

**Test Pack**

*The new*

**BEST**

GOTTINGER  
PARGFRIEDER  
GOLDER

**SHOTS**

**HTL/HUM**

Europäischer  
Referenzrahmen

A2

B1

**2**

**CODE**  
Individueller  
Code  
inklusive

**hpt**

## Zur Verwendung des Test Packs

Das **Test Pack** zu *The New Best Shots 2 – HTL/HUM* 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:** Informal (reply) email, Email to the editor, Email of application, Email of inquiry/request, Blog entry, Blog comment, Review
- **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](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.

<b>Unit 1 Make a difference!</b>	
Lang. in use	Present tense simple/Present tense continuous/Past tense simple/Past tense continuous
Vocabulary	Key vocabulary Unit 1
Speaking	How to make a difference in this world (A2/B1 – <i>Individual long turn</i> )
Writing	Writing an <b>informal reply email</b> : The benefits of volunteering (A2/B1)
<b>Unit 2 The sound of music</b>	
Lang. in use	Past perfect tense simple ▪ Conditional type III
Vocabulary	Key vocabulary Unit 2
Speaking	My music listening habits (A2/B1 – <i>Interaction</i> )
Writing	Writing an <b>email to the editor</b> : The effects and superpowers of music on teens (A2/B1)
<b>Unit 3 Only one Earth</b>	
Lang. in use	Future tenses ▪ <i>say/tell/talk/speak</i>
Vocabulary	Key vocabulary Unit 3
Speaking	Environmental issues (A2/B1 – <i>Individual long turn</i> )
Writing	Writing a <b>blog comment</b> : 100 ways to heal the planet (A2/B1)
<b>Unit 4 Ready to quit</b>	
Lang. in use	Modal verbs ( <i>may/might/could</i> ) ▪ Phrasal verbs
Vocabulary	Key vocabulary Unit 4
Speaking	Internet addiction (A2/B1 – <i>Interaction</i> )
Writing	Writing a <b>blog entry</b> : Does shopping really make you happy? (A2/B1)
<b>Unit 5 The joy of diversity</b>	
Lang. in use	Giving advice and making suggestions ▪ <i>used to/didn't use to/never used to</i>
Vocabulary	Key vocabulary Unit 5
Speaking	The importance of speaking English (A2/B1 – <i>Individual long turn</i> )
Writing	Writing an <b>informal reply email</b> : Cultural awareness (A2/B1)
<b>Unit 6 Innovation through dedication</b>	
Lang. in use	Passive constructions ▪ Describing processes/Giving instructions
Vocabulary	Key vocabulary Unit 6
Speaking	Innovation in education (A2/B1 – <i>Interaction</i> )
Writing	Writing a <b>blog comment</b> : The best invention of all time (A2/B1)
<b>Unit 7 Career coaching</b>	
Lang. in use	Conditional type I, II and III
Vocabulary	Key vocabulary Unit 7
Speaking	Gender equality in work life (A2/B1 – <i>Individual long turn</i> )
Writing	Writing an <b>email of application</b> for an internship at the <i>United Nations</i> (A2/B1)
<b>Unit 8 Sport up your life</b>	
Lang. in use	Present perfect tense simple and present perfect tense continuous ▪ <i>for – since</i>
Vocabulary	Key vocabulary Unit 8
Speaking	Youth sports (A2/B1 – <i>Interaction</i> )
Writing	Writing an <b>email to the editor</b> : Unusual types of sports (A2/B1)

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## Unit 9 You've got a friend

Lang. in use	Phrasal verbs ▪ Word formation
Vocabulary	Key vocabulary Unit 9
Speaking	Different levels of friendship (A2/B1 – <i>Individual long turn</i> )
Writing	Writing a <b>blog comment</b> : Doing volunteer work (A2/B1)

## Unit 10 Great food. Great times.

Lang. in use	Linking words ▪ Gerund after phrasal verbs and <i>to be</i> -structures
Vocabulary	Key vocabulary Unit 10
Speaking	Food options at your school (A2/B1 – <i>Interaction</i> )
Writing	Writing a <b>blog entry</b> : Are you a picky eater? (A2/B1)

## Unit 11 How to win over customers

Lang. in use	Adverbs with two forms and two meanings ▪ Comparison of adverbs
Vocabulary	Key vocabulary Unit 11
Speaking	The importance of brands (A2/B1 – <i>Individual long turn</i> )
Writing	Writing an <b>email of inquiry/request</b> : Product testers wanted (A2/B1)

## Unit 12 It's movie time

Lang. in use	Different forms of <i>like</i>
Vocabulary	Key vocabulary Unit 12
Speaking	The benefits of watching documentaries (A2/B1 – <i>Interaction</i> )
Writing	Writing a <b>review</b> of a film you have recently seen (A2/B1)

## Reading and listening skills: 3. Semester – Kompetenzmodul 3 / Units 1–6

Reading	A teen's perspective on being "different" (B1 – <i>Multiple matching</i> )/Unit 1
	How music can support young people's learning (B1 – <i>Short answers</i> )/Unit 2
	New governmental sustainability and climate change strategy for UK schools (B1 – <i>True/False</i> )/Unit 3
	Understanding addiction in teens (B1 – <i>Multiple choice</i> )/Unit 4
Listening	Music therapy for children with special needs (B1 – <i>Multiple choice</i> )/Unit 2
	Teens and sustainable living (B1 – <i>Multiple matching</i> )/Unit 3
	The importance of talking to kids about diversity and inclusion (B1 – <i>Short answers</i> )/Unit 5
	The role of AI in modern education (B1 – <i>Multiple choice</i> )/Unit 6

## Reading and listening skills: 4. Semester – Kompetenzmodul 4 / Units 7–12

Reading	How mindfulness can benefit teen athletes (B1 – <i>Multiple choice</i> )/Unit 8
	Volunteer work opportunities (B1 – <i>Multiple matching</i> )/Unit 9
	Teen nutrition: Making healthy food choices easy (B1 – <i>True/False</i> )/Unit 10
	Greenwashing by fashion brands concerns teens trying to buy eco-friendly products (B1 – <i>Multiple matching</i> )/Unit 11
Listening	The benefits of having a summer job (B1 – <i>Short answers</i> )/Unit 7
	Interview with a teen Olympian (B1 – <i>Multiple matching</i> )/Unit 8
	How true friends help teens thrive (B1 – <i>Multiple choice</i> )/Unit 9
	How restaurants and hotels can reduce food waste (B1 – <i>Short answers</i> )/Unit 10

Key

Listening text transcripts

# MAKE A DIFFERENCE!



Unit overview		
Language in use	Present tense simple/Present tense continuous/Past tense simple/Past tense continuous ▪ Question tags	5
Vocabulary	Key vocabulary Unit 1	6
Speaking	How to make a difference in this world	6
Writing	Writing an informal reply email: The benefits of volunteering	7
Reading	A teen's perspective on being "different"	61

## 1 a

### Language in use

Present tense simple / Present tense continuous / Past tense simple / Past tense continuous

Complete the sentences (1–10). Put the verbs in brackets in the correct tense (*present tense simple, present tense continuous, past tense simple or past tense continuous*).

- While Tony \_\_\_\_\_ (work) on a project about diversity, his brother \_\_\_\_\_ (listen) to a podcast.
- My mum \_\_\_\_\_ (take) Yoga classes every Friday evening.
- Please stop talking! I \_\_\_\_\_ (prepare) a presentation for our Ethics class.
- Shirin and Chris \_\_\_\_\_ (be) at the *Frequency Festival* three days ago.
- As it \_\_\_\_\_ (rain) heavily, the organiser \_\_\_\_\_ (have) to cancel the open-air art exhibition.
- Jane \_\_\_\_\_ (love) cosplay and \_\_\_\_\_ (travel) to various conventions regularly.
- The kids \_\_\_\_\_ (play) in the garden right now.
- When he \_\_\_\_\_ (be) younger, he always \_\_\_\_\_ (go) to the football stadium at the weekend.
- Ella \_\_\_\_\_ (be) a passionate marathon runner and \_\_\_\_\_ (train) three times a week.
- Henry \_\_\_\_\_ (cooking) a very special vegan recipe for eight friends right now.

## 1 b

### Language in use

Question tags

Put in the correct question tag. Compare your results with a partner.

- Luca didn't know the song, \_\_\_\_\_?
- Let's go to Tina's party tonight, \_\_\_\_\_?
- Most teenagers don't judge others by their looks, \_\_\_\_\_?
- You are very good at crafting, \_\_\_\_\_?
- Noel has won the national language competition twice, \_\_\_\_\_?
- Danielle can cook a lot of different meals, \_\_\_\_\_?
- The tourists really care about the country's local traditions, \_\_\_\_\_?
- You don't have a driving licence, \_\_\_\_\_?
- The students were working really hard in our lesson today, \_\_\_\_\_?
- You are doing martial arts, \_\_\_\_\_?

# MAKE A DIFFERENCE!

1 c

Vocabulary

Have a look at the words/phrases (1–9) and use them in a meaningful sentence on the topic of respect, tolerance and volunteerism.

- 1 to cause –  
\_\_\_\_\_  
\_\_\_\_\_
- 2 charitable –  
\_\_\_\_\_  
\_\_\_\_\_
- 3 compassionate –  
\_\_\_\_\_  
\_\_\_\_\_
- 4 to differ –  
\_\_\_\_\_  
\_\_\_\_\_
- 5 command –  
\_\_\_\_\_  
\_\_\_\_\_
- 6 to be straightforward –  
\_\_\_\_\_  
\_\_\_\_\_
- 7 to keep a record of –  
\_\_\_\_\_  
\_\_\_\_\_
- 8 to dedicate –  
\_\_\_\_\_  
\_\_\_\_\_
- 9 to involve –  
\_\_\_\_\_  
\_\_\_\_\_

1 d

Speaking  
Test format  
Individual  
long turn

You are taking part in a session of the *European Youth Parliament* in Prague. You have been asked to give a 3-minute presentation about how to make a difference in this world.

In your presentation you should

- present a famous personality who has made a difference in the world (*who is it, what this person did, why he/she is an inspiration, etc.*)
- outline character traits of people who make a difference
- discuss the benefits and downsides of being different (Input).

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 received the following email from your American cousin.

● ● ●	From: samglenston@gmail.com
	To: ... (your email address)
	Subject: A charitable cause

Hi

How're you doing? I've not heard from you for quite a while. I hope you're good. Do you remember the volunteering programme in Italy I was telling you about? Well, I got accepted and currently I'm working in an immigration centre in Naples.

On the one hand, it's such a good feeling to be able to help people in need but on the other hand, it is hard work and it's emotionally difficult.

I get to know so many nice people every day but sometimes I'm a bit overwhelmed and then I feel homesick. But in the end, I'm aware of the fact that this is a valuable life experience that will prepare me for any challenges that come my way and I'm very grateful.

What do you think about volunteering?

Looking forward to your reply.

Best  
Sam

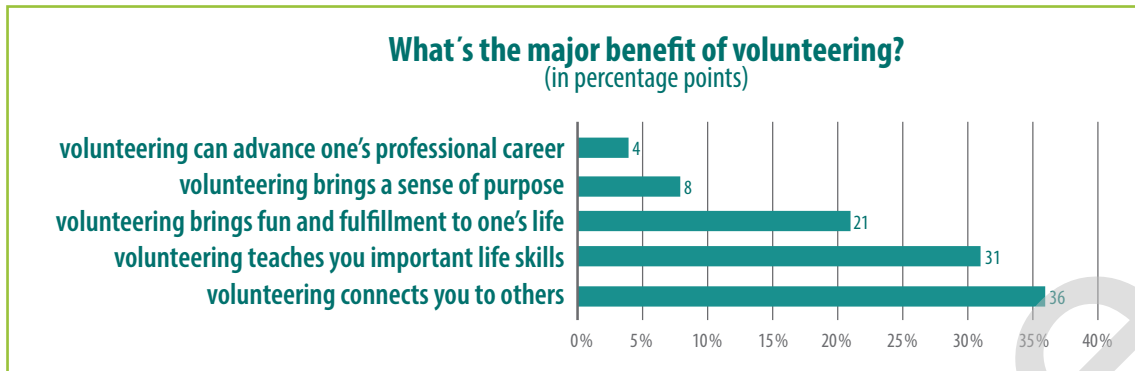
You have decided to respond to the email. In your reply email you should

- state your personal opinion on volunteering
- describe the impact of volunteering on one's personal/professional life (Input, p. 8)
- outline what schools can do to support charity/voluntary work amongst students.

Write about 200 words.



## Input



Source: [www.helpguide.org](http://www.helpguide.org), 2024

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	A teen's perspective on being "different" (> Unit 1)	53
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	New governmental sustainability and climate change strategy for UK schools (> Unit 3)	57
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### 1 a

#### Reading

#### Multiple matching

Topic: Being different (> Unit 1)

Read the article about a teenager's perspective on being "different". Some parts are missing. Choose the correct part (A–I) for each gap (1–6). There are two extra parts that you should not use. Write your answers in the spaces provided. The first one (0) has been done for you.

### A teen's perspective on being different



1 Ask teenagers what their views are on fitting in with the crowd. Many will reply that they want to fit in, be like the popular kids or go with the flow. The majority of teens who reply that they want to stand out still base many of their actions on fitting in with others. Ask people why they \_\_\_\_<sup>0</sup>. Common responses are that their friends are there, or that it is a popular place. Many of the actions of teenagers are driven by a desire to fit in.

I am one of the relatively few teenagers who really want to be unique. Moreover, I never \_\_\_\_<sup>1</sup>. Why do I want to be unique? I think deep down, the reason is based on human nature. Something about feeling useful, needed, and purposeful is rewarding to me, and probably to others too.

I usually wear shirts that are in some way related to math or science. Why? It increases the likelihood that someone who shares my interests – math, science, computers, and learning – will \_\_\_\_<sup>2</sup>, presenting the opportunity for learning, my favourite activity.

25 Historically, I have never wanted to fit in. One example occurred when I was eight years old. I was ready to go to school with my bulky sweatshirt tucked into my sweat pants. Seeing how I was dressed, my mom said, "You should \_\_\_\_<sup>3</sup>." I replied, "No, it's okay." She tried again, "Well, it's really designed to be worn out." I replied, "I like it better in. It's more comfortable." My mom kept trying, "Well, it looks kind of weird, and you



don't want kids to tease you." I countered, "My true friends won't \_\_\_\_<sup>4</sup>, and anyone who does isn't a true friend, just a bully, so why should I care what they think?" My mom gave up and instead exclaimed, "You're absolutely right!"

In addition, I was, and still am, almost impervious to peer pressure. Peer pressure is driven by a desire to fit in. The people who do the pressuring are attempting to fit in by changing the crowd to make others more like themselves, while those who give in to peer pressure are trying to fit in by changing themselves to be more like the crowd.

Contrary to what some would say, I think being different is good. Anyone who says otherwise is focusing on the wrong aspects of being different. Bullies focus on the negative aspects of how others are different. People who succumb to peer pressure focus on how they are different in negative ways from what is considered "normal." I \_\_\_\_<sup>5</sup> because I focus on the positive aspects of how I am distinct and engage in pursuits that allow me to feel good about myself.

My advice to anyone who is being bullied is to find something about being different that is helpful. Bullies most likely will stop when teasing is no longer enjoyable. It might not be enough to simply pretend that the bullying does not matter, however, if the person being bullied is truly unaffected, it won't elicit any response other than annoyance. I am, as my mom says, "bully-proof"



# READING AND LISTENING SKILLS

because I am logical. I \_\_\_\_\_<sup>6</sup>, and that makes it illogical to anyone other than the bully. My advice for achieving this is to find an activity you love and  
70 become the best you can be at it.

By viewing bullying in a logical way, feeling comfortable being yourself, and looking for the positive aspects of being different, it is possible to overcome bullying, as well as many other obstacles in life.

- A provide interesting conversation
- B wear the correct clothes
- C hang out where they do
- D make fun of me
- E think differently from everyone else
- F enjoy being different
- G use any of these reasons
- H see teasing for what it is
- I wear your clothes properly

0	1	2	3	4	5	6
C						

1 e

Listening

Track 1

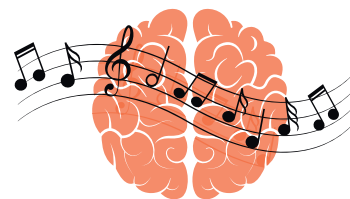
Test format

Multiple choice

Topic: Music

(> Unit 2)

You are going to listen to a radio interview with Luke Dalien about music therapy for children with special needs. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, 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. After the second listening, you will have 45 seconds to check your answers.



## Music therapy for children with special needs

- 0** A normal schedule can help teens by making their life
- A makes music for kids.
  - B writes for kids.
  - C is in a band.
  - D talks about young people's needs on the radio.
- 1** The brain understands music
- A best when someone is a child.
  - B connected to speaking abilities.
  - C apart from speaking abilities.
  - D better than speech.
- 2** A professional who uses music to help kids
- A tries to meet set goals.
  - B can help them in any learning environment.
  - C must use a certain type of music.
  - D makes them better musicians.
- 3** One major advantage of music therapy is that it's helpful to make children
- A interested in learning.
  - B relate to children with special needs.
  - C happier.
  - D sleep easier.
- 4** The best part about music therapy is
- A it does not require a professional.
  - B it allows the child to be angry in a safe place.
  - C it allows for acting and speaking.
  - D it does not require the child to talk.
- 5** When a child is displeased, music therapy
- A destroys the bad emotions.
  - B replaces the bad emotions.
  - C helps the child accept these unwanted emotions.
  - D can sometimes give them more bad emotions.
- 6** Luke believes that everyone
- A should try music therapy.
  - B should feel ok being original.
  - C deserves to feel normal.
  - D is gifted and unique.

0	1	2	3	4	5	6
B						

**The New Best Shots – HTL/HUM. Test Pack**  
**Der Zusatzband zur Überprüfung und Testung der**  
**Inhalte und Language-Inputs des gleichnamigen**  
**Schulbuchs – exklusiv für Lehrkräfte:**

- alle Tasks auf die einzelnen Units des Schulbuchs abgestimmt
- für Schularbeiten, Tests und zum Üben
- maßgeschneiderte Übungen zu grammatikalischen und lexikalischen Sprachstrukturen (*Language in use*), *Key vocabulary* sowie den Kompetenzbereichen Speaking und Writing
- zusätzlicher Abschnitt zu Reading und Listening Skills
- inkl. Lösungen zu den Aufgabenstellungen und *Listening text transcripts*
- inkl. Freischaltcode für Audiofiles und bearbeitbare Word-Daten auf [www.hpthek.at](http://www.hpthek.at)

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Alle Drucke der 1. Auflage können im Unterricht  
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