

① What is most meaningful and useful for the learner depends on their goals and needs. For that, a needs analysis is necessary to understand what students already know, what level of knowledge they need to reach and why they need to learn.

Other aspects which are important to take into consideration in order to know what is relevant for the learner are students' current level of proficiency and background. If the learner is illiterate, according to Brown (2000), he/she has not been in contact with formal education for a long time, for example, he/she may not understand or may find it difficult to grasp some linguistic terms or grammatical explanations used occasionally when being overtly taught about grammar. If the learner needs English to reach a survival level he/she will not need to know formal language. On the other hand, if the learner needs English for professional goals, he/she may need to have this kind of knowledge. Writing an e-mail in a professional environment, for example, usually demands language in grammatical perfection level.

② Since language is a system for the expression of thoughts and meaning, its primary function should be largely considered when teaching: communicate. In order to enable students to communicate, teachers need to provide an environment which fosters learners' engagement and interaction in meaningful, authentic situations.

According to Brown (2000), the target linguistic system is learned when students are trying to communicate with the teacher and their peers, through trial and error. That means that language patterns (grammar) are built by students during interaction. The grammar's role would then be to serve for the functional and communicative purpose of language.

On the other hand, one may face obstacles ~~with~~ to teach grammar through interaction in Brazilian public schools since some aspects peculiar to this learning environment should be taken into account. Many Brazilian public schools have classes with a great number of students, what usually leads to bad behaviour and the impossibility for the teachers to offer enough attention to all students, for instance. Besides, students being able to cope with ENEM exam still seems to be a primary goal. So, great focus is given on the development of strategies to enable students to understand texts in English and deal with some grammatical points, mostly in written registers.

② Linguistic items should be taught mainly in context, based on an oral situation displayed by the teacher or through a text, for example. Teaching imperatives showing signs is interesting because we can use examples of authentic texts which may be known by the learners (recognized in films, for instance) and students can also recognize them because there are their counterparts in Brazil, too. Signs that should be used would contain information as "Don't smoke", "Turn off your mobile, etc. Imperatives may also be taught using language from videogames in which students need to follow some steps to reach the goal of the game, for example, "Open this door and find a treasure list". Imperatives may also be taught when working with recipes, leading students, if possible, to follow the steps to prepare the food from the recipe and bringing it the next class. Teachers might start a class talking about his/her routine and then ask students to retell the teacher's routine. After that done in Portuguese, the teacher can show the routine of an English-speaking teacher, for example, discuss the similarities and differences with students and work on language based on the text and using students' previous knowledge. Inductive learning of grammatical aspects through texts is also relevant since it avoids lots of focus on overt teaching of grammar rules and terms.

③ Level: 7^o ano / fundamental

Duration: 50 minutes

Goal: Enable students to talk about their school routine

Objective: By the end of the class, students will be able to use the Simple Present Tense with "I, you, we, + they" to talk about their school routine

Materials: Projector and whiteboard

Procedure:

Warm-up (5'). Teacher writes "backpack" on the board and asks students its meaning, then asks students to list everything they have in their backpack. If they can't remember something in English, the teacher may help (school objects have been taught in 6^o ano).

Pre-reading (whole-class work - 5'): Students build together a list of what is necessary for a student to have in class. Then, they discuss what their class have

3) and what they would like it to have. Teacher revises school objects with the help of the projector.

Reading (15'): During reading, students should answer the following questions:
a) where is the school mentioned in the text?; b) Is the boy in the picture happy? why?;
c) Do all kids in India have desks at schools?; d) What is "Aarambhi"?; e) what was created by Aarambhi volunteers?

Language in use (15'): Teacher shows some sentences extracted from the text on the projector: "They carry their books in their arms or in bags"

"They sit on the floor"

"Kids hunch over as they do their assignments on the floor"

Teacher asks students if these sentences refer to something happening now or to something that happens regularly. Then, teacher asks to whom these sentences refer to and after students' responses works on the use of the pronoun "they" and the noun "kids". Then, the teacher asks students to find the verbs in the sentences and asks: "Is there a suffix / prefix in these verbs?"; "How do they appear?". The teacher explains briefly that they are examples of the Simple Present Tense forms and extends its use to the pronouns "I, you, we". After that, students try to create some sentences about their school routine using the verbs given by the teacher.

Post-reading (10'): In small groups, students should compare their school and the school mentioned in the text and present an idea that could improve the studying conditions of any of the schools

Extra class work: In the next class, students should present a poster showing how the routine of students in some part of the world is (Internet research)