

Question 1 -

→ a) The law 9.394/96 establishes the curriculum designing for Elementary and Secondary Education with a Common National Base, or Base Nacional Comum (BNC) to be complemented in each school educational system by a diversified portion, as required by the features of the local and regional society, culture, economy and clientele (Article 26). The BNC contains the elements conducive to one's preparation for the continuity of studies and development of basic competences and skills, which must be used as a guide for the preparation of tasks for a lesson. That is why there is no perfect or unique approach or method to the teaching of English language. The best approach must involve diversified topics that may contribute to the investigation of students in order to construct meanings by the investigation and critical thinking prompted by the contact to such topics.

The teaching of a foreign language has to be meaningful to students, specially because, it is not something that is part of their daily lives. Most of them will only be in contact to that universal while immersed in the language classroom. In a classroom we use language in particular ways depending on the content and purpose of what is to be taught. Taking into consideration a writing task for Brazilian students, as proposed by Paltridge (2006), then way we choose "a particular genre will depend on whether the text is written or spoken, the social and the cultural context in which that genre occurs". So it would be interesting and suitable to choose a text category inside a genre which was meaningful to the students, such as

as proposed by Bathia, (1997) the technological genres: blogs, internet chatrooms, online discussion forums, I would add, social media or even mobile phones apps. The approaching through genres, allow the writing task to be more meaningful, and, as defined by Martin and Rose (2003), genre is a staged, because it takes students a few steps to get their goals, goal-oriented, because they use it to get things done, social, because students are participating in genres with other people, and purposeful activity in which speakers/readers/writers engage as members of their culture, and they are foreign students

→ b) Considering the context of an English classroom and that, chronologically, we are in March, the international month of women; Also considering that a month ago in the USA it was celebrated the Black History Month, because it was February, it would be interesting and meaningful to propose an activity involving such themes. So, as a writing task, teacher could use technological genres, not specifically, a website and the social media (facebook) in order to develop a writing task which was capable of dealing with all these concepts previously discussed with students. For instance, public secondary school, second year students:

- Students are presented to strong women who helped to construct Black America History, such as Rosa Parks, Maya Angelou, Mrs. King and others. Teacher debates on their biographies and importance to African American accomplishments inside the USA history;
- Teacher goes to the website poetry.org where we can find tracks of female poets integrity poems written by women;

- Teacher provides to students the poetry "Still I Rise", from Maya Angelou, and before talking about the meaning and poles of her words, proposes a listening activity, by asking students to fill in the gaps with some of the words to complete the poem. After playing the track two or three times and checking the lexical list with students, teacher asks students to group themselves and identify the transparent/cognate words in the text;

- Teacher gives students a piece of paper with some questions about the poetry in order to help students to understand and interpret the strong messages from "Still I Rise";

- Teacher shows a video with the Brazilian History Professor Rosalia Romão interpreting the poetry written by Angelou. Teacher discusses with students the poles of interpretation of Romão and the sense of property and empowerment, once she is an African Brazilian woman and also involved in LGBT issues in Brazil;

- Students have some time to write about the meaning and the message that poetry brought to them. They would have to do it by the form of an essay, which is one of the text types demanded by the minimum curriculum;

- As a homework students post their texts on their facebook page in order to foster awareness of those who are not familiar with African American Women History;

Question 2 -

"Genres are ways in which people get things done through their use of spoken and written discourse. A genre is a 'kind of text'. Academic lectures and casual conversations are examples of oral genres" (Sartain, 1995)

Based on what Sartain says in this affirmation, we might think of genre as the way, the means, people communicate. So, a genre needs to be contextualized and dynamic, because it is opened to changes, what doesn't mean that "anything goes" or "it is a case of per se for all" definition. As stated by Slobin (2004) if someone violates a genre expectation, there will be consequences, once genres have their own rules and conventions. Having that said, we could affirm that the practice of activities based on genres may contribute to the dealing of issues which are relevant to students, because those activities will be meaningful to them and once they are meaningful, they will be able to promote changes by fostering new ideas and the construction of new points of view.

If teachers work having genres as a basis, especially when carefully chosen, they may contribute to the creation of a path for critical thinking and autonomy during the process of learning. It happens because teachers will go from a macro view to a specific perspective to face social and cultural issues. For example, one of the most serious and difficult to solve social issues in Brazil is violence against women. Considering media and communication as a genre, teachers could have many options and perspectives to talk about

and deal with such issue. Teacher could consider the last two weeks of the main journalistic news on TV and talk about what was more popular regarding this issue on the period of time, which was the assassination of the municipal councilor Marielle. Teacher could show students two or three minutes of an international news about it and start a debate on violence against women in Brazil. Then teacher could present some of the supportive and non-supportive posts made by men and women to the case and ask students to interpret those posts by using some question/answer exercise to do so.

By doing some activity like that, teacher would be taking advantage of the genre theory by going from a macro perspective to a specific and social issue which would be meaningful to students since they are Brazilian and aware of the news. By the end of the activity students could be asked to write a paragraph expressing their own opinion about the case.

An activity like that would meet the purposes of the National Curriculum Parameters (NPC), that says, as an official document, that the role of education is to provide means and tools in order to help students: enhance as human persons, have ethical values, develop critical thinking and autonomy, integrate the world of labor and develop competences to continuous learning by developing personally so as to foster values and competences to that of the society in which they live.

### Questão 3 -

Level 8<sup>o</sup> ano of Ensino Fundamental of a Brazilian Public School - English Lesson Plan aiming at the development of integrated skills, which will be: speaking, listening, reading and writing.

10' → Teacher asks students if they or a friend of them, or a family member have ever had any experience with violence in Rio de Janeiro and asks volunteers to share it with the group. Teacher takes notes of vocabulary regarding violence, once they come up with students' answers.

5' → Teacher shows students a short video about the case of the little boy called Benjamin, who was killed during a police operation in "Complexo do Alemão", Rio de Janeiro and the text of Mayra Avelar Neves

10' → Students are asked to individually answer to some written questions about the text and the video and then, compare answers in trios or in pairs with their friends. Teacher briefly corrects and discusses their answers.

10' → Teacher starts a discussion on the rates of African Brazilian people assassination and introduces a short biography about Bob Marley, a Jamaican singer who fought for equality and peace through his songs. Teacher distributes a listening activity with "Redemption Song".

5' → Students listen to the song three in order to do the activity and teacher

checks answers in group

5' → Students are asked to organize groups of three and teacher gives each group a stanza of the song and asks them to come up with the main idea of that stanza.

5' → Each group is asked to say out loud their conclusions and for homework students are asked to make a research on other songs about race in English and to bring on the following lesson their lyrics.

Students would not only develop the four mentioned skills, but also the critical thinking on violence against African-Brazilian people and urban violence in Rio de Janeiro.