

### I THINK YOU'RE LYING!

#### Players

groups of two–five players

#### Materials

one game sheet per group; one dice; a pen/pencil; a piece of paper

#### Before starting

Photocopy one game sheet for each group.

#### How to play

Players use the dice to select a square on the game grid. A player first rolls the dice to select a column, and again to select a row, e.g. Player 1 rolls a five and a four, which takes him/her to the square *I've got a brother*. He/She then announces *I've got a brother*. The other players must decide if the statement is true or false for Player 1, as in the example below.

Player 1: 'I've got a brother.'

Player 2: 'I think you're lying.'

Player 3: 'I think you're telling the truth.'

Player 4: 'I think you're telling the truth.'

Player 1: 'I'm lying!'

#### How to score

Players who guess correctly whether Player 1 is lying or telling the truth win **one point**. So in the example above, Player 2 wins one point and Player 3 and Player 4 don't win any points. Player 1 wins **two points** for fooling two people. Now it is Player 2's turn to roll the dice.

If the same square is landed on more than once, players must change the underlined part of the sentence each time, e.g. *I've got a brother*. → *I've got a sister*.

Play continues until the teacher calls time. The player with the most points is the winner.

#### Versions of the game

- **Explain:** Players must add some brief, extra information to their sentence: *I've got a brother. His name is Edin*. If the sentence is false, then students will need to invent the extra information.
- **Ask me!:** The other players can ask a question, before guessing:  
**Player 1:** *I've got a brother.*  
**Player 2:** *What is his name?*  
**Player 1:** *Edin.*  
 If the sentence is false, then students will need to invent the answers.
- **Listen!:** The player whose turn it is must hold the game sheet in their hands, so the other players have to listen to their sentence.
- **No dice?:** The player whose turn it is can turn the game sheet away from the other players and one of them can choose the numbers for him or her, or the players can simply choose their own squares each time.

#### Notes

This game revises a range of grammar and vocabulary from Student's Book 1, Units 1–4. The game encourages communication, and also offers students the chance to get to know each other, which is important early in the course.

This game requires students to be honest. If preferred, the teacher can instruct the students to write down their answer in secret each time, before the other players guess.

#### Follow-up activity

Students remember as many of the true sentences as they can and write them down.

		There are photos on a desk in my bedroom.		I've got a green coat.		I've got a new watch.			
	My bag is blue.	There is a bookcase in my livingroom.	There is a baby in our family.	I'm hungry.	My bathroom has got a small window.	There's a poster on my bedroom door.	I've got chocolate.		
	My mother has got five board games.	I've got a chair in my bedroom.	We've got an old computer in our house.	I've got a dark green scarf.	There are four children in my family.	My living room has got two windows.			
	There's a water bottle in my bag.	I've got three keys for my house.	I've got a football.	There is a TV in our kitchen.	I've got a brother.	I've got a Mexican friend.			
	There are toys in my living room.	My parents have got a big camera.	I've got a phone.	My father has got a guitar.	There's a table in my hall.	I've got a pet fish.			
	There is a clock in my dining room.	I've got a shower and a bath in my house.	We've got two toilets in our house.	I've got new gloves.	Today I'm tired.	My bedroom walls are white.			

**How to score:** identify correctly when someone is lying or telling the truth = one point  
fool someone = one point (for every person you fool)