

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

Level 2: Intermediate

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 pets 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. <i>fluffy</i> | 9. <i>followers</i> |
| 2. <i>connected to</i> | 10. <i>adorable</i> |
| 3. <i>wrinkled</i> | 11. <i>cuteness</i> |
| 4. <i>resist</i> | 12. <i>unexpected</i> |
| 5. <i>close-ups</i> | 13. <i>promote</i> |
| 6. <i>freedom</i> | 14. <i>animal shelters</i> |
| 7. <i>empathetic</i> | 15. <i>expert</i> |
| 8. <i>social change</i> | |

- 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 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. <i>adorable</i> | 9. <i>empathetic</i> |
| 2. <i>animal shelter</i> | 10. <i>social change</i> |
| 3. <i>unexpected</i> | 11. <i>followers</i> |
| 4. <i>connected to</i> | 12. <i>close-ups</i> |
| 5. <i>fluffy</i> | 13. <i>promote</i> |
| 6. <i>wrinkled</i> | 14. <i>expert</i> |
| 7. <i>resist</i> | 15. <i>cuteness</i> |
| 8. <i>freedom</i> | |

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.

Key:

- True
- False – Tuna has 1.9 million followers on Instagram.
- False – 'Gap kawaii' means something is cute because it looks a bit strange or unusual.
- True
- True
- True
- False – For every 10,000 followers, a dogfluencer might earn approximately £200 per month.
- False – According to Golbeck, dog content becomes more popular during difficult times.

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4. Key language

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

Key:

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

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

Key:

1. *cheer, up*
2. *dressed up*
3. *looks like*
4. *sneaked in under the radar*
5. *stick out*
6. *took off*

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 on the information they have read about in the article and to present different opinions on the topic of using animals for financial gain. Remind students of the 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 their discursive essays with the class.