Transcript for Practice TEEP 2 listening: SPEEDING

This is the Test of English for Educational Purposes, Practice Test 2, Part 4, Listening.

This section tests your ability to understand spoken English by making notes and then using them to answer questions.

You are going to hear a lecture on the topic of speeding while driving.

The lecture is divided into 4 sections. There is a short break between each section.

There are 15 questions.

As you listen, you can write notes on the task booklet.

Answer the questions by using short answers.

Words can be taken from the lecture or you may express the answer in your own words.

You now have 5 minutes to read the questions.

(5 minutes’ silence)

You will now hear the lecture once only.

After you’ve heard the lecture, you will have ten minutes to check your notes and write your answers in the separate answer booklet.

(5 seconds’ silence)

Listen to the first section and answer questions 1 to 4

(5 seconds’ silence)

Good morning. In today’s lecture, we’re going to be looking at different approaches to road safety and trying to assess the effectiveness of these approaches, … in particular we’re looking at how to ensure drivers drive at speeds which are safe for the particular road conditions, whether on the motorway or in urban areas, for example, because, as we’ve seen, there’s a there is a clear correlation between speed and involvement in accidents. … I’ll begin by looking at the Driver Education Programme … an alternative approach used here in the UK. … Next, I’ll focus on some interesting research into driver behaviour carried out by Professor Franck McKenna. … I’ll then look at a very radical speed management policy in Sweden.
In the UK, the authorities have traditionally taken what we call a punitive approach to traffic offences, to punish offenders … and in that way try and deter, stop them from doing it again. … We know already that fines, penalty points and losing your licence are the main deterrents to speeding. … Not just speeding of course, but other driving offences that might lead to accidents and endanger other road users or your passengers or pedestrians … but it seems that threats of fines, penalties or losing your license is not always such an effective deterrent. … These measures don’t stop people from speeding … and, in recent years there has been a rethinking of this approach. There has been a move towards using education and persuasion rather than punishment, as a way of getting people to obey speed limits. … Across the UK now, if you’re caught speeding for the first time, and if you’re driving slightly over the speed limit you may be offered a Driver Education Programme, which is part of a National Speed Awareness Scheme. … You’re given a choice. If you attend this programme, you will not receive the 3 penalty points or the £60 fine. … but you’ll have to pay for the course, which is between £60 and £100, depending on where you live … and of course attend the course …

This programme is a one-day course which lasts about 6 hours, in which drivers are helped to understand the dangers of driving too fast and to change their attitude to speeding. Many drivers underestimate the distance they need to stop their car … when travelling at different speeds. … So they don’t fully realise how dangerous driving too fast is … the course helps them to understand these dangers. It also aims to change drivers’ attitudes. … Many of us believe we’re expert drivers even though we may in fact be breaking speed limits and driving dangerously. … The course aims to change these attitudes by combining classroom-based theory, discussions and sometimes in-car practical training sessions with approved instructors.

(5 seconds’ silence)

Now listen to the next section and answer questions 5 to 7

(5 seconds’ silence)

In the first part of the course each driver is assessed using a computer simulation. … This video-based experience assesses the drivers' ability to recognise dangerous situations. So the driver is shown a video of certain situations in certain road conditions and has to assess how dangerous things are, and what speed they should be driving at in these situations, … this being the key thing: how fast they should be driving. … Many drivers underestimate the distance they need to stop their car when travelling at different speeds and in different weather conditions. … If it’s raining or icy for example … of course your car will not stop as quickly … but the video is used to assess the driver’s ability to make accurate judgements about safe speeds in these different road conditions. At the end of this part of the course, the driver receives a report of his performance on this assessment.

In the second part of the course there’s a discussion session which focuses two areas: the reasons why people speed … and helping the drivers to understand speed limits. … So, firstly they look at the reasons why people exceed the speed limit. You would expect that the main reason why people speed is because they’re in a hurry to get somewhere quickly, … but in fact research shows that the most significant factor is emotional state. … If the driver is angry or upset, they are more likely to exceed the speed limit. When looking at people's ability to understand which speed limits apply in
which areas, it is commonplace for drivers to assume it will always be indicated with a sign, but not every area has signs. … So, people need to understand … for example … that if they are driving in an urban area and there is street lighting … the speed limit is generally 30 mph, even if there are no signs to indicate this. … Similarly, the speed limit on a dual carriageway is 60 mph, …a dual carriageway is a road which has 2 lanes going in both directions. On a motorway, which has 3 lanes going in both directions, the speed limit for cars is 70 mph. … This should all be common knowledge.

(5 seconds’ silence)

Now listen to the next section and answer questions 8 to 11

(5 seconds’ silence)

Other issues covered on the course include the financial and personal consequences of speeding. Begin caught speeding and then receiving penalty points … means you have to … I mean the law obliges you to inform your insurance company … you have to tell your insurance company that you have received these penalty points. … Some insurance companies then increase the premium for insurance, so you may have to pay more for your car insurance if you are caught speeding.

The course also looks at the consequences of a crash at different speeds. Statistics show that a reduction in speed by 1 mile per hour … reduces the probability of being involved in a serious accident by 7% - that is to say … the relative benefits of slowing down even by a little are huge. … Many drivers find that statistic quite surprising.

Frank McKenna, a psychology professor, has done research into many aspects of driver behaviour – why people make mistakes, why people take risks, why people speed. … Professor McKenna tried to evaluate the extent to which attitudes and intentions can be changed through these types of programmes. In his 2007 paper on behavioural research in road safety, he reported an assessment of a sample of participants on a speed awareness workshop. … If you look at this slide, you’ll see some of the main points from his research.

First of all, he looked at some of the challenges that these courses might have in trying to change driver attitudes. … One of the main problems … in changing behaviour … is that very few people think of themselves as a bad driver, even after been caught speeding. … Only 4% of people attending speed awareness programmes think of themselves as less skilful than average. As McKenna says, … and I quote: “It is often noted that driving is a field in which everyone perceives themselves as an expert” … People then may resist any message which suggests the opposite. … In fact, he refers to research by Tormala and Petty which claims that, in the face of messages which tell people they need to change, many may become even more certain of their initial attitude … so it has the opposite effect.

Anyway, … despite these potential problems of resistance to attitude change, the study found that number of key attitudes did tend to change. … After the workshop, drivers felt more social pressure to keep to the speed limits … and they felt more confident that they can, actually, keep to the limits. … They were also more likely to agree that it’s legitimate to enforce speed limits, particularly via
speed cameras. … But perhaps the most significant change was the large shift in attitude to driving above 30 mph in an urban area – post-course drivers were four times more likely to agree that driving at 35 mph in a 30 mph limit is unsafe.

(5 seconds’ silence)

Now listen to the final section and answer questions 12 to 15

(5 seconds’ silence)

I’d like to look now at an approach to road safety known as Vision Zero. This is a policy towards traffic safety which originated in Sweden. … Sweden is an interesting case because in the 1960s, Sweden changed from left-hand to right-hand traffic. This forced their research departments and local communities to collaborate and find new ways of managing traffic safety … it also had implications for how they constructed and maintained their road network. … And this research base has remained active … in the 1990s they adopted Vision Zero – a radical new approach to managing their roads.

What you see in this policy are two main principles. One is a change in emphasis in responsibility for road traffic safety. In most countries, the road user has almost complete responsibility for safety. If an accident happens, then a road user has broken a rule and the legal system can take action. … In the Swedish approach, responsibility is shared between the road user and the designers of the whole road transport system, … that is road engineers and managers, traffic planners, the car industry, the police, politicians. … Another principle is the recognition that drivers make mistakes. … While most road safety programmes tend to focus on obeying rules … the Swedish model says – yes – road users must follow the rules … but human error must also be taken into account. …

An additional scientific approach taken tries to control the energy caused by movement, … in scientific terms we mean kinetic energy … that’s K I N E T I C – for those of you who are not sure, though we won’t be going into this aspect today.

So, what are the practical consequences of this approach? … One has been on road design – traditional road design tried to reduce the number of crashes by widening and straightening roads, but that only leads to faster speeds and more serious accidents. … The Swedish strategy was to think about what happens when the driver loses control. … Their approach was to clear trees or large rocks from the sides of roads and put in side barriers … this acts as an example of kinetic energy control – it helps to reduce the seriousness of the crash.

They’ve also involved car manufacturers in the process by encouraging new technologies. … There are, for example, ‘intelligent reminders’ – technology in the car which warns the driver what the speed limits are and when they’re going too fast. … There’s ESC – Electronic Stability Control – which makes sure the driver doesn’t lose control of the car – this has had a huge positive effect on reducing road fatalities – second only to seat belts as an in-vehicle safety measure.

A further measure has been to change speed limits to fit in with the structure of the roads, so there’s a higher speed limit on divided roads with a barrier and lower speeds on undivided roads.
So, the Vision Zero approach in Sweden is a much more comprehensive approach to...... (fade from “Sweden”)

(5 seconds’ silence)

You now have ten minutes to check your notes and write your answers in the separate answer booklet.

You can also use this time to transfer reading section answers.

(10 minutes’ silence)

This is the end of the listening section of the test.