

CELEBRATIONS

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Inti Raymi—The festival of the sun

Teacher's notes

Age: Adults

Level: Upper-intermediate to advanced

Time: 60–90 minutes

Activity: In this lesson, students will:

1. read texts about the historical festival of Inti Raymi and how it is celebrated in two countries in modern day South America;
2. look at the language involved and decide how to narrate or voice-over a short video;
3. discuss solstice and sun festivals around the world.

Language focus: vocabulary related to Inti Raymi and celebrations of the sun, giving clear explanations and narrating in real-time.

Materials: one copy of the worksheet per student plus internet connection to watch the two short videos.

Procedure

1. Warmer

On their own, students quickly – and without using their phones for research – write their answers to these 6 questions on the lines.

Then they talk with a partner or in small groups and briefly compare and discuss their answers. Ask for feedback before moving on to the next task. Did the students all agree? Is there one correct answer to each question, or are there many?

2. Key words and expressions

Students search for words and expressions in the text and write them next to the definitions while noticing how the words are used in context.

Note: the definitions are in the order that the words appear in the text.

Key:

- | | |
|---------------|--------------|
| 1. heralded | 5. addressed |
| 2. sacrifices | 6. conquest |
| 3. solstice | 7. contrary |
| 4. blessings | 8. revived |

3. Comprehension check

Students read the statements after reading the history text and decide whether they are true or false. They should correct any that are false.

Key:

1. False. It started in 1412, so it is just over 600 years old.
2. False. They took place in Cusco, Peru (Machu Picchu is nearby but was not where the celebrations took place).
3. True.
4. False. It took place around the shortest day of the year.
5. True.
6. False. He is known to be the greatest and most powerful Sapa Inca, but he was not the first, he was the ninth.

4. Find the information

Students read the texts about how Inti Raymi is celebrated today in Peru and Ecuador. Then, they answer each question with P or E.

Key:

- | | |
|------|------|
| 1. P | 4. P |
| 2. E | 5. P |
| 3. E | 6. E |

5. Videos: speaking

This 3-part web task includes listening, speaking, describing and comparing and should be done in the order given on the worksheet (not divided up between students). As both videos are short, it would be helpful to play them both twice.

First, students first watch a 1-minute video of Inti Raymi in Ecuador to see a model of narration and the text used.

'Ecuador's Indigenous Celebrate Inti Raymi Sun Festival'

https://www.youtube.com/watch?v=6_O6P-vtqKo

Then, they watch a 1.34-minute Peruvian tourist board video of the 2019 Inti Raymi festival in Peru twice.

'Inti Raymi 2019 – Cusco'

https://www.youtube.com/watch?v=zSv0W_KBlqg

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While watching the second video for a second time, they should narrate it in a style similar to the first video, or simply talk through what they see. This task can be done in real time while watching the video if the students are confident, or as an alternative you could give them time to write a script and then read it out while the video is playing.

For the last part of the task, students talk about the two different Inti Raymi celebrations and give their answers to the questions by drawing on the information from the 3 texts that they already have read and worked with, as well as the 2 videos.

6. Discussion

Students discuss the questions that are related to festivals of the sun and solstices.