

Lead-in

Diaries & vlogs [pairs>whole class > pairs]

1. Guess the story

- Show **slide 1** [opening lines from a diary]
Ask students to read the opening lines from someone`s diary and have them guess **what photo accompanies this entry**. Encourage them to **make up a story** to go with the photo.

Elicit answers from random students.

- Show **slide 2** [opening lines from a diary + accompanying photo]

Reveal the actual photo.

Let students decide if it is better than their ideas.

2. Discussion

- Elicit definitions of '**a diary**' and '**a vlog**' (=video blog).
- Show **slide 3** [questions]

In pairs, students ask and answer the questions on the slide:

1. What makes/made people write diaries?
2. Why do people set up vlogs these days?
3. What do they vlog about?
4. What makes a successful vlog?
5. Would you like to launch your own vlog? Why?

When eliciting answers, show students some of the most successful YouTube vlogs/vloggers:

- Challenges: <https://www.youtube.com/user/BFvsGF>
- Family life: <https://www.youtube.com/user/SHAYTARDS>
- Comedy: <https://www.youtube.com/user/rhettandlink2>
- Beauty advice: <https://www.youtube.com/user/zoella280390?gl=GB&hl=en-GB>
- Fashion, food & pop culture: <https://www.youtube.com/channel/UCfbshD56ls16cM-TjTVQ-3A>

Part I

Frustrated vlogger [individually>groups>whole class>individually]

3. Profile

- Introduce students to a mystery vlogger.

Give out **handout – page 1** [mystery vlogger`s profile]

- Have them read the profile, and then, in groups of 3-4, answer the questions under the text:
 - What do you think about the vlogger`s personality?
 - Do you think the vlog is going to be a success?
 - Would you like to follow the vlog? Why?

Elicit answers/guesses from random students. Tell them they are going to find out more soon.

NB: Students have no idea that in the actual video [Sad Cat Diary] the vlogger [Zefrank 1] uses his own voice to narrate what is going on in a cat`s head. Keep it secret for a bit longer.

2. Vocabulary focus

- Draw students` attention to the phrases in bold:

I may come across as sad, angry and **set in my ways**. I admit that I tend to **stand firm** and **press ahead with** my decisions and actions. But in fact, I feel lonely and misunderstood. That is because I **am** constantly **locked in battle with** the authorities, who **act out of sheer spite**. It is **a running battle**, and it often feels like I am **fighting a losing battle**. To me, the authorities **provoke all these clashes** with their irrational decisions, **despite my good intentions**. All my **efforts** to **resolve the conflict** have **been thwarted**. They deliberately continue to **vex me** and **mock me**. I don`t want to **come into conflicts with** them but we seem to **be poles apart**, and I don`t think we can ever **meet halfway**. That`s why, **as a last resort**, I started vlogging to share my accounts of the incidents which **bring me into conflicts with** the authorities.

Elicit and/or clarify their meaning.

Ask students a couple of personalized questions to check if they got the meaning right.

Part II

Sad Cat Diary - video [pairs>whole class>individually>whole class]

3. Script: gap fill

- Get students into two groups, A and B. Have groups sit together.
- Tell them to read the gapped script of a few vlog entries and complete the gaps, in pairs.
 - Pairs in Group A: entries 1-6
 - Pairs in Group B: entries 7-12

Give out **handout – pages 2 and 3** [gapped script]

- When ready, ask students to share their complete entries. Ask them what they think about the vlogger now.

4. Complete script and video

- Give out **handout – pages 4 and 5** [complete script]
Have students read to:
 - check their gap-fill guesses.
 - decide who the vlogger is. [answer: the cat]
 - decide who the authorities are. [answer: the cat`s owners]

At this point, they should work out that the narrative reflects in a witty way what goes on in the mind of a cat.

- ▶ the Sad Cat Diary video and let students enjoy watching it: <https://youtu.be/PKffm2ul4dk>
- Go through the script, section by section and get students to summarise what actually happened each time – 2 sentences per entry.

Part III Creative writing [individually > groups > individually]

5. Nerdist prompts

- Invite students to write (and then record at home) their own *Sad Cat Diary*-inspired vlog entries.
- Show [slide 4](#) [diary entry prompts – the opening and closing sentence].
- Divide students into three groups, 1, 2 and 3. Have students in each group create a vlog entry (individually), based on a different prompt: 1, 2 or 3 respectively.
- After they share their texts in groups, let them read sample texts created by the readers of the Nerdist.com blog.
- Give out [handout – page 6](#) [texts created by the readers of Nerdist.com]

Part IV Conflicts - discussion [pairs>new pairs]

6. Pair shares

- Get students into pairs.
- Show [slide 5](#) and [then 6](#) [questions].

1 Would you say you **are set in your ways**?

2 How often do you **stand firm** against others and **press ahead with** your decisions ?

3 When you **are locked in battle with** someone at work, are you the first to try and **resolve the conflict**?

4 When did you last:

- **act out of sheer spite**?
- **fight a losing battle**?
- **thwart someone`s efforts**?
- **vex** or **mock someone**?

5 How often do you **come into conflicts with** people of the opposite sex?

6 Who **are you poles apart with**? Do you ever **meet halfway**?

- Get students to ask and answer the questions on the slides in pairs.
- After slide 5, have students form new pairs.

Follow-up:

- At home, students record their vlog entries inspired by Zefrank1`s **Sad Cat Diary** video, those prepared in class or brand new texts.