

## Map of the book

Unit	Listening Skills & Strategies
<b>Unit 1</b> <b>Life on Campus</b> P2	<ul style="list-style-type: none"> <li>• recognize pauses, hesitations, repetitions, and requests in conversations</li> <li>• discriminate sound assimilations in word boundaries</li> <li>• use contextual clues to deduce a possible conclusion</li> </ul>
<b>Unit 2</b> <b>Family Life</b> P22	<ul style="list-style-type: none"> <li>• recognize sentence stress and understand how it helps convey sentence meaning</li> <li>• recall and note down numbers</li> </ul>
<b>Unit 3</b> <b>Life Around the World</b> P44	<ul style="list-style-type: none"> <li>• take down numbers accurately</li> <li>• associate the spelling of words with their pronunciation</li> </ul>
<b>Unit 4</b> <b>Life Online</b> P64	<ul style="list-style-type: none"> <li>• use contextual clues to deduce meanings of words about viral power of the Internet</li> <li>• understand the rhythms of complex sentences</li> <li>• make predictions with the help of adversative adverbs like <i>however</i>, <i>but</i>, etc</li> </ul>
<b>Unit 5</b> <b>The Lives of Icons</b> P84	<ul style="list-style-type: none"> <li>• discriminate similar sounds of English</li> <li>• recognize different English accents, especially an African American accent</li> </ul>
<b>Unit 6</b> <b>Animal Life</b> P106	<ul style="list-style-type: none"> <li>• recognize the stress patterns of English sentences</li> <li>• notice the differences between accents from different English-speaking countries</li> <li>• apply the strategy of planning</li> </ul>
<b>Unit 7</b> <b>Marine Life</b> P128	<ul style="list-style-type: none"> <li>• understand pragmatic function of everyday expressions</li> <li>• identify sentence stresses and figure out the purposes of stresses</li> <li>• identify different views on dolphins' intelligence and how these arguments are analyzed</li> </ul>
<b>Unit 8</b> <b>Green Living</b> P146	<ul style="list-style-type: none"> <li>• identify stressed and unstressed words in chunks</li> <li>• use contextual clues to deduce word meaning</li> </ul>
<b>Unit 9</b> <b>Life Beyond the Earth</b> P164	<ul style="list-style-type: none"> <li>• take notes of key words in describing landmark events in the development of space telescope</li> <li>• make inferences about the content with the help of conjunction words like <i>but</i>, <i>although</i>, etc.</li> <li>• note how intonation and stress contribute to the expression of meaning</li> </ul>
<b>Unit 10</b> <b>Life in the Future</b> P184	<ul style="list-style-type: none"> <li>• predict the stress pattern of given sentences</li> <li>• infer the meaning of words or sentences from the context</li> <li>• summarize the thesis of a talk on future technology</li> </ul>
<b>Appendix</b> P204	

	Critical Thinking Skills	Intercultural Competence
	<ul style="list-style-type: none"> <li>locate the theme of a news report</li> <li>interpret the meaning of education from various perspectives</li> <li>use relevant evidence or examples to make a point or explain a concept</li> </ul>	<ul style="list-style-type: none"> <li>analyze the impact of culture on education</li> <li>explore the challenges and opportunities of college education</li> </ul>
	<ul style="list-style-type: none"> <li>identify the different assumptions on parenting</li> <li>explain the metaphors of marriage</li> <li>evaluate the statistical evidence of facts about world population</li> </ul>	<ul style="list-style-type: none"> <li>compare the ways of parenting and caring aging people between different cultures</li> </ul>
	<ul style="list-style-type: none"> <li>use contextual clues to deduce the meaning of words</li> <li>group individual factors into larger categories</li> <li>examine implications and consequences</li> </ul>	<ul style="list-style-type: none"> <li>analyze the impact of culture on people's perception of happiness</li> <li>compare the adventures of Eastern and Western explorers</li> </ul>
	<ul style="list-style-type: none"> <li>compare traditional banking services with online financial services</li> <li>explore interdisciplinary connection in the context of a networking world</li> <li>evaluate online freedom from the perspective of a victim, a bully, and a spectator</li> </ul>	<ul style="list-style-type: none"> <li>explore ways to self-protect in the era of the Internet</li> <li>compare the situation of cyber-bullying in China and that in America</li> </ul>
	<ul style="list-style-type: none"> <li>evaluate the consequences of Columbus' discovery of the New World</li> <li>analyze and assess the advantages and disadvantages of a family-controlled business</li> </ul>	<ul style="list-style-type: none"> <li>understand the global impact of Nelson Mandela across cultures</li> <li>ponder the impacts of modern civilization on indigenous cultures around the world</li> <li>explore the roles played by great figures in human history</li> </ul>
	<ul style="list-style-type: none"> <li>understand the basic arguments in respect of animal extinction</li> <li>generate implications of wildlife protection</li> </ul>	<ul style="list-style-type: none"> <li>examine the similarities and differences in animal imagery across cultures</li> <li>explain animal behavior and why some animals are endangered</li> </ul>
	<ul style="list-style-type: none"> <li>identify counterarguments against judgments of dolphins' intelligence</li> <li>identify different opinions held by different countries to ocean protection and find out causes of these differences</li> </ul>	<ul style="list-style-type: none"> <li>explore how people from different cultural backgrounds can benefit from marine life sustainably and contribute to its conservation</li> </ul>
	<ul style="list-style-type: none"> <li>analyze rhetorical devices, such as analogy and satire</li> <li>compare and evaluate different versions of explanation for global warming</li> <li>analyze and evaluate the arguments about eating local and present counterarguments</li> </ul>	<ul style="list-style-type: none"> <li>interpret and comment on the idea of "Harmony of Man with Nature" (<i>tianren-heyi</i>) in Chinese philosophy</li> <li>research on biofuel production in China</li> </ul>
	<ul style="list-style-type: none"> <li>compare the features of different space observatory devices</li> <li>develop criteria for the evaluation of space exploration missions</li> <li>clarify the features of a particular celestial body, such as Mercury and Venus</li> </ul>	<ul style="list-style-type: none"> <li>explore the diverse cultures of an international working environment</li> </ul>
	<ul style="list-style-type: none"> <li>comment on strategies of presenting information about hi-tech devices</li> <li>compare the marketing strategies of different car manufacturers</li> <li>evaluate the impacts of new trends in science and technology</li> </ul>	<ul style="list-style-type: none"> <li>analyze irony, satire, and sarcasm in an American sci-fi film</li> <li>write creatively about time travel in a Chinese context</li> </ul>

## 10 Dimensions of Autonomous Learning

1. Cooperate effectively in pair and group work.
2. Use online or library resources for independent learning.
3. Learn (both linguistically and socioculturally) from direct observation of and participation in communication events.
4. Preview a text or a learning task.
5. Check, verify, or correct one's comprehension or performance in the course of a task.
6. Check the outcomes of one's own performance against evaluation criteria.
7. Ask for clarification, verification or correction.
8. Make conscious reflection upon one's learning experiences, strategies and outcomes.
9. Keep a portfolio of learning resources.
10. Check one's own progress and make self-reinforcements accordingly.



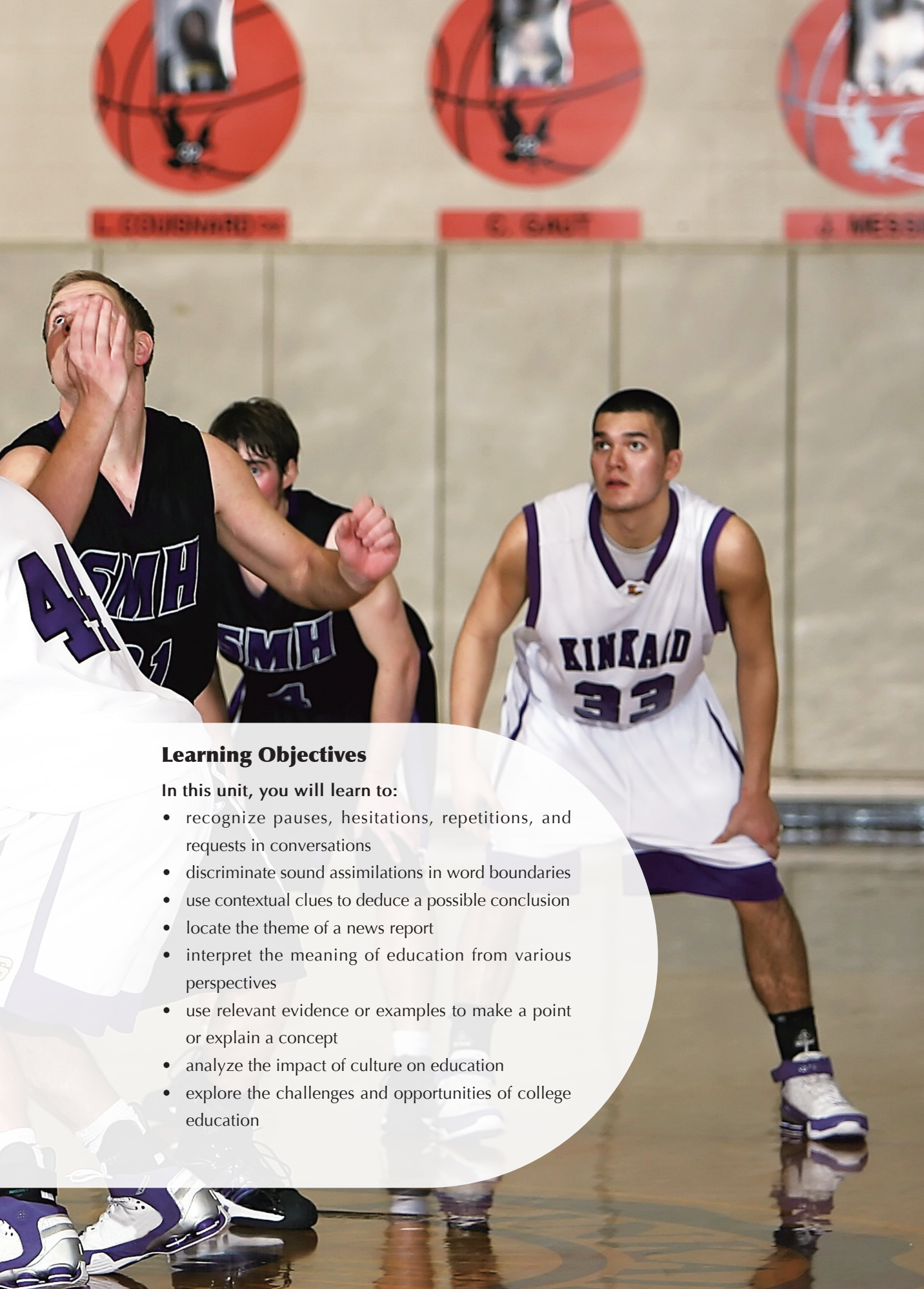


# Unit 1 | Life on Campus



What do you think of your first week in college? You may have already settled down and made some friends. Or you might still miss your old pals. Anyway, as a college student, you are here on campus to learn. Have you ever thought of the purposes of your college education? Besides knowledge, what other valuable things do you expect to obtain from your college life? Developing your interests and hobbies such as playing tennis, playing the violin, or dancing? Or learning to make public speeches, running a club for environmental protection, having part-time jobs to enrich your life and work experience, etc.? With so many exciting things to experience and achieve, how are you going to fit them into your busy schedule? Come with us and enjoy your exciting college life.





## Learning Objectives

In this unit, you will learn to:

- recognize pauses, hesitations, repetitions, and requests in conversations
- discriminate sound assimilations in word boundaries
- use contextual clues to deduce a possible conclusion
- locate the theme of a news report
- interpret the meaning of education from various perspectives
- use relevant evidence or examples to make a point or explain a concept
- analyze the impact of culture on education
- explore the challenges and opportunities of college education

# Session One

## Adjusting to College

### Warming Up

**1** Do you know who they are? Write their names on the line after each description.

1. His official schooling was only three months long. His teacher thought he was very slow, but his mother believed in his remarkable intelligence and began to teach him at home. He was also encouraged to use the local library to study. In fact, he never stopped learning. With his numerous inventions, the light bulb as his most famous invention, he greatly influenced people's lives around the world. \_\_\_\_\_
2. She graduated from Sorbonne, one of the first universities established in Europe. As a celebrated physicist and chemist, she gave her life to researching and discovering. She was the first woman to win a Nobel Prize, the first person and the only woman to win twice. More impressively, she was the only person to win twice in multiple sciences. \_\_\_\_\_
3. He was born in a remote county of Shandong Province in China. He left school at the age of 11 and received no formal education in his youth. His love and passion for writing motivated him to start college education in his thirties. He was the first Chinese national to win the Nobel Prize in Literature. \_\_\_\_\_
4. He attended Harvard, one of the top universities in the US, but later he dropped out in order to devote all his time to a computer software company. Now he is known as the founder of Microsoft and as one of the richest men in the world. \_\_\_\_\_

**2** Which of the above figures do you admire most? Why? How much did formal college education contribute to their success?





## Part One: First Week in College

### Lead-in

**Task 1** Listen to four students talking about their first week in college and answer the following questions.

1. What do they think of their first week at college? Tick (✓) those mentioned in the clip.
  - ☐ Exciting and new
  - ☐ Feeling independent and free
  - ☐ Strange and terrifying
  - ☐ A place to make new friends
  - ☐ Different and a little scary
  - ☐ Confusing and crowded
2. Are they from the same country? How do you know?
3. How do you describe your first day or week at college?

- 2** The words in bold are from Listening Skills & Strategies in this part. Listen to their explanations. Then complete each sentence with the correct word. You may change the form when necessary.

- A. **Multiculturalism** refers to the belief that it is important and good to include people or ideas from many different countries, races, or religions.
- B. A **feminist** refers to someone who supports the idea that women should have the same rights and opportunities as men.
- C. A **laureate** is a person who has been given an important prize or honor, especially the Nobel Prize.
- D. **Smack** can be used as an adverb, meaning exactly or directly in the middle of something, in front of something, etc.
- E. **Floral** means being made of flowers or decorated with flowers or pictures of flowers.
- F. A **co-op** is a building owned by a corporation. To “own” a co-op apartment is to buy shares in the corporation, which gives you the right to live in a particular unit within the building. Being self-governed and often self-maintained, co-ops are less expensive than individually-owned apartments.

1. The University of Chicago has more Nobel \_\_\_\_\_ than Yale University.
2. During the 19th century and early 20th century, in the UK and US, \_\_\_\_\_ focused on the promotion of equal contract, marriage, parenting, and property rights for women.
3. \_\_\_\_\_ make up about 80% of the real estate market in this city, and they are generally in buildings built before the 1980s.
4. \_\_\_\_\_ was adopted as the official policy of the Canadian government during the 1970s and 1980s.
5. She seated herself at the desk, relocated a(n) \_\_\_\_\_ display and smiled as the first patient walked into the room.
6. Our house was \_\_\_\_\_ in the middle of the city.

## Listening Skills & Strategies

**Task 1** Listen to a dialogue about UC Berkeley and decide whether the following statements are true (T) or false (F).

- (    ) 1. UC Berkeley is famous because of its research in history.
- (    ) 2. Some Nobel Prize winners were attracted to work for UC Berkeley because they liked the beautiful campus very much.
- (    ) 3. Mikey thinks UC Berkeley is not a college town, because it is right in the middle of a big city.
- (    ) 4. The beautiful campus of UC Berkeley is located east of the ocean and west of the mountains.
- (    ) 5. Mikey had to work in her spare time because she lived in a very expensive dormitory for four years.

**2** Listen to the dialogue again. Pay attention to how Mikey pauses, hesitates and requests ideas in the dialogue. Then answer the following questions.

1. What fillers does Mikey use to pause or show hesitation?

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2. What does Mikey say to request ideas from the man?

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## Critical Listening

**Task 1** Listen to the dialogue for the third time and answer the following questions.

1. What evidence does Mikey offer to demonstrate the reputation of UC Berkeley?

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2. Does Mikey mention any facts or personal experiences that are not so relevant to the reputation of her university? If yes, what are they?

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3. What are your criteria for evaluating a university? According to your criteria, would you rank UC Berkeley as a great university? Why or why not?

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- 2** Find out the major advantages of living in co-ops according to what you hear from the dialogue. Discuss in groups other possible advantages and disadvantages of living there. Then list them in the following table.

Advantages	
1	
2	
3	
...	
Disadvantages	
1	
2	
3	
...	

## Part Two: Living Independently

### Lead-in

- Task** **1** Listen to an interview in which a girl student is asked about her work experience in college. Tick (✓) the jobs mentioned in the interview.

- ☐ Campus tour guide
- ☐ Peer tutor
- ☐ University bookstore employee
- ☐ Student canteen employee
- ☐ Ticket seller in fitness center
- ☐ Teaching assistant
- ☐ Research assistant
- ☐ Campus technical support





**2** The words in bold are from Listening Skills & Strategies in this part. Listen to the sentences. Then write the word next to its definition.

- A. He obtained his **doctorate** in physics at Chicago University.
- B. Last year, more than 25 state colleges and universities systems increased their **tuitions** by 10-20% over inflation.
- C. There has been a decline in **enrollment** in liberal arts courses in favor of highly specialized training for high-paying careers, mostly in business.
- D. Scientists had focused on two explanations to solve this **conundrum**.
- E. The baby had been getting bigger gradually and my morning sickness was **diminishing**.
- F. To **deprive** the boy of his education is a violation of state law.
- G. The cold weather **boosted** demand for electricity.
- H. Life on Earth will become **unsustainable** unless population growth is held in check.

1. \_\_\_\_\_:  
to become or make something become smaller or less
2. \_\_\_\_\_:  
to prevent someone from having something that they need or should have
3. \_\_\_\_\_:  
a university degree of the highest level
4. \_\_\_\_\_:  
the process of arranging to join a school, university, course, etc.
5. \_\_\_\_\_:  
unable to continue at the same rate or in the same way
6. \_\_\_\_\_:  
a confusing and difficult problem
7. \_\_\_\_\_:  
to help something to increase or to improve
8. \_\_\_\_\_:  
money that you pay to take lessons at college, university, or private school

## Listening Skills & Strategies

### Task

**1** Listen to a piece of news on soaring college costs and decide whether the following statements are true (T) or false (F).

- (   ) 1. In the US, students can pay for college with school loans.  
The debts could be a big sum of money for them to pay off after they graduate.
- (   ) 2. For the past 30 years, college tuition fees have been going up at approximately the same rate as inflation, and students have to pay more to receive a college education.
- (   ) 3. The government is trying to solve the problem by providing more funds for higher education.
- (   ) 4. Failing to produce post-secondary talents has substantial effects on economic growth.
- (   ) 5. Soaring tuition fees may prevent some students from pursuing a college degree.

**2** Listen to the news again and fill in the blanks below. Pay attention to word boundaries.

- 1. Joshua Jordan earned a \_\_\_\_\_ degree in physical therapy. He hopes to open his own practice someday, and says having the expensive \_\_\_\_\_ degree is good for his patients, but hard on his \_\_\_\_\_.
- 2. Universities say they're caught between \_\_\_\_\_  
\_\_\_\_\_, \_\_\_\_\_  
who have the skills to find work elsewhere if they are not well paid, and falling financial support from state governments.
- 3. "There \_\_\_\_\_ no way I  
\_\_\_\_\_ created a career for myself that I wanted to do without the use of student loans."

## Critical Listening

**Task 1** Listen to the news for the third time and answer the following questions.

1. What is the central theme of this news?

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2. Why do universities charge higher tuition fees than before according to the sources in the news? How do you evaluate the reliability of the sources?

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3. What are the major effects of the soaring college costs according to the experts?

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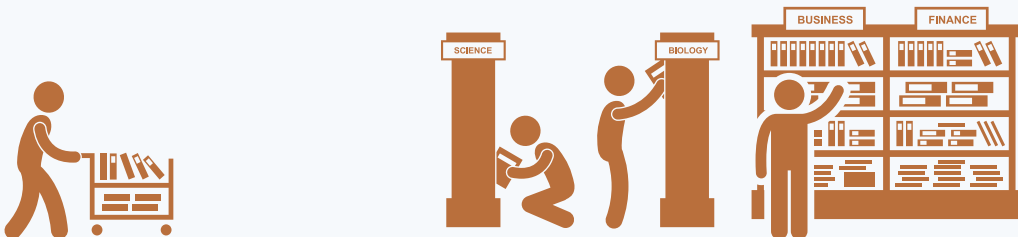
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4. Does the news suggest any solution to the problem of soaring college costs? What solutions would you recommend to the American government?

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**2** Discuss the effects of higher college tuition fees in groups of four. You may cover the favorable effects as well as the unfavorable ones.





## Part Three: Intercultural Reflection

### Task

- 1 Listen to a news report on how increased tuition fees influence British people's attitudes toward university degrees. After listening, discuss in small groups whether there are similar problems in China and how to solve those problems. Then prepare a group presentation of three minutes to illustrate your ideas.
- 2 Listen to the song *College* and think about how you will spend your college time.

### Background

Pat Green, born on April 5, 1972 in San Antonio, Texas, is an American Texas Country music artist. Many of his singles have charted on the *Billboard* Hot Country Songs charts. *College*, sung by himself and Brad Paisley, is included in his studio album, *Lucky Ones*. This song is about their memories of college life.

At college, we understand more of ourselves, we learn how to make friends and we know more of the world. College makes a man out of a boy, and a woman out of a girl. College is a time for personal growth and development.

# Session Two

## Why Go to College

### Warming Up

Discuss in small groups the following questions.

1. Why do you go to college?
2. Why should we receive an education?

### Part One: Creativity and Social Responsibility

#### Lead-in

**Task 1** Listen to an audio clip about different opinions on the purposes of education and get as many key points as you can. Then work in pairs to complete the chart below.

Question: What Is the Purpose of Education?

Names	Answers
John Dewey	
Noam Chomsky	
Ilina Das Ewen	



**2** The words and phrases in bold are from Listening Skills & Strategies in this part. Listen to the sentences and fill in the blanks with what you hear. Pay attention to the sound and meaning of each word and phrase in bold.

1. A **catered** event is one where \_\_\_\_\_ is provided. We can say a catered lunch, a catered dinner, or a catered event. For example, some companies treat employees to a monthly catered lunch.
2. **Perishable** food refers to food products that \_\_\_\_\_, such as butter, milk, and fruits.
3. A **food bank** or a **food pantry** is a place where food is given to people \_\_\_\_\_ to buy it. It is a supplement to low or fixed income, loss of income due to illness or job loss, or loss of second income for single parents. It helps provide nutritious food to babies, children, seniors, veterans, and struggling families.
4. **Food insecurity** refers to the household-level economic and social condition of \_\_\_\_\_ access to adequate food. Hunger is an individual-level physiological condition that may result from food insecurity.
5. **Notification** refers to the action of \_\_\_\_\_. It is often a written or printed notice, announcement, or warning.
6. **Expertise** means \_\_\_\_\_ that you get from experience, training, or study.

## Listening Skills & Strategies

**Task 1** Listen to the first part of a report on a competition and fill in the blanks with what you hear.

Students from Arizona State University won \_\_\_\_\_  
last week at the Imagine Cup finals in the United States. \_\_\_\_\_  
\_\_\_\_\_ organizes the yearly competition.

The Imagine Cup asks students to use their \_\_\_\_\_ and  
their love of \_\_\_\_\_ to solve some of the world's biggest  
problems. More than \_\_\_\_\_ students in the United  
States alone \_\_\_\_\_ the event this year. Twenty-two  
teams were chosen to take part in the finals in Seattle, Washington.

**2** Listen to the whole report and complete the following chart in your own words.

What is the name of the team/project that won first place?

\_\_\_\_\_

What has motivated the project?

\_\_\_\_\_

How do people use the application and website?

1. Restaurant managers \_\_\_\_\_

2. Volunteer drivers \_\_\_\_\_

3. People living in food insecurity \_\_\_\_\_

What actually energizes the students?

\_\_\_\_\_

What changes have taken place since the first competition?

\_\_\_\_\_



## Critical Listening

**Task 1** Listen to the whole report again and answer the following questions.

1. Why do you think the team is named Flash Food?

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2. Do you think Flash Food project is meaningful? State your reasons.

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3. Do you think the Imagine Cup competition is worthwhile? Why or why not?

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**2** In groups of four, discuss your personal efforts in making a difference to your community.





## Part Two: Difference Between Gifts and Choices

### Lead-in

**Task** **1** Listen to an audio clip about ways to build a social life in college and fill in the blanks with what you hear.

1. Start Early.

Even if you consider yourself to be introverted, be more \_\_\_\_\_ than you normally would the first week. Over the first couple of days, try to meet and talk to as many people as you can in your dorm and in class. The best way to develop a \_\_\_\_\_ is to do everything in a group the first few weeks. By developing a group, or community, within your dorm, you'll form friendships quickly.

2. Study, Study, Study!

Not only are study groups helpful, but they will also allow you to meet other students in your classes. \_\_\_\_\_ yourself to people around you during the first few weeks of class. When you receive your first assignment, talk to anyone you've met and arrange a date a few days before the assignment is due to get together as a group. Helping others on their homework also helps you \_\_\_\_\_ your knowledge.

3. Get \_\_\_\_\_ on Campus.

Join, join, join! Your \_\_\_\_\_ year is the ideal year to join a club or organization. Many schools offer a variety of organizations to choose from and they provide a steady source of new people to meet.

4. Earn Extra Cash with an On-campus Job.

If you feel there's time in your \_\_\_\_\_ for a part-time job, what are you waiting for? On-campus jobs are generally more \_\_\_\_\_ than off-campus jobs and allow you to meet people you go to school with. You can also get real-world experience.

- 2** The words and phrases in bold are from Listening Skills & Strategies in this part. Listen to the sentences and fill in the blanks with what you hear. Pay attention to the sound and meaning of each word and expression in bold.

1. A **ranch** is a very large farm where \_\_\_\_\_ are kept.
2. A **caravan** is a group of trailers traveling together. It contains \_\_\_\_\_ so that people can live or spend their vacations in it.
3. **Arithmetic** refers to the part of mathematics that involves \_\_\_\_\_ such as addition, subtraction or multiplication.
4. A **puff** is an act of \_\_\_\_\_ on a cigarette, pipe, etc.
5. To **proclaim** is to announce or \_\_\_\_\_ something in a public, official, or definite way.
6. **To the detriment of something** means resulting in \_\_\_\_\_ or \_\_\_\_\_ to something.

## Listening Skills & Strategies

- Task** **1** Watch the first part of a speech by Jeff Bezos, the founder and CEO of Amazon.com. Then complete the summary of the story.

As a kid, I spent my summers with my grandparents \_\_\_\_\_ in Texas. My grandparents often joined the caravan and traveled in their trailer around the US and Canada. On one particular trip, \_\_\_\_\_. My grandfather was driving and my grandmother sat in the passenger seat, \_\_\_\_\_. I hated the smell. At that age, I was fond of making estimates and doing minor arithmetic. I'd been hearing an ad saying that every puff of a cigarette takes two minutes off of a person's life. So I decided to \_\_\_\_\_ for my grandmother. I estimated the number of cigarettes per day and the number of puffs per cigarette. When I was satisfied that \_\_\_\_\_ a reasonable number, I poked my head into the front of the car, tapped my grandmother on the shoulder, and proudly proclaimed, "At two minutes per puff, you've taken \_\_\_\_\_ off your life!" I have a vivid memory of what happened, and it was not \_\_\_\_\_.

- 2** Discuss the following question with your partner.

What do you expect to happen after Bezos tapped his grandmother on the shoulder and told her his findings?

## Critical Listening

**Task** **1** Listen to the whole speech and answer the following questions.

1. Why does Bezos start his speech by telling a story? Are you attracted by the story?

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2. What is the central message that Bezos wants to deliver to the audience?

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3. What does Bezos say about gifts and choices respectively? Please elaborate with your own examples.

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4. What does moral education mean to you? Do you think it is still important at college? Why or why not?

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- 2** Bezos concludes, “You can seduce yourself with your gifts if you’re not careful, and if you do, it’ll probably be to the detriment of your choices.” How do you understand his words? Do you agree with him as for the differences between gifts and choices? Discuss in groups of four and try to use your own example or personal experience to illustrate your point.



## Part Three: Intercultural Reflection

- Task**
- 1** Listen to a report on the impact of culture on education. Pay attention to the comparison among Asian, Hispanic, European, and North American countries. Prepare a group presentation of three minutes in which you compare China's education with another country's from a cultural perspective.
  - 2** Watch the film *The Great Debaters* and share with your classmates your views about the movie.

### Background

*The Great Debaters* is a 2007 American biographical drama film based on a true story of Melvin B. Tolson, a professor at Wiley College Texas. In 1935, the Wiley College debate team coached by him defeated the reigning national debate champion, the University of Southern California (depicted as Harvard University in the movie). After the Civil War in the United States, three constitutional amendments were passed to grant legal status to the newly freed African Americans. However, shortly after that, the US Supreme Court handed down a series of decision that made the laws lose the legal force. The rights of African Americans were severely limited. They were separated from whites in public places such as schools, theaters, and buses. Blacks and whites cannot go to the same church or even the same shop, let alone go to the same school. That was why the victory of an all-black debate team over a white school, particularly one with the stature of Harvard was so impressive in the 1930s.