i	The problems people face in carrying out family-tree research
ii	How technology has helped people research their ancestors
iii	How businesses benefit from the growing interest in family trees
iv	Practical and personal reasons for finding out about ancestors
v	How ancestors are remembered and celebrated in different countries
vi	Traditional ways of researching family trees
vii	Creating family trees for future generations
viii	How knowing your family tree could lead to power and property
ix	Why we say 'family tree' to refer to our family background
x	What people enjoy about making unexpected discoveries

Unit 5: Exercise 6

Read the information. Then read the headings that the student has chosen, the paragraphs and the reasons for the student's answers. The student's answers are incorrect. Then do the exercise.

In the IELTS Reading matching headings task, it is easy to choose the incorrect answer. The extra headings that you don't need, called 'distractors', often seem to be logical answers.

Paragraph D:
Creating family trees for <u>future</u> generations

Part of what makes family-tree research so fascinating is the sense of uncovering a mystery as you find more clues – just like a detective would. This kind of process was shown in the hugely popular programme 'Who Do You Think You Are?', which featured well-known TV personalities exploring their family origins. The show's researchers often found surprising information. One person, interviewer Jeremy Paxman, was disinterested at first. <u>He believed it was more important to be 'forward-looking' – and think about the future rather than the past.</u> Then he learnt that his great-grandmother had managed to raise nine children by herself after her husband died, even though she was extremely poor. He soon wanted to know more. Certainly this kind of programme has encouraged people to look for their own ancestors.

Student's reason:
I chose this heading for Paragraph D because the word 'future' is in the heading, and you can also see it in Paragraph D, in the sentence 'He believed it was more important to be "forward-looking" – and think about the future rather than the past.'

Paragraph E:
The <u>problems</u> people face in carrying out family-tree research

Before the age of the internet, if you wanted to find out about your family history, you would have needed to travel to different locations. People used to visit churches to look at their records, for example of the names of people who were born and died in the area. Another way to investigate family history would be to look through old newspapers that were stored in the basements of libraries, or to search through birth and marriage certificates at the local town-council building. Not all of these visits, of course, would be successful. <u>You needed to be very patient and have a lot of spare time to find out about your past.</u>

Student's reason:
I chose this heading for Paragraph E because the word 'problems' is in that heading – and at the end of Paragraph E, the writer says 'You needed to be very patient and have a lot of spare time to find out about your past.' That sounds like a problem to me.

Think about the mistakes that the student made on page 1. Choose the correct answers to complete the advice. Read the student's answers on page 1 again if you need to.

1. After you read for gist, read the paragraph more carefully to check <u>for the question or main idea/ synonyms and paraphrases of key words</u> in the heading.
2. Make sure the heading matches <u>one sentence in the paragraph/ the main idea of the whole paragraph .</u>
3. The main idea of the paragraph can be found <u>in one sentence in the paragraph/ all the way through the paragraph.</u>
4. Don't choose a heading just because it uses exactly <u>the same word(s) or phrase(s)/ the same idea(s)</u> that you can see in the paragraph.
5. Make sure the heading paraphrases <u>more than one word or phrase/ just one word or phrase</u> in the paragraph.

Unit 5: Exercise 7

Read the information. Then match the numbers with the Roman numerals.

> In an IELTS Reading matching headings task, each heading has a number. These numbers are always *Roman numerals*, so make sure you are familiar with them.
>
> **Only** write the Roman numeral on the answer sheet. Do **not** write the whole heading. If you write the Roman numeral incorrectly, your answer will be marked wrong.
>
> **Example:**
> Roman numeral **i** = 1

2	8	5	3	4	10	7	6	9

x	
v	
iv	
ii	
iii	
ix	
vii	
vi	
viii	

Unit 5: Exercise 8

Read the options in bold (ii, iii, v, vi and x) from the list of headings and then read the paragraphs. Which heading should be used with each paragraph? Write the correct option numbers (ii, iii, v, vi or x)

i	The problems people face in carrying out family-tree research
ii	**How technology has helped people research their ancestors**
iii	**How businesses benefit from the growing interest in family trees**
iv	Practical and personal reasons for finding out about ancestors
v	**How ancestors are remembered and celebrated in different countries**
vi	**Traditional ways of researching family trees**
vii	Creating family trees for future generations
viii	How knowing your family tree could lead to power and property
ix	Why we say 'family tree' to refer to our family background
x	**What people enjoy about making unexpected discoveries**

Paragraph D

Part of what makes family-tree research so fascinating is the sense of uncovering a mystery as you find more clues – just like a detective would. This kind of process was shown in the hugely popular programme 'Who Do You Think You Are?', which featured well-known TV personalities exploring their family origins. The show's researchers often found surprising information. One person, interviewer Jeremy Paxman, was disinterested at first. He believed it was more important to be 'forward-looking' – and think about the future rather than the past. Then he learnt that his great-grandmother had managed to raise nine children by herself after her husband died, even though she was extremely poor. He soon wanted to know more. Certainly this kind of programme has encouraged people to look for their own ancestors.

Paragraph E

Before the age of the internet, if you wanted to find out about your family history, you would have needed to travel to different locations. People used to visit churches to look at their records, for example of the names of people who were born and died in the area. Another way to investigate family history would be to look through old newspapers that were stored in the basements of libraries, or to search through birth and marriage certificates at the local town-council building. Not all of these visits, of course, would be successful. You needed to be very patient and have a lot of spare time to find out about your past..

Heading for Paragraph **D** _____

Heading for Paragraph **E** _____

Unit 5: Exercise 9

Read the options in bold (i, ii, iii, v and vii) from the list of headings and then read the next paragraphs. Write the option numbers that match the paragraphs.

i	**The problems people face in carrying out family-tree research**
ii	**How technology has helped people research their ancestors**
iii	**How businesses benefit from the growing interest in family trees**
iv	Practical and personal reasons for finding out about ancestors
v	**How ancestors are remembered and celebrated in different countries**
vi	Traditional ways of researching family trees
vii	**Creating family trees for future generations**
viii	How knowing your family tree could lead to power and property
ix	Why we say 'family tree' to refer to our family background
x	What people enjoy about making unexpected discoveries

Paragraph F

Researching your family tree has now become an ever more popular activity, partly for the reason that it has become much easier, faster and more convenient. Councils have uploaded many public records to their websites, including details of marriages, names of taxpayers and property owners, and the wills of people who have died. Many museums and libraries have also become involved, and offer guidance about the best tools and apps to use when searching for ancestors. One online company which helps people trace their ancestors was recently bought for over £2.4 billion – showing just how popular this method of research has become.

Paragraph G

Despite the advances of modern technology, it can still be a challenge to find your distant ancestors. Before the 11th century, a person would only sometimes share their parents' surname. This was because a surname usually showed the town or region where you

came from, e.g. *John of Kent*, or your occupation, e.g. *John (the) Baker*. So, if a child was born in a different place to a parent or had a different job, they might have had different surnames. This system also meant that thousands of people had exactly the same surnames even when they were not related. For wealthy people, it would also have been possible to have two different surnames if they owned land or property in two different locations. Of course, many old records have also been lost or destroyed, too.

Paragraph H

Many people who are keen on producing a family tree are interested in looking forwards rather than back. They recognise their role as an ancestor of people who haven't even been born yet, and who may live in many different parts of the world. They want to create records for them – showing the different branches of the family today. Rather than writing out the family tree in a book in the traditional way, they record stories, images and voices using audio and video recordings for their descendants to see one day.

_____

Heading for Paragraph **F** _____

Heading for Paragraph **G** _____

Heading for Paragraph **H**_____

Unit 5: Exercise 10

Think about what you've learnt in this unit.

Complete the advice. Use the words in the box.

headings than paragraphs	synonyms and paraphrases for key words	the key words
the main idea	the first or last sentences	the main nouns, verbs and adjectives

1. In an IELTS Reading matching headings task, it is important to understand the gist or _____ of a paragraph or text.
2. You can quickly understand the general topic of a text by reading _____ of each paragraph.
3. You can also skim read each paragraph by focusing on _____
4. There will always be more _____ in the text.
5. It is a good idea to underline _____ in the headings.
6. Remember to check the paragraph for _____ in the heading.