A chiweenie with an overbite and 1.9m followers: how Tuna and Instagram's other top dogs rake in thousands per post

Level 3: Advanced

> **Article summary:** This article explains what 'dogfluencers' are and how dogs can make money for their owners from social media content.
>
> **Time:** 60 minutes
>
> **Skills:** Reading, Speaking, Writing
>
> **Language focus:** Phrasal verbs
>
> **Materials needed:** One copy of the worksheet per student

1. Warmer

a. This activity aims to get students thinking about how some people choose to use their pet dogs to make money from social media content. Ask students to work in pairs to discuss the questions. Get feedback from one or two pairs on what they discussed.

2. Key words

a. Ask students to work individually or in pairs to find the words in the article and then complete the definitions. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

1. *shrivelled*
2. *compelling*
3. *trigger*
4. *symmetrical*
5. *underpins*
6. *incongruence*
7. *inbreeding*
8. *rugged*
9. *credible*
10. *jolt*
11. *malocclusion*
12. *eliciting*
13. *anthropomorphism*
14. *wiggle*
15. *relentless*
16. *leverage*
17. *incomprehensively*
18. *heightened*
19. *pampering*
20. *social upheaval*

b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity in the correct form. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words. To extend the activity, ask students to tell you other dog breeds that they know in English and what their specific characteristics might be, e.g. labradors are a popular dog breed and are known to be affectionate and loyal.

Key:

1. *symmetrical*
2. *pampering*
3. *underpins*
4. *leverage*
5. *inbreeding*
6. *compelling*
7. *social upheaval*
8. *credible*
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13. *eliciting*
14. *anthropomorphism*
15. *trigger*
16. *incomprehensively*
17. *heightened*
18. *rugged*
19. *relentless*
20. *incongruence*

3. Comprehension check

a. Students can work individually or in pairs to do this activity. Encourage students to underline the section in the article where they found the answers. Remind them that if they can't find the information in the article, then they should circle *Not mentioned*.

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Key:
1. *False – Tuna became famous for his appearance and quirky photos, not for performing tricks.*
2. *True*
3. *True*
4. *False – Golbeck says successful dogfluencers 'look different than most dogs we would run into.'*
5. *True*
6. *Not mentioned – Ethical concerns are mentioned, but no unanimous or strong criticism from all experts is presented.*
7. *True*
8. *False – It says dogfluencer popularity increases during social upheaval, not economic stability.*

4. Key language

a. Students work individually to match the expressions to their definitions

Key:
1. *f*
2. *c*
3. *b*
4. *e*
5. *d*
6. *a*

b. Students now complete the sentences with the expressions. They can do this activity individually or in pairs.

Key:
1. *tuned in to*
2. *ran into*
3. *raked in*
4. *puppy-dog eyes*
5. *played into*
6. *sneaked in under the radar*

5. Discussion

a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible. You can extend the activity by asking students to describe the types of social media sites they are interested in and why.

6. In your own words

a. The aim of this task is to get students to reflect o the information they have read about in the article and to present different opinions on the topic of usin animals for financial gain. Remind students of th general paragraph plan of a discursive essay as follows:

Introduction
- Introduce the topic clearly.
- State that there are different views.
- Briefly outline what will be discussed.

First paragraph
- Present one side of the argument.
- Give reasons, examples and evidence to support it.

Second paragraph
- Present the opposing view.
- Again, include reasons and supporting examples.

Conclusion
- Summarise the main arguments.
- State your own opinion.

b. Students can share discursive essays with the class.