

※ 注意：請用 2B 鉛筆作答於答案卡，並先詳閱答案卡上之「畫記說明」。

Choose the BEST answer for each question. To indicate your choice, use a 2B pencil to blacken the corresponding space on your answer sheet for each question.

I. Grammar and vocabulary in context: Choose the best answer that completes the sentence. (36%)

1. The candidate's poll numbers are suffering partly because his die-hard fans have been polarizing people and have, in fact, put off a lot of potential supporters with their "you're either with us, ____ against us" approach and mentality. A) nor; B) not; C) or; D) do.
2. The negotiations have come to a standstill, as _____ side shows any sign of budging on the key issues. A) neither; B) either; C) well; D) all.
3. _____ I support their ultimate goal, I cannot agree with the method they used to achieve that goal. A) As soon as; B) As much as; C) As for; D) As regards.
4. He has failed the mid-term exam as well as some of the quizzes for his English class. In order to get a passing grade for this course, he cannot a _____ to fail the final exam. A) avoid; B) avow; C) accord; D) afford.
5. Home owners spend a considerable sum of money on interior decoration with a view _____ their houses beautiful. A) in making; B) of making; C) to making; D) for making.
6. They hoped that the latest repair would resolve their plumbing issue _____, without having to fret over a clogged pipe every few weeks or so. A) once and for all; B) twice as good; C) indefinitely; D) once in a while.
7. Dante's poetry, together with his use of the vernacular, _____ literary criticism to the present time. A) have influenced; B) has influenced; C) influence; D) had influenced.
8. _____ agreement among scientists as to whether there is life on other planets such as Mars. A) Generally speaking, no; B) No general; C) Although we see; D) There is no general.
9. Just as many basketball fans a decade ago were debating whether LeBron James was the _____ apparent to Michael Jordon, people are now talking about who the next LeBron is even before his retirement. A) air; B) heir; C) hair; D) hire.
10. For various reasons universities are trying to do more parenting than ever before. That's why some people think that these new approaches could coddle the students too much, without allowing them to _____ for themselves or to be on their own. A) indulge; B) long; C) fend; D) teach.
11. There also are men-only and women-only workshop sessions with topics that _____ from academics to the problems in African American communities. A) range; B) derive; C) result; D) none of the above.
12. Midway through their first semester, many freshmen are facing problems they never anticipated a few months ago—such as struggling in courses that seemed easy in high school, _____ the major they selected, getting little sleep, etc. A) second-guessing; B) suggesting; C) seeking; D) sleeping.
13. _____ 2 million people, according to the organizers, marched the streets of Hong Kong in by far the largest turnout against a controversial extradition bill proposed by Hong Kong government. A) An estimate; B) An estimation; C) An estimated; D) An estimation of.
14. "Now we are engaged in a great civil war, _____ whether that nation, or any nation so conceived and so dedicated, can long endure." A) tested; B) testing; C) which is tested; D) which test.

15. "I am happy to join with you today in w_____ will go down in history as the greatest demonstration for freedom in the history of our nation." A) which; B) whereas; C) when; D) what.
16. "_____ pause to answer criticism of my work and ideas". A) Do I seldom; B) Seldom do I; C) Seldom I do; D) none of the above.
17. "If I have said anything in this letter that overstates the truth and indicates an unreasonable impatience, I beg you to forgive me. If I have said anything that understates the truth and indicates my having a patience that allows me to settle for anything less than brotherhood, I beg God to forgive me." Which of the following is NOT true about the quoted sentences? A) The speaker thinks being forgiven by God is more important than being forgiven by others. B) The speaker would rather overstate the truth than understate the truth. C) The speaker would prefer to settle for anything less than brotherhood. D) The speaker would rather be impatient with his addressee so that he can be faithful to God.
18. "In British Columbia, where, since 1990, thirteen rainforest valleys have been clear-cut, 142 species of salmon have already become extinct, and the habitats of grizzly bears, wolves and many other creatures are *threatened*." From the quote above we know that wolves are also habitants of British Columbia, and grizzly bears are one of the _____ species there: A) extinct; B) endangered; C) endeared; D) threatening.

II. Reading comprehension: Choose the best answer to fill in the blank. (18 %)

Passage A

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content 19 the superficial kind of social analysis that deals merely with effects and does not grapple with the underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city's white power structure left the Negro community with no 20 In the midst of blatant injustices inflicted upon the Negro, I have watched white churchmen stand on the sideline and 21 pious irrelevancies and sanctimonious trivialities. In the midst of a mighty struggle to rid our nation 22 racial and economic injustice, I have heard many ministers say: "Those are social issues, with which the gospel has no real concern." And I have watched many churches commit themselves 23 a completely other worldly religion which makes a strange, un-Biblical distinction between body and soul, between the sacred and the secular.

19. A) with; B) in; C) for; D) to.
20. A) obligation; B) initiative; C) segregation; D) alternative.
21. A) munch; B) mouth; C) monitor; D) demand.
22. A) for; B) of; C) about; D) in.
23. A) at; B) on; C) to; D) in.

Passage B

About 10 years ago, RadioShack ran a series of commercials that featured celebrity 24 of different ethnicities. Howie Long and Teri Hatcher were the Caucasians, Ving Rhames and Vanessa Williams were the African Americans, Alex Rodriguez and Daisy Fuentes were the Latinos.

There was no Asian edition, and for good reason. While Lucy Liu, who was starring in "Ally McBeal" at the time, or skating champ Michelle Kwan would have been no-brainers to cast in the female role, who exactly was available to be the male star? RadioShack could have gone for an overseas action hero like Jackie Chan or Jet Li, but there were no viable Asian-American men in sports or pop culture that the general population would've been able to pick out of a police lineup.

This is why the Jeremy Lin phenomenon has been so spectacular. While it does transcend race -- his story is the perfect storm of underdog elements being played out in the media capital of the world -- it does not exclude race. Lin is a breakthrough because the Asian American male has always 25 in cultural visibility and acceptance. There has been progress in other areas, particularly entertainment, but sports has been the final 26. "If you look at it historically, the dominant group has always favored the female of a minority, seeing them as assets, commodities or possessions," says Ruth Chung, a USC professor who specializes in Asian American cultural identity. "Males are seen as competition, and for Asian American men, their greatest threat to white males was perceived to be their intelligence, so it was always easy to stereotype them as being geeky and 27."

24. A) pairings; B) moorings; C) peeking; D) monitoring.
25. A) looked for; B) logged into; C) lagged behind; D) lived up to.
26. A) exam; B) frontier; C) answer; D) none of the above.
27. Which of the following does not fit into the type of person being described in the sentence above? A) socially inept; B) socially awkward; C) introverted; D) socially adept.

III. Reading comprehension: Read the following passages and answer the questions at the end of each passage.

(46%)

Passage A

George Orwell (1903-1950) was one of the most important English writers of the 20th century. Best known for his two anti-utopian novels, *Animal Farm* and *Nineteen Eighty-Four*, Orwell left many well-written and thought-provoking essays and novels which have served both as a timeless standard for prose and a reminder of the terrors that governments can impose on their citizens.

Born in Bengal during the British colonial period of India, young George was nonetheless sent home to Great Britain for a "proper" education. He was admitted to preparatory school and then Eton, still now the top academy for young scholars. Unlike his classmates who graduated into top government, business, or academic professions, Orwell instead returned to Asia, taking a minor post as a policeman in what today is Myanmar.

This experience formed many of his doubts about European governance. He returned to France and England, then

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moved to Spain to fight in their Civil War. Exposure to the downtrodden there gave Orwell the sense of hopelessness that would later permeate his novels.

Ironically, the powerful, even imposing writing of George Orwell came from a frail and shy man. Fortunately, his works of skepticism towards utopian governments live on, giving caution to present and future generations of the need for citizens to monitor the activities of their governments to ensure their basic human rights.

28. How did the young Orwell differ from his classmates? A) He was much older than they were. B) He was much richer than they were. C) He was not interested in a "successful" occupation. D) He was already a renowned writer upon entering school.
29. Where did Orwell probably learn firsthand and most deeply of human suffering? A) in Myanmar; B) in France; C) in Britain; D) in Spain.
30. What may be the most important lesson to be learned from Orwell? A) People born in other countries can still be a good writer. B) An early death prevents one from realizing a worthwhile career. C) Governments must be watched by their citizens to ensure freedom. D) Novels are more important than essays in influencing public thought.
31. Based on this short introduction to Orwell, which of the following CANNOT be associated with his writings, as characterized here? A) tranquility; B) thought-provoking statements; C) skepticism towards utopian governments; D) hopelessness.

Passage B

"The Rule of the Road"

A stout old lady was walking with her basket down the middle of a street in Petrograd to the great confusion of the traffic and with no small peril to herself. It was pointed out to her that the pavement was the place for pedestrians, but she replied: 'I'm going to walk where I like. We've got liberty now.' It did not occur to the dear old lady that if liberty entitled the pedestrian to walk down the middle of the road, then the end of such liberty would be universal chaos. Everybody would be getting in everybody else's way and nobody would get anywhere. Individual liberty would have become social anarchy.

There is a danger of the world getting liberty-drunk in these days like the old lady with the basket, and it is just as well to remind ourselves of what the rule of the road means. It means that in order that the liberties of all may be preserved, the liberties of everybody must be curtailed. When the policeman, say, at Piccadilly Circus steps into the middle of the road and puts out his hand, he is the symbol not of tyranny, but of liberty. You may not think so. You may, being in a hurry, and seeing your car pulled up by this insolence of office, feel that your liberty has been outraged. How dare this fellow interfere with your free use of the public highway? Then, if you are a reasonable person, you will reflect that if he did not interfere with you, he would interfere with no one, and the result would be that Piccadilly Circus would be a maelstrom that you would never cross at all. You have submitted to a curtailment of private liberty in order that you may enjoy a social order which makes your liberty a reality.

Liberty is not a personal affair only, but a social contract. It is an accommodation of interests. In matters which do not touch anybody else's liberty, of course, I may be as free as I like. If I choose to go down the road in a dressing-gown who shall say me nay? You have liberty to laugh at me, but I have liberty to be indifferent to you. And if I have a fancy for dyeing my hair, or waxing my moustache (which heaven forbid), or wearing an overcoat and sandals, or going to bed late or getting up early, I shall follow my fancy and ask no man's permission. I shall not inquire of you whether I may eat mustard with my mutton. And you will not ask me whether you may follow this religion or that, whether you may prefer Ella Wheeler Wilcox to Wordsworth, or champagne to shandy.

In all these and a thousand other details you and I please ourselves and ask no one's leave. We have a whole kingdom in which we rule alone, can do what we choose, be wise or ridiculous, harsh or easy, conventional or odd. But directly we step out of that kingdom, our personal liberty of action becomes qualified by other people's liberty. I might like to practice on the trombone from midnight till three in the morning. If I went on to the top of Everest to do it, I could please myself, but if I do it in my bedroom my family will object, and if I do it out in the streets the neighbors will remind me that my liberty to blow the trombone must not interfere with their liberty to sleep in quiet. There are a lot of people in the world, and I have to accommodate my liberty to their liberties.

We are all liable to forget this, and unfortunately we are much more conscious of the imperfections of others in this respect than of our own. A reasonable consideration for the rights or feelings of others is the foundation of social conduct.

It is in the small matters of conduct, in the observance of the rule of the road, that we pass judgment upon ourselves, and declare that we are civilized or uncivilized. The great moments of heroism and sacrifice are rare. It is the little habits of commonplace intercourse that make up the great sum of life and sweeten or make bitter the journey.

32. Which of the following is true about the article "The Rule of the Road"? A) It's about an old lady who got into a traffic accident while walking down the street; B) It's about reconsidering the meaning(s) of liberty in today's society; C) It's only about the traffic rules that people should follow while driving; D) Pedestrians always have the right of way, no matter what the circumstances are.
33. "In order that the liberties of all may be preserved, the liberties of everybody must be curtailed." In order not to change the original meaning of this quoted sentence, which of the following words CANNOT be used to replace the underlined word "curtailed"? A) limited; B) qualified; C) extended; D) discounted.
34. The example of a policeman who puts out his hand in the middle of the road is not a symbol of tyranny, but of liberty because A) he prevents anyone from interfering with other people's free use of the public highway; B) he deprives you of your right to use the public highway; C) his own liberty to use the road has been outraged; D) drivers will interfere with one another's liberty if he shows up.
35. The author states that "in matters which do not touch anybody else's liberty, of course, I may be as free as I like." Which of the following doesn't fit into this definition of liberty? A) going down the road in a dressing-gown; B) having a fancy to dye one's own hair; C) waxing one's own moustache; D) pushing a disabled old man's wheelchair down the middle of a busy four-lane road.

36. According to the article, which of the following CANNOT be considered one of the true meanings of liberty? A) It is a social contract; B) It is an accommodation of interests; C) It is a personal affair only; D) none of the above.
37. What does the phrase “ask no one’s leave” (in the first sentence of paragraph 4) mean in the context of this article? A) ask no one’s labor; B) ask no one to leave the room; C) ask no one’s permission; D) none of the above.
38. Which of the following is NOT true about the statements in the last paragraph of the article? A) The small matters of conduct can affect our interactions with others surrounding us; B) One should sacrifice the little habits of commonplace intercourse for the great moments of heroism; C) The rule of the road can be a standard by which we judge whether someone is civilized or not; D) Reasonable considerations of others’ rights and feelings in our daily routine can sweeten the journey.

Passage C

Excerpt 1 from “Meet the Parents Who Won’t Let Their Children Study Literature”

When I assigned an 800-page biography of Andrew Carnegie for a new undergraduate course on wealth and poverty at George Mason University a few years ago, I wasn’t sure the students would actually read it. Not only did most of them make it to the end, however, but many thanked me for giving them the chance to read a popular work of history.

Curious, I inquired how many were history majors. Of the 24 honors students in the seminar, there were none. English? Philosophy? Fine arts? Only one. How was this possible? I asked. Almost in unison, half a dozen replied: “Our parents wouldn’t let us.”

The results were similar when I surveyed freshmen in another honors seminar this spring. This time, I asked how many would have been humanities majors if the only criteria were what they were interested in and what they were good at. Ten of the 24 raised their hands.

I was aware, of course, of the drift toward pre-professionalism on college campuses, of widespread concern over student debt, of stories about college-educated baristas living in basements, of governors threatening to cut off state funding for French literature and anthropology. Even so, I found it shocking that some of the brightest students in Virginia had been misled — by parents, the media, politicians and, alas, each other — into thinking that choosing English or history as a major would doom them to lives as impecunious schoolteachers.

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Parents are becoming more deeply engaged in nearly every aspect of their children’s lives, and it’s carrying over even to their choice of major. “A lot of our students feel parental pressure to go into business, economics, medicine,” says Christy Buchanan, who heads the office of academic advising at North Carolina’s Wake Forest University, a traditional liberal arts college that recently announced new programs in biomedical sciences and engineering. Buchanan, a psychology professor who studies the role of families in adolescent development, says this is what “helicopter parenting” has come to.

Matthew Boyce, George Mason’s director of undergraduate admissions, reports that parents are more interested than ever in the direct path between a degree program and a first job, and the eventual salary associated with that degree.

“To many of them, that pathway from liberal arts seems a little more muddled,” he said. Adds Saskia Clay-Rooks, Mason’s acting director of career services: “What parents are thinking about is return on investment.”

I certainly got that sense when I buttonholed students and parents at an information session this spring for high school seniors who had been accepted to Mason. “To spend \$80,000 on a history degree, I’d need to see a way forward” to a career, said Kyle Tucker of Fredericksburg, Va., as he stood with his son in the long line in front of the engineering school’s booth. (The boy was torn between cybersecurity and accounting.) Bradley Gray of Richmond told me that he enjoys history, but “it’s hard to get a job with a history degree — that’s what I hear, anyway. The only opportunities are in teaching or working in a museum.” Bradley is aiming for something in STEM — science, technology, engineering or math.

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Over the past 30 years, the shift in college majors hasn’t been as dramatic as many assume. As the total number of students has doubled, the humanities have suffered modest losses in market share, while natural and social sciences have been the big winners. But more recently, in the wake of the Great Recession, the number of degrees in the core humanities disciplines — English, history, philosophy — has fallen sharply. In the mid-1960s, they represented as much as 17 percent of degrees conferred; now that figure is just over 6 percent.

This focus on college as job training reflects not only a misreading of the data on jobs and pay, but also a fundamental misunderstanding of the way labor markets work, the way careers develop and the purpose of higher education.

Let’s start with unemployment. A study by Georgetown University’s Center on Education and the Workforce found that in 2011 and 2012, when the economy was in the early stages of recovery, the unemployment rate for recently graduated majors in humanities and liberal arts (8.4 percent) wasn’t all that different from the jobless rates for majors in computers and math (8.3 percent), biology (7.4 percent), business (7 percent) and engineering (6.5 percent). Today, with an improved economy, the numbers for all majors are almost certainly lower.

Underemployment — the barista problem — is also overstated. When researchers at the Federal Reserve Bank of New York looked at that issue, they found that the share of recent college graduates in low-wage jobs rose from 15 percent in 1990 to 20 percent in 2012, the latest year in the report — hardly an epidemic. They also found that over the years, about one-third of recent graduates have always worked jobs that don’t require college degrees but pay decent wages nonetheless — and that has been as true for science and business majors as for those with degrees in humanities and social sciences. Even in good times, it’s quite typical for recent college grads to take several years to find jobs that make use of their education.

Then there is the matter of pay. The first thing to say is that reports of liberal arts majors living lives of deprivation and disappointment have been greatly exaggerated. It is true that STEM and business majors earn the most, with median annual incomes between \$60,000 and \$80,000. But even the average humanities major, with wages of just over \$50,000, earns enough to fit comfortably in the American middle class. Just as significant are the variations in incomes within majors. The top 25 percent of history and English majors earn more than the average major in science and math, while the bottom 25 percent of business majors make less than the average wages of those majoring in government and public policy.

It would be a mistake, of course, to attribute salary differences solely, or even primarily, to the choice of major.

One study by economists at Yale found that half of the premium earned by STEM majors can be explained not by what they learned in college but by the greater intelligence, diligence and other characteristics that they brought to those majors in the first place. Or to put it another way, they would have earned more no matter what they majored in.

39. Based on this excerpt of this article, which of the following is NOT true? A) The article is about a phenomenon in college education that deserves people's—including the parents'—attention; B) Parental pressure plays an important role in students' choices of major; C) The author believes in the idea of college education as job training, just like many parents do; D) The author disagrees with some of the common assumptions about the humanities majors and offers some counter-evidence in the last few paragraphs.
40. Which of the following CANNOT be said about the examples in the first two paragraphs? A) Most of the students mentioned in the first paragraph are humanities majors; B) None of the students the author surveyed in the first paragraph was history major; C) A lot more of the students referred to in the second paragraph would have been humanities majors if their choices are only based on their own interests and strengths; D) In both cases, the author was surprised by the disparity between the students' keen interests and their choice of majors.
41. One can gather from the context that the phrase "helicopter parenting" (mentioned in paragraph 4) refers to: A) parents who take their kids to school and after-school activities by helicopter; B) the hands-off approach of parenting because those parents travel around by helicopter so often that they don't spend much time with their children; C) the hands-on style of parenting that gets involved in every aspect of their children's lives and watches over their activities like helicopters hovering above their destinations; D) parents who are out of touch with their children's view of reality as if they're still riding in a helicopter while their kids are on the ground.
42. When it comes to their children's college education, parents who won't let their children major in literature CANNOT be thinking in terms of: A) a direct path between a degree program and a first job; B) return on investment; C) projected salary associated with the degree of choice; D) the overstated unemployment rate for recently graduated majors in liberal arts.
43. The last four paragraphs of the excerpt above can be described as about A) focusing on college education as job training; B) exposing a fundamental misunderstanding of the way labor markets work; C) explaining the way careers develop; D) highlighting the purpose of higher education.
44. According to the data on jobs provided by the author, which of the following is NOT true? A) Underemployment of college graduates cannot be overemphasized; B) It's quite typical for recent college graduates to take several years to find jobs that make use of their education; C) About the same percentage of recently graduated science and business majors as those with degrees in humanities have worked jobs that don't require college degrees; D) The jobless rate for recent college graduates with STEM majors aren't significantly different from that for humanities and liberal arts majors.
45. Which of the following would be a misreading of the data when it comes to the matter of pay? A) Salary differences cannot be solely attributed to the choice of major; B) STEM and business majors earn the most, compared with other college degrees; C) The top 25 percent of history and English majors earn less than the

average American middle class; D) Half of the premium earned by STEM majors can be attributed to some characteristics they already had before choosing their majors, rather than what they learned in college.

Excerpt 2 of from “Meet the Parents Who Won’t Let Their Children Study Literature”

And, of course, starting a major is not the same as completing it, given attrition rates of 48 percent among STEM majors (alas, it’s even higher in humanities). Cal Newport, a professor of computer science at Georgetown and author of the book “How to Win at College,” has interviewed hundreds of students about their college experience. Based on those interviews and observation of his own students, Newport believes that those who chose majors simply to please their parents are more likely to give up or burn out. “It’s just harder to weather the hard times if you don’t have the intrinsic motivation,” he said.

You might not expect college freshmen to understand that careers don’t proceed in straight lines, but surely their parents ought to. In the real world, most physics majors don’t become physicists, most psychology majors don’t become psychologists, and most English majors don’t become writers or teachers. You’ll find a surprising number of philosophy majors at hedge funds and lots of political-science majors at law firms. I was an American studies major. Among chief executives of the largest corporations, there are roughly as many engineers and liberal arts majors, in total, as there are undergraduate majors in business, accounting and economics combined. Indeed, one study found that only 27 percent of people have jobs that are substantially related to their college majors — a reality that applies even to the STEM fields. “Choosing a major is not choosing a career,” says Jeff Selingo, author of “There Is Life After College.”

For me, there’s nothing more depressing than meeting incoming freshmen at Mason who have declared themselves as accounting majors. They’re 18 years old, they haven’t had a chance to take a course in Shakespeare or evolutionary biology or the history of economic thought, and already they’ve decided to devote the rest of their lives to accountancy. It’s worth remembering that at American universities, the original rationale for majors was not to train students for careers. Rather, the idea was that after a period of broad intellectual exploration, a major was supposed to give students the experience of mastering one subject, in the process developing skills such as discipline, persistence, and how to research, analyze, communicate clearly and think logically.

As it happens, those are precisely the skills business executives still say they want from college graduates — although, to be fair, that has not always been communicated to their human-resource departments or the computers they use to sort through résumés. A study for the Association of American Colleges and Universities found that 93 percent of employers agreed that a “demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a job candidate’s] undergraduate major.”

In today’s fast-changing global economy, the most successful enterprises aren’t looking for workers who know a lot about only one thing. They are seeking employees who are nimble, curious and innovative. The work done by lower-level accountants, computer programmers, engineers, lawyers and financial analysts is already being outsourced to India and the Philippines; soon it will be done by computers. The good jobs of the future will go to those who can

collaborate widely, think broadly and challenge conventional wisdom — precisely the capacities that a liberal arts education is meant to develop.

“What we are constantly reminding parents is that the world is an incredibly dynamic place and what’s most important is for students to develop an entrepreneurial mind-set,” said Andy Chan, vice president of personal and career development at Wake Forest. “They need to think not just about the first job but a lifetime of jobs.”

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So here’s what I’d say to parents who, despite all the evidence, still believe that liberal arts majors waste four years contemplating the meaning of life: At least those passionate kids won’t make the mistake of confusing the meaning of life with maximizing lifetime income.

46. The first two paragraphs in excerpt 2 of the same article can be characterized as about A) the differences in pay in terms of college majors; B) the way careers develop; C) how labor markets are related to choices of majors; D) the purpose of higher education.
47. “It’s harder to weather the hard times if you don’t have the intrinsic motivation.” In the context of this excerpt, what does the quoted statement in the first paragraph mean? A) You need a foul-weather friend in order to make the right decision on college majors; B) You need to stick with your major, whether in good times or bad times; C) You’re more likely to give up on your major or burn out if your choice isn’t based on your genuine interest in the field of study; D) Parental pressure would be motivation enough to endure the challenges posed by one’s major.
48. Based on excerpt 2, which of the following is false? A) Careers don’t necessarily proceed in straight lines; B) Most English majors don’t become writers or teachers; C) More than half of the people with STEM degrees have jobs that are substantially related to their college majors; D) The advisor on career development quoted in this excerpt reminds parents to think beyond the first job.
49. The most successful enterprises are NOT looking for A) workers who know a lot about only one thing; B) employees who are nimble, curious, and innovative; C) those who can collaborate widely, think broadly and challenge conventional wisdom; D) people with the kind of capacities a liberal arts education is meant to develop.
50. Which of the following CANNOT be presented as part of the evidence to challenge some parents’ belief that “liberal arts majors waste four years contemplating the meaning of life”? A) Historically, the original rationale for majors at American universities was not to train students for careers; B) A period of broad intellectual exploration before focusing on one particular subject was originally built into the idea of undergraduate education; C) Preparing students earlier for a clear path to a specific type of job will give them a distinct advantage when they go on the job market after graduation; D) Skills such as discipline, persistence, and how to research, analyze, communicate clearly and think logically may eventually help college students stand out among job seekers than their undergraduate majors.