Test Pack

The new BEST SHOTS 3

GOTTINGER
PARGFRIEDER
GOLDER

HTL/HUM

Europäischer Referenzrahmen B1

CODE
Individueller Code inklusive

LESEPROBE

hpt

The new BEST SHOTS 3

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HTL/HUM

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CODE
Individueller **Code** inklusive

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

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INTRODUCTION

Zur Verwendung des Test Packs

Das **Test Pack** zu ***The New Best Shots 3*** 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**: Article, Blog comment, Blog entry, Circular email, Email to the editor, Email of inquiry/request, Leaflet, Report
- **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.

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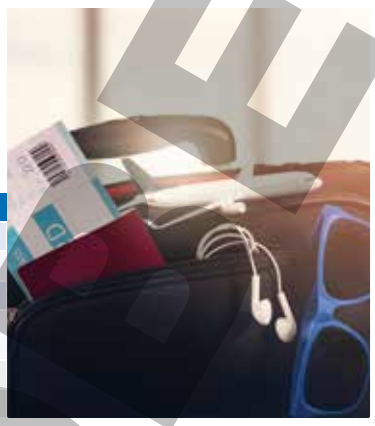
COLLECT MEMORIES, NOT DESTINATIONS



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1 a Language in use
Indirect questions

Change the direct questions (1–14) into more formal and polite indirect questions. Use different phrases for asking indirect questions.

1 Where did you go on your last holiday?

_____.

2 How much does a three-week holiday in Asia cost?

_____.

3 What kind of transportation did you use?

_____.

4 Do you book trips online?

_____.

5 Do you stay in hotels or apartments when you travel?

_____.

6 Did you try any local food during your trip?

_____.

7 What do you usually pack when you travel?

_____.

8 How often do you go to the UK?

_____.

9 Which places did you visit?

_____.

10 How do you choose a destination for your trips?

_____.

11 What was the weather like during your trip?

_____.

12 Do you prefer travelling by car or by plane?

_____.

13 Do you take travel insurance when you go abroad?

_____.

14 Who did you travel with?

_____.

LESEPROBE

COLLECT MEMORIES, NOT DESTINATIONS

1 b Vocabulary

Use the words/phrases (1–9) in a meaningful sentence on the pros and cons of tourism.

1 to jack up – _____

2 tourism-reliant – _____

3 local values – _____

4 infrastructure – _____

5 off-season – _____

6 landmark – _____

7 to preserve – _____

8 grinding halt – _____

9 spiritual sights – _____

1 c Vocabulary

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

to stay – travel budgets – booking – to take – to wander – to travel – challenge – well-being – local culinary traditions

1 Travelling alone at 18 helped Jasemine to learn to _____ responsibility for herself very quickly.

2 Next month, Ismael is planning to take on a _____ and climb Mount Toubkal in Morocco.

3 Even during stressful situations at the airport, it's important to _____ in control of oneself and remain calm.

4 We were advised to not _____ around the streets alone at night when we arrived in the city.

5 Since travellers have different _____ they often choose different kinds of accommodation.

6 While in Vietnam, Niko really enjoyed learning about _____ and even took a cooking class.

7 After a long year of work, she booked a wellness retreat to restore her _____.

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8 They usually _____ to remote areas where there's no Internet or phone signal.

9 By the time we arrived, the hotel had already confirmed our _____.

1 d
Speaking
Test format
Individual long turn

You are taking part in an international youth conference on the topic of global travel in Barcelona. You have been asked to give a 4-minute presentation on tourism and its effects.

In your presentation you should

- describe different types of tourism (Input)
- discuss the benefits and downsides of tourism for a region/country
- explain why travelling is beneficial for one's personal growth.

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

LESEPROBE

COLLECT MEMORIES, NOT DESTINATIONS

1 e
Writing
Text type
Email of inquiry/ request

You want to take part in a volunteer programme for teenagers during your summer holidays and have recently come across the following advertisement. You would like to get more information from the organisation.

Read the advertisement and the notes you have made. Then write an email of inquiry/request to the organisation.

Opportunity for teens and high schoolers to volunteer abroad

You don't have to wait until you're 18 to volunteer! *International Volunteer HQ* offers safe and affordable programmes for high school students in over 17 countries.

Since 2007, thousands of teens have joined projects in Africa, Asia, the Americas, Europe, the Caribbean and the Pacific.

International Volunteer HQ also organises group trips and ensures a safe, budget-friendly experience for young travellers.

More info: www.volunteerhq.org

In your email of inquiry/request you should

- explain why you are writing
- outline why you are motivated to take part in the volunteer programme
- ask for further information (see *Notes*).

Write about 200 words.

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

My notes
– minimum age?
– English level?
– what kind of volunteer work exactly?
– what countries or locations are available this summer?
– costs?

bullet point 1
bullet point 2
bullet point 3

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READING AND LISTENING SKILLS

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1 a

Reading

Test format
Short answers

Topic: Overtourism (> Unit 1)

Read the article about the impact of overtourism. Complete the sentences (1–6) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you.

The impact of overtourism

In an ideal world, tourism is supposed to be a win-win situation where locals and travellers both benefit. However, in the past years we've seen a rising uproar of destinations that are no longer happy with their situation. The destination attracted more travellers than it can actually sustain and becomes overcrowded. The destination experiences overtourism.

Main impacts of overtourism

At first glance, overtourism might come across as just annoying – busy and full destinations that many people like to visit. However, if you look further, there are more significant negative impacts caused by overtourism.

1. Overcrowding

Some destinations are so busy that they're overcrowded. It downgrades the experience for the travellers but also ensures that locals can't access the destination easily. This can be especially dangerous in hot areas.

2. Erosion

Archaeological sites are very sensitive to erosion and damage, for example Machu Picchu in Peru and Petra in Jordan. When too many travellers visit and walk around, the sites may be damaged. The more people are around, the higher the chance the designated paths are ignored. If not regulated and protected, archaeological sites might be damaged in such a way they lose their value.

3. Isolation of locals

Destinations that attract a lot of visitors see an increase in local prices, mainly caused by the supply and demand of tourism. For example, there is an increased demand for short-term rentals that *Airbnb* can supply. However, this often results in extremely high rental fees locals can no longer afford. The consequence is that more and more locals leave a destination, with loss of authenticity as a result.

4. Pollution

Overtourism contributes significantly to pollution in travel destinations. Many of these destinations also can't support proper waste separation and recycling. This means that plastic often ends up in nature or is burned. Overtourism also increases the local carbon footprint due to travellers flying or driving to the destination.

5. Water scarcity

Even though water scarcity is not a common negative impact of overtourism, it's becoming more relevant by the day. A growing number of destinations are experiencing issues with water access in extreme dry periods. Travellers in a destination use a lot of water, for showers and personal hygiene of course, but most damagingly for swimming pools because of how unnecessary they are. When not managed well, it can endanger the water access for locals.

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6. Problems with locals

The more travellers a destination has, the less real it feels. With an increase in number of visitors, plastic pollution, local prices and locals leaving the destination, overtourism creates a cultural divide. In the end, travellers visit because they're looking to understand another culture. But overtourism makes the destination lose all authenticity and charm. Only by doing our best and raising awareness can we hope to make a difference in these amazing places.

0	When you think of overtourism, you might think it's simply _____ .	annoying
1	A tourist site that has too many people is particularly unsafe in _____ .	
2	If too many tourists are around, a historical site could become less _____ .	
3	As residents move away from a city, it feels less _____ .	
4	So much tourist waste is a problem because a lot of tourist spots are unable to allow for _____ . *(Give one answer.)*	
5	The worst use of water for tourists are for _____ .	
6	Tourists come to these places because they want to get to know _____ .	

LESEPROBE

READING AND LISTENING SKILLS

1 e
Listening
Track 1
Test format
Multiple choice
Topic: Youth travel
(> Unit 1)

You are going to listen to an interview with a teen traveller talking about his experiences. 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

A teen's journey through the world

0 **Dylan liked one travel destination the most because**
- A there were a lot of cool animals there.
- B he could do what he wanted there.
- C public transport was so good.
- D he learned a lot there.

1 **Dylan is less likely to forget what he has learned when**
- A it is something he cares about.
- B it is something that will help him succeed.
- C it has to do with travel.
- D he reads about it in school.

2 **There was also a place Dylan did not enjoy because**
- A it was harder to reach than expected.
- B the culture was difficult to understand.
- C he wanted to support the people.
- D he thought the people were difficult.

3 **There is one place that is Dylan's dream location because**
- A of the scenery.
- B he could learn how to surf.
- C of how cheap it was.
- D of the calm sea.

4 **The most valuable item for Dylan is something**
- A he can swim in.
- B to hunt with.
- C to keep himself clean.
- D to help him stay connected.

5 **Soon, Dylan feels that he will**
- A interact a lot with others.
- B meet someone he knows from childhood.
- C go back where he came from.
- D get a pet for himself.

6 **Later in life Dylan wants to**
- A attend a real school.
- B go on more difficult hikes.
- C travel less than before.
- D start his own family.

0	1	2	3	4	5	6
B						

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