

**Test Pack**

**Leseprobe**

*The new*

**BEST**

GOTTINGER  
PARGFRIEDER  
GOLDER

**SHOTS**

**FACHSCHULE**

Europäischer  
Referenzrahmen

A2

B1

**1**





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## Zur Verwendung des Test Packs

Das **Test Pack** zu *The New Best Shots 1 – Fachschule* dient der Überprüfung und Testung der Inhalte und Language-Inputs des gleichnamigen Schulbuchs und wird **ausschließlich an Lehrkräfte und Schulen abgegeben**. Alle Tasks sind **auf die einzelnen Units des Schulbuchs abgestimmt**. Das Test Pack kann **für Schularbeiten, Tests und zum Üben** eingesetzt werden. Es enthält Tasks zu

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

Ein separater Abschnitt im Test Pack widmet sich

- den Testformaten Reading und Listening.

Hinweise zu den Inhalten von Language in use-Tasks in der Randspalte dienen der einfachen und raschen Orientierung.

Die **Speaking-** und **Writing-**Aufgabenstellungen sind jeweils mit einer **Tabelle** zum Notieren von Stichworten zu den einzelnen **Bullet points** versehen. Die **Tabellen** dienen der Ideensammlung vor Beginn des Sprechens und – sofern gewünscht – auch des Schreibens. Sie sollen den Schülerinnen und Schülern als eine wichtige Grundlage zur Strukturierung und erfolgreichen Bewältigung der Sprech- bzw. Schreibaufträge dienen.

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

- **Speaking:** Individual long turn, Interaction
- **Writing:** Description, Informal email, Blog entry, Blog comment
- **Reading:** Multiple choice, Multiple matching, Short answers, True/False
- **Listening:** Multiple choice, Multiple matching, Short answers

Die **Audiofiles** sind nach dem üblichen Schema gestaltet:

- Nach den einleitenden Instruktionen stehen den Schülerinnen und Schülern 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

**Lösungen** zu den Aufgabenstellungen finden sich im **Anhang** des Buches. **Word-Daten** zur Generierung Ihrer Schularbeiten sowie die **Audiofiles** und **Listening text transcripts** stehen über die Plattform [www.hptheek.at](http://www.hptheek.at) zur Verfügung. Zugang zur Plattform erhalten Sie **mittels personalisiertem Code auf der Cover-Innenseite**.

Sämtliche Änderungen liegen im Ermessens- und Verantwortungsbereich der Lehrkraft.

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<b>Unit 1 Getting to know one another</b>	
Lang. in use	Word order ▪ Asking <i>wh</i> -questions ▪ Asking <i>yes/no</i> -questions
Vocabulary	Key vocabulary Unit 1
Speaking	Introducing yourself (A2 – <i>Individual long turn</i> )
Writing	Writing a <b>description</b> : This is me (A2)
<b>Unit 2 Just another average day</b>	
Lang. in use	Present tense simple ▪ Definite and indefinite articles
Vocabulary	Key vocabulary Unit 2
Speaking	My school routine (A2 – <i>Interaction</i> )
Writing	Writing an <b>informal reply email</b> : My perfect weekend routine (A2)
<b>Unit 3 Being new at school</b>	
Lang. in use	Present tense simple and present tense continuous ▪ Linking words ( <i>and/because/but/so/or</i> )
Vocabulary	Key vocabulary Unit 3
Speaking	This is my new school (A2 – <i>Individual long turn</i> )
Writing	Writing an <b>informal reply email</b> : Studying effectively (A2)
<b>Unit 4 Free time well spent</b>	
Lang. in use	Past tense simple ▪ Adjectives ending in <i>-ing/-ed</i>
Vocabulary	Key vocabulary Unit 4
Speaking	What I like doing in my free time (A2 – <i>Individual long turn</i> )
Writing	Writing an <b>email</b> : What to do in your free time (A2)
<b>Unit 5 Do you really need it or just want it?</b>	
Lang. in use	Adjective or adverb ▪ Comparison of adjectives ▪ Making comparisons
Vocabulary	Key vocabulary Unit 5
Speaking	The pros and cons of online shopping (A2 – <i>Interaction</i> )
Writing	Writing a <b>product review</b> : A product I am not happy with (A2)
<b>Unit 6 There's no place like home</b>	
Lang. in use	Prepositions of place ( <i>at/in/into/on</i> ) ▪ <i>will</i> -future/ <i>going-to</i> future ▪ Relative clauses ( <i>who/which/that</i> )
Vocabulary	Key vocabulary Unit 6
Speaking	Home and housing preferences (A2 – <i>Individual long turn</i> )
Writing	Writing an <b>informal email</b> : My new home (A2)
<b>Unit 7 Food up your day</b>	
Lang. in use	Quantifiers ( <i>much/many/a lot of</i> ) ▪ <i>some/any</i> ▪ <i>so/such</i>
Vocabulary	Key vocabulary Unit 7
Speaking	Having a healthy lifestyle (A2 – <i>Individual long turn</i> )
Writing	Writing a <b>blog comment</b> : Austrian cuisine (A2)
<b>Unit 8 The blessing of good friends and a caring family</b>	
Lang. in use	Modal verbs 1 ( <i>need/needn't/should/shouldn't</i> ) ▪ Phrasal verbs ▪ Prepositions of time ( <i>at/in/on</i> )
Vocabulary	Key vocabulary Unit 8
Speaking	Family life and family traditions (A2 – <i>Interaction</i> )
Writing	Writing a <b>blog entry</b> : Friendship is the best gift (A2)

Unit 9 The social media bubble	
Lang. in use	Past tense simple and past tense continuous ▪ Conditional I ▪ <i>if/when</i>
Vocabulary	Key vocabulary Unit 9
Speaking	Social media use among teens (A2 – <i>Individual long turn</i> )
Writing	Writing a <b>blog comment</b> : Social media addiction (A2)

Unit 10 Safe at work	
Lang. in use	<i>safe/save</i> ▪ Modal verbs 2 ( <i>have to/had to/don't have to/didn't have to/mustn't</i> )
Vocabulary	Key vocabulary Unit 10
Speaking	The school workshop/lab (A2 – <i>Interaction</i> )
Writing	Writing an <b>informal email</b> : A damage claim (A2)

Reading and listening skills: 1. Semester / Units 1–5	
Reading	What teenagers do on weekends (A2/B1 – <i>Multiple matching</i> ) > Unit 2
	A helping hand: poor Indian children get a second chance at attending school (A2/B1 – <i>Multiple choice</i> ) > Unit 3
	The importance of free time for teenagers (A2/B1 – <i>Multiple matching</i> ) > Unit 4
Listening	Tips for a successful daily routine (A2/B1 – <i>Multiple matching</i> ) > Unit 2
	Effective study tips (A2/B1 – <i>Short answers</i> ) > Unit 3
	Three products I successfully sold online (A2/B1 – <i>Multiple choice</i> ) > Unit 5

Reading and listening skills: 2. Semester / Units 6–10	
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	Healthy eating habits for teenagers (A2/B1 – <i>Short answers</i> ) > Unit 7
	Teenage friendships (A2/B1 – <i>True/False</i> ) > Unit 8
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	Why workplace safety is important (A2/B1 – <i>Multiple choice</i> ) > Unit 10

Key

Listening text transcripts





# GETTING TO KNOW ONE ANOTHER



Unit overview				
Language in use	Word order	Asking <i>wh</i> -questions	Asking <i>yes/no</i> -questions	1
Vocabulary	Key vocabulary Unit 1			2
Speaking	Introducing yourself			3
Writing	Writing a description: This is me			3

## 1 a

Language  
in use

Word order

Put the words in the correct order to form sentences. Sometimes there is more than one possibility.

1 spent/my best friend and I/playing computer games/some time/at the weekend /.

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2 watching TV/in the afternoon/does not like/Leander/with his younger siblings/.

---



---

3 for the English test/Lorena/studied/yesterday/in the living room/.

---



---

4 to the football stadium/three weeks ago/went/I/.

---



---

5 at the sports store/my brother/a smartwatch/yesterday/bought/.

---



---

6 Tanner/in the IT lab/his pencil case/today/forgot/.

---



---

7 with her best friends/will not go/to the cinema/Mia/tomorrow/.

---



---

8 is giving/at the moment/about her favourite book/Karla/a presentation/.

---



---

9 in Vienna/my parents and I/were/two days ago/.

---



---

10 detective stories/Senad/likes/in his free time/reading/.

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# GETTING TO KNOW ONE ANOTHER



## 1 b

Language  
in use  
Asking  
questions

Write down suitable questions to the following answers (1–9). Mind the tenses. Sometimes there is more than one possibility.

- 1 \_\_\_\_\_ – I live in Wiener Neustadt.
- 2 \_\_\_\_\_ – I was born on November 30.
- 3 \_\_\_\_\_ – It is Noor's pen.
- 4 \_\_\_\_\_ – I am fourteen years old.
- 5 \_\_\_\_\_ – I am going to watch a football game.
- 6 \_\_\_\_\_ – It's Samy, my best friend.
- 7 \_\_\_\_\_ – Two brothers and one sister.
- 8 \_\_\_\_\_ – I attend the Vocational School for Mechatronics.
- 9 \_\_\_\_\_ – I like dancing and swimming.

## 1 c

Language  
in use  
Asking  
questions

Complete the sentences (1–9) using *do/does/did*.

- 1 \_\_\_\_\_ Mark and Tom wake up at 7 o'clock every day?
- 2 \_\_\_\_\_ Nina like History?
- 3 \_\_\_\_\_ Emerson and Kerem have workshop lessons every Monday?
- 4 \_\_\_\_\_ Sid buy a new notebook last month?
- 5 \_\_\_\_\_ Mary and Ayse usually walk to school?
- 6 \_\_\_\_\_ your form teacher inform you about the rules at school in the first lesson?
- 7 \_\_\_\_\_ Sofia have a new haircut?
- 8 \_\_\_\_\_ the siblings fight with each other often?
- 9 \_\_\_\_\_ your cousin go to the cinema yesterday night?

## 1 d

Vocabulary

Write down an appropriate definition for the adjectives (1–9).

- 1 confident – \_\_\_\_\_  
\_\_\_\_\_
- 2 depressed – \_\_\_\_\_  
\_\_\_\_\_
- 3 helpful – \_\_\_\_\_  
\_\_\_\_\_
- 4 lazy – \_\_\_\_\_  
\_\_\_\_\_
- 5 optimistic – \_\_\_\_\_  
\_\_\_\_\_
- 6 sensitive – \_\_\_\_\_  
\_\_\_\_\_
- 7 angry – \_\_\_\_\_  
\_\_\_\_\_
- 8 impatient – \_\_\_\_\_  
\_\_\_\_\_
- 9 untidy – \_\_\_\_\_  
\_\_\_\_\_

1 e

Speaking  
Test format  
Individual  
long turn

Your class is doing an *Erasmus+* project with your partner school from Krumlov, Czech Republic. You have been asked to introduce yourself to the students from your partner school and give a 3-minute description.



In your description you should

- inform the other students about yourself (*age, where you live, family, etc.*)
- describe your personality
- give examples of your favourite free time activities.

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

bullet point 1

bullet point 2

bullet point 3

1 f

Writing  
Text type  
Description

You are applying for an advertising agency that is looking for different characters for a new series on a popular streaming platform. They are interested in new and extraordinary characters. They have asked interested teenagers to send in descriptions of themselves.

In your description you should

- describe your appearance
- point out what makes you an interesting and extraordinary character
- say why you would like to be part of the cast.

Give your description a title. Write about 180 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