Emotis

Teens: Advanced

Age: Teens (13–18)

Level: Advanced (C1)

Time: 90 minutes

Language focus: speaking, vocabulary

Aims: In this lesson, students will:
- expand vocabulary and idiomatic expressions related both to feelings and conversational slang;
- practise speaking about feelings and online messaging;
- write and recite an imaginary online chat between teenagers which incorporates new language from the lesson.

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, the students' smartphones (Task 3 asks students to look on their phones to count the number of emotis they used in recent messages).

1. Speak (5 minutes)

Aims: to generate interest in the topic of emotis, to identify good 'emotions' vocabulary which students may already know

Procedure:
1. Ask students to discuss the task in pairs. Encourage them to mention the feelings associated with each emoti and perhaps a situation when a person might use it. There are no correct answers and students may have different opinions about the meanings of each emoti. Monitor the class as they speak and then provide some feedback, focusing especially on any good 'emotions' vocabulary which may have been mentioned.

2. Vocabulary and speak (10 minutes)

Aims: to study advanced-level idiomatic expressions related to emotions, 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. Ask students 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 'That makes me turn red!'.
2. 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 idea from the right-hand column. Point out that some of the idiomatic expressions may be new to the students. If they are unable to imagine the meaning of an expression, they should refer to the glossary at the end of the worksheet.
3. Now give students about five minutes to complete the task. Monitor as they do this, helping weaker groups by referring them to the glossary.
4. Elicit the answers.

Key:

Card or Group of cards	The idea expressed in the card(s) (idiomatic expressions)
Blush + Flushed + See No Evil	*'That makes me turn red!'*
Expressionless + Unamused + Weary	*'That gets on my nerves!'*
Grin + Joy + Raised Hands	*'I'm over the moon!'*
Heart + Heart Eyes + Two Hearts	*'I'm head over heels!'*
OK Hand + Thumbs Up	*'I'd go along with that.'*
Pensive + Sob	*'I'm heartbroken.'*
Pray	*'I've got my fingers crossed.'*
Stuck-Out Tongue Winking Eye + Wink + Smirk	*'I'm kidding!'*
Peace + Sunglasses	*'I'm chilled out.'*

3. Speak (15 minutes)

Aims: to practise speaking about online messaging and feelings, to produce expressions from the previous task, to compile information for the class as a whole

Procedure:

1. Put students in pairs. Tell them that they are going to interview each other using the questionnaires at the end of their worksheets and that, at the end, you will compile the answers together in order to see the most popular answers for the whole class. Emphasise that it is very important for the students to explain their answers. Perhaps ask for a volunteer to answer a question. For example:
   Teacher: Maria, how often do you use emotis to communicate with younger people? (question 4)
   Maria: I would say 'always'.
   Teacher: Oh great! Can you explain why?
   Maria: I always use lots of cute animal emotis when I write to my little cousin because I know they will make him laugh.

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 eight categories on the board to correspond to the eight questions (recent chat / friends / older people / younger people / stressed / chilled out / annoyed / embarrassed). 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.

4. Vocabulary (15 minutes)

Aims: to expand vocabulary related to feelings and common conversational slang, to practise reading for context to understand unfamiliar vocabulary from a short text

Procedure:

1. Put students into groups of four or six (each group needs a deck of Top Trumps Emotis cards). Then divide each group into two teams and read the instructions for the task aloud. Make sure that each team finds the card which corresponds to their example word (*Blush* for Team A; *Relaxed* for Team B). Ask them to read the text on this card so that they get the idea of how to find the required word.

2. Remind the teams that this task is a race so they need to work quickly. Start the race and monitor the class as they do this, helping weaker teams by pointing out any incorrect words they might have written.

3. Finish the race when one Team A and one Team B has identified all the correct words. These are the winning teams. Then elicit all the correct words and write them on the board. Remind students at this stage to write in the correct answers for both teams. Check understanding of these words by asking comprehension questions (e.g. *Can you think of a TV character who could be described as wacky?, Do you have a friend who is all loved up at the moment?*, etc).

Key:

Team A

Definition	Which card?	Word/expression
(n) A person who you feel attracted to, even if there's no possibility of having a relationship with him/her	*Blush*	*crush*
(adj) A feeling or situation which is uncomfortable, maybe even embarrassing.	*Flushed*	*AWKWARD*
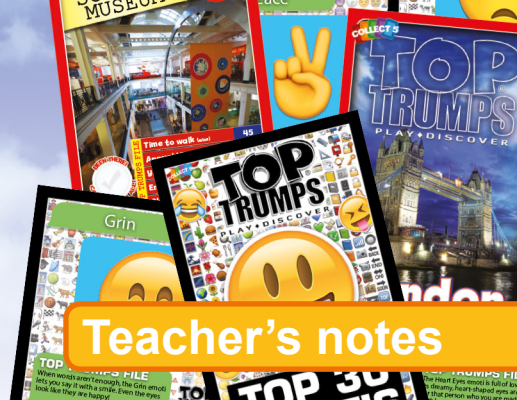
Definition	Which card?	Word/ expression
(expression) To feel very happy and relaxed with your romantic partner. (3, 5, 2)	Heart	(to feel) ALL LOVED UP
(v) To laugh out loud, to laugh so that everybody can hear you	Joy	(to) LOL
(adj) A person or thing that is cool, unusual and has a lot of style	OK Hand	FUNKY
(adj) To be in a bad mood, to be temperamental and easily irritated	Rage	GRUMPY
(phrasal vb) To continue to celebrate even if there are obstacles to your enjoyment (5, 2)	Raised Hands	(to) PARTY ON
(expression) To be totally relaxed and not stressed by any problems (4, 2, 1, 8)	Relaxed	(to be) COOL AS A CUCUMBER
(adj) A person or attitude that shows a lack of respect in a funny, playful way	Poop	CHEEKY

Definition	Which card?	Word/ expression
(phrasal vb) To look at something or somebody in order to determine whether you are interested (5, 3)	Eyes	(to) CHECK OUT
(adj) The most delicious	Yum	(the) SCRUMMIEST
(vb) To relax, to allow your tension to disappear	Relaxed	(to) UNWIND
(fixed expression) To feel like you are the champion of the world! (9, 7)	Smirk	(to feel) DOWNRIGHT AWESOME
(fixed expression) To cry a lot with no inhibition or embarrassment (3, 2, 3, 3)	Sob	(to) LET IT ALL OUT
(adj) When the expression on your mouth (or your forehead) is the opposite of a smile	Rage	FROWNING

Team B

| Definition	Which card?	Word/ expression
(compound adj) To be a relaxed person who is not stressed by little things (4, 4)	Relaxed	Laid-back
(adj) A person or thing that is funny in an unusual or ridiculous way	Stuck-Out Tongue Winking Eye	WACKY
(adj) A colloquial way to describe a person who is extremely cool and has lots of style	Sunglasses	SUPERFLY

5. Speak (15 minutes)

Aims: to get students to verbally describe people and expressions, to allow students to use new vocabulary related to feelings and conversational slang, to encourage students to listen in detail to descriptions

Procedure:

1. Begin by creating the teams and distributing the cards as outlined in the worksheet. Read the instructions for the activity aloud, emphasising that students must not use any of the words from the title of the card or from the list of Taboo words in the box.

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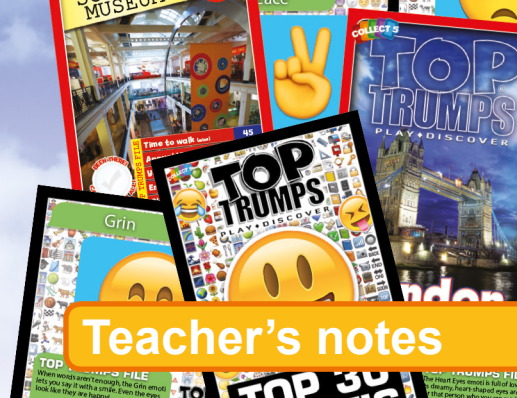
teammates. This will allow them to identify which of the 30 emotis is being described.

3. 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.

4. 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.

5. Provide feedback, focusing on vocabulary related to feelings and slang.

6. Write and speak (30 minutes)

Aims: to practise writing and acting out a dialogue, 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 slang)

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 conversation'. Refer them to the example of the dialogue shown in Step 2. Ask them to read this example in pairs, helping each other to understand it.

3. Tell students to look at their own 10 cards and try to imagine a story. Draw students' attention to the list of conversation topics at the end of Step 2 which could help them to come up with ideas. Give the students a few minutes to invent their dialogues.

4. Ask each pair to write the dialogue on the chat template at the end of the worksheet. They should also draw in the corresponding emotis for each message (this is important as it provides a reference for the next activity). Monitor the class as they do this, providing new vocabulary where necessary and suggesting ideas to less imaginative pairs.

5. Once the dialogues are ready, put each pair of students with another pair and follow the instructions in Step 4. Monitor the class as they act out their dialogues. 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 conversations.

6. If students are proud of their invented dialogues, they may wish to upload them to social media as outlined in Step 5. Hand-written dialogues could be scanned or the students could rewrite their dialogues on a computer (copying and pasting emoti images). For this option, remember to tag all uploads #onestopemotichat.

1. Speak

People use emotis in private messages (e.g. on WhatsApp) or in public online comments (e.g. on Instagram). Look at the four emotis below. What ideas might people want to express when they use these emotis in messages or comments? Discuss with your classmate.

2. Vocabulary and 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). If you are unsure of the meaning of the expression, check the glossary at the end of this worksheet.

Card or Group of cards	The idea expressed in the card(s)
Blush + Flushed + See No Evil	'I'm head over heels!'
Expressionless + Unamused + Weary	'I'm kidding!'
Grin + Joy + Raised Hands	'I'm chilled out.'
Heart + Heart Eyes + Two Hearts	'I'm over the moon!'
OK Hand + Thumbs Up	'That makes me turn red!'
Pensive + Sob	'I'd go along with that.'
Pray	'That gets on my nerves!'
Stuck-Out Tongue Winking Eye + Wink + Smirk	'I've got my fingers crossed.'
Peace + Sunglasses	'I'm heartbroken.'

3. Speak

Work in pairs. Look at the questionnaire about emotis and feelings. Interview your classmate. When your classmate answers, he/she must explain the answer (e.g. 'I always use emotis in chats with my friends because I think they're a great way of expressing very specific ideas'). Then change the roles.

4. Vocabulary

Work in groups. Each group needs a deck of Top Trumps Emoti cards. Now each group divides into Team A and Team B.

Look at the table for your team. There is a list of definitions in Column 1. You need to read the text on the cards indicated in Column 2 to find the correct word or expression in Column 3. The first team to complete all the words is the winner.

Team A

Definition	Which card?	Word/expression
(n) A person who you feel attracted to, even if there's no possibility of having a relationship with him/her	Blush	*crush*
(adj) A feeling or situation which is uncomfortable, maybe even embarrassing.	Flushed	A _ _ _ _ _ D
(expression) To feel very happy and relaxed with your romantic partner. (3, 5, 2)	Heart	(to feel) A _ _ _ _ _ _ D _ _
(v) To laugh out loud, to laugh so that everybody can hear you	Joy	(to) _ _ _
(adj) A person or thing that is cool, unusual and has a lot of style	OK Hand	_ _ _ _ _
(adj) To be in a bad mood, to be tempremental and easily irritated	Rage	_ _ _ _ _ _
(phrasal vb) To continue to celebrate even if there are obstacles to your enjoyment (5, 2)	Raised Hands	(to) _ _ _ _ _ _ _
(expression) To be totally relaxed and not stressed by any problems (4, 2, 1, 8)	Relaxed	(to be) _ _ _ _ AS A _ _ _ _ _ _ _ _
(adj) A person or attitude that shows a lack of respect in a funny, playful way	Poop	_ _ _ _ _ _

Team B

Definition	Which card?	Word/expression
(compound adj) To be a relaxed person who is not stressed by little things (4, 4)	Relaxed	*Laid-back*
(adj) A person or thing that is funny in an unusual or ridiculous way	Stuck-Out Tongue Winking Eye	W _ _ _ Y
(adj) A colloquial way to describe a person who is extremely cool and has lots of style	Sunglasses	_ _ _ _ _ _ _ _
(phrasal vb) To look at something or somebody in order to determine whether you are interested (5, 3)	Eyes	(to) _ _ _ _ _ _ _ _

(adj) The most delicious	Yum	(the) _ _ _ _ _ _ _ _ _ _
(vb) To relax, to allow your tension to disappear	Relaxed	(to) _ _ _ _ _ _
(fixed expression) To feel like you are the champion of the world! (9, 7)	Smirk	(to feel) _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
(fixed expression) To cry a lot with no inhibition or embarrassment (3, 2, 3, 3)	Sob	(to) _ _ _ IT _ _ _ _ _ _
(adj) When the expression on your mouth (or your forehead) is the opposite of a smile	Rage	_ _ _ _ _ _ _ _

Your teacher will write the answers on the board. Make sure you write all the correct words into your worksheet

(for Team A and Team B).

5. 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 without

mentioning any taboo words (see below). Instead, try to use new vocabulary from this lesson. If your 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 give you a photocopy. The winning team is the one with the most points at the end.

Taboo words. For each card, it is forbidden to mention:
- any words from the title of the card
- any of the two taboo words

Card	Taboo words
Blush	embarrassed, cheeks
Expressionless	mouth, eyes
Flushed	embarrassed, cheeks
Grin	teeth, happy
Heart	red, love
Heart Eyes	love, red

Card	Taboo words
Raised Hands	fingers, celebrate
Relaxed	happy, cheeks
Poop	brown, funny
See No Evil	monkey, hand
Smirk	eyes, look
Sob	tears, cry

Info. Desk Person	girl, blonde		St.Out Tongue W. Eye	crazy, mouth
Joy	tears, happy		Sunglasses	relaxed, summer
Kissing Heart	eyes, love		Thumbs Up	hand, ok
Notes	music, blue		Eyes	blue, look
OK Hand	fingers, agree		Two Hearts	pink, love
Peace	fingers, hand		Unamused	annoyed, eyes
Pensive	think, sad		Weary	angry, annoyed
Pray	hand, hope		Wink	happy, eyes
Rage	red, angry		Yum	eat, delicious

Example: This emoti has a yellow face. A person might use it to express that they are feeling a bit heartbroken and that they just want to let it all out. Maybe a person would use it on Facebook if they see a very sad video. (Answer: Sob.)

6. Write and speak

Work in pairs.

Step 1

Select five cards each from Top Trumps Emotis. For example:

Student A	Student B
😭 😡 😊 💩 💕	😍 😋 😁 💁 🤏

Step 2

Invent a conversation from these ten emotis. Decide the best order of the cards to create a conversation between you and your partner. Each message from the conversation should include one of the emotis from your cards and (if possible) some new language from this lesson. For example, the ten emotis above could be arranged like this:

Jessica (character invented by Student A)	Cristina (character invented by Student B)
Did you see that new guy Tom in Geography class? I think I have a new crush! 💕	Girl, I am head over heels. He's gorgeous! 😍
Maybe I'll ask him if he wants to go see a movie some time. 😊	Hmm. My friend Jackie says that Tom already has a girlfriend. A really pretty one … 💁
NO! Are you kidding? Every boy in school either has a girlfriend or is completely boring! 😡	Yeah, I'd go along with that. 👌
This is so unfair! I'm heartbroken! 😭	Let it all out, honey. Why don't you come to my house? I'll make you some pizza to cheer you up. 😋
How can I eat pizza at a time like this? Life just isn't fair! 💩	You'll survive. What about the other new guy in History class? 😁

If it's difficult to think of ideas for your conversation, you could consider using one of these typical conversation topics: talking about a new person in school, giving opinions about an important football match, deciding which movie to see at the cinema, talking about breaking up with a girlfriend/boyfriend, discussing a difficult exam, giving opinions about a new teacher, etc.

Step 3

Write your conversation on the chat template at the end of the worksheet.

Step 4

Now each pair should sit with another pair of students. Give your ten cards to the other pair but not in the correct order. Then, with your partner, act out the conversation you have written. The other pair 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. Did they guess correctly?

Now the other pair tells their story.

Step 5

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 #onestopemotichat so that students around the world can read your story!

Idiomatic expression	Idiomatic expression
to be head over heels	to be in love
to turn red	to be embarrassed
to have your fingers crossed	to be hopeful
to be chilled out	to be relaxed
to be heartbroken	to be very sad
to be over the moon	to be really happy
to go along with something	to agree with something
to be kidding	to not be serious
to have something get on your nerves	to be angry/annoyed about something

The name of the student answering is _____

Questions	Answer
1. Look at your phone and open one of your recent chats (on WhatsApp, Facebook, WeChat, etc). From the last ten messages you sent, how many emotis did you use?	• 0 • 1–5 • 5–10 • 10+
2. How often do you use emotis to communicate with your friends?	• always • sometimes • hardly ever • never
3. How often do you use emotis to communicate with older people? (Parents, teachers, other family members, etc.)	• always • sometimes • hardly ever • never
4. How often do you use emotis to communicate with younger people? (Little sisters/brothers, cousins, etc.)	• always • sometimes • hardly ever • never
5. Which of these items makes you feel most stressed?	• exams • doing a show in public • online group chats with lots of people • posting something online but not getting likes
6. Which of these items makes you feel most chilled out?	• playing computer games • meditating • listening to music • spending time outdoors
7. Which of these items makes you feel most annoyed?	• when the train or bus is late • slow Wi-Fi • politicians • tourists
8. Which of these items makes you feel most embarrassed?	• arriving late • saying hi to a person who doesn't respond • forgetting someone's name • accidentally sending an online message

Chat template with empty message bubbles:

- 9.55pm
- 9.57pm ✓✓
- 9:58 PM
- 9:58 PM ✓✓
- 9:59 PM
- 9:59 PM ✓✓
- 10:00 PM
- 10:00 PM ✓✓
- 10:01 PM
- 10:02 PM ✓✓