

B1 - LESSON 3 (CINEMA OF THE FUTURE?)**Level:** B1**Time:** 35-45 minutes

Lesson focus: In this third lesson out of a five-hour-long course, students watch a short video on the history of cinema and how streaming services affect our watching habits. Students discuss their most and least favourite films and compare their ideas with the others. Since the main focus is on the future of cinemas, students get a chance to refresh the use of Future Simple for predictions. The class ends with a short roleplay on choosing the perfect film to watch over the weekend.

Materials:

- Cinema of the future - presentation
- Video - [What is the Future of Cinema](#)

Learning objectives:

- to talk about cinema habits
- to watch and discuss a video on the history of cinema
- to use Future Simple to predict the future of cinema
- to discuss film preferences

Structure:**1. Warm-up (7 mins)**

Students work in pairs and match the films with the genres. Give some time to discuss if they have ever watched those films. If yes, discuss what they liked about them. If not, choose a film that they would like to watch and why.

Answers: action - Mission Impossible, comedy - Mr Bean's Holiday, documentary - Blackfish, horror - IT.

Students work individually and complete three sentences with film genres. If needed, elicit genres not mentioned in the warm-up.

2. Pre-watching discussion (8 mins)

Once again, students work in pairs and complete the quiz on the history of cinema. Watch the video *What is the Future of Cinema* and check the answers. Explain any new words as needed.

Answers: 1A, 2A, 3B, 4C, 5B.

3. Grammar revision - Future Simple (5 mins)

Read the example sentence, I think that in the future, people won't go to the cinema anymore., and analyse it. Check understanding by asking the following questions:

1. *Are we talking about the past, present, or future? (future)*
2. *Is it happening for sure, or is it a prediction? (a prediction)*
3. *Is this prediction based on evidence or our feelings? (feelings and opinions)*

Elicit the structure of Future Simple in affirmative and negative sentences, and questions.

Give students a minute to complete the sentences with the correct form of the Future Simple.

Answers: 1.'ll come, 2.will...have, 3.won't have, 4.'ll live, 5.won't go.

If time, model and drill pronunciation of 'll.

4. Free practice - Future Simple (8 mins)

Divide students into pairs or small groups and ask them to discuss four questions about the future of cinemas. To ensure that students use the correct tense form during this activity, show an example of how to answer the question.

I think that in 10 years the cinemas will / won't exist anymore because...

Monitor the activity and correct any grammar errors as needed. At the end of the activity, collect answers from different groups.

5. Roleplay (8 mins)

Preface the next activity by asking students how often they go to the cinema and how they choose a film to watch.

If you remember students' answers about their most and least favourite film genres, you can put students into pairs with different movie preferences. Say that students need to imagine that they want to go to the cinema to watch one of the three films provided by the teacher. Students discuss the films and try to reach an agreement on which movie would be the best choice for them. At the end of the activity, collect answers from different groups.

6. Group discussion (6 mins)

Finish the class by discussing the final questions about films and watching habits.

7. Error correction (3 mins)

Provide students with speaking feedback.