



TEACHER'S GUIDE

SKHIDNYTSIA, MY BELOVED RETREAT

Note: this story is best for advanced learners.

PREPARE TO READ

1. Get students' attention

- Show the photo of people in front of an old cabin in the mountains. Ask if students have ever been to a place like this. Ask how they felt while at the place.



2. Connect to students' experiences

- Tell students the story will talk about a mountain retreat in Ukraine. Ask if students know the meaning of the word “retreat.” Explain it is a place to relax and rest, or to escape from one’s daily life.
- Ask, “Does your country have retreats in the mountains or in other places, such as by the sea?”
- Ask, “What mountains do you know about? What can you do there?”

3. Guess: What will happen?

- Ask, “What activities do you think you will read about?” Write some answers on the board to check after reading.

READ & LISTEN

1. Identify and mark

- Show students the photos of places in Skhidnytsia on page 6 and review the names of the places. As they read the story, ask students to listen for mention of the things or places in the photos. Have students underline the places mentioned in the story on a printed version of the story or write down the ones they see on a screen.

2. Identify and react

- Next, play the audio recording. Have students stand up whenever they hear a word that describes a natural feature of Skhidnytsia.

RESPOND

1. Check understanding with specific questions

- “What did you guess correctly before reading?” Refer to answers on the board from pre-reading.
- “Where is Skhidnytsia?”
- “What kind of road leads to Skhidnytsia?”
- “Who lives in the settlement at Skhidnytsia?”
- “What did people do there in the 19th century?”
- “What is the settlement today?”
- “What did a researcher find about the mineral waters there?”
- “How does the writer feel about this place?”

2. Discuss the story and learn vocabulary

- Ask students what they liked, what made them think, what parts they want to read again.

Teacher's Guide Skhidnytsia, My Beloved Retreat

- Clarify academic vocabulary from the story: *globe, infrastructure, liberation, antidote, research, resident, reveal, seek, meander, dominion, curative, transformed, undertook.*

3. Make a Story Map

Set up

- Prepare a large piece of chart paper, chalkboard or whiteboard and draw a circle in the middle.
- Write the name of the area, Skhidnytsia, in the circle.
- Draw one line outward from the circle and attach another circle to it.

How to

- Show the story map on page 7. Explain: “We are going to map this story to understand the main ideas.”
- Point to the empty circle and ask students, “Where is Skhidnytsia?” and write the place name and more details about its location if given in the story.
- Add another circle. Ask, “What happens in Skhidnytsia?”
- Continue until the basic details of the story have been listed on the story map.
- After students have become familiar with the basic story map, pass out blank papers for students to create their own in small groups.

EXPAND

1. Research the Topic

Set up

- Find several resources on a health resort or a retreat in the country where you teach or a nearby country. Prepare copies and/or provide links to online resources if students have internet access. Possible online resources may be travel guides, videos, or blogs.

How-to

- Divide students into small groups and give each the materials you have chosen for them.
- Explain: “Your job is to read the material / watch the videos. Choose at least two new things you can share with your classmates. Then you will present that to the class. You will tell us why it helps you understand more about the topic.”
- After a given period of time, ask the groups to present the new information they have gathered and explain how it has added to their understanding about the topic.

Variation

- Introduce the roles of cooperative learning groups before the small group activity. These roles usually include: a manager/motivator, a scribe, a researcher, and a presenter. Role cards are available with an explanation on the Learning English website:
<https://learningenglish.voanews.com/a/cooperative-learning-can-change-your-mind-about-group-work/4038628.html>

2. Retreats and you

How to

- Begin by asking students how they might define the meaning of a retreat. Give them a few minutes to think and write down their thoughts. Then share responses as a class and write some meanings/synonyms on the board.
- Next, ask students to think and write about the following questions. This can be done in class and/or for homework. You can have them answer each question separately or integrate them into one essay, depending on time and student level and interests.

Why do people want to go on retreats?

Would you want to go on one? Why or why not?

If you went on one, what would you like to experience? What might you like, and what might you dislike?

What would be your ideal retreat experience?

If you could design a retreat center, what would it be like? What features would it include?

- After students have completed their writing, have them share their thoughts with a partner. During their discussion, each student must ask his or her partner an additional question about the topic.
- Ask pairs or individuals to share their thoughts with the whole class.

Variations

- Use the writing and speaking activity to practice conditional statements. Compare sentences such as *If I go on a retreat, I will . . .* with those such as *If I went on a retreat, I would/could.*
- Have students review some of the vocabulary from the lesson and ask them to try to integrate it into their writing and discussion.
- Put students into groups of three or four and have them compare and discuss each of their “ideal” retreat centers and experiences. Ask them to put the best ideas of each group member together. The result will be the group’s ideal retreat. Have each group present their ideal retreat center to the whole class.

Teacher's Guide Skhidnytsia, My Beloved Retreat

- Ask students to write and discuss ways they can, or might, “retreat” without leaving their home or town.
- Other methods for students to expand on the topic:
 - Create a travel poster for a place / social media post for a person or cultural practice.
 - Create an “interview” with the individual presented in the story.
 - Use a graphic organizer to compare the place in Ukraine with one in your country.

Skhidnytsia



View of Skhidnytsia



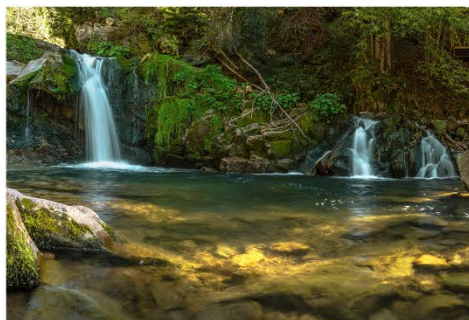
An abandoned oil pump



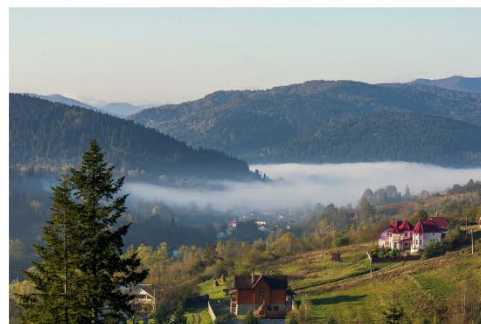
Resort Hotel in Skhidnytsia



Tustan Fortress



Kmyanets waterfall

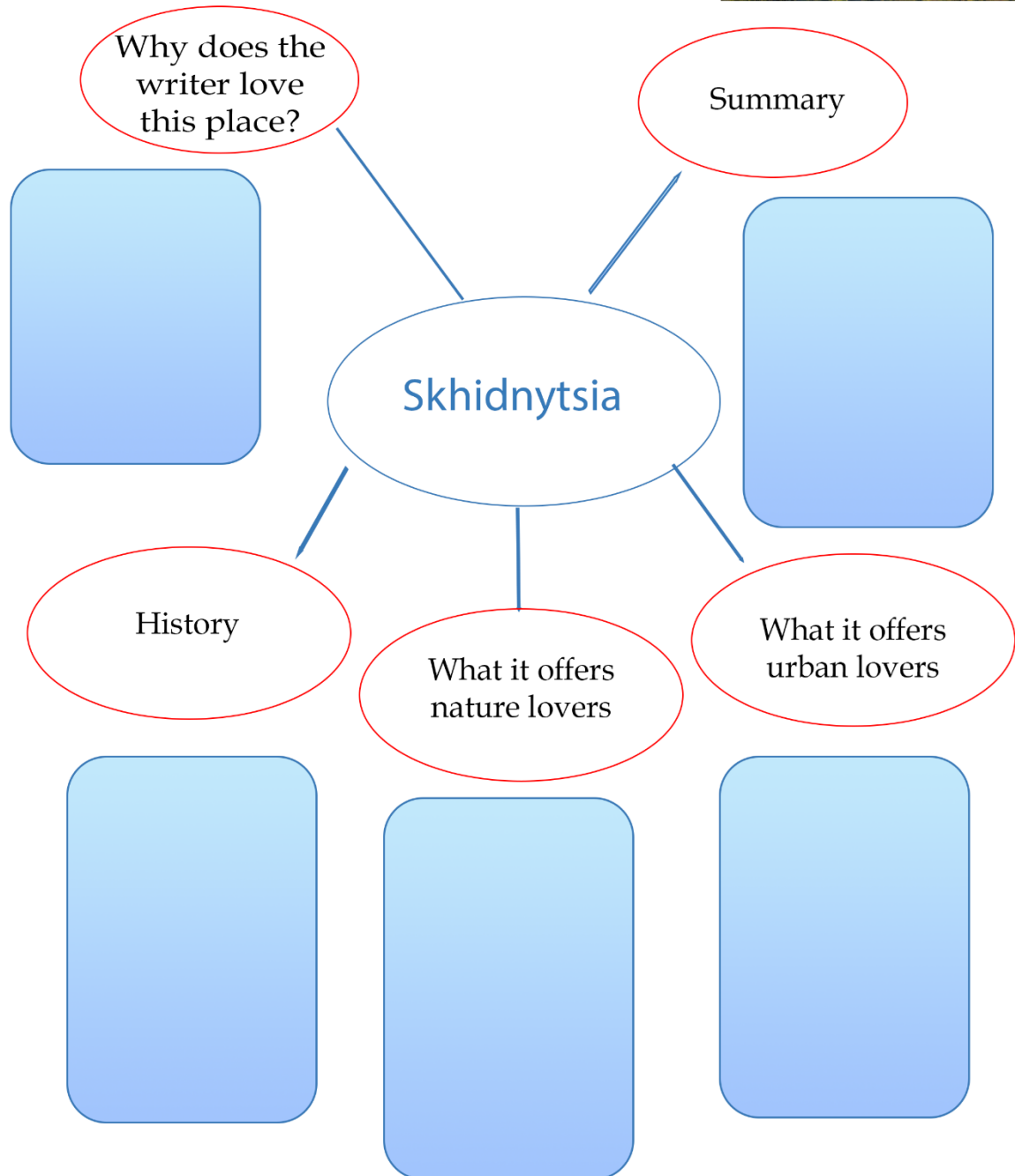


View of Skhidnytsia

Teach Us About Ukraine is produced by GoGlobal Ukraine
and Voice of America Learning English.
Find more lessons at <https://learningenglish.voanews.com/>

Teacher's Guide Skhidnytsia, My Beloved Retreat

List the things the writer says about the place she writes about in this story. Then write a summary.



Teach Us About Ukraine is produced by GoGlobal Ukraine and Voice of America Learning English. Find more lessons at <https://learningenglish.voanews.com/>