


6 Fruits and seeds

Reading

IELTS Reading Passage

1  With a partner, describe what is happening in each of the photographs below.



2 Skim each of the following short texts **a–e** and match them to the four processes shown in the pictures. It is not possible to match one of the texts to a picture. Decide what process it describes.

a When it has flowered, fruit is produced which in turn becomes seeds. These either fall to the ground or are carried by birds or animals to other places, or they are carried along by the wind. When they drop to the ground they wait until the spring of the next year. Then they germinate and grow, and the process repeats itself.

b Once it blooms, the crop is picked by hand or machine. Then it is taken to a factory where the oil is extracted from the plant. It is then distilled to make an essence which is used in perfumes and toiletries.

c It lays its egg on the leaves of plants. When the eggs hatch, the caterpillars eat the leaves. They then form a cocoon from which a new insect emerges.

d The plants produce flowers. When the flowers open, they attract insects which pollinate the plant.

e When the fruit ripens, it is collected by hand or machine and taken to a factory where it is crushed to extract the juice. Once the juice is packaged, it is sent to shops to be sold.

3 Look at each text again. Underline the words that helped you match them to the pictures.

4 Underline the words that helped you decide which process was being explained in the description that did not match any of the pictures.

How to go about it

- Look at the picture and the title 'The Life of a Pomegranate'. What kind of information do you think the passage will contain? Decide if the passage is descriptive, factual or argumentative.

READING PASSAGE

You should spend about 20 minutes on Questions 1–13, which are based on the reading passage below.

The life of a pomegranate

A Steeped in history and romance and almost in a class by itself, the pomegranate, *Punica granatum* L, belongs to the family Punicaceae, which includes only one genus and two species, the other one, little-known, being *P. protopunica* Balf, peculiar to the island of Socotra.



B An attractive shrub or small tree, to 20 or 30 ft (6 or 10 m) high, the pomegranate is much-branched, more or less spiny and extremely long-lived, some specimens at Versailles known to have survived two centuries. It has a strong tendency to sucker from the base. The leaves are evergreen, opposite or in whorls of 5 or 6, short-stemmed, 3/8 to 4 in (1–10 cm) long, leathery. Showy flowers grow on the branch tips singly or as many as 5 in a cluster. They are 1 1/4 in (3 cm) wide and characterized by the thick, tubular, red calyx, having 5 to 8 fleshy, pointed sepals. Nearly round, but crowned at the base by the prominent calyx, the fruit, 2 1/2 to 5 in (6.25–12.5 cm) wide, has a tough, leathery skin or rind, basically yellow, more or less overlaid with light or deep pink or rich red.

C The interior is separated by membranous walls and white spongy tissue (rag) into compartments packed with transparent sacs filled with tart, flavorful, fleshy, juicy, red, pink or whitish pulp (technically the aril). In each sac, there is one white or red, angular, soft or hard seed. The seeds represent about 52% of the weight of the whole fruit.

D The pomegranate tree is native from Iran to the Himalayas in northern India, and has been cultivated since ancient times throughout the Mediterranean region of Asia, Africa and Europe. The fruit was used in many ways as it is today and was featured in Egyptian mythology and art, praised in ancient document and it was carried by desert caravans for the sake of its thirst-quenching juice. It traveled to central and southern India from Iran about the first century A.D. and was reported growing in Indonesia in 1416. It has been widely cultivated throughout India and drier parts of southeast Asia, Malaya, the East Indies and tropical Africa. The most important growing regions are Egypt, China, Afghanistan, Pakistan, Bangladesh, Iran, Iraq, India, Burma and Saudi Arabia.

E It is rather commonly planted and has become naturalized in Bermuda, where it was first recorded in 1621, but only occasionally seen in the Bahamas, West Indies and warm areas of South and Central America. Many people grow it at cool altitudes in the interior of Honduras. In Mexico it is

frequently planted.

F The tree was introduced in California by Spanish settlers in 1769. It is grown for its fruit mostly in the dry zones of that state and Arizona. In California, commercial pomegranate cultivation is concentrated in Tulare, Fresno and Kern counties, with small plantings in Imperial and Riverside counties. There were 2,000 acres (810 ha) of fruit-bearing trees in these areas in the 1920s. Production declined from lack of demand in the 1930s, but new plantings were made when demand increased in the 1960s.

G The species is primarily mild-temperate to subtropical and naturally adapted to regions with cool winters and hot summers, but certain types are grown in home dooryards in tropical areas such as various islands of the Bahamas and West Indies. In southern Florida, fruit development is enhanced after a cold winter. Elsewhere in the United States, the pomegranate can be grown outdoors as far north as Washington County, Utah, and Washington D.C., though it doesn't fruit in the latter locations. It can be severely injured by temperatures below 12° F (-11.11° C). The plant favors a semi-arid climate and is extremely drought-tolerant.

H Rooted cuttings or seedlings are set out in pre-fertilized pits 2 ft (60 cm) deep and wide and are spaced 12 to 18 ft (3.5–5.5 m) apart, depending on the fertility of the soil. Initially, the plants are cut back to 24 to 30 in (60–75 cm) in height and after they branch out the lower branches are pruned to provide a clear main stem. In as much as fruits are borne only at the tips of new growth, it is recommended that for the first 3 years the branches be judiciously shortened annually to encourage the maximum number of new shoots on all sides, prevent straggly development and achieve a strong, well-framed plant. After the 3rd year, only suckers and dead branches are removed.

How to go about it

For questions 9–13:

- Flow charts usually have a heading so use this to locate the relevant part of the text.
- Treat the flow-chart like a summary. The text may be in note form so pay particular attention to the grammar.
- Sometimes the information in the flow-chart may be in a different order from the reading passage.

Don't forget!

- For questions that require you to complete information, check the number of words required for each blank space.

Questions 1–4

The reading passage has eight paragraphs **A–H**.

Which paragraph contains the following information?

NB You may use any letter more than once.

- 1 what the inside of the pomegranate looks like
- 2 domestic cultivation of the pomegranate tree
- 3 what the pomegranate tree looks like
- 4 the area where the pomegranate tree originated from

Questions 5–8

Do the following statements agree with the information given in the reading passage?

Write:

TRUE if the statement agrees with the information

FALSE if the statement contradicts the information

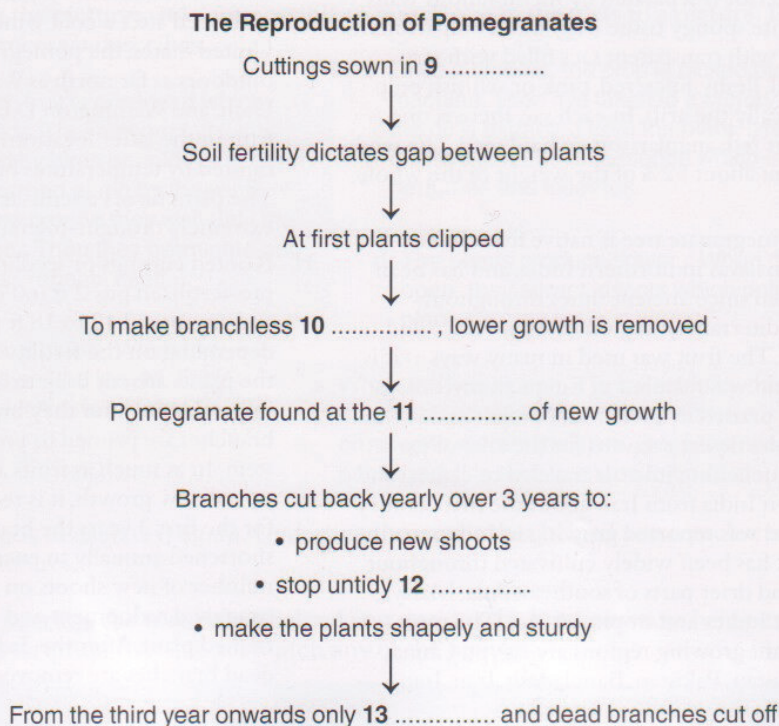
NOT GIVEN if there is no information on this

- 5 The pomegranate tree lives only for a short time.
- 6 The flowers of the pomegranate are particularly enticing to both bees and birds.
- 7 The seeds make up a small proportion of the weight of the pomegranate fruit.
- 8 The pomegranate tree can withstand very dry weather conditions.

Questions 9–13

Complete the flow-chart below.

Choose **ONE WORD ONLY** from the passage for each answer.



Reacting to the text

Is it important for us to know how things like trees, plants, insects and animals grow? Why/Why not?

How common is it for people in your country to grow their own produce? Is it less common now than in the past?

Speaking

IELTS Part 2

- 1 Work in pairs. Make short notes for one of the Part 2 topics below.

Don't forget!

Write your notes vertically so you can read them easily as you speak.

Expand your notes as you speak.

Describe a park that you like.

You should say:

- where the park is
- when you first went there
- who you go there with
- and explain why you like going to this park.

Useful expressions

The park I'd like to describe is (spacious/calm/quiet/relaxing) ...

I like going there because it is (an escape from work/a place to meet friends/near my home).

Describe something you have grown.

You should say:

- what it is
- when you grew it
- where you grew it
- and explain why you grew it.

Useful expressions



When I was very young, ...

Not long ago, ...

... in a garden on a small plot of land/ on a terrace/in a window box

... gave me great pleasure/helped me relax




- 2  Work with a new partner. Take turns talking about the topic, using your notes to guide you. When you have finished, discuss with your partner whether you followed the notes.
- 3  Improve your notes and take turns talking about the topic again. Before you start look at the checklist on page 210 and choose one or more criteria you would like your partner to check as you speak.

Vocabulary 1: Conservation

- 1 For sentences 1–8 below, choose a word from a–e to complete each of the gaps.
- Tree _____ is crucial, because trees are the _____ of the planet; we chop them down at our peril.
a extinction b heart c lungs d preserves e conservation
 - The countryside in my home country needs _____, because it is being _____ by more and more buildings.
a spoilt b a guard c protection d defence e broken
 - In the _____ season the countryside is not at all _____ as it is buzzing with activity.
a plant b tranquil c seed d scenic e planting
 - A huge factory, which is now derelict, _____ the landscape, but the scenery is still _____ with wooded hills and streams.
a controls b dominates c extravagant d spectacular e rules
 - People come for miles to admire the _____ across the valley, because the area has some breathtaking _____.
a scenery b scenic c outlook d observation e view
 - From the mountain top you have a _____ view of the valley, with beaches _____ into the distance.
a stretching b panoramic c lengthening d panorama e landscape
 - People go to New York to shop and to take in the _____ like the Statue of Liberty, but they also like to visit open _____ like Central Park.
a sightings b spaces c areas d sights e views
 - I think it is necessary to _____ the environment, because wildlife will _____ if we don't.
a disappear b depart c safeguard d uphold e offend

- 2 For sentences 1–6 below, complete the gaps with a word from the a–e choices in exercise 1. Make any necessary changes.
- The coastline has some breathtaking _____, which attract people from all over.
 - As trees produce oxygen they keep us alive, which is why they are often called the _____ of the planet.
 - The beach _____ for miles with lots of wildlife, but it is an _____ that is in danger of being _____ if we don't conserve it for future generations.
 - Tourists spend a lot of money travelling around trying to take in as many _____ as possible in a city.
 - Wildlife like lions and tigers should not be kept in zoos, but how else can they be protected from extinction and _____ forever?
 - _____ schemes that protect particular _____ of international importance like the Amazon forest are vital to all of us.

- 3  Work in groups. Read the sentences in exercise 1 and 2 and discuss the questions below.


- Do you think it is important to have conservation schemes to protect the environment? Why/Why not?
- In what ways can people safeguard the countryside?
- Do you think the landscapes in countries around the world will be destroyed or protected in the future? Give reasons and examples.

Useful expressions

I think ... is important/crucial/vital/essential/necessary, because ...
In order to ...
If we don't do anything, ...
One way is to ...
Another possibility is to ...
... can/could/should ...
for example, ...

Language focus: Transitive and intransitive verbs


- 1 Read explanations **a** and **b** below. Decide which describes a transitive verb and which describes an intransitive verb.
 - a A verb which takes an object and can be used in the passive.
 - b A verb which does not take an object and cannot be used in the passive.

 Read more about transitive and intransitive verbs in the Grammar reference on page 222.

- 2 Look at text **a** in exercise 2 on page 72 and underline the verbs. Then decide which are intransitive and which are transitive.
- 3 The verbs in the box below can all be used to describe processes and lifecycles. Some verbs can be transitive or intransitive depending on the context in which they are used. Decide whether the verbs in the box are transitive, intransitive or both and write them under the correct heading in the table.

grow make look produce decrease
weave happen smell collect rise
sow become harvest lay flow roast
pick emerge occur crush disappear
increase

Transitive	Intransitive	Both

- 4  Work in pairs. Use your own knowledge to answer questions 1–6 below using suitable singular or plural nouns.

- 1 What rises and sets every day?
- 2 What is harvested to make bread?
- 3 What leaves are picked to make a hot drink from China?
- 4 What is white and is woven to make a very light cloth?
- 5 What emerges from a cocoon to become a flying insect?
- 6 What are colourful, grown in gardens and look and smell very nice?

- 5 Write a sentence for each question 1–6 in exercise 4. Where possible, replace the verb in the question with one of the verbs in the box below or a verb of your own.

reap/gather harvest come out of bloom
break up break produce plant cultivate
utilize create increase exist keep in touch
go down

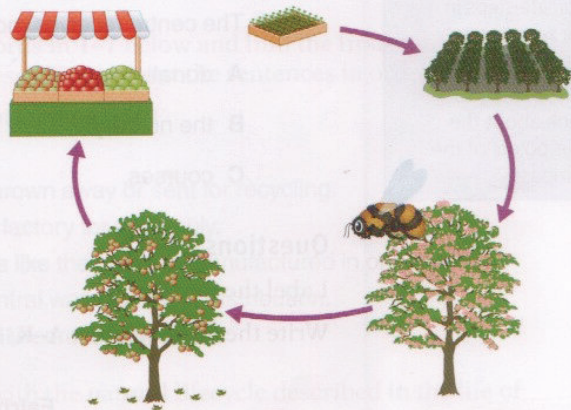
- 6 Underline the intransitive verbs and verb phrases in the box below.

plant pollinate blossom harvest grow tall
disperse become bigger come out prune
sprout transplant grow ripen appear
open up cultivate bear eat fall sow

- 7 Work in pairs. Decide which verbs and verb phrases in the box in exercise 6 can be used with each of the nouns in the box below.

seeds saplings branches tree buds
flowers fruit

- 8 Before you look at the text below, describe the lifecycle of an apple tree in your own words using the diagram below.



- 9 Complete the gaps in the text below with the verbs and nouns from exercise 6 and 7. Use the present tense and make any necessary changes to the nouns.

The life of an apple tree

The 1 _____ of the apple tree 2 _____ in trays where they grow until they reach a certain size. Then they are 3 _____ into the fields. When they reach a certain height, the saplings are 4 _____ to increase the production of apples. As the 5 _____ grow taller, the branches 6 _____, and then the branches sprout 7 _____. The tree blossoms attract bees that in turn 8 _____ the flowers. In the autumn, the 9 _____ begins to 10 _____, and then the leaves fall. The fruit is then 11 _____ and the apples are graded, sorted and taken in special refrigerator lorries for storage or distribution to the market.

Listening
IELTS Section 2

How to go about it

For questions 14–17:

- Study the map carefully. Do not assume that 'A' will be the first thing you hear, the description is more likely to start at the Entrance.
- Think of words that are related to sequence, for example, *then*, *next* etc. as these will indicate steps in the sequence.
- North is marked on the map, so think about the four points of the compass.

1.10 SECTION 2 Questions 11–20

Questions 11–13

Choose the correct letter, **A**, **B** or **C**.

- 11** The weekend scheme for teenagers was started up
- A** 15 years ago.
B 2 years ago.
C 10 years ago.
- 12** When the teenagers first arrive, they don't like it, because they can't
- A** contact people.
B use the Internet.
C watch TV.
- 13** The centre receives most of its money from
- A** donations.
B the nursery.
C courses.

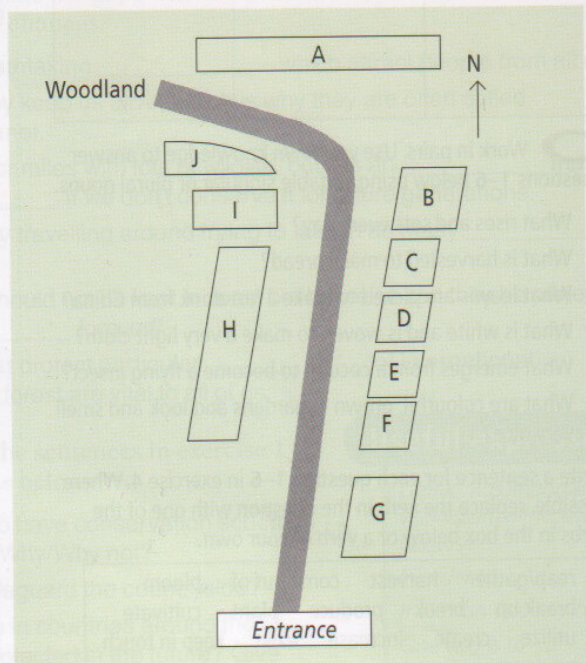
Questions 14–17

Label the map below.

Write the correct letter, **A–K**, next to the questions 14–17.

Fairbridge Countryside and Woodland Centre

- 14** Oak Lodge
- 15** Ash Lodge
- 16** Picnic Area
- 17** Plant Nursery



Questions 18–20

Complete the sentences below.

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

- 18 As the centre is high up, there are spectacular of the surrounding area.
 19 As no trees have been cut down, the has not altered for centuries.
 20 As people walk through the woodland, people are asked not to remove or

Vocabulary 2: Describing sequences

- 1 Decide which one of the following linking words or phrases in the box below cannot be used to describe sequences.

initially	first	at last	then	next	as soon as	once	after
before	following that	after that	finally	when	where		

- 2 Work in pairs. Underline the linking words in 1–7 below and find the first step in the sequence. Then decide what is being described and put the sentences in order.
- 1 If it is the latter, the broken components are mended
 - 2 and the phone is then sent for sale.
 - 3 Once a device is broken, it is either thrown away or sent for recycling.
 - 4 These are then shipped to a different factory for assembly.
 - 5 First, the various internal components like the chip are manufactured in one place.
 - 6 After that they are dispatched to a central warehouse for distribution.
 - 7 At the same time, the case and the SIM card are produced.
- 3 Compare this manufacturing process with the natural lifecycle described in the life of an apple tree on page 77. Decide which contains the most transitive verbs.
- 4 Match 1–6 below with a sentence or part of a sentence **a–f** to complete the sequence.
- 1 As soon as the wheat is fully grown,
 - 2 Before it is wrapped,
 - 3 Once the mangoes are ripe they are picked,
 - 4 The components are imported and then put together.
 - 5 When the tea bush reaches a certain height, the leaves are picked.
 - 6 Milk production goes through various stages. When the cows are milked, the milk is taken to a dairy where various products are made.
- a the chocolate is put into moulds and left to cool.
 - b It is heated to kill bacteria to make it suitable for drinking, or churned to produce butter.
 - c and sent to the market for sale, or kept in a cold refrigerator for export.
 - d it is reaped.
 - e They are then dried, sorted, blended and wrapped in packets for sale.
 - f After that the machines are put into boxes and transported to warehouses or to shops.


- 5 Match each of the words below to a sequence in exercise 4.

storage	delivery	pasteurization	harvesting	assembly	packaging
---------	----------	----------------	------------	----------	-----------

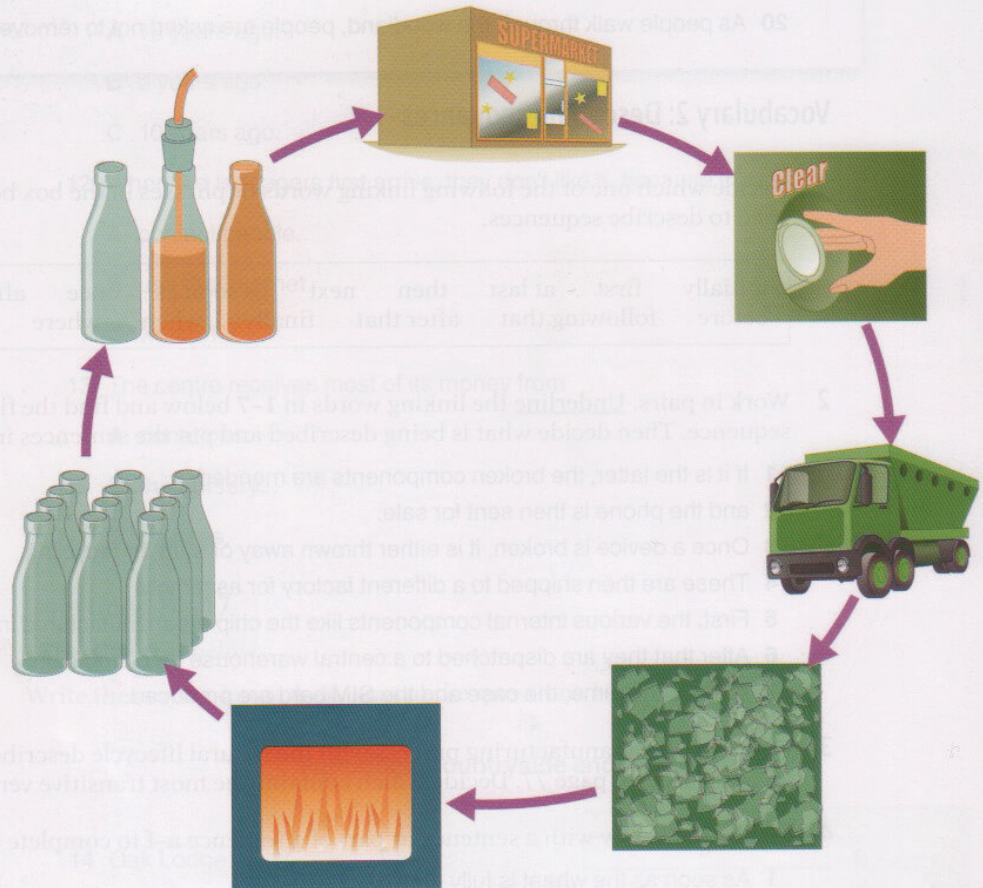
- 6 Decide what the verb is for each noun in exercise 5.

Writing:

IELTS Task 1

- 1  Work in groups. Describe the steps in the process below. Try to use the words in .. the box.

throw away recycle crush buy rubbish tip landfill collect
 transport separated colour crush recycled new bottles



- 2 Complete the gaps in the text below with suitable linking words from Vocabulary 2 on page 79. Think of as many linking words as you can for each gap.

The fizzy drink is bought in the shop. 1 _____ it is drunk, it is either thrown away, in which case it is thrown into a rubbish tip, or it is put into a recycling bin. 2 _____ the recycled bottles are collected and taken to a special centre. 3 _____ the glass is sorted. After this step, the glass is crushed and 4 _____ it is used for making new glass. This glass is 5 _____ made into new bottles which are delivered to various bottling plants, 6 _____ the various drinks are added.

- 3 Find the word *step* in the text in exercise 2. Which other words can you use instead of *step*?
- 4 Write an introduction and an overview for the text in exercise 2.

5 Write your own answer for the Task 1 question below. When you have finished, check your answer using the checklist on page 209.

How to go about it

- Write an overview using words to describe sequences such as *stage, step and phase*.
- Use the correct tense to describe the sequence. As this is a cycle that is repeated, use the present simple.
- Make sure that you use transitive and intransitive verbs correctly.
- Make sure that you use the active and passive correctly.
- Use linking words related to sequence, eg. *first, then, next, after that, subsequently, once, as soon as, when, where ...*

Don't forget!

Make sure you write an introduction which paraphrases the rubric. Do not copy it.
Write a minimum of 150 words.

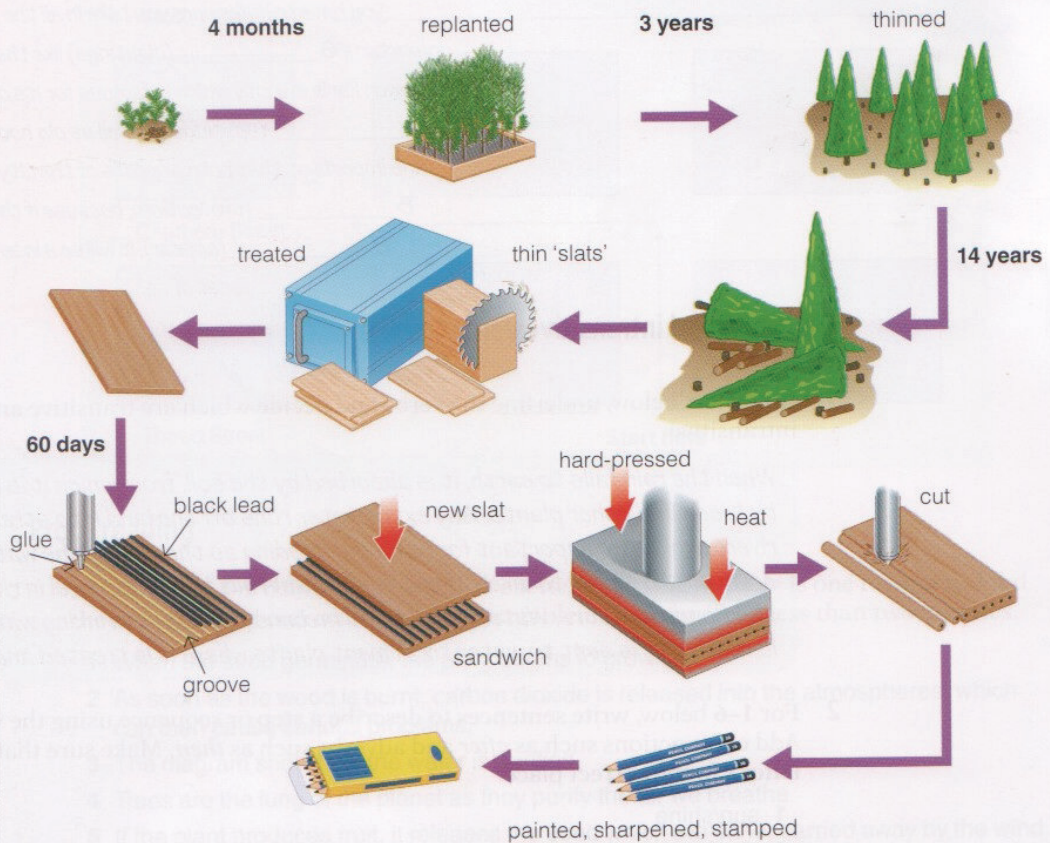
WRITING TASK 1

You should spend about 20 minutes on this task.

*The diagram below shows the production of a lead pencil.
Summarise the information by selecting and reporting the main features,
and make comparisons where relevant.*

Write at least 150 words.

The production of a pencil



6 Review

Vocabulary

Texts **A** and **B** below are short extracts from IELTS Speaking Part 2. Complete the gaps with a suitable form of the word in brackets.

A

The countryside where I was brought up is completely

1 _____ (spoil). The area is part of a large
2 _____ (conserve) scheme, which aims to protect
the trees from destruction. There are several notable landmarks
which 3 _____ (domination) the landscape, but there are
no factories or large motorways, which means that being there is
very relaxing. The best thing is the spectacular
4 _____ (scene), and the
5 _____ (panorama) views across
the valley.



B

If you go to a city like Paris, you have to make sure you take in all the important 6 _____ (sightings) like the Eiffel Tower. Paris is a city which is famous for its open 7 _____ (spacious) as well as old houses. It is important that both aspects of the city are 8 _____ (protection), because if they 9 _____ (appear), it will be a loss for all of us.

Transitive and intransitive verbs

- 1 In the text below, underline the verbs and decide which are transitive and which are intransitive.

When the rain falls to earth, it is absorbed by the soil, from which it is extracted by trees and other plants. Any extra water runs off the land into streams or rivers, which are important for reducing flooding as they carry the water away down to the sea or to lakes. If there is a lot of rain, the water level in rivers rises and flooding occurs. Water is collected in dams to provide drinking water. When it is needed, it is sent to water treatment plants where it is treated and purified.

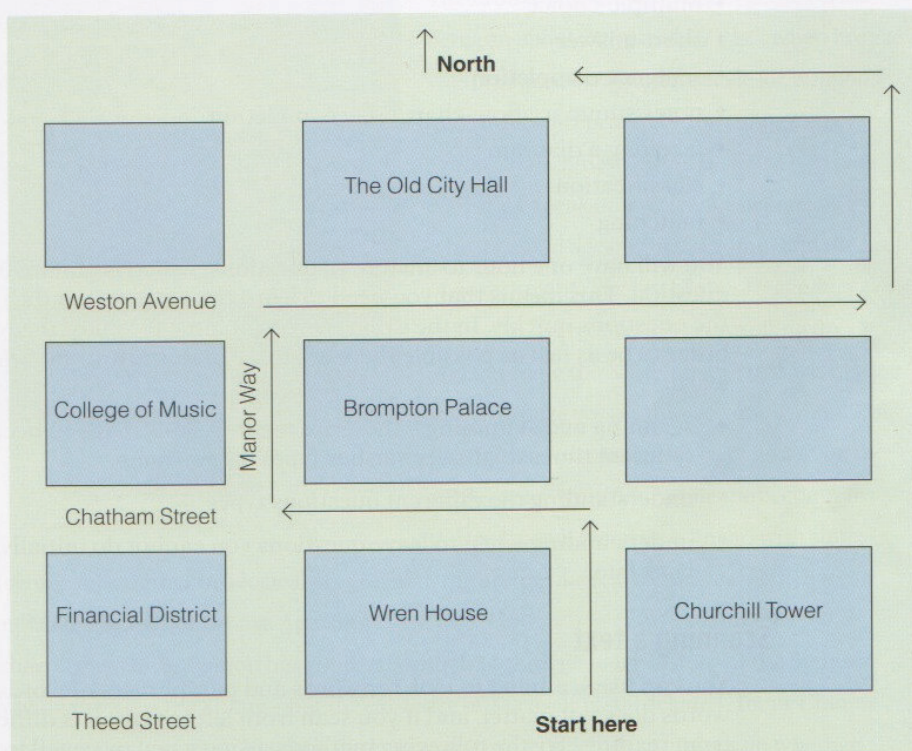
- 2 For 1–6 below, write sentences to describe a step or sequence using the words given. Add conjunctions such as *after* and adverbs such as *then*. Make sure that you use the letter *s* in the correct place.

- 1 sun/shine
- 2 rice/harvest/clean/store/sell
- 3 cotton/grow/make cloth/pick/weave/made into
- 4 fruit/pick/squeeze/dilute/concentrate/bottle
- 5 mobile/sell/use/become worn/throw away
- 6 butterfly/lay/caterpillar/eat/leaves/make cocoon/butterfly/emerge/lay/repeat

Following directions

The following sentences take you on a tour through the map below. Follow the line and decide whether the sentences are correct or not. Correct the sentences that are wrong.

- 1 We start off here at the bottom of Theed Street.
- 2 The tour takes us past Wren House on the right.
- 3 We then turn left into Chatham Street.
- 4 We go past Brompton Palace which is on the north side of the street on our left.
- 5 Just after the palace we immediately turn right into Manor Way, where we stop and look at the building of the College of Music, which is on our left.
- 6 We then turn left into Weston Avenue to look at the Old City Hall, which is on the north side of the street.
- 7 We continue to the end of Weston Avenue where we go south.
- 8 We then turn left and finish our tour on the north side of the Old City Hall.



Proof reading

In sentences 1–9 below, there is either a letter *s* missing or there is one too many. Find the mistakes and correct them. Try to complete the exercise in less than two minutes.

- 1 When the seed germinate, the plant begins to grow.
- 2 As soon as the wood is burnt, carbon dioxide is released into the atmospheres, which can then cause serious problems.
- 3 The diagram show how the water is purified.
- 4 Trees are the lung of the planet as they purify the air we breathe.
- 5 If the plant produces fruit, it releases the seed which are either carried away by the wind or birds.
- 6 More conservation projects need to be organized if we are to save the countrysides.
- 7 Pomegranate are now found in many countries in the world.
- 8 What are the most common fruits in your parts of the country?
- 9 It is clear that there are seven step in the process.