

CHAPTER 3

The Love Apple



Beautiful and delicious

LEARNING OUTCOME

Learn about the history of the tomato

GETTING READY TO READ

Talk about these questions with a partner.

- 1 What are tomatoes?
a. vegetables c. berries
b. fruit d. all of the above
- 2 People use tomatoes to prepare many different dishes. How many can you name?
Make a list.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

◆ READING

Read to Find Out: Where does the story of the tomato begin?

Look at the words and definitions next to the reading. Then read without stopping. Don't worry about new words. Don't stop to use a dictionary. Just keep reading.

THE LOVE APPLE

- 1 Ah, the tomato, so well-loved by foodies¹ everywhere! The French used to call it *la pomme d'amour*, “the love apple.” Today, cooks around the world do wonderful things with it. There are more than 4,000 types of tomatoes and **no doubt** even more ways to eat them. Without the tomato, we would have no Mexican salsa or Italian pizza. Many wonderful Indian dishes would not be the same. After the potato, it's the most popular vegetable in the world. But wait—is it a vegetable?
- 2 You may be thinking, “Who cares?” But this question was **once** important enough that it had to be decided by the highest court in the United States. It happened back in 1893. At that time, there was a **tax** on vegetables brought into the country but no tax on imported² fruit. **Naturally**, importers of tomatoes called them fruit so as not to pay the tax. Not everyone agreed, and the question went all the way to the Supreme Court. The justices³ knew that the tomato really is a fruit. That's because it's the part of the plant holding the **seeds**. To be more specific, the tomato is a berry. However, most people **considered** it a vegetable. They usually cooked and ate tomatoes more like vegetables than like fruit. That was the **basis** for the Court's decision in the **case**. The justices said that the tomato should be called—and taxed as—a vegetable.
- 3 The story of the tomato really begins much earlier. It starts in South America, where tomatoes grew wild. The first people to grow them were the Maya people of Central America. In the 1500s, the Spanish took tomatoes from Mexico to Spain. From there, tomatoes went to France, Italy, and other **areas** around the Mediterranean Sea. Those first tomatoes were small and yellow. Their color gave the tomato its Italian name, *pomodoro*, or *pomo d'oro*, “golden apple.”
- 4 Europeans did not fall in love with tomatoes quickly. For a long time, they were afraid to eat them. The tomato plant looks like a plant called deadly nightshade, or belladonna, and is part of the same family. The **roots**, leaves, and berries of the deadly nightshade are **highly** poisonous.⁴ So it took a while for Europeans to **accept** the tomato. A cookbook with tomato recipes⁵ did not become **available** to the public until 1692.

¹ *foodie* = (informal) a person who knows about and loves good food

² *imported* = brought into a country to sell

³ *justices* = judges

⁴ *poisonous* = very dangerous to eat or drink

⁵ *recipe* = a set of instructions for cooking something



- 5 By the late 1700s, Europeans were happily eating tomatoes. However, in the United States, most people did not yet trust them. President Thomas Jefferson (1743–1826) helped to **change their minds**. He grew tomatoes in his gardens and **served** them at dinners in the White House. Today, tomatoes are so popular in the U.S. that 85 percent of home gardeners grow them. As every one of those gardeners would no doubt tell you, there's nothing like a fresh homegrown tomato.

◆ Quick Comprehension Check

A. Read these sentences **about the reading**. Circle T (true) or F (false). On the line, write the number of the paragraph with the answer.

- | | | | |
|---|---|---|-------|
| 1. Cooks use tomatoes in many different parts of the world. | T | F | _____ |
| 2. The tomato is a kind of fruit. | T | F | _____ |
| 3. Tomatoes were called vegetables by U.S. law. | T | F | _____ |
| 4. The first tomatoes grew in Italy. | T | F | _____ |
| 5. A U.S. president introduced tomatoes to Europe. | T | F | _____ |
| 6. The tomato plant looks like a plant that might kill you. | T | F | _____ |

B. Work with your class. Share your answers from part A. Go back to the reading to find the reason why a statement is true or false. Correct the false statements.

◆ EXPLORING VOCABULARY

Thinking about the Target Vocabulary

A. Look at the chart with the target vocabulary. Three verbs are missing. Scan the reading to find the three verbs in **bold**. Add them to the correct places in the chart. Write the base form of each verb.

q	Nouns	Verbs	Adjectives	Other
1				no doubt
2				once
	tax			

Vocabulary Tip

The **base form** of a verb is the simple form without any endings on it, like the verbs *be*, *go*, and *have*. When you look for a verb in the dictionary, look for the base form.

q	Nouns	Verbs	Adjectives	Other
				naturally
	seed			
	basis			
	case			
3	area			
4	root			
				highly
			available	
5				change someone's mind

- B.** Which words and phrases are new to you? Circle them in the chart. Then find them in the reading. Look at the context. Can you guess the meaning?

Reading Tip

Read first for the main ideas. Don't stop reading to use your dictionary. Read again for a better understanding, and use your dictionary as needed.

Using the Target Vocabulary

- A.** These sentences are **about the reading**. Complete them with the words and phrases in the box.

accept
available

basis
case

change their minds
consider

highly
no doubt

once
serve

- There are more than 4,000 types of tomatoes. You can be sure that there are even more ways to eat them. _____ there are thousands of ways.
- "Is the tomato a vegetable or a fruit?" This question was _____ (at some time in the past) so important that the U.S. Supreme Court had to make the decision.
- Most people in the United States think of the tomato as a vegetable. They don't _____ it a fruit.

4. The Supreme Court justices looked at the way most U.S. cooks used tomatoes. That was the _____ of their decision. They used that as the reason for their decision.
5. The justices called the tomato a vegetable. That was their decision in the _____.
6. The fruit of the deadly nightshade is very dangerous. It is _____ poisonous.
7. Europeans at first did not believe that tomatoes were good to eat. It took a long time for them to _____ this idea.
8. Tomatoes arrived in Europe in the 1500s, but many years passed before people began cooking with them. The first cookbook explaining how to use tomatoes became _____ for people to buy in 1692.
9. In the late 1700s, most people in the United States did not trust the tomato. Then President Thomas Jefferson helped to _____. People started to see tomatoes differently.
10. Jefferson had dishes made with tomatoes for his guests at White House dinners. He _____ tomatoes to his guests.

Vocabulary Tip

In the reading, *case* means a specific problem or question that is decided in a court of law. *Case* has other meanings, too. Check your dictionary for more information.

B. These sentences use the target words and phrases **in new contexts**. Complete them with the words and phrases in the box.

accept	basis	changed my mind	highly	once
available	cases	consider	no doubt	serve

1. Jennifer is very important to me. I _____ her one of my best friends.
2. Some court _____ are decided by a judge, and some are decided by a jury—a group of people like you and me.
3. When we got to the restaurant, it was very busy. We had to wait for a table to become _____.
4. He doesn't want to see her anymore. I know it hurts, but she can't do anything about it. She'll have to _____ it.

5. Be careful! It says "_____ flammable." That means it can catch fire very easily.
6. Let's call her. It's already ten o'clock, and she gets up early, so _____ she's awake.
7. It's a vegetarian restaurant. That means they don't _____ meat.
8. I used to think chocolate was bad for you, but I've _____.
9. The idea that tomatoes were dangerous to eat had no _____ in fact.
10. I _____ expected them to get married, but I don't anymore.

C. Read the sentences. Guess the meaning of the **boldfaced** target words and phrases from the context. Match them with their definitions.

- a. Can they move that tree, or are the **roots** too deep?
- b. When I cook with tomatoes, I don't use the **seeds**.
- c. The team lost the big game, so **naturally**, they all feel bad.
- d. You have to add the 5 percent sales **tax** to the price.
- e. My family couldn't afford a house in that **area**.

Target Word

Definition

1. _____ = in a way that you would expect
2. _____ = a part of a place, city, country, etc.
3. _____ = small hard objects produced by plants, from which a new plant can grow
4. _____ = the parts of a plant or tree that grow under the ground
5. _____ = money you have to pay to the government based on what you buy, how much money you make, where you live, etc.

Vocabulary Tip

Etc. is short for the Latin phrase *et cetera*. This abbreviation is often used at the end of a list. It means "and other people or things of the same kind."

Building on the Vocabulary

Word Grammar: Adjectives

An **adjective** is a word that describes

a person: a *popular* boy, *fast* runners

a place: *beautiful* cities, a *large* airport

a thing: *tall* windows, *small* cars

an idea: *new* information, a *nice* surprise

An adjective can come before a noun: *I have **good** friends.*

An adjective can follow the verb *be*, *get*, or *feel*: *Mary and John **are** happy. Please **get** ready. I **feel** tired.*

Adjectives have no plural form.

Circle the adjective in each sentence.

1. It's not expensive.
2. My computer gets dusty.
3. It was just an average day.
4. She is a professional musician.
5. Do you think he's lonely?
6. I have a specific color in mind.
7. It is natural for babies to cry sometimes.
8. What do you do when you feel bored?

◆ DEVELOPING YOUR READING SKILLS

Scanning

Read these questions. Scan "The Love Apple" and write short answers.

1. Who called the tomato "the love apple"? _____
2. What are three examples of countries where tomatoes are an important food?
_____, _____, and _____
3. In what year did the U.S. Supreme Court make its tomato decision? _____
4. Where did the first wild tomatoes grow? _____
5. Where did people first plant them? _____
6. What is deadly nightshade? _____

7. What was the date of the first European cookbook with tomato recipes?

8. Who was Thomas Jefferson?

Understanding Cause and Effect

Complete the sentences. Find the causes in the reading.

1. The tomato is really a fruit because _____.

2. The Supreme Court decided to call the tomato a vegetable because _____.

3. In the 1600s, people in Europe were afraid to eat tomatoes because _____.

4. In the 1800s, people in the United States began eating tomatoes in part because _____.

Summarizing

Writing a Summary of a Reading

A **summary** is a short report on a longer reading. It has only the main information. When you summarize a reading, you have to think about which ideas matter most and figure out how to put them into writing. Summarizing helps you understand, remember, and talk about the information.

Complete this summary of the reading. Write one or more words in each blank.

The tomato is a _____, but many people consider it a _____.

It is the second most _____ in _____.

Tomatoes first grew in _____ and traveled _____.

from there to _____. People in Europe and the United States did not accept them at first because they were afraid that _____.

◆ CRITICAL THINKING

Discussion

Talk about these questions with the whole class.

1. What is the purpose of the first paragraph? Choose the best answer.
 - a. to let the reader know that the writer is a foodie
 - b. to compare the tomato with other vegetables
 - c. to introduce the idea that people care a lot about tomatoesExplain why you chose your answer.
2. Why does the writer use the word *naturally* in paragraph 2? What does the writer think is natural? Do you agree?
3. How long did it take from the time the tomato arrived in Europe until it became popular there? What is one reason that people were slow to accept it?
4. The world has changed in many ways since the introduction of the tomato. Do you think that people today are quicker to accept food from other places? Explain your answer. Can you give examples of foods from other countries that you have learned to like?
5. The reading says that in Italian, a tomato is *un pomodoro*. Why did the Italians give it this name? The reading also says that the French used to call the tomato *la pomme d'amour*, meaning "the love apple." Does the reading explain why? Why do you think it got this name?
6. What are "homegrown" tomatoes? How does the writer feel about them? Do you agree? If you love tomatoes, what is your favorite way to eat them?

Critical Thinking Tip

The **purpose** of a sentence or paragraph is the reason why it is in the reading. Is it there to give the writer's opinion? Does it give an example or explain why something is true?

◆ WRITING

- A. Use the Target Vocabulary: Choose five target words or phrases from the chart on pages 25–26. On a piece of paper, use each word or phrase in a sentence. Then find a partner and read each other's sentences.
- B. Practice Writing: Choose one of these topics and write a short paragraph about it. Then find a partner and read each other's paragraphs.
 1. People often have foods that they think they could not live without. What favorite food do you feel that strongly about? Why is it so important to you? You can begin: *I could not live without...*
 2. Is there a food that others like but you would never eat? Explain how you feel about this food and why. You can begin: *Some people consider... good to eat, but I do not.*

Writing Tip

After you write a paragraph, take a break. Look at it again an hour later—or better still, the next day. That will help you see ways to make it better.