

English for IT B2 GSE 59-75

Certification Exam

(Exam GSE 59-75) – EXAM SYLLABUS

GSE 59-75 Exam

Status: Live & Active



This syllabus is an expanded version of the exam objectives and includes examples of the kind of Knowledge, Skills, and Abilities (KSA) required of a candidate in order to successfully complete each objective.

Last updated: July 17, 2023

Aligned with Exam GSE 59-75

Use of English

1. Interpret and implement instructions, guidelines and training materials
 - 1.1. Implement the rules and expected behaviors described in a company's code of conduct document
 - 1.1.1. Report orders, requests and advice with infinitive clauses.
 - 1.1.2. Use "need" with the passive infinitive to express necessity.
 - 1.1.3. Express purpose using "so as to" with infinitive clauses.
 - 1.1.4. Use "one's" as an impersonal possessive adjective.
 - 1.2. Analyze descriptions of familiar job roles and responsibilities
 - 1.2.1. Ask questions with "is it/was it" and complement clauses
 - 1.2.2. Use "diagnosis" as a noun
 - 1.2.3. Use "need" with the passive infinitive to express necessity
 - 1.2.4. Omit subject + "be" after "if" in fixed expressions
 - 1.2.5. Use adverb "additionally" in sentences
2. Construct appropriate requests for information and feedback
 - 2.1. Make requests for updates on actions taken to solve problems, or ask for detailed feedback about specific points of a business idea or proposal
 - 2.1.1. Express alternative conditions with "whether ... or not"
 - 2.1.2. Use "concern" as a noun
 - 2.1.3. Employ the phrase "root of the problem"
 - 2.2. Ask questions to better understand the specific details of a problem
 - 2.2.1. Make polite requests using modal "could"
 - 2.2.2. Refer to certainty and probability using "certain/likely/due to" with verb phrases.
 - 2.2.3. Use the past perfect continuous in a range of common situations.
 - 2.2.4. Describe hypothetical current results of a past action or situation using "would ..." with the third conditional.
 - 2.2.5. Use "since ..." to talk about reasons, causes and explanations.
3. Update colleagues on work-related topics
 - 3.1. Respond to a request for a status update on a project
 - 3.1.1. Express doubt/uncertainty
 - 3.1.2. Use a range of cleft sentences in the present, past and future.

- 3.1.3. Use a range of modals with passive infinitives referring to the present or future.
- 3.1.4. Use a range of complex conjunctions in conditional statements.
- 3.1.5. Use the phrase “put my finger on something” in an appropriate context
- 3.2. Select appropriate language to open a meeting and lead or manage a discussion, expanding and developing ideas, so that the group is able to make a decision
 - 3.2.1. Use polite phrasing to make a point
 - 3.2.2. Use “I’d like to” + infinitive to express a desire
 - 3.2.3. Use “as if/as though” with the present simple to refer to what appears to be the case.
 - 3.2.4. Soften orders and requests by using verbs like “thought”, “wondered”, etc. in the past tense.
- 3.3. Encourage discussion by inviting others to join in, say what they think, etc.
 - 3.3.1. Use “ought(n’t) to” to offer or ask for advice or suggestions
 - 3.3.2. Use the phrase “please don’t hesitate to” appropriately
 - 3.3.3. Employ the phrase “keep me posted” in a suitable setting
- 4. Incorporate goals and objectives into the working environment
 - 4.1. Distinguish different goals using a range of expressions
 - 4.1.1. Use clauses with “What ...” to emphasize the topic or main point
 - 4.1.2. Begin a sentence with “intention”
 - 4.1.3. Use “pressing” as an adjective to stress urgency
 - 4.1.4. Use “priority” as a noun to emphasize importance
 - 4.2. State how to do something, giving detailed instructions
 - 4.2.1. Use “need” with verbs in the gerund to express necessity
 - 4.2.2. Use “need” with the passive infinitive to express necessity
 - 4.2.3. Use the phrase “keep in mind” to give orders
 - 4.2.4. Use “will” + infinitive for orders and instructions
 - 4.3. Apply specialized terms and complex technical information such as operating instructions, specifications for familiar products and services
 - 4.3.1. Use the phrase “to time out” in an appropriate sentence
 - 4.3.2. Use “install” as a verb
 - 4.3.3. Use “secure” as a verb
 - 4.3.4. Use “application” as a noun

5. Defend a point of view
 - 5.1. Use persuasive language to convince others to agree with your recommended course of action
 - 5.1.1. Use “should” in hypothetical statements about the present and near future with inversion and omission of “if”
 - 5.1.2. Use the future continuous with reference to actions in progress at a specific time in the future
 - 5.1.3. Express negative purpose with “so as/in order not to”
 - 5.1.4. Use “while”, “whereas” and “whilst” (Br Eng) to contrast and compare actions and situations
 - 5.1.5. Use the phrase “there’s no harm in something” to persuade
 - 5.2. Answer complaints from dissatisfied employees and customers politely and resolve conflicts, asking employees and customers to rephrase language (Non-Violent Communication)
 - 5.2.1. Use “impact” as a verb

Listening

1. Identify concerns about an issue, a product or service, or a business situation
 - 1.1. Follow a plan of action that details a problem, how it will be fixed, and by when
 - 1.2. Identify specific concerns about a work-related issue or business situation, or a product or piece of equipment, and demand what action should be taken in an appropriate way
2. Examine key information from a conversation
 - 2.1. Follow in detail work-related phone messages, listen to a customer detailing a problem with a product or service, and decide the steps necessary to overcome the problem
 - 2.2. Discern the main ideas of complex technical issues in the work environment
3. Participate in discussions and conversations, exchanging information when necessary
 - 3.1. Collate factual information in routine formal discussions conducted in clear standard speech
 - 3.2. Express varying degrees of certainty about a recommended course of action

Key skills

1. Interpret meaning at the utterance
2. Interpret meaning at discourse level
3. Construct or infer meaning from concrete and abstract material
4. Construct discourse from concrete and abstract material
5. Locate specific information both within sentences and across sentences

Examples of vocabulary used

“sign in”, “up to date”, “in more depth”, “to serve”, “related to”, “to complete an action”, “make it clear”, “in my opinion”, “to keep standards”, “to raise an issue”, “asap”, “appear to be” + noun, “based in a location”

Reading

1. Analyze and prioritize opinions and recommendations
 - a. Respond to comments made during the development of a collaborative project
 - b. Identify different opinions and recommended courses of action, if provided with sufficient background information
 - c. Justify a viewpoint on an issue by identifying pros and cons of various options
2. Analyze factual information from various sources
 - a. Interpret the main message from a text
 - b. Infer meaning from contextual clues in a document or report
 - c. Identify specific information in a linguistically complex factual text
3. Evaluate information from various sources
 - a. Evaluate the advantages and disadvantages of different options or approaches to an issue
 - b. Synthesize, summarize and evaluate familiar information and arguments from a number of sources
4. Identify a problem and its cause, and identify solutions
 - a. Identify a work-related problem and its causes, the actions taken, and the results of those actions
 - b. Summarize how a product or service meets a specific need
 - c. Identify how a change will help the company, its employees, or its customers, and how the success of the change will be measured

Key skills

1. Search for specific information in sentences
2. Find specific information in paragraphs
3. Rapidly scan text for specific information
4. Comprehend the main ideas of a text
5. Construct information from multiple parts of a text

Examples of vocabulary used

"crucial", "to resolve an issue", "archive" "efficiency", "cautious", "the weakest point", "scenario", "notify", "downside", "deal with", "abandon", "contrast", "irrelevant", "simultaneous"



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