

Graded Examinations in Spoken English Sample Examiner Plan: Grade 7 (CEFR B2.1)

GESE for school

Charity number England & Wales: 1014792

Charity number Scotland: SC049143

Patron: HRH The Duke of Kent KG

trinitycollege.com

Copyright © 2025 Trinity College London

Published by Trinity College London

Online edition, November 2025

Contents

Introduction	3
Introductory rubric for all levels	4
Face-to-face in-person exam version	4
Face-to-face video conference exam version	4
The Topic phase (up to 5 minutes)	5
The Interactive phase (up to 4 minutes)	8
The Conversation phase (up to 5 minutes)	9

Introduction

This sample examiner plan has been created to help GESE teachers understand the structure of the Grade 7 Graded Examination in Spoken English (GESE) more clearly so they can prepare candidates more effectively. When delivering GESE, our process is for Trinity College London GESE examiners to prepare test plans using guidance documents and speaking prompts developed by the Technical Content team. This document simulates this process using a combination of publicly available materials and bespoke materials designed for this purpose.

When reading this document, please also refer to the [**GESE Specifications**](#) for detailed information about test stages, grades, format, procedures and assessment.

Introductory rubric for all levels

Face-to-face in-person exam version

Examiner: Hello, my name is X. What's your name?

Candidate: Hello, I'm Y.

Examiner: That's Y, Grade 7?

(Repeat candidate's full name, ie first name and surname plus their exam level.)

Candidate: Yes.

Examiner: Nice to meet you Y.

Face-to-face video conference exam version

Examiner: Hello, my name is X. What's your name?

Candidate: Hello, I'm Y.

Examiner: Can you hear me, Y? *(Only if you think there are any issues.)*

Candidate: Yes/No.

(If the answer is No, please ensure the issues are resolved before continuing the exam.)

Examiner: That's Y, Grade 7?

(Repeat candidate's full name, ie first name and surname plus their exam level.)

Candidate: Yes.

Examiner: Nice to meet you Y.

The Topic phase (up to 5 minutes)

Introductory rubric | Face-to-face in-person exam version

We're going to start with your topic. Have you got any notes for me?

So, we're going to talk about ... (*insert topic*).

Introductory rubric | Face-to-face video conference exam version

We're going to start with your topic. Please share your notes with me.

So, we're going to talk about ... (*insert topic*).

Examiner notes

- ▶ Ask questions about the candidate's topic using the recommended grammar for Grade 7 adapting, where possible, to a school context.

Open questions and statements

- ▶ What advice would you give ...?
- ▶ What would you do if ...?
- ▶ Tell me more about ...

Yes/no questions

- ▶ Can you tell me more about ...?
- ▶ Would you agree that ...?
- ▶ Have things changed ...?

- ▶ Make statements and comments to express opinions, show interest and allow the candidate to expand ideas.

- ▶ Well, in my opinion ...
- ▶ That sounds really interesting.
- ▶ I'm not sure what you mean by ...

Sample questions and statements

Giving advice

- ▶ What advice would you give to someone (who wants to study in your school)?
- ▶ I'm not sure what the best (academic) advice to give would be.
- ▶ What would you do, if you were a teacher?
- ▶ What should he/she/my friend do?

Highlighting advantages/disadvantages

- ▶ What are the benefits/drawbacks of (going to university)?
- ▶ What advantages/disadvantages are there to ...?
- ▶ It can't all be good!
- ▶ It seems there are lots of advantages/disadvantages.

Agreement/Disagreement

- ▶ (Strong statement that the candidate can agree/disagree with.)
- ▶ Well, in my opinion, (everyone should study music).
- ▶ Would you agree that ...?
- ▶ It seems we are in agreement on ...
- ▶ Some people might disagree with that.

Expressing possibility/uncertainty

- ▶ I've got doubts about that.
- ▶ What do you think might happen if ...?
- ▶ How certain are you about ...?
- ▶ You sound a bit unsure.
- ▶ What could happen if ...?

Describing past habits

- ▶ And in the past?
- ▶ Was it always like this?
- ▶ What did you use to ...?
- ▶ Have things changed a lot?
- ▶ Was it different when you were ...?

Making suggestions

- ▶ I'm not sure what to suggest.
- ▶ Any ideas?
- ▶ What could we do here?
- ▶ I'm not sure what he/she/they could do.

Expansion of ideas/opinions

- ▶ Can you tell me a bit more about ...?
- ▶ That's an interesting point.
- ▶ I'm not sure what you mean by ...
- ▶ Really!

Eliciting further information

- ▶ Interested comments: 'Oh, really!' 'I've never heard that.' 'How surprising!'
- ▶ Repeat candidate phrase to express interest.
- ▶ Echo questions.
- ▶ Ask unfinished question: 'So if he does that, will he ...?'
- ▶ Ask for clarification: 'He did WHAT?' 'Can you tell me more about that? 'So, you're saying ...?'
- ▶ Reformulation of candidate's contribution.

The Interactive phase (up to 4 minutes)

Introductory rubric

Now we'll move on to the Interactive phase.

Are you ready?

(Read Interactive prompt.)

Examiner notes

- ▶ Ask questions to prompt the candidate using the recommended grammar for Grade 7 adapting, where possible, for a school context.

Open questions and statements

- ▶ What advice would you give ...?
- ▶ What would you do if ...?
- ▶ Tell me more about ...

Yes/no questions

- ▶ Can you tell me more about ...?
- ▶ Would you agree that ...?
- ▶ Have things changed ...?

- ▶ Make statements and comments to express opinions, show interest and allow the candidate to expand ideas.

- ▶ I don't really like studying maths so that wouldn't work for me.
- ▶ Yes, that might work. Thanks for the suggestion.
- ▶ I'm not sure what you mean by ...

Sample interactive prompt

My nephew has decided to study a very rare language. I'm not sure if this is the best use of his time.

The Conversation phase (up to 5 minutes)

Introductory rubric

Thank you. Now we're going to talk about something different.

Let's talk about (Conversation area 1).

Thank you. Now, let's talk about (Conversation area 2).

Examiner notes

- ▶ Ask questions about the conversation areas using the recommended language for Grade 7 adapting, where possible, for a school context.

Open questions and statements

- ▶ What advice would you give ...?
- ▶ What would you do if ...?
- ▶ Tell me more about ...

Yes/no questions

- ▶ Can you tell me more about ...?
- ▶ Would you agree that ...?
- ▶ Have things changed ...?

- ▶ Make statements and comments to express opinions, show interest and allow the candidate to expand ideas.

- ▶ Well, in my opinion ...
- ▶ That sounds really interesting.
- ▶ I'm not sure what you mean by ...

Sample questions and statements

Conversation area 1 – Village and city life

- ▶ I think it is much better to go to a school in a big city.
- ▶ Are there any advantages to studying in a smaller village school?
- ▶ After someone finishes school, is it better to move to a city?
- ▶ Do you think you might move to a new area to study in future?
- ▶ What do you think it will be like?
- ▶ Did you use to go to school in a different town or village? Was it very different?
- ▶ I heard that a lot of small village schools are closing.
- ▶ I think online learning might mean it doesn't matter where you live. What do you think?
- ▶ I think the best school to go to is usually the one closest to your home.
- ▶ I think there are more after school activities in a city.
- ▶ If you went to a much bigger school, how would your education be different?

Conversation area 2 – National and local produce and products

- ▶ My school used to have a small garden to grow produce.
- ▶ Are there any benefits to teaching students about local produce or products?
- ▶ What are the most famous products made in your country? What makes them so special?
- ▶ Did you ever use to go on school trips to learn about local produce or products? Did you enjoy it?
- ▶ I wonder if it is more important to learn about local produce or produce and products from other cultures.
- ▶ Do you think schools should buy products and supplies from local businesses?
- ▶ I think school should buy cheaper products rather than local ones.
- ▶ Students at my school used to do work experience at local businesses.
- ▶ When you graduate from school, would you like to work for a local business?
- ▶ Are there any products that are made near your school?
- ▶ Do you think schools should teach cooking using local produce?

Closing rubric

Thank you. It was nice to meet you. Goodbye.