Conversation task: Developing conversations – rules and regulations

Level: ISE I

Focus: Conversation task

Aims: Introducing students to making conversation in preparation for the ISE I exam and raising awareness of the language functions of the grade

Objectives: Students think of lots of ideas for (brainstorm) aspects of the topic 'Rules and regulations' and think about how the language functions of the grade can be included into the conversation

Subject area: Rules and regulations

Language functions: This activity is designed to use all language functions specified for ISE I (see student worksheet)

Lexis: Vocabulary connected to the topic of rules and regulations

Materials needed: Student worksheet (one per student)

Timing: 1 hour

Preparation

1. Read through the stages in the lesson and note down your own ideas about rules and regulations for the activities.

2. Print or copy one student worksheet per student.

In class

1. Introduce the students to the topic and aim of the lesson. They will be talking about one of the ISE I subject areas – Rules and regulations – and developing conversations using the language functions specified for the exam.

2. Give out the student worksheet and introduce the class to the language functions of ISE I. Provide examples of the functions and check any necessary grammar.

3. Divide the class into groups of three.

4. The first few activities can be carried out using the students' first language. Ask groups to think about a number of questions about rules and regulations, eg What rules and regulations can they think of? Where are such rules found? Are there too many rules and regulations? Why do people need rules and regulations? Try to encourage students to be creative with their ideas. You could write some or all of the questions on the board and ask the students to copy them down.

5. Brainstorm the topic of rules and regulations with the class on the board and develop vocabulary ideas. For example, you could discuss school rules, the rules for a sport, or legal requirements for driving. Aim at developing a list of different ideas.

6. Ask each group to choose an idea and write notes about it. Give feedback in open-class.

7. Ask each group to choose a different topic related to rules and regulations and discuss. Ask two members of the group to have a conversation about the subject area while the third observes and makes notes on key words and phrases.

8. At this stage, students can still use their first language.

9. Ask the groups to write down key English words and phrases needed in the discussion.

10. Students now continue/repeat the previous conversation using English and with roles changed.

11. After all members of each group have practised talking about the subject area in English and acting as an observer, bring the class together and focus on the ISE I language functions (See student handout). If necessary, review the grammar needed for some or all of the language functions.

12. Finally, ask the groups to have another conversation about rules and regulations, using language from the different language functions.

Extension activity

For students who finish the activities early, divide the members of the group into other groups and ask them to share their ideas with their new groups.

Further support activity

For students who are finding the activity more challenging, provide examples related to the topic of rules and regulations for each of the language functions.

Homework

Set a short writing task – for example, ask students to list rules and regulations for a sport.

To provide regular practice for the ISE I Conversation task, repeat this activity with classes regularly as they prepare for the exam. Each time select a different ISE I subject area.

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**Student worksheet: Developing conversations –
rules and regulations**

ISE I – Language functions

▶ Describing past actions in the indefinite and recent past
▶ Describing the future – informing and expressing intention
▶ Giving opinions, preferences and reasons
▶ Describing consequences with certainty and uncertainty
▶ Expressing obligation
▶ Asking for opinions and information