

**Exam Essential Practice Tests IELTS1 with key**  
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P35

- Step 3, para 2. Change word to **phrase**, change false assumption to **mistake**

P73

- Left hand column, para 2, line 4, add **degree symbol** after 115 and before C

P76

- The leader lines in the diagram will be changed to arrows as the text in Questions 21 and 22 refers to arrows.

P103

- Replace Q26 with: 'One scientist suggests that it is no more effective than certain recreational activities.'

P128

- Bottom line, change 230 to **228**

P132

- Pie chart B should have all segments equal

P148

- Add **other** below the last three bars on the top chart

P166

- Change Q30 to: The different ways that images can be connected in comics allows for endless possibilities.

P170

- Part 2 topic card – Change rubric to: Describe the job you **would** most like to have.

P184

- 3<sup>rd</sup> bullet point, change to 'you friend' to '**your friend**'

P212

- Right hand column, Step 3 Q14, change '**conventional**' to '**false assumption**'
- Q15 change '**also**' to '**right**'

P213

Question 21

- **Step 1** Section A
- **Step 2**  
1 Truculent 2 C

- **Step 3**  
1 No 2 Yes 3 Yes

Question 22

- **Step 1**  
1 Sections A and B  
2 Lesley and David  
3 support teacher

P223

- Question 3, delete **(a)**

P224

- Reading Passage 2, Q26 – Replace with:

26     **Answer: D**

**Note** 11<sup>th</sup> paragraph: 'Why discriminate between museum-trip therapy, patting-a-dog therapy and aromatherapy?' A neuroscientist felt that although aromatherapy might make people feel good, the same effect can be achieved by other activities that aren't associated with complementary medicine.

- Reading Passage 3, Q38: Delete ', describes This time, though, he lingers too long. The middle of the paragraph' as repeated.

P231

- 7, change 4<sup>th</sup> to 5<sup>th</sup>

P237

- Replace entire answer section for Questions 30-37. Change to:

**Task location: Spread throughout the text**

**30     Answer: YES**

**Note** 4<sup>th</sup> paragraph, 7<sup>th</sup> sentence: The writer says that the various 'elements' that make up a comic strip have 'can be combined with infinite variety'. He is saying that endless different meanings can be created through different combinations of the same basic parts.

**31     Answer: YES**

**Note** 4<sup>th</sup> paragraph, last part: The writer says that 'cartoon hands, eyes and noses can look almost identical from strip to strip, even when these are by different artists.'

**32     Answer: NOT GIVEN**

**Note** 2<sup>nd</sup> paragraph onwards: The writer tells us that Cohn's theory looks at how comic strips are processed 'at a neural level' (relating to the nervous system which controls your brain and body). However, it is not stated whether his research actually involves studying the brain. The

text focuses instead on how he applies his knowledge of linguistics to study the similarities between the construction of comic books and the construction of language.

**33 Answer: NO**

**Note** 4<sup>th</sup> paragraph, first part: The writer says that 'Before Cohn began his research ... few serious analyses of comic strips existed'. Only one book, *Understanding Comics: The Invisible Art* is mentioned as having influenced him.

**34 Answer: NOT GIVEN**

**Note** 5<sup>th</sup> paragraph: The writer says that the cartoon strip pane works in a way that is closer to languages such as Turkish or Inuit than English but he does not say whether or not these languages are more suited for use in comics.

**35 Answer: YES**

**Note** 5<sup>th</sup> paragraph, second sentence: The writer explains the function of the cartoon pane but says that it is 'difficult to find an exact analogy to the English language'. This shows that although comic strips 'have the basic structure of language', it is not always possible to make a direct comparison between certain aspects of comics and language.

**36 Answer: NO**

**Note:** 6<sup>th</sup> paragraph: The writer says that Cohn's research shows that comics are governed by 'a set of rules' which includes using different types of panels, which 'have to follow a certain order'. The organisation of panels is therefore not unconstrained. Each type of panel has a different function and certain characteristics that determine its position in the sequence.

**37 Answer: NO**

**Note:** 6<sup>th</sup> paragraph, last part: The writer tells us that panes can be 'grouped into separate clauses that are embedded in larger structures'. So although single 'establisher panels' can be used to set up a scene, it is also possible to use 'a string of panels' for the same purpose.

P238

- Right hand column, centre, change Passage to **Section** (heading)

P239

- Left hand column, change Passage to **Section** (heading)

P250

- Right hand column, 9 lines from bottom, underline **anxious**, 7 lines from bottom underline **daunted**, 5 lines from bottom underline **It'll be down ... me through**.

P254

- Left hand column, half way down, man talking, should say: **Have you looked through the list of options? They're in the advertisement.**