Question 1.

The law 9.394/96 establishes the curriculum designing for Elementary and Secondary Education with a Common National Base, or Broad National Curricular Common (BNCC) to be complemented in each school educational system by a diversified portion, as required by the features of the local and regional society, culture, economy and clientele (Article 26). The BNCC contains the elements conducive to early preparation for the continuity of studies and development of basic competences and skills, which must be used as a guide for the preparation of tasks for a lesson. That is why there is no perfect or unique approach or method to the teaching of English language. The best approach must involve diversified topics that may contribute to the motivation of students in order to construct meaning by the investigation and critical thinking promoted by the contact to such topics.

The teaching of a foreign language has to be meaningful to students, especially because it is not reality that is part of their daily lives. Most of them will only be in contact to that ensimias while emerged in the language classroom. In a classroom we use language in particular ways depending on the context and purpose of what is to be taught. Taking into consideration a writing task for Brazilian students, as prepared by Goldstein (2006), it is usual the choice of a particular genre will depend on whether the text is written or spoken, the social and the cultural context in which that genre occurs. So it would be interesting and suitable to choose a text category inside a genre which is meaningful to the students, such as...
as proposed by Battis (1994) the technological genres: blogs, instant chatrooms, online discussion forums, social media, social network or even mobile phones apps. The approaching through genres, allow the writing task to be more meaningful, and, as defined by Hartman and Lack (2003), genre is a staged, because it tasks students a few steps to get their goals, goal-oriented because they use its to get things done, social, because students are participating in genres with other people and proposed activity in which speaking/reading/writing engage as members of their culture and they are foreign students.

(b) Considering the context of an English classroom in that, chronologically, we are in March, the international month of women. Also considering that a month ago in the USA it was celebrated the Black History Month because it was February, it would be interesting and meaningful to propose an activity involving such themes. So, as a writing task, teacher could use technological genres, more specifically, a website and the social media (Facebook) in order to develop a writing task, which tasks have capsules of dealing with all these concepts previously discussed with students. For instance, public secondary school third year students:

- Students are presented a story woman who helped to construct Black American History such as Rosa Parks, Maya Angelou, Mrs. King and others. Teacher debacies on their biographies and importance to African American accomplishments inside the USA history.

- Teachers goes to the website posting a week where user can find tracks of female poets integrity poems written by women.
Teacher provides students the poetry "Still I rise" from Maya Angelou, and before talking about
the meaning and power of her words, proposes a
listening activity by asking students to fill in the
gaps of the text to complete the poem. After
playing the track twice or three times and checking
the lexical links with students, teacher asks students to
explore themselves and identify the transparent/implicit
words in the text.

Teacher gives students a piece of paper with
some questions about the poetry in order to help
students understand and interpret the strong
message from "Still I rise".

Teacher shows a video with the Brazilian
history professor Rosalia Paris's analysis of the poetry
written by Angelou. Teacher discusses with
students the power of interpretation of Paris
and the sense of progress and empowerment,
and she is an African Brazilian woman and
also involved in LGBT issues in Brazil.

Students have some time to write about
the meaning and the message that poetry
brought to them. They would have to do
it by the form of an essay, which is
one of the text types demanded by the miniseminar
syllabus.

As a homework, students post their texts
on their Facebook page, in order to foster
awareness of these issues and its families.

Idilica African American Women History.
Question 2:

"Genres are ways in which people get things done through their use of spoken and written discourse. A genre is a "kind of text." Academic lectures and casual conversations are examples of oral genres" (Savin, 1995).

Based on what Savin says in this affirmation, we might think of genres as the way people communicate. So, a genre needs to be contextualized and dynamic, because it is open to change. That doesn't mean that something gets or it is a case of for all definition. As stated by Sleeter (2001), if someone violates a genre expectation, there will be consequences, once genres have their own rules and conventions. Having that said, we could affirm that the practice of activities based on genres may contribute to the dealing of issues which are relevant to students, because those activities will be meaningful to them and once they are meaningful, they will be able to promote change by formulating new ideas and the construction of new points of view.

If teachers think having genres as a basis, especially when carefully chosen, they may contribute to the development of a path for critical thinking and autonomy during the process of learning. It happens because teachers will go from a diverse view to a specific perspective to face social and cultural issues. For example, one of the most serious and difficult to solve social issues in Brazil is violence against women. Considering media and communication as a genre, teachers could have many options and perspectives to talk about...
and deal with such issues. Teachers could consider the last two weeks of the main journalistic events on TV and talk about what was more popular regarding this issue on the period of time which links the assassination of the municipal council Marielle. Teachers could show students two or three minutes of an international news about it and start a debate on violence against women in Brazil. Then teachers could present some of the supporting and non-supportive posts made by men and women to the case and ask students to interpret those posts by using some questions and exercises to do it.

By doing an activity like that, teachers would be taking advantage of the genre they are using from a macro perspective to a specific and social issue which would be meaningful to students once they are Brazilian and users of the news. By the end of the activity, students could be asked to write a paragraph expressing their own opinion about the case.

An activity like that would meet the purposes of the National Curriculum Parameters (PNCC) that says on an official document that the role of education is to provide means and tools in order to help students: enhance human persons, have ethical values, develop critical thinking and autonomy, integrate the world of labor and develop competences to continuous learning by developing personality so as to foster values and competences to that of the society in which they live.
Question 3 -  

Level 8th year of Ensino Fundamental of a Brazilian Public School - English Lesson Plan aiming at the development of integrated skills, which will be: speaking, listening, reading and writing.

10' — Teacher asks students if they or a family member have ever had any experience with violence in Brazil. Teacher asks volunteers to share it with the group. Teacher takes note of vocabulary regarding violence, and they come up with students’ answers.

15' — Teacher places students a short video about the case of the little boy named Benjamin, who was killed during an anti-operation in Complexo do Alemão. Describe the event and the trial of Maya Avela de Naves.

16' — Students are asked to individually answer to some written questions about the text and the video and then, compare answers in twos or in pairs with their friends. Teacher briefly corrects and discards their answers.

20' — Teacher starts a discussion on the rates of African-Brazilian people association and introduces a short biography about Bob Marley, a Jamaican singer who fought for equality and peace through his songs. Teacher distributes a listening activity with “Redemption Song”.

5' — Students listen to the song before in order to do the activity and teacher
Check answers in group

5' – Students are asked to organize groups of three and teacher gives each group a stanza of the song and asks them to come up with the main idea of that stanza.

5' – Each group is asked to prepare a brief presentation in English on another song about race in English and to bring on the following lesson their findings.

Students would not only develop the four mental skills, but also the critical thinking on evidence against African-Brazilian people and urban violence in Rio de Janeiro.