

# ec@os

# 7

**ENSINO  
FUNDAMENTAL  
ANOS FINAIS**



**LÍNGUA INGLESA**





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FUNDAMENTAL  
ANOS FINAIS**

**LÍNGUA INGLESA**

Obra coletiva concebida e desenvolvida por SM Educação.

**1ª edição, 2025**



**Ecos Língua Inglesa 7**  
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# **ANTES DE MAIS NADA...**

A escola está inserida em um mundo complexo e que se transforma rapidamente. Na jornada do Ensino Fundamental Anos Finais, é importante que o conhecimento adquirido ao longo do tempo seja consolidado e aprofundado. Espera-se que cada estudante amplie sua visão de mundo e se torne um cidadão crítico e participativo na sociedade. Este é um desafio e tanto!

Esta solução didática foi elaborada abarcando os diversos componentes curriculares com rigor conceitual, contextualização, atualização e recursos que favorecem o processo de ensino-aprendizagem. Além disso, ela trabalha os Objetivos de Desenvolvimento Sustentável (ODS) propostos pela Organização das Nações Unidas (ONU) em busca da cidadania global, fundamental para que o estudante adquira conhecimentos e desenvolva habilidades que o façam se sentir parte integrante da sociedade, ampliando seu papel protagonista. Para completar, projetos de pesquisa anuais trabalham temas transversais que integram diferentes componentes curriculares.

Pretende-se, assim, contribuir para que o cotidiano escolar seja estimulante e enriquecedor, possibilitando a superação de todos os desafios.

Que esta jornada seja muito feliz!

# ABERTURA DO MÓDULO

O conteúdo deste componente curricular está distribuído por nove módulos, que reúnem os objetos de conhecimento a serem desenvolvidos no ano.

Um pequeno texto introduz o assunto a ser trabalhado no módulo.

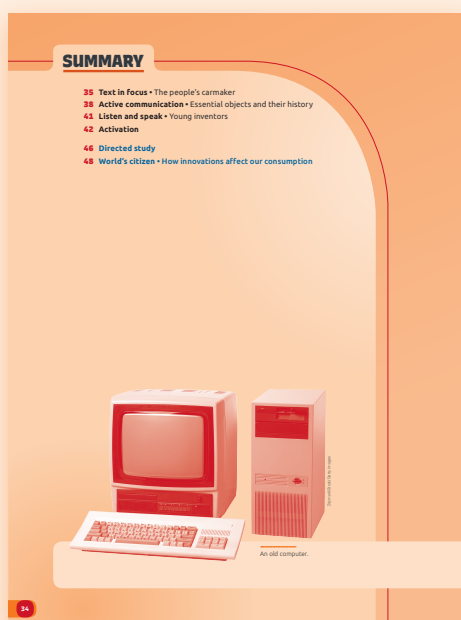


A relação de objetivos pedagógicos serve como orientação de estudo.

A questão iniciada com "What do you know" ajuda a resgatar conhecimentos anteriores.

A questão iniciada com "What do you think" propõe a formulação de uma hipótese.

A imagem de abertura do módulo desperta a curiosidade para o que será estudado.



O sumário lista os tópicos desenvolvidos no módulo e facilita sua localização.

# DESENVOLVIMENTO DO CONTEÚDO

O assunto é desenvolvido por meio de portadores textuais variados, muitas imagens e contextualização permanente. Inclui ainda várias seções com propostas de atividades diversificadas.

**TEXT IN FOCUS**  
**THE PEOPLE'S CARMAKER**

Henry Ford was born on a farm, but grew up near a bustling town. In Michigan, he had his younger brothers and sisters, and they all had to work hard for their father. [1]

Henry loved to play around with all kinds of things and machines. It was his hobby. He was always tinkering with things, and he was always trying to make things better. [2]

[3] When Henry was 16, he moved to the nearby city of Detroit, and for the next three years he did odd jobs, working with machines. Then he went back home to his father's farm, still full of machines. [4]

[5] When he was 20, he married Clara Bryant, who had grown up on a nearby farm. She thought Henry was such a genius with machines that she decided to move with him to Detroit, to be closer to his work. [6]

Henry worked hard at the power plant. But he wanted even better. He was one **backward** working, turning together copper pieces of metal, until at last his first gasoline-driven car was ready for a test run. [7]

It was about two weeks to the morning Henry and his helper Jim Bell had built his strange-looking car around the workshop down. [8] But there was a problem. The last time it was big to go through the driveway, he had simply run out of a battery and it wouldn't start. He was out of luck. Then, with a little thinking, he started the car and drove off over the cobblestone streets. His Bell's car drove on its wheels, to make sure that it was not in the way. [9]

**Backyard - casual**  
**Electric power plant - work**  
**Like apart - describe**  
**Like apart - describe**  
**Mid-up top - compare**  
**Mid-up top - compare**

**ACTIVITIES**

1. Describe what you see in the image from the text. Do you have any idea about the process of building such a vehicle? What do you know about it? Discuss it with your classmates.

2. What do you know about Henry Ford? Share your knowledge with your classmates.

## TEXT IN FOCUS

Leitura e interpretação de textos relacionados ao assunto do módulo, com aprofundamento no gênero e na linguagem; inclui atividades de compreensão e de interpretação.

**HANDS ON**  
**THE CITY OF PROFESSIONS**

This activity provides vocabulary building with creativity and collaboration.

**Materials needed**

- Large sheet of paper (cardboard, construction paper or butcher paper)
- Markers, crayons, or colored pencils
- Magazines or old newspapers (optional)
- Scissors (optional)

**Instructions**

- In small groups, brainstorm a list of jobs you already know. Use the dictionary to learn more words.
- Then, discuss your list with the whole class. The teacher is going to write all the words on the board. Complete your list with different words your classmates mention.
- City planning: Each group will draw the assigned area on the poster and include relevant features. You can use markers, crayons, and colored pencils to create buildings, streets, and other elements.
- Populating the city: Write the names of the jobs you see happening in each area on the poster board to describe of people performing those jobs. If you add pictures - optional.

**Presentation and discussion**

- Hang the completed poster on the wall.
- Each group can present their assigned area, explaining the jobs included and what the professionals do.
- The whole class can discuss the different jobs represented and their importance to the community.

**7 THINK ABOUT IT AND DISCUSS**  
What do you think about the meaning for the word back?

## HANDS ON

Atividades operatórias individuais ou em grupo com a finalidade de se elaborar algo concreto (cartaz, relatório, apresentação, maquete, exposição).

**TECHNO DIMENSION**  
**ARTIFICIAL INTELLIGENCE AND EMPLOYMENT**

1. In pairs, brainstorm different opportunities and smart machines can impact jobs in our community. Share your ideas with the class and discuss the potential positive and negative effects.

2. Consider these jobs that are commonly done by humans but can also be done by robots: warehouse workers, cashiers, delivery clerks, fast food cooks, telemarketers, security guards, hotel housekeepers, farm laborers. Identify which jobs you think are more suitable for robots and which jobs are better done by humans. Give reasons for your choice.

Read the passage below and check if it completes your arguments.

Intelligent production facilities, such as robots, the Internet of Things and extensive data analysis, are **pushing** the demand for **labor supply and demand**. In China, with its growing economy, the demand for artificial intelligence technology in the labor market is of particular importance. [1] The introduction and expansion of artificial intelligence technology is increasingly important to China's **Chinese enterprises** to increase the number of jobs. [2] The Chinese government has been promoting the development of artificial intelligence technology, and it is expected to have a **positive** effect on the labor market. [3]

**Chinese enterprises - empresas chinesas**  
**Creating jobs - criando empregos**  
**Labor supply and demand - oferta e demanda de trabalho**  
**Pushing - empurrando**

## TECHNO DIMENSION

Discussão sobre a importância dos avanços tecnológicos para a vida em sociedade, em conexão com o conteúdo trabalhado no módulo, acompanhada de propostas de atividades.

**WORLD'S CITIZEN**  
**DECENT WORK: WHERE?**

People spend most of their daily time working. By carrying out their activities, they generate wealth for the country and contribute to their community. Therefore, it is important that working conditions are adequate and result in well-being for workers and their families.

- It is important to be concerned about decent work.
- It pays a fair income.
- It guarantees a secure form of employment and safe working conditions.
- It ensures equal opportunities and treatment for all.
- It includes social protection for the workers and their families.
- It offers prospects for personal development and improves social integration.
- Workers are free to organize their concerns and to organize.

1. In your opinion, what are the basic conditions necessary for someone to adequately carry out their professional activity?

2. What benefits can decent work bring to the economic growth of nations?

**INTERVENTION PROPOSALS**

Although many people are exposed to unfavorable - or even otherwise - conditions when carrying out their activities, there is growing concern about promoting decent work, which increases productivity and generates more wealth.

1. Use an online search engine to find online newspapers in English. When you find them, look for the search section in each newspaper and write the keywords "decent work". Write down the headlines you find about decent work, together with the names of the newspapers, in your notebook.

2. In class, share the headlines with your classmates and your teacher. After you administered duplicates, use a color pen to write the headlines in groups of similar papers. Your teacher will provide a larger paper so that you can make a poster in your classroom. Choose a title for this poster.

## WORLD'S CITIZEN

Contexto e atividades associados com um dos 17 Objetivos de Desenvolvimento Sustentável (ODS); inclui elaboração de propostas de intervenção na realidade relacionadas com a situação apresentada.

## ACTIVE COMMUNICATION

### Professions

1. Think of a profession you want to have in the future. Suppose you have the chance to interview a very experienced person who has the same profession. What questions do you think you can ask this person so that you can be more informed about the occupation you expect to?

2. Read the answers to an interview a student conducts with a journalist. Based on the answers, what questions are asked?

Journalist: One of my favorite aspects of being a journalist is the opportunity to expose and tell compelling stories that impact people. I use the process of research, investigation, and storytelling.

Journalist: Time management is crucial in journalism, and I practice organization techniques. I have deadlines, I prepare my tasks in a calendar map, and I use tools like calendars and task lists. Flexibility is also a key element, as stories require a lot of adaptability.

Journalist: In journalism, reading is essential for good writing skills and for staying informed about current events. Staying up-to-date with modern journalism through reliable newspapers, magazines, and online platforms is practice.

Journalist: A typical day for me involves interviews, writing, and editing. I read the news attentively and identify potential story ideas. Then, I conduct interviews, collect information, and confirm facts. When I have sufficient material, I write articles.

Journalist: The best thing about my job is the opportunity to make a significant impact in people's lives. I can give voice to marginalized communities and inspire positive change. Journalism allows me to influence public discourse.

Journalist: Hard skills for journalists include ability in researching, interviewing, and writing. Soft skills include communication skills, critical thinking, and flexibility. You need to have the ability to communicate effectively with everyone. Critical thinking skills are essential for evaluating sources and analyzing situations.

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## ACTIVE COMMUNICATION

Situações práticas de comunicação exercitam vocabulário e linguagem, além de contextualizarem a apresentação sistematizada de tópicos gramaticais.

## LISTEN AND SPEAK

### A day in the life of a veterinarian

Being a veterinarian is not easy. Your patients don't speak to tell you what they are feeling. In this section, we will see what the work of this incredible profession is like.

1. Discuss with your classmate.

a) What do you know about being a vet?

b) What is necessary to be a good vet?

2. Make a list of common health problems that pets may face. Share your list with the class and discuss the possible treatments for each issue.

3. Imagine a basic appointment with a vet. In pairs, create a dialogue between a vet and a pet owner discussing the pet's condition, treatment options, and follow-up care. Present their dialogue to the class.

4. **TEXT 1** Listen to Dr. Lucie Brown, a veterinarian at Houston Animal Center. Discuss with a classmate what you both understood from the audio.

5. **TEXT 2** Check your understanding. Complete the missing words according to the audio.

My name is Lucie Brown and I'm a \_\_\_\_\_ at Houston Animal Center. What I do every day is take care of cats, dogs and other \_\_\_\_\_ that people bring to me. I mostly examine them, but sometimes I take a nap and, when it's necessary, I perform surgeries on these pets. Usually, \_\_\_\_\_ and \_\_\_\_\_, and \_\_\_\_\_, the same way human \_\_\_\_\_ do, with the same equipment: we have an x-ray machine, an \_\_\_\_\_ machine and we have blood testing material. One important aspect of my job is to talk to clients about preventive care, because pet owners must know what to do to take good care of their animals. Some owners and \_\_\_\_\_ work with me, and they help me a lot. They do vaccinations, \_\_\_\_\_ and screening. Being a vet demands that I have a lot of patience, \_\_\_\_\_ and empathy because sometimes I have to deal with the pain of animals and their owners. The professionals who work with me help me a lot with the job. We work as a team and to be a vet is essential to have this ability. Besides teamwork skills, I also need to deal with stress and have good time \_\_\_\_\_.

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## LISTEN AND SPEAK

Propostas de atividades de escuta e pronúncia.

# ATIVIDADES

Diferentes baterias de questões permitem fixação, aplicação e consolidação dos conteúdos estudados. As atividades são elaboradas com base em habilidades da Base Nacional Comum Curricular (BNCC) e classificadas por “ações cognitivas”, identificadas por ícones.

## ACTIVATION

Read the text below and then answer questions 1 to 6.

Twenty-first century skills are skills that can be reasonably applied to **advance** ways of thinking, learning, working and living in the world. The skills include critical thinking, **creativity**, **communication**, **collaboration**, **complex problem solving**, **technology use**, **flexibility**, **self-management**, **social and cross-cultural understanding**, **digital literacy**, **communication** and can be described by looking at learning objectives.

From a Learning Technology Review, when the review was published, 2011 and the review was published by the Department of Education, Higher Education, Skills and Training, 2011.

1. **QUESTION 1** Which is the best title for the text?

☐ The Importance of Basic Literacy in the 21st Century

☐ Enhancing 21st Century Skills for Students

2. **QUESTION 2** Which sentence is false?

☐ 21st century skills are specific to certain disciplines and occupations.

☐ 21st century skills are not based on basic literacy.

☐ The text does not explain why these skills are important.

3. **QUESTION 3** What are the skills included in 21st century skills?

☐ Cooking, gardening, writing.

☐ Critical thinking, creativity, collaboration.

4. **QUESTION 4** What are the basic literacies cited in relation to 21st century skills?

☐ Reading literacy, writing literacy, numeracy, information literacy.

☐ Planning literacy, drawing literacy, singing literacy.

5. **QUESTION 5** What are two things that digital influences can do to promote sustainability and environmental responsibility in their work?

\_\_\_\_\_

\_\_\_\_\_

6. **QUESTION 6** How do cultural differences influence the practice of personal styles in different parts of the world?

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## ACTIVATION

Seleção de atividades para resolução em sala de aula, com o auxílio do professor.

## DIRECTED STUDY

1. **QUESTION 1** How does the medical occupation interest with other fields or industries? Can you think of any interdisciplinary collaborations that could enhance effectiveness?

2. **QUESTION 2** How do you think automation and artificial intelligence will affect the demand for front-end workers in the future?

3. **QUESTION 3** What are the roles of the professions and architects contribute to addressing social issues or inequalities within their communities?

4. **QUESTION 4** How does the public perception of medicine influence people's treatment and preservation of talent in the field?

5. **QUESTION 5** Read the list of soft skills below. How can you define them, using your own words? Use a dictionary to help you.

6. **QUESTION 6** Time management.

7. **QUESTION 7** Verbal communication.

8. **QUESTION 8** Cultural awareness.

9. **QUESTION 9** Positive attitude.

10. **QUESTION 10** Conflict management.

11. **QUESTION 11** Statistics are important in examining the present and future of any career.

12. **QUESTION 12** Salary is the number-one contributor to worker satisfaction.

13. **QUESTION 13** The more you learn, the more you earn.

14. **QUESTION 14** Networking is a valuable tool for one to use throughout the career development process.

15. **QUESTION 15** Experience plays a meaningful role in a worker's career advancement.

16. **QUESTION 16** A good university and good grades at the time of entry are a good start to a career.

17. **QUESTION 17** Working too much and being totally dedicated to work is the way to career success.

18. **QUESTION 18** I want to pursue a career in medicine because I want to help others and make an impact on their lives.

19. **QUESTION 19** The occupation I want to have doesn't exist yet.

20. **QUESTION 20** My ambition is to be a writer because I like to write stories that captivate readers and induce a collection of emotions.

21. **QUESTION 21** I think about being a psychologist because I want to help people deal with their challenges and help people deal with life's challenges.

22. **QUESTION 22** My dream is to be a chef, to open my own restaurant and create people with wonderful flavors and culinary creations.

23. **QUESTION 23** I think about being a psychologist because I want to help people deal with their challenges and help people deal with life's challenges.

24. **QUESTION 24** My dream is to be a chef, to open my own restaurant and create people with wonderful flavors and culinary creations.

25. **QUESTION 25** I think about being a psychologist because I want to help people deal with their challenges and help people deal with life's challenges.

26. **QUESTION 26** My dream is to be a chef, to open my own restaurant and create people with wonderful flavors and culinary creations.

27. **QUESTION 27** I think about being a psychologist because I want to help people deal with their challenges and help people deal with life's challenges.

28. **QUESTION 28** My dream is to be a chef, to open my own restaurant and create people with wonderful flavors and culinary creations.

29. **QUESTION 29** I think about being a psychologist because I want to help people deal with their challenges and help people deal with life's challenges.

30. **QUESTION 30** My dream is to be a chef, to open my own restaurant and create people with wonderful flavors and culinary creations.

31. **QUESTION 31** I think about being a psychologist because I want to help people deal with their challenges and help people deal with life's challenges.

32. **QUESTION 32** My dream is to be a chef, to open my own restaurant and create people with wonderful flavors and culinary creations.

33. **QUESTION 33** I think about being a psychologist because I want to help people deal with their challenges and help people deal with life's challenges.

34. **QUESTION 34** My dream is to be a chef, to open my own restaurant and create people with wonderful flavors and culinary creations.

## DIRECTED STUDY

Conjunto de questões para resolução com autonomia, durante o horário de estudo.

## BOXES

Apresentam informações que complementam e ilustram o assunto em estudo.

3. Based on the meanings of the sentences below, what are the ideas expressed by the verb **can** in the text?

☐ Possibility  
☐ Necessity  
☐ Ability

4. Find the appropriate words from the box to use after the verbs below.

For - to - of - on - over - to

a) If we fail \_\_\_\_\_ a career, it can affect our identity.  
b) A career accumulates experience \_\_\_\_\_ time.  
c) We make progress \_\_\_\_\_ a path, and we like the results \_\_\_\_\_ this progress.  
d) If we need to change paths, what happens \_\_\_\_\_ all the experience we have?  
e) We can look \_\_\_\_\_ different alternatives to change this perspective.  
f) Employees are trying to adapt \_\_\_\_\_ this transforming job market \_\_\_\_\_ work.  
g) That's all because \_\_\_\_\_ these three foundations \_\_\_\_\_ a career: knowledge, longevity, and bonuses.

**PLUS!**

The words **can** and **could** are used to express possibility. Sometimes we have rules to use the propositions but, most of the time, we have to pay attention to their use after verbs and learn that proposition with the word **fall in, accumulate something over (time), make progress on, happen to, look for, adapt to, because of**.

**YOUNG CITIZEN**

**"I'm not a robot": Amazon workers condemn unsafe, grueling conditions at warehouse**

Employees under pressure to work faster roll on metal plates to improve conditions – and take their complaints seriously.

Microtaskers: The outside world is a big (blue) world. Amazon is not.

• What do you think is a fair balance between a company making a profit and its workers being treated well?

**PLUS!**

The work **can** is used to express both ability and possibility. Ability **can** indicates that someone has the talent or competence to do something. For example: "The car **can**" means the car has the ability to run. Possibility **can** suggests that something is possible to happen in the future. For example: "It **can** rain tonight" means there is a possibility of rain occurring tonight.

**THINK ABOUT IT AND ANSWER**

What **can** and **could** can do different professionals do to help people, according to their abilities?

3. Read the following sentences and mark true (T) or false (F) according to the text.

☐ The impact of artificial intelligence technology on the Chinese labor market is irrelevant.

☐ Artificial intelligence technology in China has increased the number of jobs.

☐ New technologies are positively impacting work dynamics as well.

☐ Robotics is eliminating jobs around the world, except in China.

4. Reflect on these questions based on the passage.

Robotics is a history.

5. Do you agree or disagree with the statement that robots help people work better, utilize money more efficiently, and perform different types of jobs? Why or why not?

6. How does the passage challenge traditional perceptions of robotics leading to job losses?

7. Reflecting on the findings of the passage, do you think the positive effects of artificial intelligence on employment are sustainable in the long term?

**SOCIAL BEING**

Responsible work continues to be a goal for ensuring dignity and well-being in society. They promote basic human rights and productivity and contribute to a more just and sustainable economy.

• Why is it important to ensure equal opportunities for all workers?

**MULTIMEDIA**

WALL-E is a robot who cleans up Earth. He is lonely and he meets another robot named EVE. WALL-E follows EVE on a big adventure across space.

### DEFINITION

Destaca conceitos importantes para o aprendizado.

### PLUS!

Apresenta informação complementar, curiosidade ou reforço conceitual.

### MULTIMEDIA

Sugere livros, sites, filmes e visitas reais e virtuais que ilustram e aprofundam o conteúdo.

### THINK ABOUT IT AND ANSWER

Traz uma atividade rápida que auxilia a progressão do conteúdo.

### DICTIONARY

Apresenta o significado de palavras complexas destacadas no texto.

### SOCIAL BEING

Mostra informação contextualizada sobre aspectos da vida em

sociedade, acompanhada de solicitação de posicionamento pessoal que leva à reflexão sobre a participação contributiva do estudante.

### YOUNG CITIZEN

Apresenta situação associada com um dos Objetivos de Desenvolvimento Sustentável (ODS) da Organização das Nações Unidas (ONU) e propõe interpretação analítica e reflexiva do fato.

## AÇÕES COGNITIVAS

Cognição é a forma pela qual o pensamento se organiza na realização de determinadas ações. Cada atividade proposta exige uma ação cognitiva específica do estudante, que é sinalizada por um ícone.

**LEMBRAR** Recordar fatos e conceitos relacionados com determinada situação.

**COMPREENDER** Entender e explicar uma situação com base em experiências anteriores.

**APLICAR** Usar o que se aprendeu para resolver uma situação nova.

**ANALISAR** Entender uma situação por meio do exame de seus diferentes aspectos.

**AVALIAR** Julgar uma situação adotando certo critério.

**CRIAR** Propor solução nova e coerente para uma situação.

# OBJETIVOS DE DESENVOLVIMENTO SUSTENTÁVEL (ODS)

São 17 metas de natureza econômica, social e ambiental definidas pela Organização das Nações Unidas (ONU) como forma de reduzir desigualdades e assegurar um futuro para o planeta. Em cada módulo, um ODS relacionado com o assunto é trabalhado no box “Young citizen” e na seção “World's citizen”, permitindo que o estudante contribua com ideias e propostas para a melhoria das condições de vida em sociedade, desenvolvendo cidadania crítica, criativa e atuante.



## LIVRO DIGITAL

A versão digital deste volume pode ser acessada por meio da plataforma SM Aprendizagem usando um dispositivo pessoal, o que possibilita a leitura e o estudo com portabilidade. Conteúdos exclusivos, como recursos multimídia (galerias de imagens, áudios, vídeos, animações, infográficos) e atividades interativas reforçam e aprofundam os conhecimentos. Ferramentas variadas fundamentam pedagogicamente a coleção, armazenam informações úteis sobre o uso do material didático pelo estudante e orientam-no sobre a melhor forma de navegar pelos recursos disponíveis.







# A JOURNEY INTO CAREERS

**WELCOME TO** the exciting world of jobs and occupations! Let's embark on a journey to discover the various types of careers that people pursue in their lives. From doctors to dancers, engineers to educators, every job plays a crucial role in shaping our society. Each profession has its responsibilities, and the skills required to excel in them. Explore, dream, and visualize your future career path!

## WHAT DO YOU KNOW

about the diverse selection of professions and occupations that contribute to society, and how do they intersect to influence our world?

## WHAT DO YOU THINK

makes individuals choose specific professions or occupations, and how do these choices impact their lives and our society?

## MODULE

# 1

## OUR OBJECTIVES

- Identify names of jobs and occupations
- Discuss the importance of different jobs in society
- Describe daily routines and tasks in specific professions
- Express opinions about different jobs and their appropriateness
- Role-play scenarios related to various occupations



Different professions and occupations.

# SUMMARY

- 3 Text in focus** • What is a career?
- 6 Hands on** • The city of professions
- 8 Techno dimension** • Artificial Intelligence and employment
- 10 Active communication** • Professions
- 13 Listen and speak** • A day in the life of a veterinarian
- 14 Activation**
- 15 Directed study**
- 16 World's citizen** • Decent work: where?



SDI Productions/Stock/Getty Images

Being a teacher is one of the most rewarding professions.



# TEXT IN FOCUS

## WHAT IS A CAREER?

Let's examine what a "career" really is. The traditional idea of a career has three components:

- **A career represents our expertise, our profession, and ultimately our identity.** It defines *who we are* and *what we do*. This form of self-identity makes changing careers **dauntingly** difficult: What if we switch careers and fail? Then who are we?

- **A career is something that builds over time and endures.** It gives us the opportunity to progress, advance, and continuously feel proud. When we are asked to change our career or path, what happens to all we have learned? Do we throw it all away? Or can we carry it **forward**?



PX Media/Shutterstock.com/D&R

Directions into a career.

- **A career gives us financial and psychological rewards.** It makes life meaningful, gives us purpose, and pays us enough to live well. What happens if our career suddenly becomes less valuable, even if we still enjoy it? Should we continue to make less money or jump to a new path?

The changing world of work has disrupted all three elements: expertise, duration, and rewards. And as scary as this may be for employees trying to stay ahead, it's equally **disruptive** for employers who must try to hire and develop the workforce of today, tomorrow, and five years from now.

Catch the wave: The 21<sup>st</sup> century career. *Deloitte Review*, issue 21, 201. Available at: <http://linkte.me/dsdtl>. Accessed on: Apr. 22<sup>nd</sup>, 2024.

## ACTIVITIES

### 1. Which sentences are **true** about the text?

- ☐ A career reflects our skills, our job, and our identity.
- ☐ A career does not require any experience.
- ☐ A career provides the opportunity to earn money for a comfortable lifestyle.

**Dauntingly** • assustadoramente.  
**Disruptive** • perturbador.  
**Forward** • adiante.  
**Reward** • recompensa.

### PLUS!

**CHIMNEY SWEEP:** [...] In Victorian times he would usually employ young children to ascend the chimneys.

**LAMPLIGHTER:** A man who would put out or turn on, the gas street-lights.

Obscure Old English Census Occupations. *World Through The Lens*. Available at: <http://linkte.me/gs96n>. Accessed on: Apr. 22<sup>nd</sup>, 2024.

**2.** Answer the questions according to the text. Give direct answers.

**a)** What are the three key aspects traditionally included in a career?

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**b)** What are the opportunities that a career can provide us?

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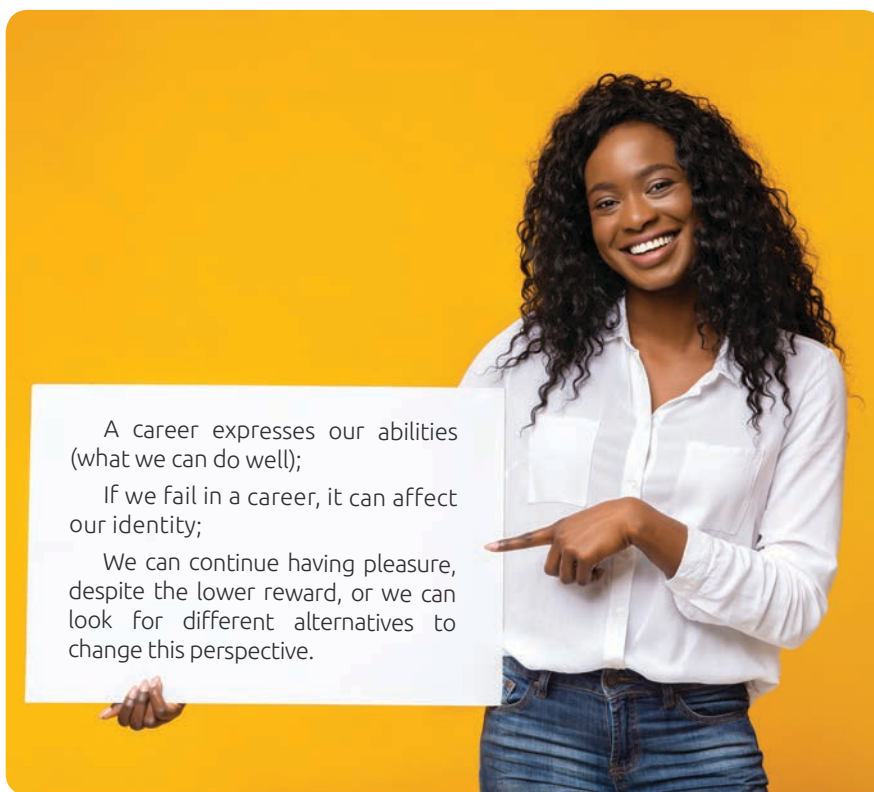
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**c)** Why are both employees and employers trying to adapt to the transforming panorama of work?

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**3.** Now, read the sentences below.



**a)** What is the verb used in the sentences? \_\_\_\_\_

**b)** Which sentence below can be replaced by the sentence "what we can do well"?

- ☐ What I have the obligation to do well.
- ☐ What people advise me to do well.
- ☐ What we have the ability to do well.



- c) Based on the meanings of the sentences below, what are the ideas expressed by the verb **can** in the text? ★

- ☐ Obligation
- ☐ Possibility
- ☐ Necessity
- ☐ Ability

4. Find the appropriate words from the box to use after the verbs below.

for – in – of – on – over – to

- a) If we fail \_\_\_\_\_ a career, it can affect our identity.
- b) A career accumulates experience \_\_\_\_\_ time.
- c) We make progress \_\_\_\_\_ a path, and we like the results \_\_\_\_\_ this progress.
- d) If we need to change paths, what happens \_\_\_\_\_ all the experience we have?
- e) We can look \_\_\_\_\_ different alternatives to change this perspective.
- f) Employees are trying to adapt \_\_\_\_\_ this transforming panorama \_\_\_\_\_ work.
- g) That's all because \_\_\_\_\_ these three foundations \_\_\_\_\_ a career: knowledge, longevity, and bonuses.

### PLUS!

The verb **can** is used to express both ability and possibility.

Ability: **can** indicates that someone has the talent or competence to do something. For example: "She can swim" means she has the ability/talent to swim.

Possibility: **can** suggests that something is possible to happen or be true. For example: "It can rain tonight" means there's a possibility of rain occurring tonight.

### ★ THINK ABOUT IT

**AND ANSWER:** What can different professionals do to help people, according to their abilities?

### PLUS!

The words to be completed in activity 4 are called **Prepositions**. Sometimes we have rules to use the prepositions but, most of the time, we have to pay attention to their use after verbs and learn that preposition with that word: **fail in; accumulate (something) over (time); make progress on; happen to; look for; adapt to; because of**.



## YOUNG CITIZEN

### 'I'm not a robot': Amazon workers condemn unsafe, grueling conditions at warehouse

Employees under pressure to work faster call on retail giant to improve conditions – and take their complaints seriously

Michael Sainato. *The Guardian*. Available at: <http://linkte.me/p5l53>. Accessed on: Apr. 22<sup>nd</sup>, 2024.

- What do you think is a fair balance between a company making a profit and its workers being treated well?





## ACTIVITIES

**1.** Consider the occupations from the poster activity and, in pairs, answer the questions below.

- a)** How do you think advancements in technology will impact the future of janitors, receptionists, cleaners and bus drivers?

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- b)** How do police officers contribute to society as a whole? Can you think of any examples where it might have a negative impact?

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- c)** What skills do you believe are most essential for success in civil engineering and architecture, and how can individuals develop these skills?

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- d)** What role does constant professional development and training play in teachers' career progression?

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**2.** Write the names of occupations which correspond to each description below.

- a)** This professional prepares and cooks food in places such as restaurants, hotels, or catering services. \_\_\_\_\_
- b)** This professional takes orders from customers, serves food and beverages, and makes sure guests have a satisfactory dining experience. \_\_\_\_\_
- c)** This professional designs, develops, and maintains software applications or systems to meet specific user needs or business objectives. \_\_\_\_\_
- d)** This professional creates visual concepts and designs for various print or digital media such as advertisements, brochures, or websites. \_\_\_\_\_





A **SM** apresenta uma solução educacional completa que une recursos pedagógicos a ampla cesta de serviços, compondo um entorno cooperativo orientado para a sustentabilidade no âmbito da agenda dos Objetivos de Desenvolvimento Sustentável (ODS).

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- O professor acessa grande variedade de propostas que asseguram flexibilidade à condução dos processos de ensino e aprendizagem.
- Estratégias pedagógicas assertivas e coerentes, que incluem oferta digital completamente alinhada com o desenvolvimento de conteúdos significativos, favorecem a aquisição de competências e habilidades.

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- Diferentes propostas de atividades interativas ampliam as oportunidades de reforço da aprendizagem e funcionam como trilhas avaliativas.
- Canais de comunicação possibilitam o contato permanente entre professores e estudantes, facilitando o envio de atividades personalizadas.
- O portfólio digital permite o acompanhamento da evolução do aprendizado de cada estudante, com autoavaliação dos objetivos pretendidos.



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