

## Key to Writing task 1

### Exercise 1

1. the results of a survey
2. 1,000
3. a university in the UK
4. non-native speakers of English
5. improves job prospects
6. just over 90%
7. 50%
8. 90%
9. improves job prospects
10. 60%
11. enjoyment
12. 20%

### Exercise 2

1. The bar chart shows the result of a survey.
2. One thousand students took part in the survey.
3. The students were from a university in Australia.
4. Non-native speakers of English had a more positive attitude to language learning [than native speakers].
5. Improvement in job prospects comes top.
6. It is mentioned by just over 90% of non-native speakers as an incentive to acquiring languages.
7. 60% found language learning useful for work.
8. 90% of second language speakers found language acquisition useful for work.
9. Among native speakers improvement in job prospects comes top.
10. It is given by 60% of native speakers as an incentive to acquiring languages.
11. Enjoyment is bottom with only 20%.
12. Enjoyment is bottom with only 20%.

### Exercise 3

The bar chart shows the results of a survey on the reasons behind learning languages among 1,000 native and non-native English speakers at a university in Australia.

The most striking feature of the chart is that those students for whom English is not their mother tongue had a more positive attitude to language learning than native speakers. Improvement in job prospects is mentioned by just over 90% of non-native speakers as an incentive to acquiring languages, followed closely by usefulness for travel and work and importance for studying at 90, 90 and just below 90 respectively. In this group, personal development improvement comes bottom with 70%.

This attitude to language acquisition contrasts sharply with that of native speakers, whose approval was lower than non-native speakers on all accounts. While improvement in job prospects, for example, attracted the most approval with 60% giving it as a reason, this was considerably less than for non-native speakers. Usefulness for work and improvement in personal development came next at 50% of respondents. Only 20% of native speakers, however, think learning languages is enjoyable with only 25% thinking it important for studying.

#### Exercise 4

See the text for Exercise 3.

#### Exercise 5

|                        |   |   |
|------------------------|---|---|
| striking               | – | noticeable/significant                        |
| feature                | – | characteristic                                |
| mentioned              | – | cited/quoted/given/named                      |
| incentive              | – | inducement/encouragement/motivation [for]     |
| just over              | – | above   |
| comes                  | – | is  |
| on all accounts        | – | in all cases                                  |
| considerably           | – | significantly                                 |
| while                  | – | whilst/whereas                                |
| respondents questioned | – | participants/those sampled/those polled/those |

(There may be alternative answers as well.)

#### Exercise 6

|     |  |   |                                      |
|-----|--|---|--------------------------------------|
| 1.  | provides information about – about/shows/illustrates | – | gives information                    |
| 2.  | noticeable   | – | striking/remarkable/significant      |
| 3.  | characteristic                                       | – | feature                              |
| 4.  | quoted   | – | cited/mentioned/stated/given/named   |
| 5.  | reason for learning                                  | – | motivation/incentive for learning    |
| 6.  | almost   | – | approximately                        |
| 7.  | category   | – | group                                |
| 8.  | is   | – | comes                                |
| 9.  | last   | – | bottom                               |
| 10. | is the opposite of                                   | – | contrasts with                       |
| 11. | for all items instance                               | – | on all accounts/in all cases/in each |
| 12. | whereas  | – | while/whilst                         |
| 13. | significantly  | – | considerably                         |
| 14. | those sampled polled/questioned                      | – | respondents-participants/those       |
| 15. | regarding  | – | considering/thinking                 |

## Exercise 7

1. provides information about
2. striking noticeable/significant/remarkable, etc. rather than clear
3. characteristic/ feature rather than point
4. quoted is correct
5. reason rather than cause
6. around can mean above as well as below so use just
7. bunch is too informal: category/group
8. is or comes
9. last or bottom
10. contrasts with
11. for all items/in all instances/on all accounts
12. a conjunction is required: while/whilst/whereas
13. significantly/considerably
14. those sampled/respondents/participants/those polled/those questioned
15. regarding/thinking

There may be alternative answers as well.

## Exercise 8

See the text for Exercise 3.

## Exercise 9

See the text for Exercise 3.

## Exercise 10

See the chart in Exercise 1.