

Question 1:

When teaching grammar, a teacher has to consider several important factors so that he/she can determine what is most meaningful and useful for the learner. One of them is the accessibility of the language according to the students' proficiency level and background. The key to that challenge is to know the different methodologies and approaches in EFL/ESL as well as being constantly researching and updating. Some of the most relevant and effective practices of teaching and learning English for the moment we are living in now, are the use of project-based activities, in which involve the students in the accomplishment of a task so that they use the language as a tool for reaching the objective and the use of educational technology. However, these activities must be planned in a way to involve all the students. To do so, the teacher should take into consideration the students' strengths and weaknesses. According to Howard Gardner, each has different intelligences which influence the learning process. The teacher may use activities based on the multiple intelligences theory in order to plan his/her classes and/or activities. It also offers a great benefit concerning to finding out the students' level and background. Needless to say that knowing the students is essential for the teacher to decide which strategy, approach or activities to use and also what will be more meaningful and relevant for them.

Question 2:

Grammar plays an essential role in the learning of a language. However, nowadays, the modern life, with instant communication and tons of new technology, doesn't accept the teaching and learning process based on the Grammar-Translation Method. The language is alive and communication is in constant change. As Jack C. Rodgers showed, the communication method uses real language and situations to teach and learn the language. In real communication, grammar isn't the objective but an essential instrument so that communication happens. For Brazilian learners, grammar is very important when learning English due to its differences from the Portuguese grammar. A common example in which Brazilian learners tend to have difficulties is in word order, as in the case of adjectives and nouns. An interesting way of teaching it is to make that the characteristics must come before the names. The teacher can propose activities where students have to name the characteristics of objects. For example, he/she can take to class different kinds of boxes (big, small, rounded, colored, etc) and ask a student to hide a pen inside one of them while the teacher has his/her eyes closed. Then he/she asks the class to tell him/her which box the pen is in. As the class gives him/her the answer, he/she can write (or ask students to write) these sentences, reinforcing the order of the words. Another linguistic item very tricky for Brazilian learners is the use of

the Present Perfect. To teach one of the uses of it (Present Perfect & Simple Past) the teacher can use a game where the students should read some questions about their past actions and decide whether or not these actions are finished for them. After that, the teacher can ask students to interview each other and check how many students have things in common.

Question 3:

Lesson Plan

Level: 7th ano / Ensino Fundamental

Setting: a Brazilian public school

Duration: 50 minutes

Teaching Point: Simple Present Tense in affirmative form.

Warm up: 5 minutes

Teacher tells the class his/her routine to go to school and asks some students to tell theirs. (It may be in Portuguese or in English according to the level of proficiency of the class.)

Input: 25 minutes

Teacher shows some pictures of Indian schools (it may be projected or printed) and asks the class to say how they think is the Indian students' routine at those schools. The teacher then, hands out the text "The Soldable Desk" and asks students to read it, each student one sentence at a time, in the end, check their understanding and help with new vocabulary, if necessary. The teacher gives students an activity in which they have to write YES or NO

to the sentences according to the routine in India as described in the text and their own routine:

Indian students carry a backpack.

You carry a backpack.

You sit on the floor.

Indian students sit on the floor.

After 5 minutes, the teacher asks students to check their answers with each other or a group. While the teacher walks around the room to listen to them, he/she tries to listen to students with different routine. He/she writes on the board those sentences using the third person singular to focus on the use of the S and asks the class what the difference between each verb is. He/she provides some other examples so that students notice the use of the S with pronouns HE, SHE, IT and make them come out with this linguistic item.

Output: 15 minutes

Teacher hands out a game "Find someone who" in which they ask each other questions on daily routine and have to fill it out with classmates' names. The teacher asks students to write the classmates' routine and hand it to him/her.

Feedback: 5 minutes

Teacher collects the activities, check it and give it back later or on the following class, with the necessary corrections and/or notes. The teacher asks students to say or write what they have learned in that class and shows it by writing the students' answers.