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*Foreword by Joseph R. Duffy*  
*Preface*  
*Acknowledgments*

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3. Vowels and Diphthongs

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Disorder-Specific Applications
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  Social or Regional Dialect Modification
  Foreign Accent Modification and American English as a Second Language
Examples of Goal Areas and Target Skills That Can Be Addressed by Material in This Chapter

Suggestions for Using and Modifying Practice Material in This Chapter

Practice Material for Vowels and Diphthongs
  Vowel /i/ as in “beat”
  Vowel /I/ as in “bit”
  Diphthong /ei/ as in “bait”
  Vowel /e/ as in “bet”
  Vowel /æ/ as in “bat”
  Vowel /A/ as in “but”
  Vowel /a/ as in “pot”
  Diphthong /ou/ as in “boat”
  Vowel /u/ as in “book”
  Vowel /u/ as in “boot”
  Glide-vowel combination /ju/ as in “butte”
  Diphthong /au/ as in “cow”
  Diphthong /at/ as in “bite”
  Diphthong /ɔɪ/ as in “boy”
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Consonants

This practice material was designed to provide many opportunities to practice production of specific consonants in fairly common words, and in phrases and sentences, all with emphasis of comparing the target speech sound in minimal pairs and other contrasting environments.

The author’s introduction to minimal contrasts was in Fairbanks’ *Voice and Articulation Drillbook* (1960). Fairbanks’ method of “... work toward the sound in question from a similar sound” (p. 27), and comparing words differing by only one element, is an obvious and natural way to approach speech-sound disorders in both children and adults. Later, Weiner (1981) described a phonologic treatment approach—a variation of a procedure by Cooper (1968)—using meaningful contrastive minimal pairs that was successful for some children with severe speech-sound disorders. Since then, treating children with phonological disorders has evolved in a number of directions, with many of them moving beyond minimal pairs contrasts to incorporating various other speech sound contrasts (Kamhi & Pollock, 2005). Yet, the technique of comparing and contrasting phonemes in CVC words to remediate speech-sound disorders continues for both children and adults. For example, there is evidence that minimal contrast practice, used along with other techniques such as integral stimulation, articulatory placement cuing, and presentation of graphic cues is “... likely to provide gains in speech production for individuals with apraxia of speech even when deficits are chronic and severe” (Wambaugh, Duffy, McNeil, Robin, & Rogers, 2006, pp. xlvii–xlviii).

In the speech practice material presented here, most consonants in American English are represented in the initial and final positions of short words. Most common consonant clusters are represented in the initial position of short words. The following table provides examples of how the material is arranged for each consonant, starting with consonant-vowel-consonant (CVC) words, then to phrases, polysyllabic words, and sentences with multiple speech sound contrasts and with the target consonant appearing in all word positions. Throughout these materials a broad phonemic transcription is applied. Some speech sounds are grouped in nontraditional ways.
### Description and Examples of Practice Material in This Chapter

<table>
<thead>
<tr>
<th>Description of Practice Material for Consonants</th>
<th>Examples of Practice Material for /b/</th>
</tr>
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| Target consonant in the initial position of CVC words with most vowels and diphthongs represented | beach, bead, beef  
  bib, big, bill  
  babe, bake, base |
| Target consonant in the initial position of CVC words in two-word phrases | book bag  
  bed bug  
  bang-bang |
| Target consonant in the final position of CVC words | bib, fib, rib  
  dab, gab, jab  
  gob, job, sob |
| Target consonant in the final position of both CVC words in two-word phrases | cob web  
  lube job  
  rob Abe |
| Target consonant in the initial position of the first word and in the final position of the second word in two-word phrases | big fib  
  bad curb  
  ball club |
| Target consonant in the initial position of CVC words and contrasted in minimal pairs | beach – peach; big – pig; bet – pet  
  buck – duck; ball – doll; bark – dark  
  base – vase; ban – van; boat – vote |
| Target consonant in the initial position of the first CVC word in two-word phrases with the second word beginning with a contrasting consonant | bake pie, bean pod, back pain  
  boat dock, big ditch, burn down  
  ball mitt, big map, bad mood |
| Target consonant plus consonant (cluster) in the initial position of short words | bleach, bleed, bleak  
  brew, broom, bruise |
| Target consonant in the initial position of words of increasing length and phrases | bare, barefoot, barefooted  
  base, baseball, baseball park  
  bathe, bathing, bathing suit |
| Target consonant in all positions of words in sentences that contain multiple contrasts to the target | Get that big cobweb.  
  Polly bought a new bowling ball.  
  I’m a big fan of barbecue beef.  
  My neighbors bought a new boat.  
  Pat’s homemade blackberry pie is the best. |
How can practice material for specific consonants be used in therapy and with what populations? Suggestions follow, but obviously, the clinician must determine the appropriateness of practice material for any given client, weighing the type and severity of the speech disorder, and the client’s capabilities.

**DISORDER-SPECIFIC APPLICATIONS**

**Apraxia of Speech**

For people with apraxia of speech, this section includes many minimal pair contrasts and other consonant oppositions in short words and phrases for drill on articulatory precision, prosodic naturalness, and for modifying temporal dimensions. These precede sentence-length material containing the same consonant targets with various oppositions.

In adults, aphasic language impairment usually accompanies apraxia of speech. Some of the material in this book intended to address various phonologic impairments, motor speech disorders, and other disorders of speech production may also be applicable to a given client’s language impairment.

**Dysarthria**

For people with dysarthria, speech practice material juxtaposing consonants in short words, phrases, and sentences may be suitable for therapy goals similar to those for treating apraxia of speech, including articulatory precision, elements of prosody, speaking rate, a syllable-by-syllable approach to speaking, and loudness.

**Laryngectomy**

For people who have had a total laryngectomy who use an artificial larynx device, tracheoesophageal voice prosthesis, or esophageal voice, and for those who have had other laryngeal surgeries to ablate disease, this speech practice material may be helpful for improving articulation, increasing oral openness when speaking, coordinating breathing with voice production, phrasing, pacing-timing, as well as for addressing loudness and voice quality.

**Glossectomy and Other Head and Neck Cancer Surgeries and Treatments**

For people who have had partial or total glossectomy, other head and neck surgeries, and/or chemoradiation treatments to the head and neck that compromise articulatory precision and/or voice, this material may be used to explore and practice compensatory articulatory gestures, and to practice speaking at a reduced rate.

**Modifying Social or Regional Dialects of American English**

For people wishing to modify their specific social or regional dialect, this material may be utilized to differentiate and practice consonant sounds of American English that are habitually omitted, substituted, or distorted. In addition, customary grammatical structure of American English may be practiced in the phrase-length and sentence-length material.
Foreign Accent Modification and Learning American English as a Second Language

For people wishing to reduce their foreign accent and for those learning American English as a second language, this material will provide many pages of speech practice material that focus on all consonant sounds in common words in American English, and common and predictable articulatory substitutions of speakers of particular languages by contrasting the target sounds with their habitual substitutions in CVC words, and in phrases and sentences. In addition, the material in other sections of the book are appropriate to practice an optimal speaking rate (usually a reduced rate), to maximize intelligibility, to focus on customary stress and prosodic patterns of polysyllabic words and various sentence types, and to learn timing and other pragmatic-social aspects of American English conversation.

EXAMPLES OF GOAL AREAS AND TARGET SKILLS THAT CAN BE ADDRESSED BY MATERIAL IN THIS CHAPTER

<table>
<thead>
<tr>
<th>Goal Areas</th>
<th>Target Skills</th>
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| **Phonology/Articulation** | • articulation of specific consonants  
                          | • juxtaposing similar speech sounds in simple and more complex linguistic environments  
                          | • overall intelligibility |
| **Rate**              | • reduce speaking rate  
                          | • increase speaking rate  
                          | • intelligibility  
                          | • naturalness |
| **Prosody**           | • conventional intonational-prosodic patterns in phrases and sentences  
                          | • syllable-by-syllable production of words, phrases, and sentences  
                          | • pitch and loudness variations  
                          | • manner of breathing; breath control  
                          | • phrasing  
                          | • fluency and smoothness  
                          | • naturalness |
| **Fluency**           | • using a prolonged-speech technique to produce specific sounds, words, phrases, and sentences  
                          | • naturalness |
Voice

- best possible voice quality (free of hoarseness, breathiness, roughness, with appropriate pitch)
- increased loudness
- reduced loudness
- breath support; manner of breathing
- phrasing

Social or Regional Dialect Modification

- articulation of specific consonants that are habitually omitted, substituted, or distorted
- inclusion of all syllables in words and sentences in American English
- conventional prosodic patterns of mainstream American English
- intelligibility

Foreign Accent Reduction and American English as a Second Language

- slower speaking rate to maximize intelligibility
- articulation of specific consonants of American English that are habitually substituted, distorted, or omitted
- inclusion of all syllables of words in sentences
- conventional intonational-stress-prosodic patterns of mainstream American English
- intelligibility
- naturalness

SUGGESTIONS FOR USING AND MODIFYING THE PRACTICE MATERIAL IN THIS CHAPTER

- Use highlighting, underlining, arrows, slashes, and other diacritical markings to indicate the presence of specific consonant sounds, to stress/emphasize them, to indicate pauses, alteration in rate, prolongation, change in loudness, pitch-prosodic variation, and so forth.
- Address one of the client's speech goals, such as articulatory precision, then during subsequent practice of the same material, switch to another of the client's goals, such as naturalness. Later, address both goals simultaneously.
- Depending on specific goals, the clinician may choose to demonstrate to the client a deliberate, slower than normal model to emphasize a particular speech target.
- Self-monitoring and self-critique are fundamental to improving speech skills. A tried-and-true therapy procedure is to audio-record or video-record the client during speech practice. Afterward, the
clinician and client can review the recordings and analyze the speech performance.

To change the two-word phrases into slightly more complex three-word phrases, add an adjective or pronoun to the noun phrases, such as “a big park,” “one big perch,” and “my bad putt.” Words that can most often precede noun phrases are “a,” “the,” “one,” “this,” “that,” “my,” “his,” and “her.”

For additional practice of polysyllabic words beginning with a particular consonant, create phrases or sentences with the words appearing in the “Words of Increasing Length and Phrases” section for that consonant.

Most of the speech practice material in all sections of this book can be modified or used directly for practice of consonant targets.

For additional variations of contrasting consonants in simple to more complex linguistic environments, refer to the Word Grids (Chapter 4) and Contrastive Stress Drills (Chapter 9).

Consider using Base-10 Response Forms (Chapter 10) for organizing treatment and scoring and plotting performance on speech management tasks for consonants.

Delete or modify speech practice material that distracts the client from the intended goals of therapy.
PRACTICE MATERIAL FOR CONSONANTS

b__

bee, beach, bead, beef, beak, beam, bean, beep, beet, bees
bib, big, bill, bin, bit
bay, babe, bake, bale, base, bait, bathe
bed, beg, bell, Ben, Bess, bet, Beth
batch, bad, bag, badge, back, ban, bass, bash, bat, bath
bud, buff, bug, budge, buck, bum, bun, bus, but, buzz
Bob, botch, bog, ball, bomb, bop, boss, bought
bow, bowl, bone, boat, both, bows
boo, booed, boom, boot, booth
book, bush
butte
bough, bowel, boughs
buy, bike, bite
boy, Boyd, boil, boys
burr, birch, bird, burn, burp, Burt, birth, burrs
beer, beard
bear, bears
bar, Barb, barge, bark, barn, Bart, bars
bore, board, born, bores

b__ b__ Phrases

book bag        birch bark        bug bite
big bomb        bad back         bait box
Big Ben         big book         bean bag
bed bug         back bone        big boom
buy beef        bell boy         bad burn
bang-bang       beach bum        beach ball
bad boys        big boat         bad bet
big boot        bad book         big bass
bar bell        bird bath        brown boots
_b_

bib, fib, rib   Bob, gob, job, cob, mob, knob, rob, sob
Abe, babe      lube, tube
Deb, web       lobe, robe
dab, gab, jab, cab, lab, nab, tab
  her, verb
dub, hub, cub, rub, sub, tub
  Barb

__b__ __b Phrases

cob web          lube job          rob Abe

b__ __b Phrases

big fib          big tub          ball club
bar tab          bad curb         boil crab
big mob          big crib         boys' club

b – d Contrasts

bee – Dee       bad – dad          boo – due
bead – deed     bam – dam          boooed – dude
bean – dean     ban – Dan          boom – doom
beep – deep     bash – dash        bout – doubt
bid – did       bud – dud          buy – die
big – dig       bug – dug          buys – dyes
Bill – dill     buck – duck
bay – day       bum – dumb         Bert – dirt
bale – Dale     bun – done         beer – deer
bait – date     buzz – does
bays – days     bog – dog          bear – dare
bed – dead      ball – doll
Ben – den       bought – dot
Beth – death    bow – dough
   bore – door
b__ d__ Phrases

boat dock  back down  black dot
boot-deep  big deck  black death
big ditch  back dues  beat down
bear den  burn down  buckle down

b – g Contrasts

bill – gill  bum – gum  bout – gout
babe – Gabe  bun – gun  buy – guy
bail – Gayle  bus – Gus  beer – gear
bait – gate  but – gut  beard – geared
bays – gaze  Bob – gob  bored – gourd
Bess – guess  bought – got
bet – get  bow – go
bass – gas  bowl – goal
bash – gash  bows – goes

b__ g__ Phrases

buy gas  ball game  ball gown
be good  big goose  bad gash
big goat  back gate  big goof
bad guess  bad guy  big gut
### $b - m$ Contrasts

<table>
<thead>
<tr>
<th>$b$</th>
<th>$m$</th>
<th>$b$</th>
<th>$m$</th>
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<tbody>
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<td>be</td>
<td>me</td>
<td>badge</td>
<td>Madge</td>
</tr>
<tr>
<td>beak</td>
<td>meek</td>
<td>back</td>
<td>Mac</td>
</tr>
<tr>
<td>bean</td>
<td>mean</td>
<td>ban</td>
<td>man</td>
</tr>
<tr>
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<td>meet</td>
<td>bass</td>
<td>mass</td>
</tr>
<tr>
<td>bill</td>
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<td>make</td>
<td>bug</td>
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<td>mate</td>
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<td>beg</td>
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<td>but</td>
<td>mutt</td>
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<tr>
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<td>Mel</td>
<td>baa</td>
<td>ma</td>
</tr>
<tr>
<td>Ben</td>
<td>men</td>
<td>Bob</td>
<td>mob</td>
</tr>
<tr>
<td>Bess</td>
<td>mess</td>
<td>ball</td>
<td>mall</td>
</tr>
<tr>
<td>bet</td>
<td>met</td>
<td>bomb</td>
<td>mom</td>
</tr>
<tr>
<td>batch</td>
<td>match</td>
<td>bop</td>
<td>mop</td>
</tr>
<tr>
<td>bad</td>
<td>mad</td>
<td>boss</td>
<td>moss</td>
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### $b\_ m\_ Phrases$

<table>
<thead>
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<th>$m$</th>
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</thead>
<tbody>
<tr>
<td>be mine</td>
<td>book mark</td>
</tr>
<tr>
<td>bad meal</td>
<td>big mess</td>
</tr>
<tr>
<td>ball mitt</td>
<td>Bat Man</td>
</tr>
<tr>
<td>big myth</td>
<td>big map</td>
</tr>
<tr>
<td>bad men</td>
<td>big mob</td>
</tr>
<tr>
<td>bath mat</td>
<td>Big Mac</td>
</tr>
</tbody>
</table>
**b – p Contrasts**

bee – pea  
beach – peach  
beak – peak  
beep – peep  
beat – Pete  
bees – peas  
big – pig  
bill – pill  
bin – pin  
bit – pit  
bale – pale  
bays – pays  
beg – peg  
Ben – pen  
bet – pet  
batch – patch  
bad – pad  
back – pack  
ban – pan  
bass – pass  
bat – pat  
bath – path  
bub – pub  
buff – puff  
bug – pug  
bun – pun  
bus – pus  
but – putt  
ball – Paul  
bop – pop  
bought – pot  
bull – pull  
bowel – Powell  
buy – pie  
bike – pike  
birch – perch  
bar – par  
bark – park  
Bart – part  
bore – pour

**b__ p__ Phrases**

bake pie  
ball park  
boat pier  
bird perch  
bad part  
boil pork  
back porch  
big pear  
back page  
big pig  
bean pod  
big perch  
beer pub  
berry pie  
boil peas  
big peak  
back pack  
bean patch  
back pain  
bean pot  
big park  
bear paw  
bus pass  
bad putt  
back pay  
bad pun  
beach party
**b – v Contrasts**

Bic – Vic  
ban – van  
burn – Vern  
bale – veil  
bat – vat  
beer – veer  
base – vase  
boat – vote  
bet – vet  
bough – vow

**bl__**

bleach, bleed, bleak, bleep  
blab, black  
blue, bloom, blues  
blip, bliss  
blood, blush  
blur  
blade, Blake, blame, blaze  
blob, blotch, block, blot  
blare  
bled, bless  
blow, blows

**br__**

breach, breed, breathe, breeze  
Brad, bran, brass, brash, brat  
brow, brown  
bridge, brick, brim  
broad, brawl, brawn  
bride, brine, bright  
braid, break, Braille, brain,  
brew, brood, broom, brute,  
brui  
bread, breath  
brook

**Words of Increasing Length and Phrases That Begin with /b/**

bare  
bed  
base  
back  
batter  
bathe  
black  
beans  
barefoot  
bedside  
baseball  
background  
batter  
bating  
bake  
baked beans
**Sentences with /b/**

1. I'll be back.
2. Get that big cobweb.
3. Park the cab by the curb.
4. Both boys got bad bumps.
5. Bill bought a new bowling ball.
6. The wind blew my birch to bits.
7. My neighbors bought a new boat.
8. Our baseball team beat the Bears.
9. The bass were biting at Big Lake.
10. Put the bird bath in my back yard.
11. Don’t burn the banana bread again.
12. Bonnie’s blackberry pie is the best.
13. Ben heard sobbing from the bedroom.
14. The big bands will begin to play soon.
15. Bellboy, please put my bag in that cab.
16. “Good night, boys, don’t let the bedbugs bite.”
17. That book may be a big seller, but it bored me.
18. I’ll bet you a buck Pat blows his big date with Beth.
19. Boy, this lemon pie is much better than one you buy at a bakery.
20. “Boogie Woogie Bugle Boy of Company B” was a big hit for Bette Midler.
/ʃʃ/

chief, cheek, cheap, cheat, cheese
chick, chill, chin, chip
chafe, chain, chase
check, chess
Chad, chap, chat
chug, Chuck, chum
chalk, chop
choke, chose
chew, chewed, choose
chow
chide, chime, chive
choice
churn, chirp
cheer, cheered
chair
char, charred, charm, chart
chore

tf  tf  Phrases

cheap cheese    choice cheese    chirp-chirp
charred chop     charm Chad      choice chops
choke chain     choose Chuck     chaffed chin
chop-chop       chill cheese     chess champ
cheap chair     chase Chuck      Charlie’s cheap

tf

each, beach, leech, peach, reach, teach
itch, ditch, hitch, Mitch, pitch, rich, witch
fetch, wretch
batch, hatch, catch, latch, match, patch, thatch
Dutch, much, such, touch
botch, notch, watch
coach, poach, roach
hooch, mooch, pooh
ouch, couch, pouch, vouch
birch, church, lurch, perch, search
arch, parch
porch, torch
**Consonants**

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**tf tf Phrases**

- catch perch
- teach Mitch
- each batch
- teach Dutch
- speech coach
- each stitch
- rich grouch

**tf tf Phrases**

- chess match
- check each
- cheap batch
- choice beach
- chess coach
- chide Mitch
- chilled peach
- chain stitch

**tf \(-\) k Contrasts**

- cheap - keep
- cheese - keys
- chick - kick
- chill - kill
- chin - kin
- chain - cane
- chase - case
- chap - cap
- chat - cat

- chub - cub
- chum - come
- chew - coo
- chewed - cooed
- choke - Coke
- chow - cow
- chair - care
- chairs - cares

- char - car
- charred - card
- chart - cart
- chore - core

**tf k Phrases**

- Chad can
- choice corn
- chess king
- cheap coin
- Chuck's cat
- China cup
- chicken coop
- chicken cage
- chart a course

**tf \(-\) dʒ Contrasts**

- cheap - Jeep
- chill - Jill
- chin - gin
- chain - Jane
- chess - Jess
- chug - jug
- choke - joke
- cheer - jeer