## 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.

# Second Edition Skillful Foundation

## CEFR MAP: VERSION 1

**Reading & Writing**

## 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) |

## 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 *and*, *too* and *also*. | 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 *and*, *too* and *also*. | 3 (p56) |
| | | I can join sentences with *and* and *but*. | 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 |

## 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 | • 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 | • Can write simple phrases and sentences about themselves and imaginary people, where they live and what they do.<br>• Can ask for or pass on personal details in written form. | CLA-WP-CW<br><br>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 | • 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+ | • 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 | • 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 *and*, *too* and *also*. | A1 | • Can link words or groups of words with very basic linear connectors like 'and' or 'then'.<br>• Can describe in very simple language what a room looks like. | CLC-P-CC<br><br>CLA-WP-CW |

## 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 | • 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 | • 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 | • 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+ | • 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 | • 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 *and* and *but*. | A1 | • 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 | • 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 | • Can use some basic structures in one-clause sentences with some omission or reduction of elements. | CLC-L-GLR |

## 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 | • 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 | • 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+ | • 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 | • 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 | • 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 | • No relevant CEFR descriptor at this level. | N/A |
| 182 | I can link sentences to make a coherent paragraph. | 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. | CLC-P-CC |