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: WRITTEN RECEPTION

OVERALL READING COMPREHENSION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	I can read the required literature in preparation for an academic seminar, keeping the purposes of the seminar in mind.	10 (p176)
C1	Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.	I can follow the sequence of events in a complex historical narrative.	4 (p64)
C1		I can identify the similarities and differences between multiple viewpoints expressed in a complex text.	5 (p86)
C1	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	I can understand texts which explain complex abstract concepts and theories.	8 (p140)

READING CORRESPONDENCE

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs etc., provided that there are opportunities for re-reading and he/she has access to reference tools.	I can identify the assumptions that may be implicit in a question posed in a magazine interview or online posting.	1 (p10)

READING FOR ORIENTATION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2+	Can scan quickly through several sources (articles, reports, websites, books etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.	I can scan the headings, subheadings and images in a text to get an idea of its content, and to decide whether to read it, or which sections to read.	9 (p154)

READING FOR INFORMATION AND ARGUMENT

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.	I can recognize cause and effect relationships in a text.	6 (p104)
	Can recognize when a text provides factual information and when it seeks to convince readers of something.	I can recognize the techniques that a writer may use to persuade readers to agree with their point of view.	7 (p122)
B2+	Can obtain information, ideas and opinions from highly specialized sources within his/her field.	I can identify a writer's opinion on a topic in a complex text.	1 (p14)
C1	Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	I can identify a writer's stance on a topic even when this is not stated explicitly.	2 (p32)
		To deepen my understanding of a text I can make connections with previous knowledge, with other texts, and between elements within the text itself, even when these are not explicitly signposted.	7 (p118)
		I can recognize comments made by academic authors which reveal their stance in relation to other authors whom they cite.	9 (p158)
	Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	I can understand a description of a complex process and represent it in the form of a flow chart.	3 (p46)

READING AS A LEISURE ACTIVITY

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can read contemporary literary texts and non-fiction written in the standard form of the language with little difficulty and with appreciation of implicit meanings and ideas.	I can formulate questions to help me to understand and critically evaluate a complex text.	5 (p82)
		I can recognize cause and effect relationships in a text even when these are not explicitly signposted.	8 (p136)

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COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN PRODUCTION

OVERALL WRITTEN PRODUCTION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.	I can write a persuasive essay to win over readers to my point of view.	7 (p129)
	Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	I can write an essay in which I consider both sides of a complex issue then present and justify my own position.	10 (p183)

WRITTEN REPORTS AND ESSAYS

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2+	Can write a detailed description of a complex process.	I can write a description of a complex process.	3 (p57)
	Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	I can write an essay which presents and supports an argument.	5 (p93)
C1	Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	I can use data to support my argument in an academic essay.	2 (p39)
	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	I can write an explanation of a complex cause and effect relationship.	6 (p111)
		I can write an essay in which I explain a complex problem and propose possible solutions.	9 (p165)
	Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision.	I can write an effective conclusion to a report on a complex subject.	8 (p147)

COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION

EXPLAINING DATA IN WRITING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can interpret and present clearly and reliably in writing […] the salient, relevant points contained in complex diagrams and other visually organized data […] on complex academic or professional topics.	I can interpret complex charts and diagrams.	2 (p28)

PROCESSING TEXT IN WRITING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C1	Can summarize in writing […] long, complex texts […] interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.	I can summarize a writer's argument in complex text.	4 (p68)
	Can summarize in writing a long and complex text […] (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.	I can write an effective and accurate summary of a complex text.	4 (p75)

COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION

IDENTIFYING CUES AND INFERRING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1+	Can identify unfamiliar words from the context on topics related to his/her field and interests.	I can infer the meaning of unfamiliar technical terms from the context in which they are used.	3 (p50)
C1	Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	I can identify a writer's stance on a topic even when this is not stated explicitly.	2 (p32)

COMMUNICATIVE LANGUAGE COMPETENCES: SOCIOLINGUISTIC

SOCIOLINGUISTIC APPROPRIATENESS

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
C2	Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	I can write a persuasive essay to win over readers to my point of view.	7 (p129)

Version 2: organized unit by unit

CEFR SCALE			CEFR REF
COMMUNICATIVE LANGUAGE ACTIVITIES	**Written Reception**	Overall reading comprehension	CLA-WR-ORC
		Reading correspondence	CLA-WR-RC
		Reading for orientation	CLA-WR-RO
		Reading for information and argument	CLA-WR-RIA
		Reading as a leisure activity	CLA-WR-RLA
	Written Production	Overall written production	CLA-WP-OWP
		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
COMMUNICATIVE LANGUAGE COMPETENCES	**Sociolinguistic**	Sociolinguistic appropriateness	CLC-S-SA

UNIT 1

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
10	I can identify the assumptions that may be implicit in a question posed in a magazine interview or online posting.	C1	• Can understand implicit as well as explicit attitudes, emotions and opinions expressed in emails, discussion forums, blogs etc., provided that there are opportunities for re-reading and he/she has access to reference tools.	CLA-WR-RC
14	I can identify a writer's opinion on a topic in a complex text.	B2+	• Can obtain information, ideas and opinions from highly specialized sources within his/her field.	CLA-WR-RIA
22	I can analyse an essay question carefully to enable me to plan my essay effectively.	N/A	• No relevant CEFR descriptor at this level.	N/A

UNIT 2

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
28	I can interpret complex charts and diagrams.	C1	• Can interpret and present clearly and reliably in writing […] the salient, relevant points contained in complex diagrams and other visually organized data[…] on complex academic or professional topics.	CLA-M-EDW
32	I can identify a writer's stance on a topic even when this is not stated explicitly.	C1	• Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions. • Is skilled at using contextual, grammatical and lexical cues to infer attitude, mood and intentions and anticipate what will come next.	CLA-WR-RIA CLS-R-ICI
39	I can use data to support my argument in an academic essay.	C1	• Can expand and support points of view at some length with subsidiary points, reasons and relevant examples.	CLA-WP-WRE

UNIT 3

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
46	I can understand a description of a complex process and represent it in the form of a flow chart.	C1	• Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	CLA-WR-RIA
50	I can infer the meaning of unfamiliar technical terms from the context in which they are used.	N/A	• No relevant CEFR descriptor at this level.	N/A
57	I can write a description of a complex process.	B2+	• Can write a detailed description of a complex process.	CLA-WP-WRE

UNIT 4

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
64	I can follow the sequence of events in a complex historical narrative.	C1	• Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools	CLA-WR-ORC
68	I can summarize a writer's argument in complex text.	C1	• Can summarize in writing […] long, complex texts […] interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.	CLA-M-PTW
75	I can write an effective and accurate summary of a complex text.	C1	• Can summarize in writing a long and complex text […] (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.	CLA-M-PTW

UNIT 5

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
82	I can formulate questions to help me to understand and critically evaluate a complex text.	C1	• Can read contemporary literary texts and non-fiction written in the standard form of the language with little difficulty and with appreciation of implicit meanings and ideas.	CLA-WR-RLA
86	I can identify the similarities and differences between multiple viewpoints expressed in a complex text.	C1	• Can understand a wide variety of texts including literary writings, newspaper or magazine articles, and specialized academic or professional publications, provided that there are opportunities for re-reading and he/she has access to reference tools.	CLA-WR-ORC
93	I can write an essay which presents and supports an argument.	B2+	• Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	CLA-WP-WRE

UNIT 6

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
100	I can recognize references to external sources in an academic text.	N/A	• No relevant CEFR descriptor at this level.	N/A
104	I can recognize cause and effect relationships in a text.	B2	• Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships.	CLA-WR-RIA
111	I can write an explanation of a complex cause and effect relationship.	C1	• Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	CLA-WP-WRE

UNIT 7

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
118	I can make connections with previous knowledge, with other texts, and between elements within the text itself, even when these are not explicitly signposted.	C1	• Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	CLA-WR-RIA
122	I can recognize the techniques that a writer may use to persuade readers to agree with their point of view.	B2	• Can recognize when a text provides factual information and when it seeks to convince readers of something.	CLA-WR-RIA
129	I can write a persuasive essay to win over readers to my point of view.	C1	• Can employ the structure and conventions of a variety of written genres, varying the tone, style and register according to addressee, text type and theme.	CLA-WR-ORC
		C2	• Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	CLC-S-SA

UNIT 8

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
136	I can recognize cause and effect relationships in a text even when these are not explicitly signposted.	C1	• Can read contemporary literary texts and non-fiction written in the standard form of the language with little difficulty and with appreciation of implicit meanings and ideas.	CLA-WR-RLA
140	I can understand texts which explain complex abstract concepts and theories.	C1	• Can understand in detail lengthy, complex texts, whether or not they relate to his/her own area of speciality, provided he/she can reread difficult sections.	CLA-WR-ORC
147	I can write an effective conclusion to a report on a complex subject.	C1	• Can write a suitable introduction and conclusion to a longer report, article or dissertation on a complex academic or professional topic provided that the topic is within his/her field of interest and there are opportunities for redrafting and revision.	CLA-WP-WRE

UNIT 9

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
154	I can scan the headings, subheadings and images in a text to get an idea of its content, and to decide whether to read it, or which sections to read.	B2+	• Can scan quickly through several sources (articles, reports, websites, books etc.) in parallel, in both his/her own field and in related fields, and can identify the relevance and usefulness of particular sections for the task at hand.	CLA-WR-RO
158	I can recognize comments made by academic authors which reveal their stance in relation to other authors whom they cite.	C1	• Can understand in detail a wide range of lengthy, complex texts likely to be encountered in social, professional or academic life, identifying finer points of detail including attitudes and implied as well as stated opinions.	CLA-WR-RIA
165	I can write an essay in which I explain a complex problem and propose possible solutions.	C1	• Can write clear, well-structured expositions of complex subjects, underlining the relevant salient issues.	CLA-WP-WRE

UNIT 10

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
172	I can identify the different purposes served by external references in an academic text.	N/A	• No relevant CEFR descriptor at this level.	N/A
176	I can read the required literature in preparation for an academic seminar, keeping the purposes of the seminar in mind.	B2	• Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes, and using appropriate reference sources selectively. Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	CLA-WR-ORC
183	I can write an essay in which I consider both sides of a complex issue then present and justify my own position.	C1	• Can write clear, well-structured texts of complex subjects, underlining the relevant salient issues, expanding and supporting points of view at some length with subsidiary points, reasons and relevant examples, and rounding off with an appropriate conclusion.	CLA-WP-OWP