

'Beautiful locations to learn in': readers' favourite creative breaks

Level 3: Advanced

Article summary: This article shares the opinions and advice of Guardian readers. The readers discuss their own experiences with retreats and holidays focused on learning and personal growth.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Words with multiple meanings

Materials needed: One copy of the worksheet per student

Key:

- | | |
|--------------|--------------|
| 1. <i>b</i> | 11. <i>c</i> |
| 2. <i>a</i> | 12. <i>a</i> |
| 3. <i>a</i> | 13. <i>b</i> |
| 4. <i>c</i> | 14. <i>a</i> |
| 5. <i>b</i> | 15. <i>c</i> |
| 6. <i>c</i> | 16. <i>b</i> |
| 7. <i>c</i> | 17. <i>a</i> |
| 8. <i>b</i> | 18. <i>b</i> |
| 9. <i>a</i> | 19. <i>c</i> |
| 10. <i>b</i> | 20. <i>c</i> |

- b. Ask students to work individually or in pairs to complete the sentences using the words from the previous activity. Encourage students to read complete sentences to you when they give answers, so you can check their pronunciation of the key words. To extend the activity, have students make sentences of their own with the key words.

Key:

1. *mythology*
2. *immersed*
3. *tend*
4. *nostalgic*
5. *eccentric*
6. *ennui*
7. *roaring*
8. *scenery*
9. *tranquil*
10. *insights*

1. Warmer

- a. The purpose of this activity is to encourage students to think creatively about the different types of activities people can do on holiday. Explain that everyone has their own preferences. Have students brainstorm ideas for each category on their own. Then ask volunteers to share their suggestions. Write the suggestions on the board and have students raise their hands to show which activities they would like to try while on holiday.
- Language Note: The word *vacation* is used in place of *holiday* in American English.

2. Key words

- a. Ask students to work individually or in pairs to complete the definitions and then find the words in the article. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

3. Comprehension check

- a. Students can work individually or in pairs to do this activity. Encourage students to underline the section in the article where they found the answers. Remind them that if they can't find the information in the article, then they should choose *Not mentioned*.

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Key:

1. False – *Wider Horizons* is an event for (young) people aged 18-30.
2. True
3. Not mentioned
4. True
5. False – *Gladstone's Library* is the only residential library in the UK.
6. True
7. Not mentioned
8. False – *Creative Escapes* takes people to many different countries like Japan.
9. True
10. False – *Arvon retreats* are for people who want to learn more about creative writing / creative nonfiction.

4. Key language

- a. Remind students that words often have more than one meaning. Ask students to work individually or in pairs to read the sentences and choose the correct definition. Allow a few minutes for students to check answers in pairs or groups before checking answers with the whole class.

Key:

1. b
2. a
3. a
4. b
5. b

- b. Have students work individually to make their own sentences using the five vocabulary words from task a. Tell them to choose one of the definitions for each word and to base their sentence on that definition. To extend the activity, have volunteers share a sentence with the class. Ask the class to decide which meaning the sentence uses.

5. Discussion

- a. Students discuss the questions in pairs or groups. Ask them to justify their opinions, referring to their own experiences whenever possible. To extend the activity, have students take turns sharing their favourite holiday experiences, either in small groups or with the class.

6. In your own words

- a. The aim of this task is to encourage students to reflect on what they read about in the article. Have them research a retreat or tour company that offers educational experiences, like cooking classes, language immersion, sports camps or creative activities. After students complete the research, they should write a persuasive essay to encourage other people to visit this location. Remind students that persuasive essays include evidence. This means students need to include specific examples to support claims like *You'll learn a lot on this holiday*.
- b. Have students share their essays with the class. To extend the activity, have the class vote on which holiday activity they would like to try the most.