

Test 2

Questions 27-31

Complete *each* sentence with the correct ending, A-G, below. Write the correct letter, A-G, in boxes 27-31 on your *answer sheet*.

- 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 |

Questions 32-40

Do the following statements agree with the information given in Reading Passage 3? In

boxes 32-40 on your answer sheet, write

| | |
|-----------|--|
| 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.