

dickens

NEWSLETTER

August 2023

Vol. 151

Letter from the Editor



Dear Colleagues,

How did you get on this first semester? I hope you and your families are well and your students haven't been ill with this dreadful flu. At Dickens many have been laid down with fever, coughs and most uncomfortable colds! Still thankfully life goes on...

Now the second semester is ahead... After splendid holidays (I hope) and your strength back, I am sure you are ready to give your very best to your students, remember, the second semester is crucial. The very best results depend on your students but if you don't give them the best... I know you will, so we expect great results, happy students, happy parents and happy teachers.

Please do your best for your students to sit for the International Examinations. Remember it is extremely important for their future to have passed International Exams, not only for their CV but also because it gives them experience in solving problems further on in life.

Furthermore, in this newsletter, there will be an article on Artificial Intelligence. I am so very interested in artificial intelligence. Do you realise how it will help us teachers? Those of you who were at Midsummer Dream and listened to Tom Connelly's talk, I am sure you are as interested as I am in the subject. So if you were there or not please read the article and answer the following question: Will Artificial Intelligence substitute teachers or help teachers? Substantiate your answer.

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

Monica

Featuring...

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

and more...

**"TELL ME AND I FORGET.
TEACH ME AND I REMEMBER.
INVOLVE ME AND I LEARN."**

BENJAMIN FRANKLIN

HELLO

August



Outstanding Cambridge Learner Awards Ceremony



Last Thursday 8th June, together with Cambridge Assessment International Education, we held another awards ceremony to celebrate the outstanding academic achievements of secondary school learners in Uruguay in the June and November 2022 Cambridge IGCSE examinations. This celebration considers the achievements of students taking Cambridge IGCSE exams in over 40 countries around the world.

Over 21 Uruguayan learners received awards for their exceptional performance in their exams. There was one student who achieved the highest marks in the world and 14 learners who achieved the highest marks in Uruguay in a single subject. Last but not least, there were 10 students who attained the highest mark in subjects which are not yet widely taken in Uruguay.

The award-winning students were accompanied by their school's authorities, teachers, family and friends. They were greeted and congratulated by Dickens authorities, Ms Sofía Scherschener, General Director; Ms Verónica Jara, Head of the International Examinations Department; Ms Lucila Marquez, Senior Manager, Latin America (Southern Cone & Andes) for Cambridge Assessment International Education and Ms Juliet Wilson, Director of Assessment and Customer Support for Cambridge Assessment International Education.

We could not be prouder of all these students and their outstanding achievements. It is an honour for us to be able to accompany schools, teachers and students every step of the way and, especially, to have the chance to celebrate their achievements together, as we've been doing for 51 years.

These spectacular results are a clear indicator of the hard work and effort put by these students and teachers, which evidently has paid off. We wish them the very best in their future endeavours and we hope they inspire them to keep shining in the future.





CAMBRIDGE & DICKENS HEADS' FORUM AMBASSADOR'S RESIDENCE

 Cambridge Assessment
International Education

Cambridge Associate



On Friday 9th June we held the 2023 Dickens-Cambridge Heads' Forum at the British Ambassador's Residence.

Over 40 Cambridge school authorities attended the event. We had a delicious breakfast as well as some time to catch up with colleagues, which is always very enriching.

The event started with the British Consul in Uruguay, Ms Sandy Domaingue, saying a few words of welcome. Then, Ms Sofía Scherschener, Dickens' General Director, greeted the schools' authorities and introduced the guest speakers of the event. After that, Ms Verónica Jara, Head of the International Examinations Department at Dickens, shared some news from Dickens in terms of some upcoming changes in the administrative and academic service we provide to all Cambridge Schools in Uruguay. This was followed by a very interesting presentation of the Cambridge Wall delivered by Ms Lucila Marquez, Senior Manager, Latin America (Southern Cone & Andes) from Cambridge Assessment International Education. The icing on the cake was towards the end of the event because we were in for a treat when Ms Juliet Wilson, Director of Assessment and Customer Support for Cambridge Assessment International Education, delivered a really thought-provoking presentation on assessment principles, marking and grading in Cambridge International Qualifications.

It was lovely to share such a fantastic time with colleagues once again and we wish them the very best for the next examination series at the end of the year.

The logo for Dickens, featuring the name in a stylized, white, lowercase font on a dark blue rectangular background. A small red and white sunburst icon is positioned above the letter 'i'.

official exam centre for



Authorised Exam Centre



OUTSTANDING STUDENTS

Last May 10th was a very special day for our community because, once again, we celebrated the outstanding performance of all the students who took Cambridge English exams in 2022 through Dickens.

Students who sat for a Cambridge exam at any level – YLE Starters, Movers, Flyers, Key, Preliminary, First, Advanced, Proficiency – had the opportunity to be awarded, should their score excel.

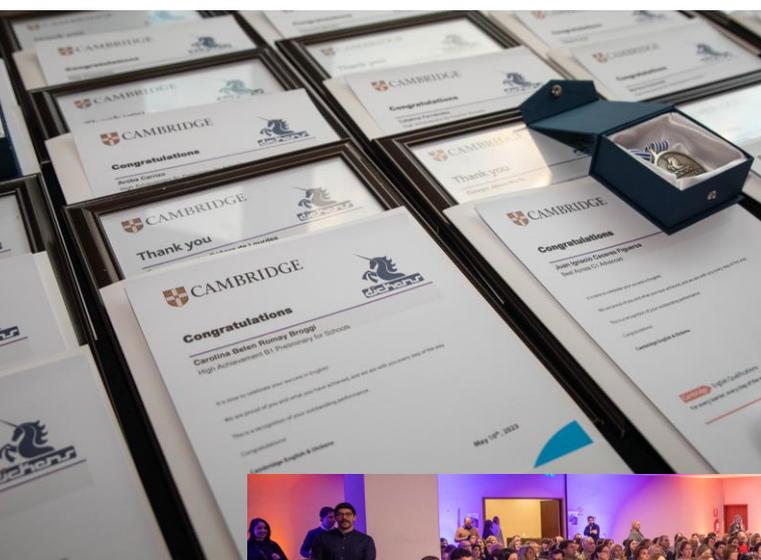
The winners, from Maldonado, San José, Canelones, Cerro Largo, Rio Negro, Colonia, Soriano and Montevideo, were awarded in different categories: Best Across, for the highest score at each level, and High achievement, for the second best. Their teachers and families joined us in a wonderful celebration in which we enjoyed the remarkable performance of “City of Montevideo Pipe Band” and reflected on the profound importance of the English language for our students’ present and future goals.

At Dickens we feel proud of those students who succeeded with such determination and hard work, and with the unconditional support of their teachers and schools.

We also wish to congratulate their families for playing such an important role to determine the winners’ success.

We are grateful to our community from all around the country for their wholehearted support and for joining us in such a special celebration.

We feel honoured to witness the success of our students and their teachers.



On 3rd June our annual conference Mid-Summer Dream was a huge success. Teachers from all over the country benefitted from a range of enriching plenaries, got to know the latest materials published and enjoyed a full day of friendship among colleagues. Thank you all for taking part!

MID SUMMER DREAM 2023





Thank You for Being Part of Our
Special Day



ORAL EXAMS 2023

Dear Colleagues,

Once again this year, 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. 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 2023 form**, on the link you received by email or WhastApp, as it will facilitate the organization and help us provide you a 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

CONTACT US



ORAL EXAMS VIA ZOOM

IMPORTANT ASPECTS FOR A SUCCESSFUL SESSION

zoom

BEFORE THE EXAM, THE TEACHER

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

DURING THE EXAM



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

PHOTOS



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

Do contact us if you need further information

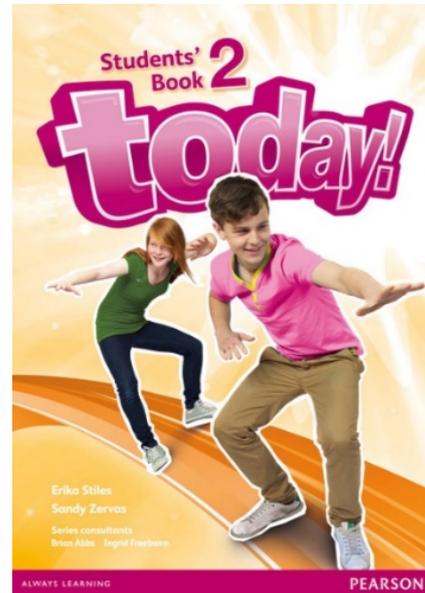
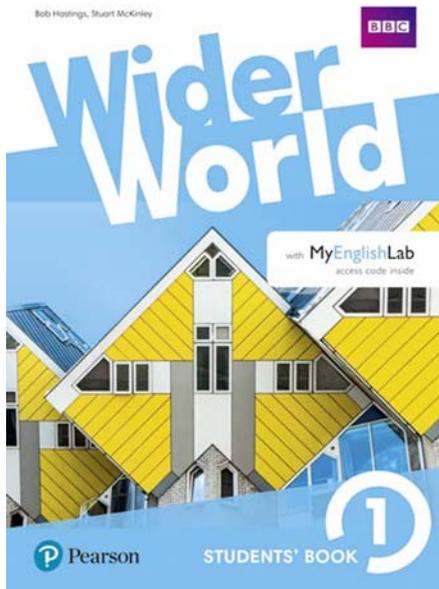
The Dickens Team

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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.

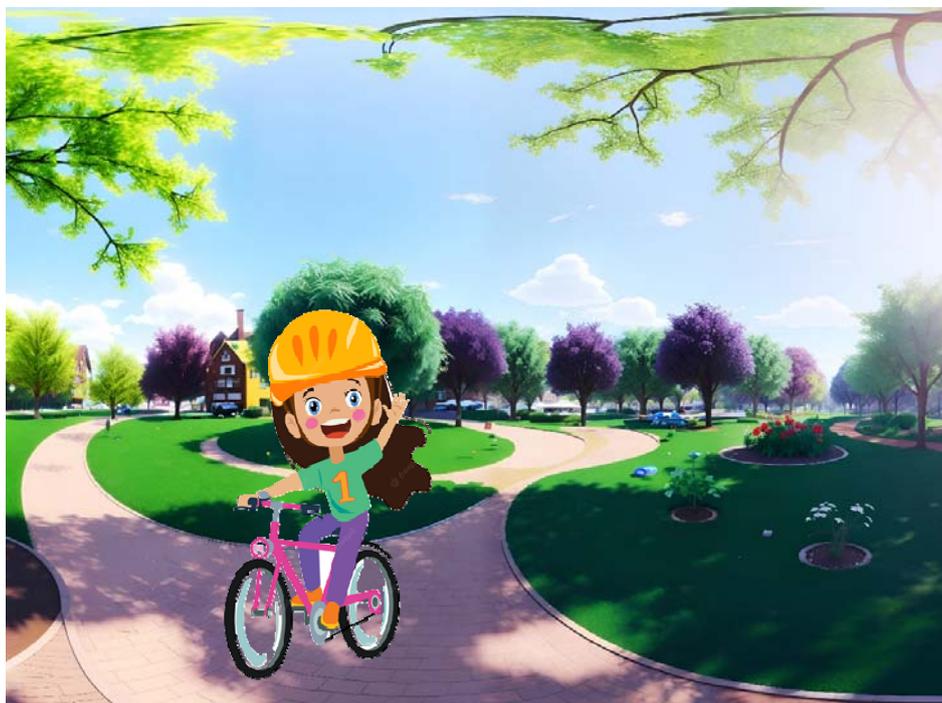
When they sit for an oral exam via Zoom, they can share their presentations or images with the examiner using the “share screen” tool or just show the pictures to the camera.



REMINDER

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**.





- ✚ This is Jenny. On a typical day she wakes up at half past seven.
- ✚ What does she do later?
- ✚ What does she have for breakfast? What about **you**?
- ✚ How does she get to school?
- ✚ What time does she start school?
- ✚ Do **you** go to school in the morning?



- ✚ Where are Tom and his father?
- ✚ What is Tom wearing?
- ✚ What colour is Tom's wardrobe?
- ✚ Does Tom play a musical instrument?
- ✚ Where is Tom's bag? And the ball?
- ✚ Why is Dad not happy? / Is Tom's bedroom tidy?



✚ This is Pam and this is Carol. They are friends.

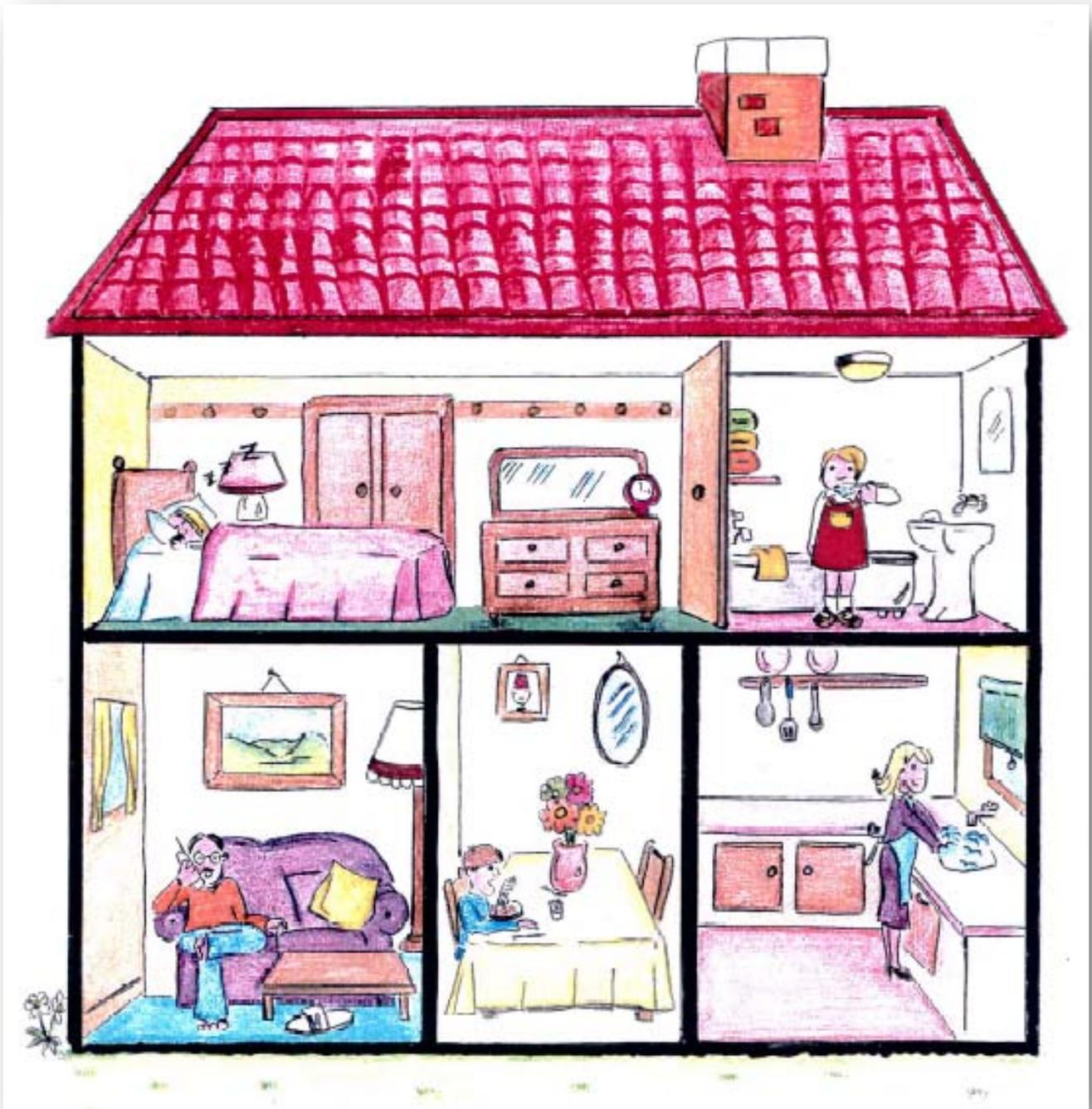
✚ Where did they go last Saturday?

✚ What did they eat?

✚ Look at Carol. What is she wearing in this picture?

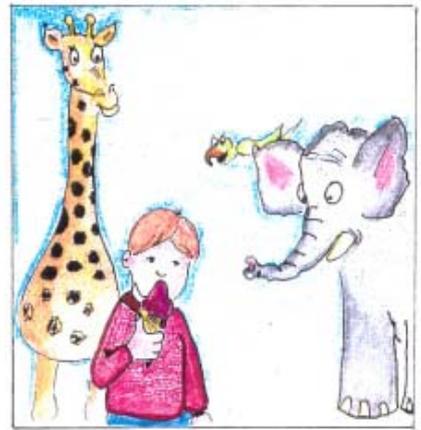
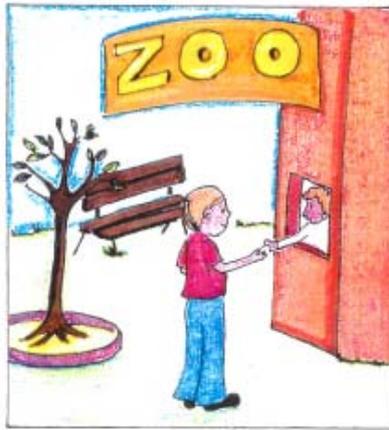
✚ Look at the man and the woman? What are they doing in this picture?

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 2 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

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**

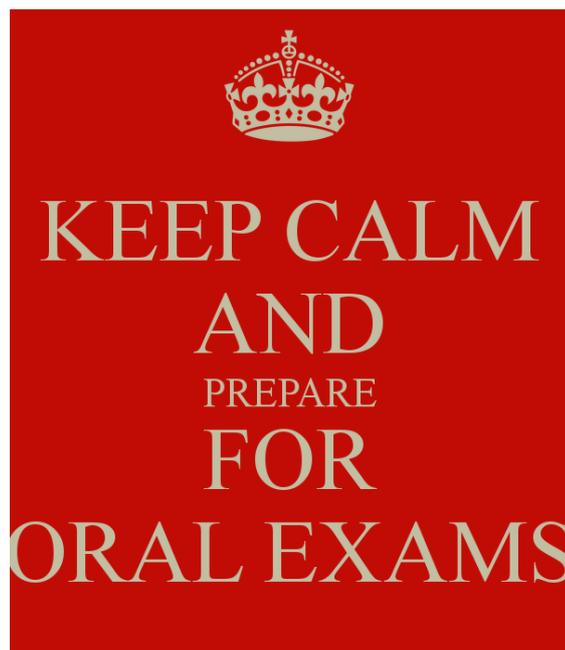
(Candidates discuss for approximately 3 minutes. After that after that the examiner joins the discussion and a 3-way exchange takes place)

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
Beehive 1 and 2

LISTENING TEXTS WILL BE RECORDED IN THE FOLLOWING LEVELS:

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

Do contact us if you need further
information

The Dickens Team

CONTACT US



FECHAS DE NACIONALES DEL INTERIOR

CIUDAD	FECHA ESCRITO 2023
SAN JOSÉ	18 de noviembre
PASO DE LOS TOROS	23 de noviembre
LA PALOMA TARARIRAS	24 de noviembre
PARQUE DEL PLATA	27 de noviembre
PAN DE AZÚCAR	27 de noviembre
NUEVA HELVECIA TREINTA Y TRES SAN CARLOS DOLORES COLONIA	30 de noviembre
CANELONES MALDONADO SALTO	1 de diciembre
COLONIA VALDENSE	2 de diciembre
EL PINAR SANTA TERESITA OMBÚES DE LAVALLE CHUY LASCANO ROCHA	3 de diciembre
FRAY BENTOS ATLÁNTIDA	4 de diciembre
SANTIAGO VÁZQUEZ ROSARIO	5 de diciembre
JUAN LACAZE	6 de diciembre
LIBERTAD SAN BAUTISTA	7 de diciembre
FLORES MINAS	8 de diciembre
CERRILLOS LAGOMAR PANDO SOLYMAR	10 de diciembre
SANTA LUCÍA FLORIDA LA FLORESTA	11 de diciembre
JUANICÓ	12 de diciembre
MERCEDES PLAYA PASCUAL SAUCE	13 de diciembre
LA PAZ	15 de diciembre
TARARIRAS PAYSANDÚ SALTO MELO PROGRESO LAS PIEDRAS JOSÉ ENRIQUE RODÓ SOLÍS DE MATAOJO VICHADERO	A confirmar



Graded Examinations in Spoken English (GESE)

Grado	Precio bonificado	Período de inscripción	Precio no bonificado	Período de inscripción
1	USD 95	martes 1 de agosto al viernes 1 de setiembre	USD 115	lunes 4 de setiembre al lunes 11 de setiembre
2	USD 105		USD 125	
3	USD 115		USD 135	
4	USD 145		USD 165	
5				
6				
7	USD 195		USD 215	
8				
9				
10	USD 285		USD 305	
11				
12				

FORMAS DE PAGO (dólares americanos)

Personalmente

21 de Setiembre 2744

Lunes a viernes de 9 a 19hs

Contado

Tarjetas de crédito hasta en 6 pagos con Diners, Visa, Master, Oca, American Express, Cabal y PassCard

Transferencia o depósito bancario

Cuenta corriente BROU USD N.º 001557194-00001

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

Online

www.dickens.edu.uy/inscripciones

eBROU

Visa hasta en 6 pagos

RedPagos

Integrated Skills in English (ISE)

Reading & Writing - Speaking & Listening

Integrated Skills in English (ISE)	Precio bonificado	Período de inscripción
Foundation	U\$D 145	martes 1 de agosto al viernes 1 de setiembre
I	U\$D 155	
II	U\$D 245	
III	U\$D 305	
IV	U\$D 315	

Precio no bonificado	Período de inscripción
U\$D 165	lunes 4 de setiembre al lunes 11 de setiembre
U\$D 175	
U\$D 265	
U\$D 325	
U\$D 335	

FORMAS DE PAGO (dólares americanos)

Personalmente

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Online

www.dickens.edu.uy/inscripciones

eBROU

Visa hasta en 6 pagos

RedPagos

Integrated Skills in English (ISE) – Por módulo

Reading & Writing

Nivel	Precio bonificado	Período de inscripción
Foundation	U\$D 65	martes 1 de agosto al viernes 1 de setiembre
I	U\$D 80	
II	U\$D 105	
III	U\$D 125	

Precio no bonificado	Período de inscripción
U\$D 85	lunes 4 de setiembre al lunes 11 de setiembre
U\$D 100	
U\$D 125	
U\$D 145	

Speaking & Listening

Nivel	Precio bonificado	Período de inscripción
Foundation	U\$D 125	martes 1 de agosto al viernes 1 de setiembre
I	U\$D 145	
II	U\$D 210	
III	U\$D 255	

Precio no bonificado	Período de inscripción
U\$D 145	lunes 4 de setiembre al lunes 11 de setiembre
U\$D 165	
U\$D 230	
U\$D 275	

FORMAS DE PAGO (dólares americanos)

Personalmente

21 de Setiembre 2744

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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

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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	Jueves 30/11	25/11 – 04/12*		
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	Jueves 30/11	24/11 – 03/12*		
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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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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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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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: 5 y 19 de agosto, 9 y 30 de setiembre, 21 de octubre
- Horario: 9:00 a 12:00hs
- Costo: 3 cuotas de \$3.990 - Total: \$11.970
- **Costo Profesores e Instituciones Asociados: 3 cuotas de \$1.990 - Total: \$5.970**
- Examen: sábado 4 de noviembre

➤ Información de los exámenes:

Cantidad módulos	Precio bonificado por módulo 28 de agosto al 10 de setiembre	Precio sin bonificar por módulo 11 al 17 de setiembre
1 módulo	u\$s119	u\$s 147
2 módulos	u\$s212	u\$s 240
3 módulos	u\$s282	u\$s 310
4 módulos	u\$s376	u\$s 404
5 módulos	u\$s469	u\$s 497

(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





Materials that matter for Teachers who care

EXCUSE GENERATOR

This is a quick, funny and engaging activity.

Introduce the *Excuse Generator (excuses.ai)* to your students.

In this example, the message that will be created is between two friends.

The excuse is directed at 'Mark'.

The issue is the following: 'I forgot to return your bike.'

Make sure you move the professionalism slider to the middle. Too far right and the excuse is rather posh and complicated. Too far to the left and it gets a bit rude.

As you can see, the excuse is not finished.

Ask your students to complete this excuse and write a possible response from 'Mark'.

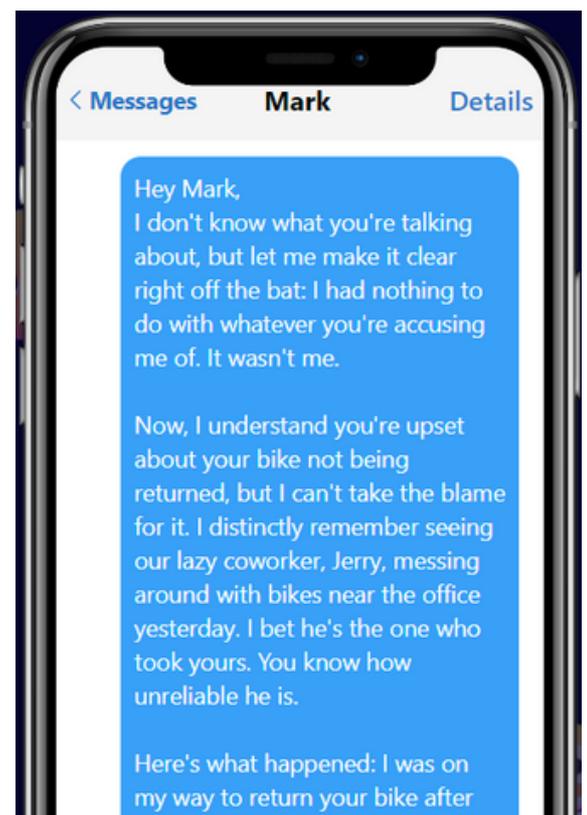
Excuse Generator 🌐
Use AI to generate the perfect professional excuse
Built with ❤️ by Rox & Jenni.ai

Who is this message for?
Mark

What did you mess up?
I forgot to return your bike

Professionalism
Risky 🦴 🧡 Safe

Make an excuse



Materials that matter for Teachers who care

This group activity comes from the game show 'Password'

The rules are easy.

- Two teams play against each other.
- They try to convey a mystery word, **the password**, by using just single- word clues. No mimics or gestures are allowed.
- The password will be given to one player on each team.
- Game play alternates between the two teams. The player who was given the password will give his team a single-word clue. They now need to guess the password. The other team will also be able to hear the clue.
- If the team fails to guess the password, or if an illegal clue was given, it is over to the other team to guess.
- If the clue given prompts the team to guess the password correctly, that team will be given points based on the number of guesses being used. i.e. 5 points, if the password was correctly identified with the first clue, 4 points after the second clue etc.



Example:

Round 1		password:
		TATOO
clues		guesses
Team A	Team B	
needle		thread
	plane	helicopter
picture		movie
	ink	pet
arm		leg
	mother	TATTOO

Now over to you. Here is a list of possible 'passwords' to choose from.

You can also be creative and use your own.

Any noun will work !

•VACUUM • PODCAST • BONE • POND • MADONNA • ROBOT • SURFBOARD

... AND LAST BUT NOT LEAST ...

D-ICE BREAKER activities

- 1. Discuss what you did over your vacation break.
- 2. Tell someone five interesting facts about yourself.
- 3. Detail what superpower you would want and why.
- 4. Explain a skill you have that others don't know about you.
- 5. Discuss what animal you would be and why.
- 6. Discuss your interests and hobbies with a friend.

ROLL AND TELL

Let's get to know each other!
Roll the die and share something about yourself.

- 1. What is the yummiest meal you've ever had?
- 2. If you could have a superpower, what would it be?
- 3. If you could have any animal as a pet, what would it be and what would you name it?
- 4. What is something you are really good at?
- 5. If you won a million dollars, what would you spend it on?
- 6. If you were a teacher, what would you teach and what would you do to make your class fun?

CHIT CHAT CUBE

Use a conversation starters in small and large group settings.

How were you kind today?

What makes you feel happy?

What is your favourite food and why?

What is your favourite joke?

What would you do with \$100?

If you had a robot, what would you make it do?

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:

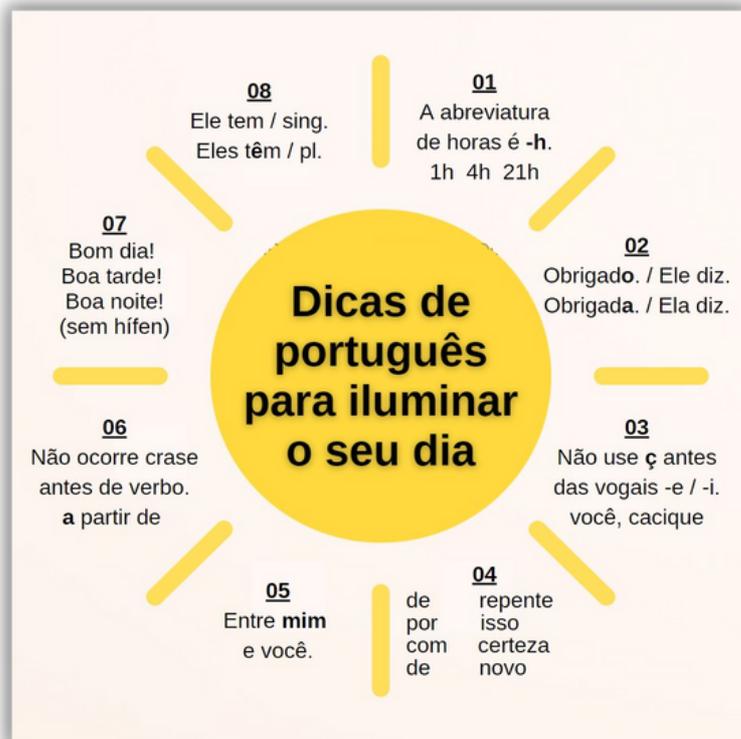
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Português



DICAS DE PORTUGUÊS



Prefixo e Hífen

Segue uma dica que pode funcionar com algumas palavras.

- os diferentes se atraem (*letras diferentes*)
antiaéreo, autoescola, semicírculo, anteprojeto, autoajuda, semiaberto, contraindicação, aeroespacial, autoestrada, microcomputador
- os iguais se repelem (*letras iguais*)
micro-ondas, contra-ataque, anti-inflamatório, anti-ibérico, contra-almirante, micro-ônibus

Verbos e Animais

O gato mia.	O papagaio palra.
O cachorro late.	O mosquito zumbe.
O sapo coaxa.	O morcego farfalha.
O tigre ruga.	A baleia bufa.
A vaca mugue.	O grilo canta.
A zebra relincha.	A galinha cacareja.
O porco grunhe.	A cobra sibila.
O pombo arrulha.	O cavalo relincha.
O pato grasna.	O boi mugue.
O carneiro bale.	A raposa regouga.
	O corvo crocita.

Usar apenas o que está em **negrito**.

Pleonasmos

- | | |
|---------------------------|-----------------------------|
| Adiar para depois | Fatos reais |
| Conclusão final | Há muitos anos atrás |
| Criação nova | Outra alternativa |
| Encarar de frente | Pequenos detalhes |
| Entrar para dentro | Repetir de novo |





ATIVIDADES DE PORTUGUÊS



POEMA

1. Leia o poema abaixo e responda as questões.

A Casa

Vinicius de Moraes

Era uma casa
 Muito engraçada
 Não tinha teto
 Não tinha nada
 Ninguém podia
 Entrar nela não
 Porque na casa
 Não tinha chão
 Ninguém podia
 Dormir na rede

Porque na casa
 Não tinha parede
 Ninguém podia
 Fazer pipi
 Porque penico
 Não tinha ali
 Mas era feita
 Com muito esmero
 Na Rua dos Bobos
 Número Zero

2. Circule o endereço da casa, no poema, e escreva-o abaixo.

3. Por que ninguém podia dormir na rede?

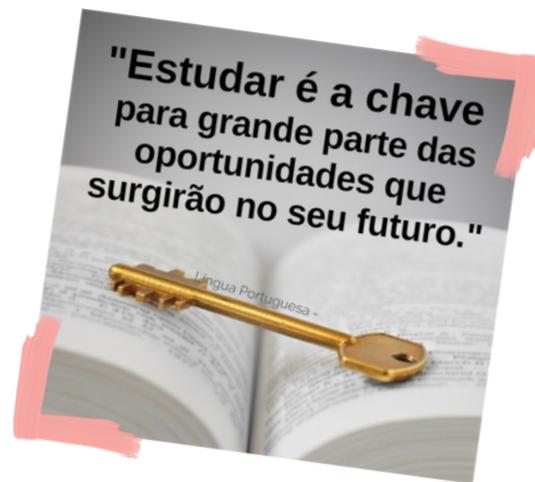
4. Sobre o que fala o poema? Quem o escreveu?

5. Circule os verbos, no poema, e escreva-os abaixo

6. Marque corretamente:

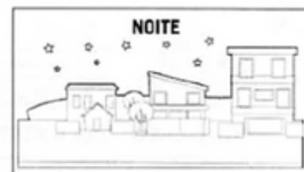
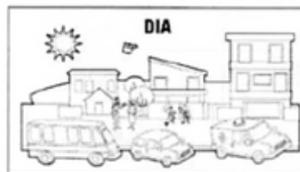
a) Qual adjetivo recebe a casa?

() triste () engraçada () boa



ANTÔNIMOS

ANTÔNIMOS SÃO PALAVRAS COM SENTIDOS OPOSTOS.



1. DÊ O ANTÔNIMO.

A) ALTO	<input type="text"/>	F) CERTO	<input type="text"/>
B) PEQUENO	<input type="text"/>	G) PERTO	<input type="text"/>
C) DEVAGAR	<input type="text"/>	H) VELHO	<input type="text"/>
D) CLARO	<input type="text"/>	I) TUDO	<input type="text"/>
E) FÁCIL	<input type="text"/>	J) INÍCIO	<input type="text"/>

2. DÊ O ANTÔNIMO DAS PALAVRAS DESTACADAS.

- A) MANTENHA A PORTA **ABERTA**. _____
- B) **ACENDA** A LUZ. _____
- C) COMPREI BOLACHA **DOCE**. _____
- D) ELE **ENTROU** EM CASA. _____
- E) A TOALHA ESTÁ **MOLHADA**. _____





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