

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

GESE for work

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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 work 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 work for your company)?
- ▶ I'm not sure what the best (business) advice to give would be.
- ▶ What would you do, if you were a manager?
- ▶ What should he/she/my friend do?

Highlighting advantages/disadvantages

- ▶ What are the benefits/drawbacks of (working in an office)?
- ▶ 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 get some work experience).
- ▶ 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 work 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 working from home 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

I've recently had two job offers, one in my home country and one abroad. I can't decide which one I should accept.

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 work 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

- ▶ Would you advise your friends to move to a city for a new job?
- ▶ Would you rather have a longer commute or live near your work?
- ▶ I think it would be very difficult to start a business in a small village.
- ▶ I think most office workers will work from home in future.
- ▶ If your job was remote, would you rather live in a village or a city?
- ▶ Before you started working, did you use to live in a different place? How was it different?
- ▶ I think unemployment is more of a problem in smaller towns and villages.
- ▶ Some people think working in a big city is more stressful.
- ▶ Salaries are much higher in the city, so it makes sense to work there.
- ▶ Do you think you might work in a different town/city in future?
- ▶ If you got a job in a different city, would you move house?

Conversation area 2 – National and local produce and products

- ▶ If a company only sold local produce and products, it might be difficult for it to be successful.
- ▶ Working for a larger company will give you more benefits.
- ▶ Why is it important for a country to make its own products?
- ▶ Are there many benefits to buying local produce?
- ▶ Does your company support local businesses?
- ▶ Some people think that products from local businesses are better quality.
- ▶ Did you used to eat more local food before you started working?
- ▶ Small businesses selling local produce and products might disappear in future.
- ▶ What are the most famous products made in your country? What makes them so special?
- ▶ What advice would you give to someone on a work trip who wanted to buy some local souvenirs?
- ▶ Do many people work in farming in this area? Has this changed over time?

Closing rubric

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