

① Antonieta Celani, in a interview, once said that ~~the~~ ^{English} classes have already been based on grammar and translation, but nowadays, teachers must analyze their students to make good decisions in the learning process. Thus, now, teachers have to think about why English is necessary in the curriculum, what people need English for, how and what teach.

The Brazilian National Curricular Parameters (1998) determined the focus on reading, and scholars concluded that it would be more useful for the student, but as Luis Nelson (2016) pointed out "determine what is most meaningful and useful for the learner" is not an easy task.

Thus, when the communicative approach was formulated, learning a foreign language was not learning grammar rules anymore, but knowing how to use that rules effectively to communicate (MATOS, VALEIRO, 2010: 36). In this sense, the focus is on the learner and on its needs and interests.

However, communication cannot be the only purpose of learning English. EFL teaching has the power of re-build the student's identity as citizens through critical literacy. Learning a foreign language is a way to be part of the whole world.

According to Kukka (2005) and Mota Lopes (2003), English teachers can really contribute to the policies in school, when they are able to be mediators in the building process of senses and meanings.



② Teaching grammar has already been the great goal of English teaching. However, after the rising of many new methods, approaches and theories teaching grammar lost its place and it is not the aim objective in EFL teaching anymore.

Thus the role of grammar nowadays is to be a mechanism to reach communication. Andrea Mattos e Kátia Valério (2010) point out that grammar is the main content in many schools yet. However, grammar has to be approached as a group of text genres characteristics for example. So when a certain genre is used in a classroom, the linguistic elements will be derived, and grammar issues will be presented based on the chosen genre.

In this sense, the teaching of grammar cannot lose its importance since it is a great tool to communication itself. Nevertheless, it has to be presented in use, that is, inserted in original texts, communicative situations in the learning process. Otherwise, it will have no meaning, and no connection to reality, consequently students will not appropriate its functions.

So in Brazilian public school, grammar can be taught through texts that are part of the daily life of students like can teach how to give personal and professional information using the Simple Present with a world cup soccer player's photo book; or ^{more} some recipe in classroom with simple ingredients to teach imperatives imperatives also can be presented through maps, traffic signs, and topographies can show the students the Simple Past.

Following these steps, grammar will be meaningful and its importance will be also recognized by the most important element in the learning process: the student.

③. General objective: Preparing students to evaluate their own conditions in school.

• Specific objectives: - Reading and comprehension of the text
- Stimulating a discussion about ^{their} own conditions in school in order to compare to India students and also to think about items that can make their learning process better;
- Creating two lists in order to register ideas that came up during the discussion.

• Content: list (genre), can as possibility (grammar point)
• Materials: pieces of paper (text), data show, board.
• Activities description: ① The students will read the text projected by the data show. The teacher will ask for volunteers to read the text or himself can make it (5 min).
② Then, the students will be divided into groups and they will receive parts of the text. After some minutes, the groups will be invited to share what they could understand by that parts (20 min).
③ After that, the teacher will lead a discussion about the reality of the school in which they are studying, in order to compare to schools mentioned in the text. Besides, the students will be also invited to think about how their learning process could be better, that is, what is missing to make their own school a better place to acquire knowledge.

During the discussion, the teacher will propose that they make two lists named: "Things we can do according to our school reality" and "Things we cannot do according to our school reality." (25 min)

Thus, the teacher will present the modal verb "can" as possibility and the students will be let know that in the next class, they will make a folder with their list.