

- ☛ EXERCISE 2. a. Divide the choice phrases into message units with a bar (|) .
b. Mark the primary stress.
c. Read the dialogs aloud. "T" is the teacher, "S" is the student.

Situation 1. During office hours.

T: I'm glad you came. Let's see...are you in the nine o'clock class or the eleven o'clock class?

S: I'm in the eleven o'clock class. I sit by the window.

T: Oh, yeah. I thought so. Now, did you want to talk about the first assignment or the second assignment?

S: The second one. The first one was pretty easy.

Situation 2. Passing out homework.

T: These homework assignments don't have names on them. Is this your handwriting or his?

S: It's not mine. It must be his.

Situation 5. Class discussion.

T: Does the author agree with the theory or disagree with it?

S: I think she disagrees.

T: OK. Would you say she strongly disagrees or mildly disagrees?

S: I guess she just mildly disagrees. She agrees with a small part of it.

Situation 6. During class.

(Note: the answer to T's first question comes in S1's *second* response.)

T: Would you rather have the quiz on Friday or on Monday?

S1: For me, that depends. Is it essay, short answer, multiple choice, or what?

T: It's going to be multiple choice.

S1: Then Friday is OK.

T: Well how about the rest of you? Do you prefer Friday, Monday, or even some other day?

S2: I think we'll be ready by Friday.