

- ☛ **EXERCISE 2.** In the dialogs below,
- Mark the primary stress on each message unit using ●.
 - Read the dialogs aloud with a partner.

Situation 1. A class on measurement and evaluation.

T: Does anybody see any problems with this research?

S: I think there are some problems with validity.

T: OK. What type of validity?

S: Internal validity.

T: Good. What kind of internal validity?

S: I think it's called *test effect.

Situation 2. A student comes to the instructor during office hours.

S: I'm having some problems with the assignment.

T: Which assignment?

S: The one on page 96.

T: OK. What kinds of problems?

S: I can't figure out the area of the trapezoid.

Situation 3. Teacher and graduate student discussing their research.

T: I found some really good references for our proposal in the library.

S: Oh yeah? Which library?

T: In the public library.

S: Great. I have to go there today anyway. Where in the library?

T: On the lower level—towards the back.

Situation 4. Students from the same class discussing an assignment.

S1: When do we need to turn in the first paper?

S2: I think it's due sometime in March.

S1: When in March?

S2: Let me check the syllabus...The third week.

S3: Oh no! The same week as my *physics test. When in the third week?

S2: On the twenty-fourth. That's a Tuesday.