

TEST LESS RANDOMLY. LEARN MORE DELIBERATELY.

40
PAGES

From Score to Progress

Why another test is not always the answer - and how to turn feedback into better English

EDITOR'S LETTER

THE TEST-ONLY TRAP

REAL-LIFE ENGLISH

SMARTER FEEDBACK

GRAMMAR · VOCABULARY · SPEAKING

EDITOR'S LETTER

The problem with test-only IELTS websites

A large IELTS library can look impressive. Hundreds of mock tests, endless question banks and instant scores create the feeling that serious preparation is happening.

But a score is a description, not a treatment. If a learner receives Band 6 three times and the platform simply offers a fourth test, the platform is measuring the problem without helping to repair it.

Many IELTS websites are designed around volume: more tests, more content, more clicks. The learner finishes, sees a number and moves on. The repeated weakness - weak examples, missing plural endings, limited paraphrase, hesitant speech - remains untouched.

This issue argues for a different model. Practice should produce evidence. Evidence should lead to a focused repair. The repair should be tested again after time has passed. Progress is not the number of tests completed; it is the number of weaknesses that become controllable skills.

So this magazine contains less listening than Issue 01. Instead, it gives more space to the editor's argument, feedback literacy, self-correction, writing, speaking and the learning routines that turn a result into a next step.

THE EDITOR**Azmoon English Lab**

"A platform that remembers your score but forgets your mistake is not yet a learning system."

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What is inside Issue 02?

Issue 02 is about what happens **after** the score.

THIS ISSUE

Short features, bright visual signposts, practical exercises and a strong focus on repair rather than repeated testing.

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Check, explain, retry

START HERE

A score should begin a learning loop

1. Attempt

Complete a meaningful task under realistic conditions.

2. Diagnose

Name the exact weakness, not a vague category.

3. Repair

Practise the smallest skill that caused the problem.

4. Retry

Use the same skill in a new context after a delay.

The Azmoon loop

Attempt → Evidence → Repair → Delayed retry

HOMEWORK**TASK**

Choose one recent IELTS score. Write the single most useful weakness hidden behind that number.

TIME

5 minutes

USE

because, evidence, next step

SUCCESS

One specific weakness, not “grammar” or “vocabulary”.

COVER FEATURE

The test-only trap

The most dangerous study pattern is simple: test, score, feel disappointed, test again.

The activity illusion

A busy dashboard can make learners feel productive even when the same mistakes return.

The score illusion

A precise number may look scientific, but it does not explain what to practise tomorrow.

The content illusion

A huge library offers choice, yet choice without diagnosis often produces random study.

More measurement does not automatically create more improvement.

COVER FEATURE

Feedback must name the next action

VAGUE

Improve your grammar.

The learner does not know which pattern failed, where it failed or how to practise it.

USEFUL

Your subject and verb disagree when the subject contains a long noun phrase.

Repair three examples, then use the pattern in a new paragraph tomorrow.

- 1 Which comment creates a clear action: “use better words” or “replace three repeated adjectives with precise alternatives”?
- 2 What evidence would show that a grammar weakness has actually improved?
- 3 Why might another full mock test be inefficient immediately after receiving feedback?

COVER FEATURE

What a learning system should remember

What good platforms should remember

Recurring errors

Which weakness appears across several attempts?

Independent correction

Can the learner repair the problem without seeing the answer?

Delayed retention

Does the improvement survive after one day or one week?

Transfer

Can the learner use the skill in a different topic or task?

HOMEWORK**TASK**

Audit one learning website you use. Does it remember mistakes, schedule review and show progress by skill?

TIME

10 minutes

USE

recurring, delayed, transfer

SUCCESS

Give one strength and one limitation based on evidence.

Challenge: Design one feature that would turn its feedback into action.

FEEDBACK LITERACY

Turn comments into a repair plan



A useful feedback note answers four questions: What happened? Where is the evidence? What small task repairs it? When will the learner try again?

Comment

Your examples are too general.

Evidence

The paragraph says “many people benefit” but gives no specific situation.

Repair

Write one concrete case with a person, place and consequence.

Retry

Use a different example in a new paragraph tomorrow.

FEEDBACK WORKSHOP

From vague comments to useful instructions

Rewrite the feedback

- 1 “Vocabulary is weak.” Make this specific and actionable.
- 2 “Your speaking lacks fluency.” Add evidence and a repair task.
- 3 “Listening needs improvement.” Name one listening detail that could be measured.
- 4 “Your essay is not coherent.” Identify one likely paragraph-level cause.

Useful language

The response repeatedly... / The evidence appears in... / Practise by... / Retry this skill when...

FEEDBACK WORKSHOP

Build a personal repair card

My latest weakness

Task: _____

Evidence: _____

Error pattern: _____

Small repair: _____

Retry date: _____

Success evidence: _____

HOMEWORK

TASK

Complete the repair sheet using a real answer from your recent study.

TIME

12 minutes

USE

evidence, pattern, retry

SUCCESS

Every box contains a specific, observable detail.

SPACED REPAIR

Do not stop at immediate correction

Review schedule

Now

Understand the correction and repair one example.

Tomorrow

Reproduce the pattern without looking.

Three days

Use the skill in a changed context.

Seven days

Test under mild time pressure.

Immediate correction creates familiarity. Delayed retrieval creates evidence of learning.

HOMEWORK**TASK**

Schedule one weakness across the four stages above.

TIME

5 minutes

USE

now, tomorrow, three days, seven days

SUCCESS

Four calendar actions with different examples.

ENGLISH IN REAL LIFE

Disagree without sounding rude



Situation

A colleague wants to launch a project immediately. You think the team needs another week, but you want to disagree professionally.

Useful expressions

- I see your point, but I am not sure the timeline is realistic.
- That could work; however, we may need more time to test it.
- I agree with the goal, although I would approach it differently.
- Could we consider a smaller launch first?
- My main concern is that we have not checked the data yet.

MODEL DIALOGUE

A professional disagreement

AMIRA I think we should launch the new course this Friday.

LEO I see your point, but I am not sure the timeline is realistic.

AMIRA The content is nearly ready.

LEO That is true. My main concern is that we have not tested the payment process.

AMIRA Could we launch to a small group first?

LEO Yes. That would let us collect evidence without delaying the whole project.

1 What does Leo agree with?

2 What specific risk does Leo identify?

3 Which compromise does Amira suggest?

4 Why is Leo's disagreement effective?

YOUR TURN

Disagree, explain, propose

TOO DIRECT

You are wrong. This plan will fail.

PROFESSIONAL

I understand the aim, but I am concerned that the plan has not been tested.

HOMEWORK**TASK**

Write an eight-line workplace dialogue. One person wants speed; the other wants more evidence.

TIME

10 minutes

USE

I see your point, my concern is, could we consider

SUCCESS

Both positions are clear and the conversation ends with a compromise.

Challenge: Include one partial agreement before disagreeing.

VOCABULARY IN CONTEXT

Language for talking about progress

plateau

a period when progress stops

diagnose

identify the exact cause of a problem

retain

continue to remember

transfer

use a skill in a new context

recurring

happening repeatedly

intervention

a focused action intended to improve a situation

Collocation alert

reach a plateau · diagnose a weakness · retain vocabulary · transfer a skill · recurring error · targeted intervention

VOCABULARY STORY

Breaking through a plateau

After months of random practice, Mina reached a **plateau**. Scores remained stable, although study time increased. A tutor helped Mina **diagnose** one **recurring** problem: examples were too general. The first **intervention** was small. Mina rewrote only the examples in three paragraphs. One week later, Mina used the same technique in a new topic. The skill had begun to **transfer**, and a delayed review showed that Mina could **retain** the method without notes.

1 Which word describes progress that has stopped?

2 What was Mina's recurring weakness?

3 Why was the intervention small?

4 What evidence suggested transfer?

RETRIEVAL PRACTICE

Can you use the progress vocabulary?

- 1 After six weeks, my score stopped improving; I had reached a ____.
- 2 The teacher used my answers to ____ the exact weakness.
- 3 A useful review helps learners ____ new vocabulary.
- 4 The same skill should ____ to unfamiliar topics.
- 5 This is not a one-time mistake; it is a ____ pattern.
- 6 The tutor designed a targeted ____ rather than assigning another full test.

HOMEWORK**TASK**

Write a 100-word progress update using four target words.

TIME

12 minutes

USE

plateau, diagnose, retain, transfer, recurring, intervention

SUCCESS

Describe a real problem, action and result.

GRAMMAR PEOPLE USE

Cleft sentences for emphasis

What I need is specific feedback.

A cleft sentence puts emphasis on one part of the message.

Compare

I need specific feedback.

What I need is specific feedback.

The second sentence highlights the exact thing that matters. This pattern is useful in speaking, presentations and argumentative writing when used selectively.

FORM & MEANING

Build emphasis accurately

Three practical patterns

What + clause + be

What learners need is a clear next step.

The thing that + clause + be

The thing that worries me is the lack of evidence.

It is/was + focus + that

It was the final example that weakened the paragraph.

Do not overuse

Cleft sentences are powerful because they are marked. If every sentence is emphatic, none of them feels important.

GRAMMAR CHECK

Emphasise the right information

- 1 Rewrite with "What": Learners need focused practice.
- 2 Rewrite with "The thing that": I dislike the vague feedback.
- 3 Rewrite with "It was ... that": The second paragraph caused the coherence problem.
- 4 Choose the best sentence to emphasise timing: We need feedback now. / What we need now is feedback.

HOMEWORK**TASK**

Write four cleft sentences about your English learning.

TIME

8 minutes

USE

What I need is..., The thing that..., It was...that...

SUCCESS

Accurate form and a genuinely important focus.

PHRASAL VERB STORY

A project that nearly fell apart

The campaign that nearly fell apart

The team **set up** a new study campaign, but several problems appeared. The designer had to **deal with** missing images, while the editor tried to **work out** why the email system had stopped. A sponsor unexpectedly **pulled out**, so the launch was **held back** for two days. Instead of giving up, the team **carried on**, simplified the plan and launched a smaller version successfully.

- set up = create or organise
- deal with = handle a problem
- work out = understand or solve
- pull out = stop participating
- hold back = delay or limit
- carry on = continue

MEANING & USE

Six verbs for projects and problems

- 1 Which verb means “continue”?
- 2 Which verb means “withdraw from a plan”?
- 3 We need to ____ why the form is not working.
- 4 The missing content ____ the publication for a day.
- 5 Who will ____ the customer complaints?
- 6 They ____ a small research group before the launch.

Grammar note

Set up and hold back can be separable: set the group up; hold the launch back. Deal with is not separable.

STORY RETELL

Make the phrasal verbs yours

HOMEWORK**TASK**

Retell the campaign story using at least four phrasal verbs. Then change one problem and the final outcome.

TIME

12 minutes

USE

set up, deal with, work out, pull out, hold back, carry on

SUCCESS

Logical sequence, accurate tense and four correct phrasal verbs.

Challenge: Record the retelling in under 90 seconds.

Self-check

- Did every phrasal verb keep its original meaning?
- Did the story explain cause and result?
- Did the final sentence show a clear outcome?

COMMON MISTAKES CLINIC

Three errors that weaken accuracy

~~Despite of the delay, we continued.~~

Despite the delay, we continued.

Despite is not followed by of.

~~The feedbacks were useful.~~

The feedback was useful.

Feedback is normally uncountable.

~~I did a mistake in paragraph two.~~

I made a mistake in paragraph two.

We make a mistake.

COMMON MISTAKES CLINIC

Three more repairs

~~She advised me to practising daily.~~

She advised me to practise daily.

Advise + person + to-infinitive.

~~My score depends from the topic.~~

My score depends on the topic.

Depend on is the fixed combination.

~~The test was so much difficult.~~

The test was very difficult.

Use very with an adjective; so much with an uncountable noun.

REPAIR SESSION

Correct, explain, produce

1 Despite of the low score, I remained motivated.

2 The teacher gave me several useful feedbacks.

3 I did the same mistake again.

4 My tutor advised me practising one paragraph.

5 Success depends from regular review.

6 The final section was so much difficult.

HOMEWORK**TASK**

Correct all six sentences, then write one original example for each pattern.

TIME

15 minutes

USE

despite, feedback, make, advise, depend on, very

SUCCESS

Twelve accurate sentences in total.

BRITISH ENGLISH

Six informal workplace phrases

fair enough

I accept your point

I am not fussed

I do not have a strong preference

give it a go

try it

a bit of a faff

slightly complicated or inconvenient

sorted

successfully arranged or solved

cheers

thanks / goodbye, depending on context

Register

These expressions are common in informal British conversation. Avoid “a bit of a faff” in a formal IELTS essay.

BRITISH ENGLISH IN CONTEXT

A quick office conversation

JAY Shall we give the new booking system a go?

RUTH Fair enough, but the setup is a bit of a faff.

JAY I can deal with that. Are you free at three?

RUTH I am not fussed. Three or half three is fine.

JAY Great. Once the accounts are sorted, I will send the link.

RUTH Cheers.

- 1 Which phrase means “try”?
- 2 Which phrase shows no strong preference?
- 3 What is complicated?
- 4 What does “cheers” mean here?

LISTENING LITE

One sentence, four layers of detail

ONE COMPACT LISTENING LAB

Listen for contrast and small grammar words**▶ DICTATION****▶ Hint****▶ Transcript - check only after writing****Listening focus**

with the · although · that · underlying

HOMEWORK**TASK**

Ask a partner or text-to-speech tool to read the sentence twice. Write it, compare it and classify each error.

TIME

8 minutes

USE

missing word, spelling, grammar ending, wrong word

SUCCESS

Every difference has an error category.

LISTENING DIAGNOSIS

Do not count errors - classify them

Error analysis

Meaning error

A content word changes the message.

Grammar detail

An article, preposition or ending is missing.

Sound confusion

A word is replaced by a similar sound.

Spelling only

The correct word was heard but written incorrectly.

My dictation evidence

Original answer: _____

Correct answer: _____

Error category: _____

Tomorrow's retry: _____

PRONUNCIATION LAB

Use stress to correct meaning

I wanted the **BLUE** one.

Contrastive stress corrects or contrasts information.

I wanted the blue one.

I wanted the **blue** one.

Not another person.

Not another colour.

1

Stress the word that corrects the time: I wanted it on Tuesday, not Thursday.

2

Stress the word that corrects the person: Maya completed it, not Sam.

3

Stress the word that corrects the action: We reviewed the essay; we did not rewrite it.

PRONUNCIATION PRACTICE

One sentence, seven meanings

HOMEWORK**TASK**

Record the sentence "I did not say she copied the answer" seven times. Stress a different word each time and explain how the meaning changes.

TIME

12 minutes

USE

contrastive stress

SUCCESS

Seven recordings with seven recognisably different meanings.

Pronunciation is not only sound accuracy. It also tells the listener what information matters.

WRITING UPGRADE

Replace vague claims with evidence

VAGUE

Online learning is good for many people.



EVIDENCE-BASED

Online learning can widen access for adults who cannot attend fixed daytime classes because of work or caring responsibilities.

The upgrade

- Replace “good” with a precise benefit.
- Name the group that benefits.
- Explain the practical condition.
- Avoid claiming that the benefit applies to everyone.

WRITING WORKSHOP

Claim, mechanism, limitation, example

Upgrade each claim

1 Technology helps students.

2 Public transport is better.

3 Advertising causes problems.

4 Working from home is useful.

Claim: X can improve Y for Z because...

Limit: This benefit depends on...

Evidence: For example...

HOMEWORK

TASK

Write a 120-word paragraph about one educational technology.

TIME

15 minutes

USE

can, because, depends on, for example

SUCCESS

Specific group, mechanism, limitation and example.

IELTS SPEAKING

Develop an answer with evidence

Question

Do you think tests are a good way to motivate learners?

POSITION

Give a qualified opinion.

REASON

Explain one mechanism.

EVIDENCE

Add a real or realistic example.

LIMIT

Show when the idea may not apply.

Useful opening

Tests can be motivating when they show meaningful progress; however, frequent testing without useful feedback may simply repeat the same weaknesses.

IELTS SPEAKING

Record, diagnose, retry

HOMEWORK**TASK**

Record a 90-second answer to the question on page 35. Listen once and mark your position, reason, evidence and limitation.

TIME

15 minutes

USE

when, however, for example, depends on

SUCCESS

All four stages are present and connected.

Challenge: Repeat the answer in 60 seconds without losing the evidence.

Evidence check

- Did the example prove the reason?
- Did the limitation make the answer more balanced?
- Did your stress highlight the key contrast?

7-DAY REPAIR SPRINT

Days 1-4: diagnose and repair

DAY 1**Choose**

Select one recurring weakness from a real task.

DAY 2**Collect evidence**

Find three examples of the same pattern.

DAY 3**Repair**

Correct the examples and explain the rule.

DAY 4**Reproduce**

Create three new examples without notes.

7-DAY REPAIR SPRINT

Days 5-7: transfer and prove

DAY 5**Transfer**

Use the skill in a different topic.

DAY 6**Pressure**

Use it in a short timed task.

DAY 7**Prove**

Retry without notes and compare with Day 1.

Success is not “I reviewed it.”

Success is “I used it independently in a new task.”

HOMEWORK**TASK**

Complete the seven-day sprint with one real weakness.

TIME

7 days

USE

evidence, repair, transfer, retry

SUCCESS

A before-and-after sample that shows independent control.

ANSWER KEY

Check the reason, not only the answer

Selected answers

Page 13: The goal of launching soon; the untested payment process; a small-group launch; Leo acknowledges the goal, gives specific evidence and proposes a solution.

Page 17: plateau; diagnose; retain; transfer; recurring; intervention.

Page 20: What learners need is focused practice. The thing that I dislike is the vague feedback. It was the second paragraph that caused the coherence problem. The second option creates stronger emphasis.

Page 22: carry on; pull out; work out; held back; deal with; set up.

Page 26: Despite the low score... / useful feedback / made the same mistake / advised me to practise / depends on / very difficult.

Page 28: give it a go; I am not fussed; the setup; thanks.

Open tasks

For writing and speaking, use the success criteria. There is no single perfect answer.

FINAL PAGE

Practise. Diagnose. Repair. Improve.

THE ISSUE 02 MESSAGE

A score tells you where you are. A repair loop helps you move.

Use Azmoon to connect attempts, evidence, correction and review.

[Writing Studio](#)[Grammar Repair Lab](#)[Dictation Lab](#)

Next issue

Building confident English without memorising unnatural model answers.

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