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</table>
| 6    | 1a       | Vocabulary development: Education | Speaking: all parts  
Writing: all parts | This is a common topic in the IELTS exam and learners require topic vocabulary if they wish to be able to express themselves more accurately in the exam. |
| 6    | 1b       | Speaking: Discussion              | Speaking: Part 3 | It is important that learners can express which opinions they agree or disagree with, as statements like those presented in this exercise may appear in Speaking Part 3 or Writing Task 2. |
| 6    | 2        | Speaking: Discussion              | Speaking: Part 3 | Possible questions in Speaking Part 3.                                      |
| 6    | 3        | Speaking: Justifying your opinion | Speaking: Part 3 | Possible questions in Speaking Part 3. This exercise scaffolds learning as it provides options, which they must order. This is very helpful because learners can often struggle to think of ideas on-the-spot. |
| 6    | 6        | Reading: Inferring                | Reading: all parts | A useful exercise asking learners to examine how the author expressed themselves in the text. This will help learners with inference questions. |
| 7    | 8        | Vocabulary development:          | Speaking: all parts  
Reporting what people say  
Writing: all parts | This exercise offers key language learners will need to use, especially in Writing Task 2 when introducing a point, e.g. ‘it has been argued that’. |
| 7    | 9a/9b    | Listening: Specific information   | Listening: Section 3 | These exercises offer good practice to help learners with listening based on conversations, which they will face in Listening Section 3. |
| 8    | 2        | Reading: Skimming                 | Reading: all parts | Skimming is an important skill which learners will need to use to help them understand the main idea of the text, as they will not have enough time to read the text in detail. |
| 8    | 3        | Reading: Scanning                 | Reading: all parts | Scanning is an important skill which learners will need to use to locate possible answers, as they will not have enough time to read the text in detail. |
| 8    | 5a/5b/6a | Vocabulary development:          | Speaking: all parts  
Suffixes (adjectives)  
Writing: all parts | Using suffixes correctly can help a learner demonstrate awareness of form and increase accuracy, which is necessary for a good vocabulary score. |
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<tr>
<td>9</td>
<td>7a/7b/8</td>
<td>Grammar: Continuous aspect</td>
<td>Speaking: all parts</td>
<td>It is important that learners demonstrate a range of grammar in order to get a good Grammar score.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing: all parts</td>
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</tr>
<tr>
<td>9</td>
<td>9</td>
<td>Grammar: Continuous aspect</td>
<td>Speaking: all parts</td>
<td>Controlled practice exercises are very important as they show learners how the grammar point can be used in context as well as focusing on accuracy.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Writing: all parts</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>10</td>
<td>Writing: Justifying your opinion</td>
<td>Writing: Task 2</td>
<td>It is necessary for learners to have practice like this as they are expected to justify their opinion in the exam.</td>
</tr>
<tr>
<td>11</td>
<td>5</td>
<td>Vocabulary development: Abbreviations</td>
<td>Listening: Section 1</td>
<td>Abbreviations can be used in Listening Section 1. The vowel sounds could be confusing for learners.</td>
</tr>
<tr>
<td>11</td>
<td>7/8/9</td>
<td>Grammar: Perfect aspect</td>
<td>Speaking: all parts</td>
<td>It is important that learners demonstrate a range of grammar in order to get a good grammar score.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Writing: all parts</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>3</td>
<td>Listening: Specific information</td>
<td>Listening: Section 3</td>
<td>The conversation presented in this task is similar to what learners will face in the exam.</td>
</tr>
<tr>
<td>12</td>
<td>4/5</td>
<td>Vocabulary development: Stating</td>
<td>Speaking: all parts</td>
<td>Key language which learners may need to produce.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>requirements, saying what is essential and desirable</td>
<td>Writing: all parts</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>3a</td>
<td>Listening: Understanding the main idea</td>
<td>Listening: Section 3</td>
<td>The conversation presented in this task is similar to what learners will face in the exam.</td>
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<tr>
<td>16</td>
<td>1</td>
<td>Speaking: Discussion</td>
<td>Speaking: Part 1</td>
<td>Possible questions in Speaking Part 1. This exercise provides options, which is helpful for learners who struggle to find ideas.</td>
</tr>
<tr>
<td>16</td>
<td>3a</td>
<td>Vocabulary development: Travel collocations</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Collocations are one way to increase vocabulary range and accuracy in both speaking and writing.</td>
</tr>
<tr>
<td>16</td>
<td>4a</td>
<td>Reading: Skimming</td>
<td>Reading: all parts</td>
<td>Skimming is an important skill which learners will need to use to help them understand the main idea of the text, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>17</td>
<td>7a</td>
<td>Vocabulary development: Multi-word verbs</td>
<td>Speaking: all parts Writing: all parts</td>
<td>This exercise focuses on prepositions, which are often a weak area for learners. Practice like this can help increase their accuracy score.</td>
</tr>
<tr>
<td>18</td>
<td>3a</td>
<td>Reading: Scanning</td>
<td>Reading: Match the headings</td>
<td>This exercise is a variation of the Match the heading question that learners will face in the exam.</td>
</tr>
<tr>
<td>19</td>
<td>5</td>
<td>Vocabulary development: Natural world</td>
<td>Speaking: all parts Writing: all parts</td>
<td>This is a common topic in the IELTS exam. Vocabulary like this is essential if learners wish to express themselves more accurately.</td>
</tr>
<tr>
<td>19</td>
<td>6a</td>
<td>Listening: Specific information</td>
<td>Listening: all parts</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>8a/8b/8c/8d</td>
<td>Grammar: Articles</td>
<td>Speaking: all parts Writing: all parts</td>
<td>One of the most challenging grammar points for learners. Demonstrating awareness of articles can increase a learner's grammar score.</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>Reading: Skimming</td>
<td>Reading: all parts</td>
<td>This is a useful exercise to help learners focus on the main idea of the reading.</td>
</tr>
<tr>
<td>20</td>
<td>4</td>
<td>Reading: Scanning</td>
<td>Reading: Match the headings</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>8</td>
<td>Speaking: Discussion</td>
<td>Speaking: Part 3</td>
<td>Question number 2 in this exercise is a possible Speaking Part 3 or Writing Task 2 question.</td>
</tr>
<tr>
<td>21</td>
<td>9/10</td>
<td>Grammar: Modal verbs</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Modal verbs are very important in the IELTS exam as they hedge language and stop learners from sounding too harsh.</td>
</tr>
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<tr>
<td>22</td>
<td>3a.3b</td>
<td>Vocabulary development: Stating your position, clarifying</td>
<td>Speaking: Part 3</td>
<td>Key language which learners will have to use in Speaking Part 3, to clarify points made.</td>
</tr>
<tr>
<td>24</td>
<td>1a</td>
<td>Writing: Planning</td>
<td>Writing: Task 2</td>
<td>Essay organisation is very important for Coherence and Cohesion.</td>
</tr>
<tr>
<td>24</td>
<td>2</td>
<td>Writing: Analysing the question</td>
<td>Writing: Task 2</td>
<td>Learners will need a lot of practice with this to help them feel comfortable with tasks they might face.</td>
</tr>
<tr>
<td>24</td>
<td>4a/4b</td>
<td>Writing: Essay structure</td>
<td>Writing: Task 2</td>
<td>This is very important for Coherence and Cohesion.</td>
</tr>
<tr>
<td>24</td>
<td>5</td>
<td>Grammar: Linkers</td>
<td>Writing: Task 2</td>
<td>Linkers are essential for Coherence and Cohesion but learners do have a tendency to overuse them.</td>
</tr>
<tr>
<td>24</td>
<td>6</td>
<td>Speaking: Brainstorming</td>
<td>Writing: Task 2</td>
<td>Brainstorming is really important as it helps build confidence and allows learners the time to come up with ideas that they will need to use in the exam.</td>
</tr>
<tr>
<td>24</td>
<td>9a</td>
<td>Writing: Freer practice</td>
<td>Writing: Task 2</td>
<td>It is good to focus on individual parts of an essay, such as writing one paragraph at a time, as it will help to build confidence and show learners that they can write 250 words.</td>
</tr>
<tr>
<td>24</td>
<td>10a</td>
<td>Writing: Freer practice</td>
<td>Writing: Task 2</td>
<td>In the exam learners will have to write a minimum of 250 words in Task 2.</td>
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<tr>
<td>26</td>
<td>6a</td>
<td>Speaking: Discussion</td>
<td>Speaking: Part 3</td>
<td>Culture is a common topic in the exam. Learners need to be comfortable talking about their own culture.</td>
</tr>
<tr>
<td>27</td>
<td>7/8a</td>
<td>Vocabulary development: Adjectives of character</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Learners will have to talk and write about various people in the exam. It is therefore necessary that they have a variety of adjectives to describe character.</td>
</tr>
<tr>
<td>27</td>
<td>9a</td>
<td>Speaking: Discussion</td>
<td>Speaking: Part 3</td>
<td>Culture is a common topic in the exam. Learners need to be comfortable talking about their own culture.</td>
</tr>
<tr>
<td>28</td>
<td>2a</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td>Scanning is an important skill which learners will need to use to locate possible answers, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>28</td>
<td>2b</td>
<td>Reading: Scanning</td>
<td>Reading: True/False/Not Given</td>
<td>A common type of question in the Reading paper. Learners need to look at verb form, quantifiers and adjectives to help them establish if the sentence is True, False or Not Given.</td>
</tr>
<tr>
<td>28</td>
<td>5a/5b</td>
<td>Grammar: Subordinate clauses</td>
<td>Speaking: all parts Writing: all parts</td>
<td>It is important that learners demonstrate a range of grammar in order to get a good grammar score.</td>
</tr>
<tr>
<td>28</td>
<td>6a/6b</td>
<td>Grammar: Subordinate clauses</td>
<td>Speaking: all parts Writing: all parts</td>
<td>It is important that learners demonstrate a range of grammar in order to get a good grammar score.</td>
</tr>
<tr>
<td>29</td>
<td>7c</td>
<td>Vocabulary development: Related to organisations</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Work is a common topic in the IELTS exam and language like this can improve their vocabulary score.</td>
</tr>
<tr>
<td>30</td>
<td>1</td>
<td>Vocabulary development: Adjectives of character</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Learners will have to talk and write about various people in the exam. It is therefore necessary that they have a variety of adjectives to describe character.</td>
</tr>
<tr>
<td>30</td>
<td>3</td>
<td>Reading: Scanning</td>
<td>Reading: True/False/Not Given</td>
<td>Work is a common topic in the IELTS exam and language like this can improve their vocabulary score.</td>
</tr>
<tr>
<td>31</td>
<td>5a</td>
<td>Vocabulary development: International relations</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Work is a common topic in the IELTS exam and language like this can improve their vocabulary score.</td>
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<tr>
<td>31</td>
<td>7a/7b/8/9</td>
<td>Grammar: Modal perfect</td>
<td>Speaking: all parts</td>
<td>It is important that learners demonstrate a range of grammar in order to get a good grammar score.</td>
</tr>
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<td></td>
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<td></td>
<td>Writing: all parts</td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>1</td>
<td>Study Skills: Active listening</td>
<td>Listening: all parts</td>
<td>This exercise focuses on vocabulary while also introducing facts about improving listening skills.</td>
</tr>
<tr>
<td>34</td>
<td>4c</td>
<td>Listening: Making notes</td>
<td>Listening: Section 4</td>
<td>This listening is similar to what learners will face in the exam, an academic lecture.</td>
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<tr>
<td>36</td>
<td>1</td>
<td>Speaking: Discussing</td>
<td>Speaking: Part 1</td>
<td>Possible Speaking Part 1 questions.</td>
</tr>
<tr>
<td>36</td>
<td>2</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td>It is important that learners understand the writer’s stance as they can be asked questions related to this in the Reading paper, e.g. True/False/Not Given questions.</td>
</tr>
<tr>
<td>37</td>
<td>6a</td>
<td>Vocabulary development: Health collocations</td>
<td>Speaking: all parts Writing: all parts</td>
<td>This is a common topic in the IELTS exam. Vocabulary like this is essential if learners wish to express themselves more accurately.</td>
</tr>
<tr>
<td>38</td>
<td>1</td>
<td>Speaking: Discussing/Justifying your opinion</td>
<td>Speaking: Part 3</td>
<td>Possible Speaking Part 3 questions.</td>
</tr>
<tr>
<td>38</td>
<td>2a</td>
<td>Listening: Understanding the main idea</td>
<td>Listening: Section 4</td>
<td>Listening Section 4 is an academic lecture. Learners often find them challenging to follow and thus require a lot of practice.</td>
</tr>
<tr>
<td>38</td>
<td>4b</td>
<td>Reading: Skimming</td>
<td>Reading: all parts</td>
<td>Skimming is an important skill which learners will need to use to help them understand the main idea of the text, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>39</td>
<td>6a/6b/7</td>
<td>Grammar: Linkers</td>
<td>Writing: Task 2</td>
<td>Linkers are essential for Coherence and Cohesion but learners do have a tendency to overuse them.</td>
</tr>
<tr>
<td>39</td>
<td>8/9</td>
<td>Grammar: Linkers</td>
<td>Writing: Task 2</td>
<td>Controlled practice is essential as it allows learners to see how language can be used in context.</td>
</tr>
<tr>
<td>39</td>
<td>10</td>
<td>Vocabulary development: Healthcare</td>
<td>Speaking: all parts Writing: all parts</td>
<td>A learner can increase their vocabulary score by showing they are aware of differences in similar vocabulary.</td>
</tr>
<tr>
<td>40</td>
<td>2b</td>
<td>Listening: Specific information</td>
<td>Listening: Section 4</td>
<td>Listening Section 4 is an academic lecture. Learners often find them challenging to follow and thus require a lot of practice.</td>
</tr>
<tr>
<td>41</td>
<td>6a/6b</td>
<td>Vocabulary development: Language of emotion</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Useful language which can increase a learner’s vocabulary score. Question 6b offers some possible Speaking Part 1 questions.</td>
</tr>
<tr>
<td>41</td>
<td>7a/7b/7c</td>
<td>Grammar: Future forms with Be</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Learners need a range of grammar if they wish to get a good grammar score.</td>
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<tr>
<td>41</td>
<td>8</td>
<td>Speaking: Discussion/Justifying your opinion</td>
<td>Speaking: Part 3</td>
<td>Possible questions in Speaking Part 3.</td>
</tr>
<tr>
<td>43</td>
<td>3</td>
<td>Vocabulary development: Justifying your opinion</td>
<td>Speaking: all parts</td>
<td>Learners will possibly come across language like this in the Listening paper. It is also language they may need to produce in the Speaking exam.</td>
</tr>
<tr>
<td>43</td>
<td>4</td>
<td>Vocabulary development: Justifying your opinion</td>
<td>Speaking: all parts</td>
<td>This exercise shows learners how the language can be used.</td>
</tr>
<tr>
<td>44</td>
<td>3</td>
<td>Writing: Understanding data</td>
<td>Writing: Task 1</td>
<td>This exercise provides some technical language which learners may face in Writing Task 1.</td>
</tr>
<tr>
<td>44</td>
<td>5</td>
<td>Writing: Understanding data</td>
<td>Writing: Task 1</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>6</td>
<td>Writing: Understanding data</td>
<td>Writing: Task 1</td>
<td>Learners have to write an introduction in Writing Task 1, starting in a similar way to that presented in this exercise.</td>
</tr>
<tr>
<td>44</td>
<td>7</td>
<td>Writing: Understanding data</td>
<td>Writing: Task 1</td>
<td>Learners are also asked to describe the main trend in Writing Task 1.</td>
</tr>
<tr>
<td>44</td>
<td>8</td>
<td>Writing: Understanding data</td>
<td>Writing: Task 1</td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>11</td>
<td>Writing: Ordering information</td>
<td>Writing: Task 1</td>
<td>Ordering information is important for a good Coherence and Cohesion score.</td>
</tr>
<tr>
<td>44</td>
<td>12</td>
<td>Writing: Ordering information</td>
<td>Writing: Task 1</td>
<td>It can be useful to look at example answers to help learners understand how information can be ordered.</td>
</tr>
<tr>
<td>44</td>
<td>13</td>
<td>Vocabulary development: Approximations</td>
<td>Writing: Task 1</td>
<td>This is key language which learners will need to use in Writing Task 1.</td>
</tr>
<tr>
<td>44</td>
<td>14</td>
<td>Grammar: Cohesion</td>
<td>Writing: Task 1</td>
<td>Pronouns are a useful way in which learners can make their writing more cohesive and less repetitive.</td>
</tr>
<tr>
<td>44</td>
<td>15</td>
<td>Writing: Understanding the task</td>
<td>Writing: Task 1</td>
<td>Learners need to know what they must include if they are to do well in this task.</td>
</tr>
<tr>
<td>44</td>
<td>16</td>
<td>Writing: Freer practice</td>
<td>Writing: Task 1</td>
<td>In the exam, learners will need to write a minimum of 150 words in Task 1.</td>
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<tr>
<td>46</td>
<td>1</td>
<td>Speaking: Discussing</td>
<td>Speaking: Part 1</td>
<td>This exercise shows some possible answers to Speaking Part 1 questions.</td>
</tr>
<tr>
<td>46</td>
<td>2</td>
<td>Reading: Skimming</td>
<td>Reading: all parts</td>
<td>Skimming is an important skill which learners will need to use to help them understand the main idea of the text, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>46</td>
<td>3</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td>Scanning is an important skill which learners will need to use to locate possible answers, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>47</td>
<td>5A/5B</td>
<td>Vocabulary development: Consumer collocations</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Collocations are one way to increase vocabulary range and accuracy in both speaking and writing.</td>
</tr>
<tr>
<td>48</td>
<td>2A</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td>Scanning is an important skill which learners will need to use to locate possible answers, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>48</td>
<td>2B</td>
<td>Reading: Scanning</td>
<td>Reading: Gap Fill questions</td>
<td>This is a good exercise as the number of words the learner can use is restricted. This is similar to what happens in the Reading paper.</td>
</tr>
<tr>
<td>49</td>
<td>4A/5</td>
<td>Grammar: Future in the past</td>
<td>Speaking: all parts Writing: all parts</td>
<td>This is a useful grammar point which learners can use to add detail, especially in Speaking Part 2, a task where learners are often asked to comment on the past.</td>
</tr>
<tr>
<td>49</td>
<td>6</td>
<td>Grammar: Future in the past</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Controlled practice exercises are very important as they show learners how the grammar point can be used in context as well as focusing on accuracy.</td>
</tr>
<tr>
<td>49</td>
<td>7A/7B/7C</td>
<td>Vocabulary development: Compound adjectives formed with nouns</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Language like this can help a learner demonstrate range.</td>
</tr>
<tr>
<td>50</td>
<td>2B</td>
<td>Reading: Scanning</td>
<td>Reading: Match the headings</td>
<td>This exercise matches the topic sentence with headlines, a variation of the Match the Heading question they face in the exam, but good general practice for this question type.</td>
</tr>
<tr>
<td>50</td>
<td>3A/3B</td>
<td>Vocabulary development: Suffixes</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Using suffixes correctly can help a learner demonstrate awareness of form and increase accuracy, which is necessary for a good vocabulary score.</td>
</tr>
<tr>
<td>51</td>
<td>6A/6B</td>
<td>Grammar: Emphatic sentences</td>
<td>Speaking: all parts Writing: all parts</td>
<td>It is important that learners demonstrate a range of grammar in order to get a good grammar score.</td>
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</tbody>
</table>
| 51   | 7A/7B/7C | Grammar: Cleft sentences | Speaking: all parts  
Writing: all parts | It is important that learners demonstrate a range of grammar in order to get a good grammar score. |
| 51   | 8        | Grammar: Cleft sentences | Speaking: all parts  
Writing: all parts | Controlled practice exercises are very important as they show learners how the grammar point can be used in context as well as focusing on accuracy. |
| 52   | 2        | Listening: Understanding the main idea | Listening: Section 4 | This exercise is in lecture form, like Listening Section 4. This exercise is good practice as learners are often asked to complete lecture notes in this section. |
| 53   | 3A       | Vocabulary development: Discussing hypothetical ideas | Speaking: all parts  
Writing: all parts | Learners can present hypothetical situations to help explain their point. This exercise contains key language to help them do this. |
<p>| 54   | WHOLE PAGE | Study Skills: Reading complex texts | Reading: all parts | These exercises scaffold learning towards reading and dealing with more complex texts. This is important as reading is often the most challenging part of the exam for many learners. |
| 55   | 7A       | Study Skills: Summarizing | Reading: Summary | In the Reading paper, learners may be given a summary of the text which they must complete. |</p>
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<tr>
<td>56</td>
<td>1</td>
<td>Speaking: Discussing</td>
<td>Speaking: Part 1</td>
<td>Possible Speaking Part 1 questions but learners shouldn’t be asked to define words.</td>
</tr>
<tr>
<td>56</td>
<td>5A/5B</td>
<td>Vocabulary development: Describing technology</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Technology is a very common topic in the IELTS exam and learners require a range of vocabulary to do well.</td>
</tr>
<tr>
<td>57</td>
<td>6A</td>
<td>Reading: Skimming</td>
<td>Reading: all parts</td>
<td>Skimming is an important skill which learners will need to use to help them understand the main idea of the text, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>58</td>
<td>2A</td>
<td>Reading: Skimming</td>
<td>Reading: all parts</td>
<td>Skimming is an important skill which learners will need to use to help them understand the main idea of the text, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>58</td>
<td>4</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td>Scanning is an important skill which learners will need to use to locate possible answers, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>59</td>
<td>6A/6B/7</td>
<td>Grammar: The passive</td>
<td>Speaking: all parts Writing: all parts</td>
<td>A very important grammar point, especially in academic writing. Learners will use this in Writing Task 1 process writings.</td>
</tr>
<tr>
<td>59</td>
<td>8</td>
<td>Grammar: The passive</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Controlled practice exercises are very important as they show learners how the grammar point can be used in context as well as focusing on accuracy.</td>
</tr>
<tr>
<td>59</td>
<td>9</td>
<td>Speaking: Discussing/Justifying your opinion</td>
<td>Speaking: Part 3</td>
<td>Possible Speaking Part 3 questions.</td>
</tr>
<tr>
<td>60</td>
<td>2</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td>Scanning is an important skill which learners will need to use to locate possible answers, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>61</td>
<td>7A/7B/7C/8A</td>
<td>Vocabulary development: Collocations</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Collocations are one way to increase Vocabulary Range and accuracy in both speaking and writing.</td>
</tr>
<tr>
<td>61</td>
<td>9/10/11</td>
<td>Grammar: Complex noun phrases</td>
<td>Speaking: all parts Writing: all parts</td>
<td>An important grammar point, one which features heavily in academic writing.</td>
</tr>
<tr>
<td>61</td>
<td>12</td>
<td>Grammar: Complex noun phrases</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Controlled practice exercises are very important as they show learners how the grammar point can be used in context as well as focusing on accuracy.</td>
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<tr>
<td>62</td>
<td>3B</td>
<td>Vocabulary development: Persuading, criticising, accepting criticism, offering counter-arguments</td>
<td>Speaking: all parts, Listening: all parts</td>
<td>Learners will possibly come across language like this in the Listening paper. It is also language they may need to produce in the Speaking exam.</td>
</tr>
<tr>
<td>65</td>
<td>7A</td>
<td>Reading: Scanning</td>
<td>Reading: <strong>Match the headings</strong></td>
<td>Match the Headings is a very common question in the IELTS exam. Learners should read the first sentence and last sentence of each paragraph in order to establish the main point of the paragraph.</td>
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<tr>
<td>66</td>
<td>4a</td>
<td>Listening: Understanding the main idea</td>
<td>Listening: Section 4</td>
<td>This exercise is a lecture, which is similar to what learners will face in Listening Section 4.</td>
</tr>
<tr>
<td>67</td>
<td>6</td>
<td>Reading: Scanning</td>
<td>Reading: True/False/Not Given</td>
<td>A common type of question in the Reading paper. Learners need to look at verb form, quantifiers and adjectives to help them establish if the sentence is True, False or Not Given.</td>
</tr>
<tr>
<td>67</td>
<td>8a/8b</td>
<td>Vocabulary development: Idioms with Hand</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Idioms are an excellent way to demonstrate a learner’s level of vocabulary.</td>
</tr>
<tr>
<td>68</td>
<td>3</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td>Scanning is an important skill which learners will need to use to locate possible answers, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>69</td>
<td>6/7</td>
<td>Vocabulary development: Expressions of quantity</td>
<td>Speaking: all parts Writing: all parts</td>
<td>This exercise provides key language which learners will need to produce throughout the IELTS exam, especially in Writing Task 1.</td>
</tr>
<tr>
<td>69</td>
<td>8b</td>
<td>Listening: Understanding the main idea</td>
<td>Listening: all parts</td>
<td></td>
</tr>
<tr>
<td>69</td>
<td>9/10</td>
<td>Grammar: Quantifiers</td>
<td>Speaking: all parts Writing: all parts</td>
<td>This is an important grammar point as it can help learners add accuracy to both their writing and speaking.</td>
</tr>
<tr>
<td>69</td>
<td>11</td>
<td>Grammar: Quantifiers</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Controlled practice exercises are very important as they show learners how the grammar point can be used in context as well as focusing on accuracy.</td>
</tr>
<tr>
<td>70</td>
<td>2</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td></td>
</tr>
<tr>
<td>71</td>
<td>5a/5b</td>
<td>Vocabulary development: Irregular plurals</td>
<td>Speaking: all parts Writing: all parts</td>
<td>A challenging vocabulary point for many learners but used well can greatly improve their accuracy and thus their vocabulary score.</td>
</tr>
<tr>
<td>71</td>
<td>6a/6b/7a/7b</td>
<td>Grammar: Conditionals</td>
<td>Speaking: all parts Writing: all parts</td>
<td>One of the most useful grammar points for learners as Conditionals can provide a lot of freedom to the examples learners wish to give.</td>
</tr>
<tr>
<td>72</td>
<td>2</td>
<td>Listening: Specific information</td>
<td>Listening: all parts</td>
<td></td>
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<tr>
<td>72</td>
<td>3b</td>
<td>Vocabulary development: Approving ideas, expressing doubt/objections</td>
<td>Speaking: all parts, Listening: all parts</td>
<td>Learners will possibly come across language like this in the Listening paper. It is also language they may need to produce in the Speaking exam.</td>
</tr>
<tr>
<td>74</td>
<td>9</td>
<td>Writing: Opinion-led essay</td>
<td>Writing: Task 2</td>
<td>This exercise introduces information about the topic but also key vocabulary related to the topic.</td>
</tr>
<tr>
<td>74</td>
<td>10</td>
<td>Writing: Opening paragraph</td>
<td>Writing: Task 2</td>
<td>This exercise is useful as it scaffolds learning while showing learners what should be contained in an opening paragraph.</td>
</tr>
<tr>
<td>74</td>
<td>11a</td>
<td>Writing: Structure</td>
<td>Writing: Task 2</td>
<td>It is helpful to look at example essays so that learners can clearly see how their essays should be structured.</td>
</tr>
<tr>
<td>74</td>
<td>12a</td>
<td>Speaking: Brainstorming</td>
<td>Writing: Task 2</td>
<td>Brainstorming is an important skill as it gives learners time to prepare and shape their ideas about topics which they might face in the exam.</td>
</tr>
<tr>
<td>74</td>
<td>12b</td>
<td>Writing: Planning</td>
<td>Writing: Task 2</td>
<td>Planning is essential to good essay writing. If a learner has a clear idea in their head they will be able to write their essay faster and it is likely to be more coherent.</td>
</tr>
<tr>
<td>74</td>
<td>13</td>
<td>Writing: Freer practice</td>
<td>Writing: Task 2</td>
<td>In the exam learners will need to write a minimum of 250 words in Task 2.</td>
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<tr>
<td>76</td>
<td>1</td>
<td>Speaking: Discussing</td>
<td>Speaking: Part 1 and 3</td>
<td>Possible Speaking Part 1 and 3 questions.</td>
</tr>
<tr>
<td>76</td>
<td>2a</td>
<td>Vocabulary development: News</td>
<td>Speaking: all parts Writing: all parts</td>
<td>The Media is a very common topic in the IELTS exam and learners require a range of vocabulary to discuss this wide topic effectively.</td>
</tr>
<tr>
<td>76</td>
<td>3a</td>
<td>Vocabulary development: People in the news</td>
<td>Speaking: all parts Writing: all parts</td>
<td>People and what they do features heavily in the IELTS exam. Learners therefore need to be able to discuss a variety of different people and what they do.</td>
</tr>
<tr>
<td>77</td>
<td>7a/7b</td>
<td>Vocabulary development: The Media</td>
<td>Speaking: all parts Writing: all parts</td>
<td>The Media is a very common topic in the IELTS exam and learners require a range of vocabulary to discuss this wide topic effectively.</td>
</tr>
<tr>
<td>78</td>
<td>2b</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td>Scanning is an important skill which learners will need to use to locate possible answers, as they will not have enough time to read the text in detail.</td>
</tr>
<tr>
<td>79</td>
<td>4</td>
<td>Vocabulary development: From the text</td>
<td>Reading: all parts</td>
<td>Learners need a range of vocabulary to do well in the IELTS Reading paper. Any reading should be used to help increase a learner’s vocabulary range.</td>
</tr>
<tr>
<td>79</td>
<td>6a</td>
<td>Listening: Specific information</td>
<td>Listening: Section 3</td>
<td>The situation presented here is similar to that in Listening Section 3, as it is an academic discussion.</td>
</tr>
<tr>
<td>79</td>
<td>6b</td>
<td>Listening: Specific information</td>
<td>Listening: all parts: Gap Fill</td>
<td>Gap fills questions are a very common question type in the exam. Learners will be instructed how many words or numbers they can use in Gap Fill questions and this will vary from listening to listening.</td>
</tr>
<tr>
<td>79</td>
<td>7a/7b/8/9</td>
<td>Grammar: Verb patterns</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Accurate use of verb patterns is essential to improve accuracy. It is often a weak area for many students.</td>
</tr>
<tr>
<td>79</td>
<td>10</td>
<td>Grammar: Verb patterns</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Freer practice exercises like this are important to help learners focus on accuracy.</td>
</tr>
<tr>
<td>80</td>
<td>4</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td></td>
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<tr>
<td>81</td>
<td>6a/6b/6c</td>
<td>Grammar: Prepositional verbs</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Accurate use of prepositional verbs is essential to improve accuracy. It is often a weak area for many students.</td>
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<tr>
<td>81</td>
<td>7</td>
<td>Grammar: Prepositional verbs</td>
<td>Speaking: all parts</td>
<td>Controlled practice exercises are very important as they show learners how the grammar point can be used in context as well as focusing on accuracy.</td>
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<tr>
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<td></td>
<td>Writing: all parts</td>
<td></td>
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<tr>
<td>82</td>
<td>3b</td>
<td>Vocabulary development: Being cautious</td>
<td>Speaking: all parts</td>
<td>Learners will possibly come across language like this in the Listening paper. It is also language that they may need to produce in the Speaking exam.</td>
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<td>Listening: all parts</td>
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<tr>
<td>84</td>
<td>2a</td>
<td>Study Skills: Register and Style</td>
<td>Speaking: all parts</td>
<td>This exercise is important as learners can often be too informal in their writing and too formal in speaking. It is really important that attention is paid to Register and Style as a result.</td>
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<td>Writing: all parts</td>
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<tr>
<td>85</td>
<td>4</td>
<td>Study Skills: Register and Style</td>
<td>Speaking: all parts</td>
<td>Controlled practice exercises are very important as they show learners how the grammar point can be used in context as well as focusing on accuracy.</td>
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<td>Writing: all parts</td>
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<tr>
<td>86</td>
<td>1</td>
<td>Speaking: Discussing</td>
<td>Speaking: Part 3</td>
<td>This exercise introduces some useful vocabulary as well as possible topics for discussion in Speaking Part 3.</td>
</tr>
<tr>
<td>86</td>
<td>2a</td>
<td>Reading: Skimming</td>
<td>Reading: all parts</td>
<td>By skimming the text, learners can get an understanding of the text more quickly.</td>
</tr>
<tr>
<td>87</td>
<td>5a/5b/5c</td>
<td>Vocabulary development: Idiomatic verb patterns</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Idiomatic language is a great way to demonstrate range.</td>
</tr>
<tr>
<td>87</td>
<td>6</td>
<td>Speaking: Discussing/Justifying your opinion</td>
<td>Speaking: Part 3</td>
<td>Possible Speaking Part 3 questions.</td>
</tr>
<tr>
<td>88</td>
<td>1</td>
<td>Speaking: Discussing/Justifying your opinion</td>
<td>Speaking: Part 3</td>
<td>Possible Speaking Part 3 questions. This exercise scaffolds learning as it provides options for learners. Exercises like this are very helpful as they give students a starting point.</td>
</tr>
<tr>
<td>88</td>
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<td>Speaking: Discussing/Justifying your opinion</td>
<td>Speaking: Part 3</td>
<td>Possible Speaking Part 3 questions.</td>
</tr>
<tr>
<td>88</td>
<td>4b</td>
<td>Speaking: Discussing/Justifying your opinion</td>
<td>Speaking: Part 3 Writing: Task 2</td>
<td>This exercise provides good discussion questions, as the points raised could be used in Writing Task 2 or Speaking Part 3.</td>
</tr>
<tr>
<td>89</td>
<td>9a/9b</td>
<td>Grammar: Adverbs of frequency</td>
<td>Speaking: all parts Writing: all parts</td>
<td>A very useful grammar point, one which learners will need to use throughout the exam.</td>
</tr>
<tr>
<td>89</td>
<td>10</td>
<td>Speaking: Discussing/Justifying your opinion</td>
<td>Speaking: all parts Writing: all parts</td>
<td>This is a common topic in the exam. This exercise provides good discussion questions to help learners generate ideas.</td>
</tr>
<tr>
<td>90</td>
<td>4a/4b/5</td>
<td>Grammar: Reporting using nouns</td>
<td>Speaking: all parts Writing: all parts</td>
<td>A useful grammar point, especially for Writing Task 2 and Speaking Part 3.</td>
</tr>
<tr>
<td>90</td>
<td>6a/6b</td>
<td>Vocabulary development: Noun conversion</td>
<td>Speaking: all parts Writing: all parts</td>
<td>An important exercise as changing word form can help learners avoid repetition in their speaking and writing.</td>
</tr>
<tr>
<td>92</td>
<td>2</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td>Scanning is an important skill which learners will need to use to locate possible answers, as they will not have enough time to read the text in detail.</td>
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<tr>
<td>93</td>
<td>4a</td>
<td>Vocabulary development: Balancing an argument</td>
<td>Listening: Section 3</td>
<td>Learners are likely to hear the language used in this exercise in Listening Section 3.</td>
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<tr>
<td>96</td>
<td>2</td>
<td>Vocabulary development: Personality adjectives</td>
<td>Speaking: all parts</td>
<td>Learners are frequently asked to talk about people they know or people in society. Vocabulary such as that presented in this exercise can greatly increase their vocabulary score.</td>
</tr>
</tbody>
</table>
| 96   | 4        | Pronunciation: Stress patterns | Listening: all parts  
Speaking: all parts | It is key to raise awareness of pronunciation features in order to help learners with the Listening paper. It is also important that learners try to produce some of these features in the Speaking exam, if they wish to get a good score for pronunciation. |
| 96   | 7a       | Listening: Ordering ideas | Listening: Section 4 | While learners won’t be asked to order ideas in the Listening paper, this is a useful exercise to help learners learn about the logical order in which information is likely to be presented. |
| 97   | 10a/10b  | Vocabulary development: Phrasal verbs | Speaking: all parts | Phrasal verbs are a natural part of spoken register. Learners can often sound too formal and unnatural in the Speaking exam as a result of a lack of phrasal verbs. |
| 98   | 3        | Reading: Skimming | Reading: all parts | By skimming the text, learners can get an understanding of the text more quickly. |
| 99   | 7a/7b    | Vocabulary development: Idioms with ‘mind’ | Speaking: all parts  
Writing: all parts | Idioms are a great way to demonstrate a learner’s vocabulary range. |
| 99   | 8/9a/9b  | Grammar: Relative clauses | Speaking: all parts  
Writing: all parts | One of the most crucial grammar points, learners will need to use in the exam, as they are a great way of offering extra information and are easy for an examiner to hear in the speaking paper. |
| 99   | 11       | Writing: Controlled practice | Speaking: all parts  
Writing: all parts | Controlled practice exercises like this are very useful as they draw a learner’s attention to the importance of accuracy, while letting them see how the language can be used in context. |
<p>| 100  | 2        | Reading: Scanning | Reading: all parts | A useful skill, one which learners will need to use throughout the Reading paper. |
| 100  | 3        | Reading: Scanning | Reading: Which paragraph contains the following information | A common question type in the Reading paper. |</p>
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<tr>
<td>101</td>
<td>5</td>
<td>Vocabulary development: Vocabulary from the text</td>
<td>Reading: all parts</td>
<td>Learners need a range of vocabulary to do well in the IELTS Reading paper. Any reading should be used to help increase a learner’s vocabulary range.</td>
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<td>101</td>
<td>6a/6b/7/8</td>
<td>Grammar: Reduced relative clauses</td>
<td>Speaking: all parts, Writing: all parts</td>
<td>One of the most crucial grammar points, learners will need to use in the exam, as they are a great way of offering extra information and are easy for an examiner to hear in the Speaking paper.</td>
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<td>101</td>
<td>9</td>
<td>Writing: Controlled practice</td>
<td>Speaking: all parts, Writing: all parts</td>
<td>Controlled practice exercises like this are very useful as they draw a learner’s attention to importance of accuracy, while letting them see who the language can be used in context.</td>
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<tr>
<td>101</td>
<td>2</td>
<td>Listening: Understanding the main idea</td>
<td>Listening: all parts</td>
<td></td>
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<tr>
<td>102</td>
<td>4</td>
<td>Vocabulary development: Giving and reacting to advice</td>
<td>Listening: Section 3</td>
<td>Listening Section 3 is an academic discussion often between a tutor and students or a group of students. Language like this is likely to appear in this section.</td>
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<td>104</td>
<td>4</td>
<td>Writing: Advantages and disadvantage essay</td>
<td>Writing: Task 2</td>
<td>This exercise explains this essay type while also introducing some key language.</td>
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<td>104</td>
<td>5a</td>
<td>Writing: Advantages and disadvantage essay</td>
<td>Writing: Task 2</td>
<td>Brainstorming activities are essential for IELTS learners, as coming up with ideas is often one thing many struggle with.</td>
</tr>
<tr>
<td>104</td>
<td>7</td>
<td>Writing: Advantages and disadvantage essay</td>
<td>Writing: Task 2</td>
<td>It is very useful to examine different example essays.</td>
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<td>104</td>
<td>8a</td>
<td>Grammar: Complex sentences</td>
<td>Writing: Task 2</td>
<td>Complex sentences are required for a good grammar score, as well as increasing coherence and cohesion.</td>
</tr>
<tr>
<td>104</td>
<td>9</td>
<td>Grammar: Freer practice</td>
<td>Writing: Task 2</td>
<td>Controlled practice exercises are very useful as they draw a learner’s attention to accuracy.</td>
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<tr>
<td>104</td>
<td>10</td>
<td>Writing: Conclusions</td>
<td>Writing: Task 2</td>
<td>A useful exercise examining the components of a good conclusion.</td>
</tr>
<tr>
<td>104</td>
<td>11a</td>
<td>Writing: Brainstorming</td>
<td>Writing: Task 2</td>
<td>Brainstorming activities are essential for IELTS learners, as coming up with ideas is often one thing many struggle with.</td>
</tr>
<tr>
<td>104</td>
<td>11b</td>
<td>Writing: Freer practice</td>
<td>Writing: Task 2</td>
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<tr>
<td>106</td>
<td>1b</td>
<td>Speaking: Discussing</td>
<td>Speaking: Part 3</td>
<td>This exercise is useful as it scaffolds learning by giving options. This can help increase confidence in learning when learners start studying IELTS.</td>
</tr>
<tr>
<td>106</td>
<td>2a/2b</td>
<td>Vocabulary development: Business and economic terms</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Work is a very common topic in the IELTS exam and learners require a range of vocabulary to clearly express their opinions related to this topic.</td>
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<tr>
<td>106</td>
<td>4b</td>
<td>Reading: Scanning</td>
<td>Reading: Match the headings</td>
<td>A common question type in the IELTS Reading paper. Learners should read the first and last line of each paragraph to understand the main idea of the paragraph.</td>
</tr>
<tr>
<td>107</td>
<td>1</td>
<td>Speaking: Discussing</td>
<td>Speaking: Part 3</td>
<td>Possible Speaking Part 3 questions.</td>
</tr>
<tr>
<td>108</td>
<td>4a/4b</td>
<td>Vocabulary development: Confusing words</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Exercises like this are useful as they help learners work on their general accuracy.</td>
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<tr>
<td>108</td>
<td>5/6/7</td>
<td>Grammar: Alternatives to ‘if’</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Very helpful exercises which can help learners avoid repetition.</td>
</tr>
<tr>
<td>108</td>
<td>8a</td>
<td>Speaking: Brainstorming</td>
<td>Speaking: all parts Writing: all parts</td>
<td>It is essential to give learners time to brainstorm together as this will help them figure out which points they would like to make and how they will support their answers.</td>
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<tr>
<td>109</td>
<td>4/5</td>
<td>Vocabulary development: Suffixes</td>
<td>Speaking: all parts Writing: all parts</td>
<td>Looking at word form is important as it will help to increase accuracy in spelling and speaking.</td>
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<tr>
<td>111</td>
<td>6/7/8a</td>
<td>Grammar: Phrasal verbs</td>
<td>Speaking: all parts</td>
<td>Phrasal verbs are a natural part of spoken register and demonstrating an awareness of phrasal verbs can show range.</td>
</tr>
<tr>
<td>111</td>
<td>9</td>
<td>Grammar: Phrasal verbs</td>
<td>Speaking: all parts</td>
<td>Controlled practice exercises are very important as they show learners how the grammar point can be used in context as well as focusing on accuracy.</td>
</tr>
<tr>
<td>112</td>
<td>1</td>
<td>Reading: Scanning</td>
<td>Reading: all parts</td>
<td>Scanning is an important skill which learners will need to use to locate possible answers, as they will not have enough time to read the text in detail.</td>
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<tr>
<td>113</td>
<td>4b</td>
<td>Vocabulary development: Setting the agenda, responding to offers</td>
<td>Listening: Section 3</td>
<td>As Listening Section 3 is a conversation, it is likely learners will hear similar language to that used in this exercise.</td>
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<tr>
<td>114</td>
<td>3b</td>
<td>Vocabulary development: Signalling language</td>
<td>Listening: Section 4</td>
<td>Listening Section 4 is a lecture/presentation and therefore it is likely learners will hear signalling language in this section.</td>
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<tr>
<td>116</td>
<td>2a/2b/2c</td>
<td>Vocabulary development: Geological terms</td>
<td>Writing: Task 1&lt;br&gt;Speaking: all parts</td>
<td>The Environment is a common topic in the IELTS exam and learners will need a variety of vocabulary to help them with this topic. Learners may also use this vocabulary in Writing Task 1 process writings.</td>
</tr>
<tr>
<td>116</td>
<td>3a</td>
<td>Reading: Scanning</td>
<td>Reading: Match the headings</td>
<td>A common question type in the IELTS Reading paper. Learners should read the first and last line of each paragraph to understand the main idea of the paragraph.</td>
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<td>117</td>
<td>4a</td>
<td>Listening: Specific information</td>
<td>Listening: Section 3</td>
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<tr>
<td>118</td>
<td>3</td>
<td>Reading: Skimming</td>
<td>Reading: all parts</td>
<td>By skimming the text, learners can get an understanding of the text more quickly.</td>
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<td>118</td>
<td>6</td>
<td>Vocabulary development: Informal phrases</td>
<td>Speaking: all parts&lt;br&gt;Writing: all parts</td>
<td>This exercise is important as learners can often be too informal in their writing and too formal in speaking. It is really important that attention is paid to register.</td>
</tr>
<tr>
<td>119</td>
<td>9a</td>
<td>Grammar: Cohesion (Substitution)</td>
<td>Speaking: all parts&lt;br&gt;Writing: all parts</td>
<td>Substitution is a great way to increase cohesion and avoid repetition.</td>
</tr>
<tr>
<td>119</td>
<td>10</td>
<td>Grammar: Cohesion (Substitution)</td>
<td>Speaking: all parts&lt;br&gt;Writing: all parts</td>
<td>Controlled practice exercises are very important as they show learners how the grammar point can be used in context as well as focusing on accuracy.</td>
</tr>
<tr>
<td>121</td>
<td>3b</td>
<td>Reading: Scanning</td>
<td>Reading: Which paragraph contains the following information</td>
<td>A common question type in the IELTS Reading paper.</td>
</tr>
<tr>
<td>121</td>
<td>4a/4b</td>
<td>Vocabulary development: Collective nouns</td>
<td>Speaking: all parts&lt;br&gt;Writing: all parts</td>
<td>Language such as that presented in this exercise can help show Vocabulary Range and accuracy.</td>
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<td>121</td>
<td>5a</td>
<td>Grammar: Nominalisation</td>
<td>Speaking: all parts&lt;br&gt;Writing: all parts</td>
<td>It is essential that learners show a range of grammar points in both the Speaking and Writing exams.</td>
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<tr>
<td>121</td>
<td>5c</td>
<td>Grammar: Nominalisation</td>
<td>Speaking: all parts&lt;br&gt;Writing: all parts</td>
<td>Controlled practice exercises are very important as they show learners how the grammar point can be used in context as well as focusing on accuracy.</td>
</tr>
<tr>
<td>122</td>
<td>2b</td>
<td>Listening: Specific information</td>
<td>Listening: Section 3</td>
<td>This exercise is a variation of the ‘<strong>who said what</strong>’ question learners might face in Listening Section 3.</td>
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<td>123</td>
<td>4</td>
<td>Vocabulary development: Referring to what other people have said</td>
<td>Listening: Section 3&lt;br&gt;Speaking: all parts</td>
<td>Learners will possibly come across language like this in the Listening paper. It is also language that they may need to produce in the Speaking exam.</td>
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<tr>
<td>124</td>
<td>1</td>
<td>Study Skills: Exam skills</td>
<td>Whole exam</td>
<td>This exercise introduces important tips related to exam skills and useful vocabulary on the topic.</td>
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</table>