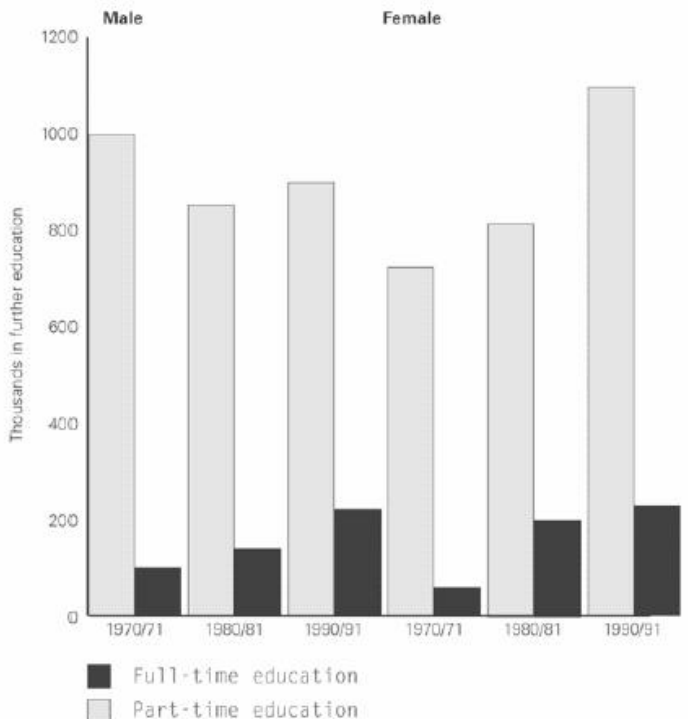


International English Language Testing System (IELTS) Academic Writing Task 1

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<p style="text-align: center;">IELTS</p> <p>Rubric: 9-point Score: Band Scores Domains: Task Achievement, Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy Genre: Informative</p>	<p style="text-align: center;">MY Access!®</p> <p>Rubric: 6-point Score: Holistic Domains: Focus and Meaning, Content and Development, Organization, Language, Voice, Use and Style, Mechanics and Conventions Genre: Informative</p>																								
Tasks:																									
Informative	<p>Sample:</p> <p>The chart below shows the number of men and women in further education in Britain in three periods and whether they were studying fulltime or parttime.</p> <p>Summarise the information by selecting and reporting the main features, and make comparisons where relevant.</p> <div style="text-align: center;">  <p>The chart displays the number of men and women in further education in Britain across three periods: 1970/71, 1980/81, and 1990/91. The Y-axis represents 'Thousands in further education' from 0 to 1200. The X-axis shows the periods for both Male and Female. For each period, there are two bars: a light grey bar for 'Part-time education' and a dark grey bar for 'Full-time education'. For males, part-time education starts at 1000 in 1970/71, drops to 850 in 1980/81, and rises to 900 in 1990/91. Full-time education for males starts at 100 in 1970/71, rises to 150 in 1980/81, and reaches 220 in 1990/91. For females, part-time education starts at 720 in 1970/71, rises to 810 in 1980/81, and peaks at 1100 in 1990/91. Full-time education for females starts at 60 in 1970/71, rises to 200 in 1980/81, and reaches 230 in 1990/91.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th>Gender</th> <th>Period</th> <th>Part-time education (Thousands)</th> <th>Full-time education (Thousands)</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Male</td> <td>1970/71</td> <td>1000</td> <td>100</td> </tr> <tr> <td>1980/81</td> <td>850</td> <td>150</td> </tr> <tr> <td>1990/91</td> <td>900</td> <td>220</td> </tr> <tr> <td rowspan="3">Female</td> <td>1970/71</td> <td>720</td> <td>60</td> </tr> <tr> <td>1980/81</td> <td>810</td> <td>200</td> </tr> <tr> <td>1990/91</td> <td>1100</td> <td>230</td> </tr> </tbody> </table> </div>	Gender	Period	Part-time education (Thousands)	Full-time education (Thousands)	Male	1970/71	1000	100	1980/81	850	150	1990/91	900	220	Female	1970/71	720	60	1980/81	810	200	1990/91	1100	230
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	Current MY! Access® prompts which align:
	IntelliMetric®
	1. N/A
	Pilot
	<ol style="list-style-type: none"> 1. Acme Company’s Hiring Process 2. Adult Mortality Rates 3. Analysis of Program Enrollment Trends 4. Healthy Life Expectancy 5. Height, Weight, and Body Mass Index 6. International Tourist Destinations

International English Language Testing System (IELTS) Academic Writing Task 2

IELTS	MY Access!®
Rubric: 9-point Score: Band Scores Domains: Task Response, Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy Genre: Persuasive	Rubric: 6-point Score: Holistic Domains: Focus and Meaning, Content and Development, Organization, Language, Voice, Use and Style, Mechanics and Conventions Genre: Persuasive
Tasks:	
Persuasive	Samples:
	<p>The first car appeared on British roads in 1888. By the year 2000 there may be as many as 29 million vehicles on British roads.</p> <p>Alternative forms of transport should be encouraged and international laws introduced to control car ownership and use.</p> <p>To what extent do you agree or disagree?</p> <p>Give reasons for your answer and include any relevant examples from your knowledge or experience.</p>
	Current MY! Access® prompts which align:
	IntelliMetric®
	<ol style="list-style-type: none"> 1. A Global Language 2. Competition or Competence? 3. Department Store Dilemma 4. Internet Classrooms vs. Traditional Classrooms 5. Mandatory Recycling 6. Requiring Protective Helmets
	Pilot
	<ol style="list-style-type: none"> 1. Is Cheating Always Wrong? 2. Limitations of Machines 3. Nature vs. Nurture 4. Technical Quality vs. Emotion in Art 5. The Importance of Reading 6. Truth and Lies

International English Language Testing System (IELTS) General Training Writing Task 1

IELTS	MY Access!®
Rubric: 9-point Score: Band Scores Domains: Task Achievement, Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy Genre: Persuasive, Informative	Rubric: 6-point Score: Holistic Domains: Focus and Meaning, Content and Development, Organization, Language, Voice, Use and Style, Mechanics and Conventions Genre: Persuasive, Informative
Tasks:	
Persuasive, Informative	Sample:
	<p>You live in a room in college which you share with another student. However, there are many problems with this arrangement and you find it very difficult to work.</p> <p>Write a letter to the accommodation officer at the college. In the letter</p> <ul style="list-style-type: none"> · describe the situation. · explain your problems and why it is difficult to work · say what kind of accommodation you would prefer
	Current MY! Access® prompts which align:
	IntelliMetric®
	<ol style="list-style-type: none"> 1. Adding a Class to Your School’s Curriculum (Persuasive) 2. A Letter to Your Grandchildren: The World Today (Informative) 3. Business Letter to a Restaurant (Informative)
	Pilot
	<ol style="list-style-type: none"> 1. After School Job (Persuasive) 2. Business: Dress Code (Part 3) (Persuasive) 3. Department Store Dilemma (Persuasive) 4. Should School Teams Make Cuts (Persuasive) 5. Business: (Hotel Scenario Part 3): Pest Control Letter (Informative)

International English Language Testing System (IELTS) General Training Writing Task 2

IELTS	MY Access!®
Rubric: 9-point Score: Band Scores Domains: Task Response, Coherence and Cohesion, Lexical Resource, Grammatical Range and Accuracy Genre: Persuasive	Rubric: 6-point Score: Holistic Domains: Focus and Meaning, Content and Development, Organization, Language, Voice, Use and Style, Mechanics and Conventions Genre: Persuasive
Tasks:	
	Sample:
	<p>In Britain, when someone gets old they often go to live in a home with other old people where there are nurses to look after them. Sometimes the government has to pay for this care.</p> <p>Who do you think should pay for this care, the government or the family?</p> <p>Give reasons for your answer and include any relevant examples from your own knowledge or experience.</p>
	Current MY! Access® prompts which align:
	IntelliMetric®
	<ol style="list-style-type: none"> 1. After School Job 2. A Global Language 3. Choosing a Rewarding Occupation 4. Department Store Dilemma 5. Internet Classroom vs. Traditional Classroom 6. Is Cheating Always Wrong 7. Limiting the Amount of Homework 8. Requiring Protective Helmets 9. Requiring School Uniforms
	Pilot
	<ol style="list-style-type: none"> 1. Invasion of Privacy 2. Is Photography Art? 3. Limitations of Machines 4. Persuade a Tourist to Visit 5. Should School Teams Make Cuts 6. The Importance of Reading 7. The Perfect Site for Your Family Reunion

	8. Truth and Lies
	9. What Makes a Good Coach?