

IELTS Listening: Evidence and Answer Form

Six task families through original classroom examples; not an official band-calibrated test.

Follow the situation and the speaker

- Parts 1–2: everyday situations; Parts 3–4: study-related situations.
- Follow each question as the information develops.
- Listen for meaning across different accents.

Read the task before hearing the answer

- Check the instruction and the requested detail.
- Predict word class and likely answer form.
- Expect paraphrasing without rejecting exact-word evidence.

Check the written answer as well as the meaning

- Use spelling and the grammar of the gap.
- Distinguish student counts from whole-group counts.
- Write the requested answer rather than a longer sentence.

Use position and movement together

- Locate the start and the facing direction.
- Relate left, right and opposite to the actual route.
- For a process, follow the described stages and arrows.

Track the actual choice and its reason

- A mentioned option may be accepted, rejected or compared.
- Correction signals help only when relevant to the question.
- Matching needs the correct person and the chosen action.

Separate review from a test-style attempt

- Keep following the recording after a missed item.
- Use fresh audio once for a test-style attempt.
- Replay afterwards to study a specific problem.

Evidence comes before a shortcut

- Read the question before using the passage.
- Use the relevant final meaning, not mention order alone.
- These are original classroom examples.

Predict a form without inventing an answer

- Starts at ____: likely a time.
- Bring two ____: likely a plural noun.
- Beside the ____: likely a place or object.

Garden booking: prepare four answers

- Limit: no more than two words and/or a number.
- Find the family name and visit day.
- Find the whole-group size and item students must bring.

Garden booking: listen to the passage

- 1 Family name; 2 Visit day.
- 3 Whole-group size; 4 Item to bring.
- Write short answers within the stated limit.

Garden booking: check the requested detail

- Vale; Thursday; 20; water bottle.
- 18 counts students, while 20 counts the whole group.
- “A water bottle” exceeds this two-word limit.

Workshop table: separate three categories

- Find the starting time, room number and provided equipment.
- Limit: no more than two words and/or a number.
- The printed row already supplies “Room”.

Workshop: listen for details and order

- Starting time ____; Room ____; Equipment provided ____.
- Sequence: choose → record → ____ → write a note.
- Use the passage's details rather than plausible additions.

Workshop: explain the table and flow chart

- Table answers: 9:30; 4; headphones.
- Missing sequence step: replay it.
- First, next, then and finally show order in this passage.

Museum: prepare a completion and a reason

- The display cases must stay away from ____ .
- Why was the new room chosen?
- Use no more than two words for each answer.

Museum: hear the relationships

- Identify what can damage some objects.
- Distinguish the old room from the new room.
- Find the stated reason for the new choice.

Museum: keep the answer relevant and short

- Completion: direct sunlight.
- Reason: quiet location.
- “Large” describes the old room, not the chosen reason.

Count answers and words separately

- Check whether one, two or more answers are requested.
- Count the words you write, not the printed sentence.
- A hyphenated word is not an excuse to invent hyphens.

Mei's workshop: choose one reason

- A Costs less; B Fits her timetable; C Her friend attends it.
- Choose one letter for the morning workshop choice.
- Compare every option with the relevant evidence.

Mei's choice: B has the relevant support

- Same cost rejects A.
- The friend attends the afternoon session, not Mei's morning session.
- Science class makes morning fit Mei's timetable: B.

Workshop fee: choose two included items

- A Lunch; B Headphones; C Printed notes.
- D Bus ticket; E Notebook.
- Choose two letters, not only one.

Included items: B and C

- Headphones and printed notes have direct support.
- Notebook is brought by the participant.
- Lunch and bus travel are paid for separately.

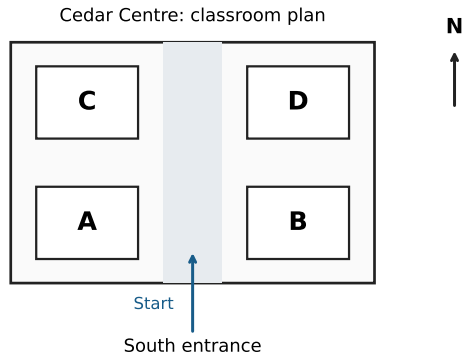
Match students to their chosen activities

- A Outdoor work; B Digital files.
- C Welcoming visitors; D Repairing tools.
- Match Rui, Sam and Hana; use each option once here.

Matching: track the person and the final action

- Rui: B, organising photo files.
- Sam: A, working outside with the garden team.
- Hana: C, greeting arriving visitors; D is unused.

Cedar Centre: establish the start

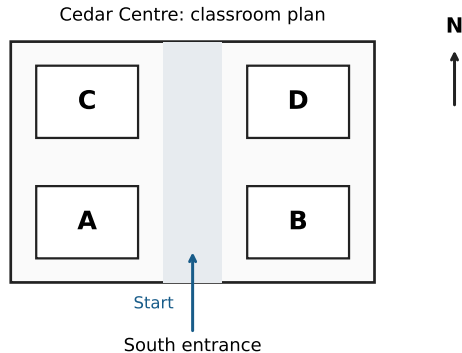


- Enter at the south entrance and face north.
- A/B are the lower pair; C/D are the upper pair.

Cedar Centre: listen to the route

- 1 Reading room ____; 2 Workshop ____; 3 Office ____.
- Start south; move north along the corridor.

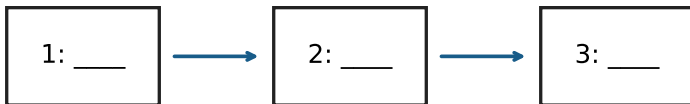
Cedar Centre: reading A, workshop D, office C



- Facing north, the first room on the left is A.
- At the upper pair, right is D; opposite D is C.

Water-study model: prepare the labels

Water-study model: follow the arrows



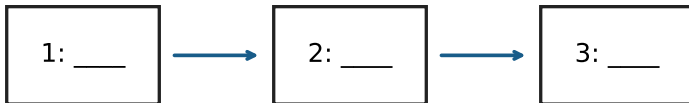
- Options: A Tank; B Screen; C Bottle; D Pump.
- Choose one letter for each stage; use each option once here.

Water-study model: listen to the stages

- Follow what happens first, next and finally.
- Write labels 1 ____, 2 ____, 3 ____.
- Use the spoken description with the arrows.

Water-study labels: B, A, C

Water-study model: follow the arrows



- Screen → tank → bottle.
- Pump is unused because the passage does not name it.

Diagnose the process that caused an error

- Meaning: rejected detail or wrong person.
- Answer form: word limit, spelling or plural.
- Visual route: start, facing direction and landmarks.

Review slowly, then test the skill on fresh audio

- Replay and transcripts can reveal the missed sound or meaning.
- Label replayed work as review.
- Use a fresh once-only attempt to check progress.

Explain the first six review decisions

- Compare students with whole-group size and count answer words.
- Locate the replay step and the new room's actual reason.
- Supply both included items when two letters are requested.

Explain the remaining six review decisions

- Distinguish Sam's hobby from this week's chosen role.
- Justify north-facing left/right and opposite rooms.
- Reject an unmentioned pump and unsupported mention-order rules.

Check yourself

- Can you use all six task families with evidence?
- Can you check word limits, answer quantity and relevant meaning?
- Can you explain an error and choose fresh practice for its cause?