

# Braking Distance

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# Braking Distance

John was driving home from football practice after a \_\_\_\_\_ *Adjective* day at school. He felt \_\_\_\_\_ *Adjective* and was having trouble dealing with a recent argument with his \_\_\_\_\_ *Noun*. While he was coming around the bend in the road, a \_\_\_\_\_ *Adjective* child ran out between two cars to retrieve his ball. Since John was very \_\_\_\_\_ *Adjective* and was having emotional troubles, he was very distracted, thus delaying his perception time. It took him a couple seconds longer for him to identify the hazard and realize that he needed to apply the brakes. The perception distance, the distance the vehicle travels during John's perception time, was affected as well. After deciding to apply the brakes, the second that it took John to physically press down on the brake pedal, or the reaction time, finally started to slow down the vehicle. The five yards his car traveled while he was reacting is called the reaction distance. The car stopped a couple yards short of the boy. It was a miracle that the braking distance, which also means the distance the vehicle travels from the time the brakes were pressed until it stops, was just enough to avoid a collision. As John continued his drive home, he started to see why this close call happened in the first place. Because he was distracted by his social life and was \_\_\_\_\_ *Adjective* \_\_\_\_\_ *Adjective* as well, John neglected to utilize the \_\_\_\_\_ *Adjective* scanning methods. While he was supposed to be constantly scanning the area that was 12-15 seconds in front of him, John was only looking at the objects that were right in front of him. This delayed the first step in the IPDE process: identify. In addition, while John was distracted, he had \_\_\_\_\_ *Adverb* allowed his speed to increase to thirty miles per hour. If John had been travelling at the appropriate speed of fifteen miles per hour, five below the speed limit, his total stopping distance would have reduced by seventy five percent, giving him \_\_\_\_\_ *Adjective* room to avoid the little boy in

the street. Other than speed, there were countless other factors that affected John's braking distance as well. The most effective way to stop is in a straight line. John, however, was coming around a curb, This prevented the braking force to be distributed across all the four tires. Another factor that affected the stopping distance was John's driving ability. Since he was still a \_\_\_\_\_ Noun in high school, John was \_\_\_\_\_ Verb Past Tense to three years of driving experience. If John were an \_\_\_\_\_ Adjective driver, he would have been more alert and knowing about the conditions of the road and would be more wary of potential risks. This way, John would have been prepared for the boy, and would have been able to act much \_\_\_\_\_ Verb Base Form. In addition to driving ability, the roadway conditions play a \_\_\_\_\_ Adjective role in the stopping of a vehicle. It was lucky for John that the road was \_\_\_\_\_ Adjective and \_\_\_\_\_ Adjective. If the road had been rainy or layered with ice, the braking system would take considerably longer to slow down the vehicle, possibly causing John to hit the little boy. The last factor that John remembered would affect his total stopping distance is his vehicle condition and load. Since John was driving a \_\_\_\_\_ Adjective vehicle, all the conditions were in his favor. His \_\_\_\_\_ Adjective car had \_\_\_\_\_ Adjective braking systems and was in good condition allowing everything to run smoothly. In addition, John's car had a small load, lowering the inertia and the amount of force needed to stop the car. With all this in mind, John decided that next time, he would make sure that he is \_\_\_\_\_ Adjective prepared to drive and be on constant alert for any potential risks.