



Hidden Discoveries Reading Passage Competition:

Finding Knowledge from Treasures within Readings

**HIDDEN DISCOVERIES READING PASSAGE COMPETITION
SAMPLE PASSAGE 1
INCLUDE: PASSAGE AND QUESTIONS**

RULES

You have 9 minutes to complete the following 7 questions. Each question has exactly one correct answer out of four choices given. The best answer to the given question is designated as the right answer. The answers and scores announced at the end are unchangeable and undisputable. You may not use any type of aid and all questions must be answered by using pencil or black or blue pen. You may not read the passage aloud, use scrap papers, or stop the exam in the middle. The passages in this exam are all written by the problem writer and thus, no problem over copyright can exist. Furthermore, this explains why the passage, in grammar and other issues, is not perfect. There are errors and although I have proofread couple times, there will be errors. Please let them slide and take the exam. The citations have been removed so to see the citations, you must see the full paper, which is revealed after the exam. All passage, questions, solutions, and full document belong to Hidden Discoveries and its owner.

Passage I (1-7)

Many institutions that supported this idea have required iPods as the part of their curriculum. In some cases, the professors mandated iPods in their curriculum by requiring them to produce podcasts instead of research papers. Furthermore, because some professors recommend study guides by private companies as supplements for courses, Pearson company has created some of their study guides for MP3 players and iPod players through the audiobook purveyor company. These new “Listen and Learn” portable study guides come in both English and Spanish and include concise questions and author’s own words to listeners. Also, the students in these institutions utilized iPods to record lectures, create oral notes for themselves, and build electronic flashcards.

Podcasts certainly have indubitably positive feedbacks on many of users. For instance, in Arlington, Jamestown Elementary School enriched its fifth graders’ learning by rendering them to develop their own podcasts. According to their elementary teachers, the podcasts both significantly increased motivation and comprehension that some students were able to make jokes out of intricate concepts for fifth graders like Constitution. By the same token, when Duke University handed out iPods, its students turned these gadgets into active tools for class work by recording their own voices. For some selected classes, students discovered another positive aspect of iPods by recording interviews as well. These positive uses represented the importance of iPods where students could make information from lectures to be ubiquitous

by taking these devices to gym, library, and other places in the campus.

One extreme supporter of iPods explained the benefits of iPods and other gadgets in a more abstract manner. He emphasized that in many pragmatic situations, skills learned by physical work stay longer in people’s brain than the names and dates memorized for exams. Moreover, he underscored the idea that people nowadays live with technology, and assimilating iPods and other electronic devices into classroom was no different than having more difficult “open-book tests.” Other less extreme fans stressed the importance of iPods but nevertheless acknowledged that podcasts and other iPod-related benefits could not replace the class as a whole.

So, if iPods can produce such positive results on its users, why are there controversies over its usage in education? Also, if everything mentioned about iPods can occur with everyone, why do not all universities and colleges use them, excluding the financial reason?

The most direct victims of integration of iPods into classroom are professors. Many professors hurt by iPods because if they do not successfully make classes more interesting, their students would simply be occupied by their compendium of distractions, including cell phones and now, iPods from their own schools. Whereas some professors voluntarily embraced iPods in their classrooms, other professors like Robert S. Summers at Cornell Law School strongly defied them. Summers recently proscribed laptops in his classroom, and when he heard about these new distractions named iPods, he wanted to abolish them in

his classroom as well if he could. In addition, introduction of iPods to college courses can create problem of isolation since more students will study through listening to their recorded materials in iPods and less likely to converse with other fellow students for more thoughtful discussions.

The dark saga of iPods in education was shown more clearly in issue regarding cheating. Some students hid the devices under their clothes to surreptitiously hear their classroom notes as the part of lyrics in the songs. Although the high schools focused on this issue more than colleges and universities, iPods yielded another equally significant problem for college professors: copyright law. Because the institutions gave the iPods to their students, they could not prevent them from selling recorded materials recorded from lectures because these materials, which came out of professors' mouths, were not copyrighted. No student has been caught for selling and making profits but clearly, this issue needs to be addressed for future.

Material used in the sample passage was adapted from source:

I, Pods by Ji Woong Park. Hidden Discoveries ©

1. The central thesis of the passage is that
A) iPods have proven their abilities for long-term
B) universities' detrimental effects from iPods are marginal and only opinionated.
C) iPods are invaluable devices for education and entertainment.
D) iPods should be considered more fastidiously when it comes to college education.

2. By drawing an analogy between brain's ability to store facts and body's instinctive ways to remember physical actions, the extreme fan suggests:

- A) people tend to only remember what they did physically in high school.
- B) education should involve hands-on experiences and less on repetitive memorization.
- C) teachers nowadays fail to have had epiphanies on the way that the brain functions.
- D) both physical and mental work are equally important.

3. Based on the events mentioned in the passage, the phrases "requiring them to produce podcasts instead of research papers" and "wanted to abolish them [iPods] them in his class as well if he could" would show that

- A) not all professors consider iPods as beneficial integration into their institutions
- B) professors are not in accord when they come to the grading system involving iPods
- C) some professors believe that gregarious students are the better type of students
- D) most professors have encountered their students playing with their iPods

4. The discussion involved in this passage would most likely to be an use to

- A) a professional magazine writer under the company *MacWorld* or *PC*
- B) a financial analyst for Apple
- C) a president of local university
- D) a professor in economics in the prestigious college

5. According to the passage, if iPods were to continue in the future at larger number of universities, they would likely

- A) disable Wi-Fi connection
- B) allow multi-users discussions within certain radius
- C) outlaw the iPods as part of student handbook
- D) discontinue ability to insert songs with modified lyrics

6. Which of the following is NOT could be included as evidences for author's beliefs on iPods?

- A) the Senate would soon pass laws regarding the verbal learning and recording usage.
- B) the students have a new standpoint to assert their behaviors in class.
- C) iPods disrupt the normal curriculum of college academics.
- D) there isn't enough public approval for iPods in United States' colleges.

7. According to the passage, many colleges have not readily integrated iPods into their classrooms because

- I. they do not want to risk of producing educational-electronic monopoly
 - II. iPods are still rather a new and raw idea
 - III. there was not enough interest to stir up a domino theory effect
- A) II only
 - B) III only
 - C) II and III only
 - D) I, II, and III