

The background of the slide is a photograph of a bright, modern classroom. Several students are seated at wooden desks, focused on their work. In the foreground, a young woman with glasses is writing in a notebook. To her right, another student is also writing. In the background, other students are visible, some looking at their phones. A large sign on the wall reads "Let's Explore" in a cursive font. The scene is decorated with large, semi-transparent pink and orange circles, giving it a warm and inviting feel.

Let's
Explore

IELTS Speaking: High-Level Language Features You Can Use

This transcript demonstrates sophisticated language use with natural fluency and complex structures. Below are the most useful language features that you can learn and apply in your own IELTS Speaking test.

1. SOPHISTICATED WAYS TO EXPRESS UNCERTAINTY & QUALIFICATION

Instead of saying "I think maybe..."

What the student said:

"I don't know if it's necessarily my favourite"

"It kind of depends on how the week has gone"

How to use these: These phrases help you sound more sophisticated when you're not completely certain about something:

"necessarily"

Use when something might be true but not definitely:

"I don't necessarily agree with that approach"

"it kind of depends on"

More sophisticated than "maybe":

"It kind of depends on the situation"

2. NATURAL WAYS TO CONNECT YOUR IDEAS

Instead of basic "and," "but," "so"

What the student said:

"The reason it was all left to the last minute was because..."

"So what that meant is I had to pack everything"

"... bleeds into this answer"

How to use these: These connectors make your speech flow naturally and show sophisticated thinking:

"The reason... was because"

Perfect for explaining causes:

"The reason I chose this career was because of my family's influence"

"So what that meant is"

Shows consequences clearly:

"I moved countries, so what that meant is I had to learn a new language"

"This bleeds into"

Shows how topics connect:

"My work experience bleeds into my study choices"

3. EXPRESSING PHASES AND CHANGES OVER TIME

Instead of "sometimes" and "it changes"

What the student said:

"I have phases in my life, like, sometimes coffee just tastes too good"

"I think the more I'm using energy during the week, the more lazy weekends I need"

"As I'm getting older, I want to incorporate habits"

How to use these: These expressions show that your English can handle complex time concepts:

"phases in my life"

For describing changing preferences:

"I go through phases in my life with different hobbies"

"the more... the more"

Shows cause and effect over time:

"The more I travel, the more I appreciate home"

"as I'm getting older"

Natural way to show personal development:

"As I'm getting older, I value family time more"

4. SOPHISTICATED WAYS TO GIVE RECOMMENDATIONS

Instead of "I think people should..."

What the student said:

"I think people who are into fiction would really love that book"

"If you can avoid it, because time is really limited"

"I would say that if you can avoid it... it's always best to try and arrive on time"

How to use these: These make your advice sound more natural and considerate:

01

"people who are into [X]
would really love"

Targeted recommendations:

*"People who are into technology
would really love this course"*

02

"If you can avoid it"

Gentle advice:

*"If you can avoid it, don't study late at
night"*

03

"it's always best to"

Diplomatic suggestions:

*"It's always best to prepare early for
IELTS"*

5. DESCRIBING EXPERIENCES WITH IMPACT

Instead of "it was good/bad"

What the student said:

"anxiety-inducing experience"

"it felt very last-minute"

"I can feel the adverse effects immediately"

"It takes a village" (after describing group help)

How to use these: These phrases add emotional depth and sophistication:

"anxiety-inducing"

For stressful situations:

"The job interview was an anxiety-inducing experience"

"felt very last-minute"

When things seem rushed:

"My university application felt very last-minute"

"adverse effects"

Formal way to say negative results:

"Not sleeping has adverse effects on my studies"

"It takes a village"

When you need group support:

"Learning English well - it takes a village"

6. ACADEMIC-STYLE HEDGING FOR PART 3

Sound thoughtful and balanced in discussions

What the student said:

"I think it depends on how recurring your situation is"

"Unfortunately, it makes sense for companies to reprimand"

"I would personally think..."

How to use these: Perfect for Part 3 discussion questions:

"It depends on"

Shows you consider different factors:

"It depends on the individual's circumstances"

"Unfortunately, it makes sense"

When you understand but don't like something:

"Unfortunately, it makes sense that tuition fees are expensive"

"I would personally"

Softens strong opinions:

"I would personally prefer online learning"

Quick Practice Exercise

Try using these features to answer: **"Do you think young people today have too much pressure?"**

1

Using basic language:

"Yes, I think they have pressure from school and parents."

2

Using sophisticated features:

"I think it kind of depends on the individual situation. Young people today go through phases where the pressure feels anxiety-inducing, especially with social media. The more competitive society becomes, the more pressure they feel. Unfortunately, it makes sense that parents worry, but if you can avoid it, putting too much pressure isn't necessarily helpful."



Practice incorporating 2-3 of these features into your speaking responses. Don't try to use them all at once - natural use is more important than showing off!



Transcript

Part 1 Transcript

Teacher 0:00 Let's start off by talking about work and studies. Do you work or do you study?

Student 0:04 Currently, I just graduated, so I'm in between things. But yeah, I am finding work at this point.

Teacher 0:10 Where would you like to find some work?

Student 0:12 Ideally, in Mumbai, I'm really interested in, like, the startup industry. There are some startups that I'm looking to work with, as in the moment right now. So that's just what, like, this next chapter holds for me.

Teacher 0:26 In 10 years time, what career would you like to have?

Student 0:30 Good question. I really feel strongly about philanthropy and education, specifically. So I imagine myself living in between, like different places in India, pursuing this, like, philanthropic, educational work.

Teacher 0:51 What did you want to be when you were a little girl?

Student 0:54 So many things, you know, it's kind of like, I don't know. I couldn't choose. I think every day was something different. I would watch, like, a really fun TV show, and, for example, Suits, and be like, 'Oh, I'm going to be a lawyer.' And I was convinced. And then I would watch a really fun movie, like, Devil Wears Prada, and I wanted to be a fashion designer. So, it was many different things when I was younger.

Teacher 1:18 Now let's talk about reading. Did you have a favourite book when you were a child?

Student 1:23 So I don't know if it's necessarily my favourite, but there was this book called The Secret Garden that I remember reading in my class in the fourth grade, and I'm categorizing it as my favourite book because it just meant a lot to me, because there was really nice descriptions about like the scenery, and that really got me into reading. So I think for the heartwarming purpose, it's definitely my favourite book when I was younger, but it's just the book that started my love for reading in general.

Teacher 1:56 Do you do a lot of reading for your studies, or did you do a lot of reading when you were at university?

Student 2:02 I did a lot of reading, too much reading. I did a lot of reading that was more literary works. And it made me realise, oh, I don't like it. I don't like them. I'm also not a fan of novels. But what I am a fan of is more fiction or self-help kind of books, especially that I'm getting older and I want to incorporate habits into my life.

Teacher 2:26 Are there any books you would recommend to people?

Student 2:29 Okay, so personally, this is really hard. There's this book I read called Daisy Jones and the Sixth, and it was just a really fun book. It was the book I read recently, and I think people who are into fiction and like music would really love that book. It was adapted into a series after so definitely recommend that one.

Teacher 2:53 Now, let's talk about drinks. In your country, what do people normally drink with dinner?

Student 2:58 Okay, there's so many options, particularly in my family, we have a weird mix of things. But there's in my country, we usually have, like, Masala Chai, or we have normal sodas, but we put some masala in it, which is like some spice to kind of give it that extra, like, kick. So that's really common. But in my family, we put, like, for example, Coke, we put a little bit of vanilla ice cream. And I think it also has to do with, like, different places in India also have this, but in my family, it's stable.

Teacher 3:31 Do you drink a lot of water every day?

Student 3:34 Yes, I do. And it's because when I don't, I can feel the like adverse effects immediately. So I make sure I drink water every single day. But it's so hard because, like in the hurry of everything, you just forget.

Teacher 3:49 Do you prefer drinking tea or coffee?

Student 3:51 Okay, so I have phases in my life, like, sometimes coffee just tastes too good, but I'm really caffeine sensitive. I realised this after having very, like, jittery episodes. So if I have coffee, it's a decaf. But I really love tea for like, different purposes, so like chamomile before sleeping, or green tea to detox.

Teacher 4:16 If I visited your home, what would you or your parents or your family offer me to drink?

Student 4:21 Definitely tea. I think it's also like, culturally, like, we're more accustomed to being like, Can I get you some tea? So definitely tea. But also, like, coffee is always available if you want, but tea is a special request.

Teacher 4:34 Now let's talk about the weekend. What do you normally do on the weekend?

Student 4:38 So I think it depends on how the week has gone, if it's a good week, you know, weekend can go any which way, but I think a very crucial point or part of my routine is like cold, plunging or sauna, I really try and prioritise that, because it helps, like, my anxiety, fade away. I really love exercising. That's a crucial part as well. And just meeting friends and family, I think I carve out time specifically for that, because the weekdays can get so busy.

Teacher 5:13 How often do you have a lazy weekend?

Student 5:16 Very often, like most mornings are like, they begin very lazily. And when it comes to lazy weekends, I don't really thrive on lazy weekends, because then I kind of fall into like a rut, so I try to be lazy enough, but not too lazy.

Teacher 5:32 Do you think that your weekend schedule will change as you grow older?

Part 2 Transcript

Student 5:36 I definitely think so. I think that the more I'm using a lot of energy during the week, and maybe doing tasks that don't give me energy that are more draining, I will need time to recuperate, like during the weekends. So the more I'm a little bit forced to do things I'm not particularly happy about, I think the more lazy weekends I need.

The last time I had to do something in a hurry was quite recently, I think around a month ago I moved in. I moved out of where I was living, and it was in a different country. So what that meant is I had to pack my whole life into two suitcases, since I was moving back home, and the reason it was all left to the last minute was because I just went on a trip with my boyfriend to Mexico. So I had around a week once I came back from that trip to pack up everything, to arrange where all my mattresses would go, where my couch would go, and get rid of everything.

And it was quite an anxiety-inducing experience for me, because I'm a very, like, organised person, even though this doesn't seem like it, but I really am. And so when I had to kind of gather everything, it felt very last-minute, even though I had a week, and I think till the last hour I had to leave, like to go to the airport, I was packing things up.

But thankfully, I had really grew like a really good group of friends that were with me, blasting music, helping me pack, made it like a really fun, enjoyable experience. And I think that really helped also get some momentum to pack. Otherwise, I was feeling really lazy about it, and yeah, and I think even after I left, I left some things behind, but my friends went back to my apartment, helped me get rid of it. So it was definitely a team effort. It takes a village.

Part 3 Transcript

Teacher 7:41 We've been discussing an occasion when you had to do something in a hurry, and we're going to talk about time management, arriving late, managing time, things like that. Do you think it's acceptable to arrive late when meeting a friend?

Student 7:54 Thought about this question a lot, because I feel like I've been victim to this situation a lot of the times. I think it depends on how much it happens with the same person, but I think there's obviously some unforeseen circumstances that can arise. I would say that if you can avoid it, because time is really limited, and you want to kind of extend respect to your friend, show them. You know, I care about your time, so it's always best to I personally think try and arrive on time.

Teacher 8:28 Should there be any negative consequences for people who arrive late for work again?

Student 8:34 It kind of what I said before bleeds into this answer a little bit, because I think it's depending on how recurring is your situation. If there's a certain circumstance that happens every morning, maybe you know you're a parent that has to take care of your child, then I think the company should allow for this situation to happen and not give such extreme consequences. I think they should be more accepting and understanding. But I think if it's just because, you know, you've been waking up late for companies, even though I would personally, I would be like, it's okay. I think you know, time is money, especially nowadays, in like this corporate capitalistic world. So, unfortunately, it makes sense for companies to reprimand, but I would say, not too much.

Teacher 9:23 Now let's talk about managing study time. Do you think it's better to study for long periods of time or break up study time into shorter chunks?

Student 9:32 I would say shorter chunks. I'm also saying this, understanding the era we are in now, where short-form media has also influenced, like how we consume information and what works best for us. So I think more than what should people do, it's what I feel would be most productive for them. And I think that maybe like having little breaks in between can be like kind of motivation. Okay, let me finish this chapter, and then I'll have, like, a chocolate. So I think that would be really good.

Teacher 10:04 Do you think that students should incorporate leisure time into their study time?

Student 10:09 I think so. I recently went to this, like virtual VR, like this experience where I was learning about the Titanic by like a VR headset and this. So I found it like a really fun experience. It was date night for me, but I learned so much, and my first thought after that experience was I can have fun and learn, and I felt like my mom like being like, you can have fun and learn, but I think that they both can go hand in hand, especially nowadays, because there's so many different things available for you to really expand how you consume information. So yeah, I think so.

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