

— A GUIDE TO ENGLISH EXCELLENCE —

ENGLISH COMMUNICATION FOR CAREER SUCCESS

A PRACTICAL GUIDE FOR THAI UNIVERSITY STUDENTS



STRONG
GRAMMAR



EFFECTIVE
READING



TOEIC
PREPARATION



JOB APPLICATION
SKILLS



INTERVIEW &
WORKPLACE
COMMUNICATION

NATEE PECHSUTTITANASAN

ENGLISH COMMUNICATION FOR CAREER SUCCESS

A Practical Guide for Thai University Students

Natee Pechsuttitanasan

ENGLISH COMMUNICATION FOR CAREER SUCCESS

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Preface

Effective English communication is essential for success in today's competitive global workplace. Proficiency in professional English enables graduates to pursue better career opportunities, engage confidently in workplace settings, and meet the growing demands of international industries.

This textbook was developed to address the English communication needs of Thai university students preparing for professional careers. Drawing on more than 20 years of university teaching experience and a background in Applied Linguistics, the author designed this book to respond directly to the language challenges Thai learners commonly encounter in workplace contexts.

The textbook comprises six sequenced chapters progressing from grammar foundations to professional communication skills. Each chapter includes pre-tests, concise explanations, practice exercises, and post-tests to support measurable learning outcomes. The book is suitable for learners with a foundational knowledge of English who are ready to develop practical workplace communication skills. Students are advised to work through the chapters in order, as each chapter builds systematically on the previous one.

Upon successful completion, students will be equipped with the language skills necessary for effective professional communication and career readiness.

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Relationship among Chapters

Chapter	Subtopics	Relationship with Other Chapters
1. Parts of Speech and Sentence Patterns	1.1 The Eight Parts of Speech 1.2 Basic Sentence Elements and Patterns 1.3 Practice Exercises	Serves as the foundation for all chapters by teaching sentence components and common errors. Chapter 2 and 3 rely on this grammar knowledge to analyze and practice more advanced English.
2. Sentence Types and Passive Voice	2.1 Sentence Types: Simple, Compound, Complex, Compound-Complex 2.2 Fragments and Run-ons 2.3 Practice Exercises: Sentence Types, Fragments, Run-ons 2.4 Passive Voice 2.5 Practice Exercises: Passive Voice	Builds on Chapter 1 by focusing on complex sentence types and Active-Passive transformations, aiding Chapters 3 and 4 which emphasize reading and TOEIC preparation.
3. Reading Strategies for Professional Texts	3.1 Reading Strategies: Skimming, Scanning, Careful Reading 3.2 Reading Technical Manuals 3.3 Reading Texts Related to Workplace: Emails, Memos, Notices 3.4 Reading Newspapers and Editorials	Applies knowledge from Chapters 1 and 2 to develop reading skills from skimming to detailed reading, improving comprehension for Chapters 4 and 5.

Chapter	Subtopics	Relationship with Other Chapters
4. TOEIC Test Preparation	4.1 Overview of TOEIC reading 4.2 Interpreting Graphs, Tables, Schedules and Visuals 4.3 Strategies for Multi-Passage and Complex Questions 4.4 Time Management and Test-Taking Tips	Utilizes Chapters 1-3 knowledge to prepare for the TOEIC exam, focusing on interpreting graphs, tables, and various exercises, supporting job preparation in Chapter 5.
5. Job Application Documents	5.1 Understanding Job Advertisements 5.2 Writing Effective Job Application Letters 5.3 Building a Modern Resume	Uses skills from Chapter 4 to understand job advertisements and write application letters and resumes, setting the stage for interview skills taught in Chapter 6.
6. Interview Skills and Communication	6.1 Preparing for English Job Interviews 6.2 Common Interview Questions and Model Answers 6.3 Telephone Conversation: Taking and Leaving Messages 6.4 Writing and Understanding Memorandums	Leverages English skills from Chapters 1-5 to prepare for job interviews, workplace communication including phone conversations and memo writing.

Chapter 1

Parts of Speech and Sentence Patterns

This chapter covers English grammar basics: sentence structure and parts of speech. These elements are essential for clear academic and professional communication. It also highlights common errors made by Thai learners, drawing on Hinnon's (2015) study of writing mistakes and strategies used by Thai university students to improve their English.

Learning Objectives

By the end of this chapter, you will be able to:

1. Identify and use all eight parts of speech correctly in professional contexts
2. Use basic sentence patterns in English correctly
3. Apply appropriate pronunciation strategies for workplace communication
4. Use culturally appropriate language in professional settings

Pre-Test (/10)

Choose the best answer.

1. Which of the following is an abstract noun?
 - a. computer
 - b. meeting room
 - c. productivity
 - d. document
2. Which is a demonstrative pronoun?
 - a. they
 - b. who
 - c. that
 - d. ours
3. What does a conjunction do in a sentence?
 - a. replaces a noun
 - b. connects words or clauses
 - c. describes a noun
 - d. expresses emotion
4. In the sentence "The manager responds **quickly** to emails", what part of speech is "quickly"?
 - a. adjective
 - b. adverb
 - c. verb
 - d. noun
5. Which sentence correctly uses a reflexive pronoun?
 - a. The team prepared them for the presentation.
 - b. The team prepared themselves for the presentation.
 - c. The team prepared their for the presentation.
 - d. The team prepared they for the presentation.
6. What is the correct plural form of the word "company"?
 - a. companys
 - b. companies
 - c. companyes
 - d. company's

7. Which sentence follows the S-V-O pattern?
- a. The director gave the team a bonus.
 - b. They elected him chairman.
 - c. Great! The project succeeded.
 - d. The supervisor reviews reports.
8. Identify the indirect object in: "The HR manager sent the employee a contract."
- a. The HR manager
 - b. sent
 - c. the employee
 - d. a contract
9. Which sentence contains a part of speech error?
- a. The consultant works hardly on the project.
 - b. She efficiently manages the team.
 - c. He communicates well with clients.
 - d. They are prepared for the meeting.
10. How many grammatical errors are in this professional email excerpt?

"Dear Ms. Rodriguez,

Thank you for send the proposal last week. My team have review it careful and find the datas very impressive. We want discuss about your recommendations at meeting.

Is you available on Thursday? We look forward to meet with you.

Sincerely,

Josep Grants

- a. 7 errors
- b. 8 errors
- c. 9 errors
- d. 10 errors

1.1 The Eight Parts of Speech

Every word in English belongs to one of the eight categories or "parts of speech." Each part of speech has a specific function in a sentence.

1.1.1 Nouns

A noun is a word that names a person, place, thing, or idea.

Types of Nouns

1. Common nouns: general names (employee, manager, office, report)
2. Proper noun: specific names with capital letters (Microsoft, Bangkok Business School, Dr. Smith)
3. Countable nouns: can be counted (a document, two meetings, five projects)
4. Uncountable nouns: cannot be counted individually (information, equipment, research, feedback)
5. Concrete nouns: physical things you can perceive with your senses
(computer, desk, presentation slide)
6. Abstract nouns: ideas, qualities, or states (productivity, leadership, teamwork, efficiency)

Plural Forms of Nouns

- Regular: add -s (report → reports, email → emails)
- Words ending in -s, -ss, -sh, -ch, -x, or -z: add -es (business → businesses, approach → approaches)
- Words ending in consonant + y: change y to i and add -es (company → companies, strategy → strategies)
- Words ending in vowel + y: add -s (survey → surveys, attorney → attorneys)
- Irregular plurals: (analysis → analyses, criterion → criteria, person → people)

Common Thai Learner Errors with Nouns

✗ Using uncountable nouns as countable:

"We need **many equipments** for the office." → ✓ "We need **a lot of equipment** for the office."

✗ Omitting articles:

"I attended meeting yesterday." → ✓ "I attended **a** meeting yesterday."

✗ Incorrect pluralization:

"The company hired three new **staffs**." → ✓ "The company hired three new **staff members**."



Pronunciation Note for Thai Learners

Pay attention to final -s sounds in plural nouns. Thai doesn't use final consonant clusters, so practice words like "reports" /rɪ'pɔ:ts/, "tasks" /tæskz/, and "projects" /'prɒdʒekts/. The -s can be pronounced three ways: /s/ (reports), /z/ (emails), or /ɪz/ (analyses).

1.1.2 Pronouns

A pronoun is a word that replaces a noun to avoid repetition.

Table 1: Explanation of Pronouns

Types of Pronouns	Functions	Examples	Example Sentences (Workplace Context)
Personal	Refers to specific people or things	I, you, he, she, it, we, they, me, him, her, us, them	She is preparing the quarterly report. The director asked him to lead the project.
Possessive	Shows ownership	my, your, his, her, its, our, their	This is my workstation. Her presentation impressed the clients.
Reflexive	Refers back to the subject of the sentence	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves	The manager introduced himself to the new team. We prepared ourselves for the audit.
Demonstrative	Points to specific people or things	this, that, these, those	This proposal needs revision. Those documents were approved yesterday.
Interrogative	Used to ask questions	who, whom, whose, which, what	Who is attending the conference? Which department submitted this report?

Types of Pronouns	Functions	Examples	Example Sentences (Workplace Context)
Relative	Introduces relative clauses	who, whom, whose, which, that	The employee who won the award works in HR. This is the software that we use daily.
Indefinite	Refers to non-specific people or things	someone, anyone, everyone, nobody, something, anything, everything, nothing	Someone left their laptop in the meeting room. Everyone must complete the training.

Table 2: Personal Pronouns and Possessives

Subject Pronoun	Object Pronoun	Possessive Adjective	Possessive Pronoun
I I am reviewing the contract.	me The supervisor emailed me.	my My deadline is Friday.	mine This office is mine.
you You are leading this project.	you The client wants to meet you.	your Your report is due today.	yours The presentation is yours.
he He manages the sales team.	him Please send him the files.	his His proposal was accepted.	his That desk is his.
she She coordinates events.	her I consulted her yesterday.	her Her schedule is flexible.	hers This project is hers.
it It requires immediate attention.	it We must review it carefully.	its The company improved its profits.	its <i>(Used adjectivally)</i>
we We submitted the proposal.	us The CEO invited us to the meeting.	our Our team exceeded targets.	ours This achievement is ours.
they They are attending training.	them I collaborated with them.	their Their office is downtown.	theirs The success is theirs.

Common Thai Learner Errors with Pronouns

✗ Gender confusion:

"The manager told **his** assistant." (when referring to a female manager) →

✓ "The manager told **her** assistant."

✗ Subject pronoun omission:

"Need to finish the report by Friday." → ✓ "**I** need to finish the report by Friday."

✗ Incorrect pronoun case:

"**Me and my colleague** attended the seminar." → ✓ "**My colleague and I** attended the seminar."

1.1.3 Verbs

A verb is a word that shows action or state of being.

Types of Verbs

1. **Action verbs:** describe activities (manage, analyze, coordinate, present, negotiate)
 - "The manager **analyzes** quarterly reports every month."
 - "She **presented** the proposal to the board yesterday."
2. **Linking verbs:** connect subjects to subject complements (be, seem, become, appear)
 - "The project **is** successful."
 - "He **became** the department head last year."
 - "The results **seem** promising."
3. **Helping/Auxiliary verbs:** assist main verbs or show tenses

Be verbs: is, am, are, was, were, been

- "The team **is working** on the deadline."
- "The report **was completed** on time."

Have verbs: has, have, had

- "She **has submitted** all the documents."
- "They **had finished** before the meeting started."

Do verbs: do, does, did

- "**Do** you understand the new policy?"
- "He **did not attend** the training session."

4. **Modal verbs:** express necessity, possibility, permission
(can, could, shall, should, must, will, would, may, might)

- "You **should** review the contract carefully." (advice)
- "We **must** meet the deadline." (necessity)
- "The client **may** request changes." (possibility)
- "**Could** you send me the report?" (polite request)

Auxiliary verbs vs. Modal verbs

Auxiliary verbs (be, do, have and their forms) help create tenses and grammatical structures.

Modal verbs (can, could, may, might, must, shall, should, will, would) express possibility, ability, necessity, or permission.

Key difference: All modal verbs are auxiliary verbs, but not all auxiliary verbs are modals. Modal verbs never change form and are always followed by the base verb, while regular auxiliary verbs can change according to tense and subject.

Common Thai Learner Errors with Verbs

✗ Omitting the third-person singular -s:

"The consultant **speak** fluent English" → ✓ "The consultant **speaks** fluent English"

✗ Incorrect past tense:

"Yesterday we **submit** the proposal" → ✓ "Yesterday we **submitted** the proposal"

✗ Subject-verb agreement:

"The employees **is** working overtime" → ✓ "The employees **are** working overtime"

Pronunciation Note for Thai Learners

The third-person singular -s ending is crucial in professional English. Practice: "works" /wɜːks/, "manages" /'mænɪdʒɪz/, "coordinates" /koo'ɔːdɪneɪts/. Remember, Thai doesn't have this grammatical feature, so it requires extra attention.

Cultural Note - Formality in Professional Communication

In English workplace communication, using modal verbs shows politeness:

- **Less formal:** "You need to send me the report."
- **More formal:** "Could you please send me the report?"
- **Most formal:** "I would appreciate it if you could send me the report."

Thai culture also values politeness, but English expresses it through specific grammatical structures rather than particles like "ครับ/ค่ะ".

1.1.4 Adjectives

An adjective is a word that describes or modifies a noun or pronoun.

Types of Adjectives

1. **Descriptive:** efficient, professional, innovative, challenging
2. **Quantitative:** several, many, few, numerous
3. **Demonstrative:** this report, that project, these documents, those meetings
4. **Possessive:** my team, your office, his presentation, her department
5. **Proper:** Thai company, American client, Japanese technology
6. **Comparative:** more efficient, better, larger, more experienced
7. **Superlative:** most efficient, best, largest, most experienced

Adjective Order in English

Opinion → Size → Age → Shape → Color → Origin → Material → Purpose
--

Example: an impressive large new rectangular glass Thai conference table

Common Thai Learner Errors with Adjectives

- ✗ Incorrect placement: "office spacious" → ✓ "spacious office"
- ✗ Double comparison: "more better solution" → ✓ "better solution"
- ✗ Using adjectives as adverbs: "She presents good" → ✓ "She presents well"

1.1.5 Adverbs

An adverb is a word that modifies a verb, an adjective, or another adverb.

Types of Adverbs

1. **Manner:** how something happens (efficiently, professionally, carefully, thoroughly)
2. **Time:** when something happens (yesterday, today, soon, immediately, currently)
3. **Place:** where something happens (here, there, downtown, overseas, remotely)
4. **Frequency:** how often (always, usually, often, sometimes, rarely, never)
5. **Degree:** to what extent (very, extremely, quite, considerably, completely)

Common Thai Learner Errors with Adverbs

✗ Using adjectives instead of adverbs:

"The team works hard efficient" → ✓ "The team works very efficiently"

✗ Incorrect placement:

"He manages well the department" → ✓ "He manages the department well"

Pronunciation Note for Thai Learners

Many adverbs end in -ly. Practice the /li/ ending clearly: "efficiently" /ɪ'fɪʃəntli/, "professionally" /prə'feʃənəli/, "immediately" /ɪ'midiətli/. Don't drop the final sound.

1.1.6 Prepositions

A preposition is a word that shows the relationship between a noun/pronoun and other words in a sentence.

Common Prepositions in Professional Contexts

1. **Time:** at (at 9 AM, at the deadline), on (on Monday, on schedule), in (in June, in the morning), during (during the meeting), before (before lunch), after (after work)
2. **Place:** at (at the office), on (on the third floor), in (in the conference room), under (under review), between (between departments)
3. **Direction:** to (go to the client), from (from headquarters), toward (toward the goal)
4. **Other:** by (by email), with (work with), without (without approval), for (for the project), about (about the proposal)

Common Thai Learner Errors with Prepositions

- ✗ Omission: "I went the meeting room" → ✓ "I went **to** the meeting room"
- ✗ Incorrect choice: "I'm responsible **of** this project" → ✓ "I'm responsible **for** this project"
- ✗ Unnecessary preposition: "We discussed **about** the budget" → ✓ "We discussed the budget"

Cultural Note - Making Polite Requests

English uses specific prepositions in polite professional phrases:

- "Could I speak with you?" (not "to" - shows mutual conversation)
- "I'm writing in regard to your email..." (formal)
- "Thank you for your consideration" (common in formal emails)
- "Please feel free to contact me at this number" (professional)

1.1.7 Conjunctions

A conjunction is a word that connects words, phrases, or clauses.

Types of Conjunctions

1. **Coordinating**: and, but, or, nor, for, yet, so (FANBOYS)

- The manager reviewed the proposal **and** approved it.
- We finished early, **so** we started the next task.

2. **Subordinating**: because, although, if, when, while, since, unless

- We postponed the meeting **because** the director was unavailable.
- **Although** the project was challenging, the team succeeded.

3. **Correlative**: both...and, either...or, neither...nor, not only...but also

- The candidate has **both** experience **and** qualifications.
- **Not only** did she complete the project, **but** she **also** exceeded expectations.

Common Thai Learner Errors with Conjunctions

✗ Using multiple conjunctions:

"I want to attend but however I have another commitment" →

✓ "I want to attend, but I have another commitment"

✗ Omitting necessary conjunctions:

"The deadline is tight we can finish on time" →

✓ "The deadline is tight, but we can finish on time"

1.1.8 Interjections

An interjection is a word or phrase that expresses strong emotion.

Note: In professional contexts, interjections should be used sparingly and appropriately.

Examples in workplace context:

- Wow! This quarter's results exceeded all expectations.
- Oops! I attached the wrong file to the email.
- Well, let's review the options before deciding.
- Oh! I almost forgot about the 3 PM meeting.

Cultural Note - Professional vs. Casual Language

Interjections in professional emails should be minimal:

- Too casual: "Hey! Can you send me that report ASAP?"
- Professional: "Good morning. Could you please send me that report at your earliest convenience?"

In Thai workplace culture, hierarchy and formality are highly valued. Similarly, English professional communication maintains formality through:

- Formal greetings: "Dear Mr./Ms." rather than "Hey"
- Complete sentences rather than fragments
- Professional closings: "Best regards" or "Sincerely" rather than "Bye!"

Table 3: Summary of the Eight Parts of Speech

Part of Speech	Definition	Example	Professional Context Sentence
Noun	Person, place, thing, or idea	manager, office, report, efficiency	The director approved the budget proposal .
Pronoun	Replaces a noun	he, she, it, they, who	She presented the quarterly results.
Verb	Shows action or state	manage, analyze, collaborate, is	The team successfully completed the project.
Adjective	Describes a noun	efficient, important, innovative	The new strategy improved productivity
Adverb	Describes a verb, adjective, or adverb	efficiently, very, professionally	He professionally handled the client complaint.
Preposition	Shows relationship between words	in, on, at, with, by	The meeting starts at 2 PM in the conference room.
Conjunction	Connects words, phrases, or clauses	and, but, because, although	We reviewed the proposal and approved it.
Interjection	Expresses emotion	Well, Oh, Congratulations	Congratulations! You've been promoted.

1.2 Sentence Elements and Patterns

Understanding how sentences are constructed is essential for effective professional communication.

1.2.1 Basic Sentence Elements

There are five basic sentence elements:

1. **Subject:** performs the action (usually a noun or pronoun)
2. **Verb:** shows the action or state
3. **Object:** receives the action (direct object or indirect object)
4. **Complement:** completes the meaning of the subject or object
5. **Modifier:** provides additional information (adjectives, adverbs)

Example Sentences with Labeled Elements

Workplace Scenario: A typical day at an international trading company

The manager reviews reports weekly.

Subject	Verb	Object	Modifier
The manager	reviews	reports	weekly.

The supervisor gave the team clear instructions yesterday.

Modifier	Subject	Verb	Modifier	Object	Modifier	Complement	Modifier
The	supervisor	gave	the	team	clear	instructions	yesterday.

The consultant is an expert in marketing strategy.

Modifier	Subject	Verb	Complement	Modifier	Modifier
The	consultant	is	an expert	in marketing	strategy.

The company launched a new product last quarter.

Modifier	Subject	Verb	Modifier	Modifier	Object	Modifier	Modifier
The	company	launched	a	new	product	last	quarter.

The board elected her CEO.

Modifier	Subject	Verb	Object	Complement
The	board	elected	her	CEO.

The analyst worked remotely from Bangkok.

Modifier	Subject	Verb	Modifier	Modifier	Modifier
The	analyst	worked	remotely	from	Bangkok.

The director writes proposals efficiently.

Modifier	Subject	Verb	Object	Modifier
The	director	writes	proposals	efficiently.

My colleague is a certified accountant in Thailand.

Modifier	Subject	Verb	Modifier	Complement	Modifier
My	colleague	is	a certified	accountant	in Thailand

1.2.2 Basic Sentence Patterns

Five core English sentence patterns:

Pattern 1: S-V (Subject-Verb)

Subject	Verb
The company	expanded.
Profits	increased.

Pattern 2: S-V-O (Subject-Verb-Object)

Subject	Verb	Object
The manager	approved	the budget.
Employees	complete	training annually.

Pattern 3: S-V-C (Subject-Verb-Complement)

Subject	Verb	Complement
The meeting	was	productive.
She	became	department head.

Pattern 4: S-V-IO-DO (Subject-Verb-Indirect Object-Direct Object)

Subject	Verb	Indirect Object	Direct Object
The HR director	sent	employees	the new policy.
My supervisor	gave	me	constructive feedback.

Pattern 5: S-V-O-C (Subject-Verb-Object-Complement)

Subject	Verb	Object	Complement
The board	appointed	him	chief financial officer.
We	consider	this proposal	viable.

Common Thai Learner Errors in Sentence Construction

- ✗ Subject omission: "Is raining today" → ✓ "It is raining today"
- ✗ Verb omission: "The deadline tomorrow" → ✓ "The deadline is tomorrow"
- ✗ Word order: "I like very much this project" → ✓ "I like this project very much"

Intonation Note for Thai Learners

Unlike Thai, which uses tones to change word meaning, English uses intonation for sentence meaning:

- Statements use falling intonation: "The meeting is tomorrow." ↘
- Yes/no questions use rising intonation: "Is the meeting tomorrow?" ↗
- Wh-questions typically use falling intonation: "When is the meeting?" ↘

Practice with these workplace examples:

- "The report is ready." ↘ (statement)
- "Is the report ready?" ↗ (question)
- "When will the report be ready?" ↘ (wh-question)

1.3 Practice Exercises

Exercise 1: Identify the Part of Speech

Identify the part of speech for each underlined word in this workplace email:

Dear Team,

The manager explained the project clearly. She coordinates with clients daily. The new system operates efficiently. They completed the implementation yesterday. The software is user-friendly at our office. Employees like the update and the training. Great! You adapted quickly.

1. manager: _____
2. coordinates: _____
3. daily: _____
4. new: _____
5. completed: _____
6. yesterday: _____
7. is: _____
8. at: _____
9. and: _____
10. Great: _____

Exercise 2: Categorizing Words

Sort the following workplace-related words into the correct part of speech.

Words: efficiently, headquarters, professional, we, negotiate, during, however, ouch

Noun	Pronoun	Verb	Adjective	Adverb	Preposition	Conjunction	Interjection

Exercise 3: Sentence Creation (Workplace Context)

Create sentences using the given part of speech in a professional context.

1. Noun (use a workplace noun): _____
2. Pronoun: _____
3. Verb (action in office): _____
4. Adjective (describing work): _____
5. Adverb (how work is done): _____
6. Preposition: _____
7. Conjunction: _____
8. Interjection (appropriate for workplace): _____

Exercise 4: Error Correction

Correct the errors in these workplace emails and messages:

1. The consultant speak English very good.

Corrected: _____

2. I have many informations about the new client from Bangkok.

Corrected: _____

3. Yesterday I go to meeting with the director.

Corrected: _____

4. Project important very is this.

Corrected: _____

5. Manager happy about the quarterly results.

Corrected: _____

6. I good in presentation skills.

Corrected: _____

7. The deadline approaching I need to finish soon.

Corrected: _____

8. The team work in Bangkok office they commute from Pathum Thani.

Corrected: _____

9. He can helps you with the report if you need.

Corrected: _____

10. The employees is attending training session tomorrow.

Corrected: _____

Exercise 5: Sentence Pattern Identification

Identify the sentence pattern: S-V, S-V-O, S-V-C, S-V-IO-DO, S-V-O-C

1. The accountant prepares financial statements. _____
2. The interview went well. _____
3. HR sent candidates the job description. _____
4. The committee elected Sarah chairperson. _____
5. Productivity increased. _____

Exercise 6: Sentence Building (Professional Context)

Create sentences following the given patterns about workplace situations.

1. S-V: _____
2. S-V-O: _____
3. S-V-C: _____
4. S-V-IO-DO: _____
5. S-V-O-C: _____

Exercise 7: Professional Email Analysis

Read this email and identify:

- All eight parts of speech (find at least one example of each)
- Any grammatical errors
- Opportunities to make the language more formal/professional

Hi Boss,

I want tell you the project update. Yesterday me and my team go to client office in Bangkok. We collected many informations. Client very interesting in our proposal. He think it innovative and cost-effective. We discuss about timeline and he agree on our schedule. Meeting was great! I very happy about the result.

Thanks,

Somchai

Your Analysis:

Parts of Speech Examples:

- Noun: _____
- Pronoun: _____
- Verb: _____
- Adjective: _____
- Adverb: _____
- Preposition: _____
- Conjunction: _____
- Interjection: _____

Grammatical Errors (list at least 5):

1. _____
2. _____
3. _____
4. _____
5. _____

Rewrite the email professionally:

Exercise 8: Sentence Expansion (Pair Speaking Activity)

Instructions: Work with a partner. Student A provides a basic sentence, Student B must expand it verbally by adding modifiers, then reverse roles.

Round 1: Student A starts

- Basic: The manager met clients.
- Student B expands verbally: (Add when, where, how, which clients)

Round 2: Student B starts

- Basic: The report explains strategies.
- Student A expands verbally: (Add adjectives, adverbs, details)

Round 3: Student A starts

- Basic: Employees completed training.
- Student B expands verbally: (Add time, manner, type of training)

Practice pronunciation as you expand the sentences. Pay attention to:

- Clear final consonants (-s, -ed, -t)
- Appropriate intonation patterns
- Natural stress on important words

Write your best expanded sentences:

1. _____
2. _____
3. _____

Exercise 9: Peer Proofreading & Speaking Activity

Part A: Written Communication

Write a short paragraph (5-7 sentences) about your work experience, a typical day at work or university, or your career goals.

Focus on:

- Using all eight parts of speech correctly
- Following proper sentence patterns
- Using professional vocabulary
- Including appropriate prepositions and conjunctions

Part B: Peer Review

Exchange papers with a partner. Identify:

1. Any errors related to parts of speech
2. Sentence pattern issues
3. Opportunities to make the language more professional
4. Pronunciation challenges (mark difficult words)

Part C: Speaking Practice

After reviewing each other's work:

1. Read your partner's corrected paragraph aloud to them
2. Your partner listens and provides feedback on:
 - Pronunciation (especially final consonants and difficult sounds)
 - Intonation (statement vs. question patterns)
 - Word stress
 - Fluency and natural pace
3. Discuss together:
 - "What grammatical mistakes did we both make?"
 - "How can we remember to fix these in future writing?"
 - "Which pronunciation points should we practice more?"

Reflection:

What was the most useful feedback you received?

Exercise 10: Role Play - Polite Professional Requests

Instructions: With a partner, practice making polite requests using appropriate grammar and cultural politeness strategies.

Scenario 1: Asking your supervisor for time off

- Student A (Employee): Make a polite request
- Student B (Supervisor): Respond appropriately

Scenario 2: Requesting a deadline extension from a client

- Student A (You): Make a polite request
- Student B (Client): Respond

Scenario 3: Asking a colleague to help with a project

- Student A: Make a polite request
- Student B (Colleague): Respond

Remember to use:

- Modal verbs (could, would, may)
- Polite phrases ("I was wondering if...", "Would it be possible to...")
- Appropriate formality level
- Clear pronunciation

After role play, discuss:

- How does this differ from how you would make requests in Thai?
- Which English grammatical structures help show politeness?
- What pronunciation features (intonation, stress) made requests sound more polite?

1.4 Chapter Summary

In this chapter, you have learned the basic building blocks of English sentences for professional communication. Every word belongs to one of the eight groups: nouns (people, places, things, ideas), pronouns (he, she, it), verbs (action words), adjectives (describing words), adverbs (how something happens), prepositions (connecting words like "in" or "on"), conjunctions (joining words like "and" or "but"), and interjections (expressions of emotion). Also, you have learned five essential sentence patterns (S-V, S-V-O, S-V-C, S-V-IO-DO, S-V-O-C) that help you write correctly in professional contexts.

Post-Test (/10)

Choose the best answer.

1. Which of these is a linking verb?
 - a. manage
 - b. is
 - c. submit
 - d. do
2. What is the function of a preposition?
 - a. describes a noun
 - b. connects clauses
 - c. replaces a noun
 - d. shows relationship in time/place/manner
3. In the sentence "The employees are motivated", what is the function of "motivated"?
 - a. verb
 - b. noun
 - c. complement
 - d. modifier
4. Identify the correct adjective order:
 - a. a round wooden large Thai conference table
 - b. a large round Thai wooden conference table
 - c. a wooden Thai large round conference table
 - d. a Thai round wooden large conference table
5. Choose the sentence with correct subject-verb agreement:
 - a. The consultant provide excellent advice.
 - b. The team members works remotely.
 - c. The director reviews proposals carefully.
 - d. My colleagues attends training monthly.

6. Which sentence uses a modal verb correctly to show polite possibility?
- a. He might arrive late to the meeting.
 - b. You can goes to the conference.
 - c. She may need additional time for the project.
 - d. I shall to help you with that task.
7. What is the part of speech used incorrectly in: "The manager responded very quick to the complaint"?
- a. verb
 - b. adverb
 - c. adjective
 - d. noun
8. Analyze the parts of speech in: "*She efficiently prepared the quarterly report.*"
- a. Pronoun – Adverb – Verb – Adjective – Adjective – Noun
 - b. Noun – Adjective – Verb – Preposition – Noun
 - c. Pronoun – Adjective – Verb – Preposition – Noun
 - d. Pronoun – Verb – Adverb – Preposition – Noun
9. Which sentence uses a correlative conjunction correctly?
- a. The candidate is both experienced and qualified.
 - b. The employee is either punctual nor reliable.
 - c. The manager neither approves and rejects proposals.
 - d. The team not only works but also lazy.

10. How many grammatical errors are in this professional email excerpt?

"Dear Mr. Chen,

I want discuss about the project we work on last month. Your team hardly on the tight deadline, and the final report with all the informations very helpful. Your company reputation for excellence is well-deserved.

Would you available for meeting next week? I look forward to hear from you.

Best regards"

a. 8 errors

b. 10 errors

c. 12 errors

d. 14 errors

Chapter 2

Sentence Types and Passive Voice

Good professional communication needs more than correct grammar. It also requires varied sentences that clearly connect ideas. Many Thai learners find English sentence structures challenging because Thai typically expresses related ideas through a series of short, connected clauses, while English uses specific conjunctions and subordination to show precise logical relationships (Watcharapunyawong & Usaha, 2013). The passive voice, which works differently in Thai, is essential for professional workplace writing. It helps maintain politeness and proper focus. Mastering these structures will greatly improve your credibility in emails, reports, presentations, and other professional communications.

Learning Objectives

By the end of this chapter, you will be able to:

1. Identify and construct simple, compound, complex, and compound-complex sentences for professional contexts
2. Recognize and correct common sentence errors, including fragments and run-ons
3. Use passive voice appropriately in workplace writing and transform sentences between active and passive forms

Pre-Test (/10)

Choose the best answer.

1. What type of sentence contains one independent clause?
 - a. compound
 - b. complex
 - c. simple
 - d. compound-complex
2. Which sentence is written in passive voice?
 - a. The manager reviews reports daily.
 - b. The reports are reviewed by the manager daily.
 - c. She presented the proposal successfully.
 - d. They attended the conference.
3. What does a compound sentence include?
 - a. one dependent clause
 - b. one independent clause
 - c. a clause without a subject
 - d. two or more independent clauses
4. What is the function of the word "by" in passive voice?
 - a. It shows cause.
 - b. It introduces the agent (who performed the action).
 - c. It separates ideas.
 - d. It's the main verb.
5. Which sentence correctly uses a coordinating conjunction?
 - a. The deadline is approaching so we must work efficiently.
 - b. The deadline is approaching, we must work efficiently.
 - c. The deadline is approaching, so we must work efficiently.
 - d. The deadline approaching, but work efficiently.

6. Choose the correct passive transformation of "The supervisor reviews the applications."
- a. The applications reviews by the supervisor.
 - b. The applications are reviewed by the supervisor.
 - c. The supervisor is reviewed the applications.
 - d. The applications was reviewing by the supervisor.
7. Which of the following is a run-on sentence?
- a. The team completed the project, and the client was satisfied.
 - b. The meeting ended late we missed the deadline.
 - c. Although the budget was tight, we managed successfully.
 - d. I submitted the report yesterday.
8. Identify the dependent clause in this sentence: "If the client approves the budget, we'll start the project immediately."
- a. We'll start the project immediately.
 - b. If the client approves the budget.
 - c. The client approves the budget.
 - d. Start the project immediately.
9. Which sentence has an error in passive construction?
- a. The contract was signed by both parties.
 - b. The presentation was gave by the manager.
 - c. The documents were filed last week.
 - d. The meeting is scheduled for Monday.
10. Choose the best sentence that includes both compound and complex elements.
- a. I work efficiently with my close friends.
 - b. She attended the training because she needed certification.
 - c. I completed the report, and I submitted it on time.
 - d. Although the project was challenging, I finished it early, and my supervisor approved it.

2.1 Sentence Types

Understanding different sentence types allows you to express ideas with clarity and variety. In professional writing, sentence variety demonstrates language competence and makes your communication more engaging and clearer (Celce-Murcia & Larsen-Freeman, 2016; Thornbury, 2021).

2.1.1 Simple Sentence

Definition: A simple sentence has one independent clause (one subject and one verb).

Symbol: ■

Structure: Subject + Verb (+ Object/Complement)

Examples:

- The director approved the budget.
- Our team exceeded quarterly targets.
- The conference starts at 9 AM.
- Students submit assignments online.

When to Use Simple Sentences:

Simple sentences are clear and direct. Use them for:

- Instructions: "Submit the report by Friday."
- Facts: "The meeting is scheduled for 2 PM."
- Emphasis: "This is urgent."
- Bullet points and lists
- Strong opening or closing statements

Common Mistakes for Thai Learners:

Thai speakers sometimes forget to include the subject because in Thai, you don't always need a subject in a sentence:

✗ "Is starting at 9 AM."

✓ "The meeting is starting at 9 AM."

✗ "Need to finish the report by Friday."

✓ "I need to finish the report by Friday."

2.1.2 Compound Sentence

Definition: A compound sentence contains two or more independent clauses joined by a coordinating conjunction or a semicolon (;).

Structure: Independent Clause + , + Coordinator + Independent Clause

Symbol: ■ + ■

Coordinating Conjunctions (FANBOYS):

- For (reason)
- And (addition)
- Nor (negative choice)
- But (contrast)
- Or (choice)
- Yet (contrast)
- So (result)

Examples:

- The proposal was detailed, **and** the client approved it immediately.
- She prepared the presentation, **but** the projector broke.
- The team worked overtime, **so** they finished on time.
- The team worked overtime; the deadline could not be changed.

When to Use Compound Sentences:

Compound sentences help you connect related ideas smoothly:

- **Show addition:** "We finished the analysis, **and** we sent our recommendations."
- **Show contrast:** "The project was difficult, **but** we finished on time."
- **Show choice:** "We can make the change now, **or** we can wait until next quarter."
- **Show result:** "The client changed their plans, **so** we changed our schedule."

Common Mistakes for Thai Learners:

1. Missing comma before coordinator:

✗ "The meeting ended late but we finished the work."

✓ "The meeting ended late, **but** we finished the work."

2. Comma splice (using only comma without conjunction):

✗ "The report is ready, I will send it now."

✓ "The report is ready, **so** I will send it now."

2.1.3 Complex Sentence

Definition: A complex sentence contains one independent clause and one or more dependent clauses.

Symbol: ■ + □ OR □ + ■

Structure: Dependent Clause + , + Independent Clause (□ + ■)

OR

Independent Clause + Dependent Clause (■ + □) (no comma needed)

Table 4: Common Subordinating Conjunctions

Purpose	Subordinators	Example
Time	when, after, before, while, until, since	When the client arrives, we'll begin. (□ + ■)
Reason	because, since, as	We postponed the launch because market conditions changed. (■ + □)
Condition	if, unless	If the client approves, we'll proceed. (□ + ■)
Contrast	although, though, even though, while	Although the budget was limited, the team delivered results. (□ + ■)

Examples:

- **Because** the client requested changes, we revised the proposal. (□ + ■)
- **When** the manager reviewed the proposal, she approved it immediately. (□ + ■)
- **Although** the budget was limited, the team delivered excellent results. (□ + ■)
- We postponed the launch **because** market conditions changed. (■ + □)
- The consultant **who** presented yesterday will join our team. (■ + □)

When to Use Complex Sentences:

Complex sentences show how ideas are related. They are important in professional writing:

- **Show reason:** "We postponed the launch **because** market conditions changed."
- **Show time:** "**When** the client arrives, we'll begin the presentation."
- **Show contrast:** "**Although** the budget was limited, the team delivered results."
- **Show condition:** "**If** the client approves, we'll proceed with Phase 2."

Common Mistakes for Thai Learners:

1. Missing subject in dependent clause:

✗ "Because was late, the meeting started without me."

✓ "Because **I** was late, the meeting started without me."

2. Incomplete clause:

✗ "Because busy, she couldn't attend."

✓ "Because **she was** busy, she couldn't attend."

Why Thai Speakers Find This Difficult:

In Thai, you can connect ideas with short phrases without always including subjects. In English, each clause needs a subject and verb, plus a connecting word. This is why Thai learners sometimes forget to include subjects or verbs in English complex sentences (Sermsook et al., 2017; Watcharapunyawong & Usaha, 2013).

Punctuation Rule:

Incomplete part first → use comma

- "**Because** costs increased, we changed the budget."
- "**When** the meeting ends, we'll send the report."

Complete sentence first → no comma

- "We changed the budget **because** costs increased."
- "We'll send the report **when** the meeting ends."

Exception: Always use a comma with "although"

- "The project was difficult, **although** we finished on time."
- "**Although** we finished on time, the project was difficult."

Common Mistakes for Thai Speakers

-Subject omission in dependent clauses:

✗ "Because was late, the meeting started without me."

✓ "Because **I** was late, the meeting started without me."

-Incomplete clause:

✗ "Because busy, she couldn't attend."

✓ "Because **she was** busy, she couldn't attend."

Why Thai Speakers Find This Difficult:

In Thai, you can connect ideas with short sentences:

- "Meeting late" + "cannot attend"

- "Budget small" + "work carefully"

In English, each part needs a subject and verb, plus a connecting word:

- "Because the meeting was late, I cannot attend."

- "Because the budget is small, we work carefully."

This is why Thai learners sometimes forget to include subjects or connecting words in English sentences (Watcharapunyawong & Usaha, 2013).

2.1.4 Compound-Complex Sentence

Definition: A compound-complex sentence contains two or more independent clauses
AND one or more dependent clauses.

Symbol: ■ + □ + ■ OR □ + ■ + ■

Structure: (Dependent Clause + Independent Clause) + , + Coordinator + Independent Clause

Examples:

- **Although** the printer broke, we could not print the report, **so** we emailed it instead.
□ + ■ + ■
- **When** the manager arrives, we will start the presentation, **but** we need to set up first.
□ + ■ + ■
- **Because** sales declined, we reduced costs, **and** we maintained profitability.
□ + ■ + ■
- The project **that** we started last month is almost complete, **and** the client is satisfied.
■ + □ + ■

When to Use Compound-Complex Sentences:

Use compound-complex sentences to explain complex situations fully:

- **Cause + Effect + Action:**
"Because the printer broke, we could not print the report, **so** we emailed it instead."
- **Contrast + Result:**
"Although the meeting was long, we made a decision, **and** everyone was happy."
- **Time + Action:**
"When the manager arrives, we will start the presentation, **but** we need to set up the computer first."

⚠ Important Note:

Compound-complex sentences show advanced English skills, but use them carefully. If you write too many long sentences, your work will be difficult to read. It is best to mix these complex structures with short, simple sentences. This makes your writing clear and easy to understand.

🧠 Common Mistakes for Thai Learners:

Missing punctuation:

✗ "Although the project was hard we finished it and the boss was happy."

✓ "Although the project was hard, we finished it, and the boss was happy."

Table 5: Summary of Sentence Types

Sentence Types	Symbols	Structures	Professional Examples	When to Use
Simple	■	one independent clause	The manager approved the plan.	For clear facts and short instructions.
Compound	■ + ■	Two independent clauses with coordinator	The presentation was good, and the client liked it.	To connect two ideas together.
Complex	■ + □ OR □ + ■	Independent + dependent clause(s)	We changed the plan because the costs went up.	To explain reasons (because), time (when), or contrast (although).
Compound-Complex	■ + □ + ■ OR □ + ■ + ■	Two+ independent + one+ dependent	Although sales were low, we saved money, and we made a profit.	To explain a complex situation or give full details.

Note: ■ = Independent Clause (complete thought)

□ = Dependent Clause (incomplete thought)

2.2 Fragments and Run-ons

Two common sentence errors can make your writing unclear and unprofessional: fragments and run-on sentences. Research shows that sentence boundary errors are among the most frequent mistakes made by Thai university students in English writing (Sermsook et al., 2017). Understanding these errors helps you avoid them in your academic and professional writing.

2.2.1 Sentence Fragments

Definition: A fragment is an incomplete sentence. It lacks a subject, a verb, or a complete thought.

Symbol: Incomplete □ (standing alone without ■)

Types of Fragments:

1. Missing Subject:

✗ "Need to finish the assignment by Friday." □

✓ "I need to finish the assignment by Friday." ■

2. Missing Verb:

✗ "The deadline tomorrow." □

✓ "The deadline **is** tomorrow." ■

3. Dependent Clause Standing Alone:

✗ "Because the client requested changes." □

✓ "**We revised the proposal** because the client requested changes." ■ + □

✗ "When the manager reviewed the proposal." □

✓ "When the manager reviewed the proposal, **she approved it immediately.**" □ + ■

✗ "After analyzing the quarterly results." □

✓ "After analyzing the quarterly results, **we identified areas for improvement.**" □ + ■

How to Fix Fragments:

Method 1: Add the missing subject or verb

✗ "Working late to meet the deadline." (no subject, no helping verb)

✓ "The team was working late to meet the deadline." ■

Method 2: Connect the fragment to a complete sentence

✗ "Because the client requested changes." □

✓ "Because the client requested changes, we revised the proposal." □ + ■

More Corrected Examples:

✗ "To improve customer satisfaction." □

✓ "We implemented new procedures to improve customer satisfaction." ■ + □

✗ "While studying for the exam." □

✓ "While studying for the exam, I reviewed all my notes." □ + ■

Professional Impact:

Fragments make you look unprofessional and confuse readers. This is especially problematic in:

- Formal reports (where clarity is essential)
- Emails to clients or professors (where trust is important)
- Job applications (where first impressions matter)

Common Mistakes for Thai Learners:

In Thai, it is normal to leave out the subject if people understand from context.

- **Thai Style:** "Because late" (เพราะสาย) or "After meeting" (หลังประชุม)
- **English:** You must always include a subject and a verb

Comparison:

✗ **Thai Style:** "Because was late, missed the meeting." □

✓ **English Style:** "Because I was late, I missed the meeting." □ + ■

2.2.2 Run-on Sentences

Definition: A run-on sentence incorrectly joins two or more independent clauses without proper punctuation or conjunctions.

Symbol: ■■ (two independent clauses incorrectly joined)

Types of Run-ons:

1. Fused Sentence (No punctuation):

✗ "The deadline is tomorrow we need to work overtime." ■■

✓ "The deadline is tomorrow, so we need to work overtime." ■ + ■

2. Comma Splice (Only a comma, no conjunction):

✗ "The meeting ended late, we missed the presentation." ■, ■

✓ "The meeting ended late, **so** we missed the presentation." ■ + ■

Examples of Run-ons:

✗ "I reviewed the contract it needs revisions." ■■ (Fused)

✓ "I reviewed the contract. It needs revisions." ■ ■ (Two simple sentences)

✗ "The team completed the project, the client was satisfied." ■, ■ (Comma splice)

✓ "The team completed the project, **and** the client was satisfied." ■ + ■

✗ "The budget was approved, implementation begins next week." ■, ■ (Comma splice)

✓ "**Since** the budget was approved, implementation begins next week." □ + ■

How to Fix Run-ons:

There are four ways to fix run-on sentences:

1. Use a Period (Full Stop): Separate into two simple sentences.

✗ "I reviewed the contract it needs revisions." ■■

✓ "I reviewed the contract. It needs revisions." ■ ■

2. Use a Semicolon (;): Use when the two ideas are very close.

✗ "The team completed the project, the client was satisfied." ■, ■

✓ "The team completed the project; the client was satisfied." ■ ■

3. Use a Comma + Coordinating Conjunction (FANBOYS):

✗ "She sent the report the manager approved it immediately." ■■

✓ "She sent the report, **and** the manager approved it immediately." ■ + ■

4. Use a Subordinating Conjunction: Turn one clause into a dependent clause.

✗ "The budget was approved, implementation begins next week." ■, ■

✓ "**Since** the budget was approved, implementation begins next week." □ + ■

Professional Impact:

Run-on sentences make your writing difficult to read and hide your main ideas. In business, they:

- Make your writing unclear (the reader works hard to understand)
- Make you look careless (shows you didn't check your work)
- Make you look unprofessional (bad for important documents)
- Confuse the reader (they don't understand how ideas connect)

Common Mistakes for Thai Learners:

In Thai, it is normal to put sentences next to each other without words like "and" or "because."

- **Thai style:** "The meeting finished, we went to eat." (ประชุมเสร็จ เราไปกินข้าว)

In English, this is a **Run-on**. You must use correct punctuation or connecting words.

- **English style:** "After the meeting finished, we went to eat." □ + ■

Table 6: Common Sentence Errors and Solutions

Error Type	Symbol	Incorrect Example	Correct Example	Why This Happens
Fragment	□	Because the deadline changed.	Because the deadline changed, we revised our schedule. □ + ■	Thai often drops subjects when context is clear
Run-on (fused)	■■	The report is ready I will send it now.	The report is ready, so I will send it now. ■ + ■	Thai links ideas without strict punctuation rules
Comma splice	■, ■	The client approved the budget, we can start immediately.	The client approved the budget, so we can start immediately. ■ + ■	Direct translation from Thai sentence patterns
Subject omission	(no symbol)	Is starting at 9 AM.	The meeting is starting at 9 AM. ■	Thai is a pro-drop language
Verb omission	(no symbol)	The deadline tomorrow.	The deadline is tomorrow. ■	Thai often omits "to be" verbs

2.3 Practice Exercises: Sentence Types, Fragments, Run-ons

Exercise 2.3.1: Identify Sentence Types

Read these sentences and check (✓) the appropriate box for each sentence type.

Sentences	Simple	Compound	Complex	Compound-Complex
1. The quarterly report was submitted yesterday.				
2. The manager reviewed the proposal, and she approved it.				
3. When the client arrives, we'll begin the presentation.				
4. I completed the analysis, so I submitted my recommendations.				
5. The team worked efficiently and met all deadlines.				
6. If you need assistance, please contact the help desk.				
7. The director attended the conference, and she presented our research findings.				
8. She revised the document because the guidelines changed.				
9. We expanded operations, and we hired additional staff.				
10. Although costs increased, we maintained profitability, and stakeholders were satisfied.				
11. The contract expires next month.				
12. I wanted to attend the training, but I had a scheduling conflict.				
13. After the audit concluded, we implemented the recommendations.				
14. The consultants analyzed the data, and the board reviewed their findings.				
15. While the project was challenging, we delivered on time, and the client extended our contract.				
16. She responds to emails promptly.				
17. Because regulations changed, we updated our procedures.				
18. The CEO approved the merger and announced it to shareholders.				

Sentences	Simple	Compound	Complex	Compound-Complex
19. The team completed training, but implementation was delayed because resources were limited.				
20. If you submit the request today, we can process it immediately.				

Exercise 2.3.2: Combine Sentences

Combine each pair of sentences using the connector shown in parentheses.

Use the correct symbol structure.

1. The manager was satisfied with the results. She approved the next phase. (so) → ■ + ■

Combined: _____

2. The employee completed the certification. She received a promotion. (after) → □ + ■

Combined: _____

3. The director was traveling. He couldn't attend the meeting. (because) → ■ + □

Combined: _____

4. The budget was approved. We began hiring new staff. (and) → ■ + ■

Combined: _____

5. The deadline was approaching. The team worked overtime. (because) → □ + ■

Combined: _____

6. The presentation concluded. Everyone applauded. (when) → □ + ■

Combined: _____

7. I completed the training. I applied for the senior position. (after) → □ + ■

Combined: _____

8. She prefers morning meetings. She schedules afternoon sessions. (but) → ■ + ■

Combined: _____

9. I emailed the client. He didn't respond. (but) → ■ + ■

Combined: _____

10. The audit was completed. The consultant submitted the final report. (and) → ■ + ■

Combined: _____

Exercise 2.3.3: Identify Fragments and Run-ons

Read each sentence. Write: Correct (■), Fragment (□), or Run-on (■■ or ■, ■).

1. Because the client requested additional features.

2. The supervisor reviewed the applications and selected three candidates.

3. She completed the certification she applied for a promotion.

4. The proposal was comprehensive, but the budget was insufficient.

5. Working remotely from the Bangkok office.

6. We finished the audit, we submitted our findings.

7. After the merger was finalized.

8. The director approved the plan it will be implemented next quarter.

9. Although sales declined, we reduced costs and maintained profitability.

10. To improve employee satisfaction and retention.

Exercise 2.3.4: Correct the Errors

Find and correct the errors in these sentences. Each has ONE error (fragment or run-on). Identify the symbol for the corrected sentence.

1. Because the deadline was extended.

Corrected: _____

Symbol: _____

2. The analyst prepared the report the manager presented it.

Corrected: _____

Symbol: _____

3. After completing the performance review.

Corrected: _____

Symbol: _____

4. The team met the quota, they received a bonus.

Corrected: _____

Symbol: _____

5. If the client approves the budget.

Corrected: _____

Symbol: _____

6. She submitted the application she was hired immediately.

Corrected: _____

Symbol: _____

7. While attending the international conference.

Corrected: _____

Symbol: _____

8. He manages projects he doesn't supervise personnel.

Corrected: _____

Symbol: _____

9. Before the fiscal year ended.

Corrected: _____

Symbol: _____

10. The contract was signed everyone celebrated.

Corrected: _____

Symbol: _____

Exercise 2.3.5: Write Sentences Using Symbols

Write sentences about "university life" or "future career" using the structures indicated.

1. Write a simple sentence (■):

2. Write a compound sentence (■ + ■) using: and, but, so, or:

3. Write a complex sentence (□ + ■) starting with: because, although, when, or if:

4. Write a complex sentence (■ + □) ending with a dependent clause:

5. Write a compound-complex sentence (□ + ■ + ■):

6. Correct this fragment (□) and make it complex (□ + ■): "Because the assignment was difficult."

7. Correct this run-on (■■) and make it compound (■ + ■): "I studied hard I passed the exam."

8. Combine these sentences (■ + ■ → □ + ■) using "although": "The project was challenging. We completed it on time."

9. Write a compound sentence (■ + ■) about your major using "and":

10. Write a compound-complex sentence (■ + □ + ■) about your future career plans:

2.4 Passive Voice

Passive voice is an important grammar pattern in professional and academic English. Learning when and how to use it correctly will help you write much better (Larsen-Freeman, 2020).

2.4.1 What is Passive Voice?

Active Voice: The subject performs the action.

- **The manager** approved the budget. (Subject = manager; Action = approved)

Passive Voice: The subject receives the action.

- **The budget** was approved (by the manager). (Subject = budget; Action = was approved)

Formation:

- Passive Voice = **be** + **past participle (V3)**

2.4.2 When to Use Passive Voice

1. When the person performing the action is unknown or unimportant:

- "English is spoken in over 50 countries." (We don't need to say who speaks it)
- "The office was broken into last night." (We don't know who did it)

2. When the focus is on the action or result, not the agent:

- "The building was completed in 2025." (Focus: building, not builders)
- "Three candidates were interviewed yesterday." (Focus: candidates, not interviewer)

3. In formal or scientific writing:

- "The experiment was conducted over six months."
- "Data was collected from 500 respondents."

4. To be polite or avoid blaming someone directly:

- Instead of: "You submitted the wrong invoice." (direct blame)
- Polite: "The wrong invoice was submitted." (no blame)

2.4.3 Polite Language in Professional Context

Passive voice is important for polite, professional communication. It helps you avoid blaming people directly:

Discussing problems without blame:

- ✗ Direct: "Your department missed the deadline."
- ✓ Polite: "The deadline was missed."

Delivering bad news professionally:

- ✗ Direct: "We rejected your proposal."
- ✓ Polite: "Your proposal was not approved at this time."

This polite use of passive voice helps maintain good working relationships while still sharing information clearly.

Table 7: Active and Passive Voice Across Tenses

Tenses	Active Examples	Active Structures	Passive Examples	Passive Structures
1. Present Simple	The team submits reports weekly.	S + V1	Reports are submitted weekly.	S + am/is/are + V3
2. Past Simple	The manager approved the budget.	S + V2	The budget was approved.	S + was/were + V3
3. Future Simple	The director will announce results tomorrow.	S + will + V1	Results will be announced tomorrow.	S + will + be + V3
4. Present Continuous	They are reviewing applications.	S + am/is/are + V-ing	Applications are being reviewed.	S + am/is/are + being + V3
5. Past Continuous	She was preparing the presentation.	S + was/were + V-ing	The presentation was being prepared.	S + was/were + being + V3
6. Present Perfect	The team has completed the audit.	S + has/have + V3	The audit has been completed.	S + has/have + been + V3
7. Past Perfect	They had finished the project before the deadline.	S + had + V3	The project had been finished before the deadline.	S + had + been + V3
8. Future Perfect	She will have submitted the report by Friday.	S + will have + V3	The report will have been submitted by Friday.	S + will have + been + V3

Note: You can make passive voice in all English tenses. The pattern is always the same: use the correct form of 'be' + past participle (V3) (Huddleston & Pullum, 2002). Table 2.3 shows the eight tenses you will use most often. English has twelve tenses, but these eight are the most common in professional and academic writing (Biber et al., 1999).

2.4.4 Common Thai Learner Errors with Passive Voice

Research shows that Thai learners frequently make specific errors when using passive voice because Thai passive structures work differently from English (Sermsook et al., 2017).

1. Missing the verb "to be":

✗ "The report written by the consultant."

✓ "The report **was** written by the consultant."

2. Using the wrong verb form (using base form or -ing instead of past participle):

✗ "The contract is sign by both parties."

✓ "The contract is **signed** by both parties."

✗ "The meeting was holding yesterday."

✓ "The meeting was **held** yesterday."

3. Incorrect tense of "be":

✗ "The documents is reviewed yesterday."

✓ "The documents **were** reviewed yesterday."

4. Confusion with active voice:

✗ "The building built in 2020."

✓ "The building **was** built in 2020."

Why Thai Speakers Find This Difficult:

In Thai, you can often make a passive sentence without a helping verb like "was" or "were."

- **Thai Style:** "The house built in 2020." (บ้านสร้างเมื่อปี 2020)

In English, this is wrong. You must always use the verb **be** (is, are, was, were) + **V3**.

✗ **Mistake:** "The house built in 2020." (Missing 'was')

✓ **Correct:** "The house **was** built in 2020."

2.4.5 Transforming Active to Passive

Steps:

1. Identify the object in the active sentence
2. Move the object to the subject position
3. Use the correct form of "be" based on the tense
4. Add the past participle (V3) of the main verb
5. Optionally add "by + agent"

Table 8: Examples of Active and Passive

Active	Passive
The consultant prepares the financial analysis.	The financial analysis is prepared (by the consultant).
The board approved the merger proposal.	The merger proposal was approved (by the board).
The company will implement new policies next month.	New policies will be implemented next month.

When to Include "by + agent":

- **Include it** when the agent is important or provides new information
- **Omit it** when the agent is obvious, unknown, or unimportant

Examples:

- "The email was sent yesterday." (agent obvious/unimportant)
- "The email was sent **by the CEO**." (agent is important information)

2.5 Practice Exercises: Passive Voice

Exercise 2.5.1: Identify Active or Passive Voice

Read each sentence. Write: Active or Passive.

1. The strategic plan was developed by senior management. _____
2. She coordinates international projects. _____
3. The findings have been published in the annual report. _____
4. Our department implements quality control procedures. _____
5. Three candidates were selected for the final interview. _____
6. The consultant analyzes market trends quarterly. _____
7. The new policy will be announced by HR next month. _____
8. The team completed the project ahead of schedule. _____
9. All invoices are processed by the accounting department. _____
10. The director is reviewing the budget proposal today. _____

Exercise 2.5.2: Change to Passive Voice

Change these active sentences into passive voice. You can include "by + [person]" if it's important information.

Example:

Active: The manager approved the budget.

Passive: The budget was approved by the manager.

1. The supervisor evaluates employee performance every year.

Passive: _____

2. The company launched the new product in 2023.

Passive: _____

3. The CEO will address shareholders at the meeting.

Passive: _____

4. The team is developing a new marketing strategy.

Passive: _____

5. The consultant has submitted the final recommendations.

Passive: _____

6. The HR department processes all applications within two weeks.

Passive: _____

7. The board approved the merger proposal.

Passive: _____

8. Someone broke into the office last night.

Passive: _____

9. The committee will review the applications next week.

Passive: _____

10. The finance team prepares quarterly reports.

Passive: _____

Exercise 2.5.3: Change to Active Voice

Change these passive sentences into active voice.

Example:

Passive: The report was prepared by the finance team.

Active: The finance team prepared the report.

1. The quarterly report was prepared by the finance team.

Active: _____

2. The presentation is being delivered by the director.

Active: _____

3. The contract will be reviewed by legal counsel.

Active: _____

4. New employees are trained by experienced staff.

Active: _____

5. The office has been renovated by the facilities department.

Active: _____

6. The proposal had been rejected by the client.

Active: _____

7. The budget was approved by the board of directors last week.

Active: _____

8. Important decisions are made by senior management.

Active: _____

9. The new software will be installed by the IT team tomorrow.

Active: _____

10. The marketing strategy has been developed by our consultants.

Active: _____

Exercise 2.5.4: Correct the Errors

Find and correct the errors in these passive sentences.

Example:

✗ The proposal review by the committee.

✓ The proposal **was** reviewed by the committee. (Missing: was)

1. The proposal review by the committee yesterday.

Corrected: _____

2. The documents is send every week.

Corrected: _____

3. The procedures are update by management.

Corrected: _____

4. The meeting was hold last Friday.

Corrected: _____

5. The contract sign by both parties last month.

Corrected: _____

6. The report will be submit tomorrow.

Corrected: _____

7. The budget has approve by the director.

Corrected: _____

8. New policies was implemented last year.

Corrected: _____

9. The presentation will given by the CEO next week.

Corrected: _____

10. The employees was trained by experienced staff.

Corrected: _____

Exercise 2.5.5: Write Polite Messages

Rewrite these sentences to be more polite. Use passive voice to avoid direct blame.

Example:

✗ You made mistakes.

✓ Mistakes were found.

1. You didn't submit your homework on time.

Polite: _____

2. Your group presentation was too short.

Polite: _____

3. You forgot to include the bibliography in your essay.

Polite: _____

4. You missed the project deadline.

Polite: _____

5. Someone deleted the important files from the shared folder.

Polite: _____

6. You didn't follow the correct format for the report.

Polite: _____

7. The team didn't respond to the client's email promptly.

Polite: _____

8. Someone sent the wrong document to the supervisor.

Polite: _____

9. You submitted incomplete documentation to HR.

Polite: _____

10. The department made calculation errors in the budget.

Polite: _____

2.6 Chapter Summary

This chapter teaches sentence variety for professional writing. You learned four sentence types: simple (one idea), compound (two equal ideas showing addition, contrast, choice, or result), complex (one independent and one dependent clause showing relationships like time, reason, condition, or contrast), and compound-complex (combining both types). Next, you practiced avoiding two common errors: fragments (incomplete sentences) and run-ons (wrong connections). Finally, you studied passive voice. It focuses on actions, not people. This makes your writing more polite and formal. When you use these structures correctly, you can write clearly and professionally. Good writing helps you succeed in your career.

Post-Test (/10)

Choose the best answer.

1. A sentence with only one subject-verb combination is called a:
 - a. compound sentence
 - b. complex sentence
 - c. simple sentence
 - d. compound-complex sentence
2. Which sentence uses passive voice correctly?
 - a. The consultant analyzes market data.
 - b. The team submitted the proposal yesterday.
 - c. New policies were implemented by management.
 - d. She coordinates the project effectively.
3. What is required to form a compound sentence?
 - a. one independent clause only
 - b. one dependent and one independent clause
 - c. two or more independent clauses connected by a coordinator
 - d. a subject without a verb
4. Which sentence contains an error in passive voice?
 - a. The documents were reviewed carefully.
 - b. The project was completed ahead of schedule.
 - c. The report was wrote by the analyst.
 - d. The meeting was held in Conference Room A.

5. Which sentence demonstrates correct use of a coordinating conjunction?
- a. The budget was tight, so we reduced expenses.
 - b. The budget was tight so we reduced expenses.
 - c. The budget was tight, we reduced expenses.
 - d. The budget was tight we reduced expenses.
6. Transform this active sentence to passive: "The director announced the new policy."
- a. The new policy announces by the director.
 - b. The new policy is announcing by the director.
 - c. The new policy was announced by the director.
 - d. The new policy were announced by the director.
7. Identify the run-on sentence:
- a. The presentation concluded, and everyone left the room.
 - b. The presentation concluded everyone left the room.
 - c. After the presentation concluded, everyone left the room.
 - d. The presentation concluded successfully.
8. In the sentence "Because the system failed, we switched to manual processing," identify the dependent clause:
- a. we switched to manual processing
 - b. Because the system failed
 - c. the system failed
 - d. switched to manual processing
9. What's the error in the sentence "The contract sign yesterday"?
- a. wrong tense and wrong voice
 - b. missing subject
 - c. missing helping verb "was"
 - d. misplaced modifier

10. Which sentence appropriately uses passive voice for polite communication?

- a. You made errors in the financial calculations.
- b. Someone obviously didn't check the numbers carefully.
- c. Some discrepancies were found in the financial calculations.
- d. Your department failed to verify the data.

Chapter 3

Reading Strategies for Professional Texts

Reading plays a key role in both academic and professional success. In this chapter, you'll learn practical strategies like skimming, scanning, and careful reading by working with materials such as manuals, workplace documents, newspapers, and editorials.

Learning Objectives

By the end of this chapter, you will be able to:

1. Use skimming, scanning, and careful reading to quickly find main ideas, key details, facts, and opinions
2. Apply these reading strategies to a variety of texts, including technical manuals, emails, memos, notices, news articles, and editorials
3. Distinguish between facts and opinions in various text types

Pre-Test (...../10)

Choose the best answer.

1. What is the main purpose of skimming?
 - a. To memorize vocabulary
 - b. To read every word
 - c. To get the general idea of a text quickly
 - d. To guess the writer's opinion
2. Which strategy is used to find a specific word or number?
 - a. Careful reading
 - b. Predicting
 - c. Scanning
 - d. Paraphrasing
3. Which sentence best explains careful reading?
 - a. Glancing quickly at headlines
 - b. Searching for the word "deadline"
 - c. Reading only bold words
 - d. Reading slowly to understand all details
4. When should you use skimming while reading?
 - a. To locate a definition
 - b. When reading a legal contract
 - c. When previewing a chapter
 - d. To memorize formulas

5. Which of the following would you scan?
- a. A textbook chapter to review main points
 - b. A glossary to find the definition of “biodegradable”
 - c. A novel to enjoy the story
 - d. A poem to find literary devices
6. You want to know when the meeting is from an email. What should you do?
- a. Read every sentence carefully
 - b. Skim the whole email
 - c. Scan for time or date keywords
 - d. Read the last paragraph only
7. What is the difference between skimming and scanning?
- a. Skimming is faster than scanning
 - b. Skimming looks for general meaning, scanning looks for specific data
 - c. Scanning always uses a dictionary
 - d. Scanning is more detailed than careful reading
8. If you need to answer a comprehension question about a reading, which strategy is best?
- a. guessing the answer
 - b. skimming only
 - c. careful reading
 - d. reading the title
9. You read a technical manual to follow instructions. Which is the most appropriate strategy?
- a. skimming
 - b. scanning
 - c. careful reading
 - d. guessing
10. Which combination of strategies is best for reading an academic article efficiently?
- a. Skim → Scan → Careful read
 - b. Careful read → Skim → Skip questions
 - c. Scan → Guess → Skim
 - d. Read backward → Skim → Guess

3.1 Reading Strategies

The Secret to Reading Smarter: **Setting Your Purpose**

Before you read, always ask yourself: "**What information do I need?**"

Your brain works better when you know why you are reading. Maybe you want to find a specific fact, get a general idea, or understand a complicated topic. When you have a clear goal, your brain can find important information more easily and ignore the rest. This is the secret to reading smarter, not just reading more.

When you set a clear reading purpose, you:

- Use what you already know: Your brain links new information to things you have learned before
- Focus on important parts: You notice key details and skip things that don't matter
- Read at the right speed: You read faster or slower depending on what you need
- Remember more: Reading with a purpose helps you remember information better

Good readers change the way they read depending on what they need. Skimming means reading quickly to understand the main idea. Scanning means looking quickly for specific information, like a name or date. Careful reading means reading slowly, word by word, to understand everything completely.

3.1.1 Skimming

Skimming is reading quickly to grasp the general idea or the gist of a text.

Why skimming works: Your brain can recognize patterns and main ideas without processing every word. By focusing on key structural elements (titles, headings, topic sentences), you build a mental framework of the text's content quickly.

Purpose: Get an overview of the content, including the general topic and broad purpose (informing, persuading, or instructing), but not specific arguments or detailed evidence

How to Skim:

- Read the title, headings, and subheadings
- Read the first and last paragraphs in full, and the first and last sentences of other paragraphs
- Look for keywords, bold or italicized phrases, and repeated ideas
- Ignore minor details and examples

When to use it:

- Previewing a textbook chapter or article before reading in detail
- Deciding if an article is relevant for your research
- Reviewing before a test

Example:

When you open a newspaper, you might skim the headlines and the first sentences of each article to decide which one to read fully.

3.1.2 Scanning

Scanning is reading quickly to find specific information like dates, numbers, or names without reading everything.

Why scanning works: Your brain can look for specific things (like numbers, capital letters for names, or certain words) without reading complete sentences. This is like using the "Find" button on a computer. Your eyes move quickly across the page until you see the information you need.

Purpose: to find specific information

How to Scan:

- Know exactly what you're looking for (e.g., a statistic, a definition, a time)
- Move your eyes quickly down the page, focusing on keywords or numbers
- Use headings, bullet points, and formatting to help locate information
- Stop reading as soon as you find the information you need

When to use it:

- Looking for a phone number in a directory
- Finding a specific term in a glossary or index
- Searching for a flight time in a schedule

Example:

If you need to find the date of a meeting in a long email, scan for the word "**meeting**" and then look for a **date or time** near it.

3.1.3 Careful Reading

Careful reading requires close attention to every word for deep understanding.

Why careful reading works: Difficult ideas, detailed instructions, and complex arguments need your full attention. This means you don't just read the words. You also think about how the ideas connect, check if the information is true, and understand the meaning at a deeper level.

Purpose: to understand arguments, opinions, facts, and detailed information

How to Read Carefully:

- Read every word slowly and carefully
- Take notes or underline important ideas
- Look up new words you don't know
- Write a short summary of each paragraph in your own words
- Ask yourself questions: What is the main point? What are the arguments? Is this fact or opinion?
- Learn to see the difference between facts and opinions (see explanation on the next page)

When to use it:

- Studying for an exam
- Reading instructions or technical manuals
- Analyzing a research article or contract

Understanding Facts vs. Opinions (Critical for Careful Reading)

One of the most important skills in careful reading is distinguishing between facts and opinions. This applies to all types of texts, not just newspapers and editorials.

What is a fact?

A fact is a statement that can be proven or verified through evidence, observation, or reliable sources.

- Example: "The meeting is scheduled for 3 PM on Friday."
- Example: "Bangkok has a population of over 10 million people."

What is an opinion?

An opinion is what someone personally believes or thinks. It cannot be proven true or false. Opinions often show what people like, what they value, or what they think will happen.

- Example: "This is the best restaurant in Bangkok."
- Example: "The new policy will improve work-life balance."

Language clues for opinions:

- Modal verbs expressing judgment: *should, ought to, must* (when expressing necessity based on values)
- Evaluative adjectives: *best, worst, beautiful, terrible, effective, poor*
- Belief verbs: *think, believe, feel, seem, appear*
- Adverbs of certainty/uncertainty: *probably, possibly, definitely* (when used speculatively)

Why this matters:

When you read carefully, finding facts helps you know what information is true and can be checked. Finding opinions helps you understand the writer's point of view and arguments. Good readers think about both the facts and the opinions in a text.

3.1.4 Combining Strategies

Reading well for school or work needs different reading strategies. Skimming, scanning, and careful reading all have different purposes. When you use them together, you understand more and save time. Here's how to use them.

The Smart Reading Process:

1. Start with skimming to get a general idea and think about what you already know
2. Scan to find specific details or answers to your questions
3. Read carefully when you need to understand everything completely or answer detailed questions

Think about your reading:

After reading, ask yourself: " Did I find what I needed?"

Do I need to read any parts again more carefully?"

Table 9: Summary of Reading Strategies

Strategy	Purpose	When to Use It	How to Use It	Why It Works
Skimming	Get the main idea	Previewing, reviewing, selecting	Titles, headings, first/last sentences	Brain recognizes patterns without processing every word
Scanning	Find specific information	Finding dates, numbers, names, definitions	Look for keywords, numbers, formatting cues	Eyes search for visual patterns like a computer's "Find" function
Careful Reading	Understand all details	Studying, analyzing, detailed tasks	Read slowly, take notes, summarize, question, distinguish facts from opinions	Deep processing builds strong comprehension and memory

Tips for Mastering Multiple-Choice Reading Questions

From my experience, the following tips have been particularly effective when answering multiple-choice questions in the reading section.

1. Read questions first

Check the questions before reading the text. This helps you know what to look for.

2. Cross out wrong answers

Remove answer choices that clearly don't make sense. This saves time and reduces confusion.

3. Find key words

Look for important words from questions (names, dates, numbers) in the passage. These are your clues.

4. Follow the reading steps

- Skim quickly for the main idea
- Scan for specific details
- Read carefully for deeper understanding

5. Check all answer choices

Read every option before deciding. Sometimes a later choice is better than the first one.

6. Watch for extreme words

Be careful with words like "*always*," "*never*," or "*all*." These often appear in wrong answers.

7. Use only the text

Base answers on what's written, not your personal knowledge or opinions.

8. Manage time well

Skip difficult questions and return later.

Don't waste too much time on one question when you could answer several easier ones.

The next reading passages show you how to use the strategies you just learned. Each question will point out which strategy to apply.

The 7-Eleven Success Story in Thailand

When CP All Public Company Limited opened the first 7-Eleven store in Bangkok on June 1, 1989, few people expected that this American brand would change Thai shopping. Today, Thailand has over 15,000 stores, making it the second-largest 7-Eleven market in the world after Japan.

The journey started in 1988 when Charoen Pokphand Group created CP All and got the license from 7-Eleven, Inc. At first, the business had problems because Thai customers did not know about convenience stores. However, CP All studied successful methods from the United States and Japan, then changed them to fit Thai customer needs.

Product adaptation was very important for success. Instead of copying the American model, Thai stores offered products that Thai people liked. Store shelves have fresh steamed buns, ready-to-eat Thai rice dishes, and traditional snacks. CP All even started CP RAM Company Limited in 1988 to make frozen foods and bakery products just for their stores.

Store location was another key factor. CP All put stores near offices, schools, and homes. In Bangkok, you can often find several 7-Eleven stores on one street. This means customers do not need to walk far in Thailand's hot weather. The stores became popular meeting places for communities.

Technology services made 7-Eleven even more popular. In 1994, the company started counter service where customers could pay their electricity and water bills. This was very helpful because before, Thai people had to go to many different offices to pay bills. Later, services grew to include ATM machines, parcel delivery, and mobile phone services, making 7-Eleven much more than just a shop.

The franchise model helped the business grow quickly. Starting in 1991, CP All let business partners open stores under a franchise system. By 2022, CP All had 13,838 stores with 70% of Thailand's convenience store market.

Today, 7-Eleven is more than a successful business. It has become an important part of Thai culture, showing that foreign companies can succeed by understanding and adapting to local needs.

Skimming

1. What is the main idea of this passage?
 - a. The history of American businesses in Asia
 - b. How 7-Eleven became successful in Thailand
 - c. Why convenience stores are popular worldwide
 - d. The problems of foreign companies in Thailand
2. What was the most important reason for 7-Eleven's success in Thailand?
 - a. Having many stores in one area
 - b. Offering the same products as in America
 - c. Changing products and services to fit Thai customers
 - d. Selling products at low prices
3. How does the writer feel about 7-Eleven's success in Thailand?
 - a. The writer thinks it was a negative development
 - b. The writer presents the information in a balanced way
 - c. The writer is trying to sell 7-Eleven products
 - d. The writer thinks 7-Eleven will fail soon

Scanning

4. When did the first 7-Eleven store open in Thailand?
 - a. 1988
 - b. 1989
 - c. 1991
 - d. 1994
5. What is the name of the company that makes frozen food for 7-Eleven Thailand?
 - a. 7-Eleven, Inc.
 - b. Charoen Pokphand Group
 - c. CP RAM Company Limited
 - d. Bangkok Food Company
6. When did 7-Eleven Thailand start letting customers pay bills in stores?
 - a. 1988
 - b. 1989
 - c. 1991
 - d. 1994

Careful Reading

7. Why did 7-Eleven have problems when it first opened in Thailand?
 - a. The products cost too much money
 - b. Thai people had never seen convenience stores before
 - c. There were many other convenience stores already
 - d. The store locations were not good
8. Why did CP All put many 7-Eleven stores close together?
 - a. To give more people jobs
 - b. To stop other companies from opening stores
 - c. Customers do not need to walk far in hot weather
 - d. To make more money from sales
9. Why did CP All create CP RAM Company Limited?
 - a. To train workers in American business methods
 - b. To bring products from America to Thailand
 - c. To make Thai-style food specially for 7-Eleven
 - d. To open stores in small towns
10. What does the passage suggest about 7-Eleven in Thai society today?
 - a. Only tourists and foreigners use 7-Eleven stores
 - b. 7-Eleven has become a normal part of Thai daily life
 - c. 7-Eleven is losing customers to local shops
 - d. Only rich people in cities use 7-Eleven

3.2 Reading Technical Manuals

Technical manuals need careful reading and detail scanning. Diagrams and step-by-step instructions demand concentrated attention.

Reading Tip: Pay attention to numbered steps, bullet points, diagrams

For better understanding, let's practice this reading the technical manual.

Reading 1: Read the technical manual and answer the questions.

How to Use the *SmartHome* Security System

The *SmartHome* Security System helps protect your home using the latest technology.

Getting Started:

1. Download the ***SmartHome* app** on your smartphone.
2. Create a ***SmartHome* account** within the app.
3. Connect the **main control panel** to your home Wi-Fi by following the on-screen instructions in the app.
4. Once the control panel is connected:
 - ⇒ Add **sensors and cameras** using the app.
 - ⇒ Place **door and window sensors** in appropriate locations.
 - ⇒ Link each sensor and camera to the control panel through the app.

Testing the System:

1. Open a door or window to test the sensor.
2. If the sensor is triggered:
 - ⇒ You will receive a **notification** on your app.

Using the System:

1. View **live video** from the cameras using the app.
2. **Control the alarm system** remotely from your phone.
3. Set a **daily schedule** in the app to automatically arm and disarm the system.

Troubleshooting:

1. Check the **troubleshooting section** in the app for help with common issues, such as:
 - ⇒ Weak Wi-Fi signal.
 - ⇒ Low battery in sensors.
2. If the problem continues, **contact SmartHome customer support**.

By following these steps, you can make your home safer and have peace of mind.

Adapted from SmartHome User Guide, (n.d.). *SmartHome security system manual*.
[Unpublished user guide]

1. What is the first step to set up the *SmartHome* Security System?
 - a. Buy new sensors
 - b. Download the app and create an account
 - c. Call customer support
 - d. Install new doors
2. How do you connect the control panel to the internet?
 - a. With a phone call
 - b. By following instructions in the app
 - c. By using a USB drive
 - d. By writing an email
3. What does the app do if a sensor is triggered?
 - a. Turns off the lights
 - b. Sends a notification
 - c. Calls the police automatically
 - d. Plays music

4. What can you see on your phone using the app?
 - a. Weather reports
 - b. Live video from cameras
 - c. TV shows
 - d. Shopping lists
5. Where can you find solutions to common problems?
 - a. In the troubleshooting section of the app
 - b. In the newspaper
 - c. On TV
 - d. From your neighbor
6. What is one way to make the system safer?
 - a. Turn it off at night
 - b. Set a daily schedule to arm/disarm
 - c. Remove all sensors
 - d. Share your password
7. For setting up the *SmartHome* Security System, which part of the passage should you focus on first?
 - a. The Troubleshooting section
 - b. The Getting Started section
 - c. The Testing the System section
 - d. The last sentence of the passage
8. What is a common problem mentioned in the passage?
 - a. Broken windows
 - b. Weak Wi-Fi signal
 - c. Expensive bills
 - d. Too many alarms
9. What is the main purpose of the SmartHome Security System?
 - a. To help you cook
 - b. To protect your home
 - c. To play music
 - d. To water the plants
10. According to the passage, what gives you peace of mind?
 - a. Having a big house
 - b. Following the setup steps
 - c. Turning off the system
 - d. Watching TV

3.3 Reading Workplace Documents: Memos, Emails, Notices

At work, you will often read three main types of documents: emails, memos, and notices. Each type has a different purpose and structure. When you understand these patterns, you can find information quickly and read more efficiently.

Table 10 shows the format and purpose of memos, emails, and notices to help you recognize them. Then, Table 11 gives you specific reading tips for each type. These tips show you how to scan for important details, like dates and tasks, without reading every word.

Table 10: Workplace Document Types and Characteristics

Document	Format	Purpose	Style
Memos	TO, FROM, DATE, SUBJECT at the top	announce news or changes	formal, direct
Emails	subject, greeting, message, closing	quick communication	formal or casual
Notices	short, highlighted details	inform about events	brief, clear

Table 11: Reading Tips for Memos, Emails, Notices

Memos	Emails	Notices
- Read the SUBJECT line - Scan bullet points and headings - Check for tasks assigned to you	- Read the subject line first - Look for deadlines and action items - Skim the greeting and closing quickly	- Find dates, times, and locations - Look for bold text or CAPITAL LETTERS - Check what action you need to take

To practice reading workplace documents, let's work with the following texts.

Reading 2: Read the internal memo and answer the questions.

CHOCOLATE HEAVEN EMPORIUM

MEMORANDUM

TO: All Staff

FROM: Management, T.C.

DATE: November 9th, 2026

SUBJECT: Staff New Year Party

Dear Team,

As the New Year approaches, our store is entering its busiest season. During this time, management and supervisors are fully focused on ensuring smooth operations and excellent service for our customers. Therefore, this year, we have decided to postpone the staff New Year party until after the peak season.

Party Details

- Date: Second or third Saturday in January (to be announced)
- Theme: Thai Riverside/Beach
- Food: Thai and international cuisine
- Special Activities: Karaoke and staff performances

We apologize for having to delay the celebration, but we promise it will be a fun and memorable event for everyone. If you are interested in volunteering to help organize the party, please contact Boom, our event coordinator, at 222-3098. Kindly contact Boom outside of business hours regarding this matter.

Thank you all for your dedication and hard work.

Best regards,

T.C.

Management

Adapted from:

EnglishClub (n.d.). *Sample Internal Memo.*

1. What is the main purpose of this memo?
 - a. To announce a new product
 - b. To schedule a staff meeting
 - c. To introduce a new manager
 - d. To inform staff about a postponed party
2. Who is the memo addressed to?
 - a. customers
 - b. event volunteers
 - c. supervisors only
 - d. all staffs
3. What is the theme of the upcoming staff party?
 - a. Thai Riverside/Beach
 - b. Christmas Wonderland
 - c. Masquerade Ball
 - d. Retro Night
4. When will the staff party be held?
 - a. December 25th
 - b. First Saturday in January
 - c. Second or third Saturday in January
 - d. February 14th
5. Who should staff contact to volunteer for the event?
 - a. T.C.
 - b. Lucy
 - c. Boom
 - d. Management
6. What type of food will be served at the party?
 - a. Only Thai food
 - b. Only international cuisine
 - c. Thai and international cuisine
 - d. Vegetarian only
7. Why is the party being postponed?
 - a. The venue is unavailable
 - b. Staff are on vacation
 - c. It is the busiest season for the store
 - d. There are not enough volunteers
8. Which of the following is a special activity planned for the party?
 - a. Magic show
 - b. Staff performances
 - c. Art exhibition
 - d. Movie screening

9. What should staff do if they want to help organize the party?

- a. Fill out a form at the front desk
- b. Call Boom outside business hours
- c. Email management
- d. Attend a meeting on Friday

10. How does the memo express appreciation to the staff?

- a. By thanking them for their dedication and hard work
- b. By offering a bonus
- c. By giving them a day off
- d. By announcing a promotion

Reading 3: Business Memo (Policy Announcement)

To: All Employees

From: HR Department

Date: April 10, 2026

Subject: New Remote Work Policy

We are pleased to announce a new remote work policy, effective May 1. All full-time employees are eligible to work from home up to two days per week, with manager approval. To request remote work days, please complete the online form and submit it to your supervisor by Friday of the previous week.

The policy aims to support work-life balance and reduce commuting time. Employees must be available by phone and email during regular office hours, and attend all scheduled meetings, either in person or online.

Please note the following guidelines:

- Remote work is not permitted during the first month of employment.
- Company equipment (laptops, phones) must be used for all work tasks.
- Confidential information must be protected at all times.

If you have questions about the policy or need technical support, contact the HR Department or IT Helpdesk.

Thank you for your cooperation.

Adapted from:

Indeed Editorial Team, n.d.

1. When does the new remote work policy start?
 - a. May 1
 - b. April 10
 - c. June 1
 - d. July 1
2. Who is eligible for remote work?
 - a. All full-time employees
 - b. Only managers
 - c. Part-time staff
 - d. New employees in their first month
3. What must employees do to request remote work days?
 - a. Call HR
 - b. Fill out an online form and submit to their supervisor
 - c. Email the CEO
 - d. Ask IT for help
4. How many days per week can employees work from home?
 - a. One
 - b. Two
 - c. Three
 - d. Five

5. What is the main goal of the new policy?
- a. Reduce office space
 - b. Increase salaries
 - c. Support work-life balance and reduce commuting time
 - d. Change office hours
6. When is remote work not permitted?
- a. On weekends
 - b. On public holidays
 - c. During the first month of employment
 - d. During meetings
7. What equipment must be used for remote work?
- a. Personal computers
 - b. Any available device
 - c. Mobile phones only
 - d. Company laptops and phones
8. What must employees protect at all times?
- a. Office keys
 - b. Lunch breaks
 - c. Company cars
 - d. Confidential information
9. Who can employees contact for technical support?
- a. The CEO
 - b. IT Helpdesk
 - c. Security
 - d. Marketing
10. Why did the company introduce this policy?
- a. To improve work-life balance and reduce commuting
 - b. To reduce salaries
 - c. To increase office hours
 - d. To limit employee freedom

3.4 Reading Newspapers and Editorials

When reading newspapers, you will find two types of articles: news reports and opinion pieces (editorials). Understanding the difference helps you read more carefully.

News reports tell what happened. Opinion pieces tell what the writer thinks. Table 12 shows the main differences.

Table 12: Characteristics of Newspapers and Editorials

Newspapers	Editorials
Report facts and news	Give opinions about news
Use neutral language	Try to persuade readers
Tell what happened	Tell what writer thinks should happen

Understanding Facts vs. Opinions

As you saw in Table 12, newspapers focus on facts while editorials have opinions. But what is the difference? Table 13 explains each type and gives examples.

Table 13: Distinguishing Facts from Opinions

Type	Definition	Examples
FACT	Can be checked and proven	"The meeting was Monday." "Sales increased 10%."
OPINION	What someone thinks	"This is the best strategy." "The policy is too strict."

How to Spot Opinions

Now you know the difference. Next, you need to find opinion words when reading. Look for these words:

- **Opinion words:** good, bad, best, worst, beautiful, terrible
- **Thinking words:** should, must, ought to, need to
- **Belief words:** I think, I believe, in my opinion
- **Feeling words:** unfortunately, sadly, happily

Let's look at workplace examples. Table 14 shows pairs of sentences (one fact and one opinion) about the same topic. Notice the opinion uses words that judge, while the fact uses neutral words.

Table 14: Examples of Facts and Opinions in Professional Contexts

FACT	OPINION
"The budget increased by 15%."	"The budget increase is too small."
"The company hired 50 employees."	"The company should hire more people."
"The meeting starts at 9 AM."	"The meeting time is inconvenient."

Practice Tips:

When reading news and opinions, ask yourself:

1. What facts are presented? (Can I check this?)
2. What opinions are expressed? (Is this what someone thinks?)
3. Does the writer support opinions with facts?

Now let's practice with real examples.

Reading 4: Read the newspaper and answer the questions.

Walk-cycle lanes to reduce congestion

The Bangkok Metropolitan Administration (BMA) and the Thailand Walking and Cycling Institute Foundation (TWCIF) are planning to develop walking and cycling lanes in four of Bangkok's most congested areas, with a feasibility study concluding soon. According to TWCIF board member Silpa Wairatpanij, the project aims to be part of a 2024–2032 master plan to make Bangkok a comprehensive and sustainable city for pedestrians and cyclists, with strong links to public transportation.

This initiative, in collaboration with the BMA's Traffic and Transportation Department, focuses on establishing practical routes for daily commuters, improving on previous studies that were less effective. The pilot program will launch in Lat Phrao 71, Phrom Phong, Sam Yot, and Tha Phra, all of which are connected to the city's electric rail systems. In Lat Phrao 71, the new lanes will run along four roads linked to the MRT Yellow Line. Phrom Phong was chosen for its blend of residential and commercial zones and its connections to the MRT, BTS, and canal boats.

In Sam Yot, the lanes will serve a two-kilometer radius around the MRT station, linking to Blue Line stations and river piers. Tha Phra's lanes will connect 68 communities to MRT and train stations. The design will feature shade, green spaces, and lighting to ensure safety and convenience for users. A local worker suggested that authorities should also focus on improving public transport connectivity and road safety.

Adapted from:

Wancharoen, S. (2024, November 12).

Walk-cycle lanes to reduce congestion. Bangkok Post.

1. What is the main goal of the new project by BMA and TWCIF?
 - a. To build more roads
 - b. To promote tourism only
 - c. To increase car parking spaces
 - d. To create a sustainable city for pedestrians and cyclists
2. Which department is collaborating with TWCIF on this initiative?
 - a. Education Department
 - b. Traffic and Transportation Department
 - c. Health Department
 - d. Environmental Department
3. How many areas in Bangkok will the pilot program focus on?
 - a. Two
 - b. Three
 - c. Four
 - d. Five
4. Which area will have lanes running along four roads linked to the MRT Yellow Line?
 - a. Sam Yot
 - b. Lat Phrao 71
 - c. Tha Phra
 - d. Phrom Phong
5. Why was *Phrom Phong* selected for the pilot?
 - a. It is a tourist attraction
 - b. It has many shopping malls
 - c. It is a mixed residential and commercial zone with good transport links
 - d. It is close to the airport
6. What is the radius covered by the new lanes in *Sam Yot*?
 - a. 1 km
 - b. 2 km
 - c. 3 km
 - d. 4 km

7. How many communities will the *Tha Phra* lanes connect?
- a. 10
 - b. 30
 - c. 68
 - d. 100
8. What features are planned for the new lanes to ensure safety and convenience?
- a. Only street signs
 - b. Food stalls
 - c. Security cameras only
 - d. Shade, green spaces, and lighting
9. What was a criticism of previous walking and cycling studies?
- a. They focused on leisure cyclists rather than commuters
 - b. They were too expensive
 - c. They were not approved by the government
 - d. They only covered rural areas
10. What additional suggestion did a local worker make?
- a. Increase the number of bicycle shops
 - b. Improve public transport connectivity and road safety
 - c. Build more parks
 - d. Offer free bicycles to all residents

Reading 5: Read the editorial carefully and answer the questions.

Social Media: Friend or Foe for Your Mind?

Teenagers today spend hours scrolling through social media: liking posts, sharing selfies, and watching endless videos. It feels fun and harmless, but experts warn that too much time online can harm mental health. Research links heavy social media use to anxiety, poor sleep, and low self-esteem. Why? Because we often compare ourselves to others. Perfect photos and luxury lifestyles make us feel like we're not good enough.

Still, social media isn't all bad. It helps us stay connected, learn new skills, and support causes we care about. During the pandemic, many teens used apps to study together and fight loneliness. Social platforms also give young people a voice to share opinions and join global conversations. Thai teens, for example, have used social media to promote environmental campaigns and cultural trends.

So, should we quit social media? Not necessarily. The key is balance. Limit your time online, follow positive accounts, and take breaks. Try setting a timer or having "offline hours" each day. Remember: what you see online isn't always real life. Filters and edits create illusions that can trick us into thinking everyone else is perfect.

Social media can be a tool for good or harm—it depends on how we use it. Next time you scroll, ask yourself: "Is this making me happy or stressed?" Your mental health matters more than likes. Choose wisely, because your well-being is worth more than any number of followers.

Adapted from:

Twenge, J. (2025, November 16).

The screen that ate your child's education. The New York Times.

1. What is the main idea of the article?
 - a. Social media is always harmful
 - b. Social media can help or hurt teens
 - c. Teens should quit social media
 - d. Social media causes happiness
2. Which problem is linked to heavy social media use?
 - a. Better grades
 - b. Anxiety
 - c. Stronger friendships
 - d. More confidence
3. Why do teens feel bad after using social media?
 - a. They see too many ads
 - b. They compare themselves to others
 - c. They spend money online
 - d. They forget to eat
4. "Social media can be a tool for good or harm."
 - a. Fact
 - b. Opinion
 - c. Both
 - d. Neither
5. What did teens use apps for during the pandemic?
 - a. To play games
 - b. To study together
 - c. To shop online
 - d. To post selfies
6. Which advice is NOT in the article?
 - a. Limit time online
 - b. Follow positive accounts
 - c. Delete all apps
 - d. Take breaks
7. What does the writer suggest before scrolling?
 - a. Ask if it makes you happy or stressed
 - b. Post more selfies
 - c. Compare with friends
 - d. Buy new gadgets

8. Which is an example of an opinion from the text?
- a. Experts warn about mental health risks
 - b. Social media isn't all bad
 - c. Studies show links to anxiety
 - d. Teens used apps to fight loneliness
9. What is the tone of the article?
- a. Angry
 - b. Balanced
 - c. Funny
 - d. Negative
10. What is more important than getting likes?
- a. Followers
 - b. Mental health
 - c. Perfect selfies
 - d. Luxury lifestyles

3.5 Chapter Summary

This chapter focused on learning to read smarter by applying skimming, scanning, and careful reading to identify main ideas, key details, and distinguish facts from opinions. Strategies were practiced across various text types, including technical manual, email, notice, news article, and editorial. Mastery of these techniques enhanced comprehension and critical thinking, supporting effective reading for academic and professional purposes.

Post-Test (/10)

Choose the best answer.

1. What is the main purpose of scanning?
 - a. To understand the main idea
 - b. To find specific information quickly
 - c. To read every sentence
 - d. To memorize the text
2. When should you use skimming?
 - a. When looking for a phone number
 - b. When following instructions step by step
 - c. When you want to get a quick overview
 - d. Paraphrasing
3. Which part of a memo should you read first to understand what it is about?
 - a. The date
 - b. The name of the sender
 - c. The subject line
 - d. The last paragraph
4. What does careful reading help you do?
 - a. Read faster than scanning
 - b. Find names and dates only
 - c. Skip difficult words
 - d. Understand arguments, facts, and opinions
5. Which sentence is a fact?
 - a. "I think the new policy is unfair."
 - b. "The office will be closed on Friday."
 - c. "This is probably the best solution."
 - d. "The manager should change the schedule."

6. You are reading an email to find out who sent it. What should you do?
- a. Read the whole email carefully
 - b. Skim the email for the main idea
 - c. Scan for the sender's name at the top
 - d. Read only the last sentence
7. What helps your brain when you set a clear reading purpose?
- a. You can skip reading completely
 - b. You focus on important parts and remember better
 - c. You only need to read titles
 - d. You don't need to understand the text
8. Which sentence is an opinion?
- a. "The meeting was on Tuesday at 3 PM."
 - b. "Sales went up by 15% this quarter."
 - c. "This is the best marketing plan we have ever used."
 - d. "The report was sent on January 10, 2026."
9. What is the best order for reading an article at work?
- a. Read carefully → Scan → Skim
 - b. Scan → Read carefully → Skim
 - c. Skim → Scan → Read carefully
 - d. Look at questions → Skim → Scan
10. Why is it important to know the difference between facts and opinions?
- a. It helps you read faster
 - b. It makes the text shorter
 - c. You don't need to read carefully
 - d. It helps you understand the writer's ideas and check information

Chapter 4

TOEIC Test Preparation

TOEIC scores are often an important part of the job application process. This chapter helps you build essential reading skills. You will work through single, double, and triple passages. You'll also learn how to handle tricky questions, manage your time well, and use helpful test-taking strategies.

Learning Objectives

By the end of this chapter, you will be able to:

1. Understand the TOEIC Reading format and question types
2. Read and understand visuals like graphs, tables, and schedules
3. Use strategies for single, double, and triple passages
4. Recognize and avoid common wrong answer tricks

Pre-Test (/10)

Choose the best answer.

1. What are the three parts of TOEIC Reading?
 - a. Listening, Speaking, Writing
 - b. Incomplete Sentences, Text Completion, Reading Comprehension
 - c. Grammar, Vocabulary, Pronunciation
 - d. Single, Double, Triple passages only
2. How much time do you have for TOEIC Reading?
 - a. 60 minutes
 - b. 75 minutes
 - c. 90 minutes
 - d. 100 minutes
3. Why does skimming help during TOEIC Reading?
 - a. It helps read every word
 - b. It helps find main ideas quickly
 - c. It makes reading slower
 - d. It skips important details
4. What does "inference" mean in reading?
 - a. Reading very slowly
 - b. Understanding hidden meaning
 - c. Finding exact words
 - d. Skipping difficult parts
5. You see this in a passage: "The office will open at 8:30 a.m. starting next Monday."
What time does the office open now?
 - a. 8:30 a.m.
 - b. 9:00 a.m.
 - c. 5:30 p.m.
 - d. The passage doesn't say
6. A table shows "Room 201: Thursday 9-11 a.m. = Available."
Your meeting is Thursday 10 a.m. in Room 201. Is the room available?
 - a. Yes
 - b. No
 - c. Only for 30 minutes
 - d. The table doesn't show

7. Passage: "Most employees prefer flexible hours."
Which answer uses Trick 3 (Too Strong)?
- a. Many employees prefer flexible hours
 - b. All employees prefer flexible hours
 - c. Some employees prefer flexible hours
 - d. Most employees prefer flexible hours
8. Email says "meeting on March 15." Notice says "Room B closed March 15."
What's the problem?
- a. Meeting is canceled
 - b. Room not available for meeting
 - c. Meeting is too early
 - d. No problem
9. You have 5 minutes left and 10 questions unanswered. What should you do?
- a. Leave them blank
 - b. Only answer the easy ones carefully
 - c. Quickly fill in all blanks
 - d. Spend all time on question 1
10. Which study plan is best for improving TOEIC Reading?
- a. Read different texts and practice all question types regularly
 - b. Only memorize vocabulary lists
 - c. Only practice grammar exercises
 - d. Read the same passage many times

4.1 Overview of TOEIC Reading

The Test of English for International Communication (TOEIC) is a well-known exam. It tests how well people use English in everyday work situations. This is especially important in international settings. Schools and employers often use TOEIC scores. They use them to check someone's reading and listening skills.

The Reading section of the TOEIC test is divided into three parts:

- **Part 5: Incomplete Sentences**
Choose the best word or phrase to complete a sentence.
- **Part 6: Text Completion**
Fill in blanks within short passages such as emails or notices.
- **Part 7: Reading Comprehension**
Answer questions based on single, double, or triple passages.

You'll have 75 minutes to answer 100 questions. You need strong reading skills. You also need good time management. Understanding hidden meanings is also important.

4.1.1 What's in Each Part

Part 5: Incomplete Sentences (30 questions)

In this section, you'll see sentences with one missing word or phrase. Your job is to choose the best option from four choices. This part tests your grammar, vocabulary, and sentence structure knowledge.

Example:

The manager will _____ the meeting at 2 p.m.

- a. start
- b. started
- c. starting
- d. starts

Answer: a. start (We use "will + base verb")

Part 6: Text Completion (16 questions)

You'll read four short texts. These might be emails, notices, or articles. Each text has four blanks. For every blank, you choose the right word or phrase from four options. This section tests how well you understand the overall meaning, grammar, and vocabulary.

Example:

Please _____ your report by Friday.

- a. submit
- b. submitting
- c. submitted
- d. submits

Answer: a. submit (After "please," we use the base verb)

Part 7: Reading Comprehension (54 questions)

This is the longest and most difficult part. It tests many reading skills: main ideas, details, hidden meanings, and vocabulary. It includes:

1. Single Passages **(29 questions): Short texts with 2-4 questions each**
2. Double Passages **(10 questions): Two related texts**
3. Triple Passages **(15 questions): Three related texts**

Time and Question Overview

You have 75 minutes to answer 100 questions.

This means you need:

- Strong reading skills
- Good time management
- Ability to understand hidden meanings

You'll also practice with visuals, like charts, tables, and graphs. You'll learn how to connect them with written text. Since you have just 75 minutes for 100 questions, you need to learn to:

- Skim (read quickly for main ideas)
- Scan (look for specific information)
- Read carefully when needed

Knowing the question types will help you stay on track and feel confident.

Table 15: TOEIC Reading Section's Structure

Section	Questions	Content	Time Suggested
Part 5	1–30	Sentence completion (grammar and vocabulary) 30 questions	10-12 minutes
Part 6	31–46	Text completion (emails, notices, articles) 16 questions	8-10 minutes
Part 7	47–100	Reading comprehension: single (29), double (10), triple (15) passages 54 questions	50-55 minutes
Total	100	All question types	75 minutes

4.2 Grammar Tips for Parts 5 & 6

Many questions in Parts 5 and 6 test your grammar knowledge. Before you look at the answer choices, look carefully at the blank in the sentence. Ask yourself: "What type of word do I need here?"

Step 1: What Type of Word Do You Need?

Look at the words around the blank. Does the sentence need:

A NOUN (a thing or person)?

- Examples: report, manager, meeting, satisfaction

A VERB (an action or state)?

- Examples: submit, work, is, complete

AN ADJECTIVE (a describing word)?

- Examples: new, important, quick, satisfied

AN ADVERB (tells how, when, or where)?

- Examples: quickly, yesterday, here, carefully

Example:

The company values customer _____.

- a. satisfy (verb)
- b. satisfaction (noun)
- c. satisfactory (adjective)
- d. satisfactorily (adverb)

How to solve:

1. Look at what comes before the blank: "customer" (this describes what kind)
2. We need a noun after this
3. The company values what? Customer satisfaction.

Answer: b. satisfaction

Step 2: Learn Common Word Endings

The four answer choices often come from the same word family. They have the same base word but different endings.

NOUN ENDINGS:

- -tion → satisfaction, completion, information
- -ment → management, development, agreement
- -ness → happiness, business, awareness
- -er / -or → manager, director, worker

VERB ENDINGS:

- -ate → operate, communicate, create
- -ify → satisfy, clarify, notify
- -ize → organize, realize, summarize

ADJECTIVE ENDINGS:

- -ive → active, productive, effective
- -able / -ible → comfortable, possible, available
- -ful → helpful, successful, careful
- -ous → famous, serious, dangerous

ADVERB ENDING:

- -ly → quickly, carefully, successfully, clearly

Step 3: Check Verb Forms

For verb blanks, think about:

TIME (Tense)

- Past: worked, was, completed
- Present: work, is, complete
- Future: will work, will be, will complete

ACTIVE OR PASSIVE

- Active: The manager writes reports. (Subject does the action)
- Passive: Reports are written by the manager. (Subject receives the action)

FORM

- Base: work, submit, go
- -ing: working, submitting, going
- Past participle: worked, submitted, gone
- To + verb: to work, to submit, to go

Example:

All reports must _____ by Friday.

- a. submit
- b. be submitted
- c. submitting
- d. submitted

How to solve:

1. "Must" needs the base form → removes c and d
2. Reports don't submit themselves → we need passive voice
3. Passive = be + past participle
4. Must + be + submitted = must be submitted

Answer: b. be submitted

Practice Exercise: Grammar Check

Try these questions. Think about the grammar before you choose.

1. The new policy will _____ next month.
 - a. implementation
 - b. implement
 - c. implementing
 - d. implemented

Strategy: "Will" + base verb form. Answer: b

2. The team worked _____ to meet the deadline.
 - a. efficiency
 - b. efficient
 - c. efficiently
 - d. efficiencies

Strategy: We need an adverb to describe HOW they worked. Answer: c

3. Employees are _____ to wear ID badges.

- a. require
- b. required
- c. requiring
- d. requirement

Strategy: Passive voice: Employees don't require themselves; someone requires them

Answer: b

4.3 Understanding Wrong Answer Tricks

An important skill for TOEIC success is understanding why wrong answers look right. Wrong answer choices try to trick you. Let's learn the most common tricks.

Trick 1: True in Real Life, But Not in the Text

What it is: An answer that might be true in the real world. But the passage doesn't say it.

Example:

Passage: "The meeting will be in Conference Room B."

Question: Where will the meeting be?

- a. In the main office ← TRICK! (might be true, but not stated)
- b. Conference Room B ✓ (stated in passage)

How to avoid it:

Always find the answer in the text. Don't use your own knowledge or guesses.

Trick 2: Uses the Same Words But Wrong Meaning

What it is: An answer that uses words from the passage. But it changes the meaning.

Example:

Passage: "Employees should submit reports by Friday."

Question: What should employees do?

- a. Receive reports by Friday ← TRICK! (uses "reports" and "Friday" but wrong action)
- b. Submit reports by Friday ✓ (correct)

How to avoid it:

Read the whole sentence. Don't just look for the same words. Understand how the words work together.

Trick 3: Too Strong (Extreme Words)

What it is: An answer that uses extreme words. Words like "always," "never," "all," "none," or "only." These are usually wrong.

Example:

Passage: "Most employees prefer flexible working hours."

Question: What do employees prefer?

- a. All employees prefer flexible hours ← TRICK! (too extreme: passage says "most")
- b. Most employees prefer flexible hours ✓ (matches passage)

How to avoid it: Watch for extreme words. TOEIC passages usually use softer words:

- "many" (not "all")
- "some" (not "none")
- "often" (not "always")
- "usually" (not "never")

Trick 4: Only Part of the Answer

What it is: An answer that is partly correct. But it's missing important information.

Example:

Passage: "The conference will include a keynote speech and networking lunch."

Question: What will the conference include?

- a. Only a keynote speech ← TRICK! (missing the lunch)
- b. A keynote speech and networking lunch ✓ (complete answer)

How to avoid it: Make sure your answer includes all the important information.

Trick 5: Wrong Time

What it is: An answer about the wrong time period. For example, past instead of future.

Example:

Passage: "The office will open at 8:30 a.m. starting next Monday."

Question: When does the office open now?

- a. 8:30 a.m. ← TRICK! (this is future time, not now)
- b. The passage doesn't say ✓ (correct: we only know future hours)

How to avoid it: Pay attention to time words:

- "now" / "currently" = present
- "will" / "going to" = future
- "has" / "had" = past
- "used to" = past habit

Practice Exercise: Finding the Tricks

Read the passage and find the tricks in the wrong answers.

"Starting in June, all full-time employees will get a 5% pay increase. Part-time staff will get a one-time bonus instead."

What will full-time employees receive?

- a. A 5% pay increase ✓
- b. All employees will get a pay increase
- c. A one-time bonus
- d. A 10% pay increase

Find the tricks:

- Answer b uses what trick? _____

- Answer c uses what trick? _____

- Answer d uses what trick? _____

Answers:

- b = Trick 3 (Too Strong) - Says "all" but passage says only "full-time"
- c = Trick 2 (Same Words, Wrong Meaning) - Bonus is for part-time staff, not full-time
- d = Trick 1 (Not in Text) - Wrong number; passage says 5%, not 10%

Remember!

When you're not sure, remove obvious tricks first. This helps you even when you have to guess.

4.4 Reading Graphs, Tables, and Schedules

The TOEIC Reading section often has questions about visuals. These are common in business documents. Learning to read them quickly is important.

4.4.1 Graphs and Charts

Graphs show information in pictures.

Common types:

- Bar graphs: Use bars to show amounts
- Line graphs: Use lines to show changes over time
- Pie charts: Use circles to show parts of a whole

How to read graphs:

Step 1: Read the title

- What is the graph about?

Step 2: Check the labels

- What do the numbers mean?
- What units are used? (dollars, people, percentages)

Step 3: Look at the key/legend

- What do different colors mean?

Step 4: Find important information

- Which is highest? (biggest amount)
- Which is lowest? (smallest amount)
- Is it going up? (increasing)
- Is it going down? (decreasing)

Example: Bar Graph

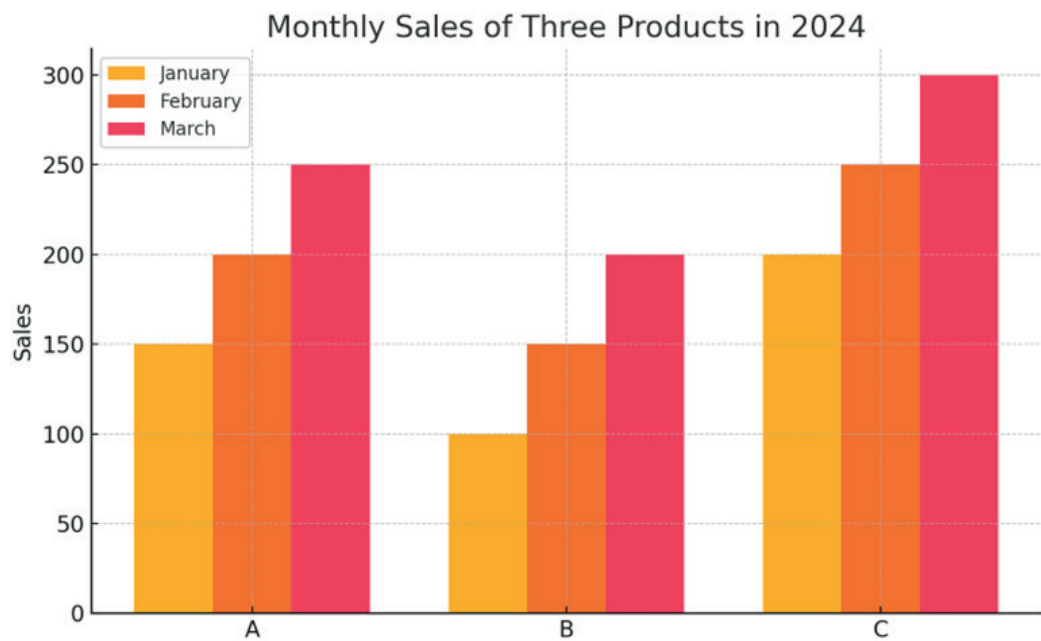


Figure 1: Monthly Sales Bar Graph

Questions:

1. Which product had the highest sales in March?

Answer: Product C

2. Which product had the lowest sales in January?

Answer: Product B

3. What trend do you see?

Answer: Sales increased each month for all products

4.4.2 Tables

Tables show information in rows and columns.

How to read tables:

Step 1: Read column headings (top)

- What does each column show?

Step 2: Read row headings (left)

- What does each row show?

Step 3: Find information

- Move finger across row (→)
- Move finger down column (↓)
- Find where they meet

Step 4: Look for patterns

- Totals (usually bottom or right)
- Dates and times
- Biggest or smallest numbers

Table 16: Meeting Schedule Table

Employee	Department	Date	Time	Room
Mr. Kitti	Marketing	May 10	09:00	A-201
Ms. Anong	Finance	May 12	13:30	B-105
Mr. Natee	IT	May 14	15:00	A-303

Questions:

1. When is the IT meeting?

How to solve:

- Find "IT" in Department column
- Move right to Date and Time columns

Answer: May 14 at 15:00

2. Who has a meeting on May 12?

How to solve:

- Find "May 12" in Date column
- Move left to Employee column

Answer: Ms. Anong

3. Which room will Mr. Kitti use?

How to solve:

- Find "Mr. Kitti" in Employee column
- Move right to Room column

Answer: A-201

4.4.3 Schedules

Schedules show what happens and when.

How to read schedules:

Step 1: Find the time or date

- Look in the time column

Step 2: Read across for activity

- What happens at that time?

Step 3: Check details carefully

- Is it a.m. (morning) or p.m. (afternoon)?
- 9:00 a.m. = 9 in the morning
- 9:00 p.m. = 9 at night

Table 17: Daily Schedule

Time	Activity	Location
08:00–08:30	Registration	Lobby
08:30–09:00	Welcome Coffee	Cafeteria
09:00–10:30	Keynote Speech	Hall A
10:30–10:45	Break	Lobby
10:45–12:00	Workshop	Rooms 1-5
12:00–13:00	Lunch	Cafeteria
13:00–14:30	Panel Discussion	Hall A
14:30–14:45	Break	Lobby
14:45–16:00	Workshop Session 2	Rooms 1-5

Questions:

1. What activity is after lunch?

How to solve:

- Find "Lunch" → 12:00–13:00
- Look at NEXT time → 13:00–14:30
- Read the activity → Panel Discussion

Answer: Panel Discussion

2. When is the Keynote Speech?

How to solve:

- Find "Keynote Speech"
- Look left to Time column

Answer: 09:00–10:30

3. If you arrive at 10:00, what have you missed?

How to solve:

- Look at activities BEFORE 10:00
- 08:00 = Registration (missed)
- 08:30 = Welcome Coffee (missed)
- 09:00 = Keynote Speech (started, you miss first hour)

Answer: Registration, Welcome Coffee, and part of Keynote

4.5 Strategies for Single, Double, and Triple Passages

Different types of passages need different strategies. Let's learn the best approach for each type.

4.5.1 Strategies for Single Passages

Single passages are the simplest type. They can be Emails, notices, advertisements, memos, short articles, and letters.

Follow these steps to answer questions more easily:

Step 1: Skim the passage (10-15 seconds)

- Look at title or subject line
- Look at any headings or bold words
- Get a quick idea of the topic
- Don't read every word yet!

Step 2: Read the questions BEFORE reading fully

- This helps you know what to look for
- You focus on important information

Step 3: Scan for keywords

- Find important words from questions
- Look for similar words in passage
- Names, dates, numbers are easy to spot

Step 4: Read carefully for details

- When question asks about specific information
- Read that part of passage carefully

Step 5: Eliminate wrong answers

- Cross out answers that don't fit
- Use the five tricks you learned (Section 4.3)

Practice: Single Passage

Email

To: All Staffs
From: HR Department
Subject: New Office Hours

Starting next Monday, the office will open at 8:30 a.m. and close at 5:30 p.m. instead of the current 9:00 a.m. to 5:00 p.m. schedule. Please update your schedules accordingly.

1. What is the main purpose?
 - a. To announce a holiday
 - b. To change office hours
 - c. To introduce new staff
 - d. To request feedback
2. When will the new hours begin?
 - a. Today
 - b. Next Monday
 - c. Next month
 - d. Next year

Strategy for Q1: Skim subject line: "New Office Hours" → Answer is "b."

Strategy for Q2: Scan for time words → Found "Starting next Monday" → Answer is "b."

4.5.2 Strategies for Double and Triple Passages

Double and triple passages are more challenging. You'll read:

- Double passages: Two related texts (e.g., email + schedule)
- Triple passages: Three related texts (e.g., memo + notice + form)

Follow these steps:

Step 1: Quickly scan all texts (20-30 seconds)

- Get basic idea of each text
- Understand how they connect

Step 2: Look for connections

- Same names in different texts
- Same dates or times
- Same locations
- Related topics

Step 3: Read each question carefully

- Some use just 1 passage
- Some use information from 2 or 3 passages

Step 4: Answer single-passage questions first

- These are usually easier
- Build your confidence
- Save time for harder questions

Step 5: Then answer multi-passage questions

- Go back to relevant passages
- Check details carefully
- Make sure you're combining right information

Step 6: Watch the clock

- Don't spend too long on one question
- Move on and come back if needed

Practice: Double Passage

Email

From: Manager

To: Team

Subject: Meeting Update

The team meeting scheduled for Thursday at 10:00 a.m. will be held in Room 201. Please bring your project reports and be prepared to discuss Q2 targets. The meeting should last approximately 90 minutes.

Conference Room Availability

Day	Time Slot	Room 201	Room 202	Room 203
Thursday	09:00–11:00	Available	Booked	Available
Thursday	14:00–16:00	Booked	Available	Booked
Friday	09:00–11:00	Booked	Available	Available
Friday	13:00–15:00	Available	Booked	Available

Questions:

1. When is the team meeting? (Single passage – Email)

- a. Thursday at 9:00 a.m.
- b. Thursday at 10:00 a.m.
- c. Friday at 10:00 a.m.
- d. Thursday at 2:00 p.m.

Strategy: Read email only, find meeting time. Answer: b

2. Is Room 201 available at the meeting time? (Multi-passage - Email + Table)

- a. Yes
- b. No
- c. Only for 30 minutes
- d. The table doesn't show

Strategy:

- From email: Meeting is Thursday 10:00 a.m.
- From table: Thursday 09:00-11:00, Room 201 = Available
- 10:00 falls within 09:00-11:00
- Answer: a. Yes

3. What should team members bring? (Single passage - Email)

- a. Laptops
- b. Project reports
- c. Lunch
- d. Calculators

Strategy: Read email, find "bring" Answer: b

4. If the meeting needs to be rescheduled to Friday morning, which room could be used?
(Multi-passage - Table only)

- a. Room 201
- b. Room 202
- c. Room 203
- d. Both b and c

Strategy:

- Look at Friday 09:00-11:00 row
- Room 201 = Booked ✗
- Room 202 = Available ✓
- Room 203 = Available ✓
- Answer: d. Both b and c

Practice: Triple Passage

Passage 1: Email from HR

From: HR Department, GlobalTech Solutions

To: All Employees

Subject: Team-Building Day Reminder

Dear Team,

Our annual team-building day is scheduled for Saturday, June 15, 2024, at Green Valley Resort. The event starts at 8:30 a.m. and ends by 4:00 p.m.

Transportation will be provided. The bus leaves from the office parking lot at 7:45 a.m. sharp. Please arrive by 7:30 a.m. to ensure we depart on time.

Please wear comfortable clothing and bring a reusable water bottle. Lunch and snacks will be provided throughout the day.

We look forward to seeing everyone!

Passage 2: Notice

Green Valley Resort Team-Building Activities

Location: Lakeside Pavilion

Items You Must Bring:

- Valid photo ID card
- Signed liability waiver form (must be submitted to HR by June 10)

Optional Items (Recommended):

- Sunscreen
- Hat or cap
- Sunglasses

Important Note: The resort café will be closed for renovation on June 15. All meals will be provided at the Lakeside Pavilion.

Passage 3: Team-Building Day Schedule - June 15, 2024

Time	Activity	Location
8:30–9:00	Registration & Welcome	Pavilion Entrance
9:00–10:30	Outdoor Trust Exercises	Lakeside Area
10:30–11:00	Morning Break	Pavilion Terrace
11:00–12:30	Problem-Solving Workshop	Meeting Room A
12:30–1:30	Lunch Buffet	Pavilion Dining Hall
1:30–3:00	Team Competitions	Sports Field
3:00–4:00	Awards Ceremony & Closing	Main Pavilion

Questions:

1. When is the deadline to submit the waiver form? (Single passage - Notice)

- a. June 10
- b. June 15
- c. June 1
- d. July 10

Strategy: Scan Notice for waiver → "must be submitted to HR by June 10"

2. What time does the bus leave? (Single passage - Email)

- a. 7:30 a.m.
- b. 7:45 a.m.
- c. 8:30 a.m.
- d. 9:00 a.m.

Strategy: Scan Email for transportation → "bus leaves...at 7:45 a.m."

3. If an employee forgets their ID card but brings everything else, what will probably happen? (Multi-passage - Notice + Schedule)

- a. They can join all activities
- b. They may not be able to register
- c. They will only miss the team competitions
- d. They can borrow an ID card from HR

Strategy:

- Notice says ID is required ("Must Bring")
- Schedule shows Registration is first activity
- Without required item, can't complete registration
- Answer: b

4. Where will lunch be served? (Multi-passage - Email + Schedule)

- | | |
|-------------------------|-------------------|
| a. Resort café | b. Lakeside Area |
| c. Pavilion Dining Hall | d. Meeting Room A |

Strategy:

- Schedule shows lunch location: Pavilion Dining Hall
- Email confirms lunch provided (supports this)
- Notice says café closed (eliminates option a)
- Answer: c

5. If transportation is delayed by 30 minutes, what will probably happen?
(Multi-passage - All three)

- a. Registration will end earlier
- b. Activities will start later than planned
- c. Lunch will be canceled
- d. The event will end at 4:30 p.m.

Strategy:

- Email: Bus at 7:45, event starts 8:30
- If bus delayed 30 min → arrives 8:45
- Can't register at 8:30 if people arrive at 8:45
- Activities will start late
- Answer: b

6. Based on all three passages, which items would fully prepare an employee?

(Multi-passage - All three)

- a. Water bottle, signed waiver, ID card, sunscreen
- b. Hat, lunchbox, café voucher, water bottle
- c. ID card, umbrella, snacks, RSVP email
- d. Waiver, hat, office badge, lunchbox

Strategy:

Check each passage:

- Email: bring water bottle ✓
- Notice: must bring ID ✓ and waiver ✓, recommended sunscreen ✓
- Notice: lunch provided (no need for lunchbox) ✗
- Notice: café closed (no need for voucher) ✗
- Answer: a

4.6 How Information Connects in Multiple Passages

When working with double and triple passages, you need to understand how texts connect. Think of it like putting puzzle pieces together.

Four Main Ways Texts Connect

Connection 1: Reference Words

One passage mentions something. Another passage uses a reference word to talk about the same thing.

Common reference words:

- it, its
- they, them, their
- this, that
- these, those

Example:

- Email: "We will launch our new smartphone in March."
- Notice: "It will be available in three colors."

Question: What does "it" refer to?

Answer: The new smartphone

How to find it:

1. See word "it"
2. Ask "What is 'it'?"
3. Look at previous passage
4. Find the noun → "new smartphone"

Connection 2: Different Words, Same Thing

Sometimes passages use different words for the same thing.

Table 18: Common examples of Word Connection

First Text	Second Text	Meaning
meeting	conference, session	same event
deadline	due date	same time limit
employee	staff member, worker	same person
purchase	buy	same action
annual	yearly	same frequency
postpone	reschedule, delay	same change

Example:

- Memo: "All staff must attend the yearly safety briefing."

- Schedule: "The security training will be at 2:00 p.m."

These mean the SAME event!

Connection 3: Connecting Words

Some words show HOW ideas relate to each other.

Adding information:

- also, in addition, furthermore, moreover

Showing contrast:

- however, but, although, on the other hand

Showing cause and effect:

- therefore, so, as a result, because

Showing time:

- meanwhile, then, after, before, next

Example:

- Email: "Meeting is at 2:00 p.m."

- Notice: "*However*, the room won't be ready until 2:30."

"However" shows there's *a problem*.

Connection 4: Same Specific Details

Look for same information in multiple passages: names, dates, times, numbers and locations

Example:

- Email: "Presentation on March 15 in Room B."
- Notice: "Room B closed on March 15 for repairs."

Problem: Room is not available!

Practice Exercise: Finding All Four Connections

Read these two short passages and identify the connections.

Passage 1: Email

"The quarterly sales report will be presented by Ms. Thompson next Friday at 10:00 a.m. in the main conference room."

Passage 2: Memo

"All department heads should attend her presentation to discuss the Q3 numbers. However, the main conference room is being renovated, so we will use the training center instead."

Find the connections:

1. Reference word connection:

- "her" refers to → Ms. Thompson

2. Different words, same thing:

- "quarterly sales report" = "Q3 numbers"

(Q3 = Quarter 3 = quarterly, numbers = sales report)

3. Connecting word:

- "However" shows → a problem/change

(Original plan changed due to renovation)

4. Same specific details:

- Date: Friday (appears in both)

- Time: 10:00 a.m. (appears in both)

- Location: main conference room (appears in both, but changes)

Question that might be asked:

"Where will the presentation actually take place?"

Answer: Training center (due to renovation, mentioned after "however")

4.7 Understanding Inference Questions

What is "Inference"?

Inference = understanding something the writer suggests but doesn't say directly.

Common question patterns:

- "What can be inferred...?"
- "What is suggested...?"
- "What is probably true...?"
- "What can be concluded...?"
- "It can be understood that..."

Example of Inference Question

"Due to the national holiday, all project deadlines have been moved to the following Monday."

What can we infer about the holiday?

- a. It happens before the original deadline
- b. Employees will work overtime
- c. The holiday is in December
- d. Projects will be canceled

Correct Answer: a

Why?

1. Deadlines moved to "following Monday"
2. They're moved BECAUSE of holiday
3. If deadlines move to AFTER holiday, holiday must come BEFORE
4. Not stated directly, but MUST be true

Three Types of Inference Questions

Type 1: About People or Situations

Figure out someone's job or a situation from clues.

Example:

"Ms. Johnson reminded staff to submit timesheets by Friday. Late submissions won't be processed until next pay period."

Question: What can be inferred about Ms. Johnson?

- Answer: She probably works in payroll or HR
- Clues: She handles timesheets and pay periods

Type 2: Cause and Effect

Figure out WHY something happened or WHAT will happen.

Example:

"The outdoor picnic has been moved indoors due to weather."

Question: What can be inferred?

- Answer: Weather is bad for outdoor activities
- Clues: Moved from outdoor to indoor because of weather

Type 3: Attitude or Tone

Figure out how someone feels.

Example:

"We regret your application was not successful. However, we were impressed and encourage you to apply again."

Question: What is the company's attitude?

- Answer: Professional and encouraging
- Clues: "regret" (polite), "impressed" (positive), "encourage" (supportive)

How to Answer Inference Questions

Step 1: Read the relevant part carefully

Step 2: Ask "What **MUST** be true based on this?"

Step 3: Remove wrong answers that:

- Are stated directly (not inference!)
- Go too far
- Contradict the passage
- Use extreme words

Step 4: Choose answer that follows logically

Practice

Passage: The new parking garage will open next month. Until then, use the temporary lot.

Question: What can be inferred?

- a. The temporary lot is free
- b. The new garage is on Oak Street
- c. Staff cannot use the new garage now
- d. The old garage was demolished

Strategy:

- Opens "next month" = future
- "Until then" = before it opens
- Therefore, can't use it NOW → Answer is “c”

4.8 Time Management Strategies

Managing time well is very important. With 100 questions in 75 minutes, you need to work quickly and smartly.

Table 19: Recommended Time for TOEIC Reading

Part	Questions	Time	Seconds Each
5	30	10-12 min	20-24 sec
6	16	8-10 min	30-37 sec
7	54	50-55 min	55-61 sec
Review	-	2-5 min	-

Eight Time Management Strategies

Strategy 1: Answer Easy Questions First

When you see a difficult question:

- Skip it
- Mark it (circle the number)
- Come back later
- Don't waste 2-3 minutes on one question

Why this works:

- You get points from easy questions
- You don't run out of time
- Your brain might solve it later

Strategy 2: Preview the Section

Before starting Part 7:

- Quickly scan passages (10-15 seconds)
- Notice where long passages are
- See which are single, double, triple
- Plan your time

Strategy 3: Skim and Scan

Skim = Read quickly for main ideas

- Look at titles, headings
- Read first and last sentences
- Get general topic

Scan = Look for specific information

- Search for names, dates, numbers
- Find keywords from questions
- Move eyes quickly

Don't read word-for-word unless:

- Question needs detailed understanding
- You need to verify specific information

Strategy 4: Read Questions Before Passages

For Part 7:

1. Read questions first (not answer choices)
2. Understand what information you need
3. Then read passage looking for that information

Why this works:

- You know what to look for
- You can skip irrelevant details
- You read with a purpose

Strategy 5: Use Elimination

When you're not sure:

1. Cross out clearly wrong answers
2. Use the five tricks
3. Choose from remaining options

If you eliminate 2 wrong answers:

- Chances improve from 25% to 50%!

4.9 Chapter Summary

Chapter 4 prepares you for the TOEIC Reading test. You learned about three parts: grammar sentences, text completion, and reading passages. The chapter taught you how to read graphs and tables, avoid wrong answer tricks, find hidden meanings, and manage your time well. Practice these strategies regularly to improve your score and feel confident on test day.

Post-Test (/10)

Choose the best answer.

1. How many questions are in Part 7 (Reading Comprehension)?
 - a. 30 questions
 - b. 46 questions
 - c. 54 questions
 - d. 100 questions
2. What are the four common word endings for nouns?
 - a. -ly, -ful, -ous, -ive
 - b. -tion, -ment, -ness, -er
 - c. -ate, -ify, -ize, -en
 - d. -ing, -ed, -s, -es
3. What is the purpose of scanning in reading?
 - a. To read every word carefully
 - b. To find specific information quickly
 - c. To understand the writer's feeling
 - d. To check grammar mistakes
4. What does "passive voice" mean?
 - a. The subject does the action
 - b. The subject receives the action
 - c. Using past tense only
 - d. Writing very quietly
5. Choose the correct form: "All reports must _____ by Friday."
 - a. submit
 - b. be submitted
 - c. submitting
 - d. submitted

6. **Parking Options**

Location	Hours	Cost
Main Garage	7am-7pm	\$10/day
Overflow Lot	6am-10pm	Free
Street	8am-6pm	\$3/hour

You arrive at 6:30 am and leave at 8:00 pm. Which parking works for you?

- a. Main Garage
- b. Overflow Lot
- c. Street
- d. None of these

7. Passage: "Starting June, full-time employees get a 5% raise. Part-time get a bonus."

Answer choice says "All employees get a raise." Which trick is this?

- a. Not in text
- b. Wrong meaning
- c. Too strong
- d. Wrong time

8. Text 1: "Ms. Chen will present the sales report."

Text 2: "Her presentation starts at 10 a.m."

What connects these texts?

- a. Same time
- b. Reference word "her"
- c. Same room
- d. Different topic

9. You finished Part 5 in 15 minutes (recommended: 10-12 minutes).

What should you do?

- a. Go back and change all answers
- b. Take a break
- c. Continue to Part 6 and use extra time for Part 7
- d. Review Part 5 for 5 minutes

10. Which strategy is MOST effective for double passages?

- a. Read only the first passage
- b. Look for connections between both passages
- c. Answer randomly
- d. Skip all multi-passage questions

Chapter 5

Job Application Documents

In this chapter, you'll learn how to apply for jobs in English. You'll explore how to read job ads carefully, write clear and professional cover letters and resumes, use proper online communication, avoid common mistakes, and practice writing real-world documents.

Learning Objectives

By the end of this chapter, you will be able to:

1. Analyze job advertisements to identify key qualifications and job requirements
2. Create professional job application letters and resumes

Pre-Test (/10)

Choose the best answer.

1. What does "requirements" usually refer to in a job advertisement?
 - a. Job location and salary
 - b. Skills, experience, and qualifications needed
 - c. Benefits offered by the company
 - d. Number of working hours
2. Which sentence is the most appropriate opening for a job application letter?
 - a. Hello! My name is Somchai.
 - b. I want to work at your company.
 - c. I am writing to apply for the position of Marketing Assistant.
 - d. You should hire me.
3. What should you include in the "Education" section of a resume?
 - a. Your hobbies and interests
 - b. A list of your favorite teachers
 - c. Your university, major, and graduation year
 - d. Personal opinions about school
4. Which of the following is a formal way to end a job application letter?
 - a. See you soon
 - b. Cheers
 - c. Bye bye
 - d. Yours sincerely
5. Which subject line is most suitable for an email job application?
 - a. Hi, I want a job!
 - b. Job Application
 - c. Here is my CV!
 - d. I'm ready to start work

6. Which of these should not be included in a professional resume?
- a. Work experience
 - b. Date of birth
 - c. Academic achievements
 - d. Personal opinions
7. Which of the following is a common mistake Thai learners make when writing resumes in English?
- a. Using action verbs like "Managed" or "Organized"
 - b. Writing in short bullet points
 - c. Including unrelated personal information like height and weight
 - d. Keeping the format simple and clear
8. What is the best way to respond to a job ad that asks for a resume and cover letter?
- a. Only send your resume
 - b. Call the company and ask for an interview
 - c. Send both documents with a short email explaining your interest
 - d. Post your documents on social media
9. Which phrase is too informal for a job application letter?
- a. I am very interested in this position
 - b. I would like to express my interest
 - c. I wanna get this job
 - d. I believe my qualifications match the job
10. What is the main purpose of a cover letter?
- a. To summarize your daily routine
 - b. To explain why you are a good fit for the job
 - c. To describe your future goals in life
 - d. To ask for a higher salary

5.1 Understanding Job Advertisements

Job ads give you key details about a job and the company. Reading them carefully helps you see if the job fits your skills and goals. It also lets you write a stronger resume and cover letter that match what the employer is looking for.

Most job advertisements follow a common structure, which helps applicants find key information efficiently (Indeed, 2025). Here are the typical sections you will see:

1. **Job Title:** This is the name of the job, like "Marketing Assistant" or "Junior Web Developer."
2. **Company Information:** This part tells you about the employer and what their business does.
3. **Job Summary/Overview:** This gives a short description of the job and its main tasks.
4. **Responsibilities/Duties:** This section lists the tasks and activities you will do in the job.
It's very important to read this carefully.
5. **Qualifications/Requirements:** This lists the skills, experience, and education the company wants.

When you read the "Qualifications" section of a job ad, you will often see different types of requirements. It's important to understand the difference.

- **Required Qualifications (or Essential Qualifications):** These are the skills and experience you absolutely **MUST** have. For example, an ad might say, "A Bachelor's degree in Business is required." If you do not have these, it is unlikely you will be chosen for the job.
- **Preferred Qualifications (or Desirable Qualifications):** These are skills or experiences that are an advantage, but not always necessary. For instance, "Experience with social media marketing is preferred." If you have these, it's great, but you might still get the job without them if you meet all the required qualifications.

5.1.1 Decoding Job Ad Language

Job advertisements often use corporate language and phrases that may seem unclear at first. Understanding what employers really mean helps you better prepare your application and decide if the job is right for you.

Table 20: Common Phrases and What They Really Mean

If the Ad Says...	It Means You Need to Be...
Fast-paced environment	Good at managing stress and multiple tasks at the same time
A team player	Collaborative with good communication skills
A proactive self-starter	Able to work independently without constant supervision
Strong attention to detail	Careful, precise, and able to avoid making mistakes
Excellent multitasking abilities	Able to handle several projects or tasks simultaneously
Results-driven	Focused on achieving goals and meeting targets
Flexible and adaptable	Willing to adjust to changing priorities and new situations
Customer-focused	Skilled at understanding and meeting customer needs

Practice recognizing these phrases: When you read a job ad, circle these common phrases. Then, think about your own experiences that demonstrate these skills. This will help you later when you write your cover letter.



ENTRY-LEVEL MARKETING ASSISTANT

BRIGHTSPARK SOLUTIONS – NEW YORK, NY

ABOUT US

BrightSpark Solutions is a dynamic marketing agency dedicated to helping businesses grow through innovative marketing strategies.

JOB SUMMARY

We are seeking a motivated and creative Entry-Level Marketing Assistant to join our team. You will support our marketing campaigns and initiatives while gaining valuable hands-on experience in the field.

KEY RESPONSIBILITIES

- Assist in the development and execution of marketing campaigns
- Conduct market research and analyze trends
- Create and curate content for social media and digital platforms
- Coordinate marketing events and promotional activities

QUALIFICATIONS

- Bachelor's degree in Marketing, Business, or a related field
- Strong written and verbal communication skills
- Proficiency in Microsoft Office and social media platforms

HOW TO APPLY

Please send your resume and cover letter to hr@brightsparksolutions.com

Figure 2: Sample Job Ad 1



GlobalConnect Services Inc.

Join Our Team!

Junior Customer Support Agent

Location: Chiang Mai, Thailand (Office-based)

Contract: Permanent, Full-Time

COMPANY PROFILE

GlobalConnect Services Inc. is a leading provider of international customer support solutions. We pride ourselves on excellent service and a positive work culture. We are expanding our team in Chiang Mai.

ROLE OVERVIEW

As a Junior Customer Support Agent, you will be the first point of contact for our international clients, providing helpful information, answering questions, and resolving issues primarily via email and chat.

YOUR MAIN DUTIES WILL INCLUDE

- Responding to customer inquiries professionally and in a timely manner.
- Identifying and assessing customers' needs to achieve satisfaction.
- Providing accurate, valid, and complete information using the right methods/tools.
- Handling customer complaints, providing appropriate solutions and alternatives.

WE ARE LOOKING FOR SOMEONE WITH

- **Excellent English communication skills (written and verbal)** – B2 level or higher.
- **A High School Diploma** or equivalent; **Bachelor's degree is a plus.**
- Previous experience in customer service is preferred but not essential.
- Ability to multitask, prioritize, and manage time effectively.
- Patience and empathy when dealing with customers.

BENEFITS

- **Attractive salary package and performance bonuses.**
- **Comprehensive health insurance.**
- **Ongoing training and career advancement opportunities.**

TO APPLY

- Please submit your application online through our careers portal:
 - [Fictional Careers Portal Link]
 - **by December 15, 2027**
- Reference Code: CSJ005

Figure 3: Sample Job Ad 2

5.1.2 Self-Assessment Checklist

Before you apply for any job, it's important to honestly evaluate whether your skills and experience match what the employer is looking for. This checklist helps you identify your strengths and areas where you may need to develop further.

Instructions: Choose one of the sample job ads above (or find a real job ad that interests you). Read it carefully, then complete this checklist.

Job Title: _____

Company: _____

Part A: Required Qualifications

List the required qualifications from the job ad. Then, honestly assess whether you meet each one.

Required Qualification	I Have This (✓ or X)	Evidence/Example
<i>Example:</i> Bachelor's degree in Marketing	✓	B.B.A. Marketing, Chulalongkorn University, 2022

Part B: Preferred Qualifications

List the preferred qualifications. These are bonuses that make you stand out.

Preferred Qualification	I Have This (✓ or X)	Evidence/Example
1.		
2.		
3.		

Part C: Skills Gap Analysis

1. Which required qualifications do you NOT have yet?

2. How could you gain these qualifications before applying?

3. What are your strongest qualifications for this job?

Part D: Decision

Based on your self-assessment:

☐ I am ready to apply for this job now

☐ I need to develop more skills before applying (list which ones: _____)

☐ This job is not a good match for my skills and interests

Practice Exercises: Job Ad

Exercise 1: Based on above Job Ads, answer the following questions.

1. Which section of a job ad typically describes what the company does and its values?

- | | |
|-------------------------|-------------------------------|
| a. Key Responsibilities | b. About Us / Company Profile |
| c. Qualifications | d. How to Apply |

2. What information is usually found in the "Qualifications" section?

- | | |
|---------------------|----------------------------------|
| a. Company benefits | b. Required education and skills |
| c. Salary details | d. Application deadline |

3. In the sample job ad for BrightSpark Solutions, which of the following is NOT listed as a key responsibility?

- | | |
|-------------------------------|----------------------------------|
| a. Conducting market research | b. Creating social media content |
| c. Managing payroll | d. Coordinating marketing events |

Exercise 2: Short Answer Questions

4. List three important parts of a job advertisement and briefly explain the purpose of each.

5. According to the GlobalConnect Services Inc. ad, what is the main method of communication with clients for the Junior Customer Support Agent role?

Exercise 3: Match the job ad section to its description.

Section	Description
Key Responsibilities _____	A. Benefits and opportunities provided by the company
Qualifications _____	B. Skills, education, or experience required
How to Apply _____	C. What the employee will do on a daily basis
What We Offer _____	D. Instructions for submitting an application

Exercise 4: True or False

6. The "How to Apply" section always lists the company's website.

7. The "Role Overview" or "Job Summary" explains the main purpose of the position.

Exercise 5: Discussion

8. Why is it important for a job ad to clearly list both the job responsibilities and the qualifications? Give examples from the sample ads to support your answer.

5.2 Writing Effective Job Application Letters

A job application letter, or cover letter, is your first chance to impress the employer. It's where you introduce yourself and explain why you're a good match for the job and the company. Unlike a resume that lists your experience, the cover letter lets you highlight your most relevant skills and show your interest in the role.

5.2.1 Structure and Format

A strong job application letter has these parts:

1. **Your address and date**
2. **Employer's address**
3. **Salutation** (e.g., Dear Ms. Smith,)
4. **Opening paragraph:** State the job you are applying for and where you found the ad
5. **Body paragraph(s):** Highlight your skills, experience, and why you are a good match
6. **Closing paragraph:** Thank the employer and mention your attached resume
7. **Formal closing** (e.g., Sincerely,) and your name

5.2.2 Language Focus: Key Phrases for Your Cover Letter

Using professional language in your cover letter shows employers you can communicate effectively. Here are useful phrases organized by section:

Opening Paragraph - Stating Your Purpose:

- "I am writing to apply for the position of [Job Title] as advertised on [where you found it]."
- "I wish to express my interest in the [Job Title] position listed on your company website."
- "I am writing in response to your advertisement for [Job Title]."

Body Paragraph - Highlighting Your Skills:

- "In my previous role as [position], I was responsible for..."
- "My experience includes..."
- "I have developed strong skills in..."
- "I successfully managed/coordinated/led..."
- "This directly aligns with the requirements outlined in your job posting."
- "My background in [field] has equipped me with..."

Connecting to the Job Requirements:

- "The job advertisement emphasizes the need for [skill], and I believe my experience in [related experience] makes me well-suited for this role."
- "Your advertisement mentions [requirement]. In my current position, I regularly..."
- "I am particularly drawn to this opportunity because..."

Closing Paragraph - Showing Enthusiasm:

- "I am very interested in this opportunity and would welcome the chance to discuss my qualifications further."
- "I am enthusiastic about the possibility of contributing to [Company Name]."
- "I look forward to the opportunity to discuss how my skills and experience can benefit your team."
- "Thank you for considering my application."
- "I have attached my resume for your review."

Sample Job Application Letter

123 Sukhumvit Road

Bangkok 10110

May 10, 2025

Ms. Jane Smith
HR Manager
BrightSpark Solutions
456 Rama IV Road
Bangkok 10330

Dear Ms. Smith,

I am writing to apply for the position of Marketing Assistant as advertised on your company website. With a Bachelor's degree in Marketing from Chulalongkorn University and two years of hands-on experience in digital marketing, I am confident that my skills align well with the requirements outlined in your job posting.

Your advertisement emphasizes the need for strong social media management and content creation skills. In my current role as Social Media Coordinator at XYZ Agency, I manage content across multiple platforms including Facebook, Instagram, and LinkedIn. I successfully increased our client engagement rates by 35% over six months through targeted campaigns and consistent brand messaging. Additionally, I have coordinated three major promotional events, each attracting over 200 participants, which has strengthened my organizational and multitasking abilities.

BrightSpark Solutions' focus on creative marketing campaigns and your commitment to helping small businesses grow particularly appeals to me. I am eager to bring my creativity, analytical skills, and passion for digital marketing to your dynamic team.

Thank you for considering my application. I have attached my resume for your review and would welcome the opportunity to discuss how I can contribute to BrightSpark Solutions' continued success. Please feel free to contact me at 081-234-5678 or somsri@email.com.

Yours sincerely,



Somsri Chanthara

What Makes This Letter Strong:

- ✓ It directly references specific requirements from the job ad
- ✓ It provides concrete examples and quantifiable achievements (35% increase, 200 participants)
- ✓ It shows knowledge of and interest in the company
- ✓ It uses professional, formal language throughout
- ✓ It demonstrates results, not just responsibilities

Practice Exercises: Application Letter**Exercise 1: Identify the Parts**

Read the improved sample letter above. Label each part (your address, employer's address, salutation, opening paragraph, body paragraphs, closing paragraph, and formal closing).

Exercise 2: Error Correction

Find and correct the mistakes in the letter on the next page

somsri chantara
123 sukhumvit road
bangkok 10110

may 10 2025

HR Department
ABC Innovations Co., Ltd.
456 Rama IV Road
Bangkok 10330

Hi Hiring Team,

I am write to express my interest for the Marketing Coordinator role listed on your careers page. With over three years of experiences in digital marketing, I am confident my skills align excellent with your needs.

In my current role at XYZ Agency, I lead a team to develop and execute social media strategies, resulting in a 40% increase in engagement. I also collaborate close with cross-functional teams to ensure brand consistency and timely delivery of campaigns. Additionally, I was responsible for analyzing metrics to inform strategic decisions.

I hold a Bachelor's Degree in Marketing from Chulalongkorn University and am proficient in tools like Google Analytics and Adobe Creative Suite. I am excited about ABC Innovations' focus in sustainability and believe my passion for eco-friendly initiatives make me a strong fit.

Attached please find my resume for your consideration. I would appreciate the opportunity to discuss how I can contribute to ABC Innovations. Please don't hesitate to contact me at 081-234-5678 or somsri@email.com.

Thanks,



Somsri

Source: Jenwitheesuk, P. (2009). *Errors in Thai EFL students' writing*.

Chulalongkorn University Press.

Exercise 3: Write Your Own Cover Letter

Write a cover letter for one of the sample job ads or a real job ad you find interesting. Use the phrases from section 5.2.2 and follow the improved sample letter format.

5.3 Building a Modern Resume

A resume (or CV) is a summary of your education, experience, and skills, and it is used in the screening process for a job application.

There are some differences between Resume and CV:

- Resume: 1–2 pages, focused on a specific job
- CV (Curriculum Vitae): Longer, used for academic or research jobs

5.3.1 Resume Structure

1. **Contact Information** (name, phone, email, address)
2. **Objective** (optional): A short statement about your career goal
3. **Education** (list most recent first)
4. **Experience** (jobs, internships, volunteer work)
5. **Skills** (languages, computer, other relevant skills)
6. **References** (optional or "Available upon request")

5.3.2 Power Verbs for Your Resume

The verbs you use at the beginning of your bullet points are very important. Strong action verbs (also called "power verbs") make your experience sound more impressive and professional. They show your achievements and results, not just your tasks.

Table 21: Power Verbs for Resume Writing

Skill Category	Power Verbs
Management & Leadership	Coordinated, Delegated, Directed, Led, Managed, Organized, Supervised
Communication	Authored, Presented, Negotiated, Persuaded, Promoted, Published
Technical	Designed, Developed, Engineered, Programmed, Operated, Upgraded, Built
Achievements	Achieved, Expanded, Increased, Improved, Generated, Reduced, Streamlined
Research & Analysis	Analyzed, Evaluated, Researched, Assessed, Investigated
Creative	Created, Conceptualized, Designed, Initiated, Launched

5.3.3 Writing Achievement-Oriented Bullet Points

Many resumes simply list job duties: "Managed social media accounts" or "Coordinated events." This tells employers what you did, but not how well you did it or what results you achieved.

Achievement-oriented bullet points are much more powerful. They show the impact of your work using this simple formula:

Action Verb + What You Did + Result (with numbers when possible)
--

Examples:

Weak (Duty-focused):

- Managed social media accounts

Strong (Achievement-focused):

- Managed 5+ client social media campaigns, increasing follower engagement by 25%

Weak:

- Organized company events

Strong:

- Coordinated three major promotional events, each with over 200 attendees and generating 15+ new client leads

Weak:

- Helped customers with problems

Strong:

- Resolved customer inquiries via email and phone, maintaining a 95% satisfaction rating

Rewrite these weak bullet points into achievement-oriented statements:

1. Wrote content for company blog

2. Worked on sales team

3. Was responsible for inventory

Sample Resume (ORIGINAL VERSION)



Somsri Chanthara

☎ 081-234-5678

✉ somsri@gmail.com

📍 Bangkok, Thailand

Objective

To obtain the position of Marketing Assistant at ABC Company

Education

Bachelor of Business Administration (B.B.A.) in Marketing

Chulalongkorn University, Bangkok, Thailand

Graduated: 2022

Experience

Social Media Coordinator

XYZ Agency, Bangkok, Thailand

2023–2025

- Managed Facebook and Instagram campaigns
- Organized three major events

Marketing Intern

Digital Solutions Co., Bangkok, Thailand

2022–2023

- Helped with social media content
- Worked on market research

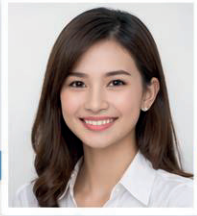
Skills

- Fluent in English and Thai
- Microsoft Office, Adobe Photoshop
- Teamwork, communication

References

Available upon request

Sample Resume (IMPROVED VERSION)



Somsri Chanthara

081-234-5678 | somsri@gmail.com | Bangkok, Thailand

Objective

To obtain the position of **Marketing Assistant** at BrightSpark Solutions where I can utilize my digital marketing expertise and creative skills to help small businesses grow their online presence.

Education

Bachelor of Business Administration (B.B.A.) in Marketing
Chulalongkorn University, Bangkok, Thailand
Graduated: May 2022 | GPA: 3.65/4.00

Experience

Social Media Coordinator
XYZ Agency, Bangkok, Thailand
June 2023 – Present

- Managed 5+ client social media campaigns, boosting engagement by **35%**
- Created content for daily posts, increasing organic reach by **50%**
- Coordinated 3 major promotional events with **200+** participants
- Analyzed campaign performance using *Google Analytics*

Marketing Intern
Digital Solutions Co. Bangkok, Thailand
January 2022 – May 2023

- Assisted in developing content strategies for 3 client accounts
- Conducted market research and competitor analysis
- Supported email marketing campaigns with a **28% open rate**

Skills

- Languages:** Fluent in Thai and English (TOEIC: 850)
- Technical:** Microsoft Office Suite, Adobe Photoshop, Google Analytics, Canva, Hootsuite
- Professional:** Social media management, content creation, event coordination, data analysis

References

Available upon request

What Makes This Resume Strong:

- ✓ Uses strong action verbs (Managed, Created, Coordinated, Analyzed)
- ✓ Includes specific numbers and achievements
- ✓ Shows results, not just responsibilities
- ✓ Tailored to the Marketing Assistant position (Tailored to = Written specifically for)
- ✓ Clean, professional formatting

5.3.4 Common Mistakes and Best Practices

Common Mistakes:

1. **Spelling and grammar errors:** Always proofread multiple times
2. **Too much personal information:** Don't include age, religion, marital status, or photo unless specifically required
3. **Using the same resume for every job:** Tailor your resume to match each job's requirements
4. **Listing duties instead of achievements:** Focus on what you accomplished
5. **Poor formatting:** Keep it clean, consistent, and easy to read
6. **Including irrelevant information:** Only include experience and skills related to the job

Best Practices:

- ✓ Keep formatting simple and professional
- ✓ Use bullet points for clarity
- ✓ List experience in reverse chronological order (most recent first)
- ✓ Quantify your achievements with numbers whenever possible
- ✓ Use strong action verbs to start each bullet point

- ✓ Proofread carefully – ask someone else to review it too
- ✓ Keep it to 1-2 pages maximum
- ✓ Save and send as a PDF to preserve formatting
- ✓ Use a professional email address
- ✓ Tailor your resume to match the specific job requirements

Practice Exercises: Building a Modern Resume

Exercise 4: Resume Analysis

Look at both the original sample resume and the improved version. Complete this analysis:

Strengths of the improved resume:

1. _____
2. _____
3. _____

What specific improvements were made?

1. _____
2. _____
3. _____

Exercise 5: Transform Duty Statements into Achievements

Rewrite these duty-focused statements into achievement-oriented bullet points using the formula: Action Verb + What You Did + Result

1. Original: Answered customer emails

Improved: _____

2. Original: Posted on social media

Improved: _____

3. Original: Helped organize training sessions

Improved: _____

4. Original: Updated the company database

Improved: _____

Exercise 6: Write Your Application Letter and Resume

Part 1: Choose a Job Ad

Find a job ad that matches your interests and skills. You can use one of the sample ads in this chapter or find a real job advertisement online.

Job Title: _____

Company: _____

Source: _____

Part 2: Complete the Self-Assessment Checklist

Use the checklist from Section 5.1.2 (Page 163) to evaluate whether you meet the job requirements.

Part 3: Write Your Documents

1. Write an application letter tailored to this job
2. Write a resume that highlights your relevant qualifications

Remember to:

- Use the improved sample letter and resume as models
- Include specific achievements with numbers when possible
- Use strong action verbs from the power verbs list
- Match your skills to the job requirements
- Use professional language from the phrase bank
- Proofread carefully

Part 4: Follow-up Questions

After writing your documents, reflect on these questions:

1. Why did you choose this job?

2. Which qualifications do you already have?

3. What might you need to improve before applying?

4. Which of your achievements are you most proud of, and how did you present them?

Part 5: Peer Feedback

Work with a classmate. Exchange your resume and cover letter. Use the rubrics on the next pages to give each other feedback.

Table 22: Application Letter Rubric

Category	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
1. Content & Relevance	Letter directly addresses job requirements with specific examples	Letter mentions job requirements with some examples	Letter mentions the job but few specific connections	Letter doesn't connect to job requirements
2. Tone & Professionalism	Sounds professional, enthusiastic, and makes the reader interested	Sounds friendly and professional but not very engaging	Sounds okay but a little boring or too casual	Sounds boring, too casual, or not polite
3. Grammar & Spelling	No grammar or spelling mistakes	1-2 small grammar or spelling mistakes	3-4 grammar or spelling mistakes	5 or more mistakes
4. Format	Follows professional letter format perfectly	Small mistake in format (like date or spacing)	Format is very wrong or confusing	Some big mistakes (missing name or address)
5. Language Use	Uses professional phrases and vocabulary from the phrase bank	Mostly uses good phrases	Some informal language or simple phrases	Too casual or many incorrect phrases

Scoring Guide:

- 18-20 points: Excellent! Ready to use.
- 14-17 points: Good work. A few things to improve.
- 10-13 points: Needs revision. Ask for feedback.
- 0-9 points: Let's improve it together step by step.

Table 23: Resume Writing Rubric

Category	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
1. Content Relevance	Fits the job ad perfectly with specific, relevant details	Mostly fits the job ad with good details	Some parts match the job ad	Not connected to the job ad
2. Achievement Focus	Uses strong action verbs and quantified achievements throughout	Most bullet points show achievements	Mix of duties and achievements	Only lists duties, no results shown
3. Format & Organization	Easy to read; all sections included; professional appearance	Mostly clear; a few small formatting inconsistencies	Some parts missing or confusing layout	Hard to read or very messy
4. Language & Grammar	No grammar or spelling mistakes; uses power verbs	1-2 small mistakes; mostly uses strong verbs	3-4 mistakes; some weak verbs used	Many mistakes; mostly weak verbs
5. Vocabulary	Uses strong, formal job-related vocabulary throughout	Mostly uses good professional words	Some informal or repeated words	Too simple or incorrect words
6. Professional Tone	Very professional and clear throughout	Mostly formal and appropriate	Sometimes too casual or unclear	Too casual or confusing

Scoring Guide:

- 22-24 points: Excellent! Ready to use.
- 17-21 points: Good work. A few things to improve.
- 12-16 points: Needs revision. Ask for feedback.
- 0-11 points: Let's improve it together step by step.

5.4 Chapter Summary

This chapter taught you important skills for applying for jobs in English. You learned how to read job advertisements and understand what employers want. You practiced writing professional cover letters using formal language and showing how your experience matches the job. You also learned to write strong resumes using action verbs and showing your achievements with numbers. You now know the differences between Thai and international resume styles and can create applications that impress employers.

Post-Test (/10)

Choose the best answer.

1. In a job advertisement, what is the difference between "required" and "preferred" qualifications?
 - a. There is no difference; they mean the same thing
 - b. Required qualifications are essential; preferred qualifications are desirable but not mandatory
 - c. Preferred qualifications are more important than required ones
 - d. Required qualifications are for full-time jobs only
2. Which opening is most professional for a job application letter?
 - a. I am writing to apply for the Sales Manager position.
 - b. I wish to express my interest in the Marketing Assistant role advertised on your website.
 - c. With reference to your advertisement, I would like to apply for this position.
 - d. I am interested in the job you posted online.
3. When listing your work experience on a resume, what should you focus on?
 - a. Only the job titles you held
 - b. Your daily duties and tasks
 - c. Achievements and results with specific examples and numbers
 - d. The names of all your supervisors
4. Which closing is most appropriate for a formal job application letter?
 - a. Best regards
 - b. Take care
 - c. Kind regards
 - d. Yours sincerely
5. When applying for a job via email, what should your subject line include?
 - a. Only your name
 - b. The job title, position reference (if any), and your name
 - c. A friendly greeting
 - d. Your current job title

6. Which should NOT be included in an international English resume?
- a. Email address
 - b. Height and weight
 - c. Phone number
 - d. Work experience
7. What is the best way to start bullet points in the "Experience" section of your resume?
- a. With phrases like "I was responsible for..."
 - b. With strong action verbs like "Managed," "Developed," "Coordinated"
 - c. With the date you started each task
 - d. With the word "Duties:"
8. If a job advertisement asks you to submit a resume and cover letter, what should you do?
- a. Only send the resume since it has all the information
 - b. Send both documents as requested
 - c. Send the resume first, then the cover letter separately
 - d. Visit the company in person instead
9. Which phrase is most professional for a job application letter?
- a. I really, really want this job!
 - b. My skills and experience match the job requirements.
 - c. You guys should totally hire me.
 - d. I need this job because I'm unemployed.
10. What does "fast-paced environment" in a job advertisement usually mean?
- a. The office has fast internet
 - b. Employees get frequent promotions
 - c. You need to manage multiple tasks and handle pressure
 - d. The company is growing quickly

Chapter 6

Interview Skills and Communication

Chapter 6 teaches you how to communicate clearly in job interviews and the workplace. You'll learn how to prepare, answer common questions, introduce yourself, handle phone calls, and write memos. With real examples and practice exercises, you'll build the confidence to interview like a pro and be ready to get hired.

Learning Objectives

By the end of this chapter, you will be able to:

1. Recognize common interview questions and respond using simple structured answers (STAR method)
2. Introduce yourself professionally in job interviews and handle basic workplace phone calls
3. Match your skills and experiences to job requirements from advertisements
4. Write clear, short workplace memos using standard format

Pre-Test (/10)

Choose the best answer.

1. What is a common first question in job interviews?
 - a. Can you start work tomorrow?
 - b. Tell me about yourself.
 - c. What salary do you expect?
 - d. Do you have your own transportation?
2. Which greeting is appropriate for answering a business phone call?
 - a. Hi, this is John.
 - b. Hello, who's calling?
 - c. Good morning, ABC Company. How may I help you?
 - d. Yes, speaking.
3. What information should a memo include?
 - a. To, From, Date, Subject, Message
 - b. Date, Subject, Message only
 - c. Greeting, Body, Closing, Signature
 - d. To, CC, BCC, Attachments
4. Why should you prepare before a job interview?
 - a. To have ready answers for all possible questions
 - b. To know what to say and feel more confident
 - c. To learn the interviewer's name and background
 - d. To memorize your resume word-for-word

5. What does "I'm responsible for customer service" mean?
- a. I sometimes help customers when needed.
 - b. I enjoy working with customers.
 - c. Customer service is my main job duty.
 - d. I want to learn about customer service.
6. When someone says "May I take a message?" what do they want?
- a. They want to know your contact information
 - b. They want to know why you are calling
 - c. They want you to give information to pass to another person
 - d. They want to schedule a meeting for you
7. You're in an interview and forget a word. What should you do?
- a. Pause and try to remember the exact word
 - b. Use other words to explain your idea
 - c. Apologize and ask to move to the next question
 - d. Ask the interviewer what word you should use
8. A caller wants to speak to Mr. Wong, but he's in a meeting. What should you say?
- a. "He's busy. Call later."
 - b. "I don't know where he is."
 - c. "He's not available right now. May I help you with something?"
 - d. "I'm afraid Mr. Wong is in a meeting. Would you like to leave a message?"

9. Look at this job ad requirement: "Must work well in a team." Which response best matches this?

- a. "I prefer to work independently on most tasks."
- b. "I worked with my classmates on a group project and we finished on time."
- c. "I can work alone or with others."
- d. "I have good computer skills for team projects."

10. Read this memo. What is the main message?

To: All Staff

From: Manager

Date: May 15, 2026

Subject: New Lunch Schedule

Starting May 20, lunch breaks will be from 12:30-1:30 PM.

- a. Lunch breaks are optional starting May 20
- b. The lunch break time is changing to 12:30-1:30 PM
- c. Staff can take lunch at any time they prefer
- d. The manager wants to meet during lunch time

6.1 Preparing for English Job Interviews

A job interview can feel scary, especially in English. However, good preparation makes it easier. If you know what to expect and how to get ready, you'll feel more confident. This section will guide you step by step so you can walk in with a clear mind and a strong start.

6.1.1 Why Job Interview Preparation Matters

An English job interview is not just about grammar. It's about showing you are ready for the job. Research shows that candidates who prepare well are more likely to succeed in interviews (Huffcutt et al., 2001). If you don't prepare, you may not know what to say. When you prepare, you can answer clearly and stay calm.

Example:

You shouldn't answer, "**I don't know**," when the interviewer asks "**Why do you want this job?**"

Your Turn:

Why is it important to prepare before an interview?

Write one reason:

6.1.2 Read the Job Ad Carefully and Match Your Skills

The job ad tells you what kind of person the company wants. It includes the job title, skills, and duties. Read the ad and find keywords like "teamwork," "communication," or "problem-solving."

Example:

Job ad: Looking for someone who can work well in a team.

Your answer: "I enjoy working with others to solve problems."

New Activity: Skills Matching Table

Complete the table below to practice matching job requirements with your own experiences.

Company's Need (from job ad)	Your Experience	How You'll Explain It
Example: "Strong teamwork skills"	Group project in Marketing class	"In my Marketing course, I worked with five classmates to create a campaign strategy."

Task:

Find one skill from a real or sample job ad. Write what you could say about that skill.

Skill: _____

Your sentence: _____

6.1.3 Know the Company

Before the interview, look at the company website or social media. Find out what they do and what their values are. Showing knowledge of the organization demonstrates real interest (Chapman & Zweig, 2005).

Example:

"I read on your website that your company focuses on green energy. I'm interested in working for a company that helps the environment."

Task:

Search for a company you like.

What do they do? _____

Why do you like them? _____

6.1.4 Review Your Own Experience

Think about what you've done at school, part-time jobs, or clubs. These experiences show your skills. Even small experiences can show important abilities (Brown & Campion, 1994).

Example:

"I worked at a coffee shop. I learned to talk with customers and work quickly."

Your Turn:

Write one experience and the skill it shows.

Experience: _____

Skill: _____

6.1.5 Practice This Question: Tell Me About Yourself

(Present-Past-Future Formula)

This is usually the first question. The most effective way to answer is using the *Present-Past-Future formula* (Yate, 2016). This structure creates a short, clear story about who you are professionally.

The Present-Past-Future Formula:

- Present: Who you are now (your current studies or role)
- Past: Relevant experience you've had
- Future: What you hope to achieve and why you're interested in this position

Model Answer:

Present: I am a final-year Marketing student at Kasetsart University, specializing in digital media.

Past: Through my internship at a local agency, I gained experience managing social media campaigns and analyzing engagement data.

Future: I'm eager to apply my skills in a creative and collaborative environment like this one, and I'm excited about the opportunity to contribute to your team.

Now You Try:

Write your answer using the Present-Past-Future formula:

Present: _____

Past: _____

Future: _____

6.1.6 Practice: Why Do You Want This Job?

The interviewer wants to see if you are really interested. Show that you understand the job and how you can help.

Model Answer:

"I want this job because I enjoy helping customers and I want to improve my English in a real work setting. I also admire your company's commitment to sustainability, which aligns with my personal values."

Write your answer:

6.1.7 Prepare Questions to Ask Them

At the end of the interview, you can ask 1–2 questions. This shows you're interested and serious. Asking good questions shows you care about the position (Burn & Campion, 2003).

Good Questions:

- What are the main tasks in this role?
- Is there training for new staff?
- What does success look like in this position after six months?
- Can you tell me about the team I would be working with?

Asking good questions shows you care about the position and helps you learn more about the job (Roshid & Kankaanranta, 2023).

Now You Try:

Write at least three questions you could ask:

1. _____
2. _____
3. _____

6.1.8 Body Language and First Impressions

In interviews, how you sit, smile, and make eye contact is important. Body language affects how interviewers see you (DeGroot & Gooty, 2009). Dress neatly and sit up straight. Greet with a smile and say, "Nice to meet you."

Practice:

Imagine you enter the room. What will you say and do?

Write your greeting: _____

Tick what you will do:

- ☐ Smile
- ☐ Eye contact
- ☐ Sit up straight
- ☐ Firm handshake (if appropriate)

6.1.9 Tips for Online/Video Interviews

Many interviews now happen online via Zoom, Teams, or other platforms. Video interviews need special preparation, and research shows they are now a normal part of the hiring process (Melchers et al., 2021).

Video Interview Checklist:

Before the Interview:

- Test your technology (camera, microphone, internet connection)
- Choose a quiet place with good lighting and a simple background
- Position your camera at eye level
- Close unnecessary programs and notifications

During the Interview:

- Look at the camera when speaking (not at your own image)
- Dress professionally from head to toe
- Keep good posture even though you're sitting
- Have a glass of water nearby
- Keep notes where you can see them but not in camera view

Your Turn:

Which of these tips is most important for you to remember? Why?

6.1.10 Bring Notes

It's fine to bring notes, but use them only to remind you of key ideas (not to read full sentences).

Tip!

Write short words like:

- Strength – teamwork
- Why this job – friendly company
- Question to ask – training opportunities

Activity:

Write 3 keywords you could bring to your interview:

1. _____
2. _____
3. _____

6.1.11 Interview Checklist

Before your interview, go through this checklist:

- ☐ I know about the company
- ☐ I can talk about my skills
- ☐ I have answers to common questions
- ☐ I have questions to ask
- ☐ I have my resume and notes ready
- ☐ (For video) I have tested my technology
- ☐ I know how to get to the location (or join the online meeting)

Write:

What do you still need to prepare?

6.2 Common Interview Questions and Model Answers

any English job interviews use similar questions. If you practice them, you will feel more confident and give better answers. You don't need perfect grammar. What is important is to be clear, polite, and answer the question. In this section, you'll study common questions and practice your own responses.

Warm-Up Activity

Match the question with the topic:

Question	Topic
Why do you want this job?	A. Skills
What are your strengths?	B. Motivation
Tell me about yourself.	C. Background

6.2.1 Tell me about yourself

This is usually the first question. Keep it short and professional. Say your name, your field of study, and something about your goals or interests. (Refer to the Present-Past-Future formula in Section 6.1.5)

Model Answer:

Present: My name is Niran. I'm studying Industrial Engineering Technology at King Mongkut's University of Technology North Bangkok.

Past: I enjoy working with machines and solving technical problems, and I recently completed a project designing an automated sorting system.

Future: I'm looking for an opportunity to apply my technical skills in a manufacturing environment where I can continue learning and contributing to process improvements.

Try it yourself:

Write your answer below:

6.2.2 Understanding the STAR Method for Better Answers

The best way to answer interview questions is to give specific examples rather than general statements. The **STAR method** is a widely-used technique for giving clear, structured answers (Janz, 1989).

The STAR Method:

- **Situation:** Describe the context or background
- **Task:** Explain the challenge or your responsibility
- **Action:** Detail the specific actions you took
- **Result:** Share the outcome, using numbers when possible

Example Question: "Tell me about a time when you had to work under pressure."

STAR Answer:

Situation: "In a recent university project, my team had a tight deadline to create a marketing plan for a local business."

Task: "My role was to organize our research and make sure we met the deadline while keeping good quality."

Action: "I created a project schedule using Google Sheets, gave specific tasks to each team member based on their strengths, and set up daily 15-minute meetings to check our progress and fix any problems immediately."

Result: "We completed the project two days early and received one of the highest grades in the class, 92 out of 100. The business owner also used some of our recommendations."

Your Turn:

Think of a time you did something successfully or solved a problem. Use the STAR method to describe it:

Situation: _____

Task: _____

Action: _____

Result: _____

6.2.3 Common Behavioral Questions

Behavioral questions ask about your past experiences to understand how you might perform in the future (Pulakos & Schmitt, 1995). Practice answering these using the STAR method:

Common Behavioral Questions:

1. "Tell me about a time you faced a difficult challenge."
2. "Describe a situation where you had to work with a difficult team member."
3. "Give an example of a goal you set and how you achieved it."
4. "Tell me about a time when you made a mistake. What did you learn?"
5. "Describe a situation where you showed leadership."

Practice:

Choose one question from the list above. Write your STAR answer:

Question number: _____

Situation: _____

Task: _____

Action: _____

Result: _____

6.2.4 Why do you want this job?

This question checks if you know what the job is about and if you are serious. Mention something you like about the company or role.

Model Answer:

"I want this job because I'm passionate about customer service and your company has an excellent reputation for treating both customers and employees well. I'm also excited about the opportunity to develop my English communication skills in a professional environment."

Practice:

Write one or two sentences explaining why you want a job:

6.2.5 What are your strengths?

This is your chance to talk about your good qualities. Choose 1-2 strengths and give a short example using the STAR method.

Useful words:

hard-working / friendly / organized / good at teamwork / detail-oriented / adaptable / reliable

Model Answer (with STAR):

"I'm very organized. **Situation:** In my part-time job at a bookstore, we often received large shipments that needed to be processed quickly. **Task:** I was responsible for sorting and shelving new books. **Action:** I developed a color-coded system to sort books by category before shelving, which reduced confusion and saved time. **Result:** Our team reduced processing time by about 30%, and my supervisor asked me to train new employees on the system."

Write about yourself:

I am _____

Example (use STAR if possible):

S: _____

T: _____

A: _____

R: _____

6.2.6 What are your weaknesses?

Be honest, but always show you are improving. Don't say something too negative (Levashina & Campion, 2007).

Model Answer:

"I sometimes feel nervous when speaking to large groups, but I'm taking steps to improve. **Situation:** I realized this was holding me back when I had to present research findings last semester. **Task:** I needed to become more comfortable with presentations. **Action:** I joined a university speaking club where I practice presenting every week, and I volunteered to give presentations in two of my classes this semester. **Result:** I've noticed significant improvement. I feel more confident, and my classmates have given positive feedback on my recent presentations."

Your Turn:

Write one weakness and how you're improving it.

Weakness: _____

How I'm improving: _____

6.2.7 Can you work in a team?

Teamwork is important in many jobs. Share a short story from school or part-time work using the STAR method.

Model Answer:

"Yes, I work well in teams. **Situation:** In my project group last semester, we had to develop a mobile app prototype. **Task:** We had five members with different technical skills and needed to coordinate our work. **Action:** I suggested we hold weekly planning meetings and use a project management app to track our tasks and deadlines. I also helped solve conflicts by encouraging everyone to share their ideas openly. **Result:** We successfully completed the project on time, and our app received excellent feedback from our professor. The team also voted me as the most helpful team member."

Think & Write:

Have you worked in a group before? What did you do? Use STAR:

S: _____

T: _____

A: _____

R: _____

6.2.8 Do you have any questions for us?

Always ask one polite question. It shows you are interested and confident.

Good questions:

- What are the main tasks for this role?
- Is there training for new staff?
- What does a typical day look like in this position?
- How would you describe the company culture?
- What opportunities are there for learning and development?

Task:

Write one question you could ask in an interview:

6.2.9 Language Upgrade: Sound More Professional

Using better language can help you sound more professional and confident in interviews.

Here are some alternatives to common phrases:

Table 24: Professional Language Alternative

Instead of...	Try using...
"I am good at..."	"I am proficient in..." / "I have strong skills in..."
"I like..."	"I am passionate about..." / "I find ... very interesting."
"I worked on a project."	"I collaborated with a team to develop..."
"I fixed a problem."	"I resolved an issue by..." / "I found a solution..."
"I want to learn."	"I am eager to develop my skills in..."
"I can do..."	"I am capable of..." / "I have experience with..."

Practice:

Rewrite these sentences using more professional language:

1. "I am good at computers."

Better: _____

2. "I like working with people."

Better: _____

3. "I fixed a problem with the schedule."

Better: _____

6.2.10 Listening Practice

Listen to three people answering interview questions. Match the question to the correct speaker.

Questions:

- A. Why do you want this job?
- B. What are your strengths?
- C. Tell me about yourself.

Speakers:

- 1. "I'm very organized and good at managing time."
- 2. "I enjoy working with people and I'd love to learn more about sales."
- 3. "I study English at Thammasat University. I like solving problems."

Match:

1 → ____

2 → ____

3 → ____

6.2.11 Role-Play: Interview Partner Practice

Instructions:

Work with a friend or classmate. Take turns being the interviewer and the job applicant.

Interviewer's Questions:

1. Can you tell me about yourself?
2. Why do you want to work here?
3. What are your strengths?
4. Tell me about a time you faced a challenge. (Use STAR)

Applicant:

Answer using your own words. Use ideas from previous pages, including the Present-Past-Future formula and STAR method.

Helpful Phrases:

- "That's a great question."
- "Let me explain..."
- "I believe I would be a good fit because..."
- "For example..."

✓ Check Together:

- ☐ Did the applicant answer clearly?
- ☐ Were the answers related to the job?
- ☐ Was the tone polite and confident?
- ☐ Did the applicant use specific examples?

6.2.12 Common Mistakes and How to Fix Them

Here are some mistakes Thai students often make in interviews, and how to fix them.

Table 25: Avoiding Common Errors in Job Interviews

Mistake	Better Option
"I'm boring person."	"I'm a calm and focused person."
"I no have experience."	"I don't have work experience yet, but I'm a fast learner and eager to develop my skills."
"I want to learn English."	"I want to use and improve my English in a real work setting."
"I'm not good at anything."	"I'm still developing my skills, but I'm particularly strong at..."
"I can work anytime."	"I'm flexible with my schedule and happy to discuss the specific hours."

Task:

Rewrite these sentences to sound better:

1. "I want job because I like."

Better: _____

2. "I am not bad at computers."

Better: _____

6.2.13 Final Interview Practice

You're ready to try a short interview! Write your answers, then practice speaking them aloud.

Interviewer: Good morning. Please introduce yourself.

You: _____

Interviewer: Why are you interested in this position?

You: _____

Interviewer: Can you tell me about a time when you demonstrated teamwork?

You (use STAR):

S: _____

T: _____

A: _____

R: _____

Interviewer: What's one strength you have?

You: _____

Interviewer: Do you have any questions for me?

You: _____

6.3 Telephone Communication: Taking and Leaving Messages

Phone calls are still common in many jobs, especially in customer service, office work, and hospitality. Speaking English on the phone can feel more difficult because you can't see the other person's face. This section will help you learn useful phrases, listen for key information, and practice leaving clear, polite messages. With practice, you'll be ready to handle work-related calls with confidence.

6.3.1 Phone Calls at Work

When you work in an office, shop, or hotel, you may have to answer the phone or call a customer. Always speak clearly, slowly, and politely. Listen carefully and ask for repetition if needed. Telephone communication requires extra attention to clarity since you cannot see visual cues (Rutter, 1987). In today's workplace, good phone communication remains an essential skill (Chan, 2021).

Common phrases:

- "Good morning, [Company name]. How may I help you?"
- "I'm sorry, could you say that again please?"
- "May I ask who's calling, please?"
- "One moment, please. I'll connect you."
- "Could you please hold for a moment?"

Practice:

Read these lines aloud with a polite tone.

- ☐ Good morning, this is Bangkok Tours.
- ☐ May I take a message?
- ☐ Could you please speak a bit more slowly?

6.3.2 Pronunciation Focus: Sounding Clear on the Phone

Because phone calls don't have visual cues, clear pronunciation is very important. Here are specific tips to help you communicate more effectively:

1. Speak Clearly - Pronounce Final Sounds

Pay special attention to the sounds at the end of words, like "-s," "-t," and "-d."

- Say "next" clearly, not "nex"
- Say "missed" clearly, not "miss"
- Say "called" clearly, not "call"

2. Spell Out Difficult Names or Information

If a name or email is difficult to understand, spell it out letter by letter.

Example: "My name is Kitti. That's K-I-T-T-I."

3. Confirm Numbers by Repeating

When taking a phone number or important number, repeat it back to the caller to make sure you heard correctly.

Example: "Okay, so your number is 0-8-1-5-5-5-1-2-3-4. Is that correct?"

Practice:

With a partner, practice spelling these names and confirming these phone numbers:

1. Natthawut (spell: N-A-T-T-H-A-W-U-T)
2. Phone: 087-654-3210
3. Email: somchai.p@company.co.th

6.3.3 Leaving and Taking Messages

When someone you call is not available, you can leave a short and clear message. If you answer the phone and the person someone wants to speak with is not there, you may need to take a message for them.

Useful phrases: Leaving a message

- "Could you please tell her I called?"
- "Please ask him to call me back."
- "It's about [the meeting/order/interview]."
- "No message, thank you. I'll send an email instead."
- "The main reason for my call is regarding..."

Useful phrases: Taking a message

- "Would you like to leave a message?"
- "Can I take a message for you?"
- "Would you like me to pass on a message?"
- "Can I give them a message when they return?"
- "He's away from his desk at the moment. Can I help, or shall I take a message?"
- "Let me just read that back to you to make sure I have it right."

Let's practice through the following telephone conversations.

Scenario 1: Following Up on a Business Proposal

Ms. Taylor from **GreenTech Solutions** calls **Mr. Wong**, a manager at **BrightLink Corp.**, to follow up on a service proposal; but Mr. Wong isn't available. His assistant, David, takes the call.

Script:

David:

Good morning, BrightLink Corporation. David speaking. How may I assist you?

Ms. Taylor:

Hi David, this is Lisa Taylor from GreenTech Solutions. I'm calling to follow up on the solar energy proposal we sent to Mr. Wong last week.

David:

I'm afraid Mr. Wong is in a meeting at the moment. Would you like to leave a message?

Ms. Taylor:

Yes, please. Could you let him know I'm following up to see if he has any questions or feedback on the proposal? We're happy to schedule a call if he needs more information.

David:

Sure. So you'd like to know if he has any questions or would like to arrange a call. Got it. Would he be able to reach you directly?

Ms. Taylor:

Yes. He can call me at 081-555-0193 or email me anytime today.

David:

Perfect. I'll make sure he gets the message. Anything else?

Ms. Taylor:

No, that's all. Thanks, David.

David:

You're welcome, Ms. Taylor. Have a great day.

Practice Activities

1. Comprehension Check: Answer these questions.

- Who is calling and why?
- What is the message?
.....
- What does the caller want Mr. Wong to do?
.....

2. Message-Taking Activity: Fill in a message form.

MESSAGE FORM

Date:

Time:

Caller's Name:

Message for:

Phone Number/ Contact:

Message:
.....

Taken by:

Scenario 2: Scheduling a Product Demo

Mr. John Miller from DataNova Inc. is calling VisionTech (Thailand) to schedule a product demo with the Thai sales director, Ms. Natcha Srisuwan. Her assistant, Kanya, answers the phone.

Script

Kanya:

Good morning, VisionTech Thailand. This is Kanya speaking. How may I help you?

John Miller:

Hi Kanya, this is John Miller from DataNova Inc. in California. I'm calling to schedule a product demo for our new cloud analytics platform with Ms. Natcha Srisuwan.

Kanya:

Thank you, Mr. Miller. I'm afraid Ms. Natcha is currently in a meeting. Would you like to leave a message?

John Miller:

Yes, please. Could you let her know that we're available to give the demo on Thursday or Friday morning? It can be remote or in person — whatever she prefers.

Kanya:

Thursday or Friday morning — either online or in person. Do you have a preferred time?

John Miller:

Around 10 a.m. would be great, but we're flexible.

Kanya:

Got it. And how can Ms. Natcha reach you?

John Miller:

She can email me at john.miller@datanova.com or call me at 097-555-7689.

Kanya:

Thank you, Mr. Miller. I'll make sure she gets your message.

John Miller:

Appreciate it, Kanya. Have a great day!

Kanya:

You too. Goodbye!

Practice Activities

1. Comprehension Check: Answer these questions.

- Who is calling, and from where?
- Why is he calling?.....
- What dates and times are suggested for the demo?
-
- What method(s) of demo were offered?
-
- How can Ms. Natcha contact Mr. Miller?.....
-

2. Message-Taking Activity: Fill in a message form.

MESSAGE FORM

Date:

Time:

Caller's Name:

Message for:

Phone Number/ Contact:

Message:

.....

Taken by:

Scenario 3: Confirming a Webinar Date

Ms. Emily Carter, an international marketing manager from BrightEdge Media (USA), calls InspireTech (Thailand) to speak with Mr. Pawin Rattanachai, a Thai regional marketing director. He's not available, and his assistant Suda answers the phone.

Script

Suda:

Good afternoon, InspireTech Thailand. Suda speaking. How may I help you?

Emily Carter:

Good afternoon! This is Emily Carter from BrightEdge Media in New York. I'd like to speak with Mr. Pawin Rattanachai regarding the joint webinar proposal.

Suda:

I'm sorry, Mr. Pawin is currently out of the office. Would you like to leave a message?

Emily Carter:

Yes, please. Could you let him know that we're ready to confirm the date and would like his feedback by tomorrow if possible?

Suda:

Okay, confirm the webinar date and you'd like his feedback by tomorrow. Got it. May I have your contact information?

Emily Carter:

Of course. He can reach me at emily.carter@brightedge.com or call me at +1-212-555-4422. I'm available all day.

Suda:

Thank you, Ms. Carter. I'll make sure he gets your message.

Emily Carter:

Thank you very much, Suda. Have a nice day!

Suda:

You're welcome! Have a good day, too.

Practice Activities

1. Comprehension Questions: Answer these questions.

Who is calling, and where is she from?

Who is she trying to speak with?

What is the main purpose of the call?

.....

What does she want the person to do?

.....

How can he contact her?

2. Message-Taking Activity: Fill in a message form.

MESSAGE FORM

Date:

Time:

Caller's Name:

Message for:

Phone Number/ Contact:

Message:

.....

Taken by:

Scenario 4: Handling a Communication Breakdown

Sometimes communication on the phone doesn't go smoothly. This scenario shows how to handle misunderstandings professionally and politely.

Script

Receptionist:

Good morning, SmartOffice Solutions. This is Tom speaking. How may I help you?

Caller:

Hello, I'm calling about the delivery... [speaking very quickly and unclear] ...and we need it changed to Wednesday.

Receptionist:

I'm sorry, could you please speak a bit more slowly? I want to make sure I understand correctly.

Caller:

Oh, sorry. I'm calling about our delivery scheduled for Friday. We need to change it to Wednesday.

Receptionist:

Thank you. So you'd like to change your delivery from Friday to Wednesday. May I have your name and order number, please?

Caller:

It's... uh... Sarah... Sarah Khen... no, Chen... K-H-E-N.

Receptionist:

Let me make sure I have that right. Is that Sarah Khan, K-H-A-N?

Caller:

No, it's Chen with a C. C-H-E-N.

Receptionist:

Ah, C-H-E-N. Thank you for clarifying. And what about the order number?

Caller:

It's SO-2-4... wait, let me check... SO-2417.

Receptionist:

Let me just read that back to you: SO-2417. Is that correct?

Caller:

Yes, that's right.

Receptionist:

Perfect. So you need to change the delivery for order SO-2417 from Friday to Wednesday. I'll make a note of that and have someone from our logistics team call you to confirm. What's the best number to reach you?

Caller:

It's 089-555-1234.

Receptionist:

Thank you, Ms. Chen. We'll call you back within two hours to confirm the change.

Caller:

Thank you very much!

Receptionist:

You're welcome. Have a good day!

Practice Activities

1. What strategies did Tom use to handle the communication problems?

List at least three:

1. _____

2. _____

3. _____

2. Practice: With a partner, role-play a phone call where you experience one of these problems:

- A fast or unclear speaker
- A difficult-to-spell name
- A confusing number or code
- Background noise

Take turns being the caller and the receiver. Practice using clarification strategies like:

- "Could you please repeat that?"
- "Let me spell that back to you..."
- "I'm sorry, I didn't catch that. Could you say it again?"

6.4 Writing and Understanding Memorandums (Memos)

A memo (short for memorandum) is a short message used in the workplace. It's more formal than a text or chat but less formal than a letter. Memos are an efficient form of internal business communication (Guffey & Loewy, 2018).

Memos are used to:

- Share updates
- Give instructions
- Make announcements
- Document decisions

Memo Example:

To: All Staff

From: Manager

Date: June 5, 2025

Subject: Office Cleaning Schedule

Please remember that office cleaning will take place every Friday after 5 p.m.

6.4.1 Memo Format

A memo has a simple structure:

To: Who the memo is for
From: Who is writing the memo
Date: The date
Subject: The main topic
Message: The body text (short and clear)

Tip: Use simple present tense and short sentences. Keep your message clear and direct.

Task: Label the parts of this memo by writing the correct heading:

_____ : All Sales Staff
_____ : Ms. Panida
_____ : June 12, 2025
_____ : New Sales Targets
Please check your email for the updated monthly sales goals.

6.4.2 Useful Phrases for Writing Memos

Here are some common phrases you can use in memos:

For announcements:

- "Please be informed that..."
- "We would like to announce..."
- "This is to inform you that..."

For reminders:

- "Kindly note that..."
- "This is to remind you..."
- "Please remember that..."

For instructions:

- "Please ensure that..."
- "All staff must..."
- "Effective immediately..."

For offering help:

- "If you have any questions, contact..."
- "For more information, please see..."
- "Should you need assistance, please..."

Task: Fill in the blanks using appropriate phrases from above.

1. _____ the meeting is moved to 3 p.m.
2. _____ the staff meeting on Friday.
3. _____ HR for more information.

6.4.3 Practice Writing a Memo

Situation: You are the assistant manager. The office will be closed on Monday, June 10, 2026 for a public holiday.

Write a memo:

To: _____
From: _____
Date: _____
Subject: _____
Message: _____

Sample Answer:

To: All Staff

From: Assistant Manager

Date: June 5, 2025

Subject: Office Closure on June 10

Please be informed that the office will be closed on Monday, June 10, 2025 for a public holiday. We will resume normal operations on Tuesday, June 11. If you have any questions, please contact HR.

6.4.4 Reading and Understanding a Memo

To: Customer Service Team

From: Ms. Ploy

Date: April 1, 2025

Subject: Lunch Break Schedule

Starting next week, lunch breaks will be scheduled in shifts to keep customer support running. Please check the schedule board for your assigned time.

Task: Answer the questions.

1. Who wrote the memo?

2. What is it about?

3. What should staff do?

6.4.5 Writing a Memo Based on a Telephone Conversation

Read the telephone conversation below, then write a memo to communicate the message to the appropriate person.

Telephone Script: Workplace Message

Receptionist:

Good afternoon, SmartTech Solutions. This is May speaking. How can I help you?

Caller:

Hi, this is Mr. Robert Tan from Greenhill Logistics. May I speak to Mr. Surachai?

Receptionist:

I'm afraid he's in a meeting right now. Would you like to leave a message?

Caller:

Yes, please. Could you tell him that the delivery schedule for next week has been changed?

Receptionist:

Certainly. What's the new schedule?

Caller:

The shipment will arrive on Wednesday morning instead of Thursday afternoon.

Receptionist:

Got it. Wednesday morning. Is there anything else?

Caller:

Yes. Please ask him to confirm by email today if possible.

Receptionist:

No problem. So, that's: delivery changed to Wednesday morning, and please confirm by email today.

Caller:

Exactly. Thank you very much.

Receptionist:

You're welcome. I'll make sure he gets the message. Have a good day!

Caller:

You too. Goodbye.

Now write a memo from May to Mr. Surachai:

To: _____

From: _____

Date: _____

Subject: _____

Message: _____

Sample Answer:

To: Mr. Surachai

From: May

Date: [Today's date]

Subject: Delivery Schedule Change - Greenhill Logistics

Mr. Robert Tan from Greenhill Logistics called at [time]. The delivery schedule for next week has been changed. The shipment will now arrive on Wednesday morning instead of Thursday afternoon. Please confirm the change by email today if possible. His contact: [phone/email if provided]

6.5 Chapter Summary

This chapter taught job interview preparation through company research and skills matching. It introduced the Present-Past-Future formula for professional self-introductions and the STAR method for answering behavioral questions. The chapter also covered telephone communication skills, including taking and leaving professional messages, as well as workplace memo writing. Through practice activities and authentic dialogues, learners built confidence for real-world interviews and workplace communication.

Post-Test (/10)

Choose the best answer.

1. What are the three parts of the Present-Past-Future formula for introducing yourself?
 - a. Name, education, hobbies
 - b. Current situation, past experience, future goals
 - c. Strengths, weaknesses, interests
 - d. Background, achievements, references
2. What does STAR stand for?
 - a. Situation, Task, Action, Result
 - b. Skills, Training, Ability, Reference
 - c. Start, Talk, Answer, Review
 - d. Simple, True, Accurate, Relevant
3. Which phrase is appropriate for taking a phone message?
 - a. "I'll tell him you called."
 - b. "Would you like to leave a message?"
 - c. "He'll call you when he's free."
 - d. "Can I help you with something else?"
4. Why is it important to research a company before an interview?
 - a. To show you are interested and prepared
 - b. To find out the manager's salary information
 - c. To learn about the company's competitors
 - d. To prepare questions about company problems

5. What is the purpose of asking questions at the end of an interview?

- a. To take up more time during the interview
- b. To show you're interested and get more information
- c. To prove you read about the company
- d. To make the interviewer answer difficult questions

6. Look at this message form. What is missing?

Date: June 10

Caller's Name: Ms. Sarah Lee

Message: Please call back

- a. The time of the call and callback number
- b. The person who took the message
- c. The reason for the call
- d. The caller's company name

7. Use the STAR method. You helped your team finish a project early. Which is the "Result"?

- a. "My team had a deadline next week."
- b. "I created a schedule for everyone."
- c. "We finished two days early and got a high grade."
- d. "I was responsible for organizing the work."

8. Which is the best way to answer "What are your weaknesses?"

- a. "I don't really have any significant weaknesses."
- b. "I'm a perfectionist and work too hard sometimes."
- c. "I sometimes feel nervous when speaking to large groups, but I'm taking a public speaking course to improve."
- d. "I'm not very good with technology or computers."

9. A job ad says: "Looking for someone with strong communication skills and experience with customers." Which experience matches best?

- a. "I took a communication course in my first year."
- b. "I worked at a restaurant where I served customers and answered their questions daily."
- c. "I'm comfortable talking to my friends and classmates."
- d. "I can speak English and Thai fluently."

10. Read this memo. What should staff do?

To: Sales Team

From: Director

Date: June 1, 2025

Subject: Monthly Reports Due

Please submit your monthly sales reports by June 5. Send them to my email.

- a. Read the monthly reports
- b. Send their sales reports to the director's email by June 5
- c. Meet with the director on June 5
- d. Write reports about other team members

Appendix

Practice TOEIC-style Reading Tests

There are 75 minutes to complete 100 questions in Part 5-7.

Choose the best answer.

Part 5: Incomplete Sentences (Questions 1–30)

1. The marketing department will launch the new campaign _____ the results of the customer survey are analyzed.
a. unless
b. once
c. although
d. despite
2. The annual report, which was distributed last week, _____ a detailed analysis of sales performance.
a. provide
b. provides
c. providing
d. provided
3. Employees are required to submit expense forms within five business days _____ returning from a business trip.
a. during
b. after
c. until
d. between
4. The manager insisted that all staff _____ the updated safety protocols before the end of the month.
a. implement
b. implemented
c. will implement
d. implementing
5. The new software is designed to help users _____ their workflow and increase productivity.
a. streamline
b. streamlining
c. streamlined
d. streamlines
6. _____ the recent increase in raw material costs, the company decided not to raise product prices.
a. Because
b. Despite
c. Although
d. Due

- a. after b. during
c. while d. before

Part 6: Text Completion (Questions 31–46)

Read the texts and fill in blanks by choosing the best answer.

Passage 1: Email

To: All Staff

From: HR Department

Subject: Annual Health Check

Dear Employees,

We are pleased to announce the schedule for the annual health check. The health check will be held in the main conference room on March 12 and 13. Please _____ (31) the attached form and return it to HR by March 5.

All employees are _____ (32) to participate. If you have any questions, please contact Ms. Anong in the HR office.

We appreciate your cooperation and look forward to _____ (33) everyone at the event.

Thank you for helping us _____ (34) a healthy workplace.

- | | | | |
|-----------------|---------------|---------------|----------------|
| 31. a. complete | b. completing | c. completed | d. completes |
| 32. a. require | b. requiring | c. required | d. requirement |
| 33. a. see | b. saw | c. seeing | d. seen |
| 34. a. maintain | b. maintains | c. maintained | d. maintaining |

Passage 2: Notice

Notice: Temporary Closure of Fitness Center

The company fitness center will be closed for maintenance from April 2 to April 6. During this period, no one will be _____ (35) to use the facility.

We apologize for any _____ (36) this may cause. The center will reopen on April 7 with new equipment and improved services.

If you have questions, please _____ (37) the Facilities Office.

Thank you for your _____ (38).

- | | | | |
|--------------------|------------------|---------------|-----------------|
| 35. a. allow | b. allowing | c. allowed | d. allows |
| 36. a. convenience | b. inconvenience | c. convenient | d. inconvenient |
| 37. a. contact | b. contacts | c. contacting | d. contacted |
| 38. a. patient | b. patience | c. patients | d. patiently |

Passage 3: Article

Tips for Effective Meetings

Holding productive meetings is essential for any organization. First, always _____ (39) an agenda and share it with participants in advance.

Second, start and finish the meeting _____ (40) time. This shows respect for everyone's schedule.

Third, encourage all team members to _____ (41) their ideas and opinions.

Finally, summarize the main points and _____ (42) action items before ending the meeting.

- | | | | |
|-------------------|-----------------|----------------|-----------------|
| 39. a. prepare | b. prepares | c. preparing | d. prepared |
| 40. a. on | b. in | c. at | d. by |
| 41. a. contribute | b. contributing | c. contributed | d. contribution |
| 42. a. assign | b. assigned | c. assignment | d. assigning |

Passage 4: Memo

To: All Employees

From: IT Department

Subject: Software Update

This is a reminder that the company will _____ (43) a software update on all office computers this weekend.

Please save your work and _____ (44) your computer before leaving on Friday.

The update will begin at 7:00 p.m. and is expected to _____ (45) until 10:00 p.m.

If you experience any problems on Monday, please _____ (46) the IT helpdesk immediately.

- | | | | |
|------------------|------------------|---------------|----------------|
| 43. a. perform | b. performing | c. performed | d. performance |
| 44. a. shut down | b. shutting down | c. shuts down | d. shut downed |
| 45. a. last | b. lasting | c. lasted | d. lasts |
| 46. a. contact | b. contacts | c. contacting | d. contacted |

Part 7: Reading Comprehension (Questions 47–100)

Read the passages and answer the questions that follow. Select the best answer for each question.

Passage 1: Article (Questions 47–50)

GreenTech Expands Operations in Southeast Asia

GreenTech Solutions, a global leader in renewable energy technology, announced yesterday that it will open three new offices in Southeast Asia by the end of the year. The company's CEO, Ms. Linda Park, stated in a press release that the expansion is part of GreenTech's strategy to meet the growing demand for solar and wind energy solutions in the region.

The first office will open in Bangkok in July, followed by locations in Ho Chi Minh City and Jakarta later in the year. Each office will employ approximately 50 staff members, including engineers, sales representatives, and customer support teams. GreenTech plans to partner with local governments and businesses to promote sustainable energy projects and provide training programs for local workers.

Ms. Park emphasized the importance of community engagement, noting that GreenTech will sponsor environmental education campaigns in schools and offer internships to university students. The company has also committed to using eco-friendly materials in all new facilities.

GreenTech's expansion comes at a time when Southeast Asian countries are increasing investments in renewable energy to reduce carbon emissions and address climate change. Industry analysts predict that GreenTech's presence in the region will strengthen its position as a market leader and contribute to the development of clean energy infrastructure.

47. What is the main purpose of the article?
- a. To announce GreenTech's new products
 - b. To describe GreenTech's expansion plans in Southeast Asia
 - c. To report on a new government policy
 - d. To explain the benefits of solar energy

48. According to the article, what will GreenTech do as part of its expansion?
- a. Build factories in Europe
 - b. Hire only engineers
 - c. Open offices in three cities
 - d. Reduce its workforce
49. What does the article suggest about GreenTech’s approach to local communities?
- a. It will focus only on sales
 - b. It will outsource all operations
 - c. It will avoid working with local governments
 - d. It will provide education and training programs
50. What can be inferred about the renewable energy market in Southeast Asia?
- a. It is shrinking rapidly
 - b. It relies mostly on fossil fuels
 - c. It is growing and attracting investment
 - d. It is led by European companies

Passage 2: Memo (Questions 51–54)

To: All Employees

From: Facilities Manager

Subject: New Office Hours

Due to ongoing construction, starting next Monday, the office will open at 8:30 a.m. and close at 5:30 p.m. All employees must enter through the north entrance. The south entrance will be closed until further notice. Please update your schedules accordingly.

51. What is the main purpose of this memo?
- a. To announce a holiday
 - b. To inform about new office hours
 - c. To introduce new staff
 - d. To request feedback

52. When will the new office hours take effect?
- a. Today
 - b. Next Monday
 - c. Next month
 - d. Next year
53. Which entrance should employees use?
- a. South
 - b. North
 - c. East
 - d. West
54. What should employees do in response to this memo?
- a. Take a day off
 - b. Update their schedules
 - c. Change their job
 - d. Use the south entrance

Passage 3: Job Posting (Questions 55–57)

Position: Marketing Manager

We are seeking an experienced Marketing Manager to lead our team. Candidates must have at least five years of marketing experience and a bachelor's degree in business or a related field. Responsibilities include developing marketing strategies, managing campaigns, and supervising staff. Applications must be received by June 10. Please send your resume and cover letter to jobs@company.com.

55. What is the minimum experience required for the position?
- a. Three years
 - b. Five years
 - c. Seven years
 - d. Ten years
56. What is one of the responsibilities of the Marketing Manager?
- a. Designing products
 - b. Managing campaigns
 - c. Conducting interviews
 - d. Writing press releases
57. By when must applications be submitted?
- a. June 1
 - b. June 5
 - c. June 10
 - d. June 15

Passage 4: Notice (Questions 58–60)

Notice: Client Meeting Rescheduled

The client meeting originally scheduled for April 20 has been moved to April 22 at 2:00 p.m. in Conference Room B due to a scheduling conflict. Please confirm your attendance with the project manager.

58. Why was the meeting rescheduled?
- a. The client requested a change
 - b. There was a scheduling conflict
 - c. The room was unavailable
 - d. The project manager was absent
59. What should employees do after reading this notice?
- a. Cancel the meeting
 - b. Confirm their attendance
 - c. Change the location
 - d. Contact the client
60. When will the rescheduled meeting take place?
- a. April 20
 - b. April 21
 - c. April 22
 - d. April 23

Passage 5: Sustainability Report

Sustainability Report 2024

Last year, our company reduced its carbon emissions by 18% through the installation of solar panels and the adoption of energy-efficient lighting. We also launched a community recycling initiative and partnered with local schools to promote environmental awareness. Our next goal is to achieve a 25% reduction in water usage by 2025. Employees are encouraged to submit ideas for further sustainability projects.

61. What was the main way the company reduced carbon emissions last year?
- a. By using more water
 - b. By installing solar panels and energy-efficient lighting
 - c. By hiring more staff
 - d. By increasing production

62. What is the company's next environmental goal?
- a. Reduce waste by 25%
 - b. Reduce water usage by 25%
 - c. Reduce energy costs by 25%
 - d. Increase recycling by 25%
63. Who can submit ideas for new sustainability projects?
- a. Only managers
 - b. Only local schools
 - c. All employees
 - d. Only the CEO

Passage 6: Travel Policy Update

Email: Travel Policy Update

Dear Staff,

Effective July 1, all business travelers must book flights and hotels through the company's online portal. Travel insurance is now mandatory for all trips. Please keep all receipts for reimbursement and submit your expense reports within five days of returning. If you have questions, contact the Travel Coordinator.

64. What is now required for all business trips?
- a. Travel insurance
 - b. Paper tickets
 - c. International travel
 - d. Weekend travel
65. How should employees book their flights and hotels?
- a. By phone
 - b. Through the company's online portal
 - c. With a travel agent
 - d. In person at the HR office
66. When should expense reports be submitted?
- a. Before the trip
 - b. Within five days of returning
 - c. At the end of the year
 - d. After one month

Passage 7: Product Recall Notice

Notice: Product Recall

Attention Customers:

We are recalling all Model X2 coffee makers sold between January and March due to a potential electrical issue. Customers should stop using the product immediately and contact our customer service department for a free replacement or refund. We apologize for any inconvenience this may cause.

67. Why are Model X2 coffee makers being recalled?
 - a. They are out of stock
 - b. There is a potential electrical issue
 - c. They are too expensive
 - d. The warranty expired
68. What should customers do if they own a Model X2 coffee maker?
 - a. Continue using it
 - b. Contact customer service for a replacement or refund
 - c. Return it to the store for repair
 - d. Wait for a letter
69. What is offered to affected customers?
 - a. A discount coupon
 - b. A free replacement or refund
 - c. Free coffee
 - d. Free installation

Passage 8: Conference Agenda

Conference Agenda: Tech Innovations 2025

9:00–9:30	Registration
9:30–10:30	Keynote Speech: “The Future of AI”
10:45–12:00	Panel Discussion: “Cybersecurity Challenges”
12:00–1:00	Lunch Break
1:00–2:30	Workshops (choose one): A. Cloud Computing B. Data Analytics
2:45–3:30	Closing Remarks

70. What is the topic of the keynote speech?
- a. Cloud Computing
 - b. The Future of AI
 - c. Data Analytics
 - d. Cybersecurity Challenges
71. When does the lunch break start?
- a. 10:30
 - b. 11:00
 - c. 12:00
 - d. 1:00
72. What are attendees required to do at 9:00?
- a. Attend a workshop
 - b. Register
 - c. Listen to the keynote speech
 - d. Eat lunch

Passage 9: Employee Feedback Survey

Subject: Employee Feedback Survey

Dear Colleagues,

We value your input! Please complete the annual Employee Feedback Survey by May 31. Your responses are confidential and will help us improve our workplace. As a token of appreciation, all participants will be entered into a drawing for a gift card.

73. What is the purpose of the survey?
- a. To collect employee feedback
 - b. To announce a new policy
 - c. To hire new staff
 - d. To schedule a meeting

74. What is the deadline for completing the survey?
- a. May 15
 - b. May 31
 - c. June 1
 - d. June 15
75. What incentive is offered to survey participants?
- a. A promotion
 - b. A gift card drawing
 - c. Extra vacation days
 - d. Free lunch

Double Passages (Questions 76–85)

Passage 1: Email

From: daniel.kim@eurotech.com

To: All Sales Staff

Subject: Updated Travel Reimbursement Policy

Date: March 2

Dear Team,

I am writing to inform you of important updates to our travel reimbursement policy, effective March 15. All employees must now submit travel expense reports within seven days of returning from a business trip. Reports submitted after this period may not be reimbursed.

Please attach all original receipts and use the new digital form available on the company intranet. Paper forms will no longer be accepted. In addition, the daily meal allowance has been increased to \$60. Please note that alcoholic beverages and room service are not reimbursable.

To help everyone understand the new procedures, we will hold a training session on March 10 at 3:00 p.m. in Conference Room 2B. Attendance is strongly encouraged for all sales staff who travel on behalf of the company. If you have questions, please contact me or the HR department.

Best regards,

Daniel Kim

Sales Manager

Passage 2: Notice

EuroTech Sales Staff Training Sessions – March 2025

Date	Session	Location	Required For
March 8	CRM Software Update	Conf. Room 1A	All Sales
March 10	Travel Reimbursement	Conf. Room 2B	All Sales
March 12	New Product Launch	Main Auditorium	Sales & Mktg
March 17	Negotiation Skills	Conf. Room 3C	Sales Only

Note:

- Please bring your company ID to all sessions.
- Digital copies of all training materials will be provided after each session.
- For further information, contact the HR department.

Questions 76–85

76. What is the main reason Mr. Kim sent the email?
- To announce a new sales target
 - To update the team on travel reimbursement procedures
 - To introduce a new product
 - To schedule annual leave
77. According to the email, what is the new deadline for submitting travel expense reports?
- Within three days of returning
 - Within seven days of returning
 - By the end of the month
 - On the last day of travel
78. Which of the following is NOT reimbursable under the new policy?
- Lunch at a local restaurant
 - Breakfast at the hotel buffet
 - Room service
 - Dinner at a business meeting

79. What should employees do if they want to be reimbursed for their travel expenses?
- a. Submit paper forms
 - b. Use the digital form and attach original receipts
 - c. Attend the CRM software session
 - d. Submit receipts after one month
80. When and where will the travel reimbursement training session take place?
- a. March 8, Conference Room 1A
 - b. March 10, Conference Room 2B
 - c. March 12, Main Auditorium
 - d. March 17, Conference Room 3C
81. Who is required to attend the training session on March 10?
- a. All marketing staff
 - b. All sales staff
 - c. Only managers
 - d. Only HR staff
82. What must employees bring to the training session?
- a. Their company ID
 - b. Their own laptop
 - c. A printed copy of the email
 - d. Their passport
83. What will be provided after each training session?
- a. Lunch vouchers
 - b. Digital copies of training materials
 - c. Printed handouts only
 - d. Taxi fare reimbursement
84. If a sales employee has a question about the new policy, whom should they contact?
- a. The IT department
 - b. Daniel Kim or HR
 - c. The marketing manager
 - d. The finance department
85. What can be inferred about the company's approach to employee training?
- a. Training sessions are optional for all staff.
 - b. Employees are expected to attend sessions relevant to their roles.
 - c. Only managers receive updates on company policies.
 - d. All sessions are held in the main auditorium.

Triple Passage#1: EcoClean Launch Event (Questions 86–90)

Passage 1: Email

From: Marketing Manager

To: All Marketing Staff

Subject: Product Launch Event Details

Dear Team,

We are excited to announce that the launch event for our new product, EcoClean, will take place on Friday, November 15, from 9:00 a.m. to 1:00 p.m. at the Grandview Hotel, Conference Room B. Please arrive no later than 8:30 a.m. for setup.

The schedule includes a welcome speech, product demonstration, Q&A session, and a networking lunch. Remember to bring your staff ID and a copy of the event brochure.

Let's make this launch a success!

Best regards,

Ms. Suda

Passage 2: Event Schedule

Time	Activity	Location
8:30–9:00	Registration & Setup	Conference Room B
9:00–9:30	Welcome Speech	Conference Room B
9:30–10:15	Product Demonstration	Conference Room B
10:15–10:30	Coffee Break	Lobby
10:30–11:30	Q&A Session	Conference Room B
11:30–1:00	Networking Lunch	Garden Restaurant

Passage 3: Notice

Important Reminders for EcoClean Launch Event

- All staff must wear their company ID badge at all times.
- The event brochure is required for entry to the product demonstration.
- Parking is limited at the Grandview Hotel. Please consider carpooling or using public transportation.
- For questions, contact the Marketing Office by November 13.

Questions 86–90

86. What is the main purpose of the email from Ms. Suda?
- To provide parking instructions
 - To announce event details and expectations
 - To request feedback on EcoClean
 - To change the event date
87. What must staff bring to attend the product demonstration?
- Only their staff ID
 - Only the event brochure
 - Staff ID and event brochure
 - Parking permit
88. Where will the networking lunch be held?
- Conference Room B
 - Lobby
 - Garden Restaurant
 - Main Hall
89. If a staff member arrives at 8:50 a.m., what will they likely miss?
- Registration & setup
 - Welcome speech
 - Product demonstration
 - Coffee break
90. What is suggested due to limited parking?
- Arrive earlier
 - Park on the street
 - Use public transportation
 - Skip the event

Triple Passage#2: Annual Performance Review (Questions 91–95)

Passage 1: Email

From: HR Department

To: All Staff

Subject: Annual Performance Review Process

Dear Employees,

This is a reminder that all annual performance reviews must be completed by March 20. Please schedule a meeting with your supervisor and submit your self-evaluation form at least two days before your review.

If you have questions, contact the HR Department.

Passage 2: Performance Rating Criteria

Rating	Description
5 – Excellent	Consistently exceeds expectations
4 – Very Good	Frequently exceeds expectations
3 – Good	Meets expectations
2 – Fair	Needs improvement
Rating	Description

Passage 3: Notice

Post-Review Training Opportunities

Employees who receive a rating of 3 or higher are eligible to enroll in professional development workshops. Registration for spring workshops opens March 25. For a list of available courses, visit the HR portal.

Questions 91–95

91. What is the deadline for completing performance reviews?
- a. March 15
 - b. March 20
 - c. March 25
 - d. March 31
92. What must employees do before their review meeting?
- a. Submit a self-evaluation form
 - b. Register for training
 - c. Visit the HR portal
 - d. Contact their supervisor's manager
93. Which rating allows employees to enroll in workshops?
- a. 1 or higher
 - b. 2 or higher
 - c. 3 or higher
 - d. 4 or higher
94. When does registration for spring workshops begin?
- a. March 15
 - b. March 20
 - c. March 25
 - d. March 31
95. Where can employees find information about available courses?
- a. In the email
 - b. On the HR portal
 - c. At the front desk
 - d. In the notice board

Triple Passage#3: IT System Upgrade (Questions 96–100)

Passage 1: Notification

Scheduled Server Maintenance

The IT Department will perform a major server upgrade on Saturday, April 6, from 10:00 p.m. to 4:00 a.m. During this time, access to the company network and email will be unavailable.

Passage 2: Step-by-Step Guide

How to Prepare for the Upgrade

1. Save all work and log off your computer by 9:30 p.m. on April 6.
2. Do not attempt to access the network during the maintenance window.
3. If you experience issues after the upgrade, restart your computer before contacting IT.

Passage 3: Memo

To: All Employees

From: IT Support

Subject: Support Hours During Upgrade

IT staff will be on call from 10:00 p.m. to 6:00 a.m. on April 6–7 to assist with any urgent issues. For non-urgent matters, please submit a helpdesk ticket after 8:00 a.m. on April 7.

Questions 96–100

96. When will the server upgrade begin?
- | | |
|-------------------------|--------------------------|
| a. April 6 at 8:00 a.m. | b. April 6 at 10:00 p.m. |
| c. April 7 at 4:00 a.m. | d. April 7 at 10:00 p.m. |
97. What should employees do before the maintenance window starts?
- | | |
|-----------------------------|---------------------------|
| a. Contact IT support | b. Save work and log off |
| c. Submit a helpdesk ticket | d. Restart their computer |

98. What is recommended if employees have issues after the upgrade?
- a. Immediately call IT
 - b. Restart the computer first
 - c. Wait until the next day
 - d. Ignore the problem
99. Until what time will IT staff be available for urgent issues?
- a. 4:00 a.m.
 - b. 6:00 a.m.
 - c. 8:00 a.m.
 - d. 10:00 a.m.
100. For non-urgent IT issues, when should employees submit a helpdesk ticket?
- a. Before 9:30 p.m. on April 6
 - b. During the maintenance window
 - c. After 8:00 a.m. on April 7
 - d. At any time on April 6

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