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# Trabajo Fin de Grado

Contrastive analysis (Spanish-English) between  
B1 and C1 levels.

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## **ABSTRACT**

This thesis investigates a total of 24 essays from two different groups of students, whose first language is Spanish. These two groups belong to B1 and C1 levels, following the Common European Framework of Reference for Languages (CEFR). The main objective is to expand knowledge in the area of contrastive linguistics, offering hypotheses that can be used for future studies at greater depth. The purpose is to increase knowledge and thus facilitate the learning of written competence in English for Spanish speakers. To accomplish this, the corpus was firstly created, consisting of 19 B1 essays and 15 C1 essays. The profile of the students is very varied, as the age range includes ages from 18 to 40, the majority being university students and examinees for Public Service. After the corpus creation, errors began to be labeled in the categories of grammar, lexico-semantics, orthotypography, and syntax, with their respective subcategories. The results, as expected, indicate that C1 learners managed to halve the number of errors. The aspects improved were mainly verb tenses and register, getting closer to the required level of formality. On the other hand, more spelling mistakes were observed. Finally, punctuation, although showing improvement, remains as frequent an error.

**KEYWORDS:** Contrastive linguistics — Spanish speakers mistakes — ES-EN differences — Written assessment

## **RESUMEN**

Esta tesis investiga un total de 24 pruebas escritas de dos grupos distintos de estudiantes, cuya primera lengua es el español. Estos dos grupos son de un nivel B1 y C1, de acuerdo al Marco Común Europeo de Referencia para las lenguas (MCER). El objetivo principal es ampliar el conocimiento en el área de lingüística contrastiva, ofreciendo hipótesis que puedan ser utilizadas para futuros estudios y una mayor profundidad. Con una finalidad de aumentar conocimientos y facilitar así el aprendizaje de la competencia escrita en inglés para hablantes españoles. Para llevarlo a cabo, se realizó el corpus en una primera instancia, que se compone de 19 ensayos de B1 y 15 de C1. El perfil de los estudiantes es muy variado, ya que el rango de edad comprende desde los 18 hasta los 40 años, la gran mayoría estudiantes de universidad y opositores. A partir de esta creación del corpus, se empezó a etiquetar errores en las categorías de gramática, lexico-semántica, ortotipografía y sintaxis, con sus respectivas subcategorías. Los resultados, como era esperado, indican que los estudiantes de C1 consiguieron disminuir el número de errores a la mitad. Los aspectos mejorados fueron principalmente los tiempos verbales y el registro, cumpliendo con el requerido nivel de formalidad. Por el contrario, se han observado más faltas de ortografía. Finalmente, la puntuación, aunque muestra mejoría, sigue siendo un error demasiado recurrente.

**PALABRAS CLAVE:** Lingüística contrastiva — Errores de hispanohablantes — Diferencias ESP-ING — Competencia escrita

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## **Prologue**

Throughout my degree in English Studies, I have acquired the required knowledge not only to perfect my communication in the English language but to take it a step further, which has allowed me to deeply understand the rules that make this language what it is. Throughout these four years, I have acquired the competencies necessary to be able to write in an academic style, and the needed grammar to get closer to achieving proficiency. Every bit of knowledge I own has been put into practice and has made it possible for me to complete this work.

## **1. Introduction**

In this study, I frame my thesis from the perspective of second language teaching and contrastive linguistic studies (English-Spanish), applied in the teaching of English as a foreign language. Based on the Common European Framework of Reference for Languages (CEFR), which is an international standard for describing language ability, my investigation aims to explore the most frequent mistakes for both (CEFR) levels, B1 and C1.

The main objective of this dissertation is to contribute to expanding the knowledge in the area of contrastive linguistics (Spanish-English), especially, English as a second language for Spanish speakers. This work also has the aim of being the starting point for other studies as it suggests some interesting hypotheses. All of this with the final purpose of facilitating the learning process of English as a second language for Spanish-speaking students, considering the differences and similarities, and trying spot to later leverage the number of mistakes for the sake of improving the knowledge of the language.

This dissertation is organized as follows: first, section 2 focuses on explaining the methodology adopted to carry out the thesis. This process involves from the obtaining of the texts that will establish the corpus, to the very final detail made. Next, part 3 deals with the thick of the core of the study: the discussion of the results obtained in the creation of the corpus. Within this section, there are two major parts, 3.1. and 3.2., the first one analyses the data collected in the investigation of B1 errors. Then, 3.2. offers a C1 scrutiny while comparing both levels, category by category. Finally, chapter 4 offers a conclusion and recommendations for future research in the field of second language teaching and contrastive linguistic studies.

## **2. Corpus and Methodology**

This section deals with the description and justification of the corpus and to whom they belong. Furthermore, part 2.2. addresses every detail of the process carried out to accomplish this study.

## **2.1. Corpus description and compilation**

Before explaining the corpus and how it was explored, it is suitable to of the essays to know the profile of students. Firstly, a private English academy provided me with 75 anonymous essays that had been written online, belonging to different groups, one was a B1 group, and the second was a C1. The groups were in intensive classes that were about to take their respective Preliminary (PET) and Advanced (CAE) Cambridge official exams. It must be stated that the exercises do not belong to one class only, but they are a compilation of more classes (all meet the required statements mentioned before), which is why the student's profile is so wide. The range of age goes from 18 to 40, it is indeed not too specific but the majority of them are either university students or examinees for Public Service who need to get the certificate. So, even though there can always be some cases of older students, most of them belong to one of these two main groups. The corpus was comprised of 43 B1-level and 32 C1-level essays. The B1 essays contained 8379 words, while the C1 essays, 8140. However, the minimum of words required by the writing task assigned was determined at 180, therefore, the writings containing a lower number of words (with a margin of the ten percent above or below) were discarded. Following this criterion, six B1-level essays had to be dismissed, and one of the C1-level. At this point I had 7228 (B1) and 7611 words (C1) so, given the significant difference in extent that this election entailed, the number of words was taken to be the criterion used to establish a comparable corpus, instead of the number of texts, as it would allow a more fair and precise comparison. Then, to reach a more similar number, I decided to eliminate the three C1 essays containing the lowest number of words, which gave the quantity of 7611 words, compared to 7565 found in B1 essays.

## **2.2. Methodological procedure**

After the selection of the corpus described above, I then proceeded to correct every B1 essay. Once the first wipe was done, I started to transfer all the essays into an Excel document as it would be easier to extract the data from there, given the options of filters and accounting. While doing this task, I noticed that I had overlooked some errors and had to do a more precise revision for each essay again (this can be found in Appendices A and C, where a yellow text highlight represents the first corrected errors and a green highlighted text represents the second). Once these reviews were done, I could continue writing the annotations in Excel. For this document, five columns were created: the first one (column B in Appendices A and C), for the sentences in context, the sentences exactly as they were originally written. The second (C), a correct alternative offered to have a clearer vision of where the mistakes resided, this was especially useful for the first ones. Third (D) and fourth (E) columns, were created to specify the type of errors within the major classification (located in column F), which were very useful to narrow down the concrete mistakes, allowing to provide an even deeper analysis. In the middle of this, we realised that the workload had to be reduced to half. At this stage, the definite corpus emerged, composed by 19 B1 essays and a total of 3986 words and 15 C1 essays (3840 words). After finishing transferring every B1 error, the exact same procedure was for the C1 subcorpus. It must be said that during the correction of the C1 essays, much information was consulted to fully understand and identify more complex errors. This search made me realize that some of these were present in the B1 essays but they were overlooked, so I was constantly going back and forth to ensure nothing could escape my

attention. Moreover, once the excel for C1 errors was completed, many terms were polished or fully changed regarding the first tags written for the B1 mistakes. Henceforth, most of B1 original terminology had to be rewritten to adapt these newer and more appropriate terms which were learnt along the journey using exhaustive research and far more experience.

### **3. Results and Discussion**

In this section, the data obtained will be itemized and explained in detail, hypothesizing where the errors may come from and why they occurred. For each category and subcategory, a table will accompany the data to offer a visual aid of the results obtained. These graphs will also help to see clearer the differences or similarities between both B1 and C1 levels.

The errors were classified into four main groups: grammar, lexico-semantic, syntax and orthotypographic. Then, an error of a new kind appeared. The use of L1 in the middle of a sentence, and the necessity for a new group appeared, under the name of code-mixing.

The grammatical errors are those that violate basic grammar rules. They include among others: wrong verb tenses, lack of agreement (between subject and predicate and missing “S” in the third person plural, mainly), missing or overuse of the plural form, primarily in nouns (however in the B1 level, they were also seen in another type of word which will be explained in 3.1.1.), and other mistakes of this nature.

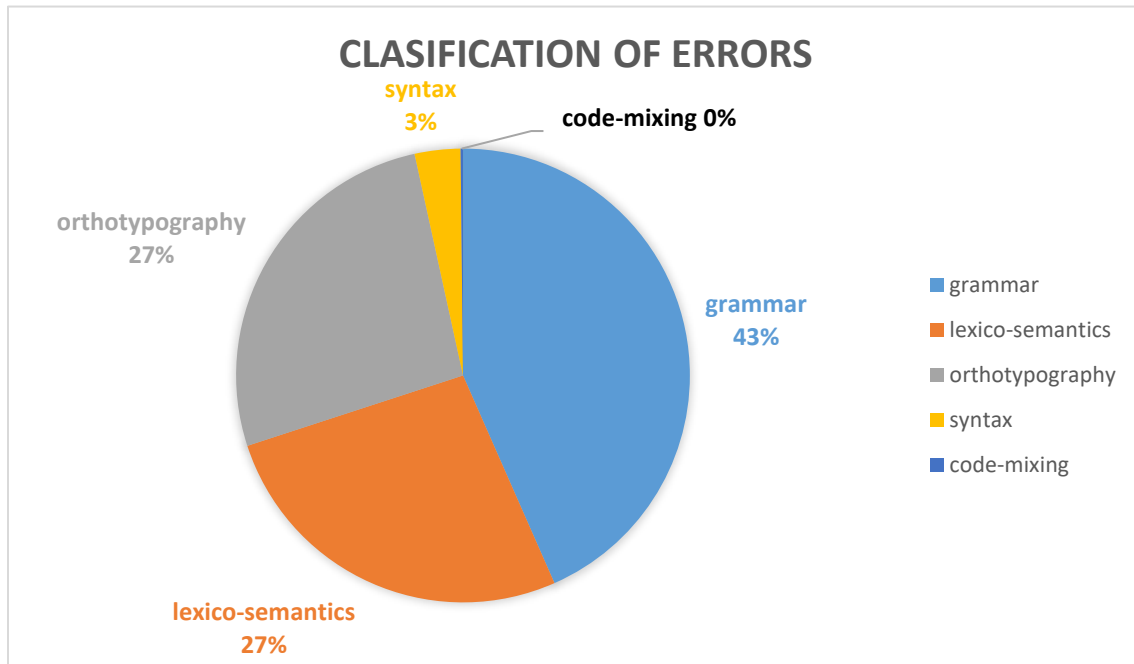
The lexico-semantic errors are considered those with a wrong meaning or with an inadequate register, regarding the formality requested by the exercise.

According to José Martínez de Sousa (Trusted Translations, 2012), orthotypography, can be defined as “a set of rules for the aesthetics and typographic script, which is applied to the presentation of graphic elements, such as bibliographies, illustrations, poems, contents, footnotes, quotations, bibliographic references, theatrical works, application of different font styles, etc.” It is not so considered area but it is as important as its equals. In fact, it will be shown that the presence of this type of mistake is noticeable. In this study, the term encompasses both punctuation and misspelling mistakes.

Lastly, with far less presence, “syntax” is used for syntactical errors in a sentence. The last-mentioned term, code-mixing, refers to the random use of the L1 in the middle of a sentence. As the presence is not notable, this term is mentioned but not considered in this study.

### 3.1. B1 level: Data and Taxonomy

In the total of the 19 essays (3986 words), 583 errors were detected. As can be seen in the pie chart (Fig. 1), the vast majority of mistakes are grammatical, with a total of 253 errors (42,40%). With more than a quarter (26,59%), there are lexico-semantic mistakes with a recurrence of 155 times. The orthotypographic errors are exactly the same (155 errors: 26,59%). Despite the differences in syntactic structure between English and Spanish, only 19 mistakes detected were of this type, which is only 3,26% of the total. Finally, there was one isolated case of code-mixing, which given the lack of real representation (0,17%) will only be mentioned.

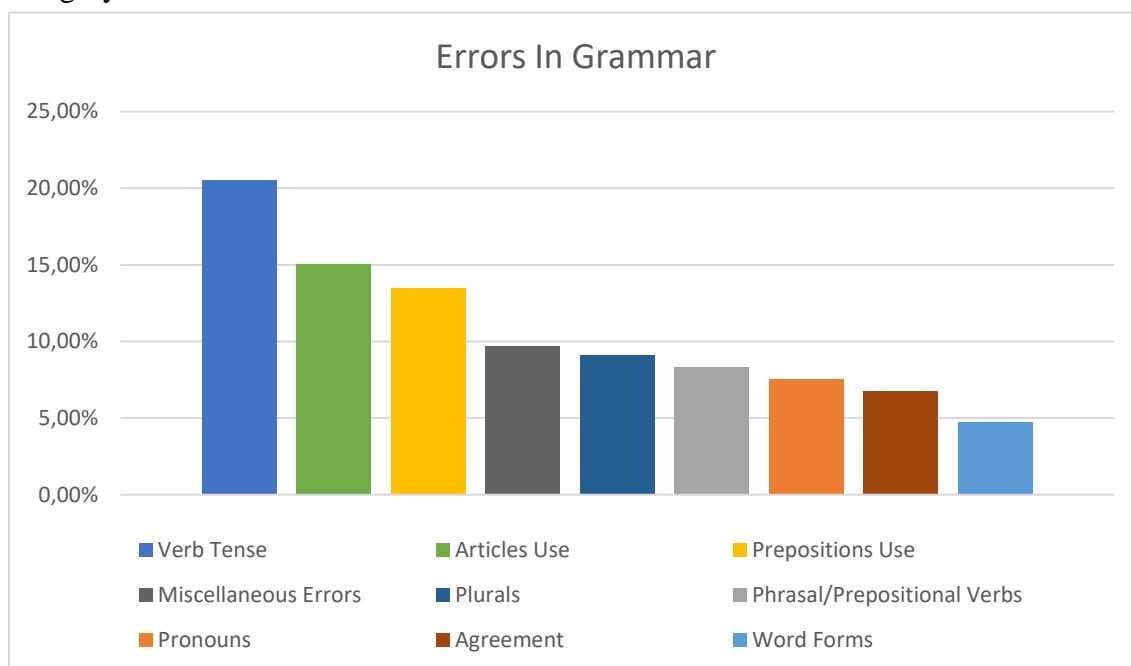


(Fig. 1)

Given the width of these major categories, a deeper analysis will follow, focusing on the particular issues within each, with the aim of providing understanding to why these mistakes may be occurring.

### 3.1.1. Grammatical errors

To introduce the many and so varied errors, graph Fig. 2 offers a visual aid to help with the breakdown of the total percentages of errors committed within the grammatical category.



(Fig. 2)

Starting with the grammar issues, the most recurring mistake is the use of a wrong verb tense (52 cases: 20,55%) and the most frequent error within it (61,5% of the mistaken verb tenses) is the use of an ING form instead of an INFINITIVE or TO + INFINITIVE and vice versa. The second recurrent is using a PRESENT tense when a FUTURE, PAST, etc.... form is required. This type of error is known as oversimplification and shows that when students encounter a situation too complicated or unfamiliar, they make use of the knowledge they have previously acquired.

Next, a noticeable amount of wrong use of articles was also detected within the essays (38 cases: 15,02%). The occasions where an article was required and students failed to write it, and the contrary situation (article not needed but still it was written by students) have similar rates (56,25% of omission and 43,75% of overuse). To provide some examples: “you can play the billiard” (line 554 in Appendix B) or “You can meet person” (line 616 in Appendix B). This type of error should not surprise anyone since the use of articles varies enormously from Spanish to English. It could be argued that the overuse of articles in English causes confusion among Spanish students since in their language, articles are on several occasions omitted as there are considered redundant.

Another difficult area for Spanish speakers is the issue of prepositions. On 34 occasions (13,44%), students have failed to know what the correct prepositions that accompany certain words are. It is difficult to tell what the most mistaken prepositions are, however, IN and ON get often mixed up (unless learners know the grammatical rules to differentiate them, the translation of both IN and ON is always: EN), and that is where the issues lie.

Some examples are: “base in my own experience” (line 5 in Appendix B) or “In the one hand” (line 135 in Appendix B). Also to be highlighted the prepositions FOR and TO share meaning in Spanish (PARA), while in English FOR is used mainly for function (followed by ING) and TO (followed by INF) is used for purpose.

Continuing with prepositions, the recurring issue of phrasal or prepositional verbs should be mentioned (21 cases: 8,3%), where Spanish learners face the same difficulties as before: a huge difference of use compared to their language. What is surprising is that, among all the different and complicated verbs of the English language, the most repetitive mistake is found in the prepositional verb GO (TO). Most of the times the mistake comes from an omission of the preposition TO. E.g.: “I went an Italian's restaurant” (line 71 in Appendix B) or “you can go playstores” (line 236 in Appendix B). Interesting mistake as it is one of the few verbs that use the same preposition as in Spanish and it is one of the first verbs taught in English.

Plurals, surprisingly, are also a cause of trouble (23 cases: 9,09%). Most of the times, plurals follow the same rule as Spanish grammar, with the exception of adjectives, which are pluralized in Spanish but not in English. So, it may be concluded that in most cases, this issue is one of lack of attention rather than a proper mistake. Even though it is not representative, on 4 essays out of 19 (21%) the mistake of pluralizing adjectives was made. For example: “bests” (line 44 in Appendix B) or “different” (line 367 in Appendix B). The same occurs with the use of an apostrophe to indicate the plural form of a word.

Lastly, some agreement issues take place mainly between subject and verb as in: “there is days” (line 387 in Appendix B) or “That place have something special” (line 550 in Appendix B). B1 contenders have proven to fix the “missing “s” for the third person”, as there are few concrete cases.

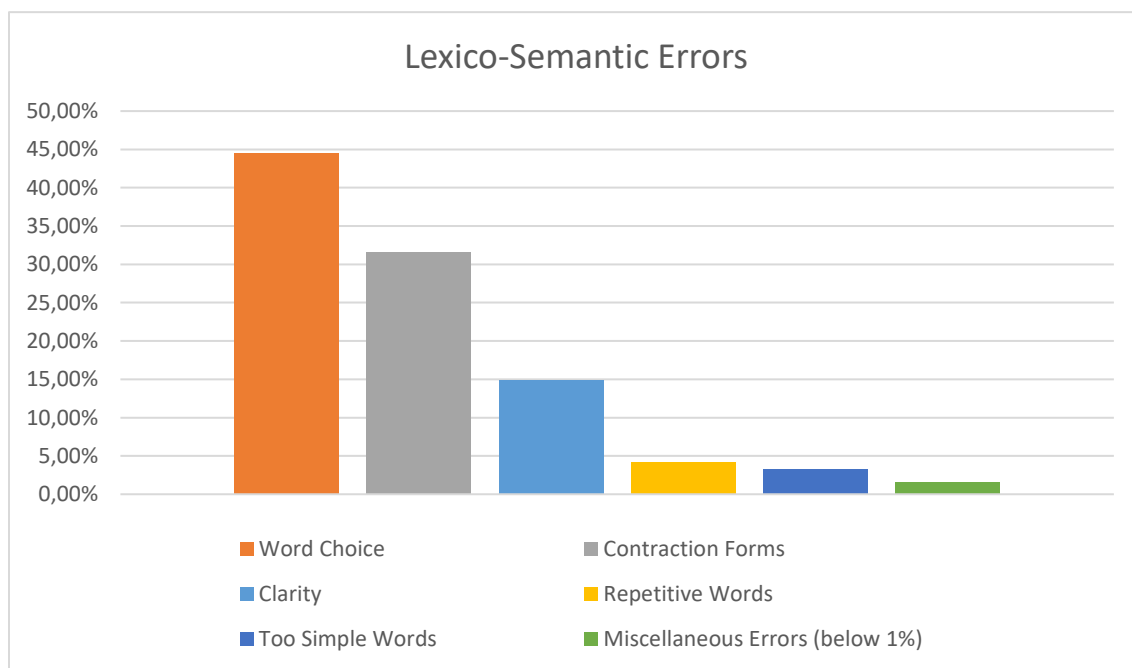
Some minor cases worth mentioning are the capitalization (or lack of) of words (mainly pronouns found in the middle of sentences, names or days of the week), wrong word forms, use or mistaken defining and non-defining relative clauses. Also, the omission of pronouns, being the pronoun IT the most frequently forgotten (14 cases located in different essays) among the texts, given the difference in both Spanish and English grammar. As it is known, English rules dictate that sentences must begin with an explicit subject, while Spanish rules allow an elliptical subject.

The miscellaneous errors mentioned in the graphic (Fig. 2) categorized as “Miscellaneous Errors (below 2%)”, make up the 100% but are idiosyncratic errors of all kinds. For example, absence of modals: “this person lie you” (line 257 in Appendix B), omissions of verbs in a sentence: “you can new people” (line 461 in Appendix B), or erroneous use of comparatives and superlatives: “if the boss were most pleasant” (line 419 in Appendix B). Just to mention some, but there are up to 28 different errors under this name.

### 3.1.2. Lexico-semantic errors

Continuing with lexico-semantic errors. The three main categories for this type of mistake are: wrong word choice, lexico-semantic choices which affect the message (denominated clarity) and contraction of words, resulting in affecting the formal aspects required by the exercise. To provide some examples for the clarity category, here are some examples where the choice of words affects the comprehension of the message: “we go to the park of our city if we don't stay a lot of time” (line 58 in Appendix B) or “alcohol is drunk” (line 613 Appendix B). Some examples of incorrect word choice where the message is not compromised can be seen in line 389 in Excel document with the sentence: “you can't stop” (referring to find a spot in a parking when you are in a car and no longer are going to continue driving, therefore meaning: PARK (instead of STOP). This is an example of transferring the L1 semantics into the L2. In Spanish, sometimes and in some contexts, STOP and PARK can have a similar meaning. Another example found in line 252 is “you don't meet really” (referring to KNOWING someone). Again, this is a transfer error that Spanish speakers make as the word CONOCER in Spanish is first taught to be KNOW and the difference between KNOW and MEET is only taught later.

Fig. 3 visually presents an itemization of the total percentages of errors committed within the lexico-semantic category.

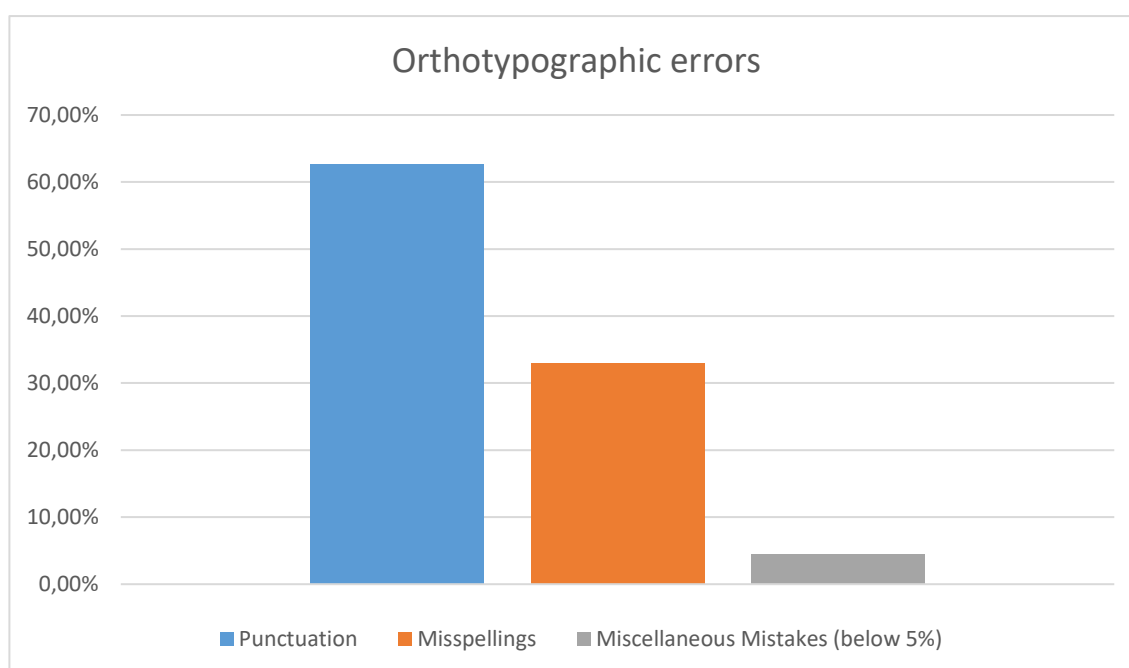


(Fig. 3)

Finally, as shown in the graph above (Fig. 3), contraction forms were considered a mistake since the expected register of the exercise was formal. 49 verbs were contracted. It should be noted that most of the time, the students who wrote a contraction form wrote it at least three or more times in their essay. Only 6 students accomplished adjusting the register of the essays to the required by the exercise.

### 3.1.3. Orthotypographic errors

As mentioned in section 3, orthotypographic mistakes regard principally incorrect punctuation and spelling. In the bar chart below (Fig. 4), it can be observed that the majority come from mistaken punctuation (97 times: 62,58%). Failing to put a comma after an adverbial phrase and between the two clauses in a conditional (if clause) were the most frequently repeated misuse. This issue may be happening because of the little importance given during the teaching of their L1 language. No rules are given to students nor is it an emphasized topic, so students erring on punctuation is probably not an issue of the English language but from their own L1. As, in most cases, they do not use commas in their mother tongue, it cannot be expected from them to be using punctuation signs all of a sudden.



(Fig. 4)

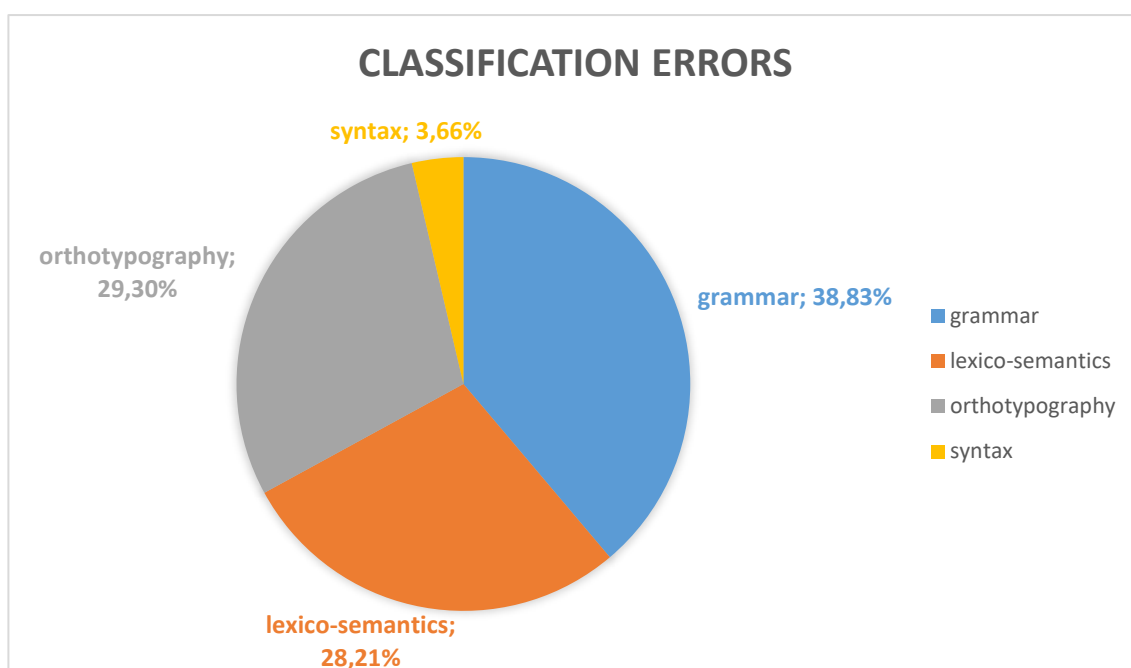
Among the misspellings, the predictable errors were found with words as THOUGH/THOUGHT: “though” (line 434 in Appendix B) when referring to the past form of the verb THINK. Additionally, ALTHOUGH written as “although” (line 448 in Appendix B). Because of their consonant cluster at the end (not found in any word in Spanish). Similarly to this case, though given the highly frequentative use, there stands the preposition WITH, seen written as: “whit” (line 617 in Appendix B) or “whith” (line 564 in Appendix B). The issue was found, as before, in the final consonant cluster. Given the rarity of this misspelling, it should be considered to analyse more in-depth whether this mistake is only made when writing in computers or if it is seen in handwriting as well. Another problematic consonant cluster can be considered the adverbs ending in -AL to which the adverbial suffix -LY is added. The omission of one of the two “L” was also seen in adverbs such as: “Finaly” (line 531 in Appendix B) and “Personaly” (line 514 in Appendix B). To finish with misspellings, the word RECOMMEND, with its two double consonants, has created doubts among B1 students.

### 3.1.4. Syntactic errors

This category only deals with the wrong organization of elements at the level of the phrase, the clause and the sentence. It could be concluded that learners apply in syntax the same rules as the ones in their own L1. The most common mistakes are writing an adjective after a noun and not knowing where to insert an adverb within a sentence. Syntax in Spanish is less rigid and most components can be swapped in positions yet the meaning will remain the same, while the English language is less flexible and one single change may alter the whole sentence's meaning.

## 3.2. C1 level: Data and Taxonomy

In the total of the 15 essays (3875 words), 273 errors were located. As shown in the chart (fig. 5), the majority (39%) came from grammatical mistakes (106 cases). The second most recurring category is the orthotypographic with more than 29% (80 cases). Closely, the lexico-semantic category sits third with 77 cases (28%). Finally, it can be observed that the syntactic mistakes remain similar in frequency compared to the B1 essays, comprising only 3% and 10 cases. The errors of code-mixing found in the previous level have been completely eradicated (0 cases).

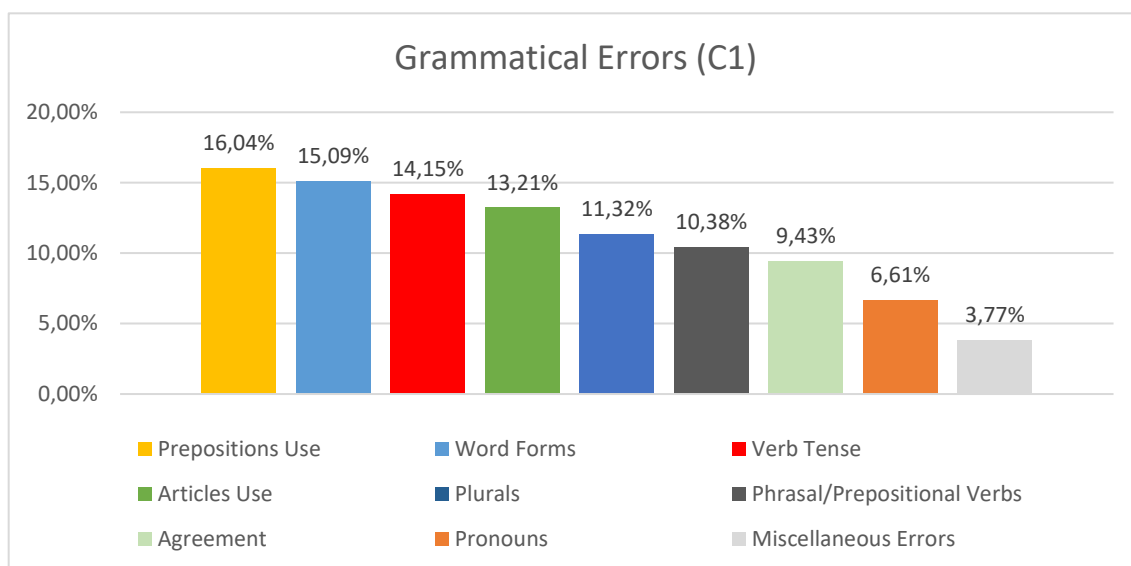


(Fig. 5)

As with the B1 essays, a deeper analysis will be presented below, starting with grammar, that continues being the most recurring type of error, similar to B1 cases.

### 3.2.1. Grammatical errors

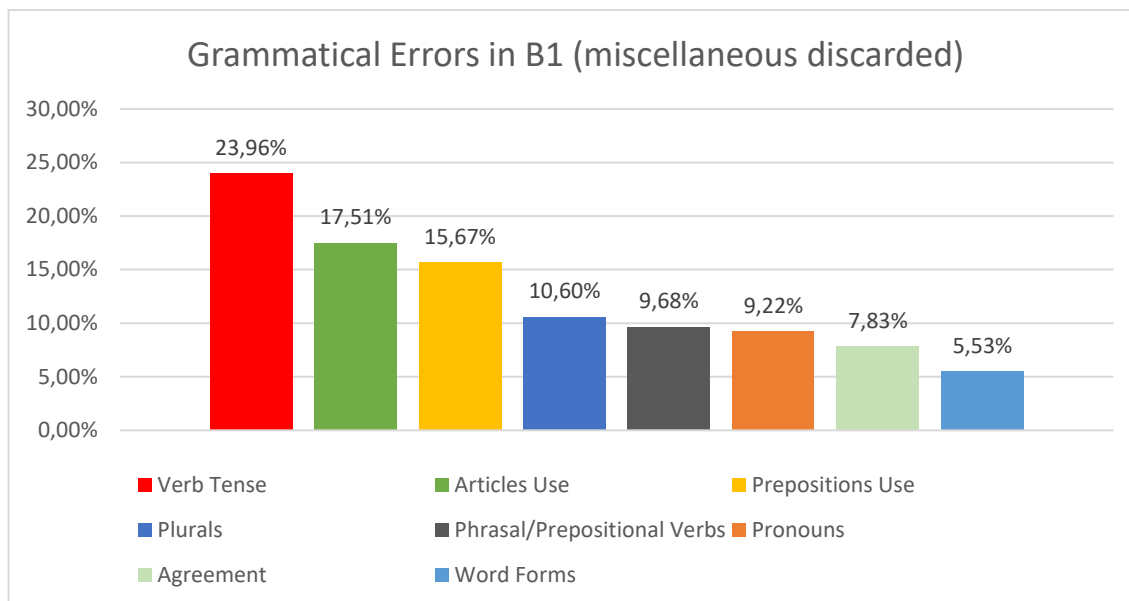
One visible sign of an improvement in the written aspect can be observed in the total of errors tagged as miscellaneous. While in the B1 level, these were in the fourth position with 9,09% given the dispersion of errors within this category, they plunge (as shown in Fig. 6) into the last position with 3,77%, as the sentence-construction skill ameliorate and locating the specific problem becomes easier. On the next page, the corresponding graph to the grammar category, presents some changes in order, so a comparison between the two levels can be seen clearly.



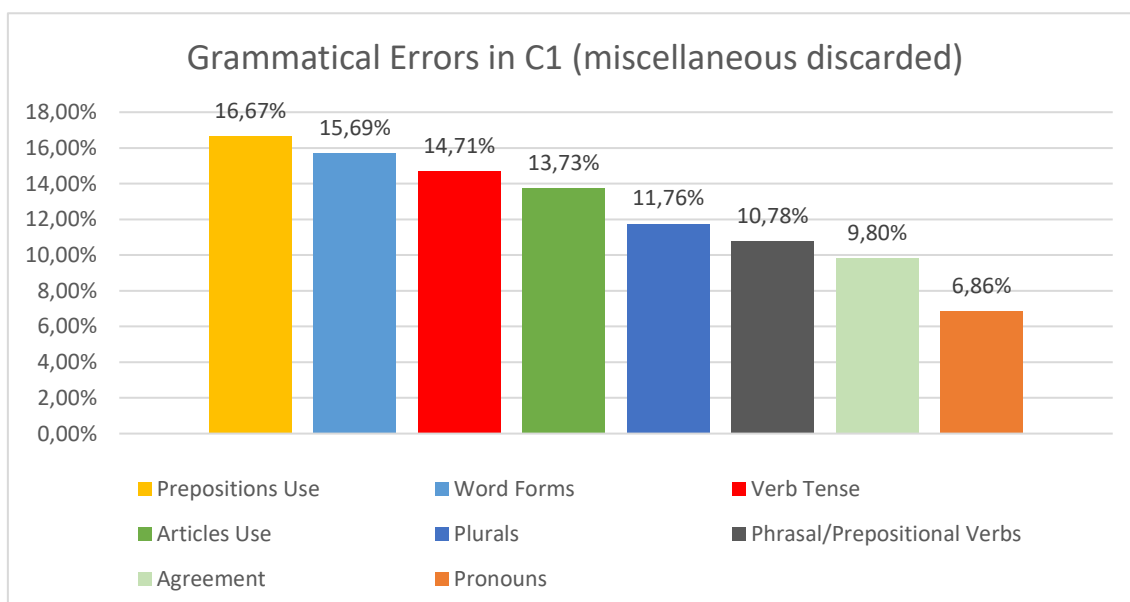
(Fig.6)

As the Fig. 2 (grammatical errors in the B1 essays, section 3.1.1.) values are highly conditioned by the “miscellaneous errors”, contrasting Fig. 2 and Fig. 6 would not be a fair comparison. Therefore, the need to create Fig. 7 appeared: it shows a new graph discarding these mentioned mistakes (in the B1 level) to give a more accurate approach to some real figure’s differences.

Now that Fig. 7 has been created (on the following page) to equal the numbers, it should be created a new bar graph based on Figure 2, but again, not showing the miscellaneous errors. Even though it just consists of a 4%, the production of Fig. 6 was made for the purpose of equating the numbers, so this adjustment is indeed a must do. Both graphs are inserted together in the next page so it is easier to compare and make observations. Disclaimer: the figures used for the remake of these percentages are shown in Appendix B and D respectively as the last part of each’ section Excel document.



(Fig. 7)



(Fig. 8)

The same colours are used for the same categories so the distinctions are more prominent and easier to spot. Besides, data labels have been added to provide a more accurate and quick interpretation,

Once data has been presented, the analysis may begin. First of all, although prepositions become the first and most frequent error, the presence is similar in both levels (around 16%). It was mentioned before that the use of IN and ON was problematic for B1 learners, well, in the case of C1 contenders, this issue has not been resolved. There were no same mistakes in the use of prepositions, maybe because of the difference of topics, but some examples are “in many occasions” (line 183 in Appendix D) or “in the podium” (line 239 in Appendix D). It was also noticed that C1 students were not familiar with the preposition INTO, as it was swapped by IN on two similar occasions such as “does not go in the

basket” (line 156 in Appendix D) or “Taking everything in consideration” (line 226 in Appendix D).

Moving on to the next category: word forms. The difference here is noticeable, from 5% to 16% and taking the second position in the ranking. Looking at the mistakes, it can be concluded that the topic of the essay was responsible for these figures: out of 16 mistakes tagged as “wrong word form”, in 8 of these the semantic families of LUCK and SUCCESS were involved. Writing the adjective LUCKY instead of the noun LUCK. E.g.: “lucky is the main” (line 128 in Appendix D) and “as lucky will not always be with you” (line 164 in Appendix D). The case of SUCCESS was more diverse and no pattern could be deduced. Some examples are: “very important on success in sports” (line 144 in Appendix D) and “how to start to be success” (line 261 in Appendix D).

In the case of verb tenses, an improvement can be noted, with a reduction of almost 10%. Nevertheless, the mistakes are mostly the same: confusion between gerund and infinitive use, and some cases of misunderstanding the situation and placing an incorrect tense.

The same deductions for the articles use, the percentage was reduced, indicating progress. Though the question initiated in part 3.1.1.: “Students are making this type of error because, in their L1, nouns are always preceded by an article. Therefore, the cases of overuse can be understood, but why would students omit it when it is the same scenario in Spanish?” takes a different turn at this level. Comparing the cases of omission and overuse, C1 learners made far more mistakes of overusing (78,58%), which is more aligned with what one can expect when analyzing mistakes in English that Spanish speakers make.

Plurals continue in the same line with similar numbers. In most cases, students failed to write the plural form of nouns, so the same diagnosis as the case of plurals in nouns in B1: it must have been forgotten by students. The positive part is that the pluralization of adjectives has been reduced to one case: “the rights abilities” (line 122 in Appendix D).

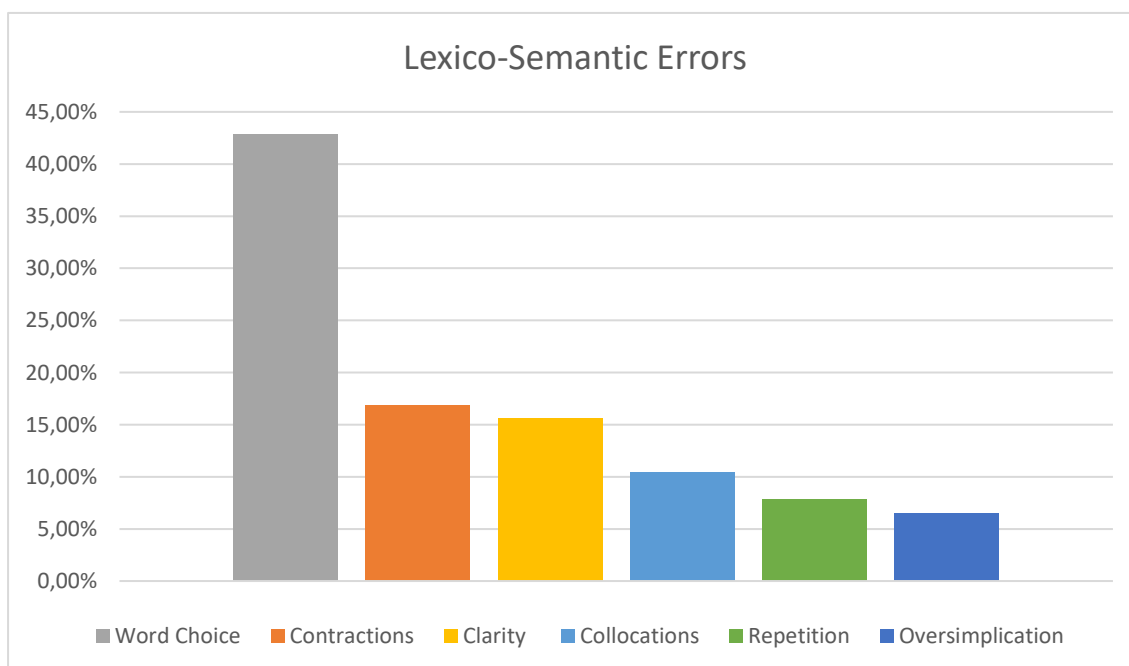
Regarding the phrasal/prepositional verbs, the numbers are slightly worse but nothing remarkable. The issue with the prepositional verb GO TO that was mentioned in section 3.1.1. has not been seen anymore in C1 essays, yet there is another case of confusion in a rather-simple prepositional verb as LOOK, where on two different occasions, it was not followed by the preposition AT when it should have been. The cases are: “looking to his routine” (line 28 in Appendix D) and “take a look about different” (line 286 in Appendix D). Again, an interesting mistake as this is also one of the few verbs that behave exactly as in Spanish: MIRAR A.

To conclude with grammar, the use of pronouns has been improved to some extent, though IT continues to be an obstacle, to exemplify: “I believe that is very necessary” (line 179 in Appendix D) and “athletes affirm that is crucial for them” (line 245 in Appendix D). On the contrary, the agreement has worsened, the main cause being the third person “S”. The debate here would be to analyze whether the rules have not been learned yet or if it is forgotten, similarly to the pluralization of nouns.

### 3.2.2. Lexico-semantic errors

In B1 essays, lexico-semantic errors were tied with the orthotypographic, as shown in Fig. 5, lexico-semantic mistakes break the tie, being more frequently repeated along the C1 essays. The category of wrong word choice is reduced by more than half, compared to the B1 essays (33 cases against 69). However, this number is not representative, as the percentage of presence is quite similar in both cases (43,42% and 42,86% respectively). The same thing occurs with the clarity issue mentioned previously, even though the difference of level is noticeable, C1 contenders are still around 15% at failing to express their message clearly. The real progress is seen in the use of contraction forms. (from 31% to 17%), proving that they start to acknowledge the formality standards.

It should be highlighted that C1 students introduce a new category not seen before in the B1, within the lexico-semantic errors: collocations. It can be hypothesized that this occurs as C1 learners try to introduce new sets of words to sound more elevated and formal, but err doing so. Some examples are “As matter of facts” (line 67 in Appendix D) or “focussing in the game but in the training aspect” (line 36 in Appendix D). This last one is an example of trying to introduce the formula NOT ONLY BUT ALSO, but the student fails to remember or imitate the structure.



(Fig. 9)

Another type of errors in this category was the use of too simple words, given the expectations of level of the Advance students (represented in dark blue in Fig. 9) and the abundance of repetition of words inside the essays (represented in green in Fig. 9), as a broader variety of vocabulary is expected as well.

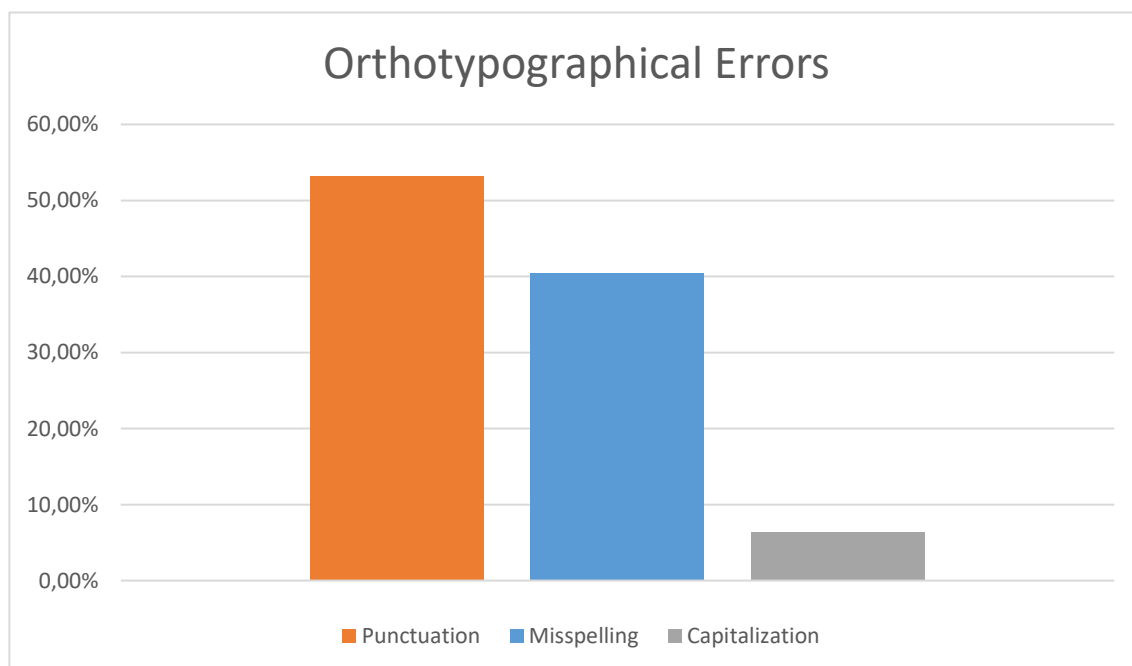
### 3.2.3. Orthotypographic errors

Before introducing this category, there is a repeating error that should be mentioned and was left aside from the statistics as it does not represent the majority of the students and given the density, it would alter the numbers in a non-representative way. In one of the essays, on 18 occasions, the first letter of every single pronoun and the word IF was capitalized.

With similar numbers to the ones extracted from the B1 essays and confirming that punctuation still remains an issue for more advanced Spanish students, the rates are lower but still similar (62% compared to 52%). It shows a small progression but still a progression: could this be produced by an increase of awareness and being corrected or by an increase of knowledge in their mother tongue as students grow up?

Regarding misspellings, C1 students have proven to have more trouble with writing accurately the words (40% in C1 against 33% in B1). The semantic family of SUCCESS caused some trouble with that double consonant and the double vocal too. As mentioned before, these two are clusters not present in the Spanish language, entailing an extra difficulty to learners.

There is also one case with the adverbs ending in -AL with an added -LLY particle: “occasionally” (line 227 in Appendix D). Noticeable is also the fact that in one B1 essay, the word ACHIEVE was misspelled, while in some C1 essays, this exact same mistake is made twice (in lines 140 and 250 in Appendix D).



(Fig. 10)

The error tagged as “capitalization” in Fig. 10 refers to misspelling errors, mainly nouns that were in lower case as “Super bowl” (line 17 in Appendix D) or “olympic champion” (line 57 in Appendix D) or nouns that without any context were capitalized for no reason such as “that Sport is considered” (line 259 in Appendix D) or “the skill, It is paramount” (line 268 in Appendix D).

### 3.2.4. Syntactic errors

Errors in syntax have increased with respect to the number in B1 essays. Similar to the conclusions drawn in the lexico-semantic section, the uptick may be the reason for trying to formulate more complex ideas than what students are used to.

These two mentioned mistakes are considered part of the learning process and the fact that students commit more errors in those parts compared to previous levels demonstrates that, in order to understand, one has to take a risk and may end up in a failure.

## 4. Conclusions

The dissertation aimed to analyze and compare the performance of two different CEFR levels (B1 and C1) on a written task, to add a contribution to the area of contrastive linguistics (Spanish speakers writing using English as a second language).

The conclusions collected are that C1 students, despite having a similar number of words, have reduced the number of errors to half and they were easier to recognize and locate, which already is an indicator of progression. Despite the errors remained quite similar, some contrasts were the improvement of verb tenses, the adequacy of a proper register, and punctuation aspects, though this last mentioned still remains an important issue. In the case of B1, this issue was present in every single essay, while in the C1 essays, it was present in 14 of 15 cases, which is 93,3% (the exception was essay nº 11). This error could come from bad use of punctuation signs in their own mother tongue as it is not prioritized at any point in their school and high school years. Overall, the whole written content is not emphasized, and if so, the content or a proper structure is considered more relevant. In contrast, a mistaken choice of word forms and misspellings had been more frequent in C1 essays. As mentioned above, these two may be the result of an unfamiliar topic for the *Advanced* students. (Additionally, for the two writings (in the *LinguaSkill* Cambridge exam), B1 and C1 students have a total of 45 minutes to complete both part I and part II. Part II is the one used in this study and it is recommended by Cambridge examiners to spend no more than 30 minutes for this. What this means is that at the same time, C1 students write about the double words compared to B1 examinees, so they have less time to revise or maybe no time.

In spite of an apparent sufficient number of essays, a larger sample would have allowed to achieve a more real representation. Furthermore, a more diverse umbrella of topics would have meant a more real evaluation of aspects such as vocabulary, which in this case for example, may have been affected by this fact.

Lastly, this type of research is of extreme relevance for each speaking community, as these contrastive studies focus on their own language and, despite similarities, no two languages are the same, therefore, they shall not be taught in the same way, order, etc.

## 5. Appendix

### Appendix A. B1 Essays

#### PART 2

You see this advertisement on an English-language website.

#### **ARTICLES WANTED!**

**A great place for meeting your friends!**

*Where do you meet your friends?*

*Why is it such a good place?*

*How could it be improved?*

Write us an article answering these questions.

We will publish the best articles on our website.

Write your **article** in at least 180 words.

**Recommendation! Write as much as you can (more than 180 words). Do not spend more than 30 minutes on this task.**

The purpose of this article is recommend places to meet new people. I will base in my own experience.

I met my closest friends at school, when I was three or four years old. I remember that at that time our only concert was playing football or basketball together. Moreover, we spent a lot of time at the park near the school.

Also University is a great place to meet new friends, because if you study the same degree you already have something in common.

Nowadays, we have an internet connection so you can find many web pages with people similar like you. For example, if you love pets probably you will find someone who likes too. So you can walk your's dog together!

A way to improve meeting people is go alone to any activity that you don't usually do. You can join to a new club, such as swimming club or horse club. If you do this you can make new friends while do sport.

Although internet is very present in our day to day, I think the best way for make friends is talk to friends of your friends, maybe it's easier that way.

In the end, make new friends always can be a great experience that's why I love meet new people.

To begin with, I have to say, that my friends are the best in the world, they stay with me in my bests moments and apart from this in my worsts moments and i love to meet with them.

We usually meet close our house since we live near and later if we need to buy something, we will go to the shopping center of Zaragoza which is very big and there are a lot of shop. Moreover we go to the park of our city if we don't stay a lot of time.

Other of our favourites plans is go to Zaragoza's Center, there are shops, restaurant and monuments to visit, we take photos and have a drink. In addition, when it's to late we are going to a restaurant and we have dinner, we usually go to Italian's restaurants as a matter of fact, last time that i went out for dinner I went an Italian's restaurant near to the shopping center.

Besides in summer all years we are going on a trip, some years we go to the beach and other years we go to the mountains, it's depends on the car, of the people we are going and things like that.

To sum up, we make a lot of plans however our favourite plan is go party, our favourite discotec's name is Kenbo and if we don't have exams, we will go here once a week, usually saturday because we haven't work this day.

In conclusion, that's why I spend my best time with them.

## MAKE NEW FRIENDS IN THE CITY

Zaragoza **it** is a great city to start your studies, you can **found** a wide offer of degrees, masters or high schools. **Also there are much leisure** for young **people like gyms where** you can try **many** sports, cheap pubs **or restaurants and beautiful** parks.

**However you** need to meet people to enjoy these plans. If you are new in the city and you **don't** have **friend here yet** it is a good idea to live in **a** student housing. **There you** will meet **other** mates of your age and make friends.

**In my case I have been lived** in that kind of housing **with** for three years and I have met many people from **all Spain and** other countries and **actually I** have met my **bests** friends. We spend a lot of **time in** because we **don't** need to go out to organise a party. In **addition we** study together.

**In conclusion I recomend a** student housing to make **friends especially** if you are an active person who **like do** many things

## A GREAT PLACE FOR MEETING FRIENDS!

Where do you meet friends? We can meet people in millions of places around the world. But **make** sincere, faithful and trusted friends **to you** is **very difficult**.

**In** the one hand, **I seem to** me that the best place to meet friends is your small village.

**In the other hand**, why is it such a good place? **because** **in this you born**, **grow**, and develop as a person with people that **have the same age** **that you or people that is older or younger than you**, **if they have** the same interests **than** you.

Then, how could **it** be improved? from my point of view, **this place, mi dear village is very small and I like as it is.**

**Although**, I **believed** that we **need improve** things **as** for example the **transport** because it is a disadvantage **to meet** more people and **that** this village can **have** more **contacts** with **foreigners** friends **and so** **expand** the number of friends **in your list.**

Finally, I feel that if you have many friends, you will be happy.

## A GREAT PLACES TO MEET WITH YOUR FRIENDS

Hi guys!

The best plan that you can do **it's** to meet with your friends, but sometimes we **don't** know where to **meet**, so **I'm** going to tell you some places!

First, I usually meet with my friends at our favorite bar called "Clave". In this place, in the **afternoon we drink** while we talk. We also play **with** cards because **it's** our favorite activity, in fact, this September we are going to participate in a **competition**.

Every Saturday we eat dinner **in** the same **place**. The best **plate** **are** the fries, I recommend **you it!** In addition, their **prizes** are very **cheap!**

However, I would **improve** this bar installing an air conditioner, **because it's** so hot. Anyway, in my opinion, **it's** the best place to have a good time!

**I recommend you too**, **above** all in Summer, the swimming pool, where you can rest on the grass with your friends, but **you also can** do many activities like **to swim** or **to play** basketball or football. The access is free, so if you like **the sport**, you have to go to **this** pool!

I hope **to** help you with this article! Bye!

Lucía

I live in a small town north of Estremadura. It is called Jarandilla de la Vera.

You may think that it is not a very fun town for young people but there is a perfect cocktail bar to meet your friends.

It is in the center of town, se llama Delux Copas, with beautiful views of the mountains, it has got a terrace divided into two parts, one that is used as a restaurant and the other as a cocktail bar.

For me it is a perfect place to be with my friends, on weekends we always go to dinner and have a drink, because it is quiet and fun. Once a month they usually bring rock music groups and the bar is full of people.

I think they could enlarge it, since there is a place next door that they sell, I would reform it to prepare it for concerts and I would do them every weekend. It would also be very good to share everything on social networks.

I invite you to visit it and get to know the town, you will spend a few days disconnecting in nature and spending some pleasant nights in "Delux Copas"

Do you **want** meet new people?

Nowadays **is** more difficult **meet** new people since there are **much** people in the city, and there isn't **many** time for **its**, because **the** people work the majority part of the day.

**It's** very important **have** friends **for** talk about your problems **or** **pass** a good time with them dancing, eating out, doing sports, **don't** **all in this life is the work**, in my opinion. For that, we should meet people and the best way is **going** to **the places** when you feel good. If you like playing **the** games you can **go playstores**, for example, or if you like sports you can **go to** a gym, also you can go to meet people to a mall **when** there are a lot of coffee shops.

I think that the best places to meet people are quiet **places**, with little **noise this way** **you** can talk with people without **problems**. **And** you should choose a place where you are **calm** and you will know that there will be people with **your** likes so **it** sure that **you find** compatible people with you.

**Also exist medial social for meeting people** although **it's** very impersonal and, from my point of view, very strange as you talk with people **and you don't meet really that person**, **it's more easy** that this person **lie you**, **don't** you believe?

**Will** be a fantastic idea **makes** a magazine online with places where you could go to meet people in function **on** their interests.

Thanks everyone to read us other day. Today we are going to talk about the best place for meeting friends. It's a good point for our post due to the season of the year we are in, Christmas, time to celebrate our famous Christmas course dinners.

We are going to discuss two options where you can go and the reasons for going.

First, we are going to talk about "The maquinista" restaurant. Place where his speciality is grilled meat. They also have some homemade desserts it should be noted the "White coulant". In addition, you can secure your site with a reservation, important point for these season.

Secondly, we have "LOPEZ" restaurant, here we have several options, daily Menu or special menu where you can find a variety of fish, meat, pasta, etc. I used to go there since 1999 because of it is the cheapest restaurant in the area. However, is smaller than the previous one although they have the best cheff, who is kind and caring with their customers. He told me that he loves spend cooking all day.

To sum up, this are my personal recommendation, I look forward to your feedback. And see you there!

Socialdays

Nowadays it is very easy to meet people through the internet but not so much to make friends. So, what is the best place to make them?

In a small square in my town there is a bar. It is known as Greenhouse beer. It is very popular with local people because of the variety of the beer and the good food. At my first time there, I needed some new friends to spend the night, because I was new in this city. I remember going to the table alone but at midnight I had already made friends.

The people who move around this bar are very nice and also most of them are student. So if you want to interact with people of your same age, it is your site. Here, you can enjoy board games, dances and even a room to watch movies.

On the other hand, there is an disadvantage which is that not all people feel comfortable in this bar for being too youthful. Therefore, the music is too loud and if you want to have a conversation, you will have a hard time

In my opinion, is a good place to make friends by my experience. However, it can be made for young people. So, a point to improve would be to enable a room where any type of people have the possibility of having a chat with their friends.

## A great place for meeting friends

To this day it's difficult to meet all your friends from time to time, and it's also difficult to agree on where to go. How about a virtual pub?

You can currently find a virtual pub in Madrid, on the street called "Princesa", next to "Moncloa". In this restaurant you can meet all your friends, both physically and virtually. If any of your friends cannot move their city, they can virtually connect with the rest through an application.

The interesting thing about this place is that it has individual rooms to be able to talk calmly. The person or people who are connected from the application can order any drink or snack and a delivery man will take it home as quickly as possible.

Besides all this, it's a very cheap pub, they have discounts for students and large groups. The only downside is that a lot of people usually go, so it's best to make a reservation. In my opinion, they should expand the pub, because it's in high demand.

So the next time you want to meet your friends in a different place, or you have any problems to get together all, remember this place!

## THE NEW JUKEBOX PUB

What **you** like **most** about meeting up with your friends? **I'm** sure that most of **you'll** answer **that** the company of your friends. Well, although the company is really important, the place, where **meeting in**, is **as well too** relevant.

Speaking about the place, I want to talk about the new Jukebox Pub, **which** is located near **University** of Zaragoza, **because** last week I went there with Karenth, one of my friends, and it was a surprise for us to discover the design and the services of the new Jukebox Pub!

Apart from the vintage design, the waiters are very pleasant. **Not only the staff is good**, **as well** the price of the dishes, soft drinks and wines **is** affordable (believe me!). As expected, there is a jukebox in the pub, you must **put** a coin in there and then, you choose **a** 80's song. Surprisingly, they have **also** a karaoke... In spite of the fact that singing **isn't** my forte, it **didn't** prevent me from **enjoy** the moment with Karenth. However, I reckon that they should improve **the cleaning** because the bathroom was a bit dirty... Maybe that is a fact that depends on the day you go to the pub.

All in all, I strongly recommend you **visiting** the new Jukebox Pub because if you are one of those people who like vintage things, **you'll** find singing there irresistible!

## A GREAT PLACE FOR MEETING WITH MY FRIENDS

Would you like to know one place for meeting with your friends? If **yes**, you **should** this article.

I meet with my friends in a park where we can play together or **to** speak about **our** things that **happen** in the week. **Also we sometimes meet** in a shopping center so we buy clothes **or we can** see a film and **then we dinner** together in our favorite restaurant.

I believe that the shopping center is a good place to meet with my friends because you can do many **things for** example, go to the cinema, you have **differents restaurants for dinner, for shopping from a T - shirt to a CD**, also you can play on the **games machines**.

But I **don't** like the shopping center because if you go on the **weekend there** are a lot of people and you **can't** do almost anything.

**In** those days, you have to reserve a table if you want to **dinner** in a restaurant because **if not you don't have site all night**.

**I could improve be better** if more restaurants **open so** that all people could have dinner on Saturday **in the shopping center**. **Also** If the parking was **more big** because there **is** days that you **can't stop**.

## MY FAVOURITE PLACE

What's my favourite place to meet with my friends? It's a pub. This pub is in the center of my village, El Temple. Every weekends we go to the pub to drink coffer or beer. If you go, you should ask for olives free with a beer.

To begin you can go to the bar in 1 minute so you don't wait a lot of time for your friends. In this pub all people is known so if you arrive soon, you can speak with other people while you're waiting your friends. I think it's an advantage of other places.

Apart from that, in this pub we can see two football match at the same time! For example, we can see Zaragoza and Bacerlona football match at the same time. What's more the boss of the bar have created a league of table football between people go to the bar.

Finally, I think this pub could be improved if the boss were most pleasant. Personally, he could close the bar more late and he could organise party's. But he's lazy!

The best place for meeting friends

Always when we want meet with our friends, the place its a big problem, we never know where go, because we know all the places of the city, however we need a good place.

Have you ever though about what are you looking for in a site? A study has been done and it has been shown that we search peace and funny when we arrived with our friend, above all people want to disconnect from their jobs and their families, the reason I think this is the busy days and the stress that we have.

My impression is that we request places like a big park, shopping centre, cinema or pub with the music of the moment, I believe we don't have many in the city, so is the only thing that would improve.

It might be a good idea go out and see all these places in Zaragoza, although I think that can be improved, if you want have an amazing experince with four friends and your partners you will be neer organised a trip for around Zaragoza.

Hiii, I hope that you read my text and I can help you!!

In my opinion, I think that meeting friends is very good for everyone you because when you meet new people you mind opens and you have more points of view about life.

On the one hand, I think that you can new people in places funnies, for example If the weather is good you can go to the park, however if the weather is bad you can go to the cafeteria o pub. This places are very good for meeting people because which usually do places where there is a lot of people with different mindsets.

On the other hand, of course that there are many more places where you can meeting people how school, university, bus, the excursion in the beach, the excursion in the mountain...other more...

This is my opinion I am sure that to you can think of many more...But this places are access for everyone and there is no need to spend money for meeting people, and this is very important for the majority of the population.

Hi my name is kevin and I am going to talk about how meet friends and why it is important that you know this little advice to improve your sociability.

Frist, you should know that nowadays so much people, especially the young people, use to know other people using diferents social media such as Imstagram, Tik Tok or Facebook. This modern toll, allow knowing people that are in your area and after if you want, you can write there and share photos, videos or calls. I think tath is the best option to knowing people. Don't you think? But if you like more meet with people face to face, you can go for the diferents pub's and meet people while having a few beers.

Personaly I think that the second option It better for expressive people but if you are a shy person it is probably that you like more first know people in a social media and after if we have filing, you meet there. For this reasons I belive that it dipends on how each one is. In the person, I like more for example go to a disco a know people between I dancing or drinking some one.

Finaly, If you not be a social person, do not worry. As you are an university students, it is probably that in your school other students are in your same positions. If you have some questions about this, please contant to me.

Nowadays, thanks to the Internet **expansion**, you can make great new friends without the need to **stay** in person.

However, I think that this **isn't** the best method to meet someone because I prefer to **staying one in front of the other** or maybe **doing** some activities .

**If you are in that case**, I really recommend **you** the new shopping center near the new university. That place **have** something special, because you can do a great variety of things to **"break the ice"** with your new friend (or more than **a** friend)

Also, you have a lot of places inside here, like a cinema, clothes shops, restaurants and, my favourite place, the play zone, where you can play **the billiard**, ping-pong or some arcade machines with your friends.

In my case, when **I'm** going to meet someone, I like to go have a coffee with her, and depending on how we get along, we go to the shopping area (like Pull & Bear, Springfield, Zara...) or **going** to **see** something interesting at the cinema.

Finally, I think that you should take my advice and, when you want to meet each other, try to follow my steps!

Good luck guys!

In this article I'm going to write about places where you can go to meet with your friend.

In Granada you can meet with them in the Alhambra but it's a tourist place and here you cannot drink a coffee for that reason I recommend going to the center city. There, there are many places where you have a lunch, diner or have to snack with them.

In the center city, you are going to go to the best restaurant of all, 'Los Manueles' but you can go Carmela, Cueva de 1900, Los Diamantes, too, although they are more expensive. All of the restaurants I tell you are the most important from Granada. People come to eat there.

If you want to visit the city with them, I think that you have to go to the lookout of San Nicolás, Cathedral, walk of the sardines and of course the Alhambra. All places you have to pay to get in but it's necessary that you get in this monument.

If you need a place to meet with them at night, you can meet in the street pubs. After dinner, you'll go to Las Marismas, Algaida, Altiar if you want fun.

I'm going to talk about friends and how **meet** more people.

A good place to meet people **at** parties. Whenever we are **partying** we make new friends. People are more sociable when music is playing in the background and they can talk and dance with you. Normally, you talk with one person and **this** person **present** you to **your** friends, and **this** friends **are** your friends.

It is a good place because there are always people, your friends can meet more **frineds**, and you too, you can meet people with **your same** musical taste and with **your same** **lifestile**, although you can also meet someone **the** opposite of you, and it is great!

Many **times** in these parties **alcohol is drunk**, and **many people spend drinking**, that is a **negative point** because they **don't** have fun or know anyone. These parties could be improved if people controlled themselves **by drinking or partying with zero alcohol!**

In conclusion, **the** parties are a good place to meet people. You can meet **person** **whit** your **some** tastes, listen to music, **dancing**, **drinking** **or** just talk and spend time with your friends in a good place. **I'm** sure that you will have a great time at the p

## Appendix B. B1 Excel Document

| 1  | ESSAY | SENTENCE IN CONTEXT                         | CORRECT FORM                              | ERROR TYPE          | SPECIFIC             | CLASIFICATION    |
|----|-------|---|---|---------------------|----------------------|------------------|
| 2  | Nº 1  | The purpose of this article is recommend    | Purpose... is TO recommend                | phrasal/preposition | recommend to         | grammar          |
| 3  |       | recommend                                   | RECOMMEND                                 | misspelling         | recommend            | orthotypographic |
| 4  |       | I will base in my own experience.           | base IT on                                | OD omission         | IT omission          | grammar          |
| 5  |       | base in my own experience.                  | base ON                                   | wrong prep use      | base on              | grammar          |
| 6  |       | I met my closest friends                    | I HAVE met                                | wrong tense         | past/present perfect | grammar          |
| 7  |       | I remember that at that time our only conce | I remember that, COMA, at that time our o | punctuation         |                      | orthotypographic |
| 8  |       | I remember that at that time our only conce | I remember that at that time, COMA, our c | punctuation         |                      | orthotypographic |
| 9  |       | concert                                     | concerN                                   | misspelling         | concern              | orthotypographic |
| 10 |       | at the park near the school.                | THE school/ Our school (doesn't mention   | wrong word choice   | THE overuse          | lexico-semantic  |
| 11 |       | Also University                             | Also, COMA                                | punctuation         |                      | orthotypographic |
| 12 |       | if you study the same degree you already h  | if you study the same degree, COMA, you   | punctuation         |                      | orthotypographic |
| 13 |       | we have an internet connection              | we have AN Internet connection            | wrong art use       | AN overuse           | grammar          |
| 14 |       | we have an internet connection so you can   | connection, COMA, so you can find         | punctuation         |                      | orthotypographic |
| 15 |       | with people similar like you                | similar TO you                            | wrong prep use      | wrong use of LIKE    | grammar          |
| 16 |       | if you love pets probably you will find     | if you love pets, COMA, probably you will | punctuation         |                      | orthotypographic |
| 17 |       | if you love pets probably you will find     | order                                     |                     |                      | syntax           |
| 18 |       | find someone who likes too.                 | someone who has SIMILAR likes/ someon     | wrong word choice   | wrong use of TOO     | lexico-semantic  |
| 19 |       | So you can walk your's dog together!        | likes too, COMA, so, COMA, you            | punctuation         |                      | orthotypographic |
| 20 |       | walk your's dog together                    | your dogs                                 | plural              | apostrophe           | grammar          |
| 21 |       | A way to improve meeting people             | A way to START meeting people             | wrong word choice   |                      | lexico-semantic  |
| 22 |       | A way to improve meeting people is go alo   | A way to improve meeting people is TO go  | wrong tense         | INF/ING              | grammar          |
| 23 |       | don't                                       | do not                                    | contraction         | register             | lexico-semantic  |
| 24 |       | You can join to a new club                  | join TO a new club                        | phrasal/preposition | join sth             | grammar          |
| 25 |       | such as swimming club                       | such as A swimming club                   | wrong art use       | A omission           | grammar          |
| 26 |       | a new club, such as swimming club or hors   | OVERUSE of CLUB                           | repetition          |                      | lexico-semantic  |
| 27 |       | If you do this you can                      | If you do this, COMA, you can             | punctuation         | if clause + coma     | orthotypographic |
| 28 |       | while do sport.                             | while DOING sport                         | wrong tense         | INF/ING              | grammar          |
| 29 |       | Although internet                           | Although THE internet                     | wrong art use       | THE omission         | grammar          |
| 30 |       | internet                                    | internet/ Internet                        | misspelling         | Internet             | orthotypographic |
| 31 |       | day to day lives                            | DAY-TO-DAY LIVES                          | misspelling         |                      | orthotypographic |
| 32 |       | best way for make friends                   | best way TO make friends                  | wrong prep use      | best way to do dtb   | grammar          |
| 33 |       | best way for make friends is talk           | best way for make friends is BY talking   | wrong prep use      | best way is by +ing  | grammar          |
| 34 |       | talk to friends of your friends             | talk to THE friends of your friends       | wrong art use       | THE omission         | grammar          |
| 35 |       | it's  | it is                                     | contraction         | register             | lexico-semantic  |
| 36 |       | make new friends                            | MAKING new friends                        | wrong tense         | INF/ING              | grammar          |
| 37 |       | make new friends always can be              | can always be                             | order               |                      | syntax           |
| 38 |       | a great experience that's why               | experience, COMA, that's why              | punctuation         |                      | orthotypographic |
| 39 |       | that's                                      | that is                                   | contraction         | register             | lexico-semantic  |
| 40 |       | I love meet new people                      | I love MEETING/ TO MEET                   | wrong tense         | INF/ING              | grammar          |

| 42 | ESSAY     | SENTENCE IN CONTEXT                                     | CORRECT FORM                                | ERROR TYPE                   | SPECIFIC             | CLASIFICATION    |
|----|-----------|---|---|------------------------------|----------------------|------------------|
| 43 | N° 2      | I have to say, that                                     | say, that                                   | punctuation                  |                      | orthotypographic |
| 44 |           | in my bests moments                                     | bests                                       | plural                       | pluralon adj         | grammar          |
| 45 | CONCLU    | in my bests moments and apart from this in              | BUT/AND also in my worsts                   | wrong word choice            |                      | lexico-semantic  |
| 46 | no desarr | in my worsts moments                                    | worsts                                      | plural                       | pluralon adj         | grammar          |
| 47 |           | bests moments and apart from this, in my worsts moments |   | repetition                   |                      | lexico-semantic  |
| 48 |           | i love to meet  | i/ I  | capitalization               |                      | orthotypographic |
| 49 |           | meet close our house                                    | close to our house                          | wrong prep use               | close to             | grammar          |
| 50 |           | we live near and later if we need to buy                | later, COMA, if                             | punctuation                  |                      | orthotypographic |
| 51 |           | if we need to buy something, we will go                 | if we need to buy something, we will go     | wrong tense                  | future/present       | grammar          |
| 52 |           | the shopping center of Zaragoza which is ve             | Zaragoza, COMA, which                       | defining/non-defining clause |                      | grammar          |
| 53 |           | there are a lot of shop                                 | shopS                                       | plural                       |                      | grammar          |
| 54 |           | Moreover we go to the park                              | Moreover, COMA, we                          | punctuation                  |                      | orthotypographic |
| 55 |           | to the park of our city                                 | to the park IN our city                     | wrong prep use               |                      | grammar          |
| 56 |           | don't   | do not                                      | contraction                  | register             | lexico-semantic  |
| 57 |           | Other of our favourites plans                           | ANOTHER of our favourites                   | wrong word choice            |                      | lexico-semantic  |
| 58 |           | we go to the park of our city if we don't stay          | a lot of time                               | clarity                      |                      | lexico-semantic  |
| 59 |           | our favourites plans                                    | favourites                                  | plural                       | pluralon adj         | grammar          |
| 60 |           | go to Zaragoza's Center, there are shops                | center, WHERE there are                     | relative pronoun             |                      | grammar          |
| 61 |           | restaurat   | restaurat                                   | misspelling                  |                      | orthotypographic |
| 62 |           | we take photos  | LINKER MISSING, we take photos              | linker                       |                      | grammar          |
| 63 |           | when it's to late                                       | to/ too                                     | misspelling                  |                      | orthotypographic |
| 64 |           | we are going to a restaurant                            | we GO to                                    | wrong tense                  |                      | grammar          |
| 65 |           | we are going to a restaurant and we have d              | TO HAVE dinner                              | repetition                   |                      | lexico-semantic  |
| 66 |           | we have dinner, we usually go to                        | we have dinner. We usually go to            | punctuation                  |                      | orthotypographic |
| 67 |           | go to Italian's restaurants                             | Italian's restaurant                        | plural                       | apostrophe           | grammar          |
| 68 |           | Italian's restaurants as a matter of fact,              | Italian's restaurants, COMA, as a matter of | punctuation                  |                      | orthotypographic |
| 69 |           | i went out  | i/ I  | capitalization               |                      | orthotypographic |
| 70 |           | i went out for dinner I went                            | went out for dinner, COMA, I went           | punctuation                  |                      | orthotypographic |
| 71 |           | I went an Italian's restaurant                          | went TO                                     | phrasal/prepositional        | go to                | grammar          |
| 72 |           | near to the centre                                      | near TO the centre                          | wrong prep use               |                      | grammar          |
| 73 |           | Besides in summer                                       | Besides, COMA                               | punctuation                  |                      | orthotypographic |
| 74 |           | in summer all years                                     | all years/ EVERY YEAR                       | wrong word choice            |                      | lexico-semantic  |
| 75 |           | in summer all years we are going                        | all years, COMA,                            | punctuation                  |                      | orthotypographic |
| 76 |           | we are going on a trip                                  | we GO on a trip                             | wrong tense                  | future/present       | grammar          |
| 77 |           | beach and other years we go                             | beach and other years, COMA, we go          | punctuation                  |                      | orthotypographic |
| 78 |           | it's depends on the car                                 | IT depends                                  | wrong word choice            |                      | lexico-semantic  |
| 79 |           | it's depends on the car                                 | depends of the availability of a car        | clarity                      |                      | lexico-semantic  |
| 80 |           | it's depends... of the people                           | depends ON                                  | phrasal/prepositional        | depend on            | grammar          |
| 81 |           | it's  | it is                                       | contraction                  | register             | lexico-semantic  |
| 82 |           | a lot of plans however our favourite                    | plans, COMA, however                        | punctuation                  |                      | orthotypographic |
| 83 |           | our favourite plan is go party                          | plan is TO go party                         | wrong tense                  | inf/to+inf           | grammar          |
| 84 |           | our favourite discotec's name is Kenbo                  | discotec's/ DISCO/CLUB                      | misspelling                  |                      | orthotypographic |
| 85 |           | if we don't have exams                                  | don't have ANY exams                        | wrong art use                | A omission           | grammar          |
| 86 |           | don't   | do not                                      | contraction                  | register             | lexico-semantic  |
| 87 |           | we will go here once a week                             | here/ THERE                                 | wrong word choice            |                      | lexico-semantic  |
| 88 |           | saturday  | Saturday                                    | capitalization               |                      | orthotypographic |
| 89 |           | usually saturday because                                | ON Saturday                                 | wrong prep use               |                      | grammar          |
| 90 |           | because we haven't work this day.                       | we DON'T work                               | wrong tense                  | present cont/present | grammar          |
| 91 |           | because we haven't work this day.                       | we DON'T work ON /that day/ SATURDA         | wrong word choice            |                      | lexico-semantic  |
| 92 |           | In conclusion, that's why I spend my best               | time with them.                             | clarity                      |                      | lexico-semantic  |
| 93 |           | that's why I spend                                      | why/ HOW                                    | wrong word choice            |                      | lexico-semantic  |

| 95  | ESSAY | SENTENCE IN CONTEXT                           | CORRECT FORM                                     | ERROR TYPE        | SPECIFIC          | CLASIFICACION    |
|-----|-------|---|--|-------------------|-------------------|------------------|
| 96  | Nº 3  | Zaragoza it is a great city                   | Zaragoza <b>it</b> is a great city               | repetition        | IT overuse        | grammar          |
| 97  |       | you can found a wide offer of degrees         | found/ FIND                                      | wrong tense       | past/present      | grammar          |
| 98  |       | Also there are much leisure                   | Also, COMA                                       | punctuation       |                   | orthotypographic |
| 99  |       | there are much leisure                        | there are/ IS                                    | agreement         |                   | grammar          |
| 100 |       | there are much leisure                        | there are much OF leisure                        | wrong prep use    |                   | grammar          |
| 101 |       | for young people like gyms                    | people, COMA, like                               | punctuation       |                   | orthotypographic |
| 102 |       | like gyms where you can try many sports       | like gyms, COMA, where                           | punctuation       |                   | orthotypographic |
| 103 |       | you can try many sports                       | many/ DIFFERENT sports                           | wrong word choice |                   | lexico-semantic  |
| 104 |       | beatiful                                      | BEAUTIFUL  | misspelling       |                   | orthotypographic |
| 105 |       | However you need to                           | However, COMA                                    | punctuation       | adv+ coma         | orthotypographic |
| 106 |       | don't   | do not   | contraction       | register          | lexico-semantic  |
| 107 |       | you don't have friend here                    | friendS  | plural            |                   | grammar          |
| 108 |       | you don't have friend here yet it is a good i | yet, COMA, it is                                 | punctuation       |                   | orthotypographic |
| 109 |       | to live in a student housing                  | to live in <b>a</b> student housing              | wrong art use     | A omission        | grammar          |
| 110 |       | There you will meet                           | There, COMA                                      | punctuation       |                   | orthotypographic |
| 111 |       | you will meet other mates                     | other/ NEW                                       | wrong word choice |                   | lexico-semantic  |
| 112 |       | In my case I have been lived                  | In my case, COMA                                 | punctuation       |                   | orthotypographic |
| 113 |       | I have been lived                             | I have been living                               | wrong tense       | present perf cont | grammar          |
| 114 |       | that kind of housing with for three years     | that kind of housing <b>with</b> for three years | wrong prep use    |                   | grammar          |
| 115 |       | people from all Spain                         | all OVER Spain                                   | wrong word choice |                   | lexico-semantic  |
| 116 |       | and actually I have met                       | actually, COMA                                   | punctuation       |                   | orthotypographic |
| 117 |       | bests friends                                 | bests  | plural            | pluralon adj      | grammar          |
| 118 |       | We spend a lot of time in                     | INSIDE/ THERE                                    | wrong word choice | need adv          | lexico-semantic  |
| 119 |       | don't   | do not   | contraction       | register          | lexico-semantic  |
| 120 |       | In addition we study together.                | In addition, COMA                                | punctuation       |                   | orthotypographic |
| 121 |       | In conclusion I recomend                      | In conclusion, COMA                              | punctuation       |                   | orthotypographic |
| 122 |       | recomend                                      | recoMmend  | misspelling       | recommend         | orthotypographic |
| 123 |       | to live in a student housing                  | to live in <b>a</b> student housing              | wrong art use     | A omission        | grammar          |
| 124 |       | to make friends especially if you             | friends, COMA, especially                        | punctuation       |                   | orthotypographic |
| 125 |       | especially if you are an active person        | especially                                       | misspelling       |                   | orthotypographic |
| 126 |       | person who like do many things                | likeS  | agreement         | 3rd person S      | grammar          |
| 127 |       | person who like do many things                | do/ DOING, TO DO                                 | wrong tense       | inf/+to inf, ing  | grammar          |

| 129 | ESSAY    | SENTENCE IN CONTEXT                            | CORRECT FORM                                   | ERROR TYPE                 | SPECIFIC        | CLASIFICACION    |
|-----|----------|--|--|----------------------------|-----------------|------------------|
| 130 | Nº 4     | We can meet people in millions of places       | COMA, but                                      | punctuation                |                 | orthotypographic |
| 131 | shor     | But make sincere, faithful and trusted frie    | TO make sincere                                | wrong tense                | inf/ to + inf   | grammar          |
| 132 | conclusi | make sincere, faithful and trusted friends t   | <b>to you</b>                                  | wrong word choice          |                 | lexico-semantic  |
| 133 |          | is very difficult .                            | very difficult/ MORE COMPLICATED               | simplicity                 |                 | lexico-semantic  |
| 134 |          | I seem to me that                              | iT seemS to me                                 | agreement                  |                 | grammar          |
| 135 |          | In the one hand                                | ON the one hand                                | wrong prep use             |                 | grammar          |
| 136 |          | In the other hand                              | ON the other hand                              | wrong prep use             |                 | grammar          |
| 137 |          | In the other hand, why is it such a good pla   | in the other hand (wrong use, giving the sar   | wrong word choice          |                 | lexico-semantic  |
| 138 |          | place? because                                 | Because  | capitalization             |                 | grammar          |
| 139 |          | in this you born                               | this is WHERE YOU WERE BORN                    | clarity                    |                 | grammar          |
| 140 |          | in this you born, grow, and developed          | grew   | wrong tense                |                 | grammar          |
| 141 |          | you ARE born, grow, and develop as a pers      | you ARE born, grow, and developED as a p       | wrong tense                |                 | grammar          |
| 142 |          | have the same age                              | ARE THE SAME AGE AS YOU                        | wrong word choice          | be the same age | lexico-semantic  |
| 143 |          | people that is older or younger than you       | PEOPLE OF YOUR AGE OR SIMILAR                  | clarity                    |                 | lexico-semantic  |
| 144 |          | people that is older or younger than you, if   | if/ THEREFORE,                                 | clarity                    |                 | lexico-semantic  |
| 145 |          | if they have the same interests                | they MAY have                                  | wrong word choice          |                 | lexico-semantic  |
| 146 |          | have the same interests than you.              | THAT you                                       | wrong word choice          |                 | lexico-semantic  |
| 147 |          | have the same interests than you.              | that you DO                                    | verb                       |                 | grammar          |
| 148 |          | Then, how could it be improved?                | it (issue mentioned in paragraph above)        | order                      |                 | syntax           |
| 149 |          | improved? from                                 | From   | capitalization             |                 | orthotypographic |
| 150 |          | mi dear village is very small and I like as it | mi dear village is very small and I like as it | empty sentence             |                 | grammar          |
| 151 |          | I like as it is.                               | I like IT as it is.                            | wrong pronoun use          | IT omission     | grammar          |
| 152 |          | Althought                                      | However  | wrong word choice          |                 | lexico-semantic  |
| 153 |          | I belived that                                 | I believed that                                | wrong tense                |                 | grammar          |
| 154 |          | we need improve                                | need TO  | phrasal/preposition        | need to         | grammar          |
| 155 |          | need improve things as for example             | need improve thing, for example as             | order                      |                 | syntax           |
| 156 |          | the transport because it is a disadvantage to  | Need to improve                                | clarity                    |                 | lexico-semantic  |
| 157 |          | it is a disadvantage to meet more people and   | that this village can have more contacts w     | clarity                    |                 | lexico-semantic  |
| 158 |          | it is a disadvantage to meet more people       | FOR MEETING                                    | phrasal/prepositional verb |                 | grammar          |
| 159 |          | and that this village can have                 | ,COMA, SO this village can have                | punctuation                |                 | orthotypographic |
| 160 |          | and that this village can have                 | and that this village COULD have               | wrong tense                |                 | grammar          |
| 161 |          | this village can have more contacts            | this village can BE BETTER CONNECTED           | wrong word choice          |                 | lexico-semantic  |
| 162 |          | foreigners friends                             | OUTSIDERS                                      | wrong word choice          |                 | lexico-semantic  |
| 163 |          | and so expand                                  | THEREFORE                                      | wrong word choice          |                 | lexico-semantic  |
| 164 |          | and so expand                                  | EXPANDING                                      | wrong tense                |                 | grammar          |
| 165 |          | number of friends in your list.                | number of friends <b>in your list.</b>         | wrong word choice          |                 | lexico-semantic  |

| 167 | ESSAY | SENTENCE IN CONTEXT                      | CORRECT FORM                                   | ERROR TYPE            | SPECIFIC            | CLASIFICACION    |
|-----|-------|--|--|-----------------------|---------------------|------------------|
| 168 | Nº 5  | it's                                     | it is  | contraction           | register            | lexico-semantic  |
| 169 |       | don't                                    | do not   | contraction           | register            | lexico-semantic  |
| 170 |       | sometimes we don't know where to meet,   | where to DO SO                                 | repetition            |                     | grammar          |
| 171 |       | I'm                                      | I am   | contraction           | register            | lexico-semantic  |
| 172 |       | our favorite bar called "Clave"          | our favorite bar, COMA, called Clave           | punctuation           |                     | orthotypographic |
| 173 |       | In this place, in the afternoon we drink | in the afternoon, COMA, we drink               | punctuation           |                     | orthotypographic |
| 174 |       | we drink while we talk                   | we HAVE A DRINK                                | wrong tense           |                     | grammar          |
| 175 |       | We also play with cards                  | we also play <b>with</b> cards                 | wrong prep use        |                     | grammar          |
| 176 |       | it's                                     | it is  | contraction           | register            | lexico-semantic  |
| 177 |       | to participate in a competition.         | participate in a TOURNAMENT                    | wrong word choice     | competition/tournar | lexico-semantic  |
| 178 |       | eat dinner in the same place             | eat dinner <b>AT</b> the same place            | wrong prep use        | at the same place   | grammar          |
| 179 |       | The best plate are the fries             | the best <b>DISH</b> are the fries             | wrong word choice     | plate/dish          | lexico-semantic  |
| 180 |       | The best plate are the fries             | The best plate <b>IS</b> the fries             | agreement             |                     | grammar          |
| 181 |       | I recommend you it                       | I recommend <b>THEM</b>                        | wrong pronoun use     | it/them             | grammar          |
| 182 |       | their prizes are very cheap !            | pr <b>i</b> Ces                                | misspelling           |                     | orthotypographic |
| 183 |       | their prizes are very cheap !            | prices are very <b>LOW</b>                     | wrong word choice     | cheap/low           | lexico-semantic  |
| 184 |       | I would improve this bar installing      | improve <b>BY</b> installing                   | phrasal/prepositional | verb                | grammar          |
| 185 |       | an air conditioner, because it's         | an air conditioner, because it's               | punctuation           | , because           | orthotypographic |
| 186 |       | it's                                     | it is  | contraction           | register            | lexico-semantic  |
| 187 |       | it's                                     | it is  | contraction           | register            | lexico-semantic  |
| 188 |       | I recommend you too                      | <b>I WOULD ALSO RECOMMEND</b>                  | wrong word choice     |                     | lexico-semantic  |
| 189 |       | above all in Summer, the swimming pool   | <b>SPECIALLY</b> in summer                     | wrong word choice     |                     | lexico-semantic  |
| 190 |       | but you also can do                      | but you can also                               | order                 |                     | syntax           |
| 191 |       | do many activities like to swim          | <b>SWIMMING</b>                                | wrong tense           | to inf/ ing         | grammar          |
| 192 |       | many activities like to swim or to play  | <b>PLAYING</b>                                 | wrong tense           | to inf/ ing         | grammar          |
| 193 |       | if you like the sport                    | if you like <b>the</b> sport                   | wrong art use         | <b>THE</b> overuse  | grammar          |
| 194 |       | if you like the sport                    | if you like sport <b>S</b>                     | plural                |                     | grammar          |
| 195 |       | you have to go to this pool!             | <b>THE</b> pool (not a concrete swimming pool) | wrong word choice     |                     | lexico-semantic  |
| 196 |       | I hope to help you with this article!    | I hope I <b>COULD</b> help you                 | wrong tense           |                     | grammar          |

| 198 | ESSAY | SENTENCE IN CONTEXT                       | CORRECT FORM                                    | ERROR TYPE        | SPECIFIC            | CLASIFICACION    |
|-----|-------|---|---|-------------------|---------------------|------------------|
| 199 | Nº 6  | a small town north of Extremadura         | a small town <b>IN THE</b> north of Extremadura | wrong prep use    |                     | grammar          |
| 200 |       | of Extremadura. It is called...           | of Extremadura, COMA, called...                 | punctuation       |                     | orthotypographic |
| 201 |       | se llama Delux Copas                      | called Delux Copas                              | code mixing       |                     | code mixing      |
| 202 |       | se llama Delux Copas                      | se llama "Delux Copas"                          | punctuation       |                     | orthotypographic |
| 203 |       | beautiful views of the mountains          | beautiful mountain views                        | order             |                     | syntax           |
| 204 |       | it has got a terrace                      | it has <b>got</b> a terrace                     | register          |                     | lexico-semantic  |
| 205 |       | For me it is a perfect place              | For me, COMA, it is a perfect place             | punctuation       |                     | orthotypographic |
| 206 |       | For me it is a perfect place              | For me it is <b>THE</b> perfect place           | wrong art use     | <b>THE</b> omission | grammar          |
| 207 |       | on weekends we always                     | on weekends, COMA, we always                    | punctuation       |                     | orthotypographic |
| 208 |       | have a drink, because                     | have a drink, because                           | punctuation       | , because           | orthotypographic |
| 209 |       | Once a month they                         | Once a month, COMA, they                        | punctuation       |                     | orthotypographic |
| 210 |       | enlarge it, since there is                | enlarge it, since there is                      | punctuation       | , since             | orthotypographic |
| 211 |       | there is a place next door that they sell | there is a place next door <b>ON SALE</b>       | wrong word choice |                     | lexico-semantic  |
| 212 |       | for concerts and I would do them          | for concerts and I would <b>PUT ON/ STAGE</b>   | wrong word choice |                     | lexico-semantic  |
| 213 |       | be very good to share everything          | be <b>BENEFICIAL</b>                            | simplicity        | good/beneficial     | lexico-semantic  |
| 214 |       | be very good to share everything          | be very good <b>IF THEY</b> shareD everything   | clarity           |                     | lexico-semantic  |

| 216 | ESSAY | SENTENCE IN CONTEXT                           | CORRECT FORM                                  | ERROR TYPE            | SPECIFIC            | CLASIFICATION    |
|-----|-------|---|---|-----------------------|---------------------|------------------|
| 217 | Nº 7  | Do you want meet new people?                  | Do you want TO meet new people?               | phrasal/prepositional | want to             | grammar          |
| 218 |       | Nowadays is more difficult                    | Nowadays, COMA, is more difficult             | punctuation           |                     | orthotypographic |
| 219 |       | Nowadays is more difficult                    | Nowadays IT is more difficult                 | wrong pronoun use     | IT omission         | grammar          |
| 220 |       | more difficult meet new people                | more difficult TO meet new people             | wrong tense           | INF/TO + INF        | grammar          |
| 221 |       | there are much people                         | there are MANY people                         | wrong word choice     | countable/uncountab | lexico-semantic  |
| 222 |       | there isn't many time                         | there isn't MUCH time                         | wrong word choice     | countable/uncountab | lexico-semantic  |
| 223 |       | there isn't many time for its , because the   | people work                                   | clarity               |                     | lexico-semantic  |
| 224 |       | time for its , because the people work        | time for its , because the people work        | punctuation           | , because           | orthotypographic |
| 225 |       | because the people work                       | because the people work                       | wrong art use         | THE overuse         | grammar          |
| 226 |       | It's very important have friends              | It's very important TO have friends           | wrong tense           | ING/TO + INF        | grammar          |
| 227 |       | it's  | it is   | contraction           | register            | lexico-semantic  |
| 228 |       | have friends for talk                         | have friends TO talk                          | phrasal/prepositional | verb                | grammar          |
| 229 |       | talk about your problems or pass a good tim   | talk about your problems, COMA or pass a      | punctuation           | , OR                | orthotypographic |
| 230 |       | or pass a good time                           | or TO pass a good time                        | wrong tense           | INF/TO + INF        | grammar          |
| 231 |       | don't all in this life is the work            | working should not take all of our time       | clarity               |                     | lexico-semantic  |
| 232 |       | don't   | do not  | contraction           | register            | lexico-semantic  |
| 233 |       | the best way is going to                      | the best way is TO GO                         | wrong tense           | ING/TO + INF        | grammar          |
| 234 |       | going to the places when you feel good.       |   | clarity               |                     | lexico-semantic  |
| 235 |       | If you like playing the games                 | If you like playing the games                 | wrong art use         | THE overuse         | grammar          |
| 236 |       | you can go playstores                         | you can go TO playstores                      | phrasal/prepositional | go to               | grammar          |
| 237 |       | you can go to a gym                           | you can JOIN a gym                            | wrong word choice     |                     | lexico-semantic  |
| 238 |       | people to a mall when there are a lot of co   | people to a mall WHERE there are a lot of     | wrong word choice     | relative pronouns   | lexico-semantic  |
| 239 |       | the best places to meet people are quiet plac | the best places to meet people are quiet plac | repetition            |                     | lexico-semantic  |
| 240 |       | places , with little noise this way           | places , with little noise this way           | punctuation           |                     | orthotypographic |
| 241 |       | places , with little noise this way           | places , with little noise, COMA, this way    | punctuation           |                     | orthotypographic |
| 242 |       | talk with people without problems             | talk with people without problems             | plural                |                     | grammar          |
| 243 |       | problems . And you should choose              | problems, THEREFORE, you should choos         | linker                |                     | grammar          |
| 244 |       | a place where you are calm                    | a place where you are calmED                  | wrong word form       | noun/adj            | grammar          |
| 245 |       | you are calm and you will know that there     | you are calm and THAT you will know tha       | relative pronoun      |                     | grammar          |
| 246 |       | people with your likes                        | people with SIMILAR likes                     | wrong word choice     |                     | lexico-semantic  |
| 247 |       | likes so it sure that you find                | likes so YOU WILL SURELY find                 | wrong tense           | present/ future     | grammar          |
| 248 |       | Also exist medial social for meeting people   |   | clarity               |                     | lexico-semantic  |
| 249 |       | it's  | it is   | contraction           | register            | lexico-semantic  |
| 250 |       | for meeting people although it's              | for meeting people, COMA, although it's       | punctuation           |                     | orthotypographic |
| 251 |       | talk with people and you don't meet really    | talk with people THAT you don't meet real     | relative pronoun      |                     | grammar          |
| 252 |       | you don't meet really                         | you don't REALLY KNOW                         | wrong word choice     | MEET/KNOW trans     | lexico-semantic  |
| 253 |       | you don't meet really                         | you don't REALLY KNOW                         | order                 |                     | syntax           |
| 254 |       | don't   | do not  | contraction           | register            | lexico-semantic  |
| 255 |       | it's more easy                                | it's EASIER                                   | contraction           |                     | grammar          |
| 256 |       | it's  | it is   | contraction           | register            | lexico-semantic  |
| 257 |       | this person lie you                           | this person COULD lie you                     | modal                 |                     | grammar          |
| 258 |       | this person lie you                           | this person COULD lie TO you                  | phrasal/prepositional | lie to sb           | grammar          |
| 259 |       | Will be a fantastic idea                      | IT WOULD be a fantastic idea                  | wrong pronoun use     | IT omission         | grammar          |
| 260 |       | fantastic idea makes a magazine               | fantastic idea TO make                        | wrong tense           | INF/TO + INF        | grammar          |
| 261 |       | meet people in function on their interests.   | meet people in function OF their interests.   | wrong prep use        | in function of      | grammar          |

| 263 | ESSAY | SENTENCE IN CONTEXT                        | CORRECT FORM                                | ERROR TYPE            | SPECIFIC           | CLASIFICATION    |
|-----|-------|--|---|-----------------------|--------------------|------------------|
| 264 | Nº 8  | Thanks everyone to read us                 | Thanks everyone FOR READING us              | wrong prep use        | TO/FOR purpose     | grammar          |
| 265 |       | Thanks everyone to read us other day       | Thanks everyone to read us ANOTHER da       | wrong word choice     | OTHER/ANOTHER      | lexico-semantic  |
| 266 |       | Today we are going to                      | Today, COMA, we are going to                | punctuation           |                    | orthotypographic |
| 267 |       | It's                                       | It is                                       | contraction           | register           | lexico-semantic  |
| 268 |       | Christmas, time to celebrate               | Christmas, A time to celebrate              | wrong art use         | A omission         | grammar          |
| 269 |       | "The maquinista" restaurant. Place where   | "The maquinista" restaurant, COMA, place    | punctuation           |                    | orthotypographic |
| 270 |       | "The maquinista" restaurant. Place where   | "The maquinista" restaurant, A place where  | wrong art use         | A omission         | grammar          |
| 271 |       | Place where his speciality is grilled meat | Place where THEIR speciality is grilled m   | wrong pronoun use     |                    | grammar          |
| 272 |       | his speciality is grilled meat             | his speciality is grilled meat              | misspelling           | specialty          | orthotypographic |
| 273 |       | homemade desserts it should be noted       | homemade desserts, COMA, it should be n     | punctuation           |                    | orthotypographic |
| 274 |       | it should be noted the "White coulant"     | The "White coulant" should be well taken i  | order                 |                    | syntax           |
| 275 |       | you can secure your site                   | you can secure A TABLE                      | wrong word choice     |                    | lexico-semantic  |
| 276 |       | an important point for these season.       | an important consideration especially for t | order                 |                    | syntax           |
| 277 |       | several options, daily Menu or special me  | several options, A daily Menu or THE spe    | wrong art use         | THE omission       | grammar          |
| 278 |       | I used to go there since 1999              | I HAVE BEEN GOING there since 1999          | wrong tense           | PAST SIMPLE/ PSC   | grammar          |
| 279 |       | because of it is the cheapest restaurant   | because of it is the cheapest restaurant    | wrong word choice     | because/because of | lexico-semantic  |
| 280 |       | smaller than the previous one although     | smaller than the previous one, COMA, alth   | punctuation           |                    | orthotypographic |
| 281 |       | cheff                                      | cheff                                       | misspelling           | chef               | orthotypographic |
| 282 |       | kind and caring with their customers       | kind and caring TO their customers          | phrasal/prepositional | CARE TO            | grammar          |
| 283 |       | he loves spend cooking all day.            | he loves TO spend cooking all day.          | wrong tense           | inf/to + inf       | grammar          |
| 284 |       | he loves spend cooking all day.            | he loves TO SPEND ALL DAY COOKING           | order                 |                    | syntax           |
| 285 |       | this are                                   | THESE are                                   | wrong pronoun use     | THIS/THESE         | grammar          |
| 286 |       | this are my personal recommendation        | these are my personal recommendationS       | plural                |                    | grammar          |
| 287 |       | And see you there!                         | And see you there!                          | repetition            |                    | lexico-semantic  |

| 289 | ESSAY | SENTENCE IN CONTEXT                          | CORRECT FORM                               | ERROR TYPE          | SPECIFIC           | CLASIFICATION    |
|-----|-------|--|--|---------------------|--------------------|------------------|
| 290 | Nº 9  | Nowadays it is very easy                     | Nowadays, COMA, it is very easy            | punctuation         | ADV + COMA         | orthotypographic |
| 291 |       | through the internet                         | through the Internet                       | misspelling         | Internet           | orthotypographic |
| 292 |       | in my town there is a bar                    | in my town, COMA, there is a bar           | punctuation         |                    | orthotypographic |
| 293 |       | there is a bar. It is known as Greenhouse be | there is a bar, COMA, known as Greenhou    | punctuation         |                    | orthotypographic |
| 294 |       | It is very popular with local people         | It is very popular AMONG local people      | wrong prep use      | with/among         | grammar          |
| 295 |       | variety of the beer                          | variety of <b>the</b> beer                 | wrong art use       | THE overuse        | grammar          |
| 296 |       | At my first time there                       | The frist time I went there                | order               |                    | syntax           |
| 297 |       | I needed some new friends to spend the nig   | I needed some new friends to spend the nig | phrasal/preposition | spend sth with     | grammar          |
| 298 |       | spend the night , because                    | spend the night , because                  | punctuation         | , BECAUSE          | orthotypographic |
| 299 |       | because I I was                              | because I I was                            | repetition          |                    | orthotypographic |
| 300 |       | I remember going to the table alone          | I remember SITTING AT the table alone      | wrong word choice   | overuse of GO      | lexico-semantic  |
| 301 |       | but at midnight I had already made friends   | but BY midnight I had already made friends | wrong prep use      | AT/BY              | grammar          |
| 302 |       | most of them are student                     | most of them are studentS                  | plural              |                    | grammar          |
| 303 |       | So if you want to                            | So, COMA, if you want to                   | punctuation         | ADV + COMA         | orthotypographic |
| 304 |       | with people of your same age                 | with people <b>of</b> your same age        | wrong prep use      |                    | grammar          |
| 305 |       | it is your site                              | THIS is your site                          | wrong pronoun use   |                    | grammar          |
| 306 |       | you can enjoy board games, dances and eve    | THERE EVEN IS a room to watch movies       | verb                |                    | grammar          |
| 307 |       | disadvantage                                 | DISADVANTAGE                               | misspelling         | DISADVANTAGE       | orthotypographic |
| 308 |       | not all people feel confortable              | not EVERYONE feelS confortable             | wrong word choice   |                    | lexico-semantic  |
| 309 |       | confortable                                  | COMFORTABLE                                | misspelling         |                    | orthotypographic |
| 310 |       | in this bar for being too youthful           |  | clarity             |                    | lexico-semantic  |
| 311 |       | In my opinion, is a good place               | IT IS a good place                         | need subj           | IT omission        | grammar          |
| 312 |       | by my experience                             | IN/FROM my experience                      | wrong prep use      | from my experience | grammar          |
| 313 |       | However, it can be made for young people.    |  | clarity             |                    | lexico-semantic  |
| 314 |       | a room where any type of people              | a room where EVERYONE                      | wrong word choice   |                    | lexico-semantic  |
| 315 |       | people have the possibility                  | people CAN have the possibility            | modal               |                    | grammar          |

| 317 | ESSAY | SENTENCE IN CONTEXT                 | CORRECT FORM                             | ERROR TYPE          | SPECIFIC    | CLASIFICATION    |
|-----|-------|-------------------------------------|--|---------------------|-------------|------------------|
| 318 | Nº 10 | To this day it's                    | To this day, COMA, it's                  | punctuation         |             | orthotypographic |
| 319 |       | it's                                | it is                                    | contraction         | register    | lexico-semantic  |
| 320 |       | it's                                | it is                                    | contraction         | register    | lexico-semantic  |
| 321 |       | your friends cannot move their city | your friends cannot move FROM their city | phrasal/preposition | move from   | grammar          |
| 322 |       | connect with the rest               | connect with the rest OF YOUR FRIENDS    | need subj           |             | grammar          |
| 323 |       | through an application              | through a MOBILE application             | need adj            |             | grammar          |
| 324 |       | interesting think                   | interesting thinG                        | misspelling         | THINK/THING | orthotypographic |
| 325 |       | it's                                | it is                                    | contraction         | register    | lexico-semantic  |
| 326 |       | it's                                | it is                                    | contraction         | register    | lexico-semantic  |
| 327 |       | it's                                | it is                                    | contraction         | register    | lexico-semantic  |
| 328 |       | So the next time                    | So, COMA, the next time                  | punctuation         |             | orthotypographic |
| 329 |       | to get togethuer all                | GETTING TOGETHER                         | clarity             |             | lexico-semantic  |
| 330 |       | togethuer                           | TOGETHER                                 | misspelling         | TOGETHER    | orthotypographic |

| 332 | ESSAY | SENTENCE IN CONTEXT                           | CORRECT FORM                               | ERROR TYPE                   | SPECIFIC          | CLASIFICATION    |
|-----|-------|---|--|------------------------------|-------------------|------------------|
| 333 | Nº 11 | What you like most                            | What DO you like most                      | auxiliar                     |                   | grammar          |
| 334 |       | I'm   | I am                                       | contraction                  | register          | lexico-semantic  |
| 335 |       | you'll  | you will                                   | contraction                  | register          | lexico-semantic  |
| 336 |       | the place, where meeting in, is as well too   | the place the meeting is relevant as well  | defining/non-defining clause |                   | grammar          |
| 337 |       | the new Jukebox Pub, which is located near    | the new Jukebox Pub, which is located near | defining/non-defining clause |                   | grammar          |
| 338 |       | located near University of Zaragoza           | located near THE University of Zaragoza    | wrong art use                | THE omission      | grammar          |
| 339 |       | Zaragoza, because                             | Zaragoza, because                          | punctuation                  | , because         | orthotypographic |
| 340 |       | located near University of Zaragoza, because  | last week I went there                     | linker                       |                   | grammar          |
| 341 |       | Not only the staff is good                    | Not only IS the staff good                 | order                        |                   | syntax           |
| 342 |       | Not only the staff is good, as well the price | Not only the staff is good, BUT ALSO the   | collocation                  | not only but also | grammar          |
| 343 |       | dishes, soft drinks and wines is affordable   | dishes, soft drinks and wines ARE affordab | agreement                    | IS/ARE            | grammar          |
| 344 |       | you must put a coin in there                  | you must INSERT a coin <b>in there</b>     | wrong word choice            | PUT/INSERT        | lexico-semantic  |
| 345 |       | choose a 80's song                            | choose AN 80's song                        | agreement                    | A/AN              | grammar          |
| 346 |       | they have also a karaoke                      | they ALSO have a karaoke                   | order                        |                   | syntax           |
| 347 |       | isn't   | is not                                     | contraction                  | register          | lexico-semantic  |
| 348 |       | didn't  | did not                                    | contraction                  | register          | lexico-semantic  |
| 349 |       | prevent me from enjoy                         | prevent me from enjoyING                   | wrong tense                  | inf/ing           | grammar          |
| 350 |       | improve the cleaning                          | improve the CLEANLINESS                    | wrong word form              | ING/NESS          | grammar          |
| 351 |       | recommend you visiting the new                | recommend you visitING the new             | wrong tense                  | ing/inf           | grammar          |
| 352 |       | you'll  | you will                                   | contraction                  | register          | lexico-semantic  |

| 354 | ESSAY | SENTENCE IN CONTEXT                         | CORRECT FORM                                 | ERROR TYPE             | SPECIFIC         | CLASIFICATION    |
|-----|-------|---|--|------------------------|------------------|------------------|
| 355 | N° 12 | friends? If yes                             | friends? If SO                               | wrong word choice      | IF YES           | lexico-semantic  |
| 356 |       | you should this article.                    | you should READ this article.                | verb                   |                  | grammar          |
| 357 |       | we can play together or to speak about      | we can play together or to speak about       | coordination agreement |                  | grammar          |
| 358 |       | speak about our things that happen          | speak about THE things that happen           | wrong art use          | THE omission     | grammar          |
| 359 |       | things that happen in the week              | things that HAVE happenED in the week.       | wrong tense            | present/ pp      | grammar          |
| 360 |       | Also we sometimes meet                      | Sometimes, we also meet                      | reorder                | ALSO, SOMETIME   | grammar          |
| 361 |       | we buy clothes or we can see a film and the | we buy clothes, COMA, or we can see a fil    | punctuation            | , OR             | orthotypographic |
| 362 |       | so we buy clothes or we can see a film      | so we buy clothes or we can see a film       | coordination agreement |                  | grammar          |
| 363 |       | and then we dinner together                 | and then, COMA, we dinner together           | punctuation            |                  | orthotypographic |
| 364 |       | we dinner                                   | we HAVE DINNER                               | wrong word form        | HAVE dinner      | grammar          |
| 365 |       | do many things for example,                 | do many things, COMA, for example,           | punctuation            |                  | orthotypographic |
| 366 |       | go to the cinema, you have differents resta | go to the cinema, COMA. You have different   | punctuation            |                  | orthotypographic |
| 367 |       | differents restaurants                      | differents restaurants                       | plural                 | plural adj       | grammar          |
| 368 |       | you have differents restaurants for dinner, | There are different restaurants to have dinn | clarity                |                  | lexico-semantic  |
| 369 |       | , also you can play                         | , also, COMA, you can play                   | punctuation            | ALSO             | orthotypographic |
| 370 |       | games machines                              | slots/arcades                                | wrong word choice      |                  | lexico-semantic  |
| 371 |       | don't                                       | do not                                       | contraction            | register         | lexico-semantic  |
| 372 |       | if you go on the weekend there are          | if you go on the weekend, COMA, there are    | punctuation            |                  | orthotypographic |
| 373 |       | can't                                       | cannot                                       | contraction            | register         | lexico-semantic  |
| 374 |       | In those days                               | On those days                                | wrong prep use         | On those days    | grammar          |
| 375 |       | want to dinner                              | want to HAVE dinner                          | wrong word form        | HAVE dinner      | grammar          |
| 376 |       | if not you don't have site all night.       | If you DO NOT                                | auxiliar               |                  | grammar          |
| 377 |       | if not you don't have site all night.       | If you don't, COMA, you                      | punctuation            |                  | orthotypographic |
| 378 |       | if not you don't have site all night.       | If you don't, you WILL NOT                   | wrong tense            |                  | grammar          |
| 379 |       | don't                                       | do not                                       | contraction            | register         | lexico-semantic  |
| 380 |       | have site                                   | have A TABLE                                 | misspelling            |                  | orthotypographic |
| 381 |       | I could improve be better                   | it would be better                           | wrong word choice      |                  | lexico-semantic  |
| 382 |       | if more restaurants open                    | if more restaurants openED                   | wrong tense            | present/cond     | grammar          |
| 383 |       | if more restaurants open so that            | if more restaurants open, COMA, so that      | punctuation            |                  | orthotypographic |
| 384 |       | Also If the parking was                     | Also, COMA, If the parking was               | punctuation            |                  | orthotypographic |
| 385 |       | Also If the parking                         | Also If the parking                          | capitalization         |                  | orthotypographic |
| 386 |       | more big                                    | BIGGER                                       | contraction            |                  | grammar          |
| 387 |       | there is days                               | there ARE days                               | agreement              | IS/ARE           | grammar          |
| 388 |       | can't                                       | cannot                                       | contraction            | register         | lexico-semantic  |
| 389 |       | you can't stop.                             | you can't PARK.                              | wrong word choice      | STOP/PARK transf | lexico-semantic  |

| 391 | ESSAY | SENTENCE IN CONTEXT                           | CORRECT FORM                               | ERROR TYPE           | SPECIFIC         | CLASIFICATION    |
|-----|-------|---|--|----------------------|------------------|------------------|
| 392 | N° 13 | What's  | what is                                    | contraction          | register         | lexico-semantic  |
| 393 |       | It's  | it is                                      | contraction          | register         | lexico-semantic  |
| 394 |       | Every weekends                                | Every weekends                             | plural               |                  | grammar          |
| 395 |       | coffer  | coffee                                     | misspelling          | coffee           | orthotypographic |
| 396 |       | If you go                                     | If you EVER/HAPPEN TO go                   | wrong word choice    |                  | lexico-semantic  |
| 397 |       | ask for olives free with a beer               | ask for FREE olives                        | order                |                  | grammar          |
| 398 |       | To begin you can go                           | To begin WITH, you can go                  | phrasal/prepositions | to being with    | grammar          |
| 399 |       | you can go to the bar in 1 min                | you can BE in the bar in 1 min             | wrong word choice    | GO/BE transfer   | lexico-semantic  |
| 400 |       | in 1 minute so you don't wait a lot           | in 1 minute, COMA, so you don't wait a lot | punctuation          |                  | orthotypographic |
| 401 |       | don't   | do not                                     | contraction          | register         | lexico-semantic  |
| 402 |       | you don't wait a lot of time for your friends | you don't wait LONG BEFORE MEETING         | wrong word choice    |                  | lexico-semantic  |
| 403 |       | In this pub all people is known               | In this pub, COMA, all people is known     | punctuation          | ADV + coma       | orthotypographic |
| 404 |       | all people is known                           | all people ARE known                       | agreement            | IS/ARE           | grammar          |
| 405 |       | you can speak with other people               | you can TALK with other people             | wrong word choice    | SPEAK/TALK (tran | lexico-semantic  |
| 406 |       | you're  | you are                                    | contraction          | register         | lexico-semantic  |
| 407 |       | while you're waiting your friends             | while you're waiting FOR your friends      | phrasal/prepositions | wait for         | grammar          |
| 408 |       | it's  | it is                                      | contraction          | register         | lexico-semantic  |
| 409 |       | advantage                                     | ADVANTAGE                                  | misspelling          | ADVANTAGE        | orthotypographic |
| 410 |       | in this pub we can see                        | in this pub, COMA, we can see              | punctuation          | ADV,             | orthotypographic |
| 411 |       | we can see Zaragoza and Bacerlona footbal     | we can see BOTH Zaragoza and Bacerlona     | clarity              | BOTH and         | grammar          |
| 412 |       | two football match                            | two football matchES                       | plural               |                  | grammar          |
| 413 |       | What's  | What is                                    | contraction          | register         | lexico-semantic  |
| 414 |       | What's more the boss                          | What's more, COMA, the boss                | punctuation          | ADV,             | orthotypographic |
| 415 |       | the boss of the bar have created              | the boss of the bar HAS created            | agreement            | HAVE/HAS         | grammar          |
| 416 |       | between people go to the bar.                 | between THE people go to the bar.          | wrong art use        | THE omission     | grammar          |
| 417 |       | between people go to the bar.                 | between people WHO go to the bar.          | relative pronoun     |                  | grammar          |
| 418 |       | if the boss were most pleasent                | if the boss WAS most pleasent              | agreement            | WERE/WAS         | grammar          |
| 419 |       | if the boss were most pleasent                | if the boss were MORE pleasent             | comparatives & sup   | MOST/MORE        | grammar          |
| 420 |       | pleasent                                      | pleasant                                   | misspelling          | pleasant         | orthotypographic |
| 421 |       | more late                                     | later                                      | contraction          | MORE + ADJ       | grammar          |
| 422 |       | party's                                       | parties                                    | plural               | apostrophe       | grammar          |
| 423 |       | he could organise party's. But he's lazy!     | he could organise party's, COMA, but he's  | punctuation          |                  | orthotypographic |
| 424 |       | he's  | he is                                      | contraction          | register         | lexico-semantic  |

| 426 | ESSAY | SENTENCE IN CONTEXT                         | CORRECT FORM                                      | ERROR TYPE        | SPECIFIC            | CLASIFICATION    |
|-----|-------|---|---|-------------------|---------------------|------------------|
| 427 | Nº 14 | Always when we want meet with our friend    | The place is always a problem                     | order             |                     | syntax           |
| 428 |       | we want meet with our friends               | we want TO meet with our friends                  | wrong tense       | inf/to+inf          | grammar          |
| 429 |       | the place its a big problem                 | the place IS a big problem                        | wrong pronoun use | IT overuse          | grammar          |
| 430 |       | we never know where go                      | we never know where TO go                         | wrong tense       | inf/to+inf          | grammar          |
| 431 |       | go, because                                 | go, because                                       | punctuation       | . because           | orthotypographic |
| 432 |       | the places of the city                      | the places IN the city                            | wrong prep use    | IN the city         | grammar          |
| 433 |       | city, however we need                       | city, however, COMA, we need                      | punctuation       |                     | orthotypographic |
| 434 |       | though                                      | thought   | misspelling       | THOUGH/THOUGH       | orthotypographic |
| 435 |       | A study has been done and it has been show  | A study shows that....                            | clarity           |                     | lexico-semantic  |
| 436 |       | we search peace                             | we LOOK FOR peace                                 | wrong word choice | SEARCH/LOOK FOR     | lexico-semantic  |
| 437 |       | we search peace and funny                   | we search peace and FUN                           | wrong word form   | adj/noun            | grammar          |
| 438 |       | when we arrived with our friend             | when we arrived with our friend                   | wrong tense       | past simple/present | grammar          |
| 439 |       | when we arrived with our friend             | when we arrived with our friends                  | plural            |                     | grammar          |
| 440 |       | our friend, above all people                | our friend. DOT. above all, COMA, people          | punctuation       |                     | orthotypographic |
| 441 |       | the reason I think this is                  | the reason FOR this is                            | wrong prep use    | reason for this     | grammar          |
| 442 |       | the stress that we have                     | the stress that we FEEL                           | wrong word choice | be/feel stressed    | lexico-semantic  |
| 443 |       | we request places like a big park, shopping | we ASK FOR places like a big park, shopping       | wrong word choice |                     | lexico-semantic  |
| 444 |       | don't                                       | do not  | contraction       | register            | lexico-semantic  |
| 445 |       | so is the only thing that would improve.    | so THAT/ IT is the only thing that would improve. | need subj         | IT/THAT omission    | grammar          |
| 446 |       | the only thing that would improve.          | the only thing that I would improve.              | need subj         | I                   | grammar          |
| 447 |       | be a good idea go out                       | be a good idea TO go out                          | wrong tense       | inf/to+inf          | grammar          |
| 448 |       | although                                    | althought   | misspelling       | althought           | orthotypographic |
| 449 |       | I thing that                                | I THINK that                                      | misspelling       | THING/THINK         | orthotypographic |
| 450 |       | although I thing that can be improved,      |   | clarity           |                     | lexico-semantic  |
| 451 |       | if you want have an amazing experince with  | four friends and your partners you will be t      | clarity           |                     | lexico-semantic  |
| 452 |       | experince                                   | experience  | misspelling       | experience          | orthotypographic |
| 453 |       | if you want have                            | if you want TO have                               | wrong tense       | inf/to+inf          | grammar          |

| 455 | ESSAY | SENTENCE IN CONTEXT                         | CORRECT FORM                                    | ERROR TYPE        | SPECIFIC        | CLASIFICATION    |
|-----|-------|---|---|-------------------|-----------------|------------------|
| 456 | Nº 15 | Hiii  | Hi  | misspelling       | register        | lexico-semantic  |
| 457 |       | In my opinion, I think that                 | In my opinion / I think that (one or the other) | redundancy        |                 | lexico-semantic  |
| 458 |       | meeting friends is very good                | meeting friends is BENEFICIAL                   | simplicity        | very good       | lexico-semantic  |
| 459 |       | you mind opens                              | youR mind opens                                 | wrong word form   | YOU/YOUR        | grammar          |
| 460 |       | more points of view                         | DIFFERENT points of view                        | simplicity        |                 | lexico-semantic  |
| 461 |       | you can new people                          | you can MEET new people                         | verb              |                 | grammar          |
| 462 |       | in places funnies                           | in FUN places                                   | wrong word form   |                 | grammar          |
| 463 |       | in places funnies                           | in FUN places                                   | order             |                 | syntax           |
| 464 |       | If the weather is good you can go           | If the weather is good, COMA, you can go        | punctuation       | if clause       | orthotypographic |
| 465 |       | park, however if the weather                | park, however, COMA, if the weather             | punctuation       |                 | orthotypographic |
| 466 |       | if the weather is bad you can               | if the weather is bad, COMA, you can            | punctuation       | if clause       | orthotypographic |
| 467 |       | go to the cafeteria                         | go to A cafeteria                               | wrong art use     | THE/A           | grammar          |
| 468 |       | cafeteria o pub                             | cafeteria oR pub                                | misspelling       |                 | orthotypographic |
| 469 |       | This places                                 | THESE places                                    | wrong art use     | THIS/THESE      | grammar          |
| 470 |       | there is a lot of people                    | there ARE a lot of people                       | agreement         | IS/ARE          | grammar          |
| 471 |       | of course that there are                    | of course that there are                        | wrong word choice |                 | lexico-semantic  |
| 472 |       | places where you can meeting                | places where you can meeting                    | wrong tense       | ING/INF         | grammar          |
| 473 |       | can meeting people how school, university   | meeting people AS school, university            | wrong word choice | HOW/AS transfer | lexico-semantic  |
| 474 |       | university, bus, the excursion in the beach | university, bus, A excursion in the beach       | wrong art use     | THE/A           | grammar          |
| 475 |       | the excursion in the beach                  | the excursion TO the beach                      | wrong prep use    | excursion to    | grammar          |
| 476 |       | the excursion in the mountain               | A excursion in the mountain                     | wrong art use     | THE/A           | grammar          |
| 477 |       | the excursion in the mountain               | the excursion TO the mountain                   | wrong prep use    | excursion to    | grammar          |
| 478 |       | in the mountain                             | in the mountainS                                | plural            |                 | grammar          |
| 479 |       | other more...                               | MANY more...                                    | wrong adj         | OTHER/MANY      | lexico-semantic  |
| 480 |       | This is my opinion I am sure                | This is my opinion, COMA, I am sure             | punctuation       | ADV + coma      | orthotypographic |
| 481 |       | am sure that to you can think               | am sure that to you can think                   | wrong prep use    |                 | grammar          |
| 482 |       | This places                                 | THESE places                                    | agreement         | THIS/THESE      | grammar          |
| 483 |       | this places are access                      | this places are accessIBLE                      | wrong word form   | noun/adj        | grammar          |
| 484 |       | access for everyone                         | accessible TO everyone                          | wrong prep use    | accessible to   | grammar          |
| 485 |       | spend money for meeting people              | spend money TO MEET people                      | wrong prep use    | FOR/TO purpose  | grammar          |

| 487 | ESSAY     | SENTENCE IN CONTEXT   | CORRECT FORM                                | ERROR TYPE            | SPECIFIC                   | CLASIFICATION    |
|-----|-----------|---|---|-----------------------|----------------------------|------------------|
| 488 | N° 16     | Hi my name is kevin   | Hi, COMA, my name is kevin                  | punctuation           |                            | orthotypographic |
| 489 |           | kevin   | Kevin                                       | capitalization        |                            | orthotypographic |
| 490 | over rep  | how meet friends  | how TO meet friends                         | wrong tense           | inf/to + inf               | grammar          |
| 491 | of ppl    | and why it is important that  | and why IS IT important                     | order                 | inversion in interrogative | syntax           |
| 492 |           | you should know that nowadays so much p   | you should know that nowadays, COMA so      | punctuation           |                            | orthotypographic |
| 493 | long      | especially the young people   | especially <b>the</b> young people          | wrong art use         | THE overuse                | grammar          |
| 494 | sentences | use to know   | <b>use to MEET</b>                          | wrong word choice     | KNOW/MEET trans            | lexico-semantic  |
| 495 | makes it  | diferents social media  | DIFFERENT social media                      | plural                | plural adj                 | grammar          |
| 496 | difficult | diferents social media  | diferents social media APPS                 | need subj             |                            | grammar          |
| 497 | to follow | toll  | tool  | misspelling           | toll/tool                  | orthotypographic |
| 498 |           | This modern toll, allow   | This modern toll, allow                     | punctuation           |                            | orthotypographic |
| 499 |           | This modern toll, allow   | This modern toll, allowS                    | agreement             | 3rd person S               | grammar          |
| 500 |           | allow knowing people  | allows PEOPLE TO KNOW                       | order                 | allow+sb-to inf            | syntax           |
| 501 |           | allow knowing people  | allows PEOPLE TO KNOW                       | phrasal/prepositional | allow to + inf             | grammar          |
| 502 |           | knowing people that are   | knowing people WHO are                      | relatives             | THAT/WHO                   | grammar          |
| 503 |           | and after if you want,  | and after, COMA, if you want,               | punctuation           |                            | orthotypographic |
| 504 |           | share photos, videos or calls   | share photos, videos or <b>calls</b>        | wrong word form       | NOUN/VERB                  | grammar          |
| 505 |           | I think tath is the best option   | I think that IT is the best option          | need subj             | IT omission                | grammar          |
| 506 |           | to knowing people   | to <b>knowing</b> people                    | wrong tense           | ING/INF                    | grammar          |
| 507 |           | to knowing people. Don't you think?   | to knowing people, COMA, don't you think    | punctuation           |                            | orthotypographic |
| 508 |           | if you like more  | if you PREFER                               | wrong word choice     | LIKE MORE/PREFE            | lexico-semantic  |
| 509 |           | if you like more meet   | if you prefer TO meet                       | phrasal/prepositional | prefer TO                  | grammar          |
| 510 |           | meet with people face to face   | meet <b>with</b> people face to face        | wrong prep use        |                            | grammar          |
| 511 |           | go for the diferents pub  | go TO the diferents pub                     | phrasal/prepositional | GO TO                      | grammar          |
| 512 |           | the diferents pub   | <b>the</b> diferents pub                    | wrong art use         | THE overuse                | grammar          |
| 513 |           | pub's   | pubs  | plural                | apostrophe                 | grammar          |
| 514 |           | Personaly I think that  | Personall.y                                 | misspelling           | Personally                 | orthotypographic |
| 515 |           | Personaly I think that  | Personally, COMA, I think that              | punctuation           | ADV + coma                 | orthotypographic |
| 516 |           | the second option It better   | the second option IS better                 | misspelling           |                            | orthotypographic |
| 517 |           | if you are a shy person it is probably  | if you are a shy person, COMA, it is probab | punctuation           | if clause                  | orthotypographic |
| 518 |           | it is probably  | it is probablE                              | wrong word form       | adv/noun                   | grammar          |
| 519 |           | you like more first know people   | you like more first MEET people             | wrong word choice     | know/meet (transfer        | lexico-semantic  |
| 520 |           | you like more first know people   | you like more first TO MEET people          | wrong tense           | INF/TO INF                 | grammar          |
| 521 |           | know people in a social media   | know people ON a social media               | wrong prep use        | IN/ON                      | grammar          |
| 522 |           | in a social media   | on <b>a</b> social media                    | wrong art use         | A overuse                  | grammar          |
| 523 |           | and after if we have filing   | and after, COMA, if we have filing          | punctuation           |                            | orthotypographic |
| 524 |           | and after if we have filing   | if YOU have filing                          | agreement             | YOU/WE                     | grammar          |
| 525 |           | and after if we have filing   | and after if you have A GOOD FEELING        | misspelling           | feeling                    | orthotypographic |
| 526 |           | this reasons  | THESE reasons                               | agreement             | THIS/THESE                 | grammar          |
| 527 |           | belive  | believe                                     | misspelling           | believe                    | orthotypographic |
| 528 |           | dipends   | depends                                     | misspelling           | depend                     | orthotypographic |
| 529 |           | how each one is   | how each INDIVIDUAL is                      | wrong word choice     | no antecedent              | lexico-semantic  |
| 530 |           | In the person, I like more for example go to a disco a know people between I dancing or | clarity                                     |                       |                            | lexico-semantic  |
| 531 |           | Finaly  | Finally                                     | misspelling           | finally                    | orthotypographic |
| 532 |           | As you are an university students   | As you are an university <b>students</b>    | plural                |                            | grammar          |
| 533 |           | If you not be a social person   | If you ARE NOT a social person              | wrong tense           | INF/PRESENT                | grammar          |
| 534 |           | do not worry. As you are  | do not worry, COMA, as you are              | punctuation           |                            | orthotypographic |
| 535 |           | it is probably  | it is probablE                              | wrong word form       | adv/noun                   | grammar          |
| 536 |           | in your same positions  | in your same position <b>s</b>              | plural                |                            | grammar          |
| 537 |           | contant to me.  | conta <b>Ct</b>                             | misspelling           | contact                    | orthotypographic |
| 538 |           | contant to me.  | contant <b>to</b> me                        | wrong nren use        | contact me                 | grammar          |

| 540 | ESSAY | SENTENCE IN CONTEXT                           | CORRECT FORM                                   | ERROR TYPE        | SPECIFIC         | CLASIFICATION    |
|-----|-------|---|--|-------------------|------------------|------------------|
| 541 | N° 17 | expanion                                      | expansion                                      | misspelling       | expansion        | orthotypographic |
| 542 |       | isn't   | is not   | contraction       | register         | lexico-semantic  |
| 543 |       | without the need to stay in person            | without the need to MEET in person             | wrong word choice | STAY/MEET trans  | lexico-semantic  |
| 544 |       | I prefer to staying one in front of the other | I prefer to BE one in front of the other       | wrong word choice | STAY/BE          | lexico-semantic  |
| 545 |       | I prefer to staying one in front of the other | I prefer to BE one in front of the other       | wrong tense       | TO ING/INF       | grammar          |
| 546 |       | one in front of the other                     | face to face                                   | collocation       | face to face     | grammar          |
| 547 |       | or maybe doing some activities .              | or maybe <b>doing</b> some activities .        | wrong tense       | ING/INF          | grammar          |
| 548 |       | If you are in that case                       | If that is your case too                       | clarity           |                  | lexico-semantic  |
| 549 |       | I really recommend you the new shopping       | I really recommend <b>you</b> the new shopping | wrong word choice | recommend sth    | lexico-semantic  |
| 550 |       | That place have something special             | That place HAS something special               | agreement         | HAVE/HAS         | grammar          |
| 551 |       | special, because                              | special, because                               | punctuation       | , because        | orthotypographic |
| 552 |       | or more than a friend                         | or more than <b>a</b> friend                   | wrong art use     | A overuse        | grammar          |
| 553 |       | you can play the billiard                     | you can play the <b>billiards</b>              | misspelling       | billiards        | orthotypographic |
| 554 |       | you can play the billiard                     | you can play <b>the</b> billiards              | wrong art use     | THE overuse      | grammar          |
| 555 |       | I'm   | I am   | contraction       | register         | lexico-semantic  |
| 556 |       | or going to see                               | or <b>going</b> to see                         | wrong tense       | ING/INF          | grammar          |
| 557 |       | see something interesting at the cinema.      | WATCH something interesting at the cine        | wrong word choice | SEE/WATCH transf | lexico-semantic  |

| 559 | ESSAY | SENTENCE IN CONTEXT                     | CORRECT FORM                           | ERROR TYPE          | SPECIFIC            | CLASIFICACION    |
|-----|-------|---|--|---------------------|---------------------|------------------|
| 560 | N° 18 | In this article I'm going               | In this article, COMA, I'm going       | punctuation         | ADV <sub>s</sub>    | orthotypographic |
| 561 |       | I'm                                     | I am                                   | contraction         | register            | lexico-semantic  |
| 562 |       | I'm going write                         | I'm going TO write                     | phrasal/preposition | GOING TO            | grammar          |
| 563 |       | places of you can                       | places <b>of</b> you can               | wrong prep use      |                     | grammar          |
| 564 |       | whith                                   | with                                   | misspelling         | with                | orthotypographic |
| 565 |       | In Granada you can                      | In Granada, COMA, you can              | punctuation         | ADV <sub>s</sub>    | orthotypographic |
| 566 |       | whit                                    | with                                   | misspelling         | with                | orthotypographic |
| 567 |       | alhambra                                | Alhambra                               | capitalization      |                     | grammar          |
| 568 |       | It's                                    | It's                                   | capitalization      |                     | grammar          |
| 569 |       | It's                                    | it is                                  | contraction         | register            | lexico-semantic  |
| 570 |       | turist                                  | tourist                                | misspelling         | tourist             | orthotypographic |
| 571 |       | you cannot drink a coffe                | you cannot drink <b>a</b> coffe        | wrong art use       | A overuse           | grammar          |
| 572 |       | recomend                                | recommend                              | misspelling         | recommend           | orthotypographic |
| 573 |       | I recomend go                           | I recomend TO GO/GOING                 | wrong tense         | recommend to inf/it | grammar          |
| 574 |       | the center city                         | the city center                        | order               | city centre         | syntax           |
| 575 |       | many places when you have a lunch       | many places WHERE you can have a lunch | wrong relative      | when/where          | grammar          |
| 576 |       | many places when you have a lunch       | many places where you CAN have a lunch | modal               |                     | grammar          |
| 577 |       | you have a lunch, diner                 | you have <b>a</b> lunch, diner         | wrong art use       | A overuse           | grammar          |
| 578 |       | diner                                   | dinNer                                 | misspelling         | dinner              | orthotypographic |
| 579 |       | snak                                    | snaCk                                  | misspelling         | snack               | orthotypographic |
| 580 |       | You are going to go the best restaurant | You WILL go the best restaurant        | wrong tense         | FUTURE SIMPLE       | grammar          |
| 581 |       | All of restaurant                       | All of THE restaurant                  | wrong art use       | THE omission        | grammar          |
| 582 |       | All of restaurant                       | All of restaurants                     | plural              |                     | grammar          |
| 583 |       | All of restaurant I tell you            | All of restaurant I HAVE TOLD YOU ABC  | wrong tense         | PRESENT/PRESEN      | grammar          |
| 584 |       | whit                                    | with                                   | misspelling         | with                | orthotypographic |
| 585 |       | lookout of San Nicolás, Chatedral       | lookout of San Nicolás, THE Chatedral  | wrong art use       | THE omission        | grammar          |
| 586 |       | Chatedral                               | cathedral                              | misspelling         | Cathedral           | orthotypographic |
| 587 |       | walk of the sad                         | El Paseo de los Tristes                | no translation      |                     |                  |
| 588 |       | All places you have to pay              | IN all places you have to pay          | wrong prep use      | IN                  | grammar          |
| 589 |       | pay to get in                           | pay to ENTER                           | wrong word choice   | GET IN              | lexico-semantic  |
| 590 |       | It's                                    | It's                                   | capitalization      |                     | grammar          |
| 591 |       | It's                                    | it is                                  | contraction         | register            | lexico-semantic  |
| 592 |       | It's necessary that you get in          | YOU MUST SEE                           | simplicity          |                     | lexico-semantic  |
| 593 |       | this monument.                          | (which one ine concrete?)              | wrong pronoun use   |                     | grammar          |
| 594 |       | If you need place to meet               | If you need A place to meet            | wrong art use       | THE omission        | grammar          |
| 595 |       | nigh                                    | night                                  | misspelling         | night               | orthotypographic |
| 596 |       | you'll                                  | you will                               | contraction         | register            | lexico-semantic  |
| 597 |       | wat                                     | want                                   | misspelling         | want                | orthotypographic |

| 599 | ESSAY | SENTENCE IN CONTEXT   | CORRECT FORM                                | ERROR TYPE        | SPECIFIC     | CLASIFICACION    |
|-----|-------|---|---|-------------------|--------------|------------------|
| 600 | N° 19 | how meet more people  | how TO meet more people                     | wrong prep use    | how to       | grammar          |
| 601 |       | Whenever we are partying we make  | Whenever we are partying, COMA, we mak      | punctuation       |              | orthotypographic |
| 602 |       | this person   | THAT person                                 | wrong word choice | this/that    | lexico-semantic  |
| 603 |       | this person present you   | this person presents you                    | agreement         | 3rd person S | grammar          |
| 604 |       | to your friends   | to HIS/HER/THEIR friends                    | wrong art use     |              | grammar          |
| 605 |       | and this friends  | and THOSE friends                           | wrong art use     |              | grammar          |
| 606 |       | friends are your friends  | friends BECOME your friends                 | wrong word choice |              | lexico-semantic  |
| 607 |       | frineds   | friends                                     | misspelling       | friends      | orthotypographic |
| 608 |       | you too, you can meet   | you too. DOT. You can meet                  | punctuation       |              | orthotypographic |
| 609 |       | people with your same musical taste   | people with THE same musical taste          | wrong art use     | THE omission | grammar          |
| 610 |       | lifestile   | lifestyle                                   | misspelling       | lifestyle    | orthotypographic |
| 611 |       | someone the opposite of you   | someone <b>the</b> opposite TO you          | wrong art use     | THE overuse  | grammar          |
| 612 |       | Many times in these parties   | Many times, COMA, in these parties          | punctuation       |              | orthotypographic |
| 613 |       | alcohol is drunk  |   | clarity           |              | lexico-semantic  |
| 614 |       | many people spend drinking, that is a negative point because they don't have fun or kno |   | clarity           |              | lexico-semantic  |
| 615 |       | the parties are a good place  | <b>the</b> parties are a good place         | wrong art use     | THE overuse  | grammar          |
| 616 |       | You can meet person   | You can meet A person                       | wrong art use     | A omission   | grammar          |
| 617 |       | whit  | with  | misspelling       | with         | orthotypographic |
| 618 |       | your some tastes  | your sAme tastes                            | misspelling       |              | orthotypographic |
| 619 |       | listen to music, dancing, drinking  | listen to music, <b>dancing, drinking</b>   | wrong tense       | ING/INF      | grammar          |
| 620 |       | dancing, drinking or just talk and spend tim  | dancing, drinking, COMA, or just talk and s | punctuation       | , OR         | orthotypographic |
| 621 |       | I'm   | I am  | contraction       | register     | lexico-semantic  |
| 622 |       |   |   |                   |              |                  |

Now the results, in numbers and percentages.

| 3 | Row Labels         | Count of ERROR TYPE | Row Labels         | Count of ERROR TYPE |
|---|--------------------|---------------------|--------------------|---------------------|
| 4 | code mixing        | 1                   | code mixing        | 0,17%               |
| 5 | grammar            | 253                 | grammar            | 43,40%              |
| 6 | lexico-semantic    | 155                 | lexico-semantic    | 26,59%              |
| 7 | orthotypographic   | 155                 | orthotypographi    | 26,59%              |
| 8 | syntax             | 19                  | syntax             | 3,26%               |
| 9 | <b>Grand Total</b> | <b>583</b>          | <b>Grand Total</b> | <b>100,00%</b>      |

| 2  | Count of ERROR TYPE          | Column Labels | Count of ERROR TYPE | Column Labels                |                |                |
|----|------------------------------|---------------|---------------------|------------------------------|----------------|----------------|
| 3  | Row Labels                   | grammar       | Grand Total         | Row Labels                   | grammar        | Grand Total    |
| 4  | agreement                    | 17            | 17                  | agreement                    | 6,72%          | 6,72%          |
| 5  | auxiliar                     | 1             | 1                   | auxiliar                     | 0,40%          | 0,40%          |
| 6  | auxiliar                     | 1             | 1                   | auxiliar                     | 0,40%          | 0,40%          |
| 7  | capitalisation               | 4             | 4                   | capitalisation               | 1,58%          | 1,58%          |
| 8  | clarity                      | 2             | 2                   | clarity                      | 0,79%          | 0,79%          |
| 9  | collocation                  | 2             | 2                   | collocation                  | 0,79%          | 0,79%          |
| 10 | comparatives & superlatives  | 1             | 1                   | comparatives & superlatives  | 0,40%          | 0,40%          |
| 11 | contraction                  | 3             | 3                   | contraction                  | 1,19%          | 1,19%          |
| 12 | coordination agreement       | 2             | 2                   | coordination agreement       | 0,79%          | 0,79%          |
| 13 | defining/non-defining clause | 3             | 3                   | defining/non-defining clause | 1,19%          | 1,19%          |
| 14 | empty sentence               | 1             | 1                   | empty sentence               | 0,40%          | 0,40%          |
| 15 | linker                       | 3             | 3                   | linker                       | 1,19%          | 1,19%          |
| 16 | modal                        | 3             | 3                   | modal                        | 1,19%          | 1,19%          |
| 17 | need adj                     | 1             | 1                   | need adj                     | 0,40%          | 0,40%          |
| 18 | need subj                    | 6             | 6                   | need subj                    | 2,37%          | 2,37%          |
| 19 | OD omission                  | 1             | 1                   | OD omission                  | 0,40%          | 0,40%          |
| 20 | phrasal/prepositional verb   | 21            | 21                  | phrasal/prepositional verb   | 8,30%          | 8,30%          |
| 21 | plural                       | 23            | 23                  | plural                       | 9,09%          | 9,09%          |
| 22 | relatives                    | 1             | 1                   | relatives                    | 0,40%          | 0,40%          |
| 23 | relative pronoun             | 4             | 4                   | relative pronoun             | 1,58%          | 1,58%          |
| 24 | reorder                      | 1             | 1                   | reorder                      | 0,40%          | 0,40%          |
| 25 | repetition                   | 2             | 2                   | repetition                   | 0,79%          | 0,79%          |
| 26 | verb                         | 4             | 4                   | verb                         | 1,58%          | 1,58%          |
| 27 | wrong art use                | 38            | 38                  | wrong art use                | 15,02%         | 15,02%         |
| 28 | wrong prep use               | 34            | 34                  | wrong prep use               | 13,44%         | 13,44%         |
| 29 | wrong pronoun use            | 9             | 9                   | wrong pronoun use            | 3,56%          | 3,56%          |
| 30 | wrong relative               | 1             | 1                   | wrong relative               | 0,40%          | 0,40%          |
| 31 | wrong tense                  | 52            | 52                  | wrong tense                  | 20,55%         | 20,55%         |
| 32 | wrong word form              | 12            | 12                  | wrong word form              | 4,74%          | 4,74%          |
| 33 | <b>Grand Total</b>           | <b>253</b>    | <b>253</b>          | <b>Grand Total</b>           | <b>100,00%</b> | <b>100,00%</b> |

| 3  | Count of ERROR TYPE | Column Labels   | Count of ERROR TYPE | Column Labels      |                 |                |
|----|---------------------|-----------------|---------------------|--------------------|-----------------|----------------|
| 4  | Row Labels          | lexico-semantic | Grand Total         | Row Labels         | lexico-semantic | Grand Total    |
| 5  | clarity             | 23              | 23                  | clarity            | 14,84%          | 14,84%         |
| 6  | contraction         | 49              | 49                  | contraction        | 31,61%          | 31,61%         |
| 7  | misspelling         | 1               | 1                   | misspelling        | 0,65%           | 0,65%          |
| 8  | redundancy          | 1               | 1                   | redundancy         | 0,65%           | 0,65%          |
| 9  | register            | 1               | 1                   | register           | 0,65%           | 0,65%          |
| 10 | repetition          | 4               | 4                   | repetition         | 2,58%           | 2,58%          |
| 11 | repetition          | 1               | 1                   | repetition         | 0,65%           | 0,65%          |
| 12 | simplicity          | 5               | 5                   | simplicity         | 3,23%           | 3,23%          |
| 13 | wrong adj           | 1               | 1                   | wrong adj          | 0,65%           | 0,65%          |
| 14 | wrong word choice   | 69              | 69                  | wrong word choice  | 44,52%          | 44,52%         |
| 15 | <b>Grand Total</b>  | <b>155</b>      | <b>155</b>          | <b>Grand Total</b> | <b>100,00%</b>  | <b>100,00%</b> |

| Count of ERROR TYPE | Column Labels    | Grand Total | Count of ERROR TYPE | Column Labels    | Grand Total    |
|---------------------|------------------|-------------|---------------------|------------------|----------------|
| capitalisation      | orthotypographic | 6           | capitalisation      | orthotypographic | 3,87%          |
| misspelling         | orthotypographic | 51          | misspelling         | orthotypographic | 32,90%         |
| punctuation         | orthotypographic | 97          | punctuation         | orthotypographic | 62,58%         |
| repetition          | orthotypographic | 1           | repetition          | orthotypographic | 0,65%          |
| <b>Grand Total</b>  |                  | <b>155</b>  | <b>Grand Total</b>  |                  | <b>100,00%</b> |

| Count of ERROR TYPE | Column Labels | Grand Total | Count of ERROR TYPE | Column Labels | Grand Total    |
|---------------------|---------------|-------------|---------------------|---------------|----------------|
| order               | syntax        | 19          | order               | syntax        | 100,00%        |
| <b>Grand Total</b>  |               | <b>19</b>   | <b>Grand Total</b>  |               | <b>100,00%</b> |

B1 without miscellaneous errors for figure 8

|                            |                |                |
|----------------------------|----------------|----------------|
| agreement                  | 17             | <b>7,83%</b>   |
| phrasal/prepositional verb | 21             | <b>9,68%</b>   |
| plural                     | 23             | <b>10,60%</b>  |
| wrong art use              | 38             | <b>17,51%</b>  |
| wrong prep use             | 34             | <b>15,67%</b>  |
| pronouns                   | 20             | <b>9,22%</b>   |
| wrong tense                | 52             | <b>23,96%</b>  |
| wrong word form            | 12             | <b>5,53%</b>   |
|                            | <b>100,00%</b> | <b>100,00%</b> |

## Appendix C. C1 Essays

### PART 2

You **must** answer this question. Write your answer in AT LEAST 180 words in an appropriate style. (write as much as you can)

.....  
.....

2\_\_\_\_\_ In your English class you have been talking about how luck influences success in sport. You have made the notes below.

**IN MANY SPORTS, LUCK IS SOMETIMES MORE IMPORTANT THAN SKILL  
OR PHYSICAL FITNESS.**

**WHAT DO YOU THINK?**

- *Luck*

- *Skill*

- *Mindset*

Write your **essay** for your tutor using **all** the ideas in your notes, **giving reasons** to support your opinion.

In recent years, sport worldwide has gained great importance among all inhabitants, since we see it as a challenge, but is it really just a challenge or do other factors influence it?

Today's society said is a matter of luck when a team wins or loses, but in my opinion it's not like that. In my opinion, luck is something that, in a specific way, can occur in a sport, for example when in a soccer match, they shoot at goal, it bounces on another player and they score a goal. But luck is something that is related to games of chance such as roulette or bingo, while skill plays an important role in this area.

Athletes are ordinary people like us, who from an early age, train daily to achieve physical qualities, suitable for each of the sports. It is clear that not all sports are equally demanding, since a soccer match is not the same as a game of darts, but that is when another very important aspect of sport comes into play: mindset.

Just as we train, we challenge ourselves to create a positive attitude in sport, assimilating the possibility of winning and losing. At times, we have seen teams lose by many points and not give up hope of being able to score at least 1 point.

In relation to this, a phrase of Di Stéfano, who was a former soccer player, comes to my mind: "you don't play a final, you win it". And here lies the true essence of the sport.

In conclusion, all sports always excel in some of the three areas mentioned above, but only that team or those individuals who are able to find the right balance between luck, skill and mindset will triumph. So remember, it is not the one who wins that is best, but the one who does his best to win.

Often we get to hear, commonly at popular sport events such as the Super bowl, that those who won were just lucky. This discourse is, in fact, carried by the ones who eager for the opposite result. While they say so, the other part is enormously proud of the winner team, ensuring that they create an amusing and radiant game, leaving them astonished as the time run.

It is clear the double cut used depending always on how they wanted it to end up. Despite this, I must admit there are some exceptions to the rule, in which luck or the trivial circumstances may conspire to one's hapiness.

Having declared so, the rule usually followed by the things to happen is determined by the effort of those who are talented plus ambitious and skilled. No surprise is, for instance, Raphael Nadal being as great as he his. Only by looking to his routine we can explain his endurance on the game. Bested in little occasions, and by amazing players.

After this exaple of huge physical capacity, I should introduce another factor as significant. I am talking about the mindset, which is not only focussing in the game but in the training aspect. No one becomes any great without it. It is not hard to explain why, if they have no aim on getting to their prime, there's nothing they will conquer.

## What are the keys to **success** in sports?

We can constantly see examples of success in many different sport disciplines. But what are the ingredients **which** create the perfect athlete? Studies have shown that there are three main aspects that make the difference.

Firstly, skills are definitely a must. Of course everything can be trained, but you definitely need to have **a** facility to practice **on** particular sport, and only **then you** can keep on learning and improving.

Secondly, undoubtedly luck is needed. For example, if you **have a tendency** to get **injured you** will have a lack of continuity and hence you won't be able to follow other's **rythm**

Thirdly, we have the **mindset**, **and this is the one that**, in my view, is the most important **one**. Those who have been professional athletes know that the capacity to win the battle versus the fatigue or overcome a very difficult situation is in your head, not in your legs or arms. And **it's** definitely not a matter of luck.

In conclusion, I think the mindset is the most important characteristic to **succeed** in any kind of sport. Actually, **the** top athletes nowadays spend more time with psychologists than with physical trainers, and this is not **casuality**. Of course, there is **not** doubt that there are many other things needed, as I mentioned before. It turns out to be clear that, considering the amount of people who practice sports nowadays, being an **olympic** champion is far from being simple.

From ancient times to modern ages, health and physical fitness qualities have been embraced as the primary **fact** of **the** success in sports. It is well **known** that most famous athletes have great bodies to show off and they **said they** mark **a** difference between winning or **failing**. Nowadays, we can confirm this is just a simple **fact** of plenty of them.

As **matter** of **facts**, we cannot deny that athletes that are in the Olympus of their **competitions** are never alone. They all have a team **who** support him to train and to cheer him up. For that reason, I feel like one of the most important facts in sports is the mindset and how to overcome **the** difficulties. A football player can be the greatest in the penalty area, **but it does not help if the team read your movements**, so he must be flexible and try other things in order to win. In this **example we** can show that having a good mindset **let** him play better, and this can be applied to other sports such as swimming or boxing.

**It is also very important the skill.** That is what makes the difference between a newcomer and **passional** athlete. Everybody is different: some people are **higher, other** smaller, stronger, slimmer... Your **characteristics** are what **makes** you **differs** from others. The athlete who **takes it for himself** instead of avoiding them will improve.

Finally, I have to talk about **the** luck. We all know that with no pain there is no gain, but if it was not for the **luck we** would have lost some historical moments in sports **events** **such** as the Final World Cup of Spain in 2012. Always has luck been **counted with by** **athletes**.

To sum up, I feel like being in good health and physical fitness might be mandatory for any kind of sports, but if **with** do not emphasize the importance of other **qualities we** will lose the magic of sports.

Nowadays, it is notorious to see how there are different opinions about different sports on whether it is luck or skill and effort **what** really makes you good at it. There is a part of the population that believes that luck is what influences the most in a sport, **where** on the other hand we see there are people that think that everything depends on your effort and skills. However, could there be a possibility of **being both** influences of success?

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Definitely, luck is very important, but not as **far** as skills are. Without **skills it** is impossible to achieve success in sports, which are built with effort and **constance**. If you **don't** train and **have** a good physical shape, you will never be able to be good, much less the best.

However, **it** also depends on what sport we are considering **to**. For example, playing chess **on** a high level requires **to know** all the strategies and movements, and that is based on effort and years of practising. Whereas in sports like football, sometimes success can rely very strongly **in** luck. When goalkeepers have to save a penalty, for instance.

To sum up, elements like luck and effort will always influence to be a good sportsman or sportswoman. You can train a lot and have skills but if you **aren't** lucky, that effort will be worthless. In the same way, you can be lucky and, without making **effort**, **winning** the biggest achievements. Or **maybe they** both happen **in** the same time! It is something that we will **leave in hands of chance**.

Sport teaches us that in order to achieve our goals and to be **the** number one, it is necessary **having** the desire to improve and sacrifice. Many professional athletes feel obliged to leave **part** of their lives, such as personal **o** private lives, to reach the top. But, besides the sacrifice, is **lucky** **and** important point to achieve the peak?

To **have luck** is really important in life, not only in sport. Nevertheless, having a stroke of great good fortune and having to face the weakest opponent could be useless when you do not have the right **skills**. Therefore, in order to take advantage of luck, it seems mandatory to work hard. For this reason, I consider that it is highly valuable to encourage kids to push themselves.

However, effort is not the only aspect to consider, thus, being born with the **rights** abilities for a sport could be really useful. Sometimes, no matter how hard you try, you probably will never be **the** number one if you do not have enough skills. You can work on your strength, **on** your velocity, or even your endurance, but sometimes you cannot learn **things** such as body coordination.

In relation to the mindset, I strongly consider that it is important to have a positive mindset to overcome **the bump** in the road. The key is to not give up when things go bad and to keep **it** trying.

Taking everything into consideration, there are many good arguments for thinking that **lucky** is **the main cause of a sport career**, but, I truly believe that the crucial point **lie** in sacrifice and perseverance.

Is **it** luck or skills and physical fitness?

We often hear that luck is more important than skill or physical fitness in many sports. When we think about a famous and elite player, we think that this person is in shape and has a lot of skills to practice the sport that this person is doing. But we forget **about** that in some **kind of** sports, luck plays a very important role in success.

Of course we need some skills to play sports, **if** we want to be good at something in **life** **we** need to practice and **sport** **was** not going to be less. We have to train hard to **achieve** the goals we are looking for in a sport but luck has the last word, for **example in** a competition. If luck is on your side, you just need to put into practice everything you have **worked**.

**Also** the mindset is very important **on** success in sports because if you are mentally prepared to play, you will have all your attention at the competition or **at** the match and not on other things that can distract you from what you are doing at that moment.

What we all need to do is focus on working on our skills, **the** physical fitness **and** **have** a positive mindset and not **to** worry about luck.

The influence of luck **in** sport's success

Many people contend that success in sports is just a matter of luck. However, **when it is the team, they support who wins, it is because of the potential skills the players of that team have.** In addition, **we are increasingly aware** of the importance of attitude and mindset in winning a match or a competition.

While it is true that the more skills a player has, and the better trained they are, the more likely they are to be the winner, it is not always the case. On many occasions, even if you have everything to win, **luck is not on your side, and try as you may,** the ball does not reach the goal or does not go **in** the basket.

But success does not only depend on luck and skills. Mindset is also crucial to achieving your goals. A good sportsman has to be mentally prepared to face difficult situations and must know how to control his emotions in order not to show his weak points to his opponents.

In my view, success in sport is a mixture of the three factors mentioned above. Without skills, you **can't** get very far, **because** sometimes you may be lucky, **but sometimes it will be your opponent.** If you are never lucky, no matter how **excel** you are in your sport, you will never win, **because** if, for example, the goals **don't** come, you will hardly be able to win a match. And if you are not able to keep a cool head in challenging moments, your opponent will take advantage of your weaknesses to be better than you.

Taking everything in consideration, the key lies in being prepared to lose despite having a great **number** of skills and a great deal of control over your emotions, as **lucky** will not always be with you.

### Luck as a determining factor.

Luck is absolutely a determining factor, not only in sports but in any aspect of **our daily life**. Probably, it is not a matter of good luck, but at least not having bad one.

**However, luck could be placed on the top of the pyramid of success. If there are no appropriate skills or physical conditions -speaking of sport-, luck has nothing to do.**

How many talented people are there in the world? And yet, how many people manage to be recognized? Let's think that, for example, in the soccer world, there is this figure of the "talent scout" who visits different towns or cities to see children play. Does not your career depend on the fact that, in addition to being good, the person who can recommend you to play sees you? Luck has a lot to do **on** this.

But **do not take me wrong**. In my opinion, it would be unfair to attribute to luck all the **credits** of a successful person, but **definitely** it is something that every successful person should be grateful for. Luck can give you the opportunity to be in the right place at the right time and, of course, then it will be up to you to work hard to keep growing.

Although it is thought that that the most important thing to succeed in a sport is your skills or your physical fitness, I personally think that this is important but there is also a very important luck factor.

There are several ideas that show that luck is not an important factor. Firstly, I believe that is very necessary to be in good physical conditions, as you will have to train many hours and your body will have to support. Secondly, you are also going to have to be in perfect mental condition, in many occasions you will have to motivate yourself and overcome your limits when you can no longer. And there your mind will play a fundamental role.

On the other hand, as with everything in life, there is a luck factor. This factor it is found in being in a particular place in a particular hour. For example, if you want to be a football player, the lucky thing is that one day a coach who likes you will see you and decide to sign a contract with you.

For these reasons, I feel that as everything in life, luck plays an important factor.

There is no better remedy for our health than physical activities. But not only do we practise sport from **the** health perspective but also because **it's** a great entertainment that helps us to break the monotony of **the** sedentary lifestyle.

However, we have to separate between professional and amateur sports. Given the fact that luck **doesn't** help you to become professional, what does help is the effort you put in **everyday**. The consistency to be there is what makes your skills better than anyone's and therefore to get to the top level.

On top of that, if we take the example of Nadal, it would be possible for us to identify what characteristics **need an athlete** to become one of the best in his category. On what all experts agree on is that the factor that **made** Nadal win that **amount** of Grand Slams was his mindset. He never gives up, **he's** the perfect example of not giving up and fighting for what you **want**.

Considering all **ideas** presented, I have to conclude that there is no room for luck in professional sports. On the other hand, I believe that luck plays an important role in amateur sports, when there is no training on both parts, **it's** either luck or skill **what** makes the difference.

Do you have to be lucky to be good at sport?

It is often claimed that sports and luck are closely related. We often hear that a football player scored just by chance or how unlucky **was a tennis player** during the match when the opponent did a great banana shot. In this **review I** will explain why I consider luck the less important element in sports.

Firstly, Bet **business** rely on **probability not** on luck to make money. Do you think sport bet companies would leave their incomes to chance? Sports are not the same as tossing a coin. This kind of business **use** heuristics to take advantage of what people might bet. Besides, these businesses have a huge expenditure in data analysis for accurately making **prediction** about the results. In **fact they** make trillions and trillions of euros as income. Subsequently, I refuse to believe sports simply depend on luck and randomness.

Additionally, as I see it, people tend to focus on bad luck **rather** on the effort made by the other person that **succeed**. For instance, if you play the lottery and you **don't win you** would claim how unlucky you are, even though someone else has won the jackpot.

Finally, we should always remind ourselves that the mindset towards a situation is also a key point. This is the reason why clubs and teams invest money in personal coaching. Thus, I reckon that the combination of **mindset** and skills are more relevant in sports than just barely luck.

Taking everything **in** consideration, there are many arguments for considering luck less important than skills. As I see it, while it is undeniable that luck plays an important role in sports, albeit just **occasionally**, skills can be trained not luck.

The aim of this essay is to talk about the importance of different aspects **in** sport success. Sometimes it is claimed that famous athletes are very lucky, but maybe that is not the **only**, or the best feature of them.

First of all, as it is said before, luck means a lot **for** some people. But, it is not the most important thing to be successful. **As** winning the competitions **imply** different factors, like temperature, health, **facilities or the** other participants' conditions, luck is involved. You can be the best athlete but if it is not your day, you might lose.

Secondly, **other** very important aspect is the skills of the athlete. If someone has not **train** hard or has not developed the most important skills for the sport, they will not be in first place or **in** the podium **neither**. Training hard is essential for **succeed**.

Last but not least, mindset is also crucial for **making** good. Some **professional** athletes affirm **that is crucial** for them **being** calm, and **thinking** that everything is going to be successful. Moreover, trainers try to encourage their **player** to **make them** trust themselves, so they can relax.

To draw the conclusion, it can be said that people would **desagree** about the most important ways to **achive** success. There are aspects that are really important, though. Every sportperson **have each** personal method and it might not work **with** every **single** one. The best way to know how to **succeed** is **doing** your best and trying to create your own method.

To get started, I would like to put forward the fact that **Sport** is considered to have a huge impact on our daily life, and **it is claimed about the lack of knowledge**. Yet, many people do not understand how to approach it and how to start to be **success** in order to improve or become the very best one. In this **essay I** will discuss three possible aspects that could be **taken**.

The first of these is what people call "**Luck**". It is clear that in order to be successful in any **sport you** need **sometimes** a bit of it. While it is true that **to be** lucky is quite important, it is not the only aspect.

Regarding the skill, **It** is paramount to point out that it is one of the main points to bear in mind. Being successful in sport requires **a** hard work, and **in so doing**, you **must** improve your skills.

Finally, the last aspect could be to have **a** strong mental health. In fact, recent research nurtures the claim that there is a **fully** relationship between mental health and sport.

In conclusion, taking everything into consideration, there are good arguments to understand that being successful in sport is not a matter of luck. Training and **a** strong mental health are the only **attainable** roadmap.

## Luck and success

Nowadays many people try to achieve their own goals. In many fields It is said that success is related to luck, for example, in the sport field. In this essay We are going to take a look about different sport aspects We must take into account.

On the first place, we have luck. It is said that luck makes people achiever their aims, It means, anyone can be successful without being lucky. However, I believe in effort, We just get what We deserve. If We give as much as possible, We will be rewarded.

On the second place, We have skills. Sportive people need to train a lot to develop their skills. If You don't practice for a competition, for example, You will not be ready and You may lose. Skills are more important that We think. For example, I am goot at basketball, but If I want to be the keen on basketball, I must train a lot.

Finally, I am going to talk about mindset. All the thoughts and beliefs make our mindset. Why It is important? Our mind place a huge roll in our lives. Let me explain, If a person has positive thoughts and feelings, He/ She will make all his/her dreams possible. I wish everyone would be positive instead of thinking about how to defeat other competitors.

Are all of the aspects aspects the ones We must be concious about in order to be happy and successful. Keep them on mind and good luck!

## Appendix D. C1 Excel

| 1  | ESSAY | SENTENCE IN CONTEXT                                | CORRECT FORM                                    | ERROR TYPE        | SPECIFIC             | CLASIFICACION    |
|----|-------|--|---|-------------------|----------------------|------------------|
| 2  | N°1   | all inhabitants, since we see it as a challenge    | all inhabitants, since we see it as a challenge | punctuation       | , since              | orthotypographic |
| 3  |       | Today's society said is a matter of luck           | Today's society SAYS is a matter of luck        | wrong tense       | past/present         | grammar          |
| 4  |       | Today's society said is a matter of luck           | Today's society said IT is a matter of luck     | wrong pronoun use | IT omission          | grammar          |
| 5  |       | it's   | it is   | contraction       | register             | lexico-semantic  |
| 6  |       | but in my opinion it's not like that               | but in my opinion, COMA, it's not like that     | punctuation       | advP+ coma           | orthotypographic |
| 7  |       | In my opinion                                      |   | repetition        |                      | lexico-semantic  |
| 8  |       | they shoot at goal                                 | they shoot at goal                              | misspelling       |                      | orthotypographic |
| 9  |       | people like us, who from an early age, train daily | daily   | defining clause   | defining/non-definit | grammar          |
| 10 |       | achieve physical qualities, suitable               | achieve physical qualities, suitable            | punctuation       |                      | orthotypographic |
| 11 |       | demanding, since a soccer match                    | demanding, since a soccer match                 | punctuation       | , since              | orthotypographic |
| 12 |       | very important                                     | ESSENTIAL, INDISPENSABLE                        | simplicity        | very important       | lexico-semantic  |
| 13 |       | 1 point...In relation to this                      |   | punctuation       |                      | orthotypographic |

| 15 | ESSAY | SENTENCE IN CONTEXT                          | CORRECT FORM                                      | ERROR TYPE           | SPECIFIC           | CLASIFICACION    |
|----|-------|--|---|----------------------|--------------------|------------------|
| 16 | N°2   | Often we get to hear, commonly               | Often we get to hear, <b>commonly</b>             | repetition           |                    | lexico-semantic  |
| 17 |       | the Super bowl                               | the Super Bowl                                    | capitalization       | Super Bowl         | orthotypographic |
| 18 |       | the ones who eager for                       | the ones who ARE eager for                        | wrong word form      | verb/adj           | grammar          |
| 19 |       | enormusly                                    | enormOusly  | misspelling          | enormous           | orthotypographic |
| 20 |       | the winner team                              | the winnING team                                  | wrong word form      | noun/adj           | grammar          |
| 21 |       | as the time run.                             | as the time runS.                                 | agreement            | third person S     | grammar          |
| 22 |       | It is clear the double cut used              | The double cut used IS CLEARLY used               | order                |                    | syntax           |
| 23 |       | deppending                                   | deppending  | misspelling          | depending          | orthotypographic |
| 24 |       | conspire to one's hapiness.                  | conspire AGAINST one's hapiness.                  | phrasal/prepositions | conspire against   | grammar          |
| 25 |       | hapiness                                     | hapPiness   | misspelling          | happiness          | orthotypographic |
| 26 |       | as great as he his                           | as great as he IS                                 | misspelling          |                    | orthotypographic |
| 27 |       | his. Only                                    | his, only   | punctuation          |                    | orthotypographic |
| 28 |       | looking to his routine                       | looking AT his routine                            | phrasal/prepositions | look at            | grammar          |
| 29 |       | to his routine we can explain                | to his routine, COMA, we can explain              | punctuation          | advP + coma        | orthotypographic |
| 30 |       | endurement                                   | endurance   | misspelling          |                    | orthotypographic |
| 31 |       | Bested in little occasions                   | Bested in FEW occasions                           | wrong word choice    | little/few         | lexico-semantic  |
| 32 |       | Bested in little occasions, and by amazing   | Bested in little occasions, <b>and</b> by amazing | repetition           |                    | lexico-semantic  |
| 33 |       | exaple                                       | example   | misspelling          | example            | orthotypographic |
| 34 |       | focussing                                    | focusing  | misspelling          | focusing           | orthotypographic |
| 35 |       | focussing in the game                        | focussing ON the game                             | phrasal/prepositions | focus on           | grammar          |
| 36 |       | focussing in the game but in the training as | focussing in the game but ALSO, ON the tr         | collocation          | not only, but also | lexico-semantic  |
| 37 |       | if they have no aim on getting               | if they have no aim OF getting                    | phrasal/prepositions | have no aim of     | grammar          |
| 38 |       | there's                                      | there is  | contraction          | register           | lexico-semantic  |

| 40 | ESSAY | SENTENCE IN CONTEXT                                 | CORRECT FORM                                     | ERROR TYPE        | SPECIFIC         | CLASIFICACION    |
|----|-------|---|--|-------------------|------------------|------------------|
| 41 | N°3   | keys to success in sports                           | keys to SUCCEED in sports                        | wrong word form   | noun/verb        | grammar          |
| 42 |       | need to have a facility to practice                 | need to have THE facility to practice            | wrong word choice | a/the            | lexico-semantic  |
| 43 |       | to practice on particular sport                     | to practice A particular sport                   | wrong art use     | A omission       | grammar          |
| 44 |       | only then you can keep                              | only then, COMA, you can keep                    | punctuation       | advP + coma      | orthotypographic |
| 45 |       | if you have a tendency to get                       | if you TEND to                                   | clarity           |                  | lexico-semantic  |
| 46 |       | tendency to get injured you will have               | tendency to get injured, COMA, you will h        | punctuation       | if clause + coma | orthotypographic |
| 47 |       | rythm   | rhythm   | misspelling       | rhythm           | orthotypographic |
| 48 |       | other's rythm                                       | other's rhythm. DOT.                             | punctuation       |                  | orthotypographic |
| 49 |       | mindstet  | mindset  | misspelling       | mindset          | orthotypographic |
| 50 |       | the mindstet. DOT. and <b>this is the one that,</b> | in my view                                       | punctuation       |                  | orthotypographic |
| 51 |       | the most important one                              | the most important <b>one</b>                    | simplicity        |                  | lexico-semantic  |
| 52 |       | it's  | it is  | contraction       | register         | lexico-semantic  |
| 53 |       | suceed  | succeed  | misspelling       | succeed          | orthotypographic |
| 54 |       | Actually, the top athletes nowadays spend           | Actually, <b>the</b> top athletes nowadays spend | wrong art use     | THE overuse      | grammar          |
| 55 |       | casualty  | casualty   | misspelling       | casualty         | orthotypographic |
| 56 |       | there is not doubt                                  | there is not doubt                               | wrong word form   | no/not           | grammar          |
| 57 |       | olympic champion                                    | Olympic champion                                 | capitalization    |                  | orthotypographic |

| 59 | ESSAY | SENTENCE IN CONTEXT                                  | CORRECT FORM                                | ERROR TYPE          | SPECIFIC             | CLASIFICATION    |
|----|-------|--|---|---------------------|----------------------|------------------|
| 60 | N°4   | the primary fact of the success                      | the primary FACTOR of the success           | wrong word choice   | fact/factor          | lexico-semantic  |
| 61 |       | the primary fact of the success                      | the primary fact of <b>the</b> success      | wrong art use       | THE overuse          | grammar          |
| 62 |       | It is well know                                      | It is well know <b>N</b>                    | agreement           | be well known        | grammar          |
| 63 |       | they said they mark                                  | they SAY they mark                          | wrong tense         | past/present         | grammar          |
| 64 |       | great bodies to show off and they said they          | great bodies to show off and they said IT m | wrong word choice   | they/it              | lexico-semantic  |
| 65 |       | mark a difference between winning or faili           | mark THE difference between winning or f    | wrong word choice   | a/the                | lexico-semantic  |
| 66 |       | simple fact of plenty                                | simple FACTOR of plenty                     | wrong word choice   | fact/factor          | lexico-semantic  |
| 67 |       | As matter of facts                                   | As A matter of factS                        | collocation         | as a matter of facts | lexico-semantic  |
| 68 |       | competions   | competitions                                | misspelling         | competition          | orthotypographic |
| 69 |       | a team who support him                               | a team THAT support him                     | wrong relative pron | who/that             | grammar          |
| 70 |       | a team who support him                               | a team who supportS him                     | agreement           | third person S       | grammar          |
| 71 |       | how to overcome the difficulties                     | how to overcome <b>the</b> difficulties     | wrong art use       | THE overuse          | grammar          |
| 72 |       | but it does not help if the team read your movements |   | clarity             |                      | lexico-semantic  |
| 73 |       | In this example we can                               | In this example, COMA, we can               | punctuation         | advP + coma          | orthotypographic |
| 74 |       | having a good mindset let him play better            | having a good mindset ALLOW(S) him pla      | wrong word choice   | let/allow            | lexico-semantic  |
| 75 |       | having a good mindset let him play better            | having a good mindset ALLOWS him play       | agreement           | third person S       | grammar          |
| 76 |       | It is also very important the skill.                 |   | order               |                      | syntax           |
| 77 |       | newcomer and passional athlete                       | newcomer and A passional athlete            | wrong art use       | A omission           | grammar          |
| 78 |       | newcomer and passional athlete                       | newcomer and a PROFESSIONAL athlete         | wrong word choice   |                      | lexico-semantic  |
| 79 |       | some people are higher, other smaller                | some people are TALLER, other smaller       | wrong word choice   |                      | lexico-semantic  |
| 80 |       | some people are higher, other smaller                | some people are higher, otherS smaller      | plural              |                      | grammar          |
| 81 |       | characterists  | characteristics                             | misspelling         | characteristics      | orthotypographic |
| 82 |       | characterists are what makes you                     | characterists are what makes you            | agreement           | third person S       | grammar          |
| 83 |       | makes you differs from others                        | makes you diffErent from others             | wrong word form     | noun/adj             | grammar          |
| 84 |       | who takes it for himself                             | take advantage of                           | wrong word choice   | take advantage of    | lexico-semantic  |
| 85 |       | talk about the luck.                                 | talk about <b>the</b> luck.                 | wrong art use       | THE overuse          | grammar          |
| 86 |       | if it was not for the luck we                        | if it was not for the luck, COMA, we        | punctuation         | if clause+ coma      | orthotypographic |
| 87 |       | counted with by athletes.                            |   | clarity             |                      | lexico-semantic  |
| 88 |       | if with do not                                       | if WE do not                                | misspelling         | whit/we              | orthotypographic |
| 89 |       | if with do not emphasize the importance of           | if with do not emphasize the importance of  | punctuation         | if clause + coma     | orthotypographic |

| 91  | ESSAY | SENTENCE IN CONTEXT                            | CORRECT FORM                                 | ERROR TYPE           | SPECIFIC             | CLASIFICATION    |
|-----|-------|--|--|----------------------|----------------------|------------------|
| 92  | N°5   | it is luck or skill and effort what really mak | it is luck or skill and effort THAT really m | wrong word choice    | what/that            | lexico-semantic  |
| 93  |       | where on the other hand                        | WHEREAS on the other hand                    | wrong word choice    | where/whereas        | lexico-semantic  |
| 94  |       | could there be a possibility of being both     | could there be a possibility of BOTH BEIN    | order                |                      | syntax           |
| 95  |       | not as far as skills are                       | not as MUCH as skills are                    | wrong word choice    | far/much             | lexico-semantic  |
| 96  |       | Without skills it is                           | Without skills, COMA, it is                  | punctuation          | advP + coma          | orthotypographic |
| 97  |       | constance                                      | perseverance                                 | wrong word choice    | TRANSFER             | lexico-semantic  |
| 98  |       | don't  | do not                                       | contraction          | register             | lexico-semantic  |
| 99  |       | have a good physical shape                     | BE IN a good physical shape                  | wrong word choice    | be in shape          | lexico-semantic  |
| 100 |       | have a good physical shape                     | AREN'T good physical shape                   | negative form needed |                      | grammar          |
| 101 |       | what sport we are considering to.              | what sport we are considering <b>to</b> .    | wrong prep use       |                      | grammar          |
| 102 |       | playing chess on a high level                  | playing chess AT a high level                | phrasal/prepositions | play at a high level | grammar          |
| 103 |       | requires to know all the strategies            | requires KNOWING all the strategies          | wrong tense          | ing/to inf           | grammar          |
| 104 |       | rely very strongly in luck.                    | rely ON                                      | phrasal/prepositions | rely on              | grammar          |
| 105 |       | in luck. When goalkeepers                      | in luck, COMA, as when goalkeepers           | punctuation          |                      | orthotypographic |
| 106 |       | aren't   | are not                                      | contraction          | register             | lexico-semantic  |
| 107 |       | making effort                                  | making AN effort                             | collocation          | make an effort       | lexico-semantic  |
| 108 |       | winning  | win  | wrong tense          | ing/inf              | grammar          |
| 109 |       | Or maybe they both                             | Or maybe, COMA, they both                    | punctuation          |                      | orthotypographic |
| 110 |       | happen in the same time!                       | happen AT the same time!                     | phrasal/prepositions | at the same time     | grammar          |
| 111 |       | leave in hands of chance                       | leave to chance                              | collocation          | leave to chance      | lexico-semantic  |

| 113 | ESSAY | SENTENCE IN CONTEXT                        | CORRECT FORM                                      | ERROR TYPE        | SPECIFIC       | CLASIFICATION    |
|-----|-------|--|---|-------------------|----------------|------------------|
| 114 | N°6   | to be the number one                       | to be <b>the</b> number one                       | wrong art use     | THE overuse    | grammar          |
| 115 |       | it is necessary having                     | it is necessary TO HAVE                           | wrong tense       | ing/to inf     | grammar          |
| 116 |       | obliged to leave part of their lives       | obliged to leave SOME AREAS of their liv          | wrong word choice | part/area      | lexico-semantic  |
| 117 |       | personal o private lives                   | personal OR private lives                         | misspelling       | o/or           | orthotypographic |
| 118 |       | is lucky and important                     | is lucky <b>and</b> important                     | wrong word form   | adj/noun       | grammar          |
| 119 |       | is lucky and important                     | is lucky <b>and</b> important                     | misspelling       | and/an         | orthotypographic |
| 120 |       | To have luck                               | To BE LUCKY                                       | wrong word choice | be lucky       | lexico-semantic  |
| 121 |       | the right skills                           | the right skillSET                                | wrong word form   | skill/skillset | grammar          |
| 122 |       | the rights abilities                       | the rights abilities                              | plural            | plural on adj  | grammar          |
| 123 |       | be the number one                          | be <b>the</b> number one                          | wrong art use     | THE overuse    | grammar          |
| 124 |       | work on your strength, on your velocity    | work on your strength, <b>on</b> your velocity    | wrong prep use    |                | grammar          |
| 125 |       | you cannot learn things such as body coord | you cannot learn <b>things</b> such as body coord | simplicity        | things         | lexico-semantic  |
| 126 |       | overcome the bump in the road              | overcome <b>the</b> bumps in the road             | wrong art use     | THE overuse    | grammar          |
| 127 |       | keep it trying.                            | keep <b>it</b> trying.                            | wrong pronoun use |                | grammar          |
| 128 |       | lucky is the main                          | lucky <b>is</b> the main                          | wrong word form   | adj/noun       | grammar          |
| 129 |       | the main cause of a sport career           |   | clarity           |                | lexico-semantic  |
| 130 |       | sport career, but, I truly believe         | sport career, but, I truly believe                | punctuation       |                | orthotypographic |
| 131 |       | the crucial point lie in                   | the crucial point lieS in                         | agreement         | third person S | grammar          |

| 133 | ESSAY | SENTENCE IN CONTEXT                         | CORRECT FORM                                       | ERROR TYPE      | SPECIFIC     | CLASIFICATION    |
|-----|-------|---|--|-----------------|--------------|------------------|
| 134 | N°7   | we forget about that in                     | we forget <b>about</b> that in                     | wrong prep use  |              | grammar          |
| 135 |       | kind of sports                              | kindS of sports                                    | plural          |              | grammar          |
| 136 |       | need some skills to play sports, if we want | need some skills to play sports, if we want        | punctuation     |              | orthotypographic |
| 137 |       | good at something in life we need           | good at something in life, COMA, we need           | punctuation     |              | orthotypographic |
| 138 |       | and sport was not going to be less          | and sportS was not going to be less                | plural          |              | grammar          |
| 139 |       | and sport was not going to be less          | and sport IS not going to be less                  | wrong tense     | past/present | grammar          |
| 140 |       | achive                                      | achieve  | misspelling     | achieve      | orthotypographic |
| 141 |       | or example in a competition.                | or example, COMA, in a competition.                | punctuation     |              | orthotypographic |
| 142 |       | everything you have worked.                 | everything you have worked ON.                     | wrong prep use  |              | grammar          |
| 143 |       | Also the mindset is                         | Also, COMA, the mindset is                         | punctuation     | adv + coma   | orthotypographic |
| 144 |       | very important on success in sports         | very important TO SUCCEED in sports                | wrong word form | noun/verb    | grammar          |
| 145 |       | your attention at the competition or at the | your attention at the competition or <b>at</b> the | wrong prep use  |              | grammar          |
| 146 |       | focus on working on our skills, the physica | focus on working on our skills, <b>the</b> physica | wrong art use   | THE overuse  | grammar          |
| 147 |       | fitness and have a positive mindset and not | fitness, COMA, <b>and</b> have a positive mindse   | punctuation     |              | orthotypographic |
| 148 |       | working on our skills, the physical fitness | working on our skills, the physical fitness        | wrong tense     | inf/ing      | grammar          |
| 149 |       | not to worry about luck.                    | not <b>to</b> worry about luck.                    | collocation     | not to worry | lexico-semantic  |

| 151 | ESSAY | SENTENCE IN CONTEXT                         | CORRECT FORM                                   | ERROR TYPE             | SPECIFIC             | CLASIFICATION    |
|-----|-------|---|--|------------------------|----------------------|------------------|
| 152 | N°8   | The influence of luck in sport              | The influence of luck ON sport                 | phrasal/prepositions   | influence on         | grammar          |
| 153 |       | when it is the team, they support who wins, | it is because of the potential skills the play | clarity                |                      | lexico-semantic  |
| 154 |       | the team, they support                      | the team, <b>THAT</b> they support             | defining clause        | defining/non-definit | grammar          |
| 155 |       | the team, they support who wins             | the team, they support <b>who</b> wins         | wrong relative pronoun |                      | grammar          |
| 156 |       | does not go in the basket.                  | does not go INTO the basket.                   | wrong prep use         | go into the basket   | grammar          |
| 157 |       | can't                                       | cannot   | contraction            | register             | lexico-semantic  |
| 158 |       | far, because sometimes                      | far, because sometimes                         | punctuation            | , because            | orthotypographic |
| 159 |       | sometimes it will be your opponent          | sometimes YOUR Oponent WILL BE                 | order                  |                      | syntax           |
| 160 |       | no matter how excel you are                 | no matter how excellENT you are                | wrong word form        | verb/adj             | grammar          |
| 161 |       | never win, because if,                      | never win, because if,                         | punctuation            | , because            | orthotypographic |
| 162 |       | don't                                       | do not   | contraction            | register             | lexico-semantic  |
| 163 |       | a great number of skills                    | a great AMOUNT of skills                       | countable/uncounta     | skills               | grammar          |
| 164 |       | as lucky will not always be with you.       | as <b>lucky</b> will not always be with you.   | wrong word form        | adj/noun             | grammar          |

| 166 | ESSAY | SENTENCE IN CONTEXT                        | CORRECT FORM                                     | ERROR TYPE        | SPECIFIC     | CLASIFICATION    |
|-----|-------|--|--|-------------------|--------------|------------------|
| 167 | N° 9  | aspect of our daily life.                  | aspect of our daily lIVES.                       | plural            |              | grammar          |
| 168 |       | However, luck could be placed on the top o | <b>However</b> luck could be placed on the top o | order             |              | syntax           |
| 169 |       | Luck has a lot to do on this.              | Luck has a lot to do WITH this.                  | wrong prep use    |              | grammar          |
| 170 |       | But do not take me wrong                   | But do not GET me wrong                          | wrong word choice | get me wrong | lexico-semantic  |
| 171 |       | attribute to luck all the credits          | attribute to luck all the credits                | plural            |              | grammar          |
| 172 |       | but definitely it is something             | but definitely, COMA, it is something            | punctuation       | adv + coma   | orthotypographic |

| 174 | ESSAY | SENTENCE IN CONTEXT                         | CORRECT FORM  | ERROR TYPE        | SPECIFIC           | CLASIFICATION    |
|-----|-------|---|---|-------------------|--------------------|------------------|
| 175 | N° 10 | it is thought that that the most            | it is thought that <b>that</b> the most                   | repetition        |                    | lexico-semantic  |
| 176 |       | to succeed                                  | to succEed  | misspelling       | succeed            | orthotypographic |
| 177 |       | this is important but there is also         | this is important, COMA, but there is also                | punctuation       |                    | orthotypographic |
| 178 |       | There are several ideas that show that luck | <b>There are</b> several ideas <b>that</b> show that luck | clarity           |                    | lexico-semantic  |
| 179 |       | I believe that is very necessary            | I believe that IT is very necessary                       | wrong pronoun use | IT missing         | grammar          |
| 180 |       | to be in good physical conditions           | to be in good physical conditions                         | plural            |                    | grammar          |
| 181 |       | have to train many hours                    | have to train FOR many hours                              | wrong prep use    | for many hours     | grammar          |
| 182 |       | your body will have to support              | your body will have to ENDURE                             | wrong word choice |                    | lexico-semantic  |
| 183 |       | in many occasions                           | ON many occasions   | wrong prep use    | on many occassion  | grammar          |
| 184 |       | in many occasions you will                  | in many occasions, COMA, you will                         | punctuation       | advP + coma        | orthotypographic |
| 185 |       | when you can no longer.                     | when you cannot ANYMORE.                                  | wrong word choice |                    | lexico-semantic  |
| 186 |       | And there your mind will                    | And there, COMA, your mind will                           | punctuation       |                    | orthotypographic |
| 187 |       | everthing                                   | everything  | misspelling       | everything         | orthotypographic |
| 188 |       | there is a luck factor                      | there is <b>THE</b> luck factor                           | wrong word choice | a/the              | lexico-semantic  |
| 189 |       | this factor it is found                     | This factor <b>it</b> is found                            | wrong pronoun use | IT overuse         | grammar          |
| 190 |       | in a particular place in a particular hour  | IN THE RIGHT PLACE AT THE RIGHT TI                        | collocation       |                    | lexico-semantic  |
| 191 |       | the lucky thing is that one day             | the lucky <b>thing</b> is that one day                    | wrong word form   | adj/noun           | grammar          |
| 192 |       | the lucky thing is that one day             | the lucky FACTOR is that one day                          | simplicity        |                    | lexico-semantic  |
| 193 |       | you will see you and decide                 | you will see you and YOU WILL decide                      | wrong tense       | present/future     | grammar          |
| 194 |       | as everything in life                       | as WITH everything in life                                | wrong prep use    | as with everything | grammar          |

| 196 | ESSAY | SENTENCE IN CONTEXT                           | CORRECT FORM                                 | ERROR TYPE        | SPECIFIC             | CLASIFICATION   |
|-----|-------|---|--|-------------------|----------------------|-----------------|
| 197 | N° 11 | from the health perspective                   | from A health perspective                    | wrong word choice | the/a                | lexico-semantic |
| 198 |       | it's  | it is  | contraction       | register             | lexico-semantic |
| 199 |       | the monotony of the sedentary lifestyle       | the monotony of A sedentary lifestyle        | wrong word choice | the/a                | lexico-semantic |
| 200 |       | doesn't                                       | does not                                     | contraction       | register             | lexico-semantic |
| 201 |       | everyday                                      | every day                                    | wrong word form   | adj/noun             | grammar         |
| 202 |       | what characteristics need an athlete          | what characteristics an athlete NEEDS        | order             |                      | syntax          |
| 203 |       | what characteristics need an athlete          | what characteristics an athlete NEEDS        | agreement         | third person S       | grammar         |
| 204 |       | factor that made Nadal win                    | factor that HAS MADE Nadal win               | wrong tense       | present/past perfect | grammar         |
| 205 |       | amount of Grand Slams                         | NUMBER of Grand Slams                        | wrong word choice | counable/uncountab   | lexico-semantic |
| 206 |       | he's  | he is  | contraction       | register             | lexico-semantic |
| 207 |       | Considering all ideas presented               | Considering all THE ideas presented          | wrong art use     | THE omission         | grammar         |
| 208 |       | it's  | it is  | contraction       | register             | lexico-semantic |
| 209 |       | it's either luck or skill what makes the diff | it's either luck or skill THAT makes the dif | wrong word choice | what/that            | lexico-semantic |

| 211 | ESSAY | SENTENCE IN CONTEXT                        | CORRECT FORM                               | ERROR TYPE     | SPECIFIC             | CLASIFICATION    |
|-----|-------|--|--|----------------|----------------------|------------------|
| 212 | N° 12 | Do you have to be lucky to be good at spor | Do you have to be lucky to be good at spor | plural         |                      | grammar          |
| 213 |       | how unlucky was a tennis player            | how unlucky a tennis player WAS            | order          |                      | syntax           |
| 214 |       | In this review I will                      | In this review, COMA, I will               | punctuation    |                      | orthotypographic |
| 215 |       | Bet business                               | Bet businessES                             | plural         |                      | grammar          |
| 216 |       | rely on probability not on                 | rely on probability, COMA, not on          | punctuation    |                      | orthotypographic |
| 217 |       | This kind of business use heuristics       | This kind of business USES heuristics      | agreement      | third person S       | grammar          |
| 218 |       | making prediction about the results        | making predictionS about the results       | plural         |                      | grammar          |
| 219 |       | In fact they make                          | In fact, COMA, they make                   | punctuation    |                      | orthotypographic |
| 220 |       | focus on bad luck rather on                | focus on bad luck rather THAN on           | collocation    | rather than          | lexico-semantic  |
| 221 |       | succeed                                    | succeEd                                    | misspelling    | succeed              | orthotypographic |
| 222 |       | the other person that succeed              | the other person that HAS succeedED/succ   | wrong tense    | present/past perfect | grammar          |
| 223 |       | don't                                      | do not                                     | contraction    | register             | lexico-semantic  |
| 224 |       | you don't win you would claim              | you don't win, COMA, you would claim       | punctuation    |                      | orthotypographic |
| 225 |       | mindset                                    | mindset                                    | misspelling    | mindset              | orthotypographic |
| 226 |       | Taking everything in consideration         | Taking everything INTO consideration       | wrong prep use | take into considerat | grammar          |
| 227 |       | occasionally                               | occasionally                               | misspelling    | occasionally         | orthotypographic |

| 229 | ESSAY | SENTENCE IN CONTEXT                            | CORRECT FORM                                   | ERROR TYPE           | SPECIFIC             | CLASIFICATION    |
|-----|-------|--|--|----------------------|----------------------|------------------|
| 230 | N° 13 | different aspects in sport success             | different aspects OF sport success             | wrong prep use       | aspects of           | grammar          |
| 231 |       | that is not the only, or the best feature of t | that is not the only, or the best feature of t | punctuation          |                      | orthotypographic |
| 232 |       | means a lot for some people                    | means a lot TO some people                     | phrasal/prepositions | mean a lot to sb     | grammar          |
| 233 |       | But, it is not                                 | But, it is not                                 | punctuation          |                      | orthotypographic |
| 234 |       | important thing to be successful. As winnin    | important thing to be successful. as winnin    | punctuation          | dot when coma        | orthotypographic |
| 235 |       | winning the competitions imply                 | winning the competitions implIES               | agreement            | third person S       | grammar          |
| 236 |       | temperature, health, facilities or the other   | temperature, health, facilities, COMA, or t    | punctuation          |                      | orthotypographic |
| 237 |       | Secondly, other very important aspect          | Secondly, ANother very important aspect        | wrong word choice    | other/another        | lexico-semantic  |
| 238 |       | someone has not train hard                     | someone has not trainED hard                   | wrong tense          | present/past perfect | grammar          |
| 239 |       | in the podium                                  | ON the podium                                  | wrong prep use       | on the podium        | grammar          |
| 240 |       | or in the podium neither                       | or in the podium neither                       | wrong word choice    | netiher/either       | lexico-semantic  |
| 241 |       | essential for succeed.                         | essential for succESS.                         | wrong word form      | succeed/success      | grammar          |
| 242 |       | for making good                                | for DOING good                                 | wrong word choice    | make/do              | lexico-semantic  |
| 243 |       | professional                                   | proffesional                                   | misspelling          | professional         | orthotypographic |
| 244 |       | crucial for them being calm                    | crucial for them TO BE calm                    | wrong tense          | ing/to inf           | grammar          |
| 245 |       | athletes affirm that is crucial for them       | athletes affirm that IT is crucial for them    | wrong pronoun use    | IT omission          | grammar          |
| 246 |       | being calm, and thinking                       | TO BE calm, and TO thinking                    | wrong tense          | ing/to inf           | grammar          |
| 247 |       | encourage their player                         | encourage their playerS                        | plural               |                      | grammar          |
| 248 |       | encourage their player to make them trust      | encourage their player to make them trust      | simplicity           |                      | lexico-semantic  |
| 249 |       | desagree                                       | DISAGREE                                       | misspelling          | disagree             | orthotypographic |
| 250 |       | achive   | achiEve  | misspelling          | achieve              | orthotypographic |
| 251 |       | Every sportperson have                         | Every sportperson haS                          | agreement            | third person S       | grammar          |
| 252 |       | sportperson have each personal method          | sportperson have THEIR OWN personal m          | wrong word choice    |                      | lexico-semantic  |
| 253 |       | it might not work with every single one        | it might not work FOR every single one         | phrasal/prepositions | work for sb          | grammar          |
| 254 |       | it might not work with every single one        | it might not work with every single one        | wrong word choice    |                      | lexico-semantic  |
| 255 |       | succeed  | succeEd  | misspelling          | succeed              | orthotypographic |
| 256 |       | how to succeed is doing your best              | how to succeed is BY doing your best           | wrong prep use       | by +ing              | grammar          |

| 258 | ESSAY | SENTENCE IN CONTEXT  | CORRECT FORM                                       | ERROR TYPE        | SPECIFIC      | CLASIFICATION    |
|-----|-------|--|--|-------------------|---------------|------------------|
| 259 | Nº 14 | that Sport is considered   | that <b>S</b> port is considered                   | capitalization    |               | orthotypographic |
| 260 |       | it is claimed about the lack of knowledge                            |  | clarity           |               | lexico-semantic  |
| 261 |       | how to start to be success   | how to start to be success <b>F</b> UL             | wrong word form   | noun/adj      | grammar          |
| 262 |       | In this essay I will   | In this essay, <b>C</b> OMA, I will                | punctuation       | advP + coma   | orthotypographic |
| 263 |       | aspects that could be taken.   | aspects that could be <b>C</b> ONSIDERED           | wrong word choice | take/consider | lexico-semantic  |
| 264 |       | what people call "Luck"  | what people call " <b>L</b> uck"                   | capitalization    |               | orthotypographic |
| 265 |       | be successful in any sport you need                                  | be successful in any sport, <b>C</b> OMA, you need | punctuation       |               | orthotypographic |
| 266 |       | you need sometimes a bit   | you <b>S</b> OMETIMES need a bit                   | order             |               | syntax           |
| 267 |       | to be lucky is quite   | <b>B</b> EING lucky is quite                       | wrong tense       | to inf/ing    | grammar          |
| 268 |       | the skill, It is paramount   | the skill, <b>I</b> t is paramount                 | capitalization    |               | orthotypographic |
| 269 |       | requires a hard work, and in so doing, you must improve your skills. | requires <b>a</b> hard work                        | clarity           |               | lexico-semantic  |
| 270 |       | requires a hard work   | requires <b>a</b> hard work                        | wrong art use     | A overuse     | grammar          |
| 271 |       | and in so doing  | and <b>i</b> n so doing                            | wrong prep use    |               | grammar          |
| 272 |       | and in so doing  | and in doing <b>S</b> O                            | order             |               | syntax           |
| 273 |       | and in so doing, you must improve                                    | and in so doing, you <b>W</b> ILL improve          | wrong tense       |               | grammar          |
| 274 |       | to have a strong mental health                                       | to have <b>a</b> strong mental health              | wrong art use     | A overuse     | grammar          |
| 275 |       | there is a fully relationship  | there is a <b>T</b> OTAL relationship              | wrong word choice |               | lexico-semantic  |
| 276 |       | Training and a strong mental health are                              | Training and <b>a</b> strong mental health are     | wrong art use     | A overuse     | grammar          |
| 277 |       | the only attainable roadmap.   |  | wrong word choice |               | lexico-semantic  |

| 279 | ESSAY | SENTENCE IN CONTEXT   | CORRECT FORM                                     | ERROR TYPE          | SPECIFIC           | CLASIFICATION    |
|-----|-------|---|--|---------------------|--------------------|------------------|
| 280 | Nº 15 | Nowadays many people try to achieve their own goals                                   |  | clarity             |                    | lexico-semantic  |
| 281 |       | Nowadays many people try  | Nowadays, <b>C</b> OMA, many people try          | punctuation         | advP + coma        | orthotypographic |
| 282 |       | In many fields it is  | In many fields, <b>C</b> OMA, It is              | punctuation         | advP + coma        | orthotypographic |
| 283 |       | It  | <b>I</b> t                                       |                     |                    | orthotypographic |
| 284 |       | In this essay We are  | In this essay, <b>C</b> OMA, We are              | punctuation         | advP + coma        | orthotypographic |
| 285 |       | We  | <b>W</b> e                                       | idiosyncratic       |                    |                  |
| 286 |       | take a look about different   | take a look <b>A</b> T different                 | phrasal/preposition | take a look at     | grammar          |
| 287 |       | We  | <b>W</b> e                                       | idiosyncratic       |                    |                  |
| 288 |       | On the first place  | <b>I</b> N the first place                       | wrong prep use      | in the first place | grammar          |
| 289 |       | achiever  | achieve  | misspelling         | ahiceve            | orthotypographic |
| 290 |       | It  | <b>I</b> t                                       | idiosyncratic       |                    |                  |
| 291 |       | It means, anyone  | <b>M</b> EANING THAT anyone                      | wrong word form     |                    | grammar          |
| 292 |       | We  | <b>W</b> e                                       | idiosyncratic       |                    |                  |
| 293 |       | We  | <b>W</b> e                                       | idiosyncratic       |                    |                  |
| 294 |       | We  | <b>W</b> e                                       | idiosyncratic       |                    |                  |
| 295 |       | We  | <b>W</b> e                                       | idiosyncratic       |                    |                  |
| 296 |       | We  | <b>W</b> e                                       | idiosyncratic       |                    |                  |
| 297 |       | You   | <b>Y</b> ou                                      | idiosyncratic       |                    |                  |
| 298 |       | don't   | do not   | contraction         | register           | lexico-semantic  |
| 299 |       | You   | <b>Y</b> ou                                      | idiosyncratic       |                    |                  |
| 300 |       | You   | <b>Y</b> ou                                      | idiosyncratic       |                    |                  |
| 301 |       | more important that We think  | more important <b>T</b> HAN We think             | collocation         | more than          | lexico-semantic  |
| 302 |       | We  | <b>W</b> e                                       | idiosyncratic       |                    |                  |
| 303 |       | goot  | good   | misspelling         | good               | orthotypographic |
| 304 |       | If  | <b>I</b> f                                       | idiosyncratic       |                    |                  |
| 305 |       | If I want to be the keen on basketball  |  | clarity             |                    | lexico-semantic  |
| 306 |       | I must train a lot.   |  | repetition          |                    | lexico-semantic  |
| 307 |       | It  | <b>I</b> t                                       | idiosyncratic       |                    |                  |
| 308 |       | Why It is important?  | Why <b>I</b> S <b>I</b> T important?             | order               | order in questions | syntax           |
| 309 |       | Our mind place a huge roll  | Our mind <b>S</b> place a huge roll              | plural              |                    | grammar          |
| 310 |       | Our mind place a huge roll  | Our mind <b>P</b> LAY a huge roll                | misspelling         |                    | orthotypographic |
| 311 |       | Our mind place a huge roll  | Our mind place a huge <b>R</b> OLE               | misspelling         |                    | orthotypographic |
| 312 |       | If  | <b>I</b> f                                       | idiosyncratic       |                    |                  |
| 313 |       | He/ She   | <b>H</b> e/ <b>S</b> he                          | idiosyncratic       |                    |                  |
| 314 |       | I wish everyone would be positive instead of thinking about how to defeat other compe |  | clarity             |                    | lexico-semantic  |
| 315 |       | Are all of the aspects aspects the ones We must be concious about                     |  | clarity             |                    | lexico-semantic  |
| 316 |       | aspects   |  | repetition          |                    | lexico-semantic  |
| 317 |       | We  | <b>W</b> e                                       | idiosyncratic       |                    |                  |
| 318 |       | concious  | conscious  | misspelling         | conscious          | orthotypographic |
| 319 |       | be happy and successful. Keep them on mi  | be happy and successful, <b>C</b> OMA, keep ther | punctuation         | dot/coma           | orthotypographic |
| 320 |       | Keep them on mind   | Keep them <b>I</b> N mind                        | phrasal/preposition | keep in mind       | grammar          |

Now the results, in numbers and percentages.

| 3 | Row Labels         | Count of ERROR TYPE | Row Labels         | Count of ERROR TYPE |
|---|--------------------|---------------------|--------------------|---------------------|
| 4 | grammar            | 106                 | grammar            | 38,83%              |
| 5 | lexico-semantic    | 77                  | lexico-semantic    | 28,21%              |
| 6 | orthotypographic   | 80                  | orthotypographic   | 29,30%              |
| 7 | syntax             | 10                  | syntax             | 3,66%               |
| 8 | <b>Grand Total</b> | <b>273</b>          | <b>Grand Total</b> | <b>100,00%</b>      |

| 3  | Count of ERROR TYPE        | Column Labels | Count of ERROR TYPE        | Column Labels  |
|----|----------------------------|---------------|----------------------------|----------------|
| 4  | Row Labels                 | grammar       | Row Labels                 | grammar        |
| 5  | agreement                  | 10            | agreement                  | 9,43%          |
| 6  | countable/uncountable      | 1             | countable/uncountable      | 0,94%          |
| 7  | defining clause            | 2             | defining clause            | 1,89%          |
| 8  | negative form needed       | 1             | negative form needed       | 0,94%          |
| 9  | phrasal/prepositional verb | 11            | phrasal/prepositional verb | 10,38%         |
| 10 | plural                     | 12            | plural                     | 11,32%         |
| 11 | wrong art use              | 14            | wrong art use              | 13,21%         |
| 12 | wrong prep use             | 17            | wrong prep use             | 16,04%         |
| 13 | wrong pronoun use          | 5             | wrong pronoun use          | 4,72%          |
| 14 | wrong relative pronoun     | 2             | wrong relative pronoun     | 1,89%          |
| 15 | wrong tense                | 15            | wrong tense                | 14,15%         |
| 16 | wrong word form            | 16            | wrong word form            | 15,09%         |
| 17 | <b>Grand Total</b>         | <b>106</b>    | <b>Grand Total</b>         | <b>100,00%</b> |

| 3  | Count of ERROR TYPE | Column Labels   | Count of ERROR TYPE | Column Labels   |
|----|---------------------|-----------------|---------------------|-----------------|
| 4  | Row Labels          | lexico-semantic | Row Labels          | lexico-semantic |
| 5  | clarity             | 12              | clarity             | 15,58%          |
| 6  | collocation         | 8               | collocation         | 10,39%          |
| 7  | contraction         | 13              | contraction         | 16,88%          |
| 8  | repetition          | 6               | repetition          | 7,79%           |
| 9  | simplicity          | 5               | simplicity          | 6,49%           |
| 10 | wrong word choice   | 33              | wrong word choice   | 42,86%          |
| 11 | <b>Grand Total</b>  | <b>77</b>       | <b>Grand Total</b>  | <b>100,00%</b>  |

| 4 | Count of ERROR TYPE | Column Labels    | Count of ERROR TYPE | Column Labels    |
|---|---------------------|------------------|---------------------|------------------|
| 5 | Row Labels          | orthotypographic | Row Labels          | orthotypographic |
| 6 | capitalization      | 5                | capitalization      | 6,25%            |
| 7 | misspelling         | 32               | misspelling         | 40,00%           |
| 8 | punctuation         | 43               | punctuation         | 53,75%           |
| 9 | <b>Grand Total</b>  | <b>80</b>        | <b>Grand Total</b>  | <b>100,00%</b>   |

| 2 | Count of ERROR TYPE | Column Labels | Count of ERROR TYPE | Column Labels  |
|---|---------------------|---------------|---------------------|----------------|
| 3 | Row Labels          | syntax        | Row Labels          | syntax         |
| 4 | order               | 10            | order               | 100,00%        |
| 5 | <b>Grand Total</b>  | <b>10</b>     | <b>Grand Total</b>  | <b>100,00%</b> |

C1 without miscellaneous errors for figure 8

|             |                |               |
|-------------|----------------|---------------|
| agreement   | 10             | <b>9,80%</b>  |
| phras preps | 11             | <b>10,78%</b> |
| verb tense  | 15             | <b>14,71%</b> |
| art use     | 14             | <b>13,73%</b> |
| preps       | 17             | <b>16,67%</b> |
| pronouns    | 7              | <b>6,86%</b>  |
| word form   | 16             | <b>15,69%</b> |
| plural      | 12             | <b>11,76%</b> |
|             | <b>100,00%</b> |               |

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