

Universidad
Externado
de Colombia

125
Años

FACULTAD DE FINANZAS, GOBIERNO
Y RELACIONES INTERNACIONALES

The FIGRI English Area
Student
Writing
Guide

Bogotá, D. C., julio de 2011

Contents

5	Introduction
7	English Writing Style
8	Writing Genres
10	Components of Writing
14	Pre-writing & Post-writing
18	Tips
20	Writing Samples
20	a. Descriptive Essay
21	b. Argumentative Essay
22	c. Opinion Essay
23	d. Compare/Contrast Essay
25	e. Informal Letter
26	f. Formal Letter
27	Correction symbols
28	List of irregular verbs
32	Index

Created by Phil Stoneman,
Editorial team: Jill Fortune, Maite Mariño, Phil Lavender,
Chris Hurling, Greg Kisseberth, Bryn Watts
May 2011

Introduction

This guide has been created to help Externado University students improve their writing skills and to clarify what is expected of them. This guide includes information about elements of good English writing and has been specifically created thinking about the context of learning English at the Externado University.

Why write?

The ability to write is a vital human skill. Writing allows us to communicate our ideas in a different way to when we speak, and also allows us to record our ideas in a more permanent way. In addition, it means that we can communicate with people who we are not in immediate contact with.

However, this difference also means that we must be very careful about organising our ideas and expressing ourselves clearly in written texts. If you are talking to someone who doesn't understand what you are saying, they can ask you to explain again; clearly, this is not usually a possibility with written texts.

When do we write?

In our adult lives, writing is necessary in a variety of different situations. We write essays at university, business letters at work, and personal emails at home. The Externado University English syllabus has been designed to prepare you to write in a variety of different situations, such as the ones above. More information about the specific types of writing taught at the Externado University is given in the "Writing Genres" section.

Writing in the Externado University English syllabus

Along with speaking, listening, reading, grammar and vocabulary, writing is one of the key skills in our English syllabus. We consider that writing is



an extremely important skill, and the way we teach and evaluate writing skills is similar to how writing is evaluated in such international English exams as the IELTS or TOEFL exams.

The Externado University English syllabus is designed to build on students' writing skills through the semesters, from beginner-level students able to write simple descriptions, to more advanced students who can develop their ideas into different styles of essay.

The idea here is to prepare students not only to be able to graduate, but also for a variety of different situations in their future working lives.

It should be made clear that when a student's written work is evaluated in an exam, the teacher can only evaluate what is written there. For this reason, you must be very careful to organise your ideas and think about what you want to write to make sure that you get the best possible score.



English Writing Style

“Good writing in English is very different from good writing in other languages, such as Arabic or Japanese or Spanish. Everyone expects differences in grammar, but there is another difference that is equally important. This difference is the way that writers organise and express their ideas”¹.

There are many ways to write a text, and the way you choose to do so often depends on the language you are using. Writing should always be clear, and in English, this means expressing ideas in a direct and linear way. Your reader should understand the relevance of each point to the initial question.

For some subjects at Externado University, texts must be written using the Cartesian Method, or “método cartesiano”. While this is a perfectly valid writing style, it is not obligatory to write using this structure in the English department. Rather, we encourage students to be aware of a more typical English writing style, which is a way of organizing ideas that can often be simpler for second language learners.

As opposed to writing in other subject areas, the writing you do for English may often require you to state and support your own opinion on a given matter. Similarly, using examples from your own experience can help improve your writing in English by illustrating your ideas for the reader.

1. Essentials of English, Anne Hogue, Longman Pearson, 2005: p. 254.

Writing Genres

At the Externado, you will be expected to write according to different writing genres. It is important to read the task carefully and think about the genre before you start planning and writing, because this will affect how you respond to the task.

It is also very important to pay attention to the amount of words which you are asked to write. If you write less than the required amount of words in an exam, then you will automatically lose points.

A writing genre is a particular type of writing. In the same way that films belong to a particular genre, such as romance or adventure, pieces of writing belong to particular genres. Each of these genres have particular characteristics to which it is important to pay attention. Writing genres which are important to think about are included here.

Descriptive: you are asked to describe a person, place or thing. It is not necessary to use particularly elaborate language but you should give as much detail as possible in the description. This means using appropriate adjectives and describing feelings when it is necessary.

e.g. "Describe your hero. Describe the person physically, as well as the personal characteristics that make you admire him/her."

Argumentative: you are asked to present both sides of an argument and decide which you agree with.

e.g. "Should zoos be illegal? Present both sides of the argument before deciding which you agree with."

Opinion: you are asked to present and support your opinion on a particular issue or topic. You should support the opinion you have presented

throughout the essay, and not present both sides of the argument, as in the example above.

e.g. "Should zoos be illegal? Why/why not?"

Compare/Contrast: you are asked to compare two or more people, places or things.

e.g. "Is it better to live in the countryside or the city? Give the advantages of both and come to a conclusion."

Formal letter or email: you are asked to write a letter or email within a formal or official context; for example, to a bank manager or to a council office. For this type of writing, it is very important that your writing uses the correct level of formality in the salutation, the body and the sign-off.

e.g. "You recently saw information about a course in an overseas university that you are interested in. Write to the university and ask for more information."

Informal letter or email: you are asked to write a letter or email to a friend or family member. For this type of writing, it is very important that your writing uses the correct level of formality in the salutation, the body and the sign-off.

e.g. "A friend has invited you to visit them during your next holidays. Write to him/her and accept the invitation."

(Please note that there are three approximate letter-writing genres, according to formal, semi-formal and informal letter writing. However, within these genres, there are a variety of writing purposes, such as asking for information, giving an apology and complaining.)

Components of Writing

When writing, it is important to think about the components of your work. Firstly, remember that your work will be marked according to four criteria: **Question Response**, **Coherence and Cohesion**, **Vocabulary** and **Grammar**.

Question Response

Question response is basically about whether you have answered the question. If you have presented focussed and clear ideas with relevant examples then you will receive a higher score for this. On the other hand, if your work does not directly answer the question (for example, if the task asks you whether you prefer to go to beaches or cities, and you do not say which one you prefer) then you will receive a low score for this, even if your English is excellent.

Coherence and Cohesion

The criterion of coherence and cohesion refers to structure. Although coherence and cohesion are connected, more specifically coherence refers to the logical organisation of ideas through paragraphing and sequencing, and cohesion refers to the organisation of language, or how sentences are connected and related.

According to this criterion, a piece of work that is well organised and progresses logically will receive a high score, and one that is repetitive or does not use paragraphs in a good way will not. For coherence and cohesion, it is also important to use effectively a thesis statement and topic sentences, which are described here:

Thesis statement:

ONE sentence only, it is the last sentence of the introductory paragraph of an essay. It should cover what the essay is going to talk

about (each point and no more). In the case of an opinion essay, the thesis statement should state clearly what the writer's opinion is.

Topic sentence:

ONE sentence only, it is the first sentence of each supporting paragraph. They summarise the main point of each paragraph.

Supporting sentence:

The additional sentences that make up the rest of the paragraph and support the topic sentence or thesis statement with further explanation and illustration of the point made.

For coherence and cohesion, it is also important to consider how you connect and organise your ideas:

Linkers, adverbials and transitions:

Words or expressions that connect ideas and show the relationship between one and the other.

There are different types of conjunctions:

- Coordinating conjunctions (e.g. and, but, so)
- Subordinating conjunctions (e.g. although, because, while)
- Correlative conjunctions (e.g. not only... but also...)
- Conjunctive adverbs (e.g. nevertheless, therefore)

Vocabulary

This criterion is related to spelling, the variety of words used, the ability to choose the right word for the right situation, and using less common vocabulary. Therefore, if you use more advanced vocabulary such as “delightful” or “breathtaking” to describe a place, this will give you a higher score than using the word “nice”. Similarly, using phrasal verbs will improve your score; for example, if you write “I took up playing chess”, this is more advanced than “I started playing chess.” In addition,

it is important that you try not to repeat words; your score will improve if you can use synonyms to avoid repetition.

Remember that the writing section in an exam is your chance to show what vocabulary you have learnt during the semester, and vocabulary that you learn in class is not just for the “vocabulary” section of the exam!

Grammar

Grammar refers to your ability to write in “good English”, with a minimum of grammatical mistakes. It is important to note here that we do not expect to see work that is completely error-free; even native speakers of a language make mistakes at times. However, making mistakes such as with verb conjugation (“he work”, “she live”) should of course be avoided.

In addition, in order to receive a higher score for this criterion in higher levels of English, you must use a variety of different sentence types. To be able to do this, you must first be aware of the difference between an **independent clause** and a **dependent clause**:

Independent Clause:

An independent clause is a group of words that contains a subject and verb and expresses a complete thought. An independent clause is a sentence.

e.g. I like to listen to music.

Dependent Clause:

A dependent clause is a group of words that contains a subject and verb but does not express a complete thought. A dependent clause cannot be a sentence.

e.g. When I like to listen to music (what do you do when you like to listen to music? The idea is incomplete.)

Sentence types:

Simple sentence: one independent clause

e.g. Sandra went to class last week.

Compound sentence: two connected independent clauses

e.g. Sandra went to class last week, but she can't go back this week.

Complex sentence: one independent clause + one or more dependent clause(s)

e.g. Sandra went to class last week because she was interested in the subject matter that was being discussed.

Compound-complex sentence: two or more independent clauses + one or more dependent clause(s)

e.g. Sandra went to class last week because she was interested in the subject, and she met the teacher for the first time.

Remember: coordinating conjunctions can be used to connect two independent clauses.

Some of the most common coordinating conjunctions can be found in the acronym **FANBOYS**:

For
And
Nor
But
Or
Yet
So



When we use one of these coordinating conjunctions to connect two independent clauses, we often use a comma before the conjunction:

e.g. I went to bed early, yet I feel so tired today.

Pre-writing & Post-writing

In order to create a well-written piece of work, it is essential that you follow a process in how you write. This means working on your ideas before you write and afterwards is vital to improving your work.

The five writing stages can be described in this way:

1. Focus on the question/title

- a. What do you have to do? Give your opinion? Compare and contrast?
- b. Underline key words in the title. Write down synonyms and words related to the key words.

2. Plan

- a. Brainstorm your ideas.
- b. Arrange ideas into paragraphs (pros and cons, for example).
- c. Think of conjunctions that may help to link your ideas.

3. Draft

- a. Draft a topic sentence for each paragraph, including a thesis statement for the introductory (1st) paragraph.
- b. Fill in the rest of the paragraphs with supporting sentences.
- c. Draft a conclusion.

4. Edit

- a. Check the structure of your work. Make sure the introduction includes a thesis statement and each paragraph has a topic sentence.
- b. Check your work for common grammar mistakes, e.g. subject-verb agreement.

5. Polish

- a. Check your work for spelling mistakes and punctuation.
- b. Make any last-minute adjustments to the text.

- Remember, this process is not necessarily linear; you may return to any stage at any time.

The purpose of following the writing stages is to make sure that you writing is as good as it can be. We can look at this more according to the stages that are related to **pre-writing** and **post-writing**.

Pre-writing:

It is important to think carefully before you start writing in order to plan not only what you write, but also how you will write it. In an exam, time is often limited, but spending five minutes making a plan and thinking about the subject is a good use of your time. This planning time makes sure that:

- 1) you look carefully at the question and understand what you are asked to do (this will improve your score for the “question response” criterion). One thing that can help you with this is to identify and underline key words in the writing task.
- 2) you think about suitable vocabulary and synonyms that you can use in your writing (this will improve your score for the “vocabulary” criterion).
- 3) you plan your work and make sure that your ideas will follow a clear progression and are identified by an appropriate thesis statement and topic sentences (this will improve your score for the “coherence and cohesion” criterion).

A sample essay structure outline is shown on the next page.



Introduction	Thesis statement:
---------------------	--------------------------

Body paragraph 1	Topic sentence:
	Supporting detail 1:
	Supporting detail 2:

Body paragraph 2	Topic sentence:
	Supporting detail 1:
	Supporting detail 2:

Conclusion	Thesis re-statement:
-------------------	-----------------------------

When you plan your essay, it is also essential that you think about the number of sentences per paragraph. When writing a 250 word essay, you should write at least:

3 sentences for the introduction

4 sentences for the first body paragraph

4 sentences for the second body paragraph

3 sentences for the conclusion

Post-writing:

The principle behind the post-writing stages of the process is that when you have finished writing the first draft, there are often things that can be improved before you decide that it is ready to hand in. This means that you should not immediately stop writing and hand in your work; you should take time to check it and see how it could be improved. The few minutes that you spend checking your work can make a considerable difference to your final grade.

It is extremely useful to check your own work in an exam to ensure that you haven't made mistakes with your structure, grammar or vocabulary. Furthermore, it is a useful exercise to exchange writing with a classmate and to help each other to identify mistakes and things that could be improved. Native English speakers often do this as a way of catching mistakes that they haven't seen; when you write, you know what you want to say, so you may not be able to find the mistakes straight away in your own work. Working with a classmate helps you to look at your work more objectively.

Tips

Here, you can find a number of suggestions which will help you to improve your writing in English:

- Remember that writing in English should be direct and focussed: when you are writing, check your work and ask yourself, “am I answering the question directly?”
- Remember that your teacher can only evaluate what you write. Similarly, your English teacher is primarily interested in your use of English; if you wish to invent things for your essays that will help you to answer the question, then this isn't a problem!
- When you look at a question, think about what type of writing assignment it is. This will affect how you plan and write it.
- Be careful to write enough words, or you will lose points.
- Remember that writing in English should be direct and focussed: when you are writing, check your work and ask yourself, “am I answering the question directly?”
- Think about the four different criteria that are used to mark your written work: question response, coherence and cohesion, vocabulary and grammar.
- Support your ideas by using relevant examples. If appropriate, you can use examples from your life to illustrate your points.
- Ensure that your written work makes good use of paragraphs, thesis statement and topic sentences.
- Try to use a variety of conjunctions to connect and coordinate your ideas.

- Don't be afraid of using more unusual vocabulary.
- Use different types of sentences (simple, compound, complex and compound-complex) in your writing.
- Think carefully about your ideas before you write. Make a plan and organise your structure, key vocabulary and conjunctions.
- Revise your work when you have finished the first draft. Check your structure, grammar and vocabulary and see what you can improve.
- Work with a classmate to identify your mistakes and see how you can correct any errors.
- Remember that you can find more examples and advice on the English Area website:
www.uexternado.edu.co/englishlink
- Have fun writing!



Writing samples

The examples of writing provided here are suggested as samples of different types of writing according to the different types of tasks at the Externado university. You should however remember that for any particular task, there are many ways to answer the question.

a. Descriptive

Essay title:

Describe your hero. Describe the person physically, as well as the personal characteristics that make you admire him/her.

My hero is Diego Armando Maradona, the world-renowned Argentine footballer. Despite his controversial attitude and his problems with drug-abuse in the past, I believe he is someone who has shown us that there is a way for poor people to succeed in this world, and he is still a role-model for many young boys struggling in poverty, particularly in Latin America.

Maradona is about 5ft 5in tall and has short dark curly hair. His eyes are dark brown and he has a contagious boyish smile that has captured the media's attention for years. He has a square face and prominent cheek-bones. Although he gained a lot of weight after retiring from his football-playing career in 1997, he has since had an operation and is now heavily-built but no longer obese.

The main reason that Diego Maradona is my hero is his ability to rise from poverty and make his fortune through sport. Despite being raised in a shanty town on the outskirts of Buenos Aires, he was able to use his sociable nature and natural talent with a football to entertain the crowds, and eventually become a world-famous star that played in 4 world cups for Argentina. He is clearly an honest man of strong character, always speaking openly and frankly to the press, despite the negative impact this could have on his image and career.

Diego Armando Maradona is a good-looking, charming, gifted man, who should be accepted as a role-model in sport for young boys all around the world.

(251 words)

b. Argumentative

Essay title:

Some people think that 21st Century technology has improved people's lives, while others believe that this technology has only created more problems for society. Explain why people have these different opinions and give your opinion.

As we are now surrounded by technology, there is an inevitable debate about the nature of the devices that we use. Whilst some people see these developments as indispensable, others believe technology can be distracting and harmful. So why are gadgets sometimes considered beneficial and other times problematic?

Those who see the advantages of technology believe that the human race is evolving with its new devices. Whereas in the past, people were extremely limited in terms of communication, we can now talk instantly with someone on the other side of the world. We can also see this change in how we find information nowadays. When I need to find out something, I can find even very technical information in seconds through a Google search. So a person who supports technological advance sees how we can do more things now that were impossible in the past, due to technological developments.

On the other hand, many people believe that the changes technology has brought are not elevating humans, but making them dependent on machines. These people often view life in the past as more relaxed and less stressful. For example, they think about people reading books in the past, and how peaceful this activity was, without interruptions by mobile

phones and emails. In contrast, they argue that people nowadays search for information as quickly as possible, copying and pasting it into another document without really thinking about it. So people who have a negative view of technological devices dislike the pace of life which we now have.

In conclusion, there are different views about the advantages or drawbacks of this aspect of modern life. However, I believe that we must take advantage of the possibilities that 21st Century devices give us, while we are also careful not to fall into the trap of becoming dependent on gadgets. I enjoy the benefits of having a mobile phone and using the Internet, but sometimes I switch them off and enjoy a quiet afternoon with a book or friends; this is how I am trying to evolve with new technology.
(342 words)

c. Opinion Essay

Essay title:

Should paper recycling be a legal obligation for all Bogota households?

Recycling is a hotly-debated topic in Bogota today. Of the many materials that can be recycled, paper is the easiest to process. Although many people here believe that paper recycling should be obligatory for everyone, I believe that complicated logistics and the negative effect on waste pickers mean that it is not advisable at this stage.

The logistics of enforcing this law would be too complicated to be practical. The local government does not have the resources to assign to this project, so who would enforce its application? The quantity of paper used by each household will vary enormously, depending on the number of people living there, and their activities. This would make it very difficult to know how much paper was being recycled.

Moreover, an obligatory recycling programme would have a massive negative effect on the city's waste pickers. The informal recyclers would

lose a huge percentage of their income if they had no paper to re-cycle. This could mean they would no longer be able to support their families. Further consequences could be seen, such as waste pickers having to beg on the streets instead of working.

While making it obligatory for people to recycle paper could seem like a good idea to some, I don't think Bogota is ready for this right now. I believe that complicated logistics and the negative effect on waste pickers mean that it is not advisable at this stage. The local government has neither the time nor the money to implement such a scheme, and the negative impact on the informal sector could be devastating. This may be something worth revisiting in the future.

(272 words)

d. Compare/Contrast

Essay title:

Is it better to live in the countryside or the city? Give the advantages of both and come to a conclusion.

The decision regarding where to live is a very personal one and will depend on many factors including a person's economic and family situation. However, there are a number of factors that most people would probably consider when trying to make the decision of whether to live in the countryside or the city.

City life has many benefits for the 21st-century person. Living in the city offers people a range of possibilities in terms of cultural activities, such as theatres or museums, which can be attractive, especially for younger people. In addition, the distances tend to be shorter within the city, making public transport a more practical option. Furthermore, the opportunities for employment are often more varied in a city than in the countryside, which can be an important aspect for most people to take into account.

Living in the countryside, however, also has many advantages. Less traffic means cleaner air and little noise pollution, meaning people in the countryside often live in a much healthier environment. They also waste less time sitting in traffic jams! Moreover, the countryside can often provide people with a generally slower pace of life, as well as the opportunity to practice outdoor sports, so that people can keep fit while taking advantage of everything that Mother Nature has to offer.

In summary, although there are advantages to living both in the city and the countryside, I still prefer to live in the city and take advantage of the many cultural and professional activities that take place here. Moving to the countryside could become an attractive possibility later in life, perhaps to enjoy a slower pace of life in retirement.

(275 words)

e. Informal Letter or email (thank you letter or email)

Task:

You have just returned to Colombia after a stay in another country. Write to your friend who you were staying with, thanking them for their help during your stay and telling them your plans.

Dear Brenda,

I finally arrived in Colombia late last night, and am writing to you now from my hometown, Bogota. I got the plane just in time, but the flight was a little difficult because of the storm. Did you hear about it on the news?

The weather here, however, is great and I'm very happy to be at home with my family again. Everyone is excited about Christmas and the city is full of lights and decorations, so the atmosphere in the centre is magical. I would like to thank you and your family for all your help during my stay in Canada. I really enjoyed my time there, as you always made me feel at home. I remember all of you with deep affection and I would love to visit you again soon. Of course you are also welcome to come here if you'd

like to see Bogota one day. I would love to show you around as you did with me in Montreal. You were the greatest tour guides ever!

Now I'm back in Colombia, I'm planning to take piano lessons on Saturday mornings, and I think I'll study French too, if I have any more spare time! I've already signed up for English conversation classes so I can practice everything you taught me.

I miss you all already. Please write soon and once again, thank you so much for everything.

Best wishes,
Jennifer

(237 words)

f. Formal Letter or email (letter or email of complaint)

Task:

You recently bought a technological item while travelling in another country. However, when you returned to Colombia, you realised that the item does not work properly. Write to the store where you bought the item, describe the problem and suggest a solution.

Dear Sir/Madam,

I am writing to you as I have a problem with the i-Pad that I recently bought from your store whilst I was in Washington on business two weeks ago.

Firstly, the battery lasts almost no time at all. I always charge it according to the instruction book, and it seems to be fully-charged, but then when I start to use it, my device goes dead after just three hours! This is no use to me at all, as I am generally in meetings all day and need a device that I can rely on.

Secondly, even while it is working, I cannot connect it to my home or office wi-fi network. It seems to recognise that the network exists, but it will not connect or allow me to use the Internet. As one of the main reasons I bought the i-Pad was to be able to check my email wherever I am, I am very disappointed that this feature isn't working.

I would like you to replace my i-Pad for one that is fully-functional, or if this is not possible, I would like to receive a full refund. Because I live in Colombia, I would like to know whether the Bogota i-Store could exchange the device. I have wanted to go to the local i-Store to enquire about this, but I have had too much work lately to have the time to go.

I hope that you can respond to me as soon as possible.

Yours faithfully,
Jaime Pinilla

(252 words)



CORRECTION SYMBOLS

(through the medium of words)

SYMBOL	MEANING	EXAMPLE (OR EXPLANATION) OF ERROR
AG	agreement {concordance}	Robert and her wife play tennis - pronoun agreement match tennis players - count/uncount agreement a excellent tennis player - article agreement
SV	subject-verb agreement	She are playing tennis. People is been on tennis.
C	Capitalisation	Where can I play tennis in colombia? He is the best english tennis player.
DM	develop more	{You should give more details; expand your ideas.}
DT	direct translation	{In English, we don't say it this way.} I am agree that tennis is great.
EW[S]	extra word (s)	The people like watching tennis.
FR	fragment	Watching tennis is really.
MW[S]	missing word (s)	She is (a) tennis player. (I) Play tennis everyday.
NI	new idea {run-on sentence}	{Divide your sentence into multiple sentences.} He loves tennis, he plays it every day.
P	punctuation	He plays tennis,
PR	preposition	They play tennis in the beach
SP	spelling	I play tenis with my friends.
VT	verb tense	Yesterday she play tennis
WF	word form	They play tennis good .
WO	word order	Tennis players often wear clothes white .
WW[S]	wrong word (s)	Do you remind the time we played tennis?
?	confusing	{Your reader doesn't understand; try to clarify.}

List of Irregular Verbs

infinitive	past simple	past participle
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beat
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut

Infinitive	Past simple	Past participle
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
flee	fled	fled
fling	flung	flung
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

Infinitive	Past simple	Past participle
lay	laid	laid
lead	led	led
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
overcome	overcame	overcome
pay	paid	paid
prove	proved	proved/proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	showed/shown
shut	shut	shut

Infinitive	Past simple	Past participle
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spin	spun	spun
spit	spit/spat	spit
split	split	split
spread	spread	spread
spring	sprang/sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
stink	stank	stunk
strike	struck	struck
sweep	swept	swept
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
weep	wept	wept
win	won	won
write	wrote	written

Index

(click on the relevant page number to go to that section)

- Argumentative writing 8, 21
- Coherence 10-11
- Cohesion 10-11
- Compare/Contrast writing 9, 23
- Complex sentence 13
- Compound sentence 13
- Compound-complex sentence 13
- Components of writing 10-13
- Conjunctions 11
- Conjunctive adverbs 11
- Connectors 11
- Coordinating conjunctions 11, 13
- Correction symbols 27
- Correlative conjunctions 11

- Dependent clause 12-13
- Descriptive writing 8, 20

- English Writing Style 7
- Essay plan 14-16
- The Externado's
 English Syllabus 6

- FANBOYS 13
- Formal email 9, 26
- Formal letter 9, 26

- Grammar 12-13

- Independent clause 12-13
- Informal email 9, 25
- Informal letter 9, 25
- Irregular verbs 28-31
- Linkers 11

- Método cartesiano 7

- Number of sentences
 per paragraph 17

- Opinion writing 8, 22

- Phrasal verbs 12
- Pre-writing & post-writing 14-17

- Question response 10

- Repetition 12

- Sentence types 13
- Simple sentence 13
- Subordinating conjunctions 11
- Supporting sentence 11

- Thesis statement 11
- Tips 18
- Topic sentence 11
- Transitions 11

- Vocabulary 11-12

- Writing genres 8-10
- Writing samples 20-26
- Writing stages 14-17