



# International Recognition

## September 2026

Dear Colleagues,

As we move into the final months of 2026, we are delighted to share a new edition of *International Recognition*, with a strong focus on **teacher support, exam preparation and professional development**.

With the **Cambridge Global Preparation Centre Event** just around the corner, we remind you to register and join us in October, when **Anglo will be contributing to one of the sessions**.

In this issue, we also highlight practical resources for **Young Learners**, guidance on discussing **exam readiness with parents**, and support for teaching and assessing **Writing at C1 Advanced and C2 Proficiency**.

You will also find updated information on **exam dates, fees and enrolments for the November and December sessions**. A reminder that the **Early Fee Discount for paper-based Cambridge exams is available until 30 September**, so there are only a few days left to take advantage of the reduced fee.

We hope you enjoy this edition and find the resources useful for the busy months ahead.

Kind regards,

The Anglo International Exams Team



# International Recognition

September 2026

## Table of contents

|                                                                                                                                                                                                                           | <i>Page</i> |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| <ul style="list-style-type: none"> <li>• <a href="#"><u><b>Join live and have a chance to win a trip to Cambridge!</b></u></a> – Learn more about the Global Preparation Centre Event 2026.</li> </ul>                    | 3           |
| <ul style="list-style-type: none"> <li>• <a href="#"><u><b>Building Young Learners' confidence ahead of YLE exams</b></u></a> – Learn about the new webpage where you can find all resources for YLE exams!</li> </ul>    | 5           |
| <ul style="list-style-type: none"> <li>• <a href="#"><u><b>Helping Teachers Talk to Parents: A2 Key, B1 Preliminary and B2 First for Schools Exams</b></u></a> – A webinar worth watching!</li> </ul>                     | 6           |
| <ul style="list-style-type: none"> <li>• <a href="#"><u><b>Writing at C1 and C2</b></u></a> - Are we really teaching to the level?</li> </ul>                                                                             | 7           |
| <ul style="list-style-type: none"> <li>• <a href="#"><u><b>Exam Dates and Fees 2026</b></u></a> - Click here to learn about the exam dates and fees for 2026.</li> </ul>                                                  | 12          |
| <ul style="list-style-type: none"> <li>• <a href="#"><u><b>How to contact us</b></u></a> - Make a note of all the telephone numbers and e-mail addresses in this section. We look forward to hearing from you!</li> </ul> | 13          |



# International Recognition

September 2026

## Join live and have a chance to win a trip to Cambridge!

The countdown is on! With only a few weeks to go until the Cambridge Global Preparation Centre Event 2026, we would like to remind all our Preparation Centres and teachers not to miss this opportunity to connect with the global Cambridge community.

The event will take place online on 14 and 15 October 2026, bringing together teachers and educational institutions from around the world for an afternoon of ideas, practical support and professional development.

The event is designed especially for teachers and institutions preparing learners for Cambridge English Qualifications, with sessions exploring how assessment can support teaching and learning throughout the preparation journey.

It is also a valuable opportunity for institutions that are considering introducing Cambridge English Qualifications and would like to learn more about the support, resources and benefits available to Preparation Centres.

### **Come and support Anglo!**

This year will be particularly special for our community, as Anglo will be contributing to one of the sessions in the programme.



# International Recognition

## September 2026

We would love to see our Preparation Centres and teachers joining us. Having our own community present at this international event will make Anglo's participation even more meaningful, while giving teachers the opportunity to hear new perspectives, exchange ideas and be part of a truly global professional development experience.

### More than just the event

Participation also brings some additional benefits.

Everyone attending will receive a **free access code for Giving Feedback, a two-hour online professional development course**. The course offers practical ideas for making feedback more effective and supporting learners in their continued development.

**And there is another exciting incentive: participants will also have the opportunity to enter a prize draw for a trip to Cambridge.**

Have you registered yet?

If you have been meaning to sign up, now is the time! The event is just around the corner, and we would be delighted to have as many members of our Preparation Centre community as possible joining us.

Register here:

<https://pages.cambridgeenglish.org/gpce2026>

Save the date, join the global Cambridge community and come along to support Anglo!

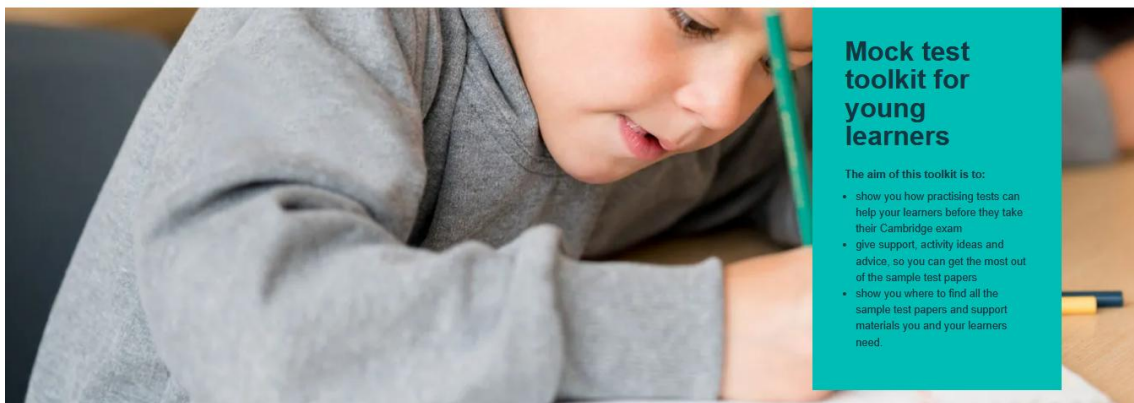
# International Recognition

September 2026



## Building Young Learners' confidence ahead of Young Learner Exams

Cambridge's **Young Learners Mock Test Toolkit** brings together a wide range of practical resources to help teachers prepare learners for **Pre A1 Starters, A1 Movers and A2 Flyers** and make mock tests a positive and useful part of the learning journey.



The Resources section provides easy access to **sample papers, teacher handbooks, Speaking test videos, Can Do statements and exam preparation materials**, as well as engaging tools for classroom use. Teachers can also find **wordlist picture books, flashcards, classroom activities, progress charts and online practice resources**, including Write & Improve and World of Fun.

The toolkit also includes **ready-to-use activities, a teacher checklist and feedback cards**, helping teachers organise mock tests, provide constructive feedback and identify areas for further development. A valuable collection of resources for teachers who want to help young learners become familiar with the exam format, build confidence and continue developing their English skills after the mock test.

Explore the Young Learners Mock Test Toolkit and its resources [here](#).



# International Recognition

September 2026

## Helping Teachers Talk to Parents: A2 Key, B1 Preliminary and B2 First for Schools

How do we decide whether a student is ready to take a Cambridge English exam? And how can we communicate that decision clearly and positively to parents and caregivers?

A good starting point is to build a clear picture of a learner's readiness by looking at a combination of evidence: their course work, classroom participation, performance in communicative activities and, importantly, results from recent mock exams. Teachers should also consider how classroom performance compares with the relevant Cambridge assessment criteria rather than relying on a single test result.

When discussing readiness with parents, communication is key. Parents need to understand not only whether their child is ready, but also what the exam involves and how that conclusion has been reached. It can be helpful to explain the different papers and skills assessed, share sample materials or Speaking videos, and avoid technical terminology that may be unfamiliar to non-teachers.

Feedback about the student should begin with their strengths and achievements before moving on to what Cambridge describes as "areas to work on." This positive framing can make future improvement feel achievable and helps both students and families maintain confidence and motivation. Teachers can also recognise qualities beyond exam performance, such as participation, creativity, perseverance, co-operation and a positive attitude to learning.

Finally, exam preparation should always take learners' wellbeing into account. Adequate sleep, good nutrition, realistic expectations and a supportive environment can make an important difference. Keeping conversations about the exam positive can help students see it as an opportunity to demonstrate what they can do rather than simply as something to worry about.

### Recommended webinar

For teachers who would like more practical guidance, Cambridge's webinar Helping teachers talk to parents: A2 Key, B1 Preliminary and B2 First for Schools exams explores common concerns and



# International Recognition

## September 2026

assumptions parents may have about exams and provides strategies for addressing them constructively.

Watch the webinar:

<https://www.youtube.com/watch?v=f2V4VOvCkp8>

Explore Cambridge exam preparation resources:

<https://www.cambridgeenglish.org/learning-english/exam-preparation/>

Explore Cambridge Learning English resources:

<https://www.cambridgeenglish.org/learning-english/>

### Writing at C1 and C2: Are We Really Teaching to the Level?

Writing is often one of the most challenging papers for C1 Advanced and C2 Proficiency candidates—and one of the most demanding areas for teachers to teach and assess. At these levels, producing a grammatically accurate text is simply not enough. Candidates need to communicate complex ideas effectively, organise them with sophistication, choose language with precision and adapt their writing naturally to different purposes, genres and readers.

This makes one question particularly important: do we really understand what C1 and C2 writing look like?

Understanding the level comes first

Before focusing on exam techniques, model answers or useful expressions, teachers and learners need a clear picture of the CEFR level they are working towards.

At C1, writers are expected to produce a well-organised, coherent text, using a variety of cohesive devices and organisational patterns flexibly. They should be able to develop complex ideas, select



# International Recognition

## September 2026

an appropriate style and register, and use a broad range of vocabulary and grammatical structures with good control.

At C2, expectations move further. Writing should demonstrate an exceptional degree of flexibility and control. Organisation needs to be not simply clear but highly effective; language needs to be precise and appropriate to the topic, purpose and genre; and writers must be able to deal confidently with complex information and ideas. In C2 Proficiency Part 1, for example, candidates must summarise and evaluate ideas from two source texts and integrate these into their own discursive essay—a task that demands sophisticated reading-to-write skills as well as advanced language ability.

The Cambridge Writing Assessment Scale is particularly valuable here. Both exams assess writing according to the same four areas—Content, Communicative Achievement, Organisation and Language—but the descriptors change according to the target CEFR level. This is an important distinction: what represents strong organisation or language at B2 is not automatically enough at C1, and successful C1 performance does not necessarily demonstrate C2. Cambridge's teacher guides make this progression visible and help teachers develop a much more precise understanding of what the levels mean in practice.

Go beyond giving a single “Writing mark”

One of the most useful habits we can develop with advanced learners is to stop looking at a piece of writing simply as “good” or “not good enough”.

A candidate may answer the task extremely well but have weaknesses in language. Another may demonstrate impressive vocabulary but fail to address the target reader successfully. Someone else may be accurate sentence by sentence but struggle to organise a complete text coherently.



# International Recognition

## September 2026

Looking separately at Content, Communicative Achievement, Organisation and Language helps teachers identify precisely where improvement is needed. It also makes feedback much more useful to learners.

The Assessing Writing guides for C1 Advanced and C2 Proficiency are excellent resources for developing this skill. They explain the assessment criteria in accessible language and, crucially, include authentic candidate scripts, marks and examiner comments. Teachers can first assess the scripts themselves using the official criteria and then compare their decisions with those of Cambridge examiners. This can be an extremely useful standardisation activity for departments or groups of teachers preparing candidates at these levels.

Make the Handbooks part of your course planning

The Handbooks for Teachers should also be regular reference documents rather than something we consult only shortly before an exam.

For C1 Advanced, the Writing paper contains two tasks in 1 hour 30 minutes. Candidates write a compulsory 220–260-word essay in Part 1 and choose from a letter/email, proposal, report or review in Part 2, also writing 220–260 words. The Handbook provides detailed advice on task requirements, purpose, target reader, style, planning, cohesion and the development of complex ideas.

Put the assessment criteria into students' hands

Understanding assessment should not be limited to teachers.

Cambridge's student-friendly Writing checklists for C1 Advanced and C2 Proficiency are short but extremely useful resources. They translate the four assessment areas into practical questions learners can apply to their own work: Have I covered everything the task requires? Is my style and



# International Recognition

## September 2026

register appropriate? Are my ideas clearly connected? Have I used a sufficiently wide range of vocabulary and grammatical structures?

The checklists can be used after classroom writing, during mock preparation, for self-assessment or peer assessment, and as a final editing routine. Cambridge also encourages learners to work with a “study buddy” and points them towards Write & Improve for additional writing practice and feedback.

Used regularly, these questions can gradually shift responsibility from teacher to learner. Instead of waiting for a teacher to identify every problem, students begin to recognise the characteristics of successful writing themselves.

From “exam writing” to advanced writing

Perhaps the most important message is that preparing for C1 and C2 Writing should not simply mean practising exam tasks again and again.

Particularly at C2, Cambridge recommends that learners read widely, explore authentic texts and become familiar with the conventions and styles of different genres. Advanced writers need to notice how effective texts achieve their purpose: how arguments are developed, how ideas are prioritised, how tone changes according to audience, and how vocabulary and grammar work together to create subtle differences in meaning. Regular writing, reflection and constructive feedback are essential.

The more clearly teachers and learners understand what the CEFR level actually requires, the more meaningful preparation becomes. The goal is not simply to produce a correct essay, report or review. It is to develop writers who can make informed choices and communicate complex ideas with the control, flexibility and effectiveness expected at C1 or C2.



# International Recognition

September 2026

## Resources worth exploring

- C1 Advanced – Checklist to Improve Your Writing: a student-friendly resource for self- and peer assessment. [C1 Advanced Writing Checklist](#)
- C1 Advanced – Handbook for Teachers: exam format, task types, preparation guidance, sample papers and assessment information. [C1 Advanced Handbook for Teachers](#)
- C1 Advanced – Assessing Writing: A Guide for Teachers: assessment scales, practical classroom ideas, candidate scripts and examiner comments. [C1 Advanced Writing Guide for Teachers](#)
- C2 Proficiency – Handbook for Teachers: detailed information about the exam, preparation strategies, sample tasks and assessment. [C2 Proficiency Handbook for Teachers](#)
- C2 Proficiency – Assessing Writing: A Guide for Teachers: invaluable support for understanding what C2 performance looks like and applying the assessment criteria. [C2 Proficiency Writing Guide for Teachers](#)
- C2 Proficiency – Checklist to Improve Your Writing: a practical student booklet/checklist to encourage reflection, editing and learner autonomy. [C2 Proficiency Writing Checklist](#)

A useful challenge for teachers: take one authentic C1 or C2 candidate script, assess it independently using the four Cambridge criteria, and then compare your marks with the examiner comments in the Teacher Guide. It is one of the best ways to turn the CEFR descriptors from abstract statements into something we can recognise—and teach—in the classroom.



# International Recognition

## September 2026

### Exam Dates and Fees 2026

#### **Cambridge Exam Dates and Fees 2026**

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

#### **Enrolments for Paper-based Exams**

- **November and December session:** Enrolments are open. The **Early Fee Discount** applies until **30 September**.

#### **Enrolments for Digital Exams**

Enrolments are open. The **Early Fee Discount** applies until **7 days before the exam date**

#### **IELTS Exam Dates and Fees 2026**

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

#### **Michigan Exam Dates and Fees 2026**

MET-Go! Flexible Dates USD 105

ECCE 5 December USD 230

ECPE 12 December USD 265

#### **Linguaskill & Linguaskill Business Dates and Fees 2026**

Linguaskill Flexible Dates USD 220

Linguaskill Business Flexible Dates USD 220

#### **Cambridge English Skills Test (CEST)**

#### **CEST: Flexible Dates**

If interested, contact us at [nramos@anglo.edu.uy](mailto:nramos@anglo.edu.uy)



# International Recognition

September 2026

## **How to contact us**

*Anglo Department of International Examinations*

|                                                                   |                                                                                              |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <i>Director &amp; Centre Exams Manager (Nora Ramos)</i>           | 2902 3773 ext 1280<br><a href="mailto:nramos@anglo.edu.uy">nramos@anglo.edu.uy</a>           |
| <i>Exams Officer (Adda Corbo)</i>                                 | 2902 3773 ext 1121/1122/1141<br><a href="mailto:acorbo@anglo.edu.uy">acorbo@anglo.edu.uy</a> |
| <i>IELTS Test Administration</i>                                  | <a href="mailto:ielts@anglo.edu.uy">ielts@anglo.edu.uy</a>                                   |
| <i>Linguaskill Test Administration</i>                            | <a href="mailto:linguaskillcambridge@anglo.edu.uy">linguaskillcambridge@anglo.edu.uy</a>     |
| <i>Exams Enrolments</i>                                           | <a href="mailto:inscripcionescambridge@anglo.edu.uy">inscripcionescambridge@anglo.edu.uy</a> |
| <i>Exams Results</i>                                              | <a href="mailto:resultadoscambridge@anglo.edu.uy">resultadoscambridge@anglo.edu.uy</a>       |
| <i>Anglo Schools Department<br/>(Jenifer Goldblum)</i>            | 2902 3773 ext 1135<br><a href="mailto:jgoldblum@anglo.edu.uy">jgoldblum@anglo.edu.uy</a>     |
| <i>Anglo Department of In-Company Training<br/>(Fernando Cid)</i> | 2902 3773 ext 1146<br><a href="mailto:inco@anglo.edu.uy">inco@anglo.edu.uy</a>               |