

WRITING SUB-TEST – TEST BOOKLET

INSTRUCTIONS TO CANDIDATES

You must write your answer for the Writing sub-test in the **Writing Answer Booklet**.

You must **NOT** remove OET material from the test room.

Occupational English Test

WRITING SUB-TEST: SPEECH PATHOLOGY
TIME ALLOWED: READING TIME: 5 MINUTES
WRITING TIME: 40 MINUTES

Read the case notes and complete the writing task which follows.

Notes:

Assume that today's date is 30 August 2019.

Your patient is a thirty-one-year-old male who has had a lisp all his life. He has presented with a referral from his local doctor, Dr Jones.

PATIENT DETAILS:

Name: Mr Mark Newton
DOB: 29 Aug 1988
Address: 21 Green St, Mountainville
Aetiology: Lisp (dentalised)
Onset: As long as he can remember
Physical: Healthy, normal appearance
Medical history: Usual coughs/colds
Tonsillectomy 2009
Lisp
Family/Social: Shares house with friend (a Speech Pathology (SP) student)
Science graduate, studying PhD
Work – commenced academic position June 2019

Reason for presentation:

Mild lisp – referral letter from GP
Anxious about lisp – work requires public speaking (lectures/presentations)

30 Aug 2019 Assessment:

Results: Interdental s/z production – /th/ in all word positions
Treatment: Determined that Pt can hear difference between /s/ and /th/ as individual sounds, in words (e.g., sink/think) – auditory discrimination
Using tactile, auditory & motoric cues, taught Pt to make new /s/ sound
Began with /s/ /z/ production in initial position
Used articulation therapy: Pt to first imitate & later independently produce /s/:
– in isolation
– in broken syllables (s-oo s-ee s-or s-ie s-oh...)
– in syllables (soo see sor sie soh...)
– in words (Sue see saw sigh sew...sun sip soap...)
– in phrases (so silly, send Sam, seven seals)
– in sentences (I see a sock...)
– in controlled conversational contexts (e.g., during dinner)
Modelling and reinforcement
Worked towards self-monitoring, self-correction – Pt managed well

Discussion:	Explained lisp can be resolved with practice & self-monitoring; long-term habitual pattern requires focus on changing speech behaviour in all communication situations Pt's friend (SP student) from shared house offered to assist with regular practice Pt encouraged & reassured
Goals:	Aim for correct production of /s/ /z/ in all words positions Daily exercises in front of mirror, reading aloud, etc. Seek support from others: listen & provide feedback Work with SP student friend ~ x3/wk Transfer correct production of /s/ /z/ to everyday conversation Self-monitoring – notes
SP plan:	Inform doctor Rev. in 6 months

Writing Task:

Using the information given in the case notes, write a letter to the referring doctor, Dr Jones providing an assessment of the situation, recommendations and the plan to assist Mr Newton. Address the letter to Dr Jenny Jones, 1 Main St, Hopetown.

In your answer:

- **Expand the relevant notes into complete sentences**
- **Do not use note form**
- **Use letter format**

The body of the letter should be approximately 180–200 words.

Any answers recorded here will not be marked.

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Occupational English Test

WRITING SUB-TEST: SPEECH PATHOLOGY

SAMPLE RESPONSE: LETTER

Dr Jenny Jones
1 Main St
Hopetown

30 August 2019

Dear Dr Jones

Re: Mark Newton
DOB: 29.08.88

Thank you for your referral regarding Mr Newton's untreated lisp, which causes him concern with the need to present publicly in his new job. I am writing to update you on my assessment and treatment plan.

Assessment indicated interdental production of s/z resulting in a lisp (/th/ sound production). Mr Newton can differentiate between /s/ and /th/ as individual sounds and in words. Articulation therapy was used to teach him correct /s/ sound production, including teaching him to imitate and then independently produce /s/ in isolation, in syllables, words and phrases. We were successful with extending this task to sentences and controlled conversations. We worked towards self-monitoring and self-correction, which he managed well.

The overall aim is to resolve the lisp by using daily exercises in front of the mirror and reading out loud with support from others, including his speech pathology student housemate. Attention to self-monitoring was emphasised. It is expected that Mr Newton will eventually generalise correct production of /s/ /z/ to everyday conversation.

I explained that the lisp can be resolved but in order to do this, long-term speech patterns must be changed. Therefore, he needs to focus on altered speech behaviour. I plan to review Mr Newton's progress in six months' time.

If you have any queries, please do not hesitate to contact me.

Yours sincerely

Speech Pathologist