

Vocab Game:

He is very superficial (appearance)

Happen birth:

Genetic
Inherited
Congenital
Hereditary

Pulse

Pulsate

Incapacitated – adject / verb

‘Nature’ = not a synonym

TODAY: Speaking

1. Speaking Game
2. **Information Giving:** E2 / E4
3. Practice

OET Speaking Criteria

Linguistic Criteria

Band	Intelligibility	Fluency	Appropriateness of Language	Resources of Grammar and Expression
6	<ul style="list-style-type: none"> Pronunciation is easily understood and prosodic features (stress, intonation, rhythm) are used effectively. L1 accent has no effect on intelligibility. 	<ul style="list-style-type: none"> Completely fluent speech at normal speed. Any hesitation is appropriate and not a sign of searching for words or structures. 	<ul style="list-style-type: none"> Entirely appropriate register, tone and lexis for the context. No difficulty at all in explaining technical matters in lay terms. 	<ul style="list-style-type: none"> Rich and flexible. Wide range of grammar and vocabulary used accurately and flexibly. Confident use of idiomatic speech.
5	<ul style="list-style-type: none"> Easily understood. Communication is not impeded by a few pronounceable or prosodic errors and/or noticeable L1 accent. Minimal strain for the listener. 	<ul style="list-style-type: none"> Fluent speech at normal speed, with only occasional repetition or self-correction. Hesitation may occasionally indicate searching for words or structures, but is generally appropriate. 	<ul style="list-style-type: none"> Mostly appropriate register, tone and lexis for the context. Occasional lapses are not intrusive. 	<ul style="list-style-type: none"> Wide range of grammar and vocabulary generally used accurately and flexibly. Occasional errors in grammar or vocabulary are not intrusive.
4	<ul style="list-style-type: none"> Easily understood most of the time. Pronunciation or prosodic errors and/or L1 accent at times cause strain for the listener. 	<ul style="list-style-type: none"> Speech is clear, with some repetition, especially in longer utterances. Some evidence of searching for words which does not cause serious strain. Delivery may be staccato or too fast/slow. 	<ul style="list-style-type: none"> Generally appropriate register, tone and lexis for the context, but somewhat restricted and lacking in complexity. Lapses are noticeable and at times reflect limited resources of grammar and expression. 	<ul style="list-style-type: none"> Sufficient resources to maintain the interaction. Inaccuracies in vocabulary and grammar, particularly in more complex sentences, are sometimes intrusive. Meaning is generally clear.
3	<ul style="list-style-type: none"> Produces some acceptable features of spoken English. Difficult to understand because errors in pronunciation/intonation/ stress and/or L1 accent cause serious strain for the listener. 	<ul style="list-style-type: none"> Very uneven. Frequent pauses and repetitions indicate searching for words or structures. Excessive use of fillers and difficulty sustaining longer utterances cause serious strain for the listener. Extremely uneven. 	<ul style="list-style-type: none"> Some evidence of appropriate register, tone and lexis, but lapses are frequent and intrusive, reflecting inadequate resources of grammar and expression. 	<ul style="list-style-type: none"> Limited vocabulary and control of grammatical structures, except very simple sentences. Persistent inaccuracies are intrusive.
2	<ul style="list-style-type: none"> Often unintelligible. Frequent errors in pronunciation/intonation and/or L1 accent cause severe strain for the listener. Almost entirely unintelligible. 	<ul style="list-style-type: none"> Long pauses, numerous repetition and self-corrections make speech difficult to follow. 	<ul style="list-style-type: none"> Mostly inappropriate register, tone and lexis for the context. 	<ul style="list-style-type: none"> Very limited resources of vocabulary and grammar, even in simple sentences. Numerous errors in word choice.
1	<ul style="list-style-type: none"> Almost entirely unintelligible. 	<ul style="list-style-type: none"> Impossible to follow, consisting of isolated words and phrases and self-corrections, separated by long pauses. 	<ul style="list-style-type: none"> Entirely inappropriate register, tone and lexis for the context. 	<ul style="list-style-type: none"> Limited in all respects.
0	<ul style="list-style-type: none"> Candidate does not provide any response. 			

Clinical Communication Criteria

A. Indicators of relationship building	A. Relationship building
A1 initiating the interaction appropriately (greeting, introductions, nature of interview)	3 - Adopt use
A2 demonstrating an attentive and respectful attitude	2 - Competent use
A3 adopting a non-judgemental approach	1 - Partially effective use
A4 showing empathy for feelings/prejudices/emotional state	0 - Ineffective use
B. Indicators of understanding & incorporating the patient's perspective	B. Understanding & incorporating the patient's perspective
B1 eliciting and exploring the patient's ideas/concerns/expectations	3 - Adopt use
B2 picking up the patient's cues	2 - Competent use
B3 relating explorations to elicited ideas/concerns/expectations	1 - Partially effective use
	0 - Ineffective use
C. Indicators of providing structure	C. Providing structure
C1 sequencing the interview purposefully and logically	3 - Adopt use
C2 signposting changes in topic	2 - Competent use
C3 using organizing techniques in explanations	1 - Partially effective use
	0 - Ineffective use
D. Indicators for information gathering	D. Information gathering
D1 facilitating the patient's narrative with active listening techniques, minimizing interruption	3 - Adopt use
D2 using initially open questions, appropriately moving to closed questions	2 - Competent use
D3 NOT using compound questions/leading questions	1 - Partially effective use
D4 clarifying statements which are vague or need amplification	0 - Ineffective use
D5 summarising information to encourage completion/contribute further information	
E. Indicators for information giving	E. Information giving
E1 establishing initially what the patient already knows	3 - Adopt use
E2 pausing periodically when giving information, using the response to guide next steps	2 - Competent use
E3 encouraging the patient to contribute responses/feelings	1 - Partially effective use
E4 checking whether the patient has understood information	0 - Ineffective use
E5 discovering what further information the patient needs	

GAME

Empathy	Ask feel / opinion	Signpost topics	Check understanding when explaining	Open / Closed

E. Indicators for information giving	
E1	establishing initially what the patient already knows *
E2	pausing periodically when giving information, using the response to guide next steps
E3	encouraging the patient to contribute reactions/feelings
E4	checking whether the patient has understood information
E5	discovering what further information the patient needs



Timing

Language?

What do you know about insulin injections?

*Okay I'm going to explain **it to you**. Is that okay?*

OET SAMPLE	
CANDIDATE CARD NO. 1 NURSING	
SETTING	Home Visit
1	A general practitioner has asked you to visit a patient who has diabetes. Until recently the diabetes has been moderately well controlled by diet and oral medication. However, recently the patient's blood sugars have been high and the doctor has decided to commence insulin injections. The doctor wants you to show the patient how to give himself/herself the insulin injections. On arriving at the patient's home you find that he/she is very unsure why he/she needs insulin injections and very nervous about the procedure of administering the insulin.
TASK	<ul style="list-style-type: none"> • Explain to the patient, when requested, why he/she needs insulin injections. • Explain slowly and clearly the whole process of giving the injection (including using clean needles, administering the injection, sites for injection etc.). • Try to reassure the patient that he/she will be able to manage the injections. • Emphasise the importance of safe needle disposal (suitable containers, proper care and handling).
© OET CENTRE SAMPLE	

OET SAMPLE	
ROLEPLAYER CARD NO. 1 NURSING	
SETTING	Home Visit
PATIENT	You have been a diabetic for a number of years and have managed your diabetes with diet and tablets. However, your doctor wants you to start having insulin injections and has asked the district nurse to visit you at home to teach you how to give yourself these injections. You don't really understand why you have to have insulin injections. Also, you are very nervous about the procedure of injecting yourself.
TASK	<ul style="list-style-type: none"> • Ask the _____ why you have to have insulin injections, stressing that you feel you have been managing your diabetes well. • When the _____ is explaining the procedure for giving the insulin injections, show that you are anxious about it.
© OET CENTRE SAMPLE	

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Check expiry date	Clean the injection site	Make sure: correct dose	Choose appropriate area	Inject & withdraw	Put in yellow container

Alternative phrases that neutral:

Is that clear(so far)?

END:

Was that clear (so far)?

Am I being clear (so far)?

Would you like me to go through that again?

Have I been clear (so far)?

Do you have questions (so far)?

~~I am being clear so far?~~

What do you think about that? How does that sound? What do you think about?

We can only use with more positive suggestions:

Exercise / diet / social club / go on holiday / take time off work...

Insulting:

Are you following?

Do you get me?

Do you understand?

Doesn't sound natural:

Did you get my point?

Before start the explanation...

Permission

What do you know about insulin injections?

*Okay I'm going to explain **it to you**. Is that okay?*

