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

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN RECEPTION

OVERALL LISTENING COMPREHENSION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	I can recognize instances when a speaker gives definitions of key terminology.	2 (p32)
		I can follow the structure of a formal argument in a lecture, presentation or discussion.	3 (p46)
		I can recognize the points which a speaker highlights to indicate that they have high priority.	5 (p86)
		I can recognize ways in which ideas are connected in a structured lecture or presentation.	7 (p122)
		I can understand the evidence, definitions, examples and explanations that a speaker used to support his/her points in a lecture or presentation.	8 (p136)
	Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization.	I can recognize generalizations in a lecture, presentation or discussion.	5 (p82)
		I can recognize ways in which a speaker categorizes information in a lecture, presentation or discussion.	6 (p100)
B2+	Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	I can follow a speaker's line of thought even when they backtrack to correct themselves or make a digression to elaborate a point.	3 (p50)

UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.	I can follow the chronological sequence of events when a speaker describes a process or a historical development.	4 (p68)

LISTENING AS A MEMBER OF A LIVE AUDIENCE

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1+	Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.	I can understand the evidence, definitions, examples and explanations that a speaker used to support his/her points in a lecture or presentation.	8 (p136)
		I can recognize instances when a speaker refers to, or quoted from, external sources in a lecture of presentation.	8 (p140)
B2	Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.	I can detect when a speaker moves on to a new topic in a lecture or presentation.	1 (p14)
		I can recognize cause and effect relationships in a lecture, presentation or discussion.	6 (p104)
		I can recognize the way in which complex lecture or presentation is structured.	9 (p154)
	Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.	I can follow a speaker's line of thought even when they backtrack to correct themselves or make a digression to elaborate a point.	3 (p50)
	Can recognize the speaker's point of view and distinguish this from facts that he/she is reporting.	I can distinguish between fact and opinion when I listen to a lecture, presentation or discussion.	4 (p64)

LISTENING TO THE RADIO AND AUDIO RECORDINGS

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.	I can recognize a speaker's attitude even when this is not made explicit.	9 (p158)
		I can recognize instances when speakers overstate their case employing hyperbole.	10 (p174)

B2+	Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	I can understand unstated information, including the speaker's attitude to a topic, by listening for contextual clues.	2 (p28)
		I can detect bias on the part of a speaker in a lecture, presentation or discussion.	10 (p172)
C1	Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	I can detect bias on the part of a speaker in a lecture, presentation or discussion.	10 (p172)
		I can recognize instances when speakers overstate their case employing hyperbole.	10 (p174)

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION

OVERALL SPOKEN PRODUCTION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2+	Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	I can use language persuasively to win over others to my point of view in a debate.	10 (p182)

SUSTAINED MONOLOGUE: GIVING INFORMATION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2+	Can communicate complex information and advice on the full range of matters related to his/her occupational role.	I can explain problems and suggest possible solutions in a discussion.	2 (p38)

ADDRESSING AUDIENCES

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	I can invite and respond to questions from the audience during and after a presentation.	9 (p164)

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION

CONVERSATION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	I can show interest in what other people say by making comments, by asking follow-up questions and by my tone of voice.	1 (p20)
B2+	Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions.	I can show interest in what other people say by making comments, by asking follow-up questions and by my tone of voice.	1 (p20)

INFORMAL DISCUSSION (WITH FRIENDS)

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2+	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	I can express concern about an issue and react sympathetically to others' concerns.	5 (p92)

FORMAL DISCUSSION (MEETINGS)

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	I can contribute additional points to a discussion.	7 (p128)
B2+	Can express his/her ideas and opinions with precision, present and respond to complex lines of argument.	I can respond to someone's argument in a discussion, agreeing or disagreeing appropriately.	3 (p56)

GOAL-ORIENTED COOPERATION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	I can explain problems and suggest possible solutions in a discussion.	2 (p38)

COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION

IDENTIFYING CUES AND INFERRING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).	I can follow the chronological sequence of events when a speaker describes a process or a historical development.	4 (p68)
		I can recognize cause and effect relationships in a lecture, presentation or discussion.	6 (p104)
B2	Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	I can recognize pronominal reference when listening to help me understand how ideas are linked together.	1 (p10)
		I can recognize instances when a speaker gives definitions of key terminology.	2 (p32)
		I can make predictions about the content of a talk based on the title.	7 (p118)
C1	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	I can understand unstated information, including the speaker's attitude to a topic, by listening for contextual clues.	2 (p28)

COMMUNICATIVE LANGUAGE STRATEGIES: INTERACTION

ASKING FOR CLARIFICATION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can, in informal conversation (with friends), ask for explanation or clarification to ensure he/she understands complex, abstract ideas.	In a conversation, I can ask another speaker for clarification of a point that I haven't understood.	6 (p110)
B2+	Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.	I can show interest in what other people say by making comments, by asking follow-up questions and by my tone of voice.	1 (p20)

COMMUNICATIVE LANGUAGE COMPETENCES: LINGUISTIC

PHONOLOGICAL CONTROL: PROSODIC FEATURES

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.	I can show interest in what other people say by making comments, by asking follow-up questions and by my tone of voice.	1 (p20)

COMMUNICATIVE LANGUAGE COMPETENCES: SOCIOLINGUISTIC

SOCIOLINGUISTIC APPROPRIATENESS

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can frame critical remarks or express strong disagreement diplomatically.	In a discussion, I can disagree politely with another speaker.	8 (p146)

COMMUNICATIVE LANGUAGE COMPETENCES: PRAGMATIC

FLEXIBILITY

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can adjust to the changes of direction, style and emphasis normally found in conversation.	I can change the subject of conversation, or return to a previous topic if someone else changes the subject.	4 (p74)

TURN-TAKING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can initiate, maintain and end discourse appropriately with effective turn-taking.	I can change the subject of conversation, or return to a previous topic if someone else changes the subject.	4 (p74)

PROPOSITIONAL PRECISION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1+	Can explain the main points in an idea or problem with reasonable precision.	I can explain problems and suggest possible solutions in a discussion.	2 (p38)

Version 2: organized unit by unit

CEFR SCALE			CEFR REF
COMMUNICATIVE LANGUAGE ACTIVITIES	**Spoken Reception**	Overall listening comprehension	CLA-SR-OLC
		Understanding conversation between other speakers	CLA-SR-UC
		Listening as a member of a live audience	CLA-SR-LMLA
		Listening to the radio and audio recordings	CLA-SR-LRA
	Spoken Production	Overall spoken production	CLA-SP-OSP
		Sustained monologue: Giving information	CLA-SP-SMGI
		Addressing audiences	CLA-SP-AA
	Spoken Interaction	Conversation	CLA-SI-C
		Informal discussion (with friends)	CLA-SI-ID
		Formal discussion (meetings)	CLA-SI-FD
		Goal-oriented cooperation	CLA-SI-GC
COMMUNICATIVE LANGUAGE STRATEGIES	**Reception**	Identifying cues and inferring	CLS-R-ICI
	Interaction	Asking for clarification	CLS-I-AC
COMMUNICATIVE LANGUAGE COMPETENCES	**Linguistic**	Phonological control: prosodic features	CLC-L-PCPF
	Sociolinguistic	Sociolinguistic appropriateness	CLC-S-SA
	Pragmatic	Flexibility	CLC-P-F
		Turn-taking	CLC-P-TT
		Propositional precision	CLC-P-PP

UNIT 1

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
10	I can recognize pronominal reference when listening to help me understand how ideas are linked together.	B2	• Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	CLS-R-ICI
14	I can detect when a speaker moves on to a new topic in a lecture or presentation.	B2	• Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.	CLA-SR-LMLA
20	I can show interest in what other people say by making comments, by asking follow-up questions and by my tone of voice.	B1	• Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.	CLA-SI-C
		B2	• Can employ prosodic features (e.g. stress, intonation, rhythm) to support the message he/she intends to convey, though with some influence from other languages he/she speaks.	CLC-L-PCPF
		B2+	• Can establish a relationship with interlocutors through sympathetic questioning and expressions of agreement, plus, if appropriate, comments about third parties or shared conditions.	CLA-SI-C
			• Can ask follow up questions to check that he/she has understood what a speaker intended to say, and get clarification of ambiguous points.	CLS-I-AC

UNIT 2

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
28	I can understand unstated information, including the speaker's attitude to a topic, by listening for contextual clues.	B2+	• Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	CLA-SR-LRA
		C1	• Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	CLS-R-ICI
32	I can recognize instances when a speaker gives definitions of key terminology.	B2	• Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	CLS-R-ICI
			• Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	CLA-SR-OLC

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
38	I can explain problems and suggest possible solutions in a discussion.	B1+	• Can explain the main points in an idea or problem with reasonable precision.	CLC-P-PP
		B2	• Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing advantages and disadvantages of different approaches.	CLA-SI-GC
		B2+	• Can communicate complex information and advice on the full range of matters related to his/her occupational role.	CLA-SP-SMGI

UNIT 3

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
46	I can follow the structure of a formal argument in a lecture, presentation or discussion.	B2	• Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	CLA-SR-OLC
50	I can follow a speaker's line of thought even when they backtrack to correct themselves or make a digression to elaborate a point.	B2	• Can distinguish main themes from asides, provided that the lecture or talk is delivered in standard spoken language.	CLA-SR-LMLA
		B2+	• Can understand standard spoken language, live or broadcast on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.	CLA-SR-OLC
56	I can respond to someone's argument in a discussion, agreeing or disagreeing appropriately.	B2+	• Can express his/her ideas and opinions with precision, present and respond to complex lines of argument.	CLA-SI-FD

UNIT 4

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
64	I can distinguish between fact and opinion when I listen to a lecture, presentation or discussion	B2	• Can recognize the speaker's point of view and distinguish this from facts that he/she is reporting.	CLA-SR-LMLA
68	I can follow the chronological sequence of events when a speaker describes a process or a historical development.	B1	• Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).	CLS-R-ICI
		B2	• Can follow chronological sequence in extended informal speech, e.g. in a story or anecdote.	CLA-SR-UC

74	I can change the subject of conversation, or return to a previous topic if someone else changes the subject.	B2	• Can adjust to the changes of direction, style and emphasis normally found in conversation. • Can initiate, maintain and end discourse appropriately with effective turn-taking.	CLC-P-F CLC-P-TT

UNIT 5

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
82	I can recognize generalizations in a lecture, presentation or discussion.	B2	• Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization.	CLA-SR-OLC
86	I can recognize the points which a speaker highlights to indicate that they have high priority.	B2	• Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	CLA-SR-OLC
92	I can express concern about an issue and react sympathetically to others' concerns.	B2+	• Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.	CLA-SI-ID

UNIT 6

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
100	I can recognize ways in which a speaker categorizes information in a lecture, presentation or discussion.	B2	• Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in standard speech, including technical discussions in his/her field of specialization.	CLA-SR-OLC
104	I can recognize cause and effect relationships in a lecture, presentation or discussion.	B1	• Can follow a line of argument or the sequence of events in a story, by focusing on common logical connectors (e.g. however, because) and temporal connectors (e.g. after that, beforehand).	CLS-R-ICI
110	In a conversation, I can ask another speaker for clarification of a point that I haven't understood.	B2	• Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.	CLA-SR-LMLA
110		B2	• Can, in informal conversation (with friends), ask for explanation or clarification to ensure he/she understands complex, abstract ideas.	CLS-I-AC

UNIT 7

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
118	I can make predictions about the content of a talk based on the title.	B2	• Can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension by using contextual clues.	CLS-R-ICI
122	I can recognize ways in which ideas are connected in a structured lecture or presentation	B2	• Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	CLA-SR-OLC
128	I can contribute additional points to a discussion.	B2	• Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.	CLA-SI-FD

UNIT 8

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
136	I can understand the evidence, definitions, examples and explanations that a speaker used to support his/her points in a lecture or presentation.	B1+	• Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.	CLA-SR-LMLA
136		B2	• Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.	CLA-SR-OLC
140	I can recognize instances when a speaker refers to, or quoted from, external sources in a lecture of presentation.	B1+	• Can distinguish between main ideas and supporting details in standard lectures on familiar subjects, provided these are delivered in clearly articulated standard speech.	CLA-SR-LMLA
146	In a discussion, I can disagree politely with another speaker.	C1	• Can frame critical remarks or express strong disagreement diplomatically.	CLC-S-SA

UNIT 9

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
154	I can recognize the way in which complex lecture or presentation is structured.	B2	• Can follow complex lines of argument in a clearly articulated lecture provided the topic is reasonably familiar.	CLA-SR-LMLA
158	I can recognize a speaker's attitude even when this is not made explicit.	B2	• Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.	CLA-SR-LRA
164	I can invite and respond to questions from the audience during and after a presentation.	B2	• Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.	CLA-SP-AA

UNIT 10

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
172	I can detect bias on the part of a speaker in a lecture, presentation or discussion.	B2+	• Can understand recordings in the standard form of the language likely to be encountered in social, professional or academic life and identify speaker viewpoints and attitudes as well as the information content.	CLA-SR-LRA
		C1	• Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	CLA-SR-LRA
174	I can recognize instances when speakers overstate their case employing hyperbole.	B2	• Can understand most radio documentaries and most other recorded or broadcast audio material delivered in the standard form of the language and can identify the speaker's mood, tone etc.	CLA-SR-LRA
		C1	• Can understand a wide range of recorded and broadcast audio material, including some non-standard usage, and identify finer points of detail including implicit attitudes and relationships between speakers.	CLA-SR-LRA
182	I can use language persuasively to win over others to my point of view in a debate.	B2+	• Can give clear, systematically developed descriptions and presentations, with appropriate highlighting of significant points, and relevant supporting detail.	CLA-SP-OSP