

Question 1)

When teaching grammar is important to consider the student's background and reality. According to "Parâmetros Curriculares Nacionais", the use of language involves social identity. Grammar must be taught through contextualization. Students can realize the grammar rules and structures through different contexts of language use. Then, it is important to analyze students' needs because the language they use has to be part of their world. Teachers do not teach learners how to communicate only with grammatical rules and structures. It is important to show the functions of the linguistic items so that learners can use them in different situations. Grammar must be integrated to the ~~skills~~ skills of reading, writing, speaking and listening.

Question 2)

The role of grammar in the teaching of English for Brazilian learners is to construct linguistic and critical awareness of the use of the language. According to "Parâmetros Curriculares Nacionais", Brazilian learners need to know how and when they use language in situations of communication. Teachers have to teach according to students' realities so that learners can perceive the possibility of using language outside school. Also, grammar can be related to culture, on how people communicate and use expressions around the world. Linguistic items in a Brazilian public school must be taught through real contexts. Teachers should use a variety of discursive genres to make students aware of the use and how to use

the linguistic items. For example, in an ~~letter~~ letter of advice it is used structures to give advice such as the modal verb "should". In a recipe, teachers can work with imperative structure and how to express sequence.

Question 3)

Teaching point: Routine using Simple Present structure

Warm-up: Teacher activates students' previous knowledge asking if they know how schools are in other countries and if they face any difficulty in their school.

While reading: Students read the text and answer questions about it: ~~the main idea and meaning~~
~~Skimming: what is the text about? This is "What is the text about?", "How is the routine of Indian students?" "What was the idea of Caramba to help the students?" Then, the teacher asks the students to identify a sentence in~~
~~Post-reading/Production: the text that express~~
routine. After that, presents the structure of Simple Present and its function.

Post-reading / Production: Students talk about ~~the~~ the routine at ~~their~~ Brazilian schools. After that, they have to write about their routine at their school.