Unit 5: Exercise 1

In this unit, you will do IELTS Reading matching heading tasks and read a text on the topic of family history (also called *ancestry*).

What vocabulary do you already know on the topic of ancestry? Match the words with their definitions.

a descendant	a generation	a record	a relative	a will	an ancestor
birth certificate	family background		great - + noun		run in the family

1. a member of your extended family, for example, your aunt or uncle: _____
2. a person who is related to you but lived and died before you were born: _____
3. a person who is related to you and who will live after you in the future (e.g. your grandchildren's children): _____
4. a group of people who are all about the same age: _____
5. the history of your family, for example, where they came from, what jobs they had: _____
6. used with a word for a family member from an older generation (e.g. your mother's grandmother): _____
7. a piece of important information you write on paper or store on a computer: _____
8. a legal document that explains what a person has decided should be done with their money and property after they die: _____
9. a phrase that describes a feature, quality, ability or disease that people from the same family share: _____
10. a legal document that contains information about a new baby such as its name, the names of its parents and the time and place it was born: _____

Unit 5: Exercise 2

Read the information, then read the sentences from Paragraphs A–H. Do the exercise .

The IELTS Reading matching headings task tests your understanding of the *gist* of a

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paragraph – this means how well you understand the **main idea** or **topic** of the paragraph.

It is often possible to quickly get a general understanding of the main ideas and topic of a text by reading **only**:

- the **final sentence** of the **introduction** (i.e. the first paragraph in the text)
- the **first sentence** of all the paragraphs in **the main body** (i.e. all the paragraphs between the introduction and the conclusion)
- the **final sentence** of the **conclusion** (i.e. the last paragraph in the text).

Final sentence of Paragraph A: '… It was also necessary for landowners to know their family background – so they could prove that a large castle or manor house really belonged to them, and not to another person further along a branch of the family tree who wanted it for themselves.'

First sentence of Paragraph B: 'An interest in knowing who your ancestors were and what they did is, of course, something which is common in all cultures.'

First sentence of Paragraph C: 'While some people are still interested in family trees as a way of making sure they can receive money or valuable items from a great-uncle or great-great grandparent, others have different motivations.'

First sentence of 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.'

First sentence of 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.'

First sentence of 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.'

First sentence of Paragraph G: 'Despite the advances of modern technology, it can still be a challenge to find your distant ancestors.'

Final sentence of Paragraph H: '… 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.'

Match the main ideas with the sentences from Paragraphs A–H. Read the text on page 1 again if you need to.

A **description** of how people feel about ancestry

A **method** of learning about ancestry

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A **method** of storing information about ancestry
A **reason** why people enjoy researching their family history
A **reason** why people needed to know their ancestry in the past
Different **reasons** why people might be interested in ancestry
Problems in learning about ancestry
Reasons why more people are learning about ancestry now

Paragraph A	
Paragraph B	
Paragraph C	
Paragraph D	
Paragraph E	
Paragraph F	
Paragraph G	
Paragraph H	

Unit 5: Exercise 3

Read the information. Then skim read the paragraph and choose the correct heading.

Remember! To skim read a text, focus only on the main information. To do this, focus on the **nouns**, **verbs** and **adjectives** (in **bold** in the paragraph below).

Ancestry in the UK

Paragraph A

Up until relatively recently, **English school children** were often **obliged** to **learn** the **names** of the **kings and queens** that **ruled** the **country** from the **8th century** to the **18th**, and **understand how** they were **related**. This was **no easy task**. **Sometimes a king** would **pass** his **kingdom** to his **son**, **but** very often it would be a **much more distant relative** that **took over**. To **become king, you** would have to **show you had royal blood** in the **family tree**, and to do **this**, **you** would **need to know exactly who all** your **ancestors** were. It was **also**

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necessary for **landowners** to **know** *their* **family background** – **so** they could **prove** that a **large castle or manor house** really **belonged** to them, and **not** to **another person further along** a **branch** of the **family tree who wanted** it for **themselves.**

The correct heading for **Paragraph A** is:

- How knowing your family tree could bring power and property
- The kind of buildings that wealthy relatives used to live in
- Which academic subjects most students would prefer not to study

Unit 5: Exercise 4

Read the information. Then skim read the next paragraphs and answer the question .

In an IELTS Reading matching headings task, there will always be **at least** one more heading than the number of paragraphs. So, for example, if there are five paragraphs, you might have to choose from seven or eight headings.

Skim reading the text to get the gist of each paragraph can help you get a general idea of which headings might match one of the paragraphs.

Ancestry in the UK

Paragraph B

An interest in knowing who your ancestors were and what they did is, of course, something which is common in all cultures. Not all cultures, however, have a phrase which translates as *family tree* for when they want to describe earlier generations of the same family. We use this particular phrase because it was traditional in the past in some countries to put the oldest generations at the top of a drawing and the youngest generation at the bottom – sometimes just the child of a recently married couple. This meant the image would be wider at the top and narrower at the bottom – just like a tree.

Paragraph C

While some people are still interested in family trees as a way of making sure they can receive money or valuable items from a great-uncle or great-great grandparent, others have different motivations. Some people choose to research their family tree because they are simply curious about their origins. Or perhaps they have heard an unusual story about an

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ancestor and wish to discover the truth. They may even have a more serious and useful purpose, for example wanting to find out about a medical condition which runs in the family.

Choose the correct headings for the paragraphs. Look at the text again on page 1 if you need to.

1. The correct heading for **Paragraph B** is:

    - Practical and personal reasons for finding out about ancestors
    - The appeal of making unexpected discoveries
    - The problems people face in carrying out family-tree research
    - Why we use 'family tree' to refer to our family background
    - Traditional ways of researching family trees

2. The correct heading for **Paragraph C** is:

    - The appeal of making unexpected discoveries
    - Practical and personal reasons for finding out about ancestors
    - The problems people face in carrying out family-tree research
    - Traditional ways of researching family trees
    - Why we use 'family tree' to refer to our family background

Unit 5: Exercise 5

Read the information. Then read the paragraphs again, this time with their headings. The key words in the headings have been underlined. Then do the exercise.

In IELTS Reading matching headings tasks, it is a good idea to underline key words in the headings and match them with synonyms and paraphrases in the text. You can do this to check your answers.

Paragraph B

Why <u>we say 'family tree'</u> to refer to <u>our family background</u>

An interest in knowing who your ancestors were and what they did is, of course, something which is common in all cultures. Not all cultures, however, have a phrase which translates as *family tree* for when they want to describe earlier generations of the same family. We use this particular phrase because it was traditional in the past in some countries to put the oldest generations at the top of a drawing and the youngest generation at the bottom – sometimes just the child of a recently married couple. This meant the image would be wider at the top and narrower at the bottom – just like a tree.

Paragraph C

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Practical and personal reasons for finding out about ancestors

While some people are still interested in family trees as a way of making sure they can receive money or valuable items from a great-uncle or great-great grandparent, others have different motivations. Some people choose to research their family tree because they are simply curious about their origins. Or perhaps they have heard an unusual story about an ancestor and wish to discover the truth. They may even have a more serious and useful purpose, for example wanting to find out about a medical condition which runs in the family.

Match the synonyms and paraphrases from the paragraphs (the words in the box) with the key words from the headings (1–7). Look at the text again on page 1 if you need to.

a more serious and useful purpose motivations origins to research
perhaps they have heard an unusual story about an ancestor and wish to discover the truth
we use this particular phrase who your ancestors were and what they did

1. we say 'family tree'

   _____

2. our family background

   _____

3. practical (reasons)

   _____

4. personal (reasons)

   _____

5. reasons

   _____

6. finding out about

   _____

7. ancestors

   _____

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