

# 10 MONEY

## Objectives

FUNCTIONS	talking about future events; sympathising
GRAMMAR	future continuous; future perfect
VOCABULARY	money and value; jobs and work; <i>by</i>

## Student's Book page 92–93

### READING

- 1 To introduce the topic of money, write these questions on the board:

*How often do you save money? Where do you save it – in a bank or a piggy bank?*

*Have you ever lost any money? How did you lose it?*


*Have you ever found any money? What did you do with it?*

Ask students to discuss these with a partner.

Monitor and help with vocabulary. Elicit some of their answers in open class and encourage further discussion. Check/clarify: *currencies* (the money used in a specific country); *coins* (metal money); and *banknotes* (paper money). Books open. Focus attention on the photos. Ask students to work in pairs and try to find as many different currencies as possible. If you're using an Interactive Whiteboard (IWB), do this as a heads-up activity with books closed. Give students two or three minutes to discuss then elicit answers in open class. Before moving on to the next exercise, check understanding of *bitcoin* (digital money).

#### Optional extension

As an initial reading task, ask students to quickly read the article on page 93 and find out which of the things they said in Exercise 1 questions 2 and 3 are mentioned in the article. Also ask: *What happened to Mr Howells' bitcoins?* Do brief feedback on this in open class.

- 2  2.19 Ask students to read sentences 1–6 and underline any difficult words or phrases. Check/clarify: *governments*, *value*, *fortune* as well as any additional words that students underlined. Play the audio while students read the article and answer the questions. Remind students to underline the parts of the text that that helped them find the answers. Allow them to compare answers with a partner before a whole-class check.

## Answers

- 1 T 2 F Governments are thinking about the consequences of such a monetary system. 3 F He earned them (by solving complicated mathematical problems). 4 T 5 F He kept them on a hard disk. 6 F There is a small chance that he could find them.

## TRAIN TO THINK

### Exaggeration

- 3 Books closed. To introduce the topic of exaggeration, give an example. Perhaps tell students about a holiday you went on. Say: *It was the hottest place ever and I had the best food in the universe! There is no question that it was the best holiday anyone has ever had!* In open class, elicit that this is an exaggeration and also try to elicit reasons why people exaggerate (i.e. for dramatic effect). Books open. Focus attention on the sentences from the article and ask students to work with a partner to identify the words which express exaggeration. Check answers and also clarify meaning of *undeniably* (without doubt); *by far and away* (much more than the rest).

#### Answers

- 1 *undeniably*; never 2 *by far*; the most

- 4 Students identify the words in each of the sentences which express exaggeration in order to find the one sentence which isn't an exaggeration. Get them to do this in pairs and then check answers in open class.

#### Answers

- 1 *no way* is an exaggeration  
2 This sentence does not contain an exaggeration.  
3 *the best...ever* is an exaggeration

- 5 Students continue working in pairs to rewrite the sentences. While monitoring, note down any common errors to go through with the class later. Before nominating students to share their rewrites with the class, model one of the sentences from Exercise 4, with appropriately exaggerated stress and intonation, to encourage students to do the same when they say their sentences.

**Optional extension**

The article includes many time expressions which refer to periods of time or points in time. Point out the first example to students (*over the last 20 years* in line 2). In pairs, students race to underline at least ten more time expressions in the article. The first pair to find ten wins.

Answers: Now; the future; twenty years from now; soon; in a few decades' time; up to now; recently; in 2009; a few years ago; one day in 2013; a long time; the previous summer; one day.

**SPEAKING**

Put students in pairs or small groups to discuss the questions. Monitor and encourage students to try to express their real ideas and opinions but to use English to do so. Encourage them to expand on their ideas and to justify their opinions. To generate maximum debate on question 3, make AB pairs. As argue in favour of bitcoins and Bs argue against. Avoid error correction during this fluency task. Nominate two or three students to report back on what they discussed with their groups and encourage an open class discussion on the future of money.

Student's Book page 94–95

**GRAMMAR****Future continuous**

- 1 Ask students to complete the sentences from memory before looking back at the article to check. Establish that they all refer to the future. Complete the rule in open class. You might like to point out the similarities between the future continuous and other continuous tenses. Do this by asking students what they are doing now and eliciting an example, for example *I'm sitting in the classroom*. Ask about a time in the past, for example *at 8 o'clock this morning*, eliciting a sentence in the past continuous. Remind students that we use continuous tenses to refer to an activity **in progress** at a particular point in time. Write this sentence on the board: *At 12 o'clock tonight I \_\_\_\_\_ sleep \_\_\_\_\_*. Elicit the missing words (will be sleeping) and the form (*will + be + v-ing*).

**Answers**

1 we; be using 2 will be using

**Rule**

a specified

**LANGUAGE NOTE**

We do not use continuous tenses with state verbs, so we can say *I will be happy* and *he won't understand you* but **not** *I will be being happy* or *he won't be understanding you*.

- 2 Students complete the sentences using future continuous forms of the verbs. Encourage students to contract where possible. Ask them to compare answers with a partner. During feedback, point out that while *have* when referring to ownership e.g. *I have a new phone*, is a state verb, it is used here in its dynamic sense. *Enjoy* is a dynamic verb.

**Answers**

1 'll be sitting 2 'll be enjoying 3 'll be working  
4 will ... be doing 5 'll be playing 6 'll be having

- 3 Ask students to read the text quickly and ignore the spaces in order to answer the question: *Where does the writer say he/she will be ten years from now? How will he/she achieve this?* Check answers. Students complete the text in pairs. Check answers in open class. Ask students to explain why they chose the future continuous or simple in each case. Items 5–7 use simple form since they refer to routine activities in the future.

**Answers**

1 won't be working 2 won't be travelling 3 'll be lying  
4 'll be drinking 5 'll wake up 6 'll have 7 'll put on  
8 will ... be paying/will ... pay

**Fast finishers**

Students write three sentences describing what they'll be doing in ten years' time.

- 4 **SPEAKING** Put students into pairs. Ask them to guess or imagine what their partner will be doing at the different times and make a note of their answers. When students have made their predictions, ask them to tell their partner, in full sentences. Partners listen and say whether they agree or disagree. Finally, students discuss what they themselves think they'll be doing at the different times. Monitor their use of the future continuous and review any common mistakes during whole-class feedback.

**Optional extension**

In pairs, students make predictions for what other students will be doing in twenty years' time. Give some examples of your own to get them started: *I think Frank will be playing football for Barcelona. I think Martha will be working for the United Nations*. Students should write at least five sentences. Listen to some of their sentences in open class and encourage students to react to predictions made about them.

Workbook page 90 and page 126



Be aware of common errors related to future continuous vs. future simple, go to Get it right on Student's Book page 125.

**VOCABULARY****Money and value**

- 1 Books closed. To introduce some of the target vocabulary, tell students the following story. Write these questions on the board first to focus their listening: 1 *How much did I spend?* 2 *How much did I make?* Students should answer these questions as they listen. (Answers: 1 £0; 2 potentially £1000). *Last week, my friend phoned and said there was a sale on at the shopping centre. She said there were lots of bargains and things on offer. I went to the sale and got*

**£20 off a jumper.** It was very **good value for money**. However, when I got home I found a hole in it, so I had to take it back and ask for **a refund**. On the way back home, I found a wallet on the floor. It had an address in it, so I took it round and gave it to the owner, who was an artist. He was so pleased that he gave me **a reward** – a painting he had done of the Taj Mahal. I looked him up on the Internet when I got home and discovered that the painting is quite **valuable** – it's **worth** about £1000!

Books open. Look at the words and ask students which ones they heard in the story (all of them except *tip* and *owe*). If necessary, tell the story again for students to listen out for the words. Put students into pairs for them to match the words with the definitions. During feedback, refer to the story to clarify meaning, if necessary. Say the words for students to repeat and check pronunciation.

### Answers

- 1 a reward 2 a refund 3 a tip 4 to owe 5 on offer  
6 £(X) off 7 a bargain 8 not good value for money  
9 valuable 10 be worth

### Optional extension

Put students into AB pairs. As sit so that they can see the story – projected onto the screen if you're using the IWB or on a handout if not. Bs try to retell the story from memory in first person. They can refer to the vocabulary on page 94 to help them. As check that they're using the words correctly and help them if they get stuck. Once they've finished retelling the stories, switch roles for A to tell B.

- 2 Look at the example in open class. Students complete the exercise and then compare answers with a partner. During whole-class feedback, point out these verb-noun collocations: **to be on offer**; **to offer a reward**; **to give a tip**; **to give a refund**.

### Answers

- 1 owe 2 reward 3 tip 4 worth 5 off 6 refund  
7 not good value for money 8 bargain 9 valuable

- 3 **SPEAKING** In pairs or small groups, students discuss the questions. Ask them to choose one member of the group to take notes. Monitor and help with vocabulary, but as this is a fluency activity, don't interrupt to correct students. Instead, make a note of any common mistakes and write these up on the board, ensuring anonymity, for students to correct as part of whole-class feedback. At the same time, make a note of any nice contributions to praise at the end of the activity.

Workbook page 92

## LISTENING

- 1 Books closed. To introduce the topic of money, write these quiz questions on the board for students to answer in groups. Encourage competition across groups.
- 1 When was the first paper money printed?
  - 2 When was the first credit card issued?
  - 3 How many official currencies are there in the world?

- 4 Who was the first person to appear on a coin?
- 5 How much of the world's 'money' can you touch?

Groups swap answer sheets to check answers. Award one point for each correct answer (or closest guess). Which group has the most points?

Answers: 1 11th Century in China; 2 1951 in USA; 3 191; 4 Julius Caesar in 44AD; 5 8% – the rest is electronic.

Books open. Ask students to guess the answers before comparing with a partner. Also ask students to underline any tricky vocabulary and ask their partner (or you) about it during the pair-checking stage.

- 2 **2.20** Play the audio for students to check answers. During feedback, clarify answers and ask students to add any further information they understood from the recording. Play the audio twice if necessary. Ask: *How many did you answer correctly? Which fact was the most interesting/surprising?*

### Answers

- 1 C 2 B 3 D 4 C 5 A

### Audio Script Track 2.20

- Host Welcome back to Show Me The Money! And our next contestant is Steve. Hello, and here's your first question. What do experts believe the oldest type of money was: bananas, shells, cows or trees?
- Steve Um ... let me think. Well, not bananas, and not trees either. Um ... in the olden days, many people were farmers ... OK, cows.
- Host The oldest type of money was cows. As far back as 9,000 BC, people were using cows as money. Interestingly, the first coins that were made of bronze appeared about 4,000 years ago and were in the shape of cows! So you have £100 and here's the next question. A cash machine in Japan gives out money that is ... calorie-free, bacteria-free, sugar-free or paper-free?
- Steve What a question! ... Let's say bacteria-free.
- Host And that's correct! There's a cash machine in Japan that presses the banknotes at a temperature of 200 degrees Celsius for a tenth of a second, and the effect is that the banknotes are bacteria-free. OK, Steve, you have £500, and here's your next question. Monopoly is a popular money-related board game. If you took all the play money produced for this game so far and made it into a tower, how high would that tower be? Would its height be ten kilometres, 100 kilometres, 200 kilometres or 2,000 kilometres?
- Steve We used to play Monopoly all the time when we were kids. Um ... it must be very high. This game's been around for ages. I'll say 2,000 kilometres.
- Host You say 2,000 kilometres, and that is absolutely right! 2,000 kilometres – incredible! That puts you at £1,000. Next question! Imagine you have 10 billion banknotes. It doesn't matter which currency they're in. You spend one banknote per second. How many years will it be before you have no money left? Will it be three years, 31 years, 317 years or 3,178 years?
- Steve A complete guess: 317.
- Host And a lucky one! You're correct! And it's got you £5,000. OK, this is where it gets serious. A wrong answer now and you'll leave with nothing.
- Steve That isn't going to happen.

- Host OK, so here's your next question. Remember, you don't have to answer it. An American named Mueller paid \$10,000 for ... a piece of chewed bubble gum, a pair of jeans, a bowl of chicken soup or a used toothbrush?
- Steve No idea.
- Host Do you want to take a guess?
- Steve No, I think I'll take my money.
- Host Fair enough. Steve Rodman, you take away £5,000! Incidentally, the correct answer is a piece of chewed gum. And it was chewed by his favourite baseball star, Luis Gonzalez! Not a pleasant thought, but a pleasant win for Steve. Congratulations!

## THINK SELF-ESTEEM

### What's important for your future?

- Students choose the statements they agree with most. Give them two or three minutes to reflect and make notes on the reasons for their choices.
- SPEAKING** Divide the class into small groups and ask them to compare their answers to Exercise 1. Ask: *How similar are you?* Monitor to make sure students are speaking in English and encourage them to expand on their answers as much as possible. Nominate one or two students to report back to the class.
- Ask students to read the types of goal and work with a partner to match them with the statements. Check answers in open class.

#### Answers

a 1 b 3 c 2

- Write these time phrases on the board: *in 2025; in 2050; when I'm 20*. Students describe their goals using the time phrases or different ones if they prefer. Monitor and encourage them to use the future continuous as well as money-related vocabulary from the unit. While monitoring, make a note of common mistakes. Write these on the board, ensuring anonymity, and ask students to correct them as part of whole-class feedback.

## PRONUNCIATION

For practice of short and long vowel sounds: /ɪ/ – /i:/ and /ɒ/ to /əʊ/, go to Student's Book page 121.

Student's Book page 96–97

## READING

- A recording of this text is available with your digital resources. Books closed. To introduce the topic of high-paid jobs, ask students to work in pairs or small groups to make a list of jobs with high salaries. In open class, elicit up to ten jobs and write these on the board. Next, students work in pairs to rank the jobs from what they believe to be the highest to the lowest paid. Give students five minutes or so for this and ask pairs to report back to the class on which they think are the top three highest paid jobs. Ask students: *Why do these jobs have high salaries?* Listen to students' ideas and

encourage further discussion in open class. Books open. Focus attention on the photos. Students speculate in pairs. If you're using an IWB, do this as a heads-up activity with books closed.

- Students read and check their answer to the question: *How much does Rooney earn?* Set a two-minute time limit to give students practice in finding specific information quickly. Allow students to compare their answers with a partner before a whole-class check.
- This exercise is closely modelled on Reading and Writing Part 7 of the Cambridge English: First exam. Check/clarify: *a question of economics, sponsorship deals, on average, 14 times more, set a bad example*. Ask students to work with a partner and think of synonyms for the words in the questions. This is good exam strategy training as this particular task is all about paraphrasing. Students read the entries again to find out which of the four writers has each of the opinions. Give weaker students extra time to complete the activity or pair weak with strong students. Tell students to underline the parts of the entries that support their answers. During feedback, ask students to quote text they underlined to justify their answers. Did any of the synonyms they came up with in the pre-reading task appear in the text? To encourage further discussion, ask students which of the entries they most agree with and why.

#### Answers

1 Jimmy 2 UKmum 3 Lucy88 4 Simonsays  
5 UKmum 6 Simonsays

#### Optional extension

Before the lesson, do an internet search to find the highest-paid actors and actresses. Write these questions on the board: *Can you name the three highest-paid actors and the three highest paid actresses in 20XX? How much did they earn?* Students could answer the questions in pairs or small groups. Ask: *Do you think actors deserve to be paid so much money? Why (not)?* Listen to their ideas in open class.

## GRAMMAR

### Future perfect

- Ask students to complete sentences 1–3 from memory, then look back at the forum entries on page 96 to check their answers. Check/clarify: *sort this mess out* (find a solution).

#### Answers

1 'll have earned 2 won't have thought 3 they'll have sorted

Ask students to complete the rule in pairs. Elicit answers in open class. Use the time line to show that the future perfect is used to describe an action that will be completed before a specific time in the future. Refer to the examples in Exercise 1 for clarification and give further examples if necessary. For example; *I read a lot. By December, I will have read 50 books*. Ask: *Will the action take place before, in or after December?* (before); *Do we know exactly when?* (No, we don't – we only know it will be some time before December.)



## Rule

1 *will* 2 *have* 3 past participle

### LANGUAGE NOTE

The future perfect is frequently used with *by* + time expression, for example *the film will have finished by seven o'clock*.

- 2 Do number 1 in open class as an example. Students work individually to complete the exercise. Encourage students to refer to the rule either to help them complete it or to check their answers. If you're short on time, set this exercise for homework.

### Answers

1 will have built 2 'll have worked 3 'll have done  
4 won't have finished 5 'll have bought 6 'll have visited

### Fast finishers

Ask students to look back at the forum entries on page 96 and look up any unknown words in an English-English dictionary. Tell them to make a note of any new words in their notebooks with an example of their use.

- 3 **SPEAKING** Before they start speaking, encourage students to think about their answers and make notes. Tell them they should think of at least one thing they will have done and one thing they won't have done for each question and they should use the future perfect when telling their partner. Students compare ideas in pairs or small groups. Monitor to correct any errors in students' use of future tenses. For feedback, nominate one or two students to report back to the class on their partner's answers.

Workbook page 90 and page 126

## VOCABULARY

### Jobs and work

- 1 Put students in small groups and give each group five words. Groups should match the five words (using a dictionary if necessary) to the definitions. Students then sit with someone who has different words and peer teach them. Check answers in open class.

### Answers

1 qualifications 2 public service 3 management  
4 education 5 employer 6 finance 7 salary  
8 law 9 healthcare 10 employee

### LANGUAGE NOTE

In general, *wages* are paid on an hourly, daily or weekly basis and the term is also used to describe money earned by temporary employees. A *salary* refers to money earned in a month or a year and generally describes the amount of money earned by permanent employees. To talk about a particular job, we use *a/an* + job, e.g. *He is a teacher/doctor*. It is also common to describe a job using *in* + type of industry, e.g. *he works in finance/healthcare*.

### Optional extension

Point out the suffixes *-er* and *-ee*, in *employer* and *employee*. Ask students to write words and their meanings using these suffixes on the end of *train* and *interview*.

Answers: trainee – someone being trained; trainer – someone training; interviewee – someone being interviewed; interviewer – someone interviewing.

- 2 Ask students to quickly read the sentences, ignoring the gaps, and underline any tricky vocabulary. Check/clarify: *degree* (This is the qualification you get after three or four years at university. It is used to describe the course, e.g. *he did a degree in Maths* and the qualification, e.g. *she has a degree in History*.) Students compare answers with a partner before a whole-class check.

### Answers

1 healthcare 2 finance 3 public service 4 education  
5 management 6 employer 7 qualifications 8 law  
9 salary 10 employee

- 3 **SPEAKING** To give their speaking a clear tangible aim, ask pairs to rank the different areas of work from most to least interesting. Monitor and help with any questions about these areas of work, some of which may be less familiar to students. Listen to their ideas in open class.

### Optional extension

This activity aims to help students memorise the vocabulary from this section. Put students into AB pairs. Ask As to close their books, while Bs read out the sentences from Exercise 2 in random order saying *beep* in place of the target vocabulary for As to recall it. After a few minutes, switch roles and repeat.

Workbook page 92

## WRITING

### My life in the future

This can be set for homework or done in class. Before they start writing, ask students to discuss in pairs how they imagine their lives to be in 30 years. Monitor and check students are using the tenses correctly. Students work individually to write their compositions. In the next lesson, put students into small groups and ask them to read each other's compositions and comment on them.


### Student's Book page 98–99

## PHOTOSTORY: episode 4

### Strapped for cash

- 1 Pairs should try to answer the questions by looking at the photos, without reading the conversation. Give them a couple of minutes for this prediction stage. If you're using an IWB, this would best be done as a heads-up activity with books closed. Write prompts on the board to encourage them to practise using modal verbs of deduction (e.g. *maybe he's happy because ..., they might not be so happy at the*


end because ...). During whole-class feedback, write students' predictions on the board. These can then be referred to during feedback on Exercise 2. Don't confirm answers at this stage.

- 2  2.23 Play the audio. Students read and listen to check their answers. Allow them to compare answers with a partner. During feedback, refer to students' predictions from Exercise 1. Did they guess correctly?

### Answers

Jeff has found some money on the street outside. They're looking at the woman because they think they may have spent her money.

## DEVELOPING SPEAKING

- 3 Ask students what they think happens next. Ask them to brainstorm possible endings for the story. Students work in groups with one student in each group acting as secretary and taking notes. During whole-class feedback, write students' ideas on the board to refer back to once they have watched the video. Don't give away answers at this stage.
- 4  EP4 Play the video for students to watch and check their answers from Exercise 3. During whole-class feedback, refer to students' ideas on the board. Who guessed correctly?
- 5 Students complete the exercise in pairs. Monitor and help with any difficulties. You could play the video again, pausing as required for clarification.

### Answers

1 d 2 f 3 a 4 g 5 b 6 c 7 e

### Optional extension

Shadow reading: Students try to speak the lines from the photo-story on page 72 in time with the audio. This is a great way for students to practise producing features of connected speech such as rhythm and intonation. It's also lots of fun.

## PHRASES FOR FLUENCY

- 1 Students first match each expression to the person who said them and then use the context provided by the story to help them work out meaning. Next, pairs think about how they would say each of these expressions in their own language. Monitor to avoid discussions slipping into L1 completely.

### Answers

1 Mia 2 Jeff 3 Jeff 4 Jeff 5 Mia 6 Jeff

- 2 Do number 1 in open class as an example. Ask students to complete the exercise in pairs. During feedback, drill sentences to ensure correct pronunciation.

### Answers

1 B: don't look at me C: is on me  
2 A: Hi, you lot B: same as usual  
3 B: It's not my fault/Don't look at me C: that's all

## WordWise

### by

- 1 You could lead into this by asking which text from the unit each sentence comes from. This will give students more context which will help them decide what/who each phrase in bold refers to. Encourage students to work in pairs. Check answers in open class.

### Answers

1 d 2 c 3 a 4 b

- 2 Students work individually to complete the sentences. You could also ask them to match each sentence to a–d from Exercise 1. Allow students to compare answers with a partner before a whole-class check. During feedback, point out the frequent use of *by* with the future perfect (see earlier Language Note). If you're short on time, set this exercise for homework.

### Answers

1 by the end of class 2 by the football club  
3 by the entrance 4 by selling

Workbook page 92

## FUNCTIONS

### Sympathising

- 1 Books closed. To introduce this topic, make a sad face and tell students about something bad that has happened to you, for example your pet goldfish has died! Ask students to suggest ways of sympathising and try to elicit some of the expressions from the exercise. Write any correct answers on the board. Books open. Either encourage students to look back at the photostory to complete the exercise or challenge them to try to complete the exercise from memory then refer back to the photostory to check. Students compare answers in pairs before open class feedback.

### Answers

1 That's a shame/What a pity 2 I'm really sorry  
3 What a pity/That's a shame 4 Never mind  
5 How awful

### Optional extension

Disappearing sentences: You'll need to write out the dialogues on the board or IWB for this one. Make AB pairs so that half of the class are A and half are B. Students practise the conversations in their pairs. Cover a small section of the dialogue, beginning from the right-hand side of the screen or board. Students repeat the dialogues in their same AB pairings trying to remember the whole thing, including the parts they can no longer see. Cover more and more of the dialogue, with students practising at each stage, until eventually nothing is left on the board. Ask for volunteers to perform for the class or have all As and all Bs perform in unison. This activity involving lots of repetition is a fun way for students to memorise useful chunks.

- 2 Divide the class into pairs. Students work together to create conversations. Monitor to help with vocabulary and to check students are using the phrases from Exercise 1 correctly. When students have practised their conversations, invite volunteers to perform in open class.

Student's Book page 100–101

CAMBRIDGE ENGLISH: Towards First

THINK EXAMS

## LISTENING

Workbook page 89

### 2.24 1 Part 2: Sentence completion

#### Answers

- 1 coins 2 biggest 3 (bank)notes 4 King Alfred  
5 stops 6 week 7 60 8 blank 9 (London) Olympics  
10 visit

#### Audio Script Track 2.24

You will hear Conner talking about the Royal Mint, where money is made. For questions 1 to 10, complete the sentences with 1 to 3 words.

#### Conner

I'd like to talk to you today about the Royal Mint. I should explain that I'm a numismatist, which means my hobby is collecting coins. That's why I'm so interested in the Royal Mint: it's where all the UK's coins are made.

The headquarters of the Royal Mint is in South Wales in a town called Llantrisant. I've never been there, but I've seen photos and it looks amazing. It's massive – there's no bigger mint on the planet – and it uses the most amazing technology to produce the coins.

One thing I should mention is that not all the UK's money is made here. The notes are made by the Bank of England, which is a different organisation altogether.

The Royal Mint is also extremely old. It was started during the reign of King Alfred in 886. That's more than 1,100 years ago. At that time, there were several mints all over the country, but in 1279, all coins were made in one place, the Tower of London. The Mint stayed in London until 1968, when it moved to its current site in Wales. The new buildings were opened by Queen Elizabeth II.

As I've already said, the Royal Mint is a really big place. It takes up 35 acres, which is about the size of 23 football pitches. It's also a huge employer, offering jobs to 900 people. As you can see, it's really important for employment in the area.

Work at the site goes on for 24 hours a day, seven days a week, 52 weeks a year – it literally never stops. So it's not surprising that it has the potential to produce 90 million coins a week, which means its yearly output is around 5 billion coins.

Of course, that's more coins than the UK needs each year. The Mint also makes coins for other countries – around 60 countries in all get their coins from the UK.

So far, I've only talked about coins. But the Royal Mint makes other products as well. One of the things it produces is something called a blank. A blank is a metal disc which is the size of a coin but doesn't have anything printed on it. Blanks can be made into coins somewhere else at a later date.

The Mint also produces medals and coins to celebrate special occasions. They're always limited editions and can become quite valuable. These are the coins that got me interested in the hobby. I started in 2012, which was a good year because the Mint made special coins to celebrate the Queen's Diamond Jubilee and also the London Olympics. I've got them both.

Talking of collecting, the Royal Mint has an amazing collection of its own, with examples of almost all the coins it's produced since the 16th century. It keeps them in the Royal Mint Museum and you can see most of them on its online pages. Unfortunately, you can't visit the museum in person to see the collection. In fact, you can't visit the Mint at all. Until a few years ago, you could have a guided tour around the museum, but they stopped them because they were worried about safety. It's a real shame because a trip to the Royal Mint would be my dream day out.

## TEST YOURSELF UNITS 9 & 10

### 1 VOCABULARY

#### Answers

- 1 employee 2 unexplained 3 went missing 4 owe  
5 bargain 6 worth 7 go very well 8 going for  
9 on offer 10 refund

### 2 GRAMMAR

#### Answers

- 1 should have 2 might have 3 will be living  
4 won't be working 5 couldn't have 6 will have written

### 3

#### Answers

- 1 He shouldn't ~~has~~ **have** left the window open. That's how the burglar got in.  
2 She might ~~like~~ **have liked** the film if she had come.  
3 In ten years time, I hope I will ~~have~~ **be** working in London.  
4 Where will you **be** living in 20 years' time?  
5 He must ~~be~~ **have** finished his homework by now.  
6 In five years' time, I will have ~~climb~~ **climbed** Mount Everest.

### 4 FUNCTIONAL LANGUAGE

#### Answers

- 1 can't; might 2 really; mind 3 lot; usual  
4 saying; awful