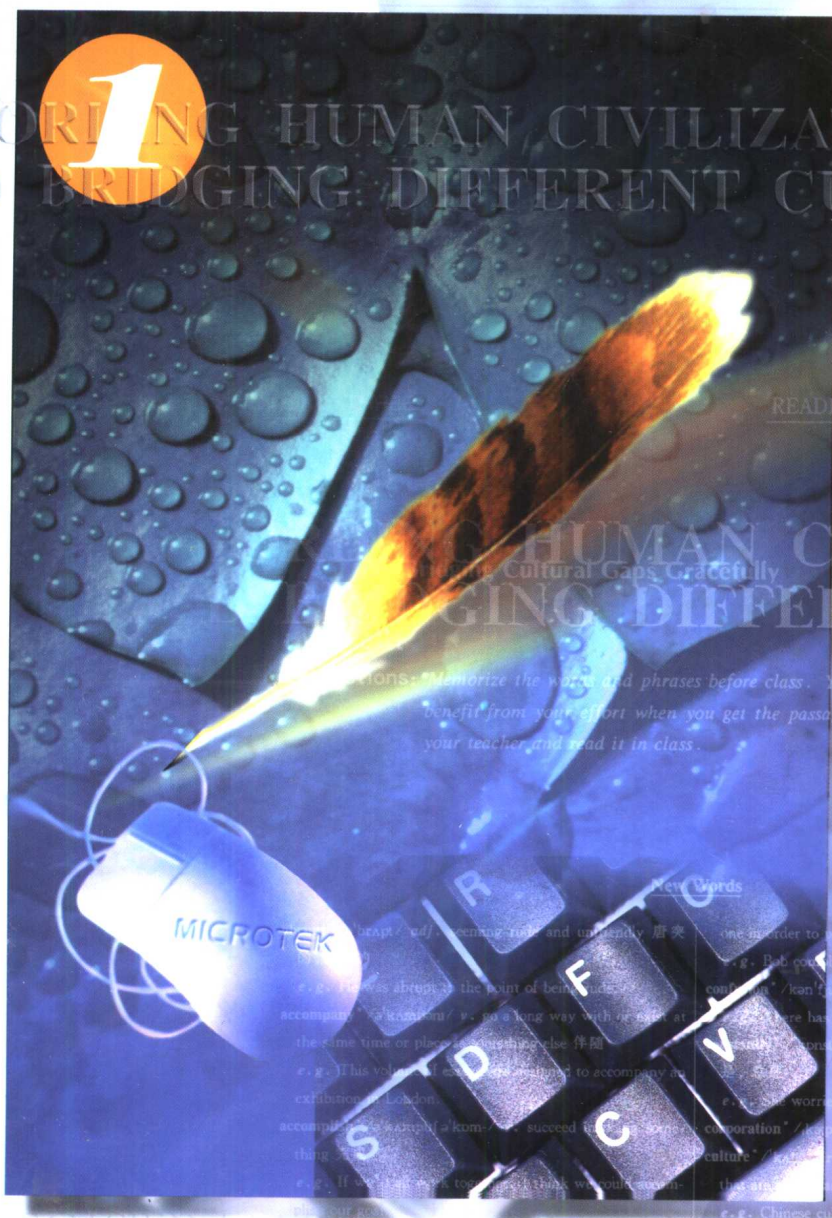


新编大学英语

NEW COLLEGE ENGLISH

教师用书

浙江大学 编著



学(北京)

-42

25-1

外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

New College English 新 编 大 学 英 语

教师用书

1

浙江大学 编著

主 编：应惠兰

编 者：蒋景阳 何莲珍 王元春
周颂波 张兴奎

审订者：邵永真 Sally Ross (加拿大)

外语教学与研究出版社
Foreign Language Teaching and Research Press

(京)新登字 155 号

图书在版编目(CIP)数据

新编大学英语教师用书 1/浙江大学编著. - 北京: 外语教学与研究出版社, 1999. 4

ISBN 7-5600-1503-4

I. 新… II. 浙… III. 英语-高等学校-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字(1999)第 13329 号

版权所有 翻印必究

新编大学英语 教师用书 1

编著: 浙江大学

* * *

项目负责人: 赵文炎 叶向阳

责任编辑: 夏 青 杨寿勋

封面设计: 高 瓦

体例版式: 韩冬梅 王 勇

插图设计: 陈菽现 诸中英

外研社大学英语工作室:

电话: 010-68917544

传真: 010-68916344

E-mail: wyb@public.east.cn.net

宗旨: 推动科研 服务教学

出版发行: 外语教学与研究出版社

社 址: 北京市西三环北路 19 号 (100089)

网 址: <http://www.fltrp.com.cn>

印 刷: 北京第二新华印刷厂

开 本: 787×1092 1/16

印 张: 11

字 数: 184 千字

版 次: 1999 年 4 月第 1 版 2001 年 2 月第 4 次印刷

印 数: 30001—40000 册

书 号: ISBN 7-5600-1503-4/G·639

定 价: 11.90 元

* * *

如有印刷、装订质量问题出版社负责调换

前 言

《新编大学英语》是按“以学生为中心的主题教学模式”编写的教材。有1至6级,分学生用书和教师用书。第1册为1级,有12个单元,每单元由4部分组成:(1)准备活动(Preparation);(2)以听力为中心的语言活动(Listening-Centered Activities);(3)以阅读为中心的语言活动(Reading-Centered Activities);(4)巩固和提高(Further Development)。准备活动旨在激发学生对本单元有关内容的兴趣,开阔他们的思路,使他们进入积极的语言活动状态。以听力和阅读为中心的语言活动旨在让学生获取大量的可理解的语言输入,提高语言能力,在此基础上展开各项语言活动。课内阅读文章以活页形式由教师在阅读前发给学生,当场阅读。巩固和提高是在学生学完本单元课内(1篇)和课外(2至3篇)所有的文章之后进行的。此时,学生对同一个主题的有关内容、语汇和表达法已有了一定的接触和了解,通过这一部分的综合性语言活动进一步提高应用能力。

每单元围绕一个主题展开读、听、说、写、译等活动,旨在培养学生的语言综合能力。因为语言技能的发展是不可分割、相辅相成的。在实际语言环境中,也要求语言技能的综合应用。本教材所选用的材料语言规范,具有时代性、知识性、趣味性和可思性。形式多样的课堂活动,使学生在课堂教学的过程中积极思考、自觉参与、获取知识、了解风情、提高能力。在12个单元结束后,有一份学生自测试卷,并提供答案以便自我检查。课内和课外阅读文章均有词表。单词的注释以有利于学生理解词义、扩大词汇量为出发点:以英汉注释为主,如英文注释清楚明了则没有中文注释。少数单词如果英文注释过长,显得累赘,则只注中文。同时,词表中还配有大量的例句,便于学生掌握。

《新编大学英语》配有供学生课外使用的自主听力教材 *Listening Practice* 1至4级。每级12个单元,每单元两课,围绕同一个主题。每级包括听力练习和小测验,并提供全部的录音材料文字稿和练习及小测验的答案,以利于学生自学。教材选材新颖、题材多样、内容丰富、趣味性强,加上练习形式活泼,能激发学生的自学兴趣。每三个单元后有一个小测验,以便学生自我检查。

整套教材采用了“以学生为中心的主题教学模式”。词汇、听力、阅读均符合新大纲的各项规定及量化指标。读、听、说、写、译的技能也是按新大纲规定的“较强的阅读能力,一定的听、说、写、译能力”两个层次要求编写的。“以学生为中心”旨在理解和体现学生在知识、智力、情感、个性等方面的需求。“主题教学”指以主题为依据,选取了与学生的校园和社会生活息息相关的语言最佳样本。同时提供给了学生大量的、相互有联系的、符合认知需求的语言材料和语汇。语汇复现率高,便于联想和记忆。

为了便于教师使用,教师用书中有客观题的全部答案,并为所有主观题,包括作文,提供了实例。所有话题均提供相关的参考信息。课内阅读文章有补充的语言语法点,并有参考译文。每单元均配有活页形式的小测验,可以在该单元结束后进行,或由教师灵活掌握,并在教师用书中提供全部答案。每单元需6课时:Preparation 和 Listening-Centered Activities 2课时, Reading-Centered Activities 2课时, Further Development 2课时。

本教材是在理论研究的基础上,根据大学英语教学的实际情况,在浙江大学经过1997年8个试点班和1998年二千六百多名学生的使用,不断总结经验、不断完善以后出版的。我们衷心地感谢浙江大学教务处、浙江大学97级试点班的全体同学和98级的全体同学、浙江大学外语系大学英语第一英语教研室和第二英语教研室的全体教师、浙江大学外国语言学与应用语言学研究生、浙江大学外语系办公室及实验室和资料室的全体工作人员、美国语言专家 Maxine Huffman、Don Huffman、

Naomi Woronov、Tom Cook、Patricia Cook 以及兄弟院校的同行及专家，有了他们的大力支持和无私奉献，才有本教材的顺利出版。

本教材由应惠兰教授主编，蒋景阳、何莲珍、王元春、周颂波和张兴奎编写，邵永真教授和加拿大籍专家 Sally Ross 博士审稿。参加编写工作的还有：黄建滨、周星、袁靖、徐莹、徐丽萍、美籍专家 Maxine Huffman 博士和 Don Huffman 博士。

Table of Contents

Unit 1	Love	1
Unit 2	Psychology in Our Daily Life	11
Unit 3	Culture	22
Unit 4	Holidays and Special Days	35
Unit 5	Money	50
Unit 6	Shopping	65
Unit 7	Emotions and Health	77
Unit 8	Social Problems	91
Unit 9	The Joy of Travel	103
Unit 10	Man and Animals	117
Unit 11	Advertising	130
Unit 12	Reflections on Life	142
Key to Quizzes 1 ~ 12		155

Useful Information

Whether it is a mother's nurturing love for her child, a son's loyal love for his father, the love between husband and wife, or the love between friends, love is a universal emotion that expresses itself in every culture. To love is to be human. To need love is also to be human. Children, for example, need loving care in order to be emotionally healthy.

Love is a deep feeling of fondness, affection and friendship that grows between two people. Romantic love usually begins as passion and evolves with time to a more lasting sense of attachment. Many of the famous romantic love stories in various cultures end in the tragedies of death or betrayal. The loss of love is a favorite musical theme and the subject of countless stories, operas, songs, and ballads.

The verb "like" is not as strong as the verb "love" and generally does not imply deep emotions. "Like" means to find pleasure or satisfaction in something or someone: I like eating at the restaurant; My son likes his teacher. In English, the word "love" is often used informally instead of "like" in an intensified sense: He loves music; Children love ice-cream; She loves her new job. However, "love" and "like" are not totally interchangeable. It is often the context that indicates the strength of the word "love". The verb "love" should not be used in the first person, when speaking to another person, except in romantic situations (I love you). When in doubt as to which verb to use, it is better to use "like" with an adverb: I like your dress a lot; I really like my professor; His boss liked his proposal immensely.

Part One Preparation

1. Getting to Know Each Other

This is an activity to prepare the students for the kind of group work that is similar to what they will be doing throughout the semester. The teacher may provide more words for the students to make sure that every student participates in the activity. Each group should have a group leader to help the teacher achieve this goal. The group leader should also control the time each one in the group talks so that nobody dominates the discussion. The teacher may walk around the classroom and participate in different conversations.

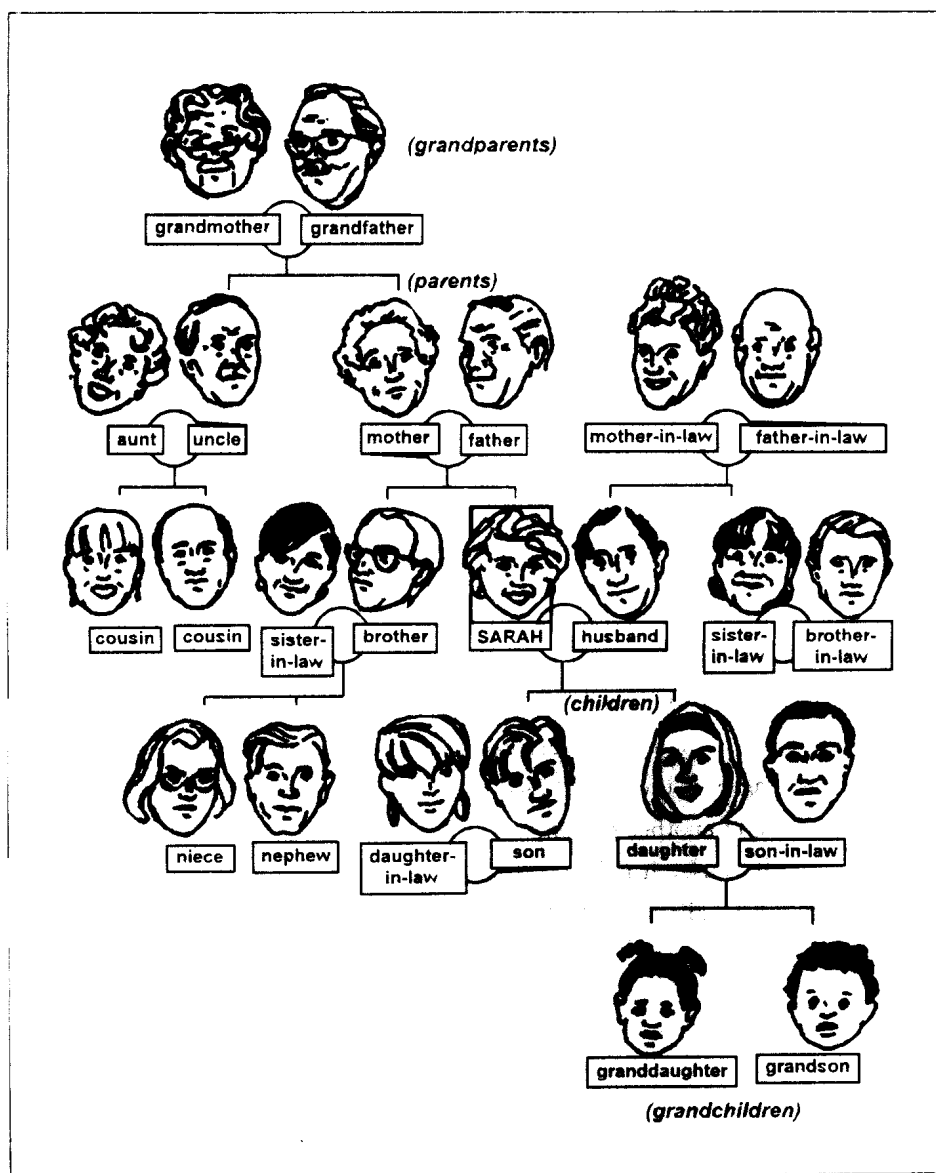
Sample

My name is Wang Ling. I am eighteen. I come from Hangzhou, Zhejiang Province. I graduated from the Fourth Middle School. Hangzhou is a very beautiful city, it has the West Lake, which is famous all over the world. I love my hometown.

I have a lot of hobbies, such as playing tennis, basketball, table tennis, and listening to music.

I hope we can become good friends.

2. Getting to Know the Members of the Family



* From *Oxford Wordpower Dictionary*, Oxford University Press, 1994.

3. Talking about Someone You Love

Sample

I love my mother most, because she's always very kind to me, unlike my father who will scold me or slap me if I make mistakes or if I am naughty. My mother is an ordinary-looking woman, but in my eyes she is very beautiful. She is very hard-working and does almost all the housework. When I was working for the entrance examinations, she was very considerate and never let me do any housework. When I was hungry at night, she would fix a snack for me. She is a good cook. It's a pity that I am not able to have what she cooks because I am far away from home.

Part Two Listening-Centered Activities

Listening I

Tapescript

Susan: Hello.
Michael: Hi, Susan. It's me, Michael.
Susan: Oh, hi, Michael. How are you doing?
Michael: Oh, not bad. Say, are you doing anything Saturday night?
Susan: No, nothing special. Why?
Michael: Well, do you feel like going to that new disco?
Susan: Oh, that's a terrific idea.
Michael: Great. What about having a pizza first?
Susan: Sure, why not? Where do you want to meet?
Michael: Why don't I pick you up at your house?
Susan: OK. What time?
Michael: Is seven o'clock OK?
Susan: Fine. Well. See you at seven.
Michael: Right. So long for now.
Susan: Bye. (86 words)

Exercise 1

- 1) Michael.
- 2) He wanted to invite Susan to a new disco.
- 3) She thought it was terrific/marvelous/great.
- 4) He would pick up Susan at her house.
- 5) They would meet at seven Saturday night.

Listening II

Tapescript

Love Story

Where do I begin to tell the story of how great love can be,
The sweet love story that is older than the sea?
The simple truth about the love she brings to me.
Where do I start?

With her first hello, she gave a meaning to this empty world of mine.
There's never been another love another time.
She came into my life and made the living fine.
She fills my heart, she fills my heart,
With very special things, with angel's songs, with wild imaginings.
She fills my soul with so much love,

That anywhere I go, I'm never lonely, with her along,
Who could be lonely?
I reach for her hand, it's always there.

How long does it last?
Can love be measured by the hours in a day,
I have no answers now but this much I can say,
I know I need her till the stars are far away,
And she'll be there. (161 words)

Exercise 1

- | | | | | | |
|------------|-----------|----------|------------|-----------|---------|
| 1) older | 2) brings | 3) start | 4) meaning | 5) time | 6) fine |
| 7) special | 8) soul | 9) hand | 10) last | 11) hours | 12) say |

Listening III

Tapescript

Traditionally the heart is the part of the body where emotions come from. If you are a warm-hearted person, for example, you are kind and thoughtful towards others. If you have a heart of gold, you are a very generous person. But if you are heartless, you are cruel and unfeeling.

Of all the emotions, it is love that is the most associated with the heart. In love songs, all over the world, love almost always goes together with the heart. As the song from *Titanic* says: "You are here in my heart and my heart will go on and on. Love can touch us one time and last for a lifetime, and never let go till we're gone."

Perhaps the role of the heart in love comes from what happens to it when you feel really attracted to someone. The strong feelings of attraction make your breathing speed up and your heart beat faster.

(155 words)

Exercise 1

- | | | | | | |
|----------|-------------|--------------|-------------|--------------|-----------|
| 1) kind | 2) gold | 3) heartless | 4) love | 5) songs | 6) says |
| 7) touch | 8) lifetime | 9) gone | 10) happens | 11) feelings | 12) speed |

Exercise 2

lover, affection, like, love at first sight, lovely, lovable, heartache, heartbroken, with all one's heart, a heart-to-heart talk, break one's heart, warm-hearted, heartless, half-hearted, sweetheart, fall in love.

Part Three Reading-Centered Activities

In-Class Reading

II . Pre-Reading

- 1) I feel pity towards those who are disabled. I wonder how they can manage in their daily life and

whether they have a job. I feel lucky that I'm not disabled.

- 2) Yes. My aunt is deaf and dumb. She has been like this since her childhood. My grandmother said that she became deaf because of taking the wrong medicine. She is now more than seventy years old and she has never been married. She was very kind to me. In fact it was she who brought me up. She often felt it unfair because she couldn't hear. But she is very intelligent, and she is good at sewing. She sometimes kidded me with gestures that she wanted to cut off her ears because they didn't work.

III . Passage Reading

Notes:

1. There are five districts in N. Y. They are also called five boroughs. They are Manhattan, Brooklyn, the Bronx, Queens, and Staten Island. Central Park and Harlem are both located in Manhattan. Brooklyn is located just across the river from Manhattan.
2. The subway station uses tokens and they cost about 50 cents each.
3. Baseball is an outdoor game between two teams of nine players each, in which players try to get points by hitting a ball and running around four bases. It is one of the most popular games in the United States.

Words, Phrases and Grammatical Points

1. ... I was embarrassed to be seen with my father. (l. 1)

This can be paraphrased as "I was embarrassed when the others saw me together with my father".

2. despite (l. 9)

e. g. Despite all our efforts to save the school, the county decided to close it.

She went to Spain despite the fact that the doctor had told her to rest.

同义词组: in spite of

e. g. We went out in spite of the rain.

Kelly loved her husband in spite of the fact that he drank too much.

3. ice-free 类似的词有: a salt-free diet, a trouble-free journey, duty-free, rent-free (l. 14)

4. ... nor did he show any envy of the more fortunate or able. (l. 20)

这是一句用“nor”引导的倒装句。

e. g. Jack didn't like the play. Nor did we.

I don't expect children to be rude, nor do I expect to be disobeyed.

I am not, nor have I ever been, a wealthy man.

5. in frustration (l. 33)

类似的词组有: in relief, in surprise, in astonishment, in horror, in fun

6. ... he has been gone many years now. (l. 42)

Here "been gone" means "been dead".

e. g. Now that his wife is gone, he's all on his own.

善良之心,永世相依

当时我没有意识到,是爸爸帮我保持平衡。

随着我渐渐长大,当别人看见我和爸爸在一起,我会觉得很尴尬。他身材矮小,走起路来跛得很厉害。我们一起走时,他要把手搭在我的肩上才能保持平衡,人们就会盯着我们看。对这种不必要的注意我觉得非常难堪。他也许曾注意到,也许觉得烦恼,但他从来没有说出来。

要协调我们的步伐并不容易,他一瘸一拐的,我则缺乏耐心。因此,我们走路的时候并不怎么说话。但出发时,他总是说:“你定步伐,我会尽量跟上。”

我们通常在家和地铁之间来往,这是他上班的必经之路。不论碰到生病还是恶劣的天气他都去上班,几乎没有旷过一天工。即使别人无法上班,他也要去办公室。对他来说这是一种自豪。

当地上有雪或冰的时候,即使有人帮忙,他也无法走路。这时,我或者我的姐妹就用孩子玩的雪橇拉着他,穿过纽约布鲁克林的街道,直到地铁的入口处。一到那儿,他就能紧紧抓住扶手一直走下去,地铁里比较暖和,下面的楼梯不结冰。曼哈顿的地铁站正好是他办公楼的地下室,因此在我们去接他回家之前,他不用再涉足室外。

一个成年男子要用多少勇气来承受这种屈辱和压力,我现在想来惊讶不已。他从没有痛苦或抱怨,他是怎么做到这一步的,我感到不可思议。

他从不把自己当作同情的对象,他也从不对更幸运的或更能干的人表示任何嫉妒。他在别人身上所寻找的是一颗“善心”。如果他找到了一颗善心,那么有这颗善心的人对他来说就是一位好人了。

随着年龄的增长,我相信那是一种用来判断人的恰当的标准,尽管我还不能精确地知道什么是一颗“善心”。但是,当我自己没有的时候,我是知道的。

尽管很多活动我爸爸不能参加,但他还是尽量用某种方式参与。当本地的一支业余棒球队缺经理的时候,他使它维持下去。他是一个很懂行的棒球迷,经常带我去 Ebbets 球场看布鲁克林的 Dodgers 队打球。他喜欢参加舞会和聚会,即使坐在一旁观看,也很开心。

有一件事我至今难忘。一次沙滩聚会上,人们打了起来,每个人都在推推搡搡,拳头你来我往。于是他无法袖手旁观,但没有人帮忙,在松软的沙滩上他站不起来。困窘之际,他开始大叫:“谁坐到我这儿来,我就跟他打!谁坐到我这儿来,我就跟他打!”

没人坐下和他打。但是第二天,人们都和他开玩笑说,拳击尚未开始,对手就故意认输了,这还是第一次。

我现在才明白,有些事他是通过我(他唯一的儿子)间接参与的。当我踢球(踢得很糟糕)的时候,他也在“踢”。我加入海军,他也“加入”。当我休假回家的时候,他总要去他的办公室。在介绍我的时候,他实际上是在说:“这是我的儿子,但也是我。如果不是这种情形的话,我也能做这些。”可是这些话从没有说出来。

父兴已去世多年。但我还是经常想起他。我不知道他当时是否感觉到了我曾不愿意别人看见我和他走在一起。如果他感觉到了,我很遗憾我从没有告诉过他后来我感到多么难过,多么渺小,多么后悔。每当我为琐事抱怨的时候,每当我嫉妒别人好运的时候,每当我没有一颗“善心”的时候,我就想起了他。

在这种时候,我就把手放在他的手臂上,来重新获得平衡,并说:“你定步伐,我会尽量跟上。”

IV . Post-Reading

Reading Comprehension

1. Understanding the Structure

Para .1~4 c Para .5~7 a Para .8~11 b Para .12~13 d

2. 1) They would stare at them.

2) He felt embarrassed/ashamed.

3) He never let on.

4) He usually walked there with the help of his son.

5) He was pulled on a child's sleigh to the subway station.

6) He liked baseball, dances, and parties.

7) He asked them to sit down and fight with him.

8) He was proud of his son.

9) He missed him very much and was sorry for what he had thought about him.

10) He learned to have a good heart from his father.

3. 1) C 2) A 3) C 4) B 5) D 6) A 7) B 8) C 9) D 10) A

4. Reference Words

1) the difficulty in coordinating the steps

2) whether a person has a good heart

3) a good heart

4) the baseball team

5) sat down to fight

6) what the son has achieved, i. e. serving in the Navy

7) sensed

8) the reluctance to walk with him

5. Questions for Discussion

1) I think there are many things to make a good heart. They are: kindness to others, endurance, hard-work, never hurting others, being satisfied with life, patience, etc.

2) The father knew his disability stood in the way between him and his son. That's why he said to his son: "You set the pace. I'll adjust to you." The son was young, so he was ashamed of his father because other people stared at them. But deep in their hearts they loved each other. The father was proud of his son, and the son learned a lot from his father.

3) The son realized that it was his father who taught him many things such as how to have a good heart. He knew that having a good heart was more important than having a good appearance.

Especially after his father died, he felt it more intensely that it was his father who guided him in his life.

- 4) If I were the son, I wouldn't be embarrassed to be seen with him by others. I would be proud of my father no matter how he looked because it was he who gave me life and brought me up. His disability was not his own choice. He was disabled, which was hard enough for him. How could the others look down upon him, let alone his son?

Vocabulary

1. 1) urged 2) halted 3) bother 4) embarrassed 5) adjusted 6) complain
7) kid 8) engage 9) subject 10) saw to it that 11) coordinate 12) participate

2. Word-Building

- | | |
|-------------------------|-----------------------|
| patient—patience | enter—entrance |
| bitter—bitterness | complain—complaint |
| fortunate—fortune | envy—envious |
| knowledge—knowledgeable | memory—memorable |
| reluctance—reluctant | frustrate—frustration |
- 1) bitter 2) fortunate 3) patience 4) memorable 5) reluctant
6) entrance 7) complaints 8) envious 9) knowledgeable 10) frustration

Translation

1. He walks slowly because of his bad leg.
2. He came to the meeting despite his serious illness.
3. He saw to it that the same mistake wouldn't happen again.
4. Now that they've got to know each other a little better, they get along just fine.
5. Then I found myself surrounded by half a dozen boys.
6. I send you my best wishes on this happy occasion.

Part Four Further Development

1. Different Kinds of Love

Possible alternatives:

Loving members of one's family: parents, grandparents, brothers, sisters, husband, wife, children, grandchildren.

Loving one's boyfriend/girlfriend, friends, fellow countrymen, motherland, mankind as a whole.

Loving one's life, animals, nature, etc.

2. Group Discussion

Sample 1

I agree with this statement, because I love pets. I feel happy when I'm with pets. I myself have a pet cat. I like him very much, and I enjoy taking care of him. When I am unhappy or in low spirits, I stroke him, cuddle him and then I feel much better. He's like one of my friends. In a sense he is better than a friend because he never argues with me and usually obeys me.

Sample 2

I don't agree with this statement. I'm afraid of animals, especially dogs. I don't know why, but I have been afraid of dogs since my childhood. At the sight of dogs, I shiver. I don't understand how I can lower my blood pressure by stroking or patting them. On the contrary, my blood pressure would rise because I am so nervous around a dog and sometimes I can't help screaming.

3. What Is Romantic Love?

- | | | | | | |
|--------------|--------------|---------|------------------|--------------|----------|
| 1) causes | 2) offers | 3) to | 4) not | 5) tell | 6) calls |
| 7) attracted | 8) discovers | 9) weak | 10) disappointed | 11) distance | 12) out |

4. Story-Telling

While doing this activity, each group must have a secretary to write down the story so that it can be read to the whole class later.

To save time or in order for the teacher to have some control and guidance over the class activity, this can also be done by the whole class together, not in groups. That is, each member of the class contributes a sentence to develop the story. It can be done in the order of their seats. They have to listen carefully so as to know how the story goes, and then help the story to develop. The teacher can give some hints when the story comes to a dead end. The primary purpose of this game is to give students the chance to use the vocabulary they have learned.

5. Writing

To give the students a clearer idea of how to organize their composition, the teacher may encourage the students to include the following in their writing:

- a description of the physical features (height, weight, etc.) of the father;
- characteristics of the father/mother;
- what the student thinks of the father/mother;
- something that had happened between the father/mother and the student.

Sample 1

My Father

My father, forty-six years old, is a peasant. He is very hard-working, because he has a big family to support. Perhaps it's because he is tired, he is a man of few words, and almost no smile appears on his face. Father has never bought any toys or candies for my younger brother and me, but I know he loves us. He is strict with us. He once said, "You should study hard so that you can serve the people better in the future." My family was poor but father promised that he would pay for education of

my brother and me even if he had to sell our house. We were deeply moved. We are determined to study hard to repay our father. I love and admire my father. (130 words)

Sample 2

My Mother

My mother, a middle-aged woman, has a kind of typical characteristic of oriental women. I'll always be thankful for her love and I'll love her forever. When I was a child, my mother took me to the kindergarten even when the weather was bad. When I was naughty and made mistakes, my mother never blamed me. Instead she often told me some enjoyable stories and from these I was able to know what I should do and what I shouldn't do. When I went to school, my mother cared about not only my daily needs but also my studies. When I did poorly in school, she often encouraged me to try my best again. She said she had confidence in me and told me never to lose heart. I'll remember her kindness and advice forever. (137 words)

Useful Information

Psychology is a young and growing science that touches on a broad range of human activities. In general, however, one can say that psychology tries to explain why people act, think, and feel the way they do. Psychologists are interested not only in how individual minds work but also in the various interactions of minds in society. It should be noted that psychology provides methods of analyzing and understanding human behavior and emotions that are not based on moral codes.

It is important not to confuse psychology with psychiatry, which is a branch of medicine dealing with the diagnosis and treatment of serious mental disorders. Psychiatrists, who work in hospitals, use a variety of methods including drugs, light therapy and electric shock treatments to cure or to control mentally disturbed people. However, the work of both psychiatrists and psychologists often involves an analytical process which interprets the unconscious or subconscious forces that prevent a person from functioning satisfactorily in daily life. By analyzing these forces and making the person aware of them, it is often possible to help the person deal with his or her mental and emotional problems.

The whole field of psychoanalysis originated with the research of the Austrian doctor, Sigmund Freud (1856—1939). According to his theories, people are driven by irrational forces or primitive instincts. Freud believed that the inner struggle between instincts and conscience often led to disaster which was manifested in the form of personal tragedies such as murder and suicide or collective tragedies such as war. He advocated the use of psychoanalysis to help people control irrational forces. Much of Freud's work was based on his interpretation of dreams and sexual instincts.

The Swiss doctor, Carl Gustav Jung (1875—1961), is considered to be the other founder of the modern science of psychology. He proposed a theory of the collective unconscious (the part of the mind which holds the deepest and most hidden thoughts and feelings) of humanity that was not based on sexuality, but rather on universal symbols and images which he called "archetypes". According to Jung, the emotional experiences of all human beings are influenced by universal archetypes. These archetypes include various representations of the dark, inferior and uncivilized side of human beings. Jung used his theory not only to analyze dreams but also myths and folktales from many different cultures.

The whole field of psychology has evolved and expanded considerably since the early part of the twentieth century. There are now many branches of psychology and it is no longer limited to clinical work and the analysis of dreams. Over the years, qualitative and quantitative experiments on animals and humans have provided a vast amount of information on social behavior, mental development, emotional development, learning processes, motivation, personality