

NEW Language LEADER Pre-intermediate

MAPPING TO IELTS Unit 1

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
6	2b	Reading for Specific information	Reading paper	It is essential that students develop this general reading skill. It will increase reading speed, as they will not have enough time to read the texts in depth.
7	7	Grammar: Present Simple and Continuous Speaking: accuracy	Speaking Part 2: Long Turn	Controlled practice exercises like this demonstrate the importance of accuracy. In the speaking exam, students receive a grade for grammar range and accuracy
7	8	Speaking: Accuracy and fluency	Speaking Part 2: Long Turn	In the exam students have to speak for 1-2 minutes.
8	1	Speaking: Discussion	Speaking Part 1	These questions are good examples of possible Part 1 questions
8	2c	Reading: Identifying the main point of a paragraph	Reading: Match the headings	A very common question type and one which students need a lot of practice with. They must be able to locate the topic sentence to answer this question. It can normally be found by reading the first two lines of a paragraph.
9	4c	Vocabulary: Modifiers and adjectives	Speaking Writing Task 2: Essay	Modifiers are often forgotten by learners. They are useful in both the writing and speaking as they provide accuracy to a student's statement.
9	7	Speaking: Discussion Developing ideas Explaining one's point of view	Speaking Part 3	Typical questions in Part 3. Being able to develop and justify one's opinion is necessary to do well in this part of the exam.
9	8	Writing: Consequences	Writing Task 2: Essay	A common topic in the exam. Structured practice like this will give learners time to think about answers. By demonstrating consequences learners can more clearly explain their point, which is necessary for a good Task Achievement score.
10	2a	Reading for Specific information	Reading: all parts	
10	2b	Speaking: Justifying your opinion	Speaking: Part 3	To do well in Speaking Part 3, learners must be able to clearly justify their opinion.
11	3b	Listening: Identifying the speaker	Listening Part 3: group discussion	Students often have to identify who said what. Students should focus on listening for the names, which will not be in order and one name may not be said. A process of elimination is often required to find out who every speaker is.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
11	4a	Vocabulary: Agreeing and disagreeing	Speaking Part 1 and 3	Having a variety of ways of expressing one's opinion helps to avoid repetition, which is key for a good vocabulary score.
11	6	Speaking: Discussion Justifying your opinion	Speaking Part 3	To give a full/complete answer in Part 3 a student must be able to justify their opinion.
12	1	Vocabulary development: Words with different meanings	Reading: all parts Speaking: all parts	Important for receptive and productive skills.
12	5	Speaking: Discussion Developing ideas	Speaking Part 1 and 3	Thinking of ideas on-the-spot is often very challenging for students. Exercises like these give them time to think about and structure their response.
13	7	Reading: Scanning	Reading: all parts	A necessary skill to help students locate answers quickly in a text.
13	8	Reading: Understanding a text	Reading: all parts	Knowing where information is likely to occur in a text will help students locate answers quickly during the exam.
13	9	Grammar: Linkers	Writing: all parts Speaking: all parts	Linkers are key for a good cohesion score. NB: when teaching linkers it is important to highlight register. Some are more common in written discourse rather than spoken.

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MAPPING TO IELTS Unit 2

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
14	1b	Reading: Specific information	Reading: True/False/Not Given	Students should look at adjectives/adverbs and modifiers to help them answer this style of question.
14	2b	Grammar: Word order	Writing Task 1 & 2 Speaking: all parts	This is a general language skill students need in order to receive a strong grammar mark in both speaking and writing.
15	4a	Vocabulary: Adjectives and nouns	Writing Task 1 & 2 Speaking: all parts	
15	5d	Grammar: Past simple	Writing Task 1 & 2 Speaking: all parts	This exercise focuses on accuracy in the style of Speaking Part 2 (long turn). It demonstrates how learners can use past simple in the long turn and that grammar, as well as fluency is necessary in the speaking exam.
15	7a	Pronunciation: -ed endings	Speaking: all parts	A pronunciation feature that many students struggle with and one that can affect their pronunciation score in the speaking exam
15	8a	Speaking: Tell a story	Speaking: Part 2 (long turn)	Students need a lot of practice at making notes and practicing the long turn as it can often feel very unnatural. Students should aim to write 10 key phrases in their notes
16	1	Speaking: Discussion	Speaking: Part 1	Students require practice thinking about their responses as well as fluency practice. Possible Part 1 questions.
16	2a	Reading: Skimming	Reading: all parts	A general reading skill necessary to help students locate answers faster.
16	2b	Reading: Specific information	Reading: all parts	This exercise offers another way of teaching True/False/Not Given, as students are asked to locate the false information. It highlights how statements could be made false.
17	4c	Grammar: Past simple negative and question forms	Writing: all parts Speaking: all parts	Awareness of this grammar point will help students understand the examiners questions and allow them to respond appropriately.
17	6a	Listening: Specific information	Gap fill	Prediction practice. Something many students forget to do during the exam
17	6c	Speaking: Long turn/ fluency	Speaking: Part 2 (long turn)	A possible Part 2 question. Learners must explain/justify why they would invite someone. Justifying and explaining are key features of Part 2.
18	1a	Speaking: Discussion	Speaking: Part 1	Very common part 1 questions.

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MAPPING TO IELTS Unit 2

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
18	1b	Speaking: Explaining your point of view	Speaking: Part 1 & 3	Having ideas and giving examples is often challenging for students. Asking students to select and justify their answers from the ideas provided, allows them to build confidence and look at ideas they may not usually think of.
18	3b	Pronunciation: Word stress	Speaking: all parts	Pronunciation is an important aspect of the speaking exam but often the area students give little attention to.
18	4b	Listening: Specific information	Listening: Part 1	In this section, students are often asked to complete personal details. The questions are frequently presented in this format. (Telephone number and addresses are commonly asked in this section).
19	5c	Vocabulary development: Describing people	Speaking: all parts	Describing people is a very common feature in the speaking exam.
20	2a	Listening: Identifying people	Listening: Part 3	In Part 3, the discussion is often more academic (taking place in a university) but this is good practice to help learners identify speakers, which they are often asked to do.
21	4	Reading: Skimming	Reading: all parts	
21	7	Reading: Scanning	Reading: all parts	A general skill required to help learners read and locate answers faster. Students should identify key words to scan for.
21	8	Reading: Inferring	Reading: all parts	Inferring is more challenging for learners. They tend to look for the answer to be on the page in black and white. This is good practice to help learners with True/False/Not Given questions.
21	9	Grammar: Linkers	Writing: all parts Speaking: all parts	Using linkers appropriately can increase a student's Coherence and Cohesion score. NB: Learners must be taught which linkers are appropriate in which situations, as they tend to just learn a list and overuse them.

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MAPPING TO IELTS Unit 3

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
22	1a	Vocabulary development	Speaking: all parts Writing: all parts	It is important for students to know when and how to use vocabulary in order to get a good score for Vocabulary Range.
22	1c	Speaking: Discussion	Speaking: Part 1 and 3	Students need practice at forming opinions, explaining their point of view and justifying it, if they wish to do well in speaking.
23	2b	Reading: Specific information	Reading	
23	3b	Listening: Specific information	Listening: Section 3 (group discussion)	Students can find this section challenging as they have to identify different speakers. They require a lot of practice at this.
23	3c	Speaking: Discussion	Speaking: Part 3	Group discussions help students to think/share ideas, something they often struggle with in relation to IELTS questions. The internet and the future are common topics.
23	5	Grammar: Past Continuous	Speaking: all parts Writing: all parts	Controlled practice allows students to focus on accuracy. A range of grammar is important for a good grammar score in both speaking and writing.
23	8	Speaking: Interview	Speaking: Part 1	These are possible questions in Speaking Part 1
24	2b	Reading: Understanding the main idea	Reading: all parts	A general skill that will help learners deal with complex IELTS readings.
25	4	Speaking: Discussion	Speaking: Part 1 and 3	Preparation like this is necessary before the exam as learners can struggle to think on-the-spot during the exam. These are possible Speaking Part 1 questions.
25	7	Grammar: Relative pronouns	Speaking: all parts Writing: all parts	A good grammar point, which allows students to add detail in their writing and speaking.
25	10a/b	Speaking: Long turn/monologue	Speaking: Part 2 (long turn)	The key to a good part 2 is often related to having good notes. Students need to find a style of note-making that works well for them and have lots of practice doing it. 10b also highlights the importance of grammar. This is something learners often forget to do. Push students' grammar range by asking them to include three grammar points in their long turn. It will help them become more comfortable with using different grammar structures during the exam.

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MAPPING TO IELTS Unit 3

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
26	1	Speaking: Explain why they like something	Speaking: Part 1	Possible Part 1 questions.
26	4a	Making suggestions	Speaking: Part 3	In Part 3, the examiner may ask a student to make suggestions. They need to be aware of the question forms which might be used in asking these questions.
29	11	Writing: Summarizing	Writing: all parts	Being able to edit one's work can result in a better score, as you can delete repetition and errors.

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MAPPING TO IELTS Unit 4

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
30	1a	Vocabulary development	Speaking: all parts Writing: all parts	Learners need to be able to recognise when and how to use vocabulary appropriately for a good vocabulary score.
30	2a	Reading: Skimming	Reading: all parts	A general skill necessary to help learners be able to locate answers quickly.
31	3b	Listening: Specific information	Listening: all parts	A general skill necessary to help learners answer gap fill questions, which come up in all sections of the listening paper.
31	5a	Grammar: Present perfect	Speaking: all parts Writing: all parts	Using present perfect correctly can increase a student's score for Coherence and Cohesion.
32	2a	Vocabulary development	Speaking: all parts Writing: all parts	
32	4a	Vocabulary development: Reporting verbs	Speaking: all parts Writing: all parts	It is important for learners to have a range of reporting verbs which they can use. In Speaking Part 2 (long turn) they can add detail, if the learner is describing/retelling an event in the past. In writing, if used in the passive form, e.g. 'it has been argued that...' learners can make their writing sound more academic.
33	5	Speaking: Justifying your opinion	Speaking: Part 3	These are common questions in Speaking Part 3.
33	7	Grammar: Articles	Speaking: all parts Writing: all parts	An essential grammar point, which learners must focus on if they wish to get a good grammar score.
33	8	Speaking: Discussion	Speaking: Part 1	
34	2a	Listening: Specific information	Listening: Section 1	Section 1 often asks students to complete gap fill type questions, which often look at personal information. Addresses and numbers are often answers to questions in this section.
34	2c	Listening: Specific information	Listening: Section 3	Section 3 is often a discussion between a group of students and their lecturer/tutor. The format of this question is common in the exam.
35	3a	Speaking: Giving advice	Speaking: Part 3 Writing: Task 2	This is an important component of the exam. Students need a variety of ways of being able to give advice in order to avoid repetition.

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MAPPING TO IELTS Unit 4

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
35	4a	Grammar: Linkers	Speaking: Part 3 Writing: Task 2	In order to fully explain/develop one's point, they must give reasons. Linkers such as these are key for this.
35	5c	Pronunciation: Stress and rhythm	Speaking: all parts	Pronunciation is often the area learners do not think about but they get a score for it in speaking. Demonstrating an awareness of different pronunciation features can increase a learner's score.
36	4a/5	Study skills: Understanding the meaning from the text	Reading: all parts	It is important to make learners realise that they do not need to know each word in a reading in order to understand the text. Awareness of this can increase reading speed. (Many students waste time in the exam focusing on words they do not know).
37	7	Speaking: Discussion	Speaking: Part 1	This is a possible topic in the exam.
37	8	Reading: Inferring meaning	Reading: all parts	An important skill, especially in questions like True/False/Not Given

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MAPPING TO IELTS Unit 5

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
38	1a/b	Vocabulary development	Speaking: all parts	A common topic in the exam. Learners need to be able to demonstrate an awareness of how and when to use such vocabulary for a good vocabulary score.
38	2a	Reading: Specific information, inferring	Reading: True/False/Not given	One of the most common types of questions in the reading paper.
39	3a	Listening: Specific information	Listening: Section 1	Figures feature frequently in this section of the listening paper, often in the form of phone numbers, post codes etc.
39	5	Grammar: Comparatives	Writing: all parts Speaking: all parts	One of the most important grammar points. It is essential in Writing Task 1, where learners are asked to compare data.
39	6c	Grammar: as...as	Writing: all parts Speaking: all parts	Being able to demonstrate comparisons in a variety of ways is vital and will result in a better grammar score.
39	7	Vocabulary development: Adjectives	Writing: all parts Speaking: all parts	Adjectives add detail to any response, especially in Speaking Part 2, where they help the learner describe an event more clearly. They are essential for a good vocabulary score in both speaking and writing.
39	8a	Speaking: Long turn/monologue	Speaking: Part 2 (long turn)	An unnatural task, one which many learners find challenging. They need lots of practice in this area to feel more confident.
40	2a	Reading: Skimming	Reading: all parts	A general skill required to enable students to locate answers more quickly.
40	2b	Reading: Specific information	Reading: completing a table	A common question in the reading paper. Skimming and scanning techniques can help students locate answers.
40	3a	Reading: Specific information	Reading: all parts	A common question in the reading paper.
40	3b	Speaking: Discussion	Speaking: Part 3	These are possible questions in Speaking Part 3. Learners need to be able to explain/justify their opinion in order to score well in this section.
41	4a/b/c	Vocabulary development: Nouns and verbs	Reading: all parts	Awareness of words in their different forms can help learners deduce meaning from context.
41	5a	Grammar: Expressions of quantity	Speaking: all parts Writing: all parts	Particularly useful in Writing Part 1 where students need to describe data in a variety of ways.

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MAPPING TO IELTS Unit 5

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
41	8a	Speaking: Comparing	Speaking: Part 1 and 3	<p>It is likely learners will need to use constructions like these during the exam. Exercises like this provide structure for learners, giving them time to think and develop ideas which they can use in the exam.</p>
42	1a	Reading: Skimming	Reading	A general skill required to allow students to locate answers more quickly.
42	1b	Reading: Scanning	Reading	A general skill required to allow students to locate answers more quickly.
42	4a	Vocabulary development: Justifying your choices	Speaking: all parts	This is key language learners need to be able to demonstrate if they wish to give full answers.
43	5a	Pronunciation: Weak forms	Listening: all parts Speaking: all parts	<p>Awareness of pronunciation features can improve a learner's listening skills.</p> <p>A demonstration of pronunciation features can increase a student's pronunciation score in speaking. This is an area often neglected by students.</p>
44	2	Study Skills: Editing writing	Writing: all parts	This is often a forgotten area in writing but one which can increase a student's score considerably as students can correct their errors.
45	7	Speaking: Discussion	Speaking: Part 1	Possible questions in Speaking Part 1
45	8	Writing: Paragraph order	Writing: all parts	In the planning stage, students should be encouraged to create paragraph plans to help structure their response.
45	10b	Writing: Freer practice	Writing: Task 2	Being able to write a good topic sentence is central in writing a good essay. It allows learners to clearly show the examiner the point they wish to make.
45	11	Writing: Reference words	Writing: all parts	These help a learner avoid repetition and thus increase Coherence and Cohesion scores.
45	13	Writing: Freer practice	Writing: Task 2	Student need a lot of practice writing paragraphs so that they can become familiar with the format and how to develop their ideas. For lower levels, students should aim to have one point per paragraph, in order to ensure the point is developed /explained fully.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
46	3a	Vocabulary development: Nouns and verbs	Reading: all parts Writing: all parts	A general skill which can help increase a learner's vocabulary score in writing and help them decipher new words in reading.
47	4b	Listening: Specific information	Listening: Section 3	Section 3 is often a discussion between a group of speakers. This is a common topic and gap fill exercises are popular in the listening paper.
47	5a	Grammar: Modals for prediction	Writing: all parts Speaking: all parts	This is key language students will need to produce as they are often asked to predict or speculate about the future.
47	6a	Grammar: Controlled practice	Writing: all parts Speaking: all parts	This exercise looks at grammar accuracy but scaffolds learners by helping them to think about/collect ideas
47	7a	Speaking: Discussion/explaining your point of view	Speaking: Part 3	These are possible questions in Speaking Part 3
47	8	Writing: Prediction	Writing: Task 2	Practice writing paragraphs is key to showing learners how to develop an idea and write a 'fully developed paragraph', which is essential in order to receive a good score.
48	2a	Vocabulary development	Writing: all parts Speaking: all parts	This is key language as family and people are common topics in the IELTS exam.
48	3b	Reading: Skimming	Reading: all parts	A general skill required to allow students to locate answers more quickly.
48	3c	Reading: Text organisation	Reading: all parts	Helps learners to understand where information is likely to be located. Practice in this area will increase the speed at which they can locate answers.
48	3d	Reading: Inferring/specific information	Reading: True/False/Not Given	One of the most common types of questions in the reading paper.
48	4	Speaking: Discussion	Speaking: Part 3	Possible questions in Speaking Part 3 (except question 1).
49	5a	Vocabulary development: Negative adjectives	Writing: all parts Speaking: all parts Reading: True/False/Not Given	A wide range of vocabulary is necessary for a good vocabulary score. Being aware of common negative prefixes will also help with True/False/Not Given questions in reading.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
49	6a-7	Grammar: First conditional	Writing: all parts Speaking: all parts	A key grammar point, one that is easy for an examiner to hear. Important for grammar range.
49	8a/b	Pronunciation: Contractions	Listening: all parts Speaking: all parts	Awareness of pronunciation features can improve a learner's listening skills. A demonstration of pronunciation features can increase a student's pronunciation score in speaking. An area often forgotten about by students.
50	1a	Speaking: Discussion	Speaking: Part 3	Possible questions in Speaking Part 3. Learners need to be able to explain their opinions.
50	3a	Vocabulary development: expressing opinion	Speaking: all parts	An important skill. Using a variety of expressions is necessary to avoid repetition.
50	4a	Pronunciation: Linking words	Speaking: all parts	Sounding natural is very important in the speaking exam. Expressions like those in 4c will help learners to sound more natural and if used well can improve fluency and coherence.
51	6	Speaking: Discussion	Speaking: Part 3 Writing: Task 2	Planning is key to a good response, either in speaking or writing. It is often an area students do not do well. Giving them time to do this in a group can help them generate ideas more easily. Encourage learners to keep a notebook with ideas, which they can refer to when self-studying.
52	2	Study Skills: Critical thinking	Writing: all parts Speaking: all parts	This is an area most learners have difficulty with. It is necessary to raise awareness of how important it is so that they feel more comfortable coming up with arguments on exam day.
53	9a	Writing: Sentence structure	Writing: Task 2	A useful technique to increase use of complex sentences, which are necessary for a good grammar score.

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MAPPING TO IELTS Unit 7

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
54	1a,1b	Vocabulary development: Science and crime	Speaking: all parts Writing: all parts	A common topic in the IELTS exam. A range of vocabulary is necessary to get a good vocabulary score.
55	4b	Listening: Specific information	Listening: Section 3	Section 3 is often a discussion between a group of speakers. This is a common topic and gap fill exercises are popular in the listening paper.
55	6	Speaking: Discussion	Speaking: Part 1	Personal questions like these are often asked in Speaking Part 1. This is a common topic.
55	7a-8c	Grammar: Modals	Speaking: all parts Writing: all parts	A key grammar point which helps learners to express their opinion without sounding too harsh or direct. This is something learners forget to do so raising awareness of this is vital.
56	2b	Reading: Summarizing	Reading: Summary completion	A common question in the reading paper. Students are either given words to complete the summary or are asked to find the missing words in the text.
56	4a	Vocabulary development: Nouns, Adjectives, Verbs with prepositions	Speaking: all parts Writing: all parts	This is key for accuracy and a good vocabulary mark.
57	5a	Grammar: Past modals	Speaking: all parts Writing: all parts	A key grammar point. Students are often asked to write/talk about the past and being able to use modals correctly is necessary for a strong grammar mark.
57	5c	Speaking: Describing a situation	Speaking: Part 2 (long turn)	An unnatural task, one many learners struggle with. Practice in this area is extremely important. Ask learners to record their answer, if possible, so that they can use it for self-correction.
57	6	Speaking: Discussion	Speaking: Part 3 Writing: Task 2	Possible questions. Students should be prepared to give their opinion on such topics.
58	3b	Listening: Table/note competition	Listening: Part 3 and 4	This is a common question in the listening exam. Answers generally come in order but there may be long gaps between answers, or answers can come very closely together. Get students to write the start of the word as they have 10 minutes at the end to transfer the full answers to the answer sheet. It's important that they stay with the listening as they only hear it once.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
58	4a	Vocabulary development: Developing an argument	Speaking: all parts Writing: all parts	This is a key element to fully answering questions. Language like this is vital for learners.
59	5	Speaking: Freer practice	Speaking: Part 3	Being able to explain ones argument is key to a good answer.
59	6a	Pronunciation: Word stress and the schwa	Speaking: all parts Listening: all parts	Awareness of pronunciation features can improve a learner's listening skills. A demonstration of pronunciation features can increase a student's pronunciation score in speaking. An area often forgotten about by students.
59	7a/b/c	Speaking: Making your point	Speaking: Part 3	This is a key skill required from learners. They must make and justify points/opinions in Part 3. Scaffolding exercises like these can build a learner's confidence.
60	4	Study skills: Making notes	Speaking: all parts Writing: all parts	Planning is key in Speaking Part 2 and in the written paper. Finding their style of planning can help learners a lot and make them more inclined to plan on exam day.
61	8a	Writing: Analysing data	Writing: Task 1	Being able to analyse data is the key to a successful Writing Task 1. Learners who are unfamiliar with this task will list data. Try to get learners to group things with similar/opposite trends, working from the general to the specific.
61	9a	Vocabulary development	Writing: Task 1	This is key vocabulary for a successful Writing Task 1 trend graph question.
61	10	Writing: Freer practice	Writing: Task 1	Learners need practice answering tasks like these so that they can learn how to structure their answer and see what 150 words looks like.

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MAPPING TO IELTS Unit 8

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
62	1	Vocabulary Development: Sleep	Speaking: Part 1	Useful vocabulary. These are example answers to Speaking Part 1 questions.
62	2	Reading: Scanning	Reading: all parts	A general skill required to allow students to locate answers more quickly.
63	3a	Listening: Specific Information	Listening: Section 4 (lecture)	This is a possible topic for Listening Section 4.
63	4c	Grammar: Verb patterns	Speaking: all parts Writing: all parts	This is a key grammar point for a good grammar score.
64	1b	Speaking: Discussion	Speaking: Part 3	Students need to be able to explain and justify their answers to score well in Speaking Part 3.
64	3a/b	Reading: Scanning	Reading: all parts	A general skill required to allow students to locate answers more quickly.
64	4b	Vocabulary development: -ed and -ing adjectives	Speaking: all parts Writing: all parts	These are key for accuracy and often a problem area for many learners both in writing and speaking.
65	5a-d	Grammar: Future forms	Speaking: all parts Writing: all parts	Learners are often asked about the future. A key grammar area which learners need to be able to produce comfortably in order to get a good grammar score.
65	7b	Speaking: Planning ideas	Speaking: Part 2	It is possible learners will be asked about something they want/would like to do in the future. Learners need time before the exam to practice planning what they would say.
66	1	Speaking: Discussion	Speaking: Part 1	These are possible questions in Speaking Part 1
66	3a-c	Listening: Identifying speakers	Listening: Section 3 (group discussion)	In Section 3, learners are often asked to identify speakers. This is often very challenging for learners. Get learners to write down the names in the order they hear them or place a number beside their names.
67	4a	Vocabulary development: Preferences	Speaking: Part 1	In Speaking Part 1, learners are often asked to give their preferences. They need a variety of ways to express them in order to avoid repetition.
67	5a	Pronunciation: Sentence stress	Listening: all parts Speaking: all parts	Awareness of pronunciation features can improve a learner's listening skills. A demonstration of pronunciation features can increase a student's pronunciation score in speaking. An area often forgotten about by students.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
68	3a	Study Skills: Organizing words	All parts	This is a general study skill which can help increase a learner's vocabulary range, which will be useful in every part of the exam.
68	4a	Study skills: Association	All parts	This is a general study skill which can help increase a learner's vocabulary range, which will be useful in every part of the exam.
69	11b	Vocabulary development: Time expressions	Speaking: Part 2 (long turn)	In the long turn, learners are often asked to retell an event. Expressions like these are important in the long turn as they add to the overall Coherence and Cohesion score.
69	12b	Vocabulary development: Adjectives	Speaking: Part 2 (long turn)	Adjectives allow learners to add detail to an answer by helping to create a picture of the event. They help to increase the Vocabulary score.

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MAPPING TO IELTS Unit 9

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
70	1b	Vocabulary development: Work	Speaking: all parts Writing: all parts	Work is a common topic in the IELTS exam. Vocabulary in this area is necessary for a good vocabulary score
70	2a	Reading: Skimming	Reading: all parts	A general skill required to allow students to locate answers more quickly.
71	3a	Listening: Specific information	Listening: Section 3	Section 3 is often a discussion between a group of speakers. This is common topic and gap fill exercises are popular in the listening paper.
71	4a/b	Vocabulary development: Work	Speaking: all parts Writing: all parts	Work is a common topic in the IELTS exam. Vocabulary in this area is necessary for a good vocabulary score
71	4c	Speaking: Discussion	Speaking: Part 3	Students need to be able to explain and justify their opinions in Speaking Part 3. These are also possible questions which learners may be asked.
71	5c	Grammar: Used to	Speaking: all parts Writing: all parts	A key grammar point which learners will need to use, as learners are frequently asked to speak/comment on the past.
71	6a	Pronunciation: Used to	Listening: all parts Speaking: all parts	Awareness of pronunciation features can improve a learner's listening skills. A demonstration of pronunciation features can increase a student's pronunciation score in speaking. An area often forgotten about by students.
71	8	Speaking: Comparing and contrasting	Speaking: Part 3	Students are commonly asked to compare and contrast situations, often between the past and today or today and the future. They need to give examples if they wish to develop their answer fully.
72	1c	Reading: specific information/inferring meaning	Reading: sentence completion	This is a common question in the reading paper. Students must locate key vocabulary (often synonyms) in the text, using skimming and scanning techniques.
72	2a-c	Vocabulary Development: Compound nouns	Speaking: all parts Writing: all parts	To get a good score for vocabulary students are required to show an awareness of word form. Spelling is also very important.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
73	3a	Grammar: Passive	Writing: all parts	Use of the passive is key in academic writing. It is important in Task 2 but it is a key component in Writing Task 1: Process writing , especially when the process is man-made. Be careful however, as once learners have learned this grammar point they tend to overuse it in their writing.
72	4	Grammar: Controlled practice	Writing: Task 1	This exercise demonstrates how the passive can be used in Writing Task 1: Process writing.
74	1a	Speaking: Discussion	Speaking: Part 1	These are possible question in Speaking Part 1
74	3a	Listening: Prediction	Listening: Section 1	Prediction is a key skill in effective listening, allowing students to activate their schemata.
74	3c	Listening: Specific Information	Listening: Section 1	Figures/numbers/percentages are a common component in Listening Section 1. Learners can get confused by numbers with similar sounds, eg. 15 and 50.
75	5a	Pronunciation: Numbers	Listening: Section 1	In the listening, they test a learner's knowledge of numbers by frequently using numbers that sound similar. For example, the number 40 and part of a postcode 4T.
75	6a	Vocabulary development: Making offers and proposals	Listening: Section 1	This is key language which may appear in Listening Section 1.
76	2a	Listening: Specific Information	Listening: Section 4 (lecture)	Completing lecture notes is a common question in this section of the listening paper. Students should try to predict the word which might go in the gap, either through collocation or grammar knowledge.
76	2d	Speaking: Long turn/monologue	Speaking: Part 2 (long turn)	Key phrases like these in the exercise add structure to a Part 2 response which will in turn increase Coherence and Cohesion.
76	4a	Speaking: long turn/monologue	Speaking: Part 2 (long turn)	Students often find this task very unnatural and thus require a lot of practice with it in order to be more comfortable on exam day.
77	5	Writing: Understanding a process	Writing: Task 1 (process)	Process writings are very challenging for learners. 'How it's made' videos on Youtube can be for useful self-study as they give very clear visuals on how things are made.
77	6a	Grammar: Linkers	Writing: Task 1 (process)	Students need to be made aware of the type of linkers which can be used in this type of question as they are different to those used in other Writing Task 1 questions.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
77	7	Grammar: Passive	Writing: Task 1 (process)	This is the key grammar point which is used to answer this type of question. Be careful of students overusing the passive. The passive will be used more in processes which are man-made.
77	8	Writing: Freer practice	Writing: Task 1 (process)	This could be a Writing Task 1 question but students will need to write at least two paragraphs, including an introduction.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
78	2a	Reading: Skimming	Reading: all parts	A general skill required to allow students to locate answers more quickly.
79	2c	Reading: Specific Information	Reading: True/False/Not Given	A common question in the Reading paper. Students should pay attention to adjectives, adverbs and modifiers to answer this question. All parts of the sentence should be equal to what is in the text if the answer is True.
79	4a	Vocabulary development: People and organisations	Speaking: all parts Writing: all parts	This is key language students should be able to use in order to increase their vocabulary score.
79	5b	Listening: Specific information	Listening: Section 3	Section 3 is often a discussion between a group of speakers. This is common topic and gap fill exercises are popular in the listening paper.
80	2a	Reading: Skimming	Reading: all parts	A general skill required to allow students to locate answers more quickly.
80	2b	Reading: Specific Information	Reading: True/False/Not Given	Scanning is a key technique in answering these questions. This exercise offers another way of teaching True/False/Not Given .
81	5a	Grammar: Past Simple Passive	Speaking: Part 2 (long turn) Writing: Task 1	A key grammar point, one which learners need to be comfortable with to get a good grammar score. In Speaking Part 2, learners could be asked to talk about an invention in the past, which would require this grammar point.
81	7	Grammar: Controlled practice	Speaking: Part 2 (long turn) Writing: Task 1	Exercises like this are important as learners need to be accurate, as well as fluent in the speaking exam.
81	8	Speaking: Discussion	Speaking: Part 3	These are possible questions in Speaking Part 3. Students need to be able to offer their opinion and give reasons.
82	2	Listening: Understanding the main idea	Listening: Section 4 (lecture)	Listening Section 4 is an academic lecture.
83	5a	Vocabulary development: Giving examples	Speaking: all parts Writing: all parts	This is key language which is required if learners are to develop their arguments. Learners are expected to give examples to help support their arguments.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
83	6a	Pronunciation: Pausing and emphatic stress	Listening: all parts Speaking: all parts	Awareness of pronunciation features can improve a learner's listening skills. A demonstration of pronunciation features can increase a student's pronunciation score in speaking. An area often forgotten about by students.
84	2b	Study Skills: Listening	Listening: all parts	Skills like this are important in order to build confidence and awareness. Encourage students to predict content and vocabulary before answering an IELTS listening.
84	6a	Listening: Importance markers	Listening: all parts	Skills like this are important in order to build confidence and awareness.
85	9a	Writing: For and against essay/ Essay structure	Writing: Task 2	Possible Task 2 essay type. It is important that students feel comfortable with the structure for a successful score.
85	10b	Writing: How to introduce a point	Writing: Task 2	Learners must clearly introduce their point for a good Coherence and Cohesion score.
85	11a	Grammar: Linkers	Writing: all parts	Linkers are key for a good Coherence and Cohesion score. Grammatically, they can also provide more complex sentences.
85	12a	Speaking: Discussing ideas	Speaking: Part 3 Writing: Task 2	Having ideas is something a lot of learners find difficult. Group work gives students time to think about their ideas and builds confidence. Practice like this is key to make them feel more comfortable with the exam.
85	12c	Writing: Freer practice	Writing: Task 2	Practice like this, forces learners to think about the grammar side of their answer (something they can often forget to do).

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
86	1	Speaking: Discussion	Speaking: Part 1	Possible questions in the speaking exam
86	2a	Reading: understanding the main idea	Reading: Match the headings	A common question type, where learners have to locate the main idea in each paragraph.
87	3b	Vocabulary development: Noun phrases	Writing: all parts	This is a key component in academic writing, often used in the introductory sentence in Writing Task 1. It can be used to add variety to a student's writing.
87	3c	Writing: Controlled practice	Writing: all parts	This exercise demonstrates how to use noun phrases.
87	4a/5a/6	Listening: Interview	Listening: Section 2/3	Listening Section 2 might be a radio programme. Section 3 often requires students to identify speakers' opinions.
87	7a	Grammar: For and since	Speaking: all parts Writing: all parts	This is a common error for many learners. Accuracy using these is important for coherence and grammar.
87	9a	Speaking: Discussion/Justifying one's opinion	Speaking: Part 3	Possible questions in the Speaking Part 3.
88	2a/2b	Vocabulary development: Containers and materials	Writing: Task 1 (process)	Students may be required to use vocabulary such as this in a Writing Task 1: Process writing.
88	3a	Reading: Skimming	Reading: all parts	A general skill required to allow students to locate answers more quickly.
88	3b	Reading: Skimming	Reading: True/False/Not Given	A key skill which will help learners find the part of the text they need to read in this question type. (Note: answers may not be in order).
89	4a	Grammar: Phrasal verbs	Speaking: all parts	It is key to inform learners about register. It is important to be natural in the speaking exam and therefore phrasal verbs are acceptable.
89	7a	Speaking: Problem solving/Brainstorming	Speaking: all parts Writing: Part 2	Students can be asked to provide solutions to issues in both the writing and speaking exam.
90	2a	Reading: Skimming	Reading: all parts	A general skill required to allow students to locate answers more quickly.
90	3a	Listening: Identifying the speaker/main idea	Listening: Section 3	Section 3 is often the discussion of an issue between a group and learners are asked to identify who said what.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
90	3b	Listening: Inferring	Listening: Section 3	Inferring is something many learners find very challenging. They thus require a lot of practice with exercises like this.
91	4b	Grammar: Tag questions	Speaking: Part 3	In Part 3, the examiner will ask the student follow up questions. They may do so by using tag questions.
91	5a	Pronunciation: Intonation	Speaking: Part 3	Awareness of intonation patterns will improve students' listening skills.
			Listening: Section 1 and 3	
92	3a	Study Skills: Critical thinking about a text	All parts	A general skill to help learners become more autonomous and think about their own opinion.
93	5	Reading: Understanding the main idea	Reading: Heading matching	A common question type. Learners need to identify the topic sentence in the paragraph, often located in the first two sentences but not always. Students should read the rest of the paragraph to find topic vocabulary related to the topic sentence to confirm their decision.

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
94	1a	Speaking: Discussion	Speaking: Part 1	Possible questions
94	2a	Reading: Understanding the main idea	Reading: all parts	
95	4	Grammar: Second conditional	Speaking: all parts Writing: all parts	A key grammar point which can help learners demonstrate range.
95	7	Speaking: Discussing/ Justifying one's opinion	Speaking: Part 3	Possible Part 3 questions. Group work helps learners to build confidence and think about their own opinion. They need to be able to justify their answers if they are to give a full answer.
96	2a	Reading: Understanding the main idea	Reading: all parts	
96	2b	Reading: Specific information	Reading: True/False/Not Given	A key skill which will help learners find the part of the text they need to read in this question type. Note: the answers may not be in order.
96	3a	Grammar: Linkers	Speaking: all parts Writing: all parts	These are key for Coherence and Cohesion. They also allow students to create complex sentences, which are necessary for a good grammar score.
96	3c	Grammar: Linkers	Speaking: all parts Writing: all parts	Controlled practice like this allows learners to see how they can successfully use these linkers.
97	4	Speaking: Evaluating claims	Writing: Task 2	In Writing Task 2 there are often two opinions given about a topic. Learners need to discuss both views and state their own opinion. This is often challenging for learners. Pair work can allow them to come up with ideas in a safe environment.
97	5a	Grammar: Too and enough	Speaking: all parts Writing: all parts	Key language to add emphasis.
97	6a	Grammar: Too and enough	Speaking: all parts Writing: all parts	Controlled practice is key as it allows students to focus on accuracy, which is necessary for a good grammar score.
97	7a	Speaking: Justifying ideas	Speaking: Part 3	

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PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
97	8	Writing: Paragraph development	Writing: Task 2	These topics are likely in writing task 2. Practice in writing a fully developed paragraph will raise awareness of what is expected of learner's in the exam.
98	1c	Speaking: Justifying answers Vocabulary development: Personalities	Speaking: Part 3	
98	2a	Listening: Interview/Listening for the main idea	Listening: Section 3	This is good practice for Section 3 where students need to follow a conversation between two or more speakers.
98	2c	Listening: Specific information	Listening: Section 3	This is good practice for Section 3 where students need to follow a conversation between two or more speakers.
99	4a	Vocabulary development: Answering complex questions	Speaking: Part 3	This is important survival language, which will give learners time to think if asked a difficult question. However, learners need to be careful. If they say these expressions too quickly/fluently and then do not continue, it will sound learned and unnatural.
99	4c	Speaking: Discussion	Speaking: Part 1 and 3	Possible questions in the speaking exam.
99	6b	Speaking: Interviewing	Speaking: Part 1	The topics provided could be possible topics in the exam.
100	2b	Listening: Identifying the main idea	Listening: Section 3	Section 3 often involves one or more students and their tutor.