

TOEFL Listening Practice Test 17

SET 1

Conversation

Listen to part of a lecture in a psychology class. As you all know, psychological trauma has lasting and very damaging effects on a person. People who have survived abuse or neglect from a very young age, soldiers coming back from a war, and other kinds of people, too, are at risk for the disabling symptoms of post traumatic stress disorder, or PTSD for years and years. Some types of therapy can provide some relief and some symptom resolution. These therapies can be long term or short term.

They can teach people many useful skills. They can focus on past, present, and future and be very helpful. However, Movement, Desensitization, and Reprocessing, or EMDR, has the promise to do something unique. It can help on a somatic level, which means that it helps the body feel different and not just the mind. Like other therapies, EMDR allows the body to feel safe again and to learn that a new life is possible.

It is a set of standardized protocols that incorporates elements from many different treatment approaches, and it has helped millions of Peoples of all ages find relief for many types of psychological stress. It involves learning new ways to process traumatic memories and a somewhat unconventional approach in which patients follow a beam of light back and forth with their eyes as they work with their therapists. The big goal of EDMR therapy is to understand completely the experiences that are causing problems and to include new ones that are needed for full health. To process these experiences does not mean just to describe them and talk about them. Instead, it means setting up a state of mind that will allow these experiences to be understood in a healthy way.

In other words, the big, strong emotional reaction will become much smaller over time. The person will feel better and not have as much difficulty doing day to day activities. The inappropriate emotions, beliefs, and body sensations will be removed. Negative emotions, feelings, and behaviors are generally caused by unresolved earlier experiences that are pushing you in the wrong directions. The goal of the MDR therapy is to leave the patient with the emotions, understanding, and perspectives that will lead to healthy and useful behaviors and interactions.

No one knows exactly how any form of psychotherapy works in the brain. However, we do know that when a person is very upset, their brain cannot process information normally and clearly the traumatic experience can become frozen in time and continue to repeat endlessly. Remembering a trauma may feel as bad as experiencing it again and again. The images, sounds, smells, and feelings often do not change but remain very present. Such memories have a lasting negative effect that interferes with the way a person sees the world and the way they relate to other people.

Emdr seems to have a direct effect on the way that the brain processes information. Normal information processing is resumed, so following a successful EMDR session, a person no longer experiences the images, sounds, and feelings. When the event is brought to mind, the patient will still remember what happened but in a much less upsetting way. Researchers think that this has to do with the way the person's eyes move when he is thinking of a bad memory. In EMDR, the patient sits in a chair and is taught to think about a memory that is very painful.

Then, with the guidance of the therapist, the patient thinks about this memory while following a light moving from side to side with his eyes. This causes his eyes to move from one side of his head to the other. The movement of the eyes stimulates the brain in a way that helps the person feel better. Although EMDR may produce results more quickly than previous forms of therapy, speed is not the issue and it is important to remember that every client has different needs. For instance, one client may take weeks to feel safe enough with a therapist to be able to do the work that is required by the treatment.

Another reason why EMDR may not be very fast in the eyes of many psychologists, why it sometimes has that reputation is that some patients have layers of long term trauma so that when one issue is resolved another one comes up. Sometimes the next issue may even be more important. Also, treatment is not complete until EMDR therapy has focused on the past memories that are contributing to the problem, the present situations that are disturbing the patient and what skills the client may need for the future. All three elements need to be addressed, past, present and future. The good thing is that this treatment works and people really do get better a lot better.

Q1. 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

Q2. 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

Q3. 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.

Q4. 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		

Q5. 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.

SET 2

Glacier Movement

Narrator- Listen to part of a lecture in a geology class.

Professor: Last time we started to talk about glaciers and how these masses of ice form from crystallized snow. And some of you were amazed at how huge some of these glaciers are. Now, even though it may be difficult to understand how a huge mass of ice can move—or flow, it's another word for it—it's really no secret that glaciers flow because of gravity. But how they flow, the way they flow needs some explaining. Now, the first type of glacier flow is called basal slip. Basal slip—or sliding, as it's often called— basically refers to the slipping or sliding of a glacier across bedrock—actually across a thin layer of water on top of the bedrock. Uh, so this process shouldn't be too hard to imagine. What happens is that the ice at the base of a glacier is under a great deal of pressure, the pressure comes from the weight of the overlying ice. And you probably know that under pressure, the melting temperature of water, uh, of the ice, I mean, is reduced. So ice at the base of the glacier melts, even though it's below zero degrees Celsius, and this results in a thin layer of water between the glacier and the ground. This layer of water reduces friction, it's ... it's like a lubricant, and it allows the glacier to slide or slip over the bedrock. OK? Now, the next type of movement we'll talk about is called deformation. You already know that ice is brittle—if you hit it with a hammer, it will shatter like glass. But ice is also plastic—it can change shape without breaking. If you leave, for example, a bar of ice supported only at one end, the end—the unsupported end— will deform under its own weight—it'll kind of flatten out at one end, get distorted, deformed. Think of deformation as a very slow oozing. Well, depending on the stresses on a glacier, the ice crystals within it reorganize. During this ... uh, reorganization, uh, the ice crystals realign in a way that allows them to slide past each other. And so the glacier oozes downhill without any ice actually melting. Now there are a couple of factors that affect the amount of deformation that takes place or the speed of the glacier's movement.

occur the thicker the ice is—because of the gravity of the weight of the ice. And temperature also plays a part here, in that cold ice does not move as easily as ice that is closer to the melting point—in fact, it's not too different from, hmm, the way oil is, uh, thicker, at low temperatures. So if you have a glacier in a slightly warmer region, it will flow faster than a glacier in a cooler region. OK, hmm, now I'd like to touch briefly on extension and compression. Your textbook includes these as types—as a particular type—of glacial movement, but you'll see that there are as many textbooks that omit it as a type of movement as include it. And I might not include it right now if it weren't in your textbook. But, hmm, basically, the upper parts of glaciers have less pressure on them, so they don't deform as easily, they tend to be more brittle. And crevasses can form in these upper layers of the glaciers when the glacier comes into contact with bedrock walls or, ah, is otherwise under some kind of stress but can't deform quickly enough. So the ice will expand or constrict, and that can cause big fissures, big cracks to form in the surface layers of the ice. And that brittle surface ice moving is sometimes considered a type of glacial movement, depending on which source you're consulting. Now, as you probably know, glaciers generally move really slowly, but sometimes they experience surges, and during these surges, in some places they can move at speeds as high as 7,000 meters per year. Now speeds like that are pretty unusual, hundreds of times faster than the regular movement of glaciers— but you can actually see glaciers move during these surges, though it is rare.

Q1. What is the lecture mainly about?

A Explanations of how glaciers move

- B Landscape changes caused by glacial movement
- C Climate changes that influence glacial movement
- D Causes of glacial formation

Q2. The professor discusses the process of basal slip. Put the steps in the correct order.

Answer Choices

- A Friction between the glacier and bedrock is reduced.
- B A liquid layer forms at the base of the glacier.
- C The glacier begins to slide.
- D Pressure is increased on the ice.

Q3. What factors are involved in the amount of deformation a glacier undergoes? Choose 2 answers.

- A Thickness of glacial ice
- B The hardness of glacial ice
- C The amount of water beneath the glacial ice
- D The temperature of the glacial ice

Q4. What does the professor say about the speed of glaciers?

- A It affects the amount of glacial ice that forms.
- B It can be fast enough for movement to be noticeable.
- C It is reduced by cracks in the ice.
- D It is unusually high in colder regions.

5. Listen to Track 8

Narrator: What does the professor explain when he says this.

Professor: But ice is also plastic—it can change shape without breaking. If you leave, for example, a bar of ice supported only at one end, the end—the unsupported end— will deform under its own weight ...

- A. A characteristic of ice that is related to glacial movement
- B How scientists first discovered that glaciers could move
- C That factors like temperature can affect the strength of ice
- D Why deformation is the most common type of glacial movement

Q6. Listen to Track 9.

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

Professor: OK I'd like to touch briefly on extension and compression. Your textbook includes these as types—as a particular type—of glacial movement, but you'll see that there are as many textbooks that omit it as a type of movement as include it. And I might not include it right now if it weren't in your textbook.

What does the professor imply about compression and extension?

- A He believes it accounts for a great deal of glacial movement.
- B He thinks it is a slower type of glacial movement than basal slip.
- C He is not convinced that it is a type of glacial movement.
- D He does not agree that it causes fissure in glaciers.