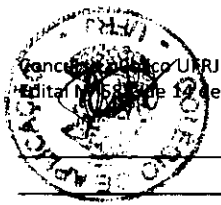


1- Governmental Policies show that the teaching of foreign language at basic levels is an focus. According to PCN - Brazilian National Curricular Parameters - teachers should focus on the teaching of reading because of the possibility of real use. It also can contribute to improve students' reading abilities in their mother tongue.

We have to have in mind that, in Brazil English is taught as a foreign language, not as a second language. Besides the fact having English as a compulsory subject at school (Elementary and High schools), mastery of reading skill is rarely required.

Teaching English is not only to teach vocabulary and grammatical structures, but also to show students that this new language should be understood in real situations - and make oneself understood. In this way, learning another language should contribute to develop students' intellectual and critical capacity. At regular schools, specially Brazilian public schools, crowded classrooms, insufficient weekly time for foreign language teaching and lack of good-quality material and physical resources are some difficulties found to achieve this goal.

The teaching of grammar should offer students knowledge to interact (considering reading, writing, speaking and listening skills) in real situations, as Swales suggests, teaching English for Specific Purpose.



2- Language must be taken as discourse, as social practices (as Bakhtin and Halliday defend). In this way, texts are opportunities for critical thinking, intercultural development and different social practices. It is possible to include cultural aspects in the English classrooms - it goes far beyond acquisition of linguistic abilities.

Considering this teaching English, especially grammar, must stimulate students production of different texts. They have available authentic materials. A way to stimulate them is to promote autonomy - they could choose the most convenient materials to their own purpose and teach the other classmates, for example.

As genres are ways of interacting discursively, teachers should use different genres as original texts to teach grammar and vocabulary. Students are exposed to several different kinds of genres, so, it would be familiar to them and probably, easier to identify the new topics they are learning.

Internet is an important tool to enrich the teaching-learning process. Only written texts are not enough. Students are used to multimodality and it should be explored in foreign language classrooms. Students should be stimulated not only to study but also, I mean, students should be stimulated not only to study this kind of material but also to create them, making the learning process more attractive. In this way, other skills would be incorporated into the teaching practices - not only reading as



suggested by PCN.

3- lesson Plan

* 7th grade (Elementary school)

50 min

Modal verbs - can

1- It will be showed to students a poster. In this poster, there is a photo (Barack Obama) and a sentence ("yes we can"). Students are supposed to answer some questions: 1- what kind of text is this?; 2- who is this man?; 3- what is the meaning of the sentence?; 4- why do you think this sentence was used? - 10-12 min

2- Students will read the text and try to identify what there is in common between the poster and the text from Time for Kids. - 10-12 min

3- Explain what are modal verbs and the use (meaning and structure) of can. Ask students for examples - 15-20 min.

4- In groups, students should create a campaign answering the following question: "What can we do to help children from Mumbai?". They must present it in the next class. 15 min