



Guía de Estudio de 40 Días para el **PTE ACADEMIC**

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INTRODUCTION

This study guide has been designed to help you prepare effectively for the PTE Academic exam over a structured period of 40 days. It provides a daily study plan, organized into weeks, with specific tasks and skills to work on each day. While it is written as a 7-days-per-week program, you are not required to complete it consecutively without pause; rest days are allowed, and the plan can be adjusted to suit your personal schedule and learning style. Flexibility is essential—what matters most is consistency and commitment.

Each week is structured around a central focus, and includes one specific day dedicated to targeted practice and reflection. At the beginning of every week, you will find a set of phonetic exercises. These are designed to be used as vocal warm-ups before you start studying, and should be practiced daily. They help improve pronunciation, articulation, and auditory discrimination—skills that are fundamental for high performance, especially in the Speaking and Listening sections.

Additionally, this guide includes a carefully selected list of YouTube videos to support your study process. These videos cover the essential knowledge you must have about the PTE Academic exam. Some are short and direct, others are longer and more detailed, but all are valuable. You will find these video links at the beginning of each week. It is recommended to watch them without subtitles in order to develop your listening comprehension, an essential skill for test success. You may view them according to your time availability and study rhythm.

This is the suggested way to carry out the study plan; however, learning is personal, and each person has their own pace and preferences. Feel free to adapt this plan to your style—as long as you remain engaged and consistent, the results will follow.

Understanding the Structure and Evaluation of the PTE Academic Exam

The **PTE Academic (Pearson Test of English Academic)** is a computer-based English language proficiency exam designed to evaluate your ability to use and understand English in academic and real-world contexts. It is recognized by governments, universities, and institutions worldwide. The exam does not assess your knowledge of English in isolation—it evaluates how well you can apply the language across different tasks, using multiple skills at once.

The exam is divided into four main sections:

- Speaking and Writing (together in Part 1)
- Reading (Part 2)
- Listening (Part 3)

¿What the Exam Evaluates?

The PTE Academic does not only test whether you know the language—it measures how well you can use it. You are evaluated on:

- **Communicative skills:** These include speaking, writing, reading, and listening. Each task may assess one or more of these skills at the same time.
- **Enabling skills:** These include grammar, oral fluency, pronunciation, spelling, vocabulary, and written discourse. These are foundational elements that influence your performance across all tasks.

¿How the Exam Evaluates You?

All tasks are scored automatically by the computer using a complex algorithm. This allows for impartial, consistent scoring and very fast result delivery. Each task is evaluated on a specific set of criteria. Some tasks are scored only on the communicative skill (e.g., reading), while others are scored across both communicative and enabling skills.

Understanding the Structure and Evaluation of the PTE Academic Exam

Scoring Criteria	
CONTENT	How accurately and completely you respond to the task.
FORM	Whether your response is in the correct format (e.g., within the word or time limit).
PRONUNCIATION AND FLUENCY	In speaking tasks, your ability to speak naturally, clearly, and smoothly is essential.
GRAMMAR AND VOCABULARY	Both range and accuracy are assessed. Repetition, incorrect word choice, or poor sentence structure can lower your score.
SPELLING	In writing tasks, incorrect spelling—especially of academic or task-related words—can lead to score reduction.
LISTENING ACCURACY	Your ability to capture key information, follow logic, and respond appropriately to audio stimuli is essential.

Understanding the Structure and Evaluation of the PTE Academic Exam

Key Points You Must Understand

- Many tasks assess more than one skill at a time. For example, "Read Aloud" evaluates both reading and speaking, and "Write from Dictation" evaluates both listening and writing.
- The exam is adaptive. Tasks are selected and scored based on your performance, and earlier performance can affect the difficulty of later questions.
- Time management is critical. Some sections are individually timed, while others share time across multiple tasks.
- There are no partial points for incorrect answers. In tasks with multiple-choice answers or blanks, incorrect selections may reduce your score, especially if you select too many.

¿What Is Most Important for You to Focus On?

- Clarity and precision over complexity. Speak and write in a way that is direct, structured, and free of errors.
- Consistency in pronunciation and fluency. This includes appropriate rhythm, stress, and intonation patterns.
- Listening actively and capturing detail, especially in tasks where you must repeat or reconstruct what you hear.
- Reading comprehension and time allocation, as the Reading section can be cognitively demanding if not paced well.
- Using warm-up routines and strategic repetition, particularly for the skills that involve productive language use (speaking and writing).

In summary, the PTE Academic assesses both your language knowledge and your ability to apply that knowledge in real-time, under pressure. Success comes not only from studying English grammar or vocabulary, but from mastering the structure of the test and aligning your preparation with the way you are scored.

Understanding the Structure and Evaluation of the PTE Academic Exam

Speaking Section: Task-by-Task Breakdown

The Speaking section is the first part of the PTE Academic exam and plays a critical role in your overall performance. It is evaluated by an automated scoring system that analyzes your speech for content, oral fluency, pronunciation, and use of language. You must complete all speaking tasks in a single sitting, without long breaks between them, which makes mental focus and vocal endurance essential. There are six types of tasks in this section.

READ ALOUD	
What You Do	Read a short written text aloud from the screen.
Skills Assessed	Reading, Speaking
Preparation Time	30 to 40 seconds (depends on text length)
Response Time	Up to 40 seconds
Number of Questions	6 to 7
Scoring Focus	<ul style="list-style-type: none">• Oral fluency (pausing, speed, rhythm)• Stress and intonation• Content accuracy• Correct pronunciation of words

Understanding the Structure and Evaluation of the PTE Academic Exam

REPEAT SENTENCE

What You Do

Listen to a sentence and repeat it exactly as you heard it.

Skills Assessed

Listening, Speaking

Preparation Time

None (starts immediately after the audio)

Response Time

~15 seconds

Number of Questions

10 to 12

Scoring Focus

- **Number of correct words** in the right order
- **Fluency and pronunciation**
- Intonation accuracy

DESCRIBE IMAGE

What You Do

Describe an image such as a bar graph, pie chart, map, process, or table.

Skills Assessed

Speaking

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DESCRIBE IMAGE

Preparation Time	25 seconds
Response Time	40 seconds
Number of Questions	3 to 4
Scoring Focus	<ul style="list-style-type: none"> • Relevance and organization of content • Oral fluency and pronunciation • Use of appropriate academic vocabulary

RE-TELL LECTURE

What You Do	Listen to a short lecture (may include an image) and then summarize it in your own words.
Skills Assessed	Listening, Speaking
Preparation Time	During audio (60 to 90 seconds) + 10 seconds before response
Response Time	40 seconds

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RE-TELL LECTURE

Number of Questions

1 to 2

Scoring Focus

- **Fluency and pronunciation**
- Key content coverage
- Logical structure

ANSWER SHORT QUESTION

What You Do

Listen to a short general knowledge or everyday question and answer with one or a few words.

Skills Assessed

Listening, Speaking

Preparation Time

None

Response Time

10 seconds

Number of Questions

5 to 6

Scoring Focus

- **Correct answer**
- **Clear pronunciation**

Understanding the Structure and Evaluation of the PTE Academic Exam

RESPOND TO A SITUATION (*New task*)

What You Do	Read and listen to a short scenario (around 60 words) describing a situation, such as apologizing, making a request, or solving a problem. You must respond orally as if you were in that real-life context.
Skills Assessed	Speaking
Preparation Time	10 to 20 seconds (varies by task)
Response Time	40 seconds
Number of Questions	Appears as one of the new Speaking tasks, usually 1 to 2 items.
Scoring Focus	<ul style="list-style-type: none">• Appropriacy: correct use of tone and register for the situation• Coherence and fluency of the response• Relevant and structured content (problem → impact → solution)• Accurate pronunciation, grammar, and vocabulary use

Understanding the Structure and Evaluation of the PTE Academic Exam

SUMMARIZE GROUP DISCUSSION (*New Task*)

What You Do

Listen to a recording where three speakers discuss an academic topic. After one playback, you must orally summarize the key points, opinions, and overall conclusion.

Skills Assessed

Speaking, Listening

Preparation Time

10 seconds to organize your notes.

Response Time

After listening to the conversation, you are expected to **speak for up to 2 minutes**. Pearson made it clear in their official updates that this task is designed to test not only listening comprehension but also your ability to organize and deliver extended spoken English in a clear and coherent way.

Number of Questions

Usually 2 to 3 tasks in the Speaking section.

Scoring Focus

- Accurate summary of main ideas without adding personal opinions
- Logical structure and coherence of your response
- Oral fluency (pausing, speed, rhythm) and correct pronunciation
- Clear reference to who said what, when relevant

Understanding the Structure and Evaluation of the PTE Academic Exam

Writing Section: Full Breakdown

The Writing section evaluates your capacity to organize and express ideas clearly, using accurate grammar and a formal academic style. Writing tasks contribute only to the Writing score and are assessed by an automated system that considers both content quality and language control.

SUMMARIZE WRITTEN TEXT

What You Do	Read a passage (usually 300 words) and write a summary of the main idea in one sentence only .
Skills Assessed	Reading, Writing
Preparation Time	10 minutes
Response Time	One sentence (between 5 and 75 words)
Number of Questions	1 to 2
Scoring Focus	<ul style="list-style-type: none">• Content: capturing the main idea and essential supporting points• Form: a single complete sentence with correct punctuation• Grammar: correct sentence structure, subject-verb agreement, use of connectors• Vocabulary: academic language, precision of word choice

Understanding the Structure and Evaluation of the PTE Academic Exam

WRITE ESSAY

What You Do

Write a persuasive or argumentative essay based on a prompt question, expressing your opinion and supporting it with logical reasoning and examples.

Skills Assessed

Writing

Preparation Time

20 minutes

Response Time

200 to 300 words

Number of Questions

1

Scoring Focus

- Content: relevance and development of ideas
- Form: organized structure with introduction, body paragraphs, and conclusion
- Development, Structure, and Coherence: logical progression and paragraphing
- Grammar: sentence variety, correctness, punctuation
- Vocabulary: range, appropriateness, academic tone
- Spelling: accuracy throughout

Understanding the Structure and Evaluation of the PTE Academic Exam

Reading Section: Complete Breakdown

The Reading section is designed to measure your ability to comprehend written English in an academic context. It includes integrated tasks that also contribute to your Writing score. The section typically **lasts 29 to 30 minutes in total**, and you can manage your own time across the tasks.

READING AND WRITING: FILL IN THE BLANKS

What You Do	Complete a text by dragging and dropping words into blanks from a list.
Skills Assessed	Reading and Writing
Time	Untimed per question (manage within section time)
Number of Questions	5 to 6
Scoring Focus	<ul style="list-style-type: none">• Partial credit: one point per correctly placed word• Focuses on grammar, meaning, and collocation

Understanding the Structure and Evaluation of the PTE Academic Exam

MULTIPLE CHOICE, CHOOSE MULTIPLE ANSWERS

What You Do	Read a passage and choose all correct responses from several options.
Skills Assessed	Reading
Time	Untimed per question (manage within section time)
Number of Questions	1 to 2
Scoring Focus	<ul style="list-style-type: none"> • Partial credit (points for correct choices, minus points for incorrect ones) • Can result in zero if choices cancel out

RE-ORDER PARAGRAPHS

What You Do	Put sentences or text boxes in the correct logical order to form a coherent paragraph.
Skills Assessed	Reading

Understanding the Structure and Evaluation of the PTE Academic Exam

RE-ORDER PARAGRAPHS

Time	Untimed per question (manage within section time)
Number of Questions	2 to 3
Scoring Focus	<ul style="list-style-type: none"> • Partial credit: based on correct adjacent pairs

READING: FILL IN THE BLANKS

What You Do	Complete a text by selecting the correct word for each blank from a dropdown menu.
Skills Assessed	Reading
Time	Untimed per question (manage within section time)
Number of Questions	5 to 6
Scoring Focus	<ul style="list-style-type: none"> • Partial credit for each correct word • No negative marking

Understanding the Structure and Evaluation of the PTE Academic Exam

MULTIPLE CHOICE, CHOOSE SINGLE ANSWER

What You Do	Read a passage and select the one correct response from several options.
Skills Assessed	Reading
Time	Untimed per question (manage within section time)
Number of Questions	1 to 2
Scoring Focus	<ul style="list-style-type: none">• One point for a correct answer• No penalty for wrong answers

Listening Section: Full Breakdown

The Listening section tests your ability to listen to academic and everyday spoken English and demonstrate comprehension through various tasks. The section is **usually completed in 30 to 40 minutes**, depending on the number of tasks in each version of the test. You will need to manage your time across tasks efficiently, as each one is individually timed.

Understanding the Structure and Evaluation of the PTE Academic Exam

SUMMARIZE SPOKEN TEXT

What You Do	Listen to a short lecture or talk (usually 60–90 seconds) and summarize it in a paragraph.
Skills Assessed	Listening, Writing
Time	Untimed per question (manage within section time)
Number of Questions	1 to 2
Scoring Focus	<ul style="list-style-type: none"> • Content: capturing the main points and key details of the talk • Grammar: coherence, sentence structure, clarity • Vocabulary: appropriate use of academic language • Spelling: accuracy in spelling

MULTIPLE CHOICE, CHOOSE MULTIPLE ANSWERS

What You Do	Listen to an audio clip and select all correct answers from several options.
Skills Assessed	Listening

Understanding the Structure and Evaluation of the PTE Academic Exam

MULTIPLE CHOICE, CHOOSE MULTIPLE ANSWERS

Time	Untimed per question (manage within section time)
Number of Questions	1 to 2
Scoring Focus	<ul style="list-style-type: none"> • Partial credit for each correct selection • Negative marking for incorrect selections

FILL IN THE BLANKS

What You Do	Listen to an audio clip and fill in missing words from a transcript.
Skills Assessed	Listening
Time	Untimed per question (manage within section time)
Number of Questions	4 to 5
Scoring Focus	<ul style="list-style-type: none"> • Correct spelling and word choice • Grammar and context relevance

Understanding the Structure and Evaluation of the PTE Academic Exam

HIGHLIGHT CORRECT SUMMARY

What You Do	Listen to a recording (academic audio or video). Then read four written options and choose the one that best summarizes the content.
Skills Assessed	Listening
Time	Untimed per question (manage within section time)
Number of Questions	1 to 2
Scoring Focus	<ul style="list-style-type: none"> • Content relevance • Accuracy in understanding the main idea • Ability to distinguish key information from irrelevant content

MULTIPLE CHOICE, CHOOSE SINGLE ANSWER

What You Do	Listen to an audio clip and choose the single correct answer from several options.
Skills Assessed	Listening

Understanding the Structure and Evaluation of the PTE Academic Exam

MULTIPLE CHOICE, CHOOSE SINGLE ANSWER

Time	Untimed per question (manage within section time)
Number of Questions	1 to 2
Scoring Focus	<ul style="list-style-type: none"> • One point for the correct answer • No penalty for incorrect answers

SELECT MISSING WORDS

What You Do	Listen to a recording, at the end of the audio the last group of words have been replaced by a beep sound. You need to choose the correct words.
Skills Assessed	Listening
Time	Untimed per question (manage within section time)
Number of Questions	1 to 2
Scoring Focus	<ul style="list-style-type: none"> • Correct word choice based on context • Accuracy in predicting the word or phrase

Understanding the Structure and Evaluation of the PTE Academic Exam

HIGHLIGHT INCORRECT WORDS

What You Do	Listen to an audio clip, and the corresponding transcript will be shown. You need to identify and click on the words that are incorrect.
Skills Assessed	Listening
Time	Untimed per question (manage within section time)
Number of Questions	2 to 3
Scoring Focus	<ul style="list-style-type: none"> • Ability to spot discrepancies between what is heard and the transcript • Attention to detail and accuracy in identifying incorrect words

WRITE FROM DICTATION

What You Do	Listen to a short sentence and type exactly what you hear.
Skills Assessed	Listening

Understanding the Structure and Evaluation of the PTE Academic Exam

WRITE FROM DICTATION

Time

3 to 5 seconds to listen, 10 seconds to type the sentence

Number of Questions

3 to 4

Scoring Focus

- Exactness in transcription, including spelling and punctuation
- Correct word choice and sentence structure

At the link provided below, you will find a comprehensive video that explains the entire structure of the PTE Academic exam in detail. We strongly recommend that you watch the full video and take notes on what each part of the test assesses, how it is scored, and what skills are expected. Additionally, the video includes response templates for the tasks that allow structured answers. It is essential that you write these templates down, as you will use them throughout your entire preparation and they will make facing the exam significantly easier. This video serves as a foundational tool to help you fully understand the test format and approach it with a clear strategy from the very beginning.

[PTE FULL COURSE - CLICK HERE](#)

Understanding the Structure and Evaluation of the PTE Academic Exam

We recommend using the following applications to practice for the PTE Academic exam: both platforms provide exercises for all the skills evaluated, including Speaking, Writing, Reading, and Listening. They offer a monthly subscription at an affordable price and give access to a variety of mock exams that simulate real testing conditions in terms of timing and format. With a paid subscription, you can set your target score, and the application will automatically generate a personalized study plan focused on the areas you need to improve. However, please note that in the sections evaluated by artificial intelligence, the score provided by the application may not be entirely accurate, as it does not use the same scoring software as the official PTE exam. Therefore, do not rely solely on the scores given, especially if they seem lower than expected—focus instead on consistent improvement and accuracy in your responses.



APEUni
PTE Is Made Easy



WEEK



1

SUGGESTED VIDEOS WEEK 1

You can find these videos on YouTube, on the **@skillspteacademic** channel. We recommend organizing your time throughout the week to ensure you can watch them all. Add English subtitles to strengthen your listening and vocabulary, and later, turn off the subtitles and listen carefully.

VIDEOS	
New PTE Exam Templates 🔥 100% Tested & Guaranteed!	https://www.youtube.com/watch?v=fU5GGxX39xM
PTE Speaking Alert! The Rule Everyone's Talking About	https://www.youtube.com/watch?v=VLcklCO45lg
PTE Speaking Hacks: Get 90/90 in Just 15 Minutes!	https://www.youtube.com/watch?v=fEeMLxcovWc
PTE Describe Image Hack 🔥 Auto-Pilot Formula for 90/90 Score!	https://www.youtube.com/watch?v=hW9Az3-9fPs
Master PTE Retell Lecture in Minutes – The Secret Strategy Revealed!	https://www.youtube.com/watch?v=XsvrIbOhMI4
PTE Summarize Written Text New Rules Uncovered!	https://www.youtube.com/watch?v=ZrZF_YwMMvs

PHONETIC WARM-UP ROUTINE (10–15 MINUTES DAILY)

Focus: Articulation, Intonation, Word Stress, Fluency

Use this same routine every day during Week 1 before beginning your main study session. Practice in front of a mirror, record yourself, and focus on mouth position and clarity.

Phonetic Drills (5 minutes)

Repeat each group five times, focusing on sharp, clear articulation. Avoid rushing and exaggerate sounds at first for muscle training.

- /æ/ and /ʌ/:

cat – cut – back – buck – hat – hut

- /t/ and /d/:

ten – den – tide – died – toad – dude

- /ɪ/ and /i:/:

bit – beat – ship – sheep – fill – feel

- /tʃ/ and /ʃ/:

chip – ship – chess – chef – chart – sharp

PHONETIC WARM-UP ROUTINE (10–15 MINUTES DAILY)

Intonation + Rhythm Drills (5 minutes)

Practice natural stress, pitch variation, and phrasing. Repeat each sentence with natural rhythm and emotion.

- "I did send the email – you just did not see it."
- "They could have called, but they did not."
- "¿She has been working there for years, has she not?"
- "What did you say he wanted again?"

Tongue Twisters (2–3 rounds each)

Train your agility and breath control. Focus on precision, not speed.

- "Truly rural, truly rural, truly rural."
- "Which wristwatches are Swiss wristwatches?"
- "How can a clam cram in a clean cream can?"
- "Fred fed Ted bread and Ted fed Fred bread."
- "Red lorry, yellow lorry, red lorry, yellow lorry."

WEEK 1

DAY 1

Objective	Understand the format, timing, question types, and scoring criteria of the PTE Academic exam. Begin developing awareness of pronunciation and fluency patterns.
Exam Format	<ul style="list-style-type: none">• Time: 45 minutes• Purpose: Become familiar with the structure of the test, timing of each section, and types of questions. <p>Suggested Resource: Use the official PTE website or a trusted guide (e.g., Pearson or APEUni) to view a sample test layout.</p>
Listening and Repetition (20 minutes)	<p>Go to BBC Learning English – “News Report” or NPR Podcasts (Up First).</p> <p>Select a 1-minute clip. Play it once without interruption. Play it again sentence by sentence. After each sentence, pause the audio and repeat exactly what you heard.</p> <p>Focus on:</p> <ul style="list-style-type: none">• Matching the intonation (voice going up or down).• Copying the word stress (which syllable is stronger).• Keeping a steady rhythm without rushing. <p>Repeat this activity with two different clips (total ~20 minutes).</p>

WEEK 1

DAY 2

Objective

Strengthen memory and fluency through the Repeat Sentence task. Begin practicing Writing with Summarize Written Text, focusing on identifying main ideas and writing concise summaries.

Repeat Sentence Practice (30 minutes)

Go to BBC Learning English – 6 Minute English (www.bbc.co.uk/learningenglish).
 Choose one recent episode (they are short and clear).
 Play the audio and pause after every short sentence (5–7 words).

- Example: If the speaker says “Many people are working from home”, pause and repeat exactly the same words. Then practice with longer sentences (10–12 words) from the same audio.

Focus on remembering word order and reproducing the same rhythm.
 Do at least 10 short sentences and 5 long sentences.
 Record yourself and compare: Did you miss words? Did you keep the intonation natural?

Summarize Written Text: First Practice (30 minutes)

Go to The Guardian – Education or Science section (www.theguardian.com).
 Choose a short article (about 150–200 words).
 Read the text carefully once. Highlight the main idea and 1–2 supporting details.
 Write one sentence only, combining the main idea with connectors.

WEEK 1

DAY 2

Objective

Strengthen memory and fluency through the Repeat Sentence task. Begin practicing Writing with Summarize Written Text, focusing on identifying main ideas and writing concise summaries.

**Summarize
Written Text:
First Practice
(30 minutes)**

Example structure: Main subject + key verb + main idea + connector + result/detail.
 Example: "The article explains that online learning has become increasingly popular because it offers flexibility for students worldwide."
 Check your sentence: Does it capture the whole text without unnecessary detail? Is it grammatically correct?

**Fluency and
Stress Drill
(15–20
minutes)**

Select a paragraph of 80–100 words from BBC News (www.bbc.com/news).
 Read it aloud three times:
 First time: very slowly, focusing on pronouncing each word.
 Second time: medium speed, grouping words into phrases.
 Third time: natural speed, focusing on intonation and stress.
 Record the third attempt and listen: Did your voice sound flat or natural? Did you stress the important words?

WEEK 1

DAY 3

Objective

Develop organization and fluency for the Describe Image task by practicing with charts and pictures. Reinforce Writing skills in Summarize Written Text using connectors to build more complex and accurate sentences.

**Describe
Image
Practice (30
minutes)**

Go to Our World In Data (ourworldindata.org) or search “bar chart” / “line graph” on Google Images. Select one bar chart and one line graph.

For each chart:

- Step 1: Look at the title and axis labels → use them in your introduction.

Example: “This bar chart shows the number of students studying abroad between 2010 and 2020.”

- Step 2: Identify 2–3 key points (highest, lowest, general trend).

Example: “The number increased steadily after 2015, reaching its peak in 2019.”

- Step 3: Conclude with a short sentence.

Example: “Overall, the data suggests a growing interest in studying abroad.”

Record yourself describing each chart in 40 seconds. Play it back and evaluate: Did you cover introduction, details, and conclusion? Did you keep a steady pace?

WEEK 1

DAY 3

Objective

Develop organization and fluency for the Describe Image task by practicing with charts and pictures. Reinforce Writing skills in Summarize Written Text using connectors to build more complex and accurate sentences.

**Summarize
Written Text
with
Connectors
(30 minutes)**

Go to BBC Future or The Guardian Science section. Select a short article (150–200 words).

Highlight the main idea + 1 or 2 supporting points.

Write one sentence using connectors such as:

- although, because, in addition, therefore, as a result.
- Example: “The article explains that renewable energy is expanding rapidly because governments are investing heavily, and as a result, global carbon emissions may decrease in the future.”

Check your summary: Is it one sentence? Is it between 5–75 words? Does it include a connector?

**Pronunciation
and Word
Stress Drill
(15–20
minutes)**

Practice these sets:

- PHOtograph – phoTOGraphy – photoGRAPhic
- IMPortant – imporTAnce – imPORTance
- DEvelop – deVELOpment – deVELOping

Clap or tap the table on the stressed syllable.

Read aloud a short paragraph (from BBC News) and underline stressed words.

Record and listen: Did your stress make the meaning clearer?

WEEK 1

DAY 4

Objective

Strengthen listening, note-taking, and speaking skills for the Re-tell Lecture task. Practice Writing with Summarize Written Text under timed conditions to simulate the exam.

**Re-tell
Lecture (30
minutes)**

Go to TED Talks (www.ted.com/talks) or NPR – TED Radio Hour podcast.

Select a short clip of 2–3 minutes.

While listening, take notes using keywords only (names, numbers, main points).

- Example notes: “climate change → rising temperatures → sea levels → solutions: renewable energy, global cooperation.”

After listening, prepare quickly (10 seconds max).

Speak for 40 seconds, following this structure:

- Introduction: “The lecture discusses climate change and its global impact.”
- Key Ideas: Mention 2–3 main points from your notes.
- Conclusion: “In conclusion, the speaker emphasizes the importance of international collaboration.”

Record your response and review: Did you speak for at least 35–40 seconds? Did you avoid long pauses?

WEEK 1

DAY 4

Objective

Strengthen listening, note-taking, and speaking skills for the Re-tell Lecture task. Practice Writing with Summarize Written Text under timed conditions to simulate the exam.

**Summarize
Written Text
(Timed
Practice, 30
minutes)**

Go to BBC Science Focus (www.sciencefocus.com) or The Guardian Science section.

Select a short article of 150–200 words.

Give yourself 10 minutes only:

- Read the article.
- Identify the main idea and 1–2 supporting details.
- Write a single sentence between 5–75 words.
- Example: “The article highlights that advances in artificial intelligence are transforming education because they provide personalized learning opportunities and improve accessibility worldwide.”

Re-read your sentence: Is it grammatically correct? Does it capture the essence of the text?

**Intonation
and Phrasing
Drill (15–20
minutes)**

Write down 3 sentences from a news article on BBC News. Read them aloud, marking pauses with slashes (/).

- Example: “In recent years / technology has advanced rapidly / changing the way we live and work.”

Practice with rising tone for questions and falling tone for statements.

Record and listen: Did your speech sound flat or did it have natural intonation?

WEEK 1

DAY 5

Objective

Practice speed and accuracy in the Answer Short Question task, learning to respond with concise, relevant words. Expand vocabulary for Writing summaries using academic and formal expressions.

Answer Short Question (30 minutes)

Go to PTE Answer Short Question sample lists (free) – you can find them in open sources such as ptepractice.net or free YouTube compilations (“PTE Short Question Practice”). Listen to 20–25 questions.

Answer immediately in one or two words only.

- Example: “What do bees produce?” → “Honey.”
- “Which planet is known as the Red Planet?” → “Mars.”
- “What do you call a baby cat?” → “Kitten.”

If you don’t know the answer, skip it quickly and move on. Fluency is more important than perfection.

Record your answers and check: Were they short? Was pronunciation clear?

Writing Vocabulary Expansion (30 minutes)

Go to The Guardian – Opinion section. Choose a short article (150–200 words).

Read the article and highlight 5–6 academic words (e.g., significant, impact, increase, decline, however, therefore).

Write 5 new sentences using those words.

WEEK 1

DAY 5

<p>Objective</p>	<p>Practice speed and accuracy in the Answer Short Question task, learning to respond with concise, relevant words. Expand vocabulary for Writing summaries using academic and formal expressions.</p>
<p>Writing Vocabulary Expansion (30 minutes)</p>	<ul style="list-style-type: none"> • Example with “impact”: “The impact of technology on education is significant because it provides new opportunities for remote learning.” • Example with “however”: “Renewable energy is expanding; however, fossil fuels are still widely used.” <p>Review your sentences for clarity and correct grammar.</p>
<p>Tongue Twister Drill (15–20 minutes)</p>	<p>Practice the following tongue twisters:</p> <ul style="list-style-type: none"> • “Red lorry, yellow lorry, red lorry, yellow lorry.” • “Which wristwatches are Swiss wristwatches?” • “How can a clam cram in a clean cream can?” <p>Say each one slowly 3 times, then fast 3 times. Record yourself at fast speed and check if the words remain clear.</p>

WEEK 1

DAY 6

Objective

Practice the new Summarize Group Discussion task by listening to multiple speakers and summarizing their points. Reinforce Writing skills in Summarize Written Text with attention to accuracy and grammar.

**Summarize
Group
Discussion
(30 minutes)**

Go to NPR – Politics Podcast Roundtable or BBC Radio 4 – Panel Discussions.

Select a 2–3 minute segment with at least 2 or 3 speakers.

While listening, take notes under columns:

- Speaker A: main point
- Speaker B: main point
- Speaker C: main point

Example:

- A → Technology brings opportunities.
- B → Risks of data privacy.
- C → Balance between growth and safety.

After listening, prepare for 10 seconds.

Speak for up to 2 minutes, using this structure:

- Introduction: “The discussion focused on the role of technology in society.”
- Body: Present each speaker’s point clearly.
- Conclusion: “Overall, the speakers offered different views, highlighting both benefits and concerns.”

Record your answer and listen: Did you include all speakers? Was your speech structured and fluent?

WEEK 1

DAY 6

Objective

Practice the new Summarize Group Discussion task by listening to multiple speakers and summarizing their points. Reinforce Writing skills in Summarize Written Text with attention to accuracy and grammar.

Summarize Written Text (30 minutes)

Go to BBC News – Science or Health section. Select a short article (150–200 words). Read once to understand the overall idea. Highlight the main idea + 1–2 supporting details. Write one sentence only (5–75 words).

- Example: “The article states that scientists are developing new vaccines to control infectious diseases because of recent global outbreaks.”

Check: Does the sentence capture the full meaning? Is it grammatically correct? Does it stay within 5–75 words?

Pronunciation Drill (15–20 minutes)

Practice these word pairs:

- chip – ship
- cheap – sheep
- chop – shop
- chart – sharp

Say each pair 5 times slowly, then 5 times faster. Use them in short sentences:

- “The sheep is cheap.”
- “She bought chips from the shop.”

Record and check clarity between /ch/ and /sh/.

WEEK 1

DAY 7

Objective

Practice the new Respond to a Situation task, applying correct tone and register. Integrate all Speaking tasks in a mini mock test to simulate exam conditions. Reflect on personal strengths and weaknesses from the first week.

Respond to a Situation (30 minutes)

Create or select 2 everyday situations from free lists online (search: "PTE Respond to a Situation practice samples" or use examples below).

- Scenario 1: "You are late to a university lecture. Apologize to your professor and explain why."
- Scenario 2: "Your friend asks for advice about preparing for an important exam. Respond with useful suggestions."

For each scenario:

- Read the prompt carefully (10 seconds preparation).
- Speak for 40 seconds, imagining you are in that situation.
- Focus on tone: formal with the professor, informal but supportive with the friend.

Record your answers and review: Did you adapt your tone? Did you use polite, natural language?

WEEK 1

DAY 7

Objective

Practice the new Respond to a Situation task, applying correct tone and register. Integrate all Speaking tasks in a mini mock test to simulate exam conditions. Reflect on personal strengths and weaknesses from the first week.

**Mini Mock
Test:
Speaking (40
minutes)**

Prepare a sequence of tasks using free sources (BBC, NPR, The Guardian, Our World in Data, TED):

- 2 Read Aloud → choose short Guardian articles (60–70 words).
- 2 Repeat Sentence → play sentences from BBC 6 Minute English, pause, and repeat.
- 1 Describe Image → select one chart from Statista.
- 1 Re-tell Lecture → use a 2-minute TED Talk segment.
- 3 Answer Short Questions → create simple general knowledge questions (e.g., “What is the capital of Japan?” → “Tokyo”).

Do them in sequence without stopping, recording the full practice.

When finished, listen to the entire recording and evaluate:

- Did you keep fluency without long pauses?
- Were your answers clear and complete?
- Did you follow the time limits?

**Reflection
(10–15
minutes)**

In a notebook, write 2–3 sentences for each:

- What task felt easiest this week? Why?
- What task felt most difficult? Why?
- What will you focus on improving next week?

Keep this reflection as a reference for Week 2.

WEEK



2

SUGGESTED VIDEOS WEEK 2

You can find these videos on YouTube, on the **@skillspteacademic** channel. We recommend organizing your time throughout the week to ensure you can watch them all. Add English subtitles to strengthen your listening and vocabulary, and later, turn off the subtitles and listen carefully.

VIDEOS

PTE Summarize Group Discussion 🎯 | 3 Easy Steps + Template (Score 16/16!)

<https://www.youtube.com/watch?v=F30Khbfip6M&t=45s>

6 Hours Full Course - PTE Reading FIB - Collocation, Grammar, Context | Skills PTE Academic

<https://www.youtube.com/watch?v=LSeSDNku9OY>

PTE Reading FIB Decoded: Smart Moves & Mistakes to Avoid!

<https://www.youtube.com/watch?v=UuDevj92BGA>

Leaked PTE Grammar Tricks to Score 90 in Reading!

<https://www.youtube.com/watch?v=ulN3sDgaw3M>

PTE Summarize Spoken Text: The New Template You Must Know!

<https://www.youtube.com/watch?v=teC2w9yggQE&t=5s>

PHONETIC WARM-UP ROUTINE (10–15 MINUTES DAILY)

Focus: Nasals, Plosives, Diphthongs, and Connected Speech

Use this same routine every day during Week 1 before beginning your main study session. Practice in front of a mirror, record yourself, and focus on mouth position and clarity.

Phonetic Drills (5 minutes)

Repeat each group five times, focusing on sharp, clear articulation.

- /m/, /n/, /ŋ/: man – none – sang – moon – name – bring
- /p/, /b/, /t/, /d/: pat – bat – top – dot – deep – beep
- Diphthongs /aɪ/, /eɪ/, /oʊ/: high – day – show – flight – play – go

Linking
sounds
practice

- “Go on in.”
- “Turn off the light.”
- “She is a doctor.”
- “He had it all.”

PHONETIC WARM-UP ROUTINE (10–15 MINUTES DAILY)

Stress and Rhythm Drills (5 minutes)

Practice with stress variation and natural intonation

- "I thought he was coming – but he didn't."
- "Why don't you try it this time?"
- "If only I had known earlier."

Tongue Twisters (2–3 rounds each)

Practice with stress variation and natural intonation

- "Peter Piper picked a peck of pickled peppers."
- "Big black bugs bleed blue black blood."
- "Fred fed Ted bread and Ted fed Fred bread."

WEEK 2

DAY 8

Objective

Reinforce fluency and pronunciation with Read Aloud. Begin Reading practice with Multiple-choice, Choose Single Answer by focusing on global comprehension and identifying the correct option.

**Speaking:
Read Aloud
(30 minutes)**

Go to The Guardian – Environment or Science section. Select 2 short passages (60–70 words each).

Step 1: Read silently once to understand meaning.

Step 2: Record yourself reading aloud in 40 seconds.

Step 3: Play the recording and check:

- Did you stress the correct words?
- Did you avoid monotone delivery?
- Was your pronunciation clear?

Repeat with the second passage.

Finish with a tongue twister for fluency:

- “Truly rural, truly rural, truly rural.”

**Reading:
Multiple-
choice,
Choose Single
Answer (30
minutes)**

Go to BBC Future (www.bbc.com/future).

Select a short article (200–250 words).

Read the passage carefully, underlining:

- Topic sentence (main idea).
- 1–2 supporting details.

WEEK 2

DAY 8

Objective

Reinforce fluency and pronunciation with Read Aloud. Begin Reading practice with Multiple-choice, Choose Single Answer by focusing on global comprehension and identifying the correct option.

**Reading:
Multiple-choice,
Choose Single
Answer (30
minutes)**

Write 4 possible options (1 correct, 3 distractors). Example:

- A. The article is mainly about the benefits of renewable energy.
- B. The article is about daily routines of workers.
- C. The text focuses on the history of fossil fuels.
- D. The passage discusses the growth of car manufacturing.

Choose the correct answer (A).

Repeat the process with one more short article.

**Stress and
Rhythm Drill
(15–20
minutes)**

Take a paragraph (80–100 words) from BBC News.

Mark slashes (/) for pauses.

- Example: "In recent years / scientists have discovered / new ways to generate clean energy."

Read aloud three times:

- Slowly (focus on stress).
- Medium speed (focus on rhythm).
- Natural speed (focus on fluency).

WEEK 2

DAY 9

Objective

Enhance short-term memory and fluency through Repeat Sentence. Practice Reading with Multiple-choice, Choose Multiple Answers by identifying all correct options from a passage.

Speaking: Repeat Sentence (30 minutes)

Go to BBC Learning English – 6 Minute English (www.bbc.co.uk/learningenglish).

Choose one episode (about 6 minutes long).

Play the audio sentence by sentence:

- For short sentences (5–7 words): Pause and repeat exactly.
- For longer sentences (10–12 words): Write down 2–3 keywords, then repeat the full sentence.
- Example: If you hear “Many people are working remotely since the pandemic began” → note “people – remote – pandemic” → then repeat the whole sentence.

Record 10 repetitions (5 short + 5 long).

Listen back: Did you maintain word order? Was your rhythm natural?

Reading: Multiple- choice, Choose Multiple Answers (30 minutes)

Go to BBC Future or The Guardian Long Reads.

Select a passage of 200–250 words.

Read carefully, highlighting key ideas and supporting details.

Write 4–5 questions with multiple possible answers.

Example:

WEEK 2

DAY 9

Objective

Enhance short-term memory and fluency through Repeat Sentence. Practice Reading with Multiple-choice, Choose Multiple Answers by identifying all correct options from a passage.

**Reading:
Multiple-choice, Choose
Multiple
Answers (30
minutes)**

Question: What does the article mention about climate change?

- A. Rising sea levels ✓
- B. Melting glaciers ✓
- C. The history of oil companies
- D. A recipe for reducing carbon footprint
- E. Coral reef destruction ✓

Choose all correct answers (A, B, E).

Repeat the same exercise with another short passage.

**Fluency Drill:
Linking Words
(15–20 minutes)**

Practice these linking examples:

- go on → go-won
- want to → wanna
- did you → didja
- What do you want to do? → Whaddya wanna do?

Take a short paragraph (from BBC News, 80–100 words).

Read aloud 3 times, focusing on connecting words without pausing unnaturally.

Record and check: Did your speech sound smoother?

WEEK 2

DAY 10

Objective

Practice structuring and delivering responses for Describe Image. Strengthen Reading skills by practicing Re-order Paragraphs to improve text organization and logical flow.

Speaking: Describe Image (30 minutes)

Select one line chart

- Go to ourworldindata.org → search “internet adoption” or “CO2 emissions” → open a chart.
- 40-second response template:
 - Intro: “This line chart shows ___ across ___ from ___ to ___.”
 - 2–3 key trends: “It rises steadily after..., peaks in..., and slightly declines by...”
 - Conclusion: “Overall, the trend indicates...”
- Record and check pacing, stress and clarity.

Select one bar chart

- Go to data.oecd.org → choose an indicator like “Education spending” or “Unemployment rate.”
- Use the chart on the indicator page.
- 40-second response template:
 - Intro: “This bar chart compares ___ across ___.”
 - 2–3 key comparisons: “Country A is highest at..., Country B is lowest..., most values cluster between...”
 - Conclusion: “In summary, ___ shows notable variation across countries.”
- Record and review for pronunciation of numbers and units.

WEEK 2

DAY 10

Objective

Practice structuring and delivering responses for Describe Image. Strengthen Reading skills by practicing Re-order Paragraphs to improve text organization and logical flow.

Speaking: Describe Image (30 minutes)**Optional picture description (if you have time, 40 seconds)**

- Go to unsplash.com → search “crowded city street” or “university classroom.”
- Structure: Setting → main subjects → details → inference.
- Example: “The photo shows a busy street at night; people are crossing, bright signs are visible, and the atmosphere suggests tourism.”

Reading: Re-order Paragraphs (30 minutes)

Copy a short paragraph (90–130 words) from one article.
2. Split it into 4–5 sentences and shuffle them.

Reorder them by:

- Topic sentence first (broad claim).
- Supporting details (evidence/examples) next.
- Closing sentence (result/implication) last.

Check yourself: Does sentence 2 logically explain or support sentence 1? Does the last sentence summarize or imply consequences?

WEEK 2

DAY 11

Objective

Develop listening and summarizing skills for Re-tell Lecture. Strengthen Reading skills with Fill in the Blanks (Reading & Writing) by practicing contextual vocabulary choice.

Speaking: Re-tell Lecture (30 minutes)

Go to www.ted.com/talks or search NPR TED Radio Hour. Choose a 2–3 minute clip on a topic like education, health, or technology.

While listening, take notes using only keywords, names, and numbers.

- Example notes: "AI → schools → personalized learning → challenges: cost, training."

After listening, prepare for 10 seconds.

Speak for 40 seconds, following this structure:

- Introduction: "The lecture discusses..."
- Key points: mention 2–3 ideas from your notes.
- Conclusion: "Overall, the speaker emphasizes..."

Record your answer and review: Did you cover the main points? Was your fluency steady?

Reading: Fill in the Blanks (Reading & Writing) (30 minutes)

Go to www.bbc.co.uk/learningenglish or The Guardian – Science section.

Select a short article (150–180 words).

WEEK 2

DAY 11

Objective

Develop listening and summarizing skills for Re-tell Lecture. Strengthen Reading skills with Fill in the Blanks (Reading & Writing) by practicing contextual vocabulary choice.

Reading: Fill in the Blanks (Reading & Writing) (30 minutes)

Copy the passage and remove 8–10 words (verbs, adjectives, connectors).

- Original: "Scientists have discovered a new method that could significantly reduce plastic pollution in the oceans."
- Gap-fill: "Scientists have ___ a new method that could ___ reduce plastic pollution in the ___."

Fill in the blanks with the most logical words.

Compare with the original text and note mistakes.

Repeat the exercise with another article.

Intonation Drill (15–20 minutes)

Go to www.bbc.com/news and take 5 headlines.

- Example: "Will global temperatures continue to rise?"

Turn each headline into a question and answer.

- Q: "Will global temperatures continue to rise?"
- A: "Yes, scientists predict a further increase."

Practice aloud with rising intonation for the question and falling intonation for the answer.

Record and listen: Did your questions sound natural? Did your answers sound complete and confident?

WEEK 2

DAY 12

Objective

Practice speed and accuracy in Answer Short Question. Strengthen Reading skills with Fill in the Blanks (Reading only) by focusing on grammar and collocations.

**Speaking:
Answer Short
Question (30
minutes)**

Go to YouTube and search "PTE Answer Short Question practice free".

Play a practice video and answer 20–25 questions immediately after you hear them.

- Example: "What do bees produce?" → "Honey."
- "Which planet is known as the Red Planet?" → "Mars."

Keep each response one or two words only.

Record your answers and review: Was your pronunciation clear? Were your answers concise?

**Reading: Fill in
the Blanks
(Reading only)
(30 minutes)**

Go to www.bbc.com/news and choose a short article (150–200 words).

Copy 8–10 sentences into a document.

Remove one word from each sentence (focus on prepositions, verbs, and collocations). Example:

- Original: "The report shows a significant increase in renewable energy use."
- Gap-fill: "The report shows a significant ___ in renewable energy use."

Read the sentence carefully and try to complete it with the correct word.

Check with the original article and correct mistakes.

Repeat with 1 more article for extra practice.

WEEK 2

DAY 12

Objective

Practice speed and accuracy in Answer Short Question. Strengthen Reading skills with Fill in the Blanks (Reading only) by focusing on grammar and collocations.

**Fluency Drill:
Tongue Twisters
(15–20 minutes)**

Practice these tongue twisters:

- “She sells seashells by the seashore.”
- “Fred fed Ted bread and Ted fed Fred bread.”
- “How much wood would a woodchuck chuck if a woodchuck could chuck wood?”

Read each slowly 3 times, then increase speed while keeping clarity.

Record your final attempt and listen: Did your words remain clear at faster speed?

WEEK 2

DAY 13

Objective

Practice organizing visual information for Describe Image. Strengthen comprehension and summary skills with Highlight Correct Summary by selecting the most accurate option after listening.

**Speaking:
Describe Image
(30 minutes)**

Go to ourworldindata.org → search for “literacy rate,” “life expectancy,” or “CO₂ emissions.”

Choose one line chart and one bar chart.

For each chart:

- Introduction: “This chart shows ___ over the years ___ to ___.”
- Key Points: Highlight 2–3 important trends.
- Conclusion: “Overall, the data indicates ___.”

Go to unsplash.com → search for “city street” or “classroom.”

- Describe the picture: setting → main subjects → details → inference.

Record each response for 40 seconds.

Review recordings: Did you use introduction, details, and conclusion? Was your pronunciation clear and steady?

**Reading/
Listening:
Highlight
Correct
Summary (30
minutes)**

Go to BBC Learning English – 6 Minute English.

Select one recent episode (6 minutes).

Listen to a 1–2 minute segment.

Write 3–4 possible summaries, only one correct. Example:

WEEK 2

DAY 13

Objective

Practice organizing visual information for Describe Image. Strengthen comprehension and summary skills with Highlight Correct Summary by selecting the most accurate option after listening.

**Reading/
Listening:
Highlight
Correct
Summary (30
minutes)**

- The clip explains how climate change affects farmers globally. ✓
 - The clip describes cooking traditions in Europe.
 - The audio focuses on modern technology in education.
 - The audio tells the story of one famous athlete.
- Choose the correct summary (A).
Repeat with a second clip.

**Stress and
Intonation Drill
(15–20 minutes)**

Go to www.bbc.com/news.
Copy 3 short sentences (10–12 words).
Read each sentence aloud 3 times:

- First: very slowly, stressing content words.
- Second: medium pace with natural rhythm.
- Third: natural speed with correct intonation.

Record and listen: Did your voice rise and fall naturally?
Did stress highlight key words?

WEEK 2

DAY 14

Objective

Practice note-taking and structured speaking for Re-tell Lecture. Strengthen listening accuracy with Select Missing Word by predicting meaning from context.

Speaking: Re-tell Lecture (30 minutes)

Go to www.ted.com/talks or NPR – TED Radio Hour podcast.

Select a 2–3 minute clip on topics like technology, health, or education.

While listening, take notes using only keywords and arrows for links.

- Example: "AI → schools → benefits: personalized learning / challenges: cost, training."

After listening, prepare quickly (10 seconds).

Speak for 40 seconds:

- Intro: "The lecture discusses..."
- Key points: mention 2–3 main ideas from notes.
- Conclusion: "Overall, the speaker highlights..."

Record your answer and review: Did you keep fluency? Did you avoid long pauses?

Listening: Select Missing Word (30 minutes)

Go to BBC Learning English – The English We Speak. Select one episode (2–3 minutes).

Listen and stop 5–10 seconds before the end of a sentence.

Predict the missing word based on context. Example:

- Audio (paused before last word): "The project was a complete waste of ___."
- Prediction: "time."

WEEK 2

DAY 14

Objective

Practice note-taking and structured speaking for Re-tell Lecture. Strengthen listening accuracy with Select Missing Word by predicting meaning from context.

Listening: Select Missing Word (30 minutes)

- Check by listening to the full sentence. Do this for 10 sentences. Repeat with another short audio.

Fluency Drill: Pausing and Chunking (15–20 minutes)

Go to www.bbc.com/news.

Copy a short paragraph (80–100 words).

Add slashes (/) to mark pauses.

- Example: "Over the past decade / scientists have developed new vaccines / to address global health challenges."

Read aloud 3 times: slow, medium, natural speed.

Record and listen: Did your pauses make the speech easier to follow?

WEEK



SUGGESTED VIDEOS WEEK 3

You can find these videos on YouTube, on the **@skillspteacademic** channel. We recommend organizing your time throughout the week to ensure you can watch them all. Add English subtitles to strengthen your listening and vocabulary, and later, turn off the subtitles and listen carefully.

VIDEOS

PTE Speaking 2025 | Full Course with New Updates in 40 Minutes

<https://www.youtube.com/watch?v=1lJrDH9pa1o>

PTE Academic Speaking: Respond to a Situation | Tips, Tricks and Full Template Revealed for 90/90

<https://www.youtube.com/watch?v=9mgUrvziB6o>

🔥 New PTE Speaking Format 2025 | Summarize Group Discussion – Full Tutorial

<https://www.youtube.com/watch?v=POomtWy1s1s&t=31s>

Struggling with PTE Speaking? Fix It in 10 Mins with My 90/90 Strategy 🌟 (No Fluff)

https://www.youtube.com/watch?v=GZsOs9_pdY8

PTE Describe Image Hack 🔥 | Auto-Pilot Formula for 90/90 Score!

<https://www.youtube.com/watch?v=hW9Az3-9fPs>

PHONETIC WARM-UP ROUTINE (10–15 MINUTES DAILY)

Focus: Strengthen articulation, improve control over English prosody (stress, rhythm, intonation), and enhance clarity under pressure.

Use this same routine every day during Week 1 before beginning your main study session. Practice in front of a mirror, record yourself, and focus on mouth position and clarity.

Phonetic Drills (5 minutes)

Repeat each group five times, focusing on sharp, clear articulation. Avoid rushing and exaggerate sounds at first for muscle training.

- /ɪ/ vs /i:/: ship – sheep, live – leave, bit – beet
- /æ/ vs /ʌ/: cat – cut, bad – bud, man – mud
- /s/ vs /ʃ/: sip – ship, see – she, sort – short

Stress and Rhythm Drills (10 minutes)

Repeat each group five times, focusing on sharp, clear articulation. Avoid rushing and exaggerate sounds at first for muscle training.

- "The doctor will see you now."
- "Nurses need to manage their time efficiently."
- "She works / in the emergency room / every night."
- "They are going to / conduct the training / on Friday."

PHONETIC WARM-UP ROUTINE (10–15 MINUTES DAILY)

Tongue Twisters (10 minutes)

Repeat each group five times, focusing on sharp, clear articulation. Avoid rushing and exaggerate sounds at first for muscle training.

- "Red lorry, yellow lorry."
- "She sells sea shells by the seashore."
- "Unique New York."
- "Peter Piper picked a peck of pickled peppers."

WEEK 3

DAY 15

Objective

Reinforce pronunciation and fluency with Read Aloud. Begin Listening practice with Summarize Spoken Text by writing short summaries after audio clips.

Speaking: Read Aloud (30 minutes)

Go to www.theguardian.com/science or www.bbc.com/news.

Select 2 short passages (60–70 words each).

Step 1: Read silently once to understand meaning.

Step 2: Record yourself reading aloud in 40 seconds.

Step 3: Replay and check:

- Did you stress the right words?
- Was your pronunciation clear?
- Did your pace sound natural (not rushed, not too slow)?

Repeat with the second passage.

Listening: Summarize Spoken Text (30 minutes)

Go to BBC Learning English – 6 Minute English.

Choose one episode (about 6 minutes).

Listen to the first 1–2 minutes and take notes (keywords only).

Write a short summary in 50–70 words.

- Example: "The audio explains how scientists are developing new methods to reduce food waste, including packaging innovations and consumer awareness campaigns."

Check: Does your summary cover the main idea and supporting details?

Repeat with another short audio segment.

WEEK 3

DAY 15

Objective

Reinforce pronunciation and fluency with Read Aloud. Begin Listening practice with Summarize Spoken Text by writing short summaries after audio clips.

Pronunciation Drill (15–20 minutes)

Practice pairs:

- ship – sheep
- bit – beat
- full – fool
- hat – heart

Say each pair 5 times slowly, then 5 times faster.

Create short sentences with the words:

- “The ship is near the beach.”
- “He beat me in the game.”

Record and listen: Are the vowel sounds distinct?

WEEK 3

DAY 16

Objective

Develop memory and fluency with Repeat Sentence. Practice Listening with Multiple-choice, Choose Multiple Answers by identifying all correct responses after an audio.

Speaking: Repeat Sentence (30 minutes)

Go to BBC Learning English – 6 Minute English and play a short episode.
Pause after each short sentence (5–7 words) and repeat it word-for-word.

- Example: “Many people are working remotely.” → Repeat immediately.

For longer sentences (10–12 words), write down 2–3 keywords, then repeat the entire sentence.

- Example: “Scientists are warning about the impact of rising sea levels.” → Note: scientists – warning – rising sea levels.

Practice at least 10 short sentences and 5 long sentences. Record your responses and listen: Did you miss words? Was your rhythm natural?

Listening: Multiple- choice, Choose Multiple Answers (30 minutes)

Go to NPR Podcasts and select a short clip (2–3 minutes). Listen once without pausing.
Create a question about the audio with 4–5 possible answers (only some correct). Example:

WEEK 3

DAY 16

Objective

Develop memory and fluency with Repeat Sentence. Practice Listening with Multiple-choice, Choose Multiple Answers by identifying all correct responses after an audio.

**Listening:
Multiple-
choice, Choose
Multiple
Answers (30
minutes)**

Question: What topics are mentioned in the audio?

- A. Climate change ✓
- B. Ocean pollution ✓
- C. The history of Roman architecture
- D. Renewable energy ✓
- E. Traditional cooking in Asia

Replay the clip to confirm which answers are correct. Repeat with a second clip.

**Linking and
Fluency Drill
(15–20 minutes)**

Practice natural linking:

- want to → wanna
- going to → gonna
- did you → didja
- What do you → Whaddya

Go to www.bbc.com/news and copy a short paragraph (80–100 words).

Read it aloud 3 times, focusing on linking words together naturally.

Record and listen: Did your speech sound smooth and connected?

WEEK 3

DAY 17

Objective

Practice structuring clear responses for Describe Image. Strengthen Listening skills with Fill in the Blanks by focusing on missing words in audio recordings.

Speaking: Describe Image (30 minutes)

Go to ourworldindata.org and search for topics like “life expectancy” or “internet use.”

Select one line chart and one bar chart.

For each chart, structure your response:

- Introduction: “This chart shows ___ between ___ and ___.”
- Key Points: Highlight 2–3 important details (highest, lowest, overall trend).
- Conclusion: “Overall, the data suggests...”

Go to unsplash.com and search for “classroom” or “hospital.”

Describe the photo: setting → main subjects → details → inference.

Record each response (40 seconds).

Replay and check: Did you include intro, details, and conclusion? Was your pace steady?

Listening: Fill in the Blanks (30 minutes)

Go to BBC Learning English – News Report.

Play a short clip (1–2 minutes).

Download or copy the transcript if available. Remove 8–10 words. Example:

WEEK 3

DAY 17

Objective

Practice structuring clear responses for Describe Image. Strengthen Listening skills with Fill in the Blanks by focusing on missing words in audio recordings.

Listening: Fill in the Blanks (30 minutes)

- Original: "Researchers discovered a method to recycle plastic more efficiently."
- Gap-fill: "Researchers ___ a method to ___ plastic more efficiently."

Listen to the audio and fill in the missing words. Replay to confirm accuracy and check spelling. Repeat with another clip.

Stress and Rhythm Drill (15–20 minutes)

Go to www.bbc.com/news and copy one short paragraph (80–100 words).

Underline the stressed words (nouns, main verbs, adjectives).

- Example: "The GOVERNMENT announced NEW measures to REDUCE pollution."

Read the paragraph aloud three times: slow, medium, and natural speed.

Record and listen: Did you emphasize the right words?

WEEK 3

DAY 18

Objective

Strengthen listening and speaking skills with Re-tell Lecture. Improve comprehension with Highlight Correct Summary by choosing the most accurate summary of an audio.

Speaking: Re-tell Lecture (30 minutes)

Go to www.ted.com/talks or NPR Podcasts (Short Wave, TED Radio Hour).

Select a 2–3 minute clip on topics like science, health, or society.

While listening, take notes with keywords only (names, numbers, main points).

- Example: “climate → rising temps → sea levels → solutions: renewable energy.”

After listening, prepare quickly (10 seconds).

Speak for 40 seconds using this structure:

- Introduction: “The lecture discusses...”
- Key points: 2–3 main ideas.
- Conclusion: “Overall, the speaker highlights...”

Record your response and listen: Did you speak continuously for 35–40 seconds? Did you cover the main ideas?

Listening: Highlight Correct Summary (30 minutes)

Go to BBC Learning English – 6 Minute English.

Select an episode.

Listen to a 1–2 minute segment carefully.

WEEK 3

DAY 18

Objective

Strengthen listening and speaking skills with Re-tell Lecture. Improve comprehension with Highlight Correct Summary by choosing the most accurate summary of an audio.

Listening: Highlight Correct Summary (30 minutes)

Write 3–4 possible summaries, only one correct. Example:

- A. The clip explains how scientists are creating new vaccines to fight disease. ✓
- B. The clip describes the history of food preparation in Europe.
- C. The audio focuses on the daily life of a famous athlete.
- D. The audio presents a story about traditional art in Asia.

Choose the correct summary.

Repeat with another segment to reinforce practice.

Fluency Drill: Question and Answer Intonation (15– 20 minutes)

Go to www.bbc.com/news and select 3 short headlines. Turn each into a question + answer.

- Example: "Will the government invest more in renewable energy?" → "Yes, officials confirmed new funding."

Practice aloud: rising tone for questions, falling tone for answers.

Record and check: Did your pitch rise on questions and fall on answers?

WEEK 3

DAY 19

Objective

Build speed and accuracy in Answer Short Question. Strengthen Listening comprehension with Multiple-choice, Choose Single Answer by identifying the main idea of a passage.

Speaking: Answer Short Question (30 minutes)

Go to YouTube and search "PTE Answer Short Question practice free."
Play a practice video with sample questions.
Answer 25–30 questions immediately after hearing them.

- Example: "What is the capital of Japan?" → "Tokyo."
- "What do bees produce?" → "Honey."
- "What gas do humans need to breathe?" → "Oxygen."

Keep each response short (max. 2 words).
Record your answers and review: Was your pronunciation clear? Did you hesitate?

Listening: Multiple- choice, Choose Single Answer (30 minutes)

Go to BBC Learning English – 6 Minute English.
Play a 2–3 minute audio segment.
Write one multiple-choice question about the clip, with 4 options (only 1 correct). Example:
Question: What is the main focus of the audio?

- A. The benefits of renewable energy ✓
- B. A description of a famous scientist
- C. The history of space exploration
- D. Cooking traditions in Europe

Choose the best option.
Replay the audio to confirm your choice.
Repeat with one more clip.

WEEK 3

DAY 19

Objective

Build speed and accuracy in Answer Short Question. Strengthen Listening comprehension with Multiple-choice, Choose Single Answer by identifying the main idea of a passage.

**Tongue Twister
Fluency Drill
(15–20 minutes)**

Practice the following tongue twisters:

- “Red lorry, yellow lorry, red lorry, yellow lorry.”
- “Unique New York, Unique New York, Unique New York.”
- “Which wristwatches are Swiss wristwatches?”

Say each one slowly 3 times, then faster 5 times.

Record your final attempt and listen: Were the words still clear?

WEEK 3

DAY 20

Objective

Practice summarizing multiple speakers in Summarize Group Discussion. Strengthen Listening skills with Select Missing Word by predicting meaning from context.

**Speaking:
Summarize
Group
Discussion (30
minutes)**

Go to NPR – Politics Podcast or BBC Radio 4 – In Our Time. Choose a 2–3 minute segment with at least two or three speakers.

While listening, take notes in a simple table:

- Speaker A → main point
- Speaker B → main point
- Speaker C → main point

Example:

- A → technology brings opportunities
- B → data privacy is at risk
- C → balance between innovation and regulation

After listening, prepare for 10 seconds.

Record your 2-minute response with this structure:

- Introduction: "The discussion focused on the impact of technology on society."
- Body: Mention each speaker's perspective.
- Conclusion: "Overall, the speakers highlighted both benefits and risks."

Replay your recording: Did you include all speakers? Was your speech fluent and structured?

WEEK 3

DAY 20

Objective

Practice summarizing multiple speakers in Summarize Group Discussion. Strengthen Listening skills with Select Missing Word by predicting meaning from context.

Listening: Select Missing Word (30 minutes)

Go to BBC Learning English – The English We Speak. Play a short episode (2–3 minutes).

Pause the audio just before the last word of a sentence.

Predict the missing word based on context. Example:

- Audio: “The new policy will save the government a lot of ___.”
- Prediction: “money.”
- Replay to confirm.

Do this for at least 10 sentences.

Repeat with another audio.

Pronunciation Drill: Consonant Contrast (15–20 minutes)

Practice these pairs:

- pat – bat
- fan – van
- sip – zip
- coat – goat

Say each pair 5 times slowly, then 5 times faster.

Use each in a short sentence:

- “The fan is broken.”
- “He zipped his jacket.”

Record and listen: Did each pair sound distinct?

WEEK 3

DAY 21

Objective

Practice fluency and appropriacy with Respond to a Situation. Strengthen Listening precision with Highlight Incorrect Words by detecting mismatches between audio and text.

**Speaking:
Respond to a
Situation (30
minutes)**

Go to YouTube and search "PTE Respond to a Situation sample questions."

Choose 2–3 scenarios. If none available, create your own with everyday contexts:

- Scenario 1: "You are late to a meeting with your professor. Apologize and explain why."
- Scenario 2: "A friend is nervous about a job interview. Give advice to help them prepare."

For each scenario:

- Read the prompt (10 seconds prep).
- Record a 40-second response.
- Focus on tone (formal for professor, informal but supportive for friend).

Replay your responses: Did your tone match the situation? Was your message clear and polite?

**Listening:
Highlight
Incorrect
Words (30
minutes)**

Go to YouTube and search "PTE Highlight Incorrect Words practice free."

Play one practice video. You will see the transcript on screen while listening to the audio.

As the audio plays, click or note down the words in the transcript that do not match the audio.

Review the video's answer section to check accuracy.

Repeat with at least 2 different videos.

WEEK 3

DAY 21

Objective

Practice fluency and appropriacy with Respond to a Situation. Strengthen Listening precision with Highlight Incorrect Words by detecting mismatches between audio and text.

**Fluency Drill:
Sentence Stress
(15–20 minutes)**

Go to www.bbc.com/news and copy 3 sentences (10–15 words each).

Underline the content words (nouns, verbs, adjectives, adverbs).

- Example: “The GOVERNMENT announced NEW measures to REDUCE POLLUTION across the COUNTRY.”

Read aloud 3 times: slow (focus on stress), medium, and natural speed.

Record and listen: Did your stressed words carry the meaning clearly?

WEEK



SUGGESTED VIDEOS WEEK 4

You can find these videos on YouTube, on the **@skillspteacademic** channel. We recommend organizing your time throughout the week to ensure you can watch them all. Add English subtitles to strengthen your listening and vocabulary, and later, turn off the subtitles and listen carefully.

VIDEOS

**PTE Summarize Written Text
New Rules Uncovered!**

https://www.youtube.com/watch?v=ZrZF_YwMMvs

**Major PTE Essay Shake-Up
in 2025! What You Must
Know!**

<https://www.youtube.com/watch?v=4hiNMAC-pTY>

**PTE ESSAY 2025 🔥 New
Rules. Smarter
Template. Your Updated
Strategy Starts Here!**

<https://www.youtube.com/watch?v=wqblJLreYFY>

**Master PTE Read Aloud: Top
Secrets That Nobody Tells
You!**

<https://www.youtube.com/watch?v=BJEb470n4ak>

**Struggling with PTE
Speaking? Fix It in 10 Mins
with My 90/90 Strategy ✨
(No Fluff)**

https://www.youtube.com/watch?v=GZsOs9_pdY8

PHONETIC WARM-UP ROUTINE (10–15 MINUTES DAILY)

Focus: Articulation, Intonation, Word Stress, Fluency

Use this same routine every day during Week 1 before beginning your main study session. Practice in front of a mirror, record yourself, and focus on mouth position and clarity.

Phonetic Drills (5 minutes)

Repeat each group five times, focusing on sharp, clear articulation. Avoid rushing and exaggerate sounds at first for muscle training.

- /æ/ and /ʌ/:

cat – cut – back – buck – hat – hut

- /t/ and /d/:

ten – den – tide – died – toad – dude

- /ɪ/ and /i:/:

bit – beat – ship – sheep – fill – feel

- /tʃ/ and /ʃ/:

chip – ship – chess – chef – chart – sharp

WEEK 4

DAY 22

Objective

Reinforce fluency with Read Aloud. Begin Writing practice with Summarize Written Text, focusing on capturing the main idea in a single, grammatically correct sentence.

Speaking: Read Aloud (30 minutes)

Go to www.bbc.com/news or www.theguardian.com/world.

Select 2 short passages (60–70 words each).

Step 1: Read silently once to understand meaning.

Step 2: Record yourself reading aloud within 40 seconds.

Step 3: Replay and check:

- Did you stress important words?
- Was your pronunciation clear?
- Did you maintain natural pacing?

Repeat with the second passage.

Writing: Summarize Written Text (30 minutes)

Go to www.theguardian.com/science or BBC Future.

Select a short article (150–200 words).

Read the text carefully and highlight:

- Main subject
- 1–2 supporting details

Write a single sentence combining them with a connector.

- Example: "The article explains that renewable energy is expanding rapidly because governments are investing heavily, and as a result, carbon emissions may decline in the future."

Check: Does it cover the whole passage? Is it grammatically correct? Is it 5–75 words?

Repeat with one more article.

WEEK 4

DAY 22

Objective

Reinforce fluency with Read Aloud. Begin Writing practice with Summarize Written Text, focusing on capturing the main idea in a single, grammatically correct sentence.

**Fluency Drill:
Vowel Sounds
(15–20 minutes)**

Practice these contrasts:

- ship – sheep
- bit – beat
- full – fool
- hat – heart

Say each pair 5 times slowly, then 5 times faster.

Create short sentences with each word and read them aloud.

- “The sheep is on the hill.”
- “He beat his own record.”

Record and listen: Did you keep the vowel sounds distinct?

WEEK 4

DAY 23

Objective

Reinforce memory and fluency with Repeat Sentence. Practice Writing with Summarize Written Text under time pressure to simulate exam conditions.

Speaking: Repeat Sentence (30 minutes)

Go to [BBC Learning English – 6 Minute English](#).

Play a recent episode.

For each short sentence (5–7 words): pause the audio and repeat it word-for-word.

- Example: “Climate change affects millions worldwide.”

For longer sentences (10–12 words): write 2–3 keywords, then repeat the whole sentence.

- Example: “Researchers are developing new vaccines to prevent future pandemics.” → notes: researchers – vaccines – pandemics.

Practice at least 15 sentences (10 short, 5 long).

Record your repetitions and listen: Did you keep correct word order and intonation?

Writing: Summarize Written Text (Timed, 30 minutes)

Go to [BBC Future](#) or [The Guardian – Science](#).

Select a short article (150–200 words).

Set a timer for 10 minutes:

- Read once for understanding.
- Identify main subject + 1–2 supporting points.
- Write a single sentence (5–75 words).
- Example: “The article highlights that scientists are exploring artificial intelligence in healthcare because it improves diagnosis, although challenges remain with privacy and cost.”

WEEK 4

DAY 23

Objective

Reinforce memory and fluency with Repeat Sentence. Practice Writing with Summarize Written Text under time pressure to simulate exam conditions.

**Writing:
Summarize
Written Text
(Timed, 30
minutes)**

Review: Is it grammatically correct? Does it summarize the whole passage?
Repeat with a second article.

**Fluency Drill:
Word Stress
(15–20 minutes)**

Practice these word sets:

- PHOtograph – phoTOGraphy – photoGRaphic
- DEvelop – deVELOpment – deVELOping
- INdustry – inDUStrial – indusTRIous

Clap or tap on the stressed syllable while speaking.

Go to www.bbc.com/news and copy one paragraph (80–100 words).

Read it aloud, underlining stressed words, then record yourself.

Replay: Did the stress make your speech sound more natural?

WEEK 4

DAY 24

Objective

Practice structured responses for Describe Image. Begin Writing practice for the Essay task, focusing only on crafting strong introductions.

Speaking: Describe Image (30 minutes)

Go to ourworldindata.org → search for charts such as “internet users,” “literacy rate,” or “renewable energy.”

- Choose one line chart and one bar chart.

For each chart:

- Introduction: “This chart shows ___ between ___ and ___.”
- Key points: Highlight 2–3 major trends or comparisons.
- Conclusion: “Overall, the chart suggests ___.”

Go to unsplash.com → search for “university library” or “busy street.”

- Structure: setting → main details → inference.

Record each description for 40 seconds.

Replay and check: Did you cover intro, details, and conclusion? Was your pace steady?

Writing: Essay (Introduction practice, 30 minutes)

Go to IELTS Essay Topics (they are general academic prompts, useful for PTE too).

Choose 2 topics. Example:

- “Some people think online education is as effective as classroom learning. Do you agree or disagree?”
- “Global warming is one of the biggest threats to humanity. Discuss.”

WEEK 4

DAY 24

Objective

Practice structured responses for Describe Image. Begin Writing practice for the Essay task, focusing only on crafting strong introductions.

**Writing: Essay
(Introduction
practice, 30
minutes)**

For each, write only the introduction (2–3 sentences):

- Sentence 1: Paraphrase the topic.
- Sentence 2: State your opinion or focus.
- Example: “Many believe that studying online can replace traditional classroom learning. While online education has advantages, I think classroom teaching still plays a vital role in effective learning.”

Review: Does the introduction introduce the topic? Does it state a clear opinion?

**Pronunciation
Drill: Numbers
and Data (15–20
minutes)**

Go to World Bank Data and select one indicator (e.g., population, GDP, internet users).

Copy 5–6 sentences with numbers.

- Example: “The population increased from 3.5 million in 1990 to 7.2 million in 2020.”

Read them aloud slowly, then at natural speed.

Record and listen: Did you pronounce numbers and percentages clearly?

WEEK 4

DAY 25

Objective

Strengthen listening and oral delivery with Re-tell Lecture. Develop Writing skills for the Essay task by practicing body paragraphs with clear structure and supporting details.

Speaking: Re-tell Lecture (30 minutes)

Go to www.ted.com/talks or NPR Podcasts.

Select a 2–3 minute clip on science, health, or technology. While listening, write down keywords (main ideas, numbers, names).

- Example notes: “ocean → plastic waste → recycling methods → global cooperation.”

Prepare for 10 seconds.

Record your 40-second summary:

- Introduction: “The lecture discusses the problem of plastic waste in oceans.”
- Body: “The speaker explained recycling methods and stressed the need for international cooperation.”
- Conclusion: “Overall, the lecture highlighted both challenges and possible solutions.”

Replay and check: Did you cover at least 2–3 main points? Was your fluency continuous?

Writing: Essay (Body Paragraphs, 30 minutes)

Go to www.bbc.com/news or www.theguardian.com and choose a recent article on society, environment, or technology.

From the article, create a debate-style essay topic.

WEEK 4

DAY 25

<p>Objective</p>	<p>Strengthen listening and oral delivery with Re-tell Lecture. Develop Writing skills for the Essay task by practicing body paragraphs with clear structure and supporting details.</p>
<p>Writing: Essay (Body Paragraphs, 30 minutes)</p>	<ul style="list-style-type: none"> • Article about climate change → Topic: “Governments should focus more on renewable energy than fossil fuels. Do you agree or disagree?” • Article about online learning → Topic: “Online education can replace traditional classrooms. Discuss.” <p>Write two body paragraphs (4–5 sentences each):</p> <ul style="list-style-type: none"> • Paragraph 1: Start with a topic sentence, explain the idea, and add an example. <ul style="list-style-type: none"> ◦ Example: “Investing in renewable energy reduces pollution. For instance, solar power provides clean electricity and decreases dependence on coal.” • Paragraph 2: Use a connector (Moreover, In addition, On the other hand). Add a second argument with support. <ul style="list-style-type: none"> ◦ Example: “Moreover, renewable energy creates jobs in new industries, giving governments an additional reason to invest in these projects.” <p>Review: Did you start with a clear topic sentence? Did you include explanation + example?</p>
<p>Intonation Drill: Contrast (15–20 minutes)</p>	<p>Go to www.bbc.com/news and copy 3 sentences containing contrasts (look for however, although, but). Read aloud, stressing the contrast words (but, however, although).</p>

WEEK 4

DAY 26

Objective

Practice quick and accurate responses in Answer Short Question. Develop Writing skills for the Essay task by learning to write clear, strong conclusions.

**Speaking:
Answer Short
Question (30
minutes)**

Go to YouTube and search "PTE Answer Short Question practice free."

Play a practice video with sample questions.

Answer 25–30 questions aloud.

- Example: "What is the capital of France?" → "Paris."
- "What gas do humans need to breathe?" → "Oxygen."
- "Which planet is closest to the Sun?" → "Mercury."

Keep answers very short (1–2 words only).

Record your responses and review: Was your pronunciation clear? Did you hesitate?

**Writing: Essay
(Conclusion
practice, 30
minutes)**

Go to www.bbc.com/news or www.theguardian.com and select an article.

From the article, create an essay topic. Example:

- Article on artificial intelligence → Topic: "Artificial intelligence will bring more benefits than risks. Do you agree or disagree?"

Write only the conclusion paragraph (2–3 sentences):

- Sentence 1: Restate the main idea in different words.
- Sentence 2: Reaffirm your opinion or summarize the strongest argument.

WEEK 4

DAY 26

Objective

Practice quick and accurate responses in Answer Short Question. Develop Writing skills for the Essay task by learning to write clear, strong conclusions.

**Writing: Essay
(Conclusion
practice, 30
minutes)**

- Example: "In conclusion, while artificial intelligence presents certain risks, its potential to improve healthcare, education, and communication makes it more beneficial than harmful. Governments should focus on regulating its use rather than limiting innovation."

Review: Is your conclusion clear, concise, and consistent with the essay body?

**Fluency Drill:
Tongue Twisters
(15–20 minutes)**

Practice the following tongue twisters:

- "She sells seashells by the seashore."
- "Fred fed Ted bread and Ted fed Fred bread."
- "How much wood would a woodchuck chuck if a woodchuck could chuck wood?"

Say each one slowly 3 times, then quickly 5 times.

Record your fast attempts and listen: Were the words still clear?

WEEK 4

DAY 27

Objective

Practice structured and fluent descriptions in Describe Image. Develop Writing skills for the Essay task by completing a full essay (introduction, body, and conclusion) within exam timing.

Speaking: Describe Image (30 minutes)

Go to ourworldindata.org → search for indicators such as “global population growth,” “energy consumption,” or “life expectancy.”

Select one line chart and one bar chart.

For each chart, follow this structure:

- Introduction: “This chart shows ___ from ___ to ___.”
- Key points: Mention 2–3 important trends (increase, decrease, highest, lowest).
- Conclusion: “Overall, the data suggests ___.”

Go to unsplash.com → search for “hospital,” “school classroom,” or “city traffic.”

- Describe the photo: setting → main details → inference.

Record each description (40 seconds).

Replay and evaluate: Did you follow intro → body → conclusion? Was pronunciation clear?

Writing: Full Essay Practice (40 minutes)

Go to www.bbc.com/news or www.theguardian.com and select an article on environment, society, or technology. From the article, create a debate-style essay topic.

WEEK 4

DAY 27

Objective

Practice structured and fluent descriptions in Describe Image. Develop Writing skills for the Essay task by completing a full essay (introduction, body, and conclusion) within exam timing.

Writing: Full Essay Practice (40 minutes)

Example:

- Article on climate change → “Do you agree that governments should prioritize renewable energy over fossil fuels?”
- Article on education → “Is online learning as effective as classroom learning?”

Set a 20-minute timer and write your essay (200–250 words):

- Introduction (2–3 sentences): Paraphrase the question + state your opinion.
- Body Paragraph 1 (4–5 sentences): Present your first reason + explanation + example.
- Body Paragraph 2 (4–5 sentences): Present your second reason + explanation + example.
- Conclusion (2–3 sentences): Restate your opinion and summarize.

Review your essay: Did you keep a clear structure? Is grammar correct? Did you use connectors (therefore, however, in addition)?

WEEK 4

DAY 27

Objective

Practice structured and fluent descriptions in Describe Image. Develop Writing skills for the Essay task by completing a full essay (introduction, body, and conclusion) within exam timing.

Pronunciation Drill: Numbers and Percentages (10–15 minutes)

- Go to World Bank Data and select one indicator (GDP, literacy rate, unemployment).
- Copy 5–6 sentences that include numbers.
- Example: “The unemployment rate dropped from 8.4 percent in 2010 to 4.7 percent in 2020.”
- Read aloud slowly, then at natural speed.
- Record and listen: Did you pronounce numbers and percentages clearly?

WEEK 4

DAY 28

Objective

Practice listening and fluency with Re-tell Lecture. Consolidate Writing skills by reviewing essay strategies and rewriting a past essay with improvements.

Speaking: Re-tell Lecture (30 minutes)

Go to www.ted.com/talks or NPR Short Wave.

Select a 2–3 minute clip.

While listening, take notes with keywords only (main points, numbers, names).

- Example notes: “renewables → cheaper costs → governments investing → long-term benefits.”

Prepare for 10 seconds.

Record a 40-second retell:

- Introduction: “The lecture discusses renewable energy as a cost-effective solution.”
- Body: Mention 2–3 points from your notes.
- Conclusion: “Overall, the speaker highlighted both the opportunities and challenges.”

Replay and check: Did you cover the main points? Did your speech flow naturally?

Writing: Essay Review and Rewrite (40 minutes)

Take one essay you wrote earlier this week (Day 25 or Day 27). Read it carefully and evaluate:

- Does the introduction paraphrase the question clearly?
- Do body paragraphs include explanations + examples?
- Is the conclusion strong and consistent?

WEEK 4

DAY 28

Objective

Practice listening and fluency with Re-tell Lecture. Consolidate Writing skills by reviewing essay strategies and rewriting a past essay with improvements.

Writing: Essay Review and Rewrite (40 minutes)

Rewrite the essay in 20 minutes, correcting grammar, strengthening connectors, and adding better examples.

- Example connectors: however, moreover, in contrast, therefore, as a result.

Compare your new version with the original: Did clarity improve? Did you eliminate repetition?

Fluency Drill: Pausing and Chunking (10–15 minutes)

Go to www.bbc.com/news and copy one short paragraph (80–100 words).

Insert slashes (/) to mark natural pauses.

- Example: "In recent years / scientists have warned / about the dangers of rising temperatures."

Read aloud three times: slow (focus on pauses), medium, and natural speed.

Record and review: Did the pauses make your speech smoother and easier to follow?

WEEK

5

SUGGESTED VIDEOS WEEK 5

You can find these videos on YouTube, on the **@skillspteacademic** channel. We recommend organizing your time throughout the week to ensure you can watch them all. Add English subtitles to strengthen your listening and vocabulary, and later, turn off the subtitles and listen carefully.

VIDEOS

PTE Reading Secrets: 5 Tricks That Got Me a 90 (Don't Share!)

https://www.youtube.com/watch?v=Zx_FLv2TRbk

PTE Reading Fill in the Blanks 🔥 Master the 50:50 Rule!

<https://www.youtube.com/watch?v=g85K6KBUG2E>

Master Grammar Fast: Hidden Shortcuts Finally Unlocked!

<https://www.youtube.com/watch?v=xi3m5bmzsm0>

2025 PTE Reading Genius Sheet – Read, React, Rise!

<https://www.youtube.com/watch?v=oQEHp3HUczk>

Crack PTE Repeat Sentence: 90 Score Hacks Without Using Memory!

<https://www.youtube.com/watch?v=FpJSjY2LoWU>

PHONETIC WARM-UP ROUTINE (10–15 MINUTES DAILY)

Focus: Articulation, Intonation, Word Stress, Fluency

Use this same routine every day during Week 1 before beginning your main study session. Practice in front of a mirror, record yourself, and focus on mouth position and clarity.

Phonetic Drills (5 minutes)

Repeat each group five times, focusing on sharp, clear articulation. Avoid rushing and exaggerate sounds at first for muscle training.

- /θ/ vs /ð/: think – this – thought – that – those
- /s/ vs /z/: sip – zip – seal – zeal – nose
- /f/ vs /v/: fan – van – ferry – very – cave
- /æ/ vs /ʌ/: cap – cup – bat – but – flat
- Final consonants: back – bag – bat – bad – bit

PHONETIC WARM-UP ROUTINE (10–15 MINUTES DAILY)

Stress and Rhythm Drills (10 minutes)

Goal: Master natural stress patterns and sentence rhythm. Clap or tap on stressed syllables

- I WANT to go NOW, not LATER.
- She NEVER told me the TRUTH.
- They were SITting by the WINdow all DAY.
- Can you SHOW me how to DO it PROperly?
- It's not what you SAY but how you SAY it.

Tongue Twisters (10 minutes)

Say each one clearly 3 times fast

- She sells seashells by the seashore.
- Truly rural, truly rural, truly rural.
- A big black bug bit a big black bear.
- Six sleek swans swam swiftly southwards.
- Peter Piper picked a peck of pickled peppers.

WEEK 5

DAY 29

Objective

Reinforce fluency and pronunciation with Read Aloud. Begin Reading practice with Multiple-choice, Choose Single Answer by identifying the main idea of passages.

Speaking: Read Aloud (30 minutes)

Go to www.bbc.com/news or www.theguardian.com/science.

Select 2 short passages (60–70 words each).

Step 1: Read silently to understand the meaning.

Step 2: Record yourself reading aloud within 40 seconds.

Step 3: Replay and check:

- Did you stress the right words?
- Did you avoid monotone delivery?
- Was pronunciation accurate?

Repeat with the second passage and compare improvements.

Reading: Multiple-choice, Choose Single Answer (30 minutes)

Go to BBC Future and select an article (200–250 words). Read carefully, underlining the main idea and 1–2 supporting details.

Create a question about the text with 4 answer options (only 1 correct). Example:

- A. The health benefits of regular exercise
- B. The history of sports in Europe
- C. New diets for athletes
- D. The role of technology in classrooms

WEEK 5

DAY 29

Objective

Reinforce fluency and pronunciation with Read Aloud. Begin Reading practice with Multiple-choice, Choose Single Answer by identifying the main idea of passages.

**Reading:
Multiple-
choice, Choose
Single Answer
(30 minutes)**

Choose the correct option (A).
Repeat with one more article.

**Fluency Drill:
Stress and
Rhythm (15–20
minutes)**

Go to www.bbc.com/news and copy a short paragraph (80–100 words).
Underline the stressed words (nouns, verbs, adjectives).
• Example: "The GOVERNMENT announced NEW measures to REDUCE POLLUTION across the COUNTRY."
Read aloud 3 times: slow, medium, and natural speed.
Record and review: Did the stressed words sound stronger and clearer?

WEEK 5

DAY 30

Objective

Strengthen memory and fluency with Repeat Sentence. Practice Reading with Multiple-choice, Choose Multiple Answers by identifying all correct answers from a passage.

**Speaking:
Repeat
Sentence (30
minutes)**

Go to BBC Learning English – 6 Minute English.
Play one recent episode.
For each short sentence (5–7 words): pause and repeat word-for-word.

- Example: “The climate is changing rapidly.”

For longer sentences (10–12 words): write down 2–3 keywords, then repeat the full sentence.

- Example: “Many experts believe technology will transform the job market.” → notes: experts – technology – job market.

Practice at least 15 sentences (10 short, 5 long).

Record and listen: Did you miss words? Was your rhythm natural?

**Reading:
Multiple-
choice, Choose
Multiple
Answers (30
minutes)**

Go to [The Guardian – Environment](#) or [BBC Future](#).
Select an article (200–250 words).

Read carefully, highlighting the main ideas and supporting details.

Write one multiple-choice question with 4–5 options (2–3 correct). Example:

WEEK 5

DAY 30

Objective

Strengthen memory and fluency with Repeat Sentence. Practice Reading with Multiple-choice, Choose Multiple Answers by identifying all correct answers from a passage.

**Reading:
Multiple-
choice, Choose
Multiple
Answers (30
minutes)**

Question: Which points about renewable energy are mentioned in the passage?

- A. It reduces pollution ✓
- B. It lowers costs in the long term ✓
- C. It was invented in the 18th century
- D. It creates new jobs ✓
- E. It depends mainly on fossil fuels

Choose the correct answers (A, B, D).

Repeat with a second passage.

**Fluency Drill:
Linking Words
(15–20 minutes)**

Practice natural linking:

- want to → wanna
- going to → gonna
- did you → didja
- What do you → Whaddya

Go to www.bbc.com/news and copy one paragraph (80–100 words).

Read it aloud 3 times, focusing on linking words naturally. Record and replay: Did your speech sound smoother and less choppy?

WEEK 5

DAY 31

Objective

Practice structured and fluent responses for Describe Image. Strengthen Reading skills with Re-order Paragraphs by organizing sentences into logical order.

Speaking: Describe Image (30 minutes)

Go to ourworldindata.org → search for “internet users,” “CO₂ emissions,” or “life expectancy.”

- Choose one line chart and one bar chart.

For each chart, structure your response:

- Introduction: “This chart shows ___ from ___ to ___.”
- Key points: Highlight 2–3 trends (increase, decrease, highest, lowest).
- Conclusion: “Overall, the data suggests ___.”

Go to unsplash.com → search for “classroom,” “hospital,” or “traffic.”

- Describe the photo: setting → details → inference.

Record each response (40 seconds).

Replay and check: Did you follow intro → body → conclusion? Was your pace natural?

Reading: Re- order Paragraphs (30 minutes)

Go to www.bbc.com/news and select a short article (200–250 words).

Copy one paragraph (4–5 sentences).

Mix the sentences in random order.

Reorganize them into correct logical sequence:

- Topic sentence first.
- Supporting details in the middle.
- Conclusion last.

WEEK 5

DAY 31

Objective

Practice structured and fluent responses for Describe Image. Strengthen Reading skills with Re-order Paragraphs by organizing sentences into logical order.

Reading: Re-order Paragraphs (30 minutes)

Example:

- Mixed: "This increase is due to global warming. Scientists urge immediate action. Many countries are experiencing heat waves. Climate change is a global concern."
- Correct order: "Climate change is a global concern. Many countries are experiencing heat waves. This increase is due to global warming. Scientists urge immediate action."

Repeat with another paragraph.

Pronunciation Drill: Word Stress (15–20 minutes)

Practice these word sets:

- PHOtograph – phoTOGraphy – photoGRAPhic
- ecoNOMy – ecoNOMic – ecoNOMical
- INdustry – inDUStrial – indusTRIous

Clap or tap the stressed syllable while reading.

Record yourself reading a short BBC News paragraph (80–100 words), focusing on correct stress.

Replay: Did your stressed syllables make the speech clearer?

WEEK 5

DAY 32

Objective

Develop listening and fluency with Re-tell Lecture. Strengthen Reading skills with Fill in the Blanks by focusing on grammar, collocations, and context clues.

Speaking: Re-tell Lecture (30 minutes)

Go to www.ted.com/talks or NPR Short Wave. Select a 2–3 minute clip on science, society, or education. While listening, take notes with only keywords.

- Example notes: “education → technology → benefits: access, flexibility → challenge: cost.”

Prepare quickly (10 seconds). Record your 40-second retell using:

- Introduction: “The lecture discusses the role of technology in education.”
- Body: mention 2–3 main points from notes.
- Conclusion: “Overall, the speaker emphasized both benefits and challenges.”

Replay your recording: Did you cover the main points? Was fluency steady?

Reading: Fill in the Blanks (30 minutes)

Go to BBC Learning English – News Report or [The Guardian – Environment](#). Copy a passage (150–180 words). Remove 8–10 words (verbs, prepositions, or connectors). Example:

- Original: “The government announced a new policy to reduce emissions.”
- Gap-fill: “The government ___ a new policy to ___ emissions.”

WEEK 5

DAY 32

Objective

Develop listening and fluency with Re-tell Lecture. Strengthen Reading skills with Fill in the Blanks by focusing on grammar, collocations, and context clues.

Reading: Fill in the Blanks (30 minutes)

Try to complete the blanks logically.
Replay or reread the text to check accuracy.
Repeat with one more article.

Fluency Drill: Pausing and Chunking (15–20 minutes)

Go to www.bbc.com/news and copy one long sentence (20–25 words).

Insert slashes (/) where natural pauses should go.

- Example: "Over the past decade / scientists have discovered new methods / to generate clean energy / and reduce greenhouse gas emissions."

Read the sentence aloud 3 times: slow, medium, natural speed.

Record and check: Did your pauses make the sentence easier to follow?

WEEK 5

DAY 33

Objective

Reinforce quick responses in Answer Short Question. Strengthen Reading skills with Fill in the Blanks (Reading only) by focusing on collocations, prepositions, and context.

Speaking: Answer Short Question (30 minutes)

Go to YouTube and search "PTE Answer Short Question practice free."
Play a practice video and respond to 25–30 questions aloud.
Example:

- "What is the capital of Italy?" → "Rome."
- "Which natural resource is essential for breathing?" → "Oxygen."
- "What is the opposite of north?" → "South."

Keep responses one or two words only.

Record and review: Were your answers immediate and clear?

Reading: Fill in the Blanks (Reading only) (30 minutes)

Go to www.bbc.com/news and choose a short article (150–200 words).

Copy 8–10 sentences into a document.

Remove one key word from each sentence (preposition, connector, or collocation). Example:

- Original: "The report shows a significant increase in renewable energy use."
- Gap-fill: "The report shows a significant increase ___ renewable energy use."

Complete the blanks logically (in).

Check the original article to confirm.

Repeat with a second article.

WEEK 5

DAY 33

Objective

Reinforce quick responses in Answer Short Question. Strengthen Reading skills with Fill in the Blanks (Reading only) by focusing on collocations, prepositions, and context.

**Fluency Drill:
Tongue
Twisters (15–
20 minutes)**

Practice these tongue twisters:

- “Unique New York, Unique New York, Unique New York.”
- “Red lorry, yellow lorry, red lorry, yellow lorry.”
- “Which wristwatches are Swiss wristwatches?”

Say each one slowly 3 times, then quickly 5 times.

Record your fast attempts and listen: Were the words still clear?

WEEK 5

DAY 34

Objective

Practice structured responses for Describe Image. Strengthen comprehension with Highlight Correct Summary by selecting the most accurate summary after reading or listening.

Speaking: Describe Image (30 minutes)

Go to ourworldindata.org → search for “renewable energy,” “internet adoption,” or “literacy rate.”

Select one line chart and one bar chart.

For each chart:

- Introduction: “This chart shows ___ between ___ and ___.”
- Key points: Mention 2–3 major details (rise, fall, comparison).
- Conclusion: “Overall, the data suggests ___.”

Go to unsplash.com → search for “hospital,” “city street,” or “school classroom.”

Describe the picture in 40 seconds: setting → details → inference.

Record each response.

Replay and check: Did you follow intro → details → conclusion? Did you keep natural fluency?

Reading: Highlight Correct Summary (30 minutes)

Go to BBC Learning English – 6 Minute English or [BBC Future](#).

Select a passage or listen to a 1–2 minute audio segment. Write 3–4 possible summaries, only one correct. Example:

WEEK 5

DAY 34

Objective

Practice structured responses for Describe Image. Strengthen comprehension with Highlight Correct Summary by selecting the most accurate summary after reading or listening.

**Reading:
Highlight
Correct
Summary (30
minutes)**

- A. The text explains how scientists are developing vaccines to fight global diseases. ✓
 - B. The text discusses cultural traditions in South America.
 - C. The passage describes the daily life of an athlete.
 - D. The audio explains the history of medieval Europe.
- Choose the correct summary.
Repeat with a second passage or clip.

**Fluency Drill:
Stress and
Intonation (15–
20 minutes)**

Go to www.bbc.com/news and copy 3 sentences (12–15 words each).

Underline content words (nouns, verbs, adjectives, adverbs).

- Example: "The GOVERNMENT announced NEW plans to REDUCE EMISSIONS and PROTECT the ENVIRONMENT."

Read each sentence aloud three times: slow, medium, natural.

Record and check: Did stressed words sound strong? Did your intonation rise and fall naturally?

WEEK 5

DAY 35

Objective

Develop listening comprehension and fluency with Re-tell Lecture. Strengthen prediction skills with Select Missing Word by anticipating meaning from context.

Speaking: Re-tell Lecture (30 minutes)

Go to www.ted.com/talks or NPR – Short Wave. Select a 2–3 minute clip on science, health, or society. While listening, take notes with keywords only.

- Example notes: “space exploration → benefits: science, technology → challenges: cost, safety.”

Prepare for 10 seconds.

Record your 40-second retell:

- Introduction: “The lecture discusses the impact of space exploration.”
- Body: Mention 2–3 main points from notes.
- Conclusion: “Overall, the speaker highlighted benefits and challenges.”

Replay your response: Did you keep fluency? Did you include the key ideas?

Reading/Listening: Select Missing Word (30 minutes)

Go to BBC Learning English – The English We Speak. Play an episode (2–3 minutes).

Pause the audio 5–10 seconds before the end of a sentence.

Predict the missing word based on context.

WEEK 5

DAY 35

Objective

Develop listening comprehension and fluency with Retell Lecture. Strengthen prediction skills with Select Missing Word by anticipating meaning from context.

**Reading/Listening:
Select Missing
Word (30 minutes)**

- Example: "The new law will save the government a lot of ____."
- Prediction: "money."

Replay to confirm.

Do this for 10 sentences.

Repeat with another short episode.

**Pronunciation
Drill: Contrastive
Stress (15–20
minutes)**

Take this sentence: "I didn't say she stole my money."

Repeat it 6 times, stressing a different word each time:

- "I didn't say she stole my money." (someone else did)
- "I didn't say she stole my money." (I only implied it)
- "I didn't say she stole my money." (she borrowed it)

Go to www.bbc.com/news, pick 2 sentences, and practice changing stress for emphasis.

Record and listen: Did the stress shift change the meaning?

WEEK



SUGGESTED VIDEOS WEEK 6

You can find these videos on YouTube, on the **@skillspteacademic** channel. We recommend organizing your time throughout the week to ensure you can watch them all. Add English subtitles to strengthen your listening and vocabulary, and later, turn off the subtitles and listen carefully.

VIDEOS

Write from Dictation Like a Pro! 3-Step Memory Formula Revealed

<https://www.youtube.com/watch?v=fudkDoATQns>

PTE Listening Hacks: Score 90 with These Simple Strategies!

<https://www.youtube.com/watch?v=foz5DT3I2M4>

The 90/90 Formula: New Rules of PTE Writing!

<https://www.youtube.com/watch?v=B--LibgqLRQ>

**New PTE Exam Templates
🔥 100% Tested & Guaranteed!**

<https://www.youtube.com/watch?v=fU5GGxX39xM&t=83s>

**PTE Academic Changes :
How to pass? Tips and tricks
for a 90**

<https://www.youtube.com/watch?v=JsLtS4LFjdc>

PHONETIC WARM-UP ROUTINE (10–15 MINUTES DAILY)

Focus: Articulation, Intonation, Word Stress, Fluency

Use this same routine every day during Week 1 before beginning your main study session. Practice in front of a mirror, record yourself, and focus on mouth position and clarity.

Phonetic Drills (5 minutes)

Repeat each group five times, focusing on sharp, clear articulation. Avoid rushing and exaggerate sounds at first for muscle training.

- /æ/ and /ʌ/:

cat – cut – back – buck – hat – hut

- /t/ and /d/:

ten – den – tide – died – toad – dude

- /ɪ/ and /i:/:

bit – beat – ship – sheep – fill – feel

- /tʃ/ and /ʃ/:

chip – ship – chess – chef – chart – sharp

PHONETIC WARM-UP ROUTINE (10–15 MINUTES DAILY)

Stress and Rhythm Drills (10 minutes)

Goal: Develop prosodic awareness by repeating rhythm-based sentences with varying stress.

- The FOCus of this MEETing was CLEAR.
- Please do it NOW, not TOMORrow.
- I DID ask her — I swear I DID.
- The EASiest way is NOT always the BEST.
- We HAD to wait for HOURS in the RAIN.

Tongue Twisters (10 minutes)

Goal: Strengthen control over difficult consonant clusters and rhythm transitions.

- Fred fed Ted bread and Ted fed Fred bread.
- Red lorry, yellow lorry, red lorry, yellow lorry.
- How much wood would a woodchuck chuck if a woodchuck could chuck wood?
- If two witches would watch two watches, which witch would watch which watch?
- Betty bought butter, but the butter was bitter, so Betty bought better butter.

WEEK 6

DAY 36

Objective

Practice fluency and organization in Summarize Group Discussion. Strengthen Listening accuracy with Highlight Incorrect Words by detecting mismatches between audio and transcript.

**Speaking:
Summarize
Group
Discussion (30
minutes)**

Go to NPR – Politics Podcast or BBC Radio 4 – In Our Time. Play a 2–3 minute segment where at least two speakers participate.

While listening, take notes in columns:

- Speaker A → point
- Speaker B → point
- Speaker C → point

Example:

- A → new technology brings opportunities
- B → privacy risks
- C → need for government regulation

After listening, prepare for 10 seconds.

Record your 2-minute response:

- Introduction: “The discussion focused on the impact of technology on society.”
- Body: Summarize each speaker’s view.
- Conclusion: “Overall, the speakers highlighted both positive and negative aspects.”

Replay and check: Did you mention all speakers? Was your delivery fluent and organized?

WEEK 6

DAY 36

Objective

Practice fluency and organization in Summarize Group Discussion. Strengthen Listening accuracy with Highlight Incorrect Words by detecting mismatches between audio and transcript.

**Listening:
Highlight
Incorrect Words
(30 minutes)**

Go to YouTube and search "PTE Highlight Incorrect Words practice free."
Play a practice video (audio + transcript).
As the audio plays, mark the words in the transcript that do not match what you hear.
At the end, check answers provided in the video.
Repeat with at least 2 different videos.

**Fluency Drill:
Consonant
Clarity (15–20
minutes)**

Practice minimal pairs:

- pat – bat
- fan – van
- sip – zip
- coat – goat

Say each pair 5 times slowly, then 5 times faster.

Create short sentences with each:

- "The fan is broken."
- "He zipped his jacket."

Record and replay: Did each pair sound distinct?

WEEK 6

DAY 37

Objective

Practice fluency and tone with Respond to a Situation. Strengthen Listening comprehension and writing with Summarize Spoken Text by producing accurate summaries.

Speaking: Respond to a Situation (30 minutes)

Go to YouTube and search "PTE Respond to a Situation practice free."

Choose 2–3 scenarios. If not available, use these:

- Scenario 1: "You missed an important class. Explain the reason to your professor and apologize."
- Scenario 2: "A colleague is struggling with a project. Offer advice and encouragement."
- Scenario 3: "You need to cancel a dinner with a friend. Apologize and suggest another day."

For each scenario:

- Read prompt → 10 seconds to prepare.
- Record a 40-second response.
- Focus on tone: formal for professor, supportive for colleague, polite for friend.

Replay and check: Was your tone adapted to the situation? Were your sentences natural and clear?

Listening: Summarize Spoken Text (30 minutes)

Go to BBC Learning English – 6 Minute English.

Select an episode (about 6 minutes).

Listen to a 2-minute segment and take notes (keywords only).

WEEK 6

DAY 37

Objective

Practice fluency and tone with Respond to a Situation. Strengthen Listening comprehension and writing with Summarize Spoken Text by producing accurate summaries.

Listening: Summarize Spoken Text (30 minutes)

- Example: “plastic waste → recycling → innovation → government policies.”

Write a 50–70 word summary:

- Example: “The audio explains how recycling innovations and government policies aim to reduce plastic waste, highlighting both the urgency of the problem and the opportunities for sustainable solutions.”

Check: Did you cover the main idea + supporting details?

Was grammar correct?

Repeat with another short segment.

Fluency Drill: Sentence Stress (15–20 minutes)

Go to www.bbc.com/news and copy 3 sentences (12–15 words each).

Underline nouns, main verbs, adjectives, adverbs.

- Example: “The SCIENTISTS announced NEW research to REDUCE the IMPACT of CLIMATE change.”

Read aloud 3 times: slow, medium, natural speed.

Record and replay: Did stressed words stand out clearly?

WEEK 6

DAY 38

Objective

Reinforce pronunciation and fluency with Read Aloud. Strengthen Listening comprehension with Multiple-choice, Multiple Answers by identifying all correct points from an audio.

Speaking: Read Aloud (30 minutes)

Go to www.theguardian.com/science or www.bbc.com/news.

Select 2 short passages (60–70 words each).

Step 1: Read silently to understand meaning.

Step 2: Record yourself reading aloud in 40 seconds.

Step 3: Replay and check:

- Did you stress important words?
- Was your pronunciation clear?
- Did you avoid monotone speech?

Repeat with the second passage.

Listening: Multiple-choice, Multiple Answers (30 minutes)

Go to NPR Podcasts and choose a short clip (2–3 minutes).

Listen carefully once without pausing.

Write one multiple-choice question with 4–5 options (2–3 correct). Example:

WEEK 6

DAY 38

Objective

Reinforce pronunciation and fluency with Read Aloud. Strengthen Listening comprehension with Multiple-choice, Multiple Answers by identifying all correct points from an audio.

**Listening:
Multiple-
choice, Multiple
Answers (30
minutes)**

Question: What points are mentioned about climate change in the audio?

- A. Rising sea levels ✓
- B. Renewable energy solutions ✓
- C. History of ancient architecture
- D. Effects on farming ✓
- E. Cooking traditions in Europe

Replay the audio to confirm your choices.
Repeat with a second clip.

**Fluency Drill:
Linking and
Connected
Speech (15–20
minutes)**

Practice linking pairs:

- want to → wanna
- going to → gonna
- did you → didja
- What do you → Whaddya

Go to www.bbc.com/news and copy a short paragraph (80–100 words).

Read it aloud 3 times, focusing on connecting words smoothly.

Record and replay: Did your reading sound more fluent and less choppy?

WEEK 6

DAY 39

Objective

Strengthen memory and fluency with Repeat Sentence. Improve listening accuracy and spelling with Fill in the Blanks from audio passages.

Speaking: Repeat Sentence (30 minutes)

Go to BBC Learning English – 6 Minute English.

Play a short episode.

Pause after each sentence and repeat it aloud.

- Short sentences (5–7 words): Repeat word-for-word.
- Longer sentences (10–12 words): Note 2–3 keywords, then repeat the full sentence.
- Example: “Scientists are studying the impact of rising sea levels.” → keywords: scientists – impact – sea levels.

Practice at least 15 sentences.

Record your responses and replay: Did you keep correct word order and natural intonation?

Listening: Fill in the Blanks (30 minutes)

Go to BBC Learning English – News Report.

Select a news clip (1–2 minutes).

Copy the transcript (if available) and remove 8–10 words (verbs, nouns, or connectors).

- Original: “The government introduced new policies to reduce carbon emissions.”
- Gap-fill: “The government ___ new policies to ___ carbon emissions.”

Listen carefully and try to complete the blanks while playing the audio.

Replay to check accuracy and spelling.

Repeat with another clip.

WEEK 6

DAY 39

Objective

Strengthen memory and fluency with Repeat Sentence. Improve listening accuracy and spelling with Fill in the Blanks from audio passages.

**Fluency Drill:
Rhythm and
Pausing (15–
20 minutes)**

Go to www.bbc.com/news and copy a paragraph (80–100 words).

Insert slashes (/) to mark pauses.

- Example: "In recent years / researchers have developed new vaccines / to address global health challenges."

Read aloud 3 times: slow, medium, natural.

Record and replay: Did your pauses make the sentence easier to follow?

WEEK 6

DAY 40

Objective

Simulate a full PTE Academic Speaking + Writing + Reading + Listening session under timed conditions. Review progress and identify areas for last-minute improvement.

Speaking
Mock Test
(45–60
minutes)

Read Aloud (5 tasks)

- Go to www.bbc.com/news.
- Select 5 short paragraphs (60–70 words each).
- Read aloud and record within 40 seconds each.

Repeat Sentence (10 tasks)

- Go to YouTube and search “PTE Repeat Sentence practice free.”
- Repeat each sentence immediately after hearing it.

Describe Image (3 tasks)

- Go to ourworldindata.org → pick 2 charts.
- Go to unsplash.com → pick 1 photo.
- Describe each in 40 seconds (intro → details → conclusion).

Re-tell Lecture (2 tasks)

- Go to TED Talks.
- Listen to a 2–3 min clip, take notes, and record a 40-second retell.

Answer Short Question (10 tasks)

- Use YouTube: “PTE Answer Short Question practice free.”
- Answer quickly with 1–2 words.

Summarize Group Discussion (1 task)

- Go to NPR Politics Podcast.
- Listen 2–3 minutes (multiple speakers).
- Record a 2-minute summary including all viewpoints.

Respond to a Situation (2 tasks)

- Use YouTube: “PTE Respond to a Situation practice free.”
- Or create prompts (e.g., “Apologize for missing an appointment”).
- Record a 40-second response for each.

WEEK 6

DAY 40

Objective

Simulate a full PTE Academic Speaking + Writing + Reading + Listening session under timed conditions. Review progress and identify areas for last-minute improvement.

**Writing
MOCK
TEST (60
minutes)****Summarize Written Text (2 tasks)**

- Go to [BBC Future](#).
- Copy 2 short articles (150–200 words each).
- Write one sentence only (5–75 words). Time: 10 min each.

Essay (1 task)

- Go to [The Guardian – Opinion](#).
- Select a debatable topic. Example: “Should governments invest more in renewable energy?”
- Write a 200–250 word essay in 20 minutes (intro, 2 body paragraphs, conclusion).
-

**Reading
MOCK
TEST (45
minutes)****Multiple-choice, Single Answer (2 tasks)**

- Go to [BBC News](#).
- Read 2 short passages (150–200 words).
- Write 1 question per passage with 4 options (only 1 correct).

Multiple-choice, Multiple Answers (2 tasks)

- Same process, but with 2–3 correct answers.

Re-order Paragraphs (2 tasks)

- Take 4–5 sentences from an article.
- Mix them and reorder logically.

Fill in the Blanks (4 tasks)

- Remove 1 word per sentence in a 150–200 word passage.
- Fill in the correct missing words.

WEEK 6

DAY 40

Objective

Simulate a full PTE Academic Speaking + Writing + Reading + Listening session under timed conditions. Review progress and identify areas for last-minute improvement.

Listening
MOCK
TEST (60
minutes)**Summarize Spoken Text (1 task)**

- Go to BBC 6 Minute English.
- Listen 2 min and write a 50–70 word summary.

Multiple-choice, Multiple Answers (2 tasks)

- Go to NPR Podcasts.
- Listen to a 2–3 min clip and create 4–5 options (2–3 correct).

Fill in the Blanks (2 tasks)

- Use BBC News Report.
- Remove 8–10 words from transcript and listen to fill them in.

Highlight Correct Summary (2 tasks)

- Listen 1–2 minutes and create 3–4 summaries (pick the correct one).

Select Missing Word (2 tasks)

- Use BBC The English We Speak.
- Pause before the last word and predict it.

Highlight Incorrect Words (2 tasks)

- Use YouTube: "PTE Highlight Incorrect Words practice free."
- Listen carefully and mark mismatches.

Write from Dictation (3 tasks)

- Use sentences from BBC 6 Minute English.
- Play 1–2 sentences and write them exactly as heard.

WEEK 6

DAY 40

Objective

Simulate a full PTE Academic Speaking + Writing + Reading + Listening session under timed conditions. Review progress and identify areas for last-minute improvement.

Listening
MOCK
TEST (60
minutes)**Summarize Spoken Text (1 task)**

- Go to BBC 6 Minute English.
- Listen 2 min and write a 50–70 word summary.

Multiple-choice, Multiple Answers (2 tasks)

- Go to NPR Podcasts.
- Listen to a 2–3 min clip and create 4–5 options (2–3 correct).

Fill in the Blanks (2 tasks)

- Use BBC News Report.
- Remove 8–10 words from transcript and listen to fill them in.

Highlight Correct Summary (2 tasks)

- Listen 1–2 minutes and create 3–4 summaries (pick the correct one).

Select Missing Word (2 tasks)

- Use BBC The English We Speak.
- Pause before the last word and predict it.

Highlight Incorrect Words (2 tasks)

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Write from Dictation (3 tasks)

- Use sentences from BBC 6 Minute English.
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