Question 1:

In the globalized world we are living in, everything is liquid (Bauman, 2000) and uncontrolled (Giddens, 2003). The way people understand life is becoming more and more complex and it is not different in the language teaching context, for example.

Before the notions proposed by the Postmethod, the language teaching process was bound by different methods associated with different language views (Kumaravadivelu, 2007). But now, in a Postmethod condition, language is no more understood as just structures studied isolated from context but as social practice (Phatai, 1996).

The idea of language as social practice means that language cannot be studied without its context of production and first questions are who, when, why, how, when this language was used, produced and are really important. But, in the English language classroom there is always something that teachers and students don't know how to deal with: the case of grammar.

Grammar, as according Thornberry (1999), "partly the study of what forms (or structures) are possible in a language", i.e., the study of the syntax and morphology of sentences. Before the Postmethod condition, grammar was viewed as the most important issue to teach, learned in a language. Its study was totally isolated from context and the study of structures as syntax, for example, was overestimated.

Nowadays, knowing that language are more than just structures, the teaching of grammar must to be situated. Celce-Murcia and Larsen-Freeman (1988, p. 4) present 3 dimensions on teaching grammar: form - how is it formed? (accuracy); meaning - what does it mean? (meaningfulness); and use - when, why is it used? (appropriateness). Of course, when we teach grammar we must teach forms, but most important is to know that there forms, when used in different context, produce different meanings.
So, the most relevant contemporary issue in the teaching of grammar is still: in how grammar is teaching. Learners need to learn not only what forms are possible but what particular forms will express their particular meanings. In a social perspective, grammar is a tool for making meaning. The learner's attention needs to be focused not only on the forms of the language but on the meanings these forms convey. (Lavan-Efrimon, 1997; Thornbury, 1990).

Swain (1994, p. 51) says that effective grammar teaching focuses on the specific problems (real and potential) of specific learners. This calls our attention to the question: what grammar do we teach? Must we teach the same grammatical structures that the students are speaking?

Our students must to know grammar. To know how to use language in different contexts of interaction, being written or spoken. Another issue that this analysis leads us is that knowing grammar is not the same to know the language and, most important, to know how to use the language.

The teaching of grammar in a social perspective is a powerful tool to present students different ways of usage a language in context and in adequate to the discourses that are produced in society. This awareness can also prevent avoiding the wrong idea that if you speak/write something grammatically "wrong", you are not good enough in the language.

This notion of teaching grammar can also help us to discuss different prejudices that people may have related to grammar, since we live in a cultural world in which the English language is a living literature (Geny, et al., 2015).
Question 2:

Grammar is just one of the many aspects of knowing a language, but its study in the teaching of English for Brazilian learners can teach us some things:

1. The study of grammar is a way of our understanding that all languages have a kind of structure that must be used when you are speaking or writing, for example;
2. Another role of grammar is that its study, when treated dually, shows us how discourse can be used in different contexts and how the words choices made in some content are not "allowed" or "right" to be used in other contexts.

Fairclough (2001) points out that all social practice produces discursive practices that produce different facts. In other words, all interaction produces different ways to use language. When you know grammar (written or spoken), you know how to use language in a big variety of interactions.

According to some official documents as PCN (1998) and OCEN (2009), knowing a language means to learn knowledge and use. This notion remembers us that, as say Kalentev and López (2000), the mission of education is "to ensure that all students benefit from learning in ways that allow them to participate fully in public, community, and economic life."

The role of grammar in English teaching in a globalized world (Bauman, 2001), as the and specifically in Brazilian schools is to remember that the use of language is always situated in which the forms can assume different meanings in different contexts.

Directly, learning all this conception of grammar is just the study of isolated forms in Brazilian schools, grammar can be studied through a generic pedagogy, in which different (oral and written) texts can...
start huge discussions about grammar and the importance that context have in the meanings that are produced in our discussions. At the same time, a genre pedagogy (Kolantage and Lepp, 2000) can help us to reflect in how knowing different grammars (from spoken and written discourse) is important to act in society (Schlatter, 2007).

Another example of how linguistic items can be taught in Brazilian public schools is through technology. It is natural students commit grammar errors while in writing, for example. As says Franco (2008), the use of technology can help students to develop multiply contexts lots of skills and help teachers to better develop students writing with the use of blogs and wikis, for example. But not just about writing skill, the use of technology in our grammar classes can help students to be more familiar with virtual genres and their uses.

Question 3:

Lesson Plan

Level: 7° ano Ensino Fundamental | 125 students

Setting: CAP - UERJ

Duration: 50 minutes

Teaching point: The modal verb can/cannot

Theme: How can our school be a better place to study?

Goals objective: Discuss what we can and cannot do in our school/classroom in a way to improve or transform it in a better place to study.
<table>
<thead>
<tr>
<th>Step</th>
<th>Teacher's Procedure</th>
<th>Students Procedure</th>
<th>Interaction</th>
<th>Specific</th>
<th>Time</th>
<th>Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The teacher will ask students about what they think about their school.</td>
<td>Students are supposed to think about their school.</td>
<td>Reading</td>
<td>T-sts</td>
<td>3'</td>
<td>-</td>
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<td></td>
<td>Teachers will present the classroom in a picture.</td>
<td>Students are supposed to write.</td>
<td>Writing</td>
<td>T-sts</td>
<td>3'</td>
<td>Stimulus</td>
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<td>2</td>
<td>Some images from different schools will be shown to students.</td>
<td>Students are supposed to compare the images with their own school.</td>
<td>Reading</td>
<td>T-sts</td>
<td>5'</td>
<td>Image</td>
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<td></td>
<td>Teachers will ask students to write their own lists from their school.</td>
<td>Students are supposed to write their own lists.</td>
<td>Writing</td>
<td>T-sts</td>
<td>5'</td>
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<td>3</td>
<td>The teacher will ask students to read the text.</td>
<td>Students are supposed to read the text.</td>
<td>Reading</td>
<td>T-sts</td>
<td>10'</td>
<td>Text</td>
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<td></td>
<td>Teachers will ask students to summarize the text.</td>
<td>Students are supposed to summarize the text.</td>
<td>Writing</td>
<td>T-sts</td>
<td>5'</td>
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<td>4</td>
<td>The teacher will ask students to discuss the questions about the text.</td>
<td>Students are supposed to discuss the questions.</td>
<td>Writing</td>
<td>T-sts</td>
<td>5'</td>
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<td></td>
<td>Teachers will ask students to share their ideas with each other.</td>
<td>Students are supposed to share their ideas with each other.</td>
<td>Discussion</td>
<td>T-sts</td>
<td>5'</td>
<td>-</td>
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<td>5</td>
<td>Two sentences from the text: a) School can be seen hands. b) Many students in the world discuss the global.</td>
<td>Students are supposed to discuss the meaning of these sentences.</td>
<td>Language</td>
<td>T-sts</td>
<td>5'</td>
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</table>

**English**

Teacher will ask students to produce some T-STS of students in groups. Students can do or cannot produce some T-STS. Discuss about school in a better way.

4. Teacher will ask students to produce some sentences with the target language. Students will show their production, and the teacher will grade them.

5. Students will share their sentences with the class and will review what they have studied.
Referências

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