

# A2 Key<sub>for Schools</sub> Trainer

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Six Practice Tests with answers  
and Teacher's Notes

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Second edition

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## Introduction



Who is this book for?

If you are aged between 11 and 15 and want to take **A2 Key for Schools**, this book is for **YOU!**

Why is this book called 'Trainer'?



This book is called '**Trainer**' because it is full of exercises to help you get better and better at doing each part of **A2 Key for Schools**.

So, complete all the exercises then do all the practice papers! If you train and work hard, you will soon be ready to take **A2 Key for Schools!**



How do I use this book?

First, do the exercises on each **Training** page.  
Then do the task on the **Exam Practice** page and check your answers.

## On Training pages, you will find:



### Cambridge Learner Corpus

This shows information about mistakes that some **A2 Key** candidates make. If you do these useful exercises, you will learn not to make these mistakes when you do **A2 Key for Schools**!



These are ideas to help you do well in the exam. For example: *Read the whole text. Try to understand what it says and why it was written.*

### Remember

These are quick reminders about grammar points or vocabulary that you should learn. For example: *We use **is** with uncountable nouns, e.g. **air**, **money**.*

## On Exam Practice pages, you will find:

- an **A2 Key for Schools exam task** for you to try and complete
- further **tips** and **advice** to help you with different parts of the task

## Tests 3, 4, 5 and 6

When you finish Tests 1 and 2, you will be ready to do complete **A2 Key for Schools practice tests**.

Tests 3, 4, 5 and 6 are just like real **A2 Key for Schools** Reading and Writing, Listening and Speaking papers. Doing these tests will help you even more to prepare for the exam.

Keep a record of your scores as you do the tests. You may find that your scores are good in some parts of the test, but you may need to practise other parts more. Make simple tables like this to help record your scores:

### Paper 2 Listening

	Part 1	Part 2	Part 3	Part 4	Part 5
Test 3					
Test 4					
Test 5					
Test 6					

## Other features of the *A2 Key for Schools Trainer*

- **Visual material**

In the Speaking test, the examiner will give you some written information. The visual material on pages 208–209 will help you practise and become familiar with the type of information you will be given and help you increase your confidence.

- **Teacher's notes and Key**

You will find all the answers to the exercises and practice tests in this part of the book. The teacher's notes also explain why some answers are wrong. You will find more Cambridge Learner Corpus information here too.

- **Sample answer sheets**

Look at these to see what the *A2 Key for Schools* answer sheets in the test look like and learn how to complete them. Ask your teacher to photocopy them so that you can use them when you do practice tests.

- **Downloadable audio online**

Listen to these to practise the Listening paper. You will also need to listen to these to complete some of the Speaking Training exercises and to hear a demonstration of each part of the Speaking paper.

- **Audioscripts**

Read the audioscript after you have done a listening exercise. Find the answers and the information that is wrong. This should help you hear the right answers the next time you practise.

## The structure of the *A2 Key for Schools* exam

The *A2 Key for Schools* exam has three papers:

### **Reading and Writing: 1 hour**

You will need to be able to read and understand simple information that you might see on signs or read in brochures, newspaper or magazine articles. You will also have to choose words to fill gaps in a text and complete a text with your own words. You will have to write a short note or email that is a minimum of 25 words and a short story or description about three sequenced pictures of 35 words or more.

### **Listening: 30 minutes**

You will need to be able to listen to and understand people who are talking together or people who are giving information about something. You will have to choose or write answers to questions which are about what these people say. Don't worry! The people talk very clearly and they don't talk fast!

### **Speaking: 8–10 minutes (13–15 minutes for three candidates)**

You will need to be able to listen to and understand what the examiner is saying. You will have to answer some simple questions about yourself. You will also be given some picture to look at and a question to talk about. You will talk about the pictures with another candidate and the examiner. You will then answer some more questions about the topic. You usually take the Speaking test with just one other candidate, but sometimes candidates take the Speaking test in groups of three.





## Frequently asked questions



Is my English good enough for  
*A2 Key for Schools*?

The level of the tests is Council of Europe Level A2. At A2 level, *Key* students can:

- understand simple instructions and questions
- write, talk or ask about simple information, opinions or ideas
- complete forms
- write short, simple letters, messages or emails about personal information.

For more information on 'Can Do' statements go to:

<https://www.cambridgeenglish.org/exams-and-tests/cefr>

Note that some candidates might be better than others (at speaking or writing, for example), but still get the same final **A2 Key for Schools** grade. The A2 'Can Do' statements therefore help teachers to understand what **A2 Key** candidates should generally be able to do at this level.

What percentage grade do I need to  
get to pass *A2 Key for Schools*?



The percentage of marks that candidates need to get for each grade may change from test to test. This is because tests cannot always be exactly the same. Some might be a little more difficult than others. However, the ranges of percentages for each grade of **A2 Key for Schools** are:

- Pass with Merit 85%, i.e. 85 out of 100 marks
- Pass 70% — 84%
- Narrow Fail 65% — 69%
- Fail 64% and below.

This information is included on your Statement of Results.



What marks do I need to pass each paper, and to pass the exam?

Candidates do not have to get a certain mark to pass each section of the test. The final mark for **A2 Key for Schools** is the total number of marks from all three papers: Reading and Writing, Listening and Speaking. There are an equal number of possible marks for Reading and Writing, Listening and Speaking at **A2 Key for Schools**.

Is *A2 Key for Schools* suitable for candidates of any age?



**A2 Key for Schools** is more suitable for students who are at school and aged from 11 to 15. To make sure that the material is not too difficult or too easy for this age group, all the parts of the Reading and Writing and Listening papers are pre-tested. This means that different groups of students try each part of the tests first. The parts will then only be used in real exams if the results of the tests show they are suitable for candidates who want to take **A2 Key for Schools**.



Can I use pens and pencils?

In **A2 Key** and **A2 Key for Schools**, candidates must use **pencil** in all papers.

What happens if I don't have enough time to finish writing?



You can only be given marks for what you write on your answer sheets, so if you cannot complete this, you will lose marks. Watch the clock, plan your time carefully and do not waste time by writing answers on other pieces of paper first. If you want to change an answer, just rub it out, write your correct answer then quickly move to the next question.

If I write in capital letters, will this affect my score?



No. You do not lose marks for writing in capital letters in **A2 Key for Schools**. Whether you choose to use capital letters or not, you should always make sure that your handwriting is clear and easy to read. Remember that the examiners can't mark a piece of writing that they can't read!

## In this part, you:

- **read** six notices, emails or messages
- **answer** a multiple-choice question about each text

## VOCABULARY: FOCUS ON MEANING

- 1 Look at the pairs of words and phrases. Write *S* for those with similar meanings and *D* for those with different meanings.

*Example:* entrance / door ..... *S*.....

- 1 on foot / walk .....
- 2 picnic / fast food .....
- 3 on time / late .....
- 4 pupils / students .....
- 5 instead / as well .....
- 6 by car / drive .....
- 7 lend / borrow .....
- 8 forest / wood .....

- 2 Now complete the sentences with some of the words from Exercise 1.



*Example:* We got lost in the ..... *forest* ..... There are so many trees!

- 1 Summer ..... 3 p.m. in Arnos Park. Bring your own food!
- 2 Hi Jack, I can't come on Monday. Can we meet on Tuesday .....
- 3 Bus leaves at 8 a.m. Please be .....
- 4 Students who ..... to school must change their shoes.
- 5 Pupils who need to ..... a hockey stick should come to the gym at 1:15.

### TIP

Part 1 uses different ways to say the same thing. A word or phrase in the notice, email or message might have the same meaning as a different word or phrase in the question.

**3 Who CANNOT do each activity? Use two words from the box for each notice.**

children   teenagers   adults

**Example:** *This film is for adults only. .... children ..... and .... teenagers ....*

- 1 Play area for under 8s only. .... and .....
- 2 Art competition for 13–19 year-olds. .... and .....
- 3 Holidays for 20–35 year-olds. .... and .....
- 4 Kids' bike race. No-one over 12 please! .... and .....

**TIP**

Words about age, like *adult*, *child* and *teenager*, are often tested in Part 1.

**GRAMMAR: MODAL VERBS**

**4 Read the notices. Complete the sentences with words from the box.**

can't   can   must   need   should   will

**Example:** *No credit cards under £5.*

You ..... can't ..... use a credit card if you spend less than £5.

Free entry for under 8s.

- 1 Younger children don't ..... to pay.

No talking in the library!

- 2 You ..... be quiet in the library.

German spoken here.

- 3 Staff ..... speak German.

Please give your seat to those who need it.

- 4 You ..... offer your seat to others.

Discounts for members.

- 5 Members ..... pay less.

**TIP**

Questions about notices often use words such as *can*, *will*, *must*, *might* and *should*. Make sure you know what they mean.

## Questions 1–6

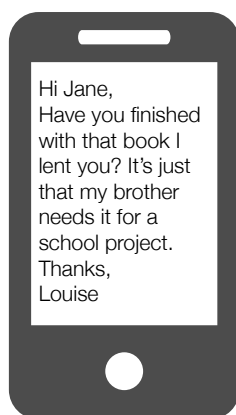
For each question, choose the correct answer.

1

Please note:  
this afternoon's football class  
will be tomorrow instead,  
as Mr Hall is away today.

- A There is no football class today.
- B Mr Hall can't come to the football class tomorrow.
- C You can choose to go to the football class today or tomorrow.

2



- A Louise is offering to lend Jane a book.
- B Louise wants her book back from Jane.
- C Louise's brother has borrowed a book from Jane.

3



- A You can buy food somewhere else in the park.
- B Please don't eat while you are playing sport here.
- C This is a place for eating and you can't play football here.

## Advice

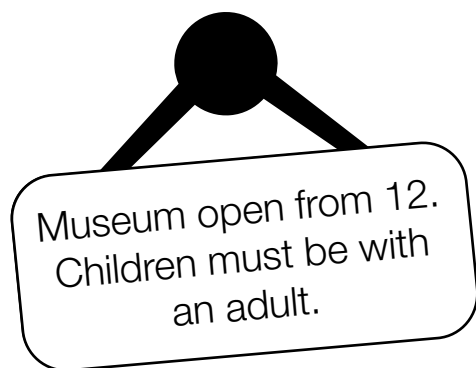
1 If something is happening **this afternoon**, is it happening today or tomorrow?

2 Why do you think Jane says **Have you finished with that book**?

3 What can't you do here?

5 If you **come on foot**, how do you travel?

4



- A Adults can take children to the museum in the morning.
- B Adults with children over 12 will enjoy the museum.
- C Children can visit the museum if they are with an adult.

5

<b>From:</b>	Mrs Monmouth, Head Teacher
<b>To:</b>	All Pupils and Parents

Hello,

This week, please don't use the car to get to school. Coming on foot is healthy and doesn't take much time.

Thanks,  
Mrs Monmouth

Why has Mrs Monmouth written this message?

- A to ask pupils to walk to school
- B to tell pupils to get to school on time
- C to explain about a health problem at school

6



- A Pedro's Pizza Bar isn't open at weekends.
- B The third time you visit, you get a free pizza.
- C Three pizzas cost the same as two.

## In this part, you:

- **read** three texts on a similar topic
- **match** sentences to the texts

## TIP

The text and question about it will give the same idea in different words. Read the whole sentence and text carefully to see if the meaning is the same or different.

## VOCABULARY: FOCUS ON MEANING

### 1 Match each sentence 1–5 with another way of saying the same thing.

*Example: Town is always busy at the weekend.*

- 1 Learn about the world.
- 2 You can come as often as you want.
- 3 You can see something different every time.
- 4 You can see what the staff had to wear.
- 5 You will need to have a guide.

The things we have here are always changing.

Someone will have to show you around.

You will be able to look at the clothes worn by the workers.

Find out about different places.

Visit us when you have time.

*Lots of people go shopping on Saturdays and Sundays.*

### 2 Read the sentence and tick (✓) the sentence which has a similar meaning.

*Example: The museum is open every day except Sunday.*

A The museum is closed on Sundays.

☒

B The museum will open on Sunday.

☐

#### 1 A family ticket is for two adults and up to three children.

A Adults and children have to buy a ticket.

☐

B Five people can go in on the same ticket.

☐

#### 2 The café serves teas, coffees, cakes and biscuits.

A You can have a drink and snack at the café.

☐

B You can have a meal at the café.

☐

#### 3 The best time to visit is the summer.

A You should come when it's warmer.

☐

B It's really nice in the winter months.

☐


A2 Key candidates often make mistakes with modals such as *can*, *should* and *have to*.



## GRAMMAR: *THERE IS AND THERE ARE*

3 Cross out the wrong word in each sentence.

### Remember

We use *is* with uncountable nouns,  
e.g. *air*, *money*.



**Example:** *There **is** / ~~are~~ a sofa in the living room.*

- 1 *There **is** / ~~are~~ too many people in our city.*
- 2 *There **is** / ~~are~~ a lot of advice on the website.*
- 3 *There **is** / ~~are~~ some letters for you.*
- 4 *There **is** / ~~are~~ no water in the swimming pool.*
- 5 *There **is** / ~~are~~ snakes in the grass.*

## Questions 7–13

For each question, choose the correct answer.

	Eureka!	Museum of Museums	Cinema Museum
7 Which museum has an exhibition of clothes?	A	B	C
8 Which museum is full of things which visitors can touch?	A	B	C
9 Which museum is a good place to learn about how people travelled in the past?	A	B	C
10 Which museum can you visit again for free after you pay once?	A	B	C
11 Which museum do you need to contact before you visit?	A	B	C
12 Which museum shows things that were borrowed from other places?	A	B	C
13 Which museum has some furniture which wasn't needed any more?	A	B	C

## Advice

8 How else can you say *touch*?

9 Think of some things that people can travel in.

10 Can you think of other ways to say *for free*?

12 Which other word has a similar meaning to *borrow*?

# Three museums

## Eureka!

Eureka! is a complete hands-on experience, which means that visitors can actually pick up any object in the museum. It's a great way for young visitors to learn about the world, the body, how things work and move. And when you buy an entry ticket, it allows you to come back as many times as you want for a whole year for no extra cost. As Eureka! is right next to Halifax train station, it's very easy to get to from all over the country.



## Museum of Museums

Every time you visit the Museum of Museums, you'll be able to see something different. And that's because the things you see there are actually lent by other museums around the country. The museum always has lots of different vehicles, from ice-cream vans and old motorbikes to the different kinds of public transport people used to get to work many years ago. You can find out about all this and lots more.

## Cinema Museum

Ronald Grant, who opened the Cinema Museum in the 1960s, travelled round the country and bought things from cinemas which were closing down. This included old film posters and wooden cinema seating. At the museum, you can now see these and much more, including the uniforms that cinema staff once had to wear.

Please let us know by phone or email if you'd like to come. We'll be happy to see you, but we need to arrange a guide, as it's only possible to visit the museum on an organised tour.



In this part, you:

- **read** a text
- **answer** five multiple-choice questions

## VOCABULARY: FOCUS ON MEANING

1 Read the text and choose the best title.

**TIP**

For some questions you need to understand the main, or most important, idea. Read the text from start to finish. Think about what information is very important and which is less important.



We are looking for students to join the school band. You don't need to know how to play an instrument yet. We will teach you! Choose from the guitar, drums or keyboard. You don't need to buy your own instrument, as the school will lend you one. You can even take it home to practise. All we need is your time – one hour a week for a music lesson on Monday or Tuesday, and two hours on Thursday evening for band practice. So, come along and have some fun!

A Types of music

B Free music lessons

C Join the band!

2 Now choose the correct answer about the text in Exercise 1.

- The school band is looking for
  - students who can play an instrument.
  - students who want to join the band.
  - students who have their own instrument.
- Band practice
  - is on Thursday.
  - is on Monday or Tuesday.
  - lasts one hour.

**TIP**

In the exam underline the words to help you choose the correct answer.

Which words helped you to choose your answers? Underline them.

## GRAMMAR: IN, SINCE, FOR AND AGO

3 Complete the sentences with *in*, *since*, *for* or *ago*.

*Example: I've known Marcus .....for..... a long time.*

- We first met ..... 2010.
- I visited Australia five years .....
- My parents have lived here ..... the early 2000s.
- I spoke to my teacher a few minutes .....
- I love going to the beach ..... the summer.
- We study English ..... an hour each day.
- It's a few years ..... I last saw him.

## Questions 14–18

For each question, choose the correct answer.

## Will's blog

One day my dad said, 'Why don't we have a street party?' This means that the street is closed so cars can't use it, and people put tables and chairs out in the street, then have a party! Dad said there was one in 1977 and he still remembers it well. Everyone loved it! I couldn't believe that since 1977 they never had another one. If it was so good, why not do it again?

We started to organise it, together with some other people. I helped to make the web page, so everyone on the street knew about the party and could post their old photos from the party in 1977. There were some pictures of my dad when he was a kid, together with his friends, who have moved away from the street now. It was interesting to see that the buildings on the street haven't changed at all!

My mum was a bit worried about the party. 'But a lot of people on the street don't really know each other', she said. 'What if they don't have anything to talk about?' I just said, 'Relax, Mum. It'll be great.'

So, what was the party like? It was fantastic! My friends and I really liked speaking to an old lady called Louisa. She's 89 and was telling us about when she and her friends were our age. So now I always chat to her when I see her on the street. I didn't know who she was before, so I'm glad we had the party.



14 Why was Will surprised?

- A His father wanted to have a street party.
- B There hasn't been a street party for a long time.
- C Many people remembered the last street party.

15 What did the photos from 1977 show?

- A The street still looks the same now.
- B There are more children living in the street now.
- C The same people still live on the street now.

16 Why was Will's mother worried?

- A She thought that the party was too expensive.
- B She thought that people might not come to the party.
- C She thought that the guests might not talk to each other.

17 Will and his friends enjoyed

- A hearing Louisa's stories.
- B meeting Louisa's friends.
- C telling Louisa about their lives.

18 What is the best title for the article?

- A Why I love street parties
- B The street party we had
- C How to have a street party

## Advice

14 What does Will say he couldn't believe?

16 What did Will's mother actually say?

18 Which information (A, B or C) is in every paragraph?