

How to detect a lie

(Length: 2:12)

Language

body vocabulary

Level

Pre-Intermediate; A2

Comment

Make sure students understand that this is an authentic video and they don't need to understand every word. They should look and listen out for the information they need to complete each task. You'll find a complete transcript of the video which you can print out at the video's Web address above.

Programme details

<http://www.howcast.com/videos/1885-How-To-Detect-a-Lie>

Howcast (www.howcast.com) is a website with videos that provide answers to thousands of how-to questions. If you want to know how to write a CV or how to repair your car, you'll find a video to show you how to do it. The videos at Howcast are produced by Howcast Studios and by individual contributors from around the world.

Before you watch

- 1 Write the sentence from exercise 1 on the board: 'I swear that I will tell the _____, the whole _____ and nothing but the _____.' What word do the students think is missing? Ask for their suggestions and then write the correct word in the spaces. (Answer: truth). Where would the students expect to hear the sentence spoken? In a court of law when someone is about to give evidence.
- 2 Ask students to tell you if people always tell the truth when they give evidence in a court. What's the opposite of 'telling the truth'? (Answer: telling a lie.) Do the students think it's easy to know when a person is lying? Explain that they're going to watch a video that explains how to tell if someone is lying.
- 3 Give students copies of the worksheet. In pairs, students do exercise 2. Encourage them to use dictionaries if they have access to them. Check through the answers and then do the first part of exercise 3 together. Depending on your students, you can either do the second part of exercise 3 as a whole class or let them do it 'secretly' in pairs.

While you watch

- 4 Play the first part of the video (0:00 - 0:20) and let students do exercise 4. Encourage students to use the glossary to understand the meaning of *scepticism* and point out the American spelling used in the video.
- 5 Tell students they're now going to watch the whole video. They must watch the video and put the steps in exercise 5 into the correct order. Before watching, ask students

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to read out the different steps and help with any comprehension problems. Then play the video.

- 6 Invite some students to read out their answers to exercise 5 and write them on the board to compare. Then play the video again, pausing at the end of each step to check answers.
- 7 Students do exercise 6 in pairs or small groups. Go through their answers and play the video for a final check. Make sure they understand step 3 and the reference to contractions and pronouns: A liar will skip contractions – saying *I did not* instead of *I didn't* – and avoid pronouns, using someone's full name instead of *he* or *she*. Then do exercise 7 as a whole class. You can also point out the use of *tend to* which is used several times in the video. For example: Body language studies show that people *tend to* touch their face and scratch their nose when they lie.

After you watch

- 8 Ask students if they think they're good liars. Go through the instructions to exercise 8 together and make sure they understand. Then divide the class into new pairs. Both students write sentences about themselves (including two lies) and then they take it in turn to read out their sentences. The other student in each pair then has to ask probing questions to try to discover the facts that are invented. Students then report back to the class on what they discovered.
- 9 In small groups, students do exercise 9, debating the answers to each point. You can then open out the discussion to include the whole class.
- 10 Finally, students do exercise 10. They can do this individually or in small groups. The idea is that they think of something they know how to do and then imagine they're going to make a video showing how to do it. It can be anything from how to change a light bulb to how to build an aeroplane. The different students or groups then present their ideas to the rest of the class. Which idea is the most original or challenging? Which would make the best video?
- 11 Encourage your students to visit the Howcast web site and find a video that interests them and helps them learn how to do something. They can report back at the next class.

Answer key:

1

The missing word is *truth*.
You'd hear the sentence spoken in a court of law.

2

- 1 eyes (b)
- 2 arms (a)
- 3 fingers (c)
- 4 mouth (e)
- 5 hands (d)

3

- 1 lie
- 2 lying
- 3 liar

4

- 1 ear
- 2 eyes
- 3 healthy

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5

- 1 Watch their hands
- 2 Follow their eyes
- 3 Note their words
- 4 Check their smile
- 5 Note their posture
- 6 Pause before responding
- 7 Pay attention to details
- 8 Change the subject
- 9 Teach your liar a lesson

6

- 1 False. They tend to touch their face and scratch their nose.
- 2 True.
- 3 False. They do avoid using contractions and pronouns.
- 4 True.
- 5 False. They tend to keep their body posture closed.
- 6 False. They do provide more information than necessary

7

- 1 The note says: Hands off.
- 2 He took/ate some food without permission.
- 3 He takes a piece of paper with some notes from his pocket.
- 4 He puts a cup of coffee between them.
- 5 It's a light-coloured striped shirt.
- 6 In the poll, 91% of Americans reported lying on a regular basis.