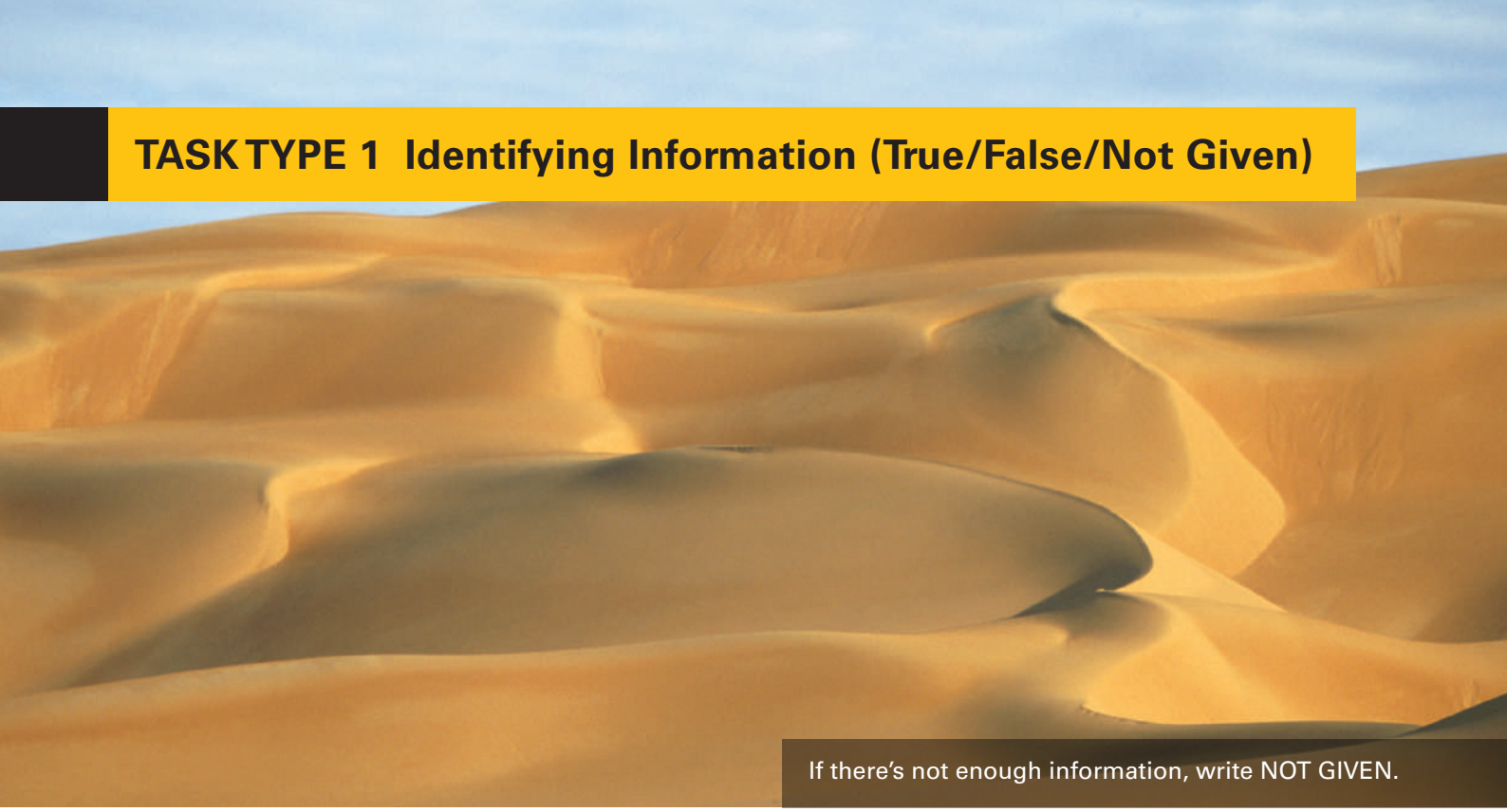
TASK TYPE 1 Identifying Information (True/False/Not Given)



Dunes of the Sahara Desert, Africa

A About the task

1 Read the information about the task type. Then look at some notes a student made about the task. The student has made two mistakes. Can you correct them?

The Identifying Information (True/False/Not Given) task tests your ability to find information in a reading passage, then to read it carefully to understand the details.

This task is often used to test your understanding of a factual passage about a specific subject. On the question paper, you see a set of statements that report the information from the passage. Your job is to read the passage and decide if the statements are reporting the information correctly or not. For each statement, there are three possible answers:

TRUE *if the statement agrees with the information*
FALSE *if the statement contradicts the information*
NOT GIVEN *if there is no information about it*

Here are the basic rules for the Identifying Information (True/False/Not Given) task:

- The statements follow the order of information in the passage.
- The statements are not exactly the same as the wording of the passage, but they contain the same information.
- The statements include some words and names that are also used in the passage. These help to locate the relevant information.
- You read this information carefully and compare it with the statement.
- You then decide if the statement reports the meaning of the passage exactly or not, and write TRUE or FALSE on the answer sheet.
- For some statements, there isn't enough information in the passage to know if the statement is correct or not. In this case, you write NOT GIVEN on the answer sheet.

Notes

1 You're mostly reading for facts and figures.
2 The questions are in the same order as the information in the passage.
3 The questions include some words you find in the passage.
4 The passage contains some information which is incorrect.
5 You have to tick (✓) the correct box on the answer sheet.

B Sample questions

2 Read the passage and answer the questions. Use the rules about the task from Section A to help you. Then check your answers. Which questions did you find difficult?

IELTS PRACTICE TASK

Measuring Snowfall

Despite the many high-tech instruments now available to scientists who study the weather, one measurement remains relatively difficult to make, and that's calculating how much snow actually falls in any particular place during a snowstorm. This explains why the National Center for Atmospheric Research (NCAR) in the USA is experimenting with new ways of achieving a greater level of accuracy in snowfall figures. As their representative Ethan Guttmann points out, 'You'd think it was just a matter of going out and sticking a ruler in the snow and measuring how much is on the ground. The problem is, if you move the ruler over just a few centimetres, you may get a different reading.'

In fact, the taking of measurements is complicated by a number of factors. For example, the first snowflakes may melt as soon as they hit warm surfaces, while others are whisked away by the wind, leaving some ground bare and other places buried under deep snowdrifts. Guttman's colleagues have been testing a number of new snow-measuring devices, including ultrasonic snow depth sensors, which send out a pulse of noise and measure how long it takes to bounce back from the surface below the snow, and laser sensors which work on the same basic principle but use light instead of sound. Another device for measuring snowfall is a type of open container with motor-vehicle antifreeze inside it. The antifreeze melts the snow as it falls and sensors measure the weight of the resulting liquid.

NCAR scientists have also experimented with using Global Positioning Satellites (GPS) to measure snow depth. It may be possible for signals sent from these satellites to measure the distance to both the surface of the snow and to the ground beneath it. Not only would this method be more cost-effective than other methods, but it might also be particularly useful for measuring the snow in remote locations such as inaccessible upland areas and the highest mountain peaks and ranges. Accurate measurement of snowfall in these areas is important as entire regions may depend on spring run-off of melted snow for their water supply.

The scientists also learned that they could improve the results of both manual and high-tech methods of snow measurement by using something known as a snow board. Basically, this is just a flat piece of white-painted wood on which snow can accumulate. Windshields placed around these can also add to the accuracy of measurements.

Questions 1–6

Do the following statements agree with the information given in the Reading Passage?

Next to each question, 1–6, write

TRUE *if the statement agrees with the information*
FALSE *if the statement contradicts the information*
NOT GIVEN *if there is no information on this*

1 NCAR accepts the need for more precise methods of measuring snowfall.
2 Researchers have found ultrasonic sensors more reliable than laser sensors.
3 The device that uses motor-vehicle antifreeze measures the amount of snow both before and after it melts.
4 Using GPS technology would be more expensive than using the alternative devices being tried out.
5 GPS technology could allow snowfall to be measured across a wider range of landscapes.
6 The use of a snow board is particularly effective in areas with high winds.

C Tips and tactics

3 Work in pairs. Read the tips and tactics and discuss these questions.

a Which tips and tactics do you think are the most useful?
b Did you use any of these tips and tactics when you answered the sample questions in Section B?
c Which tips will you use in the future?

1 Before you read the passage, read the statements and think about what you're going to read. Underline key words and ideas in each statement.
2 Remember that the questions follow the order of information in the passage. When you read the passage, you may see some words or ideas from the statements. These help you to find the relevant sections.
3 First read the passage quickly and mark the relevant sections for each question. Write the question numbers in the margin so that you can find the sections again easily.
4 Questions for which the answer is *NOT GIVEN* also refer to a specific section of text – so you always need to find the relevant section.
5 Then go through the questions one by one. Read the section of the passage you have marked carefully to make sure you're in the correct place.
6 Don't use your own knowledge of the subject to decide the answers. Use ONLY the information in the passage.
7 If you think the answer is *TRUE*, re-read both the statement and the section of passage carefully and think about the meaning of both. Does the wording of the statement express exactly the same ideas or not?
8 If you think the answer is *FALSE*, re-read both the statement and the section of passage carefully and think about the meaning of both. Underline the words that make the statement different from the passage.
9 For *TRUE* and *FALSE* answers, quickly check the rest of the paragraph in the passage to make sure you haven't missed anything.
10 If you think the answer is *NOT GIVEN*, underline the words and ideas in the statement that aren't in the passage. Read the rest of the paragraph in the passage quickly to make sure you haven't missed anything.
11 It's especially important to check carefully whether an answer is *FALSE* or *NOT GIVEN*.
12 Remember to write the words *TRUE*, *FALSE* or *NOT GIVEN* in the boxes on the answer sheet.
13 Never leave a box empty. If you're not sure, always give an answer.

D Skills-building exercises

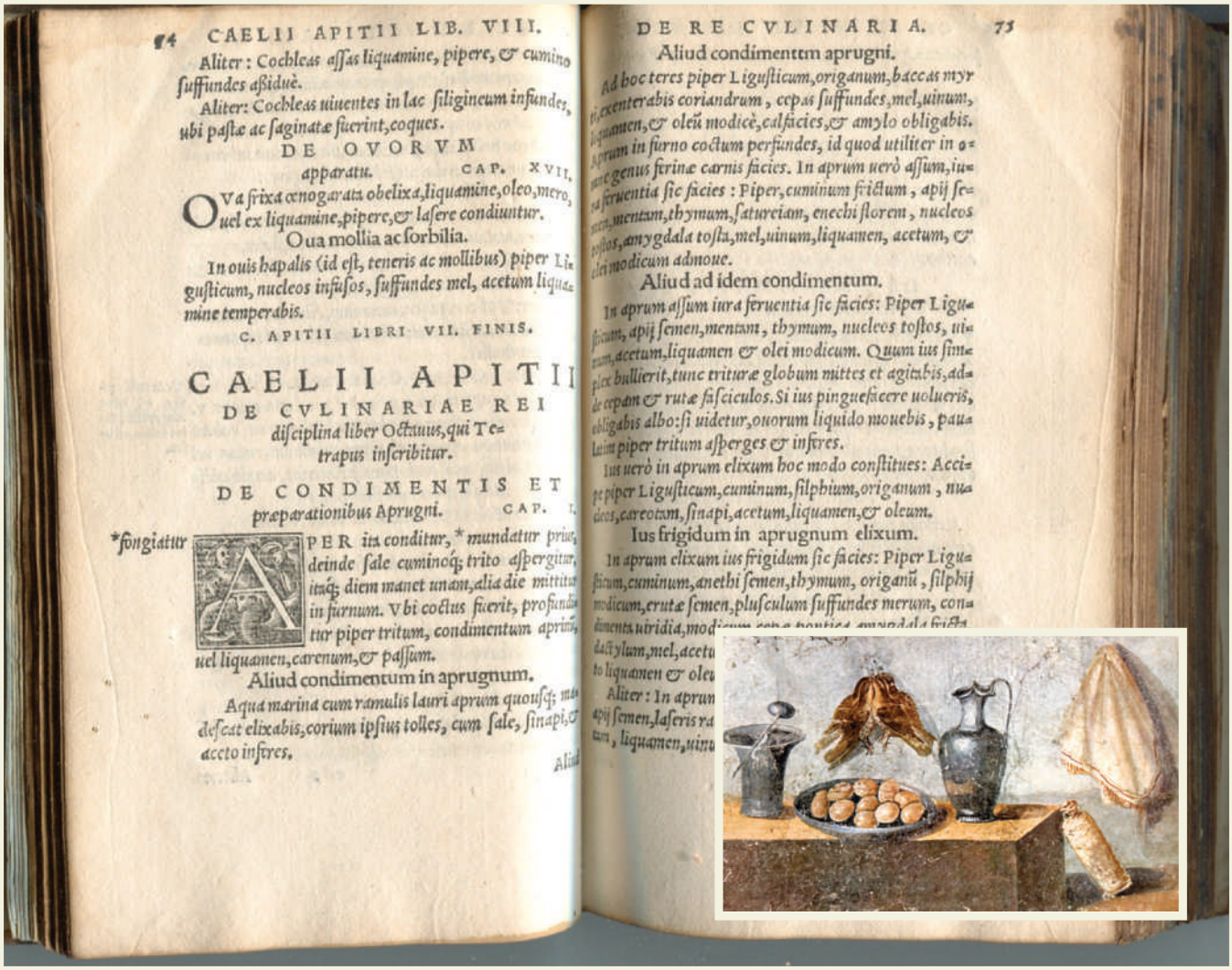
FOCUS
Identifying true and false statements based on a short passage

4 Read the pairs of statements (1–6). Underline the important words and ideas in each statement.

1 A The recipes in the book *Apicius* are much older than the book itself.
  B The recipes in the book *Apicius* are 1,500 years old.
2 A The book *Apicius* provides plenty of information about the life of Marcus Gavius Apicius.
  B The book *Apicius* provides very little information about the life of Marcus Gavius Apicius.
3 A Apion's book about Marcus Gavius Apicius is no longer available to read.
  B Apion's book about Marcus Gavius Apicius is still popular today.
4 A It is widely thought that Marcus Gavius Apicius wrote the recipes in *Apicius*.
  B It is widely doubted that Marcus Gavius Apicius wrote the recipes in *Apicius*.
5 A The book *Apicius* includes recipes that are still in use today.
  B The book *Apicius* includes recipes for dishes that are familiar today.
6 A The ingredients used in the recipes tell us the type of people the book *Apicius* was intended for.
  B The book *Apicius* uses ingredients that were commonly available in Ancient Rome.

5 Read the passage on page 79 quickly. Underline the sentences that contain the information relevant to each pair of statements in Exercise 4.

6 Go through the questions in Exercise 4 one by one. Read the passage carefully and decide which statement (A or B) is *TRUE* and which is *FALSE*.



64 CAELII APITII LIB. VIII.

Aliter: Cochleas assas liquamine, pipere, & cumino suffundes assiduè.

Aliter: Cochleas uiuentes in lac siligineum infundes, ubi pastæ ac saginatæ fuerint, coques.

DE OVORVM apparatu. CAP. XVII.

OVa frixa œnogarata obelixa, liquamine, oleo, mero, uel ex liquamine, pipere, & lasere condiuntur.

Oua mollia ac sorbilia.

In ouis hapalis (id est, teneris ac mollibus) piper Liguisticum, nucleos infusos, suffundes mel, acetum liquamine temperabis.

C. APITII LIBRI VII. FINIS.

CAELII APITII DE CVLINARIAE REI disciplina liber Octauus, qui Tetrapus inscribitur.

DE CONDIMENTIS ET præparationibus Aprugni. CAP. I.

fongiatur APER in conditur, mundatur prius, deinde sale cuminoq; trito aspergitur, itaq; diem manet unam, alia die mittitur in furnum. Vbi coctus fuerit, profunditur piper tritum, condimentum aprugni, uel liquamen, carenum, & passum.

Aliud condimentum in aprugnum.

Aqua marina cum ramulis lauri aprum quousq; mollescat elixabis, corium ipsius tolles, cum sale, sinapi, & aceto infres.

DE RE CVLINARIA. 73

Aliud condimentum aprugni.

Ad hoc teres piper Liguisticum, origanum, baccas myrti, centerabis coriandrum, cepas suffundes, mel, uinum, liquamen, & oleū modicè, calfacies, & amylo obligabis. Aprum in furno coctum perfundes, id quod utiliter in omne genus ferinæ carnis facies. In aprum uerò assum, iuris ferentia sic facies: Piper, cuminum frictum, apij semen, mentam, thymum, satureiam, enechi florem, nucleos tostos, amygdala tosta, mel, uinum, liquamen, acetum, & olei modicum admoue.

Aliud ad idem condimentum.

In aprum assum iura ferentia sic facies: Piper Liguisticum, apij semen, mentam, thymum, nucleos tostos, uinum, acetum, liquamen & olei modicum. Quum ius simplice bullierit, tunc triturae globum mittes et agitabis, adde cepam & rutæ fasciculos. Si ius pingue facere uolueris, obligabis albo: si uidetur, ouorum liquido mouebis, paulatim piper tritum asperges & infres.

Ius uerò in aprum elixum hoc modo constitues: Accipe piper Liguisticum, cuminum, silphium, origanum, nuces, careotum, sinapi, acetum, liquamen, & oleum.

Ius frigidum in aprugnum elixum.

In aprum elixum ius frigidum sic facies: Piper Liguisticum, cuminum, anethi semen, thymum, origanū, silphij modicum, erutæ semen, pluisculum suffundes merum, condimenta uiridia, mod[illegible] dactylum, mel, acetu[illegible] to liquamen & olei

Aliter: In aprum [illegible] apij semen, laseris ra[illegible] tum, liquamen, uinu[illegible]

Alia

THE FIRST COOKBOOK

Apicius is the title of a collection of recipes written in Latin that is believed to be the world's oldest cookbook. The recipes were collected into a book 1,500 years ago, but they were in existence several centuries before that. The book is named after Marcus Gavius Apicius, a Roman who lived around 2,000 years ago. Not much is known about this man other than the fact that he loved good food and enjoyed a luxurious lifestyle. He himself was the subject of another book entitled *On the Luxury of Apicius*, written by the Greek grammarian Apion. This book was once famous but, unfortunately, it has since been lost. Few scholars today think Apicius was the actual author of the recipes in the book that bears his name. Some of the recipes, such as the one for *Isicia Omentata* (a kind of ancient Roman burger), would not seem strange to us today. Others call for ingredients that would have been rare and hard to come by even in Ancient Rome, such as flamingo tongues, roast ostrich and camel heels. This indicates that the book was written for wealthy Romans, as only they could have afforded such exotic ingredients. At any rate, the book gives us insight into the history of Italian cuisine long before foods such as tomatoes and pasta, now identified with that region, were available.

7 **Work in pairs and answer these questions.**

1 Did you and your partner underline the same sentences in the passage?
2 Are your answers all the same?
3 Discuss why the *TRUE* statements are true and the *FALSE* statements are not. Compare your ideas with another pair.

FOCUS

Deciding if the information is Given or Not Given

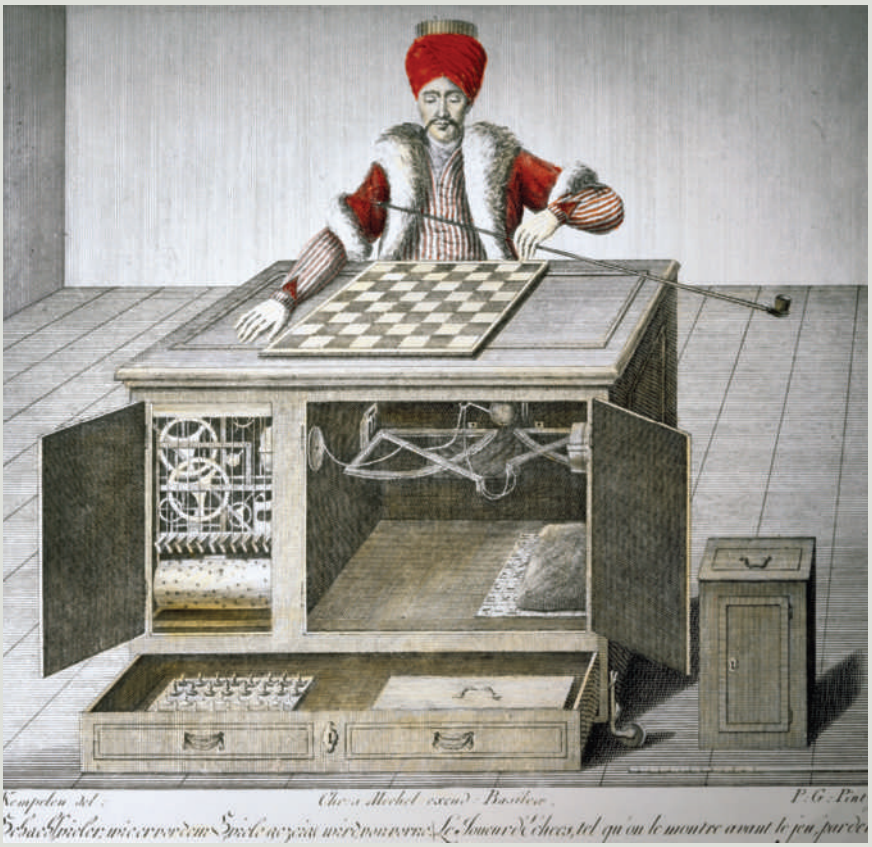
8 Look at the statements (1–7). Is there enough information in the passage below to know if the statements are true or false?

a Read the statements and underline the main ideas.
b Read the passage quickly and find the relevant section for each statement.
c For each statement, read the passage carefully and decide if the information is given or not given.

1 The first chess-playing machine was built in the 18th century.
2 Benjamin Franklin was able to defeat the Chess Turk.
3 Edgar Allan Poe realised that the Chess Turk was a hoax.
4 The Chess Turk was found to be operated by a human being.
5 The first chess game on a computer was played in the 1950s.
6 Deep Blue defeated Garry Kasparov in both of their two matches in 1997.
7 The first chess-playing programs available on the Internet were designed by grand masters.

MACHINES THAT PLAY CHESS

The idea of creating a chess-playing machine dates back to the 18th century. Around 1769, an Austrian inventor constructed one called the Chess Turk. This machine could play a strong game of chess against a human opponent and it became quite famous throughout Europe. In Paris, the machine played a game against the US ambassador, who at that time was the inventor and scientist Benjamin Franklin. Franklin was fascinated by the machine and said it was the most interesting game of chess he had ever played. The writer Edgar Allan Poe wrote an essay explaining how he thought the Chess Turk worked, though his theories proved to be incorrect.



It was not until the 1820s in London that the Chess Turk was revealed to be an elaborate and clever hoax. It was discovered that a living chess master was concealed within the machine, plotting the moves and operating the machinery. After that, the field of mechanical chess research was neglected until the development of the digital computer in the 1950s. One of the first games that could be played on a computer was chess.

Chess enthusiasts and computer engineers have gone on to develop chess-playing computers and software with increasing degrees of sophistication. In 1997, a chess-playing supercomputer called Deep Blue played the reigning world chess champion Garry Kasparov in two six-game matches. Kasparov won one of these matches and the computer won the other. These days, free chess-playing programs can be downloaded from the Internet that are challenging even for grand masters.

9 Work in pairs. Do you have the same answers for Exercise 8? Discuss any answers that are different.

10 Now look at the statements that you marked as 'given'. Are the statements *TRUE* or *FALSE*?

FOCUS

Identifying if the information is False or Not Given

11 **Read the statements (1–7) and underline the main words and ideas.**

1 The Burrunan dolphin was given its name by Australian Aborigines.
2 Both of the recently discovered populations of dolphins were found near urban areas.
3 The common bottlenose and the Indo-Pacific bottlenose are difficult to tell apart.
4 Scientists using DNA evidence immediately realised that the Burrunan was a previously unidentified species.
5 Burranan dolphins share the same colouring as other bottlenose dolphins.
6 The skeletons of two dolphins captured in 1915 have been re-examined recently.
7 The Australian government intends to put the Burrunan dolphin on the endangered list.

12 **Read the passage about new dolphin species quickly and mark the relevant sections for each statement in Exercise 11.**

13 **None of the statements is true. But are they *FALSE* or *NOT GIVEN*? Is there enough information to know? Next to each statement, write**

FALSE if the statement contradicts the information
NOT GIVEN if there is no information on this in the passage

New dolphin species

Identified by DNA tests, the new mammals were right under researchers' noses.

A previously unknown species of dolphin has been identified in Australia. One of only three new dolphin species found since the 1800s, the Burrunan dolphin has been named after an Australian Aboriginal phrase that means 'large sea creature of the porpoise kind'. Only two populations have been discovered so far, both of them in the state of Victoria. Around a hundred have been located in Port Phillip Bay, a built-up area very close to Melbourne, Australia's second most populous city, while another fifty are known to frequent the saltwater coastal lakes of the rural Gippsland region, a couple of hundred miles away.

It's long been known that distinct dolphin populations roam off south-eastern Australia. But now DNA tests have shown that these dolphins are genetically very different from the other two local species, the common bottlenose and the Indo-Pacific bottlenose. The results were so surprising that the team initially thought there was a mistake and reran the tests. As Kate Charlton-Robb, a marine biologist at Monash University, says: 'The main focus of our research was to figure out which of the two known bottlenose species these dolphins belonged to. But from the DNA sequences that we got, it turned out that they were very different from either of them.'

The team also examined dolphin skulls collected and maintained by Australian museums over the last century, and determined that Burrunan dolphins have slight cranial differences that sets the species apart. And there are other observable differences too, such as the Burrunan's more curved dorsal fin, stubbier beak, and unique colouring that includes dark grey, mid-grey and white.

So how did the dolphins escape researchers' notice for so long? Physical variations in dolphins in south-eastern Australia have been reported for decades, though the new study is the first to use multiple lines of evidence to make a strong case for a distinct species. In fact, the Burrunan dolphin was almost discovered as far back as 1915, when a biologist captured and examined two very different dolphins from Australian waters. Scientists at the time concluded that both the animals were common bottlenose dolphins, and that their differences were due to one being male and the other female. After reviewing the female dolphin's skeleton recently, though, Charlton-Robb's team determined she was a Burrunan.

Because so few individuals belonging to the new dolphin species have been identified, the research team has petitioned the Australian government to list the animals as endangered. 'Given the small size of the population,' Charlton-Robb says 'it's really crucial that we make an effort to protect them.'

14 **Work in pairs. Do you have the same answers for Exercise 13? Discuss any answers that are different. Then compare your answers with another pair of students.**

IELTS PRACTICE TASK

What price fresh flowers?

Flowers have long been symbols of love and caring. People send them to express sympathy, to apologise, or just wish someone well. But today, floriculture – the growing and selling of flowers – is very big business, worth £2.2 billion a year in the UK alone. The majority of the cut-flowers sold there are imported, these days mostly from countries such as Colombia and Kenya. The Netherlands is the traditional centre of flower production in Europe, and remains a major supplier of flowers. In recent years, however, as labour and production costs have soared, attention there has shifted from flower production to flower trading. Meanwhile, the Kenyan cut-flower industry has grown rapidly, and now provides a vital income for around two million people. It is the country's largest agricultural foreign exchange earner after tea, producing £165 million annually.

For the environmentally conscious, it might seem wasteful that a commodity such as flowers should travel halfway around the world before arriving at a supermarket or florist shop. Just as some environmentalists say that it's better to buy fruit and vegetables grown locally, some also advocate the buying of locally-grown flowers. Thanks to globalisation, however, the UK cut-flower industry now supplies just ten per cent of the country's needs. Twenty years ago it was more like half. What's more, it is suggested that reversing this trend would actually have serious environmental consequences.

Research published in 2006 by Cranfield University in the UK showed that the production of Kenyan flowers, including delivery by air freight and truck, resulted in a carbon footprint nearly six times smaller than that caused by the production of Dutch flowers. Kenya has optimal growing conditions and the warm African sun provides heat and light, whereas growers in the Netherlands and other developed countries require significant inputs of gas and electricity to grow flowers year-round in artificial climate-controlled environments.

But there are other environmental factors to consider. A vast range of pesticides, fertilisers and fumigants are used in producing cut flowers. Lake Naivasha, the centre of Kenya's flower industry, is the ideal place to grow roses, thanks to its high altitude and abundant sunlight and water. However, environmental damage has resulted from the development that has followed in the wake of floriculture. Lake Naivasha itself has shrunk to half its original size, with water levels dropping by three metres, fish catches falling and the native hippopotamus feeling the effects of pollution.

Meanwhile, transporting flowers over long distances poses its own set of challenges. Roses, for example, have to be shipped by air rather than sea because they require constant refrigeration and wilt quickly. Transporting other types of flowers by sea can also be tricky compared to air freight. Demand is difficult to predict, which means entire shipping containers can seldom be filled with a single species, but mixing flowers is often inadvisable because some varieties emit gases that spoil others. One strategy is to opt for heartier breeds such as carnations and lilies which are easier to ship and require less refrigeration than roses.

Questions 1–8

Do the following statements agree with the information given in the Reading Passage?

Next to each question, 1–8, write

TRUE *if the statement agrees with the information*

FALSE *if the statement contradicts the information*

NOT GIVEN *if there is no information on this*

1 In recent years, cut flowers have become more expensive to grow in the Netherlands.
2 More people are employed in the cut-flower industry in Kenya than in Europe.
3 Flowers represent Kenya's most valuable agricultural export.
4 The UK has seen a marked decline in the proportion of locally-grown cut flowers on sale.
5 The Cranfield study concentrated on the environmental effects of transporting cut flowers.
6 The Lake Naivasha region produces a range of cut flowers including roses.
7 Supplies of some local food items have been affected by the impact of floriculture around Lake Naivasha.
8 Transporting cut flowers by sea is generally more successful than using other means of transport.

Which statement best describes how you feel about Identifying Information (True/False/Not Given) tasks?

- ☐ I feel confident about doing True/False/Not Given tasks.
- ☐ I did OK, but I still need to do more work on True/False/Not Given tasks.
- ☐ I need more practice with True/False/Not Given tasks. I need to focus on …

▶▶ For further practice, see the DVD-ROM.