

name: class: date:

Language Learning on the Grand Tour



In the 17th and 18th centuries, young _____ embarked on a long journey known as the Grand Tour. This voyage was seen as an educational rite of _____. The main destinations included countries like France, Italy, and sometimes _____, where the travelers could immerse themselves in the culture, art, and _____ of these regions. The languages spoken in these countries were of particular _____. Many travelers took the opportunity to learn French or _____, which were considered the languages of diplomacy and _____. The journey often began in _____, known for its sophistication and cultural richness. From there, the _____ might continue to the artistic cities of Florence, Venice, and _____. Each city offered unique opportunities to engage with local customs and practice the _____ skills acquired. Learning a language was not just about understanding words but also about gaining insights into the _____ and their way of life. The Grand Tour, therefore, played a crucial role in shaping the _____ and cultural understanding of young Europeans, making language learning a key aspect of their personal growth and international _____. _____.

history

Germany

Italian

language

educational

tour

Rome

Paris

Europeans

culture

people

passage

relations

interest