

Extra Practice 7

“Unearthed Peruvian tomb confirms that women ruled over brutal ancient culture”

- 1 Archaeologists digging in an ancient Peruvian tomb have unearthed a skeleton, confirming that a mysterious people known as the Moche were ruled by a succession of queens that presided over a brutal and ritualistic society.
- 2 Centuries ago, in the Sechura Desert of northern Peru — one of the most arid and brutal environments on our planet — the Moche people developed an equally-brutal culture. With no written history left behind, much of their society still remains a mystery, but paintings on pottery have shown researchers evidence of a rigid culture of survival, with ritualized combats where the losing side was sacrificed.
- 3 Findings in recent years expanded the tale of these people even further, telling a story of how they were ruled by women, priestesses who also acted as queens. The first of the discoveries that hinted at this possibility, apparently, was the Lady of Cao, a mummy unearthed from a tomb in 2006 that showed signs of dying during childbirth. The discovery of yet another priestess's skeleton, the latest of eight found so far, has confirmed this. The body was buried in an elaborate 1,200 year old tomb in Chépén, along with adult and child sacrifices.
- 4 "This find makes it clear that women didn't just run rituals in this area but governed here and were queens of Mochica society," said project director Luis Jaime Castillo, according to the *Associated Free Press*.
- 5 Another important find involved how the Moche culture disappeared.
- 6 Originally, it was thought that they died off due to a devastating climate upheaval — a 'mega-El Nino' that lasted for 30 years. Evidence in the mountains of northern Peru showed that some time between 560 and 650 A.D., there were 30 years of drought followed by 30 years of heavy rain and snow. It's known that when the mountains experience these weather conditions, the Sechura Desert gets the opposite effect, so the Moche would have been subjected to 30 years of rainy weather followed by 30 years of extreme drought.
- 7 However, recent evidence points to a more violent downturn for the Moche. They apparently survived the extreme shifts in climate, but with scarce resources left over in the aftermath, they turned on each other, exchanging their ritualized combats for a bloody civil war that eventually destroyed them.

Answer the following questions:

1. The word *Peruvian* (par. 1) appears in the text. What other suffixes do you know to form nationalities?
2. Explain the spelling phenomena in these two words: *digging* (par. 1) and *discoveries* (par. 3). Include 3 more examples of words that follow the same pattern.

3. In the text two different nouns are used for the same meaning: *findings* (par. 3) and *find* (par. 4). Explain the word-formation process in each of them.
4. Explain the word-formation process of *childbirth* (par. 3) and classify it according to the different existent criteria.
5. Indicate a synonym of *downturn* (par. 7), *aftermath* (par. 7), *turn on* (par. 7) and *eventually* (par. 7).
6. Is there anything remarkable about the word *evidence* (par. 6 and 7)?
7. Comment on the cohesion created by the words *these* (par. 6), *their* (par. 6), *them* (par. 7) underlined in the text. Classify them.

SUGGESTED ANSWERS:

1. Study the word *Peruvian* appears. What other suffixes do you know to form nationalities?

Topic 45

Affixation is a highly productive word-formation process in English. In the case of nationalities, the majority of them are formed by means of various suffixes (suffixation). We include a comprehensive list below, together with several examples:

- *-ese*: Japanese, Chinese
- *-ch*: Czech, French
- *-an*: American, Moroccan, Mexican, German, Russian
- *-ian*: Peruvian, Australian, Argentinian, Romanian, Norwegian
- *-ish*: Spanish, Scottish, Irish, British, Polish, English, Turkish
- *-ean*: Korean, Chilean, Guinean
- *-i*: Pakistani, Israeli
- *-ic*: Icelandic
- *-er*: New Zealander

As a final note, it is worth noting that nationalities ending in *-an*, *-ian*, *-er* and *-i* may be nominalised by the addition of the definite article *the* and a plural *-s*: *the Russians have arrived*; *the Italians drink a lot of coffee*. The rest of nationalities do not change to be converted into a noun: *the Chinese are very hard-working*; *the British like clubbing*.

2. Explain the spelling phenomena in these two words: *digging* (par. 1) and *discoveries* (par. 3). Include 3 more examples of words that follow the same pattern.

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Digging: in this case we have an instance of consonant doubling after the addition of the inflectional suffix *-ing*. This doubling also applies to the addition of the *-ed* inflectional suffix (past and past participle forms), comparatives and superlatives.

Three conditions must be met for consonant doubling to take place: (i) the word must finish in one single consonant, (ii) preceded by one single vowel and (iii) the stress must fall on the last (or only) syllable. These three reasons must apply for the consonant to double; otherwise, the consonant stays simple: *crash – crashing / cold – colder* (word finishes in double consonant); *rain – raining* (consonant preceded by two vowels); *listen – listening / visit – visited / happen – happened* (stress not on the last syllable).

Other words that follow the same pattern include:

- Before the addition of *-ing*: *begin – beginning; sit – sitting; permit – permitting*.
- Before the addition of *-ed*: *prefer – preferred; stop – stopped; admit – admitted; refer – referred*.
- Comparatives and superlatives: *hot – hotter – the hottest; thin – thinner – the thinnest*.

Discoveries: in this case we shall be concerned with the treatment of final <y>. Before the addition of the 3rd person singular -s, the plural inflection -s, or the comparative and superlative -er and -est, <y> changes into <i> and then the suffix is added. This, however, **only** happens when the <y> is preceded by a **consonant**, as is the case in *discovery*. If it is preceded by a vowel, the inflectional suffix is added with no changes: *play – plays; boy – boys*.

Other words that follow the same pattern include the following:

- Before the addition of the 3rd person singular –s: *study – studies; fly – flies; try – tries*.
- Before the addition of plural -s: *lady – ladies; baby – babies; berry – berries*.
- For the formation of the comparative and superlative: *easy – easier – the easiest; happy – happier – the happiest*.

3. In the text two different nouns are used for the same meaning: *findings* (par. 3) and *find* (par. 4). Explain the word-formation process in each of them.

Topic 45

Since we are concerned with word-formation processes, in this question we shall focus on derivational morphology, which studies derivation, that is, the creation of new lexemes.

In the case of *findings*, we witness the process of affixation, which is an especially active means of word formation in English. It occurs when an element is added before (prefix) or after (suffix) the base. In this concrete instance, we have a clear example of suffixation via the suffix -*ing*, which, although more characteristic of other word-forms, may also be used to form nouns from verbs (deverbal suffix): *find – finding; mean – meaning*. The final -s is not due to a word-formation process, but is rather the inflectional suffix -s to mark plural form.

In the text we also find the noun *find*. In this case, the word-formation process has been that of conversion, another extremely productive way of creating new words in English. It consists in adapting or converting an item to a new word class without the addition of an affix.

In this case, conversion has taken place from the verb *find* to the noun *find*. This also happens in many other words such as the following: *an answer, a walk, a call, a fall, a swim, a drink, a guess, a hit, an attempt*, etc.

For some scholars, full conversion is a case of zero-derivation, that is, “the affixation of a phonologically null element” (Stekauer, 2005: 419). This is why many linguists use zero-derivation or zero-suffixation to refer to the process of conversion. Other scholars, such as Lieber (1980), consider conversion as a process of relisting in the lexicon: converted words are not new items in the lexicon; they are already there, albeit in another function.

4. Explain the word-formation process of *childbirth* (par. 3) and classify it according to the different existent criteria.

Topic 45

Childbirth is a clear example of a compound noun, resulting from the word-formation process of compounding. A compound is a lexical unit consisting of more than one root/base (usually two) that grammatically and semantically functions as a single word. In this case, the two roots are *child + birth*.

Compounds may be classified according to the following different criteria:

Spelling: this refers to whether the compound noun is written as two words (open – *bath towel*), hyphenated (*old-fashioned*) or as one single word (solid – *weekend*). *Childbirth* is a clear example of a solid compound.

Meaning: this refers to whether the meaning of the compound arises from one its bases/roots (endocentric – *armchair, babysit*) or not (exocentric or bahuvrihi – *eggplant, birdbrain*). The meaning of *childbirth* can be easily derived from its constituent elements: “the process of giving birth to a child”, and so it is an endocentric compound.

Semantic relation between the elements: this refers to whether the compound is a hyponym of both elements (appositional – *woman doctor; maidservant*) or the grammatical head is not clear, *i.e.* the compound is not a hyponym of any element (copulative or dvanda – *Alsace-Lorraine*). *Childbirth* is clearly appositional.

Grammatical category: as regards the grammatical category, *childbirth* is a noun.

Syntactic relation between the elements: in this compound noun the syntactic relation is clearly “Subject + Verb”: *childbirth* – a child is born; the birth of a child.

5. Indicate a synonym of *downturn* (par. 7), *aftermath* (par. 7), *turn on* (par. 7) and *eventually* (par. 7).

(You would have to include some synonym only)

- *Downturn: decline, deterioration, retreat.*
- *Aftermath: outcome, consequences, impact, results.*
- *Turn on: become hostile.*
- *Eventually: finally, ultimately, in the end.*

6. Is there anything remarkable about the word *evidence* (par. 6 and 7)?

The most remarkable issue we can highlight is that it is uncountable and, therefore, always singular, contrary to what happens in other languages, such as Spanish, where the word expressing this meaning can be counted (“everything that makes you believe something is true”).

The specific counter for *evidence* would be “a piece of” or “an item of”, but it is regularly used in its singular form.

The area of countability can pose problems for foreign language learners, since it varies among languages. Therefore, we should not be surprised to hear our students saying: “they found two evidences”, as that may be perfectly correct in their mother-tongues.

7. Comment on the cohesion created by the words *these* (par. 6), *their* (par. 6), *them* (par. 7) underlined in the text. Classify them.

Topic 8

Cohesion is a linguistic device used to write well-formed texts in which every idea is inter-related with others by means of different linguistic and semantic resources. It may be defined as

the links that hold a text together and give meaning to it. More scientifically speaking, Baker defined it as “the network of lexical, grammatical, and other relations which provide links between various parts of a text” (1992: 80).

The three instances underlined in the text are examples of “reference”, one of the mechanisms whereby we can add cohesion to our text, along with ellipsis, substitution, conjunction and lexical cohesion.

The pro-forms *these, their, them* –also called co-referential or phoric units– cannot be interpreted on their own, but rather their understanding depends on the semantic connection with their referent. It is precisely this semantic connection between different parts of the text that binds a text together (cohesion). Let us now point out the referent for each of the pro-forms:

These (weather conditions): the referent is the weather conditions presented in the preceding sentence (“30 years of drought followed by 30 years of heavy rain and snow”). Since the referent is recoverable from the text itself, it is a case of endophoric reference, which may be divided into anaphoric or cataphoric depending on whether the antecedent precedes or rather follows the pro-form. In this case it is clearly an instance of anaphoric reference, since the referent appears at an earlier point in the text.

Their and them: in these two cases the antecedent is *they* or *the Moche people*, which appear in the preceding lines. Therefore, we have two more instances of endophoric, anaphoric reference.

Finally, they are all instances of personal reference, always expressed through personal pronouns and possessives.

The use of pro-forms, along with the rest of cohesive devices, should be encouraged in the classroom, since discourse competence is one of the acknowledged aims of the attainment of communicative competence. In the case of reference, in the classroom context we typically refer to it as “the use of pronouns to refer back to what was said”.