

Objectives

In this unit, you will

1. learn about social expressions and greetings.
2. learn to talk about clothes and what people wear.
3. read and answer questions about traditional Ethiopian clothes.

A Listening and Speaking

LESSON ONE

Greetings and introductions



Activity 1

Find out how different students greet and introduce one another in their local languages. Discuss the difference between forms of greeting in English and in the local language.

It is important to greet people at home, along the way, at school and at places of work. Sometimes, you may meet people you do not know much about. In such situations, you should introduce yourself.

When you meet strangers, it is important to ask for more information about them, so that you can get to know each other.

**Activity 2**

In a group of three, introduce and greet one another. Do you know all the students in your class? If there are any new students, introduce yourself to the new students or let the new students introduce themselves in English to the group.

EXERCISE 1: Study these introductions and greetings. When do you use them?

How do you do?	Good morning.
It is a pleasure to meet you.	Good evening.
Nice to meet you.	This is ...
I am glad to meet you.	He/She is ...
I am pleased to meet you.	

EXERCISE 2: Read about Mulu and Hailu.

Mulu : Good morning.
Hailu : Good morning.
Mulu : My name is Mulu. Nice to meet you.
Hailu : Nice to meet you too. My name is Hailu.
Mulu : How do you do Hailu?
Hailu : How do you do, Mulu?
Mulu : This is my brother, Alemu. He is five years old.
Hailu : I am glad to meet you, Alemu. How do you do?
Alemu : How do you do?

LESSON TWO**Clothes****Activity**

With a partner, talk about the following clothes and when they are worn.

a shirt	a pair of trousers	a dress
a tie	traditional clothes	a sweater



EXERCISE: Look at the picture below and answer the questions that follow in your exercise book.



1. What traditional clothes can you see in the picture above?
2. What material are Ethiopian clothes made of?
3. Name the different types of traditional clothes in your area.
4. What do the people in the picture have in common?
5. Do all the people in your community have the same clothes?
6. Why do people like traditional clothes?

LESSON THREE

Listening Practice

Activity

1. In a group of four, discuss the traditional and modern types of clothes that are worn in Ethiopia.
2. Talk about the different uniforms worn by other people.
3. Describe the different clothes that are worn during the different seasons; winter, summer, autumn and spring.
4. List the different clothes people buy from shops and what materials they are made of.
5. Study the pictures which your teacher will show you, discuss with your partner the differences between modern and traditional clothes.

EXERCISE: Your teacher will read to you a short story about clothes. Listen carefully and answer the questions below.

1. What materials are used to make clothes?
2. What is the use of a wrap-around blanket?



3. What do you expect people to wear at festivals?
4. What is the jewellery made of?

LESSON FOUR

Adjectives

Activity

Discuss with your partner the different words and phrases you use to describe different clothes.

EXERCISE 1a: The words in the table are used to describe clothes. Match the words in column A with their opposites in column B.

A	B
long	dry
loose	short
old	cool
light	tight
wet	dark
warm	new

EXERCISE 1b: In your exercise book, write more words that can be used to describe clothes and give their opposites like **long - short**.

EXERCISE 2: Use as many words as you can from the list in Exercise 1a and describe your clothes.

Example:

This is a short dress.

This is a long dress.

EXERCISE 3: Describe the different clothes you have seen in your class to your partner.

Example:

He is wearing a long white shirt.

She is wearing a short blue dress.

Grammar Highlight

An Adjective is a word which is used to describe a noun.

LESSON FIVE

Vocabulary practice

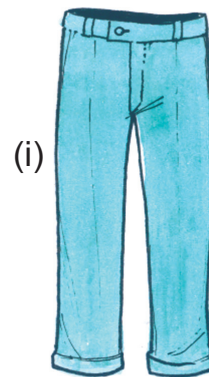
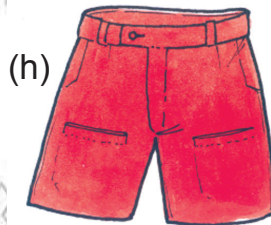
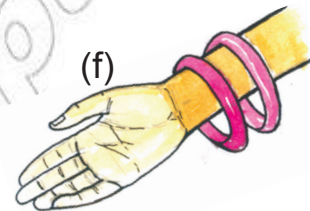
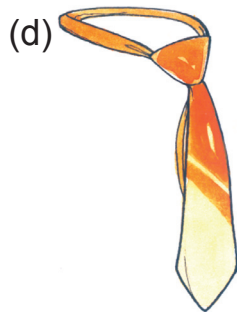
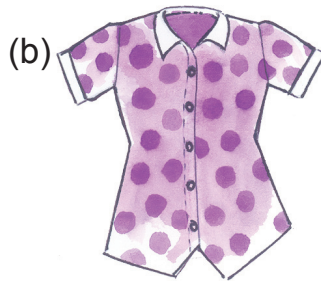
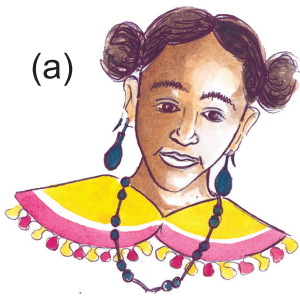
Activity

With a partner, choose suitable adjectives for the clothes shown.

a long-sleeved shirt
bracelets
a tie

a short-sleeved blouse
a pair of trousers
a necklace

a pair of earrings
a jacket
a hat
a pair of shorts





EXERCISE 1: Complete the sentences using the words and phrases below. Write the sentences in your exercise book.

a pair of trousers	shirt	blouse	sweater	a pair of shorts
socks	T-shirt	suit	earrings	dress

1. Yadessa is washing a _____.
2. Senait is ironing a pink long-sleeved _____.
3. Lemlem is buying a red short-sleeved _____.
4. Arya is selling a brown cotton _____.
5. This old pair of _____ is made of wool.

EXERCISE 2: Match the phrases with the pictures below.

a yellow leather jacket	a cotton blouse	a white leather hat
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(a)



(b)



(c)



EXERCISE 3: Use adjectives to complete the following phrases meaningfully.

a blue _____ dress	a _____ yellow blouse
a brown _____ strap	a _____ blue sweater
a _____ torn T-shirt	a _____ pair of shorts

Grammar Highlight

Order of adjectives

Opinion → pretty, ugly, smart...

Colour → yellow, green, pink...

Size → big, fat, thin, tall, large...

Shape → circular, rectangular...

Age → new, old, young, ten years, a year, a week...

LESSON SIX

Grammar Practice

What iswearing?

Activity 1

In groups of three, name and describe the different clothes you are wearing.

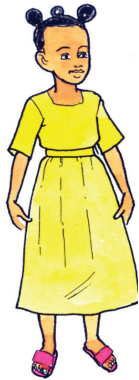
Activity 2

Look at the pictures and ask your partner about the clothes in the pictures.

Example:

What is Tiru wearing?

She is wearing a yellow dress.



Tiru



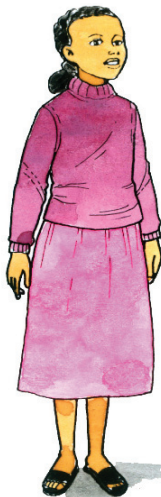
Toga



Tsehay



Kora



Halima



Ali



Hadas



What colour is/are your ...?

What colour is your T-shirt?

Girma : My T-shirt is **blue**.

What material is it made of?

Girma : It is made of **cotton**. It is a **blue cotton** T-shirt.

EXERCISE 1: Form sentences from the table. Let the sentences be similar to the one in the examples.

diamond ring	silk skirt
wooden anklets	leather necklace
metallic shoe sole	golden earrings
cotton dress	plastic shoes
pair of woollen trousers	paper beads

EXERCISE 2: Write three sentences about the clothes you are wearing. Describe them, their colour and what they are made from.

Examples: I have a sweater. It is blue. It is made of cotton.

LESSON SEVEN

What is/are ... used for ?

Activity 1

In pairs, ask your partner the use of the items he/she has either in his/her school bag or in front of him/her. Use the structure **...used for...**

Activity 2

Discuss the following questions with a partner and present your discussion to another group.

1. Why do people dress differently during occasions?
2. What are the traditional Ethiopian clothes?
3. Do you know any traditional clothes from other countries?

EXERCISE 1: What are the items in the table used for ?

Examples: What is a sweater used for? **It is used for keeping a person warm.**
 What is soap used for? **It is used for washing clothes.**

an umbrella	telling time
a jacket	tightening clothes on to the body
sunglasses	cleaning the face
a watch	keeping your feet free from injury
shoes	keeping one warm
belt	protecting the eyes from bright sunlight
hat	protecting the head from the hot sun
handkerchief	protecting one from rain and the sun
a necklace	making one look smart

EXERCISE 2: Write 3 sentences about the clothes you are wearing. Describe what they are, their colour and what they are made of.

Example: I have a sweater. It is blue. It is made of cotton.

LESSON EIGHT**Dialogue****Activity**

Stand up! Introduce yourself to the fellow students in your class. Talk about the clothes you are wearing. Start:

Hello! My name is _____.

I am from _____.

I am wearing _____.

**EXERCISE 1:** Read and act out the dialogue with a partner.

Halima : Hello, Roba, good afternoon.

Roba : Good afternoon, Halima. You look smart in that long blue dress.

Halima : Thank you. You also look nice in that short sleeved green shirt.

Roba : Thank you. My parents are preparing a birthday party for me this weekend. I am inviting you to the party.

Halima : Thank you. Can I come with my parents?

Roba : Yes, of course, You can't leave them behind.

Halima : What should we wear?.

Roba : You are free to wear anything but I would rather you wore traditional Ethiopian clothes.

Halima : I am going to inform my parents about it. I will wear my Ethiopian **Tibeb**.

Roba : Please, do. You should not miss the occasion. We will wear different traditional clothes, it will be like a fashion show.

EXERCISE 2: Imagine that you are talking to Zeritu. Complete the conversation with a partner in your exercise book.

A : Hello. My _____ _____ Lensa. What's _____ name?

B : Zeritu.

A : _____ are you from, Zeritu ?

B : _____ from Ethiopia. Where _____ you from ?

A : _____ Ethiopia, too!

LESSON NINE**Poem****Activity**

In groups of five, list down the different types of clothes that are in your class. Use as many adjectives as you can to describe them.



EXERCISE: Read the poem and answer the questions that follow.

What we wear

Babies in nappies
Teens in T-shirts
Shorts on a hot day
Sweaters and cardigans
On a windy day
Old people in coats and jackets.
On a cold day.

What we wear

Tells the colour we like
The youth in blue, brown or black
Others in red, pink or purple
The colours we choose
Show what we are.

What we wear

Tells what function it is
Birthday or new year
Work uniform, casual wear for a party
Hot or cold, rainy or sunny
Clothes we wear tell what we are.

1. What clothes are mentioned in the poem?
2. What functions have you read about in the poem?
3. Why do the old prefer coats and jackets?
4. List the colours mentioned in the poem.
5. What clothing should you wear during functions that are held at home?
6. Do you have any of the above mentioned clothes in your class? If so, point them out.



B Reading

LESSON TEN

Comprehension

Pre-reading activity: Before you read the story, discuss the questions with a partner.

1. What traditional clothes can you name?
2. What materials are used to make traditional clothes?
3. Why do people wear heavy clothes?
4. Suggest what you would wear if you were going to attend a traditional occasion.
5. What is your favourite colour?

EXERCISE 1: Read the story below and answer the questions that follow.

Clothes in Ethiopia

Ethiopians wear different types of clothes. They wear different traditional styles depending on the area one comes from. For instance, the **traditional** dress of the people from the highland area is a white cotton cloth. The men wear long trousers, a tight fitting shirt and a **loose** wrap known as 'shamma'.

Women in Harari region **wear** very colourful dresses; the men wear short trousers and coloured wraps. The women wear fine dresses of red, purple and black. Women in Somali and Afar regions wear brightly coloured cotton **wraps**.

Women in Oromia wear **bead-decorated** leather garments. Horsemen in Oromia wear lion-manes and baboon skin head dresses. They also carry hippo-hide whips, spears and shields. This is usually at big **celebrations**.

Many Ethiopians also **enjoy** wearing silver and gold jewellery, neat hairstyles and well-tailored dresses. For **instance**, women in Ethiopia wear braids known as 'sheruba'. These braids are long and they drop up to the shoulders.



The dressing may reflect which region one comes from. Depending on the weather and the occasion, some people wear light and others warm clothes.

1. What is a **shamma**?
2. Which people wear leather clothes?
3. Apart from clothes, what else do people wear?
4. What is the advantage of wearing heavy clothes?
5. What are the different groups of people that you know in Ethiopia?
6. What may show the region that one comes from?
7. Why do you think there are so many different clothes?
8. What do you think Ethiopians feel about their clothing and why?

EXERCISE 2: These words are used in the passage. Find their meaning and use them in your own sentences.

bead-decorated
traditional

celebrations
loose

wear
enjoy

leather
instance

wrap

EXERCISE 3: Write three sentences in your exercise book. Describe a traditional costume that you have seen. The following information should guide you. Write your description in your exercise book and compare with a friend.

1. Where did you see the clothes?
2. Who was wearing them?
3. What function was it ?
4. What colours were the clothes?
5. How were they designed?
6. What materials were used to make clothes?

LESSON ELEVEN

Group discussion

Activity

- A. In small groups of four or five students, discuss the different types of clothes in your area and report to the class. Remember to use the adjectives you learnt about colour. Describe the material the clothes are made of. Support your description with photos or pictures.
- B. Discuss why some clothing is appropriate for particular ceremonies in your community.
- C. The secretary to your group should present the finding to the class.

C Writing

LESSON TWELVE

Adjectives

Activity

With your partner, list different items where we use **a pair of.....**

EXERCISE 1: Rearrange the words to make appropriate sentences. Write the correct answers in your exercise book.

Example:

dress a silk blue It is.

It is a blue silk dress.

1. skirts are red They long.
2. shoes They of new pairs brown are.
3. She dress is green a long selling.
4. sweater is black a woollen It.
5. cardigan She cotton has purple light a.
6. cap It leather a is pink.
7. T-shirt sleeved It white short is a.
8. They polyester sheets white clean are.



9. are head dresses new black They.

10. have blouses red twelve We.

EXERCISE 2: Select the words used to describe clothes and write them in your exercise book.

blue	hot	tall	clever
dirty	cold	long	light
soft	green	short	hungry
cotton	cheap	black	small
hard	old	neat	new
coloured	tight	beat	shabby
dark	decorated	expensive	cheap

LESSON THIRTEEN

Compound sentences using ...and...

EXERCISE 1: Study these examples. How many things can Mohammed do?

1. Mohammed is a novelist, but he also writes essays.
2. Mohammed is a novelist, and he also writes essays.

Activity

Form sentences about clothes. Your teacher will write them on the chalkboard.

EXERCISE 2: Combine the following pairs of sentences using 'and'.

Example:

- a. Kalkidan wrote a novel.
 - b. She composed songs.
- Kalkidan wrote a novel, and she composed songs.

1. Jemila wears a black shirt.
Jemila carries a red silk dress in the bag.
2. Tulu goes to school.
Tulu takes fruits to the market.



3. John plays soccer.
John leads a hockey team.
4. The theatre group rehearsed in the morning.
The theatre group performed the play in the afternoon.

Grammar Highlight

A compound sentence is made of two or more simple sentences joined by a conjunction (and, but, or).

Revision exercises

- A. List down the traditional clothes that men and women in your village wear.
- B. Identify and compare the materials they are made of.
- C. Study the list of nouns and select which ones are clothes and which ones are words used to describe these nouns.

woollen	soft	jacket	expensive	jeans
dress	black	durable	coat	favourite
stripped	cheap	silk	skirt	long-sleeved
fashionable	green	dirty	warm	trousers
white	short	pull-over		

- D. Find the correct words described below.

Example:

Superlative form for the word good (4 letters) → best

- | | |
|---|---------|
| 1. material for making traditional wear (6 letters) | c _____ |
| 2. material for making warm clothes (4 letters) | w _____ |
| 3. usually lady's / gentle man's wear in office (4 letters) | s _____ |
| 4. women's /girls' cloth (5 letters) | s _____ |
| 5. material for making cloth (4 letters) | s _____ |
| 6. superlative for the word easy (7 letters) | e _____ |
| 7. usually worn on top of shirt/skirt (6 letters) | j _____ |
| 8. worn around the neck (3 letters) | t _____ |
| 9. part of the body for women beads (4 letters) | n _____ |