

Add-On

**Work
BOOK**

The new

BEST

GOTTINGER
PARGFRIEDER
GOLDER

SHOTS

FACHSCHULE

inkl.
Vertiefung

Europäischer
Referenzrahmen

B1

3



The new

BEST

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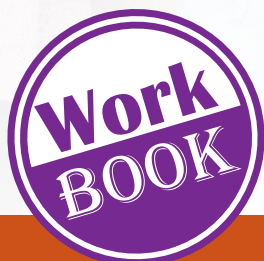
Zachariah GOLDER

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SHOTS

FACHSCHULE

Add-On



Audiofiles zu allen Hörübungen
auf unserer Website (www.hpt.at/qr_230378)



Mit Schreiben des Bundesministeriums für Bildung, Wissenschaft und Forschung vom 09.07.2026, GZ 2026-0.028-816, zur Aufnahme in den Anhang zu den Schulbuchlisten für die 3.–4. Klasse an Technischen, gewerblichen und kunstgewerblichen Fachschulen im Unterrichtsgegenstand Englisch (Lehrplan 2016) empfohlen.

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Zur Verwendung des Übungsbandes

Das **Add-on** zu **The New Best Shots 3 – Fachschule** dient der Wiederholung und Festigung der Inhalte und Language-Inputs des gleichnamigen Schulbuchs. Der Band ist als **Workbook zum selbstständigen Training** konzipiert und bietet Schülerinnen und Schülern die Möglichkeit, sich gezielt auf **Schularbeiten** und **Tests** vorzubereiten.

Ergänzend zu den *Reviews* im Buch bietet das *Add-on* vertiefende Übungsmöglichkeiten zu

- grammatikalischen und lexikalischen Sprachstrukturen (*Language in use*)
- Key vocabulary
- den Kompetenzbereichen Speaking und Writing.

Ein separater Abschnitt in dem Übungsband widmet sich

- den Testformaten Reading und Listening (*Exam practice*).

Alle Tasks sind auf die einzelnen Units des Schulbuchs abgestimmt. **Lösungen** zu den Aufgabenstellungen zur Selbstkontrolle sowie **Listening text transcripts** finden sich im **Anhang** des Buches. **Querverweise** auf *The New Best Shots – Fachschule* in der **Randspalte** dienen dem schnellen und effizienten Nachschlagen, wenn bei einzelnen Aufgabenstellungen noch Nachholbedarf besteht.

Textsorten und **Testformate** sind ebenfalls in der **Randspalte** ausgewiesen:

- **Speaking:** Individual long turn, Interaction
- **Writing:** Formal business email, Email of inquiry/request, Email of application, Informal reply email, Blog entry, Blog comment, Report
- **Reading:** Multiple choice, Multiple matching, Short answers, True/False
- **Listening:** Multiple choice, Multiple matching, Short answers

Die **Soundfiles** stehen mittels Link/QR-Code auf Seite 1 als MP3s zum **Download** zur Verfügung.

- Nach den einleitenden Instruktionen stehen 45 Sekunden zur Verfügung, um die Aufgabenstellung durchzulesen.
- Anschließend wird der Hörtext zweimal hintereinander abgespielt, in dieser Zeit sind die Aufgabenstellungen zu beantworten.
- Abschließend sind wiederum 45 Sekunden Zeit gegeben, um die Antworten zu überprüfen.

Die **Speaking** und **Writing tasks** sind jeweils mit einer Tabelle zum Notieren von Stichworten zu den einzelnen **Bullet points** versehen. Bei Bedarf kann zusätzlich zum gegebenen Input-Material auf das Internet als Recherche-Tool zurückgegriffen werden. Die **Tabellen** dienen der Ideensammlung vor Beginn des Sprechens bzw. Schreibens und stellen eine wichtige Grundlage zur Strukturierung und erfolgreichen Bewältigung der Sprech- bzw. Schreibaufträge dar.

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Listening	What it is like to be an influencer (B1 – Short answers) (Unit 2) Less stuff, more happiness (B1 – Multiple choice) (Unit 4) Being a woman in the tech industry (B1 – Multiple matching) (Unit 5)

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THINK GREEN, ACT GREEN!

Unit overview

Language in use	Present tense simple and present tense continuous ▪ Past tense simple and past perfect tense simple	7
Vocabulary	Key vocabulary Unit 1	8
Speaking	Creating your <i>Green action plan</i>	10
Writing	Writing a blog entry: Taking part in community cleanups	11
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1 a

Language in use

Present tense simple

> The New Best Shots 1
– Fachschule,
page 22

Present tense continuous

> The New Best Shots 1
– Fachschule,
page 37

Present tense simple or present tense continuous? Have a look at the sentences (1–9) and underline the correct form. The first one (0) has been done for you.

- 0 People often throw a lot of plastic waste into the ocean, which harms/is harming sea animals.
- 1 Factories often pollute/are often polluting the air with harmful smoke.
- 2 A lot of animals lose/are losing their natural homes because humans cut down/are cutting down large areas of forest.
- 3 The government plants/is planting new trees in parks and public areas at the moment to improve the environment.
- 4 At home, we recycle/are recycling paper, glass and plastic to reduce waste.
- 5 At the moment more people use/are using bicycles instead of cars to help reduce air pollution in my hometown.
- 6 Over time, the Earth naturally gets/is getting warmer and colder in natural cycles.
- 7 Whenever she leaves/is leaving a room, she turns off/is turning off the lights to save electricity.
- 8 Right now, 500 volunteers clean/are cleaning the beach near Barcelona.
- 9 Currently, scientists study/are studying climate change to understand how it affects/is affecting our planet.



1 b

Language in use

Past tense simple

> The New Best Shots 1
– Fachschule,
page 59

Past perfect tense simple

> The New Best Shots 3
– Fachschule,
page 20

Complete the sentences (1–9). Use the past tense simple or the past perfect tense simple. The first one (0) has been done for you.

- 0 Before Yusuf went to the *Fridays for Future* demonstration, he had gone out (go out) to get some food.
- 1 After Jelena _____ (buy) a new smartphone, she gave her old one to her younger brother so it wouldn't go to waste.
- 2 By the time Zsafia _____ (read) about the problem of e-waste, she had already thrown away two old laptops.
- 3 I joined a beach cleanup last weekend after volunteers _____ (organise) the event through social media.
- 4 By the time I arrived at the park, my classmates _____ (already, start) picking up litter near the playground.
- 5 Nikola and Dragana _____ (pick up) the waste before the picnic started.





- 1 c

Vocabulary
> The New
Best Shots 3
- Fachschule,
page 25

veser

1 d

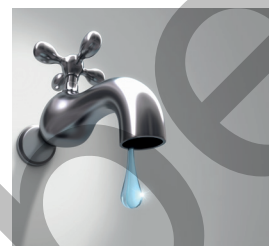
Have a look at the sentences (1–9). Complete them with an appropriate word/phrase from the box. Mind the tenses.

Vocabulary

> The New
Best Shots 3
– Fachschule,
page 25

appliances – essential – public transport – special – to separate – to take part – to refill – durable –
to care about

- 1 I try to use _____ every day because it helps reduce air pollution.
- 2 It's a good habit to use and _____ one's own water bottle instead of buying plastic ones.
- 3 We should all learn to _____ how much water we use, especially during summer.
- 4 It's better to turn off _____ rather than using stand-by mode to save energy.
- 5 I try to reduce waste and only print out _____ study materials and documents.
- 6 Everyone should remember to throw away used batteries in _____ containers for safety.
- 7 At home, we try to _____ the waste into paper, plastic and organic materials.
- 8 Last month, I _____ in a demonstration to protect the environment in our city.
- 9 I prefer to buy _____ products, so I don't need to replace them often.



1 e

Have a look at the words (1–9) and write down sentences on the topic of e-waste.

Vocabulary

> The New
Best Shots 3
– Fachschule,
page 25

- 1 discarded – _____
- 2 to contain – _____
- 3 environmental issue – _____
- 4 developing countries – _____
- 5 to lack – _____
- 6 landfills – _____
- 7 harmful – _____
- 8 to contaminate – _____
- 9 health problems – _____



THINK GREEN, ACT GREEN!



1 f
Speaking

Creating your *Green action plan*

Step 1: Get into pairs. Think about environmentally-friendly actions. Write down as many phrases as possible. An example has been given.

- using public transport
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Step 2: Pick actions from your list in Step 1 that you can easily do every day for one week. Think about actions that are realistic for you to do and that will make a positive impact on the environment.

Step 3: Write down your *Green action plan* for the week, planning two to three actions for each day. Use the action plan below. Draw pictures and/or add colours to your action plan to make it more personal.

My Green action plan to protect the environment		
This is what I plan to do	Done	Was it easy or difficult to do?
Monday		
	☐	
	☐	
	☐	
Tuesday		
	☐	
	☐	
	☐	
Wednesday		
	☐	
	☐	
	☐	
Thursday		
	☐	
	☐	
	☐	
Friday		
	☐	
	☐	
	☐	

Saturday		
	☐	
	☐	
	☐	
Sunday		
	☐	
	☐	
	☐	

Together we can make a difference!

Step 4: After finishing your *Green action plan*, share it with at least three classmates. Inform them about what actions you chose and why they are important for protecting the environment.

1 g

Writing

Text type

Blog entry

> The New
Best Shots 3
– Fachschule,
page 221

You came across the following advertisement on www.ecochange.org.

Calling all teen writers: Speak up for a cleaner planet!

We're looking for young writers to share their thoughts, experiences and ideas about community cleanups. Whether you've participated in one or have suggestions to get others involved, we want to hear from you!

Let's work together for a cleaner future! Send your blog entry by the end of this week and be part of the change. Every small action counts!

You have decided to write a blog entry. In your blog entry you should

- ☐ inform your readers about the importance of keeping our neighbourhoods clean and litter-free
- ☐ outline your personal efforts or plans to organise a cleanup
- ☐ suggest fun and creative ways to encourage more teens to join the cleanup.

Give your blog entry a title. Write about 200 words.

Before you start writing, read the bullet points carefully and take notes in the table.

bullet point 1

bullet point 2

bullet point 3

Reading	Teens making change: a step-by-step guide on making an impact on your community (> Unit 1)	73	
	Teenagers in Qatar are making upcycling fashionable (> Unit 3)	74	
	The invention of the Post-it (> Unit 4)	76	
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	Being a woman in the tech industry (> Unit 5)	78	

1 a

Reading

Test format
Multiple choice

> Topic: Making an impact on your community (Unit 1)

> Test hacks, page 68



Read the article about how teens can make an impact on their community. Choose the correct answer (A, B, C or D) for each question (1–6). Write your answers in the spaces provided. The first one (0) has been done for you.

Teens making change: a step-by-step guide on making an impact on your community



What gets you “fired up?” Whether it’s climate change, mental health awareness or social justice, you can use your various resources to raise awareness. Here is a step-by-step guide for teens on how to effectively raise awareness for a cause they truly care about:

1. Identify your passion

Think about your personal events or experiences. Pay attention to the news or current events that excite or inspire you. Discuss these issues with your family, friends or mentors and then choose a cause that you feel most passionately about. The stronger you feel about an issue, the more motivated you will be to make a difference.

2. Research thoroughly

Understand the issue you are passionate about. Use resources like books, documentaries, trustworthy websites and academic journals to form a deep understanding of the cause from different perspectives.

3. Set clear goals

First, decide on what you want to achieve. Set specific goals that are measurable to help you stay focused and guide your efforts. Remember it’s also very crucial to set a realistic timeline to achieve your goals to keep you on track.

4. Use social media

Yes, you should use the almighty visual platforms like *Instagram*, *TikTok* or *YouTube* to share information. Mainly you should create informative posts, blogs or viral hashtags to increase your outreach.

You should also try to partner up with social media influencers who care about the same issues to help boost your reach. Remember to schedule regular posts and engage actively by commenting and joining discussions to foster meaningful interactions. Make use of a mix of videos, graphics and stories so that what you create can be more appealing and informative to your audience’s interests and values.

5. Create engaging content

Make sure that the content is informative and trustworthy by using visuals and personal narratives. You should break down complex issues into simple pieces of information so your audience can take specific actions, like sharing content, signing petitions or attending events. In the end, you want to engage your audience so that they become more active participants and not just passive viewers.

6. Collaborate and join forces

Collaboration can provide you with many valuable resources, wider networks and added credibility. Therefore, you should team up with local organizations, clubs or fellow activists that also share your passion. They can offer you support, knowledge and additional resources to help you make an impact.



7. Host events and workshops

Organize webinars, workshops or community gatherings in person or virtually. These events can be great platforms for discussion, education and building a very supportive community around your cause. Ensure that the events provide valuable information through presentations, interactive polls or breakout sessions. Lastly, make sure to follow up after the events by sending thank-you

messages to the people who attended, sharing recorded sessions and gathering feedback to improve future events.

Conclusion

70

Remember, your problem will most likely not get solved overnight, so be patient and keep working at it. No action is too small when it comes to making a difference.

0 In order to find what you care deeply about,

- A talk about it with trusted people.
- B make sure it's taught in schools.
- C think of something no one else has.
- D think of something your family feels strongly about.

1 To keep yourself going in the right direction to achieve your goals,

- A figure out which subjects you're most passionate about.
- B learn the best ways to research.
- C make a practical schedule.
- D plan to get everything done as quickly as possible.

2 For the most part, to help your cause social media should be used to

- A get your story out there.
- B entertain people.
- C make a timeline for yourself.
- D connect with more people.

3 You should use a variety of techniques on social media so your information

- A is included in important discussions.
- B is noticed by a famous influencer.
- C contains the most information possible.
- D is better suited to what your viewers like and care about.

4 You should make difficult ideas easy to understand

- A to make more people understand your cause.
- B so people can act on them.
- C to avoid any confusion.
- D because people trust simpler language.

5 You should try to work together with people who

- A know the most people.
- B attend a lot of workshops.
- C have the same interests.
- D have the most resources.

6 After you host an event, you should

- A listen to people's suggestions.
- B plan the next one right away.
- C thank the other event organisers.
- D present how it went to your community.

0	1	2	3	4	5	6
A						

1 b

Reading

Test format
True/False

> Topic:
Upcycling
(Unit 3)

> Test hacks,
page 70



Read the article about teenagers who want to do something about the problem of fast fashion. First decide whether the statements (1–6) are true (T) or false (F) and put a cross (x) in the correct box. Then correct the wrong statements and write them down. The first one (0) has been done for you.

Teenagers in Qatar are making upcycling fashionable

A group of seven high school students in Doha are on a mission to address the problem of fast fashion. Alongside their studies and many other activities, the teens have launched the non-profit *Project Upcycle*, an organisation dedicated to promoting sustainability and reducing fabric waste.

"Fast fashion is an industry. It's a concept that moves really quickly, and when people buy these products, they don't really realise how much of a carbon footprint they're leaving behind," Ivana

Thomas, head of communications at *Project Upcycle*, tells *Scenes*. "We buy products. We buy clothes. We like it because of the design, the colour, things like that. But nobody really sees what's going on behind the scenes," she adds.

The 13- to 15-year-olds met for the first time when they took part in the *Global Act Impact Award (GAIA) for Model United Nations*. The GAIA competition challenges schools to develop a service project that meets a UN Sustainable Development Goal.