

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
6	2	Vocabulary development: Personality adjectives	Speaking: all parts (especially Part 2 – <b>Long turn</b> )	The long turn often requires students to be descriptive about people they know/knew/like/liked. Variety is key to a strong Vocabulary score in the exam.
7	6b	Vocabulary development: Personality adjectives	Speaking: all parts	It is key for learners to be able to use vocabulary appropriately. Thus knowing which adjectives describe which jobs can increase Coherence and Vocabulary scores.
7	7a/b	Reading: Scanning	Reading: <b>True/False/Not given</b>	A key skill which is required in order to locate answers quickly. Learners do not have enough time to read texts thoroughly.
8	3a	Listening: Specific information	Listening: Section 4	Section 4 is a lecture. This is a possible topic.
9	7a	Grammar: Question forms	Speaking: all parts	These are possible Speaking Part 1 questions. It is necessary for learners to be able to recognise question types so that they understand what is being asked of them.
9	10a	Reading: Skimming	Reading	Key skill.
9	10b	Reading: Scanning	Reading	Key skill.
10	2a	Reading: Scanning	Reading	Key skill.
10	2b	Reading: Identifying the topic sentence	Reading: <b>Heading matching</b>	Learners must be able to identify the topic sentence of a paragraph in order to answer these questions.
11	7a	Grammar: Present Simple and Present Continuous	Speaking: all parts Writing: all parts	Accuracy with key grammar points, such as these, is necessary if a student wishes to obtain a good score for grammar.
11	8b	Speaking: Fluency	Speaking: Part 1	Possible Part 1 questions.
12	12b	Listening: Specific information	Listening: Section 3 <b>Table Completion</b>	Table completion is a possible question type in the exam. Correct spelling is required for a correct score.

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12	3a	Vocabulary development: Giving opinion/agreeing/ disagreeing/suggesting	Speaking: Part 1 & 3	Part 1 and Part 3 of the speaking exam examine a student's ability to offer their opinion and explain it fully. Language such as this is therefore necessary. They also need variety so as to avoid repetition of expressions.
14	2b-2c	Study Skills: Note taking	Writing: Task 2	Most learners are not in the habit of planning before they write. Therefore many essays have repeated or underdeveloped ideas and the overall essay may lack coherence. By helping learners find a planning style which suites them, they will be more inclined to plan and write an essay with a better idea of how they want it to develop. This should then increase their Coherence score.
15	4	Writing: Essay structures	Writing: Task 2 <b>For and Against essay</b>	There are different types of essays which a learner could be asked to answer. Using the correct structure, will increase their task achievement score.
15	5a	Grammar: Linkers	Writing: Task 2	Linkers are a key component in Coherence and Cohesion and this exercise examines the most common ones. However, be careful of overuse of linkers by students. Too many confuse an essay.
15	5b/6a/6b	Grammar: Linkers	Writing: Task 2	Students often know the linker and will use the word (eg. although) but they will not use it in a grammatically correct sentence. (They often use it in a single clause sentence). Students need to be aware of the structure attached to each linker in order to increase both coherence and their grammar scores.
15	8	Writing: Freer practice	Writing: Task 2	Students need and like practicing essays. However, be careful of giving an 'IELTS' grade for essays not written under timed conditions. They are not a true reflection of what a student is able to do. Students will often only focus on the result, rather than your feedback Learners thus need a combination or practice and timed practice to improve their writing for IELTS.

## NEW Language LEADER Intermediate

## MAPPING TO IELTS Unit 2

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
16	1b	Speaking: Fluency	Speaking: Part 1	Travel is a very common topic. These are possible Part 1 questions.
16	3b	Vocabulary: Travel collocations	Speaking: all parts	Correct collocations are necessary for a strong Vocabulary score.
17	5a	Reading: Scanning	Reading: <b>Heading matching</b>	This is a typical reading task type.
17	5b	Reading: Specific information	Reading: all parts	Students will be asked to locate specific information for a variety of question types in reading, for example table completion.
17	6	Speaking: Discussion	Speaking: Part 1 & Part 2	These are possible questions. If this were a Part 2 question, the student would need to develop why they like the area and use adjectives to describe it.
18	2b	Reading: Specific information	Reading: <b>Table completion</b>	Table completion is a possible question form. Normally with gap fill questions.
18	2c	Reading: Specific information	Reading: Identify who said what	Students may be asked to identify which author said what in a reading text. They will need to use synonyms or inference to answer this type of question.
19	5	Grammar: Past Simple	Speaking: all parts Writing: all parts	Accuracy with key grammar points, such as these, is necessary if a student wishes to obtain a good score for grammar.
19	6c	Pronunciation: -ed endings	Speaking: all parts	Pronunciation is frequently the forgotten area in the speaking exam. Time should be spent on key weak areas such as this to help learners increase their pronunciation score.
20	3	Reading: Specific information	Reading: <b>True/False/Not Given</b>	One of the most common question types in the reading exam.
20	5	Speaking: Discussion	Speaking: Part 1	These are possible questions in Part 1 of the speaking exam
21	7a	Listening: Specific information	Listening: Section 4	This is a possible topic. The questions might be presented differently, perhaps in the form of a table with subheadings, and the questions would more than likely be gap fill style questions.
21	8a	Pronunciation: Contractions	Speaking: all parts Listening: all parts	An awareness of the features of English pronunciation is required for receptive skills in the listening exam and for productive skills in the speaking exam. Using contractions increases fluency, something which examiners look for in the speaking exam.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
21	9a	Grammar: Present Perfect & Past Simple	Speaking: all parts Writing: all parts	Accuracy with key grammar points, such as these, is necessary if a student wishes to obtain a good score for grammar.
22	4a	Listening: Specific information	Listening: Section 3	This is a possible topic. The question format may be table completion or gap fill under each speaker's name.
23	5	Vocabulary: Advantages/disadvantages/suggestions	Speaking: Part 3	In Part 3 learners are often asked to explain the advantages and disadvantages of a topic. They need a variety of ways to express both in order to avoid repetition.
24	1a	Study skills: Making notes while listening to a lecture	Listening: Section 4	While learners will not be asked to make notes on a lecture they hear, they will be asked to complete some notes made during a lecture. If learners can understand the logic behind making notes, eg. how bullet points are used, subheadings, it might help them to understand the structure of the notes they are presented with in the exam.
24	3/4	Listening: Specific information	Listening: Section 4	Good practice of a common question type.
25	9	Grammar: Time linkers	Writing: Task 1 Speaking: Part 2(long turn)	Key language which adds coherence to a process writing (Writing task 1) or the retelling of an event in Speaking part 2.

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26	1	Speaking: Discussion	Speaking: Part 1 & 3	Possible questions in Part 1 or 3 of the speaking exam
26	4	Reading: Specific information	Reading: <b>which paragraph contains the following information</b>	In this type of question scanning for information is very important. Students should look for synonyms to help them locate the information
27	5	Vocabulary development: Dependent prepositions	Speaking: all parts Writing: all parts	Accuracy with key vocabulary points, such as this, is necessary if a student wishes to obtain a good score for vocabulary.
27	9a	Speaking: Justifying reasons	Speaking: Part 1	Possible question in part 1. By providing reasons for the learner, you help to build their confidence. Thinking of ideas/reasons/examples is one part of the IELTS paper which most learners find very challenging. In the beginning of their studies, they will need a lot of help/guidance to come up with appropriate ideas
28	1	Speaking: Discussion	Speaking: Part 3	Possible questions.
28	2b	Reading: Specific information	Reading: all parts	
28	5a	Vocabulary: Time and work	Speaking: all parts Writing: all parts	Work is a very common topic in IELTS, both in speaking and writing. Learners need to have a bank of vocabulary if they wish to do well in questions related to this common topic
29	6a-c	Grammar: Present perfect continuous	Speaking: all parts Writing: all parts	Accuracy with key grammar points, such as this, is necessary if a student wishes to obtain a good score for grammar.
30	2b	Reading: Inferring opinions	Reading: <b>True/False/Not given</b>	This question type involves being able to infer an author's opinion. This is extremely challenging for learners as they often look for a one-word concrete answer. However, with inferring questions, the answer may appear over a few sentences.
30	4a	Listening: Specific information	Listening: Section 3	In the exam these questions would probably be presented in table format.

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30	7	Grammar: Present Perfect Simple and Present Perfect Continuous	Speaking: all parts Writing: all parts	Key grammar points, which learners find confusing. Demonstrating these adds to the complexity of a learner's writing/speaking, thus increasing their grammar score.
30	9a	Speaking: Discussion / justifying opinion	Speaking: Part 3	These are possible questions in Speaking Part 3 and learners must be able to fully develop/explain their point of view to obtain a good score in this section of the exam.
34	1b	Study Skills: Organizing ideas	Writing: all parts	This exercise presents some important questions, which learners need to discuss, so that they can start understanding the importance of paragraph organization for their Coherence and Cohesion score.

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36	3	Vocabulary development: Language	Speaking: all parts Writing: all parts	Accuracy with key vocabulary points, such as this, is necessary if a student wishes to obtain a good score for vocabulary.
37	4c	Reading: Specific information	Reading: <b>True/False/Not given</b>	This is a common question type in the reading paper.
37	6a	Vocabulary development: Phrasal verbs	Speaking: all parts	Phrasal verbs are a common feature in spoken discourse. Using them correctly during the speaking exam will increase a learner's Vocabulary score.
37	7	Speaking: Discussing: Justifying	Speaking: Part 3	Possible questions in part 3 of the speaking paper.
38	4	Grammar: Future forms/ controlled practice	Speaking: all parts Writing: all parts	Accuracy with key grammar points, such as this, is necessary if a student wishes to obtain a good score for grammar.
38	5c	Reading: Specific information	Reading	
39	6a	Vocabulary development: Money idioms	Speaking: all parts Writing: all parts	Idioms are a great way to increase one's vocabulary score, if used appropriately. They don't need to be used often but one or two can really add to an answer.
39	7	Speaking: Discussing	Speaking: Part 1	Possible questions in Part 1 of the speaking exam.
40	1a	Listening: Specific information	Listening: Section 4	Section 4 is a lecture and this is a possible topic.
40	4	Reading: Identifying the main idea	Reading: <b>Heading matching</b>	Learners must be able to identify the topic sentence of a paragraph in order to answer this type of question.
40	6	Speaking: Discussing/ Explaining/ Justifying	Speaking: Part 3	All these are possible questions in Speaking part 3, except question 1, which is too personal to appear on the exam.
41	8	Grammar: First conditional	Speaking: all parts Writing: all parts	Accuracy with key grammar points, such as this, is necessary if a student wishes to obtain a good score for grammar. Conditionals are great as they provide a learner with a lot of freedom when they speak.

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41	10a	Speaking: Brainstorming	Speaking: all parts Writing: all parts	Students should prepare ideas/find out their opinions on as many topics as possible before the exam as it can be very difficult to think on the spot during the exam. Have students keep a notebook, where they make a note of ideas discussed during class. They can then use this notebook for self-study, especially on the day of the exam, when they may have to sit around for a few hours waiting for their speaking test.
44	2	Writing: Using modifiers	Writing: Task 1 ( <b>graphs</b> )	Expressions like 'just over' offer variety to a learner's writing rather than just using the percentage presented in the graph.
44	4/5	Writing: Understanding data	Writing: Task 1 ( <b>graphs</b> )	A key skill is a learner wishes to be able to address Writing Task 1 effectively.
44	6	Writing: Summary/overview	Writing: Task 1 ( <b>graphs</b> )	Having an overview or overall statement about the graph is a requirement in Task 1. This statement should not contain any data just a general statement about the main trend/feature of the graph.
45	7	Writing: Controlled practice	Writing: Task 1 ( <b>graphs</b> )	Exercises like this allow learners to see how key language can be used in context.
45	8a	Writing: Understanding data	Writing: Task 1 ( <b>graphs</b> )	
45	9a	Writing: Controlled practice	Writing: Task 1 ( <b>graphs</b> )	
45	9b	Writing: Ordering information	Writing: Task 1 ( <b>graphs</b> )	The order in which students present information is essential. If they just list the data, it will lack coherence. Learners should try to group information together logically.
45	11	Writing: Freer practice	Writing: Task 1 ( <b>graphs</b> )	



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46	1	Speaking: Discussion	Speaking: Part 1	Possible questions in Speaking Part 1.
46	2a	Reading: Specific information	Reading: <b>True/False/Not given</b>	One of the most common question types in the reading paper. All parts of the statement must be true for a true answer. If it is false, the statement will be the opposite of what is contained in the text. If it is not given, perhaps part of the statement is in the text but not all or there is no reference at all to it in the text.
47	2b	Reading: Inferring meaning	Reading: which author said the following	Students should get lots of practice with this type of question.
47	5a	Vocabulary development: Advertising	Speaking: all parts Writing: all parts	Advertising is a common topic in the IELTS exam. Learners will need to demonstrate a strong vocabulary bank to get a good vocabulary score.
48	2	Reading: Scanning	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.
49	7b	Listening: Specific information	Listening: Section 3	This is a possible question type in the exam, especially in Section 3 where learners are asked to listen to an academic conversation.
49	8a-c	Grammar: Second conditional	Speaking: all parts Writing: all parts	A key grammar point, one which provides learners with a lot of freedom. It is a good grammar point to use in Speaking Part 3 when offering suggestions and in Writing Task 2, when writing conclusions and offering suggestions.
50	2a	Reading: Skimming	Reading: all parts	Key skill.
50	2b	Reading: Scanning	Reading: all parts	Key skill.
50	3	Speaking: Discussing and justifying opinions	Speaking: Part 3	These are possible Speaking Part 3 questions. Students are expected to be able to explain and justify their answers in this part of the exam.
51	7	Grammar: Comparisons	Speaking: all parts Writing: all parts	An essential grammar point. It is used in Writing Task 1 to compare and contrast data, in Writing Task 2 to compare and contrast opinions and in Speaking Part 3 to discuss the advantages and disadvantages of something.

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52	2b	Listening: Specific information	Listening: Section 3 <b>gap fill</b>	Gap fill questions are one of the most common types of questions in the listening paper. Learners will be asked to complete the gap with a certain number of words and perhaps a number. The number of words changes in every part of the exam so learners need to read the instructions carefully.
55	5b	Study skills: Critical thinking	Speaking: all parts Writing: all parts	Having/coming up with ideas is often the most challenging part of IELTS for many learners. Many are not used to critical thinking and need help understanding what their own views are on topics.
55	7	Writing: Opinion led essays	Writing: Task 2	Opinion led essays are a very common Task 2 essay type in the IELTS exam. Students need to know the structure of this essay type if they wish to score well in task achievement.
55	8	Vocabulary development: Expressions	Writing: Task 2	Learners need a variety of expressions to show their vocabulary range and to avoid repetition.
55	9a	Writing: Planning	Writing: Task 2	Planning is essential if learners wish to score well in Coherence and Cohesion.
55	9b	Writing: Freer practice	Writing: Task 2	Note, the minimum word count in Writing Task 2 is 250 words.

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56	1	Speaking: Discussing	Speaking: Part 1	Possible questions in Part 1 of the speaking exam.
56	2	Vocabulary development: Education collocations	Speaking: all parts Writing: all parts	Education is a very common topic in the IELTS exam. Learners must demonstrate a wide range to get a strong score for vocabulary.
57	6	Speaking: Discussing/justifying	Speaking: Part 3 Writing: Task 2	These are possible questions in both Speaking Part 3 and Writing Task 2 (essay). Learners need to be able to explain and justify their opinion in such questions.
58	3	Speaking: Discussing	Speaking: Part 2 <b>long turn</b>	This is a possible question in Part 2 of the speaking exam. Learners must be able to explain the impact the teacher had on them, through the use of examples and use adjectives to describe the teacher to score well in this answer.
58	4b	Reading: Specific information	Reading: <b>Summary completion</b>	A summary is a possible question type in the reading paper. However, it would be presented in the form of a gap fill and learners would either need to pick the correct word from a list provided (which would be a synonym of that in the text), or be able to locate the word in the text.
59	7-9	Grammar: Relative clauses	Speaking: all parts Writing: all parts	A really useful grammar point for learners as it allows them to add detail in any situation.
59	10	Speaking: Discussing	Speaking: Part 3	These are possible questions in Part 3 of the speaking exam.
60	2a	Reading: Skimming	Reading: all parts	Key skill.
60	2b	Reading: Specific information	Reading: <b>Heading matching</b>	This is a very common type of question in the reading paper, where learners need to be able to locate the topic sentence of each paragraph in order to select the most appropriate heading.
61	6-8	Grammar: Non-defining relative clauses Controlled practice	Speaking: all parts Writing: all parts	A really useful grammar point for learners as it allows them to add detail in any situation.

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61	9	Listening: Specific information	Listening: Section 3	Possible question but would probably be presented in table format and learners would be asked to fill in the gaps, using a certain number of words and/or a number.
64	1	Study skills: Skimming and scanning	Reading: all parts	These are the two main reading skills required from learners in the IELTS exam. They do not have time to read the texts word for word so must rely on these skills to locate answers quickly. You can ask learners to skim and scan backwards in a text to ensure that they won't start reading.

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66	2a	Reading: Skimming	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.
66	2b	Reading: Scanning	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.
67	3b	Word Formation: Words related to design	All parts	Knowledge of suffixes can help learners identify words and produce them accurately in writing and speaking.
67	4	Pronunciation: Word stress	Listening: all parts Speaking: all parts	Being aware of different pronunciation features can help improve a learner's listening. It is also important that they try to produce some of these features during the speaking exam, as it will increase fluency.
67	6a	Vocabulary development: Design adjectives	Writing: all parts Speaking: all parts	Design is a possible topic in the IELTS exam. Learners must demonstrate a wide range to get a strong score for Vocabulary.
67	7a	Speaking: Justifying opinion	Speaking: Part 2 <b>long turn</b>	This is a possible question in Speaking Part 2.
68	1a	Vocabulary development: Materials, shapes and textures	Writing: all parts Speaking: all parts	Design is a possible topic in the IELTS exam. Learners must demonstrate a wide range to get a strong score for vocabulary.
68	3b	Reading: Specific information	Reading: <b>Table completion</b>	This is a common task type in the reading paper.
69	5b/c	Speaking: Discussion	Speaking: Part 3	Possible questions in Speaking Part 3.
69	7	Grammar: Modals	Writing: all parts Speaking: all parts	Demonstrating a range of grammar is essential for a good grammar score in both the speaking and writing papers.
70	2a	Reading: Skimming	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.
70	2b	Reading: Identifying the main idea	Reading: <b>Heading matching</b>	This is a very common question in the reading exam.

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71	3a	Listening: Specific information	Listening: Section 3	In Section 3 you will hear students in an academic setting, such as a seminar or tutorial.
71	5	Grammar: Modals: Present deduction	Writing: all parts Speaking: all parts	Demonstrating a range of grammar is essential for a good grammar score in both the speaking and writing papers.
72	2b	Listening: Specific information	Listening: all parts <b>gap fill</b>	This is a common type of question in the listening paper. Students should use vocabulary and grammar knowledge to help them predict what the word(s) might be.
73	1	Study skills: Proofreading	Writing: all parts	It is very important to raise learner's awareness to the importance of proofreading, as doing so can help them edit mistakes/errors in their writing.
74	6b/7	Grammar: Linkers	Writing: all parts	Used well these can greatly improve coherence. They are also an expected component in academic writing.

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76	2a/3	Vocabulary development: Business	Writing: all parts Speaking: all parts	Business is a common topic in the IELTS exam. Learners must demonstrate a wide range to get a strong score for vocabulary.
77	5	Speaking: Discussion	Speaking: Part 1	Possible Part 1 questions.
77	6b/c/d	Listening: Specific information	Listening: Section 3 <b>academic discussion</b>	Possible Section 3 questions.
78	2a	Reading: Skimming	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.
79	2b	Reading: Scanning	Reading: <b>True/False/Not given</b>	A typical reading question type.
79	4b	Speaking: Long turn/Retelling an experience	Speaking: Part 2 <b>long turn</b>	Possible Part 2 question.
79	6	Grammar: Past Continuous	Writing: all parts Speaking: all parts	Showing a range of grammar is vital if learners wish to get a good grammar score.
79	7a	Pronunciation: Weak forms	Speaking: all parts Listening: all parts	Awareness of pronunciation features is necessary for receptive and productive skills.
79	8a	Speaking: Long turn/Retelling an experience	Speaking: Part 2 <b>long turn</b>	Possible Part 2 question.
80	2	Reading: Specific information	Reading: <b>Multiple choice</b>	A common question type in the reading paper.
81	4a	Vocabulary development: collocations	Writing: all parts Speaking: all parts	Demonstrating knowledge of collocations is essential for good vocabulary scores.

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81	5a	Grammar: Past Perfect Simples	Writing: all parts Speaking: all parts	Showing a range of grammar is vital if learners wish to get a good grammar score. This grammar point is especially useful in Speaking Part 2, where learners often have to retell an event.
81	8	Speaking: Discussion	Speaking: Part 1	Possible questions, with the two 'why' questions being possible follow up questions.
82	2	Speaking: Justifying opinion	Speaking: all parts	Giving choices which learners can pick from can help generate ideas and thus build confidence.
84	2a	Study Skills: Register	Writing: all parts	Students need to be made aware of and have practice using formal language. When learners first start studying IELTS their writing can often be too informal and sound like they are speaking.



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86	2b	Reading: Identifying the main ideas	Reading: <b>Heading matching</b>	One of the most common questions in the reading paper.
87	5a	Vocabulary development: Collocations	Writing: all parts Speaking: all parts	Learners must demonstrate a wide range to get a strong score for vocabulary. Knowledge of collocation can also help students predict answers in the reading and listening papers.
87	7	Writing: Freer practice	Speaking: Part 2 <b>long turn</b>	Although presented as a written exercise here, this could be a possible Speaking Part 2 topic.
88	1a	Vocabulary development: Hazards and global threats	Writing: all parts Speaking: all parts	Possible topic in the exam. Learners must demonstrate a wide range to get a strong score for vocabulary.
88	3b	Reading: Scanning	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.
89	6a/b	Grammar: Passive	Writing: all parts Speaking: all parts	One of the most important grammar points, which learners will use frequently in their academic writing, especially in Writing Task 1: Process writing.
89	9	Speaking: Discussion	Speaking: Part 3	This type of exercise helps build confidence for Part 3 where they will have to give and justify their opinion.
90	3	Grammar: Articles	Writing: all parts Speaking: all parts	One of the most difficult grammar points for many learners. They need frequent practice in this to help improve their grammar score in the exam.
91	6a/b	Reading: Scanning	Reading: all parts <b>table completion</b>	Scanning is a general skill, which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers. Table completion tasks are common.
91	6c	Reading: Specific information	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.

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92	2b	Listening: Specific information	Listening: Section 1	Possible question type in Section 1 where students are asked to complete numerical information.
93	2a	Listening: Identifying the speaker	Listening: Section 3	This activity will help learners with Section 3, where they are often asked to identify who said what.
95	8	Grammar: Passive	Writing: Task 1 <b>process</b>	The passive is a key grammar point in man-made processes.
95	9	Writing: Ordering information	Writing: Task 1 <b>process</b>	This activity gets learners to think about processes and their logical order, something which many learners struggle with.
94	10	Writing: Freer practice	Writing: Task 1 <b>process</b>	In Writing Part 1 students would need to write a minimum of 150 words.

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96	1a	Speaking: Discussion	Speaking: Part 1	Possible Part 1 questions.
96	1b	Speaking: Discussion	Speaking: Part 3	Possible Part 3 questions.
96	2a	Reading: Skimming	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.
96	2b	Reading: Identifying the main idea	Reading: <b>which paragraph contains the following information</b>	Students need to identify the main ideas in each paragraph by skimming to find the topic sentence.
97	4a/b	Vocabulary development: Phrasal verbs	Speaking: all parts	Phrasal verbs are a natural component of spoken discourse. Use of them during the speaking exam will make the learners sound more natural and increase their vocabulary score.
98	2	Reading: Scanning	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.
98	5	Speaking: Discussion	Speaking: Part 1	Possible Part 1 questions.
98	6a	Vocabulary development: Fashion	Writing: all parts Speaking: all parts	Common topic in the exam. Learners must demonstrate a wide range to get a strong score for vocabulary.
98	8	Listening: Specific information	Listening: Section 3 <b>group discussion</b>	While not an academic situation (which Section 3 is), this is good practice for learners as it will help them follow conversations.
99	11	Grammar: Expressions of quantity	Writing: all parts Speaking: all parts	It is very important that learners use these in writing and speaking. They work to hedge learners' language and thus avoid making sweeping statements, which may be viewed as inaccurate or harsh.
100	1	Speaking: Discussion	Speaking: Part 1	Possible Part 1 questions.
100	3a	Reading: Scanning	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.

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100	3b	Reading: Identifying opinions	Reading: <b>which author said/ believed what</b>	Possible question type in reading. Students need to be aware of paraphrase/synonyms when completing this task.
101	5a	Pronunciation: Numbers	Listening: all parts Speaking: all parts	Learners must be able to identify numbers in Listening Section 1. In speaking, they need to demonstrate an awareness of different pronunciation features, in order to get a good pronunciation score.
101	6-7	Grammar: Infinitives and –ing forms	Writing: all parts Speaking: all parts	Demonstrating accuracy of grammar is essential for a good grammar score in both the speaking and writing papers.
101	8	Speaking: Discussion	Speaking: Part 1	Possible Part 1 questions.
104	3	Study Skills: Recording new vocabulary	All parts	Help students be autonomous in the learning by developing strategies to learn new vocabulary. To get a good score in IELTS, students need to show a wide range of vocabulary.
104	4c	Vocabulary development: Graph types	Writing: Task 1	All type of graph are possible in Writing Task 1. Students should be aware that sometimes two graph types appear in one question.
105	7a	Vocabulary development: Describing trends	Writing: Task 1 <b>trend graphs</b>	Key language which learners will be expected to use to describe trend graphs.
105	7b	Vocabulary development: Adjectives to describe trends	Writing: Task 1 <b>trend graphs</b>	Key language which learners will be expected to use to describe trend graphs.
105	8	Writing: Paragraph order	Writing: Task 1 <b>trend graphs</b>	In Task 1, learners should try to order information in a logical way, writing about key/most noticeable features first. Good paragraph order will increase Coherence and Cohesion scores.
105	10	Writing: Avoiding repetition	Writing: Task 1 <b>trend graphs</b>	Students will lose marks for repeating expressions, paraphrase is crucial in Writing Task 1.
105	11	Writing: Key verbs	Writing: Task 1 <b>trend graphs</b>	Key language which learners will be expected to use to describe trend graphs.
105	12	Writing: Freer practice	Writing: Task 1 <b>trend graphs</b>	For Writing Task 1, students have to write a minimum of 150 words.

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
106	2b	Reading: Inferring meaning	Reading: <b>which author said the following</b>	Learners can be asked to identify who said what. It is a common question type when the text draws from a number of varying opinions.
107	4a/b/5a	Vocabulary development: Describing books, films and the media	Speaking: all parts Writing: all parts	Common topic in IELTS.
107	6b	Speaking: Long turn	Speaking: Part 2 <b>long turn</b>	Possible Part 2 topic.
109	4	Speaking: Justifying opinion	Speaking: all parts	Justifying is a key part of the speaking exam. Learners need lots of practice at it in order to be more comfortable on exam day.
109	6b	Grammar: Reported speech	Speaking: all parts	This grammar point can be used in Speaking Part 2, to help learners retell an event/ conversation which they had.
110	2b	Listening: Specific information	Listening: all parts	Possible question type. Make students aware of distractors in listening questions – particularly multiple choice questions.
110	4a	Grammar: Reported questions	Speaking: all parts	The examiner may use this form to repeat a question.
111	7a	Reading: Identifying topics	Reading: <b>Heading matching</b>	Possible question type where students will need to identify main ideas in paragraphs.
111	7b	Reading: Specific information	Reading: <b>Which paragraph contains the following information</b>	Students will need to skim and scan the text to find the answers as they don't have time to read the text in depth.
112	2a/b	Listening: Specific information	Listening: Section 3 <b>group discussion</b>	This is good practice at following a conversation and identifying the speakers' views.
112	3a	Vocabulary development: Comparing and contrasting	Speaking: all parts	This is useful in all speaking parts but particularly Part 3 where students might need to compare two sides of an argument.

## NEW Language LEADER Intermediate

## MAPPING TO IELTS Unit 12

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
117	2b	Reading: Scanning	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.
117	4	Reading: Inferring meaning	Reading: all parts	Students can be asked to infer meaning. This is challenging as they often want to find a concrete answer, in the form of one word or sentence. Inferring answers, however, are often found over two or three sentences.
117	5	Vocabulary development: Crime	Speaking: all parts Writing: all parts	A very common topic in IELTS.
117	8a	Speaking: Discussion	Speaking: all parts	This type of task helps build confidence and build vocabulary.
119	5a	Vocabulary development: Collocations	Speaking: all parts Writing: all parts	Being able to demonstrate knowledge of collocations can increase a learner's vocabulary score in both speaking and writing.
119	6a	Grammar: Third conditional	Speaking: all parts Writing: all parts	A key grammar point, which can be used to demonstrate a learner's range of grammar.
119	9a	Speaking: Expressing opinion	Speaking: all parts Writing: all parts	These are possible points a learner might make if asked a question (either written or spoken) about crime. They must be able to clearly and fully develop their opinion to do well.
121	5b	Listening: Identifying the speaker	Listening: Section 3 <b>group discussion</b>	Possible Section 3 question type where students need to follow two or more speakers in a conversation.
121	6a	Grammar: Past modals	Speaking: all parts Writing: all parts	A key grammar point, which can be used to demonstrate a learner's range of grammar.
122	3a	Vocabulary development: Reaching a decision.	Speaking: Part 3	Language like this shows the examiner the learner has reached a clear conclusion. It adds to the Coherence and Cohesion of a response.

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
123	4	Reading: Skimming	Reading: all parts	A general skill which is essential in the reading exam as learners do not have long enough to read the texts fully when attempting to locate answers.
124	1	Study Skills: Summarizing	Writing: all parts	In Writing Task 1, learners are asked to summarize information given. However, learners often just list the data. Exercises like this will raise awareness of summarizing.
124	3	Listening: Specific information	Listening: Section 4 <b>table completion</b>	Learners will need to practice following a table while listening, this is crucial as some answers come in close succession meaning students can get lost.
124	6	Writing: Essay structure	Writing: Task 2 <b>cause and effect essay</b>	Knowledge of essay structure is essential for a good Task Achievement score.
124	7	Writing: Cause and effect language	Writing: Task 2 <b>cause and effect essay</b>	Key language which is necessary for a good Coherence and Cohesion score.
125	9	Writing: Controlled practice	Writing: Task 2 <b>cause and effect essay</b>	This exercise demonstrates how cause and effect language can be used to increase Coherence and Cohesion scores.
125	10a	Writing: Planning	Writing: Task 2 <b>cause and effect essay</b>	Coming up with ideas/arguments can be difficult under exam conditions. This kind of practice will help build confidence.
125	10b	Writing: Freer practice	Writing: Task 2 <b>cause and effect essay</b>	This is freer practice but it also provides learners with a structure to follow, which is a great aid when starting to study IELTS.