

Graded Examinations in Spoken English Sample Examiner Plan: Grade 4 (CEFR A2.2)

GESE

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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 Conversation phase (up to 5 minutes).....	8

Introduction

This sample examiner plan has been created to help GESE teachers understand the structure of the Grade 4 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 4?

(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 4?

(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. Can I have your topic form please?

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. Can you share your topic form please?

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

Examiner notes

- ▶ Ask questions about the candidate's topic using the recommended grammar for Grade 4.

Open questions and statements

- ▶ Who/What/Where/How much/How many ...?

- ▶ Tell me about ...

Yes/no questions

- ▶ Do you ...?/Does he/she ...?

- ▶ Did you/he/she ...?

- ▶ Can you ...?/Can he/she ...?

- ▶ Is x better than y?

- ▶ Make statements and comments to allow the candidate to ask a follow-up question.

- ▶ I did that once.

- ▶ I'm going away this summer.

- ▶ I can do that really well.

Sample questions and statements

Talking about past events

- ▶ When/How did you start ...?
- ▶ When did you get interested in ...?
- ▶ Tell me about the first time you ...
- ▶ When did you ...?
- ▶ Did you do that (yesterday/last week)?
- ▶ What did you do next?

Talking about future plans and intentions

- ▶ When are you next going to ...?
- ▶ Do you have any future plans?
- ▶ What are you going to do (with x) this year/summer?
- ▶ Do you want to do/visit that again?
- ▶ I'm going (away this summer).

Expressing simple comparisons

- ▶ What's the difference between ...?
- ▶ Is (x) the same as ...?
- ▶ Is this better than?
- ▶ Who/What is the (best/easiest) ...?
- ▶ I think (x) is much better.

Expressing likes and dislikes

- ▶ Which do you like more, playing football or playing tennis?
- ▶ What do you like to do at the weekend?
- ▶ What do you enjoy most about ...?
- ▶ What do you (and your friend) like doing on ...?
- ▶ What kind (of games) do you like to play?
- ▶ What do/did you like about that?
- ▶ I sometimes like to ...

Describing manner and frequency

- ▶ How good are you at ...?
- ▶ How often do you ...?
- ▶ Do you always ...?
- ▶ Do you do this every week/month/year?
- ▶ Do you do that (quickly)?
- ▶ I can do that very well.
- ▶ I hardly ever do that.

Comments

- ▶ You said ...
- ▶ Tell me more about ...
- ▶ Do you .../Did you .../Are you .../Can you ...?
- ▶ Really? Wow!
- ▶ That sounds ...
- ▶ So, you are very good at ...
- ▶ Let's move on to ...

Eliciting further information

- ▶ Mishear: 'Sorry, what was that?'
- ▶ Hear wrongly and make 'mistaken comment.'
- ▶ Repeat candidate phrase to express interest.
- ▶ Ask unfinished question: 'So if he does that, will he ...?'
- ▶ Ask for clarification: 'He did WHAT?' 'Can you tell me more about that?'
- ▶ Encouraging comments: 'Oh really?' 'That's interesting.' 'I didn't know that.'
- ▶ Reformulation of candidate's contribution.

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 grammar for Grade 4.*

Open questions and statements

- ▶ Who/What/Where/How much/How many ...?
- ▶ Tell me about ...

Yes/no questions

- ▶ Do you ...?/Does he/she ...?
 - ▶ Did you/he/she ...?
 - ▶ Can you ...?/Can he/she ...?
 - ▶ Is x better than y?
- ▶ *Make statements and comments to develop the conversation and allow the candidate to ask a follow-up question.*
 - ▶ I started a new hobby recently.
 - ▶ I went running last weekend.
 - ▶ I usually go with my (son/wife/husband/friend).

Sample questions and statements

Conversation area 1 – Holidays

- ▶ When was your last holiday?
- ▶ Tell me about it.
- ▶ What do you like doing on holiday?
- ▶ Do you go (to the beach) every day?
- ▶ When is your next holiday?
- ▶ Where are you going?
- ▶ I usually go with my (son/wife/husband/friends).
- ▶ What are the differences between (the mountains) and (the beach)?
- ▶ What was your best holiday (experience) last year?

Conversation area 2 – Hobbies and sports

- ▶ What do you do in your free time?
- ▶ What do you like about it?
- ▶ When did you start doing x?
- ▶ How well can you (play football)?
- ▶ How often do you play?
- ▶ I started a new hobby recently.
- ▶ When was/is the last/next time you ...?
- ▶ Which is easier/harder, (football) or (tennis)?
- ▶ I went running last weekend.

Closing rubric

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