



Graduate (ME) English for the 21st Century

总主编 王同顺 副总主编 徐万林 郭继荣

21世纪

工程硕士研究生英语

《综合教程》

教师参考

Teacher's Guide

主编 王同顺



H31
W366.1/4

晨风策划

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西安交通大学出版社
XI'AN JIAOTONG UNIVERSITY PRESS

· 西安 ·

图书在版编目(CIP)数据

《综合教程》教师参考 / 王同顺主编. —西安:西安
交通大学出版社, 2005.6
(21 世纪工程硕士研究生英语)
ISBN 7-5605-1954-7

I. 综... II. 王... III. 英语—研究生—教学参考
资料 IV. H31

中国版本图书馆 CIP 数据核字(2005)第 017305 号

书 名	《综合教程》教师参考
主 编	王同顺
出版发行	西安交通大学出版社
地 址	西安市兴庆南路 25 号 (邮编: 710049)
电 话	(029) 82668315 82669096 (总编办) (029) 82668357 82667874 (发行部)
印 刷	陕西宝石兰印务有限责任公司
字 数	362 千字
开 本	787mm×1092mm 1/16
印 张	15
版 次	2005 年 6 月第 1 版 2006 年 1 月第 2 次印刷
书 号	ISBN 7-5605-1954-7/H·462
定 价	25.00 元

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21世纪

工程硕士研究生英语 系列教材

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总序

在“科教兴国”的基本方针指引下,我国的研究生教育有了蓬勃的发展,同时,我国的研究生专业学位教育也在迅猛发展,为了更好地满足专业学位英语课程教学的需要,提高专业学位研究生的英语运用能力,我们编写了“21世纪工程硕士研究生英语”[Graduate (ME) English for the 21st Century]系列教材。

“21世纪工程硕士研究生英语”系列教材是以《全国工程硕士专业学位研究生英语教学大纲》为依据,根据我国工程硕士研究生英语教学的实际情况,以及国家对21世纪高级工程技术人才的外语要求而编写的。

“21世纪工程硕士研究生英语”系列教材是一套系统的、全面体现21世纪对高层次工程技术人才培养需求的教材。它从工程硕士研究生的实际英语水平出发,注重培养学生的扎实语言技能,全面提高学生的英语综合应用能力。

“21世纪工程硕士研究生英语”系列教材包括:《综合教程》(上、下册)、《〈综合教程〉教师参考》、《泛读教程》(上、下册)、《听说教程》(上、下册)、《〈综合教程〉练习册》及《词汇强化训练》。

《综合教程》每册8个单元,每个单元由课文、词汇练习、翻译、写作和口语活动、定时阅读和泛读多种练习和活动组成,围绕课文题材和内容,综合培养听、说、读、写、译技能。

《泛读教程》旨在使学生通过大量阅读英语文章来扩充词汇量,提高阅读技能,以及熟练地获取信息的能力和独立阅读原著的能力。

《听说教程》旨在通过听说能力的强化训练,着重提高学生的听力和口头表达能力,以适应在各种场合用英语进行交际的需要。

《〈综合教程〉练习册》主要用于学生自学,帮助学生消化、使用和掌握《综合英语教程》的教学内容。

《词汇强化训练》主要通过各种练习手段,帮助学生掌握和扩充《工程硕士专业学位英语教学大纲》规定的词汇。

“21世纪工程硕士研究生英语”系列教材既可用于课堂教学,也可供工程硕士研究生自学使用,还可以供非英语专业研究生课程班和其它专业学位硕士研究生使用,以及具有或接近于大

总序

学英语四级水平的读者自学使用。

“21世纪工程硕士研究生英语”由上海交通大学、西安交通大学和哈尔滨工业大学的具有长期研究生教学经验的骨干教师分工编写而成。西安交通大学出版社对本系列教材的编写和出版给予了鼎力支持。在本系列教材的编写过程中也得到了上述三所大学研究生院和外语学院(系)的大力支持。我们全体编写人员在此谨表示衷心的感谢。

本系列教材的编者怀着为中国的工程硕士研究生英语教学改革及课程建设略尽微薄之力的心情,编写了这一套系列教材。由于编者经验不足,水平有限,缺点在所难免。我们诚挚地希望广大师生和读者提出批评和建议,以便使该教材在今后的修订中不断得到改进和完善。有什么想法、建议和要求请与我们联系。

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2005年1月于上海

前言

随着改革开放的深入和工程硕士专业学位教育的迅猛发展,社会对企业中的工程技术人才的素质,包括英语素质提出了更新更高的要求,期望他们的英语能力能适应国际竞争的需要。本教程就是为了适应和满足这样的需求编写的。

英语教学的目的是培养和提高学生的英语交际能力,重实践的工程英语教学的目标更是如此。《综合教程》(Integrated Skills)(上、下册)通过对英语语言知识和技能的综合训练,全面培养学生英语的听、说、读、写、译能力。全套教程从听力入手,以阅读材料为主线,提供了大量的可供讨论或谈论的材料(信息),并配合课文设计了形式多样、内容生动的学习活动,如:角色扮演、演讲辩论、报告撰写等。这样,学生可以把学习过程中获取的信息和语言知识在这些课堂活动中充分运用,从而达到熟练掌握的目的。全套教程在进一步巩固学生阅读能力的同时,加大了英语表达能力培养的力度。

《综合教程》是根据工程硕士研究生的实际情况,依据工程硕士研究生英语教学大纲编写的英语教程。但教材的编写并没有受缚于教学大纲,具有一定的前瞻性。它是一套既考虑到语言基础与技能,又考虑到工程硕士研究生专业知识,并将两者有机结合的教程。该教程的编写思想和方法符合当今英语教学的新理论和新方法。目前国内还没有任何类似的教材。相信此教程的出版将有利于促进工程硕士研究生们的英语学习,提高他们的英语运用能力,使他们更好地适应社会的需要。

《综合教程》的主要使用对象是工程硕士研究生,在使用本教材教学过程中教师不必局限于语言知识的传授,而应侧重于对学生语言交际能力的培养。教师自始至终扮演语言实践活动的组织者、指导者的角色,引导学生利用自己现有的语言知识积极参与学习的全过程,以便使学生在运用语言,在语言运用中进一步培养和提高语言的能力。学生应:

1. 完成 Warming-up Activities 里规定的任务。课前准备好有关问题的答案,初步了解课文内容,在课堂上做有准备的发言。

2. 建议学生在课前或课后去图书馆或上网寻找与本课题相关的资料,摘抄有关词组或语汇,启发新思路、新观点,丰富自己的思想,充实讨论的内容。

3. 自学课文后的 New Words、Phrases and Expressions、Notes on the Text 以及 Reading 中的文章,为上课时积极参与教学活动做好准备。

在组织教学活动时,建议教师在课文的教学过程中按照课后的 Comprehension 部分设定的步骤进行。因为 Comprehension 练习的设计指导思想不仅是检查学生对课文的理解,更重要的是起到导教、导学的作用。因此这部分练

习应与教师的课文讲解紧密结合,以练习带讲解,不宜在课文讲解之后孤立使用。在 Comprehension 练习中,部分问题没有提供答案,因为这些问题仅供学生讨论之用,学生可以根据自己不同的阅历和思想给出不同的答案,以达到讨论的目的。在此基础上,教师可根据学生的情况对有关的语言知识点进行检查或讲解。Comprehension 后的练习旨在帮助学生归纳、总结课文的内容,加深对课文的理解。同时这一练习还可以帮助学生口头陈述或复述课文的主要内容。

《〈综合教程〉教师参考》的编写原则是:

1. 竭诚为教师服务,努力为教师有效地组织、指导整个教学过程提供便利。因此,在编排上对所有重难点、语言点都标明了在文中的段落,免除了教师备课查资料之苦。《〈综合教程〉教师参考》除了提供练习参考答案外,还提供文章的简要介绍和背景材料,同时提供了与话题有密切关系的人物、机构、公司、事件、历史、典故、作品等的背景知识。为了有利于开展话题的口头讨论、笔头讨论,配合《综合教程》中 Reading 部分,增加了 Related Passages 部分,提供与课文主题密切相关的具有启迪作用的文章。这些资料 and 文章不仅能帮教师清除教学过程中因背景不明而造成的障碍,还有助于对有关话题的讨论提供更多可供选择的语料,以适应高层次人才的语言应用能力培养中必然会涉及的对思想深度的要求,有利于学生进行比较有深度的交流,更好发挥教师在教学活动中的指导作用。

2. 针对课文中有关的语言知识点、难点进行较为详尽的解释和释义,并提供大量例句。由于注释相当详尽,教师在使用中有更大的选择余地。

总之,《〈综合教程〉教师参考》的宗旨重在方便教师,减轻教师备课时查资料的负担。以便教师集中精力研究教学方法,把课教好。

《〈综合教程〉教师参考》由上海交通大学王同顺教授担任主编,沈炎副教授、夏莲莲副教授负责《〈综合教程〉教师参考》中的上册部分的编写,赵晓红副教授、丁雅萍副教授负责《〈综合教程〉教师参考》中下册部分的编写,陈多佳副教授、马玉蕾副教授、周洁副教授和潘之欣副教授参加了编写。美籍教师 TM Sell 博士和 Jim & Marianne Reynolds 夫妇审校了全书。本书的录音部分由美籍教师 William Liu 和 Anne Sumner 朗读。

由于编者经验不足,水平有限,书中难免有疏漏之处,我们诚挚地希望广大师生和读者提出批评和建议,以便使该教材在今后的修订中不断得到完善。

编者

2005 年 6 月

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Teacher's Guide 1

教师参考(上)

Unit 1 What Knowledge is of Most Worth?

Part I Background Information

1. Introduction to the Author

Dr. Broudy (1905—1998) emigrated to the United States from Poland as a Child. He attended MIT, Boston University, and earned his MA and Ph.D. at Harvard in the mid-1930s. He spent the best part of his career as a professor in the philosophy of education at the University of Illinois. His numerous works on the philosophy of education included *Building a philosophy of Education*; and *Truth and Credibility: The Citizen's Dilemma*.

2. Introduction to the Text

Educators have always been concerned about the issue of knowledge of most worth. In ancient Greece, Socrates and Isocrates represented two major opposing views of the issue. While Isocrates taught the subjects related to success in politics, Socrates focused on virtue that could make life truly worthwhile. The Socrates-Isocrates conflict is repeated in every era. For most people, who seem to side with Isocrates, the criterion is price tag. This is because they measure the value of virtually every aspect of life in terms of its market value. Consequently, for them, "how to" knowledge becomes the most valuable because it has market value. However, the most valuable knowledge should be one that is used in an associative and interpretive manner, or one that can be used to deal with the problems of the day and which appears in the form of an educated mind.

Part II Language Points



Paragraph 1

1. ...it has preoccupied educators from the beginning of formal schooling. : ... educators have been thinking about it ever since formal schooling came into being.
2. ...human life is multi-valued and the values are not always in harmony. : ... people are motivated by different values, and these values are sometimes in conflict with each other.
3. ... formal schooling entails an investment of limited time and money, so that choices always have to be made. : ...going to school requires an investment limited in time and money, so educators always have to make decisions about what knowledge is of most worth and then proceed to teach it.
4. The pupil cannot be deprogrammed at will. ... : You cannot take away what the pupil has learned from his or her mind whenever you want and as much as you want. ...
5. ... (not) any more than rubber worn off a tire can be restored by running the car in reverse. : ... just as you cannot restore that rubber worn off a tire by driving the car backwards.

Paragraph 2

6. ... the success routes of the day called for these skills. : ... these skills were necessary to achieve success in early Greece.

Paragraph 3

7. ... virtue that could make life truly worthwhile. : ... quality that could make life really worth living.

Paragraph 4

8. ... some ended up in disgrace politically. : ... some of his students were failures in their political careers with their reputations completely ruined.

Paragraph 5

9. The schooling the dominant group in society judges to be needed for success automatically becomes the criterion of "quality" education. : The school subjects considered by the ruling class to be indispensable for success become the standard of "excellent" education.

Paragraph 6

10. It is the price that something can command on the market. : It is the price that something, to assess its own value, can demand on the market. The yardstick is the price that an object of some kind gets on the market.
11. If everything equal to the same price is equal to each other. ... : ... If everything that is equal in terms of money is equal also in non-monetary value to each other. ...

Paragraph 7

12. It is not that the media are against virtue or the "finer things", as some mistakenly

confirm... : It is not true, as some people wrongly believe, that television, radio, and newspapers are against moral excellence or liberal arts...

13. ...they would feature Socrates, Jesus, and any other critic of materialistic values—if the program could command a decent Nielsen rating. : ... they would put anything (from Socrates and Jesus to any other critic of materialistic values) in an important and noticeable position as long as the program could produce an acceptable Nielsen rating.
14. **If there is a firm educational generalization...** : If there is a definite universal educational rule...
15. **Don't bother with general principles...** : Leave general principles alone (because they don't have market value) ...

Paragraph 8

16. ...to distinguish them from the repeatable and practical... : ...to separate them (the associative and interpretive use of knowledge) from practicable knowledge and repeatable knowledge (which can be used repeatedly and which may then not be applicable to a new situation) ...
17. **Not having been exposed to these studies shows up in poverty of association and context.** : People who have not read broadly do not have as broad a context by which they can interpret various current issues.
18. ...the curriculum in general education builds up lenses through which we see and make sense of reality. : ... the courses in liberal arts provide perspectives from which we view and understand reality.
19. **Each subject matter exposes a situation to the context of a discipline...** : Each topic puts a situation against the background of a particular area of study...
20. ...each stimulus elicits images that clothe it with the depth of meaning that makes language usage intelligible. : ... each stimulus evokes images that endow it with the meaning that makes language usage clear.

Paragraph 9

21. **It is this associative and interpretive use of knowledge that may turn out to be one of the most worthy, not only in the long run but in the short run as well—for adolescents fighting their way into maturity as well as for retirees who now have time to reflect upon what they lived through.** : for young people who strive hard to become mature adults as well as old people who now have time to think about their past lives.
22. ...not because it has the approval of the social elites and not because it will have a direct occupational payoff. : ...not because it has been accepted by the most powerful people in society and not because it will have immediate job-related rewards.
23. ...it is because this kind of context-building knowledge gives form to everything. : ... it is because this kind of background-providing knowledge shapes everything.
24. **It is the form of the educated mind.** : It is the indication of the educated mind.

Part III Key to Exercises



Activities

1. Predicting Content

1. They tend to put more emphasis on developing critical thinking skills than they do on acquiring quantities of facts.
2. American students are encouraged to express their own opinions and think for themselves.
3. The goal is to teach children how to learn and to help them reach their maximum potential.
4. Social and interpersonal skills.
5. Students who are "well-rounded"

2. Listening for Ideas

1. The money value of education can be accounted for by the American definition of success, which is largely one of acquiring wealth and a high material standards of living.
2. The more schooling people have, the more money they will earn when they leave school.
3. Art, history, and philosophy.
4. They learned their skills either in vocational schools or on the job.
5. More and more education is required to do the work.

Comprehension

1. "What knowledge is of most worth"
2. First, human life is motivated by different values, which are not always in harmony; second, since values are taught in schools and since investment in education is limited in time and money, people will have to make a wise choice; and finally, educators are always aware that mistakes in schooling are not easily corrected.
3. He taught the arts of rhetoric and oratory as well as other subjects related to success in political life.
4. Instead of teaching the skills of rhetoric, Socrates spent most of his time questioning his students about whether the success routes of the day were worth traveling.
5. Isocrates' students achieved distinction in political and military pursuits, while some of Socrates' students ended up in disgrace politically.
6. The fact that few people today read or remember Isocrates while Socrates is an everlasting cultural hero.
7. People tend to consider the values for all practical purposes to represent the good,

the true, and the beautiful.

8. It is the price that something can command on the market.
 9. It is "how to" knowledge.
 10. It is knowledge and skill designed for a programmed result or a competence that has some market value.
 11. Don't bother with general principles.
 12. To read and discuss and think about the problems of the day.
 13. Because it produces an educated mind.
- B. Thesis statement:** The most valuable knowledge is one which can be used to deal with the problems of the day and which appears in the form of an educated mind.
1. From the beginning of formal schooling educators have been preoccupied with the issue of knowledge of most worth since
 - A) there is no consensus about the issue;
 - B) choices have to be made;
 - C) mistakes are not easily corrected.
 2. Socrates and Isocrates represent two major schools of the issue.
 - A) Isocrates taught the subjects related to success in politics.
 - B) Socrates was more concerned about virtue that could make life truly worthwhile.
 3. The criterion by which most people today measure knowledge is price tag.
 - A) They measure the value of virtually every aspect of life in terms of its market value.
 - B) "How to" knowledge is of most worth because it has market value.
 4. The associative and interpretive use of knowledge is one of the most worth.
 - A) To use knowledge associatively and interpretively is to use knowledge to deal with the problems of the day.
 - B) The ability to use knowledge associatively and interpretively is a clear indication of an educated mind.

Language Study

- A.**
- | | | | | |
|---------------|-------------|--------------|---------------|----------------|
| 1. bid | 2. entail | 3. rhetoric | 4. inquired | 5. pursuits |
| 6. disgrace | 7. jury | 8. ironic | 9. criterion | 10. media |
| 11. calls for | 12. show up | 13. ended up | 14. yardstick | 15. competence |
- B.**
- | | | | |
|-------------------|---------------|---------------|----------------|
| 1. A) educate | B) teaching | C) taught | D) teach |
| 2. A) career | B) profession | C) profession | D) career |
| 3. A) competitive | B) ambitious | C) ambitious | D) competitive |
| 4. A) shame | B) disgrace | C) disgrace | D) shame |
- C.**
- | | | | | |
|-----------------|-------------|-------------|------------|-----------------|
| 1. rewards | 2. relation | 3. improve | 4. destroy | 5. gained |
| 6. creativity | 7. study | 8. for | 9. kill | 10. performance |
| 11. continually | 12. ends | 13. restore | 14. handle | 15. claims |

Translation

- A. 当我看到刊登在 1 月 31 日《中国日报》上的题为“公布成绩单能帮助学生提高吗?”这篇文章时,我不禁开始问自己,“我对这个问题的看法是怎样的呢?”作为一个投身于教育事业多年的老教师,我愿意同广大的中国教育者一起探讨这个问题。来中国以后,我发现中国雇了很多不合格的外语教师,对此我经常公开地加以批评。因此,我在外国人当中结了不少怨,但是我仍然坚持自己的观点:教育是一门艺术,是一门科学。所以每当读到那些表明中国对教育给予高度重视的文章时,我都感到由衷的高兴。

我上小学时,学生的分数是公开的。我们每个月都会得到成绩报告单,成绩最好的学生“受到恩惠”,整个月将金质荣誉奖章别在他/她的制服上。我之所以用“受到恩惠”这个词,是因为我至少连续 40 个月享受了这项殊荣。对于我本人来说,这并未成为前进的动力,而班上的后进分子并不愿费力去争取这种荣誉,因为他们落后得太远了。只在前二三名之间存在着竞争,而这些学生实际上并不需要通过这种奖励方式来刺激他们付出努力。

现在,我愿意举例说明包括师生关系在内的精神状态对于教育是意味深长的。当一个 16 岁学生的母亲到学校来取第一份成绩报告单的时候,她问我,“您为什么不喜欢我的女儿?”我惊呆了!她的女儿分数很低(65~70),但是我从来没有厌烦过她。当然我也承认,我并没有鼓励她更用功,因为我认为她已经尽了最大的努力。我对那位母亲说,给她们留下如此印象,我感到非常抱歉。显然,那位母亲当天晚上将我们的谈话告诉了她的女儿,因为从第二天早晨开始,她女儿对功课发生了兴趣,经常问问题,并且取得了好成绩。这一变化实在太戏剧化了,我甚至想同学们会拿她开玩笑的。

- B. 1. We need to place present events in some kind of historical context.
 2. I succeeded in eliciting from his secretary the information I needed.
 3. They carried out the research without daring to hope that there could be a practical payoff.
 4. He tried to describe the educational reform in such a way that it would be intelligible to an outsider.
 5. Her remarks about education struck me as being adolescent and ill-judged.
 6. If you continue to steal, you'll end up in prison.
 7. Her wrinkles showed up in the strong sunlight.
 8. Education will get you what you want-but only in the long run.
 9. The concert was a good one, but because of bad publicity, very few people came.
 10. The promise of a bonus was a stimulus to them.

Reading Practice

- A. 1. B 2. D 3. C 4. A 5. D 6. A 7. D 8. C 9. B
- B. 1. The author intends to discuss the difference and the relationship between general and special education.
 2. General education refers to that part of a student's whole education which looks first of all to his life as a responsible human being and citizen; while, special education indicates that part which looks to the students' competence in some

occupation.

3. The author means that in an age of specialism the way to success often lies in one's choice of a specialized career.
4. Because specialism has its peculiar limitations. A given specialist does not speak the language of the other specialists. In order to discharge his duties as a citizen adequately, a person must somehow be able to grasp the complexity of life as a whole.
5. The aim of education should be to prepare an individual to become an expert both in some particular vocation or art and in the general art of the free man and the citizen.

Part IV Script



The American definition of success is largely one of acquiring wealth and a high material standard of living. It is not surprising, therefore, that Americans value education for its monetary value. The belief is widespread in the United States that the more schooling people have, the more money they will earn when they leave school. The belief is strongest regarding the desirability of an undergraduate university degree, or a professional degree such as medicine or law, following the undergraduate degree. The money value of graduate degrees in "nonprofessional" fields such as art, history, or philosophy is not as great.

In recent years, there has been a change in the job market in the United States. In the past, it was possible to get a high-paying factory job without a college education. Workers with skills learned in vocational schools or on the job could do work that did not require a college education. These were among the jobs that new immigrants were often able to obtain. Increasingly, however, the advent of new technologies has meant that more and more education is required to do the work. Many of the new jobs in the United States either require a college education, even a graduate degree, or they are low-paying jobs in the service sector of the economy, such as fast-food restaurants, small stores, and hotels.

Unit 2 Aging Gracefully—Changing How You Feel

Part I Background Information



1. Introduction to the Author

This text is abstracted from the Cambridge Center of Behavior Website. The suggestions in the text and the related articles involved in this unit are based on the science called behavior analysis. This science follows in the tradition of other natural sciences. Thus, it begins with the basic assumption that behavior is lawful and orderly. Using the scientific method, researchers study the behavior of a host of organisms to uncover the lawful relations between behavior and the conditions under which it occurs. Such an approach provides an objective understanding of behavior because the conditions studied—the setting and consequences of a particular behavior—are observable and measurable.

To put it simply, behavior analysts study the relation between behavior and its environment. The wealth of data collected during much of the last century gives strong support to the notion that behavior is largely determined by its environment. More specifically, it has become increasingly clear that the consequences of behavior are responsible in large part for what we do and why we do it. In other words, we act as we do because of what happens when we do it.

So the text on aging is written in this spirit. While the perspective and the findings of behavior analysis have been borrowed for the purposes of analyzing the problems of aging, its technical terms have been avoided.

2. Introduction to the Text

In the U.S., some old people tend to live an isolated life, getting up late and avoiding doing things that can start up their lives. They may find themselves unable to adjust to life after retirement. They may easily find themselves in a funk. These negative feelings are harmful to them both physically and spiritually. How does one avoid these negative feelings? There are generally two ways: physical exercise and intellectual stimulation. Older people are encouraged to be busy throughout the day by taking a daily trip to the grocery store, walking in a wood, etc. And intellectually, it is suggested that they join in various kinds of clubs, such as social clubs, book clubs, or cooking classes, volunteering in the local senior-citizen center, etc. Most importantly, keep spiritually healthy. Try to avoid triggers of negative feelings by distracting yourself from the sadness. When avoiding the trigger is not the best way, confront it and defend yourself. Following these suggestions,