

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

Level 1: Elementary

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. *fluffy*
2. *animal shelter*
3. *promote*
4. *dog breeds*
5. *wrinkled*
6. *expert*
7. *followers*
8. *cute*
9. *close-up*
10. *costumes*

- b. Ask students to work individually or in pairs to complete the sentences using words from the previous activity. 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 friendly dogs.

Key:

1. *cute*
2. *followers*
3. *animal shelter*
4. *promote*
5. *fluffy*
6. *wrinkled*
7. *expert*
8. *close-up*
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3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to underline in the section in the article where they found the answers.

Key:

1. *True*
2. *False – Tuna has 1.9 million followers on Instagram.*
3. *False – 'Gap kawaii' means something is cute because it looks different.*
4. *True*
5. *True*
6. *False – Maya moves her ears in time with music.*

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4. Key language

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

Key:

1. e
2. d
3. a
4. b
5. c

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

Key:

1. *cheer up*
2. *dress up*
3. *looks like*
4. *well-known*
5. *stick out*

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 use the language they learned to talk about influencer pets. This task also simulates real-life English usage by helping students talk about social media accounts they follow. You can also prepare a list of such social media accounts as suggestions.
- b. Students share the influencer pet they chose for their essays with their classmates.