



Supplement to the

Common European Framework of Reference for Languages and the Companion Volume: L1 Spanish users

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CEFR C1 level (*Organizational patterns*)

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CEFR C1 level (*Connectors and cohesive devices*)

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1. Fine-tuned descriptors: introduction

The fine-tuned descriptors in this Supplement are the result of the *FineDesc Project* ‘Making the CEFR/CV more user-friendly: fine-tuning descriptors with Learner Corpus Research (LCR) results’ funded by the Spanish Ministry of Science, Innovation and Universities (Grant PID2020-117041GA-I00, funded by MICIU/AEI/10.13039/501100011033). The main objective of this project was to provide L1 Spanish end-users of the *Common European Framework of Reference for Languages/Companion Volume (CEFR/CV)* (Council of Europe, 2001, 2020)(e.g., teachers, learners, curriculum designers, language testers, employers, etc.) with fine-tuned descriptors (Díez-Bedmar, 2018). That is, CEFR/CV descriptors, which are complemented with learner corpus-based results regarding the language employed by learners when engaging in different communicative language activities at different CEFR levels.

The need to fine-tune the descriptors stems from the limitations reported in the literature regarding the implementation of the CEFR/CV in different contexts and the end-users’ demands for more reader-friendly descriptors which would be easily applied to their language learning, teaching and assessment needs. The limitations in the application of the documents are due to the three main aims that underpin the CEFR (North, 2007), and consequently the CV: a) to establish a common metalanguage that encompasses the main aspects related to language teaching,

learning, and assessment; b) to promote reflection on learners' needs, set objectives and identify ways to follow up and check their progress; and c) to establish a series of levels which considers the learners' use of the language from a communicative point of view. These aims are encapsulated in the descriptors, as they describe what language users can do with the language when engaging in different language activities and strategies, considering the communicative language competences (i.e., CEFR horizontal axis) at the different CEFR levels (i.e., the CEFR vertical axis). The descriptors are therefore important to CEFR/CV end-users as they specify what the learner can do with the language and to what extent.

However, the overriding philosophy in the CEFR/CV, i.e., providing users with a document which may trigger reflection on the learning, teaching, and assessment of any language as well as providing a common standard for the differing levels, makes the use of the descriptors by CEFR/CV end-users somehow problematic. The descriptors have been criticised for not being in line with SLA results and for being impressionistic and global in nature to really provide a linguistic description of the type and quality of language employed when engaging in language activities (Hawkins & Filipović, 2012; Hulstijn, 2007; North, 2007; Wisniewski, 2017), but see North (2020).

Results of the *FineDesc Project* have highlighted that raters and teachers in University Language Centres in Spain find the use of the CEFR/CV challenging. They point out that descriptors do not provide information on the language that CEFR/CV users are expected to use at each level and demand descriptors with such information (Díez-Bedmar & Luque Agulló, 2023; Luque-Agulló & Díez-Bedmar, 2025). This demand has been supported by other end-users (in-service primary and secondary school teachers, teachers in Official Language Schools, linguistic normalization services and language policymakers) in teacher training workshops (Díez-Bedmar, 2022) and FineDesc workshops run during the project (Díez-Bedmar & Laso Martín, 2023; Díez-Bedmar, Laso Martín & Maíz Arévalo, 2023, 2024).

Since the CEFR descriptors are part of a 'flexible, open, dynamic, and non-dogmatic' document (Trim, 2012, p. 29), and 'they are a basis for reflection, discussion and further action' (Council of Europe, 2020, p. 41), the possibility to fine-tune them to cater for L1 Spanish end-users' needs was clear. Furthermore, in so doing, North's (2020, p. 18) call

for research to ‘provide CEFR-informed contextualised descriptors’ without losing track of the general illustrative descriptors published in the CEFR/CV is also answered.

To enhance the descriptors with linguistic information on how learners carry out different communicative activities, a learner corpus-based analysis was necessary. Since the only available learner corpora containing L1 Spanish learners’ production were limited in availability, size, CEFR alignment and/or compilation variables, a new learner corpus, the *FineDesc Learner Corpus* (Díez-Bedmar, 2025), was compiled. This learner corpus was developed thanks to the collaboration of eight University Language Centres in Spain. The *FineDesc Learner Corpus* is composed of the successful written production by candidates of the CertAcles Exam Suite at B1, B2 or C1 CEFR levels, who took their exams in any of the University Language Centres which collaborated in this project and granted their permission to have their texts included in the learner corpus. These candidates are either L1 Spanish monolinguals or bilinguals, Spanish being one of their languages together with another co-official language in Spain (Galician, Catalan, Basque, Valencian). Some learners may be multicompetent speakers, users, or learners of other foreign languages. Their CEFR level is granted thanks to the ratings by two independent CEFR/CV experts who evaluated the student’s texts as being at the level specified. Apart from the candidates’ variables, those concerning their attendance to an exam preparatory course, the text types written and the main communicative function(s) in the text types have also been identified to allow for comprehensive analyses of learner language.

The *FineDesc Learner Corpus* consists of over a million words (1,309,507). Parts of the *FineDesc Learner Corpus* have been analysed by the members of the FineDesc Project to describe learner language in three main text types, namely correspondence, creative writing and reports and essays, by considering the linguistic, sociolinguistic and pragmatic competences. Since the *FineDesc Learner Corpus* is composed of written production, those descriptors which are aimed at or are more related to oral production or interaction (e.g., phonological control, fluency) have not been

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considered. The results of the learner corpus-based analyses have informed the linguistic, sociolinguistic and pragmatic competence descriptors at B1, B2 and/or C1 levels, thus providing L1 Spanish end-users with fine-tuned descriptors.

The preliminary version of the fine-tuned descriptors was shared with collaborators of the *FineDesc Project* and end-users, who attended the face-to-face and online training seminars/workshops where the descriptors were piloted. Their constructive feedback has been very important to shape the final fine-tuned descriptors contained in the present document.

We are fully aware that further research is needed to continue fine-tuning the descriptors, as only some characteristics of learner language have been considered. These have been selected for two reasons: a) the researchers' field of expertise; b) the possibility of analysing such characteristics in the learner corpus. Due to time constraints, it has not been possible to provide fine-tuned descriptors for all the levels, text types and communicative functions at the different CEFR levels in the learner corpus. We hope our contribution is a first step towards the fine-tuning of descriptors not only for students' written production and interaction, but also for students' oral production and interaction, as well as mediation. The nature of the CertAcles Exam Suite, where students need to prove that they have acquired a specific CEFR level, did not give us the opportunity to explore the plurilingual competence (as students are expected to write their texts in English only).

We are also aware that these fine-tuned descriptors are longer than the original ones and, therefore, may demand more time to read and, because of the linguistic terminology, understand. However, we hope they help end-users align their learning, teaching and assessing of language to the CEFR/CV, probably by using micro-descriptors or adapting them to checklists, as is the case in the electronic portfolio.

2. Fine-tuned descriptors: structure

The fine-tuned descriptors in this Supplement have been organized considering four variables: a) the communicative language competence considered (the linguistic, the sociolinguistic and the pragmatic ones); b) the CEFR level (B1, B2 and/or C1). Since different descriptors may be found in a communicative language competence at the same CEFR level, the descriptor has been identified by providing a part of the descriptor which has been fine-tuned between brackets; c) the text type (correspondence, creative writing and/or reports and essays); and d) the main communicative function(s) in the text. The last two variables have been included due to their crucial effect on language production.

Each fine-tuned descriptor is composed of four main sections. The first one identifies the communicative language competence, the communicative language activity and text type students were engaged in, the main communicative function in the text type analysed and the CEFR level at which the texts are (i.e., B1, B2 and C1). The main communicative function in the texts has been included in this section due to the task effect on language use.

The second section offers the original descriptor and its reference. The parts of the descriptors that have been identified as prone to fine-tuning have been signalled in bold type.

The third section provides the fine-tuned descriptor. After repeating the original descriptor, learner-corpus-informed linguistic information is provided to complement those parts of the original descriptor which have been identified as prone to be fine-tuned. The underlined terminology indicates that examples will be offered in the last section of the fine-tuned descriptor.

To help readers understand the linguistic concepts which are underlined in the fine-tuned descriptors and may require some metalinguistic knowledge, the fourth and last section provides real examples taken from the learner corpus. We believe that an important asset of these fine-tuned descriptors is the use of real examples taken verbatim from the *FineDesc Learner Corpus*, as these allow us to illustrate what students can actually do at the corresponding level. Given the nature of the examples, some of them may contain some errors or non-target-like uses, which contribute to a more accurate view of what these learners can actually do with the language. Some examples may also contain 'XXX'. This was used to anonymize proper nouns, locations and other types of sensitive information during the anonymization process of the *FineDesc Learner Corpus*.

Some fine-tuned descriptors for the same communicative language competence, communicative language activity and communicative function at adjacent CEFR levels are similar because the learner corpus-based results reveal similar findings at those levels. Since 'each individual descriptor provides an independent criterion statement that can be used on its own, without the context of the scale' (Council of Europe, 2020, p. 41), we have kept them to provide end-users with all the fine-tuned descriptors we have designed.

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Fine-tuned descriptors

Linguistic competence



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence General linguistic range	Written interaction Correspondence	Making a request	B1

Original descriptor (Council of Europe, 2020, p. 130)

Has **enough language to get by**, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

Fine-tuned descriptor

Has **enough language to get by**, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

Can make requests in emails which include some complex noun phrases.

Can use postmodified noun phrases, specially those realised by means of simple prepositional phrases or relative clauses, in descending frequency order.

Can use premodified noun phrases, with a preference for those with simple premodification.

Examples

Postmodified noun phrases: simple prepositional phrase

(1) 'some activities for students.'

Postmodified noun phrases: relative clause

(2) 'many people who had achieved it.'

Premodified noun phrases: simple premodification

(3) 'new people...'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence General linguistic range	Written production Creative writing	Expressing an opinion	B1

Original descriptor (Council of Europe, 2020, p. 130)

Has **enough language to get by**, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

Fine-tuned descriptor

Has **enough language to get by**, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

Can express their opinion in blogs which may include some complex noun phrases.

Can use postmodified noun phrases, the most frequent being those realised by means of relative clauses and simple prepositional phrases, in descending frequency order.

Can use premodified noun phrases, with a preference for those with simple premodification.

Can use pre- and postmodified noun phrases, specially those with simple premodification and postmodification by means of a complex prepositional phrase, although they are quite infrequent.

Examples

Postmodified noun phrases: relative clause

(1) 'the problems that you had.'

Postmodified noun phrases: simple prepositional phrase

(2) 'life after the university.'

Premodified noun phrases: simple premodification

(3) 'an awesome experience...'

Pre- and postmodified noun phrases: simple premodification and postmodification by means of a multiple prepositional phrase

(4) 'the best university for learning...'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence General linguistic range	Written production Reports and essays	Expressing an opinion	B1

Original descriptor (Council of Europe, 2020, p. 130)

Has **enough language to get by**, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

Fine-tuned descriptor

Has **enough language to get by**, with sufficient vocabulary to express themselves with some hesitation and circumlocutions on topics such as family, hobbies and interests, work, travel and current events, but lexical limitations cause repetition and even difficulty with formulation at times.

Can express their opinion in essays which include a variety of complex noun phrases.

Can use postmodified noun phrases, the most frequent being those realised by means of multiple prepositional phrases, to-infinitive clauses and simple prepositional phrases, in descending frequency order.

Can use premodified noun phrases, with a preference for those with simple premodification.

Can use pre- and postmodified noun phrases, specially those with simple premodification and multiple postmodification by means of a multiple prepositional phrase and simple premodification and the use of a relative clause, although they are not frequent.

Examples

Postmodified noun phrases: multiple prepositional phrase

(1) 'because of the lack of time for studying...'

Postmodified noun phrases: to-infinitive clause

(2) 'the energy to work after class...'

Postmodified noun phrases: simple prepositional phrase

(3) 'a lot of experience for their lifes...'

Premodified noun phrases: simple premodification

(4) 'make new friends.'

Pre- and postmodified noun phrases: simple premodification and multiple postmodification by means of a multiple prepositional phrase

(5) 'the biggest disadvantage of being a part-time worker...'

Pre- and postmodified noun phrases: simple premodification and multiple postmodification by means of a relative clause

(6) 'a beautiful city where there are shops,'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence General linguistic range	Written interaction Correspondence	Making a request	B2

Original descriptor (Council of Europe, 2020, p. 130)

Has a **sufficient range of language** to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some **complex sentence forms** to do so.

Fine-tuned descriptor

Has a **sufficient range of language** to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some **complex sentence forms** to do so.

Can make requests in emails which may include a wide variety of complex noun phrases.

Can use postmodified noun phrases, specially those realised by means of simple prepositional phrases, multiple prepositional phrases, relative clauses, to-infinitive clauses and -ed clauses.

Can use premodified noun phrases, with a preference for those with simple premodification.

Examples

Postmodified noun phrases: simple prepositional phrase

(1) 'information about the wage.'

Postmodified noun phrases: multiple prepositional phrase

(2) 'more information of the different jobs available at your company.'

Postmodified noun phrases: relative clause

(3) 'a pair of things that I'd prefer to know.'

Postmodified noun phrases: to-infinitive clause

(4) 'an initiative to inspire people.'

Postmodified noun phrases: -ed clause

(5) 'food derived from animals.'

Postmodified noun phrases: simple premodification

(6) 'simple animals...'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence General linguistic range	Written production Creative writing	Expressing an opinion	B2

Original descriptor (Council of Europe, 2020, p. 130)

Has a **sufficient range of language** to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some **complex sentence forms** to do so.

Fine-tuned descriptor

Has a **sufficient range of language** to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some **complex sentence forms** to do so.

Can express their opinion in blogs which include a wide variety of complex noun phrases.

Can use a wide variety of postmodified noun phrases, such as simple prepositional phrases, to-infinitive clauses and relative clauses, the last one being the most frequent one.

Can use both simple premodification and multiple premodification.

Can use pre- and postmodified noun phrases, specially those with simple premodification and postmodification by means of a simple prepositional phrase.

Examples

Postmodified noun phrases: simple prepositional phrase

(1) 'opinions about this issue.'

Postmodified noun phrases: to-infinitive clause

(2) 'another way to stay healthy.'

Postmodified noun phrases: relative clause

(3) 'The people who are physically active...'

Premodified noun phrases: simple premodification

(4) 'the old castle.'

Premodified noun phrases: multiple premodification

(5) 'with a flexible and balanced diet.'

Pre- and postmodified noun phrases: simple premodification and postmodification by means of a simple prepositional phrase

(6) 'many people's life during lockdown.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence General linguistic range	Written production Reports and essays	Expressing an opinion	B2

Original descriptor (Council of Europe, 2020, p. 130)

Has a **sufficient range of language** to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.

Fine-tuned descriptor

Has a **sufficient range of language** to be able to give clear descriptions, express viewpoints and develop arguments without much conspicuous searching for words/signs, using some complex sentence forms to do so.

Can express their opinion in essays which include a variety of complex noun phrases.

Can use postmodified noun phrases, the most frequent being those realised by means of multiple prepositional phrases, relative clauses and simple prepositional phrases, in descending frequency order.

Can use premodified noun phrases, with a preference for those with multiple premodification.

Can use pre- and postmodified noun phrases, specially those with simple premodification and multiple postmodification by means of a multiple prepositional phrase and simple premodification and the use of a relative clause, although they are not frequent.

Examples

Postmodified noun phrases: multiple prepositional phrase

(1) 'a noise from the cars or the people.'

Postmodified noun phrases: relative clause

(2) 'The place where you live...'

Postmodified noun phrases: simple prepositional phrase

(3) 'the variety of schools...'

Premodified noun phrases: multiple premodification

(4) 'a really interesting comedy...'

Pre- and postmodified noun phrases: simple premodification and postmodification by means of a multiple prepositional phrase

(5) 'a huge variety of different people...'

Pre- and postmodified noun phrases: simple premodification and postmodification by means of a relative clause

(6) 'in rural areas where there is not any type of...'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence General linguistic range	Written production Reports and essays	Expressing an opinion	C1

Original descriptor (Council of Europe, 2020, p. 130)

Can use a **broad range of complex grammatical structures** appropriately and with considerable flexibility.
Can select an appropriate formulation from a **broad range of language** to express themselves clearly, without having to restrict what they want to say.

Fine-tuned descriptor

Can use a **broad range of complex grammatical structures** appropriately and with considerable flexibility.
Can select an appropriate formulation from a **broad range of language** to express themselves clearly, without having to restrict what they want to say.

Can express their opinion in essays which include a wide variety of complex noun phrases.

Can use a wide variety of postmodified noun phrases, such as that-clauses, comparative clauses, simple prepositional phrases, multiple prepositional phrases, and relative clauses, the last two being the most frequent ones.

Can use premodified noun phrases, with a preference for those with simple premodification.

Can use pre- and postmodified noun phrases, specially those with simple premodification and multiple postmodification by means of a multiple prepositional phrase and simple premodification and the use of a relative clause, although they are not frequent.

Examples

Postmodified noun phrases: that-clause

(1) 'the idea that people decide...'

Postmodified noun phrases: comparative clause

(2) 'the same as removing the influence...'

Postmodified noun phrases: simple prepositional phrase

(3) 'the aim of this essay...'

Premodified noun phrases: multiple prepositional phrase

(4) 'a way of reaching those traits...'

Postmodified noun phrases: relative clause

(5) 'a decision which may be based on...'

Premodified noun phrases: simple premodification

(6) 'there are good opportunities.'

Pre- and postmodified noun phrases: simple premodification and postmodification by means of a multiple prepositional phrase

(7) 'a bad attitude with the other people who lives in your house.'

Pre- and postmodified noun phrases: simple premodification and postmodification by means of a relative clause

(8) 'two possible options that could work well.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Vocabulary range	Written interaction Correspondence	Making an inquiry	B1

Original descriptor (Council of Europe, 2020, p. 131)

Has a **good range of vocabulary** related to **familiar topics** and **everyday situations**.

Has a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.

Fine-tuned descriptor

Has a **good range of vocabulary** related to **familiar topics** and **everyday situations**.

Has a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.

Can use a range of nouns related to people, everyday activities, places, objects, emotions, and time spontaneously, without relying on prompts from interlocutors or written texts.

Examples

People

(1) 'I'm interested to do a summer sports course for adults.'

Everyday activities

(2) 'They have several activities with hiking, climbing, cycling...'

Places

(3) 'I would like to know if the club has cantine and public showers in order to arrange my personal luggage.'

Objects

(4) 'I recommend you a jacket and jeans, to go appropriate with the weather and an umbrella.'

Emotions

(5) 'That's a pity!'

Time

(6) 'You should take light clothes to spend the days and a jacket for the nights.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Vocabulary range	Written production Creative writing	Narrating	B1

Original descriptor (Council of Europe, 2020, p. 131)

Has a **good range of vocabulary** related to **familiar topics** and **everyday situations**.

Has a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.

Fine-tuned descriptor

Has a **good range of vocabulary** related to **familiar topics** and **everyday situations**.

Has a sufficient vocabulary to express themselves with some circumlocutions on most topics pertinent to their everyday life such as family, hobbies and interests, work, travel, and current events.

Can use a range of nouns related to people, everyday activities, events, places, objects, emotions and time, typically used in everyday storytelling.

Examples

People

(1) 'Her husband usually carry XXX, their 9-year-old daughter, to school.'

Everyday activities

(2) 'He even came talk to me about the homework we had.'

Events

(3) 'The robbery had ended and the impostors had run.'

Places

(4) 'The TV from the living room was on the floor.'

Objects

(5) 'They bought a cake and some candles to blow.'

Emotions

(6) 'They faces were covered in fear.'

Time

(6) 'His voice had pauses between every word he said.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Vocabulary range	Written interaction Correspondence	Describing & Making a suggestion	B2

Original descriptor (Council of Europe, 2020, p. 131)

Has a **good range of vocabulary** for matters connected to **their field** and **most general topics**.

Can vary formulation to avoid frequent repetition, but **lexical gaps** can still cause hesitation and circumlocution.

Fine-tuned descriptor

Has a **good range of vocabulary** for matters connected to **their field** and **most general topics**.

Can vary formulation to avoid frequent repetition, but **lexical gaps** can still cause hesitation and circumlocution.

Can use a good range of nouns related to abstract, social, and professional topics, from varied semantic fields including activities, concepts, communication, and relationships. Lexical gaps can occur when dealing with unfamiliar or more specialised topics.

Examples

Activities

(1) 'You can recommend about traditional parties and club dancing.'

Concepts

(2) 'I'm really glad that you asked for my advice on this theme.'

Communication

(3) 'I have the perfect suggestion for you.'

Relationships

(4) 'Despite being a heartbreaker, he's always there for everybody.'

Lexical gaps

(5) 'It is about the professor who is a smart man and talks to some people to organize the perfect stolen in the spanish fabric of money.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Vocabulary range	Written production Creative writing	Narrating	B2

Original descriptor (Council of Europe, 2020, p. 131)

Has a **good range of vocabulary** for matters connected to **their field** and **most general topics**.

Can vary formulation to avoid frequent repetition, but **lexical gaps** can still cause hesitation and circumlocution.

Fine-tuned descriptor

Has a **good range of vocabulary** for matters connected to **their field** and **most general topics**.

Can vary formulation to avoid frequent repetition, but **lexical gaps** can still cause hesitation and circumlocution.

Can use a good range of nouns related to abstract, emotional, and socio-cultural matters, from varied semantic fields including people, places, events, feelings, concepts, communication, and creation and art. Lexical gaps can occur when dealing with unfamiliar or more abstract topics.

Examples

People

(1) 'Being able to learn from my team mates was the most memorable moment.'

Places

(2) 'We go to art galleries so often...'

Events

(3) 'The day starts with a rugby tournament, where all the students are invited to join and play with university team.'

Feelings

(4) 'I had never felt this way before. The passion wanted a place in my heart and it got in.'

Concepts

(5) 'We observed all of us had lots of differences, such as religion, manners...'

Communication

(6) 'I had the pleasure to assist an incredible speech about the environment.'

Creation and art

(7) 'The man that doesn't sing, but makes, as I like to call it, harmonic poetry.'

Lexical gaps

(8) 'There are 10 judges who will read more than 100 poems to dictaminate which poem is the best.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Vocabulary range	Written interaction Correspondence	Describing & Making a suggestion	C1

Original descriptor (Council of Europe, 2020, p. 131)

Has a good command of a **broad lexical repertoire** allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies.

Can select from several vocabulary options in almost all situations by exploiting synonyms of even less common words.

Fine-tuned descriptor

Has a good command of a **broad lexical repertoire** allowing gaps to be readily overcome with circumlocutions; little obvious searching for expressions or avoidance strategies.

Can select from several vocabulary options in almost all situations by exploiting synonyms of even less common words.

Can use a broad range of nouns related to conceptual, cultural, scientific and socio-economic fields.

Examples

Conceptual field

(1) 'Employees were having a hard time finding inspiration when facing a new project.'

Cultural field

(2) 'Regarding this activity, they would paint a still nature.'

Scientific field

(3) 'Continuous bioprocessing is one of the hot topics in our organization nowadays.'

Socio-economic field

(4) 'I'm going to focus in two topics related to stock market: the new law which has recently been approved by the government in relation to the selling of shares.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Grammatical accuracy	Written interaction Correspondence	Making a suggestion	B1

Original descriptor (Council of Europe, 2020, p. 132)

Uses **reasonably accurately** a repertoire of frequently used “routines” and patterns associated with more predictable situations.

Fine-tuned descriptor

Uses **reasonably accurately** a repertoire of frequently used “routines” and patterns associated with more predictable situations.

Can make suggestions in emails which include some non-target-like grammatical uses, these being found in tense and aspect, articles, auxiliary verbs, verb morphology, noun number, word class selection and non-finite verbs, in descending frequency order.

Can make suggestions in emails which include some non-target-like lexico-grammatical uses, these being found in verbs with an incorrect, missing or redundant preposition and verb complementation.

Examples

Tense and aspect

(1) 'He has never called the police before...'

Articles

(2) 'The last month...'

Auxiliary verbs

(3) 'I'm sure. I may not go with you because I will be working.'

Verb morphology

(4) 'He could saw that.'

Noun number

(5) 'I am working mornings and afternoon...'

Word class selection

(6) 'The day started so bad for him.'

Non-finite verbs

(7) 'it will be amazing going on the 23th to watch...'

Verbs with an incorrect, missing or redundant preposition

(8) 'I've been applying to every job offert.'

(9) 'Last month I started searching Ø companies...'

(10) 'He decided to enter in the room...'

Problems with verb complementation

(11) 'I would like going your home town.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Grammatical accuracy	Written production Creative writing	Narrating	B1

Original descriptor (Council of Europe, 2020, p. 132)

Uses **reasonably accurately** a repertoire of frequently used “routines” and patterns associated with more predictable situations.

Fine-tuned descriptor

Uses **reasonably accurately** a repertoire of frequently used “routines” and patterns associated with more predictable situations.

Can write narrative texts which include some non-target-like grammatical uses, these being found in tense and aspect, articles, auxiliary verbs, verb morphology, noun number, non-finite verbs and word class selection, in descending frequency order.

Can write narrative texts which include some non-target-like lexico-grammatical uses, these being found in verbs with an incorrect, missing or redundant preposition and verb complementation.

Examples

Tense and aspect

(1) 'I went to the restaurant and they give me the job.'

Articles

(2) 'Finally, the policeman found a four cats...'

Auxiliary verbs

(3) 'He didn't know what he must do.'

Verb morphology

(4) 'Has anything happen to you?'

Noun number

(5) 'Attacked by a men.'

Non-finite verbs

(6) 'Find the job was very difficult...'

Word class selection

(7) 'The best day of his live...'

Verbs with an incorrect, missing or redundant preposition

(8) 'I was having a look to the newspaper...'

(9) 'my dad called the police to beg Ø help...'

(10) 'He decided to call to the police and wait for them...'

Problems with verb complementation

(11) 'I'm looking forward to hear...'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Grammatical accuracy	Written interaction Correspondence	Making a suggestion	B2

Original descriptor (Council of Europe, 2020, p. 132)

Shows a relatively **high degree of grammatical control**. Does not make mistakes which lead to misunderstanding.

Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with **some inaccuracy**.

Fine-tuned descriptor

Shows a relatively **high degree of grammatical control**. Does not make mistakes which lead to misunderstanding.

Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with **some inaccuracy**.

Can make suggestions in emails which may include some non-target-like grammatical uses, these being found in articles, personal pronouns, auxiliary verbs, tense and aspect and word class selection, in descending frequency order.

Can make suggestions in emails which may include some non-target-like lexico-grammatical uses, these being found in verbs with an incorrect, missing or redundant preposition.

Examples

Articles

(1) 'pictures explaining how to use Ø Internet.'

Personal pronouns

(2) 'they can download books and read it.'

Auxiliary verbs

(3) 'people must know how to use, at least, a mobile phone.'

Tense and aspect

(4) 'I always wanted to work with a positive organization.'

Word class selection

(5) 'you need to consider my apply to join...'

Verbs with an incorrect, missing or redundant preposition

(6) 'by not investing on a solution.'

(7) 'having someone that listens Ø all their stories.'

(8) 'to face to the ordinary problems...'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Grammatical accuracy	Written production Creative writing	Narrating	B2

Original descriptor (Council of Europe, 2020, p. 132)

Shows a relatively **high degree of grammatical control**. Does not make mistakes which lead to misunderstanding.

Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with **some inaccuracy**.

Fine-tuned descriptor

Shows a relatively **high degree of grammatical control**. Does not make mistakes which lead to misunderstanding.

Has a good command of simple language structures and some complex grammatical forms, although they tend to use complex structures rigidly with **some inaccuracy**.

Can write narrative texts which may include some non-target-like grammatical uses, these being found in personal pronouns, articles, subject-verb agreement, tense and aspect and word class selection, in descending frequency order.

Can write narrative texts which may include some non-target-like lexico-grammatical uses, these being found in verbs with an incorrect, missing or redundant preposition.

Examples

Personal pronouns

(1) 'The main character will travel around with his horse until Ø is captured.'

Articles

(2) 'waiting to be eaten by Ø flames.'

Subject-verb agreement

(3) 'Then she discover that this boy...'

Tense and aspect

(4) 'They were friends since being kids.'

Word class selection

(5) 'it takes your breathe away.'

Verbs with an incorrect, missing or redundant preposition

(6) 'a boy who arrives to this house...'

(7) 'the aim of the protagonist is to convert his sister Ø human.'

(8) 'wherever you look at, there is people talking.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Vocabulary control	Written interaction Correspondence	Making a suggestion	B1

Original descriptor (Council of Europe, 2020, p. 132)

Shows good control of elementary vocabulary but **major errors** still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when discussing familiar topics.

Fine-tuned descriptor

Shows good control of elementary vocabulary but **major errors** still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when discussing familiar topics.

Can make suggestions in emails which include some non-target like lexical uses, these being found in fixed word combinations, verb selection, independent preposition selection, noun selection, adverb selection and adjective selection, in descending frequency order.

Examples

Fixed word combinations

(1) 'a job definitely...'

Verb selection

(2) 'I will win some money for the holidays.'

Independent preposition selection

(3) 'When I was finishing marketing in University...'

Noun selection

(4) 'I will finish my career...'

Adverb selection

(5) 'it's the best horror film that I have never seen..'

Adjective selection

(6) 'I'm sure your exams will be good, as always.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Vocabulary control	Written interaction Creative writing	Narrating	B1

Original descriptor (Council of Europe, 2020, p. 133)

Shows good control of elementary vocabulary but **major errors** still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when discussing familiar topics.

Fine-tuned descriptor

Shows good control of elementary vocabulary but **major errors** still occur when expressing more complex thoughts or handling unfamiliar topics and situations. Uses a wide range of simple vocabulary appropriately when discussing familiar topics.

Can write narrative texts which include some non-target-like lexical uses, these being found in fixed word combinations, verb selection, independent preposition selection, noun selection, adverb selection and adjective selection, in descending frequency order.

Examples

Fixed word combinations

(1) 'Finally, a neighbour of the village...'

Verb selection

(2) 'and asked her to know me...'

Independent preposition selection

(3) 'We decided to go down across the bridge.'

Noun selection

(4) 'It was the worst travel I had done!'

Adverb selection

(5) 'The woman shouted so high...'

Adjective selection

(6) 'to have a calm life...'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Vocabulary control	Written interaction Correspondence	Making a suggestion	B2

Original descriptor (Council of Europe, 2020, p. 132)

Lexical accuracy is generally high, though **some confusion and incorrect word/sign choice** does occur without hindering communication.

Fine-tuned descriptor

Lexical accuracy is generally high, though **some confusion and incorrect word/sign choice** does occur without hindering communication.

Can make suggestions in emails which may include some non-target-like lexical uses, these being found in fixed word combinations, independent preposition selection, verb selection, noun selection, adverb selection and adjective selection, in descending frequency order.

Examples

Fixed word combinations

(1) 'doing a videocall...'

Independent preposition selection

(2) 'I have some time at the afternoons...'

Verb selection

(3) 'the notice you announced in the local community center...'

Noun selection

(4) 'a flat near the center of the city, due that my summer work will be ubicated there.'

Adverb selection

(5) 'I am so motivated to meet...'

Adjective selection

(6) 'who love watching action and emotional movies.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Vocabulary control	Written interaction Creative writing	Narrating	B2

Original descriptor (Council of Europe, 2020, p. 132)

Lexical accuracy is generally high, though **some confusion and incorrect word/sign choice** does occur without hindering communication.

Fine-tuned descriptor

Lexical accuracy is generally high, though **some confusion and incorrect word/sign choice** does occur without hindering communication.

Can write narrative texts which may include some non-target-like lexical uses, these being found in fixed word combinations, verb selection, independent preposition selection, noun selection, adjective selection and adverb selection, in descending frequency order.

Examples

Fixed word combinations

(1) 'suffers major depression...'

Verb selection

(2) 'what would you do if someone contracts you to...'

Independent preposition selection

(3) 'a kid that lives alone in a very little planet.'

Noun selection

(4) 'without her magic faculties...'

Adjective selection

(5) 'he will end up organising the fall of the recent emperor...'

Adverb selection

(6) 'our hero was heavily tempted...'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Orthographic control	Written interaction Correspondence	Making a suggestion	B1

Original descriptor (Council of Europe, 2020, p. 136)

Spelling, punctuation and layout are accurate enough to be followed most of the time.

Fine-tuned descriptor

Spelling, punctuation and layout are accurate enough to be followed most of the time.

Can make suggestions in emails which may include spelling issues, such as some slips of the pen and, less frequently, capitalization problems (names of the months, days of the week, nationalities, etc.) and spelling problems due to the phonetics of the word.

Can make suggestions in emails which may include punctuation issues, such as punctuation confusion (specially the use of a comma instead of a full stop), missing punctuation (especially commas), and redundant punctuation (especially commas), in descending frequency order.

Examples

Slips of the pen

(1) 'try to convince...'

Capitalization problems: names of the months

(2) 'the second week of august.'

Capitalization problems: days of the week

(3) 'I will start on monday.'

Capitalization problems: nationalities

(4) 'one of the best spanish studios...'

Phonetics of the word

(5) 'The horror film festival sounds amaizing.'

Punctuation confusion

(6) 'And for sure I'm going to your house, I'm excited to see your parents too!'

Missing punctuation

(7) 'A friend of mine, who is already working there Ø recommended me...'

Redundant punctuation

(8) 'Let me know, if you have any question.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Orthographic control	Written interaction Creative writing	Narrating	B1

Original descriptor (Council of Europe, 2020, p. 136)

Spelling, punctuation and layout are accurate enough to be followed most of the time.

Fine-tuned descriptor

Spelling, punctuation and layout are accurate enough to be followed most of the time.

Can write narrative texts which may include some spelling issues, such as slips of the pen, and less frequently, capitalization problems (names of the months, days of the week, nationalities, etc.).

Can write narrative texts which may include some punctuation issues, such as punctuation confusion (specially the use of a comma instead of a full stop), missing punctuation (especially commas), and redundant punctuation (especially commas), in descending frequency order.

Examples

Slips of the pen

(1) 'there was a crowed party...'

Capitalization problems: names of the months

(2) 'but in may things went worst...'

Capitalization problems: days of the week

(3) 'it wasn't until thursday...'

Capitalization problems: nationalities

(4) 'a typical spanish dish.'

Punctuation confusion

(5) 'He had never called the police before, he was so scared at that moment...'

Missing punctuation

(6) 'When he first stepped inside and saw the disorder in his living room Ø he started panicking.'

Redundant punctuation

(7) 'telling them that there was a robber, in the building and giving them information...'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Orthographic control	Written interaction Correspondence	Making a suggestion	B2

Original descriptor (Council of Europe, 2020, p. 136)

Spelling and **punctuation** are reasonably accurate but may show signs of mother-tongue influence.

Fine-tuned descriptor

Spelling and **punctuation** are reasonably accurate but may show signs of mother-tongue influence.

Can make suggestions in emails which may include some spelling issues, such as slips of the pen and, much less frequently, capitalization problems in nationalities.

Can write narrative texts which may include some punctuation issues, such as punctuation confusion (specially the use of a comma instead of a full stop), redundant punctuation (specially commas) and missing punctuation (specially commas), in descending frequency order.

Examples

Slips of the pen

(1) 'my skills in technology might be usefull.'

Capitalization problems: nationalities

(2) 'cook some spanish dishes...'

Punctuation confusion

(3) 'I have some tips that could help them, one of them is to make...'

Redundant punctuation

(4) 'because a friend of mine from Girona, will also be working in Copenhagen,'

Missing punctuation

(5) 'First of all Ø we need a space and material resources...'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Linguistic competence Orthographic control	Written interaction Creative writing	Narrating	B2

Original descriptor (Council of Europe, 2020, p. 136)

Spelling and **punctuation** are reasonably accurate but may show signs of mother-tongue influence.

Fine-tuned descriptor

Spelling and **punctuation** are reasonably accurate but may show signs of mother-tongue influence.

Can write narrative texts which may include some spelling issues, such as slips of the pen, spelling problems in proper nouns and capitalization (specially in proper nouns and nationalities).

Can write narrative texts which may include some punctuation issues, such as missing punctuation (specially quotation marks for the titles of books), redundant punctuation (specially commas), and punctuation confusion (specially the use of a comma instead of a full stop), in descending frequency order.

Examples

Slips of the pen

(1) 'use this oportunity.'

Spelling problems in proper nouns

(2) 'The woman works at the Mouling Rouge theater...'

Capitalization problems: proper nouns

(3) 'a group of soliders in the second world war...'

Capitalization problems: nationalities

(4) 'the spanish society...'

Missing punctuation

(5) 'A novel called Ø Crime and Punishment...'

Redundant punctuation

(6) 'the apparently nicest person in the room, can turn out to be a real snake.'

Punctuation confusion

(7) 'the group of scientists/mathematitians that worked on the project, the leader of the project was Alan Touring...'

Sociolinguistic competence



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Sociolinguistic competence Sociolinguistic appropriateness	Written interaction Correspondence	Making a request	B1

Original descriptor (Council of Europe, 2020, p. 137)

Can perform and respond to a **wide range of language functions**, using their most common exponents **in a neutral register**.

Fine-tuned descriptor

Can perform and respond to a **wide range of language functions**, using their most common exponents **in a neutral register**.

Can request information using modal verbs.

Can express their opinion and thank their interlocutor.

Can also close the email with typical formulaic expressions, although they frequently finish their email by thanking the interlocutor without any farewell formula.

Examples

Requesting information

(1) 'Can you tell me about the city and the weather?'

Expressing an opinion

(2) 'This country always have been my favourite place to travel since I was a child.'

Thanking the interlocutor

(3) 'Thank you for the information...'

Closing the email

(4) 'Best regards,'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Sociolinguistic competence Sociolinguistic appropriateness	Written interaction Correspondence	Expressing an opinion & Making a suggestion	B1

Original descriptor (Council of Europe, 2020, p. 137)

Is aware of the **salient politeness conventions** and **acts appropriately**.

Fine-tuned descriptor

Is aware of the **salient politeness conventions** and **acts appropriately**.

Can use a a (semi)formal greeting and a semiformal or formal farewell formula when writing to a stranger or a superior.

Can occasionally display spelling errors (especially in the farewell formulas).

Examples

Semiformal greeting

(1) 'Dear Susan'

Formal greeting

(2) 'Dear Ms. Smith'

Semiformal farewell

(3) 'Kind regards'

Formal farewell

(4) 'Your sincerely'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Sociolinguistic competence Sociolinguistic appropriateness	Written interaction Correspondence	Making a complaint	B2

Original descriptor (Council of Europe, 2020, p. 137)

Can adjust their expression to **make some distinction between formal and informal registers** but may not always do so appropriately.

Fine-tuned descriptor

Can adjust their expression to **make some distinction between formal and informal registers** but may not always do so appropriately.

Can prepare the ground by introducing their complaint.

Can provide the faulty party with suggestions to repair the problem.

Can often employ polite devices like mitigations or polite formulas.

Can use closing formulas where they appeal for the recipient's action or open the channel for future communications, although there might be occasional errors in formulation as a result of transfer from their L1.

Examples

Preparing the ground and introducing complaint

(1) 'I am writing to complain about a flat that I rented from your website.'

Suggestions to repair the problem with mitigation/polite formulas

(2) 'In order to find a solution, I was wondering if exist any possibility to return our credit from your agency.'

Appealing for the recipient's action

(3) 'I look forward to hearing from you.'

Opening the channel for future communication

(4) 'I hope to hear from you soon.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Sociolinguistic competence Sociolinguistic appropriateness	Written interaction Correspondence	Making a request	B2

Original descriptor (Council of Europe, 2020, p. 137)

Can express themselves **appropriately** and avoid crass **errors of formulation**.

Fine-tuned descriptor

Can express themselves **appropriately** and avoid crass **errors of formulation**.

Can address their recipient with a formal greeting if addressing someone distant such as a stranger or service provider.

Can mitigate their requests by means of modal verbs and formulas instead of making a direct demand.

Can close their email closing by means of appropriate farewell formulas.

Examples

Formal greeting

(1) 'To whom it may concern.'

Mitigating requests

(2) 'I was wondering if I could get a refund...'

Appropriate farewell

(3) 'I look forward to hearing from you.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Sociolinguistic competence Sociolinguistic appropriateness	Written interaction Correspondence	Making a complaint	C1

Original descriptor (Council of Europe, 2020, p. 141)

Can use language flexibly and effectively for social purposes, including **emotional**, **allusive** and joking usage.

Fine-tuned descriptor

Can use language flexibly and effectively for social purposes, including **emotional**, **allusive** and joking usage.

Can occasionally include a brief formula of well-being to show empathy with the reader, especially if they are not strangers.

Can allude to previous conversations on the topic under discussion by means of explicit expressions.

Can prepare the reader for the coming complaint.

Examples

Brief formula of well-being

(1) 'I hope this (email) finds you well.'

Alluding to previous conversations

(2) 'you probably remember that we had a meeting a month ago where you proposed to reduce the office temperature.'

Preparing the reader for the coming complaint

(3) 'The reason I am writing to you is that I would like to make a complaint about a flat that I rented from your agency.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Sociolinguistic competence Sociolinguistic appropriateness	Written interaction Correspondence	Expressing disagreement	C1

Original descriptor (Council of Europe, 2020, p. 137)

Can frame critical remarks or express **strong disagreement diplomatically**.

Fine-tuned descriptor

Can frame critical remarks or express **strong disagreement diplomatically**.

Can precede their disagreement with a positive remark (i.e., token agreement).

Can mitigate their disagreement with modal verbs and adverbs.

Can provide polite alternatives by means of formulaic expressions.

Examples

Token agreement

(1) 'your arguments for reducing the spending in heating were reasonable. However, ...'

Mitigating disagreement

(2) 'Maybe we can increase the temperature in two degrees, or thing other better ways to save money'

Providing polite alternatives

(3) 'All things considered, I believe we should increase the temperature to foster a good atmosphere.'

Pragmatic competence



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Flexibility	Written interaction Correspondence	Making a suggestion	B2

Original descriptor (Council of Europe, 2020, p. 138)

Can reformulate an idea to **emphasise or explain** a point.

Fine-tuned descriptor

Can reformulate an idea to **emphasise or explain** a point.

Can emphasise by means of adverbial phrases (e.g., modifying adjectives or nouns)

Can use auxiliary verbs to emphasise a point.

Can explain a point by means of reformulation, often introduced by a linking expression.

Examples

Adverbial phrases to emphasise a point

(1) 'In addition, a second language is extremely important for our laboral future.'

Auxiliary verbs to emphasise a point

(2) 'I do encourage you to look for tutorials.'

Explaining a point by reformulation

(3) 'but for this kind of problems the teachers can also find a solution, in other words they could give the opportunity of the bilingual education like an optionally alternative.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Flexibility	Written production Reports and essays	Expressing an opinion	C1

Original descriptor (Council of Europe, 2020, p. 138)

Can modify their expression to **express degrees of commitment or hesitation, confidence or uncertainty**.

Fine-tuned descriptor

Can modify their expression to **express degrees of commitment or hesitation, confidence or uncertainty**.

Can consistently and subtly show degrees of mitigation (i.e., softening or reducing the force of a statement. E.g., 'may', 'might', 'could')

Can express boosting (i.e., expressions to make someone's view stronger. E.g., 'demand', 'very', 'clearly', 'immediately').

Examples

Degrees of mitigation

(1) 'In conclusion, education allows us to be ourselves, gives us freedom and maybe, if it is the right one, helps us to be better people.'

Express boosting

(2) 'I demand an explanation and I ask for the people to stop the project immediately so all the persons that care about nature will be able to receive a more detailed report and will be able to have more time in order to think about this really big problem.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Thematic development	Written interaction Reports and essays	Expressing an opinion	B2

Original descriptor (Council of Europe, 2020, p. 140)

Can clearly **signal the difference between fact and opinion**.

Fine-tuned descriptor

Can clearly **signal the difference between fact and opinion**.

Can express their personal opinion mostly by means of fixed opinion formulas.

Can also modify these fixed opinion formulas by means of adverbs.

Can also include appeals to the reader in the form of rhetorical questions, which adds discursive richness.

Can occasionally rely on personal experiences.

Examples

Adverbial modification of fixed opinion formulas

(1) 'I personally believe that sometimes education is a topic whose importance is not always well-considered'.

Rhetorical questions

(2) 'Can you imagine a world without advertising?'.

Personal experiences

(3) 'This fact can be the difference between having the job of your dreams or not. In my experience, one of the first things that someone ask you in a job interview is if you have any language'.



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Thematic development	Written production Creative writing	Expressing an opinion	C1

Original descriptor (Council of Europe, 2020, p. 140)

Can give elaborate descriptions and narratives, **integrating sub-themes, developing particular points** and rounding off with an **appropriate conclusion**.

Fine-tuned descriptor

Can give elaborate descriptions and narratives, **integrating sub-themes, developing particular points** and rounding off with an **appropriate conclusion**.

Can write themes (starting point, already known information) and rhemes (new information, the rest of the sentence) in creative writing.

Can develop points and conclude.

Examples

Write themes

(1) 'After the pandemic, we are being witnesses of a social transformation, a new kind of general behaviour placed on each single person.'

Write rhemes

(2) 'After the pandemic, we are being witnesses of a social transformation, a new kind of general behaviour placed on each single person.'

Develop points and conclude

(3) 'Nowadays, we are seeing around Europe and America how strong democracies have been implemented in many countries. We all know that, as citizens, we have our own rights and obligations. We have the power to decide who will lead the governments of our countries. When we vote, we are choosing our fate. As a result, we could wonder if politicians have good intentions with their programs, and this question is very difficult to answer.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Thematic development	Written interaction Reports and essays	Expressing an opinion	C1

Original descriptor (Council of Europe, 2020, p. 140)

Can expand and support the main points at some length with subsidiary points, reasons and **relevant examples**.

Fine-tuned descriptor

Can expand and support the main points at some length with subsidiary points, reasons and **relevant examples**.

Can introduce examples by means of common expressions like 'for example' or 'like'.

Can include less frequent formulations like noun phrases, other prepositional phrases and non-finite clauses.

Examples

Noun phrases to introduce examples

(1) 'One example is language learning.'

Other prepositional phrases

(2) 'By way of illustration, a person receiving a few likes might consider himself as less valued than others.'

Non-finite clauses

(3) 'To illustrate this, it is claimed that were it not for advertisements on TV programs, many people would not know about politics.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Coherence and cohesion	Written interaction Reports and essays	Expressing an opinion	B1

Original descriptor (Council of Europe, 2020, p. 141)

Can form longer sentences and **link them together using a limited number of cohesive devices**, e.g. in a story.

Fine-tuned descriptor

Can form longer sentences and **link them together using a limited number of cohesive devices**, e.g. in a story.

Can express contrast between two ideas by means of 'however' and 'on the other hand' (especially in initial position).

Can often write the latter with a different preposition or even employ other constructions resembling the correct one.

Examples

Constructions in initial sentence position to express contrast

(1) 'As students, we have to work hard to pass the exams and take as much knowledge as it is possible. However, everybody knows that the university students have a lot of free time.'

Using different prepositions

(2) 'In the other hand, there are a lot of pitfalls.'

Using other, resembling constructions

(3) 'In another hand the game can be bad too if you use it bad the people stay all day sitting at home in front of their computers.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Coherence and cohesion	Written interaction Reports and essays	Expressing an opinion	B2

Original descriptor (Council of Europe, 2020, p. 141)

Can produce text that is generally well-organised and coherent, using a **range of linking expressions and cohesive devices**.

Fine-tuned descriptor

Can produce text that is generally well-organised and coherent, using a **range of linking expressions and cohesive devices**.

Can express contrast by means of common expressions like 'however' and 'other hand'.

Can occasionally use less common contrast expressions, all of them mostly used in initial sentence position.

Can express other functions like summarising and concluding by using a variety of common linking expressions and phrases, often located in initial sentence position, which help to structure the text.

Examples

Less common contrast expressions

(1) 'Nevertheless, that process could be frustrating if is not good structured.'

Summarising linking expressions

(2) 'To sum up, to protect our new generations, we must protect them from the bad habits.'

Concluding linking expressions

(3) 'To conclude, I think that the govermet should be more proactive regarding what our kids see on TV.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Coherence and cohesion	Written interaction Reports and essays	Expressing an opinion	C1

Original descriptor (Council of Europe, 2020, p. 141)

Can produce **well-organised**, coherent text, using a variety of cohesive devices and **organisational patterns**.

Fine-tuned descriptor

Can produce **well-organised**, coherent text, using a variety of cohesive devices and **organisational patterns**.

Can introduce the topic clearly by means of introductory phrases.

Can also provide supporting ideas for their arguments.

Can guide the reader to the next topic by means of cohesive devices.

Can provide a conclusion and/or summary of the main ideas in the text.

Examples

Introducing the topic

(1) 'First and foremost, the democracy that we have nowadays is a representative democracy.'

Providing supporting ideas

(2) 'in families with children affected by autism. It has been proved that autistic can improve their socialization skills when using electronic devices.'

Guiding the reader to the next topic

(3) 'This leads me to my second reason to love learning English through social media.'

Providing a conclusion/summary of the text

(4) 'Given these arguments, we can conclude that rely on politics may not be the proper path to follow in order to deal with this issue.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Coherence and cohesion	Written interaction Reports and essays	Expressing an opinion	C1

Original descriptor (Council of Europe, 2020, p. 141)

Can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, **connectors and cohesive devices**.

Fine-tuned descriptor

Can produce clear, smoothly flowing, well-structured language, showing controlled use of organisational patterns, **connectors and cohesive devices**.

Can express contrast by using frequent linking devices such as 'however' but also less frequent ones like 'still', 'yet', 'nonetheless' and 'nevertheless'.

Can use these cohesive devices not only used in sentence initial position (although this is the most common tendency) but also in mid-sentence and final sentence position.

Examples

Use of less frequent linking devices

(1) 'Yet, a question needs raising here: What kind of city we want?'

Mid-sentence position

(2) 'Some people think that schools in our country should be bilingual, others, however, think that this type of education is not necessary for their kids.'

Final-sentence position

(3) 'Musicians have the capacity of making songs with powerful meaning behind the lyrics, not all of them though.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Propositional precision	Written production Reports and essays	Expressing an opinion	B2

Original descriptor (Council of Europe, 2020, p. 141)

Can pass on **detailed information reliably**.

Fine-tuned descriptor

Can pass on **detailed information reliably**.

Can express certainty with boosters (e.g., 'clearly', 'obviously', 'certainly'...).

Can use mitigation to soften information (e.g., 'possibly', 'perhaps', 'maybe', 'may', 'could', 'might'...).

Can describe their attitude (e.g., 'fortunately', 'crucial', 'essential', 'mistake'...).

Can use engagement strategies to convince others (e.g., 'frankly', 'I mean', 'I think', 'we suggest'...)

Boosters

Introducing the topic

(1) 'Furthermore, it is not only on the TV that this type of advertisement appears, but also on social media and other places without the parent be previously informed. Obviously, parents should stay 100% of the time controlling them, for that reason, it should be an obligation of the governments to take action to avoid it.'

Mitigation

(2) 'In the other hand, if you are living in a village maybe there aren't enough schools.'

Attitude

(3) 'In the other hand, publicity is essential for these companys so there is a conflict.'

Engagement strategies

(4) 'I think goverments should reconsider where to publish their advertisements but I also think companys should make them healthier, mentally speaking.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Propositional precision	Written production Reports and essays	Expressing an opinion	B2

Original descriptor (Council of Europe, 2020, p. 141)

Can **communicate the essential points** even in more demanding situations, though their language lacks expressive power and idiomaticity.

Fine-tuned descriptor

Can **communicate the essential points** even in more demanding situations, though their language lacks expressive power and idiomaticity.

Can express certainty with boosters (e.g., 'clearly', 'obviously', 'certainly'...).

Can describe their attitude (e.g., 'fortunately', 'crucial', 'essential', 'mistake'...).

Boosters

Boosters

(1) 'Furthermore, it is not only on the TV that this type of advertisement appears, but also on social media and other places without the parent be previously informed. Obviously, parents should stay 100% of the time controlling them, for that reason, it should be an obligation of the governments to take action to avoid it.'

Attitude

(2) 'In the other hand, publicity is essential for these companys so there is a conflict.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Propositional precision	Written production Reports and essays	Expressing an opinion	C1

Original descriptor (Council of Europe, 2020, p. 141)

Can **qualify** opinions and statements **precisely** in relation to degrees of, for example, **certainty/uncertainty, belief/doubt, likelihood**, etc.

Fine-tuned descriptor

Can **qualify** opinions and statements **precisely** in relation to degrees of, for example, **certainty/uncertainty, belief/doubt, likelihood**, etc.

Can express mitigation by means of adverbs (e.g., 'probably', 'perhaps', 'possibly', 'somewhat'), modal verbs (e.g., 'may', 'might'), verbs ('consider', 'suggest', 'seem') or nouns ('suggestion', 'opinion', 'belief').

Can express certainty by means of adverbs (e.g., 'clearly', 'obviously', 'certainly', 'definitely'), verbs (e.g., 'prove', 'justify', 'establish', 'demonstrate'), adjectives (e.g., 'absolute', 'paramount', 'clear') or nouns (e.g., 'proof', 'evidence', 'fact', 'answer').

Boosters

Express mitigation: adverbs

(1) 'A sewage plant is a facility every big city or town needs. Perhaps, building it near a residential zone has some disadvantages.'

Express mitigation: modal verbs and verbs

(2) 'As a conclusion, I'd like to emphasize that, even though our political landscape may seem bleak, the solution is in our hands.'

Express mitigation: nouns

(3) 'In my opinion the first step to achieve democracy is education.'

Express certainty: adverbs

(4) 'If they don't know how the world works, they can't start to make their own decisions. Besides, if you can't read, you can't vote, obviously.'

Express certainty: verbs

(5) 'There are so many reasons to justify the popular opposition. First of all, the potential environmental damage, which has been already studied and demonstrated by several recent researches.'

Express certainty: adjectives

(6) 'As far as democracy is concerned, it turns out to be clear that this has become an aspect of paramount relevance for all countries.'

Express certainty: nouns

(7) 'On the other hand, there is a fact that environmental damage will occur.'



Communicative language competence	Communicative language activity	Communicative function	CEFR level
Pragmatic competence Propositional precision	Written production Reports and essays	Expressing an opinion	C1

Original descriptor (Council of Europe, 2020, p. 141)

Can make effective use of **linguistic modality to signal the strength of a claim**, an argument or a position.

Fine-tuned descriptor

Can make effective use of **linguistic modality to signal the strength of a claim**, an argument or a position.

Can express conviction by means of adverbs (e.g., 'clearly', 'obviously', 'certainly', 'definitely'), verbs (e.g., 'prove', 'justify', 'establish', 'demonstrate'), adjectives (e.g., 'absolute', 'paramount', 'clear') or nouns (e.g., 'proof', 'evidence', 'fact', 'answer').

Can express high probability (e.g., 'should', 'will', 'likely').

Boosters

Express conviction: adverbs

(1) 'If they don't know how the world works, they can't start to make their own decisions. Besides, if you can't read, you can't vote, obviously.'

Express conviction: verbs

(2) 'There are so many reasons to justify the popular opposition. First of all, the potential environmental damage, which has been already studied and demonstrated by several recent researches.'

Express conviction: adjectives

(3) 'As far as democracy is concerned, it turns out to be clear that this has become an aspect of paramount relevance for all countries.'

Express conviction: nouns

(4) 'Cheap tactics, such as calling a political adversary corrupt, are a proof or even hinting that the elections might be fraudulent, are now more common than ever.'

Express high probability

(5) 'The townsfolk are concerned that their daily lives will be affected by the instalation of said facility. Hopefully, it seems likely to be forced a strong debate the following months, and I hope my words can help other people.'

