

Misconceptions Lesson

Introduction

Ask the following questions:

Which colour makes a bull angry?

How long is a goldfish's memory?

Who was the first European to discover America?

What is the difference between a toilet flushing in the northern hemisphere and a toilet flushing in the southern hemisphere?

If a coin is flipped 5 times, and each time lands heads up, is there a greater chance it will land tails up next flip?

If your students are smart, they might recognise that these questions all concern common misconceptions. If not, enlighten them, and check that they understand what a misconception is. Explain that bulls are not angered by any colour in particular, goldfish have memories much longer than 7 seconds, the Vikings discovered America 500 years before Columbus, a southern hemisphere toilet flush is identical to a northern one

(<http://www.ems.psu.edu/~fraser/Bad/BadCoriolis.html>), and that a coin flip is always 50:50.

Ask your students if they know any other common misconceptions.

Task 1: Ten general misconceptions

(Video 1: <http://www.youtube.com/watch?v=SCzXZfNlu3A>)

Pre-teach the following vocab (table on next page) . Get the students to read out each word/phrase on the left and correct any pronunciation issues. Students should then match up words to definitions .

Confined space	One of the passageways for blood as it moves around your body
Arteries	Damp, slightly wet
Syringe	A small place, such as a lift, a prison cell, or a seat on an aeroplane
Veins	Unpleasant behaviour
Fancy	Something that can result in confusion
Dense	One of the main veins in your body
Inuit	The medical implement used to withdraw blood
Absurdly (absurdly big, absurdly small)	A heavy, closely compacted object or material
Compound words	Elaborate, highly decorated
Gob	Ridiculously! Very!
Misleading	Eskimo language, nationality
Obnoxious	Mouth (slang)
Moist	A word made up of 2 other words: policeman, armchair, backpack etc.

Task 2: Prediction

Explain that you will be watching a video about 10 misconceptions. Get the students to predict what misconceptions are commonly held about the following things:

Great Wall of China
Cracking your knuckles
Human Brains
Eskimos and Snow
8 glasses of water
Tap water vs bottled water
Swallowing chewing gum
The colour of blood
Eating spiders
Electric fans

Now watch the video. Ask the students to listen out to see if their predictions were correct.

Now listen to the video again. Afterwards, get your students to retell the ten misconceptions (depending on the class size, either back to you or first to a partner/in small groups). When the students report back to you, use any opportunity to discuss the misconceptions further.

Task 3: Historical Misconceptions

(Video 2: <http://www.youtube.com/watch?v=sYzfKiIWN4g>)

Pre teach the following vocab:

to slit somebody's throat
to badger someone
to make up a tale
short stature
decadence
to spew (to spew forth)
to feast anew
spherical
nude

Now tell the students that you are going to watch a video concerning five historical misconceptions. Tell them that during the first viewing you only want them to fill in the column on the left of the table.

	Misconception	Reality
V_____ G S		
LADY G _____		
N _____		
V _____ M		
C _____		

Check your answers as a class.

Now watch the video again – depending on group size, get your students to retell the misconceptions and realities in small groups, pairs, or directly back to you. When the students report back to you, use any opportunity to discuss the misconceptions further.

Task 4: Animal Misconceptions

(Video 3: http://www.youtube.com/watch?feature=endscreen&v=F9-iSl_eg5U&NR=1)

If the students aren't already sick of misconceptions. Video three can be used in a similar way to video one or two. Pre-teach the following vocab:

