

## OET SPEAKING CLUB

Speaking Game:

Alain = Dr

Context: GP Clinic

Patient with high blood pressure (**UNKNOWN**) = Anisa

Errors:

1. No empathy
2. Only 'why' is a bit too short and sounds too informal
3. I did not introduce myself
4. **Compound questions**



II. Clinical Communication Criteria

In the roleplay, there is evidence of the test taker ...

A. Indicators of relationship building		A: Relationship building	
A1	initiating the interaction appropriately (greeting, introductions, nature of interview)	3	Adept 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/predicament/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	Adept use
B2	picking up the patient's cues	2	Competent use
B3	relating explanations to elicited ideas/concerns/expectations	1	Partially effective use
0		0	Ineffective use
C. Indicators of providing structure		C: Providing structure	
C1	sequencing the interview purposefully and logically	3	Adept use
C2	signposting changes in topic	2	Competent use
C3	using organising techniques in explanations	1	Partially effective use
0		0	Ineffective use
D. Indicators for information gathering		D: Information gathering	
D1	facilitating the patient's narrative with active listening techniques, minimising interruption	3	Adept 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 correction/invite further information		
E. Indicators for information giving		E: Information giving	
E1	establishing initially what the patient already knows	3	Adept use
E2	pausing periodically when giving information, using the response to guide next steps	2	Competent use
E3	encouraging the patient to contribute reactions/feelings	1	Partially effective use
E4	checking whether the patient has understood information	0	Ineffective use
E5	discovering what further information the patient needs		

Asking Questions

These criteria are 40 percent of grade

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D. Indicators for <b>information gathering</b>	
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D3	NOT using compound questions/leading questions
D4	clarifying statements which are vague or need amplification
D5	summarising information to encourage correction/invite further information

1. **What is D1?** Making sounds that show you are listening.
2. **What is a 'compound' question?** Think of an example in your group  
 2 questions together. Example: How are you, what is name and how old are you?
3. **In D4, what does 'vague' mean?**  
 Vague means unclear
4. **In D4, what does 'amplification' mean?**  
 Increase / make it longer / make it stronger / make it clear
5. **In D5, what phrases can you use to encourage further information?**

To recap, to summarise what we discussed, .... is there anything more detail you would like?

Before finish, just to summarise,... is there anything else?

## DIAGRAM

<p><b>OPEN:</b></p> <p>Patient can respond with any answer</p>	<p>How are you feeling today?</p> <p>How are you <u>coping</u> at the moment? [coping = managing / dealing with]</p> <p>Could you tell me more about that?</p> <p>What do you know about .....?</p> <p>What brings you here today.....? [Only use this if you don't use a <b>context phrase</b>: I'm aware that...]</p>
<p><b>QUANTITATIVE:</b></p> <p>Number questions</p>	<p>How long have you been feeling unwell?</p> <p>How often do you exercise?</p> <p>How <u>many</u> times did you vomit?</p> <p>Countable: we can use plural</p> <p>NORMAL OPEN: Why do you sleep in your car?</p> <p style="margin-left: 40px;"> <span style="background-color: #90ee90; padding: 2px;">Qu-</span> <span style="background-color: #90ee90; padding: 2px;">aux</span> <span style="background-color: #90ee90; padding: 2px;">S</span> <span style="background-color: #90ee90; padding: 2px;">verb</span> </p> <p>QUANTITATIVE How <u>much</u> <u>sugar</u> do you take in your coffee?</p> <p style="margin-left: 40px;"> <span style="background-color: #ffff00; padding: 2px;">Qu-</span> <span style="border: 1px solid red; border-radius: 50%; padding: 2px;">x</span> <span style="background-color: #ffff00; padding: 2px;">aux + S + verb</span> </p>
<p><b>CLOSED:</b></p> <p>Yes / No</p>	<p>Do you...?</p> <p>Are you...?</p> <p>Have you...? – Present Perfect: use these for asking the patient about advise given previously</p>

Good **timing** is the key here. **Be natural...**

Rash on face

HOMEWORK:

<https://set-onlinestudyportal.co.uk/oet-allstars-questions-in-oet-speaking/>