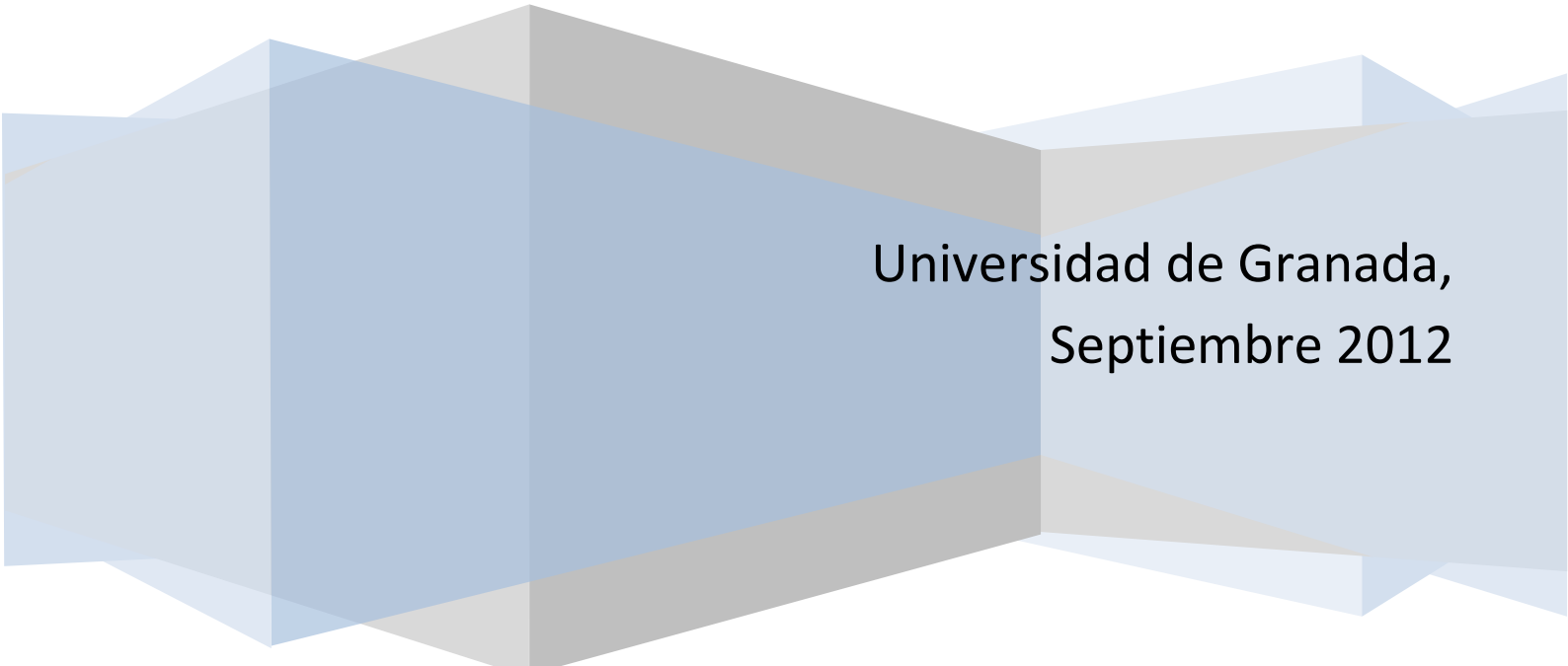MA dissertation (Trabajo Fin de Máster)

A MORPHEME STUDY IN A CORPUS OF SECONDARY SCHOOL EFL

THE "-(E)S" MORPHEME FOR 3RD PERSON, PLURAL AND POSSESSIVE

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Universidad de Granada, Septiembre 2012

Contenido

Abstract

This study about the order of acquisition of morphemes in the L2 English brings to the morpheme order studies a new element which had never before been researched, that is, the use as a means of analysis of the data of a written learner corpus created by L1 Spanish learners of L2 English in classroom environments. As well as previous studies such as the ones carried out by Dulay and Burt (1973), Bailey, Madden and Krashen (1974) or Pica (1983), this study demonstrates that there exists a natural order in the acquisition of morphemes, which implies that some morphemes will be acquired earlier than others. Moreover, an-in depth analysis of the "-(e)s) morphemes, that is, plural, third person singular and possessive, shows that despite being three morpho-phonologycaly similar morphemes, they are acquired in different stages, as previous studies had shown.

1. Introduction

The study of the order of acquisition of morphemes in language acquisition, which started after Brown (1973) discovered that there existed a natural order in the acquisition of morphemes in L1 English, gained immediate popularity and soon extended to second language acquisition thanks to Dulay and Burt (1973). Several studies in which different variables such as age, L1, type of exposure to the target language, number of hours of exposure to the target language, and so on, were measured in different studies published from that moment until nowadays. Among these studies we can find some examples in Bailey, Madden and Krashen (1974), Larsen-Freeman (1975), Pica (1983), and others more recent like Tono (2000), Goldschneider and DeKeyser (2001), or Muñoz (2006).

This study aims to incorporate to the morpheme order studies in second language acquisition a new element, that is, the analysis of data taken from a corpus created by secondary school learners of English. The study by Tono (2000), which is similar to this one in the sense that he also used a corpus made of texts written by secondary school students, differs from our study in that in Tono's study, he employed native speakers of Japanese, whereas in our study we will analyze native speakers of Spanish.

This study is cross-sectional as the data was collected in two different days, one day per high school, and reflects five different proficiency levels: A1, A2, B1, B2 and C1. The high schools in which the data were collected are I.E.S. San Juan de la Cruz in Úbeda and I.E.S. Santísima Trinidad in Baeza. The high school in Baeza has the peculiarity that it is a bilingual centre, and some of the data was collected from bilingual students; however, this variable is not considered in our study as we will focus only on the proficiency level.

As it was previously commented, the study is cross-sectional, and despite Gass and Selinker (2001:33) assumption that in cross-sectional studies "there is often no detailed information about the learners themselves and the linguistic environment in which production was elicited", the corpus compiled for this study, includes a very complete profile form which is enclosed to every text and contains detailed information about every participant. All the texts in the corpus were introduced in a project in UAM Corpus tool, which was also used to tag the information and obtain the results.

The morphemes or functors which will be analyzed in this study are: plural –s, articles, possessive –'s, regular past, irregular past, third person singular –s, progressive –ing, be copula and be auxiliary. A closer look to the three "–(e)s" morphemes will be taken in order to demonstrate that they are not acquired at the same time, despite the fact that they are superficially similar, though, as we will see, they convey different grammatical properties.

The study will be divided in seven sections, being the first one this introduction, the second a literature review about morpheme order studies and learner corpora, in the third section, the hypotheses will be stated, section 4 will deal with the method, in section 5 the results of the study will be presented and subsequently commented on in section 6, and finally, section 7 will show the conclusions of the study.

2. Literature review

Despite the fact that this paper is mainly about the Morpheme Order Studies, there is also a need to review the literature that has been written up to date about learner corpora applied to the field of language acquisition, and that is the reason why it would be interesting to separate them in two different sections. Section 2.1. provides a brief overview about morphemes 2.2. reviews the Morpheme Order Studies literature, whereas section 2.3.describes the previous studies on learner corpora.

2.1. Morphemes overview

In order to contextualize this study, to help the reader understand it better, it would be interesting to briefly explain what are morphemes and what type of morphemes there are. Several definitions of the word **morpheme** have been written, and putting all together, we could define morpheme as the smallest grammatically meaningful unit in a language. Although it is also studied by others, the main field of linguistics that studies morphemes is **morphology**.

As the concept of morpheme is abstract, another word, **morph,** is employed to refer to the physical realizations of a morphemes. Depending on whether a morph can appear isolated or requires the presence of other morphs to form a word, two types of morphs, are distinguished; **free morphs** on the one hand are those which, isolated, can form a word, for example, *free, day, of, moon*, and so on, whereas **bound morphs** are those which require the presence of other morphemes to form a word, for instance, in the word *happily*, the bound morph *–ly,* which is a suffix normally used to form adverbs, requires the presence of the adjective *happy* to form that adverb.

A distinction between derivational and inflectional morphemes can be made. **Derivational morphemes** are those which bare a meaning and when attached to a word, may alter the meaning or the identity of that word, for instance, if we take a look to the free morph *fortune*, which is a noun, and add the derivational suffix –*ate*, the identity of the noun changes and we get the adjective *fortunate;* if to that adjective we add the derivational suffix –*ly*¸ then the identity would change again, and we would get the adverb *fortunately*; and, finally, we could make this adverb mean the opposite by adding the derivational prefix *un-* to form *unfortunately*.

Inflectional morphemes, on the other hand, are grammatical markers which change the function of the words to indicate number, tense, case, and so on; examples of inflectional morphemes are the following suffixes: the plural –s, past –ed, possessive –'s, and so on. In our study, as well as in previous morpheme order studies, the focus will be on this last type of morphemes, that is, on inflectional morphemes.

2.2. Morpheme Order Studies

It is necessary to start the review of the literature in the field of Morpheme Order Studies (MOS), by making reference to what is considered to be the first of many studies about the order of acquisition of morphemes; that is **Roger Brown's (1973)** longitudinal study of three North American children, acquiring English as their native language. The data was collected during a year for one of the participants, who was 18 months old at the beginning of the study, while five years were employed to collect the data of the other two, who were 27 months old. Brown discovered that the order of acquisition of a set of 14 morphemes was very similar; the three children acquired the morphemes following a common sequence, although at a different rate. Another characteristic of the findings that Brown discovered was that every speaker of English as an L1 acquired these morphemes in the same order independently of the input they had received. Table 1 shows the results of the study.

Order	Morpheme	Example
1	Present progressive **-ing**	He is eat**ing**
2 and 3	Prepositions **in** and **on**	He is **in** the park
4	Plural **-s**	Two bird**s**
5	Irregular past	He **went**
6	Possessive **-'s**	Dog**'s** food
7	Uncontractible copula: **am**, **are**, **is**	She **is** good
8	Articles: **the** and **a**	**The** cat
9	Regular past **-ed**	I want**ed**
10	Third person regular **-s**	She Look**s**
11	Third person irregular **-s**	He ha**s**
12	Uncontractible auxiliary: **am, are, is, was, were**	He **is** talking
13	Contractible copula	She**'s** good
14	Contractible auxiliary	He**'s** talking

Table 1 Natural Order in the study by Brown (1973)

Brown's (1973) study made a starting point in what came to be called "the morpheme order studies". From that moment onwards, the number of studies concerning the order of acquisition of morphemes, most of them showing very similar results, started to grow considerably, and despite the fact that Brown's study did not present data from L2 learners, it is important to mention that the results obtained gave rise also to other studies about the order of acquisition of morphemes in a second language.

Another important aspect in Brown's study is the concept of Suppliance in Obligatory Context (SOC), which consists on, when analyzing the data, paying attention to whether a given morpheme has been supplied or not in cases where it is obligatory. Brown (1973: 255) explains that:

> "[G]rammatical morphemes are obligatory in certain contexts, and so one can set an acquisition criterion not simply in terms of output but in terms of output-where-required. Each obligatory context can be regarded as a kind of test item which the child passes by supplying the required morpheme or fails by supplying none or one that is not correct. This performance measure, the percentage of morphemes supplied in obligatory contexts, should not be dependent on the topic of conversation or the character of the interaction".

SOC was widely used in later studies as Goldschneider & DeKeyser (2001) put it, "this method for scoring the data was adopted by many later studies" (p. 7). The criterion followed by Brown in order to determine whether a given morpheme was

acquired or not was by first analyzing the speech data produced by the three children and then, identifying the occasions in which the appearance of a particular morpheme was obligatory, after that, analyzing the data by looking at each morpheme separately, and finally, setting a cutoff point at 90% of correct appearances out of the total number of obligatory contexts. Brown considered that the morpheme had been acquired if it was correctly used in more than a 90% of the cases in which it was obligatory.

Dulay and Burt (1973) moved MOS to the area of Second Language Acquisition (SLA), which had until that moment been focused on the behaviorist idea that second languages were learnt by means of practice and constant exposure to stimulus-response patterns (see, overviews in e.g., Cook 1993; Gass & Selinker 1994; for the original behaviourist papers see, cf. Bloomfield 1933; Lado 1957). This theory may find its chronologic point in the 1960s, and basically estates that receiving positive reinforcement from a given response would imply that response become a habit.

Similar to this theory is that of Contrastive Analysis Hypothesis, which, having the concept that languages are a group of habits learnt and to be learnt, claims, that second languages were learnt having the first language as a reference, and that "difficulty and ease in learning are determined by differences and similarities between the two languages in contrast" (Gass & Selinker 1994: 60). Therefore, errors must be considered by comparing L1 with the target language and the differences between L1 and TL should be taught; TLs which have more difference with respect the L1 will be acquired causing more errors. Thus, the L2 was thought to be acquired by means of positive and negative transfer from the L1.

Error Analysis gave a step further and considered the possibility to analyze the errors to locate what were the errors caused by; that way, it was thought that it would be possible to know whether the errors came from an interference between the L1, or in contrast, it was due to some kind of artificial language that the learners created unconsciously in the acquisition of their L2. They also started to distinguish between errors, which are caused by lack in the competence, and mistakes, caused by a performance fault. Finally, thanks to the discovery of Selinker (1972), they reached the conclusion that it was the second case, that is, the errors were produced by learners as a consequence of the language they had created unconsciously, language that came to be known as Interlanguage. It was discovered that everybody acquiring a second language

has an internal grammatical system that regulates their way towards the acquisition of the TL by means of a series of stages of acquisition.

In the 1960s, the generative tendency to assume that children acquire their first language by creating their own grammar having as reference the input they receive (Cook 1993), gave rise to the study by Dulay and Burt (1973), which, among other reasons "was designed to provide systematic empirical data on the 'habit' formation vs. 'creative construction' nature of second language learning by children" (p. 246). In their research question, they wondered whether there would exist a common sequence of structures learnt when children acquired English as a second language (Dulay & Burt 1973). In order to do their study, they chose 151 Puerto-Rican children, aged from 5 to 8, who had Spanish as their first language and they were divided in three groups with different profiles:

1. The first group of 30 children, who had their residence in East Harlem (New York), attended to a bilingual school, and had their lessons in English and in Spanish, but received no formal instruction in English.
2. The second group contained 95 children who had their residence in Sacramento (California) and attended to a monolingual school in which the lessons were in English and received extra formal instruction in English.
3. Finally, the 26 members of the third group lived in San Ysidro (Mexico) and had to cross the border everyday to attend to an English school; however, they spoke in Spanish when they went back home.

Their data collection did not consist of spontaneous speech samples, but rather they employed a tool specifically designed to test the proficiency of young children in their L2, but that they used for eliciting data from their group of learners. The tool, called Bilingual Syntax Measure (BSM), is made of 7 cartoon pictures and 33 questions specifically designed to provoke the production of certain speech structures by the children. For example, the question "Why is he so fat?" was thought to provoke the production of the answer "Because he eats a lot". "Dulay and Burt's speech corpus from the BSM for the three groups of children included 8 of the 14 functors from Brown (1973), namely present progressive, plural, past irregular, possessive, articles, third person singular regular, contractive copula, and contractible auxiliary" (Goldscheider &

DeKeyser 2001: 9). The method employed to score the data was as follows (Dulay & Burt 1973: 254):

No functor supplied: 0   (He's play)

Misformed functor supplied: 0,5   (He's plays)

Correct functor supplied: 1   (He's playing)

Following this scoring schema, the sum of the score obtained was divided by the total number of obligatory occasions in order to calculate the acquisition ratio, so that if we took the numbers provided in the previous schema as the total number functors provided and of obligatory occasions, the ratio would be 1.5/3 = 50%.
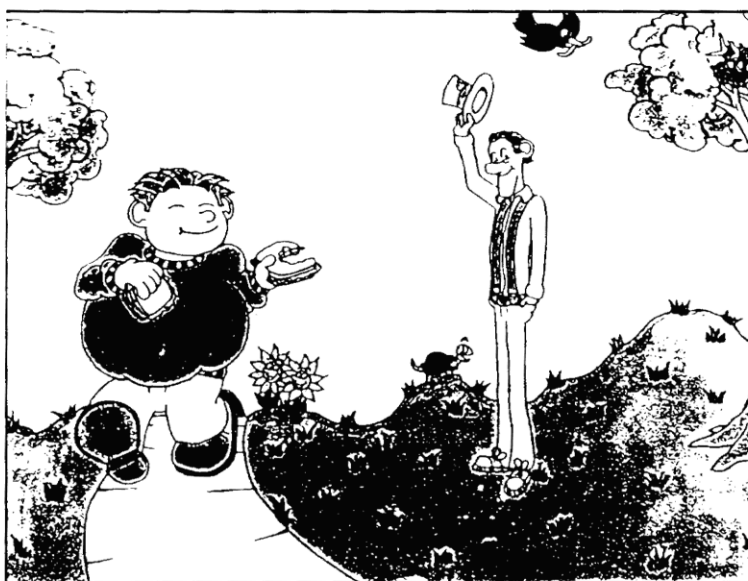
Figure 1. One of the pictures in the BSM by Dulay and Burt (1973)

The groups were asked to judge which morphemes they found as difficult and which ones as easy, and surprisingly there existed agreement between the answers of the three groups, which found that –ing, plural, contractible copula and the articles were easy, whereas they judged the possessive –'s and the third person singular –s as difficult. The results obtained claimed that despite the fact that the order was similar to the one obtained in the study by Brown (1973), there existed slight differences. There were also differences between the frequency each morpheme was supplied among the

three different groups, which was higher in the group of Sacramento, probably due to a higher time of exposure, but the accuracy of the morphemes was very similar; moreover, the sequence order of acquisition of the functors among the groups was consistent and it was not influenced by the exposure to the L2. This was a very important finding for SLA as Cook (1993:27) adds:

"Demonstrating the existence of an L2 sequence of acquisition proved there was a point to developing SLA research separately from the study of the L1 and the L2 and from L1 acquisition; in short, L2 learners had interlanguages of their own that were valid objects of study."

Figure 2.1 Acquisition of eight English functors by native Spanish-speaking children (from Dulay and Burt 1973: 255)
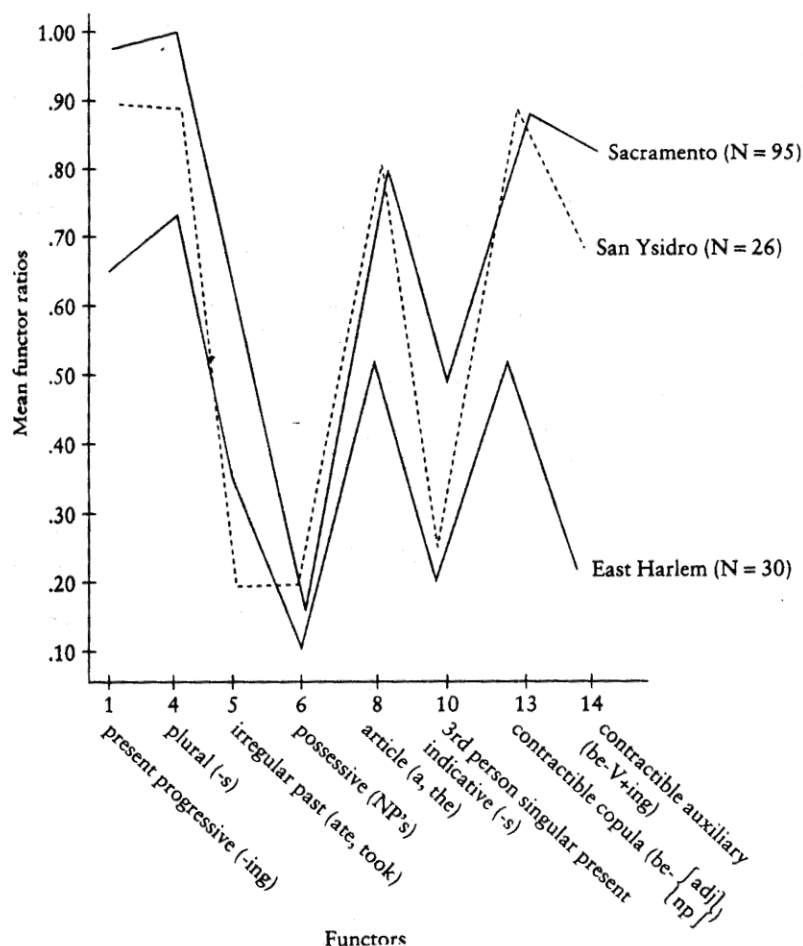
Figure 2. Rate in the three groups of Dulay and Burt's (1973) study

A subsequent study by **Dulay and Burt** was published in the year, **1974**, they employed the same methodology that was used in their previous study, but in this occasion they observed 11 functors (pronoun case, article, progressive –ing, contractible

copula, past regular, past irregular, long plural –es, possessive –'s and third person singular –s) and, the most important difference with respect to their previous study is that they observed two groups with different L1s; the first group had 60 Spanish-speaking children aged 6-8 whereas the second group contained 55 Cantonese-speaking children, also aged 6-8; both of them were learning English as a second language in the USA. The found that in spite of the fact that the Spanish speakers supplied the morphemes more frequently than the Cantonese children, the morphemes which were supplied more often in one group were the same in both groups. This reaffirmed the order of acquisition found in their previous study and demonstrated that there exists a consistent order in the acquisition of the L2 morphemes with a small influence of the L1.

Figure 2.2 Comparison of the accuracy profiles of native Spanish- and Cantonese-speaking children on 11 English grammatical morphemes (from Dulay and Burt 1974: 49)
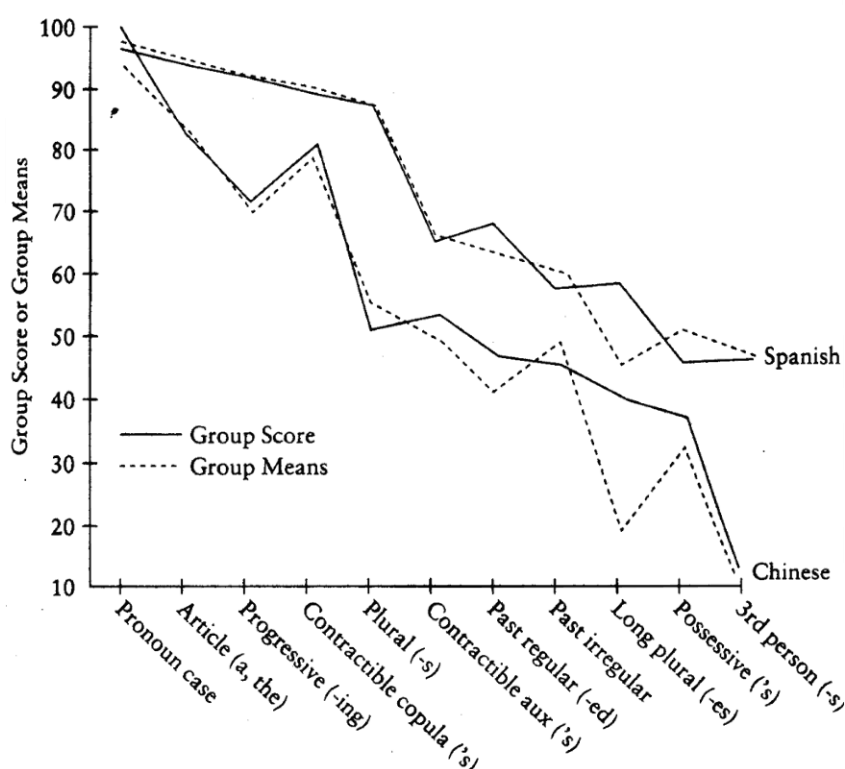
Figure 3. Rate in the groups of Dulay and Burt's (1974) study

The next morpheme order study in the acquisition of a second language was carried out by **Bailey, Madden and Krashen (1974)**, who extended MOS to adult population by including in their study 73 adult learners of English aged 17 to 55 and divided in two groups, the first one with 33 speakers of Spanish, whereas the second

one with 40 speakers of a set of 11 languages, among which Spanish was not included. They used, as well as Dulay and Burt (1973, 1974), the BSM, and analysed the same set of morphemes as Dulay and Burt (1973) and the results obtained clarified that there existed no greater difference between the orders of Spanish and non-Spanish speakers, and that the order obtained in their study was significantly close to that found in the study by Dulay and Burt (1974), in which the subjects were children.

Figure 2.3 Comparison of Spanish-speaking and non-Spanish-speaking adults; relative accuracies for eight English grammatical morphemes (from Bailey et al. 1974: 239)
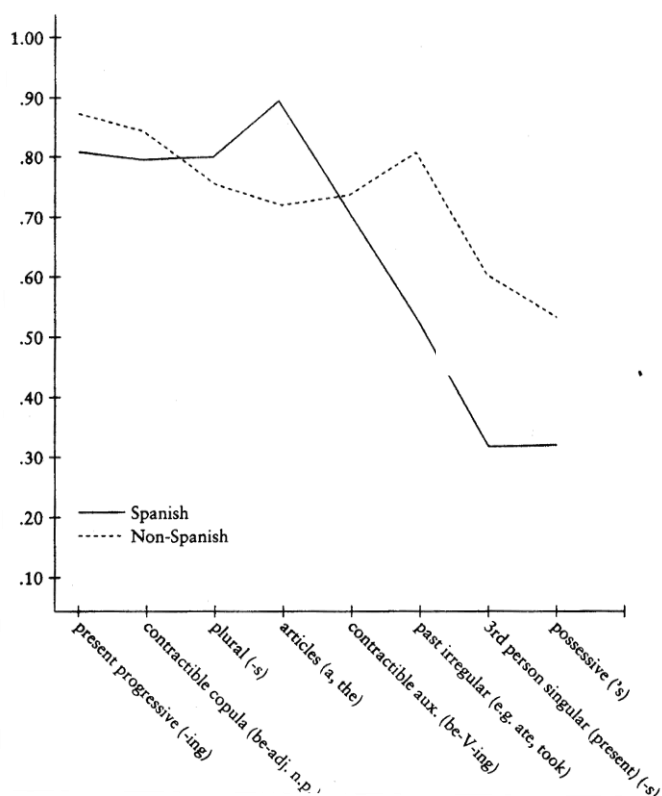
Figure 4. Rate in the study by Bailey et al.

Krashen (1977), instead of classifying the morphemes according to a rank order, suggested that the functors could be grouped in four different boxes according to their accuracy, and ordering the boxes, from the ones which contained the morphemes with a higher rate of accuracy, to those with the lowest, would allow the morphemes to move and change its position within a same box, but not from one box to another. That way, Krashen's classification would be as follows:

| Plural –s |
| Progressive –ing |
| Copula |

| Auxiliary be |
| Articles |

| Irregular past |

| Regular past |
| Third person singular-s |
| Present –s |
| Possessive -s |
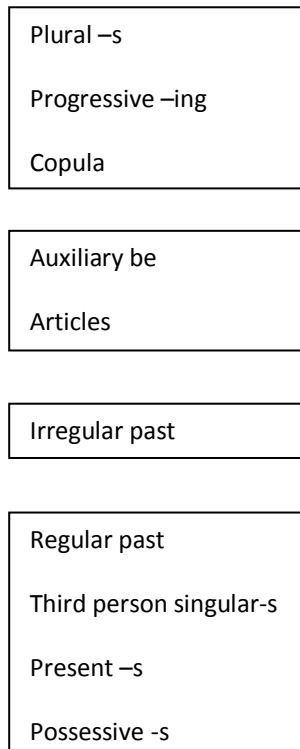
More MOS were published later on; the most important ones will be described in the following lines. **Larsen-Freeman (1975)** conducted a cross-sectional study in which she analyzed 140 children who had been living in the USA for less than three years and who were aged 6-15. She employed the SLOPE test, a method which is described below, to observe whether the age could alter the order of acquisition of morphemes and found that in spite of the fact that younger learners performed better in pronunciation, and the older ones had better morphological and syntactic skills, the order remained constant.

Now that it had been proved that there existed a sequential order in the acquisition of English, which was similar in groups of learners irrespectively of their L1 and their age, the next step to follow was to research whether that order changed when tasks different to speech production, were employed, and if so, which were the determinants for those changes; or in contrast, it remained similar. It was Larsen-Freeman (1975) the one who took that need for new findings to the field of research by incorporating to her study tasks other than speaking such as reading, writing, listening and imitating. She found that the order changed among the different tasks employed, for example, in the written tasks, the use of the plural –s and third person singular –s was higher. After that she tried to give an explanation for the variation found, paying

attention to semantic and syntactic complexity, phonological form, perceptual salience and frequency of occurrence as possible factors for that change in the order, concluding that "a single explanation seems insufficient to account for the findings" (Larsen-Freeman 1975: 419). With a new study in 1976, Larsen-Freeman tried to find a single explanation, and ending with the suspects that it was frequency in the input.

In **1983**, **Pica** conducted a study in which she wanted to observe how the different types of exposure affected the learners' production; to do that she organized three different groups of native speakers of Spanish, each of which were learning English in a different environment. The first group received instructed exposure in a classroom environment; the second one received naturalistic exposure, and the third one was a group which received a mixed exposure, that is to say, they received both classroom and naturalistic exposure. The method employed by Pica (1983:474) to score the data, called the Target-like Use (TLU), was based in Dulay and Burt's (1973) SOC, with the difference that in this study, the oversuppliance, also called Suppliance in Non Obligatory Contexts (SNOC) is accounted for in the denominator by adding it to the obligatory occasions (OC), which are the number of occasions in which the morpheme to analyze should be provided, whereas in the numerator there were placed the correctly supplied forms, also called Suppliance in Obligatory Contexts (SOC). The next formula shows Pica's TLU:

$$TLU = \frac{SOC}{OC + SNOC}$$

The rank order of the three groups was very similar to Krashen's "natural order" and the correlations between them were highly significant, which made Pica suggest (1983:465) that "different conditions of exposure to English L2 do not significantly alter the accuracy order in which grammatical morphemes are produced". Errors differed from groups; Suppliance in Non Obligatory Contexts occurred more often in the instructed group, whereas omission was more common among the naturalistic learners, a finding which according to Muñoz (2006:111), "led Pica to suggest that instruction triggers oversuppliance of grammatical morphology".

Although MOS were very popular in the 1970s and 1980s they are still a common area of study in SLA, recent studies allow us to verify this fact. In **2001**, **Goldschneider and Dekeyser** carried out a meta-analysis in which following Larsen-

Freeman's (1975:419) assumption that "[a] single explanation seems insufficient to account for the findings", they compared previous MOS with data from 924 learners with 28 different native languages belonging to 5 different language families to find the main reasons that could explain the acquisition of certain morphemes earlier than others. Before the analysis, they proposed a set of five possible determinants that could be the responsible of the natural order: perceptual salience, semantic complexity, morphophonological regularity, syntactic category and frequency). They conclude that one single and isolated factor is not responsible for the order, but rather, the five proposed determinants together, and especially saliency, understood as the capacity to perceive the morpheme, as very influential in the natural order.

In **2006**, **Muñoz**'s cross-sectional study pretended to explain whether the use of a set of grammatical morphemes is equally accurate for young learners and for older ones; and which would be the rate to which different aged learners use the functors in obligatory contexts. She predicted that older learners would use more accurately grammatical functors. She analyzed six groups of learners who were from Barcelona; the first one was made of 30 students aged 10,9 in average who had started learning English at the age of 8 and had had 200 hours of instruction, the second group had 30 students aged 11,9 and having started learning English when they were 11 and receiving 200 hours of instruction; the third one had 30 learners aged 16,9, they had started learning English at the age of 8, receiving 726 hours of instruction; the fourth group contained 30 learners aged 17,9 who had started learning English when they were 11, and had received 726 hours of instruction; the fifth group was made up of 20 adult learners aged 28,9 on average, who had started learning English after the age of 18 and had received 200 hours of instruction; the sixth group, finally contained 15 adult learners, averagely aged 30,4 who had started after the age of 18 and who had received 416 hours of instruction. They were asked to carry out two oral tasks: a picture story and a semi-structured interview. After analyzing the data, she confirmed her first hypotheses, that there were similar orders in the different groups independently of the age of the learners; that older learners have a faster acquisition rate and reach higher accuracy percentages than younger learners; and learning contexts do not affect accuracy order as much as proficiency level.

An aspect about MOS which seemed to throw some **controversy** was the fact that most of the studies had been carried out using the BSM as the only tool employed

to elicit data from the subjects, and using an artificial tool could alter the nature of the results, Larsen-Freeman (1975) for instance, commented that the sequences were an artifact of the BSM. With the purpose of widening the variety, a series of alternative methods were employed in order to respond to the demand of tools which could make the results more natural. Among them, the most significant are on the one hand the Second Language Oral Production English test (SLOPE), designed Fathman (1975) to account for 20 morphological and syntactic items, among which they put 7 of the 8 functors included in Dulay and Burt (1973). Empirical studies using this method demonstrated that there exists no major difference in the order of morphemes found in the results obtained using the BSM and the SLOPE, irrespectively of the age of the subjects and their mother tongue (see, Fathman 1975; Krashen, Sferlazza, Feldman & Fathman 1976); thus, Larsen-Freeman's assumption was denied. On the other hand, Mace-Maltuck (1977) developed the MAT-SEA-CAL Oral Proficiency Test, which had presented results similar to those found in SLOPE; despite the differences between these methods. The similarities in the results provide evidence to affirm that using one method or another does not affect the order of acquisition in a significant way.

At this point, there started to arise a concern to explain which could be the **factors** that conditioned the order of acquisition, and following Brown's (1973) antecedent in which he suggested and tested parental speech, semantic complexity, and grammatical complexity as possible determinants in the acquisition of the L1, the study by Pica (1983), as we have seen above, proves that the kind of exposure does not affect the order. This study by Pica was followed by a decade of publications regarding the causes of the order, Pienemann and Johnston (1987) for instance, proposed an explanation summarized in a model according to which learners of a second language advance through a series of stages, every stage with a particular constraint, and in order to advance from one stage to another, that constraint needs to be overcome and "mastery of rules at a particular stage entail[s] mastery of the rules characterizing earlier stages" (Pienemann & Johnston, 1987: 74). This explanation, however, lacks any kind of empirical data that could support it.

In the light of other questions concerning the similarities of the orders, J.D. Brown observed that (Brown, 1983: 37-38):

"[S]imilarities in overall acquisition orders may be due to systematic relationships between morphemes within each group [e.g. free NP, bound V, etc.]… while dissimilarities are being caused by as yet unpredictable interactions between the morpheme groups. Could it be that the 3rd person singular –s morpheme, for example, is made up of verbness, boundness, number agreement, and person agreement? If so, we are perhaps looking at morphemes incorrectly".

Appart from the determinants suggested and tested by Goldschneider and DeKeyser (2001) and commented above in the review of his meta-study, in a more recent publication, and Kwon (2005) gives a list of three putative determinants: semantic complexity, input frequency and native language transfer.

2.3. Learner corpora

A corpus is a compilation of authentic texts, either written or spoken, and usually kept in an electronic format to be accessed via computer form, which facilitates the compilation of big amounts of texts occupying little material and virtual space. The possibilities that corpora may bring to the analysis of language are so wide that many branches of linguistics make use of corpora to support their findings.

There have been made different classifications of corpora according to the way they are collected and to the uses they are going to receive; however, two major groups are distinguished: Reference corpora on the one hand, compile texts which represent different types of language classified in terms of genre, medium, and so on. Specialized corpora, on the other, hand contain texts which represent particular types of discourse, e.g. learner corpora. The type that will be employed in this study is that of learner corpora, which have been defined by Granger (2008:259) as:

"[E]lectronic collections of texts produced by language learners that have been used to fulfil two distinct, tough related, functions: they can contribute to Second Language Acquisition theory by providing a better description of interlanguage (…) and a better understanding of the factors that influence it; and they can be used to develop pedagogical tools and methods that more accurately target the needs of language learners".

Based on Granger's (2008) typology classification, further distinctions of corpora may be made inside the field of learner corpora, attaining to criteria such as its

use, its size, the language it contains, the way the language was compiled, and so on. Therefore, she classifies learner corpora in six types:

- **Commercial vs. academic**: Commercial learner corpora are created by publishing companies, and academic corpora are produced mainly for educational and research purposes. Whereas commercial corpora are usually larger and tend to contain more languages backgrounds than academic ones, it is the latter type the one that predominates.

- **Big vs. small**: Big corpora, which contain millions of words instead of thousands, tend to represent better the data. Nonetheless, small corpora are also valuable according to Granger (2008:262) "if the focus is on individual interlanguage development".

- **English vs. non-English**: As it was the case of academic corpora, which were predominant against commercial ones, English is the language in which the majority of learner corpora are compiled; an example of this type of Corpora is the International Corpus of Learner English (ICLE), covering 2,5 million words by learners with 11 different L1s such as Spanish, French, German, Chinese, and os on. However, the number of learner corpora which are in other languages is increasing, Tagnin's (2003) *Multilingual Learner Corpus*, for instance includes texts from learners sharing a common language and learning different ones, like German or Spanish.

- **Writing vs. speech**: The majority of corpora contain written texts; however, the advances of new technologies allow now the creation of spoken corpora more easily than it was a few years ago.

- **Longitudinal vs. cross-sectional**: Cross-sectional corpora contain data by different learners and which has been collected at a single point in time, whereas the texts included in longitudinal corpora are produced by some learners who are the same during a long period of time.

- **Immediate vs. delayed pedagogical use**: There is a distinction between corpora which are compiled for an immediate use, whose goal is to be employed directly as teaching or learning materials by the same learners who produce the data; and corpora which are compiled to describe a specific interlanguage and will not be used by the learners who produced it but by other with a similar profile.

After having described the types of corpora, we could conclude that the corpus that was compiled for this study is academic as it has not been created by any publishing company; small because it is not made of millions of words, but rather, thousands of them, it contains texts produced by learners of English, it is written, longitudinal, and for delayed pedagogical use, that is, the users will not be the same learners who produced it.

According to Granger (2004), however, creating corpora is not something easy as it requires a strict design which must include all the variables that are relevant for learner corpus building. As Cobb (2003:396) clarifies, "It is a common misconception that corpus building means collecting lots of texts from the internet and pasting them all together". Some corpora, such as the ICLE, have a database in which the different variables are represented. Figure 5 shows the variables that the ICLE accounts for. Some of the variables which are reflected in this figure, coincide with those which have been taken into account in our corpus, namely, the dialectal variables and the learner variables.
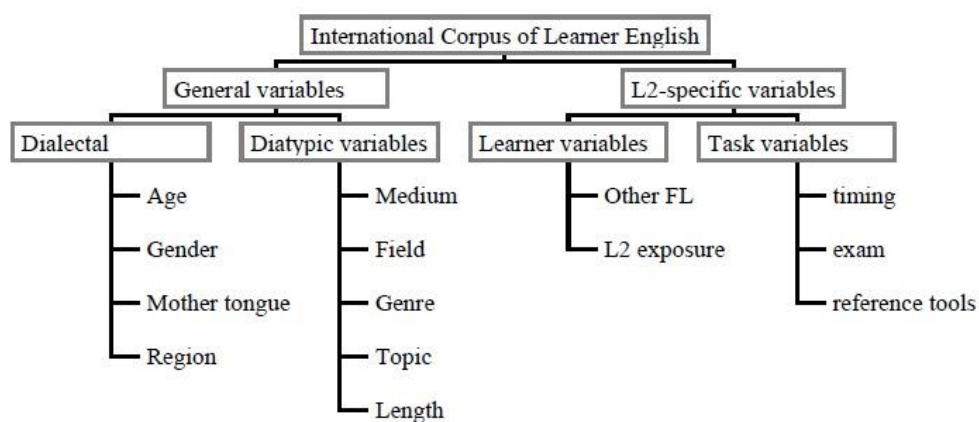

Figure 5. Variables in ICLE

The number of studies written about language acquisition based on learner corpora is still scarce as Tono (2000: 124) explains, it "is still in its infancy"; however, the information available is enough for this study to be carried out, and as Tono goes on to say, "There has been a growing interest in this new field" (Tono 2000:124), an idea that is reaffirmed by Granger (2004:131) who says that "CLC has already generated a very rich and diversified body of research"

According to Granger's (2004) description, research with learner corpora has needed to be consolidated in the field of Corpus Linguistics (CL), and nowadays, there are two fields in which they have been more widely used; the first one, Contrastive Interlanguage Analysis (CIA), which is based in the CA theory, compares on the one hand native with learner data, and on the other hand, different interlanguages with each other; the second one is Computer-aided Error Analysis (CEA) and is based, on the EA theory; the majority of the articles that led by CEA focus on the the description of error tagging systems; additionally there are some articles which describe particular error categories, such as lexical errors, tense errors, and so on. The number of publications led by CEA is scarcer than those led by CIA.

With respect to MOS studies employing learner corpora, **Tono (2000)** investigated "the accuracy order of grammatical morphemes using a corpus of Japanese EFL learners" and compared afterwards "the results with the order proposed by Dulay, Burt and others" (Tono, 2000: 127). In his cross-sectional study, Tono collected 3000 written essays from Japanese EFL learners who were in different school years and who were aged 13-18 to create his corpus; he analysed eight morphemes: copula be, article, plural, auxiliary be, progressive –ing, irregular past, third person singular –s and possessive –s; which were tagged using CLAWS, a specific tagging software developed in the University of Lancaster. The results found indicate that the article presents a distortion in the correlation between the order in Dulay and Burt (1975) and the order in his study; moreover, the correlation coefficient between his study and the study by Dulay and Burt seems to be affected by the article and the plural; that is to say, they do not correlate unless these morphemes are discarded. However, what Tono does not take into account is that the comparison between these two studies is not reliable as Dulay and Burt analyze children who have Japanese as their native language, whereas Tono employs teenagers having Chinese and Spanish as their L1s.

Now that the MOS and learner corpora literature has been reviewed, it is the moment to start the description of this study; section 3 presents the two hypotheses set out for the study.

3. Hypotheses

In response to the lack of published MOS that have employed secondary education learner corpora, this cross-sectional study using corpora created from texts produced by Spanish secondary school students learning English as a second language brings the opportunity to discover whether the findings of previous MOS may or not be extrapolable to this still young field of linguistic research. With this purpose, two hypotheses are set out in this study:

1. The order of acquisition of the morphemes will be approximately similar to the the order of acquisition that was found in the studies by Dulay and Burt (1973), Bailey, Madden and Krashen (1974), and Pica's (1983) instructed group. The expected similarities in the order of acquisition, will prove that there exists a consistent order in the acquisition of the functors, irrespective of the L1, age, type of instruction a method employed in the anaylisis of the data.

2. The accuracy rate of the three "–(e)s" morphemes will not be the same, and it will experiment an increase in accordance with the proficiency level. Presumably, the plural will be acquired earlier and more accurately than the other two morphemes, as the factors described by Goldschneider and DeKeyser (2001), salience, semantic complexity, morphophonological regularity, syntactic category and frequency, would suggest.

4. Method

In order to carry out this study, there were employed a series of material and human resources which will be described in the following sections. The sections are organized as follows: the first part will deal with the Participants, after that, the Materials and Instruments used for the creation of the corpus will be described, the Procedure will come in the next section, and to conclude, the section dealing with the data coding and analysis, where I will describe the creation of the corpus, its transcription and tagging and, finally, the data analysis.

4.1. Participants

The participants chosen for the dissertation belonged to two different high schools, on the one hand I.E.S. San Juan de la Cruz in Úbeda (Jaén) and I.E.S. Santísima Trinidad in Baeza (Jaén). Four groups from I.E.S. San Juan de la Cruz (1Bach., 2 E.S.O., 3 E.S.O. and 4 E.S.O.) were selected and five groups (1 Bach. Bilingual + non-bilingual, 1 E.S.O, bilingual, 4 E.S.O., 4 E.S.O. in diversification program and 2 Bach.) were chosen. Both high schools are very similar in terms of the socio-economical level of the students they have, which implies that the high schools do not differ much between one and another. The only main difference is that some of the students in I.E.S. Santísima Trinidad were participating in a bilingual program, whereas none of the students in I.E.S. San Juan de la Cruz had the chance to be bilingual as the high school in which they were studying did not offer this progamme. Additionally, two more groups, one at each high school, collaborated in the data collection; however, their compositions were not finally used in the creation of this corpus as they were

transferred to be included in other colleagues' MA dissertation (Diego Martos Toledo and Jessica Gutierrez Nofuentes) because the profile of these participants matched more with the type of study they were carrying out than with mine. Most of the students, excluding some exceptions, started studying English at the age of 6, when they were at their first year of primary education.

The following tables show the subjects participating in the creation of the corpus; those students who collaborated but whose compositions were not finally included in the corpus, do not appear in the tables. Table 2 and figure 6 show the subjects in I.E.S. San Juan de la Cruz, whereas table 3 and figure 7 show those in I.E.S. Santísima Trinidad.

Year/Level	A1	A2	B1	B2	C1	TOTAL
2 ESO	2	10	3	3	0	18
Male	0	6	2	2	0	10
Female	2	4	1	1	0	8
3 ESO	0	7	3	1	0	11
Male	0	5	2	1	0	8
Female	0	2	1	0	0	3
4 ESO	1	6	3	0	0	10
Male	1	3	2	0	0	6
Female	0	3	1	0	0	4
1 Bach	0	4	9	3	5	21
Male	0	2	2	1	1	6
Female	0	2	7	2	4	15
TOTAL	3	27	18	7	5	60

Table 2. Distribution of the subjects participating in the Corpus in I.E.S. San Juan de la Cruz by level, sex and year
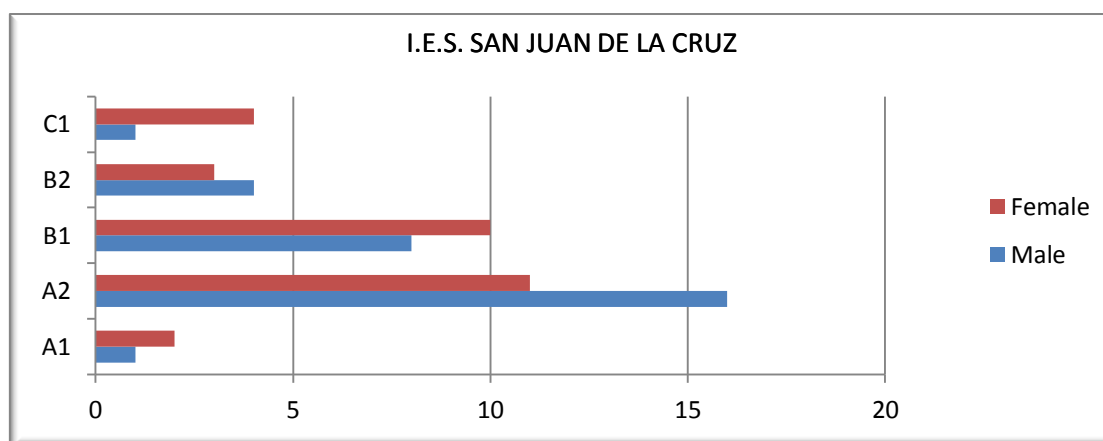
Figure 6. Comparison of male and female participants in I.E.S. San Juan de la Cruz according to proficiency level

Year/Level	A1	A2	B1	B2	C1	TOTAL
1 ESO (BIL)	1	13	2	0	0	16
Male	1	7	0	0	0	8
Female	0	6	2	0	0	8
4 ESO (DIV)	2	2	0	0	0	4
Male	0	0	0	0	0	0
Female	2	2	0	0	0	4
4 ESO (DIV)	0	3	12	5	0	20
Male	0	1	7	3	0	11
Female	0	2	5	2	0	9
1 BACH (DOB)	0	3	9	5	4	21
Male	0	2	5	2	3	12
Female	0	1	3	3	1	8
Sex not specified	0	0	1	0	0	1
2 BACH	0	9	11	1	0	21
Male	0	1	6	0	0	7
Female	0	8	5	1	0	14
TOTAL	3	30	34	11	4	82

Table 3. Distribution of the subjects participating in the Corpus in I.E.S. Santísima Trinidad by level, sex and year
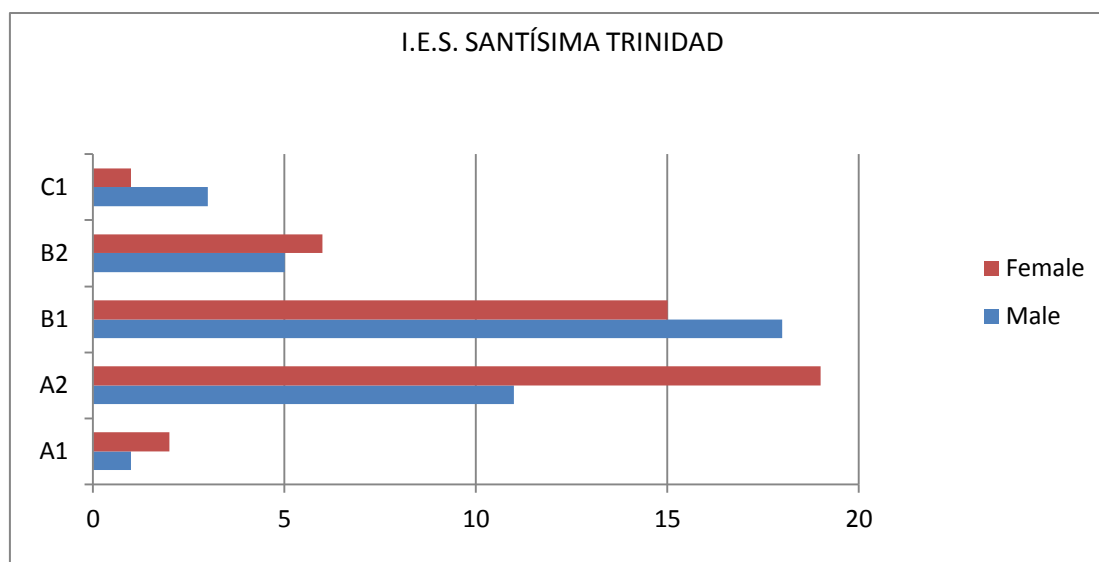
Figure 7. Comparisson of male and female subects in I.E.S. Santísima Trinidad acording to proficiency level

4.2. Materials / Instruments

The printed materials employed in both high schools and delivered to every student will be listed in the next lines.

A **learner profile** in which the students were asked to complete some information about their environment and previous knowledge was provided. The first fields the students had to fill in were their initials instead of their full name, so that the data could be treated confidentially, and their nickname in case of coincidence in the initials of members of the same group. The other most relevant fields that this document accounted for were, age, bilingualism, extramural English experience, languages spoken at home, other languages spoken and sex. This document is very useful as it provides the researcher with sufficient information about each learner and it gives enough ground to choose among a wide range of different variables. Moreover, this sheet also included a consent box which the students would mark if they did not object to transfer their data for research purposes. (see appendix 1).

Additionally, in order to make the learners produce the language that would be included in the corpus, an **elicitation task** consisting of a simplified version of Mayer's (1969) "Frog, Where are you?" was administered to students. In this version, the twelve

most representative pictures contained in the original set were chosen so that they could all fix the size of a piece of paper and that the students could contemplate without losing any detail on them. Moreover, a glossary containing a set of crucial words was provided. What the learners had to do was to write a composition describing their own version of the story of the frog included in the pictures, for that purpose, a specific piece of paper, starting with the words "One day", followed by a total of 23 blank lines was provided and the students were given the chance to turn the paper and continue writing on the other side in case they needed due to lack of space in the first side (see appendices 2 and 3).

Finally, a **placement test** to know the exact level of written English of each student was also attached to the list of documents. The mentioned test, which was developed as a help tool for teachers to know the level of their students, corresponds to a simplified version of a test made by the Cambridge University Press and called "English Unlimited Placement Test". The original test consists of two different parts, on the one hand, the written test, which has 120 multiple choice questions which the students are asked to answer until the questions become too difficult for them, and on the other hand, an oral test containing 30 questions. According to the Teacher's Guide, the first 15 questions of the written test, corresponded to the starter level, and from question 16 onwards, every set of 20 questions would correspond to a different level (elementary, pre-intermediate, intermediate, and upper intermediate) until the advanced level, which was established from question 96 to question 120. Due to time limitations, the oral test was not used, and the written test was reduced to the first 100 questions as it was considered rather improbable that no high school student would get further than question 100 (see appendix 4).

As regards the instrument employed, mention to the **UAM Copus Tool** (O'Donnell 2009) has to be made as it is the tool that was used to compile the list of texts in order to produce the corpus, and to tag the morphemes. It is free software which can be downloaded without any cost from its webpage. It allows the user to perform a wide range of functions after having created a project of corpus, including the possibility to create schemes for tagging the corpus and to carry out a statistical analysis of the data. The information is stored in *.xml*, although the interface is visually intuitive. All these characteristics were crucial in the decision of choosing UAM Corpus Tool as

the instrument to create the corpus used in this study and to analyze its data (see figure 8).
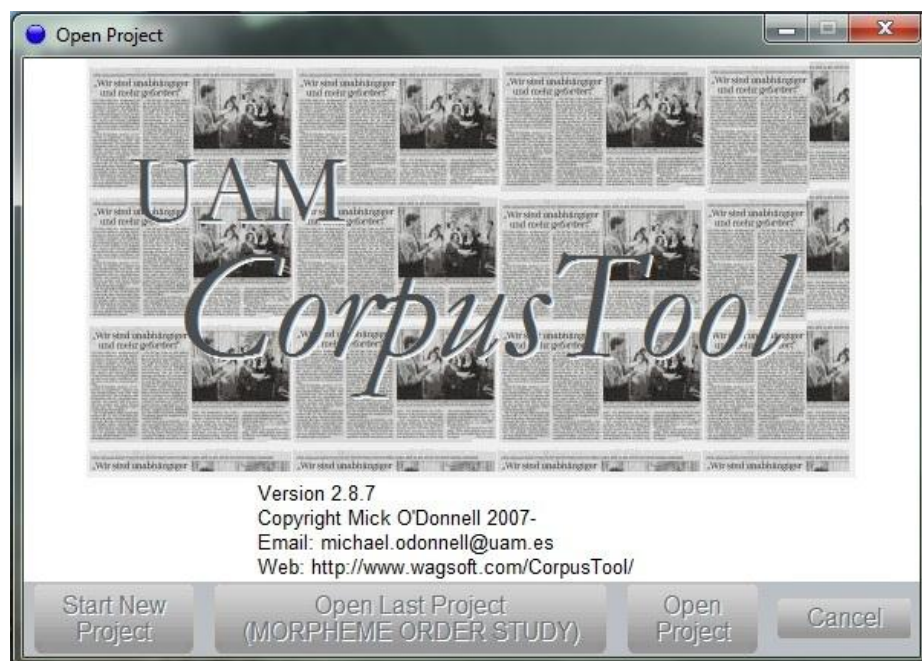

Figure 8. UAM Corpus Tool aspect before opening a project

4.3. Procedure

In order to get access to the high school, it was necessary to keep in touch with the Head of the English Department at both high schools, who after having consulted the availability and interest of the rest of the teachers of English, provided me with a schedule including the name of the teachers with whom I would be sharing the room, the time at which I would have to go, and the level of the group to which I would give the materials (see appendix 5).

Once the schedule was established, the data was collected during school time, on two different mornings of the same week, on 23rd April, 2012 at I.E.S. Santísima Trinidad in Baeza (Jaén), and 24th April 2012 at I.E.S. San Juan de la Cruz in Úbeda (Jaén). The time employed for each group was the length of a lesson, that is to say, between 50 and 60 minutes. During the first five minutes I was introduced to the group by their teacher, immediately after that, I gave a brief introduction about what they had to do and handed out a set of materials (learner profile, elicitation task and placement

test) to each of the students, and once they all had one copy, I explained them the procedure they had to follow to fill the elicitation task, to write the composition and to complete the placement test.

First I asked them to fill in the learner profile, which, depending on the age of the students was filled more or less quickly; after they had finished and if they had marked the consent box, they could start writing their composition about the frog, for which I gave them an approximate time between 25 and 30 minutes; however, if any of the students needed more time to finish it, they had the chance to use five more minutes, if in contrast, they had not marked the consent box, they were offered some activities by their teacher. Once they had finished it, they were able to start filling in the placement test, for which they had the rest of the lesson, usually no more 20 minutes. I emphasised the fact that once they found that the questions were too difficult for them, they could finish the test. After having finished all the steps, the students were invited to give me the documents, and before leaving the room, the students' and teacher's collaboration was thanked.

They reasons why I chose to give the students more time for the composition than for the placement test were, on the one hand, that I considered that the most important part of the whole data collecting was the composition, as it would be the core of the research, for being the main component of the corpus, and on the other hand that the being the placement test a multiple choice test, I considered it would be completed with more ease as it is more automatic and quicker.

Surprisingly, the general attitude of the students was cooperative and their behaviour during the course of the data collecting was good; in addition, I observed that a great deal of students had enough time to complete the different documents during the time they were given.

4.4. Data coding and analysis

This section reports the way in which the different texts were transcribed and how the corpus was created and tagged; the first subsection corresponds to the explanation of the

process of transcription and the subsequent incorporation to the corpus, and after that, the procedure of tagging and the functors analyzed for the study.

4.4.1. Transcription and corpus creation

Once all the texts from both high schools were collected, they were classified together with the placement test and the learner profile in different folders according to the group they belonged, two main folders were used in order to distinguish the students in I.E.S. San Juan de la Cruz from students in I.E.S. Santísima Trinidad, and inside them, the texts corresponding to each group were compiled in subfolders. After that, and before transcribing the texts, the level of English each student was calculated following the instructions of the English Unlimited Placement Test which are available online in the Teacher's Guide together the written and oral tests as well as other documents which might be occasionally helpful to be reviewed.

Finally, the texts were transcribed in a laptop in txt format using the notepad for Windows 7. Apart from transcribing the texts, the metadata which the students provided in the learner's profile form were also coded (see appendix 6). Each text was saved in a different file so that every case could be analysed separately, and as was done with the physical texts, so was done in the computer with the transcription, that is to say, two main folders were created to separate the texts of each high school, and subfolders to differentiate the groups, as the following figures illustrate:
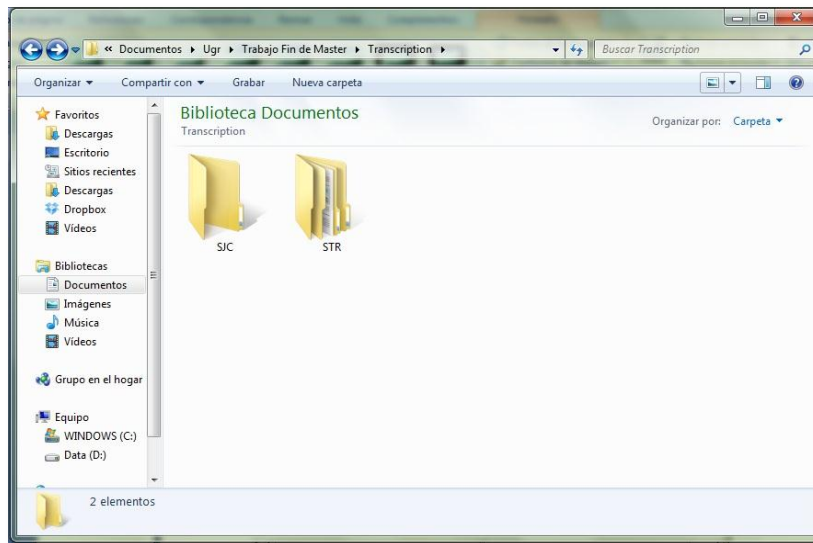
Figure 9. Main folder where the texts were compiled, showing I.E.S. San Juan de la Cruz and I.E.S. Santísima Trinidad folders
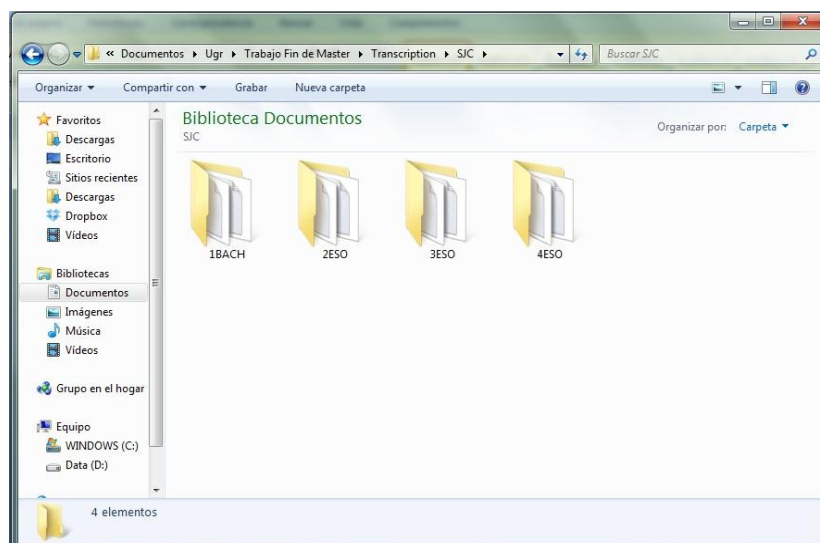
Figure 10. I.E.S. San Juan de la Cruz folder, where the texts of that high school were compiled

The steps followed when transcribing the texts will be described in the following lines:

The first action was to name the file so that it could be matched with its physical composition, and that it could be easily located and differentiated whenever necessary; to do that, a series of conventions were followed for every text to create a code which would be used as the name of the file. These conventions are also useful to provide

information about the text before opening it. Six variables were employed to create the code: The level obtained in the placement test by the participant whose composition was going to be transcribed was written in the first place; thus, five different possibilities could arise, presumably A1, A2, B1, B2 or C1; C2 not being mentioned, as none of the students obtained this level; in second position, and after an underscore "_", came the course in which the participant was studying, not taking into account whether the student was in bilingualism, diversification or was not in any of these programs; therefore, the options were 1ESO, 2ESO, 3ESO, 4ESO, 1BACH and 2BACH; after another underscore, the age of the participant came in third place; then, after the next underscore, two options were possible, either SJC, which stands for I.E.S. San Juan de la Cruz, or STR, meaning I.E.S. Santísima Trinidad; in fifth position, the initials of the researcher, in this case my initials (JAB for Juan Ardébol Barea); and finally in last position, the initials of the participant were put. Every component of this code was written in capital letters. The next example may serve as a visual aid to understand it better:

B1_1BACH_16_SJC_JAB_NMM

Once the file code had been finally built, a txt file was created and opened; before typing the transcription, all the metadata which each student wrote in the learner profile and which was available, was written in the txt file following the next patterns:

- FILE_NAME, e.g. B1_1BACH_16_SJC_JAB_NMM
- LEVEL, e.g. B1
- INITIALS, e.g. NMM
- NICK, e.g. LACAS
- AGE, e.g. 16
- SEX, e.g. FEMALE
- COURSE, e.g. 1BACH
- SCHOOL, e.g. IES SAN JUAN DE LA CRUZ (ÚBEDA)
- L1, e.g. SPANISH
- FATHERS_L1, e.g. SPANISH
- MOTHERS_L2, e.g. SPANISH
- LANGUAGE_AT_HOME, e.g. SPANISH
- AGE_EXPOSURE, e.g. 8

- SPEAKING_SELF, e.g. B1
- LISTENING_SELF, e.g. B1
- READING_SELF, e.g. B1
- WRITING_SELF, e.g. A1
- OTHER_LANGUAGE, e.g. YES
- WHICH_LANG, e.g. FRENCH
- ENGLISH_MARK_LAST_YEAR, e.g. 5
- STAY_ABROAD, e.g. YES
- WHERE_STAY?, e.g. IN IRELAND
- WHEN_STAY?, e.g. LAST YEAR
- MONTHS_STAY, e.g. 2
- EXTRAMURAL_INSTRUCTION, e.g. YES
- WHEN_EXTRAMURAL, e.g. 2010
- MONTHS_EXTRAMURAL, e.g. 9 MONTHS
- ADDITIONAL_EXTRAMURAL, e.g. NO
- WHICH_ADDITIONAL_EXTRAMURAL, e.g. NO
- BILINGUAL_PROGRAM, e.g. NO
- WHEN_BILINGUAL_PROGRAM, e.g. NO
- BILINGUAL_SUBJECTS, e.g. NO
- BILINGUAL_EXTRA_HOURS_SUBJECTS, e.g. NO

And finally, the participant's composition was written. In order to make the transcription as loyal to the student's handwritten text as possible, it was thought that using a set of codes in different situations which would become hard to transcribe, e.g. in cases where the participant crosses some words out, would facilitate the process of transcription and would reflect the written text with more accuracy. The codes are listed below:

- $_RWU_¿ , literally "re-writing, unreadable", was used in cases in which the student rewrote something and the original piece of text was unreadable either because it had been crossed out or due to other reasons.

- $_RWR_word, literally "rewriting, readable", was employed when the participant rewrote something and the original piece of text was readable without difficulty.

- \$_OLoc_word_old location and \$_NLoc_word_new location, were used to show the students' will to relocate in a new position a piece of text which he considered he had wrote in a wrong place.

- \$_Ins_word was included in the transcription when it was clearly reflected in the handwritten text that the student had forgotten to write a given word and he had included it later.

- \$_UNR_¿ was used to show that the participant had written something which was imposible to read.

The special characters used in these codes are on the one hand the symbol of dollar (\$), and on the other the opening question mark, not present in the English language. The reason for choosing these symbols responds to practical purposes, because they would very rarely appear in a composition about a frog written by a Spanish student learning English, and when tagging, it would be very visual to perceive these characters more quickly than others, which would make the job easier for the tagger. Once all the compositions had been transcribed and filed in their respective folders, the next step was to create and tag the corpus.

As mentioned above, in section 4.2. the tool which was employed to create and tag the corpus was O'Donell's UAM Corpus Tool. In order to do that, it was necessary to create a project, which I named Morpheme Order Study, due to the nature of this research; thanks to the assistant that the software disposes, this was done very intuitively, as FIGURE shows; then the tag layers, which will be described below, in section 4.4.2. were constructed, and finally, one by one, every text was incorporated to the software data base.

Figure 11. Creating a project in UAM Corpus Tool

4.4.2. Tagging and data analysis

Before the creation of the corpus, it was necessary not only to think about which functors would be analysed and which ones would be discarded, but also to decide which criterion would be followed to treat the ungrammatical instances of the texts; thus, with respect to the first issue, the same functors which Dulay and Burt (1973) observe for their research, but with the difference that in their study they observe contractible be, either copula or auxiliary, whereas we treat contractible and uncontractible be similarly; moreover, we include regular past to our list; finally, nine morphemes were chosen to be utilized in the analysis of this corpus because of the fact on the one hand that they have been analyzed in previous MOS, what would allow a comparison between this study and previous ones, and thus, they would be very useful in this study to provide significant results on the other hand. The functors employed will now be listed in terms of the word class they are related to; thus, the first three ones are noun-related, whereas the remaining six are verb-related:

1. Plural: -s, -es and irregular plurals such as feet.
2. Articles: Definite and indefinite.
3. Possessive –'s.
4. Regular past: -ed and –d.
5. Irregular past.
6. Third person present singular –s.
7. Proggressive –ing.
8. Be copula.
9. Be auxiliary.

Noun-related

Verb-related

Having decided which functors would be accounted for, nine layers were created in the Morpheme Order Study project in UAM Corpus Tool, following a common structure. As regards that structure, in my revision to the MOS, I reached the conclusion that Brown's (1973) SOC and Pica's (1983) TLU, standards of morpheme occurrence would be the ones to be used in this study to identify and classify the functors. Therefore, the procedure was as follows. First, and following Brown's SOC, identification of the contexts in which the appearance of a certain morpheme was compulsory; and second, following Pica's TLU, and more concretely SNOC, identification of the cases in which a given morpheme was supplied, being its appearance not appropriate for that context. Thus, taking as an example the layer of Progressive –ing in my UAM Corpus tool project, the structure for each morpheme layer was the following:
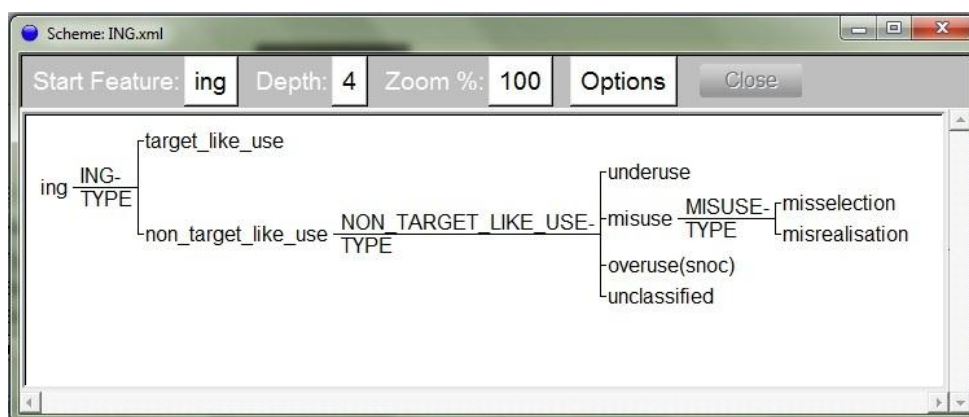

Figure 12. Progressive -ing Tag-set sample

A brief explanation for each tagset item may clarify the possible doubts about their meaning, which could arise to the reader who might perceive this schema as being slightly confusing:

- **Target_like_ use:** Designed for selecting every case of SOC available in the text, that is, every instance in which the morpheme was correctly supplied by the student. For example, in the sentence "he climbed many <u>trees</u> and even huge <u>stones</u>", the underlined words "trees" and "stones" require a plural –s morpheme, which have been supplied.

- **Non_target_like_use:** This second branch, subdivided in four more branches, takes account of those instances in which the morpheme was either incorrectly supplied or supplied in a context in which its appearance was not obligatory (SNOC).

  o **Underuse:** The first branch of the non-target_like_use tag set item corresponds to the cases in which the morpheme was not supplied, despite being obligatory. For instance, in the sentence "John took his frog with a smile and <u>wave</u> goodbye with his hand to return home", the underlined word, "wave", requires a regular past morpheme which the student has not provided.

  o **Misuse:** This branch, which is also subdivided in other two more branches, takes account for the instances in which the student supplies a morpheme, although he supplies it incorrectly.

    ▪ **Misselection:** This tag set item was selected in those cases in which the student chooses a grammatically correct morpheme but in a wrong context, that is to say, he supplies a morpheme which is not the obligatory morpheme required for that context. For example, in the sentence "they played football and <u>watching</u> TV", with the underlined word "watching" the student supplies the progressive –ing morpheme, when the obligatory morpheme which he should have supplied was the regular past –ed.

    ▪ **Missrealization:** This tag set item would be chosen in the cases in which the student supplies a form which does not exist in the English language, in the place in which he should have supplied the obligatory functor. For instance, in the sentence "the boy <u>throwed</u> the frog away", the underlined word "throwed" does not exist; in this type of cases, the students may

know that a past form is required, so they add the –ed ending, in this case to the word "throw", instead of writing "threw".

- o **Overuse:** This tag set item directly corresponds to SNOC (suppliance in obligatory contexts), in other words, the instances in which a morpheme which has been provided, being its appearance not appropriate for that context. An example of this can be found in the sentence "It didn't <u>appeared</u> but I continued searching and shouting", where the regular past –ed morpheme in the underlined word "appeared" is ungrammatical as the past tense is already expressed by the auxiliary.

- o **Unclassified:** It was designed to be employed in those cases in which there was something ungrammatical concerning a given morpheme but that ungrammaticality did not match with any of the characteristics of the previous tag set items. For instance, in the sentence "the boy <u>up</u> at a rock and he saw a strange thing", the word "up" does not totally match with any of the previous categories; if we interpret that the student thought that up could be used as a verb, it would match with underuse in the sense that this word does not bear a past –ed morpheme. Another interpretation would be that the student thought that the word "up" was an irregular verb, and then, the present and the past forms would be exactly the same as in other verbs like "cut". Nonetheless, there are many other possible interpretations for this example, and none of them coincide with any of the other categories, so I thought that the correct procedure would be to tag it as unclassified.

With the layers established and all the texts incorporated to the UAM Corpus Tool, the corpus had already been created and it was the moment to start tagging it. The layers allowed me to tag the morphemes of every text individually, figure 13 shows the aspect of UAM Corpus Tool with the texts already tagged. Note that in figure 13, at the left side of the illustration, there appear several squares, some colored in white, and others which have a blue background. Contemplating them horizontally in each row, each square corresponds to a different morpheme of the same text, thus, PAST_REG corresponds to regular past, PAST_IRREG to irregular past, 3SG to the 3rd person singular –s, and so on. In contrast, vertically, each square in each row corresponds to different texts by different students. The white color indicates that the morpheme has been tagged, whereas the blue color shows that the morpheme is not tagged, either

because it does not appear in that text or because it has not been tagged. Yet, in this illustration there is a considerable number of texts in which the third person singular -s morpheme is not tagged, this is due to the fact that the majority of the participants whose texts appear in this figure opted to choose the present tense to write their compositions, decreasing the chances of appearance of this morpheme, which means that the chances of producing this morpheme were scarce or non existent.
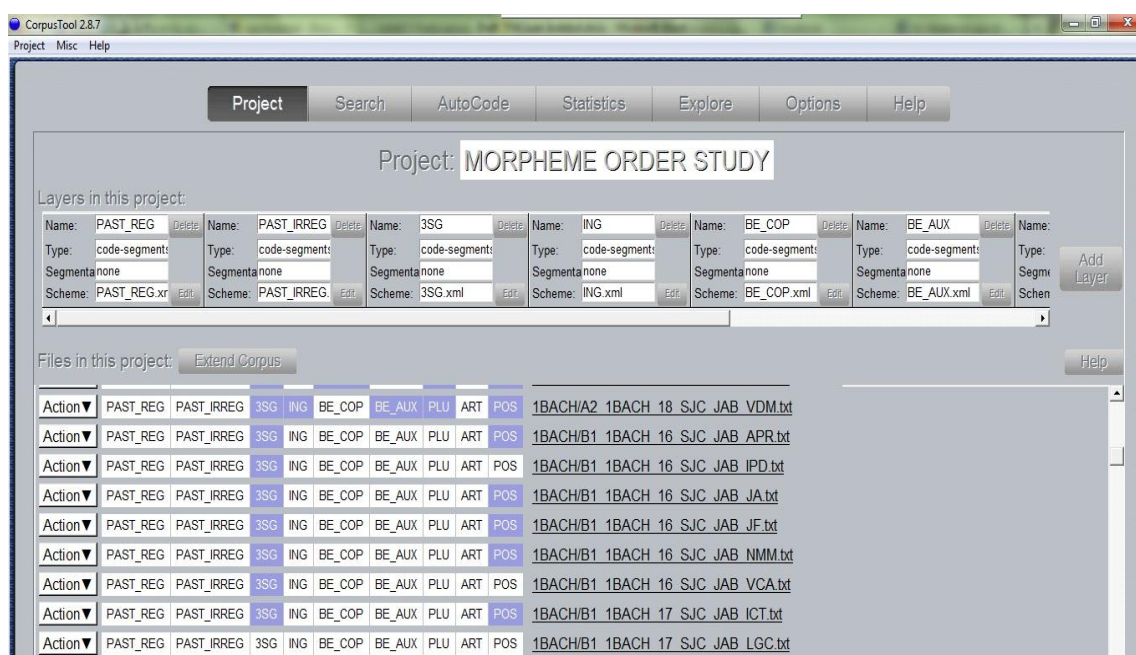
Figure 13. UAM Corpus tool main window, showing some of the texts in the corpus

The next illustration offers a representation of the plural morpheme tagging window of a student chosen randomly; the upper side contains the whole text with all the aforementioned parts that is to say, the participant's metadata from the learner profile, the text and the correction codes; moreover, there appear some words underlined in green, which are the tagged words which contain the obligatory contexts in which there should appear a plural morpheme; the last underlined word has been intentionally shaded to draw the readers' attention so that you are able to notice that despite not having the morpheme, it was also tagged because it is an obligatory context. Bellow the text square it may be seen that the tag assigned to this instance is that of *underuse*.
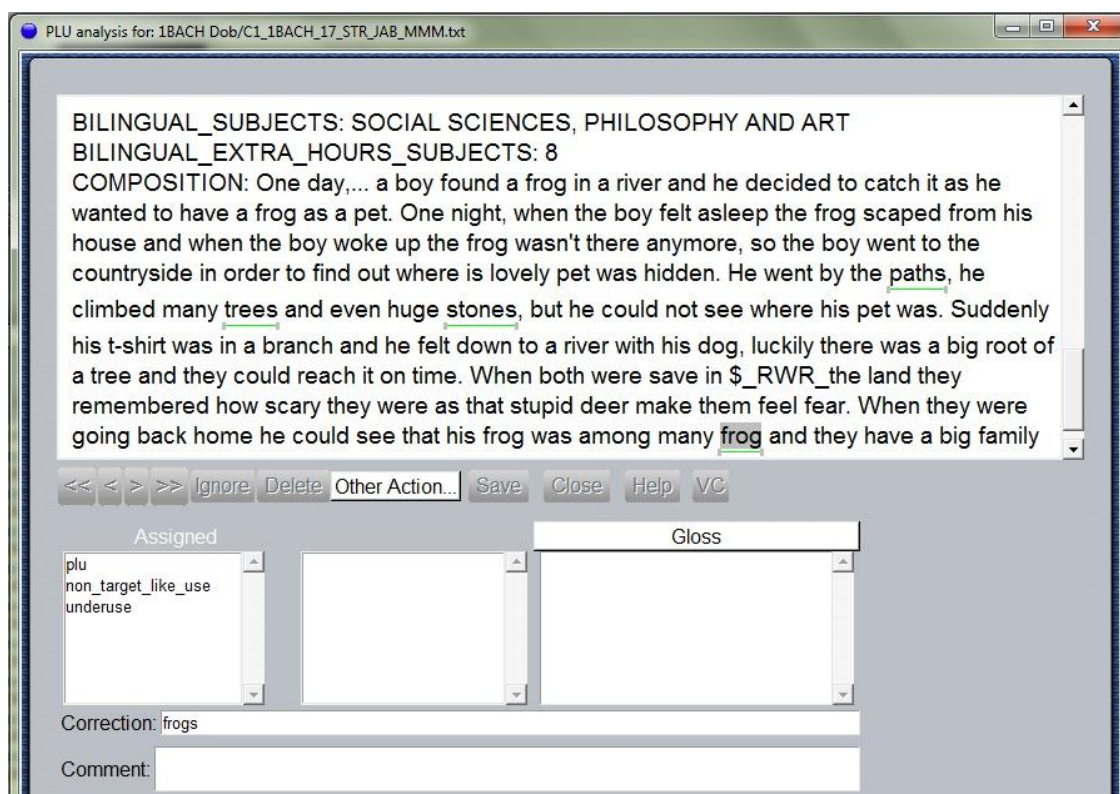
Figure 14. UAM Corpus Tool tagging window, showing one of the texts being tagged

Finally, after the corpus was tagged, the data was analyzed also using one of the functions that the UAM Corpus Tool incorporates, that is to say, the statistics function, which allows the researcher to observe the results of his study once he has finished tagging it. Depending on the type of study, the aspect of interest and way of counting, the software presents a set of options inside this function which helps the researcher obtain different types of information about his corpus. The options used for this corpus are "describe a data set" plus "feature coding" plus "local" counting"; following these paths, and selecting the desired functor, the software searched for the information of that functor in all the texts and facilitated the following results: Total number of units, number of target-like-use units, number of non-target-like use units, number of underuse units, number of misuse units, number of overuse units, number of unclassified units, number of misselection units and number of misrealization units.

Figure 15. Data analysis in UAM Corpus Tool

In order to focus specifically on a particular proficiency group, that is to say, A1, A2, B1, B2 or C1, the task became more complicated because it was impossible for me to get access to that information by directly using UAM Corpus Tool, in other words, UAM Corpus Tool does not allow to conduct analyses per proficiency group, but rather treats all texts as belonging to one general group; thus, in order to avoid a loss of information, the main project folder was copied and pasted five times in different folders, one for each group, and named from A1 to C1; after that, one after the other, UAM Corpus Tool was opened in the desired level folder and all the texts of the Corpus but those belonging to the chosen level were unincorporated from the corpus, an action which was repeated until all the texts sharing a common proficiency level were kept in corpora separated from those of a different proficiency level. Finally, the results were obtained following the same procedure employed to get access to the general results.

5. Results

In this chapter, the results of the study will be presented and analyzed with the inclusion of the subsequent commentaries that arise from them. This section will be divided in two parts; in the first one, the general results of the learner corpus will be shown with the purpose of approaching the reader to the study by means of a first contact with the general results of the study; hence the accuracy rates and the participants' accuracy rates will be commented on. In the second part we will present the most relevant results that were obtained about the –s morphemes, namely, third person singular –s, plural and possessive –'s.

5.1. General Results

Table 4 summarizes the raw numbers obtained after tagging the corpus, that is to say, they are the global numbers and percentages of the whole corpus in terms of target-like use, non-target-like use and overuse for each functor; no distinction of the proficiency groups, which will appear bellow, is still made in this table, the sum of the target-like use and non-target-like use percentage is 100%, whereas adding the overuse percentage results would result in more than 100% because as it was commented on in section 4.4.2., overuse is tagged as non-target-like use in UAM Corpus Tool. Recall that the functors in the table have been classified based on the rank order which was found in Krashen's (1977) study. After some brief comments on the results, figure 16 shows a chart in which the target-like use and overuse percentages are compared.

FUNCTOR	Target-like Use Number	Target-like use percentage	Non-target-like use percentage	Non-target-like use number	Overuse Number	Overuse Percentage	Total
ing	169	61,23%	38,77%	107	39	14,13%	**276**
plu	123	71,93%	28,07%	48	26	15,20%	**171**
be_cop	377	82,68%	17,32%	79	11	2,51%	**456**
be_aux	147	61,51%	38,49%	92	27	11,30%	**239**
art	1917	67,93%	32,07%	905	397	14,07%	**2822**
past_irreg	492	63,81%	36,19%	279	40	5,19%	**771**
past_reg	427	58,82%	41,18%	299	66	9,09%	**726**
3sg	52	17,22%	82,78%	250	17	5,63%	**302**
pos	34	62,96%	37,04%	20	4	7,41%	**54**

Table 4. General results of the study

The first impression we get after looking at this table is that there are two functors which are at the extremes of the list far from the other functors, on the one hand the **copula be**, correctly used a 82,68% of times and separated from its immediate functor, plural, in more than a 10 per cent; and **third person singular**, which was correctly used a 17,22% of the total appearances, more than a 40 per cent below its immediate functor, **regular past**; in the middle, the other seven functors were used correctly in similar percentages, with a variation lower than 5% from one to another. Despite lacking details about the accuracy rate these results may at first look give us an idea of what could approximately be the final rank order for the morphemes.

Another interesting aspect that can be observed in the table is the high oscillation of raw frequencies obtained in the total appearance of each functor. With respect to the **article**, there can be noticed that it was used in 2822 occasions, whereas the **possessive –'s** was used 54 times. Other functors which show in the corpus low frequencies are **plural**, **auxiliary be**, -**ing** and **third person singular –s**, 171, 239, 276 and 302 respectively.

The low occurrence of **third person singular –s** could be explained in terms of tense choice, that is to say, on whether the students opted to write their compositions in one tense or another since having started writing the story in the present tense, would probably condition a lack in the usage of the past tense and the consequent absence of functors such as regular past and irregular past; in the case of this corpus, the participants have mainly written their texts in the past, that's why there are more

appearances of regular and irregular past functors in the corpus than in the case of third person singular –s, which refers to the present.

The other tag set item which has been included in the table is that of **overuse**, and observing the results, we may interpret it in two different ways; on the one hand and if we take a look to the number of occurrences and not to the percentage of occurrence, it is surprising to find the article in first position, occurring 397 times and so far from its immediate follower, the regular past, appearing 66 times; this would suggest that the students tend to overuse the article in excess, the following example illustrates this; in the sentence "The dog and Carlos find the frog be said that the frog is more happiest in the river with her friends.", which has been taken from one of the texts in the corpus, we can see that the definite article is used twice in the same sentence to make reference to the same noun, "the frog", when in the second case it would have been enough to write "it" or "she", as we can see that later this participant uses the possessive pronoun "her" to refer to the frog's friends. On the other hand, however, looking at the percentages, the article falls to the third position, preceded by the plural, which occupies the first place, and the –ing morpheme, in second position. Nonetheless the article is among the three functors which have a higher rate of overuse, the three of them above 14%, a sum which will probably pay an important role when applying the TLU Formula.

The chart in figure 16 compares the aforementioned two variables, target-like-use and overuse percentages with the purpose of facilitating a visual aid for a better understanding. The graphic is organized in parallel bars so that the target-like use percentage of each functor is presented next to its respective overuse percentage.
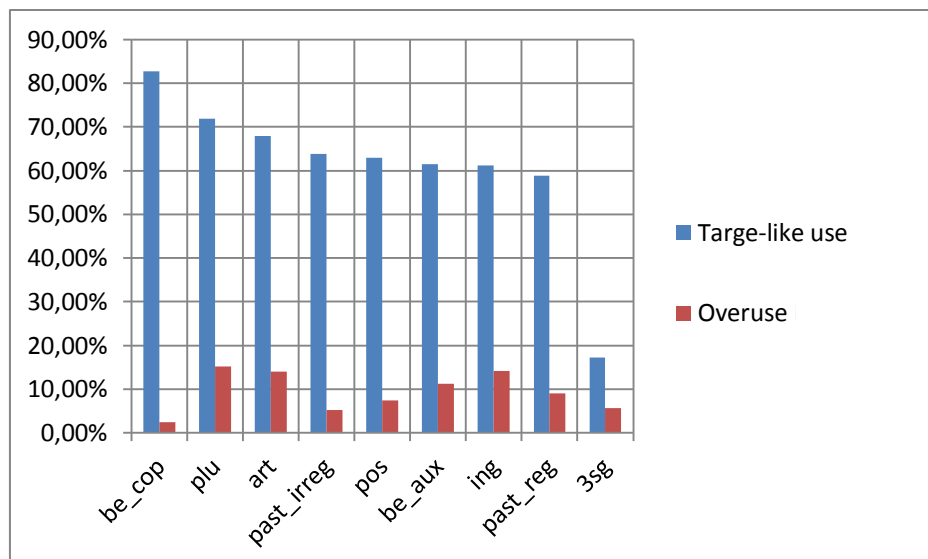
Figure 16. Chart comparing the target-like use and the overuse of the general results

Provided that the previous results are not conclusive to establish the morpheme rank order in this study, it is now time to calculate the **accuracy rate** of the morphemes by applying Pica's formula, which, as was reviewed in section 2, consisted of a division in which the number of functors correctly supplied, in this study called target-like use, was divided by the sum of the number of obligatory contexts plus the number of functors supplied in non-obligatory contexts, in this study named overuse; the next formula, which was also shown in page 17, represents Pica's (1983) TLU.

$$TLU = \frac{SOC}{OC + SNOC}$$

Since in the moment of tagging the overuse morphemes were classified as non-target-like use, they were counted in UAM Corpus Tool as another context of the morpheme, which is why the total number of instances of each morpheme is already the sum of obligatory contexts and non obligatory contexts. Therefore, the accuracy rate will be calculated following the same model suggested by Pica's (1983) TLU but with a slight visual variation, as can be noticed in the second part of the formula used in the next example, whose numbers belong to the results of the plural morpheme:

$$Plural\ TLU = \frac{123\ SOC}{145\ OC + 26\ SNOC = 171} = \frac{123}{171} = 0{,}72$$

Following this formula, which is automatically calculated by UAM Corpus Tool, that is, the accuracy rates coincide with the target-like use percentages shown in table 4, the accuracy rate of each morpheme is presented in table 5 and figure 17, and ordered in terms of its rank.

FUNCTOR	Rank order	Accuracy rate
be_cop	1	0,83
plu	2	0,72
art	3	0,68
past_irreg	4	0,64
pos	5	0,63
be_aux	6	0,62
ing	7	0,61
past_reg	8	0,59
3sg	9	0,17

Table 5. Rank order and accuracy rate of the general results
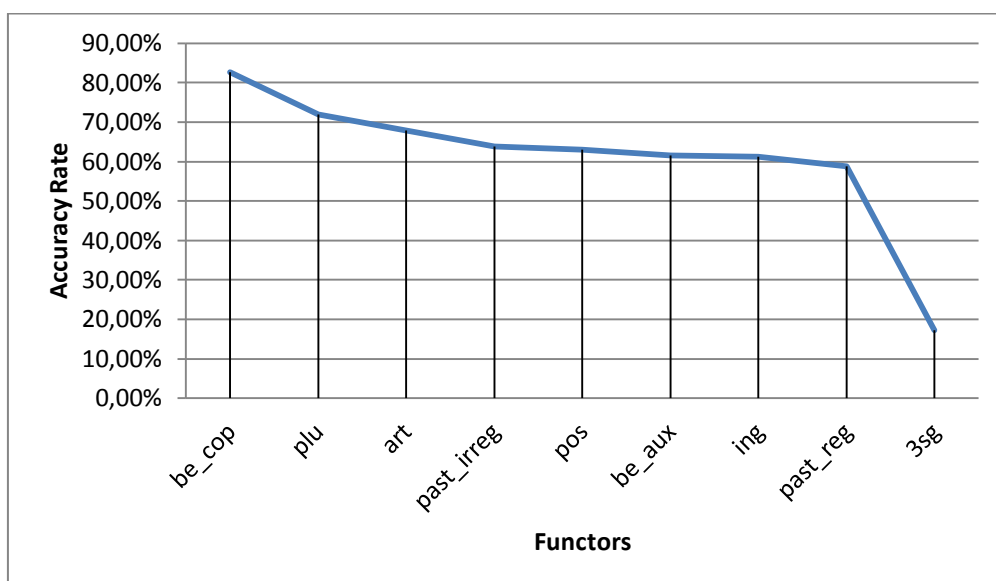

Figure 17. Accuracy rate of the general results

These results show that the morpheme which has been most accurately used is copula be, with 0,83, followed by the plural, with 0,72; between 0,60 and 0,70 in the third, fourth, fifth, sixth and seventh of the rank order are the article, irregular past, possessive -'s, auxiliary be and the –ing with rates of 0,68; 0,64; 0,63; 0,62 and 0,61

respectively; in the eigth position we find the regular past with 0,59; and finally, the last position is occupied by the third person singular –s with 0,17.

The morphemes in the positions from second to eighth, both included, present an accuracy rate which is very close from one another, whereas copula be and third person singular –s are more distant, being the case of the third person singular –s the most eye-catching one as its rate is bellow 0,2; something which might indicate an error in the data collected; however it is still too early to draw this type of conclusions as the results do not contemplate the division in proficiency groups apart from the fact that, as it was previously commented on, the third person singular –s appears 302 times in the corpus, a number which is surprisingly high enough in comparison to the other functors and which may provide consistent results. On the other hand, it is a tense verb-related functor which may appear or not in a particular text depending on whether the participant has chosen to write his composition using the past or the present; moreover, in a given text there might be a high a high non-target-like use of this functor, something that could alter the whole sum of the results.

Table 6 compares the order of acquisition of this study with the average order in all the groups in the studies by Dulay and Burt (1973), Bailey, Madden and Krashen (1974) and Pica's (1983) instructed group.

Morphemes/Studies	Juan TC	Dulay & Burt	Bailey et al.	Pica's I
be_cop	1	3	2	2
plu	2	1	3	3
art	3	4	4	4
past_irreg	4	7	6	6
pos	5	8	8	-
be_aux	6	5	5	5
ing	7	2	1	1
past_reg	8	-	-	8
3sg	9	6	7	7

Table 6. Rank order of the general results in this study and in Dulay & Burt (1973) and Bailey et al. (1974)

As it can be noticed, the order is similar in the first three groups in the case of the following morphemes: copula be (contractible copula in the case of the studies by Dulay and Burt, and Bailey et al.), plural, article, auxiliary be (contractible auxiliary in the studies Dulay and Burt and Bailey et al.), irregular past and third person singular –s.

However, the order that the possessive and the progressive –ing present in this study differ noticeably with that obtained in the other two studies. In comparison with the study by Pica, in which the same scoring method was employed, and the L1 and type of instruction were the same, our study also shares a similar order in the following functors: copula be (called singular copula in Pica's study), plural article, irregular past, auxiliary be (called progressive auxiliary in Pica's study), irregular past and third person singular. As well as in the comparison with the studies by Dulay and Burt and Bailey et al. we can observe a big distortion in the acquisition of the progressive -ing. No comparison can be made for the possessive –s between Pica's and our study as Pica did not include this functor in her study.

In order to have a closer look to the general results, we need to observe them as **per proficiency level**. With that purpose, table 7 shows the acquisition rate and the rank order of the functors in the five groups that were observed; nonetheless, it is necessary to mention the number of texts and/or participants that each group had, as it considerably varies from one group to another, something which may have an influence on the results. This way, the A1 proficiency group had 6 texts, the A2 group was made up of 57 texts, the B1 group having 52 texts, 18 participants formed the B2 group, and finally, the C1 group contained nine texts. Obviously, the higher the number of texts per group, and the number of observations per morpheme, the more consistent the results will be.

	Rank order	Accuracy rate	Rank order	Accuracy rate	Rank order	Accuracy rate	Rank order	Accuracy rate	Rank order	Accuracy rate
FUNCTOR/GROUP	A1		A2		B1		B2		C1	
be_cop	6	0,13	1	0,69	1	0,84	1	0,92	2	0,96
plu	1	0,67	2	0,6	3	0,69	3	0,83	4	0,85
art	2	0,38	3	0,56	2	0,72	2	0,88	7	0,79
past_irreg	3	0,25	4	0,46	5	0,64	6	0,82	8	0,71
pos	-	0	7	0,36	4	0,64	7	0,8	1	1
be_aux	4	0,18	5	0,41	6	0,62	5	0,82	3	0,9
ing	7	0,09	6	0,39	7	0,61	8	0,8	5	0,84
past_reg	5	0,14	8	0,32	8	0,59	4	0,82	6	0,83
3sg	-	0	9	0,09	9	0,35	9	0,53	9	0

Table 7. Results of all the proficiency groups, showing accuracy rate and rank order

As can be observed from the table, and paying special attention to groups A2, B1 and B2, the rank order within a same group seems to experiment only a slight variation with respect to the other groups, whereas the accuracy rate apparently evolves according to the proficiency level of the participants. With respect to group **A1**, no rank order has been given to possessive –'s and third person singular –s morphemes because they did not appear in any of the text of this corpus; moreover, paying attention to the rest of morphemes, there seems to be insufficient data in the texts to consider the information as trustworthy. In group **A2**, the rank order is the same as the one obtained in the general results, with the exception of one functor, the possessive –'s, which is placed in this group two positions above; another surprising detail is the low rate (0,08) of the third person singular –s, which explains the low rate obtained in the general results, which was 0,17. Group **B1** does not experiment great variations in its rank order in comparison with the general results, only a shift in the positions 3 and 4, and 5 and 6. About group **B2**, in which the number of texts is 18, a number which is considerably lower than in A2 and B1, there should be commented that the rank order obtained is similar to that of these groups, which might indicate that 18 is sufficiently consistent number for this type of study; another interesting fact about this group is that all the functors but the third person singular –s, whose rate is 0,53, have a rate higher than 0,8. In **C1**, the last group, the article and irregular past present results which are contrary to the logical tendency as their accuracy rate has decreased in relation to its previous group, B2; moreover, there are two other morphemes, possessive –'s and third person singular –s, which present strange accuracy rates; in both functors, these ciphers of accuracy might be conditioned by their low suppliance, in the case of the possessive –'s, which was supplied in a 100% of the obligatory contexts, it appears only 4 times, and the third person singular –s with an accuracy rate of 0, it was seen in the C1 corpus only twice.

The evolution may be seen more clearly in figure 18, in which the different tendency of groups A1 and C1, conditioned by the low number of texts, may also be noticed. The general results of rank order and accuracy rate of the whole corpus, which are those presented in table 5, and which will be presented in the chart as TC, in other words, the general results, are also included in this graphic and named TC so that they could also be compared to the results of each group.
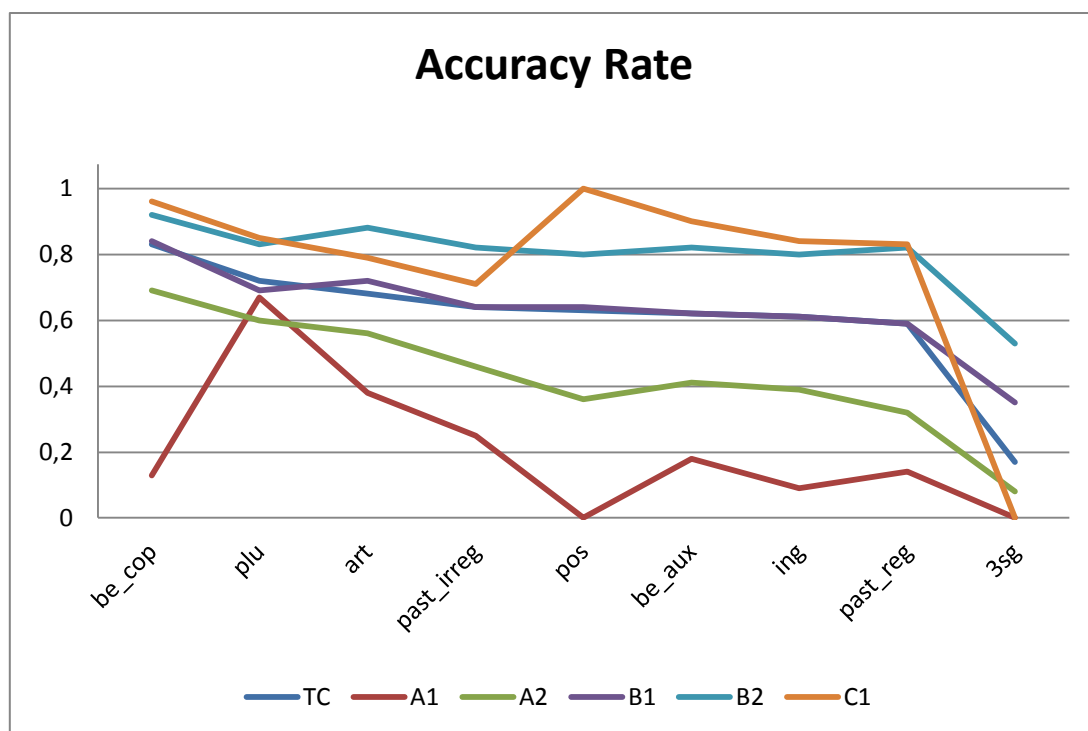
Figure 18. Accuracy rate of all the morphemes in the general results and in all the groups

It can be perceived that the tendency of A2, B1, B2, and even TC as commented above, is the same, which confirms a consistent order in the acquisition of English functors by native speakers of Spanish. Interestingly enough, the rate way that describes B1 is very similar to the one described by TC.

Having had more texts in A1 and C1 corpora, would have probably provoked a variation in the results obtained for those groups; this is one of the reasons why it has been considered necessary to discard the two groups in the presentation of the results of the three functors which this study will specifically be focused on, that is to say, the three "-s" morphemes, namely, the plural –s, the possessive –'s and the third person singular –s; in addition, the lack of data on these three morphemes in the mentioned groups is the main argument to eliminate A1 and C1 from that analysis.

Figure 19, which presents the same data as figure 18 but eliminating TC, A1 and C1 groups, which, as previously said, will not serve us in the analysis of the "(e)s-" morphemes for their low rates; and copula be, the article, irregular past, auxiliary be, –ing, and regular past morphemes, which make us keep only the three "(e)s-" morphemes serves as a link between this section and section 5.2, that is, the final objective of this study.
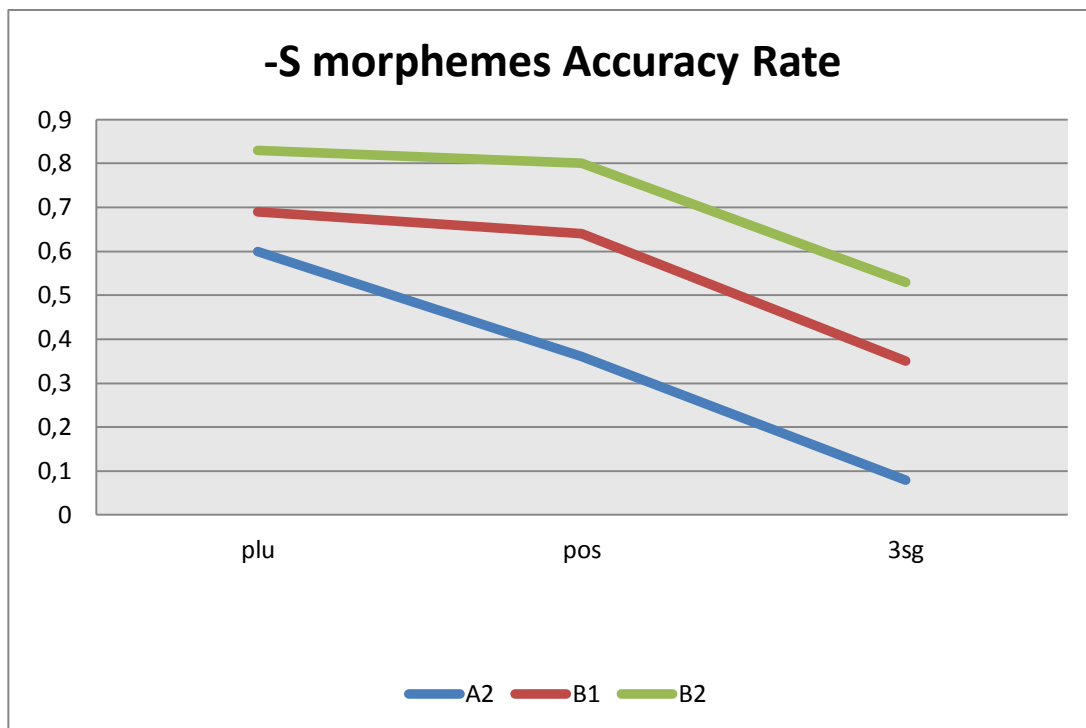
Figure 19. Accuracy rate of the "-(e)s" morphemes in groups A2, B1 and B2

The evolution of the –s morpheme (plural, possessive and 3rd singular in the graphic is similar for A2, B1 and B2. Higher rates for the plural, decreasing in the possessive –'s, to end up with a lower rate for third person singular –s. However, the trend line described by the evolution of group A2 is different from that of groups B1 and B2; A2 shows a straight line, whereas in the other two groups there is a change of direction of the line in the possessive functor, a point in which it decreases more quickly as rate of acquisition the plural in B1 (0,69) and B2 (0,83) is closer to that of the possessive (0,64 and 0,8 respectively) than the rate of acquisition of the present simple singular –s (0,35 and 0,53 respectively).

5.2. Results of the "–(e)s" morphemes in groups A2, B1 and B2: Plural, possessive and third person singular.

The three morphemes whose results will be presented in this section, contrary to what common sense would suggest, are not acquired at the same time despite being

phonologically identical and morphologically similar on the surface because of the fact that they present characteristics that make them be perceived by the learner one before the other due to their linguistic properties, for example, as Goldschneider and DeKeyser (2001:36) suggest, "[t]hird person singular –s conflates person, number, tense and aspect".

This section shows the results of these morphemes in our study, in which the data was obtained using corpora created by learners of English as a second language, which had Spanish as the L1 and which were learning English in classroom environments; these results will be presented, as well as in section 5.1, in different tables and charts which may help the reader understand the findings in a better way.

The first results that will be presented in this section have to do with the distribution of tags in groups A2, B1 and B2, in the following lines we will present three tables which contain the number of units that were tagged as target-like use, non-target-like use, underuse, misuse, overuse, unclassified, misselection and misrealization in the three groups and for the three "(e)s-" morphemes. The first of them shows the results of group A2, in which 40 morphemes were tagged as plural, 11 as possessive, and 191 as third person singular –s; after that another table includes the results of group B1, in which the plural was tagged 72 times, the possessive 28, and the third person singular –s 72 times as well; and finally, the last of these three tables contains the results obtained in group B2, which had 29 units tagged as plural, 10 as possessive and 19 as third person singular –s.

We observe in table 8, starting with the plural, that in general, the participants who committed errors in group **A2**, tended either to overuse it (6) or to forget its suppliance in the obligatory contexts (8); only one misuse case was found for this morpheme, which happened to be of misrealization. As regards the possessive –'s, its distribution is more evenly distributed; the 4 misuse tagged units are equally shared by misselection and by misrealization whereas the other non-target-like use were for underuse (1) and overuse (2) reasons. If evenly distributed were the tags in the possessive morpheme, the opposite happens with the third person singular –s, and it is precisely in this group, in which the whole corpus statistics of this morpheme are unbalanced; to start with, around 91% of the are units tagged as non-target-like use; if we take into account that the number of third person singular –s units in this group was

of 191 and in the whole corpus of 302, this is a detail to reflect on; moreover, 154 units out of the 174 tagged were of underuse type, that is to say, the students did not provide the morpheme, a situation which may be familiar to some secondary education teachers, who try over and over without success to make their students add the –s to the third person singular –s, the other errors are mainly of misuse > misselection type and unclassified.

A2					
plu		pos		3sg	
Tag	Units	Tag	Units	Tag	Units
Target-like use	24	Target-like use	4	Target-like use	17
Non-targer-like use	16	Non-targer-like use	7	Non-targer-like use	174
Non-target-like use type	Units	Non-target-like use type	Units	Non-target-like use type	Units
Underuse	8	Underuse	1	Underuse	154
Misuse	1	Misuse	4	Misuse	10
Overuse	6	Overuse	2	Overuse	2
Unclassified	1	Unclassified	0	Unclassified	8
Misuse type	Units	Misuse type	Units	Misuse type	Units
Misselection	0	Misselection	2	Misselection	9
Misrealization	1	Misrealization	2	Misrealization	1

Table 8. Detailed taggind results of the "-(e)s" morphemes in group A2
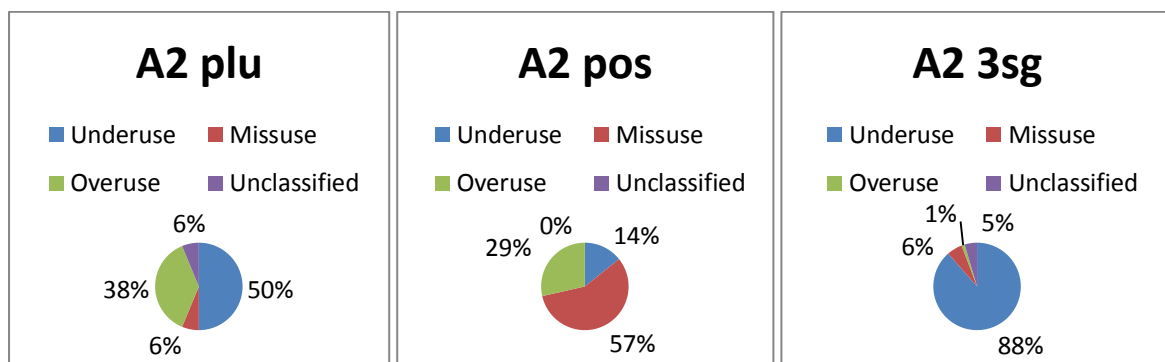
Figure 20. Distribution of tags in group A2 for possessive and third person morphemes

As we can appreciate observe in table 9, a higher percentage of plural target-like-use morphemes was tagged in group **B1**, in which the most common error was suppliance in non obligatory contexts, then underuse (4), and finally one misuse > misselection type error. The possessive was found as target-like use more times, 18, than as non-target-like use, 10, being half of them of misuse > misselection nature and the other half underuse, 3, and overuse, 2. And finally, the third person singular –s, which is still used as target-like use in a lower number of occasions than as non-target-

like use, and in which dominates the same non-target-like use type as in group A2, that is, underuse, which was found, with 34 units, a 72% of the total number of times in which the units were tagged as non-target-like use. Something interesting is found in the number of units tagged as third person singular –s, because despite having this group approximately the same number of texts as group A2, in this text, only 72 times was the third person singular –s present; this might be explained with the growing use of the past tenses as the students improve their knowledge on the target language, leaving progressively aside the use of the present. Apart from underuse, 8 cases of overuse and 5 of misuse were found, being 3 of the misuse cases tagged as misselection and 2 as misrealization.

B1					
plu		pos		3sg	
Tag	Units	Tag	Units	Tag	Units
Target-like use	50	Target-like use	18	Target-like use	25
Non-targer-like use	22	Non-targer-like use	10	Non-targer-like use	47
Non-target-like use type	Number	Non-target-like use type	Number	Non-target-like use type	Number
Underuse	4	Underuse	3	Underuse	34
Missuse	1	Missuse	5	Missuse	5
Overuse	17	Overuse	2	Overuse	8
Unclassified	0	Unclassified	0	Unclassified	0
Missuse type	Number	Missuse type	Number	Missuse type	Number
Misselection	1	Misselection	5	Misselection	3
Misrealization	0	Misrealization	0	Misrealization	2

Table 9. Detailed taggind results of the "-(e)s" morphemes in group B1
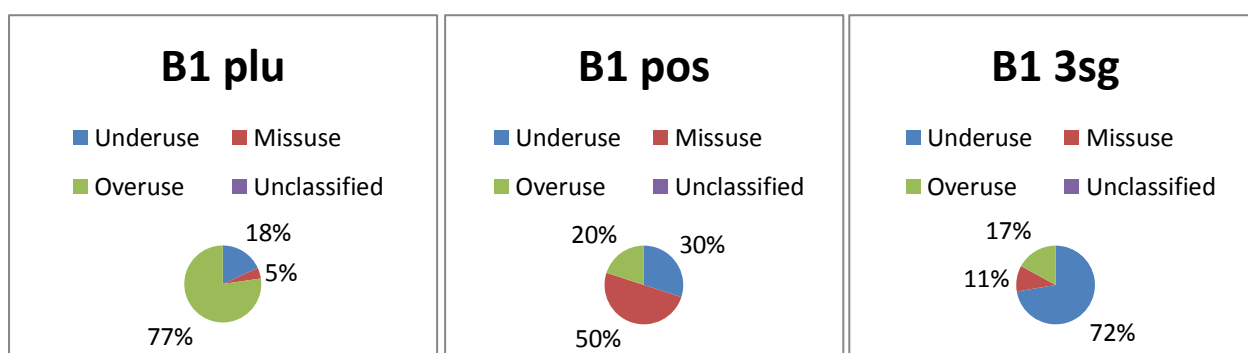

Figure 21. Distribution of tags in group B1 for plural, possessive and third person morphemes

In table 10, all the units tagged as misuse for the three morphemes in group B2, were misrealizations, three in the case of plural and third person singular –s, and two in

the case of the possessive –'s. Furthermore, the distribution of the rest of the tags was as follows; in the plural, 24 cases were tagged as target-like use and 5 as non-target-like use, the tree mentioned plus one underuse and another one overuse; in the possessive, 8 occasions were target-like use, and the other two cases have been mentioned above. Finally, about the third person singular –s, it is interesting to see, after having appreciated the high percentage of underuse tags in the two previous groups, how there is only one tag in this group, a fact which might suggest that despite not having acquired this morpheme yet, as their accuracy rate is still low (0,52), they already are conscious of the fact that the third person singular requires a morpheme, although they do not know which one; that might be the reason why they commit misuse and overuse errors.

B2					
plu		pos		3sg	
Tag	Number	Tag	Number	Tag	Number
Target-like use	24	Target-like use	8	Target-like use	10
Non-targer-like use	5	Non-targer-like use	2	Non-targer-like use	9
Non-target-like use type	Number	Non-target-like use type	Number	Non-target-like use type	Number
Underuse	1	Underuse	0	Underuse	1
Missuse	3	Missuse	2	Missuse	3
Overuse	1	Overuse	0	Overuse	5
Unclassified	0	Unclassified	0	Unclassified	0
Missuse type	Number	Missuse type	Number	Missuse type	Number
Misselection	0	Misselection	0	Misselection	0
Misrealization	3	Misrealization	2	Misrealization	3

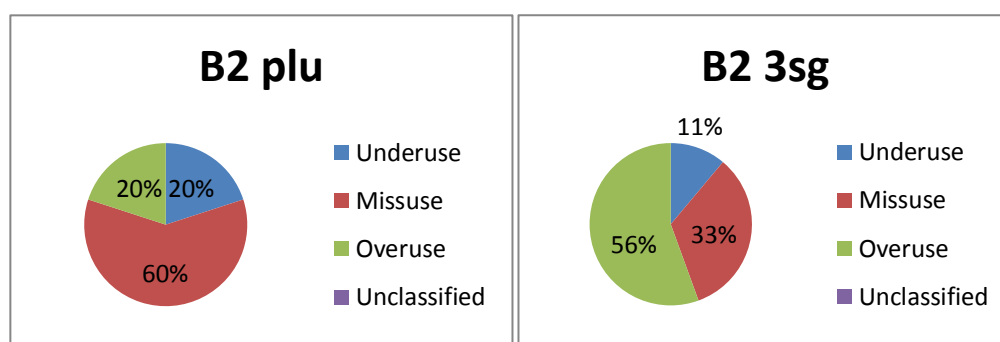Table 10. Detailed taggind results of the "-(e)s" morphemes in group B2

Figure 22. Distribution of tags in group B2 for plural and third person morphemes

Now that the distribution of the tags has been presented, figure 23 compares by means of a bar chart the different accuracy rates of the three morphemes in the three groups, appearing group A2 in first position, then B1 and finally B2, this chart shows the same data as figure 17, but with a different visual representation, which facilitates a comparison between the groups ant the morphemes.
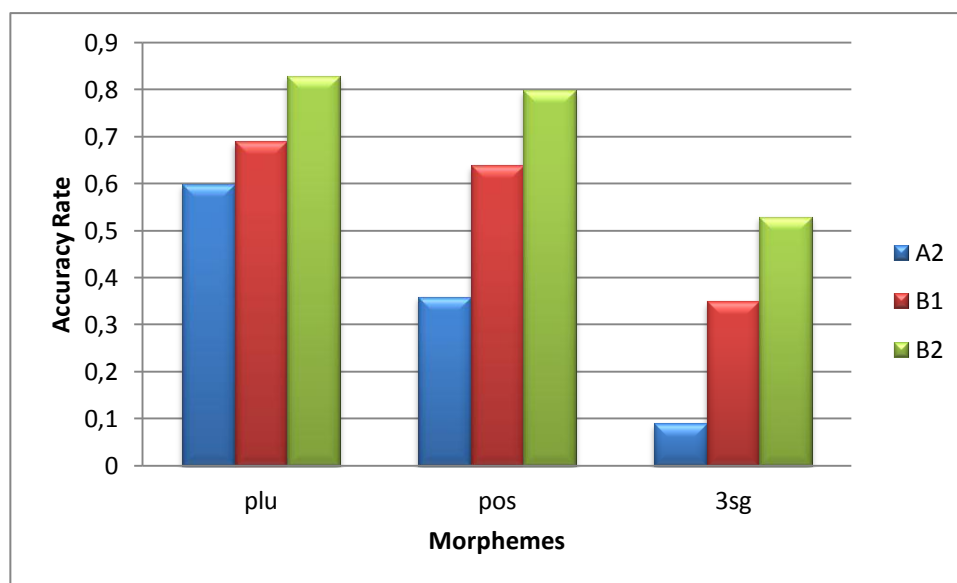
Figure 23. Comparison betwen the three "-(e)s" morphemes in groups A2, B1 and B2

The end of section this section may serve as a connection between the presentation of the results and the discussion of the study. The answer to the question of whether the hypotheses have been confirmed or refused will be provided in section 6 as well as together with other aspects that the results show, which may be helpful for teachers of English and curricula developers as they carry some pedagogical implications; moreover, the main problems that have arisen during the realization of this study will be mentioned with the purpose of providing some help to all those who might be interested in carrying out any longitudinal or cross-sectional research study about morpheme order or using learner corpora.

6. Discussion

This section is divided into three parts; first of all, may we begin our discussion by mentioning the major problems found during the process of conducting this study. After that, we will discuss the most relevant aspects that were found in this study and the hypotheses will be revised. Finally, we will end this section dealing with the possible advantages that this study may bring to the field of English teaching and secondary education.

6.1. Discussion.

The **first hypothesis** which predicted that the order of acquisition of this study would be similar to the order of acquisition in the studies by Dulay and Burt (1973), Bailey, Madden and Krashen (1974) and Pica (1983) has been partly confirmed as table 6 shows. However, when comparing our study with the studies by Dulay and Burt and Bailey et al., there are two morphemes, the **possessive –'s**, which in this study is found in fifth position whereas in the previous two studies occupies the eighth place, and the **progressive –ing**, in this study occupying the seventh position and in the studies by Dulay and Burt, and Bailey et al. second and first. Striking is the case of the –ing, the deviation with respect to the other two studies is even more evident if we take a look to table 7 showing groups A1, A2, B1, B2 and C1 separately. However, observing the possessive in table 9, we can see that the deviation is produced by group B1,

which is the group with the highest number of times in which the possessive has been tagged; in the other two groups in which it appears, A2 and B2, it occupies the seventh position, approximating considerably to the eighth position found in the previous two groups. If we compare our study with Pica's, in which the L1, the type of instruction and the scoring method was the same, we can see that order of acquisition of all the morphemes significantly correlates if, again, we exclude the **progressive –ing** we cannot know about the possessive –s looking at Pica's study because she did not observe this functor. These results suggest that the order of acquisition of grammatical morphemes in English is the basically same irrespective of the scoring, method, and type of exposure. However the distortion of the order of acquisition of progressive –ing with respect to previous studies in which no corpora was used, might suggest that the distortion is caused by the use of learner corpora in this study. Probably a replication of this study, employing learner corpora and an equal number of participants per group could throw some light and explain why the order of acquisition of the –ing is so low with respect to previous studies, and maybe compensate the unbalanced data available for the possessive –'s in group B1.

As regards the **second hypothesis**, which predicted that the accuracy rate of the "-(e)s" morphemes would be different and would experiment an increase in the different proficiency levels, has also been confirmed as figure 23 and tables 8, 9 and 10 show. However, there are a couple of aspects that should be commented and taken into account about these morphemes. First, instead of five, we analysed three groups, due to the reasons commented in the problems section; moreover, the accuracy rate for the **third person singular** morpheme seems to be too low in the three groups, whereas the rate for the **possessive –'s**, in contrast, is higher that it had been expected. It would be interesting if new studies replicating this one could show the accuracy rates of these morphemes in groups A1 and C1, containing these groups more participants than the ones in this study. Probably, if all the groups had the same number of participants the rate would not be as unbalanced as it has been here, and probably, it would provide with more information about all the morphemes. Finally, an additional method to the one employed in this study would be useful to get more

information about the possessive –'s, which only appears 52 times in the whole corpus.

6.2. Problems found and possible solutions.

Nothing is perfect and everything can be improved over and over again; moreover, it is a good practice to reflect on one's own weak points as it not only helps improving oneself but also facilitates other people's future tasks. Thus, a good way of starting the discussion is by describing which were the main complications and weak points in the whole research process.

The very first issue that arises has to do with **learner corpora**. Learner corpora are a very powerful tool which should progressively be incorporated to the linguists' research methods due to their many advantages. However, the compilation of the texts that make up the corpus employed in this study has been very time consuming and it has been necessary to get in touch with the members of the administration of the high school to ask for permission to carry out this activity during school hours, which makes them reorganize their time and lesson plans to our needs. Additionally, correcting the proficiency tests and transcribing the 142 texts and the subsequent tagging of each of them, both processes which, again, require a high amount of material time, for example, in order to tag a text, an average of 20 minutes were necessary, and a total of 5817 tags were assigned in the whole corpus. All this, but the tagging, could be avoided by making the participants write their texts online, or writing them on their personal computers and sending them by e-mail; however this may have some consequences on the quality of the language they write as some of the participants might use internet tools to improve their written English, and their texts would not be as natural as they are supposed to be. This might as well have some solutions as, for example, asking the participants to write their compositions in class with their laptops with their Wi-Fi connection turned off, and immediately after finishing it turning them on and sending them by e-mail; something which is not an easy task either as nowadays not every secondary school student has a lap top and not every high school a Wi-Fi connection.

Another problem is closely related to the previous issue and directly related to the MOS. This study would have been richer if I had been able to collect **more texts** for groups A1 and C1 which would have let me include them in the study about the –s morphemes. Nonetheless, it is not easy to know beforehand which will be the proficiency level of the participants as sometimes their school mark does not really indicate their real level of English, for factors such as behaviour and participation pay an important role in helping teachers evaluate their pupils. Some students may have an idea about which might be their approximate level if they have recently passed a language test that grant them a language certificate, but that the level in that test may not equate with that of the test provided by the researcher to other participants who do not know which their level is. Something which could solve this problem would be to provide the test to the students and collect the texts in two different days, first the tests, and then the data collection, with the purpose of correcting the tests and knowing how many texts each level will have before they are written, and if necessary repeating the level test to new students so that the gaps in some level groups may be filled with other participants. Nevertheless, this possible solution might imply doubling the number of hours that were employed in the data collection of this study with the subsequent expansion of changed plans for the high school teachers. However, knowing beforehand which students have a particular proficiency level and which ones other, might allow arranging this activity during non-school time and only with the number of students needed to set each group.

Finally, the last problem that has been found has to do with the **method** employed to make the participants produce the language as it can be clearly noticed in table 4, which shows that some functors like the possessive –s have appeared very few times whereas others like the regular past did so more often. The fact that some functors are more frequent than others might be explained, as mentioned in the previous lines, by the **tense choice**, as it is the case of the third person singular -s or the regular past –ed; students with a higher level might be self encouraged to try and choose past tenses, not meaning that they have already acquired their functors, whereas other students may feel more

comfortable choosing present simple. However, in the case of **possessive –s**, contrary to what had been expected, the majority of the students (notice that it was tagged on 54 occasions and that there are 142 texts in the corpus) did not find its use necessary to be included in their texts, as they could use possessive pronouns instead. Modifying this method or creating alternative ones that force the participants use all the functors might solve this problem.

6.3. Pedagogical implications.

Most of the times, research studies are carried out with the purpose of improving something. There are many factors that make the findings of a given study reach its final goal. If this paper reaches its goal, a series of pedagogical improvements that might be derived from it could be taken into account to improve the teaching of English in particular, and the teaching of other languages and other subjects in general. These possible improvements will be listed in the following lines.

To start with, the most immediate consequence that this study might imply would be to constitute a **point of reference** for future studies of this type, either for scholars, future students of this MA or for teachers of English who are willing to research on the acquisition of English as a second language in order to improve the way their students learn English. This paper is available to those who are willing to review it in their studies.

Another direct implication of this study as well as other MOS could be to make publishers **take into account the order** in which the morphemes are acquired when creating their text books. Still nowadays, the majority of teachers of English and other high school subjects give their lessons based on the guidance that the textbook provides instead of creating their own materials because they do not have time to create them or simply because they trust the publishers and believe that following the text book would make their students acquire their language quickly and with more ease. The problem is that in most of the text books available in the market the order of acquisition of the

morphemes is not taken into consideration. Usually the textbooks of levels in which the students are starting to learn English begin with a greetings vocabulary introduction, and after that they introduce the present simple, making the students pay special attention to the third person singular –s, and reinforcing their what they have learnt by means of exercises in which the third person singular –s is the focus. However, the students keep over and over forgetting to add the –s, frustrating their teachers and themselves. This would rarely happen if publishers designed textbooks in which they emphasize that the acquisition of English is a lineal process and that a particular functor will not be acquired until another one, which is to be acquired earlier, has been acquired, as the teachability hypothesis suggests. This does not mean that they ignore the third person singular –s and remove it from their texts books, which on the other hand is not good either, because this morpheme is very frequent and should not be ignored, but rather, it means that they should take into account that it will not be acquired in early stages. This is not easy and it implies a big effort and auto critique in the publishers' part, to recognize that they were wrong.

As the previous case would rarely happen, this study would really be **useful for those teachers** who do create the materials they use in their lessons. It is easier to convince individual people than big crowds. If those teachers had access to this study and to other language acquisition studies, they might be willing to try to create materials or to give their lessons in a way in which they take into account the order of acquisition of the morphemes; this way they might increase the efficiency of their lessons. It could be the case that teachers who had always been defending the use of textbooks, change their minds after realizing that their colleagues, who create their materials, get better results than them, and if that happened, more and more teachers could do the same gradually. The only thing that is necessary for this to be feasible is to encourage teachers of English to be curious about the language acquisition studies to the point that they are willing to read them and they get updated about newly published articles and studies.

7. Conclussion

After having finished this study which is settled in the frame of the morpheme order studies, the results show that the two hypotheses have been confirmed with only one minor problem found in the first hypothesis. As stated in the discussion, it would be interesting to discover the reasons of that behaviour of these two morphemes in future studies.

Before stating the hypotheses, we have made a review of the literature that has been previously written about the morpheme order studies and about learner corpora. A detailed description of the method employed, in which we have described the participants, the materials and instruments used, the procedure followed, the data-coding analysis, has been also provided. Then, the results have been presented, and finally, before in the discussion section, we have discussed the problems found during the whole process of realization of the study, the results found, and finally, we have posed some pedagogical consequences that this study might imply.

Two days were needed to collect the texts which were later on included in the corpus, using the UAM Corpus Tool, which was also employed to analyze the data. The use of UAM Corpus Tool has been successful as it has let me manage all the data with relative ease, although it has been necessary to carry out a series of modifications in the main project to get access to all the results; another problem found when treating the data does not have to do with UAM Corpus Tool, but rather, with the digitalization of the texts and the subsequent tagging, which has resulted to be very time consuming.

However, the effort has been rewarding and the general results, despite deviations of the two aforementioned morphemes, show that there exists a consistent order in the acquisition of the morphemes in L2 English, irrespective of the type of

exposure to the L2, scoring method and length of exposure to the L2 with the results in other studies, as well as the "(e)-s" morphemes, which have behaved as it had been predicted. Finally, the use of learner corpora, has proven to be good tool for MOS, although probably, the deviations found for progressive –ing are a consequence of the use of learner corpora, something that subsequent studies might research on.

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Appendices

Appendix 1: Learner profile

FILE I.D. *A2_1ESO_12*
STR_JAB_S4J

Fecha: *23 Abril*
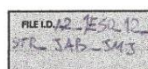
ugr Universidad de Granada
[Lastsaved: 21-abr-12]

INFORMACIÓN PERSONAL

■TUS INICIALES *JMJ* ■TU NICK *Jiménez* ■EDAD *12* ■SEXO: ☒Hombre ☐Mujer

■CURSO: ☒1ºESO ☐2ºESO ☐3ºESO ☐4ºESO ☐1ºBachi. ☐2ºBachi.
☐PCPI ☐Grado administrativo ☐Otro_____

■INSTITUTO DONDE ESTÁS ESTUDIANDO: *IES Santísima Trinidad*

INFORMACIÓN LINGÜISTICA

■Lengua materna: ☒español ☐otra (indicar):_____

■Lengua materna de tu padre: ☒español ☐otra (indicar):_____

■Lengua materna de tu madre: ☒español ☐otra (indicar):_____

■Lengua(s) que hablas en casa: ☒español ☐otras (indicar):_____

■Edad a la que empezaste a aprender inglés *Primero de Primaria*

■¿Cuál crees tú que es tu nivel de inglés?

SPEAKING:	LISTENING:	READING:	WRITING:
☐Principiante bajo (A1)	☐Principiante bajo (A1)	☐Principiante bajo (A1)	☐Principiante bajo (A1)
☐Principiante alto (A2)	☐Principiante alto (A2)	☐Principiante alto (A2)	☐Principiante alto (A2)
☒Intermediobajo (B1)	☒Intermediobajo (B1)	☒Intermediobajo (B1)	☐Intermediobajo (B1)
☐Intermedio alto (B2)	☐Intermedio alto (B2)	☐Intermedio alto (B2)	☒Intermedio alto (B2)
☐Avanzadobajo (C1)	☐Avanzadobajo (C1)	☐Avanzadobajo (C1)	☐Avanzadobajo (C1)
☐Avanzado alto (C2)	☐Avanzado alto (C2)	☐Avanzado alto (C2)	☐Avanzado alto (C2)

■¿Estás aprendiendo otro idioma además del inglés? ☒Sí ☐No
Si tu respuesta es SÍ, ¿Cuál? *Francés*

■Nota del curso pasado (a rellenar por el profesor de inglés): ▨

EXPOSICIÓN LINGÜISTICA

■¿Has hecho alguna estancia en un país de habla inglesa? ☐Sí ☒No
Si tu respuesta es SÍ, ¿dónde? _____
¿cuándo? _____
¿cuántas semanas o meses estuviste allí? _____

■¿Has estudiado o estudias inglés fuera del instituto? ☒Sí ☐No
Si has contestado SÍ, ¿en qué año y cuánto tiempo (semanas/meses)?
Desde Primaria hasta cuanto de primaria

■¿Haces algo fuera del colegio relacionado con el inglés? (ej: ver películas en inglés, leer internet en inglés, etc.) ☒Sí ☐No

Especifica: *Me meto en algunas paginas en ingles*

■¿Estás en algún programa de bilingüismo en el Instituto? ☒Sí ☐No
Si tu respuesta es SÍ, ¿en qué curso empezaste el bilingüismo? *1 ESO*
¿Qué asignaturas bilingües tienes? *C Naturales, Plastica y C Sociales*
¿Cuántas horas semanales de inglés tienes en esas asignaturas? *12*

■**Consentimiento:** ▨ marca aquí para dar el consentimiento de que tus datos sean usados con fines de investigación sobre el aprendizaje del inglés. Esto NO es un examen. Todos tus datos serán anónimos y tratados confidencialmente. **Gracias por tu colaboración.**

Appendix 2: Elicitation task

FROG WHERE ARE YOU?

Glossary: Dog (perro), frog (rana), boy (niño), bed (cama), vase (vaso), floor (suelo), look at (mirar a), smell (oler), day (día), night (noche), sleep (dormir), escape (escapar), worried (preocupado), look for (buscar), shout (gritar), forest (bosque), bee (abeja), rock (roca), hold (sostener), branch (rama), deer (ciervo), drop (caer), push (empujar), fall (caer), river (río), water (agua), trunk (tronco), find (encontrar), family (familia), leave (dejar), hand (mano), and wave goodbye (decir adios).

7

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Appendix 3: Writing page.

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TUS INICIALES __JMJ__   TU NICK __Jiménez__
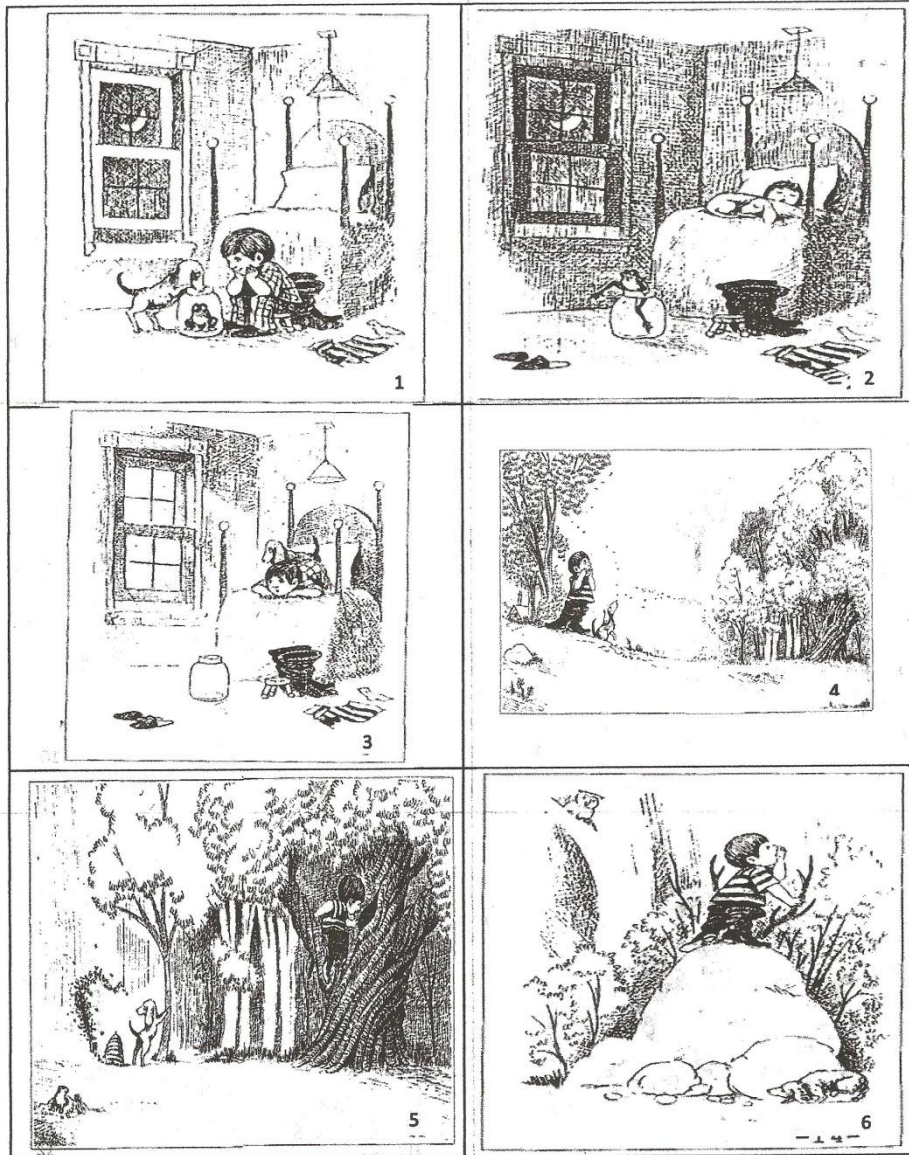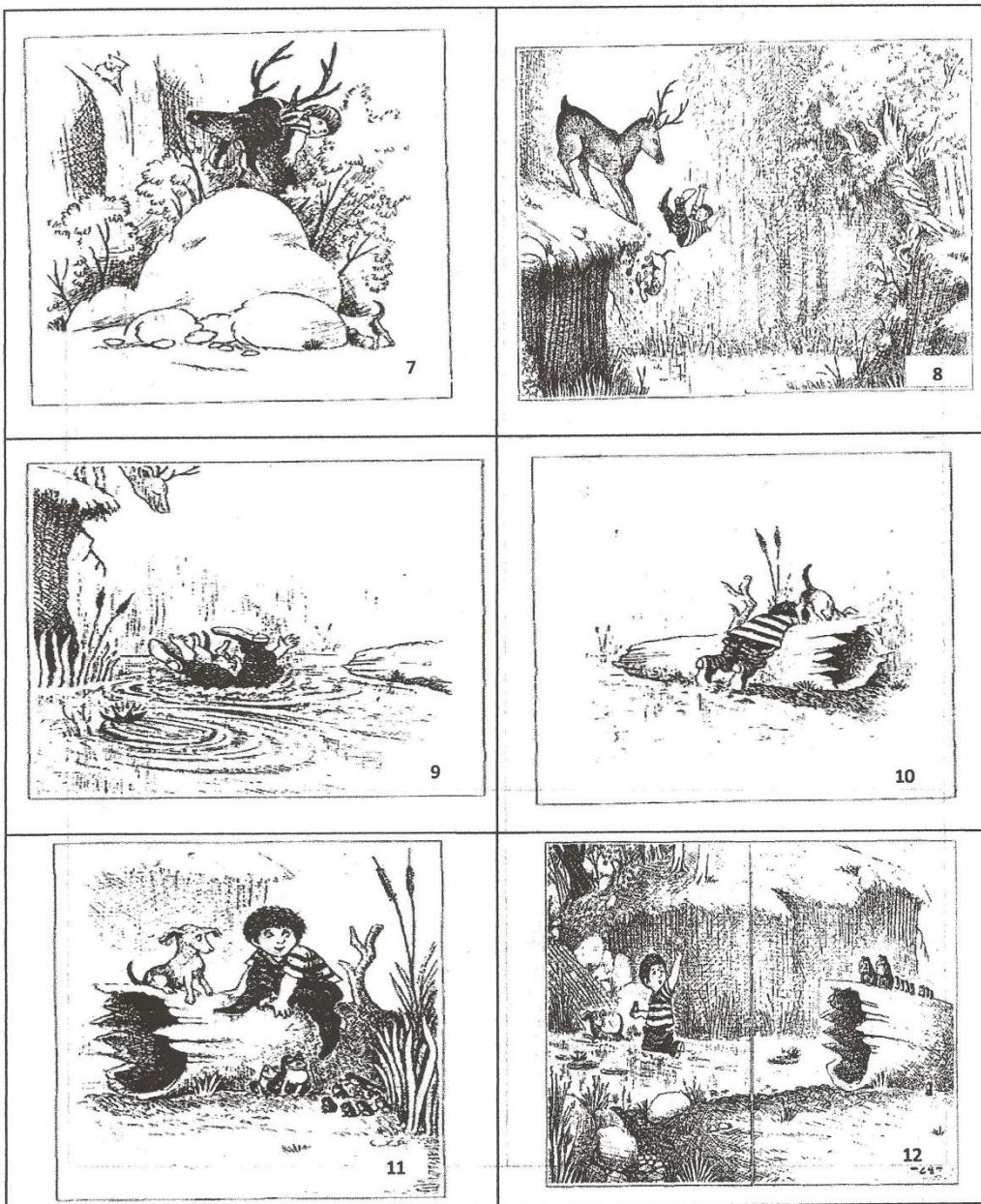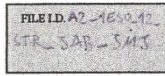
Instrucciones: Escribe en inglés tu propia historia sobre las viñetas de la rana. Usa las viñetas como guía, pero puedes añadir o quitar ideas e imaginar tu propia historia de la rana.
Recuerda: esto no es un examen y no se puntuará. Tan sólo nos interesa tu **lenguaje espontaneo**, por lo que, por favor, no uses diccionario. Si te equivocas, no uses tippex, no te preocupes por los errores, simplemente táchalo, pues nos interesa ver todo lo que escribas.

One day, … (One boy) a boy and boy's dog look at frog. The boy sleep in your bed and the frog escape for vase. Ol day the boy look the vase and the frog wasn't in the vase the boy worried look for forest and shout the name of frog. The boy look in the tree and (shout) sit in a rock. The boy dron in the river because a deer push a boy the boy find a frog and look the frog & family and wave goodbye

Appendix 4: Profficiency level test

English
Unlimited Placement test

Written test   A1 to C1

- Choose the best answer for each question.
- Stop when the questions become too difficult.
- Spend no more than 40 minutes on the test.

1 Where _____ from?
   I'm from Russia.
   A you are   B you   C are you

2 We have _____ house in Moscow.
   A any   B a   C an

3 I have two _____, a boy and a girl.
   A sons   B daughters   C children

4 I work in a _____. I'm a doctor.
   A hospital   B hotel   C supermarket

5 This is my brother. _____ name's Paul.
   A Her   B His   C He's

6 _____ five people in my family.
   A They are   B There is   C There are

7 I get up _____ 7 o'clock in the morning.
   A for   B at   C in

8 I like apples, but I _____ bananas.
   A don't like   B like   C do like

9 Excuse me, _____ speak French?
   A do you   B you do   C you

10 How much are _____ shoes?
    A this   B these   C that

11 Where are my glasses?
    They're _____ the table.
    A at   B on   C in

12 My sister _____ tennis very well.
    A plays   B play   C playing

13 I usually go to work _____ train.
    A on   B with   C by

14 I don't see my parents very often _____ they live in South Africa.
    A so   B but   C because

15 Rosie stayed _____ home yesterday afternoon.
    A in   B at   C to

16 Last night I _____ to the cinema.
    A went   B did go   C was

17 The _____ is quite expensive but the food there is excellent.
    A film   B restaurant   C book

18 Do you want to listen to music or _____ TV?
    A see   B look   C watch

19 _____ were you at the weekend?
    I was in Scotland.
    A When   B Where   C What

20 _____ you have a good time at the party?
    Yes, it was fun.
    A Did   B Were   C Had

21 Are you _____ English teacher?
    A Maria   B Marias'   C Maria's

22 Bob will meet _____ at the airport.
    A us   B we   C our

23 I'm going to a concert tonight. _____ you like to come?
    A Do   B Are   C Would

24 _____ use your dictionary?
    Sure. Here you are.
    A Could I   B Could you   C Do I

25 I like this apartment but the _____ is too expensive for me.
    A money   B rent   C cost

26 Excuse me, how do I _____ to the bus station?
    A come   B get   C arrive

27 Do you sell stamps?
    Yes, we do. How _____ do you want?
    A any   B many   C much

28 Sorry I'm so late.
    That's _____.
    A OK   B great   C right

29 I'd like _____ milk in my coffee, please.
    A some   B any   C a

30 _____ a bus stop near my flat.
    A It's   B Here's   C There's

31 Is this a good time to talk?
    Sorry, no. I _____ dinner.
    A cook   B am cooking   C cooking

32 I think cycling is more dangerous _____ driving.
    A as   B like   C than

33 We _____ going to the theatre next Saturday.
    A will   B do   C are

34 _____ meet for coffee some time soon.
    A Let's   B Do you   C Shall they

35 Kamal has got a holiday home near _____ sea.
    A a   B the   C some

36 If you've got a headache, you _____ go home.
    A should   B did   C had

37 _____ ever been to New York?
    A Have you   B Are you   C Did you

38 I only get about five hours' sleep a night.
    That's not _____.
    A enough   B lot   C too much

39 Did Amina finish the report?
    No. She _____ it tomorrow.
    A finishes   B is going to finish   C finished

40 Paula _____ loves working with children.
    A very   B really   C much

41 Is Ottawa the capital of Canada?
    I think _____.
    A is   B yes   C so   D right

42 We never _____ a television when I was a child.
    A have had   B hadn't   C had   D didn't have

43 We paid the restaurant bill _____ credit card.
    A to   B with   C on   D by

44 The last time I _____ Joanna was in Paris.
    A have seen   B saw   C see   D was seeing

45 If you _____ money from a friend, you should always pay it back promptly.
    A borrow   B earn   C spend   D lend

46 Can I make myself a cup of coffee?
    Of course. You _____ to ask.
    A haven't   B mustn't   C needn't   D don't have

47 I _____ a lot of sport in my free time.
    A do   B practise   C make   D exercise

48 _____ anywhere interesting recently?
    A Do you go   B Have you been   C Are you going   D Will you go

English
Unlimited Placement test Written test   Photocopiable © Cambridge University Press 2010   1

English
Unlimited Placement test Written test   Photocopiable © Cambridge University Press 2010   2

English
Unlimited Placement test Written test   Photocopiable © Cambridge University Press 2010   3

English
Unlimited Placement test Written test   Photocopiable © Cambridge University Press 2010   4

49 It's Walter's birthday on Friday. He _____ be 30, I think.
A should   B can   C will   D shall

50 Learning the piano isn't as difficult _____ learning the violin.
A like   B so   C than   D as

51 If the weather _____ bad tomorrow, we can go to a museum.
A will be   B was   C is   D would be

52 About a billion cans of Coca-Cola _____ drunk around the world every day.
A is   B are   C was   D were

53 My mum's not very well.
Oh, _____ .
A it doesn't matter   B I do apologise   C sorry to hear that   D not bad, thanks.

54 Hans isn't here. He _____ to see his grandmother. He'll be back tomorrow.
A has gone   B had been   C has been   D had gone

55 Would you mind changing my appointment? _____ time on Friday is fine.
A Next   B All the   C Every   D Any

56 When I was a child, I _____ climb the wall and jump into our neighbours' garden.
A would   B did   C have   D used

57 Have you finished _____ the wall yet?
A paint   B to paint   C painting   D painted

58 Can you help me? I've tried _____ hotel in the city and can't find a room.
A many   B any   C every   D all

59 Lena used to find work boring _____ she became a nurse.
A unless   B until   C if   D since

60 If I _____ closer to my office, I could walk to work.
A lived   B would live   C had lived   D live

61 I _____ outside the cinema when suddenly a police car arrived.
A stood   B was standing   C have stood   D am standing

62 Shall we go to The Riceboat for dinner?
It _____ be fully booked. They're sometimes busy on a Monday.
A will   B may   C can   D must

63 We've _____ come back from a trip to India. It was amazing.
A already   B yet   C just   D only

64 I've got to be at work in five minutes.
Don't worry, I _____ you a lift if you want.
A give   B am giving   C 'll give   D 'm going to give

65 My doctor advised me _____ more exercise.
A take   B taking   C having taken   D to take

66 I couldn't _____ up with the noise in the city, so we moved to the countryside.
A put   B live   C set   D take

67 There's no name on this dictionary.
It _____ be mine then. Mine's got my name on the front.
A might not   B mustn't   C won't   D can't

68 Julia _____ married since she was 20.
A is   B was   C has been   D is being

69 Don't worry if I _____ late tonight. I'm going to the gym after work.
A am   B will be   C would be   D was

70 I've got a terrible headache, and it won't go away.
Have you tried _____ some aspirin?
A to take   B take   C took   D taking

71 Boxing is a sport _____ requires a lot of speed and fitness.
A it   B that   C what   D where

72 Jon _____ working on this project for a couple of months so he hasn't made much progress yet.
A is only   B has only been   C was only   D had only been

73 I was wondering _____ I could ask you some questions.
Sure, go ahead.
A what   B if   C that   D how

74 What clothes should I pack for a trip to Boston?
Well, it depends _____ the time of year that you go.
A on   B with   C up   D to

75 I've finished this salad and I'm still hungry. I _____ ordered something more filling.
A must have   B would have   C should have   D may have

76 Do you ever ask your neighbours to do favours _____ you?
A for   B to   C with   D about

77 Some married couples seem to get more _____ over time.
A alike   B same   C like   D equal

78 I don't know how much this card costs. The price label's _____ off.
A gone   B taken   C done   D come

79 Ben got the job because he _____ a very good impression at his interview.
A made   B did   C put   D took

80 Salsa music always _____ me of my trip to Cuba.
A remembers   B realises   C recognises   D reminds

81 I _____ to be picking Tom up at the station but I've lost my keys.
A am supposed   B am requested   C am intended   D am obliged

82 How about going to Colours nightclub?
There's no _____ I'm going there. It's awful!
A hope   B way   C time   D opportunity

83 By the age of 18, I _____ not to go to university.
A had decided   B decided   C have decided   D was deciding

84 I'm afraid your car _____ repaired before next week.
A hasn't been   B wasn't   C wouldn't be   D can't be

85 The amount of organically grown food on sale has _____ enormously in recent years.
A raised   B lifted   C increased   D built

86 Can you believe it? A woman has been _____ for hacking into the computer of her online virtual husband.
A accused   B suspended   C arrested   D suspected

87 You may borrow my laptop _____ you promise to look after it.
A unless   B in case   C as long as   D although

88 It's a huge painting. It _____ taken ages to complete.
A must have   B can't have   C should have   D won't have

89 Pierre tends to put _____ dealing with problems, rather than dealing with them immediately.
A down   B off   C over   D away

90 If the taxi hadn't stopped for us, we _____ standing in the rain.
A were still   B would still be   C are still   D will still be

91 My mother's Italian, so _____ the language has been quite easy for me.
A to learn   B learn   C having learned   D learning

92 _____ I had the talent, I still wouldn't want to be a movie star.
A In case   B Even if   C Provided that   D However much

93 The factory workers threatened _____ on strike if they didn't get a pay rise.
A going   B to go   C that they go   D to have gone

94 I was about to go to sleep when it _____ to me where the missing keys might be.
A remembered   B happened   C appeared   D occurred

95 There's going to be a new department at work. They've asked me to _____ it up.
A take   B set   C put   D bring

96 If the film is a _____ success, the director will get most of the credit.
A big   B high   C large   D good

97 By the end of today's seminar I will _____ to each of you individually.
A speak   B have spoken   C be speaking   D have been speaking

98 This is a photo of my little sister _____ ice cream on the beach.
A eat   B eating   C was eating   D having eaten

99 Our students take their responsibilities very _____ .
A considerably   B thoroughly   C seriously   D strongly

100 Pia was _____ delighted with the birthday present.
A very   B completely   C fairly   D absolutely

Appendix 5: Data collecting schedule at I.E.S. San Juan de la Cruz:

JUAN ARDÉBOL

HORA	GRUPO	Nº alumnos aprox.	PROFESORA
9 – 10	1º Bachillerato - A	35	Mª Jesús Sánchez
10 – 11	1º ESO – B	30	Elena Hernández
11.30 – 12.30	3º ESO – D	20	Patricia Vera
12.30 – 13.30	2º ESO – D	25	Esther Ramos
13.30 – 14.30	4º ESO – C	15	Elena Hernández

Appendix 6: Transcribed texts:

FILE_NAME: A2_1BACH_16_SJC_JAB_ANP
LEVEL: A2
INITIALS: ANP
NICK: NO
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF:B2
WRITING_SELF:B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2011
MONTHS_EXTRAMURAL: ONE MONTH
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy has $_RWU_¿ a frog. One night the frog ecaped. The next day the boy $_RWR_look_at look at vase. $_RWR_The_frog He had worried because the frog escaped. The boy look for frog, and a deer help to find.

FILE_NAME: A2_1BACH_18_SJC_JAB_CMM
LEVEL: A2
INITIALS: CMM
NICK: NO
AGE: 18
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH

LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF:A1
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... I was $_RWR_wicth with my frog and my dog, I went to the $_RWR_bed sleep, when wake up my frog was escape. I was worried, I look for, shouted, in the forest. I didn't find it for this I waved goodbye. After I went to my house and I found with all his family.

FILE_NAME: A2_1BACH_18_SJC_JAB_JMG
LEVEL: A2
INITIALS: JMG
NICK: YIGU
AGE: 18
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF:A1
WRITING_SELF:A1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO

WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... one boy was looking at his frog with his dog when arrived the night, the boy go to the bed for sleep. and his frog $_RWU_¿ escaped. The boy at the next day looked at his frog.

FILE_NAME: A2_1BACH_18_SJC_JAB_VDM
LEVEL: A2
INITIALS: VDM
NICK: PLATA
AGE: 18
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: B1
READING_SELF:A2
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:YES
WHERE_STAY?: IRELAND
WHEN_STAY?: 2011
MONTHS_STAY: 3 WEEKS
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: ONE YEAR
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... when a boy go to bed, he stayed his $_RWR_for frog in a bottle a it scaped and when the boy get up the frog didn't stayed in the vase and he's worriend and go to look for his frog with his dog in the forest

FILE_NAME: B1_1BACH_16_SJC_JAB_APR
LEVEL: B1
INITIALS: APR

NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF:A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?:NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WATCHING FILMS
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a children was $_Ins_very_happy with his animals: a bit dog, and one frog; in front of his bed. By the $_RWR_nigh $_RWR_nich night the frog a left $_RWR_of the vase of the floor while When $_Ins_the_boy $_Ins_was_sleeping the boy look at floor and didn't see the frog, he went to look for it. very worried. He went to forest and shouted very worried the name of the frog. When he was $_Ins_holding* looking for the frog $_RWR_in *(one rock) suddenly one deer pushed him and he $_RWR_pushed_of dropped to the river. He try to find something to catch. $_Ins_Finally_he_found one branch and he could went of there. But when he was left the forest he saw his frog and very happy wave goodbye and he returned to home.

FILE_NAME: B1_1BACH_16_SJC_JAB_IPD
LEVEL: B1
INITIALS: IPD
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH

AGE_EXPOSURE: 6
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF: A1
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC AND INTERNET
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a little children and your dog was sitting in the bedroom. They were watching a frog in a vase. The boy and dog were sleeping when the frog escaped to the vase. At morning, when the boy waked up, he looked that his frog was not there. The boy and his dog gone to the forest to look up his frog. The boy was worried and shouted his name. He discovered a bee's group and he $_RWR_hand $_Unr_¿ to tree's branch. When bees left the wood, the boy up at a rock and he saw a strange thing. The strange thing was a deep! The deep pushed to boy and he falled into the river, and his dog too. They found a trunk in the water and they holded their hands in it. When they left the river, they saw a frog's group and they saw his frog! Finally, they waved goodbye and left the wood.

FILE_NAME: B1_1BACH_16_SJC_JAB_JA
LEVEL: B1
INITIALS: JA
NICK: PONCE
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 4
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO

WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2009
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the boy and $_RWU_¿ his dog chased a frog and could not escape was locked in a glass jar, but at night while the boy slept the frog escaped. When the bou woke up he saw that the frog had escaped and came out with his dog to search the frog in the woods. The boy could not find the frog and unwittingly callous to a pond where he was he family of the frog, so he could find and return home together.

FILE_NAME: B1_1BACH_16_SJC_JAB_JF
LEVEL: B1
INITIALS: JF
NICK: NO
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 9
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 9
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2011-2012
MONTHS_EXTRAMURAL: 5 MONTHS
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO

COMPOSITION: One day,... I have a frog, My frog was green and she has a big eyes. I remembered when I slept in my bed, my frog was in her vase, she slept there but when I woke up, my frog wasn't in her vase. I was worried, my frog had never escaped. I waited one day but My frog diden't retun. The next day I went to look for my frog with my dog. I thought my dog could smell my frog but he wasn't usefull. I went to the forest and I began to shout but my frog didn't retun. I had found a tree, nert to the big rock $_RWR_but I thought I found my frog there, but when I $_RWR_looked_at $_RWU_¿ looked $_RWR_for up I saw two bee. Finally I had ran next to the river and never retun. I said goodbye.

FILE_NAME: B1_1BACH_16_SJC_JAB_NMM
LEVEL: B1
INITIALS: NMM
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF:A1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 5
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2010
MONTHS_EXTRAMURAL: 9 MONTHS
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the boy and her dog look at the frog on the floor. The frog is into a vase, then they $_RWR_going go to bed and the frog escape in the night. When he going to see the frog he see $_RWR_the it is escape and he worried for $_RWR_this this. Then they go to look for the frog in the forest and the boy shout. The boy is on a tree and the dog is across the bees. The boy hold a branch but this is isn't a branch it is a deer. The deer throw the boy and push, he fall at the river. He is on the water. He see a trunk and $_RWR_it he use it for escape to the water. Finaly they found a the frog the family of the frog leave it in the hand of the boy and he said goodbye.

FILE_NAME: B1_1BACH_16_SJC_JAB_VCA

LEVEL: B1
INITIALS: VCA
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TALKING WITH FRIENDS WHO ARE NATIVE SPEAKERS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... was a boy looking at a vase, where was a frog, and next ti the vase, was a $_RWR_dog cool dog. In the night, while the boy was sleeping, the frog escaped to his vase. When the boy $_RWU_¿ got up, the frog wasn't in the vase, the children was worried. The boy went out at look for to the frog, he shout and shout $_RWU_¿ his dog, help to, $_Ins_the children. This boy was in the rock, taking a branch for didn't fall. However, $_RWR_the a deer arrived to the rock and pushed at boy, this fall in $_RWR_river water. He was in a river, his dog gave his hand and help at getting up. The boy $_Unr_¿ to a trunk, he left to look for a frog. Finally, this boy fond his frog and wave goodbue a frog's family.

FILE_NAME: B1_1BACH_17_SJC_JAB_ICT
LEVEL: B1
INITIALS: ICT
NICK: SMILE
AGE: 17
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH

LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A2
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2008/2009
MONTHS_EXTRAMURAL: 9 MONTHS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC, READING AND WATCHING FILMS
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy called John who had a frog went to bed and $_RWR_as while $_RWR_when he was asleep with his dog, the frog escaped. When the boy woke up and he didn't see his frog he went to the near forest because he was very worried, he looked for the little frog hard. On the one hand the boy looked for $_RWR_a into a tree. On the other hand his dog was seeing bees. When the boy was above rock a deer pushed him and he falled down in a clean lake, when he $_RWR_try tried to leave the water he grabbed a truck his dog and John found his frog with his family. John took his frog with a smile and wave goodbye with his hand to return home.

FILE_NAME: B1_1BACH_17_SJC_JAB_LGC
LEVEL: B1
INITIALS: LGC
NICK: LIDYA
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF:B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD:NO

WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... $_RWR_the a boy has a frog in a vase, he loves the frog very much, he played with the frog and his dog cub. The boy isn't tired to look at the frog in the vase at the floor with his dog who smelled at frog always. In the night while the boy was sleeping $_Ins_in_the_bed, the frog escape of the vase. In the morning the boy was very worried and looks for the frog with his dog. They go to the forest and shout the $_RWR_name frog's name. The boy look for the frog in a tree and the dog find a bees in a tree, they run away very fast. The boy jump up of rock and hold him in a branch, isn't a branch is a deer! The deer push at the boy and the dog, they fall in a river, they go out of the water and $_Ins_they hold in a trunk, they find a family frog! The frog jump forwards the boy, the boy caught the frog with his hand and they leave the family's frog $_RWR_soy and wave goodbye. $_RWR_They_go_home_again_very_happy. The boy, his dog and his frog go home very happy. The end.

FILE_NAME: B1_1BACH_17_SJC_JAB_LMT
LEVEL: B1
INITIALS: LMT
NICK: NO
AGE: 17
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 9
SPEAKING_SELF: A1
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO

ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the frog was in a vase. There, a boy and a dog look at the frog. Then, the frog escaped when the boy was sleeping. When the boy got up $_RWR_he he saw the frop wasn't $_RWU_¿ at look for the frog. Suddenly, the boy found some bees. The boy hold with the branch in the rock when a deer push his and drop his and the dog. $_RWR_They_drop in the river. The boy found a traunk in the water and he $_RWR_holded climbed it for go out at the water when he and his dog were in the truck found the frog at other side the truck $_Ins_with_his_family. The boy was happy and played with the frog in the river $_RWR_Then, the dog wave goodbye at the family of his frog and they $_RWR_went returned to home.

FILE_NAME: B2_1BACH_16_SJC_JAB_EGS
LEVEL: B2
INITIALS: EGS
NICK: ESTHER
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2000
MONTHS_EXTRAMURAL: NINE MONTHS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... on a beautiful night, one boy whose name was James was very happy because he had a frog. He $_RWR_staye spent a lot of time with it and named $_RWR_the it $_Unr_¿ name was Bebby. After, he went to sleep and while he was sleeping,

the frog $_Unr_¿ away from the bottle where the boy kept it. On the morning when he got up, he saw that his frog wasn't in the bottle so he felt very sad. Minutes later he thought that he and his dog could looked for it in the forest. They looked for it in a tall tree and in it there was a lof of bees. They looked for it in the stones too, and there $_RWR_be a deer caught him and threw him in a river. He and his dog could go out the water, and when they looked behind the $_RWR_tree trok, they found the frog Bebby. He caught his frog and wave goodbye to all the Bebby's family. They were very happy.

FILE_NAME: B2_1BACH_17_SJC_JAB_CPM
LEVEL: B2
INITIALS: CPM
NICK: CEPUE
AGE: 17
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF:B2
WRITING_SELF:B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:YES
WHERE_STAY?: ENGLAND
WHEN_STAY?: NO
MONTHS_STAY: 3 WEEKS
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2002
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... A boy was looking his new frog, he had caught it in the morning and he was so proud, but, when he go sleeping, the frog scapes to go with his family, later, the $_RWR_her boy wokes up and he feels very sad, he $_RWR_wats wants $_RWR_to his frog, $_RWR_he in this moment, he decides to looking for his frog, he searchs it in the wood neer his house, but he has an accident with a deer which pushs him to a river, he finds a trunk and he be capable of save his life, then he meets $_RWR_the a family of frogs and he catch one, finally, he has his frog and he was so happy, but he decides to gives his frog a comfortable home and he buys it a large and beautiful cage where the frog loves very happy and once a week he lets it to go and visit it family.

FILE_NAME: B2_1BACH_17_SJC_JAB_RAS

LEVEL: B2
INITIALS: RAS
NICK: RACHI
AGE: 17
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1: SPANISH
FATHERS_L1: SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 10
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF:B2
WRITING_SELF:B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a little boy found a frog, he likes the frogs, so he wanted to make her a $_RWR_pot pet. When he was going to sleep he $_RWU_¿ leave the frog inside $_RWU_¿ a vase. During the night the frog jumped out the vase and go away. When the boy got up he saw the vase and the frog isn't there. He started looking for the frog $_RWR_tro in the forest, shouting frog, frog!! He saw a hole in a trunk and decided see $_RWR_w inside, in that moment many bees frog a beehive follow the dog of the boy. The boy was worried $_RWR_and and get on a tock and shouted again. The boy $_RWR_fell saw the horns of a deer and thought it were branch he got trapped in the branchs and the deer, furious drop him and the dog into the river. Luckily $_RWR_g he leaves from the river and sits in a trunk, when he open his eyes he saw a family of frog and the dad were his frog, so he decided leave the frog in nature ang waved goodbye.

FILE_NAME: C1_1BACH_16_SJC_JAB_ADM
LEVEL: C1
INITIALS: adm
NICK: NO
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)

L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 9
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 9
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE HE WAS 9
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WATCHING FILMS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Tobby and his little dog Poppy, were one day in the forest when they found a frog, they took it to their house and they put it in a jug of glass, as the matter of fact they had been all day walking, as soon as the sun set, they went to sleep. The next day they realised that the frog had escaped so they decided to seek for the frog, worried that something could have happened. Tobby and his dog went to the forest again and they started shouting and barking trying to tell the frog they were there. Tobby $_Ins_was climbing up a tree while Poppy was running away from the bees. Hidden behind a rock the frog was staring at them. It was getting a bit late $_RWR_by but they still were looking for their lost friend. Tobby was in a rock and Poppy, exhausted because of the seeking, was having a break near him. Suddenly, a deer appeared and caught Tobby by surprise, meanwhile Poppy was looking inside a hole that was in a rock. The deer started running with Tobby in his horns and dropped him in the river. Poppy was following them so fast that when he had to break he couldn't and fell down too. Tobby, because of the fall, fainted but Poppy was there to push him to land and save him. When he woke up, he saw his little friend with a new family, $_Unr_¿ founded the true love. After telling the frog they were looking for it, Tobby and Poppy decided they had to let them alone so they waved $_RWR_goodby goodbye $_RWR_and_let_them

FILE_NAME: C1_1BACH_16_SJC_JAB_GGS
LEVEL: C1
INITIALS: GGS
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH

MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:YES
WHERE_STAY?: USA
WHEN_STAY?: 2011
MONTHS_STAY: 5 WEEKS
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2002
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WATCHING TV SERIES
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Alexander, a small boy, was playing with his $_RWR_dog pets, a dog and a frog. He was having fun but it was too late for keep playing so he decided going to the bed. While he and the dog were sleeping the frog jumped out of the vase and escaped. The next morning he realised that the frog was missing. So he and the dog went out to the forest $_RWR_for_to and looked for the dog. Alex didn't stopped of shouting $_RWR_and_he_was $_RWU_¿ $_RWR_and_the bout the time was passing for without any signe of the frog. After having some problems with bees and a deer, which pushed them $_RWU_¿ into a river they finally found the frog; it was with lots of others frog. At the end $_RWR_they_returned_home the three returned home after waving goodbye to the others frog.

FILE_NAME: C1_1BACH_16_SJC_JAB_GMC
LEVEL: C1
INITIALS: GCM
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF:B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH

ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2002
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... in the night, I was in my bedroom with my little dog looking at the frog I'd cathced that morning in the river. later, when the sky was too dark, Idecided to go to the bed. Next morning, I woke up very early $_RWR_but for playing with my frog, but I realised it wasn't in the vase, it had escaped. I was very sad and worried so I went to the forest and looked for $_RWU_¿ it shouting its name, Teodoro. It didn't appeared but I continued searching and shouting. I walked for hours and suddenly, while I was on a rock holding a branch, a deer appeared and my dog and me, both $_RWU_¿ fall in a river. Few minutes later, I was on a trunk with my dog and I saw my green frog. It was with its family $_RWU_¿ finally, my dog, Teodoro and me came back home happy to be together.

FILE_NAME: C1_1BACH_16_SJC_JAB_ROP
LEVEL: C1
INITIALS: ROP
NICK: bEPURPIE
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2001 UNTIL NOW
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES

WHICH_ADDITIONAL_EXTRAMURAL: INTERNET AND WATCHING FILMS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy called Max was playing with his dog and his frog but $_RWR_I
it was too late so he had to go to bed. While he was sleeping the frog escaped from the vase
$_Ins_that it was in. The next morning the frog wasn't in the house, it had left it. Then Max
decided to look for his frog with the dog. They went to the forest, but the frog didn't appear.
Suddenly they found a deer that push Max and his dog into the water. They swim through a
trunk and then they find the frog but it was with his family so Max decided to leave the frogs
there and to go home with his dog.

FILE_NAME: C1_1BACH_16_SJC_JAB_RPF
LEVEL: C1
INITIALS: RPF
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?: USA AND ENGLAND
WHEN_STAY?: USA THREE TIMES AND ENGLAND TWICE
MONTHS_STAY: USA ONE WEEK EACH TIME, AND ENGLAND 15 DAYS EACH TIME
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2000 UNTIL NOW
MONTHS_EXTRAMURAL: 9 MONTSH A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WATCHING FILMS AND TV SERIES, AND READING
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the little boy Tom decided to keep a nice frog with him, just
$_RWR_in_order_to because he thought his dog was feeling lonely. Suddenly, at night, the
frog went out of the box and started to live on its own. The next morning Tom woke up and
realised that his frog wasn't there. He was really worried that something bad could had
happened to it, so as to make sure his frog was fine he started to look for it all around the
forest. Tom and his dog started to shout in order to make themselves $_RWR_lis heard. They

also climb trees and rocks just because they thought they wald have a better view from there. Although it was a little forest, a great number of dangers were waiting for this boy and his dog. Suddenly while Tom was on a big rock, a deer stopped. But then, they unfortunately fell into a river and got wet. This accident didn't stop the search of this $_RWU_¿ brave boy, and that's why by chance, they finally fand the little frog. They then understood why it had escaped: It has a beautiful family waiting $_RWR_Tom for it! Tom decided that his frog wald be happier living with its family, so as to not disturb them more he put his hand up and waved goodbye to them. Tom and his dog arrived home exhausted but happier than ever. And he decided that, at least once a month, he wald go to the forest to visit this fantastic family of frogs!

FILE_NAME: A1_2ESO_15_SJC_JAB_LGN
LEVEL: A1
INITIALS: LGN
NICK: MANDRIL
AGE: 13
SEX: FEMALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A1
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF:A1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... The boy look at the frog, but last night the frog escape at the forest. The boy and his dog at get up and look for the frog. They look at the trunk and the rock. The deer push at boy and dog and fall at water. The boy and dog find $_RWR_a the $_Ins_his frog and nine frogs.

FILE_NAME: A1_2ESO_15_SJC_JAB_MVC
LEVEL: A1
INITIALS: MVC
NICK: MARIQUILLA

AGE:	15
SEX:	FEMALE
COURSE:		2ESO
SCHOOL:		IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:	SPANISH
FATHERS_L1:	SPANISH
MOTHERS_L2:	SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE:		10
SPEAKING_SELF:		B1
LISTENING_SELF:		B1
READING_SELF:B1
WRITING_SELF:B1
OTHER_LANGUAGE:	NO
WHICH_LANG:	NO
ENGLISH_MARK_LAST_YEAR:	5
STAY_ABROAD:NO
WHERE_STAY?:NO
WHEN_STAY?:	NO
MONTHS_STAY:		NO
EXTRAMURAL_INSTRUCTION:	NO
WHEN_EXTRAMURAL:	NO
MONTHS_EXTRAMURAL:		NO
ADDITIONAL_EXTRAMURAL:	NO
WHICH_ADDITIONAL_EXTRAMURAL:	NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS:	NO
BILINGUAL_EXTRA_HOURS_SUBJECTS:	NO
COMPOSITION: One day,... a boy and a dod look at frog, and she was escape. Two day, she was escapa, a dog and a boy sleep the bed. Three day, boy worried shout par look for and forest. four day, boy worried shout par look an forest. five day, she look four an forest and trunk subido. six day, branch no aparechida and rock. seven day, He boy was an ciervo water an lago nine day, he boy an lago.

FILE_NAME:	A2_2ESO_13_SJC_JAB_AMM
LEVEL:	A2
INITIALS:		AMM
NICK:	ANA
AGE:	13
SEX:	FEMALE
COURSE:		2ESO
SCHOOL:		IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:	SPANISH
FATHERS_L1:	SPANISH
MOTHERS_L2:	SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE:		8
SPEAKING_SELF:		A1
LISTENING_SELF:		A1
READING_SELF:A1
WRITING_SELF:A1

OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the boy is in the bethroom, with your dog and your frog. The boy is $_Ins_sleep in bed. $_RWR_The_next_day In the night the frog escape. The next day look at the vase. He's worried. He's look for the frog. The boy in the forest shout. $_RWU_¿ He up the rock and shout. The boy under in the deer $_RWR_drop. The deer push $_RWR_or the boy and he's drop in the river. $_RWR_N At the finish, find de frog, $_RWR_y and wave goodbye the $_RWR_d frogs, $_RWR_in the river.

FILE_NAME: A2_2ESO_13_SJC_JAB_JA
LEVEL: A2
INITIALS: JA
NICK: PANADERO
AGE: 13
SEX: MALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 9
SPEAKING_SELF: A1
LISTENING_SELF: B1
READING_SELF: A2
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 4
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO

BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the boy have got a dog and frog, the last day the frog
$_RWR_wave_goodbye escape. The boy was worried look for the forest. The boy look for and
shout the boy was in the rock. The deer push at the boys and fall at the river. The boys trunk
and the boy and wave goodye.

FILE_NAME: A2_2ESO_13_SJC_JAB_JSM
LEVEL: A2
INITIALS: JSM
NICK: GAFILLAS
AGE: 13
SEX: MALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy capter a frog. Later, a boy is sleeping, and the frog scape. A
next day a boy $_RWU_¿ don't saw a frog. He's worried. He look for a forest but he doesn't
saw. He up a rock, he up a tree, but he doesn't saw. He saw a deer, $_RWU_¿ he push a river.
And finally he saw the frog but she have got family. $_RWU_¿ He wave goodbye to frog.

FILE_NAME: A2_2ESO_13_SJC_JAB_JTS
LEVEL: A2
INITIALS: JTS
NICK: NO
AGE: 13

SEX: MALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF:C1
WRITING_SELF: C2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a $_RWU_¿ boy play with his dog and his frog. When the boy go to sleep the frog scape for the window. When the boy get up $_RWR_the_vase_of_the_frog the frog is disapeard. The boy worried, look for the frog. The dog smell but the frog isn't in the house. The boy look for in the forest it there isn't but any frog. The boy shout. The dog find a bees. The boy find a deer. The deer push $_RWR_at the boy and drop in the water. The boy and the dog fall $_Unr_¿ the river. They found a trunk. The boy and the dog see a frog with her family. They leave the frog with her family and wave goodbye.

FILE_NAME: A2_2ESO_13_SJC_JAB_LMP
LEVEL: A2
INITIALS: LMP
NICK: MDEMIA
AGE: 13
SEX: FEMALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF:B1

WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 8
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: SHE PRACTICES WITH HER MOTHER
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy $_RWR_caught_a_frog_and has got a frog in a vase. At night the boy $_RWR_go went to sleep and the frog escaped. In the morning the boy looked out at the forest for look for a frog. The boy $_RWR_and shout to frog. He look for it under the tree, in the rock... Suddenly a deer push the boy and he called in the river. The boy put his hands in a trunk and the trunk brought the boy.

FILE_NAME: A2_2ESO_13_SJC_JAB_MMC
LEVEL: A2
INITIALS: MMC
NICK: MANUEL
AGE: 13
SEX: MALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 9
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2008 UNTIL NOW
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO

BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy catch a frog in the river. In the hause the boy was observing the frog every day with her dog. At night the boy went to sleep and the frog escape to the bottle and go out the house by a window. When he wake up he is go to look for the frog, but the frog there isn't in the bottle. The boy go to the forest to search the frog. He look into the trees and in the river but there isn't here. Her dog search too the frog but there isn't find nothing. The boy see a deer and he is scary. The deer push the boy to the river and he fall into the river. The dog push the boy to $_RWR_the a tronc behind the tronc there are some frogs. There is a family of frog. The mother frog, the dad frog and all the childrens frogs. The boy catch a small $_RWR_house frog and he $_RWR_diced decided to return to the house with the small frogs. The boy is very happy.

FILE_NAME: A2_2ESO_14_SJC_JAB_ASC
LEVEL: A2
INITIALS: ASC
NICK: PIPO
AGE: 14
SEX: MALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: C1
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the dog saw a frog $_RWR_the_boy in a vase. The boy $_RWR_a is sleeping in a bed. The frog is in a vase in a floor. The frog look at the door and scaped. The next morning the boy look at the vase and saw the vase. The frog $_RWR_do didn't stay he was worried, he went to look for a frog. He shout and shout. He went up on the rock and went at

the branch $_RWU_¿ of a $_RWR_tree tree. He stanted a deer. The deer push the boy and he is fallen at the water of a river. He saw a his frog and he was very happy. $_RWR_We They went at here house very happy.

FILE_NAME: A2_2ESO_14_SJC_JAB_LMN
LEVEL: A2
INITIALS: LMN
NICK: LULA
AGE: 14
SEX: FEMALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1: SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 3
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF:B1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 9
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy has got a frog and a dog. The boy was sleeping and the frog escape. The next day, when the boy look at vase, the frog wasn't there. The boy look for the frog in the forest $_RWU_¿ in the $_RWR_tree trunk, the frog wasn't there. Then, the boy drop, a deer push the boy and the dog in the river. There was a trunk in the river, they up. The frog was there and they wave goodbye.

FILE_NAME: A2_2ESO_14_SJC_JAB_MV
LEVEL: A2
INITIALS: MV
NICK: MARI
AGE: 14
SEX: FEMALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH

FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF:B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the boy and dog the look at the rana, the boy bed se sleep, two day. The rana se escape the boy $_Ins_was worried look for the boy shout. five, the dog and boy se forest boy were in the trunk. in the deer the push a river and drop a water. look a ford look a ford waried and fin in family and leave in the hand the rana and wave goodbue.

FILE_NAME: A2_2ESO_15_SJC_JAB_AGT
LEVEL: A2
INITIALS: AGT
NICK: NO
AGE: 15
SEX: MALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF:A1
WRITING_SELF:A1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 4
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO

MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... The boy have a frog in the vase. Two day... escape the frog. Three day... the boy is worried. Four day... The boy look for frog $_RWR_at_the_forest in the forest. Five day... The boy look for frog. Six day... The boy look for frog. Seven day... The boy find the deer $_RWR_at and drop at the water and find $_RWR_frogger frog family and find frog.

FILE_NAME: B1_2ESO_13_SJC_JAB_DRE
LEVEL: B1
INITIALS: DRE
NICK: NO
AGE: 13
SEX: MALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 4
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF:B2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 8
STAY_ABROAD:NO
WHERE_STAY?:NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2007 UNTIL NOW
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the boy was in his bedroom with his dog and his frog, the boy $_RWR_is was sleeping in his bed with his dog, the frog escaped. The next day the boy saw the $_RWR_booltle bottle; the frog $_RWU_¿ wasn't. The boy was worried and he looked for in a forest. they looked for, but they wasn't happy. The dog looked for a tree, but the frog wasn't

there. The boy saw a deer, the deer pushed a boy and $_RWR_the_b he fell to the river. The $_RWR_boy dog found a boy. Then the boy saw a trunk, he saw in a trunk and he found his frog, and they went to his house, and they played football and watching TV. END.

FILE_NAME: B1_2ESO_13_SJC_JAB_EOM
LEVEL: B1
INITIALS: EOM
NICK: ESPE
AGE: 13
SEX: FEMALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 10
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: THREE HOURS A WEEK
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WATCHING FILMS
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy was in her bedroom with his dog and his frog. It was so late, and the child was tired so he went to bed. The dog was sleeping to when the frog, jumped out of the vase and he scaped. The boy and his dog were looking at the frog, but the frog $_RWR_isn't wasn't there, and then, they shouted, but the frog didn't appear. They looked into the trees too, but they didn't $_RWR_fo find it. The dog find bees, but not the frog. The little boy shouted $_RWR_on $_RWR_a_rock $_RWR_over_on on a rock $_RWR_and_the_frog_wasn't_there $_RWR_but. When the little boy was on the rock, he take something in his hand, a branch, he think, but there wasn't a branch, it was a deer. The dee caught the boy and the dog, and he threw them into a $_RWR_lake river. In the $_RWR_lake river the two friend saw a trunk and they caught $_RWR_him it. Near, very near the trunk, they found a small family of frogs. The boy took his frog and they $_RWR_left wave doogbay to the other frogs.

FILE_NAME: B1_2ESO_14_SJC_JAB_SSR
LEVEL: B1

INITIALS:		SSR
NICK:	NO
AGE:	14
SEX:	MALE
COURSE:		2ESO
SCHOOL:		IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:	SPANISH
FATHERS_L1:	SPANISH
MOTHERS_L2:	SPANISH
LANGUAGE_AT_HOME:	SPANISH
AGE_EXPOSURE:		6
SPEAKING_SELF:		B1
LISTENING_SELF:		B1
READING_SELF:	B2
WRITING_SELF:	C1
OTHER_LANGUAGE:		NO
WHICH_LANG:	NO
ENGLISH_MARK_LAST_YEAR:		7
STAY_ABROAD:	NO
WHERE_STAY?:	NO
WHEN_STAY?:	NO
MONTHS_STAY:		NO
EXTRAMURAL_INSTRUCTION:	NO
WHEN_EXTRAMURAL:	NO
MONTHS_EXTRAMURAL:		NO
ADDITIONAL_EXTRAMURAL:	NO
WHICH_ADDITIONAL_EXTRAMURAL:	NO
BILINGUAL_PROGRAM:	NO
WHEN_BILINGUAL_PROGRAM:	NO
BILINGUAL_SUBJECTS:	NO
BILINGUAL_EXTRA_HOURS_SUBJECTS:	NO
COMPOSITION: One day,... I found a frog in a lake next to my home. I hunted $_RWR_it_but the frog but one day when I was sleeping the frog escape. When I waked up, I looked at the vase where the frog stayed. $_RWR_a And the frog $_RWR_did wasn't here! I was worried, and I look for the frog at my house but I didn't find she. I leave home to look for the frog in the lake. $_RWR_lo_arrived before $_RWR_at the lake, $_RWR_first there are a dangerous forest. In the forest I started to shout and call the frog but the frog wasn't here.
$_RWR_Next_to_the_lake When I were over $_RWR_the a rock a deer pushed me and I falled to the lake. $_RWR_In_the_water I didn't know swim but I caught a trunk. The trunk arrived at the river front and I found a family of frogs, the family of my frog. I leave my frog because I know she was happy with her family.

FILE_NAME:	B2_2ESO_13_SJC_JAB_ERB
LEVEL: A2
INITIALS:		ERB
NICK:	ELENITA
AGE:	13
SEX:	FEMALE
COURSE:		2ESO
SCHOOL:		IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:	SPANISH
FATHERS_L1:	SPANISH

MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2004
MONTHS_EXTRAMURAL: TWICE A WEEK, 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy and a $_RWR_frog dog were looking at a frog in a vase. At night the frog escaped when the boy was sleeping. In the morning the boy was worried because the frog wasn't there. He decided to go to the forest with his dog and look for the frog. He shouted and climbed a tree but he doesn't found $_RWR_his the frog. Then he go up a rock and he holded in a branch, but it wasn't a branch, it was a deer. The deer push him and he fell in a river. He $_RWR_go went out the water and holded in a trunk. After thant, he fand a family of frogs and he was speaking with they. Whem the sun goes down he left the family, $_RWR_and waved goodbye with his hand and $_RWU_¿ arrived at home.

FILE_NAME: B2_2ESO_13_SJC_JAB_JC
LEVEL: B2
INITIALS: JC
NICK: TOCAYO
AGE: 13
SEX: MALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF:A1
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO

STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2009 UNTIL TODAY
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... I was walking near a lake when I saw a little frog. I caught it with a big vase and I brought it at home. I was looking it for a long time. Then I went to bed. When I got up, the frog wasn't in the vase, so I went $_RWR_the to the forest for look for $_RWR_it $_RWR_the_frog it. I looked for every where, but I didn't $_RWR_fo find the frog. later I saw a deer and it started to run behind me. It push me and I fall dived in the river. Then I was looking for the frog again. I jumped a trunk and I saw the frog $_RWR_whit with its $_RWR_famill Family. So, I thought that $_RWR_it_will_be_better leave the frog whit its family will be better than catch it and leave the rest of the family alone, $_RWR_so $_RWR_and_I_v I said bye and I went home.

FILE_NAME: B2_2ESO_13_SJC_JAB_JCB
LEVEL: B2
INITIALS: JCB
NICK: JERB
AGE: 13
SEX: MALE
COURSE: 2ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 10
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2009
MONTHS_EXTRAMURAL: FOUR YEARS
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO

BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy and his dog were looking at a frog in the boy's bedroom. The frog was in a vase. It was late, so the boy went to bed. While he was sleeping the frog got out from the vase and it escaped. In the morning the boy and his dog $_Unr_¿ at the vase, and... ¡the frog wasn't there!. So he decided to look for it. $_RWR_First He went to the forest and shouted the frog's name, but it wasn't there. After that he look for it in $_RWR_the some trees, but it wasn't there. In one tree there was a beehire, and the bees got out from there, so the boy and his dog run away. To look for the $_RWR_for frog, he climbed up a rock, and he $_RWR_hold held on his dog, and he threw them into a lake (or a river, I don't know). They swam to the land, and they get on a trunk. On the trunk, they saw the frog with his family on the floor. The boy put the frog on his hand, $_RWR_he and he wave goodbye.

FILE_NAME: A2_3ESO_14_SJC_JAB_AJR
LEVEL: A2
INITIALS: AJR
NICK: CHINO
AGE: 14
SEX: MALE
COURSE: 3ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1: SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2012
MONTHS_EXTRAMURAL: 2 MONTHS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Estevan was looking a frog what caught in the river. Estevan have played when he $_RWU_¿ has to go to bed. Her dog smell a frog and played wich she. When Estevan was slept, the frog escape of vase in she was. At next day Estevan get up, he was worried because her frog was dissapointed. Estevan was go look for her frog, he shouted and

shouted but the frog not found. Estevan and her dog go to forest for look for the frog, They look in trunk and tree. The boy look in a small tree and $_RWU_¿ much bee go to atack the dog. Estevan $_RWR_was climbing a rock for look for the frog and he shouted. Estevan not found her frog and they returned at their house, go to bedroom and the frog was in the bed.

FILE_NAME: A2_3ESO_14_SJC_JAB_ASC
LEVEL: A2
INITIALS: ASC
NICK: RYZE
AGE: 14
SEX: MALE
COURSE: 3ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: NO
SPEAKING_SELF: B2
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: CATALONIAN
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... This boy $_RWR_found take one bottle $_RWR_with and he go captured one frog. The boy was happy, but when he steyed in $_RWR_you $_RWR_him his bed the frog escaped in the garden. $_RWR_and This boy was worried and upset. He run go to the garden and shouted the frog. He look for the frog 2 houts. $_RWR_and_he The dog $_RWR_frightened pushed a trunk and more bees choped of $_RWR_him his. Later the boy $_RWR_wave_goodbye_the_frog fell in the water.

FILE_NAME: A2_3ESO_14_SJC_JAB_MSB
LEVEL: A2
INITIALS: MSB
NICK: CHATI
AGE: 14
SEX: FEMALE
COURSE: 3ESO

SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B2
LISTENING_SELF: C1
READING_SELF: B2
WRITING_SELF: C1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: FROM 2005 UNTIL NOW
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WATCHING FILMS AND TV SERIES
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Jon have one new animal, his name is tor and he is green. $_RWR_Thi This night Tor go out and the nex day Jon didn't find Tor. He go to the mountain, but he didn't saw Tor. He $_RWR_saw look for in the forest but he didn't saw. He sit in the rock and shout "Tor" but Tor didn't go. When Jon are sit in the rock one deer jump in the rock and Jon $_RWU_¿ drop with her dog in the river. When they see a trunk swim and go to the trunk. In the trunk he find a Tor and his family. He leave a Tor $_RWR_whi wiht her family and go to his house.

FILE_NAME: A2_3ESO_14_SJC_JAB_SVP
LEVEL: A2
INITIALS: SVP
NICK: XIQUITINA
AGE: 14
SEX: FEMALE
COURSE: 3ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES

WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... One boy found a frog and the boy look at him. The boy slept and the frog jumped to the vase, the boy didn't see the frog and he look for him He went to the forest to find him and he climbed the tree and $_RWU_¿ a rock held with the branch, and a deer appeared and the boy fell to a water. His dog and he saw the frog in the water and he left him with his family and wave goodbye.

FILE_NAME: A2_3ESO_15_SJC_JAB_ARP
LEVEL: A2
INITIALS: ARP
NICK: HRB
AGE: 15
SEX: MALE
COURSE: 3ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 10
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO

BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... in a bedroom, a boy $_RWU_¿ looked at frog $_RWU_¿ next to the dog, the boy go to sleep to his bed. $_RWR_and Late, the frog $_RWU_¿ escape frog the vase. When the boy up of the bed, looked at the vase and the frog no was here. The boy up of the $_RWR_boy worried boy went to look for the frog on the forest. The boy shouted very and quickly. The boy look for trees and the stupid dog $_RWU_¿ look for and the trees and find bees, they attack to the dog and he escape. The boy up in a rock and a branch hold his body. A deer push the boy and he dropped to the river. The river no have very water but his dog $_RWU_¿ save he. The boy is in a trunk and he find his frog. He is with his family and the boy leave the frog with them. The boy up his hand and wave goodbye forever. $_RWU_¿
Alternative end: The boy was an alcoholic and he kill is frog.

FILE_NAME: A2_3ESO_15_SJC_JAB_CSF
LEVEL: A2
INITIALS: CSF
NICK: SALI
AGE: 15
SEX: MALE
COURSE: 3ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... one boy and one dog $_RWR_find found one frog and the dog smell the frog and the boy look at the frog. The frog was in the floor in a vase. The dog and the boy $_RWR_go went to the bed $_RWR_and_the_frog to sleep. The frog escaped to the forest. For morning the boy $_RWR_was went with the dog $_RWR_find look for the frog. The boy $_RWR_and was worried and disappointed. The boy began to find, but the frog wasn't. The dog smell the bee $_RWR_but_the_fro. The dog held in the $_RWR_tree trunk.

$_RWR_One_deer_dropped_to_the_river. The dog and the boy continued to find but the frog wasn't. $_RWR_The_dog_... One deer pushed the boy at the river and the boy fell to the river. $_RWR_The_dog_and_the The dog dropped to the river too. The boy and the dog continued to find the frog $_RWU_¿ The frog was next to the trunk with his family. $_RWU_¿ The boy wave goodbye $_RWR_the the frog's family.

FILE_NAME: A2_3ESO_15_SJC_JAB_IMR
LEVEL: A2
INITIALS: IMR
NICK: ISS
AGE: NO
SEX: FEMALE
COURSE: 3ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF: B2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 8
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2009
MONTHS_EXTRAMURAL: 9 MONTHS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC, WATCHING VIDEOS
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... The boy $_RWR_have $_RWR_has had $_RWR_got a frog in his bedroom. When he $_Ins_(the_boy) slept, frog left of his home. $_RWR_and At the morning $_RWU_¿, boy $_RWR_took looked at home of frog, but it $_RWR_isn't wasn't. The boy worried left his home with his dog $_RWR_and_th for look for frog. They shouted for forest. Suddenly $_RWR_fa fell a "colmena" $_RWR_and of bees and ran for all forest.

FILE_NAME: A2_3ESO_15_SJC_JAB_SPO
LEVEL: A2
INITIALS: SPO
NICK: EL MAGO
AGE: 15
SEX: MALE
COURSE: 3ESO

SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: NO
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... one $_RWR_children boy found a frog in the river the forest. On the night, he look at the frog, and he's dog. The $_RWR_children boy go to sleep, he hold the dog. $_RWR_When_got_up The frog open the bottle and escape. When got up the boy saw at the bottle   . He go look for the frog in the forest. he shout. The boy look for on the tree, at the dog find the bee. The boy go to the rock and shout, the boy fell the rock at the floor, go to the montain and deer push. at water. The boy go to the branch. The boy got up and found the frog on the lage, The boy wave goodbye at the fathe the frog.

FILE_NAME: B1_3ESO_14_SJC_JAB_CNG
LEVEL: B1
INITIALS: CNG
NICK: CHATI
AGE: 14
SEX: FEMALE
COURSE: 3ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B2
LISTENING_SELF: A2
READING_SELF:B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES

WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 8
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... I bought a frog because I like it. $_RWR_I_put_m His name is "Saltarina". I put my frog in a vase on the florr. My dog and I look at the frog everydays and we play with the frog. The next week when I was sleeping, the frog scape. When I was to catch the frog. He wasn't in the vase. I was worried and I start to look for the frog in my room. I shouted his name in the house. I went to the forest to look for my little frog. I went to a rock for shout his name. When suddenly a deer push me and I fall to the river. There was a trunk in the water $_RWR_than and I catch his for go to the forest again. I found my frog but he wasn't alone. He was with is family. I left the frog in the forest with his family and I wave goodbye.

FILE_NAME: B1_3ESO_14_SJC_JAB_JMR
LEVEL: B1
INITIALS: JMR
NICK: CARACOL
AGE: 14
SEX: MALE
COURSE: 3ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: 5 YEARS
ADDITIONAL_EXTRAMURAL: YES

WHICH_ADDITIONAL_EXTRAMURAL: WATCHING TV
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Peter has had a big green frog. The frog has lived in a vase too small for it. Peter has had a dog too. A night, the frog escaped and on the next day, Peter looked at the vase and he was very worried and he and his dog went to look for the frog. $_RWR_He They went to the forest, in the trees, on the rocks, under the rocks... but they didn't find it. Peter woke up a sleeped deer. The deer attacked him and Peter and his dog jump $_RWR_off to the river. $_RWR_Happily Fortunately, they found the frog in the river. The frog lived there with her family and everybody were happy. The End.

FILE_NAME: B1_3ESO_15_SJC_JAB_MPP
LEVEL: B1
INITIALS: MPP
NICK: EL TURCO
AGE: 15
SEX: MALE
COURSE: 3ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC, READING AND WATCHING FILMS
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy $_RWR_foun found a frog in the river. He catched the frog and he show it at the dog, he smell it and save it in a vase. In his house, the boy was very exciting, because he love frogs. $_RWR_D Before the dinner he said goodbye at the frog, and he go to his bedroom to look at the breakfast and later, he went to his bedroom to look at the frog, but, there was a problem, the frog escaped. The boy was very worried, he thinks what $_RWR_the his house was very dangerous for the frog, because he have a dog and a little

sister. he went $_RWR_to_the_st out to $_RWR_for search the frog. He was shouting: froggie! froggie! where are you? please come with me! Buet the frog don't appears. The boy, went at the $_RWU_¿ $_RWR_what_was_oposite_of_his_house. forest what was opposite of his house. He searched the frog in all the places what a frog can stay, but he didn't found nothing. He climbed a rock and return to shout froggie. He was on a deer, and $_RWR_the_deer it was very scared. $_RWU_¿ $_RWR_he $_RWR_dropped_the_boy so it push at the boy for a river. The boy was $_RWU_¿ very dissapointed for the fall, but it escaped another time. The boy was upset and return to his house. Its mother was very worried, because his son escaped in the morning and he don't returned. When he arrive his mother kissed him, and said: I have a present for you! It's in the living room! The boy runned to the living room, open the present and... was a frog.

FILE_NAME: B2_3ESO_14_SJC_JAB_JA
LEVEL: B2
INITIALS: JA
NICK: MARTOS
AGE: 14
SEX: MALE
COURSE: 3ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A2
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF:B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 9
STAY_ABROAD:YES
WHERE_STAY?: GIBRALTAR
WHEN_STAY?: 2010
MONTHS_STAY: 1 DAY
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: THIS YEAR
MONTHS_EXTRAMURAL: TWICE A WEEK
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... in a house of a boy, in his bedroom, $_RWR_they ther were a frog, in a vase, a dog and a boy. The boy and $_RWR_the the dog were looking at the frog. During the night, when the boy and the dog were sleeping, the frog escaped. The next day afternoon the frog there wasn't and the boy was worried. He went to look for the frog, withe his dog. They shouted the name of the frog, and they went to the forest. When they were looking for the frog, the dog had a problem with the bees. They $_RWU_¿ looked for the frog in everywhere, $_RWR_rock in the trees, $_RWR_on_the_rocks on the rocks. But the boy had a

problem, he holded a branch, but really it wasn't a branch it was a deer and it pushed him, and he felt $_RWR_on in the river. But $_RWR_betwe behind $_RWR_t a trunk they found a family of frogs. The family of the frogs! Then his frog went to the hand of $_RWR_they the boy and they left. When they left, the boy wave goodbye.

FILE_NAME: A1_4ESO_16_SJC_JAB_JIP
LEVEL: A1
INITIALS: JIP
NICK: ZUMOSOL
AGE: 16
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF:A1
WRITING_SELF:A1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 1
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... My frog Tripichurla leave the bottle, Tripichurla conect to internet and chatting with Silvia, Silvia is a beautiful woman but is stupid, Tripichurla and Silvia speaking in hot chat because Tripichurla is the most inteligent frog in the World, Silvia love Tripichurla, but Tripichurla love Capi. Capi $_RWR_and hate Silvia $_RWR_hate because her eyes be blues, Tripichurla. Die Silvia in the night and live happy with Capi THE END

FILE_NAME: A2_4ESO_15_SJC_JAB_ALB
LEVEL: A2
INITIALS: ALB
NICK: NO
AGE: 15
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)

L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 9
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: LATIN
ENGLISH_MARK_LAST_YEAR: 4
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: THREE HOURS A WEEK
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... are the dog going to the house and look at the vase in the frog. In the night the frog exit the vase. He the boy look for the frog in the $_RWR_park forest where bee. Her the boy going to the $_RWR_rock climbed the rock and her drop in the water becaus jump deer. He climbed to the trunk thanks the $_RWR_dog animals finished $_WRU_¿ and wave goodbye

FILE_NAME: A2_4ESO_15_SJC_JAB_DMC
LEVEL: A2
INITIALS: DMC
NICK: KIID
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: NO
SPEAKING_SELF: B2
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF: B2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 5
STAY_ABROAD:NO

WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Jack and the dog look the frog. $_RWR_At the last day the frog escape. And Jack look for the frog. $_RWU_¿ The deer push Jack. Jack fell down at the river. Jack catch the frog and the go to Jack house.

FILE_NAME: A2_4ESO_17_SJC_JAB_DGA
LEVEL: A2
INITIALS: DGA
NICK: EL CAPI
AGE: 17
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Machupichu and his dog, they were in the bed with a frog. $_RWR_Machu The frog escape and Machupichu look at window. Machupichu and the dog fueron a buscarlo al forest, but no lo found. THE FIN!

FILE_NAME: A2_4ESO_17_SJC_JAB_JDR
LEVEL: A2
INITIALS: JDR
NICK: CAPILL
AGE: 16
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1: SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF:A2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 5
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy has a frog in a vase. In the night the frog is sleep in the vase on the florr and the frog escape. He's worried and look for the frog in the forest. He shout $_RWU_¿ but he doesn't find the frog. He look in the rock, in the tree, because... A deer push the boy and the dog and drop in the river. They swim $_RWR_a to trunk and loock the frog, he was her family. $_Ins_The_frog leave her family and go to the house with the boy and the dog. They say goodbye at the family's frog.

FILE_NAME: A2_4ESO_17_SJC_JAB_SPP
LEVEL: A2
INITIALS: SPP
NICK: NO
AGE: 17
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1: SPANISH
MOTHERS_L2: SPANISH

LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:B1
WRITING_SELF: A1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... one boy, a dog and a frog, $_RWU_¿ they were in the bed in the florr. The name of boy is Nacho. $_RWU_¿ The frog escape. Nacho and the dog going to the forest a buscar a la frog.

FILE_NAME: A2_4ESO_17_SJC_JAB_SSM
LEVEL: A2
INITIALS: SSM
NICK: SALAMI
AGE: 16
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A1
READING_SELF:NO
WRITING_SELF: NO
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH AND ANCIENT GREEK
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: IN SUMMER

MONTHS_EXTRAMURAL: THREE MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... very beautiful, I get up and look $_RWU_¿ one frog. $_RWU_¿ It was red whit one eyes very horrible. Of night the frog scape and I worried, look for, shout to the forest, look the bee I sat the rock, I hold the branch but don't branch, was deer, I drop because the branch push.

FILE_NAME: B1_4ESO_15_SJC_JAB_DGA
LEVEL: B1
INITIALS: DGA
NICK: NO
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy and a dog were $_RWU_¿ looking at $_RWR_a frog in a vase. $_Ins_One_night, When the boy and the dog went $_RWR_go to bed, the frog escaped for the window. Next day, in the morning, the boy wake up and $_RWU_¿ watched the box. He was worry because he didn't know where is the frog. He went out to look out the frog. When he arrived to a $_RWU_¿ forest, he shouted he frog's name and looked into a tree. Then, he went to a rock and shouted the frog's name again. When he did it, a deer

FILE_NAME: B1_4ESO_16_SJC_JAB_FJ
LEVEL: B1
INITIALS: FJ
NICK: PIPIOLO
AGE: 16
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 5
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy and his dog look at frog what they had in a vase. While they $_RWR_sleep were slepping, the frog escape. In the morning the boy and the dog were worrieding for the frog and they went to look for $_RWR_a_frog in the forest. They look in the trees $_RWU_¿ and shout but they $_RWR_aren't don't listening nothing. The boy climb deer and he pushes a river. The boy and the dog become shore and the frog was in a trunk $_RWR_whit with his family. $_RWR_The_boy The frog climb the boy and $_RWR_they wave goodbye.

FILE_NAME: B1_4ESO_16_SJC_JAB_VAL
LEVEL: B1
INITIALS: VAL
NICK: PATOTO
AGE: 16
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SAN JUAN DE LA CRUZ (ÚBEDA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH

LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 8
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... when the moon started, the dog is look $_RWU_¿ at the frog. The boy looking too sitting. When the boy go to the bed, the frog was $_RWU_¿ escaping. Next morning, the boy $_RWU_¿ get up and look at frog again, but the frog was escaping! The boy and dog went to the forest and he shouted very strong but the frog doesn't look. The boy look for the tree and the dog look $_RWR_for a bee. The boy is on the rock and again, he shouting but the frog doesn't look. Inmediately apare the big deer, the boy is very frightened and $_RWR_the_deer dropped in a river. The boy and frog holds in the branch and looking a big $_RWU_¿ frog's family. The boy find his frog and wave goodbye to the family's frog.

FILE_NAME: A2_1BACH_17_STR_JAB_JJG
LEVEL: A2
INITIALS: JJG
NICK: GARRIDILLO
AGE: 17
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 10
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF:A1
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO

WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... one boy was in home with his dog and frog. He was sleeping $_RWR_while when $_RWR_your his frog escaped by the forest. $_RWU_¿ The next day, the boy was $_RWR_worrieding worring, he exited look for the frog. The boy shouted. He saw in a rock $_RWU_¿ holded in a branch. It $_RWU_¿ didn't be a branch, $_RWR_It it was horns of deer. The dog dropped $_RWU_¿ push by deer at $_RWU_¿ water of $_RWU_¿ one river. The family found at boy in a trunk. At finish it the boy left hand and waved goodbye.

FILE_NAME: A2_1BACH_17_STR_JAB_USC
LEVEL: A2
INITIALS: USC
NICK: NO
AGE: 17
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF:A1
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO

COMPOSITION: One day,... My dog and I found a frog, and we call a my house. Suddenly, when I sleep, the frog escaped, next day, when I saw the frog escaped, decided look for with my dog. I $_RWu_¿ very worried, decided look for my dog. I $_RWU_¿ on the rock look for the frog when one deer push me and I fall in the river, $_RWR_out_the_water and $_RWR_cki outside the water. I see a trunk, and under the him, find the frog with $_RWU_¿ his family. I leave in this place and wave goodbye. Finally my dog and I came back at home.

FILE_NAME: A2_1BACH_18_STR_JAB_JML
LEVEL: A2
INITIALS: JML
NICK: NO
AGE: 18
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF:A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?:NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO

COMPOSITION: One day,... a boy look at a dog. When the boy is sleeping, $_RWR_the a frog $_RWR_are was escaping. The boy and $_RWR_the a dog were looking for the frog. In the forest he and the dog $_WRU_¿ were finding one $_RWR_the a deer. The deer the push a river. $_RWR_the He and a dog falled a river. There in a river finded the frog $_RWU_¿ behind the in trunk.

FILE_NAME: B1_1BACH_16_STR_JAB_AMG
LEVEL: B1
INITIALS: AMG
NICK: NO
AGE: 16
SEX: MALE

COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF:B2
WRITING_SELF: A1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2012
MONTHS_EXTRAMURAL: ONE MONTH
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... one boy is looking at a $_RWR_dog frog in his room. The boy lost his frog and the boy and the dog went to $_RWR_find luck for $_Ins_the_frog_in the forest. They worried for the frog the continued look for on the rock. In the picture seven the boy see a one deer who push at the boy. Fall on the floor. Finallmet the boy find the frog who it is whit the family. The boy $_RWU_¿ give your hand ar the frog $_RWU_¿ and wave goodbye a the family the frog.

FILE_NAME: B1_1BACH_16_STR_JAB_DGS
LEVEL: B1
INITIALS: DGS
NICK: NO
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF:B1
OTHER_LANGUAGE: YES

WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 9
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the boy looked $_Ins_at the frog with his dog. He was sleeping when the frog escaped for the night. Next day, the boy was worried for its. He looked for around her house, shouting. The dog was with the boy looked for frog, too. While they were looking for, a deer pushed to $_WRU_¿ boy and dog. They falled to a river. On the river found at a frog family where the frog of the boy was here. The boy caught the frog and they, the boy, the dog and the frog, left do a frog family and they waving goodbye!

FILE_NAME: B1_1BACH_16_STR_JAB_FAM
LEVEL: B1
INITIALS: FAM
NICK: FRANCIS
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 10
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO

WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy was with his dog and his frog in his bedroom at night. The boy went to sleep and while he was sleeping the frog escaped $_RWR_Where The next morning, the boy look at floor and he saw his frog had escaped. The boy go out to the $_RWR_park forest to find his frog but he didn't find . He look in tree's trunk but frog isn't $_RWR_there here. His dog smelled something and a deer pushed the boy and they fallen at the river. The boy found the frog's family and the boy went to his house with the frog and they wave goodbye.

FILE_NAME: B1_1BACH_16_STR_JAB_JAH
LEVEL: B1
INITIALS: JAH
NICK: NO
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A2
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, ETHICS AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Pepito was very happy because he $_RWR_find found a little frog near his bed. But whe he was sleeping the frog go out. At the morning when Pepito get up, he found that his frog "Pope" had go out. He go out with $_RWR_w his dog "Jos" and $_RWR_the they went to the jungle for loock for his. Pepito went to a rock for see better, but a deer push him and he $_RWR_fafl fall in a river. When Pepito kick up he watch a trunk and he thinks that the frog can be near the trunk, after this he found his frog and he leaved the frog with his soon and he waved goodbye.

FILE_NAME: B1_1BACH_16_STR_JAB_JM
LEVEL: B1
INITIALS: JM
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: NO
LISTENING_SELF: NO
READING_SELF:NO
WRITING_SELF:NO
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 8
STAY_ABROAD:NO
WHERE_STAY?:NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: FROM 6 TO 12 YEARS OLD
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Tim found a frog in his garden and he catched it. This night he put the frog in a vase and he went to sleep. When Tim was sleeping the frog escape to the Tim's bedroom... Next day, Tim woke up and looked to vase but the frog wasn't there so he went to the forest $_RWR_for to looked for the frog. He shouted: Frog! Frog! but the frog wasn't coming, then Tim looked for trees, rocks, branches... when suddely a deer pushed a Tim and his dog to the river. They fell $_RWR_to into water and Tim heard a noise, he looked for a trunk and found the frog. She was with her family so Tim decided leave the frog there and waved goodbye.

FILE_NAME: B1_1BACH_16_STR_JAB_PMM
LEVEL: B1
INITIALS: PMM
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH

MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: ETHICS, SOCIAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Juan was very happy because his father has given a frog for his good marks at school. Pepe, who Juan called his frog $_RWR_because start to be very sad because he wants to returned to his house on the lake near $_RWR_the Juan's house. Juan's dog also was happy to discover other new friend, but that change fast. The same day at night Juan and his dog was sleeping and the frog Pepe was in a vase with water on the floor. So Pepe jump and escape for the open window to go to his lack. Next day, on the morning Juan saw that Pepe isn't there and with his dog, they go to look for Pepe isn't there and with his dog, they go to look for Pepe. When they are at the mountain and near the river they listeng to same sound that Pepe's do so Juan became happy but a deer who run faster push Juan into the river, Pepe and his family who are in the river and saw all help Juanwith a trunk, thank to that Juan could go out and the dog understand $_RWR_wate what happened because he talk with Pepe and tell him that Juan was a very good person but he prefer stay with his family. Finally the dog and Juan very afraid return to his house and two months ago Pepe go to Juan house for see how he is. So some days Juan go to the river and others Pepe go to Juan's house, and they became good friends.

FILE_NAME: B1_1BACH_17_STR_JAB_ANM
LEVEL: B1
INITIALS: ANM
NICK: NO
AGE: 17
SEX: NO
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6

SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:B1
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy was on her house with her dog and a frog a vase on the floor. In the night the boy and her dog was sleeping when the $_RWR_dog frog $_RWR_is escaped. Next day the boy was worring and they went looked for the frog on the forest they shouted for find the frog. After they fand a deer, the deer pushed the boy a water.

FILE_NAME: B1_1BACH_17_STR_JAB_IQA
LEVEL: B1
INITIALS: IQA
NICK: NO
AGE: 17
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF:A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO

ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Marc's mother gave to her son a drog in a glass vase. The boy was very happy play with his dog and frog. On night the boy was sleeping when the frog scaped of the vase. Next day, Marc was very worried because his frog isn't in his vase, and he decided look for the frog on the forest. He and his dog looked for all the forest. The boy get on the roc for he can see better than before. But he holded in a branch that it isn't a branch, it was a deer, and this pushed the boy on the river. Marc swam to the trunk and his dog too. Finally, when he $_RWR_look found his forg and all his family and Marc arriced with his dog and frog to his house.

FILE_NAME: B1_1BACH_17_STR_JAB_KLG
LEVEL: B1
INITIALS: KLG
NICK: GODI
AGE: 17
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WATCHING FILMS AND LISTENING TO MUSIC
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Tina and his dog Tobby were in the bedroom looking at the frog in the vase. When Tina $_WRW_was_sleeping slept in the bed, the frog was escaping. The next day, Tima woke up and she saw that the frog escaped. She was very worried and she went to look for with his dog. In the forest, Tina shouted the name of his frog. Later the dog was

holding in the tree and Tina was in the tree. Tina look the frog in the branches but she didn't look the frog and a deer pushed they in the river. Then, Tina and his dog fell in the trunk. When they left to the river, they look the frog with her family and they said goodbye.

FILE_NAME: B2_1BACH_16_STR_JAB_DAB
LEVEL: B2
INITIALS: DAB
NICK: NO
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF:B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:YES
WHERE_STAY?: CAMBRIDGE
WHEN_STAY?: SUMMER 2011
MONTHS_STAY: ONE WEEK
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET AND READING
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: ETHICS, ART AND SOCIAL SCIENCES
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a little boy had a frog, but when he went to sleep, $_RWR_that the frog got out from $_RWR_its the vase where it was $_Ins_and_it_escaped_from_the_boy's_house. The next day the boy was very sad because he had lost $_RWR_forgotten his frog. So, he decided to look for it, since he was very worried, in the forest. $_RWR_with_the $_RWR_his_dog $_RWR_They_looked_for_the_frog_between Also, his dog helped him. But while he was looking for $_Ins_the frog, $_RWR_he_held a deer $_RWR_held_him pushed him because he had mistaken its horns with branchs, and the boy felt in a river. $_RWR_In_addition_the_dog_also. There he found the frog behind a $_RWR_an_tro trunk with its family, and the boy $_RWR_undersd understood that $_RWR_there the river was the frog's $_RWR_place $_Ins_home, and not his house. Finally the boy $_RWU_¿ went back his house with his dog.

FILE_NAME: B2_1BACH_16_STR_JAB_JFJ
LEVEL: B2
INITIALS: JFJ

NICK: JUANFRAN
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF:A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 8
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?:   NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE HE WAS 4 UNTIL NOW
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... I was with my dog and we were looking at my frog, which was in a vase on the floor. Then, when I was sleeping, the frog escaped and it went out the house. $_RWR_At In the morning, when I standed up the bed, I went to look at my frog and I saw it had escaped. I was on my bed with my dog and I was very worried. In the afternoon, I went to the forest with my dog to look for it. I was on a rock, I holded with a branch, but it $_RWR_isn't_a_b wasn't a branch, it was a deer! The deer pushed to me and $_RWR_a I fell down to the water. When I went out the river, I was on a trunk and I saw a frogs family. I leaved my hand on the floor and my frog went to it. Finally, I waved goodbye and I returned to my house with my frog and my dog.

FILE_NAME: B2_1BACH_16_STR_JAB_VAC
LEVEL: B2
INITIALS: VAC
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH

AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: YES
BILINGUAL_PROGRAM: LISTENING TO MUSIC AND INTERNET
WHEN_BILINGUAL_PROGRAM: YES
BILINGUAL_SUBJECTS: ART, ETHICS AND SOCIAL SCIENCES
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... $_RWR_when the boy bought a frog. He was very because he loved her. One night, $_RWR_when he was playing with his frog and his dog. He and his dog were looking at the vase where the frog was. When he was sleeping, the frog escaped from the vase. When the boy woke up, he looked at the vase that was on the floor and the frog had escaped. The boy was very worried, so he decided to look for her. He went to the forest with his little dog to find his frog. The boy was shouting << where are you? >> while he was holding a branch $_RWR_when suddenly, the branch moved and it was a deer! The deer pushed him and the boy dropped into a river with his dog. They were very sad because they $_RWR_didn't haven't founded their frog. Then, they $_RWR_boy looked inside of a trunk and the frog was there, with her family. Finally, the boy and the dog said goodbye to the family and they went $_RWR_at_home to their house. The boy was happy because his frog was happy with her family.

FILE_NAME: B2_1BACH_17_STR_JAB_ISR
LEVEL: B2
INITIALS: ISR
NICK: DU
AGE: 17
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES

WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WATCHING FILMS, LISTENING TO MUSIC AND CHATING
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 3ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, ART AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy $_RWU_¿ $_RWR_in found in his garden a little frog, and he decided to ùt it in a vase. His dog started to smell the frog while he was looking at it. When the boy went to the bed, the frog escaped to the forest. In the morning, the boy saw the frog has escaped and he was worried about it, so he decided to go to find it. He looked for it in the forest, he shouted to see if the frog come back, but it didn't happened. Then he decided to look for in a hole in a tree, he look inside with the help of a branch meanwhile his dog smelled a place with bees. He $_RWR_g went up a rock to see better, but he find horns of a deer that pushed $_RWR_it him and he fall to the river. When he finally went up in a trunk and $_RWR_go_out_l he went out the river, behind the trunk he found the frog, but he wasn't alone, he was with his family. So he left his hand on the floor the frog with his family and $_RWR_w he $_RWR_w came back at home with his dog.

FILE_NAME: B2_1BACH_17_STR_JAB_MMC
LEVEL: B2
INITIALS: MMC
NICK: NO
AGE: 17
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: C1
READING_SELF: C2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 7
STAY_ABROAD: YES
WHERE_STAY?: LONDON
WHEN_STAY?: 2011
MONTHS_STAY: ONE WEEK
EXTRAMURAL_INSTRUCTION: NO

WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TALKING WITH HER SISTER, WHO IS ABROAD AND LISTENING TO MUSIC
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, ART AND PHILOSOPHY
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy found a little frog when he was walking with his dog and he took the frog to his house and put it on a vase. When he went to sleep, he put the vase in front of his bed and he slept with the dog. The next morning, when he woke up he saw that the frog had escape from the vase. The boy was very worried so he $_RWR_go went out to the forest and $_RWR_st he started looking for his frog. He shouted all the time and he $_RWR_searched asked a $_RWR_beep bee if she had seen a little frog, but she hadn't seen anything. He was sitting on a rock when suddenly a deer hold him and his dog and walked to the river. When the deer arrived to the river, he pushed down the boy and his dog and both fell to the water. They swim to a trnk and there they found a big frog's family. The boy took his little frog and they left the forest waving goodbye with their hands.

FILE_NAME: C1_1BACH_16_STR_JAB_EPB
LEVEL: C1
INITIALS: EPB
NICK: EMILIOPEQU
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: B1
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 9
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2011/2012
MONTHS_EXTRAMURAL: FOUR HOURS A WEEK
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: READING AND WATCHING VIDEOS
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: PHILOSOPHY, SOCIAL SCIENCES AND ART

BILINGUAL_EXTRA_HOURS_SUBJECTS: NO

COMPOSITION: One day,... a little boy was very happy because of $_RWR_his his new pet. It was a frog which he $_RWR_w had hounted at a lake near his house. That night, he went $_Ins_to sleep at his bed in his bedroom. While he was sleeping the frog started to escape from the vase, so it was finally free. In the next morning, the little boy looked at the vase, but the frog wasn't there. He was very worried because he had lost his new pet. The boy decided to look for his frog at a big forest near his house. His other pet helped him to find the frog at a very large forest. They shouted the name of his other pet because he wished the frog answer him, but anyone was there. He decided to climb into a big tree to look into, but it was very difficult to see his frog. When he was in the top of a big rock shouting the $_RWR_name_of frog's name, a deer with large horns $_RWR_pushed_him holded him. Then, he was pushed into a lake. It was the same lake where he founded his frog. He and his dog started to $_RWR_sh search it. It was very difficult but finally they founded the frog behind a big trunk. He was very happy because he founded his frog at the same lake he founded it. He decided to $_RWR_say_goodbye wave goodbey to the pet because he thinked that the frog had founded some friends at his natural house. The frog was very happy $_RWR_leaving living with its new family and they probably will be happiest with its friends, in a free area

FILE_NAME: C1_1BACH_16_STR_JAB_GVA
LEVEL: C1
INITIALS: GVA
NICK: GUILLE
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF:C1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2002/2003
MONTHS_EXTRAMURAL: 9 MONTHS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, PHILOSOPHY AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO

COMPOSITION: One day,... a kid and a dog were watching a frog that was bought by the kid that afternoon. Then, when the kid and the dog fell asleep, the frog escaped from the jar $_RWR_it_wasn't where it was $_RWR_closed locked. The next morning, the kid and the dog looked for the frog. They searched everywhere. The kid would even have googled if Google had been invented before that day. Instead of that, the dog and the kid went to the big forest. They called it from the distance, they searched it inside a tree, they looked for see it above the rocks, $_RWR_and_inside_the_bee's_house and everywhere in the forest. Suddenly, while the kid was searching, sitting on a rock, he and his dog were caught by a big deer, who threw them to the river nearby. Trying to survive, they jumped on an old trunk that fortunately decided to pass by them. At the other side of the trunk, they saw a green amphibious face which looked familiar to them, joined with other green unknown faces. ow, their frog, $_RWR_which $_RWR_that which wasn't feeling comfortable inside the glass vase where it was caught, was with its $_RWR_family froggy family, living happily $_RWR_until together, until they tried to cross the mad. The End.

FILE_NAME: C1_1BACH_16_STR_JAB_JAR
LEVEL: C1
INITIALS: JAR
NICK: NO
AGE: 16
SEX: MALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF:B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?:NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: DURING FIVE YEARS
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC AND INTERNET
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, PHILOSOPHY AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy was playing with his dog and his frog in the bedroom. In the night, while the boy was sleeping the frog escaped frog the vase quietly. When he got up, he realized that the frog had escaped. The boy and his dog were very worried, so they are decided to look for $_RWR_his their friend. Paul (the boy) and Nikki (the dog) go into the forest

shouting the name of the frog, Kara. As the time goes by, they became very exhausted. Due to the bees they had to run during ten minutes to escaped from them. But all those problems don't led Paul to stop. Suddenly, when Paul and Nikki $_RWR_tak took a minute to breath, a deer pushed them to the river. Paul had a broken arm. He and Nikki used a trunk to save their lifes. Paul was exhausted, he couldn't find Kara for more $_Unr_¿. But when he looked to the floor Kara was with her family. She was enjoying with her sisters. Kara jump to Paul's shoulder like a "boadbye". Paul went home so happy to see Kara with her family. But Paul's heart was crying...

FILE_NAME: C1_1BACH_17_STR_JAB_MMM
LEVEL: C1
INITIALS: MMM
NICK: MMAGDALENA
AGE: 17
SEX: FEMALE
COURSE: 1BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 9
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2003
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC AND READING
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 3ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, PHILOSOPHY AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy found a frog in a river and he decided to catch it as he wanted to have a frog as a pet. One night, when the boy felt asleep the frog scaped from his house and when the boy woke up the frog wasn't there anymore, so the boy went to the countryside in order to find out where is lovely pet was hidden. He went by the paths, he climbed many trees and even huge stones, but he could not see where his pet was. Suddenly his t-shirt was in a branch and he felt down to a river with his dog, luckily there was a big root of a tree and they could reach it on time. When both were save in $_RWR_the land they remembered how scary they were as that stupid deer make them feel fear. When they were going back home he could see that his frog was among many frog and they have a big family in the river, so he let his pet with his gang and returned home very glad

FILE_NAME: A1_1ESO_13_STR_JAB_JML
LEVEL: A1
INITIALS: JML
NICK: NO
AGE: 13
SEX: MALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: NO
READING_SELF:NO
WRITING_SELF:NO
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: AT THE AGE OF SEVEN
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: $_RWU_¿ The $_OLoc_name $_NLoc_boy a $_RWR_childre $_OLoc_boy $_NLoc_name is Juan. Juan have got a frog and a dog. Juan have got a frog in the bote. Juan is sleep in the bedroom. The frog se escapó. Juan leave a family. Juan is worried. The dog smell, lo lleva asta el bosque. Juan look a deer. Juan wave goodbue a frog.

FILE_NAME: A2_1ESO_12_STR_JAB_AGR
LEVEL: A2
INITIALS: AGR
NICK: NO
AGE: 12
SEX: FEMALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7

SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF:A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: FROM 2010 UNTIL NOW
MONTHS_EXTRAMURAL: TWICE A WEEK
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... one boy and his dog find one frog and they look at the frog. The boy and the dog sleep and the frog escape. They are worried. They look for the frog in the forest and on the rock. One deer push the boy and the boy fall in the river. He jump on the trunk and he find the frog and her family. The boy and his dog wave goodbye.

FILE_NAME: A2_1ESO_12_STR_JAB_CVR
LEVEL: A2
INITIALS: CVR
NICK: NO
AGE: 12
SEX: FEMALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 3
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2006 UNTIL NOW
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR

ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: FILMS AND TV PROGAMMES
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... A boy has got a frog and a dog. The frog is in a glass (vase) and at night the boy and the dog look at the frog... ¡The dog smell it! This night the frog escape and the boy and the dog look for it. They $_RWR_look_for on a valley, trees, trunk. ¡Even under the rocks! Until they was looking for they $_RWR_fall_down find a deer and the deer push them to a river. They fall on the river and someone gives them a trunk to saves them. When they are on the floor they sawa beautiful family of frogs. The boy knows that it was his frog. The boy and the dog goes and put his hand up and wave goodbye.

FILE_NAME: A2_1ESO_12_STR_JAB_DS
LEVEL: A2
INITIALS: DS
NICK: NO
AGE: 12
SEX: MALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy and boy's dog have got one frog. When the boy sleep, the frog escape. The boy and the dog $_RWU_¿ look for the frog. A deer push the boy and drop in the water. The frog $_RWU_¿ was behind the trunk.

FILE_NAME: A2_1ESO_12_STR_JAB_EVA

LEVEL: A2
INITIALS: EVA
NICK: NO
AGE: 12
SEX: MALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   GALICIAN
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy and your dog find a vase, the vase have got a frog, the boy is sleeping in a bed. At night the frog escape on the vase, the next day the boy is worried and find the frog. Shoyt! the frog! find in the flores. The $_Ins_frog is $_RWR_the in the river, the boy fall on the river an find the frog and wave goodbye... the frog.

FILE_NAME: A2_1ESO_12_STR_JAB_JMJ
LEVEL: A2
INITIALS: JMJ
NICK: NO
AGE: JIMÉNEZ
SEX: MALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1

READING_SELF: B1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: FROM 6 TO 10 YEARS OLD
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... $_RWR_one_boy a boy and boy's dog look at frog. The boy sleep in your bed and the frog escape from vase. Of day the boy look the vase and the frog wasn't in the vase. The boy worried look for forest and shout the name of frog. The boy look in the tree and $_RWR_shout sit in a rock. They boy drop in the river because a deer push a boy the boy find a frog and look the frog's family and wave goodbye

FILE_NAME: A2_1ESO_12_STR_JAB_LRR
LEVEL: A2
INITIALS: LRR
NICK: NO
AGE: 12
SEX: FEMALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES

WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy and his dog found afrog and they look at. When the boy sleeping the frog escape to the vase. The next morning the boy and $_RWR_dog_see the dog see that the frog isn't in the vase and they are worried. The dog and the boy look for a frog and shout to $_RWR_found find. They go to the forest and the boy see in a hole but the frog isn't inside. The boy climb to the big rock and shout. One deer push a boy and he drop to the $_RWR_water river. The boy find a trunk and the boy and the dog found a family to the frog $_RWR_and. Finally the boy hold the frog $_RWR_the to the hand and the boy wave goodbye at the family.

FILE_NAME: A2_1ESO_12_STR_JAB_MMR
LEVEL: A2
INITIALS: MMR
NICK: NO
AGE: 12
SEX: FEMALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 3
SPEAKING_SELF: B2
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TV
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: sOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy and his dog have got a frog. The boy and the dog are very happy with the frog. They watch the frog all the nights. The frog live in a vase. One night, the boy and the dog are $_RWR_sleepping sleeping and the frog escape of the vase. In the morning the boy and the dog get up and when they look at the vase, the frog isn't in the vase. The boy is worried. $_RWR_the In this moment the boy and the dog go to the forest. They look

for the frog, the boy call it -"Frog, Frog" the $_RWR_boy dog and the boy shout, too the boy and the dog go to a tree and in it. the boy don't find the frog. $_RWR_They the boy is sad. The boy and the dog wave goodbye to the frog.

FILE_NAME: A2_1ESO_12_STR_JAB_MPP
LEVEL: A2
INITIALS: MPP
NICK: NO
AGE: 12
SEX: MALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: CATALONIAN
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: NO
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: TWO YEARS WHEN HE WAS 9 AND 10
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy go to bed, but before sleep, he look at his frog. - Good night - says the boy, and he go to sleep. The next day, the boy look at the vase of the frog, but... $_RWU_¿ The frog is dissaparecear! Oh, no. The boy is very worried. But the boy wants to the frog in the forest, inside the trees, and he call to the frog, but the frog isn't it. Suddenly, apparecear a deer and he drop to a river. In the river; the boy find the frog, she is wich her family, she is very happy, and the boy leave wich her family. The end.

FILE_NAME: A2_1ESO_13_STR_JAB_ATC
LEVEL: A2
INITIALS: ATC
NICK: NO
AGE: 13
SEX: MALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD

L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 4
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:C1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... this boy have a frog in her room. In the night the frog escape. The boy is very worried and he go to look for her frog. He shout in the forest from his frog. The branch hold a lot of bees. The dog push the branch and fall him. The boy shout in the rock. There is a deer. It push the boy and he fall in the floor. In the floor there is a river with water in him. He is on a trunk in the river. He find her frog wich other frog in the trunk wich it family. The boy leave the frog and wave goodbye which her hand.

FILE_NAME: A2_1ESO_13_STR_JAB_BL
LEVEL: A2
INITIALS: BL
NICK: NO
AGE: 13
SEX: FEMALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF:A1
WRITING_SELF: A1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO

STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: THIS YEAR
MONTHS_EXTRAMURAL: TWO DAYS A WEEK
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: READING
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a frog an the boy $_RWR_observed look at frog. When, the boy are sleeping, the frog escape and the boy are worried. The boy go look for the frog. They shout in the forest. They find at frog in the forest and bee drop at the branch. They look behind the rocks, but the frog isn't $_Ins_here. They find with dear and dear push at the river. He is in water and see the frog. in the tree. THey go at home and they are happy!

FILE_NAME: A2_1ESO_13_STR_JAB_FPR
LEVEL: A2
INITIALS: FPR
NICK: NO
AGE: 13
SEX: FEMALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: 6 YEARS
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8

COMPOSITION: One day,... the boy can buy a frog, the boy are very interesting in the frog, in the night the frog is escape and the boy are sleep, tomorrow is very worried to the frog, the boy can look for the frog in the forest, in the forest the boy no find the frog tomorrow the boy fall in the river push to deer in the river the boy find the frog and his family ant the boy decided leave a frog with she family.

FILE_NAME: A2_1ESO_13_STR_JAB_LGV
LEVEL: A2
INITIALS: LGV
NICK: NO
AGE: 13
SEX: MALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 4
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 5PRIMARY
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy has got a frog he is sleeping and the frog escape. Which the boy $_RWR_get_up_the_frog look at the floor and the frog is escaping. The boy worried look for the frog but isn't find. Was the forest, the boy isn't find. He $_RWR_is see a window in the $_UNR_¿ in the forest. he is push at the river. he $_RWR_hep help in the trunck and find $_RWU_¿ behind of truck.

FILE_NAME: A2_1ESO_13_STR_JAB_ORC
LEVEL: A2
INITIALS: ORC
NICK: NO
AGE: 13
SEX: MALE
COURSE: 1ESO

SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 4
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF:B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy has got a frog. When the boy go a the bed to sleep, the frog scape. $_RWR_The At the day, the boy look at the vase, but the frog isn't in the vase. The boy worried, he go to the forest look for a frog. The boy shout, but isn't find nacing. The boy find a wolve and he frightening run to the river. He drop at the water. Then, hold in a branch. He see a deer and go this. Then, see a the frog, but, but the frog has got a family and the boy leave with her family and he wave goodbye and go to her house.

FILE_NAME: B1_1ESO_12_STR_JAB_AGM
LEVEL: B1
INITIALS: AGM
NICK: NO
AGE: 12
SEX: FEMALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 4
SPEAKING_SELF: B2
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH

ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE SHE WAS 4
MONTHS_EXTRAMURAL: 9 MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: READING BOOKS
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: 3 SUBJECTS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy called Carlos found a frog in the forest. He was very happy with him frog. When Carlos sleeps in him bed, the frog push the glass and she escape. At the next morning Carlos worried look at him dog and they go out for found at she. They walk one hore and see one forest. Carlos begin to shout. Come to the forest and he find a trunk and he shout. He is very worried because he think that never will found him dog. He up in one rock and see the water. He think that the frog is on it. He shout too. The dog and Carlos find the frog be he said that the frog is more happiest in the river with her friends. At the end Carlos leave the frog at the river and he up him hand said goodbye. He always remember him friend (the frog). But he remember that $_RWR_a_beer he fall the water.

FILE_NAME: B1_1ESO_12_STR_JAB_SLC
LEVEL: B1
INITIALS: SLC
NICK: NO
AGE: 12
SEX: FEMALE
COURSE: 1ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2008
MONTHS_EXTRAMURAL: 9 MONTHS
ADDITIONAL_EXTRAMURAL: YES

WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES, NATURAL SCIENCES AND ART
BILINGUAL_EXTRA_HOURS_SUBJECTS: 8
COMPOSITION: One day,... a boy called David found a frog. He caught the frog, $_RWR_and he called the frog Green because the frog was of this colour. At night David goes to bed. The next mornig $_RWR_the_frog_isn't_on_the_glass when David gets up the frog isn't on the $_RWR_glass vase, he $_RWR_looks look in the bedroom in all parts of the house but he doesn't $_RWR_found find the frog, he looks at a tree trunk, he looks in a big rock and shouts her name. He find a deer, the deer catches a him and push David in to the water. David catches a tree branch and leaves from the water. He sees $_RWR_lots_of a family of frogs, and he sees Green too. Finally David says goodbye $_RWR_and he catches Green and they go home.

FILE_NAME: A2_2BACH_17_STR_JAB_CMP
LEVEL: A2
INITIALS: CMP
NICK: NO
AGE: 17
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: NO
SPEAKING_SELF: A2
LISTENING_SELF: A1
READING_SELF: A1
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: READING
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy $_RWR_ha was having a frog on vase. When he $_RWU_¿ was sleeping his frog went. Next day the boy saw (that) his frog wasn't being on vase. The boy and boy's dog was worried, they went look for frog at forest. When they was looking $_RWR_at for frog a deer pushed their at river, they fell at water and they hold a branch when

they came at earth they found a frog. The frog was with his family. Finally they left a family and waved goodbye.

FILE_NAME: A2_2BACH_17_STR_JAB_EE
LEVEL: A2
INITIALS: EE
NICK: ENCA
AGE: 17
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF:A1
WRITING_SELF:A1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 1
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... he dog $_Ins_and_boy look at frog. Two day she frog escape while he boy sleep in the bed. When he boy get up see that she frog $_RWR_not escape. Four day the boy $_Ins_and_dog look for a frog. The boy do forest and shout $_RWU_¿ name the frog. The boy climb for one trunk, climb rock and drop on deer, he and dog drop one river, because he deer push. The boy hand _____ branch. $_RWR_Finally Finalement the boy and dog find a frog and leave a frog with he, $_RWR_family and wave goodbye family.

FILE_NAME: A2_2BACH_17_STR_JAB_MAG
LEVEL: A2
INITIALS: MAG
NICK: NO
AGE: 17
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH

FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A1
LISTENING_SELF: NO
READING_SELF:NO
WRITING_SELF: NO
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy and his dog were seing a frog. These frog was in a small bottle. When the boy and his dog went to sleep, the frog went out. In the morning the boy woke up and he saw that the frog wasn't there. $_RWU_¿ The boy was very worryed and very sad. After the breakfast, they walked during any hours. The boy disapointed begin to shout $_RWR_and. The boy looking for the forest and he looked into the trunk. The dog smelled. Then, the deer pushed them to the river. $_RWR_Sudenly They were very hurt. Sudenly, they get up to the trunk. Finally they fond the frog and they went to his house very happy.

FILE_NAME: A2_2BACH_17_STR_JAB_VCM
LEVEL: A2
INITIALS: VCM
NICK: VANESA
AGE: 17
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A1
LISTENING_SELF: A2
READING_SELF:A1
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO

STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... one boy was playing with his dog and his frog. This night while the boy was $_RWU_¿ sleeping, the frog scaped of the vase $_RWU_¿. In the morning, the boy woke up and saw that the frog wasn't. The boy $_RWR_go went to search the frog. Suddenly, one deep pushed the boy and he droped in the water, in the forest. Then the boy with his dog found the frog with its family and the end the boy and his dog are very happy.

FILE_NAME: A2_2BACH_18_STR_JAB_JL
LEVEL: A2
INITIALS: JL
NICK: NO
AGE: 18
SEX: MALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1: SPANISH
FATHERS_L1: SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: A1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: JAPANESE
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WATCHING TV
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO

COMPOSITION: One day,... a children was sleeping when suddenly he get up and he saw a frog what she was singing the sarandonga. the children called and his friend and they went to Barcelona to O.T: because they wonted to be famous (a costa de) the singer frog. Five years $_Unr_¿ the frog was the best singer of the world and the children and his friend $_RWR_was have got $_RWR_more_more_more $_RWR_any_any_any a lot of money % $_RWR_and then the children and his frien bought more frog because they want more money.

FILE_NAME: A2_2BACH_18_STR_JAB_NHH
LEVEL: A2
INITIALS: NHH
NICK: NO
AGE: 18
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF:B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 5
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: YES
BILINGUAL_PROGRAM:TRANSLATING SONG LYRICS
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy is in his $_RWU_¿ debroom with his dog and his frog. Later... $_RWU_¿ Suddenly the frog escape and the frog go to forest. When the boy see that the frog doesn't stay there, he leave with his dog look for the frog. A deer push the boy and he fall in a river. He get up and continue look for his frog. The boy find the frog with his family and he catch his frog. In the end he wave goodbye.

FILE_NAME: A2_2BACH_19_STR_JAB_CLS
LEVEL: A2
INITIALS: CSL
NICK: LEIVA
AGE: 19
SEX: FEMALE

COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A1
READING_SELF:A1
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:YES
WHERE_STAY?: ENGLAND
WHEN_STAY?: 2011
MONTHS_STAY: TWO WEEKS
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy had a frog and $_RWR_the while the boy sleep the frog went out, the next day the boy saw that the frog was not there, then the child looked for the frog in many places, but $_RWR_l a deer shot the child to the water. Finally the boy find your frog with your family, the boy $_RWR_ba grabbed the frog and wave goodbye with his hand.

FILE_NAME: A2_2BACH_19_STR_JAB_LFB
LEVEL: A2
INITIALS: LFB
NICK: NO
AGE: 19
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 3

STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy $_RWU_¿ has got frog, frog was in side vase.
$_RWR_It_scape_when_boy While boy woke up and he saw vase, he didn't see. The boy look at frog. He found deer. In the end the History the boy found $_RWU_¿ a frog.

FILE_NAME: A2_2BACH_19_STR_JAB_MCH
LEVEL: A2
INITIALS: MCH
NICK: NO
AGE: 19
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A2
LISTENING_SELF: A1
READING_SELF: A1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy is in his bedroom with his dog and his frog. Later suddenly the frog escape and the frog so to forest. When the boy see that be frog doesn't stay there, he

leave with his dog look for the frog. A deer push the boy and he fall in river. He set up and continue look for his frog. The boy find the frog with his family and he catch his frog. In the end he wave goodbye.

FILE_NAME: B1_2BACH_17_STR_JAB_CCL
LEVEL: B1
INITIALS: CCL
NICK: NO
AGE: 17
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A2
LISTENING_SELF: A1
READING_SELF:A1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy was in his room. He was with his dog $_RWR_sa watching a frog $_RWU_¿ into a botle. When the boy and the frog went to the bed, the frog $_RWR_jumped_and had jumped, and it to the forest. Them, they get up and saw the botle, but the frog $_RWR_didn't wasn't in his site and they desperate went to look for the frog to the $_RWR_fores big forest. The boy $_RWU_¿ shouted the name of the animal, but suddenly the dog walked to a tree and it pointed up and the children loocked for but he didn't find nothing. He went to the rock and $_RWR_an a big and strong animal hit him and the $_RWU_¿ $_RWR_boy young fell to the river. The clever dog helped his owners and $_RWR_w while they were going to the floor, the boy $_RWR_loke_found_the_frog had taken the found. In the end the arrived to his house very happy.

FILE_NAME: B1_2BACH_17_STR_JAB_DGC
LEVEL: B1
INITIALS: DGC
NICK: DAUS BASS

AGE: 17
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B2
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF:B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:YES
WHERE_STAY?: $_Unr_¿
WHEN_STAY?: 2010
MONTHS_STAY: 1 WEEK
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the little Eufrasio found a pretty frog on the river while he was walking with his dog Luiska. The frog was hurt and the little Eufrasio cath it and put it on a vase. $_RWU_¿ Later, Eufrasio arrived at his home and gone to his bedroom. Eufrasio was very happy and Luiska tried to eat it all the time. Eufrasio $_RWR_choosen chosen a name for his new friend. The frog started to be $_RWR_Adoff Adolfo Eugenio de los Dolores $_RWR_de Fuertes de Estómago del Culo Cerrdo. That night, Adolfo didn't like Eufrasio, so he escape from the house. The next day, when Eufrasio went to make shit, saw the vase empty and Eufrasio and Luiska estarted to be worried. They go to look for Adolfo Eugenio de los dolores Fuertes de Estómago del Culo Cerrdo. When Eufrasio was on a rock a deer pushed Eufrasio with his dig and sexy horns of deer. Eufrasio fall with Luiska and they broke his head and become $_RWR_to $_Unr_¿. They forgot how $_RWR_swiming swim and go to a trunk, where they found Adolfo Eugenio de los Dolores Fuertes de Estómago del Culo Cerrdo with his own family. Eufrasio was very happy because he stole the frog and sent it family to fuck off. That night, Eufrasio will eat $_RWu_¿ fried frog, very delicious.

FILE_NAME: B1_2BACH_17_STR_JAB_DMS
LEVEL: B1
INITIALS: DMS
NICK: NO
AGE: 17
SEX: MALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD

L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:YES
WHERE_STAY?: LONDON
WHEN_STAY?: 2005
MONTHS_STAY: ONE WEEK
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a young children was with him dog and him frog in him bed room. The children went to sleep and while he was sleeping, the frog escape of his vase. The children's name is Javi. Then the frog escape of ht big vase. Javi went to look for frog in the forest. He was shouting frog's name. He was with him dog in the forest. He climbed in trunk for look for the frog. In addition Javi climbed in the rock for saw the frog and he was shouted him name. Suddenly the children was trhoughed in the floor by the deer with him dog. He was on the water and he was worried because he didn't find him frog. He was still look for the frog. In the end he find the frog and he was happy again.

FILE_NAME: B1_2BACH_17_STR_JAB_JRL
LEVEL: B1
INITIALS: JRL
NICK: JAVI
AGE: 17
SEX: MALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 12
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF:B2
WRITING_SELF: B2
OTHER_LANGUAGE: NO

WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?: PORSTMOUTH
WHEN_STAY?: 2011
MONTHS_STAY: 15 DAYS
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a young boy stayed in her house with him frog and him dog.
$_RWR_Sudenly_the_frog,_after He was in the floor looking at him frog but when the children
was to bed, the frog escaped. The next morning, when the children got up, he doesn't see to
the frod and was to looking for the frog at forest. He began to shout but the frog wasn't fond.
After, the children looked for the frog in a $_RWR_tree trunk's tree but the frog wasn't. Finally
the children climb to the rock to look for the frog and he held at branch's tree but really this
branch was $_RWR_the a deer. The deer push children and the children fell to the water. Then
he climbed a trunk and found her frog, who was with him family. In the end the children
waved goodbye to the frog.

FILE_NAME: B1_2BACH_17_STR_JAB_MDR
LEVEL: B1
INITIALS: MDR
NICK: LOLA
AGE: 17
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: FROM 6 TO 14 YEARS OLD
MONTHS_EXTRAMURAL: NO

ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy and his dog $_RWU_¿ were $_RWR_seing seeing a frog. The frog was in a bottle. When the boy was sleeping, the frog went out and she went to the garden alone. The next day, when the boy woke up, he and his dog didn't see the frog and they were very worried. They went to the garden to look for the frog. They looked forward to find the frog and they were looking for $_RWR_many_time his frog. Suddenly, the boy was seeing a deer. The deed pushed them to the river. They were very hurt. $_RWR_and When they were in the floor, they saw the frog. She was with her family and the boy and his dog were exited because they had found the frog but they decided come back and they left the frog with the family. They were happy because the frog was happy $_whit with her family. The end.

FILE_NAME: B1_2BACH_17_STR_JAB_MPL
LEVEL: B1
INITIALS: MPL
NICK: NO
AGE: 17
SEX: MALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A2
LISTENING_SELF: B1
READING_SELF: C1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: LAST TWO YEARS
MONTHS_EXTRAMURAL: TWO DAYS A WEEK, NINE MONTHS A YEAR
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET, WATCHING VIDEOS AND LISTENING TO MUSIC
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... one boy was playing with his dog and with a frog. These night, while the kid was sleeping, the frog scaped from the vase where it was. When the boy and the dog

woke up, they $_RWR_feet were very sad because of the loss. Quickly, they went to the forest to search the frog. In the searching, the dog separated from the kid and he went to $_RWR_smelt_one pursue to one bee. Then, the boy climb a big rock to find the frog, but one deer was under the branches, and it push $_RWR_to the boy and he felt into the river. Next, the boy and the dog went to $_RWR_one a trunk and at the back, was the frog with his family. They $_RWR_said wave goodbye to the frog and went to his $_RWR_his home.

FILE_NAME: B1_2BACH_17_STR_JAB_MPP
LEVEL: B1
INITIALS: MPP
NICK: MANU
AGE: 17
SEX: MALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: WATCHING TV SERIES AND LISTENING TO MUSIC
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a little boy stay in his room, he $_RWU_¿ did capture a frog. When the boy was to sleep; the frog ecaped, by the morning, the boy looked for at the frog. He went at the forest, the boy looked for in trees, $_RWR_she he shout the name of the frog. Suddenly a deer pushed at boy and he dropped at the river. When $_RWU_¿ the boy left to the river he found at the frog family, he left at the frog with her family and $_RWR_we he wave goodbye.

FILE_NAME: B1_2BACH_18_STR_JAB_ACR
LEVEL: B1
INITIALS: ACR
NICK: TRUXA
AGE: 18
SEX: MALE

COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a little boy was seeing a frog in the vase, he was sit in the floor, them, he go to the bed to sleep. While he was sleeping, the frog escaped of the vase. at the moorning, the kid look at the vase and discover that the frog $_RWR_was isn't be in the vase. The boy $_RWR_no go to the forest with his dog to search the frog. The kid and his dog searched the $_RWR_dog frog for the forest, under the rocks, on the trees, but, when the boy stay on a big rock, he hold an deer because he think that this was a branch. The deer push the boy and the boy and the boy shout while he fall in a river. His dog go to search he and save he of the water. While the boy $_RWR_was stay in a trunk, he find $_RWR_a to the frog with his family. $_RWR_He the boy and his dog say goodbye and they're come back with his family.

FILE_NAME: B1_2BACH_18_STR_JAB_MGC
LEVEL: B1
INITIALS: MGC
NICK: MAARÍA
AGE: 18
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: B1

READING_SELF: B2
WRITING_SELF: C2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy was playing with his dog and his frog. Next morning, when the boy woke up, he saw that the frog wasn't in the vase because the overnight the frog escaped and it went to the forest. The boy went to the forest $_RWR_whi with his dog to search the frog. He looked at the trees and he shouted to find it. The boy was worried and he looked for the frog on a rock. A deer pushed the boy and he fell in a river, in a $_RWR_trunk. The boy $_RWU_¿ goet out the water and found the frog with it family. The boy $_RWR_ch caught the frog and say goodbye to it family.

FILE_NAME: B1_2BACH_18_STR_JAB_MMP
LEVEL: B1
INITIALS: MMP
NICK: KUKY
AGE: 18
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO

MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy steyed in his bedroom with his dog and the boy had a frog in a bottle. In the morning when the boy wake up the frog wasn't in the bottle. The boy and his dog gone to look for the frog because the boy was very worried. When they $_RWU_¿ were in the forest the boy shouted very much. The boy gone up to the rock and he holded in a deer's horns. The deer pushed the boy and he falled in a river in to a trunk. Finally, the boy found the frog and he left in $_RWR_to his hand and waved goodbye to her frog's family.

FILE_NAME: B1_2BACH_19_STR_JAB_RRR
LEVEL: B2
INITIALS: RRR
NICK: SIRE
AGE: 19
SEX: MALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... the boy and her $_RWR_frog dog was watching one frog. At night, when the dog and the kid wer sleeping the frog escape $_RWU_¿ to the vase. The next day the kid look worried the vase. Later the kid go out to find her frog. He go with her dog to the forest. The kid shout fo the frog. He rise and the deer push the kid and the dog to the river.

The kid find a trunk and he $_RWU_¿ was saved. Later he found the family of the frog and he wave goodbye with her hand.

FILE_NAME: B2_2BACH_17_STR_JAB_LCR
LEVEL: B2
INITIALS: LCR
NICK: LUISKA
AGE: 17
SEX: FEMALE
COURSE: 2BACH
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: THIS YEAR
MONTHS_EXTRAMURAL: SIX MONTHS
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a dog and aboy were watching a frog which was in a bottle. At night, the frog escaped $_RWR_and when the boy and the dog got up, the frog was out. They $_RWR_going $_RWR_gor went out to find the frog and they searched $_RWU_¿ everywhere; in the forest, a deer hit the boy and he felt into a little lake. Suddenly, they looked for the frog behind a trunk. They found the the frog with his family. So, they said to leave him with his family bocause he will be happier. THE END.

FILE_NAME: A1_4ESO_17_STR_JAB_AJM
LEVEL: A1
INITIALS: AJM
NICK: NO
AGE: 17
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH

FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 4
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:B1
WRITING_SELF:B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?:NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... Victor has got a frog and one day he go to bed and the frog scaped $_RWR_the for house. Victor go to the forest and he found the frog.

FILE_NAME: A1_4ESO_17_STR_JAB_LMM
LEVEL: A1
INITIALS: LMM
NICK: NO
AGE: 17
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF:B2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?:NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO

WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... A boy look at dog, escape frog At night a boy sleep and when you get up and the frog was not was the boy looking frog

FILE_NAME: A2_4ESO_16_STR_JAB_MVG
LEVEL: A2
INITIALS: MVG
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: A2
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... a boy and the dog are look at a frog. At the night, the frog escape. The boy is worried, and look for forest and shout. The frog is behing on the rock.
$_RWR_The_hold_branch A deer push the boy and the boy drop on the river. Here find a family's frog.

FILE_NAME: A2_4ESO_17_STR_JAB_LMC
LEVEL: A2
INITIALS: LMC

NICK: NO
AGE: 17
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: A1
LISTENING_SELF: A1
READING_SELF:A2
WRITING_SELF:A2
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2007
MONTHS_EXTRAMURAL: TWICE A WEEK
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:NO
WHEN_BILINGUAL_PROGRAM: NO
BILINGUAL_SUBJECTS: NO
BILINGUAL_EXTRA_HOURS_SUBJECTS: NO
COMPOSITION: One day,... The boy look at frog and the dog. The boy is a sleep in the bed tonight. The boy is worried. The boy look for in te forest and shout. $_RWR_The_boy_is_a

FILE_NAME: A2_4ESO_15_STR_JAB_MGR
LEVEL: A2
INITIALS: MGR
NICK: NO
AGE: 15
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF:A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH

ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TV SERIES
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: HISTORY AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 3
COMPOSITION: One day,... a boy was sitting on the floor with $_RWR_their her dog and frog. When the boy was sleeping, the frog scapped from the bottle. The Next Day, when the boy woke up, the frog wasn't at the bottle and the boy was very nervous and he and her dog ran to the forest to search the frog. they look in the trees, stones... Suddenly, an animal appear &_RWR_to toward their and hit them. they fall to the river. they look in the water and they saw the frog with their family. the boy was very happy because he had found the frog, but he left the frog with their family. $_RWR_and He up the hand and wave goodbye to the frog's family $_Ins_Finally the dog and the boy return to her house.

FILE_NAME: A2_4ESO_16_STR_JAB_AGP
LEVEL: A2
INITIALS: AGP
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO

BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... $_RWU_¿ Pedro $_RWU_¿ is in his bedroom with his dog and his frog. He goes to bed and he sleeps all the nigh. He getsup and his frog $_RWU_¿ escapes. He goes to the forest to look for his frog. He is very worried. He look at in the trees, in the floor, He shout all the time. He $_RWU_¿ sit in the rock and $_RWU_¿

FILE_NAME: A2_4ESO_16_STR_JAB_DIJ
LEVEL: A2
INITIALS: DIJ
NICK: NO
AGE: 16
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B2
LISTENING_SELF: A2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: NO
WHICH_LANG: NO
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD: YES
WHERE_STAY?: GIBRALTAR
WHEN_STAY?: 2010
MONTHS_STAY: 3 DAYS
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: NO
WHEN_BILINGUAL_PROGRAM: YES
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... a boy and his dog look at a frog into the vase. In the evening, the frog escapes the vase. In the morning, the boy and the dog &_RWU_¿ worried because the frog don't stay into the vase. The boy and the dog went to the forest and look for the frog. The boy only shouting. The boy $_RWU¿ up the trunk but he don't find the frog. Then, he up a rock, but the frog is dissapear. In this moment, behinf at him appear one deer and the deer push $_RWR_at the river and the $_RWU_¿ the boy and the dog find the frog but his family too. The boy saw that the frog is only happy with his family and he decide that the frog lived in the forest with his family. The boy wave goodbye at old the family and he returned with his dog.

FILE_NAME: B1_4ESO_15_STR_JAB_BMA
LEVEL: B1
INITIALS: BMA
NICK: BENJI
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 3
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: LISTENING TO MUSIC AND WATCHING FILMS
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 7 OR 8
COMPOSITION: One day,... a boy was looking with $_RWR_her his dog $_RWR_to at a frog who was in a $_RWR_bottle vase of glass. The boy and his dog were sleeping when the frog, who was sit in the vase, escaped from the vase to te forest.
The following morning, the boy $_RWU_¿ didn't see the frog and they were worried because the frog was escaped from the bedroom. After that they were to search the frog for the forest, they shouted much but they didn't find $_RWR_him it. The boy searched in $_RWR_the $_RWR_a_trunk a big trunk. He shouted on a great rock, and he was caught by a deer and he didn't see it, then the deer push him to the $_RWR_fla river and fall

FILE_NAME: B1_4ESO_15_STR_JAB_ELB
LEVEL: B1
INITIALS: ELB
NICK: ELE
AGE: 15
SEX: FEMALE
COURSE: 4ESO
SCHOOL: I.E.S. Santísima Trinidad (BAEZA)
L1:   Spanish
FATHERS_L1:   Spanish

MOTHERS_L2: Spanish
LANGUAGE_AT_HOME:Spanish
AGE_EXPOSURE: 7
SPEAKING_SELF: A1
LISTENING_SELF: A2
READING_SELF:B1
WRITING_SELF: B1
OTHER_LANGUAGE: Yes
WHICH_LANG: French
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: Yes
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET AND READING
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... in a $_RWR_little small house in the forest, Luis and his dog, Perzi, look at the vase that $_RWR_contain have a frog inside. The frog has spots and smells very strange, Luis was surprising whit this strange animal. Then he went to the bed while $_RWR_the_frog he slept the frog scaped. In the morning Luis discovered that the frog was scape and he and Perzi decided went to look for.They looked for it for all the forest and they didn't found. $_RWR_They Luis shouted to it but it didn't respon. Luis was very annoyed and he decided sat in a rock. In this momen apeared a big and strong deer and push him and he fall to the river. He found the frog swan in the river $_RWR_he and he $_RWR_g went out the river. They $_RWR_leave left the forest and wave goodbye to the animals.

FILE_NAME: B1_4ESO_15_STR_JAB_FAC
LEVEL: B1
INITIALS: FAC
NICK: CARTAS
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: I.E.S. SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF:B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH

ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... a boy called Mike haunted a frog in a river. Mike introduced it into a glass vase and he put the vase on the floor. In the night, he went to the bed to sleep when suddenly, the frog jumped up and it scaped. Few hours, the boy woke up and he started to be worried when he looked at the vase and he saw that the frog had disappeared. He went with his dog to look for the frog to the forest near there. He started to shout $_RWR_stronger strongly but the frog didn't appear. He entered to the forest to find it and they looked for it everywhere.

FILE_NAME: B1_4ESO_15_STR_JAB_IPT
LEVEL: B1
INITIALS: IPT
NICK: IS
AGE: 15
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANIHS
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE 2009
MONTHS_EXTRAMURAL: 3 HOURS A WEEK
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: WATCHING FILMS AND TV SERIES
BILINGUAL_PROGRAM: YES

WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: GEOGRAPHY AND HISTORY + ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... $_RWR_aboy a boy was playing $_RWR_whit with her dog and with her frog when the dog $_RWR_started_to tryed to smell the frog, In this moment the boy look at the mirror and he saw that it was night so he went to sleep. $_RWU_¿ $_RWR_he_decided In the morning he discovered that the frog has escaped and he was very worried so he decided go with her dog for look for it. They search it in the forest but they didn't found it, so he held in a branch but it wasn't a branch it was a horn of a deer so the deer start to fight with the boy and the boy fall into the river, he swam and he hold a trunk when he found the frog with her family so he decided it is an good condition and he left the frog in the river, he $_RWR_said wave goodbye to the frog.

FILE_NAME: B1_4ESO_15_STR_JAB_ISA
LEVEL: B1
INITIALS: ISA
NICK: CABAÑA
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 15
SPEAKING_SELF: B2
LISTENING_SELF: B1
READING_SELF:B2
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:YES
WHERE_STAY?: GIBRALTAR
WHEN_STAY?: 2011
MONTHS_STAY: 4 DAYS
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... a boy was in his bedrrom and he put his frog in a vase $_RWR_for for keep it. At the next morning, the frog scaped of his vase and it dessappeared. When the boy woke $_RWR_ap up, he was very surprised because he didn't see the frog. He and his dog went $_RWU_¿ to the forest to look for the frog. He shout the name of the frog but it didn't appear. He $_RWR_look look in all sides but it didn't appear. Whe he was in a rock lookin for the frog, he $_RWR_tough though that it was a branch, but it was the corn of a deer. The deer

was very frightened so he $_RWR_thwew threw the boy to a river. When he gots up, he found a family of frogs and $_RWU_¿ in $_RWR_his this family was the dissappeared frog, so he taked it to his house.

FILE_NAME: B1_4ESO_15_STR_JAB_JGP
LEVEL: B1
INITIALS: JGP
NICK: GARZÓN
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 11
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF:B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: 2004
MONTHS_EXTRAMURAL: 6 MONTHS
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND EDUCATION FOR CITIZENSHIP
BILINGUAL_EXTRA_HOURS_SUBJECTS: 2 OR 3
COMPOSITION: One day,... a boy went to bed and he kept his frog in a vase, and he slept with a dog, when he woke up from his bed, the frog wasn't there and $_RWU¿ the boy and his dog went to the countryside to try to find the frog, they go up a rock $_RWR_and $_RWU_¿ but he was holding the horns of a $_RWU_¿ deer, when the boy saw the deer, fall into a river, when he tried to go out from the water, he go up a trunk and he find the family of his frog. The boy $_RWR_take took his frog $_RWR_from from the rest and he said goodbye.

FILE_NAME: B1_4ESO_15_STR_JAB_JJO
LEVEL: B1
INITIALS: JJO
NICK: OVEJA
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)

L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 7
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF:B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: CHATING ON THE INTERNET
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: YES
BILINGUAL_SUBJECTS: ETHICS AND SOCIAL SCIENCES
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... A boy was in his bedroom at night, he was looking at a frog, the Frog was into a bottle, in the bedroom, there was also a dog and it was looking at the frog, After that the boy and the dog went to the bed and they fall asleep, in that moment the frog $_RWR_go_out escaped From the bottle. The next morning, when the boy got up he began to look for the frog, he was very worried, then the boy go out from their house and began to shout. The were in the forest, the boy climbed a tree and a rock but he did not see nothing. At that moment, a deer pushed him and he dropped in a river, he was nex to a trunk. In the river, the boy found a family of frog, so he took one and went to his house.

FILE_NAME: B1_4ESO_15_STR_JAB_MJC
LEVEL: B1
INITIALS: MJC
NICK: MJC
AGE: 15
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: NO
LISTENING_SELF: NO
READING_SELF:NO
WRITING_SELF:NO
OTHER_LANGUAGE: YES

WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TV SERIES
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... a boy buy a frog because he loves all the animals. He too has a dog so cute. He and his dog look at the frog, they think that is very interesting. Finally the boy goes to the bed because he is tired. When he is sleeping the frog escape and leaves for the window. The next day the boy gets up and see that the frog escape so he is worried. He decides go to the forest with the dog to look for the frog. The boy shouts very strong but the frog doesn't appear. Then they enter in the middle of the forest and see a big tree so the boy sube to the tree to look for $_RWU_¿ $_RWR_the his frog. Later he walk for twenty minutes and "sube" at a rock for shout $_RWR_to_the_fro the name of the frog. He is tired and drops under the rock. He $_RWR_cry cries but he see the frog. He is very happy with his two animals and comes back with his family. He sais goodbay to his parents and goes his bedroom. He sais goodbay to his animals and goes to bed $_RWR_too happy and tired.

FILE_NAME: B1_4ESO_16_STR_JAB_ACL
LEVEL: B1
INITIALS: ALC
NICK: CHILLÓN
AGE: 16
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF: A2
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: 6
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES

WHEN_EXTRAMURAL: DURING SCHOOL YEARS
MONTHS_EXTRAMURAL: TWO YEARS
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... A boy that have two pets, a dog and a frog, had gone to sleep. His frog was in a vase all the tima and this night the frog decide to escape. When the boy $_RWR_was got up and look at the vase he saw that the frog wasn't in the vase. Inmediately the boy and the dog went to look for the frog at the forest. The boy look for the frog in all the trees of the forest and the dog smelt all the rock and branch, but finally the boy and the dog can't found the frog.

FILE_NAME: B1_4ESO_16_STR_JAB_EMB
LEVEL: B1
INITIALS: EMB
NICK: NO
AGE: 16
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?: LONDON
WHEN_STAY?: JULY 2011
MONTHS_STAY: 1 WEEK
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: HISTORY AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... Pip's mother brought a frog, the frog was to Pip. When Pip saw it, he was very exciting.
Pip loved his frog, he $_RWR_tought took a big vase and he put the frog in the vase.

Pip had a dog, Luna. Lunas was his bestfriend, they were always $_RWR_togh together. When the frog came, Luna love $_RWU_¿ him to, she was always smelling the vase and she slept next to the vase and she slept next to the vase and in front of $_RWR_the Pip's bed. They were a happy family. One $_RWR_day night, Pip didn't close the vase and the frog scaped. $_RWR_D when Pip got up, he looked the vase and the frog didn't be there. Pip was worried and he started to look for the frog. Pip and Luna went to the forest, Pip was shouting all the time but the frog didn't appear. When Pip came to his house, he listen the frog sound, he $_RWR_run ran to look for it and he found it in a rock they were very happy to be together.

FILE_NAME: B1_4ESO_16_STR_JAB_EMS
LEVEL: B1
INITIALS: EMS
NICK: NO
AGE: 16
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2:   SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: NO
SPEAKING_SELF: A2
LISTENING_SELF: A2
READING_SELF:B1
WRITING_SELF:B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:YES
WHERE_STAY?: CAMBRIDGE
WHEN_STAY?: 2010
MONTHS_STAY: 1 WEEK
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: HISTORY AND PHILOSOPHY
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... a little boy found a frog in $_RWR_his_garde a lake, and he took her. He loved the frog and soon an she started saying "croak" and he $_RWR_put $_RWU_¿ named her Cracky. That night, the boy had to go to bed and he said goodnight to his dog and put Cracky on a vase. She had escaped at night, he was sure. The little took the dog and they went to look for cracky at the park $_RWR_wich which was near their home. Boy started shouting "Cracky? Cracky! Where are you? Please, return with us!" and the dog $_RWR_said also helped saying "Goau, Goau!". But they didn't have any answer. They continued looking for cracky at the top of a tree, behind the plants, near the rocks... but a rock $_RWR_was had a surprise and the boy didn't notice at all; there was a deer behind it! The animal throw the little boy and he dropped into a lake. Also the dog fell with him. They were worried because they

couldn't find their frog but the boy went over a trunk and he found a family of frogs. He couldn't imagine but the mom was... Cracky! He understood her sons $_RWU_¿ would need her and the boy waved goodbay to this family, and returned home with his dog.

FILE_NAME: B1_4ESO_16_STR_JAB_MJM
LEVEL: B1
INITIALS: MJM
NICK: MACHÚ
AGE: 16
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME:SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF:B1
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD:NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: READING SONGS' LYRICS, SOCIAL NETWORKS
BILINGUAL_PROGRAM:YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... a boy and his dog were very exicing for his new frog. They were looking at him all the time. But at night, the boy $_RWR_went_to_sleep and his dog went to sleep. $_RWR_While_the_boy_was_sleeping The frog was trying to scape from the vase, finally the frog fell on the floor and scaped from the window out of the room. $_RWR_On In the morning the boy and his boy got up and they go to see their frog but... where was the frog? Did the frog scape? The boy was worried about it, he started to shout $_RWR_and_then_he_ran_out_of_the_house_and_the_dog_too but the frog didn't appear. Then, he lied in his bed and started to crying. Later the dog and him went out of the house $_RWU_¿ He shouted and the dog smell for the frog but it didn't appear. He $_RWU_¿ looked in the river, $_RWR_on under the water, in the trunk, etc. Suddenly the dog smelt something. The dog looked behind the rock and the frog was there! The boy and the dog were very $_RWR_happy happies. They returned to their house and $_RWR_were was his family. He told them the $_RWU_¿ story and now everybody was happy.

FILE_NAME: B2_4ESO_15_STR_JAB_JAM

LEVEL: B2
INITIALS: JAMC
NICK: JUANCAMERAS
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1: SPANISH
FATHERS_L1: SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 6
SPEAKING_SELF: B1
LISTENING_SELF: A2
READING_SELF: B1
WRITING_SELF: A2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?: GIBRALTAR
WHEN_STAY?: 2010
MONTHS_STAY: 2 DAYS
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: NO
WHICH_ADDITIONAL_EXTRAMURAL: NO
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: YES
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... A boy and his dog were watching a frog inside a vase but It was late and the boy had to go to sleep. During the period of time that the boy and the dog were sleeping the frog scaped. When the dog and the boy got carry that the frog scape they went to some places $_RWR_like in the forest like a big tree $_RWU_¿ or a big rack until a deer hit then to a lake; but In this lake they saw the frog between other frogs. So they recovered the frog and went to the house.

FILE_NAME: B2_4ESO_15_STR_JAB_JJJ
LEVEL: B2
INITIALS: JJJ
NICK: JJ
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD
L1: SPANISH
FATHERS_L1: SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 7

SPEAKING_SELF: B2
LISTENING_SELF: B2
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?: GIBRALTAR
WHEN_STAY?: 2010
MONTHS_STAY: 3 DAYS
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SINCE THE AGE OF 7
MONTHS_EXTRAMURAL: 9 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: READING, INTERNET
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: A child was in his bedroom with his dog looking to the frog that he has found. Later, while he was sleeping the frog went out from the bottle where it was and scaped from the house. The next morning, when the child woke up the first thing he saw, was that the frog wasn't in the bottle, so he became very sad. After the school, he started to look for the frog with his dog through the forest. He looked for the frog in every place of the forest but he didn't find it. But suddenly, he was in a rock and a deer hit him and he fell into the river, here in the river, he heard a frog and here was his frog. It was very happy with $_RWU_¿ others frogs, so the child understood that the river was better than the bottle for the frog, so he left here the frog. He returned to his house saying goodbye to his friend the frog.

FILE_NAME: B2_4ESO_15_STR_JAB_MVN
LEVEL: B2
INITIALS: MVN
NICK: VALGREEN
AGE: 15
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 8
SPEAKING_SELF: B2
LISTENING_SELF: B1
READING_SELF: C1
WRITING_SELF: B2
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: YES
WHERE_STAY?: EDINBURGH

WHEN_STAY?: 2011
MONTHS_STAY: ONE WEEK
EXTRAMURAL_INSTRUCTION: NO
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: NO
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: TV SERIES
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day, a boy was playing with this dog and his new frog. He had found it near a river, he liked it and he captured it. But while he was playing the day ended and came the night, the boy was tired because he had run a lot for capture the frog, so he went to sleep quickly, and he forgot to keep $_Ins_and_close the frog' vase. $_RWU_¿ The night past and the frog didn't sleep, $_RWU_¿ $_RWR_it_saw $_RWR_it_saw when it saw the door was open, he escaped to look for his family at the forest. The sun came again and the boy woke up inmediately, he wanted to play with the frog; but it wasn't in the vase! He looked for it under the bed, in the bookcases,... but he didn't found it, so he went out his house and entered into the forest with his dog. $_RWR_The_day He shouted along the whole forest, he asked to the bees, the rabits and squirrel if they had seen his friend; but of course, they didn't answer. He looked in every branch, under every rock, but the frog weren't there. Finally, he felt tired, he had been looking the frog the whole day and the day was turning dark. So he returned to his house $_RWR_very $_RWR_very very sad with his dog behind; but a surprise was waiting him at home. His parents had bought him a new frog!! It was only a toy, but it was really similar to his lost frog, $_RWR_so $_RWR_so and it $_RWR_won't $_RWR_wasn't_going_t didn't escape any more. THE END

FILE_NAME: B2_4ESO_15_STR_JAB_SPA
LEVEL: B2
INITIALS: SPA
NICK: SERGIODELA
AGE: 15
SEX: MALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1: SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 4
SPEAKING_SELF: B1
LISTENING_SELF: B1
READING_SELF: B1
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO

EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: SCHOOL YEARS
MONTHS_EXTRAMURAL: 6 YEARS
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: INTERNET (WEB PAGES AND VIDEOS)
BILINGUAL_PROGRAM: YES
WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 5
COMPOSITION: One day,... Tom's dog was walking around the house and started to shout. When tom arrived, the dog was trying to eat a little frog.
Tom took the frog and put it into a big vase.
At night, when Tom was sleeping, the frog jumped out of the vase and went out of the house.
In the morning, Tom's dog shouted again, when he look at the big vase, he couldn't see the frog, the frog wasn't here.
After breakfast, Tom and his dog went to the forest and they started to look for the frog, shating and moving branchs
Tom was on a rock, when he touched a branch, actually the branch was the ornament of a deer, and the deer pushed Tom away. Tom felt in a little lakie.
The dog helped Tom to rise, when he turned the head, he cald $_RWR_see saw a frog, next to all his 'frog family'.

FILE_NAME: B2_4ESO_16_STR_JAB_LMV
LEVEL: B2
INITIALS: LMV
NICK: LA
AGE: 16
SEX: FEMALE
COURSE: 4ESO
SCHOOL: IES SANTÍSIMA TRINIDAD (BAEZA)
L1:   SPANISH
FATHERS_L1:   SPANISH
MOTHERS_L2: SPANISH
LANGUAGE_AT_HOME: SPANISH
AGE_EXPOSURE: 5
SPEAKING_SELF: A2
LISTENING_SELF: B1
READING_SELF: B2
WRITING_SELF: B1
OTHER_LANGUAGE: YES
WHICH_LANG: FRENCH
ENGLISH_MARK_LAST_YEAR: NO
STAY_ABROAD: NO
WHERE_STAY?: NO
WHEN_STAY?: NO
MONTHS_STAY: NO
EXTRAMURAL_INSTRUCTION: YES
WHEN_EXTRAMURAL: NO
MONTHS_EXTRAMURAL: 5
ADDITIONAL_EXTRAMURAL: YES
WHICH_ADDITIONAL_EXTRAMURAL: READING
BILINGUAL_PROGRAM: YES

WHEN_BILINGUAL_PROGRAM: 1ESO
BILINGUAL_SUBJECTS: SOCIAL SCIENCES AND ETHICS
BILINGUAL_EXTRA_HOURS_SUBJECTS: 2
COMPOSITION: One day,...
_RWR_a_little_boy_caught_at_the_countryside_a_frog._He_put_it_into_a_bottle_and_went_
to_his_home._He_and_his_dog_He_spent_many_hours_looking_at_the_frog,_because_he_lo
ved_animals a little boy went to the countryside with his dog. While they were there, he
caught a frog. As he loved animals, he put it into a bottle and with his dog, they both returned
home. When $RWU_¿ they arrived there, the $_Ins_boy was very exhausted after a long day,
so he went to his bedroom directly. Before going to sleep, he looked at his frog and
$_RWR_finally after that he rested. At night, the frog escaped from the bottle and got out of
the boy's house. The next morning, when the boy got up, he couldn't see it, and this made him
feel very worried. $_RWR_His_dog_and_he He got dressed and went to the countryside with
his dog to $_RWR_look_f find the frog. They looked for in every place at the forest: $_RWR_on
inside of a tree, next to the river, under a trunk... but they didn't find anything. The boy was
very sad but he finally gave up and returned home, this time, without frog, but $_RWR_still he
still had the company of his lovely dog.