

### Skillful Second Edition

Skillful Second Edition is a five-level academic series spanning the Common European Framework of Reference for Languages (CEFR) from levels A1 to C1. Each level is split into two books, one for Reading & Writing and the other for Listening & Speaking. Skillful Second Edition offers a skills syllabus and covers listening, speaking, reading, and writing, with vocabulary, grammar, pronunciation, and study skills.

### The CEFR

The CEFR is an international standard which aims to provide a transparent, coherent, and comprehensive means of describing language ability. It describes what language learners can do in different skills across six broad levels, from A1 to C2, with some of these levels being further broken down into sub-levels (e.g. A2 can be subdivided into A2 and A2+). It consists of a set of scales containing descriptors indicating what a learner can do in that context.

Originally published in 2001, the CEFR was extended in 2017 and now includes an expanded list of descriptors to describe language ability at different levels. The CEFR mapping for Skillful Second Edition was carried out using the 2017 extended set of descriptors, a copy of which is freely available on the Council of Europe website: <https://rm.coe.int/common-european-framework-of-reference-for-languages-learning-teaching/168074a4e2>

### How to use the Skillful Second Edition CEFR maps

There are two versions of CEFR maps in this document. Both versions contain the same mapping information in different formats – it is up to you which version you want to use.

**Version 1** is organized by the CEFR scales and descriptors, which allows you to browse the mapping document from a CEFR point of view. So, for example, you first identify the relevant scale and descriptor you are interested in and then can see which course learning outcomes map to that descriptor, as well as their location in the book.

**Version 2** is organized unit by unit, which allows you to browse the course learning outcomes chronologically. These are mapped to the relevant CEFR descriptor(s), and the CEFR Ref column indicates which of the scales the descriptor is taken from – a table summarizing the CEFR scales and their references is provided at the start of Version 2.

For both versions, it is important to note that only relevant CEFR scales and descriptors have been included. On some occasions, no suitable CEFR descriptor was identified for a particular learning outcome. All descriptors included are at or within one band of the target level of the book.

**Version 1: organized by CEFR scales and descriptors**

<b>COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN RECEPTION</b>			
<b>OVERALL READING COMPREHENSION</b>			
<b>CEFR</b>	<b>CEFR Descriptor</b>	<b>Learning outcome(s)</b>	<b>Unit (Page)</b>
<b>B1</b>	Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.	I can identify supporting details in argumentative texts.	3 (p46)
		I can understand numerical data when presented in written texts.	4 (p64)
<b>READING FOR ORIENTATION</b>			
<b>CEFR</b>	<b>CEFR Descriptor</b>	<b>Learning outcome(s)</b>	<b>Unit (Page)</b>
<b>B1+</b>	Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.	I can scan a written text to find examples.	9 (p154)
		I can scan a written text to find examples that support the main idea.	9 (p158)
<b>B2</b>	Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.	I can skim an academic text to find out if it is based on primary or secondary research.	4 (p68)
<b>READING FOR INFORMATION AND ARGUMENT</b>			
<b>CEFR</b>	<b>CEFR Descriptor</b>	<b>Learning outcome(s)</b>	<b>Unit (Page)</b>
<b>A2+</b>	Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.	I can locate and read the topic sentences in a text in order to understand main ideas.	1 (p10)
<b>B1</b>	Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.	I can recognize bridging sentences in order to help me understand how ideas are connected in a written text.	8 (p140)
<b>B1+</b>	Can identify the main conclusions in clearly signalled argumentative texts.	I can recognize the phrases that writers use to signpost the structure of their texts.	3 (p50)

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<b>B2</b>	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	I can identify a writer's arguments and opinions in a discursive text.	1 (p14)
	Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.	I can identify the reasons that explain and support main ideas in a text.	5 (p86)
		I can identify cause and effect relationships in a written text.	6 (p100)
		I can identify definitions and examples in written texts in order to understand unfamiliar words.	7 (p122)

**COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN PRODUCTION**

**WRITTEN REPORTS AND ESSAYS**

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
<b>B1+</b>	Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.	I can write a paragraph that considers the points for and against an opinion.	1 (p20)

**COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION**

**EXPLAINING DATA IN WRITING**

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
<b>B1</b>	Can describe in simple sentences [...] the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart).	I can describe trends, as presented in graphs, in writing.	4 (p74)

**PROCESSING TEXT IN WRITING**

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
<b>B1</b>	Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.	I can make notes on a written text using my own words.	10 (p172)
<b>B1+</b>	Can summarize in writing [...] the information and arguments contained in texts [...] on subjects of general or personal interest.	I can make a summary of the main points of a text.	2 (p28)

Reading & Writing

**COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION**

**IDENTIFYING CUES AND INFERRING**

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
<b>B1</b>	Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).	I can use my knowledge of synonyms to help me understand a text.	2 (p32)
<b>B1+</b>	Can identify unfamiliar words from the context on topics related to his/her field and interests.	I can deduce the meaning of unfamiliar words from the context.	7 (p118)

**COMMUNICATIVE LANGUAGE STRATEGIES: PRODUCTION**

**MONITORING AND REPAIR**

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
<b>B2+</b>	Can often retrospectively self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure.	I can proofread and edit my writing.	10 (p182)

**COMMUNICATIVE LANGUAGE COMPETENCES: PRAGMATIC**

**THEMATIC DEVELOPMENT**

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
<b>B1</b>	Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas.	I can write an effective introduction to an essay.	3 (p56)
	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	I can write an account of changes that have taken place as shown in <i>before</i> and <i>after</i> illustrations.	5 (p92)

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COHERENCE AND COHESION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
<b>B1</b>	Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	I can use subordinate clauses to express complex ideas.	2 (p38)
<b>B2</b>	Can structure longer texts in clear, logical paragraphs.	I can plan an essay by organizing my notes into paragraphs.	7 (p128)
		I can use topic sentences, bridging sentences and concluding sentences to link paragraphs together into a coherent text.	8 (p146)
		I can write an effective concluding paragraph to an essay.	9 (p164)
PROPOSITIONAL PRECISION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
<b>B1+</b>	Can explain the main points in an idea or problem with reasonable precision.	I can write a paragraph which explains a cause and effect relationship.	6 (p110)

Version 2: organized unit by unit

CEFR SCALE			CEFR REF
COMMUNICATIVE LANGUAGE ACTIVITIES	Written Reception	Overall reading comprehension	CLA-WR-ORC
		Reading for orientation	CLA-WR-RO
		Reading for information and argument	CLA-WR-RIA
	Written Production	Written reports and essays	CLA-WP-WRE
	Mediation	Explaining data in writing	CLA-M-EDW
Processing text in writing		CLA-M-PTW	
COMMUNICATIVE LANGUAGE STRATEGIES	Reception	Identifying cues and inferring	CLS-R-ICI
	Production	Monitoring and repair	CLS-P-MR
COMMUNICATIVE LANGUAGE COMPETENCES	Pragmatic	Thematic Development	CLC-P-TD

Reading & Writing

UNIT 1				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
10	I can locate and read the topic sentences in a text in order to understand main ideas.	A2+	<ul style="list-style-type: none"> <li>Can pick out the main information in short newspaper reports or simple articles in which figures, names, illustrations and titles play a prominent role and support the meaning of the text.</li> </ul>	CLA-WR-RIA
14	I can identify a writer's arguments and opinions in a discursive text.	B2	<ul style="list-style-type: none"> <li>Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.</li> </ul>	CLA-WR-RIA
20	I can write a paragraph that considers the points for and against an opinion.	B1+	<ul style="list-style-type: none"> <li>Can write a text on a topical subject of personal interest, using simple language to list advantages and disadvantages, give and justify his/her opinion.</li> </ul>	CLA-WP-WRE
UNIT 2				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
28	I can make a summary of the main points of a text.	B1	<ul style="list-style-type: none"> <li>Can summarize in writing [...] the information and arguments contained in texts [...] on subjects of general or personal interest.</li> </ul>	CLA-M-PTW
32	I can use my knowledge of synonyms to help me understand a text.	B1	<ul style="list-style-type: none"> <li>Can deduce the probable meaning of unknown words in a written text by identifying their constituent part (e.g. identifying word roots, lexical elements, suffixes and prefixes).</li> </ul>	CLS-R-ICI
38	I can use subordinate clauses to express complex ideas.	B1	<ul style="list-style-type: none"> <li>Can link a series of shorter, discrete simple elements into a connected, linear sequence of points.</li> </ul>	CLC-P-CC
UNIT 3				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
46	I can identify supporting details in argumentative texts.	B1	<ul style="list-style-type: none"> <li>Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</li> </ul>	CLA-WR-ORC
50	I can recognize the phrases that writers use to signpost the structure of their texts.	B1+	<ul style="list-style-type: none"> <li>Can identify the main conclusions in clearly signalled argumentative texts.</li> </ul>	CLA-WR-RIA
56	I can write an effective introduction to an essay.	B1	<ul style="list-style-type: none"> <li>Shows awareness of the conventional structure of the text type concerned, when communicating his/her ideas.</li> </ul>	CLC-P-TD

Reading & Writing

UNIT 4				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
64	I can understand numerical data when presented in written texts.	B1	<ul style="list-style-type: none"> <li>Can read straightforward factual texts on subjects related to his/her field and interests with a satisfactory level of comprehension.</li> </ul>	CLA-WR-ORC
68	I can skim an academic text to find out if it is based on primary or secondary research.	B2	<ul style="list-style-type: none"> <li>Can quickly identify the content and relevance of news items, articles and reports on a wide range of professional topics, deciding whether closer study is worthwhile.</li> </ul>	CLA-WR-RO
74	I can describe trends, as presented in graphs, in writing.	B1	<ul style="list-style-type: none"> <li>Can describe in simple sentences [...] the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart).</li> </ul>	CLA-M-EDW
UNIT 5				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
82	I can use pronoun reference to help me understand how ideas are connected in a written text.	N/A	<ul style="list-style-type: none"> <li>No relevant CEFR descriptor at this level.</li> </ul>	N/A
86	I can identify the reasons that explain and support main ideas in a text.	B2	<ul style="list-style-type: none"> <li>Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.</li> </ul>	CLA-WR-RIA
92	I can write an account of changes that have taken place as shown in 'before' and 'after' illustrations.	B1	<ul style="list-style-type: none"> <li>Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.</li> </ul>	CLC-P-TD



Reading & Writing

**UNIT 6**

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
100	I can identify cause and effect relationships in a written text.	B2	<ul style="list-style-type: none"> <li>Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.</li> </ul>	CLA-WR-RIA
104	I can identify a writer's tone in order to help me understand their opinions.	N/A	<ul style="list-style-type: none"> <li>No relevant CEFR descriptor at this level</li> </ul>	N/A
110	I can write a paragraph which explains a cause and effect relationship.	N/A	<ul style="list-style-type: none"> <li>No relevant CEFR descriptor at this level</li> </ul>	N/A

**UNIT 7**

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
118	I can deduce the meaning of unfamiliar words from the context.	B1+	<ul style="list-style-type: none"> <li>Can identify unfamiliar words from the context on topics related to his/her field and interests.</li> </ul>	CLS-R-ICI
122	I can identify definitions and examples in written texts in order to understand unfamiliar words.	B2	<ul style="list-style-type: none"> <li>Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.</li> </ul>	CLA-WR-RIA
128	I can plan an essay by organizing my notes into paragraphs.	B2	<ul style="list-style-type: none"> <li>Can structure longer texts in clear, logical paragraphs.</li> </ul>	CLC-P-CC

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UNIT 8				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
136	I can distinguish between facts and assumptions in written text.	N/A	<ul style="list-style-type: none"> <li>No relevant CEFR descriptor at this level</li> </ul>	N/A
140	I can recognize bridging sentences in order to help me understand how ideas are connected in a written text.	B1	<ul style="list-style-type: none"> <li>Can recognize the line of argument in the treatment of the issue presented, though not necessarily in detail.</li> </ul>	CLA-WR-RIA
146	I can use topic sentences, bridging sentences and concluding sentences to link paragraphs together into a coherent text.	B2	<ul style="list-style-type: none"> <li>Can structure longer texts in clear, logical paragraphs.</li> </ul>	CLC-P-CC
UNIT 9				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
154	I can scan a written text to find examples.	B1+	<ul style="list-style-type: none"> <li>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</li> </ul>	CLA-WR-RO
158	I can scan a written text to find examples that support the main idea.	B1+	<ul style="list-style-type: none"> <li>Can scan longer texts in order to locate desired information, and gather information from different parts of a text, or from different texts in order to fulfil a specific task.</li> </ul>	CLA-WR-RO
164	I can write an effective concluding paragraph to an essay.	B2	<ul style="list-style-type: none"> <li>Can structure longer texts in clear, logical paragraphs.</li> </ul>	CLC-P-CC
UNIT 10				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
172	I can make notes on a written text using my own words.	B1	<ul style="list-style-type: none"> <li>Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.</li> </ul>	CLA-M-PTW
176	I can formulate research questions to help me focus my reading.	N/A	<ul style="list-style-type: none"> <li>No relevant CEFR descriptor at this level</li> </ul>	N/A
182	I can proofread and edit my writing.	B2+	<ul style="list-style-type: none"> <li>Can often retrospectively self-correct his/her occasional 'slips' or non-systematic errors and minor flaws in sentence structure.</li> </ul>	CLS-P-MR