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Task4/6 文本语音语调标注说明:

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TPO 25 task4

Now, the invention of the **telephone**/was **revolutionary**. It was a/much **easier/and ~~d~~ faster** way of **communicating**/than anything else **available** of the **time**. However, when the telephone **first** became widely available/towards the end of the **nineteenth century**, **only** businesses used telephones/ **because** businesses **realized** how telephone/could **benefit** them, **how** it could help them be **more productive**.

But/ **a lot of** people in the general public/ didn't **think** the phone **should ~~d~~** be **used** for/ **personal communication**. Some people/didn't ~~t~~ like to listen to someone's voice/ **without** being able to **see** them. **Also**, **a lot of** people thought ~~that~~/it was **rude** to call someone on the telephone **instead of**/ visiting them **in person**. They missed ~~d~~ the sense of/ **personal connection/** they got from meeting someone.

However, as we all **know**, people gradually **changed ~~d~~** their minds/ about the telephone. It took about/ **thirty years**. But eventually, **most homes** came to have telephones/ and **everyone** came to **depend** on them. Talking to someone you **couldn't see**/began to seem/more and ~~d~~ more normal. Friends began to call each other/ **just to chat, just for fun**. And after everyone **agreed** on/ certain rules of **politeness**, such as not calling someone late at ~~t~~ **night**, no one considers it **rude anymore** to make/ personal **phone** calls.

TPO25 task6

Rocks near the earth's surface/are **directly exposed** to **elements** in the environment/such as air/and water, and/**also** to conditions such as **temperature** change, as well as to **living**/ **organisms**. And/this **exposure** to the environment/can actually cause/even **huge** rocks/to break into **smaller** pieces. This process is called/ **weathering**. Uh, let's **talk** about a **couple** of ways/**weathering** occurs.

First of all, rocks are often exposed/ to water. In **cold, wet** environments, rocks can **break**/ due to water freezing/ **inside** of them. How does this happen? Well, cause I am **sure** you know, when water **freezes**, it **expands**. And over time, this can lead/ to **weathering**. Um··· imagine a rock/ with a small **opening or crack** in it. It rains, and water gets **into the crack**/ and **stays** there.

Then/ at night, the temperature **drops**. And the water **inside** the crack/ freezes. This growing **expanding** ice/ pushes outward on/ either side of the crack, causing it/ to get slightly **bigger**. When this **happens**/ again and **again**, the crack/ becomes **larger**. And eventually, pieces of the **rock**/ **break** off.

Ok, weathering/can also be caused/by **plants**, by plant/ **growth**. If a plant seed/gets **blown** into the crack/ of a rock, it may take **root**. And its **roots**/ will grow down/ **into** the rock. The plant roots/ can **cause** the rock/ to **break** down, uh, fracture. You **may** have seen this with large/ **trees**/growing on **top** of a rock, a great **example** of this. Usually there is **enough** dirt in the **crack** of a rock/ or on **top** of a rock/ to allow a tree/ to start **growing** there. As the tree grows over the years, the tree's roots **extend down**/ well into the cracks/ and **crevasses** of the rock/ in search of water and **nutrients**. Over time, the roots get **bigger**/ and grow **deeper**,

widening and enlarging/ the cracks/ causing the rock to **break apart**.

TPO26 task4

Okay, so/ a **good** example of this type of plant, common to the **rainforest**, is the/ **urn** plant.

The urn plant ~~w~~raps its roots around~~/~~ the branches of the trees, or sometimes around/ the **trunks**/ near the upper part of the tree. They use the trees/ for **support**, and this allows them/ to **reside** /high in the trees, in the **canopy**, where they can get~~/~~ plenty of **sunlight~~t~~**.

Now the urn plant/ has a unique shape, it/ got its name/ because the **formation** of its leaves/ creates a kind of urn/ or bowl where it can **store** water. The urn plant has rather **long**/ **stiff spiky** leaves. The leaves are slightly/ **overlapping**, and are tightly **rolled**/ into a kind of **cone** shape /or a **funnel** shape. Its flowers are held on a **single** stem/ in the center. Anyway, as I mentioned, the **arrangement** of the leaves/ forms a kind of **receptacle**/ or **bowl** at the base, so as the **rainwater** collects on the leaves, it **rolls down** into the bowl/ where i~~t~~ can be **store~~d~~**.

Okay, so its **unique** shape/ helps it **gather and store** water, it also helps it to gather/ **other nutrients**. This is because/ insects, dead leaves from other plants or other debris/ **land on** the leaves and then get **washed down**/ into the stored water, gradually/ they **decompose**. The chemical breakdown creates a/ **nitrogen-rich** foo~~d~~ source/ in the store~~d~~ water. So the water supply/ contains a kind of **liqui~~d~~ fertilizer**/ that can be released to the plant/ whenever it needs the food.

TPO26 task6

When consumers are **buying**/ a product, most of the time/ they are not buying just the product/ **itself**, they are **also buying** the **container**/ the product comes in, so the **design** of the container/ is very **important.** It can be the **deciding factor**/ when consumers are trying to decide/ which **brand/** of a product to **buy**. So let's talk about a couple of **ways**/ product containers/ can be **designed** to appeal to consumers.

One important design goal/ is to make the container as **user-friendly** as possible, as **convenient to use** as possible. Take, for example, when companies started using **plastic containers**/ for condiments, such as ketchup, mustard and mayonnaise. In the past, these products came in **glass containers**/ with lids you have to **screw off**. And then, you have to either **pour** the ketchup or the mustard on your food, which could be **messy**, or/ scoop it out with a **spoon**. But flexible plastic containers/ were **much more** convenient to use, and so they were much more **attractive**/ to consumers. You just held your container/ **over your food**, gave it a **little squeeze**, then out came the ketchup or mustard, much faster and easier/ than **having to remove** a lid first.

Another important design goal/ is to give the container a **pleasing appearance**, so that consumers will feel **comfortable**/ displaying it in their **home**. Take, for example, a company that sells cookies. Instead of selling their cookies/ in a plain cardboard box, they might sell them in a **nice metal box**, and they might **decorate** that nice metal box/ with **beautiful pictures** of some kind. That way, when customers present the cookies to **guests,** for example, they look **nice**, they look **classy**. Attractive containers like that/ can make a product much more **appealing**.

TPO27 task4

Okay, we can see/ a **great** example of this/ with **ants**. **Ants** live in **large** groups/ called colonies. They normally move **together**/ to get to **food** sources. And sometimes/ when ants are moving toward a food source, they'll **encounter**/ or **find obstacles**/ in their path.

So for instance, let's say a **large** group of ants/ are walking on a **tree**/ toward some **food** on a **branch.** But, when they reach the **end** of the branch/ they are **walking** on, there is a **wide space**/ between that branch/ and the **next** one, the branch/ with the **food** on it. Now/ **none** of these ants **alone**/ can cross this wide space/ to get to the other **branch** with the food. So, how do they **solve** this problem?

Here is how. One ant walks **forward**/ until it reaches the end of the branch, and then it **automatically** holds onto the branch/ with its back legs, then it stretches its body **forward**/ into the **open space**, now this comes **naturally**/ to ants, and it's a **simple** action. So then the next ant/ walks to the end of the branch, and **right across**/ the first ant's body, then it **holds onto** the first ant, and then it stretches **its** body/ out into the open space, just a/ little bit **closer**/ to the branch with the **food** on it. Then/ one after another, other ants/ do the **same thing**, until enough ants connect together/ to **form a bridge**/ between the two branches. Pretty amazing, huh? The connected ants/ **hold** this position, allowing the rest of the ants/ in the group/ to **cross over** this bridge of ants/ to **reach** the food.

TPO27 task6

So/ **most** cities of the **ancient** ~~t~~ world~~/~~ tended to be small, often limited to the **banks**/ of a river. They had very little means/ to **expand**. These old~~e~~ cities couldn't really cross **natural barriers**, like rivers, or be located very **far**/ from **water sources**. But Roman cities, on the other hand, grew much **larger**. How did this happen? Well, for **one** thing, the Romans had/more **advanced** ~~d~~ technology. Let's look at a couple of/ Roman **developments**/ that allowed~~e~~ their cities to **expand**.

One development~~s~~ that allows Roman cities to **grow**/ was their **advanced** ~~d~~ building materials. The Romans developed a special kind of **concrete**, a building material/ that would~~e~~ **harden**/ under **water**. And this concrete made **new** kinds of structures/ **possible**. Take their bridges for example. Because of the special concrete, they could build/ **better bridges**, bridges that~~s~~ could go across/ **wide** rivers, bridges that were big~~g~~ enough to transport~~s~~ equipment~~s~~ and **materials**/ with wagons and carts, so with these **strong bridges**, Roman cities could grow on/ **both sides** of the river, creating larger cities/ that wouldn't~~s~~ be **possible** otherwise.

Another development/ that has helped Roman cities **expand**~~e~~/ was an **improved** way/ to **move/** fresh/ clean/ **water**. People need **access**/ to fresh water. And the Romans created~~e~~ an **especially effective way/** to bring~~g~~ it to them, they built~~s~~ structures called/ "**aqueducts**". Now aqueducts/ are a series of **open channels**, waterways/ that stretch from **water** sources **high** in the mountains/ to **cities**. They were **carefully** planned~~e~~ and built~~s~~, so the steady drop in **altitude**// provided a **steady** flow of water to cities. These aqueducts/ could move a **tremendous** amount of water/ over **great** distances, and even bring **fresh water** to places/ **far** from rivers. Because of this, people could ~~h~~ave/ **clean** water for drinking and~~e~~ bathing/

without being located near a river, so cities were able to grow **larger**/ in new locations.

TPO28 task4

All right, so I actually saw/ a **good** example of this/ just the other day. I watched an advertisement on television/ for a **well-known** company's pots and pans, and in the advertisement, there was a woman, a **professional** cook, talking about/ how she uses the company's pots and pans/ in her own **kitchen**.

Now the **woman** in the advertisement began/ by saying/ that this company's pots and pans were/ **expensive**. She just came **right** out/ and **admitted** to the audience/ that they cost a **lot more**/ than most **other** companies' pots and pans. And she **also** said/that she realized that/ when people went shopping/ for **new cookware**, they might feel that / they just didn't wanna **spend**/ all that money on such **expensive pots and pans**/ since there were so many in the store/ that cost a lot **less**.

But then, she went on to explain/ that the **extra** cost was **worthwhile**, because, although/ these pots and pans **cost more/** to begin with, they actually **saved** you money/ in the **long** run. How? Well, they came with a special/ **lifetime warranty**, which meant that the company would replace them **free/** if anything ever went **wrong**, and that's something most companies that make pots and pans/ **couldn't say** about their products.

TPO28 task6

So, when we look at lakes, they seem to be **permanent**, we assume they'll be around **forever**. But in fact, lakes aren't permanent. They can actually **disappear**. Sometimes/ they disappear through **natural processes**, and sometimes/ because of **human activities**.

First let's look at one way/ that lakes can **disappear naturally**, and that is, by **gradually** getting **filled in**/ with organic sediment. This often happens/ with lakes that/ have lots of **plants** growing in them. When the plants **die**, they break down/ into a muddy substance, which **falls**/ to the bottom of the lake, they' re then replaced by **new** plants, which eventually **also die** and fall/ to the **bottom**. And/ over the **years**, **all** this dead plant material **builds up**/ on the **bottom** of the lake, and/ as it builds up, it starts to **fill up** the lake, and there's less and less room left for **water**, and **eventually** the lake gets **completely** filled in, and **disappears**.

OK, lakes can **also** disappear, pretty rapidly sometimes, as a result/ of **human activities**. For example, we know that/ farmers need water/ to irrigate their **crops.** And sometimes to get that water, they pump that water/ out of a **nearby** lake. They install pipes/ that run from the lake/ to their farms, and they pump the water/**out** of the lake/and **into** their **fields**. Now that's ok/ if the lake is continually being **refilled**/ with rainwater or with water from **streams**/ that run into the lake, but if there isn't enough rainwater or stream water/ to **replace** the water the farmers take out of the lake, the lake will eventually dry up.

TPO29 task4

OK, so/ we sometimes see this with **animals**/ that live in parts of the world/ where it gets very **cold** in the winter.

For example, in the Northeastern United States, there's a species of **squirrels**/ that does this. This squirrel, like many species of squirrel, loves to eat/ **nuts**. Nuts are one of its primary/ sources of **food**. Now, nuts are very **difficult** to **find**/ in the winter. But in the autumn, they are lying all over the place/ because that's when they fall from the **trees**. So, what this squirrel **does**/ is/ in the autumn/ it spends **a lot of time** finding nuts. After it **finds** a nut, it **prepares** it. It takes off the outer shell/ and **cleans** it. This preparation may in some way help preserve the nut/and, or/ may make it **easier** to eat/ later on. The squirrel then **digs** a little hole in the ground/ and **buries** the nut. In one autumn, this squirrel may bury **hundreds** of nuts.

But it doesn't just dig a **big hole**/ and put all the nuts in it/ and **cover them up**. No, it digs hundreds of holes/ **all over** the place. And it puts just **one** nut/ in each hole. Now, why would it do that? Well, probably, **primarily** because/ even if other animals happen to find some of the **holes**, some of the nuts, the squirrel will still have a lot of **other holes**/ with nuts in them. so/ it'll still have enough food/ to **survive** the winter.

TPO29 task6

OK, so, of course, businesses/ want to sell/ as **many of** their products/ as possible. Often a business sells mostly/ **one** type of product. But **sales** of this product may stop increasing/ because most potential **customers/** have already bought it. In this situation, many companies will try to **diversify**, um, to develop **new or diverse** product/ in order to **increase** sales. There are a couple of **efficient** ways/ that a company can diversify/ **using** some of their **existing** resources.

One way a company can diversify/ is to use an **existing** technology, uh, technology that they already have/ to **develop a new** product.

If a company/ already has some **machines and technology** to make a certain product, sometimes it can efficiently use that **same** technology/ to make a **different** product. For example, a company that makes **televisions**/ might start making **computer** monitors/ because the **technology** used to make these **two products** is very similar. So the company can use its existing technological resources/ to make the **monitors**. But with the **monitors**, it can reach **new** customers, people that wouldn't buy **television screens**, like/ businesses that need to buy monitors/ for their **employees' computers**.

Another way a company can diversify/ is to **try to appeal** to its existing customers, its customer **base**/ with a **new** product.

One of a company's **most important** resources/ is its existing customers, and **these** customers might have other **needs**/ that the company could **fulfill**/ with a different product. For example, a company that sells skis/ might have a large customer base/ that enjoys **winter sports/** like skiing down snowy mountains. So they might start making **ski jackets**. The same

customers that buy skis/ would **also** need warm ski jackets to wear/ while they are **skiing**.

And since they like the company's **skis**, they might be **more likely** to buy the jackets with the company's **name**/ on them.

TPO30 task4

So/ **here** is an example. My daughter had a friend over to our house recently, and they decided to watch a movie together. Only they/ got into an **argument**/ because they couldn't **agree on**/ what movie to **watch**. My daughter started to get **quite upset** during the argument, which/ wasn't like her **at all**.

But then/ my daughter **stopped**/ and thought about **why** she was so upset. She realized that her reaction was **inappropriate/** and she also realized/she wasn't really upset with **her friend**, there was **something else** bothering her. You see, she **just** got a summer jobs, a camp counselor for children/ and she was feeling a lot of **worry and stress** about/ how well she could do, since she had **never** worked with children before. So/she figured out that/she **wasn't upset** about what movie to watch with her friend, but about **starting** her new job. She **really** wanted it to go well, she wanted the kids to **like her**.

And when she understood this, she **stopped** arguing with her friend/ and **apologized** to her. She told her friends how **anxious** she felt about starting the job/ and how **sorry** she was about getting upset with her. And her friend **encouraged** her, saying she'd do great at the job, so my daughter felt **better**, and they **relaxed** and **had fun** together, the **same** as always.

TPO30 task6

When we **humans**/ **walk** from place to place, we move **on** the earth's surface, **across** the earth's surface. Many animals, of course/ do the **same** thing, horses and ~~d~~ dogs, and cows and so on, all move on the surface, across the surface of the **earth**. But there **are**/ also quite a few animals/ that have the ability to move from place to place **underground**~~d~~, **beneath** the earth's surface. This moving around ~~d~~ **underground**~~d~~/ is known as subsurface locomotion. Subsurface locomotion has a number of **benefits**.

One benefi~~t~~ of subsurface locomotion/ is tha~~t~~ it enables animals to **minimize** their exposure to **extreme** temperatures, this is very helpful for animals/ that live in areas with **harsh** climates, where i~~t~~ coul~~d~~ be **dangerous**/ to spen~~d~~ large amount of **time**/ on the surface.

For example, in the Sahara desert in Africa, there is a type of **lizar~~d~~**/ that's able to move beneath the surface, **through** the sand, **very** quickly, because this lizard can move so **easily** and so **quickly** underground, it doesn'~~t~~ have to travel on the surface, where it would be exposed/ to **dangerously** high temperatures.

Another **benefi~~t~~** of subsurface locomotion/ is tha~~t~~ i~~t~~ can help animals **capture prey**. That's because animals on surface/ can'~~t~~ **see** predators that are approaching **underground**.

Our lizard in the Sahara desert is **again** a good example. The way it works is, when an insect is walking nearby on the surface, it produces very **subtle vibrations** in the sand. When the lizar~~d~~ **senses** these vibrations, it moves very quickly, underground, where it **can't** be seen, towar~~d~~ **the source of** the vibrations. It then suddenly **pops up**/ righ~~t~~ under the insec~~t~~ and **catch i~~t~~** completely by surprise.

TPO31 task4

So a **good** example of this/ is something that **happened** to me. When I was younger, I had an office job/ and I worked there **every day** during the week. And I made a **regular salary** from that. **But also/** I worked as a **waiter**/ at a restaurant each weekend, so I made/ some money from **doing** that. Now, around this time, I decided/ I wanted to buy a **house**. So **every time**/ I got my regular paycheck from my job/ at the **office**, I'd save/ as **much of** the money from it as I could/ after I bought the **basic** stuff I needed. But with the money I made as a **waiter**/ that was **another** story. Somehow I guess that money seemed **separate** from the money I earned/ at my regular job. So I used the money I made at the **restaurant**/ to go out to dinner, to buy videos or CDs, things I didn't really need. But the thing **is**, it ended up taking me a **really long time** to save up all the money/ I needed to buy the house. And looking back now, I realize/ I could have bought the house **a lot sooner**/ if only I had saved **more** of the money I made working at the restaurant.

TPO31 task6

Even though/ it's **cold** and snow-covered, the Arctic/ houses **many** species of animals/ that **manage to survive** the harsh conditions there. These Arctic animals/ have **adapted** to the extremely cold temperatures/ **primarily** because of certain **body features**/ that help them to **survive** in the cold Arctic climate. Let's look at a few of them. For **one** thing, many Arctic animals/ have developed a **protective covering** on their feet. The covering usually consists of/ **fur or feathers**/ which act as a **protective layer**/ between the cold and the animals' skin. Since they spend/ **so much** of their time/ on snowy, icy surfaces, whether they are **standing** on the ground or **swimming** in the water, they can easily **lose heat**/ through their feet. This is especially true of **Arctic birds**. A bird like the Arctic Snowy Owl, for example, has feathers on its body/ the way **other birds** do. But **unlike** most birds, it also has feathers/ all over its **feet**. This shields and protects the feet/ from the icy ground/ so that **very little** of the owl's foot actually touches snowy or icy surfaces, which **helps** its feet to **stay warm**. Another physical characteristic that some Arctic animals share/ is having **smaller** bodies and **smaller, shorter body parts**. In other words, their bodies are often more **compact**/ than other animals'. And the parts of their bodies that **stick out** or **protrude**/ like the legs, ears or tails/ are smaller and shorter. And the result is that/ there is less body surface **exposed** to the **cold air**. A great example/ is the Arctic wolf. Unlike the larger grey wolves/ that live in **warmer** climates, Arctic wolves have relatively small, compact bodies/ that efficiently **retain heat**. They also have smaller ears and shorter legs/ so that they lose **less body heat**/ than animals/ with larger bodies or longer body parts. And in the climate/ where the temperature is below zero most of the year, that's **very important**.

TPO32 task4

OK, so an **example** of this/ from my **own** life. Five or six years ago, I was helping a friend of mine/ decide on a **house** to buy. He had been in the market to buy a house, and he had it **narrowed down** to this one house/ that he was **interested** in.

What he/ really **liked** about this house was... it had an/ **excellent** location. It was in a **great** **place**/ that was actually in the **same** part of town/ where he was **working**—right up the street/ from his job—so he wouldn't have **far to drive**/ to get to work, which he really **liked**. However, the **downside** of this house/ was that it was **smaller**/ than what he was hoping to buy. He had wanted to buy sort of a **big house**, and this house/ just wasn't that big.

So, it was a/ tough decision, but my friend eventually/ did decide to buy the house. And a few years/ after he made the purchase, I remember, we were/ talking about the **decision** and/ why he decided to buy the house. He told me, well, of course, it was because of/ the house's **location**. He told me how happy he was/ with the fact that it was so **close to his work**... how **great** it was/ that it was only a few minutes/ from his job.

I said, yes, but what about its **size**—do you still think/ the house is kind of **small**? And he looked at me kind of surprised—"Small? What do you mean, small?"—like he didn't know/ what I was talking about. The house's **size**, a couple years after buying it, just didn't seem to be **on his mind** anymore.

TPO32 task6

Roads—paved roads—are **everywhere**/ and sometimes seem like/ part of the **natural landscape**. But of course, roads are not part of **nature** and, in fact, road construction can have **harmful** effects on the environment/ and **seriously** impact both **animal** life/ and **plant** life.

One harmful environmental effect of roads/ is that they contribute to the **movement** of plant species/ from one area to **another**. This causes **problems**/ for **existing** plants, plants already growing in that area... because when a **new** plant species gets introduced into an area/ where it wasn't growing before, the new plants **compete for** resources/ with the existing plant life. For example, this happened in California/ with a **weed** called/ the yellow starthistle. What **happened** was, the starthistle's seeds/ got **stuck to** the tires of cars/ driving down the road, and the seeds were **distributed**/ to new areas. This put the starthistle **in competition for** natural resources—like water—with the original plant life of the area. That made it **harder**/ for the native plants to survive.

Also, roads, especially/ **major highways**, can act as **barriers**/ and **divide up** an animal's habitat into smaller ones/ where there's **not enough food**/ to support the population. These busy highways, with cars speeding past/ day and night, act like **boundaries**/ that animals are **afraid** to cross, so they sometimes get **shut in**/ on a small piece of land/ where there isn't enough food/ to support them. This is a **serious problem**/ for animals that **need access to** large expanses of land/ to **look for** food. For example, there are these foxes, called kit foxes, that **live in** the southwestern United States. They **hunt** small animals like/ mice and squirrels, which are **spread out/** over **large** areas of open grasslands. And now, because of these roads,

the kit fox population has **declined significantly**... because now/ they don't ~~t~~ get ~~t~~ **enough food**.

TPO33 task4

OK, so let's talk about/ what happened to a certain type of **insect**, a **moth**, a red-and-black moth/ that lives in Europe. These moths eat a plant called/ **Ragwort**/ and they/ live in **fields** where the Ragwort plants **grow**. Now, there was a group of **moth**/ that **lives** in one of these fields and, for many years, there was a **lot of** Ragwort/ growing there. So the moth/ had plenty to eat/ and the total number of moth in the field/ stayed pretty much **the same**. But then one year/ it rained a lot less than **usual/** and the Ragwort didn't grow **as well**. The result was that the moth didn't get enough **to eat**/ and many didn't **survive**/ but even the ones that **did** survive/ didn't lay as many **eggs** as before. So that year the moth population in the field/ was quite a bit **smaller**. The next year, though, the amount of rainfall returned to **normal again**/ many more Ragwort plants grew and, once again, there was **a lot available**/ for the moth to eat. So that year the moth **population increased**/ and the female moth laid many **more eggs**/ than the year **before**. And now, after all that **rainfall and plant growth**, there were just as many **moth**/ in the Ragwort field/ as **there were before**.

TPO33 task6

OK, so/ last time we were talking about/ the processes of starting up a business **on your own**. And how new business owners/ often encounter a lot of **obstacles**. But one way to get an easier **start**/ is through franchising. That's when there's already a **well-known, established** company/ and you open up a new **branch** of that company/ in a **new location**. Your new business will be a part of the **larger established company** with the same name/ and it'll be run just like the other branches of that company. Let's discuss some **advantages** of franchising. Now, one **great advantage** of franchising is that/ the company provides **training** to you and all of your employees. They teach you about **all the aspects** of the business/ and you're given a plan to follow for success. So, you don't have to do the training **yourself**/ or come up with **your own** business plan. For example, if you're opening up a new division of a restaurant/that sells pizza, say. Somebody from the company/ will **come to** the restaurant that you're opening/ and they'll **train** you and your employees/ in how to prepare the pizzas, how to take food orders, plus everything about **how to operate** the restaurant/ so it'll be run exactly like **all the other** restaurants in the company.

Another advantage of franchising/ is the **established customer base/** because your business will have the **same name** as the company/ that's already **well-known**. It'll already have loyal customers **following**. So when you open a new division/ people will want to **come** because/ they'll be confident of **its quality**. So, again, let's say you're opening a new restaurant, a pizza place. The restaurant/ is already **well-known** because it has such good pizza. So when you open your own restaurant/ with the **same name**/ in a **new location**, people know **your** pizza's going to be really good, too. They'll go to **your** restaurant because they already trust/ they'll

have a **good experience** there.

TPO34 task4

Some **researchers**/ did an **experiment** ~~t~~ related ~~d~~ to this. What ~~t~~ they **did** was/ they **assembled** a group of **subjects**, a group of **students**, and they **showed** these students/ a series of **geometrical shapes**. These were very **distinctive** shapes, a little unusual, not ~~t~~ the kind of shapes/ students often see. But ~~t~~/ they **only** showed the students the shapes/ for a **very short** period of time, about a second. They also **lowered** ~~d~~ the light in the room/ to make it even more **difficult**/ for the students to see the shapes. So the shapes were there for a **split** second/ in dim light/ and ~~d~~ then they were **gone**.

In the next ~~t~~ step of the experiment, the researchers **again**/ showed ~~d~~ the students some shapes, but ~~t~~ this time/ they gave the students a **longer** time to look at ~~t~~ them. And ~~d~~ this time/ they showed the images **in pairs**, **two** at a time. In each pair, one shape/ was a shape the students had ~~d~~ **already** seen/ for just a split second in **dim** light. And ~~d~~ the other/ was some **other** shape that/ **hadn't** ~~t~~ been shown to them before. After presenting each pair, the researchers asked the students to say/ which of the two shapes they **liked better**.

Most of the time, the students preferred the shape/ they'd **already seen** earlier in the experiment. Now, if you asked them/ if they'd **already** seen that shape, they probably wouldn't know for sure. But that **didn't matter**. They still tended to **prefer** the shapes/ they'd already seen.

TPO34 task6

So, OK, we've been/ **talking** about frogs, and like all amphibians, frog has/ **thin** skin, which means they lose moisture/ through their skin **easily**. Now, typically, we think of frogs as/ living in **wet** environments. But for frogs/ who live in **dry** places, with desert-like conditions, this can be a problem. Frogs have been able to **survive** in such areas/ by having **different** physical features, special **dry-climate** features/ that help them **maintain** an adequate level of moisture in their cells/ and avoid **drying out**.

Some frogs do this/ by **preventing** water loss through their skin. By creating a sort of covering/ over their skin, they **greatly** reduce their skin's **exposure**/ to the dry air. The covering acts like a **barrier**/ that locks in moisture. For example, some frogs **secrete** a substance through their skin, a **fatty** substance/ that they rub off over their skin/ using their hands and feet, which creates a waxy layer all around their bodies/ that's almost **completely** water-tight.

Other frogs maintain an adequate level of moisture/ through a **different** physical feature, one that allows them/ to **store** water inside their bodies/ for later use. A specially **modified** **internal organ**/ inside their bodies/ enables them to have a **high** water-storage capacity. So the frogs are able to **absorb**/ and **store** moisture during **wet rainy times**/ which they can **rely on** to get through **dry** periods. The aptly named/ water-holding frog, for example, has a bladder that is **highly** elastic and stretchable. When it does rain, the frog **absorbs** water through its skin/ and its bladder **stretches** to hold this extra water. The water is then slowly released from the special bladder/ into the frog's internal tissues/ until the next rain, which might not be for several months.

TPO35 task4

Okay, so an example of this/ is when chickens are used/ to **prepare** a field for planting.

Farmers who do this have a **special** kind of little house/ that they keep their **chickens** in. This little house has four walls and a roof, but it **doesn't** have any floor. And it has **wheels** attached to it/ so it can **easily** be moved from one location to another.

So, farmers move this little house to a field/ where something is going to be **planted**—say, bean plants... and then/ the chickens are placed/ **inside** the house... Now remember, there's **no floor**/ in this house. And what the chickens do is, they **walk around** inside the house/ and **peck at** the soil/ and **eat** any weeds or wild plants that they find... And then, when the chickens are done eating the weeds in that location, the farmers move the house/ to the **next section** of the field... and again/ the chickens peck at the soil/ and eat the weeds. So the chickens get to eat lots of weeds, which are **good** for them.

Now, this activity's also good for the **bean plants**/ that'll be **growing** in the field... because when the chickens eat the weeds, they're **improving the quality** of the soil. Thanks to the chickens, when the bean plants/ start to grow, there won't be any weeds there/ to **compete** with them/ for **crucial** resources like sunlight and water.

TPO35 task6

OK, so, as we know, archaeologists discover objects/ from **past** civilizations—stuff like old pottery, old tools, even sometimes old bits of fabric… and they **examine** these artifacts/ to **learn** about past civilizations. But why are some artifacts **preserved** well enough/ to last for **thousands** of years/ while others just wear away and disappear? Well, a lot of it has to do with the **environmental conditions**/ in the area where the artifacts are found. Artifacts are **preserved better** in environments/ where the bacteria that **cause decay**/ are less likely to grow. So let's look at two environmental conditions/ that **discourage** bacterial growth/ and thus **help preserve** archaeological artifacts.

One environmental condition that **inhibits** bacterial growth, and **helps preserve** artifacts, is aridity, uh, **lack** of moisture. Bacteria that cause decay/ **can't** survive well in dry environments, and artifacts don't decay **as fast** in arid climates/ without much **moisture**. So, many of the best-preserved archaeological artifacts/ have been **found** in such climates. For example, in the deserts of Egypt, archaeologists have found tombs/ more than **two thousand** years old/ with brightly colored **wall paintings** in them. And those wall paintings? Well, their colors were still as**/ clear and bright**/ as a painting made today.

Another environmental condition/ is **lack of** oxygen. Bacteria, like all living things, depend on **oxygen**/ to grow, so when there's **no** oxygen present, they **can't** grow and cause decay. So artifacts are usually well preserved/ when they end up in environments/ that contain **little or no** oxygen like, for example, the bottom of the ocean, which is where archaeologists found an ancient ship that had **sunk**/ and **settled into** the mud/ at the bottom of the Mediterranean Sea. The ship was carrying **vases**, and the vases were still **intact/ and remarkably** well

preserved.