Instructional Materials
Reading and Writing English for General Purposes

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The Office of General Education
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Preface

The instructional materials have been developed and used as a guide for students studying the course GE10003: Reading and Writing English for General Purposes at Udon Thani Rajabhat University. It is one of fundamental courses of General Education subjects aiming to provide the students with fundamental of reading and writing English knowledge.

The contents in these materials consist of 6 chapters. Chapter one introduces using English-English dictionary. Chapter two focuses on word parts and context clues. Chapter three presents reading for main idea. Chapter four focuses on reading signs notices, labels and instructions. Chapter five provides writing about oneself and other people. Finally, chapter six includes writing for career goal.

Each chapter has an organized presentation to assist students to learn systematically through a variety of activities including warm-up activity, practice exercise and both individual and group activities. This will enhance students with the basic in reading and writing English and integrate in daily life.

The author hopes that these instructional materials will be beneficial and fruitful for students to accomplish their learning goals.

Atcharaporn Jampawan
2 May 2014
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Course Syllabus

Course Title Reading and Writing English for General Purposes

Course Code GE10003

Credit 3(3-0-6)

Course Description

Study principles of reading comprehension employing basic reading skills relevant to daily life, and develop reading skills with an integration of writing skills for application in everyday life.

Course Objectives

By the end of this course, students can be able to:
1. use English–English dictionary to enhance reading skills effectively,
2. identify signs, labels and instructions in everyday life situation,
3. apply reading techniques in daily life excellently,
4. use context clues to guess the meaning of the words,
5. apply writing techniques to write about oneself or other people, and to use in job application properly.

Course Contents

Chapter 1 Using English–English dictionary 6 hours
1. The components of a dictionary
2. Exercise to develop using English-English dictionary

Chapter 2 Word Parts and Context Clues 9 hours
1. Word parts
2. Using Context clues
3. Exercise to develop leaning and analyzing word parts and using context clues techniques

Chapter 3 Reading for Topics and Main Idea 6 hours
1. Reading for topic
2. Main idea
3. Supporting details
4. Exercise to develop finding topic, topic sentence, main idea and supporting details
Chapter 4  Reading Signs Notices, Labels and Instructions  6 hours
1. Reading signs and notices
2. Reading labels
3. Reading instructions
4. Exercises to develop understanding signs, notices, labels and instructions

Chapter 5  Writing about Oneself and Other People  6 hours
1. Describing people
2. Sentence structure
3. Rules of the sentences
4. Types of sentences
5. Writing process
6. Exercise to develop writing skill

Chapter 6  Writing for career goals  12 hours
1. A resume
2. Job advertisement
3. Cover letters
4. Application forms completion
5. Useful vocabulary and sentences
6. Exercise to develop writing skill

Teaching and learning activities
1. Lectures, discussion and presentations
2. Assignments and quizzes
3. Have students do exercises in each unit
4. Pair work and discussions
5. External reading
6. Midterm and final exams

Teaching Materials
1. Instructional materials: GE10003 Reading and Writing English for General Purposes
2. PowerPoint presentation
3. Video clips
4. Other related materials such as English newspaper, signs, labels, classified advertisements and application letters
Evaluation

1. Collective Mark 60%
   1.1 Behavioral mark (10%)
      1.1.1 Punctuality: classroom presence and assignment submission
      1.1.2 Attire: university uniform
   1.2 Classroom activity mark (30%)
      1.2.1 Class attention
      1.2.2 Self-study
      1.2.3 Group/pair/individual task
   1.3 Midterm examination (20%)

2. Final Examination 40%
   Total score 100%

Measurement scores

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<td>50-54</td>
<td>D</td>
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<td>0-49</td>
<td>F</td>
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Course Syllabus
Chapter 1: Using English-English Dictionary

Contents
1. The components of a dictionary
2. Exercise to develop using English-English dictionary

Objectives:
By the end of this chapter, students should be able to:
1. Identify the components of English-English dictionary.
2. Identify how dictionary definitions are organized.
3. Locate the word and find its meaning.
4. Provide hints on how to complete a sentence using that word correctly.

Teaching and learning process
Students participate in the following teaching and learning activities.
1. The lecturer, lectures students on what a dictionary is for, and its uses.
2. Have the students identify each components of a dictionary.
3. Have the students find the exact meanings of certain words in the dictionary.
4. Divide the students into teams, to work on their assigned topics.
5. Have students perform group exercises relevant to the topics assigned to them.

Teaching materials
Students learn through the following teaching aids.
1. Instructional materials
2. English-English Dictionary
3. PowerPoint presentation
4. Assignments or worksheets

Evaluation
Students will be evaluated on the following activities.
1. Checking students’ attendance.
2. Checking students’ participation in group or pair work on assigned topics.
3. Checking students’ answers on the assigned topics.
4. Results of their groups and individual exercises.
Chapter 1
Using English-English Dictionary

Considering English as a second language for most students, acquiring new words is the primary concern, as they feel that an extensive vocabulary is an essential component in becoming familiar with the English language. As a result, ESL students learn to rely on English-English dictionaries—either in hard copy or using an electronic version—to facilitate the language learning process. In this unit we will focus on the components of a dictionary since it is the best way to learn how to use the dictionary properly and correctly.

English-English (monolingual) dictionaries are an essential tools or necessary reference books in language-building for both native and non-native speakers. Monolingual dictionaries are written only in English and from simple, to more advanced products. The best dictionaries from the top publishers (like Longman, Oxford or Collins) are monolingual—they have many words, more meanings for each word, more example sentences, more accurate pronunciations, phrasal verbs and idioms, word frequency information, word history and usage. English definitions are real English phrases with grammar and words. If the learners read them regularly, one will automatically memorize the grammar and uses of each word. Never-the-less, it is valuable only if it is used correctly and efficiently. The learners should learn about what dictionary components are and how they should be used properly.

Dictionaries are available in hard-copy textbooks, but for some newer versions, like StarDict and the New Oxford American Dictionary, they are also available in software running on PDA for computers. In this chapter, we will focus on English-English (monolingual) dictionaries since they are suitable for Thai students who use English as their second language.

The dictionaries are intended specifically for students to learn English as their second language. One of the following textbooks is considered adequate for college use, and highly recommended: Oxford advanced learner’s dictionary, Longman dictionary of contemporary English, Cambridge advanced learner’s dictionary, and Merriam-Webster’s collegiate dictionary. (Yorkey, 1982; McWhorter, 2009)
The Oxford Dictionary Of Current English
by Catherine Soanes (Editor)

Longman Dictionary of Contemporary English
by Longman

Cambridge Advanced Learner's Dictionary
(Book & CD ROM)
by Elizabeth Walter

Merriam Webster's Collegiate Dictionary
by Robert Ed. Webster

**Figure 1-1** The most popular collegiate dictionaries
Alternately, many dictionaries of different types are also available on the internet. Free online dictionaries are convenient and helpful for the students, and will provide the exact spelling and meaning of certain words. In addition, the audio also provide aid to students to learn how to pronounce the word correctly. However, this free service may not be as comprehensive as the text book or printed dictionary, so be aware that you may not get the adequate results as the text books.

Examples: Dictionary interface screenshot

**Figure 1-2** Oxford advanced learner’s dictionary
(Source: http://www.oxfordlearnersdictionaries.com)

**Figure 1-3** Longman dictionary of contemporary English
(Source: http://www.ldoceonline.com)
Figure 1-4 Cambridge Advanced Learner’s Dictionary
(Source: www.dictionary.cambridge.org)

Figure 1-5 Merriam-Webster’s Collegiate Dictionary
(Source: http://www.merriam-webster.com)
Example: The components of a dictionary

![Diagram of dictionary components]

Guide word, Pronunciation, Synonym, Word origin, Idiom, Part of speech, Usage label, Entry word, Spelling, Variation, Definition

Figure 1-6 An extract from a page of dictionary
(Source: Hornby, 2010)
The Components of a Dictionary

A dictionary may be regarded as a lexicographical product that is characterized by three significant features: it has been prepared for one or more functions, it contains data that have been selected for the purpose of fulfilling those functions, and its lexicographic structures link and establish relationships between the data so that they can meet the needs of users and fulfill the functions of the dictionary. The best way to learn how to use your particular dictionary effectively is to study the components of a dictionary. This will allow you to find words and how to use information that you do find.

Since all entries in a dictionary are arranged in alphabetical order, the learner must know the correct order of the letters in English. Words are arranged according to the first letter. When words begin with the same letter, they are arranged according to the second letter. If the first and second letters are the same, they are arranged according to the third letter and so on.

The components of a dictionary are:

1. **Guide words**

Guide words are two words in bold print. The word on the left is the same as the first word on the page. The word on the right is the same as the last word on the page. All the words on that page come between the two guide words in alphabetical order. Guide words will guide the learners to finding words quickly.

![Guide word](image)

*Figure 1-7 An example of a guide word*

(Source: Hornby, 2010)
2. An entry word

An entry word is the word defined in a dictionary. An entry word consists of a head word (the word you look up) and all the information about the head.

![Figure 1-8 An example of entry word](Source: Hornby, 2010)

3. Spelling

The dictionary entries give the correct spelling of words, including irregular and related verb forms and plurals as well as principle parts of verbs, and comparative and superlative forms of adjectives. They also help in using the spelling rules, spelling tips, spelling pattern, spelling strategies and variant spellings or alternative acceptable spellings.

![Figure 1-9 An example of spelling](Source: Hornby, 2010)

4. Pronunciation

The dictionary provides information about pronunciation and stress. Pronunciations tell you how to say the word by using the standard system known as the International Phonetic Alphabet (IPA) and also provide the differences in British and American pronunciation and stress patterns in words and phrases (Summers, 1991). When words have more than one syllable, one syllable is pronounced more strongly than the rest: it has greater stress or “primary stress” it will show in the mark /i/ directly before it (Hornby, 2010). In order to show which the strongest syllable is in a word and a weaker stress or “secondary stress” with the mark /ˌ/ is put before the syllable that has secondary stress.
Figure 1-10 An example of pronunciation
(Source: Hornby, 2010)

Table 1-1 Phonetic Symbol (IPA)

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<td>back</td>
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<td>d</td>
<td>day</td>
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<td>ð</td>
<td>them</td>
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<td>ðʒ</td>
<td>jump</td>
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<td>fat</td>
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(5. Parts of Speech)

Parts of speech tell you how to use the word and tell how a word is used in a sentence.

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<td>a black dog.</td>
</tr>
<tr>
<td>pron.</td>
<td>pronoun</td>
<td>She bought it for herself.</td>
</tr>
<tr>
<td>v.</td>
<td>verb</td>
<td>She teaches English.</td>
</tr>
<tr>
<td>adv.</td>
<td>adverb</td>
<td>She sings beautifully.</td>
</tr>
<tr>
<td>adj.</td>
<td>adjective</td>
<td>A black car.</td>
</tr>
<tr>
<td>prep.</td>
<td>preposition</td>
<td>Put it in the drawers.</td>
</tr>
<tr>
<td>conj.</td>
<td>conjunction</td>
<td>You won’t pass unless you study hard.</td>
</tr>
</tbody>
</table>
6. Definition or Meaning

Definitions tell you what each word means in clear and simple language (Summers, 1991) and also provide the examples show how the word is normally used and to make the meaning more clear. Some words have more than one meaning and each meaning is given a number. The most common or most basic meanings are always shown first. These are followed by other meanings that are less common or more limited in their use.

7. Variation or Derivative

A variation or derivative is a combination of the root word and a suffix e.g. -ly, -tion, -ful, etc.

Variation or derivative = root + suffix

Examples: A word formed another by derivation, such as:

write (v.) → writer (n.)
beauty (n.) → beautiful (adj.)
sad (adj.) → sadness (n.)
day (n.) → daily (adv.)
8. Usage labels or Stylistic values

Usage label or stylistic value is a usage of that word and also tells you whether a word is British or American, formal, informal, technical, literary colloquial, slang or poetry. Therefore, the usage label is important and useful to the foreign language learners who often have difficulty in judging the usage labels of the words and know how to use the words in certain styles of speaking or writing.

![Figure 1-13 An example of usage label](source: Hornby, 2010)

9. Word origin

Word origin is an original word, to show that word comes from other languages. This is usually in the […] symbol.

These are examples of word origins of Oxford Advanced Learner’s Dictionary 8th Edition.

<table>
<thead>
<tr>
<th></th>
<th>Australian English</th>
<th>US</th>
<th>English from the United States</th>
</tr>
</thead>
<tbody>
<tr>
<td>BrE</td>
<td>British English</td>
<td>ScotE</td>
<td>Scottish English</td>
</tr>
<tr>
<td>CanE</td>
<td>Canadian English</td>
<td>E AfrE</td>
<td>East African English</td>
</tr>
<tr>
<td>NaME</td>
<td>North American English</td>
<td>WelshE</td>
<td>Welsh English</td>
</tr>
<tr>
<td>Fr</td>
<td>France</td>
<td>Gr</td>
<td>Greek</td>
</tr>
<tr>
<td>Lat</td>
<td>Latin</td>
<td>Sp</td>
<td>Spain</td>
</tr>
</tbody>
</table>

![Figure 1-14 An example of word origin](source: Hornby, 2010)
10. Other Abbreviations and Symbols

Abbreviations and symbols help the learners get more information, details and meanings of the word. The learners can see the full term of those abbreviations and symbols at the beginning or the end of the dictionary.

**Figure 1-15** An example of abbreviation
(Source: Hornby, 2010)

These are examples of Other Abbreviations and Symbols of Oxford Advanced Learner’s Dictionary 8th Edition.

<table>
<thead>
<tr>
<th>abbr.</th>
<th>abbreviation</th>
<th>C</th>
<th>countable noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>U</td>
<td>uncountable noun</td>
<td>det.</td>
<td>determiner</td>
</tr>
<tr>
<td>fml</td>
<td>formal</td>
<td>infml</td>
<td>informal</td>
</tr>
<tr>
<td>sing.</td>
<td>singular</td>
<td>pl.</td>
<td>plural</td>
</tr>
<tr>
<td>prep.</td>
<td>preposition</td>
<td>pt</td>
<td>past tense</td>
</tr>
<tr>
<td>pp</td>
<td>past participle</td>
<td>sb</td>
<td>somebody</td>
</tr>
<tr>
<td>sth</td>
<td>something</td>
<td>symb.</td>
<td>Symbol</td>
</tr>
<tr>
<td>IDM</td>
<td>idiom</td>
<td>SYN</td>
<td>synonym</td>
</tr>
<tr>
<td>OPP</td>
<td>opposite, antonym</td>
<td>Phr. V.</td>
<td>phrasal verb</td>
</tr>
</tbody>
</table>

11. Synonym/Antonym

A dictionary may list a word with the same or nearly the same meaning as another word (synonyms) or a word opposite in meaning to another word (antonym or opposite). Since every word has distinctive quality—a shade of meaning that is peculiar to it alone-sometimes the characteristic quality of a particular word can be best appreciated when that word is compared with its synonyms or when contrasted with its antonyms.
Examples:  
soft = smooth  soft ≠ rough  
nice = polite  nice ≠ rude  
pass = achieve  pass ≠ fail

Figure 1-16  An example of synonym  
(Source: Hornby, 2010)

12. Idioms or Two-word verbs (Phrasal verbs)

An idiom is a phrase where the words together have a meaning that is different from the dictionary definition of the individual words. Idioms are sometimes called two-word verbs which very common in English, especially in the spoken language. Two-word verbs usually list under the main entry, or sometimes as separate entries.

Examples  
She has a cool head. (to stay calm in an emergency)  
Stop putting it off! Do it now. (to postpone, delay)  
Please stop by my house this afternoon. (to make a short visit to)  
It’s easy like a piece of cake. (very easy)

Figure 1-17  An example of idiom  
(Source: Hornby, 2010)
Conclusion: Chapter 1

This chapter provides the ideas about English-English dictionary. The information on the components of dictionary including guide words are the words at the top of each dictionary page, an entry word is the word defined in a dictionary, spelling is to give the correct spellings, pronunciation which explains how to say the word via phonetic symbols, part of speech will help you know how a word is used in a sentence, definition tells you the meaning of words, variation is the linguistic description of the process of word formation, other abbreviations that help in getting more information and synonym or antonym which are words of similar meanings or opposite meaning, are provided to help readers to comprehend and to be able to consult with a dictionary correctly.
Exercise: Chapter 1

Section 1: The components of English-English dictionary

Exercise 1
Directions: Look up the following words in your dictionary and indicate the stress marks.

- information
- government
- report (v)
- language
- committee
- examination
- danger
- important
- incorrect
- information
- technology
- bachelor
- management
- science
- educational
- humanity

Exercise 2
Directions: Use your dictionary to find the part of speech of each underlined word.

1. The children like to play in the afternoon.
2. Mary will play the piano in the concert.
3. What time is the exam tomorrow?
4. She has a good book.
5. I like that shirt, it is very beautiful.

Exercise 3
Directions: Look up each of underlined words or phrases in your dictionary. Write the label that is listed for the word and its meaning.

1. Will it be okay if I meet you at the meeting room about 8.00?
   Label: ____________________  Meaning: ____________________
2. Hey, listen! Isn’t it cool the way she sings that song?
   Label: ____________________  Meaning: ____________________
3. Which one of you guys took my book?
   Label: ____________________  Meaning: ____________________
4. Who is your prof in Physics?
   Label: ____________________  Meaning: ____________________
Exercise 4
Directions: Look at the words below and use the dictionary to find out which languages originally they came from.

1. Sofa............................ 2. Restaurant........................
3. Yoghurt........................ 4. Guitar.........................
5. Spaghetti (or pasta) .......... 6. Ballet............................

Exercise 5
Directions: Fill in the blank with the given words.

<table>
<thead>
<tr>
<th>part of speech</th>
<th>definition</th>
<th>entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>pronunciation</td>
<td>word origin</td>
<td>usage label</td>
</tr>
</tbody>
</table>

1. ........................................ 2. ........................................
3. ........................................ 4. ........................................
5. ........................................ 6. ........................................

**Croissant** /ˈkrwæsɒ̃/ /krwɑːˈsɑː̃/ /krəˈsɑːnt/ noun

pl. croissants: a small sweet roll with a curved shape, eaten especially at breakfast

[French, literally, crescent, from Middle French, from present participle of *croistre* to grow, from Latin *crescere* - more at CRESCENT First Known Use: 1875]
Section 2: Use dictionaries properly and correctly.

Exercise 1
Directions: Study the extract of a dictionary and answer the questions.

(Summers, 1995)

1. How many definitions are given in the word **melt**?

2. How many syllables are there in the word **melting point**?

3. What is the adverb of the word **melting**?

4. Which definition of “**melt**” means to gradually disappear?

5. In that picture, some people were **melting down** coins to make earrings. What does “melting down” mean?
Exercise 2
Directions: Study the extract of a dictionary and answer the questions.

(Source: Summers, 1995)

1. How many ways can you pronounce the word motorbike?

2. What is the usage label of “motorcar”?

3. Is the word motorbike commonly used in the United States?

4. How many syllables are there in the word motorcycle?

5. In the word motordrome, what would you guess the abbreviations n and [C] mean?

6. Which syllable is stressed in the word motorboat?”
Exercise 3
Directions: Look at the entry word “poor”. Then answer the questions whether they are true or false.

(Source: Hornby, 2010)

1. .................. There are 6 definitions of this word.
2. .................. Part of speech of “poor” is verb.
3. .................. We can pronoun the word poor in 4 ways.
4. .................. “rich” is a synonym of “poor”.
5. .................. “poor” is a plural form of this word.
6. .................. “be/come a poor second, third, etc.” is an idiom.
Section 3: Use various types of the words in writing correctly.

Exercise 1
Directions: Each of the following sentences contains a boldfaced word that has several possible meanings. Write the answer that identifies the meaning that is appropriate for the way the word is used in the sentence. The first one is done for you.

**Cold** adjective /ˈkəʊld/BrE; ˈkəʊld NAmE /
colder, coldest

1. having a lower than usual temperature; having a temperature lower than the human body.  *I‘m cold. Turn the heating up. Cold hands and feet/a cold room/hot and cold water in every room. Isn’t it cold today?*
2. not heated; cooled after being cooked.  *Hot and cold food is available in the cafeteria. Cold chicken for lunch.*
3. (of a person) without emotion; unfriendly to give somebody a cold look/stare/welcome. *Her manner was cold and distant. He was staring at her with cold eyes.*
4. seeming to lack warmth, in an unpleasant way. *Clear cold light/cold grey skies.*

1. Are you **cold**? I could turn up the temperature if you’d like.
   “cold” in this sentence mean shaving a lower than usual temperature; having a temperature lower than the human body.
2. She looked at me with **cold** eyes.
   “cold” in this sentence means.........................................................
3. I like **cold** drink.
   “cold” in this sentence means.........................................................
4. Today, the weather is very **cold**.
   “cold” in this sentence means.........................................................
5. Hot and **cold** food will be available in the food center.
   “cold” in this sentence means.........................................................
Exercise 2

Directions: Notice the different meanings of the word underlined in the following sentences. Using your dictionary, find the specific meaning of underlined word in each sentence. Write the part of speech and a meaning of each word on the line provided. The first one is done for you.

1. The **play** produced by the Drama Club was a success.
   “play” (noun): a piece of writing performed by actors in a theatre or on television or radio.
2. My son likes to **play** in the playground.

3. The **light** is not bright enough.

4. I always **light** the oil lamp when power goes off.

5. There’s a special **key** for winding up this clock.

6. ‘Imagine’ is the **keyword** in this project.

7. I don’t like hot **season**, I prefer winter.

8. Don’t forget to **season** the soup with salt and pepper.

9. May I have a bottle of **water**, please?

10. I like to **water** my flowers in the morning.
References


Course Syllabus
Chapter 2: Word Parts and Context Clues

Contents
1. Word parts
2. Using Context clues
3. Exercise to develop leaning and analyzing word parts and using context clues techniques.

Objectives:
By the end of this chapter, students should be able to:
1. Analyze and identify word parts: root words, prefixes and suffixes, as well as parts of speech, and aids in learning the meaning of unknown words.
2. Use variety of prefixes, suffixes, and root words in order to determine the meaning of unfamiliar words, in order to build and expand vocabulary.
3. Use different ways to use context clues on words.

Teaching and learning process
Students participate in the following teaching and learning activities.
1. The lecturer presents the lessons about word parts and context clues.
2. Have students analyze the meaning from word parts: roots, prefixes and suffixes.
3. Have students build their vocabulary from word parts.
4. Have students determine the meaning of unfamiliar words through context clues, as well as identify the clues in a context.
5. Have students work on assignments and exercises.

Teaching materials
Students learn through the following teaching aids.
1. Instructional materials
2. PowerPoint presentation
3. Assignment or worksheets

Evaluation
Students will be evaluated on the following activities.
1. Checking students’ attendance.
2. Observing students’ participation in group discussion or pair work on assigned topics.
3. Checking students’ answers from the exercises and assignments or worksheet given to them.
Chapter 2
Word parts and Context clues

Thai students, having English as their second language, may sometimes find it difficult to grasp the meaning of unfamiliar or unknown words through written context. In order to understand the meaning of some words, they would require improving their skills in word familiarity and analysis. Since more than half of all English words are derived from Latin and Greek, learning word elements or word parts (roots, prefixes, and suffixes) might be the most efficient and effective way to improve vocabulary learning and can be helpful for learners (Nist & Simpson, 1993; Perkins, 2000). In addition, many words in English language are formed by combining word parts, such as: roots, prefixes, and suffixes, when put together, each part will have its own meaning. Therefore, the meaning of an unfamiliar word can be figured out by breaking it down into small elements. For example, the root -dict- from Latin means “to say”, you might be able to figure out the meaning of many words (contradict, dictate, diction, edict, predict, and so forth). By learning word parts, the students can unlock the meaning of many more words than by studying single meaning. In this unit we will focus on the word parts since it is a method of building the learners’ vocabulary.

Word Parts

Word parts consist of roots, prefixes and suffixes.

1. Root or Base word

A root or base word is a unit of meaning (morpheme) which carries the basic or core meaning of a word (McWhorter, 2009). It is the basic part of the word. In linguistics, a morpheme is the smallest grammatical unit in a language and not identical to a word. A morpheme may or may not stand alone, whereas a word, by definition, is freestanding items of language that have meaning (McCarthy 1990). A root can combine with prefixes and suffixes which is one of the most productive way of word-building. English root words and their meanings are commonly derived from Greek and Latin roots. If the students know the definition of the most common of roots, they are able to unlock the meaning of each word and analyze unknown word without having to look them up in a dictionary. The following are sets of common roots along with samples of the words that the students can figure out based on them.
### Table 2-1 Roots

<table>
<thead>
<tr>
<th>Root</th>
<th>General meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>auto, aut</td>
<td>self</td>
<td>automobile, autograph, automatic</td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
<td>biology, biotechnology, biosphere</td>
</tr>
<tr>
<td>dict</td>
<td>say, speak</td>
<td>dictation, dictionary, predict</td>
</tr>
<tr>
<td>form</td>
<td>form, shape</td>
<td>uniform, perform, formal, formula</td>
</tr>
<tr>
<td>geo</td>
<td>earth</td>
<td>geometry, geography, geology</td>
</tr>
<tr>
<td>graph, gram</td>
<td>write, draw</td>
<td>graphic, autograph, photography</td>
</tr>
<tr>
<td>homo</td>
<td>same</td>
<td>homogeneous, homonym, homosexual</td>
</tr>
<tr>
<td>man</td>
<td>hand</td>
<td>manual, manage, manufacture</td>
</tr>
<tr>
<td>mob, mot, mov</td>
<td>move</td>
<td>mobile, motionless, movement</td>
</tr>
<tr>
<td>port</td>
<td>carry</td>
<td>porter, portable, transport, export, import</td>
</tr>
<tr>
<td>phon</td>
<td>sound</td>
<td>phonetic, symphony, homophone</td>
</tr>
<tr>
<td>scrib, script</td>
<td>write</td>
<td>describe, subscribe, transcript</td>
</tr>
<tr>
<td>tele</td>
<td>far</td>
<td>telephone, telescope, television</td>
</tr>
<tr>
<td>typ</td>
<td>print</td>
<td>prototype, typist, typewriter</td>
</tr>
<tr>
<td>view</td>
<td>see, look</td>
<td>preview, review, interview</td>
</tr>
<tr>
<td>uni</td>
<td>one</td>
<td>unicorn, university, universal</td>
</tr>
</tbody>
</table>

### 2. Prefixes

A prefix is a letter or group of letters with a special meaning that are commonly added at the beginning of a word, or roots which mostly change meaning of the root words.

<table>
<thead>
<tr>
<th>Prefix + root</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>un + happy</td>
<td>unhappy</td>
<td>not happy</td>
</tr>
</tbody>
</table>

Here are common prefixes which can be divided into five categories in order to easy to learn and understand. Some prefixes have more than one meaning thus the meaning that fits the sentence or the context should be considered. To be sure, consulting with a good dictionary may be required.
### Table 2-2 Negative

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>against</td>
<td>antibiotic, antipathy, antivirus</td>
</tr>
<tr>
<td>de-</td>
<td>reduce, reverse</td>
<td>decentered, decode, decrease</td>
</tr>
<tr>
<td>dis-, dif, di-</td>
<td>reverse the action, not, apart, away</td>
<td>disapprove, discover, disappear, dislike, distant</td>
</tr>
<tr>
<td>in-, im-, il-, ir-</td>
<td>not, the opposite of</td>
<td>inactive, incorrect, inability, impossible, immoral, imbalance, irreplaceable, irresponsible, illegal, illiterate, illegible</td>
</tr>
<tr>
<td>mis-</td>
<td>bad or badly, wrong or wrongly</td>
<td>misunderstand, misspell, misbehave</td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
<td>nonalcoholic, nonfiction, nonsmoking</td>
</tr>
<tr>
<td>un-</td>
<td>not reverse the action</td>
<td>unfair, unseen, unaware, unlock, unload, undress, untie</td>
</tr>
</tbody>
</table>

### Table 2-3 Number or amount

<table>
<thead>
<tr>
<th>Prefix</th>
<th>General meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>mono-/uni- (Greek)</td>
<td>one</td>
<td>monotone, unicycle</td>
</tr>
<tr>
<td>bi-/di-/du</td>
<td>two</td>
<td>bicycle, divorce, duet</td>
</tr>
<tr>
<td>tri-</td>
<td>three</td>
<td>triangle, tricycle</td>
</tr>
<tr>
<td>quad-</td>
<td>four</td>
<td>quarter, quadrangle</td>
</tr>
<tr>
<td>penta-</td>
<td>five</td>
<td>pentagon, pentameter</td>
</tr>
<tr>
<td>oct-</td>
<td>eight</td>
<td>octopus, October, octet</td>
</tr>
<tr>
<td>dec-, deci</td>
<td>ten</td>
<td>December, decimeter, decade</td>
</tr>
<tr>
<td>multi-/poly</td>
<td>many</td>
<td>multimedia, multilingual, multiply, polytechnic, polyester, polymer</td>
</tr>
</tbody>
</table>
### Table 2-3  (Continued)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>General meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>semi-</td>
<td>half, partly</td>
<td>semiconductor, semicircle</td>
</tr>
<tr>
<td>equi-</td>
<td>equal, event</td>
<td>equidistant, equality</td>
</tr>
<tr>
<td>mini-</td>
<td>small</td>
<td>minicomputer, miniskirt</td>
</tr>
<tr>
<td>micro-</td>
<td>very small</td>
<td>microcomputer, microwave, microfilm, microscope</td>
</tr>
<tr>
<td>macro-</td>
<td>large, great</td>
<td>macroeconomics, macrobiotic</td>
</tr>
<tr>
<td>mega-</td>
<td>large, great</td>
<td>megabyte, megaton, megacycle(^{\text{a million cycles}})</td>
</tr>
</tbody>
</table>

### Table 2-4  Direction, Location, Placement, Degree or Size

<table>
<thead>
<tr>
<th>Prefix</th>
<th>General meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>de-</td>
<td>away, from</td>
<td>depart</td>
</tr>
<tr>
<td>ex-</td>
<td>out</td>
<td>export, external, exclude, exhale</td>
</tr>
<tr>
<td>extra-</td>
<td>beyond</td>
<td>extraordinary, extrovert, extracurricular</td>
</tr>
<tr>
<td>hyper-</td>
<td>more than normal, too much</td>
<td>hyperactive, hypermarket, hypersensitive</td>
</tr>
<tr>
<td>in, im-</td>
<td>in, into</td>
<td>internal, import, input, inhale</td>
</tr>
<tr>
<td>inter-</td>
<td>between, among</td>
<td>interconnected, interactive, international</td>
</tr>
<tr>
<td>over-</td>
<td>too much</td>
<td>overdo, overdose</td>
</tr>
<tr>
<td>sub-</td>
<td>under, below, lower than</td>
<td>subway, subcontract, submarine</td>
</tr>
<tr>
<td>super-</td>
<td>over</td>
<td>superhero, superstar, supermarket</td>
</tr>
<tr>
<td>tele-</td>
<td>far</td>
<td>telescope, telephone</td>
</tr>
<tr>
<td>trans-</td>
<td>across, change</td>
<td>transport, transfer</td>
</tr>
<tr>
<td>under-</td>
<td>too little, not enough below, beneath, lower</td>
<td>undercooked, underline underground, undergraduate</td>
</tr>
</tbody>
</table>
Table 2-5  Time and order

<table>
<thead>
<tr>
<th>Prefix</th>
<th>General meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>after-</td>
<td>after</td>
<td>afternoon, afterbirth, afterlife</td>
</tr>
<tr>
<td>ex-</td>
<td>former</td>
<td>ex-prime minister, ex-wife</td>
</tr>
<tr>
<td>fore-</td>
<td>before</td>
<td>foretell, foreshadow, foreseen</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>pre-test, predict, prewar, preseason</td>
</tr>
<tr>
<td>prime-</td>
<td>first</td>
<td>primary, primitive, primetime</td>
</tr>
<tr>
<td>post-</td>
<td>after</td>
<td>post-test, postwar, postseason</td>
</tr>
<tr>
<td>re-</td>
<td>again, back</td>
<td>reuse, reply, recycle, review</td>
</tr>
</tbody>
</table>

3. Suffixes

A suffix is a letter or letters with a special meaning that are commonly added at the end of a word or roots and usually changes the part of speech of a word, (e.g. to change a noun to adjective, a verb to a noun, an adjective to a verb, etc.) and some will modify the meaning of words.

<table>
<thead>
<tr>
<th>Root + suffix</th>
<th>Word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sing (v) + er</td>
<td>singer (n)</td>
<td>the one who sing</td>
</tr>
</tbody>
</table>

The learner can figure out the meaning when a suffix is added. Knowing the meaning of the root word is important, and the ways in which different suffixes can affect the meaning of the root word. A list of common suffixes and their meanings appears in the table below.

Table 2-6  Adjectives Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>General meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able/ible</td>
<td>can be, capable of, having</td>
<td>payable, workable, washable</td>
</tr>
<tr>
<td>-ese</td>
<td>a native of, the language of</td>
<td>Japanese, Chinese, Portuguese</td>
</tr>
<tr>
<td>-ful</td>
<td>full of, having</td>
<td>useful, hopeful, colorful</td>
</tr>
<tr>
<td>-ive, -ative, -itive</td>
<td>having the quality of</td>
<td>expensive, native, active</td>
</tr>
</tbody>
</table>
Table 2-6 (Continued)

<table>
<thead>
<tr>
<th>Suffix</th>
<th>General meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ish</td>
<td>belonging to, having the character of</td>
<td>Swedish, childish, selfish</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>careless, hopeless, meaningless</td>
</tr>
<tr>
<td>-ous, -eous, -ious</td>
<td>causing</td>
<td>dangerous, famous, various, poisonous</td>
</tr>
<tr>
<td>-y</td>
<td>like, full of, covered with</td>
<td>sandy, hairy, silky, sunny</td>
</tr>
</tbody>
</table>

Table 2-7 Adverb Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>General meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ly, (-ily)</td>
<td>in the given manner</td>
<td>really, easily, happily, quickly</td>
</tr>
<tr>
<td>-ward</td>
<td>toward, in the direction of</td>
<td>backward, forward, afterward</td>
</tr>
<tr>
<td>-wise</td>
<td>direction, position</td>
<td>clockwise, otherwise, likewise</td>
</tr>
</tbody>
</table>

Table 2-8 Verb Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>General meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ate</td>
<td>cause to be, act as, cause to become</td>
<td>translate, animate, create, originate</td>
</tr>
<tr>
<td>-ed</td>
<td>simple past tense; past participle</td>
<td>taken, wanted, stopped</td>
</tr>
<tr>
<td>-en</td>
<td>make or become</td>
<td>blacken, ripen, widen, soften, whiten</td>
</tr>
<tr>
<td>-ify</td>
<td>cause to or become</td>
<td>modify, purify, beautify</td>
</tr>
<tr>
<td>-ing</td>
<td>present participle</td>
<td>reading, speaking, writing</td>
</tr>
<tr>
<td>-ize (-ise)</td>
<td>to make or put something in the stated condition</td>
<td>centralize, recognize, memorize</td>
</tr>
</tbody>
</table>
Table 2-9  Noun Suffixes (a person or a thing)

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-an, -ean, -ian</td>
<td>person or thing that is of or belong to, native of; person skilled in or studying the subject</td>
<td>American, European, Italian, historian, musician</td>
</tr>
<tr>
<td>-ee</td>
<td>person to whom the action is done</td>
<td>trainee, payee, employee</td>
</tr>
<tr>
<td>-er, or</td>
<td>person or thing that does something</td>
<td>teacher, singer, employer, actor, doctor</td>
</tr>
<tr>
<td>-ess</td>
<td>Female</td>
<td>actress, stewardess, air hostess, waitress</td>
</tr>
<tr>
<td>-ist</td>
<td>one who does or makes</td>
<td>typist, pianist, scientist, artist</td>
</tr>
</tbody>
</table>

Table 2-10  Noun Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>General meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-ful</td>
<td>amount</td>
<td>teaspoonful, tablespoonful, handful</td>
</tr>
<tr>
<td>-ity, -ty, -y</td>
<td>the state of, character of, quality</td>
<td>unity, shifty, showy, humanity</td>
</tr>
<tr>
<td>-ment</td>
<td>result of</td>
<td>management, comment, movement</td>
</tr>
<tr>
<td>-ness</td>
<td>state; condition</td>
<td>goodness, kindness, sickness</td>
</tr>
<tr>
<td>-ship</td>
<td>state of quality of</td>
<td>leadership, friendship</td>
</tr>
<tr>
<td>-ation, -tion, -ion</td>
<td>action, state, condition</td>
<td>examination, discussion, emotion, connection</td>
</tr>
</tbody>
</table>
Using context clues

Guessing from context is the most frequent and preferred strategy when learners deal with unknown words in context (Cooper, 1999; Farser, 1999; Paribakht & Wesche, 1999). Knowing the meaning of unfamiliar words, and ways in using context clues is to carefully look at the surrounding context in order to know the meaning of a new word through the context.

The context—the words or sentences which surround a particular word—frequently contains various types of clues that help to figure out the meaning of the unknown word (Niles, 1977). Context clues are hints that appear near a word, phrase, and sentence or paragraph that helping to understand and figure out the meaning of the unfamiliar word. There are some types of context clues which can help students to find the meaning of an unknown or unfamiliar word in a sentence, paragraph or passage.

1. Definition: Sometimes a writer will provide a formal definition of the unknown word. A definition is a statement of the meaning of a word or phrase.

   The signal words of this type are as follows:

   that is is/are called
   means
   may be described as
   may be seen as
   dash (–)

   is/are
   meaning to say
   refer to
   what this means is
   parentheses ( )

   is/are said to
   can be defined as
   consist of
   comma (,)

   Examples

   a. **Cholesterol level** (a measure of fatty substance in the blood) has become a major health concern.

      Signal word (s) or clue (s)= (…..)
      Cholesterol level = a measure of fatty substance in the blood

   b. To feed the birds means to give food to the birds.

      Signal word (s) or clue (s)= means
      to feed = to give food

2. Restatement/Similarity or Synonym: Sometimes different words with the same meaning of the unfamiliar word may be used to restate the meaning (Thammongkol, 1991). Synonyms are words with the same meaning.
The signal words of this type are as follows:

<table>
<thead>
<tr>
<th>Signal Words</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>that is to say</td>
</tr>
<tr>
<td>that is</td>
<td>in other word</td>
</tr>
<tr>
<td>as/as………..as</td>
<td>to put in another way</td>
</tr>
<tr>
<td>similar to</td>
<td>comma (,)</td>
</tr>
<tr>
<td>correspondingly</td>
<td>like/alike</td>
</tr>
<tr>
<td>comparing/compare with</td>
<td>resemble</td>
</tr>
<tr>
<td>commas (,….)</td>
<td>similarly</td>
</tr>
<tr>
<td></td>
<td>like wise</td>
</tr>
<tr>
<td></td>
<td>in the same way</td>
</tr>
<tr>
<td></td>
<td>in like manner</td>
</tr>
<tr>
<td></td>
<td>like wise</td>
</tr>
<tr>
<td></td>
<td>corresponding</td>
</tr>
<tr>
<td></td>
<td>in the same way</td>
</tr>
<tr>
<td></td>
<td>in like manner</td>
</tr>
<tr>
<td></td>
<td>comparing/compare with</td>
</tr>
<tr>
<td></td>
<td>as if/ as though</td>
</tr>
<tr>
<td></td>
<td>parentheses ( )</td>
</tr>
<tr>
<td></td>
<td>dash (–)</td>
</tr>
<tr>
<td></td>
<td>dashes (–…..–)</td>
</tr>
</tbody>
</table>

Examples

a. My cousins—my aunt’s children—want to visit us on New Year’s Day.
   Signal word (s) or clue (s) = dashes (–………..–)
   Cousins = my aunt’s children

b. The stench of your shoes was like the smell of garbage.
   Signal word (s) or clue (s) = like
   stench = the smell of garbage

3. **Cause and effect**: Cause and effect relationships are applied for helping the readers find the meaning of unknown words even though the meaning are not directly given (Niles, Dougherty & Memory, 1977).

The signal words which indicate cause are:

<table>
<thead>
<tr>
<th>Signal Words</th>
<th>Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
<td>since</td>
</tr>
<tr>
<td>on account of</td>
<td>as</td>
</tr>
<tr>
<td>now that</td>
<td>owning to/due to</td>
</tr>
<tr>
<td>on account of</td>
<td>for</td>
</tr>
</tbody>
</table>

Examples

a. Because his teeth had been sore for a week, James decided to go to the dentist for treatment.
   Signal word (s) or clue (s) = because

Since his teeth had been sore so he needs go to see a doctor to examine and treat his teeth. Therefore, a dentist means a dental specialist.

b. Linda moved to another hotel because the noise in the first one and its service was unbearable. The noise is very loud and service is very bad.
   Signal word (s) or clue (s) = because

Since the noise and service of the hotel is very bad so she moved to another hotel. From this reason “unbearable” can be defined as not able be endured or tolerated.
The signal words which indicate effect are:

<table>
<thead>
<tr>
<th>word</th>
<th>replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>so</td>
<td>therefore</td>
</tr>
<tr>
<td>consequently</td>
<td>as a result</td>
</tr>
<tr>
<td>hence</td>
<td>accordingly</td>
</tr>
<tr>
<td>result in</td>
<td>so that</td>
</tr>
<tr>
<td>that is why</td>
<td>cause</td>
</tr>
</tbody>
</table>

Examples

a. Jane swam for over three hours as a result, they were so exhausted that she could not move her body going to the bedroom.
   Signal word(s) or clue(s) = as a result
   You can guess the meaning of “exhausted” from “she could not move her body to the kitchen”; therefore, the word **exhausted** means very tired.

b. After a year studying and staying in Japan she ran out of money; therefore, she had to look for a job.
   Signal word(s) or clue(s) = therefore
   What does she do when ran out of money? She tries to find a job in order to get paid so, “ran out of” means lack of or short of.

4. **Contrast or Antonym**: Phrase or words that indicate opposite meanings.
An opposite meaning context clue contrasts the meaning of an unfamiliar word with the meaning of a familiar term.

The signal words which indicate contrast are:

<table>
<thead>
<tr>
<th>word</th>
<th>replacement</th>
</tr>
</thead>
<tbody>
<tr>
<td>thought/although/even though</td>
<td>in spite of/ Despite</td>
</tr>
<tr>
<td>on the other hand</td>
<td>on the contrary/ In contrast</td>
</tr>
<tr>
<td>conversely</td>
<td>while/ whereas</td>
</tr>
<tr>
<td>but/yet</td>
<td>however/ nevertheless</td>
</tr>
</tbody>
</table>

Examples

a. My children were as different as day and night. My son was a lively conversationalist, but my daughter was reserved and **taciturn**.
   Signal word (s) or clue (s) = but
   taciturn = the opposite of a “lively conversationalist.”
   which means “quite or uncommunicative”

b. Jane was **studious** while her brother, Tom, was lazy.
   Signal word (s) or clue (s) = while and comma (,)
   studious = the opposite of “lazy” which means diligent or hardworking
5. **List or examples**: phrase or words that helps to explain the meanings.

**The signal words which indicate example are:**

<table>
<thead>
<tr>
<th>for example/e.g.</th>
<th>like</th>
<th>including</th>
</tr>
</thead>
<tbody>
<tr>
<td>for instance</td>
<td>such as</td>
<td>such as</td>
</tr>
<tr>
<td>, (comma)</td>
<td>: (colon)</td>
<td>- (dash)</td>
</tr>
</tbody>
</table>

**Examples**

a. I have many avocations, such as painting, gardening, cooking and stamp collecting.
   Signature word (s) or clue (s) = comma (,) and such as
   avocations = hobbies

b. The condiments like sugar, salt, fish sauce and soybean sauce are needed to make your food tasty.
   Signature word (s) or clue (s) = like
   condiments = a substance that is added to food to improve its taste

6. **Modifiers**: The additional or extra meaning given in the sentence to give a clearer understanding of the unknown word in a sentence. The modifiers can be a phrase, a clause, or a sentence, to modify difficult words, the following sentence can modify the unfamiliar word in the sentence before it.

**The signal words which indicate modifier are:**

<table>
<thead>
<tr>
<th>Who</th>
<th>whom</th>
<th>which</th>
</tr>
</thead>
<tbody>
<tr>
<td>That</td>
<td>whose</td>
<td>where</td>
</tr>
<tr>
<td>With</td>
<td>without</td>
<td>-ing phrase</td>
</tr>
</tbody>
</table>

**Examples**

a. We paid for the car in monthly installments over five years, paying 4,900 baht monthly.
   Signature word (s) or clue (s) = paying installment = paying 4,900 baht monthly. A sum of money due as one of several equal payments for a car.

b. An illiterate person, who is unable to read or write, can join a special program of learning a language.
   Signature word (s) or clue (s) = who illiterate = who is unable to read or write
Conclusion: Chapter 2

This chapter provides the ideas about word parts and guessing meaning from context clues. The word parts, such as roots, prefixes, suffixes are the three basic elements of a word which are used to form English words. When students learn how to use these three basic parts, they can understand the meaning of a word. In addition, some types of context clues—the hints that the writer provides to help define a difficult word—such as definition, restatement, cause and effect, contrast, example, and modifiers are also provide to help students to comprehend and able to know the meaning of unfamiliar word from all kinds of context clues they have studied.
Exercise: Chapter 2

Section 1: Analyze and identify word parts.

Exercise 1
Directions: Underline the root of each word then write other words which have the same root in the blank provided. The first one is done for you.

1. biology = biosphere, biologist, biochemistry
2. dictation = ................................................
3. uniform = ................................................
4. porter = ................................................
5. telephone = ................................................

Exercise 2
Directions: Underline the prefix of each word then write other words which have the same prefix in the blank provided. The first one is done for you.

1. inexpensive = incorrect, inactive, insane
2. unsatisfied = ................................................
3. misunderstand = ................................................
4. disconnect = ................................................
5. export = ................................................

Exercise 3
Directions: Underline the suffix of each word then write other words which have the same suffix in the blank provided. The first one is done for you.

1. reporter = hunter, player, singer
2. movement = ................................................
3. edible = ................................................
4. careless = ................................................
5. successful = ................................................
Exercise 4
Directions: Divide the root, prefix, and suffix of these words. Write R for root, P for prefix, and S for suffix in each part. The first one is done for you.

<table>
<thead>
<tr>
<th>P</th>
<th>R</th>
<th>S</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. unforgettable</td>
<td>un/forget/able</td>
<td></td>
</tr>
<tr>
<td>2. disagreeable</td>
<td>..................</td>
<td></td>
</tr>
<tr>
<td>3. inflammation</td>
<td>..................</td>
<td></td>
</tr>
<tr>
<td>4. dehydration</td>
<td>..................</td>
<td></td>
</tr>
<tr>
<td>5. inexperienced</td>
<td>..................</td>
<td></td>
</tr>
</tbody>
</table>

Section 2: Guess the meaning of unknown words through word parts.

Exercise 1
Directions: From the roots provided, try to figure out the meaning of the underlined words in the following sentences. Underline the meaning that best describe.

port = carry
ditc, dic = say, tell, speak
view = see or look
bio = life
auto = self

1. The new supermarket may import of all goods from United Kingdom.
   (articles brought into the country / goods sent to another country)
2. The committee carefully reviewed what had happened before they decided to make an important decision.
   (to examine or consider again / to carefully examine or consider)
3. Many famous astrologers predicted that there would be several earthquakes in the middle of this year.
   (to say that something happens at present/ to say that something will happen in the future)
4. My favorite subject is biology.
   (the scientific study of the natural process of living things/ the scientific study of the light)
5. Be careful! That’s an automatic door.
   (working by itself / controlling by people)

Exercise 2
Directions: Read the following sentences. Choose one of the prefixes in the brackets to fill in the blank in front of each word to make the word fit the sentence.

1. My father is one of those (un-, non-)____smokers who are campaigning for no smoking areas in offices.
2. It is very (un-, dis-)____comfortable to sleep in a small bedroom with ten cousins!

3. My teacher was very upset since I handed in an (in-, un-)____complete homework assignment.

4. Would you like to own an (un-, im-) ____profitable book store?

5. I’d (un-, mis-) ____calculated the amount of money I have to pay since I had a terrible headache.

Exercise 3
Directions: Study the suffixes and their meanings provided, and choose the word to complete each sentence.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Sample words</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able/-ible</td>
<td>profitable</td>
<td>can make a profit</td>
</tr>
<tr>
<td></td>
<td>edible</td>
<td>can be eaten</td>
</tr>
<tr>
<td>-less</td>
<td>seedless</td>
<td>without seed</td>
</tr>
<tr>
<td>-ous</td>
<td>famous</td>
<td>having fame</td>
</tr>
<tr>
<td>-ful</td>
<td>harmful</td>
<td>full of harm</td>
</tr>
<tr>
<td>-ish</td>
<td>childish</td>
<td>having the character of a child</td>
</tr>
<tr>
<td>-y</td>
<td>silky</td>
<td>soft and shiny like silk</td>
</tr>
<tr>
<td></td>
<td>sunny</td>
<td>bright with sunlight</td>
</tr>
<tr>
<td>-er</td>
<td>writer</td>
<td>one who writes, books or stories</td>
</tr>
<tr>
<td>-or</td>
<td>actor</td>
<td>a person whose profession is acting</td>
</tr>
<tr>
<td>-ist</td>
<td>artist</td>
<td>one who creates painting or drawing</td>
</tr>
</tbody>
</table>

1. These vegetables and mushrooms are _______. We can eat it because it is not poisonous.

2. Don’t be _______. You are eighteen now but you act as if you were a child.

3. That______ dress–resembling silk–was fantastic on her tan skin.

4. J.K. Rolling is a marvelous_______ of the Harry Potter, one of the most popular books in history.

5. I prefer _________ grapes. They are very sweet and delicious.

6. Eating a lot of sweets can be ________ to your teeth. You may suffer from decayed tooth.

7. My father soon realized that my coffee shop could be a ____________ business. It will be profit-making and successful by the end of this year.

8. A bright _________ day is the day with heat and sunlight.

9. Robert Pattinson is an _________ actor, who is well-known for a role as Edward Cullen in Vampire Twilight.

10. The picture was painted by a well-known Thai _________, Tawan Dutchanee.
Section 3: Use all kinds of context clues leaning from this chapter to figure out the meaning of unknown words.

Exercise 1
Directions: Read each sentence and use context clues or your prior knowledge to help you determine the meaning of the underlined words. Underline the meaning that best describe.

1. Mary is very good at playing stringed instruments, like the Violin, the Cello, the guitar and the Ukulele.
   (music instruments that make a wonderful song / music instruments that make sound through strings)
2. The company is going through many transitions – changes for many years.
   (changes / movements)
3. Susan has the most perfect figure for the volleyball team because she is tall and active and plays very well.
   (unhealthy / faultless)
4. Your explanation left me thoroughly perplexed, or confused.
   (sound through strings / puzzled)
5. I like soft creamy sweet called fudge especially a fudge cake is my favorite.
   (soft cookies / soft chewy sweet)

Exercise 2
Directions: Read each sentence and use context clues or your prior knowledge to help you determine the meaning of the underlined word, then write its meaning in the blank provided.

1. If we eat a lot, my mom will be happy but my dad will be discontent.
   Signal words or clues = ........................................................................................................
   Discontent = ...........................................................................................................................
2. Tom was an idle boy who did not like work of any kind and very lazy.
   Signal words or clues = ........................................................................................................
   An idle = .................................................................................................................................
3. Aquarium is a place where we saw a wonderful display of live fish of different species living in big tanks.
   Signal words or clues = ........................................................................................................
   Aquarium = .............................................................................................................................
4. A person who has expert knowledge of physical sciences is known as a scientist.
   Signal words or clues = ........................................................................................................
   A scientist = ............................................................................................................................
5. My sister and I are different. Pim is very quiet and doesn’t like to talk at all whereas I am very chatty.
   Signal words or clues = …………………………………………………………….
   Chatty = …………………………………………………………………………………

Exercise 3
Directions: Read the following passage and use all kinds of context clues you have studied to work out what the underlined words probably mean.

The term stress has been defined in several different ways. Sometimes the term is applied to stimuli or events in our environment that make physical and emotional demands on us, and sometimes it is applied to our emotional and physical reactions to such stimuli. In this discussion, we will refer to the environmental stimuli or events as stressors and to emotional and physical reactions as stress.

Many sorts of events can be stressors, including disasters such as hurricanes or tornadoes, major life events such as divorce or the loss of a job, and daily hassles such as having to wait in line at the supermarket when you need to be somewhere else in ten minutes. What all these events have in common is that they interfere with or threaten our accustomed way of life. (Source: Seal, 2000)

Stress = …………………………………………………………………………………
Stimuli = ………………………………………………………………………………
Stressors = ……………………………………………………………………………
Disasters = ……………………………………………………………………………
Major life events = …………………………………………………………………
Daily hassles = ………………………………………………………………………

Since the release of the first novel, Harry Potter and the Sorcerer’s Stone, on 30 June 1997, the books have gained immense popularity, critical acclaim, and commercial success worldwide. The series has also had some share of criticism, including concern for the increasingly dark tone. As of July 2013, the books had sold between 400 and 450 million copies, making them one of the best-selling book series in history, and had been translated into 73 languages. The last four books consecutively set records as the fastest-selling books in history, with the final installment selling approximately 11 million copies in the United States within the first twenty-four hours of its release. (Source: http://en.wikipedia.org/wiki/Harry Potter)

Popularity = ……………………………………………………………………………
The best-selling book series = ……………………………………………………
Translated = ………………………………………………………………………
Approximately = …………………………………………………………………
References

New York: Pearson Longman.
Course Syllabus
Chapter 3: Reading for topic and main idea

Contents
1. Reading for topic
2. Main idea
3. Supporting details
4. Exercise to develop finding topic, topic sentence, main idea and supporting details

Objectives:
By the end of this chapter, students should be able to:
1. Distinguish topics from an informational text, or given reading passages.
2. Specify a suitable topic sentence from different reading texts.
3. Find the main ideas from various reading extracts given.
4. Briefly describe all the supporting details from many reading passages by filling out a branching diagram.

Teaching and learning process
Students participate in the following teaching and learning activities.
1. The lecturer presents the following topics: topic; main idea; and supporting information.
2. Have students determine the topic from reading passages.
3. Have students find the main idea and supporting information.
4. Have students complete the given assignments or worksheets.
5. Have students do the exercises.

Teaching materials
Students learn through the following teaching aids.
1. Instructional materials
2. PowerPoint presentation
3. Assignment or worksheets

Evaluation
Students will be evaluated on the following activities performed:
1. Checking students’ attendance.
2. Checking students’ participation in small groups to complete the activities concerning the lesson.
3. Checking accuracy and completeness of answers from the exercises and worksheets.
Chapter 3
Reading for topic and main idea

To become efficient readers, we have to train ourselves to read different texts in different ways and try to improve skills and strategies using in reading effectively. We have to adjust reading speed and style to match the purpose for which we read. For overall comprehension in college reading, finding the topic or the larger conceptual frameworks, main idea and details, understanding the writer’s attitude and being able to evaluate, draw conclusions, and interpret articles or chapters are very important.

A paragraph is a group of series of sentences that are organized and coherent that related to develop one main idea (Oshima & Hogue, 1999). The structure of a paragraph contains four elements: a topic, a main idea, topic sentence, and supporting details. Without these elements, the paragraph is incomplete.

Reading for topic

Good comprehension begins with an understanding of the topic or subject. A topic of a paragraph is usually expressed in a word or phrase which is a general subject of the items in a list or the sentences in a paragraph or the whole paragraph that labels the key ideas. Therefore, identify the topic helps the readers understand whatever they read clearly. To find the topic, ask yourself when read a paragraph: What was it about?

1. Identifying topics of the lists

Look at the group of words below. Decide which word is different from the others.

Example: mother, brother, sister, son, family, daughter

You can see that family is different from the rest of the group. It is a general word that names those other specific words: mother, brother, sister, son, daughter. The general word is called a topic. Therefore the topic is family.

Examples:
1. guitar, musical instruments, piano, violin, ukulele
   General or the topic is musical instruments.
2. baseball, volleyball, tennis, golf, swimming, sports
   General or the topic is sports.
2. Identifying topics of the paragraph

The topic of a paragraph is the general subject of the whole paragraph. It tells readers what the author writing about. The reader has to ask oneself “What is one thing this paragraph about?” In addition, the word that is repeated in the paragraph can be a clue to the topic of paragraph.

Examples:

a. In most countries, football is a game in which two teams of players kick a round, white ball into a goal. Americans, however, call this game soccer, not football. In American football, two teams of players throw, run, and kick a brown ball back and forth. Famous American football teams include the Dallas Cowboys, the San Francisco 49ers, and the New York Giants. (Lee & Gundersen, 2002)

   The topic of this paragraph is “Football”

b. Street signs tell people the names of streets they are on. In the United States and many countries around the world, you find street signs on street corners in most cities and towns. Street signs help police officers and ambulance drivers fine people’s houses when there are emergencies. (Lee & Gundersen, 2002)

   The topic of this paragraph is “Street sings”

3. How to find the topic sentence

Every paragraph should include a topic sentence that formally contains the main idea of the paragraph. A topic sentence is the most important sentence in a paragraph which states one idea the writer is discussing throughout the paragraph. Generally, the topic sentence appears at the beginning of the paragraph, but not necessarily. A paragraph’s topic sentence must be general enough to express the paragraph’s overall subject. But it should be specific enough that the reader can understand the paragraph’s main idea of the paragraph. Moreover, topic sentences are useful in determining the relationship between main ideas and supporting details.

When choosing a topic sentence, remember these guidelines: Which sentence contains words or terms repeated or referred to throughout the passage? Which sentence contains an idea that re-appears throughout the passage? Which sentence could generally sum up the author’s message? To form a question or questions based on the title is often a key to locate a writer’s idea (Langan, 2005)

Topic sentences are usually in the first sentence of the paragraph, but not always. They may also be located within the paragraph or at the end of the paragraph. Sometimes, they may even appear twice—at the beginning and at the end.
According to McWhorter (2013) the most common locations for the topic sentence are:

3.1 At the beginning of the paragraph: the writer first states his or her main point and then explains it.

![Figure 3-1 A topic sentence at the beginning](image1)

**Example:** Vincent van Gogh is one of the most famous artists in the world, but during his lifetime he only sold one painting. He decided to become an artist in 1880, when he was 27. He worked in Paris, but he did some of his best paintings in Arles in the south of France. He painted his house yellow - his favorite color. Van Gogh never married and his younger brother, Theo, was always his best friend. (Tennant, Fowle, Brewster, Davies, & Rogers, 2006)

3.2 At the end of the paragraph: the author leads up to the main point and then directly states it at the end.

![Figure 3-2 A topic sentence at the end](image2)

**Example:** There are about 6,000 languages in the world today. More than a billion people speak English around the world. About 350 million people speak English as their first language more than 400 million use it as a second or official language. Children learn English in school as a foreign language. Adults learn English at private schools, colleges and universities. **English is an important language for business, travel and politics.** (Tennant, Fowle, Brewster, Davies, & Rogers, 2006)
3.3 In the middle of the paragraph: some details lead up to or introduce the main idea while others follow the main idea to further explain or describe it.

Supporting detail →
Supporting detail →
Topic sentence →
Supporting detail →
Supporting detail →

Figure 3-3 A topic sentence at the middle

Example: Diseases like scarlet fever and whooping cough used to kill more young children than any other cause. Today, however, child mortality due to disease has been almost completely eliminated by medical science. Instead, car accidents are the number-one killer of our children. And most of the children fatally injured in car accidents were not protected by car seats, belts, or restraints of any kind. Several steps must be taken to reduce the serious dangers car accidents pose to children. (Smith, 2004)

3.4 Two topic sentences, one at the beginning and the other at the end of the paragraph: sometimes, a writer may start a paragraph with a topic sentence and restate the main idea at the end as well.

Topic sentence →
Supporting detail →
Supporting detail →
Supporting detail →
Topic sentence →

Figure 3-4 A topic sentence at the beginning and the end

Example: Using a few simple mental strategies can improve memory performance. A beginning step in improving memory is to pay attention and make an attempt to encode information. Next, link it to your long-term memory by adding ideas that are meaningful to you. Make up an interesting story with the information or create visual images. Finally, take the time to rehearse your learning and correct lagging faults. Try these simple memory hints to improve your performance. (Smith, 2004)
Main idea

The main idea of a passage is a central message or the most important point and also is the most general statement that states the writer’s focus on the topic. To identify the main idea in a paragraph you have to ask yourself the question “What is the main idea that the author is trying to communicate about the topic of this paragraph?” and should read carefully to identify the main point without worrying about unnecessary details (Hood & Solomon, 1985).

Some tips that will help you find the main idea are: distingue the topic by finding the general subject of the entire paragraph, identify the most general sentence or the topic sentence which normally contains the main idea statement. This sentence must be broad enough to include the significant details. When you figure out the topic sentence it means that you have found the main idea, study the rest of the paragraph. The main idea must make the rest of the paragraph meaningful. It is the one idea that ties all of the other details together and reflects the writer’s position.

Example: Smoking has been proven dangerous to people’s health, yet many continue to smoke for various reasons. For young people, smoking often represents maturity and individuality. Many smoke as a way to reduce tension. In addition, the regular smoker becomes addicted psychologically and physically to the nicotine in cigarettes. (Langan, 1993)

Topic: Smoking
Main Idea: Although smoking is dangerous, people continue doing it for various reasons.

Supporting details

The main idea is what the text is mostly about whereas the supporting details are the specifics that develop the topic and help to clarify the main idea. In many kinds of writing, writers tell about ideas and explain with facts, opinions, and examples which are the details that support the main idea.

The supporting details answer questions about the main idea in telling who, what, where, when, how, and why. This gives you extra information by identifying supporting details in a text.

To determine supporting details, you have to decide which details help to further story line and which details help you to understand the main idea, to answer question raised by the main idea (who, what, when, why or how) and to find some signal words (for example, for instance, in addition, also, furthermore, moreover, besides, next, again, another, that is to say, in other words, namely and so on).
In order to understand a text, identify the topic sentence or the main idea and supporting details. The questions in a branching diagram below could help you.

**Figure 3-5** A guideline for finding a topic, a topic sentence or main idea and supporting details

Example: A friend’s rudeness is much more damaging than a stranger’s. When a friend says sharply, “I don’t have time to talk to you just now,” you feel hurt instead of angry. When a friend shows up late for lunch or a shopping trip, with no good reason, you feel that you’re being taken for granted. Worst, though, is when a friend pretends to be listening to you bus his or her wandering eyes show a lack of attention. Then you feel betrayed. Friends, after all, are supposed to make up for the thoughtless cruelties of strangers. (Langan, 2011)
A friend’s rudeness is much more damaging than a stranger’s.

- When a friend says sharply, “I don’t have time to talk to you just now,” you feel hurt instead of angry.
- When a friend shows up late for lunch or a shopping trip, with no good reason, you feel that you’re being taken for granted.
- Worst, though, is when a friend pretends to be listening to you but his or her wandering eyes show a lack of attention. Then you feel betrayed.
- Friends, after all, are supposed to make up for the thoughtless cruelties of strangers.

**Figure 3-6** Example of finding a topic, a topic sentence or main idea and supporting details
Conclusion: Chapter 3

This chapter presents the ideas about reading for: topic is a word or phrase that describes the subject or general category for a group of specific ideas, topic sentence states a single controlling idea which is expressed in a sentence, main idea is a complete sentence that states the writer’s focus on the topic and supporting details that clarify the main idea stated in the topic sentence. The various techniques are provided to help students understand, figure out the topic, the topic sentence and express the main idea of a passage or paragraph in a variety of texts. This could help the students not only comprehend the text but also make connection within the content correctly.
Exercise: Chapter 3

Section 1: Identifying topics and the topic sentences.

Exercise 1
Directions: Look at the words in each list below. Underline the topic of each group (general terms).

1. English, physics, calculus, math, biology, subjects
2. roses, flowers, jasmine, tulips, orchid, lotus
3. shoes, socks, hats, clothing, pants, dress
4. colors, yellow, blue, white, red, green, purple
5. America, Japan, Thailand, Australia, Brazil, countries
6. heart attack, cancer, diseases, fever, cold, high blood pressure
7. pencil, stationery, ruler, pen, pencil box, eraser
8. apples, bananas, grapes, fruits, oranges, mangoes
9. carrot, onion, cabbage, tomato, vegetable, lemon
10. desserts, cake, sweets, mousse, cookies, pie

Exercise 2
Directions: Read the following paragraphs and underline the best topic from the lists provided.

1. Vegetarianism benefits both the individual and the environment. First benefit is that vegetarian diet is normally low in fat and high in fiber which could help reduce the risk for chronic degenerative diseases. Another one is that, eating vegetables helps the environment because raising vegetables use less energy than raising animals. (Benefits of diet / Vegetarian diet / Vegetables)

2. I like collecting stamps because they are beautiful, full of stories and very interesting. I have been collecting stamps for ten years since I was nine; therefore, I have more than 500 stamps from over twenties countries. My favorite collection is from Egypt. (Favorite collection/ Stamps collecting/The collection)

3. E-mail is invented by Ray Tomlinson, a famous inventor. It is popular and used by millions of people. They use it to send messages to each other and to keep in touch with friends. Internet chatting and Internet file sharing also came from this invention. (Internet/ E-mail/ Internet chatting)
4. Green tea is a healthy beverage that I prefer. I drink green tea every day, unusually one cup in the morning and one more in the afternoon. It contains various bioactive compounds that can improve health and brain function, fat loss and a lower risk of cancer. (Tea/ Green tea/ I love green tea)

5. The ants are the most interesting animal. They are very small but very powerful; they can lift 20 times their own body weight; they can run very quickly because of strong legs. Ants usually live under the ground in a colony. Each colony has at least one or more queens which can live over 15 years. (The ants/ Powerful animals/The ant colony)

Exercise 3
Directions: Underline the sentence containing a topic sentence from the following paragraph.

1. An interesting place in Udon Thani is Nongprajak Public Park. A place for relaxation as well as for exercise, the park has a running and cycle track which are popular and lots of people will walk or run around in the park both early mornings and evenings. The Lake is full of fish which you can feed with bread or other food. Aerobic classes are available in the evening and there are many restaurants around the park as well as Thai body and foot massage. Recently, there is a giant rubber duck in the lake which is very popular for people to take photo.

2. Widespread use of the internet has led to a major change in shopping habits. It is no longer necessary to visit shops to make routine purchases. With more specialized items internet retailers can offer a wider range of products and also provide extra incentives to customers, in addition to the convenience of not having to visit a real shop. As a result certain types of store are disappearing from the high street. (Bailey, 2011)

3. Many motor manufacturers are currently planning to start making electric cars. Their project is to produce cars that are cheaper and less polluting. But the motor makers face several key difficulties. One key struggling is the limited range of the battery, while another difficulty is its cost and weight. But the motor builders predict that these problems will soon be overcome and predict that 10 per cent of cars will be powered by electricity in five years’ time. (Bailey, 2011)
4. 1A warning label is a small piece of paper on the outside of a product to tell people that the product may be dangerous. 2There are warning labels on many products such as cosmetics, medicines, food and so on. 3The cigarettes, for example, the warning labels may state “WARNING: Cigarette smoking is dangerous to your health”, “Cigarette cause cancer”, “Warning; Cigarette are addicts” etc.

5. 1Active listening is one of the most important skills you can develop. 2It is important at work and at home. 3Unfortunately, most people are not very good at listening actively. 4Studies have shown that we only remember about 25 to 50% of what we hear. 5This means that in a ten-minute conversation with your boss, parents, or friends, they really listen to you for only two and a half to five minutes. 6Similarly, when we are receiving directions or obtaining information, we don’t listen to everything, so it is easy to miss important details. (Rogers, Taylore-Knowles, & Taylore-Knowles, 2010)

Section 2: Finding main ideas.

Exercise 1
Directions: Read the following paragraphs and underline the sentence containing the main idea.

1. 1Walt Disney’s new technology and creative artistry were welcomed by the public. 2His Mickey, the animated and inventive problem solver, became a national symbol for the unconquerable American spirit during the Depression. 3Disney’s first animated feature movie, Snow White and the Seven Dwarfs, was enthusiastically received as being both courageous and life-affirming. (Smith, 2004)

2. 1There are many benefits to take a nap. 2First of all, you are more efficient after napping. 3You remember things better and make fewer mistakes. 4Also, you can learn things more easily after taking a nap. 5A 20-minute nap can reduce information overload and can also reduce stress. 6Finally, a nap may increase your self-confidence, make you more alert and may even cheer you up. (Malarcher & Pederson, 2005)

3. 1Hot dogs are among America’s favorite foods. 2Hot dogs are cooked sausages with the sizes range from big dinner frankfurters to tiny cocktail size. 3People usually eat hot dogs in a piece of white bread called a roll or in a sliced bun as a sandwich. 4Many people put ketchup, mustard, onion, mayonnaise or cheese on their hot dogs. 5Hot dogs are primarily regarded as a fun, summertime food, and most are eaten at baseball, football, and other games.
4. Personal space is an invisible area around you. If someone enters this space when they are talking to you, you might feel nervous or uncomfortable. People have different attitudes towards personal space: some people like more space than others. How close you stand to someone else when you are talking to them depends on who it is you are talking to and the situation. Also, how close you can go is different in different cultures. (Rogers, Taylore-Knowles, & Taylore-Knowles, 2010)

5. Ketchup, shampoo and sauna are not originally English. Actually they are all words borrowed from other languages. Ketchup is from Chinese and means fish sauce. Although people use tomato flavor in the sauce now, the name remains the same. Also, shampoo comes from India and first meant massage. Finally, sauna is Finnish but became part of English during the Olympics. English is full of many wonderful borrowed words from other languages. (Malarcher & Pederson, 2005)

Exercise 2
Directions: Read the following paragraphs and choose the main idea of each by reading the entire paragraph carefully and then decide what the best topic of the paragraph.

1. Red Lotus Sea or TalayBuaDaeng is located in Kumphawapi district of the Udon Thani province. An amazing spectacle is a beautiful natural attraction that covered with millions of pink lotus flowers. The blooms stretch across the huge lake in every direction. There are well-traveled boat routes among the flowers. This beautiful natural scenery is perfect place to visit from beginning of December to the end of February and the best time to see the lotus blossoms is between 6.00 am until 11.00 am.

The best topic of this paragraph is …………………………………………………
Which sentence states the main idea that the writer is trying to convey?
……………………………………………………………………………………………

2. An English-speaking country is a country in which many or most people speak English. English is the official language, or one of the official languages, in an English-speaking country. Canada, England, Australia, and the United States are all English-speaking countries. (Lee & Gundersen, 2002)

What is the topic of this passage? …………………………………………………
Which sentence states the main idea? ………………………………………………

3. The national geographic society is the world’s largest non-profit organization for science and education. Every month, this society publishes a magazine with beautiful photographs and articles about people, animals, and interesting places from all over the world. National geographic is published in many different languages, including Chinese, Korean, and Japanese. (Lee & Gunderson, 2002)
4. The colors that we wear can produce certain feelings in people. These feelings could be active or peaceful feelings. For example, a black or deep-blue suit may give you a sense of power or seriousness. On the other hand, brown or green clothes can make others feel confidence in you. It is important, therefore, to consider your appearance when choosing clothes for interviews and meetings. (Malarcher & Pederson, 2005)

5. Dubai, on the Arabian Gulf, is an important international center of finance and tourism. Many people think that Dubai’s success is only because of its petroleum, but petroleum is only one factor. In the 19th Century, Dubai became a major port and center of commerce on shipping routes from India. It also had an enormous international market for its pearls. Dubai was already a wealthy city, and the discovery of oil in 1966 made it much, much wealthier. (Rogers, Taylore-Knowles, & Taylore-Knowles, 2010)

6. Drinking water is very healthy for us. It helps with our digestion and cleans out our kidneys. In addition, our intestines can take out more nutrients from the food we eat. We should have 1600 ml of water a day but don’t drink it all in one sitting! Your kidneys would have to work too hard to eliminate it. (Adapted from Malarcher & Pederson, 2005)
Section 3: Finding a topic, a topic sentence or main idea and supporting details.

Exercise 1
Directions: Read the following paragraphs and write the topic, the main idea and supporting details in a branching diagram that follow.

Different countries around the world have different party customs. In Germany, for example, check your invitation carefully, if it says, “The party starts at nine,” make sure you arrive on time since it’s not polite to be late. Don’t worry if you’re in Greece; however, most guests arrive late, and it’s not a problem! In Turkey, it’s polite to bring snacks, and make sure you take something for the children! People in China like to receive gifts from guests, too, especially if they’re red-a lucky color.

Exercise 2
Directions: Read the following paragraphs and write the topic, the main idea and supporting details in a branching diagram that follow.

In Thailand, people in general greet one another with the word Sawasdee. This word can be used at all times of day. A male would add the word khrap and a female the word kha after Sawasdee to show politeness. The word Sawasdee can also be sued when taking leave of someone or saying good-bye. If the persons are friends or about the dame age, the word Sawasdee alone is sufficient for greeting. (Kiengsiri, Bhinyoying & Promathatavedi, 2004)
Exercise 3
Directions: Read the following paragraphs and write the topic, the main idea and supporting details in a branching diagram that follow.

There are a few examples of the medical miracles that are expected in the next few decades. By the year 2009, a vaccine against the common cold will have been developed. By the same year, the first human will have been successfully cloned. By the year 2014, parents will be able to create designer children and genetic therapy will be able to manipulate genes for abilities, intelligence, and hair, eye, and skin color. By 2020, most diseases will be able to be diagnosed and treated at home, and by 2030, cancer and heart disease will have been wiped out. (Oshima & Hogue, 2006)
References

A Course Syllabus

Chapter 4: Reading signs, notices, labels and instructions

Contents
1. Reading signs and notices
2. Reading labels
3. Reading instructions
4. Exercises to develop understanding signs, notices, labels and instructions

Objectives:
By the end of this chapter, students should be able to:
1. Understand the organization of signs, notices, labels, and instructions.
2. Get the main information of each text and identify the purpose of the text and instructions.
3. Understand the patterns used in instructions and write the passage using conjunctions correctly.

Teaching and learning process
Students participate in the following teaching and learning activities.
1. The lecturer presents the lessons about signs, notices, labels and instructions.
2. Have students to identify purpose of each sign.
3. Have students to understand information on each label.
4. Have students do assignments or worksheets.
5. Have students do exercises.

Teaching materials
Students learn through the following teaching aids.
1. Instructional materials
2. PowerPoint presentation
3. Authentic material concerning the topics
4. Assignments or worksheets

Evaluation
Students will be evaluated on the following activities.
1. Checking students’ attendance.
2. Checking students’ participation in small groups to complete the activities concerning the lesson.
3. Checking students’ answers from the exercises and assignments.
4. Results of their groups and individual exercises and quizzes.
Chapter 4
Reading signs, notices, labels and instructions

Reading is a part of our everyday life, and fundamentals to function in today’s society. In this chapter, you have to look at every short texts, such as signs, messages, postcards, notes, labels etc. or information which may come in many forms of media, such as documents, publications, and publicity banners. Besides, the comparative form of the verb will be focused in order to help the students understand and follow the instructions or instruction manuals correctly.

Reading signs and notices

Sign is always presented in the form of picture or symbol, for example, traffic signs and signs on transportation. Its purpose is to inform people: some signs give suggestion, some give directions and some prohibit.

Notice is not the advertisement. Its purpose is to inform the reader on certain information that are convincing. There are many kinds of notices: some inform us on what is going to happen, some ask for help, some persuade to participate in activities, and some warns, etc. Notices are found in printed materials, on bulletin boards, or restricted areas and so on.

1. Signs giving information

The purpose of these signs is to give information or to inform readers about something. It is consisted of the necessary words that communicate clearly and is not presented in sentence.

Figure 4-1 Examples of signs giving information
2. **Signs containing warning**

The purpose of these signs is to give vital information to warn readers to be careful, should do something, not to do something or to tell about danger. It is always presented in groups of words. And words or phrases are often found on these signs are: caution, mind, watch, beware of, danger, warning, etc.

![Example of signs giving warning](image)

**Figure 4-2** Examples of signs giving warning

3. **Signs containing requests**

The purpose of this type of sign often requests for cooperation. It can be presented in the pattern of a request or a command and usually include the word “please”, “help” or “kindly” to make the tone more polite.

![Example of signs giving requests](image)

**Figure 4-3** Examples of signs giving requests

4. **Signs containing prohibitions**

The signs order you not to do something or to forbid certain behavior. The sentence structure of these signs consist of “No + noun”, “Do not + verb”, “No+ Gerund (V-ing)”, “keep off”, “keep away” or “keep out”.

![Example of signs giving prohibitions](image)
5. Hybrid signs

These signs are contained more than one purpose in the same time such as prohibition and warning or prohibition and information.

6. Signs on containers

Messages or signs written or attached on the packaging, boxes, parcels or bottles to inform, warning or giving useful information.
7. Writing on walls: Slogans and graffiti

“Slogan” means a short and striking or memorable phrase used in advertising whereas “Graffiti” means drawings, often obscene, scribbled on the walls of public lavatories, advertising posters, etc. Slogans or graffiti can be difficult for foreigners to understand because sometimes, they reflect the values of a particular group or culture.

Figure 4-7 Examples of slogans and graffiti

8. Signs in public transportation

Signs in public transportation such as buses, trains, ships, planes, etc., provide information, warn or ask not to do something.

Figure 4-8 Examples of signs in public transportation
9. Traffic signs or road signs

The signs set upright at the side of or above roads to give instructions or provide information to road users. The signs appear in a symbol rather than a letter but some signs consist of both symbols and letters.

![Traffic signs or road signs](image)

**Figure 4-9** Examples of signs on containers

Reading labels

Label is slip of paper, clothes, or other materials, marked or inscribed, for attachment to something to indicate its manufacturer, nature, ownership, destination, etc.

1. Food label

Food label carries many different types of information that consumers should know about the product and label on most packaged food must meet strict requirements that include information for people with food allergies, food additive listings and food storage instructions. The consumers can examine the food label in general and focus on the information which helps to make good decision about which foods to purchase. Important information provided on the food label is as follow:

1.1 Product name: this is what a product will be called.
1.2 Ingredient list: the listing of each ingredient in descending order of predominance.
1.3 Date of manufacture or date marking: date on which a product becomes the item. One of these must be shown on a food label: ‘Use By’, ‘Best Before’, ‘Baked On’/’Bkd On’, ‘Baked For’/’Bkd For’, ‘Sell by’ and ‘Best use before /BB’ followed by a date by which the food should be consumed.

Examples

A product manufactured on January 17, 2012 will display "MFG 011712.”.

“Best by 011714” recommends date by which you should consume a product for the best result.
1.4 Net weight: the weight of the contents not including any packaging.

1.5 Nutrition Information: The information contains the product-specific information (serving size, calories, and nutrient information) and the Footnote with Daily Values (DVs) provides information about the DVs for important nutrients, including fats, sodium and fiber. The DVs are listed for people who eat 2,000 or 2,500 calories each day.

1.6 Directions for use and storage: the statement of any specific storage conditions required to ensure that the food will keep until the date indicated by the date mark.

1.7 Manufacturer’s Detail: every label includes the name and address of the manufacture, importer or distributor.

1.8 Allergies and warning statements: under the Food Allergen Labeling and Consumer Protection Act (FALCPA) (U.S. Food and Drug Administration, 2013), allergens must be declared if they are added as an ingredient, part of a compound ingredient, an additive, a processing aid or component of these. And the most common allergens that must be shown on a label are: cereals containing gluten and their products (e.g., wheat, rye, barley, oats and spelt), crustacean (e.g., crayfish, crabs, prawns) and their products, egg and egg products, fish and fish products, milk and milk products, tree nuts and sesame seeds and their products, peanuts and soybeans, and their products, added sulphites in concentrations of 10 mg./kg. or more.

<table>
<thead>
<tr>
<th>IMPERIAL Original Pancake Mix</th>
<th>Nutrition facts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Ingredients</strong></td>
<td><strong>Amount per serving</strong></td>
</tr>
</tbody>
</table>
| Wheat flour 50% | Calories 150 | Calories from fat 90%
| Sugar 20% | % Daily value |
| Milk powder 10% | Total fat 10 g. 15% |
| Artificial flavor added | Saturated fat 1.5 g. 8% |
| Contain Iodized salt | Trans fat 0 g. |
| Contain Wheat flour, milk, Milk Product | Cholesterol 0 mg. 0% |
| Mfg. Date: 261213 Best before: 261214 | Sodium 140 mg. 6% |
| Net weight 400 g. | Total Carbohydrate 14 g. 5% |
| Manufactured by UNITED DAIRY FOOD CO., LTD. 879 Bangna-Trad Rd., Bangna, Bangkok 10260 | Dietary fiber 0 g. |
| | Sugar 2 g. |
| | Protein 1 g. |
| | Vitamin A 0% Vitamin C 0% |
| | Calcium 0% Iron 0% |

**Should be keep at 15-25 °C**

*Figure 4-10 Examples of a food label*
2. Medicine label

The medicine label has always contained important usage and safety information for consumers. Important information contained on the medicine label is as follows:

Figure 4-11 Example of a medicine label

2.1 Active Ingredient: therapeutic substance in product; amount of active ingredient per unit.

2.2 Uses: symptoms or diseases the product will treat or prevent.

2.3 Warnings: when not to use the product; conditions that may require advice from a doctor before taking the product; possible interactions or side effects.

2.4 Directions/Dosage: specific age categories, how much to take, how to take, and how often and how long to take.

2.5 Registration Number: a sequence of letters and numbers assigned to the drug when it is registered.

2.6 Other Information: how to store the product properly and required information about certain ingredients (such as the amount of calcium, potassium, or sodium the product contains)

2.7 Date of manufacture or date marking (Mfg.): date of product manufacture.

2.8 The expiration date (Exp.): date which indicates the product should be used/consumed prior to the expiration date.

Useful vocabulary:
Mfd. = manufacturing Date Exp. = Expiry Date
Direction/ Instruction Usage/Dosage/ Indication
Temperature/Fever Caution / Precaution
Composition/ ingredient Before /After meals
Poison /Poisonous Internal/External
### Table/Pill/Capsule Liquid

**Warning/Side-effect/Be careful**

**Storage/ Maintenance**

**Dangerous /Danger / Harmful/ Hazard**

**Drowsy/Drowsiness**

**Be kept out of the reach of children**

---

#### 3. Clothing labels or care labels

Care labels provide helpful information that can save you time and money. The labels attached directing the proper care of the garment and each label must either have washing instructions or dry cleaning instructions.

![Care labels](http://www.omegaclean.com/index.php?page_name=knowledge_base&section_name=care_label)

**Figure 4-12** Care labels

(Source: http://www.omegaclean.com/index.php?page_name=knowledge_base & section_name=care_label)
4. Household product labels

The label for household products includes useful Information such as instructions, uses and warning telling the customer how to use products safely and effectively. Some products may be chemical products that can be harmful, dangerous and cause burns, fires, poisonings and explosions. So we should use, store, and dispose of household chemicals carefully and learn the meaning of the hazard symbols or signal words showing how toxic or hazardous a product can be (University of Toronto, 2013).

4.1 Hazard symbols and signal words: The pictures that tell you the type of danger:

![Hazard Symbols Example]

EXPLOSIVE: The container can explode if heated or punctured.

CORROSIVE: The product can burn your skin or eyes.

FLAMMABLE: The product or its fumes will catch fire easily.

POISON: If you swallow, lick, or breathe in the chemical, you could become very sick or die.

4.2 Signal words:

4.2.1 **WARNING** means may cause really sick or become seriously hurt. Warning is also used to identify products that can easily catch on fire.
4.2.2 **CAUTION** means temporary injury may result. Death may occur with extreme exposure.

4.2.3 **DANGER** means may cause temporary or permanent injury, or death.

4.2.4 **EXTREME DANGER** means exposure to very low amounts may cause death or serious injury.

5. **Cosmetic labels**

The cosmetic label provides certain information including ingredient, warnings and other information. As the consumers, we have to read and understand what ingredients are in the products before applying anything to the skin.

<table>
<thead>
<tr>
<th><strong>Body Lotion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Enriched with Dead Sea minerals</td>
</tr>
<tr>
<td>(2) Net WT/ 150 ml.</td>
</tr>
<tr>
<td>(3) <strong>Directions:</strong> Massage gently into hands, nails and cuticles as needed.</td>
</tr>
<tr>
<td>(4) <strong>Caution:</strong> Avoid eye area</td>
</tr>
<tr>
<td>(5) <strong>Ingredients:</strong> De-mineralized water, Glyceryl stearate, Oil, Green tea extracts, Aloe Vera Barbadensis gel, Dead Sea salts, Methylisothiazolinone.</td>
</tr>
<tr>
<td>(6) Made in Israel</td>
</tr>
<tr>
<td>(7) Paloma Dead Sea, Ltd. P.O.Box 5381, Caesarea 30889 Israel.</td>
</tr>
<tr>
<td>(8) [Recycle Symbol]</td>
</tr>
<tr>
<td>(9) [Expiration Symbol]</td>
</tr>
</tbody>
</table>

**Figure 4-14** Example of a cosmetic label

(1) **PRODUCT IDENTITY:** statement of what the product is.
(2) **NET CONTENTS:** the amount of product in the package.
(3) **DIRECTIONS FOR USE:** informs you of how, when and where to use the product.
(4) **WARNINGS/CAUTIONS:** informs you what to do and not to do with the product.
(5) **PRODUCT INGREDIENTS:** lists all ingredients used in the formula in descending order of concentration.
(6) **COUNTRY OF ORIGIN:** the country that manufactures or produces the product.
(7) **NAME/LOCATION OF MANUFACTURER OR DISTRIBUTOR:** informs you who made the product and where the manufacturer or distributor is located.
(8) The symbol informs the proper disposal and recycling of all packing components.
(9) The symbol tells you the recommended number of months within which the product should be used after you have first opened and used it.
Reading instructions

Instructions or directions tell you how to do something. Instructions are written in several different forms and appear in various kinds of documents such as, handbooks, exercise books, cookbooks, on labels, etc. The form of instructions varies depending on the kinds of documents or products, usually they are written in the imperative form.

Table 4-1 Positive form of instructions

<table>
<thead>
<tr>
<th>Verb</th>
<th>Object</th>
<th>Adverbial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash</td>
<td>this shirt</td>
<td>in warm water.</td>
</tr>
<tr>
<td>Shake</td>
<td></td>
<td>well before use.</td>
</tr>
</tbody>
</table>

Table 4-2 Negative form of instructions

<table>
<thead>
<tr>
<th>Don not/Never</th>
<th>Verb</th>
<th>Object</th>
<th>Adverbial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do not</td>
<td>feed</td>
<td>infants.</td>
<td>to flame.</td>
</tr>
<tr>
<td>Never</td>
<td>expose</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Example:

Figure 4-15 Hand washing instructions
Moreover, some instructions are written in sentence so conjunction–words used as joiners–could help the reader understand and follow the step easily.

**Table 4-3 Conjunction-words**

<table>
<thead>
<tr>
<th>First step</th>
<th>In-between step</th>
<th>Last step</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>second</td>
<td>Last</td>
</tr>
<tr>
<td>Firstly</td>
<td>third</td>
<td>Lastly</td>
</tr>
<tr>
<td>First of all</td>
<td>fourth</td>
<td>Finally</td>
</tr>
<tr>
<td>To begin with</td>
<td>secondly</td>
<td>At last</td>
</tr>
<tr>
<td></td>
<td>thirdly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>fourthly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>next</td>
<td></td>
</tr>
<tr>
<td></td>
<td>then</td>
<td></td>
</tr>
<tr>
<td></td>
<td>later</td>
<td></td>
</tr>
<tr>
<td></td>
<td>now</td>
<td></td>
</tr>
<tr>
<td></td>
<td>after that</td>
<td></td>
</tr>
</tbody>
</table>

Example 1: Instruction on food containers or cookbooks

**Figure 4-16 Making Sushi instruction**

**How to make Sushi**

First, place Nori into sushi mat. Then, spread sushi rice (rice mixed with vinegar, sugar, salt) onto the sea weed. Now, arrange fillings across the rice. After that, moisten edge of sea weed. Next, apply firm pressure all the way and make sure to overlap to seal. Finally, moisten knife, slice into 8 equal pieces.
Example 2: Instruction for using cosmetic product

![Image of facial mask instructions]

**Figure 4-17** The facial mask instruction

**Sweet moisturizing & shooting facial mask with aloe extract**

**Usage:** First, gently place the mask over your cleaned face. Then, leave for 15-30 minutes and then remove. Finally, gently massage any remaining fluid into your face and no need to rinse. Use 1-2 times per week for the best result.

**Caution:** For external use only. Keep out of reach of children. Avoid contact with eyes, if occurs, rinse immediately with water. If irritation, stop to use and consult a doctor if necessary.

Example 3: Instructions on packets

**Hygiene: Fabric softener**

For best results:

Hand wash: Dilute 1-2 cupsful (50-100 ml.) in 20 liters bowl of water.

Add clothes.

Leave for 1-2 minutes.

Machine wash: Add 1-2 cupsful (50-100 ml.) to dispenser or to final rinse.

Caution: Never pour directly on fabrics.

Never mix with washing detergent or bleach.
Conclusion: Chapter 4

This chapter provides the ideas about reading signs which present in the form of picture or symbol, notices which inform reader information, labels which inform how to use the products, and instructions that tell us how to do something. The various techniques to develop student’s reading comprehension are provided to help readers to understand the organization and get main information on signs and notices such as signs giving information, signs containing warning, signs containing request, signs containing prohibition, hybrid signs, slogan and graffiti, signs on containers, traffics signs, and labels such as food labels, medicine labels, care labels, household product labels, and cosmetic labels. And students are able to understand the pattern and purposes and able to follow the instructions correctly.
Exercise: Chapter 4

Section 1: Understand signs, notices and labels.

Exercise 1
Directions: Match the sign with its function.

1. [Image of a sign with text: FREE INTERNET] a. a sign tells you not to do something.

2. [Image of a NO Food and Drinks sign] b. a sign tells you to be careful.

3. [Image of a Caution sign: Mind your steps] c. a sign gives information.

4. [Image of a person pressing a button] d. a sign requests you to do something.

Exercise 2
Directions: Match the sign with the place.

1. Please mind the gap between train and plate form. a. the zoo
2. Do not lean out of the window. b. the airplane
3. Quiet please. c. the airport
4. Press button to call stewardess. d. the library
5. International departures. e. the railway
6. Do not feed the animals. f. the bus
Exercise 3
Directions: Match the signs with their meanings.

A   B   C   D

E   F   G   H

1. ……. Date of manufacture
2. ……. Do not bleach
3. ……. Poison
4. ……. Dry clean
5. ……. Tumble dry, low heat
6. ……. Handle with care
7. ……. No entry
8. ……. Recycling & number of months should be used

Exercise 4
Directions: Read the following labels carefully and answer the questions.

**Indication:** Symptomatic relief of common cold associated with nasal congestion, running nose, sneezing, headache and fever.

**Dosage:**
Adults: 1-2 tablets every 4-6 hours
Children: 6-12 years 1 tablet every 4-6 hours.

**Caution:** This product may cause drowsiness. Keep out of reach of children.

Should be kept at a temperature not exceeding 35°C

Reg.2970913  Mfd. 6/9/2013  EXP. 6/9/2108

1. What symptom is this product supposed to relieve?

2. How often may a dose be applied?

3. How much of this product is to be taken for adults?
4. Does the medicine have the side effect, warning or other instructions if so, what are they?

5. When does the medicine expire?

Exercise 5
Directions: Read the following labels carefully and answer the questions.

**Sinecod Syrup**
60 CC.

Antitussive Agent: distinct cough-suppressant.

**Dosage:**
- Under 3 yrs.   ½ teaspoon 3 times a day
- 3-6 yrs.           1 teaspoon 3 times a day
- 6-12 yrs.          2 teaspoons 3 times a day
- Over 12 yrs.       2-3 teaspoons 3 times a day

Mfd. 10/10/2013                Exp. 10/10/2016

1. What symptom is this product supposed to relieve?

2. How often may a dose be taken?

3. How much of this product is to be taken for each dose for the age under 3 years?

4. Does the medicine have the side effect, warning or other instructions if so, what are they?

5. When does the medicine expire?
Section 2: Understand the instruction and write the passage using conjunction correctly

Exercise 1
Directions: Add the correct imperative verb to go with each instruction in this recipe. Then, rearrange the instructions in a correct order and then rewrite in a paragraph.

<table>
<thead>
<tr>
<th>Mix</th>
<th>Heat</th>
<th>Add</th>
<th>Grill</th>
<th>Grate</th>
<th>Serve</th>
<th>Break</th>
</tr>
</thead>
</table>

1. .................. your pan until it’s nice and hot.
2. .................. and enjoy-your omelette is ready!
3. .................. some eggs into a bowl and whisk.
4. .................. some cheese and add to your egg mixture.
5. .................. together thoroughly.
6. .................. your egg mixture and cook for 3 minutes.
7. .................. for final 2 minutes until completely cooked.

To make the Cheese Omlette, we will start with.................................
...........................................................................................................
...........................................................................................................
...........................................................................................................
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...........................................................................................................
Exercise 2
Directions: Read the following recipes and then answer the questions.

How to make orange flavored gelatin dessert

Directions:

First, add 1 cup (8 oz.) of boiling water to powder mix and stir until dissolved and add another more cup of cold water and stir. Then, pour into mold or bowl. Next, chill in refrigerator until firm. Finally, loosen edges with knife and dip mold into warm water and place serving dish over mold and turn both upside down, shake mold gently and remove dessert.

1. How many steps to make the dessert?

2. How much boiling water do we need?

3. Which step do we have to put the mold in refrigerator?

4. Do we need cold water?
Exercise 3  
**Directions:** Read the following labels carefully and answer the questions.

### How to Make Chicken wings in Five-Spice Blend

<table>
<thead>
<tr>
<th>Ingredient</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken wings ½ kg.</td>
<td>Chinese Five-Spice Blend 1 tablespoon</td>
</tr>
<tr>
<td>Minced garlic 1 tablespoon</td>
<td>Water 3 cups (720 ml.)</td>
</tr>
<tr>
<td>Sugar 3 tablespoons</td>
<td>Salt 1 teaspoon</td>
</tr>
<tr>
<td>Light soy sauce 2 teaspoons</td>
<td>Black soy sauce 2 teaspoons</td>
</tr>
<tr>
<td>Hard-boiled eggs 5 eggs</td>
<td>Bean curd 1 piece cut into 1 inch cubes</td>
</tr>
<tr>
<td>Vegetable oil 1 tablespoon</td>
<td></td>
</tr>
</tbody>
</table>

**How to:**

First, prepare ½ kg chicken wings and sprinkle 1 tablespoon Chinese Five-Spice Blend over chicken wings and knead gently. Next, mix brown 1 teaspoon minced garlic with tablespoon vegetable oil and stir-fry chicken wings, turning a few times. Then, add 3 cups water, 3 tablespoons sugar, 1 teaspoon salt, 2 teaspoons light soy sauce and 2 teaspoons black soy sauce to taste. After that, add 5 hard-boiled eggs, 1 piece of bean curd which cut into 1 inch cubes and cover and simmer 1 hour. Finally, garnish with coriander leave before serving.

1. How many steps to make this recipe? 
   
2. How much water do we need? 
   
3. Do we need sugar for this recipe? 
   
4. Which step do we add salt? 
   
5. How long do need to simmer this recipe?
References


Course Syllabus

Chapter 5: Writing about oneself and other people

Contents

1. Describing people
2. Sentence structure
3. Types of sentences
4. Writing process
5. Exercise to develop writing skill

Objectives:

By the end of this chapter, students should be able to:
1. Write a complete sentence.
2. Write about oneself.
3. Write about other people.

Teaching and learning process

Students participate in the following teaching and learning activities.
1. The lecturer presents the lessons about sentences structure and writing process.
2. Have students learn vocabulary in describing people and their interests.
3. Have students write a complete sentence and create their writing by following the writing process.
4. Have students do assignments or worksheets.
5. Have students do exercises.

Teaching materials

Students learn through the following teaching aids.
1. Instructional materials
2. PowerPoint presentation
3. Assignments or worksheets

Evaluation

Students will be evaluated on the following activities.
1. Checking students’ attendance.
2. Checking students’ participation in group discussion and individual/pair work: write complete sentences, create the writing as assigned.
3. Checking students’ writings and answers from the exercises and assignments.
Chapter 5
Writing about oneself and other people

Writing about oneself either for personal or outside reasons can be one of the most challenging things for nonnative speakers of English. There are a lot of things to take into consideration when writing a personal essay. It all depends on the purpose in writing. Students must identify exactly what they want to say about themselves, their lives, and how they want to present themselves to their audience. Therefore, it is important that they know how to approach the task at hand. The following guidelines should help them write about themselves with clear, complete, and natural sentences: study vocabulary concerning the personality and appearance, learn how to write sentences, and learn about paragraph and writing process.

Describing people

The lists below are some English words that are commonly used to describe someone's appearance or personality, as well as some words for different feelings.

Table 5-1  Vocabulary to describe appearances

<table>
<thead>
<tr>
<th>Types</th>
<th>Descriptive words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face</td>
<td>round, oval, square, heart shaped, triangle, rectangle, thin, chubby, long, with</td>
</tr>
<tr>
<td></td>
<td>scare(s), wrinkle(s), freckle(s), dimple(s), crow’s feet, spot(s), moustache, beard</td>
</tr>
<tr>
<td></td>
<td>She has thin-faced with dimples.</td>
</tr>
<tr>
<td></td>
<td>She has a thin face.</td>
</tr>
<tr>
<td>Height</td>
<td>short, average height, medium height, tall</td>
</tr>
<tr>
<td></td>
<td>He is tall/short.</td>
</tr>
<tr>
<td></td>
<td>He is average / normal / medium height.</td>
</tr>
<tr>
<td></td>
<td>He is very tall.</td>
</tr>
<tr>
<td></td>
<td>He is quite short.</td>
</tr>
<tr>
<td>Build</td>
<td>skinny, slim, thin, slander, average-built</td>
</tr>
<tr>
<td></td>
<td>,well-built, plump, chubby, fat</td>
</tr>
<tr>
<td></td>
<td>She is skinny. (negative)</td>
</tr>
<tr>
<td></td>
<td>She is overweight. (negative)</td>
</tr>
<tr>
<td></td>
<td>She is plump. (neutral)</td>
</tr>
<tr>
<td></td>
<td>She is slim/slender. (positive)</td>
</tr>
<tr>
<td>Eyes</td>
<td>brown, black, light /dark brown</td>
</tr>
<tr>
<td></td>
<td>She has got black eyes.</td>
</tr>
<tr>
<td></td>
<td>He has light brown eyes.</td>
</tr>
</tbody>
</table>
Table 5-1 (Continued)

<table>
<thead>
<tr>
<th>Types</th>
<th>Descriptive words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>young, elderly, middle-aged, teenager, in 20s, 30s, 40s, around 25/about 25</td>
</tr>
<tr>
<td></td>
<td><em>He is 19 years.</em></td>
</tr>
<tr>
<td></td>
<td><em>She is young.</em></td>
</tr>
<tr>
<td></td>
<td><em>She is in 20s.</em></td>
</tr>
<tr>
<td></td>
<td><em>She’s about twenty-five.</em></td>
</tr>
<tr>
<td>Hair</td>
<td>short, long, shoulder-length, medium-length, bald, straight, wavy, curly, spiky</td>
</tr>
<tr>
<td></td>
<td><em>She has long hair.</em></td>
</tr>
<tr>
<td></td>
<td><em>She has short, black hair.</em></td>
</tr>
<tr>
<td></td>
<td><em>She has medium length, brown hair.</em></td>
</tr>
<tr>
<td></td>
<td><em>She has medium length, wavy, black hair.</em></td>
</tr>
<tr>
<td></td>
<td><em>He has no hair. = He is bald.</em></td>
</tr>
<tr>
<td>Complexion</td>
<td>dark, black, brown, light/fair, white, pale, olive-skinned, tan (golden-brown)</td>
</tr>
<tr>
<td></td>
<td><em>He has light-brown skin.</em></td>
</tr>
<tr>
<td></td>
<td><em>She has dark skin.</em></td>
</tr>
<tr>
<td></td>
<td><em>She has lightly tanned skin.</em></td>
</tr>
<tr>
<td>General</td>
<td>plain/general, pretty/cute, beautiful, handsome, gorgeous,</td>
</tr>
<tr>
<td></td>
<td>attractive/lovely/bonny, sexy, good looking, untidy-looking, ugly or not very</td>
</tr>
<tr>
<td></td>
<td>good looking</td>
</tr>
<tr>
<td></td>
<td><em>She is lovely.</em></td>
</tr>
<tr>
<td></td>
<td><em>He is very handsome.</em></td>
</tr>
<tr>
<td></td>
<td><em>She is very sexy.</em></td>
</tr>
</tbody>
</table>

(Source: Pincas, A., Hadfield, G. & Hadfield, C., 1982)

Table 5-2 Vocabulary to describe character and personality

<table>
<thead>
<tr>
<th>Positive Tones</th>
<th>Negative Tones</th>
</tr>
</thead>
<tbody>
<tr>
<td>attractive, broadminded, bright, careful, charming, cheerful, clever, diligent, easygoing, friendly, funny, gentle, good – tempered, hard – working, honest, helpful, imaginative, intelligent, kind, generous, lively, optimistic, outgoing, patient, polite, quiet, reliable, romantic, studious, smart, sympathetic, sincere</td>
<td>aggressive, annoyed, bad – tempered, big-headed, boastful, brainless, clumsy, careless, dishonest, emotional, forgetful, foolish, independent, impatient, impolite, lazy, moody, nervous, nosy, pessimistic, sensitive, serious, talkative, sociable, silly, stupid, selfish, shy</td>
</tr>
</tbody>
</table>
Table 5-3 Vocabulary to describe hobbies and interests

<table>
<thead>
<tr>
<th>Types</th>
<th>Examples</th>
</tr>
</thead>
</table>
| Hobbies according to age                 | - playing computer games  
- watching cartoons  
- taking up different sports  
- taking up extreme sports: bungee jumping, hang gliding, parachuting, windsurfing  
- playing a musical instrument: the piano, the guitar  
- looking after a pet: cat, dog, fish  
- collecting things: stamps, postcards, pens  
- chatting with friends  
- hanging out with friends |
| Hobbies or interests according to sex     | Girls and women  
- Fashion, cosmetics, astrology, yoga, magic, cooking, child care, diets, natural remedies, knitting, sewing, modeling, dancing, jewels  
Boys and men  
- football or any other sport,-computers, movies, traveling, driving, riding motorbikes, mountain climbing, photography, reading , playing cards, fishing |
| Hobbies ideas                            | - body painting  
- making robots  
- hobbies related to the religions of the world  
- traveling and exploring exotic countries |

Sentence structure

In order to compose effective writing, students should consider how to make a sentence. A sentence is a group of words expressing a complete thought and is a grammatical unit that is composed of one or more clauses. It describes an action or states a condition of a person, a place, a thing, or an idea (Brown, Nilson & Shaw, 1986). A complete sentence has a subject and a predicate that work together to make a complete thought which begins with a capital letter and ends with a full stop: a period, an exclamation point or a question mark.

A subject tells the readers whom or what the sentence is about and a predicate tells the reader what the subject is or does. A predicate consists of a verb and its complement. Normally, the verb is one or two words.

A group of words that lacks a subject or a verb and fails to express a complete thought is called a fragment or sentence fragment.
Example: *The children. (a fragment)*

What about the children? What are they doing? This is an incomplete sentence. This sentence has a subject but doesn’t have a predicate.

*Read text books quietly. (a fragment)*

Who reads? Who is performing this action? This is also an incomplete sentence. This sentence has a predicate but doesn’t have a subject.

Frechette, Collines, & National-Louis University (2003) claim that a complete sentence consists of a subject, a predicate (a verb) and a complete idea.

Example: (v)

![graph](image)

*The children read text books quietly. (a complete sentence)*

subject

**predicate**

*The children read text books quietly.* Now we know what the children are doing and who are reading. This is a complete sentence because it consists of both a subject and a predicate.

Some examples are as follows:

<table>
<thead>
<tr>
<th>Complete Sentences</th>
<th>Incomplete sentences or fragments</th>
</tr>
</thead>
<tbody>
<tr>
<td>My farther is a teacher.</td>
<td>To go shopping.</td>
</tr>
<tr>
<td>Ms. Jane is a good reader.</td>
<td>Five people in this room.</td>
</tr>
<tr>
<td>I like reading.</td>
<td>Like read a book.</td>
</tr>
<tr>
<td>Jane has beautiful eyes.</td>
<td>Lots of people.</td>
</tr>
</tbody>
</table>

**Rules of the sentence**

There are two important rules for writing a sentence correctly:

1. Every sentence must start with a capital letter.
   - Correct: There are five people in my family.
   - Incorrect: there are five people in my family.

2. Every sentence must end with a punctuation mark.
   2.1 A statement ends with a period.
       - We plan to go hiking on Sunday.
       - I like cooking in my free time.
   2.2 A question ends with a question mark.
       - Does your sister want to come along?
       - What is your hobby?
2.3 A command ends with a period or occasionally an exclamation point
Hurry up!
Please pass that book to me.

Types of sentences

A sentence may be classified according to the structures as simple, compound, complex, and compound-complex.

1. **Simple sentence**: A simple sentence contains only one independent clause. An independent clause is a group of words (with a subject and a verb) that expresses a complete thought. In the following simple sentences, subjects and verbs are underlined.

   Examples:
   A: *I like* to study in the mornings.
   B: *Mike and Nick play* football every evening.

2. **Compound sentences**: A compound sentence has two or more independent clauses (or simple sentences) joined by 2.1 Coordinating conjunctions like “for, and, nor, but, or, yet, so (FANBOYS)”

   **Table 5-4** The most common coordinating conjunctions

<table>
<thead>
<tr>
<th>Coordinating conjunction</th>
<th>Use</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>for</td>
<td>to link effect</td>
<td>Mary left school early, <strong>for</strong> she was not feeling well.</td>
</tr>
<tr>
<td></td>
<td>to cause</td>
<td></td>
</tr>
<tr>
<td>and</td>
<td>to add related information</td>
<td>I did not like the Math class, <strong>and</strong> I did not like the Calculus class.</td>
</tr>
<tr>
<td>nor</td>
<td>to show rejection of two choices</td>
<td>She doesn’t like anchovies, <strong>nor</strong> does she like pizza.</td>
</tr>
<tr>
<td>but, yet</td>
<td>to show contrast between two related ideas.</td>
<td>Tony plays basketball well, <strong>but</strong> his favorite sport is tennis. Tim complained loudly about the heat <strong>yet</strong> continued to play golf every day.</td>
</tr>
</tbody>
</table>
Table 5-4 (Continued)

<table>
<thead>
<tr>
<th>Coordinating conjunction</th>
<th>Use</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>or</td>
<td>to present a choice</td>
<td>You can study hard for the exam or you can fail.</td>
</tr>
<tr>
<td>so</td>
<td>to link cause to effect</td>
<td>I want to work as an interpreter in the future, so I am studying Japanese and Italian at university.</td>
</tr>
</tbody>
</table>

(Source: Frechette, Collins, & National-Louis University, 2003)

2.2 A semicolon (;)
   Example: I do not like him; he is boastful, and very talkative.

2.3 Transitional adverbs are words or phrases used to move from one sentence to the next to show relationships between sentences and paragraphs.

Table 5-5 The common transitional adverbs

<table>
<thead>
<tr>
<th>Use</th>
<th>Transitional adverbs</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>comparison</td>
<td>in the same way, likewise, similarly</td>
<td>Jim loves going to parties; similarly, his sister always hangs out with his friends.</td>
</tr>
<tr>
<td>contrast</td>
<td>although, and yet, at the same time, but at the same time, despite that, even so, even though, for all that, however, in contrast, in spite of, instead, nevertheless, notwithstanding, on the contrary, on the other hand, otherwise, regardless, still, though, yet</td>
<td>Jane was discouraged; however, she did not give up.</td>
</tr>
<tr>
<td>example or illustration</td>
<td>after all, as an illustration, even, for example, for instance, in conclusion, indeed, in fact, in other words, in short, it is true, of course, namely, specifically, that is, to illustrate, thus, truly</td>
<td>There're many reason why I love him; for example, he never makes me cry.</td>
</tr>
<tr>
<td>addition</td>
<td>again, also, and, and then, besides, equally important, finally, first, further, furthermore, in addition, in the first place, last, moreover, next, second, still, too</td>
<td>Bob is handsome; in addition, he is very helpful and generous.</td>
</tr>
</tbody>
</table>
Table 5-5 (Continued)

<table>
<thead>
<tr>
<th>Use</th>
<th>Transitional adverbs</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>time sequence</td>
<td>after a while, afterward, again, also, and then, as long as, at last, at length, at that time, before, besides, earlier, eventually, finally, formerly, further, furthermore, in addition, in the first place, in the past, last, lately, meanwhile, moreover, next, now, presently, second, shortly, simultaneously, since, so far, soon, still, subsequently, then, thereafter, too, until, until now, when</td>
<td>I want to be able to speak English fluently for my trip to Australia; <strong>meanwhile</strong>, I practice speaking it every day.</td>
</tr>
<tr>
<td>emphasis</td>
<td>certainly, indeed, in fact, of course</td>
<td>Mary didn’t go to university; <strong>in fact</strong>, she left school at 15.</td>
</tr>
</tbody>
</table>

(Source: Frechette, Collins, & National-Louis University, 2003)

Each sentence within compound sentences balances the other and uses the coordinators to express the relationship between balanced sentences.

Examples:

*Simple:* I try to speak Japanese.

*Simple:* My friend tries to speak Thai.

*Compound:* I try to speak Japanese, and my friend tries to speak Thai.

In the following compound sentences, subjects and verbs are underlined.

(a) **Tom** played basketball, so **Linda** went cycling.

(b) **I am** talkative, but **my brother** is very quiet.

(c) **Jimmy** is dancing, and **Tom** is singing.

(d) **Ann** must write the letter, or **you** will do it.

(e) **The book** was interesting; therefore, **I read** it rapidly.

(f) **She studied** very hard; consequently, **she got** good grades.
3. Complex sentences: A complex sentence is a sentence that contains one independent clause and one or more subordinate clauses (Brown et al., 1986). A subordinate clause is a group of words that has a subject and a verb but does not express a complete thought and cannot stand alone. A complex sentence contains clauses which are not equal and always has subordinators or subordinating conjunctions such as because, since, after, although, or when or a relative pronoun such as that, who, or which. Consider the following examples.

(a) Her father died when she was very young.

*Her father died* (independent clause or main clause)
*when* (subordinating conjunction)
*she was very young* (dependent clause)

(b) Although some snakes are dangerous, most of them are quite harmless.

*Although* (subordinating conjunction)
*some snakes are dangerous* (dependence clause)
*most of them are harmless* (independence clause)

(c) When he handed in his homework, he forgot to give the teacher the last page.

*When* (subordinating conjunction)
*he handed in his homework* (dependence clause)
*he forgot to give the teacher the last page* (independence clause)

(When begins with a subordinating conjunction, a comma is required at the end of the dependent clause)

(d) The students are studying because they have a test tomorrow.

*The students are studying* (independence clause)
*because* (subordinating conjunction)
*they have a test tomorrow* (dependence clause)

(When the independent clause begins the sentence with subordinating conjunction in the middle, no comma is required)
(e) The museum was very wonderful and interesting as I expected.

*The museum was very wonderful and interesting* (independence clause)
*as* (subordinating conjunction)
*I expected* (dependence clause)

(f) Some people tell me that money can’t buy happiness.

*some people tell me* (dependence clause)
*that* (subordinating conjunction)
*money can’t buy happiness* (independence clause)

Subordinators or subordinating conjunctions are the words that join a dependent clause to an independent clause. A list of them is provided below.

**Table 5-6** The common subordinating conjunctions

<table>
<thead>
<tr>
<th>Subordinating conjunction</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
</table>
| before, after, while, when, whenever, until, as soon as, as long as | to show time | Keep your book closed *until* the teacher asks you to open.  
I'm going out *as soon as* my mother has arrived.  
**Whenever** she calls, I am very busy. |
| because, since, so that, in order that | to show cause and effect or purpose | She will get good grade *because* she has studied hard. |
| if, unless, whether | to show a condition | I will not do that *unless* you allow me.  
**If** I were you, I would go to the library. |
| as though, as if | to show similarity | She looked *as if* she knew the answer. |
Table 5-6 (Continued)

<table>
<thead>
<tr>
<th>Subordinating conjunction</th>
<th>Use</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>though</td>
<td>to show contrast</td>
<td>Although, I didn’t want to talk to him, I decided to call Jim.</td>
</tr>
<tr>
<td>although</td>
<td></td>
<td></td>
</tr>
<tr>
<td>even though</td>
<td></td>
<td></td>
</tr>
<tr>
<td>whereas</td>
<td></td>
<td></td>
</tr>
<tr>
<td>where</td>
<td>to show place</td>
<td>My sister travels wherever she is needed.</td>
</tr>
<tr>
<td>wherever</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Source: Frechette, Collins, & National-Louis University, 2003)

4. **Compound-complex sentence**: a sentence contains at least two independent clauses and at least one dependent clause. The dependent clause can be part of the independent clause. Consider the following examples.

(a) Although I like to go camping, I haven’t had the time to go lately, and I haven’t found anyone to go with.

   *I haven't had the time to go lately* (independent clause)  
   *I haven't found anyone to go with* (independent clause)  
   *Although I like to go camping* (dependent clause)

(b) We decided that the movie was too violent, but our children, who like to watch scary movies, thought that we were wrong.

   *We decided that the movie was too violent* (independent clause)  
   *(but) our children thought that we were wrong* (independent clause)  
   *who like to watch scary movies* (dependent clause)

(c) Even though he prefers to eat with a fork, he chooses to use chopsticks in Chinese restaurants; however, they aren’t easy to use.

   *he chooses to use chopsticks in Chinese restaurants* (independent clause)  
   *they aren't easy to use* (independent clause)  
   *Even though he prefers to eat with a fork* (dependent clause)
Writing Process

To communicate effectively, people must adjust their speech to suit their purpose and audience. This is true for writing as well. When you write for others, it is crucial to know both your purpose for writing and audience who will be reading your work. The ability to adjust your writing to suit your purpose and audience will serve you well not only in the classroom but also in the work-place and beyond. A writing process involves thinking, planning, writing, and revising and if you want to be a good writer, you should follow these four steps:

1. **Step 1 Prewrite to get ideas-free writing.**

1.1 **Brainstorming**

Brainstorming, also known as making a list, you collect ideas and details.

1.1.1 Write down any ideas, words and phrases that you can think of which relate to the specific topics of your writing. Don’t worry about grammar, spelling, punctuation, or putting your ideas into any kind of order (Oshima & Hugue, 1999).

Example: Writing about oneself

**Introduce myself**

Mayuree Singhatham/May  
Speak Thai and English  
I like studying English and French  
Want to be a teacher  
Listening to music and cooking  
Beautiful long black hair  
Like Celine and Maroon 5  
Hang out and play volleyball with friends  
I am talkative and friendly  
6 people in my family  
I don’t like to get up early  
The third-years student  
Hate snake

Born in Udon Thani province  
Live with my parents  
Don’t like Math  
love reading and can read very fast  
Oval face with beautiful light brown eyes  
165 cm. and 55 kg.  
Bradd Pitt is very attractive, I like him  
Noodles and Pad Thai are my favorite food  
Wanna be a teacher  
I’m the only daughter of my family  
Studying at Udon Thani Rajabhat University  
faculty of humanities and social sciences
1.1.2 Group your ideas, crossing out any irrelevant ones, and put them into a logical order.

Example: Writing about oneself

**Introduce myself**

<table>
<thead>
<tr>
<th>Mayuree Singtham/May</th>
<th>Born in Udon Thani province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak Thai and English</td>
<td>Live with my parents</td>
</tr>
<tr>
<td>I like studying English and French</td>
<td>Don’t like Math</td>
</tr>
<tr>
<td>Want to be a teacher</td>
<td>love reading and can read very fast</td>
</tr>
<tr>
<td>Listening to music and cooking</td>
<td>Oval face with beautiful light brown eyes</td>
</tr>
<tr>
<td>Beautiful long black hair</td>
<td>165 cm. and 55 kg.</td>
</tr>
<tr>
<td>Like Celine and Maroon 5</td>
<td>Bradd Pitt is very attractive, I like him</td>
</tr>
<tr>
<td>Hang out and play volleyball with friends</td>
<td>Noodles and Pad Thai are my favorite food</td>
</tr>
</tbody>
</table>

I am talkative and friendly

6 people in my family

I don’t like to get up early

The third-years student

Wanna be a teacher

I’m the only daughter of my family

Studying at Udon Thani Rajabhat University

faculty of humanities and social sciences

Hate snake

1.1.3 Check that your ideas are relevant to the topic (s) in the rubric.

(Page & Taggart, 2004)

(1) Personal information

(2) Physical appearance

(3) Personality or personal quality

(4) Hobbies and interests

(5) Future plan
Example: Writing about oneself

**Introduce myself**

<table>
<thead>
<tr>
<th>(1) Mayuree Singhtham/May</th>
<th>(1) Born in Udon Thani province</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speak Thai and English</td>
<td>(1) Live with my parents</td>
</tr>
<tr>
<td>(1) I like studying English and French</td>
<td>Don't like Math</td>
</tr>
<tr>
<td>(5) Want to be a teacher</td>
<td>(4) love reading and can read very fast</td>
</tr>
<tr>
<td>(4) Listening to music and cooking</td>
<td>(2) Oval face with beautiful light brown eyes</td>
</tr>
<tr>
<td>(2) Beautiful long black hair</td>
<td>(2) 165 cm. and 55 kg.</td>
</tr>
<tr>
<td>(4) Like Celine and Maroon 5</td>
<td>(4) Bradd Pitt is very attractive, I like him</td>
</tr>
<tr>
<td>(4) Hang out and play volleyball</td>
<td>(4) Noodles and Pad Thai are my food</td>
</tr>
<tr>
<td>favorite with friends</td>
<td>(4) Wanna be a teacher</td>
</tr>
<tr>
<td>(3) I am talkative and friendly</td>
<td>(3) Like Celine and Maroon 5</td>
</tr>
<tr>
<td>(1) 6 people in my family</td>
<td>(1) I'm the only daughter of my family</td>
</tr>
<tr>
<td>I don't like to get up early</td>
<td>(1) Studying at Udon Thani Rajabhat university</td>
</tr>
<tr>
<td>(1) The third-years student</td>
<td>(1) faculty of humanities and social sciences</td>
</tr>
<tr>
<td>Hate snake</td>
<td></td>
</tr>
</tbody>
</table>

1.2 Clustering

Clustering, also known as diagramming, mapping or an idea map is one of prewriting techniques that helps you get ideas to write about and to generate ideas and is helpful for ones who like to do thinking in a visual way (Langan, 2011). This technique should begin with writing your chosen topic in the center of a piece of paper. Draw a circle around it. Then think about information relevant for that topic, and write whatever ideas that come into your mind and don't worry if the idea is a good one or not. Write words or phrases in circles around the main circle and then connect them to the main circle. You can add more detail or cross it out.
Figure 5-1: Example of clustering of writing about oneself
1.3 Preparing a scratch outline.

In a scratch outline, you think carefully about the point you are making, the supporting items for that point, and the order in which you will arrange those items (Langan, 2011). The more detail included in the outline, the easier the writing process will be.

Example:

<table>
<thead>
<tr>
<th>Topic sentence</th>
<th>Topic sentence: Introducing myself</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: ..................</td>
<td>A: Personal information</td>
</tr>
<tr>
<td>1 ..................</td>
<td>1. Mayuree Singhtham/May</td>
</tr>
<tr>
<td>2 ..................</td>
<td>2. born in Udon Thani</td>
</tr>
<tr>
<td>B ..................</td>
<td>3. there are 6 people in my family</td>
</tr>
<tr>
<td>1 ..................</td>
<td>4. I’m the only daughter of my family</td>
</tr>
<tr>
<td>a ...........</td>
<td>5. the third-year student</td>
</tr>
<tr>
<td>b ...........</td>
<td>6. Studying at Udon Thani Rajabhat University</td>
</tr>
<tr>
<td>c ...........</td>
<td>7. major in English</td>
</tr>
<tr>
<td>2 .............</td>
<td>8. I like studying English and French</td>
</tr>
<tr>
<td></td>
<td>B: Physical appearance</td>
</tr>
<tr>
<td></td>
<td>1. Beautiful long black hair</td>
</tr>
<tr>
<td></td>
<td>2. Oval face with beautiful light brown eyes</td>
</tr>
<tr>
<td></td>
<td>3. 165 cm. and 55 kg.</td>
</tr>
<tr>
<td></td>
<td>C: personality or personal quality</td>
</tr>
<tr>
<td></td>
<td>1. I am talkative and friendly</td>
</tr>
<tr>
<td></td>
<td>D: hobbies and interests</td>
</tr>
<tr>
<td></td>
<td>1. Listening to music and cooking</td>
</tr>
<tr>
<td></td>
<td>2. Hang out and play volleyball with friends</td>
</tr>
<tr>
<td></td>
<td>3. Like reading and can read very fast</td>
</tr>
<tr>
<td></td>
<td>4. Bradd Pitt is very attractive, I like him</td>
</tr>
<tr>
<td></td>
<td>5. Noodles and Pad Thai are my favorite food</td>
</tr>
<tr>
<td></td>
<td>E: Future plan</td>
</tr>
<tr>
<td></td>
<td>1. Want to be a teacher</td>
</tr>
</tbody>
</table>
2. **Step 2 Write the first draft.**

   In the second step, you write your paragraph in rough form without worrying too much about errors. This first writing is called the first draft or the rough draft.

   Example:

   Hello! I would like to introduce myself to you. My name is Mayuree Singtham, or May for short. I was born in Udon Thani. There are 6 people in my family. I’m the only daughter of my family. I am a third-years student at Udon Thani Rajabhat university major in English. I like study English and French, English is very important and it is international language and French is beautiful language.

   I have a oval face with light brown eyes and beautiful long black hair. I am 165 centimeters tall and 55 kilograms weight. I am talkative and friendly so I have a lot of friend. I like to hang out and play volleyball with my friends every weekend. I like listening to music and cooking in my free time. Noodles and Pad Thai are my favorite food. I love reading and my favorite books are fictions. I’m talented in reading, I can read very fast. Sometimes, I go to a cinema and the movie stars I like most is Bradd Pitt because he is very handsome and attractive. When I graduate I would like to be a teacher beacue I like to teach.

3. **Step 3 Edit the first draft.**

   In the third step is editing your paragraph, making all appropriate changes and corrections. Editing is usually a two-step process: check the paragraph as a whole whether the meaning clear or not and check the paragraph for good form, organization, grammar, punctuation, spelling, and so on.
Example:

Hello! I would like to introduce myself to you. My name is Mayuree Singhtam, or May for short. I was born in Udon Thani. There are 6 people in my family. I'm the only daughter of my family. I am a third-year student at Udon Thani Rajabhat University major in English. I like study English and French, English is very important and it is international language and French is beautiful language.

I have a oval face with light brown eyes and beautiful long black hair. I am 165 centimeters tall and 55 kilograms weight. I am talkative and friendly so I have a lot of friends. I like to hang out and play volleyball with my friends every weekend. I like listening to music and cooking in my free/time. Noodles and Pad Thai are my favorite food. I love reading, and my favorite books are fictions. I'm talented in reading, I can read very fast. Sometimes, I go to a cinema and the movie stars I like most is Brad Pitt because he is very handsome and attractive. When I graduate I would like to be a teacher because I like to teach. (add more reasons) and it is more fun interacting and learning with children.
4. **Step 4 Write the final copy.**

In the last step, you write a neat final copy of your paragraph and be sure that all sentences are complete. Here is the final copy.

Hello! I would like to introduce myself to you. My name is Mayuree Singhtham, or May for short. I was born in Udon Thani. There are 6 people in my family. I’m the only daughter of my parents. I am the third-year student at Udon Thani Rajabhat University major in English. I like studying English and French, English is very important and it is international language and French is beautiful language.

I have an oval face with light brown eyes and beautiful long black hair. I am 165 centimeters tall and 55 kilograms weight. I am talkative and friendly so I have a lot of friends. I like to hang out and play volleyball with my friends every weekend. I like listening to music and cooking in my free time. Noodles and Pad Thai (stir-fried rice noodle) are my favorite food. I love reading, I read everything I can but my favorite books are fictions. I’m talented in reading, I can read very fast. Sometimes, I go to a cinema and the movie star I like most is Brad Pitt because he is very handsome and attractive and he is great at acting. When I graduate I would like to be a teacher because I like to teach and it is more fun interacting and learning with children.

**Note:**

*When you describe someone's physical appearance you start with the general features (i.e. height, build, age) and move onto the more specific ones, such as hair, eyes, nose, etc.

  e.g. Laura is a tall, slim woman in her early twenties. She has got black hair, black eyes and freckles.

*When you describe someone's personal qualities you should support your description with examples and/or justifications.

  e.g. Wayne is very shy. For example, he finds difficult to make new friends.
Name: Manee
Last name/Surname: Chamchan
Nickname: Nee
Sex: Female
Place of Birth: Udon Thani
Date of Birth: 30th September 1992
Age: 22 years
Nationality: Thai
Race: Asian/Thai
Marital Status: Single
Height: 165 centimeters
Weight: 50 kilograms
Eyes color: Light brown
Hair color: Dark brown
Personalities: Talkative and friendly
Family Member: 4 people
Hobbies: Listening to music and cooking
Favorite sports: Volleyball
Favorite Singers: Maroon 5
Favorite Actors/Actress: Robert Pattinson
Favorite Food: Tom Yam Goong
Favorite Books: Scientific fictions
University/College: Udon Thani Rajabhat University
Major Subject: English
Favorite Subjects: English and Thai
Talents: Reading
Ambition/future plan: working with the book publishing industry

My name is Manee Chamchan, or Nee for short. I was born on 30th September, 1992; I live at 90 Thahan Road, Muang, Udon Thani. There are four people in my family, my parents, one elder brother and I. I am 165 centimeters tall and 50 kilograms weight. I have light brown eyes with beautiful long dark brown hair. I am talkative and friendly so I have a lot of friends and we love to hang out together.

I like listening to music and cooking in my spare time. My favorite song is “Maps” and Maroon 5 is my favorite singer. The movie star I like most is Robert Pattinson because he is very charming and I like his role in “Twilight.” I like playing volleyball with my friends every weekend and doing outdoor activities together. I often go dining out with friends; Tom Yam Goong (spicy Thai shrimp soup) is my favorite food. In my free time, I love reading books such as magazines, love stories and any novels but my favorite books are scientific fictions. I am talented in reading. I can read quite fast.

I am studying at Udon Thani Rajabhat University now. My major subject is English and my favorite subjects are English and Thai. I think English is very useful to communicate with foreigner and Thai is easy to learn and understand. When I graduate I would like to work with the book publishing industry because I am fascinated with the books.
Example:

My name’s Siva Suwanich and my nickname is Takraw. There are three people in my family. I’m the only child. Now I’m studying at City University. My parents are elementary school teachers, but they teach at different schools. My father is a Physical Education teacher, and my mother teaches general subjects. My parents’ part-time job is bee farming. The money that we get from selling honey is part of our family income. My mother is frequently invited to give talks on bee farming. I help my mother cook wash the dishes. It’s my job to take care of our plants, flowers and fish. I keep beautiful fish in a glass bowl. I feed the fish and keep the water in the fish bowl clean. In the evening we usually watch television together. On religious holidays we go to the temple to make merit or go to the festivals. Sometimes, we visit interesting places in other provinces.

When I’m free, I enjoy sports with my friends. My favorite sport is ‘Sepak Takraw’. ‘Takraw’ is a ball made from rattan and we kick it around in circle. We can use other parts of the body besides feet, such as head, elbows and knees. I think it is good for health. Sometimes, we go to a cinema and we love to watch action movies, “Transformer” is our favorite one.

When I graduate I want to be a programmer, so I choose to study in computer science major in the university. Besides, I take other course concerning information technology in the evening as well.

Example: Writing about the other

**Name:** Panida  
**Last name/Surname:** Phaiboon  
**Nickname:** Pan  
**Sex:** Female  
**Place of Birth:** Udon Thani  
**Date of Birth:** 30\textsuperscript{th} January 1985  
**Age:** 21 years  
**Nationality:** Thai  
**Race:** Asian/Thai  
**Marital Status:** Single  
**Height:** 160 centimeters  
**Weight:** 49 kilograms  
**Eyes color:** Dark brown  
**Hair color:** Dark brown  
**Personalities:** easygoing and intelligent  
**Family Member:** 4 people  
**Hobbies:** Listening to music and playing the Ukulele  
**Favorite sports:** Swimming  
**Favorite Singers:** Taylor Swift  
**Favorite Actors/Actress:** Emma Watson
Favorite Food: Tom Kha Kai (Thai Coconut soup) Favorite Books: Magazines
University/College: Udon Thani Rajabhat University
Major Subject: Information Technology Favorite Subjects: computer science
Talents: N/A Ambition/future plan: a programmer/a computer scientist

I have a very good friend. Her name is Panida Phaiboon. Her nickname is Pam. She was born on 30th January, 1985 in Udon Thani. She lives at 77/177 Moo 5 Ring Rd, Muang, Udon Thani. She is 160 centimeters tall and 49 kilograms weight. There are 4 people in her family. She is the youngest child. She has got a good shape because she goes swimming every weekend. She is a very pretty girl with dark brown eyes, beautiful curly dark brown hair and clear oval face. She is an easygoing and intelligent girl, she always get good grades with her study. In her spare time, she likes listening to music and playing the Ukulele. The singer she likes most is Taylor Swift. Her favorite actress is Emma Watson who roles as Hermione Granger, Harry Potter’s best friend. Besides, she likes to read when she has free time, computer magazines is her favorite. When we go dining out she likes to eat “Tom Kha Kai”.

Pam is now studying at Udon Thani Rajabhat University major in Information Technology. Her favorite subject is computer science. She likes this subject very much because it is very useful and very fascinating. She thinks she doesn’t have any talent but I don’t believe her because she can program in Pascal, C++ and HTML and she has her own site on the internet as well as has done many programs. When graduate, she wants to be a programmer or a computer scientist.

Example:

Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We’ve been friends ever since. Jacques is quite good-looking. He's tall and slim with olive skin and curly dark hair. He has a great sense of style, so he always looks well-dressed even in casual clothes. He is very outgoing. He is always friendly and loves to have fun. He's got a fantastic sense of humor and can make me laugh. However, he can be a bit immature at times. For example, when he doesn't get what he wants, he acts childishly and stamps his feet.

Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under the sea. All in all, I'm glad to have Jacques as my friend. It's a pleasure to be with him and I really enjoy his company. I'm sure we'll always be close friends.
Conclusion: Chapter 5

This chapter provides the ideas in writing about oneself and others. The useful vocabulary concerning appearances, characters, personalities, interests etc. are provided for students in creating complete sentences and integrating paragraph organization. The type of sentences including a simple sentence, compound sentences, complex sentences and a compound-complex sentence and the writing process: thinking, planning, writing and revising also include helping students to understand and able to write paragraphs properly and correctly.
Exercise: Chapter 5

Section 1: Study vocabulary describing personalities, hobbies and interests

Exercise 1
Directions: Put these words in the suitable group.

handsome   cooking   intelligent   long   brown   sexy
gardening   well-built   aggressive   brainless   yoga   wavy
sincere   pretty   baking   teenager   tan   hang out
square   cycling   romantic   round   emotional   freckle
thin   chubby   young   playing sport   ugly

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Personality</th>
<th>Hobby and interest</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 2
Directions: Make sentence about your family members using words given.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Main point</th>
</tr>
</thead>
<tbody>
<tr>
<td>appearance</td>
<td>good-looking, pretty, tan skin, an oval face, curly dark hair, wavy hair, pale complexion, shoulder-length hair, tall, slim, brown eyes, sense of humor</td>
</tr>
<tr>
<td>personal quality</td>
<td>nice, outgoing, friendly, lazy, generous, clever, silly</td>
</tr>
<tr>
<td>hobbies/interest</td>
<td>painting, reading, shopping, playing the guitar, cycling, running</td>
</tr>
</tbody>
</table>

e.g.  My mother is generous and nice.
      My father has a sense of humor.
      My brother likes cycling a lot.

1. .................................................................
2. .................................................................
3. .................................................................
4. .................................................................
5. .................................................................
Exercise 3
Directions: Complete these descriptions using the adjectives in the list

moody       energetic       generous       cheerful
lazy        impatient        aggressive      selfish

1. Tom is…………… whenever he visits us he brings flowers and gifts for the children.
2. Susan is …………… when she gets angry she starts shouting and bangs her fist on the table.
3. Paul is…………… when he has to wait for anything he constantly looks at his watch.
4. Alison is…………… she hardly ever gets tired and is enthusiastic about everything.
5. My aunt, Betty is……………she is always in a good mood and smiles a lot.

Section 2: Study, analyze sentence and write a complete sentence

Exercise 1
Directions: Put a tick (✓) in the blanks if they are sentences and a cross (✗) if they are not.

1. …………… He likes to collect stamp.
2. …………… When she was very young.
3. …………… Her father died.
4. …………… She lives in Bangkok.
5. …………… My friend and I are studying Math.

Exercise 2
Directions: In the sentences below, underline the subject. Then circle the verb. The predicates are labeled to help you.

Example: She likes reading in her free time.

Predicate

1. My favorite kind of music is pop-rock.
2. I like reading comics very much.
3. Purple is my favorite color. 
   *predicate*

4. Last month we went to Chaingmai to visit our relatives. 
   *predicate*

5. I like to go to a temple with my grandma. 
   *predicate*

**Exercise 3**

**Directions:** Each of the following sentences is a compound sentence, that is, a sentence with two independent clauses joined by coordinator. Underline the coordinators.

Example: My friend invited me to a party, but I do not want to go.

1. She cooked and he cleaned.
2. He likes reading comics but she likes nonfiction.
3. They studied well so they passed their exams.
4. He came yet he talked to no one.
5. They went for they had no choice.

**Exercise 4**

**Directions:** The words are not in the right order. Arrange them correctly.

Example: I /last year/ to /Singapore/ went.= Last year I went to Singapore.

1. like/reading/my/I/free time. = ..........................................................
2. has/beautiful eyes./She = ..........................................................
3. friendly and talkative./He/is = ....................................................
4. My friend and I/ to go to a cinema /after class./ like = ....................
5. played/the piano/He/very well. = .................................................
**Section 3:** Write about one oneself and the other

**Exercise 1**

**Directions:** Complete your personal information and then writing the paragraph.

**Personal Data**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Surname:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nickname:</td>
<td>Sex:</td>
</tr>
<tr>
<td>Place of Birth:</td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Age:</td>
<td>Nationality:</td>
</tr>
<tr>
<td>Race:</td>
<td>Marital Status:</td>
</tr>
<tr>
<td>University/College:</td>
<td>Major Subject:</td>
</tr>
<tr>
<td>Height:</td>
<td>Weight:</td>
</tr>
<tr>
<td>Eyes color:</td>
<td>Hair color:</td>
</tr>
<tr>
<td>Family Member:</td>
<td>Personalities:</td>
</tr>
<tr>
<td>Hobbies/interests:</td>
<td>Favorite sports:</td>
</tr>
<tr>
<td>Favorite Singers:</td>
<td>Favorite Actors/Actress:</td>
</tr>
<tr>
<td>Favorite Food:</td>
<td>Favorite Books:</td>
</tr>
<tr>
<td>Favorite Subjects:</td>
<td>Talents:</td>
</tr>
<tr>
<td>Ambition:</td>
<td></td>
</tr>
</tbody>
</table>

First draft

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........................................................................................................................................
**Exercise 2**

**Directions:** Read Michael’s personal information and then complete the paragraph

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**Personal Data**

<table>
<thead>
<tr>
<th>Name: Michael</th>
<th>Surname: Lenon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nickname: Mike</td>
<td>Sex: Male</td>
</tr>
<tr>
<td>Place of Birth: Well, United Kingdom</td>
<td>Date of Birth: 1\textsuperscript{st} August 1980</td>
</tr>
<tr>
<td>Age: 26 years</td>
<td>Nationality: English</td>
</tr>
<tr>
<td>Race: English</td>
<td>Marital Status: Single</td>
</tr>
<tr>
<td>Height: 176 cm</td>
<td>Weight: 74 kg</td>
</tr>
<tr>
<td>Eyes color: black</td>
<td>Hair color: light brown</td>
</tr>
<tr>
<td>Family Member: 5 people</td>
<td>Personality: friendly and easygoing</td>
</tr>
<tr>
<td>Hobbies: reading and watching movies</td>
<td>Favorite sports: cycling and running</td>
</tr>
<tr>
<td>Favorite Singers: Papa Roach</td>
<td>Favorite Movie star: Robin William</td>
</tr>
<tr>
<td>Favorite Songs: “No matter what”</td>
<td>Favorite Food: Thai food</td>
</tr>
<tr>
<td>Occupation: a programmer</td>
<td>Company: IBM Co., Ltd.</td>
</tr>
<tr>
<td>Ambition: to own a business</td>
<td></td>
</tr>
</tbody>
</table>

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I’m Michael Lenon but just call me ……………….. I was born on 1\textsuperscript{st} August, 1984 in ……………….. I have ……………….. eyes and ……………….. hair. There are ……………….. people in my family, my parents, my two elder sisters and I. I am the only son of my family. I am a friendly and ……………….. person. I like reading and ……………….. in my free time. Besides, I also like ……………….. and ……………….. to keep good health. I sometimes go to a cinema when I am free from work. I like watching Sci-fi movies. The movie stars I like most is ……………….. I like listening to music when I’m driving, ……………….. is my favorite band and I like “No matter what” very much.

When I’m dining out with friends, I like eating ……………….. food especially “Tom Yam Koong” is my favorite dish. I sometimes cook dinner by myself as I enjoy cooking and eating alone at home. I have been working as ……………….. at ……………….. for three years. I enjoy my job a lot. However, my dream is to have my own ……………….. one day in the future.
Exercise 3
Directions: Fill in the blanks with the phrases given

a. Wushu  
b. 30 September 1974  
c. a film actor  
d. black eyes, short black hair  
e. a linguist  
f. Jackie Chan

My favorite superstar

My favorite superstar is Daniel Wu. He was born on …..1…… and raised in Orinda, California. His parents were immigrants from Shanghai, China. He began studying the form known as …..2…… at age 11. His childhood role model was …..3……, a man who now considers Wu “like a son”. Wu attended the Head-Royce School in Oakland and later majored in architecture at the University of Oregon. He is …..4…… from Hong Kong. Someone said he is mixed because he looks like mixed. But in fact he is Shanghainese. He has …..5…… with clear oval face. I like him because I like his movies. One of his movies called New Police Story is my favorite movie. He can play Kung Fu very well; I think he is very smart. He can speak Cantonese, Mandarin, Shanghainese, English, Spanish and a little Japanese. How surprising! I think he is …..6…… . I think he is very powerful and very handsome. I like him very much and I think he is very successful. I am sure that he will be more famous in the future.
References


Course Syllabus

Chapter 6: Writing for career goals

Contents
1. A resume
2. Job advertisement
3. Cover letters
4. Application forms completion
5. Useful vocabulary and sentences
6. Exercise to develop writing skill

Objectives:
By the end of this chapter, students should be able to:
1. Write a resume in a proper pattern and appropriate phrases.
2. Understand the information contained in job advertisements.
3. Write an application letter.
4. Complete a job application form.

Teaching and learning process
Students participate in the following teaching and learning activities.
1. The lecturer presents the lessons about resume, job advertisement, application letter and a job application form.
2. Have students read job advertisements.
3. Have students write a resume and an application letter follow with complete a job application form.
4. Have student do assignments or worksheets.
5. Have students do exercises.

Teaching materials
Students learn through the following teaching aids.
1. Instructional materials
2. PowerPoint presentation
3. Assignments or worksheets
Evaluation

Students will be evaluated on the following activities.

1. Checking students’ attendance.
2. Checking students’ participation in group discussion and individual/pair work; writing a resume, creating an application letter, and filling out the application forms.
3. Checking students’ answers from the exercises and assignments.
Chapter 6
Writing for career goals

When applying for a job, you should ordinarily send; a job application letter, and accompanied by a personal resume. Your letter and personal resume are your chances to show an employer the best of what you have got. It's about advertising yourself: your skills and experience, and showing them that you are the right person for the job. However, to get a successful job offer, your resume and letter(s) should be written based on your particular background, accomplishments and career objectives, thus representing your individuality and unique qualifications to potential employers.

A resume, résumé or resumé

The word "Resume" comes from "Résumé" in French which means "Summary.” The resume is comparable to: Personal Data (USA), Bio-data (USA), Data Sheet (USA), and Curriculum Vitae or CV (UK) (Canada) (USA) (Australia)

A resume is a summary of your education, work experience and your qualification used when applying for a job (Bailey, 2011). It helps potential employers screen applicants and see whether you are suited for that particular job or position.

1. Types of resume formats

There are four types of resume: a chronological resume, a functional resume, a combined resume and a recent grad resume.

1.1 A chronological resume

The chronological resume is one of the most commonly used forms of resume, with a simple and straight-forward approach dividing your pertinent information into separately titled sections. All of this information should fit on 1 page. It is especially good for job seekers who were just out of college or who wish to stay in the same line of work and at the same level of employment.

A chronological resume starts by listing work history with the most recent positions listed first. Because it focuses on most recent work experiences, it is considered one of the most common resume structures. Education, certifications, and special skills are also included on this type of resume. The education, skills, and other information are listed after the experience.
Employers typically prefer this type of resume because it's easy to see what jobs you have held and when you have worked at them. As a result, this structure works well for job seekers with a strong working background.

1.2 A functional resume

A functional resume focuses on skills and experience, rather than on chronological work history. In this way, specific skills and capabilities are emphasized to highlight the potential employee’s competency.

Functional resume is an ideal for people new to the workforce, looking to change career paths or who are applying for a job with very specific requirements and characteristics in mind.

1.3 A combined resume

A combination resume is typically sectioned into two parts. The first part is similar to a functional resume in which it highlights skills, achievements, and qualifications. The second part explains the timeline of work experience. There are several benefits to this resume format. The layout first captures the attention of the employer by highlighting the skills and capabilities of the applicant, and then supports the first part with an account of prior work experience.

A combination resume can be used to show the employer the most relevant skills, while still documenting work history. This resume format is also a good way of answering the employer’s questions about career changes, gaps in work history and other potential information about the applicant.

1.4 A recent grad resume

A student or graduate resume focuses on qualifications of the applicant first. If you have been in full-time education most of your life, your qualifications will probably be the main achievement. If you don't have a lot of work experience, try to make a course work relevant to the skills you had used in the job. For example, you use time management, research and IT skills every day. You may be able to say you are a fast learner, and are up to date with the latest equipment and techniques in your field.

A student or graduate resume suits for the one who is still at college or university or who has recently finished a full-time course.
2. The components of a resume

Every resume needs to include certain categories of information and should provide answers to these questions.
- Heading: What is your name and how can you be reached?
- Job Objective: What do you want to do?
- Education: What have you learned?
- Employment History: What have you done?
- Skills & Abilities: What can you do?
- Activities and Honors
- References: Who?

2.1 The heading

The heading of the resume should include your name using all capital letters, address, telephone number(s), and email address on the top of the page.

Example:

ARITA INYA
22 Tahan Rd., Muang, Udon Thani 41000
Tel: 098 874 1234 Email: aritainya@hotmail.com

2.2 The career objective, position sought or job objective

This objective follows your personal information and should identify the position title or the function of the job desired.

Examples:

Seeking a position as a social worker providing service to the aged.
Seeking a position that utilizes my skills in counseling, research, and proposal writing.
To obtain a position in Accounting.
To work as a customer service officer.
2.3 Education

In this section, you should include any information about degree(s), including the name of academic institute, date(s), major, minor, or concentration, certification, academic awards or honors. Make sure you use the official names for schools, degrees and majors or minors. This section should specify the graduation year arranged from highest to the lowest degree of education. In addition, a cumulative GPA will be included if it is 3.0 or higher.

Examples:

2010 Bachelor of Sciences (B.S.), Electronics, Udon Thani Rajabhat University GPA: 3.67/4.00
2009 B.B.A. In Marketing (First Class Hons.), Bangkok University

2.4 Experience

Work experience is very important for a job application because the employer can use this information to consider how qualified an applicant is for a particular job skill. New graduates who rarely have working experience should specify all jobs they have done whether full-time or part-time job, including experience as an apprentice or jobs performed without any compensation. It may be a special event or extracurricular activity such as student leadership, athletics, or team leader. In the case of full-time job experience, you should specify the important details of the job.

This section lists in chronological order, the latest position with the most information and continuing in reverse. Each entry should provide the following: the name of the employer/the title of the position held/your responsibilities summarized in 1 to 2 sentences/additional details about your responsibilities in a list.

Examples:

Dec 2010- present Staff accountant, P&O Co.,Ltd.
- Responded to data requests from other sections
- Recorded actual costs involved in each department

July-November 2010 Administration officer, ABC Co.,Ltd.
- performed various admin duties

May-June 2010 Survey assistant, Contain Ltd. (Internship)
- Performed correspondence work
2.5 Extra-curricular activities/student activities/campus activities

If you have received any awards or honors, or been involved in campus or community organizations, such as athletics, clubs or student government, any other training or certificate programs you have completed, you should mention them in this section.

Examples:

2010 Award of Gold Medal-Engineering Week 2010
2009 Writing for the faculty newsletter
2008 Secretary, IT Club
2007 Certificate Training journalists by ISRA institute Thai Press
2006 Member of National Student Speech-Language-Hearing Association

2.6 Special Qualification, skills & abilities

To increase the chance of success when applying for jobs, you should consider about skills, abilities and knowledge which can be best describe your competences to fit that particular job you are applying for.

The skills and abilities that are generic or are likely to be necessary in most types of employment consist of teamwork, problem solving, communication, time management, IT skills, and customer awareness. Other skills and abilities that are specific or essential in order to fulfill the requirements of the job may include the following: using equipment, having theoretical knowledge/degree subject, experience or know-how.

Therefore, to demonstrate your skills, abilities and knowledge you should think carefully about the specific workplace and the type of job which skills will be preferred or needed.

Examples:

Proficiency and expertise in programming languages.
Good computer literacy.
Good command in English/Practical knowledge in English and Mandarin.
Good skill in correspondences.
Think creatively about problems/Strong analytical and problem solving skills.
Able to work in a team environment.
Good interpersonal and communication skills.
Able to work under pressure.

2.7 **References**

You should know at least 2-3 people who can serve as your references. Ask in advance for permission to use them as references. Use faculty and employers as references, not personal acquaintances. Do not include their names, address, or phone numbers on the resume. You may send a separate sheet with this information along with your resume, or wait until the employer requests references.

You can use these examples below to indicate in the references:

Present employer knows of my intention to take a new position.
Specific references will be provided on request.
References will be supplied on request.
References will be sent upon request.
Full references will be forwarded on request.
Available upon request.
References will be provided on request.
Completed references will be supplied on request.
Full references will be supplied on request.

Or

Mr. Norah Smith, a manager, BAC Co., Ltd 123 Silom road,
Bangrak, Bangkok, 10200  Telephone no. 02-6542317

Mr. Somsak Sangboon, a lecturer, the faculty of science,
UdonThani Rajabaht University, 64 Tahan Road, Makkhang,
Muang, UdonThani 40000 Telephone number: 042-212040 ext. 123
Example: Chronological Resume

NATTAPONG KARHAN
27/252 Moo 9 SoiSukhumvit 77 Onnuch Road,
SuanLuang, Bangkok 12300
Tel: 081-9098764
E-mail: nattapong@hotmail.com

Objective  To obtain the position of Marketing Officer

Educational Background
2007  Bachelor's degree in Marketing from Bangkok University

Working Experience
2007  Training for Advertising on the Internet, FAD Company
      - Interact with customer
      - Creating wording for advertising
2006  Part time staff, KFC
      - Food preparation, dishing room, customer service
      - Computer skills
      - Speak and write English and French
      - Can write columns, speeches and wording for advertising
      - Plan advertising campaigns

References  Available up on request
Example: Functional Resume

RATTANA SRICHAN
50/22 Ring road
Muang, UdonThani 41000
Telephone 0-42221404
E-mail address: Suvicha@hotmail.com

Career Objective
To work as a Sale Executive

Experience:
Jan 2010 – present Senior Sale officer, I&M Co.,Ltd
- keep relationship and follow for all requirements with existing customer
- focus to expand for new market
- promote for company’s products
- provide specialized information as required
- attend to sales enquires and generation of quotations

Jan 2007-2010 Sale officer, TTT Construction Co.Ltd.
- analyze marketing and selling information in order to make a selling plan
- create new idea to boost sales volume, prepare reports
- coordinate with marketing, selling and promotion department

Education: 2007 B.BA. (First Class Hons.)
Major: Marketing UdonThani Rajabhat University

Campus Activities: 2007 Active member of Photo Club
2006 Secretary, Natural Conservation Club

Other Qualifications:
- Proficient in computer
- Good command of spoken and written English
- Knowledge of Software
- Good skill in negotiable

Reference: Full references will be supplied on request
Example: Combined resume

NIPON CHANAWAT

Current Address       Permanent Address
6 Ring road           43 Moo.1 Srisongkram road,
Muang, UdonThani      Tabao, UdonThani
Cell 098-2357894      Home 042-211001, Cell 098-2357894
nipon_ch@gmail.com    nипon_ch@gmail.com

Objective: Looking for a position of Training and Development officer

Education: Khon Kaen University, 2010
Bachelor of Science Program in Psychology, 1st Class Honor

Special Skill:
- Good command of written and spoken English and French
- Proficient in Microsoft office program
- Effective time management skills

Experience:
April 2010- Present Training and Development officer
ABC Co., Ltd., Bangkok
- Analyzing training needs in conjunction with line managers
- Overseeing the delivery of training
- Supervising and monitoring progress made via training program or scheme

Reference: Full references will be supplied on request
Example: New graduate resume

NIPAPORN SRERMMUANG
1200 Silom Road, Bangrak
Bangkok 11000
Tel: 098-438.3606 / email: nipaporn@hotmail.com

OBJECTIVE: To apply for a position of Computer Engineer

EDUCATION
2007 – 2010 King Monikut’s Institute of Technology Ladkrabang Bachelor of Engineering (Computer Engineering)
GPA: 3.60/4.00

COMPUTER SKILLS
- Skilled in Pasca, C++, Visual Basic, Java
- Skilled hardware repair, assemble and configuration
- Popular software applications such as Word, Excel, PowerPoint, and Access as well as Internet research and communication tools

EMPLOYMENT EXPERIENCE
2007 – 2009 Forum Administrator (part-time), WWW.REALGM.COM, Bangkok
- Assisted in developing forms and verifying PHP coding prior to embedding in HTML
- Analyzed and followed through to resolve error reports in timely and efficient manner
AFG TIRE CORPORATION, Bangkok
- Used terminal scanner and computer system to track, record and verify movement of products

REFERENCES: Available upon request
Job advertisement

A job advertisement is a paid announcement in a newspaper or other medium such as company websites, about a job vacancy (Linton, 2014). The advertisement is part of a wider recruitment process designed to attract suitable qualified candidates for a job. A job advertisement has five main elements as follows:

1. Information on the job opening describes the duties and responsibilities of the position.
2. A candidate profile outlines the experience, education and other attributes required for the job.
3. Company information provides insight into the working environment and the opportunities for the right candidate.
4. The advertisement should also describe the salary range and benefits for the successful candidate.
5. Finally, the advertisement should explain the application process, including how and where to apply.

Example 1

AGC Flat Glass (Thailand) Public Company Limited is one of the major subsidiary companies of Asahi Glass Co., Ltd. (Japan) in the South East Asia and the first flat glass manufacturer in Thailand. The Head Office and 4 factories are located in SumutPrakan, Chon Buri and Rayong Province in the Eastern Region. At present, our products are flat glass for application in installation works for buildings and other constructions as well as supply basic glass to fabricators of a number of secondary fabricated industries. We are currently looking for energetic, dynamic and fast learning people for the position:

Logistics Officer

Qualifications

- Bachelor's Degree in Logistics, Economics, Statistics or related field.
- 0-3 years of experience in Logistics.
- Proficient in speaking and writing English.
- Computer literate in general office computer programs.
- Working location : Chonburi,
- A familiarity with custom officers will be an advantage.

Contact Address

Interested person please submit full resume via: aft.job@agc.com
or Online application via: www.agc-flatglass.co.th
For more information please call 0-2815-5000 ext. 1213 or 1206
Example 2

Cyber Planet Interactive Public Company Limited

Established in the year 2000, we were the first Thai company to research and develop entertainment software on Windows-Based Platforms, Mobile Platforms, and Console Platforms, and export to over 40 countries.

Sale Executive

Qualifications

- Age between 25-35 years old
- At least Bachelor's Degree in Business Administration or related fields
- At least 3 years of experience in international sales in the field of software or IT business
- Excellent command of spoken and written English
- Computer literacy
- Good negotiation and communication skills

Successful candidates will be offered with an attractive salary depending on experience and skill plus year-end bonus and other benefits which include provident fund. Applicants are invited to write-in with full resume' indicating qualifications, with transcript, expected salary, references (if available) and a recent photograph and send to:

Contact Address

CyberPlanet Interactive Public Company Limited
60/3 Sukhumvit 12, Klongtoey, Bangkok 10110
Tel : 083-0917788  Fax : 0-26521547
Contact: HR Manager
E-mail: hr@cpigames.co.th
Cover letters

The purpose of the cover letter or application letter that goes with applicant’s resume is the golden opportunity to introduce yourself briefly and to impress your employer. The letter may not get the applicant a job, but it may provide the opportunity for an interview. This kind of letter is formal and must be clear, well-constructed, correct format and be typed neatly and without mistakes.

The application letter is suitable for an applicant with no experience especially the new graduate. The format of this letter is mostly designed by the companies containing what information they need from the applicant. The content in letters is similar to the other application letters.

1. Styles of Letter

There are many cover letter styles but the most widely used are the following:

1.1 Full Block Style
1.2 Block Style
1.3 Modified Block Style
1.4 Indented Style
An example of full block style

<table>
<thead>
<tr>
<th>Return Address</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inside Address</td>
<td>Salutation</td>
</tr>
<tr>
<td></td>
<td>The body of the letter</td>
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<td>The body of the letter</td>
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<td>The body of the letter</td>
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<tr>
<td>The complimentary close</td>
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<tr>
<td>The signature</td>
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<tr>
<td>The name</td>
<td></td>
</tr>
<tr>
<td>Enclosure</td>
<td></td>
</tr>
</tbody>
</table>
An example of block style

<table>
<thead>
<tr>
<th>Return Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Inside Address</td>
</tr>
<tr>
<td>Salutation</td>
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<tr>
<td>The body of the letter</td>
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<td>The body of the letter</td>
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<td>The body of the letter</td>
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<td>The body of the letter</td>
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<td>The complimentary close</td>
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<td>The signature</td>
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<tr>
<td>The name</td>
</tr>
<tr>
<td>Enclosure</td>
</tr>
</tbody>
</table>
An example of modified block style

<table>
<thead>
<tr>
<th>Return Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
</tr>
<tr>
<td>Inside Address</td>
</tr>
<tr>
<td>Salutation</td>
</tr>
<tr>
<td>The body of the letter</td>
</tr>
<tr>
<td>The body of the letter</td>
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<tr>
<td>The body of the letter</td>
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<tr>
<td>The body of the letter</td>
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<tr>
<td>The body of the letter</td>
</tr>
<tr>
<td>The complimentary close</td>
</tr>
<tr>
<td>The signature</td>
</tr>
<tr>
<td>The name</td>
</tr>
<tr>
<td>Enclosure</td>
</tr>
</tbody>
</table>
An example of indented style

Return Address
Date
Inside Address
Salutation

The body of the letter
The body of the letter
The body of the letter

The complimentary close
The signature
The name

Enclosure

Note: the return address, date and inside address must write in Step
2. The layout of the Model letter

These are different typed of models of job application letter, but all types have the same following parts (Buakhiao, 1990):

2.1 Return address

You have to write your address, but not include your name so the firm can contact you. We can use Step and Block style like the samples:

Step

12 Ta-haan Road,
Muang District,
Udon Thani 41000

Block

56 Moo 1, Tambol Makkhang,
Amphor Bandung,
Udon Thani 41000

2.2 The date

We can write the date in American or English style. Here are the examples.

English style: 10th October 2010 or 10 October 2010
American style: October 10, 2010

2.3 Inside address

The inside address is the addressee’s address; the firm to which you are applying for a job. There are 2 styles to write the inside address, Step and Block. When write in any style we have to use it in the whole letter.

There are three ways to write inside address. Here are the examples.

2.3.1 Sending to the specific person

Mr. Mathew Lovegood,
Thai Union FeedmillCo., LTD.,
89/1 Moo.2, RamaII Rd.,
AmphorMuang, Samutsakorn 74000
2.3.2 Sending to the specific position or section
Personnel Department
347 Muang Thong Thani,
Bondstreet Road, Bangpood,
Nonthaburi 11120

2.3.3 Sending to the company not specify the person
Kannithi Aviation Co., Ltd.,
150 Moo. 2, Bhaeng-wattana Road,
Thungsonghang, Laksi, Bangkok 10210

3. Salutation

Salutation is the greeting before the body of the letter. The punctuation that is always used for the salutations is a comma (English style) or a colon (American style).

Examples:

**Letter to contact person**
Dear Sir or Madam,         To Whom It May Concern:
Dear Marion Parker,        Dear R. V. Moore:
Dear Madam,               Dear Sir:
Dear Mr. Smith,            Dear Mrs. Fray:
Dear Miss Wells,

**Letter to the firm**
Dear Sirs,    (English style)
Gentlemen:   (American style)
Ladies and Gentlemen: (American style)

Note:

Letter to a firm, you can add “s” after “Sir” but not for “Madam”
Ways to write the title name.
“Miss” is used for an unmarried woman.
“Mrs.” is used for a married woman.
“Mr.” is used for a man.
If there is no title name it is assumed that the writer is a man.
4. Body of letter

The body of letter is the most important part of the letter because it conveys your purpose. The job application letter contains three important parts, and each part has a paragraph to itself. Here are the details of each part.

4.1 First section (Background)

State your purpose for the writing and the position you are applying for and identify the source which you learned about the job (Langan, 2005).

Examples:

I would appreciate your consideration as a candidate for the post of ______ as indicate in the Bangkok Post of 12 June ________.

I have seen/read your advertisement for a/an______ in the Nation of 12 March ________. I should like to apply for this post.

I am applying for the vacancy for a/an_______ advertised in the http://www.nationejobs.com on September 1.______.

With reference to your advertisement in the Bangkok Post of 1 February ________, for a/an ______ I write to offer you my services.

Your advertisement in web site www.jobdb.com on 5 July, ______, for the position of ______________ has attracted my attention because I think that my qualifications will fulfill your requirements.

In reference to the advertisement for the position of __________ in Bangkok Post dated October 25, ______, I would like to apply for the position.

Regarding the advertising in the Nation dated December 12 _____ that your company would like to have a/an ________, I am interested and would like to apply for this position.

Your advertisement for a/an ________ in The Nation dated 1 May, ______ has prompted me to ask you to consider my qualifications.
4.2 Second section (Mention of qualifications)

These paragraphs should be specifically tailored to requirements posted in the job listing and refer the reader to your resume. This section should be written about qualifications, experience, both in work and training, the reason for applying and reference. Actually, the reference should not be included only if an employer asks for at a letter stage. This section should be limited to two - three paragraphs.

Examples:

**Education**

From my transcript you will notice that I obtained particularly good grades/results in English both written and spoken I wish to become an English teacher as I am looking for job which is professionally interesting and which will allow me to use my linguistic ability.

I graduated with second-class honors in 2010 from Udon Thani Rajabhat University with a degree in education.

I obtained a Bachelor’s Degree in Science.

I received my B.B.A. in Business Administration with specialization in Accounting and Master Degree in Accounting.

I am currently finishing my degree in Computer Science at Bangkok University.

I graduated from Khon Kaen University and hold a Bachelor degree from the faculty of Engineering, which major in Civil Engineering.

**Special qualifications or experiences**

I have taught since I studied in the fourth year.

Although I lack previous experience in this field, I think I have the necessary personal qualities and should have no difficult in adapting myself to this new kind of work as an English teacher.

I have no experience of working for a large company, but I’m willing to learn.

I am confident that my qualifications will fulfill your requirements.

I had job training as a research assistant at R&D Co.,Ltd., in Bangkok for 4 months.

I had a part-time job as a store clerk for Central Department store.

I have been working in a similar position for more than 5 years as my enclosed resume shows.
My experience especially for working my project has provided me with the opportunity to develop my skill as a problem solver.
I have experience in marketing, which you can see from my enclosed resume.
As you will see from the enclosed resume, my education, training, and experience have equipped me to fill the position of accountant in your company.
I have always been interested in a secretary and I am particularly eager to work for an outstanding automotive manufacturer like your company.
The enclosed resume gives the details of my education and experience and suggests a number of people from whom you may obtain information about my character and ability.

**Ability and others**

I can speak and write well in Japanese.
I am able to speak English, Chinese, and Japanese fluently.
I am fluent in written and spoken English and French.
I have solid background in the following computer languages: C++, Visual Basic and Pascal.

My English and Thai typing speed are 40 words and 50 words per minute respectively.
I am able to learn and pick up new techniques very quickly.
I am a strong team player.
I am able to take complex ideas and clearly explain them to a diverse audience.

Good computer literacy.
Good skill in problem solving and negotiating.

**The reasons for applying**

I wish to become a translator as I am looking for a job which is professionally interesting and which can offer me the opportunity to use my linguistic ability.

Presently I am working as a secretary in an Export company, a position which I have accepted out of necessity. I have not found this work at all interesting, and wish to make a career in teaching.
I wish to leave my present position, because it does not offer me good opportunities for greater responsibilities which one would expect to find in your company.
References

I can give you excellent references from my advisor or instructors.

Assistant Professor Dr. Sukanya Kanjana of Udon Thani Rajabhat University has consented to provide a reference.

Dr. Yingyod Saengboon, Professor of Business Administration in Thammasat University, has permitted me to use his name as a reference.

The expression of interest and enthusiasm

I feel that I would be a qualified candidate to work for your company. I am confident that I will be able to perform my duties to your satisfaction.

I am interested in a more challenging job that allows me greater potential in the service field and your company is well-known for its outstanding professionalism in this field.

I have a keen interest in seeking an appointment in your company because it has an excellent reputation and offers bright prospects for young dynamic candidates.

4.3 The last section

This section is to state your willingness to come or availability for an interview.

Examples:

May I have an interview to discuss my qualifications with you in greater detail? I can come to your office at any time convenient to you.

I shall appreciate a personal interview at your convenience and look forward to hearing from you soon.

I am ready to be called for an interview at your convenience and look forward to hearing from you soon.

A statement of my qualifications is enclosed. I shall be pleased to provide further details at a personal interview, and I can come to your office when it is convenient to you.

I look forward to the pleasure of a personal interview.

I hope you will consider my application favorably and grant me an interview.

I should be glad to call on you at any time to suit your convenience.

I would be free for an interview at any time convenient to you. I look forward to hearing from you shortly.
I shall be able to call for an interview at your convenience. If you need any additional information, please do not hesitate to call me.

I shall be able to call for an interview at your convenience and shall be glad to give you any further information that you may require.

4.4 Closing or Complimentary close.

The complimentary close is written when you have finished writing the body. It shows your respect and should agree with the salutation. You should choose the complimentary close carefully for your application letter because it presents your good manners.

Examples:

Yours faithfully,
Very truly yours,
Your very truly,
Sincerely yours,
Respectfully,
Respectfully yours,

4.5 Signature and the writer’s typed name

The writer must sign the letter in handwriting. It is important to have both a signature and the writer’s typed name. The typed name is the name of the writer has to be printed below the signature because the signature may be difficult to read.

Examples:

Your faithfully,
Montira Jantra
Montira Jantra

Yours sincerely,
Montira Jantra
(Miss) Montira Jantra

Respectfully yours,
Monton Chamnan
(Mr.) Monton Chamnan
Enclosure is at the end of the letter on the bottom left. This is to show you have enclosed any documents along with the letter you indicate this simply by typing Enclosures one line below the closing. You may list the name of each document attached with the cover letter.

Examples:

Enclosures: Resume
        Photo
        A copy of TOEIC result
Example: An application letter (Full block style)

1/2 Tahan Road,
Makkhang Muang,
Udon Thani 41000

September 15, 20…..

HR Manager
Cyber Planet Interactive Public Company Limited
67/2 Sukhumvit 8 (BTS NANA), Klongtoey, Bangkok 10110

Dear Sir,

Your advertisement for a Sale Executive in the http://www.nationejobs.com of September 10, 20…., has prompted me to ask you to consider my qualifications.

I am 27 and I graduated from Udon Thani Rajabhat University and hold a Bachelor’s degree from the faculty of Management Science, which major in Marketing. The attached resume will enable you to investigate my working experience, training program and customer service oriented that I had in the past. Besides, my selling and marketing experiences are also included.

My marketing experience has provided me with the opportunity to develop my skill as a problem solver and negotiator. To be an energetic, responsible, analytical and honest person, I feel that I would be a qualified candidate to work for your company. I am confident that I will be able to perform my duties to your satisfaction. I have a keen interest in seeking an appointment in your company because it has an excellent reputation and offers bright prospects for young dynamic candidates.

I shall appreciate a personal interview at your convenience and look forward to hearing from you soon.

Yours faithfully,

Suvicha

Mr. Suvicha Nakprok

Enclosures: Resume
Photos
Example: An application letter (Modified block style)

27/19 Sukhumvit 96,
Wattana, Bangkok 10110

May 15, 20……

Eastbay Corporation (Thailand) Co., Ltd.
117/6A Panjit Building, Sukhumvit 55,
Klongton-Nua, Wattana,
Bangkok 10110

Dear Sirs,

I found your advertisement in the NATION on May 11, 20…… for the position of a translator. I should be most grateful if you would kindly consider me for the post.

I graduated from Thamasat University and hold a Bachelor’s degree from the faculty of Humanities and Social Sciences which major in English since this is the field in which I would like to specialize. In the university, I made very good use of my time both in studying, and in extra-curriculum activities. I used to be the president of Japanese club. We taught Japanese to the student members who needed Japanese improvement. Besides, I was a member of the Tekwando club and represented the university team in the private inter-university matches.

As you will see from the enclosed resume, my education, training, and experience have equipped me to fill the position of translator in your company.

I shall appreciate a personal interview at your convenience and look forward to hearing from you soon.

Yours sincerely,

Poramate

(Mr. Poramate Wattanakulchai)

Enclosure: Resume
Application Forms Completion

Application forms vary greatly from company to company. Each company tailors them to suit their own needs. Be prepared to present complete information about your background and history. Expect to provide detailed information including exact dates of education, work and residence. There are two types of application forms (Graduate Prospects, 2014).

Large organizations tend to recruit via online application systems increasingly, but paper application forms still be used by many small to medium-sized enterprises. Online application systems can be longer and more complicated than paper forms and tend to seek out more about your motivation and ability to do the job than a paper forms so before completing the form, you should research what the employer or job role requires and follow the instructions carefully and check how many screens you have to fill in before you can submit your application.

Examples: Online application forms

![An example online application form: McDonald U.S.A](https://gate.aon.com/Candidate/Application/CandidateInfo)
Figure 6-2 An example online application form: McDonald Thailand
(Source: http://www.mcthai.co.th/mPeple-form1.php?idjob=2)

1. Paper application forms

In order to fill in an application from by hand correctly and completely you should follow these tips: read clearly what the procedures are, complete all questions, make it clean, clear, accurate interesting and well-presented, prepare to be questioned about what you filled in and complete and submit an application as soon as possible.

Example

APPLICATION FORM

Write clearly in black or blue ink. Answer all questions.

POSITION APPLY FOR: ___________________________________________

EXPECTED MONTHLY SALARY:

PERSONAL INFORMATION

Title:  Mr.  Miss  Mrs.

Name: ________________________________________________________

Last Name: __________________________________________________

Date of Birth ___________________ Age _______ Marital Status ________

Nationality ___________________ Race __________ Religion __________
Military Status: ________________________________
Identify Card No.________________________________________
Current Address__________________________________________ Zip Code
Permanent Address________________________________________ Zip Code
Contact No.:___________ Email address:______________________

ACADEMIC QUALIFICATIONS

<table>
<thead>
<tr>
<th>Date From</th>
<th>Date To</th>
<th>Schools/Institutions Attended</th>
<th>Qualifications Obtained (Diploma/Degree)</th>
<th>Subjects/Grades</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

OTHER QUALIFICATIONS / COURSES ATTENDED / AWARDS ATTAINED

<table>
<thead>
<tr>
<th>Date From</th>
<th>Date To</th>
<th>Qualifications / Awards Obtained</th>
<th>Awarding Institution</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
</tbody>
</table>

EMPLOYMENT HISTORY

<table>
<thead>
<tr>
<th>Date From</th>
<th>Date To</th>
<th>Firm/Institution (in chronological order)</th>
<th>Position Held</th>
<th>Key Responsibilities</th>
<th>Reason (s) for Leaving</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

REFERENCES

1. Name:__________________________________________
   Organization Name:________________________________
   Contact No.:___________ Email Address:______________

2. Name:__________________________________________
   Organization Name:________________________________
   Contact No.:___________ Email Address:______________

I verify that the above information is correct to the best of my knowledge. I accept that providing false information deliberately could result in my dismissal.

Signature:_________________________ Date:_____________________


Useful vocabulary and sentences

1. Personal Data and Marital Status

<table>
<thead>
<tr>
<th>Single</th>
<th>Married</th>
<th>Married with no children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Divorced</td>
<td>Separated</td>
<td>Widow</td>
</tr>
<tr>
<td>Marriage Cert. No</td>
<td>Issued at</td>
<td>Birthplace/Native Place</td>
</tr>
<tr>
<td>Dated Issued</td>
<td>ID Card No.</td>
<td>Expiry date/Valid Until</td>
</tr>
</tbody>
</table>

Religion (Buddhism/Islam/Catholic/Protestant)

2. Military Status (For male applicant only)

<table>
<thead>
<tr>
<th>Serving</th>
<th>Completed</th>
<th>Exempted</th>
</tr>
</thead>
</table>

Reasons of Exempted

- Finished Reserved Officers’ Training Corps Course (R.O.T.C.)
- Finished Military Service Training of Territorial Defense Course
- Reserved Status or Reservist
- Registered Status or Registrant
- Exempted through Military Drawing
- Exempted by Being Undersize / by physical disability /by being a student

3. Educational Background

- Vocational Certificate (Voc. Cert.)
- Diploma / High vocational Certificate (Dip./High Voc. Cert.)
- Bachelor of Science (B. Sc.)
- Bachelor of Engineering (B.Eng.)
- Bachelor of Industrial Technology (B.Ind.Tech.)
- Bachelor of Accountancy (B.Acct.)
- Bachelor of Business Administration (B.BA.)
- Major in Marketing/Finance and Banking/Human Resource/Management/Physics/Business English/Auto Mechanics/Electrical Engineering/Mechanical Engineering/Biology/Civil Engineering/Electronics Engineering/Accounting

4. Language Proficiency

- Fluent in speaking and writing English.
- Good command in Japanese/English/Italian/Vietnamese/German.
- Excellent able to use Taechiew/Mandarin/Cantonese.
5. **Reason for Leaving**

No progress  Temporary employ  Limited career opportunity
Military service  Contract terminated  Company discontinued
Company reduced manpower  Company loss
Needed better Job/Looking for a more challenging job
Further Study/To get higher education/Continue education
Conclusion: Chapter 6

This chapter provides the ideas about resume, job advertisement, application letter and a job application form for students’ preparation for their career goal. The various types of resume such as a chronological resume, functional resume, a combined resume, a graduate resume, and the style of application letter which includes information divided into paragraphs, the first paragraph mentions how you learned about the job, the following paragraphs indicates qualifications, experience and training as well as the reason for applying, the last paragraph informs when you are available for an interview, are provided to help students creating their own work. And students are also practicing and able to complete a job application form with correct information.
Exercise: Chapter 6

Section 1: Understand and write a resume in a proper pattern and appropriate phrases.

Exercise 1
Directions: Read the following statements. Put a tick (✓) in the blanks if it is true and a cross (✗) if it is false.

1. ✗ You should refer your parents’ names and occupations in References section.
2. ✓ References are sometimes unnecessary in a resume.
3. ✓ The heading of the resume consists of your name and your personal information.
4. ✗ You can state your previous job in Education section.
5. ✗ You can specify your award in Work Experience section.

Exercise 2
Directions: Read the resume carefully and answer the following questions.

WASAN SUDJAI
123 Silom Road, Bangrak, Bangkok 12000
Mobile: 089-555-1234
Wasan_s@gmail.com

OBJECTIVE
Auditor position in the public accounting field.

EDUCATION
Bachelor of Business Administration in Finance May 2012
Udon Thani Rajabhat University
GPA: 3.6 / 4.0

EXPERIENCE
Auditor Internship, June 2014-August 2014
Ernst & Young Co.,ltd.
- Participated in the annual audit including development of the final certification report
- Participated in quarterly audit including identification and correction of over twenty major accounting errors
- Received Employee of the Month award twice—first intern ever to win the award

ACTIVITIES
- Treasurer, Crosswords Club, 2011-2012
- Dorm Resident Assistant, 2009-2011
- Award Gold Metal – Internal Crosswords Game 4th 2009
1. Whose resume is it? .................................................................
2. What position is he looking for? .............................................
3. When has he begun to work as an auditor? .........................
4. Where does he graduate from? ...........................................
5. Does he get any award? ......................................................

Exercise 3
Directions: Fill in the blanks with the proper words or phrases.

References
Speak and write English and French
May 2011– present
Bachelor's degree in Marketing

NATTAPONG KREANGKRAI
27/252 Moo 9 Soi Sukhumvit 77
Onnuch Road, SuanLuang, Bangkok
Mobile: 089-253-9874
nattpongk@gmail.com

(1): To obtain the position of Senior Marketing Officer

Educational Background
2010 Certificate of E-Commerce from University of the Thai Chamber of
Commerce
2007 ................ (2)................ from Bangkok University

Working Experience
......... (3).......... - Supervisor of advertising department at P&K Co., ltd
May – July 2010 - Training in marketing at PITT Art & Design
March – May 2009 - Training for Advertising on the Internet at
Friendship Company.

Special Abilities
- Computer literacy
- .................. (4)................
- Can write columns, speeches and wording for advertising
- Plan advertising campaigns

...............(5).............
Available up on request
Section 2: Understand the information contained in job advertisements.

Exercise 1
Directions: Read Job Advertisements carefully and answer the following questions.

**Position Require: A senior accountant**

**Type of Business:** Produce and sell PVA, PVB and CPVC Compound

**Salary Range:** 20,000 - 25,000 Baht

**Qualifications**
- Thai Nationality, Male/Female age not over 25-35 years old
- At least 3 years’ experience in Accounting function
- Bachelor's degree in Accounting
- Able to work under pressure, flexible and meet deadlines

**Contact Address**
Apply from today

At PA&CA Recruitment Co., Ltd.
E-mail: apply@paca.co.th
52 Thaniya Plaza, 23rd Fl., Silom Rd.,Suriyawongse, Bangrak, Bangkok 10500
Tel no. 02-2312003-5 Fax no. 02-2312006

1. What position does the company require? ..............................
2. Does the position require any experience? ..............................
3. What qualifications are needed for this job? Write at least two qualifications.
   ..............................................................................................
4. What is the highest degree for this job? .................................
5. What kind of business does the company run? .........................
6. Where can you apply for the position? .................................
Exercise 2  
**Directions:** Read Job Advertisements carefully and answer the following questions.

**Japanese Speaking Sales**

**Qualifications**

- Thai nationality, Male or Female, Age 25 years old or above.
- Bachelor's Degree in any related field
- Min. 3 years experiences in Sales and Marketing and working Japanese companies
- Strong interpersonal and communication skills
- Good command of English and Japanese (Level 2 up)
- Proficient in computer literacy
- Good attitude, hardworking with the ability to work as part of team
- Have driving license

**Contact Address**

The company offers a good remuneration package and with generous holiday entitlement and travel benefits to the right person, and excellent career prospects. Interested candidates are invited to send application letter, detailed resume in English, recent photo and expected salary to:

Human Resources Division,

Mitsumo Co., Ltd.
56th Floor Empire Tower, 195 South Sathorn Rd, Bangkok 10120
Tel: 098-225-3698 or 02-8972221 or
via e-mail: Junsuda_Yamada@Mitsumo.co.th

1. What position is available? ..............................................................
2. Does the position require any experience? ......................................
3. What qualifications are needed for this position? Write at least two qualifications.
   ...........................................................................................................
4. What is the highest degree for this job? ...........................................
5. What benefits does the company offer? .............................................
Section 3: Create an application letter

Exercise 1

Directions: Fill in the blanks with the proper words or phrases.

I shall appreciate a personal interview at your convenience and look forward to hearing from you soon.

a problem solver and negotiator  
Bangkok Post of October 12, 20…,

Business Administration  
Assistant Brand Manager

May 12, 20…

…………(1) …………

Personnel Manager
Supper Goods Products Co.,Ltd.
165 Rama 4 Rd.
Klongtuey, Bangkok 10100

Dear Sirs,

Your advertisement in ……..(2)…… for the position of ………(3)…… has attracted my attention because I think that my qualifications will fulfill your requirements.

I graduated from Thammasat University and I hold a Bachelor’s degree in ………(4)……., which major in Marketing. The attached resume will enable you to investigate my working experience, training program that I had in the past. Besides, my selling and marketing experiences are also included. My working experience has provided me with the opportunity to develop my skill as ………(5)…….

I have a keen interest in seeking an appointment in your company because it has an excellent reputation and offers bright prospects for young dynamic candidates.

……………………………………………(6)………………………………………………
Exercise 2
Directions: Rearrange these parts of application letter into the right order.

12 November 20….

Yours Sincerely,
Naree
Mrs. Naree Kongudom

a. Your advertisement in the Nation of March 4, 2008, for the position of a translator has attracted my attention because I think that my qualifications will fulfill your requirements.

b. Enclosures: Resume
d. The Thai Block Co., Ltd.
   Vipavadeeragsit Road,
   Pongsupee Bldg., 3rd Fl.,
   Chatuchak, Bangkok 10900

c. Dear Sirs:

e. I shall appreciate a personal interview at your convenience and look forward to hearing from you soon.

f. I have a keen interest in seeking an appointment in your company because it has an excellent reputation and offers bright prospects for young dynamic candidates.

g. I am a graduate from Chulalongkorn University and hold a Master’s degree in Politics and Public Administration. While studying at the University, from time to time, I also contributed some English articles to the University’s magazine. My English and Thai typing speeds are 50 words and 50 words a minute respectively. Because of my translation and writing experience, I am confident that I will be able to do a good job for you.
**Section 4: Complete a job application form.**

**Exercise 1**

**Directions:** Match the following statements with suitable words.

1. …………. Expected Salary a. Exempted
2. …………. Position Applied for b. Niwat Saksiri
3. …………. Identify Card Numbers c. Thai
4. …………. Religion d. Buddhism
5. …………. Marital Status e. Single
6. …………. Applicant Name f. 1-1028-12537-07-5
7. …………. Postal Code/Zip Code g. 41000
8. …………. Degree Obtained h. 20,000 baht
9. …………. Military status i. B.Sc. in Computer
10. …………. Nationality j. Web developer

**Exercise 2**

**Directions:** Fill in the blanks with the words given.

1. Good skill in correspondences
2. 2010 Bangkok University B.A. (Chinese)
3. A translator
4. Thai
5. Exempted through Military Drawing

Desired Position: ………(1)………

<table>
<thead>
<tr>
<th>First Name-Surname: Mr. Suchat Tamdee</th>
<th>Race: ………(2)………</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex: Male</td>
<td>Military status: ………(3)………</td>
</tr>
<tr>
<td>Marital status: Single</td>
<td>Religious: Buddhism</td>
</tr>
<tr>
<td>Education: ………(4)………</td>
<td>Expected salary: Negotiable</td>
</tr>
<tr>
<td>Skills and others:</td>
<td></td>
</tr>
<tr>
<td>- Good computer literacy</td>
<td></td>
</tr>
<tr>
<td>- Excellent in written and spoken Mandarin and English</td>
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<tr>
<td>- ………(5)………</td>
<td></td>
</tr>
</tbody>
</table>
Exercise 3
**Directions:** Choose a job advertisement for a newspaper or the internet and then place in the box below. Next, write an application letter to apply for the position along with the resume.

Job Advertisement
Your application letter

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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(_________________________)

__________
Your resume

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References


References


References (continued)


http://d.gr-assets.com/books/1173733473l/319372.jpg [15 March 2013]


References (continued)

References (continued)

Appendix
Appendix A
Answer key Chapter 1
Answer key  
Chapter 1

Section 1  
Exercise 1

infor'mation 'government re'port (v) 'language  
com'mittee exami'nation 'danger im'portant
inco'rect infor'mation tech'nology 'bachelor
'management 'science edu'cational hu'manity

Exercise 2
1. Verb  2. Preposition  
3. Noun  4. Adjective  
5. Pronoun

Exercise 3
1. informal = right, all right  
2. informal = impressive, excellent  
3. informal = people  
4. informal = a professor

Exercise 4
1. French  
2. French  
3. Turkish  
4. Spanish  
5. Italian  
6. French and Italian

Exercise 5
1. Entry  
2. Pronunciation  
3. Part of speech  
4. Word origin  
5. Usage label  
6. Definition

Section 2
Exercise 1

1. 5 definitions  
2. 3 syllables  
3. Meltingly  
4. The 2nd definition  
5. To heat a metal object until it becomes a liquid, especially so that you can use the metal again

Exercise 2
1. 2 ways  
2. Formal or old-fashioned  
3. No  
4. 4 syllables  
5. “n” = noun, [C] = countable noun  
6. The 1st syllable
Exercise 3
1. True  2. False
3. True  4. False
5. True  6. True

Section 3
Exercise 1
2. (Of a person) without emotion; unfriendly.
3. Not heated; cooled after being cooked.
4. Having a lower than usual temperature; having a temperature lower than the human body.
5. Not heated; cooled after being cooked.

Exercise 2
2. Verb = engage in activity for enjoyment and recreation rather than serious or practical purpose.
3. Noun = a source of illumination, especially an electric lamp.
4. Verb = provide with light or lighting; illuminate.
5. Noun = a small piece of shaped metal with incisions cut to fit the wards of a particular lock, which is inserted into a lock and turned to open or close it.
6. Adjective = of crucial importance.
7. Noun = a period of the year characterized by a particular climatic feature or marked by a particular activity, event, or festivity.
8. Verb = add salt, herbs, pepper, or other spices to (food).
9. Noun = a colorless, transparent, odorless, liquid which forms the seas, lakes, rivers, and rain and is the basis of the fluids of living organisms.
10. Verb = pour or sprinkle water over (a plant or area) in order to encourage plant growth.
Appendix B
Answer key Chapter 2
Answer key
Chapter 2

Section 1
Exercise 1
2. dictation = dictator, dictatorial, diction
3. uniform = unicorn, universe, university
4. porter = portable, import, export
5. telephone = television, telescope, telegraph

Exercise 2
2. unsatisfied = unhappy, undo, unbelievable
3. misunderstand = misspell, mistake, miscalculate
4. disconnect = disagree, disapprove, disappear
5. export = exhale, external, exit

Exercise 3
2. movement = comment, management, government
3. edible = incredible, washable, workable
4. careless = fearless, colorless, useless
5. successful = meaningful, thoughtful, colorful

Exercise 4

2. dis/agree/able 3. in/flamm/ation 4. de/hydra/tion 5. In/experience/d

Section 2
Exercise 1
1. Articles brought into the country.
2. To examine or consider again.
3. To say that something will happen in the future.
4. The scientific study of the natural process of living things.
5. Working by itself.

Exercise 2
1. Nonsmokers
2. Uncomfortable
3. Incomplete
4. Unprofitable
5. Miscalculated
Exercise 3
1. Edible 2. Childish
5. Seedless 6. Harmful
7. Profitable 8. Sunny
9. Actor 10. Artist

Section 3
Exercise 1
1. Music instruments that make sound through strings
2. Changes
3. Faultless
4. Puzzled
5. Soft chewy sweet

Exercise 2
1. Signal words or clues = but
   Discontent = unhappy
2. Signal words or clues = who
   An idle = who did not like work of any kind and very lazy.
3. Signal words or clues = is
   Aquarium = a place where we saw a wonderful display of live fish of different species living in big tanks.
4. Signal words or clues = is known as
   Scientist = a person who has expert knowledge of physical sciences.
5. Signal words or clues = whereas
   Chatty = talkative

Exercise 3
Stress = to stimuli or events in our environment that make physical and emotional demands on us, and sometimes it is applied to our emotional and physical reactions to such stimuli.
Stimuli = events
Stressors = the environmental stimuli or events
Disasters = hurricanes or tornadoes
Major life events = divorce or the loss of a job
Daily hassles = having to wait in line at the supermarket when you need to be somewhere else in ten minutes.
**Exercise 4**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popularity</td>
<td>the state or condition of being liked, admired, or supported by many people.</td>
</tr>
<tr>
<td>The best-selling book series</td>
<td>selling in greater quantities than others of same kind.</td>
</tr>
<tr>
<td>Translated</td>
<td>express words or text in another language.</td>
</tr>
<tr>
<td>Approximately</td>
<td>used to show that something is almost, but not completely.</td>
</tr>
</tbody>
</table>
Appendix C
Answer key Chapter 3
Answer key

Chapter 3

Section 1

Exercise 1
1. Subjects 2. Flowers
3. Clothing 4. Colors
5. Countries 6. Diseases
7. Stationery 8. Fruits

Exercise 2
1. Vegetarian diet 2. Stamps collecting
3. E-mail 4. Green tea
5. The ants

Exercise 3
1. An interesting place in Udon Thani is Nongprajak Public Park.
2. Widespread use of the internet has led to a major change in shopping habits.
3. But the motor builders predict that these problems will soon be overcome and predict that 10 per cent of cars will be powered by electricity in five years’ time.
4. A warning label is small piece of paper on the outside of a product to tell people that the product may be dangerous.
5. Unfortunately, most people are not very good at listening actively.

Section 2

Exercise 1
1. Walt Disney’s new technology and creative artistry were welcomed by the public.
2. There are many benefits to take a nap.
3. Hot dogs are among America's favorite foods.
4. Personal space is an invisible area around you.
5. English is full of many wonderful borrowed words from other languages.
Exercise 2

1. The best topic of this paragraph is Red Lotus Sea or TalayBuaDaeng. Which sentence states the main idea that the writer is trying to convey? The 5th sentence.

2. What is the topic of this passage? English-speaking country. Which sentence states the main idea? The 1st sentence.

3. The best topic of this paragraph is National geographic magazine. Which sentence states the main idea? The 2nd sentence.

4. The best topic of this paragraph is Colors are important. Which sentence states the main idea? The 1st sentence.

5. What is the topic of this passage? Dubai. Which sentence states the main idea? The 1st sentence.

6. What is the topic of this passage? The importance of water. Which sentence states the main idea? The 1st sentence.

Section 3
Exercise 1

The different party customs

Different countries around the world have different party customs.

In Germany, for example, check your invitation carefully, if it says, “The party starts at nine,” make sure you arrive on time since it’s not polite to be late.

Don’t worry if you’re in Greece; however, most guests arrive late, and it’s not a problem!

In Turkey, it’s polite to bring snacks, and make sure you take something for the children!

People in China like to receive gifts from guests, too, especially if they’re red-a lucky color.
Exercise 2

Thai greeting

In Thailand, people in general greet one another with the word *Sawasdee*.

- This word can be used at all times of day.
- A male would add the word *krup* and a female the word *kha* after *Sawasdee* to show politeness.
- The word *Sawasdee* can also be sued when taking leave of someone or saying good-bye.
- If the persons are friends or about the same age, the word *Sawasdee* alone is sufficient for greeting.
Exercise 3

There are a few examples of the medical miracles that are expected in the next few decades.

By the year 2009, a vaccine against the common cold will have been developed.

By the same year, the first human will have been successfully cloned.

By the year 2014, parents will be able to create designer children and genetic therapy will be able to manipulate genes for abilities, intelligence, and hair, eye, and skin color.

By 2020, most diseases will be able to be diagnosed and treated at home, and by 2030, cancer and heart disease will have been wiped out.
Appendix D
Answer key Chapter 4
Answer key
Chapter 4

Section 1
Exercise 1
1. c  
2. a  
3. b  
4. d

Exercise 2
1. e  
2. f  
3. d  
4. b  
5. c  
6. a

Exercise 3
1. d  
2. g  
3. c  
4. h  
5. e  
6. b  
7. a  
8. f

Exercise 4
1. Common cold associated with nasal congestion, running nose, sneezing, headache and fever.
2. Every 4-6 hours.
3. 1-2 tablets
4. Should be kept at a temperature not exceeding 35°C
5. EXP. 6/9/2108

Exercise 5
1. Antitussive Agent: distinct cough-suppressant.
2. 3 times a day
3. ½ teaspoon
4. No, it doesn’t.
5. Exp. 10/10/2016

Section 2
Exercise 1
1. Heat  
2. Serve  
3. Break  
4. Grate  
5. Mix  
6. Add  
7. Grill
Exercise 2
1. 4 steps
2. 1 cup (8 oz.)
3. the 3rd step
4. No.

Exercise 3
1. 5 steps
2. 3 cups (720 ml.)
3. Yes
4. The 3rd step
5. 1 hour
Appendix E
Answer key Chapter 5
Section 1
Exercise 1

<table>
<thead>
<tr>
<th>Appearance</th>
<th>Personality</th>
<th>Hobby and interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>long, brown, pretty, sexy,</td>
<td>handsome, aggressive, brainless,</td>
<td>baking, hang out, playing sport,</td>
</tr>
<tr>
<td>teenager, ugly, tan, square,</td>
<td>intelligent, romantic, sincere,</td>
<td>cycling, yoga, cooking, gardening</td>
</tr>
<tr>
<td>well-built, round, freckle,</td>
<td>emotional</td>
<td></td>
</tr>
<tr>
<td>thin, chubby, wavy, young</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Exercise 3
1. Generous
2. Aggressive
3. Impatient.
4. Energetic
5. Cheerful

Section 2
Exercise 1

1. ……✓…… He likes to collect stamp.
2. ……✗…… When she was very young.
3. ……✓…… Her father died.
4. ……✓…… She lives in Bangkok.
5. ……✓…… My friend and I are studying Math.

Exercise 2

1. My favorite kind of music is pop-rock.  
   Predicate
2. I like reading comics very much.  
   Predicate
3. Purple is my favorite color.  
   Predicate
4. Last month we went to Chaingmai to visit our relatives.  
   Predicate
5. I like to go to a temple with my grandma.  
   Predicate
Exercise 3
1. She cooked **and** he cleaned.
2. He likes reading comics **but** she likes nonfiction.
3. They studied well **so** they passed their exams.
4. He came **yet** he talked to no one.
5. They went **for** they had no choice.

Exercise 4
1. I like reading in my free time.
2. She has beautiful eyes.
3. He is friendly and talkative.
4. My friend and I like to go to a cinema after class.
5. He played the piano very well.

Section 3
Exercise 2
I’m Michael Lenon but just call me Mike. I was born on 1st August, 1984 in **Well, United Kingdom.** I have black eyes and light brown hair. There are 5 people in my family, my parents, my two elder sisters and I. I am the only son of my family. I am a friendly and easygoing person. I like reading and watching movies in my free time. Besides, I also like cycling and running to keep good health. I sometimes go to a cinema when I am free from work. I like watching Sci-fi movies. The movie stars I like most is Robin William. I like listening to music when I’m driving, Papa Roach is my favorite band and I like “No matter what” very much.

When I’m dining out with friends, I like eating Thai food especially “Tom Yam Koong” is my favorite dish. I sometimes cook dinner by myself as I enjoy cooking and eating alone at home. I have been working as a programmer at IBM Co.,Ltd. for three years. I enjoy my job a lot. However, my dream is to have my own business one day in the future.

Exercise 3
1. b  2. a
2. f  4. c
3. d  6. e
Appendix F
Answer key Chapter 6
Answer key
Chapter 6

Section 1
Exercise 1
1. ……✗…… You should refer your parents’ names and occupations in References section.
2.……✓…… References are sometimes unnecessary in a resume.
3.……✓…… The heading of the resume consists of your name and your Personal information.
4.……✗…… You can state your previous job in Education section.
5.……✓…… You can specify your award in Work Experience section.

Exercise 2
1. WASAN SUDJAI
2. The public accounting field
3. June 2014
4. Udon Thani Rajabhat University
5. Yes, he does.

Exercise 3
1. Objective
2. Bachelor’s degree in Marketing
3. May 2011– present
4. Speak and write English and French
5. References

Section 2
Exercise 1
1. A senior accountant
2. Yes, it does.
3. At least 3 years’ experience in Accounting function, Bachelor’s degree in Accounting
4. Bachelor’s degree
5. Produce and sell PVA, PVB and CPVC Compound
6. PA&CA Recruitment Co., Ltd.
Exercise 2
1. Japanese speaking sales
2. Yes, it does.
3. Good command of English and Japanese (Level 2 up), Proficient in computer literacy
4. Bachelor's Degree in any related field
5. A good remuneration package, generous holiday entitlement, travel benefits, and excellent career prospects

Section 3
Exercise 1
1. May 12, 20…
2. Bangkok Post of October 12, 20…,
3. Assistant Brand Manager
4. Business Administration
5. A problem solver and negotiator
6. I shall appreciate a personal interview at your convenience and look forward to hearing from you soon.

Exercise 2
1. d 2. c
3. a 4. g
5. f 6. e
7. b

Section 4:
Exercise 1
1. h 2. j
3. f 4. d
5. e 6. b
7. g 8. i
9. a 10. c

Exercise 2
1. c 2. d
3. e 4. b
5. a
“If you don’t have time to read, you don’t have the time (or the tools) to write. Simple as that.”

Stephen King