

Money: Proverbs and Quotations

A. Here are some well-known proverbs and quotations about money.

Do you understand them and do you agree with them? Discuss them with a partner.

- 1. Money can't buy you love.**
- 2. Money is the root of all evil.**
- 3. Money talks.**
- 4. Money makes the world go round.**
- 5. Money doesn't grow on trees.**
- 6. Money follows money.**
- 7. Penny wise, pound foolish.**
- 8. When it is a question of money, everyone is of the same religion.**
- 9. When money speaks, the truth keeps silent.**
- 10. With money in your pocket, you are wise and you are handsome and you sing well, too.**

B. Do you have any proverbs about money in your language?

If you do, translate one for the class and see if they can understand it.

- C.** Read this poem which originated as a chain mail. Work with a partner and see if you can guess what the missing word is in each sentence.

About Money

With money you can
buy a house
but not a home.

With money you can
buy a clock
but not _____.

With money you can
buy a bed
but not _____.

With money you can
buy a book, but
not _____.

With money you can
buy a doctor,
but not _____.

With money you can
buy a position
but not respect.

With money you can
buy blood
but not _____.

With money you can
buy sex
but not _____.

- D.** Can you add a verse of your own?

Proverbs and Quotations about Money

MODULE: Money

LEVEL: R2L

Time: 1 to 2 Hours	Focus: Fluency. Recognising, understanding and translating proverbs.
Class organisation: Pairs. Whole group.	Type of activity: Reading and speaking and creative writing.
Can be adapted to:	Prerequisites:
FETAC:	
ELP:	

For this activity you need...

N.B.

In Class Procedure at a Glance

1. Put students in pairs or small groups of three to read the proverbs and quotations. Let them use dictionaries to check unfamiliar words.
2. Give them plenty of time to discuss the meaning behind each of the proverbs and quotations.
3. Select a pair to explain each of the proverbs in turn and see if the rest of the class agree with the explanation.
4. As you go through them see if students have similar sayings in their own languages. You might like to see if anybody recognises the Beatles' song title in No 1. No. 8 is a quotation from Voltaire, No. 9 is from Russian and No. 10 Yiddish.
5. Probably every language has proverbs related to money. Give students a few minutes to think of one. Get them to try to translate it into English and to write it down.
6. Go around the class and help with language where necessary.
7. Invite students to tell the class their proverb. You could also invite them to write it on the board. Get them to explain what it means.
8. Check if students with other first languages have the same or very similar proverbs in their language.
9. Let students read the "poem" about money and in pairs see if they can think of a

suitable word to go at the end of each line. The missing words are 1) time; 2) sleep; 3) knowledge; 4) good health; 5) respect; 6) life and 7) love. (If you think your students' imaginations will not stretch to coming up with any suggestions, you could write the missing words up on the board in random order and let the students put them in the correct line.)

10. Give students a few minutes to see if they can come out with a verse of their own following the pattern.

Variations / Comments / Supplementary Activities

1. If you have the means available for recording people speaking, you could get a few people to pick one of the proverbs or quotations each and speak about them for 60 seconds. The more spontaneous and natural their comments, the better. When I recorded some colleagues I got them to avoid actually quoting the proverb verbatim. The students' task was then had to identify which of the proverbs each speaker was talking about.

2. People you ask to do this kind of recording may be worried about humming and hawing and repeating themselves or leaving sentences unfinished, and if you ask fellow teachers they may be tempted to modify their speech either in terms of speed or choice of vocabulary. Try to encourage them not to. The more natural the recording the better as it will give your students valuable exposure to real speech other than you. This kind of exercise also frequently reveals how often educated people, (even, God help us, English language teachers!) deviate from standard usage and how reliant we are on sentence placers to give our language a modicum of fluency. If you have the time to write up a tape script of the recording you will usually find plenty of useful language that is worth bringing to students attention. For example in the recording I made for this worksheet, all of the teachers recorded made frequent use of "well" and "anyway" and "you know" and students were quite interested in analysing the functions these discourse markers serve in conversation. One teacher used "usen't to do" rather than the "didn't use to do" taught as standard usage. In pointing this out, the hope was not to show up the teacher but rather to illustrate a very common feature of Hiberno-English.

3. If your students respond to Task-Based Learning and you have the necessary materials, a collection of proverbs from around the world could make the subject for an interesting classroom poster. This can work very well if your class is genuinely multi-lingual, but if there is one mother tongue which strongly predominates, very little English is likely to get spoken in the process.