

**PART 1**  
Verbs of Perception:  
Simple vs. Progressive

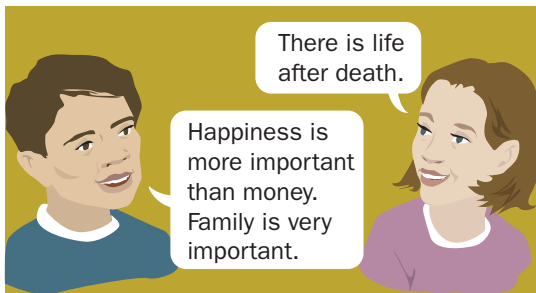
**PART 2**  
Stative Verbs of Emotion/  
Cognition/Possession

# Lesson 12

## Cultural Anthropology: The Quechua of Peru

### CONTENT VOCABULARY

Look at the pictures. Do you know the words?



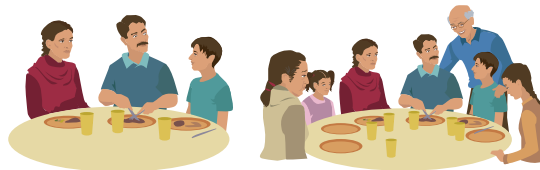
values

a belief



a custom

a ritual



a nuclear family

an extended family

Write the new words in your vocabulary journal.

### THINK ABOUT IT

In your writing journal, write for five minutes about any of these questions.

- What are some beliefs/values/customs/rituals in your culture?
- How close is your nuclear family? Your extended family?

## GRAMMAR IN CONTENT



CD1, TR38

**A** Read and listen.**Anthropology Journal**

Lucia is an anthropology student. During a summer program she is studying the Quechua (Kech'wa) people and culture in the Andes Mountains. This is from her journal:

*This week, we are visiting a number of small villages and learning about the values, customs, and rituals of the people. Yesterday our group climbed very high, so we are in a beautiful environment today. I **see** the "Big Mountain" in the distance and I **hear** the wind and a waterfall. The waterfall **sounds** very powerful. The air up here **smells** fresh and the food **tastes** good. Right now, I **am looking at** the little village where the people are preparing dinner. I'm **tasting** a purple potato and it's delicious. Yesterday, I tasted quinoa for the first time, and it was also very good. I **am also listening to** the stories and songs of the Quechua people. Their values about community and family **seem** very strong. The value of "mutual help" is also strong. When we do something for them, they do something for us. This **feels** good to me.*

a community: a group of people that work, play, live together

mutual: sharing similar feelings, ideas, tastes

quinoa: a grain similar to rice

**B** Lucia's journal is about present ongoing activity. However, some of the verbs are not in the progressive tense. Write those verbs on the lines. Then find the verbs that are similar in meaning to those verbs and write them on the other lines.

Simple

*hear*

Progressive

*am listening to*

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Verbs of Perception

Simple		Progressive	
see	I <b>see</b> the mountain in the distance.	look at/watch	I <b>am looking</b> at the view.
hear sound	She <b>heard</b> the waterfall. It <b>sounded</b> powerful.	listen to	She <b>was listening</b> to the waterfall.
taste	The food <b>tastes</b> delicious.	taste/try	I <b>am tasting</b> a purple potato.
smell	The garlic <b>smelled</b> strong.	smell	The horse <b>was smelling</b> my pack.
feel	Alpaca fur <b>feels</b> soft.	touch	I <b>was touching</b> the blanket.

### Notes:

- Use a simple verb form (1) when the verb has a stative meaning, that is, it does not continue, for example, *She heard the waterfall.* or (2) when the subject is not the agent, for example, *The food tastes delicious.*

Incorrect: ~~Are you seeing that mountain in the distance? Yes, I am seeing it.~~

Correct: **Do you see** that mountain? Yes, I **see** it.

- Use a progressive verb form when there is ongoing action and the subject is the agent, for example, *I am looking at the view.* (I = subject = agent)

Incorrect: ~~Do you look at that mountain in the distance right now? Yes, I look at it. It's beautiful.~~

Correct: **Are you looking at** that mountain? Yes, I'm **looking at** it.

### C Fill in the blanks with progressive or simple verb forms.

1. **A:** How do you like their cooking?

**B:** It's good. You know, while I was tasting the soup yesterday, I tasted lemon. (taste/taste)

2. **A:** Did you see anything interesting?

**B:** Yes, while I \_\_\_\_\_ the mountains, I \_\_\_\_\_ a mountain goat. (see/look at)

3. **A:** When did the thunder strike?

**B:** At 3:00, I \_\_\_\_\_ a story about a Quechua ritual. Suddenly, I \_\_\_\_\_ the thunder. So it was a few minutes after 3:00. (hear/listen to)

4. **A:** Hey, Lila, what are you doing?

**B:** I \_\_\_\_\_ this soup. It \_\_\_\_\_ too spicy. (taste/taste)

5. **A:** What is he doing?

**B:** He \_\_\_\_\_ the ground to find out if it is wet. If it \_\_\_\_\_ too wet, he won't sit on it. (feel/touch)

6. **A:** (on the telephone) Do you like the Andes?

**B:** I sure do. Every day I \_\_\_\_\_ something interesting. Right now, I \_\_\_\_\_ a purple potato. (see/look at)



CD1, TR39

**D** Listen and **circle** the correct answer.

Example: How is the soup?

a. It's tasting good.

b. It tastes good.

1. a. I am tasting the soup.

b. The soup tastes good.

2. a. I saw a movie on TV about Quechua culture.

b. I was watching a movie on TV about Quechua culture.

3. a. Yes, we heard an interesting lecture about Quechua beliefs.

b. Yes, we were hearing an interesting lecture about Quechua beliefs.

4. a. She was smelling the chicken burning.

b. She smelled the chicken burning.

5. a. Yes, it tasted very good.

b. Yes, it was tasting very good.

6. a. I felt a hot stove.

b. I touched a hot stove.

**COMMUNICATE**

**E GROUP WORK** Find pictures in magazines of people doing/experiencing the verbs in the list. Create a brief description of one of the pictures. Present it to the class.

- look at/see
- listen to/hear
- touch/feel
- taste/taste

Here is a woman and she is listening to her iPod. She just downloaded a new song from her favorite singer. The woman hears the drums and starts to dance. The new song sounds great, and the woman is happy.



## GRAMMAR IN CONTENT



CD1, TR40

**A** Read and listen.**Quechua Beliefs and Values**

In Peruvian Quechua culture, the highest mountains **have** an important meaning. The people **believe** a mountain is alive, and they **think** a mountain has a mind and feelings. They **know** the mountain isn't a human, but they **respect** it like a human.

The Quechua people **don't own** televisions and **don't possess** many things. They have their houses, families, and animals. They have a very strong relationship with their animals, and they **love** and **appreciate** their animals as members of their nuclear and extended families.

The Quechua people also have a strong sense of "reciprocity." This **means** they respect and help each other. If someone **needs** help or **wants** some food, they will give it. If something **belongs** to them, they are happy to share it because the person who receives help will give it back in some way.

to appreciate: to be thankful about something

**B** Look at the reading. The stative verbs in bold show no action. They show a feeling (emotion), a thought (cognition), or something a person has (possession). Write each verb in the proper column below.

Emotion	Cognition	Possession
1. _____	1. _____	1. <i>have</i> _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____		

## Stative Verbs of Emotion/Cognition/Possession

Emotion (Feel)		Cognition (Think)		Possession (Have)	
love	need	believe	understand	have	possess
hate	want	think	know	belong	own
like	dislike	mean			
respect					

### Notes:

- In general do not use these non-progressive verbs in a present progressive or past progressive tense when you write.  
Incorrect: *Are they loving their animals? Yes, they are loving their animals.*  
Correct: *Do they love their animals? Yes, they love their animals.*
- Use progressive tense with *think about*, for example, *I am thinking about the question.*
- Use progressive tense with *have* in idioms where *have* means experience: *We're having fun. We're having a party. They're having a good time. She's having problems. She's having difficulty with her pronunciation.*

## C Fill in the blanks with the simple present or present progressive form of the verb.

**A:** Hey, Anna, how is your anthropology class going?

**B:** Oh, I (enjoy) *'m enjoying* (1) \_\_\_\_\_ it. I (like) \_\_\_\_\_ (2) \_\_\_\_\_ the professor's lessons about other cultures.

**A:** What (learn) \_\_\_\_\_ (3) \_\_\_\_\_?

**B:** Oh, we (study) \_\_\_\_\_ (4) \_\_\_\_\_ beliefs and customs in different cultures.

Now, I (understand) \_\_\_\_\_ (5) \_\_\_\_\_ many other cultures around the world. For example, this week, we (think) \_\_\_\_\_ (6) \_\_\_\_\_ about the value of mutual help. I (believe) \_\_\_\_\_ (7) \_\_\_\_\_ it is important, but it is not a strong value in my culture. I (think) \_\_\_\_\_ (8) \_\_\_\_\_ my culture (need) \_\_\_\_\_ (9) \_\_\_\_\_ more of this value right now.

**A:** (do) \_\_\_\_\_ (10) \_\_\_\_\_ you (know) \_\_\_\_\_ (11) \_\_\_\_\_ anybody from a culture where that value is strong?

**B:** No, but now, after the professor's examples, I (know) \_\_\_\_\_ (12) \_\_\_\_\_ what it (mean) \_\_\_\_\_ (13) \_\_\_\_\_.

**D** Correct the errors in the anthropology journal. There are eight errors.

Today, we are staying in a small village with about 30 people. The people here ~~are loving~~<sup>love</sup> song and dance. Right now they have a dance festival. They are teaching us about their culture through their music. They are having many interesting ways to show us their values and beliefs. They are understanding the importance of family and community, and they are also knowing a lot about nature. I am having difficulty with the language, but our guide is helping me. I want to speak with the people myself, but I am needing a lot of practice. I am knowing a lot about this culture, and I'm liking the way the people live.

**COMMUNICATE**

**E PAIR WORK** Tell your partner about your values, beliefs, and customs. Use the verbs below and other verbs to compare the past and present. Use the progressive form when you can.

love   need   have   own   think   mean   understand   know   hate   want

**GRAMMAR AND VOCABULARY** Write about yourself. Fill in the blank with the correct affirmative or negative form of the verb in parentheses.

1. I (have) \_\_\_\_\_ a strong relationship with my nuclear family.
2. In my culture, money (be) \_\_\_\_\_ an important value.
3. People (love) \_\_\_\_\_ nature more than their cars in my culture.
4. Right now, my extended family (live) \_\_\_\_\_ in a village.
5. At the present, most people in my culture (own) \_\_\_\_\_ two cars.
6. Right now, I (hear) \_\_\_\_\_ my classmates talking.
7. People in my culture (believe) \_\_\_\_\_ a mountain has a mind and feelings.

**PROJECT** Follow these steps to study the culture you are living in.

1. Choose a situation to observe in your everyday life, for example, your college campus, a party, a gym, a restaurant, a shopping mall, and so forth.
2. Put yourself into the situation. Observe and listen to the people and activities in the situation. Take notes on these questions:
  - What do you see and hear?
  - How do things feel, smell, taste?
  - What are you and/or other people listening to, looking at, tasting, smelling, touching?
  - What cultural values, beliefs, and customs do you understand from this situation?
3. Write a journal entry about your observations and ideas. Write in the present tense to bring your reader into the experience.



**INTERNET** Search for information about one of these cultures: *Navaho, Maya, Lakota, Maori, or Inuit*. Read about their beliefs, values, and customs. Report something interesting you learned to the class.