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PRACTICE – READING COMPREHENSION- KEYS

THE HISTORY OF INTERNATIONAL MAHEMATICS

Exercise no.1: Complete the following chart in English

The text is about	*Matemática Internacional (no Matemáticas)*
Languages in which texts were written	*(Babilónico, Egipcio), Griego antigüo, Arábigo, Latín*
"mathematics"	*Word invented by: Pythagoras* *Meaning: subject of instruction*
Countries where contributions were made during the historical periods mentioned	*Egipto, Babilonia, Grecia, Irán, Siria e India, Italia*

Exercise no.2: Which is the reference? Copy the word here.

1. **This one** (line 3) *International Math.*
2. **its** (line 3) *International Math.*
3. **this mathematics** (line 7) *translated into Arabic*
4. **who** (line 10) *Pythagoras*
5. **their** (line14) *the Greeks*
6. **this time** (line 15) *300 BC to 200 AD 10.*
7. **These regions** (line 16) *Iran, Syria and India/ Islamic countries*
8. **it** (line 16) *the work in these regions*
9. **others** (line 22) *mathematicians*
10. **they** (line 25) *discoveries*

Exercise no.3: Choose the function of the following connectors from the box. You can use the same word more than once.

Sequence	***reason***	***contrast***	***exemplification***	***addition***
Consequence	***hypothesis***	***purpose***	***alternative***	***similarity***

1. **Then** (line 6) *sequence*
2. **Later** (line 7) *sequence*
3. **As a result** (line 13) *consequence*
4. **but** (line 16) *contrast*
5. **and** (line 18) *addition*
6. **although** (line 19) *contrast*
7. **such as** (line 21) *exemplification*
8. **also** (line 22) *addition*
9. **On the one hand** (line 24) *contrast*
10. **However** (line 25) *contrast*

Exercise no. 4: Circle the correct meaning for this context

1. **ancient**	(line 3)	a. anticuados	b. ancianos	c. *antiguos*
2. **available**	(line 4)	a. válidos	b. *disponibles*	c. realizables
3. **flourished**	(line 15)	a. florecía	b. *prosperó*	c. agitó
4. **bursts**	(line 20)	a. ráfaga	b. reventones	c. *estallidos*
5. **able**	(line 26)	a. *capaces*	b. aptos	c. hábiles

Exercise no.5: Complete the chart with information from the text. Translate the sentence(s) .

450 BC	*Los griegos empezaron a trabajar duramente(duro)/arduamente en matemáticas*
300 BC to 200 AD	*Fueron sus mayores (de los griegos) progresos en matemáticas*
After 200AD	*El progreso continuo en los países islámicos*
11th Century	*Adelard de Bath y luego Fibonaccio introdujeron (nuevamente) esta matemática islámica y su conocimiento de las matemáticas griegas en Europa.- admitir – trajeron de vuelta a Europa*
Middle Ages	*Se caracterizaron por siglos de estancamiento aunque hubo estallidos de creatividad matemática*
Renaissance	*Mayores progresos en matemáticas se pudieron observar en Europa, principalmente en Italia.*

Exercise no.6: True (T) or False (F). Justify your answer translating the corresponding sentence.

1. __ *T*__ Mathematics resulted from different contributions lines *2*
   However, every culture on earth has made contributions to the development of what is called international mathematics.
   Sin embargo, cada cultura sobre la tierra ha hecho contribuciones al desarrollo de lo que es llamado matemática internacional.
2. __ *T* __ Democritus' atomic theory was based on Zeno of Elea's paradoxes lines *12*
   Zeno of Elea's paradoxes led to the atomic theory of Democritus
   Las paradojas de Zeno de Elea llevaron (contribuyeron) a la teoría atómica de Demócrito
3. __ *F*__ Greeks knew that rational numbers were enough to calculate lengths lines *13*
   The Greeks realized that rational numbers did not suffice to measure all lengths
   Los griegos se dieron cuenta que los números racionales no eran suficientes para medir todas las longitudes.
4. __ *F*__ The contributions made in Iran, Syria and India were more important than those of the Greeks
   The work in these regions did not match the progress made by the Greeks but it did preserve Greek mathematics. lines *16*
   Las contribuciones en estas regiones no alcanzaron el probrego realizado/hecho por los grieros pero preservó las matemáticas griegas.
5. __ *T* __ Not all mathematicians are bright lines *26*
   On the one hand, they often appear as isolated flashes of brilliance.
   Por otro lado, a menudo (ellos) aparecen como flashes de inteligencia aislados.

Exercise no.7:

Answer the following questions in Spanish and in your own words

1. Why were irrational numbers formulated?
   The Greeks realized that rational numbers did not suffice to measure all lengths.
   Porque los griegos se dieron cuenta de que los números racionales no eran suficientes para medir todas las longitudes.

2. Why can't we speak of "*isolated flashes of brilliance*"?
   Porque los descubrimientos matemáticos son el resultado / la culminación del trabajo realizados por muchos matemáticos a lo largo de un período.
   mathematical discoveries. On the one hand, they often appear as isolated flashes of brilliance. However, they are the culmination of work by many, often less able, mathematicians over a long period.