

NEWSLETTER

dickens

May 2023

Vol. 150

Letter from the Editor



Dear Colleagues,

Once again I have the great pleasure of writing to you! I am so looking forward to King Charles and Queen Camilla's Coronation on Saturday May 6th. It is such a wonderful occasion to watch a display of London and British pageantry at its best. By the time you read this letter, it will be over, nevertheless, I hope you and your students enjoyed it. If not you can always get a copy of a video of it and share it with your students.

Make sure you point out the King and Queen's ride in the Diamond Jubilee Coach from Buckingham Palace to Westminster Abbey. Please point out the Coronation Chair made of wood with the ancient stone of the Kings of Scotland under it. Also point out that the King and Queen will ride back to Buckingham Palace in the Gold State Coach, and so much more... I hope you enjoy watching this historical event!

On 10th May the Cambridge and Dickens Distinguish Ceremony will take place. Congratulations to all teachers and students, winners or not! You all did so well and worked so hard that as I have said before you are all winners. Those who have won will represent those who worked hard but weren't distinguished. If it wasn't your turn or your students' turn you know in your hearts that you are winners as well because your students have learnt! That is the most important. I hope you agree with me...

And what about stimulating students to talk more in English? Sometimes this does not come easily for them. One way to get them to use English more naturally and achieve fluency is giving them collaborative tasks, in other words, to work together in order to achieve objectives making sure they use English at all times. Do not correct them all the time, otherwise, they will not speak. Mistakes can be worked with later, but fluency should not be interrupted. Your job will be to listen and note down mistakes. Encourage them to speak and praise them to make them feel more confident with their spoken language. Devote time to speaking and you will see the excellent results quite soon. Good luck!

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

Monica

Featuring...

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

and more...

†

*“Teachers who
love teaching,
teach children to
love learning.”*

— Unknown

H A P P Y

*Mother's
Day*

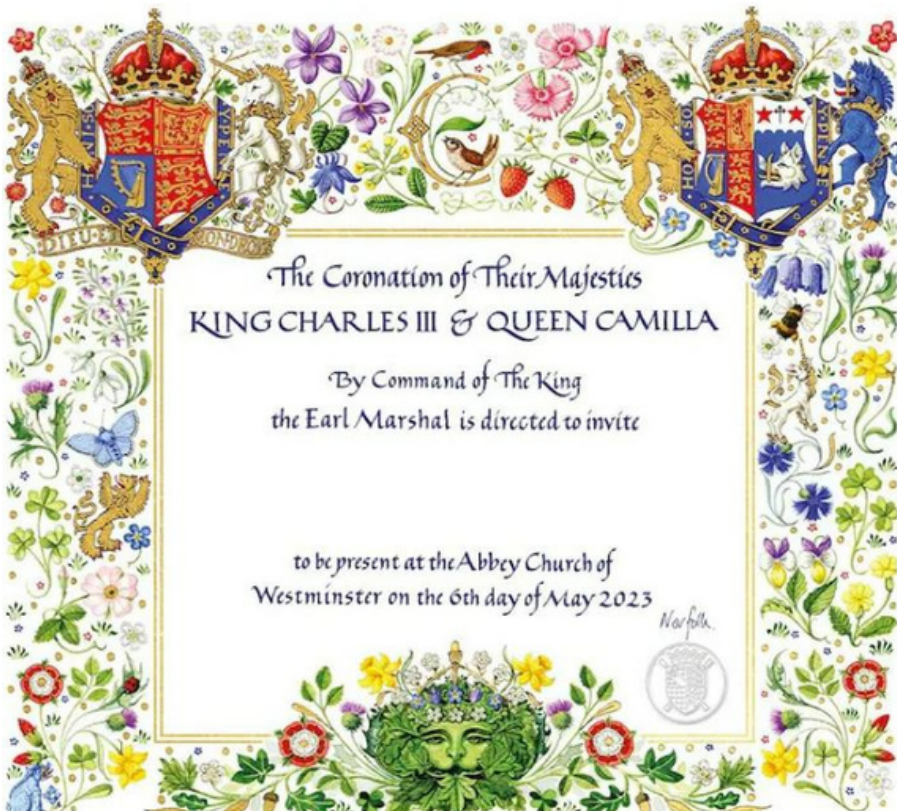


70 YEARS LATER...

If we were surprised by King Charles's Coronation invitation, I am sure he was not. 70 years ago his mother, Queen Elizabeth, sent him an invitation to her Coronation designed just for him! It was the perfect design for a four year old boy: the marching soldiers, the trumpeters, the drummer, the flute player, all announcing Queen Elizabeth's Coronation. The lion and the unicorn surrounded by roses, daffodils, shamrock and thistles symbols of the United Kingdom and vegetation. How appropriate for a little boy who would grow up to love gardening and the outdoors and would one day become King!



The time has come and the Coronation of Their Majesties King Charles III and Queen Camilla has arrived! Their invitation is quite different from previous Coronation invitations but has similarities to the invitation Queen Elizabeth sent her son so many years ago.



The vegetation and flower symbols are there in great abundance. The King's coat of arms with the lion and the unicorn and the Queen's coat of arms with the lion and the boar, taken from her father's coat of arms are at the top of the invitation.

At the bottom centre of the invitation it is interesting to find the Green Man, an ancient figure from British folklore symbolic of spring and rebirth. It is crowned by leaves of oak, Ivy and hawthorn, and emblematic flowers of the United Kingdom. This figure is known all over Europe. I suppose it symbolizes the rebirth of a new era.

An enchanting invitation that shows King Charles's love for Nature.

All the very best for King Charles III and Queen Camilla!

SETTING TESTS FOR THE FIRST TIME - *A FEW TIPS*

WORKING CONDITIONS

Testing conditions are essential to obtain the best results. This means that:

- students should sit well apart from each other
- students should have their pencil, rubber and necessary materials at hand.
- class atmosphere should be QUIET, FRIENDLY and ORDERLY.

ADMINISTERING THE TESTS

Tests should be administered considering the characteristics of the different levels and age groups.

Beep 1 & 2 - When working with these students:

- Read instructions for each activity carefully, and make sure students understand what they have to do.
- Show on the board what students are expected to do, for example, number, match, circle, count, colour etc.
- Go over examples and pictures before doing each activity.
- Lower your students' anxiety if they stay behind by repeating the script as many times as necessary.

Beehive 1 and Academy Stars 1 - When working with these students:

- Read instructions for one activity carefully, and make sure students understand what they have to do.
- Go over examples before doing the activity.
- Allow some time for students to work on their own.
- When all the students have completed the activity, go on with the next one.
- They shouldn't spend more than 10 minutes with an activity. If a student needs more time to finish, let them know that they will have time to work with the activity again at the end of the test.

When working with the rest of the levels:

- Read instructions carefully and make sure students understand what they have to do.
- While doing the test, if students ask questions, you should decide whether to help or not based on the type of question. - Be firm but nice. Students should learn a test is an aid to their learning.

At advanced levels:

- Students should be urged not to ask questions as they interfere with concentration.

TIMING

Transition 1 & 2	1 hour
Children 1, 2 & 3	1.30 hour
Juniors 1 & 2	1.30 hour
Adults 1 & 2	1.30 hour
Juniors 3, 4 & 4PLUS	1.45 hour
Juniors 5 & Adults 4	1.50 hour
Oxford House	2 hours

Students who require **adecuación curricular** should be offered extra time if they need it.



In case your students' results are not as good as expected, plan a regular slot in your lessons to recycle the problem areas with different and motivating materials.

IMPORTANT

REMEMBER: Final exams will be administered in the same way and it is advisable that students become familiar with the procedures from the very beginning.

Dear Colleagues,

Last year, for the first time, we used an optical recognition marking system for some levels of the national examinations. The experience was very successful as most students transferred their answers to an answer sheet properly and without difficulty.

This year, we will include a new level **(Juniors 2)** in the new marking system. The bimonthly tests will include an answer sheet so that students can practise and be prepared for the final exam. We strongly recommend that candidates do the exercises on the question paper and continue using the strategies developed during the course, such as underlining key words, crossing out words already used from a box, and so on.

Once they have finished the activities, they can transfer their answers to the answer sheet provided. This will enable us to mark the answer sheet with the ORM system and also mark the question paper in the traditional way if it is necessary. Writing tasks will continue to be marked in the traditional way, by a team of examiners.

Remember that those candidates that require an accommodated format of their test due to special educational needs (Adecuaciones curriculares) will not be asked to transfer their answers, and their question paper will be marked in the traditional way.

The new system will be used for the following levels:



Juniors 2, 3, 4, 4plus & 5
Adults 1, 2, 3 & 4
Modules 1, 2, 3, 4, 5 & 6
Oxford House

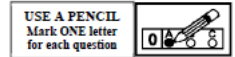
Do write back if you need further information.

The Dickens Team

*thank
you*



NAME: _____



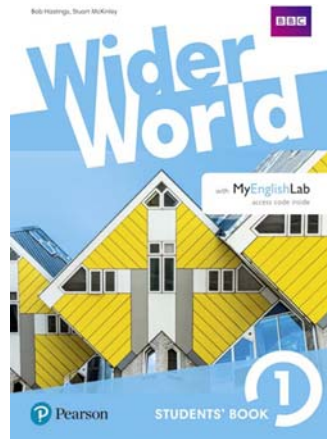
LISTENING

- 1 T F
- 2 T F
- 3 T F
- 4 T F
- 5 T F
- 6 T F
- 7 T F
- 8 T F
- 9 T F
- 10 T F

READING PART A

- 11 A B C D E F G H
- 12 A B C D E F G H
- 13 A B C D E F G H

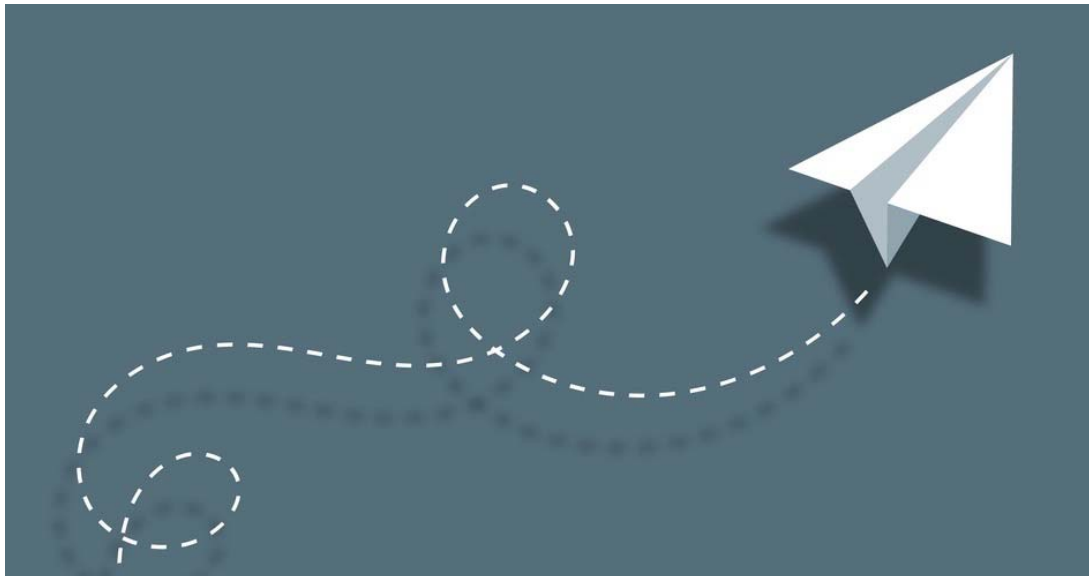
TOPICS FOR ORAL EXAMS 2023 - Elementary level



For the oral exam in Juniors 2, students have to choose one of these four topics to develop a conversation with the examiner:



- My favourite room in the house
- My favourite musician/sportsperson/scientist
- My favourite day of the week
- A weekend I enjoyed



Elementary level - Oral exam: Wider World 1 / Today 2

Total time: 8 minutes

Total marks: 20

Warm up: aprox. ½ minute

In order to build rapport and make students feel at ease, the examiner greets the student and asks them a few personal questions such as :

- *How are you?*
- *What's your name?*
- *How old are you?*
- *Where do you live?*
- *Do you go to school in the morning or in the afternoon?*



Make sure students understand the difference between “How are you?” and “How old are you?”.

Topic presentation : aprox. 3 ½ minutes

Then the examiner asks:

Have you prepared a topic/project? What are you going to talk about?

Students are expected to show their visual aids and start talking about the topic they have chosen. It is important that students start preparing the topic early in the year so that they feel confident on the exam day. However, rather than learning a text by heart, learners should be able to express their ideas **naturally**. Remind them that the examiner might interrupt them to ask some questions.



Encourage students to expand on their answers rather than just say “Yes” , “No”, or provide one-word responses and also, to ask one or two questions to the examiner related to the topic they are developing.

Visual aids, can help the student remember what to talk about. Also, the examiner can use them as prompts and ask questions related to facts that the learner is familiar with. Students can bring pictures on a soft cardboard, a folder with different pictures, create a poster, or even bring an object to the exam.



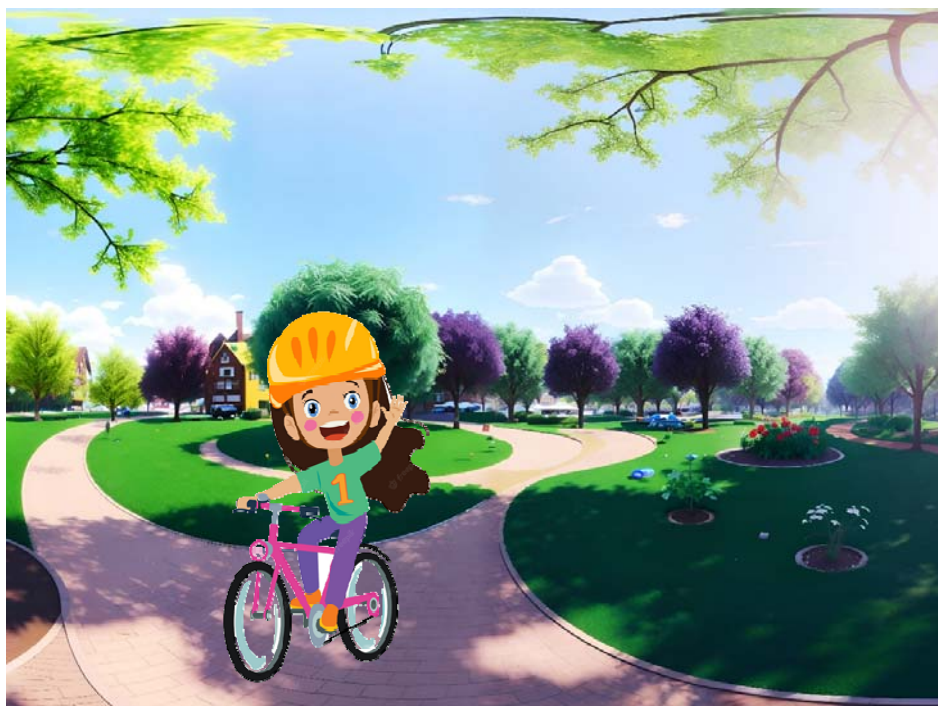
When a student prepares a Power Point Presentation, or similar file, for a face-to-face exam, they must bring their own laptop or tablet to the examination. Remind them that the batteries of their devices must be charged.

When they sit for an oral exam via Zoom, they can share their presentations or images with the examiner using the “share screen” tool or just show the pictures to the camera.



Picture Description: aprox. 3 minutes

Students are asked questions about what they can see in a picture or a set of pictures.



For example, the examiner introduces the scene “*This is Mary. She is in the park.*” and then, asks some questions such as:

- *Has she got short or long hair?*
- *Is she happy or sad?*
- *What is she doing?*
- *What colour is her bike?*
- *What is she wearing?*
- *What’s the weather like?*
- *Can you ride a bike?*
- *Do you usually go to a park?*
- *What do you do there?*
- *Who do you go with?*
- *Did you go to the park last weekend?*
- *What did you do there?*

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 **do** you do there? or What **did** you do there?). If they are shown a set of pictures showing a sequence of events or somebody’s routine, it would be a good idea students use connectors and time sequencers such as **First**, **Then**, **After that** and **Finally**.



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:

mariaines@dickens.edu.uy

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."

<p>Candidate A</p> <ul style="list-style-type: none"> • Sport shoes • School things • Technological devices • Other things
--

<p>Candidate B</p> <ul style="list-style-type: none"> • Books • Presents • Clothes • 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?*
- *Where do you prefer to go shopping when you need new clothes?*

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 (approx) –

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?

ARE YOU NEW AT PREPARING STUDENTS FOR THE J5/A4 SPEAKING EXAM?

THIS TIP MIGHT HELP YOU WITH STAGE 2 OF THE SPEAKING EXAM:

In class we usually elicit students' opinions about a topic, their background knowledge or experiences and so on before we read or listen to a text. You can use this opportunity regularly to practise for stage 2. For example, if students are going to read a text about "the environment", you can use the following procedure:



- ✓ Ask them: "What do you do to protect the environment?" and provide them with certain options such as:
 - *Bring a reusable bag to the supermarket*
 - *Walk or bike whenever possible*
 - *Plant a tree*
 - *Turn off the light when not in use*
 - *other*
- ✓ You can write the options on the board with bullet points, to keep them focussed while they **gather ideas**.
- ✓ Give students one-minute preparation time, they can **make notes** to organize ideas
- ✓ Ask students to **share their thoughts** with a partner.
- ✓ All the groups should talk at the same time while you monitor, so that lesson time is maximised.
- ✓ Ask a few volunteers to **report** to the class what they have discussed.
- ✓ Give students a purpose for listening to the other groups by asking them to spot if there are similarities with what they said previously.

think

write

pair

share

Then, you can continue reading or listening to the text and the rest of the unit.



OXFORD HOUSE PRELIMINARY

Optimise B1+

SPEAKING EXAM

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

Part 1. Warm up -3 minutes

Greetings, setting at ease and giving personal and factual information about themselves -

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.

Students can choose to sit for the speaking exam face-to-face or via Zoom, on the dates stated in the year planner.

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



OXFORD HOUSE PRELIMINARY - SAMPLE PAPER 2

Part 1. Warm up - 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 or similar ones 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. Interactive task - 8 minutes (including preparation time)

Examiner: **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 advantages and disadvantages of using social networks. Use some of the following ideas to help you. You may add any other ideas of your own.

- Connecting with family and Friends
- Access to real time news
- Fun
- Marketing
- Possibility to share information quickly
- Privacy issues
- Dangers for young children
- Cyber- bullying



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



Part 3. Follow-up conversation - 3 minutes

Examiner : *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 have good habits in relation to the use of technology?
- Do you find technology useful for your studies/job? How does it help you or the people you know?
- Do you play games online? Do games teach you new skills?
- Have you ever chatted to people around the world?
- In your opinion, is it possible to make real friends online?
- Does the use of technology always have a negative effect on children?
- What about the impact on jobs?

In order to encourage the exchange of opinions, the examiner might use prompts such as:

- ✓ *What do you think?*
- ✓ *Do you think the same?*
- ✓ *What about you?*
- ✓ *Do you agree?*



MONOLINGUAL DICTIONARIES

Monolingual dictionaries can be used **as from Juniors 3 and Adults 2** in the final exam. This is not compulsory, but learning how to use a dictionary effectively is a very useful skill that contributes to learners' autonomy.

Here are a few ideas on when a dictionary might be useful during a test:

- To look up the meaning of an unknown word when this word is key to understand the main idea of a sentence or paragraph and the student cannot infer the meaning from the context
- To check that the meaning they have inferred from the context is correct
- To check the preposition that should follow a verb or adjective
- To check if a word is countable or uncountable
- To find an irregular verb form which the student might not remember
- To check the spelling of a difficult word in the writing tasks

However, learners should be warned against looking up every unknown word they find in a text. Help them realize that competent readers develop reading strategies to understand a text without depending on knowing the meaning of every single word.

It is a good idea then, that students who would like to use a dictionary in the exam, are allowed to use it in the bimonthly tests as well, and are given effective practice on this skill.

ONLINE DICTIONARIES

Online dictionaries will not be allowed in the exam for security reasons. However, there are several free online dictionaries that students can use during the course, even in their mobile phones. These are a few examples:

CAMBRIDGE DICTIONARY <https://dictionary.cambridge.org/>

COLLINS DICTIONARY <https://www.collinsdictionary.com/>

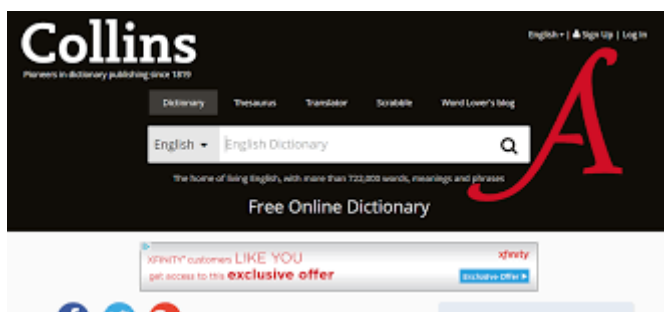
OXFORD LEARNER'S DICTIONARY

<https://www.oxfordlearnersdictionaries.com/definition/english/>

As well as definitions, they usually offer the possibility to listen to the pronunciation of both British and American versions. Some of them have a thesaurus section where students can find synonyms and even a grammar section with in depth explanations and examples.

Learners can have a direct access to the dictionary of their preference on the screen of their mobiles, they can also have them in the favourites bar of their search engine in order to have them handy.

A valuable free resource for learners, definitely!



**“TODOS
PODEMOS
BRILLAR”**

WORKSHOP



On 18th and 25th April, a large number of directors, coordinators and teachers who love their profession and their students attended the second edition of a wonderful workshop in which Teresa Gallette and Gastón Scarone shared their knowledge, experience and tips to help our learners shine and be happy.

Thanks Gastón & Teresa, you made us reflect on our practice and inspired us all.



CAMBRIDGE Y DICKENS DISTINGUEN 2023

10 DE MAYO * 18HS * HOTEL DAZZLER



Authorised Exam Centre



I speak
English

I can
prove it.

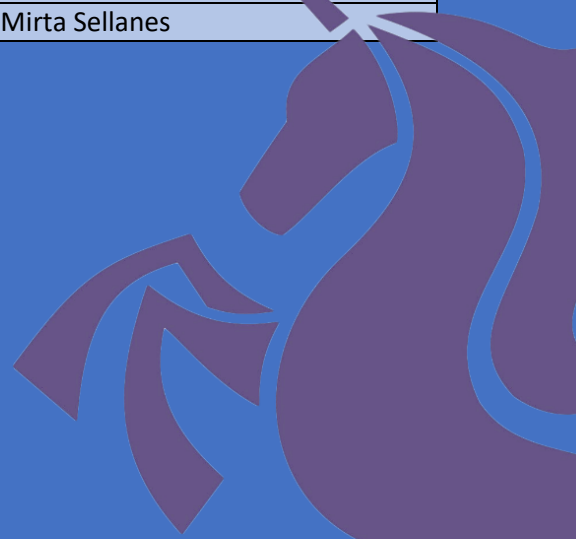
And the winners are...



Authorised Exam Centre

EXAM	NAME	PREPARATION CENTRE	DISTINCTION
C2 Proficiency	Federica Bolger Preve	Preuniversitario Carrasco	Best Across
C1 Advanced	Estefanía Alonso Viera	Diego Alpui	Best Across
C1 Advanced	Candela Rijo Angelini	St Joseph Mary College	Best Across
C1 Advanced	Juan Ignacio Caceres Figueroa	Colegio Jesus Maria	Best Across
B2 First for Schools	Catalina Nicola	St Patrick's College.	Best Across
B2 First	Ignacio González Di Matteo	Multilingual Academy	Best Across
B2 First	Lucia Fonseca	St Joseph Mary College	Best Across
B1 Preliminary for Schools	Milagros Tapié	St Patrick's College.	Best Across
B1 Preliminary for Schools	Sara Gerdes Marquizo	Colegio Aleman	Best Across
B1 Preliminary for Schools	Clara Frontán Belsterli	Viky Gutierrez	Best Across
B1 Preliminary	Florencia Larrosa	Mirtha Trovatto	Best Across
A2 Key for Schools	Lucía Sánchez Irigaray	Alba Ferrari	Best Across
A2 Key	Juan Manuel Gonzalez	Sylvia Santacreu	Best Across
C1 Business Higher	Juan Segundo Zaltzman Siclari	Preuniversitario Carrasco	Best Across
B2 Business Vantage	Cecilia Martinez	Dickens Institute	Best Across
B1 Business Preliminary	Camila Palmer Collazo	Dickens Institute	Best Across
C2 Proficiency	Diego Bravo	Susana Castro Sixto	High Achievement
C1 Advanced	Sofía Belén Álvarez Indaburu	Fabiana Carro	High Achievement
B2 First for Schools	Catalina Fernández	Colegio Miguel de Cervantes Saavedra	High Achievement
B2 First for Schools	Antonella Oleggini Lavecchia	Montevideo College	High Achievement
B2 First for Schools	Diego Villaveirán Bellagamba	St George's Secondary School	High Achievement
B2 First for Schools	Federico Méndez	Colegio Nacional Jose Pedro Varela	High Achievement
B2 First	Bruno Cejas	Claudia González	High Achievement
B2 First	Aëllius Pessano	Shamash Pessano	High Achievement
B2 First	Chiara Spagnuolo	St Joseph Mary College	High Achievement
B1 Preliminary for Schools	Clementina Lamelas Pittini	St Patrick's College.	High Achievement
B1 Preliminary for Schools	Sofía Davit Fernández	Fabiana Carro	High Achievement
B1 Preliminary for Schools	Pilar Pessolano	Colegio y Liceo Santa Rita	High Achievement
B1 Preliminary for Schools	Joel Marquez Franco	Alba Cosentino	High Achievement
B1 Preliminary for Schools	Carolina Belen Romay Broggi	Colegio Nuestra Señora de Lourdes	High Achievement
B1 Preliminary for Schools	Felipe Planzo	Colegio Aleman	High Achievement
B1 Preliminary for Schools	Mariana Scaramelli	Colegio Aleman	High Achievement
B1 Preliminary for Schools	Clara Soria	Irene Berti	High Achievement
B1 Preliminary for Schools	Sofia Azabache Ottonello	Carla Garcia	High Achievement
B1 Preliminary for Schools	Magali Ruiz Díaz Centurión	Carla Francia	High Achievement
B1 Preliminary for Schools	Aroba Carrizo	Colegio y Liceo ITHUÉ	High Achievement
B1 Preliminary for Schools	Valentina Ramos Boveri	Gabriela Rodriguez Vero	High Achievement
B1 Preliminary for Schools	Florencia Corujo	Colegio Yvynará	High Achievement
B1 Preliminary	Maria Victoria Cabrera Reggio	Adriana Steciano	High Achievement
B1 Preliminary	Irina Llanes Ramos	Lorena Pirez	High Achievement
B1 Preliminary	Lucía Micaela Bermúdez Quintana	Silvana Maqueira	High Achievement
A2 Key for Schools	Diego Martin Menendez Quiros	Colegio Yvynará	High Achievement
A2 Key for Schools	Sofía Gorla Félix	Carolina Dominguez	High Achievement
A2 Key	Luana Lucero Corbo Colonna	Sonia Diaz	High Achievement

EXAM	NAME	PREPARATION CENTRE
YLE Flyers	Isabella Tomás Pérez	Colegio Sagrada Familia (San José)
YLE Flyers	Ramiro González Martínez	Colegio Sagrada Familia (San José)
YLE Flyers	Juana Gatto	Colegio Sagrado Corazon
YLE Flyers	Morena Figueroa	Dickens Tarariras
YLE Flyers	Magdalena Peña Cilleruelo	Ana Laura Rodriguez
YLE Flyers	Clara Rombys Parejas	Ana Laura Rodriguez
YLE Movers	Violeta Lapetina	Alma Campaña
YLE Movers	Valentina Hernández Martínez	Susana Malan
YLE Movers	Joel Rodolfo De León Rotela	Susana Malan
YLE Movers	Faustino Pou	Greenland School
YLE Movers	Demian Berger	Greenland School
YLE Movers	Facundo Angel García Paz Pepe	Greenland School
YLE Movers	Martin Alexander Ivanov Diaz	Greenland School
YLE Movers	Diego Agustín López Avellino	Colegio Sagrado Corazon
YLE Movers	Paulina McAlister	Dickens Tarariras
YLE Movers	Delfina Porras	Dickens Tarariras
YLE Movers	Santiago Vitalis	Dickens Tarariras
YLE Movers	Ramiro Arnabal Olt	Viky Gutierrez
YLE Movers	Mélany Derigo	Viky Gutierrez
YLE Movers	Emiliano Pérez	Viky Gutierrez
YLE Movers	Emilia Espinosa Revetria	Viky Gutierrez
YLE Starters	Benjamín Martínez Pires	Sandra Pires
YLE Starters	Matilde Rodino	Carolina Collazzi
YLE Starters	Aline Vila	Carolina Collazzi
YLE Starters	Francisco Cigarán Alarcón	Greenland School
YLE Starters	Catalina Casavieja	Greenland School
YLE Starters	Maria Pia Chanquet	Greenland School
YLE Starters	Nicolás Elicegui	Greenland School
YLE Starters	Santino Gómez	Greenland School
YLE Starters	Santino Moreira Mussini	Ana Laura Rodriguez
YLE Starters	Anahí Rojas Mussini	Ana Laura Rodriguez
YLE Starters	Bastian Brandon Cardozo Camacho	Viky Gutierrez
YLE Starters	Julia Gotta Mora	Viky Gutierrez
YLE Starters	Pablo Obelar	Mirta Sellanes
YLE Starters	Camila Guerra	Mirta Sellanes
YLE Starters	Guzman Mendizabal	Mirta Sellanes
YLE Starters	Ramiro Castro	Mirta Sellanes





El 3 de junio disfrutaremos de una nueva jornada de aprendizaje e intercambio entre colegas. Mid Summer Dream 2023 contará con la presencia de diversos speakers internacionales y nacionales. Algunos serán confirmados en breve, pero les prometemos que la experiencia será única, como siempre en MSD

¡Los esperamos!

Inscríbete
ahora



The poster features a central blue splash containing the text 'JUNE 3' and 'HOTEL DAZZLER' in a white, serif font. To the right, the price '\$3.090' is prominently displayed in a large, bold, blue font, with 'Hasta el 25/5' written above it in a smaller, italicized font. Below the price, the text 'Almuerzo incluido' and 'Consultar x grupos' is written in a green, cursive font. At the bottom, there is a row of logos for 'CAMBRIDGE', 'BOOKSHOP', 'Pearson', 'macmillan education', 'Richmond', and 'VIAJEROS'. The background of the poster is a light yellow with scattered paint splatters.

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For further information, please contact:

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John Quincy Adams



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At Dickens we have a group of teachers working very hard in this year's Diploma group and others on a waiting list for next year!

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- Subject teachers who teach or would like to teach their curricular subjects in English in the context of bilingual education.
-

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Dates:

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September 9 & 30
October 21
Exam: November



For enrolments: contact Camila Magariños at camila@dickens.edu.uy



Confirmed group:
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Frecuencia: 1 vez por semana

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¡Consultá por otras temáticas!

Karen

*Karen Capel, MA in ELT
Coordinadora General de Cursos*

Save the dates!

Upcoming Workshops

DEVELOPING SPEAKING SKILLS AT A2, B1 & B2 LEVELS

Getting your students ready to communicate in real life?

This is the workshop for your students!

Invite them to enjoy a different session where they will look at what they need to gain high scores in their speaking tests and will also receive tips to boost their performance.

Dates and times:

A2 level

- Tuesday 1st August: 10.00 am
- Tuesday 1st August: 3.00 pm



B1 level

- Wednesday 2nd August: 5.00 pm
- Thursday 3rd August: 10.00 am



B2 level

- Wednesday 2nd August: 10.00 am
- Thursday 3rd August: 5.30 pm



YOU WILL RECEIVE THE LINK FOR ENROLMENT SOON!





Dickens Institute - Cambridge English Qualifications

Agosto – Diciembre 2023

FECHAS DE EXAMEN

A2 Key

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
A2 Key	Sábado 11/11	03/11 – 12/11*	21/08 al 15/09 USD 174	16/09 al 26/09 USD 202
A2 Key	Viernes 01/12	24/11 – 03/12*		

A2 Key for Schools

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
A2 Key for Schools	Sábado 11/11	04/11 – 13/11*	21/08 al 15/09 USD 174	16/09 al 26/09 USD 202
A2 Key for Schools	Sábado 25/11	18/11 – 27/11*		
A2 Key for Schools	Sábado 09/12	02/12 – 11/12*		
A2 Key for Schools	Viernes 15/12	09/12 – 18/12*		

B1 Preliminary

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
B1 Preliminary	Sábado 11/11	03/11 – 12/11*	21/08 al 15/09 USD 200	16/09 al 26/09 USD 228
B1 Preliminary	Viernes 01/12	24/11 – 03/12*		

*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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B1 Preliminary for Schools

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
B1 Preliminary for Schools	Sábado 11/11	04/11 – 13/11*	21/08 al 15/09 USD 200	16/09 al 26/09 USD 228
B1 Preliminary for Schools	Sábado 25/11	18/11 – 27/11*		
B1 Preliminary for Schools	Sábado 09/12	02/12 – 11/12*		
B1 Preliminary for Schools	Viernes 15/12	09/12 – 18/12*		

B2 First

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
B2 First	Sábado 07/10	29/09 – 08/10*	24/07 al 11/08 USD 318	12/08 al 19/08 USD 367
B2 First	Martes 28/11	24/11 – 04/12*	21/08 al 15/09 USD 318	16/09 al 26/09 USD 367
B2 First	Sábado 09/12	01/12 – 10/12*		

B2 First for Schools

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
B2 First for Schools	Martes 21/11	17/11 – 26/11*	21/08 al 15/09 USD 318	16/09 al 26/09 USD 367
B2 First for Schools	Sábado 02/12	24/11 – 03/12*		
B2 First for Schools	Sábado 09/12	01/12 - 10/12*		
B2 First for Schools	Viernes 15/12	08/12 - 17/12*		
B2 First for Schools	Sábado 16/12	08/12 – 17/12*		

*Se enviarán los horarios al centro preparador 10 días antes del inicio del período ventana de orales

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C1 Advanced

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
C1 Advanced	Sábado 09/09	01/09 – 10/09*	26/06 al 15/07 USD 325	16/07 al 22/07 USD 379
C1 Advanced	Sábado 21/10	13/10 – 22/10*	24/07 al 11/08 USD 325	12/08 al 19/08 USD 379
C1 Advanced	Sábado 18/11	10/11 – 19/11*	21/08 al 15/09 USD 325	16/09 al 26/09 USD 379
C1 Advanced	Miércoles 29/11	24/11 – 03/12*		
C1 Advanced	Sábado 09/12	01/12 – 10/12*		
C1 Advanced	Sábado 16/12	08/12 – 17/12*		

C2 Proficiency

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
C2 Proficiency	Jueves 30/11	24/11 – 03/12*	21/08 al 15/09 USD 335	16/09 al 26/09 USD 383
C2 Proficiency	Sábado 02/12	24/11 – 03/12*		

TKT (Teaching Knowledge Test)

Examen	Fecha de escrito
All modules	A confirmar

Inscripción bonificada		Inscripción no bonificada
1 módulo	USD 119	USD 147
2 módulos	USD 212	USD 240
3 módulos	USD 282	USD 310
4 módulos	USD 376	USD 404
5 módulos	USD 469	USD 497
Para módulos del mismo año		

*Se enviarán los horarios al centro preparador 10 días antes del inicio del período ventana de orales

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Agosto – Diciembre 2023

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

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
Pre A1 Starters	Martes 21/11	Entre 5 días antes y 5 días después del examen escrito*	21/08 al 15/09 USD 120	16/09 al 26/09 USD 148
Pre A1 Starters	Martes 05/12			
A1 Movers	Miércoles 22/11		21/08 al 15/09 USD 130	16/09 al 26/09 USD 158
A1 Movers	Miércoles 06/12			
A2 Flyers	Jueves 23/11		21/08 al 15/09 USD 140	16/09 al 26/09 USD 168
A2 Flyers	Jueves 07/12			

Business (B1 Business Preliminary, B2 Business Vantage, C1 Business Higher)

Examen	Fecha de escrito	Período ventana de orales	Inscripción bonificada	Inscripción no bonificada
B1 Business Preliminary	Sábado 25/11	17/11 – 26/11*	21/08 al 15/09 USD 189	16/09 al 26/09 USD 221
B2 Business Vantage	Sábado 02/12	24/11 – 03/12*	21/08 al 15/09 USD 313	16/09 al 26/09 USD 373
C1 Business Higher	Sábado 18/11	10/11 – 19/11*	21/08 al 15/09 USD 324	16/09 al 26/09 USD 378

*Se enviarán los horarios al centro preparador 10 días antes del inicio del período ventana de orales

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Online

www.dickens.edu.uy/inscripciones

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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 2023 (no aplica a Business Preliminary, Vantage ni Higher):

Examen	Precio bonificado	Precio no bonificado
A2 Key & A2 Key for Schools	USD 131	USD 152
B1 Preliminary & B1 Preliminary for Schools	USD 150	USD 171
B2 First & B2 First for Schools	USD 239	USD 275
C1 Advanced	USD 244	USD 284
C2 Proficiency	USD 251	USD 287

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Feature Article

TEACHING SPEAKING: DEVELOPING CONVERSATION SKILLS

WHAT ARE CONVERSATION SKILLS?

Conversation skills aren't just speaking skills. Conversation skills are far, far more sophisticated and multifaceted than that.

Speakers need to flex the muscle of pragmatics, express a broad and perfectly selected lexis relevant to the topic, master complex grammatical studies to express ideas, utilise appropriate phonology (from phonemes to intonation and 'thought groups'), and to do all this spontaneously, fluently and respectfully. And listeners, the 'silent' team players in a conversation, need to mirror each and every one of these sub-skills, along with also applying 'active' listening skills and reacting empathetically.

Don't forget that the listener requires conversation skills too; it's not just the speaker. In order for a conversation to be a 'conversation', rather than a speech or a presentation, there needs to be two parallel roles of speaker and listener who routinely and intentionally swap their positions.

WHAT ARE THE SUB SKILLS INVOLVED IN CONVERSATION SKILLS?

There are six main sub-skills. How do your students fare in these categories?

Think about the questions below.

1 Language

Do your students have sufficient language competency to both produce and comprehend the lexis and grammar appropriate for the topic and their viewpoints?

2 Fluency

Can your students produce and understand a continuous stream of language at a regular pace, and that is relevant to the topic or extends it?

3 Accuracy

Are your students capable of producing and recognising sounds, lexical items and grammatical structures that are correct – and also capable of distinguishing when these are not correct?

4 Phonology

Are your students consistently able to produce and recognise phonological aspects of speech, from phonemes and contractions to connected speech and thought groups?

5 Pragmatics

Do your students demonstrate use and awareness of the social conventions of a conversation, such as formality, turn-taking, paraphrasing, fillers, and clarification requests?

6 Interpersonal

Do your students demonstrate they have the ancillary linguistic skills of treating others with empathy and respect? Do they also demonstrate self-confidence when interacting with others?

HOW CAN WE TEACH CONVERSATION SKILLS?

- check that there is a balance of lexis and grammar across a range of topics and contexts. If there isn't, use supplementary material to extend a lexical set or to introduce a useful grammar point. Check also for a balance of all four language skills (reading, writing, listening and speaking) as each individual skill will actively contribute to overall language competence.
- Provide as many speaking opportunities and Student-Talk-Time in – and outside of – your class as you possibly can! For example, encourage a few classmates (or assign students to a specific group) to have a video call and talk about a specific topic or question. Why not give them four or five options to choose from, so that students are already collaborating in decision making before the actual conversation begins? And don't forget to allow students to select a topic of their own choice.
- How are you dealing with error correction? If you want to focus on fluency (as above), then make a note of errors made during the activity and then work through the errors afterwards. Encourage students to self-correct and to become more aware of their own output, including any fossilised errors that have so far escaped correction. If you want to focus on accuracy, then use on-the-spot correction and correct your students at the point of error.
- Last but not least, this skill is the bedrock of all conversations and, indeed, communication. An empathic approach, and the employment of diplomacy and respect, allows a conversation to progress and permits differences of opinion and the exchanging of ideas. Practise this by including turn-taking in speaking activities. For example, use a stopwatch to limit (and simultaneously encourage) similar amounts of speaking time per student. If students are feeling under-confident or shy about speaking, try introducing role play activities or more controlled speaking practice to allow them to gain confidence in speaking. Reward them, also, for modelling good listening behaviour so that other students recognise the value in this skill.



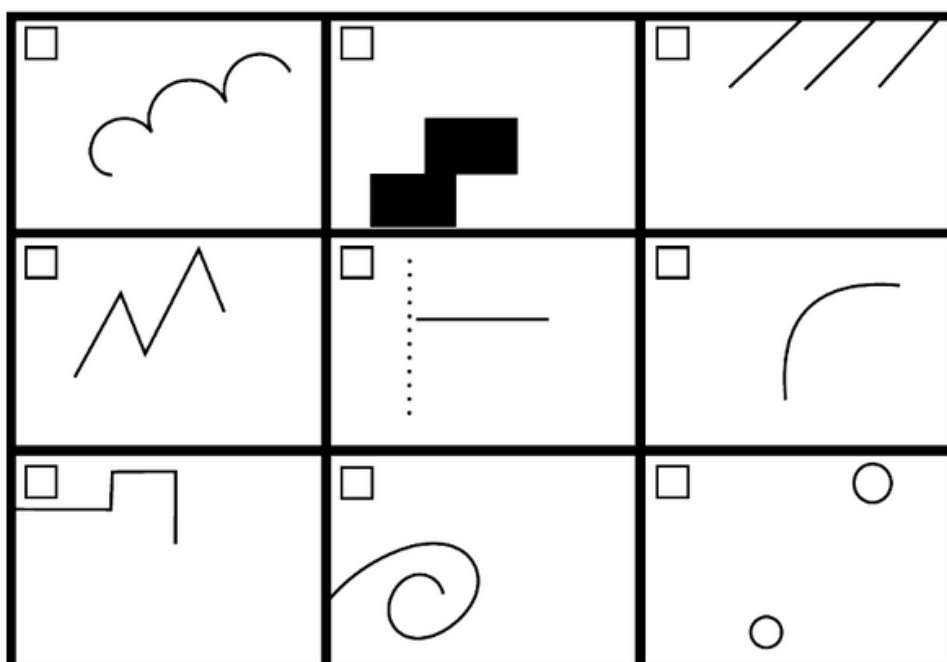
Materials that matter for Teachers who care

**HOW WOULD YOU FINISH THESE PICTURES? WHAT IF THEY WERE PART OF A STORY?
THIS PICTURE COMPLETION TASK CAN HELP STUDENTS PLAN THEIR PIECES OF
WRITING MORE EFFECTIVELY AND EXPLORE DIFFERENT IDEAS IN THE PROCESS!**

This is one of those activities that surprise you every now and then: not only could the students working in pairs complete them in a short period of time, but the process involved questions and conversations about a wide variety of lexis as their creativity – and especially all the constraints – demanded more specific vocabulary.

The students were also allowed to decide on the order of the pictures, which added some flexibility. If nothing else, the task does help students to create and plan their stories in a meticulous way. Rather than a scaffold, the creative process here becomes a challenge, and basic narrative elements such as the setting, the characters, the plot or the ending need to be carefully thought out to complete the task successfully. A thorough planning stage which then paid off once the students got down to writing.

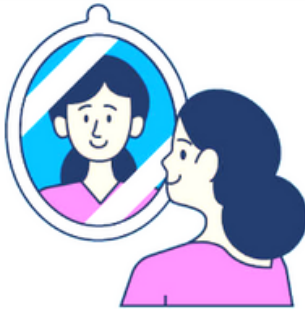
Once the texts are written, pictures can be posted around the classroom for the students to examine and later on remember so that they could match them to the texts.





CLASS ACTIVITIES TO PROMOTE REFLECTION

8 PRACTICAL IDEAS



1) ONE LINE REFLECTION

Learners express in few words (or even in one word) how they've felt about the lesson and/or what they've learned/what progress they've made adding as much detail as they want to.

2) AUTOMATIC WRITING

Learners write about the learning experience without editing or correcting their text for 2 minutes. They then share their reflections with the rest of the class stating any points of interest and what they would like to do next.

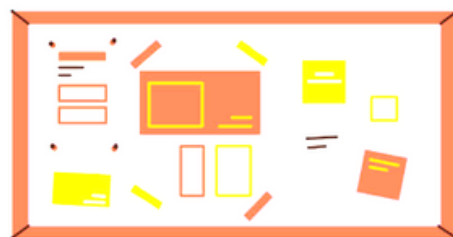


3) THE MANY SHADES OF ME/ WHAT'S THE WEATHER INSIDE ME?

Learners choose a photo filter/ type of weather respectively to share how they feel before as well as at the end of a lesson. (types of emotions check-in tasks)

4) WALLS OF REFLECTION

Learners share their learning beliefs and steps of action on a tool like Padlet. They then revisit their statements after some time (a month for e.g.) and say how/whether their initial beliefs/steps of action have changed and why and set new courses of action.





5) REFLECTING THROUGH LYRICS, PICTURES, MOVIE CLIPS ETC.

Learners choose song lyrics, a picture, a movie scene etc. that best summarizes how they feel about their learning progress sharing the reasons why they feel so.

6) OUR LEARNING JOURNEY MAP

On a piece of construction paper, learners draw the landscape/different stages of their learning journey and identify obstacles (mountains), achievements (fields/valleys) and areas of progress (paths).



7) CLASS - CLASS OBSERVATIONS

Learners design along with their teachers reflection checklists and observe other classes to offer feedback on learner interaction/ participation, class activities etc.

8) STUDENT-LED REFLECTION GROUPS

Learners have weekly / monthly etc. meetings, reflect on their progress made and set new steps of action as well as suggestions for ways their lessons/courses could improve.



BY MARIA THEOLOGIDOU, 2023-2024

Small steps:

Since reflection is an on-going process, we should keep in mind that we need to start with baby steps by carefully considering our context and implement more steps/activities/practices gradually so that any change we introduce can be sustainable.

Adaptation:

Activities will have to be revised, redesigned or left aside as reflection is an ongoing process that requires perseverance as well as revisiting and resetting of priorities.

Modelling:

In order for learners to engage in reflection, teachers should be the ones to model reflection in the first place by practising reflection themselves and sharing any relevant areas of strength and improvement they identify in their practices.

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:

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- 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



A oficina tem como objetivo oferecer ferramentas e estratégias para que possam auxiliar seus estudantes não apenas no processo de preparação para o exame CELPE-Bras, mas também para adquirirem habilidades para a vida como falantes de Português avançado.

Durante a oficina, os professores vão discutir sobre as especificidades do exame, os critérios de avaliação, as habilidades que são testadas e as estratégias de ensino que podem ser utilizadas para preparar os estudantes de forma eficiente.



Estratégias de Preparação para o Celpe-Bras: uma oficina teórica e prática para professores

Natalia Zambon Ferronato

- Data: sábado, 27 de maio
- Hora: 9h30 às 12h30
- Lugar: Dickens (21 de setiembre 2744)

Os participantes terão acesso a materiais didáticos e atividades práticas que poderão ser utilizados em sala de aula, além de receber dicas para trabalhar as habilidades específicas necessárias para o sucesso no exame, como compreensão auditiva, leitura, escrita e expressão oral.

É importante destacar que a oficina será ministrada de forma presencial e que os participantes devem trazer um dispositivo eletrônico (computador, tablet ou celular) para melhor participação nas atividades práticas.

Ao final, os professores estarão mais bem preparados para ajudar seus estudantes a alcançarem sucesso no exame CELPE-Bras e a atingirem seus objetivos pessoais e profissionais como falantes avançados de Português.

Inscrições: portugues@dickens.edu.uy | 099736653

Custo: \$1.710 (até 20/05)

(Comunidade Dickens \$1.330)

Sou Natália Zambon Ferronato, brasileira. Tenho mais de 20 anos de experiência em ensino de línguas estrangeiras. Sou formada em Letras Inglês pela PUCRS, fiz Especialização em Ensino e Aprendizagem de Línguas Estrangeiras na UPF e Mestrado em Educação com ênfase em ensino e aprendizagem na Universidad ORT Uruguay. Sou professora de inglês e também do Diploma de Especialización en Enseñanza de Inglés como Lengua Extranjera na ORT. No Dickens, sou professora de Português como Língua Estrangeira. Ao longo dos anos fui me aprimorando e me capacitei para ser examinadora da parte oral do exame do Celpe Bras. Minha primeira experiência aplicando o exame foi em 2012. Desde então, passei a preparar estudantes para esse exame. Vários dos estudantes que preparei receberam o certificado Avançado Superior. Meu propósito é sempre continuar crescendo, e para isso, é fundamental estar em constante contato com outros docentes que dividem a mesma paixão.

ANIVERSÁRIO 

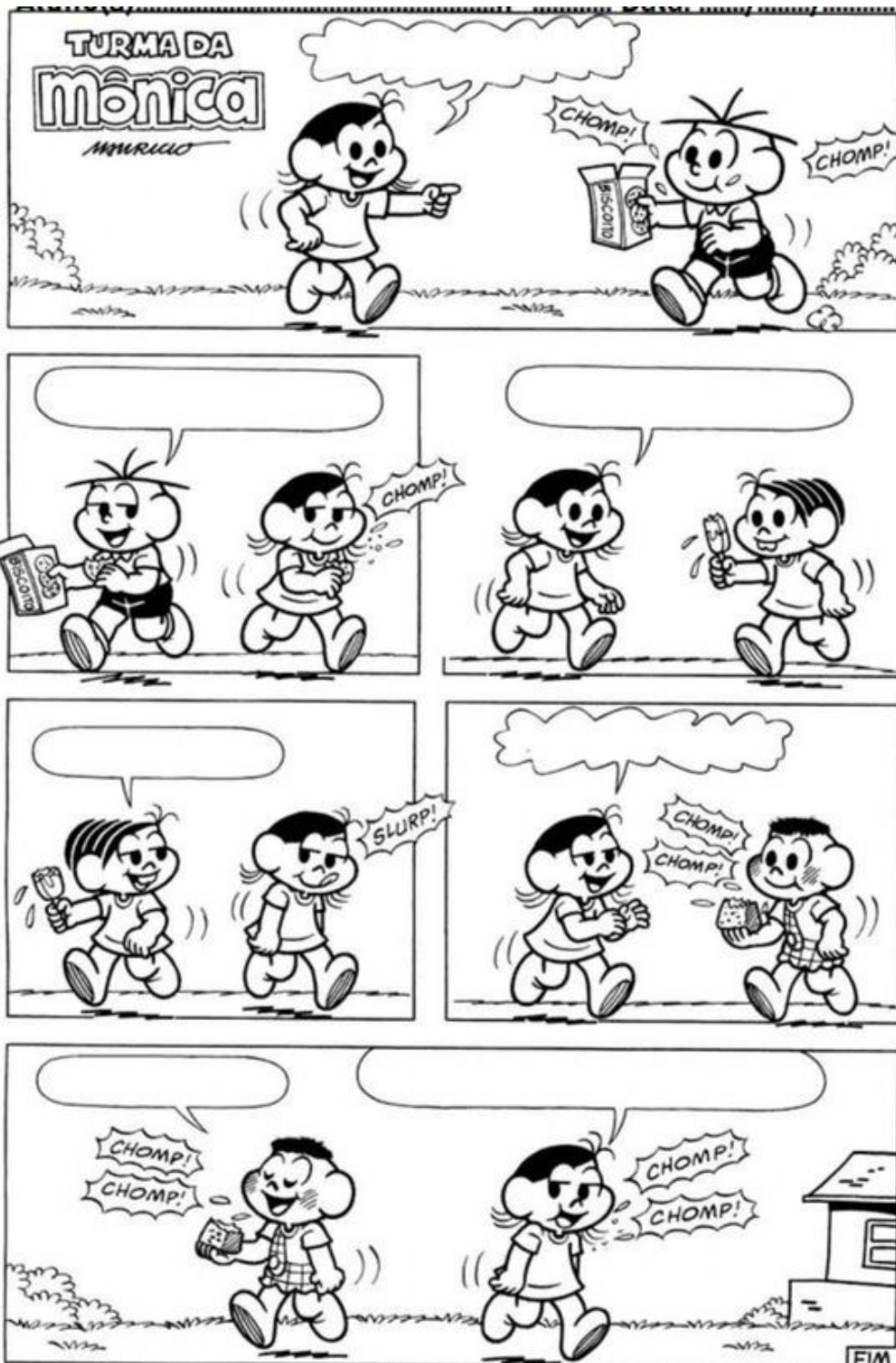


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CRIE SUA PRÓPRIA HISTORINHA, PREENCHENDO OS BALÕES ABAIXO





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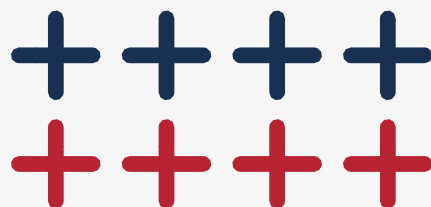


JOGO DOS 7 ERROS



RESP.: 1- MANGUEIRA, 2- CABELO DO JUNIM, 3- ALGA DA PANELA DO MALUQUINHO, 4- TAMPÃO DO XAMPULI, 5- SOMBRA DA BACIA, 6- TÊNIS DO BOCAO, 7- FOCINHO DO ROMEU.

SALIDAS



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Los cupos para salidas grupales
en 2023 están agotados ...

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