

GESE: Graded Examinations in Spoken English

GRADE 7

SELT B2

Guide and Preparation
for Candidates





Graded Examinations in Spoken English (GESE) **GRADE 7**

This guide is to help you prepare for the
Trinity College London GESE Grade 7 exam.

We tell you:

- about the exam
- what you need to know before you take the exam
- how to prepare for the exam
- how to do your best in the exam.

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NOTE:

If you are doing the Grade 7 exam for a visa, your language may be above Grade 7 level. However, to pass the exam, you must fulfil the exam requirements of Grade 7, which are in the Exam Information booklet at trinitycollege.com/GESEexaminformation. This document will guide you through that booklet.

Select the text, number or
arrows to jump to section



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The exam

The exam is 15 minutes.

There are three parts to the exam.

- The Topic phase
- The Interactive phase
- The Conversation phase.

In the exam

- The examiner will welcome you.



Topic phase (about 5 minutes)

- You talk to the examiner about a topic that interests you.
- You should prepare your topic notes before the exam (see pages 9-11).
- Take your topic notes into the exam. Give them to the examiner. Tell the examiner what you are going to talk about.
- You and the examiner discuss your topic.

Remember!

- You must prepare a topic but remember this is a conversation. Ask and answer questions naturally.
- It's important to use the language of Grade 7 (see page 7).
- Ask the examiner questions and answer the examiner's questions about your topic.

Interactive phase (about 4 minutes)

- The examiner reads out an oral prompt which describes a situation.
- You have to respond by asking the examiner questions to find out more information.

Remember!

- Listen carefully to the situation the examiner describes.
- Check that you understand the situation.
- You are responsible for maintaining the discussion.

Conversation phase (about 5 minutes)

The examiner chooses any two of the following six subjects to talk to you about:

- Education
- National customs
- Village and city life
- National and local produce and products
- Early memories
- Pollution and recycling

Remember!

- The examiner isn't testing your knowledge of the subjects – only your language.
- It's important to use the language of Grade 7 (**see page 7**).
- Ask the examiner questions and answer the examiner's questions.



How to communicate well

Topic phase

- Give information about your topic and discuss it with the examiner.
- Reply when the examiner asks for more information about something.
- Ask the examiner questions and answer the examiner's questions about your topic.
- Try to use the language of Grade 7 ([see page 7](#)).

Interactive phase

- Be prepared to ask questions and make comments.
- Maintain the interaction by asking for information.
- Invite comments from the examiner.
- Try to use the language of Grade 7 ([see page 7](#)).

Conversation phase

- Show you understand the examiner by answering his or her questions.
- Give your ideas and opinions on the subjects you are discussing.
- Try to use the language of Grade 7 ([see page 7](#)).



Before the exam

You need to prepare for the Topic phase before the exam.

- ▶ Make sure you prepare your topic before the exam. See Prepare! on [pages 9-11](#).
- ▶ You must choose a topic that is different from the subjects for the Conversation phase.
- ▶ Write short notes to help you plan what to say about your topic ([see pages 9-11](#)). However, remember it is a discussion not a formal presentation.

In the Interactive phase, you don't know which situation you will be presented with.

- ▶ Think about how you would engage someone to give you more information about a situation.

In the Conversation phase, you don't know which two subjects the examiner will choose:

- ▶ Think about the language you need for each of the six subjects.
- ▶ Think about some things you can say about each of the six subjects.

Check your language

Here are the language functions and recommended grammar you need to use in the exam. You can also find this information in the GESE Specifications at trinitycollege.com/GESE-teachers.

Language functions	Recommended grammar
▶ Giving advice and highlighting advantages and disadvantages ▶ Making suggestions ▶ Describing past habits ▶ Expressing possibility and uncertainty ▶ Eliciting further information and expansion of ideas and opinions ▶ Expressing agreement and disagreement	▶ Second conditional ▶ Simple passive ▶ <i>Used to</i> ▶ Relative clauses ▶ Modals and phrases used to give advice and make suggestions ▶ Modals and phrases used to express possibility and uncertainty ▶ Discourse connectors

Check you understand the language functions and recommended grammar of Grade 7.

Activity 1: Complete the gaps

- a. If I _____ you, I'd take the earlier train because it's usually much quieter. (second conditional)
- b. Why don't we _____ asking everyone what they think before we make a decision? (phrases used for advice/suggestions)
- c. I _____ spend every Saturday helping my grandfather in his workshop, but I hardly ever go there now. (used to)
- d. She _____ be running late because she hasn't replied to any of your messages yet. (modal of possibility)
- e. If the tickets _____ cheaper, more people would probably come to the concert. (second conditional)
- f. You mentioned a programme _____ changed your mind. What was so special about it? (relative clause)
- g. I see what you mean. _____, I'm not completely convinced that's the best solution. (discourse connector)
- h. I've heard that the road _____ closed today because of the parade. (simple passive)
- i. You _____ deal with the problem before it gets any worse. (modals for advice)
- j. You said the trip was disappointing. _____, what would you change if you went again? (discourse connector)

Now check your answers on **page 17**

These are the types of vocabulary you need to use in the exam.

- | | |
|---|--|
| ▶ Vocabulary for your topic | ▶ Vocabulary for the subjects |
| ▶ Words and expressions to show interest, eg 'Really? Did you?' | ▶ Simple fillers to give time for thought, eg 'Well...', or 'Um ...' |

Prepare!

Topic phase preparation

You decide which topic you want to talk about. It's best to choose something you are interested in or have experience of. Remember these points:

- You cannot choose any topic that is the same as the subjects for the Conversation phase.
- It is best to choose a topic that allows you to use the language of Grade 7. For example, if you choose 'my family' as your topic, the language you use may be at too low a level.
- Think about all the topics that interest you and you like talking to your friends about.

Try this activity to help you think of a good topic for the exam.

Activity 2a: Make notes

Which one of these is not suitable for Grade 7? Why?

- changes in my local area
- healthy food
- travel & what you have learnt
- my family

Which of these are good topics for the exam?

Activity 2b: Decide

What's your topic?

What are the main things you want to discuss with the examiner?

Activity 2c: Topic notes

Use a plan to make notes of all the ideas you want to discuss with the examiner about your topic. There are different ways to make your plan. Choose a plan that suits how you best remember information.

Here are three examples:

Bulleted list: easy to refer to

My Topic: How I eat healthily

- ▶ Introduction: What is healthy eating?
- ▶ Reason: Why it is important
- ▶ Details: What I do - give an example
- ▶ Summary: How I feel

Story path: good for sequencing

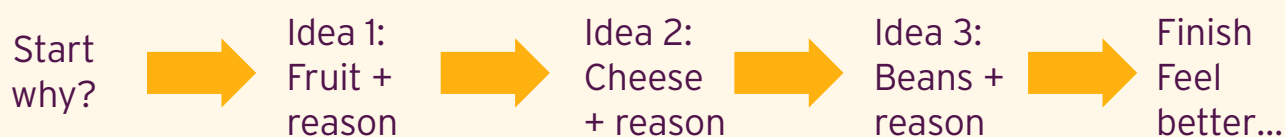


Table or Grid: organise information by category

Topic	Key words	Examples
Types of food	lots of vitamins	fruit, salad
My eating habits	small dinner, digestion	fish, greens

Can you think of other plans?

How to make notes

- ▶ Write key words for the overall plan, eg Introduction, Idea 1, Idea 2
- ▶ Write key words for each idea, eg fruit or reasons, vitamins
- ▶ Add one idea per line
- ▶ Add a space between ideas

Activity 2d: Language functions

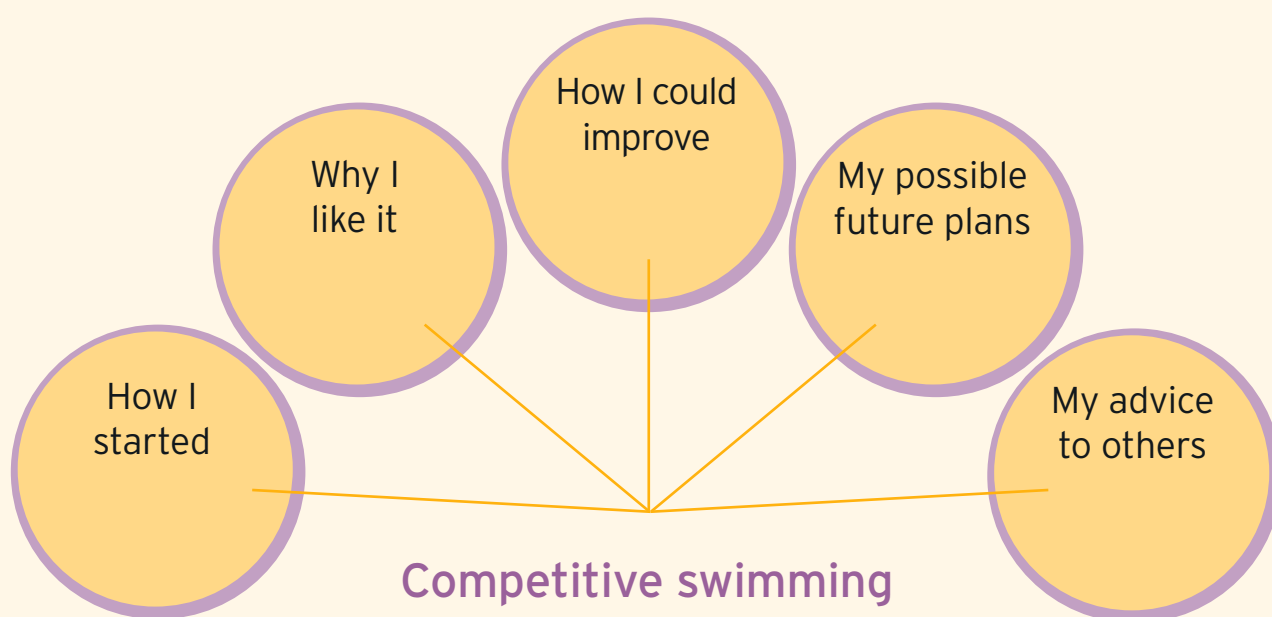
Look again at the language functions for Grade 7 on [page 7](#).

From your ideas in Activity 2b on [page 9](#), make a list of the language functions you can include from the Grade 7 list. (You will also use many other language functions, but this is the important language for the exam.)

Examples: 'If I ate a lot of potatoes, ...', 'I would suggest you try ...', 'I used to eat pasta but now ...', 'A lot of food is processed and...'

Activity 2e: Check an example

Below is an example of a topic – competitive swimming. There are five points to talk about. Look at the language functions on [page 7](#). Which functions can you use to discuss each of these points? Check your ideas on the Answers page ([page 18](#)).



Activity 2f: Choose

- From your topic notes, choose the most interesting points to talk about in 5 minutes.
- Check that you have a lot to say about these points.
- Check that you can use the Grade 7 language functions to talk about these points.
- Write all your points into topic notes using a plan.

Interactive phase preparation

You will not know which situation the examiner will present to you before the exam but you can practise how to find out more information about a situation.

Look at this example of an Interactive prompt:

Many teenagers I know want to study at a university
which is a long way away from their home.
I think there are two sides to this.

In the exam you need to:

- ask questions to find out more information
- keep the conversation going by commenting with your own ideas and opinions.

A Check you understand:

You mean they don't live at home while they study?

B Find out more information:

Which side are you on? Why?

Is it very popular?

C Keep the conversation going:

I think that must be very expensive. In my country...

- Practise situations with your friends.
- Think of all the questions you could ask.
- Decide how you can keep each conversation going.

Conversation phase preparation

Vocabulary you need

Activity 3a: Conversation subject vocabulary

- Put words from the box at the bottom of the page into the correct conversation subject box. Some words can go into more than one subject. We've done one to get you started.
- Think about more words you know to put in each box.

Education

curriculum

National customs

Village and city life

National and local produce and products

Early memories

Pollution and recycling

Check your answers on page 19.

~~curriculum~~
tradition
community
agriculture
childhood

waste
motivation
beliefs
lifestyle
exports

influence
renewable
achievement
ceremony
facilities

ingredients
experience
sustainability

Language functions you need

Activity 3b: Talking about subjects

- What ideas and opinions do you have about the six subjects below?
- What questions would you ask a friend about these subjects?
- Write some notes about what to say for each subject in these boxes. We've done some to get you started.
- Use the Language functions and Recommended grammar for Grade 7 on **page 7** to help you.

Education

What advice would you give someone about going to university?

National customs

What did you use to celebrate as a child?

Village and city life

Do you think more people will live in the countryside in the future?

National and local produce and products

Do you agree that we should try to buy local products? Why/Why not?

Early memories

Can you tell me about your earliest memory? How do you feel about that?

Pollution and recycling

Can you suggest a way to reduce pollution in your local area?

Activity 3c: Practice

- Talk to your friends about these subjects.
- Try recording some of your conversations on a computer or mobile phone.
- Listen to the recordings and make a note of all the vocabulary you used.

Watch!

Watch a video of a GESE Grade 7 exam. This will help you understand how the exam works.

Topic phase

Before you watch

In this exam the candidate, Zhan, has chosen to talk about computer games for his topic.

What do you think the candidate will talk about in his topic?

What questions would you ask Zhan? Remember to think about the Grade 7 language functions in your questions.

Find the video of the GESE Grade 7 exam on the Trinity website at:
trinitycollege.com/GESEgrade7

Now watch the Topic phase

- Did Zhan talk about the ideas you thought of?
- Did the examiner ask any of the questions you thought of?

Interactive phase

Before you watch

The examiner then reads a situation to Zhan.

Write three questions you could ask to find out more about this situation.

Now watch the Interactive phase

- What suggestions did Zhan make to the examiner about the situation?
- What did Zhan do to find out more information?

Conversation phase

Before you watch

The examiner then talks to Zhan about National customs and Village and city life.
Write two questions you think the examiner could ask about these subjects.

National customs:

Village and city life:

Now watch the Conversation phase

- Did the examiner ask any of the questions you thought of?
- What did Zhan say about National customs?
- What did Zhan say about Village and city life?

Answers

Activity 1: Complete the gaps

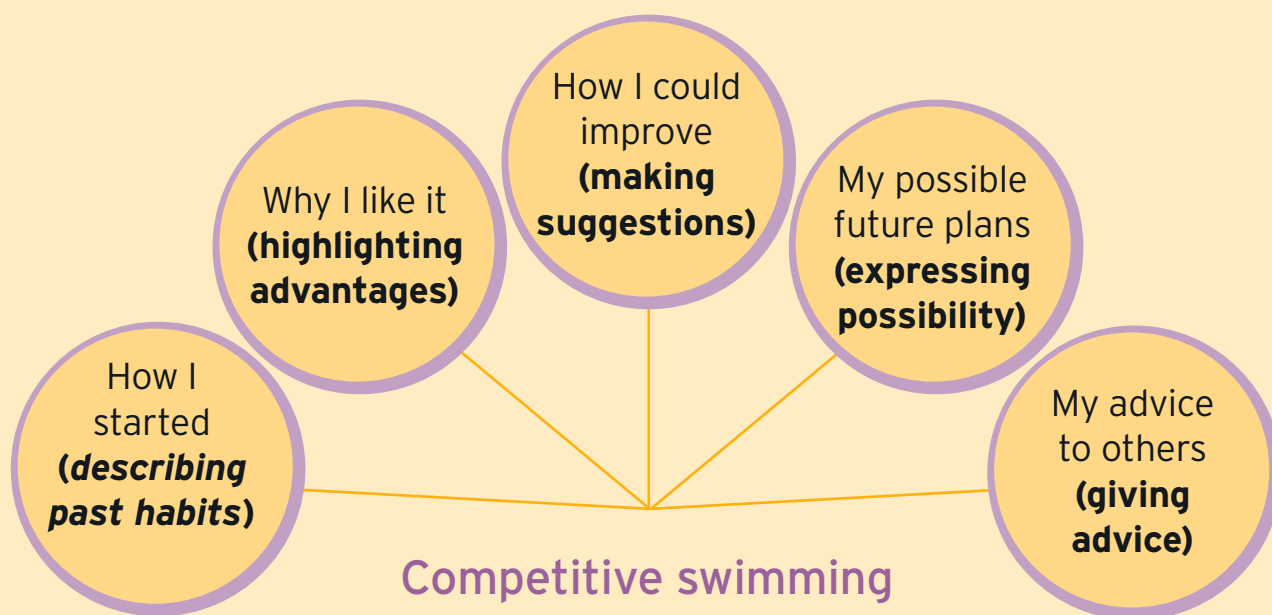
- a. If I were you, I'd take the earlier train because it's usually much quieter.
- b. Why don't we try asking everyone what they think before we make a decision?
- c. I used to spend every Saturday helping my grandfather in his workshop, but I hardly ever go there now.
- d. She may/might/could be running late because she hasn't replied to any of your messages yet.
- e. If the tickets were cheaper, more people would probably come to the concert.
- f. You mentioned a programme that/which changed your mind. What was so special about it?
- g. I see what you mean. However, I'm not completely convinced that's the best solution.
- h. I've heard that the road is closed today because of the parade.
- i. You should deal with the problem before it gets any worse.
- j. You said the trip was disappointing. So, what would you change if you went again?

Answers

Activity 2a: Make notes

The topic that is unsuitable is 'my family' as the language you use may be at too low a level.

Activity 2e: Check an example



Activity 3a: Conversation subject vocabulary

Education

curriculum
motivation
achievement

National customs

tradition
beliefs
ceremony

Village and city life

community
lifestyle
facilities

National and local produce and products

agriculture
exports
ingredients

Early memories

childhood
experience
influence

Pollution and recycling

waste
sustainability
renewable

Appendix 1

Online resources

As well as the resources on the Trinity website (trinitycollege.com/GESEgrade7), the BBC website (bbc.co.uk/learningenglish) has some useful resources and activities to help you.

On the BBC website, go to:

- ▶ Start the course
- ▶ Intermediate
- ▶ Open unit selector

Try units 1, 3, 4, 6, 8, 9, **11**, **12**, 13, **14**, 18, **19**, 20, 21, 25, **26**, **28** (the units in **bold** are the most useful for the GESE Grade 7 exam.)