

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

## LESSON OVERVIEW

This lesson looks at the Identifying Information (True/False/Not Given) reading task. This task type tests the ability to identify views expressed or claimed by the author of a factual text. Students are required to read a passage and decide if a number of statements either agree or disagree with the information in the passage, or whether the information in the statement is not given in the text at all.

- **Part A** checks understanding of key points about the True/False/Not Given reading task.
- **Part B** gives learners a short IELTS practice task and they can assess how they did.
- **Part C** gives useful tips and tactics for the task.
- **Part D** provides further practice of True/False/Not Given reading tasks and finishes with a realistic IELTS practice task.

## A About the task

- 1 You can ask students to read this section for homework before the class or ask them to read it in class.  
Quickly brainstorm the names of reading tasks types students know. Write T/F/NG on the board and elicit from students the name of the task type to be studied in this lesson (True/False/Not Given). Ask students what they already know about this task type and what they would like to find out. Ask students to read the information about the task type in Section A and then read the Notes from a student at the bottom of the page. Explain there are two mistakes and ask them to correct them based on the information in Section A. Give students about two minutes to read the information and find the two errors. Ask them to work in pairs and check their answers. Conduct feedback with the whole class.

### ▷ Alternative idea

Ask students to read the Notes at the bottom of page 82 and predict what the two mistakes might be, then read Notes on Section A and check their answers.

### Answers

- 1 Yes
- 2 Yes
- 3 Yes
- 4 No – the information in the passage is correct, but the information in the statements may not match it word for word.
- 5 No – you have to write TRUE, FALSE or NOT GIVEN in the box.

## B Sample questions

- 2 Tell students they are going to practise applying the rules they have just learned about True/False/Not Given in a short passage about measuring snowfall. Ask students for their ideas on how snowfall might be measured and what might be difficult about measuring snowfall. Then ask them to complete the IELTS Practice Task.  
Look at questions 1–6 with students so they know what information they have to find. At this stage you don't need to suggest any strategies to them (the next section focuses on strategies), just let them have a go.

Allow about six or seven minutes for this task. Before checking the answers as a class, encourage students to compare answers and show each other the words and sentences in the passage that gave them the answers.

### Answers

- 1 TRUE 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.
- 2 NOT GIVEN 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. (It does not tell you if the ultrasonic sensors are more reliable than laser sensors.)
- 3 FALSE Another device for measuring snowfall is a type of open container with motor-vehicle antifreeze inside it. The anti-freeze melts the snow as it falls and sensors measure the weight of the resulting liquid.
- 4 FALSE Not only would this method be more cost effective than other methods ...
- 5 TRUE 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.
- 6 NOT GIVEN 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. (It does not say whether the snow board is effective in areas with high winds or not.)

## C Tips and tactics

- 3 You can ask students to read this section for homework before the class or ask them to read it in class.  
Ask students to work in pairs and choose the three most useful tips in their opinion and compare their answers. Alternatively, ask them to divide the tips into three categories: *I already knew this, I didn't*

know this, I want more information about this, and then compare their categories with their partner. Ask students to work in pairs and discuss questions **a**, **b** and **c**. Give them five minutes to read the thirteen statements and answer the questions. Get a few students to give their answers in open class briefly.

The class could also decide as a group on the best three tips. If you set Part C as homework, you can briefly review the tips and tactics at the beginning of the next class. For example, ask students to share what they think are the three most important tips and tactics with a partner in the following lesson.

#### ▷ Alternative idea

Put students in A/B pairs. Ask Student A to read Tips and Tactics 1–6 and Student B to read 7–13. Tell them they should highlight key words in the statements and use these key words to help them to explain each point to their partner. Allow students a few minutes to read and highlight. Tell students they have to share their Tips and Tactics by explaining each one they read about, using the key words to help them (they shouldn't just be reading them out). To give them a reason for listening, tell them they will have to choose the top three tips from all thirteen. Allow 10 or 15 minutes for this activity and then invite a few pairs to share their top three.

## D Skills-building exercises

- 4** Encourage students to look at the title of the text, *The First Cookbook*, on page 79 to help orientate themselves to the topic they will read about. Ask them briefly to suggest who may have written the first cookbook, where and when. Tell students they are going to just focus on identifying true/false in this exercise. Ask them to underline or circle the key words or numbers in the statements 1–6, for example, 1A recipes / Apicus / older than book / 1B 1,500 years old and remind them that doing this helps them to read more efficiently. Monitor to check that students are underlining or circling key words, then briefly check the key words with the whole class.

**Note:** Often the words in the question and text are different (paraphrased), but sometimes the key words in the question are proper nouns e.g. *Marcus Gavius Apicius* or words that are unlikely to be paraphrased for example, *recipe*. These are the best words to scan for in the passage as they will be easier to find.

- 5** Tell them to read the passage quickly and underline the sentences that contain the information relevant to the statements they looked at in Exercise 4. Encourage them to find a key word in the statements to scan for (or one like it) in the passage. In statement 1B, the number 1,500 is in paragraph 1. In statements 2A and B the name Marcus Gavius Apicus is in paragraph 1. In statements 3A and B the name Apion is in paragraph 1. In statements 4A and B the word *wrote* relates to the word *author* in the last sentence of paragraph 1. In statements 5A and B the word *today* is in paragraph 2. In statements 6A and B the word *ingredients* is in paragraph 2.

By scanning for these words they can quickly locate the information and underline the sentences. Students don't need to say if the information is true or false at this stage, they just need to locate the information and underline the sentences, so keep this exercise brief.

- 6** Tell students they now have a few minutes to read the text in more detail and decide whether each statement A or B is true or false. Tell them to refer to the sentences they underlined in the passage in Exercise 5 that give them the answer. Ask students to work in pairs and compare their answers.

### Answers

- 1** A TRUE B FALSE The recipes were collected into a book 1,500 years ago, but they were in existence several centuries before that.
- 2** A FALSE B TRUE Not much is known about this man other than the fact that he loved good food and enjoyed a luxurious lifestyle.
- 3** A TRUE B FALSE This book was once famous but, unfortunately, it has since been lost.
- 4** A FALSE B TRUE Few scholars today think Apicius was the actual author of the recipes in the book that bears his name.
- 5** A FALSE B TRUE Some of the recipes, such as the one for *Isicia Omentata* (a kind of ancient Roman burger), would not seem strange to us today.
- 6** A TRUE B FALSE ... 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.
- 7** Read through the three questions and put students into pairs to discuss their answers. Monitor their discussion and help where necessary if students disagree about the answer or misunderstand the text. After a few minutes check the answers with the whole class.
- 8** Tell students they are now going to focus on deciding if the information is given or not given in a new passage. Generate interest in the topic of the passage by briefly asking the students some general questions that may also help to activate some of the vocabulary in the passage. For example, *Can anyone play chess? Have you ever had a really good opponent? Do you know the names of any grand masters? What do you think the title of the text means?* Then tell them they are going to read through the statements and decide if there is enough information in the passage to know if they are true or false. Explain that if there is not enough information, then the answer to choose in this task type is NOT GIVEN. Read through questions **a**, **b** and **c** with the whole class. These ask students to read the statements, find where the answers are in the passage (remind students to use a key word to scan for, these are shown in the answers on page 67), and whether

the information in the statements is given or not given. Explain any difficult words, for example *hoax* in statement 3 means something fake or done to trick people. Give students five minutes to do this exercise.

### Answers

- 1 GIVEN (TRUE) Around 1769, an Austrian inventor constructed one called the Chess Turk.
  - 2 NOT GIVEN (Franklin was fascinated by the machine and said it was the most interesting game of chess he had ever played. (But we don't know who won.)
  - 3 GIVEN (FALSE) The writer Edgar Allan Poe wrote an essay explaining how he thought the Chess Turk worked, though his theories proved to be incorrect.
  - 4 GIVEN (TRUE) It was discovered that a living chess master was concealed within the machine, plotting the moves and operating the machinery.
  - 5 NOT GIVEN (The computer was developed in the 1950s, but we don't know when the first chess game was played on one.)
  - 6 GIVEN (FALSE) 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.
  - 7 NOT GIVEN (We know that grand masters find them challenging, but we don't know who designed the first ones.)
- 9 Ask students to check their answers to Exercise 8 briefly with their partner and discuss any that are different. Monitor closely, then conduct feedback as a whole class.
- 10 Ask students to go back to the GIVEN answers (1, 3, 4, and 6) and read the parts of the text that they underlined to find out if the given answer is true or false. After a few minutes check with the whole group. This exercise could be also done as part of Exercise 8 with a strong group.

### Answers

- 1 TRUE Around 1769, an Austrian inventor constructed one called the Chess Turk.
- 3 FALSE The writer Edgar Allan Poe wrote an essay explaining how he thought the Chess Turk worked, but he didn't realise it was a hoax.
- 4 TRUE It was discovered that a living chess master was concealed within the machine, plotting the moves and operating the machinery.
- 6 FALSE 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.

## 7 Q FOCUS ON THE PASSIVE

► There is a photocopiable worksheet of this activity on page 231.

- 1 Write the following sentences on the board or hand out Worksheet 7.
  - 1 The Chess Turk was revealed to be a hoax.
  - 2 An opponent revealed the Chess Turk was a hoax.
 Ask students to:
  - a underline the subject and object in each sentence.
  - b underline the main verb in each sentence. What is the verb form?
  - c In sentence 1, do we know who revealed the Chess Turk to be a hoax? Why? / Why not?
- 2 Ask students to read the second paragraph from the reading passage *Machines that play chess* on page 80 of the Student's Book. Ask them to find examples of the passive and answer the question: Why is the passive used in these sentences?.
- 3 Ask students to read the last paragraph of the passage. Are there any examples of the passive voice? Why not?

### Answers

- 1
 

Subject	Verb	Object
a <u>The Chess Turk</u>	<u>was revealed</u>	to be <u>a hoax</u> .
Subject	Verb	Object
b <u>An opponent</u>	<u>revealed</u>	<u>the Chess Turk</u> was a hoax.

 c We do not know who revealed the Chess Turk to be a hoax because this person is not the main focus of the sentence, is unknown or the writer may want to hide their identity.
- 2 Examples of the passive: it *was discovered* ..., *was concealed*, ... *was neglected*, ... *could be played*. The passive is used because the agents of these actions (*researchers, gamers, the inventor* etc) might be known by the writer and reader, but they are not made the focus here. *The discovery, the chess master, the field of mechanical chess research, the first game* are instead chosen by the writer as the focus and the subjects in the sentences.
- 3 There are no examples of the passive voice in this paragraph because the writer uses some well-known names and puts the focus on them instead of the computer.

► For more information and practice of the passive, see Units 17 and 18 in the Grammar Resource Bank, Student's Book pages 319–321.

- 11** Tell students they are now going to focus on deciding if the information is false or not given in a new passage. Generate interest in the passage by talking about the photo, describing what the dolphin looks like, asking students if they know any different species of dolphin and they think scientists might tell them apart. Ask students to quickly read and underline key words in the statements.
- 12** Tell students to read the passage quickly (give them three or four minutes) and find and underline where information related to the statements might be.
- 13** Tell students that none of the statements are true. Give them five minutes to read the sections of the passage they have underlined more carefully. This time they need to find out if the information is there but contradicts the statement (false), or whether there is no information directly related to the statement (not given).

### Answers

- 1** NOT GIVEN (We read that the name comes from their language, but we don't know whether Aborigines themselves named the dolphin.)
- 2** FALSE around a hundred ... another fifty are known to frequent the saltwater coastal lakes of the rural Gippsland region.
- 3** NOT GIVEN (We know that these species have different DNA from the Burrans – but nothing about how similar they are to each other.)
- 4** FALSE The results were so surprising that the team initially thought there was a mistake and reran the tests.
- 5** FALSE (Burrnan's more curved dorsal fin, stubbier beak, and unique colouring that includes dark gray, mid-grey and white.)
- 6** FALSE After reviewing the female dolphin's skeleton recently, though, Charlton-Robb's team determined she was a Burrnan. (We know that the female dolphin's skeleton was recently re-examined, but we know nothing about what became of the other one.)
- 7** NOT GIVEN (The research team has petitioned the Australian government to list the animals as endangered, but we know nothing about the government's intentions.)

- 14** Encourage students to check their answers with a partner and then join up with a second pair. This can help peer teaching to take place, as well as prove an opportunity for speaking.

## IELTS PRACTICE TASK

This task allows students to put into practice the strategies they have learned in this unit in the form of a realistic practice task. Remind students of the steps they can go through: *highlight key words in the statements, locate the key word or its synonym in the passage, read in detail to find out if the information is the same (True), different (False) or not there (Not Given)*. Allow about ten minutes for this exercise and either go through the answers with the whole class, or get students to check their answers in pairs.

### Answers

- 1** TRUE In recent years, however, as labour and production costs have soared
- 2** NOT GIVEN (We know about the number employed in Kenya, but there is no information about the number employed in Europe.)
- 3** FALSE It is the country's largest agricultural foreign exchange earner after tea
- 4** TRUE the UK cut-flower industry now supplies just about ten per cent of the country's needs. Twenty years ago it was more like half.
- 5** FALSE Cranfield University in the UK showed that the production of Kenyan flowers, including delivery by air freight and truck, resulted in ...
- 6** NOT GIVEN (We know that roses are produced there, but there is no information about other flowers.)
- 7** TRUE with water levels dropping by three metres, fish catches falling, and ...
- 8** FALSE Roses, for example, have to be shipped by air rather than by sea because they require constant refrigeration and wilt quickly. Transporting other types of flowers by sea can also be tricky compared to air freight.

### ▷ Self-evaluation

Ask students how they feel about the Identifying information (True/False/Not Given) task. Ask them to complete the checklist. Further practice is available on the DVD-ROM.