



Guide for Teachers

2025



What is Aptis ESOL for Teens?

Aptis ESOL for Teens is a variant of the Aptis ESOL test developed by the British Council and designed specifically for 13-15 year olds. It can be used to assess ability in all four English skills – reading, writing, listening and speaking. The content of Aptis ESOL for Teens has been adapted to reflect activities that typically occur in a teenager's everyday life, including social media, homework and sports.

This guide provides details on each of the five components of Aptis ESOL for Teens and what they do. The five parts are: grammar and vocabulary, reading, listening, writing and speaking.

There is also advice on how to prepare for the test including tips on what to study and things to do in the test to help you make sure your students get the best results. You can also find information on how the test is marked.

If your students like using apps to learn English, try the LearnEnglish apps available here:

<https://learnenglish.britishcouncil.org/en/apps>



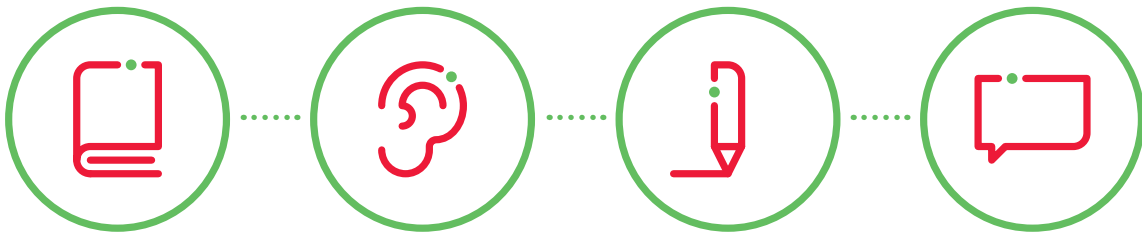
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Test structure

Aptis ESOL for Teens consists of five components: core (grammar and vocabulary), reading, listening, writing and speaking.

Your students will be taking all four skill components (reading, listening, writing and speaking).



It is a good idea for students to take a practice test so that they fully understand what they need to do.

Aptis ESOL for Teens core test (grammar and vocabulary)

The grammar and vocabulary component has two parts. The first part assesses candidates' knowledge of English grammar. The second part assesses knowledge of English vocabulary.

Grammar

The grammar test assesses candidates' knowledge of a wide variety of grammar from the simplest to the most complex. There are 25 questions and it should take about 12 minutes to complete this section.

For each question, there is a sentence with a gap with three words below it. Candidates should click on the circle next to the word to correctly complete the sentence.

This is a sample question.

A: I enjoy working on challenging projects at work.	
B: So ____ I!	
A	am
B	do
C	can

Candidates should make sure they read the sentence and all possible answers before making their final choice. They should look carefully at the whole sentence and then the words on either side of the gap to help make their choice. Remind your students that looking at the words around the gap may be helpful.

Reading the whole sentence before reading the options helps because they may already know the answer when they read it. Then all they have to do is check the options and if what they think is the answer is one of them, they will know they are right.

Tip

During the test candidates can flag questions they don't know and go back to them later. They can try practising on the Aptis ESOL online grammar and vocabulary practice test to learn how to do it.

Practice link:

learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/choose-correct-option

Vocabulary

The vocabulary test assesses candidates' knowledge of a wide range of vocabulary from words that are very well known to words that aren't used so often.

There are five parts to the vocabulary section. Each part is scored out of five, giving 25 marks in total. There are four types of task. One is done twice.

1. Matching words with similar meanings

In this task candidates have to put together words that have the same or a similar meaning.

A word is shown. Candidates open a drop-down menu to see ten other words. One of those ten words has the same or a similar meaning to the word shown. Candidates click on the word with the same or similar meaning. They do this for five words. Each time the ten words to choose from are the same.

This is a sample question.

Select a word from the list that has the most similar meaning to the word on the left.

Example: big =	large	▼
study =	read	▼
receive =	get	▼
start =	begin	▼
talk =	speak	▼
pick =	choose	▼

Tip

This part tests candidates' knowledge of words that have nearly identical or very similar meanings. A thesaurus, ([thesaurus.com](https://www.thesaurus.com)), which can be found online or in a library can help students look up a new word and learn the words with the same meaning or even the opposite meaning. This is a great way to not only prepare for the test but also improve range of vocabulary. Remind your students that they can demonstrate their lexical knowledge in the Writing section, using a variety of words rather than the same phrase over and over again.

○ Practice links:

learnenglish.britishcouncil.org/en/vocabulary-games

learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/beach

learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/living-room

learnenglishteens.britishcouncil.org/grammar-vocabulary/vocabulary-exercises/places-town

2. Meaning in context – Sentence completion

In this task candidates have to create sentences that have meaning.

A sentence with a gap is shown. Candidates open a drop-down menu and see ten words that can complete that gap. Candidates select the word that completes the sentence. Candidates do this for five sentences. Each time the ten words shown are the same ten words.

This is a sample question.

Complete each sentence using a word from the drop-down list.

More and more people go for their holidays these days.

Drivers need to remain when in charge of a car.

The city has many and interesting buildings.

She's a highly person who explains things clearly.

He's a very person – always getting into fights.

Tip

There are many words to choose from that make a grammatically correct sentence. Candidates have to choose the word that not only fits grammatically but also makes the most sense when reading it. Reading many different types of books, newspapers and magazines will help your students improve their overall understanding of how words fit into the context of a sentence.

○ Practice link:

learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/what-does-it-mean

3. Matching words to definitions

In this task candidates have to match definitions to words.

A definition is shown. Candidates open a drop-down menu to see ten words. One of the words matches the definition. Candidates have to click on that word. They do this for five definitions. Each time the ten words in the drop-down menu are the same ten words.

This is a sample question.

Complete each definition using a word from the drop-down list.

To cover with paper or material is to	wrap
To improve or change is to	adjust
To state or make public is to	announce
To get somewhere is to	arrive
To put something together is to	assemble

Tip

Since this part is matching definitions to words, it might be helpful for your students to sign up to the Oxford Dictionary to learn new words. They can also test their friends, or this can be used as a classroom activity. Why not ask your students to find some new words in the dictionary and write down their definitions? Ask them to give these definitions and the new words to their friends or classmates, and see if they can guess which word matches the definition. There are lots of fun English games you can make up like this for the classroom for your students to practice.

○ Practice link:

learnenglishteens.britishcouncil.org/exams/grammar-and-vocabulary-exams/match-words-definitions

4. Collocation matching – Word matching

In this task candidates have to match words that often go together.

A word is shown followed by a plus sign (+). Candidates open a drop-down menu and see ten words. Candidates click on the word which most often goes with the word with the plus sign. This is done for five words. Each time the ten words shown are the same ten words.

This is a sample question.

Select a word from the list that is most often used with the word on the left.

Example: big +	house
aerobics +	classes
agriculture +	minister
aisle +	seat
apron +	strings
atom +	bomb

Tip

Collocations are words that are commonly used together. For example, it is common to say 'hard cheese' or 'soft cheese' but less common to say 'liquid cheese'. To improve your students' knowledge of collocations, get them to read and listen to as much as they can in English. When they learn new words, they can try and learn the words which also go with these words. They can draw a map with the new word in the middle and all words related to it around it. This also helps with prefixes and suffixes, and verbs and nouns. They can learn many new words which are related.

○ Practice link:

learnenglishteens.britishcouncil.org/exams/grammar-vocabulary-exams/words-go-together

Try this!

Ask your students to try the examples shown here! There aren't any options or answers shown but it's still good for them try and take a guess. Once they have tried them, check their answers at the bottom of this page.

Read these three sentences quickly and then try and guess the meaning of the underlined words from the sentence alone.

You have 30 seconds!

1. He was a very frugal man, spending money only when he really had to.
2. Although he was typically unkempt, he looked really smart in the office.
3. The pilot was surprised when the authorities revoked his license. Consequently, he couldn't fly any longer.

Did they get them right?

Remind your students that they do not need to understand every word in the text. If they waste too much time trying to understand every word, they may run out of time and miss out on valuable points. Remind them to try and understand the meaning of the paragraph, rather than every single word.

Answers:

1. Economical. The second part of the sentence describes what a 'frugal' man does.
2. Untidy. The second part contrasts with 'unkempt'.
3. Stopped. Why couldn't he fly any longer? Because the authorities stopped his license.

Tips for success

Many students ask how they can maximise their studying time to best improve their grammar and vocabulary abilities. One answer is reading. By reading literature and high-quality stories, magazine articles and news briefs, students will be exposed to a wide range of vocabulary and correctly used grammar. Even better is to read from a variety of sources.

Get your students to read a lot of graded readers at their level and try some at the next level higher. If they feel comfortable at the next level, keep reading at that level until they want to try the next one above. They can also read other things, for example the news one day and a magazine the next. Then read a story sometimes as well. Soon, they will recognise how much they have improved their English grammar and vocabulary knowledge, and they will improve their reading skills too!

If reading is not your students' favourite thing to do, they can also watch movies and put the subtitles on. They can watch one of their favourite movies that they know really well in English, so that they don't have to focus on the story and can concentrate on understanding the words instead. They can try it the first time with subtitles and note down any useful phrases. The second time, they can challenge themselves to watch it without subtitles and see how much they understand. This is great for picking up new vocabulary in context and of course, it also helps their listening skills.

Other resources

Here are some resources to help develop their grammar and vocabulary for the test:

- **Useful games and activities they can do at home to help them practise and learn more.**
<https://learnenglishteens.britishcouncil.org/grammar>
- **Another great site offering similar grammar and vocabulary practice is the BBC learning English site.**
<https://www.bbc.co.uk/learningenglish>
- **Are they interested in learning a word a day? They can build their vocabulary and get a new word every day from these online dictionary websites.**
dictionary.reference.com/wordoftheday and [merriam-webster.com/word-of-the-day](https://www.merriam-webster.com/word-of-the-day)
- **To take a full Aptis ESOL for Teens Grammar and Vocabulary practice test, please visit our website.**
<https://admin.testreach.com/rest/auth-service/v1/deeplinks/987654789792/practice>



Aptis ESOL for Teens Reading test

This test assesses candidates' reading ability. There are four parts to the Reading test. Each part focuses on a different reading skill. Candidates will have up to 30 minutes to complete all the questions.

Reading part one

This task tests understanding at the sentence level.

Candidates read a short text of six sentences. Each sentence has a gap. Candidates open a drop-down menu next to the gap and see three words. They click on the right word to fill the gap. The first sentence is an example with the gap completed.

This is a sample question.

Read the email from Abdul to a friend. Choose one word from the list for each gap. The first one is done for you.

Dear Giang,

I am happy you are going to join me at my

You are going to stay with my family in our

The people in my class are – it's wonderful.

We from Monday to Friday, so we are busy those days.

At the weekend we can go for clothes.

My parents give me some to buy things.

Speak soon!

Abdul

Tip

Candidates should look at each sentence as its own question. There will be hints in the sentence to help them choose the answer. They should make sure they read the full sentence before choosing their answer. Sometimes the clue is towards the end and not the beginning of the sentence.

○ Practice link:

learnenglishteens.britishcouncil.org/exams/reading-exams/vocabulary-text



Reading part two

This task tests understanding of inter-sentence cohesion (how sentences connect with each other).

Candidates read a six-sentence text. The first sentence is in the correct place but the other five are in the wrong order. Candidates drag and drop the sentences into the correct order to make a short clear text.

This is a sample question.

The sentences below are about the businesswoman Meg Whitman. Put the sentences in the right order. The first sentence is done for you.

Meg Whitman

Meg Whitman is a famous American business leader.

She was born in New York State in 1956 and attended a local school.

She did very well there and went to university to study science and economics.

One of the most famous ones was a large computing firm in California.

After graduating in those subjects, she began working for several very important companies.

She transformed this company by helping colleagues communicate better with each other.

Tip

This question requires candidates to read across the sentences. They will have to use logic and look at the clues such as linking words, pronouns and other ways that the information from one sentence links with the next. Candidates should make sure they read the whole text once they think they have put it in the correct order, to check before they move on to the next task.

Practice link:

learnenglishteens.britishcouncil.org/skills/reading-skills-practice/films-and-entertainment



Reading part three

This task tests understanding of the main ideas in short texts.

Candidates read four short paragraphs. Each paragraph gives one person's ideas and opinions on the same topic, for example, travel. Candidates read seven sentences, each of which asks which of the four people has a particular idea or opinion, for example 'Who thinks the new train station is unnecessary?'. They open a drop-down menu next to each sentence which shows the names of the four people who have written the paragraphs. They click on the name of the person who has that idea or opinion.

This is a sample question.

Four students were interviewed for their school newspaper about different methods of studying. Read the texts and then answer the questions below.

Thomas

My father always says that it is important to keep your goals in mind. I think this is really useful advice. I always repeat it, because it is helpful to remember what you are working towards. As a teenager, you can have a lot of distractions, so it is good to have these strategies to help you concentrate. My father is also very good at explaining things, because he is a teacher too. He never tells me the answers, but it is great to have some extra guidance.

Janet

I previously struggled to focus during lessons. I tried to note down everything the teacher said, but then at home I would forget what it meant. Nowadays I don't really take notes, but highlight the critical parts in the textbook and focus more on participating in class discussions. If I look at it again in the evening before sleeping, it seems much clearer. This approach has undoubtedly improved my memory and grades and I feel I have more time to play on the computer.

Mihalis

I used to study before bed, but despite my best efforts I always fell asleep before completing my homework. Now I do it as soon as I get home instead. I use an app on my phone to track my progress. It tells me how long I have studied and once an hour it tells me to stand up and do something else for a bit. This really helps me learn more things, so my parents are very happy with it.

Natalia

My best friend uses different pens and highlighters to copy down everything in class. I thought it looked really organised, so I began doing it too. It makes it so much easier to understand at home. This is a strategy that works for me, because my grades have improved so much. I have three younger brothers though, so I study at home with my door closed. I would recommend this to anyone with noisy families.

1. Who thinks taking clear notes in class is important?
2. Who thinks studying before going to bed helps you remember more?
3. Who thinks using technology can help you improve your learning?
4. Who thinks having a quiet place to study is valuable for concentrating?
5. Who thinks taking breaks from studying helps improve marks at school?

Tip

The exact words in the question usually won't be included in the text, so they will have to understand what each person thinks and answer the questions accordingly.

Practice link:

learnenglishteens.britishcouncil.org/skills/reading-skills-practice/phone-chat



Reading part four

This task tests understanding of integrated ideas in longer texts.

Candidates read a long text with eight paragraphs. There are eight boxes with numbers beside the text. Each number refers to a paragraph in the text. Candidates open a drop-down menu and see eight sentences. Each sentence is a possible heading for that paragraph. They select the right heading for that paragraph. There are eight possible headings and only seven paragraphs to give headings to, so there is one extra heading. Paragraph 0 already has the right heading and is an example.

This is a sample question.

Read the passage quickly. Choose a heading for each numbered paragraph (1–7) from the drop-down list. There is one more heading than you need. The heading for paragraph 0 is given as an example.

The evolution of chocolate

0.

0. When it comes to confectionery, chocolate is usually the first thing that comes to mind. The production of chocolate-based goods is today a billion-dollar industry, with over seven million metric tons consumed globally every year. Although often linked to unhealthy dietary habits, when eaten in small amounts, chocolate has even been shown to benefit the heart, brain and mood.

1.

1. Although mainly produced as a sweet treat, chocolate actually comes from the bitter-tasting fruit of the *theobroma cacao* tree. These trees originate in the Amazon and Orinoco river basins in South America. They thrive in hot, humid areas close to the equator. With the growth of chocolate's popularity, farmers have gradually started plantations in other regions such as Southeast Asia and West Africa. The fruit on a successfully nurtured cacao tree is roughly the same size and shape as a rugby ball. Inside its bumpy berry, or pod, up to 50 beans can be found from which chocolate is derived.

2.

2. Historians suggest the consumption of chocolate goes back between 2,000 to 4,000 years. In the sixteenth century, the Aztecs, indigenous people from Central America, had a bitter drink called 'xocolatl' which was made from cacao beans. They also believed that the beans contained magical qualities and so used them as a trading currency. When Aztec King Montezuma encountered a Spanish explorer called Hernán Cortés in 1519, the king gave him the bitter chocolate drink to taste. Cortés did not like the taste at all, but his men still took the ingredient home with them in the hope of selling it for profit.

3.

3. Upon the introduction of the cacao bean to Europe, it was initially used as a medicine due to its bitterness. However, the subsequent introduction of cane sugar and the addition of honey made sweetened chocolate a popular delicacy in the Spanish court. It therefore acquired a reputation as an exotic and glamorous product with consumption becoming ever more widespread among the nobility as a status symbol. The aristocracy had chocolate served at social gatherings to impress their guests and to demonstrate their wealth. The practice became

Tip

The words from the heading usually won't be in the text. Therefore, candidates should use their reading skills such as skimming and scanning before quickly reading through the text and choosing their answers. Candidates should make sure they read the whole text before they start trying to match the headings. They will not be able to guess the order of the headings just by reading them alone. They will need to look for clues in each paragraph to help them.



Tips for success

Your students should make sure they read a lot of English before sitting the test and especially make sure they read in English the day before and on the day of the test. This will help in getting them thinking in English. They should choose books and articles that are neither too easy nor too difficult for them to understand. They should practise guessing words from the context as this is an important skill they will need to demonstrate in the exam. Remind your students that they can use graded readers to help them. These are famous stories that have been adapted to their level to help them improve their reading.

While there are no easy ways to become a good reader, there are many things students can do to improve their English reading abilities. The first thing is to practise reading. Students should read as much as they can from different sources by different writers. This will help give them a good understanding of different styles. It can help improve their grammar, vocabulary and writing skills too!

Other resources

Here are some resources to help develop candidates' reading skills for the test:

- **Useful games and activities students can do at home to help them practise and learn more.** learnenglishteens.britishcouncil.org/skills/reading-skills-practice
- **The British Council's Stories and Poems website for teens has many different topics at many different levels.**
learnenglishteens.britishcouncil.org/uk-now/stories-and-poems-uk
- **The LearnEnglish Teens Study Break website is another great resource. Here students will find many interesting stories of varying lengths and levels.**
learnenglishteens.britishcouncil.org/study-break/easy-reading
- **Visit Lit2go: etc.usf.edu/lit2go/authors/. This site hosts classic literature that can be read or downloaded for free!**
- **Story of the Week is a website created by the Library of America. Here they will find many stories at different levels to practise their reading skills.**
storyoftheweek.loa.org/p/stories-sorted-by-author.html
- **Project Gutenberg in Australia also has an online database of free short stories and books that can be read online or downloaded to be read later.**
gutenberg.net.au
- **To take a full Aptis ESOL for Teens Reading practice test, please visit our website.**
<https://admin.testreach.com/rest/auth-service/v1/deeplinks/987654789793/practice>



Aptis ESOL for Teens Listening test

In the Listening test there are 22 recordings. Recordings 1 to 19 have one question each and recordings 20, 21 and 22 have two questions each. This gives a total of 25 questions. Candidates can listen to each recording twice. They have up to 55 minutes to complete the test.

The recordings and the tasks increase with difficulty as they go through the test.

Recordings 1 to 5 test candidates' ability to find simple factual information in an easy to understand short monologue.

Recordings 6 to 12 test candidates' ability to find factual information in slightly more difficult monologues or two person conversations.

Recordings 13 to 19 test candidates' ability to find information in longer more difficult monologues or two person conversations.

Recordings 20, 21 and 22 test candidates' ability to identify opinions or recommendations in longer more complex monologues.

For recordings 1 to 19, candidates see one question and three possible answers. They click on the right answer.

For recordings 20, 21 and 22, candidates see two questions. Each question has three possible answers. They click on the right answer.

At this point we can give the example screens shots. 'Example for recordings 1 to 10'
'Example for recordings 20, 21 and 22'

This is a sample question for recordings 1 to 19.

Listen to a boy calling his mother. What time does he want to leave school today?

⏮ Play/Stop

A	at 4.30 p.m.
B	at 3.15 p.m.
C	at 5.45 p.m.



Tip

Candidates should make sure they read the options before they try and answer the question, so they know what they are listening for.

Practice link:

<https://learnenglishteens.britishcouncil.org/skills/listening>

This is a sample questions for recordings 20, 21 and 22.

Listen to a teacher talking about changes in primary schools and answer the questions below.

⏮ Play/Stop

What is the speaker's opinion of school lessons in the past?

A	They were enjoyable.
B	They were focused.
C	They were boring.

What is the speaker's overall opinion of the future of primary education?

A	There is reason to be optimistic.
B	There is cause for concern.
C	There is nothing to worry about.

Tip

In this task, candidates will have to listen closely to the details since all the information in each of the possible answers will likely be discussed. However, the answer won't be directly stated, so they will have to get an overall understanding as well as understand the details in order to select the correct answers.

Practice links:

learnenglishteens.britishcouncil.org/skills/listening-skills-practice/travelling-abroad
learnenglishteens.britishcouncil.org/skills/listening-skills-practice/ordering-food-cafe
learnenglishteens.britishcouncil.org/skills/listening-skills-practice/work



Tips for success

During the Listening test, candidates should listen to the whole recording before choosing their answer. It is possible that all options may be mentioned, so they will need to listen for clues, such as phrases used to say the same thing as the options given, or opinions expressed that are the opposite of those options. Candidates should read the questions carefully before listening, identify key words and understand what it is they need to listen for. Advise them to watch for synonyms – they may see a word in a question and hear a different word with a similar meaning in the audio. They should use the second listening to check or confirm their answer.

Students should try to listen to as much English as they can before the exam. This could be TV, music, films, or online videos. The more they hear English in the weeks before the exam, the easier it will be for them to understand what they hear during the exam. Materials can easily be found online and we've created a short list below section to help guide them in finding some of the best.

Other resources

Here are some resources to help develop your students' reading skills for the test:

- **Useful games and activities they can do at home to help them practise and learn more.**
<https://learnenglishteens.britishcouncil.org/skills/listening>
- **BBC Sounds offers live radio, podcasts and audio on demand to practise listening skills on current events, sports, weather, travel and much more.**
<https://www.bbc.co.uk/sounds>
- **National Public Radio is another great resource with listening material covering current events, arts, life and music.**
npr.org
- **TED Talks hosts speeches and presentations about thousands of different topics and best of all, most are videos!**
ted.com
- **To take a full Aptis ESOL for Teens Listening practice test, please visit our website.**
<https://admin.testreach.com/rest/auth-service/v1/deeplinks/987654789793/practice>



Aptis ESOL for Teens Writing test

All parts of the Writing test will share a common theme. Candidates will sign up to a forum or online social club and every task they complete will be related to the theme of the club. There are four tasks in total and candidates have 50 minutes to complete the test.

Writing part one

Part one tests candidates' ability to write words or short phrases in response to simple messages.

They see a message and write a reply in the text box beside it. There are five messages.

This is an example of part one.

You want to join a club for teenagers. You have 5 messages from a member of the club. Write short answers (1–5 words) to each message. Recommended time: 3 minutes.

Example: How are you? I'm fine, thanks.

What is your favourite time of year?

What is your favourite colour?

What do you like to do after school?

What is the weather like today?

What is your favourite hobby?

Tip

Candidates should try to spend less than three minutes on this task. Spelling, capitalisation and grammar will not be considered in this task. They will be scored on their ability to use English to communicate successfully. Candidates should remember to fill in all the boxes. They should try to spend less than three minutes on this task.

Practice links:

learnenglishteens.britishcouncil.org/skills/writing-skills-practice/student-card-application
learnenglishteens.britishcouncil.org/skills/writing-skills-practice/summer-jobs



Writing part two

Part two tests candidates' ability to write a short text (20 to 30 words) using sentences in response to a simple question.

They see a question and write an answer in the text box below it. There is one question and they need to write one text.

This is an example of part two.

Tell other members something about yourself. Fill in the form. Write in sentences. Use 20–30 words. Recommended time: 7 minutes.

What do you normally do with your friends?

B I U G

Type your answer here

Tip

This task should take less than seven minutes. Candidates should write in complete sentences and stay within the word count. They can use informal language, (contractions, informal vocabulary, colloquialisms, etc.)

○ Practice link:

At the bottom of most LearnEnglish Teens activities, there is a discussion with a short question to respond to. Candidates should try to find a topic that interests them and offer their opinion.

learnenglishteens.britishcouncil.org

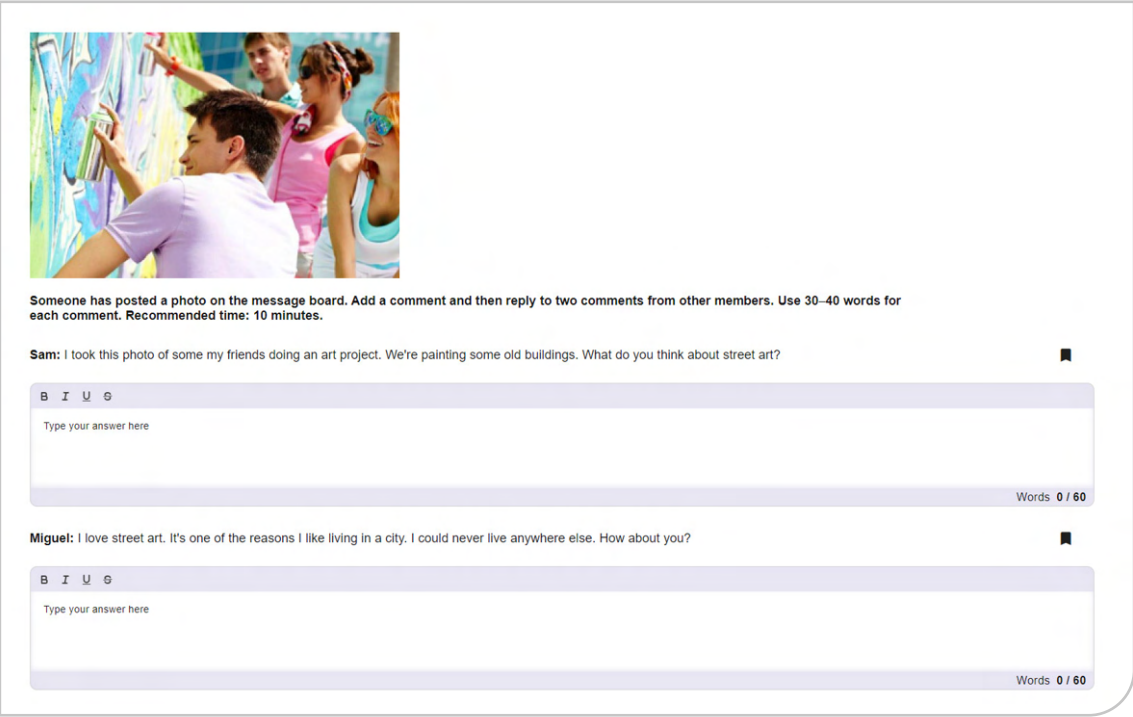
Writing part three

Part three tests candidates' ability to write a slightly longer and more complex text (30 – 40 words) using sentences in response to more demanding questions.

There are three questions. The questions are the kind seen on social network sites or internet forums. Candidates have to write three replies.

They see three questions with a text box below each question. Candidates write your answers in the text boxes.

This is an example of part three.



Someone has posted a photo on the message board. Add a comment and then reply to two comments from other members. Use 30–40 words for each comment. Recommended time: 10 minutes.

Sam: I took this photo of some my friends doing an art project. We're painting some old buildings. What do you think about street art?

B I U G
Type your answer here
Words 0 / 60

Miguel: I love street art. It's one of the reasons I like living in a city. I could never live anywhere else. How about you?

B I U G
Type your answer here
Words 0 / 60

Tip

Candidates should try to spend no more than 10 minutes on this task.

They should write in complete sentences with an informal tone. As this is like writing in a chat room, they can use idioms and colloquial language. However, they shouldn't use SMS language or text speak.

There are many places to practise this kind of question, most commonly at the end of a news article or activity on LearnEnglish Teens. Direct your students to the 'What is it?' page on LearnEnglish Teens where students have a similar style chat: learnenglishteens.britishcouncil.org/study-break/what-it. This is also a great place to practise speculative language, which will help with the speaking tasks of the exam.

The secret to success for practising this kind of question is for your students to get involved in as many of these chats as possible and keep the conversation going!

Practice link:

learnenglishteens.britishcouncil.org/study-break/what-it



Writing part four

Part four tests candidates' ability to write a longer 'for and against' style essay (220 – 250 words).

They will read a short introduction giving them the reason they are writing and the topic they need to write on. Candidates will be given a statement or a question to respond to. They write their response in a text box below this information.

This is an example of part four.

Every month we run a competition on our website. Why not enter? You might win one of our fabulous prizes! The theme this month is 'sport'. Write your argument in response to this statement:

'International sports competitions such as the Olympics help to bring countries together'.

Remember to include an introduction and a conclusion. Write your competition entry in 220–250 words here. Recommended time: 30 minutes.

B I U ☺

Type your answer here

Words 0 / 375

Tip

If candidates have managed their time well in the first three parts, they should have about 30 minutes to write their essay.

Candidates should think carefully about the vocabulary they use in this task to make sure they are using appropriate language for an essay. In this situation, formal language is preferred, so idioms should not be used. Coherence and cohesion, which is the flow and linking in their writing, is important here too. They should also watch their grammar, punctuation and spelling. Candidates can practise expressing their opinion in the LearnEnglish 'Photo Caption' section. learnenglishteens.britishcouncil.org/study-break/photo-captions

Remind your students that the writing tasks get more difficult as the test progresses. They should think about who they are writing to: is it to friends or is it a more formal piece of writing? It is important to change their language to fit the situation. While speaking to a friend, they could write 'why don't we go to see the new band?', whereas when writing in a formal essay, they would write 'I would recommend that schools support pupils more in choosing their future career'. They should notice how formal writing tends to use more complex grammar, longer sentences and a different vocabulary. Like in the Speaking test, candidates should always try to show a range in their grammar and vocabulary. So, instead of using the word 'grow' several times, they could use synonyms such as 'mature' or 'ripen' depending on what they are writing about. Remind your students, it is an English test and they need to show off all their skills.

○ Practice link:

learnenglishteens.britishcouncil.org/skills/writing-skills-practice/and-against-essay





Tips for success and common errors

Candidates should make sure they fully understand the question and respond appropriately. They should take time to read the questions fully so they can plan. Marks are given for being on topic so it's important candidates understand what they have to do to answer the question fully. They should plan what they are going to write before starting.

Remind your students to review their writing and correct any errors before moving to the next question. They can't go back and make changes to what they have written so they need to be 100 per cent confident before continuing.

Candidates should manage their time wisely. They have 50 minutes for the full writing part of the exam, so they should be sure to leave plenty of time to write the essay in part four.

One strategy for students to improve their fluency before an exam is to write as much as they can about a topic in one minute, five minutes or ten minutes. They shouldn't pay attention to any mistakes while they write, but write as much as they can. Then they should count their words at the end of the time and go back to check and fix their mistakes. They can do this every day for a month and see how many more words they can write at the end of the month. This will help improve fluency and recognition of the mistakes they commonly make in their writing. Ideas for topics can be found here:

learnenglishteens.britishcouncil.org/skills/writing-skills-practice

Before writing an essay, it is helpful for your students to consider the purpose and audience. The purpose is the reason why they are writing. Are they trying to write to convince, argue, inform, compare and contrast or something else? This will help decide how to structure an essay and the kind of vocabulary to use. The audience is the person they are writing for or the person who will read their essay. Is it a friend, family member, teacher, boss or an exam marker? Knowing this will also help your students choose the tone of their essay (formal or informal).



The POWER process

When your students are practising or writing an essay, try asking them to use the POWER process. POWER stands for Prewrite, Organise, Write, Edit and Revise. Breaking their writing down into steps can help maximise their time and the quality of their text.

Prewriting means to think of ideas. Good ideas, bad ideas and crazy ideas are all welcome in this step. Ask them to write down as many ideas as they can about their topic in three minutes.

Organising means to organise their ideas from the prewriting step. Ask your students to cover all their ideas and decide which ones they want to keep for this writing task. It doesn't mean that the ideas they wrote down earlier were bad, it just means they might not fit the task they are trying to write now. After deciding which ideas they want to include in their writing, they should decide which order they want them to be in their essay.

Writing is the step where they just write. Your students should try not to pay too much attention to grammar or sentence structures at this stage, but get the ideas they chose in the organising step into sentences and paragraphs. They should try to use examples and details to develop their writing. Ask them to try to use topic sentences and closing sentences to help structure the paragraphs.

Editing is when they go back to what they just wrote and make it better. This is the step where your students should pay more attention to grammar and vocabulary, and try to help the sentences flow naturally from one to the other with coherence and cohesion devices.

Revising is when they put the finishing touches on the writing before submitting it to their reader. It is also an opportunity to move sentences and paragraphs around so they are in the most logical order for the reader. This is also the last opportunity for your students to make changes to their text before submitting it to their audience, so they should make sure it shows off how good a writer they are!

While it may seem to your students like it takes more time to write using the POWER process at first, after practice it can really reduce the amount of time they need when writing in an exam. It will also help them produce higher quality pieces of writing which will help them get higher marks on an exam and in school.

The best way to use the POWER writing process strategy is to start using it in school and in your students' other writing before using it in an exam. Then they will be more comfortable with the process and they will have had the opportunity to improve their writing style.

One of the most important tips for your students for improving writing is to try to write in a way that they enjoy writing in. If they like listening to music, they should try writing songs or poetry. If they like reading textbooks, newspapers or magazines, they should try writing essays. If they like reading novels, they should try writing stories. No matter what they write, the practice will help them become a better writer!



Other resources

Here are some resources to help your students practice for the Writing test:

- **Useful games and activities they can do at home or in the classroom to help them practise and learn more.**
learnenglishteens.britishcouncil.org/skills/writing-skills-practice
- **The LearnEnglish writing section has tutorials, videos and activities to help improve their higher-level writing skills.**
learnenglish.britishcouncil.org/en/writing
- **Visit Purdue University's Online Writing Lab (OWL):**
<https://owl.english.purdue.edu/owl/>. This is a free site that assists writers at all levels and abilities in improving their English writing abilities. There are even online writing tutors available to answer questions!
- **To take a full Aptis ESOL for Teens Writing practice test, please visit our website.**
<https://admin.testreach.com/rest/auth-service/v1/deeplinks/987654789794/practice>



Aptis ESOL for Teens Speaking test

For the Speaking test, candidates will wear headphones and hear recordings giving them information and asking them questions. Candidates speak into a microphone and their answer is recorded. The Speaking test starts with a test to make sure they can hear the recordings and that their voice will be recorded.

There are four tasks. Each time candidates give a spoken answer, there is a maximum amount of time in which they can speak. They can end their answer before that time runs out by clicking on 'finish recording' which appears during their answer. If candidates finish early, they may not get the highest marks. The Speaking test is 15 minutes long.

Speaking part one

The three questions test candidates' ability to give simple personal information in response to a spoken question.

Candidates listen to a recording giving them instructions and asking a question, and then speak after they hear a beep sound. They have 30 seconds to speak their answer. They hear and read a second question, hear a beep and have 30 seconds to speak their answer. Candidates hear and read a third question, hear a beep and have 30 seconds to speak their answer.

The two screen shots below show the introduction to the three questions and an example question.



Speaking

Part 1 of 3

Please tell me about your family.

Instructions...



Speaking

Part 2 of 3

What do you like doing in your free time?

Recording...

27s

Speaking

Part 3 of 3

What's the weather like today?

Recording...

19s

Finish Recording

Tip

When practising for the exam, candidates can record themselves with their phone or computer and then listen to it. This will help them understand how a person marking their exam will hear them. It can help them recognise areas they need to work on. They can also ask their friends or teachers to listen and discuss what they think they can do to improve.

○ Practice link:

learnenglishteens.britishcouncil.org/exams/speaking-exams/talk-about-yourself



Speaking part two

In this task, candidates give one description and answer two questions. This task tests their ability to describe, express opinions and provide reasons and explanations in response to spoken questions.

Candidates hear a recording giving instructions. They then see a picture and are asked to describe it. They hear a beep sound and have 45 seconds to speak. They hear and read a question, hear another beep and have 45 seconds to speak their answer. They are asked another question, hear another beep and have 45 seconds to speak their answer.

This is a sample question.

Speaking

Prompt

Part Two. In this part I'm going to ask you to describe what is happening in a picture. Then I will ask you two questions about it. You will have 45 seconds for each response. Begin speaking when you hear this sound. Make sure you answer as fully as possible.

Speaking

Part 1 of 3



Describe this picture.

Recording...

43s

Speaking

Part 2 of 3



What do you normally do at home in your free time?

Recording...

44s



Speaking

Part 3 of 3



Why is it important to take regular breaks when studying?

Recording...

44s

Tip

It is important candidates describe the photo and then expand on their discussion. They shouldn't just list everything they see in the photo. If they spend all 45 seconds simply describing every detail in the photo, they probably won't get a very high score. Candidates should try and talk about how they think the people might feel or what it would be like to be in the photo. This will also help candidates with the next two questions. They will also be related to the topic.

Candidates should try to address all questions they are asked when the photo appears. If they don't address all the questions, they won't be able to get a top mark. Remind your students they should talk about their own opinions in relation to the question.

There is no single correct way to describe the photos in the test, and the old saying of 'A picture is worth a thousand words' really holds true. Candidates should try to say as much as they can in the time they have available. This is their opportunity to show off all their great skills in speaking English!

Practice link:

learnenglishteens.britishcouncil.org/exams/speaking-exams/describe-photo-or-picture



Speaking part three

Candidates answer two questions in this task. These questions test their ability to describe, compare and contrast and provide reasons and explanations in response to spoken questions.

They hear a recording giving instructions. They then see two pictures and are asked a question that gives them a chance to compare and contrast something about the picture. They hear a beep and then have 45 seconds to speak their answer. They hear and read a second question. They hear another beep and have 45 seconds to speak their answer.

This is a sample question.

Speaking

Prompt

Part Three. In this part I'm going to ask you to look at the pictures then ask you two questions. You will have 45 seconds for each response. Begin speaking when you hear this sound. Make sure you answer as fully as possible.

Speaking

Part 1 of 2



Which of these two situations would you prefer to be in?

Recording...

44s



Speaking

Part 2 of 2




Why is it important for people to eat together?

Recording...

43s

Tip

In this task, candidates need to compare the photos. This means explaining how they are similar and how they are different. Candidates should make sure they listen to the question carefully before they answer. The questions are also on the screen so they can read them if that makes them feel more comfortable. Once again, candidates should not only describe them and discuss how they are similar and different, but should try and connect the photos to their lives. Have they been to a similar place or had a similar experience? If so, they should talk about it. If candidates have never been to a place like that nor had a similar experience, they can talk about what they think it would be like. They should not limit themselves to what is in the photos, and they should not just give a list of what they see.

One good strategy for this task is for candidates to spend some of their time describing the photos or answering the question, and the rest of their time talking about how the photo connects to their lives and experiences. If it doesn't connect to their life or experiences, they can discuss what they have heard about it from their friends or family or seen on TV or in a video. Remind your students that it is more important that they speak and demonstrate their range of English grammar, vocabulary and fluency. Of course, they need to stay on topic. If they are asked a question about space travel and candidates talk about swimming, then they will not get many marks. So, remind students to make sure they use all the time they have to demonstrate their English skills and answer the question.

○ Practice link:

<https://learnenglishteens.britishcouncil.org/exams/speaking-exams/discussion>

Speaking part four

Candidates give one two-minute talk in this part. It tests their ability to talk for a long time, bringing together ideas on an abstract topic, giving and justifying opinions and giving advantages and disadvantages.

A poster displaying a lot of information is shown. Candidates hear and read instructions. They are asked to give a presentation about the poster to their class. They are given 90 seconds to prepare their presentation using the information on the poster. At the end of the 90 seconds they are asked to give their presentation. They hear a beep and then they have two minutes to give their presentation.

This is a sample question.

Speaking

Question 4 of 4

PLASTIC

HOW MUCH PLASTIC DO WE USE?

- 300 million tonnes every year
- 11% of household waste
- 13 billion plastic bottles every year

PLASTIC RECYCLING

- Not all plastic can be recycled
- Only 9% of plastic is recycled globally
- Some countries banned plastic bags

WHY IS PLASTIC BAD?

- Plastic is often thrown away
- Chemicals come from plastic
- Plastic pollutes our oceans



WHY IS PLASTIC USEFUL?

- Light, strong and flexible
- Can be coloured and shaped
- Ideal packaging material

Look at the poster. You have prepared this poster with your group. You are now going to present it to your class. You will have 90 seconds to think about your answers before you start speaking. You will have two minutes to give your presentation. Don't just repeat the words on the screen. You should use your own words to describe the information in the poster. Make your presentation as interesting and informative for your classmates as possible. Begin speaking when you hear this sound. Your preparation time starts now.

Recording...

1:58

Tip

Candidates should give their presentation as if they were giving it to their class. Remind your students that they mustn't just read the words on the poster, and that they must use their time wisely to prepare what they are going to say and structure their presentations well. They should use the information to help them but not forget to be creative! They should try and make their presentation interesting and use the preparation time to plan what they are going to say. They should make sure there is a logical structure to their presentations and remember to use appropriate signposting such as 'firstly', 'in conclusion' and so on to help them structure it. They will hear and see the instructions on the screen and then have the poster in front of them as support. They should use their time wisely and make sure to speak for the full two minutes.

Practice links:

learnenglishteens.britishcouncil.org/exams/speaking-exams/oral-presentation
learnenglishteens.britishcouncil.org/skills/reading-skills-practice/my-city



Tips for success and common errors

When talking about a photo, students should try to connect what is in the photo to their own lives or tell a story about what they think about the photo.

If they don't know what is in the photos or what is happening, it is no problem. They can guess! The Speaking test is not testing candidates' knowledge about the photos; it is testing their speaking abilities. As long as the information from the photos is the theme of their discussion, they can talk about anything and they don't have to tell the truth. This is also a great opportunity to show off their abilities to use speculative language such as, I think..., I'm not really sure, but ..., I wonder if..., it could be..., it might be... and so on.

Describing a photo alone can make it difficult to show a wide range of vocabulary, sentence structures and fluency when speaking. Therefore, it will be best for students to spend a majority of their time:

- speaking by answering other questions than describing
- speculating on what they think about the photo
- discussing a similar experience they have had
- talking about anything related to the photo that will help them demonstrate their higher-level speaking skills.

Candidates should listen to themselves while they speak and try and correct themselves if they make an error. Native speakers do this all the time and use phrases such as, 'what I meant to say is', 'I'm sorry, I mean', and so on. They should keep talking and not worry if they make the odd mistake.

If they don't know a word while they are speaking, they shouldn't worry as it happens to everyone, even celebrities on camera. They can talk around it by describing what they mean, or even use hesitation strategies such as, 'what's the word', 'I can't remember the word right now, but the idea is', 'it's on the tip of my tongue' and so on.

The best way to improve English-speaking skills is simply by practising speaking. Candidates should not be afraid to make mistakes when they say things as that is the way we learn.

Remind your students to relax. It is not a race during the speaking exam, and one of the best strategies for success is to relax, take a deep breath and just try their best.



Other resources

Here are some resources to help develop your students' speaking skills for the test:

- **Useful games and activities they can do at home or in the classroom to help them practise and learn more.**
learnenglishteens.britishcouncil.org/exams/speaking-exams/speaking-exams
- **Interested in improving your use of colloquialisms, slang and other informal English often used in speaking?**
urbandictionary.com
- **UsingEnglish's website also offers a "laundry list" of English idioms which are a great way to show off high-level speaking abilities.**
usingenglish.com/reference/idioms/country/british+english.html
- **To take a full Aptis ESOL for Teens Speaking practice test, please visit our website.**
<https://admin.testreach.com/rest/auth-service/v1/deeplinks/987654789790/practice>

Scoring

Aptis ESOL for Teens assesses English levels from A1 to B2 on the Common European Framework of Reference for Languages (CEFR). Candidates demonstrating a level above B2 are awarded a C1. Listening, reading and the core grammar and vocabulary are marked automatically online, while speaking and writing are marked by examiners. Teachers or schools should receive the results of their students within 48 hours of taking the test.

Below is a brief overview of the CEFR from the Council of Europe and a general outline of the skills considered when determining a candidate's level. This helps you identify where your students are with their English. Candidates will get a scaled score and their CEFR level per skill. Then they can see which areas they might need to improve.

Common Reference Levels: Global Scale

Proficient User	C2 Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1 Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent User	B2 Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

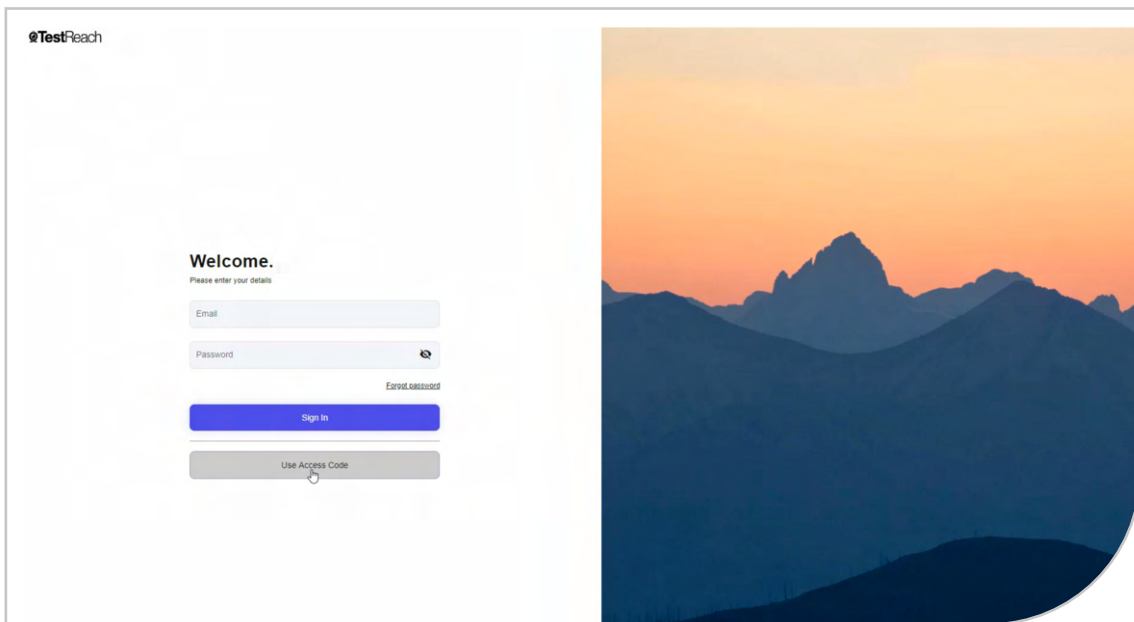
**Basic
User**

A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

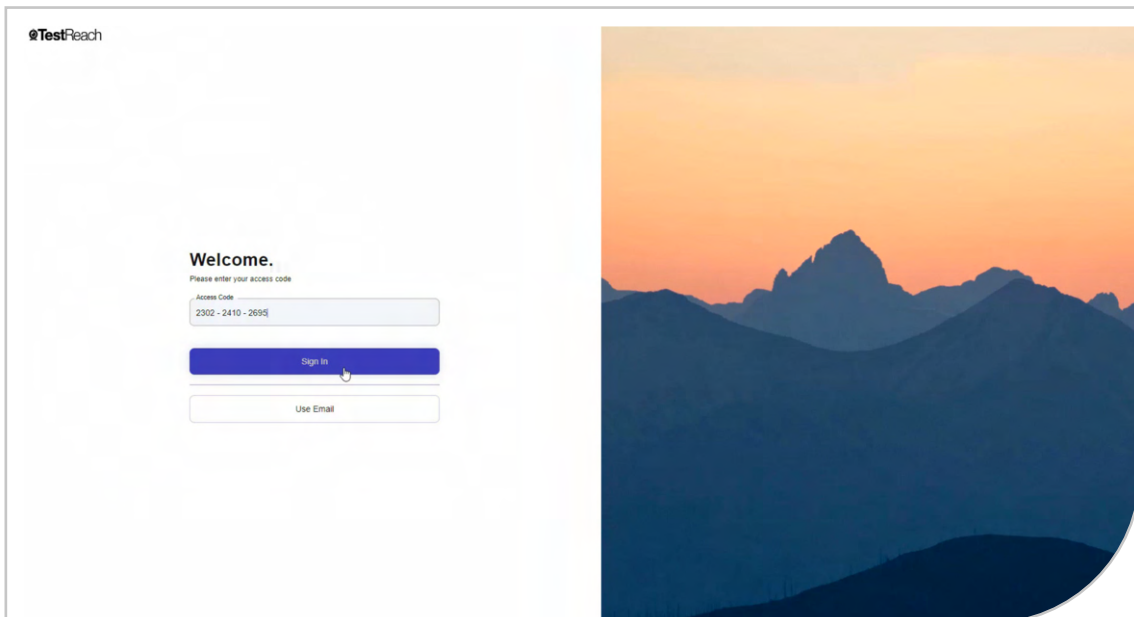
How to take the test on a computer

The introductory screen for every Aptis ESOL test looks like this. Candidates will need to click "**Use Access Code**".



The screenshot shows the Aptis ESOL introductory screen. On the left, there is a 'Welcome.' section with the prompt 'Please enter your details'. Below this are two input fields: 'Email' and 'Password'. To the right of the 'Password' field is a small icon of a key. Below the input fields are two buttons: a blue 'Sign in' button and a grey 'Use Access Code' button. A mouse cursor is pointing at the 'Use Access Code' button. On the right side of the screen is a large, stylized image of a mountain range at sunset or sunrise.

Candidates can then enter their personal access code and click "**Sign in**".



The screenshot shows the Aptis ESOL introductory screen. On the left, there is a 'Welcome.' section with the prompt 'Please enter your access code'. Below this is an 'Access Code' input field filled with the text '2302 - 2410 - 2695'. Below the input field are two buttons: a blue 'Sign in' button and a grey 'Use Email' button. A mouse cursor is pointing at the 'Sign in' button. On the right side of the screen is a large, stylized image of a mountain range at sunset or sunrise.

After clicking **“Sign in”**, candidates will be prompted to read a privacy notice. To continue with the test, candidates must accept the terms and click **“Continue”**.

Candidates: Privacy Notice

Candidate ID AptisGen230224102695

You are about to take an Aptis test controlled by the British Council. By taking this test you are consenting to the British Council processing your personal information as described below.

We will pass your information to our business partners (including our service providers and agents) who will process your data on our behalf and under our control. This is in order to assist us with the administration of your test and to provide technological support to the service. Your personal data will be transferred nationally and internationally to our service providers and agents in the United Kingdom and Ireland. The British Council has standard model contract clauses in place to ensure that the adequacy of personal data transferred internationally meets with the General Data Protection Regulation (GDPR) compliance measures. These service providers and agents are:

- TestReach (test platform): Ireland and Germany
- Accredible (certificate management): United Kingdom

TestReach and British Council will use your voice recordings and written responses in connection with processing your Aptis Test. The basis for processing your personal information is a basic requirement for the performance of your Aptis test contract. We may also collect personal information (your name, address, date of birth, a form of identification and country of residence) for the purposes of verifying your identity. For tests administered by remote proctoring, we collect your ID and video recording for the purpose of verifying your identity.

The British Council Assessment Research Group (ARG) will occasionally use voice recordings and written responses to conduct research, review the performance of assessment products or design new assessment products. We do this in our legitimate interest. We have appropriate contracts in place to ensure the protection of all personal data. We may keep recordings or other personal data for up to 20 years. These recordings might be used by individuals or organisations working in partnership with the British Council to research the English language and English language assessment. We may record the date and country of origin of these recordings, but will not associate your name, date of birth, video recording (for remote proctored tests) or any other form of personal identification with these recordings.

Under the GDPR you have the right to ask for a copy of the information we hold on you, and the right to ask us to correct any inaccuracies in that information. If you have concerns about how we have used your personal information, you also have the right to complain to a privacy regulator.

If you would like more information about this please contact your local British Council office or visit our website: www.britishcouncil.org/privacy

☒ Please click here to agree

Continue

Candidates will then be asked to complete a system check. First they will need to check their internet connection.

Let's check your settings

This will ensure a smooth test experience

Internet Connection

Check your internet connection

Speaker Test

Check that your speakers are working

Microphone Test

Check that your microphone is working

Summary

Ensure that you are ready for your test

Checking Speakers

Can you hear the sound?

Default - Speakers / Headphones (Realtek Audio)

Play again

I can hear the sound

Continue

Once the internet connection is checked, candidates will need to check their speakers and microphone. Once that is completed, they will be able to continue with the test.

Let's check your settings
This will ensure a smooth test experience

- Internet Connection
Check your internet connection
- Speaker Test
Check that your speakers are working
- Microphone Test
Check that your microphone is working
- Summary
Ensure that you are ready for your test

Checking Speakers
Can you hear the sound?

Default - Speakers / Headphones (Realtek Audio)

Play again

I can hear the sound

Continue

Let's check your settings
This will ensure a smooth test experience

- Internet Connection
Check your internet connection
- Speaker Test
Check that your speakers are working
- Microphone Test
Check that your microphone is working
- Summary
Ensure that you are ready for your test

Check passed!
Microphone is working

Default - Microphone Array (Realtek Audio)

I can hear myself

Continue

Let's check your settings
This will ensure a smooth test experience

- Internet Connection
Check your internet connection
- Speaker Test
Check that your speakers are working
Change Device
- Microphone Test
Check that your microphone is working
Change Device
- Summary
Ensure that you are ready for your test

Summary
You are ready for your test!

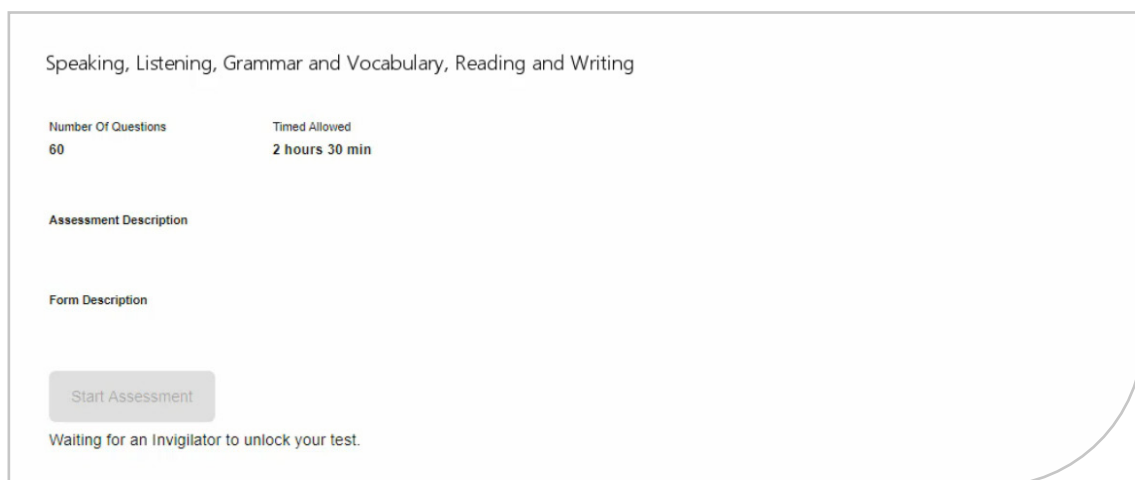
Internet Connection Check Passed

Speaker Check Passed

Microphone Check Passed

Continue

Candidate will then land on the introduction page. From here, they will need to wait for the test day invigilator to admit them into the test.



Speaking, Listening, Grammar and Vocabulary, Reading and Writing

Number Of Questions	Timed Allowed
60	2 hours 30 min

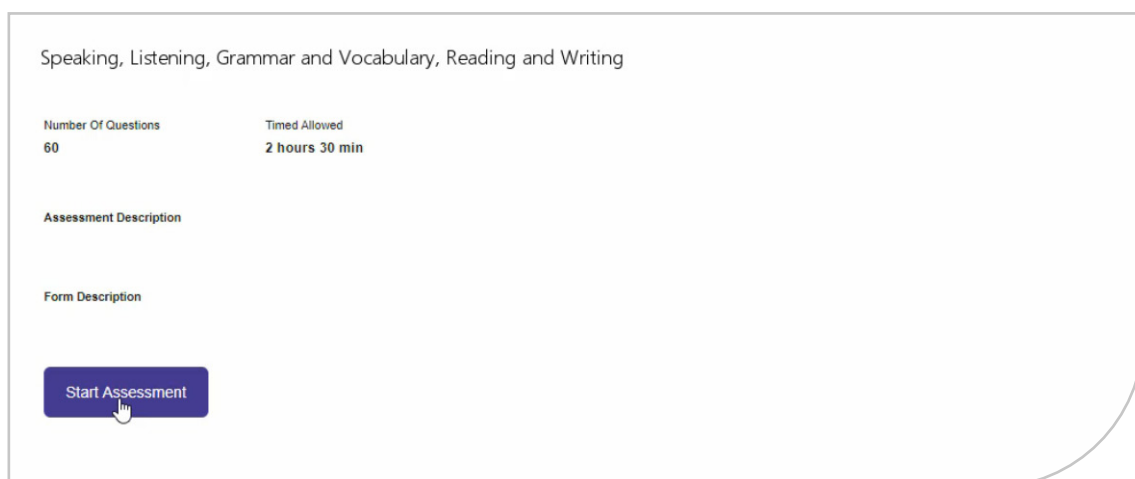
Assessment Description

Form Description

Start Assessment

Waiting for an Invigilator to unlock your test.

Once the invigilator grants them access, they will be able to click “**Start Assessment**”.



Speaking, Listening, Grammar and Vocabulary, Reading and Writing

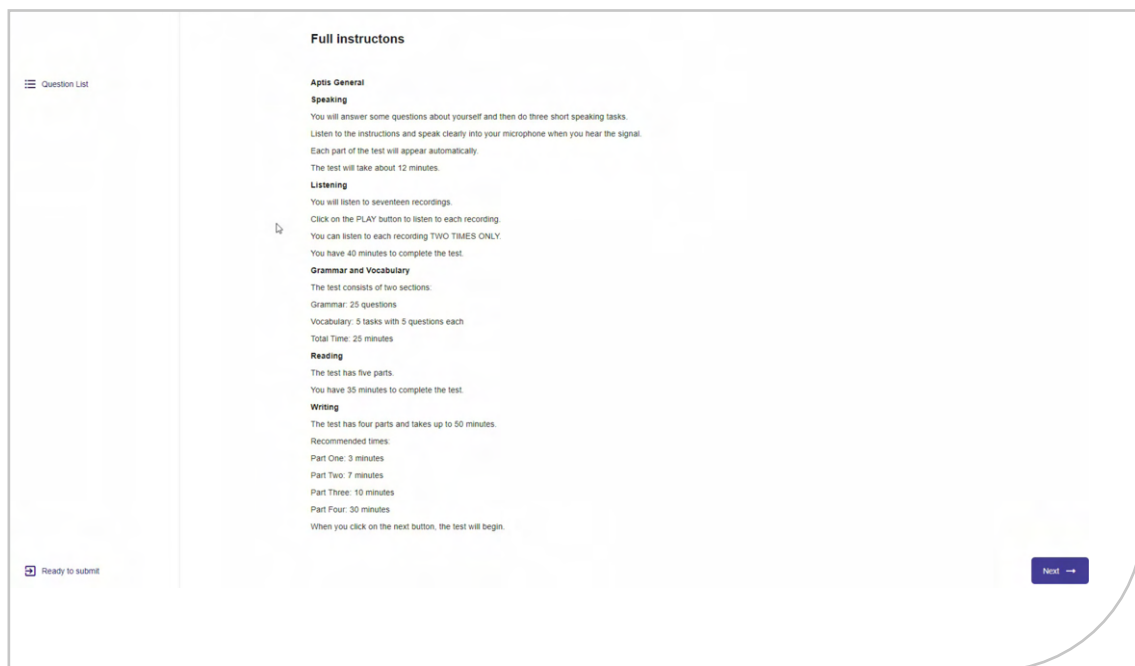
Number Of Questions	Timed Allowed
60	2 hours 30 min

Assessment Description

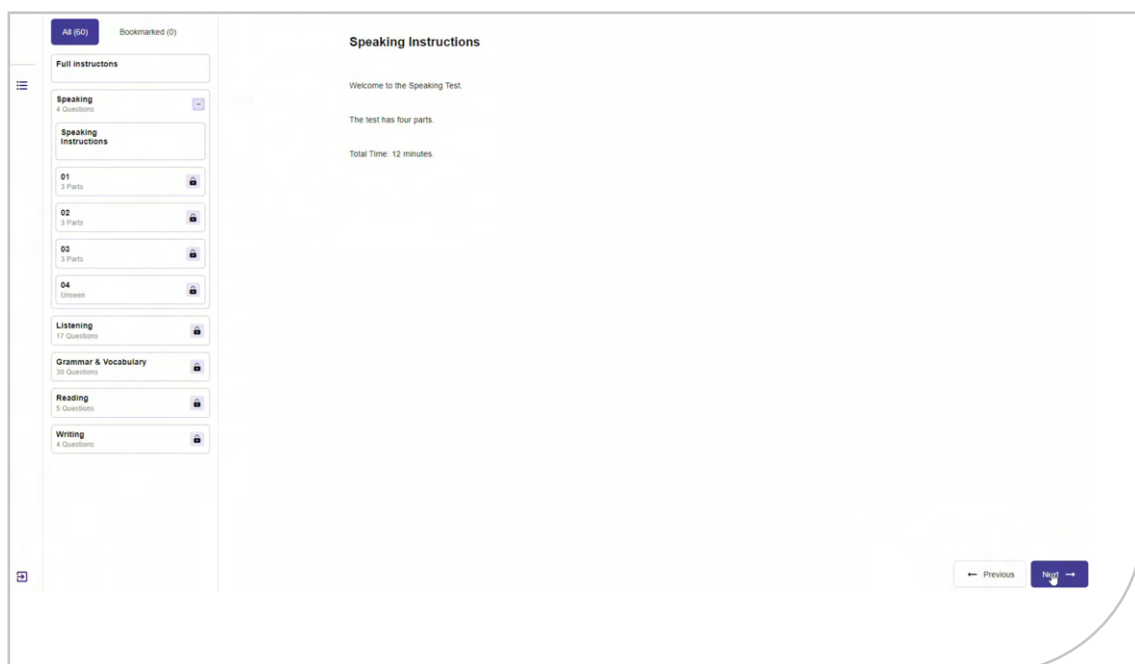
Form Description

Start Assessment

Test day instructions will be shown on the screen. Candidates should read the instructions and then click “**Next**”.



They will then be able to start the Speaking test, and the rest of their Aptis ESOL test.





Aptis ESOL for all

The British Council is committed to promoting equality, diversity and inclusion in English language testing. We believe that the Aptis ESOL tests should be accessible and fair to anyone who wants to take them. We also believe that each person should have the opportunity to perform to the best of his or her ability on the Aptis ESOL tests.

If your student(s) have a disability and believe that Aptis ESOL is not accessible to them, or believe that the form of the test will not allow them to show their true level of English, please advise them to contact their test centre to talk about the ways in which the test can be modified for their needs. We can make adjustments such as providing pen and paper tests, face-to-face tests, Braille and large font tests, adjusting timing, and a range of other modifications.

About the British Council

The British Council builds connections, understanding and trust between people in the UK and other countries through arts and culture, education and the English language.

We work in two ways – directly with individuals to transform their lives, and with governments and partners to make a bigger difference for the longer term, creating benefit for millions of people all over the world.

We help young people to gain the skills, confidence and connections they are looking for to realise their potential and to participate in strong and inclusive communities. We support them to learn English, to get a high-quality education and to gain internationally recognised qualifications. Our work in arts and culture stimulates creative expression and exchange and nurtures creative enterprise.

We connect the best of the UK with the world and the best of the world with the UK. These connections lead to an understanding of each other's strengths and of the challenges and values that we share. This builds trust between people in the UK and other nations which endures even when official relations may be strained.

We work on the ground in more than 100 countries.



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