

Safety in Numbers : Teaching suggestions

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Activity 1

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students work together.
3. Stop the activity and elicit feedback.

Answers: 1. several 2. issue 3. song 4. piece of clothing 5. give a number (to something)

Activity 2

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students do the activity individually before checking in pairs.
3. Monitor closely.
4. Stop the activity and elicit feedback. **Answers: 1. elevenses 2. second thoughts 3. sixth sense 4. takes care of number one 5. first thing 6. days are numbered 7. safety in numbers 8. seventh heaven 9. forty winks 10. second nature.**

Activity 3

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students form their questions then begin their conversation, in English, in pairs or small groups.
3. Monitor closely
4. Stop the activity and elicit feedback.

Activity 4

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1. Get a student to read the instructions out loud and check that the students understand them.
2. Let the students form their questions then begin their conversation, in English, in pairs or small groups.
3. Monitor closely.
4. Stop the activity and elicit feedback.

Activity 5

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If your students don't have access to computers in the classroom, set this for homework.

Answers:

1. a) Pythagoras
2. c) 21
3. See below.

Quick Quiz

Read the clues below and write the solutions on a piece of paper. Then take the first letter of each answer and rearrange them to find a word connected with this month's Talking Point subject: 'Safety in Numbers.'

1. Numerologists believe that by studying numerical coincidences and transforming words into mathematical sums by ascribing numbers to alphabet letters we can understand our environment, circumstances and ...EVEN.... the origins of our universe more deeply.
2.EARLY.. official religious councils apparently categorized numerology as 'unchristian', along with other traditional forms of 'magical' practices.
3. Some numbers, however, have retained their importance for many people over the centuries – witness the threeSIXES..... which represent the devil or Anti-Christ.
4. It continues to interest respected modern-day mathematiciansENGAGED.... in studying the universe.
5. The popular pseudo-science has even been used to analyse and predict recentSTOCK..... market trends.

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Activity 5 (continued)

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6. Numerologists today also use a process called ‘digit summing’. With this system alphabet letters are ...EACH..... assigned a number.
7. Interpretation of the results of numerological calculations canLEAD..... to some discussion and the science remains a ‘pseudo’ one.
8. The ...NUMBER....thirteen is considered unlucky in many countries – for example, Britain.
9. If the credibility of numerology rests on theVALIDITY.....of the interpretation of certain numbers then perhaps it would be a more believable science if the results it produces were not so open to so many diverse interpretations around the world.

Answers: ELEVENSES (E for EVEN [1], L for LEAD [7], E for EARLY [2], V for VALIDITY [9], E for ENGAGED [4], N for NUMBER [8], S for SIXES [3], E for EACH [6], S for STOCK [5]).

Activity 6

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This activity can be set as homework to be followed up and consolidated in a future lesson generating more discussion. What did most students feel about the question? What reasons were put forward in each case? Did the students read anything which changed their minds on the topic? (etc.)

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