PART ONE

(Part One of the TEEP is 'Language Knowledge'. This is given out in a separate booklet.)
PART TWO

FOCUS TASK

In PART FIVE of the exam you will write an essay (composition) in English. In preparation for this extended writing component of the test, you first have **10 minutes** to make notes on any ideas you have about the following writing task. These notes are **not** marked.

**NB:** Later, you will be able to use the notes that you make here, and notes from the listening and reading texts, in order to help you answer the writing task.

Write an essay for a university lecturer on the following topic:

*Speeding traffic causes social and economic problems for drivers, passengers and pedestrians, as well as the environment.*

*Some solutions to the problems of speeding traffic are more effective than others.*

*Discuss this statement.*

Notes
PART THREE

READING

You have 5 minutes to read through the questions on pages 3-5 before you begin the Reading section of the test.

In the Source Booklet, read the passage Managing Speed on UK Roads in order to answer the following questions. Remember to write your answers in the separate ANSWER BOOKLET. You may also later use some of the ideas from this text to help you complete the writing task in PART FIVE of this test.

Each correct answer will be given one mark.

There are 21 questions in this section. You have 30 minutes.

Questions 1-5

The text Managing Speed on UK Roads contains 5 unnamed sections.

- From the list below select the most appropriate heading for each section (1, 2, 3, 5 and 6)
- There are more headings than sections
- Do NOT use all the headings
- Write only the letter A-F (not the heading) in the Answer Booklet

A  The positive effects of reducing speeding
B  Financial implications of speed management
C  Different public attitudes towards speeding
D  Specific measures introduced to control speed
E  The success of speed cameras
F  The need for a co-ordinated approach to speed

(5 marks)

Answer the following questions by writing short answers. Words can be taken from the text or you may express the answer in your own words.

Questions 6-7

6. What action can help local authorities to reduce road casualty numbers?

_______________________________________________________________________

(1 mark)

7. TWO groups of people who particularly benefit from speed management:

   i) __________________________

   ii) __________________________

(2 marks)
Questions 8-15

8. What are Silcock’s TWO worrying conclusions about UK drivers?
   i) ________________________________________________________________
   ii) ______________________________________________________________

9. According to the author, most people think that:
   a. it is acceptable to speed at any time
   b. speeding is a serious criminal offence
   c. speed limits should vary
   d. traffic speeds need to be controlled
   (1 mark)

10. What has been encouraged by new traffic regulations in Graz?
    ________________________________________________________________
    (1 mark)

11. What does ‘These new restrictions’ refer to (line 39)?
    ________________________________________________________________
    (1 mark)

12. Where has the use of speed cameras been eliminated?
    ________________________________________________________________
    (1 mark)

13. What does ‘they’ refer to (line 52)?
    ________________________________________________________________
    (1 mark)

14. Which act or law allows authorities to set speed limits on specific roads?
    ________________________________________________________________
    (1 mark)

15. What does ‘such systems’ refer to (line 59)?
    ________________________________________________________________
    (1 mark)
Questions 16-18

16. What reduces the effectiveness of traffic calming systems?

_______________________________________________________________________

(1 mark)

17. Who has become more involved in promoting public awareness about speeding?

_______________________________________________________________________

(1 mark)

18. Why do police contact trucking companies?

_______________________________________________________________________

(1 mark)

Questions 19-21

The final paragraph of the reading passage is missing from the Source Booklet. The following four sentences originally formed that paragraph, but they are not in the correct order. Decide the order in which you think the sentences originally appeared and write the correct sentence letter (a)-(d) in the boxes below. The first sentence has been identified for you.

| (a) | As a result their introduction is recommended across Europe. |
| (b) | Looking ahead, in-vehicle speed limiters could offer significant potential for enforcing compliance with speed limits. |
| (c) | This would be achieved by making drivers set the relevant restriction level, except in the case of an emergency. |
| (d) | Field trials indicate the effectiveness of in-vehicle speed limiters and such technology could be introduced in the near future, at minimal cost to motorists. |

question number: | order: | sentence: |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(example)</td>
<td>1</td>
<td>(b)</td>
</tr>
<tr>
<td>19</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

(3 marks)

** Remember to write your answers in the separate ANSWER BOOKLET. **
PART FOUR

LISTENING

• You are going to hear a lecture about new approaches to speed management.
• You will hear the lecture once only.
• The lecture is divided into four sections. There is a short break between each section.
• As you listen, you can write notes on this question paper.

After you have heard the lecture, you will have 10 minutes to check notes and write your answers in the separate ANSWER BOOKLET.

There are 15 questions in this section.

You may also use some of the ideas from this text later to help you complete the writing task in PART FIVE of this test.

You now have 5 minutes to read the questions.

Answer the following questions by writing short answers. Words can be taken from the lecture or you may express the answer in your own words.

--- SECTION 1 ---

1. How is the lecture organised?
   a) Driver Education Programme

   b) ___________________________________________________________

   c) ________________________________________________________________________

   (2 marks)

2. Why is there a need for a new approach to speed management?

   _______________________________________________________________________

   (1 mark)

3. People caught speeding have to either:

   a) ____________________________________________________________, or

   b) ________________________________________________________________________

   (both required for 1 mark)

4. What are the objectives of the Driver Education Programme?

   a) ____________________________________________________________

   b) ____________________________________________________________

   (2 marks)
--- SECTION 2 ---

5. In the Driver Education Programme, what is assessed by computer?

a) 

b) knowing how fast to drive (given)

c) 

(2 marks)

6. According to the lecturer, what is the main reason why people break speed limits?

__________________________________________________________

(1 mark)

7. Complete the notes below with information about roads and areas with specific speed limits. Write one word in each space.

<table>
<thead>
<tr>
<th>Speed limit</th>
<th>Type of roads/areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 miles per hour</td>
<td>a) _________ areas with street b) _________</td>
</tr>
<tr>
<td>60 miles per hour</td>
<td>Dual carriageways [roads with two c) _________ in each d) _________ ]</td>
</tr>
<tr>
<td>70 miles per hour</td>
<td>Motorways</td>
</tr>
</tbody>
</table>

(2 marks – 1 mark for each box)
8. What additional financial cost might result from being caught speeding?

_______________________________________________________________________

(1 mark)

9. Reducing speed by 1 MPH can cut the likelihood of an accident by:

_______________________________________________________________________

(1 mark)

10. Why is it difficult to change driving behaviour?

a) According to McKenna: _________________________________________________

and

b) According to Tormala and Petty: ____________________________________________

(2 marks)

11. After the programme, drivers tend to drive more slowly because:

a) _________________________________________________________________

b) _________________________________________________________________

c) they agree with speed enforcement, especially in towns

(2 marks)
--- SECTION 4 ---

12. Complete the notes below with information about ‘Vision Zero:’ *(2 marks)*

a) In the 1960s Swedish drivers began driving on ____________________

b) However, the ‘Vision Zero’ approach only began in the ____________

13. What is acknowledged about drivers in the Swedish approach?

___________________________________________________________________ *(1 mark)*

14. A scientific solution attempted in Sweden relates to *(one word):*

___________________________________________________________________ energy. *(1 mark)*

15. Complete the notes below with information about traditional and new systems for road safety.

<table>
<thead>
<tr>
<th>idea</th>
<th>result</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Traditional road design:</strong></td>
<td></td>
</tr>
<tr>
<td>• wide and a) ___________</td>
<td>b) __________ and bad accidents</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>New Swedish ideas:</strong></td>
<td></td>
</tr>
<tr>
<td>• clear c) __________</td>
<td>crashes not so serious</td>
</tr>
<tr>
<td>• fit barriers</td>
<td></td>
</tr>
<tr>
<td>• intelligent reminders</td>
<td>tells driver speed limits and d) ________________</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>ESC</td>
<td>helps driver control car</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• e) ______________ in relation to the structure of the roads</td>
<td>higher or lower speeds</td>
</tr>
</tbody>
</table>

*(5 marks)*

You now have **10 minutes** to check notes and write your answers in the separate ANSWER BOOKLET.

*(You can also use this time to transfer Reading section answers.)*
PART FIVE

EXTENDED WRITING

This is a test of your ability to write an essay / composition in English.

You have 1 hour for this part of the test.

Write an essay for a university lecturer on the following topic.

*Speeding traffic causes social and economic problems for drivers, passengers and pedestrians, as well as the environment.*

*Some solutions to the problems of speeding traffic are more effective than others.*

*Discuss this statement.*

You may make reference to the reading and listening texts as supporting evidence for the points you make in your essay.

Your extended writing will be assessed in the following way:

- **Content** of your answer (original ideas, and positive and/or negative references to the reading and listening input).
- Clear **argument** and **organisation** of your ideas/essay
- Accuracy and range of your **grammar** and **vocabulary**.

You may **plan** your work on the next page. Any essay notes in this booklet will **not** be marked.

You should write about **350** words

Write your final draft in the separate **ANSWER BOOKLET**.

### Suggestions for using your time:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>1 – Review</td>
<td>Check the notes and planning that you did in the FOCUS TASK.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>2 – Brainstorm</td>
<td>Think of more ideas – you can add ideas from the READING and LISTENING sections. (Use the next page for this.)</td>
<td>5 minutes</td>
</tr>
<tr>
<td>3 – Plan</td>
<td>Write down all the ideas in a logical structure. (Use the next page for this.)</td>
<td>10 minutes</td>
</tr>
<tr>
<td>4 – Write</td>
<td>Write the essay. (Use the separate Answer Booklet.)</td>
<td>35 minutes</td>
</tr>
<tr>
<td>5 – Edit</td>
<td>Read through your essay, check for errors, and check that the meanings are clear for a reader.</td>
<td>5 minutes</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1 hour</strong></td>
</tr>
</tbody>
</table>
NOTES:

Main Points from the Focus Task, Reading and Listening sections to be included:

Your own views:

Your plan: