

## Would I Lie To You?

Where are the learners coming from? Where are they going?

Learners should be around a low-intermediate level or above.

**Objective:** To provide a context for freer speaking and interrogative forms.

**Materials:** Worksheet

**Lesson style:** This lesson is appropriate for face-to-face classes.

**Age:** Suitable for teenagers and adults.

### Procedure

#### Step One – Hometask

Before carrying out this class, make sure that you tell learners to bring an object to their next lesson, with a sentence saying why it is important to them! Tell them that they should not let their friends know what object that they are going to bring, it should be brought to class hidden in a plastic bag; otherwise it will spoil the activity.

#### Step two – Set the scene

Write on the board "Lies" and ask your learners to talk to the person next to them about times where they have lied. Learners should take notes of their partner's answers.

#### Step three – Feedback

Learners share their partner's answers with the class.

#### Step four – Interrogation

Ask a volunteer to read out question two from the worksheet, give your learners 5 minutes to come up with a few questions.

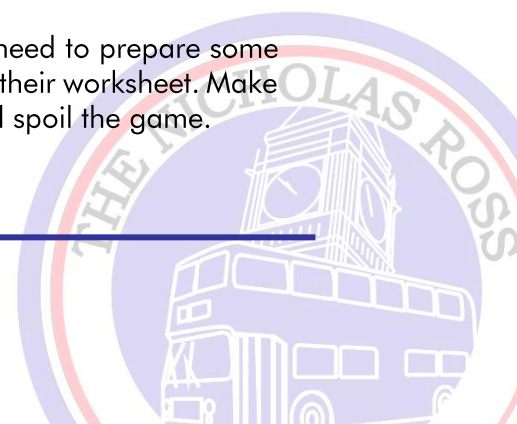
#### Step five - Would I Lie To You?

Tell your learners that they are going to watch a clip from a British TV program called Would I Lie To You. Tell them to watch the clip and to think about what the aim of the game is. (They speak quickly but I think the learners will get the gist about the baby crying every time it heard a pop song.)

<https://www.youtube.com/watch?v=BBhB1ubDDCA>

#### Step six – Truth and lies

Tell your learners that they are going to play this game, so they need to prepare some truths and lies. Tell them to write two lies and a surprising truth on their worksheet. Make sure the learners don't see each other's answers, otherwise it will spoil the game.



### Step Seven – Preparation

Tell your learners to cut their worksheet on the dotted line and to hand them to you. Make sure that the learners have written their name. Now, divide your class into two or three teams. I have 10 learners in my class, so I have two teams of five. (Larger teams are better for having a wider variety of questions)

### Step Eight – Round one

Read through some of the sentences and choose one to begin the first round. You can either pick a truth and give it to the person who wrote that sentence, or you can even give it to a different person (this way it would be a lie). They have to read out the sentence, just like the TV program, then the other team have to interrogate them.

Once you think that they have discussed the sentence enough, the opposing team need to vote in order to decide whether they think they are lying or not. If they get it correct, award them a point, if they get it wrong, and the speaker has successfully lied, then the point goes to them!

### Step nine – Round two

The other team's turn.

### Step ten-eleven – Object round

Take out one of the objects that the student brought to class and a sentence that describes it, give the object to the person who brought it, or someone on their team (not a person on the opposing team, otherwise they will know it's a lie). If you give it to the person who brought it, they will obviously be telling the truth. If you give it to a different person on their team, then they will be lying. Go through the interrogation process and once again the opposing team will vote truth or lie.

### Step twelve – Length

You could continue this activity for as long as you want, until everybody has read a sentence. However, it will depend on the amount of time you have and learner participation. There are a few other rounds that are used in the TV program like a quick fire round and the objects/people round is carried out differently, but I tried to keep it simple for this lesson plan.

### Who is the biggest liar?

The winners of the game are the team with the most points! Remember, they get points for lying successfully or for spotting a liar or someone who is telling the truth.

