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Listening to Lectures

The aim of this booklet and the accompanying cassette is to help you to listen to a lecture, to understand it, and to take notes. The exercises will help you to understand the lecture, and will show you that there are a number of different features to listen for in any lecture. The exercises are graded, so that you begin by listening to particular points and then move on to understanding whole extracts.

Each side of the cassette contains extracts from a different lecture. These recordings were made during actual lectures, given to first year undergraduates at the University of Essex, England. They are therefore real lectures; they were not prepared specially for this cassette. This booklet contains the exercises which you must complete as you listen to the cassette. The contents of this booklet are:

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Exercises for Side Two 13
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Key to Exercises for Side Two 26
Tapescript of Side One 30
Tapescript of Side Two 38

To work through this cassette, you will need a cassette recorder or player, this booklet and a separate notebook. For some of the exercises, you can write the answers in this booklet. For others, you may need to write in a notebook. Do not try to work through too much of the lecture at once. It is important to be sure that you understand each stage before you move on to the next one. Follow all the instructions carefully, and do not look at the Keys or the Tapescript until after you have tried to complete the exercises.
Sociology

Introduction
You will hear a number of extracts from two Sociology lectures which deal with different but related aspects of social policy.

On Side One, the lecturer is concerned with discussing several general questions associated with various approaches to social policy and the social services. On Side Two, the lecturer deals more specifically with one aspect of social policy in Britain, but also uses this example to make certain more general remarks. You will hear each extract in turn. After each extract, you have some exercises to complete. The exercises are designed to help you in a variety of ways to listen to the lecture, to understand it, and to take notes.

Read the instructions carefully. Unless the exercise tells you to do so, try not to look at the Tapescript or the Key at all, except to check your answers.

Note
If there is any terminology associated with the subject-matter that you do not understand, try first to find the meaning by listening to the extract. If it is not explained there, look it up in a dictionary.

Social Policy: Approaches and Definitions

Extract A
Before listening to the first extract, you will hear some of the important content vocabulary used by the lecturer. Try to write down the words that you hear, then check your answers in the Key. Pay particular attention to spelling.

Exercise 1
Vocabulary

Exercise 2
Listen to the extract without stopping your tape, then try to answer the questions.

Question 1: The lecturer states that this lecture has 2 main objectives. Write down those 2 objectives in the exact words used on your tape.

Question 2: Very often, at the beginning of a lecture, the lecturer states briefly the points he intends to cover during the lecture. This is also the case here, as we can see from the use of the word objective. How many other words and phrases can you find in this extract which show the intentions of the lecturer?

Check your answers in the Key.

Extract B
First, listen to the whole extract without stopping your tape. (The sociologist referred to is T. H. Marshall.)

Notice that the lecturer sometimes uses the word now to indicate that he is introducing a new point.

Exercise 3
Sentence stress

Listen carefully to the first part of the extract again as far as... and also, what in fact one looks at...

First, try to answer this question. Check your answer in the Key.

Question: What is it important to remember when looking for a definition of social policy?

Now, read these instructions carefully.

When we speak, we give importance to certain words by stressing them, that is, by saying them more loudly or by changing our tone of voice. These are usually the most important words. Listen again to the first part of the extract, and look at the Tapescript. Try to mark the words that the speaker is stressing.

The first part has been suggested for you in the Tapescript.

Notice that the words you have marked carry important information. You will find this useful later when taking notes from a lecture.
Exercise 4

Now listen to the second part of the extract again, in which T. H. Marshall's definition of social policy is presented.

Notice that the lecturer introduces this point by asking a question, which he will then go on to answer. This part of Extract B is printed below, but some important words connected with the subject-matter of the lecture have been left out. As you listen, try to write those words in the blanks. Check in the Tapescript when you have finished.

Now, what definitions can one offer you? Professor T. H. Marshall, who is seen generally as one of the most distinguished, er in the history of in this country, defines social policy as 'a of governments with regard to action having a direct impact on the of citizens by providing them with or . And the central core of this, he says, includes 'social , public or national assistance,' now known as or Social , 'housing policy, , and the treatment of crime.' And I think you'll find that this sort of , give or take a bit, exists elsewhere - personal social , mainly the activities of social workers, as well as officers and others dealing with the, the treatment of crime, come into this definition.

Exercise 5

Information is often repeated in a lecture, to make sure that the audience understands. The lecturer does not always repeat the information in exactly the same words.

Listen to the second part of Extract B again, and look at your completed Tapescript. As you listen, underline what you consider to be the most important information, and put brackets ( ) round anything you consider to be repeated or less important. Notice also that less important points may not be spoken so loudly.

Exercise 6

a. Write out Richard Titsmuss' definition of social policy in the exact words used by the lecturer. Check your answer in the Tapescript.

b. It is clear that the lecturer is comparing and contrasting the definitions he has given. How many words and phrases in the extract can you find that indicate a comparison and contrast of these definitions?

Example: ...he's taken it so much wider ...

Check your answer in the Key.

Exercise 7

First, answer this question:

Before the lecturer begins In this country in the middle of this extract, we know that he is going to explain what he means by giving an example. Which phrase points forward to this example?

Check your answer in the Key.

Now look at the following framework, which is based on this example, and shows the structure of the argument. Part of the framework has been filled in. As you listen to the extract again, try to complete the diagram with the information you hear on your tape.

Provision of Unemployment Benefit

A 1 In U.K. provided by

2 In

by

3

B This implies a criticism of Marshall’s definition, because ...
Now check your answer in the Key.

Exercise 8
Reference

Look at this example statement from Extract C:

Example: *Richard Titmuss takes it somewhat wider* ...

The pronoun it in this statement refers to a definition of social policy: we do not repeat the noun, but instead we use a pronoun.

Listen again to the extract. As you listen, try to decide what the words in **bold type** below refer to. Check in the Key when you have finished.

1. **Now, he's taken it so much wider** ...

   *he* refers to:

2. **... as part of social policy in this sense** ...

   *this sense* refers to:

3. **... it can I think be illustrated most clearly** ...

   *It* refers to:

4. **... it's provided either by the state in conjunction with the Trade Unions** ...

   *It* refers to:

5. **... and I think this rather glib assumption** ...

   *this assumption* refers to:

Extract D

First, listen to the whole extract without stopping your tape.

Notice how the lecturer indicates at the beginning of this extract that he is going to make a new point.

Exercise 9
Refer to Exercise 3 on sentence stress.

When we take notes, we find it useful to write down only those words that carry the most important information, and to omit 'smaller' words, such as articles and auxiliary verbs. Listen just to the first statement of Extract D. It contains an important point. Try to write it down in **note-form**, using only those words that contain the main information.

Example: In Extract C, the lecturer made the following statement:

*In this country, unemployment benefit is provided through the state.*

We could **note** this as:

In this country *\{ unemployment benefit provided through State.*

Check your answer in the Key.

Later, we will look at this principle of reducing language again.

Exercise 10
At the beginning of the extract, the lecturer used the phrase *The next point that... one needs to make here* ...

a. *needs* shows that the point is an important one.

   Now listen to the whole extract again.

   How many other words and phrases does the lecturer use in this extract that show importance in this way?

   Check your answer in the Key.

b. We have seen, too, that important points may be repeated.

   (Exercise 5)

   Look at your answer to Exercise 9, in which you noted an important point from this extract.

   How many times is this point repeated in different words?

   Check your answer in the Tapescript. Repeated information has been underlined.

   Notice the way in which the lecturer summarizes the points he has made so far at the end of the extract.

Exercise 11
We know that the lecturer is discussing social policy in relation to governments who take no action. Which words in this extract describe this principle of non-interference? Check in the Key.

Exercise 12
We will look now at the principle of reduction of language in note-taking in the whole extract. Read the instructions and the questions carefully, and listen to the extract again as many times as you feel it necessary. Check your answers in the Key when you have finished.

Below are some questions about the extract. The questions are in note-form. Try to write your **answers** in note-form too, and keep them as short as possible.
1 Question: Dominant theme of social policy in USA and UK?
Answer:

2 Question: In UK, historically, early measures have been . . . ?
Answer:

3 Question: Temporary measures include?
Answer:

4 Question: How was poverty in USA dealt with?
Answer:

5 Question: Who makes social policy?
Answer:

6 Question: Different ways in which issues can be handled?
Answer:

Exercise 13
First, listen to the extract without stopping your tape.
As you listen, try to decide if the following statements are True T or False F. If possible, try to write down the reason for your answer.
Check in the Key when you have finished.

1 The third point in this section of the lecture is connected with the definition that restricts social policy to government actions. T/F Reason:

2 Income maintenance policy is only connected with a certain poverty level. T/F Reason:

3 The tax situation described here proves that not only the government can influence housing. T/F Reason:

4 It is, however, easier to make historical and geographical comparisons if we restrict social policy to the action of governments. T/F Reason:

Exercise 14
The lecturer is making the point that we cannot restrict the definition of social policy simply to the policy of governments. For example, this point is expressed in the following way:

One has to be very careful not to fall into the trap of defining a social policy only those areas . . .

not . . . only expresses the fact that one must not restrict in this way.
How many other examples can you find of words or phrases that express either restriction or lack of restriction? Check your answer in the Key.

Extract F
First, listen to the whole extract without stopping your tape.

Notice: Towards the end of the extract, the lecturer begins a new point by saying The 4th, sorry, the 5th and overlapping point . . .

Question: If that is the 5th point, which word introduces the 4th point?
Check in the Key.

Exercise 15
a Try to write down in one sentence, in note form, the main content of point 4.
Important: Check your answer in the Key before you go on to the next question.

b Once again, we can see in this extract how information is repeated.
Look at your answer to a. The lecturer is clearly stating his reservations about something. We see this, for example, when he says: And I think one has to be very careful . . .
There are other examples in Point 4 of different ways in which the lecturer expresses his doubts and reservations.
How many more examples can you find?
Check your answer in the Key.

c Now you have the answers to a and b, write down in one sentence, in the exact words used by the lecturer, what he considers 'welfare' in its usual sense to be.
Check in the Key.

Exercise 16
Reference
Look again at Exercise 8.
Now listen to Extract F again, and as you do so, look at the following statements and decide what the words underlined refer to.
1 By and large, nearly all these objectives . . .
   these objectives refers to:
2 One needs to search much further beyond this . . .
   this refers to:
3 The costs were borne by certain groups . . .
   The costs refers to:
4 Richard Titmuss summed it up very well . . .
   it refers to:
5 One has to be careful about accepting this term very easily.
   this term refers to:
6 . . . is an indicator of the degree of welfare provided in that society . . .
   that society refers to:
7 The final point I want to make on this . . .
   this refers to:
8 These have to be related to the wider society . . .
   These refers to:

Check your answers in the Key.

Now go on to the general listening exercise, which is intended first as a summing up of all the extracts you have heard so far, and secondly, to give you some additional information in a new extract.

First, listen to Extract G, then complete the exercise.

Note: In Extract G, a "knocked" means 'criticized'.
   b the definition referred to here is that of Peter Townsend, who is the lecturer on Side Two. The definition is taken from his Sociology and Social Policy.
SOCIAL POLICY: APPROACHES AND DEFINITIONS

Objectives of lecture
1 2

2 Definitions of social policy
1 2

Problems associated with these
1

Example:
2

Example:
3

Example:
4

Example:
5

Alternative definition proposed