

## Didactic Unit

# Lol and stay safe

## LOL e fique seguro

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## 1 SUMMARY

Chart 1 – Organization of the unit

Discourse	Notions	Genres	Registers	Speech Acts	Lexicogrammar/ Phonology/ Graphology
Health discourse	Habits during a pandemic	Instagram post	Instagram post about entertainment during life in quarantine	To recontextualize social media posts	Verb tenses: simple present, simple past Infinitive forms
	Digital life during a pandemic	Piece of news Journal	Piece of news and journal about online habits	To report online habits during a pandemic context	Adverbs of frequency
	Health problems	Infographic Quiz	Infographic about Coronavirus and the flu Quiz about Coronavirus	To raise awareness about Covid-19 and health symptoms	Vocabulary: daily activities health problems and symptoms digital habits
	Self-medication	Meme Internet fórum	Meme about online diagnosis Internet forum about Covid-19	To identify irony in memes To ask for advice	Modal verbs: will and would 'should' to give advice

Source: devised by the authors, based on Motta-Roth (2008)

## **2 AUDIENCE/TEACHING CONTEXT**

The target audience of this pedagogical material is first-year high school students from a public school.

## **3 THEME**

Devised during the pandemic of Covid-19, this teaching practice was developed to fit this context, raising awareness of Coronavirus issues by exploring students' daily routines and adaptations, digital life, health problems, and self-medication. The unit also seeks to promote a stress relief caused by all the situations through humor, and it is also an opportunity for the students to learn an additional language.

## **4 GENRE(S)**

The discursive genres used in this unit are the following: a) Instagram post; b) piece of news; c) journal; d) infographic; e) quiz; f) meme; and g) Internet forum.

## **5 COMPETENCES**

In this unit, students will be able to broaden their vocabulary about indoor activities, as well as develop communicative skills in daily routine in the context of the Coronavirus pandemic, and explore the context of social media interaction.

## **6 OBJECTIVES**

This unit has as its general objective to raise students' awareness of the Coronavirus issue through humor whilst learning an additional language. This objective is unfolded as the following specific objectives: a) to explore health discourse, using humor as a tool to draw students' attention towards the context of Coronavirus; b) to explore health discourse in the process of learning an additional language by enhancing

the students' four skills; and c) to identify linguistic elements present in textual genres that cause both humor effect and critical thinking.

## 7 RESOURCES

To apply this unit, some pedagogical resources are necessary, such as printed materials, a projector, a blackboard, and computers.

## 8 ACTIVITIES

### Warm-up

1. Discuss these questions with a classmate:

- a) Did you consider yourself an outdoor or an indoor person before the quarantine? Why?
- b) What about now? What changed?
- c) Describe your daily routine right now. These examples may help you begin:

In the morning, I wake up at 6:00 a.m...  
My classes start at 7:30 and end at 12:00...  
I have lunch at school/home...

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2. Match the pictures with their definitions:

- (a) cooking (b) listening to music (c) reading (d) watching TV (e) playing games  
(f) working out (g) browsing online



( )

( )

( )

( )



( )

( )

( )

Are you doing your favorite activities right now?

3. How often did you access social media (Facebook, Instagram, Tiktok) before the Coronavirus pandemic? What about now?

**Tip: use the frequency thermometer!**

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## PRE-READING

1. Skim the text on the next page and answer the questions:

a) Where was the text published?

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b) When was the text published?

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c) Considering the title and the context of the publication of the text, what is possible to predict about it?

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2. What is the likely topic of the text?

( ) activities that shouldn't be done during quarantine.

( ) the probability of doing some activities during quarantine.

( ) entertainment activities to do on the weekends.

3. Relate the social media buttons to their corresponding functions:



( ) to forward.



( ) to save content.



( ) to comment.



( ) to like.

**how i entertain myself while quarantined**

Activity	Probability
being productive	Low
re-watching love is blind for the 4th time	Medium-Low
figuring out how to use tiktok	Medium
scrolling through instagram for quarantine memes	High

Interactions: Curtido por **abbiabbeyabby e outras pessoas**. Comment: **jilliebeans @jvitale16** 1000 percent !!! 😂😂😂😂. Comment: **deew64** 😂😂.

Source: Betches (Instagram)

## WHILE READING...

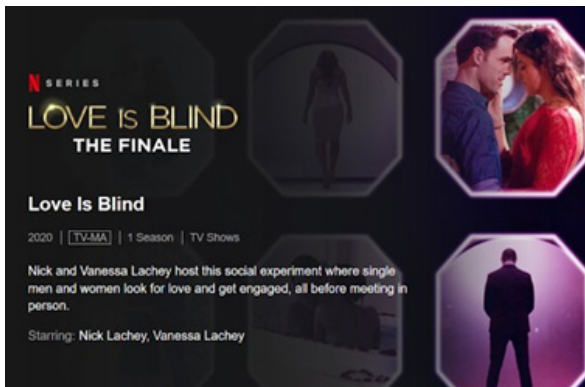
1. Match the activities represented in the text with their corresponding images:

(a) Being productive.

(b) Rewatching 'Love is Blind' for the 4th time.

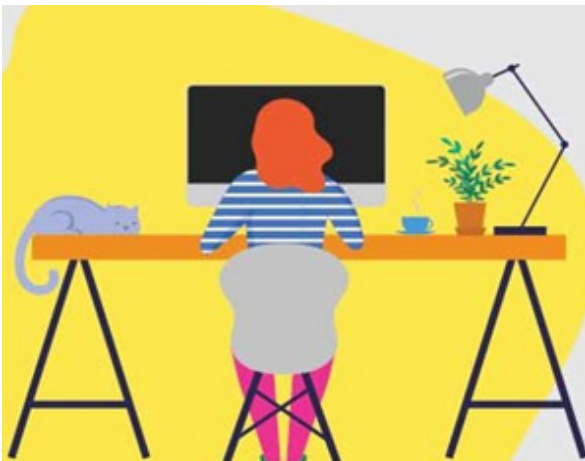
(c) Figuring out how to use Tiktok.

(d) Scrolling through Instagram for quarantine memes.



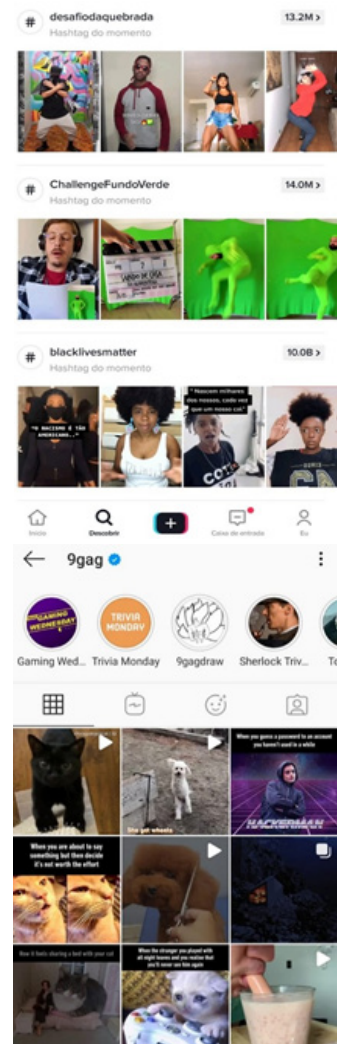
( )

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2. According to the text, which activities are the most frequently performed to promote entertainment? Provide evidence.

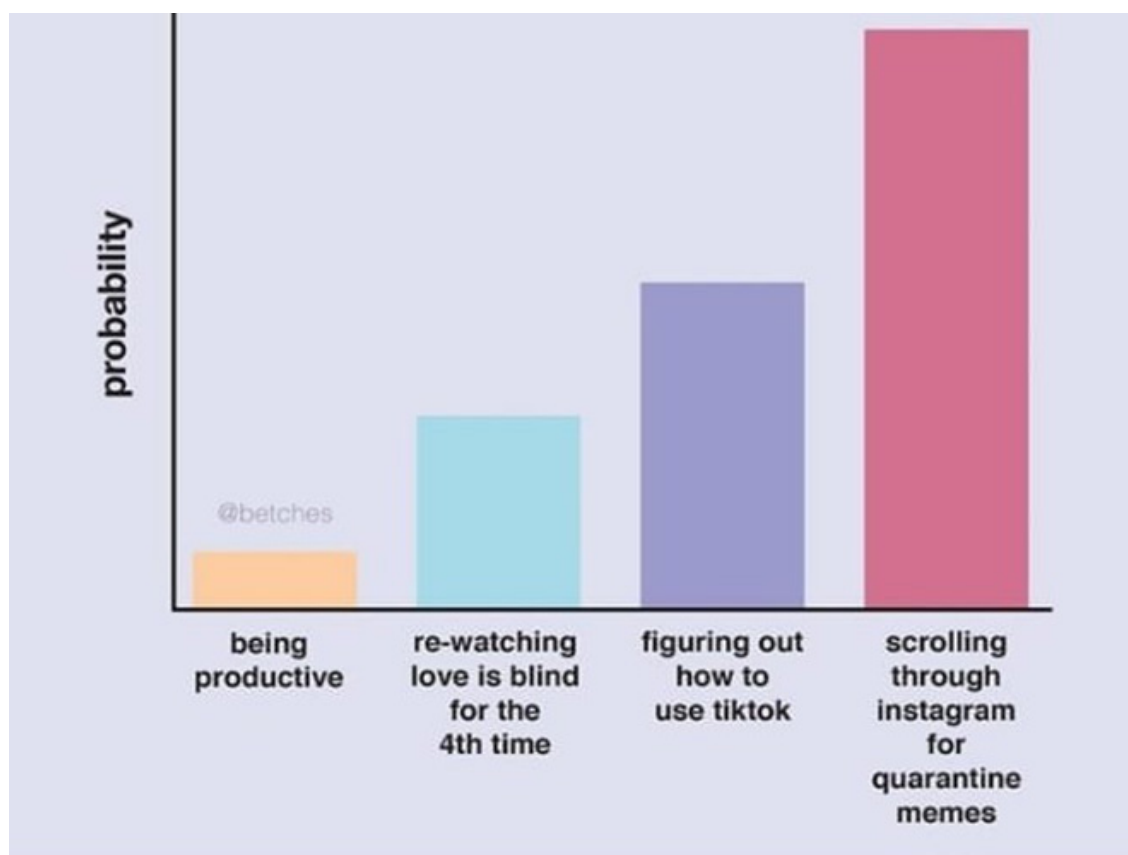
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## GRAMMAR: WHEN DO WE USE -ING?

1. Circle the verbs in the text and identify the verbal tense. Search for them in the selected image:



2. What is the verbal tense?

- ( ) Simple Present.
- ( ) Present continuous.
- ( ) Infinitive.



Did you know that...?

Starting a sentence with a verb + -ing is not wrong!  
In fact, this is very acceptable.  
This is a case of verbs in the infinitive form with -ing.

3. Use the words and expressions you have just studied and write three sentences about yourself. You should use the verbs below in the infinitive form with -ing.

a) Entertaining

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b) Watching

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c) Browsing

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## READING FOR CRITICAL THINKING

1. The graph represents somebody's habits during the quarantine period with a dash of humor. Was your routine similar to or different from the one represented in the graph? Explain.

2. Did you miss any habits/activities during the quarantine? If so, which one(s)?

3. In your opinion, how relevant was social isolation towards fighting coronavirus?

4. Now, it is your turn to design a graph. Take into consideration the activities you used to do during the quarantine. You can add your dash of humor. Share your ideas with a classmate and get started!

## INTERACTING

Follow your teacher's instructions and have fun!

### Instructions:

- Students present their graphs individually and receive feedback from the teacher;
- Students go to the computer lab;
- Guide the students while they transform their graphs into social media posts;
- Students post their images on Instagram;
- Students should react and comment on their classmates' posts.

Did you know that...?

- over 24 million children, adolescents go online in Brazil?
  - eight of every ten children and adolescents in the country use the internet to watch videos, shows, films, and series and to listen to music?
  - Internet use in schools covers about 40 percent of children and adolescents in Brazil?

Source: Agência Brasil <<https://agenciabrasil.ebc.com.br/en/geral/noticia/2019-09/over-24-million-children-adolescents-go-online-brazil>>

How about you? Discuss a little bit of your routine with a classmate:

- Who has the most stressful routine?
- Who practices the most unusual activities?
- Who spends more time studying online?
- Who spends more time on entertainment?
- Who has a healthier relationship with technology?

## CHALLENGE YOURSELF!

Have you ever taken a close look at your daily routine? Some people enjoy keeping journals about their days, or even just taking notes of unusual things that happen. Let's give this a try? Follow the instructions:

1. Create an account on the blog LiveJournal at [www.livejournal.com](http://www.livejournal.com);
2. Monitor your daily routines for a week and publish at least two journal entries in the blog. You can use the questions from the following example as a guide;
3. Share your journal with the group (and the teacher!);
4. Interact with other publications by 'reacting' to your classmates' journals and commenting on them.

January 17th, 2021, 06:22 pm

### Lazy Sunday

Hey!

My day started at 10AM today. Not bad for the weekend, am I right? During the morning, I took a cup of coffee and did some academic activities quickly in the computer – for about 20 minutes. When I finished, my sister and I got together to watch an episode of 'Supernatural'. An hour later, we had lunch with our parents, washed the dishes and went back to watching some stand-up comedy shows on TV (my mother loves Afonso Padilha!).

By 2PM, we started watching the movie 'Thor: Ragnarok' and we stayed in the living room until it finished. After that, I took a shower and ate the remains of a "xis" with a cup of coffee. One more time, I turned on the computer to do academic activities (this time, not so quickly).

Right now 6:20PM, I am writing this journal entry as an example for the students. Actually, I wish I had gone riding a bike with my sister, but duty calls!

See y'all later :)

How did your day start?

How long did you stay online?

What did you do in the morning/afternoon/evening?

Did you use the internet? For what purpose (work, study, entertainment)?

How did you feel by the end of the day? Did you do everything you wanted to do? Did you wish you had done something different? If so, what was it? What prevented you from doing it?

## WHAT ELSE COULD YOU SAY?

What "offline" activities did you do (read a book, work out, take a walk, play the guitar)?

Is there anything from your routine that you would like to change? If so, how could you do it?

## QUIZ: CORONAVIRUS

How much do you know about Coronavirus? Take the quiz to find out! (you get 5 points for each correct answer).

1. What is the official name for the Coronavirus?

- a) WUHID-19.
- b) SARS-19.
- c) COVID-19.
- d) COLA-19.

2. In which country did the COVID-19 outbreak start?

- a) Italy.
- b) Japan.
- c) Germany.
- d) China.

3. How did the Coronavirus start?

- a) A guy ate a fish.
- b) A guy ate a bat.
- c) A guy ate a snake.
- d) A guy ate a bird.

4. Why is it called Coronavirus?

- a) Because the beer can cure it.
- b) The cells look like corona beer bottles.
- c) The cells look like crowns, and corona means crowns.
- d) It was named after a famous scientist, John Corona.

5. Which of the following is NOT a common symptom?

- a) Toothache.
- b) Cough.
- c) Fever.
- d) Fatigue.

6. How does COVID-19 spread?

- a) Through touching objects.
- b) When an infected person coughs.
- c) Through sharing blood.
- d) Through toxic waste.

7. How long does it take before the symptoms show?

- a) Immediately.
- b) 1-2 weeks.
- c) 1-2 months.
- d) 1-2 years.

8. How long does a quarantine last?

- a) About 2 weeks.
- b) More than 1 month.
- c) Less than 48 hours.
- d) 3-4 days.

9. What can you do to be protected from COVID-19?

- a) Wash hands regularly with soap.
- b) Wear a mask if you are feeling unwell.
- c) See a doctor if you are feeling unwell.
- d) All of the above.

Sources: Adapted from The Guardian <<https://www.theguardian.com/world/2020/apr/28/quiz-how-much-do-you-know-about-the-coronavirus>>, and CDC <<https://www.cdc.gov/coronavirus/2019-nCoV/index.html>>

## NOW, CHECK YOUR SCORE!

Answer-key: 1.c; 2.d; 3.b; 4.c; 5.a; 6.b; 7.b; 8.a; 9.

### 0 to 20 points

Well, we may agree that all this pandemic stuff is not very attractive, but it is necessary to keep track of it and learn whatever you can. If not for yourself, then do it for your beloved ones.



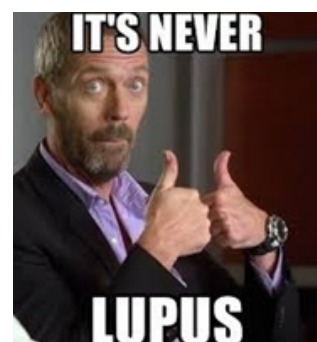
### 25 to 35 points

Hey, that's nice! You almost got everything right! But don't slack, there's still plenty of things to know and understand about this Corona thing. So, be careful, ok?



### 40 to 45 points

You completely nailed it, congratulations! You must be a doctor or something, right? Keep doing what you are doing, always in touch with the news, and we'll all get through this safe and sound.



## DISCUSSION

Based on your score in the quiz, discuss:


- a) How well-informed about Coronavirus are you in fact? How do you keep yourself informed?
- b) Where can you find reliable information about Coronavirus?
- c) Do you know the differences among these illnesses: a cold, Covid-19 and the flu? If so, explain.
- d) Are you following the safety measures to stay healthy?
- e) What aspects could you improve to be safer from Covid-19?

## WHILE READING...

Take a look at the text and answer:

- a) Where was it published?
- b) What is the genre of the text?  
( ) recipe ( ) infographic ( ) article ( ) lyrics
- c) Who are its probable readers?
- d) What is possible to predict about the text based on the non-verbal information (color, figures, symbols)?

**CORONAVIRUS AND THE FLU**  
*The symptoms are similar*



**Coronavirus (COVID-19)**

Coronavirus, or COVID-19, is a new strain of coronavirus not previously seen in humans that is spreading quickly worldwide. Four other strains of coronavirus are actually very common and usually only cause mild symptoms (like the common cold). However, some strains, like COVID-19, can cause severe illness in certain groups.

\*Upper respiratory symptoms, like runny nose and sinus congestion, are uncommon in COVID-19.

**SYMPTOMS:**

- OFTEN**
  - Fever
  - Cough (*Usually dry*)
  - Aches & Pains
  - Shortness of breath/  
Difficulty breathing
- SOMETIMES**
  - Headaches
  - Fatigue
  - Runny or Stuffy nose
  - Loss of taste or smell
  - Sore throat
  - Diarrhea

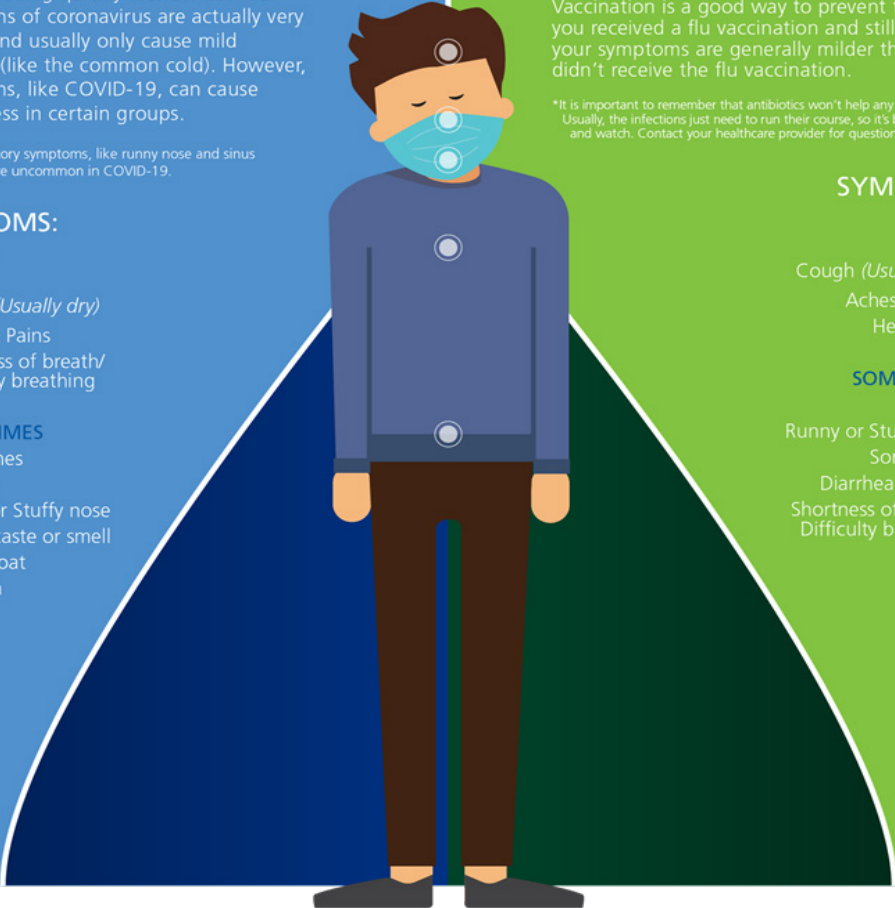
**Influenza (FLU)**

Seasonal influenza (flu) is a common respiratory infection caused by a virus that affects your nose, throat, and lungs and can last from 5 to 7 days. Vaccination is a good way to prevent the flu. If you received a flu vaccination and still get the flu, your symptoms are generally milder than if you didn't receive the flu vaccination.

\*It is important to remember that antibiotics won't help any viral infections. Usually, the infections just need to run their course, so it's best to just wait and watch. Contact your healthcare provider for questions or concerns.

**SYMPTOMS:**

- OFTEN**
  - Fever
  - Cough (*Usually dry*)
  - Aches & Pains
  - Headaches
- SOMETIMES**
  - Fatigue
  - Runny or Stuffy nose
  - Sore throat
  - Diarrhea (in kids)
  - Shortness of breath/  
Difficulty breathing



Source: <https://intermountainhealthcare.org/blogs/topics/live-well/2020/03/whats-the-difference-between-a-cold-the-flu-and-coronavirus/>

e. Now, read the text and check your predictions. What could you predict correctly?

2. What are the two illnesses being compared in the text? Explain the differences between them.

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3. Check if the statements agree (A) or disagree (D) with the text. Justify the ones that disagree.

a) ( ) Covid-19 is the first strain of Coronavirus ever seen.

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b) ( ) The symptoms of Covid-19 and the flu are similar.

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c) ( ) The flu affects your nose, throat and lungs.

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d) ( ) There is no way to prevent the flu.

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4. Check the similar and most frequent symptoms between the flu and Covid-19.

( ) Fever

( ) Cough

( ) Diarrhea

( ) Difficulty breathing

( ) Aches and pains

5. These people are not feeling well. Identify the symptoms and check the correct alternative.



What is going on with Timmy?

a. He has a toothache

b. He has an earache.

c. He has a backache.

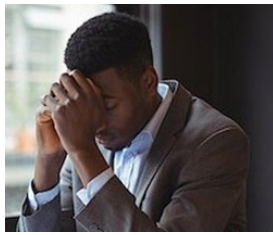


What happened to Abigail?

a. She has a headache.

b. She has a backache.

c. She has a sore throat.



What is wrong with John?

- a. He has a runny nose.
- b. He has a headache.
- c. He has an earache.



What happened to Melissa?

- a. She has a stomachache.
- b. She has a sore throat.
- c. She has a backache.



What is going on with Miro?

- a. He has a fever.
- b. He has a headache.
- c. He has a sore throat.



What is wrong with Lilly?

- a. She has an earache.
- b. She has a toothache.
- c. She has a runny nose.

Answer-key: a / b / b / a / c / a

a. Can you name other symptoms that were not mentioned so far?

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b. How about you? How often do you get sick? What do you do when you are not feeling well?



See a doctor



Go to the hospital



Search on the web



Go to a pharmacy



Self-medicate



Ask for advice

## READING FOR CRITICAL THINKING

Self-medication: how dangerous is it actually?

1. Read the following text, and check the alternative that presents an appropriate interpretation of the meme.



Source: designed by the authors

If you check your symptoms on the Internet...

- ( ) You will probably find a reliable diagnosis.
- ( ) You will probably find an unreliable diagnosis.
- ( ) You won't probably find any good explanation.

2. Discuss the questions with a classmate:

- a) Do you or someone you know practice self-medication?
- b) What are the good and bad sides behind this practice? Are there any consequences?
- c) In which circumstances do people self-medicate? What are the probable reasons why people practice self-medication?
- d) How can we prevent self-medication in the context of Coronavirus?


3. Take a look at the following situation:



**Anonymous**  
asked in [Health](#) > [Diseases & Conditions](#) > [Respiratory Diseases](#) · 6 days ago

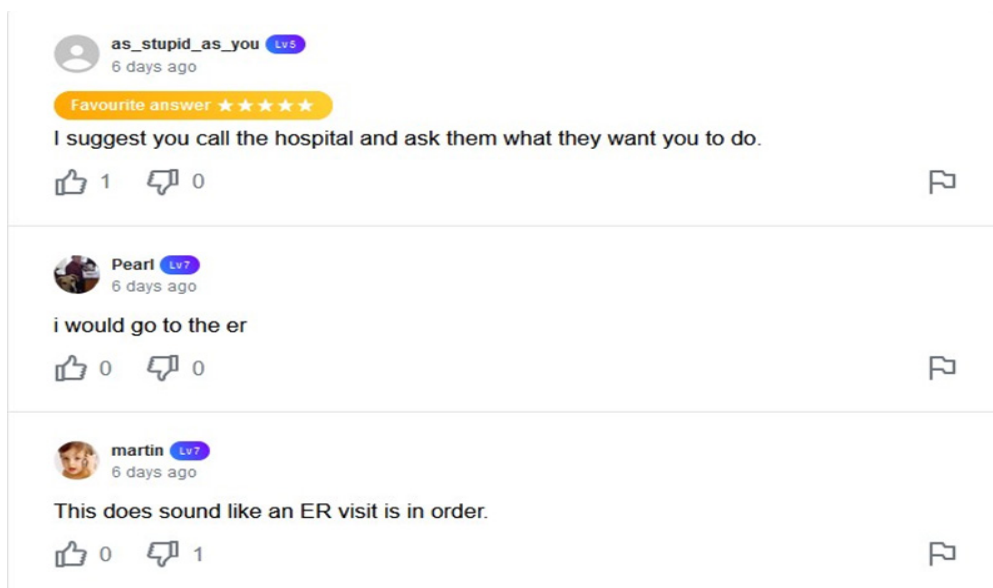
### Should I go to the ER?


I have covid 19 and tested positive the 29th. I've had very mild symptoms until about an hour ago I started having trouble breathing and I feel very light headed. Does this warrant an ER visit?


**Answer** Save 


Source: <https://uk.answers.yahoo.com/question/index?qid=20201208000613AA7wRft>

Considering that this person has COVID-19, and that she/he is not feeling well, write a piece of advice for the person. What should she/he do? Check out some replies.



**as\_stupid\_as\_you** (LV5)  
6 days ago  
Favourite answer ★★★★★  
I suggest you call the hospital and ask them what they want you to do.  
👍 1 🗨️ 0 

**Pearl** (LV7)  
6 days ago  
i would go to the er  
👍 0 🗨️ 0 

**martin** (LV7)  
6 days ago  
This does sound like an ER visit is in order.  
👍 0 🗨️ 1 

Your reply (Tip: you can use the modal verb 'should' to give advice or a suggestion!):

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## REFERENCES

Motta-Roth, D. (2008). *Análise crítica de gêneros: contribuições para o ensino e a pesquisa de linguagem*. DELTA, São Paulo, 24 (2): 341-383. Available at: <https://doi.org/10.1590/S0102-44502008000200007>.

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