

ec@s

8

**ENSINO
FUNDAMENTAL
ANOS FINAIS**



LÍNGUA INGLESA



ec@os

8

**ENSINO
FUNDAMENTAL
ANOS FINAIS**

LÍNGUA INGLESA

Obra coletiva concebida e desenvolvida por SM Educação.

1ª edição, 2025



Ecos Língua Inglesa 8
© SM Educação
Todos os direitos reservados

Direção editorial	André Monteiro
Gerência editorial	Fernando Almeida
Elaboração de conteúdos	Luciana de Oliveira Silva
Coordenação editorial	Fábio Silva, Magali Prado Supervisão de conteúdo: Carmela Ferrante, Lilian Morato de Carvalho Edição: Letícia Evelyn Leite Santos Morimura Assistência editorial: Maria Cecília Dal Bem Revisão: João Rodrigues Suporte editorial: Camila Alves Batista, Fernanda de Araújo Fortunato
Coordenação de design	Gilciane Munhoz Design: Camila Noriko Ueki, Lissa Sakajiri
Coordenação de arte	Melissa Steiner Edição de arte: Juliana Cristina S. Cavalli Assistência de produção: Leslie Moraes
Coordenação de iconografia	Josiane Laurentino Pesquisa iconográfica: Camila D'Angelo, Juliana Hernandez, Junior Rozzo, Karina Tengan Tratamento de imagem: Marcelo Casaro, Robson Mereu
Capa	APIS Design Fotografia da capa: DragonImages/Getty Images
Projeto gráfico	APIS Design
Editoração eletrônica	Texto e Forma Conteúdo Educacional
Pré-impressão	Américo Jesus
Fabricação	Alexander Maeda
Impressão	

Dados Internacionais de Catalogação na Publicação (CIP)
(Câmara Brasileira do Livro, SP, Brasil)

Ecos Sistema de Ensino : língua inglesa : 8º ano :
ensino fundamental : anos finais / obra coletiva
concebida e desenvolvida por SM Educação. --
1. ed. -- São Paulo : Edições SM, 2025. --
(Ecos Sistema de Ensino)

ISBN 978-85-418-3330-1 (aluno)
ISBN 978-85-418-3287-8 (professor)

1. Língua inglesa (Ensino fundamental) I. Série.

24-227086

CDD-372.652

Índices para catálogo sistemático:

1. Língua inglesa : Ensino fundamental 372.652

Cibele Maria Dias - Bibliotecária - CRB-8/9427

1ª edição, 2025



SM Educação
Avenida Paulista, 1842 – 18º andar, cj. 185, 186 e 187 – Condomínio Cetenco Plaza
Bela Vista 01310-945 São Paulo SP Brasil
Tel. 11 2111-7400
atendimento@grupo-sm.com
www.grupo-sm.com/br

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.

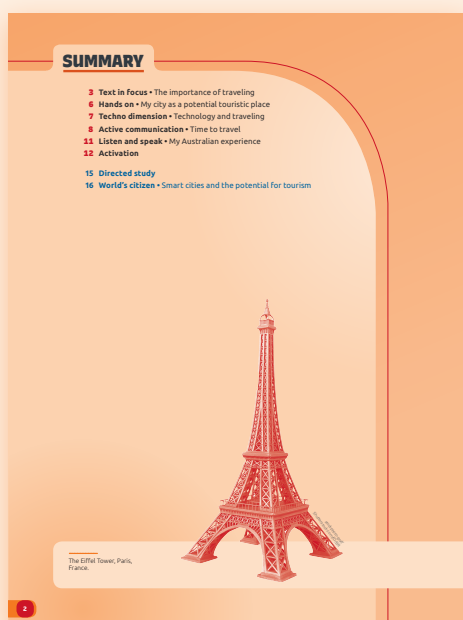


A relação de objetivos pedagógicos serve como orientação de estudo.

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.

[illegible]

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

MY CITY AS A POTENTIAL TOURISTIC PLACE

Cities with cultural and historical importance as well as beautiful landscapes can be considered tourists. In this section, we are going to think about your city as a touristic place.

5 groups: Who are the players in your city that attract tourists? Are these places beautiful? What does your city offer? Make a list of these potential tourists: places and activities you enjoy doing.



Do you know a brochure?

A brochure is a folded and printed, often with 1-2.5 folds, that contains short messages. It emphasizes beautiful elements to grasp the reader's attention.

In groups, you are going to create a brochure using the touristic information you've gathered from the last activity.

Introduction

- Discuss who your target audience is. Are you creating the brochure for families, domestic visitors, history enthusiasts, food tourists?
- Understanding the target audience will help you tailor their content and design accordingly.

Creation

- Organize your content effectively: Include a mix of text and visuals such as photographs, videos, and illustrations.
- The brochure should be visually appealing and easy to read. You can use headlines and bullet points to quickly grasp key information. You can use Canva (https://www.canva.com) to help you create your brochure.
- Use descriptive language that captures the essence of your city. Avoid jargon and use a tone that is inviting and informative.
- Encourage interactive elements such as QR codes that link to videos or virtual tours of attractions.

Final presentation

- Present your brochure to the class. Use the opportunity to showcase your city and highlight what makes it a great touristic destination. 📌

YOUR ASSIGNMENT AND ASSIGNMENT: Use the principles you've learned to create a brochure for your city. You can use Canva to help you design it. Share your brochure with your classmates and see what they think about it.

HANDS ON

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

TECHNO DIMENSION

TECHNOLOGY AND TRAVELLING

Technology and travel can have a lot of impact. Do you see more of this connection?

3. What are some major technological advances that have impacted the way people travel?

4. What are three advancements during the past few years, public work, and experience travel?

5. What are the pros and cons of relying on online reviews and social media for travel planning?

Write for 4 pros and 2 cons.

- ☐ 1. Review can provide a variety of personal experiences from real travellers.
- ☐ 2. Some reviews can be false or written by people who get money for the review.
- ☐ 3. Reviews and social media posts can focus on one specific aspect of a destination, and you might miss its important cultural elements.
- ☐ 4. You can find out about new restaurants, popular spots, special events, or temporary discounts.
- ☐ 5. Social media tends to praise the most beautiful places, which can make a destination seem better than it really is.
- ☐ 6. You can connect with other travellers online, ask questions, and get advice about a place.
- ☐ 7. You can access up-to-date information on travel destinations, including recent developments, events, and changes in amenities or services.

6. Your group and you are going to use the material you organized for the brochure to create some social media content to show your city's pros. You need to create a social media campaign to provide tourists to that place.

YOUNG CITIZEN

"Tourists can choose where information and accessibility, preserve experiences and appreciate cultural and natural heritage." [https://www.tourism.gov.sg](#) (what tourism depends).

Source: [https://www.tourism.gov.sg/~/media/Ministry-of-Tourism-and-Trade/Assets/Study/Study-for-TP-2013](#)

- Have suitable a city where it comes to travel.
- What are your expectations for the purposes of that can attract visitors?

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.

[illegible]

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.

Time to travel

1. Do you make a checklist when you travel? Do your parents have this habit? What are the most essential things you have to take on a trip?
2. The test below helps you understand the importance of a travel checklist. Use the words from the box to complete the text.

destination - personal - activities - categories - week - essential
rules - quantity - modify - index - passport - weather

What is a Travel Checklist?

Do you want to know what's the first thing I do when I plan a trip? I make my travel checklist, that's _____ map that **guarantees** _____ the perfect preparation for my trip. My list includes a detailed _____ of items that I have to pack, _____ I need to complete before the trip, and _____ reminders both before and during my travels. It's my reliable travel companion, constantly warning me about the essentials I must not forget.

if you have already forgotten important items on a trip, you know how potentially disturbing that sensation is. A travel checklist **relieves** these concerns by making sure that no item is ignored, whether it's my **passport** or my **favorite pair of shoes**.

Besides, it encourages me to be organized and have an efficient time management. To create my travel checklist, I use a simple **approach** that I begin the process at least a **week** before my **departure date**, allowing time to remember and include items progressively.

date **departure** **week** **before** **departure** **date**

I use distinct _____ such as travel documents, clothes, toiletries, electronics, etc., for easier management. One important thing you need to _____ your checklist according to your destination, main _____ conditions, and _____ planned _____. Then I review my checklist multiple times, _____ refining it as necessary. The items for travel can vary _____ based on my preferences and _____. However, there are several essentials that every traveler should _____.

Plus

The superlative degree of adjectives is used to refer to the supremacy of one thing over others, showing that one has the highest degree of the quality expressed by the adjective than the others. In the question "What is the most important?" you are being asked about the one item that is number one in your preference, over all the others.

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

My Australian experience

1. What do you know about Australia? Check the sentences that are true about the country, in your opinion.



- The Sydney Opera House is an architectural masterpiece.
- Sydney is famous for its wild summer climate with hot summers and very cold winters.
- September to November and February to May are the best times to visit Sydney.
- Many of Sydney's homes have swimming pools.
- The cultural scene in Sydney is booming, with live galleries, theatres, and music venues.
- Darling Harbour Ocean City offers some amazing watching while paddle boarding.
- Barrenjoey, Sydney Beach, Sydney, Avalon, in North, Larrington, Cava, and Pelota Cava are popular destinations in Sydney.
- Decide the following questions by your decision.**
- What kind of amusement parks do you enjoy visiting?
 - ☐ What kind of amusement parks do you enjoy visiting?
 - How do you feel about learning history when travelling?
 - ☐ What kind of fun can be learned in visiting a historical site like a bridge?
 - What kind of food do you enjoy trying when exploring to new places?
 - ☐ When is your favorite time of the year to travel and explore. Then answer the questions to find.
- 3. Fill in the X** Now listen to Ed and Eileen talking about their travels in Australia. Then answer the questions to find.
- What kind of animals did Ed and Eileen see?
 - ☐ Emu and kangaroos.
 - ☐ Emu and kangaroos.
 - What did Ed and Eileen do most of the at the amusement park?
 - ☐ Went on a roller coaster.
 - ☐ Went on a roller coaster.
 - What did Ed and Eileen eat?
 - ☐ Hamburgers and fries.
 - ☐ Hamburgers and fries.
 - What did Ed and Eileen do?
 - ☐ Went on a roller coaster.
 - ☐ Went on a roller coaster.

Propostas de atividades de escuta e pronúncia.

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.

3. **EXERCISE 1** Use the words from page 73 to complete the sentences below.

- The _____ climate has a lot of different types of weather.
- The _____ inside is very hot during the summer.
- The _____ weather helps us plan our activities for the week.
- _____ changes can influence the winds.
- The _____ in the air makes it feel sticky and uncomfortable.
- It's _____ in picking up, so hold onto your hat.
- Different regions have different _____ based on their location.
- _____ helps meteorologists track storms accurately.
- Cold and warm _____ can bring changes in the weather.

4. **EXERCISE 2** Take a look at Lisa's schedule for this week. What is she going to do? Say what she'll

Monday	8:00 AM - 3:00 PM School	Tuesday	8:00 AM - 3:00 PM School
Afternoon Ballet Class		Afternoon Extracurricular activities at school	
Evening Dinner with Grandma		Evening Dinner with Dad and stepmother	
Thursday	8:00 AM - 3:00 PM School	Wednesday	8:00 AM - 3:00 PM School
Afternoon Ballet Class		Afternoon Ballet Class	
Evening Catch-up on homework		Evening Catch-up on homework	
Evening watching for Emma's Seat		Evening watching for Emma's Seat	
Friday	8:00 AM - 3:00 PM School	Thursday	8:00 AM - 3:00 PM School
Afternoon Doctor's Appointment		Afternoon Doctor's Appointment	
Evening Da homework		Evening Da homework	
Saturday	8:00 AM - 3:00 PM School	Friday	8:00 AM - 3:00 PM School
Afternoon Write Geography paper		Afternoon Write Geography paper	
Evening Movie night with Sandra		Evening Movie night with Sandra	

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

Read the text below to answer questions 1 to 4.

Read the text below to answer questions 1 to 5.

Traveling solo has been one of the most freeing and **transformative** experiences of my life. As a black woman, I understood that solo travel meant with unique concerns. Safety is often a big question, and so part of the **Black diaspora** we can feel the weight of. I've been positioned in different parts of the world, and I have found that traveling alone is not only **feasible** but also deeply empowering.

For me, traveling is more than just **escapism**. It's a **tool** for self-discovery and personal growth. It allows me to explore the world on my own terms, to challenge myself, and to discover who I am when no one is watching.



where I could go.

Every trip feels like a journey to reconnect with myself and with people across the globe who share parts of my history. Travelling also is also a political act for black women. In a world where we are often told to remain invisible, travelling is a way to explore the world. Also it is a way to take up space. It's about claiming the world to move, to experience joy, and to heal. It's my way of showing that I can live life on my own terms.

The world can feel intimidating, but travel has taught me that I am capable, and my experience is valid.

Travelling also, for me, has been a reminder that self-care is not just a luxury, but a necessity, especially when [you're on the road](#).

1. **ANSWERLINE** How does the author describe the experience of traveling alone and how does she admit the danger of black women regarding traveling alone?
2. **ANSWERLINE** In what ways does the author suggest that traveling alone for black women is both a personal and political act?
3. **ANSWERLINE** How do you feel about the author's experience? Do you feel you are a person who enjoys traveling alone, too?
4. **ANSWERLINE** What kinds of challenges can a person like you face when traveling alone, based on your knowledge about traveling?
5. **ANSWERLINE** How would you feel if you traveled alone? Do you think you would risk having your family or a colleague with you?
6. **ANSWERLINE** What kind of things can a person do alone that he/she can't do with a person?

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

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.



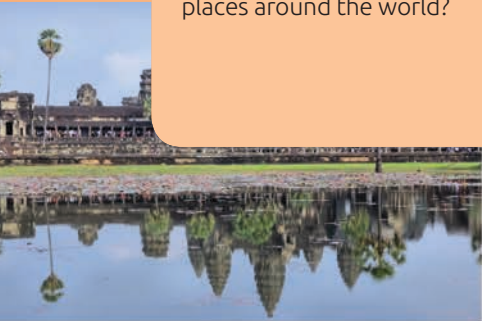


TRAVEL DESTINATIONS

TRAVELING IS an important part of many cultures around the world, and it plays a crucial role in our society. By exploring new places, we open our possibilities, gain significant knowledge about different cultures, and mature the understanding of the world around us. It's amazing when we can discover new places, cultures, and most importantly, learn a lot along the way!

WHAT DO YOU KNOW

about cultures from different places around the world?



WHAT DO YOU THINK

is the most valuable aspect of traveling/experiencing new cultures, exploring natural wonders, or discovering historical landmarks?



Traveling means getting to know new places and cultures!



MODULE

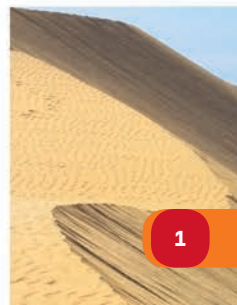
1

OUR OBJECTIVES

- Compare travel destinations using comparative and superlative degrees of adjectives
- Create descriptive narratives of imagined and real travel experiences, using comparative and superlative adjectives
- Justify preferences for specific travel destinations based on their features and attractions
- Formulate informed opinions about travel destinations
- Reflect on personal experiences and preferences regarding travel destinations, articulating opinions with clarity and precision



Tupungato/Shutterstock.com/D/BR



SUMMARY

- 3 Text in focus** • The importance of traveling
- 6 Hands on** • My city as a potential touristic place
- 7 Techno dimension** • Technology and traveling
- 8 Active communication** • Time to travel
- 11 Listen and speak** • My Australian experience
- 12 Activation**
- 15 Directed study**
- 16 World's citizen** • Smart cities and the potential for tourism



The Eiffel Tower, Paris, France.

TEXT IN FOCUS

THE IMPORTANCE OF TRAVELING

- Before reading the following text, discuss with your classmates: what does traveling mean to you?

Traveling is food for the soul. It contributes significantly to human happiness and mental well-being, offering **relief** from everyday stressors. Embracing new experiences cultivates happiness and resilience, enriching life's meaning.

Traveling domestically or internationally, the experience can be special for a lifetime. Traveling, even on business, is better than staying within one's comfort zone because it contributes to lifelong learning and understanding.

Traveling exposes us to distinctive cultures, developing our understanding of global civilization. One who is **confined** to his or her hometown has problems understanding the distinctions of different regions and countries. The changes in dialects, cuisine, music, and environment **highlight** the richness of human diversity. Accepting these differences promotes open-mindedness and features our common humanity, making traveling a precious experience.

One of the features of traveling is experiencing different food. Food serves as a window into a culture's traditions, history, and agricultural practices. Exploring local **treats** extends one's culinary horizons and facilitates cultural exchange.

Traveling internationally **reveals** interaction and language barriers, emphasizing the importance of nonverbal cues and basic language proficiency. It opens the door to different cultures and concepts **worldwide**. Learning essential phrases and understanding menu items increases the travel experience, minimizing communication obstacles and fostering cultural immersion. It's essential to remember that a passport is vital in this situation.

Building networks and relationships while traveling goes beyond **borders**, promoting global understanding and cooperation. It offers insights into diverse cultures, fostering empathy and gratitude for our shared humanity.

In essence, traveling embraces complex experiences, facilitating personal **growth**, cultural exchange, and interpersonal connections. It **sharpens** structural skills, enhances communication, and **fosters** a sense of unity among humanity.

Border • fronteira.
Confined • confinado, preso.
Foster • fomentar.
Growth • crescimento.
Highlight • evidenciar.
Relief • alívio.
Reveal • revelar.
Sharpen • aprimorar.
Treats • guloseimas.
Worldwide • em nível mundial.



Discovering new places.

ACTIVITIES

1. Choose the correct answer for each question below, according to the text.

- a) What is one of the benefits of traveling according to the passage?
- ☐ Traveling helps you learn new languages and menu words.
 - ☐ Traveling allows you to cook different types of food.
 - ☐ Traveling promotes permanent education and comprehension.
- b) How does the passage align traveling and the diversity in the world?
- ☐ When we travel, we keep our cultures as dominant and exclusive.
 - ☐ We learn new ways of speaking and dealing with differences.
 - ☐ Diversity in the world is only found in different countries.
- c) Why does the passage say it is important to go beyond your hometown?
- ☐ To learn about different cultures.
 - ☐ To experience distinct cuisines.
 - ☐ To reduce communication barriers.
- d) According to the passage, what is one way traveling can contribute to a person's happiness?
- ☐ It can help you make new friends.
 - ☐ It can teach you a new language.
 - ☐ It can provide relief from stress.
- e) Which of the following does the passage imply traveling can do?
- ☐ Teach you how to get a passport and a visa.
 - ☐ Help you learn how to read and write in different languages.
 - ☐ Increase your understanding of global civilization.

2. What positive impact does traveling have on mental health, according to studies?

SOCIAL BEING

Imagine you're visiting Japan, a country known for its rich cultural heritage and traditions. One of the customs you encounter is removing your shoes before entering someone's home or certain traditional establishments like temples. This practice is deeply rooted in Japanese culture and signifies cleanliness and respect for the space.

- How important do you think it is to respect the customs and traditions of the places you visit? Can you give an example?



3. Now, read the sentence below taken from the text and choose the correct interpretation.

Traveling, even on business, is better than staying within one's comfort zone because it contributes to lifelong learning and understanding.

- a) Traveling for business purposes is good, and staying confined within one's comfort zone is good, too.
- b) Traveling for business purposes is bad, and staying confined within one's comfort zone is bad, too.
- c) Traveling for business purposes is good, but staying confined within one's comfort zone is bad.

4. Now, read the sentences below and check the ones which show some comparison, in which one has a higher degree of the quality expressed by the adjective than the other.

- ☐ Exploring new cultures is more enriching than sticking to familiar surroundings.
- ☐ Visiting historical landmarks is an educational activity.
- ☐ Meeting new people abroad is more exciting than staying within your social circle.
- ☐ Trying local cuisine is more adventurous than eating at chain restaurants.
- ☐ Immersing yourself in different languages is something very stimulating.
- ☐ Experiencing different climates is more invigorating than staying in a constant environment.
- ☐ Discovering hidden gems in unusual destinations is rewarding for our culture.
- ☐ Engaging in spontaneous adventures and not sticking to a rigid itinerary is very satisfying.
- ☐ Embracing unexpected challenges while traveling is more empowering than avoiding discomfort.

5. Answer the questions below. Give your opinion.

- a) Which mode of transportation do you find better for long-distance travel: flying or taking a train?

- b) When comparing the benefits of solo travel versus traveling with a group, which do you find more enriching in terms of personal growth and self-discovery?

PLUS!

The comparative degree of adjectives is used to compare two or more things, showing that one has a higher degree of the quality expressed by the adjective than the other. In the sentence provided, "better" is the comparative form of the adjective "good." It suggests that traveling, even for business purposes, has a higher degree of benefit or value compared to staying confined within one's comfort zone.

One-syllable adjectives (short, slow): add **-er** (shorter, slower).

One-syllable adjectives ending in one vowel and a consonant (big, wet): double the consonant and add **-er** (bigger, wetter).

Two-syllable adjective ending in **-y** (happy): change the **-y** for **-i** and add **-er** (happier).

Two-syllable adjective not ending in **-y** (simple): add **-er** (simpler).

Adjectives and adverbs with two or more syllables not ending in **-y** (famous, interesting): use **more** before the adjective (more famous, more interesting). Irregular adjectives (good, bad, far): better, worse, farther/further.

HANDS ON

MY CITY AS A POTENTIAL TOURISTIC PLACE

Cities with cultural and historical significance or with beautiful landscapes can be considered touristic. In this section, we are going to think about your city as a touristic place.

1. In groups: What are the places in your city that attract tourists? Are these places beautiful? What does your city offer? Make a list of these potential touristic places and activities in your city.



2. Do you know what a brochure is?

A brochure is a folded print material, often with 1-2-3 folds, that contains short messaging. It emphasizes beautiful artwork to grasp the reader's attention.

In groups, you are going to create a brochure using all the touristic information that you gathered from your city.

Introduction

- 1) Discuss who your target audience is. Are you creating the brochure for families, adventure seekers, history enthusiasts, food lovers?
- 2) Understanding the target audience will help you tailor their content and design accordingly.

Creation

- 1) Organize your content effectively. Include a mix of text and visuals such as photographs, maps, and illustrations.
- 2) The layout should be visually appealing and easy to navigate. You can create handmade brochures using craft supplies. Alternatively, you can use Canva (<http://linkte.me/o21w9>) to create your brochure.
- 3) Use descriptive language that captures the essence of your city. Avoid jargon and use a tone that is inviting and informative.
- 4) Incorporate interactive elements such as QR codes that link to videos or virtual tours of attractions.

Final presentation

- Present your brochure to the class. Use this opportunity to showcase your city and highlight what makes it a great tourist destination. ★

★ **THINK ABOUT IT AND ANSWER:** How do you think social media impacts tourism nowadays? When you and your family travel, how does social media help you define destinations or move around the cities?



TECHNO DIMENSION

TECHNOLOGY AND TRAVELING

Technology and travel can have a lot in common! So let's see more about this connection.

1. What are some major technological advancements that have impacted the way people travel? How did these advancements change the way we plan, book, and experience travel?

2. What are the pros and cons of relying on online reviews and social media for travel planning? Write (P) for pros and (C) for cons.

- I. ☐ Reviews can provide a variety of personal experiences from real travelers.
- II. ☐ Some reviews can be fake or written by people who get money for that.
- III. ☐ Reviews and social media posts can focus on one specific aspect of a destination, and you might miss out important cultural elements.
- IV. ☐ You can find out about new restaurant openings, special events, or temporary closures.
- V. ☐ Social media tends to praise the most instagrammable spots, which can make a destination overcrowded.
- VI. ☐ You can connect with other travelers online, ask questions, and get advice about your destination.
- VII. ☐ You can access up-to-date information about travel destinations, including recent developments, events, and changes in amenities or services.

3. You and your group are going to use the material you organized for the brochure to create some social media content to show your city in it. Your goal is to create a social media campaign to promote tourism to that place.



YOUNG CITIZEN

"Tourism can advance urban infrastructure and accessibility, promote regeneration and preserve cultural and natural heritage, assets on which tourism depends."

Tourism For SDGS. *SDG 11 – Sustainable cities and communities*. Available at: <http://linkte.me/n81k1>. Accessed on: May 2nd, 2024.



Asset • patrimônio.

- How sustainable is your city when it comes to tourism?
- What are green initiatives the city possesses so that it can attract visitors?



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).

- O estudante é incentivado a exercer o protagonismo e a desenvolver cidadania crítica e criativa, com base na ética do cuidado.
- 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.

TECNOLOGIA EDUCACIONAL como ferramenta de aprendizagem e gestão

Todo o conteúdo, potencializado por recursos variados, pode ser acessado na plataforma SM Aprendizagem, a qualquer tempo e em qualquer lugar, usando um dispositivo pessoal.

- Recursos digitais de diferentes tipos (galerias de imagens, áudios, vídeos, animações, infográficos) ilustram o conteúdo de forma dinâmica, favorecendo a compreensão e o aprofundamento dos conceitos.
- 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.



login.smaprendizagem.com

2 2 2 7 4 8

ISBN 978-85-418-3330-1

