

## Week 1: Individual Session - Introduction to Film

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### Session Goals

- ❖ Describe and discuss different film genres
- ❖ Compare films vs. movies
- ❖ Discuss films' societal impact

### Pre-Session Instructions for Learner

- ❖ Read about different film genres at [this link](#)
- ❖ Find the links to trailers for 3 movies you like. Try to pick movies your volunteer will not know (Ukrainian/Russian language is ok!) You will show the trailers to your volunteer at the session and she will try to guess each movie's genre.
- ❖ **Optional Challenge:** Read [this article](#) on the difference between films and movies.

### Pre-Session Instructions for Volunteer

- ❖ Read about different film genres at [this link](#)
- ❖ Read [this article](#) on the difference between films and movies
- ❖ Be prepared to show these 3 trailers in your session: [trailer #1](#), [trailer #2](#), and [trailer #3](#) (If you like, you can choose a few more trailers for your favorite movies!)

### During the Session:

- ❖ **[5 min]** Check in with your learner, ask about their week, and introduce this new unit. Explain that you will be discussing films and TV for the next few weeks.
- ❖ **[10 min]** Discussion about film genres. Here are questions to consider - they start out easy but become increasingly more difficult:
  - What is a genre? Define it in your own words.
  - Have you watched any films lately? Which genres were they?
  - Which film genre(s) do you like best and why?
  - Is there a film genre(s) you do not like? Why or why not?
  - What kinds of emotions do you like to feel when watching a film? Which film genre(s) seem to make you feel angry, sad, happy, excited, scared, etc.?
- ❖ **[15 min]** Guess the Genre! Share your screen (make sure to share sound also) and play the three trailers linked above, as well as any other trailers you've prepared. Discuss the defining characteristics of each trailer and ask your learner to guess their genres. Then, give your learner a chance to show the trailers they've chosen. Ask questions about the movies and try to guess their genres.
- ❖ **[15 min]** Work together and make a list of film genres - make it as long as you can. You can use "classical labels" like western, comedy, adventure, but you can also create new and personal terms too!
  - Underneath each genre, write what their defining characteristics are:

- the kind of story being told or the topic dealt with
  - the typical or recurring characters and the way they are portrayed
  - the settings
  - the set design
  - costumes and make-up
  - special effects, the sound score (noises, music, etc.)
  - the emotions and thoughts that you have while watching them
- *Example:* A romantic comedy (rom-com) usually has *one female lead and one male lead who fall in love* but go through some sort of problem that they must solve together. These films are both funny and romantic.

❖ **[15 min]** Films vs. Movies and the Impact of Film

- If your learner has read the challenge article, ask if they have any questions and whether they agree with the author's points. If your learner has not read the article, briefly summarize the author's argument, and ask whether they agree.
- How do you think a film can force an audience to grow and make them better humans? Is it really possible to make a long-term impact in just 2 hours?
- What are some examples of films and movies that you've seen recently? Why would you classify them as a film / a movie?
- If you could make a film about anything that would have a positive societal impact in your country, what would it be? Questions to consider:
  - What kinds of societal problems are present in your country?
  - If you were to make a movie with societal impact, which issue would it be about? Why?
  - Which movie genre would you choose for your film?
  - Who would be the main characters? What would the plot be?

## Week 2 Individual Session: Films About Me!

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### Session Goals

- ❖ Use the learner's own life experiences to draft an idea for a film
- ❖ Practice using chronological and temporal speech

### Pre-Session Instructions for Learner

- ❖ Create a 1-2 minute presentation about your life as a film.
  - What would be in the film?
  - What would be the "problem" in the film?
  - What would be the solution?
  - *Presentation can be a powerpoint or just an oral response with notes.*
- ❖ Skim [this gallery of actors](#) and people they played. Do you know any of the actors? The people who they played?
- ❖ Skim this [list of the best film scores](#) (soundtracks) Do you know any of the films? Do you remember their soundtracks?

### Pre-Session Instructions for Volunteer

- ❖ Review the links from the learner's pre-session instructions.

### During the Session:

- ❖ **[20 min]** Have the learner present their ideas for their bio film. While listening, take notes on grammar usage and pronunciation and think of 2-3 follow-up questions.
  - Offer your feedback and ask the follow-up questions. Then discuss these questions:
    - Why did you choose [problem learner presented] as your problem?
    - Would your movie have an *antagonist*? Who would it be? (You may need to first discuss and define the difference between protagonist and antagonist)
    - Would your film be live-action or animated? Why?
  - Screen-share [this diagram](#). For each part of the plot, have the learner come up with a scene they would include in their life film. Then, have the learner retell the plot of their film using the diagram. Encourage them to use words like "First," "then," "last," etc.
- ❖ **[10 min]** Give the learner a minute or two to think of which actors they would want to act in their life film. Who would play the learner? Who would play their parents, family, friends? Have the learner explain why they chose those actors for the main characters. If you're not familiar with a particular actor, your learner can share their screen, show you a photo, and tell you a little bit about the actor.
- ❖ **[10 min]** Discuss the following questions about choosing actors to play real people.
  - In films about real people, is it important that the actors look similar?

- Does race matter? (i.e., a white person playing a non-white person). Why or why not?
  - Does age matter? (i.e., a 20-something playing a teenager). Why or why not? What are some pros and cons of having older actors playing teenage roles? *This is very common in American TV. If you have some examples, feel free to share them with the learner.*
  - Did you know anyone from [the gallery](#) you looked at before the session? Who did you know? Have you seen any of the movies? Which ones did you think were some of the best examples of casting? Why?
- ❖ **[20 min]** Famous Film Scores and You
- Did you watch any of the films from the [score/soundtrack list?](#) Which ones? Do you remember their soundtrack?
  - For your film, what would the soundtrack/score be like? Would it be upbeat? Mellow? Tense? A mixture?
  - Would you have an artist or composer you would want to compose it? Why would you choose them?
  - Would you create the score first, or would you create the rest of the film first? Which do you think is better?
  - If you had to include your favorite song in your film, what scene would you include it? Why there? How would the song contribute to the message of the film? To its plot?
  - If you had to include the song you hate/dislike the most, where would you include it? Why? Would there be a benefit to using songs you do not like in the film (for example, in scenes with the antagonist, or to accompany scenes of challenges/struggles?)

## Week 3 Individual Session: Film Awards and the Politics of Film

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### Session Goals

- ❖ Practice giving a short speech
- ❖ Present and justify an opinion on a complex topic

### Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about the musical Hamilton.
- ❖ Watch [this video](#) about awards acceptance speeches.

### Pre-Session Instructions for Volunteer

- ❖ Watch [this video](#) about the musical Hamilton.
- ❖ Watch [this video](#) about awards acceptance speeches.
- ❖ Read [this article](#) on the way TV has impacted politics over the years.

### During the Session:

- ❖ **[15 min]** Awards and the Oscars
  - Have you ever watched a film award ceremony? (Academy Awards, Emmy's, etc.) Why or why not?
  - Do you know if any of your favorite actors have won an award? If so, which one?
  - Are there film awards in Ukraine? How are they different from award ceremonies in the US? How are they similar?
  - Do you think winning a film award is solely based on one's acting, or are there other factors involved?
  - Awards shows in the US have been struggling with decreasing popularity recently. Why do you think this is happening? Is it a problem? Do we need awards shows? Why or why not?
- ❖ **[15 min]** Awards acceptance speeches
  - Screenshare and rewatch [the video](#) about awards acceptance speeches. Discuss the following questions:
    - What did you like about these speeches?
    - What surprised you?
    - What did the actors do in these speeches?
  - Now, ask your learner to pretend to be an actor who has just won a film award and take two minutes to draft an acceptance speech. They do not need to write it out, but encourage them to take notes on what they want to say. Remind them to:
    - Thank someone for their help
    - Mention how much the award means to them
    - What they plan on doing next in their career
  - Have the learner present their speech, then offer some feedback on grammar and pronunciation, as well as what they did well.
- ❖ **[15 min]** Inclusivity and Recasting Across Racial Lines

- Explain that racial diversity has been controversial in Hollywood for the past few years, with some Hollywood figures criticizing or even boycotting film awards for a lack of diversity.
    - Have you heard about this controversy? What do you think about it? What questions do you have about it?
    - Do you think that awards should make an effort to be ethnically diverse? Why/Why not?
  - Who do you think is “at fault” for lack of diversity in awards? The nomination committee or the people who cast the movies?
  - More recently, some productions have cast people of color (POC) to play the roles of historically white figures. Hamilton on Broadway is one particularly famous example.
    - Why do you think this was done? What do you think about this decision? What impact does it have on the production? On society?
- ❖ **[15 min]** Discuss the role of film in informing a country’s citizens about their history. Some questions to get you started. If you’ve both watched Hamilton, feel free to refer to it for concrete examples. Otherwise, you can use examples from other films, or hypothetical examples.
- Are there any popular historical movies (or plays) like Hamilton based on Ukraine’s history? If so, what are they about? Are they popular? When were they made?
  - How accurate do you think fictional film accounts of major historical events are? Do you think accuracy is important? Is it okay to change historical facts to make a story more appealing for an audience? How do viewers know what actually happened and what was exaggerated or changed?
  - Overall, do popular historical films have a positive or negative impact on citizens’ knowledge of history and interest in history? Why or why not?
  - Is bias a concern in historical films? Do filmmakers make movies about historical events to push a particular agenda? Is this a good thing (broadening the audiences’ perspectives and revealing truth) or a bad thing (manipulating the audience)? Can you think of any examples?

## Week 4 Individual Session: Introduction to Television

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### Session Goals

- ❖ Discuss different aspects of television
- ❖ Have the learner justify their position in an argument

### Pre-Session Instructions for Learner

- ❖ What are your three favorite TV shows? Make a 2-3 minute presentation where you talk about them. What happens in them? Why are they good TV shows? You do not need to make a presentation - just take notes so you are ready to discuss at the session!

### Pre-Session Instructions for Volunteer

- ❖ Make a 2-3 minute oral presentation about your favorite TV shows.

### During the Session:

- ❖ **[5 min]** Ask a few introductory questions to share your experiences with television. Encourage the learner to ask you questions as well. For example:
  - When did you start watching TV?
  - How many hours / day do you watch TV?
  - Do you like TV or films better? Why?
- ❖ **[15 min]** Present and discuss your favorite TV shows
  - Choose who goes first: you or the learner. This is a good opportunity to introduce them to the word “chance” (i.e, flipping a coin.)
  - When the learner presents, take notes on their grammar and pronunciation. Focus on more salient errors, as well as things that the learner did well. Think of 2-3 follow-up questions to ask the learner.
  - When you present, ask the learner to write 2-3 questions to ask you after the presentation. Focus on being clear and precise -- be a good model for the learner. When you are done, have the learner ask you their questions.
- ❖ **[15 min]** Delve into a deeper discussion of television with these questions:
  - What are some different types of television (reality TV, comedy, etc). Ask the learner to name as many genres of TV as they can, then name 2 TV shows in each category. *BONUS*: ask the learner to describe what these shows are about.
  - Is the news television? Explain the difference between television (all TV programming) and a TV show or series.
  - In your country, do some TV shows have a “cult following” (i.e. a group of fans who follow the show obsessively)? If yes, what shows? Do you think this is a good thing or a bad thing? Why?
  - How has TV changed since you were younger? How did you “get” TV when you were younger (cable, satellite, antenna)? How do you get it now? Are there different channels and shows? Has anything stayed the same?

- ❖ **[10 min]** Discuss your opinions on which are better - TV shows or movies? Here are some questions to ask the learner:
  - What do films offer that TV doesn't and vice versa?
  - What are some negative things about TV Shows? Films?
  - Do TV shows offer more possibilities because they aren't constrained by time?
  - Are films more entertaining because they must pack a lot of information into a shorter time span?
  - Are there specific types of stories that are better portrayed in movies and others that fit TV shows better? What kinds?
  
- ❖ **[15 min]** Should children watch TV?
  - Ask the learner for their initial thoughts on whether children should watch television. Take notes on their initial thoughts, for reference later.
  - Then, ask the learner to create a quick presentation (approx 1 minute) justifying their opinion.
    - Give the learner 2-3 minutes to think of justifications for their opinion.
    - While the learner drafts their presentation, think of arguments to use against the learner's point.
  - Have the learner give their presentation. When the learner is done, ask questions challenging the learner's viewpoint. Ask them to address your challenges and defend their position.
    - *For lower-level learners:* this is possible, but you will need to ask a lot of leading questions ("Do you think that X means Y?")
  - If you have time, watch [this video](#) on the way TV affects children's behavior. Be ready to share your screen and present this video during the session. Ask your learner:
    - What affects children's behavior? The content of TV shows or the amount of time spent watching TV shows?
    - According to Dr. Raizman, how does TV affect children's behavior? There are two parts to this answer.
    - What results did they find for 3-5 year olds who were encouraged to watch less violent TV shows and watch with Mom and Dad?
    - After watching this video, do you think that TV can affect our behavior?
    - Do you think that this happens to *every* person or *most* people? Would you say that TV has affected your behavior in any way?
    - Does watching this video change your opinion about whether children should watch television?

## Week 5 Individual Session: Online Streaming and Comparing TV/Movies Across Countries

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### Session Goals

- ❖ Discuss the differences between online streaming and “traditional” TV
- ❖ Compare film and TV between Ukraine and the US

### Pre-Session Instructions for Learner

- ❖ In the next session, you will discuss TV/movie streaming and where you normally get your video content.

### Pre-Session Instructions for Volunteer

- ❖ Be prepared to share your screen and complete [this movie-themed crossword puzzle](#) with your learner. Figure out ahead of time how to write in the answers on your screen.

### During the Session:

- ❖ **[15 min]** How do you watch television or movies?
  - Do you use a television at home, online (Netflix, Hulu, etc.) or another way?
  - Do you think that online streaming has changed television and TV? Why? Why not?
  - Why do you think Netflix has started making its own TV shows and movies?
  - Streaming Walkthrough: Some streaming platforms are not available in other countries. Compare the streaming platforms you use. If there is a platform one of you uses and not the other, have that person give you a “walk through” of the platform. Screen share and open the platform, showing where to find movies and TV shows.
  - What do you think television and movie streaming will look like in 10 years? 20? Why?
- ❖ **[15 min]** What do people watch in your country?
  - What is the most popular news network in your country? Why is it popular? Does it offer honest, unbiased reporting or not? How can you tell?
  - Do you watch movies and TV shows from the US, Europe, Ukraine, or other countries?
  - Are there any differences you’ve noticed between movies/TV made in Ukraine and in the United States? What are they? Give some examples.
  - What is your favorite US movie or TV show? Why?
  - Do you think US movies and TV accurately portray life in the US? Why or why not? What are some examples of things that are portrayed in US movies or shows but don’t reflect the reality of life for a US teenager?
    - (*Volunteer*: Give your thoughts here, too! If you can find a show or movie you’ve both watched, it can be fun to go through specific details and help your student understand what’s more realistic and what isn’t)

- ❖ **[10 min]** Ask your student to think of a Ukrainian TV show / movie that they're familiar with and tell you about (and maybe even show you a trailer). Then, work together to figure out how this show or movie would need to be adapted for American audiences. What do you think would need to change for it to be successful in the US? Language? Content? Characters? Plot?
- ❖ **[20 min]** Complete this [movie-themed crossword puzzle](#).
  - Make sure to discuss what the words mean with your learner!
  - If the words are too difficult, feel free to give your conversation partner more hints. Also, if neither of you can guess a word correctly, you can search for synonyms in a thesaurus or conduct a google search such as, "what is another word for [insert word here]?"

## Week 1 Group Session (March 8-14): Introduction to Film

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### Pre-Session Instructions for Learner

- ❖ Prepare a 2-3 minute oral response summarizing the plot of your favorite movie and reasons why it is your favorite. Make sure to include the order of events (what happened first, second, third, finally) and be as descriptive as possible.
- ❖ Read the beginning of [this article](#), and also read 3-4 of the paragraphs about different movies (choose the ones that are most interesting to you)

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be prepared to play [this conversation game](#) with your group.
- ❖ Segment 2: N/A
- ❖ Segment 3: Read [this article](#) about movies that should be remade.

### During the Session:

- ❖ **Segment 1 [20 minutes]: Conversation Game About Films**
  - We're going to play a conversation game! Access it via [this link](#) and share your screen. You can play cooperatively, trying to get to the finish line before the session time runs out.
  - Use your cursor to keep track of your progress through the gameboard, and a [random number generator](#) to "roll the die" (set it to the range 1-4).
  - For a small group (2-3 students), have all the students answer the questions before moving forward. For a larger group, students can take turns answering.
  - You can make the game more challenging for advanced students by asking follow-up questions.
- ❖ **Segment 2 [20 minutes]: Summarizing the Plot of Your Favorite Movie**
  - Each learner will share a 2-3 minute summary of their favorite movie and the reasons why it is their favorite.
  - After each learner's turn, offer some feedback - don't forget to compliment them on the things they did well!
  - Then, have the other learners take turns asking the presenter questions about their chosen movie (let them know this will be happening, so they can prepare questions as they listen to their peers!)
- ❖ **Segment 3 [20 minutes]: Discuss Movie Remakes**
  - Ask a learner to summarize the article they read for pre-work. Then, discuss the following questions:
    - Do you think some movies should be remade?
    - What are some reasons why movies should be remade? Do you agree or disagree with these reasons?
    - Which of the movies in the article would you NOT remake? Why?

- Choose one movie that you think should be remade and explain why in 2-3 sentences. Make sure to mention what qualities of the movie did you not like and what can be improved.

## Week 2 Group Session (March 15-21): Domestic and International Film Culture

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### Pre-Session Instructions for Learner

- ❖ Watch [this video](#) on whether comic book superhero movies are too violent (feel free to slow down the playback speed in the settings if it's too fast!)
- ❖ Watch [this video](#) on movie scenes that were changed for international audiences.
- ❖ **Optional Challenge:** Read [this article](#) on film censorship and the kinds of content that are appropriate for different international audiences.

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Watch [this video](#) on whether comic book superhero movies are too violent.
- ❖ Segment 2: Watch [this video](#) on movie scenes that were changed for international audiences.
  - Read [this article](#) on film censorship and content that is appropriate for different international audiences.
- ❖ Segment 3: Review [this article](#) and choose 8-12 pictures to show to your group and have them guess what the subtitles are supposed to say.

### During the Session:

- ❖ **Segment 1 [20 minutes]: Debate About Whether Movies are Too Violent**
  - Go over the video and discuss the following questions.
    - Do you enjoy watching violent movies? Explain in 2-3 sentences.
    - In your own words, what is the “myth of redemptive violence”? (*May be better suited for more advanced learners - you may have to jump in and explain this term*)
    - Do you think violence in movies is a problem? Are there specific kinds of violence that are better than others? For example, if a superhero never starts fights, but responds to the attacks of others with violence, is that okay?
    - Do you think that there are other ways for a superhero to solve their problems besides violence? Why aren't these more common in movies?
    - Does violence in movies lead to real-world violence? Does it have other negative psychological effects on viewers, especially children and teenagers?
- ❖ **Segment 2 [20 minutes]: Discussing Domestic and International Film Culture**
  - Review the article about movie scenes that were changed for international audiences and discuss the following questions:
    - What are some examples of movies changing to accommodate international audiences from the article?
    - How did the movies change (dialogue, animation, props, characters etc.)?
    - Which example surprised you the most?
    - Which example did not surprise you?
    - Why do you think producers make these changes?
    - Is this a good or bad thing?

- Do you think it is possible for a story to change so much that the original message is lost?
  - Are there any things that would be unacceptable in a movie in your country (nudity, kissing, blood, homosexual couples, etc.)? Explain why in 2-3 sentences.
  - Do you think that people should be more accepting of these things? Explain why in 2-3 sentences.
- ❖ **Segment 3 [20 minutes]: Watch and Discuss: Are Subtitles Helpful or Not?**
- Have a discussion on whether subtitles are helpful or unhelpful. Ask the learners to present their opinions and their experiences with subtitles. Here are some questions to consider:
    - Do you use subtitles when you watch movies in English? What about when you watch movies in your native language? Why or why not?
    - What are different ways subtitles can help viewers? Can they ever be unhelpful?
    - Which are better for learning a language: subtitles in your native language or subtitles in the language you're trying to learn?
  - Share your screen and go through [this article](#) picture by picture to guess what the subtitles are supposed to say. Encourage your group to use context clues to decipher the subtitles.
    - **NOTE:** You do not have to come up with the right answer for each picture, some of them are indecipherable.

## Week 3 Group Session (March 22-28): Movies and Actors

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### Pre-Session Instructions for Learner

- ❖ Look at a few actors' profiles from [this list](#) and be familiar with the way the actors are described.

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: N/A
- ❖ Segment 2: Look at a few actors' profiles from [this list](#) and be familiar with the way the actors are described.
- ❖ Segment 3: N/A

### During the Session:

- ❖ **Segment 1 [20 minutes]: Name a Movie for Every Letter of the Alphabet**
  - Start the session with a vocabulary warm-up! Share your screen with [this](#) document open. Have the learners take turns thinking of a movie that starts with each letter of the alphabet (American Graffiti, Back to the Future, Charlie's Angels).
    - If your group is struggling with a letter, think of a movie yourself (you can do a quick Google search- just don't share your screen) and give hints to describe it. For example, "In this movie, a clownfish father loses his son and must swim across the entire ocean to find him!"
  - *Optional:* For an advanced group, you can do a 2nd or 3rd round with new sets of words
- ❖ **Segment 2 [20 minutes]: Discuss Past and Current Popular Actors**
  - Have a discussion about best / favorite actors, comparing current stars with famous actors from the past. Here are some questions to get you started?
  - What are some of your favorite actors? You can include actors from Ukraine, the US, or other countries. Why are they your favorites?
  - Do you ever watch old movies from your parents' or grandparents' generations? Why or why not?
  - Are there "classic" movies in Ukraine that remain popular even decades after they were made? What are they? What do you think keeps these movies popular year after year?
  - Do you have any favorite actors from the past? What differences have you noticed between famous actors you know from the past and celebrity actors from the present day?
  - Now, ask the learners "Which of these actors would your parents know?" Put an X beside the names of those their parents would know.
  - Which famous actors today will be forgotten? Which do you think will be remembered for generations? Why or why not?
- ❖ **Segment 3 [20 minutes]: Guess the Actor!**

- Learners will take turns thinking of an actor and giving a short description. Then, other learners will ask questions and try to guess the actor's name.
- Ask learners to start with famous actors that everyone is familiar with. After a few rounds, you can move on to less-known actors and actresses.

## Week 4 Group Session (March 29 - April 4): The Movie Theater Experience

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### Pre-Session Instructions for Learner

- ❖ Be familiar with the rules for Jeopardy, although you will be playing a slightly different online version.
- ❖ Read [this article](#) on different movie theaters around the world.

### Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be familiar with the rules for Jeopardy and be able to explain them. Here is the [link](#) to the online Jeopardy game; look at it beforehand to understand how to navigate the pages. For example, there is a built-in display at the bottom of the page that allows you to put in each player's and keep score.
- ❖ Segment 2: Read [this article](#) on different movie theaters around the world.
- ❖ Segment 3: Read [this article](#) on movies with societal impact.

### During the Session:

- ❖ **Segment 1 [20 minutes]: Disney-and-Pixar-themed Jeopardy**
  - In this session your group will be playing Jeopardy! Please explain the rules to your group.
  - Set up the game with the correct number of players (each learner will be a "team"), and replace team names with learners' names so you can keep score.
  - Choose one player to start - they can select a category and a question. After you read the question, you will decide who gets to answer. You can have the learners use the "raise hand" feature in Zoom. Try to balance between choosing the person who raised their hand first but also giving as many learners as possible a chance to answer (i.e., you don't want the one strongest player answering all the questions!)
  - **NOTE:** if no one can come up with the answer, you can give small hints until one group is able to guess correctly.
- ❖ **Segment 2 [20 minutes]: Unique Movie Theaters**
  - Ask 1-2 students to summarize the article they should have read before the session (What was it about? What were some of the unique types of movie theaters it mentioned?)
  - If some learners did not read the article, you can screenshare the article and quickly review the different movie theaters it features.
  - Discuss the following questions
    - Which movie theater did you find the most interesting? Why?
    - Which movie theater(s) would you most like to visit? Why?
    - Were there any movie theatres that you would NOT like to visit?
  - Have you ever been to an unusual movie theater? What was it like? Did you enjoy the experience?
- ❖ **Segment 3 [20 minutes]: Compare Going to the Movie Theaters Across Countries**

- Discuss movie theatres in your country. Encourage the learners to ask you questions about movie theatres in your country as well. You can talk about:
  - the prices of tickets and food
  - what kinds of food are you able/unable to purchase
  - what your go-to snack is
  - the quality of the screens
  - the size of the theatres, if 3D options are available
  - where you like to sit, etc.
- Discuss how the pandemic has affected movie theaters. Questions to consider:
  - Before the pandemic, were movie theaters popular in Ukraine, or were fewer people going out to the movies?
  - In the US, movie theaters have been struggling for years. Why do you think that is? Do you think this is a problem?
  - How have movie theaters been affected by the pandemic?
  - Are movie theatres still open where you live? If so, has anything changed about the theater experience?
  - Do you think that movie theatres will survive the pandemic? In Ukraine? In the US?
  - Are there drive-in movie theaters where you live? Have these become more popular during the pandemic?
  - Imagine that all movie theaters in your city shut down forever. How would you feel about this? Do you think it is a problem?