



Age: Adults

Level: Elementary (A1)

Time: 90 minutes

Language focus: speaking, vocabulary, reading

Aims: In this lesson, students will:

- revise and expand vocabulary related to feelings;
- practise speaking about feelings, superlatives and rankings;
- practise comprehension of a short text which compares different cultures;
- practise negotiations and decision-making in a simple game

Materials: Top Trumps Emotis cards (ideally one deck per six students), one copy of the worksheet per student, one dice per group of six for the final game, access to a PC with projector to show the PowerPoint for the final game. An internet connection in the classroom is also required, if you choose to use the Kahoot game in Task 2.

1. Speak (10 minutes)

Aims: to generate interest in the topic of emotis and feelings, to practise speaking about feelings and online messaging, to introduce students to the Top Trumps Emotis cards

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).
2. Put students in pairs. Give them a few minutes to discuss the questions in Task 1a. Monitor as they do so and take note of words related to feelings which are being used.

3. Merge the pairs into groups of four or six and hand out a full deck of Top Trumps Emotis cards to each group. Read aloud the instructions for Task 1b, ensuring that students understand where to find the Tweet Rank. Allow them a minute or two to complete this task.
4. Elicit the answers.

Key:

Tweet Rank scores (in order):

Joy #2

Heart Eyes #4

Raised Hands #18

Poop #88

5. Ask students to talk in their original pairs about the Tweet Rank scores. Are they surprised by the results? Why do they think these emotis are the most popular? You could also mention that emoti statistics are constantly changing and that the scores on the cards might be different from current-day scores. To look at real-time emoti popularity on Twitter, you could show students the website www.emojitracker.com and ask them to decide if there have been any major changes in the Tweet Rank scores of the four emotis from the task. (WARNING: this website contains flashing images and is not suitable for students who suffer from epilepsy.)
6. Finally, provide feedback on language used from all of Task 1. Focus on words related to feelings.

2. Vocabulary (10 minutes)

Aims: to revise and expand adjectives of feelings

Procedure:

1. Tell students that in this lesson they will be using a lot of words to describe feelings. Ask students to complete Task 2 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.
2. Elicit the answers and focus on the correct pronunciation of the adjectives of feelings.
3. As an alternative to this activity, you could get students to play the Kahoot game instead (or, you could use the Kahoot as a revision game in a future class). You will need to sign in or register to Kahoot (for free) then you can go directly



Teacher's notes

to the game using this link <https://play.kahoot.it/#/k/06313d21-323f-4b2d-9797-d45070cb14eb>, or go to <https://create.kahoot.it/#discover> and search for 'Top Trumps Emotis Vocabulary (Adult Elementary)'. Tell students to go to <https://kahoot.it> and enter the Game PIN you tell them.

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

3. Speak (15 minutes)

Aim: to practise speaking about feelings, to encourage students to think and speak about cultural differences related to feelings and their expression

Procedure:

1. Ask students to turn their worksheets face down so that they can't read the upcoming task. 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 seven to eight minutes to discuss Tasks 3a and 3b. Monitor them as they do this, encouraging them to use adjectives of feelings from Task 2.
4. Provide feedback, focusing on good language related to feelings which will be useful for the rest of the lesson.

4. Speak (10 minutes)

Aims: to consolidate the meaning of the adjectives of feelings studied in Task 2, 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 2 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.'

5. Read and speak (15 minutes)

Aims: to practise comprehension of a short text, to provide a language model (through the text) for students to use simple superlatives, to incorporate superlatives while speaking about cultural differences in emoti use

Procedure:

1. Ask students to read the text individually, reminding them not to look at the Top Trumps Emotis cards as they read (it is better for them to decipher the answers from the text rather than by simply looking at the



cards). Give them a few minutes to read and then complete the table underneath.

2. Ask them to compare their answers in pairs. Then elicit the correct answers.

Country/Month	Popular emotis in this country/month
Country: Japan	E
Country: Mexico	G
Country: Brazil	C
Country: UK	B
Month: January	A
Month: February	F
Month: April	D

3. Focus on vocabulary from the text that students might have questions about. Also, draw their attention to the use of the superlative in the text ('the most popular', 'the most used', etc).
4. Ask students to discuss 5b in pairs. Monitor as they speak. In a single-nationality class, you could search for the most popular emotis in their country and put this on the board rather than asking students to individually find this information using their phones.
5. Provide feedback, focusing on language related to feelings and superlatives.

6. Game (30 minutes +)

Aims: to 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.



1a. Speak

Discuss these questions with your classmate.

- Do you use many emotis when you write messages online or on your phone?
- Which emoti do you use most often?
- Describe a person in your life who uses a lot of emotis (friends, family, etc).
- Look at the four emotis below. From the four, which emoti do you think is the most popular on Twitter?






1b. Speak






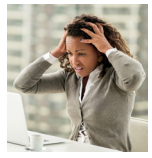


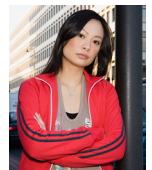
Work in groups. Your teacher will give you a deck of Top Trumps Emotis cards. Each card has a section called 'Tweet Rank'. This shows how popular the emoti is on Twitter (#1 is the most popular). Look at the Tweet Rank information for the four emotis above. Were you correct?

2. Vocabulary

Read the sentences and choose the correct feeling.

Sentence	Choose the correct feeling
 <p>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.</p>	sad / embarrassed / scared
 <p>b. Peter has a lot of online homework to do but today his internet connection is very slow. He feels _____.</p>	hopeful / jealous / annoyed
 <p>c. Jane and Alex are a happy couple. They are _____ and they want to get married next year.</p>	in love / bored / worried



	<p>d. Simon's best friend is going to live in a different country. Simon feels _____ because he doesn't want his friend to go.</p>	<p>tired / sad / relaxed</p>
	<p>e. Stephanie is on holidays in the Bahamas. She is on the beach listening to the sound of the sea and she feels very _____.</p>	<p>worried / bored / relaxed</p>
	<p>f. When a country has problems with its economy, people sometimes organise public protests because they feel _____ with the politicians.</p>	<p>scared / angry / hopeful</p>
	<p>g. Natalia is watching a football match on TV. She isn't 100% sure that her team will win but she feels _____.</p>	<p>hopeful / scared / bored</p>
	<p>h. Tom lost his job last month. Now he doesn't have much money. He feels _____ about his future.</p>	<p>worried / tired / annoyed</p>
	<p>i. Tracy has a lot of work this week and she doesn't know if she has time to do everything. She feels _____.</p>	<p>proud / embarrassed / stressed</p>
	<p>j. Jason has two very young children. At night, he doesn't sleep much so he feels _____ most days.</p>	<p>scared / tired / bored</p>
	<p>k. A lot of children feel _____ if somebody turns off the lights in their bedroom. They prefer to sleep with the lights on.</p>	<p>scared / annoyed / hopeful</p>
	<p>l. Sam is in cold, rainy Manchester but her friend is on holidays on a beautiful beach in Thailand. Sam feels _____ when she looks at her friend's photos on Instagram.</p>	<p>jealous / bored / proud</p>



3a. 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
<ol style="list-style-type: none"> 1. A slow computer or a slow Wi-Fi connection 2. Phone calls from companies who want to sell products/services 3. Slow traffic 4. People who park their car in two spaces 5. When the train or bus arrives late 	<ol style="list-style-type: none"> 1. Forgetting a person's name 2. Falling in public 3. When food or drink falls on your clothes 4. Saying hello to a person but the person doesn't see or hear you 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?

3b. 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.



4. Speak

Work in groups. Each group needs a deck of Top Trumps Emotis 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.'



5a. Read

The short text below is about the history and culture of emotis. Read it and then complete the table at the end of the text.

Don't look at the Top Trumps cards for this task.

Emoti fever

Did you know that an 'emoji' is a type of emoti? The first emojis were created in Japan in the late 1990s. The word *emoti* is a combination of the two words *emotion* and *icon*. Many people think that the word *emoji* is also related to the English word *emotion* because, usually, emoji characters express certain feelings. However, this is not true. The origin of the word *emoji* is from the Japanese language. In Japanese, it is a combination of the two words *e* (絵, 'picture') and *moji* (文字, 'character'). In 2011, Apple decided to expand the use of emojis to other countries when it included emojis as a standard item for the iPhone. Soon, every large tech platform had its own set of emojis, from Android to Facebook to Microsoft.

These days, emotis and emojis are part of our everyday lives. However, cultural differences between countries exist. In 2016, there was a study about the most popular emotis on Twitter in different countries. In Japan, similar to France and Saudi Arabia, the most popular emoti was the single Heart symbol. In India and Mexico, the most used was the optimistic Pray symbol. In many South American countries like Brazil and Argentina, the most popular was the musical Notes emoti. Twitter is a platform where many people share news about politics, so perhaps it isn't surprising that the most common emoti in the UK, the USA and Canada was the Weary face.

In addition to differences between countries, the international use of certain emotis also increases at different times of the year. For example, there is an increase in emotis with various types of hearts in February (for Valentine's Day). However, some emoti use is more difficult to explain, such as the popularity of the embarrassed Blush emoti in January and the Sob emoti in April. Who knew that April was such a sad month?

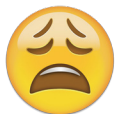
Emotis mentioned in the text:

A



blush

B



weary

C



notes

D



sob

E



heart

F



two hearts

G



pray

Country/Month	Popular emotis in this country/month (write the correct letter A–G)
Country: Japan	
Country: Mexico	
Country: Brazil	
Country: UK	
Month: January	
Month: February	
Month: April	



5b. Speak

Discuss the questions below with your classmate.

- Were you surprised by any of the information in the text? Explain.
- Use your phone to search for the most popular emotis in your country. Then talk to your partner about why you think these emotis are so popular in your country.

6. Game

Which emotis will be popular this year?

- Sit in groups. Each group needs a deck of Top Trumps Emotis 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.



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