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)
B1+	Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent.	I can recognize the details which a speaker mentions in support of his/her main points.	1 (p14)
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 the phrases that a speaker uses to signpost the structure of a lecture or presentation.	7 (p118)
		I can recognize the ways in which speakers support their arguments in a discussion.	10 (p172)

UNDERSTANDING CONVERSATION BETWEEN OTHER SPEAKERS

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.	I can recognize ways in which speakers emphasize the points that they make.	2 (p28)
B2	Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.	I can identify the points which speakers make to support their opinions in a discussion.	6 (p100)
		I can understand the arguments for and against a position in a discussion.	9 (p154)
		I can recognize the ways in which speakers support their arguments in a discussion.	10 (p172)

LISTENING AS A MEMBER OF A LIVE AUDIENCE

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.	I can recognize when a speaker gives examples in a lecture or presentation.	1 (p10)
		I can recognize ways in which speakers summarize their main points at the end of a lecture or presentation.	5 (p86)
	Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.	I can understand the reasons that speakers give to support their ideas.	3 (p46)
		I can understand cause and effect relationships in a lecture or presentation.	6 (p104)
		I can understand problem-solution relationships in a lecture or presentation.	7 (p122)
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 recognize the details which a speaker mentions in support of his/her main points.	1 (p14)

LISTENING TO THE RADIO AND AUDIO RECORDINGS

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.	I can understand dates when they are mentioned in the course of a talk or discussion.	4 (p64)
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 in a lecture or presentation.	10 (p174)

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN PRODUCTION

SUSTAINED MONOLOGUE: DESCRIBING EXPERIENCE

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.	I can describe past events or developments in chronological sequence.	4 (p74)
	Can narrate a story.	I can use sentence adverbs to add interest and precision when I tell a story.	8 (p146)

SUSTAINED MONOLOGUE: PUTTING A CASE (E.G. IN A DEBATE)

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1+	Can give simple reasons to justify a viewpoint on a familiar topic.	I can give reasons for my viewpoint in a presentation.	1 (p20)
		I can counter other speakers' arguments in a debate.	10 (p182)

ADDRESSING AUDIENCES

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can take follow up questions, but may have to ask for repetition if the speech was rapid.	I can take follow-up questions when I give a presentation.	7 (p128)

COMMUNICATIVE LANGUAGE ACTIVITIES: SPOKEN INTERACTION

CONVERSATION

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can enter unprepared into conversations on familiar topics.	I can interact with a presenter, showing interest and asking pertinent questions.	9 (p164)

INFORMAL DISCUSSION (WITH FRIENDS)

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	I can compare and contrast ideas in a presentation.	5 (p92)

INFORMATION EXCHANGE

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can offer advice on simple matters within his/her field of experience.	I can give advice.	2 (p38)

COMMUNICATIVE LANGUAGE ACTIVITIES: MEDIATION

NOTE-TAKING (LECTURES, SEMINARS, MEETINGS, ETC.)

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1+	Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.	I can make notes of details that enable me to construct a diagram representing the content of a lecture.	8 (p140)

COMMUNICATIVE LANGUAGE STRATEGIES: RECEPTION

IDENTIFYING CUES AND INFERRING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can make basic inferences or predictions about text content from headings, titles or headlines.	I can make predictions about the content of a talk based on the title.	2 (p32)
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 understand time references in a talk about historical events or developments.	4 (p68)
		I can understand cause and effect relationships in a lecture or presentation.	6 (p104)
		I can understand the sequence of events in a spoken narrative.	8 (p136)
B1+	Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	I can deduce the meaning of some unfamiliar words from their context when I hear them in a talk or discussion.	5 (p82)

COMMUNICATIVE LANGUAGE STRATEGIES: PRODUCTION

COMPENSATING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1+	Can define the features of something concrete for which he/she can't remember the word.	I can formulate a suitable paraphrase to if I don't know the right word for the idea that I want to express.	6 (p110)

COMMUNICATIVE LANGUAGE STRATEGIES: INTERACTION

COOPERATING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can invite others into the discussion.	I can take part in a discussion using appropriate turn-taking.	3 (p56)

COMMUNICATIVE LANGUAGE COMPETENCES: PRAGMATIC

TURN-TAKING

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	I can take part in a discussion using appropriate turn-taking.	3 (p56)
		I can interact with a presenter, showing interest and asking pertinent questions.	9 (p164)

THEMATIC DEVELOPMENT

CEFR	CEFR Descriptor	Learning outcome(s)	Unit (Page)
B1	Can clearly signal chronological sequence in narrative text.	I can describe past events or developments in chronological sequence.	4 (p74)
B2	Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	I can use sentence adverbs to add interest and precision when I tell a story.	8 (p146)

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	Sustained monologue: Describing experience	CLA-SP-SMDE
		Sustained monologue: Putting a case (e.g. in a debate)	CLA-SP-SMPC
		Addressing audiences	CLA-SP-AA
	Spoken Interaction	Conversation	CLA-SI-C
		Informal discussion (with friends)	CLA-SI-ID
		Information exchange	CLA-SI-IE
	Mediation	Note-taking (lectures, seminars, meetings, etc.)	CLA-M-NT
COMMUNICATIVE LANGUAGE STRATEGIES	Reception	Identifying cues and inferring	CLS-R-ICI
	Production	Compensating	CLS-P-C
	Interaction	Cooperating	CLS-I-C
COMMUNICATIVE LANGUAGE COMPETENCES	Pragmatic	Turn-taking	CLC-P-TT
		Thematic development	CLC-P-TD

UNIT 1

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
10	I can recognize when a speaker gives examples in a lecture or presentation.	B1	• Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.	CLA-SR-LMLA
14	I can recognize the details which a speaker mentions in support of his/her main points.	B1+	• Can understand straightforward factual information about common everyday or job related topics, identifying both general messages and specific details, provided speech is clearly articulated in a generally familiar accent. • 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-OLC CLA-SR-LMLA
20	I can give reasons for my viewpoint in a presentation.	B1+	• Can give simple reasons to justify a viewpoint on a familiar topic.	CLA-SP-SMPC

UNIT 2

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
28	I can recognize ways in which speakers emphasize the points that they make.	B1	• Can generally follow the main points of extended discussion around him/her, provided speech is clearly articulated in standard speech.	CLA-SR-UC
32	I can make predictions about the content of a talk based on the title.	B1	• Can make basic inferences or predictions about text content from headings, titles or headlines.	CLS-R-ICI
38	I can give advice.	B1	• Can offer advice on simple matters within his/her field of experience.	CLA-SI-IE

UNIT 3

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
46	I can understand the reasons that speakers give to support their ideas.	B1	• Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.	CLA-SR-LMLA
50	I can distinguish between words that sound very similar in natural speech.	N/A	• No relevant CEFR descriptor at this level.	N/A
56	I can take part in a discussion using appropriate turn-taking.	B1	• Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest. • Can invite others into the discussion.	CLC-P-TT CLS-I-C

UNIT 4

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
64	I can understand dates when they are mentioned in the course of a talk or discussion.	B1	• Can understand the main points and important details in stories and other narratives (e.g. a description of a holiday), provided the speaker speaks slowly and clearly.	CLA-SR-LRA
68	I can understand time references in a talk about historical events or developments.	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
74	I can describe past events or developments in chronological sequence.	B1	• Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points. • Can clearly signal chronological sequence in narrative text.	CLA-SP-SMDE CLC-P-TD

UNIT 5

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
82	I can deduce the meaning of some unfamiliar words from their context when I hear them in a talk or discussion.	B1	• Can extrapolate the meaning of occasional unknown words from the context and deduce sentence meaning provided the topic discussed is familiar.	CLS-R-ICI
86	I can recognize ways in which speakers summarize their main points at the end of a lecture or presentation.	B1	• Can follow in outline straightforward short talks on familiar topics, provided these are delivered in clearly articulated standard speech.	CLA-SR-LMLA
92	I can compare and contrast ideas in a presentation.	B1	• Can compare and contrast alternatives, discussing what to do, where to go, who or which to choose etc.	CLA-SI-ID

UNIT 6

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
100	I can identify the points which speakers make to support their opinions in a discussion	B2	• Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.	CLA-SR-UC
104	I can understand cause and effect relationships in a lecture or presentation.	B1	• Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given. • 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).	CLA-SR-LMLA CLS-R-ICI
110	I can formulate a suitable paraphrase to if I don't know the right word for the idea that I want to express.	B1+	• Can define the features of something concrete for which he/she can't remember the word.	CLS-P-C

UNIT 7

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
118	I can recognize the phrases that a speaker uses to signpost the structure of a 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
122	I can understand problem-solution relationships in a lecture or presentation.	B1	• Can follow a straightforward conference presentation or demonstration with visual support (e.g. slides, handouts) on a topic or product within his/her field, understanding explanations given.	CLA-SR-LMLA
128	I can take follow-up questions when I give a presentation.	B1	• Can take follow up questions, but may have to ask for repetition if the speech was rapid.	CLA-SP-AA

UNIT 8

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
136	I can understand the sequence of events in a spoken narrative.	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
140	I can make notes of details that enable me to construct a diagram representing the content of a lecture.	B1+	• Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.	CLA-M-NT
146	I can use sentence adverbs to add interest and precision when I tell a story.	B1	• Can narrate a story.	CLA-SP-SMDE
146		B2	• Can develop a clear description or narrative, expanding and supporting his/her main points with relevant supporting detail and examples.	CLC-P-TD

UNIT 9

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
154	I can understand the arguments for and against a position in a discussion.	B2	• Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech.	CLA-SR-UC
158	I can recognize the ways that a speaker interacts with his/her audience in the course of a lecture.	N/A	• No relevant CEFR descriptor at this level.	N/A
164	I can interact with a presenter, showing interest and asking pertinent questions.	B1	• Can enter unprepared into conversations on familiar topics. • Can initiate, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	CLA-SI-C CLC-P-TT

UNIT 10

PAGE	LEARNING OUTCOME	LEVEL	CEFR DESCRIPTOR	CEFR REF
172	I can recognize the ways in which speakers support their arguments in a discussion.	B2	• Can identify the main reasons for and against an argument or idea in a discussion conducted in clear standard speech. • 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-UC CLA-SR-OLC
174	I can recognize a speaker's attitude in a lecture or presentation	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
182	I can counter other speakers' arguments in a debate.	B1+	• Can give simple reasons to justify a viewpoint on a familiar topic.	CLA-SP-SMPC