

## I've eaten pizza every day for six years

### Level 3: Advanced

**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:** phrasal verbs

**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. <i>crust</i>      | 9. <i>crispy</i>      |
| 2. <i>plain</i>      | 10. <i>chewy</i>      |
| 3. <i>go amiss</i>   | 11. <i>coal</i>       |
| 4. <i>ease</i>       | 12. <i>char</i>       |
| 5. <i>leftovers</i>  | 13. <i>assumed</i>    |
| 6. <i>supportive</i> | 14. <i>metabolism</i> |
| 7. <i>fix</i>        | 15. <i>streak</i>     |
| 8. <i>convention</i> |                       |

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

**Key:**

1. *goes amiss*
2. *ease*
3. *leftovers*
4. *supportive*

5. *convention*
6. *chewy*
7. *coal*
8. *assumed*
9. *metabolism*
10. *streak*

#### 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. *The writer usually eats a whole pizza per day.*
2. *A friend proposed the challenge and he just accepted.*
3. *He shares his progress on social media.*
4. *He manages to eat pizza every day even when every restaurant is closed.*
5. *He even had pizza on his wedding day.*
6. *The writer often has his fix of pizza before going back home.*
7. *His current job allows him to try all sorts of pizzas.*
8. *He makes it clear he wouldn't be keen on opening (up) his own pizzeria.*
9. *Many people are worried about the healthiness of his diet.*
10. *He's still excited about pizza so he's not planning to stop eating it any time soon.*

#### 4. Key language

- a. Students work in pairs again, this time to complete the phrasal verbs in some sentences from the article. You might want to elicit what phrasal verbs are and how they are formed by a verb and a preposition, as well as the fact that their meaning is usually not obvious from the meanings of the individual words that form them.

**Key:**

1. *through*
2. *after*
3. *set*
4. *down*
5. *keep*

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- b. Students match the phrasal verbs they completed in task a with their definitions.

**Key:**

1. *keep up*
2. *look after*
3. *pass down*
4. *set up*
5. *get through*

- c. Give students time to write personalised sentences using the phrasal verbs from the previous tasks. Encourage them to select the ones they believe they will use in the future. Remind them that personalising their vocabulary will help them improve their fluency.

### 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.