Novo aspecto: o importante de tomar em consideração, no que diz respeito à aprendizagem do inglês, é que o mesmo mapeamento sociocultural, como um dos fatores que afetam a aprendizagem, deve ser levado em consideração. O mesmo se aplica a todas as linguagens que são aprendidas em um contexto cultural, seja formal ou informal. O inglês é uma língua de comunicação internacional, mas não é a única língua que é usada em diferentes contextos culturais.

2) Since language is a system for the expression of thought and meaning, its primary function should be largely considered when teaching communicative. In order to enable students to communicate, teachers need to provide an environment which promotes learners' engagement and interaction in meaningful, authentic situations.

According to Brum (2000), the target linguistic system is learned when students are trying to communicate with the teacher and their peers, through trial and error. That means that language patterns (grammar) are built by students during interaction. The grammar's role would then be to serve for the functional and communicative purposes of language.

On the other hand, one may face difficulties when teaching grammar through the interaction in Brazilian public schools, since some aspects peculiarity to this learning environment should be taken into account. Many Brazilian public schools have classes with a great number of students, what usually leads to bad behavior and the impossibility for the teacher to offer enough attention to all students, for instance. Besides, students being able to cope with EAL seem still seems to be a primary goal. So, great focus is given on the development of strategies to enable students to understand texts in English and deal with some grammatical points, mostly in written register.
Imaginative items should be taught mainly in context, based on student motivation displayed by the teacher or through a test, for example. Teaching imperative showing signs is interesting because we can use examples of authentic text which may be known by the learner (recognized in films, for instance) and student can also recognize them because there are their counterparts in Brazil, too. Signs that should be used would contain information as “Don’t smoke”, “Turn off your mobile”, etc. Impedim may also be taught using language from videogames in which students need to follow some steps to reach the goal of the game, for example. “Open treasure chest and find a treasure list”. Imperatives may also be taught when working with recipes, leading students, if possible, to follow steps to prepare the food from the recipe and bringing it the next class. Teachers might start a class talking about their routine and then ask students to retell the teacher’s routine. After they done in Portuguese, the teacher can show the outline of an English-speaking teacher, for example, discuss the similarities and differences with students and work on language based on the text and using student’s prior knowledge. Inductive learning of grammatical aspects through text is also relevant since it avoids lots of focus on best teaching of grammar rules and terms.

2. Level 2: elementary

Duration: 50 minutes

Goal: Enable students to talk about their school routine

Objective: By the end of the class, students will be able to use the Simple Present Tense with “I, you, we, they” to talk about their school routine.

Materials: Projector and whiteboard

Procedure:

Warm-up (5’): Teacher writes “backpack” on the board and asks students at meaning. Then asks students to list everything they have in their backpack. If they can’t remember something in English, the teacher may help (school object have been taught in 6º one).

Pre-reading: Whole-class work – 5’. Students build together a list of what is necessary for a student to have in class. Then, they discuss what they class bring.
2. and what they would like it to know. Teacher revises school objects with the help of the projector.

Reading (15'): During reading, students should answer the following questions:

a) Where is the school mentioned in the text? b) Is the boy in the picture happy? why?
   c) Do all kids in India have desks at school? d) What is "Organik"? e) What was created by Organik volunteers?

Language in use (15'): Teacher shares some sentences extracted from the text on the projector:

"They carry the books in their arms or in bags."

"They sit on the floor."

"Kids bring over as they do their assignments on the floor."

Teacher asks students if these sentences refer to something happening now or to something that happens regularly. Then, teacher asks to whom these sentences refer to, and after students' responses, work on the use of the pronouns "they" and the noun "kids". Then, the teacher asks students to find the verbs in the sentences and ask: "Is there a suffix? prefix in these verbs?". How do they appear?". The teacher explains briefly that they are examples of the Simple Present Tense form, and direct its use to the pronouncements "I, you, we". After that, students try to create some sentences about their school routine using the verbs given by the teacher.

Post-reading (10'): In small groups, students should compare their school and the school mentioned in the text and present solutions that could improve the studying conditions of any of the schools.

Extra-clas work. In the next class, students should present a poster showing how the routine of students in some part of the world is (Internet search).