FREE PREVIEW · 10 of 80 pages · full plan at ketanai.dev/products/pte-7day

THE LAST-MINUTE MANUAL

The 7-Day PTE Plan

The exact day-by-day schedule I used to score 82 on my first attempt, with one week of prep.

82

WHAT I SCORED

Overall, on my first attempt.

One week of prep, after 7-8 earlier diagnostic mocks. This is my result and my method, not a score I am promising you.

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DIAGNOSE · DRILL · REST

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DAY 3-4

7-DAY COUNTDOWN

Drill ONLY your weak two

This is where the score moves.

- 90 minutes in the morning. 90 minutes at night. No other modules.
- Same two modules both days. Repetition is the point.
- Drill specific task types, not "the module" in the abstract. Use the high-yield table: if Listening is weak, hammer Write from Dictation and Highlight Incorrect Words. If Speaking is weak, hammer Repeat Sentence and Read Aloud, then one round each of the two new tasks so their format holds no surprises.
- Use the module playbooks below while you drill. Every tactic in them is tied to how the scoring engine marks you, so you are not just repeating, you are correcting.
- On speaking tasks, record and play back every session. On writing tasks, count words every single time until the limits are automatic.

What one 90-minute session looks like, block by block

Weak Speaking as the worked example:

- 0-10 min: warm-up. Five Read Alouds, recorded and played back. Ears on, mouth moving.
- 10-40 min: main drill, task 1. Repeat Sentence, 20 to 25 items. After every five, one check: am I delivering the half I hold smoothly, or freezing?
- 40-50 min: real break. Stand up, water, no scrolling mock-score forums.
- 50-80 min: main drill, task 2. Describe Image on 6 to 8 charts using the frame, recorded. Play two back and mark every hesitation.
- 80-90 min: log the session in the drill tracker. One score, one line on what changes next session.

Swap tasks for your own weak module using the high-yield table. Weak Listening: 30 minutes Write from Dictation, 30 minutes Highlight Incorrect Words. Weak Writing: two timed SWTs, then one timed essay checked against the skeleton. Weak Reading: timed sectionals against the budget table in the Reading playbook. The shape never changes: warm-up, drill, break, drill, log.

⚡ Two directions here, depending on your life. If you have LESS than three hours a day (a job, family, a long commute), do not force the full load: run the Working full-time track from the intro instead, one focused evening block on drill days with mocks moved to your day off, and turn commute and chore time into the exposure below. Skipping the second daily session on your real schedule is not falling behind; it is the plan adapting to you. If instead you have MORE than three hours and cannot sit still, the spare hours are for low-intensity exposure, not

> *The seminar on research methods has been moved to the library's third floor.*

What to say. Hold the front of the sentence. If the tail slips, say "The seminar on research methods has been moved" cleanly and stop. That is more than half the words in order: 2 of 3 Content, with Fluency and Pronunciation untouched. Copy the speaker's stress on "seminar", "moved", "third floor". A smooth partial beats a scrambled full attempt every time.

Avoid.

- Whispering the first words while your brain catches up, then getting louder. Uneven volume reads as hesitation.
- Slowing to a crawl to squeeze out every word. Trailing pauses wreck Fluency even when the Content is fine.
- Buying time with an "um" or a repeated word. Both count against Fluency.

Practice free. APEUni's Repeat Sentence bank: https://www.apeuni.com/practice/repeat_sentence . Its "prediction" list is community-collected from recent test-taker reports, not official leaks; a repeated item is a bonus, and drilling the list is drilling the skill anyway.

Describe Image

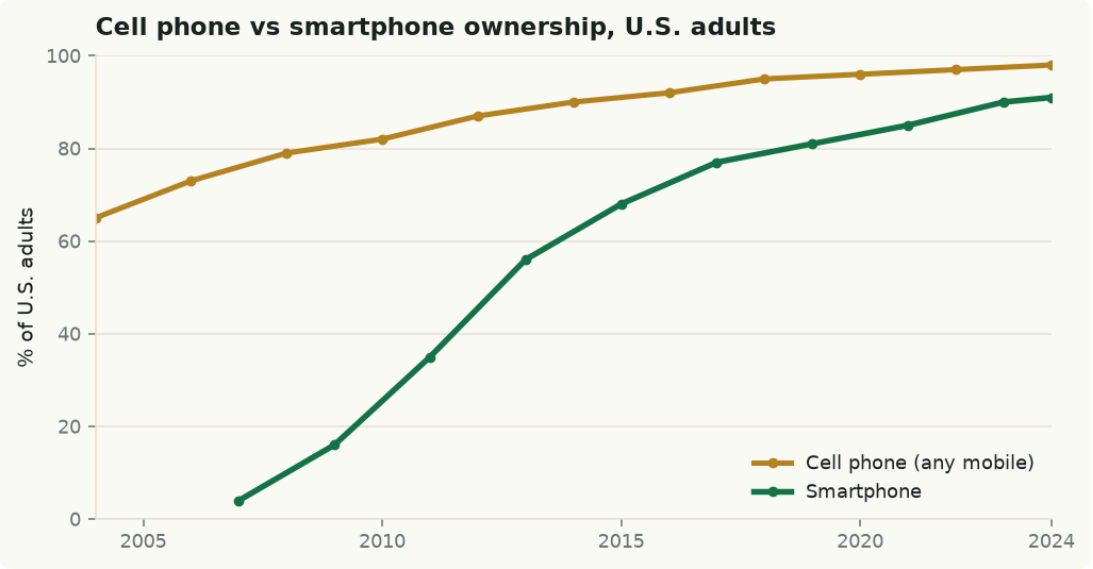
`5-6 items` `Feeds Speaking` `HUMAN REVIEW`

25 seconds prep, 40 seconds to describe an image. Content 0-6, where band 6 is an accurate description with relationships between features and band 1 is a disconnected list of points.

- Note 3 to 5 key features on the erasable board during prep.
- Structure: what the image shows, then the main points (highest, lowest, one comparison, with numbers), then a one-line implication. The frame is in the Templates chapter.
- Fluency over coverage: a fluent, structured answer with minor content gaps outscores a complete but halting one. Pick three features and do not drown in axis decimals.
- Finish inside about 35 seconds. Do not trail into the mic cutoff. ❌ #1 mistake: naming elements without connecting them. "Could a listener build a mental picture" is the actual rubric question.

A real, frequently-reported example (line graph). This device-ownership graph is one of the most reported repeated Describe Image items across PTE prep banks; the underlying data is real Pew-style tracking. Pearson never publishes exam questions, so

there is no exam date, only community "memory" reports; treat a repeat as a bonus and drill the skill.



SAMPLE DESCRIBE IMAGE · LINE GRAPH · device ownership, U.S. adults

Pinpoint this (line graph, 3 to 5 features):

- Topic + timeframe: cell phone vs smartphone ownership, U.S. adults, ~2004 to now
- Both lines' direction: both rising
- Steepest move: the smartphone line, from near zero to over 60% by 2015
- The already-high line: cell phone ownership above 80% from ~2010
- The relationship: the gap narrows sharply as smartphones catch up

What to say (ideal 40-second answer, ~95 words):

> *"This line graph tracks the share of U.S. adults who own a cell phone versus a smartphone over roughly two decades. Both lines climb, but the standout is smartphone ownership, which surges from almost nothing to over 60% by 2015 and keeps rising. Cell phone ownership, by contrast, was already high, sitting above 80% from around 2010 onward. So while total phone ownership grew only modestly, the gap between the two lines narrows sharply as smartphones close in. Overall, the graph suggests smartphones rapidly became the default device, largely replacing basic mobile phones."*

It scores because it names the pattern (both rising, gap narrowing), ties the two lines together with a number, and lands one implication instead of reading values off the axis.

What to pinpoint, by image type. Same frame, different three-to-five features:

Image	Pinpoint these	Connect them by
Line graph	timeframe · each line's direction · steepest rise/fall + number · any crossover · end value	trend over time; tie two lines with a number
Bar chart	categories · tallest bar · shortest bar · one mid comparison · units	biggest vs smallest with a number, not bar-by-bar
Pie chart	what the whole is · largest slice % · smallest slice % · one middle slice	largest vs smallest as a gap; slices sum to 100
Table	what rows/columns are · highest cell · lowest cell · one row or column trend	standout cell vs the low; one trend, not every cell
Process / flowchart	number of stages · start · end · linear vs cyclical · the key change step	sequence in order; flag if it loops back
Map	legend · highest region · lowest region · spatial spread · one standout area	compare regions with numbers; use north/south language
Photo / picture	main subject · setting · one notable detail · what is happening	subject then context then detail, then one implication

A non-graph example (process diagram; representative, not a claimed exam item). Roughly one Describe Image in five is a process, map or photo, so drill one. Take the recycling loop:

Pinpoint this (process diagram):

- Stages: five (manufacturers, retailers, consumers, recyclers, raw materials)
- Start: manufacturers making goods. End/turn: recyclers converting waste back into raw materials
- Direction: cyclical, the loop closes back to the start
- Key change: waste becomes raw material that re-enters production

What to say (40-second answer, ~100 words):

> ***Tutor (Dr Okafor):*** *The department is thinking of dropping the final written exam and moving to continuous assessment, four smaller assignments instead of one exam worth 60%. The aim is less exam-day stress and a truer picture of steady effort. Priya, what's the student mood?*
>
> ***Priya (student rep):*** *Most students would welcome it. A single three-hour exam rewards memorisation, not understanding, and one bad morning can sink your grade. My one worry is workload bunching, four deadlines landing near other units'.*
>
> ***Marcus:*** *I see it differently. Continuous assessment drags the pressure across the whole term, you never switch off, and take-home tasks are easier to cut corners on, so they may not measure individual ability as cleanly as a supervised exam.*
>
> ***Tutor:*** *What if we kept one shorter supervised piece at 30%, the rest continuous, and staggered the deadlines?*
>
> ***Priya:*** *That fixes my bunching concern.*
>
> ***Marcus:*** *Agreed, a small invigilated piece keeps it honest.*

Take notes like this (topic, one line per speaker, arrows for agree/clash):

```
TOPIC: drop 3hr final exam -> 100% continuous (4 tasks vs 1 exam @60%)
S1 tutor:  proposes change -> less stress, shows steady effort
           later -> compromise: 30% supervised + stagger deadlines
S2 Priya:  FOR (+) -> exam = memory not understanding, 1 bad day sinks grade
           BUT -> workload bunching (4 deadlines clash)
S3 Marcus: AGAINST (x) -> pressure all term; take-home = cut corners
ARROWS:  S2 x---x S3  (fairness vs integrity)
         S1 compromise -> S2 (+) , S3 (+)
END:  consensus = HYBRID (30% supervised + staggered continuous)
```

Now speak it (turn each arrow into a connective, cover all three by role, end on where it landed; ~2 min):

ESSAY SKELETON · 4 PARAGRAPHS · 250-270 WORDS (AGREE/DISAGREE SHOWN)

INTRO	Paraphrase the prompt, state your position clearly, preview your two reasons.	~45 words
BODY 1	Reason 1, then explain it, then one concrete example.	~80 words
BODY 2	Reason 2, then explain it, then one concrete example.	~80 words
CONCLUSION	Restate your position, sum up both reasons, add no new idea.	~45 words

Form band 2 needs 200-300 words. The rubric names BOTH a developed introduction and conclusion; miss either and Development caps at band 3-4. Rotate connectives (moreover, by contrast, consequently) and hold one spelling convention throughout.

Avoid.

- Padding to reach 300. The essay is scored on meaning, not length, so repeated sentences dilute your writing. Aim for around 250 to 270 tight words and spend the rest proofreading.
- Bodies with no concrete example. Each body paragraph needs its own specific case, not one example stretched across both.
- Chopping the essay into five or six thin paragraphs. Four paragraphs with two developed bodies scores higher on Development and Structure than a scatter of one-line ones.

Practice free. APEUni's Write Essay bank with the community prompt lists: https://www.apeuni.com/en/practice/we_list . Those "prediction" prompts are questions test takers reported after sitting, not official leaks, and nothing is guaranteed to appear. Never memorise a full essay from them; human Content review scores recited material as zero. Drill the type and the timing instead.

Chasing W85, the hardest wall

W85 is the Superior Writing wall, and it is the module where people most want exact trait arithmetic. Honesty first: Pearson does not publish how the essay's seven traits weight into the 10-90 Writing scale, so "drop a point here, keep two there" maths does not exist outside Pearson. Anyone selling it is guessing. What the trait ranges and the scoring engine do tell you is still enough to aim a week at:

- The three 0-6 traits (Content, Development/Structure/Coherence, General Linguistic Range) hold 18 of the essay's 26 raw trait points. They are the levers. The four 0-2 traits (Form, Grammar, Vocabulary, Spelling) are the floor: cheap to hold at full, expensive to drop. At an 85 target the floor is non-negotiable: word count in range, zero spelling slips, one convention, clean punctuation, every single essay.

SAMPLE REORDER PARAGRAPH · SCRAMBLED → CORRECT ORDER

Given order: A B C D E

1 **B** **OPENER** In 1928, Alexander Fleming noticed a mould had contaminated one of his petri dishes.

2 **D** Around **that mould**, the bacteria **he** had been growing were dead.

3 **E** **This accidental observation** led to the discovery of penicillin.

4 **A** **It** was later shown to kill a wide range of bacteria, and mass production began during the war.

5 **C** **Today**, resistance to **these same drugs** is one of medicine's most urgent problems.

Correct order B → D → E → A → C. Every join is a pronoun, article or time word (highlighted). Only adjacent pairs score, so a locked B-D-E trio still banks points even if the tail is wrong.

- B opens: it names the actor (Fleming) and a date, with nothing pointing backward.
- D follows: "that mould" and "he" both point back to B.
- E: "This accidental observation" sums up D, then names it penicillin.
- A: "It was later shown" ties "it" to penicillin in E and continues the timeline.
- C closes: "Today" and "these same drugs" both presuppose earlier mention.

Adjacent pairs scored: B-D, D-E, E-A, A-C. Every join is a pronoun, an article, or a time word.

What to look for. Lock the opener first (the only sentence with no backward reference), then chain each next box by the single word that points back. Because only adjacent pairs score, a locked B-D-E trio still banks points even if the tail is wrong.

Avoid.

- Ordering by story logic without checking the link word. Two sentences can feel related without being neighbours; confirm every join with a concrete pronoun/article/time marker.
- Assuming the dated sentence is the opener. A date can sit mid-chain; here B is first because it passes the reference test, not because it has "1928".
- Placing an uncertain sentence in the "obvious" middle slot. Protect the pairs you are sure of and let the doubtful sentence float to an end, where one misfit breaks one pair, not two.

Practice free. Language Academy, "PTE Reading Reorder Paragraphs, Tips, Tricks and Strategies": https://www.youtube.com/watch?v=KrFkLVq-sgw

Fill in the Blanks (Drag and Drop)

`4-5 items`

More words than gaps, one point per blank.

- Use collocation: which words habitually go together ("the general public").
- Use part-of-speech elimination: if the gap demands an infinitive, strike every option that is not one, then choose by meaning. ❌ #1 mistake: ignoring the leftover-word trap and forcing a near-synonym where the grammar does not fit.

Practice it (a test-style item, not a real exam question). More words than gaps, dragged from one shared box:

> *Volunteering brings benefits that (1)* ***far beyond the individual. People who give their time regularly (2)*** *new skills, build networks, and report higher life satisfaction. Communities gain too: small charities that would otherwise (3)* ***a serious funding problem survive on unpaid effort. For many retirees, a weekly commitment also provides the (4)*** *routine that gives the week its shape.*

Word box (7 words, 4 gaps): extend · acquire · face · daily · make · meet · sedentary

SAMPLE FILL IN THE BLANKS · DRAG FROM ONE SHARED BOX

Volunteering brings benefits that **1 · extend** far beyond the individual. People who give their time regularly **2 · acquire** new skills, build networks, and report higher life satisfaction. Communities gain too: small charities that would otherwise **3 · face** a serious funding problem survive on unpaid effort. For many retirees, a weekly commitment also provides the **4 · daily** routine that gives the week its shape.

Word box: **extend** **acquire** **face** **daily** ~~make~~ ~~meet~~ ~~sedentary~~

Green chips fill the slots; make · meet · sedentary are decoys left in the box. Clear the surest collocations first (extend far beyond, acquire skills), then use part of speech to place the rest.

Answers: (1) **extend** (2) **acquire** (3) **face** (4) **daily**. Leftovers: make, meet, sedentary.

- (1) "extend far beyond" is the registered pair.
- (2) "acquire skills"; "meet" pairs with criteria or demand, not skills.
- (3) "face a problem"; "meet a problem" and "make a problem" are not registered.
- (4) "daily routine"; "sedentary" is the decoy, since it pairs with lifestyle, not routine.

What to look for. Solve the gaps you are surest of first to shrink the box, then use part of speech to strike options that cannot fill the remaining slot, and choose the registered