



Age: Young Learners (8–12)

Level: Elementary (A1)

Time: 90 minutes

Language focus: speaking, vocabulary, reading

Aims: In this lesson, students will:

- revise and expand vocabulary related to feelings, as well as common verbs;
- practice speaking about feelings;
- interpret an emoti story and organize sentences to describe this story;
- practise telling simple stories based on emoti prompts.

Materials: Top Trumps Emotis cards (ideally one deck per six students), one copy of the worksheet per student, one cut-up set of cards from The Cinderella story sheet per pair of students (if you don't have time to cut them up, simply give each pair a copy of the worksheet and they can write in the correct order of the boxes), plain paper, access to a PC or projector, an internet connection in the classroom.

1. Vocabulary (20 minutes)

Aims: to develop interest in the topic of emotis, to revise and expand adjectives of feelings

Procedure:

1. Begin the class by asking students when people use emotis. Elicit the information that emotis can be used in private messages (like on WhatsApp) or in public online comments (like on Facebook). Ask students to discuss 1a in pairs. Encourage them to mention the feelings associated with each emoti and perhaps a situation when a person might use it.

2. Tell students that in this lesson they will be using a lot of words to describe feelings. Ask students to complete 1b in pairs. Give them a maximum of 10 minutes. Monitor the class as they do this. Help weaker pairs by first helping them find the words in the grid and then allowing them to choose the corresponding definition.
3. Finally, elicit the answers and focus on the correct pronunciation of the adjectives of feelings.

Key:

+	+	J	E	A	L	O	U	S	+	+	+
+	+	+	+	+	+	+	+	R	+	+	+
+	S	+	+	+	H	+	+	E	A	T	+
+	T	+	+	+	O	+	+	L	N	I	+
+	R	A	+	I	P	+	+	A	N	R	+
+	E	N	+	N	E	+	+	X	O	E	+
+	S	G	+	L	F	+	+	E	Y	D	S
+	S	R	+	O	U	+	+	D	E	+	C
+	E	Y	+	V	L	+	+	+	D	+	A
+	D	+	+	E	+	S	+	+	+	+	R
E	M	B	A	R	R	A	S	S	E	D	E
W	O	R	R	I	E	D	+	+	+	+	D

- a. embarrassed, b. annoyed, c. in love, d. sad, e. relaxed, f. angry, g. hopeful, h. worried, i. stressed, j. tired, k. scared, l. jealous

2. Speak (15 minutes)

Aims: to practise speaking about feelings, to practise both asking and answering questions, to compile information for the class as a whole

Procedure:

1. Students work in pairs. Tell them that they are going to interview each other and that, at the end, you will compile the answers together in order to see the most popular answers for the whole class. Emphasize that it is very important for the students to explain their answers, and remind them that it is possible to have more than one answer for most of the questions. Perhaps ask for a volunteer to answer the first question. For example:



Teacher: How are you feeling today, Maria?

Maria: I am feeling hopeful.

Teacher: Oh, great! Can you explain why?

Maria: Because this afternoon I have a volleyball game and I want to win!

2. Allow the students about five minutes to interview each other. Monitor them as they do this, encouraging them to explain their answers as much as possible.
3. Provide feedback, focusing on good language that was used and useful new words that may have come up.
4. To compile the information of the class, first write six categories on the board to correspond to the six questions (today / stressed / tired / relaxed / scared / colour). Ask for a volunteer to lead the activity. The volunteer should come to the board, read each question aloud and then ask for a show of hands for each possible answer. On the board, the volunteer should then write the most popular answer to each question.
5. Ask the class for their general reactions to the information on the board. Ask them if they are surprised by any of the most popular answers.

3. Speak (10 minutes)

Aim: to consolidate the meaning of the adjectives of feelings studied in Task 1, to practise verbal agreeing/ disagreeing, to ensure student consensus on the meanings of certain emotis

Procedure:

1. Put students into groups and give each group a full deck of Top Trumps Emotis cards. Tell them that their task is to find the cards specified in the left-hand column of the table, look at the emotis on these cards and decide the most appropriate corresponding feeling from the right-hand column. First ask them to find the three cards from the example (Blush + Flushed + See No Evil) so that they can see how these emotis correspond to the idea of 'I'm embarrassed'.
2. Give students about five minutes to complete the task. Monitor as they do this, helping weaker groups by referring them back to Task 1B to remember the meaning of the adjectives.
3. Elicit the answers.

Key:

Card or Group of cards	The idea expressed in the card(s)
Blush + Flushed + See No Evil	'I'm embarrassed!'
Expressionless + Unamused + Weary	'I'm annoyed.'
Grin + Joy + Raised Hands	'I'm happy!'
Heart + Heart Eyes + Two Hearts	'I'm in love!'
OK Hand + Thumbs Up	'I agree.'
Pensive + Sob	'I'm sad.'
Pray	'I'm hopeful.'
Rage	'I'm angry!'
Stuck-Out Tongue Winking Eye + Wink + Smirk	'I'm not serious.'
Peace + Sunglasses	'I'm relaxed.'

4. Vocabulary (5 minutes)

Aims: to revise and expand common verbs, to study the meaning of verbs which will come up in the emoti stories in later tasks

Procedure:

1. Tell students that for the rest of the lesson they will be talking about stories and so it will be important to use verbs (as shown in the table for this task). Ask students to first complete the table individually and then to work in pairs to compare their answers. The table shows a mix of easy verbs and some more difficult verbs (*allow, try on*). For weaker students, encourage them to first complete the easier verbs and then work by elimination.
2. Finally, elicit the answers.

Key:

Verb	Expression
give ...	... somebody a present
eat ...	... a lot of food
dance ...	... to the music
allow ...	... somebody to go to a party
fall ...	... off your bicycle
go ...	... home after a party
try on ...	... clothes before you buy them
do ...	... some work
feel ...	... very happy



5. Watch and read (15 minutes +)

Aims: to consolidate understanding of verbs from the previous task, to aid students' understanding of a written story by using video, to practise verbal agreeing/disagreeing, to expose students to new verbs and vocabulary which may be useful for telling stories

Procedure:

- Put the students into small groups. Each group will need a copy of the cut-up cards from The Cinderella story worksheet. (If you didn't have time to cut up the cards, simply provide each student with a photocopy of The Cinderella story worksheet and they can organize the story by writing in the number for part 1, part 2, etc).
- Ask the class if they know the story of Cinderella. If so, elicit some information (e.g. 'She is a poor girl', 'She meets a prince', etc). Tell them that they are going to watch a short video of the story but that the ideas are communicated using emotis. Explain that the first time they watch, their task is just to follow the basic story. Play the video, then allow each group a minute or so to talk to each other about the basic story that it tells.
- Now hand out the Cinderella cards. Give each group a few minutes to read the cards and decide the correct order of the story. Monitor as they do this, and help weaker groups by explaining some of the more difficult vocabulary.
- Tell the students that they are going to watch the video again. They need to decide if the order of their cards is correct. Play the video and encourage students to decide their definitive order.
- Elicit the correct order of the cards.
- Finally, provide feedback on useful new vocabulary from the task.

Key:

- | | |
|-----|--|
| (1) | <i>Cinderella is a friendly girl with blonde hair and blue eyes. Her mother and her two sisters are very bad and her only friends are animals. Cinderella does all the work in the house.</i> |
| (6) | <i>The next day, the prince travels everywhere in the region. He wants to find the mysterious girl from the party. He asks a lot of girls to try on the glass slipper but it isn't the right size for any of them.</i> |
| (5) | <i>The prince and Cinderella dance but at 12 o'clock, she needs to go home very quickly! While she is going, her glass slipper falls off her foot. She returns home with her animals.</i> |
| (2) | <i>One day, a handsome prince sends an invitation to a party at his palace. Cinderella wants to go to the party but her sisters don't allow her. Instead, Cinderella needs to stay at home with the animals.</i> |
| (4) | <i>At the party, the prince feels very bored. Then Cinderella arrives. When he sees her, he feels embarrassed and his cheeks go red.</i> |
| (8) | <i>Cinderella and the prince fall in love and get married.</i> |
| (3) | <i>Suddenly, a magic lady appears. She creates a carriage and horses and gives Cinderella some beautiful clothes. She also gives Cinderella a pair of glass slippers (shoes).</i> |
| (7) | <i>Finally, Cinderella tries on the glass slipper. It fits perfectly. Now the prince knows that Cinderella is the mysterious girl from the party.</i> |

6. Create an emoti story (25 minutes)

Aims: to practise creating and telling a story, to practise listening to a story in detail in order to identify the sequence of information, to provide further practise of vocabulary from this lesson (feelings and verbs)



Procedure:

1. Put students in pairs and ask them to select the 10 cards as outlined in Step 1.
2. Tell students that their task is to create an 'emoti story'. Refer them to the example of the story shown in Step 2. Ask them to read this example in pairs, helping each other to understand it. Check their understanding by asking simple questions like 'Why is Susan happy?', 'What problem does Susan have?', 'How does the story end?'.
3. Tell students to look at their own 10 cards and try to imagine a story. Draw students' attention to the list of questions included in Step 2, which will help them to come up with a story. Give the students 5–10 minutes to invent their stories. If they wish, they can write down their ideas, but tell them that they will be telling their stories orally so it is important to have the story clear in their heads. Monitor the class as they do this, providing new vocabulary where necessary and suggesting ideas to less imaginative pairs.
4. Once the stories are ready, ask the pairs to sketch the order of the cards as outlined in Step 4. This is important as it provides a reference for the next activity. If your students have smartphones, an alternative to the sketch would be to take a photo of the 10 cards in the correct order.
5. Put each pair of students with another pair and follow the instructions in Step 5. Monitor the class as they tell their stories. In the end, ask the class how many pairs correctly guessed the order of the cards for the story that they had been told. Provide feedback on their stories.
6. If students are proud of their invented story, ask them to write it out. This could be completed for homework or in a future class. Students could write their stories on a computer (copying and pasting emoti images) or by hand (drawing the emotis themselves). If appropriate, you could upload these stories to social media, tagging them #onestopemoti, as outlined in Step 6. Hand-written stories could be scanned.



1a. Vocabulary

Look at the emotis. What do they mean?

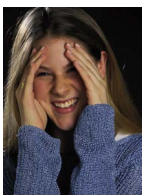


1b. Vocabulary

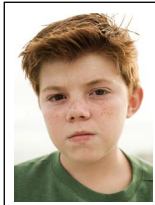
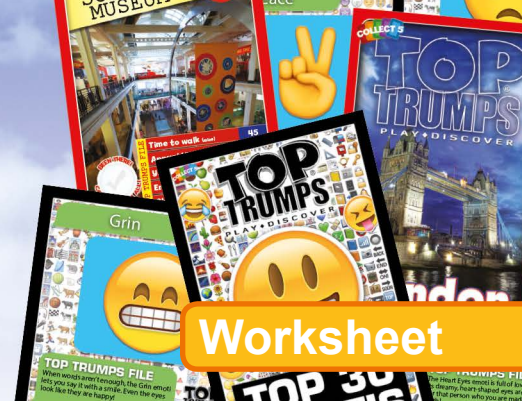
Work in pairs. Find twelve feelings in the grid. The words go forwards (→) and down (↓). Use the clues to help you. When you finish, complete the gaps in the clues.

X	M	J	E	A	L	O	U	S	F	I	N
A	S	K	L	S	S	D	J	R	X	K	J
X	S	Y	Y	V	H	O	G	E	A	T	A
V	T	I	K	S	O	P	N	L	N	I	H
F	R	A	D	I	P	F	R	A	N	R	D
J	E	N	A	N	E	B	S	X	O	E	A
C	S	G	G	L	F	B	A	E	Y	D	S
T	S	R	N	O	U	C	D	D	E	R	C
O	E	Y	H	V	L	L	Q	E	D	X	A
B	D	A	M	E	Q	S	R	B	R	C	R
E	M	B	A	R	R	A	S	S	E	D	E
W	O	R	R	I	E	D	P	S	B	X	D

Clues



a. Maria always feels **EM** _____ **SS** __ when her friends go to her house because her father talks for hours about ridiculous things.



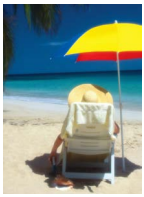
b. Peter has a lot of online homework to do, but today his internet connection is very slow. He feels **A N** _ _ _ _ _ .



c. Jane and Alex are a happy couple. They are (2 words) **I N** L _ _ _ and they want to get married next year.



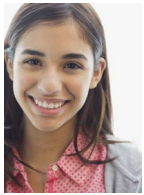
d. Simon's best friend is going to live in a different country. Simon feels _ _ **D** because he doesn't want his friend to go.



e. Stephanie is on holidays in the Bahamas. She is on the beach listening to the sound of the sea and she feels very _ _ _ _ _ **E D**.



f. Frank feels very **A N** _ _ _ because another boy broke his mobile phone.



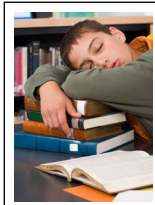
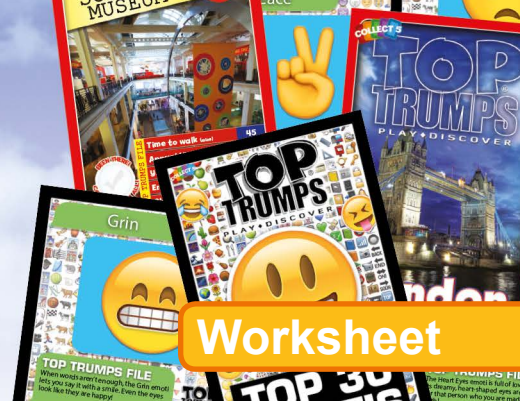
g. Natalia is watching a football match on TV. She isn't 100% sure that her team will win but she feels **H** _ _ _ **F** _ _ .



h. Tom has a big exam in school today but he didn't study for it. Now he feels very **W** _ _ _ _ **E D** that he will get a bad result.



i. Tracy has a lot of homework this week and she doesn't know if she has time to do everything. She feels **S** _ _ _ _ _ **E** _ .



j. Jason plays video games every night. He doesn't sleep much so he feels _____ D most days.



k. A lot of little children feel S _____ if somebody turns off the lights in their bedroom. They prefer to sleep with the lights on.



l. Sam is in cold, rainy England, but his friend is on holiday on a beautiful beach in Thailand. Sam feels _____ L ___ S when he looks at his friend's photos on Instagram.

2. Speak

Talk in pairs. Ask the six questions to your classmate. When your classmate answers, he/she must explain the answer (e.g. 'Today I am feeling very relaxed because I don't have a lot of homework or exams').

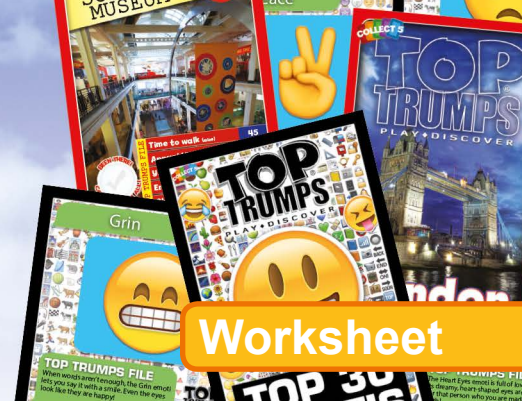
Questionnaire: the name of the student answering is _____

Questions	Answer
1. How are you feeling today?	happy / relaxed / annoyed / sad / tired / hopeful / stressed
2. Which of these make you feel stressed?	homework / exams / doing a show in public / sports / birthday parties / going on excursions / speaking a different language / losing things
3. What time of the day do you feel most tired?	morning / afternoon / evening / night
4. What activities help you to feel relaxed?	playing sports / watching TV / playing computer games / talking to friends / reading / listening to music / travelling
5. Some people like watching scary movies. Do you sometimes like feeling scared?	yes / no
6. Which of these colours do you prefer?	green / black / white / red / yellow

Now compare your answers with the rest of the class in order to find the most popular answer for each question.

3. Speak

Work in groups. Each group needs a deck of Top Trumps Emoti cards. Find the card or cards from the left column of the table below. Look at the images and decide the idea expressed in the card(s).



Card or Group of cards	The idea expressed in the card(s)
Blush + Flushed + See No Evil	'I'm in love!'
Expressionless + Unamused + Weary	'I'm hopeful.'
Grin + Joy + Raised Hands	'I'm angry!'
Heart + Heart Eyes + Two Hearts	'I'm relaxed'
OK Hand + Thumbs Up	'I'm annoyed.'
Pensive + Sob	'I'm happy!'
Pray	'I'm embarrassed!'
Rage	'I agree.'
Stuck-Out Tongue Winking Eye + Wink + Smirk	'I'm not serious.'
Peace + Sunglasses	'I'm sad.'

4. Vocabulary

Work in pairs. Match the verb to the expression.

Verb	Expression
give ...	... some work
eat ...	... somebody a present
dance ...	... somebody to go to a party
allow ...	... off your bicycle
fall ...	... clothes before you buy them
go ...	... to the music
try on ...	... very happy
do ...	... a lot of food
feel ...	... home after a party

5. Watch and read

You are going to watch the story of Cinderella, described in emotis. Your teacher will give you some cards with the different parts of the story. Watch the video, and then put the parts of the story in the correct order. Complete this task in pairs.

www.youtube.com/watch?v=4bK4GKoTdiA

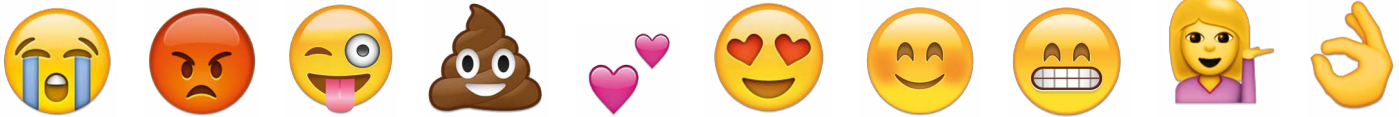
6. Create an emoti story

Work in pairs.



Step 1

Close your eyes and select ten cards from Top Trumps Emotis. For example:




Step 2

Invent a story from these ten emotis. Decide the order of the cards to tell the story. To help you create your story, think about the answer to these questions:


- What is the title of the story?
- How many people are in your story? What are their names? Do they have jobs?
- Where are the people? (In school, in the cinema, at the swimming pool, etc.)
- How do the people feel?
- What problem/event happens in the story? What feelings does it cause?
- How does the story end?


For example, we could use the ten emotis in Step 1 to create the following story.


Pizza problems

Susan is in a restaurant. She feels very happy because she is hungry and she wants to eat a lot of food.  _ _ _ _

Susan looks at the menu. She sees pizza with extra cheese. Mmm!  _ _ _ _ She LOVES cheese!

The waitress arrives at the table,  _ _ _ _ and Susan asks for pizza with extra cheese.

The waitress says, 'OK! No problem!'  _ _ _ _

Ten minutes later, the waitress brings the pizza to Susan. Mmm!  _ _ _ _ Susan is ready to eat!

Wait a minute! This pizza has pineapple. Susan hates pineapple!  _ _ _ _

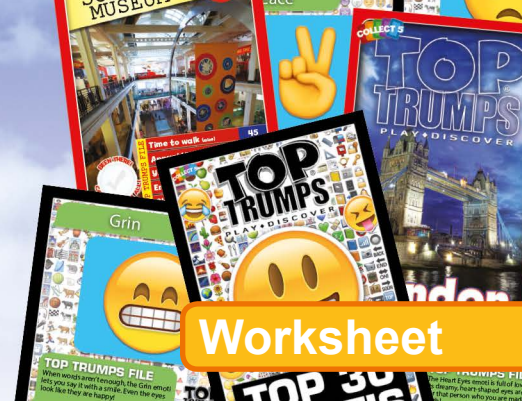
Pineapple is the food that Susan hates most in the whole world.  _ _ _ _

Susan feels angry.  _ _ _ _ She talks to the waitress and says, 'This pizza has horrible pineapple!'

The waitress answers that the big yellow pieces on the pizza are not pineapple, they are pieces of cheese. Oops!

Susan feels embarrassed.  _ _ _ _

Susan eats the pizza, and it is delicious. She absolutely loves those big pieces of yellow cheese.  _ _ _ _



Step 3

Make some notes to help you remember your story.

Step 4

On a piece of paper, quickly draw the correct order of the ten cards for your story so that you will remember it. This drawing is a secret! Don't show it to the other pairs of students.

Step 5

Now each pair sits with another pair of students. Give your ten cards to the other pair but not in the correct order. Then tell your story to the other pair. They need to listen to you and decide the correct order of the ten cards. They should put the ten cards in the correct order on the table. When they have done this, show them your drawing of the original card order. Did they guess correctly?

Now the other pair tells their story.

Step 6

If you're happy with the story which you have created, upload it to social media. Write the story and include the ten emotis. Remember to use the hashtag #onestopemoti so that students around the world can read your story!



(1) Cinderella is a friendly girl with blonde hair and blue eyes. Her mother and her two sisters are very bad and her only friends are animals. Cinderella does all the work in the house.

----- ✂ -----

() The next day, the prince travels everywhere in the region. He wants to find the mysterious girl from the party. He asks a lot of girls to try on the glass slipper but it isn't the right size for any of them.

----- ✂ -----

() The prince and Cinderella dance but at 12 o'clock, she needs to go home very quickly! While she is going, her glass slipper falls off her foot. She returns home with her animals.

----- ✂ -----

() One day, a handsome prince sends an invitation to a party at his palace. Cinderella wants to go to the party but her sisters don't allow her. Instead, Cinderella needs to stay at home with the animals.

----- ✂ -----

() At the party, the prince feels very bored. Then Cinderella arrives. When he sees her, he feels embarrassed and his cheeks go red.

----- ✂ -----

() Cinderella and the prince fall in love and get married.

----- ✂ -----

() Suddenly, a magic lady appears. She creates a carriage and horses and gives Cinderella some beautiful clothes. She also gives Cinderella a pair of glass slippers (shoes).

----- ✂ -----

() Finally, Cinderella tries on the glass slipper. It fits perfectly. Now the prince knows that Cinderella is the mysterious girl from the party.