

ISSUE 155 – October 2022 **2007 – 2022**

Dear colleagues,

Exam time is approaching and your students are almost ready to take their exam. In this issue you will find information that will help them to prepare and practise to make sure they feel ready and confident for exam day.

Do not miss the webinar by Rebecca Norris to learn all about tips on the mock toolkit. You will also find two articles about speaking: one on the importance of speaking practice and another one on the impact of pronunciation practice on student motivation. You will also find useful information to get your students ready for exam day.

Finally, we are pleased to invite you to our last webinar this year, which will take place on 28th October. We look forward to seeing you there!

Warm regards,

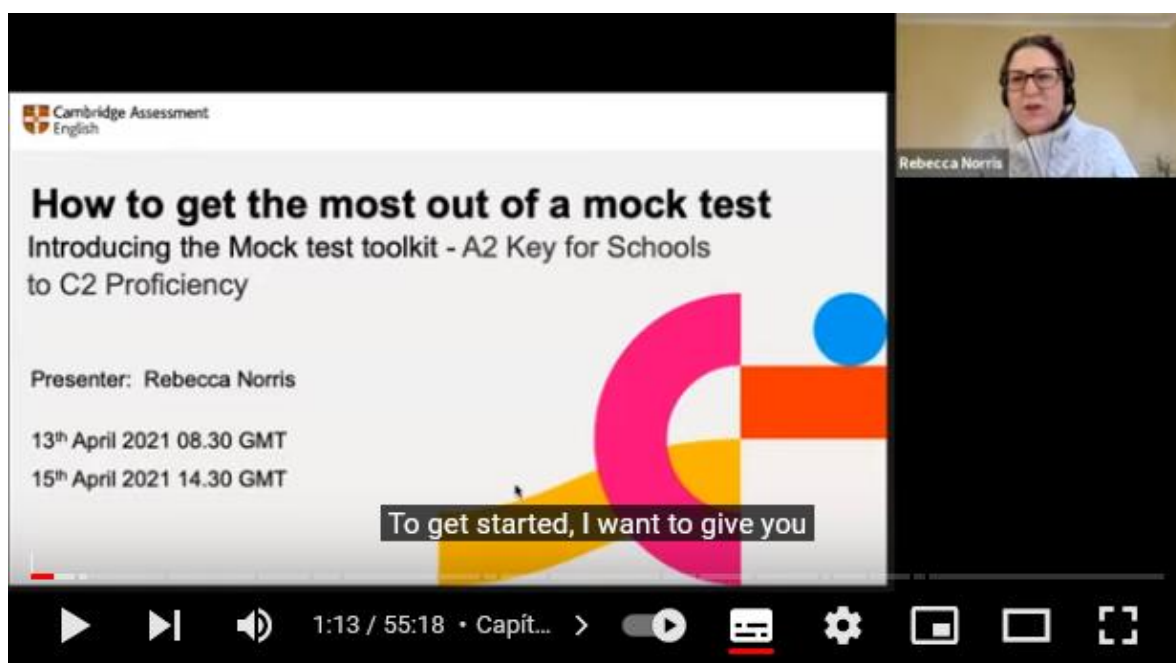
The Anglo Department of International Examinations

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Mock Test Toolkit - our new guide to advise how, why and when to run mock tests | Cambridge English

This webinar will be valuable to any teacher at any stage of the school year, whether it's the beginning of the year and you wish to run a diagnostic test, mid-way to test level, or nearer the real exam day to give your learners a real-life exam day experience. Presenter Rebecca Norris



Click [here](#) to watch the webinar.

Cambridge Journeys



Gaiane from Ukraine

‘After several years of teaching English to corporate clients, my friend and business partner Evis Katana and I founded our own language school.’

Gaiane started teaching English while still in high school, which helps her relate to the teenagers she teaches today. Her English journey started when she was six years old and she recently set up her own English school in Italy.

I've been teaching English all my life! I was born in Kyiv and went to a school that specialised in English. When I was six years old my parents hired a personal tutor, who had been living in the USA for many years, so I developed a real American-English pronunciation.

Looking back my career started quite easily. It all began while I was still in high school. I started in a small way teaching one student at a time, and then through word of mouth I ended up having whole families doing the lessons.

This was challenging and interesting for me, as I found members of the same family could have such different reasons and motivations to learn English. There could be a father who needed business English, children who wanted the basic things, more intermediate levels for teenagers, and perhaps a mother who needed English to travel.

I was also juggling different jobs around this time and working as a guide giving tours in English of the historic churches in the centre of Kyiv. It was a fantastic experience and I had the chance to meet people from all over the world.

Despite doing different jobs, I was very set on pursuing my career in teaching English, so took a Master's degree in Psychology and American-English Language and Literature.

After graduation, I travelled a bit across Europe. I did a teaching course in Britain, but it was only when I came back to Ukraine and started working for an educational corporation that I laid the foundation for my future career.

My boss and I opened a new department for our business clients. They were all foreign companies that had just opened their offices in Kyiv and needed specific courses in business English. This opened the door to lots of other fantastic opportunities that involved teaching, interpreting, and travelling to Italy on a regular basis for work.

Italy is where I met my husband, who is Italian, and where I eventually settled down. After several years of teaching corporate clients, my friend and business partner Evis Katana and I founded our own language school in Novara. This project had been on my mind for a while, and by the end of university I was already planning to open my own school.

It's early days and it has not been a smooth process, probably because of Covid and other factors, but I'm now teaching and running the school that I dreamed of. We have students from 12 years old and upwards and we find there is a lot of demand for English lessons from Italian students.

I noticed that there has been a new trend developing in recent years. When people retire in Italy, they want to learn some basic English phrases for conversation. So here I am, teaching English and offering courses to nearly all age groups!

I want my school to be successful, and I'm already thinking about its future. I think I'd like to open a school just for children. This is because people in Novara keep asking me, 'What about the kids?' I think this is something that's important to focus on because as I've learned myself, the earlier you start learning the better you get.

About Gaiane Abramian Chernova

Gaiane has taken [TKT](#) and [CELTA](#) from Cambridge. In 2021 she co-founded an English school in Novara, Italy, called [E'n'G English 4every1](#).

Pronunciation practice and student motivation

[Craig Thaine](#)

Published [09 September 2021](#)

Should pronunciation only be taught receptively or should students try and produce pronunciation features of English? Craig Thaine author of [Off the Page: Activities to bring lessons alive and enhance learning](#), shares his opinion based on his own second language learning experience. He also suggests some ideas to make pronunciation practice more motivating for students.

While pronunciation is a language system in its own right, it is often taught in tandem with grammar and vocabulary. For example, a teacher deals with the stress in individual words when focusing on a lexical set, or they might focus on features of connected speech when presenting examples of a tense. Conversely, a teacher's primary focus can be on a pronunciation feature, but this can act as an indirect focus on grammar or vocabulary. I often do pronunciation warm up activities at the beginning of a lesson that also revise previously taught language.

Should pronunciation be taught productively?

A key debate in the teaching of pronunciation is whether it is taught only receptively or whether there is both a receptive and productive focus on a phonological feature of English. In the first instance, learners hear examples of phonological features and perhaps do exercises where they have to listen and identify them. In a receptive-productive approach, the teacher provides a range of activities that ask students to say language examples that include a pronunciation feature.

What's my opinion and the reason for it?

My personal preference is a receptive-productive approach. Why? It's based on my own experience learning second languages. I lived for many years in Italy and eventually learnt to speak Italian reasonably well. As I was learning, I remember having to work hard on certain phonological features of Italian. For example, the pronunciation of *gli* is quite difficult for English speakers. It is quite a common sound in Italian – *gli* is one of the definite articles,

and the three letters appear together in frequently used words like 'family' and 'son/daughter'. To pronounce these three letters correctly was a challenge, and I had to do a lot of practice.

Another challenge was trying to achieve a reasonably natural stress and rhythm. There are no weak forms and syllables are given more equal weight. Also, there are probably more vowel sounds in Italian, so whenever I speak it, I feel that my mouth has to stay open far more.

The challenging sound and the different rhythm meant I needed to use my speech organs in a different way, and it sometimes felt that the muscles around my mouth and jaw got tired. I wasn't aiming to speak Italian with a native speaker accent. I just wanted to be clear and comprehensible. And the more productive practice I had, the more my speech organ muscles got used to Italian and speaking the language gradually became more comfortable for me.

What do students want?

A lot of the English language students I've taught have a very similar aim. They want to be comprehensible in English, and they want to have some practice producing spoken English and getting feedback from the teacher on how they are going, and whether they will be understood by other speakers of English. I try to cater to the preferences and needs of these students by doing productive activities. However, if some of my students make it clear to me that they don't like doing productive activities, I don't force them to.

What are some ideas to make pronunciation motivating for students?

While drilling and doing controlled practice is helpful in the first instance, it can increase students' motivation if you try to also do a more communicative, interactive activity perhaps with a kind of game/competition element. Below are two examples of the kind of thing I mean.

The first activity I call 'Stress Match.' Students are given sentences or questions with the stress pattern marked. There are matching pairs amongst the sentences and questions where the stress pattern is the same i.e. the same number of syllables with the same stressed syllables, for example, *She works in a bank* and *I live in a flat* (stresses are

underlined) are a match. Students memorize and practice saying one sentence or question on their own. Take away the written examples and students say their sentence or question to each other and listen for the student who has the matching stress pattern. This activity encourages students to listen to each other and to think about producing a clear rhythm for their example when it's their turn.

The second activity is a kind of intonation game where students compile a group shopping list. Students write down a list of things they could buy at a supermarket then in small groups, they build up a list. One student begins with the phrase *We're going to the supermarket, let's buy ...* and they add an item making sure their intonation rises at the end to signal incompleteness. The next student then repeats what the first student said and adds an item with rising intonation. When one of the students think the list has got long enough, they can say their item with falling intonation. When this happens, the next student should say *And that's all!* They can then begin again. Each group should keep a track of the maximum number of items they can remember in one list.

5 factors for successful speaking practice

[Caroline Thiriau](#)

Published [11 August 2017](#)

What can we as teachers do to help students overcome their anxieties related to speaking? Caroline Thiriau introduces how to create 'safe speaking environments' by combining five key elements. Many students measure their progress in English through their confidence and ability to speak spontaneously when faced with situations in the 'real world', such as, helping a tourist with directions in the street or greeting a colleague from overseas at work. If the student struggles, they feel that they have made no progress in English despite studying for many years.

In the classroom, however, it can be difficult to get students to actively participate in the speaking practice activities which are designed to prepare them for such situations. So, as educators we are faced with a paradox: students measure their own progress through their comfort level/ability to speak but can be reluctant to do the very thing that will help them improve – speaking practice.

Typical blockers for participation in speaking practice in class are factors like fear of judgement from peers and/or the teacher, lack of confidence, embarrassment, and inability to formulate ideas in English on the spot. What can we do to help students overcome this anxiety?

Research tells us that students learn better in contexts where they feel confident, motivated, supported and able to experiment with language (Dornyei, 2005). So, in order to give students the best chance of success in developing their speaking, we need to create *safe speaking environments*. We can do this by combining five key elements:

1. Time

How often do we find that speaking practice has to be squeezed in at the end of the lesson, or in between other parts of the syllabus which have taken priority, such as grammar, vocabulary, reading skills? The result can be that speaking practice is rushed with little time

for students to formulate and express their ideas or receive feedback. Is it possible to dedicate more **time** to speaking in the syllabus and in the classroom?

2. Immersive speaking activities

Cognitively-engaging, collaborative tasks involving problem-solving, decision-making and/or the creation of a piece of work, in which every student contributes to the final result, can improve learner engagement and confidence. In a language learning context, speaking activities with these traits can relieve some of the anxiety around speaking practice because producing the language is not an end in itself but, rather, the 'tool' used to achieve the collaborative goal.

3. Engaging, relevant topics

We all know that it is difficult to formulate ideas about a topic you know or care little about. Engagement with speaking activities is more likely when materials connect to the learner's experiences and background knowledge (Meltzer & Hamann, 2004). However, it can be difficult to find topics that suit our classes, especially when students have such wide-ranging interests. Can we flip this around and involve the students more in selecting topics for discussion?

4. Positive peer interaction

Classes are rarely homogenous in terms of level and personality types, which is what makes them fun to teach, right? For students, peer pressure can be a cause for anxiety. For example, students may feel embarrassed to speak in front of stronger students. Conversely stronger students may not see the value in practising speaking with weaker students. Can we turn peer pressure into peer support and create an atmosphere in which learners encourage each other, where they feel comfortable trying out new language, experimenting with new forms and making mistakes? What can we do to foster a learning environment where classmates respect and value each other's contribution, and create a cohesive learner group?

5. Supportive feedback

If students are reluctant to speak because they are afraid of looking or sounding silly, of making mistakes and of being judged, can we make feedback less about error correction and more about support and encouragement? Can we take the fear out of feedback by creating environments in which experimenting with language is encouraged and 'errors' are opportunities to learn?

Five tips to help you get your students ready for exam day

by Cambridge English, 30/03/2021
Teaching , Classroom , Assessment



Exam time is approaching and your students are almost ready to take their exam. After preparing and practising, it's time to ensure they feel ready and confident for exam day. But as all experienced teachers know, they also need to understand the exam format.

Students, for example, need to know what's expected of them at each stage of the exam. They should have a clear idea of how long they can spend on each question, and they should have a good understanding of how the exams are structured.

In this post we're sharing five top tips and resources that you can use with your learners in the lead-up to the exam.

1. Understand how to best prepare for the exam

Learners may have lots of questions ahead of the exam. Our Information for Candidates booklets are full of study advice, frequently asked questions and exam day tips that your students will find both useful and reassuring. Each booklet helps students understand what to do in each part of the exam and how to best prepare for each paper.

Here are some of our exam day tips for older students:

Students may bring a clear plastic bottle of water with them into the exam. They should also bring black or dark blue pens, pencils (and coloured pencils for younger learners) and an eraser. We also advise them to get a good night's sleep the night before, so they are rested and full of energy.

A free booklet is available to download for each level:

<u>Pre A1 Starters, A1 Movers and A2 Flyers</u>	<u>B2 First</u>
<u>A2 Key</u>	<u>B2 First for Schools</u>
<u>A2 Key for Schools</u>	<u>C1 Advanced</u>
<u>B1 Preliminary</u>	<u>C2 Proficiency</u>
<u>B1 Preliminary for Schools</u>	

2. Build in more time to check in on your students

Remember to check in on your students regularly. In addition to checking grades and ensuring students are doing well in their classwork and practice tests, it's important to understand how they are feeling.

After they've done a task in class or for homework, you can ask learners to rate how confident they feel using a confidence scale.

Ask students to evaluate themselves and hand the confidence scale back to you afterwards. It will help you understand their progress for any task you choose.

You'll be able to find out how the group is doing as a whole and see which individuals feel like they need more support in certain areas. This will help you to understand how your students are feeling and inform your planning.

[Download a confidence scale template](#)

3. Build confidence with practice tests

Mock tests simulate exam conditions and give the students a chance to see how they might perform. However they do, this will help your students really understand the exam and what is expected of them.

Our new mock test toolkit will help you run these practice sessions. It includes tips and advice on running and administering a mock test, strategies for giving effective feedback to learners, activities to try in your lessons and more.

[Get our mock test toolkit](#)

You can also purchase more [authentic practice tests](#) and use our free [guide to converting practice test scores](#) to the Cambridge English Scale scores.

4. Help learners develop their writing skills

Students need to practise their writing skills as often as possible ahead of the exam. Our practical guides for assessing writing will help you understand the assessment criteria, understand your students' strengths and weaknesses and give you the information you need to develop your learners' writing skills.

Each guide includes practical tips and real examples that will help prepare your students for the exam. You can download a guide for each level here:

- [A2 Key for Schools](#)
- [B1 Preliminary for Schools](#)
- [B2 First for Schools](#)
- [C1 Advanced](#)
- [C2 Proficiency](#)

To make the most of the guide, try out the ideas inside and evaluate how they help you teach. As part of this, we recommend discussing which activities were most helpful for your students.

You may wish to adapt how you approach each activity, depending on the level and the confidence of your students.

You can also test yourself as an examiner. Do this by marking the sample questions and comparing your scores with those of the official examiner (you can find these marks in the guidebooks). Once you feel confident marking answers, try using the assessment criteria to evaluate your own students' work.

5. Reassure your students with our videos

Even after lots of preparation, some students still feel nervous on exam day. Share our candidate exam day experience videos with your students to show them what it's like to take a Cambridge English Qualification and reassure them that there's nothing to worry about.

Watch them below:

[Pre A1 Starters, A1 Movers and A2 Flyers: What it's like to take a Cambridge English Qualification](#)

[A2 Key – C2 Proficiency: What it's like to take a Cambridge English Qualification](#)

Don't forget, we also have Speaking test videos for each exam. Share these with your learners so they understand what happens during a Speaking test – it will make them feel more confident on exam day.

[Speaking test videos](#)

We wish your students good luck in their exams!

[Explore our final preparation materials](#) and find a whole range of practical resources to help your students get ready for their exams.



ENGLISH EXAMS WEBINARS OCTOBER 28TH AT 6.00 PM

Getting ready for the exam day!

By Nora Ramos

Abstract

Join us on 28th October to learn everything your students must know about the exam day, how to access results and tips to make sure they perform at their best on the day of the exam!

Biodata

Nora Ramos is the Director of the International Exams Department at Anglo and Centre Exams Manager for Cambridge Assessment English. She has worked as a teacher, teacher trainer, oral examiner, team leader and courses director. She holds the Anglo Diploma in TEFL, the University of Reading Certificate in TEFL and a Postgraduate Certificate in Professional Development from Nile & University of Chichester.

Online

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Certificates of attendance will be issued.




Click [here](#) to enrol.

Exams Dates and Fees for March & April 2023

EXAMENES DE INGLÉS DE CAMBRIDGE 2023
FECHAS Y PRECIOS – MARZO


ANGLO


Cambridge Assessment
English
Authorised Platinum Exam Centre

A2 Key / B1 Preliminary

Examen	Writing & Listening Fecha de examen escrito	Speaking test Periodo ventana examen oral	Preco Bonificado	Preco sin Bonificar
			15 de diciembre al 21 de enero	22 de enero al 3 de febrero
A2 Key	Sábado 11 de marzo	03/03/23 - 12/03/23	TBC	TBC
B1 Preliminary			TBC	TBC



POR OTRAS FECHAS DENTRO DEL CALENDARIO DE CAMBRIDGE, COMUNICARSE CON NUESTRO DEPARTAMENTO DE EXÁMENES INTERNACIONALES A INSCRIPCIONESCAMBRIDGE@ANGLO.EDU.UY



EXAMENES DE INGLÉS DE CAMBRIDGE 2023

FECHAS Y PRECIOS – MARZO



ANGLO



Cambridge Assessment
English

Authorised Platinum Exam Centre

A2 Key for Schools / B1 Preliminary for Schools

Examen	Writing & Listening Fecha de examen escrito	Speaking test Periodo ventana examen oral	Precoo Bonificado	Precoo sin Bonificar
			23 de enero al 3 de febrero	4 al 10 de febrero
A2 Key for Schools	Sábado 26 de marzo	18/03/23 - 27/03/23	TBC	TBC
B1 Preliminary for Schools			TBC	TBC



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DEPARTAMENTO DE EXÁMENES INTERNACIONALES A INSCRIPCIONESCAMBRIDGE@ANGLO.EDU.UY



EXAMENES DE INGLÉS DE CAMBRIDGE 2023

FECHAS Y PRECIOS – MARZO & ABRIL



ANGLO

Cambridge Assessment
English
Authorised Platinum Exam Centre

B2 First & First for Schools

Examen	Writing & Listening Fecha de examen escrito	Speaking test Periodo ventana examen oral	Prelo Bonificado	Prelo sin Bonificar
			19 de diciembre al 22 de enero	23 de enero al 3 de febrero
B2 First	Viernes 10 de marzo	03/03/23 - 12/03/23	TBC	TBC
			13 al 24 de febrero	25 de febrero al 3 de marzo
B2 First	Sábado 22 de abril	14/04/23 - 23/04/23	TBC	TBC
			23 de enero al 3 de febrero	4 al 10 de febrero
B2 First for Schools	Sábado 25 de marzo	17/03/23 - 26/03/23	TBC	TBC
			13 al 24 de febrero	25 febrero al 3 de marzo
B2 First for Schools	Jueves 20 de abril	14/04/23 - 23/04/23	TBC	TBC



EXAMENES DE INGLÉS DE CAMBRIDGE 2023

FECHAS Y PRECIOS – MARZO & ABRIL



ANGLO



Cambridge Assessment
English
Authorised Platinum Exam Centre

C1 Advanced

Examen	Writing & Listening Fecha de examen escrito	Speaking test Periodo ventana examen oral	Precio Bonificado	Precio sin Bonificar
			19 de diciembre al 22 de enero	23 de enero al 3 de febrero
C1 Advanced	Sábado 11 de marzo	03/03/23 - 12/03/23	TBC	TBC
			13 al 24 de febrero	25 febrero al 3 de marzo
C1 Advanced	Sábado 22 de abril	14/04/23 - 23/04/23	TBC	TBC



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EXAMENES DE INGLÉS DE CAMBRIDGE 2023

FECHAS Y PRECIOS –MARZO



ANGLO



Cambridge Assessment
English

Authorised Platinum Exam Centre

C2 Proficiency

Examen	Writing & Listening Fecha de examen escrito	Speaking test Periodo ventana examen oral	Preco Bonificado	Preco sin Bonificar
			19 de diciembre al 22 de enero	23 de enero al 27 de enero
C2 Proficiency	Sábado 4 de marzo	24/02/23 - 05/03/23	TBC	TBC



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EXAMENES DE INGLÉS DE CAMBRIDGE 2023

FECHAS Y PRECIOS – MARZO & ABRIL



ANGLO



Cambridge Assessment
English

Authorised Platinum Exam Centre

B1 Business Preliminary / B2 Business Vantage / C1 Business Higher

Examen	Writing & Listening Fecha de examen escrito	Speaking test Periodo ventana examen oral	Preco Bonificado	Preco sin Bonificar
			13 al 24 de febrero	25 febrero al 3 de marzo
B1 Business Preliminary	Viernes 21 de abril	14/04/23 - 23/04/23	TBC	TBC
			19 de diciembre al 22 de enero	23 enero al 3 de febrero
B2 Business Vantage	Viernes 10 de marzo	03/03/23 - 12/03/23	TBC	TBC



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EXAMENES DE INGLÉS DE CAMBRIDGE 2023

FECHAS Y PRECIOS – MARZO & ABRIL



ANGLO



Cambridge Assessment
English

Authorised Platinum Exam Centre

B1 Business Preliminary / B2 Business Vantage / C1 Business Higher

Examen	Writing & Listening Fecha de examen escrito	Speaking test Periodo ventana examen oral	Preco Bonificado	Preco sin Bonificar
			13 al 24 de febrero	25 febrero al 3 de marzo
B1 Business Preliminary	Viernes 21 de abril	14/04/23 - 23/04/23	TBC	TBC
			19 de diciembre al 22 de enero	23 enero al 3 de febrero
B2 Business Vantage	Viernes 10 de marzo	03/03/23 - 12/03/23	TBC	TBC



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EXAMENES DE INGLÉS DE CAMBRIDGE 2023

FECHAS Y PRECIOS – MARZO & ABRIL


ANGLO

**Cambridge Assessment
English**
Authorised Platinum Exam Centre

B1 Business Preliminary / B2 Business Vantage / C1 Business Higher

Examen	Writing & Listening Fecha de examen escrito	Speaking test Periodo ventana examen oral	Preco Bonificado	Preco sin Bonificar
			13 al 24 de febrero	25 febrero al 3 de marzo
B1 Business Preliminary	Viernes 21 de abril	14/04/23 - 23/04/23	TBC	TBC
			19 de diciembre al 22 de enero	23 enero al 3 de febrero
B2 Business Vantage	Viernes 10 de marzo	03/03/23 - 12/03/23	TBC	TBC



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EXAMENES DE INGLÉS DE CAMBRIDGE 2023

FECHAS Y PRECIOS – ABRIL



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Cambridge Assessment
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TKT – Todos los Módulos

Examen	Precio Bonificado	Precio Sin Bonificar
	13 al 24 de febrero	25 febrero al 3 de marzo
Sábado 22 de abril	*1	*2

*1	*2
1 módulo – USD TBC 2 módulos – USD TBC 3 módulos – USD TBC 4 módulos – USD TBC 5 módulos – USD TBC (para módulos en el mismo año calendario)	1 módulo – USD TBC 2 módulos – USD TBC 3 módulos – USD TBC 4 módulos – USD TBC 5 módulos – USD TBC (para módulos en el mismo año calendario)



EXAMENES DE INGLÉS DE CAMBRIDGE 2023

FECHAS Y PRECIOS –MARZO & ABRIL

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INFORMACION IMPORTANTE

La prueba auditiva se realizará el mismo día de la prueba escrita.

La cancelación de la inscripción de cualquier nivel de examen solo se podrá realizar dentro del periodo de inscripción.

Hay un descuento especial para los estudiantes que no aprobaron Key, Key for Schools, Preliminary, Preliminary for Schools, First, First for Schools, Advanced and Proficiency en Noviembre/ Diciembre 2023.

Por favor vea la tabla debajo.
Corresponden a los precios bonificados y no bonificados en cada caso.

Examen	Precio Bonificado	Precio sin Bonificación
Key & Key for Schools	TBC	TBC
Preliminary & Preliminary for Schools	TBC	TBC
First & First for Schools	TBC	TBC
Advanced	TBC	TBC
Proficiency	TBC	TBC

TARJETAS DE CRÉDITO

La inscripción se realiza de forma online a través de la pasarela de pagos.

How to contact us

*Anglo Department of International
Examinations – Director & Centre Exams
Manager (Nora Ramos)*

2902 3773 ext 1280
nramos@anglo.edu.uy

*Anglo Department of International
Examinations – Exams Officer (Adda Corbo)*

2902 3773 ext 1121/1122/1141
acorbo@anglo.edu.uy

IELTS Test Administration

ielts@anglo.edu.uy

*Linguaskill Test Administration
Exams Enrolments*

linguaskillcambridge@anglo.edu.uy
inscripcionescambridge@anglo.edu.uy

Exams Results

resultadoscambridge@anglo.edu.uy

*Anglo Schools Department
(Jenifer Goldblum)*

2902 3773 ext 1135
jgoldblum@anglo.edu.uy

*Anglo Department of In-Company Training
(Fernando Cid)*

2902 3773 ext 1146
inco@anglo.edu.uy

*Anglo Academic Department
(Celia Fernández & Teresita Curbelo)*

2902 3773 ext 1129
cfernandez@anglo.edu.uy
tcurbelo@anglo.edu.uy

We look forward to hearing from you!