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Dyscalculia is a puzzling condition where people struggle with basic arithmetic skills due to unknown causes, not because they're unintelligent or uneducated. Around 5% of kids in primary school have it, and this number remains steady across the globe. Dyscalculia often dread maths lessons, leading to anxiety and low self-esteem. Ironically, numeracy problems can harm job prospects more than literacy issues, making it likely that people who struggle with dyscalculia into adulthood. While mental disorders are sometimes linked to dyscalculia, its causes remain a mystery. However, studies suggest genetics might play a role - if one identical twin has dyscalculia, the other has a 70% chance of having it too; for non-identical twins, this drops to around 55%. Many children with dyscalculia develop a negative attitude towards counting and arithmetic, which can turn into maths anxiety or even school phobia. If left untreated, dyscalculia persists into adulthood, affecting personality development, education, and career prospects. It's also an economic concern, as people with poor arithmetic skills struggle in the job market. Identifying learning disorders early on is crucial for both child psychiatrists and general practitioners to prevent secondary conditions. Research suggests that developing number skills involves multiple brain areas, and early signs of dyscalculia might be seen in nursery and kindergarten years. The process of learning maths requires a deep understanding of cognitive neuroscience, which can help us comprehend how children's brains develop number skills over time. Dyscalculic children often require a comprehensive diagnostic evaluation to accurately assess their strengths and weaknesses in math and calculations, as they frequently perform below grade level on numerical tasks. This may lead to ineffective interventions that fail to address the child's actual performance deficit. Some experts question whether it is practical to distinguish between dyscalculic individuals and those with low math ability, while others argue that such differentiation is essential, as dyscalculic people require specialized training in basic number concepts. Effective treatment of dyscalculia demands expertise from certified professionals who have undergone specialized training or continuing education programs. Recent initiatives include bachelor's and master's degree programs targeting learning therapy for dyscalculia, which can be conducted in school, with the family, or outside of school. Successful interventions depend on being ecologically valid, meaning they take effect in the child's everyday life. The treating pediatrician or family physician plays a crucial role in recognizing dyscalculia early and advising parents and caregivers on diagnostic and therapeutic measures. Early recognition relies on information from the child's parents or caregivers, who should be asked about specific questions regarding the child's math skills, counting abilities, and school performance. But there are proven links to (15)INHERITANCE. Child sufferers can develop a bad (16)ATTITUDE to mathematics and even a fear of (17)EDUCATION itself. Without treatment, dyscalculia does not go away and can affect character and job prospects. Prompt (18)DIAGNOSIS is vital for stakeholders, as slow progress at school will be evident from early on. Cognitive neuroscience explains the mechanics of number skills are processed by the different areas of the brain. The (19)LATERAL areas of the brain develop specialization as a child ages. The development of child is dependent on a variety of factors and is also affected by the child's experience and the (20)PEDAGOGY used on the child. Do the following statements agree with the views of the writer of the text? In boxes 21 - 26 on your answer sheet write: YES - if the statement agrees with the writer's views NO - if the statement doesn't agree with the writer's views NOT GIVEN - if it is impossible to say what the writer thinks about this 21. Neuropsychological diagnostic tests for dyscalculia are not appropriate when a child is also suffering from dyslexia. 22. Age-specific tests exploring a child's dyscalculia can easily not be suitable due to the child's lower educational performance. 23. Teachers often include differentiated approaches in mainstream classes where dyscalculic children are integrated. 24. Universities have just started offering courses designed to address problems relating to dyscalculia. 25. In order to be effective, dyscalculia treatment should be done away from where a child spends most of his/her time. 26. It should not be a doctor's role to recommend how the parents of dyscalculic children obtain advice. Difficulty in mathematics poses a challenge for many, particularly those with dyscalculia, a condition that affects an individual's ability to understand and work with numbers. Research by Czech researcher Kosc revealed that damage to specific parts of the brain involved in mathematical cognition can lead to this disorder. Dyscalculia has two primary causes: acquired and developmental. Acquired dyscalculia is caused by brain damage, while developmental dyscalculia occurs from birth. The condition's symptoms include difficulties with mathematics, learning number facts, and understanding basic arithmetic operations. Studies have shown that approximately 3% to 6% of the population may be affected by dyscalculia, particularly children who struggle only with math but excel in other subjects. Despite its prevalence, very little is known about its causes, treatment options, or how it affects individuals' lives. Interestingly, research suggests that dyscalculia might be linked to a cognitive ability shared between humans and many animals - the capacity for "subitising," which enables counting objects by briefly observing them. This innate skill appears essential for survival, as demonstrated by experiments with babies who can count at an early age. Genetic factors, such as Fragile X syndrome, may contribute to dyscalculia. Environmental causes, like exposure to alcohol during pregnancy, could also play a role in its development. Signs of dyscalculia include difficulties with counting, learning number facts, and understanding basic arithmetic operations. Given article text here Dyscalculia, a condition that affects an individual's ability to understand and work with numbers, can be challenging for them to comprehend. Issues with temperature, directions, and map-reading may also hinder their understanding. Diagnosing and treating dyscalculia is complex due to various reasons such as poor teaching methods, lack of motivation, and difficulty in concentrating. Research aims to improve identification techniques for children with dyscalculia. However, treatment approaches are different. Many believe that dyscalculia cannot be treated since its cause lies in the brain, but this is a misconception. Every time we learn new information, our brains change due to plasticity, which allows the brain to adapt and develop. Practising new skills extensively can significantly alter the brain's structure. To treat dyscalculia, providing an environment that encourages children to count at home is essential. Schools should focus on teaching basic mathematical concepts before moving on to more advanced topics. A multisensory approach using speech, sound, writing, and reading simultaneously has proven effective in teaching maths. Short blocks of time and lesson building on previous material are also crucial. Dyscalculia: Understanding the Causes and Effects To tackle your IELTS questions on dyscalculia, book a session now! Here's an in-depth analysis of the reading passage: For Question 1, "What is Dyscalculia?", the correct answer is indeed "mathematics/math", as it highlights the learning difficulty in mathematics. In the context of Question 2, "What is damage to parts of the brain involved in mathematical cognition?", the answer is "damage" due to Czech researcher Kosc's research. Question 3 asks about the cause of dyscalculia from birth, and the correct response is "(from) birth". This implies that dyscalculia can occur from an early age. The fourth question seeks a description of dyscalculia's features. The passage explains that it affects mathematical problems but not other areas of learning. Moving on to Question 5, which inquires about the prevalence of dyscalculia, the answer is True since estimates suggest between 3% and 6% of the population could be affected. Question 6 asks if people with dyscalculia have difficulty with basic math. The correct response is False as the passage states that even though they struggle with basic maths, it doesn't mean they cannot solve higher mathematical problems. Lastly, Question 7 questions whether "subitising" refers to the capacity to count the number of objects. It is stated that subitising allows individuals to determine the quantity of objects present. Therefore, it can be inferred that this ability aids in counting and acknowledging the number of items visible. As the provided information aligns with the discussion in the passage, the correct response is True. 8 Answer: N.A. Question type: True/False/Not Given Answer location: N.A. Explanation: The paragraph mentions studies involving infants that show they possess counting abilities from an early age; however, it does not indicate whether these skills extend to numbers up to 4. Consequently, the response is Not Given. 9 Answer: Fals Question type: True/False/Not Given Answer location: Paragraph 3, Line 7 Explanation: The passage mentions that genetic disorders such as Fragile X syndrome could be contributing factors to dyscalculia. This implies that inheriting specific traits might play a role in this condition rather than simply not possessing a common skill. As the provided statement contradicts the information presented in the passage, the correct answer is False. 10 Answer: T Question type: True/False/Not Given Answer location: Paragraph 3, Line 8 Explanation: According to the passage, environmental factors such as consuming alcohol during pregnancy may contribute to dyscalculia by causing brain underdevelopment. The statement provided aligns with this information, indicating that drinking alcohol during pregnancy can indeed lead to brain underdevelopment and, subsequently, dyscalculia. Therefore, the correct answer is True. 11 Answer: C Question type: Matching Features Answer location: Paragraph 5, Line 12 Explanation: In the passage, it is suggested that teaching maths in short intervals with lessons building on previously covered material can be an effective approach to addressing dyscalculia. The statement provided supports this notion by suggesting that limited-duration maths instruction may aid in managing dyscalculia. Consequently, the correct answer is C (dyscalculia). 12 Answer: A Question type: Matching Features Answer location: Paragraph 5, Line 1 Explanation: In the initial line of the fifth paragraph, it is stated that diagnosing and treating dyscalculia can be complex due to various reasons for maths difficulties, including lack of motivation. This implies that being unmotivated is one possible cause of maths struggles. Therefore, the correct answer is A (reasons for being bad at maths). 13 Answer: B Question type: Matching Features Answer location: Paragraph 5, Line 7 Explanation: The passage discusses brain plasticity as its ability to change and develop, especially during childhood. This concept is equivalent to the property of the brain known as 'plasticity', which enables it to adapt and evolve, particularly in early developmental stages. Consequently, the correct answer is B (plasticity). 14 Answer: C Question type: Matching Features Answer location: Paragraph 4, Line 6 Explanation: The passage indicates that individuals with dyscalculia often struggle with numbers containing zeros and may not understand numerical representations paired with their word equivalents, such as ten for the number 10. This suggests a challenge in handling quantities with zeros as well as understanding verbalised numerals like 10, 100, and 1,000. Hence, the correct answer is C (dyscalculia). The response to the given problem is D, which corresponds to dyscalculia, a condition that affects an individual's ability to understand and work with numbers. Dyscalculic children often struggle with using time and may benefit from practice at home, where they can count and engage in activities that promote numerical understanding. Treatment for dyscalculia can involve teaching math through a multisensory approach, incorporating speech, sound, writing, and reading simultaneously. One of the reasons individuals may struggle with math is their inability to concentrate for extended periods. To answer sentence completion questions in the IELTS Reading test, it's essential to read instructions carefully, identify keyword synonyms, and scan the passage quickly to locate relevant information. For True/False/Not Given questions, strategies include identifying keywords, scanning for paraphrased words, and matching highlighted question words with their synonyms in the text. Effective techniques for answering these questions involve skimming and scanning the reading material, checking spelling, and ensuring grammatical correctness. Once you have both sets of key phrases, compare them to determine the correct answer. Determine the accuracy - If the facts align, the response is TRUE; if they don't match, it's FALSE. If you can't find the answer or are unsure about it, mark it as NOT GIVEN. Matching Elements: In this type of question, you will have to pair a list of options with the corresponding set of statements. To achieve a high score in the IELTS Reading exam, follow these tips: Read and underline key phrases, and circle keywords that need attention. This helps identify where to focus your reading efforts later on. Also, pay close attention to how frequently each detail or name appears in the passage. Scan the passage for information related to features and questions. Rapidly skim areas surrounding keywords and features in the text, but be cautious not to get confused by synonyms that appear in place of original information. Remember, answers will often be out of order from the question sequence.

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