

GTA | Guião de Trabalho Autónomo n.º 4

INGLÊS 11.º ANO

Tema 1: O mundo à nossa volta Subtema 1: Ameaças ao ambiente



WHY LEARN ABOUT... ?



WHAT AM I GOING TO LEARN?



HOW WILL I LEARN?



WHAT DID I LEARN?



HOW CAN I LEARN MORE ABOUT THIS TOPIC?



WHY LEARN ABOUT...?

Learning about the global water challenge will help you understand one of the most pressing issues facing humanity today. While water seems abundant in some parts of the world, billions of people still lack access to clean and safe water. By exploring the causes and consequences of water scarcity, pollution, and inequality, you will become a more informed global citizen. You will learn to appreciate the value of water, reflect on your own habits, and consider how individual and collective actions can lead to meaningful change. Understanding these challenges is essential not only for raising awareness but also for inspiring innovative solutions to protect this vital resource for future generations.



WHAT AM I GOING TO LEARN?

COMPETÊNCIA COMUNICATIVA

Compreensão oral

Compreender vários tipos de discurso e seguir linhas de argumentação dentro das áreas temáticas apresentadas, integrando a sua experiência e mobilizando conhecimentos adquiridos em outras disciplinas.

Compreensão escrita

Descodificar palavras-chave, ideias presentes no texto, marcas do texto oral e escrito que introduzem mudança de estratégia discursiva, de assunto e de argumentação.

Interação oral

Interagir com eficácia, participando em discussões, defendendo pontos de vista.

Produção oral

Expressar-se de forma clara sobre as áreas temáticas apresentadas; produzir enunciados para descrever, narrar e expor informações e pontos de vista.

Produção escrita

Planificar e produzir, de forma articulada, enunciados para descrever, narrar e expor informações e pontos de vista.

COMPETÊNCIA ESTRATÉGICA

Comunicar eficazmente em contexto

Utilizar a língua inglesa no registo apropriado à situação, recorrendo a vocabulário e expressões idiomáticas, bem como estruturas frásicas diversas, revelando à-vontade na comunicação em situações reais.

Colaborar em pares e em grupos

Participar em atividades de par e grupo, revelando inteligência emocional em situações conhecidas e novas; interagir com o outro, pedindo clarificação e/ou repetição, aceitando feedback construtivo para atingir o objetivo proposto.



WHAT AM I GOING TO LEARN?

Utilizar a literacia tecnológica para comunicar e aceder ao saber em contexto

Demonstrar autonomia na pesquisa, compreensão e partilha dos resultados obtidos, utilizando fontes e suportes tecnológicos; contribuir para projetos de grupo interdisciplinares.

Pensar criticamente

Revelar atitude crítica perante a informação e o seu próprio desempenho, de acordo com a avaliação realizada.

Relacionar conhecimentos de forma a desenvolver criatividade em contexto

Relacionar o que ouve, lê e produz com o seu conhecimento e vivência pessoal, recorrendo ao pensamento crítico e criativo; elaborar trabalhos criativos sobre vários assuntos relacionados com as áreas temáticas apresentadas.



HOW WILL I LEARN?

GTA 1: Extreme weather events: Nature's fury

GTA 2: Traces we leave behind: Exploring pollution and our carbon footprint

GTA 3: Rethinking resources and energy

GTA 4: Every drop counts: The global water challenge

GTA 5: The 6 Rs of sustainable living

GTA 6: Speaking the language of the environment

Tema 1: O mundo à nossa volta

Subtema 1: Ameaças ao ambiente



GTA 4: Every drop counts - The global water challenge

Learning objectives:

- Explain the importance of water as a global resource
- Analyse the causes and effects of water scarcity
- Present and discuss possible solutions to water-related issues
- Use persuasive language and visuals to raise awareness

Working method: pairs, small groups, whole class**Resources and materials:** computer, internet, notebook, pen, smartphone, tablet, sticky notes**TASK 1****Warm-up – Think & Share**

a. Reflect individually on the following prompt:

“What would your life be like if you only had access to 10 litres of water per day?”

b. Discuss your insights with a partner.

TASK 2**Water Crisis WebQuest**

a. In small groups (3-4 students), **complete** the following guided online **research** task using your laptop/tablet or smartphone.

Each group focusses on a different aspect:

- Group A: Water scarcity and its causes
- Group B: Impact on health and education
- Group C: Climate change and water availability
- Group D: Access to clean water (case studies: Flint, Cape Town, or India)

❖ In alternative, or addition, you can look for texts on this theme in your student’s book, read them and solve the corresponding activities.



b. Each group **fills in** a chart like the one bellow with the information found on the online research.



Group topic: _____
Group members: _____

Research area	Information found
KEY FACTS	
MAIN CAUSES OR ISSUES	
IMPACTS ON PEOPLE / ENVIRONMENT	
ONE SHOCKING FACT	(e.g., "More people have access to a mobile phone than to a toilet.")
TWO SOURCES USED	1. 2.
ONE QUOTE OR STATISTIC	(e.g., "By 2025, half of the world's population will be living in water-stressed areas.")
VOCABULARY WORDS LEARNED	(List 3 new or key words, with definitions)



TASK 3

Jigsaw – Expert Talks

- a. Form new groups with one member from each original group to **teach** their findings.
- b. **Take notes** of the information received.

TASK 4

Social Impact Video Pitch

- a. **Create** a short video pitch (1-2 minutes) to raise awareness and call for action on one of the topics from TASK 2.
In pairs, or small groups, **fill in** this planning guide:

Plan your Pitch *Social Impact Video Pitch*

WHAT IS THE PROBLEM?	WHERE IS IT HAPPENING?	WHY DOES IT MATTER?	WHAT DO YOU WANT PEOPLE TO DO?	HOOK OR SLOGAN
(Explain clearly in one or two sentences)	(Place or region affected)	(Impact on people/environment - be specific)	(Call to action: donate, conserve, spread awareness, etc.)	(Something short and powerful to start or end your video)

- b. If devices are available, use smartphones/tablet to **record** a raw video. If not, **rehearse** your pitch and prepare to present it to class.

Use creative elements, such as background sounds, visuals or props.

In the end, you can **upload** and **share** your videos on a class Padlet wall, for example.



TASK 5

Gallery Walk

- a. Display** your pitch plans or slogans on A3 paper around your classroom.
If pitches were recorded, use laptops or QR codes so your classmates can **watch**.
- b.** Use sticky notes to get and give **feedback**:
- ★ What I particularly liked
 - ❓ One question or suggestion



WHAT DID I LEARN?

Put a ✔ in the column that best reflects your understanding of each statement:

Statement	✔ I'm confident about this	😬 I'm not sure	✗ I need help
I can understand the topic.			
I can work well collaboratively.			
I can take part in group discussions.			
I can speak clearly and persuasively.			
I can use clear and accurate vocabulary related to water issues.			
I can pronounce words clearly and speak at a good pace.			
I can use correct grammar patterns when speaking.			
I can identify facts and causes related to the water crisis.			
I can meet deadlines and keep organised.			

❖ For all those statements you answered *I'm not sure* or *I need help*, look for texts and activities on the topic of renewable energies in your student's book. **Read** the text(s) and **solve** the exercises. In the end, **compare** your answers with those of your colleagues.



HOW CAN I LEARN MORE ABOUT THIS TOPIC?

Learn more about the importance of water and water scarcity by watching these videos:



[The British Council](#)
[Water Scarcity](#)



[Water crisis –](#)
[BBC Learning English](#)

And improve your knowledge by solving the activities from the following British Council website.



[The world water crisis](#)