

International Recognition

June 2026

Dear Colleagues,

As we reach the midpoint of the academic year, we are delighted to share with you a new edition of *International Recognition*, bringing together celebrations, reflections, professional development opportunities, and practical resources to support schools, language schools, teachers, and learners across Uruguay.

One of the highlights of this issue is a look back at the **Anglo Cambridge Recognition Day 2026**, where more than 100 educational institutions were recognised for their contribution to excellence in English language teaching. The event provided an opportunity to celebrate achievement, strengthen collaboration, and acknowledge the remarkable work being carried out by Preparation Centres throughout the country. We would like to extend our sincere thanks to all those who joined us and contributed to making the event such a success.

This edition also explores a number of timely topics for teachers and coordinators. We revisit **Scott Thornbury's thought-provoking Cambridge webinar *Planning for Learning Opportunities***, we reflect on the importance of developing life competencies in young learners and invite you to try **the Activity Cards for Young Learners**, and we examine how generative **AI can be used responsibly to support the development of writing skills**. We also invite readers to take another look at Cambridge's increasingly powerful **Write & Improve** platform and discover how it can help learners become more independent and effective writers.

With the winter holidays approaching and many centres preparing to carry out **Mock Exams** shortly afterwards, we have included a **special section highlighting valuable Cambridge resources** to support teachers, learners, and institutions as they move into the next phase of exam preparation.

Looking ahead, we are also pleased to invite you to **save the date for the Anglo Congress 2026**, which will take place on **15 August at Radisson Victoria Plaza Hotel**. This year's event promises another inspiring programme of national and



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international speakers, practical sessions, and opportunities for professional growth. We look forward to sharing further details with you soon.

Finally, we are excited to announce the launch of the **second edition of our AI for English Language Teaching course**. The first edition brought together teachers from across the country who explored practical, ethical, and innovative ways of integrating AI into their teaching. The overwhelmingly positive feedback received has encouraged us to offer a new edition with updated content and fresh opportunities for professional learning.

Thank you, as always, for your continued commitment to your learners, your institutions, and the teaching profession. Together, we continue building pathways towards excellence, innovation, and meaningful educational opportunities for learners throughout Uruguay.

We hope you enjoy this edition and wish you a restful and inspiring winter break.

Warm regards,

The Anglo International Exams Team

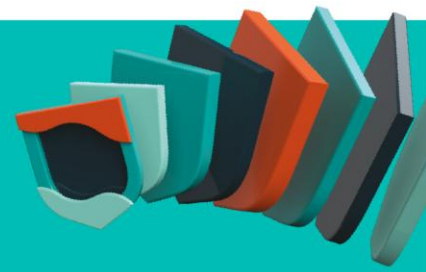


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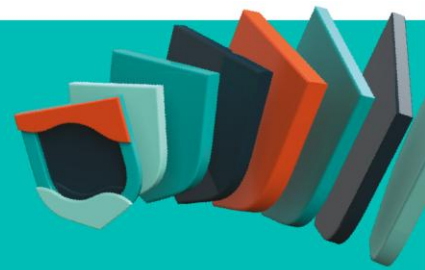
More than 100 Educational Institutions Recognised for Their Contribution to Excellence in English Language Teaching

The Instituto Cultural Anglo-Uruguayo celebrated the Anglo Cambridge Recognition Day 2026 on 9 June, an event dedicated to recognising the work and commitment of the Preparation Centres that support learners preparing for Cambridge English Qualifications across Uruguay.

The event brought together school leaders, coordinators and representatives from educational institutions throughout the country Theatre, Anglo Centro. It provided an opportunity to celebrate achievement, share experiences and strengthen collaboration between Cambridge and Uruguay's educational community.

During the ceremony, awards were presented to institutions distinguished by their academic results, growth in the number of candidates entered for international examinations, adoption of digital exams, and implementation of new qualifications. Cambridge also awarded special certificates to Preparation Centres that exceeded 100 exam entries during the previous year. The event featured representatives from Cambridge University Press & Assessment, who shared reflections on current educational challenges, the role of assessment in learning, and the opportunities that new technologies offer to support both learners and teachers

“International qualifications represent much more than a final result. They are a powerful tool that drives learning and helps institutions build meaningful educational pathways for their students,” representatives noted during the event.



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With more than 75 years of collaboration with Cambridge, Anglo continues to work alongside a network of over 500 Preparation Centres throughout Uruguay, promoting access to internationally recognised qualifications and supporting the professional development of teachers and educational institutions.

The Anglo Cambridge Recognition Day forms part of a broader programme of initiatives aimed at strengthening English language education in Uruguay and recognising the efforts of those who support learners as they pursue new academic and professional opportunities

We would like to thank all the participants for such a wonderful day!

See all the pictures [here](#).



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Rethinking Lesson Planning: Key Insights from Scott Thornbury Latest Cambridge Webinar

Planning lessons is one of the most familiar aspects of teaching. We identify objectives, select activities, organise stages, and hope that by the end of the lesson our learners will have learned what we intended to teach. But what if learning is not quite as predictable as our lesson plans suggest?

In his recent Cambridge webinar, *Planning for Learning Opportunities*, renowned ELT author and teacher educator Scott Thornbury invites us to reconsider some of our assumptions about lesson planning and to focus less on teaching points and more on creating opportunities for learning.

The Planning Paradox

Traditional lesson planning often begins with a linguistic objective: a grammar structure, a set of vocabulary items, or a communicative function. Teachers then design a sequence of activities intended to help learners master that objective.

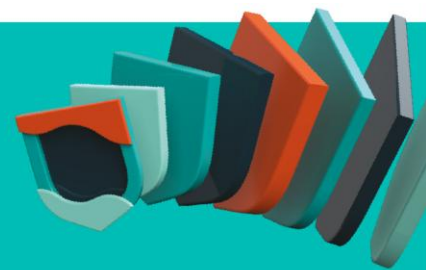
However, Thornbury challenges a fundamental assumption behind this approach: that what we teach is necessarily what learners learn. Learners come to class with different backgrounds, levels of readiness, interests, experiences, and learning needs. As a result, the same lesson can lead to very different learning outcomes for different students.

This does not mean that lesson planning is unnecessary. Rather, it suggests that planning should be flexible enough to accommodate the unpredictability of learning.

From Teaching Points to Learning Opportunities

One of the central ideas in the webinar is that teachers should think of lessons not simply as vehicles for delivering content but as environments that maximise learning opportunities. Instead of asking, "*How can I teach this language point?*", we might ask:

- What opportunities for learning does this lesson create?



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- How can learners engage with language meaningfully?
- What language might emerge from the tasks and interactions?
- How can I respond to what learners actually need?

This perspective aligns closely with Thornbury's long-standing interest in learner-centred and emergent approaches to language teaching.

Learning Is Not Linear

Another important message from the webinar is that language learning rarely follows a straight line. Learners do not simply absorb and retain every item presented in a lesson. Progress is often uneven, recursive, and influenced by multiple factors both inside and outside the classroom.

For teachers, this means that lesson success should not be measured solely by whether learners can immediately reproduce a target structure. Instead, success may be reflected in increased awareness, meaningful communication, greater confidence, or the emergence of new language that was not originally planned.

Implications for Young Learner Classrooms

These ideas are particularly relevant for teachers of young learners.

Children often respond to lessons in unexpected ways. An activity designed to practise vocabulary may generate rich opportunities for storytelling, personalisation, collaboration, or spontaneous language use. Effective lesson planning therefore requires both preparation and responsiveness.

For young learner teachers, this means:

- Planning clear learning aims while remaining flexible.
- Creating engaging tasks that promote interaction.
- Allowing space for learner contributions.
- Observing what learners actually do and say.
- Adapting activities based on learners' responses.



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The lesson plan becomes a guide rather than a script.

The Teacher as a Decision-Maker

Perhaps the most powerful message from the webinar is that good teaching depends not only on planning but also on the decisions teachers make during the lesson itself.

A carefully designed lesson is important, but equally important is the teacher's ability to notice learning opportunities as they arise and to respond appropriately. This requires professional judgement, classroom awareness, and a willingness to depart from the plan when learners' needs suggest a more productive direction.

A Question Worth Asking

Thornbury leaves us with an important question:

"Are we planning lessons to teach content, or are we planning lessons to create learning?"

The distinction may seem subtle, but it has profound implications for how we design lessons, evaluate success, and support our learners' development.

As teachers, perhaps our role is to create the conditions in which learning is most likely to happen.

And sometimes, the most valuable learning opportunities are the ones we never planned.

Watch the full webinar: [Planning for learning opportunities - YouTube](#)

Resources for this session can be found here: <https://bit.ly/4dLvlvF> Find lesson plans, classroom activities, and other teaching resources: <http://camengli.sh/2MqMxDq>

Register for future webinars: <https://camengli.sh/3stXbd6>



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Beyond Language: Developing Life Competencies through Activity Cards for Young Learners 2026

Teaching young learners is about much more than helping children learn English. It is also about supporting them as they develop the skills they need to communicate, collaborate, think creatively, and become independent learners.

The Cambridge Life Competencies Framework Activity Cards for Young Learners offer a practical and engaging way to bring these skills into the classroom. The cards provide ready-to-use activities that help learners develop competencies such as Creative Thinking, Critical Thinking, Learning to Learn, Communication, Collaboration, and Social Responsibilities, while using English in meaningful contexts.

What makes these resources particularly valuable is that they combine language learning with purposeful interaction. Through games, discussions, problem-solving tasks, and collaborative activities, learners develop both their English and the life skills that will support them in school and beyond.

Click [here](#) to download the activities.

To complement these activities, we also recommend watching the webinar "Motivating and Engaging Young Learners", which explores practical strategies for creating lessons that capture learners' interest and encourage active participation:

<https://www.youtube.com/watch?v=j0iaZKFRrOs>

Together, these resources offer useful ideas for teachers looking to create engaging lessons that develop both language skills and learner confidence.

Using Generative AI to Develop Writing Skills for Secondary Learners

Artificial Intelligence is rapidly changing the way we teach and learn languages. However, one of the key messages from Cambridge English's recent webinar "Using Generative AI to Develop Writing Skills for Secondary Learners" is that AI



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should not replace the writer. Instead, it should act as a coach that helps learners think, reflect, revise, and improve.

The webinar explores practical ways of using AI throughout the writing process. Rather than asking AI to produce a finished text, learners can use it to generate ideas, compare different versions of a response, identify strengths and weaknesses in a text, and receive suggestions for improvement. In doing so, they develop critical thinking, editing skills, and a greater awareness of what makes writing effective.

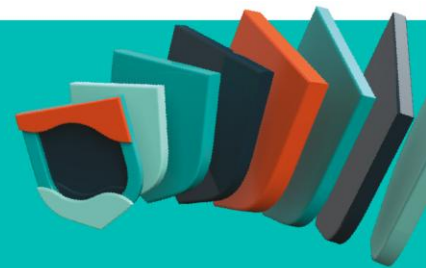
This approach aligns closely with the skills assessed in Cambridge English Qualifications, particularly at B2 First, C1 Advanced, and C2 Proficiency, where successful writing requires learners not only to use accurate language but also to communicate ideas clearly, organise arguments effectively, and write with a clear sense of purpose and audience.

Have You Revisited Write & Improve Recently?

Teachers familiar with Cambridge's Write & Improve may be surprised by how much the platform has evolved.

Powered by AI technology, Write & Improve provides learners with immediate feedback on their writing and encourages them to redraft and improve their work independently. Over the years, the platform has expanded considerably and now offers:

- A wider range of writing tasks across CEFR levels.
- Tasks linked to Cambridge English Qualifications.
- Instant feedback on language use and communicative effectiveness.
- Opportunities for learners to submit multiple drafts and track their progress over time.
- Improved feedback that encourages reflection and self-correction.
- Greater flexibility for classroom use, homework, and independent study.



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- Access to model tasks and practice activities suitable for a variety of learner ages and levels.

Perhaps its greatest strength is that it promotes a growth mindset. Learners are encouraged to see writing not as a one-off product but as a process of drafting, reviewing, and improving. This mirrors the approach advocated in the webinar, where AI is used to support learning rather than provide answers.

As AI becomes an increasingly common feature of education, tools such as Write & Improve offer teachers a practical way of helping learners develop the skills they need to use technology responsibly while becoming more confident, independent writers.

If you have not explored Write & Improve recently, now may be an excellent time to take another look.

Looking Ahead to Mock Exams

As many schools, teachers and institutes prepare to run mock exams in the upcoming months, now may be a good time to revisit some of Cambridge's most valuable resources for teachers and candidates.

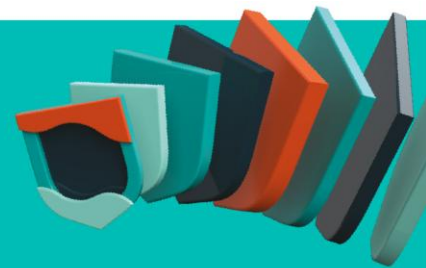
[Mock test toolkit for teachers | Cambridge English](#)

Teacher Guides for Writing Assessment

These guides help teachers understand exactly what skills candidates need to develop and what examiners look for when assessing writing.

Explore the Teacher Guides for Writing:

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



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- [C2 Proficiency](#)

Speaking Test Videos

Watching authentic speaking tests remains one of the best ways to familiarise learners and teachers with exam expectations.

Use the videos to:

- Discuss assessment criteria.
- Analyse successful communication strategies.
- Identify common strengths and weaknesses.
- Build candidate confidence before the exam.

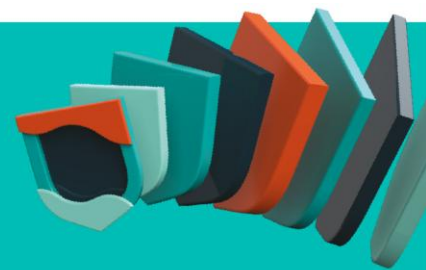
[Speaking Test Videos](#)

- [PreA1 Starters](#)
- [A1 Movers](#)
- [A2 Flyers](#)
- [A2 Key / Key for Schools](#)
- [B1 Preliminary / Preliminary for Schools](#)
- [B2 First / First for Schools](#)
- [C1 Advanced](#)
- [C2 Proficiency](#)

Handbooks for Teachers

The handbooks remain one of the most useful resources available to Preparation Centres.

They contain:



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- Detailed exam specifications.
- Assessment criteria.
- Sample papers.
- Candidate performance information.
- Teaching and preparation advice.

Handbooks for Teachers

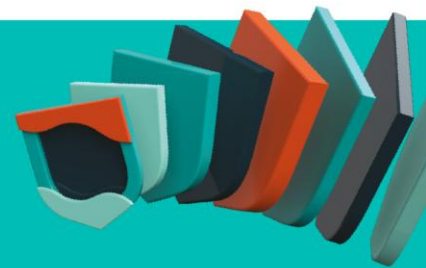
- [PreA1 Starters](#)
- [A1 Movers](#)
- [A2 Flyers](#)
- [A2 Key / Key for Schools](#)
- [B1 Preliminary / Preliminary for Schools](#)
- [B2 First / First for Schools](#)
- [C1 Advanced](#)
- [C2 Proficiency](#)

The Exam Journey

The Exam Journey provides practical support for candidates before, during, and after their exam. Of particular interest at this stage of the year are the units related to preparation and mock exams.

Teachers may wish to encourage learners to explore:

- How to approach a mock exam.
- What to do before exam day.
- Managing time effectively.



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- Using mock exam results to improve performance.
- Developing effective revision strategies.

The Exam Preparation Journey

<https://www.cambridge.org/gb/cambridgeenglish/exam-preparation-journey>

Turning Mock Results into Action

Remember that the most valuable question after a mock exam is not "What score did my learners get?" but rather "What should they do next?"

The resources above can help teachers transform mock exam results into meaningful learning opportunities and targeted action plans for the months ahead.

Exam Days and Fees 2026

Cambridge Exam Dates and Fees 2026

Click [here](#) for dates and fees for 2026.

Enrolments for Paper-based Exams

- **May session:** Enrolments open on **28th February**. The **Early Fee Discount** applies until **20th March**.
- **June session:** Enrolments open on **28th March**. The **Early Fee Discount** applies until **17th April**.
- **July session:** Enrolments open on **25th April**. The **Early Fee Discount** applies until **5th June**.

Enrolments for Digital Exams (May, June and July sessions)

Enrolments open on **28th February**. The **Early Fee Discount** applies until **7 days before the exam date**

IELTS Exam Dates and Fees 2026



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Click [here](#) for dates and fees for 2026.

Michigan Exam Dates and Fees 2026

MET-Go! Flexible Dates - Price: USD 105

ECCE 5th December – Price: USD 230

ECPE 12th December Price: USD 265

Linguaskill & Linguaskill Business Dates and Fees 2026

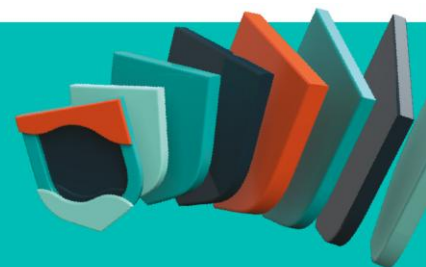
Linguaskill _ Flexible dates Price: USD 220

Linguaskill Business_ Flexible Dates Price: USD 220

Cambridge English Skills Test (CEST)

CEST: Flexible Dates

If interested, contact us at nramos@anglo.edu.uy



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