

THE ONE-STOP JOURNEY INTO OET SPEAKING

“Ms Simran,
I have a final question -
what’s your real name?”

OET EXPRESS

ENGLISH EDITION

BIJU JOHN

Chapter 9 – Organization

The train was running at a higher speed now and the doctor got busy with the little child of 3 years with diarrhoea along with her mother. I looked out through the hazy window. I began to feel bored of the level terrains of the Northern India. No hills, no greenery, no tall trees.

As monotonous as the letter I was about to write. I wondered how many letters I had written!

After twenty minutes, the doctor rose from her seat and opened the huge refrigerator overhead. I saw that it contained hundreds of medicines.

She administered two tablets there and then deposited three strips and a syrup – all familiar names and colours – in a small paper bag with Indian Railways' logo. *Diarrhoea.*

Finally, when the mother and child went out, the doctor turned to the book she had

been reading before our arrival. Celine was asleep.

After twenty minutes, I completed the letter and handed it over to the doctor.

“Did you proofread?” she asked me, without lifting her gaze.

“No!” my voice sounded apology. In less than two minutes I did something like a proofreading but I was sure, I did this only to please her.

Finally, she picked the paper on which I had written the letter.

“Look at the letter here,” she said. “Let’s check its quality, structure and, finally, its score.”

I got ready and looked at the screen.

“As usual, the first line is the date of writing this letter,” she pointed her finger at the date.”

07 November, 2010

“Is that okay if I miss that comma?” I interrupted, although I knew that a comma doesn’t make any difference.

“It is up to you, Sonia,” she said. “Now, can you notice anything wrong with the address area?”

*Dr James Brown
Orthopaedic surgeon
1238 gympie Road
Chermside, 4352*

I had already noticed that.

“Yes, there is a capitalization error with Gympie. Am I correct?”

“There you are!” she smiled. “Is that all?”

“I can’t see anything – oh, yes! Surgeon!” I shouted with excitement. How did I miss that?

“We are going ahead,” she said, encouraging me to look more carefully. “There is the Dear line...”

Dear Dr Brown,

“Yea,” she waited. “Ever felt Dr should be replaced with Doctor?”

“No,” I said. “Dr is also a universally accepted style.”

“Hm. What about the Subject-line?” she pointed to the next line.

Re: Mr David Taylor, aged 38 years

“That too seems to be correct,” I breathed longer this time. I twice made sure that the first and last name of the patient along with his age was there.

“You missed something, Sonia,” she said. “Look at ‘aged’”.

What is wrong with ‘aged!’

“Since, 38 years is mentioned here, we needn’t the same information with ‘aged.’ Is it clear?”

“You are absolutely correct,” I exclaimed. “After all, OET is always against repetition of ideas.”

“Exactly!” she went on.

“Now, we are going to the opening paragraph. Read.”

I am writing to refer Mr David Taylor who requires further assessment and management following his transfer today. He has been diagnosed with medial cartilage injury.

I read the first paragraph twice and felt like ‘has been diagnosed’ should be replaced with ‘was diagnosed.’

“I am not sure, but...” I mumbled. “Is ‘was diagnosed’ better?”

“You forgot!” she snapped. “We use has and have with been for open actions. Here, diagnosis is still an open action because its next level, that is, treatment, is neither started nor complete. Remember, the patient is transferred for further treatment, which means, you have done the diagnosis but the treatment will be done by the recipient...”

Suddenly I remembered. I was really careless!

“Look again,” she said. “Can you see anything else?”

I read the paragraph again – thrice, this time. I wished I could be a promising student.

I am writing to refer Mr David Taylor who requires further assessment and management following his transfer today. He has been diagnosed with medial cartilage injury.

Finally, I said the paragraph is perfect.

“Can you start with the patient’s name and follow the

PRPDD order?” she shot an unexpected question. Well, I had never heard of PRPDD. It should be interesting if it is something like Melons...

“Are you wondering how to start without *I am writing to refer?*” She turned to me as I turned to her.

“Listen well,” she said, making me get ready to write in the acronym in the diary. “PRPDD is all about Patient, Requires, Purpose, Discharge Condition and finally, Discharge Date.”

That sounded easy and sensible. I tried to rewrite the paragraph with PRPDD. To start with, I removed the first 5 words – *I am writing to refer.*

“Mr David Taylor who requires further assessment and management following his transfer today. He has been diagnosed with medial cartilage injury.”

“Almost...,” she encouraged me. “Except for the addition of a word...”

I tried but failed. *Which word?*

“Ms Sonia who has an exam tomorrow following a long

train journey,” she said.
“Does something sound odd – I mean, strange or wrong?”
“I think that who – is it?” I spoke without thinking.
“No doubt about that,” she said calmly. “Now, this is how you will rewrite. **Mr David Taylor (Patient) requires (Require) further assessment and management (Purpose) following his transfer today (Discharge date). He has been diagnosed (Discharge Condition) with medial cartilage injury.** Can you spot another issue – because the first paragraph is very crucial.”

I checked again but felt satisfied. PRPDD. *That really worked.*

“Next, Sonia,” she encouraged me to proceed to the next paragraph. “Do not forget to Dive deep into the water and then stay in the water until you come up to the surface.”

When I looked at her, I felt like I had no brain. I am kind of hydrophobic and she has asked me to dive!

“Diving and Rising is my method for the second paragraph,” she came for my help. “It is like, you see, jumping into the water, staying inside the water and finally coming back to the surface of the water. Wait – let me explain that. We use Diving and Rising method to be sure about the tense that you use in paragraph two whereas we use Swimming method is paragraph 3.”

OMG! This in fact held my breath. I really wished to know who my trainer was. No doubt – either she is the product of some good trainer or she is a self-made one.

I got ready to Dive and Rise!

“We dive from the diving board, plunge into the water, go deep into the water and finally rise to the surface,” she explained. “Similarly, the second paragraph starts from the present time and then goes to the past tense. After remaining in the past tense for a while, you come back to the present. Like, present to past and then past to present. Look at the next paragraph and, at first, check if it has a

Diving and Rising pattern – I repeat – jumping to the past and then rising to the present.”

I studied the next paragraph carefully. It was a very long paragraph.

Mr Taylor has a history of the twisting of the left knee joint while playing tennis 6 months ago and his condition was managed with painkillers. On 12th of August 2010, he presented with the complaints of the left knee joint pain, swelling, along with difficulty in straightening the back. On assessment, his left knee joint was found slightly swollen and tenderness was noted. Xray was performed and voltaren 50 mg, two times a day, for one week, was commenced.

I saw a diving into the past but there was no rising to the present.

“There is no rising to the present,” I said carefully. “With ‘has a history,’ the first sentence, I think, is in the present tense. Also, there is no present tense at the end of this paragraph, as you said. I

mean, the paragraph doesn’t follow a past to present pattern. Does it mean there is an error in organization?”

“In most cases we follow the diving pattern although this is not always true,” she said.

“What happened to this paragraph is, you split the third paragraph into two. Now, look at the two paragraphs.”

I combined the two paragraphs and read again.

Mr Taylor has a history of the twisting of the left knee joint while playing tennis 6 months ago and his condition was managed with painkillers. On 12th of August 2010, he presented with the complaints of the left knee joint pain, swelling, along with difficulty in straightening the back. On assessment, his left knee joint was found slightly swollen and tenderness was noted. Xray was performed and voltaren 50 mg, two times a day, for one week, was commenced. On subsequent days, Mr Taylor experienced an intermittent attack of pain and swelling in the left knee joint. On examination, previous symptoms were noted in the

inner aspect of the joint in addition to that active and passive range of motion has been impaired. Subsequently, he underwent the MRI which revealed the abovementioned condition. Today, Mr Taylor revisited with pain and he seemed to be very anxious regarding maintaining? his fulltime work. Please note he has increased 5 kg body weight.

“Yes, there is a diving pattern,” I exclaimed. “It starts in past tense and finally returns to present but the paragraph is pretty long now. Over 150 words!”

“That doesn’t matter, indeed, as we are going to reduce the size by removing some repeated, irrelevant information,” she said. “Have a closer look and start improving the paragraph. First of all, remove that ‘history’ from the paragraph because we use history for disease conditions that lasted for long duration, such as chronic conditions. A fracture, an episode of vomiting or similar short-term conditions cannot be historical.”

I looked far and wide for irrelevant information. After three minutes or so, I reread the same paragraph with certain changes.

“Mr Taylor had twisting of the left knee-joint while playing tennis 6 months ago is past tense and his condition was managed with painkillers is also in past tense. On 12th of August 2010, he presented with the complaints of the left knee joint pain, swelling, along with difficulty in straightening the back is again past tense. On assessment, his left knee joint was found slightly swollen is also in the past tense. I have removed X-Ray because the result of the X-ray is not mentioned here. Well, I think Voltaren 50 mg, two times a day, for one week, was commenced is perfectly alright here.”

She liked my arguments. “Go on to the next part of diving.”

I studied the next part.

On subsequent days, Mr Taylor experienced an intermittent attack of pain and swelling in the left knee joint. On examination, previous symptoms were noted in the

inner aspect of the joint in addition to that active and passive range of motion has been impaired. Subsequently, he underwent the MRI which revealed the abovementioned condition. Today, Mr Taylor revisited with pain and he seemed to be very anxious regarding maintaining? his fulltime work. Please note he has increased 5 kg body weight.

All I was looking for was an irrelevant information but all I saw particularly was a set of grammar issues.

“I think there is no need to repeat ‘left joint’ because we know that the right knee joint is not affected,” I began reasoning. “We can also remove the information about Voltaren and its dosage because ‘painkillers’ is already there in the same paragraph, at the starting.”

“You did a close observation,” she said. “However, there is no violation if you repeat Voltaren, because, see, the painkillers are mentioned in connection with the admission 6 months ago and Voltaren after six months.”

“I got it,” I felt glad to agree with it. “And I have missed a comma after *in addition to that.*”

“And a *the* before joint, too!” she warned me.

“You mean, we need to write *the* before all joints?” another of my innocent queries escaped my mouth.

THE BEFORE BODY PARTS

She laughed loudly.

“Not only before joints,” she said, still smiling. “Before any part of the body – be it a finger, the nose, the tooth, the knee, the bones, the wrist or the hair.”

“Oh!” I opened my mouth in admiration and waited for a flood of other errors.

“The first sentence is perfect but there are a few issues in the rest,” she spoke in her crisp tone. “Look, it should be, *...on examination, the previous symptoms were noted in the inner aspect of the joint.*”

I made a note.

- On examination + past tense,

- On assessment + past tense.

“If **the** is mandatory before *previous*,” I was not sure; “shouldn’t it be mandatory before *next*, too?”

THE

“There you are,” she shook head, appreciating my timely observation. “**The** is a word we use with singular and plural alike.”

I was not sure of that. Don’t people use **the** only before singular nouns! I tried to apply my own simple logic. *The patient, the medicine, the recovery, the prognosis, the progress* – all singular. What about *the patients, the medicines*? They are plural! So, **the** is used before singular and plural alike.

“You have got a question?” she looked into my eyes.

“No... No, doctor,” I stammered as usual. I didn’t let her know what I had been thinking of. “I have a queer habit. I take some time teaching myself.”

She smiled and went on to the next lesson.

WAS / HAS BEEN FOUND

“Now, Sonia, next you wrote – *In addition to that, active and passive range of motion has been impaired*. There is a serious issue we have to deal with. Does that ring a warning? Read the paragraph again.”

On subsequent days, Mr Taylor experienced an intermittent attack of pain and swelling in the left knee joint. On examination, the previous symptoms were noted in the inner aspect of the joint. In addition to that, active and passive range of motion has been impaired.

I read up to that point and then noticed something... something...

“*Was impaired* in the place of *has been impaired!*” I shouted. “Because we use simple past tense with past time reference and *on subsequent days* is a time reference.”

“I agree,” she said. “But that’s not all. There is yet another issue – *was found impaired*.”

I saw that *was found impaired* sounded more sensible than

was impaired but I demanded an explanation.

“When you say *something impaired on examination, something fractured on examination, someone’s temperature rose on examination*, it can mean like *the impairment happened at the time of examination* or, *the fracture happened at the time of examination* or *the temperature rose at the time of examination*,” she went into the details. “So, better use something was found impaired or someone’s temperature was found high or something was found fractured. If you say Mr Morgan died on auscultation, the police will arrest the doctor who performed the auscultation and confiscate the stethoscope that caused Mr Morgan’s death.”

We all laughed in a chorus.

“So, *Mr Morgan was found died on auscultation?*” I asked. “Or *dead?*”

“I think we say *dead*,” it was Selin, not very sure. The doctor shook her head in agreement and gave a smile. She then turned to me.

Underwent and Result

“Is *underwent* important in the next sentence?” she held her finger over the word *underwent* and I busied myself wondering at that question. Is it not? I read the next sentence twice over and went mad.

“I think, it is important,” I said without finality. Interestingly, I would have never suspected the word *underwent*, but, because she asked me about it, I was doubtful.

Subsequently, he underwent the MRI which revealed the abovementioned condition. What is wrong?

“You said you wrote OET examination twice,” she asked with surety.

“Yes, I did,” I didn’t know what she was coming up to.

“And you Selin, you said that you are going to write the examination for the first time – right?” she turned to her.

“Yes,” I spoke for Selin.

“Alright, but Selin, do you have your result?” Doctor smiled and held out her left

hand for Selin's result. With her widening eyes, Selin looked at me and smiled.

"I have not written the exam yet," it was she who stammered this time.

"That's where the *underwent and result* issue lies," the doctor sat back in the seat. "If you have an MRI result, it means you have undergone an MRI. When you say *MRI revealed the abovementioned condition*, it clearly says that MRI has been performed."

"Oh!" I could not hide my excitement.

"Like the fact, *she conceived*, is clear from the statement *she has given birth to a baby?*" It was Selin again. As usual, the doctor honoured her with a smile.

"Some OET trainers keep on insisting on that we don't use *aforementioned* after *the*," Selin said. "I have never seen a logic there."

"There is a clear logic – is it not?" the doctor straightened her back. "The word *the* simply means *the above mentioned*. So, if you use both, that violates the rule of

repetition! Now, Sonia, we have to deal with the next sentence – *Today, Mr Taylor revisited with pain and he seemed to be very anxious regarding maintaining his fulltime work*. The word *maintaining* can be replaced with *resuming* – which means restarting."

"And, *increased 5 kg body weight* with *gained five kilograms?*"

"Why do you think so?" the doctor turned to me.

"Because..." I hesitated for a moment. "Because, when you say *gained five kilograms*, anybody can guess that it is about body weight – not age, not BMI, not height. Kilogram can only refer to weight."

"Excellent, Sonia," the doctor was visibly glad. "You have shot two birds with an arrow."

I saw the birds I shot:

1. Replacing *increased* with *gained*
2. Removing *body weight*.

I felt proud.

"What about the next paragraph?" she pointed to

the next. “There is the social paragraph, and a couple of errors.”

Mr Taylor is a landscape gardener who lives with family. He is an active person and is enjoying sports. He has a habit of consuming liquor and smokes.

I studied the three sentences and got tired. It has always been a hard task for me to find fault with my own sentences.

When I read next time, it was audible:

“*His* family?”

“No,” the doctor shook head. “He can’t live with someone else’ family.”

Selin burst out laughing. Wondering at the joke that made Celine laugh, I tried again.

“*Enjoys* instead of *enjoying*?”

“That’s correct,” the doctor stopped shaking head. “The best is – *He is an active person who enjoys sports*. Now, we can understand that people *consume liquor* but not *smokes*. In other words, consume + liquor and *smokes* + *cigarettes*.”

What she said was as clear as the blue sky and the endless Eastern Ghats that the train was now crossing.

“Let’s now move to the Request paragraph,” the doctor said, reading the last paragraph out, audibly.

“In this regard, it is appreciated if you could remove Mr Taylor's damaged cartilage in order to prevent future osteoporosis. Please note, I have already contacted Dr Brown's receptionist and arranged an appointment on 21th of this month at 8 am. Got any clues?”

Tense? Connector? What?

I allowed my brain to heat up but failed to observe anything inappropriate in that paragraph. Finally, she offered to sort it out.

Appointment on or for?

“You wrote well,” she said, “except for the last sentence – appointment for and on are different.”

I had never heard of that.

“*Arranged an appointment for* – that’s how we say,” she said. “At the same time, when

you say, scheduled an appointment on 21st of this month, *on* indicates the date of booking the appointment. In simple words, it is like booking a railway ticket. You book on 10th and travel on 20th. Similarly, *scheduled on 10th* and *scheduled for 20th*.”

I felt a smile cooling my inside.

“And, again,” the doctor said. “Time first and then date. Instead of *on 21th of this month at 8 am*, write, *at 8 am on the 21st of this month*.”

I could have noticed this if I had been more careful. I felt like blaming my carelessness.

“That’s the forgivable part,” she said. “The very serious error is there yet.”

I felt low at this. There is a more serious error?

“Somewhere you forgot that you are writing to Dr Brown!” She said dryly but warningly, giving me time to get to the error I had committed in a hurry. Suddenly it lit my mind. Dr Brown! I am writing to Dr Brown! The recipient is Dr Brown!

“Do not worry,” the doctor smiled. “This is the first of many more corrections, Sonia. You will be careful next time. Can you read the paragraph with all the corrections?”

“In this regard, it is appreciated if you could remove Mr Taylor's damaged cartilage in order to prevent future osteoporosis. Please note, I have already contacted your receptionist and arranged an appointment for 8 am, on the 21th of this month.” I looked at her hopefully.

“*It will be appreciated,*” she added. “A future effect is more preferable.”

I saw that the doctor was about to conclude the letter correction.

Please do not hesitate to contact me for further clarification.

**Yours sincerely,
Registered Nurse.**

“You have nailed it,” she smiled, snapping the sheet of paper. “Now, read it from starting.”

I had a final look at the letter that my trainer corrected with

so much of dedication and expertise.

Amazing! I no longer felt that uneasiness as the train gathered speed. The sooner it raced, the earlier I could write the exam.

Although I had failed to take note of several issues, I was sure that I was not going to repeat them. I felt like I was prepared.

This is a sample chapter. Any unauthorized circulation is illegal. Place an order for this book on www.englishmelon.com website ONLY.