

- ☛ **EXERCISE 2.**
- a. Use the context in the following dialogs to identify repetition questions. Then write "RQ" after them.
  - b. Mark the primary stress.
  - c. Read the dialogs aloud with a partner, remembering to use a high-range melody on the repetition questions. T is the teacher, and S is the student.

Situation 1. Going over homework.

T: What is the answer to problem #12?

S: Forty pounds.

T: Forty?

S: I think so. Oh, I guess it's fifty.

T: Right. Fifty. How did you get that?

Situation 2. During a discussion section.

T: Everybody, let's take a look at the book | for an example of a \*regression analysis.

S: Which page?

T: Page 45.

S: Which page?

T: Page 45. It's near the end of Chapter 2.

Situation 3. A computer science class.

T: OK, let's review. Yesterday, we talked about two different types of \*programming loops. Now, what were the two types?

S: \*"Do-loops" and \*"while-loops."

T: Yes, that's right. And which one do we need in Problem #7?

S: Do-loops.

T: Did you say \*do-loops?

S: Yes.

Situation 4. Some students talking.

A: Dana, Jeff, and I are getting together tonight at Ben's to study for the final. Do you want to join us?

B: Maybe. What are you going to cover?

A: We're going to concentrate on the last four chapters of the book.

B: OK, I'll try to make it. Let me write this down. Now, when is it?

A: Tonight. We're probably going to start around 7:30.

B: And where?

A: At Ben's. Do you know where he lives?

B: Ben? Yeah. But I'll need a ride. Who else is going?

A: Dana and Jeff.

B: Great. I'll call them. Thanks.