The question raised in this section is related to the teaching of language: which elements are significant for the learners? The text also mentions some important factors that need to be considered, such as the necessity of the language according to the student's frequency, need and lack.

We add to these aspects the fact that in today's globalized society, learning a language means more than just being able to communicate in it; it means learning related cultural and knowing how to use it (TILIO, 2017, p.6).

In this respect, learning a culture associated in the case of English, helps pages to the students to become a part of social networks. Learning to interact with new discourses is an important aspect; it is not only necessary to use language in a critical way, interacting with the discourses that permeate their lives.

Language and learning are here understood from a sociocultural perspective (PEN 1998), that is, socially situated and constructed in interactions preparing learners to act as a protagonist in the globalized world. Thus, participating in it and transforming it (TILIO, 2017, p.6).

This sociocultural perspective can be related to the quote presented in Question 1. We believe that the teaching of language, when it comes to what is most meaningful and useful for the learner, can be based on...
What is authentic for the learners, in terms of authentic use of the language in the social practices students interact.

So, it is extremely important to problematize the status of grammar in the EFL setting. The approach must allow structural and does not dialogue with the students' interaction with language in the social world. Knowing how to operate the grammar forms means to know how to organize the linguistic items in oral or written texts in a way that is possible to interact in the social practices (HALLIDAY & HASAN, 1989).

Here, we are close to a perspective to the teaching of grammar that takes into consideration the fact that our grammatical choices are always related to its uses, its functions and potential to create meaning. The idea defended here is in opposition to the structuralist perspective in which the linguistic items are taught outside the social element.

Question 2

Based on the critical and sociocultural concept of learning and language explained in the previous question, we understand grammar on a situational-functional perspective (HALLIDAY & HASAN, 1989; HALLIDAY & MATTHIESSEN 2004) in which three types of meaning exist: ideational (construction of the reality through the use of linguistic materiality), interpersonal (how we use language to interact with the other) and textual (how discourse materializes, that is, our social choice, for example).

The OCEM (2006) also corroborates the teaching of
Grammar in a socially situated way when the document states that "the grammar rules will always be present in any use of the language, but not connected to the concept of grammar as an isolated and deskriptivized system" (BRASIL, 2006, p. 140).

In order to situat the teaching of grammar, the PCI (1998) and the OCEN (2006) suggest the teaching of EFL based on themes such as, citizenship, work, consumption, environment. Understood as the social realities in which the language occurs (TJLTO, 2017), themes can be helpful in the teaching of English. When the unit of a coursebook is organized from a thematic content, students are able to get involved in the learning process since they are familiarized with the topic being discussed.

Taking grammar as one of the systems of meaning construction in discourse does not mean "the alienation of the systematization of language" (OCEN, 2006, p. 107). The complexity of the uses of languages in today's globalized world do not allow teachers to focus on grammar through a structuralist perspective. Due to this fact, we suggest the teaching of grammar in the setting of a Brazilian public school, based on thematic content, always starting from centralised uses. So, the grammar rules and specific vocabulary are always related to the theme that guide the material.

Instead of sistematizing the grammar in lists and through no authentic activities, the formal aspects of the language are developed by the use of the concept of "nothing", in which students are taken to
realize, to notice how the linguistic item is used (T surf data). The idea is that learners achieve the correct comprehension of the grammar aspect by themselves.

For example, greetings and introductions can be explored through the use of films. The teacher can select a couple of scenes, according to the level (lower fundamental or upper medium) and age of students, to show them different ways in different contexts of introducing a person to another or how a person introduces him/herself.

The verb "be" can also be worked in this way. Instead of conjugating the verb in the Simple Present, it makes a list with all the personal pronouns at once, the teacher has the option to use the greetings and introductions of the films excerpts to make students aware of the pronouns and the way the verb "be" is used.

In the examples above, we have the opportunity to explore the three meanings present in a systemic-functional perspective of grammar: ideational (how the situations of greetings and introductions are constructed); interpersonal (how the expressions are used, depending on the context and the people involved) and textual (how the greetings and introductions are materialized through the lexicogrammatical choices presented in the scenes)
Questão 3

Theme: understanding and comparing different schools realities

Objective: Discuss about different schools realities

Linguistic purpose: understand the use of comparative forms of adjectives

Level: 4º graders

Duration: 50 minutes

Materials: computer, data show or flashcards and handout

Procedures:

1. Write on the board "School is not always easy" in Portuguese, students are supposed to talk about it and give their opinions based on their real reality. They may work in pairs 5 min.

2. Students share their thoughts with the whole class. 5 min. (In Portuguese but students can be prepared)

Pre-reading: using the computer or flashcards to show students only the picture of the boy and ask them to describe it. 5 min.

3. Now teacher shows the pictures if the schoolbag turning into a desk (one step at a time). Ask students to describe the pictures and relate them to the boy.
Reading: Teacher gives the handout and students in pair answer the following questions 5min.

a) The schools mentioned in the text are from —

b) What kind of schools are these? Rich or poor?

c) What schools & supplies are mentioned in the text?

d) What is Garambeh?

e) Who is Shopy Murthy?

f) What did the volunteers create?

Post-reading 5min.

Activity 2: Students answer in Portuguese 5min.

a) Qual você achou da ideia dos voluntários? Que outras ideias você pensou?

b) Por que você falar sobre “school is not always easy”. Qual você mencionou no relato do Shopy?

c) Do invés de uma ONG, quem “devria” suprir os recursos dessas escolas em Mumbai? Em relação sua sua escola, como é essa realidade?

Activity 3

Students are asked to analyse the following sentences and then answer some questions in Portuguese 5min.

a) In the poorest areas of Mumbai, school is not always easy.

b) It is not easy for children in these areas.

c) The situation in my school is easy.

d) The situation in my school is easier than in Mumbai.
1. Qual palavra, em Inglês, foi usada para caracterizar as escolas?
2. Em qual frase foi feita uma comparação? E que foi o objeto a ser respondido essas questões?
3. Quais mudanças a palavra "easy" sofreu na frase "it"?

Activity 4

The teacher shows students pictures of different schools in different places in Brazil and in other countries and ask them to compare the institutions, based on the comparison in the previous activities. The teacher relies in to elaborate posters to be shown to other classes in the school. The posters are supposed to show the different realities in different schools, not only the poor ones, but also the rich schools.