

GTA | Guião de Trabalho Autónomo n.º 1

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...?

Understanding extreme weather events is more important than ever. These powerful natural phenomena affect millions of people every year - damaging homes, disrupting lives, and challenging entire communities.

By learning about them, you will not only improve your English skills through reading, listening, and writing, but also gain valuable knowledge about how the world is changing. This topic helps you become a more informed global citizen, capable of thinking critically about the environment, climate change, and the actions we can take to protect our future. In a world where the weather can change lives in a moment, being informed is a form of empowerment.



WHAT AM I GOING TO LEARN?

COMPETÊNCIA COMUNICATIVA

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.

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.

Pensar criticamente

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



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 1: Extreme weather events

Learning objectives:

- Identify and describe different types of extreme weather events using appropriate vocabulary
- Understand oral and written texts about natural disasters and climate change
- Apply autonomous learning strategies for reading, listening, and writing tasks
- Write a clear and well-structured opinion text
- Expand topic-specific vocabulary related to environment and extreme weather events

Working method: individual

Resources and materials: paper, pen, student's book, dictionary, computer, internet

TASK 1**Topic introduction: Vocabulary exploration**

a. Look at the pictures below (1 to 8) and **match** each of them with the corresponding natural phenomena (a. to h.).



Fig. 1



Fig. 2



Fig. 3



Fig. 4



Fig. 5



Fig. 6



Fig. 7



Fig. 8



Natural phenomena	Figure
a. Tsunami	
b. Snowstorm	
c. Wildfire	
d. Volcano	
e. Heatwave	
f. Tornado	
g. Flood	
h. Hurricane	

b. Now, **use** your notebook and a dictionary, and **write down** the definition of each of the previous natural phenomena.

If you opt for a digital dictionary, we suggest one of the following:



[Cambridge
online dictionary](#)



[Oxford learner's
dictionary](#)

TASK 2

Reading comprehension

- a. **Look for** a text in your student's book on the topic of extreme weather events, **read** it and **do** the corresponding reading comprehension activities, as asked. Ask an English teacher to help or guide you, if needed.



TASK 3

Video analysis warm-up

- a. **Think** of natural disasters that affected several regions in the world in 2024. Can you **list** two or three natural disasters and mention their location?
- b. In your opinion, how can climate change be connected to these disasters?

TASK 4

Video analysis

- a. **Watch** the video [2024's Deadliest Disasters: From Spain & Brazil Floods To Wayanad Landslides, Yagi, Remal Cyclones.](#)



- b. The video focuses on several natural disasters. Can you **list** four or five of them?
- c. Watch the video one more time and say if the following statements are **True** or **False?** Correct the false ones.
 1. The video mentions that Brazil experienced severe drought in 2024.
 2. Typhoon Yagi and Hurricane Helene caused significant financial damage.
 3. The landslides in Wayanad happened in the United States.
 4. Over 1,300 pilgrims died due to extreme cold during the Hajj.
 5. The disasters discussed in the video are linked to the effects of climate change.



TASK 5

Write your opinion

Have you ever taken a moment to **reflect** on how you could help prevent the impact of extreme weather events like those we've just discussed?

Write a short opinion article (100–150 words) on:

How can we prevent or reduce the impact of extreme weather events?

HOW TO WRITE AN OPINION TEXT

An opinion text expresses your point of view on a topic, supported by reasons and examples.

It usually follows this structure:

Introduction:

- Present the topic.
- Clearly state your opinion.

Body paragraphs: (2-3 paragraphs)

- Each paragraph should focus on one main reason supporting your opinion.
- Use examples, facts, or personal experiences.
- Include linking words (e.g., firstly, moreover, however, therefore).

Conclusion:

- Summarise your main points.
- Restate your opinion in a strong, final statement.

Useful Phrases

- Expressing opinion: *In my opinion, I believe that, From my point of view, ...*
- Giving reasons: *This is because, One reason is that, Another important point is, ...*
- Adding examples: *For example, For instance, Such as, ...*
- Contrasting ideas: *However, On the other hand, Although, ...*
- Concluding: *To sum up, In conclusion, All in all, ...*

QUICK REVISION!



ANSWER KEY

TASK 1

a.

Natural disaster	Figure
a. Tsunami	5
b. Winter storm	1
c. Wildfire	4
d. Volcano	8
e. Heatwave	7
f. Tornado	2
g. Flood	3
h. Hurricane	6

b.

Tsunami: *noun*. From Japanese; an extremely large wave in the sea caused, for example, by an earthquake.

Snowstorm: *noun*. A very heavy fall of snow, usually with a strong wind.

Wildfire: *noun*. A very big fire that spreads quickly and burns natural areas like woods, forests and grassland

Volcano: *noun*. A mountain with a large opening at the top through which gases and lava (= hot liquid rock) are forced out into the air, or have been in the past

Heatwave: *noun*. A period of unusually hot weather

Tornado: *noun*. A violent storm with very strong winds that move in a circle. There is often also a long cloud that is narrower at the bottom than the top.

Flood: *noun*. [countable, uncountable] A large amount of water covering an area that is usually dry.

Hurricane: *noun*. A violent storm with very strong winds, especially in the western Atlantic Ocean.



ANSWER KEY

TASK 3

- a. Earthquake in Japan, and floods in Spain and Brazil.
- b. In my opinion, climate change is deeply connected to the weather disasters we have been living because it is the one responsible for the increase in the frequency and severity of natural disasters worldwide.

TASK 4

b. Earthquake in Japan, floods in Spain and Brazil, landslides in Wayanad, Typhoon Yagi, Hurricane Helene, and extreme heat during the Hajj.

c.

1. False. The video mentions floods in Brazil, not drought.
2. True.
3. False. The Wayanad landslides occurred in India.
4. False. The deaths were caused by extreme heat, not cold.
5. True.

TASK 4

Extreme weather events are becoming more frequent and severe due to climate change. While we cannot stop natural disasters entirely, we can take action to reduce their impact.

Firstly, governments must invest in early warning systems and emergency planning. These tools help communities prepare in advance, saving lives. Secondly, reducing carbon emissions is essential. Transitioning to renewable energy and promoting sustainable lifestyles can help slow global warming. Individuals also have a role to play: recycling, conserving energy, and staying informed about environmental issues. Education is a powerful tool: if people understand the risks, they are more likely to act responsibly. Finally, stronger infrastructure, such as flood barriers and heat-resistant buildings, can protect vulnerable areas.

Preventing disaster is not always possible, but being prepared can make all the difference.



WHAT DID I LEARN?

Can I...?

✓ Yes 🔄 A bit ✗ Not yet

... understand the main ideas of a text about extreme weather events?			
... identify and explain different types of extreme weather events?			
... use 5–10 new words related to climate and weather in context?			
... take notes while watching a short video in English?			
... write an opinion text in English with structure and coherence?			
... express an opinion about how to prevent or reduce the impact of disasters?			
... work independently and manage my time effectively?			
... reflect on my learning and identify areas for improvement?			

For all the previous topics you marked as ‘🔄 A bit’ or ‘✗ Not yet’, review them again in your student book and ask a teacher to help you improve in those specific areas.



HOW CAN I LEARN MORE ABOUT THIS TOPIC?

You can learn more about natural disasters by watching the English video lesson below – Environmental disasters (1 minute and 14 seconds to 7 minutes and 53 seconds) - and solving page 1, of the “Avalia” section.



[Environmental disasters](#)
[Videoaula 25](#)

And if you are really interested in weather events, do the course “[Riscos e catástrofes naturais](#)” and become an expert on this topic.



[Riscos e catástrofes naturais](#)