



TLT RESOURCES

MY SHARE

Communicative competence: Task-oriented activities that engage students in creative language use

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Appendix A

Game Sheet

1. How old are you?	11. You should go to the doctors
2. What sound does a pig make?	12. A pilot
3. If you quit smoking,	13. Who stepped on your toe?
4. You should not eat a lot of junk food	14. I'm 14 years old
5. I feel sick.	15. Where is the movie theater?
6. formal consent, authorization to do something	16. you might live longer
7. Oink oink	17. I'm from Canada
8. Someone who flies a plane	18. It's next to the post office
9. Where are you from?	19. if you want to lose weight
10. The woman who I was dancing with	20. Permission

*Notes

- If class sizes are large, it may be beneficial to have two separate games being played simultaneously.
- Get groups to make their own answers and get the rest of the class to participate as a way of extending the activity.

Appendix B

Table Grid

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16
17	18	19	20

*Notes

- For the last two boxes, see if any groups can guess what the last match is. You may want to read one box first and let the groups buzz in and try to answer for the last points.

Appendix C

Guidelines

1. To give students an opportunity to prepare before the game, the teacher may decide to tell the students what content will be covered in the game (this can be explained in Step 2).
2. Teachers should consider a limit of how many times the content is read to ensure students concentrate fully on the activity.
3. To get students to work together and share information, students should not use any books, dictionaries, or write information down. They must focus on listening to the information being presented and help each other to match the content.