Cintiôrêti, while in a conversation, said that classes have already been based on grammar and translation, but nowadays, teachers must analyze their students to make good decisions in the learning process. Thus, new teachers have to think about why English is necessary in the curriculum, what people need English for, how and what to teach.

The Brazilian National Curriculum Parameters (1998) demanded the focus on reading, writing, speaking, and listening. Scholars concluded that it should be more useful for the student but as Kukulian (2006) pointed out, determining what is most meaningful and useful for the learner is not an easy task. Thus, when the communicative approach was formulated, knowing a foreign language was not learning grammar rules anymore, but knowing how to use that language effectively to communicate (MATOS, 2015, 2015). In this sense, the focus is on the learner, and on its needs and interests.

However, communication cannot be the only purpose of learning English. EFL teaching has the power of constructing the student's identity as citizens through critical and literary lenses. Learning a foreign language is a way to be part of the global world.

According to Hollow (2005) and Mata Lopes (2003), English teachers can really contribute to the policies in school when they are able to be mediators in the building process of signs and meanings.
Teaching grammar has already been the great goal of English teaching. However, after the rise of many new methods, approaches and theories, teaching grammar is not its place and it is not the aim objective in EFL teaching anymore.

Thus, the role of grammar nowadays is to be a means to reach communication. Andrea Mattos e Silva (2012) point out that grammar is the main content in many schools yet the use of grammar has to be approached as a part of the general characteristics for example. So, when a certain game is used in the classroom, the linguistic elements will be introduced and grammar issues will be pointed out on the class figure.

In this sense, the teaching of grammar cannot lose its importance and it is a great tool to communicate itself. Nonetheless, it has to be presented in use, that is, practiced in original text, communicative situations in the learning process. Consequently, if the meaning and no correction to reality, consequently students will not appropriately its functions.

In Brazilian public school grammar can be taught through Text That are part of the daily life of students. We can teach how to give personal and professional information using the Simple Present with a hybrid use: game for Ore, picture on the classroom wall. Simple past tense to teach imperative imperatives also can be practiced through maps, traffic signs, and book graphics can show the students the Simple Past.

Following these steps, grammar will be meaningful and its importance will be also recognized by the most important element in the learning process: the student.
3. General objective: Preparing students to evaluate their studying conditions in school.

   - Specific objectives: - Reading and comprehension of the text
   - Stimulating a discussion about learning conditions in school in order to compare to India students and also to think about items that can make their learning process better.
   - Creating their lists in order to register ideas that came up during the discussion.

   - Content: list (genre) earn as possibility (grammar, print)
   - Materials: pieces of paper, text, data show board,
   - Activities description:
     5) The students will read the text projected by the data show. The teacher will ask for volunteers to read the text of himself can make it (5 min)
     6) Then the students will be divided into groups and they will receive parts of the text. After some minutes, the groups will be invited to share what they could understand by that part (20 min).
     7) After that, the teacher will lead a discussion about the reality of the school in which they are studying, in order to compare to schools mentioned in the text. Besides, the students will be also invited to think about how their learning process could be better, that is, what is missing to make their own school a better place to acquire knowledge.

     During the discussion, the teacher will propose that they make their lists named: "Things we can do according to our school reality" and "Things we cannot do according to our school reality." (25 min)

Thus, the teacher will present the modal verb "can" as possibility and the students will be let know that in the next class, they will make a folder with their list.