

Test Pack

The new
**BEST
SHOTS**
MÜHLBÖCK
KLAMMER
GOLDER
HAK/HUM

Europäischer
Referenzrahmen

A2

B1

1

CODE
Individueller
Code
inklusive

hpt

Leseprobe

The new

BEST SHOTS

Brigitte GOTTINGER

Petra PARGFRIEDER

Zachariah GOLDER

1

HAK/HUM

Test Pack

CODE

Individueller
Code
inklusive

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

Haftungshinweis

Trotz sorgfältiger inhaltlicher Kontrolle können wir für die Inhalte externer Links keine Haftung übernehmen.
Für den Inhalt der verlinkten Seiten sind ausschließlich deren Betreiber verantwortlich.

Gesamtkonzeption: Brigitte Gottinger, Petra Pargfrieder
Autor/innen: Ralf Mühlböck, Matthias Klammer, Zachariah Golder
Native Korrektur: Zachariah Golder

Autor/innen und Verlag bitten, alle Anregungen und Vorschläge, die dieses Lehrwerk betreffen, an folgende Adresse zu senden:
Verlag Hölder-Pichler-Tempsky GmbH, Frankgasse 4, 1090 Wien
E-Mail: service@hpt.at

1. Auflage 2026 (1,00)
© Verlag Hölder-Pichler-Tempsky GmbH, Wien 2026
Alle Rechte vorbehalten.

Cover-Bilder: Adobe Stock – sinitar (Sydney city skyline at night); Syda Productions (group of students)
Audioproduktion: tonetown, Wien
Satz: Manuela Strasser
Druck und Bindung: Brüder Glöckler GmbH, Wöllersdorf

ISBN 978-3-230-05804-1


202526072
**PRINTED IN
AUSTRIA**

Zur Verwendung des Test Packs

Das **Test Pack** zu **The New Best Shots 1 – HAK/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 email, Formal email, Blog comment, Blog entry, Leaflet
- **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.hpthek.at** zur Verfügung. Zugang zur Plattform erhalten Sie **mittels personalisiertem Code auf der Cover-Innenseite**.

Sämtliche Änderungen liegen im Ermessens- und Verantwortungsbereich der Lehrkraft.

Unit 1	Hi, my name is...	5
Lang. in use	Forming questions ▪ Word order	
Vocabulary	Key vocabulary Unit 1	
Speaking	My new school (A2 – <i>Individual long turn</i>)	
Writing	Writing an <i>informal reply email</i> : Life at a new school (A2)	
Unit 2	In and out of class	9
Lang. in use	Present tense simple – present tense continuous ▪ Adverbs of frequency and time	
Vocabulary	Key vocabulary Unit 2	
Speaking	Managing everyday responsibilities more effectively (A2 – <i>Interaction</i>)	
Writing	Writing an <i>informal reply email</i> : Different school routines (A2)	
Unit 3	Smiling back	13
Lang. in use	Past tense simple – past tense continuous ▪ Pronouns and possessive adjectives	
Vocabulary	Key vocabulary Unit 3	
Speaking	Dealing with difficult situations (A2/B1 – <i>Individual long turn</i>)	
Writing	Writing a <i>blog entry</i> : What makes life special (A2/B1)	
Unit 4	Free time action	17
Lang. in use	Present perfect tense simple ▪ Past tense simple – present perfect tense simple ▪ Numbers	
Vocabulary	Key vocabulary Unit 4	
Speaking	Teenagers and their free time habits (A2/B1 – <i>Individual long turn</i>)	
Writing	Writing a <i>blog comment</i> : The effects of hobbies (A2/B1)	
Unit 5	New horizons	20
Lang. in use	Adjective – adverb ▪ Comparison of adjectives ▪ Making comparisons	
Vocabulary	Key vocabulary Unit 5	
Speaking	Travelling independently (A2/B1 – <i>Interaction</i>)	
Writing	Writing a <i>leaflet</i> : Promoting a holiday package (A2/B1)	
Unit 6	Exploring tomorrow	24
Lang. in use	Expressing future: <i>will</i> -future, <i>going to</i> -future, present tense continuous	
Vocabulary	Key vocabulary Unit 6	
Speaking	Future goals (A2/B1 – <i>Interaction</i>)	
Writing	Writing a <i>blog entry</i> : How I feel about the future (A2/B1)	
Unit 7	Wanna be a YouTube star?	27
Lang. in use	Passive constructions ▪ Important collocations: <i>to have</i> , <i>to make</i> , <i>to do</i>	
Vocabulary	Key vocabulary Unit 7	
Speaking	The importance of YouTube in teenagers' lives (A2/B1 – <i>Individual long turn</i>)	
Writing	Writing a <i>blog comment</i> : Starting my own YouTube channel? (A2/B1)	
Unit 8	Obeying the rules?	31
Lang. in use	Modal verbs (<i>have to</i> / <i>don't have to</i> / <i>be allowed to</i> / <i>not be allowed to</i> / <i>must not</i> / <i>should</i> / <i>should not</i>)	
Vocabulary	Key vocabulary Unit 8	
Speaking	Rules in teenage life (A2/B1 – <i>Individual long turn</i>)	
Writing	Writing a <i>blog entry</i> : Compulsory internships (A2/B1)	

CONTENTS

Unit 9	The way I live	34
Lang. in use	Prepositions of place ■ Relative clauses (<i>who/which/where/when/why</i>)	
Vocabulary	Key vocabulary Unit 9	
Speaking	Living concepts (<i>A2/B1 – Individual long turn</i>)	
Writing	Writing an informal email : The way you live (<i>A2/B1</i>)	
Unit 10	Keep calm and go shopping	37
Lang. in use	Describing quantities (<i>much – many – a lot of; some – any</i>) ■ <i>so – such</i>	
Vocabulary	Key vocabulary Unit 10	
Speaking	Shopping habits (<i>A2/B1 – Interaction</i>)	
Writing	Writing a blog entry : The pros and cons of online shopping (<i>A2/B1</i>)	
Unit 11	A digital life	40
Lang. in use	Past perfect tense simple	
Vocabulary	Key vocabulary Unit 11	
Speaking	Technology in teenage life (<i>A2/B1 – Individual long turn</i>)	
Writing	Writing a formal email : Using more IT in school (<i>A2/B1</i>)	
Reading and listening skills: Units 1–6		43
Reading	A day in the life of a teenager – Average and not-so-average daily routines (<i>A2/B1 – Multiple matching</i>)/Unit 2	
	Celebrating milestones: Why it matters and how to do it well (<i>A2/B1 – Short answers</i>)/Unit 3	
	Three reasons why teenagers should have hobbies (<i>A2/B1 – True/False</i>)/Unit 4	
	Volunteering abroad for teens (<i>A2/B1 – Multiple matching</i>)/Unit 5	
Listening	Top tips for going back to school (<i>A2/B1 – Short answers</i>)/Unit 1	
	Overcoming obstacles (<i>A2/B1 – Multiple choice</i>)/Unit 3	
	Best travel tips for teens (<i>A2/B1 – Short answers</i>)/Unit 4	
	Teen worries about the future (<i>A2/B1 – Multiple matching</i>)/Unit 6	
Reading and listening skills: Units 7–11		53
Reading	An influencer's school year rules for kids (<i>A2/B1 – Short answers</i>)/Unit 8	
	Housing in the future (<i>A2/B1 – Multiple choice</i>)/Unit 9	
	What teens should know about emotional spending (<i>A2/B1 – True/False</i>)/Unit 10	
	These teens turned their rooms into tech-free zones (<i>A2/B1 – Multiple matching</i>)/Unit 11	
Listening	Why Gen Z learns more from <i>YouTube</i> than college (<i>A2/B1 – Short answers</i>)/Unit 7	
	Top 9 list of strange houses (<i>A2/B1 – Multiple matching</i>)/Unit 9	
	Black Friday shopping (<i>A2/B1 – Multiple choice</i>)/Unit 10	
	Teens and tech (<i>A2/B1 – Short answers</i>)/Unit 11	
Key		64
Listening text transcripts		67

HI, MY NAME IS ...

Unit overview		
Language in use	Forming questions ■ Word order	5
Vocabulary	Key vocabulary Unit 1	7
Speaking	My new school	7
Writing	Writing an informal reply email: Life at a new school	8
Listening	Top tips for going back to school	49



1 a

Language
in use

Forming questions

Have a look at the sentences (1–5) and form questions asking for the underlined parts.

- 1 Last year, my best friend started a small online business.

- 2 In the computer room, Lisa is designing a logo for her startup.

- 3 Because they want to save money, the students buy a second-hand book.

- 4 Tom tracks his expenses with a free app every day.

- 5 They presented their business idea at the school fair.

1 b

Language
in use

Word order

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

- 1 after school / usually / with my friends / hang out / I / .

- 2 started / this year / at a new school / Sofia / has / .

>



HI, MY NAME IS ...

3 at the weekend / football / often / plays / my brother / .

4 last Friday / a party / at Adin's house / we / had / .

5 in her free time / listening to music / enjoys / Emma / .

6 next year / wants to study / abroad / Leo / .

7 right now / for a Maths test / are studying / they / .

8 on the bus / this morning / met / an old friend / I / .

9 new headphones / last week / online / bought / Andrei / .

10 yesterday / late / our group project / my classmates and I / finished / .

1 c
Vocabulary

Match the words in A with the appropriate ones in B to make meaningful phrases. Sometimes there is more than one possibility. Write down only one. Then use the phrases to write sentences on the topic of personal profiles, school and friendship.

	A		B
to grow	1	a	commercial / higher vocational college
to attend the	2	b	same interests
to spend	3	c	other's company
to be skilled	4	d	best solutions
to get to	5	e	up in ...
to share the	6	f	school by ...
to discuss the	7	g	too seriously
to not take life	8	h	one's weekend
to enjoy each	9	i	at doing sth.

rope

1 d

Speaking
Test format
Individual
long turn

Your school wants to attract exchange students from all over the world. You have been asked to present your school. Your three-minute presentation will be recorded and uploaded to your school's website.

In your presentation you should

- inform your audience about your new school (e.g. *focus, number of students, specific subjects, teachers, etc.*)
- describe what school life is like (e.g. *timetable, teachers, class atmosphere, excursions, etc.*)
- explain why you chose this school.



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

bullet point 1

bullet point 2

bullet point 3



HI, MY NAME IS ...

1 e

Writing
Text type
Informal reply
email

You have recently started at a new school. A friend from the UK, who you met online, wants to know how things are going. In your reply email you should

- describe how you feel about the first few weeks at your new school
- explain what you do to get good grades
- inform your friend about a great moment/great moments at your new school.

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

Reading	A day in the life of a teenager – Average and not-so-average daily routines (> Unit 2)	43
	Celebrating milestones: why it matters and how to do it well (> Unit 3)	45
	Three reasons why teenagers should have hobbies (> Unit 4)	46
	Volunteering abroad for teens (> Unit 5)	48
Listening	Top tips for going back to school (> Unit 1)	49
	Overcoming obstacles (> Unit 3)	50
	Best travel tips for teens (> Unit 5)	51
	Teen worries about the future (> Unit 6)	52



1 a

Reading

Test format

Multiple matching

Topic: Teen life
(> Unit 2)

Read the texts about the different lives of teenagers. Choose the correct text (A–C) for each statement (1–8). You can use a text more than once. Write your answers in the spaces provided. The first one (0) has been done for you.

A day in the life of a teenager – Average and not-so-average daily routines



1 We asked our teen readers: What is a day in your life like? Students across the United States described days packed with school, sports, and family responsibilities. Thank you to those who shared their thoughts.

Text A: Macie – The student-athlete grind

1 A typical day in my life is very busy. I wake up at 6:50 in the morning and get ready. Once I leave for school, I won't get home until 10 pm. Being a student athlete is hard. My school day runs from 8:10 to 3:05. After that, I usually have a volleyball game or practice. We play a 3-set game, and after that, I have to rush to dance. My dance is from 6:15 to 9:45. I do tap, jazz, ballet, hip-hop, lyrical and musical theater for normal dance, and also on top of that I have a competition production and my large group hip-hop, and finally my duet. I

always make sure to have any drink with caffeine in my hand in the morning to give me a boost. Once

I finally get home, I take a shower and do my homework. I will also get all my stuff ready to do the same routine tomorrow.



Text B: Adrian – An ode to being average

1 Like many others, my life is boring. I am not a famous influencer, or a popular kid in school or a well-known intellectual. I am just me, a quiet person with a small group of friends, social anxiety, average grades, and an average life. I wake up, go to school, hide in my room and do homework or read alone, eat dinner with my family, go to bed, get too little sleep, and repeat the next day. I am

completely and utterly average – and that's okay. I used to watch those "day-in-the-life videos" but realized that they were staged, fake, edited ideals of life. In reality, most people don't have Gucci pajamas or perfectly clear skin right when they wake up. I have learned to like my average schedule. Average is good.

Text C: Alyssa – Balancing siblings and AP classes

1 As the oldest of four kids in a Hispanic household, a day in the life for me seems like more than just 24 hours. I start my day at 5 am, getting breakfast ready for my siblings and parents. After my siblings are ready, I head to school at 7:20 am for classes including AP Chemistry, AP Biology, and AP Maths. After school, from 3:30 to 5 pm, I lead

clubs, hang out with friends, or run on the track. Once I get home, I spend the next 4 hours locked in cleaning, cooking, and helping with homework the best I can before my parents get home. The last few hours of my day I think about how difficult it is to do my homework with only the light of a single lamp on my desk.

Please note: AP classes (advanced placement classes) are college-level courses offered in high school that include more advanced material than regular classes.



READING AND LISTENING SKILLS

According to the texts, which person ...?

has multiple activities to go to after school?	0	A
spends their time supporting others?	1	
says the day feels longer than it actually is?	2	
says they are happy about their routine?	3	
starts the day with something to give them energy?	4	
understands that many people are like them?	5	
spends the final part of their day considering a problem?	6	
ends their day by preparing for the next one?	7	
cannot get enough rest every night?	8	