

The Emoji Movie Teacher's Notes A2

This A2 article is based on *The Emoji Movie* by Sony. Gene is an emoji that lives in Textopolis, a digital city inside Alex's phone. While all other emojis express only one emotion, he can make 'the wrong face' because he was born without a filter, and he is desperate to become 'normal'.

The film gives opportunities to explore the lexicon of emotions. Your students are likely to have heard about the film and its mere title can be a good conversation starter ('Have you seen *The Emoji movie*? / I saw it on Sunday / Did you like it? / what is it about?...). The main interest of using emojis in an English lesson lies in vocabulary recycling and expanding.

Vocabulary and structures.

- Adjectives expressing emotions.
- *Used to / still*

Pronunciation.

- <ed> at the end of adjectives (/d/ *bored, annoyed, terrified, troubled* /t/ *relaxed, distressed* /ɪ d/ *excited, exhausted*)

Interaction.

- We suggest starting with the pre-reading activities in order to have students practise expressing emotions using other adjectives than 'sad' or 'happy'. Give them time to answer the first three questions individually before pooling their findings and discussing Alex and his expression in groups to come up with an answer and share it with the class.
- As always with pictures, some students may disagree with emoji expressions in the first exercise. Any discussion is welcome! Then have them draw their own emojis, and work in pairs on their meanings (*What do you think this emoji means? / Can you guess what it means? / I'm not sure, maybe it means... / What does it mean for you?...*).

- Make sure the pronunciation of new adjectives is right, but rather than giving a lesson on <ed> endings we suggest an active approach. Changing /d/ into /t/ or /ɪd/ is only natural and the best way to do it is to try /d/ and let your tongue and throat do the right thing because the other two are just physically impossible. Try turning it into a game!

Reading, speaking and writing.

- **Activity B** is meant to help students understand the part of the article devoted to Gene and his difference in order to expand their vocabulary by introducing new adjectives among more familiar ones like happy or excited.
- As pupils read, you can point out that Gene rhymes with Jean and check they understand Hi-5 is a high five greeting, when two people slap their hands together above their heads.
- We've suggested using a dictionary if necessary. Depending on what is available that could be paper or online. For example, www.oxforddictionaries.com.
- In **Activity C**, students will use what they have learnt to write a short presentation

of Gene while in **Activity D** they will learn about the friends' adventure and try to make sense of this paragraph by finding the main information in it, in order to be able to determine Gene's feelings.

■ **Activity E** is based on the general information on emojis provided by the box and ends up with a more creative task. We suggest having students exchange messages as if they were texting on their mobile phones (they will have to pretend if mobile phones are not allowed in lessons). Then they will write their conversation without using any emojis. Apart from the first 3 sentences, they should be free to write what they want, while you walk around the classroom to provide any necessary help. Make sure they use some of the new vocabulary.

GOING FURTHER

■ **Be an Emoji:** A fun oral activity would be to ask pupils to act like an emoji: try to say things which contrast with the expression they must have. So say something angry while smiling, or say how happy they are about something while crying. They don't have to say many words, but it's a good exercise to help them really think about stress and intonation. It can also lead to a discussion recycling the emotions vocabulary if the other pupils try to identify the emotions they are expressing orally and visually.

■ **EMC/Parcours du citoyen:** The theme of the film can lead to a discussion about peer pressure and whether it is good to want to be the same as everyone else. Linguistically, it can mobilise comparisons and the language of debate. Pupils who have seen the film could explain the ending to their classmates.

ANSWERS

A.1. 1. angry 2. nervous 3. bored 4. exhausted 5. terrified 6. happy 7. excited 8. unsure 9. relaxed 10. sad.

2.a. exhausted **b.** unsure.

3.Emoji 2 (nervous) and emoji 8 (unsure).

B.1.a. Textopolis **b.** Gene is a Meh. **c.** He should look bored. **d.** He can express many emotions.

2. He feels sorry, annoyed, upset, troubled, distressed, unhappy...

C. He is a Meh, so he should look bored all the time like all the other Mehs. But he is different, he can express many emotions. This is not normal for an emoji, and he feels really upset.

He wants to be like the other Mehs.

D.1.a. W: They live in Alex's phone.

b. R: Jailbreak is a computer hacker.

c. W: Hi-5 used to be a very popular emoji: a Favorite.

d. W: Alex is a teenage boy.

e. R: ...to a girl he likes.

2.a. explore different apps... they are in danger. . They live in Alex's phone... Can Gene, Jailbreak and Hi-5 save Textopolis?

b. He probably looks nervous, terrified and excited.

D.1. emoticons or smileys; 1999; Japan; emotions; people, animals, food.

2. Example:

It it's sunny this weekend we could go to the beach. Do you like swimming / do you enjoy swimming / do you think swimming is cool? / I love it.

- I think it's going to rain. And I don't like swimming very much. I prefer biking. Do you like biking too?

- Yes, I love biking. We could meet in the park at four o'clock. Is that OK?

- Yes, cool! See you at four on Saturday.