

ALTERNATIVE EDUCATION

Layers of Language:
Influence of Word Origins on Word Structure

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**~ Module 13, Session 1~
Handout**

Language Knowledge Survey

Part A

I. Circle the short vowels in the following words:

stick	blimp	map	notch	alive
flute	shabby	defend	crumb	stop

II. Circle the long vowels in the following words:

shake	slimy	bitter	biter	pretend
cyclone	trend	stove	became	flutist

III. Circle the consonant blends in the following words

clamp	flint	brisk	milk	stick
stretch	twist	speak	while	splint

IV. Circle the consonant digraphs in the following words:

church	thick	flash	thatch	chimp
when	bathe	flip	shouted	that

V. Circle the vowel digraphs in the following words:

spoil south retrieve spoke crawl
think author receive flaunt maintain

VI. Divide the following words into syllables:

contract mitten humid telegram complexity
graduate glimpse valuable cabin spectators

VII. Circle the two base words in the following compound words:

grandchild railroad snowflake sleepwalk tablecloth
housecoat slingshot chairlift wrinkle homesick

VIII. Circle the prefixes in the following words:

predicted success advice untimely joined
misplace interrupt multilevel submerge malcontent

IX. Circle the suffixes in the following words:

dictate boredom enlighten existent singular
kindred comedian chemist aquarium musician

X. Circle the Latin word roots in the following words:

flexibility incredible perspiration indented dictionary
attractive digression conformity geometry circumference

XI. Circle the two Greek combining forms in the following words:

phonogram dermatology metaphysics heliometer monologue
orthopod gramophone astrology telephoto bibliophobia

Language Knowledge Survey – Part B Post

NOTE: Categories and items in this section of the survey are similar to those found in: Moats, L. C. (2003). *Speech to print workbook: Language exercises for teachers* (pp. 1-10). Baltimore: Paul H. Brookes Publishing Co.

Phoneme Counting: Read the following words aloud. Count the number of speech sounds, or phonemes) that you hear in each word.

thirst ____ chimp ____ squint ____
felt ____ sprout ____ best ____

Phoneme Recognition: What is the second phoneme (or speech sound) in the following words:

climbing ____ chatter ____ reject ____
physical ____ shined ____ brisk ____

Syllable Counting: Read the following words aloud. Count the number of syllables you hear in each of the words.

artichoke ____ cucumber ____ individual ____
walked ____ scramble ____ rededication ____

Letter-sound Correspondences:

1. What letters signal that *c* is pronounced /s/?
2. When is *ck* used in spelling?
3. List all the ways you know how to spell long /o/.
4. List all the ways you know how to spell the consonant sound /n/.
5. Underline the schwa vowels in the following words:
awake manage brilliance generous repetition
6. List the morphemes and their meaning in the word *protozoology*.