

GTA | Guião de Trabalho Autónomo n.º 2

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 pollution and our carbon footprint helps us understand the impact of our daily choices on the environment. From the energy we use to the waste we produce, everything we do leaves a trace. By becoming more aware of these issues, we can make smarter decisions that protect the planet and create a healthier future for everyone. It's not just about science. It's about responsibility, action, and being part of the solution.



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 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.

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

Learning objectives:

- Understand different types of pollution and the concept of carbon footprint.
- Discuss the impact of human activity on the environment.
- Collaborate to create a short, informative podcast segment.
- Use vocabulary related to pollution, environment, and sustainability.

Working method: pairs, class, small groups

Resources and materials: internet access or printed texts, recording tools (phones, tablets), headphones

TASK 1

Warm-up & Brainstorming

Think about the question: What traces do we leave behind? And, with a colleague, **brainstorm** different types of pollution and actions that increase carbon footprints.

Pollution	Carbon Footprint

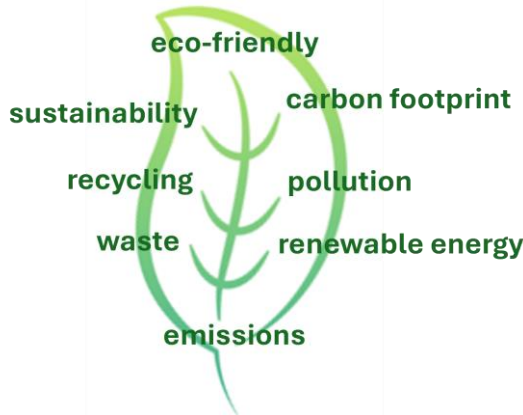
If needed, look up a dictionary for the meaning of “carbon footprint”.





TASK 2
Vocabulary acquisition

a. Take a few moments to **think** about the meaning of these words:



b. Now, **match** each word with its correct definition.

Words	Definitions
1. Carbon footprint	a. Harmful gases released into the atmosphere and harmful to the environment
2. Eco-friendly	b. The total amount of greenhouse gases we produce
3. Emissions	c. Materials thrown away as garbage
4. Pollution	d. Causing little or no harm to the environment
5. Recycling	e. Using materials again instead of throwing them away
6. Renewable energy	f. Making sure resources are used responsibly and can last
7. Sustainability	g. Dirty or harmful substances in the environment
8. Waste	h. Energy from sources that naturally replenish, like wind or solar

1. ____; 2. ____; 3. ____; 4. ____; 5. ____; 6. ____; 7. ____; 8. ____



TASK 3

Listening, Watching & Discussing

a. **Watch** the BBC News video [Climate Change: Your carbon footprint explained](#) carefully and **take notes** of the information you consider to be the most important.



[Climate Change:
Your carbon footprint explained](#)

b. In small groups of 3-4 students, **discuss** the following questions:

1. What surprised you in the video?
2. How do your daily habits contribute to pollution?
3. What could you change your daily routine?

TASK 4

Podcast Prep

In the same small groups, **plan** a 1-minute podcast segment answering the following questions:

- What is pollution?
- What is a carbon footprint?
- Why should we care?
- One thing individuals can do to help.

❖ Don't forget to use target vocabulary.

❖ Write naturally. Use contractions and questions as if you are having a real conversation.





Here's a easy template you can use to organize your ideas.

PODCAST SCRIPT 	
	"HI, AND WELCOME TO OUR MINI PODCAST! TODAY WE'RE TALKING ABOUT POLLUTION AND OUR CARBON FOOTPRINT. I'M [NAME] AND I'M HERE WITH [NAME(S)]."
	PART 1 – WHAT IS POLLUTION? "POLLUTION HAPPENS WHEN HARMFUL THINGS ARE RELEASED INTO THE ENVIRONMENT, LIKE ..."
	PART 2 – WHAT IS A CARBON FOOTPRINT? "A CARBON FOOTPRINT IS ... FOR EXAMPLE DRIVING, USING ELECTRICITY, OR BUYING FAST FASHION..."
	PART 3 – WHY DOES IT MATTER? "THIS MATTERS BECAUSE OUR PLANET IS SUFFERING..."
	PART 4 – WHAT CAN WE DO? "ONE SIMPLE THING WE CAN ALL DO IS ... [E.G. RECYCLE MORE, TAKE SHORTER SHOWERS, WALK OR BIKE, EAT LESS MEAT] ..."
	SAYING GOODBYE "THANKS FOR LISTENING! LET'S ALL TRY TO LEAVE FEWER TRACES BEHIND!"

Rehearse and **record** using your own devices (or take notes to record later, if time is short).

Afterwards, you can **post** your class podcasts on your class Padlet or blog, or **play** it on your school radio.





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.

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

1.2 It caused widespread devastation, killing hundreds and damaging infrastructure.

1.3 They occurred in the Wayanad district of India and resulted in significant destruction and loss of life.

1.4 Climate change is intensifying the frequency and severity of natural disasters worldwide.

2.1 False. The video mentions floods in Brazil, not drought.

2.2 True.

2.3 False. The Wayanad landslides occurred in India.

2.4 False. The deaths were caused by extreme heat, not cold.

2.5 True.

3.

1. - b, 2. - c, 3. - d, 4. - a, 5. - e

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?			



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](#)