بسم الله الرحمن الرحیم

عنوان و نام پدیدآور:	Glocal English 3: developing effective English reading comprehension [Book] / [Mahdi Dahmardeh ... [et al]
مشخصات نشر:	قم، مرکز بین‌المللی ترجمه و نشر المصطفی ﷺ، ۱۴۰۰= ۲۰۲۱م
مشخصات ظاهری:	۳ج: مصور (رنگی)، جدول (رنگی)، نمونه، نمودار (رنگی)؛ ۲۰×۲۵ س‌م
شابک:	دوره: ۷-۲۰۴-۴۲۹-۶۰۰-۹۷۸ ج۳: ۲-۷۴۶-۴۲۹-۶۰۰-۹۷۸
وضعیت فهرست‌نویسی:	فاپا
یادداشت:	انگلیسی
یادداشت:	عنوان به فارسی: انگلیسی بومی جهانی ۳ (افزایش مهارت‌های خواندن و درک مفاهیم)
یادداشت:	volume 3 by Mahdi Dahmardeh, Mahmood Safari, Seyed Mohammad Baqerzadeh Hosseini, AhmadReza Jalili, Vahid Shahidipour
یادداشت:	ج۳ (چاپ اول: ۱۴۰۰) (فیپا)
یادداشت:	نمایه
مندرجات:	v.3.Glocal English : developing effective English reading comprehension
آوانویسی عنوان:	گلوکال...
موضوع:	زبان انگلیسی -- راهنمای آموزشی -- خارجیان
موضوع:	English language -- Study and teaching -- Foreign speakers
موضوع:	خواندن -- استنباط - Reading comprehension
موضوع:	زبان انگلیسی -- مسائل، تمرین‌ها و غیره - English language -- Problems, exercises, etc
شناسه افزوده:	دهمرده، مهدی، ۱۳۶۱ - Dahmardeh, Mahdi
شناسه افزوده:	جامعة المصطفی ﷺ العالمیة. مرکز بین‌المللی ترجمه و نشر المصطفی ﷺ
شناسه افزوده:	Al-Mustafa International University Al-Mustafa International Translation and Publication Center
رده‌بندی کنگره:	PE۱۱۲۸/ گ۷۵۳ ۱۳۹۶
رده‌بندی دیویی:	۴۲۸/۶۴
شماره کتابشناسی ملی:	۴۷۷۸۳۶۹

BA۰۳۶۰.j۳

Glocal English 3

Developing Effective English Reading Comprehension

Authors:

Dr Mahdi Dahmardeh (*The University of Tehran*)

Dr Mahmood Safari *(Hazrat-e Masoumeh University)*

Dr Seyyed Mohammad Baqerzadeh Hosseini *(Islamic Azad University, Naraq Branch)*

Ahmad Reza Jalili *(The Imam Khomeini Institute for Education and Research)*

Vahid Shahidipour

Adviser:

Dr Muhammad Nasser Saqay-e Biria *(The Imam Khomeini Institute for Education and Research)*

حوزه علمیه قم

مؤسسه آموزشی و پژوهشی امام خمینی

Al-Mustafa International
Translation and Publication Centre

Glocal English 3

Developing Effective English Reading Comprehension

Authors: Dr Mahdi Dahmardeh, Dr Mahmood Safari, Dr Seyyed Mohammad Baqerzadeh Hosseini, Ahmad Reza Jalili, Vahid Shahidipour

Year of publication: 2021 / 1400 / 1442

Publishers: Al-Mustafa International Translation and Publication Centre and The Imam Khomeini Institute for Education and Research

Printing: Al-Mustafa International Translation and Publication Centre , Qom

Print-run: 500

انگلیسی جهانی ـ بومی ۳ (افزایش مهارت‌های خواندن و درک مفاهیم)

مؤلفان: مهدی دهمرده، محمود صفری، سیدمحمد باقرزاده حسینی، احمدرضا جلیلی، وحید شهیدی‌پور

● **چاپ اول:** ۱۴۰۰ش / ۱۴۴۲ق / ۲۰۲۱م ● **ناشر:** مرکز بین‌المللی ترجمه و نشر المصطفی ﷺ

● **چاپ:** چاپخانه دیجیتال المصطفی ﷺ ● **قیمت:** ۹۹۵۰۰۰ ریال ● **شمارگان:** ۵۰۰

Al-Mustafa International Publication and Translation Centre

● Western Muallim Avenue, (Hujjatia), Qom ,IRAN
Tel: +98 25 37836134 Tel-Fax: +98 25 37839305-9 / 105

● Muhammad Amin Boulevard, Y-track Salariyah, Qom ,IRAN
Tel: +98 25 32133106

● No. 38, Momtaz Alley- Shohada Street, Qom, Iran PO Box: 37185-655
Tel & Fax: +98 25 37742326 +98 21 66466121

pub_almustafa http://buy-pub.miu.ac.ir miup@pub.miu.ac.ir

http://www.hatif.ir/ publication@qabas.net

We wish to acknowledge the assistance of all for finalisation of this book

● **مدیر انتشارات:** مصطفی نوبخت ● **مدیر تولید:** جعفر قاسمی ابهری

● **ناظر فنی:** سید محمدرضا جعفری ● **ناظر گرافیک:** مسعود مهدوی

Publishers' Foreword

With the advent of the splendid Islamic Revolution of Iran in the age of globalized communications, Muslim thinkers have been faced with modern questions and challenges in the realm of the humanities. This represents the fact that weighty responsibilities rest with the governments in this modern era; it is in this era that attachment and loyalty to religion and tradition in overall management and ruling of the countries seems to be extremely challenging. Therefore, it seems necessary to make up-to-date, comprehensive, coherent and applied studies and researches into different religious fields in accordance with the world acceptable standards as well as the prevalent pure, insightful, and proper ideas and thoughts. On the other hand, taking measures to prevent possible deviations in moral and educational thoughts of the researchers working in religious fields is considered to be so important that the founders of the Islamic Republic of Iran, especially Imam Khomeini, the great architect of the Islamic Revolution of Iran, and the Grand Ayatollah Khamenei, have given special attention to it .

Globalization and the widespread cultural domination of the West through applying cultural and communicational media requires that the students working and being interested in these fields get familiar with the sublime thoughts and values of Islam. This can be achieved through establishing specialized courses, producing new and rich texts, and paving the ground for the students to be trained and educated in an organized manner. The process can be defined either in dealing with the fundamental issues and compilation of texts for especial purposes or in writing and publishing scientific discussions that are not so complex and specialized .

The growth and development of educational centers is achieved by having an educational system which is coherent, regular, and dynamic. Revising educational and research texts and methods and keeping them updated can bring with them this coherence and dynamism and give scientific refreshment to the educational and research centers .

Among many other educational and religious centers undertaking the mission of training and educating the clerics, Al-Mustafa International University and the Imam Khomeini Institute for Education and Research as two educational and religious centers, have put the compilation and writing appropriate books at the top of their agenda which has resulted in the appearance of numerous books and textbooks in various religious fields and subjects, including the present book, "Glocal English."

Al-Mustafa International Publication and Translation Centre
The Imam Khomeini Institute for Education and Research

NO UNAUTHORISED PHOTOCOPYING

All rights reserved. No part of this publication may be reproduced or utilised, in any form or by any means, electronic or hard copy, including photocopying, translating, transmitting, recording, or by any information storage and retrieval system without the prior written permission of the publishers, or as expressly permitted by law, or under terms agreed with the appropriate reprographics rights organisation. You must not circulate this book in any other binding or cover and you must impose this same condition on any acquirer. Any websites referred to in this publication are in the public domain and their addresses are provided by the authors for information only. The publishers disclaim any responsibility for the content. Printed in the Islamic Republic of Iran.

AUTHORS' ACKNOWLEDGEMENTS

A great number of people contributed to the development of Glocal English. We would like to express our sincere gratitude to the following:

The reviewers using Glocal English in the following institutes – their insights and suggestions have helped define the content and format of this book: Hujjat al-Islam V a-al Muslimin Dr Muhammad Nasser Saqay-e Biria (the Deputy of Research at the Imam Khomeini Institute for Education & Research), Hujjat al-Islam Hussain Ahmadi Hussain Abadi (the Manager of Text Editing at the Imam Khomeini Institute for Education & Research) and Mr Seyyed Ali Hosseini fatemi (the Office for Textbooks Material Development). Hujjat al-Islam Va-al Muslimin Dr Majid Ebadi (the Deputy of Research at Al-Mustafa International University), Hujjat al-Islam Va-al Muslimin Mustafa Nubakht (the Manager of Al-Mustafa International Translation & Publication Centre) and his colleagues. Also, especial thanks go to Mr Hamid Reza Borhani and Mr Ali Rasti Tabar for their wonderful and great support and cooperation. Every effort has been made to trace and acknowledge copyright. However, should any infringement have occurred, the authors tender their apologies and invite copyright owners to contact them.

We would also like to thank the following for their permission to reproduce the images and photos used in this book:
Hasan Almasi, Masoud Dahmardeh, Shutterstock.com, and Unsplash.com

TABLE OF CONTENTS

SCOPE AND SEQUENCE VIII

TO THE LECTURERS XII

PHONEMIC CHART XVII

Unit 01: PSYCHOLOGY 1

Unit 02: EDUCATION 17

Unit 03: SOCIOLOGY 39

Unit 04: HISTORY 61

Unit 05: POLITICS 81

Unit 06: LAW 103

Unit 07: ECONOMICS 123

Unit 08: MANAGEMENT 143

Unit 09: RELIGIOUS STUDIES 165

Unit 10: PHILOSOPHY AND THEOLOGY 187

GLOSSARY 207

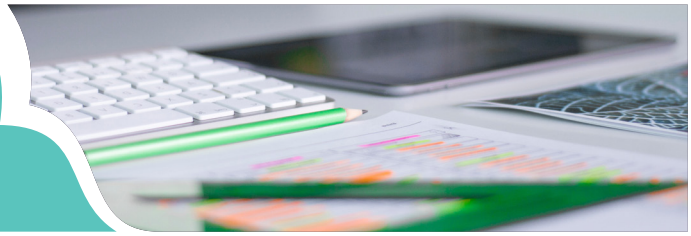
BIBLIOGRAPHY 213

SCOPE AND SEQUENCE

UNIT 1
PSYCHOLOGY
Pages 1-16

READING	VOCABULARY SKILL	READING SKILL
• Dreams • Coping with Stress • Islamic psychology	• How to use a dictionary effectively	• Predicting

UNIT 2
EDUCATION
Pages 17-38

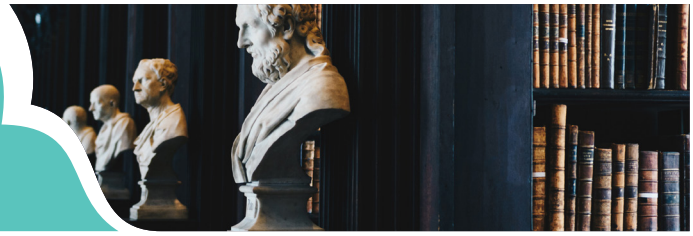


READING	VOCABULARY SKILL	READING SKILL
• Top Schooling Systems • Good Language Learners • Islamic Education	• Affixes (Prefixes)	• Making inferences

UNIT 3
SOCIOLOGY
Pages 39-60

READING	VOCABULARY SKILL	READING SKILL
• Social Class • Racism • Islamic and Social Values	• Numerical Prefixes	• Skimming

UNIT 4
HISTORY
Pages 61-80



READING	VOCABULARY SKILL	READING SKILL
• Oldest Ancient Civilisations • Great Women in History • Islam, Christianity and Judaism: A Historical Perspective	• Punctuation Clues (part 1)	• Sequence of events

UNIT 5
POLITICS
Pages 81-102

READING	VOCABULARY SKILL	READING SKILL
• The United Nations • Passport • Islam as a Political system	• Punctuation Clues (part 2)	• Scanning

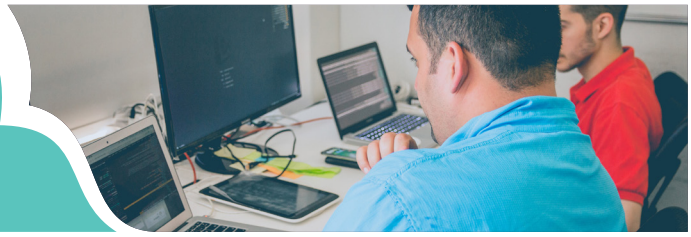
UNIT 6
LAW
Pages 103-122

READING	VOCABULARY SKILL	READING SKILL
• Civil Rights • Consumer Rights • HUMAN RIGHTS IN THE VIEW OF IMAM SAJJAD	• identifying the main idea of each paragraph	• identifying the main idea of each paragraph

UNIT 7
ECONOMICS
Pages 123-142

READING	VOCABULARY SKILL	READING SKILL
• Basic Economic Concepts • Guidelines for Better Money Management • Islamic Economy versus Capitalist and Socialist Economies	• Context Clues (part 1)	• Guessing meaning from context

UNIT 8
MANAGEMENT
Pages 143-164



READING	VOCABULARY SKILL	READING SKILL
• Management Science or Art? • Time Management • Decision-Making on the Basis of Islamic Management	• Signal Words	• Identifying pronoun reference

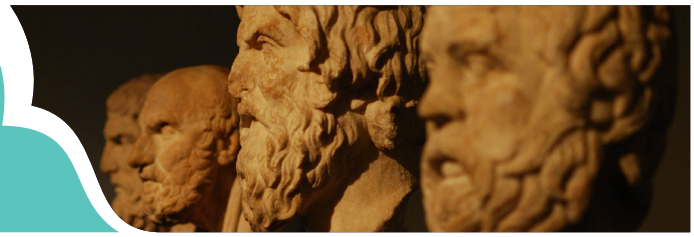
UNIT 9
RELIGIOUS STUDIES
Pages 165-186

READING	VOCABULARY SKILL	READING SKILL
• The Role of Religion in everyday Life • Some Scientific Miracles in the Holy Quran • Seven Dimensional Model of Religion	• Common Latin Roots	• Identifying facts and opinions

UNIT 10

PHILOSOPHY AND THEOLOGY

Pages 187-206



READING	VOCABULARY SKILL	READING SKILL
• Major Schools of Philosophy • Logical Fallacy • Islamic Theology	• Some of the Most Common English Idioms	• Identifying cause and effect

TO THE LECTURERS

In **Glocal English** (*Developing Effective English Reading Comprehension Skills*), authentic and interesting reading passages serve as foundations for developing reading skills, vocabulary building and thought-provoking discussions and writings.

The readings all include texts which were all written by a group of TEFL experts including native and non-native speakers of English.

General Approach to Reading Instruction

The following principles have guided the development of Glocal English.

- **Selecting high interest topics is one of the main challenges of many teachers.** Care has been taken to choose topics of high interest to both male and female students, and provide a wealth of opportunities for personalisation and discussion, and promoting the development of not only linguistic but also communicative skills.
- **Exposing students to a variety of general and Islamic text types and genres helps them develop more effective reading skills.** Students learn to handle the richness and depth of different texts, especially Islamic ones they may encounter in different contexts while reading a variety of text types or genres.
- **Readers become engaged with reading selections when they are requested to respond personally both in pair and group works to requested items.** While comprehension questions help students to see if they have comprehended the information in reading, discussion questions ask students to consider the issues raised by passages throughout the units of this book.
- **Good Readers are good writers.** Reading a variety of genres helps students develop writing skills, while writing experience helps students become better readers. This book is one of the four-volume series which moves from EGP (English for General Purposes) towards ESP (English for Specific Purposes) and helps readers to fulfil their needs in reading comprehension and writing.
- **Readers improve their reading through reading and vocabulary-building skills and strategies when skills are closely tied to the content and language of reading passages of the book.** This book introduces students to different reading and vocabulary-building skills and strategies such as word formation, understanding prefixes and suffixes, skimming, scanning and previewing. These skills were chosen by a group of experts to make sure that they are the most applicable and appropriate ones for learners of English.
- **Background Knowledge plays a pivotal role in reading comprehension.** An important goal of this book is to illustrate how thinking and activating background knowledge about a topic can prepare learners to better understand a reading text and interact with it.

Chapter Overview

Each chapter in **Glocal English** includes the sections described below.

1. Warm Up

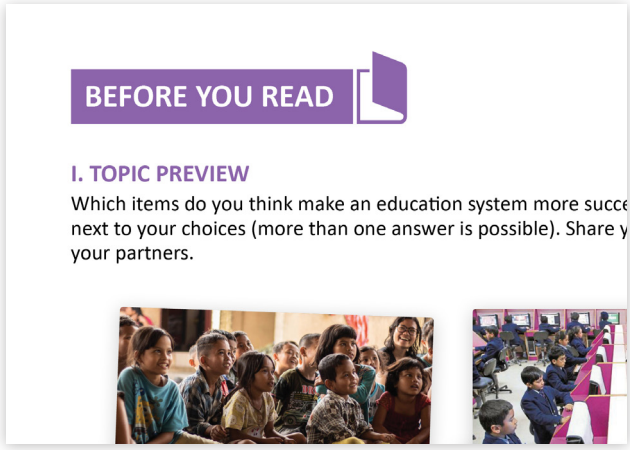
The Warm Up provides students with questions to think in advance about a topic in order to better interact with reading text.

Teaching Suggestions:

- By raising some questions, have students think in advance about the topic in order to prepare them for the questions.
- Students can work in pairs or groups to answer the questions and then report their answers to the class.

2. Before You Read

The activity in this section introduces important vocabulary items related to the topic of each unit. Where appropriate, visuals are used to illustrate these important words.



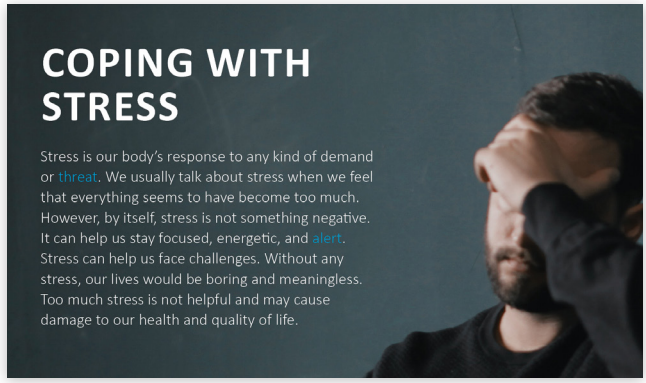
Teaching Suggestions:

- Have students describe what they see in photos.

3. Reading passage

In general, each unit includes two reading passages along with reading comprehension questions and one Islamic reading passage at the end of each unit as a self-study reading for students. To help students successfully tackle each passage, the following support tools are provided:

Vocabulary glosses: Challenging words and expressions are glossed throughout the



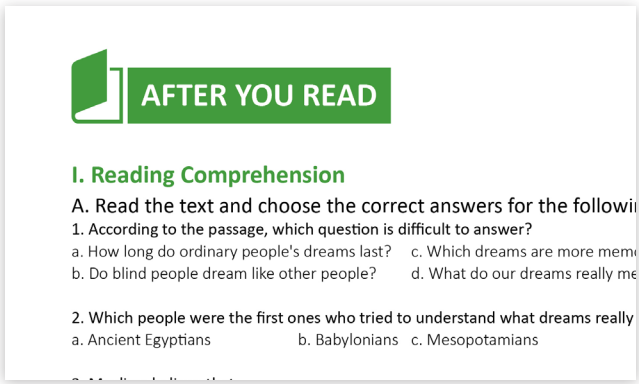
readings. This approach helps students develop a better understanding of how important context is to understanding the meaning of new words. These words appear in blue colour.
Recorded reading passages: Listening to someone reading a text aloud helps language learners see how words are grouped in meaningful chunks, thus aiding comprehension.

Teaching Suggestions:

- Encourage students to read actively. Circling words, writing questions in the margins, and taking notes are three ways in which students can make reading a more active and meaningful experience.
- Play the recorded version of the reading passage and ask students to listen to how the reader groups words together. As they listen to the recordings, students can lightly underline or circle the groups of words.

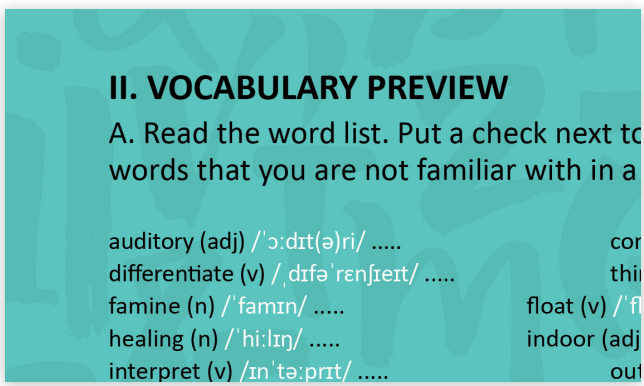
4. After You Read

Following each reading passage, there are some activities that give students the chance to (a) explore the reading passage in more detail, (b) interact with the text several times, (c) check their understandings of the text, (d) discuss the issues raised in the reading, and (e) use the introduced vocabularies in a new context.



Teaching Suggestions:

- Have students refer back to the reading passages. Encourage them to use their notes to retell important information from the reading. Together, students can discuss any differences in their answers.
- Encourage students to show where in the reading passage they found the information to support their answer. Doing this gives students the opportunity to discuss the text in greater detail and to clarify any comprehension issues.
- Have students work in pairs or small groups to discuss questions and share their answers with the rest of the class.



5. Vocabulary Skill

The vocabulary skills and strategies provide a resource for students who are ready to explore

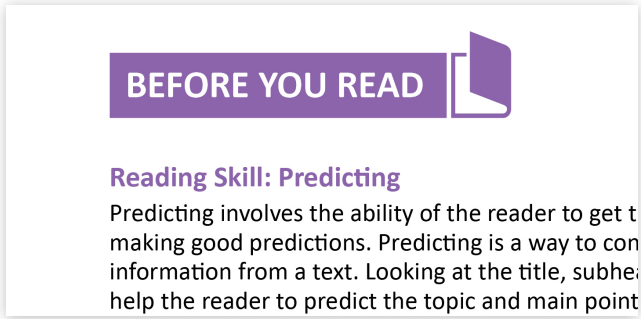
these skills and strategies in greater depth.

Teaching Suggestions:

- Teachers should draw students' attention to vocabulary skills and strategies in order to guide them through their way to improve and expand vocabulary knowledge.
- Teachers should make students become conscious of their vocabulary building strategies and ask them to share their experiences with each other.
- Teachers are recommended to make students aware of what they already know about the reading skill and then encourage them to guess how using this skill might help them become better readers.
- After students do an activity, ask them to reflect on how using the skill affected the way they read and improve their vocabulary.

6. Reading Skill

The vocabulary skills and strategies provide a resource for students who are ready to explore these skills and strategies in greater depth.

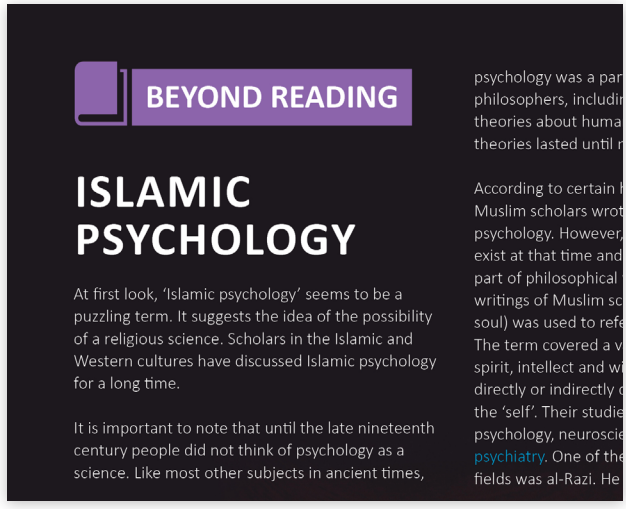


Teaching Suggestions:

- Ask students to read the passage of this part at home in order to broaden their reading comprehension.
- In the following session, students will be required to discuss the passage with their partners and in groups.

7. Beyond Reading

In this section, students have an opportunity to read an Islamic text related to the topic of each unit. This extensive reading with a religious attitude allows them to become more familiar with that topic in a religious context. Demanding words and expressions of this part are also listed in Glossary appearing at the end of the book.



Teaching Suggestions:

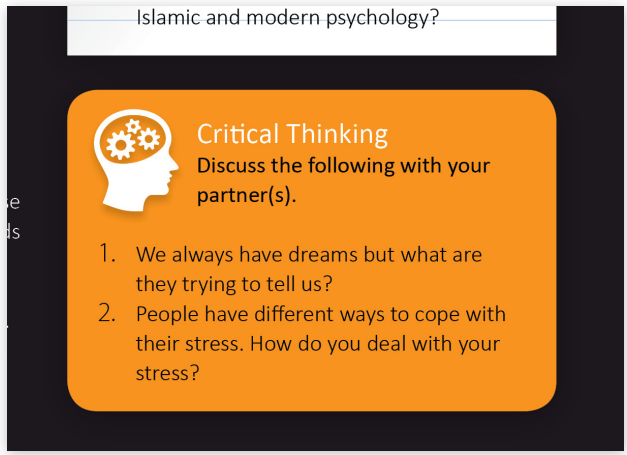
- Ask students to read the passage of this part at home in order to broaden their reading

comprehension.

- In the following session, students will be required to discuss the passage with their partners and in groups.

8. Critical Thinking

At the end of each unit, students have an opportunity to talk about issues raised in the unit. This activity provides students with a chance to broaden their views on the topic of reading.



Teaching Suggestions:

- Encourage students to discuss questions in this part with a partner or in a group. This allows them to apply what they have learned in the passages.

PHONEMIC SYMBOLS

CONSONANTS

1. /P/ as in pen /pen/
2. /b/ as in big /bɪg/
3. /t/ as in tea /tiː/
4. /d/ as in do /duː/
5. /k/ as in kat /kæt/
6. /g/ as in go UK /gəʊ/, US /goʊ/
7. /f/ as in four UK /fɔː(r)/, US /fɔːr/
8. /v/ as in very /ˈver.i/
9. /s/ as in son /sʌn/
10. /z/ as in zoo /zuː/
11. /l/ as in live /lɪv/
12. /m/ as in my /maɪ/
13. /n/ as in near UK /nɪə(r)/, US /nɪr/
14. /h/ as in happy /ˈhæpi/
15. /r/ as in red /red/
16. /j/ as in yes /jes/
17. /w/ as in want UK /wɒnt/, US /wɑːnt/
18. /θ/ as in thanks /θæŋks/
19. /ð/ as in the /ðə/
20. /ʃ/ as in she /ʃiː/
21. /ʒ/ as in television UK /ˈtel.ɪvɪʒən/
22. /tʃ/ as in child /tʃaɪld/
23. /dʒ/ as in German UK /ˈdʒɜː.mən/, US /ˈdʒɜːr.mən/
24. /ŋ/ as in English /ˈɪŋ.glɪʃ/

VOWELS

25. /iː/ as in see /siː/
26. /ɪ/ as in his /hɪz/
27. /i/ as in twenty UK /ˈtwen.ti/, US /ˈtwen.ɾi/
28. /e/ as in ten /ten/
29. /æ/ as in stamp /stæmp/
30. /ɑː/ as in father UK /ˈfɑː.ðə(r)/, US /ˈfɑː.ðər/
31. /ɒ/ as in hot UK /hɒt/, US /hɑːt/

DIPHTHONGS
(two vowels together)

32. /eɪ/ as in name /neɪm/
33. /əʊ/ as in no UK /nəʊ/, US /noʊ/
34. /aɪ/ as in my /maɪ/
35. /aʊ/ as in how /haʊ/
36. /ɔɪ/ as in boy /bɔɪ/
37. /ɪə/ as in hear UK /hɪə(r)/, US /hɪr/
38. /eə/ as in where UK /weə(r)/, US /wer/
39. /ʊə/ as in tour UK /tʊə(r)/, US /tʊr/