

Directions: First, you will listen to part of a lecture from a university classroom. Don't read the questions before listening! Be sure to take notes while you listen. Get a pen and paper, and when you're ready, click the link below.

<http://magoosh.com/toefl/files/2014/09/Test-1-Listening-A0-Lect-EMDR.mp3>

Questions (AFTER LISTENING)

Now, answer these questions about the lecture.

1. What is the main topic of the lecture?

- (A) The technical definition of EMDR
- (B) Differences between different types of therapy
- (C) Various non-traditional treatments for trauma
- (D) The value and usefulness of EMDR treatment

2. According to the professor, what does "processing" mean?

- (A) Explaining the complicated way that EMDR works
- (B) Mentally revisiting a traumatic event
- (C) Understanding an experience via a healthy state of mind
- (D) Talking about a painful experience through EMDR

3. What is the speaker's attitude toward EMDR?

- (A) She believes it is a unique form of therapy with a proven track record and promising future.
- (B) She thinks it will require time before EMDR's benefits can be fully understood by psychologists.
- (C) She is unsure of whether or not the results achieved by the method are long-term.
- (D) She believes it will one day be considered the preferred form of treatment for most victims of trauma.

4. The professor describes various features of EMDR compared to other forms of therapy. For each of the following, indicate whether it is a feature of EMDR or of another form of therapy.

For each item, check the appropriate box.

-	EMDR	Other Therapy
Focuses more on the mental state of patients than on bodily responses	-	-
May be slow in cases of multiple levels of trauma	-	-

Involves moving the eyes back and forth while looking at a beam of light	-	-
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5. Click this link to listen again to part of the lecture. Then answer the question.

What does the professor mean when she says this?

- (A) Traumatic experiences feel like they take a long time to reach completion.
- (B) Traumatic experiences can haunt the memory and never leave a person's mind.
- (C) Traumatic experiences sometimes occur in repetitive patterns in people's lives.
- (D) Traumatic experiences can seem more debilitating than they really are. toefl.magoosh.com

6. Click this link to listen again to part of the lecture. Why does the professor say this?

- (A) To caution against hurrying through treatment to obtain fast results
- (B) To clarify why EMDR is a time-limited treatment approach
- (C) To suggest that other forms of therapy are slower and less effective
- (D) To warn her students against using EMDR with patients whom they do not

Next, listen to a conversation between a professor and a student. Don't read the questions before listening! Be sure to take notes while you listen. Get a pen and paper, and when you're ready, click the link below.

<http://dxdo2x6i0ocgk.cloudfront.net/c4b858819472853599f0bbdd6ed25e32f3f75182-video-5722/web.mp4>

Questions (AFTER LISTENING)

Now, answer the questions about the conversation.

1. Why does the student visit the professor?

- (A) To discuss how to make a potentially dry topic more engaging
- (B) To inform her about recent changes in his and his family's lives
- (C) To fill in a gap in the student's knowledge of English history
- (D) To complain about the difficulty of an assignment given by another professor

2. What can be inferred about William III, Stephen of Blois, and Richard II?

(A) They did not rule England for long enough periods of time to have notable impacts.
(B) They make uninteresting topics for lectures because there is little recorded information on them.

(C) They are generally disliked by historians and therefore rarely discussed.

(D) Many students are less familiar with them than with Henry VIII.

3. Which of the following does the student believe is true of King Henry VIII?

(A) He is well known primarily for his colorful personality.

(B) The details of his life are often exaggerated in stories.

(C) He was a cruel man for executing several of his wives.

(D) His legacy continues to shape the politics of contemporary Europe

4. What does the student suggest he should do before giving the lecture?

(A) Discuss his lesson plan with another professor

(B) Give a practice lecture to polish his storytelling skills

(C) Research more dramatic details of Henry VIII's life

(D) Listen to a peer explain the history of Henry VIII for ideas

5. Click this link to listen again to part of the conversation. Then answer the question. What does the professor mean when she says this?

(A) She believes Professor Williams is overly harsh with his students and assistants.

(B) She does not think the student's concern is warranted in his situation.

(C) She wants the student to feel comfortable asking for her guidance.

(D) She is willing to help the student teach his lesson so it will be less stressful.

Library Tour

Narrator: Listen to a conversation between a male student and a female librarian.

Student: Hi. I'm new here ... I, uh, couldn't come to the student orientation—and I'm wondering if you can give me a few quick pointers about the library? I'd really appreciate it.

Librarian: Sure. I'd be glad to. What's your major area of study?

Student: Latin American literature.

Librarian: OK. Well, over here's the section where we have language, literature, and the arts, and if you go downstairs you'll find the history section. Generally the students who concentrate in Latin American literature find themselves researching in the history section a lot.

Student: Uh-huh. You're right. I'm a transfer student. I've already done a year at another university, so I know how the research can go—I've spent a lot of time in the history section. So how long can I borrow books for?

Librarian: Our loan period is a month. Oh, I should also mention that we have an interlibrary loan service ... if you need to get hold of a book that's not in our library. There's a truck that runs between our library and a few other public and university libraries in this area. It comes around three times a week.

Student: Hey, that's great! At my last school, it could take a really long time to get the materials I needed, so when I had a project, I had to make a plan way in advance. This sounds much faster. Another thing I was wondering is ... is there a place where I can bring my computer and hook it up?

Librarian: Sure. There's a whole area here on the main floor where you can bring a laptop and plug it in for power. But on top of that we also have a connection for the Internet at every seat.

Student: Nice! So I can do all the research I need to do right here in the library. I'll have all the resources, all the books and information I need right here in one place!

Librarian: Yup, that's the idea! ... I'm sure you'll need photocopiers, too. They're down the hallway to your left. We have a system where you have to use a copy card, so you'll need to buy a card from the front desk. You insert it into the machine and you're ready to make copies.

Student: How much do you guys charge?

Librarian: Seven cents a copy.

Student: That's not too bad. Thanks. Uh, where's the collection of rare books?

Librarian: Rare books are up on the second floor. They're in a separate room where the temperature is controlled to preserve the old paper in them. You need to get special permission to access them, and then you'll have to wear gloves to handle them, 'cause the oils in our hands, you know, can destroy the paper, and gloves prevent that, so we have a basket of gloves in the room.

Student: OK, thanks ... I suppose that's all I need to know. You've been very helpful, thanks.

Librarian: Any time. Bye.

Student: Bye

Directions: Answer the questions.

1. Why does the student come to the library?
 - A.To learn about the library's resources
 - B.To ask about interlibrary loans
 - C.To attend the new student orientation
 - D.To start work on a research project
2. Why does the librarian point out the history section to the student?
 - A.She wants to point out the closest area containing copy machines.
 - B.She assumes that he will need to do research there.
 - C.The student is looking for a book he used at his last school.
 - D.Students sometimes mistakenly assume that the section contains literature books.
3. What does the student imply about the interlibrary loan service at his last school?
 - A.He never used it.
 - B.He came to appreciate it.
 - C.It was inconvenient.
 - D.It was expensive.
4. What does the student need to do before he can use any rare books?
Choose 2 answers.
 - A.Purchase a card
 - B.Obtain permission
 - C.Put on gloves
 - D.Try interlibrary loan first

Narrator: Listen again to part of the conversation, then answer the question.

Student: I'll have all the resources, all the books and information I need right here in one place!

Librarian: Yup, that's the idea!

1. Which sentence best expresses what the librarian means when she says this:
Librarian: Yup, that's the idea!
 - A.I wish this were true.
 - B.That is not a very good idea.
 - C.Thanks for your suggestion.

D. That is what we intended.