

IELTS READING – Numeration S34AT3



IELTS Reading Numeration reading practice test has 10 questions..

One of the first great intellectual feats of a young child is learning how to talk, closely followed by learning how to count. From earliest childhood we are so bound up with our system of numeration that it is a feat of imagination to consider the problems faced by early humans who had not yet developed this facility. Careful consideration of our system of numeration leads to the conviction that, rather than being a facility that comes naturally to a person, it | is one of the great and remarkable achievements of the human race.

Attempt Free Reading Test..

Questions 27 - 31

Complete each sentence with the correct ending. A - G, below.

Choose the correct letter, A - G, in boxes 27 - 31 below.

27 A developed system of numbering

28 An additional hand signal

29 In seventh-century Europe, the ability to count to a certain number

30 Thinking about numbers as concepts separate from physical objects

31 Expressing number differently according to class of item

A was necessary in order to fulfil a civic role.

B was necessary when people began farming.

C was necessary for the development of arithmetic.

D persists in all societies.

E was used when the range of number words was restricted.

F can be traced back to early European languages.

G was a characteristic of early numeration systems.

It is impossible to learn the sequence of events that led to our developing the concept of number. **q32 Even the earliest of tribes had a system of numeration that, if not advanced, was sufficient for the tasks that they had to perform. Our ancestors had little use for actual numbers;** instead their considerations would have been more of the kind Is this enough? rather than How many? when they were engaged in food gathering, for example. However, when early humans first began to reflect on the nature of things around them, they discovered that they needed an idea of number simply to keep their thoughts in order. **q27 As they began to settle, grow plants and herd animals, the need for a sophisticated number system became paramount.** It will never be known how and when this numeration ability developed, but it is certain that numeration was well developed by the time humans had formed even semipermanent settlements.

Evidence of early stages of arithmetic and numeration can be readily found. **q33 The indigenous peoples of Tasmania were only able to count one, two, many;** those of South Africa counted one, two, two and one, two twos, two twos and one, and so on. **q34 But in real situations the number and words are often accompanied by gestures to help resolve any confusion. q28 For example, when using the one, two, many type of system, the word many would mean, Look at my hands and see how many fingers I am showing you. This basic approach is limited in the range of numbers that it can express, but this range will generally suffice when dealing with the simpler aspects of human existence.**

**q35 The lack of ability of some cultures to deal with large numbers is not really surprising.** European languages, when traced back to their earlier version, are very poor in number words and expressions. The ancient Gothic word for ten, tachund, is used to express the number 100 as tachund tachund. By the seventh century, the word teon had become interchangeable with the tachund or hund of the Anglo-Saxon language, and so 100 was denoted as hund leonlig, or ten times ten. **q29&37 The average person in the seventh century in Europe was not as familiar with numbers as we are today. In fact, to qualify as a witness in a court of law a man had to be able to count to nine!**

Questions 32 - 40

Do the following statements agree with the information given in Passage?

In boxes 32 - 40 below, choose

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

NOT GIVEN if there is no information on this

32. For the earliest tribes, the concept of sufficiency was more important than the concept of quantity.

33. Indigenous Tasmanians used only four terms to indicate numbers of objects.

34. Some peoples with simple number systems use body language to prevent misunderstanding of expressions of number.

35. All cultures have been able to express large numbers clearly.

36. The word 'thousand' has Anglo-Saxon origins.

37. In general, people in seventh-century Europe had poor counting ability.

38. In the Tsimshian language, the number for long objects and canoes is expressed with the same word.

39. The Tsimshian language contains both older and newer systems of counting.

40. Early peoples found it easier to count by using their fingers rather than a group of pebbles.

**q30 Perhaps the most fundamental step in developing a sense of number is not the ability to count, but rather to see that a number is really an abstract idea instead of a simple attachment to a group of particular objects.** It must have been within the grasp of the earliest humans to conceive that four birds are distinct from two birds; however, it is not an elementary step to associate the number 4, as connected with four birds, to the number 4, as connected with four rocks. Associating a number as one of the qualities of a specific object is a great hindrance to the development of a true number sense. When the number 4 can be registered in the mind as a specific word, independent of the object being referenced, the individual is ready to take **q30 the first step toward the development of a notational system for numbers and, from there, to arithmetic.**

**q31 Traces of the very first stages in the development of numeration** can be seen in several living languages today. **q38 The numeration system of the Tsimshian language in British Columbia contains seven distinct sets of words for numbers according to the class of the item being counted:** for counting flat objects and animals, for round objects and time, for people, for long objects and trees, for canoes, for measures, and for counting when no particular object is being numerated. **q39 It seems that the last is a later development while the first six groups show the relics of an older system.** This diversity of number names can also be found in some widely used languages such as Japanese.

Intermixed with the development of a number sense is the development of an ability to count. Counting is not directly related to the formation of a number concept because **q40 it is possible to count by matching the items being counted against a group of pebbles, grains of corn, or the counter's fingers.** These aids would have been indispensable to very early people who would have found the process impossible without some form of mechanical aid. Such aids, while different, are still used even by the most educated in today's society due to their convenience.

All counting ultimately involves reference to something other than the things being counted. At first it may have been grains or pebbles but now it is a memorised sequence of words that happen to be the names of the numbers.

Attempt Free Reading Test..

Best Results Easily Get Required Score IELTS Exam Dates Available, Small Batch Size with Flexible Time, Professional.

8439000086  
8439000087  
7055710003  
7055710004

IELTS Simulation 323 GMS Road, Near Ballupur Chowk, Dehradun, India

Chat on WhatsApp


email: info at ieltsband7.com

IELTS READING – NETSCAPE S26GT4  
IELTS READING NETSCAPE NETSCAPE  
File Edit View Go Communication Help  
CONTENTS: ARTHUR PHILLIP COLLEGE  
Attempt full reading test...  
January 12, 2020  
In "IELTS Reading GT – Format, Tips, and Practice for General Training"

IELTS READING – NETSCAPE S26GT4  
January 25, 2020  
In "IELTS Reading Easy Demo for GT"

IELTS READING – Gifted children and learning S15AT2  
July 22, 2025  
In "IELTS Reading Academic"



 7055710004

 You Tube

 Instagram

email: info at ieltsband7.com

