce interesting introductions for the essays (descriptive, discursive, and argument) and articles.
Grammar: Intensifier + comparative combinations	Useful for all functions assessed in the Reading & Writing exam, and the Speaking & Listening exam.

	ISE II Reading & Writing exam
Reading 1: <i>The Secret Garden: An excerpt</i> (pp88–89)	<p>Understanding specific, factual information at the word level and/or phrase level OR inferring and understanding across paragraphs (e.g. writers' attitude, line of argument etc.):</p> <p>Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p>Deducing meaning of unknown words from context is a useful skill for all ISE levels.</p>
Reading 2: <i>The loudest sound you've never heard</i> (pp90-91)	<p>Careful reading for specific information:</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>Understanding specific factual information at sentence level:</p> <p>Assessed in Task 1 – Long reading (title matching) questions 1-5, and Task 2 – Multi-text reading (selecting the true statements) questions 21-25.</p> <p>Careful reading for comprehension:</p> <p>Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11-15.</p> <p>Careful reading for comprehension at the word and/or phrase level across the texts:</p> <p>Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26-30.</p>

Writing: Using similes and metaphors (p93)	A descriptive essay is one of the possible genres for Task 3 – Reading into writing, and Task 4 – Extended writing.
Writing task (p95)	<p>The process approach to writing in this section is very useful for helping candidates brainstorm, plan, write, and edit their work.</p> <p>A descriptive essay is one of the possible genres for Task 3 – Reading into writing, and Task 4 – Extended writing.</p>

	ISE II Reading & Writing exam
<p>Reading 1: Global graduates (pp98–99)</p>	<p>Understanding specific, factual information at the word level and/or phrase level OR inferring and understanding across paragraphs (e.g. writers' attitude, line of argument etc.): Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p>Careful reading for specific information: 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>Understanding specific factual information at sentence level: Assessed in Task 1 – Long reading (title matching) questions 1–5, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p>Careful reading for comprehension: Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p>Careful reading for comprehension at the word and/or phrase level across the texts: Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>
<p>Reading 2: Career trends (pp100–101)</p>	<p>Understanding specific, factual information at the word level and/or phrase level OR inferring and understanding across paragraphs (e.g. writers' attitude, line of argument etc.): Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p>

<p>Writing: Qualifying statistical data (p103)</p>	<p>A report is one of the possible genres for Task 3 – Reading into writing, and Task 4 – Extended writing.</p>
<p>Writing task (p105)</p>	<p>Identify information that is relevant to the writing task and common themes and links across multiple texts: Assessed in Task 3 – Reading into writing.</p> <p>Paraphrase/summarize factual ideas, opinions, arguments, and/or discussion: Assessed in Task 3 – Reading into writing.</p> <p>Synthesize such information to produce coherent responses to suit the purpose for writing (e.g. to offer solutions to a problem and/or evaluation of the ideas): Assessed in Task 3 – Reading into writing.</p> <p>The process approach to writing in this section is very useful for helping candidates brainstorm, plan, write, and edit their work.</p> <p>A report is one of the possible genres for Task 3 – Reading into writing, and Task 4 – Extended writing.</p>