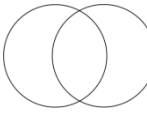| Learning objectives	8. 2. 2. 1 understand some specific information on a wide range of general and academic topics in an extended conversation with little support from the teacher or independently; 8.6.17.1 use if / unless/ if only in second conditional clauses and wish [that] clauses [present reference]; use a growing variety of relative clauses including why clauses on a range of familiar general and curricular topics; 8.5.3.1 write with moderate grammatical accuracy on a growing range of familiar general and curricular topics.
Lesson objectives	**Learners will be able to:** - Learn vocabulary of the features of books and films; - Learn the form and use of the second conditional; - Practise using the second conditional to talk about imaginary situations.
Value links	"Law and Order" Know the basics of the legal system and human rights.
Plan	

Stages / Time	Teachers' actions	Students' actions	Assessment criteria	Resources
Beginning of the lesson 5 min	Organization moment 1.Greeting. Ask about the weather. **Warm-up** With books closed, ask students What is your favorite book? Who is your favorite writer? What is your favorite film? Who is your favorite actor? What do you think, is it important to read books? Is it useful to watch films?	**The aim:**To develop Ss speaking skills and create friendly atmosphere **Efficiency:**By telling the wishes they show their appreciations.	Teacher controles the process, gives feedback and asks additional questions if it's nessasery. Teacher evaluate pupils with phrases like: "Good job! Well done!"	Presenta-tion in PPT
Middle of the lesson Presentati on part. 35 min	**Ex: 1 p:60** Teacher explains the task students have checked the meaning of the words and completed the Ven diagram, check answers with the class and check that	Students check the meaning of the words in the box and complete the table **ANSWERS :** Books only: novelist, best-seller, publisher		
	Students understand the meaning of all the new vocabulary. Model and drill the pronunciation of special effects, blockbuster, theme, scene and character. **Ex: 2 p:60** Teacher explains the task in a weaker class, students match the definitions with the words in pairs. In a stronger class, students work individually, then check their answers in pairs	Films only: special effects, film director, subtitles, blockbuster, scene, cast, script Both books and films: beginning, ending, theme, plot, character, biography, setting Students match the definitions with words in exercise 1 **ANSWERS :** 1 cast 2 blockbuster 3 novelist 4 best-seller 5 biography 6 script 7 subtitles 8 setting	**Descriptor:** - check the meaning of the words in the box and complete the table Point: 2 **Descriptor:** - match the definitions -words in exercise 1 Point: 2	https://word wall.net/reso urce/856657 36
	Ex: 3 p:60 Teacher explains the task to focus students' attention on the topics in the box and refer back to the vocabulary on page 68 if	Students listen to a radio programme. Match the topics in the box with the speakers. **ANSWERS:** 1 plot, characters	**Descriptor:** - listen to a radio programme. -match the topics	Cards with possible answers

	necessary. Students listen to the speakers and match the topics	2 characters, ending 3 plot 4 crime, setting, characters **ANSWERS:**	Point: 2	
	Teacher remind the theme "Second Conditional". And read some examples. 1) She _____ /not read/ novels if she didn't like them 2) I _____ /enjoy/ the book more if I liked the characters 3) If it had a happy ending we _____ /not believe/ the story 4) The story _____ /be/ more interesting if they changed the setting 5) I wouldn't watch the film if I _____ /hate/ the book **Ex: 3 p:61** Teacher gives the task do one or two examples with the whole class. Students write the questions individually. Check that students have formed the questions correctly. Allow students time to prepare their answers individually, then put them into pairs to ask and answer the questions. Ask some students to write their answers on the board. In a weaker class, correct mistakes as a class. In a stronger class, encourage students to correct the sentences individually first, then ask one or two students to correct the sentences on the board	1.would read 2. would enjoy 3. wouldn't believe 4. would be 5. hated Students write questions using second conditional **ANSWERS:** 1 What would you do if you became invisible? 2 If you had a time machine, where would you go? 3 If you went to the past, who would you meet? 4 If you had a special power, what would it be? 5 If you were a superhero, would you tell your friends? 6 Would you love a person if you discovered he or she was a vampire? Students' own answers.	**Descriptor:** -choose the right answers Point:2 **Descriptor:** -write questions - usesecond conditional Point: 2	https://word wall.net/reso urce/550098 https://word wall.net/reso urce/856114 34
End of the lesson 5 min	Ss use their stickers to show their knowledge according to the lesson Green- I understood Yellow-I have some questions Red-I need a help. Home task:	Ss evaluate each other and encourage classmate with phrases like: Well done! Brilliant! Good job! I like it!		Poster KWL chart