



Wada Nirmiti Education Society's  
**GURUKUL GLOBAL SCHOOL**  
**WORKSHEET**

SUB: MATHS

LESSON: 3 – A STORY OF NUMBERS

STD: VIII

NAME: \_\_\_\_\_ ROLL No: \_\_\_\_\_

DATE: \_\_\_\_\_

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**Q. 1. Multiple Choice Questions:**

- Which ancient civilisation used a base-60 system that influenced our time measurement today?  
A. Egyptian      B. Mesopotamian      C. Mayan      D. Roman
- In Roman numerals, the number 715 is written as:  
A. DCCXV      B. DCCXVI      C. DCCVII      D. DCCLXV

**Q. 2. Solve the following questions.**

- Write the following numbers in Roman numerals.  
a. 3999      b. 3454      c. 1459      d. 865      e. 59
- Represent 137 and 175 in a base-5 system.
- Why was the invention of zero considered a breakthrough in mathematics?
- Convert the Hindu numeral 35 and 78 into base-8 and base-2.
- Imagine you are living in the Stone Age with 27 goats. Using sticks as tally marks, show how you would represent this number.
- The Mayan system used dots and bars. Represent the number 324 using this system.
- Compare the efficiency of the Hindu number system with the Roman system in performing multiplication. Give one example.
- If humans had only 8 fingers, how would our number system have evolved differently? Suggest what base might have been used and show how the number 50 would look in that base.
- A farmer in ancient times used pebbles to count his 36 sheep. Show how he could group them efficiently using a base-5 system.
- Write a short note on how place value solved the problem of representing very large numbers.
- Create your own mini number system using symbols of your choice for 1, 5, and 10. Represent the number 32 in your system.