UNIT 3

Financial Matters

PREVIEW

A CHARITABLE GIVING | Listen to a fundraising phone call. With a partner, discuss the different attitudes of the wife and the husband about the charity.

B ZOOM-IN | Read and listen to a conversation between a mother and daughter about money management. Notice the featured words and phrases.

UNDERSTAND A VARIETY OF ACCENTS
Ruby = American English (regional)
Mom = American English (standard)



Ruby: Mom! Check out this photo from Sophie! Is that cool or what?

Mom: What is that contraption—some kind of skateboard?

Ruby: No, it's a hoverboard . . . You've never heard of them? They're so hot right now. Everyone wants one and so do I.

Mom: Ruby! I thought you loved your skateboard! It was all you talked about last year.

Ruby: Right. But this year everyone's been getting hoverboards. Skateboards just aren't that cool anymore.

Mom: Ouch.

Ruby: Ooh, I'm sorry, Mom. I didn't mean to hurt your feelings. I know you and Dad paid a lot for it.

Mom: No worries. It wasn't over our budget. It's just that as soon as you get a hoverboard, they'll have invented something even cooler. I'm sorry. I'm lecturing you. How much does one of those cost, anyway?

Ruby: A bunch. It's got Bluetooth-enabled speakers, a dual-hub motor, and . . .

Mom: A motor? Is that even safe? Aren't they banned in some places?

Ruby: Only on roads. Not in the park. And I'd always wear a helmet.

Mom: Right. I know you're careful.

Ruby: And I've been pretty careful with the allowance you and Dad give me too. I have a little saved up for a rainy day. By my birthday, I plan to have saved up almost enough. Um . . . I was wondering if you could just chip in part so I could get it in time for my birthday.

Mom: Ruby, I'm proud of you for being responsible with your money. But this isn't exactly "for a rainy day." There's no real need for this hoverboard. But let me talk to Dad. If you have your heart set on a hoverboard, maybe we can contribute a bit . . . for your birthday, you understand.

Ruby: You're a sweetheart, Mom.

C UNDERSTAND FROM CONTEXT | With a partner, find a featured word or phrase from Zoom-In with approximately the same meaning. Then use each word or phrase in your own sentence.

1 more than you planned to pay .....
2 contribute .....
3 popular .....
4 a lot .....
5 an unrecognizable mechanical device .....
6 pocket money parents give their kids .....
7 That hurts. .....
8 illegal, not permitted .....

D LOOK IT UP AND SHARE | Find a word or phrase in Zoom-In that was new to you. Look it up and use it in a sentence. Share your sentence with a partner.

.....

E PAIR WORK | Answer the questions, based on the conversation in Zoom-In.

1 How would you explain the meaning of "I have a little saved up for a rainy day"?
2 When Ruby's mother says, "If you have your heart set on a hoverboard, . . ." what does she mean?
3 Why do Ruby and her mother apologize to each other?

Lesson 1 Express buyer's remorse
Lesson 2 Talk about financial goals and plans
Lesson 3 Describe good and bad money management
Lesson 4 Consider reasons for charitable giving

F TALKING POINTS | Take the spending habits self-test to analyze your personal spending habits. Choose the letter that best describes you.

1 You hear there's a hot new smart phone with some awesome features. You . . .

- A run to the store and stand in line to be one of the first people to have it.
- B compare prices online so you can get the best deal.
- C tell yourself that the price always comes down after a while and decide to wait.
- D other



2 You'd love to have the latest home theater system in your home, but you just don't have the money right now. You . . .

- A buy it with your credit card and plan to pay for it later.
- B cut back on other expenses so you can save up enough to buy it.
- C decide you have more important things than an entertainment system to spend money on.
- D other

3 You always split the restaurant check with two work colleagues when you're out for a business lunch. But this time you weren't hungry and only ordered a soup. You . . .

- A chip in your usual 1/3 of the check.
- B offer to contribute the amount for the soup you ate.
- C ask the others to treat you since your portion of the bill was so tiny.
- D other



4 A colleague invites you to her birthday party and you would really like to bring a gift. You're short on cash right now. You . . .

- A spend more on the gift than your budget allows.
- B look for a nice gift that's not too expensive.
- C say you're busy that day and don't go so you don't have to buy a gift.
- D other

5 You discover a crack in your cell phone screen. You . . .

- A go out and buy a new phone.
- B have it repaired.
- C decide to do nothing and just live with it.
- D other



If you clicked on three or more A's:
You're a big spender.
Your motto is:
EASY COME, EASY GO.

If you clicked on three or more B's:
You've got a good head on your shoulders about money.
Your motto is:
EVERYTHING IN MODERATION.

If you clicked on three or more C's:
You're thrifty and don't waste money.
Your motto is:
WASTE NOT, WANT NOT.
(If you clicked on all 5, some might even call you a cheapskate!)

If you chose D for three or more questions: How would you describe your spending habits?

G VOCABULARY | Spending styles | Listen and repeat.

a big spender	a person who enjoys spending a lot of money
thrifty	careful not to spend too much money
a cheapskate	a person who hates spending money

START TALKING

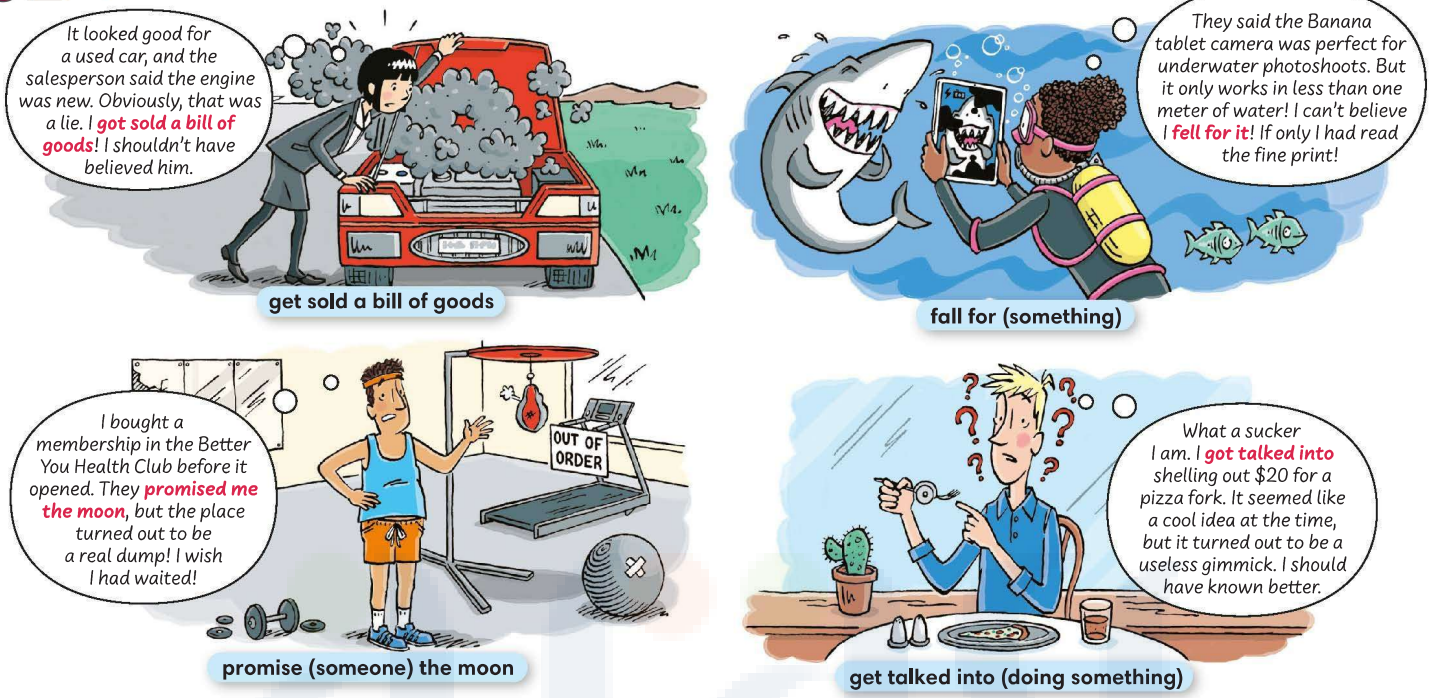
PAIR WORK Do you know anyone you would call a big spender, thrifty, or a cheapskate? Give one or more examples of that person's behavior to support your opinion.

DISCUSSION Are you in favor of or opposed to parents' giving their children an allowance? Support your opinion with reasons.

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1 COMMUNICATION GOAL Express buyer's remorse

A VOCABULARY | Buyer's remorse | Read and listen. Then listen again and repeat.



B ACTIVATE VOCABULARY | Write examples of regrets about purchases you made. Tell a partner about them.

A salesman talked me into buying a pair of shoes that were supposed to be waterproof, but they weren't.

1 A time you got talked into shelling out money for a worthless gimmick
.....

2 A product ad that promised you the moon but turned out not to be true
.....

3 A time you fell for something you shouldn't have
.....

4 A time someone wasn't truthful about a product and you realized that you'd gotten sold a bill of goods
.....

C GRAMMAR | Expressing regrets about the past

Wish + the past perfect

I **wish** I **hadn't bought** this electric canoe! What a worthless gimmick!
Do they **wish** they**'d joined** a health club instead of shelling out so much money for that ridiculous contraption?
Don't you **wish** you**'d upgraded** to the wireless headphones before they upped the price?
Why **does** he **wish** he**'d kept** his old blender?

Should have or ought to have + a past participle

I **should have waited** to get the Lightning hoverboard. = I **ought to have waited** to get the Lightning hoverboard.
Should he **have gotten** the X2E, even though it was over his budget?
He **shouldn't have bought** the jacket in size small.

Use should, not ought to, in negative statements and questions.

If only + the past perfect

Express very strong regret with If only + the past perfect. Such statements of regret often suggest a negative consequence. (It's common to use if only in a past unreal conditional statement followed by a result clause that states the consequence.)

If only I'd read the fine print! (regret: I wish I had.)
If only we hadn't bought this home theater. (regret: We wish we hadn't.)
If only I'd gotten a real underwater camera, I **would have taken** pictures of the sharks.

GRAMMAR EXPANDER p. 119
The past unreal conditional: inverted form

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D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples with if only.

E ACTIVATE GRAMMAR | On a separate sheet of paper, rewrite the statements and questions, changing wish or if only + the past perfect to should have or ought to have.

1 They wish they'd bought their shoes online instead of at that fancy shoe store in the mall.
2 If only I'd waited for the newer model to come out.
3 Don't you wish you'd read the fine print before you got the tablet with the underwater camera?
4 I wish I hadn't bought that gimmicky pizza fork.
5 If only I hadn't been in such a hurry to get the hottest new phone!
6 Does he wish he'd checked out the price of a used car before he bought the JR200?

COMMUNICATION ACTIVATOR

Now let's express buyer's remorse.



A CONVERSATION MODEL | Read and listen.

A: I wish I hadn't gotten that expensive camera.
B: What do you mean? It's the best one on the market, isn't it?
A: It is, but it cost a bunch, and I don't get enough use out of it.
B: Why not?
A: Well, the one on my phone is just as good and more convenient. The camera just sits around collecting dust.
B: What a shame.
A: The thing is they sold me a bill of goods. They said the photos would be better than the ones from a cell phone. If only I had read the reviews!

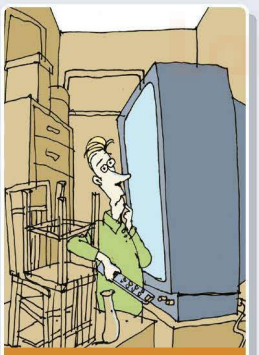
Social language
Elaborate on an explanation with "The thing is . . ."

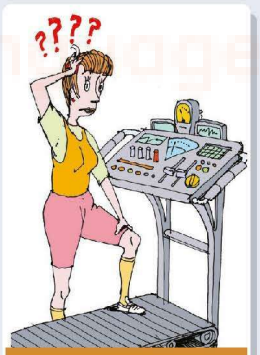
B PRONUNCIATION PRACTICE | Listen again and repeat. Then practice the Conversation Model with a partner.

C TALKING POINTS | Use one of your regrets from Exercise B on page 26. Or use the cartoons below for other ideas. Make notes about it, using the reasons below or another reason.



It costs so much to maintain.

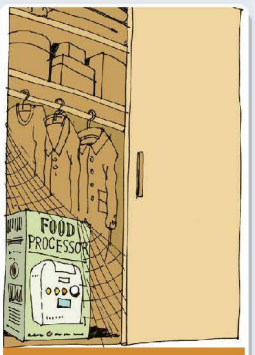

It takes up so much room.



It's so hard to operate.



It's so hard to put together.



It just sits around collecting dust.

What was the purchase?	What should you have bought instead?
Why do you regret buying it?	What did you do about it?

D IN YOUR OWN WORDS | Create your own conversation, using your Talking Points. Start like this: *I wish I hadn't . . .* Be sure to change roles and then partners. (Option: Use the Unit 3 Energizer Worksheet.)

"They promised me the moon and I fell for it!"

KEEP TALKING!

- Tell your partner how you were convinced to buy the item.
- Express sympathy to your partner.
- Make suggestions about what to do with it.
- Say as much as you can.

Watch the video for ideas!

FOR MORE PRACTICE, GO TO YOUR DIGITAL RESOURCES

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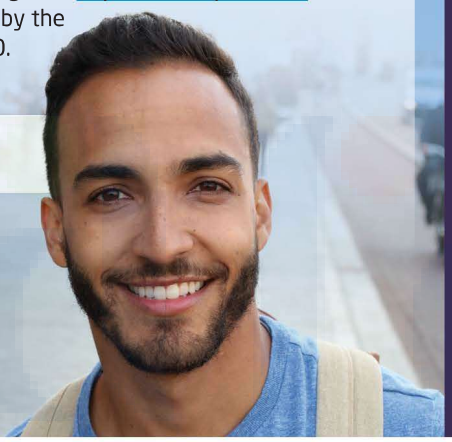
2 COMMUNICATION GOAL Talk about financial goals and plans

A GRAMMAR CLOSE-UP | Read the interview responses. Notice the featured grammar.

Q: Tell us about your short-term and long-term financial goals and plans.

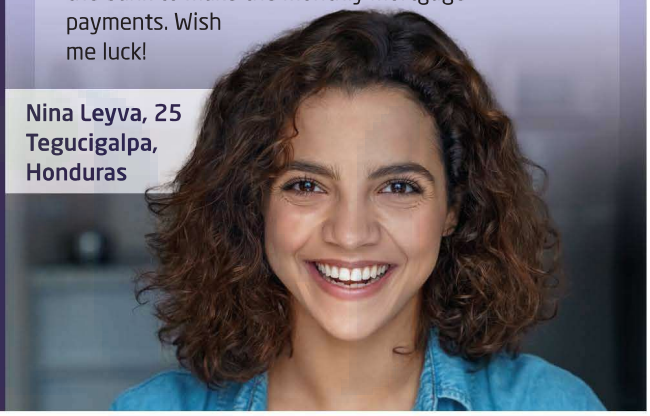
I just hate owing money to anyone, but my college expenses have been astronomical. I had to take out a pretty big loan, and now I'm in debt. So here's my idea. By this time next year, I'll have graduated. My immediate plan is to find a job and put away 10% of my paycheck every month, which I'll use to begin paying off the loan month by month. After four or five years, I expect to have gotten a raise so I can pay back more each month. My long-term goal? I hope to have paid back all the money I owe by the time I turn 30.

Sam Lane, 21
Atlanta, USA



I've decided on a long-term goal for myself: to buy my own apartment by the time I'm 30. I'll need to have saved up a bunch of money to make *that* happen. I get a good salary and I'm financially independent. But I love having nice things, and I've had a hard time sticking to a budget, and saving is hard. So I've made up my mind to seriously cut back on spending and start saving. In a year or two—if I stay disciplined—I hope to have saved up enough for the down payment on the apartment and always have enough money in the bank to make the monthly mortgage payments. Wish me luck!

Nina Leyva, 25
Tegucigalpa, Honduras



B RELATE TO PERSONAL EXPERIENCE | Discuss the questions with a partner.

1 Have you ever cut back on your spending in order to buy something you wanted? Tell your partner what happened.
2 Are you financially independent? If not, when do you expect to be? What will make it possible?
3 Do you have anything in common with Sam, Nina, or Ruby from Zoom-In on page 24? Explain.

C GRAMMAR | Completed future actions and plans: the future perfect and perfect infinitives

Use the future perfect to indicate that an action will be completed by a specified time in the future. It's common to state the particular time somewhere in the sentence. Form the future perfect with will have or won't have + a past participle. You can contract will.

By this time next year, Burt **will have saved** enough for a down payment on a car.
If I stick to a strict budget for the next six months, **I'll have put away** enough money for a trip to Europe.
They **won't have finished** their studies before 2025.
Will you **have paid off** your student loans by the time you get married? (Yes, I will. / No I won't.)
Which short-term goals **will** they **have achieved** by the end of the year?

Note:
Common expressions of time with the future perfect:
before / after [May 2]
on / by [Wednesday]
by the time [I leave]
in the next [two years]

Use a perfect infinitive after hope, expect, intend, or plan to indicate that an action will or might take place before a specified time in the future. Form the perfect infinitive with to have + a past participle.

By this time next year, I **plan to have saved** enough cash to buy a car.
They **intend to have paid off** their mortgage in fifteen years.
Do you **expect to have put** enough money in the bank to make your car payment this month?

GRAMMAR EXPANDER p. 120
- The future continuous
- The future perfect continuous

D PRONOUNCE THE GRAMMAR | Listen and repeat the grammar examples.

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E NOTICE THE GRAMMAR | Find a statement with the future perfect and one with a perfect infinitive that express completed future actions and plans in Zoom-In on page 24.

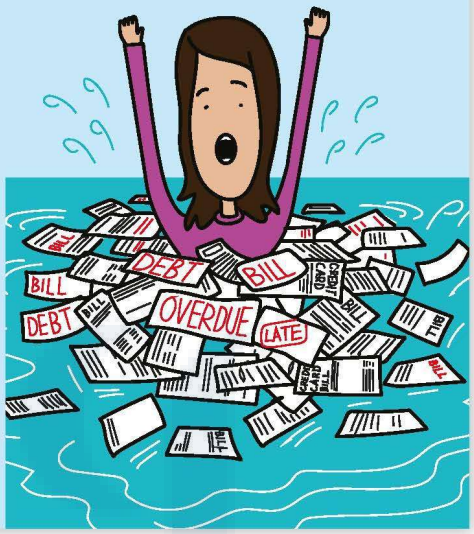
F GRAMMAR PRACTICE | On a separate sheet of paper, use the cues to write sentences with the future perfect.

1 By next June / we / put away enough to make a down payment on an apartment.
2 When / you pay off all your credit card debt?
3 Before I even think about buying a new car / I / stick to a strict budget for a whole year.
4 Why / you / not pay back the money you owe in the time you promised?

PRONUNCIATION LESSON p. 133
Sentence rhythm: thought groups

G GRAMMAR PRACTICE | Complete the paragraph, using perfect infinitives.

Carol Bishop was drowning in debt, owing money to everyone and having a ton of loans she couldn't pay back and astronomical payments she couldn't make. So today she said enough is enough. She's made some plans and set some short-term goals. By the end of the week, she ..... (1 intend / create) a strict yet realistic budget that she can stick to. She ..... (2 hope / make) the last payment on her student loan by the end of December. In addition, at the same time she ..... (3 plan / begin) putting away 20% of her paycheck every month so she can begin paying off her credit card debt. She figures that if she cuts down on unnecessary expenses, stays disciplined, and sticks to her budget and savings plan, she can ..... (4 expect / pay back) all the money she owes within the next 18 months. Wish her luck!



COMMUNICATION ACTIVATOR

Now let's talk about financial goals and plans.

A TALKING POINTS | Write your short-term and long-term financial goals.

short-term goals	completion dates	long-term goals	completion dates
buy a hoverboard	before my birthday!	buy a good used car	by the time I graduate

short-term goals	completion dates	long-term goals	completion dates

B DISCUSSION | Discuss your financial goals with a partner, using information from Talking Points. Make statements in the future perfect and statements with hope, expect, plan, and intend with perfect infinitives. Be sure to change roles and then partners.

"By the time I'm 25, I hope to have moved into my own apartment."

"A year from now, I'll have paid back all the money I owe."

KEEP TALKING!

Talk about:
- being financially independent
- being out of debt
- cutting back on spending
- creating a realistic budget
- sticking to a savings plan
- saving money

Say as much as you can.

Watch the video for ideas!

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3 COMMUNICATION GOAL

Describe good and bad money management

A READING | Read about the principles of personal money management. Which one do you think makes the most sense?

"Where does the money go?" Tips for managing your money wisely

You earn a good living, but you live paycheck to paycheck and never have enough. Or worse, you've spent more than you have and have gone into debt. How can you avoid falling into the bad money management trap? It's pretty simple, actually, by following four basic rules.

1 Live within your means.

Keep an income and expense list, showing how much money comes in and goes out. So if your paycheck is $2,000 and you don't have other earnings, that's your income. Then make a list of your fixed expenses—ones that don't change from month to month—car loan, mortgage payments, rent, and utilities (gas, electric, Internet, etc.). Hopefully, your income exceeds your expenses. The amount left over can be used for variable expenses such as groceries, entertainment, clothing, and other things you purchase. As long as you don't spend more than you have, you're living within your means. Later, you can use these numbers to create a budget to help you plan your future spending.

2 Keep track of your expenses.



If you don't keep track of your expenses, you'll always be wondering where the money went. People go to the ATM to withdraw cash for daily incidental expenses—lunch, a magazine, bus fare, and the like. Before they know it, all the money's gone and it's back to the ATM. The first step in getting control of that money is paying attention to where it goes. For one month, write down all the money you spend on incidentals and then add it up. You'll probably be surprised.

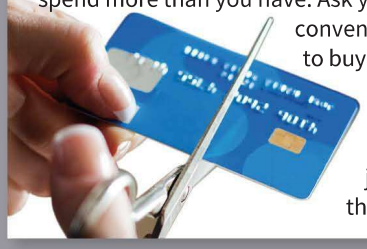
3 Make saving a habit.



Start saving, regularly, no matter what. Get used to depositing a small percentage—even as little as 5%—of your paycheck in the bank automatically. You'll have money "for a rainy day" (for example, if the fridge suddenly dies). Plus, you'll see your bank balance grow, pretty painlessly. Another tip: as you spend money during the day, don't spend any of the change in your pocket. Each night, put all those loose coins in a jar. In just a few weeks, you'll have collected a bunch. Put that money in the bank, and by year's end, you can expect to have put away a nice chunk of change.

4 Pay your credit card bill in full every month.

The charges to your credit card are borrowed money, and loans have to be paid back. You'll have to pay interest on any money you don't pay back in full at the end of the month. That extra charge can add up pretty fast and you can get deeper and deeper in debt if you let it go on. Credit cards are convenient—you can shop without carrying around a ton of cash. But the downside is that they make it easy to spend more than you have. Ask yourself: Am I using cards for convenience, or am I using them to buy things I can't afford and can't pay for when the bill comes? If it's the latter, get out your scissors and just cut the cards up. You'll thank your lucky stars you did.



B UNDERSTAND FROM CONTEXT | Complete the statements.

1 A rent payment is a (fixed / variable) expense.
2 If your expenses exceed your income, you're living (within / beyond) your means.
3 A budget is a plan for (living beyond your means / spending your money).
4 You can keep track of expenses by paying attention to (what you buy / what you take from the ATM).
5 Money saved for a rainy day is money put away for (fixed / unexpected) expenses.
6 Borrowed money is the money from a (loan / paycheck).
7 If you pay your credit card bill in full at the end of the month, you (won't / will) have to pay interest.

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C **IDENTIFY SUPPORTING DETAILS** | **Answer with a partner and support each answer with details from the article.**

1 What is the purpose of an income and expense list?
2 Why is it important to keep track of expenses?
3 What are two benefits of saving regularly?
4 Why does the author recommend not spending the loose change in your pocket?
5 What's the upside and downside of credit cards?

D **PAIR WORK** | **Match the pictures and the captions. Explain each choice to your partner.**











1 This person wonders where the money went.
2 This person pays credit card bills in full.
3 This person lives within his or her means.
4 This person saves regularly.
5 This person lives beyond his or her means.

COMMUNICATION ACTIVATOR

Now let's describe good and bad money management.

A **TALKING POINTS** | **Analyze your money management style. Check the statements that apply to you.**

◯ I live within my means.	◯ I live beyond my means.
◯ I keep track of my expenses.	◯ I don't know where the money goes.
◯ I make saving a habit.	◯ I live from paycheck to paycheck and spend it all.
◯ I always pay my credit card bills in full.	◯ I'm drowning in debt.

B **PAIR WORK** | **Compare answers on the survey in Talking Points. Describe your own money management style and attitudes. If you'd like to improve your money management, what steps could you take? Be specific and use all the language from Unit 3.**

"I use the notes app on my phone to record my incidentals. If I don't do that, I don't remember where all the money went."

RECYCLE THIS LANGUAGE

be a big spender
be a cheapskate
be thrifty
be [in / out of] debt
have a good head on [my] shoulders about money
easy come, easy go
everything in moderation
over my budget
[short-term / long-term] goals
waste not, want not
chip in / contribute
save up for a rainy day
stick to a budget

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4 COMMUNICATION GOAL Consider reasons for charitable giving

A VOCABULARY | Words and phrases associated with charity | Read and listen. Then listen again and repeat.

a charity	an organization that collects and provides money or other benefits to fulfill important needs
a donation	money given voluntarily to a charity
a donor	a person who contributes money to a charity
fundraising	the activity of requesting financial contributions
generosity	the quality of being willing to share one's own money with others in need

B VOCABULARY PRACTICE | Complete the statements with words from the Vocabulary.

Jessica believes that "charity begins at home," so she's involved in (1) _____ for the local hospital. When there's a community event, such as a road race or a play at the high school, she sets up a table with information about the hospital and she asks people for (2) _____. Jessica says she can always rely on the (3) _____ of the people in her hometown. But Jessica doesn't think charity should limited to things "close to home." For that reason, she's also a (4) _____ to a number of international (5) _____, such as Doctors Without Borders and the World Wildlife Fund.



C LISTEN FOR MAIN IDEAS | Listen to the conversation. What's the main idea?

- ☐ 1 Fundraising is an important activity of the No Kidding organization.
- ☐ 2 Charitable giving benefits the givers as well as the people who receive the help.
- ☐ 3 Malnutrition affects people who don't have enough to eat.

D UNDERSTAND FROM CONTEXT | Listen again. Complete the statements with the correct words.

1 Malnutrition results from a lack of (healthy food / income).
2 When soil fertility is improved, gardens yield a greater quantity of (meat / vegetables).
3 A subsistence farmer produces crops to (sell to others / feed his or her own family).
4 In the conversation, a kid is a (baby goat / young child).
5 If you alleviate hunger, malnutrition, or poverty, you (lessen / increase) it.

E LISTEN FOR DETAILS | Discuss and answer the questions, based on the conversation. Listen again to confirm your answers.

1 What are two benefits of owning one goat?
2 What's one benefit of owning more than one goat?
3 How can goats help a family begin earning an income?
4 What is the reason some people give their own children the gift of a No Kidding gift certificate as a birthday present?



F EXPRESS AND SUPPORT AN OPINION | There's a saying, "Charity begins at home." No Kidding operates far from Grace, Tina, and Walter's home. Do you think it's a good idea to contribute to a charity far from your home? In what way does Walter bring No Kidding "close to home"?

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G WORD STUDY | Parts of speech | Write the noun, adjective, or verb form of each of these words. Use a dictionary if necessary.

noun:	**charity**	adjective:			
noun:	**donor**	verb:		(another) noun:	
noun:	**generosity**	adjective:			
noun:	**fertility**	adjective:		verb:	
noun:	**independence**	adjective:			
noun:	**contributor**	verb:		(another) noun:	
noun:	**fundraising**	(another) noun:			
noun:	**subsistence**	verb:			

H ACTIVATE VOCABULARY | With a partner, write five sentences using five of the words from Exercise G.

COMMUNICATION ACTIVATOR

Now let's consider reasons for charitable giving.

A TALKING POINTS | Write a checkmark next to organizations you would contribute to. Write an X next to the ones you wouldn't.

	an organization that helps the homeless		a school in a poor neighborhood
	a disaster relief agency		a museum
	an animal protection agency		a religious institution
	a food bank for the food insecure		other:

> "I'd contribute to an organization that helps the homeless. I think it's our responsibility to share what we have with people in need."

B PAIR WORK | Look at the reasons why people contribute to charities. Which do you think are the best reasons? Rate them in order from 1 to 8, with 1 being the best. (You can add another one if you'd like.) Compare and discuss your ratings with a partner.

..... to change society
..... to set a good example
..... to feel good
..... to help others
..... so people will admire them
..... so people will thank them
..... for religious reasons
..... other



C DISCUSSION | Using the information from Talking Points and Exercise B, discuss your general and specific reasons for contributing to the organizations you checked. Use words from Word Study when possible. (Option: Use the Unit 3 Soft Skills Booster, p. 153.)

> "My motivation for contributing to charity is mostly to help the environment. That's the reason I give money to organizations that promote the use of alternative fuels. Actually, I suppose that means that I'm interested in helping others—and myself!"

WRITING HANDBOOK p. 143
- **Skil** Organizing information by degrees of importance
- **Task** Write a personal statement for a job or university application

PROGRESS SELF-CHECK

NOW I CAN

- ☐ Express buyer's remorse.
- ☐ Talk about financial goals and plans.
- ☐ Describe good and bad money management.
- ☐ Consider reasons for charitable giving.

For more practice . . . Unit Review / *Connect TV* Test-Taking Skills Booster

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