

GTA | Guião de Trabalho Autónomo n.º 5

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 are living in a time when our planet is under enormous pressure due to pollution, waste, and overconsumption. Learning about the 6 Rs of sustainable living will help you take small but meaningful actions to protect the environment. These actions can start with simple daily decisions, like refusing single-use plastics or repairing broken items. By understanding these principles, you can rethink how you live — and make a real difference.



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; 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.



WHAT AM I GOING TO LEARN?

COMPETÊNCIA ESTRATÉGICA

Comunicar eficazmente em contexto

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: The 6 Rs of sustainable living

Learning objectives:

- Understand the concept of the 6 Rs (Refuse, Reduce, Reuse, Repair, Recycle, Rethink)
- Use sustainability-related vocabulary in context
- Reflect on habits and how to improve them
- Evaluate the environmental impact of everyday choices

Working method: individual**Resources and materials:** worksheet, computer, internet access, pen/pencil or digital device, dictionary (physical ou digital)**TASK 1****Vocabulary focus**

a. Use a monolingual dictionary, either physical or digital, and **write** down the definitions for each one of the following words, also known as the 6 Rs:

1. Refuse
2. Reduce
3. Reuse
4. Repair
5. Recycle
6. Rethink

TASK 2**Reflect & Write**

a. Choose 3 of the Rs and **write** a short paragraph for each (3-4 sentences). Describe to what extent you already use each of them in your life or how you could start doing so.

Example for Reduce:

"I try to reduce my use of plastic bags by taking a reusable bag every time I go shopping to a supermarket or grocer's. I also avoid buying products, especially fruit and vegetables, with too much packaging."



TASK 3

Product challenge

- a. **Choose** one item you own (a backpack, a smartphone, a t-shirt, ...). **Write** a paragraph explaining how you could use each R to that item.

Example for a t-shirt:

I don't have a lot of clothes because I usually only buy what I really need, and only when I need it.

I never spend money on things I don't find useful, and I also refuse free t-shirts or other items from events I don't support.

When something doesn't fit me anymore – like a t-shirt, a pair of shorts, or any other item of clothing – I pass it on to a friend or family member. Sometimes, I choose to donate it instead.

TASK 4

“What if...?” Reflection

Write a text (140-190 words) starting with:

“If everyone followed the 6 Rs, the world would...”

- Use conditionals and linking words, to express sequential ideas.

Here are some notes for you to recall these topics. You can also look for this information in your student's book and solve the exercises it may have, to practice.



TASK 4 (cont.)

CONDITIONALS IF CLAUSES

EXPLANATION

Conditionals are used to describe the result of a certain condition.

If you study hard, you will pass your exams.

- If you study - if clause, expresses the condition.
- you will pass your exams.: main clause, expresses the result.

ZERO CONDITIONAL

Use: facts, laws, rules

Form: If + Present Simple + Present Simple

If they wake up early, they get to school on time.

FIRST CONDITIONAL

Use: real/possible future situations

Form: If + Present Simple + will + infinitive

If she doesn't get up now, she won't make it on time.

SECOND CONDITIONAL

Use: impossible/unreal present or future situations

Form: If + Past Simple + would + infinitive

If I won the lottery, I would travel the world.

THIRD CONDITIONAL

Use: something in the past that did not happen

Form: If + Past Perfect + would + have + Past Participle

If he had known, he would have brought a jacket.



TASK 4 (cont.)

LINKING WORDS

TO ADD INFORMATION OR IDEAS

- and
- also
- too
- in addition
- furthermore
- moreover
- as well as
- besides
- additionally

TO SHOW CONTRAST OR DIFFERENCE

- but
- however
- although
- even though
- though
- while
- on the other hand
- in contrast
- otherwise

TO SHOW CAUSE AND EFFECT OR REASON

- because
- since
- so
- therefore
- thus
- consequently
- as a result
- due to



TASK 4 (cont.)

TO SHOW COMPARISON OR SIMILARITY

- similarly
- likewise
- in the same way
- as well

TO GIVE EXAMPLES OR ILLUSTRATIONS

- for example
- for instance
- such as
- like

TO SHOW TIME OR SEQUENCE

- then
- next
- finally
- after
- before

TO SUMMARISE OR CONCLUDE

- in conclusion
- to conclude
- in summary
- overall
- therefore



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 the meaning of the 6 Rs.			
I can reflect on my own habits.			
I can write my ideas about the topic.			
I can use correct grammar and sentence structures when writing.			

- Now **write** 1–2 sentences summarising what you have learned and how it made you feel.

- ❖ 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

a.

1. Refuse: to say that you will not do or accept something
2. Reduce: to become or to make something become smaller in size, amount, degree, importance, etc.
3. Reuse: to use something again
4. Repair: to put something that is damaged, broken, or not working correctly, back into good condition or make it work again
5. Recycle: to sort and collect rubbish in order to treat it and produce useful materials that can be used again
6. Rethink: to think about doing sth differently



HOW CAN I LEARN MORE ABOUT THIS TOPIC?

Learn more about the 6 Rs and sustainability by reading these article:



[Practical action](#)
[The 6 Rs](#)

Study or revise the conditionals by doing these British Council activities:



[Conditionals: zero,](#)
[first and second](#)



[Conditionals: third](#)
[and mixed](#)