

Question 1)

In a contemporary world where technology and globalization have directly influenced the teaching and learning of a language, it has been a challenge to implement meaningful ways of teaching grammar. While in the past grammar was put in a traditional box, nowadays that box has become small to the diversity of information and input our students have been exposed to. Because of that, it is not an easy task to come up with a strategy that will make grammar meaningful to all students.

Liu and Nelson point out that teachers must take into account that learners come from different educational and cultural backgrounds that shape ~~their~~ their view of the world and determine the contact they have had with the foreign language. With that in mind, we will be able to discern and experiment the strategies and materials that will be useful to our group of learners.

The truth is that there is not an exclusive formula for a classroom nor even for an individual; rather, as Liu and Nelson (2016) say, the teaching of a language is a system that involves different factors based on the knowledge that ^{the} teacher have about their students. Therefore, ^{by} trials and errors, teachers must explore the diversity of their group of learners in order to present grammar as an interactive, meaningful and contemporary topic that students will be interested in and will benefit from.

Question 2)

Brazilian students have mostly experienced ^{English} grammar classes in schools that are based on the way they learn Portuguese grammar. They are given a book that contains the structure

of a language they do not know and pictures that depict a culture distant ^{from} their reality.

However, the real role of grammar in the teaching of English for Brazilian learners is not creating a complex and boring learning setting, but providing them with meaningful tools to expand their knowledge of the language in the four communication skills: writing, reading, listening and speaking. And in order for that to happen, grammar must be taught considering the cultural identity of the individual learners.

Hall (2006) says that the cultural identity of an individual influences the way he interacts with the world around him. That is, he will attribute meaning to situations and will assimilate knowledge and information based on his own identity and reality. Thus, when teaching grammar, teachers must consider the context of their Brazilian students.

For example, linguistic items can be taught by bringing pictures or videos that show situations and places that learners can refer to. They will recognize phrases that they use and will connect to what is being taught. Also, teachers can explore the community where students live and create role-plays in which students can participate using the linguistic terms they have just learned. That way grammar points will be meaningful and useful in a Brazilian setting.

Question 3)

LESSON PLAN

Objective: Teaching CAN and CANNOT based on abilities.

- Introduction (5 min) - Show students tricks the teacher can do. Ask a few students to come to the front and show what they can do.
* Use vocabulary and the structures CAN and CANNOT.
- Presentation (10 min) - Write simple sentences on the board about what students can do. For example: Ana can jump on one foot. (Use gestures to help students remember vocabulary and CAN/CANNOT).
- ASK students to say sentences about famous people's abilities.
- Testing understanding (5 min) - Read sentences with students and ask them to say "true" or "false". Encourage them to correct "wrong" sentences.
- Practice (25 min) -
 - 1) Students write sentences about what they can or cannot do. (10 minutes)
 - 2) Students read each other's sentences. (5 minutes)
 - 3) Students listen to a short podcast about what Guinness Book winners can do. (5 minutes)
 - 4) Students answer questions about the listening passage. (5 minutes)
- Conclusion (5 min) - Students will plan a Talent Show for next class where they will show what they can do.