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38 Which of the following is NOT important in ethical leadership?

- A measuring the needs of clients and collecting feedback
- B specifying the materials to be used in class
- C providing resources
- D training staff

Questions 39 & 40

Choose **TWO** of the following A-D.

39 & 40 Subordinates respond to a leader who

- A is truthful.
- B makes all decisions alone.
- C is committed to the organisation.
- D works towards the common good.

Listening Test 1**Section 1, Questions 1-10**

- 1 Berghofer
 2 7 Jason
 3 07 3233 4111
 4 04 2199 9964
 5 (a) house
 6 \$100//100 dollars
 7 2//two
 8 & 9 (in either order) (a) washing machine, (a) deck//(an) outdoor entertainment area
 10 11.00//11:00//11 o'clock// eleven o'clock, Thursday

Section 3, Questions 21-30

- 21 A
 22 B
 23 & 24 (in either order) B & E
 25 & 26 (in either order) C & D
 27 B
 28 A
 29 C
 30 A

Section 2, Questions 11-20

- 11 Speed Reading
 12 K Block
 13 (the) Library
 14 Using Databases
 15 Sumi Venugopalan
 16 K Block
 17 Library
 18 Laboratory A
 19 Laboratory C
 20 Laboratory B

Section 4, Questions 31-40

- 31 people and culture
 32 have limited opportunities
 33 formal learning contexts
 34 positively correlated with
 35 added input and stimulation
 36 & 37 (2 of these, in any order) intellectual motives, sociocultural motives, instrumental motivation
 38 individual development//satisfaction
 39 & 40 (2 of these, in any order) language, country, personal factors, affective factors

*Please see the listening scripts for details of the correct answers.



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Listening Test 2

Section 1, Questions 1-10

- 1 G
2 E
3 B
4 C
5 A
6 B
7 B
8 C
9 D
10 A



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Section 3, Questions 21-30

- 21 Bachelor of Science
22 Psychology
23 6.75
24 childhood counselling
25 Dean's Award for Excellence
26 & 27 (in either order) reputation of the university//university's reputation, Psychology Department
28 & 29 (in either order) Kids' Counselling Service, Youth Speak
30 (it is) well-rounded

Section 2, Questions 11-20

- 11 first-year students//new students
12 (to live with) friends
13 budgeting//managing money//
planning a budget//
hard to handle costs
14 & 15 (any 2 of these) meals are cooked//
cooked meals; close to class(es),
security (guards), community
environment
16 & 17 (any 2 of these) food/meals//
all meals, recreation facilities, laundry//
use of laundry, laundry use, electricity
18 A
19 B
20 C

Section 4, Questions 31-40

- 31 community
32-35 (in any order) authenticity, intention,
spirituality, sensibility
36 C
37 A
38 B
39 & 40 (in either order) A & D

*Please see the listening scripts for details of the correct answers.

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Question Type 1**TYPE 1.1** Track 02**Announcer:**

Listening 1.1. You will hear a conversation between an employment consultant and a new client. Before you listen, you have some time to look at Questions 1-4.

Now as you listen, answer Questions 1-4.

Consultant:

Hello. Karen, is it?

Karen:

Yes, that's right. Hi.

Consultant:

Come on through to my office so we can have a chat.

Karen:

Okay, great.

Consultant:

So Karen, how can I help you?

Karen:

Well, I just moved back to town recently and I'm looking for a job. I've been checking the papers and employment sites on the Internet but I haven't had much luck. A friend told me that this agency was good. She said the staff are really helpful and I thought joining an agency would help me to find a job more quickly. I have to confess though, I mainly came here because I hoped I might meet some other people in the same situation. It's easy to feel like you're the only person in the world without a job and that can get quite depressing!

Consultant:

It certainly can! It's easy to fall into that way of thinking when you're unemployed for a while. Even people who are normally very optimistic can get depressed very quickly when they're looking for a job. That's definitely one of the advantages of joining an agency. We regularly run workshops and social gatherings for our clients, so you get to update your skills, meet people, and basically not feel alone. So, what kind of position are you after?



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Karen: Umm ... I've just come back from doing some teaching overseas. That included some sales and administrative work too. I wouldn't mind doing a bit of that but I've got a degree in business. My major was marketing so I'd really like a job in that area.

Consultant: Mmhmm ... okay. We've got a couple of jobs on our books that you might be interested in. What kind of salary and conditions do you have in mind?

Karen: I haven't really thought too much about salary. I don't mind starting at the bottom at this stage but as far as hours go, I don't want to work the usual 9 to 5. I want to start early and finish early in the afternoons. Part-time work would be okay. It's just that I'm going to be studying as well so ... oh, that's another thing, I don't want a job with a lot of travel involved. I just won't have time for it.

Consultant: Alright. Now on your resume you've listed your work history and qualifications. Do you have any special skills or are there certain areas you've had a lot of experience with?

Karen: Well, I can speak conversational Japanese and I can use a lot of computer programmes such as Word, Excel, PowerPoint and so on.

Consultant: Great! What about professional experience? Have you got experience writing reports, giving presentations ... things like that?

Karen: Umm ... I've written some reports and marketing material, such as brochures with my supervisor but I haven't had a chance to give any presentations. Since I worked in Japan and China for two years, I'm used to dealing with people from other cultures and answering questions from students, and giving school tours to potential students.

Consultant: Okay good. I'll take the information you've just given me and rework your resume a bit before you send it out again. Now, as I said, we have a couple of jobs...

Announcer:

That is the end of Listening 1.1.



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TYPE 1.2 Track 03



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Listening Scripts | 135

Announcer:

Listening 1.2. You will hear an executive coach discuss women in the workforce. Before you listen, you have some time to look at Questions 5-8.

Now as you listen, answer Questions 5-8.

Executive Coach:

In the 1980s, two thirds of Australian women worked in clerical and service based jobs and earned less than 70% of male co-workers. These days, most women still work in service industries but more are making it to the management level. Now, 25% of managers are women and 33% of Australian businesses are now owned by women. However, Australian women still earn, on average, \$16,000 less a year than men. Why? Part of the problem is that women are damaging their careers by acting in ways that stop them from reaching their full potential. Today, I'm going to talk to you about the most common mistakes career women make and how to avoid them.

The four most common mistakes are: doing other people's work, expecting to be given what you want without asking for it, pretending office politics doesn't exist, and acting like a man, instead of being a woman. First, let's consider the final point: acting like a man. It's all about integrity. If women act like they think a man would act, they'll never be as authentic and powerful as they could be as themselves, women. Women don't need to hide the fact that they're different from men. Women have different strengths, values, behaviours, and skills from men and this allows an opportunity to balance the work environment. When women accept their differences and realise they don't have to act like men, they'll be able to meet men as equals in their business life.

Now, let's consider the problem of doing other people's work...

That is the end of Listening 1.2.

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Question Type 2

TYPE 2.1 Track 04

Announcer:

Listening 2.1. You will hear students giving a presentation in a tutorial. Before you listen, you have some time to look at Questions 1-4.

Now as you listen, answer Questions 1-4.

Tutor:

Okay, so if no one has any other questions about the major essay, let's move on. Continuing with the theme of organised religion and spirituality in different societies, Lorna and Louise have prepared a seminar on the place of prayer in contemporary Australian society. Lorna?

Lorna:

A lot of people equate prayer with some kind of organised religion and assume that if they aren't part of a church, they don't pray. In fact, many people pray without knowing it. How often have you whispered for help in the face of life's challenges or uttered a 'thank you' when a situation has gone your way? It seems that many of us pray without being aware of it.

Louise:

New research has found that 69% of people have prayed at some time in their lives, but only 60% believe in a higher being, such as God. As you can see in this graph, based on the results of the last Australian Government census, there has been a decline in the number of people joining organised religions. It seems that Australians are looking for more private ways to express their spiritual side.

Lorna:

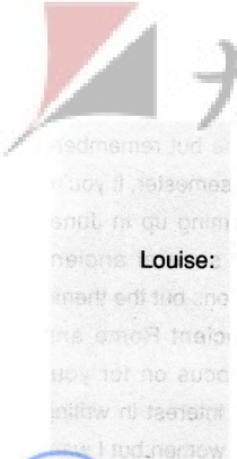
Yes, and prayer allows them to do this. Dr Alexander Piper has done a lot of study on this subject and believes that there are many benefits of praying.

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Listening Scripts | 137

He says that if people make prayer a part of their daily lives, they can learn to understand what they really want. This knowledge allows people to focus on the things that really make them happy. Dr Piper also believes that it helps us to have better relationships with other people. Other researchers have done studies that suggest that prayer helps people to develop confidence and strength. Let's take a look at one particular study conducted by Daley and Stead in 2003...

Announcer:

That is the end of Listening 2.1.



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TYPE 2.2 Track 05

Announcer:

Listening 2.2. You will hear a lecturer give students details of their next assignment. Before you listen, you have some time to look at Questions 5-8.

Now as you listen, answer Questions 5-8.

Lecturer: Good afternoon everyone. I hope you all had a good weekend and are ready to begin another week of classes. Before we start today's lecture, I'd like to talk to you about your second assignment because as you know if you've read the course outline, it's worth 60% of your grade. Yes, 60%, so it's obviously quite important and you should start thinking about it now. This assignment is different from your first one. For this one you'll be writing a comparative essay, rather than arguing a point. Now, I know that on the course outline it says that both the first and second assignments are 2,500 words long. That was true for the first assignment but this one should be about 1,500 words longer, so that you are really able to do a proper comparison. As far as the due date goes, the deadline is in six weeks, at the end of May.

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I know that it seems like you have plenty of time but remember—this is not the only assignment due at the end of semester, if you're a full-time student, and you have exams coming up in June. Throughout the semester we've discussed several ancient civilisations and different aspects of those civilisations but the theme of your second assignment is women in ancient Rome and Greece. There are several areas you can focus on for your comparison. Some of you have expressed an interest in writing about the status, role, and expectations of these women but I want you to focus more. For example, you could look at their upbringing and education and how this affected their role in society or you could consider their representation in literature at that time. There are many possibilities, so I want you to start narrowing down your topic now and have it approved by either myself or one of the tutors by next Friday. If you have any questions, see me after class. Alright, let's get back to the Persians. I assume you've all read chapter 12 and the selected readings...

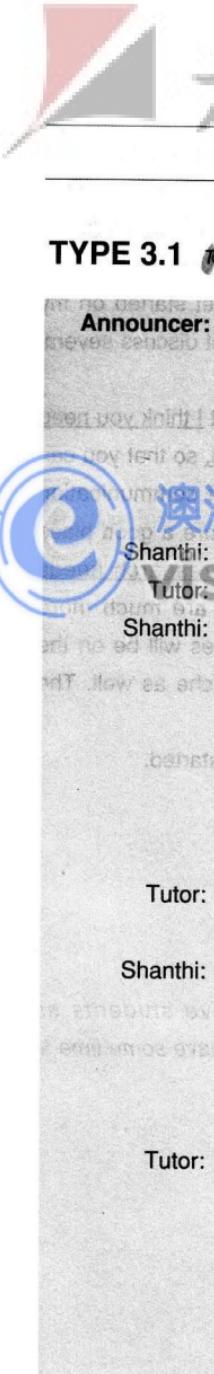
Announcer: That is the end of Listening 2.2.

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Question Type 3

TYPE 3.1 Pack 06

Announcer:

Listening 3.1. You will hear a student discussing a seminar with her tutor. Before you listen, you have some time to look at Questions 1-4.

Now as you listen, answer Questions 1-4.

Shanthi:

Tutor:

Thanks for seeing me on such short notice. I know you're busy.

No problem. What did you want to speak to me about?

Well, I've been thinking about the subject of my seminar. I've thought about a range of ideas, all based around communication. At first, I thought I might present something on family dynamics. Then, I thought I would research the differences in the way men and women relate to each other when dating, you know, the differences in how they communicate needs, wants, requests and so on.

That sounds like a very interesting topic but probably too long for a 30 minute seminar.

Yes, that's what I thought but I'd still like to present a seminar about the ways of communicating. Do you think I could present a seminar on the styles of communication identified by different researchers and used as the basis for inventories? Maybe I could just focus on those most commonly used by workplace psychologists.

That sounds like a good way to focus the topic, so that it doesn't become unmanageable. It's important that you narrow down the topic of your seminar and present a more in-depth look at one part of a broader topic. As you know, you only have 30 minutes and it's about quality, not quantity.

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Make sure you keep that in mind because we'll be considering the depth of knowledge presented when we evaluate each seminar and as the seminar is worth three quarters of your whole grade, it's really worth doing the research and putting in the work.

Shanthi:

I'm going to go to the library this afternoon to get started on my research. I know there are some good books that discuss several of the most widely-used tests.

Tutor:

There are lots of resources you should look at but I think you need to kick off your research by reading different tests, so that you can compare the items and the number and kind of communication styles presented in each. Also, although books are a good place to get some information, the majority of your research needs to come from the articles in journals. These are much more up-to-date than books. Most of the recent articles will be on the shelves but don't forget to check out the microfiche as well. The library doesn't have all articles in paper form.

Shanthi:

Okay, thanks for your help. I'd better go and get started.

Announcer:

That is the end of Listening 3.1.

TYPE 3.2 Track 07

Announcer:

Listening 3.2. You will hear a lecturer give students an introduction to a course. Before you listen, you have some time to look at Questions 5-8.

Now as you listen, answer Questions 5-8.

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Lecturer:

Good afternoon everyone and welcome to Introduction to Management, code 61290. As the name suggests, this course has been designed to introduce you to many aspects of management. It gives you a general overview, so that you can choose your electives based on what you're most interested in. As you can see in the course outline, we are going to look at both the theoretical and practical elements of management. Towards the end of the semester we are going to look at some examples of theoretical models applied to real organisations. In the first quarter, we're going to discuss several different styles of management, how to manage human resources, and ethics.

The assessment for this course is made up of 2 written papers and an exam. The exam will be scheduled somewhere during the end of semester exam period. The first paper is due in the first week of April and is an evaluation of the theories of management, while the second is due in the last week of May and requires you to apply your theoretical knowledge in order to make suggestions about how to deal with a workplace scenario. Your tutors will give you details of the scenario in next week's tutorial. There is a list of the books you'll need to buy for this course at the end of the outline. Don't forget that you may be able to buy second hand copies of the textbook at the Student Union office. You'll notice that aside from the list of required books, there is also a list of recommended reading. If you have time, I strongly suggest that you take a look at some of these books, in particular, Ethical Management and Principles of Management. Managing People and Rules for Managers are also good practical guides for the day-to-day running of businesses. Okay, now that I've introduced the course, let's begin today's lecture.

Announcer: That is the end of Listening 3.2.

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Question Type 4

TYPE 4.1 Track 08

Announcer:
Travel Agent:
Norman:
Travel Agent:
Rose:
Norman:
Rose:
Travel Agent:
Rose:
Travel Agent:
Norman:

Listening 4.1. You will hear a university travel agent and two students discussing travel options for the mid-semester vacation. Before you listen, you have some time to look at Questions 1-4.

Now as you listen, answer Questions 1-4.

So, you want to plan a trip for the mid-semester break?
Yeah, that's right. We don't have very much time, so we won't be able to go very far but we'd like to get away for about 3 or 4 days.
Okay, no problem. There are quite a few nice spots within an hour or two of here.

Rose: I heard there are some little villages with boutiques and tea shops.
Norman: Oh no! I don't want to spend my holiday watching you shop. Anyway, we don't have much money.

Rose: You're right. I don't have that much money. I just heard there are some really nice arts and crafts. I'd like to have a look.

Travel Agent: Rosemount, Richmond, and Sun Valley all have boutiques with plenty of arts and crafts but the best place to find a good variety of pottery, local art, handmade jewellery, clothes and so on is the weekend markets in Richmond. The only trouble is that there aren't any food stalls. Luckily, there are some great restaurants, cafes, and tea shops 20 minutes away in Rosemount.

Rose: Great! Are there any youth hostels around there?

Travel Agent: Yes, there's one in Richmond. Let me get you a pamphlet.

Norman: What about camping sites? I haven't been camping for ages and we probably won't have much money left after we've been to the markets!



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Listening Scripts |

143

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Rose: Very funny. Camping would be great. Isn't there a site in Sun Valley?

Travel Agent: There is but I'd only stay there if absolutely necessary, as Tyan's Grove is a much nicer location, close to the beach and there's lots of local wildlife. Besides, if you want to do more than swim, like go surfing or windsurfing, Gorman's Point is only 10 minutes from Tyan's Grove.

Norman: That all sounds great. Do you have some more brochures we can take away with us? We need to talk about it with our friends before we make a decision.

Travel Agent: Sure, I'll get them for you...

Announcer:

That is the end of Listening 4.1.

TYPE 4.2 Track 09

Announcer:

Listening 4.2. You will hear a member of staff at a university giving a presentation to students about the university's counselling service. Before you listen, you have some time to look at Questions 5-8.

Now as you listen, answer Questions 5-8.

Staff Member:

Good morning everyone. I'm here today to tell you about the university's counselling service. I know that it's only the beginning of the semester and you're probably not thinking about the kind of problems you may encounter while studying for your degree, but it's important to remember that you will go through ups and downs and many changes throughout your time here. The first year can be particularly stressful as you make the transition from high school to university and this can affect many aspects of your life.

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Fortunately, you don't have to go through this transition alone. At the counselling office, located on the second floor of Building A, next to the Student Services office, we have several trained counsellors who can help you with a variety of issues. The office is open Monday to Friday 8:00am to 7:00pm and on Saturday 9:00am to 12:00pm. If you need to talk to someone about study-related issues, such as time management, study and research skills or changing courses, you can make an appointment with Rodney Reid. Rodney is always on campus Monday, Wednesday, and Friday and he is available on Saturday morning by request. If you're looking for a part-time or casual job, Jarrod Howard is in the office Tuesday, Thursday, Friday, and Saturday morning. He can also help you with information about job options relating to your courses and the graduate programmes run by the Government and large companies. Jarrod's also the counsellor to visit if you want to discuss money matters, such as budgeting. If you have a problem that doesn't fit into one of the areas already mentioned, or a personal problem, such as stress management, you can talk to Lorraine Lea. She's on campus Monday, Wednesday, Thursday, and Saturday morning. All of the counsellors run workshops in their areas of expertise on a regular basis. Check the notice boards around campus or the counselling office for details. Now, let's move on to the university helpline...

Announcer:

That is the end of Listening 4.2.

Question Type 5**TYPE 5.1** Track 10**Announcer:**

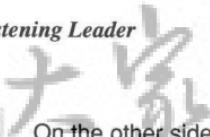
Listening 5.1. You will hear a university staff member giving a tour of the campus. Before you listen, you have some time to look at Questions 1-4.

Now as you listen, answer Questions 1-4.

Staff Member:

Let's make our way back out the main entrance of the library. On the left is the Student Services building. The staff there help students with a range of issues, such as finding accommodation and part-time jobs. They also have a counselling service, so students can make an appointment to talk to someone about personal, financial or academic issues. To the right of Student Services is the sports centre. It's a very modern complex, built in 2003 and is used by staff and students. Aside from using the exercise equipment and pool, members can take a variety of classes in yoga, dance, and aerobics. The building over there, in the corner, is where the Faculty of Science is located.

Follow me through the tropical garden. This is probably the most relaxing part of campus. It's a great place to eat lunch, take a rest or just clear your head before hitting the books again. If we continue out of the garden and past the Main Library, we reach the Refectory or Cafeteria. A range of hot and cold food is sold here and because our students come from many different cultures and ethnic backgrounds, you can get everything from a sandwich or a salad to a curry or sushi. There is also an eating area so students can sit down and enjoy lunch with their friends, no matter what the weather's like.



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On the other side of the Refectory is the Arts building and beside it the Performing Arts Theatre. Students often perform there in musicals and plays. Behind that courtyard is the Information Technology building. The IT Faculty is located here, as are most of the computer laboratories. If we continue on past the courtyard, we come to the Engineering building and behind that, in the right corner, is the International Education Centre. This is where students from overseas take courses that prepare them for studying at an Australian university. Now, let's continue over to the Athletics field...

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Announcer:

That is the end of Listening 5.1.

TYPE 5.2 Track 11

Announcer:

Listening 5.2. You will hear two members of the Student Union at a university talking about a social activities exhibition. Before you listen, you have some time to look at Questions 5-8.

Now as you listen, answer Questions 5-8.

Student 1: Have you finished the plan for the Social Activities Exhibition?

Student 2: Well, most of it but I'm still not sure where to put the last few booths. I was hoping that you could help me out.

Student 1: Yeah, no worries. Let me have a look at the plan. Well, this looks good so far. What about the Student Newspaper? I don't see it here.

Student 2: That's one of the areas I'm not sure about. At first, I was going to put it next to the Football Club but I spoke to the newspaper's editor yesterday and she said she wants the booth near the centre of the exhibition.

Student 1: There's still one area left near the Food and Drink Stalls, right?

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Student 2:

Yes, but the Community Radio Station wants the same area.

Student 1:

Hmmm ... I see, but the radio station is going to be broadcasting live, isn't it? What if we put the Student Newspaper next to the Food and Drink Stalls and the Community Radio Station in the bigger area next to the Modern Dance Association?

Student 2:

That's a good idea. I'm sure they'll be happy to have a larger space to put all of their equipment in. What about the Movie Group?

Student 1:

The area in the top left-hand corner of the plan seems to have a lot of sports clubs, so why don't we mix it up a bit? We can put the Movie Group between the Football Club and the Hockey Club.

Student 2:

Yes, you're right. I hadn't thought about that. Maybe we should give the Musician's Circle the space between the Football Club and the Rugby League Club.

Student 1:

That sounds good ... oh, wait a minute. Their president said they wanted to be quite close to some of the dance organisations because a lot of students interested in dance are also interested in music. What about that space below the Rugby League Club?

Student 2:

Yes, that's fine. Okay, I'd better go and type up the final plan so I can give each group a copy.

Student 1:

Alright, but before you go, we need to arrange a time to meet later this week...

Announcer:

That is the end of Listening 5.2.

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Listening Scripts

Listening Test 1

SECTION 1 Track 12

Announcer:

Listening Test 1. You will hear a recording and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions and you will have a chance to check your work. The recording will be played once only. The test is in four sections. Now turn to Section 1.

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Section 1. You will hear a conversation between a real estate agency receptionist and a potential client. Before you listen, you have some time to look at Questions 1-7.

Receptionist:

Notice that an example has been done for you. This time only, the conversation relating to the example will be played first.

Caller:

Good afternoon, Monique Michaels Real Estate. Jamie speaking. How can I direct your call?

Hello. I'd like to talk to someone in your share housing area.

Announcer:

The caller says that he would like to talk to someone in the share housing area, so you would write share housing on the form. Now, let's begin. Listen carefully to the conversation and answer Questions 1-7.

Receptionist:

Good afternoon, Monique Michaels Real Estate. Jamie speaking. How can I direct your call?

Caller:

Hello. I'd like to talk to someone in your share housing area.

Receptionist:

Margaret usually handles share housing but she's out of the office at the moment. Perhaps I can help you. Would you like to register with us?

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Listening Scripts

149

- Caller: Yes, I'm looking for a share house.
- Receptionist: Okay, no problem. I just need to take down some details for our records. What's your name?
- Caller: Daniel Berghofer. B-E-R-G-H-O-F-E-R.
- Receptionist: Okay, and what's your current address and phone number?
- Caller: My address is 7 Jason Street, J-A-S-O-N in Wishart. My phone number is 07 32 double 3, 4 triple 1.
- Receptionist: 07 32 double 3, 4 double 1?
- Caller: Triple 1.
- Receptionist: Oh, okay, got it. And what about a work or mobile number?
- Caller: Work is 07 double 3, 219746.
- Receptionist: 07 double 3, 219746?
- Caller: That's right and my mobile number is 0421 double 9, double 9, 64.
- Receptionist: 0421 double 9, double 9, 64?
- Caller: Mmhmm...
- Receptionist: Alright, now what kind of accommodation are you after?
- Caller: Well, I've been in a unit for the past year and I'm dying to get out into a place with a garden and more room to move. I ideally, I'd like to move into a house but I don't want to spend too much on rent if I'm sharing with other people. I guess the most I can afford is \$200 fortnightly.
- Receptionist: Well, it depends a lot on the area you want to live in and how many people you're willing to share with.
- Caller: Anywhere on the Southside, not more than 20 minutes from the city centre would be okay. I don't really mind which suburb, as long as the house and housemates suit me. I don't really want to share with more than 1 or 2 people.
- Announcer:** Before you listen to the rest of the conversation, you have some time to look at Questions 8-10.
- Now as you listen, answer Questions 8-10.



Receptionist:

Okay, I think with 2 housemates we should be able to find you a nice place to live within your budget. In fact, I'm sure we have some suitable places on our books at the moment. Do you have any special requirements that would help us to narrow down our search a bit?

Standard:

Caller:

Well, I don't have a washing machine and I don't want to have to get in the car to go to a laundromat all the time, so I guess the other housemates would need to have one.

Receptionist:

No worries. Anything else?

Caller:

Well, as I said earlier, I've been living in an apartment, so I'm really looking forward to having a backyard for some entertainment. A deck or some kind of outdoor entertainment area is really important to me.

Receptionist:

Washing machine and outdoor entertainment area. I'm sure we have a couple of listings on our books that would be perfect for you. When do you want to move?

Caller:

In about 3 weeks.

Receptionist:

Okay, would you like to come in sometime this week to meet with Margaret? She could take you to have a look at the houses and meet the people already living there. It's a good chance for both parties to make sure they'd be comfortable with the arrangement.

Caller:

Yes, that sounds good. How about Thursday?

Receptionist:

Sure, Margaret's free at 9:00. Does that suit you?

Caller:

Actually, I've got another appointment then. Could we make it a bit later in the morning?

Receptionist:

Mmm ... okay, Margaret's got an opening at 11:00. How's that?

Caller:

That's great. Is there anything I need to bring?

Receptionist:

References from previous landlords, if you have any, and some photo ID.

Caller:

Not a problem. See you on Thursday.

Receptionist:

Okay, Daniel. Thanks for calling. Goodbye.

Caller:

Bye.

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Announcer:

That is the end of Section 1. You now have half a minute to check your answers.

Now turn to Section 2 of your Listening Question Paper.

SECTION 2

Track 13

Announcer:

Section 2. You will hear a University Admissions Officer talking to a group of first-year students at Orientation. Before you listen, you have some time to look at Questions 11-15.

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Now as you listen, answer Questions 11-15.

Officer:

Hello everyone. I hope that you have enjoyed the orientation programme so far and are getting all of the information that you need to begin your first semester. I know that you've been bombarded with information this morning and you're probably feeling a bit overloaded, but please bear with me just a little longer while I give you some information about the seminars we have organised especially for first-year students.

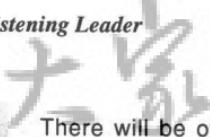
All of the staff here understand that the transition from high school to university or from the workforce to higher education can be quite a challenge, particularly from an academic point of view. Studying successfully at a tertiary level requires certain skills and the university lecturers have high expectations of your work. Without strong study skills, it will be difficult to meet the demands of your courses and your lecturers. Therefore, the university has organised a series of seminars on Wednesday, Thursday, and Friday of this week, so you can prepare before the semester begins. Each seminar will be held at a different time on all three days, so you have a chance to attend all of them.

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There will be other study skills seminars held throughout the semester but this week we're focusing on the three areas that first-year students seem to need the most help with.

The first session, to be led by Rebecca Lewis, is about Speed Reading. This is a great skill to have, especially at university, because with a full-time course load you will be doing a lot of reading. If you're able to speed read, you will save a lot of time on the weekly reading you need to do for each of your subjects. Most students who attend this seminar increase their reading speed by 300 words per minute in one day. Pretty amazing! If you attend the follow-up seminars held throughout the semester, who knows what your final speed will be? This seminar was going to be held in D Block but was changed to K Block.

The second seminar being held this week is on Research Skills and will be taught by Norman Bateman. Regardless of which course you're studying, you will have to write reports or essays, and to do that well, you need to be able to find useful and appropriate information about different topics. Norman will take you through all the methods of collecting information step by step and will get you to do some guided practice relevant to your major. That course will be held in the place where you'll be doing a lot of research and spending a lot of your time, the Library.

The final seminar being held this week is actually related to research but focuses more on your computer skills. The seminar is called Using Databases. Databases will be a big part of your research at university and as most of you would not have had to use them in high school, I strongly recommend that you attend this class. The teacher is Sumi Venugopalan. That might be a bit difficult to remember so if you want to write it down, that's Sumi, S-U-M-I, Venugopalan, V-E-N-U-G-O-P-A-L-A-N. This seminar will be held in Laboratory A, B or C, depending on the day. Don't worry if you can't remember all of that information. There are notices up on the notice boards in all the buildings, including the library.

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153

Announcer:

Before you listen to the rest of the talk, you have some time to look at Questions 16-20.

Now as you listen, answer Questions 16-20.

Officer:

So, I guess your next question is, where are the buildings I've just mentioned? Well, if we walk outside of the Main Hall, we can see the International Student Education Centre in front of us. Just behind that and slightly to the left is K Block. Now, if we go back through the Main Hall and out the other side, you'll see the Library almost directly opposite. W Block is that building to the left and between W Block and Student Services is Laboratory A. From Laboratory A we just have to take a short walk between the Main Hall and the International Student Education Centre to get to Laboratory C. To the right of the Sports Club and opposite Laboratory C is Laboratory B. If you can't remember all that, don't worry. I have some campus maps for you and if you still get lost, just ask someone where you are. The staff are always happy to help out and used to directing new students around campus. So if there aren't any questions, I'll let you go and enjoy the Student Union barbecue...

Announcer:

That is the end of Section 2. You now have half a minute to check your answers.

Now turn to Section 3 of your Listening Question Paper.

SECTION 3 Track 14

Announcer:

Section 3. You will hear two students talking to their tutor about a seminar they are planning. Before you listen, you have some time to look at Questions 21-26.

Now as you listen, answer Questions 21-26.

Tutor:

Ray, Ellie, come on in. Sorry to keep you waiting.

Ray:

Not a problem. I guess you're really busy at this time of the semester. Lots of students trying to finish their final assignments and prepare for exams.

Tutor:

You've got that right. So, what can I do for you?

Ellie:

We won't take up too much of your time. We just wanted to talk to you about our final seminar and to make sure that we're on the right track.

Tutor:

Okay. As I remember you were going to present something on factors that influence children's reading.

Ray:

Yes, we were going to do that but when we actually started doing research, we found that there is a lot more information about how their writing is affected by reading. We became really interested in this topic and decided to do that instead.

Ellie:

That was part of it. We also considered topics that we'd covered in other classes and our own teaching experience but the initial idea came from the stories of other teachers at the elementary school.

Tutor:

Good. I'm happy to hear that you've chosen a topic that you have a personal connection with. Having that connection makes it a lot easier for you to work on and will help you to give a better seminar. A lot of students choose topics that they think will be easy but the seminar actually ends up being quite difficult for them. If they're not that interested in the topic or they don't have any experiences to share, it's hard for them to make the seminar interesting and they have a hard time answering other students' questions.



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Listening Scripts | 155

Ray:

We don't want to get into that situation. We were thinking of including some, I guess you'd call them case studies, experiences of teachers we know.

Tutor:

That sounds like a good idea. So, what stage of preparation are you up to?

Ellie:

Well, we've been doing a lot of research and we've got enough information, so now we have to start writing it up.

Ray:

We also know what the format of our seminar is going to be but we need to rehearse it a bit.

Tutor:

It sounds like you're moving at a good pace and you've got everything under control. Remember that the seminar needs to be approximately 40 minutes long and you need to share the talking time and leadership of the discussion.

Ray:

Should we make a special time for questions?

Tutor:

No, that's not necessary but there should be class discussions and they can ask questions then.

Announcer:

Before you listen to the rest of the conversation, you have some time to look at Questions 27-30.

Now as you listen, answer Questions 27-30.

Tutor:

Before you go I should also mention that your list of references needs to show that you've used a good variety of resources in your research. I want to see that you haven't relied too heavily on one type of resource.

Ellie:

We looked at a variety of resources such as videos and DVDs, journal articles, books, the Internet, and of course, anecdotal evidence from other teachers. The anecdotal evidence was really useful but we also wanted to find some scientific research to compare it with.

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We found a couple of DVDs that were okay. We might include some clips from those in our seminar. When we searched the journal database, we found some great papers with really in-depth information.

Ray: Yes, that's true. Unfortunately, we can't say the same about the books.

Tutor: Really?

Ray: Well, a lot of the books that we found on the library database weren't actually on the shelves. They were already on loan or someone else in the library was using them. The books that we did find didn't really go into detail about our topic. However, there are some very good websites that we were able to use.

Tutor: It sounds like you've included a good mix of resources. I'm looking forward to seeing your presentation. Do you have any other questions?

Ellie: No, that's about it. Thank you for meeting with us.

Tutor: No problem. See you in class next week.

Ellie: Yes, see you then.

Ray: Bye.

Announcer: That is the end of Section 3. You now have half a minute to check your answers.

Now turn to Section 4 of your Listening Question Paper.

SECTION 4 Track 15

Announcer:

Section 4. You will hear a university lecturer giving a lecture to a group of students about the role of motivation in foreign language learning. Before you listen, you have some time to look at Questions 31-40.

Now as you listen, answer Questions 31-40.

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Lecturer:

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Good afternoon everyone. Today we're going to talk about the role of motivation in foreign language learning. For a long time teachers have wondered how exactly motivation contributes to language learning and why some students are more highly motivated than others. As most of you will be teaching in a foreign language context, as opposed to a second language context, motivation is a key issue. After all, students of a foreign language rarely have the chance to use the target language (TL) in their everyday lives. First, let's discuss the definitions of motivation.

The concept of integrative motivation is a central theme in much of sociolinguistic research. The foundation of integrative motivation is integrative orientation, which is the interest in learning a foreign or second language due to a personal interest in the people and culture of the language group. It evolves when learners are ready to act in order to achieve the goals of integrating with the people and culture of the target language.

Instrumental motivation is another type of motivation and is determined by external incentives, such as improving social status, meeting an educational requirement or obtaining a promotion at work. Some researchers argue that instrumental motivation is the strongest in situations where learners do not have a great deal of interest in the culture of the target language and have limited opportunities to interact with its members.

Other researchers differentiate between intrinsic and extrinsic motivation but suggest that it's possible to be intrinsically and extrinsically motivated at the same time. Extrinsic motivation is the motivation to act because of the possibility of an external reward. Intrinsic motivation occurs when a person is rewarded just by participating in the activity. Both instrumental and integrative motivation are forms of extrinsic motivation. These are just some of the types of motivation that have been proposed but they illustrate that motivation is a complex issue and may be influenced by several factors.

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Now, let's move on to motivation in a teaching context. Early research into motivation seemed to indicate that integrative orientation was more powerful than instrumental orientation in formal learning contexts. In recent years, it has been found that integrative motivation is positively correlated with measures of achievement in objective tests, course grades, behaviour in class, and the decision to attend class.

As you would have found out from your reading, many researchers suggest that there is a fundamental difference between the factors that motivate foreign language learners and those that motivate second language learners. Adult foreign language learners have already acquired enough of their native language to communicate on a day-to-day basis; therefore, in order to learn the target language they require added input and stimulation. Learners of foreign languages usually have not been exposed to enough of the target language community to hold positive or negative attitudes about it, so the traditional views of motivation are most likely not relevant in this situation. This is particularly true when considering international languages like English, where the main aim is not to enable contact with native speakers, but rather communicate with others who have also learned it as a foreign language. Therefore, instrumental motivation, intellectual and sociocultural motives, or other factors may have an important part to play in foreign language learning.

Researchers in Japan found that integrative and instrumental motivation are not the only types applicable to Japanese learners of English. Other reasons for learning English include pleasure at being able to read English and enjoyment of entertainment in English. These personal factors are related to individual development and satisfaction.



In other studies, students did not consider themselves to be instrumentally motivated and appeared to respond more to situational factors than personal reasons, perhaps due to the compulsory nature of English learning in Japan.

Thus, it can be seen that the concept of motivation is complex. It appears that what motivates a learner depends on the language they are studying, the country in which they live, and other personal and affective factors that are unique to individual learners. Now let's consider the applications of such research into motivation in foreign language learning, particularly in regard to the role of instructors.

Announcer:

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That is the end of Section 4. You now have half a minute to check your answers.

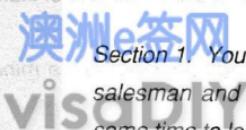
That is the end of Listening Test 1. You now have 10 minutes to transfer your answers to the Answer Sheet.

Listening Test 2

SECTION 1 Track 16

Announcer:

Listening Test 2. You will hear a recording and you will have to answer questions on what you hear. There will be time for you to read the instructions and questions and you will have a chance to check your work. The recording will be played once only. The test is in four sections. Now turn to Section 1.



Section 1. You will hear a conversation between a satellite television salesman and a potential customer. Before you listen, you have some time to look at Questions 1-5.

Notice that an example has been done for you. This time only, the conversation relating to the example will be played first.

Salesman: Okay Ben, first of all, let me give you a rundown of all the packages we have. One of the most popular is the Entertainment Package, which is made up of all the music and movie channels.

Announcer: The salesman says that the package that is made up of all music and movie channels is the Entertainment Package, so you would write H next to the description. Now, let's begin. Listen carefully to the conversation and answer Questions 1-5.

Salesman: First of all, let me give you a rundown of all the packages we have. One of the most popular is the Entertainment Package, which is made up of all the music and movie channels.

Ben: That sounds good but I think some people in our house would object. Do you have any packages that would suit everyone? I know it's asking a lot but we all have different tastes.

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Salesman:

Sure, not a problem. Most families want a good range of channels to suit a variety of ages. We have a few that suit families, such as the Economy Package, the Standard Package, the Five-star Package, and the Variety Package, to name a few. The Variety Package includes one movie channel, a couple of sports and news channels, a music channel, and two kids channels. It offers value for money for families, especially those with young children. The Economy Package is similar but it includes one sports channel and one kids channel. If you're not sure of the kind of channels you want, you should probably consider the Standard Package at first. It gives you two channels from each area, plus a few extra movie, music, and entertainment channels.

Ben:

Hmm ... that sounds like a good way to start. What other choices are there? I guess you have something that's all-inclusive.

Salesman: Yes, we do. That's the Five-star Package and as you said it's all-inclusive. With this package you get every channel, so it's sure to suit everyone's tastes.

Ben:

How many channels are there in total?

Salesman:

Sixty altogether.

Ben:

Wow ... I bet that costs a fair bit.

Salesman:

Not really, especially when you consider how much you'll save on DVD rentals and movie tickets. It's only \$99 per month.

Ben:

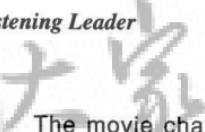
Hmm ... I guess that's not too bad if it means we won't be spending as much on outside entertainment.

Salesman:

Exactly. There are a couple of other packages I should tell you about before you make your final decision. We have a package that includes the basic channels, such as Fox Sports, Sky News, National Geographic, the Lifestyle channel, and Fox 8, as well as two film and two music channels.

Ben:

Which film and music channels?



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Salesman: ...
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sioner, even off... at
various and... we
have his shop...
always ready if... al-
Announcer: ...

The movie channels are Showtime and HBO and the music channels are MTV and Channel V. That's the Living Package. If you'd prefer more sports channels, the Action Package includes all the basic channels plus four sports channels, which are Fox Sports, ESPN, Eurosports, and Fuel.

Announcer: bne lenardo shoo
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Before you listen to the rest of the conversation, you have some time to look at Questions 6-10.

Now as you listen, answer Questions 6-10.

Ben: Well, I'm definitely interested but I'm not sure I can afford it.

Salesman:

The installation fee is only \$20, paid once only, at the beginning.

Ben:

I'm not really concerned about that. I just don't know if I can make regular payments in the long term.

Salesman:

I'm sure we can find a package to suit your budget and remember, you can cancel your subscription at any time. Why don't you try out the package that you think will best suit your family for three months and then you can decide whether you want to continue long-term? That's the best way to find out if you're getting value for money.

Ben

Yes, that sounds reasonable. Are there any incentives for people to remain loyal to one service provider?

Salesman:

Well, our organisation offers gifts to customers who reach certain milestones. By gifts I mean things like free trials, refunds, upgrades etc.

Ben

So, is there a gift for reaching the half-year mark?

Salesman:

Yes, you would enjoy a four-week trial of any two channels not already included in your package.

Ben:

Well, I think you're right. I need to try it out and see what I think but three months is a bit long. I want to try out the Five-star package for a month. I'd like to check out all the channels and decide which we watch most. Then I can make an informed decision.

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Listening Scripts | 163

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Salesman:

Fantastic. Let's start the paperwork and I'll send someone over tomorrow to install the dish, if that's convenient.

Ben:

Yes, I'll be home tomorrow.

Salesman:

Okay. I'll ring you in a few days to make sure everything's working. By the way, here's my business card. It's got my work and mobile numbers on it, so you can call me and let me know if you have any questions later on.

Ben:

Okay, thanks.

Announcer:

That is the end of Section 1. You now have half a minute to check your answers.



Now turn to Section 2 of your Listening Question Paper.

SECTION 2

Track 17

Announcer:

Section 2. You will hear a member of staff from a university giving a talk to a group of potential students. Before you listen, you have some time to look at Questions 11-17.

Now as you listen, answer Questions 11-17.

Staff Member:

Good morning everyone. I'm Tricia Sell from the Accommodation Office here at South Coast University. If you decide to study here next year, you will obviously need somewhere to live. The staff at the Accommodation Office can provide you with assistance in finding accommodation both on campus and off campus.

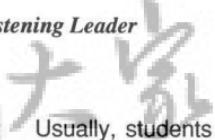
First, I'd like to tell you about the options of living on campus. Most of the students currently living in the residential college are first-year students. This is not to say that they are the only students living there but many new students prefer to live close to the university, especially if they're new to the area. Some students continue to live at the college until they graduate but many move into independent accommodation after a year or two.

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Staff Member:

Usually, students choose to move into shared accommodation off campus because they've made friends with people they met while living at the college and want to live with them. Others just want to experience a bit more independence. One of the best parts of living in the residential college is that you have freedom and are independent but you don't have to worry about the added responsibilities that go with renting a house or an apartment. Students living in houses and apartments have to deal with real estate agents, trade with people, take care of household bills, cook their own meals, and manage money. Of course, students living on campus also have to budget their money but the added costs of living off campus can be hard to handle. This is the most difficult part for most students living on their own or in shared accommodation.

There are many reasons to live on campus. To begin with, all of your meals are cooked for you. This doesn't mean that you can't ever eat anything else but it does mean that you don't have to budget much for food and after a long day of studying, you know that dinner is waiting for you. Another obvious advantage is that you are close to classes so you save money on transport and don't have to get up quite early in the morning. Security is always an issue nowadays so there is a security office at the college and there are guards on duty 24 hours a day who patrol the area and monitor footage from cameras located around the college. Another aspect of college life that a lot of students enjoy is the community environment. There are lots of activities held at the college such as barbecues, dances, and sporting events and even if you don't feel like joining in all the time, it's nice to know that there are people around.

As already mentioned, all meals are included in the weekly cost of living at the residential college. The fee of electricity and using the laundry and recreation facilities are also included.

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Announcer:

Before you listen to the rest of the talk, you have some time to look at Questions 18-20.

Now as you listen, answer Questions 18-20.

Staff Member:

Now, let's take a look around the college. If you follow me through the main entrance, you can see the security office right in front of us. If we walk past here, to our right is the women's dormitory. Behind that is the laundry, with the student car park nearby. Through the courtyard we have the men's dormitory to the left. Behind that is the outdoor recreation area and to the right, in the corner are the tennis courts. The kitchen and dining hall are in the left-hand corner near the main entrance. The recreation lounge, which is a great place to hang out and relax, especially when the weather's not so good, is to our right, opposite the tennis courts. If there aren't any questions, let's head back to the Accommodation Office to talk about other housing options...

Announcer:

That is the end of Section 2. You now have half a minute to check your answers.

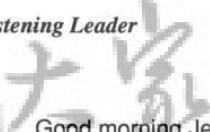
Now turn to Section 3 of your Listening Question Paper.

SECTION 3 Track 18

Announcer:

Section 3. You will hear a dean at a university interviewing a candidate for a scholarship. Before you listen, you have some time to look at Questions 21-25.

Now as you listen, answer Questions 21-25.



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Dean Batham: Good morning Jesse. Thank you for meeting with me today.

Jesse: It's a pleasure to finally meet you, Dean Batham. I'm happy to be here.

Dean Batham: So I understand that you've almost completed a Bachelor of Science at NQU.

Jesse: Yes, that's right. After the winter vacation is over, I'll go back for my final semester. I'm majoring in Psychology.

Dean Batham: Interesting. Not many male students choose to major in Psychology. What made you choose that?

Jesse: Well, originally I was going to study education and major in primary school teaching because I wanted to work with children but then I thought that maybe I could achieve more working with children one on one or in small groups. Also, teachers don't get much time to deal with issues that aren't directly related to education but which can have a huge impact on children's school life.

Dean Batham: Have you taken many elective subjects dealing specifically with child psychology?

Jesse: I've taken a variety of electives so that I have a well-rounded knowledge of psychology, including some subjects that focus on children such as Developmental Psychology. I'm hoping that my Master's degree will give me the opportunity to focus my study and conduct some of my own research.

Dean Batham: I see. What's your current grade point average?

Jesse: 6.75 and I expect to maintain it till my final semester.

Dean Batham: That's very impressive. It's good to see that you've been able to maintain your focus throughout your degree. Have you got any ideas about the topic of your Master's thesis?

Jesse: I was thinking of doing something related to childhood counselling. I haven't thought it all the way through yet. I'll wait until I've started my courses and talked to some of my lecturers before making a final decision.

Dean Batham: That sounds like a good idea. I see from your resume that you won the Dean's Award for Excellence last year.

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Jesse:

Dean Batham:

Yes, that's right. I hope to win another academic award this year. Good for you. It's good to have goals. They help you to stay motivated. Judging by your record, you have an excellent chance of achieving another award.

Announcer:

Before you listen to the rest of the conversation, you have some time to look at Questions 26-30.

Now as you listen, answer Questions 26-30.

Dean Batham:

Jesse:

So Jesse, it sounds like you've been doing very well at NQU. Why do you want to attend East Coast University on this scholarship?

Well, East Coast University has a great reputation for undergraduate and post-graduate study and consistently ranks among the top 10 universities in the country. The main issue for me, of course, is the Psychology department and East Coast's Psychology department is well-known for its dedication to research.

Dean Batham:

Yes, we pride ourselves on being leaders in research. Jesse, do you have any work experience related to the area you wish to study?

Jesse:

I've been involved in several programmes devoted to helping children and adolescents. During my first year I did some part-time work at the Stead Children's Centre. In my first year I also started working at the Kids' Counselling Service and I'm still working there. Last summer I was a counsellor at PYC where I mainly worked with teenagers aged 13-16. I'm still working with teenagers at Youth Speak. I've been there since I began studying at NQU.

Dean Batham:

Well, your application is certainly well-rounded. You have a great academic record as well as relevant work experience. Do you have any questions for me about the department or the university?

Announcer:

大家网 That is the end of Section 3. You now have half a minute to check your answers.



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Now turn to Section 4 of your Listening Question Paper.

SECTION 4

Track 19

Announcer:

Section 4. You will hear a university lecturer giving a lecture to a group of students about ethical leadership in an educational setting. Before you listen, you have some time to look at Questions 31-40.

Now as you listen, answer Questions 31-40.

Lecturer: Good afternoon everyone. Today we're going to discuss the issue of ethical leadership in education. As many of you are studying this course to help you attain leadership positions within your schools, this is certainly a relevant topic. As leaders, your obligation is not only to provide education but to assist students in moving past obstacles that prevent them from having the opportunity for such an education. If factors that inhibit education are identified, it creates an ethical obligation. Leaders in such a context need to be ethical because they are in a position to be. They are arbiters of education and are obliged to act from a moral position. Humans are social by nature and community is important, so conduct is learned through others' actions, making leadership extremely important.

According to some researchers, there are four aspects of being an ethical leader: authenticity, intention, spirituality, and sensibility. Authenticity refers to a leader's personal integrity, in addition to their ability to maintain trusting relationships and their commitment to ethical and moral values.

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Ethical leaders earn allegiance through authentic actions and interactions. In this case, leaders help to nurture and empower others and encourage partnership rather than dominate. Intention refers to a leader's ability to help build and sustain an organisational vision. A strong vision that is based on organisational beliefs, values, aspirations, and history is necessary to ensure clarity of purpose and direction for organisational members and can be comforting in times of change and restructuring.

Spirituality and sensibility are also important aspects of ethical leadership. Spirituality involves a sense of deep and enduring meaning and significance coming from a feeling of interdependence. Sensibility is characterised as the recognition that cross-cultural understanding and interdependence is essential in a multi-cultural setting. This concept refers to the need to consider different cultures' worldviews and ways of operating.

So, we know what an ethical leader is but how does he or she approach education? Most researchers agree that ethical leaders need to adopt an ecological approach to education. This includes being aware of a learner's domestic situation, becoming knowledgeable about the national educational policies of a country, and having an understanding of the socio-political and historical context. Some research suggests taking a macro approach to education, which involves implementing a variety of teaching techniques.

In addition to changing the teaching practices implemented within a school, ethical leaders need to apply measurement indicators and feedback systems to transform the needs and wishes of students into product specifications and working criteria. Staffs also need to be given knowledge through regular training sessions. It is a leader's duty to recognise training needs, provide resources, and ensure that ongoing training is available to all members of staff. This is particularly true as teaching materials and techniques



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are constantly being updated.

It is also important that ethical leaders elicit participation and commitment from members of their organisation. This is based on trust and takes time to achieve but subordinates respond to a leader who is honest and has the intention of preserving all stakeholders' interests. Within this concept is the idea of exchanging information and encouraging empathy among members of staff. Okay, let's take a look at the table on page 210 of your textbook...



That is the end of Section 4. You now have half a minute to check your answers.

That is the end of Listening Test 2. You now have 10 minutes to transfer your answers to the Answer Sheet.



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IELTS

LISTENING LEADER

发音指南、核心词汇与常用词根

APPENDIX

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Pronunciation Guide 发音指南

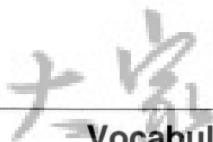
Pronunciation does not only affect the way you speak; it also affects the way you listen. If you have problems with pronunciation, it can interfere with the way you listen because you have trouble connecting the word in your mind and the way you pronounce it with what you hear from the native speakers on the recording during the Listening test. Below is a table with the most common problems encountered by Chinese speakers of English. Use the information to practise the sounds that are problematic for you.

“发音”不仅会影响你说话的准确度，也会让你在听力测试中遇到困难，因为你无法将听到的词汇与脑中记忆的词汇联系起来。以下整理出中国考生在英文发音上常遇到的困难，请用正确的方式练习发音。

Real Sound	Mistake	How to correct
/ð/ e.g. they	/d/ e.g. day	Press your tongue against the bottom of your top teeth. Your tongue must come out between your teeth.
/æ/ e.g. ban	/ʌ/ e.g. bun	Make sure your tongue is low and at the front. Your upper and lower jaws should be apart.
/ə:/ e.g. mat	/a:/ e.g. mart	Make sure your tongue is low and at the front. Your upper and lower jaws should be apart. Also, /æ/ is a shorter sound than /ə:/.
/u:/ e.g. pool	/u/ e.g. pull	Keep the back of your tongue high and your lips rounded. /u:/ is a long sound.
/ʌ/ e.g. cup	/æ/ e.g. cap	Keep your tongue central and relax your lips.
/b/ e.g. ban	/p/ e.g. pan	/b/ is voiced so you can hear your voice in this sound and there is vibration. Trap the air with your lips and then release it quickly.

Real Sound	Mistake	How to correct
/v/ e.g van	/f/ e.g fan	/v/ is voiced. There should be friction between your top teeth and your bottom lip.
/i/ e.g beat	/ɪ/ e.g bit	To make /i/ you need to spread your lips more and keep your tongue high.
/θ / e.g thing	/s/ e.g sing	/θ / is made by placing your tongue between your teeth. There should be friction.
/d/ e.g mad	/t/ e.g mat	The tip of your tongue should be behind the top teeth.
/θ/ e.g thin	/t/ e.g tin	Your tongue should be between your lips and your top teeth should touch your tongue so there is friction.
/eɪ/ e.g same	/æ/ e.g Sam	/eɪ/ is a slightly longer sound and is formed by moving your tongue from a central, front position to a high, front position.
/ɪ/ e.g sixty ninety	/i:n/ e.g sixteen nineteen	Students often make mistakes when saying and listening to similar sounding numbers. Although 60 and 16, 90 and 19 and so on have the sound /ɪ/, the difference is in the stress. For example, when saying sixty, the beginning is stressed (sixty), whereas when saying sixteen, the second sound is stressed (sixteen).

Vocabulary Review 核心词汇**Question Type 1****■ authentic****■ office politics****■ be in shape****■ potential****■ brochures****■ rat race****■ clerical****■ reaching their full potential****■ confess****■ social gatherings****■ integrity****■ workshop**



Vocabulary Review 核心词汇

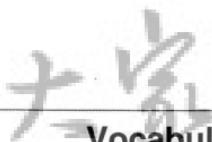
Question Type 2

- a situation has gone one's way
- Music therapy
- ancient civilisation
- non-toxic
- census
- organised religion
- clinic
- putting in the work
- diabetes
- Queenslander
- dynamic
- robotics
- equate
- role model
- evaluate
- spiritual
- facilitator
- status
- in remote area
- synonym
- interpersonal
- the Maldives
- inventory
- therapists
- kick off
- unmanageable
- measles
- upbringing
- microfiche
- utter
- mumps

Vocabulary Review 核心词汇

Question Type 3

- | | |
|-------------------|---------------|
| ■ arts and crafts | ■ pottery |
| ■ be made up of | ■ principle |
| ■ boutique | ■ scenario |
| ■ Denmark | ■ supervision |
| ■ ethics | ■ surfing |
| ■ made up of | ■ target |
| ■ most in demand | ■ theoretical |
| ■ narrow it down | ■ windsurfing |
| ■ pottery | |



Vocabulary Review 核心词汇

Question Type 4

- areas of expertise
- be attributed to
- budgeting
- distance education
- encounter
- geography
- go through ups and downs
- innovative
- lead to
- literacy rate
- make the transition
- Marine Biology
- on account of
- owing to
- prestigious
- prompted
- reputation
- rural to urban migration
- threw this party

Vocabulary Review 核心词汇

Question Type 5

- anti-clockwise
- hit the book
- athletics
- kimono
- audio-visual
- orient
- basket weaving
- performing arts
- clear one's head
- periodicals
- clockwise
- Peruvian jewellery
- corresponding
- refectory
- courtyard
- Rugby league
- Egyptian
- tropical
- ethnic background
- wood carving
- faculty
- work off
- have a sweet tooth



Vocabulary Review 核心词汇

Listening Test 1

- acquire
- anecdotal evidence
- applicable
- be determined by
- be dying to
- bombard with
- case studies
- clip
- compulsory
- correlate with
- deck
- evolve
- expose to
- extrinsic
- fortnightly
- foundation
- initial
- instrumental
- integrative
- intrinsic
- landlord
- laundromat
- on the right track
- orientation
- overload
- propose
- reference
- social status
- sociocultural
- sociolinguistic
- stimulation
- transition from
- unique
- workforce

Vocabulary Review 核心词汇

Listening Test 2

- | | |
|------------------------|-----------------------------|
| ■ adopt | ■ implement |
| ■ allegiance | ■ impressive |
| ■ arbiter | ■ incentive |
| ■ aspiration | ■ indicator |
| ■ authenticity | ■ inhibit |
| ■ award for Excellence | ■ install the dish |
| ■ commitment | ■ integrity |
| ■ concept | ■ intention |
| ■ criteria | ■ interdependence |
| ■ dean | ■ macro |
| ■ dominate | ■ make an informed decision |
| ■ ecological | ■ milestones |
| ■ empathy | ■ moral value |
| ■ empower | ■ multi-cultural |
| ■ enduring | ■ nurture |
| ■ footage | ■ obstacle |
| ■ give sb a rundown | ■ patrol |
| ■ grade point average | ■ preserving |



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Vocabulary Review

| 181

- real estate agent
- restructure
- sensibility
- socio-political
- specification
- spirituality

- stakeholder
- subordinate
- sustain
- transform
- well-rounded
- worldview

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Latin and Greek Roots 常用词根

One of the biggest challenges for students when preparing for the Listening test is trying to learn as much vocabulary as possible. This is very difficult as the test includes conversations and monologues relating to a wide variety of topics, both everyday and academic. One way to improve your vocabulary quickly or at least help you to have a basic idea of what a word means is to learn some Latin and Greek roots. These form the basis of many words in English so learning even a few of these will allow you to increase your vocabulary in a way you only dreamed of! The following is a list of some of the most useful.

在准备听力测试过程中，考生遇到最大的挑战就是要记忆大量的单词，因为听力测试的内容广泛，包含独白以及对话，而主题更是涵盖了日常生活以及学术领域，因此会让考生觉得困难。为此提供一个记忆单词的方法，也就是利用“拉丁与希腊词根”，帮助你大致了解词义，因为英文单词很多都是由它们演变而来的。以下整理出非常好用的词根表，可帮助你快速累积大量词汇！

Base	Meaning	Examples from English
Ac	Sharp	acute, exacerbate, acid, acerbic
Acr	Sharp	acrimonious, acrid, acrimony
Ag	Act, do	agent, agitate, agenda
Agr	Field	agriculture, agronomy, agrarian
Alb	White	albino, albumen, albumin
Alg	Pain	neuralgia, nostalgia, analgesic
Alter	Other	alter ego, altercation, alternate, alternator
Am	Love	amiable, amicable, amorous, amateur
Ambi	Around, Both	ambitious, ambiguous, ambidextrous, ambivalent



Base	Meaning	Examples from English
Amphi	Around, Both	amphitheatre, amphibian
Ana	Back, Throughout, Similar to	anagram, analysis, analogy
Anim	Mind, Soul, Spirit, Passion	animate, unanimity, animosity, unanimous
Ann	Year	annual, annuity, anniversary, annals
	Human	anthropology, philanthropist, misanthrope, anthropoid
Aqua	Water	aquatic, aquarium, aquamarine
Arch	Chief, Ruler Ancient, First	archbishop, archenemy, architect, patriarch, anarchy, archive, archetype, archaic, archaeology
Aster	Star	asterisk, aster, asteroid, disaster
Astr	Star	astronomy, astronaut, astrology, astronomical
Aud	Hear	audible, audition, audience, auditorium, audit
Avi	Bird	aviary, avian, aviator, aviation
Bell	War	rebellion, belligerent, bellicose
Bene	Well, Good	benefit, beneficial, benediction, benevolent, benefactor



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Base	Meaning	Examples from English
Bibl	Book	bible, bibliography, bibliophile, bibliomania
Bio	Life	biology, biography, biopsy, symbiotic
Brev	Short	brevity, abbreviation
Cad	Fall	cadence, decadence
Cand	Heat	calorie
Cap	White, Glowing	candle, incandescent, candid, candidate
Capit	Take	caption, captious
Card	Head	capital, decapitate, capitulate, per capita
Carn	Heart	cardiac, cardiogram
Cas	Flesh, Meat	carnivorous, incarnate, carnal, carnation
Cata	Fall	cascade, casualty, casuistry
Ced	Down	catastrophe, cataract, cataclysm, catapult
Ceed	Go, Yield	cede, precede, concede, accede, antecedent
Ceive	Take	proceed, exceed, succeed
Centr	Centre	receive, conceive
Cept	Take	centre, central, centrifugal, concentrate
		reception, concept, except, inception



Base	Meaning	Examples from English
Cess	Go, Yield	predecessor, recession, recess, access
Chrom	Colour	monochromatic, chromatic, panchromatic
Chron	Time	chronic, chronology, synchronize
Cid	Fall, Cut, Kill	coincidental, occident, accident, incident, suicide, decide, genocide
Cis	Cut, Kill	incisive, precise, scissors
Civ	Citizen	civic, civil, civility, civilian
Clam	Shout	clamor, proclamation, acclamation
Claim	Shout	claim, acclaim
Clar	Clear	clarity, clarion, clarinet
Claus	Close, Shut	clause, claustrophobia
Clos	Close, Shut	closet, close, disclose
Clud	Close, Shut	seclude, exclude, conclude, include
Clus	Close, Shut	seclusion, exclusion, conclusion, inclusion
Cord	Heart	cordial, concord, discord, accord
Corp	Body	corpse, corps, corporation, corporal, corporate
Cosm	Universe, Order	cosmic, cosmopolitan, cosmonaut, cosmetic

Base	Meaning	Examples from English
	Heart	courage, courtesy, discourage, encourage
Crac	Rule	democracy, aristocracy, bureaucracy, plutocracy
	Rule	democrat, aristocrat, bureaucrat, autocrat
Crease	Grow	increase, decrease
	Grow	credit, credentials, credible
Cres	Grow	crescendo, crescent
	Grow	concrete
Cru	Cross	crusade, crux, crucial
	Hidden	crypt, cryptic, decryption
Culp	Blame	culprit, culpable, exculpate
	Run, Care	excursion, current, curriculum, occur, concur, cursive, curator, secure, manicure, accurate, curate, cure
Cycl	Circle	cyclone, bicycle, cyclic, encyclopedia
	People	democracy, epidemic, demagogue, demography
Dent	Tooth	dentist, dentifrice, indent, denture
	Skin	dermatology, dermatitis, taxidermy, epidermis

Base	Meaning	Examples from English
Dict	Speak	dictionary, predict, contradict, dictate, edict
Dom	Rule, Home	dominate, domestic, domicile, predominant
Domin	Master	dominate, predominant, domineer
Duc	Lead	conducive, deduce, educate, introduce
Duct	Lead	induct, conductor, abduct, aqueduct, deductive
Dur	Hard, Lasting	durable, duress, endure, duration
Dyn	Power	dynasty, dynamite
Dynam	Power	dynamite, dynamic, dynamo
ENN	Year	biennial, centennial, perennial, millennium
Equ	Equal	equalize, equator, adequate, inequitable
Erg	Work	erg, energetic, ergonomics, synergistic
Err	Wander	err, error, erratic, aberration, erroneous, errant
Fac	Make, Do	manufacture, facility, benefactor, factory, faculty, facilitate
Fect	Make, Do	defect, affect, effect, infect
Fer	Carry, Bear	ferry, infer, conifer, circumference, prefer, refer
Fic	Make, Do	efficacy, artificial, proficient
Fid	Faith	confide, confident, fidelity, infidel, affidavit



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Base	Meaning	Examples from English
Fin	End	finite, fine, definite, infinite, finish, affinity
Flect	Bend	reflect, inflect, deflect, genuflect
Flex	Bend	flexible, flex, inflexible
Flu	Flow	fluent, confluence, fluctuate, flux, influence
Fort	Strong	fortify, comfort, fortitude, forte, fort, fortress
Fract	Break	fraction, infraction, refractory, fracture
frag	Break	fragile, fragment
Frater	Brother	fraternal, fraternity, fraternize
Fus	Pour	refuse, diffuse, profuse, transfusion
Gam	Marriage	bigamist, misogamist, gamete
Gen	Race, Birth, Kind, Origin	generation, genius, generate, gentleman, generous, genesis, genetics, genre
Geo	Earth	geode, geology, geometry
Gni	Know	cognitive, recognize
Gno	Know	ignorant, ignore
Gnos	Know	diagnosis, prognosis, agnostic
Grad	Step, Walk	graduate, gradual, degrade, upgrade, grade
Gram	Write	diagram, telegram, program, epigram



Base	Meaning	Examples from English
Graph	Write	geography, autograph, graphic, biography
Greg	Flock, Herd	congregation, segregate, gregarious, aggregate
Gress	Step, Move	progress, digress, aggressive, transgression,
Helio	Sun	heliocentric
Hemo	Blood	hemoglobin, hemophilia, hemorrhage, hemorrhoid
Hum	Ground	humus, exhume, humble, humility
Hydr	Water	hydroplane, hydraulic, dehydrate, hydrant
Iso	Equal	isometric, isotherm, isobar, isotype
Jac	Throw	ejaculate
Ject	Throw	reject, trajectory, eject, inject
Junct	Join	juncture, adjunct, junction
Jur	Vow	jury, jurisprudence, conjure, jurisdiction, perjury
Lat	Bear, Carry	translate, collate, relative, legislature
Lect	Gather, Choose, Read	collect, electorate, intellect, neglect
Leg	Law	legitimate, illegal, legislature, legacy
Lith	Stone	paleolithic, lithograph, megalith



Base	Meaning	Examples from English
Loc	Speak	circumlocution, elocution, interlocutor
Log	Speech, Word	analogy, analogy, eulogy, dialogue
Loqu	Speak	soliloquy, eloquent, colloquial, loquacious
Luc	Light	lucid, elucidate, lucidity
Magn	Light Great	luminous, illuminate magnitude, magnate, magnify, magnanimous, magnificent
Mal	Bad	dismal, malicious, malice, malady, malignant
Man	Hand	manacle, manipulate, emancipate, manage, manicure
Manu	Hand	manual, maneuver, manufacture, manuscript
Mar	Sea	submarine, marina, mariner
Mater	Mother	maternal, maternity
Matr	Mother	matriarch, matrix,
Medi	Middle	medieval, mediator, immediate, median
Mega	Great, Large	megaton, megalomania, megabyte, megalith
Meta	Change, Beyond	metabolism, metaphor, metamorphosis
Meter	Measure	meter, speedometer, diameter, thermometer



Base	Meaning	Examples from English
Metr	Measure	geometry, metric, telemetry, isometric
Mid	Middle	midst, middle, midnight, amid
Migr	Wander	migrate, migrant, immigrant, migratory
Min	Small	miniature, minute, diminutive
Mis	Send	promise, premise, demise
Miss	Send	dismiss, mission, missile, emissary, transmission
Mit	Send	transmit, omit, intermittent, commitment, emit, submit
Mob	Move	mobile, immobilize
Mon	Warn	admonition, premonition, monitor
Morph	Form, Shape	amorphous, morphine, anthropomorphic, ectomorphic
Mort	Death	immortal, mortuary, mortify, mortgage
Mot	Move	motion, motive, promote, emotion
Nais	Born	renaissance
Nas	Born	nascent
Nat	Born	natural, innate, nation
Nav	Ship, Sail	naval, navigate, nave, navy



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Base	Meaning	Examples from English
Neo	New	neon, neophyte, neolithic
Nihil	None	nihilism, annihilate
Nil	None	nil
Nom	Law, Order	astronomical, economy, metronome
Null	Name	noun, announce
Null	None	null, nullify
onym	Name	synonym, antonym
Onoma	Name	onomatopoeia
Onym	Name	synonym, antonym, homonym, acronym, anonymous
Oper	Work	operate, inoperable, opera
Ops	See	cyclops
Opt	See, Choose	optic, option, adopt, opt, optimist
Ora	Mouth, Talk	oral, oration, adorable
Os	Mouth, Bone	osculate, oscillate, ostracize, ossify
Oys	Mouth	oyster
Pan	All	pantomime, panacea, pantheism
Path	Feeling, Suffering	sympathy, empathy, apathy, antipathy, psychopathic

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Base	Meaning	Examples from English
Patr	Father	patrimony, patriarch
Ped	Foot, Child, Basket	pedestrian, pedal, pedicure, centipede, expedite, pediatrics, pedagogy, peddler
Pel	Push	repel, dispel, compel, expel, propel
Pend	Hang, Weigh	pending, appendix, expend
Pens	Hang, Weigh	pensive, dispense, compensate, pension
Pet	Seek, Try	compete, petition, impetus, appetite
Phil	Love	philanthropy, philosophy, bibliophile, philology
Phob	Fear	phobia, acrophobia, xenophobia
Phon	Sound	symphony, microphone, phonetics
Phot	Light	photography, telephoto, photosynthesis, photogenic
Physi	Nature, Natural	physics, physiology, physique, physical
Plac	Please	complacent, placate, placid
Plex	Fold	complex, perplex
Plic	Fold	complicate, duplicity, accomplice, replica
Ply	Fold	multiply
Pod	Foot	podiatrist, arthropod, tripod

Base	Meaning	Examples from English
Poli	City	politics, police, metropolis, policy
Pon	Place, Put	exponent
Port	Carry	port, portable
Pos	Place, Put	depose
Prob	Prove, Honest	probation
Psych	Mind	psychic, psychology
Push	Push	expulsion, compulsive, pulsate, repulsive
Pyr	Fire	pyromaniac
Quer	Ask, Seek	query, conquer
Ques	Ask, Seek	question, quest
Quir	Ask, Seek	inquire, acquire, require
Quis	Ask, Seek	inquisitive
Rect	Rule, Straight, Right	rectify, rectangle
Reg	Rule, Straight, Right	regent, regime
Rupt	Break	disrupt, rupture
Sat	Enough	satisfy, saturate
Scal	Climb	scale, escalate, escalator



Base	Meaning	Examples from English
Scend	Climb	ascend, descend, condescend
Scop	Look	scope, microscope
Scrib	Write	scribe, prescribe
Script	Write	scripture, script, conscription
Sequ	Follow	consecutive, prosecute
Sed	Sit	sediment
Sens	Feel	sense, consensus
Sent	Feel	sentiment, consent
Sequ	Follow	sequel
Sess	Sit	session
Sid	Sit	president
Sig	Sign	significant, signal, signature, assign, resign
Sist	Stand	resist, insist, consist, resistance
Soc	Society	social, societal
Socio	Society	sociobiology, sociolinguistics, sociopath
Sol	Sun, Alone	solar, sole, solo, solitude
Solv	Free, Loose	solve, dissolve, resolve



Base	Meaning	Examples from English
Soph	Wise	sophisticated, sophomore
Sopr	Above, Over	soprano
Spec	Look	aspect, speculate
Spect	Look	circumspect, inspect
Spic	Look	conspicuous
Spire	Breath, Breathe	inspire, conspire, transpire
Sta	Stand	station, stagnant, status, statue
Sti	Stand	constituent
Stit	Stand	constitute, destitute, destination, obstinate
Stru	Build	construe, instrument
Struct	Build	structure, obstruct, construct, instruction
Su	Under	suffer, surrender, success
Syl	Together, with	syllogism
Sym	Together, with	symphony, symbiotic
Syn	Together, with	synopsis, synergy
Tact	Touch	tact, contact, intact, tactile

Base	Meaning	Examples from English
Tag	Touch	contagious
Tain	Hold	detain, contain, container, sustain
Tang	Touch	tangible, tangent
Techn	Art, Skill	technology, technician, technicality, polytechnic
Tele	Far	telephone, television, telepathy, telemetry
Tempor	Time	extemporaneous, temporal, contemporary
Ten	Hold	tenor, tenure, tenacious, tenacity
Tend	Stretch	extend, contend, pretend, tendency
Tens	Stretch	tension, ostensible, extension
Tent	Stretch	tent, pretentious, attention, tentacles
Term	Boundary	term, terminal, terminate, exterminate
Terr	Earth	territory, terrain, terrace, terrestrial
Text	Weave	textile, texture, textbook, context
Thea	Look at	theatre
Theo	God	theology, pantheon, theocracy
Therm	Heat	thermometer, thermal, thermos, isotherm
Thesis	Position, Place	thesis, antithesis, synthesis



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Base	Meaning	Examples from English
Tig	Touch	contiguous
Tin	Hold	pertinent, pertinacious
Tom	Cut	anatomy, epitome, tonsillectomy
Tort	Twist	torture, retort, distort, contortion
Tract	Drag, Draw	tractor, tractable, protractile, contract, distract
Trans	Across	transfusion, transitory, transcribe, translate
Trans	Beyond	ultraviolet, ultrasonic, ultramodern
Umbr	Shade	umbrella, umbrage, adumbrate
Uni	One	unison, unilateral, unicorn, unify
Urb	City	urban, suburb, urbane, exurbia
Urg	Work	metallurgy, urgent
Vac	Empty	vacuum, evacuate, vacancy, vacuity
Val	Strong, Worthy	valiant, valor, value, evaluate
Ven	Come	advent, invent, adventure, convene, event
Ver	True	verdict, verify, very, veracity
Verb	Word	verbal, verbose, verbatim, proverb
Vers	Turn	universe, version, conversation, versatile,

Base	Meaning	Examples from English
Vert	Turn	divert, advertise, convert, vertebrae
Via	Way	via, viaduct, trivia, deviate
Vic	Substitute	viceroy, vicarious
Vice	Substitute	vice president, vice admiral
vid	See	Video, evident, provident
Vis	See	visa, improvise, envision, invisible
Viv	Live	vivid, vivacious, vivify, revive
Voc	Call, Voice	vocal, vocabulary, vocation, advocate
Voke	Call, Voice	provoke, revoke, invoke, evoke
Vol	Wish, Will	volunteer, volition, benevolent, malevolent
Volv	Roll	revolve, devolve
Zo	Animal	zoology, zodiac, protozoa