

(18) IELTS Speaking- Band 8 Strategy and Examiner Feedback - YouTube

<https://www.youtube.com/watch?v=q10AFONVy80>

Transcript:

(00:00) what we're going to do is take a real student who got a band eight in her speaking test and show you exactly what she did for part two of her speaking test so what we've done is we've recreated the speaking test in our office I've shown her the cue card given her one minute to go through it and then we listened to her answer but more importantly what I also did was give her some advice before she began her test telling her what to do for part two in order to help her through that and then I gave her feedback immediately after so

(00:34) you're going to be able to listen to my advice listen to her performance think about what she did and then listen to my feedback and learn from it without further ado here we go so rush me now let's move on to part two of the speaking test so part two is known as The Long Turn where the examiner will give you a card and he or she will give you one minute to plan so so you can just make you won't be writing full sentences just a little bullet points or thinking about what you might want to talk about and then they will begin the

(01:08) clock and you will speak for between one and two minutes and the examiner will stop you you don't have to be thinking about time like am I at one minute 58 seconds or anything like that Focus totally on your speaking don't be thinking about the clock or time or anything like that and the best way to uh to do it is just keep talking and the examiner believe me will stop you because he or she does not want to be there all evening listening to you um so don't worry about about time just keep talking

(01:41) the the challenge for most students in part two is what happened to you the last time where you run out of things to say because we we never really when we're talking naturally to someone um we don't really think about time and then the examiner gives you this and says speak for up to two minutes and two minutes it doesn't seem that long um but actually just speaking without interruption for two minutes is a little bit challenging so and the reason that students run out of time is so you'll be given this card

(02:16) and you'll have the the question here and then it said you should talk about and then point one point two point three and point four this is not the question by the way just in case people think that we're cheating um this is just says questions right and what happens is people speak about 5.1 then about 0.

(02:39) 2 then about 0.3 then about 0.4 and by the time they get there it's like 45 seconds or 50 seconds and then oh what do I do now what do I talk about so what you should do is use these bullet points as just pointers to help you out don't rely on them so you know you know what a crutch is when someone breaks their leg don't rely on them as a crutch use them just as a tool to help you so the best way to the best students I've ever worked with don't need the bullet points at all a lot of teachers

(03:16) teach people that you must talk about point one then point two then point three then point four that's nonsense you don't have to do that you don't have to mention any of the bullet points you just you have to talk about the question asked as long as you're talking about the question the bullet points don't matter again use them as tools not as a crutch so the best students I've ever worked with they just look at the question and they talk about it naturally they don't look at the paper at all now that is not

(03:45) possible for many many students so what I teach students is have a look at the four book have a look at the question think about the question then look at the the bullet points and think about which ones you want to talk about which ones you would find easy to talk about and you can just put a tick beside those ones or you could delete the ones that you don't want to talk about and then you can add more bullet points that are related to that question and you could talk about things like um how you feel about that thing and

(04:19) maybe a story about the past the future you could talk about what you're going to do with that in the future or that that topic and you could describe that there are many many other things that you could talk about other than other than the bullet points there so what happens is you talk naturally as best you can and then when you you run out of things to say you can just look down and oh I'm going to talk about that one and then talk a little bit more so you you it's you have like bullets in your gun you're not going to run out of

(04:54) bullets you know and does that make sense yep and in terms of uh fluency and coherence this is where the examiner can really test your fluency and your coherence especially your fluency because only if you're a band band 8 band 9 which I think you're capable of getting there and you can only speak for two minutes fluently if your language level is at a certain level and you might pause or hesitate to think of ideas but you won't pause and hesitate to think of the grammar the vocabulary so there's a difference between

(05:31) linguistic pauses and idea pauses so it's okay to pause and think about what you're going to say for you know a second or whatever you know very short amount of time and but the examiner will notice the difference between like linguistic pauses and just trying to think but you shouldn't have to think about it that much if you use that strategy um I've just told you that strategy right now um anybody watching it would be better for them to practice that quite a bit before the actual test but I think

(06:03) you'll be fine I think you'll be fine um pronunciation um often students have a problem with again speaking inside their mouth or mumbling because they get tired throughout so they get past one minute and they start to run out of ideas and then they're tired of speaking and they kind of Mumble so try and enunciate as as much as you can and grammar and vocabulary I think you'll be fine as well you might want to when you see the topic try and think of some topics specific vocabulary that you might want

(06:36) to use or some idioms or phrasal verbs or things like that you don't have to use idioms you don't have to use phrasal verbs but they they do helped it's it's idiomatic language idiomatic language does not mean idioms idioms are a type of idiomatic language phrasal verbs or a type of idiomatic language slang colloquialisms local language that you'll hear around here that's another just natural English and there's a difference between textbook English Standard English and then English that

(07:10) you'll hear right on the street it's got two very different things so the more you sign like a native English speaker that the higher your vocabulary score is going to be because you're using that idiomatic language but it doesn't mean just idioms because some students they go into the test and and like every sentence has four idioms in it hello I'm over the moon and uh once in a blue moon I get to do this with you know that's not how normal people speak so try and avoid that um any questions before we start part

(07:41) two Okay so I'm going to give you this you can look at it make notes um for one minute when when the one minute is up I will start the clock and ask you to speak for one to two

minutes and I'll stop you okay [Music] okay Rashmi when you're ready uh I I don't think I I have bought too many expensive things I think I'm not materialistic at all so I don't tend to spend too much but if education counts then I think the most expensive thing I've ever bought is an education at Queens uh I paid 25 000 pounds to be

(08:33) here that does not include the plane ticket but yes to till date that would be the most expensive thing uh I I where I bought it but I live in India so I came here at queens and I came here in the UK to study at Queens education has become really expensive but I think this is by far the most expensive ever uh but it was worth it because I learned a lot uh they have really good infrastructure and the quality of the teaching stuff is really good uh I I met the students from all over the world here so the cultural

(09:15) exchange was really good I learned a lot not just from being in the classroom but from outside of the classroom as well and just talking to people on the streets or volunteering it gave me a lot of experience which I don't think I could have gotten just being in a classroom so I did pay for Education here to study marketing and analytics but I came out learning a lot more than just that um why I bought it because uh I I really wanted to study analytics like I mentioned before but besides that Queens is a really good

(09:56) brand and it has a really good image in India and I think all over the world it's in the Russell's group so uh an education at Queens is going I knew that if I invested in it it was going to pay off all done okay so how did you feel about that one compared to your last one I think it was bad but why did you think it was bad but I I didn't mention how how it made me feel so so when we we were talking about this I said did I say you have to speak about everything so you're fine okay so you're fine as long

(10:29) as you talked about this which was described the most expensive thing you uh you have purchased then you'd be okay so the question says um the most expensive thing and you talked about education so that would be fine but if it said the most expensive item that that would not that would be you know like a phone or a car or something like that um so I think that would be fine if you did that but in the real test if there was something ambiguous like that then you would maybe not take a chance because if you took a

(11:07) chance and you were wrong then they might Mark you down for coherence because you didn't speak about that thing but it says here thing and education is a thing so you're fine so you don't worry about that one um how do you think your fluency was and your compared to last time and being able to talk for the for the two minutes I think my fluency was okay but vocabulary was bad why did you think vocabulary was bad it was basic why I just used regular words I don't I didn't really use too many so when you

(11:44) were when you were thinking about the were you struggling to find more more advanced words no when usually in these days I know I'm supposed to use uh like really nice words but I don't I I don't think about that when I'm when I'm asked a question I just think about the answer and try to answer it yeah that's I mean if you have a choice between answering the question clearly which you did or trying to think of nice words as you said or big words it's far far better to naturally answer the question because

(12:17) that's the most important thing and that will lead to your fluency being fine your pronunciation your grammar and you will naturally use a range of words your accuracy of your vocabulary was excellent you could have improved your range a little bit and we'll talk about that in a second but you should never go into the speaking test thinking I'm going to use lots of big

words because that messes up so many people um so if we talk about the um the vocabulary there's there's a few things

(12:47) that you could have done easily a little bit better so you said the they have really good infrastructure the teaching is good that it's really good so you're like it's good it's good it's really good so you're using a lot of simple adjectives and those are the probably the easiest um words to vary and demonstrate that you have a wide-ranging vocabulary and especially using collocations and and so good infrastructure What word could we use instead of good for infrastructure state of the art state of the art

(13:22) infrastructure I thought that there's a difference between written English and spoken English so I don't know which words it would go like so are you talking about formality yes yes so I mean there is a difference between uh but you're talking about an academic thing so you're talking about academics so it would be okay to use academic type language to talk about academics and to talk about a university especially um the teachers are really good how could we say that instead of the teachers are really good teachers are

(13:55) any good there's lots of good adjectives knowledgeable and amazing they are I don't think I'm in a position to call them knowledgeable because who am I like they are obviously knowledgeable because they are there so yeah but remember you're not you're in a speaking test so they're not going there they won't they won't hear this and and um you know it's you're you're not in a you're not sitting with the teacher talking with them so you know there's a try and so

(14:19) try and um next time you could work on your collocations a little bit and and your range of of especially descriptive adjectives um a good way to think about it is instead of saying really something you know there's instead of saying really good amazing um or it's like this this Mainline meeting is really nice it's delicious that lady over there is really good looking beautiful so there's often one higher level adjective to use instead of really plus a simpler adjective so that's that would be a way

(14:54) that you can improve your vocabulary a little bit but also remember you're being judged on the your whole performance you're not being judged on what many students are probably writing in the comments right now is she said good three times like that is not how the examiner is judging you the examiner is not is judging your whole use of vocabulary not that you use the word good three times in one or two sentences The Examiner would listen to the rest of your vocabulary and it's not like negative marking

(15:27) um but just I think you as I said before I think that your vocabulary is far wider ranging than you you are showing in the test um because when I look at your writing your your vocabulary is much more wide-ranging it's always accurate and so I think you can take a a chat and I also think it's some higher level uses of English are used to just saying really good and the teachers are good and they because that's how normal people speak most of the time um but because we're in a test and we want to get as high a mark as possible

(16:05) you would want to take um some chances the only time I would change that advice would be if you were slightly lower level and you were say at a 6.5 and you needed a seven I wouldn't tell someone at that level to take more chances with vocabulary because that would probably lower their score because they would make so many mistakes but because your accuracy is so high I think that you could vary it a little bit more and your grammar was excellent I probably already already mentioned that and pronunciation

(16:37) was good there were some words like you're saying materialistic and you said it very very quickly and kind of under inside your mouth so that's what so it might have been I understood exactly what you meant but someone on the list watching on the video might have been like I didn't quite understand that so try and enunciate as much as you can but you don't have a problem with with um with your pronunciation at all so just a little again a little tune tuning rather than a criticism okay any questions about part

(17:12) two you did very well okay well done you made it to the end of the video and as a thank you for watching the whole video what I've done is I've put together a free course called IELTS fundamentals it covers speaking Reading Writing and listening it's a hundred percent free and it covers the absolute essential information that you need in order to get about seven eight or even nine in your IELTS test so all you have to do is just look in the description below this video and you will see a little link

(17:41) click on the link add your email address and we will send you instant access to our free fundamentals course thanks very much guys let us know what you think about the video or if you have any ideas for new videos or you have any questions about IELTS pop a comment below we look at and answer every comment unless it's a nasty comment and then we probably will leave another nasty comment in reply but we look at and reply to every single comment and thank you very much guys if you enjoyed this video give it a

(18:11) like if you didn't enjoy it give it a dislike who cares thank you very much bye-bye