

# Unit 11: [p] [f] (content by Seon-Jeong Ma)

pat      fat

## How to Make the Sounds

For [p], have your two lips touching, like in [b], except make it voiceless. For [f], put your top teeth onto your bottom lip, and make a sound exactly like [v] except voiceless.

## Exercise One: Word Repetition

Listen to the following words and repeat.

pat	fat	telephone
punish	furnish	periphery
apart	afar	photograph
couple	TOEFL	philosophy
pupil	fulfill	phosphor

## Exercise Two: Minimal Pairs

Listen to the following word. Repeat them, being careful to make the distinction between the two sounds.

pine	fine	supper	suffer
peel	feel	copy	coffee
open	often	pew	few
pork	fork	cheap	chief
depend	defend	cups	cuffs

## Exercise Three: Phrases with [f]

Listen to your tape. You will hear phrases of words that either contain the sound [f] or do not. As you listen to each phrase circle yes if you hear [f], and circle no if you do not.

- |        |    |        |    |        |    |
|--------|----|--------|----|--------|----|
| 1. yes | no | 4. yes | no | 7. yes | no |
| 2. yes | no | 5. yes | no | 8. yes | no |
| 3. yes | no | 6. yes | no | 9. yes | no |

## Exercise Four: Minimal Pair Distinction

### Part One

You will hear the sentences below, but only one of the *italicized* words will be spoken. Circle the one word which you hear.

1. He saw a *pile/file* of books on the desk.
2. The guard is keeping the *pork/fork*.
3. I'm trying not to *pry/fry*.
4. They wondered when they were going to *supper/suffer*.
5. The *coffee/copy* machine is broken again.

### Part Two

Listen for the missing words and write them on the lines below.

6. We \_\_\_\_\_ the orange.
7. You are \_\_\_\_\_ me again.
8. His \_\_\_\_\_ were stolen last night.
9. John did the \_\_\_\_\_ thing at the conference.
10. The \_\_\_\_\_ looks wonderful on the table.

## Exercise Five: Dictation

Listen to the sentences and write them.

1. \_\_\_\_\_ pew. \_\_\_\_\_
2. \_\_\_ Fiona \_\_\_\_\_
3. \_\_\_\_\_ from afar. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_ cuffs. \_\_\_\_\_

## Exercise Six: Questions for Answers Given

In this section, you will hear 5 answers. You will not hear the questions. Listen carefully to the answer, and then record the question in the space provided on your tape by using your drill]record button.

Example: \_\_\_\_\_ ? I'm fine, thanks.  
(you record "How are you?" onto your tape BEFORE the answer.)

1. Did Fred...
2. Was it...
- 3.
- 4.
5. Was Fiona's...

## Unit 11 Tongue Twisters

Say these tongue twisters out loud to practice the sounds.

1. The pool is full of fools.

[ðə pul ɪz fʊl əv fu:lz]

2. Jeffery plans to pick up a leaf for his faithful wife.

[dʒɛfri plænz tu pik ʌp ə lif fɔr hɪz feɪθfəl waɪf]

3. The professor professed that professional proficiency would be preferred.

[ðə prəfəsər prɒfɛst ðæt prɒfɛʃənəl prɒfɪʃənsi wʊd bi prəfərd]

4. Fine gifts are difficult to find.

[faɪn gɪfts ɑr dɪfɪkəlt tu faɪnd]

5. They failed to fulfill their promises to perform a perfect play without faults.

[ðeɪ feɪld tu fʊlfil ðeə prəmɪsɪz tu pɜ:fɔrm ə pɜ:fɛkt pleɪ wɪθaʊt fɔ:ltz]

6. Phoebe laughed at an awful photograph of her nephew's falling off a fence.

[fɪybiy læft æt ən əfʊl fəʊtəgræf ʌv hɜr nɛfjuz fɔlɪŋ əf ə fɛns]

7. Definitely that pessimistic philosophy inflicted a sophisticated philanthropist.

[defənɪtli ðæt pɛsəmɪstɪk fɪləsəfi ɪnfɪktəd ə sɒfɪstɪkətəd fɪlənrəpɪst]

8. The fancy-pants lapped, laughed, lept, and left.

[ðə fænsi pænts læpt, læft, lept, ənd left]

9. Firefighters are fighting painfully against forest fires.

[faɪəfɑɪtərz ɑr faɪtɪŋ peɪnfəli əgəɪnst fɔrɛst faɪərz]

10. Sophie sipped coffee and sifted files to find phenomenal facts.

[soʊfi sɪpt kəfi ənd sɪftəd faɪlz tu faɪnd fɛnəmənəl fæks]

# Unit Eleven

## Minimal Pair Exercises for Student Pairs

A

You and your partner have different sheets, either A or B.

Read your words from the list below to your partner, and he or she will mark down which word was different (either the first, second, or third). Then, your partner will read, and you will mark down on your worksheet either the first, second, or third (whichever is different).

Example: You hear "Thor—sore—Thor"; you write 2 in the space provided, as the second (sore) was different from the first and third (Thor).

- |           |        |        |       |
|-----------|--------|--------|-------|
| 1. pine   | fine   | pine   | _____ |
| 2. suffer | supper | supper | _____ |
| 3. pork   | fork   | fork   | _____ |
| 4. cups   | cuffs  | cups   | _____ |
| 5. defend | defend | depend | _____ |
| 6. cheap  | chief  | cheap  | _____ |
| 7. feel   | feel   | peel   | _____ |
| 8. option | often  | option | _____ |
| 9. few    | pew    | pew    | _____ |
| 10. copy  | copy   | coffee | _____ |

# Unit Eleven

## Minimal Pair Exercises for Student Pairs

B

You and your partner have different sheets, either A or B.

Read your words from the list below to your partner, and he or she will mark down which word was different (either the first, second, or third). Then, your partner will read, and you will mark down on your worksheet either the first, second, or third (whichever is different).

Example: You hear "Thor—sore—Thor"; you write 2 in the space provided, as the second (sore) was different from the first and third (Thor).

- |            |        |        |       |
|------------|--------|--------|-------|
| 1. pine    | fine   | pine   | _____ |
| 2. supper  | suffer | supper | _____ |
| 3. fork    | fork   | pork   | _____ |
| 4. cups    | cups   | cuffs  | _____ |
| 5. defend  | depend | defend | _____ |
| 6. chief   | cheap  | cheap  | _____ |
| 7. feel    | peel   | feel   | _____ |
| 8. often   | option | option | _____ |
| 9. pew     | pew    | few    | _____ |
| 10. coffee | copy   | coffee | _____ |







## Unit Eleven: Information Gap Exercise

A

In this exercise, sit opposite your partner. Your partner will ask you which word or phrase goes into the empty boxes. You will pronounce the word in *your* box, and your partner will write down what you said. Then *you* ask your partner to pronounce the words in *your* missing boxes.

### Possible questions:

"Can you tell me the words which are in D-2?"

"Could you repeat that, please?"

<b>A1</b> the fork's in the pork	<b>B1</b>	<b>C1</b> Phoebe fibbed	<b>D1</b>
<b>A2</b>	<b>B2</b> copy the TOEFL	<b>C2</b>	<b>D2</b> pine has a fine feel
<b>A3</b> few men are chiefs	<b>B3</b>	<b>C3</b> Do cups have cuffs?	<b>D3</b>
<b>A4</b>	<b>B4</b> defend the dependence	<b>C4</b>	<b>D4</b> the door's often open

## Unit Eleven: Information Gap Exercise

**B**

In this exercise, sit opposite your partner. Your partner will ask you which word or phrase goes into the empty boxes. You will pronounce the word in *your* box, and your partner will write down what you said. Then *you* ask your partner to pronounce the words in *your* missing boxes.

### Possible questions:

"Can you tell me the words which are in D-2?"

"Could you repeat that, please?"

<b>A1</b>	<b>B1</b> the pork has a fork	<b>C1</b>	<b>D1</b> Fibbing Phoebe
<b>A2</b> few pews are cheap	<b>B2</b>	<b>C2</b> coffee and TOEFL	<b>D2</b>
<b>A3</b>	<b>B3</b> depends on the defence	<b>C3</b>	<b>D3</b> pine is fine peeled
<b>A4</b> do cuffs have cups?	<b>B4</b>	<b>C4</b> the door's open often	<b>D4</b>

## Unit Eleven: Dialogue

With a partner, practice the conversation below until you have memorized it. Then, perform it in front of your class.

**Frank:** Have you heard about Fred, Fran?

**Fran:** No, what happened to him? Was he fired?

**Frank:** Far from it. Fred's been promoted to chief of staff.

**Fran:** What's the problem with that, Frank?

**Frank:** Well, he's far from being the right person for the position. He must have pulled a few strings.

**Fran:** You are always finding fault with Fred. Did you realize that, Frank?

**Frank:** Give me a break. No one is fairer and friendlier than me, good ol' Frankie.

**Fran:** Fat chance that's a fact, Frank!