

I've eaten pizza every day for six years

Level 1: Elementary / Pre-Intermediate

Article summary: In this article, the writer shares his experience of eating pizza every day for six years and how he made it into a profession.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Connectors

Materials needed: One copy of the worksheet per student

1. Warmer

- a. This activity aims to activate schema and get students into the "pizza" topic. Help them with any emerging vocabulary, such as "topping" or pizza ingredient names. If possible, draw your own on the board to engage with students. Have them share their pizzas in pairs or small groups.

2. Key words

- a. Ask students to work individually or in pairs and complete the sentences using key words from the text. Tell them all the words appear in the article, so they can see them in context if they are unsure about their meaning. Allow some minutes for students to check answers in pairs or groups of three before checking with the whole group.

Key:

- | | |
|--------------|---------------|
| 1. challenge | 5. skinny |
| 2. extend | 6. supportive |
| 3. flavours | 7. concern |
| 4. bet | 8. appreciate |

- b. Ask students to work in pairs again, this time to complete the sentences using words from the previous task.

Key:

1. flavour
2. supportive
3. appreciate
4. challenge
5. bet

3. Comprehension check

- a. Ask students to work individually and choose the correct option to complete the sentences. Once finished, give them some minutes to check in pairs before checking answers with the whole class.

Key:

1. an entire pizza
2. immediately
3. to try
4. have his own pizzeria
5. worry about his health

4. Key language

- a. Ask students to do the task individually and check their answers using the text.

Key:

1. but
2. and
3. but
4. so
5. as

- b. Ask students to answer the questions in pairs using the connectors from the previous task. Check answers with the whole class.

Key:

1. so
2. as
3. and
4. but

- c. Ask students to complete the sentences using the connectors from the previous tasks. You may elicit why those linkers are correct based on what they express. For example, in item 5 you can ask, *Why did she decide not to eat pizza?* (Because she wasn't feeling well). This clearly shows *as* expresses a reason or cause.

Key:

1. and
2. but
3. but
4. so
5. as

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5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences or knowledge wherever possible.

6. In your own words

- a. This task can be assigned as homework individually or in pairs. Ask students to create a short survey to find out how healthy their classmates' diets are. They can do this on paper or use an app if they prefer to. Of course, students should take care not to appear judgemental of each other.
- b. Students analyse results and create an infographic to present their findings as well as suggest changes their classmates should make in order to have a better and more balanced diet.