Paper 1 Part 3: Word formation

For questions **1–8**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (**0**).

Book surgery

Before the days of digital storage files and the easy (0) ACCESSIBILITY of the internet,	ACCESSIBLE
almost every family home boasted a set of encyclopaedias, a world atlas and a	
selection of other weighty tomes that served as an (1) _____ source of reference.	VALUE
Although these hefty volumes have long been rendered obsolete by (2) _____	GO
technological advances, there is often a genuine (3) _____ to get rid of them.	RELUCTANT
Those with attractive (4) _____ may find a new use as an interior design feature,	BIND
but the rest are (5) _____ consigned to otherwise empty bookshelves in dusty	VARIABLE
corners of spare bedrooms.	
The artist Brian Dettmer could, however, come to their rescue. He has come up	
with an (6) _____ way of giving such books a new lease of life. Using what he	GENIUS
calls 'book surgery', Brian creates a (7) _____ out of each redundant volume.	SCULPT
After sealing the edges of the book, he painstakingly cuts into the surface to	
create intricate patterns in 3D. He never adds anything to his creations,	
however, for the skill lies both in making precise (8) _____ and in knowing	INCISE
exactly how much material to take away.	

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Paper 1 Part 5: Multiple-choice questions

You are going to read an article about British and US versions of English. For questions **1–6**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

National identity? Do the math(s)

What difference does a letter 's' make? When it comes to number crunching and national pride, the answer for some people in the USA and Britain is 'a lot'. A few days ago, I wrote a column for the financial pages of a British newspaper about equity market issues in the USA. I argued that it was tough for the Federal Reserve – or anyone else – to prove whether so-called 'short-selling bans' actually worked on the basis of any 'math'. To be honest, that is not a spelling of the word that I would normally use; the British style is 'maths', whilst in the USA, people typically say 'math'. But I'd been chatting with some US academics just before I wrote the piece and was focused on the equity market issues. Thus the word 'math' crept in, and that missing 's' seemed such a trivial issue that nobody picked it up. When my column was published, however, my spelling elicited almost as many comments as my views on short selling. 'Why is a British journalist for a British paper saying "math" instead of "maths"? It's really annoying,' thundered one reader. Or as another said: 'Many feel strongly that American English and British English should not be swapped indiscriminately.' 'Math' seems such an affectation for a UK-educated person (and certainly a mathematician) to use that it is seen as crossing a red line and going over to the other side.

Why such emotion? At first glance, it seems somewhat odd. If you look at the linguistic history of mathematics, that 's' can be justified or dismissed with equal logic. Linguists believe that the word takes its root from the Ancient Greek *manthanein*, which can be roughly translated as 'to learn'. Initially, this meant general 'learning' – hence the word 'polymath'. But in the fourteenth century, the term 'mathematics' entered the English language, from French, and became associated with numbers. However, and crucially, this concept was initially expressed as a plural, because medieval number crunching came in many forms, including astrology, trigonometry, calculus and physics. But then something curious happened: by the twentieth century, the word had mutated into a singular noun, notwithstanding that final 's' (in the same way as 'physics') and that sparked the transatlantic linguistic divide: in the USA and Canada, 'mathematics' came to be abbreviated to 'math' because it was easier to pronounce and acted as a singular concept in terms of grammar ('math is my favourite subject'). In Britain, Australia and the rest of the English-speaking world, however, that 's' was retained ('maths is my favourite subject').

Given that the meaning is otherwise identical, you'd think that the words were largely interchangeable and that it would hardly matter which was used. But judging from the blogosphere, no such assumption can be made on either side of the Atlantic. One male reader of my column blames this on a deep sense of 'intellectual insecurity' about quantative issues today. 'People know that they ought to understand maths ... but most at some point in their education reach a stage where they can no longer meet the challenge that the subject poses. Hence the mention of math or maths induces a sense of anxiety and remembered humiliation that provokes them to prove that they can at least spell.'

More to the point in this instance, however, is the fact that two-thirds of the world's English speakers reside in the USA, where they use American words and spellings. Data suggests that the remaining third are becoming increasingly Americanised too: a growing proportion of textbooks in the emerging market countries are being produced in an American style. It is perhaps no surprise that some British nationals are defensive, using their version of English as a way of guarding their history and culture, and thereby perpetuating its idiosyncrasies. Yet it's strange to think all of this emotion should have been focused on a concept that does not involve language. The beauty of numbers, after all, is that they transcend culture and the narrow confines of grammar. But humans are rarely entirely logical when so much is at stake. So my suggestion is that we all just declare a truce – and learn to say 'arithmetic' instead.

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1 In the first paragraph, we learn that the writer used a US spelling in an English newspaper

A to appease US academics.

B in a moment of inattention.

C in an attempt to be provocative.

D to best reflect her subject matter.

2 Many of the writer's British readers regarded her spelling of the word in question as

A a sign of disloyalty.

B a reflection on her education.

C a result of her training in mathematics.

D an attempt to curry favour with Americans.

3 In the second paragraph, the writer

A suggests that the British use of 'maths' is an anomaly.

B explains why a plural concept of 'mathematics' developed.

C investigates the changing meaning of the word 'mathematics'.

D questions the logic behind the idea of a singular concept of 'math'.

4 What does the writer imply in the third paragraph?

A She fails to see why alternative spellings came to co-exist.

B She regards the US spelling of the word as the more convenient.

C She finds the debate about the spelling of the word somewhat petty.

D She wonders if the two spellings reflect different ideas about the subject.

5 The reader's comment quoted is implying that

A mathematicians have little patience with linguistic irregularities.

B maths students resent the suggestion that they lack language skills.

C people who are good at mathematics also tend to be good at spelling.

D language skills are perceived as easier to acquire than mathematical ones.

6 From the conclusion, we understand that the writer

A supports the idea of standardised spelling in English.

B predicts that different varieties of English will disappear.

C regrets the attitude of those who defend varieties of English.

D accepts that language is an important part of cultural identity.

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