

# OET

## OCCUPATIONAL ENGLISH TEST ALL PROFESSIONS

Tom Fasnidge

Medical Advisers: Dr Christopher A Green, Dr Rebecca L Winslow  
Series Consultant: Alison Ramsey

Reading & Listening  
SKILLS BUILDER

The English  
Language Test  
for Healthcare  
Professionals



Express Publishing

# A day in the life



## Objectives

### Reading

- Reading overview
- Types of reading texts & questions

### Listening

- Listening overview
- Types of listening texts & questions

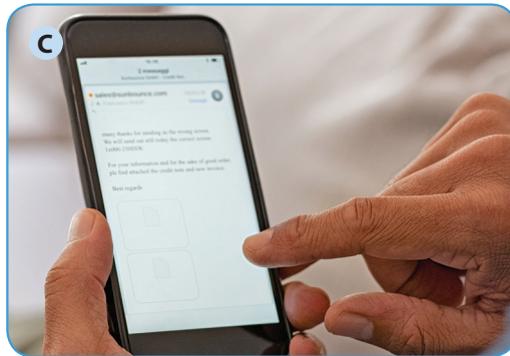
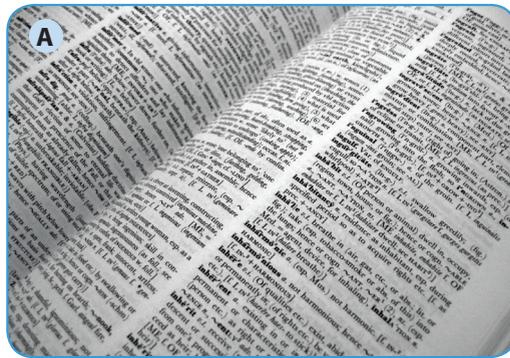
### Language and Skills

- Skills overview
- Reading & listening for gist, detail and purpose

## Reading

### Lead-in

- 1.1** Discuss with a partner. How do you read each of these types of material? Think about why you read them, how long you spend reading them, how much of them you need to read and how much of them you need to remember. How do these factors affect the way you read?



### Test Tip

All the texts in the OET Reading sub-test are chosen to represent documents that health professionals might encounter in the course of their work. You can practise your reading skills every day with the texts you read for different aspects of your job. Pay attention to the way you read each type of text and how you find the information you need.

- 1.2** In your job, how do you learn about issues like training, procedures and administration? Think about the types of documents you read (memos, guidelines, manuals etc.), how you receive them (email, printed document, journal etc.) and how you read them (in a training session, in a meeting, during a break etc.).

- 1.3** Imagine this is your to-do list for the first half of your working day. What kinds of documents will you have to read to complete the tasks?

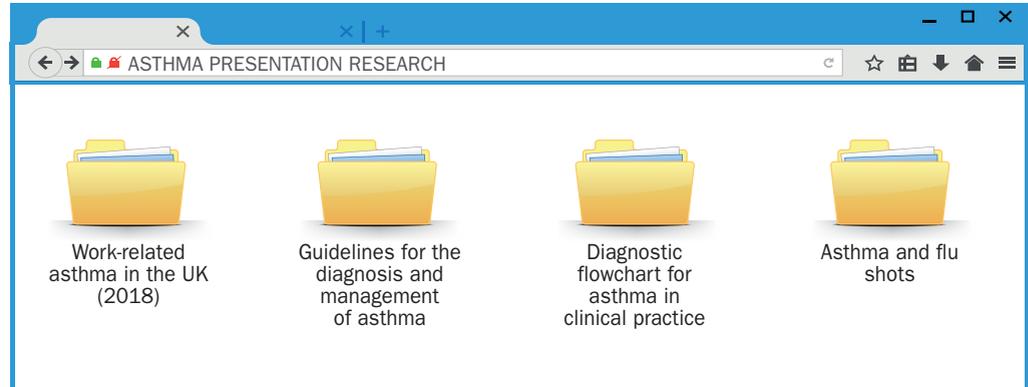
- 1 Research short presentation about asthma
- 2 Find out about training, schedules, meetings etc.
- 3 Catch up on latest developments in the industry

**Test Tip**

When you first look at the texts in Reading A, notice how the information is arranged. Things like titles, headings and bullet points can help you locate answers more quickly. You should also be aware of distinctive content such as names, numbers and technical language, which stand out from other information on the page.

## Introduction to Reading A

**2.1** To research your presentation about asthma, you have downloaded these documents. What kind of information do you think each one contains?



**2.2** Work in pairs. Student A, look at texts A and B below. Student B, look at texts C and D on page 11. Spend a maximum of two minutes studying your texts, then cover them and tell your partner everything you can remember about them. As your partner describes their texts to you, check the information they give you by looking at the texts.

**Text A****Work-related asthma in the UK (2018)**

There is no universally accepted definition of 'occupational asthma', though it is typically defined as adult asthma caused by workplace exposures and not by factors outside the workplace. The wider definition of 'work-related asthma' includes all cases where there is an association between symptoms and work, such as 'work-aggravated asthma', which typically refers to pre-existing cases made worse by non-specific factors in the workplace. Many cases of occupational asthma are allergic in nature and typically involve a latency period between first exposure to a respiratory sensitiser in the workplace and the onset of symptoms.

**Test Tip**

The texts in Reading A are about different aspects of the same subject and may contain a diverse range of information. For some questions, it will be quite obvious which text probably contains the answer, but in many cases, there will be more than one possibility, so you will need to use a combination of skimming (reading for overall meaning) and scanning (reading for detail) to be sure.

**Text B****Guidelines for the diagnosis and management of asthma**Inhaled Corticosteroids

Inhaled corticosteroids (ICS) are the most effective medications for long-term management of persistent asthma.

Check Asthma Severity

At diagnosis, all patients should have an initial severity assessment based on measures of current impairment and future risk.

Asthma Action Plans

All people who have asthma should receive a written asthma action plan.

Check Asthma Control

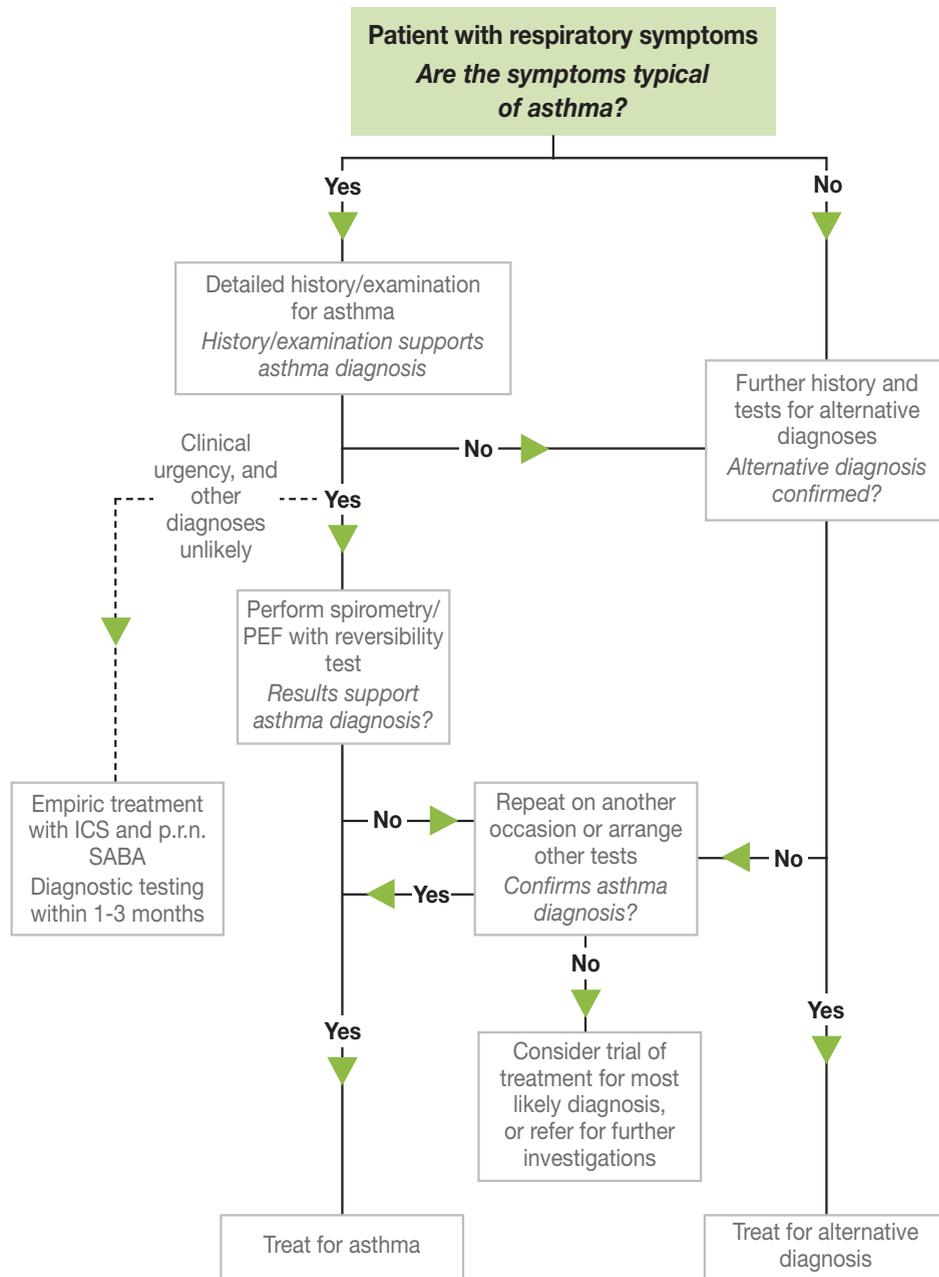
At planned follow-up visits, asthma patients should review level of control with their healthcare provider based on multiple measures of current impairment and future risk.

Follow-up Visits

Patients who have asthma should be scheduled for planned follow-up visits at periodic intervals.

**Text C**

**Diagnostic flowchart for asthma in clinical practice**



PEF=peak expiratory flow; ICS=inhaled corticosteroids; SABA=short-acting beta<sub>2</sub>-agonist

**Text D**

**Asthma and flu shots**

Adults with asthma are at high risk of developing complications after contracting the influenza virus, yet many adults with asthma do not receive an annual flu vaccination. Only 58% of all asthmatic adults and 35% of asthmatic adults younger than 50 years of age receive the flu vaccine annually.

Respiratory infections like influenza are more serious in patients with asthma, and such infections can often lead to pneumonia and acute respiratory disease.



### Test Tip

Each type of question in Reading A requires slightly different skills. Whenever you practise for Reading A, reflect on how you find the answers and make a note of the most successful techniques.

**2.3** You have decided to cover these topics in your presentation. Based on your reading in the last exercise, in which of the texts would you find the information you need?

- 1 How to distinguish asthma from other conditions
- 2 Environmental causes of asthma
- 3 How to treat chronic asthma

**2.4** Check your answers by looking at the texts.

**2.5** To prepare for your presentation, you think of some questions your colleagues might ask you about asthma. Read them and decide which of the four texts is most likely to contain the answer to each one, then scan the texts for the information you need.

- 1 What proportion of adult asthma sufferers under 50 get a flu shot each year?  
\_\_\_\_\_
- 2 How soon should diagnostic tests be conducted if severe asthma is suspected?  
\_\_\_\_\_
- 3 What is it called when a patient's asthma is made worse by their working conditions?  
\_\_\_\_\_

**2.6** You make some notes to refer to in your presentation. Complete the notes with words and phrases from the texts.

- 1 Influenza is likely to cause \_\_\_\_\_ for adult asthma sufferers.
- 2 If multiple tests on patients with asthma symptoms do not result in an asthma diagnosis, \_\_\_\_\_ may be requested.
- 3 Patients diagnosed with asthma should be given an \_\_\_\_\_ to determine the seriousness of their condition.
- 4 People whose asthma is triggered by substances they inhale at work usually go through a \_\_\_\_\_ before they become symptomatic.

**2.7** Using the texts A–D, prepare a short (1–2 minutes) presentation about asthma. Try to avoid using the language of the texts as much as possible without changing the meaning.



## Introduction to Reading B

	Sender	Subject
	Healthcare Workers' Information Network	You may be paying too much for certifications
★	Practice management	Safeguarding
	The Medical Gazette	Pay rises 'not keeping up with cost of living'
	Premier Clinical Equipment Sales	SAVE MONEY NOW on the latest gadgets!
★	Patty Clemence	Re: Requests for emergency appointments
★	Practice nurse	Vancomycin administration
	Marisol Morales	Plans for the weekend?
	Dennis Forlani	Discharge procedure

**3.1** Look at the subject lines of the messages above. If you had a few free minutes at work, which of them would you:

- a read immediately?
- b save to read later?
- c delete without reading?

**3.2** What do the subject lines tell you about the content of the messages? Are they giving information, making a request, or something else? Discuss with a partner.

**3.3** Look at three of the messages below and discuss these questions:

- a Who is the intended audience for each message?
- b What is the purpose of each message?
- c What is the most important information in each message?

### Test Tip

In Reading B, you need to read six texts and answer a question about each one. The texts will all be on different subjects and could relate to any of the 12 professions eligible for OET.

①

### Safeguarding

Safeguarding adults is everyone's business and practice nurses have a professional duty as directed by the Nursing and Midwifery Council. Practice nurses should be able to promote and protect the rights of patients who are not able to protect themselves from harm or abuse. And they must not assume someone else will report a safeguarding concern. It is important that vulnerable adults are kept as safe as possible and are involved in safeguarding decisions. In line with this, the reporting of abuse needs to be done in a timely manner in accordance with local policies, procedures and legislation.



②

**MY INBOX** Oliver S. Johnson

COMPOSE Search... My account Settings Calendar Contacts Cloud

▼ All Mail  
Inbox (12)  
Sent  
Drafts  
Deleted  
Spam

▼ Categories  
Work  
Personal  
To Do  
Misc  
Archived

▼ Tags  
Urgent  
Social  
Offers  
Later

Subject: Re: Requests for emergency appointments

From: Patty Clemence

To: All staff

Patients and staff have recently raised concerns that the procedure for booking emergency appointments is insufficiently clear. Please note the following information and communicate it to patients as necessary:

- When receiving a request, reception staff should note the details of the emergency and take a number on which the patient or their carer can be contacted
- The doctor on duty will assess the urgency of each case based on this information and contact patients accordingly
- If the issue cannot be resolved over the phone, the patient will be given an appointment to visit the surgery
- It is not possible to assign patients to a particular doctor, as emergencies are dealt with by the doctor on duty
- Receptionists are not responsible for prioritising cases and should make this clear to patients who call

③

### Vancomycin Administration

Vancomycin is very irritating to tissue and should not be given intramuscularly as this can cause injection site necrosis. It must be given by slow intravenous infusion using a dilute solution to reduce the risk of tissue necrosis if extravasation (leaking) occurs. Vancomycin should not be given rapidly due to the risk of infusion reactions. The intravenous use of vancomycin may be associated with the so-called 'red-neck' or 'red-man' syndrome, characterised by erythema, flushing, or rash over the face and upper torso, and sometimes by hypotension and shock-like symptoms. The effect appears to be due in part to the release of histamine and is usually related to rapid infusion. It may also cause pain or muscle spasm.

### 3.4 Use the texts and your ideas from the last exercise to answer a question about each message.

#### Test Tip

In Reading B, you will either have to choose one of three answers to a question or complete a sentence using one of three options.

- 1 What does the message say about vulnerable patients?
  - a Primary responsibility for informing authorities of their mistreatment lies with nurses.
  - b Standards governing their protection may differ depending on their location.
  - c Choices affecting their safety and wellbeing should be made by them alone.
- 4 Patients who need an emergency appointment
  - a should not expect to see their usual doctor.
  - b can see a doctor if their case is serious enough.
  - c must give their phone number to a receptionist.
- 4 The effect of vancomycin on the skin may be minimised by
  - a using antihistamine.
  - b injecting it quickly.
  - c adding water to it.

## Introduction to Reading C

The Medical Gazette

## Contents

- News 03
- Opinions 11
- Research 17
- Policy 22
- Professional Development 26
- Jobs 30

**Test Tip**

You can practise for Reading C by finding articles in professional journals and the health sections of newspapers and magazines. Focus on identifying the writer's point of view and their reasons for using particular language.

**4.1** Look at the contents page above. In which section would you expect to find articles with these titles?

**A** **How to use language effectively with difficult patients**

**B** [ **New standards for time reporting in hospice care** ]

**C** **The effect of alcohol use on college test scores**

**D** “ **Why the gender pay gap matters to clinicians** ”

**E** **Salary negotiations: a step-by-step guide**

**4.2** Discuss which section(s) you might read for the following reasons:

- a to find the date of a particular study
- b to kill time, e.g. while waiting for a meeting to start
- c to learn about the latest developments in your field
- d to look for ways to improve your employment prospects
- e to find out about your obligations regarding confidentiality

**4.3** How does your reason for reading affect the way you read? Think about how quickly you read, the amount of information you take in and the amount of information you remember.

**4.4** Look at the headline, photo and caption below. Do you think the story is positive, negative or neutral?



**Device that converts phone screen into braille a 'lifeline for deaf-blind people'**

**4.5** Which of these things do you think the story will contain? Why?

- a quotations
- b statistics
- c opinions
- d graphs, charts and tables
- e explanations

**4.6** Now take a maximum of two minutes to check your answers to 4.4 and 4.5.

Melbourne woman Heather Lawson is both deaf and blind; to participate in an interview she requires support from two interpreters. She places her hands over those of the first interpreter and feels via touch as he signs my questions to her. A second interpreter translates her responses back to me. But despite the multi-layered conversation, this remarkable and independent woman's great sense of humour shines through.

Ms Lawson was born without hearing and grew up communicating via sign language. By the time she reached her 20s, she gradually began losing her sight as well. 'It really did affect my life,' she said. A small device has given Ms Lawson, and the wider deaf-blind community, the opportunity to connect with the world. In recent years a small display which fits in her handbag has become vital as it converts the words on her phone screen into braille. 'It's just fantastic, that technology, and I love it. It has made my life a lot easier and I've been able to achieve things.'

The braille display connects to the phone via Bluetooth, allowing her to access emails, SMS, Facebook, apps and the internet. It also makes banking and navigating public transport much easier. 'I live an independent life, and I have for a number of years, but the technology that's available now has allowed me to remain independent,' Ms Lawson said. The machine also allows her to write notes in the phone which can be useful for communicating with taxi drivers.

She once used it to communicate with firefighters who had broken into her home to respond to a fire alarm. 'I didn't realise the firemen had broken into my house to turn it off,' she said. 'We were able to communicate on my computer using the braille display.'

**I get goosebumps** just thinking about it. It was a great experience.'

The device has 14 braille cells which change with the touch of a button to reflect the next passage of text. 'It does take a little bit more time for me to read things using those buttons but it's definitely worth it,' Ms Lawson said.

**4.7** Look at the first paragraph again. Why do you think the writer chose to begin the story in this way?

**4.8** Read the following question and the four possible answers. Are any of them similar to your ideas from the last exercise? Decide which option is correct.

- 1 The first paragraph is intended to
- a illustrate how difficult it is to interview a person with a disability.
  - b show that a disability doesn't take away someone's personality.
  - c explain how blind people communicate with sighted people.
  - d highlight the work of interpreters for deaf-blind people.

**4.9** Now answer three more multiple-choice questions about the story.

- 2 What positive effect does the second paragraph say the device has had on Ms Lawson's life?
- a She can communicate with other deaf-blind people.
  - b She no longer needs to use sign language.
  - c She is able to read the text on her phone.
  - d She can talk to people in other countries.
- 3 What does the quotation in the third paragraph tell us?
- a Ms Lawson's current lifestyle would not have been possible in the past.
  - b Ms Lawson was unable to use buses or taxis before she had the device.
  - c Using the device has given Ms Lawson a greater degree of autonomy.
  - d Technologies like email and the internet are essential to Ms Lawson.
- 4 Ms Lawson uses the phrase '**I get goosebumps**' to illustrate that she
- a was frightened when firemen broke into her house.
  - b is looking forward to using the new technology.
  - c was surprised that the device was so effective.
  - d is excited by the memory of the incident.

**Test Tip**

Rather than asking for specific information such as a year or the name of a medication, Reading C questions will ask you to interpret the text to find things like the opinion of a person quoted by the writer. You may also need to choose the answer which best summarises a section of the text.

## Listening

### Lead-in

**1.1** Imagine that you are going to observe the situations in the photos as part of a training day. What kind of information do you think you will hear in each one?



**1.2** Do you think the speakers will use formal or informal language? Why?

**1.3** In which situation(s) do you think it will be important to recognise these types of information?

- 1 details such as the name of a medication
- 2 the cause or effect of a medical condition
- 3 decisions or the results of discussions
- 4 expert knowledge of a subject
- 5 people's opinions

**1.4** **1.2** Listen to extracts from three recordings and match each of them to one of the situations.

**1.5** **1.2** Now answer an exam question about each extract and listen again to check.

**1** You hear a GP talking to a patient called Anita Wilkins. Complete the notes with a word or short phrase.

**Patient:** Anita Wilkins

**Diagnosis:** \_\_\_\_\_

**2** You hear a hospital manager addressing a committee about an occupational therapy suite.

What does the committee still need to discuss?

- a whether to refurbish the suite
- b what the most important issues are
- c when the work needs to be finished

**3** You hear part of a presentation by a dentist called Dr Hamish Lennon, who teaches clinical communication techniques.

Dr Lennon says that his professional experience

- a informs a great deal of his teaching.
- b helps him refine the skills he teaches.
- c makes his teaching easier to understand.

**1.6** Discuss the listening skills you needed to use for each question and the ways you used the language of the questions to predict what you might hear.

## Introduction to Listening A

- 2.1** For your first training observation, you are going to hear some more of the consultation between Mrs Wilkins and her GP. Based on the introduction and your own ideas, make a list of some topics they might discuss.
- 2.2** Think of some details that you might need to make notes about, e.g. the name of a medication, the length of a course of treatment or the words the patient uses to describe her symptoms.
- 2.3** Look at the doctor's notes for the next part of the consultation. Do they contain any of the information you thought of in the last two exercises?

### Test Tip

In Listening A, minor spelling and grammar errors are acceptable as long as your meaning is clear – if you write that a patient 'have trouble sleeping' instead of 'has trouble sleeping' or spell *emphysema* as *emfisima*, you will still get the mark. However, this is not true in Reading A, where the words should come directly from the text and must be spelled correctly.

<b>Onset:</b>	Occurred (1) _____ while in the USA for work Doctors initially suspected (2) _____ but antibiotics ineffective/blood tests negative
<b>Differential diagnosis:</b>	Fibromyalgia discounted as patient presented with (3) _____ rather than pain Possibility of (4) _____ ruled out by MRI
<b>Symptoms:</b>	First resembled (5) _____ (aches, general malaise) accompanied by tiredness (described as (6) _____)

- 2.4** Study the notes for 30 seconds, thinking about the types of words that could fit in the spaces.
- 2.5** **1.3** Now listen to the rest of the recording and complete the notes with words or short phrases. You don't need to change the form of any of the words you hear.
- 2.6** Look at the audioscript on page 111 and notice the difference between the language of the dialogue and the notes. Write down any useful synonyms and paraphrases that you find.

## Introduction to Listening B

### Test Tip

The recordings in Listening B will represent many different healthcare contexts, often with a focus on administrative or procedural matters. Like in the other parts of the test, you don't need any particular knowledge of the subjects being discussed – all of the information you need to answer the questions will be in the recordings.

- 3.1** For your second observation, you will listen to two more extracts from meetings involving healthcare professionals. What are some topics that you might hear about?
- 3.2** Read the question about the first meeting and three possible answers. Discuss ways the speakers could express the ideas in the question and answers.
- 1 You hear part of a conversation between a pharmacist and a doctor about their shared patients.  
What does the doctor identify as a priority for her patients?
- a managing more than one health problem at the same time
  - b knowing that their symptoms are normal for their age
  - c being informed how much medicine they should take
- 3.3** **1.4** Now listen and choose the correct answer. Did you hear any of the language you discussed in the last exercise?



**3.4**  **1.5** For the second meeting extract, listen to the recording and answer the question in your own words before looking at the options.

- 2 You hear a surgeon describing the outcome of an operation. What does he mention as a positive aspect of the operation?

**3.5**  **1.5** Now look at the options and choose the one which most closely matches your ideas from the last exercise. Listen again and check.

- a The patient's cancer was completely removed.
- b The method was more economical than the alternative.
- c The procedure had fewer complications than earlier treatments.

**3.6** Read the audioscript on page 111 to identify the language that confirms the correct and incorrect answers to the questions in this activity.

## Introduction to Listening C

**4.1**  **1.6** For your final observation, you're going to hear some more of Dr Lennon's talk about patient communication. Listen and discuss what you think Dr Lennon's main point is in this section.

**4.2**  **1.6** Look at this question and three possible answers. Are any of them similar to your ideas from the last exercise? Listen again and decide which option is correct.

- Dr Lennon says that trust
- a is the most important part of a relationship with a patient.
  - b depends on the patient knowing their doctor is qualified.
  - c can be built by demonstrating empathy and expertise.

**4.3**  **1.7** In the next section, Dr Lennon talks about another aspect of patient communication. Listen and try to describe the focus of the section in one sentence.

**4.4**  **1.7** Listen again and answer the question.

- What does Dr Lennon say has changed in relationships between health professionals and their patients?
- a health professionals' attitudes to patients
  - b patients' expectations of health professionals
  - c health professionals' interest in patients' lifestyles

**4.5**  **1.8** Listen to the next section and try to identify examples of these types of language:

- a comparison, *e.g. greater, not as much*
- b contrast, *e.g. but, whereas*
- c emphatic language, *e.g. extraordinary, definitely*
- d cautious language, *e.g. might, possibly*

**4.6**  **1.8** Listen again and answer the question.

- When he first met his patient Barbara, Dr Lennon was
- a surprised she had taken so long to make an appointment.
  - b concerned that her surroundings might affect her mood.
  - c doubtful about his chances of treating her successfully.

### Test Tip

You may think an answer is correct or incorrect based on your existing knowledge even before you listen to the test recording. Remember, though, that the answers must correspond with what the speaker says, so even if something is true, it's only a correct answer if it matches the recording.

# OET

## OCCUPATIONAL ENGLISH TEST NURSING & MEDICINE

Ros Wright

Medical Advisers: Dr Christopher A Green, Dr Rebecca L Winslow  
Series Consultant: Alison Ramsey

Speaking & Writing  
SKILLS BUILDER

The English  
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for Healthcare  
Professionals



Express Publishing

# Respiratory (1)



## Objectives

### OET Speaking

- Employing a patient-centred approach
- Initiating the interaction
- Building relationships

### Medical Focus

Obstructive sleep apnoea (OSA)

### Grammatical Expression

Present tense review

### Lexis

Dependent prepositions 1

### OET Writing

Opening & closing a letter

## OET Speaking | Employing a patient-centred approach

### 1.1 In small groups, discuss these comments.

*'A patient is an individual to be cared for, not a medical condition to be treated.'*

*'Don't talk at your patient, talk with your patient.'*

### 1.2 In pairs, read the extract and discuss the questions.



This approach to patient care is where the doctor plays the dominant role. Unlike more holistic approaches, the doctor merely considers the patient's physical symptoms, then utilises their skills to select the best medical treatment or procedure to improve the patient's condition. The patient is not expected to actively participate in the discussion around their condition and is generally encouraged to agree to the doctor's decisions.

- What approach to patient care is being described?
- How does it compare to the approach used in your country?

### 1.3 Who would say the following statements about patient care? Write *HP* (healthcare professional) or *P* (patient) next to each comment.

- 'Patient-centred care is essential because it treats me as a person and not simply as an individual with a series of long-term conditions.'  *P*
- 'The starting point to delivering patient-centred care is remembering what it's like to be a patient.'
- 'It's really about what we can do together, rather than what they can do for me.'
- 'Patients are a key resource in care, not just a set of problems.'
- 'Unless we involve the person before us and their concerns and beliefs, we'll never engage them in participation of their care.'
- 'It forces me to take some responsibility of my care and to share that power in a real partnership.'

#### Test Tip

It is essential that OET candidates demonstrate a 'patient-centred approach'.

The principles of patient-centred care:

- Coordinating and integrating care
- Working together to make sure there is good communication, information and education
- Making sure people are physically comfortable and safe
- Ensuring there is continuity between and within healthcare services

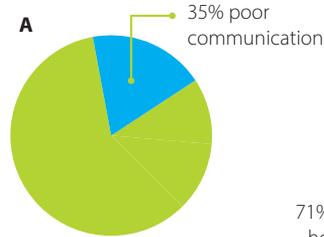
### 1.4 In pairs, add three or four more principles to this list. Then answer the questions.

- What are the benefits of patient-centred care?
- Does everyone respond well to the patient-centred care approach? Why (not)?

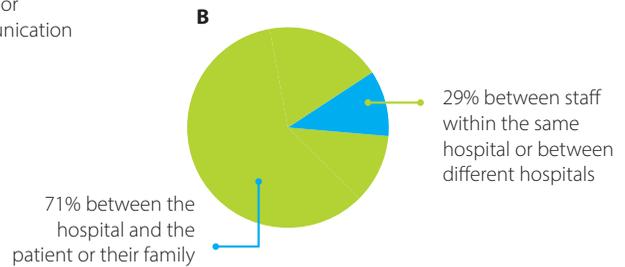
## OET Speaking | Initiating the interaction

### 2.1 As a group, read the statistics. Do they surprise you? Why (not)?

Reason for Complaints in UK Hospitals

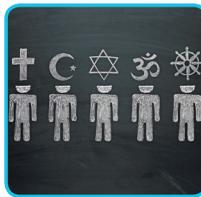


Poor Communication



Parliamentary & Health Service Ombudsman (2015)

### 2.2 In small groups, look at the photos below and discuss how these issues cause poor communication between healthcare professionals and patients or relatives. Then brainstorm four or five more causes of poor communication.



religion



IT



background noise



body language



anxiety

### 2.3 1.2 You're going to hear a medical communications expert talk about barriers to effective patient communication. Listen to Part 1 and complete rows 1–3 of the table.

Barriers to Communication in Healthcare	
Category	Examples
1 Environmental	
2 Physical	
3 Psychological	
4 Linguistic	
5 Sociocultural	
6 Technological	

### 2.4 1.3 Listen to Part 2 and complete the rest of the table.

### 2.5 In small groups, discuss ways to improve communication caused by the following barriers:

- Information overload
- Medical jargon\*
- Pain
- Time pressure

\*words/expressions used in a particular profession which are difficult for other people to understand

### 2.6 In pairs, discuss these questions.

- What are your personal communication barriers as a healthcare professional?
- What is the impact of these on your communication with patients and carers/relatives?
- How could you improve your communication style?

## Medical Focus | Obstructive sleep apnoea (OSA)

**3.1** In small groups, decide if these facts are *T* (true) or *F* (false). Check your answers on page 131.

- a 3.9 million is the estimated number of patients with OSA in the UK.
  - b Alcohol use is a major risk factor for OSA in patients in the UK.
  - c In the UK, GPs are legally responsible to inform the DVLA\* of their patients' condition.
  - d Instances of OSA in children in the UK have increased significantly since 2010.
- \*Driver and Vehicle Licensing Agency*

**3.2** What is your experience of OSA in your professional or personal life?

**3.3** In small groups, test your patient vocabulary. Read the presentation slides on Continuous Positive Airway Pressure (CPAP) and match the underlined terms with the correct patient-friendly term.

- |                                 |  |
|---------------------------------|--|
| a area behind the palate _____  | g part of throat behind mouth and nasal cavity _____ |
| b eardrum _____                 | h runny nose _____                                   |
| c collapsed lung _____          | i sleeplessness/inability to sleep _____             |
| d fear of enclosed spaces _____ |  |
| e graze/rash _____              |  |
| f nosebleed _____               |  |

### Slide 1

#### CPAP Therapy: Most effective treatment

- Increases calibre airway in retropalatal and retroglossal regions
- Increases lateral dimensions in upper airway
- Thins lateral pharyngeal walls
- Maintains upper airway patency during sleep preventing soft-tissue collapse



### Slide 2

#### Complications & Adverse Effects of CPAP

- Sensation of suffocation or claustrophobia
- Difficulty exhaling
- Insomnia
- Musculoskeletal chest discomfort
- Pneumothorax
- Sinus discomfort
- Mask related problems (skin abrasions, conjunctivitis)
- Nasal problems **can** include rhinorrhoea, epistaxis (*rare*)
- Rupture of tympanic membrane (*rare*)

**3.4** Read the presentation slides in Ex. 3.3 again and answer the questions.

- a How would you explain the benefits of CPAP to a patient with OSA?
- b According to the presenter, how might CPAP affect a patient psychologically?
- c What problems does the presenter mention related to the equipment?
- d In Slide 2, what does the word **can** signify in this particular context?

**3.5** Work in pairs. You may need to go online for further information.

- Student A:** Explain to a newly diagnosed patient how to use a CPAP machine.
- Student B:** Explain possible lifestyle changes you might suggest to a patient with OSA.

As you explain, check your patient has understood. Use expressions such as:  
*Is that clear? Does that make sense? What have you understood so far?*



## OET Speaking | Building relationships

### 4.1 Read the candidate role card. In pairs, use the verbs in the box to complete the tasks.

ask assure encourage explain **find-out**

#### Test Tip

Other common functions in the role play include 'Explain, Reassure and Persuade'.

SETTING Outpatient clinic

**NURSE** The 49-year-old diabetic patient is suffering from obesity and hypertension and has been referred by their GP to your clinic to determine whether they have sleep apnoea. You are the nurse helping to manage the clinic, which is running nearly an hour late today. You want the patient to complete a form to calculate their Epworth Sleepiness Scale (ESS).

TASK

- Find out* what the patient knows about the purpose of the clinic and \_\_\_\_\_ if necessary.
- \_\_\_\_\_ the patient to fill in the questionnaire.
- \_\_\_\_\_ the patient the doctor needs the results of the questionnaire to help him provide the best care.
- Strongly \_\_\_\_\_ the patient to answer the questions honestly.

### 4.2 Read the role card again and answer the questionnaire.

#### OET Speaking Questionnaire

- Where does the conversation take place? *Outpatient clinic*
- What is your role? *Nurse*
- What is the role of the interlocutor? \_\_\_\_\_
- Have you met the patient/carer/relative before? \_\_\_\_\_
- What is the main aim of the conversation? \_\_\_\_\_
- How urgent is the situation? \_\_\_\_\_
- How do you think the patient/carer/relative is feeling? \_\_\_\_\_
- What information do you need to gather? \_\_\_\_\_
- What information do you need to provide? \_\_\_\_\_
- What is/are the (potential) point(s) of tension? \_\_\_\_\_

#### Test Tip

Use the questionnaire to help you prepare during the three minutes before the role play.

### 4.3 In small groups, compare the interlocutor role card with the role card in Ex. 4.1. Discuss the similarities and differences. What is the significance of these for the candidate?

SETTING Outpatient clinic

**PATIENT** You are a 49-year-old diabetic suffering from obesity and high blood pressure. You're embarrassed as your spouse complains about your snoring and noticed you sometimes stop breathing, then start again with a jolt. Colleagues comment you are sleepy and you often want to nod off. Your GP has made an appointment at the sleep clinic. You are annoyed as the appointments are running late.

TASK

- Ask what happens at the clinic.
- If asked, tell the nurse you don't remember what sleep apnoea is and why your GP has recommended you to the clinic.
- Express your annoyance at the questionnaire – you completed one at the surgery two months ago.
- Explain you want your spouse to join you, as s/he can describe some of the problems.
- Reluctantly agree to complete the questionnaire and wait to see the doctor.

*e.g. Similar: setting / Different: hypertension vs. high blood pressure*

**4.4** Work in pairs and look at the photos below. How do you usually begin your conversation in these situations?



- a routine problem      b test results      c urgent issue      d with a relative

**4.5** Reorder the words to form introductions and match them to the correct photos (a–d) in Ex. 4.4.

- 1 looking after your father. / Good afternoon, / I'm the nurse / it's Ms Taylor, isn't it? / I'm Eva and
- 2 have a little chat about / Nice to / the results of your blood tests. / see you again. / Thanks for coming in / Your doctor asked me to / Hello, Mr Martin. / to see us today. /
- 3 I understand / coming in today, Toby. / Thanks for / some back pain, / you've been experiencing / is that right?
- 4 something for that, / I can see you're / Is that OK? / I can give you / Hello Helen, / but first / ask you a few questions. / in a lot of pain. / I need to

**4.6** 1.4 Match the two halves to form more introductions. Which is the best introduction for Ex. 4.1? Why? Listen to Part 1 and check.

**Test Tip**  
It's your job to start the role play; don't wait for the interlocutor to speak first!

- |   |  |
|---|--|
| <p>a Hello, Mr Brown, my name's Laura. I'm the nurse in charge of today's clinic. How are ...</p> <p>b Hello, Mr Brown. How have ...</p> <p>c Hello, Mr Brown. I'm sorry for the delay. My name's Laura and I'm the nurse ...</p> <p>d Hello, Mr Brown. I'm sorry for the delay. My name's Laura. How ...</p> | <p>i are you today?</p> <p>ii you today?</p> <p>iii in charge of today's clinic.</p> <p>iv you been since we last saw you?</p> |
|---|--|

**4.7** 1.5 Listen to Part 2 and circle the correct words to complete the statements.

- The patient's GP **had explained** / **hadn't explained** the procedure at the sleep clinic.
- The patient will have his **weight and height** / **height and weight** and oxygen levels recorded.
- The patient has been waiting for almost **30** / **20** / **60** minutes.
- The patient **has already completed** / **refuses to complete** / **agrees to complete** a form.

**4.8** In pairs, brainstorm two or three ways the nurse (a) demonstrates a respectful attitude, (b) could improve her communication.

*e.g. (a) She introduces herself to the patient.*

**4.9** In pairs, compare these questions. Which one is the best? Why?

- a Do you know about the sleep clinic?      b So I guess your GP explained what's going to happen today.      c What do you know about the sleep clinic?

**4.10** Complete two more questions to find out what the patient understands about the sleep clinic.

- How much \_\_\_\_\_?
- Can I just ask, \_\_\_\_\_?

**4.11** In pairs, practise introductions and tasks (a–b) on the candidate role card.

## Grammatical Expression | Present tense review

### 5.1 1.6 Dr Chambers is dictating a referral letter to her secretary. Listen and complete the letter.

Dear Dr Chan,

I **a)** *am writing* to refer a patient of mine for your further assessment. Ms Alison McTaggart

**b)** \_\_\_\_\_ 49 years old and **c)** \_\_\_\_\_ of disrupted sleep pattern.

The patient **d)** \_\_\_\_\_ part-time in a pharmacy and **e)** \_\_\_\_\_ after teenage

sons, both of whom **f)** \_\_\_\_\_ mildly autistic. Ms McTaggart **g)** \_\_\_\_\_

overweight with a BMI of 27 and **h)** \_\_\_\_\_ a five-year history of type 2 diabetes.

### 5.2 Read the information in the grammar box. Look at the letter in Ex. 5.1, underline examples of the present simple and circle examples of the present continuous. Then answer the questions.

#### Expressing the present in healthcare

- 1 Use the **present simple** to write or talk about habits or routine and factual information, including family, past medical and current social histories.  
*e.g. Sally suffers from mild depression, but is not on any medication. She has no history of allergies.*
- 2 The **present continuous** expresses an action in progress or a temporary action that is repeated over a specific period of time.  
*e.g. I am referring Ms Barber to you for further investigation. Blood tests are taking place in Room 10.*

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- a Which example(s) in Ex. 5.1 indicate(s) a routine, a fact?
- b What is the difference between the use of the present continuous in (a) and (c) in Ex. 5.1?

### 5.3 Read these sentences from referral letters. Correct one mistake in each sentence.

- a Ms Dawes is still needing assistance with her ADLs, in particular washing and dressing.
- b I am referring this patient who is requiring further investigation into possible OSA.
- c The patient's current medication includes salbutamol, which she is taking twice daily.
- d The patient no longer smoke and is a moderate to heavy drinker.
- e I strongly recommends she attend a diabetes clinic.
- f His social history isn't indicating anything remarkable with regards to his symptoms.
- g I discharge this patient into your care.
- h The patient had a two-year history of OSA.

#### Test Tip

A patient's medical history can never be erased – it's always in the present simple.

### 5.4 1.7 A nurse asks Debbie about her sleep pattern. Put the verbs into the correct tense. Then listen and check.

**Nurse:** **a)** *Are you sleeping (sleep)* well at the moment, Debbie?

**Debbie:** Not really, no. It sometimes **b)** \_\_\_\_\_ (**take**) me three hours to get to sleep. I **c)** \_\_\_\_\_ (**find**) I **d)** \_\_\_\_\_ always \_\_\_\_\_ (**worry**) about it too.

**Nurse:** I **e)** \_\_\_\_\_ (**see**). It's important that you **f)** \_\_\_\_\_ (**not/use**) your bedroom for anything other than sleeping. I **g)** \_\_\_\_\_ (**want**) you to try and do something to relax before you **h)** \_\_\_\_\_ (**go**) to bed, such as **i)** \_\_\_\_\_ (**have**) a warm bath or read.

**Debbie:** OK, I can do that. And what about sleeping during the day?

**Nurse:** Why? **j)** \_\_\_\_\_ you \_\_\_\_\_ (**take**) a lot of naps these days?

**Debbie:** Yes. I **k)** \_\_\_\_\_ (**get**) tired quite easily and I often **l)** \_\_\_\_\_ (**nap**) after lunch.

## Lexis | Dependent prepositions 1

### 6.1 Many verbs and nouns in English are followed by prepositions. Look at these examples.



**a** My skin **breaks out** in a rash whenever I use a particular washing powder.

**b** *This patient presented today with signs of fatigue and complaining of continued disrupted sleep.*

### 6.2 Complete the article, using the expressions in the box.

carried out   **linked to**   lead to   looking into  
put the blame on   research into   result of

#### Sleep Apnoea: Surge in Number of Children Admitted to Hospital

The growing number of young people in the UK with this disorder may be

- a)** *linked to* rising obesity levels.  
**b)** \_\_\_\_\_ sleep apnoea  
**c)** \_\_\_\_\_ by a consultant in paediatric sleep medicine has concluded that the number of hospital admissions of children and teenagers with the

condition has risen sharply over the past four years. The **d)** \_\_\_\_\_ the condition is disrupted sleep, which can also **e)** \_\_\_\_\_ other health and behavioural problems. Experts **f)** \_\_\_\_\_ this phenomenon **g)** \_\_\_\_\_ childhood obesity.

### 6.3 In pairs, discuss the questions.

- a** To what extent do the results of the research surprise you?  
**b** What does the noun **surge** in the title mean?  
**c** What kind of behavioural problems might sleep apnoea cause in children?  
**d** What advice might you give a parent whose child is suffering from sleep apnoea?

### 6.4 Match these verbs to the correct preposition. Use a dictionary if necessary.

benefit   recover   ask  
check   prescribe   set  
suffer   **FOR**   flare  
clear   **FROM**  
throw   **UP**   come  
arrange   withdraw   care  
recommend

### 6.5 Write a sentence for each expression in Ex. 6.4 to help you remember the meaning.

*e.g. The patient **cares for** her elderly mother and two teenage sons.*



## OET Writing | Opening & closing a letter

**7.1** As a group, complete the OET Writing task with the words/phrases in the box. Then answer the questions (a–b).

body ~~case notes~~ complete sentences letter note form relevant

### Test Tip

Remember to write your letter from today's perspective.

**WRITING SUB-TEST: NURSING**  
**TIME ALLOWED: READING TIME: 5 MINUTES**  
**WRITING TIME: 40 MINUTES**

Mr Anton Faure is an 87-year-old patient in the medical ward at the New Cross Hospital, where you are a Charge Nurse.

Using the information given in the **1) case notes**, write a discharge letter to Jill Templar, Senior Nurse at the Maples Nursing Home, 20 Banks Street, Ambledown who'll be responsible for his care.

In your answer:

**2)** Expand the \_\_\_\_\_ notes into \_\_\_\_\_.

**3)** Do not use \_\_\_\_\_.

**4)** Use \_\_\_\_\_ format.

The **5)** \_\_\_\_\_ of the letter should be approximately 180–200 words.

- a What is the significance of the instruction in (2)?
- b What do you think is included in the body of the letter?

**7.2** In pairs, look at the task in Ex. 7.1 again and answer the OET Writing Questionnaire.

**7.3** In pairs, answer and compare your thoughts. Then read the commentary on page 71.

- a I'm concerned about completing the letter in 40 minutes. **Yes / A little / No**
- b I'm concerned about writing the letter within the word count. **Yes / A little / No**
- c I'm concerned about having to write in a formal style. **Yes / A little / No**
- d I'm concerned about my spelling in English. **Yes / A little / No**

**7.4** Look at the opening submitted by OET candidate, Andras. Correct the mistakes.

Jill Templar  
Maples Nursing Home  
20 Banks Street  
Ambledown  
11th of Aug 2019

**Re: Mr Anton Faure, an 87-year-old male patient widowed, for discharge from New Cross Hospital on 12 Aug 2019.**

Dear Ms Jill

**7.5** Write the correct salutation for these recipients.

- a The manager of the Maples Nursing Home.
- b No name is mentioned.

**7.6** Reorder the words to form three closings for a letter.

a	b	c
any / Please / with / queries. / contact / me	to contact me. / require / please / feel free / If you / any additional information,	hesitate to / require / Should you / please do not / contact me. / any further information,
Yours sincerely, Charge Nurse	Yours sincerely, Doctor	Yours sincerely, Doctor

### Test Tip

Don't forget commas [,] after *Dear Dr Smith, ...* and *Yours sincerely, ...*

**7.7** Write a closing for the letter in Ex. 7.4.