

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

GESE

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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.

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 ...?
- ▶ I'm not sure what the best advice to give would be.
- ▶ What would you do, if you were ...?
- ▶ What should he/she/my friend do?

Highlighting advantages/disadvantages

- ▶ What are the benefits/drawbacks?
- ▶ 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, ...
- ▶ 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.

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 sport 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 friend and I want to spend the summer travelling to different cities together. The trouble is we can't agree on how to get around.

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 7.

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 grew up in a village.
- ▶ Villages could be boring for teenagers.
- ▶ Cities are so noisy and polluted. Why do people choose to live in them?
- ▶ More people live in cities than they used to.
- ▶ Not many young people want to live in villages.
- ▶ And if you had to move to a city/village?
- ▶ It's better to grow up in a city.
- ▶ Where would you like to live and why? What would be the advantages/disadvantages of living there?
- ▶ These days it's not really possible to stay where you were born all your life.
- ▶ Some countries are subsidising people to move back to villages. I'm not sure about this.
- ▶ Cities can be very impersonal.

Conversation Area 2 – National and local produce and products

- ▶ What's made locally?
- ▶ What are the most famous products made in your country? What makes them so special?
- ▶ Sometimes you think you are buying something made nationally/locally but it's actually not.
- ▶ What typical foods would you suggest I try in your area?
- ▶ Do you look at where clothes are made when you buy them?
- ▶ We should support local producers more.
- ▶ It's easier to buy everything in supermarkets these days.
- ▶ It's too time-consuming/expensive to buy local produce from small independent shops.
- ▶ People used to go to local markets more in the past.
- ▶ These days people want to have a wider choice of food to buy all year round.
- ▶ People think global rather than local these days. I'm not sure that's a good thing for local producers.
- ▶ Local crafts seem to be dying out.

Closing rubric

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