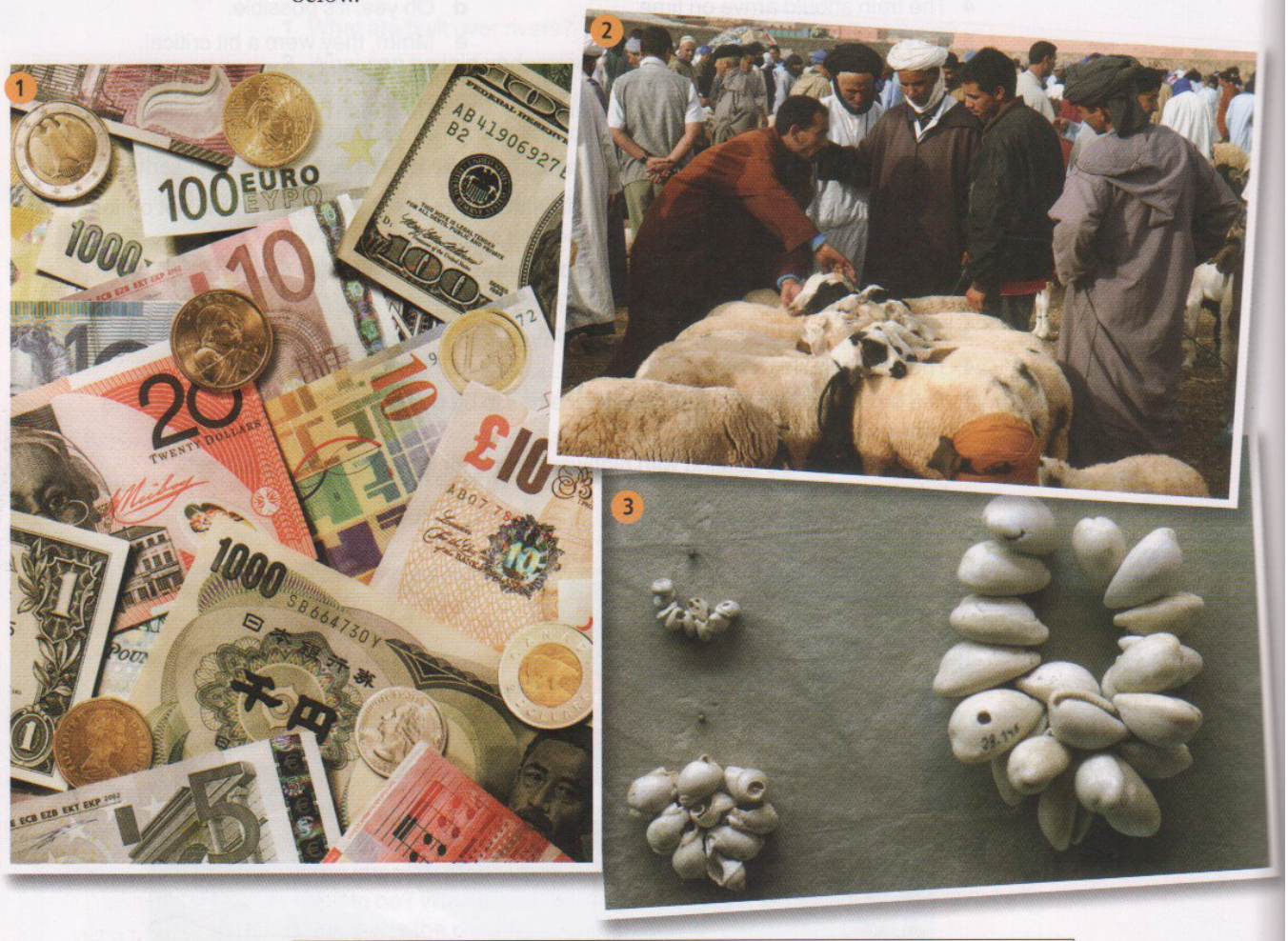
14 Money and happiness

Vocabulary: Money matters

1 Work in groups. Describe each of the photographs. Then discuss the questions below.



- Where were coins first used?
- Do you know of any places or situations where people exchange or barter goods? Have you ever bartered or exchanged goods?
- What is your reaction to the following quote from Benjamin Franklin?

'Money makes the world go round.'

2 Make a list of words and phrases associated with the word *money*. Then compare your list with a partner.

3 Work in pairs. The word *money* collocates with the words *government* and *problems* to form the compound nouns *government money* and *money problems*. Is it possible to say *money government* or *problems money*? Decide whether the following words go before or after the word *money*.

1 management	3 taxpayers	5 paper	7 counterfeit
2 market	4 laundering	6 sponsorship	8 public

4 Work in pairs. For **1–12** below, (circle) the noun that is in the correct position.

Example:

	finance	government/state/capital	(finance)
1	finance	director/minister/department	finance
2	finances	company/government/state/family/household	finances
3	cash	reserves/flow/payment/settlement/limit/crisis/crop	cash
4	currency	conversion/markets/speculation/fluctuation/reserves/crisis	currency
5	credit	agreement/arrangement/facilities/terms/limit/transfer	credit
6	debt	collection/collector/burden/mountain	debt
7	savings	account/plan/bank	savings
8	spending	consumer/government/public/welfare/education	spending
9	spending	programme/target/cut/limit/money/power/spree	spending
10	expenditure	consumer/government/public/welfare/education	expenditure
11	price	war/range/increase/cut/tag	price
12	income	capital/investment/household/family	income

5 For **1–8** below, cross out the incorrect words in *italics*.

Example:

More *government money* ~~*government*~~ was allocated to improve local bus services.

1 A *cash crop cash* is a valuable source of income for many families in agricultural communities, but *cash flow cash* can be a problem because produce is usually seasonal. This can lead to a *cash crisis cash* for local farmers.
2 *Money paper money* was invented by the Chinese.
3 *Education expenditure education* has declined at a time when few working in the field think it should. The current *expenditure level expenditure* should at least be maintained.
4 *Family finances family* are often the concern of the *finance minister finance*, especially when making funding decisions.
5 *Management money management* needs to be taught as much to adults at work and students in university as to school children.
6 A fall in a country's foreign *currency reserves currency* can trigger a *currency crisis currency*.
7 Many prominent individuals have called for the *burden debt burden* of poor nations to be reduced by cheap loans or complete cancellation.
8 Normally I don't have so much *spending money spending* available. But one of the happiest days I have had recently was when I won a large sum of money and I went on a *spree spending spree*.

6 Work in groups. Think of at least three ways that money has directly or indirectly affected your life in the past week. For example, paying for transport with cash or an electronic card, giving you a place to sleep, etc. Take turns describing your experiences. Ask questions about each other's experiences.

Listening
IELTS Section 4

1 Work in pairs. Skim questions **31–40**. Decide what the topic of the talk is.

2 What do you think companies can do to make their workers happy? For example, what types of in-house training programmes can companies provide for staff?

2.10 SECTION 4 Questions 31–40

Questions 31–34

Choose the correct letter, **A**, **B** or **C**.

31 What point does the speaker make about people's attitude to business?

A Their understanding of business practices is fairly limited.
B They wrongly believe that it is only about financial gain.
C Some people are changing their attitude to wealth creation.

32 According to the speaker, one positive aspect of business is that

A people profit from the jobs it creates.
B its attitude to employees is changing.
C it gives young people discipline.

33 What does the speaker say about how her company helps local communities?

A Care is taken to focus support where needed most.
B It tries to put some money back into the local areas.
C Help is given to improve numeracy standards.

34 How does the speaker say the company's training programme changed?

A It was managed very carefully.
B It grew in its own way.
C It developed very fast.

Questions 35–40

Complete the sentences below.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Further developments in the training scheme

35 Workers were encouraged to put their own ..... first.

36 Full-time staff members were each allocated ..... weekly for training.

37 Some more experienced workers decided to ..... for nothing to various organizations who need professional help.

The effects of the scheme

38 ..... from work through illness have been reduced enormously.

- Productivity was not affected.

39 The company has seen its profit go up by ..... .

40 A reduction in staff turnover has led to a cut in ..... .

- And the cost of training new staff members has lessened.

3 Some people think the best way to improve productivity is to help employees enjoy their work. Others think that productivity can be raised by increasing salaries. Which view do you agree with? Give reasons.

Word building: Values and beliefs

1 Look at the following quote from the speaker in the listening practice on page 196.

... our accountancy firm adheres to a strict ethical code ...

Can you say *moral code* instead? What is the difference between 'ethics' and 'morals'?

2 Match the words below to their meaning **a–g**.

1	standards	**a**	ideas that people believe are true
2	ethics	**b**	ideas or theories on which a system of beliefs is based
3	values	**c**	traditional practices that people in a society follow
4	customs	**d**	principles of right and wrong accepted by a society
5	beliefs	**e**	a set of principles that people use to decide what is right or wrong
6	principles	**f**	traditional principles of good behaviour
7	morals	**g**	principles and beliefs that influence how a community lives morally

3 Work in pairs. Make a list of as many words as you can from the word *values*. When you have written down all the words you know, check your answers in a dictionary.

4 Complete the gaps in the text below with words relating to the word *valuable*. Use the prompts given to help you.

_____ (plural noun) are standards that individual people attach great importance to. If you _____ (verb) something in your life then you treasure it enormously. _____ (plural noun) like precious objects made of gold and diamonds may be _____ (adjective) to some people as status symbols, but they are _____ (adjective) when compared to attributes like honesty, integrity, loyalty and trust.

5 Complete the gaps in the text below with words relating to the word *principle*. Use the prompts given to help you.

Philosophy can teach people the _____ (plural noun) of right and wrong, but it is becoming increasingly difficult for people to be _____ (adjective) in life and maintain a high moral standard. Unfortunately, _____ (adjective) people are found in all walks of life, whether it be business or politics, so one must be on one's guard to make sure one doesn't do anything that compromises one's _____ (plural noun).

6 Complete the gaps in the text below with words relating to the words *ideal, moral* and *ethics*. Use the prompts given to help you.

People are often accused of being _____ (adjective) rather than realistic when pursuing their _____ (plural noun). It is easy to attack someone whose personal _____ (plural noun) or _____ (adjective) stance you don't agree with.

7 Work in groups. Discuss the question below. Half of the group should talk about the advantages and the other half should talk about the disadvantages.

'People today get their values from national figures like politicians and celebrities such as sports stars and pop stars. What are the advantages and disadvantages of this? Give reasons and examples.'

Language focus: Substitution and ellipsis

1 Look at the following quote from the speaker in the listening practice on page 196. Then answer the questions below.

It is also about bringing people together and making links and contributing to the economy of the country. But in doing so our accountancy firm adheres to a strict ethical code.

1 In the second sentence, what does the word *so* replace from the first sentence?

2 What happens if the words are repeated?

3 What happens if people use substitution like this a lot in writing or speaking?

4 Which common expression in speech do you know where the word *so* is used like this?

Read more about substitution and ellipsis in the Grammar reference on page 226.

2 Work in pairs. Match texts **1–8** below with a suitable continuation **a–h**.

1 Companies can help local communities to develop by putting back some of the profits they have made from the local people.

2 My grandmother told us how to behave when we were young

3 People follow the traditions and ways of the society they belong to.

4 The government should introduce philosophy into the school curriculum.

5 I left home when I was 18 to go to university.

6 Detailed analysis has been done on what makes people happy,

7 My family have always adhered to the traditions of the community we came from and

8 According to some people, moral standards on television are declining and should therefore be raised.

a and continued to do so when we were adults.

b but ways need to be found to apply such research for the benefit of the public.

c I suppose I will continue to do so in spite of the pressures to the contrary.

d In doing so they believe that the general behaviour in society will be improved.

e I did so with some trepidation, but it turned out to be exciting in the end.

f Doing so would have a beneficial effect on student behaviour.

g Handing down such customs from generation to generation is important if a community is to survive.

h Such philanthropic behaviour would set a good example for other organizations.

3 For **1–8** in exercise 2, underline the words and phrases of substitution and the words they replace.

4 For sentences **1–7** below, cross out any unnecessary words.

1 Although the government wanted to stop funding the railway venture, they weren't able to stop funding it.

2 The banks didn't want the policy on extending loans to small businesses to change, but the government did want the policy to change.

3 Some people don't believe that there is a clear link between happiness and money, while others do think there is.

4 The fact that health, wealth and happiness are often linked together when people talk about happiness must mean they are linked.

5 The college was praised for student behaviour and success as it hoped it would be praised.

6 The university didn't invest as much in delivering subjects like philosophy as it could have invested.

7 My father laid down the law with us when we were children, but my mother didn't lay down the law.

Speaking
IELTS Part 3

1 Work in pairs. Read the following Part 3 questions. Then match the ideas in the list below to a suitable question.

Money and happiness

Do you think people associate money with happiness? Why?

Do you think it's possible to lead a happy life without money? How?

What advantages does money bring to people's lives?

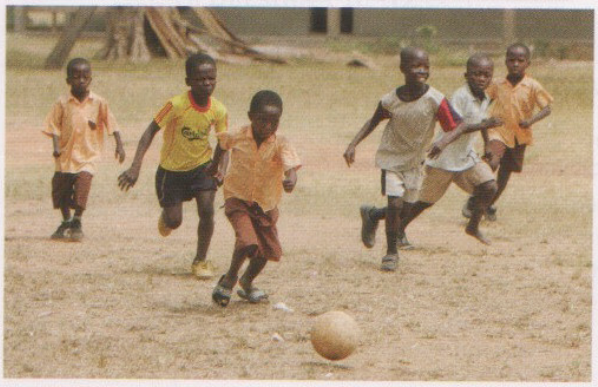
What other factors do you think are necessary to lead a happy life?

The influence of money

Do people attach too much importance to money nowadays? Why?

How can money sometimes control people's lives?

In what ways can money be used for the good of humanity?



technological gadgets

overemphasize/overrate money

it controls/restricts/governs every aspect of people's lives

redistribution of wealth

allows people to do things they want

brings freedom

money not everything, other factors

indulge in buying consumer goods

life can be difficult without

health/work/friends

having more time

reduces/increases anxiety

richer nations helping poor nations/people

2 Work in pairs. Use the ideas in the list to discuss the questions. Then take turns asking each other the questions. When you have finished, give each other feedback using the checklist on page 210.

Reading
IELTS Reading Passage

1 Scan the reading passage on page 200 for words that are synonyms of **1–8** below.

1 deal with	**3** complete	**5** poverty	**7** move
2 happiness	**4** unceasing	**6** step	**8** community

2 Work in pairs. Each choose one paragraph to skim. Then briefly explain what it is about to your partner. Find another pair of students that have chosen the same paragraph and check that you agree.

Don't forget!

- As there is no title, look at the last question and skim the questions to get the gist of the passage. Then skim the text.

READING PASSAGE

You should spend about 20 minutes on **Questions 1–13**, which are based on the reading passage below.

A All in all, it was probably a mistake to look for the answer to the eternal question – 'Does money buy happiness' – from people who practice what's called the dismal science. For when economists tackled the question, they started from the observation that when people put something up for sale they try to get as much for it as they can, and when people buy something they try to pay as little for it as they can. Both sides in the transaction, the economists noticed, are therefore behaving as if they would be more satisfied (happier, dare we say) if they wound up receiving more money (the seller) or holding on to more money (the buyer). Hence, more money must be better than less, and the only way more of something can be better than less of it is if it brings you greater contentment. The economists' conclusion: the more money you have, the happier you must be.

B 'Psychologists have spent decades studying the relation between wealth and happiness,' writes Harvard University psychologist Daniel Gilbert in his best-selling 'Stumbling on Happiness,' and they have generally concluded that wealth increases human happiness when it lifts people out of abject poverty and into the middle class, but that it does little to increase happiness thereafter.

C That flies in the face of intuition, not to mention economic theory. According to standard economics, the most important commodity you can buy with additional wealth is choice. If you have $20 in your pocket, you can decide between steak and peanut butter for dinner, but if you have only $1 you'd better hope you already have a jar of jelly at home. Additional wealth also lets you satisfy additional needs and wants, and the more of those you satisfy the happier you are supposed to be.

D The trouble is choice is not all it's claimed to be. Studies show that people like selecting from among maybe half a dozen kinds of pasta at the grocery store but find 27 choices overwhelming, leaving them chronically on edge that they could have chosen a better one than they did. And wants, which are nice to be able to afford, have a bad habit of becoming needs (iPod, anyone?), of which an advertising and media-saturated culture create endless numbers. Satisfying needs brings less emotional well-being than satisfying wants.

E The nonlinear nature of how much happiness money can buy – lots more happiness when it moves you out of penury and into middle-class comfort, hardly any more when it lifts you from millionaire to decamillionaire – comes through clearly in global surveys that ask people how content they feel with their lives. In a typical survey people are asked to rank their sense of well-being or happiness on a scale of 1 to 7, where 1 means 'not at all satisfied with my life' and 7 means 'completely satisfied.' Of the American multimillionaires who responded, the average happiness score was 5.8. Homeless people in Calcutta came in at 2.9. But before you assume that money does buy happiness after all, consider who else rated themselves around 5.8: the Inuit of northern Greenland, who do not exactly lead a life of luxury, and the cattle-herding Masai of Kenya, whose dung huts have no electricity or running water. And proving Gilbert's point about money buying happiness only when it lifts you out of abject poverty, slum dwellers in Calcutta – one economic rung above the homeless – rate themselves at 4.6.

F Studies tracking changes in a population's reported level of happiness over time have also dealt a death blow to the 'money buys happiness' claim. Since World War II the gross domestic product per capita has tripled in the United States. But people's sense of well-being, as measured by surveys asking some variation of 'Overall, how satisfied are you with your life?', has barely budged. Japan has had an even more meteoric rise in GDP per capita since its postwar misery, but measures of national happiness have been flat, as they have also been in Western Europe during its long postwar boom, according to social psychologist Ruut Veenhoven of Erasmus University in Rotterdam. A 2004 analysis of more than 150 studies on wealth and happiness concluded that 'economic indicators have glaring shortcomings' as approximations of well-being across nations, wrote Ed Diener of the University of Illinois, Urbana-Champaign, and Martin E. P. Seligman of the University of Pennsylvania. 'Although economic output has risen steeply over the past decades, there has been no rise in life satisfaction … and there has been a substantial increase in depression and distrust.'

G If money doesn't buy happiness, what does? Grandma was right when she told you to value health and friends, not money and stuff. Or as Diener and Seligman put it, once your basic needs are met 'differences in well-being are less frequently due to income, and are more frequently due to factors such as social relationships and enjoyment at work.' Other researchers add fulfillment, a sense that life has meaning, belonging to civic and other groups and living in a democracy that respects individual rights and the rule of law. If a nation wants to increase its population's sense of well-being, says Veenhoven, it should make 'less investment in economic growth and more in policies that promote good governance, liberties, democracy, trust and public safety.'

Questions 1–5

The reading passage has seven paragraphs, **A–G**.

Which paragraph contains the following information?

NB You may use any letter more than once.

1 a suggestion that less emphasis ought to be placed on economic development
2 evidence that the lack of money does not necessarily lead to unhappiness
3 some suggested non-monetary grounds for being happy
4 an explanation of the monetarist's assumption that wealth breeds happiness
5 proof that an increase in a country's wealth does not make people more content

Questions 6–9

Do the following statements agree with the information given in the reading passage?

Write:

TRUE	if the statement agrees with the information
FALSE	if the statement contradicts the information
NOT GIVEN	if there is no information on this

6 According to the general conclusion of psychologists, people are not made much happier by an increase in wealth after a certain threshold.
7 Research indicates that a narrow range of options increases shopper anxiety.
8 More multimillionaires took part in one survey than was expected.
9 Up until the Second World War money influenced people's happiness more profoundly.

Questions 10–12

Complete the sentences below.

Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

10 Diener and Seligman claimed that there were clear ..... when using the economy to gauge the relationship between money and happiness.
11 Despite improvements in the economy in recent years, ... has not increased.
12 People's take-home pay has less impact on happiness than ..... and pleasure derived from employment.

Question 13

Choose the correct letter **A**, **B**, **C** or **D**.

Which of the following is the most suitable title for the reading passage?

A How self achievement affects happiness
B Why money doesn't buy happiness
C How happiness has declined since World War II
D What economists think about happiness and money

Reacting to the text

What is your reaction to the reading passage. Does money make people happy? Give examples from your own knowledge and experience.

Writing: IELTS Task 1

1 Work in pairs. Check that you understand all the words in the table and the pie chart.

WRITING TASK 1

You should spend about 20 minutes on this task.

The table provides information about satisfaction with living standards in England by age in the year 2007. The pie chart shows how confident people are about the future.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

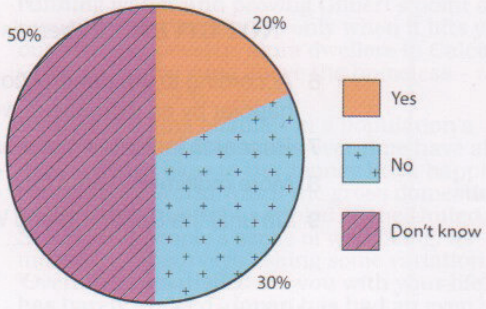
Write at least 150 words.

Satisfaction with standard of living

England — **Percentages**

	16–21	50–59	60 and over
Very satisfied	34	32	34
Fairly satisfied	49	52	55
Neither satisfied nor dissatisfied	13	9	6
Fairly dissatisfied	4	5	4
Very dissatisfied	0	2	1

Do you think your living standards will improve in the near future?



2 Work in pairs. Underline mistakes **1–5** below in the following sample answer and correct them.

1 an extra word that is not necessary
2 an example where an adjective and adverb are not in the correct position in the sentence
3 a noun that is spelt incorrectly
4 a definite article that is missing
5 a verb that is not in the correct form

The chart shows how happy various age groups were about living standards in England in 2007 with pie chart indicating people's optimism about the future.

Overall, people indicated that they were very content with their living standards, with only a few expressing dissatisfaction. For example, the positive rating for those 60 and over stood at 89 per cent against only 5 per cent for the latter. The youngest age group were similarly happy with 83 per cent be satisfied with their standard of living (34 per cent for very and 49 fairly satisfied). As regarding the disatisfaction rating, only 4 per cent were fairly dissatisfied with none very dissatisfied. By contrast, the 50-59 age group were content less slightly (7 per cent), but the greater part (84%) were fairly or very satisfied (52 against 32 per cent). A refusal to take sides about their standard of living was most obvious in the youngest category (13%), followed by the 50-59 age group (9%) and the 60 and over (6%).

Turning to the pie chart, optimism about the future is shared by fewer people, 20% compared to 30% who are pessimistic and 50% non-committal.

3 Work in pairs. For **1–5** below, decide which part of the sample answer in exercise 2 the suggested rewrites **a** and **b** relate to. Decide whether one or both of the suggestions improve the text.

1 a gives you an idea about the satisfaction level of people about living standards
b provides a breakdown of the degree of satisfaction about
2 a expressed more satisfaction than dissatisfaction with
b were kind of more satisfied with
3 a Take those who are 60 and over. Their positive rating
b An example is the 60 and over, they
4 a the biggest number
b the overwhelming majority
5 a a smaller proportion of the public
b by a tinier part of people

4 Write your own answer for the Task 1 question below. When you have finished, check your answer using the checklist on page 209.

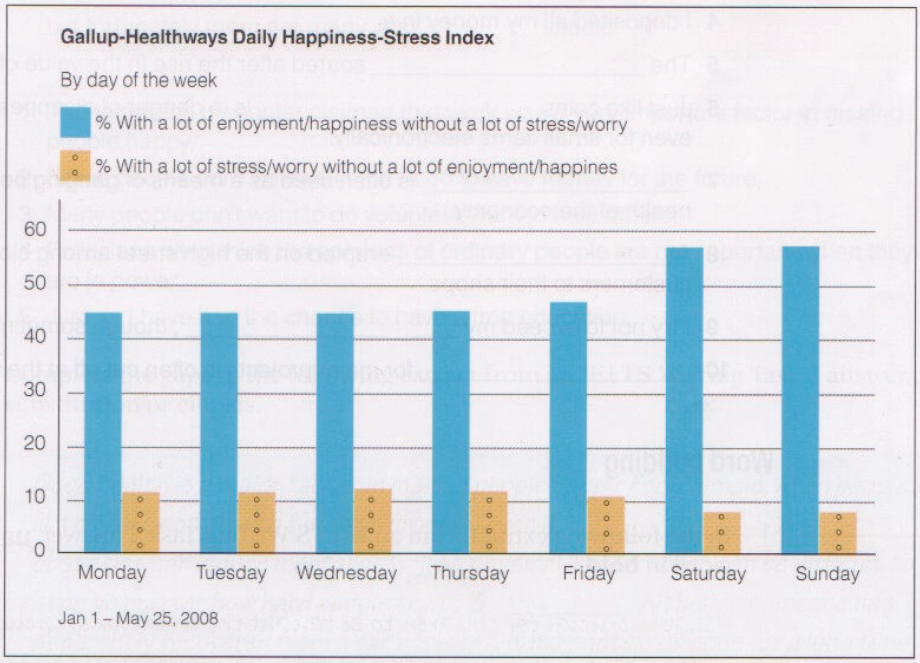
WRITING TASK 1

You should spend about 20 minutes on this task.

The chart below gives information about the Daily Happiness-Stress Index in the USA during one week in 2008.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



14 Review

Vocabulary

1 Match each noun **1–10** below with a noun **a–j** to make a compound noun. There may be more than one possible answer.

1	paper	**a**	limit
2	currency	**b**	mountain
3	price	**c**	war
4	state	**d**	bank
5	debt	**e**	spending
6	family	**f**	income
7	cash	**g**	reserves
8	savings	**h**	crop
9	consumer	**i**	money
10	credit	**j**	finance

2 For sentences **1–10** below, complete each gap with a compound noun from exercise 1.

1 When the older children and both parents were working, the _____ increased and they were able to save some money.

2 Rich as well as poor countries can be weighed down with a vast _____.

3 Over-reliance on a _____ like maize or bananas for income is precarious because of price fluctuations.

4 I deposited all my money in a _____.

5 The _____ soared after the rise in the value of the dollar.

6 Just like coins, _____ is in danger of disappearing as people pay even for small items electronically.

7 _____ is often used as a means of gauging people's confidence in the health of the economy.

8 A _____ erupted on the high street among clothes retailers to attract customers to their shops.

9 I try not to exceed my _____, though sometimes it is difficult to resist.

10 _____ for major projects is often cut off at the whim of politicians.

Word building

1 In the following extract from an IELTS Writing Task 2 answer, underline the correct word in **bold**.

... It is crucial for children to be taught the traditions, including the ***beliefs/ethics*** and customs of their community so that they can learn the basic ***principles/standards*** of what is right or wrong. The aim of teaching people about morality is not to make them ***moralistic/amoral***, but so that they can behave in a way that shows respect to others. If children, for example, are taught a code of behaviour without going deeply into ***ethics/morality*** which is more theoretical, then ***standards/principles*** of behaviour will be improved ...

2 Use the words in brackets to help you complete the gaps in the following response to an IELTS Speaking Part 3 question. Then decide what the examiner's question was.

I don't think so. I think young people are more _____ (an adjective connected with 'real'), because they are more in tune with what's going on in the world. So no I wouldn't say they are _____ (an adjective that indicates the person is naive and is used as a criticism). I don't see anything wrong with young people pursuing their _____ (a noun that is related to the previous adjective) and trying to change the world as long as they don't harm others. I think it's a question of having the right _____ (an adjective connected with principles of right and wrong) upbringing and applying that to better oneself and others.

Substitution and ellipsis

1 For **1–5** below, complete the sentences with a word or phrase from each box **A** and **B**.

A	B
while others	do
but clearly	do
I think everyone else	didn't
but the audience	they are
but fortunately there are many who	should

1 The television presenter claimed that work was a very important factor in making people happy,
2 Some people don't believe in the need to save money for the future,
3 Many people don't want to do volunteer work to help others,
4 Politicians often think the opinions of ordinary people are not important when they are in power,
5 Just as I have had the chance to have a free education,

2 Complete the gaps in the following extract from an IELTS Writing Task 2 answer using substitution or ellipsis.

Good health is a major factor in making people happy. For example, when people are ill, they are not able to function properly even if 1 _____ . 2 _____ *obstacles can induce mental as well as physical illness, which can be difficult to stop no matter how hard people try to* 3 _____ . *Although someone has apparently recovered from a car accident, it may not be obvious for a long time that he or she in fact* 4 _____ *for a long time .*