

Words

A Match the pictures, word groups, and sentences. Write the words.

1

currency
coins
bills



• a

Can I please _____ some money? I hope
you can _____ it to me.

2

spend
pay



• b

I have to go to the _____ to get
some money. I _____ you money
for the supplies we bought for work. I have a
_____ of the list so that we can check
what we have.

3

exchange
barter



• c

Two kinds of _____ are _____
and _____.

4

borrow
lend



• d

I can't _____ too much money today. I
still have to _____ for dinner.

5

bank
owe
copy



• e

To _____ means to _____
goods without money.



B Circle the correct answer.

1 Bob _____ money to his friend Jake. Jake _____ the money. Jake _____ the money to Bob. He will give it back.

- a spends / borrows / lends
- b spends / pays / lends
- c lends / borrows / owes
- d pays / lends / spends

2 When you _____, you do not _____ money. You _____, or trade, two things.

- a exchange / barter / spend
- b barter / spend / exchange
- c pay / spend / exchange
- d barter / exchange / spend

3 _____ is what we use to _____ for things. There were many forms of it before. Now it is mostly _____ and _____.

- a pay / spend / barter / bills
- b spend / pay / coins / barter
- c currency / pay / barter / exchange
- d currency / pay / coins / bills

C Complete the conversations.

lend exchange borrow bank pay coins owe bills



Anna Can you please _____ me \$10?

Sari OK. You can _____ \$10 from me. Here you are.

Anna Thanks. I _____ you ten dollars.



Cashier It's ten dollars. Do you want to _____ with cash?

Mother Yes, cash please.

Boy I have eight one-dollar _____. I have two dollars in _____.



I am going to the _____. I have five large bills. I am going to _____ them for smaller bills.

A Read the article. What did people in Ethiopia use for currency before coins and bills? Describe.

B Read the article again. Remember: When you read, compare and contrast information. Think about things that are alike and things that are different.

Paying with Salt

Wherever you live, you use some kind of **currency**. When you **spend** money, you use coins and **bills**. You **exchange** this money for the things you are buying. But people did not always use money for currency. Before money, people exchanged goods in a system of **barter**, or trade. People also used gold, silver, and feathers for **currency**.

In many places and times, such as ancient China and Egypt, currency was a lot like something we use every day at our kitchen table—salt! In Tibet, tiny cakes of salt were pressed into coins, with pictures pressed into them. And in Rome, early Roman soldiers were given salt called *salarium*. This is where our English word salary comes from, which means the money people get from their jobs.

One of the widest uses of salt as currency was in Ethiopia, in Northern Africa. Salt was used there for currency until the mid-twentieth century. The salt did not look like our table salt. It was in the form of bars, called amoles. The bars were about 20 or 24 centimeters long, and about 3 or 4 centimeters thick. They weighed between 650 and 950 grams each. People wouldn't eat the salt that was used for currency, because it was unrefined. It was yellow or gray. Salt had to be finer to use for food. The bars

of salt were wrapped in wood or plant fibers to stop them from breaking easily. It was still possible to break off pieces if a person needed to **pay** for something with a smaller amount of salt.

How much were amoles worth? The value of the salt could change a lot depending on how far away people were from salt mines.

If you were far away, the salt would be worth more, because it was harder to get. If you were close to a salt mine, the salt bars would be worth less. In the mid-nineteenth century, a person would pay three bars of salt for a horse. In 1893, a silver coin called the thaler became standard currency in

Ethiopia. One silver coin was worth 8–100 bars of salt.



Today in Ethiopia, modern currency is used: coins and bills. But salt bars are still produced and are still used as currency in some rural areas. The next time you put salt on your food, remember how valuable salt has been for so many years in so many places!

Think

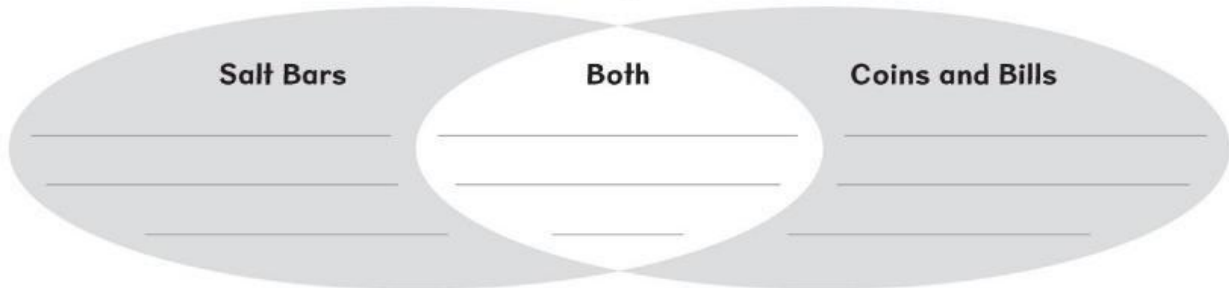
Compare Ethiopian salt bars to the money used today. How is it different?

Understand

Comprehension

- A** Compare and contrast. How were salt bars different from Ethiopian currency today? Tell about reasons for using, how easy it is to use, and its size, weight, and strength.

Compare Ethiopian Currency



- B** Answer the questions.

- 1 What are some countries where salt was used as currency? _____
- 2 What did the value of the salt bars depend on? _____
- 3 Why were salt bars wrapped in plant fibers? _____
- 4 How do you think you would like using salt bars for currency? What would you like about it? What problems would it cause? _____

- C Words in Context** Complete the sentences.

silver valuable prints shells portraits crops

1



The museum sells original _____. It also sells _____, which are copies of the original art.

2



_____ and _____ were both used as currency.

3



The _____ that are grown in the north are coffee and cacao. They are very _____ to this area.

Grammar in Use

A Study the grammar.



Learn Unreal Conditional

If I had a lot of money, (with comma)
past tense verb phrase

I would buy a house.
base verb

I would buy a house (without comma)
base verb

if I had a lot of money.
past tense verb phrase

I would buy a boat if I had a lot of money.

If I had a lot of money, I wouldn't spend it all at one time.

If you were far away, the salt would be worth more.

The salt bars would be worth less if you were close to a salt mine.

Tip

would not = wouldn't
she would = she'd
he would = he'd

B Circle the correct word.

- 1 If she **had** / **has** a lot of money, she would **buy** / **bought** a big house.
- 2 If he **makes** / **made** jewelry, he'd **make** / **made** you a ring.
- 3 If she **writes** / **wrote** poems, she'd **write** / **wrote** one for you.
- 4 If you **go** / **went** on a trip, would you **go** / **went** to Europe?
- 5 He'd **paint** / **painted** all the houses with stripes if he **paints** / **painted** houses.
- 6 She would **go** / **went** to Alaska if she **goes** / **went** on a trip.



C Fill in the blanks. Use the words in the box.

made wore knew built rode had make see bake build go buy

1



If I made
sculptures, I'd
_____ a
10-foot-high gorilla.

4



If he _____
how to bake, he would
_____ her a
birthday cake.

2



She'd _____
a lot better if she
_____ her new
glasses.

5



If he _____
houses, he'd
_____ one with
five gardens.

3



If I _____ a lot
of money, I'd
_____ things
for myself.

6



I would _____
bike riding with you if I
_____ a bike.

D Look at **C**. Rewrite the sentences in reverse order.

1 I'd make a 10-foot-high gorilla if

2

3

4

5

6

E Complete the sentences about yourself.

1 If I had a lot of money, I'd _____.

2 If I went on a trip, _____.

3 If I knew how to bake, _____.

4 If I wrote poetry, _____.

Communicate

Word Study

A Write the adjectives and verbs.

attract protect attractive decorate possess collaborate protective create
cooperative active decorative possessive collaborative cooperate act creative

Verbs	Adjectives

B Fill in the blanks with verbs or adjectives from **A**.

- 1 We are going to _____ the whole room for the party.
- 2 We have great new ideas. Our projects are very _____.
- 3 I move around a lot. I am very _____.
- 4 The brightly colored berries _____ the birds.
- 5 The beekeeper wore _____ clothing so he wouldn't get stung by bees.
- 6 She is a very _____ woman. She looks nice in that dress.

C Write about a project you have worked on with other people. Use six words from the box above in sentences. Use three verbs and three adjectives.

Writing Study

A Complete the sentences with similes.

like wheels down a hill

like a lion looking at its prey

like an elephant

as cold as a glacier

as fierce as a tiger

as strong as a bull

- 1 It's _____ when the heat is turned off.
- 2 He's _____ when he is angry.
- 3 He moves fast, _____.
- 4 This dress makes me feel enormous, _____.
- 5 She looked hungrily at the meat, _____.
- 6 He's _____. He can pick up very heavy boxes.

B Write a paragraph based on the model below.

Tell about your home, family, or friends. Use similes in your writing. Also use adjectives, verbs, and adverbs, and unreal conditional.

My friend Sara is very creative, and so am I. Sara and I create so many projects together. We are always together, like rice and beans! We write theater and dance shows together. Sara writes really well, and she is very smart. She's as wise as an owl. She is also a good dancer. She moves around quickly and jumps high. She's as flexible as a cat. If we had a lot of money, we would buy a building and make it into a theater. Then we would perform our shows there!



Writing

A Read this summary of “Elephants in Danger” from page 4.

_____ [Elephants in Danger

_____ [Elephants are in danger of becoming extinct.

_____ [The elephant is a modern relative of the woolly mammoth. Woolly mammoths became extinct about 4,000 years ago. Elephants are the largest living animals on land. They can weigh 7,000 kg and they can be up to 4 meters high. There are two species of elephants: Asian and African elephants. Elephants can live in different habitats: savannas, forests, deserts, and marshes. They eat plants: for example, grass, fruit, and tree branches. They are very sensitive and intelligent animals.

_____ [Elephants are endangered. There are two main reasons that they are endangered. One reason is that people kill them for their tusks. The other reason is the loss of their habitat. This happens when people destroy or use the land. Habitat loss can also happen from global climate change.

_____ [We have to protect elephants so that they don't become extinct like the mammoths.



B Answer the questions.

1 What is the title of the summary?

2 What is the first sentence of the short introduction?

3 Name an important detail in the summary.

4 Name one short example in the summary.

Write a summary.

- A** You're going to write a summary of the article "Bicycles: Clean Transportation" on page 44. Re-read the article. Write some of the ideas that you want to include in your summary.

Main idea:
Most important words for the summary:

- B** Outline the parts of your summary by filling in the chart.

Title:
Main idea:
Main important details:
Short example:

- C** Now write the first draft of your summary in your notebook.

D Checklist

Did you...

- ☐ include a short introduction in your summary?
- ☐ include only the most important details?
- ☐ include short examples?
- ☐ write the summary in your own words?
- ☐ read and revise?

- E** Now write the final draft of your summary in your notebook.

A Complete the sentences.

- 1 The soldiers _____ fought for their country.
- 2 We watched _____ as the gymnast practiced her big jump.
- 3 The girl shouted _____. Her mother told her to apologize.
- 4 The boy asked _____ if he could invite his friend over.
- 5 The man pushed _____.
- 6 The woman was not upset. She spoke quietly and _____.
- 7 She knew a lot. She was very _____.
- 8 Tigers are very _____ animals.
- 9 The glass is very _____. Be careful that you don't break it.
- 10 That movie was _____. I'm still scared!
- 11 You can't have it all. Don't be _____!
- 12 The new girl in the class _____ asked me my name.



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