

**Possible language (grammar areas and functions) for intermediate learners:**

<b>Grammar</b>	<b>Basic rules / patterns</b>	<b>Suggestions for simple practice tasks</b>
Modal verbs: can, might, should, could, may, must, have to, don't have to	Modal verbs always need another base form verb afterwards and they add one of these functions to the meaning: Ability: I can swim / I can't swim. Possibility: I might go. Obligation: you must/should do it / you mustn't do it. No obligation: you don't have to X. Permission: you can/ may do it.	Learners make a list of rules for different scenarios, eg Parents must ..., children must / have to ... , In school we must / have to ..., Taxi drivers must .... Learners make sentences for a person with a broken arm/leg, She can... She can't... and for different animals, Birds can/can't..., Fish can/can't..., Elephants can/can't... Learners talk about possible futures, I might....
Future simple tense	<b>Will + base form</b> It will rain. / It won't snow. You'll be OK. They'll get here on time. We'll learn English.	Learners take turns to add weather symbols to a chart of next week's days and times, and 'be a TV weather forecaster.'
Conditionals about the future	<b>Real choice:</b> If she <b>wins</b> , I'll be happy. If she <b>doesn't win</b> , I'll leave. <b>Improbable or impossible option:</b> If I <b>won</b> , I'd be amazed. If we <b>won</b> , I'd change my job.	Learners make sentence about climate change: eg. If the sea level rises..., If people went to live on another planet, ...
Reported speech	She said (that) she'd eaten it. He told me (that) he'd finished. She asked if we were ready.	Play 'Chinese Whispers': one learner whispers a statement, which is passed along a line. The learner at the end of the line reports what the 1st learner said.
<b>Functions</b>	<b>Examples</b>	
Complaining	I want to complain about x. I'd like to complain about x. I'm not happy with / about ...	Get some pictures of small problems (eg. broken window, torn book, chair with one leg). Learners take it in turns to complain.
Apologising	I'm (really) sorry about the x. I'm sorry I + past tense. I apologize for -ing	Get some pictures of small problems (eg. broken window, torn book, chair with one leg). Learners take it in turns imagining they did the damage and apologising.
Giving advice	You should x. It's a good idea to x. If I were you, I'd x.	Make a list of problems: headache, hungry, tired, no food, lost money, no teacher, late bus. Learners in pairs pick a card and state the problem. Their partner thinks of, and gives advice.