

A rose by any other name would smell as sweet

In the past few years, the trend has been away from hybrid tea and floribunda roses towards shrub and species roses. While this change has, in part, been driven by recent fashions in garden design coupled with adroit marketing, there is no doubt that shrub and species roses offer a number of cultural advantages. Of course, there are aesthetic considerations too: some growers preferring the wide colour range and high-centred blooms of the hybrid teas, while others choose shrub roses, because they integrate more easily into an overall garden design. This is largely a question of taste and lies beyond the scope of the present article.

Before examining the cultural advantages of shrub roses, mention should be made of their diversity and antiquity. There are three distinct races of rose, which can be traced back to the Middle Ages: the gallicas, the albas, and the damasks. Gallica roses were first recorded in the 13th century, and probably the most famous of all, *Gallica officinalis*, is among the flowers depicted on the famous Ghent Altarpiece, painted by the Flemish artist Jan Van Eyck in the 14th century. Another gallica, *Rosa mundi*, with its characteristic red and white petals has been cultivated for at least six centuries. Albas too have a long history. *Alba × semiplena* is the world's oldest 'working' rose and is still grown in the Kazanluk region of Bulgaria for its highly scented petals, which are harvested each June to make the perfume, attar of roses. Damasks, as the name implies, were thought to have come from Damascus. Their origin is more obscure, but they are certainly related to wild roses still growing in parts of the Middle East and Iran. There are in cultivation more recently introduced varieties of roses too, such as Bourbons, hybrid musks, and hybrid perpetuals as well as rugosas, which originate in the Far East.

As a result of this genetic diversity, shrub roses have two major cultural advantages for the horticulturalist, and the amateur gardener: resistance to disease and tolerance of a wide variety of climate and soil types. Many shrub roses show resistance to fungal diseases such as black spot and rust, to which hybrid teas are highly susceptible. Rugosas are particularly disease-free. In poor soil conditions, shrub roses, having deep vigorous root systems, are more tolerant of drought and do not suffer to the same extent from nutrient deficiency diseases. For the horticulturalist, this means that less time and money need be spent on applying fertilisers or spraying for disease. Similarly, there are some shrub roses which will grow well in shady or windy conditions, or even against a north-facing wall. Large specimen shrubs may be found growing happily in the most unpromising situations.

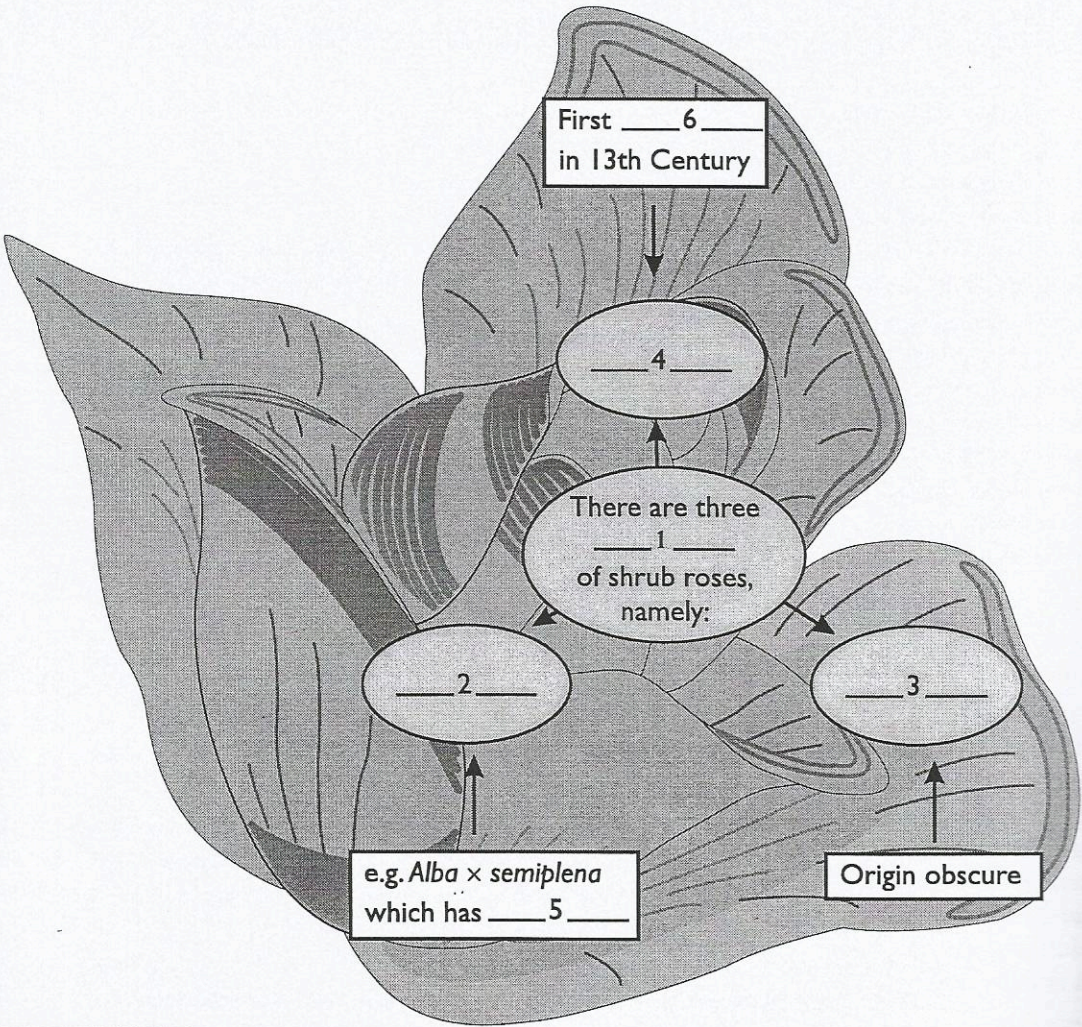
However, there are other practical issues to consider. Where space is at a premium, it is important to remember that the majority of shrub roses, which do not require regular hard pruning in order to encourage them to flower, will eventually grow into large bushes up to two metres high, with a spread of two to three metres. For small gardens, hybrid teas, rarely growing more than one metre tall, are more practical. The size and density of shrub roses can, however, be an advantage where a large permanent bush is required. Some varieties are sufficiently dense as to be suitable for hedging.

Another factor is length of flowering period. Many shrub roses have a short, but spectacular flowering season. The famous old rose *Cuisse de Nymphe*, for example, is covered in succulent pink blossom for about a month in midsummer, but does not bloom again. There are, however, other varieties, which are repeat or perpetual flowering, including *Madame Isaac Pereire*, probably the most intensely fragrant rose of all. Moreover, there are a number of varieties with attractive ferny foliage and graceful, arching habit. This contrasts with the upright stance and coarse leathery leaves of hybrid teas. Species roses also produce bright red fruits (hips) in September–October, and their leaves often acquire attractive autumn tints.

All these factors need to be taken into consideration when choosing a rose for a particular site. Shrub roses are long-lived, easy to propagate, and require less pruning and maintenance than a hybrid tea. A detailed catalogue of varieties will give details of colour, flowering period, size, preferences of soil and aspect, optimum planting times, and general cultural requirements.

QUESTIONS 1– 6

Use **NO MORE THAN THREE WORDS** from the passage to complete each blank in the diagram below.



QUESTIONS 7–13

Complete the text below, which is a summary of paragraphs 3, 4 and 5. Choose your answers from the **Word List** below the summary and write them in **Boxes 7–13** on your answer sheet.

There are more words or phrases than spaces, so you will not be able to use them all. You may use each word or phrase only once.

Factors governing the choice of rose

Example: The _____ (Example) _____ of shrub roses can be an advantage when a large permanent bush is required.

Answer: size

There are different types of shrub roses, some of which are able to resist disease and others which suit diverse climates and soils, features that are of _____(7)_____ to both horticulturalists and gardeners, as, in the long run, such adaptability saves both time and money. The _____(8)_____ is another factor that needs to be taken into account when choosing a rose. _____(9)_____ shrub roses _____(10)_____ without having to be cut back regularly. In fact, they can _____(11)_____ grow to a height of nearly two metres and up to three metres _____(12)_____. So for small gardens hybrid teas are more practical, because they rarely grow more than one metre tall. The length of the flowering season also _____(13)_____ the choice of rose, as does the shape of the plant.

Word List

gives	across	spread
most	beneficial	spacing
majority	slowly	over
in the end	also	circumference
area available	dictates	blossom
benefit	always	advantage
		size

QUESTIONS 14 & 15

Choose the appropriate letters **A–D** and write them in **Boxes 14 & 15** on your answer sheet.

14. Which of the statements below is true about *Madame Isaac Pereire*?
- A It is one of the most fragrant roses of all roses.
 - B It is impossible to say whether the writer is talking about shrub roses or all roses when he says it is probably the most intensely fragrant rose of all.
 - C It is probably the most intensely fragrant shrub rose.
 - D It flowers only once per year.
15. The flowering season of shrub roses ...
- A is short but spectacular.
 - B is repetitive.
 - C is perpetual.
 - D varies.

Test 1

Passage 1

QUESTIONS 1–6

1. **Answer: distinct races.** It is better to have both words, but it would also be possible to have the word **races** on its own.
2. **Answer: albas.** The clue is in the example, *Alba x semiplena*. For **Questions 2, 3 & 4**, you need to be careful. The temptation is to put the names of the roses in the order that they occur in the second paragraph, i.e. **gallicas**, **albas** and **damasks**. Doing that would not test whether you can find your way round the text! In fact, you need to use the other information given at 5 and 6 to help you work out the names in **Questions 2–4**.
3. **Answer: damasks.** The clue lies in the phrase **Origin obscure**.
4. **Answer: gallicas.** The marker here is **13th Century**.
5. **Answer: (highly) scented petals.** You can have two words here and leave out the words in the brackets.
6. **Answer: recorded.**

This exercise is a summary of the second paragraph. It is basically checking whether you understand the organisation of the paragraph, i.e. it is a classification paragraph with information about different types of roses. The technique you need to use here is one of basic skimming and scanning. As you are reading the paragraph, you should scan or look out for organisational features: the writer organises the paragraph around the phrases: **diversity and antiquity** and **three distinct races**:

Before examining the cultural advantages of shrub roses, mention should be made of their **diversity and antiquity**. There are **three distinct races** of rose, which can be traced back to the Middle Ages, the **gallicas**, the **albas**, and the **damasks**. **Gallica roses** were first recorded in the 13th century, and probably the most famous of all, *Gallica officinalis*, is among the flowers depicted on the famous Ghent Altarpiece, painted by the Flemish artist Jan Van Eyck in the 14th century. Another gallica, *Rosa mundi*, with its characteristic red and white petals has been cultivated for at least six centuries. **Albas** too have a long history. *Alba semiplena* is the world's oldest 'working' rose and is still grown in the Kazanluk region of Bulgaria for its highly scented petals, which are harvested each June to make the perfume, attar of roses. **Damasks**, as the name implies, were thought to have come from Damascus. Their origin is more obscure, but they are certainly related to wild roses still growing in parts of the Middle East and Iran. There are in cultivation more recently introduced varieties of roses too, such as Bourbons, hybrid musks, and hybrid perpetuals as well as rugosas, which originate in the Far East.

You can see how the words in bold type help you to read. The writer wanted to present the information in a way that makes the detail easily accessible. The phrase **diversity and antiquity** is the first stage of the process of organisation; the phrase is the focus of the paragraph, not **cultural advantages**. The phrase **three distinct races** then gives the writer a peg on which to hang the next layer of details: **gallicas, albas and damasks**. At the next stage, under each of the three headings, he organises detail about the antiquity and diversity of each type of rose. The words in bold, therefore, summarise the paragraph for you. So, if you are able to train yourself to read the organisation of a text, you can scan more efficiently and learn to look from the top down onto the organisation of the text rather than from the bottom up. Most people, and not just students, are so caught up in the detail, that they read a text as if they were drowning. So, to prevent a text from drowning you, learn to skim the surface information and dip into the detail when you need to. This applies to all reading and is a strategy you should train yourself to develop.

Another strategy to help you read this text is to learn to read the organisation of the question. If you look at the diagram for **Questions 1–6**, you can see that the structure of question number 1 gives you a clue to the organisation of the exercise: **There are..., namely:** The question is asking you to classify the central information in the paragraph, or reduce it to a list. It is checking whether you understand the organisation or skeleton of this type of text.

Note that the second paragraph is a digression from the main focus of the text: **cultural advantages** as mentioned in paragraph 1. See also the first sentence of paragraph 2 and again the first sentence of paragraph 3.

Note how the organising words: **diversity and antiquity, three distinct races, gallicas, albas and damasks** do not stand out in the second paragraph. They are hidden by the detail until you are able to recognise their importance as organising words within the paragraph. Once you highlight them, the organisation jumps out at you, as above. Now go back to the original passage in the exercise and skim the surface of the text to see if you can pick out the organising words. You may have to do it several times to feel comfortable with it. Then try it on other parts of this text and other passages. (See also **Reading Exercises 10–12**.)

Question type. The questions in this section test:

- whether you are able to scan a text for specific information.
- whether you are able to skim a text to recognise the organisation.
- whether you are able to skim a text to recognise a specific type of organisation i.e. classification.
- whether you can analyse a text from the top down without being dragged down by detail which is irrelevant to the question.
- whether you can summarise a text.

QUESTIONS 7–13

7. **Answer: benefit.** You need a noun here; **beneficial** (adjective) does not work. The word **advantage** does not work here either. The word **advantage** appears in the original text, but you cannot use it. If the text read '...and soils, features which are an advantage to...', it would be acceptable.
8. **Answer: area available.** You need to be careful here. The answer is a paraphrase of the word **space** in the original text. **Spacing** is to do with the arranging of the layout of the plants.
9. **Answer: Most.** This is a translation of **the majority of** in the passage, but the word **majority** alone does not fit here. If you use the word **majority**, the text should read: **The majority of.**
10. **Answer: blossom.** The word is a paraphrase of the word **flower** in the text. A difficult one. If you read the sentence, you can see that a verb is needed here for the text to make sense. This sentence is a paraphrase of the first part of the second sentence in the fourth paragraph. The word **spread** fits grammatically in the sentence itself, but the sentence is not then a paraphrase of the original text: the passage does not say that the roses spread. The word **spread** in the passage refers to the extent, diameter, circumference of the rose bush, as it grows.
11. **Answer: in the end.** This phrase paraphrases the word **eventually** in the original text. The word **also** does not work here. The sentence does not give additional information (also). The sentence states a fact (In fact) about what happens when shrub roses are not cut back regularly. It is, therefore, also a development of the phrase **without having to be cut back**. Compare the original text.
12. **Answer: across.** The phrase **up to three metres across** paraphrases **with a spread of two to three metres**. The word **circumference** would not work here as you would need to say 'in circumference'. The same would apply to the word 'diameter', if it were in the list.
13. **Answer: dictates.** This sentence summarises the penultimate paragraph.

Note that this exercise tests your understanding of a section of text. It checks whether you are able to understand a paraphrase of the text and again tests if you can dip into the organisation for detail. The exercise is basically organised around the cultural advantages first mentioned in the first paragraph.

Note that in the exam you may have a summary, as in 7–13, where there is no **Wordlist**. Then you will have to take the words from the text. See **Practice Test 2, Reading Passage 2** and **Practice Test 3, Reading Passage 1**.

Question type. The questions in this section test:

- whether you can summarise a text.
- whether you are able to scan a text for specific information.
- whether you can recognise a paraphrase of words and ideas.

QUESTIONS 14 and 15

14. **Answer: B.** If you look at the penultimate paragraph, you can see that the writer is talking about shrub roses. It is not clear whether the phrase **of all** in **probably the most intensely fragrant rose of all** refers to shrub roses or all roses. The writer of the article didn't know when he was asked!
15. **Answer: D.** The first reaction for many students is to give **A** as the answer. The sentence then would mean that 'all shrub roses have a short but spectacular flowering season'. The word **many** in the text shows you that there are other flowering seasons. Like **A**, alternatives **B** and **C**, each only covers one group of shrub roses.