


# Unit 4.1

## LISTEN

**E**  **1.29 LISTEN FOR MAIN IDEAS** Read the statements. Then listen to the interview. For each statement, write T for *true*, F for *false*, or N for items *not mentioned* in the interview.


1. \_\_\_\_\_ Most of the people in Sarah's study are autistic.
2. \_\_\_\_\_ One of Dr. Grandin's strengths is her ability to think and learn visually.
3. \_\_\_\_\_ Another one of Dr. Grandin's strengths is her short-term memory.
4. \_\_\_\_\_ Dr. Grandin probably sees herself as someone who is successful in spite of her unusual brain.
5. \_\_\_\_\_ Dr. Grandin's career is perfect for her because of the way she thinks and learns.
6. \_\_\_\_\_ Dr. Grandin wants people to realize that autism is a serious disability.

**F** **LISTEN FOR DETAILS** Listen and fill in the missing words for each segment. Then answer the questions that follow.

 **1.31 Segment 1**

Well, Dr. Grandin is highly intelligent, as her achievements show. However, she still finds many everyday things \_\_\_\_\_<sub>1</sub> or impossible to do. For example, she is unable to remember more than three simple instructions, and she has extreme \_\_\_\_\_<sub>2</sub> with abstract thinking. These \_\_\_\_\_<sub>3</sub> could have meant the destruction of her dream of becoming a scientist.

1. What word is repeated? \_\_\_\_\_
2. What is the key point of this segment? \_\_\_\_\_

 **1.32 Segment 2**

Her family's support was important, but scans of Dr. Grandin's \_\_\_\_\_<sub>1</sub> also provide some answers. The part of her \_\_\_\_\_<sub>2</sub> that controls the coordination of movement is 20 percent smaller than average. The area that \_\_\_\_\_<sub>3</sub> short-term memory is also small. On the other hand, the side that \_\_\_\_\_<sub>4</sub> visual information is unusually large. This helps explain her effective approach to thinking and learning.