



Name: _____

1 What is the speed limit on urban roads?

- A 40 mph
- B 100 mph
- C 120 mph



2 What is the most important rule of the road?

- A Do not overtake on your right
- B You always have the right of way
- C Keep left, give right

3 At a stop sign, you must:

- A Bring your car to a complete stop and proceed only when it is safe to do so
- B Stop short and if it is safe you may proceed
- C Stop on the white line painted on the road



4 At a pedestrian crossing:

- A Pedestrians waiting to cross should yield to you
- B Always stop for pedestrians and only move when it is safe to do so
- C Reduce speed and continue driving as you have the right of way



5 You are not allowed to park:

- A Within 1.5 metres from a fire hydrant
- B Less than 2 metres from an intersection
- C A and B

6 Emergency vehicles:

- A Always have the right of way when their sirens are activated
- B Always have the right of way
- C Can drive as fast as they want

7 When towing a vehicle, the distance between the two vehicles must not be:

- A Greater than 5 metres
- B Greater than 1.5 metres
- C Greater than 4.5 metres

8 How long after a collision do you have to report the collision to the police?

- A Stop your car immediately
- B Within 24 hrs. after the collision
- C Within 72 hrs. after the collision

9 Choose the road surface marking displayed:

- A No overtaking line
- B You may overtake on the right-hand side
- C Dangling line



10 Choose the road surface as shown in the picture:

- A Park with the wheels within the marking
- B Two vehicles may park here
- C No parking zone



11 Choose the warning sign displayed:

- A T-junction ahead
- B Dead end ahead
- C Narrow ahead



12 Choose the warning sign displayed:

- A Stop road ahead to your left or your right
- B Right turn only
- C No left turn



13 Choose the warning sign displayed:

- A Maximum mass height 4.42 kg on the bridge
- B Maximum speed 4.42 km/h
- C Maximum height restriction ahead



14 Choose the regulatory sign displayed:

- A Only buses allowed
- B Start of a zone reserved for buses only
- C End of the red zone for buses



15 Choose the information sign displayed:

- A T-junction ahead
- B Lane reserved for taxis
- C Left lane



16 Choose the information sign displayed:

- A Keep left, heavy vehicles must stay in the left lane
- B Keep left, heavy vehicles must change to a lower gear
- C Keep left, heavy vehicles must slow down



17 When you come to an intersection and the road ahead is backed up with vehicles travelling in the same direction, what should you do?

- A Proceed if there is no traffic on your right
- B Wait until there is room for you to completely cross the intersection
- C Travel into the intersection and wait until traffic ahead moves



18 Vehicle Q is at a stop sign:

- A Vehicle Q must give way to vehicles T, U, & V
- B Vehicle Q must give way only to vehicle T
- C All vehicles must give way to vehicle Q



19 Even if the signal at a railway level crossing does not indicate that a train is coming, you should:

- A Stop short, be ready to stop and give way if there is danger of collision
- B Speed up and cross the tracks quickly
- C Always stop completely

20 You wish to turn left at this traffic circle, which lane may you use?

- A Left lane
- B Right lane
- C Outer lane



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Assessing Multilingual Children Sharon Armon-Lotem, Jan de Jong, Natalia Meir, 2015-04-28 Second language learners often produce language forms resembling those of children with Specific Language Impairment (SLI). At present, professionals working in language assessment and education have only limited diagnostic instruments to distinguish language-impaired migrant children from those who will eventually catch up with their monolingual peers. This book presents a comprehensive set of tools for assessing the linguistic abilities of bilingual children. It aims to disentangle effects of bilingualism from those of SLI, making use of both models of bilingualism and models of language impairment. The book's methods-oriented focus will make it an essential handbook for practitioners who look for measures which could be adapted to a variety of languages in diverse communities, as well as academic researchers.

Oxford Textbook of Medical Education Kieran Walsh, 2016

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