



CAMBRIDGE



A2

KEY

FOR SCHOOLS

3

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WITH ANSWERS

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AUTHENTIC PRACTICE TESTS



WITH AUDIO



# A2 KEY FOR SCHOOLS 3

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WITHOUT ANSWERS

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AUTHENTIC PRACTICE TESTS



WITH AUDIO



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We share the University's mission to contribute to society through the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

Information on this title: [www.cambridge.org/9781009808798](http://www.cambridge.org/9781009808798)

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First published 2025

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

Printed in

*A catalogue record for this publication is available from the British Library*


ISBN 978-1-009-80878-1 Student's Book with Answers with Audio with Resource Bank

ISBN 978-1-009-80879-8 Student's Book without Answers with Audio

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Icon	What does it mean?
	Listening test audio (Scan the QR code or download from the Resource Bank)

# Introduction

This collection of four complete practice tests contains papers from the *Cambridge English Qualifications A2 Key for Schools* examination. Students can practise these tests on their own or with the help of a teacher.

The *A2 Key for Schools* examination is part of a series of Cambridge English Qualifications for general and higher education. This series consists of five qualifications that have similar characteristics but are designed for different levels of English language ability. The *A2 Key for Schools* certificate is recognised around the world as a basic qualification in English.

Cambridge English Qualifications	CEFR Level	UK National Qualifications Framework Level
C2 Proficiency	C2	3
C1 Advanced	C1	2
B2 First for Schools	B2	1
B1 Preliminary for Schools	B1	Entry 3
A2 Key for Schools	A2	Entry 2

## Further information

The information contained in this practice book is designed to be an overview of the exam. For a full description of all of the above exams, including information about task types, testing focus and preparation, please see the relevant handbooks which can be obtained from the Cambridge University Press & Assessment website at: **[cambridgeenglish.org](http://cambridgeenglish.org)**.

## The structure of A2 Key for Schools: an overview

The *Cambridge English Qualifications A2 Key for Schools* examination consists of three papers:

### Reading and Writing: 60 minutes

Candidates need to be able to understand simple written information such as signs and newspapers, and produce simple written English.

### Listening: 30 minutes approximately

Candidates need to show they can follow and understand a range of spoken materials such as announcements, when people speak reasonably slowly.

### Speaking: 8–10 minutes

Candidates take the Speaking test with another candidate or in a group of three. They are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

	Overall length	Number of tasks/ parts	Number of items
<b>Reading and Writing</b>	60 mins	7	32
<b>Listening</b>	approx. 30 mins	5	25
<b>Speaking</b>	8–10 mins	2	–
<b>Total</b>	approx. 1 hour 40 mins		

## Grading

All candidates receive a Statement of Results and candidates whose performance ranges between CEFR Levels A1 and B1 (Cambridge English Scale scores of 100–150) also receive a certificate.

- Candidates who achieve **Grade A** (Cambridge English Scale scores of 140–150) receive the Key for Schools English Test certificate stating that they demonstrated ability at Level B1.
- Candidates who achieve **Grade B or C** (Cambridge English Scale scores of 120–139) receive the Key for Schools English Test certificate at Level A2.
- Candidates whose performance is below A2 level, but falls within **Level A1** (Cambridge English Scale scores of 100–119), receive a Cambridge English certificate stating that they have demonstrated ability at Level A1.

For further information on grading and results, please see the Cambridge University Press & Assessment website at: [cambridgeenglish.org](http://cambridgeenglish.org).

# *Speaking: an overview for candidates*

The Speaking test lasts 8–10 minutes. You will take the test with another candidate, or in a group of three. There are two examiners but only one of them will talk to you. The examiner will ask you questions and ask you to talk to the other candidate(s).

## **Part 1** (3–4 minutes)

The examiner will ask you and your partner(s) some questions. These questions will be about your daily life, interests, likes and dislikes. For example, you may have to speak about school, hobbies or home town.

## **Part 2** (5–6 minutes)

You and your partner(s) will speak to each other. The examiner will give you a card with some illustrations on it. You will then discuss the activities, things or places illustrated on the card with your partner(s). The examiner will then ask you and your partner(s) some individual questions about the illustrations on the card.



# Test 1

## READING AND WRITING (60 minutes)

### PART 1

#### QUESTIONS 1-6

For each question, choose the correct answer.

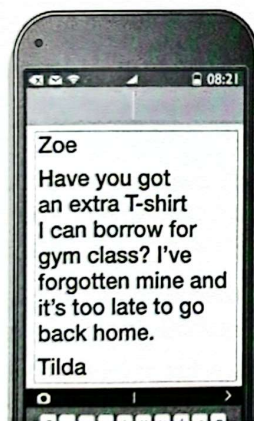
1



The club wants to find people who

- A like playing a variety of games.
- B are interested in trying something new.
- C have experience of playing computer chess.

2



Why has Tilda sent this message?

- A to find out if Zoe is able to lend her something
- B to ask if Zoe can collect something from the gym
- C to check if Zoe has remembered to bring the right sports kit

3



What is this sign saying?

- A Bird food costs less at the visitor centre than at other places.
- B The visitor centre wants more people to give food to the ducks.
- C Visitors must be careful about the kind of food they give to the ducks.

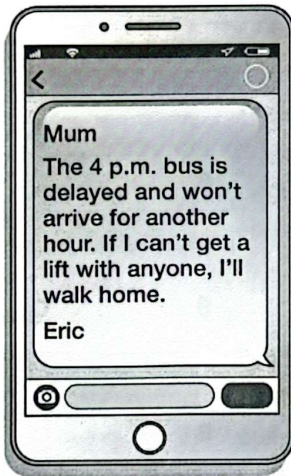
4



What is Ms. Wilson saying to Josh?

- A I'm afraid I haven't decided if you can take part in the competition yet.
- B It's a shame you missed the last match, but I'm glad you're feeling better.
- C You must contact me if your health doesn't improve over the next few days.

5



Why has Eric sent his mum this message?

- A to explain why he missed the bus
- B to tell her his plans for getting home
- C to find out if she can give him a lift

6



What is this email saying?

- A There are a few spaces left if anyone wants to go on the trip.
- B If you've got a place on the trip, you need to pay today.
- C Students who have paid for the trip should come to a meeting at 3 p.m.

**PART 2**

**QUESTIONS 7–13**

For each question, choose the correct answer.

		<b>Frank</b>	<b>Marc</b>	<b>Ivan</b>
<b>7</b>	Who says he's pleased about how quickly he improved?	<b>A</b>	<b>B</b>	<b>C</b>
<b>8</b>	Who is learning a foreign language without a teacher?	<b>A</b>	<b>B</b>	<b>C</b>
<b>9</b>	Who needs to know a foreign language for the career he wants?	<b>A</b>	<b>B</b>	<b>C</b>
<b>10</b>	Who says he remembers all the new words he learns in his language lessons?	<b>A</b>	<b>B</b>	<b>C</b>
<b>11</b>	Who is practising a language so he can have conversations with friends?	<b>A</b>	<b>B</b>	<b>C</b>
<b>12</b>	Who is studying a foreign language for family reasons?	<b>A</b>	<b>B</b>	<b>C</b>
<b>13</b>	Who says he has lots of experience learning new languages?	<b>A</b>	<b>B</b>	<b>C</b>



## Studying a foreign language

*Three teenagers talk about learning a new language*

**Frank**



At the moment, I'm learning Arabic because I'd like to be a journalist one day, and being able to speak other languages is important for this job. It wasn't possible to learn Arabic at school, but a friend of mine knew a woman who could give me lessons and now she comes to my house twice a week. It was difficult at first because I was a complete beginner. But I worked hard and after just six months I was able to speak and write the language quite well, which I'm really happy about.

**Marc**



I've lived in lots of different countries because of my dad's career, so I've had to learn several different languages. I seem to learn them quite easily. The last place I lived was Thailand. I'm still studying the language so I can continue to chat with my Thai classmates now I'm back in my home country. I've downloaded a new app with exercises in Thai, and I can't wait to use it each morning because it's so much fun.

**Ivan**



My mum comes from Russia and her parents still live there. We often stay with them during the school holidays, but unfortunately I didn't learn Russian when I was little so talking to them has always been hard. After our last trip I decided it was time for me to learn the language and I found a course at my local college – we work hard but the teacher makes us laugh. I think that's why I never forget any of the vocabulary she teaches us.