



题型演练 · 综合提升 · 培训经典

IELTS SPEAKING

雅思口语 经典教程

刘洪波 主编
王毅 Kirk Kenny 编著

中国  广播电视出版社
CHINA RADIO & TELEVISION PUBLISHING HOUSE



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雅思口语
经典教程

作者：[英] 保罗·肯尼迪
译者：陈俊、李敏、李敏、李敏

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主 编	刘洪波
编 著	王 毅 Kirk Kenny
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丛书序

今年,雅思考试落户中国正好二十个年头。

纵观雅思考试在中国的发展,从1987年第一次雅思考试在北京语言大学国外考试中心进行,当时只有不到50人,到2007年全年预计考生15万人。雅思已经成为远超托福的出国留学第一考试。雅思考试正以惊人的速度流行着。

雅思考试发展迅猛的根本原因,我认为是雅思考试本身的科学性。主要体现在三大方面:

一、雅思分为听说读写四项单独评分,考试的分数能清晰反映考生的各项语言技能的优劣势;

二、雅思的测试理念以强调交流为主,题目内容来源于国外的留学生的生活。也就是说考生在学习准备雅思考试的同时,其实就是在提升将来在国外学习生活时所需要的英语技能;

三、雅思考试题型众多,大大区别于其他英语考试。如:原来的大学四六级英语考试、老托福考试等。在这些考试中多项选择题一统天下。而在雅思考试中多项选择题比重很小,在听力、阅读中另有是非判断题、搭配题、填空题、填图题等。多种题型的设置意味着考生要学会处理各种形式的问题,培养各种逻辑推理技能。

正是基于上述雅思考试本身的优势,导致了雅思在近年的推广发展中出现了三大趋势:

一、世界各国高校对雅思考试的广泛认可;

二、各类英语考试吸取雅思考试的特点进行了深度变革,如新托福考试、国内的新四六级考试、考研英语等;

三、雅思考试本身体现了强大的稳定性。近几年关于雅思考试本身的改进有:

- 2004年2月,雅思考试在国内开通网上报名;
- 2005年1月,雅思写作推出新的评分标准;
- 2005年7月,雅思官方网站上公布了雅思评分细则;
- 2006年1月,雅思作文的题目要求部分的措辞有一些变化;
- 2006年5月,取消考生3个月内不能重复参加考试的规定;
- 2007年7月,雅思口语和写作部分推出0.5分制度。

我们可以看到上述变化和其他英语考试的变动相比很细微,这些改动使雅思考试趋于完善,但却没有对雅思考试内容本身伤筋动骨。雅思考试体系的稳定性对全球考生的复习备考,对考试本身的持续发展和普及都有莫大裨益。

中国雅思教材的不断进步也同样得益于雅思考试的稳定性。最早的是讲解写作和口语的单行本,发展到基础教材、强化教材;又从听说读写主体教材派生出专门针对雅思的词汇、语法教材,配合《剑桥雅思真题集》的教辅题解,基于真题研发的《雅思真经》系列,以及直接对考试真题回忆编辑的《雅思机经大全》等。仅雅思阅读一项,公开出版物

就有近一百种,表面上看来真是百家争鸣,一片繁荣。当考生面对教材的众多选择时,我强烈建议一定要慎重,一定要花时间和同类型的教材多加对比。考生一旦选择了一本书,看得到的付出是金钱,看不到的是接下来复习备考时将为它付出的几个月的精力和时间。

这套《雅思经典教程》是雅思标准培训体系中的重要部分,听说读写每本都是按题型分专题编写。命名为《雅思经典教程》有两个原因:其一,参加这套丛书编写的作者团队是由北京各大雅思培训机构的一线名师构成,我们把多年的教学精华和对材料选择的心得沉淀在了这套教程中,我们几位现任中国雅思考官的朋友也参与了策划和编校工作;其二,内容的选编囊括了国内外高质量的雅思考试素材,特别是在题目的代表性和难度上进行了严格的测试和筛选。教学性很强,同时也适合考生循序渐进地自学。

但我还是要强烈建议读者在选择这套教材之前要考虑三点:第一,这套教材是否适应于自己现在的英语水平;第二,这套教材是否适应于自己雅思考试的时间计划;第三,是否已经认真对比了其他同类教材之后才决定选择这套教材。

祝大家学习进步,考试成功!

刘洪波
2007年10月

《雅思口语经典教程》特点:

1. 中英双语的口语教程。英语给出标准答案,适合考生参考学习;中文给出答题思路。符合大部分中国考生在考场上中文思考、英语作答的习惯。
2. 雅思口语考试分为三个部分,其中第二和第三部分的问题有紧密的逻辑联系。本书把第二和第三部分联系在一起,适合于考生按话题分类复习,区别于其他雅思口语教材。
3. “雅思口语常用句型背诵”全部由刘洪波老师亲自编订,考生必背。
4. 本书作者王毅老师是2007年全国雅思最高分得主——总分9分,其中口语9分。拿到成绩单后他即着手编写本书;彭加汉(Kirk Kenny)老师在中国教授雅思口语多年,曾应新浪网邀请出任“新浪雅思模拟口语考场”主考官。所以本书的学术质量保证。

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雅思考试介绍

THE INTERNATIONAL ENGLISH LANGUAGE TESTING SYSTEM (IELTS)

The following is a brief summary of what the exam consists of. Additional details of what is tested in each paper are given in the relevant Further Practice and Guidance pages.

THE LISTENING MODULE approximately 30 minutes

Contents	Situations	Question Type
<p>There are four separate sections which you hear only once.</p> <p>There are usually 40 questions. You have time to read the questions and time at the end to transfer your answers to the answer sheet.</p> <p>As the test progresses, the difficulty of the questions, tasks and text increases.</p>	<p>The first two sections are of a general, social nature. There will be a conversation between two people and then usually a monologue or an interview.</p> <p>In the third and fourth sections, the contexts are of an educational or training nature. There will be a conversation of up to four speakers and then a talk/lecture of general academic interest.</p>	<p>The question types may include:</p> <ul style="list-style-type: none"> • multiple-choice questions • sentence completion • short answer questions • completion of tables/ charts/summaries/notes • labelling a diagram • matching.

THE ACADEMIC READING MODULE 60 minutes

Contents	Situations	Question Type
<p>There are three reading passages with a total of 1,500 to 2,500 words.</p> <p>There are usually 40 questions. You must write your answers on the answer sheet within the 60 minutes.</p> <p>As the test progresses, the difficulty of the questions, tasks and text increases.</p>	<p>The texts are of the type you find in magazines, journals, textbooks and newspapers.</p> <p>The topics are not specific to any one discipline. They are all accessible to candidates who are entering undergraduate or postgraduate courses.</p> <p>There is at least one article which contains detailed logical argument.</p>	<p>The question types may include:</p> <ul style="list-style-type: none"> • multiple-choice questions • sentence completion • short answer questions • completion of tables/ charts/summaries/notes • choosing headings • identification of a writer's views or attitudes (Yes/No/Not Given) • classification matching lists/phrases.

THE ACADEMIC WRITING MODULE 60 minutes

Contents	Task Type	Assessment Criteria
<p>Task 1</p> <p>You are advised to spend 20 minutes and write a minimum of 150 words.</p>	<p>You will be asked to write a report about a graph, table, bar chart or diagram.</p>	<p>You will be assessed on your ability to:</p> <ul style="list-style-type: none"> • answer the question which is asked • use English grammar and vocabulary • use language that is appropriate in style, register and content • write in a way that your reader can follow.
<p>Task 2</p> <p>You are advised to spend 40 minutes and write a minimum of 250 words.</p>	<p>You will be asked to express your opinion of a point of view, a problem etc., or to discuss a problem.</p>	<p>You will be judged on your ability to:</p> <ul style="list-style-type: none"> • write in an appropriate style • present a solution to the problem • justify your opinion • compare and contrast your evidence and opinions • evaluate and challenge ideas.

THE SPEAKING MODULE 11–14 minutes

Contents	Task Type	Assessment Criteria
<p>There are three sections:</p> <p>Part 1 (4–5 minutes)</p> <p>Introduction and Interview</p>	<p>The examiner will introduce himself/herself, check your identification and then ask you questions about yourself, your home, interests, etc.</p>	<p>In all parts of the speaking module, you will be assessed on your:</p> <ul style="list-style-type: none"> • fluency and coherence • lexical resources • grammatical range • pronunciation.
<p>Part 2 (3–4 minutes)</p> <p>Individual Long Talk</p>	<p>You will be given a card with a subject on which you will be asked to prepare a short talk of 1–2 minutes. You will be given a pencil and paper to make notes.</p>	
<p>Part 3 (4–5 minutes)</p> <p>Two-Way Discussion</p>	<p>You will take part in a discussion with the examiner on a subject related to the one in Part 2.</p>	

雅思口语考试评分标准

雅思口语考试的四个单项评分标准

考官主要考查考生以下四个方面的表现：

Fluency and Coherence 流利与连贯程度

Fluency refers to the way a candidate communicates in English. It doesn't mean the faster the candidate speaks, the better. Fluency means a steady flow of speech. Another key issue is how well ideas are put together, and what kind of structures are used to connect one idea or one sentence to another.

流利程度指考生用英语交流的方式。这不等于考生讲得越快越好。流利指的是讲话平稳流畅。另外，考生表达想法的方式和遣词造句的能力也很重要。

Lexical Resources 词汇量

Lexical resources refer to the vocabulary the candidate uses. The interviewer will see if the candidate uses a wide range of or limited vocabulary in his/her speech and if he/she uses the words in the correct way or not. The interviewer also examines the flexibility and variety of the candidate's vocabulary, i.e. if he/she has different choices of words to use or has to repeat the same limited number of words from time to time.

词汇量是指考生使用的词汇。考官将考查考生使用词汇的广度、准确性、多样性和灵活性，比如，看考生是能够使用不同的词汇还是不断重复有限的词汇。

Grammatical Range 语法

The interviewer will be looking to see if the candidate uses English grammar properly in speech. Does he/she use the correct tense when talking about things in different time? The interviewer will also examine the variety of sentence patterns the candidate uses, i. e. if the candidate demonstrates the ability of using both simple and complex sentence structures.

考官会留心考生使用语法的准确性、时态的准确性和句式的多样性，比如考生是否能同时使用简单句和复杂句。

Pronunciation 语音

The interviewer will see if the candidate speaks with reasonably understandable English pronunciation and how close his/her pronunciation, intonation and rhythms are to those of a native speaker of English.

考官会注意考生的语音是否容易听懂，跟以英语为母语的人的语音、语调和节奏感的相似程度。

雅思口语各成绩档次描述(评分标准)

雅思口语各成绩档次描述原文(<http://www.ielts.org>)见下页表格。

IELTS Speaking band descriptors (public version)

Band	Fluency and Coherence	Lexical Resource	Grammatical Range and Accuracy	Pronunciation
9	<ul style="list-style-type: none"> speaks fluently with only rare repetition or self-correction; any hesitation is content-related rather than to find words or grammar speaks coherently with fully appropriate cohesive features develops topics fully and appropriately 	<ul style="list-style-type: none"> uses vocabulary with full flexibility and precision in all topics uses idiomatic language naturally and accurately 	<ul style="list-style-type: none"> uses a full range of structures naturally and appropriately produces consistently accurate structures apart from "slips" characteristic of native speaker speech 	
8	<ul style="list-style-type: none"> speaks fluently with only occasional repetition or self-correction; hesitation is usually content-related and only rarely to search for language develops topics coherently and appropriately 	<ul style="list-style-type: none"> uses a wide vocabulary resource readily and flexibly to convey precise meaning uses less common and idiomatic vocabulary skillfully with occasional inaccuracies uses paraphrase effectively as required 	<ul style="list-style-type: none"> uses a wide range of structures flexibly produces a majority of error-free sentences with only very occasional inappropriacies or basic/non-systematic errors 	<ul style="list-style-type: none"> is easy to understand throughout, with L1 accent having minimal effect on intelligibility uses a wide range of phonological features to convey meaning effectively



7	<ul style="list-style-type: none"> • speaks at length without noticeable effort or loss of coherence • uses a range of connectives and discourse markers with some flexibility • may demonstrate language-related hesitation at times, or some repetition and/or self-correction 	<ul style="list-style-type: none"> • uses vocabulary resource flexibly to discuss a variety of topics • uses some less common and idiomatic vocabulary and shows some awareness of style and collocation with some inappropriate choices • uses paraphrase effectively 	<ul style="list-style-type: none"> • uses a range of complex structures with some flexibility • frequently produces error-free sentences, though some grammatical mistakes persist 	
6	<ul style="list-style-type: none"> • is willing to speak at length, though may lose coherence at times due to occasional repetition, self-correction or hesitation • uses a range of connectives and discourse markers but not always appropriately 	<ul style="list-style-type: none"> • has a wide enough vocabulary to discuss topics at length and make meaning clear in spite of inaccuracies • generally paraphrases successfully 	<ul style="list-style-type: none"> • uses a mix of simple and complex structures, but with limited flexibility • may make frequent mistakes with complex structures, though these rarely cause comprehension problems 	<ul style="list-style-type: none"> • can be understood throughout, though mispronunciation may occasionally cause momentary strain for the listener
5	<ul style="list-style-type: none"> • usually maintains flow of speech but uses repetition, self-correction and/or slow speech to keep going • may over-use certain connectives and discourse markers • produces simple speech fluently, but more complex communication causes fluency problems 	<ul style="list-style-type: none"> • manages to talk about familiar and unfamiliar topics but uses vocabulary with limited flexibility • attempts to use paraphrase but with mixed success 	<ul style="list-style-type: none"> • produces basic sentence forms with reasonable accuracy • uses a limited range of more complex structures, but these usually contain errors and may cause some comprehension problems 	



4	<ul style="list-style-type: none"> cannot respond without noticeable pauses and may speak slowly, with frequent repetition and self-correction links basic sentences but with repetitious use of simple connectives and some breakdowns in coherence 	<ul style="list-style-type: none"> is able to talk about familiar topics but can only convey basic meaning on unfamiliar topics and makes frequent errors in word choice rarely attempts paraphrase 	<ul style="list-style-type: none"> produces basic sentence forms and some correct simple sentences but subordinate structures are rare errors are frequent and may lead to misunderstanding 	<ul style="list-style-type: none"> produces some acceptable features of English pronunciation but overall control is limited and there can be severe strain for the listener
3	<ul style="list-style-type: none"> speaks with long pauses has limited ability to link simple sentences gives only simple responses and is frequently unable to convey basic message 	<ul style="list-style-type: none"> uses simple vocabulary to convey personal information has insufficient vocabulary for less familiar topics 	<ul style="list-style-type: none"> attempts basic sentence forms but with limited success, or relies on apparently memorised utterances makes numerous errors except in memorised expressions 	
2	<ul style="list-style-type: none"> pauses lengthily before most words little communication possible 	<ul style="list-style-type: none"> only produces isolated words or memorised utterances 	<ul style="list-style-type: none"> cannot produce basic sentence forms 	<ul style="list-style-type: none"> speech is often unintelligible
1	<ul style="list-style-type: none"> no communication possible no rateable language 			
0	<ul style="list-style-type: none"> does not attend 			

得分	流利度与连贯性	词汇资源	语法结构的范围和准确性	发音
9	<ul style="list-style-type: none"> • 发音时极少有重复或自我更正,偶尔的停顿也是由于在思考内容,而非搜寻合适的词汇和语法 • 发言连贯,语言流畅,联系自然而充分 • 全面而得体地围绕话题展开发言 	<ul style="list-style-type: none"> • 在任何话题上都能灵活、准确地使用词汇 • 自然、准确地使用习语 	<ul style="list-style-type: none"> • 自然、准确地使用多样语法结构 • 语法结构的使用自始至终保持准确,虽然偶尔犯一些英语为母语者也会犯的“口误” 	
8	<ul style="list-style-type: none"> • 发音时极少有重复或自我更正,偶尔的停顿也多是由于在思考内容,极少情况下是为了搜寻合适的语言 • 全面而得体地围绕话题展开发言 	<ul style="list-style-type: none"> • 能自然、灵活地使用多样词汇来准确表达思想 • 能巧妙使用较不常见单词和习语,尽管偶尔有不准确的情况 • 能按要求有效地变换措辞 	<ul style="list-style-type: none"> • 灵活使用多种结构 • 大部分语句无误,极偶尔情况下出现表达不恰当,或个别简单错误 	<ul style="list-style-type: none"> • 自始至终易于理解,母语语音对英语的影响极小 • 使用多种语音手段来有效地表达意思
7	<ul style="list-style-type: none"> • 能充分展开,且不会有刻意思考的痕迹,没有语言上的不连贯 • 能较灵活地使用连接词或语言中的信号词 • 有时出现由于语言水平而带来的重复和/或自我更正 	<ul style="list-style-type: none"> • 能灵活使用词汇讨论多种话题 • 能使用较不常见单词和习语,对语体和搭配有所了解,尽管有时使用不当 • 能有效地变换措辞 	<ul style="list-style-type: none"> • 较灵活地使用多种复杂结构 • 多数语句无误,但有些语法错误 	
6	<ul style="list-style-type: none"> • 有充分交流的意识,但有时由于重复、自我更正或停顿而导致说话不连贯 • 能使用连接词和语言中的信号词,尽管有时使用不当 	<ul style="list-style-type: none"> • 有足够的词汇来充分讨论话题,清晰达意,尽管有时表达并不准确 • 大致可以变换措辞 	<ul style="list-style-type: none"> • 能使用简单和复杂结构,但缺乏灵活性 • 复杂结构经常出现错误,尽管这些错误很少导致交流障碍 	自始至终可以被理解,尽管发音错误偶尔会给听者带来一点费解

5	<ul style="list-style-type: none"> • 通常能维持语流,但需要通过反复、自我更正和/或放慢语速才能实现 • 可能会过多使用某些连接词或语言中的信号词 • 能流畅表达简单语言,复杂语言会导致语言不畅 	<ul style="list-style-type: none"> • 能讨论熟悉或不熟悉的话题,但词汇使用缺乏灵活性 • 尝试变换措辞,但会有错误 	<ul style="list-style-type: none"> • 能基本准确地使用基本的句子结构 • 复杂结构的使用有限,且通常包含错误,有时导致交流障碍 	
4	<ul style="list-style-type: none"> • 回答时有明显停顿,语速可能较慢,时常有重复、自我更正 • 能把基本句连接起来,但重复使用某些简单连接词,语意上多有不连贯之处 	<ul style="list-style-type: none"> • 能讨论熟悉话题,对于不熟悉话题只能表达意思,词汇的选择上时常犯错 • 很少尝试变换措辞 	<ul style="list-style-type: none"> • 能使用基本的句子结构,或正确的简单句子,但很少用从句结构 • 错误频繁,可能导致误解 	<ul style="list-style-type: none"> • 可以发出英语中某些语音,但总体较差,给听者带来严重的理解困难
3	<ul style="list-style-type: none"> • 发言时停顿过长 • 连接简单句的能力有限 • 只给简单答复,时常难以表达基本意思 	<ul style="list-style-type: none"> • 使用简单语言表达个人信息 • 遇到较不熟悉的话题词汇匮乏 	<ul style="list-style-type: none"> • 尝试使用简单句子结构,但不成功,或明显背诵事先准备好的语言 • 表达中错误很多(背过的表达除外) 	
2	<ul style="list-style-type: none"> • 说大多数词前都有长时间的思考停顿 • 交流很少 	<ul style="list-style-type: none"> • 只能说只言片语或背诵事先准备好的语言 	<ul style="list-style-type: none"> • 不能使用基本的句子形式 	语言经常无法识别
1	<ul style="list-style-type: none"> • 交流很少 • 语言无法评估 			
0	<ul style="list-style-type: none"> • 考试缺席 			

雅思口语考试官方指南

An Overview of IELTS Speaking

Module Format

IELTS Speaking is a one-to-one interaction between the candidate and an examiner. The three parts give the candidate the opportunity to use a range of different speaking skills. IELTS Speaking is recorded.

Timing

11–14 minutes

Marks

Candidates are assessed on their performance throughout the test.

Part	Nature of Interaction	Timing
1	Introduction and Interview After introductions and identity check, the examiner asks the candidate questions about familiar topics.	4–5 minutes
2	Individual Long Talk The candidate receives a task card with a topic. He/She then has 1 minute to prepare and make notes before speaking about the topic for 1 to 2 minutes.	3–4 minutes
3	Two-Way Discussion The examiner discusses with the candidate more abstract aspects of the topic in Part 2.	4–5 minutes

IELTS Speaking—Part 1

Task Description

What happens in this part?

In this part, the examiner introduces himself/herself and checks the candidate's identity. Then he/she asks the candidate about familiar topics such as friends, hobbies or food. To ensure consistency, questions are taken from a scripted examiner frame.