

Money in Our Lives

ACADEMIC PATHWAYS

Lesson A: Listening to a Radio Interview
Discussing Values

Lesson B: Listening to a Conversation between Friends
Preparing a Budget

7



Think and Discuss

1. What is happening in this photo? Read the caption. Does this activity surprise you?
2. An old saying goes, "Love of money is the root of all evil." Does this saying seem true to you? Explain.

Friends pin money to a man's suit during his birthday party in New Orleans, Louisiana.

Exploring the Theme: Money in Our Lives

Look at the photos and the chart and read the captions. Then discuss the questions.

1. Which country in the chart has the largest public debt per person? Which country has the smallest? Does any of the information in this chart surprise you?
2. What are some of the ways that money can affect people's happiness?
3. Twenty years from now, how do you imagine you will pay for most things?

Electronic Money



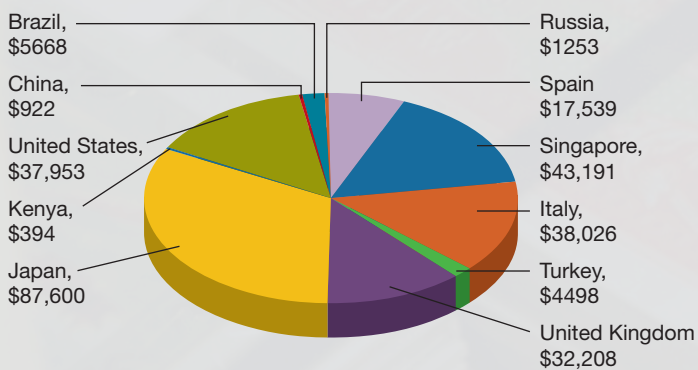
Today, electronic money such as credit and debit cards is replacing paper money. Many experts predict that the world will one day have a cashless economy.

Money and Happiness



As part of a yearly tradition, a girl gives a child money in a red envelope. Scientists are studying money to see how it affects our lives and our happiness.

Public Debt Per Person



Source: The Economist

Many governments spend more money than they have. *Public debt* is money that is owed by a government. Unfortunately, public debt is growing. When debt gets too high, it can threaten the economy of a country.

In Hong Kong, stacks of fake money are for sale.





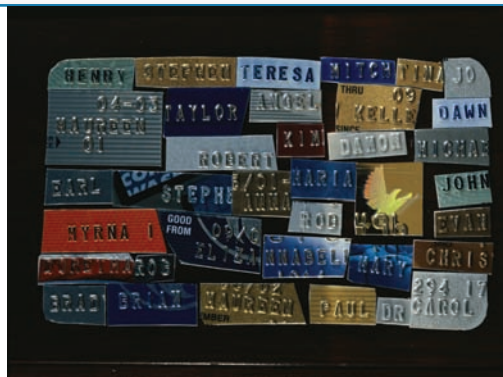
track 3-2

A | **Meaning from Context.** Read and listen to the paragraphs. Notice the words in **blue**. These are the words you will hear and use in Lesson A.

Credit card debt is a **major** problem in the United States, as these **statistics** show:

- The average debt per household is reported to be about \$15,799.
- Unpaid credit card bills in a recent year totaled around 69 billion dollars.

Kelly Jones got herself in debt by using 10 credit cards, but she recently **ceased** using them completely. To pay off her \$15,000 debt, Jones works 64 hours a week at two jobs. She started a debt-management plan, and hopes to pay off her bills in seven years. She will no longer **purchase** unnecessary items. “I have no idea what I bought. I have nothing to show for it,” she says. Now, Jones warns young people not to repeat her **errors**, and tells them about what can happen if they rely on credit cards too much.



A financial counselor¹ sorts through thousands of pieces of cut-up credit cards. **Obviously**, these cards won't be used again. Counselors ask people who are in debt to cut up all of their credit cards. This is just one **component** of a process to help clients² pay their bills. Counselors display the cut-up cards to **demonstrate** that people are not alone. Cutting up credit cards shows the **commitment** that hundreds of people have made to control their spending. Each year millions of people seek help to get out of debt. Many of these people receive counseling and education to **promote** better money management.



¹A **counselor** gives information and support to people who need help.

²A **client** is a person who receives a service from a company or professional.

B | Write each word in **blue** from exercise **A** next to its definition.

- _____ (v.) stopped
- _____ (v.) to show
- _____ (v.) to buy
- _____ (n.) one part, which together with other parts makes a whole
- _____ (v.) to advance, encourage, or improve
- _____ (adv.) clearly; used when something is said that is already understood
- _____ (n.) mistakes
- _____ (adj.) extremely important
- _____ (n.) a promise to complete a task
- _____ (n.) information in the form of numbers

USING VOCABULARY

A | Complete each sentence with the correct form of a word from the box.

cease error obviously promote purchase statistics

- _____ things you want can make you happy for a short time, but the feeling doesn't last very long.
- One common _____ people make is spending money on items they don't need.
- Spending money on others _____ happiness more than spending money on oneself.
- My car is still being repaired, so _____ I will need to take the bus to work.
- According to government _____, people making over \$100,000 a year spend almost 20 percent of their time on relaxing activities such as watching TV and visiting friends.
- British philosopher John Stuart Mill said, "Ask yourself whether you are happy and you _____ to be so."



B | **Discussion.** With a partner, discuss the questions.

- "Happiness requires your emotional **commitment** to your career." What do you think this statement means? Do you agree or disagree with it? Explain.
- Can you think of a movie, play, or story that **demonstrates** the theme that money doesn't buy happiness? Explain how it demonstrates that theme.
- Most people would agree that having money is a **component** of happiness. What are some of the other components of a happy life? Give examples.

C | **Choosing the Right Definition.** Study the numbered definitions for the word **major**. Write the number of the definition next to the correct sentence below.

major /meɪdʒər/ (**majors, majoring, majored**) [1] ADJ You use **major** when you want to describe something that is more important, serious, or significant than other things in a group or situation. • *Unemployment is a major problem for workers and the economy.* [2] N-COUNT At a university or college, a student's **major** is the main subject that he or she is studying. • *I need to choose a major by the end of my second year.* [3] V-I If a student at a university or college **majors in** a particular subject, that subject is the main one he or she studies. • *I'm majoring in biology at Northwestern University.*

- _____ a. Why don't you choose a major that will be useful to your career?
- _____ b. They made some major changes to their spending habits to get out of debt.
- _____ c. I want to make a lot of money, so I'm planning to major in business.

Before Listening

A | Read the statements about money. How happy does each situation make you? Rank them from 1 (the happiest) to 5 (the least happy).

- _____ Having money in the bank
- _____ Spending money on items you want
- _____ Giving money to other people
- _____ Earning money
- _____ Receiving money as a gift



B | **Discussion.** Form a group with two or three other students. Compare and discuss your rankings from exercise **A**. Then come up with a new ranking list for your group. Take a group vote on which item should be ranked number 1 and so on.

Listening: A Radio Interview



A | **Listening for Main Ideas.** Listen to a radio interview about money and happiness. Then choose the correct answer for each question.

1. What does a recent study by psychologist Elizabeth Dunn show?
 - a. Spending money brings us more happiness than saving money.
 - b. Spending money on others brings us more happiness than spending it on ourselves.
 - c. Possessions bring us more happiness than experiences.
2. What caused Dunn to research the relationship between money and happiness?
 - a. She had more money and wanted to know how to use it.
 - b. She lost her job as a professor and needed to live on less money.
 - c. Her university asked her to study student happiness levels.
3. What common error do people make when they try to buy happiness with money?
 - a. They are afraid to buy the things that will really make them happy.
 - b. They think major purchases such as houses will make them happy.
 - c. They use scientific research instead of their own feelings when spending money.
4. In their study, what question did Leaf Van Boven and Tom Gilovich want to answer?
 - a. Does having money in the bank make people happier than spending it?
 - b. Does spending money on things help people think of themselves differently?
 - c. Does money spent on experiences make people happier than money spent on items?
5. What did Angus Deaton and Daniel Kahneman's study reveal?
 - a. Making more than a certain amount of money causes unhappiness.
 - b. Making more than a certain amount of money doesn't affect happiness much.
 - c. Making more than a certain amount of money causes greater happiness.



B | **Note-Taking.** Listen again and complete the outline with information from the radio interview. (See page 206 of the *Independent Student Handbook* for more information on note-taking.)

Happiness Studies

I. Elizabeth Dunn

A. Research question: Do people get more happiness from spending money on themselves or _____?

B. Experiment:

1. Gave people _____

2. Asked some people to spend it _____, others _____

3. At end of day, _____

C. Result: _____

II. Leaf van Boven & Tom Gilovich

A. Research question: What is the value of spending money on _____ versus _____?

B. Experiment: _____

C. Result: _____

III. Angus Deaton & Daniel Kahneman

A. Research question: Does more money = _____?

B. Experiment: _____

C. Result: _____

After Listening

Critical Thinking Focus: Summarizing

A summary is a shortened version of a text or listening passage that contains all of the main ideas and a few important details. A summary usually includes (1) a general opening statement, (2) the main ideas, and (3) a concluding statement. The parts of the summary should be connected with transitions. A summary can be written or oral, and it should not include your opinion.



A | **Summarizing.** Work with two other students. Use your notes from exercise **B** above to summarize the studies on money and happiness. Each student should summarize one study. (See page 206 of the *Independent Student Handbook* for more information on summarizing)



B | **Discussion.** With your group, discuss the questions.

1. Elizabeth Dunn's study shows that giving money away makes people happier than spending it on themselves. Why do you think this is true?
2. Compare a time when you spent money on an experience with a time when you bought an item you wanted. Which purchase made you happier? Explain.

Language Function

Showing That You Are Following a Conversation

There are a number of useful expressions for showing that you are following or understanding someone while they are speaking to you.

I see.

Oh!

Uh-huh. (Use with rising intonation.)

Really? (Use with falling intonation.)

Is that so? (Use with falling intonation.)

Is it? Are you? Did they? (These are tag questions with falling intonation.)



track 3-4


A | In the radio interview, the interviewer used a number of expressions to show that he was following the conversation. Listen and fill in the missing expressions.

- Dr. Simmons:** That's what Dunn said in a recent interview with National Geographic.
Dave Martin: _____? How did she discover that?
- Dr. Simmons:** So, Dr. Dunn decided to do some scientific research to see if people might get more happiness from using their money to help other people, rather than themselves.
Dave Martin: _____. And how did she research this topic?
- Dr. Simmons:** Since then, Dr. Dunn has completed a lot of other research on money and happiness.
Dave Martin: _____?
- Dr. Simmons:** Actually, there are no statistics to prove that owning a home makes people happy.
Dave Martin: _____. Are there other studies relating money and happiness?

B | Read the questions and complete the survey.


How worried are you about . . .

	Very	Somewhat	Slightly	Not at all
the world economy?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
getting a job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
keeping your job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
personal debt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
national debt?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increasing food prices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
increasing fuel prices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
crime?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

-  **C | Discussion.** Work with a partner. Choose three of your responses to the survey on page 128 and explain them to your partner. Give reasons why you chose each answer.

I'm worried about getting a job. I've been looking for one for a while now.

Have you? What kind of job are you looking for?

-  **D | Critical Thinking.** Form a group with two or three other students. Recently, the Nielsen Company gave the survey on page 128 to hundreds of people around the world. Look at the photo below and read the caption. How do you think people in other parts of the world answered this survey? Use the expressions from the Language Function box on page 128 in your discussion.



In the Asia-Pacific area, people are the most worried about rising food prices.

Grammar

Using Connectors to Add and Emphasize Information

Connectors are words and phrases to add or emphasize information while we speak.

To join similar ideas, use *and*, *also*, *as well as*, or *both . . . and . . .*

*Some people spend money on other people, **and** some spend it on themselves.*

*I have a checking account. I **also** have a savings account.*

*I have **both** a checking account **and** a savings account.*

To add information and emphasize it, use *not only . . . but also . . .*

*We've **not only** cut out any short trips, **but also** cancelled our yearly vacation.*

To emphasize a sentence, use *furthermore*, *what's more*, *in fact*, or *actually*.

*Buying a home is too expensive for me right now. **In fact**, I'll probably rent forever.*

*I love my job because the work is fun. **What's more**, my office is near my house.*

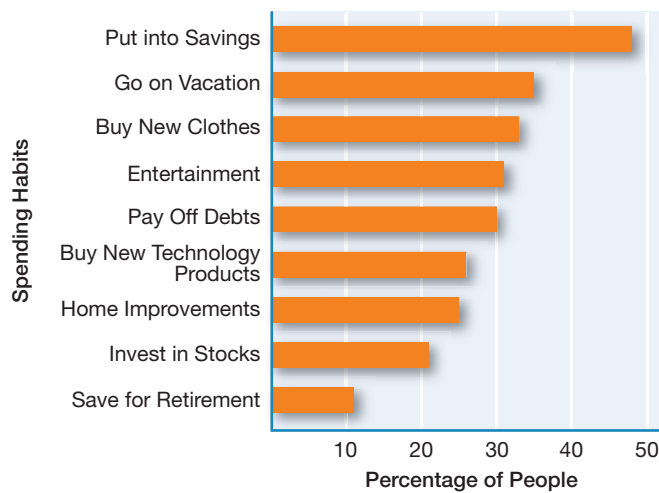
Understanding Visuals. Work with a partner. Study the graphs. With your partner, answer the questions about the graphs. Use connectors from page 129 when possible.

1. What do these graphs show? Explain one of the graphs to your partner.

Around 23 percent of people in Latin America are cutting down on take-out meals. Also, 14 percent are using their cars less often.

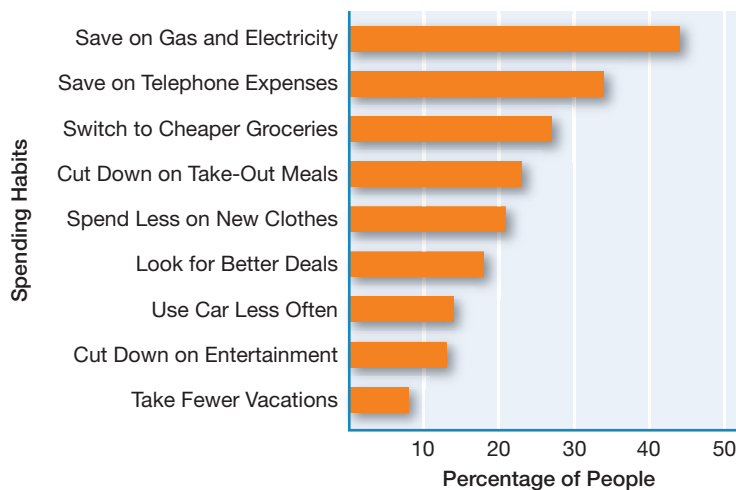
2. How do you spend your extra money? How does your spending compare with the world average?
3. How will you save your money in the future? Talk about the habits from the graphs that you think are useful.

How People Spend Their Extra Money: World Average



Source: The Nielsen Company, Global Online Survey, 2010

Spending Habits People Will Continue After the Economy Improves: Latin America




Source: The Nielsen Company, Global Online Survey, 2010

Discussing Values

The *values* of a person or group are the beliefs that they think are important. Your personal experiences, family and friends, and education can help you choose your values. Some examples of values are respect for others, honesty, friendliness, and kindness.


- A** | List the most expensive items, services, or experiences that you have ever purchased. Then list the items, services, or experiences that gave the most happiness. Circle the items that are on both lists.

Expensive List	Happiness List
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____

-  **B** | Work with a partner and compare your lists. Explain why the items on your Happiness list made you happy. Take turns asking and answering questions about interesting items on your partner's lists.

Tell me about your watch. Why does it make you happy?

I love it because it was a gift from my grandfather.

-  **C** | **Critical Thinking.** With your partner, discuss the questions.

1. What are some of your personal values? How does money relate to your personal values? Explain.
2. Scientists believe that spending money on experiences makes us happier than spending money on items. Based on your lists from exercise **A**, do you agree with this? Explain.
3. What conclusions can you make about what makes you happy from the information in your lists? Explain this to your partner.

Student to Student: Asking Sensitive Questions

Some people are uncomfortable talking about sensitive topics such as money, death, or family issues. If you must ask a question about a sensitive topic, use one of these expressions to make your partner feel more comfortable.

Do you mind if I ask you . . . ?
Excuse me for asking, but . . . ?
If you don't mind my asking . . . ?

The Black Diamonds of Provence



The village of Richerenches in Provence, France



Before Viewing

A | Using the Dictionary. You will hear these words in the video. Match each word with its definition. Use your dictionary to help you.

- | | |
|----------------------------|--|
| 1. discreetly (adj.) _____ | a. a businessman who sets up purchases and sales |
| 2. lucrative (adj.) _____ | b. easily affected by small amounts of something |
| 3. broker (n.) _____ | c. to sell products and materials to another country |
| 4. export (v.) _____ | d. profitable; making a lot of money |
| 5. sensitive (adj.) _____ | e. carefully; quietly |

B | Predicting Content. You are going to watch a video about finding, buying, and selling truffles. Why do you think truffles are expensive? Share your ideas with a partner.

While Viewing

A | Watch the video. Then circle the correct answer to each question.

- What do many truffle hunters do in winter?
 - Take a vacation
 - Work on their farms
 - Sell truffles
- Why do truffle brokers sell and buy truffles for cash?
 - To avoid taxes
 - To do business faster
 - To control the price of truffles

Black truffles are an expensive delicacy.



3. What are truffles used for?
 - a. Simple family meals
 - b. Expensive gourmet dishes
 - c. A few traditional French dishes
4. What problem do truffle hunters and brokers have today?
 - a. The price of truffles is falling rapidly.
 - b. The demand for truffles is declining.
 - c. There aren't as many truffles as there used to be.

 **B | Note-Taking.** Watch the video again. Complete the notes with information from the video.

Richerenches:

- a town in _____, in southern France
- has one of the largest _____ in France

Truffles:

- are black with _____ veins
- are used a lot in France, _____, and _____


Possible reasons for decline:

- _____
- _____

Dogs:

- have sensitive _____
- can _____ truffles

After Viewing

 **Critical Thinking.** Form a group with two or three other students. Discuss the questions.

1. Why do you think truffles are called “black diamonds”? Give evidence to support your answer.
2. Look again at the possible reasons for decline that you wrote in While Viewing, exercise **B**. What other possible reasons could there be for fewer truffles?
3. In Before Viewing, exercise **B**, you discussed why truffles are expensive. Was your answer correct? Now that you have watched the video, write a new answer to the question that includes more information. Share your answer with the group.



The black truffle is a type of *fungus*—a plant that has no flowers, leaves, or green coloring.



track 3-5

A | **Meaning from Context.** Read and listen to the interview. Notice the words in **blue**. These are the words you will hear and use in Lesson B.

Q: The world's financial crisis shows that the way **individuals** manage their money can affect the whole world. Still, many people are unsure of how the crisis began. I'm speaking with economist Ken Lonoff. Mr. Lonoff, where did the crisis begin?

A: It began in the United States. As you know, most people want to buy their own home, but very few people can pay in paper **currency**—cash, that is. Banks have to help these **consumers** by loaning them money to buy things. People need to meet certain **criteria** to get a loan. For example, they need to have a job and be able to pay their bills.

Q: So, how exactly did this crisis begin?

A: Well, in the years that **preceded** the crisis, the economy was good. Financial **professionals** made as many loans as they could and earned a **fee** for each one. They were happy to **assist** anyone who wanted a loan. Even people without jobs were **capable** of getting loans. A huge number of these loans were made.

Q: When did things start to go wrong?

A: Things started to go wrong in 2007, when many people could not pay back their loans. These loans were the foundation for many businesses in the United States and all over the world. Huge **sums** were lost, and many companies went out of business. Loans became very difficult to get, and as a result, economies of countries around the world were affected.



A man reacts to sudden changes in the stock market.

B | Write the correct word in **blue** from exercise **A** to complete each definition.

- _____ are people with special training in a job or career.
- The money and coins used in a country are its _____.
- _____ of money are amounts of money.
- A group of people is made up of many _____.
- _____ are people who buy things or pay for services.
- An event that happened before another _____ it.
- _____ are the factors used to judge or decide something.
- A _____ is the money paid to a person or organization for a service.
- If you are _____ of completing a task, you are able to do it.
- When you help a person, you _____ them.

USING VOCABULARY

A | Read the personal finance tips below. Complete each sentence with the correct form of a word from the box.

assist capable consumer fee precede professional sum

Personal Finance Tips

- Pay the most important bills first. Payment of overdue bills should (1) _____ payment of bills that are not late yet.
- Always pay your bills on time. That way, you will avoid unnecessary late (2) _____.
- Set up your bank account so that a certain (3) _____ is automatically moved to a savings account each month. It's a good way to force yourself to save money.
- For questions about investing money, insurance, or taxes, be sure to hire a financial (4) _____. They have the knowledge and training to (5) _____ you with your questions. Do not rely solely on the advice of family and friends.
- Always keep some money available for emergencies. You should be (6) _____ of living on your savings for at least three months if you lose your job.
- Smart (7) _____ compare prices before buying an item. Before you pay a price that is too high, check the prices at other stores and on the Internet.

 **B** | **Discussion.** With a partner, discuss the questions.

1. Which of the above Personal Financial Tips have you followed in your life? If you were a financial **professional**, what suggestions would you give to a person who wanted to save money?
2. Think of a major purchase you made in the past year. What **criteria** did you use to choose that item?
3. How much money do you think an **individual** spends during his or her life? Explain why you chose the number you did.
4. Do you think that the entire world should use one **currency**? Why, or why not?

Before Listening



Read about these three types of payment cards. With a partner, discuss the questions that follow.

Three Types of Payment Cards

Debit Cards: Debit cards are directly connected to the money in your bank account. When you use your debit card, money is immediately taken out of your account.

Credit Cards: When you use a credit card, you are borrowing money. The credit card company makes the payment for you and you must pay the money back. If you don't make your payments on time, you can be charged late fees. A *charge card* is a specific type of credit card. The main difference is that you must always pay your balance in full each month.

Stored-Value Cards: Stored-value cards have electronic money stored right on the card. Anyone can use these cards, not just the person who originally bought the card. Examples are prepaid phone cards and gift cards.

1. Which of these payment cards do you use? How often do you use them?
2. What other methods of payment do you regularly use?

Listening: A Conversation between Friends



track 3-6

A | Listening for Main Ideas. Listen to three people talking about money. Then circle the correct answer to each question.

1. Where are the people?
 - a. At a restaurant
 - b. At an ATM
 - c. At work
2. What payment cards do the speakers use the most?
 - a. Credit cards
 - b. Debit and stored-value cards
 - c. Debit and credit cards
3. According to Tina, why are credit cards dangerous?
 - a. They're easy to steal or copy.
 - b. They contain the owner's personal information.
 - c. It's easy to get into debt if you have a credit card.
4. What is the problem with stored-value cards?
 - a. There is a limit on how much value they can have.
 - b. If they're lost, their value cannot be replaced.
 - c. They are very expensive to buy.
5. Which statement about peer-to-peer lending is correct?
 - a. It allows people to borrow from banks more easily.
 - b. It is used mostly for large international loans.
 - c. It allows individuals to loan money directly to other individuals.



Walter Cavanagh is known as "Mr. Plastic Fantastic." He holds the world record for the largest credit card collection—over 1400 working cards.



B | **Listening for Details.** Listen again. According to the speakers, are these statements true or false? Circle **T** for *true* or **F** for *false*.

- | | | |
|---|----------|----------|
| 1. Debit cards preceded credit cards. | T | F |
| 2. Peer-to-peer lending services are managed by banks. | T | F |
| 3. Peer-to-peer lending services allow international loans. | T | F |
| 4. James is going to pay for lunch. | T | F |

After Listening



Discussion. With a partner, discuss the questions.

1. Would you like to get involved in borrowing or lending through peer-to-peer loans? Explain.
2. How often do you visit a bank? What is a typical experience at a bank like for you?

Pronunciation

Vowel-to-Vowel Linking

When one word ends in a vowel and the next word starts with a vowel, English speakers often link the words together. To link a vowel to a vowel, you insert a /y/ or /w/ sound between the words. There are two rules for linking vowels.



1. When the first word ends in the sound /iy/, /ey/, /ay/, or /oy/, insert /y/:
happy ending → **happy /y/ ending**
hardly ever *nearly everything* *see it* *the end*
2. When the first word ends in the sound /uw/, /ow/, or /aw/, insert /w/:
do over → **do /w/ over**
Do you ever *go online* *do it* *so easy*



A | Work with a partner. Practice saying the phrases below. Insert a /y/ or /w/ into the phrases, according to the rules from the Pronunciation box. Then listen to check your pronunciation.



- | | |
|-----------------------------|-----------------------------|
| 1. be <u>/y/</u> able | 5. nearly _____ all |
| 2. the value _____ of | 6. the _____ answer |
| 3. Do _____ it again. | 7. Who _____ ate it? |
| 4. Say _____ it in English. | 8. want to _____ understand |



B | **Self-Reflection.** With your partner, answer the questions. Focus on vowel-to-vowel linking.

1. Do you ever buy things you don't need? Give an example.
2. What was the last movie you watched in a movie theater? Did you stay until the end?
3. How many times do you go online every day?
4. Why are you studying English?

Language Function

Digressing from the Topic

Sometimes, in the middle of a conversation, we suddenly want to talk about a new topic. *Digressing* means talking about a new or different topic. Here are some expressions we can use to signal that we are bringing up a new topic.

If something the other person said made you think of the new topic, say:

Speaking of . . .

That reminds me . . .

If a new topic enters your head suddenly, but is not being discussed, say:

Incidentally . . .

By the way . . .



A | In the conversation on page 136, you heard two useful expressions for digressing from the topic. Listen to the sentences and fill in the missing expressions.

1. **Tina:** _____, here's a trivia question for you. Which came first: the credit card or the debit card?
2. **James:** _____, I read about an interesting way of borrowing and lending money. It's called peer-to-peer lending.



B | **Discussion.** With a partner, discuss one of the topics below. Look at the possible digressions from the topic. As you talk about the topic, digress from the topic when you have an idea that you would like to talk about.

Topic #1: Taking out a loan

Possible Digressions:

You discovered an interesting new store.
You want to find a higher-paying job.

Topic #2: Giving money to charity

Possible Digressions:

You donated old clothes to charity.
You bought a new smart phone.

I've been thinking about taking out a loan to buy a new car.

Really?

Yes, I'm tired of driving such an old car.

That reminds me, I heard that there's a new way to get loans over the Internet.

Grammar

Using Connectors of Concession

We use connectors to show a relationship between two statements. *Concession* is a special type of contrast. We use concession to show the differences between two statements, or to explain information that is surprising or unexpected.

To connect clauses, use *yet*.


*Money is only paper, **yet** most people spend their entire lives trying to get more of it.*

Within a sentence, use *although*, *even*, or *though*.


***Although** Loretta worked for ten hours, she didn't finish her project.*

Between sentences, use *even so*, *nonetheless*, or *nevertheless*.

*The loan I received was small. **Even so**, it made a huge difference in my life.*

 **A | Collaboration.** Read the sentences. With a partner, match the sentences that go together. Then use connectors and combine each pair of sentences. Write as many different sentences as you can.

1. My boss knows I need a raise. f
 2. The government is printing a lot of money.
 3. I'm trying to find a job.
 4. Almost everyone wants to be a millionaire.
 5. Mary donates a lot of money to charity.
 6. I bought a small house to save money.
- a. Money can't buy happiness.
 - b. She doesn't make much money herself.
 - c. I could have bought a bigger one.
 - d. It isn't creating any jobs.
 - e. I'm not having any luck.
 - f. She refuses to give me one.

 **B | Discussion.** With your partner, look at the sentences you wrote in exercise **A**. Have a conversation about each topic.

I just bought a house a few months ago.


That's great. What does it look like?



A man works on a money-printing machine in Germany.

7

You will role-play a meeting between a financial professional and a client to discuss ways that the client can save money. With your partner, you will prepare a budget and present it to your classmates.


-  **A** | Work with a partner. Read the role cards and choose your role.

Role #1: Financial Professional


You are a financial professional. Discuss the client's budget with him or her, ask questions, and offer suggestions for reducing expenses and increasing savings.

Role #2: Client

You recently moved into a new home and now your expenses are more than your income. Explain the problem and ask about ways to reduce your expenses.

-  **B** | **Role-Playing.** Study the client's monthly budget and discuss the questions with your partner. Work with your partner and write a budget plan so that the client's income is more than his or her expenses. Also include a plan for how to repay the client's debt.
1. What is the difference between income and expenses? Use your dictionary to help you.
 2. Which expenses cannot be changed?
 3. On which items do you think the client needs to spend more money?
 4. On which items do you think the client should spend less money?
 5. Which loan should the client pay back first? Explain.

Income:	\$3200	Expenses:		Debts:	
Savings:	\$ 0	Rent:	\$1040	Student loan:	\$10,500
		Food:	\$ 300	(2% interest for 15 years)	
		Heat and Electricity:	\$ 200		
		Gas for Car:	\$ 120	Car loan balance:	\$ 4600
		Entertainment:	\$ 425	(4% interest for 4 years)	
		Health insurance:	\$ 450		
		Charity donation:	\$ 100	Credit card balance:	\$ 1290
		Credit card payment:	\$ 400	(18% interest per year)	
		Student loan payment:	\$ 100		
		Car loan payment:	\$ 140		
Total Income:	\$3200	Total Expenses:	\$3275	Total Debt:	\$16,390

-  **C** | **Presentation.** With your partner from exercise **B**, present your budget plan to another pair of students. Then compare the plans. How were they similar? How were they different?

Presentation Skills: Dealing with Difficult Questions

Sometimes during a role-play, presentation, or conversation, someone might ask you a question that you don't know how to answer. One way to answer is to say, "I don't know." A better way to answer is to say, "That's a very interesting question. I'll have to get back to you on that." Then, research the answer on your own and share the information with the person who asked you the question.