Texas Driver Education
Classroom and In-car Instruction
Model Curriculum

Module Four

Basic Maneuvering Tasks:
Moderate Risk Environment

- Space Management Concepts
- Changing Lanes
- Turnabouts
- Parking

FACT SHEETS

Texas Education Agency
Texas Department of Public Safety
Texas Department of Transportation

Fact Sheet Module 4 — Fact Sheet F-4.1 Risk Assessment

Introduction and Rationale:

The driving task involves more than just the skill to operate a motor vehicle. One of the most important aspects of driving is handling risk. Young people as a group have been found to be more likely to take risks. This is one possible explanation for the fact that young drivers are over-represented in motor vehicle crashes and fatalities. Even though they are more likely than older drivers to be risk-takers, they do not necessarily have the ability to either properly assess the risks in driving or to handle potentially dangerous situations which they may encounter. The following suggested activities provide information for students which should help them to understand the concept of risk-taking as it relates to the driving task. These activities will lead to some specific techniques that should help them properly deal with the hazards of everyday driving.

Do not explain ahead of time that the discussion will be about risk-taking, however. Instead try to lead the students to honestly answer the questions as a way to get them to think about their own behavior and how they may be similar to or different from those of other class members. The questions are designed to demonstrate how different people think about risk. Each question will reveal a relative level of risk among the students in the class. For example, ask several questions about speed. The students' answers will vary based on their own individual perception of risk. This will lead into the explanation of risk. As the students answer the questions, the instructor should point out that our decisions about engaging in "risky" activities are based on how we assess the risk and how much risk we are willing to accept.

Try to get everyone in the class involved and avoid passing judgment on the answers. The main purpose of this exercise is to stimulate discussion of risk-taking.

Because of time constraints, the instructor will need to choose only one or two items for discussion. It may be helpful to ask students to give reasons for their answers or to ask them to identify the factors that led them to choose these answers (past experience or peer pressure, for example).

Defining Risk

The word risk comes from the Latin word "risicare" which meant to navigate around a cliff or rock. Risk is defined as the "chance of injury, damage, or loss." This should be explained by expanding on each part of this definition.

"*Chance...*" — This is the probability or likelihood of a crash. To properly assess a specific risk you need to have some idea of how likely it is to happen. For example, the likelihood or chance of being in a minor "fender bender" is much greater than the chance of being in a fatal collision.

"*...of injury, damage, or loss.*" — These are the consequences of a crash should it indeed occur. It is an unwanted outcome of an activity that we would want to avoid. "*Injury*" could involve yourself or others and could even be permanent or life-threatening. "*Damage*" involves personal property. "*Loss*" could be things such as financial loss, loss of opportunity, loss of convenience, loss of time, other losses. Assessing risk involves knowing what the consequences could be. For example, the consequences of a high-speed, head-on collision or any collision with a train are far more serious than a minor fender bender. The consequences of a skydiving accident might be death, while hitting your hand with a hammer would have much less severe results.

Risk and the Driving Task

Driving is a risk-taking activity. The only way to totally avoid the risks involved in driving a car is to never get into a car at all. The instructor should seek to relate the previous information on risk-taking to the driving task. This is done by asking the students to think of examples of driving behavior that increase risk. Remind the students that risk is the chance of injury, damage, or loss. They should think of examples of driving behavior that would increase this chance.

After students have given several examples, discuss the seven driving behaviors that most often lead to crashes according to Texas Department of Public Safety statistics. Include "Failure to Wear a Safety Belt" because this behavior is related to other risk-taking behavior. The students may list some additional behaviors that may also lead to increased risk.

Speeding—This is the number one cause of crashes in Texas. This includes both driving above the posted speed and driving too fast for conditions. Increased speed leads to more severe collisions, longer braking distances, and shortens time for a driver to react. Studies have shown that young drivers are more likely to drive at higher speeds than older drivers.

Failure to Yield Right of Way—This is the second leading cause of crashes in Texas. In 1994 there were approximately 300 fatalities attributed to this driving error. An example would be trying to "beat" another car while entering a freeway or a train at a crossing or ignoring a yield sign on an access road. This could be caused by impatience, aggressive driving, or inattention.

Driving While Intoxicated—This is the third leading cause of crashes in Texas. Young people are often experimenting with alcohol during their early years of driving. This can be a dangerous combination. Studies have shown that driving ability decreases as Blood Alcohol Concentration (BAC) increases. It is also evident that driving is impaired much below the BAC level that is considered legal intoxication. The risk of being in a fatal collision goes up dramatically as BAC increases. This risk is even greater for young people.

A number of studies of the relationship of BAC to fatal crash risk have been undertaken. As one would expect, the chance of being involved in a fatal motor vehicle crash increases as the BAC increases. When specific age group analysis is made, however, it is very evident that young drivers are at a much *greater* risk of being involved in a fatal motor vehicle crash. The risk for drivers age 16-19 is *higher* than for all other age groupings at any BAC level studied. In addition, risk of death rises faster, as BAC levels increase, for this age group. For example, even at BAC's of .015-.045%, the younger group was about two and one-half times as likely to be in a fatal crash, while the older group's risk was no different than the sober level. A similar comparison for the .05-.079% BAC range found that the 16-19 age group's risk factor was nine times greater than a sober driver while drivers over age twenty had a risk factor only two times greater. Drivers age 16-19 have forty times greater risk of being in a fatal crash at a BAC of .08-.099% than a sober driver. The same BAC range produces a risk of about seven times greater for drivers over age twenty. At the top side of the scale, BAC's of over .15% produce extremely high risk for young drivers (420 times more likely to be in a fatal crash). It should be noted that in Texas, the average BAC at arrest is .16%.

Disregarding traffic sign or signal—This is the fourth leading cause of crashes in Texas. This could be from inattention or from trying to "beat" a light or "roll" through a stop sign. Actions such as this can lead to crashes because of surprise or other drivers who would expect you to stop.

Following Too Closely—This is the fifth leading cause of crashes in Texas. Studies have indicated that young drivers tend to leave shorter following distances than older drivers. This is often cited as an example of risk-taking behavior that could be linked to the higher frequency of crashes among young drivers.

Improper Turns—Examples of improper turns would be turning wide in a right turn or cutting corners on left turns. Sometimes improper turns are caused by a failure to control speed going into a turn.

Unsafe Passing—This could be illegal passing or passing without sufficient clearance. It is possible that lack of driving experience or risk-taking could contribute to this problem.

Failure to Wear a Safety Belt—Even though failure to wear a safety belt is seldom the immediate cause of a crash, it often makes the consequences of the crash worse. Studies have indicated that failure to wear safety belts is often associated with higher risk drivers. For example, in one such study, researchers at General Motors Research Laboratories found that drivers who tended to leave shorter following distances were also ones who most often failed to wear a safety belt.

Guidelines for Risk-Taking

The instructor should cover the three general guidelines for risk-taking.

Never risk more than you can afford to lose.—The instructor should ask the class for examples of this. One example is that of a young driver who breaks a specific traffic law or parental rule which will result in the loss of his license. In this situation, the young driver might be risking too much. Another example would be in gambling. If you cannot afford to lose a certain amount of money, you should never wager that much.

Do not risk a lot for a little.—An example of this behavior might be ignoring a railroad crossing to save a few seconds of even minutes of time. The risk of a very severe crash or an expensive ticket is not worth that small amount of time savings.

Consider the odds and your situation.—The instructor should emphasize the issue of control. Ask the students to distinguish between elements of driving that are beyond their control (actions of other drivers, weather, pedestrians, etc...) from those they do control (speed, use of alcohol, wearing safety belts, obedience to traffic signals, etc...). In dealing with risk, drivers should try to use those things they can control to help deal with those things they cannot.

Additional References:

AAA Foundation for Traffic Safety, *Using Your Eyes Effectively*, 1440 New York Avenue., N.W., Suite 201, Washington, D.C. 20005.

AAA Foundation for Traffic Safety, *Young Driver Attitude Scale*, 1440 New York Avenue., N.W., Suite 201, Washington, D.C. 20005.

Adams, John G.U. (1985), *Risk and Freedom: The record of road safety*, London, Bottesford Press.

Evans, L. and Waseilewski, P., "Do Accident-Involved Drivers Exhibit Riskier Everyday Driving Behavior?," *Accident Analysis and Prevention 14*, 57-64, 1982.

Lehto, Mark R., James, Dwayne S., and Foley, James P., "Exploratory Factor Analysis of Adolescent Attitudes Toward Alcohol and Risk," *Journal of Safety Research 25*, 197-213, 1994.

Texas Department of Public Safety (1994), *Motor Vehicle Traffic Accidents*, P.O. Box 4087, Austin, TX 78773.

Thygerson, A.L. (1986), *Safety* (2nd Edition), Englewood Cliffs, N.J., Prentice Hall.

Wilde, G.J.S., (1994), *Target Risk*, Toronto, Canada, PDE Publications.

Fact Sheet F-4.2 Developing Habits and Judgment

Developing habits and judgment

We do not always do things in the right manner. How many of the incidents cannot be eliminated? Since there will always be factors working against you, what do you have working for you? A space management system is like an insurance policy. It can give you substantial protection for a small investment—just your involvement and understanding.

Decision-making

Decision making is the most important skill used in driving. A driver operating in city traffic flow makes 50-60 decisions per mile. Most driving decisions are based on an internalized sense of procedures that tells us an action/decision is appropriate or not. These procedural decisions then become our habits, based on our experiences. These experiences can be positive and negative experiences.

Experiences

Drivers learn from positive experiences as well as from negative experiences. New drivers often learn by observation of other drivers. Their habits become specific behaviors which are mimicked by new drivers. Habits are difficult to change. Practicing specific behaviors and making judgments can lead to the changing of habits that take place on a procedural level.

Resistance

There is an internal resistance to changing habits. The greater the resistance felt when attempting to use a space management system, the greater the need there may be to change the habits already formed.

"Habit Development (5)" 1998 Interactive Driving Systems may be used to develop a discussion about habit development, importance of developing sequences, and the need to perform tasks at an unconscious level. This may substitute for the transparency recommended in this section.

Fact Sheet Module 4

Fact Sheet F-4.3 Importance of Guided Practice

Guided Practice Concepts

A space management system will provide a background of good processes and judgment only if time is taken to practice.

Practice Sessions

Practice should consist of 15-25 minute sessions. The time must be spent actively getting feedback on what is being done in accordance with the space management system. If drivers are to benefit from the practice sessions, they need a clear concept of what to practice.

Habits

A driver's current driving habits will, as the years go on, probably lead to sloppier driving which, of course, can get the driver into trouble. The reason for this is that it is easy for drivers to get positive feedback from negative behavior.

Good Driving

Drivers tend to feel that whatever they do is good driving, provided there is no crash. When there is a crash, it is usually caused by the "stupid actions of the other driver."

Complacency

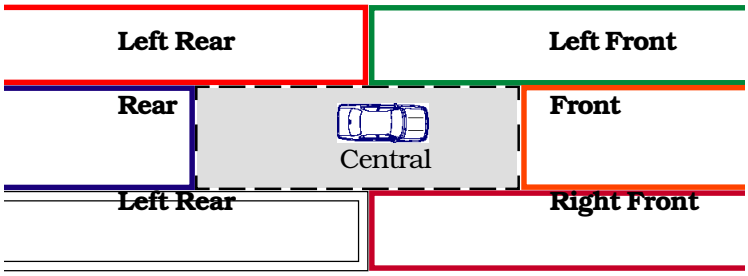
Drivers easily get complacent by what has appeared to be a good style of driving. For example: Have you ever had to ride with someone who makes you very uncomfortable? The driver felt good and accepted performances because for many years those same actions had led to success rather than failure.

Performance

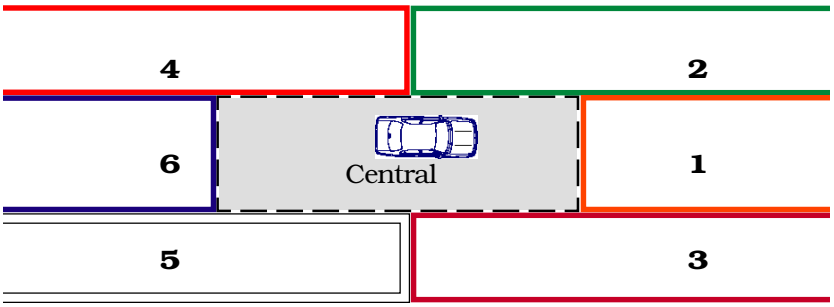
It is easy for us to do something incorrectly and not know it. We perform poor maneuvers at times and get away with them. Perhaps, after a while, we cease to see them as being poor driving procedures.

Fact Sheet Module 4 **Fact Sheet F-4.4 Space Management Concepts**

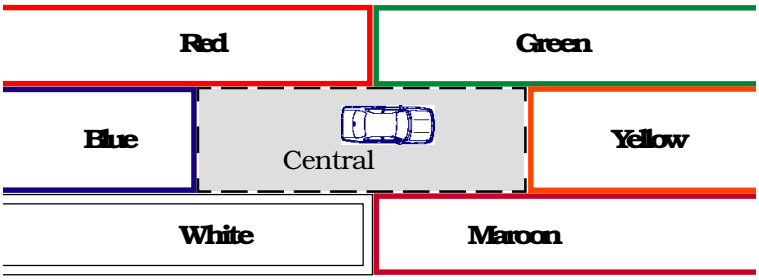
All Units will refer to six basic space areas around the vehicle which must be managed to reduce risk of collision. Much concern is placed on the terminology to name these areas of space management. The instructor should be consistent as long as the six areas are the main focus of discussion. The path



of travel and the line of sight are critical elements for vision control. Risk reduction principles are based on gaining appropriate information. All systems have a specified method for gaining information. The risk must then be evaluated on principles of probability and consequence. All the current systems have an element of decision-making based on probability and consequence. Risk is then reduced by allowing



more space to develop between the risk and the vehicle being driven. This can be accomplished by adjusting speed, changing position, and communicating the intention to adjust. All the current space management systems have an element of action. The Texas S.E.E. system is designed to provide a



foundation for using a space management system, especially for those that do not use a system or find the present one difficult to use. The goal is to make the system easy for the instructor and student to use and learn.

Fact Sheet Module 4

Fact Sheet F-4.5 Using the Basics

To search effectively, drivers need to know what to look for, where to look, and how to evaluate if a potential problem could be a good or poor situation. The structure of the space management system can give a rapid response to a number of variables.

There are many ways a driver can be involved in a crash. Many crashes result from a change in the driver's ability to control the target area, sightline, or travel path before driving into a poor situation.

Examples of Changes:

- A red traffic light is a closed area 1 travel path.
- A hill crest is a closed area 1 sightline.
- A parked car to the right is a closed area 3 sightline and travel path.
- A bicyclist to the right is a closed area 3 travel path.
- An oncoming car or truck is a closed area 2 travel path.
- A car traveling in the left mirror blind space area is a closed area 4 travel path.
- A motorcycle in the right mirror blind space area is a closed area 5 travel path.
- A truck following closely is a closed area 6 sightline and travel path.

After searching and seeing a changing or closed space area, evaluate the conditions of the opposite space areas before making a decision. After evaluating the related space areas, act in selecting the best speed, lane position, and communication tool.

New conditions are always presenting themselves when driving. A driver must constantly question the present conditions. What speed selection feels most comfortable for each situation? What is the legal speed limit? What should the lane or lane position be? What is a good speed selection for this situation? What would be a high risk or poor speed selection, with little to gain? Each situation has different and changing conditions.

These are some of the processing evaluations which a driver would make for any driving situation. The speed and lane position selected are usually based upon what the legal limitations are, what the destination is, and what is comfortable for the driver.

Whatever the choices for speed and position, the space management system recommends looking for how the group of ongoing conditions could cause less control over **line of sight,** and/or **targeting area,** and/or **path of travel.** In other words, watch for changes in the space areas around your vehicle.

By watching for slight changes, making minor adjustments for best speed control and lane position, and using effective communication—a driver will very seldom be surprised by the actions of others that would require a critical high stress or evasive response.

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WORKSHEETS

Texas Education Agency
Texas Department of Public Safety
Texas Department of Transportation

Driving Through A New Century
Texas Education Agency

Worksheet W-4.1 Risk Determination **Name** _____

1. What is the highest platform you think you could jump from onto pavement without getting hurt ?

2. What is the most dangerous recreation activity you have ever tried?

3. How fast could you drive safely on an interstate highway in light traffic?

4. What is the highest speed at which you could have a collision while not wearing a safety belt and be unhurt?

5. How fast would you drive in a 40 mph speed zone in order to avoid getting a speeding ticket?

6. How long could you safely drive without stopping to sleep?

7. What is the maximum speed you think you could drive in a typical family car without losing control?

8. How fast would you drive on an interstate highway in dense fog?

9. How much time would it take you, after seeing a potential crash, to steer or brake away from the problem?

10. What percentage of the time you are driving or riding in a car do you wear a safety belt?

Answers... Please answer honestly and to the best of your ability.

1. _____ 6. _____

2. _____ 7. _____

3. _____ 8. _____

4. _____ 9. _____

5. _____ 10. _____

W-4.2 Basics in Space Management Name _____

The most important skill used in driving is _____

Define the term…habit _____

Why do drivers with good procedural skills perform poor maneuvers as they drive longer?

_____

_____

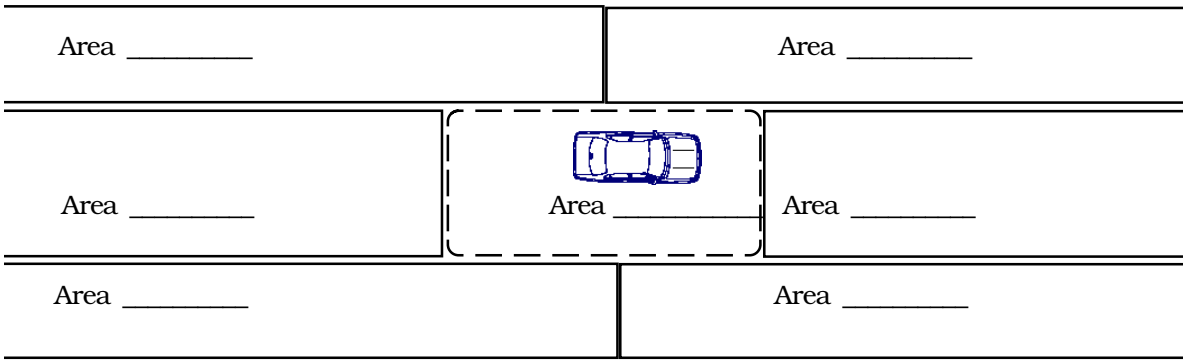
Name and identify the three space management steps.

S _____ _____

E _____ _____

E _____ _____

Fill in the names of the space management areas below:



List the conditions present in these situations:

Open Space Area _____

Closed Space Area _____

Changing Space Area _____

A red traffic signal is a _____

A hill crest is a _____

A parked car on the right is a _____

A bicyclist on the right is a _____

An oncoming vehicle is a _____

A car in left mirror blind space is a _____

A motorcycle in the right mirror blind space is a _____

A truck following close behind is a _____

W-4.3 Turning at Intersections **Name** _____

After discussing turning at intersections, complete the following items:

_____

_____

_____

_____

List activities of the driver as an intersection is approached to determine the position for a turn.

_____

_____

_____

_____

List driver actions to communicate with other drivers in preparation for a turn maneuver.

_____

_____

_____

_____

Explain how speed is determined on entry and exit from the turn maneuver. How does this relate to Targeting Area, Line of Sight, and Path of Travel?

_____

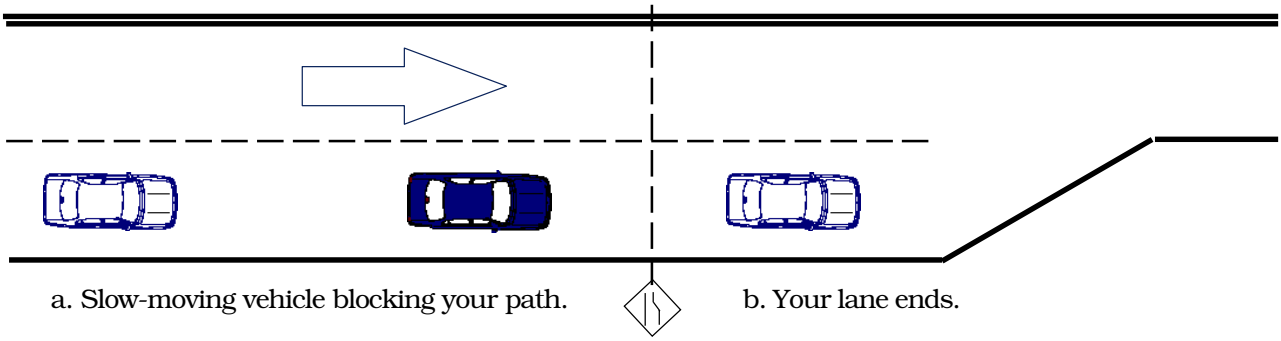
_____

_____

_____

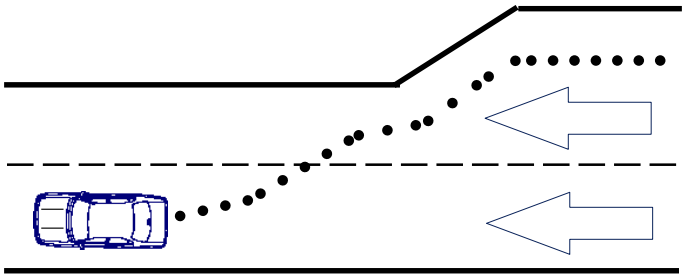
W-4.4 Lane Changing and Decision-making

When preparing to change lanes, the **first step** should be to ask, "Do I need to change lanes?" or "Is there a reason for this lane change?" The following illustrations offer some **good reasons** for changing lanes (you are always in the white vehicle):

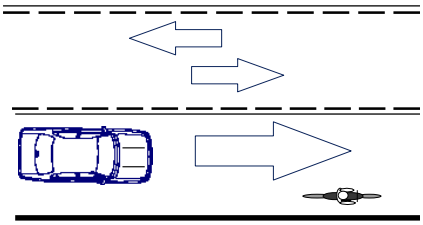


a. Slow-moving vehicle blocking your path.

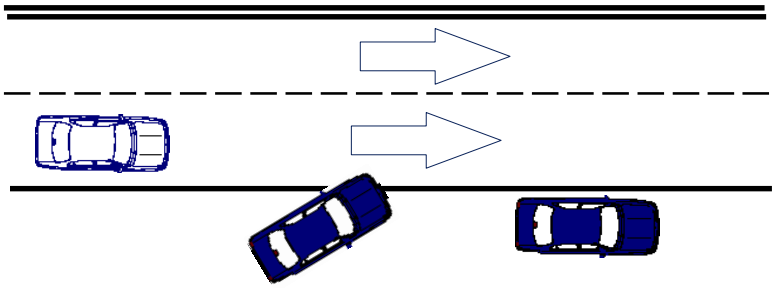
b. Your lane ends.



c. Your destination ahead requires a turn from a lane other than the one you are in.



d. Pedestrian, animal, or bicycle in your lane.



e. Risk reduction from approaching hazards.

Once you have determined the lane change is needed, the **second step** is to make sure it is clear to change lanes:

Check space areas ahead (areas 1, 2, 3).
Check space area to the rear through the rear view mirror (primary) (area 6).
Check space areas to the side of the car through side mirror (area 4 or 5*).
Check space area to the left or right side through your rear mirror (area 4 or 5*).
A visual check to the left or right may be needed (front of area 4 or 5*)

*** Note that if the lane change were to be made to the right, the checks would be to the right areas, and if the lane change were to the left, the checks are made to the left areas.**

W-4.4 Lane Changing and Decision-making

Once you have determined that the next lane is clear using the vision checks noted above, you are ready for the next **five steps** to complete the lane change:
Use proper signal. It is more efficient to use lane changer device which is halfway up/down on the turn signal.

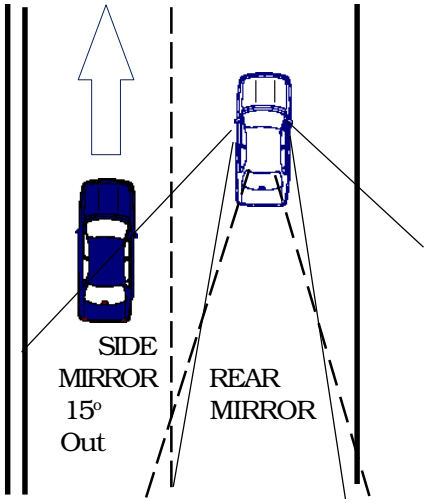
Check area 4 or 5 again with a quick check in the mirror blind space area.
Move efficiently and smoothly into the appropriate lane.

- Maintain speed or accelerate slightly before and during the lane change.
- Be careful not to slow down and bring the cars to the rear closer to you (unless you have a closed or changing space area that requires a change in speed).
- Cancel the signal (or let go of the lane changer) and move to new lane position.
- Adjust your speed to the traffic conditions in the lane you have entered.

In the following paragraphs, read and study what may cause a delay in lane changing, or require adjustment. The diagrams show some conditions which might be discovered when making the vision checks that would cause a need for postponing the lane change or making adjustments before the lane change is made. The diagrams below on the right are the adjustments for the situations.

CONDITIONS

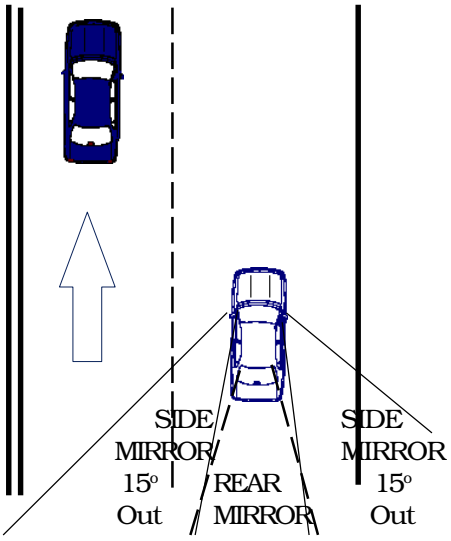
a. Is your mirror blindspot clear?



b. There may not be enough space immediately in the next lane.

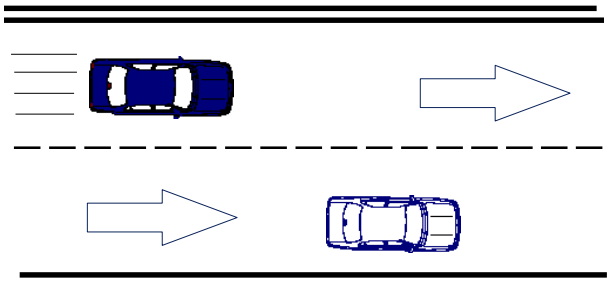
ADJUSTMENTS

Speed up or slow down until you have a safe following interval for either yourself or the other car, and then change lanes. This applies to both a. and b. Your position usually determines which alternative you choose.

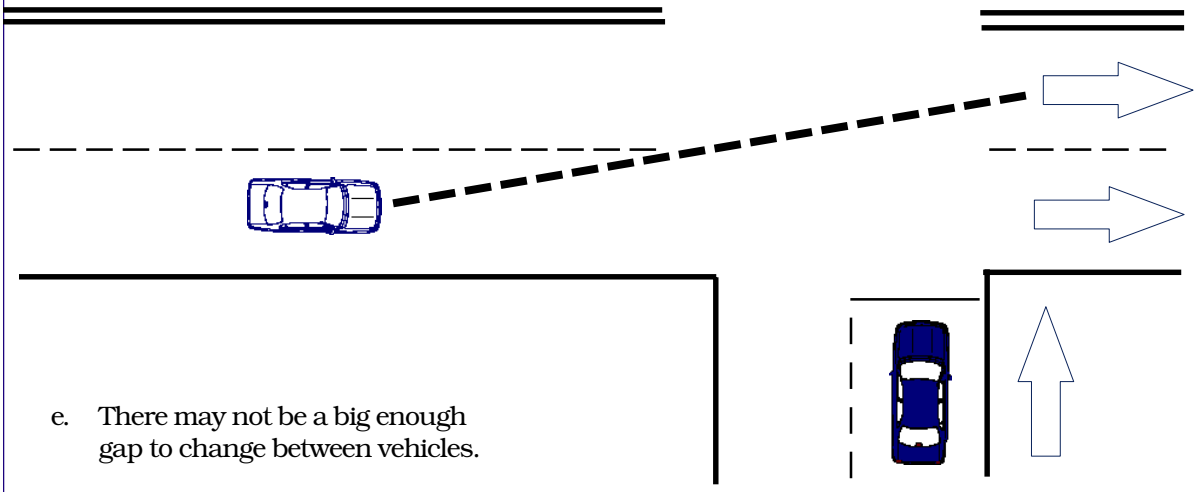


W-4.4 Lane Changing and Decision-making

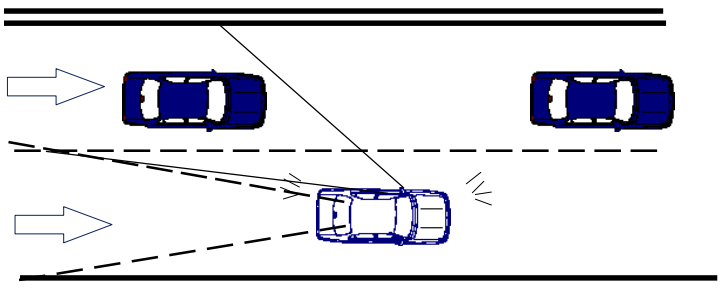
CONDITIONS	ADJUSTMENTS
c. A vehicle in the next lane may be approaching at a speed greater than yours.	Wait until the vehicle passes and **then** change lanes.



d. You may not be able to complete your lane change before entering an intersection.	Drive through the intersection and **then** change lanes.



e. There may not be a big enough gap to change between vehicles.

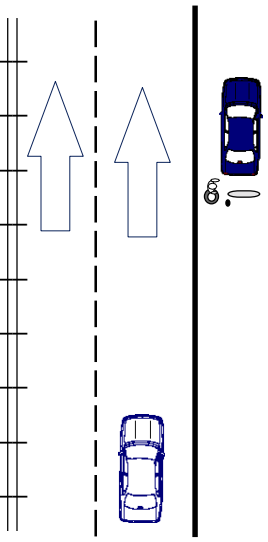


If the lane change is necessary and there is not enough space use the lane changer device and get eye contact with the other driver so that he or she **may open a space for you**.

W-4.4 Lane Changing and Decision-making

For the following lane change situations, (a) identify the reasons for making a lane change, (b) identify conditions that would make the lane change unsafe without driving adjustments, and (c) list adjustment(s) needed to make a safe lane change. *You are the driver of the white vehicle.*

SITUATION #1: Flat tire being changed on shoulder of four lane roadway.



a. Reason to change. _____

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_____

b. Unsafe without adjustment. _____

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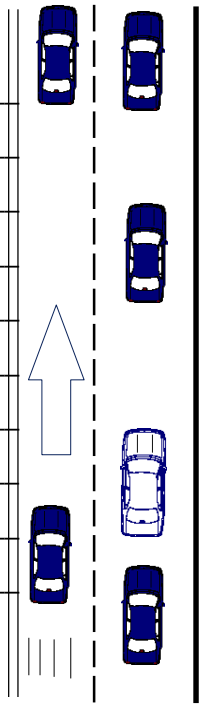
c. Adjustments needed. _____

_____

_____

SITUATION #2: Caught in a pack of cars.



a. Reasons to change. _____

_____

_____

b. Unsafe without adjustment. _____

_____

_____

_____

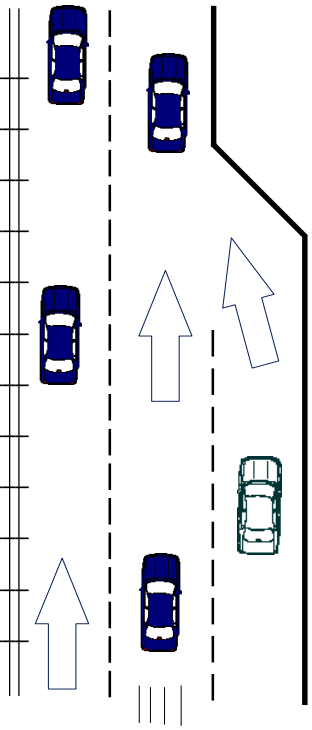
c. Adjustments needed. _____

_____

_____

W-4.4 Lane Changing and Decision-making

SITUATION #3: Three lanes narrowing into two lanes.



a. Reasons to change. _____

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b. Unsafe without adjustment. _____

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_____

c. Adjustments needed. _____

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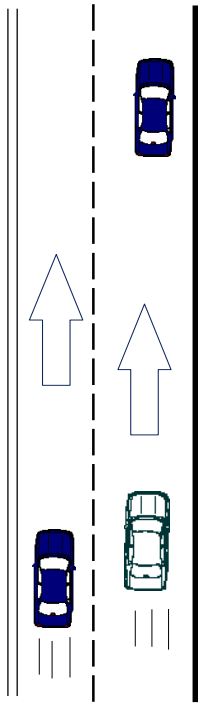
_____

SITUATION #4: Slower vehicle ahead.



a. Reasons to change. _____

_____

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_____

b. Unsafe without adjustment. _____

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_____

c. Adjustments needed. _____

_____

_____

_____

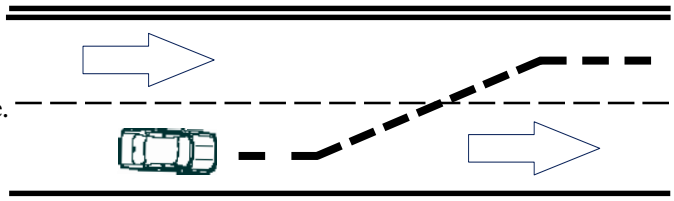
W-4.4 Lane Changing and Decision-making

Circle the correct answers for the following situations. There may be more than one correct answer. Explain why you did or did not circle each answer possible.

SITUATION #1.

In making a lane change, you should:

a. Check mirror blind areas to both sides.
b. Signal what you are going to do.
c. Drive at the same speed or speed up a little.
d. Move from one lane to the other abruptly.



Explain your answers:

a.

b.

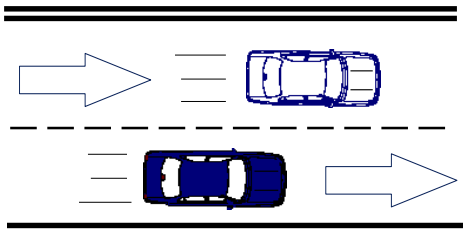
c.

d.

SITUATION #2

You are in the white car. You want to move to the right lane. What should you do?

a. Move right at once.
b. When one car length ahead, move right.
c. Accelerate to when you see the front of dark car in your mirror, and then change.
d. Slow down until you are behind dark car, and then change.



Explain your answers:

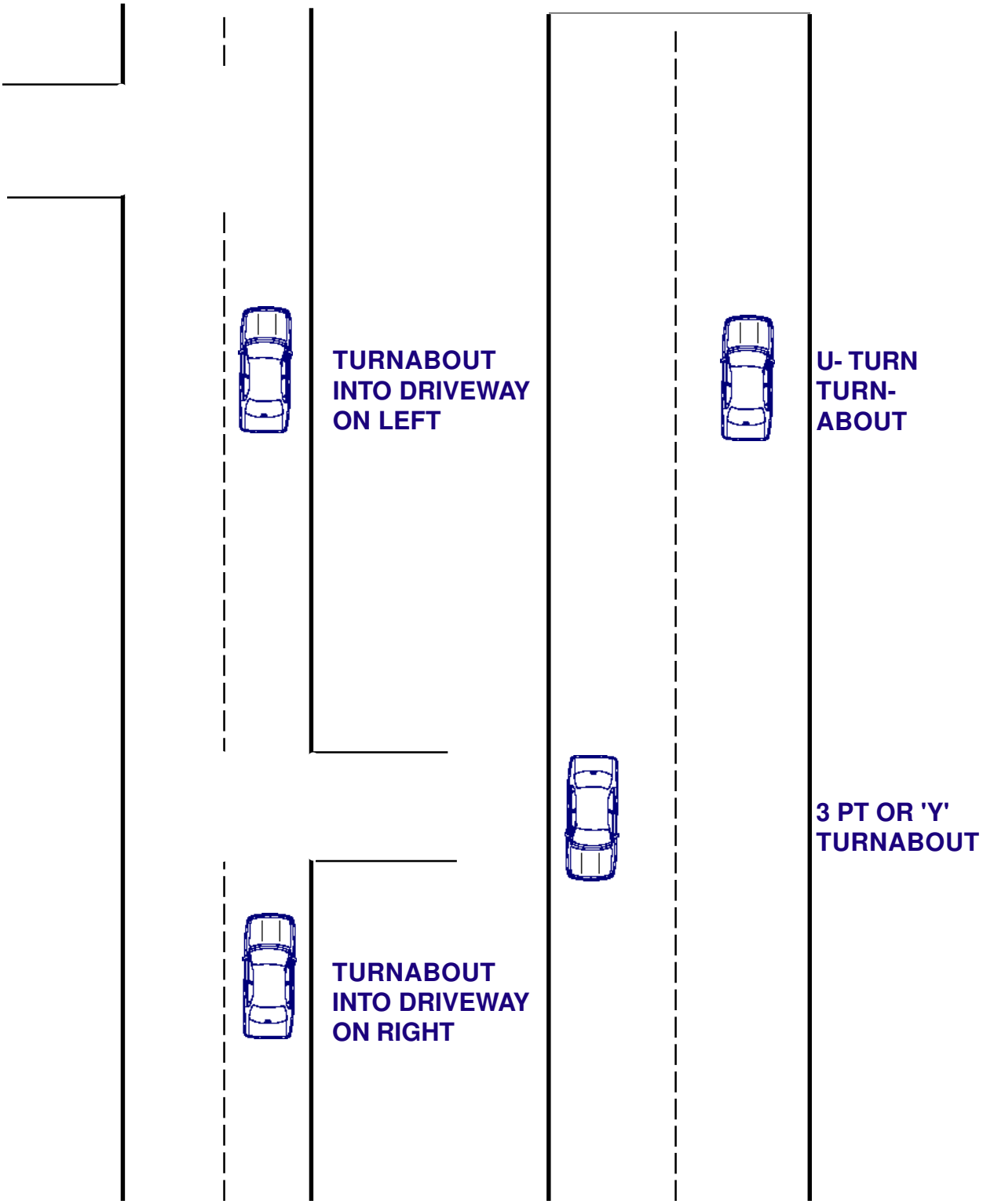
a.

b.

c.

d.

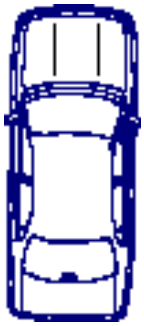
W-4.5 Diagram Turning Around



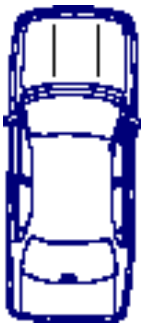
W- 4.6 Parking Maneuvers

DIRECTIONS: Indicate the wheel position for each maneuver, then list the procedures for each type of Hill Park.

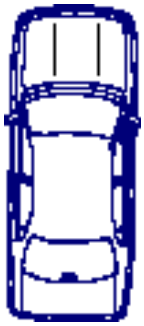
UP HILL WITH CURB



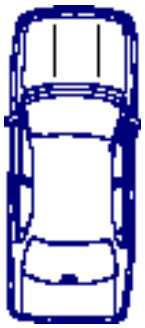
DOWN HILL WITH CURB



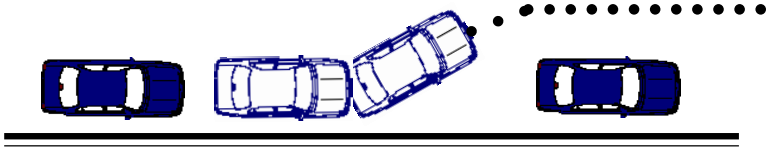
UP HILL WITH NO CURB



DOWN HILL WITH NO CURB



CURB PULL OUT PROCEDURE (Leaving parking space)



Module Four Assessment

Multiple Choice Questions

1. Your evaluations as a driver are _____.

   A. the basis for your actions.
   B. concerned with seeing the entire traffic scene.
   C. only important in heavy traffic.
   D. the first step in watching.

2. The ability to handle dangerous traffic situations depends mostly on _____.

   A. the type, model, and make of your car.
   B. searching for hazards in advance.
   C. the quality of your driver education course.
   D. the kind of highway you are on.

3. If you must turn your car around on a narrow street, and most of the traffic is coming toward you, the best type of turnabout would be _____.

   A. a 3-point or Y-turn.
   B. by using a driveway on the right side of the road.
   C. an intersectional U-turn.
   D. by using a driveway on the left side of the road.

4. In a right turn, where will the rear wheels 'track' in relation to the front wheels?

   A. Farther from the curb.
   B. Closer to the curb.
   C. It depends on the turn.
   D. In the same track.

5. What does searching for hazards in traffic depend on most?

   A. Perfect eyes.
   B. Knowing the street or area.
   C. Moving eyes quickly from place to place.
   D. Seeing out of the corners of your eyes.

6. When parking on the right shoulder of a hill where there is no curb you should _____.

   A. point the front wheels toward the center of the road.
   B. have the rear wheels closer to the shoulder.
   C. turn the front wheels so they point to the side of the road.
   D. place the front wheels parallel to the edge of the pavement.

7. When you look far and near and side to side you are _____.

   A. searching.
   B. centering.
   C. checking
   D. monitoring.

8. A motorcycle in your right mirror blind area is a _____.

A. closed White sightline to right rear.
B. closed White travelpath to right rear.
C. closed Red sightline to left rear.
D. closed Red travelpath to left rear.

9. A large vehicle following closely behind is a _____.

A. closed Blue sightline to the rear.
B. closed Blue travelpath to the rear.
C. closed Blue sightline and travelpath to the rear.
D. closed Yellow sightline and travelpath.

10. What is the most important step in turning the car around?

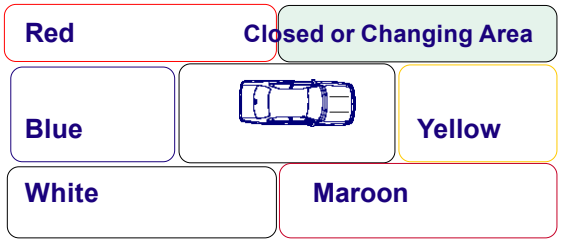
A. Careful check of traffic in all directions.
B. Signal.
C. Shift to the proper gear.
D. Select the lane of traffic in which to turn.

.

11. The best way to keep from getting involved in emergency driving situations is to _____.

A. keep your eyes glued on the target area of the travelpath ahead.
B. keep your car in good mechanical condition.
C. use rearview and side mirrors.
D. continually scan for hazards or changing areas.

12. If this area is closed or changing, what is the appropriate action to proceed?



A. Check Yellow, adjust speed, and move to lane position 2.
B. Check White, adjust speed, and move to lane position 3.
C. Check Blue, adjust speed, and move to lane position 4.
D. Check Red, adjust speed, and move to lane position 4.

13. When preparing to make a lane change, what else should you do besides use lane change signal device?

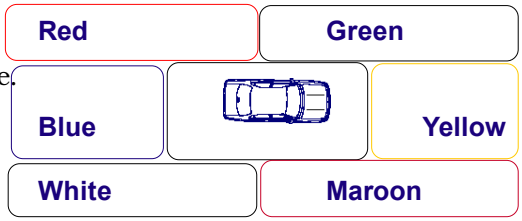
A. Make a mirror blind area check in Red or White.
B. Slow down a little and check blue area.
C. Show a hand signal and wave everyone back.
D. Change your lane position to 2 or 3.

14. If it is necessary to reduce speed to maintain control during a turning maneuver, when should you slow your vehicle?

A. Before entering the turn.
B. After completing the turn.
C. Prior to signalling for the turn.
D. During the turn.

15. You are able to check the mirror blind areas by _____.

A. glancing to space area Green or Maroon.
B. using the sideview mirror to check area Red or Blue.
C. using both the inside and the outside mirrors to check area Red or White.
D. using the inside mirror to check area White.



16. Which step of the decision process has a driver just taken when he sees what will probably happen in a driving situation?

A. Search.
B. Evaluate.
C. Execute.
D. Question.

17. If the approach and the beginning of a turn have been executed correctly, you can _____.

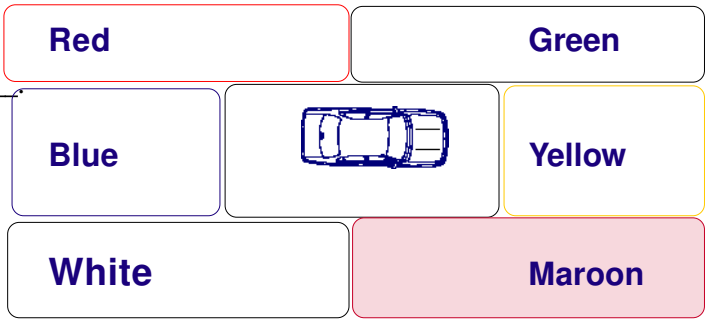
A. speed up gently coming out of the turn.
B. hold the steering wheel at the right or left side.
C. brake slightly in the middle of the turn.
D. expect the car to track without steering.

18. When making a 3-point or Y-turnabout on a narrow street, how far should you back your car?

A. Only to the center of the street.
B. Only until wheels are turned full right.
C. Only as far back as needed to complete the maneuver.
D. Only until rear wheels touch far curb.

19. A bicyclist on your right front is a _____.

A. closed Maroon travelpath and sightline.
B. closed Maroon travelpath.
C. closed Green travelpath and sightline.
D. closed Green travelpath.



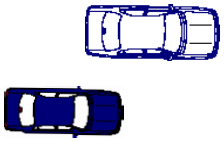
20. After parking on an upgrade with a curb, your front wheels should be _____.

A. parallel to and touching the curb.
B. turned sharply away from the curb.
C. turned sharply toward the curb.
D. parallel to and 6 to 12 inches from the curb.

21. Before changing lanes, the most important thing you should do is _____.

A. signal to communicate with others.
B. make sure the area and travelpath is open.
C. change speed to slow vehicles behind.
D. look in the rearview mirror for vehicles close to you.

22. A car traveling in your right mirror blind area is a _____.



A. closed Red travelpath.
B. closed Red sightline.
C. closed White travelpath.
D. closed White sightline.

23. What is the main value of making a visual check to the left or right before changing lanes?

A. It is quicker than checking the contemporary mirror settings.
B. It is easier than checking the rearview mirror.
C. It covers areas not visible in the traditional mirror settings.
D. The image is not reversed as with mirrors.

24. When you are parallel parked, how close to the curb should a car be in the state of Texas?

A. Within 6 inches.
B. Within 12 inches.
C. Within 18 inches.
D. Within 24 inches.

25. Sudden braking and swerving in traffic shows that the driver _____.

A. is skillful.
B. is alert.
C. has a good vehicle.
D. has not watched far enough ahead.

26. Approaching the crest of a hill is a _____.

A. closed Yellow sightline.
B. closed Yellow travelpath.
C. closed Red sightline.
D. closed Blue sightline.

27. A parked vehicle on your right is a _____.

A. closed Yellow sightline and travelpath.
B. closed Yellow travelpath.
C. closed Maroon travelpath.
D. closed Maroon sightline and travelpath.

28. The key factor in watching is to have a plan that allows you to concentrate on seeing _____.

A. the important closed or changing areas.
B. everything in your traffic scene.
C. all other vehicles and pedestrians.
D. open areas to the side and rear of your vehicle.

29. You should begin a right turn at an intersection _____.

A. where the curb begins to turn.
B. when sightline and travelpath area is open.
C. when the rear wheels are even with the curb.
D. It is not important where you begin the turn.

30. The front wheels should be turned toward the street when parked _____.
    A. uphill with a curb.
    B. downhill with a curb.
    C. uphill without a curb.
    D. downhill without a curb.

31. You are in the white car. You want to move to the right lane. What should you do?
    A. Move right at once.
    B. When one car length ahead, move right.
    C. Accelerate until you see the front of dark car in your mirror, and then change.
    D. Slow down until you are behind dark car, and then change.

32. What is the definition of risk?

33. Give four examples of risky driving behavior.

34. Give three guidelines for reducing risk.

35. Give an example of how a driver might "compensate" for reduced risk the form of a modern safety device.

Texas Education Agency
Driver Education Classroom
And In-car Instruction

Module Four

Basic Maneuvering Tasks:
Moderate Risk Environment

Transparencies

GRADE

HS

Driving Through A New Century

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