

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.	I can recognize a range of substitution words and understand how they connect ideas in a text.	1 (p14)
		I can find the answers to particular questions by scanning lengthy discursive texts.	7 (p122)
		I can activate my prior knowledge of a subject in order to help me understand a complex text.	8 (p136)
		I can represent the structure of information and argument in a text in the form of a text map.	9 (p154)
		I can represent the structure of information and argument in a text in the form of detailed notes.	9 (p158)
	Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms.	I can recognize when writers use words of similar meaning in order to vary their expression.	2 (p26)
READING FOR ORIENTATION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1+	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 find the answers to particular questions by scanning lengthy discursive texts.	7 (p122)
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 find evidence to support my own opinion when I read a text.	7 (p118)

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 and understand classification in texts.	1 (p10)
		I can recognize exemplification in discursive texts.	2 (p32)
		I can understand texts in which the writer uses ellipsis to refer back to previous ideas.	3 (p44)
		I can understand texts in which the writer used rhetorical questions to create interest.	3 (p50)
		I can annotate a complex text to help me to understand its content.	5 (p80)
		I can recognize the structure of lengthy factual texts.	5 (p86)
		I can recognize the function of different sentences within a complex paragraph.	6 (p104)
		I can identify a writer's conclusions in a discursive text.	10 (p172)
		I can identify when writers make predictions of future developments.	10 (p176)
	Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.	I can recognize the writer's point of view in written texts.	4 (p68)
I can identify a writer's conclusions in a discursive text.		10 (p172)	

COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN PRODUCTION

WRITTEN REPORTS AND ESSAYS

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options.	I can plan, write and edit an argumentative essay on a topic of general interest.	1 (p21)
		I can write an essay which compares and contrasts two related concepts.	3 (p57)
		I can give reasons and examples in support of my argument in discursive text.	4 (p75)
		I can write an essay which presents arguments for and against a point of view.	8 (p147)
	I can write an essay in which I express and support my opinion on an issue.	10 (p183)	
	Can synthesize information and arguments from a number of sources.	I can write an essay which summarizes and compares information conveyed in different illustrations.	5 (p93)

COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION

EXPLAINING DATA IN WRITING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can interpret and present reliably in writing [...] detailed information from diagrams and visually organized data in his/her fields of interest [...].	I can write a text in which I draw inferences from information presented in graphs, charts or tables.	7 (p129)

PROCESSING TEXT IN WRITING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can summarize in writing [...] the main content of complex spoken and written texts [...] on subjects related to his/her fields of interest and specialization.	I can write a brief summary of part of a lengthy text.	8 (p140)
		I can represent the structure of information and argument in a text in the form of a text map.	9 (p154)
		I can represent the structure of information and argument in a text in the form of detailed notes.	9 (p158)

COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION

IDENTIFYING CUES AND INFERRING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	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 deduce the meaning of unfamiliar words by breaking them down into parts.	4 (p64)
B1+	Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text.	I can recognize the function of different paragraphs in lengthy texts.	6 (p100)

COMMUNICATIVE LANGUAGE COMPETENCES: PRAGMATIC

THEMATIC DEVELOPMENT

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can evaluate the advantages and disadvantages of various options.	I can write an essay which discusses the advantages and disadvantages of something.	2 (p37)

COHERENCE AND COHESION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can structure longer texts in clear, logical paragraphs.	I can define key terms in an essay.	6 (p111)

FLEXIBILITY

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Can vary formulation of what he/she wants to say.	I can make my writing interesting by varying the length of sentences.	9 (p167)

COMMUNICATIVE LANGUAGE COMPETENCES: LINGUISTIC

GENERAL LINGUISTIC RANGE

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so.	I can make my writing interesting by varying the length of sentences.	9 (p167)

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
COMMUNICATIVE LANGUAGE COMPETENCES	Pragmatic	Thematic Development	CLC-P-TD
		Coherence and cohesion	CLC-P-CC
		Flexibility	CLC-P-F
	Linguistic	General linguistic range	CLC-L-GLR

Reading & Writing

UNIT 1				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
10	I can recognize and understand classification in texts.	B2	<ul style="list-style-type: none"> Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. 	CLA-WR-RIA
14	I can recognize a range of substitution words and understand how they connect ideas in a text.	B2	<ul style="list-style-type: none"> 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. 	CLA-WR-ORC
21	I can plan, write and edit an argumentative essay on a topic of general interest.	B2	<ul style="list-style-type: none"> Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. 	CLA-WP-WRE
UNIT 2				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
26	I can recognize when writers use words of similar meaning in order to vary their expression.	B2	<ul style="list-style-type: none"> Has a broad active reading vocabulary, but may experience some difficulty with low-frequency idioms. 	CLA-WR-ORC
32	I can recognize exemplification in discursive texts.	B2	<ul style="list-style-type: none"> Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. 	CLA-WR-RIA
37	I can write an essay which discusses the advantages and disadvantages of something.	B2	<ul style="list-style-type: none"> Can evaluate the advantages and disadvantages of various options. 	CLC-P-TD

Reading & Writing

UNIT 3				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
44	I can understand texts in which the writer uses ellipsis to refer back to previous ideas.	B2	<ul style="list-style-type: none"> Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. 	CLA-WR-RIA
50	I can understand texts in which the writer used rhetorical questions to create interest.	B2	<ul style="list-style-type: none"> Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. 	CLA-WR-RIA
57	I can write an essay which compares and contrasts two related concepts.	B2	<ul style="list-style-type: none"> Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. 	CLA-WP-WRE
UNIT 4				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
64	I can deduce the meaning of unfamiliar words by breaking them down into parts.	B1	<ul style="list-style-type: none"> 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). 	CLS-R-ICI
68	I can recognize the writer's point of view in written texts.	B2	<ul style="list-style-type: none"> Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. 	CLA-WR-RIA
75	I can give reason and examples in support of my argument in discursive text.	B2	<ul style="list-style-type: none"> Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. 	CLA-WP-WRE
UNIT 5				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
80	I can annotate a complex text to help me to understand its content.	B2	<ul style="list-style-type: none"> Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. 	CLA-WR-RIA
86	I can recognize the structure of lengthy factual texts.	B2	<ul style="list-style-type: none"> Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. 	CLA-WR-RIA
93	I can write an essay which summarizes and compares information conveyed in different illustrations.	B2	<ul style="list-style-type: none"> Can synthesize information and arguments from a number of sources. 	CLA-WP-WRE

Reading & Writing

UNIT 6

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
100	I can recognize the function of different paragraphs in lengthy texts.	B1+	<ul style="list-style-type: none"> Can exploit different types of connectors (numerical, temporal, logical) and the role of key paragraphs in the overall organization, in order to better understand the argumentation in a text. 	CLS-R-ICI
104	I can recognize the function of different sentences within a complex paragraph.	B2	<ul style="list-style-type: none"> Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. 	CLA-WR-RIA
111	I can define key terms in an essay.	B2	<ul style="list-style-type: none"> Can structure longer texts in clear, logical paragraphs. 	CLC-P-CC

UNIT 7

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
118	I can find evidence to support my own opinion when I read a text.	B2	<ul style="list-style-type: none"> 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
122	I can find the answers to particular questions by scanning lengthy discursive texts.	B2	<ul style="list-style-type: none"> 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. 	CLA-WR-ORC
		B1+	<ul style="list-style-type: none"> 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. 	CLA-WR-RO
129	I can write a text in which I draw inferences from information presented in graphs, charts or tables.	B2	<ul style="list-style-type: none"> Can interpret and present reliably in writing [...] detailed information from diagrams and visually organized data in his/her fields of interest [...]. 	CLA-M-EDW

Reading & Writing

UNIT 8				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
136	I can activate my prior knowledge of a subject in order to help me understand a complex text.	B2	<ul style="list-style-type: none"> 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. 	CLA-WR-ORC
140	I can write a brief summary of part of a lengthy text.	B2	<ul style="list-style-type: none"> Can summarize in writing [...] the main content of complex spoken and written texts [...] on subjects related to his/her fields of interest and specialization. 	CLA-M-PTW
147	I can write an essay which presents arguments for and against a point of view.	B2	<ul style="list-style-type: none"> Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. 	CLA-WP-WRE
UNIT 9				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
154	I can represent the structure of information and argument in a text in the form of a text map.	B2	<ul style="list-style-type: none"> 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. Can summarize in writing [...] the main content of complex spoken and written texts [...] on subjects related to his/her fields of interest and specialization. 	CLA-WR-ORC CLA-M-PTW
158	I can represent the structure of information and argument in a text in the form of detailed notes.	B2	<ul style="list-style-type: none"> 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. Can summarize in writing [...] the main content of complex spoken and written texts [...] on subjects related to his/her fields of interest and specialization. 	CLA-WR-ORC CLA-M-PTW
167	I can make my writing interesting by varying the length of sentences.	B2	<ul style="list-style-type: none"> Has a sufficient range of language to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words, using some complex sentence forms to do so. Can vary formulation of what he/she wants to say. 	CLC-L-GLR CLC-P-F

UNIT 10				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
172	I can identify a writer's conclusions in a discursive text.	B2	<ul style="list-style-type: none"> • Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. • Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. 	CLA-WR-RIA CLA-WR-RIA
176	I can identify when writers make predictions of future developments.	B2	<ul style="list-style-type: none"> • Can recognize different structures in discursive text: contrasting arguments, problem-solution presentation and cause-effect relationships. 	CLA-WR-RIA
183	I can write an essay in which I express and support my opinion on an issue.	B2	<ul style="list-style-type: none"> • Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. 	CLA-WP-WRE