

GTA | Guião de Trabalho Autónomo n.º 6

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...?

We hear many words about the environment every day: pollution, climate, green ... but do we really understand and use them well in English? Learning these words and idioms will help you speak and read confidently about the world around you. This way, you can share your ideas and understand news, posts, and conversations about protecting our planet.



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; interpretar atitudes, emoções, pontos de vista e intenções do(a) autor(a) e informação explícita e implícita em diversos tipos de texto

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; elaborar textos claros e variados, de modo estruturado, atendendo à sua função e destinatário.

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.

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 5: Speaking the language of the environment

Learning objectives:

- Identify key environmental vocabulary and nature/weather idioms in context.
- Understand and use common environmental idioms and expressions in simple sentences.
- Recognise nature-related proverbs and their meanings.
- Apply selected idioms, proverbs, and environmental words in short written sentences of their own.

Working method: individual/autonomous

Resources and materials: notebook, computer, internet access, pen/pencil, dictionary (physical ou digital)

TASK 1**Warm-up reading****a. Read** the short text below carefully

The environment around us is changing every day. In many countries, people are worried about pollution in the air, land, and water.

Factories and cars release gases that make the air dirty, which is dangerous for humans and animals. Rivers and oceans are full of plastic and rubbish that come from homes, shops, and industries. Many sea animals die because they eat plastic or get caught in it.

Another big problem is climate change. The climate is becoming warmer in many parts of the world, and we hear about this - global warming – almost everyday because it causes problems like stronger storms, very hot summers, and melting ice in the polar regions. When the ice melts, sea levels rise, and this can destroy the homes of people living near the coast. Some people think about the weather only when planning their holidays, for example, when they hear “It’s raining cats and dogs,” they know it’s not that fun to go to the beach.

But protecting the environment is much more than talking about the weather. It is about saving water, recycling, planting trees, and using less energy at home. Even small actions, like turning off lights or using public transport, can help reduce pollution. Many young people are starting to join environmental groups at school or in their community. They believe that if everyone works together, the world can be a cleaner and healthier place for future generations.

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b. Answer the following questions according to the text you have just read.

1. Why is pollution dangerous?
2. What is global warming?
3. What happens when the ice melts in the polar regions?
4. What are some actions people can take to protect the environment?
5. Why are young people joining environmental groups?

TASK 2

Watch and explore

a. Watch the National Geographic “Climate 101 – Causes & Effects” video. While watching the video, **write** down a minimum of seven words you hear about the environment.



[Climate 101 –
Causes & Effects](#)

b. Look at the words you wrote down from the video and:

- **write** a short sentence with each word to show you understand their meaning;
- **write** a summary of the video “Climate 101 – Causes & Effects”. Use at least 5 of your words.

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



TASK 3

Idioms & Environmental Vocabulary Practice

a. Complete each sentence with one of the words or idioms from the box. You may need to change the form to fit the sentence. There is one extra word you will not use.

*go solar | go green | green belt | go with the flow | recycling |
housing | regenerative farming | have a green thumb |
be under the weather*

1. Maria didn't come to school today because she _____.
2. Our town is trying to _____ by planting more trees and using less plastic.
3. My uncle has a big garden, and he grows many vegetables. He really _____.
4. Some people want to build new _____ on the land outside the city.
5. Many countries want to _____ to use the sun for energy instead of coal.
6. Near the city, there is a _____ with farms, fields, and small forests to protect nature.
7. When I travel, I like to _____ and do what the group decides.
8. _____ is a type of farming that makes the soil healthy again and helps nature.

➤ **Extra challenge (for fast finishers)**

Write two sentences using any two idioms or expressions from above.





TASK 4

Completing Sentences – Nature Proverbs

a. Before moving on to exercise b. go to <https://dictionary.cambridge.org/> or use a physical dictionary, **look up** the words: “idiom”, “proverb” and “phrase”, and understand the differences between the three.

b. Now that you know what a proverb is, **match** the beginning of each proverb in column A with its correct ending in column B.

Column A	Column B
1. A rising tide	a) has a silver lining.
2. The earth has music	b) lifts all boats.
3. You can't see the wood	c) but you can't make it drink.
4. April showers	d) when the sun shines.
5. The grass is always	e) for those who listen.
6. Make hay	f) greener on the other side.
7. Every cloud	g) bring May flowers.
8. You can lead a horse to water	h) for the trees.

c. **Write** the meaning of the proverbs from the previous exercise.

➤ Extension / Reflection Task

Choose one proverb you like. **Write** a short explanation of what it means in your own words



Final note for students

Language about the environment is part of everyday English. Understanding idioms and knowing simple environmental words make you more confident in reading and speaking English.



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 understand basic environmental words.			
I can use at nature/weather idiom and proverbs.			
I can write my ideas about the topic.			

➤ **Reflection questions:**

What new word or expression did you like today? How will you use it this week?

❖ For all those statements you answered *I'm not sure* or *I need help*, look for texts and activities on the topic of the 6 Rs in your student's book. **Read** the text(s) and **complete** the activities. In the end, **compare** your answers with those of your colleagues.



ANSWER KEY

TASK 1

b.

1. Because it can harm both humans and animals.
2. It is the increase of global temperature, due to human activities.
3. Sea levels rise and can destroy homes near the coast.
4. People can save water, recycle, plant trees, use less energy, turn off lights, and use public transport.
5. Because they want to take action in making sure that the world is cleaner and healthier in the future.

TASK 2

b. Word: *pollution*

Sentence: *Pollution makes the air dirty and dangerous to breathe.*

TASK 3

a.

1. was under the weather
2. go green
3. has a green thumb
4. housing
5. go solar
6. green belt
7. go with the flow
8. regenerative farming



ANSWER KEY

TASK 4

b.

1. - b)
2. - e)
3. - h)
4. - g)
5. - f)
6. - d)
7. - a)
8. - c)

c.

1. When the overall of a certain condition improves, everyone participating in it benefits, at least to some degree.
2. Nature is full of sounds and rhythms that are beautiful and meaningful, but they are often missed by those who are not attentive or open to experiencing them.
3. Someone is too focused on the small details of a situation to understand the bigger picture of the main point.
4. Even difficult or unpleasant experiences can lead to positive outcomes and enjoyable things.
5. A lot of the time, people are not satisfied with what they have and think that other people have better things and opportunities. The corresponding proverb in Portuguese could be “A galinha da vizinha é sempre melhor do que a minha.”
6. You take advantage of the chance to do something while conditions are good.
7. Every difficult or sad situation has a comforting or more hopeful aspect, even though this may not be immediately apparent.
8. You can do everything in your power to help someone, but you can't force them to accept your help no matter how much you are convinced that “it” will.



HOW CAN I LEARN MORE ABOUT THIS TOPIC?

Learn more proverbs and idioms with this British Council resource on the topic.



[Proverbs and idioms](#)

And if you enjoy learning about language curiosities, take a look at this resource from British Council on history and evolution of 100 English phrases.



[From Spilling Beans to Spilling Tea:
British Council unveils the history and
evolution of 100 English phrases](#)