

COURSE MATERIALS

ACADEMIC AND PROFESSIONAL SPEAKING SKILLS

MODULE 2

DEVELOPING SKILLS FOR EFFECTIVE LISTENING. COMPREHENSION AND SPEAKING PRACTICE

**Secció d'Anglès
FIB**

Introduction — Reflecting on listening strategies

TASK 1

How can these strategies help you become a better listener? Read them and try to explain

1. Paying attention, even though the subject is boring.
2. Waiting for the speaker to finish before evaluating the message and avoiding interrupting.
3. Maintaining eye contact.
4. Showing nonverbal responses to demonstrate attention: nodding, smiling, and leaning forward.
5. Giving brief verbal responses: "Uh-hum," "M-m-m," "Oh".
6. Reducing or eliminating distractions.
7. Asking questions only to clarify something said.
8. Demonstrating an open mind and avoiding negative responses to the other's ideas or feelings.
9. Paraphrasing to make sure the idea has been understood correctly.
10. Listening carefully to understand the main ideas.
11. Maintaining emotional control, no matter what is said.

2.1 SOME TECHNIQUES FOR EFFECTIVE LISTENING

Listening is an emotional and intellectual process. It is concerned with what you do with the information you obtain from both hearing and observing. Good listening also depends on how you interpret what you don't hear —silences and omissions in the message. What someone doesn't say or avoids saying is often more important than what is actually said. Listening is a very important skill, but many people are inefficient at this process. You can improve your listening skills by learning the techniques of effective listening. This means learning to pay attention not only to the speaker's words but also to their context, to note what's not said, to listen with a purpose, to minimize distractions, and to interpret non-verbal behaviour and tone of voice.

Effective listening techniques can be summarized under the following headings:

A) *Seek understanding*

Understanding grows from good listening. You understand when the message takes on meaning within your own frame of reference. For example, you can understand a concept by relating it to something you already know. Listening depends on hearing and leads to understanding. It is the process of taking in information and synthesizing it into something that you can understand.

Understanding involves seeking the answer to three basic questions:

1. What does the speaker mean?

People take for granted that the speaker means the same thing they would mean if they were saying the same words. But the same words mean different things to different people, in different contexts, under different circumstances. A skilful listener starts with the attitude that what the speaker's words mean is not known and that, in order to find out, the context and circumstances must be scrutinized.

2. How does the speaker know?

After a good listener finds out what the speaker means, the next thing to work on is what reliable, factual observations have been made, or could be made, to verify the speaker's statements. It is necessary that evidence supporting them is presented.

3. What is being left out?

The third basic question encourages the art of listening for what a speaker does not say. This, as a rule, refers to omitting important factual details, not drawing certain possible conclusions, or not developing certain implications of the conclusions drawn. Did the speaker overstress issues in his or her favour? Was the full story presented?

B) *Concentrate on the message.*

When listening, pay attention to the general purpose of the message. You may concentrate too much on a specific fact or detail and forget to listen to the speaker's important points or ideas. Sometimes you spend too much time thinking about an unimportant piece of information and suddenly realize that you missed more important information. Remember, speakers want you to understand their main ideas more than insignificant details they might mention.

Listen for the main point of the talk first, and then take note of any supporting facts. It is also important to pay attention to the overall structure of the talk; think about what the speaker has been saying or try to figure out where the speaker is going and what the next point may be. This will probably be easy with a well-organized speaker who presents points clearly. You could also summarize what is being said or break it down into main points and supporting points —pay attention to the pattern used (e.g. cause-effect, process description, etc.). If you get an overall idea of the structure of the message, it will then be easy to fill in missing points by yourself. You should also look for consistency or inconsistency in what is being said.

Listening is facilitated when you have a purpose for listening and concentrate on achieving it. When you listen to a talk, take a few seconds and make a simple declarative statement of purpose. It will focus your attention on what you can get out of the talk.

C) *Minimize distractions*

Distractions may come from three different sources —the environment, the listener, or the speaker.

- Environmental distractions include noise, people passing by, etc.
- Instead of allowing your mind to wander, concentrate on what is taking place now. By forcing attention to focus on the topic of the talk, other thoughts will be excluded. When listening, you may hear something that causes an emotional reaction and distracts you from listening to the message.
- Distractions from the speaker can be caused by his or her accent, style, dress, etc. Guard against letting a speaker's entertaining or challenging style become the focus of attention to the exclusion of content.

D) *Delay judgment*

Most people have a habit of forming first impressions about what they are listening to. If you jump to conclusions at the beginning of a message, you will select evidence from all that follows to back that opinion. Statements in support of a contrary viewpoint are never heard.

To overcome this problem, force yourself to delay judgment until you have heard the other person out.

E) *Listen to how things are said*

Words are never neutral. They are affected by tone of voice, which is one of the most obvious clues to the speaker's feelings about the topic. Through tone, excitement, anger, disinterest, concern, etc. are communicated to the listener if he or she listens well.

Tone of voice can be broken down into four components —emphasis, speed, pitch and volume:

- The **emphasis** placed on different words in a sentence —inflection in the speaker's voice— adds important meaning to the overall message.
- **Speed of delivery** is another thing to observe. A speaker's delivery is slow- or fast-paced in relation to the individual's normal rate of speaking. Variations in either direction, slower or faster than normal, are significant clues to the speaker's feelings and should be noted.

- **Pitch** can range from very high to very low. When experiencing stress or anxiety, the voice is usually at a higher pitch. When engaging in conversation, pay attention to the pitch of your own as well as the other person's voice. Use voice pitch as one gauge of when someone is at ease.
- **Volume** is the final tone-of-voice dimension to observe. Some people naturally speak loudly but others use a loud, commanding voice as a mechanism of dominance. Still others, who may prefer to be less conspicuous, speak in a softer, quieter voice. It helps to know the person with whom you are conversing in order to accurately establish a reference base. If volume varies during a conversation, make note of it. If volume seems louder or quieter than appropriate for the setting, make note of that. Then look for other clues that aid in forming inferences about what is being experienced.

F) Observe non-verbal behaviour.

Movements such as eye contact, posture and use of hands reveal a wide variety of feelings, emotions, attitudes and reactions. Gestures and body movements come in clusters and they should be viewed in context —i.e. as indicators to be verified through other observations, either verbal or non-verbal before they become fact.

** Body language changes across cultures. Can you think of any intercultural differences worth bearing in mind in this respect? Any funny anecdotes you can tell?*

All these elements show that effective listening is a complex process that involves alert to all that is heard and observed. What is more, these perceptions must be thoughtfully integrated. Only then can a full understanding of the speaker's message be achieved. Finally, as a speaker you should also take them into account, trying to make a deliberate and efficient use of them given that there exists a correlation between form and content—and speaker credibility.

Listening strategies

Even when hearing what someone says, foreign listeners often have problems with words that are new to them or that are being used in an unfamiliar way. However, it is often possible to guess the meaning of a new word from the general meaning of the sentence around it.

Listening for specific information	
<ul style="list-style-type: none"> • Situations where you need to listen for specific information: <ul style="list-style-type: none"> ○ Listening to instructions or directions for detail ○ Listening to clients needs ○ Taking a message for someone 	
<ul style="list-style-type: none"> • Some guidelines <ul style="list-style-type: none"> ○ Pick up important points → KEYWORDS ○ Pick up the right order, or sequence (instructions) ○ Pay attention to linking words (instructions): <ul style="list-style-type: none"> • First of all... • There are three things to note... • Don't forget... ○ Pay attention to non-verbal behaviour (gestures, pointing, etc.) 	

Understanding the general idea	
<ul style="list-style-type: none"> • Situations where you need to listen for the main idea: <ul style="list-style-type: none"> ◦ Listening to lectures ◦ Listening to descriptions for general understanding 	
<ul style="list-style-type: none"> • Some guidelines <ul style="list-style-type: none"> ◦ Pay attention to linking words and general signposting ◦ Pay attention to repetition and rephrasing ◦ Try to distinguish between main ideas and detail: emphasis, speed. 	

Listening 1: The Development of the PC
Listening for specific information and understanding the general idea

Task 1

Look at the following pictures that are related to the history of the personal computer. What are they?
 Discuss them in pairs.



http://www.digibarn.com/collections/movies/2004-02-27-techtv/bruce_techtv_intro_large.mov

Task 2

Answer the following questions:

1. What's the purpose of the whole program (today's special edition)?

2. What did the first PC users do with their computers?

3. When did Apple II and Apple III appear?

4. When did the IBM XT appear?

5. What famous actor is related to the IBM XT? Why?

6. Why is the year 1984 important in the history of personal computing?

7. Why do you think the TV presenter makes the comment, "why 1984 won't be like 1984"?

8. What was the most important development in the 1990s?

9. Where do the computers in the program come from? What is special about them?

10. What do modern users do with the computer?

Listening 2. The World Wide Web

Listening for specific information and understanding the general idea

In the same way as when reading, it is helpful to think about the topic of a talk before you listen.

Task 1

LISTENING

3

Study this diagram which illustrates how your browser finds the webpage you want. Label these items:

- a Router
- b Domain Name System (DNS) server
- c Remote Web server
- d Browser PC
- e URL
- f Internet Protocol address

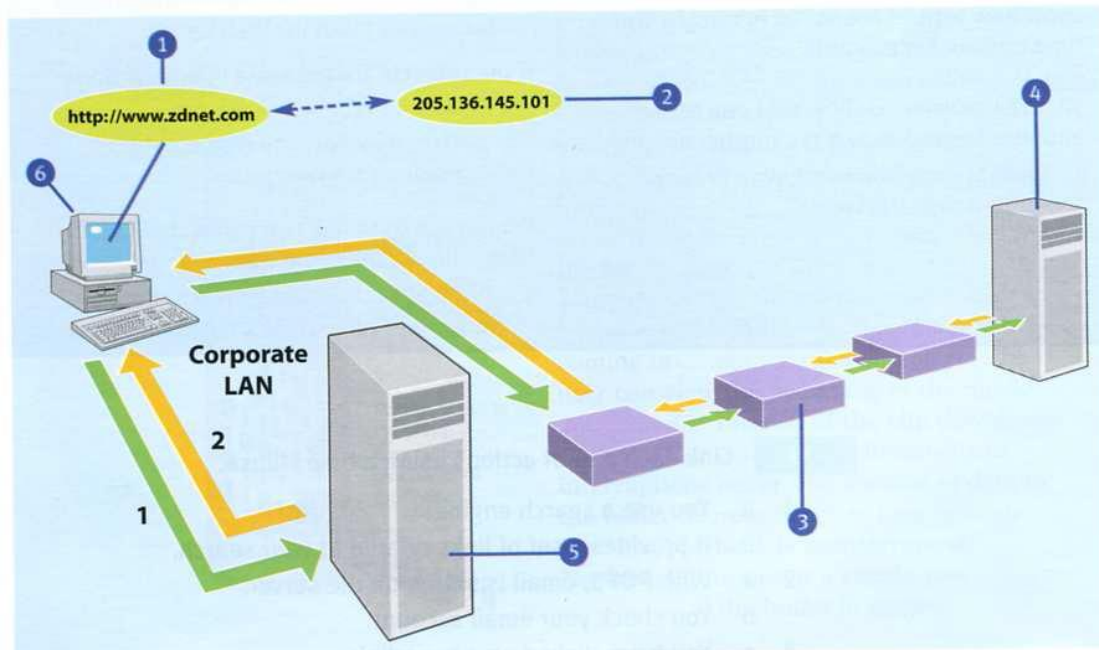


Fig 2
How your browser finds the page you want

Task 2

Now, listen to the recording which explains how the process works and take notes to summarize the main steps in the process. You can add any details.

Stage 1

Click on a webpage hyperlink or URL

-
-

Stage 2

-
-

Stage 3

-
-

Stage 4

-
-

2.2 RECOGNISING THE PARTS OF A TALK: DISCOURSE MARKERS

<i>Recognising Discourse Markers (linking words and signposting)</i>
<ul style="list-style-type: none"> ○ They are words and phrases which serve as signals for the meaning and structure of a message
<ul style="list-style-type: none"> ○ They tell you how the ideas are organized so that you can identify main ideas and secondary ideas (or details)
<ul style="list-style-type: none"> • Some examples of discourse markers and their functions: <ol style="list-style-type: none"> 1. <i>Listing: firstly, in the first place, secondly, finally</i> 2. <i>Cause-effect: so, therefore, because, since</i> 3. <i>Exemplification: for instance, for example, to illustrate this point</i> 4. <i>Contrast/Concession: but, nevertheless, on the other hand</i> 5. <i>Emphasis: it is worth noting, the general point you must remember is, it is important to note that</i> 6. <i>Rephrasing/defining: in other words, to put it another way, that is to say</i> 7. <i>Condition: if, unless, assuming that, as long as</i> 8. <i>Digression: by the way, I might note in passing</i>

Why signposting? The structure of lectures and your level of listening.

B1	B2	C1
I can understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. I can understand the main point of many radio or TV programmes on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear.	I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programmes. I can understand the majority of films in standard dialect.	I can understand extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly. I can understand television programmes and films without too much effort.

Descriptors for CEFR Levels (Reception – Listening)

Paying attention to these key words and phrases will help you fully grasp the message you are listening to. If you understand how the ideas are organized and what the relationships among them are, you will be able to select the main points and subsidiary points that are related to them.

Listening 3. Recognising different sections of a lecture

Task 1

You will hear some extracts from different lectures. From each extract write down whether you think it is a main point, an example or a digression. Write down the markers that the speaker uses in each case.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Listening 4. Identifying markers

Task 1

Watch the following video: *The AI-Powered Tools Supercharging your Imagination* (<https://www.youtube.com/watch?v=eZsVDMsBTCQ>). Try to recognize the ways in which the speaker organizes the different ideas. Try to recognize the specific markers, and write them down.

Task 2

Watch the video again and summarize its contents in 150-200 words.

2.3 NOTE-TAKING PRACTICE AND SUMMARISING

Taking notes

Have you ever tried to take notes in English? Note-taking is a very common academic skill associated to listening and reading that you may need to use in many academic situations. Taking notes is not a simple activity. This diagram indicates the main decisions we have to make:

1. What is the speaker saying?
2. What does it mean in the context of the talk?
(e.g. conclusion, example, etc.)
3. Is it important in terms of the subject?
4. Should I note it down?
5. How can I note it down?

Although the five decisions have been presented here as steps, we often have to make notes on what a speaker has been saying at the same time as we listen to the next part of his/her contribution. Because of the pressure of time, it is essential to remember the basic rules for making notes:

- **be selective** (decide what is important according to the speaker and according to your knowledge of the subject).
- **be brief** (use abbreviations and symbols).
- **be clear** (show how the speaker's ideas and arguments are related to each other).

Listening 5. Watching a video and taking notes

Taking notes

THE HISTORY OF THE INTERNET

Task 1. Reflect about the following.

In your opinion, what are the elements of discourse organization that can help you to get notes most effectively in a narrative presentation?

Task 2. Now, watch the video and take notes to get the most important facts and dates.

(<https://www.youtube.com/watch?v=9hIQjrmHTv4>)

Take your notes....

Task 3. Now, with the help of your notes, try to choose the correct facts for the dates.

Before 1957 - Time sharing / Batch processing / Remote connection (one task at a time). It was ineffective. Computers were stored in large rooms to be cooled off.

1957 - A time sharing / batch processing / remote connection was installed and the concept of time sharing / batch processing / remote connection came up. On October 4, 1957, during the Cold War, the first unmanned satellite was sent into orbit by the Soviet Union.

1958 - The DARPA / ARPANET / CYCLADES (Department of Defense's Advanced Research Projects Agency) was a military project created in the USA to ensure America's leading role in technology. They planned a distributed network / decentralized network / large-scale computer network to accelerate knowledge transfer: the ARPANET. Three other concepts that are the foundations for our modern Internet were developed: the RAND (commercial / military / scientific network in the USA), the NPL (commercial / military / scientific network in England), the CYCLADES (commercial / military / scientific network in France).

1961 - Development of the concept of packet switching / batch processing / IMPs (a network communications method). The sent files were divided into smaller packets and then put together again at the receiver.

1962 - The US discovered Cuba had atomic missiles that could reach American soil, so the US Air Force asked a team of researchers at the RAND Corporation to create a military communication network that could withstand a nuclear strike. Because information systems had a centralized network architecture, a CYCLADES / decentralized / phone companies network architecture had to be developed to avoid a breakdown during an attack. The use of radio waves would have caused problems in case of an atomic missile / war / atomic attack because the ionosphere would be affected and long way radio waves would not work anymore. Using direct waves was not a good solution because they don't have long range. The best solution was to use the model of a distributed network / decentralized network / large-scale computer network because long distances could be covered without causing interference.

1969 - Creation of ARPANET - OSI / TCP/IP protocol / IMPs (computers) took over control of the network activities and the mainframe was in charge of initializing programs and data files.

Early 1970s - Development of the DARPA / ARPANET / CYCLADES network in France. The purpose was laid on the communication with other networks. During communication between sender and receiver, the computers only served as a transfer node. The hosts were responsible for the reliable delivery of data using associated end-to-end protocol mechanisms. This French protocol went through all machines using a physical layer that was implemented into the hardware.

1974-1976 - X.25 created the basis for a network between British academic and research sites. Later, IMPs / phone companies / OSI developed their X.25 protocol which enabled communication through their servers in exchange for a monthly basic charge.

1977 - The OSI / TCP/IP protocol / IMPs (Open Systems Interconnection) reference model was created to standardize the network for information exchange.

1978 -The TCP (Transmission Control Protocol), which is used to verify file transfer, assimilated the preferences of the OSI reference model. The TCP gave way to the OSI / TCP/IP protocol / IMPs, a standard which guaranteed compatibility between networks and finally merged them, thus creating the Internet.

1990 - The ARPANET hardware was removed, and the Internet was running.

Summarizing

Task 1. Reflect about the following.

What is a summary? Can you define it?

What do you think you need to avoid in order to write a good summary?

Task 2. Visit this site: <http://www.uefap.co.uk/writing/writfram.htm>, and go to “Reporting”, where you’ll find information on summarizing. Now list the seven stages involved in the process of writing a summary:

Steps in summary writing	
1.	
2.	
3.	
4.	
5.	
6.	

Task 3. Writing a summary

Go back to the video on “The History of the Internet” and summarize the contents using your notes (150-200 words).

2.4 LISTENING AND SPEAKING PRACTICE. SPOKEN TECHNICAL ENGLISH

Listening 6. Challenges of the Internet and Beyond

Video: http://www.archive.org/details/CC1232_internet

Part 1: Speaking Activity. Discuss in groups

- Do you think that the Internet has changed our lives? If so, in what ways? See these suggestions:
- How often do you use the Internet? What do you use it for?
- What activities do you now do online which you did in a different way?

Part 2: Listening (Running time - 00:00- 12:06)

INTRO. Where is the presenter of the program?

INTERVIEW with John Markoff from The New York Times. Answer these questions:

1. What are John's two favourite uses of the Internet?

2. What are the risks of being on the Internet according to Markoff?

Users of information resources and providers of information.

Here are some ways of pushing the limits of the Internet: the field of music.

Answer these questions:

1. What makes that band so special?

2. How long were they performing online? And before what other famous band?

3. What's the name of the band?

4. What did they get as a result of their live performance?

Commercial online services. Compuserve. Interview with Charla Beaverson.

Answer these questions:

1. What is Compuserve?

2. What example do they show of the use of USENET through Compuserve?

3. Is it possible to put down files using FTP (File Transfer Protocol) through Compuserve?

Creating your own homepage (18:32 - 21:00)

1. What is the San Francisco Digital Media Center?

2. What does Joe Lambert say about the Internet?

3. What does the web publishing class teach?

4. According to Joe Lambert, what is the biggest question for many artists working with computers?

Part 3: Speaking Activity. Discussion

How has the picture changed with respect to the 1990s?

a) Some issues raised in this video (in the 1990s):

- Use of e-mail
- Free software downloading
- Live broadcasting
- Usenet and Newsgroups
- Webpage creation

b) TASK (Discuss in groups). What has changed with respect to these issues?

Discuss the main ideas as presented in the video and take notes about them from today's perspective. Get ready to explain a bit.

Listening 7: Launching new products and applications

Video: <https://www.youtube.com/watch?v=ab7LwcN9fNw>

Video: http://www.archive.org/movies/details-db.php?collection=open-source_movies&collectionid=thecopyfight_siva_vaidhyanathan_06

PART 1 – Presenting a product: international trade shows and exhibitions

Before you watch a video, discuss in groups and report to the rest of the class.

- How interested are you in knowing about new technological devices?
- How do you know about new technological devices? Do you ever attend exhibitions or trade shows? Explain your experience.
- In your opinion, what makes a technological product successful?
- Give an example of a successful tech product and a failed one

PART 2 – Consumer Electronics Show products

The following video deals with some of the new products presented at CES (Las Vegas) show.

Activity 1 – The following devices are described in the video. Decide which you think could call visitors' attention and why.

1. The Wall (a 146-inch TV screen)
2. Lenovo's Mirage Solo VR Headset
3. ASUS NovaGo (laptop)
4. JBL LINK View (voice assistant)
5. Toyota's e-Palette Concept (autonomous car)
6. OrCam MyEye 2.0
7. Sony's Aibo (well-known dog robot)
8. ForwardX CX-1 Smart Suitcase
9. LG InstaView ThinQ Fridge
10. Play Impossible Gameball

Activity 2 – Watch the video and answer these questions.

1. What is CES?

2. List the features that make "the wall" remarkable.

3. The video narrator says, "VR didn't take off as much as many predicted." According to the video why has VR been a bit slower than predicted?

4. Why is a new laptop among the 10 most remarkable gadgets at CES?

5. What are the potential uses of Toyota's autonomous car?

6. Can you list the functionalities of OrCam MyEye 2.0?

7. What improvements have been made on the new version of Sony's Aibo presented at CES 2018?

8. What makes LG fridge different from regular refrigerators?

9. What is the most expensive device presented in this selection?

Activity 3 – What's your opinion after watching the video? What do you think can be the most successful products presented?

PART 3 – Piracy and Plagiarism

What happens with pirated and plagiarised products?

Activity 1 – Before you watch the clip, discuss your ideas with your partners.

- Are piracy and plagiarism related in some way? If so, what do they have in common?
- Can you think of any differences between the two terms?
- Try to provide an example of piracy and an example of plagiarism.
- Which do you think is more serious?
- Do you know what consequences you may have if you commit plagiarism and, if you commit piracy? You may think about plagiarism at university for example.

Activity 2 – Comprehension

Now watch the short clip and answer the questions



1. How does he define plagiarism?
2. In the distinction between plagiarism and piracy, he says, "They are related in function but they fundamentally different questions". What's the meaning of this statement in the context of the interview?
3. To establish a clear distinction between both terms, what examples does he give of plagiarism without piracy and of piracy without plagiarism?

Activity 3 – Language work

This is the transcript of the video. Complete each of the gaps with one of the words below. Note that you may change them slightly (e.g. from noun to verb). Some of the words are used more than once (although in different forms).

plagiarism – infringe – qualify – ethics – source – marketplace – piracy

Plagiarism and piracy

Plagiarism is an ethical offence. Plagiarism is an offence in which a writer or a creator fails to give credit, fails to point to the (1)_____ of an idea, fails to (2)_____ handle a previously expressed idea. And violations of (3)_____ should be handled within particular communities, whether they are professions or markets. But copyright violations, in other words (4)_____, they are related in function to plagiarism but they are fundamentally different questions. In other words, you can be a plagiarist and not (5)_____ on somebody's copyright merely by taking a small enough portion without credit that it doesn't (6)_____ as an infringement. And you can also be an (7)_____ without necessarily being a (8)_____. You can take far too much about a piece, give out the right credit and still be accused of (9)_____ because you competed against the original in the (10)_____. So they're not the same thing although they are often conflated in the public mind.

Activity 4 – Extension work

Academic plagiarism

In the video, plagiarism is defined as an ethical offence that is dealt with in the communities in which it is produced. In academic contexts, plagiarism is taken very seriously. Having access to multiple sources, and especially the pervasive influence of the Internet, makes it easier for students to introduce ideas in their work in ways that could be considered a form of plagiarism. Think about the following questions and discuss them with a partner if possible. You can record your debate.

- A. Do you know what the rules of proper citation and avoiding plagiarism are?
- B. How would you define plagiarism at university? What do you consider fair rules for using external sources?
- C. Now, click on the link below and do exercise 1 at the end, deciding whether each of those actions constitutes plagiarism or not. Then look at your results. How well did you do? In the light

of the results obtained, would you reconsider your original definition of plagiarism? You can also try other exercises on plagiarism in this section

<http://www.uefap.com/writing/>

- D. How are plagiarism cases dealt with at your university? What actions do you think could be taken to reduce them?

Listening 8: Computer Security and Computer Crime

Video: <http://www.archive.org/movies/thumbnails.php?identifier=Preventi2002>

Video: <http://www.archive.org/details/Security2001>

PART 1 – Computer security

Activity 1- Read and answer the following question by discussing with your partners.

Computers have attracted the interest of some highly skilled people who have tried to use them to break into unauthorised systems, corrupt data, steal money and do all sorts of illegal activities. Computer crime is different but not less dangerous than other types of crimes. It has been along since computers started to be widely used in businesses and it grew considerably with the advent of the Internet. It is almost impossible to be completely safe.


1. Do you agree with the assumptions stated above?

2. Give examples of security attacks and risks users face today.


3. In the case of a security attack, who is responsible: the computer security expert, the hacker, the user?

PART 2 – Computer crime

Now do the following activities dealing with major risks user face.

Learning English for Academic Purposes

MODULES & ACTIVITIES PERSONAL SPACE ONLINE RESOURCES PRONUNCIATION logout


Humans and Machines: Technology at Our Fingertips

MODULE 2 - Computer Security STUDY GUIDE 2

PREVIEW
READING
WRITING
LISTENING
SPEAKING

1 - What do you know about computer security?
2 - What are the major concerns users face?

MODULE 2
PREVIEW
2 - What are the major concerns users face?



Activities 1 2

Now think about computer security from the point of view of the user. What are the major concerns users face? Comment on the main risks involved in using a computer (viruses, hacking, etc.). You can get together with another partner and exchange your views.

Below are two examples of some of the risks involved in being connected to the Internet. Watch the videos to learn about these situations. What have the people involved done? What would you do?

Activity 1

Have you ever had any computer security problems (viruses, hacking, spam, etc.)? Watch the following video extract about a woman who had a computer security problem. What kind of problem did she have? What did she do? What else do you think she could have done?



Click below for a summary of the situation described in the video to check your answers to the questions above.

Summary of situation 1

GLOSSARY HELP

PART 3 - An interview: computer security and the Internet

In this interview, an expert identifies some ways in which hackers can access other people's systems or steal sensitive data through the network. Can you answer the following questions?

1. The presenter describes computer security on the Internet as a "catch-22" situation. What is the relationship between accessibility and security on an internet site?

2. What's the interviewee's job? The presenter introduces him as a "lawful hacker". What does it mean?

3. The interviewee shows the “mock” bank server he has created. What does he use it for?

4. What are the next two examples he gives of illegal actions?

5. Does he think that giving credit card details over the Internet is especially risky for consumers?
