

The new

BEST SHOTS

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2

FACHSCHULE

Test Pack

CODE

Individueller
Code
inklusive

Audiofiles und bearbeitbare Word-Daten auf www.hptheek.at
(personalisierter Code auf der Cover-Innenseite)

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Zur Verwendung des Test Packs

Das **Test Pack** zu *The New Best Shots 2 – 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**: Blog comment, Blog entry, Informal (reply) email, Formal email
- **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 und **Listening text transcripts** finden sich im **Anhang** des Buches. **Word-Daten** zur Generierung Ihrer Schularbeiten sowie die **Audiofiles** stehen über die Plattform 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.

3. Semester – Kompetenzmodul 3

Unit 1	The louder, the better?	5
Lang. in use	Present tense simple and past tense simple ▪ Question tags	
Vocabulary	Key vocabulary Unit 1	
Speaking	Protect your hearing! (A2/B1 – <i>Individual long turn</i>)	
Writing	Writing an <i>informal reply email</i> : Should I go to the music festival? (A2)	
Unit 2	Are you a big-city person?	8
Lang. in use	Prepositions of place ▪ Prepositions of time ▪ Relative clauses	
Vocabulary	Key vocabulary Unit 2	
Speaking	Living in the city versus living in the countryside (A2 – <i>Interaction</i>)	
Writing	Writing a <i>blog comment</i> : The area where I live (A2)	
Unit 3	Welcome to the business world	12
Lang. in use	Present perfect tense simple and past tense simple ▪ <i>for</i> and <i>since</i> ▪ Conditional type I	
Vocabulary	Key vocabulary Unit 3	
Speaking	The importance of teamwork (A2 – <i>Individual long turn</i>)	
Writing	Writing a <i>formal email</i> : Organising a workshop on making a good first impression at school (A2/B1)	
Unit 4	Being surrounded by technology	16
Lang. in use	Adjective or adverb ▪ Making comparisons ▪ Conditional type II	
Vocabulary	Key vocabulary Unit 4	
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Writing	Writing a <i>blog entry</i> : The benefits and downsides of being surrounded by technology (A2/B1)	
Unit 5	Think before you click!	20
Lang. in use	Modal verbs 1 (<i>need to/needn't/have to/don't have to/mustn't/should/shouldn't/be allowed to/not be allowed to</i>) ▪ Passive constructions	
Vocabulary	Key vocabulary Unit 5	
Speaking	Protecting your personal information online (A2/B1 – <i>Individual long turn</i>)	
Writing	Writing a <i>blog comment</i> : Digital citizenship (A2/B1)	

4. Semester – Kompetenzmodul 4

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Vocabulary	Key vocabulary Unit 6	
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Writing	Writing a <i>blog entry</i> : Teen addiction (A2/B1)	
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Vocabulary	Key vocabulary Unit 8	
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Writing	Writing a <i>blog comment</i> : Why tolerance is essential (A2/B1)	
Unit 9	The evolution of media	32
Lang. in use	The language of newspaper headlines ▪ <i>so/such/so much/so many</i>	
Vocabulary	Key vocabulary Unit 9	
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Writing	Writing a <i>formal email</i> : Media and news-consumption habits (A2/B1)	
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Writing	Writing an <i>informal reply email</i> : Doing an unpaid internship (A2/B1)	
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	Benefits and challenges of life in a multicultural city – What living in London is like (B1 – <i>Multiple matching</i>)/Unit 2	
	Dealing with cyberbullies (B1 – <i>Short answers</i>)/Unit 3	
Listening	What is important when planning a city? (B1 – <i>Multiple choice</i>)/Unit 2	
	A teenager's digital devices (A2/B1 – <i>Short answers</i>)/Unit 4	
	How to raise responsible digital citizens (B1 – <i>Multiple matching</i>)/Unit 5	
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	Building teens' respect for diversity (B1 – <i>Short answers</i>)/Unit 8	
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THE LOUDER, THE BETTER?

Unit overview

Language in use	Present tense simple and past tense simple ■ Question tags	5
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Speaking	Protect your hearing!	6
Writing	Writing an informal reply email: Should I go to the music festival?	7
Reading	Hearing loss from loud music	38



1 a

Language in use

Present tense simple and past tense simple

Have a look at the sentences (1–11). Put the verbs in brackets in the correct tense (*present tense simple or past tense simple*).

- Sharron _____ (hear) a new song on the radio yesterday.
- The singer _____ (perform) on stage every weekend this summer.
- Amira _____ (take) guitar lessons when she was a child.
- The opera singer _____ (sing) beautifully at the concert last night.
- Beth usually _____ (listen to) classical music while studying.
- My neighbours _____ (go) to a jazz festival last weekend.
- Tarek's family _____ (enjoy) singing together at family gatherings.
- The band _____ (write) their second album two years ago.
- The band's drummer normally _____ (practise) before the show.
- She _____ (forget) the lyrics during the performance last week.
- The songs _____ (be) all written by the lead singer last year.

1 b

Language in use

Question tags

Have a look at the sentences (1–11). Put in the correct question tag.

- You love playing the violin, _____?
- Your brother can play the piano, _____?
- She listened to the new album of her favourite band yesterday, _____?
- Hassan writes his own songs, _____?
- The newcomer band performs at local clubs three times a month, _____?
- You don't know the lyrics to this song, _____?
- Leila doesn't listen to rap music every morning, _____?
- You downloaded the new album, _____?
- My friends enjoyed the concert last night, _____?
- They hardly ever finish the concert on time, _____?
- This band is famous, _____?



THE LOUDER, THE BETTER?

1 c
Vocabulary

Match the words in A with the appropriate ones in B to make meaningful phrases. Then use the phrases to write sentences on the topic of hearing loss and noisy classrooms below.

A		B
to speak	1	a from noise
to operate	2	b headache
to stop damage	3	c stress
to provide	4	d someone
to get a	5	e loudly in noisy environments
to distract	6	f unhealthy
to take	7	g hearing protection
to create	8	h regular breaks
to be	9	i noisy machinery

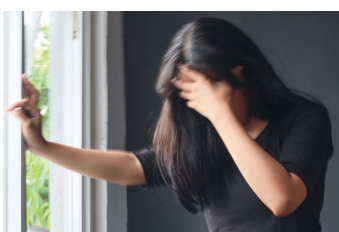
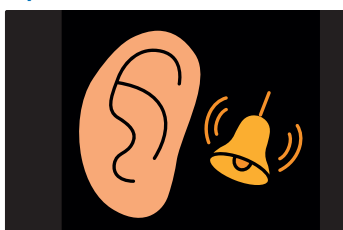
1 d
Speaking
Test format
Individual
long turn

You are taking part in the international students' conference *Protect your hearing* organised by the *World Health Organization* in Geneva. You have been asked to give a 3-minute presentation about the impact of loud music on teenagers' hearing health.

In your presentation you should

- ☐ explain why teenagers sometimes like to listen to loud music
- ☐ describe common symptoms of hearing loss (Input)
- ☐ suggest healthy listening habits.

Input



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

bullet point 1

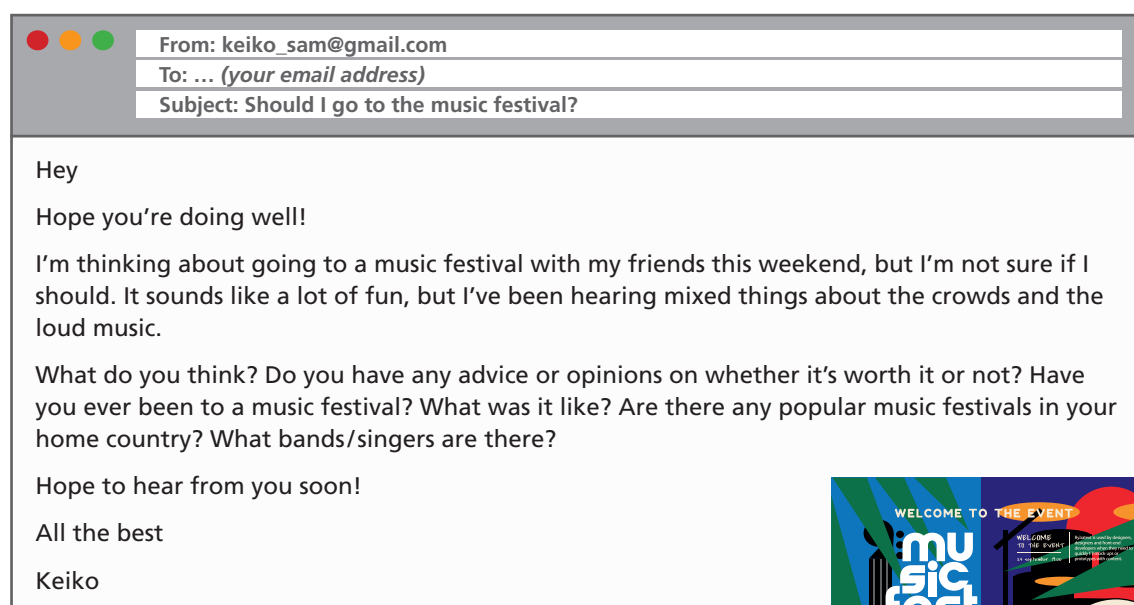
bullet point 2

bullet point 3

1 e

Writing
Text type
Informal reply
email

You have just received the following email from your friend Keiko from Rotterdam.



You have decided to write back. In your reply email you should

- ☐ point out why going to a music festival might be a cool experience
- ☐ outline possible risks when going to a music festival
- ☐ inform Keiko about popular music festivals in your area.

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