
The Pizza Tastes Great

Dialogues and Stories

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Preface

Overview

The Pizza Tastes Great is a reader for beginners. Each chapter has four short dialogues and a story about the lives, problems, and hopes of ordinary people. The dialogues and stories are brief and interesting, control vocabulary and structures more than most beginning readers, and are written for and about adults. They will make a student's first steps in reading easy and enjoyable.

This book is written for college, community college, and high school students, as well as for adults who are studying at learning centers or on their own.

Objectives

The dialogues are meant to be listened to, read, and role played. No memorization is intended. The dialogues and stories never have a grammatical focus. They are written for the students to enjoy and comment on.

The Pizza Tastes Great aims to:

1. Improve listening comprehension
2. Provide reading material for beginning students
3. Increase students' basic vocabulary
4. Stimulate discussion
5. Improve pronunciation and intonation

Contents and Format

There are eight chapters in *The Pizza Tastes Great*. Each chapter has four dialogues of ten or eleven lines and a brief story that is divided into two parts. The words used in the dialogue or story are listed first.

In most of the dialogues, the speakers are given names used by both men and women, for example, Fran, Pat. In this way two men or two women can role play the characters in the dialogue as naturally as a man and a woman.

The dialogues and stories are followed by comprehension questions. In the first part of the book, all of these questions are factual. However, later in the book, the final comprehension question after most of the dialogues makes the students go beyond a literal interpretation of the text. Many of the final questions about the paragraphs of the stories do the same thing. These questions are marked with an asterisk (*) so the students will know that the answer cannot be found in the text.

After the comprehension questions, there is a section called *What About You?* This section fosters discussion and personal comments. *What About You?* is followed by a sentence completion exercise that tests and reinforces the vocabulary used in the dialogue or story.

After the dialogues, there is a final section which is either a modified cloze exercise, a word-grouping exercise, or a scrambled-sentence exercise. Each chapter closes with a vocabulary review exercise with synonyms and antonyms.

Working in Pairs

How teachers and students use the material in *The Pizza Tastes Great* will depend on their teaching and learning styles. However, the material lends itself to working in pairs. One way of doing this is to have the teacher read the words, short paragraph, and dialogue or story while the students listen. Then the class divides into pairs. The students ask each other the comprehension and discussion questions and do the vocabulary exercises together. The students then can go back to the beginning of the dialogue, read the vocabulary words and short paragraph, and role play the dialogue.

The Pizza Tastes Great and The Chicken Smells Good

The Pizza Tastes Great is written in a style and format similar to my earlier book *The Chicken Smells Good*. However, *The Pizza Tastes Great* is an easier book. Its dialogues and stories are shorter,

its vocabulary and structures are more controlled, and its exercises are less difficult.

Answer Key and Audio Cassette

An answer key is provided at the back of the book so students can check their work.

An audio cassette of *The Pizza Tastes Great* is also available to facilitate use of the book in language labs, at home, and in the classroom.

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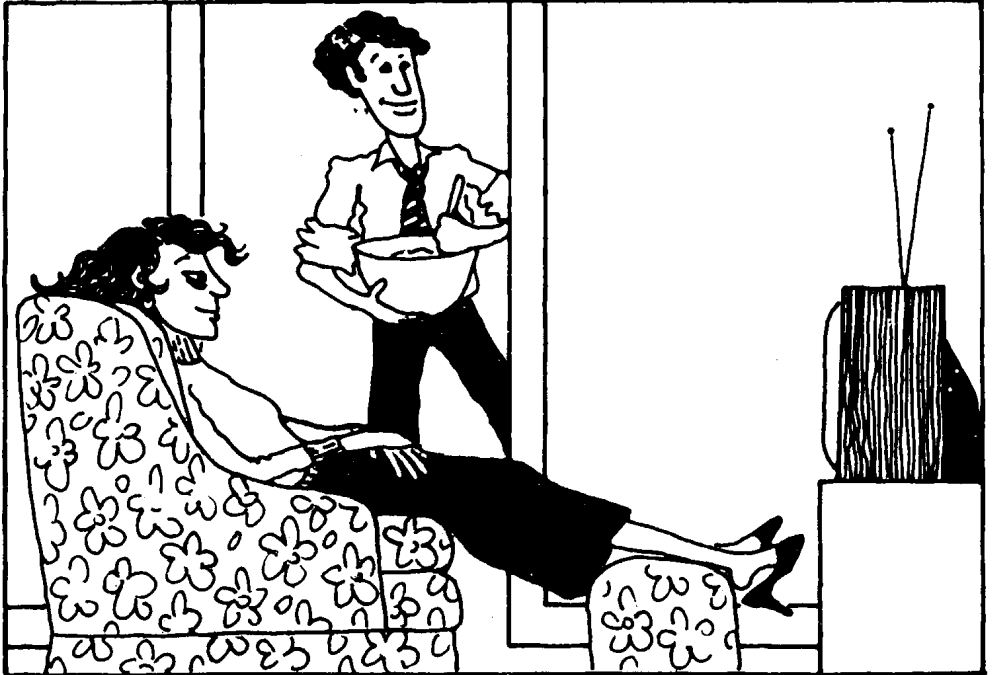
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1

Food

A Good Cook



Listen to and pronounce these words.

Nouns

kitchen
living room
wife
dinner
cook
TV

Verbs

cook
watch
can

Contractions

where is = where's
what is = what's
he is = he's
she is = she's

Other

tired
good

Mario is in the kitchen. He's cooking dinner. His wife is tired. She's watching TV in the living room.

Pat: Where's Mario?

Lynn: He's in the kitchen.

Pat: What's he doing?

Lynn: He's cooking dinner.

Pat: Where's his wife?

Lynn: In the living room.

Pat: What's she doing?

Lynn: Watching TV.

Pat: Can she cook?

Lynn: Yes, but she's tired, and he's a good cook.

I. Comprehension

Answer these questions about the dialogue.

1. Where's Mario?
2. What's he doing?
3. Where's his wife?
4. What's she doing?
5. Can she cook?
6. Why is Mario cooking?

II. Discussion: What About You?

Discuss these questions in pairs or small groups.

1. Can you cook?
2. Do you like to cook?
3. Are you a good cook?

III. Sentence Completion

Complete the sentences with these words.

cooking

where's

dinner

watching

1. Rita is watching the children.
2. _____ my pen?
3. Sam is _____ spaghetti.
4. When are we going to eat _____ ?

tired

wife

kitchen

can

5. There's a clock in the _____ .
6. _____ Phil drive?
7. It's late and I'm _____ .
8. Ann isn't my sister; she's my _____ .

IV. Paragraph Completion

Complete the paragraphs with these words.

cooking

kitchen

good

dinner

Mario is in the kitchen . It's time for _____
and he's _____ tonight. He's a _____ cook.

watching

can

tired

wife

Mario's _____ is in the living room. She
_____ cook, but she's _____ . She's
_____ TV.

We Eat a Lot



Listen to and pronounce these words.

Nouns

car
key
supermarket
package
a lot

Verbs

see
eat
want

Contractions

they are = they're
you are = you're
I am = I'm

Other

on top of
right
thanks
where
again
sure
if
okay
busy
heavy

Terry is looking for her car keys. She's going to the supermarket. Chris isn't busy. He's going with her.

Terry: Did you see my car keys?

Chris: They're on top of the TV.

Terry: You're right. Thanks!

Chris: Where are you going?

Terry: To the supermarket.

Chris: Again?

Terry: Yes, we eat a lot.

Chris: Do you want me to go with you?

Terry: Sure, if you can.

Chris: Okay. I'm not busy.

Terry: Good. The packages will be heavy.

I. Comprehension

Answer these questions about the dialogue.

1. What is Terry looking for?
2. Where are the car keys?
3. Where is Terry going?
4. Does Terry want Chris to go to the supermarket too?
5. Does Chris have a lot to do?
6. Will the packages be light or heavy?

II. Discussion: What About You?

Discuss these questions in pairs or small groups.

1. Do you buy your food at a supermarket?
2. What's the name of the supermarket? Where is it?
3. Do you buy a lot of food at the supermarket?

III. Sentence Completion

Complete the sentences with these words.

on top of**if****again****key**

1. Come _____, please.
2. _____ it's nice tomorrow, we'll go to the park.
3. Do you have the _____ to the house?
4. The box is _____ the cabinet.

package**a lot****heavy****busy**

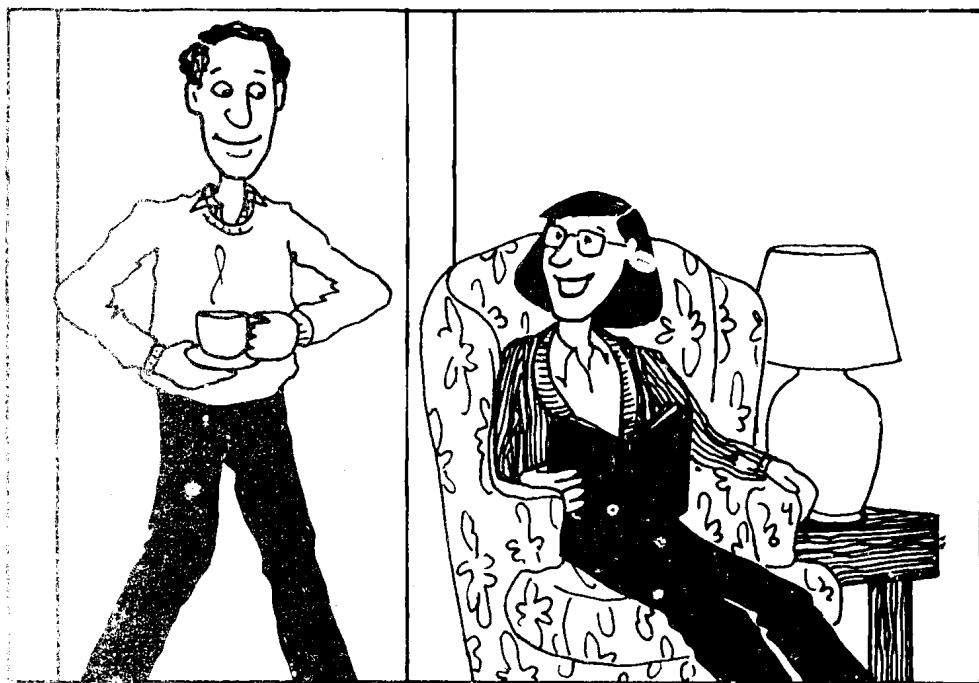
5. Ed goes to the movies _____.
6. What's in that _____?
7. Janet can't help you now. She's very _____.
8. The table is _____. It's not easy to move.

IV. Word Groups

Circle the three words that go together.

- | | | | |
|---------------|-------------|-------------|-------------|
| 1. <u>yes</u> | <u>sure</u> | no | <u>okay</u> |
| 2. eat | see | drink | cook |
| 3. with | to | on top of | keys |
| 4. busy | bread | supermarket | apples |
| 5. do | will | right | did |

A Little Milk but No Sugar



listen to and pronounce these words.

Nouns

cup
coffee
tea
milk
sugar
milk

Verbs

get
drink
please
keep
help
relax
like

Contractions

do not = don't

Other

something
little
no
never
why
awake