Name _____ Class _____ Date _____

SKILLS TEST 10 Basic

READING

1 Read the article. Put the things it mentions in the correct order (1–8).

Universal basic income

1 Imagine a future where everyone can have enough money for what they really need. No-one will be poor. We will all be living comfortable lives, without worrying about being able to afford basic food or housing. We will have created the perfect society. Or will we?

2 The idea that governments should give each person a universal basic income – enough money for their basic needs – has been around for a long time. The theory is that every person would get money from the government each month.

3 Many people predict that this will be valuable for society. The economy will improve, too, as people will be spending more. Happiness levels will increase.

4 There are, of course, possible disadvantages. Many people, if they are given money for free, will simply choose not to work. Some young people will realise that there is no need to study hard and get good qualifications in order to get job, because the government will take care of their financial needs.

5 In short, we will have created a society where no-one really needs to work. Employers won't be able to find good employees, and governments won't get the taxes they need to spend on education or healthcare. One argument is that society, as a whole, will get lazier.

6 Some countries have tried experimenting with a universal basic income, to find out what really happens when people are given free money. In Finland, a group of 2,000 people were given €560 a month for two years.

7 The experiment found that many people became more active, and started to work more, especially by starting their own businesses. One reason for this was that people were less stressed about money problems than before, and had more time and energy to focus on what they really wanted to do.

8 Many business experts now believe that a universal basic income will become necessary in the near future. It is predicted that by 2030, robots will have taken over 30–40% of jobs. This means that millions of us will risk losing our jobs, or that there will be no need for humans to do them. We will be seeing robots driving our trucks or trains, or communicating with computers whenever we buy something. With more traditional jobs being increasingly done by robots, we humans will need to create a new kind of society. A universal basic income may be the answer.

- ☐ The results of research into 'universal basic income'.
- ☐ How society might change for the worse.
- ☐ Where research has been carried out into 'universal basic income'.
- ☐ Why some people think we will need a 'universal basic income'.
- [1] A possible future, where no-one is poor.
- ☐ An explanation of 'universal basic income'.
- ☐ Why some people will decide not to work.
- ☐ Predictions of why a 'universal basic income' will benefit society.

☐ 7

2 Read the article again. Mark the sentences T (true) or F (false), according to the article.

0 The article begins by describing a possible future. [T]

1 With universal basic income, people would pay the government more money each month. ☐

2 It's possible that society could benefit from this, as people become happier. ☐

3 More people will get qualifications if there is a universal basic income. ☐

4 Governments will have more money for education and healthcare. ☐

5 Finland has conducted an experiment on 2,000 people. ☐

6 In Finland, universal basic income has had a positive impact. ☐

7 Robots will be doing most of the jobs in the future. ☐

8 A universal basic income will stop robots from taking people's jobs. ☐

☐ 8

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LIVEWORKSHEETS

Name _____ Class _____ Date _____

SKILLS TEST 10 Basic

LISTENING

3 Listen to a conversation and choose the correct numbers.

1 A one cent coin costs *0.0001 / 2.4* cents to make.

2 A $1 banknote costs *5.7 / 7.5* cents to make.

3 *8% / 18%* of the world's money is real coins and banknotes.

4 *Millions of / 0* trees are used to make banknotes.

5 *7 / 10* countries use plastic banknotes.

6 *95% / 94%* of banknotes have some kind of bacteria on them.

7 One type of virus can exist on a banknote for *2,328 / 17* days.

7

4 Listen again. Complete the notes with one word or number in each gap. Use words or numbers that the speakers use. You have the first letter of each word.

1 The smallest American *c*_____ is the cent, which costs $0.024 to produce.

2 A US dollar costs *t*_____ as much to make as a cent.

3 Most of our money is just *d*_____ on a computer.

4 People are using bank *c*_____ more than cash, and this will increase in the future.

5 According to the quiz, money isn't made from *p*_____, but from cotton and linen.

6 More people will be using money made from *p*_____ in the future.

7 One British banknote passes between 2,328 different people over *n*_____ years.

8 The *f*_____ virus can stay on a banknote for more than two weeks.

8

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LIVEWORKSHEETS

Name _____ Class _____ Date _____

SKILLS TEST 10 Basic

WRITING

5 Write an email to a friend (around 100 words) telling them about your future plans. Think about these areas:

- Job (What job will you do?)
- Education (Will you have gone to university before starting a job?)
- Travel (Will you have gone travelling to lots of different countries?)

_____

_____

_____

_____

_____

_____

20

SPEAKING

6 Work in pairs. Look at the photos below. They show people buying things. Take turns to describe your photo, and say what you think is happening. Use the words below to help you. Then, discuss the last time you went shopping.

A

A: jeweller's, engagement ring, present, expensive

B

B: clothes shop, department store, sale, bargain

7 Work in pairs. Imagine that these things happened to you. Take turns to tell your partner, deduce what might have happened, and sympathise with each other.

A	B
You were on a bus yesterday. When you got off, you checked your pocket/bag, and realised that your purse/wallet was missing! Listen to B's ideas and say whether you agree or not and why. *That can't have happened … / You could be right …*	Sympathise with A *How awful / I'm really sorry* Then think about what might have happened and what A should have done *Someone might have … / You might have … / You should(n't) have …*
Sympathise with B *That's a shame. / Never mind.* Then think about what might have happened and what B should have done *He(She) might have … / He (She) must be … / You should(n't) have …*	A friend borrowed some money from you last week. Now, you need it back. You have tried to phone and email your friend, but your friend never answers! Listen to A's ideas and say whether you agree or not and why. *He (She) can't have … / You could be right …*

20

TOTAL SCORE 70

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