

My students listen to my lesson quietly, and most of them copy the blackboard. The levels of their English proficiency are various. I teach the ninth-grade students, and the textbook is too difficult for students who are weak in English. I feel sorry that my lesson is not interesting for those students.

After the summer vacation, I tried some activities.

Activity 1 Word Search

次の単語が隠れています。縦(上から下)か横(左から右)、斜めはありません。  
 発明する 例 伝統的な ~までずっと 回す  
 beの過去分詞 ~だけれども 今ではもう(~ない) これまでに ~以来  
 歴史 生まれた

a	n	y	m	o	r	e	b	f	d	r	l	w	d
v	h	s	s	e	u	v	o	m	b	t	q	c	v
t	i	x	n	o	n	n	r	g	e	v	e	r	u
f	s	u	p	o	t	i	n	v	e	n	t	h	k
z	t	r	a	d	i	t	i	o	n	a	l	f	j
g	o	v	s	a	l	t	h	o	u	g	h	k	x
p	r	h	s	i	n	c	e	x	a	m	p	i	e
q	y	a	r	p	b	z	w	i	m	b	i	j	a

Activity 2 Making Yes/No Questions

Students make groups of six people. They think of questions "Have you ever ...?" If AFT answers yes, they get two points. If the answer is no, they get one point.

Activity 3 Interview

A: What's your favorite \_\_\_\_\_?  
 B: I like \_\_\_\_\_.  
**A: Follow up question.**  
**B: Answer follow-up question.**  
 B: What's your favorite \_\_\_\_\_?  
 A: I like \_\_\_\_\_. / I don't have a favorite.  
  
 A: What's your favorite sport?  
 B: I like baseball.  
 A: Who do you play baseball with?  
 B: I play with my brother.  
 B: What's your favorite sport?  
 A: I like soccer.

Follow up questions:

- How many \_\_\_\_\_ comics do you have?
- Do you play \_\_\_\_\_ after school?
- Who do you play with?
- Where do you eat \_\_\_\_\_?
- Have you ever seen a \_\_\_\_\_?
- What's your favorite \_\_\_\_\_ song?
- Who is your \_\_\_\_\_ teacher?
- What do you like about \_\_\_\_\_?
- Do you drink \_\_\_\_\_ every day?

Category	My Answer	Classmate's name	Classmate's answer
1. Comic Book			
2. Sport			
3. Video Game			
4. Food			
5. Animal			
6. Band			

Students talk with nine different classmates and fill in the table of the worksheet.

#### Activity 4 Making Sentences

Students make groups. They make sentences “I (don’t) know how [what] to ...”  
They get points according to the number of the words they use.

In Activity 3, students tried hard to fill in the table. But some students did not ask the follow-up questions.

In Activity 2 and 4, few students in each group spoke the sentences.

I think game activities make lessons fun, but I am afraid that it takes time and that I am not sure students acquire grammar. I taught the grammar “how [what] to ...” last week. I want to check students’ understanding in the next class.