

TAKE IT TO THE LIMIT



6 a

Language in use

Conditional I and zero conditional, Conditional II, III and mixed conditional
 > The New Best Shots 3
 - HTL/HUM, pages 88 and 94

Have a look at the sentences (1–9). Circle the correct form of the verb to make conditional I, II, III, zero conditional or mixed conditional sentences. Sometimes both options are correct.

- 1 If the young woman *did not experience / had not experienced* a stroke of faith when she was younger, she would not have lived a life full of adventure.
- 2 If you *mix / mixed* blue and yellow, you get green.
- 3 If the city government *invests / invested* more money into public transport, people would not lose so much time in traffic jams commuting to the city centre.
- 4 If you always stay in your comfort zone, you *will never know / would never know* where your limits are.
- 5 If the bridge *has / had* no weight limit, trucks exceeding the weight limit crossing the bridge would damage it.
- 6 If Peter exceeds the speed limit, he *would probably have got / will probably get* a fine.
- 7 If Abraham had always limited himself to his business partners' ideas, he *would not be / would not have been* that successful.
- 8 If Sheila had worked more ambitiously, she *will have / would have* a better job now.
- 9 Water *will become / becomes* a solid if you freeze it.



6 b

Language in use

Adjective – adverb
 > The New Best Shots 1
 - HTL/HUM, page 51

Adjective or adverb? Circle the correct word.

- 1 His mum usually sets *strict / strictly* rules when his friends stay overnight.
- 2 This is the *absolute / absolutely* limit. I can't postpone the deadline anymore.
- 3 With the help of her best friends and the support of her teachers, she managed to *successful / successfully* graduate from high school.
- 4 After he had decided to fight his fear, Christian felt *free / freely* and independent.
- 5 Teens should always assess the risks *thorough / thoroughly*, in order to avoid accidents.
- 6 Sometimes *thoughtless / thoughtlessly*, on-the-fly decisions can be dangerous.
- 7 It's not *wise / wisely* to punish teenagers for impulsive decisions they make; it's better to offer support and listen to them.
- 8 Marcel learned to *true / truly* embrace life after his horrible accident.
- 9 She was *emotional / emotionally* broken after her husband's death.



6 c

Vocabulary

> The New Best Shots 3
 - HTL/HUM, page 98

Step 1: Have a look at the phrases (1–10) and fill in the appropriate prepositions (*about / by / in / of / on / to*). Sometimes there is more than one possibility.

- 1 to get involved _____ something
- 2 to have the ambition _____ do something
- 3 to have a career full _____ possibility
- 4 to spend time _____ projects
- 5 to be relevant _____ 2030

- 6 to be open _____ opportunities
 7 to be confident _____ something
 8 to be dependent _____ several factors
 9 to not feel ready _____ a possibility yet
 10 to give oneself the permission _____ do something

Step 2: Write down sentences on the topic of job life using the phrases from Step 1.

- 1 _____
 2 _____
 3 _____
 4 _____
 5 _____
 6 _____
 7 _____
 8 _____
 9 _____
 10 _____

6 d

Reading
 Test format
 True/False

Read the article about teens and risky driving. First decide whether the statements (1–7) on page 38 are true (T) or false (F) and put a cross (x) in the correct box. Then identify the sentence in the text which supports your decision. Write the first four words of this sentence in the space provided. There may be more than one correct answer; write down only one. The first one (0) has been done for you.



Safe on our roads?

- 1 A national study of young Australian drivers aged 16–17 has found that 8 in 10 P-platers and more than half of learner drivers had engaged in some form of risky driving during their ten most recent driving trips. The most common types of risky driving by 16–17-year-olds were speeding and driving when very tired, according to the *Growing Up In Australia Longitudinal Study of Australian Children*.
- 10 *Australian Institute of Family Studies* Director Anne Hollonds said speeding, drowsy driving and driving under the influence put young people at high risk of being involved in serious crashes. “Driving without a seat belt, or a helmet if riding a motorbike also place young drivers at risk of being injured in a crash. The findings illustrated that 1 in 5 teens who failed to wear a seatbelt or a helmet on one of their first trips, did not take precautions on subsequent trips, suggesting that these behaviours are already a dangerous habit for some young drivers.”



Ms Hollonds said that the most common risks novice drivers took were driving when very tired and speeding at low levels, up to 10 km/h over the limit, or moderate levels, between 10–25 km/h over the limit. “Risky driving behaviour was, not surprisingly, more common among P-platers than among learner drivers who, with the exception of motorcyclists, were driving under adult supervision,” she said.

“However, 1 in 6 learners had exceeded the speed limit by between 10 and 25 km/h on a recent

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trip and 1 in 4 had driven when fatigued – two behaviours commonly implicated in serious road crashes. Around half of drivers who took risks on the road reported that they had only done so on 1 of their 10 most recent driving trips, suggesting that these acts may have been unintentional for some teen drivers. A small group took risks on every trip. Ms Hollonds said that teens who drank alcohol or used marijuana had a higher likelihood of engaging in all types of risky driving.

“Compared to teens that did not drink or use marijuana, those that did had odds four times higher of drunk or drugged driving. Alcohol use was also strongly linked with drowsy driving and speeding among 16–17-year-olds, while marijuana use was strongly related to failure to wear a seatbelt or helmet,” she said.

Lifestyle factors, like having a job, were associated with drowsy driving, with many young people juggling

work, study and other commitments and driving at night to get to and from work or to socialise. Teens with a high incidence of behaviour problems, like lying or stealing, had a higher likelihood of engaging in more intentional forms of risky driving, such as driving without a seat belt or helmet or driving while drunk or on drugs. Around 1 in 10 teens had also been the passenger of a driver who was under the influence of either alcohol or drugs.

Teens who had been a passenger of a driver under the influence were much more likely to drive under the influence themselves, showing that the attitudes and behaviours of parents and friends can have a strong influence on young people’s driving behaviour.



55

60

65

Please note: P-plater: A plastic square sticker consisting of a large red letter *P* on a white background, placed on a vehicle to indicate that the driver only has a probationary driver’s licence.

	Statements
0	It was more common for Australian teens to drive drunk than drive while exhausted.
1	The study showed that teens who didn’t wear a seatbelt or a helmet once, usually didn’t wear it again.
2	According to the study, learner drivers are generally more likely to drive dangerously than P-platers.
3	For about 50 per cent of drivers, risky behaviour was an exception that didn’t reflect their normal driving habits.
4	However, according to Ms Hollonds, substance use was not linked with risky driving.
5	Alcohol use is often associated with a lack of protective measures like wearing a seatbelt or helmet.
6	Having a job or a lot of other responsibilities can also cause increased risk of accidents or injuries from reckless driving.
7	Teens who tend towards behavioural problems are often more likely than their peers to drive in a risky way.

	T	F	Justification (First four words)
0		X	<i>The most common types</i>
1			
2			
3			
4			
5			
6			
7			

6 e

Listening
Track 6
Test format
Short answers

You are going to listen to a podcast about teens and why they sometimes prefer to stay in their comfort zone. First you will have 45 seconds to study the task below, then you will hear the recording twice. While listening, complete the sentences (1–7) using a maximum of four words. Write your answers in the spaces provided. The first one (0) has been done for you. After the second listening, you will have 45 seconds to check your answers.



Why teens don't like to leave their comfort zone

0	Teens often feel anxious because they are experiencing _____.	<i>a lot of change</i>
1	Feeling anxious generally results in having _____.	
2	Adults should be aware that teens, even though they're going through big changes, are _____.	
3	Reactions during this stage of life are often irrational, but still make sense because the brain _____.	
4	When a teen is 15 or 16, they are getting ready to enter a _____.	
5	Being away from home can allow teens to accidentally _____.	
6	To help them grow, parents could motivate their teens to engage in _____.	
7	A positive aspect of having a sensitive teenager is they don't do as many _____.	

6 f

Speaking
www
Test format
Interaction

You are representing your school at this year's *Teen Health and Safety Summit* organised by the *Youth Health Organization* in Frankfurt. In one of the workshop sessions, you start a conversation about teenagers and safe driving with another participant.

In your conversation you should include the following:

- reasons for teenagers to get a driver's licence at a young age
- road safety and driving regulations in your country (e.g. *traffic rules, speed limits, L 17 training, etc.*)
- measures to reduce crashes involving teenagers (*Input*)

Input



Step 1: Before you start speaking, read the bullet points carefully and take notes in the table on page 40. Do some online research if you need help.





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bullet point 1

bullet point 2

bullet point 3

Interaction phrases
> The New Best Shots 3
– HTL/HUM,
page 185

Step 2: Get into pairs and start your conversation. Speak for about five minutes.

6 g

Writing
www

Text type
Article

> The New Best Shots 3
– HTL/HUM,
pages 187 f.

You came across the following announcement on www.seventeen.com.

Why the magic happens when you step out of your comfort zone!

As teenagers grow up they slowly step out of the comfort zone of childhood and find their way from teenager to adulthood. Not only is this process normal, it's necessary for them to eventually fly with their own wings. It's an exciting – and scary – sensation. It takes courage to move on from the 'old' life and step into the unknown.

Tell us what your views are and send us your articles within the next two weeks.

The authors of the best articles will get free magazines for the next 12 months.

You have decided to send in an article. In your article you should

- explain what you do for your personal growth
- outline why teens sometimes avoid stepping out of their comfort zone
- offer ideas what teens could do to step out of their comfort zone.



Give your article a title. Write about 200 words.

Before you start writing, read the bullet points carefully and take notes in the table. Do some online research if you need help.

bullet point 1

bullet point 2

bullet point 3