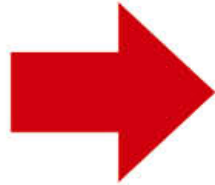




# Are You Ready?

Listen to me.



Eyes on me.





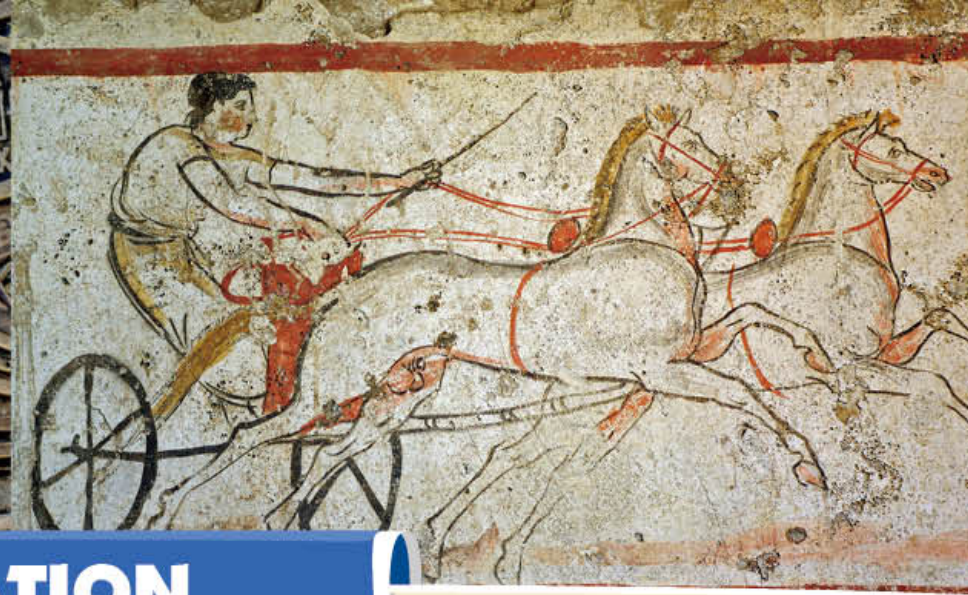
## CONVERSATION

Classic English Junior Level 5 - Unit 16 Inventions

Lesson

1

# Why Do We Have Money?





# You are going to learn:

## Topic

- Inventions—  
Why Do  
We Have  
Money?

## Key Words and phrase

- ancient
- persuade
- in exchange
- value

## Sentence Patterns

- "if" in conditional  
sentences
- persuade sb to do  
sth
- prep + doing

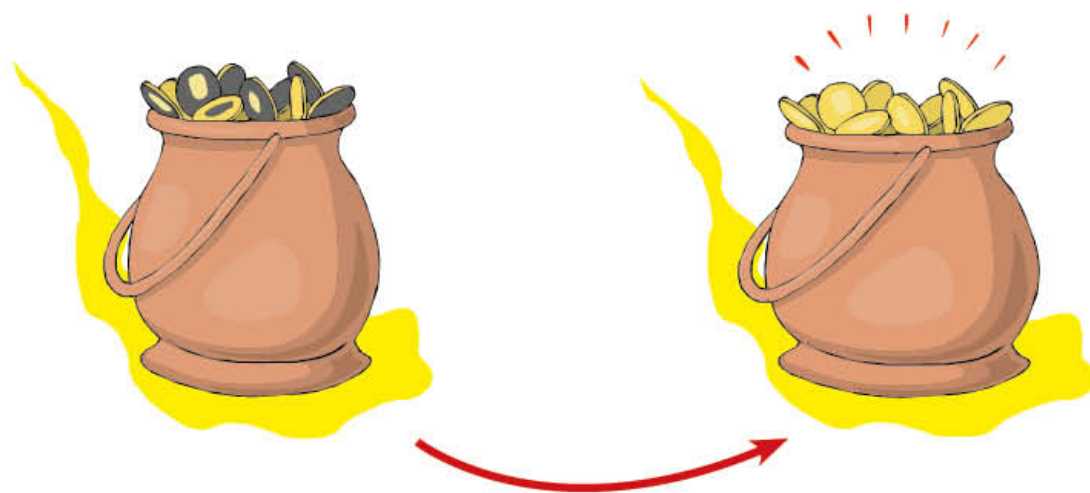
Riddle time.



W H I C H  
L E T T E R I N

T H E A L P H A B E T  
C A N M A K E A N  
O L D C O I N G E T

V E R Y  
V A L U A B L E ?





# Let's

# Go!





# Preparation—Vocabulary

**01:00**

Learn and say.

**an•cient** *adj*

The metal money in the picture was used in **ancient** China.

**per•suade** *v*

Jane is trying to **persuade** her customer to buy a television.

Use a **key word** to ask a question:

\_\_\_\_\_

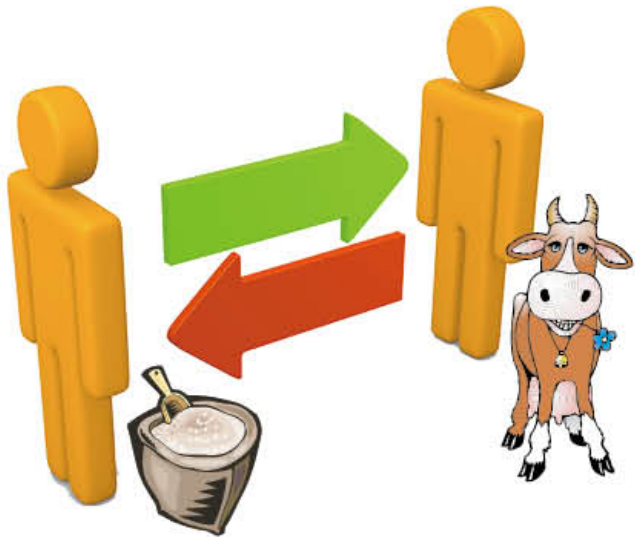
\_\_\_\_\_

\_\_\_\_\_

# Preparation—Vocabulary

**01:00**

Learn and say.

**in exchange**

In ancient times, people often offered their things **in exchange**.

**val•ue** *n*

Gold is a kind of soft metal which has a high **value**.

Use a **key word** or **phrase** to make a sentence:



# Preparation—Sentence Patterns

02:00

## Learn and match.

1

If you need money, I can lend you some.

2

— What should we do for our next vacation?  
— How about going skiing?

3

Jane finally managed to persuade the man to buy her product.







# Let's Talk!



# Conversation

**01:00**

## Conversation setting.



Cindy and her teacher  
Miss White are visiting  
the museum.  
Something special  
catches their attention.



# Conversation

03:00

Role play the conversation.



They look strange, Miss White.  
Are they knives?



No. In fact, they are metal  
money from **ancient** China.



Cool. They seem to have a  
long history. Sometimes I can't  
help wondering why people  
have money in the first place.



What are the things which look like knives?



# Conversation

03:00

Role play the conversation.



Good question! Can you imagine a world without money? For example, **if** a man wanted a cow, how was he going to **persuade** the farmer to **give** it to him?



Well, maybe he could offer his things **in exchange**.



If he didn't have anything the farmer actually wanted, how did it work?



It would be complicated.



## persuade

to make someone decide to do something, especially by giving them reasons why they should do it  
e.g.  
I'm trying to persuade Jessy to go to Paris with us.



Can you make a sentence with "persuade"?



# Conversation

03:00

Role play the conversation.



Exactly. That's why they invented money. People used something everyone agreed had a value to make the exchange easier.



I see. So, those knives had a certain **value** in ancient times.



Right! Even shells had been given a value before the use of metal money. How about going there to take a look?

## Grammar

### → prep + doing

If a preposition (in/for/about etc.) is followed by a verb, the verb ends in -ing:

e.g.

I am not good **at** play**ing** the piano. Thanks very much **for** invit**ing** us to your party.

### Fill in the blanks.

1. How about \_\_\_\_\_ (meet) for lunch today?
2. Jack must be fed up with \_\_\_\_\_ (study).



# Activity Time!

Practice





# Activity 1

01:00

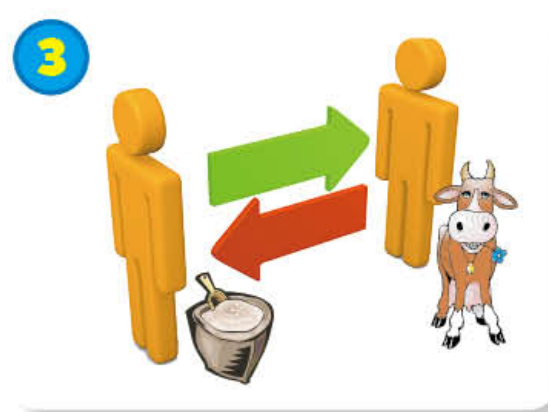
Recall the words and phrase you've learned today.



a



p



in e



high v

You'll see the answers on the next page.

# Activity 1

01:00

## 1. Words and phrase you've learned today.



ancient



persuade



in exchange



high value

## 2. Answer the question using a key word or phrase.



Why do most people love gold?

...





# Activity 2

02:00

Complete the dialogs.



Are you going to have a picnic tomorrow?

(If ...)



Do you have a special interest?

(interest in + verb-ing)



I hope your father can join the club.

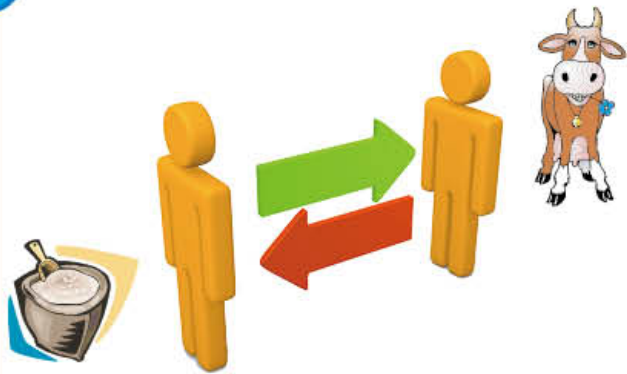
(persuade sb to do)



# Activity 3

**03:00**

Look at the following pictures. Discuss the process of money creation with your teacher, and try to use the words and sentence patterns you learned in this lesson.

**1**

offer in exchange

**2**

if ... persuade

**3**

something everyone  
agreed had a value



Why do we have money?

...





## Wrap-up

01:00

Let's check how well you performed in this lesson:

## Vocabulary

	Pronunciation			Understanding Check	
	Awesome	Good	Needs Improvement	Yes	No
ancient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
persuade	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
in exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Wrap-up

01:00

Make sentences using the following sentence patterns:

## Sentence Patterns

	Fluency			Accuracy		
	Awesome	Good	Needs Improvement	Awesome	Good	Needs Improvement
"if" in condition -al sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
persuade sb to do sth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
prep + doing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>







# See You Soon!

**51TALK**

