

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 1

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
6	1	Speaking: Discussion	Speaking: Part 1	Possible questions in Speaking Part 1.
6	2A	Listening: Specific Information	Listening: Section 3	Learners are often asked to identify who said what in Listening Section 3, which is a conversation based in an academic context.
6	4	Vocabulary development: Phrasal verbs	Speaking: all parts Writing: all parts	To do well in both the speaking and writing exam, learners must demonstrate a range of vocabulary. Demonstrating an understanding of phrasal verbs will increase their score. As they are more commonly used in spoken register, students should refrain from using too many in their writing.
7	7	Reading: Gap fill	Reading: all parts	This is a common question type in the Reading paper. Learners must read instructions carefully, as the number of words they will be allowed to use will vary from question to question.
7	9	Speaking: Discussion	Speaking: Part 3	Possible questions in Speaking Part 3.
7	10A/10B/11	Speaking: Discussion	Speaking: Part 3	Possible questions in Speaking Part 3.
8	3	Reading: Specific information	Reading: Match the headings	This exercise is a reversed version of the Match the heading question learners will face in the exam.
8	4	Reading: Scanning	Reading: True/False/Not Given	A common question type, one which requires learners to scan the text quickly to locate the answer. Changes, such as using the negative form of the verb, different quantifiers and different adjectives can make a question false.
9	6A	Vocabulary: Idioms	Speaking: all parts Writing: all parts	Even if a learner could only use one or two idioms, it would greatly help increase their vocabulary score in the Writing and Speaking papers.
9	7B	Grammar: Continuous aspect	Speaking: all parts Writing: all parts	Learners need to be able to demonstrate a variety of grammar structures in the exam to get a good grammar score.
9	9A	Speaking: Discussion	Speaking: Part 1	Possible questions in Speaking Part 1.
9	9B	Speaking: Brainstorming	All parts of the exam	This is a very useful exercise as it allows learners time to think about which verbs are appropriate. Planning time like this in class is vital to help increase confidence.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 1

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
9	10A	Speaking: Discussion	Speaking: Part 3	Another scaffolding exercise, which gives learners topics to focus on. This is vital because often learners struggle, not with the language but with thinking of something to say, especially in Part 3 of the Speaking paper.
9	10B	Speaking: Consequences	Speaking: Part 3	Demonstrating consequences is important if a learner wishes to give a fill answer.
10	7B	Reading: Specific information	Reading: who said what	A possible question type in the exam, one which requires learners to use scanning techniques to locate the author's name. They will then need to read the sentences surrounding the name, to establish who said what.
11	8A	Reading: Specific information	Reading: all parts	
11	10A/B	Vocabulary development: Collocations	Speaking: all parts Writing: all parts	Demonstrating an awareness of collocations can greatly increase a learner's vocabulary score.
12	2	Listening: Specific information	Listening: Section 3	
12	3A/3B/ 3C/3D	Vocabulary development: Outlining problems, offering solutions and reacting to suggestions	Speaking: Part 3	This exercise contains useful language learners will need to help them fully answer Speaking Part 3 questions.
12	4	Speaking: Discussion	Speaking: Part 3	Learners will be asked to offer solutions to questions in Speaking Part 3.
14	2A	Study Skills: Note taking	Listening: Section 4	It is good for learners to understand how lecture notes work because in Listening Section 4, they are often asked to complete gap fill questions from lecture notes.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 2

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
16	2	Listening Specific information	Listening: Section 3	The table format presented here is similar to one learners could face in the exam.
16	3	Vocabulary development: The environment	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic.
17	5	Speaking: Discussion	Speaking: Part 3	The environment is a common topic in the exam. This exercise is helpful as it gives learners the most common environmental issues, helping to scaffold their learning.
18	1	Speaking: Discussing/ justifying	Speaking: Part 3	Possible questions in Speaking Part 3.
18	2	Vocabulary development: Definitions	Reading: all parts	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.
18	3	Reading: Understanding the main idea	Reading: Match the headings	
18	6	Speaking: Discussion	Speaking: Part 3	Possible questions in Speaking Part 3.
19	7A/7B/8	Grammar: Present perfect simple and Present perfect continuous	Speaking: all parts Writing: all parts	A range of grammar is required to do well in the Speaking and Writing exam.
20	5A/5C/6A	Grammar: Indirect questions	Speaking: all parts Listening: Section 1 and 3	Indirect questions may appear in the listening paper but they may also be used by the examiner in the speaking exam, especially in Part 3.
20	7	Reading: Skimming	Reading: all parts	A vital skill for the reading paper as learners will not have enough time to read all three texts in detail. They will need to skim to help them understand the main idea of the text.
20	9	Vocabulary development: Adverbs	Speaking: all parts Writing: all parts	Like adjectives, adverbs can greatly add to one's descriptive power when speaking. If used effectively, they can improve a learner's vocabulary score.
21	3A/3B	Vocabulary development: Agreeing and disagreeing politely	Speaking: all parts Listening: Section 1 and 3	Language like this may appear in the Listening paper but learners may also need to use it in the Speaking paper, especially in Part 3, when they are engaged in a discussion with the examiner.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 3

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
26	2	Speaking: Discussing/ Justifying	Speaking: Part 1	Possible questions in Speaking Part 1.
26	3	Reading: Understanding the main idea	Reading: Match the headings	A common question type in the Reading paper. Learners should read the first sentence and the last sentence of each paragraph to help them answer this question.
26	4	Reading: Scanning	Reading: True/False/Not Given	A common question type, one which requires learners to scan the text quickly to locate the answer. Changes, such as using the negative form of the verb, different quantifiers and different adjectives can make a question false.
27	3	Listening: Understanding the main idea	Listening: Section 4	While this is not a question learners will get in the exam, it is good practice to improve their general Listening skills.
27	4	Listening: Specific information	Listening: Section 4	
28	7	Reading: Scanning	Reading: True/False/Not Given	
28	8	Reading: Scanning	Reading: Multiple choice	
28		Vocabulary development: -self, abstract nouns	Speaking: all parts Writing: all parts	By using language like this, learners will demonstrate their range and increase their Vocabulary score.
28		Grammar: Quantifiers	Speaking: all parts Writing: all parts	A key grammar point, one which learners will need to use throughout the Speaking and Writing exam.
28	14	Writing: Freer practice	Speaking: all parts Writing: all parts	This is a useful exercise as it gives learners time to think about topics before the exam. Often having ideas is the most challenging part for IELTS learners.
30	1	Speaking: Discussing/ Speculating	Speaking: Part 2 (Long turn)	A possible Speaking Part 2 question.
30	2	Reading: Skimming	Reading: all parts	

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
30	4	Reading: Inferring	Reading: all parts	This is the question type learners have the most trouble with. They tend to look for answers which clearly appear in the text. Inference requires learners to read more of the paragraph in order to understand the writer's point of view.
31	7a/7b/8	Grammar: Articles	Speaking: all parts Writing: all parts	One of the most challenging grammar points for learners. Using articles correctly can greatly improve the accuracy of a learner's speaking and writing.
31	9	Pronunciation: Weak form of 'the'	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.
31	10a	Speaking: Discussing	Speaking: Part 3	Possible Speaking Part 3 questions. This exercise is helpful as it scaffolds learning by providing adjectives which the learners should use.
33	5a/6	Vocabulary development: Using emphasis and comparison	Speaking: all parts Writing: all parts	This exercise demonstrates the importance of vocabulary to help get one's point across. Producing sentences like those in question 6 is very impressive.
33	7a/7b/8a	Speaking: Giving a presentation	Speaking: Part 2 (Long turn)	Although presented here as a presentation, the topic could be a Speaking Part 2 question. 7b requires learners to make notes, as required in the exam. 8a could be altered easily into Speaking Part 2 practice rather than deciding who would present.
34	2a/2b	Writing: Understanding essay questions	Writing: Task 2	A great exercise helping learners deal with essay questions.
34	3b	Listening: Specific information	Listening: Section 4	Presented in the format of Listening Section 4 and a useful topic, teaching learners about essay writing.
35	7	Reading: Ordering information	Writing: For and against essay	This exercise shows the format of a For and Against essay .
35	8a	Writing: Introductions	Writing: Task 2	This exercise examines the components of an introduction.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 3

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
35	9a	Writing: Introductions	Writing: Task 2	Useful expressions on how to start your introduction.
35	10	Vocabulary development: Formal expressions	Writing: Task 2	Introducing the importance of register and giving learners useful expressions they can use in their essays.
35	11a	Speaking: Discussing	Writing: Task 2 Speaking: Part 3	A useful brainstorming exercise, allowing learners to generate some ideas for their essays and replies in Speaking Part 3.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 4

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
36	2	Listening: Specific information	Listening: all parts	
36	4A/4B	Vocabulary development: Medical terms	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic.
37	5	Pronunciation: Stressed syllables	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.
37	9	Speaking: Discussing/Justifying	Speaking: Part 3	Possible questions in Speaking Part 3.
38	2	Listening: Specific information	Listening: Section 4	Listening Section 4 is an academic lecture.
38	6	Reading: Scanning	Reading: all parts	This is a vital skill in the reading paper as learners do not have enough time to read all three texts. Scanning allows them to locate answers in the text more quickly.
38	7	Reading: Scanning	Reading: True/False/Not Given	
38	8	Speaking: Discussing/Justifying	Speaking: Part 3	Possible questions in Speaking Part 3.
39	9	Vocabulary development: Illness and medicine	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic.
39	10	Grammar: Future continuous/ going to / present continuous	Speaking: all parts Writing: all parts	Variety is key to a good grammar score. Speaking about the future by using various grammar points, will increase a learner's score.

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
4	5A/5B/6A	Vocabulary development: Dependant prepositions	Speaking: all parts Writing: all parts	A challenging vocabulary point for learners, one which they need a lot of practice. Used effectively they can greatly increase a learner's vocabulary score.
40		Grammar: Future perfect simple and Future simple	Speaking: all parts Writing: all parts	Variety is key to a good grammar score. Speaking about the future by using various grammar points, will increase a learner's score.
40	10	Writing: Controlled practice	Writing: all parts	Exercises like this are necessary as they focus on accuracy, a key point in the IELTS exam, but one which is often neglected over fluency.
41	12	Reading: Scanning	Reading: all parts	
41	13	Reading: Scanning	Reading: Match the headings	This exercise is a variation of the Match the heading question learners will get in the exam, but it is still useful practice to help learners locate the main ideas in the text.
42	2	Vocabulary development: Discussing implications	Speaking: all parts Writing: all parts	Useful vocabulary to help learners explain their point.
43	3A	Vocabulary development: Discussing implications	Speaking: all parts Writing: all parts	
45	12	Vocabulary development: Making recommendations	Writing: Task 2	Learners are frequently asked to make recommendations in essays, especially Problem and Solution essays.

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
46	4A	Vocabulary development: Transport	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic.
47	6	Speaking: Discussion	Speaking: Part 1	Possible questions in Speaking Part 1.
47	7A	Speaking: Justifying	Speaking: Part 3	A useful exercise as it scaffolds a learner's answer.
47	8	Reading: Scanning	Reading: all parts	
47	10A	Vocabulary development: Safety features	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic.
47	10B	Speaking: Discussing/ Justifying	Speaking: Part 3	
48	4	Reading: Skimming	Reading: all parts	This is a vital skill in the Reading paper as learners do not have enough time to read all three texts. Skimming allows them to understand the main ideas of the text more quickly.
48	2	Listening: Specific information	Listening: all parts	While True/False/Not Given questions do not appear in the listening paper, this exercise helps to focus a learner's attention on verb form, adjectives and the adverbs used in questions.
49	8A/8B/8C	Vocabulary development: Collocations	Speaking: all parts Writing: all parts	Collocations are essential, if a learner wishes to get a good score for vocabulary.
49	9/10	Grammar: Modal verbs – ability, possibility and obligation (future)	Speaking: all parts Writing: all parts	Modal verbs are a key grammar point in IELTS. Learners will need to use them throughout their speaking and writing exams and must therefore be able to use them flexibility and with accuracy.
50	2	Reading: Scanning	Reading: all parts	This is a vital skill in the Reading paper as learners do not have enough time to read all three texts. Scanning allows them to locate answers in the text more quickly.
50	3	Reading: Scanning	Reading: all parts	
51	7A/7B/7C	Grammar: Ability, possibility and obligation (past)	Speaking: all parts Writing: all parts	Modal verbs are a key grammar point in IELTS. Learners will need to use them throughout their speaking and writing exams and must therefore be able to use them flexibility and with accuracy.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 5

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
51	8	Grammar: Controlled practice	Speaking: all parts Writing: all parts	Exercises like this help focus a learner's attention to the accuracy required for the IELTS exam. Accuracy is often overshadowed by fluency in the exam but learners need both in order to do well.
51	9A	Speaking: Monologue	Speaking: Part 2 (long turn)	Possible Speaking Part 2 question.
52	1	Speaking: Explaining your point	Speaking: Part 1	Possible Speaking Part 1 questions.
52	4	Speaking: Discussing / Explaining you point	Speaking: Part 3	Possible Speaking Part 3 questions.
54	1	Writing: Types of graphs	Writing: Task 1	A useful exercise showing learners the different ways data may be presented in the exam.
54	3A	Writing: Understanding data	Writing: Task 1	This exercise exposes learners to some of the key language they will need to use in Writing Task 1.
55	4B	Vocabulary development: Comparison and contrast	Writing: Task 1	This exercise exposes learners to some of the key language they will need to use in Writing Task 1.
55	5/6	Writing: Understanding data	Writing: Task 1	A scaffolding exercise helping learners to understand data.
55	7	Writing: Freer practice	Writing: Task 1	In the exam, learners need to write a minimum of 150 words for Writing Task 1.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 6

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
56	1	Vocabulary development: Genres	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic.
56	2	Speaking: Discussion	Speaking: Part 1	Possible questions in Speaking Part 1.
56	4	Reading: Inferring meaning	Reading: all parts	Inference is a key problem area for many learners as they tend to look for concrete answers in the text. Inference often requires learners to read more of the paragraph in order to understand the writer's point of view.
57	1	Vocabulary development: Literature and film	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic.
57	8a	Listening: Specific information	Listening: Section 3 (Who said what)	This is a common question type in Listening Section 3.
57	8b	Listening: Specific information	Speaking: all parts Writing: all parts	This exercise contains key language learners should use when describing literature or film.
58	5	Listening: Specific information	Speaking: all parts Writing: all parts	This exercise contains key language learners should use when describing literature or film.
58, 59	9a/10/11a/11b/11c/12	Grammar: Narrative tenses	Speaking: Part 2 (Long turn)	Learners are often asked to retell an event in Speaking Part 2; making narrative tenses a key component of the exercise.
60	3	Reading: Understanding the main idea	Reading: Summary	It is important that learners scan the text to understand the main ideas. A summary question may cover the whole text or only part of one.
61	7a/7b	Vocabulary development: Vocabulary from the text	Reading: all parts	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.
61	9	Listening: Specific information	Listening: all parts	The instructions for this exercise tell the learner how many words they can use to answer the question. This is a common feature in the IELTS Listening paper that learners need to be aware of because the number of words used changes from question to question.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 6

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
61	10a/10b/11	Grammar: Used to / would get used to	Speaking: all parts Writing: all parts	Learners are often asked to comment or talk about the past, making this an essential grammar point for learners.
61	14	Pronunciation: Used to	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.
65	12/13	Vocabulary development: Adjectives, Adverbs	Speaking: all parts Writing: all parts	Learners need to have a variety of adjectives and adverbs they can use in order to demonstrate range.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 7

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
66	1	Speaking: Describing	Speaking: Part 2 (Long turn)	Possible Speaking Part 2 question
66	2A/2B	Vocabulary development: Describing buildings	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic.
66	3	Pronunciation: Word stress	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.
67	5A	Vocabulary development: Verbs describing buildings	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic. This vocabulary is especially useful in Writing Task 1 map questions, which often show how an area/building has changed over time.
67	6A	Reading: Scanning	Reading: all parts	
67	7	Vocabulary development: Vocabulary from the text	Reading: all parts	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.
67	8	Speaking: Describing / Monologue	Speaking: Part 2 (Long turn)	Possible Speaking Part 2 question
67	9	Speaking: Discussion	Speaking: Part 3	Possible questions in Speaking Part 3.
68	1	Speaking: Discussion	Speaking: Part 1	Possible questions in Speaking Part 1.
68	3	Reading: Scanning	Reading: Table completion	This question format appears frequently in the Reading paper.
68	4	Speaking: Discussion	Speaking: Part 1 and 3	Possible Speaking Part 1 and 3 questions. Number 3 gives suggestions. This will not happen in the exam but it is a good scaffolding exercise for learners.
68	6A/6B/ 6C/7	Grammar: Passive	Speaking: all parts Writing: all parts	The passive is a key grammar point in academic writing. Learners will use it throughout their writing but especially in Writing Task 1 man-made process questions.
70	2	Reading: Understanding the main idea	Reading: all parts	Learners should read the first and last line of every paragraph in order to help them understand the main idea of the text.
70	3	Reading: Scanning	Reading: all parts	

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 7

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
70	5	Vocabulary development: Idioms	Speaking: all parts Writing: all parts	Even if a learner could only use one or two idioms, it would greatly help increase their Vocabulary score in the Writing and Speaking papers.
71	8	Writing: Controlled practice	Speaking: all parts Writing: all parts	Controlled practice exercises are important as they demonstrate the accuracy learners need to reproduce in the exam.
72	2	Reading: Skimming	Reading: all parts	
72	3A	Reading: Scanning	Reading: all parts	
72	5A	Vocabulary development: Talking about requirements	Listening: all parts Speaking: all parts	This is key language which learners are likely to hear in the Listening paper and also be able to produce in the Speaking paper.
74	1B	Study skills: Identifying fact and opinion	Reading: all parts	This is an important skill which involves inferring, which is often the most challenging reading skill for learners.
75	3	Reading: Scanning	Reading: Which paragraph contains the following information	This is a common question type in the Reading paper.
75	4	Vocabulary development: Fact and opinion	Speaking: all parts Writing: all parts	Key language learners need to be able to produce in the speaking and writing papers.
75	6	Reading: Inferring	Reading: all parts	
75	7A/7B	Writing: Avoiding repetition	Writing: all parts	This is a very useful exercise demonstrating how to avoid repetition. Learners often try to use synonyms to avoid repetition but often they are not direct substitutes. Using pronouns, however, not only helps to avoid repetition but also increases Coherence and Cohesion.
75	8A	Writing: Avoiding repetition – nouns and nouns phrases	Writing: all parts	This exercise offers another way learners can avoid repetition in the Writing paper.
75	9	Writing: Avoiding repetition – verbs and adverbs	Writing: all parts	This exercise offers another way learners can avoid repetition in the Writing paper.
75	10	Writing: Freer practice	Writing: all parts	

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 8

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
76	2	Vocabulary development: Globalisation	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic.
76	3	Speaking: Causes/Results/ Justifying	Speaking: Part 3	Learners need to be able to explain causes and results to help them justify their opinion in order to do well in Speaking Part 3.
76	4a	Vocabulary development: Globalisation	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic.
77	5	Reading: Scanning	Reading: Table completion	A possible question type in the Reading paper.
77	8a	Vocabulary development: Collocations	Speaking: all parts Writing: all parts	Collocations are essential, if a learner wishes to get a good score for vocabulary.
77	9	Speaking: Assessing results and consequences	Speaking: Part 3	Learners need to be comfortable with this speaking component in order to be able to give full answers in Speaking Part 3.
78	1	Speaking: Discussing	Speaking: Part 3	Possible questions in Speaking Part 3.
78	2a/2b	Vocabulary development: Abstract nouns	Speaking: all parts Writing: all parts	Use of abstract nouns can increase a learner's vocabulary score.
78	3	Listening: Specific information	Listening: Section 3 (Who said what)	This is a common question type in Listening Section 3.
78	4	Listening: Specific information	Listening: all parts	Questions are often presented in note format, especially in Section 4.
78	5/6	Reading: Scanning	Reading: all parts	
79	9/10/11	Grammar: Verb patterns	Speaking: all parts Writing: all parts	A key grammar point needed for accuracy in writing and speaking.
79	12	Speaking: Discussing	Speaking: Part 2 (Long turn)	This exercise provides possible Speaking Part 2 topics.
81	2	Reading: Skimming	Reading: Scanning	A key skill which allows a learner to find out the main ideas of the text quickly.
81	3	Reading: Scanning	Reading: Match the headings	A variation of Match the headings but still good practice to focus learner's attention to the main idea of a paragraph.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 8

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
81	5a/5b	Vocabulary development: Vocabulary from the text	Reading: all parts	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.
81	6a/6b/7	Grammar: Causatives	Speaking: all parts Writing: all parts	Learners need to show a range of grammar structures in order to get a good grammar score.
82	1	Speaking: Discussing	Speaking: Part 1	Possible questions in Speaking Part 1.
82	2	Reading: Scanning	Reading: Scanning	
83	4a/4b	Vocabulary development: Clarifying	Speaking: all parts	Useful language which learners will need to use in the speaking exam to clarify what they mean for the examiner.
84	3	Study skills: Summarizing	Reading: Summary	It is important that learners understand the order of a summary as it is a common question in the Reading paper.
84	5	Study skills: Topic sentence	Reading: all parts Writing: all parts	This is an important exercise as it will help learners locate the topic sentence in a reading text, which they need to be able to do to answer Match the heading questions. It will also help learners see how best to introduce a point in their essays.
84	6	Study skills: Paraphrasing	Reading: all parts Writing: all parts	Learners need to be able to recognise this in reading questions and be able to produce it in the introductions of both Writing Task 1 and 2.
85	8	Writing: Summary	Writing: Task 1	Learners must be able to do this in order to do well in Writing Task 1. If not, they will only be listing data which is often rather dense and difficult to follow.
85	10	Writing: Freer practice	Writing: Task 1	In the exam, learners would need to write a minimum of 150 words.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 9

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
86	1	Speaking: Discussing	Speaking: Part 1	Possible questions in Speaking Part 1.
86	2	Reading: Scanning	Reading: Who said what	This exercise is a variation of the possible question type learners will get the in the exam, but still useful practice.
86	5	Speaking: Justifying / Giving your opinion	Speaking: Part 3	Learners must justify and give their opinion in Speaking Part 3 in order to give a full answer.
87	6	Vocabulary development: Art and artists	Speaking: all parts Writing: all parts	This is a common topic in the exam. To score well in vocabulary, learners will need to show a range of vocabulary related to the topic.
87	9	Listening: Specific information	Listening: Section 3	Learners are often asked to identify which speaker said what in Listening Section 3.
87	10a	Listening: Specific information	Listening: all parts	Gap fill questions are one of the most common in the listening paper.
87	11	Speaking: Monologue	Speaking: Part 2 (Long turn)	Possible Speaking Part 2 question.
88	2	Reading: Skimming	Reading: all parts	This exercise asks learners to come up with the best title for the text. While this is not usually a question in the Reading paper, it is good practice as learners must understand the main idea of the text to answer this exercise.
89	5/6	Vocabulary development: adverb adjective collocations	Speaking: all parts Writing: all parts	Adverb adjective collocations can greatly enrich a learner's speaking and writing thus increasing their vocabulary score.
89	7a/7b/ 8/9a/9b	Grammar: Gradable and ungradable adjectives	Speaking: all parts Writing: all parts	Alongside knowing useful language, learners must be able to produce it in grammatically correct sentences to get a good grammar score.
89	10/11	Writing: Controlled practice	Speaking: all parts Writing: all parts	Exercises like this are useful as they allow learners to see how a grammar point may be used as well as giving them time to focus on accuracy.
89	12	Speaking: Monologue	Speaking: Part 2 (Long turn)	Possible Speaking Part 2 question.
90	3	Reading: Scanning	Reading: Who said what	Learners will need to use scanning techniques in order to locate the author's name. They then need to read the surrounding sentences in more detail in order to understand what the author is saying.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 9

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
90	5a/5b/6	Vocabulary development: Order of adjectives	Speaking: all parts Writing: all parts	This is key for accuracy and will increase a learner's vocabulary score if used correctly.
91	7a/7b/8	Grammar: Position of adjectives	Speaking: all parts Writing: all parts	This is key for accuracy and will increase a learner's grammar score if used correctly.
91	9a	Speaking: Developing arguments	Speaking: Part 3 Writing: Task 2	This question could appear as a possible essay question in the Writing paper. It is important to give learners time to brainstorm ideas, as they can often struggle to come up with ideas, especially on topics they have not come across before or thought that much about.
92	1	Reading: Scanning	Reading: all parts	
93	3	Writing: Understanding data	Writing: Task 1	This exercise is very useful as it gives learners time to think about and interpret data, something learners often find very challenging.
93	5a	Vocabulary development: Discussing implications, offering counter-arguments	Listening: Section 3 Speaking: Part 3	This is possible language learners will hear in the dialogue in Listening Section 3. They may also need to use this language in Speaking Part 3, if they disagree with a point raised by the examiner.
94	Entire page	Study skills: Expanding your vocabulary	Whole exam	This page examines and explains why it is important to focus on and expand one's vocabulary range. A wide range of vocabulary will help learners in every part of the IELTS exam.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 10

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
96	2	Vocabulary development: Personality adjectives	Speaking: all parts	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.
96	4	Pronunciation: Stress patters	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.
99	13	Speaking: Discussing	Speaking: Part 3	Possible questions in Speaking Part 3.
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.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 10

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
101	5	Vocabulary development: Vocabulary from the text	Reading: all parts	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.
101	6a/6b/7/8	Grammar: Reduced 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.
101	9	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 importance of accuracy, while letting them see who the language can be used in context.
102	2	Listening: Understanding the main idea	Listening: all parts	
102	4	Vocabulary development: Giving and reacting to advice	Listening: Section 3	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.
104	4	Writing: Advantages and disadvantage essay	Writing: Task 2	This exercise explains this essay type while also introducing some key language.
104	5a	Writing: Advantages and disadvantage essay	Writing: Task 2	Brainstorming activities are essential for IELTS learners, as coming up with ideas is often one thing many struggle with.
104	7	Writing: Advantages and disadvantage essay	Writing: Task 2	It is very useful to examine different example essays.
104	8a	Grammar: Complex sentences	Writing: Task 2	Complex sentences are required for a good grammar score, as well as increasing coherence and cohesion.
104	9	Grammar: Freer practice	Writing: Task 2	Controlled practice exercises are very useful as they draw a learner's attention to accuracy.
104	10	Writing: Conclusions	Writing: Task 2	A useful exercise examining the components of a good conclusion.
104	11a	Writing: Brainstorming	Writing: Task 2	Brainstorming activities are essential for IELTS learners, as coming up with ideas is often one thing many struggle with.
104	11b	Writing: Freer practice	Writing: Task 2	

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 11

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
106	2	Reading: Understanding the main idea	Reading: Match the headings	Learners need to read the first and last line of each sentence in order to understand the main idea of a paragraph.
107	7	Listening: Understanding the main idea	Listening: all parts	
108	3	Reading: Understanding the main idea	Reading: Who said what	This exercise is a variation of the question type learners will be presented with in the exam.
108	5a/5b	Vocabulary development: Adjectives	Speaking: all parts Writing: all parts	Adjectives are an essential vocabulary component which learners will need to produce in order to get a good vocabulary score.
108	6a	Listening: Specific Information	Listening: all parts	The table format presented in this exercise features frequently in the listening paper.
108	7a/7b/7c /7d/7e	Grammar: Reported speech	Speaking: all parts Writing: all parts	A useful grammar point which learners can use to introduce ideas in both the Writing and Speaking paper. In the Writing paper, expressions like 'It has been argued that' are a useful way of introducing a point.
108	9a	Speaking: Monologue	Speaking: Part 2 (Long turn)	Possible Speaking Part 2 question.
109	2	Listening: Understanding the main idea	Listening: Section 3	
109	3	Listening: Specific Information	Listening: all parts	Gap fill questions are one of the most common question types in the Listening paper.
110	5/6	Grammar: Reporting verbs	Speaking: all parts Writing: all parts	
111	9	Reading: Understanding the main idea	Reading: Multiple choice	
111	13	Speaking: Discussing	Speaking: Part 3	It is important to give learners time to brainstorm complex issues, such as culture, so that they can think about and argue their point of view.
112	1	Speaking: Discussing	Speaking: Part 1	Possible questions in Speaking Part 3.
112	2	Reading: Skimming	Reading: all parts	An important skill which learners will need to use to help them understand the main idea in a text.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 11

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
113	3/4/5	Listening: Specific information	Listening: Section 2	Tourism is a common topic for Listening Section 2.
113	6a	Vocabulary development: Creating impact in a presentation	Listening: all parts	This exercise offers key language which may appear in the Listening paper.
114	Whole page	Study skills: Improving reading	Reading: all parts	This page explains and examines the importance of reading and how to improve it. Reading is often one area learners can be weak in.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 12

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
116	1	Speaking: Discussing	Speaking: Part 1	Possible questions in Speaking Part 1.
116	2a/2b/2c	Vocabulary development: Technology	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.
116	3a	Vocabulary development: Technology	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.
117	4	Listening: Specific information	Listening: all parts	This exercise is in the style of Listening Section 3 as it is a conversation between a group of people.
117	11	Speaking: Discussing advantages and disadvantages	Speaking: all parts Writing: all parts	It is important to have brainstorming exercises with learners, to allow them time to generate their ideas and come up with justifications.
118	2	Reading: Skimming/ Understanding the main idea	Reading: Match the headings	This exercise is a variation of the Match the heading exercise learners will face in the reading paper.
119	6a/6b/7	Vocabulary development: Opposites (prefixes)	Speaking: all parts Writing: all parts	Useful language which can help learners be more accurate in both speaking and writing. Exercise 7 allows learners to see how the language can be used within a context.
119	8a/8b/ 8c/9	Grammar: Conditionals – first and second	Speaking: all parts Writing: all parts	A very important grammar point, one which when used accurately can offer a lot of freedom to what a learner wishes to say. Exercise 9 is controlled practice, allowing learners to focus on accuracy, a key component to using conditionals well as their form is rather similar.
119	10a/ 10b/11	Grammar: Conditionals – first and second	Speaking: all parts Writing: all parts	An important exercise as it show learners how to use key phrases with conditionals.
119	12	Grammar: Freer practice	Speaking: all parts Writing: all parts	The prompts given in this exercise are possible topics learners will face in the exam.
120	1	Vocabulary development: Vocabulary from the text	Reading: all parts	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.

NEW Language LEADER Upper Intermediate

MAPPING TO IELTS Unit 12

PAGE	ACTIVITY	COMPONENT SKILL	REFERENCE	COMMENTS/TIPS
120	2	Reading: Scanning	Reading: Which paragraph contains the following information	
120	5	Vocabulary development: Vocabulary from the text	Reading: all parts	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.
121	9/10/11	Grammar: Conditionals – third and mixed	Speaking: all parts Writing: all parts	A very important grammar point, one which when used accurately can offer a lot of freedom to what a learner wishes to say.
122	1	Reading: Scanning	Reading: all parts	
123	6	Listening: Specific information	Listening: all parts	This is a useful exercise as it focusses on the key language which learners may hear in the Listening paper. It is also language which they could use in the Speaking exam when trying to persuade/make a point.