

根据教育部2004年《大学英语课程教学要求（试行）》编写

大学能力英语选修课
系列教材

总顾问◎胡壮麟
总主编◎王正元

Multi- culture II

大学能力英语 走进多元文化 II

ABILITIES IN ENGLISH FOR
COLLEGE STUDENTS

主编◎张萍 副主编◎闫怡情 曹彦 吴春艳 主审◎(英) Russell Taylor

Abilities in English
Task-based learning
Listening Speaking Reading
Writing Translating



机械工业出版社
CHINA MACHINE PRESS



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II

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主 编◎张 萍
副主编◎闫怡恂 曹 彦 吴春艳
编 著◎张 萍 闫怡恂 曹 彦 吴春艳
张 莉 金长戈 吴春雪
主 审◎(英) Russell Taylor



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根据教育部2004年《大学英语课程教学要求(试行)》的精神,为保证学生大学英语学习四年不断线,由全国重点大学合作编写了这套大学能力英语选修课系列教材。

《大学能力英语》基于“以任务为导向”(task-based learning)的编写理念,突出语用行为原则,每单元围绕某一专题从听、说、读、写、译五方面训练学生的语言交际能力。每册图书配赠一张听力光盘。

《大学能力英语——走进多元文化Ⅱ》涵盖生活方式、卡通漫画、艺术、宠物、音乐、体育、家庭、习俗等生动有趣的文化话题,共15个单元。

本书适合作大学本科高年级非英语专业选修课教材,也可供学生自学使用。

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《大学英语课程教学要求〈试行〉》是当前我国大学英语教学改革的指导文件。这个文件对大学英语的教学性质和目标、教学要求、课程设置、教学模式、教学评估、教学管理都有详尽而清楚的阐述。字里行间，洋溢着崭新的现代教学理念。如：

“大学英语是以英语语言知识与应用技能、学习策略和跨文化交际为主要内容，以外语教学理论为指导，并集多种教学模式和教学手段为一体的教学体系。大学英语的教学目标是培养学生的英语综合能力和应用能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化修养，以适应我国社会发展和国际交流的需要。”

“各高等学校应当根据实际情况，……设计各自的大学英语课程体系，将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，以确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”

由于各校有关大学英语教学的领导和教师对这个文件非常熟悉，我不一一引述。我只想就这两段谈谈我的看法。我觉得《教学要求》颁布后，大学英语界，特别是出版社在出版大学英语教材方面的认识有提高，如或在大学英语教材中增加听说内容，以弥补现有教材的不足；或单独编写或引进出版听说教材，从实处上突出听说教学；除纸质教材外，大力开发网络课程教学系统；在教材编写方面，尽量贯彻“个性化学习/自主式学习”的原则，等等。但我总觉得这还不够，大学英语界对上述第二条引文没有表现出太大的兴趣。人们似乎满足于“综合英语类”的教材和教学，对“语言技能类、语言应用类、语言文化类和专业英语类”的教材和教学考虑较少。事实上，没有这些选修课程的配合，很难实现“提高综合文化修养，以适应我国社会发展和国际交流的需要”；很难做到“必修课程和选修课程有机结合”；“很难保证不同层次的学生在英语应用能力方面得到充分的训练和提高”；也无法完成“注重培养语言运用能力和自主学习能力的教学模式的转变”。

令人宽慰的是总有一些出版社（如出版本系列的机械工业出版社）和教师（如以王正元教授领衔的各校教师）目标明确、不惧困难，埋头苦干，众志成城。“大学能力英语选修课系列教材”的出版是最好的说明。我个人认为这套教材具有以下特色：

- 教材编写依据上有《教学要求》，下有各校的具体需求。
- 选材原则注意时代性、实用性、趣味性、多样性。
- 编写原则突出任务型教学，反映了当代功能主义的教学理论。
- 每个单元，围绕主题，听说读写译有效整合。
- 培养学生在语境中自主学习，掌握语用能力。

显然，这些特色来自较多先进的教学理念，其核心是上述的“任务型教学”。国内任务型教学在中小学教材和教学中出现较多，在大学圈内也有倡导的。从反馈看，肯定的

多，持异议的也有。如今“大学能力英语选修课系列教材”的出版，将为我们提供宝贵的经验。具体说，一套教材只有在使用中才能得到检验和完善。在学中干，在干中学，我们的编者本身就是在体验实施“任务型教学”。我相信他们能够成功。我预祝他们成功。

胡壮麟

2005 年 7 月

北京大学蓝旗营

前言

根据教育部《大学英语课程教学要求（试行）》“培养学生的英语综合能力，特别是听说能力，使他们在今后工作和社会交往中能用英语有效地进行口头和书面的信息交流，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”的大学英语教学目标和“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，形成一个完整的大学英语课程体系，以确保不同层次的学生在英语应用能力方面得到充分的训练和提高”的大学英语教学改革的要求，我们编写了这套大学能力英语选修课系列教材。我们在编写过程中力图使教材突出以下特点：

1. 以培养学生英语能力为目标

我们在编写这套教材时，大家认真讨论了这样一个问题：学习英语为了什么？为了用英语交际。靠什么去交际？靠英语能力。所以我们在编写过程中坚持以培养学生英语能力为目标，而教学互动、情景功能、体验等最终应当落实在英语能力的打造上；英语能力是英语学习的最终目标，其他大多数都是为打造能力服务的方法；形成不了英语能力的学习，应该说是效果不佳的学习。所以，我们在这套教材编写大纲中以培养学生英语能力为目标，把这套教材定名为“大学能力英语”。

2. 坚持“以任务为导向”（task-based learning）的外语教学理念

我们在教材编写中考虑的第二个问题是：既然教材的主旨是培养学生的英语能力，那么什么形式能更有效地培养学生的英语能力呢？语言专家和学者们经过长期的探索和经验积累提出了很多科学的外语教学法，这其中以完成任务为导向的学习法是培养学生英语能力更直接、更有效。比如说让学生去听两个美国人围绕一个话题说英语，按照范文去套写一篇英语文章，这样的学习者只是站在第三者的立场上为学习而学习，是一种模仿学习，这种学习往往是被动的、等待的，缺乏带着任务学的身临其境的感受和动力。如果把课程设计成让学生去完成某种任务，以言行事，以言取效，把语言看成是取效行为，这样会有力地调动学生的学习积极性。所以我们在编写这套教材时，尽量明确交际任务，让学生主动地去体验如何完成交际任务，把完成交际任务作为培养提升能力的路向。完成任务型的“实战演练”是培养、打造学生英语能力的有效方法。所以，我们设计的这套教材努力体现：任务的相关性；输入、活动、目标、教师角色、学生角色和环境任务构成的六个因素；输入、加工、输出行为，发展学生的思维能力和以言行事的言语取效行为。

3. 突出学习者为主体的角色行为

我们在编写这套教材时始终注意的另一点是，不要把学生看成单纯的英语学习者，单纯的学习者往往是被动的背诵者，复述者，消极地接受输入者，他们像站在圈外向圈内看的观众，因输入多、输出少而缺乏言语行为的动力。如果我们把学习者看成是任务

的完成者,把他们放到交际环境中去扮演一个角色,而且这个角色同他们的将来可能的工作能结合到一起,这会使他们有种完成任务的使命感,在以言行事的言语交际行为实践中提高在一定语境中的语用能力。我们考虑的另外一点是,一个人的能力是在实践中锻炼提高的,语言学习也是如此,如果脱离了语言实践,很难有真正的语言交际能力。所以我们在这套教材设计中把学习者设计成完成工作任务的“角色”,以增强语言交际锻炼的目的性、实践性;每课都以完成任务作为贯穿全篇培养英语听、说、读、写、译能力的主线,听、说、读、写、译的交际活动都是为了完成任务的交际行为,力求把任务的完成与学习者的岗位、责任、生涯意识结合在一起。

本套教材的构成及使用建议:

为了满足不同层次学生在英语应用能力方面得到锻炼和提高的要求和高校不同专业学生对不同专业英语的需求以及人才市场对就业学生英语能力的要求,本着实用性、知识性和趣味性相结合的原则,为学生的个性化、自主式学习提供选择和方便,这套大学能力英语选修课系列教材分四类共八本:《大学能力英语——走进国际商务》I, II;《大学能力英语——走进社交》I, II;《大学能力英语——走进多元文化》I, II;《大学能力英语——走进科学世界》I, II,可供非英语专业大学三、四年级作英语选修课教材,也可用作非英语专业大学英语任选课、必选课教材。每课包括以完成任务为主线的听、说、读、写、译五部分;每本书都附有听力CD、练习答案,因此本套教材也可作为非英语专业学生的自修教材。

我国著名语言学家、博士生导师胡壮麟教授担任本套教材顾问,燕山大学外语学院王正元教授担任丛书主编。各册主编分别为:

《大学能力英语——走进国际商务I》册 王正元教授

《大学能力英语——走进国际商务II》册 吴敏华副教授

《大学能力英语——走进社交I》册 李冬琦教授 张东辉副教授

《大学能力英语——走进社交II》册 王燕教授

《大学能力英语——走进多元文化I》册 王正元教授

《大学能力英语——走进多元文化II》册 张萍教授

《大学能力英语——走进科学世界I》册 谢亚琴教授 钟秀平副教授

《大学能力英语——走进科学世界II》册 陆军副教授 欧阳铨教授

本套教材的编写工作得到了主编单位的大力支持;哈尔滨工程大学、天津大学、辽宁大学、哈尔滨工业大学、燕山大学、天津医科大学、沈阳师范大学、北京外国语大学等十几所高校的三十余名英语专家、教授、副教授、中青年骨干教师参加了本丛书的编写工作,英、美籍英语专家审读了全部书稿;燕山大学外语学院刘德慧院长、辽宁大学外语学院陈峰院长对本套教材的编写工作给予了大力支持,在此一并表示衷心感谢。

大学英语改革是一项艰巨而又十分重要的工作,教材建设任重而道远。编写这套以完成任务为导向、以培养交际能力为目的的教材是一种探索,一定会有缺点和不足,欢迎专家、学者、师生批评指正,提出改进意见。

王正元
2005年元月

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Unit 1

When in Rome, Do as the Romans Do

入乡随俗

Task

Different countries have different cultural backgrounds. Ignorance of cultural difference will cause misunderstandings and even troubles sometimes. To learn something about foreign customs is helpful in both communication and negotiation. When in Rome, do as the Romans do. In this unit, you can find brief sketches of the customs of several countries related to their business practices and social interaction. They are not intended to be inclusive stereotypes; rather they are intended to help the student of international studies become more aware of the dimensions along which cultures differ. It is important to remember that all cultures have great variability within them, perhaps even more than the differences between them. After learning this unit, you should try to be

- able to understand the differences between customs in different countries;
- able to talk about some customs of foreign countries and know how to carry out social conversations in English;
- able to read and understand the articles on getting along with foreigners in English;
- able to write an exposition or an illustration in English;
- able to translate some of the passages related to customs of foreign countries from English to Chinese and vice versa.

I Listening

Task A

Warm up with these words and phrases

| | |
|----------------|---|
| initiative | the first movement or action which starts something happening |
| protocol | the ceremonial system of fixed rules and accepted behaviour used esp. by representatives of governments on official occasions |
| kibun | a Korean word meaning inner feelings |
| humility | the quality of being humble |
| courtesy | polite behaviour; good manners |
| slurp | to move or drink with the sound of noisy sucking |
| smack | to open and close one's lips noisily, esp. as a sign of eagerness to eat |
| periphery | a line or area that surrounds or encloses something; outside edge |
| perceptiveness | the ability to perceive well; keen natural understanding |
| disparage | to speak about without respect; make someone or something sound of little value or importance |
| assumption | something that is taken as a fact or believed to be true without proof |
| impropriety | the quality or state of being improper; an improper act |
| unification | the act or result of unifying; uniting |
| elicit | to succeed in drawing out fact, information, etc. from someone, esp. after much effort |
| affront | an act, remark, etc., that is rude to someone or hurts their feelings, esp. when intentional or in public; insult |

Task B Listening Comprehension*Listen to the tape recording and fill in the blanks***Social Customs in South Korea**

In much of Asia where crowding is a problem and there is little personal space, Koreans create an ____ (1) _____. In order not to embarrass someone when you approach a room where your host may be resting casually, you do not knock on the door or “see” the person. Instead, cough to announce your presence and wait until you are invited in. In Korea you ____ (2) _____, using specific protocol: The senior of the two acknowledges not having previously met and suggests introduction, both bow and state names barely audibly, for names are very personal, and ____ (3) _____. Keep hands in full view, not behind the back or in pockets.

Relationships are central to nearly every aspect of Korean life, and *kibun* is one of the most important factors affecting business and relationships. One must display ____ (4) _____ in order not to disturb *kibun* — or business will not continue. Relationships are vertical and one must know status and position in order to give proper recognition to others. Elders, for example, are given ____ (5) _____ unlike in the United States. If these social rules are violated and *kibun* is lost, you can become a “nonperson” who is unworthy of any consideration!

The host ____ (6) _____ to the guest; women are seldom included in business entertainment. Most entertaining is conducted at bars and restaurants. When eating, show appreciation by slurping soup or smacking your lips. A healthy belch is a sign of satisfaction. ____ (7) _____ on the bowl means you are resting; on the table signifies being done. To clean the plate implies the host did not have enough food and you may embarrass him. The host will encourage you to eat more food, and a firm refusal is expected.

To Korean businessmen, ____ (8) _____. They begin on the periphery of an issue and subtly and delicately narrow the focus. Direct discussion of a proposal is considered rude and will usually lead to failure. Impatience is considered a personal fault, and negotiators move with ____ (9) _____, and perceptiveness. Extreme modesty is expected on the part of both parties, who modestly decline compliments. Some may even make disparaging remarks about family members. Western business people are sometimes puzzling to Koreans who have trouble understanding how contracts can be made ____ (10) _____ that the future will be predictable and stable. Not so the Koreans! They gamble that conditions will remain stable, but if not — the agreement is no longer binding! Changes in the economy, political environment, and personal situation may ____ (11) _____ without a sense of impropriety. A written contract may have little value also, though this is changing.

Good topics for conversation include Korea's ____ (12) _____, sports such as baseball and the Olympics, and the host's company and children. Avoid conversation on such

topics as domestic politics, unification with the North, socialism, Japan, trade issues, Communism, criticism of the government, and the host's wife. Show respect to elders, listen carefully to what they have to say, and do not interrupt. Generally avoid loud conversation or loud laughing. Be careful not to insult others by ____ (13) ____.

Remember that "yes" does not mean agreement — it is similar to our saying, "I hear you," or "I understand." To say "no" is considered rude. A person may therefore say "yes" and not ____ (14) ____ or apparent agreement. To preserve your good feelings, they may also tell you what they think you want to hear rather than admit they don't know something. Laughter may indicate amusement, but can also cover hurt, shock, or embarrassment.

Gift giving is done for strategic purposes in business; to establish obligation, gain advantage, or ____ (15) ____ . Koreans are very skilled at forming relationships that create obligation, and that can be a problem for Westerners. Returning a gift is an affront, but perhaps better than not to fulfill an obligation.

Task C True or False

*Listen to this passage again. These are some statements for you to judge whether they are true or false according to the speech. Choose **T** for true, and **F** for false.*

Questions 1 – 10 are based on the passage:

- T/F 1. Koreans don't pay much attention to privacy because it's too crowded there.
- T/F 2. When two people meet in Korea the younger one should introduce himself first to show politeness.
- T/F 3. If one wants to do business with Koreans he must display humility, honor and respect before Koreans.
- T/F 4. In Korea women are usually not included in business entertainment.
- T/F 5. Koreans like to entertain their guests at home.
- T/F 6. Laying the chopsticks or spoon on the table means you are resting.
- T/F 7. When a guest is encouraged to eat more food he'd better refuse.
- T/F 8. When discussing business with Koreans you'd better put forward your proposal directly in order to save time.
- T/F 9. It's polite to praise the host's wife in conversation.
- T/F 10. To return a gift from a Korean is considered an insult.

II Speaking

Task A Situational Dialogue 1

Speak out what you've just heard from the tape in your own words.

The following words and phrases may help you with your job:

- boundary for privacy
- business and relationships
- flattery is a common strategy
- topics for conversation
- take the initiative to
- entertainment
- on the assumption that
- gift giving

Task 1

Situational Dialogue 2

Hitch hiking

Suppose you are hitchhiking through the US during the vacation. Now you are in a car and talking with the motorist who picks you up. The motorist asks you some questions and gives you some advice. You're supposed to cover the following questions or structures:

- Where are you going?
- Where are you from?
- Would you like some advice?
- I'd suggest using a sign with your destination printed on. And also you should avoid the big highways.

The following words and patterns may help you with your job:

- as far as you can take me
- I'll ride with you that far.
- head for
- Hitchhiking is illegal on interstate highways.
- dangerous
- I'll be getting off at Omaha.
- if you don't mind
- in big, bold letters
- popular

Notes: *To hitchhike is to travel by getting rides in other people's cars, usu. by standing at the side of the road and signaling to drivers. Despite the dangers and inconveniences, many people do hitchhike, every day, all over the world. Many are not there solely to save money (it can work out costlier than public transport when food, accommodation, and time are factored), but because they love to hitchhike. USA-style hitchhiking employs a thumb pointed positively into the air or jauntily in the desired direction of travel. In some countries you casually hold out an open palm or a few fingers, or even flap your hand like a*

little bird wing. In other places only eye contact is required. Nearly everywhere women hitchhikers need only to find some shade, sit on their packs, and try to work in a postcard before a Mercedes screeches to a halt.

Task C Role-play Activities

Attending Parties

Form groups and work with your classmates. Dr. White is holding a dinner party at home. He greets Mr. Zhang, a Chinese from Sichuan who is working at the university as part of an exchange, at the door and introduces him to Mr. Smith. They talk for a while, then Mr. Smith introduces Mr. Zhang to Mrs. Brown. They talk about Chinese food, the climate here and about swimming in the lake. Finally they say farewell to each other. You will perform a role-play. A: Mr. Zhang, a scholar from China; B: Dr. White, the host; C: Mr. Smith, one of Dr. White's colleagues; D: Mrs. Brown, another guest. You're supposed to cover the following questions or structures:

- Have you been to China ?
- How do you like it here ?
- Where in China are you from?
- Have you heard of Sichuan ?
- How are you getting along here?

Now, please form groups and start the role-play.

The following words and patterns may help you with your job

- | | |
|--|------------------------|
| • to be here on an exchange from China | • faculty member |
| • teach Chinese and study English | • spicy food |
| • climate | • a lovely campus |
| • swimming at the lake | • I've got to be going |
| • enjoy talking | • drop by |

Notes: In America, if you are invited to have dinner at one's home, usu. you should arrive at the time you've been invited to, or within five or ten minutes after that time. If you are very early, in most cases it would be better for you to wait, since the hostess may be busy until the last moment preparing the meal. If you find that you're going to be more than 15 minutes late, you should telephone your hostess and tell her when you will be arriving.

III Reading

Task A

Multiple-choice

Here are some passages followed by multiple choice questions. Read the questions first, and then the passages. Complete the multiple choice questions.

Getting along with Germans

By MONA MORT

Science is international. And so it follows that one perk of an academic job in the United States is attending conferences in intriguing places like Japan, where, as a graduate student, I discovered that I could fall in love with a foreign place and its people. It was on a post-conference field trip, a tour of the lakes near Mt. Fuji, where something happened that led eventually to the long period of my professional life that I spent in Germany.

But Japan came first. Standing on a dock in the early morning mist, excited about getting a sample from a Japanese lake, I may have neglected to check the knot in the rope attached to the plankton net, I don't know. What I do know is that when I tossed the net out over the water it was not attached to the rope in my hand — a limp rope was what I held as I watched the white and silver of my net fall farther from view into the green water. And then . . . And then, the next thing I saw was my Japanese host — who had been leading us on a tour of “his” lakes — flying through the air, fully clothed, jumping into the lake and diving for my net. Need I say that I was shocked, surprised, and touched all at once, and from that moment felt a strong bond with the Japanese.

Now, as you may already know, visiting a country as a conference participant or tourist is quite different from actually trying to live and work there. But I didn't know that when, in the final year of my dissertation work, I received an invitation to do postdoctoral studies at the Max Planck Limnological Institute in northern Germany, part of the system of national research labs. I think it was the warm memory of the chivalry of my Japanese host that prompted me to say yes without reservation — yes I can, and am eager to work in a country other than the United States.

What started out as a 1-year postdoctoral fellowship turned into 5 years spent working in Germany's research labs and university system. During that time, I was again and again to experience the same warmth and gratitude toward my German hosts that I had felt on the day I stood on a dock looking at Mt. Fuji in the distance. The setting was different, but the thrill of connecting with foreigners was the same.

I could go on for many days about my experiences in Germany. But there are two interrelated thoughts about that time working outside of the United States that I'd particularly like to share here with "Next Wave" readers. The first is that when working in a foreign country you really are "not in Kansas anymore" and that can be a good thing (a quote from the film "The Wizard of Oz " (1939)). But with the ying comes the yang, so be prepared for difficulties in adjusting while you are there and when you return to the States.

1. What does the word "perk" in the first line of paragraph 1 possibly mean according to the passage?
 - A. Advantage.
 - B. Disadvantage.
 - C. Extra work.
 - D. Burden.
2. Why did the writer go to Japan according to the passage?
 - A. To go sightseeing.
 - B. To visit a friend.
 - C. To attend a conference.
 - D. To go to Mt. Fuji for research work.
3. Which of the following statements is false according to the passage?
 - A. The writer's tour to Japan was very enjoyable.
 - B. The writer was moved by the Japanese passenger who jumped into the lake to save his net.
 - C. The writer went to the lake for some research work.
 - D. The writer's journey to Japan caused her to accept the invitation to work in Germany.
4. How long did the writer stay in Germany?
 - A. One year.
 - B. Five years.
 - C. Six years.
 - D. Not clear.
5. What impression does the writer have toward Germans according to the passage?
 - A. Warm-hearted.
 - B. Helpful.
 - C. Moving.
 - D. All of the above.

As graduate students, we in the American university system recognize that science is an international affair, but what I don't think we realize is that academic systems in