



**dickens**

# NEWSLETTER

APRIL 2025

## Letter from the Editor

This is a very special letter that has taken me time to write.

I have been writing letters in your Newsletter four times a year for many, many years and have enjoyed myself immensely ... But now I feel it's time to say goodbye.

I turned 86 last month and although I am well I now have very little to share with you except my memories. Those are well-known to most of you... You don't need memories now, but the vibrant future Dickens offers you; a vibrant future You and your Students will surely achieve.

Thank you for the many happy years you let me share with you!

But I have just received the most splendid news! Sofia, my eldest granddaughter and the Dickens Director, will be in charge of writing the letters! Not only is Sofia an excellent writer but, being the Director, you will be getting all the news "straight from the horse's mouth". Had you heard this saying before?

In English when we get news straight from the subject concerned with that news and not through others we say "I got the news straight from the horse's mouth" Great saying isn't it?



I shall certainly miss writing to you but Sofia will provide you with all the most recent news, and all the warmth and happiness you are used to as she is a very caring person!

I wish all of you an excellent 2025 and the best results for your students...

Sofia, Manuel, Paty, Andrea, Teresa and I wish you all the very best at this very hard and important time of the year.

Love you all!

*Monica*

*in this issue...*

**EVENTS**

page 3

PROFESSIONAL  
**DEVELOPMENT**

page 5

INTERNATIONAL  
**EXAMS**

page 11

TESTS & NATIONAL  
**EXAMS**

page 14

ADMINISTRATIVE  
**ISSUES**

page 24

**RESOURCES**  
FOR TEACHERS

page 26

**PORTUGUÉS**

page 30

TRIP TO  
**UK**

page 32

**CONTACT US**

page 33

## ***Celebrating Student Success at Dickens: Outstanding Results in the 2024 Cambridge Exams***

At Dickens, we take immense pride in the success of our students. As every year, we are honoured to recognize the remarkable achievements of those who took part in the recent Cambridge English exams.

In this 2025 edition, we are especially pleased to highlight the outstanding performance of students from across the country. Their dedication, effort, and academic excellence have positioned them among the best nationwide, reflecting not only their hard work but also the quality of education they receive from their teachers and support they receive at Dickens.

Among this year's top performers, we would also like to highlight six students who took their exams in digital format. This allowed them to demonstrate the same language skills required in the paper-based version, while using tools they are familiar with from everyday life. This digital format, introduced in 2024, has already been adopted by a large number of students thanks to its many advantages and user-friendly approach.



***Congratulations to all our students for this well-deserved recognition.***

***Your success is our greatest reward!***



## CONGRATULATIONS!

## *What is the LTCL DipTESOL?*

The Trinity College Licentiate DipTESOL is one of the highest international teaching qualifications worldwide, accredited at Level 7 by the English regulator of qualifications (OFQUAL).

## *Who can do it?*

Cert TESOL graduates and/or experienced teachers with accredited qualifications.

## *Why should teachers do the LTCL DipTESOL?*

- To develop professional knowledge and expertise.
- To refine practical teaching skills.
- To enrich your CV and aim at a Coordinator/Director of Studies position.

## *How is it delivered?*

Blended modality: via Zoom on Fridays + some face to face seminars at Dickens

**For further information, please contact:**

**Silvia Rovegno**

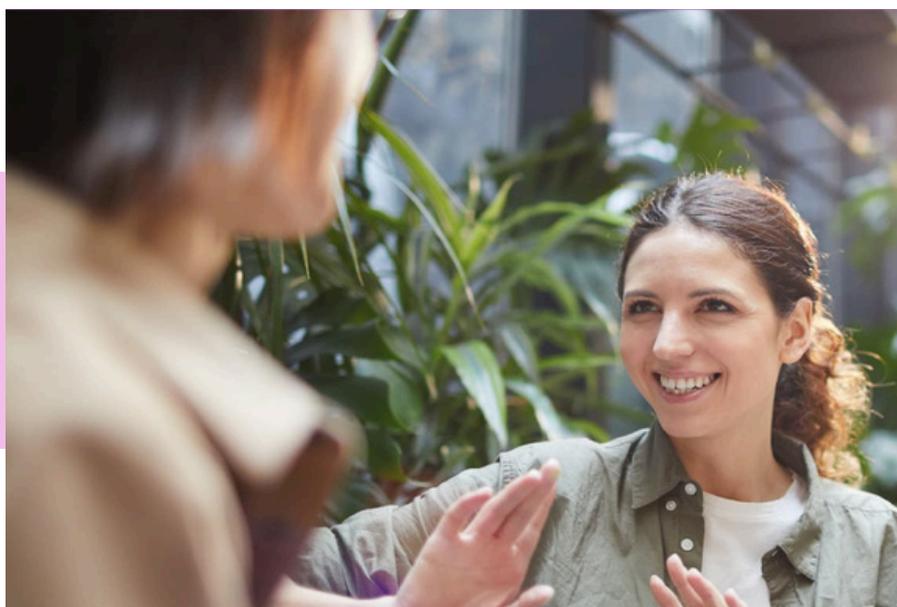
[silviarovegno@dickens.edu.uy](mailto:silviarovegno@dickens.edu.uy)

***LTCL DipTESOL***

**TRINITY**

COLLEGE LONDON

Validated Course Provider 1942



# *Language and Pronunciation Development Course for Teachers*

Do you want to refine your English skills and improve your pronunciation but have limited time or difficulty travelling long distances?

***This course is designed just for you!***

***Dates: 25 April to 26 September***

***2 hours on Fridays***

***Time: NEW confirmed time 18:00 -20:00***

***Delivery: via Zoom***

**For further information and enrolment:**



Camila Magariños  
camila@dickens.edu.uy  
Luis de la Torre 678 | 27119557  
www.dickens.edu.uy



NEW **dickens**  
WORKSHOP SERIES FOR  
**TEACHERS**  
ASSESSING WRITING



WITH COMMENTS AND GUIDANCE  
YOUR STUDENTS WILL SOAR!

DEVELOP YOUR ASSESSMENT STRATEGIES  
SO THAT YOU CAN FOCUS ON YOUR  
STUDENTS' STRENGTHS AND WEAKNESSES  
**WHEN MARKING THEIR WRITING TASKS**

In these **FREE WORKSHOPS** we will discuss...

- **HOW TO IDENTIFY THE AREAS IN WHICH YOUR STUDENTS NEED HELP**
- **DISCUSS APPROACHES THAT CAN BE USED IN CLASS**
- **SHARE TECHNIQUES**
- **DISCOVER HOW TO IMPLEMENT TECHNIQUES**
- **PRACTISE WITH SAMPLES**

**B2**  
**C1**

**EXCLUSIVE BENEFIT**  
for the **dickens**  
**COMMUNITY**



DATE	LEVEL	AREA ON WHICH WE WILL FOCUS
APRIL 11TH	B2	CONTENT
APRIL 25TH	C1	CONTENT
MAY 2ND	B2	LANGUAGE
MAY 9TH	C1	LANGUAGE
MAY 16TH	B2	ORGANISATION
MAY 23RD	C1	ORGANISATION
MAY 30TH	B2	COMMUNICATIVE ACHIEVEMENT
JUNE 6TH	C1	COMMUNICATIVE ACHIEVEMENT

**13 TO 14 HS**

**CLICK HERE TO ENROL!**

*Further info & contact*

[camila@dickens.edu.uy](mailto:camila@dickens.edu.uy)

# ***“Decoding writing assessment: interpreting and applying writing assessment scales”***

***Do you ever wonder why your students' exam performance doesn't always match your expectations?***

***What's the secret to preparing them for success in writing and reading tasks?***

In these workshops, we will carefully analyze each assessment descriptor, understand its objectives, and explore effective techniques to help your students excel.

Then, in the second part of the course we will devote time to explore ways to help your students develop their reading skills.

**For further information and enrolment:**



Camila Magariños  
camila@dickens.edu.uy  
Luis de la Torre 678 | 27119557  
www.dickens.edu.uy



# TKT CLIL/ Teaching Knowledge Test

## Content and Language Integrated Learning - 2025

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

*TKT CLIL is one specialist module suitable for:*

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



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



**Dates:**

**August 9 & 30**

**September 13 & 27**

**October 11**

**Exam: November 8**

**Enrolments:**



Camila Magariños  
camila@dickens.edu.uy  
Luis de la Torre 678 | 27119557  
www.dickens.edu.uy

# OPEN HOUSE

*second edition*

**Practical Ideas and tips  
for preparing all the  
Cambridge Exams:**

**PROFICIENCY, ADVANCED, FIRST,  
PRELIMINARY, KEY, YLE**

## *Workshops*



**21st JUNE - 14 Hs**

**FREE FOR ALL OUR COMMUNITY  
MORE INFORMATION COMING SOON**

**SAVE THE DATE**

**21st JUNE**

**LIMITED PLACES!**

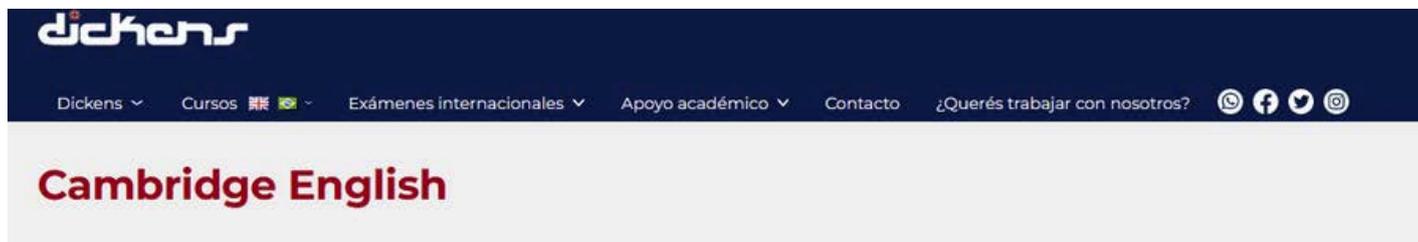


**CAMBRIDGE**  
English

**Platinum**  
Authorised Exam Centre

**En nuestra web podrás encontrar  
TODA la información sobre fechas y precios  
de exámenes paper-based y digital!**

[www.dickens.edu.uy](http://www.dickens.edu.uy)



Dickens es **Platinum Centre** de Cambridge English y representa toda su línea de exámenes: Pre A1 Starters, A1 Movers, A2 Flyers, A2 Key, A2 Key for Schools, B1 Preliminary, B1 Preliminary for Schools, B2 First, B2 First for Schools, C1 Advanced, C2 Proficiency y TKT.

Las certificaciones de Cambridge motivan a personas de cualquier edad y nivel a que aprendan inglés y a que desarrollen destrezas prácticas para el mundo real. Cada examen se centra en un nivel del Marco Común Europeo de Referencia para las Lenguas y ayuda a los alumnos a mejorar su comprensión y expresión orales y escritas.

Sea cual sea tu objetivo y tu meta personal, los exámenes de Cambridge son un símbolo de excelencia y de confianza para miles de organizaciones de todo el mundo.



**Platinum**  
Authorised Exam Centre

CLICK HERE



**Fechas, precios y períodos de inscripción**

- [Fechas y precios Cambridge Paper-based | febrero a abril 2025](#)
- [Fechas y precios Cambridge Paper-based | mayo a julio 2025](#)
- [Fechas y precios Cambridge Paper-based | agosto a diciembre 2025](#)
- [Fechas y precios Cambridge Digital | febrero a abril 2025](#)
- [Fechas y precios Cambridge Digital | mayo a julio 2025](#)
- [Cómo realizar la inscripción a examen](#)
- [Instructivo inscripciones ONLINE](#)

**Información importante para candidatos**

- [Resumen de normativas para candidatos](#)
- [Notice to Candidates](#)
- [Exam day tips: Cambridge paper-based exams](#)
- [Exam day tips: Cambridge speaking tests](#)

**NUEVO: Cambridge English Qualifications Digital**

**Cambridge & Dickens Distinguen 2025 >>**

**Inscripciones online >>**

**Formularios de inscripción a exámenes**

- [Formulario de inscripción a exámenes de Cambridge English 2025](#)
- [Formulario de inscripción a TKT](#)

**Exámenes de Cambridge**

- Pre A1 Starters (YLE Starters)
- A1 Movers (YLE Movers)
- A2 Flyers (YLE Flyers)
- A2 Key for Schools (KET)
- A2 Key (KET)
- B1 Preliminary for Schools (PET)
- B1 Preliminary (PET)
- B2 First for Schools (FCE)
- B2 First (FCE)

**#DickensCercaTuyo**  
Dickens te lleva los exámenes de Cambridge a tu localidad. Informate.



**y cualquier información que busques sobre TODOS nuestros CURSOS!**

# Cambridge English Qualifications Digital



Estimados Centros Preparadores,

Por este medio les presentamos una nueva versión de los exámenes de Cambridge. A partir de 2024, Dickens estará ofreciendo Cambridge English Digital.

Estos exámenes se estarán sumando a la oferta tradicional en papel que sigue vigente. Como verán a continuación, las mismas habilidades serán evaluadas a través de los mismos ejercicios, pero utilizando una computadora.

El objetivo de estos exámenes es brindar una experiencia innovadora y positiva al alumno, y a su vez garantizar los altos estándares de excelencia por los que Cambridge se destaca.

Nos mantenemos en contacto por cualquier consulta.

Saludos,

**Sofía Scherschener**, LTCL Dip TESOL  
General Director  
Cambridge English Centre Exams Manager

# Una nueva versión digital



## Rápido

Los resultados llegan entre 5 y 10 días hábiles después del examen.



## Experiencia mejorada

Herramientas digitales que ayudarán a concentrarse y tener dominio de su desempeño.



## Flexible

Sesiones disponibles hasta 365 días al año.



## Seguro

El contenido de cada examen es seleccionado de manera aleatoria para una mayor seguridad.

## La experiencia de examen, mejorada

CAMBRIDGE

Cambridge Digital  
English Qualifications

**Diferencias** entre los exámenes en papel y los digitales

Características	En papel	Digital
Sede del examen	En un centro autorizado de exámenes, en una escuela o en una sede externa	
Disponibilidad	Calendario de fechas predeterminadas	Hasta 365 días al año*
Inscripción	Hasta 4 semanas antes de la fecha de examen	Hasta dos días hábiles antes de la fecha de examen, sujeto a disponibilidad del centro examinador.
Niveles	Pre A1 Starters-C2 Proficiency (incluye exámenes para niños)	A2 Key-C2 Proficiency
Formato del examen	En papel	Computadoras de escritorio o laptops con sistemas operativos Windows y Apple OS
Formato y secuencia de tareas	Idénticos	
Contenido del examen	Mismas tareas para todos los candidatos en una sesión	Preguntas asignadas al azar a cada candidato
Resultados	Disponibles a 4-6 semanas del día del examen	5-10 días hábiles después de la fecha de examen
Examen oral	Entrevista presencial	
Examen de comprensión auditiva	Reproductor de audio con parlantes	Auriculares con control de volumen
Escritura de las respuestas	En papel con lápiz y lapicera	En pantalla con teclado y mouse
Certificados	Certificado en papel enviado al centro de examen hasta 3 meses después de la fecha de examen	

\*Consulta disponibilidad con tu centro examinador

**MORE INFORMATION** >>

# SETTING TESTS FOR THE FIRST TIME

TIPS TO  
*Success*

## CREATING THE RIGHT TESTING ENVIRONMENT

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

- **Students should sit well apart to maintain focus.**
- **Each student should have their own pencil, eraser, and any necessary materials ready.**
- **The class atmosphere should be *quiet, friendly, and orderly* to promote concentration.**

## ADMINISTERING TESTS EFFECTIVELY

Tests should be administered according to the age and level of your students.

**Beep 1 & 2** - When working with these students:

- Read instructions for each activity clearly and ensure students understand them.
- Demonstrate tasks on the board (e.g., numbering, matching, circling, etc.)
- Go over examples and images before starting each activity.
- Lower your students' anxiety if they stay behind by repeating the script as many times as necessary.

**Beehive 1 & Academy Stars 1** - When working with these students:

- Read instructions for one activity clearly and check comprehension.
- Go over examples before students start working.
- Allow time for independent work.
- When all students have completed the activity, move on to the next one and repeat the same procedure.
- Each activity should take no longer than 10 minutes. If a student needs more time, let them know they will have time to complete the activity 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
- Tests should support learning, but students must also develop independence.

**Advanced Levels**

- Encourage students to minimize questions during the test to maintain focus and avoid distractions.

**REMEMBER!**

**Final exams will follow the same procedures,  
so it's essential to familiarize students  
with test-taking routines from the start.**

# 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

**REMEMBER!**

Students with special needs should be offered 25% extra time to complete the test

## DICKENS ORALE EXAMS *at a glance*

LEVEL	BOOK	FORMAT	APPROXIMATE TIMING
JUNIORS 2	HARMONIZE 1 WIDER WORLD 1	1 EXAMINER – 1 CANDIDATE	8 minutes
ADULTS 2 (optional)	ENGLISH FILE ELEMENTARY – FULL EDITION MODULE 4	1 EXAMINER – 1 CANDIDATE	8 minutes
ADULTS 4	ENGLISH FILE INTERMEDIATE HEADWAY INTERMEDIATE PERSONAL BEST B1	1 EXAMINER – 2 CANDIDATES*	13 minutes
JUNIORS 5	ENGLISH FILE INTERMEDIATE HEADWAY INTERMEDIATE PERSONAL BEST B1	1 EXAMINER – 2 CANDIDATES*	13 minutes
OXFORD HOUSE	OPTIMIZE B1+	1 EXAMINER – 2 CANDIDATES*	14 minutes

\* a trio might be necessary



## ORALE EXAMS *marks*

**100**

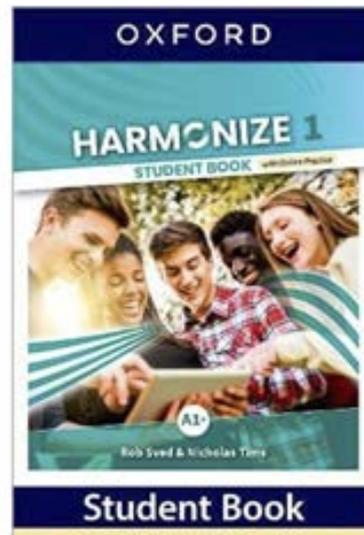
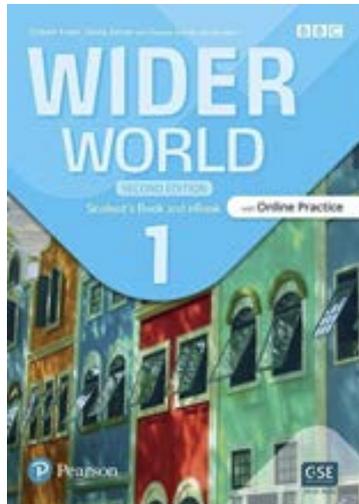
Students can get up to 20 marks on the oral exam and up to 80 marks on the written test. These scores are added up, and a minimum of 60% of the total marks is required to pass.

While students do not pass or fail the oral exam, a score below 12 indicates the student would benefit from additional practice in their speaking skills.

Encouraging these students to engage in communicative speaking activities will help them build confidence and improve their performance.

# ORAL EXAMS 2025

## *Elementary Level*



## *TOPICS*

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

- *A typical day at school*
- *My favourite free time activity/ hobby /sport*
- *A famous inspiring person*
- *A place I visited last year*

Leaners are advised to bring a folder or a cardboard with pictures related to the topic to the exam. Please note that written text should not be included. Students are not expected to read from their materials but to hold a natural conversation with the examiner.



# FORMAT & TIPS

**Total time: 8 minutes Total marks: 20**

**Warm up: aprox 1 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. 4 minutes**

**Then the examiner asks:**

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

Students are expected to present their topic using visual aids. 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 memorizing a script, 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 and avoid one-word responses such as "Yes" or "No". They should also 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 hold the pictures up 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.



The examiner introduces the scene, for example, they say “This is Mary . She is in the park.” and then, asks some questions such as:

- *Has he 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 questions so as choose the correct verb tense for their answers (e.g. What do you do there? or What did you do there?).

If they are shown a set of pictures depicting a sequence of events or somebody ´s routine, students should use connectors and time sequencers such as First, Then, After that and Finally to organize their ideas more effectively.

# BASIC CERTIFICATE LEVEL

## *Juniors 5 / Adults 4*



*Headway Intermediate / Personal Best B1 /  
English File Intermediate*

### **PAPER SUMMARY**

**Total timing: +/- 13 minutes**

Test format: 2 students - one examiner (a trio if necessary)

---

**Part 1 = +/- 2 minutes**

Students answer personal questions in turn, based on a given topic

---

**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. They have one minute to prepare the topic.

---

**Part 3 = +/- 3 minutes**

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

---

**Part 4 = +/- 3 minutes**

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

---

**FOR FURTHER INFORMATION WRITE TO**



[andreacabrera@dickens.edu.uy](mailto:andreacabrera@dickens.edu.uy)  
[teresagallete@dickens.edu.uy](mailto:teresagallete@dickens.edu.uy)

# New to Preparing Students for the J5/A4 Speaking Exam?

## HERE'S A SIMPLE STRATEGY FOR STAGE 2

We often elicit students' opinions about a topic, their background knowledge and experiences before reading or listening to a text. You can use this opportunity regularly to practise for stage 2 of the Speaking Exam using the Think / Write / Pair / Share technique.

For example, if students are about to read a text on "The Environment" you can do as follows:

### **Step 1: Think**

Ask students: "What do you do to protect the environment?"

Provide these prompts on the board to keep students focused and guide their thinking:

- *Bring a reusable bag to the supermarket*
- *Walk or bike whenever possible*
- *Plant a tree*
- *Turn off the lights when not in use*
- *Other (students add their own ideas)*



### **Step 2: Write**

Give them one minute to make notes. Encourage them to write down only key words or phrases rather than full sentences.

### **Step 3: Pair**

Ask students to discuss their ideas in pairs. While you monitor, encourage students to use English and keep focused on the topic.

### **Step 4: Share**

Finally, volunteers should share their thoughts with the whole class. In order to keep students engaged, you should give them a purpose for listening to their peers—for example, you can ask them to identify similarities with their own responses.

After this activity, you can move on to the reading or listening text and the rest of the unit in the course book.

# Adults 2- SPEAKING EXAM

## English File Elementary

### Full Edition

**Total time: 8 minutes**

**Total marks: 20**

#### **PAPER SUMMARY**

**Total timing: +/- 8 minutes**

Test format: one student - one examiner



#### **Stage 1 – Warm up - 2 minutes**

Introductions:

The examiner greets the student and asks them the following questions:

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

#### **Personal Questions:**

The examiner asks the candidate some personal questions from a list.

#### **Stage 2 – Picture description - 3 minutes**

The candidate answers three questions about what they can see in the picture. The candidate answers one more interpretative question about the topic of the picture.

#### **Stage 3 – Topic presentation - 3 minutes**

The candidate picks up a card with a topic and some prompts to talk about. The candidate is given one minute to prepare the topic. The candidate talks on his own for about a minute. The examiner asks a final question about the topic.

# OXFORD HOUSE SPEAKING EXAM FORMAT & PROCEDURE

**BOOK: OPTIMIZE B1+**

## *Paper Summary*

**Total timing: +/- 14 minutes**

Test format: 2 students - one examiner (a trio if necessary)

### **Part 1: Warm-up (3 minutes)**

The examiner greets the students, introduces themselves, and asks each student a series of personal questions.

### **Part 2: Interactive Task (8 minutes, including preparation)**

- Students receive a task sheet with 5–6 prompts.
- Each student selects 2 or 3 topics to discuss.
- They have 2 minutes to prepare their ideas. They might make notes.
- A 3-minute discussion follows, where students exchange ideas with their partner.
- The examiner then joins the discussion, turning it into a three-way conversation.

### **Part 3: Follow-up Conversation (3 minutes)**

In this final stage, the examiner leads a deeper discussion on a topic related to the previous task, encouraging further exchange of ideas in a three-way conversation.



# SUCCESSFUL ORAL EXAMS

FREE WORKSHOP FOR TEACHERS  
VIA ZOOM



## In this workshop you will:

- become familiar with the speaking exams format
- discuss activities that can help learners not only practise, but also develop speaking skills
- watch videos of real candidates and understand assessment criteria

## When?

Wednesday 21 May

*Juniors 2: 17.30*

*Juniors 5: 18.30*

*Adults 2: 19.30*

or

Friday 30 May

*Juniors 2: 9.00*

*Juniors 5: 10.00*

*Adults 2: 11.00*



**CLICK HERE**



to register or  
write to [camila@dickens.edu.uy](mailto:camila@dickens.edu.uy)

# **REMINDER:** **Enrolment Update & Test Collection Dates**

Dear Colleagues,

As we begin another academic year, we kindly remind you to complete and update your enrolment form. This ensures we have your most current contact information on file.

Additionally, the sooner you confirm the levels you will be teaching this year, the sooner you will receive the corresponding syllabuses and bimonthly tests.  
Test Collection Dates:

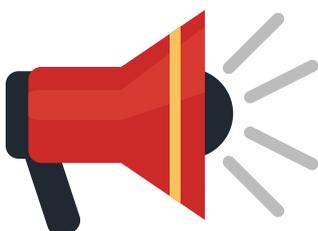
This year, tests will be available for pickup from our office on the following dates:

**Round 1: May 2**  
**Round 2: June 20**  
**Round 3: August 29**  
**Round 4: October 24**

If you have opted to receive tests via email, please note that it may take up to a week to send them to all teachers and institutes. If you have not received your tests within ten days of the scheduled dates above, please write to María Inés ([mariaines@dickens.edu.uy](mailto:mariaines@dickens.edu.uy))

Thank you for your cooperation and commitment.  
We look forward to another successful year!

Best regards,  
The Dickens Team



***Please make sure to save our office mobile number, 098725384, in your contacts so we can add you to our WhatsApp broadcast list and keep you updated with news and important announcements***

# Ensuring Equal Opportunities for All Learners

At Dickens, we believe that every student deserves equal opportunities to excel in their tests and exams. To support learners with special requirements, we offer exam adjustments tailored to their individual needs.

## EXAMPLES OF EXAM ADJUSTMENTS:

- Format Adjustments:
  - Adapted versions for students with dyslexia
  - Braille versions
  - Enlarged print for visually-impaired students
- During the Exam:
  - Special assistance from the invigilator to understand what to do in each task
  - Extra time to complete the test
  - Use of a computer for written tasks for students with severe dysgraphia
  - Lip reading
  - Seating closer to the speaker for hearing-impaired students
- Test Marking:
  - Spelling errors made by students with dyslexia will not be penalized

## HOW TO REQUEST ADJUSTMENTS:

If you have a student with special needs, please complete the relevant form, including details about the student's condition and the necessary adjustments. Be sure to attach an up-to-date statement from a health professional. For consistency and familiarity, it is essential that students experience the same adjustments during their bimonthly tests.

***Please do not hesitate to contact us if you have any questions or need further information.***



## Feature Article



# Active Learning: Engaging Minds, Transforming Classrooms

Active learning is a teaching approach where students engage in the learning process by actively constructing knowledge rather than passively receiving information. It contrasts with traditional lecture-based teaching and promotes deeper understanding, long-term recall, and creativity.

### Key Concepts and Theoretical Foundations

- Constructivism (Piaget) emphasizes that learners build their understanding by connecting new knowledge with existing mental models (schemas).
- Social Constructivism (Vygotsky) highlights learning through interaction, particularly within the "Zone of Proximal Development" (ZPD), where students need guidance to progress.
- Scaffolding (Bruner) involves providing temporary support that is gradually removed as learners gain independence.
- Bloom's Taxonomy (Revised) categorizes learning from basic recall to higher-order skills like evaluation and creation.

### Approaches Related to Active Learning

- Student-Centered Learning shifts the teacher's role from instructor to facilitator.
- Inquiry-Based and Problem-Based Learning encourage students to explore questions and solve problems.
- Experiential Learning involves direct experience as a key learning method.

### Benefits of Active Learning

- Develops critical thinking, problem-solving, and lifelong learning skills.
- Helps students retain and apply knowledge in new contexts.
- Can be implemented effectively even in large classrooms with well-designed questioning and group work.
- Supports higher-order thinking skills, beneficial for assessments and real-world application.

### Common Misconceptions

- Active learning does not mean the teacher takes a passive role—they must actively guide learning.
- It does not require constant movement or group work; effective direct instruction can also be active learning.
- One-size-fits-all approaches do not work—teaching strategies should be adapted for different age groups and learning needs.

## Practical Strategies for Teachers

- Activate prior knowledge and help students connect new ideas.
- Use scaffolded instruction and formative assessments to track progress.
- Allow students multiple opportunities to engage with content in varied ways.
- Encourage metacognition, helping students monitor and evaluate their own learning.
- Integrate discussion, questioning, and writing to deepen understanding.

### **If you're new to active learning, consider these essential questions to enhance student engagement and learning outcomes:**

#### **What do my students need to learn?**

Think beyond content—consider essential skills they should develop alongside subject knowledge.

#### **How will the chosen task support learning?**

Different tasks serve different learning goals. Tailor activities to address students' strengths and weaknesses.

#### **Am I using effective questioning?**

Encourage deeper thinking with open-ended and follow-up questions. Ensure all students participate by selecting them to answer rather than relying on raised hands.

#### **Am I fostering a positive learning environment?**

Students should feel safe taking intellectual risks without fear of judgment. Mutual respect is key.

#### **Can I combine content learning with skill development?**

Have students identify key facts, apply them in writing, and adapt them for different questions to develop both factual knowledge and analytical skills.

#### **How will I assess learning?**

Use both formal and informal assessments to gauge understanding and guide future lessons. Assessment should help diagnose learning progress rather than just measure performance.



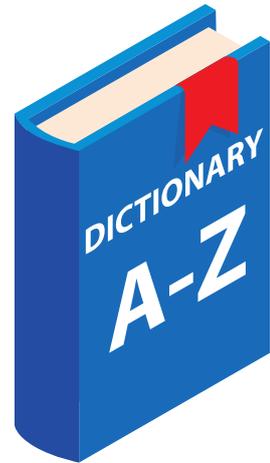
*By keeping these questions in mind, teachers can design effective active learning experiences that engage students and deepen their understanding.*

Adapted from: <https://tinyurl.com/4xnsvj7k>

# ***Materials That Matter for Teachers Who Care***

**If your students keep forgetting VOCABULARY  
don't worry, it's not about memory, it's about method.**

*You introduce new vocabulary. Your students nod along, write it down, maybe even use it in a controlled exercise. But fast forward a week...gone. They stick to their usual limited range, avoiding new expressions like they've never seen them before.*



## **The problem?**

Vocabulary isn't just something students memorise. It's something they need to experience, play with, and truly own. Simply presenting new words isn't enough. They need strategies that help them engage with vocabulary in ways that make it meaningful and unforgettable.

Keep on reading to learn 7 ways to make vocabulary stick so your students don't just recognise words, but actually use them.

### **1. Give words a story**

Ever noticed how students remember funny, weird, or personal words? Attach meaning to vocabulary-tell a story, act it out, or connect it to their lives. If you're teaching the word **astonished**, share a personal anecdote: "Last week, I was astonished when my dog opened the fridge by himself!" Encourage students to come up with their own memorable examples-**personal relevance increases retention.**

### **2. Make them 'feel' the word**

Some words are cold. Some are warm. Some feel like a slap. Help students notice connotations. Skinny and slim both mean "thin," but skinny often has a negative tone, while slim sounds more positive. Get them to sort adjectives into positive, neutral, and negative categories-this builds awareness of how words are used, not just what they mean.

### **3. Play with pronunciation**

Mumble. Whisper. Shout. Stretch the syllables. Let students feel the rhythm of words. Stress placement can change meaning-compare I didn't steal your wallet with I DIDN'T steal your wallet.

Record students saying words with different emotions (excited, angry, sarcastic) so they experience pronunciation beyond just repeating after the teacher.

### **4. Teach 'word families', not orphans**

Why teach argue alone when you can also introduce argument, argumentative, arguably?

Show how words grow instead of treating them like lone wolves. Create a "word map" where students conn new words to related forms and meani his helps them see patterns and expand their vocabulary naturally.

## 5. Make them use it immediately

No, not in a gap-fill. Get them to sneak the new word into a conversation before the lesson ends. If you're teaching **hesitate**, challenge them to work it into a real discussion: "Have you ever hesitated before making a big decision?" This forces them to activate the word instead of just recognizing it passively

## 6. Mess with meaning

What happens when you tweak a word? Try a ridiculous argument vs. a pointless argument-same structure, but a completely different feeling.

Give students a sentence and ask them to swap out words to change the tone. This not only helps with synonyms but also builds their awareness of nuance in language.

## 7. Recycle like a pro

If a word only appears once in class, it's doomed. Bring it back in different contexts -speaking, writing, reading.

Introduce **predict** on Monday in a reading task, then have students **predict** something about a story on Wednesday and by Friday, get them to write **predictions** about the weekend.

Words need to be used to survive.

## Now, here's your challenge!

Imagine you need to teach the chunk "**keep an eye on**" to your students.

You could just tell them it means: **to watch something carefully**...but where's the fun in that?

Instead, how would you:

- ✓ Make it stick with a story? (Maybe about losing something because no one was keeping an eye on it?)
- ✓ Help them feel it through connotation? (Is it a casual phrase? Formal?)
- ✓ Get them to play with pronunciation? (Would they say "keepaneyon" quickly in speech?)
- ✓ Teach related expressions like "keep an eye out for" or "keep an eye on the time"?
- ✓ Make them use it immediately? (Maybe ask them who they trust to keep an eye on their phone while they step out?)



**Hint:** Give them a funny or relatable real-life situation where they'd need to use this phrase. . . Let them personalise it!

Adapted from: <https://tinyurl.com/5n86erfp>





**BRINDAMOS APOYO ACADÉMICO A INSTITUCIONES, COLEGIOS  
Y PROFESORES QUE DICTAN CLASES DE PORTUGUÉS.**

Dickens Portugués desarrolla un trabajo en equipo cuyas características son la amistad, el compañerismo, la pasión y el amor por el idioma y su cultura, con la seriedad que brinda esta Institución pero con una buena dosis de diversión.

Gane nuevas perspectivas, nuevos propósitos y nuevas experiencias de vida, junto a un cuerpo docente de educadores-comunicadores, con vistas a la obtención de la máxima competencia comunicativa en Portugués.



**SELECCIÓN DE TEXTOS  
MATERIAL DIDÁCTICO  
EVALUACIONES BIMESTRALES  
EXÁMENES Y CERTIFICACIONES NACIONALES E INTERNACIONALES DE LA  
UNIVERSIDAD DE CAXÍAS DO SUL CURSOS Y TALLERES PARA DOCENTES  
Y NUESTRO RESPALDO Y ACOMPAÑAMIENTO PARA LOGRAR LAS MÁS ALTAS  
METAS ACADÉMICAS!**



 **LUCIANA GAFFRÉE (COORDINADORA)**  
PORTUGUES@DICKENS.EDU.UY

# dicas DE PORTUGUÊS



**N** **DIMINUTIVOS**  
*ão erre mais!*

Gota - **Gotícula**  
 Poema - **Poemeto**  
 Estátua - **Estatueta**  
 Nó - **Nódulo**  
 Ilha - **Ilhota**  
 Corpo - **Corpúsculo**  
 Homem - **Homúnculo**  
 Beijo - **Beijote**  
 Cão - **Canicho**

COMER **NA** MESA. 

COMER **A** MESA. 

COMER **À** MESA. 

CORRETAS	ERRÔNEAS	CORRETAS	ERRÔNEAS
<b>ADIVINHAR</b>	<b>ADVINHAR</b>	<b>EMPECILHO</b>	<b>IMPECILHO</b>
<b>ADVOGADO</b>	<b>ADEVOGADO</b>	<b>FRAGRÂNCIA</b>	<b>FRAGÂNCIA</b>
<b>ATERRISSAR</b>	<b>ATERRISAR</b>	<b>MORTADELA</b>	<b>MORTANDELA</b>
<b>BANDEJA</b>	<b>BANDEIJA</b>	<b>MUÇARELA</b>	<b>MUSSARELA</b>
<b>BOCHECHA</b>	<b>BUCHECHA</b>	<b>PNEU</b>	<b>PNEU</b>
<b>BOTECO</b>	<b>BUTECO</b>	<b>PRIVILÉGIO</b>	<b>PREVILÉGIO</b>
<b>BUEIRO</b>	<b>BOEIRO</b>	<b>SUPERSTIÇÃO</b>	<b>SUPERTIÇÃO</b>
<b>CABELEIREIRO</b>	<b>CABELEREIRO</b>	<b>LAGARTIXA</b>	<b>LARGATIXA</b>
<b>CARANGUEJO</b>	<b>CARANGUEIJO</b>	<b>SOBRANCELHA</b>	<b>SOMBRANCELHA</b>

## A importância do acento

 **Coco**       **Carne**

 **Cocô**       **Carnê**

 **Bebê**

 **Bebe**

 **Camelo**       **Pais**

 **Camelô**       **País**



# MÁS QUE UN CURSO

---

## UN VIAJE DE IDA

### ¿PARA QUÉ EDAD ES EL VIAJE?

¡¡De 14 años en adelante!!

### ¿ES UN VIAJE DE ESTUDIO?

Es una experiencia de inmersión en la cultura local que incluye:

- 20 horas semanales de cursos de inglés
- compartir clases con estudiantes internacionales
- todas las tardes se realizan paseos y actividades
- los fines de semana se realizan excursiones

### ¿DÓNDE NOS ALOJAMOS?

Casas de familias seleccionada por el colegio, con una ubicación céntrica media pensión (desayuno y cena) consultar por opción residencia



### ¿DURACIÓN?

2 o 4 semanas

### ¿EN QUÉ CIUDADES ESTÁ DISPONIBLE?

Cambridge, Londres, Nueva York, Boston, Liverpool, Bath

**¡Podemos armar una propuesta exclusiva para ti!**



¡No te pierdas la experiencia de aprender viajando!

 Oficina: 096 306 304

 Av. Arocena 1664 apto. 305

 @viajerosuy

# CONTACT US

**dickens**

**NEWSLETTER**

**Course information:**

info@dickens.edu.uy  
consultas@dickens.edu.uy

**Workshops, examinations  
arrangements in the provinces:**

camila@dickens.edu.uy

**Accounts and payments:**

gustavo@dickens.edu.uy

**Enrolments, syllabuses, tests, certificates,  
examination arrangements in Montevideo:**

mariaines@dickens.edu.uy

**Enrolments, syllabuses, tests, certificates:**

asd@dickens.edu.uy

**Academic support:**

teresagallete@dickens.edu.uy

**International examinations:**

intexams@dickens.edu.uy

**Cambridge International Certificate in  
Educational Leadership:**

karencapel@dickens.edu.uy

**Incompany Courses:**

lauramesa@dickens.edu.uy

**Departamento De Portugues:**

portugues@dickens.edu.uy

**Psychology Department:**

gastonscarone@dickens.edu.uy

**Marketing & Communication:**

fsoto@dickens.edu.uy

**Graphic design:**

grafico@dickens.edu.uy



**HEAD OFFICE**  
21 de Setiembre 2744  
Tel: 2710 7555

**ASD (Academic Support Department)**  
Luis de la Torre 678  
Tel: 2711 9557

**PUNTA GORDA BRANCH**  
Emilio Oribe  
Tel: 2606 0406

**MALVIN BRANCH**  
Orinoco 4927  
Tel.: 2619 7236

**dickens**

[www.dickens.edu.uy](http://www.dickens.edu.uy)