Question 1:

In the globalized World we are living in, everything is liquid (Bauman, 2009) and uncontrolled (Giddens, 2003). The ways people understand life and work are becoming more and more complex and it is not different in the language teaching content, for example.

Before the notions proposed by the Postmethod, the language teaching process was based by different methods with different language views (Kumaravadivelu, 2001). But now, in a Postmethod condition, language is no more understood as just structures studied isolated from content but as social practice (Phrabu, 1990).

The idea of language as social practice means that language cannot be studied without its context of production and that questions as who, when, why, how, where this language was/is produced are really important. But, in the English language process there is always something that teachers and students don't know how to lead with: the case of grammar.

Grammar is, according Thornbury (1999), "partly the study of what forms (or structures) are possible in a language", i.e., the study of the syntax and morphology of sentences. Before the Postmethod condition, grammar was viewed as the most important issue to be learned in a language. Its study was totally isolated from content and the study of structures as syntax, for example, was super estimated.

Nowadays, knowing that languages are more than just structures, the teaching of grammar must to be situated. Celce-Murcia and Larsen-Freeman (1999, p.4) present 3 dimentions on teaching grammar: form - how is it formed? (accuracy), meaning - what does it mean? (meaningfulness) and use - when/why is it used? (appropriatness). Of course, when we teach grammar we must teach forms, but most important is to know that theses forms, when used in different contexts, produce different meanings

So, the most relevant contemporary issues in the teaching of grammar ~~are is~~ is, still, in how grammar is teaching. Learners ~~need~~ need to learn not only what forms are possible, but what particular forms will express their particular meanings. In a ~~discoursive~~ social perspective, grammar is a tool for making meaning. The learner's attention needs to be focused not only on the forms of the languages, but on the meanings these forms convey (Larsen-Freeman, 1991; Thornbury, 1999).

Swan (1994, p. 59) says that "effective grammar teaching focuses on the specific problems (real and potential) of specific learners. This calls our attention to the question: what grammar ~~to teach~~? must we teach? An answer for this question can be: we must to teach the grammar our students are speaking.

~~Of~~ Our students must to know grammar to ~~know how~~ to use language in different contexts of interaction, being written or spoken. Another issue that this ~~analisis~~ analysis leads us is that knowing grammar is not the same to know ~~the~~ language and, most important, to know how to use the language.

The teaching of grammar in a social perspective is a powerfull tool to present students different ways of usage a language in context and be adequate to the discourses that are produced in society. This awareness can also ~~prevent~~ avoid the wrong idea that if you ~~can't~~ speak/write something grammatically "wrong", you are not good enough in the language.

This notion of teaching grammar can also helps us to discuss different prejudices that ~~people~~ ~~say~~ are related to grammar, once we live in a cultural world in which the English language is a língua Franca (Gimenez, et al, 2015.

Question 2:

Grammar is just one of the some aspects of knowing a language, but its study in the teaching of English for Brazilian learners can teach us some things:

1- The study of grammar is a way of our students understand that all languages have a kind of structure that must be used when you are speaking or writing, for example;

2- Another role of grammar is that its study, when contextualized, shows us how discourse can be used in different contexts and how the words choices used in some content are not "allowed" or "wright" to be used in other content.

Fairclough (2001) points out that all social practice produces discoursive practices that produce different texts. In other words, all interaction produces different ways to use language. When you know grammar (written or spoken), you know how to use language in a big variety of interactions.

According to some official documents as PCN (1998) and OCEM (2009), knowing a language means to learn knowledge and use. This notion remembers us that, as say Kalantzis and Cope (2000), the mission of education is "to ensure that all students benefit from learning in ways that allow them to participate fully in public, community, and economic life".

The role of grammar in the english teaching in a globalized **world** (Bauman, 2001), and specifically in brazilian schools, is to remember that the use of language is always situated, in which the forms can assume different meanings in different contexts.

learning all this conception of grammar as just the study of isolated forms in the past in brazilian schools, grammar can be studied through a genre pedagogy, in which different (oral and written) texts can

start huge discussions about grammar and the importance that context have in the meanings that are produced too in our discourses. At the same time, a genre pedagogy (Kalantzis and Cope, 2000) can helps us to reflect in how knowing different grammars (from spoken and written discourse) is important to act in society (Schlatter, 2009).

Another example of how linguistic items can be taught in brazilian public schools is through technology. It is natural students commit "grammar errors" in writing, for example. As says Franco (2008), the use of tecnology can help students to develop lots of skills and help teachers to better develop students writing with the use of blogs and wikis, for example. But not just about the writing skill, the use of tecnology in our grammar classes can help students to be more familiar and with virtual genres and their uses.

Questão 3:

LESSON PLAN

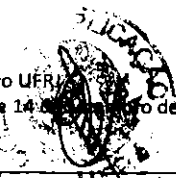Level: 7° ano / Ensino Fundamental / 25 students

Setting: CAp - UFRJ

Duration: 50 minutes

Teaching point: The modal verb can/cannot

Theme: How can our school be a better place to study?

Geral objective: Discuss what we can and cannot do in our school / classroom, in a way to ~~sure~~ of transform it in a better place to study.

Step	Teacher's Procedures	Students Procedure	Interaction	Specific Objectives	Time	Material
1	The teacher will ask students about what they think about their school/classroom and will ask them to make a list of what they like/dislike	Students are supposed to interact with the teacher and classmates	T - sts / Sts - sts	- Activate previous knowledge (as vocabulary)	3'	—
2	Teacher will present some images from different schools around the world and will ask students to compare with their own lists about their school	Students are supposed to compare the images with their own lists from their school/classroom	Sts - sts / T - sts	Stimulate students to participate	5'	data show or image (if there is no technological resource available)
3	Teacher will delivered a text and will ask students to read. Teacher will ask students to share what they think about the text	Students are supposed to read the text and share information and ideas about it.	Sts - sts / Sts - T / T - sts	Reading comprehension	10'	Text
4	Teacher will ask students to answer some questions about the text. Teacher will ask students to share their answer with other classmates.	Students are supposed to answer the questions and share their ideas with classmates.	T - sts / Sts - sts	Reading strategies, transparent words.	5'	exercise page
5	Teacher will present 2 sentences from the text: a) School can be even harder. b) Many students in India cannot afford a backpack. Teacher will discuss the meaning of this sentence in the context of the text	Students are supposed to infer the meanings of this sentences and discuss the global/social issues they bring to us.	T - Sts / Sts - sts	Language focus: present continuous grammar	5'	data show or white board or print

	with students and will problematize these social issues with them				
6	Teacher ask students to complete a box with the verb can in an affirmative sentence and negative sentence and the definition of the modal verb.	Students are supposed to complete the box and share their ideas with classmates	T-Sts Sts-Sts	Language focus: defining grammar	2'
7	Teacher will ask students to sit in groups of four to discuss what can we do or cannot do to transform our school in a better pla ce to study in a way to preserve it once in some countries kids don't have even chairs to sit down	Students are suppose to discuss in groups and produce some sentences in the target language learned in class.	T-Sts Sts-Sts	Discuss critically about global issues and relate them with our life. Produce some sen tences in the target language	15'
	Teacher will ask students to produce some sentences with what they can or cannot do to transform school/classroom in a better place to study.				
8	Teacher will ask stu dents to share their sentences with the class and will review what they have studied.	Students are suppose to share their production	T-Sts Sts-Sts	Presentation of students' production	5'

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Folha 6

References

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