

Task 1. – Morphology.

Question 1.

Derivative affixes are affixes that are added to a root word to change its function or meaning from one word class to another

(<http://www.sil.org/lingualinks/literacy/referencematerials/glossaryofliteracyterms/WhatIsADerivationalAffixation.htm>).

'er'

This is a derivative affix meaning 'one who does' for example using the word bike this becomes the word biker when the affix is added. This changes the word to mean a person who uses a bike.

'ist'

This is a derivative affix meaning 'one who is' for example using the word cycle this becomes the word cyclist when the affix is added. This changes the word to mean a person who is using a cycle.

'ly'

This is a derivative affix showing how something is being done. When added to a verb such as 'slow' this will change its meaning from simply a speed to the speed in which a specific is being done, when used in context. I.E. The Cyclist on the bike is going slowly.

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Question 2.

Inflectional affixes are affixes that do not change the meaning of the root word but however change the meaning to give the word grammatical context (Chapman, C. 2005. Lecture Notes, PowerPoint Handouts).

's'

This is an inflectional affix that changes the 'number' within context. More commonly this is seen as the affix that pluralizes a word. For example there is one word can become there are many words.

'ed'

This is an inflectional affix that changes the tense of a word. When added to the end of a regular verb it will change its tense to the past. For example I will book the tickets can become I have booked the tickets.

's'

This is an inflectional affix that shows possession to a word. When added to the end of a word it will show that something belongs to the root word. For example that is John's book. It is not changing the root word's meaning, John is still John, but the affix shows that the book belongs to him.

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Question 3.

uffish Adjective. This word in context is an adjective as it is describing how the subject's thought was as 'he' stood.

whiffing Verb. This word is being used as a verb. It is being used in context to explain how something was being done. The affix 'ing' is also used to change the aspect of a root word showing that an action is being done.

tulgey Adjective. This word is being used as an adjective as it is describing the wood. Had it began with a capital letter It could be argued that it was a noun as the name of the wood itself, however without this it seems more likely to be describing the word's appearance.

vorpal Adjective or Noun. This word could either be an adjective or noun. It is more likely in context to be being used as an adjective to describe the blade, however depending on the author's intent, he could be using the word as a specific type of blade in which case it would become a noun.

galumphing

Verb. This word is describing the actions being taken by the subject as he travelled back. Again the affix 'ing' shows action taking place consistent with verb formation. The verb in this case would be 'to gallumph' so the subject went 'gallumphing back'

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Question 4.

manunkind

The author here is using an infix, namely 'un' to change the root word to its negative form, thus creating a new word.

mountainrange / wherewhen

The author here is creating new compound words, from existing words. The words mountain and range have been compounded as have the words where and when, thus creating new compound words.

unwish / unself

The author here has added the prefix 'un' to create negative forms of existing words.

made

It appears here that the author has converted an existing word such as 'created' to a more fitting word for his context.

hypermagical / ultraomnipotence

The author here has added a prefix in both cases to exaggerate the importance of the root word. Something that is more than

magical then becomes *hypermagical* with the suffix 'al' meaning of or relating to so in this case, of or relating to *magic* and something that is more than omnipotence becomes *ultraomnipotence*.

globbered

This is a newly created word meaning the noise made by a live, swamp-dwelling creature. The suffix 'ed' is showing us this is a past tense form of the verb 'to globber'

matresslike

This is a compound word created using 'like' as a suffix to create a new word meaning to be like a mattress, in actions.

follop / floopy

It appears that these two words are linked. The author appears to have created a new adjective possibly from the English word 'floppy' to show a manner in which something is being done.

The next word *follop* is then a verb derivative meaning to do something in a *flops* manner.

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Question 5.

Morphology is the study of the internal structures within words, and the rules that govern the way in which words are formed (Fromkin, Rodman & Hymes. An Introduction to Language). The teacher should be well versed in this when teaching adult literacy as well as planning and assessing any adult literacy work. For instance in the Core Curriculum's Reading sections there are specific word focussed elements in which the learner must be able to notice and understand common prefixes (Rw/E3 : p76). If the teacher does not have a good understanding of these prefixes and their use then the teacher will a) not be able to prepare a relevant lesson with guarantees that learning will take place, b) not be able to deliver this lesson to a high enough level and c) not be able to assess whether learning has indeed taken place during the lesson.

The teacher is not expected to be the fount of all knowledge however it is certainly advisable that on a question of grammar and what the learner will view as fundamental issues, that when a question is asked about the morphology of a word, such as, why do we add the 's'? Then the teacher should be able to answer that question without having to look up the answer him or herself.