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READ



WRITE



LISTEN



SPEAK



DISCUSS



WORK IN PAIRS



WORK IN GROUPS



SHARE / COMPARE



ROLE-PLAY/ PERFORM



DEBATE



MAKE A PRESENTATION



LANGUAGE



PLAY AN AUDIO



PLAY A VIDEO



RECORD



PLAY A GAME



SEARCH THE WEB



THINK



YOUR TIME



PROJECT



EXTRA HELP

1 Tech innovators



Read the following statement.
Do you agree with this idea?

Uruguay is becoming a hub for creativity and innovation in the tech world.



The future of technology is being created in Uruguay.

What do you think about that?
Do you agree? Why or why not?
What kind of technology do you think Uruguay will be known for in the future?
Can you think of any examples of Uruguayan tech that are already making waves?



Take notes.



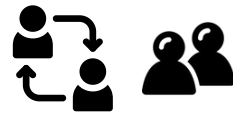
Handwriting practice area with a blue background and a perforated top edge. It contains five horizontal lines for writing.

Get in pairs and **discuss** the benefits of having a strong tech industry in Uruguay. You can **use** the notes from the previous task.



- How does technology create jobs and economic growth?
- How can technology improve people's lives in Uruguay?
- What are some of the challenges of developing a tech industry in Uruguay?

Get in groups and **share** your ideas with another pair.



Before reading the text, **pay attention** to these key terms. **Match** them with their correct definitions.

1 tech boom	a Stable and consistent conditions in a country's government that make it conducive for business.
2 burgeoning	b Rapid growth and success in the technology industry.
3 fintech	c An early-stage company aiming to create a new product or service.
4 political environment	d A field that combines finance and technology to offer.
5 startup	e An area experiencing rapid growth or increase.

1 **2** **3** **4** **5**

Answer the following questions.



- What do you think are the factors that can help a small country become successful in the tech industry?
- How important do you believe a stable political environment is for the tech industry's growth?
- Why do you think a strong educational foundation in STEM is important for innovation?

Read the article "Uruguay's Tech Boom" and learn about the amazing growth of Uruguay's tech industry. Then, answer these questions.



- 1 Who are some of the key players in Uruguay's tech scene?
- 2 What are some of the challenges and opportunities facing Uruguayan tech entrepreneurs?
- 3 How is Uruguay attracting international investment in the tech sector?

Uruguay's Tech Boom: A story of success

Uruguay, a small nation in South America, is making waves in the global tech scene. Once known primarily for its beautiful beaches and vibrant culture, Uruguay is now attracting international attention for its rapidly growing tech industry.

This unexpected boom can be attributed to several factors. Firstly, Uruguay boasts a highly educated workforce with a strong foundation in STEM fields. Secondly, the government has implemented policies that encourage innovation and entrepreneurship, including tax breaks and streamlined regulations for startups.

The result? A thriving ecosystem of tech companies, ranging from small software developers to ambitious fintech startups. Nicolás Jodal, founder of the popular online payment platform dLocal, is an excellent example of Uruguayan tech success. His company, which helps businesses accept payments from Latin America, has expanded rapidly and is now valued at over US\$ 1 billion.

Another key driver of Uruguay's tech boom is its stable political environment and strong internet infrastructure. These factors make it an attractive destination for foreign investment and talent.

While challenges remain, such as attracting top-tier tech talent and scaling up existing businesses, Uruguay's tech sector is poised for continued growth. With its combination of skilled workforce, supportive government policies, and entrepreneurial spirit, Uruguay is proving that even small nations can become major players in the global tech arena.





Surf the net and find examples of fintech Uruguayan companies.

Did you know?



Fintech, a combination of *finance* and *technology*, refers to the use of tech to improve and automate financial services. It includes everything from mobile banking apps and payment platforms, to cryptocurrency, blockchain technologies, and others.

Photo by Lucía Spangenberg



Take a look at the picture of Lucía Spangenberg.

Let's meet the innovators!



- 1 What do you think her job is?
- 2 Where do you think she works?
- 3 What kind of problems do you think she is trying to solve with technology?



Photo by Daniela Hirschfeld



Surf the net and find information to answer the previous questions.

Lucía won an outstanding prize for her work.

What is the name of that recognition? Why is it called that way?





What role does technology play in your community?



Do some research and connect the concept of tech innovations to your community.

- How is technology being used in your neighborhood or school?
- What are the positive and negative impacts of technology in your community?

Look at the following sentences, they need to be completed. **Complete** them with your own ideas.



- 1 If I were a tech innovator, I would create a device to...
- 2 A good tech innovator should...
- 3 If I had the chance to live in a highly technological environment, I would...
- 4 As a Uruguayan, I feel proud of...
- 5 The most important Uruguayan invention is...



Read about this tech innovator and **put** the words into the correct place.

solving · major · profound · began · revolutionized · neuroscience · interact

In the dynamic realm of technology, few individuals have left a mark as **1** _____ as Juan Martín González. At 40, Juan Martín stands out not only for his technical prowess but also for his visionary approach to **2** _____ some of the most pressing challenges facing our world.

Juan's journey **3** _____ in the bustling tech hubs of Silicon Valley, where he initially made a name for himself with groundbreaking work in augmented reality (AR). His first **4** _____ breakthrough was the development of "VisiSphere," an AR platform that seamlessly integrates virtual objects into the real world. This technology **5** _____ industries from education to retail, enabling immersive, interactive experiences that were unimaginable in the past. VisiSphere's impact on education, for instance, allowed students to **6** _____ with 3D models of historical artifacts and complex scientific concepts, making learning more engaging and effective.



But Juan's innovation didn't stop there. Recognizing the potential of merging AR with other cutting-edge technologies, he founded "NeuroTech Labs," a company dedicated to exploring the convergence of artificial intelligence (AI) and **7** _____. NeuroTech Labs' most important product, "Cognia," is an AI-driven system that enhances cognitive function and mental well-being. By using advanced neural interfaces, Cognia provides personalized cognitive training and mental health support, transforming how we approach brain health.



Read the second part of Juan Martín's text and **find** 5 language mistakes in the text.

One of Juan's most significant contributions has be his work on ethical AI. His commitment to creating transparent, fair, and accountable AI systems has led to the development of the "Ethica Framework," a set of guidelines that is rapidly becoming a gold standard in the industry. The framework emphasizes the importance of inclusivity, bias mitigation, and data privacy, ensuring that technological advancements serve all of humanity equitably.



As a thought leader, Juan Martín is also deeply invested in foster the next generation of innovators. He regularly mentor young entrepreneurs and engineers, advocating for a culture of curiosity, collaboration, and ethical responsibility. His educational initiatives, including the "Future Innovators Program," aim to equip aspiring tech professionals with the skills and mindset need to drive meaningful change in the tech industry.

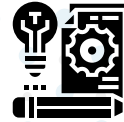
Juan's legacy is characterized by his relentless pursuit of excellence and his unwavering dedication to using technology as a force for good. His work continues to inspire and challenge the boundaries of what is possible, ensuring that her influence will be felt for generations to come. As we look to the future, the name Juan Martín will be synonymous with innovation, integrity, and a commitment to making the world a better place through technology.

Mistakes found...



In the texts it says...	It should say...

Project **Not all superheroes wear capes**



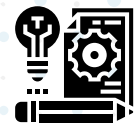
Choose a Uruguayan tech innovator who inspires you.

Write a short biography about him/her and **write** your own tech hero story!

Include:

- background information and education
- biggest achievements
- what makes him/her a role model.

Project **Technology in education**



In 2021, a group of IT companies asked the National Board of Education of Uruguay to create a course including some international standards. The DGETP created the bilingual technology courses, which are currently available in Montevideo and Paysandú.

Look for information and **make a poster** explaining what these courses include. In groups, make presentations to the class.



MOVE-FORWARD TASK

Surf the net and find information about Federico Revello.

What innovations has he made in the technological field?



2 contemporary artists

What is your favorite Uruguayan contemporary artist?

Share your ideas with a partner.



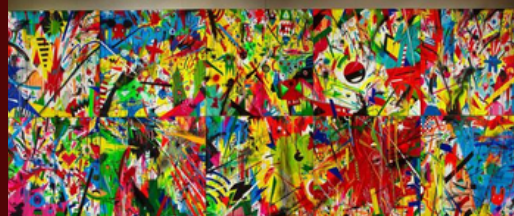
Read the first part of the article published by ORT University *"20 Uruguayan (and Contemporary) artists to follow closely"*.



DESIGN

ORT UNIVERSIDAD ORT Uruguay

20 URUGUAYAN (AND CONTEMPORARY) ARTISTS TO FOLLOW CLOSELY



20 artistas uruguayos (y contemporáneos) para seguir de cerca - ORT

There may be many Uruguayan football players, but how many contemporary Uruguayan artists could you name without using a search engine?

The parallel is at least curious when considering both spaces: a country with an aging and declining population still managing to produce a disproportionately large number of athletes. **Though there are also artists.**

Genuinely supporting Uruguayan art and legitimizing our artists by knowing, enjoying, reflecting on, and experiencing their work remains an urgent need. It is almost a duty to our own identity. Not just as individuals or a society, but as beings made of stories, art, and culture, participants in the artistic process.

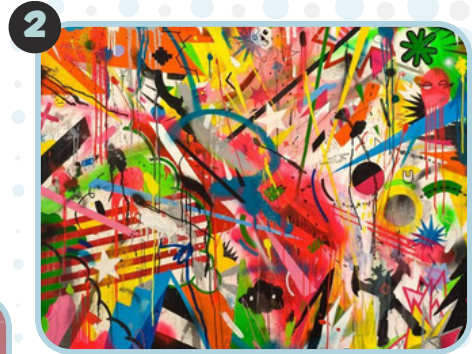
Let's discover **20 Uruguayan contemporary artists** to follow closely.

Do you know any of these artists?

- Tanky
- C03RA
- Josefina de León
- Santiago Velazco



Who do these works belong to?



WWW Choose one of the artists and **do** further research.

- What type of pieces of work does he/she create?
- Can you name one famous piece of art?
- What type of art do they create?
- Can you name some milestones of his / her work?
- Why did you choose that artist?

Find eight words related to *art* in the wordsearch.

CHARCOAL

W	F	R	I	M	U	L	T	I	M	E	D	I	A	Z	H	O	R
L	A	I	N	N	O	S	C	U	L	P	T	U	R	E	R	W	C
T	Z	T	C	F	S	P	E	R	F	O	R	M	A	N	C	E	E
C	W	T	E	E	C	T	V	B	W	E	V	Y	F	A	R	J	A
P	H	I	W	R	R	W	A	V	X	S	H	D	P	Q	Y	S	F
V	B	A	I	F	C	A	P	L	P	C	P	T	T	P	X	L	A
E	Q	G	R	C	P	O	M	C	L	Y	N	H	H	P	T	V	R
Z	J	B	M	C	Q	H	L	I	I	A	C	T	E	N	T	X	N
V	C	L	R	A	O	B	S	O	C	F	T	U	X	J	O	G	D
F	M	M	R	X	Z	A	X	F	R	S	D	I	K	I	E	W	P
L	R	V	F	L	U	H	L	U	H	S	S	U	O	G	A	Q	N
J	J	I	H	C	O	L	L	A	G	E	V	N	O	N	H	C	E

One of the works of art is from Rita Fischer, a Uruguayan artist.



Read about Rita and **complete** the text with the missing words from the box.

represented - worked - was born - exhibited - lived - received

RITA FISCHER

20 URUGUAYAN (AND CONTEMPORARY)
ARTISTS TO FOLLOW CLOSELY



Rita Fischer 1 _____ in Young in 1972. She 2 _____ and 3 _____ in Paris and Berlin between 2000 and 2012 and currently resides in Montevideo. Her artistic practice related to the loss of reference frameworks, uncertainty, and alienation through painting and spatial painting. She 4 _____ at international biennials, including the 2nd Bienal de Montevideo “500 Years of Future” in 2014 and 5 _____ Uruguay at the Second Mercosur Biennial in Porto Alegre, Brazil, in 1999.

She 6 _____ awards in Uruguay and abroad, including the “Salon Montrouge” Prize in France in 2005 and the “Paul Cézanne” Prize in Uruguay in 2000.

Since 2013, she has been a member of the *CasaMario Project*, an autonomous management project for the development of collective production and research in artistic and social practices.

<https://www.ritafischer.org/>

www Visit her webpage at ritafischer.org and **choose** one of Rita’s paintings.



- **Get in groups** of three students.
- One of the members of the group **takes a blank sheet of paper**.
- The other two members **find one piece of art** from Rita. These two students **describe** the painting, while the other student has to **draw** what is being described.
- When you finish describing and drawing, **compare** your piece of art with the original one. Is it similar? Is it different?



REFLECTION TIME

Was it easy to describe a picture in groups? Why? Why not?
Was it easy to draw the picture just by listening to a description in groups?
Why? Why not?

Project Prepare a photo album

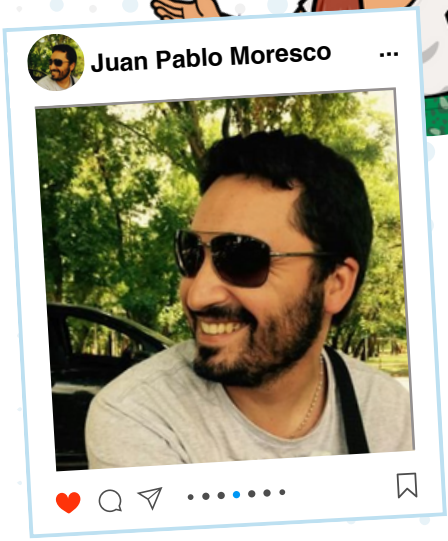


Include:

- name of artist
- most prominent works
- photo
- biodata
- type/style

Artists express their ideas and emotions through painting, sculpture, film, dance, writing, photography, theatre, and many other means.

Let's meet locally-popular artists!



Read the texts about these Uruguayan artists.

Karen Godoy
Nov 23

Hi there! How are you? I've just been invited to introduce myself and my art in a short paragraph to appear in a new booklet for our classes throughout the country, and I must admit I was moved to tears with excitement!

I am Karen Godoy, born and raised in Colonia del Sacramento, where I studied to be an EFL teacher at Cerp del Suroeste. I've been teaching since 2006 and languages are one of my many passions. I speak Spanish, English, German, a bit of Italian, and Uruguayan Sign Language.

I am also into traveling, and I have written two books about my adventures around the globe. The first one (*De viaje en viaje*) was published in 2020 and the second one (*Un año de tres veranos*) was published three years later. I absolutely love drawing, painting and writing, too. I have many notebooks filled with poems. I am not sure, but I think I started writing when I was 13 or 14 years old. In 2020, during the pandemic, I created an art project, which can be found at @Keli.art11 on Instagram. I invite you all to take a look if you are interested and share your opinions about the books and my art. 😊

23

1 comment 1 share

Like Comment Share

Photos by Juan Carlos Albarado, Karen Godoy and Juan Pablo Moresco



(Images from Juan Carlos Albarado and Juan Pablo Moresco)



Juan Carlos Albarado Scarrone



I was born and raised in the northern province of Salto, Uruguay. I studied at CeRP del Litoral where I earned my BA in Literature. In 2006, I moved to the capital city, Montevideo. I have always been interested in writing and sharing my ideas. In 2008, I published my first book entitled *Complicidad Lunar*. Two years later, I started co-directing a **bimonthly** publication called *La Piedra Alta*. It is the second most important in Salto after Horacio Quiroga's *La Revista de Salto*.

In 2013, I published my first **novel**, *La Ciudad de Cartón*, and two years later I published *La Guerra de los Animales*.

I also work as a **Literature teacher** in Secondary Schools and Training Institutions for **Pre-service teachers** in Montevideo. In addition to this, I act as a **Literature critic** and have published several articles in this field.

In the year 2022, issue No. 152 of the magazine *Hispanamérica* published some of my stories. I mention this because it's a Spanish-language magazine published in the U.S., and it's one of the most important **journals of criticism** and literature, as well as the oldest.



Create Blog Sign In

Contemporary Uruguayan Poetry

Juan Pablo Moresco

I was born in Dolores on Christmas of '82, much to the delight of the nurse who attended to my mother at 1:25 am. I have enjoyed reading since I was a child, fascinated and delighted; so much so that my imagination often scared me.

In 2000, I participated in my first national competition, organized by the Centro Hispanoamericano de Arte y Letras, where I received an honorable mention in narrative. I also competed in local contests and won some awards.

In 2001, I began studying Accounting at the Faculty of Economic Sciences, but quit in 2002. In 2003, I started the Language and Literature teaching degree at the CeRP del Suroeste. I have been teaching since 2005. In 2007, I took the final exam and graduated.

That same year, I received an honorable mention in the eleventh "A Palabra Limpia" competition by the Fundación B'nai B'rith in the poetry category. I also participated in the 2007 anthology "Poetas del Litoral," selected and organized by the writer Leonardo Garet. In 2008, the magazine *Paréntesis* published a text of mine titled "¿Quién borra el sueño?". Currently, I am trying to break out in a city somewhat distant from poetry.



<https://laseleccionesafectivasuruguay.blogspot.com/2009/05/juan-pablo-moresco.html>



El pasillo – El hombre que podía mover las orejas como un hipopótamo

–Amigo –dijo el hombre que podía mover las orejas como un hipopótamo–, déjeme decirle que hoy voy a tratar de convencerlo, exactamente de lo contrario que usted podría suponer si pretende seguir el hilo de mis argumentos. Y, de paso, lamento decirle que esta es una historia feliz. No es que tenga –habría que subrayar esa palabra– final feliz, sino que es feliz, solamente eso. Y así, sin mayores presentaciones, el hombre que podía mover las orejas como un hipopótamo comenzó a desgranar su historia.

Yo me sentaba casi todas las tardes frente a algún carrito distinto, de esos que vienen con olor incluido. Generalmente después de trabajar, el tipo que soy yo hacía eso. Este que ahora cuenta como si se tratara de algún parroquiano de bar; yo era un parroquiano de los carritos de comida. No sé con exactitud qué me atraía de ellos, podía quedarme horas mirando el ir y venir de la gente, el movimiento de las empleadas que en ocasiones ni siquiera hablaban entre ellas. Me deslumbraba el aluminio brillante del exterior y las fotografías que nunca tenían mucho que ver con comida. Una de ellas tenía una gran imagen de un león rugiendo.

No sé cómo debería haberlo mirado, por ese entonces ya estaba seguro que cualquier hallazgo en mi casa sería una revelación, incluso si esa revelación me mostrara lo contrario a aquello que se me hubiera querido revelar.

–Todo es sencillo, más sencillo de lo que usted cree en su supina inteligencia, mi amigo –dijo el hombre, y lo dijo mientras sacaba trabajosamente el resto de su cuerpo de debajo de un mueble viejo de patas altas, que ocupa gran parte del pasillo, y luego con un gesto rápido, casi un salto, se sentaba sobre él dejando los pies colgando de manera un poco infantil, aunque ahora que lo pienso es la única manera que existe de dejar los pies colgando cuando uno se sienta sobre algo alto–. Usted debe creer, creer lo que quiera creer para dejar de creer lo que realmente cree. No sea un soberano remendado, es casi como caminar hacia atrás con la vista fija en el presente. Sé, todos sabemos, que no es imposible

la combinación de efectos, el movimiento, por ejemplo, con la fe. Usted no camina, por ende, no hay fe, usted anda y aparece; la fe son sus zapatos, estimado amigo, son sus medias, no estas que se apilan aquí como valientes gusanos del tufo –solo ahora comprobaba que había medias por todos lados –. No, la fe no existe más que en sus sandalias, en sus zapatillas de practicar esos tiros al aro que ha abandonado ya hace rato y que, de vez en cuando, extraña como si aún fuera un adolescente. Enclaustrado amigo, usted, que es una amable sabandija, no se ofenda pues le falta conocer mi historia. Y si no le importa, convéznase de que sí, después podrá olvidarla en el mismo momento que abandone nuestro pasillo.

Claro que ese no era “nuestro” pasillo sino mi pasillo, pero no tenía ganas de discutir con alguien que podía aparecer desde debajo de un pequeño mueble.

–Creo que, aunque nos conocemos poco, usted y yo estaremos de acuerdo que no existe una historia que no sea una historia de amor. Y usted dirá: ¿Amor a la ciencia, al hábito del calendario, a la milanesa napolitana para dos? No, mi amable zopenco, amor, Amor, amor de tú y yo, amor del más cruel, del más difícil, del más estúpido y simple, ¿entendió? Justamente esa clase de amor que usted recuerda cuando le digo “estúpido”, “cruel” o “simple”.

No pude menos que forzar una sonrisa un poco triste, que a su vez le hiciera comprender que lo había entendido.

–Aclarado esto podremos continuar sin mayores sobresaltos, pedazo de un interlocutor. Como ya le dije, todas las tardes, a veces los mediodías si podía escaparme del laburo sin que nadie lo notara iba a sentarme frente a algún carrito de comidas del centro. No buscaba nada en especial, no miraba nada. Tampoco era un problema de aromas o colores, el frío de las chapas me daba exactamente igual y nunca había probado ninguna de las especialidades que allí se preparaban –dijo “ninguna” como una señora mayor que teje, entonación sin duda inenarrable–.

Mis largas estadias frente a los carritos no necesitaban justificación. A veces me interesaba por algún cliente asiduo, intentaba recordar si iba o no todos los días a la misma hora, pero después de dos o tres registros mentales ya estaba atento a otra cosa y nunca lograba completar ningún patrón. Toda mi actividad era un canto alado y agudo a la pérdida de tiempo. Mi vida entera transcurría como deben transcurrir las cosas que solo son una pérdida de tiempo, hasta que un día la vi. Lo primero que noté fue la mugre debajo de sus uñas —una asquerosidad, dirá probablemente usted— para mí fue una emoción. Supuse cosas, inventé una historia, un pasado donde la limpieza debajo de las uñas no era una cuestión trascendente.

Pobrecilla, me decía, y a su vez me iba ganando una simpatía inefable por sus hombros y sus breves pausas. Yo la miraba, no hacía más que verla absorta en su trabajo, preparando un choripán y destapando tintineantes botellitas de cerveza. Un día fijó por un instante sus ojos en mí. Quedé paralizado, como si me hubieran atado desnudo a un árbol rugoso y añejo, rozando una mejilla cada vez más colorada y ardiente. Creo que mis pupilas no se animaron a reaccionar. Cuando pude mover un dedo salí corriendo de felicidad.

Comencé a llevar todos los días mi felicidad a cuestras hasta el banco frente al carrito donde ella trabajaba con sus uñas y eso me cansaba un poco, así que la dejaba a veces en el banco para encontrármela intacta al otro día. Esa es la ventaja de las felicidades si no la compartimos, claro está. Uno las puede dejar tranquilamente donde quiera porque son invisibles, solo por eso nadie las toca. Y como mi felicidad de carrito me pesaba demasiado me acostumbé a dejarla ahí, esperando. El resto del día me la pasaba siendo yo, sabiendo que de un momento a otro me reencontraría con ella, como hacemos casi todos, supongo.

No fue en la segunda ni en la tercera ni siquiera cuarta mirada que todo cambió para mí, creo que fue en la séptima, acaso la octava, eso no importa —dirá usted— no obstante, sí importa, no a usted, a lelado interlocutor, ni a mí, a alguien le debe importar. De todas formas, que a alguien le pueda importar, a mí qué me importa, ¿comprende? El asunto es que, en la séptima mirada, u octava, ella me sonrió. En realidad,

no sé si me sonrió o yo creí que ella podía sonreírme si quisiera, o tal vez hubiera deseado hacerlo, aunque su trabajo se lo impedía. El asunto, lo realmente importante es que yo no pude despegarme del árbol; estaba atado, las manos rodeaban el tronco y se encontraban del otro lado inmóviles y frías, las piernas tenían varias vueltas de algo que las ajustaba, en realidad, no podía hacer nada, el árbol era enorme y crecía. Pero su mirada se demoró un poco más de lo común, comencé a hacer fuerza, como cuando uno hace fuerza digamos que para pensar. Al menos esa vez, no pensé, solo dejé que sucediera, y así fue que mis orejas aletearon espasmódicamente como hojitas sacudidas por el viento, y ella comprendió o pudo haber comprendido. Empecé a moverle las orejas como un hipopótamo por el mes lluvioso. Cuando llegaron los vientos cálidos ya podía moverlas sin hacer demasiado esfuerzo, lo que me permitía concentrarme en sus reacciones que eran casi imperceptibles, un ajuste del cuello de la camisa a rayas, un rascarse la nuca o mordisquearse las uñas con desgano. Esto último me confirmaba con más fuerza nuestra conexión. Yo movía las orejas con diferentes ritmos según mis estados de felicidad.

Un día simplemente no fue a trabajar, tampoco al otro. Yo no sabía cómo se llamaba, qué cosas la hacían estornudar ni cuánto medía. Solo sabía moverle las orejas como un hipopótamo manso que espera a la orilla de un carrito brillante. A pesar de todo, la felicidad no me abandonó. Quedé como sumergido en ella y así me fui recogiendo en mi asiento hasta que pude entrar del todo en él. Es cierto que me resultó un poco extraño salir justo aquí. Hubiera sido más conveniente salir en mi casa o en la casa de mi madre, pero creo que usted me estuvo buscando de alguna forma y al fin me encontró. Tal vez necesitaba oír mi historia y si no lo necesitaba tampoco me importa mucho. Ahí la tiene, haga con ella lo que le parezca.

Con un saltito poco entusiasta, se bajó, se fue por el lado del baño y desapareció para siempre de mi casa. Ese día podría haber comido pollo con arroz, aunque era un plato que no me hubiera hecho muy feliz.

Juan Carlos Albarado

**Fragmento del relato “La casa” perteneciente al libro
“La ciudad de cartón”**

Read the text about Juan Carlos Albarado and **match** the words in blue to these meanings.

- journal
- A periodical publication focused on a particular field or subject.
 - Occurring every two months.
 - A long, fictional story that explores characters and events in great detail.
 - The analysis and evaluation of artistic or literary works.
 - A person training to become a teacher before starting their career.
 - Someone who evaluates and writes about literature.
 - An educator who teaches literary subjects and analyzes literary works.



Juan Pablo Moresco's text is not up to date. **Use** reliable sources to **do** some research and **create** a list of the author's new publications. For each publication, **include**:



- Title
- Publication Date
- Brief Description (*a short summary of the work*)

Get in pairs and read these opinions. Discuss.



- Do they relate to Karen, Juan Pablo or Juan Carlos' text?
- Which one do you agree with the most and why?

1 This really resonates with me! After losing my mom, writing became my therapy. If sharing their story helps someone heal or connect, I fully support it. Art brings people together.

2 I'm not sure about sharing too much. It's great when people are excited, but negative feedback can be discouraging. I started a travel blog, and while some loved it, the criticism made me hesitant.

3 It's wonderful when people share their art and experiences. Art can touch hearts and inspire others. When I painted for a local show, I felt so connected and alive. Expressing ourselves creatively is so important.

4 I don't get why people share their personal art. It feels like attention-seeking. When I posted my poems online, the negative comments made me feel awful. It doesn't seem worth the criticism.

Get in groups of three. Read the texts again and discuss.



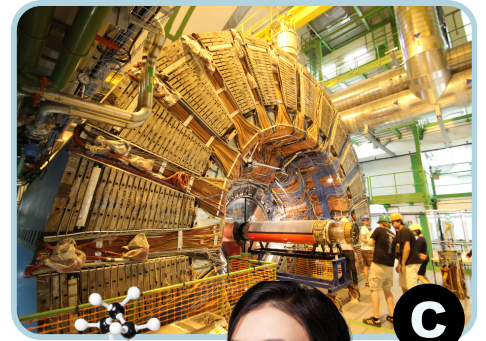
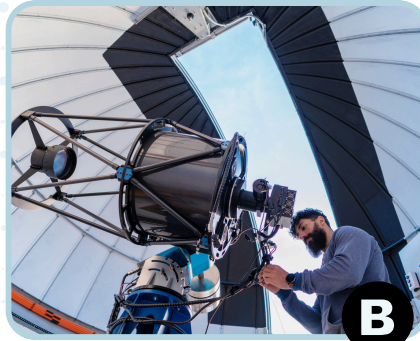
- What things do the three authors have in common? Think in terms of their interests, life story, occupation, etc.
- How could winning awards or getting published impact an author's work?
- How might being a teacher affect an author's writing or art? Do you think their experiences in the classroom influence their creative work?

Project Choose one option for this unit's final project



- **Book review** - Choose a book from one of the authors mentioned Read it and review it.
- **Interview** - Contact one of the authors and interview him/her.
- **Reading log** - Find information about other artists and create a reading log of well-known artists in Uruguay.

3 scientific contributors worldwide



Look at the photographs and **identify** the scientific fields related to the images.

A _____

D _____

B _____

E _____

C _____

Can you think of any Uruguayan scientists who have made contributions in these or other scientific fields?

Mario Rivero Huguet is Uruguayan. He has written a story to share with you. His story highlights the journey of a Uruguayan scientist who pursued his dream of working abroad in the field of science and innovation.



Read Mario's story in the following page and **identify** key milestones in his life.



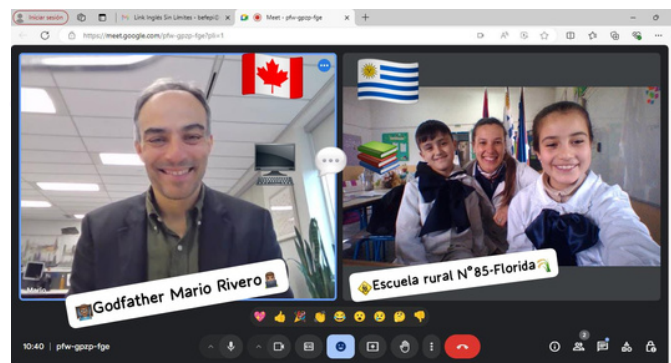
A childhood dream that led to global impact

Mario Rivero Huguet's childhood dream of London sparked a lifelong pursuit of knowledge, leading him to connect the UK and Canada through science and innovation.

My name is Mario Rivero Huguet. My story began when I was 10 years old. My mother came to pick me up from school—I was in 5th grade—and as we walked home hand in hand, I told her, "I'm going to live in London." Forty years later, I don't live in London, but for more than 12 years now, I have been the Director of Science and Innovation for the British Embassy in Canada.

My dream of living in London motivated me to learn English, even though I didn't have the financial means to pay for a private tutor or attend a bilingual school. I learned slowly by picking up words from magazines and old books, until the age of 18 when I was able to access more formal education and took international exams such as the First Certificate, TOEFL and IELTS, which gave me access to universities in Germany, Canada, and Australia. As a student at the Faculty of Chemistry at UDELAR, I was able to participate in exchange programs and research internships in those countries, which provided me with the tools to choose institutions where I could pursue a master's and/or doctoral degree.

I still dreamt of living in London, but the opportunities were few and far between. I was fortunate that my best friend moved there, so I was able to visit him several times, which gave me the pleasure of exploring iconic sites such as the Parliament, the British Museum, the National Gallery, and many tourist spots like Covent Garden, Notting Hill and Kings Cross. Those visits also made me realize that living in London would be very complicated, so I chose to go to Canada to pursue my doctoral studies instead.



There, with my international English exams, I was able to gain admission to one of the best universities in the country and work for the Canadian government and a tri-national commission between the United States, Canada and Mexico. In 2012, I accepted this position with the British government in Canada, which filled me with pride to finally -not live- but visit London, and other wonderful cities in the United Kingdom, regularly. More than 12 years have passed, and I remain highly motivated and passionate about my work as the Director of Scientific Relations, fostering connections between the United Kingdom and Canada.

The motivation of a 10-year-old boy, a public school student, can move many structures and break down many barriers. This is my story, the story of an ordinary, dreamer child who worked hard to turn his dreams into reality.

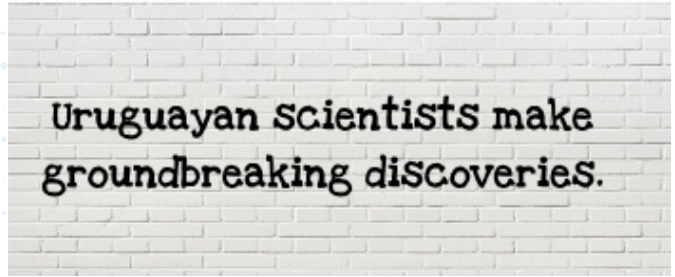
The motivation of a 10-year-old boy, a public school student, can move many structures and break down many barriers. This is my story, the story of an ordinary, dreamer child who worked hard to turn his dreams into reality.

Using a digital tool like Canva, Google Slides, or a timeline-specific app (e.g., TimeGraphics) **create** a timeline that highlights the major events in Mario's life.



Get in groups of three. Use artificial intelligence to **create** 5 questions or a *true* or *false* activity for this text. Then, **give** the activity to another group so they solve it. **Get** the activity back and **correct** it.

Uruguayan scientists have made outstanding contributions worldwide. **Surf the net** and find information about a Uruguayan scientist and **answer** the following questions. Then, **paste** your findings in the Science corner.



You can **use** these questions to **guide** your work.

- 1 What was the discovery made by the Uruguayan scientists?
- 2 How does this discovery impact the global scientific community?
- 3 What challenges did the scientists face during their research?

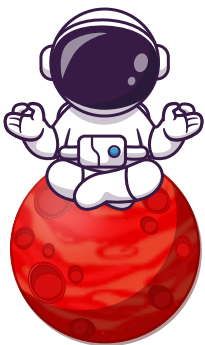


The discovery was related to
 It contributes to the global scientific community by
 The challenges included

Go around the classroom and **choose** three of your classmates' findings. **Write** sentences similar to the following one:

The discovery was made by a team of researchers in Montevideo.

Look at the following phrases. What do they have in common?

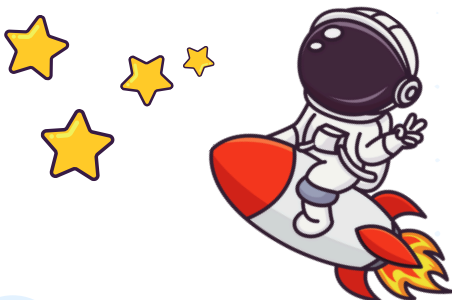
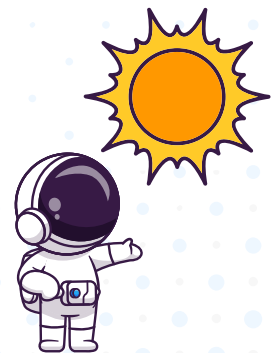
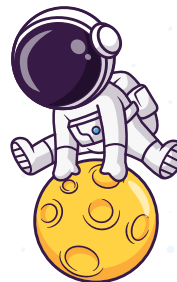


Over the moon

Everything under the sun

Be on another planet

Aim for the stars



Did you know?



Over the moon - very happy.
"I'm getting married. I'm over the moon."

Everything under the sun - everything in the Universe.
"My little son is everything under the sun to me"

Be on another planet - behave distantly or strangely.
"Sometimes he seems as if he's on another planet."

Aim for the stars - set impressive targets.
"When choosing a career path... aim for the stars!"

How do the previous idioms connect with Gonzalo Tancredi?



Dr. Gonzalo Tancredi is a renowned Uruguayan astronomer who has made significant contributions to astronomy. He discovered new asteroids, which have been studied by scientists worldwide. His colleagues have said that his work is 'pioneering' in the field of planetary science.



(Image from Wikimedia Commons)

Get in small groups and **prepare** a short presentation on a scientific breakthrough by a Uruguayan scientist.



Choose a Uruguayan scientist and research their most significant breakthrough.

Present the scientist's background, the breakthrough and its impact.



You've been invited to deliver a talk as a laboratory scientist on the future of scientific research and technology. **Prepare a script** for your presentation that includes:



- A brief introduction about yourself and your scientific specialty. For example, *"I am a biomedical researcher specializing in gene therapy."*
- Some details about a current research project or experiment you are working on. For example, *"Currently, I am investigating a new gene edition method to treat hereditary disorders."*
- Predictions for advancements and trends in scientific research over the next decade. For example, *"In the next ten years, we expect breakthroughs in personalized medicine."*
- Advice for young people who are interested in pursuing a career in laboratory science. For example, *"If you want to pursue a career in scientific research, you should develop strong analytical skills and stay current with the latest technological advancements."*
- A session for audience questions. For example, *"What are the most exciting emerging technologies in laboratory science?"*

Get in small groups and discuss this question:



How do the experiences and contributions of Uruguayan scientists like Mario Rivero Huguet or Gonzalo Tancredi inspire you in your own academic or professional goals?

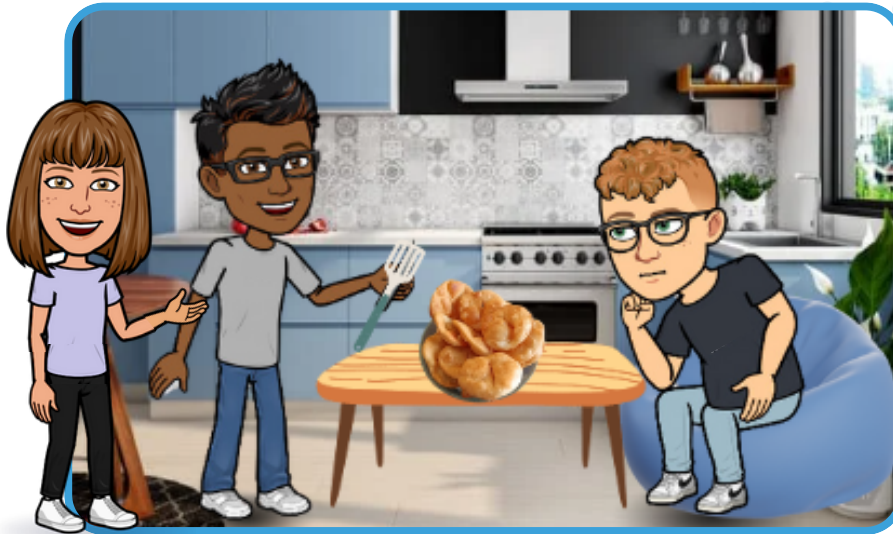
Write a short text, sharing your ideas.



A large, light gray rectangular area with a torn top edge and a series of white circles along the top, resembling a notepad or a writing space for a short text.



4 culinary arts ambassadors



Maria is an exchange student from Italy. Nico and Freddie invited her to try “tortas fritas” and other traditional dishes.

Match Uruguayan dishes with their descriptions on the following page.



(Images from Wikimedia Commons, Cookipedia.com, Flickr.com and Canva.com)



Uruguayan traditional dishes

1

Tortas fritas are deep-fried, round pastries made from a simple dough of flour, water and a bit of tallow. They are typically eaten on rainy days, often accompanied by mate, a traditional herbal green tea. The crust is crispy, while the inside remains soft.

Chivitos

A 'chivito' is not an animal but a sandwich filled with thinly sliced beef, often tenderloin, topped with cheese, lettuce, tomato and mayonnaise. Some versions include bacon, eggs and olives. Chivitos are flavorful and tasty, making them a favorite fast food in Uruguay.

2

3

Guiso is a comforting stew made with a variety of ingredients, including meat, vegetables, and rice or pasta. The ingredients are cooked slowly to blend the flavors, resulting in a rich and filling dish. Guisos are commonly enjoyed during the colder months.

Asado

is a traditional food with a particular method of cooking meat, especially **a la estaca** beef, on a stake over an open fire. The meat is seasoned and slowly roasted for several hours, which gives it a smoky and juicy flavor. This dish is often served at gatherings and special occasions.

4

5

Churros are long, fried pastries that are crispy on the outside and soft on the inside. They are usually coated in sugar and sometimes filled with dulce de leche or chocolate. Churros are often enjoyed as a sweet snack or dessert, especially with a cup of hot chocolate.

Torrejas

are slices of bread soaked in a mixture of milk and eggs, then fried until golden brown. They are often sweetened with sugar or honey and spiced with cinnamon. Torrejas are similar to French toast and are usually served for breakfast or as a dessert.

6

7

Buñuelos are small, deep-fried dough balls that are light and fluffy. They can be sweet or savory, with the sweet versions often dusted with sugar. Buñuelos are a popular snack or dessert in Uruguay, especially during holidays and celebrations.

Arroz con leche

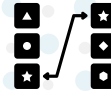
is a creamy rice pudding made with rice, milk, sugar and cinnamon. It's cooked slowly until the rice becomes tender and absorbs the flavors of the milk and spices. This delicious dessert can be enjoyed warm or cold.

8

9

Buseca is a hearty soup made with tripe (stomach lining of a cow), beans and vegetables. It's a dish that is traditionally prepared during the winter months, as it's rich and filling. Buseca is often served with bread, making it a satisfying meal.

Match the following cooking verbs to the images below.



cut/slice season knead peel pour boil blend grate mix bake fry squeeze

(Icons from FlatIcon.com)

Did you know?



Hearty soups are usually thick and rich, providing a substantial meal rather than just a light starter. They're especially popular in cold weather because they are warming and nourishing.



Role-play

Imagine you are a chef explaining a Uruguayan recipe to a customer.

Put the different stages in order. Then, tell the recipe to a partner.



INGREDIENTS

- 2 eggs
- 1 cup of milk
- 1 teaspoon of vanilla
- 1 teaspoon of baking powder
- 200 grams of flour
- dulce de leche (to taste)



DULCE DE LECHE pancakes

- Add the baking powder and flour, mixing well to avoid any lumps.
- Carefully flip over the pancake and cook the other side for about 15 seconds.
- Cook until almost dry on top and lightly browned on the edges, about 1 minute.
- Whisk the eggs with the vanilla and milk in a bowl until the mixture is smooth.
- 1 Lightly grease a frying pan and heat it over medium-high heat.
- Spread dulce de leche on the pancake. Fold or roll it up and serve immediately.
- When the pancake is done, remove it from the pan.
- Once the pan is hot, pour a portion of the pancake batter and spread it gently.

You can also add alternative fillings such as whipped cream, fresh fruits, etc.

Get in groups and discuss the following question:

What is your favorite Uruguayan dish?





Support your answer.

Write your favorite dish recipe on the recipe card provided.



Include the list of ingredients, step-by-step instructions and any special tips you have.

Recipe card



DIFFICULTY

NAME OF DISH

STEPS

INGREDIENTS

Creating a food corner

- 1 Create a poster.** Design a poster presenting your recipe. Include pictures of yourself cooking the dish and any other creative elements you want to add to make it visually appealing.
- 2 Share your recipe.** Make three versions of your recipe card and give them to three classmates.
- 3 Classmate cooking challenge.** Your classmates will cook your recipe and take photos while preparing the meal.
- 4 Update your poster.** Add the photos taken by your classmates to your poster.
- 5 Display the posters.** Dedicate a section of the classroom to display all the posters with the different recipes.



Read this article's headline and lead paragraph.

Gastronomy

The Mirror

08.08.2024

Michelin-starred chefs bring high gastronomy to Uruguay

A new restaurant, *Albedrío - Cocina Independiente*, has recently opened in Montevideo, bringing together the vision of three Uruguayan chefs with expertise in Michelin-starred kitchens abroad. The new place aims to offer a dining experience that combines skill and a passion for pushing the boundaries of fine dining.



Photos by Matías Amarillo

After reading the article's headline and lead paragraph, **find out** why this piece of news is so important and what makes the chefs so unique.



Imanol Alonso, Alfonso Delgado and Ricardo Goday are three Uruguayan chefs who have just opened their own place in Montevideo. *Albedrío - Cocina Independiente* has allowed them to combine their personal expertise with a fresh, forward-thinking approach to cooking.

Surf the net and find information about the three chefs. For example, where have they worked?



Discuss your ideas with a partner and then with the whole class.



Did you know?



Experience comes from practice, but **expertise** means having advanced skills, deep knowledge, and often industry recognition. For instance, a cook with experience can prepare dishes well, while a culinary expert can innovate recipes and mentor other chefs.



Look at the Instagram information of the restaurant they have launched and complete the dialogue between Simon and Nico with suitable phrases.



 Instagram

albedrio_mvd [Follow](#) [Message](#)  

17 posts 7,586 followers 4 following

ALBEDRIO
cocina independiente
noche | miér, jue, vie, sáb y dom ~ 19 a 23:30
mediodía | vie, sáb y dom ~ 12 a 15:30

Avenida General Rivera 2843, Montevideo, Uruguay 11600
albedrio.meitre.com + 1



Hi Simon! _____?

I'm doing great. Lots of things to celebrate. Why don't we eat out?



Great idea! There's a new restaurant in town, its name is _____.

Love the name! What type of food do they serve?



In their IG page it says _____ so I guess they offer a wide range of dishes.

When is it open? _____.



Yes, it is open now.

Where is it located?



_____.

Fantastic! See you there in half an hour.



www Visit Albedrio's social networks and **find out** what special dishes they offer. What do people say about the place?

Choosing the most popular restaurants in your town



Create a poll to choose the best Uruguayan places to eat in town. Why do you think they were the most voted? **Discuss** with your class.

5 Artists taking the stage around the globe

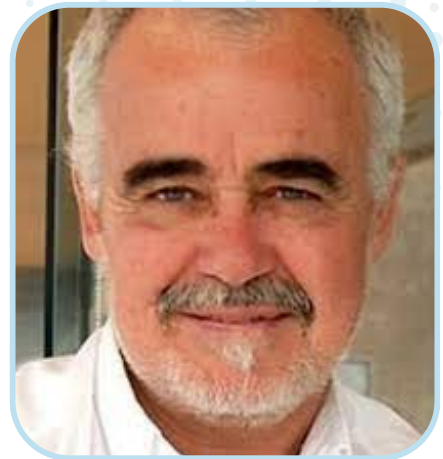
Get in pairs and discuss. What do these people have in common?



Natalia Oreiro



Jorge Drexler



César Charlone

(Images from Wikimedia Commons and edu.edu.uy)

What makes Uruguayan artists unique?

Listen to a famous Uruguayan who lives abroad and choose the best option.



1 What is his name?

- a • His name is José Martínez Suárez.
- b • His name is Marcos Viale.
- c • His name is Adrián Varela.

2 Where was he born?

- a • He was born in Montevideo.
- b • He was born in Florida.
- c • He was born in Salto.

3 What is his occupation?

- a • He is a pianist.
- b • He is an orchestra conductor.
- c • He is an orchestra manager.

1

2

3



Listen to this amazing Uruguayan artist again and **check** whether this information is correct or incorrect. **Write C** for the correct statements and **I** for the incorrect statements.



- 1 He first took the violin at the age of 7. ____
- 2 He studied violin in more than one Latin American city. ____
- 3 He did not finish his university studies. ____
- 4 He is one of the five Latin American musicians at the Philharmonia Orchestra. ____
- 5 He conducted the London City Orchestra. ____

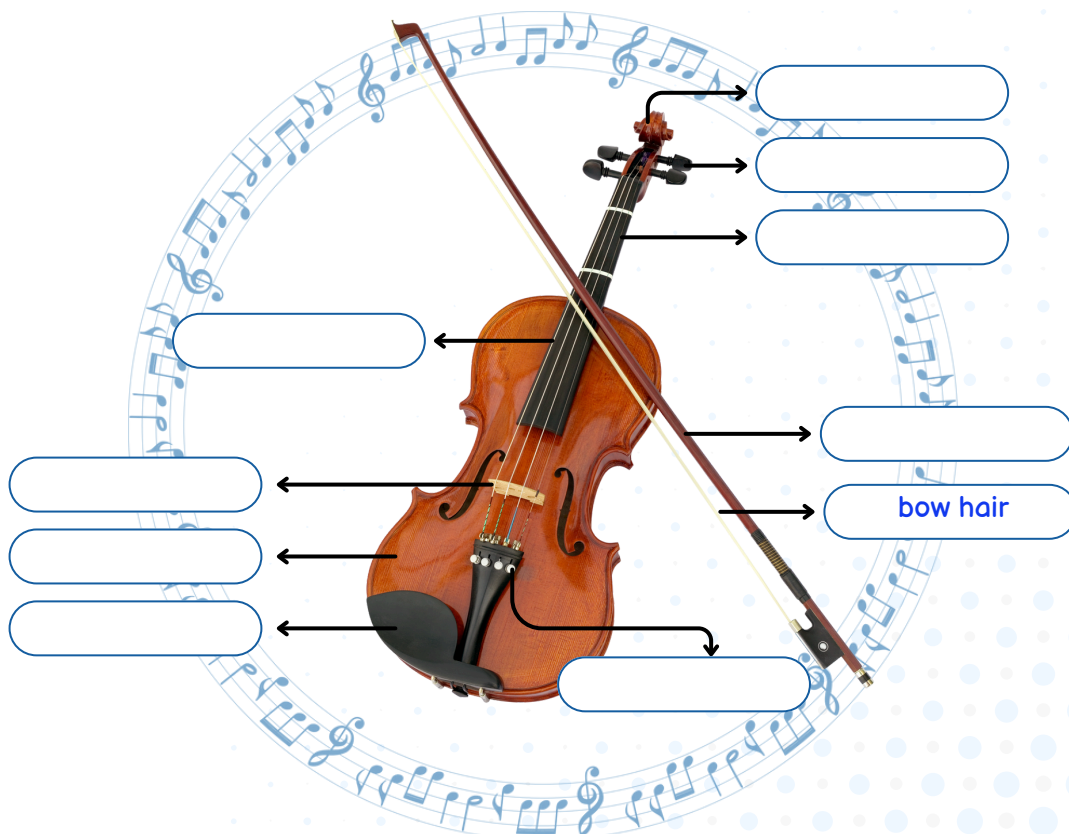
Listen to Adrián one more time and **complete** the following text with suitable words or short phrases.



Of the various places that were offered to me to come and study, I decided to come to

1 _____, and it went very well. I studied at the Royal Academy of Music, and I graduated with 2 _____ and two more degrees. And then, well, years have passed. Today, for many years now, I have been the 3 _____ in one of the most important symphony orchestras in the world, which constantly goes 4 _____ and records movie music and 5 _____, etc.

Adrián is showing his favorite violin. **Look** at the picture and **label** the different parts. You can use the *Get to know the violin* steps in the following activity to help you.



Adrián is explaining the different steps to play the violin. **Put them in order.**


- Playing music:** Start with simple music and basic pieces for beginners.
- Holding the violin and bow:** Place the violin on your left shoulder with the chin resting on the chin rest. Hold the bow properly.
- Tuning the violin:** Before each time you play, use the pegs to make major adjustments and ensure the violin is in tune.
- Maintaining your violin:** After playing, wipe down the strings and body of the violin to keep it in good condition.
- Practicing:** And remember, practice regularly and you will improve your technique, build muscle memory and refine your playing skills.
- Before playing:** It is important to do warm-up exercises, listen and adjust - or tune- the strings.
- 1 Finding guidance:** Find a good teacher and take some lessons to know more about how to play it.
- Getting to know the violin:** To start, familiarize yourself with the violin's parts: the body, neck, scroll, pegs, fine tuners, strings, bridge, chin rest, and bow.



Adrián Varela asks you the following questions:

- 1** Which instrument would you like to play?
- 2** Why would you like to play that instrument?
- 3** What would be your main goal to play that instrument?



Write a paragraph with the answers to the three questions from the previous exercise. 

.....

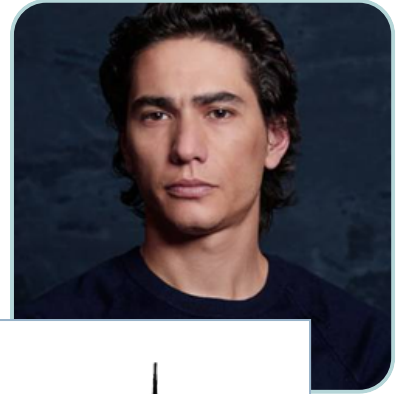
For further information about Adrián Varela go to: [Adrián Varela](#)



Adrián's friend *Enzo Vogrincic* is a Uruguayan actor who shared his passion for showcasing his country's heroism and cultural richness on the global stage.

Enzo has been interviewed by several journals and newspapers. **Find** information to **complete** the chart.

Click on the link icon or **scan** the QR code to access *Uruguay XXI's* interview to help you.



Early years and training

Career breakthroughs

Role in "La Sociedad de la Nieve"

Character portrayed

Challenges and overcoming obstacles

Significance of the film for Uruguay

Vogrincic's future plans

SCAN ME



(Images from Wikimedia Commons and Uruguayxxi.gub.uy)



Look at the following questions about Enzo and **answer** them.



- 1 What does Vogrincic believe makes Uruguay a desirable location for film productions?
- 2 How did Vogrincic feel a responsibility to the survivors and their families while portraying Numa Turcatti?
- 3 What were Vogrincic's expectations for the film's reception both domestically and internationally?
- 4 How has the film's success impacted the perception of Uruguayan cinema globally?



(Image from Uruguayxxi.gub.uy)

Get in pairs and come up with ideas to **answer** the following questions.



- 1 Who are worldwide known Uruguayan artists who have gained international recognition?
- 2 What type of performances do they give?

Write a short review of a Uruguayan artist's performance.



A large rectangular box with a perforated top edge, containing four horizontal lines for writing a short review.

6 Top-tier building creators

What are some remarkable features of Uruguayan architecture?
How do Uruguayan buildings reflect the country's cultural identity?



Read the text about Pablo Atchugarry and **answer** these questions.



- 1 Where and when was Pablo Atchugarry born?
- 2 What materials did he begin exploring after his early work in painting?
- 3 In which year and country did he hold his first solo exhibition?
- 4 What significant event did Pablo participate in during 2003?
- 5 What is the purpose of the Pablo Atchugarry Foundation?



Pablo Atchugarry was born in Montevideo, Uruguay, on August 23, 1954. His parents, María Cristina Bonomi and Pedro Atchugarry Rizzo, were great art lovers who quickly recognized young Pablo's interest and talent in art. From a young age, they encouraged him to pursue this path. In his early **works**, the artist expressed himself through painting, but he gradually discovered other materials such as cement, iron, and wood.



His first sculpture in cement was created in 1971, titled "Caballo" (Horse).

In the late 1970s, after participating in a series of group exhibitions in Montevideo, Buenos Aires, Porto Alegre, and Brasilia, Pablo Atchugarry traveled extensively to Spain, France, and Italy to study and **deepen** his knowledge and artistic techniques. In 1978, he held his first solo exhibition in Lecco, Italy.

Photograph from www.fundacionpabloatchugarry.org

In 1999, the artist **inaugurated** the Pablo Atchugarry Museum, which houses works created throughout his career along with bibliographic documentation and an archive of all his work.

In 2003, he represented Uruguay at the 50th Venice Biennale – International Art Exhibition with his work "Soñando la paz" (Dreaming of Peace), a sculptural group consisting of eight large pieces, five of them in Carrara **marble** and three in Bardiglio marble from Garfagnana. Also in 2003, he finished the sculpture "Ascensione," commissioned by the Fundació Fran Daurel of Barcelona (Spain).

At the beginning of 2007, the artist inaugurated the Pablo Atchugarry Foundation in Manantiales (Uruguay), with the aim of promoting the arts and creating a meeting place for artists of all disciplines, an ideal place of union between art and nature.

Currently, Atchugarry lives and works between Lecco (Italy) and Manantiales (Uruguay), where he devotes part of his time to developing the Pablo Atchugarry Foundation, the International Park of Monumental **Sculptures**, and teaching and promoting art.

Text adapted from www.fundacionpabloatchugarry.org

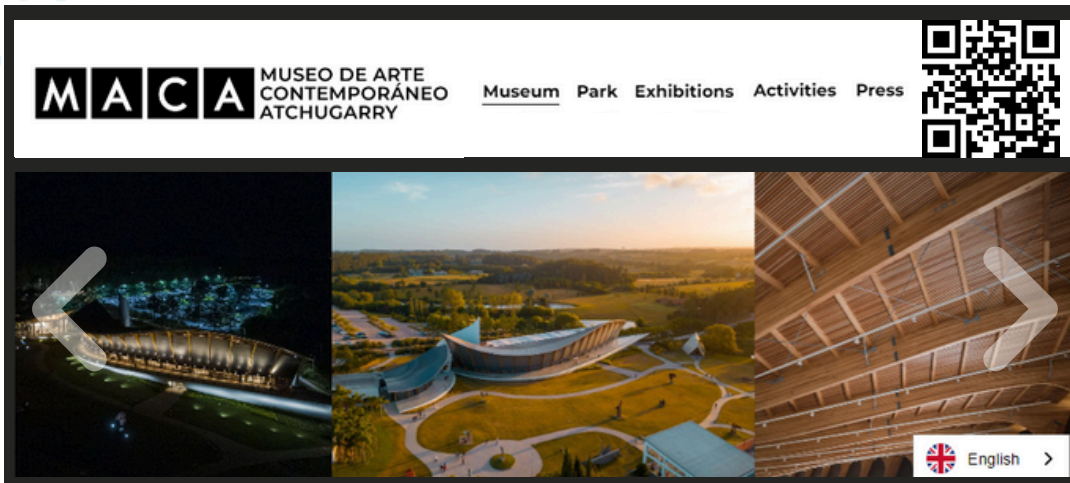
Look at the words in bold and find the corresponding definitions.

1	Artistic form in which hard or plastic materials are worked into three-dimensional art objects.
2	Ranular limestone or dolomite that has been recrystallized under the influence of heat, pressure, and aqueous solutions.
3	To have a more profound understanding.
4	A painting, sculpture, poem, piece of music, or other product of the creative arts.
5	Opened.

Atchugarry's work has been exhibited in several museums.



Nayeli found a list of those museums. **Choose** one and find information to **complete** the following chart.



- Museo de Bellas Artes Juan Manuel Blanes (Uruguay)
- Museo del Parco (Italy)
- Museo Nacional de Bellas Artes (Argentina)
- Raccolta Lerario Galleria d'Arte Moderna (Italy)
- Palazzo Isimbardi (Italy)
- Galleria Comunale d'Arte (Lecco, Italy)
- Fundació Fran Daurel (Spain)
- Groeninge Museum (Belgium)
- Museu Coleção Berardo (Portugal)
- Pérez Art Museum Miami (USA)
- Patricia & Phillip Frost Art Museum (USA)
- Chrysler Museum of Art (USA)
- Museu Brasileiro da Escultura e Ecologia (Brazil)



Name of the museum	
Location	
Founded in	
Famous for	
Number of visitors per year	
Brief description of the artifacts exhibited	



Read the last part of the Pablo Atchugarry's text.

The **Museo de Arte Contemporáneo Atchugarry** (MACA) not only showcases the incredible works of *Pablo Atchugarry* and other artists, but it also holds architectural value in its own right.



The museum, designed by renowned Uruguayan architect **Carlos Ott**, embodies a modern take on Uruguayan architecture, blending innovative design with a strong connection to the natural surroundings. MACA is a great example of how Uruguayan architects create contemporary spaces while honoring the beauty and cultural heritage of Punta del Este. The museum's flowing lines, use of natural materials, and open spaces invite both art and nature to come together, reflecting a harmony that is typical of Uruguay's architectural style. It stands as a symbol of the country's artistic spirit, combining tradition with a forward-thinking approach.

(Photograph from macamuseo.org/museo)

Get in pairs and discuss the following questions.



- 1 How does the architecture of the museum enhance the experience of viewing art?
- 2 Why is the MACA building considered a good example of modern Uruguayan architecture?
- 3 Who is Carlos Ott? What is he known for?

Label the parts of this building: *arch, column, balcony, dome, gable, cornice, atrium, chimney, pediment, stairs.*



Image created with Leonardo AI

Write five sentences using the new vocabulary to **describe** the picture on the previous page. You can **use** the Word Bank below to help you.



- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____



WORD BANK

materials

- brick
- concrete
- glass
- steel
- wood

Styles

- modern
- Gothic
- Baroque
- Victorian
- historic
- classic
- contemporary

Adjectives

- spacious
- compact
- grand
- gymmetrical
- asymmetrical
- ornate
- minimalist

Look for a famous building designed by a Uruguayan architect, it can be in our country or overseas, and **make** a presentation about it. You should include:

- a- its history.
- b- who built it.
- c- why it was built.
- d- a brief description of the building.
- e- why you like it.
- f- some pictures of the building.



- It is visited
- It is considered
- It was designed by
- It was created / built in
- The building was constructed by... .
- The building was thought to... .

7 Renowned photographers



Get in pairs and discuss these questions.

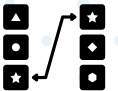


- What makes a good photograph?
- Do you consider any of these aspects when describing a photograph as good?

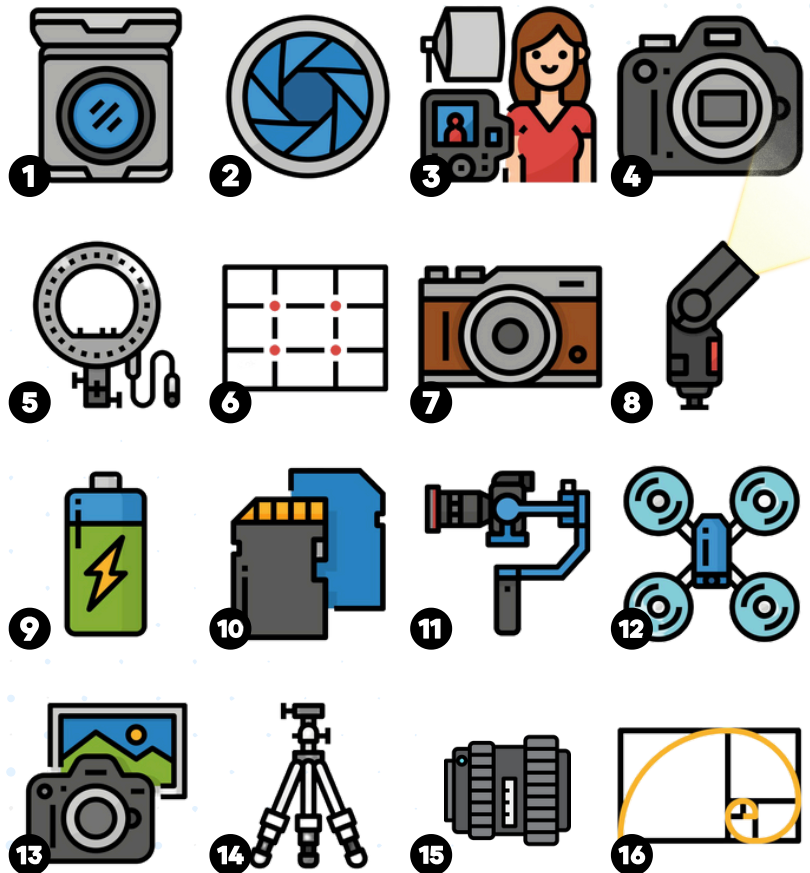
color · setting · moment · effects · emotion · impact



Mila is one of ISL Godparents and she loves taking photographs. She is studying some vocabulary related to photography. Match the terms with the pictures.



- 4 DSLR camera
- _____ lighting ring
- _____ drone
- _____ flash
- _____ landscape
- _____ portrait
- _____ rule of thirds
- _____ golden ratio
- _____ mirrorless camera
- _____ battery
- _____ memory cards
- _____ camera stabilizer
- _____ tripod
- _____ lens filter
- _____ aperture
- _____ lens



<https://eslvault.com/photography-vocabulary-worksheets/>



Read the story Mila shared with us and **find out** whether she fulfilled her dream or not.

Mila in Korea



Hi there! My name is Camila, but people call me Mila, like a milanesa! I'm from Uruguay, a beautiful country in South America. I want to share with you my exciting adventure as an international student in Korea!

When I was 18 years old, my dream was to study in a country called South Korea. It was a big decision because Korea is very different from Uruguay. The language, the food, and even the way people greet each other were all new and exciting to me.

When that dream finally came true after a lot of hard work through the GKS scholarship program, I arrived in Korea full of curiosity and a little nervous too. But guess what? The people I met there were so friendly and welcoming! They taught me how to say "hello" in Korean, which is "annyeonghaseyo" (안녕하세요!) and they loved teaching me about their culture.

Studying in Korea was an amazing experience. I learned many new things in my classes and made friends from all around the world including Mongolia, Laos and Kenya. We all explored the beautiful streets of Seoul, the capital city of Korea, and tried delicious Korean dishes like bibimbap and kimchi.

One of the most memorable moments for me was celebrating Korean holidays like Chuseok and Lunar New Year with my Korean friends. We wore colorful hanbok dresses and ate traditional foods while sharing ghost stories.

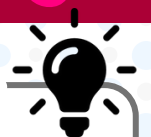
Living in Korea also taught me to be independent and brave. I traveled to beautiful places like Busan, with its stunning beaches, and Gyeongju, filled with ancient temples and history. Each place I visited had its own charm and taught me something new. Of course, there were times when I missed my family and friends back in Uruguay and Ecuador. But thanks to video calls and messages, and a lot of memes, I always felt connected to them.

Now I really treasure the memories and friendships I made in Korea. Studying abroad was a journey of discovery and growth, now, in 2024, I am 24 years old! Can you believe it? Time flies! I hope one day you too, dear reader, can explore the world and experience its wonders! Never give up on your dreams!

Remember, no matter where you come from or where you go, every journey teaches you something valuable. Embrace new experiences, learn from others, and always cherish your roots. Vamo' arriba!



Did you know?



The Global Korea Scholarship (GKS) is a government-funded program by South Korea's Ministry of Education that supports international students in pursuing undergraduate or graduate studies in South Korea. It promotes cultural exchange and international cooperation.

Read Mila's text about her experience in Korea.

Why are these numbers important to her? **Take notes.**



18 _____

2000 _____

24 _____

3 _____

2024 _____



Read the text one more time and **choose** the best answer a, b or c.

1 Where is Camila originally from?

- a** Korea
- b** Uruguay
- c** Ecuador

2 What was Camila's main goal when she was 18?

- a** To study in South Korea
- b** To visit ancient temples
- c** To learn how to cook Korean food

3 How did Camila manage to study in Korea?

- a** She moved there with her family.
- b** She found a job in Seoul.
- c** She received a scholarship from the GKS program.

4 Which Korean dishes did Camila enjoy during her time in Seoul?

- a** Sushi and ramen
- b** Bibimbap and kimchi
- c** Tacos and empanadas

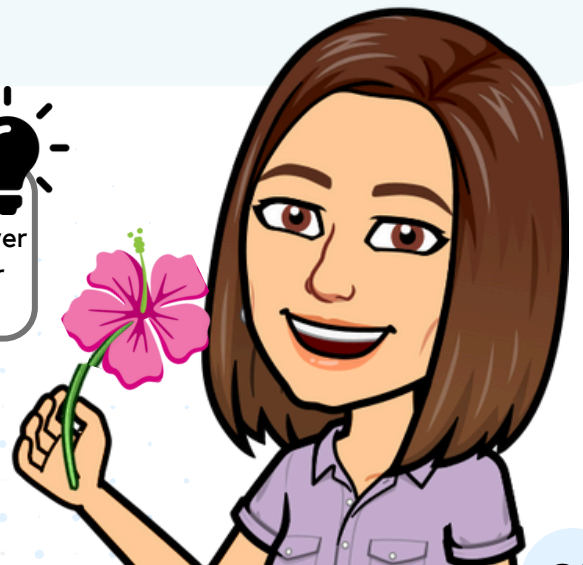
5 What personal qualities did Camila develop while living in Korea?

- a** Patience and artistic skills
- b** Independence and bravery
- c** Fluency in Japanese

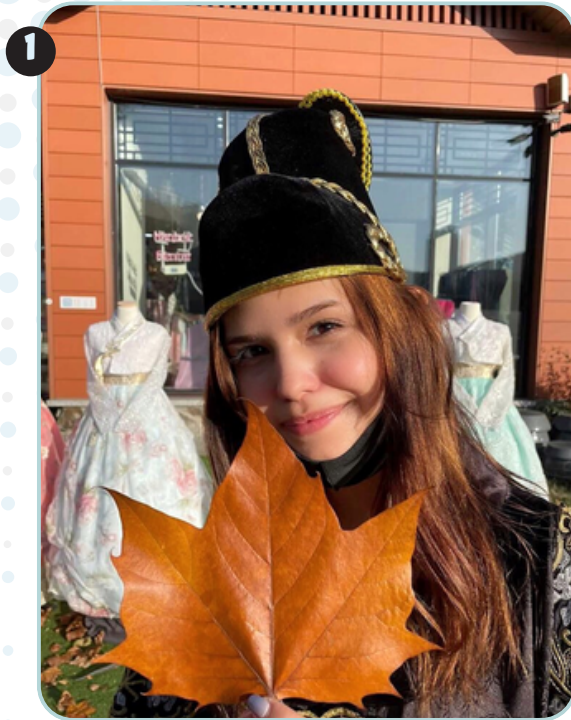
Did you know?



South Korea's National Flower is called 무궁화 (mugunghwa), or Hibiscus syriacus in English. It means "eternal blossom that never fades," and it has been an important symbol of Korean culture for centuries.



Look at Mila's pictures.



Photos by Camila Echeverria



Mila is describing one of the previous pictures. **Read** the description and say which one she is describing.

I took this picture when I visited one of the most traditional places in the city. I took a Maple leaf to play and to show how brownish it was. The black facemask does not allow you to see my face but even though I am dressed as a local, I don't look like one.



Read the description of another photograph and **complete** the text with a suitable word.

I took this photograph ① _____ summer. As you can see we are ② _____ light clothes because the day was hot ③ _____ humid. My friend Aran was wearing ④ _____ cap because the sun was shining. ⑤ _____ is also wearing a light sweater because he doesn't ⑥ _____ the sun. My friend Irie has a big black handbag. She ⑦ _____ so funny! She loves posing for selfies and pics.



Imagine you're a photographer presenting a detailed report about a recent photo shoot.



Fill in the blanks using the words provided in the bubble in the correct form. Two examples are provided to guide you.

spend · develop · use · focus · share
experiment · involve · practice

During the photo shoot, I focused on capturing the beauty of the natural landscape. Each shot was meticulously planned to highlight the texture and color of the surroundings. The process ① _____ several stages, including the revision and selection of the best images. I ② _____ hours in the studio editing the photographs to ensure they met the highest standards of quality.

One of the main challenges was managing the lighting conditions. I ③ _____ various techniques to adjust the exposure and contrast in real-time.

For those interested in pursuing photography, my advice is to continually practice and ④ _____ with different styles and techniques. Understanding the equipment you use and how to manipulate it effectively is crucial for achieving professional results.

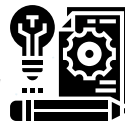
⑤ _____ your work with others and seek constructive feedback to continually improve your skills and ⑥ _____ your unique style.

Get in pairs and describe to your partner, a photograph you did not take, but still vividly remember today. What stopped you from taking that image? Then report to the class what your partner told you.

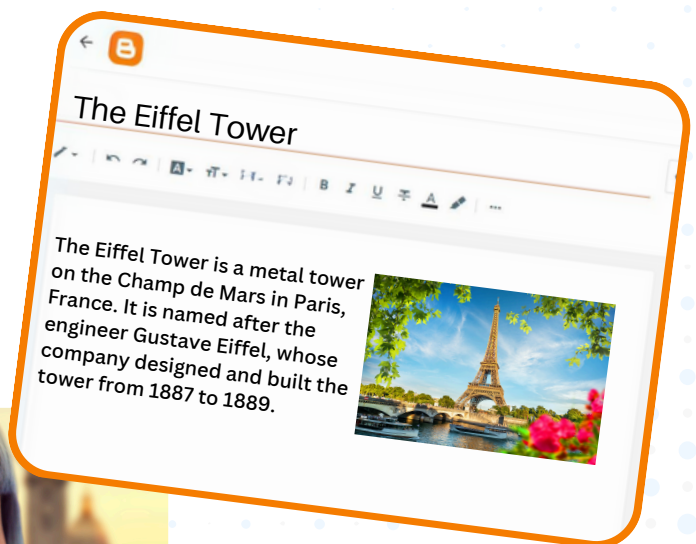
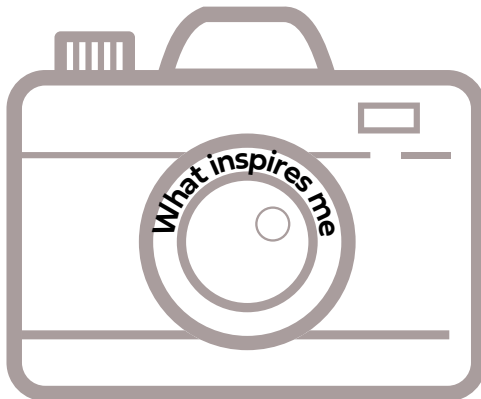


Project

what inspires me



- Choose any activity or country that inspires you to take photographs.
- Create a blog to share information about it and inspire others.
- Write short blog entries including one picture and information about the place or the people in the picture.



8 Godparents Project

Godparents Network Uruguay

Godparents is a **social innovation** project for educational services, run entirely by **volunteers**. There are no paid positions in our organization. Its operation is entirely **virtual**. It provides support to schools in rural communities in Uruguay. Godparents Project reaches over **4,500** children and adolescents.



Join Us

Donate

The Godparents project is part of the *Inglés Sin Límites* EFL program from ANEP.



Godparents in action



Bruno Bicudo es uruguayo y vive en Holanda, desde donde apoya el proceso de aprendizaje de inglés de la comunidad de la escuela N°74 de Canelones Oeste.

¡Hoy se conocieron en persona!



Gracias a Bruno y a la maestra Nara Montero por ser parte de la comunidad ISL.

Inglés
SIN LIMITES

In Uruguay, a fantastic project called "Godparents Project" is making a real difference in the lives of children in rural areas.

What is the Godparents Project?

It is a unique project that helps children **attending** rural schools to learn English. All the schools in the project are participating in an English program called *Inglés Sin Límites* or English without Limits. It's about sharing knowledge and building bonds!

Volunteers

Godparents is **run** by amazing volunteers who want to give back something they know to their country and their children. They don't get paid for their work - they do it because they want to help!

Virtual learning

Everything happens online. This means that Godparents can reach children in even the most **remote** areas of Uruguay by connecting **synchronously** once a week.

Reaching thousands

Godparents have helped over 4,500 children learn English and know more about the world around them.

What would you do if you were a "godparent" to a child in Uruguay?

- Connect online** • You would chat with your "godchildren" online, maybe through video calls or messages.
- Teach English** • You would help your "godchildren" learn English through fun activities, games and conversations, everything planned together with the classroom teacher and following the course.
- Become a friend** • You would build a friendship with your "godchildren" and support them in their learning journey.

Why are Godparents important?

- Because they help children from rural schools to:
 - develop their language **competency** in the target language.
 - know about other cultures (most godparents do not live in Uruguay but in 41 different countries).
 - rehearse some theater plays and work on other supplementary projects.
 - develop global citizenship.

The Godparents project is a great example of how technology can be used to make a positive impact on the world. It's a project that shows the power of kindness, generosity and the belief that every child deserves a chance to succeed.

Camila went to a rural school and had a godfather there.

Read her statements and **say** which ones are correct and which ones are incorrect.

Put **C** for the correct ones and **I** for the incorrect ones.

- 1 The godparents project is carried out with all the schools in Uruguay.
- 2 To be a godparent you need to live in the country.
- 3 Godparents work with the teacher once a week.
- 4 Godparents take over the English class.
- 5 Godparents act *ad honorem*.





Camila highlighted some words in the text because she is not sure about their meaning. What do they mean? **Surf the internet** and **find** their meaning.



- a** attending
- b** run
- c** remote
- d** synchronously
- e** competency

Would you like to be a godparent to the ISL program? Why? Why not? **Justify** your answer in about 50 words.



.....



Let's meet some godparents who have impacted Uruguayan rural schoolchildren. **Read** Ximena's testimony.

Ximena Stawsky

They always say there are things you learn later in life; for me, it was the concept of godparents. Coming from a family where my father is Jewish and my mother is Christian, we always respected both religions at home. We had the fortune of celebrating more, which allowed us to gradually create our own traditions. Now I realize that this is the legacy both my father's and mother's families have left us.



My friends and cousins had godparents, and I would wonder why I couldn't have one. I would question the role of these people who were part of the family for some, so life would have an answer for me later....

Five years ago, I emigrated to Germany with my family for a job opportunity. The journey during the first few years was not easy. Moving to a new country, with a different language and customs, is, as I always say, a rollercoaster of emotions. One of the most important things I've learned is that each member of my family went through their own process and faced their fears in their own time and way. So, when one of us started to get our bearings, another might not, and it sometimes felt like it would never end. But by always staying positive, everything eventually settled, and we could begin to fully enjoy living in another country.

1 _____. As I always say, life is cyclical. 2 _____.

I began preparing for my first day as the school's godmother weeks in advance to have everything perfect.

Being the executive that I am, I made a presentation, but the internet didn't work, so I realized that if I wanted to have more interactive classes with the children, I needed to do more hands-on activities rather than relying on technology.



3 _____. Gradually, we got to know each other through singing songs, playing a homemade memory game and countless bingo games to help them learn. Through different plays, English slowly became a part of them.

In April, I had the opportunity to travel to Uruguay and visit them. It was one of the most beautiful experiences of my life. The love those children had for me was infinite. They hugged me, touched me, and wanted to know if I was real, if the person they saw on the screen was there with them.

4 _____. They eagerly await videos from the airport, the plane and the different cities I visit. As I say, I am their window to the world. 5 _____.

After a year and a half of working with them, and at 45 years old, I understood the meaning of being a godmother. As I say, it's never too late! Life always allows you to do what you love and, step by step, build your legacy.

As you can see, five sentences were removed from Ximena's text.

Put them in the correct place.

- a Without asking for it, I was assigned to a school from where my great-grandmother came, so I am sure she sent it to me.
- b It's incredible the love you can give and receive through a screen.
- c A year ago, I received an email asking if I wanted to be a godmother to a school to teach English.
- d I invite everyone to live this experience, which I have no doubt will fill you with satisfaction and love.
- e My legacy will be to show them that the world is vast and that they can reach anywhere they want to go.



Imagine you are a student working with Ximena.

Write a short dialogue (around 50-70 words) between Ximena and you.



Perform the dialogue with one of your classmates.





Below you will find Beatriz's testimony. **Identify** the humorous anecdotes she shares about her experiences in different countries.

My anecdotes

By Beatriz Motta

I am not very good at writing, I like numbers, but I am going to tell you some of my experiences about the differences that I have found throughout my life in various countries.

I've learned English since the age of 4 or 5 and I continue to learn until now, even though I am already 67 years old I am still surprised by how differently we speak in different places.

Here are my funniest anecdotes:

When I was younger my husband went on a scholarship to the United States. The first challenge we had was withdrawing money from the ATM. First difficulty, we did not know how to say *cajero automático* in English. Google did not exist at that time, so we searched for "cajero" in dictionaries which is cashier in English. The word *cajero automático*, that is ATM, did not exist.

The second problem we had was trying to withdraw money from the ATM. During the 6 months that we were in the USA, we withdrew only 40 dollars each time we needed money because we didn't know how to withdraw another amount.

As my children live in Europe with their families, the eldest in Scotland and the youngest in Spain, we currently live in Uruguay, Scotland and Spain depending on what suits them or us better. Here are other funny anecdotes in other parts of the globe:

In Scotland

The Train Station:

We thought that by knowing English and using it throughout our lives, we wouldn't have any problems in Scotland. When we arrived at Edinburgh airport, we went to the information desk and asked:

- Me: *Where is the train station?*
- Scot: *"gobbledegook"* (I didn't understand anything)
- Me: *Can you speak English, please?*
- Scot: *"I am speaking English"*
- Me: *Can you speak slower, please?*

From that moment on we didn't have any more problems, except that there was no train station at Edinburgh airport and we had to go Downtown by bus.

Wardrobe problems.

Helping my grandson get dressed:

- Me: *It's raining, put your boots on.*
- My grandson: ??? (question mark on his little face)
- Me: *Your boots, please. Otherwise, we can't go out into the garden.*
- My daughter-in-law: *Scots call boots "wellies". Sir Wellington was the first one to wear the type of boots we wear today.*

In Spain

En la frutería:

- ¿Me puede dar 1 kg de frutillas, por favor?
- ¿Qué frutas?
- Frutillas. -insisto.
- ¿Usted es argentina?
- No, uruguayana (la gente trata mejor a los uruguayos).

"Frutillas" en España son frutas chiquitas. Le señalo las frutillas y él me dice "fresas".

Debo confesar que tenía un cartel en el cajón que decía fresas y yo no lo vi.

After reading the text, which story did you enjoy the most and why? **Write** a short paragraph summarizing that anecdote and include the cultural differences and misunderstandings that made the situation amusing.



A large rectangular area with a dotted top edge and horizontal lines for writing.



Get in groups of three. **Exchange** your opinions with the other two classmates.

Did you know?



An automated teller machine (ATM) is an electronic banking outlet that allows customers to complete basic transactions without the aid of a branch representative or teller.



Did you know?



In British English, "welly" is a casual term for a "wellington boot," also known as "wellies." These are waterproof rubber boots worn to keep feet dry in wet or muddy conditions. The name comes from the Duke of Wellington, who popularized this style of boot.



Let's read another godparent's testimony. **Complete** the blank spaces with the missing words and phrases from the box.

human potential - experience - collaborating - give back - little country - model - stage - preschool teacher - early childhood education - school for children aged 2 to 5 years

Clara Fliker Mooso

Hello. I'm Clara Fliker Mooso. Born in Uruguay, with my heart in Montevideo. I've been involved for 4 years with the Godparents Project, serving as a godparent for School No. 62 in Paysandú.

I've been living in California since 1981. I never thought I would end up living in the U.S. for so many years. I first emigrated to Israel, where I pursued university studies in **1** _____. Due to the twists of life, shortly after finishing my studies, I decided to follow the man who would become the father of my children to California.


I initially lived in Los Angeles, where I started working as a **2** _____. Later, I moved to Northern California, where I established a **3** _____. I retired when the pandemic began, after 38 years in my beloved profession.

I have a lot to be grateful for to my native country, my beloved Uruguay, and also to my mother, who had the foresight to send me to study English at the age of 7 with a teacher from the La Comercial neighborhood in Montevideo. I believe Uruguay has a lot of **4** _____. During my childhood and adolescence, the education I received was wonderful. The dedication of teachers and professors was a **5** _____ for my decision to pursue that profession.

6 _____ with School No. 62 is an important part of my **7** _____ at this **8** _____ of my life. It's a way to **9** _____ to the "**10** _____" something of what it gave me.



What does Clara's story teach you about the importance of education and community?





Eleonora Echevarría is an ISL Godmother living in Costa Rica. **Read** her story and **answer** the questions.



Every September 14th, when the sun goes down, Costa Rica lights up. It's Independence Day's eve and everyone celebrates it!

Costa Rica became independent by letter on September 15th 1821. Yes, you read correctly, by letter! After the Mexican war, Costa Rica was invited to become independent from Spain along with the rest of Central America. And a tradition was born.

Every year, multiple Central American countries host the Independence celebration. In early September, people in Guatemala light up the Independence torch that will be carried over by foot across Honduras, El Salvador and Nicaragua to finish its journey on September 14th in Costa Rica's former capital, Cartago (later on the capital was moved to its current location, San José, but the tradition in Cartago still persists).

During the first half of September, children handcraft their own lanterns and torches at school, to get ready for the September 14th celebration. That day, people get to the streets in the evening to see the main torch pass by and there are also multiple parades organized across the country. Kids usually get dressed with traditional costumes. This creates a very picturesque scene, complemented with marimba music, which is typical of the area!



People in Costa Rica are joyful and have a motto that makes them unique and became famous internationally: *Pura Vida*, which means Pure Life!

Pura vida can be used to say Hello to someone, describe how you are doing when someone asks you how you are, wish someone the best of luck, instead of thank you or greet someone goodbye. So it can be used pretty much in every situation!

Now you know what to say when you get to Costa Rica, and if you are there in September, don't forget your handcrafted lantern!


- 1 What is the significance of September 14th in Costa Rica?
- 2 How did Costa Rica gain its independence?
- 3 What is the tradition of the Independence torch in Central America?
- 4 How do children participate in the Independence Day celebrations in Costa Rica?



REC

Imagine you are attending the Independence Day celebration in Costa Rica with Eleonora. **Write** a short description (around 50-70 words) of the scene, including the music, lanterns, and traditional costumes. **Record** your description and **upload** it to CREA.

Godparents' legacy


After reading the testimonies of Ximena, Beatriz, Clara, and Eleonora, **answer** the questions. 

- 1 What is the common theme among the testimonies?
- 2 How do the godparents contribute to the lives of the children?
- 3 What values or lessons do the godparents pass on to the children?

Who does this information belong to?

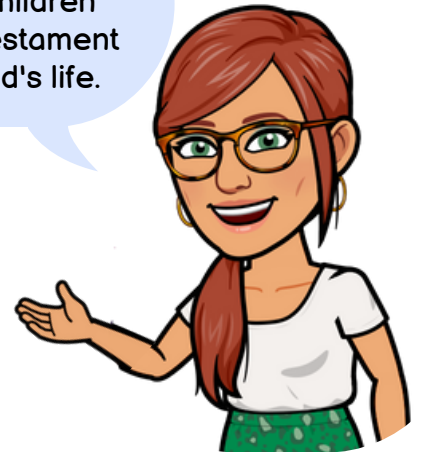
- Who... **a** emigrated to Germany with their family for a job opportunity?
- b** had the opportunity to travel to Uruguay and visit children from their school?
- c** lives in California?
- d** had difficulty withdrawing money from an ATM in the United States?

Godparents' story

Choose one of the testimonies and **imagine** you are a student from a rural school. **Write** a short story (around 150-200 words) from your perspective, describing a special moment or experience with your godparent. Be sure to include details from the testimony that inspired your story. 

.....

Notice how the godparents in the testimonies have created a sense of connection and community with the children. They have shared their experiences, values, and traditions with them, and in return, the children have learned from them and grown as individuals. This bond is a testament to the power of godparenting and the impact it can have on a child's life.



The Godparents project is part of the Inglés Sin Límites EFL project from ANEP.

Read the first part of the article about ISL and **circle** the word that best fits the text.



The Inglés Sin Límites program in Uruguay is an **innovative** / **innovation** / **innovatively** educational initiative designed to enhance English language skills among students across the country. Launched with the goal of making high-quality English language education **accessibility** / **accessible** / **inaccessible** to all, this program addresses the **growing** / **grow** / **grown** need for proficiency in English, a critical skill in the global job market and for international communication.

The primary aim of Inglés Sin Límites is to provide **comprehensible** / **comprehensive** / **comprehension** English language training to Uruguayan students of various ages and backgrounds. The program is geared towards improving language proficiency through a **structural** / **structurally** / **structured** curriculum that emphasizes reading, writing, listening, and speaking skills. It seeks to ensure that every student has the opportunity to learn English, regardless of their socio-economic status or geographical location.

Read the second part of the article and **fill in the blanks** with a word from the box. 
There are two extra words you do not need to use.

The program offers a well-rounded **1** _____ that integrates modern teaching methodologies and interactive resources. This includes online platforms, multimedia **2** _____, and engaging content designed to make learning English both effective and enjoyable. The curriculum is crafted to **3** _____ the needs of students at different proficiency levels, from beginners to advanced learners.

To ensure the quality of instruction, Inglés Sin Límites places a strong **4** _____ on teacher training. Educators are provided with professional development opportunities to enhance their teaching skills and stay updated with the latest educational practices. This training helps **5** _____ deliver high-quality English instruction and support students in achieving their language learning goals.

Below, you will find the last paragraph of the article about ISL. **Read** it and **write** an opinion essay about the importance of the program in the inclusion, equality and rights defense of rural school children.

One of the key features of Inglés Sin Límites is its commitment to inclusivity. The program is designed to reach students in urban and rural areas alike, aiming to bridge the educational gap between different regions of the country.



9 Athletes beyond soccer



Welcome to another episode of "Athlete Stories," the podcast where we dive into the lives and dreams of incredible athletes. Today, we're sharing a truly inspiring story about two judo champions from Uruguay who are on a remarkable journey. Let's jump right into the story of Henry Borges and Mariana Mederos.

Listen to the podcast about Henry and Mariana and **choose** the correct option.



- 1** The main topic of the "Athlete Stories" podcast is ...
 - a** the lives of professional athletes.
 - b** the history of judo.
 - c** the relationship between sports and family.
- 2** The names and ages of Henry and Mariana's children are ...
 - a** Inés (12) and Felipe (10).
 - b** Itiana (14) and Facundo (9).
 - c** Francisco (14) and Itiana (9).
- 3** Henry won ...
 - a** a gold medal in the men's -60kg category at the Parapan American Games.
 - b** two gold medals in the men's -60kg category at the Parapan American Games.
 - c** a silver and a gold medal in the men's -60kg category at the Parapan American Games.
- 4** Since we are in 2024, how long have they been in touch?
 - a** For over two decades
 - b** For over a decade
 - c** For less than a decade
- 5** Henry's debut in the Paralympic Games was in ...
 - a** 2014.
 - b** 2004.
 - c** 2024.



Photos by Henry Borges and Mariana Mederos.



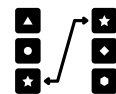
Answer the host's questions.



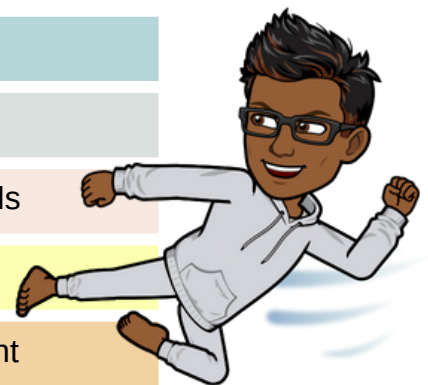
- 1 How did Henry and Mariana first meet?
- 2 What significant event happened to Henry in 2004?
- 3 What was Mariana's role in Henry's training before Rio 2016?
- 4 What is Henry's main goal for the Paralympic Games?
- 5 What did Mariana achieve in the Lima Parapan American Games?



Nico is very interested in martial arts. **Match** these terms describing actions and positions involved in martial arts combat or training with their definitions.



1 kick	a a strike using a closed fist
2 punch	b a strike with the foot
3 block	c a position in which a person stands
4 stance	d to stop an attack
5 grapple	e to hold or wrestle with an opponent



- 1 2 3 4 5

Project Paralympic Games



1 Work in small groups. Surf the Internet and find information to answer these questions.



- a** Where were the 2024 Paralympic Games held?
- b** How many sports are there in the Paralympic Games?
- c** What Latin American sportspeople took place?
- d** How many of those won a medal? In which sport?
- e** What is your favorite sport and why?
- f** Do you have any favorite athletes?

2 Prepare an interactive presentation.

3 Present your work to the class.



Project planning

Prepare an interactive presentation showing the results of your research. While your classmates are presenting, compare the information they included that might be missing in your presentation.



Presentation checklist

- Appropriate answers.
- Organized content.
- Interactive presentation.

Read this article about *Memory Computación* and answer the questions.



Uruguayan Tech Pioneers: Memory Computación



With almost 40 years of experience, *Memory Computación's* rise from a student project to a titan in Uruguay's software industry is proof of its commitment to excellence and innovation.

In 1985, Roni Lieberman, an engineering student, had dreams of starting his own business. At the suggestion of a classmate, he embarked on developing an accounting program for a family business. Roni fully committed to the project and realized its potential for entrepreneurship.

Sixteen years later, at a significant event in New York, Microsoft Corporation recognized the innovation behind *Memory Conty*, an accounting software developed by Roni's company, Memory Computación. This acknowledgment validated Roni's efforts to transform business operations in Latin America.

Today, Memory is a prominent player in Uruguay's software industry, with over 30 years of experience and serving a clientele of over 50,000 SMEs and 80% of the accountants across the region. They have won several awards, including recognition as the *Most Innovative Uruguayan Company* and the *Endeavor Company of the Year*.

In 2020, Memory entered a new phase of growth by partnering with *Siigo*, a leading player in Colombia and Ecuador's software market, backed by *Accel-KKR*, a prominent Silicon Valley investment fund. Together, they aim to revolutionize the tech landscape in Latin America by providing cutting-edge solutions to over one million SMEs and 300,000 accountants.



Roni Lieberman is convinced that part of Memory's success is that they have a firm set of core values. These organizational values are not just stated but shared and fundamentally applied in the day-to-day management of the company. With a commitment to providing solutions over products, embracing challenges, and empowering its people, Memory Computación continues to drive innovation and redefine success in the region.

(Source: Memory Computación - <https://memory.com.uy/>)

- 1 Who is Roni Lieberman, and what role did he play in Memory's development?
- 2 How did Memory receive recognition from Microsoft Corporation?
- 3 What awards has Memory received?
- 4 What significant partnership did Memory enter in 2020?
- 5 What is Memory committed to?
- 6 What is Memory's impact on businesses in the region and Latin America?
Is it a popular business solution?

Did you know?

SMEs stands for *Small and Mid-sized Enterprises*. They are companies or organizations with fewer employees, less revenue and fewer assets compared to larger enterprises. SMEs include both manufacturing and service businesses. (In Spanish they are known as **PYMEs**)



Visit the company's website and **find information** of some of its key products.

**Memory
Conty**

**Memory
Figaro**

**Memory
Worky**

Carry out some research: *Uruguayan entrepreneurs abroad.*



- 1 Identify successful Uruguayan entrepreneurs who have achieved significant success in businesses based outside of Uruguay.
- 2 Explore the nature of their businesses, including industries, products or services, and target markets.
- 3 Investigate the obstacles they faced and the strategies they employed to overcome those challenges.
- 4 Consider the potential impact of their successes on Uruguay's economy and reputation.

Choose one of these possible outcomes to **share** your findings.



Possible outcome 1 - Interactive digital exhibition

Create an online project to show your research. Include:



- **Digital timeline:** Show the important events in the entrepreneurs' careers.
- **Interactive maps:** Display where the entrepreneurs' businesses are and how far they reach.
- **Video interviews:** Share recorded interviews with the entrepreneurs or their representatives.
- **Multimedia gallery:** Add pictures, videos, and audio clips about the entrepreneurs and their businesses.

Possible outcome 2 - Entrepreneurial case studies



Create detailed case studies about Uruguayan entrepreneurs, focusing on their strategies, challenges, and successes.

- **Overview:** A short introduction to the entrepreneur and their business.
- **Background:** Details about their early life, education, and career.
- **Timeline:** A list of their business ventures and key achievements.
- **Challenges:** Explain the problems they faced and how they solved them.
- **Impact:** Analyze how they have contributed to Uruguay's economy and reputation.

It's your turn to become an entrepreneur! Below you will find some steps to set up a company of your own. **Follow the steps** and **create** your own company. You can do it individually or with associates.



Step 1: Choose your business idea

Think about your interests

What are you passionate about?

What products or services would you like to create or offer?

Research

Look at existing businesses in your chosen field. What makes them successful?

What gaps could your company fill in the market?

Decide on your product or service

What will your company sell or offer?

Why do you believe it will be successful?

Step 2: Name your company

Brainstorm

Write down different names that reflect your business idea.

Consider your target audience

Choose a name that will appeal to your customers and reflect your brand.

Final decision

Select the name that best represents your business and is easy to remember.

Step 3: Identify your target market

Describe your customers

Who will buy your product or service? Consider their age, interests and location.

Research your market

Why will these people need or want your product? How will you reach them?

Step 4: Create a marketing strategy

Promotion

How will you let people know about your company? Consider using social media, advertisements or word-of-mouth.

Branding

What will your company's logo and slogan look like? These should reflect your business's identity and values.

Step 5: Plan your finances

Start-up costs

List the things you'll need to start your business (e.g., materials, space, marketing). How much will they cost?

Pricing strategy

Decide how much you will charge for your product or service. Make sure it covers your costs and is competitive in the market.

Profit estimation

How many sales do you need to make a profit? Consider how long it might take to reach that goal.

Step 6: Draft your business plan

Introduction

Introduce your company and describe what makes it unique.

Product/Service description

Explain in detail what you will offer.

Target market

Describe who your customers are and why they need your product.

Marketing strategy

Outline how you will promote your business.

Financial plan

Summarize your start-up costs, pricing and profit expectations.

Step 7: Prepare for your presentation.



Visual aids

Create a poster or a slide presentation that includes your company name, logo, product images, and key points from your business plan.

Practice

Rehearse your presentation to ensure you can clearly explain your business idea and answer any questions your classmates might have.

Step 8: Present your company.

Presentation

Share your business idea with the class, using your visual aids to support your explanation.


Feedback

Be ready to answer questions and receive constructive feedback from your classmates and teacher.

Step 9: Reflect on the Experience

Write a reflection

After your presentation, write a short paragraph about what you learned from this project. What was the most challenging part? What did you enjoy the most? How has your understanding of entrepreneurship changed?

Tick  these items before submitting your business plan.

My Business IDEA

TICK THE ITEMS YOU HAVE COMPLETED

- I have a business idea.
- I have studied the market and found a market gap.
- I know about my potential customers.
- I have a name for my company.
- I have an impressive description of my product or service.
- I have defined my product/service cost.
- I have developed strategies for promotion.
- I have a detailed list of start-up expenses and their costs.
- I have designed an attractive presentation of my business plan.

Rúbrica de Proyectos

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Situeta textual	El texto que has presentado se puede ver como un solo cuerpo. Las oraciones se encuentran incompletas. Las ideas están entremezcladas y no se ve una diferenciación en párrafos. No se ven las diferentes partes del texto solicitado.	El texto que has presentado diferencia ideas pero no se diferencia en párrafos o se realizan párrafos pero se entremezclan las ideas. No se encuentran diferenciadas las partes del texto.	El texto posee párrafos bien diferenciados. No existen problemas de mezcla de ideas entre párrafos. Sin embargo, no se encuentran diferenciados las diferentes partes del texto solicitado.	En el texto has incluido oraciones bien diferenciadas. Se puede ver que has construido párrafos. Se encuentran diferenciadas las diferentes partes del texto, ya sea a través de subtítulos o a través de las diferenciación en párrafos separados por un espacio.
Contenido	Si bien es cierto que tienes idea de lo que se te ha solicitado, no tratas los temas que se establecen en la consigna de trabajo. Te expandes en ideas que no están relacionadas con el tema solicitado.	Has tenido en cuenta menos de la mitad de los temas que se te han solicitado en la consigna. O has tratado todos los temas pero has logrado desarrollar, argumentar o ejemplificar menos de la mitad de ellos.	Has tenido en cuenta todos los temas de la consigna y argumentas, describes y ejemplificas más de la mitad de ellos, aunque no todos. Puede suceder que trates más de la mitad de los temas y que todos estén fundamentados, descriptos o ejemplificados. Sin embargo no has hecho dicho trabajo con todos los elementos solicitados en la consigna.	Has tenido en cuenta todos los temas que forman parte de la consigna de trabajo. Cada uno ha sido desarrollado, es decir, no solo se nombra sino que agregas ideas referidas al mismo. Además, el tema posee argumentos o ejemplos que ilustran las ideas. Cada párrafo contiene un tema concreto y no una mezcla de los mismos.
Lenguaje	Las ideas del proyecto no se encuentran conectadas de manera de lograr una comunicación efectiva. Los errores de lengua y pronunciación han impedido la transmisión de tus ideas.	Los errores de lengua hacen que tus ideas no resulten claramente expresadas por momentos. Existen algunos errores de lengua y pronunciación que hacen que la transmisión de tus ideas sea poco clara.	El proyecto ha sido presentado en su formato escrito y oral de forma clara. Tus errores no interfieren con la presentación del proyecto, aunque algunos de ellos le quitan fluidez.	El proyecto ha sido presentado en su formato escrito y oral de forma clara y fluida. Se nota la preparación para la presentación, es decir tu audiencia logra comprender el mensaje que quieres comunicar.

	Primeros pasos (1)	Estás en el camino (2)	Estás llegando a la meta (3)	Has llegado a la meta (4)
Presentación	Al realizar tu presentación te has parado detrás del material. ¿Crees que has mantenido contacto visual con tus compañeros como para involucrarlos en la presentación? Hablas bajo, piensa en tus compañeros del fondo que también deben y quieren escucharte.	Al presentar tu proyecto te diriges a la clase por momentos y en otras ocasiones pierdes contacto visual con tus compañeros. La clase debe poder verte y oírte de forma clara para así comprender todo lo que tratas de comunicar.	Al momento de exponer te paras de tal manera que logras contacto visual y así conectar con tus compañeros la mayor parte del tiempo. Tu voz es clara pero aún necesitas buscar más estrategias para transmitir tu mensaje.	Durante tu presentación te paras al frente de la clase y te desplazas manteniendo contacto visual con tus compañeros, involucrándose en tu presentación. Hablas fuerte y claro demostrando seguridad, ya que no lees ni dudas al expresar tus ideas.
Elementos paralingüísticos	Haber incluido imágenes relacionadas al contenido de tu presentación, tal como habíamos acordado en la negociación de las pautas de trabajo, hubiese hecho que el contenido de tu proyecto fuera más claro y atractivo.	Has usado imágenes que si bien están relacionadas al contenido de lo que has presentado, lo podrías haber usado como ayuda para que tus compañeras/os y profesoras/es logren entender con mayor claridad lo que has planteado.	Has usado imágenes relacionadas al contenido de lo que has presentado. Debes tratar de llegar a un balance entre cantidad de imágenes incluidas, y su relación con la información planteada. Las imágenes no siempre ayudan a entender o a hacer atractivo tu trabajo.	Las imágenes incluidas han permitido que tus compañeras/os, tus profesora/es y cualquier persona que vea tu trabajo, pueda entender lo que estás compartiendo con ellos, además de hacer el trabajo más atractivo.
Compromiso y ética hacia el trabajo	Has presentado tu trabajo incluyendo contenido interesante aunque no está relacionado al problema inicial.	Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor.	Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes sin haber reflexionado sobre ellas o haber citado al autor. Has presentado tu trabajo incluyendo contenido pertinente. Has incluido ideas de otras fuentes aunque no en todos los casos las has citado o has reflexionado sobre ellas.	Has presentado tu trabajo incluyendo contenido pertinente. Lo has presentado usando tus propias palabras, intercalando reflexiones personales sobre el contenido que has incluido, e incluyendo citas sobre reflexiones de entendidos en la temática.

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