

<b>Description</b>	Students practise <i>used to</i> by talking about children's games
<b>Lesson link</b>	Use this activity after exercise 4
<b>Time</b>	10 minutes
<b>Extra material</b>	None

## Instructions

- a** Ask SS to look at the cartoon at the top of p. 80 in lesson 7C. Can they find three things the boys are playing with in the picture? Do they know the names in English? The boys are playing with a *conker*, a *paper aeroplane*, and a *catapult*.
- b** SS might think the *conker* (held by the boy on the left of the picture) is a yo-yo, but it is not. Read out the following to the SS:

'This boy is holding a conker. This is a special kind of nut on a string. It is used in an old children's game in Britain. Two people play. Both players have a conker on a string, like in the picture. One player holds the conker in the air, like the boy in the picture. Another player swings their conker into it. They are trying to break the other person's conker. If you break the other player's conker, you win.'

- c** Ask SS if they can remember any children's games that they used to play, or that used to be played in their country. Encourage them to describe the game. It might be easier for SS to draw a picture first to help explain how the game works.
- d** SS discuss the games in small groups, trying to use *used to*.
- e** If you have a single nationality class, in groups, all the SS could describe the same game. Then feedback as a class and see if everyone agrees. Maybe some SS played the game differently. Perhaps there are regional differences.