



NEWSLETTER



July 2022

Vol. 148

Letter from the Editor



Dear Colleagues

2022 is very special. On the one hand, Dickens is celebrating its 50th Anniversary. Can you imagine so many years growing and growing from a very small institute in a garage to what it is now!

On the other hand, the UK and the Commonwealth on the long weekend of Thursday 2nd to Sunday 5th June celebrated Her Majesty Queen Elizabeth's Platinum Jubilee. In other words, Queen Elizabeth has been on the throne for 70 years! Isn't it remarkable!

Now, how is the Dickens going to celebrate its Jubilee? Honestly, I don't know. The Dickens people are in a flurry working on this. I think it's a secret. If you find out please let me know!

There have been the usual prize-givings for the best students of the Cambridge Assessment English Exams and for the ones of the Cambridge Assessment International Exams both held at the Dazzler Hotel. I know something will happen in July for Teachers, but you had better find out.....

Today is Sunday, Grandparents day. Hope you and your students celebrated this wonderful day! And if you aren't a grandparent don't regret it! I am sure you have plenty of students who love you and wish they were your grandchildren!

Hope you are enjoying this very cold winter! Do take care....

Paty, Manuel, Sofia, Andrea, Teresa and I wish you and your students all the very best,

Monica



Featuring...

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

*“A good education
can change anyone.
A good teacher can
change everything!”*

– Unknown

and more...



Queen Elizabeth is back! What joy!

What a relief to have the Queen in very jolly spirits indeed at Royal Windsor Horse Show where her five year old mare, Balmoral Leia, won first prize in the Highland class! The Queen, accompanied by Prince Edward, the Earl of Wessex, received a trophy for Leia's achievement.



The next event where the Queen was present marked the first major celebration of the Platinum Jubilee. Helen Mirren and Tom Cruise led the cast of entertainers in this outstanding event. The Queen received a long-lasting ovation, as the star performers in the equestrian extravaganza A GALLOP THROUGH HISTORY were ready to begin the Royal Performance.

At the end of this incredible performance, Dame Helen Mirren spoke on behalf of a grateful nation and commonwealth expressing thanks.



Finally and joyfully Queen Elizabeth II made a surprise appearance at Paddington station with her son Prince Edward, Earl of Essex, to an event honouring her. The completion of the Elizabeth line.

She looked radiant in a bright yellow ensemble. She was received by the mayor of London and the principal staff of London Transport. She

unveiled a plaque marking the occasion and bought the first commemorative ticket.

What a joy to have her Majesty as her usual smiling self!



Cambridge Assessment English and Dickens Institute Awards Ceremony: a recognition for students, their teachers and preparation centres



Last Thursday 19th May, together with Cambridge Assessment English, we held an awards ceremony for those candidates and preparation centres who achieved outstanding results in the Cambridge Assessment English exams in 2021 sessions through Dickens.

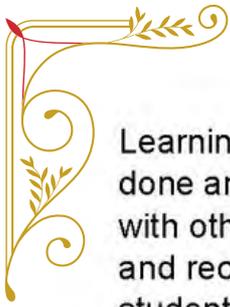


Over 70 candidates accompanied by their families and around 40 preparation centres attended the ceremony at Dazzler Hotel. There were three kinds of awards: best across for the highest scores in Cambridge English exams in 2021 sessions through Dickens, high achievement for the second highest scores, and last but not least, YLE distinctions for candidates who got five out five shields in their exams.

The award-winning students and preparation centres were greeted and congratulated by Dickens authorities, Ms Patricia Alvarez Harvey and Ms Sofía Scherschener, as well as by Ms Karina Giménez, Country Manager, Southern Cone, for Cambridge Assessment English, and Ms Sandy Domaigne, British Consul in Uruguay.

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Learning English is much more than passing exams, which these students have done and, evidently, with flying colours. It is about having the opportunity to connect with others and enter a world of possibilities in terms of work, studies, relationships and recreation. As Cambridge puts it: this is where your world grows. And as these students' results show, their world is definitely doing so.



We couldn't be happier with these extraordinary achievements and we are really proud of being able to accompany students and their teachers/schools in their progression from one exam to the next, as we've been doing for 50 years.

As Ms Verónica Jara, Head of International Examinations Department at Dickens, said in her speech when congratulating candidates and their preparation centres, this was in fact no mean achievement for these students and their teachers/schools, so it was definitely something to celebrate and be proud of. These spectacular results show the hard work and effort put by students and teachers alike and we hope they are a stepping-stone to their future success in other exams.





50 YEARS  **DICKENS** **1872 - 2022**

MID SUMMER DREAM



GOLDEN EDITION



JULY 30th

DAZZLER



DICKENS



MID SUMMER DREAM **GOLDEN EDITION**

Verónica Jara

CONQUERING THE INTERMEDIATE PLATEAU

Do your learners feel that their progress in language learning appears to have slowed down? Sometimes students get the impression that no matter how much effort they make, their learning does not seem to move forward as fast as it did when they were at lower levels. This might be because they have arrived at the dreaded learning plateau, which is one of the distinguishing characteristics of an intermediate level of language learning. Come and join us in this workshop in which we will discuss what this plateau entails and what we can do to help our students transition from intermediate to more advanced levels.



Verónica Jara has been an English teacher for 16 years. She has worked with many levels and age groups ranging from very young learners to adults. She has been working at Dickens for 14 years now as an English teacher, test writer, schools coordinator, TESOL Department Coordinator, teacher educator, and speaking Examiner for national and international exams. As from 2022, she is the new Head of the International Examinations Department as well. She holds the CertTESOL and LTCL DipTESOL (Trinity College London), and the Cambridge International Certificate in Educational Leadership.



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Karen Capel

LEARNING TO UNLEARN

Time goes by really fast. Dickens turned 50 and things are nothing like they were fifty years ago. The world has changed. Students and their needs have changed. But have we 'upgraded' our teaching accordingly?

Once we graduate we start gaining experience, we read a lot, we go to workshops and attend webinars...we 'collect' knowledge, but do we really critically evaluate ideas and reflect upon their usefulness or do we fall into establishing shallow rituals with little learning value?

The aim of this session will be to reflect upon our practices, to critically evaluate our beliefs and draw conclusions together in order to upgrade our teaching and maximize learning in our classrooms.



Karen Capel, Academic Coordinator at Dickens, has been a teacher since 2003, having taught a variety of levels and ages, including Business Studies (IGCSE). She has been a test writer for Dickens since 2007 and a teacher trainer since 2011. She is also an ELT author and editor, having written materials for the Cambridge ESOL Teacher Support Website, Business English courses for Excedo (by Nikkei and The Financial Times), the digital components of different Macmillan series, such as Skillful, Language Hub and Gateway to the World, the Trinity B1 Student's Book for Oxford University Press, as well as a series of articles for Coordinators and Directors of Study for OUP's blog. She is currently working for Oxford University Press as a Content Editor.

She holds a TESOL Certificate, FTBE (Further Certificate for Teachers of Business English) and Cambridge International Diploma in Business, as well as a Bachelor's Degree in Administration (EDA – CCEE – UDELAR), the Cambridge International Certificate in Educational Leadership and an MA in ELT (University of Southampton, UK).



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Teresa Gallette

POWER UP YOUR TEACHING SKILLS TO BOOST LEARNERS' SPEAKING CONFIDENCE

- However hard I try to build an English-speaking environment; my students are usually reluctant to communicate in English.
- My students lapse into lengthy silences when they need to answer questions.
- When speaking exams approach, my students start panicking.

Do these situations feel familiar to you? Are you wondering how to effectively help students make progress and develop self-confidence in speaking?

In this session, participants will get practical and pedagogically sound ideas for effective strategies to enhance students' oral performance.



Teresa is an ESOL teacher since 1986. She holds the Diploma in TESOL and TESOL Certificate (Trinity College London), CEELT (UCLES), DELTA A (Dickens Institute), On-line Tutor Training Courses (UCLES).

Tere is Senior Coordinator and Testing Team Senior Administrator at Dickens and has been an ESOL teacher since 1986. She is also a teacher trainer, Trinity Cert TESOL, TYLEC and Diploma tutor as well as TKT tutor. She worked as Educational consultant and teacher trainer for Oxford University Press and presented at several seminars in Uruguay, Argentina, Chile, Colombia and Paraguay. She has done research on portfolio assessment with children and young adolescents and also on the implementation of ICT in the classroom and worked as a remote CEIBAL teacher.



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Laura Lewin

Las SILLAS no son para sentarse, son para PENSAR

Muchas veces, habrás tenido alumnos que prestan su cuerpo, pero no su mente o corazón. Están ahí, físicamente, pero no se involucran cognitivamente o emocionalmente. Si lo que buscamos es que los alumnos aprendan, necesitamos desarrollar la metacognición.

Por mucho tiempo la escuela ha sido un lugar en donde había que memorizar contenido. Eso daba como resultado alumnos que estudiaban, rendían, y aprobaban, pero sólo para olvidar todo a los pocos días. En un mundo en donde todo pareciera estar resuelto, como buscar una receta en internet, usar un GPS en vez de recordar un recorrido, buscar en google lo que necesitamos, pensar no pareciera ser prioridad.

Más que repetir conceptos, lo que queremos es que los alumnos piensen. Que puedan lograr autonomía. Queremos que aprendan a aprender, y para eso, debemos enseñarles. Los alumnos necesitan estrategias que faciliten la metacognición.

Pareciera sentido común que los chicos puedan pensar por sí mismos, pero hoy es más ciencia ficción que realidad. Vemos con tristeza, como universitarios no pueden leer y comprender párrafos de mediana dificultad, o que los chicos imitan comportamientos, sin sopesar ventajas y desventajas. El pensamiento crítico no está, lamentablemente, en la escena principal de nuestras aulas.

La pregunta es ¿se puede enseñar a pensar? No sólo se puede. Se debe.



Laura Lewin cursó la carrera de Traductorado Público en idioma inglés en la UADE (Universidad Argentina de la Empresa) y el profesorado de Inglés en la Universidad de California-Riverside, Estados Unidos. Además, completó especializaciones en Estados Unidos, Inglaterra y Australia. Laura ha desarrollado y dictado cientos de talleres de capacitación en Sudamérica, América Central, el Caribe, Estados Unidos y Europa, tanto para instituciones educativas como para organismos públicos y privados de Argentina y del exterior. Ha dictado capacitaciones para Ministerios de Educación de Argentina y del exterior. Actualmente, Laura es columnista para temas de educación en Infobae, Radio María, y la Radio de la CNN. Se la puede ver asiduamente en programas de televisión, medios gráficos y radiales hablando acerca de cómo transformar la educación, y ha brindado cientos de notas a revistas especializadas, diarios y programas radiales.

Laura es oradora TEDx y en los últimos años ha publicado numerosas obras, entre las cuales se destacan Gestión Educativa en Acción, El Aula Afectiva, Que enseñes no significa que aprendan, Anita & Ben, Aulas Motivadas, Mejores Directivos-Mejores Instituciones Educativas, Fuertes y Felices, La Nueva Educación. Es co-autora de La Educación Transformada. Acaba de publicar su más reciente libro, Las Sillas no son para Sentarse, son para Pensar, editado por Santillana.



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por consultas:

✉ camila@dickens.edu.uy

JULY 30th

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ORAL EXAMS 2022

Dear Colleagues,

We are delighted to share with you that this year, the Juniors 2 and Juniors 5/Adults 4 oral exams will be administered **both face-to-face and via Zoom** according to your preferences.

The year planner contains three possible oral exam sessions available via Zoom for the whole country. The same dates are also available for face-to-face exams for Montevideo:

Friday 14th October
Saturday 29th October
Friday 11th November

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

Please make sure you complete **the new 2022 form**, on the link you received by email or WhastApp, as it will facilitate the organization and help us provide you with a better service. As usual, you will also have to complete the 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

HINTS ON THE ORAL EVALUATIONS

ELEMENTARY LEVEL

New Happy Earth 2 / Today 2 / Wider World 1

Total timing: +/- 8 minutes - Total parts: 2

PART 1 - Presentation of the TOPIC: about 4 minutes.

We expect Children III / Juniors II students to speak freely about one of the following topics:

- My favourite place in Uruguay
- My last birthday / A birthday I enjoyed
- An important person in my life
- My favourite free time activity or activities



Ask students to bring photos or drawings to illustrate what they are going to talk about. They should produce a project on a soft piece of cardboard, PowerPoint presentation or they can bring an object instead if they feel like it. **Remember that the students are not expected to recite a text by heart but to hold a communicative and natural conversation with the examiner. It would be great if the students were able to ask questions to the examiner as well.**

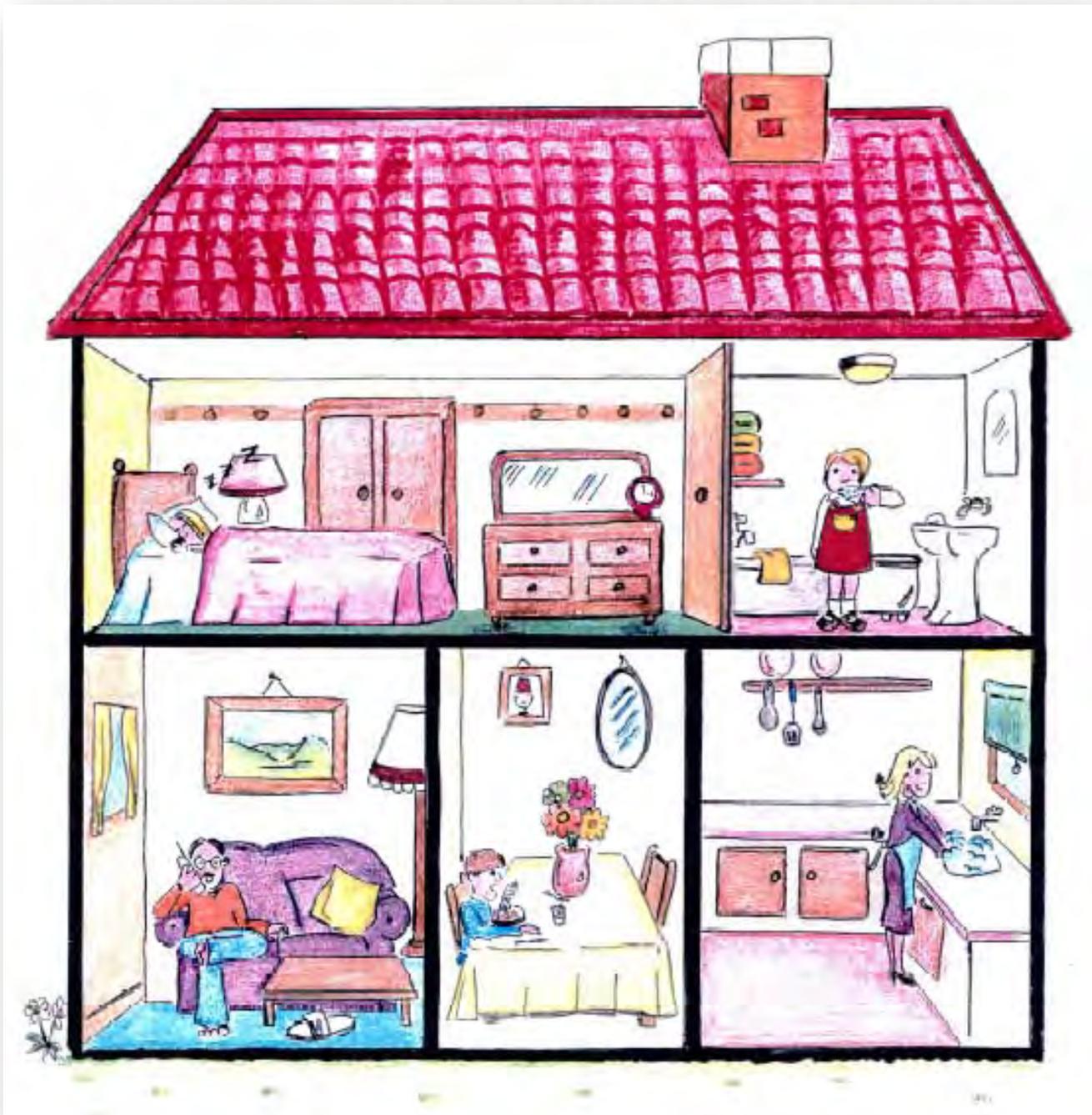
PART 2 – Picture description: about 4 minutes.

Students are presented with a picture or a set of pictures. They might be asked to describe the scene, or the sequence using different verb tenses according to the instructions. For example, if the picture shows a girl in different moments of her day, the examiner might say “This is Lucy. This is what she does on a typical day, tell me about her routine.” If the examiner wanted to test simple past, he might say “This is Lucy. Tell me about what she did yesterday.” Similarly, the examiner might ask the student to talk about Lucy’s plans for the weekend, for example. In order to obtain a more complete sample of the candidate’s language, the examiner can also ask further questions such as:

- *Where is/was Lucy?*
- *What’s the weather like?*
- *How many (animals) can you see?*
- *What is she doing/eating/wearing/etc. in this picture?*
- *Where’s the (book)?*
- *What colour is the (sofa)?*
- *Has Lucy got short or long hair?*
- *Is Lucy taller than her friend?*
- *Look at this picture, where did she go after school?*

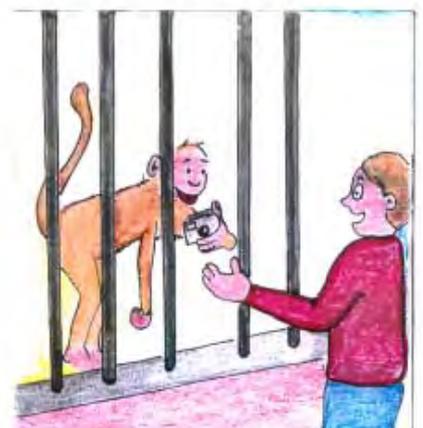
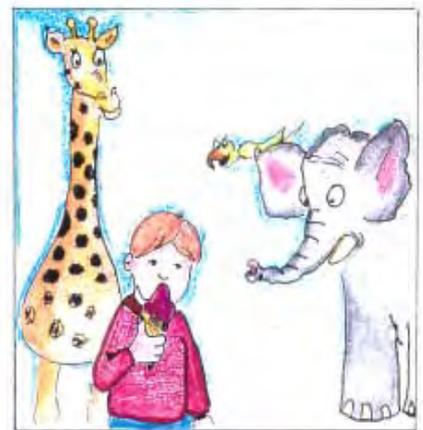
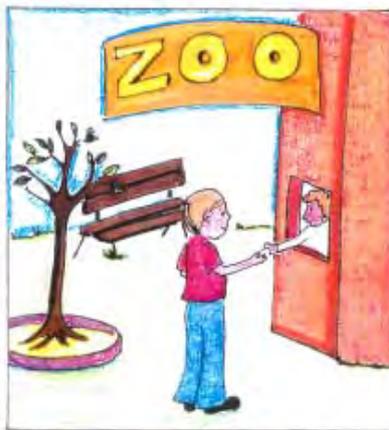
Make sure you provide students with plenty of practice in describing pictures. Remind them of the importance of listening carefully to the examiner’s instructions and questions so as to know what verb tense to use in their answers (e.g. What did Lucy do yesterday? or What does Lucy do every day?). Students should also practise the use of connectors and sequencers such as *First, Then, After that* and *Finally*.

Sample picture 1 for you to practise with your students.



- This is Mary. This is her house. How many rooms are there?
- Where's her mum/dad/brother?
- What's (Mary) doing in this picture?
- Look at this picture. How many (flowers) can you see?
- What colour is the (sofa)?
- What can you see in the (sitting room)?
- What is her (dad) wearing in this picture?
- What's your favourite room in your house? What do you do there?

Sample picture 1 for you to practise with your students.



- This is Mark. Look at the pictures. Where did he go last Sunday?
- Tell me about his day.
- Look at the first picture. What room is it?
- What can you see in his bedroom?
- Look at the second picture. What is he wearing?
- What animals can you see?
- What is Mark doing in (this) picture?

BASIC CERTIFICATE LEVEL

BOOKS: Headway Intermediate / Personal Best B1

Paper Summary

Total timing: +/- 13 minutes

Test format: 2 students - one examiner (a trio if necessary) **Total parts:** 4 parts

Part 1 = +/- 2 minutes

Students answer personal questions based on a given topic

examiner → student A
 → student B

Part 2 = +/- 5 minutes

Students talk individually with the examiner about a given topic on prompts they have chosen. Then, they answer a question related to the topics mentioned.

student A → examiner
student B →

Part 3 = +/- 3 minutes

Students talk together about a given situation and discuss the prompts/items given.

student A ↔ student B

Part 4 = +/- 3 minutes

Discussion between examiner and students about questions related to the situation introduced in the previous stage.

examiner → student A
 → student B

If you have any doubts about the Basic Certificate Oral Exam, please write to us:

andreacabrera@dickens.edu.uy

teresagallete@dickens.edu.uy

If you still don't have a sample paper, please contact María Inés:

eed@dickens.edu.uy

Sample paper for you to practise with your students

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)

Childhood

- *What do remember about your childhood?*
- *When did you start school? (How old were you?)*
- *What did you enjoy doing when you were a child?*

Parties

- *What kind of parties do you enjoy the most?*
- *How do you like to celebrate your birthday?*
- *Tell me about the best party you've been to.*

Sports

- *What sports are you interested in?*
- *Do you prefer playing or watching the sport. Why?*
- *Tell me about a sport you'd like to play.*

Plans

- *What job would you like to have in the future?*
- *What course would you like to study at University? Why?*
- *What are your plans for your next holiday?*

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." "Here you are."

(Interlocutor hands in the task sheets)

"You are going to talk about shopping. What do you like to buy? Choose 2 or 3 from the following ideas 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 in paper and pencil)

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

Candidate A
<ul style="list-style-type: none"> • Clothes • Souvenirs • School things • Technological devices • Other things

Candidate B
<ul style="list-style-type: none"> • Bags • Presents • Cds • Food • Other things

Candidates' preparation task: 1 minute.

Interlocutor: "(Candidate A's name), please tell me about what you like to buy"

Candidate A talking time: 1 minute.

Interlocutor: "Thank you"

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

- *Where do you like buying (any of the things Candidate A mentioned)?*
- *What's the last item you bought?*

Interlocutor – What about you (Candidate B's name), please tell me about what you like to buy

Candidate B talking time: 1 minute.

Interlocutor: "Thank you"

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

- *What would you like to get as a birthday present?*

Interlocutor: "Thank you" (Interlocutor retrieves task sheets and materials)

Interlocutor:

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

A friend of yours who lives in the UK is coming to spend a month in Uruguay. He wants to share all the activities teenagers do here. Talk together about the different places you could take him to and what is most enjoyable about them.



- School
- Stadium
- Promenade or square
- Pubs in the evening
- Sports club
- Other....?

Talk to each other about the items mentioned above 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 "Free time activities"

- What do you like doing in your free time?
- How often do you play sports?
- Do you prefer playing or watching sports? Why?
- If you had the chance, what new activity would you like to try? Why?
- What was the best weekend activity you've had lately? Tell us about it
- Is there any free time activity you would never like to try? Why?
- What type of music do you usually listen to? Why?
- If you could learn how to play a musical instrument, what would it be? Why?



OXFORD HOUSE PRELIMINARY

ACTIVATE B1+

SPEAKING AND LISTENING EXAM

FORMAT and PROCEDURE: Students are examined in pairs and the length of the interview is 14 minutes.

Part 1. Greetings, setting at ease and giving personal and factual information about themselves - **3 minutes**

After the examiner greets the students and introduces himself, he/she asks the students personal questions in turn.

Part 2. Interactive task - **8 minutes (including preparation time)**

Students are given a task sheet with 5 - 6 prompts and each student chooses 2 or 3 they would like to talk about. Candidates are given two minutes to prepare the task and then, they are asked to discuss with their partner for approximately three minutes.

After that the examiner joins the discussion and a 3-way exchange takes place.

Part 3. Follow-up conversation - **3 minutes**

This part involves the development of a topic in a 3-way conversation. The topic is related to the general theme of the previous task.



FINAL EXAM REMINDER

Candidates will be able to choose to sit *only for Reading & Writing* or for *Reading & Writing and Speaking & Listening*. In this case they get two different grades in their certificate.

The listening paper is on the same day of the Reading & Writing paper.

For further information contact:
andreacabrera@dickens.edu.uy

OXFORD HOUSE PRELIMINARY - SAMPLE PAPER

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?***
- ***Are you at school? What are or were your favourite subjects at school?***
- ***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 different ways to learn a second language.

Use the following ideas to help you. You may add any other ideas of your own.

WAYS OF LEARNING A SECOND LANGUAGE

- **Attending a course in your country**
- **Online courses**
- **Spending some time in a country where the second language is spoken**
- **Listening to songs by native speakers**
- **Watching films with or without subtitles**
- **Reading books/ magazines/ newspapers in the second language**
- **Communicating with native speakers by emails / chatting/ blogs, etc.**
- **Studying grammar books**
- **Having pen-friends**
- **Other**

(Candidates discuss for approximately 3 minutes. After that 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 is important for your future job?
Why? / How?
- What job would you most like to do?
- Would you rather work inside or outside?
- In your opinion, is making a lot of money more important than enjoying your job?
- How useful is learning a English to communicate with people from foreign countries?
- Do you use English outside the classroom? What for?



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.

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

- Beep 1 and 2
- Academy Stars 1, 2 and 3
- Big English 1 and 2

LISTENING TEXTS WILL BE RECORDED IN THE FOLLOWING LEVELS:

- Happy Earth 2
- Today 1, 2 and 3
- Wider World Starter, 1, 2 and 3
- Beyond A2+ and Beyond B1
- Cutting Edge Starter, Elementary and Pre-intermediate
- Modules 1 to 6
- Personal Best B1
- Headway Intermediate
- Oxford House Preliminary

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NAME OF TEACHER:

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TELEPHONE NUMBER:

E-MAIL:

.....

LEVEL:

BOOK USED:

	NAME OF THE STUDENTS	IDENTITY CARD
1		
2		
3		
4		
5		
6		
7		



CLOSING DATE: 23/7/2022

FECHAS ASD - EXÁMENES NACIONALES

CIUDAD	FECHA DEL EXAMEN ESCRITO
PASO DE LOS TOROS	23 de noviembre
PARQUE DEL PLATA	23 de noviembre
NUEVA HELVECIA	25 de noviembre
CANELONES	25 de noviembre
TARARIRAS	26 de noviembre
LA PALOMA	28 de noviembre
LIBERTAD	28 de noviembre
PAN DE AZUCAR	29 de noviembre
TRENTA Y TRES	30 de noviembre
SAN CARLOS	1 de diciembre
DOLORES	1 de diciembre
MALDONADO	2 de diciembre
EL PINAR	4 de diciembre
SANTA TERESITA	4 de diciembre
OMBUES DE LAVALLE	4 de diciembre
CHUY	4 de diciembre
LASCANO	4 de diciembre
ROCHA	4 de diciembre
FRAY BENTOS	5 de diciembre
ATLANTIDA	5 de diciembre
SANTIAGO VAZQUEZ	6 de diciembre
ROSARIO	6 de diciembre
JUAN LACAZE	7 de diciembre
SAN BAUTISTA	8 de diciembre
MINAS	9 de diciembre
SANTA LUCIA	10 de diciembre
FLORIDA	10 de diciembre
CERRILLOS	11 de diciembre
LAGOMAR	11 de diciembre
PANDO	11 de diciembre
SOLYMAR	11 de diciembre
FLORESTA	12 de diciembre
PROGRESO	12 de diciembre
SAUCE	12 de diciembre
LA PAZ	12 de diciembre
JUANICO	13 de diciembre
MERCEDES	13 de diciembre
PLAYA PASCUAL	15 de diciembre
SAN JOSE	A Confirmar
VICHADERO	
COLONIA VALDENSE	
SALTO	
FLORES	
MELO	
LAS PIEDRAS	
JOSE ENRIQUE RODO	
COLONIA	
PAYSANDU	

After the success of the previous years :

Workshops for students via Zoom Developing speaking skills for

B1 & B2 and **NEW!** A2



In these workshops students can:

- listen to a different teacher's voice and accent
- listen to learners who are not their classmates talking in English
- focus on useful strategies for their exam
- become aware of challenging pronunciation features for Spanish speakers
- get useful tips for the time before and for the day of the exam

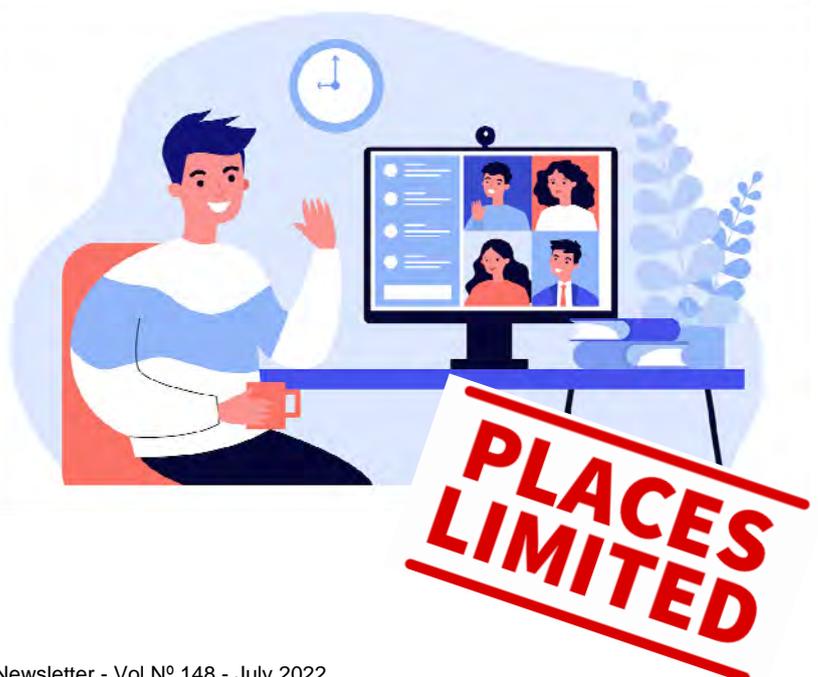
If you wish your students to participate, write to camila@dickens.edu.uy and choose the date and the time that suit your students the most.

Dates and times:

A2 – 16th August 10.00 am
16th August 4.00 pm

B1 – 17th August 4.30 pm
18th August 10.00 am

B2 – 17th August 10.00 am
18th August 5.30 pm



Cambridge English Qualifications

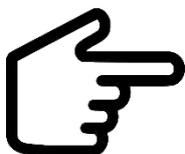
Setiembre a Diciembre 2022 - Precios y Fechas

Pre A1 Starters, A1 Movers, A2 Flyers

Examen	Writing & Listening Fecha de examen escrito	Speaking Test Período ventana examen oral	Precio bonificado	Precio sin bonificar
--------	--	--	-------------------	----------------------

			22 de agosto al 16 de setiembre	17 al 27 de setiembre
Pre A1 Starters	Miércoles 23/11	Entre 5 días antes y 5 días después del examen escrito	USD 107	USD 132
A1 Movers	Miércoles 23/11		USD 117	USD 137
A2 Flyers	Miércoles 23/11		USD 127	USD 147

			22 de agosto al 16 de setiembre	17 al 27 de setiembre
Pre A1 Starters	Miércoles 07/12	Entre 5 días antes y 5 días después del examen escrito	USD 107	USD 132
A1 Movers	Miércoles 07/12		USD 117	USD 137
A2 Flyers	Miércoles 07/12		USD 127	USD 147



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

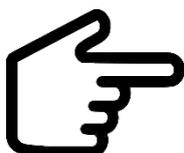
A2 Key | B1 Preliminary

Examen	Writing & Listening Fecha de examen escrito	Speaking Test Período ventana examen oral	Precio bonificado	Precio sin bonificar
--------	--	--	-------------------	----------------------

			25 de julio al 12 de agosto	13 de agosto al 20 de agosto
A2 Key	Sábado 08/10	30/09 - 09/10	USD 155	USD 180
B1 Preliminary			USD 180	USD 200

			22 de agosto al 16 de setiembre	17 al 20 de setiembre
A2 Key	Sábado 12/11	04/11 - 13/11	USD 155	USD 180
B1 Preliminary			USD 180	USD 200

			22 de agosto al 16 de setiembre	17 al 27 de setiembre
A2 Key	Viernes 02/12	25/11 - 04/12	USD 155	USD 180
B1 Preliminary			USD 180	USD 200



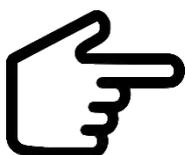
Por otras fechas dentro del calendario de Cambridge, comunicarse con nuestro Departamento de Exámenes Internacionales a intexams@dickens.edu.uy

A2 Key for Schools | B1 Preliminary for Schools

Examen	Writing & Listening Fecha de examen escrito	Speaking Test Período ventana examen oral	Precio bonificado	Precio sin bonificar
--------	--	--	-------------------	----------------------

			22 de agosto al 16 de setiembre	17 al 20 de setiembre
A2 Key for Schools	Sábado 12/11	05/11 - 14/11	USD 155	USD 180
B1 Preliminary for Schools	Sábado 26/11	19/11 - 28/11	USD 180	USD 200

			22 de agosto al 16 de setiembre	17 al 27 de setiembre
A2 Key for Schools	Sábado 10/12	03/12 - 12/12	USD 155	USD 180
B1 Preliminary for Schools	Viernes 16/12	10/12 - 19/12	USD 180	USD 200



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

B2 First | B2 First for Schools

Examen	Writing & Listening Fecha de examen escrito	Speaking Test Período ventana examen oral	Precio bonificado	Precio sin bonificar
--------	--	--	-------------------	----------------------

			25 de julio al 12 de agosto	13 al 20 de agosto
B2 First	Sábado 08/10	30/09 - 09/10	USD 285	USD 330

			22 de agosto al 16 de setiembre	17 al 20 de setiembre
B2 First	Martes 29/11	25/11 - 04/12	USD 285	USD 330
B2 First for Schools	Martes 22/11	18/11 - 27/11	USD 285	USD 330

			22 de agosto al 16 de setiembre	17 al 27 de setiembre
B2 First	Sábado 10/12	02/12 - 11/12	USD 285	USD 330
B2 First for Schools	Sábado 03/12	18/11 - 04/12	USD 285	USD 330



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

C1 Advanced & C2 Proficiency

Examen	Writing & Listening Fecha de examen escrito	Speaking Test Período ventana examen oral	Precio bonificado	Precio sin bonificar
--------	--	--	-------------------	----------------------

			27 de junio al 16 de julio	17 al 23 de julio
C1 Advanced	Sábado 10/09	02/09 - 11/09	USD 295	USD 345

			25 de julio al 12 de agosto	13 de agosto al 20 de agosto
C1 Advanced	Sábado 22/10	14/10 - 23/10	USD 295	USD 345

			22 de agosto al 16 de setiembre	17 al 20 de setiembre
C1 Advanced	Sábado 12/11	04/11 - 13/11	USD 295	USD 345
C1 Advanced	Miércoles 30/11	25/11 - 04/12	USD 295	USD 345

			22 de agosto al 16 de setiembre	17 al 27 de setiembre
C1 Advanced	Sábado 03/12	25/11 - 04/12	USD 295	USD 345
	Sábado 10/12	02/12 - 11/12		
C2 Proficiency	Sábado 26/11	18/11 - 27/11	USD 305	USD 350
	Jueves 01/12	25/11 - 04/12		



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

B1 Business Preliminary, B2 Business Vantage & C1 Business Higher

Examen	Writing & Listening Fecha de examen escrito	Speaking Test Período ventana examen oral	Precio bonificado	Precio sin bonificar
--------	--	--	-------------------	----------------------

			22 de agosto al 16 de setiembre	17 al 20 de setiembre
B1 Business Preliminary	Sábado 26/11	18/11 - 27/11	USD 170	USD 200
B2 Business Vantage	Sábado 03/12	25/11 - 04/12	USD 285	USD 340
C1 Business Higher	Sábado 19/11	11/11 - 20/11	USD 295	USD 345



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

TKT (All modules)

Examen	Fecha de examen
TKT	5 de noviembre

Precio bonificado por módulo (22 de agosto al 4 de setiembre)	Precio sin bonificar por módulo (5 al 11 de setiembre)
1 módulo: USD 105 2 módulos: USD 95 3 módulos: USD 85 4 módulos: USD 85 5 módulos: USD 85 (para módulos del mismo año)	1 módulo: u\$s125 2 módulos: u\$s115 3 módulos u\$s105 4 módulos u\$s105 5 módulos u\$s105 (para módulos del mismo año)

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.



Habrà un descuento especial para quienes no aprobaron su examen en el período correspondiente al primer semestre del año 2022.
(No aplica a Business Preliminary, Vantage ni Higher)

Examen	Precio bonificado	Precio no bonificado
A2 Key & A2 Key for Schools	USD 116	USD 135
B1 Preliminary & B1 Preliminary for Schools	USD 135	USD 150
B2 First & B2 First for Schools	USD 214	USD 247
C1 Advanced	USD 221	USD 259
C2 Proficiency	USD 229	USD 263

Inscripciones

Personalmente:

21 de Setiembre 2744
Lunes a viernes de 9 a 19hs
27107555 int. 123
intexams@dickens.edu.uy

Pago:

- Contado
- Crédito hasta en 6 pagos con Diners, Visa, Master, Oca, American Express, Cabal y PassCard

Transferencia o Depósito Bancario:

Cuenta Corriente BROU U\$D N° 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:

A través de nuestra web,
www.dickens.edu.uy/inscripciones

Pago:

- Crédito hasta en 6 pagos con Visa
- Redpagos
- Personalmente, en Dickens, y con opciones arriba mencionadas

PRECIOS TRINITY GESE | ORAL EXAMINATIONS 2022

GRADOS	PRECIOS BONIFICADOS	PERÍODO DE INSCRIPCIÓN
1	U\$D 92	lunes 1 de agosto al viernes 2 de setiembre
2	U\$D 105	
3	U\$D 115	
4	U\$D 144	
5		
6		
7	U\$D 192	
8		
9		
10	U\$D 285	
11		
12		

PRECIO NO BONIFICADO	PERÍODO DE INSCRIPCIÓN
U\$D 112	lunes 5 de setiembre al lunes 12 de setiembre
U\$D 125	
U\$D 135	
U\$D 164	
U\$D 212	
U\$D 305	

Inscripciones

Personalmente:

21 de Setiembre 2744
Lunes a viernes de 9 a 19hs
27107555 int. 123
intexams@dickens.edu.uy

Pago:

- Contado (sólo dólares)
- Crédito hasta en 6 pagos con Diners, Visa, Master, Oca, American Express, Cabal y PassCard.

Transferencia o Depósito Bancario:

Cuenta Corriente BROU U\$D N° 001557194-00001

Una vez realizada la transferencia o Depósito Bancario se deberá enviar el comprobante y el formulario de inscripción al mail gustavo@dickens.edu.uy

Online:

A través de nuestra web,
www.dickens.edu.uy/inscripciones

Pago:

- Crédito hasta en 6 pagos con Visa
- Redpagos
- Personalmente, en Dickens, y con opciones arriba mencionadas

PRECIOS TRINITY FULL ISE EXAMINATIONS 2022

INTEGRATED SKILLS IN ENGLISH (ISE)	PRECIOS BONIFICADOS	PERÍODO DE INSCRIPCIÓN
Foundation (equivalent Grade 4)	U\$D 135	lunes 1 de agosto al viernes 2 de setiembre
I (equivalent Grade 6)	U\$D 152	
II (equivalent Grade 8)	U\$D 240	
III (equivalent Grade 11)	U\$D 300	
IV (equivalent Grade 12)	U\$D 315	

PRECIOS NO BONIFICADOS	PERÍODO DE INSCRIPCIÓN
U\$D 155	lunes 5 de setiembre al lunes 12 de setiembre
U\$D 172	
U\$D 260	
U\$D 320	
U\$D 335	

Inscripciones

Personalmente:

21 de Setiembre 2744
Lunes a viernes de 9 a 19hs
27107555 int. 123
intexams@dickens.edu.uy

Pago:

- Contado (sólo dólares)
- Crédito hasta en 6 pagos con Diners, Visa, Master, Oca, American Express, Cabal y PassCard.

Transferencia o Depósito Bancario:

Cuenta Corriente BROU U\$D N° 001557194-00001

Una vez realizada la transferencia o Depósito Bancario se deberá enviar el comprobante y el formulario de inscripción al mail gustavo@dickens.edu.uy

Online:

A través de nuestra web,
www.dickens.edu.uy/inscripciones

Pago:

- Crédito hasta en 6 pagos con Visa
- Redpagos
- Personalmente, en Dickens, y con opciones arriba mencionadas

PRECIOS ISE 2022 POR MÓDULO | SPEAKING & LISTENING

GRADOS	PRECIOS BONIFICADOS	PERÍODO DE INSCRIPCIÓN
Foundation (equivalent Grade 4)	U\$D 122	lunes 1 de agosto al viernes 2 de setiembre
I (equivalent Grade 6)	U\$D 142	
II (equivalent Grade 8)	U\$D 210	
III (equivalent Grade 11)	U\$D 255	

PRECIOS NO BONIFICADOS	PERÍODO DE INSCRIPCIÓN
U\$D 142	lunes 5 de setiembre al lunes 12 de setiembre
U\$D 162	
U\$D 230	
U\$D 275	

PRECIOS ISE 2022 POR MÓDULO | READING & WRITING

GRADOS	PRECIOS BONIFICADOS	PERÍODO DE INSCRIPCIÓN
Foundation (equivalent Grade 4)	U\$D 55	lunes 1 de agosto al viernes 2 de setiembre
I (equivalent Grade 6)	U\$D 79	
II (equivalent Grade 8)	U\$D 104	
III (equivalent Grade 11)	U\$D 125	

PRECIOS NO BONIFICADOS	PERÍODO DE INSCRIPCIÓN
U\$D 75	lunes 5 de setiembre al lunes 12 de setiembre
U\$D 99	
U\$D 124	
U\$D 145	

Inscripciones

Personalmente:

21 de Setiembre 2744
Lunes a viernes de 9 a 19hs
27107555 int. 123
intexams@dickens.edu.uy

Pago:

- Contado (sólo dólares)
- Crédito hasta en 6 pagos con Diners, Visa, Master, Oca, American Express, Cabal y PassCard.

Transferencia o Depósito Bancario:

Cuenta Corriente BROU U\$D N° 001557194-00001

Una vez realizada la transferencia o Depósito Bancario se deberá enviar el comprobante y el formulario de inscripción al mail gustavo@dickens.edu.uy

Online:

A través de nuestra web,
www.dickens.edu.uy/inscripciones

Pago:

- Crédito hasta en 6 pagos con Visa
- Redpagos
- Personalmente, en Dickens, y con opciones arriba mencionadas

TKT CLIL | Teaching Knowledge Test Content and Language Integrated Learning

TKT: CLIL is a test of knowledge about teaching subjects in English to speakers of other languages, and the learning, thinking and language skills which are developed across different curriculum subjects. TKT is awarded by Cambridge Assessment English, part of the University of Cambridge. It is internationally recognised, highly respected and a benchmark for quality.



What is CLIL?

CLIL is an acronym which tends to attract teachers from all walks of life; the ones who work in bilingual education, the ones who teach in the medium of a foreign language, or the ones who bring content into their English lesson. All of them work within the area of **Content and Language Integrated Learning**.

Just as ‘integrated’ suggests, using CLIL hits two birds with one stone: the subject matter and the target language. Teaching a subject class in English helps students learn not only about the subject matter but also new language alongside it. In addition, in the process of researching and learning about the subject, thinking critically about the assignments and interacting with classmates, new linguistic and transversal competencies will develop.

Who is TKT: CLIL suitable for?

TKT: CLIL is suitable for teachers who need to teach their curricular subjects in English, English language teachers who teach curricular subjects in a second language and English as an Additional Language (EAL) teachers working within mainstream classes.

It can also be taken by:

- Pre-service teachers
- Teachers who wish to refresh their teaching knowledge
- Teachers who are moving to teaching English after teaching another subject

Why CLIL?

In CLIL, language is learned in a communicative context. This means, lexis and concepts are relevant and meaningful and students learn them as they need them. Students first feel the necessity of learning the word/concept before they actually discover what it means. The strategies in CLIL help students learn naturally and in a way that mimics how we learn our first language.

With CLIL, you stop being the language teacher for the moment, and become a subject teacher instead. CLIL-based lessons provide students with a meaningful context with which they can learn and anchor the target language naturally.

Costo

➤ TKT CLIL:

- Duración: 5 sábados
- Fechas: 6 y 20 de agosto, 3 y 17 de setiembre, 1ro de octubre
- Horario: 9:00 a 12:00hs
- Costo: **3 cuotas de \$3.850 - Total: \$11.550**
- **Costo Profesores e Instituciones Asociados: 3 cuota de \$1.900 - Total: \$5.700**
- Examen: 5 de noviembre

➤ Información de los exámenes:

Cantidad módulos	Precio bonificado por módulo (22 de agosto al 4 de setiembre)	Precio sin bonificar por módulo (5 al 11 de setiembre)
1 módulo	u\$s105	u\$s125
2 módulos	u\$s95	u\$s115
3 módulos	u\$s85	u\$s105
4 módulos	u\$s85	u\$s105
5 módulos	u\$s85	u\$s105

(para módulos del mismo año)

Informes e inscripciones

- Camila Magariños - camila@dickens.edu.uy
- 21 de setiembre 2744 | 27119557
- asd@dickens.edu.uy
- www.dickens.edu.uy



Dear All,

I hope this email finds you well.

As you may already know, due to the pandemic, Trinity exams began to be offered online in 2020. After this two-year experience, it is safe to say that both the exam in itself and the students' experience have remained unchanged, which has given students from all over the world the possibility of achieving their academic goals in spite of the challenge posed by the global health crisis.

Apart from any bans and flight restrictions that may still apply in some countries around the world, one of Trinity College London's main aims is to reduce their carbon footprint, and therefore, their exams will continue to be offered online this year.

Nowadays, it's an undeniable fact that students are used to working with technology and that most of them have become much more confident when using it, which means that having their exam via Zoom isn't something that will have a negative impact on them or that will come as a surprise to them.

Although the method of delivery is different, please rest assured that the content and skills assessed for both the GESE and ISE speaking and listening exams online are the same as for the face-to-face exams. Results and certificates continue to be issued in line with Trinity's existing procedures for exams leading to fully regulated qualifications that adhere to Trinity's rigorous standards of assessment. Same exam, different delivery.

You can read more about this online option here and you can watch some videos of real students taking their exams online:

▶ **ISE exams** ([click here](#))

▶ **GESE exams** ([click here](#))

We'll be sharing some tips, resources and useful Information throughout the year but in the meantime, please find the fees and enrolment period attached as well as in our webpage <https://www.dickens.edu.uy/examenes-internacionales/>

If you have any questions regarding online delivery, preparing students for GESE/ISE exams, administrative issues, etc., please do contact me. I'm here to help!

Many thanks and have a lovely week off!

Best wishes,

Verónica

Verónica Jara, LTCL DipTESOL
Head of International Examinations Department
TESOL Coordinator

TKT CLIL | TEACHING KNOWLEDGE TEST



Authorised Exam Centre

Content and Language Integrated Learning - 2022

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

Teaching Knowledge Test (TKT)

Content and Language Integrated Learning (CLIL)

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

Dates: August 6 & 20
September 3 & 17
October 1

Exam: SATURDAY 5 November

**Enrolment**

contact Camila Magariños
at camila@dickens.edu.uy



Useful 'bits & pieces' to use in your lessons

Fishy Facts



Using poles and hooks, players collect fish and add to their catch if they can successfully answer a question that is written on the side of the fish.

- Age Range:** 5 to 7
- Skill Used:** factual knowledge
- Number of Players:** 2 to 4
- Noise Level:** moderate
- Activity Level:** low
- Materials:** shallow box, such as a soda case box, painted blue; cutouts of fish; short "fishing pole" stick; paper clips; string

Set up the game for play by sliding the fish—tail first—into various slots so the writing on the body of the fish faces the players.

How to Play

Players take turns choosing a fish to catch by reading or solving what is written on the fish's body. The player says his or her answer to the other players, hooks the fish, and then pulls it out with the fishing pole. If the answer on the fish matches what was said, the player keeps the fish and play goes to the next player. If the answer is different, the player slides the fish back into an available slot and it becomes the next player's turn. The game ends when all of the fish are caught or at the end of a set time. The player with the most fish is the winner.

Setup

Using sturdy paper or tagboard, cut out 12 to 20 fish that are approximately 6 inches long with tails about 2 inches wide. Write a question on the body of the fish and write the answer on the tail. For example, write "2 + 6 =" on the body and "8" on the tail. The fish can also be prepared for learning paired information like foreign language translations, antonyms, or definitions of words. You can laminate the fish if you wish. On the back, tape a paper clip to the head of each fish so that from the front, only one loop of the clip shows.

Tips

Turn the box over so that the bottom becomes the top. Use a knife to cut twenty 2½-inch slits randomly in the box's surface. Slide the knife through each slit several times to make the slot wide enough to easily slide in the fish. Paint the box blue to make it look like water.

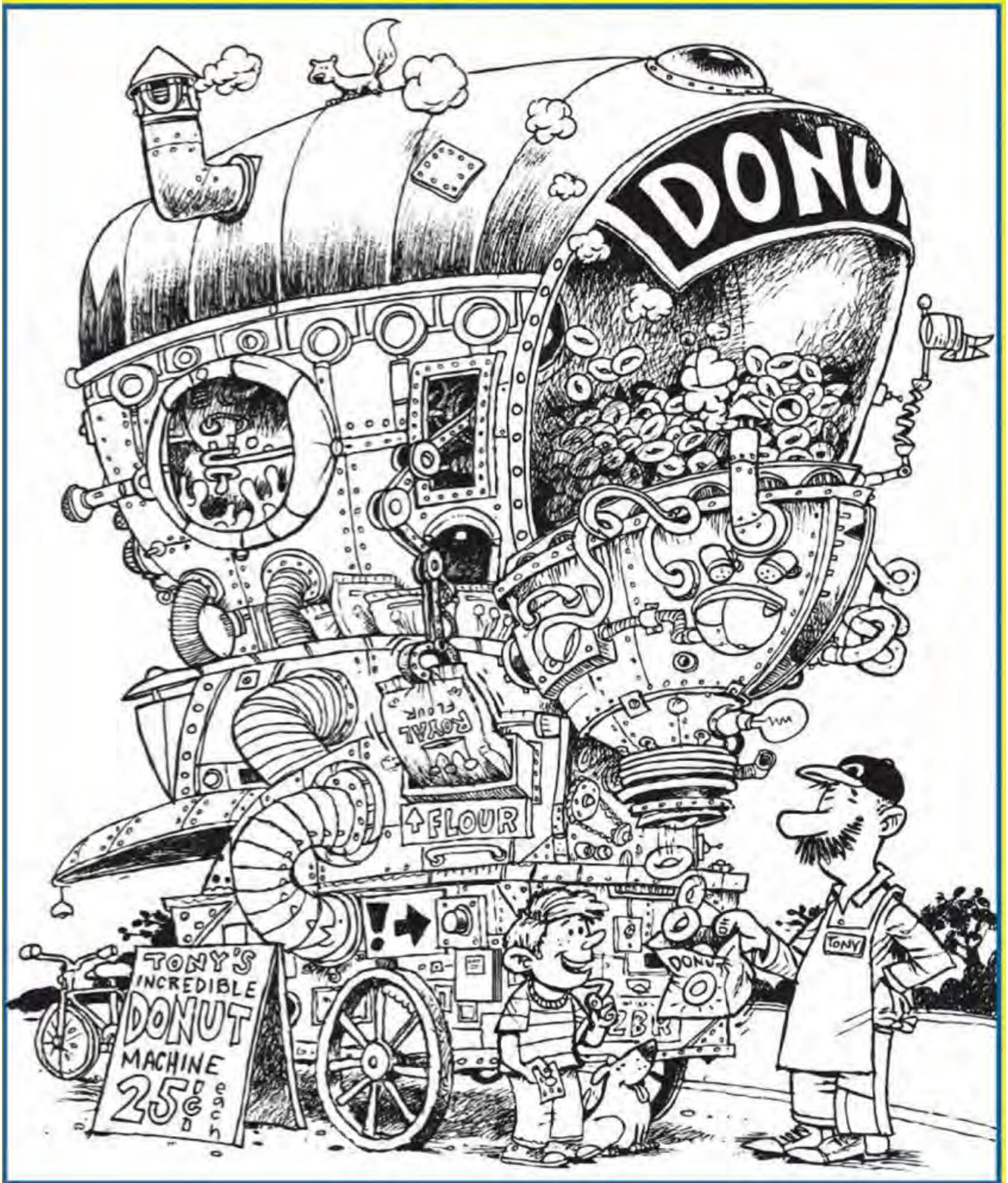
- Find art of a fish online or use an art software program. The art should be easy to cut out. Copy, paste, and resize the fish art in a document several times so you can print off a whole sheet of fish. If a color printer isn't available, run the pages off on different color paper for each skill.

Get a small stick to use as the fishing pole. Attach a short string to the pole. For a hook, tie a paper clip that has been bent open at the end of the string.

- Draw a wide blue line across the slits to make them very easy for the players to see when they are setting up the game. Decorate the edge of the box.

Hidden Pictures®

Taken from Highlights for Children - March 2019



Photocopy this page and encourage students to find as many words as they can:

Key: umbrella, pretzel, ruler, baseball cap, wedge of orange, football, piece of popcorn, hatchet, teacup, pennant, slice of pie, ring, microphone, magnifying glass, book, slice of pizza, fishhook, golf club, banana, pencil, saucepan, and cano

PROFESORADO DE PORTUGUES

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!




RIDDLES

1 What can sing and talk but does not have a mouth?

2 Why are fish easy to weigh?

3 What did the sink say to the bathtub?

4 What kind of snake lives in a palace?

5 How do rabbits go on vacation?

6 What always falls asleep after the table is set?

7 What runs around a farm but never moves?

8 Why did the calf drink his milk?

9 Why do elephants have wrinkled skin?



Key

1. A radio.
2. They have scales.
3. "What's soap?" ("What's up?")
4. A king cobra.
5. They take a hare-plane.
6. Napkins.
7. A fence.
8. His mom said it was moo-tricious.
9. Because they don't like to iron.





DICAS DE PORTUGUÊS



NÃO TROPECE NA LÍNGUA

Dúvidas, dúvidas e mais dúvidas.

1ª dica: menas ou menos?

Esqueça o menas, mesmo porque essa palavra simplesmente não existe no dicionário, apenas na modalidade oral, onde ela insiste em infiltrar-se no discurso dos falantes. Menos, grafado dessa maneira, é o jeito certo, não existe outra opção.

2ª dica: para mim ou para eu fazer?

Lembre-se do que dizia sua professora de português: “Mim não faz nada!”. Isso mesmo, mim é um pronome pessoal oblíquo e não pode vir antes de um verbo exercendo função de sujeito em uma oração. Sendo assim, o correto é para eu fazer, para eu falar, para eu estudar e assim por diante com os demais verbos.

3ª dica: zero graus ou zero grau?

Não é incomum ouvir a construção “está fazendo zero graus”, não é mesmo? Temos aí um problema de concordância. Zero está no singular, portanto o substantivo grau deve acompanhá-lo na flexão: está fazendo zero grau.

4ª dica: são uma hora da tarde ou é uma hora da tarde?

Atenção: o verbo deve concordar com as horas, sendo assim, o correto é dizer é uma hora da tarde, assim como é correto dizer são duas horas da tarde, são três horas da tarde e assim por diante. Lembre-se de que, se for substituir a expressão doze horas por outra correspondente, no caso meio-dia, a construção correta é meio-dia, certo?

5ª dica: troféis ou troféus?

Lembre-se: a terminação -éis deve ser empregada apenas nas palavras terminadas em -el, como papel, pastel, tonel, entre outras. Sendo assim, as palavras terminadas em -éu devem, quando flexionadas no plural, levar a terminação -éus: troféus, chapéus, céus, etc.

Adaptação do texto de Mundo Educaçao

**O DICKENS ABRE
SUAS PORTAS!**

**1ª Jornada Virtual sobre o Ensino e
Aprendizado de Português como
Língua Estrangeira**



Prof. Luciana Gaffrée
Coordenadora
Instituto Dickens

*Aquisição e Autonomia na
Aprendizagem*



Prof. Daniele Corbetta
Examinadora FURG

*Boas práticas nas atividades
orais de PLE*

No dia 24 de junho, vivenciamos a primeira jornada de desenvolvimento profissional para professoras e professores de português, via Zoom. A prof. Luciana Gaffrée, coordenadora de Português do Instituto Dickens e a Prof. Daniele Corbetta, examinadora da FURG, compartilharam seus saberes e experiências em um excelente bate-papo onde pudemos conhecer suas práticas em sala-de-aula em diferentes contextos educativos, visando a sua aplicação em nossas vidas profissionais! Muito obrigada a ambas!





Universidade Federal do Rio Grande

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