

IELTS LISTENING

雅思听力 经典教程

刘洪波 主编

潘欣 Lewis Sandler 编著

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关于人性化的阅读,我们的编辑团队所做的努力:

关键词:绿色环保——轻型纸是纯木浆纸,在生产过程中不添加荧光增白剂,造纸时对制浆的漂白、蒸煮处理会减少,更多的是打浆处理,因而废液排出会相应减少,在使用过程中挥发出的有害人体的化学因子也会大幅减少。从环保与健康的角度考虑,我们更愿意采用轻型纸。

关键词:保护眼睛的原色调——国际上提供纸张的白度不高于 84 度,色泽为原色调,本书使用的纸张白度在 80 度左右,这样可以使因长期阅读导致眼睛疲劳、酸胀的读者在阅读时有舒适感,不刺眼、不疲劳,即便长时间阅读也不会造成视力损伤。

关键词:科学设置的字体字号——我们所使用的字体、字号和行距是基于读者需求来设置的,每页设计的字数可以在阅读疲劳周期的低谷到来之前,使您稍作停顿,减轻阅读疲劳,舒适的阅读感油然而生。

关键词:舒适的手感——轻型纸成书后,切口有毛边,正是这些小毛边提供了柔软的手感,而铜版纸和胶版纸有像小刀一样锋利的质变,容易划伤手。

关键词:昂贵的轻型纸——我们使用了近年来在欧美流行的轻型纸来印刷图书内文,用其印刷的图书比用普通胶版纸或铜版纸印刷的图书重量轻 $1/3 \sim 1/2$,方便您随身携带、随时阅读,减轻您的学习负担。

一切为了您的成功和阅读体验……

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势及劣势;

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、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

2008年4月

《雅思听力经典教程》特点:

1. 从雅思听力技能适应、题型训练到模拟考试,循序渐进全方位提升学员的雅思听力能力。
2. 听力内容涵盖雅思听力考试中的生活和学习各大场景,难度贴近真题考题。
3. 严格按照雅思考试官方指南中听力七大题型分类编排。侧重于各种题型分项训练突破,为雅思听力高分打下坚实基础。
4. 以雅思听力名师教案为线索编写,适合教师课堂培训讲解,同时也适合考生自学。

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 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.

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

雅思听力考试 官方指南

An Overview of IELTS Listening

Module Format

IELTS Listening has four sections, each with 10 items (or questions). Each item is worth one mark. The items are designed so that the answers appear in order in the listening passage. During the test, time is given for candidates to read the questions and write down and check their answers. Answers are written on the Question Paper as candidates listen. When the tape ends, ten minutes are allowed for candidates to transfer their answers onto an Answer Sheet.

The table below provides a summary of IELTS Listening.

Section	Topic Area	Input	Main Skill Focus	Number of Questions
1	Social Needs	Conversation with a transactional purpose, e. g. finding out about travel services	Listening for and noting specific factual information	10



2	Social Needs	Monologue or prompted monologue with a transactional purpose, e. g. giving information about a public event	Listening for and noting specific factual information	10
3	Education and Training	Discussion between 2–4 people in an academic context, e. g. tutorial or seminar	Following a conversation which involves negotiation of meaning. Listening for specific information, attitudes, and speaker's opinions	10
4	Education and Training	Monologue in an academic context, e. g. lecture	Following an academic argument. Listening for main ideas, specific information, attitudes and speaker's opinions	10

Answer Format

Candidates write their answers on an answer sheet.

Timing

Approximately 30 minutes plus 10 minutes transfer time.

Marks

Each question carries one mark, giving a total of 40 marks.

Listening Texts

The first two sections are concerned with social needs. There is a dialogue between two speakers, for example a conversation about travel arrangements, and then a monologue, for example a recording about museum opening times.

The final two sections are concerned with situations related more closely to educational or training contexts. There is a conversation between up to four people, for example a conversation between a tutor and a student about an assignment, and then a further monologue, for example a lecture of general academic interest.



Task Types

A variety of task types is used. The principal task types are:

Task Type 1 Forms/Notes/Table/Flow-chart/Summary Completion

Task Type 2 Multiple Choice

Task Type 3 Short-answer Questions

Task Type 4 Sentence Completion

Task Type 5 Labelling a Diagram/Plan/Map

Task Type 6 Classification

Task Type 7 Matching

Recordings

Each section is played ONCE only. The recordings include a range of accents, including British, Australian, New Zealand and American.

Frequently Asked Questions (FAQs)

What aspects of listening are tested in IELTS Listening?

Sections 1 and 2 of IELTS Listening test the types of listening skills needed for survival in an English-speaking country in situations relating to accommodation, transport, entertainment, health, shopping etc. The main focus is on understanding key points of factual information. Sections 3 and 4 focus on the types of academic situations likely to be encountered by students following a training or study course in an English speaking country, including lectures, tutorials, seminars, and discussions with other students on academic matters. Here the student must be able to identify key points as well as detail, and also to cope with the negotiation of meaning and follow a line of academic argument.

Do the different sections use different task types?

No. Any section may include any of the task types listed in the Overview. However, there will not generally be more than three different task types in any section, and in some cases the whole section may consist of just one task type.



Are all the sections equally difficult?

No. IELTS Listening tests a wide range of abilities, and in order to allow this, the sections gradually get more difficult from Section 1 to Section 4.

How do candidates record their answers?

Candidates write their answers on the Listening Question Paper during the test. At the end of the recording they are given 10 minutes to transfer their answers onto the Listening Answer Sheet.

When the instructions state that the candidate should answer in, for example, **NO MORE THAN THREE WORDS**, would they lose marks by writing an answer with more than three words, even if one is 'a' or 'the'?

Yes. Answers which exceed the word limit will be marked incorrect.

Do answers in IELTS Listening have to be correctly spelled?

Yes. Incorrect spelling and grammar are penalised. However, words which the candidates have to write will generally be high-frequency words. Both UK and US varieties of spelling are accepted. Proper names may be spelled out in the recording.

Does IELTS Listening always include all the different task types listed in the Overview?

No. Each test version will contain a different combination of task types.

How is the band score for IELTS Listening calculated?

One mark is awarded for each of the 40 questions. A Band Score conversion table is produced for each version of IELTS Listening which translates scores out of 40 onto the IELTS 9-band scale. Scores are reported as a whole band or a half band.

How does the Listening band score relate to the overall band score?

The overall score is worked out based on the band scores for each of the four Modules; the final score may be reported as a whole band or a half band.

Will studying for IELTS Listening help students to improve their general listening skills?

Yes. Students will be encouraged to listen in different ways for different purposes and to become more aware of the strategies that English speakers use to communicate in speech.



What information are candidates given before each section?

At the beginning of each section candidates hear a short description of the situation they are about to listen to. This may give information about who the speakers are, where they are and what the general topic is. This description is not written on the Question Paper, so it is important for candidates to listen carefully.

Will candidates have time to look at the questions before they listen?

Yes, there is time for candidates to look at the questions before each section. They are told which questions to look at.

Will there be a break during the recording?

There is one break during each of Sections 1, 2 and 3 to allow candidates time to look at the following questions. However, there is NOT a break in Section 4.

Will there be an example at the beginning?

There is usually an example at the beginning of Section 1, and for this section **only**, the recording relating to the example is played twice.

How many times do candidates hear the recording?

Each recording is heard **ONCE** only.

Do the questions follow the order in which the information occurs in the recording?

Yes. This is the case for all task types in IELTS Listening.

Will candidates have time to check their answers at the end of each section?

Yes, candidates have half a minute to check their answers at the end of each section.



DOs and DON'Ts

✓	Listen carefully to the introduction to each section. This will give you useful information about the situation and the speakers.
✓	Use the time at the beginning of each section (and in the middle of Sections 1-3) to look through the questions and think about the topic.
✓	Read the instructions for each task carefully. Remember to check the maximum number of words allowed.
✓	Write all your answers as you listen—remember you won't hear the recording a second time.
✓	Check that what you write makes sense in the context.
✓	Answer all the questions even if you don't feel sure about an answer—you may have understood more than you think.
✓	Wait until the end of the test to transfer your answers. You have ten minutes for this which is plenty of time.
✓	Write clearly when you transfer your answers. If an answer isn't clear on your answer sheet, you will lose the mark.
✓	Check your spelling (and grammar where necessary).

×	Don't worry if you have to cross out or change an answer.
×	Don't panic if you miss one question. Look ahead and concentrate on the next one.
×	Don't try to rephrase what you hear. Write down the words you hear which fit the question.
×	Don't write more than the maximum number of words or letters allowed for each answer.
×	Don't copy any words that were printed on the Question Paper when you transfer your answers to the Answer Sheet.



Developing General and Academic Listening Skills

Expectations of students at IELTS level

IELTS Listening is taken by both General Training and Academic candidates and is designed to cover the full range of ability from non-user to expert user. It covers the basic survival skills in a broad social and educational context, as well as the skills required for academic purposes.

How we listen in our own language

Listening involves both linguistic and non-linguistic knowledge. Linguistic knowledge includes understanding of lexis, grammar, phonology and discourse. Non-linguistic knowledge may include understanding of the context or situation, the topic and the purpose of the interaction. When we listen in our first language we apply both types of knowledge at the same time to make sense of what we hear. We can use our existing knowledge to predict what might come next, and check each prediction in the light of the information we receive.

By using these skills, we can make sense of input in which individual sounds may be unclear, either because of background noise or because they are affected by other sounds in the stream of speech. We can also understand the meaning carried by stress and intonation, and we can hold pieces of information in our short-term memory long enough to relate it to further information given later on. In addition, we are able to interpret not just the surface meaning of the information conveyed but the underlying attitudes and opinions.

Developing listening skills in a foreign language

Students may develop listening skills in the classroom through listening to and interacting with the teacher and other students. In this case the context and purpose of the interaction is usually clear, and the student can let the speaker know if he or she has not understood what was said.

Listening skills are also developed more formally through listening to recorded materials via a variety of media. In this case the context and purpose may not be apparent, so students may need to be provided with this information before they start listening. Specific listening tasks are usually given in order to focus the students. Such tasks are likely to involve a degree of reading and writing.

Outside the classroom there is an increasing number of opportunities for students of English to listen to different varieties of English through leisure and educational activities on video and TV, through songs or computer and internet activities, as well as through