

Session 1—Reading

Directions

In this part of **ELAP Plus Third Edition**, you will read five passages:

- The Magnificent Taj Mahal
- An Unlikely Friendship
- Shapes in the Sand
- The Risks of Teens Driving Teens
- A Question of Good Neighbors

There are multiple-choice questions for you to answer after each passage. Refer to the passages as often as you need to. Then fill in the circle of the best answer to each question.

Now turn the page and begin.

SAMPLE

Read the letter to the editor. Then answer questions 22 through 28.

The Risks of Teens Driving Teens

Dear Editor,

1 Recently, there's been some concern about proposed changes to the laws regarding teen drivers. In our state, a driver under the age of 18 may transport only one passenger under the age of 21. However, members of the driver's immediate family, including younger siblings, are permitted as long as all passengers wear the proper safety restraints. State legislators are now considering a law that would prevent teen drivers from transporting anyone under the age of 21, even younger siblings.

2 Many parents are up in arms about the proposed change. They argue that these restrictions would be a terrible inconvenience for their families. I'm a parent, so I understand where they're coming from. My daughter is 17, and she often picks up her younger brother from school or takes him to soccer practice. This new law would mean that my son would need to take the bus even though he attends the same school as my daughter. We would also have to make other arrangements to get him to practice.

3 Although this proposed law would create some transportation headaches in our household, I believe this change is necessary. When I was a young driver, these restrictions didn't exist. I often piled three to four friends in my car on the weekends and drove around town. If I wasn't blaring music from my car's speakers, I was involved in animated conversations with my passengers. When my friends were in the car, I wasn't focusing on what I was doing behind the wheel. At the time, we weren't mature enough to understand how dangerous this behavior was. I admit that I got into a few fender benders as a teen because I was entertaining my friends when I should have been paying attention to the road. Luckily, no one ever was hurt. Looking back on this now, I realize that it could have been much worse.

4 By restricting teens from transporting younger passengers, we're doing them a real service. We're helping them become better drivers by forcing them to focus their attention on the road. While it's true that plenty of other factors—including stereos and cellphones—could influence a teen's ability to focus when driving, studies show that transporting younger passengers is one of the most significant risks a teen driver can take.

5 In 2012, the AAA Foundation for Traffic Safety released a study that looked at government data on teen vehicle crashes from 2007 to 2010. Researchers found that transporting young passengers increases the risk of a teen having a serious accident. The study showed that teens are 44 percent more likely to be involved in a fatal accident when transporting just one passenger under the age of 21. The risk doubles when two underage passengers are in the car. It quadruples with three

or more young passengers. Interestingly, this study also showed that the risk of a fatal accident was reduced by more than 60 percent when teen drivers transported at least one passenger aged 35 or older.

6 My own experience as a teen taught me that having young passengers in the car can make driving chaotic. However, seeing these statistics really opened my eyes to the dangers teens face when driving their friends or younger siblings. As a result, I believe parents of teen drivers should think twice before allowing their children to transport underage passengers.

7 The rules in my own home will change even if the new law doesn't pass. Our daughter won't be allowed to transport young passengers until she has more experience behind the wheel. The solitude will give her a chance to concentrate on driving. Yes, it will be inconvenient for my wife and me to drive our son to activities that our daughter also attends. But if keeping other teens out of the passenger seat reduces her risk of getting into an accident, then we're more than willing to make this small sacrifice.

Sincerely,
Riley Phillips

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What is the central idea of the letter?

- (A) Parents should spend more time in the car with teen drivers.
- (B) Teen drivers should not transport any passengers in their cars.
- (C) Teen drivers should not be allowed to drive anywhere but school.
- (D) Parents should restrict teen drivers from transporting young passengers.

Session 2—Reading and Writing

Directions

In this part of **ELAP Plus Third Edition**, you will read three passages:

- Space Exploration Is a Must for the Future
- The Gift of Fire
- A Very Unpleasant Night

Then you will write about what you read.

Now turn the page and begin.

SAMPLE

Read the story. Then answer questions 41 through 43.

A Very Unpleasant Night

1 My friend Greg, looking toward the dashboard, said that he had a bad feeling about our prospects. I thought he was indicating the road in front of us, which was barely even a trail through the woods, over which the car bumped and thumped heavily. He was actually talking about the fuel gauge, however, which, as he pointed out, was tottering on the “E”—for “Empty.”

2 First, we had to end our camping trip early because of the heavy rains, and then we got lost on the rough paths through the hills, and now we’re running out of gas! I couldn’t believe our collective misfortune as the engine, choked by thirst, finally stopped running. We were out of gas and stranded, at night, in the endless, drenching rain.

3 Greg, my other friends Jamal and Kareem, and I had little idea what to do but look at one another in vexation. I got out of the car to check if any gasoline was left in our emergency can, but it was bone dry. Meanwhile, Greg tried to call for a tow truck, but none of us had phone reception in these deep woods. I returned to the car and announced that one of us would have to take the map and lantern and find a way to town to get more gas.

4 Greg clearly did not feel up to the task, reminding us that he had a sore back from cutting firewood the previous evening. Jamal had not slept well and was too tired to walk, and Kareem was just getting over the flu and did not want the cold, wet rain to bring on a relapse. In truth, I didn’t want to take the journey either, but I knew it had to be done. Someone had to suffer through it, and instead of making everyone go and suffer



together, or making someone go unwillingly, I reluctantly agreed.

5 Tossing on a raincoat and hoisting the big waterproof camping lantern, I stepped out of the car and directly into an enormous puddle. Immediately muddy rainwater seeped into my boots, and that was just the first step! I used the map to find my way out of the woods in a relatively short time, but every step was difficult and distinctly unpleasant. The rain poured incessantly, soaking me completely despite the raincoat, while mud spattered up to my hips. Worse, a chilly night wind set in, making me start to sneeze.

6 Still, I accomplished my mission, and returned by early morning with a can full of the badly needed gasoline. We fueled up the car and were driving homeward within moments. Looking around, my friends looked happy and healthy and I was a mess—but I felt happy that, through my own sacrifice, I’d helped three of my friends avoid a very unpleasant night.

41

How does the narrator of “A Very Unpleasant Night” differ from the mythical character of Prometheus in “The Gift of Fire”? Use details from **both** stories to support your response.

42

What is the central theme of “The Gift of Fire” and “A Very Unpleasant Night”? Use details from **both** stories to support your response.



43

How do the structures of “The Gift of Fire” and “A Very Unpleasant Night” contribute to their meaning? What is an important difference in the structures? Use details from **both** stories to support your response.

In your response, be sure to do the following:

- tell what is different about the structures of the stories
- tell how the structures contribute to the meaning of the stories
- use details from both stories to support your response

Handwriting practice lines with a large, faint watermark reading "WRITING" diagonally across the page.