TOP TRUMPS

Emotis

Teens: Elementary

Age: Teens (13–18)

Level: Elementary (A1)

Time: 90 minutes

Language focus: speaking, vocabulary, reading

Aims: In this lesson, students will:
• revise and expand vocabulary related to feelings and the body;
• practise speaking about feelings and describing people's appearances;
• practise negotiations with classmates in a simple game related to representing certain emotis as a publicity agency.

Materials: Top Trumps Emotis cards (ideally one deck per six students), print out (but don't cut up) another full set of the Top Trumps Emotis cards per six students, one copy of the worksheet per student, access to a PC with projector to show the PowerPoint for the final game.

1. Vocabulary (15 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 about five minutes. Monitor the class as they do this. Help weaker pairs by providing explanations for some of the more challenging words in the definitions.

3. Finally, elicit the answers and focus on the correct pronunciation of the adjectives of feelings.

Key:

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 encourage students to think and speak about cultural differences related to feelings and their expression

Procedure:

1. Before the students look at this task in the worksheet, tell them that in a moment they will see some information about people's feelings in the UK. On the board, write the titles of the two categories from the table ('Top reasons why people in the UK feel annoyed' and 'Top reasons why people in the UK feel embarrassed'). As an open-class activity, ask the students to brainstorm reasons for each category. Students should put up their hands to make a suggestion. Write some of the suggestions on the board.

2. Now put the students into pairs. Ask them to look at the worksheet and read the top reasons for each category. They should help each other to understand the reasons.

3. Tell students they have about 7–8 minutes to discuss tasks 2a and 2b. Monitor them as they do this, encouraging them to use adjectives of feelings from Task 1.

4. Provide feedback, focusing on good language related to feelings which will be useful for the rest of the lesson.

3. Speak (10 minutes)

Aims: 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:

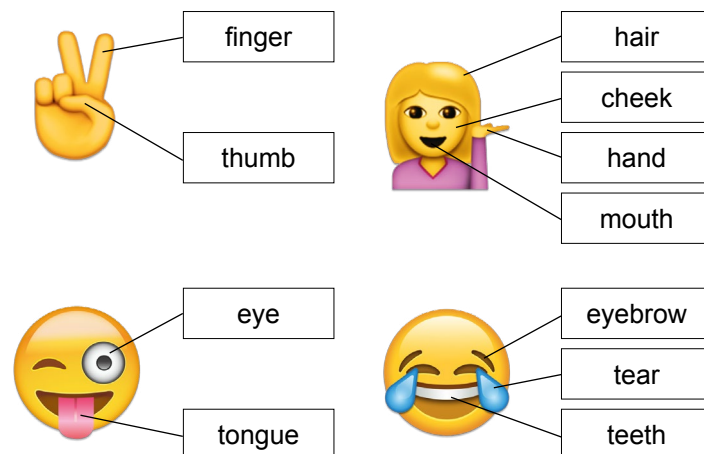| Card or Group of cards	The idea expressed in the card(s)
Blush + Flushed + See No Evil	'I'm embarrassed!'
Expressionless + Unamused + Weary	'I'm annoyed.'
Grin + Joy + Raised Hands	'I'm happy!'
Heart + Heart Eyes + Two Hearts	'I'm in love!'
OK Hand + Thumbs Up	'I agree.'
Pensive + Sob	'I'm sad.'
Pray	'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 and speak (20 minutes)

Aims: to revise and expand vocabulary related to body/physicality, to get students to verbally describe people and expressions, to encourage students to listen in detail to physical descriptions

Procedure:

1. Draw students' attention to the list of body vocabulary in 4a and to the phonetic script next to each word. Please note that this phonetic script corresponds to an accent from Southern England. Model and drill the correct pronunciation of each word.

2. Now ask students to work in pairs to label the pictures. Monitor as they do this, helping weaker groups and correcting problems with pronunciation. Finally, elicit the answers.

Key:

finger
thumb

hair
cheek
hand
mouth

eye
tongue

eyebrow
tear
teeth

3. Begin 4b by creating the teams and distributing the cards as outlined in the worksheet. Read the instructions for the activity aloud, emphasizing that students must not use any of the words from the title of the card (if students are familiar with the game Taboo, you could mention that this task is similar).

4. Hand out one copy of the Top Trumps Emotis playing cards PDF, printed out, to each group of six students. This doesn't need to be cut into cards. Tell students that they should look at the pages as they listen to the descriptions from their teammates. This will allow them to identify which of the 30 emotis is being described.

5. Apart from the example given on the worksheet, you may want to elicit another example from one of the stronger students in the class, encouraging the rest of the class to guess which card has been described.

6. Give students 5–10 minutes to play the game in their groups. Monitor them as they do this, ensuring that they are following the rules and helping weaker students with their descriptions.

7. Provide feedback, focusing on vocabulary related to feelings and body.

5. Game (30 minutes +)

Aims: provide spoken and reading practice of vocabulary from earlier tasks, to promote negotiation and decision-making as students select emotis for their imaginary publicity agencies

Procedure:

1. Put the students into small groups with one deck of cards per group. In each group, students
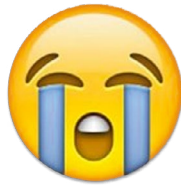
form pairs as outlined in the worksheet instructions. Read these instructions aloud so that students understand the objective of the game.

2. Open the game PowerPoint and together read the Preparation instructions. Before they start deciding which initial three cards to buy, try to elicit some ideas and useful language for this, e.g. 'I think the Joy emoti will be popular in January because people celebrate the New Year', 'Maybe the Weary emoti will be popular in January because the weather is bad so people feel sad', etc. Hand out one copy of the Price list (or show the PowerPoint slide) and My Money sheet per pair.

3. Students buy their initial three cards, update their My Money sheet and the game begins. Follow the instructions on the slides. Move through the slides quickly, making sure that all teams are keeping up and following instructions. Keep the pace brisk so that students stay engaged. Encourage students to talk to their partner at the end of each round in order to negotiate which card (if any) they should buy.

4. Finish the slides and decide a winner (this is the pair with the most cards). Then provide some feedback on speaking.
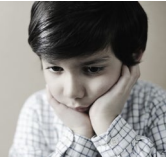
Emotis

Teens: Elementary

1a. Vocabulary

Look at the emotis. What do they mean?

1b. Vocabulary

Read the sentences and choose the correct feeling.

Sentence		Choose the correct feeling
	a. Maria is sixteen years old. She always feels _____ when her friends go to her house because her father talks for hours about ridiculous things.	sad / embarrassed / scared
	b. Peter has a lot of online homework to do but today his internet connection is very slow. He feels _____ .	hopeful / jealous / annoyed
	c. Steve and Jane are boyfriend and girlfriend. They are _____ and in the future they want to get married.	in love / bored / worried
	d. Simon's best friend is going to live in a different country. Simon feels _____ because he doesn't want his friend to go.	tired / sad / relaxed
	e. Stephanie is on holidays. She is on the beach listening to the sound of the sea and she feels very _____ .	worried / bored / relaxed

	f. Tim wants to go to the disco with his friends but his parents say no. Tim feels very _____ with his parents because he thinks they are too strict.	scared / angry / hopeful
	g. Natalia is playing a football match for her school. She isn't 100% sure that her team will win but she feels _____ .	hopeful / scared / bored
	h. Tom did his final exams last month. Now he doesn't have the points that he needs to go to university. He feels _____ about his future.	worried / tired / annoyed
	i. Tracy has a lot of homework this week and she doesn't know if she has time to do everything. She feels _____ .	proud / embarrassed / stressed
	j. Jason plays video games every night. He doesn't sleep much so he feels _____ most days.	scared / tired / bored
	k. Neil doesn't like watching horror movies. He doesn't like feeling _____ , he prefers to relax when he goes to the cinema.	scared / annoyed / hopeful
	l. Pam is in cold, rainy Manchester but her friend is on holidays on a beautiful beach in Thailand. Pam feels _____ when she looks at her friend's photos on Instagram.	jealous / bored / proud

Emotis

Teens: Elementary

2a. Speak

Look at the information in the box and then talk to your classmate about the two questions below.

Top reasons why people in the UK feel annoyed	Top reasons why people in the UK feel embarrassed
1. A slow computer or a slow Wi-Fi connection	1. Forgetting a person's name
2. Phone calls from companies who want to sell products/services	2. Falling in public
3. Slow traffic	3. When food or drink falls on your clothes
4. People who park their car in two spaces	4. Saying hello to a person but the person doesn't see or hear you
5. When the train or bus arrives late	5. Arriving late

- Do you think that people in your country have similar reasons for feeling annoyed/embarrassed?

- Can you think of other items to add to the list?

2b. Speak

Talk in pairs about the questions below.

a. Different people feel stressed for different reasons. From the list below, decide which items make you feel stressed.

Explain.

> homework / exams / spending time with family / doing a show in public / sports / not sleeping / WhatsApp group chats / organizing a party / posting something online but not getting likes

b. Do you feel tired today? Explain.

c. What activities help you to feel relaxed?

d. Some people watch horror movies or do extreme sports because they like feeling scared. Do you like feeling

scared? Explain.

e. Do you feel hopeful about the future of your country? Explain.

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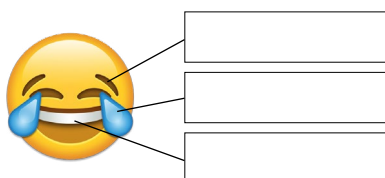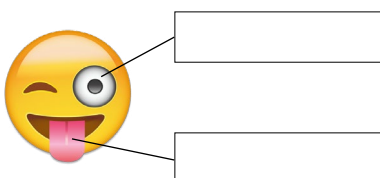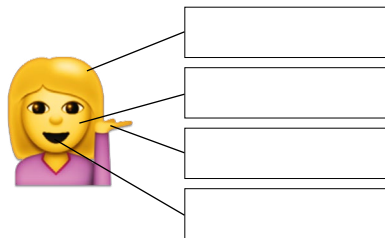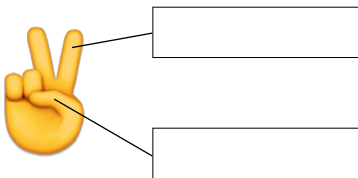
Card or Group of cards	The idea expressed in the card(s)
Blush + Flushed + See No Evil	'I'm in love!'
Expressionless + Unamused + Weary	'I'm hopeful.'
Grin + Joy + Raised Hands	'I'm angry!'
Heart + Heart Eyes + Two Hearts	'I'm relaxed'
OK Hand + Thumbs Up	'I'm annoyed.'
Pensive + Sob	'I'm happy!'
Pray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

4a. Vocabulary

Work in pairs. Use the words below to label the emoti pictures. Remember to use the correct pronunciation (the phonetics correspond to an accent from southern England).

• cheek /tʃiːk/	• eye /aɪ/	• tongue /tʌŋ/
• tear /tɪə/	• eyebrow /ˈaɪbraʊ/	• thumb /θʌm/
• hair /heə/	• hand /hænd/	• teeth /tiːθ/
• finger /ˈfɪŋgə/	• mouth /maʊθ/	

4b. Speak

Work in groups of six. Each group divides into two teams (Team A + Team B). Your teacher will give three cards to each student. Don't show your cards to the other students! Each student must describe their cards to their team, but it is not possible to mention any words from the title of the cards. If the team can guess the correct card from the description, they win a point. To help the team remember all 30 Top Trumps Emotis cards as they listen, your teacher will show you a photocopy. The winning team is the one with the most points at the end.

> Example: This emoti has a yellow face. It expresses that a person feels very happy. It has a big mouth and white teeth. Its eyes are closed and there are tears next to the eyes. It also has two eyebrows. (Answer: Joy.)

5. Game

Which emotis will be popular this year?

- Sit in groups. Each group needs a deck of Top Trumps Emoti cards. Now divide into pairs. Each pair is a publicity agency. Your task is to choose (and buy) the emotis which you think will be popular at different moments during the year.

- Each pair begins the game with £100M (M=million). To get started, each pair needs to buy three emotis (three cards). During the game, it is possible to earn more money if your emotis are very popular. It is also possible to lose cards if they are not popular. The game has twelve rounds (January to December). The popularity of certain emotis depends on the time of year (e.g. in February, many people celebrate Valentine's Day so the emotis with hearts are very popular).

- Look at the instructions which your teacher will show you and play the game.

Name of emoti	Price (M = million)
Blush	£20M
Expressionless	£5M
Flushed	£10M
Grin	£20M
Heart	£40M
Heart Eyes	£30M
Information Desk Person	£10M
Joy	£30M
Kissing Heart	£20M
Notes	£5M
OK Hand	£20M
Peace	£5M
Pensive	£20M
Pray	£5M
Rage	£5M
Raised Hands	£10M
Relaxed	£30M
Poop	£5M
See No Evil	£5M
Smirk	£20M
Sob	£20M
Stuck-Out Tongue Winking Eye	£5M
Sunglasses	£5M
Thumbs Up	£10M
Eyes	£5M
Two Hearts	£20M
Unamused	£30M
Weary	£20M
Wink	£10M
Yum	£5M

My Money

	Total money spent	Total money won	Total money remaining
Start of game	£0M	£0M	£100M
Round 1 (buy 3 emotis)	£_____ + £_____ + £_____ = (total) £_____	£0M	£_____
Round 2	£_____	£_____	£_____
Round 3	£_____	£_____	£_____
Round 4	£_____	£_____	£_____
Round 5	£_____	£_____	£_____
Round 6	£_____	£_____	£_____
Round 7	£_____	£_____	£_____
Round 8	£_____	£_____	£_____
Round 9	£_____	£_____	£_____
Round 10	£_____	£_____	£_____
Round 11	£_____	£_____	£_____
Round 12	£_____	£_____	£_____