

*Skillful* Reading & Writing Level 4 (C1) has been mapped to Trinity's Integrated Skills in English (ISE) III 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 III Reading &amp; Writing exam</b>
<b>Reading: Are online "friends" a threat to development? (pp8-9)</b>	<p><b>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.):</b> 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><b>Understanding the main ideas of each paragraph:</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>Careful reading for detail:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p><b>Careful reading for comprehension:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>Careful reading for comprehension at the word and/or phrase level across the texts:</b> Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>
<b>Writing: Formality (p14)</b>	Formal and informal emails are possible genres for Task 4 – Extended writing.
<b>Writing task (p15)</b>	Formal and informal emails are possible genres for Task 4 – Extended writing.  The process approach to writing in this section is very useful for helping candidates to brainstorm, plan, write, and edit their work.

<b>ISE III Reading &amp; Writing exam</b>	
<b>Reading: After the Games end: Risks and rewards of hosting the Olympics® (pp18–19)</b>	<p><b>Careful reading for comprehension:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>Careful reading for detail:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>Understanding cohesion via lexico-grammar patterns or collocation:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>Careful reading for comprehension at the word and/or phrase level across the texts:</b> Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p> <p><b>Inferring and comparing:</b> 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>
<b>Writing: Creating an outline (p24)</b>	<p>Writing reports is one of the skills assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p><b>Synthesize such information to produce elaborated responses with clarity and precision:</b> Assessed in Task 3 – Reading into writing.</p>
<b>Writing task (p25)</b>	<p>Reports are among the genres assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>The process approach to writing in this section is very useful for helping candidates to brainstorm, plan, write, and edit their work.</p>

	<b>ISE III Reading &amp; Writing exam</b>
<b>Reading: The shifting sands of memory (pp28–29)</b>	<p><b>Careful reading for detail:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p><b>Careful reading for comprehension:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>Careful reading for comprehension at the word and/or phrase level across the texts:</b> Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p> <p><b>Understanding cohesion via lexico-grammar patterns or collocation:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p>
<b>Writing: Transition sentences (p34)</b>	<p>Effective transition sentences are important elements, useful for essays and reports. Assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p>
<b>Writing task (p35)</b>	<p>Essays are among the possible genres for Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>The process approach to writing in this section is very useful for helping candidates to brainstorm, plan, write, and edit their work.</p>

	<b>ISE III Reading &amp; Writing exam</b>
<b>Reading: Risk-takers: Who are they? (pp38–39)</b>	<p><b>Summarizing the texts and using this to create a response:</b> Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p> <p><b>Careful reading for comprehension:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>Careful reading for detail:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>Comparing, evaluating, and inferring:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p> <p><b>Understanding cohesion via lexico-grammar patterns or collocation:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p>
<b>Writing task (p45)</b>	<p><b>Identify information that is relevant to the writing task and common themes and links across multiple texts and the finer points of detail, e.g. attitudes implied:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Paraphrase/summarize complex and demanding texts:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Synthesize such information to produce elaborated responses with clarity and precision:</b> Assessed in Task 3 – Reading into writing.</p>

<b>ISE III Reading &amp; Writing exam</b>	
<b>Reading: Solving the problem of informal settlements (pp48–49)</b>	<p><b>Careful reading for detail:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p><b>Comparing, evaluating, and inferring:</b> Assessed in Task 1 – Reading into writing (selecting the true statements) questions 6–10.</p> <p><b>Distinguishing fact from opinion:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p> <p><b>Understanding cohesion via lexico-grammar patterns or collocation:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>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.):</b> 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>
<b>Writing: Hedging (p53)</b>	Hedging is useful when writing an argument essay, which is one of the possible genres for Task 3 – Reading into writing, and Task 4 – Extended writing.
<b>Writing task (p55)</b>	<p>Argument and discursive essays are two of the possible genres assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>The process approach to writing in this section is very useful for helping candidates to brainstorm, plan, write, and edit their work.</p>

	<b>ISE III Reading &amp; Writing exam</b>
<b>Reading: Endangered languages: Strategies for preservation and revitalization (pp58–59)</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>Understanding the main ideas of each paragraph:</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>Distinguishing fact from opinion:</b> Assessed in Task 1 – Long Reading (selecting the true statements) questions 6–10.</p> <p><b>Summarizing the texts and using this to create a response:</b> Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>
<b>Writing task (p65)</b>	<p><b>Identify information that is relevant to the writing task and common themes and links across multiple texts and the finer points of detail, e.g. attitudes implied:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Paraphrase/summarize complex and demanding texts:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Synthesize such information to produce elaborated responses with clarity and precision:</b> Assessed in Task 3 – Reading into writing.</p> <p>The process approach to writing in this section is very useful for helping candidates to brainstorm, plan, write, and edit their work.</p>

	<b>ISE III Reading &amp; Writing exam</b>
<b>Reading: Overpopulation: A problem or myth? (pp68–69)</b>	<p><b>Careful reading for detail:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p><b>Understanding specific factual information at sentence level:</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 21–25.</p> <p><b>Distinguishing principal statement from supporting examples or details:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p> <p><b>Distinguishing fact from opinion:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p> <p><b>Comparing, evaluating, and inferring:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10.</p>
<b>Writing: Emphasizing your point (p74)</b>	<p>The ability to emphasize a point is a useful skill for Task 3 – Reading into writing, and Task 4 – Extended writing.</p>
<b>Writing task (p75)</b>	<p>Although persuasive essays are not one of genres assessed in the ISE III exam, the skill of composing persuasive texts can be very helpful for writing articles.</p>

<p><b>Reading: Leadership and change management (pp78-79)</b></p>	<p><b>ISE III Reading &amp; Writing exam</b></p> <p><b>Careful reading for detail:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p><b>Understanding specific factual information at sentence level:</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 21–25.</p> <p><b>Careful reading for comprehension:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>Careful reading for detail:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>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.):</b> 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>
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<p><b>Writing: Report writing (p84)</b></p>	<p>Report writing is one of the possible skills assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p><b>Identify information that is relevant to the writing task and common themes and links across multiple texts and the finer points of detail, e.g. attitudes implied:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Paraphrase/summarize complex and demanding texts:</b> Assessed in Task 3 – Reading into writing.</p> <p><b>Synthesize such information to produce elaborated responses with clarity and precision:</b> Assessed in Task 3 – Reading into writing.</p>
<p><b>Writing task (p85)</b></p>	<p>Reports are among the possible genres assessed in Task 3 – Reading into writing, and Task 4 – Extended writing.</p> <p>The process approach to writing in this section is very useful for helping candidates to brainstorm, plan, write, and edit their work.</p>

	<b>ISE III Reading &amp; Writing exam</b>
<b>Reading: How rivers made civilization (pp88–89)</b>	<p><b>Understanding the main ideas of each paragraph:</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>Careful reading for detail:</b> Assessed in Task 1 – Long reading (selecting the true statements) questions 6–10, Task 1 – Long reading (completing sentences – gap fill) questions 11–15, and Task 2 – Multi-text reading (selecting the true statements) questions 21–25.</p> <p><b>Understanding specific factual information at sentence level:</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 21–25.</p> <p><b>Understanding cohesion via lexico-grammar patterns or collocation:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>Comparing and evaluating:</b> Assessed in Task 2 – Multi-text reading (completing summary notes from a bank of options – gap fill) questions 26–30.</p>
<b>Writing: Writing effective conclusions (p94)</b>	<p>The ability to write effective conclusions is a useful skill that can be applied to a range of writing tasks found in Task 3 – Reading into writing, and Task 4 – Extended writing.</p>

<b>ISE III Reading &amp; Writing exam</b>	
<b>Reading: Culture and conflict (pp98–99)</b>	<p><b>Careful reading for comprehension:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>Careful reading for detail:</b> Assessed in Task 1 – Long reading (completing sentences – gap fill) questions 11–15.</p> <p><b>Reading for purpose or main ideas:</b> Assessed in Task 2 – Multi-text reading (multiple matching) questions 16–20.</p> <p><b>Inferring and comparing:</b> 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>
<b>Writing task (p105)</b>	<p>Report writing is one of the possible skills assessed in Task 3 – Reading into writing, and Task 4 – Extended writing</p> <p>The process approach to writing in this section is very useful for helping candidates to brainstorm, plan, write, and edit their work.</p>
<b>Language development: Phrasal nouns Verb patterns</b>	<p>Useful for all functions assessed in the Reading &amp; Writing exam, and the Speaking &amp; Listening exam.</p>