

The word 'NEWSLETTER' in large, bold, uppercase letters. Each letter is filled with a collage of newspaper clippings and headlines, including words like 'NEWS', 'TIMES', 'SEARCH', 'DOWN', and 'IS'. The letters are set against a background of a sunset over a body of water, framed by a wooden walkway.

August 2024

Vol. 154

Letter from the Editor



Dear colleagues,

August is now here. This means more work as we now face the hardest part of the year! And yet it is true we begin to see results. Students begin to blossom and show us that all our work has not been in vain. Now comes the final push. So, go for it!

That reminds me that if you have students sitting for International Exams make sure they enroll. International Enrollment period is now open. Please check our website. Mid Summer Dream 2024 was a great success. More than 200 participants enjoyed the great presentations by distinguished speakers both foreign and our own. The breaks were great and enjoyable and gave room not only to catch up with dearest colleagues but also to enjoy a cup of coffee and sweet bite.

And the cherry of the cake, the lucky winner of the trip to the UK was Analía Buffa. Congratulations Analía!

All in all, it was a great success! If you missed it make sure next year you do not! Sofia, Manuel, Paty, Andrea, Teresa and I wish you all the very best and keep on at it, you are doing so well.

Love,
Mónica

Featuring...

- EVENTS
- TESTS & FINAL EXAMS
- INTERNATIONAL EXAMS
- PROFESSIONAL DEVELOPMENT
- TEACHING RESOURCES & IDEAS
- PORTUGUÊS
- CONTACT US

"TEACHING KIDS TO
COUNT IS FINE, BUT
TEACHING THEM WHAT
COUNTS IS BEST."

BOB TALBERT







On July 27, we held a new edition of our annual ELT conference, Mid Summer Dream. Once again, it was wonderful to gather with over two hundred colleagues from all over the country. Thank you for taking the time from your busy schedules to share and enjoy some time together!

We hope you found the workshops useful and that you have taken away inspiring ideas to implement in the second half of the year.



Sofía Scherschener *General Director*
Paola Danessi - *Pearson*



Andrea Cabrera *Head of ASD*
Mag Roberto Balaguer



Ariel Olmedo - *Macmillan*



Claire Ross - *Cambridge*



Karen Capel



Florencia Romero & Elena Modzelewski



Teresa Gallette



Analía Buffa - winner of trip to UK by Viajeros Sin Fronteras



Thanks to our sponsors!



ORAL EXAMS 2024

Dear Colleagues,

Oral exams for the corresponding levels will be administered both face-to-face and via Zoom according to your preferences. The year planner contains four possible oral exam sessions available via Zoom for the whole country. The same dates are also available for face-to-face exams in Montevideo:

- ✓ Friday 25th October
- ✓ Saturday 26th October
- ✓ Friday 8th November
- ✓ Saturday 9th November

If you choose to have face-to-face oral exams in other cities, contact Camila Magariños (camila@dickens.edu.uy) and arrange with her, when they will take place in your venue.

Please make sure you complete **the new 2024 form**, on the link you received by email or WhatsApp, as it will facilitate the organization and help us provide you with a better service. As usual, you will also have to complete the enrolment form with your students' names.

Do contact us if you need further information.
The Dickens Team



ORAL EXAMS VIA ZOOM

IMPORTANT ASPECTS FOR A SUCCESSFUL SESSION *BEFORE THE EXAM, THE TEACHER*

- Starts the Zoom session with the link or ID and password received via email.
- Meets the examiner and provides a mobile phone number to be contacted in case of connection issues
- The ID and password of the Zoom meeting must be known only by the student's teacher

DURING THE EXAM



- The candidate must be alone in the room
- We strongly recommend that the candidate wears headphones or earphones

PHOTOS



- Photos can be taken only before or after the exam so that the candidate can concentrate while he/she is being evaluated
- examination material is kept **confidential**

Do contact us if you need further
information

The Dickens Team

EXTRA PRACTICE FOR THE ORAL EXAMS

Juniors 2 Speaking exam – Harmonize 1 & Wider World 1 Extra practice: Pictures and sample questions



Mary and Peter are talking about their ***last holidays***; can you tell me what they did?

Now tell me, what did you do in your last holidays?

Mary and Peter are talking about their ***plans for next holidays***; can you tell me what they are planning to do?

Now tell me, what are you going to do in your next holidays?

Do you like cooking? / Can you cook? / What's your favourite recipe?

What do you do when you go to the beach?

What's your favourite TV programme? When can you watch it?

Do you like listening to music? / What's your favourite type of music? What's your favourite singer/band?

Do you play video games? / How long do you spend playing video games?



Where are Mary and her friend?
 What have they got on their trays?
 What type of food is it?
 How often do you eat fast food?
 Is this your favourite food?
 Is fast food healthy?
 What is Mary wearing? / What is Mary's friend wearing?
 Look at the man and the woman behind Mary and her friend;
 What are they doing?
 What are they drinking?



What are these children doing?
 How many boys can you see? How many girls can you see?
 What school objects can you see on the table?
 Where is the rubber?
 Where is the pen?
 Where is the pencil?
 Where is the ruler?
 What is the boy in the blue T-shirt doing?
 What time is it? What's the weather like?

Speaking Paper – version 10.13

Stage 1

2 minutes

Interlocutor

Good morning/afternoon/evening. My name's What are your names?
I'd like to know something about you, so tell me...

(Interlocutor addresses both candidates in turns)

School

- *Do you still keep in touch with your best friend in primary school?*
- *Are/Were you on any sports teams in secondary school?*
- *What do you want to do after you finish secondary school?*
- *What were some of the rules you had to follow at your secondary school?*

Free Time

- *Are there any kinds of movies you dislike? If so, why do you dislike them?*
- *What is your favorite movie? Would you recommend it? Why?*
- *Do you use your computer in your free time? If so, what for?*
- *Would you like to take up a new activity to do in your free time? Which one? Why?*

Friends

- *Do you have any childhood friendships that are still strong today?*
- *Do you have any long distance friends? How do you keep in touch with them?*
- *Do you think the social networks are good to make new friends? Why?*
- *What do you usually do with your friends?*

Music

- *What kind of music do you like?*
- *If you could play any musical instrument, what would it be? Why?*
- *Which do you prefer, songs in English or songs in your own language? Why?*
- *Have your musical tastes changed in the last three years?*

Stage 2

+/- 5 minutes

Interlocutor

“Now, I’m going to give each of you a task sheet with the same question but with different options to talk about. You will have to talk on your own for about a minute and also answer a question after your partner has talked.

Here you are.” (Interlocutor hands out the task sheets)

You are going to talk about food. Which of the ideas in the box are important to you?

Choose 2 or 3 from the ideas in the box to talk about. Add other ideas of your own if you wish. You can make notes while you think about what you are going to say.

(Interlocutor hands out paper and pencil)

“Here you are. You have one minute to prepare the task.”

Candidate A

- Preparing lunch at home
- Having a varied diet
- Going to restaurants
- Growing your own vegetables
- Others

Candidate B

- Eating with your family
- Trying new dishes
- Buying fresh food
- Having four meals a day
- Others

Candidates’ preparation task: 1 minute.

Interlocutor – **(Candidate A’s name), please tell me about food and the ideas you have chosen to talk about.**

Candidate A talking time: 1 minute.

Interlocutor – **Thank you**

(Choose one of the following questions to ask candidate B) ½ minute

- **How balanced is your diet?**
- **How often do you go to a restaurant?**

Interlocutor – **What about you (Candidate B’s name), please tell me about food and the ideas you have chosen to talk about.**

Candidate B talking time: 1 minute.

Interlocutor – **Thank you** –

(Choose one of the following questions to ask candidate A) ½ minute

- ***What's the strangest food you have eaten?***
- ***Where do you buy food?***

Interlocutor – **Thank you** (Interlocutor retrieves task sheets and materials)

Stage 3

3 minutes

Interlocutor

“Now, I'd like you to exchange opinions for about three minutes. I'm just going to listen to your discussion.”

(Place *Stage 3* task sheet where both candidates can see it.)

You and your partner are planning to have a surprise party for your best friend, who has just graduated. Talk to your partner and decide on the best way to celebrate considering the aspects in the box.



- **When**
- **Where**
- **Activities**
- **Music**
- **Who will take your friend to the party**
- **What the excuse will be**
- **A present for your friend**

Talk to each other about the items mentioned in the box and decide what the best options are.

Allow candidates to discuss these issues for about 3 minutes. Intervene as little as possible, only if communication breaks down or if candidates have not understood the task.

After 3 minutes (aprox)

Interlocutor – **Thank you** (Interlocutor retrieves task sheets)

Interlocutor:

Select any of the following questions as appropriate - You can ask any other questions related to the topic "Parties and celebrations"

- Have you ever had a surprise birthday party for yourself or someone else?
- What do you like to do at parties?
- Who do you invite to your parties?
- Describe the best party that you have been to. Why was it the best?
- Do you buy a birthday cake or do you make it at home? Why?
- If you are invited to a party but you don't want to go, what do you tell the person inviting you?



Adults II – sample 3

Stage 1

2 minutes

Interlocutor – **Good morning/afternoon/evening. My name's**

What's your name?

I'd like to know something about you, so tell me...

- What's your name?
 - And your surname?
 - How do you spell your surname?
-

(Interlocutor asks questions from this list for about 2 minutes)

- *Where are you from?*
- *Where do you live?*
- *Tell me about your family; have you got brothers or sisters? What do you do together?*
- *How many brothers / sisters / cousins have you got? What do you do together?*
- *Have you got a pet? Tell me about it.*
- *Who is your best friend / actor / actress / singer ? Where is he/she from?*
- *Do you work or do you study? What do you study? // What's your job?*
- *Where do you work? Where do you study?*
- *Tell me about your morning routine.*
- *Tell me about your evening routine.*
- *What do you do after work?*
- *What do you like doing in your free time?*

- *What's your favourite food?*
- *Where do you usually have lunch?*
- *What time you usually have lunch?*
- *Have you got a favourite restaurant? Where is it?*

Stage 2

+/- 3 minutes

Interlocutor – **“Now, we are going to talk about a picture.”**

(Place *one picture* where the candidate can see it.)



- *What can you see in the picture?*
- *What are these people doing?*
- *What can they buy in a place like this?*
- *Do you think that this is a nice place to visit on holidays? Why?*

Stage 3

+/- 3 minutes

Interlocutor – **“Now, you are going to pick up a card with a topic with some key words to talk about.**

You will have to talk on your own for about a minute and also to answer a question.

Here you are. (Interlocutor puts the four cards face down and asks student to choose one)

OK, you have one minute to prepare the task.” (Interlocutor retrieves the other cards)

**MY FAVOURITE
HOLIDAY ACTIVITY**

- ◆ what it is
- ◆ when / where you do it
- ◆ why you like it

When was the last time you did it?

**MY FAVOURITE
PLACE IN MY TOWN**

- ◆ where it is
- ◆ what you can do there
- ◆ what you can see there

When was the last time you visited it?

**MY FAVOURITE
SHOP**

- ◆ what type of shop it is
- ◆ what you usually buy there
- ◆ why it is your favourite shop

When was the last time you went there?

MY FAVOURITE LIFE STORY

- ◆ who the person was
- ◆ what the person did
- ◆ important life events you remember

**When was the last time you knew about
(the people involved in the anecdote)?**

Candidate's preparation task: 1 minute.

Interlocutor – ***Are you ready to start?***

Candidate talking time: 1 minute.

Interlocutor – **Thank you, now** (interlocutor asks the question below the card)



**KEEP
CALM
IT'S TIME
FOR YOUR
ORAL EXAM**

OXFORD HOUSE PRELIMINARY - SAMPLE PAPER 4

Part 1

3 minutes

Examiner: **Good morning/afternoon/evening. My name's What's your name?**

I'd like to know something about you, so tell me...

(The examiner asks a few of the questions below to each student.)

- *Where do you live? What do you like about the area where you live?*
- *Tell me something about your family / the people you live with?*
- *Do you have a job? What kind of work do you do?*
- *What kind of music do you like?*
- *What do you like doing in your spare time?*
- *Do you play any sports /have any special hobbies? Would you like to start one?*
- *What did you do last holidays / yesterday evening / last weekend?*
- *What are your plans for tomorrow / next weekend / your next summer holidays?*

Part 2

8 minutes

Now we come to part two. In this part you are going to talk together.

"I'm going to give you a task with different options to talk about." You have two minutes to prepare the task. You can take notes if you wish.

"Here you are" (Interlocutor hands in the task sheet, paper and pencil.)

TASK: You are going to talk about the most important things children learn at school.
Use the following ideas to help you. You may add any other ideas of your own.

What are the most important things children learn at school?

- *A foreign language*
- *ICT skills*
- *History*
- *Science*
- *Art*
- *Social skills*
- *Sports*
- *Other*



(Candidates discuss for approximately 3 minutes. After that the examiner joins the discussion and a 3-way exchange takes place)

Part 3

3 minutes

Now we turn to part 3. Examiner asks some of the questions below in order to develop a topic in a 3-way conversation. The topic is related to the general theme of the previous task.

- **Do you think learning a foreign language at school is useful? Why? / How?**
- **Should all the children study art at school?**
- **How important is it to play sport at school?**
- **Do you think it would be a good idea to learn how to grow your own vegetables at school?**
- **In your opinion, is learning about healthy nutrition important?**
- **What skills or abilities do you consider essential to develop at school?**
- **How necessary is it to develop social skills at school?**



For further information on the exam formats, contact andreacabrera@dickens.edu.uy / teresagallete@dickens.edu.uy



LISTENING TASKS IN FINAL EXAMS

All final exams will have listening tasks in the same format as those included in the bimonthly tests. Every listening text will be heard by students twice.

ALL THE ACTIVITIES IN THE EXAM WILL BE READ OUT BY THE INVIGILATOR IN THE FOLLOWING LEVELS:

- Beep 1 & 2

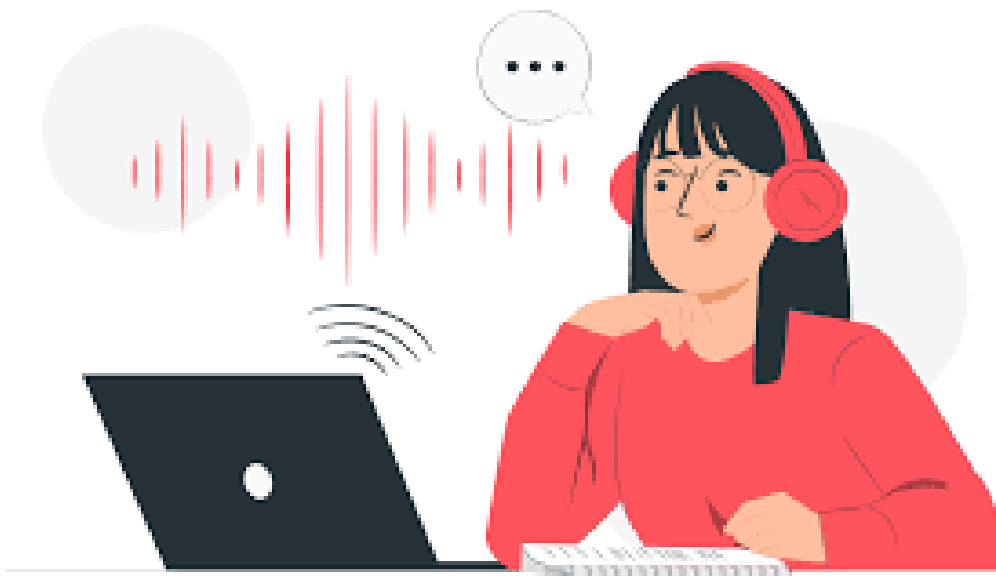
LISTENING TEXTS WILL BE READ OUT BY THE INVIGILATOR IN THE FOLLOWING LEVELS:

- Academy Stars 1, 2 and 3
- Beehive 1 and 2

LISTENING TEXTS WILL BE RECORDED IN THE FOLLOWING LEVELS:

- Harmonize Starter, 1 and 2
- Wider World Starter, 1, 2 and 3
- Prepare 3 & 4
- Cutting Edge Starter and Elementary
- English File Beginner, Elementary and Pre-Intermediate
- Personal Best B1
- Headway Intermediate
- Oxford House Preliminary – Listening & Speaking Paper

Do contact us if you need further information.





FECHAS DEL INTERIOR



CIUDAD	FECHA DE EXAMEN
SAN JOSÉ	16 de noviembre
PASO DE LOS TOROS / TARARIRAS	22 de noviembre
PARQUE DEL PLATA	25 de noviembre
LA PALOMA / NUEVA HELVECIA / COLONIA	27 de noviembre
PAN DE AZÚCAR / TREINTA Y TRES / SAN CARLOS	28 de noviembre
DOLORES	29 de noviembre
EL PINAR / OMBÚES DE LAVALLE / CHUY / LASCANO / ROCHA	1 de diciembre
SANTIAGO VAZQUEZ ROSARIO	3 de diciembre
COLONIA VALDENSE JUAN LACAZE	5 de diciembre
MALDONADO SALTO MINAS	6 de diciembre
SANTA TERESITA / CERRILLOS / LAGOMAR / PANDO / SOLYMAR	8 de diciembre
ATLÁNTIDA / MELO / LIBERTAD / FLORES / SAN BAUTISTA / LA FLORESTA / PROGRESO	9 de diciembre
CANELONES / SOLÍS DE MATAOJO / PUNTA DEL DIABLO	10 de diciembre
SANTA LUCÍA / FLORIDA / MERCEDES / JOSÉ ENRIQUE RODÓ / SAUCE	11 de diciembre
JUANICÓ / PLAYA PASCUAL / LA PAZ	12 de diciembre
PAYSANDÚ	A confirmar
FRAY BENTOS	A confirmar
VICHADERO	A confirmar
LAS PIEDRAS	A confirmar
TACUAREMBÓ	A confirmar
SAN GREGORIO DE POLANCO	A confirmar



Lucky Winners

C O M P E T I T I O N

GANADORES DEL SORTEO

Profesor	Alumno	Examen
Virginia Rosano	Gustavo Morales	Academy Stars 1
Cecilia Gauthier	Luna Pinazzo	Wider World 3
Mariana Blengini	Delfina Muñoz	Academy Stars 1
Francisca Anselmi	Florencia Velazquez	Adultos 1 - English File Begginer
Ma.del Carmen Trinidad	Florencia Viera	Wider World 1
Noemi Gonzalez	Ma.Victoria Concepción	Academy Stars 1
Liliana Benvenuto	Julieta Fernandez	Wider World Starter
Andrea Lopez	Dara Gonzalez	Academy Stars 3
Fiorella Frioni	Luciana Panessi	Academy Stars 2
Maite Guequeriz	Cindy Sosa	English File Elementary
Beatriz Alonso	Máximo Fernandez	Headway Intermediate
Silvia Sainz	Bautista Bracco	Wider World 2
Silvana Arroyo	Paul Marquez	Mod.6 English File Pre Int.
Fernanda Antelo	Ma.Inés Cal	Harmonize 2
Cristina Pezzutto	Francisca Bustelo	Happy Seet 2
Valentina Barretto	Santino Piedrabuena	Beep 2
Alejandra Martinez	Guadalupe Caetano	Prepare 3
Alejandra Vidal	Estefany Rodriguez	Wider World Starter
Claudia Gonnet	Santino Vergara	Wider World 2
Eduardo Wurth	Morena Guerra	Wider World 1

PROFESOR ASOCIADO SORTEADO : VALENTINA BARRETO





SPEAKING WORKSHOPS FOR STUDENTS

The 2024 online workshops for A2, B1, B2, C1 and Trinity Gese 4-6, aimed at helping students to develop their speaking skills, were a huge success. Thank you very much for your kind messages!!

"Thank you Ana Briano, teacher from Santa Lucía, for sharing this lovely message with us!" (*Ema, student from Villa Cardal*)

"Our students are very lucky to participate in your workshops."
(Vicky Gutierrez, teacher from San José)

"On behalf of my B1 & B2 students, we would like to thank you for the workshops. They really enjoyed every bit!"
(Raquel Scarpa, teacher from Maldonado)

"Thanks a lot! Very useful indeed!"
(New Wave Institute, from La Paloma, Rocha)

Hi Ana! The workshop ended some minutes ago 📖 It was FANTASTIC! How lovely the hosts were!! I could participate a lot of times, and always felt comfortable. It was so clear explained and made us understand the speaking test as something that, if we practice or just include small habits in our daily lives, is simpler than we think, and can be enjoyable. I had that in mind, but it was really good to refresh it!!! ☀️ We learnt about five keys in order to have a better development 💪. It was really engaging and everyone was received warmly. An enriching experience 🌸 😊 🇬🇧 Thank you for giving me the opportunity to participate! 🍪

10:09 a. m.

THANK YOU!



A new way to get a Cambridge English Qualification

Available from A2 Key to C2 Proficiency, Cambridge English Qualifications Digital provide an enhanced exam experience and a faster, flexible way to get a Cambridge English Qualification. They test the same knowledge and skills as paper-based exams, with digital features to help you take control and perform at your best.

Taken on a computer, these exams give students control over elements of the listening, writing and reading, helping them to do their best in their own way. Each candidate receives a randomised set of questions, all equal in terms of task types and difficulty. This means that everyone can focus fully on their own exam and the risk of any answers being copied is minimised. Cambridge English Qualifications Digital are designed with benefits that maximise preparation time, but minimise waiting time.

The same quality exam, but with digital benefits



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For further information, contact
Dickens International Department:
intexams@dickens.edu.uy
27107555 ext.205





Dear Preparation Centers,

We are pleased to share with you a form for requesting access arrangements for candidates who sit for Cambridge English exams.

Attached you will find the link to our new editable PDF form (<https://www.dickens.edu.uy/wp-content/uploads/2024/05/Special-Arrangements-Request-2024-v3-2.pdf>). The document includes interactive fields to make completion straightforward. Additionally, it features dropdown menu options (indicated in red boxes below) and checkboxes to easily select the relevant alternatives. Therefore, we would like to emphasize the importance of completing it digitally to take full advantage of its features.

From now on, a teacher's letter will no longer be required to request access arrangements. The documents requested are as follows:

- Completed PDF form
- Updated medical report (we appreciate receiving it in digital format)

As always, please send the documentation to intexams@dickens.edu.uy within the enrolment period.

Candidate information

Name:

Last name:

Preparation Centre:

Preparation Centre information

Contact:

Email:

Exam information

Please choose the **exam** and **date** the candidate is enrolled in:

Exam: Date (DD/MM):

Spec

- Pre A1 Starters
- A1 Movers
- Perma A2 Flyers
- Circum A2 Key
- request A2 Key for Schools
- B1 Preliminary
- B1 Preliminary for Schools
- B2 First
- B2 First for Schools
- C1 Advanced

ere a **description of the disability**, how it affects the candidate and the **justification** for
Please be as detailed and thorough as possible:

CAMBRIDGE English
Platinum Authorised Exam Centre

Below you will also find a direct link to the Cambridge English website, where you can find a guide on the available tools for each specific need. <https://www.cambridgeenglish.org/help/special-requirements/>

We are confident that this resource will make the process more efficient and streamlined for everyone involved.

Please do not hesitate to contact us if you have any questions or need additional assistance.

Best regards,

The Dickens team

Dickens Institute - Cambridge English Qualifications
Exámenes 2024

FECHAS DE EXAMEN – AGOSTO A DICIEMBRE 2024

A2 Key

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
A2 Key	Sábado 23/11	15/11 – 24/11*	17/06 al 15/09 USD 185	16/09 al 29/09 USD 214
A2 Key	Jueves 05/12	29/11 – 08/12*		

A2 Key for Schools

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
A2 Key for Schools	Sábado 23/11	16/11 – 25/11*	17/06 al 15/09 USD 185	16/09 al 29/09 USD 214
A2 Key for Schools	Martes 26/11	23/11 – 02/12*		
A2 Key for Schools	Miércoles 04/12	30/11 – 09/12*		
A2 Key for Schools	Sábado 07/12	30/11 – 09/12*		
A2 Key for Schools	Viernes 13/12	07/12 – 16/12*		

B1 Preliminary

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
B1 Preliminary	Sábado 23/11	15/11 – 24/11*	17/06 al 15/09 USD 212	16/09 al 29/09 USD 242
B1 Preliminary	Jueves 05/12	29/11 – 08/12*		

*Se enviarán los horarios al Centro Preparador 10 días antes del inicio del período ventana de orales

Por otras fechas dentro del calendario de Cambridge, comunicarse con nuestro Departamento de Exámenes Internacionales a intexams@dickens.edu.uy



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Exámenes 2024

B1 Preliminary for Schools

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
B1 Preliminary for Schools	Sábado 23/11	16/11 – 25/11*	17/06 al 15/09 USD 212	16/09 al 29/09 USD 242
B1 Preliminary for Schools	Miércoles 04/12	30/11 – 09/12*		
B1 Preliminary for Schools	Sábado 07/12	30/11 – 09/12*		
B1 Preliminary for Schools	Viernes 13/12	07/12 – 16/12*		

B2 First

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
B2 First	Jueves 22/08	16/08 – 25/08*	17/06 al 08/07 USD 337	09/07 al 15/07 USD 390
B2 First	Sábado 05/10	27/09 – 06/10*	17/06 al 11/08 USD 337	12/08 al 18/08 USD 390
B2 First	Martes 26/11	22/11 – 01/12*	17/06 al 15/09 USD 337	16/09 al 29/09 USD 390
B2 First	Sábado 14/12	06/12 – 15/12*		

*Se enviarán los horarios al Centro Preparador 10 días antes del inicio del período ventana de orales

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Exámenes 2024

B2 First for Schools

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
B2 First for Schools	Martes 19/11	15/11 – 24/11*	17/06 al 15/09 USD 337	16/09 al 29/09 USD 390
B2 First for Schools	Sábado 30/11	22/11 – 01/12*		
B2 First for Schools	Sábado 07/12	29/11 – 08/12*		
B2 First for Schools	Sábado 14/12	06/12 – 15/12*		

C1 Advanced

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
C1 Advanced	Sábado 07/09	30/08 – 08/09*	17/06 al 07/07 USD 345	08/07 al 14/07 USD 402
C1 Advanced	Sábado 19/10	11/10 – 20/10*		
C1 Advanced	Sábado 16/11	08/11 – 17/11*	17/06 al 15/09 USD 345	16/09 al 29/09 USD 402
C1 Advanced	Miércoles 27/11	22/11 – 01/12*		
C1 Advanced	Sábado 07/12	29/11 – 08/12*		
C1 Advanced	Sábado 14/12	06/12 – 15/12*		

*Se enviarán los horarios al Centro Preparador 10 días antes del inicio del período ventana de orales

Por otras fechas dentro del calendario de Cambridge, comunicarse con nuestro Departamento de Exámenes Internacionales a intexams@dickens.edu.uy



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Dickens Institute - Cambridge English Qualifications

Exámenes 2024

C2 Proficiency

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
C2 Proficiency	Sábado 30/11	22/11 – 01/12*	17/06 al 15/09	16/09 al 29/09
C2 Proficiency	Jueves 05/12	29/11 – 08/12*	USD 355	USD 406

TKT (Teaching Knowledge Test)

Examen	Fecha de escrito
All modules	Sábado 09/11

Cantidad de módulos	Inscripción bonificada período: 05/08 al 15/09	Inscripción no bonificada período: 16/09 al 22/09
1 módulo	USD 126	USD 156
2 módulos	USD 226	USD 255
3 módulos	USD 300	USD 328
4 módulos	USD 398	USD 428
5 módulos	USD 497	USD 525
Para módulos del mismo año		

*Se enviarán los horarios al Centro Preparador 10 días antes del inicio del período ventana de orales

Por otras fechas dentro del calendario de Cambridge, comunicarse con nuestro Departamento de Exámenes Internacionales a intexams@dickens.edu.uy



CAMBRIDGE
English

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Authorised Exam Centre

Dickens Institute - Cambridge English Qualifications

Exámenes 2024

YLE (Pre A1 Starters, A1 Movers, A2 Flyers)

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
Pre A1 Starters	Miércoles 20/11	Entre 5 días antes y 5 días después del examen escrito*	17/06 al 15/09 USD 128	16/09 al 29/09 USD 157
Pre A1 Starters	Martes 03/12			
A1 Movers	Miércoles 20/11		17/06 al 15/09 USD 139	16/09 al 29/09 USD 168
A1 Movers	Martes 03/12			
A2 Flyers	Miércoles 20/11		17/06 al 15/09 USD 149	16/09 al 29/09 USD 179
A2 Flyers	Martes 03/12			

*Se enviarán los horarios al Centro Preparador 10 días antes del inicio del período ventana de orales

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Dickens Institute - Cambridge English Qualifications

Exámenes 2024

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Transferencia o depósito bancario

Cuenta corriente BROU USD N.º 001557194-00001

Una vez realizada la transferencia o depósito bancario se deberá enviar el comprobante y el formulario de inscripción al mail administracion@dickens.edu.uy

Online

www.dickens.edu.uy/inscripciones

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Visa hasta en 6 pagos

Información importante:

- Los exámenes orales se realizarán dentro del período ventana autorizado por Cambridge English.
- Los días y horas en que se realicen quedarán sujetos a la disponibilidad de examinadores y la cantidad de alumnos inscriptos en cada nivel de examen.
- Los alumnos que decidan borrarse o modificar la fecha del examen deberán hacerlo durante el periodo de inscripción.

Habrá un descuento especial para quienes no aprobaron su examen en el período correspondiente al primer semestre del año 2024 (aplica a exámenes del segundo semestre 2024):

Examen	Precio bonificado	Precio no bonificado
A2 Key & A2 Key for Schools	USD 139	USD 161
B1 Preliminary & B1 Preliminary for Schools	USD 159	USD 182
B2 First & B2 First for Schools	USD 253	USD 293
C1 Advanced	USD 259	USD 302
C2 Proficiency	USD 266	USD 305

21 de Setiembre 2744
2710 7555 int(s). 204/205
intexams@dickens.edu.uy
<https://www.dickens.edu.uy>



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TKT CLIL | Teaching Knowledge Test Content and Language Integrated Learning - 2024

TKT is awarded by Cambridge Assessment English, part of the University of Cambridge. It is internationally recognised, highly respected and a benchmark for quality.

TKT CLIL is one specialist module suitable for

- English language teachers who bring or would like to bring content and cross curricular topics into their English lessons, encouraging the development of thinking and learning skills
- English language teachers who teach or would like to teach curricular subjects in a second language
- Subject teachers who teach or would like to teach their curricular subjects in English in the context of bilingual education

The course is delivered **via Zoom** on Saturdays from 9:00 to 12:00

Dates: August 24
September 7 & 28
October 19

Exam: November



camila@dickens.edu.uy

TKT
Teaching Knowledge Test





Students of Juniors 3, at Instituto Integral C.I.T.I. from El Pinar, created time capsules for their coursebook Harmonize 2, project.



We would like to thank Adriana Fernández, the Institute Director, and her team of teachers, for sharing their innovative work with us!

FEATURE ARTICLE

SPACED PRACTICE

How can you use spaced practice in your classroom to promote long-term knowledge retention.

What is Spaced Practice?

Spaced practice refers to a study schedule that involves studying material over a period of time, with breaks in between, to promote better retention of information. This technique is often used in educational settings and is considered one of the most effective study strategies for long-term learning.

Retrieval practice is a key component of spaced practice, which includes regular practice questions or other assessments designed to aid in the recall of previously learned material. By using a spaced practice study schedule with regular retrieval practice, students can experience the benefits of retrieval practice such as better memory retention, improved recall, and more effective learning overall.

Spaced practice is one of the most effective study strategies, in which learners review the learning material over an extended time. This provides time for their minds to make connections between different concepts and ideas so the learners can build upon learning and easily recall the knowledge in future. How does spaced practice work?

The main purpose of the spaced repetitions is to give a chance to the learner to (nearly) forget the previous learning before revisiting the same material. It may sound like a bad idea, but forgetting something to remember leads to long-term retention of learning.

After having to almost forget something, a human brain works even harder to recall the same information. Spaced learning and effective retrieval practice offer a workout to the learners' brains each time they revisit the material.

When a person crams in frequent study sessions, all the knowledge is saved in his short-term memory (which he quickly forgets). The use of gaps between study sessions is an effective learning strategy that, allows the material to store in the pupil's long-term memory instead.

This is the main reason for spaced retrieval practice to work. Ultimately, the learners won't need to work harder to recall the information leading to the intense period of learning –they will be able to recollect the information quickly from their long-term learning.

In the first few learning sessions, the learner's mind would be working hard to recall the information. As he revisits the information, it will become easier to recall and build upon.

Embracing spaced practice for effective student revision

Spaced practice is a highly effective learning strategy that can help students master a wide range of subjects. Teachers can harness the power of spaced practice by giving their students regular retrieval practice over a period of time. This means that instead of cramming for a test or exam, students should study a little each day over a longer period of time to ensure better long-term retention of the material. Teachers can also help their students focus on single topics or themes, rather than trying to tackle too much at once, which can be overwhelming and unproductive.

To implement spaced practice in the classroom, teachers can incorporate regular retrieval practice sessions into their lesson plans, where students are given the opportunity to recall and apply what they have learned in previous lessons. This can be done through quizzes, worksheets, or other interactive activities that encourage active engagement with the material. Teachers can also encourage their students to reflect on their learning by asking them to write short summaries of key concepts or create concept maps of related ideas.

Overall, embracing spaced practice as an effective learning strategy can help teachers facilitate better learning outcomes for their students.

By encouraging regular, intentional practice over a period of time, students will be better able to retain what they have learned and apply it in new contexts.

How does it work in the classroom?

Everything that we learn should be practised effectively or it becomes unusable. Practice is obviously an important part of the teaching process, and to maximise its effect we should consider implementing a programme of strategically spaced retrieval. Once the information is acquired it should be revisited in increasing spaces, starting with days and weeks, and then spreading out to months and years. One barrier for learners is that frequent repetitions are easy to do, while repeating older material is much harder, and may feel extremely vague and even impossible to reconstruct. Understanding the benefits of spaced learning, teachers should take these challenges into consideration when planning teaching routines.

LEARNING TO LEARN: FLASH CARDS, SPACED REPETITION AND EXAMPLE SENTENCES

Step 1. Students make **a set of flash cards** for the vocabulary to be learned. These can be items you assign yourself, or, better still, you can **get the students to mine their notebooks for vocabulary** that has come up during previous lessons which they personally want to focus on.

The set should be reasonably large not only to make it worthwhile in terms of how much they eventually learn but also to make sure they have to really exercise their memory.

Step 2. During the following lesson, **students work in pairs to test each other** with the flash cards.

Step 3. A couple of lessons later, **students test themselves again.**

Step 4. Wait several lessons and then have the **students test themselves again.** By now, it should be clear which ones they have learned and which ones still aren't sticking.

This process can be repeated, at **increasingly spaced intervals**, until the students can confidently recall all the items when first presented with the flash cards.

In terms of learning to learn, it's important to **draw students' attention to the process itself** and to explain to them exactly why you are doing it, so that they can go away and use it for themselves when studying at home and even for other subjects.



MATERIALS THAT MATTER FOR TEACHERS WHO CARE

THINK, PAIR, SHARE FOR STUDENTS

Scaffolding Think, Pair, Share can help facilitate deep discussions and drive thinking from ALL students. This handy resource is designed to help students master the WHAT, WHY, and HOW of the process.

THINK, PAIR, SHARE

HOLDING STRUCTURED DEEP DISCUSSIONS

WHAT IS 'THINK, PAIR, SHARE'?

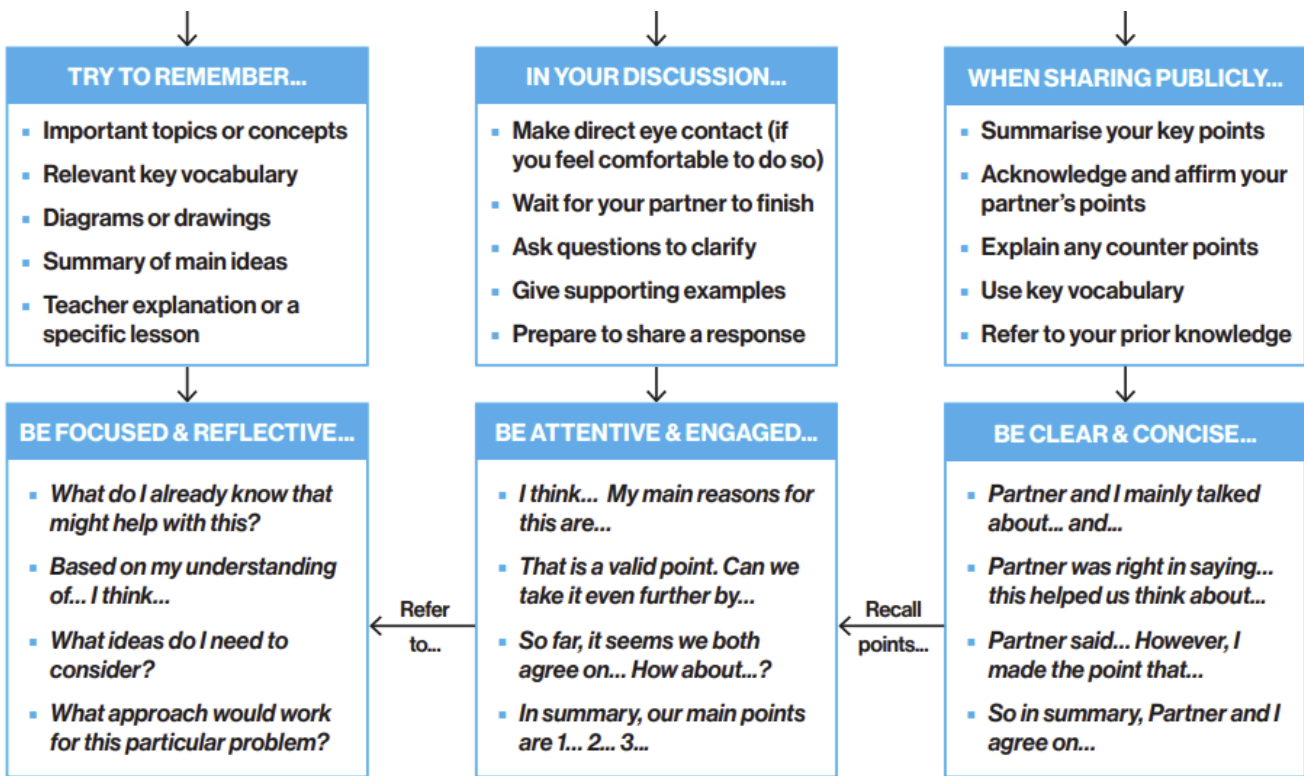
Think Pair Share (TPS) is a way for you and your peers to work together and learn from each other. Here's how it goes: first, you think about a question or problem on your own. Take your time to come up with your own ideas (you can even write this down if you wish). Then, you pair up with a shoulder partner. Share your thoughts and listen to theirs. It's all about learning from each other. Finally, you get to share your best ideas with the whole class.

WHY IS 'THINK, PAIR, SHARE' USEFUL?

TPS helps you get better at thinking things through by listening to what your peers have to say. Plus, when you share your own ideas, it makes you feel validated because your classmates are listening and respecting what you have to say. It's like a confidence boost! TPS also makes sure everyone gets involved and is able to express their ideas so nobody feels left out. It's all about making sure everyone is thinking and ready to share their ideas.

HOW DO I DO 'THINK, PAIR, SHARE' EFFECTIVELY?





CC BY NC ND **CREATED & DESIGNED** by Jamie Clark | @XpatEducator | jamieleeclark.com

7 POWERFUL VOCABULARY QUIZ MAKERS

Boost your students' vocabulary skills with these quiz makers! 🚀🌟

Dive into top tools like Kahoot, Quizlet, Quizalize, and more. These platforms make vocabulary learning fun, interactive, and highly effective. Perfect for spaced practice.

KAHOOT!

Engages students with game-based learning, live quizzes, and instant feedback. Adaptable across devices, enhancing vocabulary retention and student motivation.

QUIZLET

Offers a diverse array of study modes and custom flashcard sets, fostering active engagement and facilitating spaced repetition for effective vocabulary learning.

GOOGLE FORMS

A straightforward tool for creating versatile quizzes, integrated with Google Suite for easy analysis and personalized feedback. Ideal for a range of subjects.

FLEXIQUIZ

Simplifies quiz creation with a user-friendly platform, offering up to 10 questions for free. Features auto-grading, powerful analytics, and mobile readiness.

WORDSMYTH

Customizable multiple-choice quiz maker with dictionary level selection, focusing on definitions or examples to cater to different learning needs.

QUIZALIZE

Delivers engaging quizzes that blend personal achievement with team collaboration, providing real-time feedback and seamless integration with classroom tools.

JOTFORM

Enables the creation of engaging quizzes from scratch or templates with an intuitive drag-and-drop builder. Offers email notifications and extensive management tools.

www.educatorstechnology.com

Educators Technology

'QUICK WINS' GAMES



Based on the famous TV show, this one is a super easy low effort/high impact game.

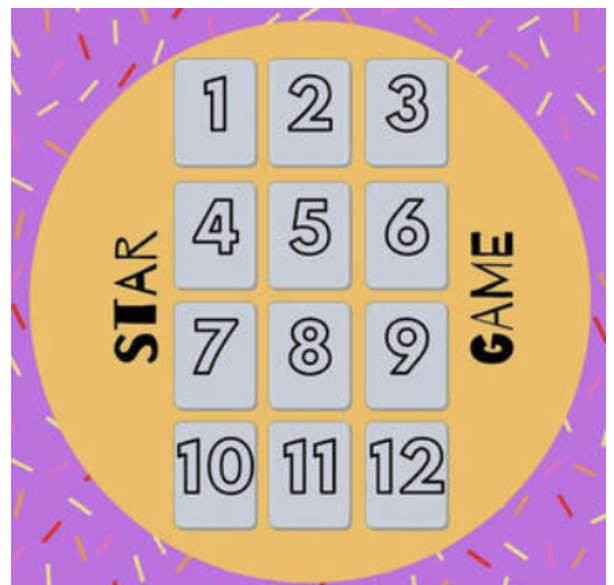
Pick a topic.

- Students write down 5 words on their mini whiteboard to do with that topic.
- Teacher does the same (think of obvious words to make them be a bit more adventurous with their vocab choices.)
- At the end of the timer, they show their words. If they have the same as you, they get 5 points (per word) and if they get the same as any other student in the class, they get 2 points (per word).
- The winner is the student with the least points at the end of the game.

The Star Game

This one takes a little bit of setting up in the first instance, but once you have your cards, you're sorted! This is a good plenary task which students really enjoy.

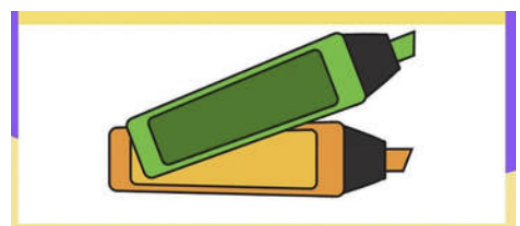
- You have 12 numbered cards.
- Most cards have a Q written on the back but a couple have a star * or a 0.
- Split the class into two teams: A student picks a card. If it is a Q, they answer a question and if correct, their team gets a point. If they find a *, they automatically get 5 points and no question. A 0 means they lose all of their points, however.



Students have a list of words (shared between two), you read out the definition and they have to find the word (or vice-versa)

Each student has a different coloured highlighter (or they could just circle/cross out the word with a different coloured pen) so the first to highlight wins the point. The student with the most highlighted words at the end, wins.

Highlighter Race



PROFESORADO DE PORTUGUES 2024

Nuestro Profesorado de Portugués como Lengua Extranjera forma docentes con poder de crítica, capaces de dominar métodos, técnicas pedagógicas y Tecnologías de la Información y Comunicación (TICs), permitiéndoles aplicar los conocimientos de portugués a los diferentes niveles de enseñanza, así como en diversos contextos.

Además de dominar las competencias comunicativas orales y escritas, aprenderán acerca de las pluralidades y manifestaciones culturales de los países de habla portuguesa, haciendo hincapié en la cultura brasileña.



Contacto: Coordinadora: Luciana Gaffrée – portugues@dickens.edu.uy

Brindamos apoyo académico a Instituciones, Colegios y Profesores que dictan clases de Portugués.

Ofrecemos:

- Selección de textos
- Material didáctico
- Evaluaciones bimestrales
- Exámenes y certificaciones nacionales e internacionales de la Universidad de Caxías do Sul
- Cursos y talleres para docentes
- ...y nuestro respaldo y acompañamiento para lograr las más altas metas académicas!



Português

FECHA Y PRECIOS DEL EXAMEN FURG

Examen	Fecha	Inscripción Bonificada	Precio Bonificado	Inscripción no Bonificada	Precio no Bonificado
FURG	21 y 22 de noviembre	lunes 2 de setiembre al lunes 30 de setiembre	U\$D 120	Martes 1 de octubre al viernes 11 de octubre	U\$D 150

- Para realizar la inscripción se deberá completar el formulario de inscripción en donde se detallan las condiciones del examen.
- Los alumnos que decidan borrarse, deberán hacerlo durante el período de inscripción.
- Los exámenes de FURG serán evaluados por docentes de la Universidad Federal de Rio Grande de Brasil

FORMAS DE PAGO (dólares americanos)

Personalmente

21 de Setiembre 2744

Lunes a viernes de 9 a 19hs

Contado

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Transferencia o depósito bancario

Cuenta corriente BROU USD N.º 001557194-00001

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DICAS DE PORTUGUÊS



Erros mais comuns

Todos os exemplos entre parênteses estão corretos.

1. Empregar *derrepente*, *concerteza* e *porisso*.
(de repente / com certeza / por isso)
2. Não usar o R que marca o infinitivo dos verbos.
(vamos estudaR / vamos compartilhaR)
3. Utilizar *mim* e *eu* nos lugares incorretos.
(entre mim e você / para eu fazer)
4. Escrever incorretamente palavras corriqueiras.
(exceção, excelente, ansioso, mendigo, companhia)
5. Confundir-se no emprego de *mas* e *mais*.
(Preciso de mais roupa, mas não posso comprar agora.)
6. Não colocar em prática a *reforma ortográfica*.
(micro-ondas, antissocial, ideia, assembleia, espermatozoide, feiura)
7. Não usar corretamente o acento grave (crase).
(Fui à França. / Fui a Paris. / A partir de / Às 20h)

ATIVIDADES DE PORTUGUÊS

ACCESÓRIOS



O chapéu



O boné



O cinto



A pochete



Os óculos (de grau /
de sol / escuros)



A bolsa



O anel

TIPOS DE ZAPATOS



O sapato



O chinelo / A sandália



O tênis



O sapato de salto alto



O tamanco



A sapatilha / rasteirinha

CONTACT US



Courses, workshops, examinations arrangements
in the provinces camila@dickens.edu.uy

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gustavo@dickens.edu.uy

Enrolments, syllabuses, tests, certificates, examination
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Enrolments, syllabuses, tests, certificates:
asd@dickens.edu.uy

Academic support:
teresagallete@dickens.edu.uy

International examinations:
intexams@dickens.edu.uy

International examinations enrolment forms
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English Courses
Cambridge International Certificate in
Educational Leadership
karencapel@dickens.edu.uy

English Courses
elenam@dickens.edu.uy

Incompany Courses
lauramesa@dickens.edu.uy

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