

Moving off & Stopping

Name: Date:

Your completed questions form part of the coursework required for assessment. Please contact Training Support for details of how to submit your work.

Please tick or underline each correct answer.

1. During the first moving off and stopping lesson you should:
 - a. cover all potential moving off situations;
 - b. focus on basic moving off and stopping on a level road;
 - c. only cover moving off in a quiet car park;
 - d. usually help the learner by using dual controls;

2. Moving off and stopping is usually done on the first lesson along with the cockpit drill and controls. We suggest that you should be aim to get the car moving around:
 - a. 40 minutes into the lesson;
 - b. 30 minutes into the lesson;
 - c. 20 minutes into the lesson;
 - d. 10 minutes into the lesson;

3. If it's not possible to find an ideal route for the first lesson we recommend that to start moving off and stopping you might:
 - a. demonstrate without allowing the learner to drive;
 - b. take them on a straight busy road but use lots of talk-through;
 - c. use reverse role-play until they feel ready to try themselves;
 - d. use a supermarket car park;

4. During the driving test the examiner will normally:
 - a. leave it to the candidate to decide when to move off at the test centre;
 - b. say "Move off when you are ready please";
 - c. say "Move away after checking your blind-spot please";
 - d. say "Move off when you have started the car please";

5. For the first or other early lessons it's usual for the:
 - a. learner to drive from the pick-up to the lesson location;
 - b. instructor to drive from the pick-up to the lesson location;
 - c. learner to meet the instructor at the lesson location;
 - d. lesson to start near a driving test centre whenever possible;

6. When teaching about stopping to park on roads that have no yellow line parking restrictions or loading restrictions you may occasionally come across a yellow painted kerb. You should not park next to this because it will indicate the location of:

- a. a driveway;
- b. a dropped kerb;
- c. a disabled access point;
- d. a fire hydrant;

7. When setting the gas Graham explains the engine sound as a:

- a. lively hum;
- b. humming drone;
- c. brisk hum;
- d. constant noise;

8. When you need to drive the car from the lesson start location to the lesson practise location you should use the drive mainly to:

- a. catch up with what the learner has been doing that week;
- b. demonstrate/discuss the key elements of the lesson;
- c. tell the learner what the lesson goals are;
- d. point out examples of poor driving in others;

9. Teaching 'moving off' and 'stopping' as two separate subjects is:

- a. sometimes a good idea;
- b. never a good idea;
- c. not possible;
- d. likely to lead to de-motivation;

10. Some learners have a problem parking parallel to the kerb. If you encounter this it's best to:

- a. give the learner a reference point on the front windscreen;
- b. ask the learner to look well ahead;
- c. do the steering for them when parking;
- d. avoid parking near kerbs;