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

| Grammar | Basic rules | Suggestions for simple practice tasks |
|---|---|---|
| Hypothetical conditional (3rd conditional) | If I **hadn't woken** up, I **wouldn't have had** my breakfast.<br>If **I'd stayed** asleep, I **wouldn't have had** a shower. | Learners make a list of 10 things they did in the past. Then, in pairs, they present their list to their partner, imagining other alternatives to what they did. |
| I wish … | I **wish I hadn't eaten** that.<br>I **wish I'd got** up earlier. | Create a word pool and learners make sentences, eg<br><br>*morning*<br>*n't  late  slept  at  last*<br>*studied I   had   bus  eaten  had*<br>*harder night  this  really*<br>*school    so*<br>*much* |
| Relative clauses | Clauses linked with relative pronouns (**that / who / which / whom / whose**) | Display a set of pictures of people and leaners say which ones they like/don't like,  using  eg I like the woman who is wearing a hat, I don't like the man whose hand is raised, I really like that woman who's smiling |
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| Functions | Examples |  |
|---|---|---|
| Making deductions or speculating about the past. | **Modal verb + have + past participle**<br>It might have been A.<br>It could have been B.<br>It can't have been C.<br>It must have been D! | Imagine a mini crime-scene (eg. someone took a book from the classroom last night). Learners work through a list of suspects discussing whether each person might / could / can't / must have taken it. |
| Hypothesising, imagining different alternatives to and regretting and criticising actions in the past. | 3rd conditional: If she hadn't X, they wouldn't have X.<br>You / he  should have / shouldn't have X.<br>I wish I/you/she hadn't X. | Small groups of learners have a set of cards with actions in the past. They take it in turns to pick a card and imagine they did the action.  eg. 'Broke a window / Stole some food / Took drugs / Missed school /  Cooked horrible food. The group then discuss the actions, criticising and imagining alternatives. |