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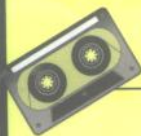
华章英语

系列教材

来自北美的最新报道

穿越时空

(美) Mary Lee Wholey / Jud



听力教材

Radio Waves



健康版



机械工业出版社

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华章英语系列教材



穿越时空：来自北美的最新报道

健康版

(美) Mary Lee Wholey 著
Judith Ritter 里特

机械工业出版社

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前言

关于本系列

《穿越时空：来自北美的最新报道》是一套系列有声杂志，为英语爱好者提供了原汁原味的广播报道，可用作高级英语听力教材，在学完《Step by Step》之后学习，也可以把它当作听力练习或是泛听材料。该系列是由美国和加拿大的获奖新闻报道组成的，共包括6版：健康版、娱乐版、商务版、环境版、体育版和音乐版。每版都以“新闻杂志”的形式给出5个5分钟报道，融合了新闻和学术的模式，集知识性和趣味性为一体。这些节目以典型的美国新闻广播的形式向听众敞开了北美文化的大门。节目以当前流行话题为内容，录自广播、电视、公开辩论以及各行各业。通过本书的学习，不但可以锻炼速记能力，提高听力，最终从容自如地听懂各类英语广播报道，还能从这套教材中获得丰富的北美文化知识，了解北美社会的风土人情及社会百态。简而言之，《穿越时空：来自北美的最新报道》系列将真实世界的听力材料和令人振奋的思想观点奉献给广大的英语学习者。

学习原则

《穿越时空：来自北美的最新报道》系列的每一版包括一盘磁带和一本练习册。练习册的设置遵循如下语言学习原则：

- 1) 语言技能并不是孤立的。听和说是紧密联系的，阅读和写作同样有助于听力理解。
- 2) 交流是最好的语言学习手段。听众应该尽量寻找机会与别人交流。
- 3) 听力理解能力的提高离不开练习。听的时候，应带着目的去听并且运用已经听懂的信息做练习。
- 4) 一定的技能技巧能帮助听力理解。完成我们精心设计的练习后，即可掌握这些技巧。

听力技能技巧

《穿越时空：来自北美的最新报道》系列的宗旨是帮助你获得听力理解所必备的技能技巧。运用这些技能技巧可以很容易地听懂广播报道。这些技能技巧同样可以运用于其他听力环境，例如各种正式和非正式的社交和学术场合。

听力技巧主要包括两项内容，一个是获取中心意思，另一个是做速记。本系列将教会你如何发现并复述广播报道中的中心意思，设置练习引导掌握速记的技能。有些节目还将引导你识别记者是如何组织报道的。

更为常用的听力技巧是做重点摘记。重点摘记主要是围绕一个总的问题记下辅助观点和细节，这个总的问题是记者所选择的焦点或要点，他通过采访、解释或评论展开报道。重点摘记的目的是使你对广播报道的组织有一个感性认识，了解记者是如何采访问题的。

本系列将帮助听众掌握一整套实用的听力技能和技巧，促进听力理解。所涉及的技能技巧包括：

- 1) 找出听力信息的整体结构。
- 2) 抓住引出主题思想的提示。
- 3) 主题思想后面常常带有详细解释。
- 4) 重要信息是经常重复的。
- 5) 识别关键信息(主题思想及细节), 并能和非关键信息(例如: 旁白、个人评论、口误、插入语)区分开。
- 6) 推测将会听到的内容有助于迅速、清晰地辨别论点。
- 7) 运用听到的信息做练习能增强听力。
- 8) 与别人交流有助于理解。
- 9) 要坚持连续、完整地练习听力, 这样才能逐渐达到对信息的全面理解。
- 10) 掌握从上下文猜意及应付不明情况的技巧有助于增强理解。
- 11) 多听多练才能提高听力水平。
- 12) 依靠自己, 寻求一切机会提高英语听力水平。

练习部分

练习的设置是为了使你积极地、带有目的地去听, 以帮助理解。练习主要包括总结主题思想和做速记。此外, 我们还准备了一些准确性要求较高的简短问题供你回答。练习和听的过程是一个整体, 在听的同时必须记下有关信息, 以备做说、读、写的练习。我们鼓励大家能组成学习小组, 互相交流、合作, 核实自己的答案。如果你是独自练习, 我们也鼓励发挥个人的独创性。你可以选择自己感兴趣的信息, 并对此发表个人观点、得出结论、进行点评; 还可以根据自己的需要选择练习。

每一版包括长度和难度相当的5个节目。每单元的练习都是精心设计的, 便于你逐渐娴熟地掌握各种听力技能技巧, 自如地完成练习。为此, 各版前几单元练习中会有更多的指导, 帮助你抓住主题思想、掌握速记要领。

关于本系列教材的教学

《穿越时空: 来自北美的最新报道》系列可以满足不同的学习需求: 既可用于听力教学, 也可在语言实验室使用, 还可以作自学教材。

教学使用

- 1) 全班一起听, 由教师掌握听力速度。
- 2) 分组听, 一台机子带有四、五个耳机。这样, 教师可以将教室变为一个听力中心, 更好地控制听力速度。

复述练习

在复述练习中, 学生听两个不同的节目并互相复述。在课堂教学或语言实验室中, 同一个班的学生可以使用不同的磁带做复述练习。听相同节目的学生合作做速记, 然后利用速记向听其他节目的学生做口头报告。这种听力复述活动能为学生创建真实的语言交流环境。

语言实验室使用

在语言实验室中，学生可以根据自己的实际情况灵活控制进度。

自学使用

本系列可供自学使用，你可根据实际情况在家里或是在语言实验室里练习听力。自学的学生可做如下调整：

1. 听力准备

讨论问题部分可帮助你对节目的主题进行了解、思考。将你的答案写下来并对照练习答案。

2. 听磁带

按要求做本部分练习。有些练习的完成需要你多听一遍，以加强理解。听力理解问题是用来检查听力效果的，应尽可能多地回答问题，并对照练习答案再听一遍，以确认信息准确。

3. 语言点练习

本部分练习都可作自学使用。对照答案完成练习。

4. 扩展练习

本部分练习能扩展知识。对照答案做阅读练习，对其他练习，我们建议你准备一个3分钟的演说并录下来，为自己提供一个口语练习的机会。

各单元的结构

各单元的练习由4部分组成：听力准备、听磁带、语言点练习和扩展练习。

第1部分：听力准备

这部分练习的设置有两个目的：一是促使学生对将要听到的节目内容产生兴趣，帮助听众运用以前的知识对节目内容进行推测；另一个是引出节目的主题和相关背景知识，以降低听力材料的难度，帮助学生完成以后的练习。学生通过该部分练习可以获取相关信息。

“听力准备”部分可以根据学生的实际情况进行扩充和调整。该部分的练习指导应考虑到学生的实际能力和对所使用的教学方法的熟悉程度。为降低练习的难度，教师可以偶尔做重点讲解。例如，在做完“推测练习”后，教师可组织学生做集中讨论，并把提示写在黑板上。同样，在做完“听力理解练习”之后，教师可再组织讨论，将得出的结论与学生所做的推测相比较。在学生对这种教学方法熟悉后，这种集中讨论的练习就可省去。

如果学生是两个人或小组活动，教师的作用是鼓励他们互相交流，帮助他们完成练习。这时，教师主要是监控全班的进度，保证听力活动的生动性。随着学生的进步，教师可以调整小组成员，或自己设计一些练习给学生做。

第2部分：听磁带

这部分的练习包括：获取主题思想、做速记、回答问题。

1. 听主题思想

在每版的前几单元中，学生的任务是将所听到的论点排序，他们只须在听的过程中辨别论点。对于组织严谨、主题思想有清楚提示的新闻报道以及各版的后几单元内容，学生应能

够自己写出节目的主题思想。这样设置能使练习由易到难。

对于第一次做该练习的学生，教师可做示范，帮助学生得出答案并写在黑板上，以使學生掌握如何获取中心意思以及如何做各种复述。

2. 速记练习

该项练习的设置是为了培养听众的速记技能。各版的第一单元中，专设了基本要领的说明。教师的集中讲解对学生有很大帮助，教师可以例示各速记技巧：如何缩略、如何使用数字、符号及如何用自己的话释意。掌握这些技巧需要多花时间，不断练习。学生们互相交流的过程也是对各个速记技巧运用的过程。教师可偶尔集中讲解应该记下的内容和所用的方法，也可将速记信息留为作业。学生进行讨论的时候，应使他们通过交流获得新的信息。

本系列旨在使学生逐渐养成良好的速记习惯。教师可根据学生的实际情况选择使用，也可另外给学生设计一些速记练习。

3. 听力理解问题

学生使用自己的速记笔记口头回答听力理解问题，并互相验证。我们建议让学生增加一次听力，以得到完整、正确的答案。教师可以在学生初次使用本听力系列时增加听的次数。如果感觉听力难度大，教师也可调整听力次序，在学生做速记前，让他们先将要回答的问题看一遍，做到心中有数。如果是个人自学，听力理解问题可用来检查听力。

第3部分：语言点练习

本部分练习的设置旨在帮助学生准确理解。有的练习重点在语法结构，有的重点在理解口语、辨认提示、论点以及对信息的释义等。我们还准备了一些练习，训练学生猜测的技能。本部分练习可供自学，听众可在家里或在语言实验室中使用。

本部分练习集中反映了各种报道节目的特点，可教性强。也就是说，练习中的语言点清楚、实用。应该指出，这些练习并未包括所有的语言点，教师可根据课堂教学的重点另外设计语言点练习。

第4部分：扩展练习

本部分练习鼓励学生对所听到的信息进行扩展、选择、使用。这些练习一般都提供相关的阅读材料，大多数阅读练习要求学生互相复述，为学生提供更多的口语练习机会。其他练习鼓励学生走出教室练习语言技巧，评论所收集的信息。

本系列主编及制作人Judith Ritter 目前在加拿大蒙特利尔市的麦吉尔大学任教，她曾多年在加拿大广播公司做电台节目主持人及独立制作人，她的节目在多家美国公共广播网播出。

另一位主编Mary Lee Wholey 执教于加拿大蒙特利尔市的康科迪亚大学成人教育语言学院。她在教材开发、课程设置、教师培训、上岗及测试等领域都有广泛的经验。另外，她还出版了很多英语教学方面的教材和论文。

参加本系列制作的还有来自加拿大广播公司的节目声音制作技术人员。

预祝各位英语爱好者能从本系列的学习中有所收获。

健康版概览

Unit1 Medical Emergency 911

第一单元 急救电话911

听

练习活动: 两人或以小组形式互相交换信息

听磁带: 找出主题思想; 速记技巧
释

语言点: 细节描述; 辨识不同的声音; 从上下文猜意; 给医学术语下定义

扩展练习: 家庭作业

说

练习活动: 两人或以小组形式互相交流信息

扩展练习: 采访技巧

读、写

练习: 从所给报告中收集信息; 复述练习
阅读新闻杂志; 做推测; 粗略阅读;
精读; 回答问题

创意写作: 综合信息; 表达观点

Unit2 Butting out in the Board Room

第二单元 室内禁止吸烟

听

练习活动: 两人或以小组形式互相交换信息

听磁带: 找出主题思想; 速记技巧练习; 主题思想和细节练习

语言点: 辨识不同的口语形式; 语法提示—动词和动词形式; 猜意

说

练习活动: 两人或以小组形式交流信息

扩展练习: 采访技巧

读、写

练习: 看图表; 复述; 预读文章找出主题思想; 回答问题

Unit3 Summer Camp for Sick Kids

第三单元 患儿夏令营

听

练习活动: 两人或以小组形式互相交换信息

听磁带: 找出主题思想; 速记技巧;
重要摘记

语言点: 细节描写; 辨识不同的口语形式; 猜意

说

练习活动: 两人或以小组形式互相讨论、交流信息

扩展练习: 述评; 讨论; 口语表达技巧

读、写

练习: 图文材料; 复述
新闻体文章; 回答问题
扩展练习: 书评

Unit4 Tiny Survivors: Saving Preemies

第四单元 弱小的生存者: 早产儿

听

练习活动: 两人或以小组形式互相交换信息

听磁带: 找出主题思想; 速记技巧;
重要摘记

语言点: 语法形式; 动词; 词根; 前、后缀; 猜意

扩展练习: 家庭作业

说

练习活动: 两人或以小组形式互相讨论、交流信息

读、写

练习: 图文材料; 预测; 快速阅读新闻体文章找出所需信息; 速记; 复述

Unit5 Top Dogs in Detroit;

Eyes for the Unsighted

第五单元 底特律最棒的狗：盲人的眼睛

听

练习活动：两人或以小组形式互相交换信息

听磁带：找出主题思想；速记技巧；

重要摘记

语言点：问题形式；词根；前、后

缀；猜意

扩展练习：家庭作业

说

练习活动：两人或以小组形式互相讨论、交流信息

读、写

练习：阅读宣传材料；图文材料；复述；预测；快速阅读找出信息

自测：技能技巧

目 录

前言

健康版概览

UNIT 1 MEDICAL EMERGENCY 911

第一单元 急救电话911 1

Preparing to Listen	2
Listening to the Tape	5
Language Close Up	10
Follow-Up	12

UNIT 2 BUTTING OUT IN THE BOARD ROOM

第二单元 室内禁止吸烟 21

Preparing to Listen	22
Listening to the Tape	25
Language Close Up	29
Follow-Up	32

UNIT 3 SUMMER CAMP FOR SICK KIDS

第三单元 患儿夏令营 39

Preparing to Listen	40
Listening to the Tape	42
Language Close Up	46
Follow-Up	48

UNIT 4 TINY SURVIVORS: SAVING PREEMIES

第四单元 弱小的生存者: 早产儿 55

Preparing to Listen	56
Listening to the Tape	59
Language Close Up	63
Follow-Up	66

UNIT 5 TOP DOGS IN DETROIT: EYES FOR THE UNSIGHTED

第五单元 底特律最棒的狗: 盲人的眼睛 75

Preparing to Listen	76
Listening to the Tape	81
Language Close Up	84
Follow-Up	86

APPENDIX 1 GUIDE TO NOTE TAKING

附录一 速记指导 93

APPENDIX 2 REPORTERS' BIOGRAPHIES AND TRANSCRIPTS

附录二 记者简介及听力原文 100

APPENDIX 3 ANSWER KEY

附录三 练习答案 108

Medical Emergency 911

1



OVERVIEW

Preparing to Listen

Activity One	Discussion Questions
Activity Two	Gathering Information from a Pamphlet
Activity Three	Defining Medical Terms
Activity Four	Predictions; Bridge to Listening

Listening to the Tape

Activity Five	Listening for the Main Ideas
Activity Six	Writing Focused Notes
Activity Seven	Comprehension Questions

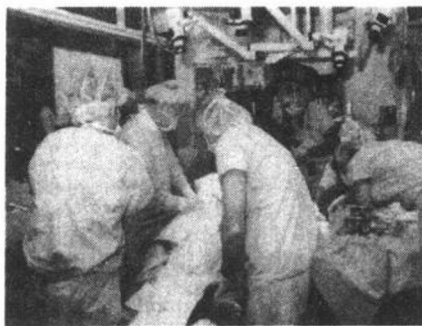
Language Close Up

Activity Eight	Language Focus: What Was Said?
Activity Nine	Vocabulary: Guessing Meaning from Context

Follow-Up

Activity Ten	Gathering Information from Reading
Activity Eleven	Conducting Interviews
Activity Twelve	Using Your Skills at Home

If you've ever experienced a medical emergency then you know how important getting help quickly can be. This program brings you up close to look at one of the most comprehensive systems for delivering emergency care in the United States. You will hear from the people who work in this system as they explain how they work and how the system operates. The activities will help you to understand and use the information you listen to.



Photos courtesy of Maryland's Emergency Medical System



A A

Preparing to Listen

Getting some background information and thinking about the topic before you hear the program will help you to understand the ideas more easily. Complete the activities in this section **before you listen**.

ACTIVITY ONE Discussion Questions

What do you think? Read and consider the following questions. Write your ideas in note form and discuss them with others.

1. What kind of emergencies commonly occur?
2. What kind of emergency services do people need? Are the needs of urban, suburban, and rural areas different? Explain.
3. Is it necessary to have emergency services available to all people at all hours in all places? Why or why not?
4. Why are emergency systems costly? Is the cost justifiable?
5. Do emergency doctors and nurses need special training, or is the general training that most doctors and nurses have sufficient for the kinds of medical problems that they face in an emergency room?
6. Have you ever needed to use emergency services? Would you know how to summon emergency services if you needed to?
7. Where and how could people get information about emergency services or about what to do in an emergency?

ACTIVITY TWO Gathering Information from a Pamphlet

This program focuses on the emergency system in the State of Maryland. The Maryland Institute for Emergency Medical Services has printed a pamphlet

explaining the services they offer and giving advice to people involved in an emergency situation. In this activity you will gather some information from the pamphlet to answer a few key questions.

Step 1. Prediction:

Read the following questions and decide the answer you think is best for each. Write down your ideas and discuss them with others.

1. What is the most important thing to do in an emergency?
2. What should you do if you see an accident on the highway?
3. What should you do if you hear a siren or see the flashing lights of an emergency vehicle?
4. What kind of medical services and equipment are available in Maryland to handle different kinds of emergencies?
5. How fast can ambulance personnel get to the scene of an accident?



UNIVERSITY OF MARYLAND
MARYLAND INSTITUTE FOR
EMERGENCY MEDICAL
SERVICES SYSTEMS

22 S. GREENE STREET • BALTIMORE, MD 21201-1595
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The most important thing to do in an emergency is to call 9-1-1 for emergency medical assistance. Maryland has a sophisticated system of emergency care. Professionally trained ambulance personnel will be at the scene in a few minutes.

Step 2. Skim the pamphlet (read quickly for key words) and find the answers to the questions above.

Maryland's Statewide Emergency Medical Services System

Critically ill or injured patients need treatment at the hospital that is best staffed and equipped to meet their needs. Maryland's "echelons of care" ensures that patients reach the most appropriate hospital in the shortest time possible.

There are 50 hospitals with 24-hour emergency department care, 10 areawide trauma centers, and the Shock Trauma Center in Baltimore, which treats the most critically injured patients. Also included in this hospital network are 20 specialty referral centers treating patients with specialized needs, such as head trauma, spinal cord injuries, pediatric trauma, burns, eye trauma, or severe extremity injuries, as well as those needing neonatal or perinatal care. A network of ambulances and of Maryland State Police medevac helicopters capable of travelling up to 201 miles an hour stand ready to transport patients from all over the state to these hospitals.

In Maryland, however, treatment begins not at the hospital but at the scene of the emergency. More than 22,000 prehospital care providers from more than 350 volunteer and career companies work side-by-side in this state to provide professional care. Each provider receives standardized training and is state certified; this ensures a consistent level of care everywhere in the state. Each follows medical protocols and can seek physician consultation as needed.

A statewide communications system links these prehospital care providers on ambulances or helicopters with hospital-based physicians and also keeps the hospitals informed of the patient's condition while the patient is still en route to the hospital.

Maryland's emergency medical services system provides a synchronized response to injuries occurring within Maryland—regardless of time, place, or severity of injury.

If you see a motor vehicle accident, prevent further accidents.

- Pull ahead and completely off the road. Put on emergency flashers.
- Before you call for help, try to determine where you are on the highway. Look for a mile marker, exit sign, or some other identifying feature to guide rescuers.
- Send someone to get aid or use Channel 9 on your CB radio to call for help.
- Cellular phones can be used to access the 9-1-1 system free of charge. (Check with your cellular service company for details.)
- Give the accident location, type of accident, number of victims, and your name.
- Do not move victims unless there is danger of fire, explosion, or further injuries.
- Nearby hospitals are marked by a blue highway sign with a large white H on it.

How similar were the answers you found in the pamphlet to the answers you predicted in Step 1?

Step 3. Discuss your answers with a partner or check the answer key.

ACTIVITY THREE Defining Medical Terms

In this program you will hear people describe medical situations: the problems, the equipment, and the treatment given by trained personnel in life and death situations.

Read this list of medical terms and match each term in Column A with the explanation in Column B that fits it best.

Column A	Column B
1. He is a paramedic .	A. A blood product that is given when a patient has lost blood.
2. He took the man's blood pressure .	B. A trained emergency medical worker.
3. The man needed to receive blood plasma .	C. A helicopter that is specially equipped to transport emergency patients to hospital.
4. He gave the medication through an intravenous needle .	D. The force of blood on the walls of blood vessels as it flows through the body's circulatory system.
5. They used a med-evac helicopter to transport the patient quickly.	E. A needle connected to tubes inserted under the skin into a vein to bring medication directly into the bloodstream.

ACTIVITY FOUR Predictions; Bridge to Listening

Discuss your answers or check the answer key.

Part One: Predictions

Based on what you have thought about and discussed so far, make a few predictions about the ideas you expect to find out about in this program.

Write your ideas on the lines below. You can write your ideas in either words or phrases, in question or sentence form. Write any ideas you have. Don't worry about whether they are good or bad, or whether they are correctly written.

Two predictions are given as examples to help you get started.

1. How fast an ambulance can get to an accident.

2. How good this system is; how it works.

3. _____

4. _____

5. _____

Discuss your predictions. Later, you can check to see what you were able to predict.

Part Two: Bridge to Listening

The purpose of the introduction is to prepare you for the information in the program. It will give you an overview or a taste of something interesting to come.

Step 1. Cue your tape to the introduction of the show, which begins, "Maryland may be a small state." Turn on the tape.

Step 2. Listen to the introduction, which ends, "on a tour of Maryland's Quick Response Emergency System," without stopping the tape. Think about the information as you listen. Stop the tape at the end of the introduction.

Step 3. From what you recall, answer as many questions as possible in note form. The first answer is given as an example.

1. What state's emergency medical system is explained in this program and why?

Maryland - major player - emergency med. services

2. How many hospitals are part of this system?

3. How many hospitals have shock trauma units?

4. What is the function of the communications center?

Step 4. Discuss your ideas with a partner or check the answer key. Compare these ideas to the predictions you made before.

**Listening to the Tape**

The activities in this section will help you to practice your skills in understanding and using the information you hear. Concentrate on the task you have to accomplish and practice the skills, such as note taking or listening for details, needed to complete the task.

**STRATEGIES FOR COPING/NOTING INFORMATION
FROM LISTENING**

1. Focus on the information you understand; don't worry about what you miss.
2. Remember that all listeners lose a certain percentage of any information they listen to for a number of different reasons.
3. If you are working with others, discuss the information to help clarify ideas when you're not sure of what you heard or you need more information.

4. If you are working alone, get as much information as you can.
5. You can listen again to get important information you may have missed.

Note Taking

In many of the activities that follow, you will be identifying the main ideas, supporting points, and details and often writing what you hear in note form. These activities will help you get more of the important information in your notes more quickly. Here are a few tips about writing quick notes as you listen:

Use Key Words, Symbols, and Abbreviations

- Write only the important words and key phrases—not whole sentences.
- Use abbreviations for words when possible.

Example: Abbreviate “emergency system” by writing *em. sys.*, or use *p.med.* for the word “paramedic.”

For nonstandard abbreviations like these, always write the complete word the first time with the abbr. beside it, so that you won’t forget the meaning. There are standard abbreviations such as *MD* for “Maryland” and *N.B.* for “important to remember.”

- Use numerals, 911 for example, instead of writing *nine-one-one*.
- Use symbols like = to show that ideas are the same or equally important.

Spacing

- Use spacing to show important relationships of groups of words.
- Write separate words on a separate line and indent. Indenting details shows that the details pertain to a particular idea.

Example:	<i>Questions for Emergency</i> -What kind of help -Where’s the closest hosp.
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Paraphrasing

- Paraphrase the information you hear when you write your notes.
- Paraphrasing involves choosing a word of your own that summarizes the ideas you hear.

Example: Use the word “fast” to express the idea “with the least delay.”

- Remember: When you paraphrase, the word you write in your notes conveys the **same meaning** as the information you heard.

Remember that there are differences in the ways individuals take notes. The examples that are given show **one** way to note information. You will develop and improve your own style of note taking as you complete the activities in this section.

For more information about improving your note-taking skill, refer to the Guide to Note Taking (Appendix 1, p. 93).

ACTIVITY FIVE Listening for the Main Ideas

DIRECTIONS

Step 1. Listen to the program "Medical Emergency 911" without stopping. Number the following main ideas according to the order in which you hear them.

- () A. Treatment by ambulance workers
- () B. Response to shooting accident
- () C. Purpose of SYSCOM
- () D. How SYSCOM (system communications) operates

Step 2. Discuss your answers with a partner or check the answer key.

ACTIVITY SIX Writing Focused Notes

When you listen to a radio report, you hear a wonderful mix of voices and sounds. The information that you hear is a mixture of factual information blended with opinion and emotion. A radio report isn't always organized in the same logical pattern as a good academic lecture. It follows a pattern of describing or explaining the important ideas (main points and details) related to the topic from the reporter's point of view.

Your task is to listen and take notes so that you will be able to explain the main points and important details of this report to someone who has questions about Maryland's emergency system. The focused notes you write for the general questions will help you to discuss the details of what you heard with others.

DIRECTIONS To take focused notes follow these steps:

Step 1. Read the following general questions and think about the information you heard. What details relating to each question can you recall?

1. What happens in Maryland when there is a serious accident?
2. What response is made to the accident reported to 911? What does Lieutenant Mike Fahey do?
3. What do the ambulance paramedics do for this patient?
4. What is SYSCOM? What does it do?
5. What is the purpose of this system?

Step 2. If possible, discuss these questions with others.

Step 3. Rewind to the beginning of the program and listen a second time. Start the tape and, as you listen, write details in note form for each of the questions you have just read and discussed.

Read the sample notes to see what kind of detail is important and how to write in note form. Try taking notes yourself as you listen to the tape. Compare what you have written to the sample notes provided. Your wording may not be the same, but the ideas should be.

1. What happens in Maryland when there is a serious accident?
 H. staff/P. meds/others
 Comm. Sys.
 Where/When/Acc.