

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

READING FOR ORIENTATION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A1	Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.).	I can locate specific information in simple texts that have a standardized format.	1 (p10)
		I can scan a text rapidly to find specific information.	6 (p100)
A2	Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables.	I can find the information that I need in a simple text.	7 (p118)

READING FOR INFORMATION AND ARGUMENT

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A1	Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support.	I can skim a text rapidly to get an idea of its content.	3 (p46)
		I can understand the gist of short, simple texts.	5 (p82)
A2+	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 highlight and annotate parts of a text to identify the important information.	9 (p154)

COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN PRODUCTION

OVERALL WRITTEN PRODUCTION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A1+	Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions.	I can write a simple description of someone's family.	2 (p38)
A2	Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.	I can give reasons to support statements that I make in writing.	9 (p164)

Reading & Writing

CREATIVE WRITING			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A1	Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.	I can write brief statements about people whom I know.	1 (p20)
	Can describe in very simple language what a room looks like.	I can add information to sentences using <i>and</i> , <i>too</i> and <i>also</i> .	3 (p56)
COMMUNICATIVE LANGUAGE ACTIVITIES: WRITTEN INTERACTION			
OVERALL WRITTEN INTERACTION			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A1	Can ask for or pass on personal details in written form.	I can write brief statements about people whom I know.	1 (p20)
CORRESPONDENCE			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A1	Can write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question.	I can write a simple, informal email to a friend.	8 (p146)
COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION			
IDENTIFYING CUES AND INFERRING			
CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A2	Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc.	I can preview a text to get an idea of what it is about.	2 (p28)
		I can identify the text type that a text belongs to by looking at its layout and formatting.	8 (p136)
	Can exploit numbers, dates, names, proper nouns etc. to identify the topic of a text.	I can skim a text rapidly to get an idea of its topic.	4 (p64)

COMMUNICATIVE LANGUAGE STRATEGIES: MEDIATION

STREAMLINING A TEXT

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A2	Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.	I can highlight and annotate parts of a text to identify the important information.	9 (p164)

COMMUNICATIVE LANGUAGE COMPETENCES: PRAGMATIC

COHERENCE AND COHESION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A1	Can link words or groups of words with very basic linear connectors like 'and' or 'then'.	I can add information to sentences using <i>and</i> , <i>too</i> and <i>also</i> .	3 (p56)
		I can join sentences with <i>and</i> and <i>but</i> .	6 (p110)
A2+	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points.	I can link sentences to make a coherent paragraph.	10 (p182)

THEMATIC DEVELOPMENT

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A2+	Can tell a story or describe something in a simple list of points.	I can use adjectives to add information to my sentences.	5 (p92)

COMMUNICATIVE LANGUAGE COMPETENCES: LINGUISTIC

GENERAL LINGUISTIC RANGE

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
A1	Can use some basic structures in one-clause sentences with some omission or reduction of elements.	I can expand my notes into simple sentences.	7 (p128)

Version 2: organized unit by unit

CEFR SCALE			CEFR REF
COMMUNICATIVE LANGUAGE ACTIVITIES	Written Reception	Reading for orientation	CLA-WR-RO
		Reading for information and argument	CLA-WR-RIA
	Written Production	Overall written production	CLA-WP-OWP
		Creative writing	CLA-WP-CW
	Written Interaction	Overall written interaction	CLA-WI-OWI
		Correspondence	CLA-WI-C
COMMUNICATIVE LANGUAGE STRATEGIES	Reception	Identifying cues and inferring	CLS-R-ICI
	Mediation	Streamlining a text	CLS-M-ST
COMMUNICATIVE LANGUAGE COMPETENCES	Pragmatic	Thematic Development	CLC-P-TD
		Coherence and cohesion	CLC-P-CC
	Linguistic	General linguistic range	CLC-L-GLR

Reading & Writing

UNIT 1				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
10	I can locate specific information in simple texts that have a standardized format.	A1	<ul style="list-style-type: none"> Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.). 	CLA-WR-RO
20	I can write brief statements about people whom I know.	A1	<ul style="list-style-type: none"> Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do. Can ask for or pass on personal details in written form. 	CLA-WP-CW CLA-WI-OWI
UNIT 2				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
28	I can preview a text to get an idea of what it is about.	A2	<ul style="list-style-type: none"> Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. 	CLS-R-ICI
38	I can write a simple description of someone's family.	A1+	<ul style="list-style-type: none"> Can give information in writing about matters of personal relevance (e.g. likes and dislikes, family, pets) using simple words and basic expressions. 	CLA-WP-OWP
UNIT 3				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
46	I can skim a text rapidly to get an idea of its content.	A1	<ul style="list-style-type: none"> Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. 	CLA-WR-RIA
56	I can add information to sentences using <i>and</i> , <i>too</i> and <i>also</i> .	A1	<ul style="list-style-type: none"> Can link words or groups of words with very basic linear connectors like 'and' or 'then'. Can describe in very simple language what a room looks like. 	CLC-P-CC CLA-WP-CW

Reading & Writing

UNIT 4				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
64	I can skim a text rapidly to get an idea of its topic.	A2	<ul style="list-style-type: none"> Can exploit numbers, dates, names, proper nouns etc. to identify the topic of a text. 	CLS-R-ICI
74	I can write sentences containing numerical information.	N/A	<ul style="list-style-type: none"> No relevant CEFR descriptor at this level. 	N/A
UNIT 5				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
82	I can understand the gist of short, simple texts.	A1	<ul style="list-style-type: none"> Can get an idea of the content of simpler informational material and short simple descriptions, especially if there is visual support. 	CLA-WR-RIA
92	I can use adjectives to add information to my sentences.	A2+	<ul style="list-style-type: none"> Can tell a story or describe something in a simple list of points. 	CLC-P-TD
UNIT 6				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
100	I can scan a text rapidly to find specific information.	A1	<ul style="list-style-type: none"> Can find and understand simple, important information in advertisements, in programmes for special events, in leaflets and brochures (e.g. what is proposed, costs, the date and place of the event, departure times etc.). 	CLA-WR-RO
110	I can join sentences with <i>and</i> and <i>but</i> .	A1	<ul style="list-style-type: none"> Can link words or groups of words with very basic linear connectors like 'and' or 'then'. 	CLC-P-CC
UNIT 7				
PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
118	I can find the information that I need in a simple text.	A2	<ul style="list-style-type: none"> Can find specific, predictable information in simple everyday material such as advertisements, prospectuses, menus, reference lists and timetables. 	CLA-WR-RO
128	I can expand my notes into simple sentences.	A1	<ul style="list-style-type: none"> Can use some basic structures in one-clause sentences with some omission or reduction of elements. 	CLC-L-GLR

Reading & Writing

UNIT 8

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
136	I can identify the text type that a text belongs to by looking at its layout and formatting.	A2	<ul style="list-style-type: none"> Can exploit format, appearance and typographic features in order to identify the type of text: news story, promotional text, article, textbook, chat or forum etc. 	CLS-R-ICI
146	I can write a simple, informal email to a friend.	A1	<ul style="list-style-type: none"> Can write a short, very simple message (e.g. a text message) to friends to give them a piece of information or to ask them a question. 	CLA-WI-C

UNIT 9

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
154	I can highlight and annotate parts of a text to identify the important information.	A2+	<ul style="list-style-type: none"> 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. 	CLA-WR-RIA
		A2	<ul style="list-style-type: none"> Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text. 	CLS-M-ST
164	I can give reasons to support statements that I make in writing.	A2	<ul style="list-style-type: none"> Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because.' 	CLA-WP-OWP

UNIT 10

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
172	I can extract information from a text and organize it in the form of a chart.	N/A	<ul style="list-style-type: none"> No relevant CEFR descriptor at this level. 	N/A
182	I can link sentences to make a coherent paragraph.	A2+	<ul style="list-style-type: none"> Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. 	CLC-P-CC