

OET exam Study Planner



INTREPID

ENGLISH

OET exam

Study planner

How to use this OET Study Planner

Save or print this document so you can write your notes in it as you prepare.

Try to follow the routine you set even if you don't have as much time as you expected. Reduce the time you spend on each task but keep practising regularly.

Goals and tasks

We've already suggested some topics you may want to revise each week but there is space to add your own, depending on your needs and level.

Review your goal and tasks at the start of each week and complete the reflection for the week before.

When you decide on your goals try to be as specific as possible. At Intrepid English we suggest using **SMART goals** (specific, measurable, achievable, realistic, timely).

Don't:

Improve my tenses.
Write

Do:

Practise scanning an article. Note down five words.
Listen to a recording and focus on the gist.

Reflection

Reflecting on what you've done in the past week is important so you recognise all the work you've done. It can also help you set goals for the following week. If you repeatedly can't reach some goals, you may want to try a different approach or reconsider the scope of it.

Listening and Reading

There are three different types of information when we read and listen. The OET exam focuses on each of these skills in different parts of the exam. Don't worry, you are already likely using some of these skills in your daily life.

Gist (skim reading, listening for key words and ideas)

- Can be done quickly as you only need to focus on the general idea.
- Example question: What do the two nurses agree on?

Specific information (scanning and listening out)

- We use what we know about what we're looking for to quickly locate it within a text or recording without needing to pay close attention to everything.
- Example question: What dosage should kids receive?

Detail (close reading and listening)

- When we need to find specific details, opinions or assumptions we usually need to read or listen a lot more closely than when we look for gist and specific information. It is the most time-consuming of the three so it's useful to know when you need and don't need to use it.
- Example question: What is the author's attitude towards the experimental treatments available?

Listening

Resources recommendations:

[BBC Inside Health](#) Podcast

[BMJ talk medicine](#) Podcast

Reading

Resource recommendation:

[Many Things - About Health](#)

These articles are great for practising English medical terminology and reading for gist, specific information and detail. Many of the texts also have an audio recording so you can practise your listening skills as well.

Writing

Read through example letters paying close attention to the type of information included and omitted. Practise selecting information based on the context and purpose.

Remember that each letter should be unique depending on the context so using templates is not a good idea.

Don't worry about showing off your grammar knowledge, being accurate and clear is much more important.

Practise organising your thoughts and ideas without writing anything. It will allow you to make the most out of the first five minutes of the writing sub-test.

Use the [sample test answers on the official OET website](#) to get an idea of what is expected of you and how it may differ from what you do in your professional practice.

Speaking

The role-plays are candidate-led which means that you need to take charge and structure the conversation so that you cover everything you need.

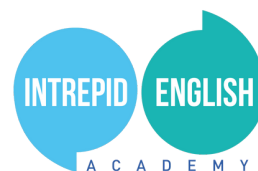
Don't worry if the interlocutor doesn't give you any indication of how you're doing. They are not allowed to give feedback.

The speaking sub-test focuses on your ability to communicate effectively with patients and carers. If you're feeling nervous you should take advantage of the unassessed conversation to get a bit more comfortable with your interlocutor's accent and diction.

Pay close attention to the context of the role-plays and modify your language according to the situation.

Get familiar with the exam structure by watching the [OET official Youtube Channel sample speaking videos](#).

Your study plan



My previous OET results:

My target OET result:

My main strengths:

My main weaknesses:

How much time can you dedicate each week to preparing for the exam?

| 0-2 hours/week Laid-back learner | 3-5 hours/week Fluency Finder | 5-7 hours/week Super student | 8+ hours/week Intensive improver |
|--|--|--|--|
| Initial consultation to discuss your needs and set up a study plan | Initial consultation to discuss your needs and set up a study plan | Initial consultation to discuss your needs and set up a study plan | Initial consultation to discuss your needs and set up a study plan |
| 1 mock test with feedback | 2 mock tests with feedback | 2 mock tests with feedback | 4 mock tests with feedback |
| OET preparation course | OET preparation course | OET preparation course | OET preparation course |
| General English courses | General English courses | General English courses | General English courses |
| | 1on1 lessons (4x 30-minutes) | 1on1 lessons (12x 30-minutes) | 1on1 lessons (12x 30-minutes) |
| | Regular feedback on your writing and speaking | Regular feedback on your writing and speaking | Regular feedback on your writing and speaking |
| | 1 Group Class | 2 Group Classes | 4 Group Classes |
| Access to Intrepid English community | Access to Intrepid English community | Access to Intrepid English community | Access to Intrepid English community |

Weekly goals - Week 1



This week I want to focus on _____

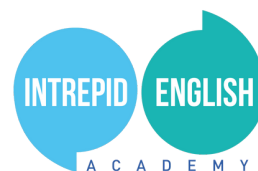
| Communicative skills | Grammar and vocabulary | Exam skills |
|---|--|--|
| <input type="checkbox"/> Using open questions | <input type="checkbox"/> Present simple and continuous | <input type="checkbox"/> Skim reading |
| <input type="checkbox"/> Showing empathy | <input type="checkbox"/> Body parts | <input type="checkbox"/> Review a sample referral letter |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reflection

| I feel more confident | I need more practice |
|-----------------------|----------------------|
| | |

| New vocabulary | Notes |
|----------------|-------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Weekly goals - Week 2



This week I want to focus on _____

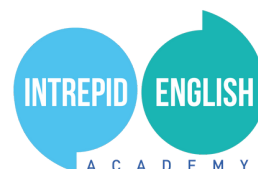
| Communicative skills | Grammar and vocabulary | Exam skills |
|---|--|---|
| <input type="checkbox"/> Using closed questions | <input type="checkbox"/> Present perfect | <input type="checkbox"/> Scanning |
| <input type="checkbox"/> Signposting | <input type="checkbox"/> Human anatomy systems | <input type="checkbox"/> Watch a recorded speaking sub-test |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reflection

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|-----------------------|----------------------|
| | |

| New vocabulary | Notes |
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| 1. | |
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Weekly goals - Week 3



This week I want to focus on _____

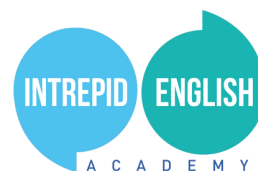
| Communicative skills | Grammar and vocabulary | Exam skills |
|---|---|--|
| <input type="checkbox"/> Checking understanding | <input type="checkbox"/> Past simple and continuous | <input type="checkbox"/> Listening for detail |
| <input type="checkbox"/> Using linking words | <input type="checkbox"/> Procedures and policies | <input type="checkbox"/> Recognising facts from opinions |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reflection

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|-----------------------|----------------------|
| | |

| New vocabulary | Notes |
|----------------|-------|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

Weekly goals - Week 4



This week I want to focus on _____

| Communicative skills | Grammar and vocabulary | Exam skills |
|---|---|--|
| <input type="checkbox"/> Tact and politeness | <input type="checkbox"/> Phrasal verbs | <input type="checkbox"/> Notetaking |
| <input type="checkbox"/> Formal and informal language | <input type="checkbox"/> Modifiers and adjectives | <input type="checkbox"/> Connecting lay and medical language |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reflection

| I feel more confident | I need more practice |
|-----------------------|----------------------|
| | |

| New vocabulary | Notes |
|----------------|-------|
| 1. | |
| 2. | |
| 3. | |
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| 5. | |

Weekly goals



This week I want to focus on _____

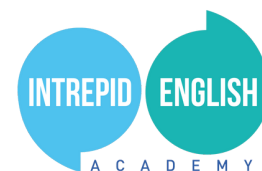
| Communicative skills | Grammar and vocabulary | Exam skills |
|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Reflection

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| | |

| New vocabulary | Notes |
|----------------|-------|
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Your study plan



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