

## 1.1. Counting and Number Line

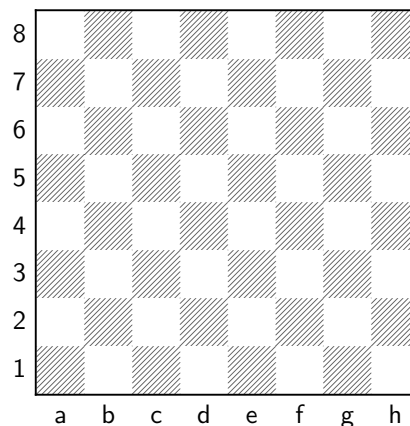
Mathematics begins with counting.

	-39	-38	-37	-36	-35	-34	-33	-32	-31
-30	-29	-28	-27	-26	-25	-24	-23	-22	-21
-20	-19	-18	-17	-16	-15	-14	-13	-12	-11
-10	-9	-8	-7	-6	-5	-4	-3	-2	-1
0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39

**Practice 1:** Count:

- a) from 0 to 6
- b) from  $-9$  to 2
- c) from  $-20$  to  $-11$

**Practice 2:** How many squares are there on a chessboard?



### Important to remember

We use ten digits to write numbers: 0, 1, 2, ... 9. Numbers greater than 9 are written by using two or more digits. A number can have any amount of digits.

**Example 1:** Observe this **counting diagram**:

$$-6 \rightarrow -5 \rightarrow -4 \rightarrow -3 \rightarrow -2 \rightarrow -1 \rightarrow 0 \rightarrow 1 \rightarrow 2 \rightarrow 3 \rightarrow \dots$$

How many steps  $\rightarrow$  are needed to count from -5 to 2?

**Solution:**

$$-5 \rightarrow -4 \rightarrow -3 \rightarrow -2 \rightarrow -1 \rightarrow 0 \rightarrow 1 \rightarrow 2$$

*There are seven steps (arrows).*

**Practice 3:** How many steps are needed to count from 4 to 14?

**Practice 4:** How many steps are needed to count from 4 to 24?

**Practice 5:** How could you calculate the number of steps needed to count from some whole number to another whole number?

**Practice 6:** How many steps are needed to count from 4 to 34?

**Practice 7:** How many steps are needed to count from 4 to 134?

**Practice 8:** How many steps are needed to count from 4 to 9834?

**Example 2:** Count by 2 starting with 3.

$$3 \rightarrow 5 \rightarrow 7 \rightarrow 9 \rightarrow 11 \rightarrow 13 \rightarrow 15 \rightarrow 17 \rightarrow 19 \rightarrow 21 \rightarrow \dots$$

**Practice 9:** How many steps are needed to count by 2 from 8 to 28?

**Practice 10:** How many steps are needed to count by 5 from 15 to 50?

**Example 3:** Count backwards from 4 to -3.

$$4 \rightarrow 3 \rightarrow 2 \rightarrow 1 \rightarrow 0 \rightarrow -1 \rightarrow -2 \rightarrow -3$$

**Practice 11:** Count backwards from 7 to 0.

**Practice 12:** Count by 2 backwards from 12 to -6.

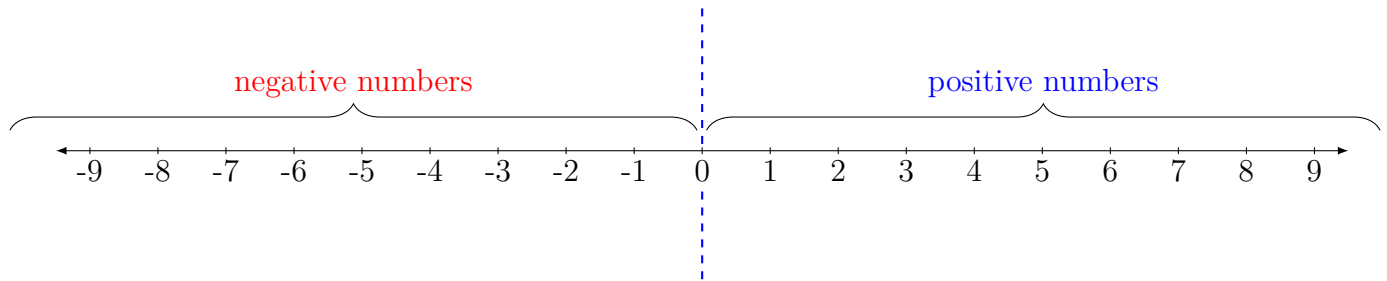
**Practice 13:** Count by 10 backwards from 80 to -40.

### Warning

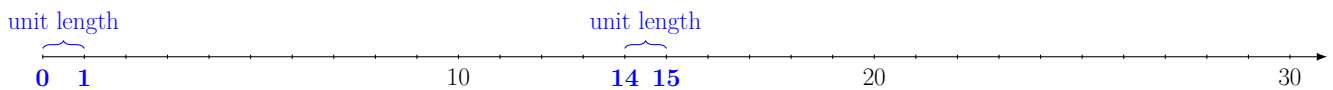
By now you should be comfortable counting by 1, 2, 5 and 10 in both directions. If not, practice some more counting!

## Number Line

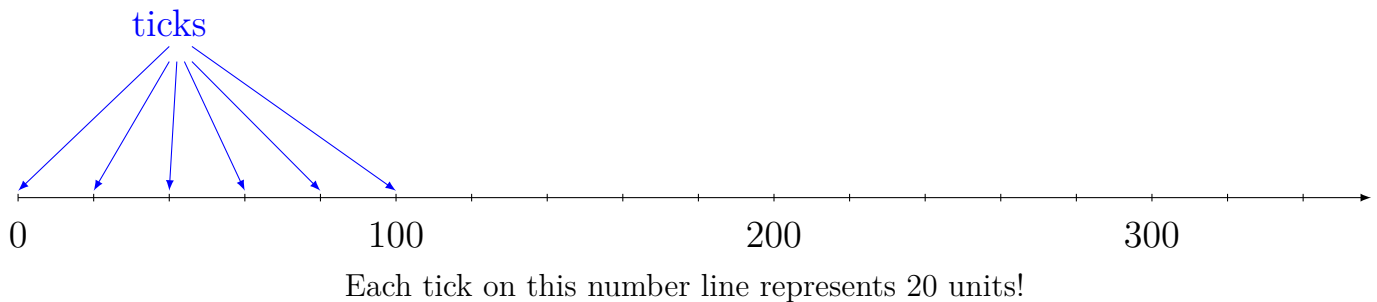
A **number line** is a straight line with numbers placed at their correct places.



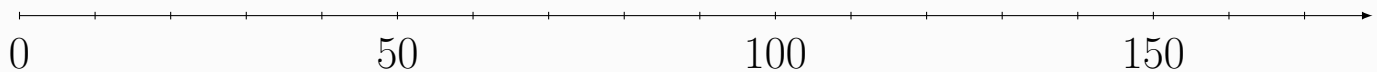
The **unit length** is the distance between two consecutive integers.



Short vertical line segments on a number line are called **ticks**.

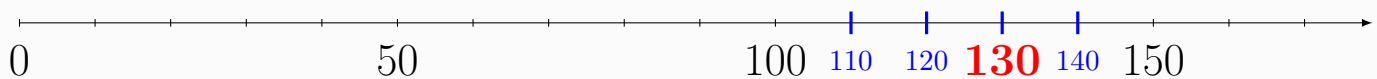


**Example 4:** Find number 130 on the number line.

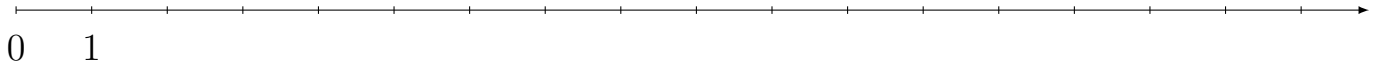


**Solution:** Find the placements of the missing numbers.

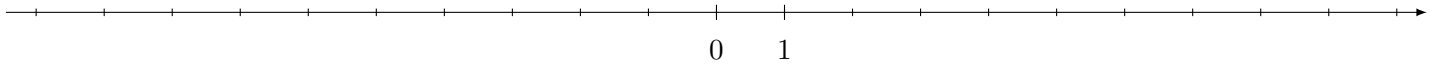
Each **tick** represents a distance of 10.



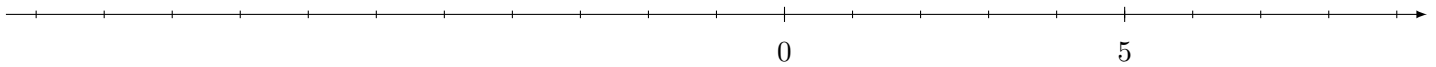
**Practice 14:** Add the following values to the number line: 2, 8, 13 and 17.



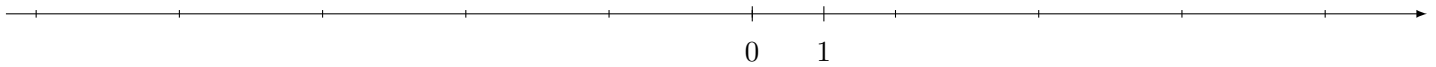
**Practice 15:** Add the following values to the number line: 2, -1, 5, -8 and 9.



**Practice 16:** Add the following values to the number line: 4, -3, 6, -1 and 7.



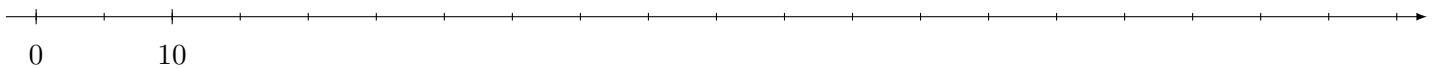
**Practice 17:** Add the following values to the number line: 2, -10, -6, 8 and 3.



**Practice 18:** Add the following values to the number line: 2, -10, -6, 8 and 3.



**Practice 19:** Add the following values to the number line: 15, 30, 45, 60 and 85.



**Practice 20:** Use a ruler to construct a number line that shows the following values: 0, 10, 20, 30, 40. Let the distance between consecutive ticks be 4 centimeters.