

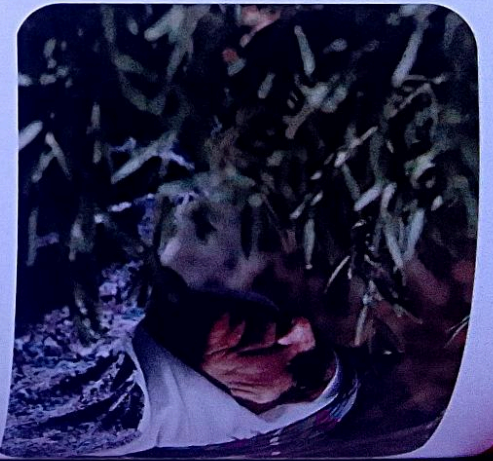
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3. READING

a. Before you read

Answer the following questions:

1. Have you ever picked olives?
2. Do you know how to plant an olive tree? If yes, tell your classmate how.
3. Where do olive trees grow best?
4. What does the olive tree represent?
5. Why are olive trees so important?
6. Do you know how to take care of olive trees?



b. While you read

a. Match headings (a-f) to paragraphs (1-5).

- a. The importance of olives for Palestinian families (_____)
- b. The difficulties that Palestinian farmers face when picking olives (_____)
- c. The Palestinian government arrangement for olive picking (_____)
- d. Olive picking is considered as a source of income (_____)
- e. The time of olive picking (_____)
- f. The life cycle of the olive after harvesting (_____)

jigsaw activity

The students are divided into five groups. The groups should be diverse in gender and ability. A student is assigned from each group as the leader. Initially, this person should be the most mature student in the group.

The first student takes paragraph one, the second student takes paragraph two, the third student takes paragraph three, the fourth student takes paragraph four, and the fifth student takes paragraph five. Students are given time to read over their paragraphs at least twice and become familiar with them. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same paragraph. Students back into their jigsaw groups and present their paragraphs to the group.



1 Olive harvesting in Palestine: the season is an annual event.

2 For most Palestinian farmers, olive picking is a long day of hard work. Farmers make a lot of money from the olives they pick. The olives are sold to the government or to the market.

3 Olive-picking is a traditional work. Farmers work in the fields and their leaves. The weather is hot and dry. The sea is very close to the land.

4 Olive trees in Palestine are grown in the hills. The trees are very old and have a long life cycle. The olives are picked in the autumn. The olives are then processed and sold.

5 After the olive harvest, the farmers rest. The olives are sold to the government or to the market. The olives are then processed and sold. The olives are then processed and sold.

3A: OLIVE PICKING

GETTING STARTED

1. Look at the photos. What do you think they are about?



2. VOCABULARY

1. Before you read, check these words with your teacher or in your online dictionaries.

picking season	inherit	income
purification	converting	occupation

2. Match the words in column A to their synonyms in column B

A	B
resilience	a. valuable
harvest	b. respectable
precious	c. relatives
ancestors	d. limitations
decent	e. salaries
restrictions	f. flexibility
wages	g. combination
mixture	h. pick

PREVIEW

In this unit, there are some reading texts followed by various types of integrated exercises and activities that cover the four skills of listening, speaking, reading and writing. This unit is about olive picking, Palestine Independence Day, and the Hebron Grape Festival.

OBJECTIVES

Upon completing the unit, students will be able to:

1. Understand and locate the main idea of the reading texts and the main idea of each paragraph
2. Make use of the vocabulary work and the language functions covered in this unit
3. Use different structures correctly such as, past simple and present perfect/ present simple and present continuous
4. Provide written answers on listening texts
5. Write sentences about olive picking in Palestine
6. Writing a blog about the grape festival in Hebron.

Intended Learning Outcomes

Upon completing the unit, students will be able to:

1. Use a variety of reading strategies (skimming and scanning, making inferences, recognizing and interpreting structure of texts) to be able to demonstrate comprehension of reading texts
2. Identify the main ideas of a level-based reading passage
3. Demonstrate proper pronunciation of Final -s/es: use, pronunciation and spelling
4. Write a short paragraph
5. Demonstrate an understanding of grammatical structures (present simple and present continuous)
6. Use the past simple and present perfect in speaking and writing
7. Categorize different types of Palestinian festivals, such as olive picking and the Hebron Grape Festival
8. Recognize different types of Palestinian celebrations, such as the Independence Day.

Add -s or -es to these words to spell them correctly, and give the pronunciation of the ending

Passengers -----	-----	touch -----	-----
tax -----	-----	cough -----	-----
talk -----	-----	press -----	-----
blush -----	-----	method -----	-----
discover -----	-----	mix -----	-----
season -----	-----	try -----	-----
flash -----	-----	tray -----	-----
hall -----	-----	enemy -----	-----

GET IT RIGHT

Present Continuous and Present Simple.

1. Look at words in blue in the text. Which are in the *Present Continuous* and which are in the *Present Simple*?

Rules:

• We usually use the **Present Continuous** for things that:

- are happening at the time of speaking or writing.
- are temporary and going on around now, but maybe not at this exact moment.
- are changing over a period of time

• We usually use the **Present Simple** for:

- habits and daily routines with always/sometimes/never/every day/ every year /etc.
- things that are permanent or true for a long time.
- verbs that describe states (be, want, hate, think, etc.)

b. Exercises:

1. Do we use these verbs to describe states (S) or activities (A) ?

remember	like	do	believe	hate	play	know	run	need	be
watch	Seem	spend	understand	work	write	make	agree	own	want

c. After you Read

2- Which sentence/phrase describes the text best? Explain why.

1. Olives are one of the oldest known foods
2. Origin and history of olives
3. Olive picking in Palestine

b- Find the answers to these questions.

1. When does olive picking take place?
2. What makes olive trees significantly valuable?
3. How can farmers determine if the season is good or bad?
4. What happened when occupation halted the export of olives and olive oil from Gaza Strip?
5. What is the final stage in the life of olives after completing picking?
6. Who is Abdullah al-Sheikh Khalil?

d. Pronunciation

Final -s/es: use, pronunciation and spelling:


Pronunciation of -s/es

a. Seats _seat /s/ Ropes _rope /s/ backs _back /s/	Final -s is pronounced /s/ after voiceless sounds as in (a): "t, p and k" are examples of voiceless sounds.
b. seeds _seed /z/ bags _bag /z/ sees _see /z/	Final -s is pronounced /z/ after voiced sound as in (b): "d, b, g and ee" are examples of voiced sounds.
c. dishes _dish /z/ catches _catch /z/ mix _mix /z/	Final -s and -es are pronounced /z/ after "-sh, -ch, -s, -z, -ge" sounds. The /z/ ending adds a syllable. All the words in (c) are pronounced with two syllables.


s/es

Spelling: Final -S vs. ES

a. Sing _sings song _songs	For most words (whether a verb or a noun), simply a final -s is added to spell the word correctly.
b. wash _washes watch _watches class _classes box _boxes	Final -es is added to words that end in -sh, -ch, -s, -z, -x.
c. toy buy	For words that end in -y
d. baby cry	In (c) if -y preceded by a vowel, only -s is added. In (d) if -y is preceded by a consonant, the -y is changed to -i and -es is added.



Olive Harvest in Palestine



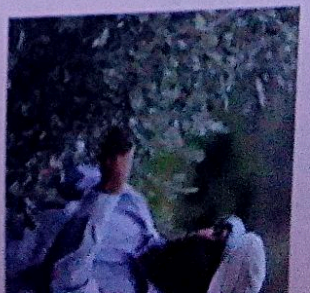
1 Olive harvesting occurs from the start of September through to the end of November and is an economic lifeline for many families. For Palestinians, the olive tree is a sign of hope and resilience. As summer comes to an end, the olive-picking season in Palestine begins.

2 For most Palestinian families, olive trees are very precious. Some people have acquired them from their ancestors and will pass them down to their children; making them a necessary source of income. Farmers wake up early in the morning to begin work and prepare for a long day of harvesting in the heat. Some families come to the olive groves along with friends and neighbors, to pick olives for self-consumption or to sell in markets.

3 Olive-picking is a popular source of income for many young Palestinians. Harvesting goes on every day from 7 am to 6 pm, and can be tiring work. Farmers cautiously select the olives and pick them apart from their leaves. The number and the size of olives on the trees determine whether the season is good or bad. There is a large demand for olive oil and more so of colossal olives, making them a favorite among consumers.

4 Olive trees in Palestine normally come under attack by settlers, and Palestinian farmers face harassment and attacks. The land on which the trees are grown is popular for its fertility. However, many of the crops are **struggling** due to the lack of rainfall and water restrictions enforced by the occupation authorities. When it comes to harvesting, many Palestinian farmers face challenges and obstacles because of the restraints imposed by the occupation. Occupation has also halted the export of olives and olive oil from the Gaza Strip, severely affecting the livelihood of many families and the Palestinian economy. “[This] has reduced workers’ wages and reduced demand due to the difficult economic situation in the strip,” says Abdullah al-Sheikh Khalil, an 80-year-old Palestinian farmer.

5 After the olive harvesting is done, some of the harvest is distributed to markets while the rest is sent to factories for oil-extraction. This process starts with separating the olives from the leaves and branches, followed by washing and grinding them. The mixture is then sent to the sorting stage, which is the separation of grains, water and oil. The final stage is where the oil passes through a purification machine, making it ready to be packaged and sold. The process of converting olives into oil takes one hour per cycle. Three tons of olives produce about 30 gallons of olive oil.



3. I'll contact him soon.

- a. If you would.
- b. When can I see you?
- c. If you see him, tell him.
- d. When can he come?

4. I'll ring you this evening. Would 8:30 suit you?

- a. Yes, I go home at 8:30.
- b. Yes, but it would be a bit difficult then.
- c. 8:30 would be fine.
- d. Yes, I would be in bed then.

5. There has been a bit of an inconvenience.

- a. What's the problem?
- b. Why do you say that?
- c. I'm sorry, everything is mixed up here.
- d. I told you everything is all right.

Reconstruct it:

You bought a shirt. When you opened it at home, you found it damaged. So you came to complain to the shop assistant. Reorder the following sentences to reconstruct the conversation between you and her.

- 1. If you please. I want another shirt, or give me my money back. ()
- 2. It's not like the sample you showed me. It's not the same quality. ()
- 3. Yes, I bought it here last week. ()
- 4. Are you sure you bought it here? ()
- 5. But it's the same quality. I'm certain. ()
- 6. That's strange. Let me show it to the shop manager. ()
- 7. No, it is not. Beside, when I opened it, I found its sleeves damaged. ()
- 8. Hello. Can I help you? ()
- 9. I'm afraid I have to make a complaint about this shirt. ()
- 10. Yes, that would be fine with me. ()
- 11. Your complaint is perfectly justified, sir. Sorry for the trouble. Would you like to choose another one? ()
- 12. What seems to be the problem? ()



a. Complete the sentences with appropriate words and responses by choosing from the list of words in the box below:

seems to be, agent	delayed	perfectly justified; explain; of view	like; draw; attention	gone wrong	wrong
processes	seems; problem	consignment	sorry; bother	serious, problem, extremely difficult	afraid; complain

1. I am phoning you about a _____ ; in fact, it's _____.
2. We haven't received the _____ yet.
3. It must have been _____ during transport.
4. Yes, there _____ a mistake at our end, but our _____ is dealing with the delivery now.
5. Certain things may go _____ in any business.
6. What _____ to be the _____?
7. Surely, it's your department that _____ the order.
8. We're very _____ to _____ you.
9. I'm _____ complain.
10. I should _____ to _____ your _____.
11. Your complaint is _____, but may I _____ the matter from my point _____.
12. Something has obviously _____ . Excuse us for this error.

b. Choose the best response a, b, c, or d to these statements.

1. The consignment got stuck at custom.
 - a. We can return it, can't we?
 - b. Why was it delayed?
 - c. You mean they have stamped it.
 - d. You mean the goods were damaged.
2. Our agent is there. He will see it.
 - a. It's forbidden.
 - b. Will he be here soon?
 - c. Is he reliable?
 - d. Is he alright?

2. Read the following letter. Put the verbs in brackets in the *Present Continuous* or *Present Simple*.

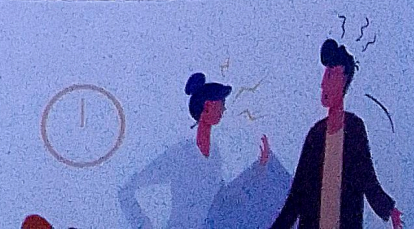
“Dear Ahmed, Do you remember the email I sent to the paper? Well, the executive of a local computer company read it and offered me a job! This company _____ (do) very well at the moment and they really _____ (want) people with experience. I _____ (not work) now, it's my lunch break, so I _____ (write) a few emails to my friends to tell them my news. I'm a technical support engineer and I _____ (assist) clients with their computer problems. It's only my first week, so I _____ (still learn) about all the products but I really like it here. I usually _____ (work) quite long days, but I _____ (not work) at the weekends. Anyway, I have to go because my friend _____ (call).”

6. LANGUAGE USE

Complaining:

It is sometimes right to complain when you are not satisfied with a certain situation and want it to be amended. A complaint can be made on the telephone or in writing. There are many ways to express a complaint and to respond to it. Some of them are strong and some are mild. Here are some examples.

Complainer	Respondent
- Unfortunately, something is wrong	- I'm afraid there has been some sort of a mix-up.
- Sorry to say that	- What seems to be the problem?
- I should like to point out/remind you that	- When did you place your order?
- I'm afraid I have to complain	- Your complaint is perfectly justified.
- I must make a complaint	- May I explain the matter from our point of view.
- I really can't accept this.	- Oh, really? That's strange.



b. Listen to the dialogue between a journalist and the Secretary of the Liberation Organization Dr. Saeb Erakat and then decide if the following sentences are true or false.

1. Arafat proclaimed an independent state of Palestine only in East Jerusalem and the West Bank.
2. The declaration was announced in May 1948.
3. Yasser Arafat proclaimed the Palestinian Declaration of Independence.
4. The Palestinians accepted the Partition Plan.
5. The British rule over Palestine lasted more than thirty years.
6. All countries around the world recognized Palestine.

c. Listen again then fill in the gaps with the correct word.

1. The Palestinian Declaration of Independence was on _____ 15, 1988.
2. Seven hundred thousand and nine hundred thousand Palestinians fled or were _____ to leave their home.
3. The Palestinian Declaration of Independence is a statement written by the Palestinian poet _____.
4. The United Nations General Assembly _____ to partition Palestine.
5. In modern times, the area was _____ by the Ottoman Empire.
6. Palestine is not _____ as a state by occupation.

4. GIT IT RIGHT

Frequency adverbs and expressions:

a. Put these frequency adverbs in order

hardly ever		always	
often		occasionally	
never		usually/normally/generally	
Sometimes			

b. Look at the following sentences. Then complete the rules with **before** or **after**.

1. Palestinians always celebrate Independence Day on November 15th.
2. Palestinians are always happy with their independence celebrations.
 - Frequency adverbs go _____ the verb be.
 - Frequency adverbs go _____ other verbs.

c. Put these frequency expressions in order.

twice a day		once a month	
once every three months		once or twice a year	
three times a week		every couple of weeks	
every Saturday			

3B: INDEPENDENCE DAY

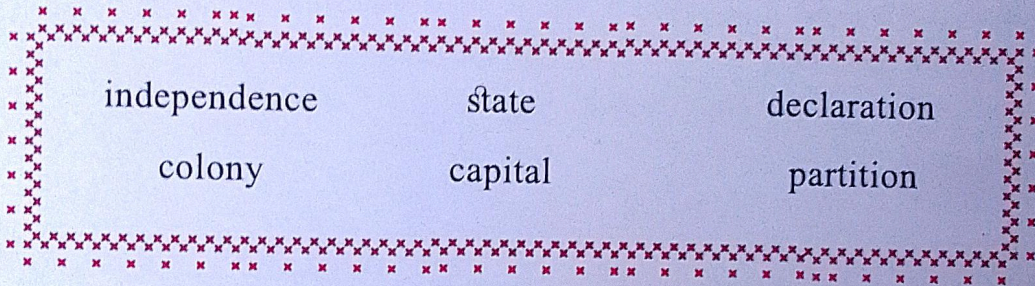
1. GETTING STARTED

a. Work in pairs. Discuss these questions.

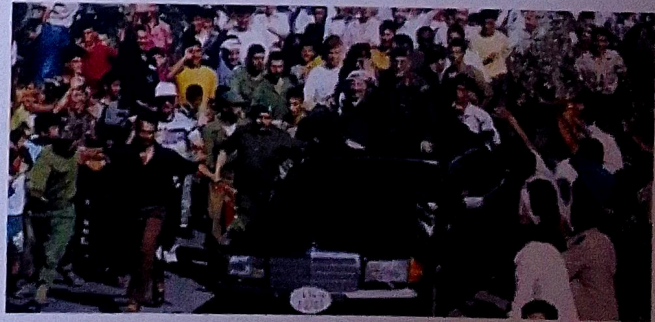
1. Do people in your city/town celebrate Independence Day?
2. How do people in your city/town celebrate Independence Day?
3. Do you think that Palestine is an independent country?

2. VOCABULARY

a. Check these words with your teacher or in a dictionary.



b. Look at the photos. What do you think they are about?



3. LISTENING

a. Before you listen to the dialogue, discuss the following questions.

FESTIVALS AND CELEBRATIONS

7. WRITING AND SPEAKING

Think-pair-share:



Each student has to write five sentences about olive picking in Palestine. Once done, pair up with a classmate and discuss your sentences. Then, share your sentences with the rest of the class.

8. LISTENING

Watch and listen to this video https://www.youtube.com/watch?v=JBw6UCQ_JxI, then answer the following questions.

1. Decide about these sentences if they are True or False. Correct the false ones.

- Spring is the time of olive harvest and Palestine.
- The harvest season starts on September 27 and lasts for a few weeks.
- Picking olives takes almost three months of daily work across Palestine.
- The olive crop this year is 50% better than last year.
- Olive trees have been repeatedly damaged, uprooted or burned down by settlers in the West Bank and Gaza.
- According to the UN, the olive oil industry makes up to 35% of the agriculture income.

1. Have you ever heard about the grape festival in Hebron?
2. When does the grape festival in Hebron start?
3. Which city in Hebron governorate organizes this festival?

While you read

Match headings (a-e) to paragraphs (1-5).

- a. The different kinds of grapes that Hebron produces (__)
- b. A few of the photographs that are outstanding as one skims through Google images for the Hebron Grape Festival (__)
- c. Grape vineyards are the first most abundant crops in Hebron (__)
- d. The harvest of olives and grapes is beneficial for the local economy (__)
- e. Grape festival encourages Palestinian farmers, crop growing and celebrates Palestinian culture (__)

The Annual Hebron Grape Festival in Palestine



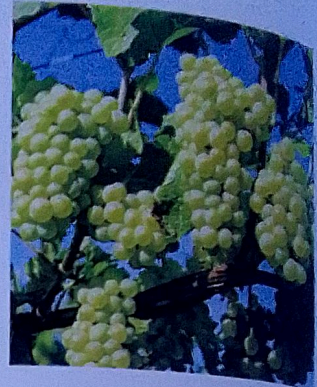
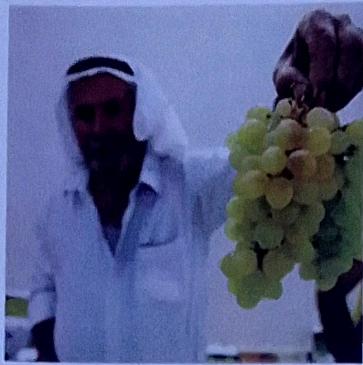
1. Enter the words "Hebron Grape Festival" into the Google images search engine. What will one see? You will see farmers, young and old, holding bundles of grapes and smiling at the camera. You might also see a map and a flag of Palestine made of different kinds of grapes, a depiction of the late Palestinian president Yasser Arafat using grapes and a Dome of the Rock model made of grapes. Moreover, you might find pictures of balloons and round glass structures made in the shape of grape bundles. The image that seems to make it on social media every year of this festival is one of a one-and-a-half meter long grape bundle made of real grapes hanging from a podium displayed at the 2015 festival.

2. Behind this festival and the photographs is a history of land and culture. It is not uncommon to notice that outside of each home in Palestine, there exists olive trees -sometimes even acres of olive groves- and grape vineyards, which account for the first and second most abundant crops in Palestine, respectively. In more areas than others, depending on the climate and soil, one of the two is most profuse. In Hebron, or Al-Khalil, that is grapes.

3C: Hebron Grape Festival

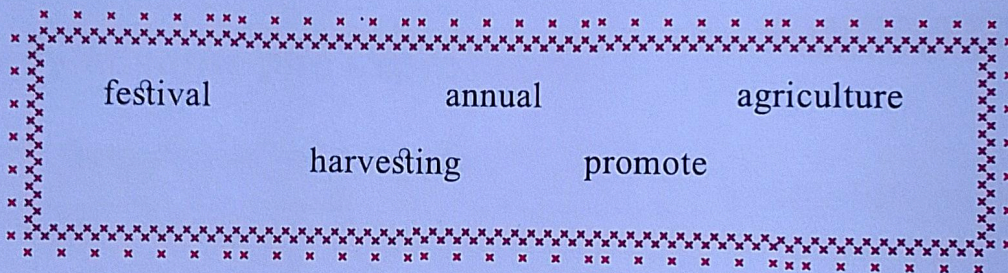
1. GETTING STARTED

a. Look at the following pictures. What do you think they are about?



2. VOCABULARY

a. Before you read, check these words with your teacher or in a dictionary.



b. Read the following sentences, and then fill in the gaps with these words.

elimination exports resilience
large escalating different

1. Palestinian farmers showed remarkable _____ in dealing with the difficult conditions.
2. The authorities grew anxious about the _____ situation.
3. We need to try an entirely _____ approach to deal with this difficult situation.
4. After the initial _____ rounds, 16 boys qualified for the final.
5. _____ to Palestine have risen this year.
6. There was _____ number of people attended the grape festival.

b. Listen to the dialogue between a journalist and the Secretary of the Liberation Organization Dr. Saeb Erakat

and then decide if the following sentences are true or false.

1. Arafat proclaimed an independent state of Palestine only in East Jerusalem and the West Bank.
2. The declaration was announced in May 1948.
3. Yasser Arafat proclaimed the Palestinian Declaration of Independence.
4. The Palestinians accepted the Partition Plan.
5. The British rule over Palestine lasted more than thirty years.
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c. Listen again then fill in the gaps with the correct word.

1. The Palestinian Declaration of Independence was on _____ 15, 1988.
2. Seven hundred thousand and nine hundred thousand Palestinians fled or were _____ to leave their home.
3. The Palestinian Declaration of Independence is a statement written by the Palestinian poet _____.
4. The United Nations General Assembly _____ to partition Palestine.
5. In modern times, the area was _____ by the Ottoman Empire.
6. Palestine is not _____ as a state by occupation.

4. GIT IT RIGHT

Frequency adverbs and expressions:

a. Put these frequency adverbs in order

hardly ever		always	
often		occasionally	
never		usually/normally/generally	
Sometimes			

b. Look at the following sentences. Then complete the rules with before or after.

1. Palestinians always celebrate Independence Day on November 15th.
2. Palestinians are always happy with their independence celebrations.
 - Frequency adverbs go _____ the verb be.
 - Frequency adverbs go _____ other verbs.

c. Put these frequency expressions in order.

twice a day		once a month	
once every three months		once or twice a year	
three times a week		every couple of weeks	
every Saturday			

The following questions may help you to narrate what you did yesterday.

1. When did you wake up?
2. What did you do, first, when you woke up?
3. What did you do, next?
4. Where did you go, then?
5. What did you do, afterwards?
6. When did you come back home?
7. What did you do, first, when you got back home?
8. What did you do, next?
9. How would you describe your feelings when it was about 4:00 PM.?

6. SPEAKING

Tell your story to your partner (Think, Pair, Share)

In pairs, discuss the above questions and share thoughts with your classmates.

7. LISTENING

Watch and listen to this video <https://www.youtube.com/watch?v=JLpVz5PFIPa>, then answer the following questions.

1. Are these sentences True or False?

- a. Palestinians in Hebron held their Annual Grape Festival to support the local economy.
- b. Each 1,000 square meter produces around 2 tonnes of grapes.
- c. The grape yards surrounding Hebron are some of the oldest in the world.
- d. The Palestinian cause is a very serious problem that faces Palestinian farmers.
- e. Agriculture is a minor sector, so the government should not support it.

2. Watch and listen again. Fill in the gaps with the missing words.

1. _____ is the city where the festival is held.
2. Al Khalil is famous for _____.
3. Al Khalil's grape crop is the second largest in the West Bank after _____.
4. Palestinian farmers face many _____ as a result of the continued Palestinian cause.
5. We should help the farmers by _____ products from occupation settlements from entering the market.

FESTIVALS AND CELEBRATIONS

3. We usually use the _____ for something that began in the past and continues in the present.
4. We use _____ for something that happened a short time ago, but we don't say exactly when.

b. Which of these words/ phrases can we use with the Present Perfect (PP)?
Which do we use with the Past Simple (PS)?

last week ()	for ()	never ()	in the past ()
this week ()	ever ()	ago ()	lately ()
since ()	recently ()	already ()	in 1999 ()
just ()	yesterday ()	yet ()	

c. Read the following sentences, and then put the verbs in brackets in *Present Perfect* or *Past Simple*.

1. How long have you lived here? I _____ (live) here since 1997.
2. Sami lived in Ramallah for two years and then he _____ (go) to Bethlehem.
3. This professor _____ (write) three books in the last few years.
4. My best friend _____ (write) several plays. He has just finished his latest.
5. I _____ (not see) him for five years. I wonder where he is.
6. He _____ (not smoke) for three weeks. He is trying to quit.
7. My brother can't go out because he _____ (not finish) his homework yet.
8. Here are your gloves. I _____ (just/clean) them.
9. We left home at 9:00a.m. and we _____ (get) here at 12:00p.m.

5. LANGUAGE USE

Narration

Narration is a pattern of thought that is very often used when writing or talking. "To narrate" is to tell what happened. This is why most often used when telling a story or an experience. It can also apply to the present or to the future (i.e. to tell what is happening-now, nowadays-, or what will or may happen in the future). As a writing or talking strategy, narration has certain expressions that go with it more than others do. The following table represents some narrative expressions and some narrative verbs.

Narrative Expressions	Narrative Verbs
next, then, afterwards, first, second, third, fourth, after that, From the first moment, at last, lastly, etc.	managed, experimented, made, tried, followed, followed by, put, succeed, realized, noticed, concluded, lasted, introduced and gave place to.

Go over the events of yesterday (i.e., your yesterday, say from 7:00 AM. until 4:00 PM.). Put them down in fragments. Then, put the fragments into complete sentences. Next, arrange your complete sentences in chronological order (i.e., the order of their happening: first events first and last events last). Use narrative expressions to connect your sentences.

3. To this day, crop harvests, such as the harvest of olives and grapes, in Palestine remain a contributing factor to food security and the Palestinian economy. Over twenty-five thousand tons of grapes are produced annually. Part of this produce is sold as ripe grape bundles, and the rest is used to produce grape-based products, such as dibes and alban. These sales account for a total of \$35 million per year, according to the Palestine Economy Portal report in 2015.

4. The idea of the festival is to support and promote Palestinian farmers and agriculture. The support of Palestinian farmers is important, as harvesting costs have increased over the years. Moreover, the growing and picking of grapes have been threatened by the occupation's elimination of land as well as some restrictions on the exporting of Palestinian goods to neighboring countries. The festival is also a means to celebrate Palestinian culture. Previous festivals have had booths selling Palestinian cultural attire, known as tatreez, as well as stages for folklore dance performances.

5. An interesting fact about the grapes of Hebron is that different villages and towns in Hebron produce different kinds of grapes. Jandali, Bairouti, Zeini, and Halawani are among the many varieties of grape that are picked from Hebron. Another interesting point is that about forty percent of the harvested grapes are consumed in Hebron alone and the rest is circulated to the rest of the West Bank and Gaza and surrounding countries. The grapevines also produce grape leaves, which are used in the Palestinian cuisine. Palestinian food festivals, such as the Annual Grape Festival, are not only to promote and support the product and workers of the specific season, but they serve as an act of resilience towards what Palestinians face on a day to day basis. While strolling through the stillness of the Old City, be sure to admire the balconies of the homes that are covered in grapes and grape leaves!

After you Read

Are these sentences True or False? Correct the false ones.

1. The grape vineyards account for the first most abundant crops in Palestine.
2. The festival aims to encourage Palestinian farmers and agriculture.
3. People in Hebron consume all of the harvested grapes.
4. The Annual Grape Festival is held only to promote and support the product.
5. The Annual Grape Festival a history of land and culture.

4. GET IT RIGHT

Past Simple and Present Perfect

a. Look at these key words/ expressions, then complete these rules with *Past Simple* or *Present Perfect*.

Present perfect

Harvesting costs **have increased** over the years.

Past simple

The Annual Grape Festival **commenced** on September 21.

1. We usually use the _____ for experiences that happened some time before now, but we know or don't say when they happened. To give more information about an experience we use the _____.
2. We usually use the _____ to say when something happened.