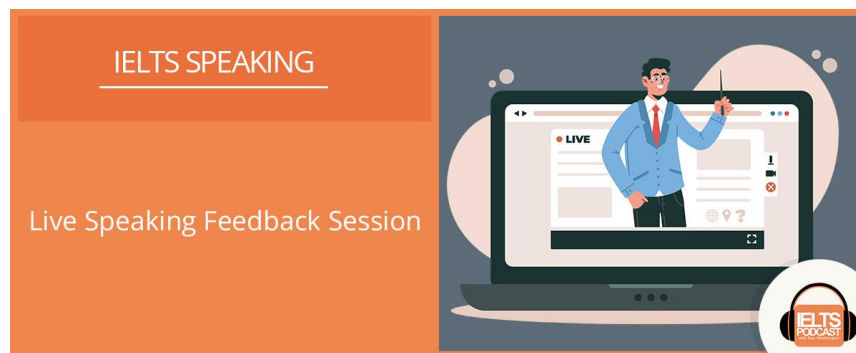


**Ben:** Hi, there. This is Ben. Before we start this tutorial, I'd like to just say a big thanks to our sponsor [elsaspeak.com](https://elsaspeak.com). ELSA Speak is a pronunciation app specifically made to help non-native English speakers improve their pronunciation. Now, it's great for IELTS because you can get instant feedback which helps you improve quicker and also, you can judge where you are. You get an estimate of your level.

And then this can help you if you are wondering whether you should take the test again because this way, you can measure and see if you've improved. Now, at the end of this tutorial, I will tell you how you can get a 40% discount on the annual subscription.

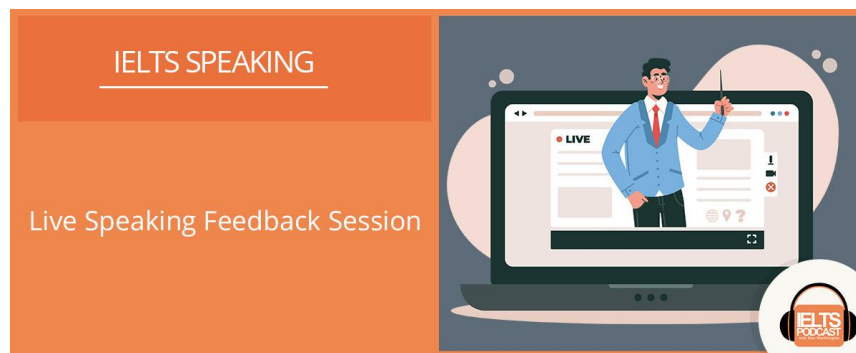
Also, remember we've got the Speaking Confidence course. We're getting some fantastic results with that and also the Sentence Guide course or Jump to Band 7 or It's Free, we are seeing some



great results with that and big thank you to Mika who's just recently joined us and his essays are already improving. So, that is fantastic.

**Daphne:** Hi, IELTS students. This is Daphne. Thanks for tuning in to this really special podcast today. I am delighted to have the opportunity to share with you the live speaking recording that an amazing Brazilian student of ours called Luana did for me. I was working with her on the Speaking Confidence feedback package that we do for some of our students and she recorded some fantastic answers for her Speaking Part 2 and Speaking Part 3 which I'm going to share with you in a minute.

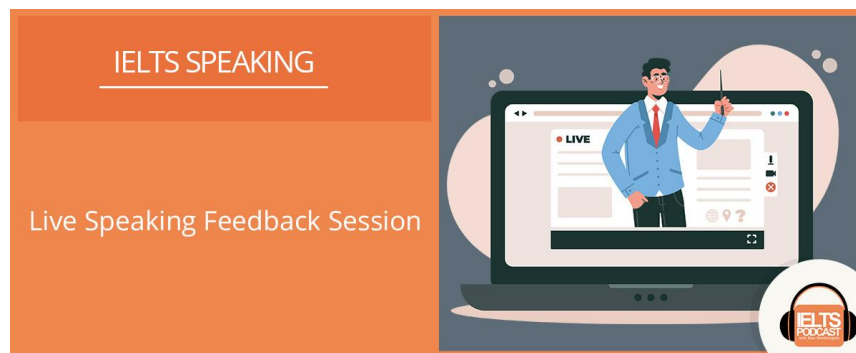
I really want to thank her because it's very kind of her to let us use this recording and I know that she will be very pleased that she's helping you by being able to be honest about some of the mistakes she made and then we can all learn from what she's been doing.



What we're also going to look at is just a quick recap on what the examiner is looking for in the speaking, what you need to do to get that magic band 7. Oh, hey and keep listening because then I can tell you what she scored in her exam.

We're going to look at some tips as well on what to do when you have that one minute to prepare, have a look at some linking words that you can use to get your speaking answers more coherent-- really, really important thing to sound connected, to sound coherent.

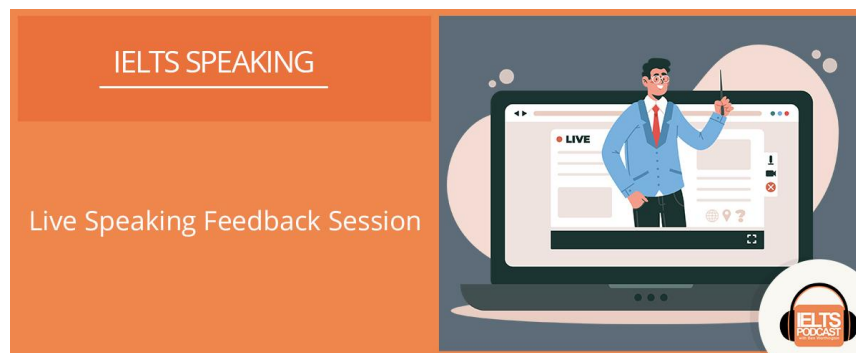
We're also going to look at the importance of paraphrasing in the Part 3 and quick extra bonus, we're going to look at concession; how to use concession in your Part 3. So, this is a full action-packed podcast. You might want to get a pen. I'm going to set you a challenge later, a few things for you to note down as well as we go through.



So, before we get into listening to Luana, let me go to the band descriptors for speaking which is really important to be aware of. So, for the band 7, you are looking at fluency and coherence which it says you need to speak without noticeable effort or loss of coherence. The coherence remember is the linking words, is the flow.

You may demonstrate language related hesitation at times or some repetition and you have to use a range of connectors and discourse markers with some flexibility. So, we're going to look at these in a minute.

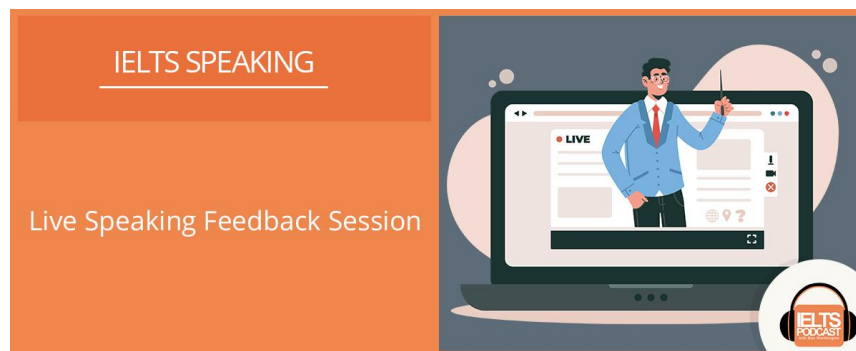
On the lexical resource-- this is your vocab work-- you need to use vocabulary resource flexibly to discuss a wide variety of topics, use some less common and idiomatic vocabulary, and show some awareness of style and collocation-- collocation remember the words which sit comfortably together which sound natural to us in English-- although you may have some inappropriate



choices and paraphrase effectively. You're going to hear some great paraphrasing in Luana's Part 3.

For grammar, you need to use a range of complex structures-- we're going to have a look at some lovely conditionals she uses-- with some flexibility. You need to produce error-free sentences though there may be some grammatical errors.

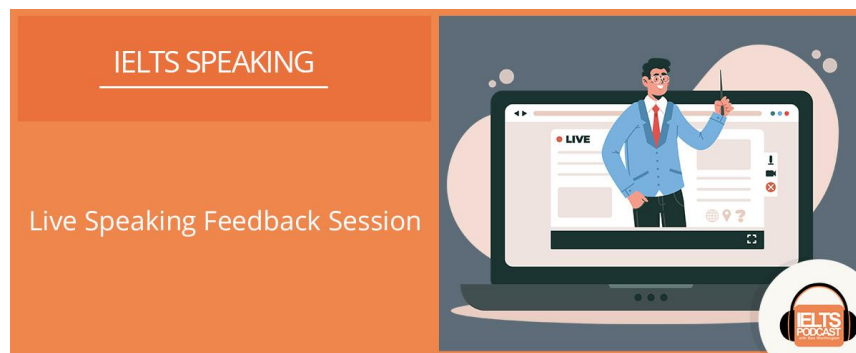
And then pronunciation, show all the positive features of band 6 which says have control, have good features throughout and so the examiner can understand you, but you may not have all the positive features of band 8. Band 8 really wants you to have a minimal accent. So, you have flexibility; flexible use of features, only occasional lapses, easy to understand with only a tiny little bit of L1 interference we call it.



So, those are the speaking descriptors for the band 7 and one of the things you heard me talk about there was these connecting words or these connectives and that is such an important part of being able to speak fluently and keep going. So, you're thinking okay, Daphne. What can I use as connecting words? What's going to get me a great score? Give me some clues. Give me some ideas.

Here we go. Get a pen and paper. We quite often say this in the podcast, don't we? Get a pen and paper. Write it down. It is better to get a good old-fashioned pen and paper than write it on your computer. There is a real connection between what's going on in your brain and what's going on when you write.

So, here are a few examples. You could use very simply also or as well as. That's quite a natural way of adding ideas. To compare, you could use phrases like similarly. I quite like that one.

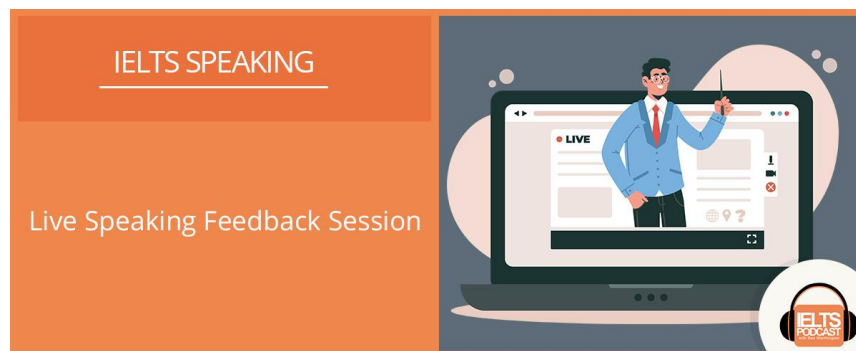


Similarly or as or in the same way. That's a way of comparing. All these also add information, add depth to your answer, so that's a bonus.

To contrast which is concession which we're going to look at a little bit more in detail for the Speaking Part 3, you can say even though, despite, yet. Despite. This one I really love and Luana is going to use that one. So, you'll hear it.

To express a result, you could say so or for this reason. That's quite nice at the end. And at the end of her little talk on the Part 2, I'm going to ask her why didn't you give me a bit more and so she could have used for this reason and added a little bit there.

To give examples, you could obviously say for example, for instance, or to illustrate this, to give an explanation. You can use because, since, or that is why. Before you say something, you could

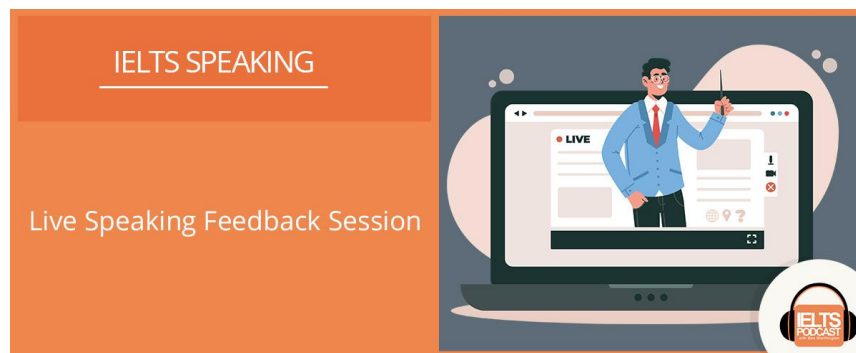


say actually or I have to say or obviously in my opinion. So, that will come probably at the beginning.

Again, concession. I must admit. I must admit I don't really think that personally although it is a commonly held view would be quite a nice way to use that one or obviously, on the other hand.

So, very important this idea of speaking fluently with only some repetition and self-correction and speaking coherently with fully appropriate cohesive features. Also, I always make this connection between the Speaking Part 2 and the Writing Part 2-- the Task 2 on the writing. So many of these features that we're showing; these grammatical features, these connective features are really, really important in your writing as well.

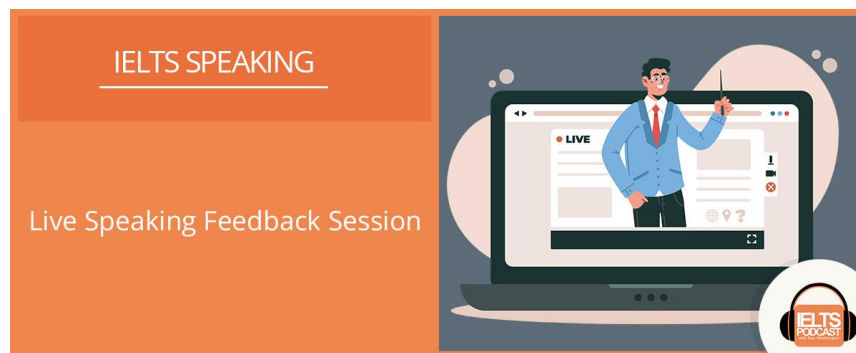




Okay. Let's go. I'm going to read you the cue card and then I want you to have a little think. Give yourself a minute to think about what you would write. The key thing I would suggest you look at here is to focus on this idea description.

This cue card is as follows: describe a meeting with someone who changed your life. You should say who this meeting was with, when this meeting happened, where this meeting happened, and explain why the meeting changed your life. Describe a meeting with someone who changed your life. You should say who this meeting was with, when this meeting happened, where it happened, and explain why this meeting changed your life.

So, it's very, very good question quite unusual question. You don't have long. You've got this minute. You're going to think help! What can I do? I want to draw your attention to the word describe. So, describe means adjectives. You'll hear me say this at the beginning of the recording.

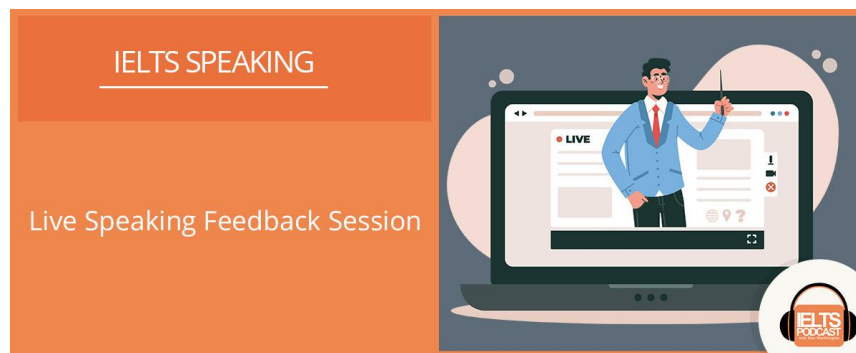


Think about telling a story. Make it as vivid and as real as you can. Add complex sentences using relative clauses.

So, this was with someone who was high up in government. You gave me that extra information. You might use a phrase like he was the kind of unusual character who you might normally see in an old-fashioned film. So, using these relative pronouns is going to add extra information. When we're describing we want adjectives obviously as well.

What do you do when you're practicing your speaking? What do you do in that one minute? Do you have a strategy? Do you have something that absolutely works for you every time? Or are you just not really sure?

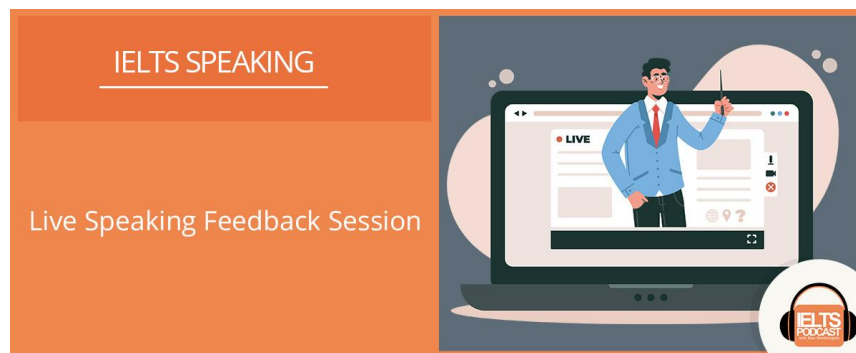
If you're not really sure what to do, focus on those key question words: who, when, where, why. Focus on those words. Do a little spider diagram or a little mind map and that will help you



organize and structure your talk. If you're quite confident about the layout, then focus on high level adjectives for this one. Focus on some great adjectives.

So, let me explain what we're going to hear. We're going to go straight in. You're going to hear me doing a short introduction. Then you're going to hear Luana. We're going to go all the way through the Part 2. You'll hear her speaking. You'll hear my comments. So, this was a live recording we did together. You'll hear my comments and then we'll pause at the end of the Part 2. You will need to tune in very quickly. Imagine it's like an IELTS exam. So, you'll have to tune into hearing me and hearing her as well. Off we go.

Okay. Speaking. Let's go for this one. So, what we're looking for is adjectives. Quite often on these cue cards it says describe, okay? Watch out for this word. Describe means really go for it

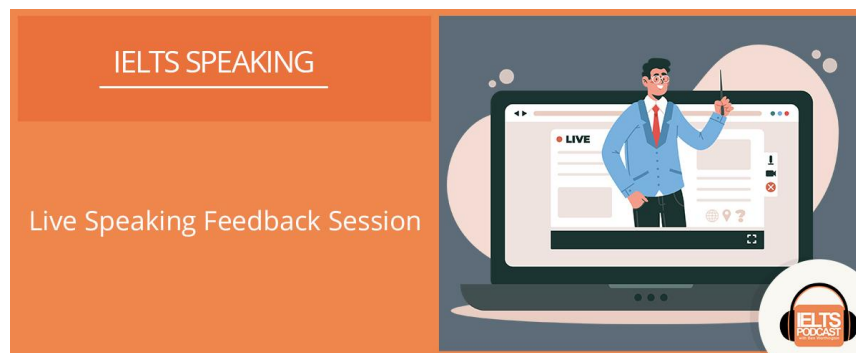


on the adjectives. Also, it's a bit of a strange topic, so you really want to be developing it as much as you can. Off we go.

**Luana:** Actually a meeting which I had with one of my previous bosses at [unintelligible 00:11:39.15]. So, this meeting was with [Roberto Oki 00:11:47.00] who was one of the 12 VPs-- vice presidents of my company and after being a VP, he became a minister of the federal government.

**Daphne:** Okay. Really lovely background. You might just tell me what sector the company is in because obviously, I don't know it, but it doesn't really matter, but well done. Nice. Very clear start. Lovely pronunciation there.

**Luana:** So, this meeting happened as soon as I've assumed the post of his secretary and if my memory serves me well, it happened on October 2013.

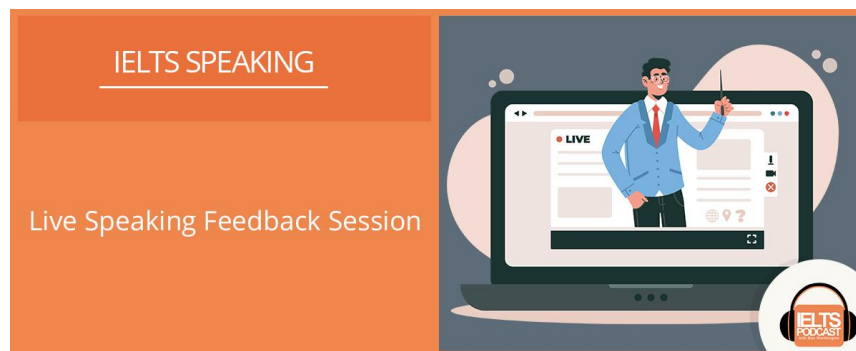


**Daphne:** Now, beautiful. I love if my memory serves me well. Now, you can have on October 2<sup>nd</sup> because that's a precise date, otherwise in October. So, in October or on October 2<sup>nd</sup>.

**Luana:** So, this meeting happened in the headquarters of my company in one of the most important floors in the building which was--

**Daphne:** Again, what's your prepositions? On one of the most important floors. So, quickly, quickly check out today prepositions of place, prepositions of time. That is really, really important. You don't want to be making mistakes there.

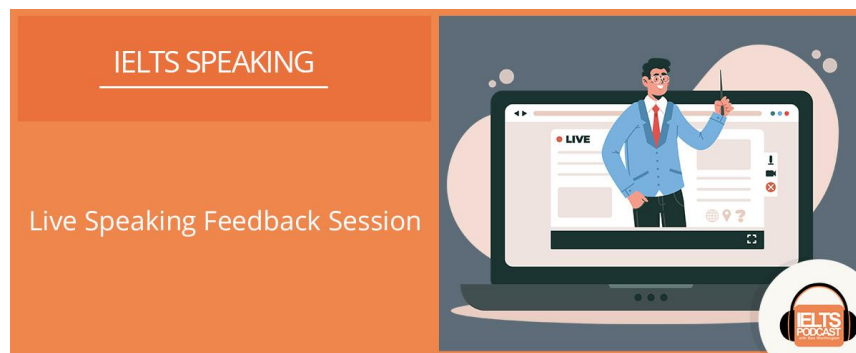
**Luana:** The 21<sup>st</sup> floor where all the other VPs usually work. So, I could say that this was one of the most important moments of my professional life because I had the opportunity to be taught about how to behave in front of politicians.



**Daphne:** That's really, really interesting. I'm loving this. I don't want to interrupt you because it's so good. It's so fantastic.

**Luana:** You can imagine that as a VP, he needed to hold some meetings with senators and so on and I have to greet them to welcome them. Okay. I'm ready.

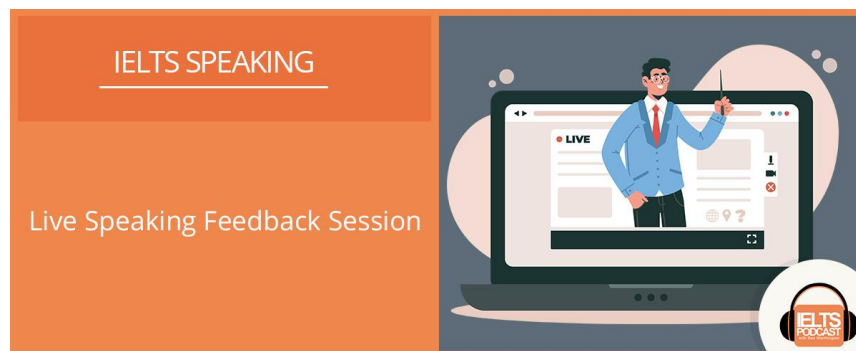
**Daphne:** Okay. Now, I wanted a bit more on that. You had a lovely build-up to it. So, you were talking all about when you met him, 21<sup>st</sup> floor, etc., etc. What I wanted was more of this: why it changed your life, yeah? It changed-- so really make sure when you're signaling you're signposting. Remember how you organize an essay. In the same way, you need to organize this so I know where you're going, your listener knows. So, you want to be saying the impact he had on me or the change he made in me-- so I know you've got to this-- was that I became more confident or I met my-- I know it changed my-- well, basically how it changed your life. You met somebody. It changed something for you. Somebody offered you a job. Make sure it's the



organization. The rest is lovely. Make sure you are signaling it very clearly. Do you see what I mean? The signposting, the signaling is really important. Otherwise, lovely.

So, you can hear that my main feedback to her was about the signaling and the signposting. This is all to do with the coherence. So, the examiner knows obviously you're following the brief: who the meeting was with, when the meeting happened, where it happened, but the examiner needs to know that you're getting near the end.

So, what she could have added there was it changed my life and for this reason, I'm now working higher up in politics or I've changed this job and I've now moved to another job, but it needed almost like a concluding sentence, didn't it?

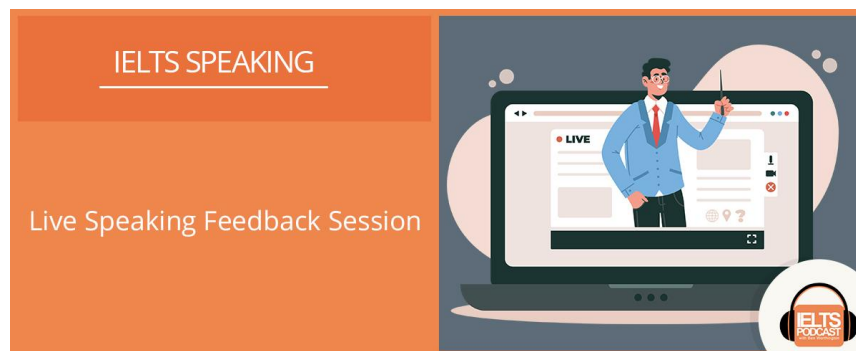


I don't know what you thought there. It would be very interesting. Just post your comments how you felt about this. I thought she did really well. I loved how she spoke very clearly. I love how she speaks and absolutely the right tone.

Now, some of the first recordings she did with me I'm sure she won't mind me saying were quite informal. So, she's worked very hard on raising the level of her language to be more formal and this means that she's speaking in absolutely the right tone. So, she's sounding very professional. She's sounding very serious and her vocabulary reflects that. So, I thought that was a really interesting answer.

It would be great to know what you would have said there and I wonder for you have you ever had a meeting that changed your life? I said earlier that I was going to set you a challenge and here you go. Here is the challenge. I want you to write down these words and I want you to tick

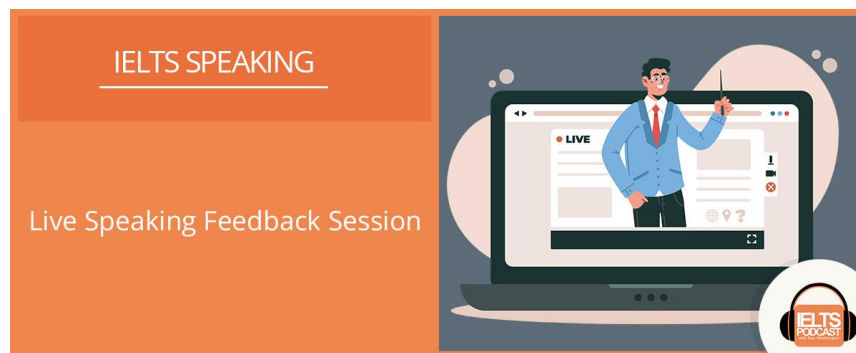




them off when you hear them. So, we're going to look at this like almost an IELTS listening practice as well as helping you to learn and get some good guidance on the speaking.

Write down these words. Here we go: 1) mature 2) complex 3) navigate 4) wisdom 5) out of date 6) experience and 7) controversial. Now, you'll hear me or Luana using those words. I want you to tick them off when you hear them. That'll make sure you are actively listening really concentrating on what we're saying.

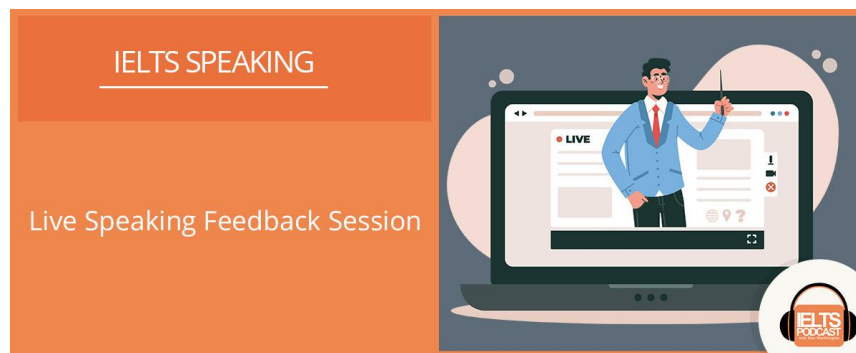
In the Part 3, the two things that I said we were going to look at, one was paraphrasing. Paraphrasing the question. This is a really important skill. We've done podcasts on this before. I'm not going to talk about this for hours because it's a very complex area, but I just want to draw your attention to the importance of not repeating exactly the same words as the examiner.



I know it gives you time. It's buying your brain time while you're quickly quickly thinking about what you're going to say, but to get a high score, you also while you're thinking thinking need to be using different words of vocabulary. It takes a bit of practice, but it is a very good way when you learn vocabulary to write down synonyms. And if you write down synonyms for a word when you're learning the actual word in the first place, that will help you paraphrase quickly.

So, you will hear Luana read the question because she had the questions in front of her. So, she'll read the question and then she'll paraphrase. You won't have the questions in front of you, obviously when you do your live exam.

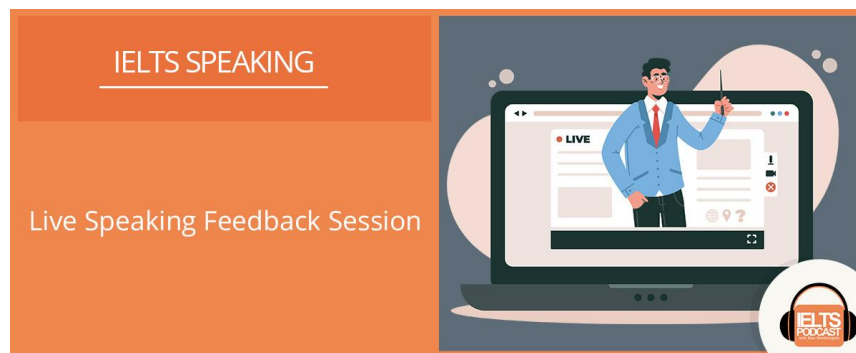
So, I'm going to read you these questions and then we're going to go through. We're also going to be talking about concession. So, concession is the skill of just giving the other point of view, just admitting there's another point of view.



So, the questions here are firstly, do you agree that youngsters today have to grow up more quickly than in previous decades? If you want to you can just pause, write down these questions as you go along. Do you agree that youngsters today have to grow up more quickly than in previous decades?

Is the advice of older members of the family always helpful to younger members? Is the advice of older members of the family always helpful to younger members?

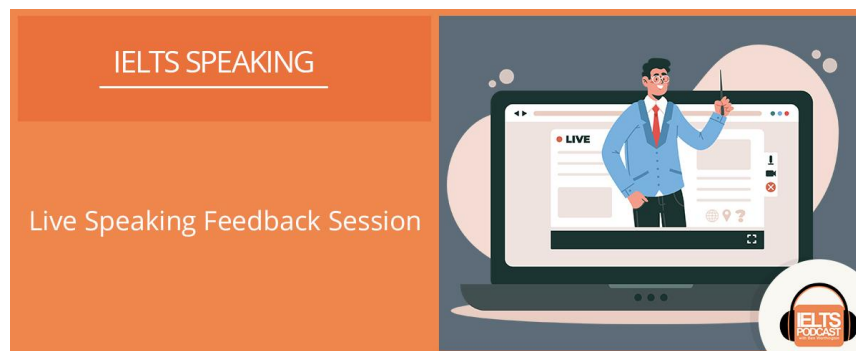
Should those still in work at the age of 65 be obliged to retire in order to create more jobs for those in their 20s who are unemployed? So a long question. Should those still in work at the age of 65 be obliged to retire in order to create more jobs for those in their 20s who are unemployed?



And finally, do you think governments have a responsibility to teach parents how to look after their children? Do you think governments have a responsibility to teach parents how to look after their children?

So, let's go back in to the recording and you can hear what she did with these.

Okay. So, what I was suggesting to look at this time is concession. This is something that you do in your writing as well. So, these phrases although, but, nevertheless, despite the fact that; it's quite clever to try and add in grammar as much as you can during this Part 3. This is the equivalent to the Task 2 writing basically. You're really, really showing your skill now. So, do you agree that youngsters have to grow up more quickly?



**Luana:** Do you agree that youngsters today have to grow up more quickly than in previous decades? Well, I'd say that children and adolescents nowadays are expected to become more mature--

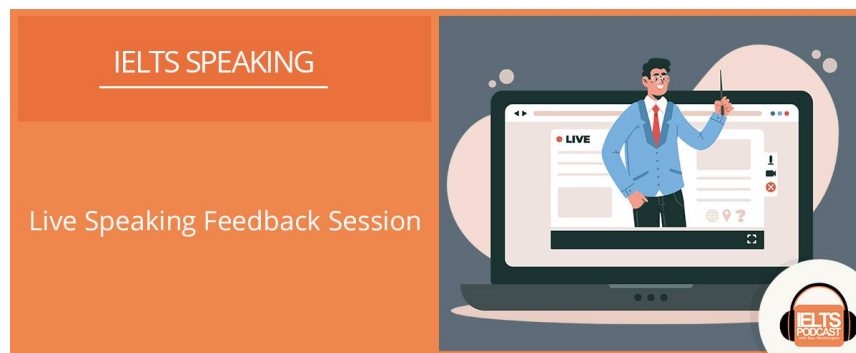
**Daphne:** Beautiful paraphrasing.

**Luana:** --faster than it happened with previous generations. So, I totally agree with that. Despite the fact that this trend may put so much pressure on them-- on the youth, I believe that it also can help them to learn how to deal with such a complex and demanding world--

**Daphne:** What an amazing answer! This is fabulous today! Absolutely fabulous!

**Luana:** --that we are leaving nowadays. Is the advice of older--

**Daphne:** Okay. When you're in front of the examiner, if the examiner is nodding, keep going. Add a bit more, you know. Such a complex world. For example, navigating social media. This is



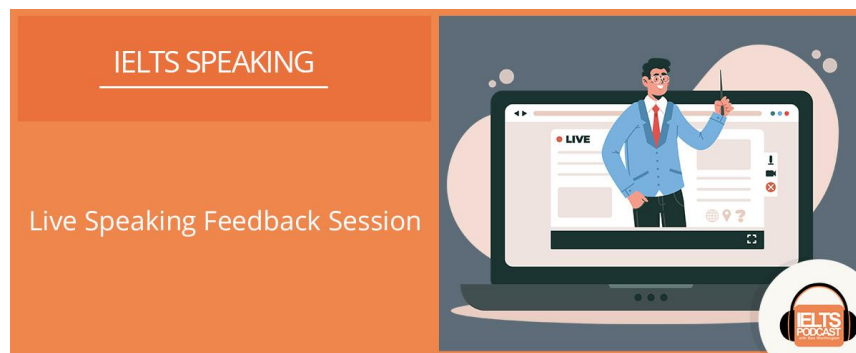
a massive problem in the UK. I don't know how it is for you. This is a really, really big problem. Navigating social media, understanding right from wrong. You could give a few little examples there.

**Luana:** --members of the family always helpful to younger members? Well, I suppose the wisdom of the elderly people are undoubtedly valuable--

**Daphne:** Wisdom is-- although there might be lots of it, works as a singular. So, wisdom is... It's like information. Information is...

**Luana:** --but I think sometimes it's better to ask for some help or advice from a person who is for example inserted in the labor market.

**Daphne:** Okay. I didn't get that word in the labor market-- something in the labor market. Okay.

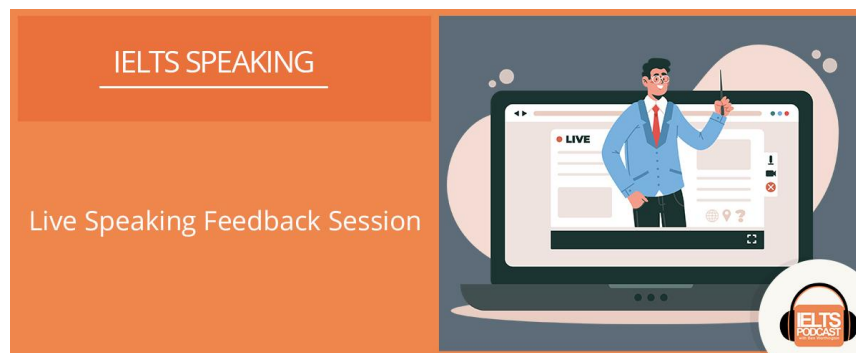


**Luana:** --and this is because things have changed a lot since the older people of the family used to work.

**Daphne:** Yeah.

**Luana:** So, this is my opinion.

**Daphne:** Okay. I think you need to give me a bit more detail there. So, you could say their advice might be helpful in certain situations-- I don't know what they would be. Yeah-- for example, family issues. However, it should be taken into account that their advice may be out of date and in parenting, their advice may not always be welcomed by the parents. Something like that. So, just give a little bit more depth/ examples.



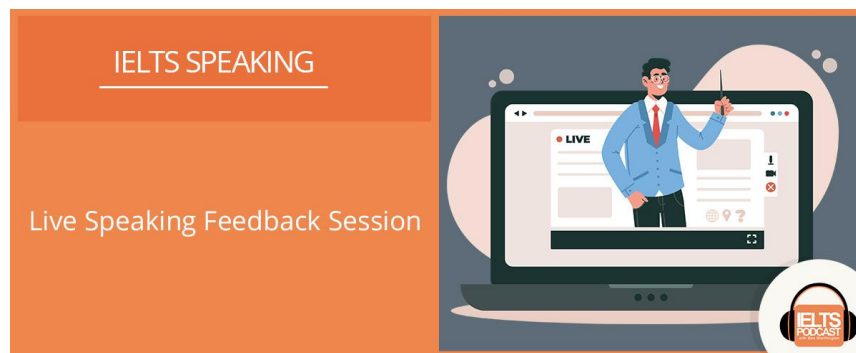
**Luana:** Should those still in work at the age of 65 be obliged to retire in order to create more jobs for those in their 20s who are unemployed? Well, that's a tough question. This is because it involves a retry-- sorry retirement laws.

**Daphne:** Good. Okay.

**Luana:** So, I think that the better development for society is to keep the older people working side by side the younger people.

**Daphne:** Good. Really, really nice one. Now technically, you want to go into the second conditional. The better option would be rather than a better option is. Go into a conditional. The better option would be to keep older people working alongside younger people who-- the younger people-- can learn from the experience and wisdom again of the older people-- of yeah. I mean they're not all 65. Of more experienced members of the workplace.





**Luana:** So, perhaps the governments-- the majority of the governments should create more job positions--

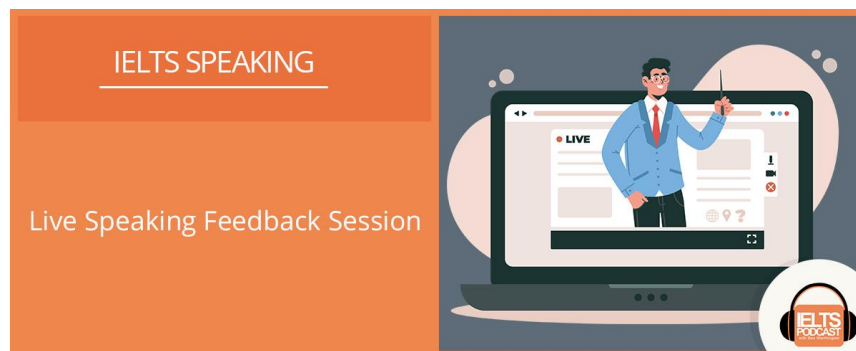
**Daphne:** Good.

**Luana:** --or they could encourage or offer tax benefits, for example for the companies to keep both hired; the older people and the younger one.

**Daphne:** That was good. That was a good--

**Luana:** Do governments have a responsibility to teach parents--

**Daphne:** Sorry. That was a good length and that was really well developed with some very interesting ideas there. Lots of super language too.



**Luana:** --how to look after their children? Well I'd say that it's-- this issue it's a little bit controversial.

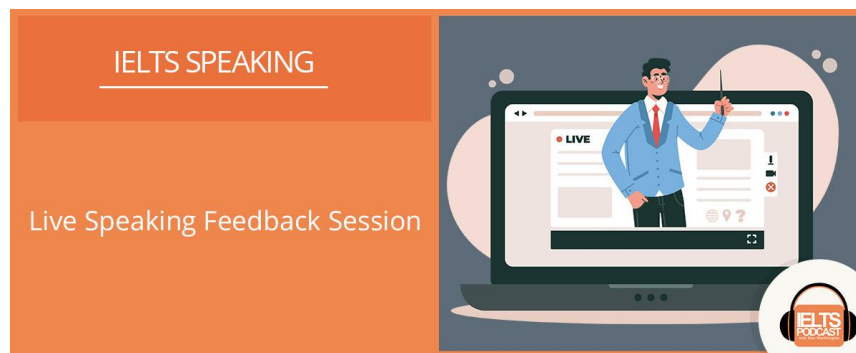
**Daphne:** Good word.

**Luana:** --although I personally believe that the main responsible for the children are their parents.

**Daphne:** Yeah. You have to say the main people responsible or the main responsibility lies. You can't say the main responsible. I think it's a mistranslation. You can't go the main responsible are. It has to be the main people responsible.

**Luana:** I think that if the governments help the parents--

**Daphne:** Good.



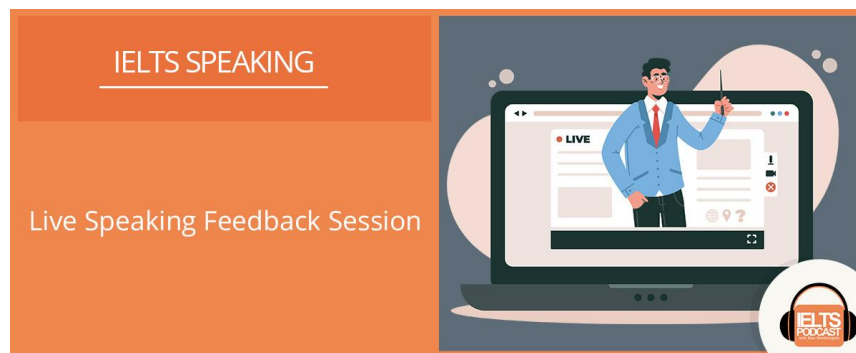
**Luana:** --with some standard behavior policy, for example, they could even help themselves with a lower, for example, crime rate.

**Daphne:** Nice one. I think that's a really clever idea. I would say something like that. Yeah. I mean government intervention, government policy could be extremely useful and have the additional benefit absolutely of better educating the citizens or the youth and eventually lowering crime. I love that answer. Really good.

**Luana:** For instance, if the adolescents behave well, they will not create problem for the society.

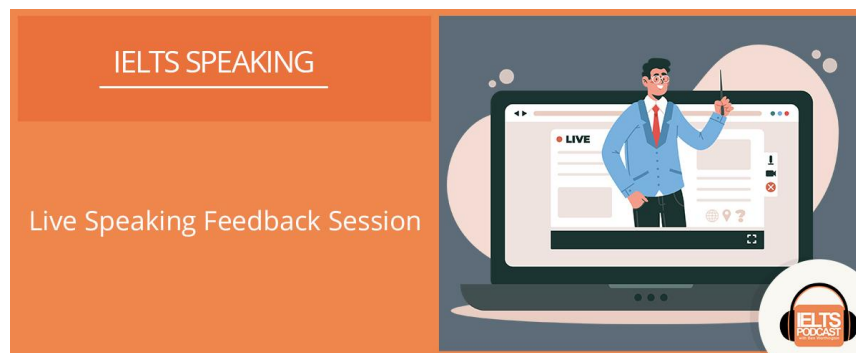
**Daphne:** Well done.

**Luana:** So, it has been said that it's advisable for the governments to help parents with the raising child.



**Daphne:** Okay. Good. You don't need that final sentence. You're okay. You made some really good points there. The examiner would be nodding in which case you'd stop you know because you made a really, really good point. They might even ask you an extra question on that. That was fantastic. Super. Good there. I really love how you've been amazing on this. You've really got that formality. You've got the language in there. You're really pushing on the grammar. Well done. Well done.

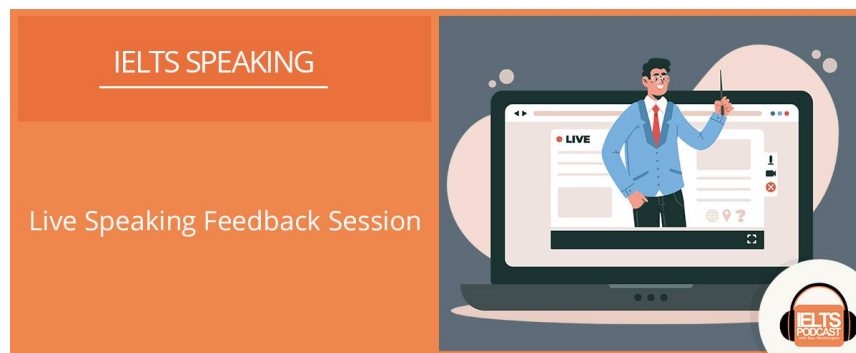
So, she did fantastically well, didn't she? What you heard there was part of the Speaking Confidence Feedback that we do. So, she very kindly shared that recording with me. I gave her the challenge before she started. I gave her the challenge. She recorded it. Very easy to do if you want to get involved in the same thing. Really, really good idea if you feel you need some feedback, some help like this, some encouragement, hopefully some motivation on your speaking. Very easy. Get involved. Do the same thing.



She sent me her recording and then what we do is listen to this recording together and then I do the live feedback which you've just been hearing going through. I'm not going to pick up every single error. You may have heard some errors. You may have said hey, Daphne. Come on. Why aren't you correcting this? The whole point is also working on fluency.

So, it's fantastic that she can record this, that she speaks and speaks and keeps going and I think that is really important. That is part of the marking is the fluency; how much you keep going. We're not looking at every single tiny error. That's almost a different skill. That's looking at accuracy. Today, we wanted to keep on going and she did that absolutely brilliantly.

I thought some of those answers for the Speaking Part 3 were really interesting. You could build a good discussion on those topics if you had the time. The difficulty with IELTS is that it's very

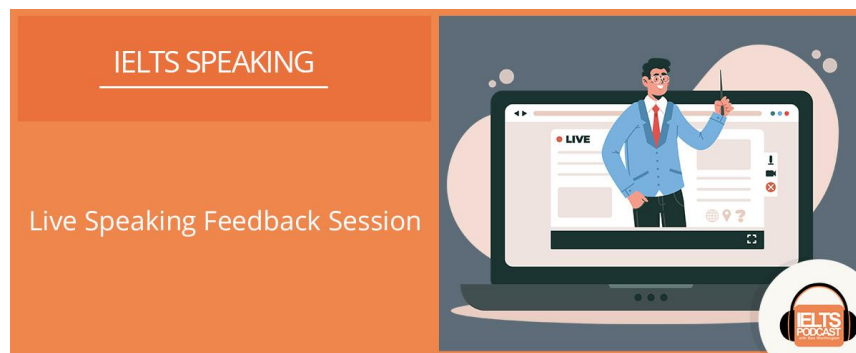


much question answer. There isn't really a discussion section, but she raised some very good points.

I thought her paraphrasing was excellent there and you will have also noticed her using some of these concession clauses despite and also including those grammar, the conditionals that I was just tidying up for her and reformulating. Those conditional sentences are really useful and also will help you score well in your grammar section.

So, I want to say a huge thank you to Luana. She's been absolutely lovely to let us share this recording and I'm really grateful to her and she wanted you all to be able to enjoy it as well and hopefully benefit from it.

As I say, here at IELTS Podcast we are all about feedback in order to improve. The best way you can start getting involved with us is to sign up to the newsletter. The newsletter will give you all

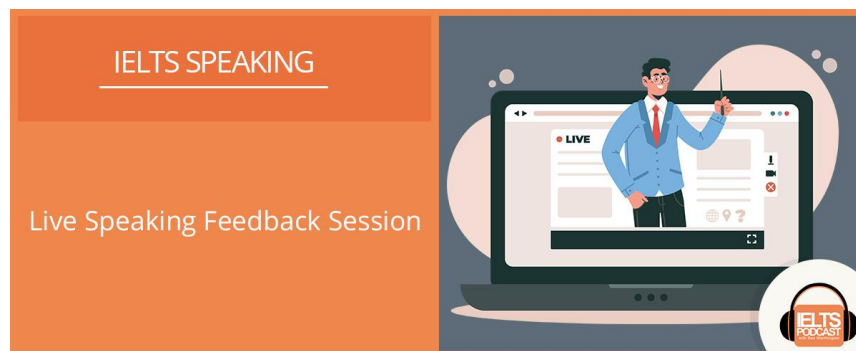


the special offers, all the deals on essay feedback correction which we do which just gives you a taster, a sample of what we do.

Get involved on Ben's amazing course. If you've already got 6.5 in your IELTS, we will help you get to band 7. So confident there is a guarantee on this: jump to band 7 or it's free. This is a really, really great guarantee. We know that we can help you with this feedback.

Also what we do is the Speaking Feedback that you've heard. So, if speaking is where your problems are or you feel the most concerned, then send us a recording. Really, really happy to help you.

I'm Daphne. Thank you for listening today. Thank you again to Luana and good luck with all your IELTS preparation.

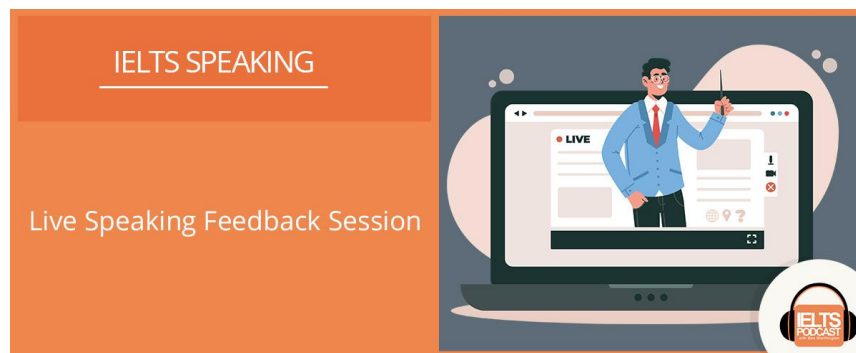


Oh and I almost forgot I promised to tell you what Luana scored. She scored a band 7 in her speaking. You knew it, didn't you? She was amazing.

**Ben:** And just before we finish, I'd like to say a big thanks again to our sponsor [elsaspeak.com](https://elsaspeak.com). With this app which is available on android and iPhone, you can get instant feedback. You can judge what level your pronunciation is and there are exercises there as well to help keep you improving and working towards your IELTS exam.

And as I said at the beginning, if you follow this link [elsaspeak.com/inf/ieltspodcast](https://elsaspeak.com/inf/ieltspodcast) you can get 40% off an annual subscription and also there you can get 85% off for a lifetime and you can also try it actually. If you go to-- you can try the pro for free if you go to the link inside the post, okay, inside the blog post at [ieltspodcast.com](https://ieltspodcast.com).





My name is Ben. Thank you very much for listening and I wish you all the best with your IELTS preparation.

[Music]

**Female Voice:** Thanks for listening to [ieltspodcast.com](http://ieltspodcast.com)