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Speech in Vocation

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Demonstration Speech Outline

Have you ever wanted to impress a group of people with your powers of mind control or mind reading? Or maybe your incredible mathematical prowess? Conveniently, you can do both right here. Using math, I can simulate a mindreading gimmick so effective, it will work every time so long as you do the math right.

So...

1. –Pick a number, any number. Do not tell me what it is. Infinity is not a number, it is a concept

-Add 3

-Multiply by 2

-Subtract 2

-Divide by 2

-Subtract your original number

-Add 3

-Your answer is 5

1. The trick is all just simple algebra. The algebraic equation referring to the original number as (n) is as follows:

n

n + 3

(n + 3)\*2

(n + 3)\*2 – 2

((n + 3)\*2 – 2)/2

((n + 3)\*2 – 2)/2 – n

((n + 3)\*2 – 2)/2 – n + 3

1. Working through the algebra, simplify the equation

((n + 3)\*2 – 2)/2 – n + 3

(2n + 6) – 2)/2 – n + 3

(2n + 4)/2 – n + 3

n + 2 – n + 3

n – n + 5

5

Therefore, the answer will always be 5, no matter you starting number.

1. To make your own:

- Do not start by picking an end value

- Begin with (n)

- Make any changes that you wish, preferably staying within in the four main functions (+ - \* /) until you understand this better and you have an audience that can handle the added complications of using exponents, absolute values, logarithms etc.

- The random numbers and changes that you add will help you to mask the underlying trick from your audience

- Try to simplify the equation as you make it; it will be easier to see where the equation is going and what effect your changes have on the main equation

- Doing this, the original example would look like this:

n n

n + 3 n + 3

(n + 3)\*2 2n + 6

(n + 3)\*2 – 2 2n + 4

((n + 3)\*2 – 2)/2 n + 2

((n + 3)\*2 – 2)/2 – n 2

((n + 3)\*2 – 2)/2 – n + 3 2 + 3 = 5

“If you want the equation to equal another value, simply add something different at the end. E.g., if you wanted it to be equal to (17) at the end, then you would have added (15) instead of (3)”

“So let’s try one...”

(Here I will try to have the class create an equation of their own which will always result in a number of their choosing.)