

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

Part	Speakers / situation
1	Conversation in an everyday situation.
2	One speaker in an everyday situation.
3	Study-related conversation or discussion.
4	One speaker giving an academic talk.

Use the evidence

Hear recordings once in test-style practice; use meaning across accents.

Read the task before hearing the answer

Read the instruction and requested detail.



Predict the likely answer type, not the answer.



Follow relevant meaning, including
paraphrases and exact-word evidence.

Check the written answer as well as the meaning

Check	Example
Grammar	Two ____ needs an appropriate plural.
Quantity	18 students + 2 teachers = 20 people in the group.
Form	Write the requested phrase, not a complete sentence.

Use position and movement together

Walking route

Locate the entrance and facing direction.

Left, right and opposite depend on that position.

Process diagram

Locate the blank labels and arrows.

Follow the described stages without adding plausible equipment.

Track the actual choice and its reason

- 1 **Question** Identify the person and actual requested choice.
- 2 **Evidence** An option can be mentioned, rejected or accepted.
- 3 **Decision** Use the final relevant meaning, not mention order alone.

Separate review from a test-style attempt

First attempt

Fresh audio once, without its transcript.

Keep following after a missed item.

Learning review

Replay the difficult part after recording answers.

Use the transcript to diagnose the specific error.

Evidence comes before a shortcut

Three possible days

The first day mentioned might be accepted, rejected or compared.

Notice

The question and speaker's meaning decide; actually cannot choose an answer alone.

Predict a form without inventing an answer

Gap	Preparation
Starts at ____	Likely a time.
Bring two ____	Likely a plural noun.
Beside the ____	Likely a place or object.
Chosen because it was ____	Likely a description.

Garden booking: prepare four answers

Booking form	Your answer
1 Family name	_____
2 Visit day	_____
3 Whole-group size	_____
4 Item students bring	_____

Use the evidence

No more than two words and/or a number.

Garden booking: listen to the passage

While listening	Answer
1 Family name	_____
2 Visit day	_____
3 Whole-group size	_____
4 Item to bring	_____

Use the evidence

Listen before reading the review script. Keep answers within the limit.

Garden booking: check the requested detail

Answer	Evidence
1 Vale	V-A-L-E is spelled.
2 Thursday	Final booking; Tuesday was an earlier request.
3 20	18 students plus two teachers.
4 water bottle	Required item; a water bottle has three words.

Review: Garden booking transcript

Original classroom script · review

Good morning. I am booking the school garden visit. My family name is Vale: V-A-L-E. I first asked about Tuesday, but our bus is available on Thursday, so please book Thursday.

There are 18 students. Two teachers will come too, making 20 people in all. Every student should bring a water bottle. We provide gloves at the garden.

Workshop table: separate three categories

Workshop information	Your answer
Starting time	_____
Room	_____
Equipment provided	_____

Use the evidence

No more than two words and/or a number. Room is already printed.

Workshop: listen for details and order

Detail / sequence	Your answer
Starting time	_____
Room	_____
Equipment provided	_____
Choose → record → _____ → write a note	_____

Use the evidence

Listen for actual details and order; do not add a plausible step.

Workshop: explain the table and flow chart

Gap	Supported answer
Start / room / equipment	9:30 / 4 / headphones
After record, before a note	replay it

Use the evidence

Choose → record → replay → write a note.

Review: Workshop transcript

Original classroom script · review

The recording workshop begins at 9:30 in Room 4. We supply headphones, so leave yours at home.

First, choose a short text. Next, record it in a quiet room. Then replay the recording. Finally, write one note about a word that needs clearer pronunciation.

Museum: prepare a completion and a reason

Museum tasks

1. The display cases must stay away from ____.
2. Why was the new room chosen?

Notice

Use no more than two words for each answer.

Museum: hear the relationships

Listen for the relationship

Which thing can damage objects? Which room is being discussed?

What reason supports choosing the new room?

Notice

Keep your answers hidden from the review script until the first attempt ends.

Museum: keep the answer relevant and short

Question	Answer / rejected detail
Cases stay away from...	direct sunlight: it can damage objects.
Reason for new room	quiet location: large describes the old room.

Review: Museum transcript

Original classroom script · review

Direct sunlight can damage some objects, so we place the display cases away from it.

The old room was large, but visitors found it noisy. The new room was chosen for its quiet location.

Count answers and words separately

Instruction check	What it changes
Answer quantity	Choose one or the requested number of answers.
Word count	Count only the words you write in the gap.
Hyphenated words	A normal hyphen counts as one; do not invent hyphens.

Mei's workshop: choose one reason

Your turn

Why does Mei choose the morning workshop? Choose ONE letter.

- A. It costs less.
- B. It fits her timetable.
- C. Her friend attends it.

Mei's choice: B has the relevant support

- 1 **A** The two sessions cost the same; no lower cost.
- 2 **C** Her friend chose the afternoon session.
- 3 **B** Science class prevents afternoon attendance; morning fits.

Decision

B is supported by the timetable, not by a familiar word.

Review: Mei's choice transcript

Original classroom script · review

The morning workshop costs the same as the afternoon one. My friend chose the afternoon session.

I have science class then, so the morning session is the one I can attend.

Workshop fee: choose two included items

Your turn

Which TWO items are included in the workshop fee?

- A. Lunch
- B. Headphones
- C. Printed notes
- D. Bus ticket
- E. Notebook

Included items: B and C

Option	Included? / evidence
B Headphones	Yes: directly included.
C Printed notes	Yes: directly included.
E Notebook	No: participant brings it.
A Lunch / D Bus	No: paid separately.

Use the evidence

Choose both B and C; one letter leaves an answer missing.

Review: Workshop-fee transcript

Original classroom script · review

Headphones and printed notes are included. Bring your own notebook.

Lunch and the bus journey are paid for separately.

Match students to their chosen activities

Match each student	Options
Rui ____	A Outdoor work
Sam ____	B Digital files
Hana ____	C Welcoming visitors
	D Repairing tools

Use the evidence

Use each option once in this classroom task.

Matching: track the person and the final action

Student	Choice / evidence
Rui → B	Organise photo files, not earlier reception idea.
Sam → A	Garden team outside, not his repair hobby.
Hana → C	Greet arriving visitors.
D unused	Tool-repair role is still empty.

Review: Student-choice transcript

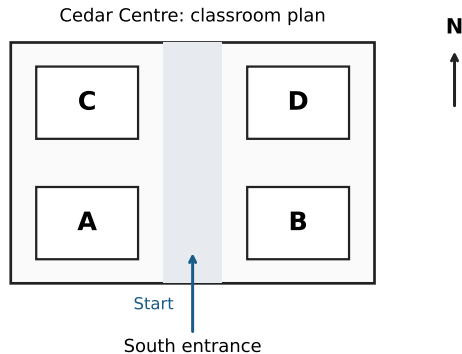
Original classroom script · review

Rui considered helping at reception, but chose to organise the photo files instead.

Sam enjoys fixing things, yet this week he will work with the garden team outside.

Hana will greet people when they arrive. The tool repair role is still empty.

Cedar Centre: establish the start



Start at the south entrance facing north; lower pair A/B, upper pair C/D.

Cedar Centre: listen to the route

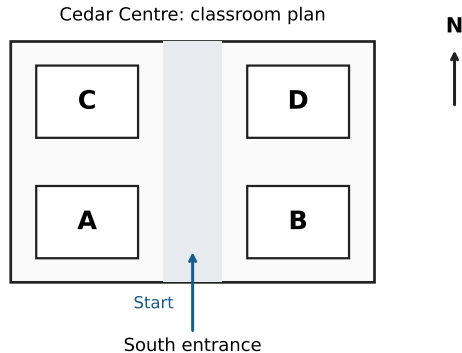
Three route labels

1 Reading room ____; 2 Workshop ____; 3 Office ____.

Notice

Enter from the south and move north. Use the described relationships.

Cedar Centre: reading A, workshop D, office C



Reading A: first left. Workshop D: upper right. Office C: opposite D.

Review: Centre-route transcript

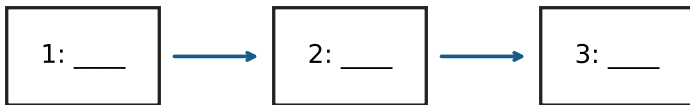
Original classroom script · review

Enter from the south and walk north along the main corridor. The reading room is the first room on your left.

Continue north to the next pair of rooms. The workshop is on your right there. The office is opposite the workshop.

Water-study model: prepare the labels

Water-study model: follow the arrows



Options A tank, B screen, C bottle, D pump. Match the three blank stages.

Water-study model: listen to the stages

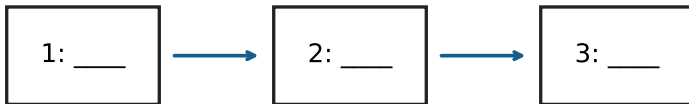
Follow the stages

Write 1 ____, 2 ____, 3 ____.

Listen for first, next and finally, then relate those stages to the arrows.

Water-study labels: B, A, C

Water-study model: follow the arrows



B screen → A tank → C bottle. D pump is unused: it is not named.

Review: Water-study transcript

Original classroom script · review

In this small classroom model, water first passes through a screen that holds back large pieces.

It then collects in a tank. Finally, we collect a sample in a bottle for observation.

Diagnose the process that caused an error

Error	Diagnosis
Wrong detail / person	Track final meaning and who chooses.
Word limit / plural / spelling	Review the requested form and sound.
Route wrong	Fix start, facing direction and landmarks.

Review slowly, then test the skill on fresh audio

Record the first attempt's answers.



Replay with transcript to locate the missed meaning or sound.



Try fresh audio once to check transfer.

Explain the first six review decisions

Review	Explained decision
1–2	Group 20 includes teachers; water bottle fits two words, a water bottle does not.
3–4	Room row needs 4; replay follows recording.
5–6	Quiet location explains the new room; B and C are both required.

Explain the remaining six review decisions

Review	Explained decision
7–8	Sam chooses outdoor work; south entry faces north.
9–10	C is opposite D; pump is unmentioned.
11–12	Mention order alone is unsafe; replay is review, fresh once-only work checks transfer.

Check yourself

- 1 **Task** Explain evidence across all six Listening task families.
- 2 **Form** Check word limits, quantity and relevant meaning.
- 3 **Transfer** Choose a new spoken task for the diagnosed cause.