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PRACTICE EXAMS

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CURRENTLY AVAILABLE**

3RD EDITION

Dr. Lin Lougheed

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- Six full-length General Training Module practice exams with answers and explanations
- Audio prompts for all Listening Modules
- Sample speaking and writing responses



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BARRON'S



IELTS[®]
PRACTICE EXAMS

Third Edition

Lin Lougheed

Ed.D., Teachers College
Columbia University



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Introduction

WHAT IS IELTS?

The IELTS (International English Language Testing System) measures your English language proficiency for either academic or professional purposes. The Academic Module is for those planning to attend a university where English is the spoken language. The General Training Module is for those planning to live or work in an English-speaking country. The test is divided into four sections; each section tests a different language skill—Listening, Reading, Writing, and Speaking. The Listening and Speaking sections are the same for the Academic and General Training Modules, but the Reading and Writing sections differ.

HOW TO USE THIS BOOK

This book contains six complete Academic Module tests and six Reading and Writing sections for the General Training Module.

The IELTS has four sections: Listening, Reading, Writing, and Speaking. The listening and speaking sections are identical for both Academic and General Training test takers. Therefore, those two sections are not repeated in the General Training part of this book. Students who are studying for the General Training module should use the Listening and Speaking sections of the Academic Module tests, and turn to the General Training part of this book for the Reading and Writing sections.

You can take each complete practice test, or you can focus on any specific section you wish. To take a complete test, Academic Module students can follow the sections of a test in the order they appear in the book. General Training Module students can do the following: Turn to Practice Test 1 in the Academic Module part of this book and complete the Listening section. Then turn to Practice Test 1 in the General Training part and complete the Reading and Writing sections. Return to the Academic Module and complete the Speaking section of the practice test. Repeat this process for each test.

Use these charts to find the sections you wish to study.

Academic Module

Practice Test	Listening Pages	Reading Pages	Writing Pages	Speaking Pages
1	16-20	24-32	38-40	41-42
2	58-62	66-75	82	83
3	98-102	106-116	122	123
4	138-142	146-156	162-163	164
5	180-184	188-196	202-204	205
6	220-224	228-236	242-243	244-245

TIP

Audioscripts for the Listening section of each test can be found on pages 421-457. If you do not have access to the MP3 files on the enclosed disk, please refer to the audioscripts when prompted to listen to an audio passage.

General Training Module

Practice Test	Listening Pages	Reading Pages	Writing Pages	Speaking Pages
1	16-20	262-272	278	41-42
2	58-62	290-300	306	83
3	98-102	318-330	336	123
4	138-142	346-356	362	164
5	180-184	372-382	388	205
6	220-224	400-410	416	244-245

You can improve your language and test-taking skills by studying these additional IELTS books published by Barron's:

Barron's IELTS
Essential Words for IELTS
IELTS Strategies and Tips
Writing for the IELTS

USING THE ANSWER EXPLANATIONS

At the end of each test, you will find the Answer Explanations. By studying these explanatory answers, you will learn why your answer choice was correct or why it was wrong.

Of course, in the Writing and Speaking sections, there are many possible answers. In the Answer Explanations for the Writing section, you are shown a model answer that would receive a high band score.

The model answers for the Writing section demonstrate elements found in a high band score, including:

- addressing all parts of the task
- fluent cohesion of ideas with appropriate use of reference and logical connectors
- appropriate paragraphing with clear main ideas and adequate support
- accurate use of a wide range of vocabulary, idiomatic usage, and sense of lexical collocation
- fluent use of a wide variety of grammatical structures with a predominance of compound and complex sentences
- no personal references except in personal letters or personal opinion tasks

In the Answer Explanations for the Speaking section, you are shown a sample of the type of answers that would successfully complete the task. However, these are only models. During the actual IELTS Speaking section, an examiner will guide you through a conversation. It will be a normal conversation, not a scripted performance.

The Answer Explanations for the Speaking section demonstrate elements found in a high band score, such as:

- appropriate use of a variety of vocabulary
- use of a variety of well-connected sentence structures with consistent accuracy
- ability to discuss a variety of topics fluently and develop the topics well
- natural and accurate use of idioms

TIP

American English vs. British English
This book uses American English spelling, pronunciation style, and vocabulary. There are footnotes if British spelling or grammar differ from American. You will not be penalized if you use American spelling when you write your answers on the IELTS.

When you answer the questions in the Speaking section of the IELTS, you will also be scored on your pronunciation and ability to speak clearly. To listen to and read transcripts of a sample IELTS speaking test, visit the IELTS.org website:



http://www.ielts.org/test_takers_information/test_sample/speaking_sample.aspx

IELTS STUDY CONTRACT

You must make a commitment to study English. Sign a contract with yourself. A contract is a promise. You should not break a contract, not even a contract with yourself.

- Print your name on the blank on the first line of the contract.
- On lines 5–8, write the amount of time you will spend each week studying English. Think about how much time you can study English every day and every week. Make your schedule realistic.

IELTS STUDY CONTRACT	
I, _____, promise to study for IELTS. I will begin my study with <i>Barron's IELTS</i> , and I will also study English on my own.	
I understand that to improve my English I need to spend time using English.	
I promise to study English _____ a week.	
I will spend _____ hours a week listening to English.	
I will spend _____ hours a week writing English.	
I will spend _____ hours a week speaking English.	
I will spend _____ hours a week reading English.	
This is a contract with myself. I promise to fulfill the terms of this contract.	
_____ Signed	_____ Date

- Sign your name and date the contract on the last line.
- At the end of each week, add up your hours. Did you meet the requirements of your contract?

SELF-STUDY ACTIVITIES

Here are some ways you can study English on your own. Check the ones you plan to try. Add some of your own ideas.

Internet-Based Self-Study Activities

LISTENING

- Podcasts on the Internet
- News websites: ABC, BBC, CBS, CNN, NBC
- Movies and TV shows in English
- YouTube
- Ted.com
- _____
- _____

SPEAKING

- Use Skype to talk to English speakers
- _____
- _____

WRITING

- Write e-mails to website contacts
- Write a blog
- Leave comments on blogs
- Post messages in a chat room
- Use Facebook and Twitter
- _____
- _____

READING

- Read news and magazine articles online
- Do web research on topics that interest you
- Follow blogs that interest you
- _____
- _____

Other Self-Study Activities

LISTENING

- Listen to CNN and BBC on the radio or on TV
- Watch movies and TV shows in English
- Listen to music in English
- _____
- _____

SPEAKING

- Describe what you see and what you do out loud
- Practice speaking with a conversation buddy
- Sing or recite song lyrics
- _____
- _____

WRITING

- Write a daily journal
- Write letters to an English speaker
- Make lists of the things you see every day
- Write descriptions of your family and friends
- _____
- _____

READING

- Read newspapers and magazines in English
- Read books in English
- Read song lyrics
- _____
- _____

Examples of Self-Study Activities

Whether you read an article in a newspaper or on a website, you can use that article in a variety of ways to practice reading, writing, speaking, and listening in English.

- Read about it.
- Make notes about it.
- Paraphrase, summarize, or write comments about it.
- Give a talk or presentation about it.
- Record or make a video of your presentation.
- Listen to or watch what you recorded. Write down your presentation.
- Find and correct your mistakes.
- Do it all again.

PLAN A TRIP

Go to www.cntraveler.com

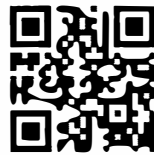


Choose a city, choose a hotel, go to that hotel's website, and choose a room. Then choose some sites to visit (*reading*). Write a report about the city (*writing*). Tell why you want to go there. Describe the hotel and the room you will reserve. Tell what sites you plan to visit and when. Where will you eat? How will you get around?

Now write a letter to someone recommending this place (*writing*). Imagine you have to give a lecture on your planned trip. Make a video of yourself talking about this place (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another city, and do this again.

SHOP FOR AN ELECTRONIC PRODUCT

Go to www.cnet.com



Choose an electronic product and read about it (*reading*). Write a report about the product (*writing*). Tell why you want to buy one. Describe its features.

Now write a letter to someone recommending this product (*writing*). Imagine you have to give a talk about this product. Make a video of yourself talking about this product (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another product and do this again.

DISCUSS A BOOK OR CD

Go to www.amazon.com



Choose a book or CD or any product. Read the product's description and reviews (*reading*). Write a report about the product (*writing*). Tell why you want to buy one or why it is interesting to you. Describe its features.

Now write a letter to someone recommending this product (*writing*). Pretend you have to give a talk about this product. Make a video of yourself talking about this product (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another product and do this again.

DISCUSS ANY SUBJECT

Go to https://simple.wikipedia.org/wiki/Main_Page



This website is written in simple English. Pick any subject and read the entry (*reading*).

Write a short essay about the topic (*writing*). Give a presentation about it. Record the presentation (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another topic and do this again.

DISCUSS ANY EVENT

Go to <http://news.google.com>



Google News has a variety of links. Pick one event and read the articles about it (*reading*).

Write a short essay about the event (*writing*). Give a presentation about it. Record the presentation (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then choose another event and do this again.

REPORT THE NEWS

Listen to an English language news report on the radio or watch a news program on TV (*listening*). Take notes as you listen. Write a summary of what you heard (*writing*).

Pretend you are a news reporter. Use the information from your notes to report the news. Record the presentation (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then listen to another news program and do this again.

EXPRESS AN OPINION

Read a letter to the editor in the newspaper (*reading*). Write a letter in response in which you say whether you agree with the opinion expressed in the first letter. Explain why (*writing*).

Pretend you have to give a talk explaining your opinion. Record yourself giving the talk (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then read another letter to the editor and do this again.

REVIEW A BOOK OR MOVIE

Read a book (*reading*). Think about your opinion of the book. What did you like about it? What didn't you like about it? Who would you recommend it to and why? Pretend you are a book reviewer for a newspaper. Write a review of the book with your opinion and recommendations (*writing*).

Give an oral presentation about the book. Explain what the book is about and what your opinion is. Record yourself giving the presentation (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then read another book and do this again.

You can do this same activity after watching a movie (*listening*).

SUMMARIZE A TV SHOW

Watch a TV show in English (*listening*). Take notes as you listen. After watching, write a summary of the show (*writing*).

Use your notes to give an oral summary of the show. Explain the characters, setting, and plot. Record yourself speaking (*speaking*). Then watch the video and write down what you said (*listening*). Correct any mistakes you made and record the presentation again. Then watch another TV show and do this again.

LISTEN TO A LECTURE

Listen to an academic or other type of lecture on the Internet. Go to any of the following or similar sites and look for lectures on topics that are of interest to you:



<http://lecturefox.com>



<http://podcasts.ox.ac.uk>



<http://freevideolectures.com>



<http://www.ted.com/talks>

Listen to a lecture and take notes as you listen. Listen again to check and add to your notes (*listening*). Use your notes to write a summary of the lecture (*writing*).

Pretend you have to give a lecture on the same subject. Use your notes to give your lecture (*speaking*). Record yourself as you lecture. Then watch the video and write down what you said. Correct any mistakes you made and record the lecture again. Then listen to another lecture and do this again.

WHERE CAN I FIND EXTRA HELP?

Visit the Learning Center on Dr. Lin Lougheed's website
to view sample essays



www.lougheed.com

For test tips and new vocabulary words, follow
Dr. Lin Lougheed on Twitter @LinLougheed.

Want your essays posted to Facebook for
feedback from others? Post them directly.



<http://www.facebook.com/EssayTOEFL.IELTS/>
or search on Facebook for "IELTS and TOEFL Essay Writing."



PART 1

Academic Module

Practice Test 1

Practice Test 2

Practice Test 3

Practice Test 4

Practice Test 5

Practice Test 6

NOTE TO GENERAL TRAINING MODULE TEST TAKERS

If you are studying for the General Training Module Test, you will take the Listening and Speaking sections in the Academic Module Practice Tests. The Listening and Speaking sections are the same for all test takers. See the charts on pages 1-2 for page numbers.



Academic Module

PRACTICE TEST 1

ANSWER SHEET

Academic Module

Practice Test 1

IELTS Listening Answer Sheet

1		<input type="checkbox"/> 1 <input type="checkbox"/> X	21		<input type="checkbox"/> 21 <input type="checkbox"/> X
2		<input type="checkbox"/> 2 <input type="checkbox"/>	22		<input type="checkbox"/> 22 <input type="checkbox"/>
3		<input type="checkbox"/> 3 <input type="checkbox"/>	23		<input type="checkbox"/> 23 <input type="checkbox"/>
4		<input type="checkbox"/> 4 <input type="checkbox"/>	24		<input type="checkbox"/> 24 <input type="checkbox"/>
5		<input type="checkbox"/> 5 <input type="checkbox"/>	25		<input type="checkbox"/> 25 <input type="checkbox"/>
6		<input type="checkbox"/> 6 <input type="checkbox"/>	26		<input type="checkbox"/> 26 <input type="checkbox"/>
7		<input type="checkbox"/> 7 <input type="checkbox"/>	27		<input type="checkbox"/> 27 <input type="checkbox"/>
8		<input type="checkbox"/> 8 <input type="checkbox"/>	28		<input type="checkbox"/> 28 <input type="checkbox"/>
9		<input type="checkbox"/> 9 <input type="checkbox"/>	29		<input type="checkbox"/> 29 <input type="checkbox"/>
10		<input type="checkbox"/> 10 <input type="checkbox"/>	30		<input type="checkbox"/> 30 <input type="checkbox"/>
11		<input type="checkbox"/> 11 <input type="checkbox"/>	31		<input type="checkbox"/> 31 <input type="checkbox"/>
12		<input type="checkbox"/> 12 <input type="checkbox"/>	32		<input type="checkbox"/> 32 <input type="checkbox"/>
13		<input type="checkbox"/> 13 <input type="checkbox"/>	33		<input type="checkbox"/> 33 <input type="checkbox"/>
14		<input type="checkbox"/> 14 <input type="checkbox"/>	34		<input type="checkbox"/> 34 <input type="checkbox"/>
15		<input type="checkbox"/> 15 <input type="checkbox"/>	35		<input type="checkbox"/> 35 <input type="checkbox"/>
16		<input type="checkbox"/> 16 <input type="checkbox"/>	36		<input type="checkbox"/> 36 <input type="checkbox"/>
17		<input type="checkbox"/> 17 <input type="checkbox"/>	37		<input type="checkbox"/> 37 <input type="checkbox"/>
18		<input type="checkbox"/> 18 <input type="checkbox"/>	38		<input type="checkbox"/> 38 <input type="checkbox"/>
19		<input type="checkbox"/> 19 <input type="checkbox"/>	39		<input type="checkbox"/> 39 <input type="checkbox"/>
20		<input type="checkbox"/> 20 <input type="checkbox"/>	40		<input type="checkbox"/> 40 <input type="checkbox"/>
			Listening Total		



ACADEMIC MODULE TEST 1

Candidate Name _____

International English Language Testing System

LISTENING

Time: Approx. 30 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name in the space at the top of this page.

You should answer all questions.

All the recordings will be played ONCE only.

Write all your answers on the Question Paper.

At the end of the test, you will be given ten minutes to transfer your answers to an Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are 40 questions on this question paper.

The test is divided as follows:

Section 1	Questions 1-10
Section 2	Questions 11-20
Section 3	Questions 21-30
Section 4	Questions 31-40

Track
2**SECTION 1***Questions 1–4**Complete the schedule below.**Write NO MORE THAN THREE WORDS for each answer.***TIP**

If you do not have access to the MP3 files on the enclosed disk, please refer to the audioscripts starting on page 421 when prompted to listen to an audio passage.

Example

GloboTrotters... Language School

Class Schedule**Chinese**

Level: Advanced

Days: 1 evenings

Japanese

Level: 2

Days: Tuesday and Thursday mornings

Level: 3

Days: Monday, Wednesday, and Friday mornings

French

Level: Intermediate

Days: Friday 4

*Questions 5–8**Complete the information below.**Write NO MORE THAN ONE NUMBER for each answer.***Tuition Information**

One week 5 \$

Four weeks 6 \$

Six weeks 7 \$

Twelve weeks 8 \$

Questions 9 and 10

Complete the sentences below.

Write **NO MORE THAN THREE WORDS** for each answer.

- 9 Students can register for a class by visiting
- 10 is in charge of student registration.



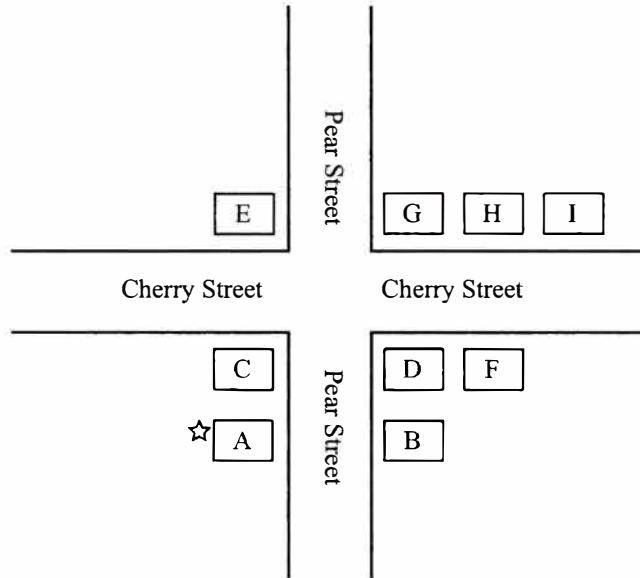
SECTION 2

Questions 11–15

Label the map below.

Write the correct letter, A–I, next to **Questions 11–15**.

City Shopping District



- 11 Harbor¹ View Bookstore
- 12 Pear Café
- 13 Souvenir Store
- 14 Art Gallery
- 15 Harbor Park

¹British: harbour

Questions 16–20

Complete the sentences below.

Write **NO MORE THAN ONE WORD OR A NUMBER** for each answer.

Harbor Park

- 16 The park was built in
- 17 A..... stands in the center² of the park.
- 18 Take the path through the
- 19 In the middle of the garden is a
- 20 A..... takes you down to the harbor and a view of the boats.



SECTION 3

Questions 21–24

Complete the information about the archives.

Write **NO MORE THAN THREE WORDS AND/OR A NUMBER** for each answer.

Welcome to City Archives

The following people may use the archives:

- University students with a valid **21**
- City residents with payment of **22**
- All others: Special permission from the director is required.

Hours:

Days: **23** through

Hours: **24** 9:30 A.M. until P.M.

²British: centre

Questions 25–30

What can be found on each floor¹ of the archives building?

Write the correct letter, A–G, next to Questions 25–30.

CITY ARCHIVES	
A	nineteenth-century documents
B	maps
C	personal papers
D	photographs
E	books about the city
F	newspapers
G	information about the woolen ² mill

Floor of the building

- 25 basement
- 26 ground floor
- 27 second floor
- 28 third floor
- 29 fourth floor
- 30 fifth floor



SECTION 4

Questions 31–33

Complete the notes below.

Write **NO MORE THAN TWO WORDS** for each answer.

Historical Uses of Wind Power	
Ancient China	Windmills were used to 31
Ancient Persia	Farmers used wind power to 32
The Netherlands	People used windmills to 33

¹In the United States, the ground floor is considered the first floor; the next floor up is the second floor, and so on.

²British: woollen

Questions 34–40

Complete the chart¹ below.

Write **NO MORE THAN TWO WORDS** for each answer.

Wind Power

Advantages	Disadvantages
Unlike oil and coal, wind power does not cause 34	The cost of the initial investment is high.
There are limited supplies of oil and coal, but wind is a 35	The 37 of the wind is not constant.
It 36 to generate electricity with the wind.	Wind turbines are usually located far from 38
Wind turbines do not take up much land.	Wind turbines may spoil 39
	Wind turbines are as 40 as a high-speed car.

Take ten minutes to transfer your answers onto the Answer Sheet on page 13.

¹British: table

ANSWER SHEET

Academic Module

Practice Test 1

IELTS Reading Answer Sheet

1		<input type="checkbox"/> 1 <input type="checkbox"/>	21		<input type="checkbox"/> 21 <input type="checkbox"/>
2		<input type="checkbox"/> 2 <input type="checkbox"/>	22		<input type="checkbox"/> 22 <input type="checkbox"/>
3		<input type="checkbox"/> 3 <input type="checkbox"/>	23		<input type="checkbox"/> 23 <input type="checkbox"/>
4		<input type="checkbox"/> 4 <input type="checkbox"/>	24		<input type="checkbox"/> 24 <input type="checkbox"/>
5		<input type="checkbox"/> 5 <input type="checkbox"/>	25		<input type="checkbox"/> 25 <input type="checkbox"/>
6		<input type="checkbox"/> 6 <input type="checkbox"/>	26		<input type="checkbox"/> 26 <input type="checkbox"/>
7		<input type="checkbox"/> 7 <input type="checkbox"/>	27		<input type="checkbox"/> 27 <input type="checkbox"/>
8		<input type="checkbox"/> 8 <input type="checkbox"/>	28		<input type="checkbox"/> 28 <input type="checkbox"/>
9		<input type="checkbox"/> 9 <input type="checkbox"/>	29		<input type="checkbox"/> 29 <input type="checkbox"/>
10		<input type="checkbox"/> 10 <input type="checkbox"/>	30		<input type="checkbox"/> 30 <input type="checkbox"/>
11		<input type="checkbox"/> 11 <input type="checkbox"/>	31		<input type="checkbox"/> 31 <input type="checkbox"/>
12		<input type="checkbox"/> 12 <input type="checkbox"/>	32		<input type="checkbox"/> 32 <input type="checkbox"/>
13		<input type="checkbox"/> 13 <input type="checkbox"/>	33		<input type="checkbox"/> 33 <input type="checkbox"/>
14		<input type="checkbox"/> 14 <input type="checkbox"/>	34		<input type="checkbox"/> 34 <input type="checkbox"/>
15		<input type="checkbox"/> 15 <input type="checkbox"/>	35		<input type="checkbox"/> 35 <input type="checkbox"/>
16		<input type="checkbox"/> 16 <input type="checkbox"/>	36		<input type="checkbox"/> 36 <input type="checkbox"/>
17		<input type="checkbox"/> 17 <input type="checkbox"/>	37		<input type="checkbox"/> 37 <input type="checkbox"/>
18		<input type="checkbox"/> 18 <input type="checkbox"/>	38		<input type="checkbox"/> 38 <input type="checkbox"/>
19		<input type="checkbox"/> 19 <input type="checkbox"/>	39		<input type="checkbox"/> 39 <input type="checkbox"/>
20		<input type="checkbox"/> 20 <input type="checkbox"/>	40		<input type="checkbox"/> 40 <input type="checkbox"/>
			Reading Total		

ACADEMIC MODULE TEST 1

Candidate Name _____

International English Language Testing System

ACADEMIC READING

Time: 1 hour

INSTRUCTIONS TO CANDIDATES

Do not open this booklet until you are told to do so.

Write your name in the space at the top of this page.

Start at the beginning of the test and work through it.

You should answer all questions.

If you cannot do a particular question, leave it and go on to the next. You can return to it later.

All answers must be written on the Answer Sheet.

Do not remove this booklet from the examination room.

INFORMATION FOR CANDIDATES

There are 40 questions on this question paper.

The test is divided as follows:

Reading Passage 1	Questions 1-13
Reading Passage 2	Questions 14-26
Reading Passage 3	Questions 27-40

Reading Passage 1

You should spend about 20 minutes on **Questions 1–13**, which are based on Reading Passage 1 below.

Odonata

Odonata is the order of insects that includes dragonflies and damselflies. To the human eye, their shining colors¹ and delicate-looking wings make them beautiful creatures to behold. In the natural world, however, they are fearsome predators. Dragonflies and damselflies get their name from the powerful serrated jaws they use to tear apart their prey. The word *odonata* means “toothed jaw.”

Dragonflies and damselflies are often confused with each other because they are very similar. Close observation reveals the differences between them. The most obvious difference is the way they hold their wings while at rest. Dragonflies hold their wings out to the side while damselflies fold their wings back. Dragonflies have very large eyes that seem to cover the entire face because they are so close together that they touch each other. Damselflies’ eyes are smaller, and there is a space between them. Dragonflies are larger and stronger animals than damselflies and fly longer distances. Thus, they can be found in woods and fields away from the water. Damselflies are not such strong fliers and are most often seen around the edges of ponds and streams since they do not normally fly far from the water.

The largest odonata living today are the Hawaiian endemic dragonfly and the Central American damselfly, each of these species having a wingspan of 19 centimeters. The smallest is the libellulid dragonfly, native to east Asia, with a wingspan of just 20 millimeters. Fossils have been discovered that prove that dragonflies have been in existence for over 300 million years. The largest dragonfly fossil ever found belongs to the now-extinct *meganeura monyi*, which lived 300 million years ago and had a wingspan of 75 centimeters. This giant was a fearsome predator indeed, which feasted on small amphibians as well as on other insects.

Dragonflies and damselflies both lay their eggs on or just below the surface of the water in a pond or stream. Some species lay their eggs on the stem of an aquatic plant. The babies emerge from the eggs in the form of nymphs. They live underwater, breathing through gills and preying upon water insects, tadpoles, small fish, and even other nymphs. They hunt by hiding in the shadows at the bottom of a pond or stream, waiting for prey animals to swim by. They have a special lip that they can extend far forward in order to grab their prey when it comes close. Depending on the species, they live this way for several months or even several years. As the nymph grows, it sheds its skin several times. Finally, it leaves the water and sheds its skin one last time. The adult emerges, ready to live the next few weeks or months on land and in the air. The adults do not live for more than four months, and many species live as adults for only a few weeks.

¹British: colours

The exceptional visual abilities and flying skills of dragonflies and damselflies make them very adept hunters. Their special eyes give them a nearly 360-degree field of vision, and they can detect even the smallest movement or flash of light caused by other flying insects. They have two sets of wings that can move independently of each other. This gives them great maneuverability¹ in the air, which is important to these creatures because they catch their prey while flying. They can hover, make sharp turns, and fly backward. Some species of dragonflies can fly 60 kilometers an hour or more. Their prey consists of flying insects such as mosquitoes, deerflies, smaller dragonflies, and butterflies and moths. One species of dragonfly takes spiders out of their webs.

Bloodthirsty predators that they are, dragonflies and damselflies are prey for other animals in their turn. The nymphs are eaten by fish, frogs, toads, and other aquatic creatures. In the adult stage, they are hunted by birds, frogs, and larger dragonflies and damselflies. They might also be caught in a spider's web. What goes around comes around.

Questions 1–6

Which of the facts below are true of dragonflies, and which are true of damselflies, according to the information in the passage? On lines 1–6 on your answer sheet, write:

- | | |
|----------|--|
| A | if it is a fact about dragonflies only |
| B | if it is a fact about damselflies only |
| C | if it is a fact about both dragonflies and damselflies |

- 1 They have sawlike jaws.
- 2 They hold their wings on their backs while resting.
- 3 Their eyes have a gap between them.
- 4 They can be seen in fields at a distance from ponds and streams.
- 5 The largest species has a wingspan of 19 centimeters.
- 6 The largest fossil has a wingspan of 75 centimeters.

¹British: manoeuvrability