

# 8


## IT solutions

- talk about what you have done to identify a problem
- speculate about the causes of a fault
- propose solutions
- talk about your career in IT

### Investigations

**Speaking 1** Work in small groups. Discuss these questions.

- 1 What was the last problem you had with an electronic device? What other problems could happen?
- 2 When you have problems with a device, what do you do? How can you find help?

**Listening 2**  **42** Listen to six people describing problems. Complete the sentence about each speaker's problem with the words in the box.


connection error	crashes	failure
fault	hanging	running slowly

- 1 The application is \_\_\_\_\_.
- 2 The computer \_\_\_\_\_.
- 3 There is a \_\_\_\_\_.
- 4 The computer is \_\_\_\_\_.
- 5 The speaker had a disk \_\_\_\_\_.
- 6 The speaker's mobile phone has a \_\_\_\_\_.

**3** Which problem in 2 means that the computer or program is still running but nothing can be typed into it?

**Speaking 4** Choose one of the problems in 2 and describe it to your partner, without saying the word(s). Can your partner guess what it is?

*It's when the part of your computer that stores information stops working.*

**Listening 5**  **43** Put these sentences in the correct order. Then listen and check your answers.

- ☐ Ah. Have you tried restarting your computer?
- ☐ Could you do that? And if you still have a problem, just call me again.
- ☐ Does it say anything else?
- ☒ 1 Hi, help desk here. My name is Suki. How can I help you?
- ☐ Er ... no, I haven't.
- ☐ OK. Can you tell me exactly what happens?
- ☐ OK. Thanks very much. I'll do that.
- ☐ Sure. When I press 'Send', I get an error message saying 'This program has found a problem and needs to close'.
- ☐ Yes, hi. I've got a problem with my email. Whenever I try to send a message, the program crashes.
- ☐ Well, something about sending an error report to the software company. Oh, and an error code: it says 'Error 35A4'.

**6** Look at the conversation in 5 again. What is the problem? What is the solution?



## Language

### Present perfect vs. past simple

We use the **present perfect** when the time period we're thinking about is not finished. We can use *yet* if we expected or wanted the action to happen before speaking but it didn't. We can use *already* if we expected the action later but it happened early.

We use the **past simple** for completed actions in a finished time in the past.

*Have you **restarted** the computer? No, I **haven't**.  
I **haven't finished** the programming yet.  
I've **already replaced** the hard drive.*

*I **emailed** the manager last week.*

- 7 Look at the conversation in 5 again and underline all the examples of the present perfect and the past simple.



- 8 Complete these conversations with the correct present perfect or past simple form of the verbs in brackets.

- 1 A: It's a pity your new mobile phone isn't working. \_\_\_\_\_  
(you/charged) the battery?  
B: Yes, I \_\_\_\_\_ (charge) it this morning.
- 2 A: \_\_\_\_\_ (you/repair) the computers yesterday?  
B: No, \_\_\_\_\_.
- 3 A: I'm sure we'll get your computer working again. First, though, some questions: what \_\_\_\_\_ (you/try) so far?  
B: Well, I \_\_\_\_\_ (restart) it five minutes ago.
- 4 A: \_\_\_\_\_ (you/receive) my email yet?  
B: No, I \_\_\_\_\_ (not receive) anything from you today.  
A: Oh. \_\_\_\_\_ (you/check) your junk mail folder?

- 9 Use these prompts to write questions and short answers in the present perfect or past simple.

you/restart the computer/yet/? (X)

A: *Have you restarted the computer yet?* B: *No, I haven't.*

1 you/check the manual/yet/? (✓)

2 they/contact support/last week/? (X)

3 you/check the cable/yet/? (✓)

4 you/test the broken computer/yesterday/? (X)

5 you/try inserting another DVD/? (✓)

- Pronunciation** 10 44 Listen to these sentences and underline the stressed syllable in each word. Then practise saying the sentences with a partner.

- 1 The computer's crashed three times today!
- 2 I've rebooted the computer.
- 3 Have you re-installed the software?
- 4 I haven't had time to finish the repair.

- Speaking** 11 Work in pairs. Have you ever had a problem with any of these? What happened?

cable or connection   computer   database   email client   internet connection  
LAN connection   monitor   password   peripheral device

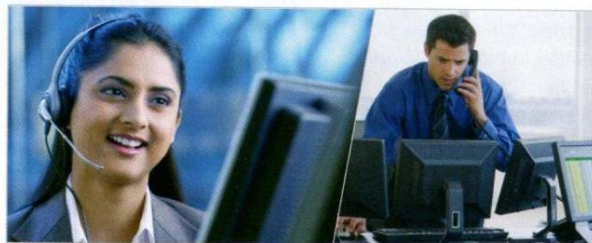
- 12 Work in pairs. Student A, look at the information on page 68. Student B, look at the information on page 71. Follow the instructions.



## Diagnosis

**Speaking 1** Work in small groups. Discuss these questions.

diagnosis = finding out exactly what the problem is with something



- 1 Look at the photos. What do you think is happening?
- 2 Have you ever called an IT help desk call centre? What happened? How was the experience?

**Vocabulary 2** Find words in the form that match these definitions.

- 1 software for looking after help desk enquiries \_\_\_\_\_
- 2 record of a customer's problem or question \_\_\_\_\_
- 3 level \_\_\_\_\_
- 4 pass the problem to a higher level technician with more training \_\_\_\_\_

Gellicity Solutions: Issue tracking system		
Tier 1 help desk support ticket		
Name (1) _____	Date 24 July	Time 13.40
Software (2) _____	Version (3) _____	
Problem (4) _____		
Error messages (e.g. error type no.) (5) _____		
Actions taken by user (6) _____		
(7) Result	<input type="checkbox"/> Problem solved	<input type="checkbox"/> Escalate to tier 2

**Listening 3** 45 Listen to a conversation between a telephone help desk technician and a customer and complete the form in 2.

**4** Listen again and answer these questions.

- 1 What does the help desk technician think the problem might be?
- 2 What will happen next?
- 3 Which level of support do customers reach first: tier 1 or tier 2?

### Language

#### Modals of speculation and deduction

We use the modal verbs **may**, **might**, and **could** to speculate about possible reasons and causes. In questions we use **can**, **could** or **might**.

*I'm not sure what the problem is. It **might** be a software problem.*

**Could** it be a hardware issue?

We use **must** when we are sure that something is true and **can't** if we are sure that something isn't true.

*It shouldn't do that: it **must** be a fault.*

*The server **can't** be busy! No one's using the website!*

We often use **be** + noun/adjective after these verbs. We can also follow them with **be** + **-ing** if it's a continuous action, or with **be** + past participle if it's a state.

*The server **might not be working** or the cable **might not be connected**.*

- 5 Say what you think the problem is in these situations. Use language from the Language box.

I can't connect to the network. I wonder if the server is working?

*The server might not be working.*

- 1 My computer won't switch on. There have been many reports in the newspaper about viruses recently.
- 2 I can't find the file I need. I'm sure it's not on the server – I've looked everywhere!
- 3 Mehmet, the support technician, isn't at his desk. He often has to help people at their desks.
- 4 I left my mobile phone on for three days without recharging. I'm sure the battery will be flat by now. It usually only lasts a day.
- 5 I'm not sure what the problem is. I've checked the cables and they're all fine.
- 6 I can't connect to the internet. I should check whether the network cables are plugged in.

- Reading 6** Complete this company troubleshooting guide. Use the words in brackets and language from the Language box.

### Premium Monitors Limited

#### Troubleshooting guide

**Problem: 'I can't see anything on my computer screen.'**

- 1 Can the customer hear anything from the computer or see any lights on the front of it?  
**Yes** → The computer (1) \_\_\_\_\_ (switched on). Go to question 3.  
**No** → The computer's power cable (2) \_\_\_\_\_ (connected). Ask the customer to check the cable. Go to question 2.
- 2 Can the customer hear anything from the computer or see any lights on it now?  
**Yes** → Go to question 3.  
**No** → Go to question 7.
- 3 Can the customer see any lights on the edge of the monitor?  
**Yes** → Go to question 5.  
**No** → The monitor (3) \_\_\_\_\_ (switched on). Ask the customer to press the monitor's power button. After that, go to question 4.
- 4 Can the customer see the monitor light now?  
**Yes** → It (4) \_\_\_\_\_ (a power problem). Go to question 5.  
**No** → The monitor's cables (5) \_\_\_\_\_ (connected). Ask the customer to check both cables at both ends. If this doesn't solve the problem, go to question 5.
- 5 The monitor (6) \_\_\_\_\_ (faulty). Does the customer have a spare working monitor?  
**Yes** → Ask the customer to try the spare monitor. Go to question 6.  
**No** → Unknown fault. Tell the customer that we can escalate to a site technician but if the problem is with the computer, there will be a fee.
- 6 Does the spare monitor work?  
**Yes** → The first monitor (7) \_\_\_\_\_ (faulty). Replace it if it's under warranty.  
**No** → The video card (8) \_\_\_\_\_ (faulty). Escalate to a site technician to check the video card.
- 7 Does the customer have a spare working computer? Does it work with the monitor?  
**Yes** → It's probably a faulty video card. Escalate to a site technician to replace the video card.  
**No** → Unknown fault. Tell the customer that we can escalate to a site technician but if the problem is with the computer, there will be a fee.

- Speaking 7** Work in pairs. Roleplay dealing with a monitor problem using the troubleshooting guide in 6. Take turns being a caller with a blank monitor screen and the help desk technician.



## Solutions

**Speaking 1** Work in pairs. Put these steps in solving an IT problem in the correct order.

- ☐ Decide which of the possible solutions is the most likely.
- ☐ If that doesn't work, try another solution.
- ☐ Check what the symptoms of the problem are.
- ☐ Continue this process until something works.
- ☐ Think of some possible solutions.
- ☐ Try the most likely solution.

**Listening 2** ▶ 46 Listen to two repair technicians in a computer shop talking about a computer a customer has brought in for repair. Have they solved the problem yet?

**3** Listen again and tick ✓ the tests they have tried.

- ☐ test memory    ☐ replace memory    ☐ replace motherboard

### Language

#### Proposing possible solutions

We can use **should** or **shouldn't** in first conditional sentences for results we think are likely. If we are not sure, we use **might**.

*If we add an extra fan, the computer **should** be fine.  
If we don't add an extra fan, the computer **might** overheat.*

We can also use **try** + noun/-ing to propose solutions.

*Let's **try** an extra **fan/adding** an extra fan.*

**4** Complete these conversations. Use the words in brackets and language from the Language box. Add any other words necessary.

- 1 A: My app hasn't updated to the latest version.  
B: Your phone settings might be wrong. If you \_\_\_\_\_  
(change/settings/app/update) soon.
- 2 A: My phone isn't sending or receiving data.  
B: Maybe the network connections are switched off. Try  
\_\_\_\_\_ (check/network and connections settings).
- 3 A: My phone's running really slowly.  
B: There might be some **bloatware** on it, which you probably don't need. Try  
\_\_\_\_\_ (remove/it).
- 4 A: I've just got a really high phone **bill**. It's too expensive!  
B: You need to be very careful with some mobile phone data plans, to make sure you don't go over your **usage** limit. If you \_\_\_\_\_  
(check/usage/regularly/you/be) OK.

**5** Complete these definitions with the words in bold in 4.

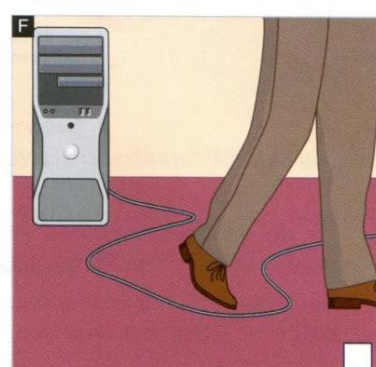
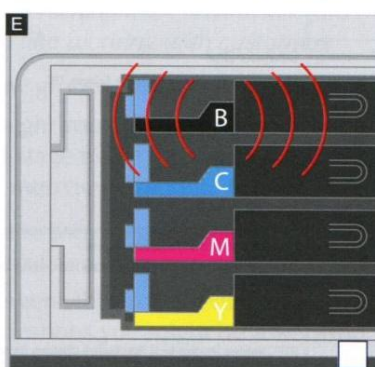
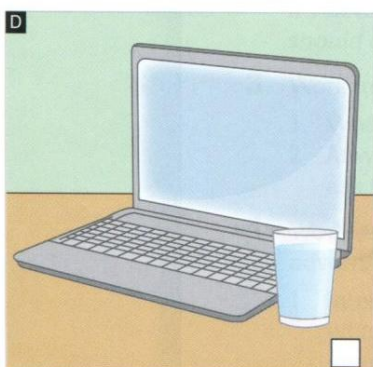
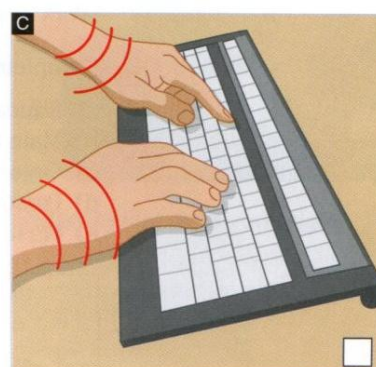
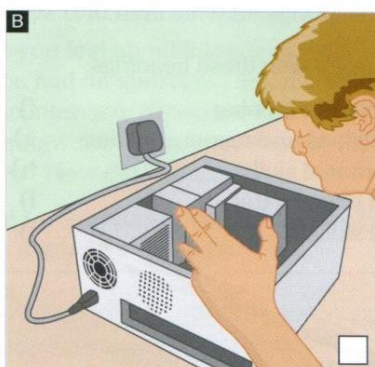
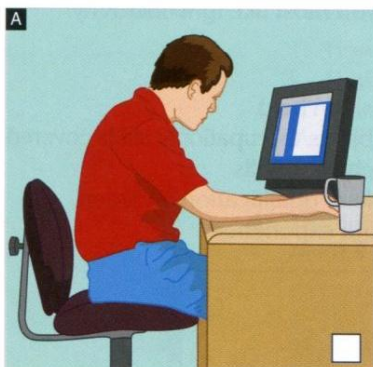
- 1 the amount of something that you can use \_\_\_\_\_
- 2 software that some computer and mobile phone companies put on their products as advertising \_\_\_\_\_
- 3 a document showing how much you have to pay for something \_\_\_\_\_

**Speaking 6** Work in pairs. You are technicians discussing a problem. Follow the steps below and roleplay the situation. Then swap roles and repeat the activity.

- Student A: Explain the problem. (mobile phone works but not data)
- Student B: Ask what Technician 1 has done already.
- Student A: Answer Technician 2's questions. (checked settings, checked battery level)
- Student B: Make a suggestion. (try a different network)



**Vocabulary 7** Match illustrations A–F to dangers 1–6 in the leaflet below. Then match dangers 1–6 to the pieces of advice a–f.



RSI = repetitive strain injury

### Safety at work

#### Dangers X

- 1 backache
- 2 electric shock
- 3 RSI
- 4 trips and falls
- 5 short circuit
- 6 burns

#### Advice ✓

- a) Move the cables.
- b) Don't bend your back while sitting at a desk!
- c) Let it cool down.
- d) Unplug!
- e) Keep your wrists straight.
- f) Don't spill your drink.

**Writing 8** Write a sentence for each of the illustrations in 7. Use language from the Language box on page 64.

*Unplug the computer before working inside it. If you don't, you might get an electric shock.*

**Speaking 9** Work in pairs. Take turns to give warnings about the dangers in the illustrations in 7. Follow these steps.

- Student A: Point out a problem to Student B.
- Student B: Ask why it's a problem.
- Student A: Explain why it's a problem.
- Student B: Show understanding and ask what to do.
- Student A: Explain how to avoid the problem.
- Student B: Thank Student A for the advice.




## Your future in IT

**Speaking 1** Work in small groups. In what area of IT would you most like to work? Why?

**Reading 2** Complete the CV with these headings.

- |   |   |
|---|---|
| a) Education and training               | f) Position held                        |
| b) Main activities and responsibilities | g) Subjects/Occupational skills covered |
| c) Organisational skills                | h) Technical skills                     |
| d) Personal information                 | i) Title of qualification awarded       |
| e) Personal skills                      | j) Work experience                      |

 <b>Europass Curriculum Vitae</b>	
(1) _____	
First name(s) / Surname(s)	Sukvinder Dhal
Address(es)	145 New Ferry Road, Queensbridge, Durham, UK
Telephone(s)	+ (44) 1982 12459
E-mail	skvdh8618@coolmail.com
(2) _____	
Dates	2011–present
(3) _____	IT Support Technician
(4) _____	Provide support to customers of my company's networking products, both wireless and wired. Diagnose problems and suggest solutions.
Name and address of employer	Agoda Digital Ltd, Garside Industrial Estate, Sunderland, UK
(5) _____	
Dates	2009–2011
(6) _____	BTEC National Diploma for IT Practitioners (Systems Support)
(7) _____	IT technical support, customer service, networking (wireless and wired), hardware installation, Conglefield College, Cheshire, UK
Name and type of organisation providing education and training	
<b>Personal skills and competences</b>	
Mother tongue(s)	Hindi
(8) _____	I am a good team player at work. I work well with people from many different backgrounds. People find me friendly and easy to work with and I understand other people easily. I enjoy helping customers.
(9) _____	I often prepare my team's schedules. When problems happen, I often make useful suggestions; I have good problem-solving skills. I am very organised; this helps me to work efficiently. I enjoy taking responsibility.
(10) _____	Setting up both wired and wireless networks, including Wi-Fi. Diagnosing problems in networks. Server administration of both Linux and Windows operating systems.

**Speaking 3** Work in pairs. Discuss these questions.

- 1 What technical skills do you have? Where have you used them?
- 2 What personal skills do you have? In what situations have you used them?

**Writing 4** Write your own CV. Use the Europass CV structure in 2.

### Language

#### Verbs to talk about career plans

We can use **plan/intend/hope/expect** + to-infinitive to talk about career plans.

*I hope to manage my own team.*  
*I expect to stay with this company for many years.*

**Speaking 5** Work in pairs. Tell your partner about your career plans. Talk about further qualifications, skills and positions.

## Business matters

**Speaking** 1 Work in groups. Discuss these questions.

- 1 How do you feel about interviews?
- 2 Have you had an interview? Tell the group about an interview experience. What was the interview for? What happened in the interview? How did you feel?



2 Work in the same groups. Discuss the personal and technical skills you might need if you apply for these jobs.

help desk supervisor	project manager	software developer
systems administrator	systems analyst	web developer

*If you work as a help desk technician, you have to be good at teamwork. You should also like working with customers.*

3 Work in new groups. Discuss these questions.

- 1 What might you be asked about in a job interview?
- 2 At what stage in the interview can you usually ask questions? What might you ask the interviewer about?

4 Work in pairs. You are going to roleplay a job interview. First, read the job advertisement and choose one of the jobs to apply for. Then follow these steps.

- 1 Interviewers, think of questions to ask the interviewee. Interviewees, predict what questions you might be asked and prepare answers. Make sure your questions and answers include these topics:
  - experience
  - technical skills
  - personal skills
  - why the candidate wants the job
- 2 Roleplay the interview. Interviewees, remember to ask the interviewers some questions at the end.
- 3 Swap roles and repeat the activity.

**APPLY NOW!**

## IT personnel needed

CIT Ltd is a global IT consultancy company providing customised software and hardware solutions to business clients around the world. We specialise in integrating systems to meet clients' requirements and providing software to help with this. We work with many different types of company and government department in all industries, from oil and gas to education.

We are opening a new office and need up to 40 new people with a wide variety of technical IT skills. We need people for the following positions:

- systems administrator
- systems analyst
- web developer
- help desk technician
- software developer
- database administrator
- project manager

In addition, we need supervisors and managers in all of these areas. For all positions, good personal skills are important.

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