

Unit 12 Academic reading

The history of money

Learning aims

- **topic: the history of money**
- **skills: following connections in a text**
- **critical thinking: analysing examples**

1 Ask students to work in small groups to answer the discussion questions. Encourage them to expand on what they say with explanations and justifications. Allow five minutes or so for this and then ask students to report back to the group on anything interesting that came up in their discussion.

2 If possible, show students the pictures first and find out which words they already know, then ask them to match each picture to a word from the box.

The second question is a prediction task and provides a reason for students to read the text. Tell students the title of the text they are going to read and encourage them to guess why the text would mention these items and in what order.

ANSWERS

- a credit cards b coins c bitcoins
d cowrie shells e clay tokens
f paper currency g gold

3 Show students the text and give them around two minutes to quickly scan the text to find the key words. Point out that the words may be mentioned more than once, they need to look for the main explanation for each form of currency. Keep to the time limit to encourage fast reading at this point.

ANSWERS

clay (tokens) (line 3), cowrie shells (line 15), gold (line 21), coins (line 24), paper currency (line 36), credit cards (line 49), bitcoins (line 54)

4 Now ask the students to read the text again more carefully. They will discuss the items in the box in Exercise 2 in more detail with their partner so they need to find out more about the order of the items in history and why each was used.

5 As a lead-in to the Skills focus box, write the following sentence on the board:
... from large stones to cakes of salt and whale teeth. These were items that ... (lines 12, 13)
Ask students to tell you how the writer is making a connection between the two sentences – with

the determiner *these* and the noun *items* referring back to and summarizing *cakes of salt and whale teeth*. Ask students to read through the Skills focus box.

The practice exercise requires students to read the text in more detail and follow the referencing backwards in the text to find out what the pronoun or determiner is referring to. Do number one as an example with the whole class.

ANSWERS

- 1 small pieces of baked clay (lines 2–3)
- 2 \$100 bill (line 6), credit card swipes and online transactions (line 7–8)
- 3 it was stable, could be combined with other metals, easy to melt and hammer into shape (lines 22–23)
- 4 Lydian coins (line 25)
- 5 an economic system (line 28)
- 6 what you had, i.e. money/coins (line 29)
- 7 commodity money (line 30)
- 8 ancient coins (lines 29–30)
- 9 large-scale trade networks (line 32)
- 10 bankers (line 39)
- 11 they didn't need to have enough gold to cover all of the notes (lines 40–41)
- 12 the concept of the money which governments issue today (lines 41–42)
- 13 credit cards (line 49)
- 14 technology as money (line 57)

6 This critical thinking exercise requires students to find the method of payment in the text and then decide why the writer is using it – what point is he trying to make? First ask students to read the writer's purpose statements a–h and underline key words. Do number one together as an example. Ask students to find *today's \$100 bill* in the text on lines 5 and 6, then get them to read around the words carefully (paragraph 2 and paragraph 3) and find the statement that best describes the point the writer is trying to make. The answer is g because although they seem very different, the modern \$100 bill actually has its roots in the ancient Sumerian's tokens (line 9).

ANSWERS

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

7 Put students back into groups to discuss the last question. Ask them to speculate on both the positives and the negatives of this future change.