

CELEBRATIONS

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Inti Raymi—The festival of the sun

Teacher's notes

Age: Adults

Level: Intermediate

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 write and read a voice-over script for a short video;
3. talk about solstice and sun festivals around the world.

Language focus: vocabulary related to Inti Raymi and celebrations of the sun, and explaining clearly what is happening.

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 short answers to these 6 questions.

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

Students scan read the article on the history of Inti Raymi and find the keywords. Then, they match the words with the definitions given before reading the whole text slowly and carefully.

Key:

- | | |
|---------------|------------|
| 1. solstice | 5. shine |
| 2. emperor | 6. crops |
| 3. sacrifices | 7. antlers |
| 4. please | 8. maize |

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 | 5. P |
| 2. E | 6. P |
| 3. E | 7. E |
| 4. P | |

5. Videos: writing and 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.

The video about the Inti Raymi festival in Peru is a 1.34-minute Peruvian tourist board video.

'Inti Raymi 2019 – Cusco'

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

The video about the Inti Raymi festival in Peru is a 1-minute video which is narrated and includes written text.

'Ecuador's Indigenous Celebrate Inti Raymi Sun Festival'

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

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After watching the two videos, they should work with a partner and decide what they could say (while the video is playing) to explain clearly what it shows. Give them time to write a simple script, stopping, restarting and replaying the video as often as they need to. When they have finished, have them read out their script 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 about festivals of the sun and solstices.