

UNIT 4: TRAVEL AND TRANSPORT

A. GRAMMAR & VOCABULARY

Exercise 1: Complete the travel advice. Use the words in the box.

arrive baggage board cabin check customs destination
fasten gate passport

When you arrive at the airport, look for your _____ on the departure board. Then _____ in and get your boarding pass. Your _____ might also be weighed at the desk.

After going through security, wait in the departure lounge until you are told to go to the _____ for your flight. Then, when the flight is ready, and just before departure, you will be asked to _____ the flight. You can then go and find your seat in the _____.

Remember to _____ your seat belt before the plane takes off. Keep your seat belt fastened until you _____ at your destination and the engines are turned off. Be ready to show your _____ and visa at the immigration desk. Finally, pick up your baggage, and take it with you through _____.

Exercise 2: Complete the sentences. Use a word from the same family as the words in bold. The first question has been done for you.

- 1 My cousin spends every summer **backpacking** around Europe. He is a real backpacker.
- 2 I usually **cycle** to work, but I'm not a very fast _____.
- 3 William's a keen _____. He **sails** his boat between England and France.
- 4 We can go to the _____ lounge while we wait for our plane to **depart**.
- 5 When you're **travelling** by train, don't forget to think about the other _____. For example, don't play your music too loud.
- 6 She drives a _____ van. She **delivers** important documents to offices around the city.
- 7 **A:** Do I need to **reserve** a seat on the train?
B: Yes, I think you usually need a _____.
- 8 **A:** Are there any companies that do **tours** around the city?
B: No, not really. We don't have much _____ here.
- 9 **A:** I need to get to the railway station and I'm not sure which _____ to go.
B: Just follow this road – it's a **direct** route to the station.
- 10 **A:** What time does the flight **arrive**?
B: Well, the timetable says the _____ time is 10:20.

Exercise 3: Correct the spelling mistakes. There is one spelling mistake in each sentence.

1. I love travelling to different countries, because it gives me a chance to meet lots of interesting foreigners.
2. We found the campsite in our gide book. It was close to the beach resort.
3. I nearly crashed my car yesterday. The car in front stopped suddenly and I had to break hard to slow down .
4. The motorway was really busy. There were lots of slow vans, lorries, coaches and other large veicles.
5. Welcome aboard the plane. Please find your seats and place your luggage in the overhead compartments.
6. We need to book our accomodation at the hostel soon.

Exercise 4: Choose the correct answers to the questions.

1 When you go on a cruise, how do you travel?

- ☐ By boat ☐ By plane ☐ By train

2 When you go on holiday for a fortnight, how long are you away?

- ☐ Two days ☐ Seven days ☐ Fourteen days

3 When is the best time to unpack?

- ☐ Before a journey ☐ During a journey ☐ After a journey

4 When do you need to check out?

- ☐ When you book a hotel ☐ When you arrive at a hotel ☐ When you leave a hotel

5 When do people usually buy souvenirs?

- ☐ Before a holiday ☐ During a holiday ☐ After a holiday

6 Which type of ticket do you buy when you want to go somewhere and come back?

- ☐ A single ticket ☐ A return ticket ☐ A season ticket

Exercise 5: Complete the sentences. Use the words in the box.

board

drive

hitchhiked

jam

pedestrians

reached

set

via

1 It was a terrible journey, and we were exhausted when we finally the hotel.

2 When I was a student, I always rather than travel long distances by public transport.
Now I think it's much too dangerous.

3 If you want to get to the office by 8 a.m., it's a good idea to off before 7 a.m.

4 I'm sorry I'm late. I got stuck in a terrible traffic in the city centre.

5 I'm afraid you can't make phone calls when you're on _____ this plane.

6 It's a six-hour _____ from here to the coast.

7 You can't ride your motorbike down this street. It's for _____ only.

8 **A:** How did you get to Washington? Did you fly direct from London?

B: No, we went _____ New York, but it was easy to change planes there.

Exercise 6: Match the examples in the box with the reasons for using the present perfect simple or present perfect continuous.

Amy's just called to say she's back from Spain.

Her plane's already landed, but she hasn't got off yet.

I can't go on holiday because I've lost my passport.

I've been taking a lot of photos recently.

I've been waiting in this queue for over an hour.

I've had this suitcase for ten years.

I've never been to South America.

The plane can't land because it's been snowing a lot.

1 We often use the present perfect simple to talk about experiences in our lives up to now. We can use words like *ever* and *never* to talk about experiences.

2 We often use the present perfect simple with state verbs (e.g. *know*, *like*) to measure time up to now. We can use words like *for* and *since* to measure time with state verbs.

3 We often use the present perfect continuous with action verbs (e.g. *wait*, *talk*) to measure time up to now. We can use words like *for* and *since* to measure time with action verbs.

- 4 We often use the present perfect simple to talk about progress through a list of plans / steps. We can use words like *already* and *yet* to talk about progress.
- 5 We often use the present perfect simple to talk about news – things that the other person doesn't know yet. We can use words like *just* to talk about news.
- 6 We often use the present perfect simple to talk about the present results of a completed past event. We can use words like *because* and *so* to talk about the present results of past events.
- 7 We often use the present perfect continuous to talk about the present results of a past process – something that happened over a period of time, without a clear start / finish. We can use words like *because* and *so* to talk about the present results of past processes.
- 8 We often use the present perfect continuous to talk about recent habits – something that is happening a lot. We can use words like *lately* and *recently* to talk about recent habits.

Exercise 7: Read the information. Then complete the sentences in the present perfect simple. Use the verbs in brackets and contractions (e.g. *I've*), where possible. The first question has been done for you.

- 1 We've lived in a little seaside town for about twenty years. (we / live)
- 2 During that time, _____ from a quiet fishing town into a major holiday resort. (it / change)
- 3 The population _____ from about one hundred to several thousand people. (increase)
- 4 The town _____ from the coast right up into the mountains. (also / expand)
- 5 Dozens of new hotels _____ all along the coast. (also / appear)
- 6 In addition, the town council _____ a wide road through the centre of the town. (build)

- 7 Many people in the town _____ a lot richer. (become)
- 8 However, some people _____ the town because they couldn't afford to live here any more. (leave)
- 9 So the town _____ a lot over the years. (certainly / develop)
- 10 The question is though, _____ ? I don't know. (it / improve)

Exercise 8: Choose the correct words to complete the sentences.

- 1 That was the best holiday I've already/ ever/ never had.
- 2 Have you checked out of the hotel just/ since/ yet, or do you still need to?
- 3 It's been raining for/ long/ since two weeks.
- 4 There's been an accident on the motorway for/ so/ yet now there's a terrible traffic jam.
- 5 I'm afraid you're too late. The train's already/ ever/ yet departed. You'll have to get the next one.
- 6 We've ever/ just/ yet been on a guided tour of the city. It finished a few minutes ago.
- 7 How already/ long/ since have you been working as a tour guide?
- 8 We're absolutely exhausted because/ just/ so we've been travelling for over 24 hours.
- 9 We've been coming to this town for our holidays because/ long/ since we were children.
- 10 I've been using the buses and trams in this city for years and I've ever/ never/ yet had my ticket checked by a ticket inspector.

Exercise 9: Read the information. Then choose the correct verb form (present perfect simple or present perfect continuous) to complete the sentences.

We often use the **present perfect simple**:

- to talk about our experiences in our lives up to now. We can use words like *ever* and *never* to talk about experiences
- with state verbs (e.g. *know*, *like*) to measure time up to now. We can use words like *for* and *since* to measure time with state verbs
- to talk about progress through a list of plans / steps. We can use words like *already* and *yet* to talk about progress
- to talk about news – things that the other person doesn't know yet. We can use words like *just* to talk about news
- to talk about the present results of a completed past event. We can use words like *because* and *so* to talk about the present results of past events.

We often use the **present perfect continuous**:

- with action verbs (e.g. *wait, talk*) to measure time up to now. We can use words like *for* and *since* to measure time with action verbs
- to talk about the present results of a past process – something that happened over a period of time, without a clear start / finish. We can use words like *because* and *so* to talk about the present results of past processes
- to talk about recent habits – something that is happening a lot. We can use words like *lately* and *recently* to talk about recent habits.

1 We 've been walking / 've walked around museums and castles all day, so we're all really tired.

2 We 've been / 've been going to Russia a few times, but only to Moscow and St. Petersburg.

3 How long have you been having / have you had that suitcase? It looks quite old.

4 How long have you been travelling / have you been travelled? You look exhausted!

5 I 've been reading / 've read a lot of travel blogs recently. I've been trying to find ideas for my next trip.

6 We've decided to go to Canada next year, but we haven't been booking / haven't booked our flights yet.

Exercise 10: Put the words in the correct order to complete the sentences.

1

have here How long been you waiting ?

2

landed Has the plane yet ?

3

long time for haven't you I a seen .

4

Have ever a flown in helicopter you ?

5

doing What been have you recently ?

6

there been before I've never .

7

How been many tour on you times have this
?

8

They yet haven't announced the boarding gate .

B. READING

Exercise 1: To be successful in the IELTS Reading test it is important to understand how paragraphs are written and used.

Read the statements. Are they True or False? Choose the correct answers.

- 1 In English, long passages are usually divided up into paragraphs.
- 2 Paragraphs are always one long sentence.
- 3 Paragraphs always have headings.
- 4 A paragraph should have one main topic.
- 5 A paragraph usually has one sentence which explains the topic of the paragraph.

Exercise 2: Read the title of the Reading passage and the paragraph headings (i–iii). What is the passage about? Choose the correct answers to complete the sentences.

The annual Busójárás celebration

- i Rituals that have continued to the present day
- ii A connection between the carnival and historical events
- iii The effect of the things people wear during the carnival

- 1 The topic of the Reading passage is likely to be about a traditional festival/ people's everyday habit.
- 2 The writer will explain why the celebration is no longer popular/ is still popular.
- 3 The celebration might involve people dressed in special clothes/ people using special equipment.

Exercise 3: Read the information. Then look at the paragraph headings (i–iii) again. Choose the key information in each heading.

It is very useful to decide what the key words are in the headings. This will help you decide what you need to find when you start reading the passage.

- i Rituals that have continued to the present day
- ii A connection between the carnival and historical events
- iii The effect of the things people wear during the carnival

- 1 The key word in the first heading is ☐ rituals ☐ continued ☐ present day
- 2 The main idea of the second heading is ☐ the carnival ☐ historical events
- 3 The key information in the third heading is ☐ the things people wear ☐ people and carnival

Exercise 4: Read the information. Then match the words and phrases in the box with the underlined key words in the headings.

After you have decided what the key words are in a heading, you can then scan (look quickly for details) the paragraph for any words or phrases that match those key words.

masks	a famous battle	people from the town hold hands and dance	set on fire
a man-like figure is constructed	cloaks	managed to repel the invaders	
costumes	the man is paraded		
rituals	historical events	things people wear	

Exercise 5: Read the information. Then match the paragraph headings with the paragraphs.

The annual Busójárás celebration

Agnes Kovacs travels to a small Hungarian town to witness a local festival that has entertained people for hundreds of years

A The costumes are intentionally frightening. Several people walk around the square of the small town wearing masks. The faces are red, with small eyes and large pointed teeth. Then, there are the horns. In some of the costumes, they look like goat's horns. Other masks have bull's horns. The people wear huge cloaks made of sheepskin, which make them look bigger than they really are. With the sticks and rattles they carry to make noise with, they look like monsters.

B This carnival has been a tradition in southern Hungary for several centuries. The town of Mohács was the site of a famous battle between the Hungarians and the Ottoman Empire 500 years ago. The Turkish army was far superior at the time and would eventually overrun most of Hungary. However, the small town of Mohács managed to repel the invaders, albeit briefly. Legend has it that the townspeople dressed up as monsters and managed to drive away the Turks.

C The carnival is a celebration of continued life and combines historical events with ancient traditions of chasing away the winter darkness. It is held at the end of each winter and, as in many other winter festivals around Europe, a man-like figure is constructed from straw. On the final night of the carnival, the man is paraded through the town and set on fire. People from the town hold hands and dance around the burning man until dawn.

1 Paragraph A	i Rituals that have continued to the present day
2 Paragraph B	ii A connection between the carnival and historic events
3 Paragraph C	iii The effect of the things people wear during the carnival

Exercise 6: Read the information. Then read the headings and decide which words are the key words. Choose the correct answers.

With IELTS Reading matching headings tasks, the headings will always summarise the paragraphs. So it makes sense to look at them first before you look at the whole Reading passage. Try to spend no more than one or two minutes doing this. At this point, you only need to get a general idea of what the Reading passage is likely to be about.

List of Headings

- i The role of the Matariki in bringing different generations of people together
☐ role ☐ Matariki ☐ bringing ☐ different ☐ generations ☐ together
- ii Different ancient legends told in New Zealand about how the Matariki were created
☐ ancient ☐ legends ☐ New Zealand ☐ how ☐ Matariki ☐ created
- iii The possibility of the Matariki replacing traditional national holidays
☐ possibility ☐ Matariki ☐ traditional ☐ national ☐ holidays
- iv Current interest in a craft once commonly associated with celebrating Matariki
☐ interest ☐ craft ☐ celebrating
- v The importance of the Matariki as a navigational tool in the past
☐ importance ☐ navigational ☐ tool ☐ past
- vi Other cultures' legends about the origin of the seven stars
☐ legends ☐ origin ☐ stars
- vii The Matariki's influence on customs associated with agriculture
☐ influence ☐ customs ☐ agriculture
- viii The decline and later revival of the celebration of Matariki
☐ decline ☐ revival ☐ celebration ☐ Matariki
- ix The kind of traditional dishes guests can expect to receive during Matariki
☐ traditional ☐ dishes ☐ guests ☐ receive
- x A strategy for locating the formation of the stars that make up the Matariki
☐ strategy ☐ locating ☐ formation ☐ stars ☐ make

Exercise 7: Read the information. Then do the IELTS Reading task.

The text has seven paragraphs, A–G. Choose the correct heading for each paragraph and move it into the gap. You do not need to use all the headings.



- You have already looked through the headings. Now, read the title and look quickly over the paragraphs to get a general idea of what the passage is about.
- Read the first paragraph and decide which headings might fit and which do not.
- Read the first paragraph again in more detail and choose the one heading that fits best.
- Do the same for the other paragraphs. If you have any time at the end, check your answers. If you have the same answer for two paragraphs, you need to look again!

The meaning and celebration of Matariki

Henry Wilkes travels to New Zealand to investigate an ancient Māori tradition

A Over the cliffs at Mission Bay in Auckland, New Zealand, an incredible number of kites give extra colour to the cold blue sky. It is no coincidence that so many people have gathered here to fly them; they have come together to celebrate the arrival of the Matariki, the group of seven stars that appear in mid-winter. Many of the kite fliers are Māori, descendants of the people who first arrived in New Zealand in the 13th century, but others have European ancestry, or are recent immigrants to this country. What all of them have in common is that they are keen to take part in the celebration, and a key part of this is the designing and making of a kite. The Māori used to make them out of pampas grass, flax and the bark of the mulberry tree, and would often decorate them with shells or feathers. Nowadays, although it is easy enough to make a modern plastic kite, people prefer to follow their customs and use traditional methods and materials.

B Before the Europeans began to arrive and settle in New Zealand, festivities associated with the Matariki were popular amongst all Māori tribes. They gradually began to disappear, eventually coming to an end with the last traditional festival held in the 1940s. It wasn't until the beginning of the 21st century that people began calling in large numbers for Matariki to be brought back as a cultural event. In 2000, around 500 people attended a community gathering and public firework display in Hastings, New Zealand, to mark the return of Matariki. This year, over 20,000 people are expected to participate in the same event. And around the rest of New Zealand, other similar events are coordinated.

C Māori have several stories about the origins of the Matariki. One is connected to their creation myth, in which the god of the weather and winds threw his eyes into the heavens, where they became the seven stars. In another version, the god of the forests, Tāne Mahuta, became jealous of a very bright star which everyone admired. He angrily threw the star to destroy it but instead it broke up into seven smaller stars. In a third myth, the main star is a mother and the six smaller ones are her daughters. Regardless of the origins, Māori communities have traditionally celebrated in similar ways.

D Although Māori living in New Zealand recognise January 1st as the official start of the year, it is the appearance of the Matariki which traditionally marks the beginning of the Māori New Year. Of course, people living in different parts of the world will be able to see the cluster of seven stars at different times of year. However, for New Zealanders hoping to see the Matariki, they should keep an eye out from the second week of June. If they look towards the north-east horizon, slightly to the west of where the sun rises, they should have a good chance of spotting it in the tail of the Milky Way. Of course, it is best to get up an hour before dawn, so the stars are bright enough to be easily noticed. A pair of binoculars can come in handy, too.

E Like the first people to settle in Tonga, Samoa, Niue, the Cook Islands, Hawaii and Tahiti, the Māori were great sailors. All these Polynesian peoples were able to travel long distances over water by observing the position of the stars. The seven stars that made up the Matariki were especially useful due to the fact that they changed position during the year, showing a clear direction for the huge traditional canoes to follow. It's easy to see the common ancestry of the people of Polynesia when you look at the names for the Matariki in the different countries: it is *Matali'l* in Samoa, *Makali'i* in Hawaii, and *Mataliki* in Tonga, for example.

F Nowadays, as in the past, Matariki celebrations provide an excellent opportunity for communities to unite. It is a time when people reflect on the experiences of the year which has just passed, give thanks for the good things they have received from the land and the sea, and look forward to the year ahead. It is also the perfect time for older members of the extended family or local tribe to share their knowledge with the young. They may teach them traditional songs or stories, demonstrate old ways of fishing or catching eels, or show them how to prepare *hangi* (food which is cooked on heated stones in a hole in the ground). For many Māori children, this contact and experience gives them a strong sense of cultural identity and belonging.

G While Māori arts such as carving and weaving were practised during Matariki celebrations in the past, the arrival of the seven stars had another significant role. Māori decided when to plant their crops according to how easily the stars could be seen. If they were clear and bright, Māori believed that the growing season would be a productive one, and they would plant their crops in September. But if they appeared to be out-of-focus and closer together than usual, they knew that the winter was going to be an extremely cold one. This meant they wouldn't start planting until October. But Matariki also occurred at harvest time, so there was plenty of food to share around between family members and visitors. This kind of feasting is still very much part of the modern celebrations.

Paragraph A	ii Different ancient legends told in New Zealand about how the Matariki were created
	iii The possibility of the Matariki replacing traditional national holidays
Paragraph B	iv Current interest in a craft once commonly associated with celebrating Matariki
Paragraph C	ix The kind of traditional dishes guests can expect to receive during Matariki
	i The role of the Matariki in bringing different generations of people together
Paragraph D	vi Other cultures' legends about the origin of the seven stars
Paragraph E	vii The Matariki's influence on customs associated with agriculture
	viii The decline and later revival of the celebration of Matariki
Paragraph F	v The importance of the Matariki as a navigational tool in the past
Paragraph G	x A strategy for locating the formation of the stars that make up the Matariki

Exercise 8: Read this article, choose the correct heading for paragraph A-F.

The **TRANS-SIBERIAN RAILWAY**

A

The Trans-Siberian Railway has been described by some as the most memorable journey on Earth. Measuring nearly 9,300 km, it is the longest railway line in the world and takes approximately a week to complete. It is one incredible train journey from Red Square to the Great Wall, taking in Siberia, Mongolia, the Gobi Desert and arriving in the great city of Beijing. The journey has captured the imagination of travellers from far and wide since construction began in 1891.

B

Although officials have been building this line since 1891, it is still being expanded today. The original Trans-Siberian Railway was built from Moscow to Vladivostok on the orders of Tsar Alexander III. Building the line was not an easy task as there were only a few qualified engineers and the difficult climate often slowed progress. A lack of workmen meant that soldiers and convicts had to be conscripted to help. Up to 90,000 men were employed in its construction.



C

From the moment building began, the project faced many difficulties. Even though it was considered a technological marvel at the time, there were arguments about the quality of work. Rails were considered too light and bridges not strong enough. Many claimed convicts had sabotaged the line. Furthermore, the project also caused serious problems for the Russian economy.

D

Despite criticisms, however, the railway more than paid for itself in the twentieth century. The Siberian economy exploded when 2.5 million poor people moved there from European Russia between 1895 and 1916. The region quickly became famous for producing bread and butter. Without the Trans-Siberian Railway, Siberia's industrial revolution would not have happened.

E

Today, this service is used by both tourists and workers. Running at an average speed of 60 km/h, it is not designed for anyone in a hurry. Nor are the trains particularly glamorous. The trip could never be described as dull, however, with breathtaking views from the carriage window and the opportunity to talk to fellow passengers.

F

Although the trip certainly attracts many foreign tourists, today it gets most of its use from domestic passengers. It is responsible for 30% of Russian exports and carries more than 250,000 containers a year.



- 1 Paragraph A
- 2 Paragraph B
- 3 Paragraph C
- 4 Paragraph D
- 5 Paragraph E
- 6 Paragraph F

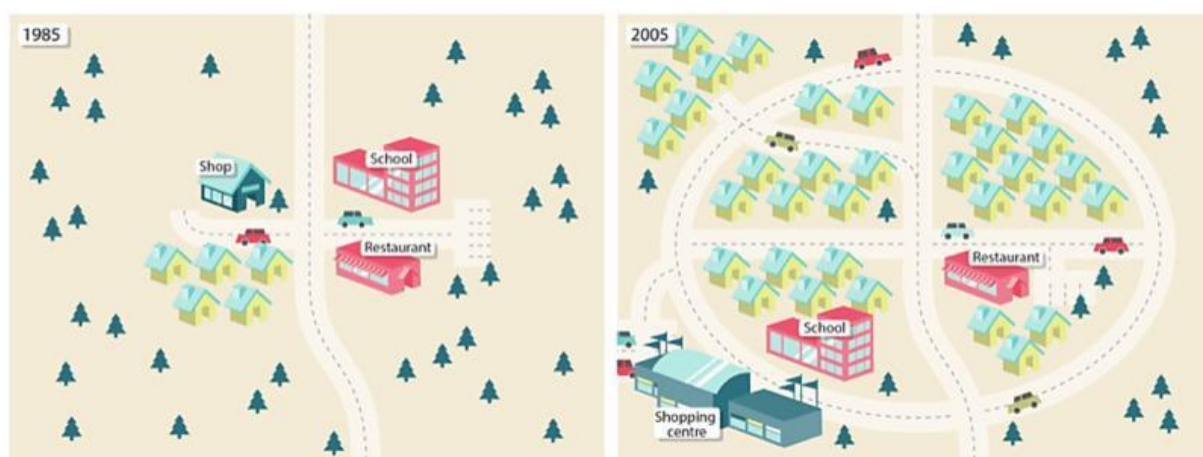
☐
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List of headings

- i The impact the railway line had on Siberia
- ii The reasons why peasants migrated to Siberia
- iii The construction of the line
- iv The speed and style of the train
- v The controversy which surrounded the building of the line
- vi The attraction of the Trans-Siberian Railway
- vii The role of prisoners and soldiers in the building of the project
- viii The length of time it took to build the line
- ix The role the line has in the local economy

C. WRITING

Exercise 1: In IELTS Writing Task 1, you may be asked to describe one or two maps. Look at the two maps. Then choose the correct words to complete the sentences.



1. The pictures compare/ show two maps.
2. The maps show changes/ improvements over time.
3. The map changes need to be explained/ described in your report.
4. The maps show different times in the past/ future.
5. The first map shows the location before new facilities/ shops were built.
6. The second map displays the same location after change/ development.

Exercise 2: Choose the correct words and phrases to complete the report.

The two maps show the layout of Green Village in different years. The first one shows the village in 1985 and the second shows how it looked in 2005. To begin/ Overall, it can be seen that the village has been extended and enlarged in almost all areas. To begin/ Although, the biggest change is that a new road was built around the village. As a result/ Regarding this, the village has had several new developments: new

houses were built both in the centre and out of the village. *In addition to/ As a result* of these, a new shopping centre was built on the southern edge of the village. *As a result of/ Overall* this, we can see that the small shop in the middle of the village disappeared. *Although/ However*, the restaurant remained in the same location in the centre of the village. *Although/ However* the school is still in the centre, it was moved from the north to the south of the village.

Exercise 3: Look at the maps again. Then complete the sentences using the words in the box. You can use the words more than once.

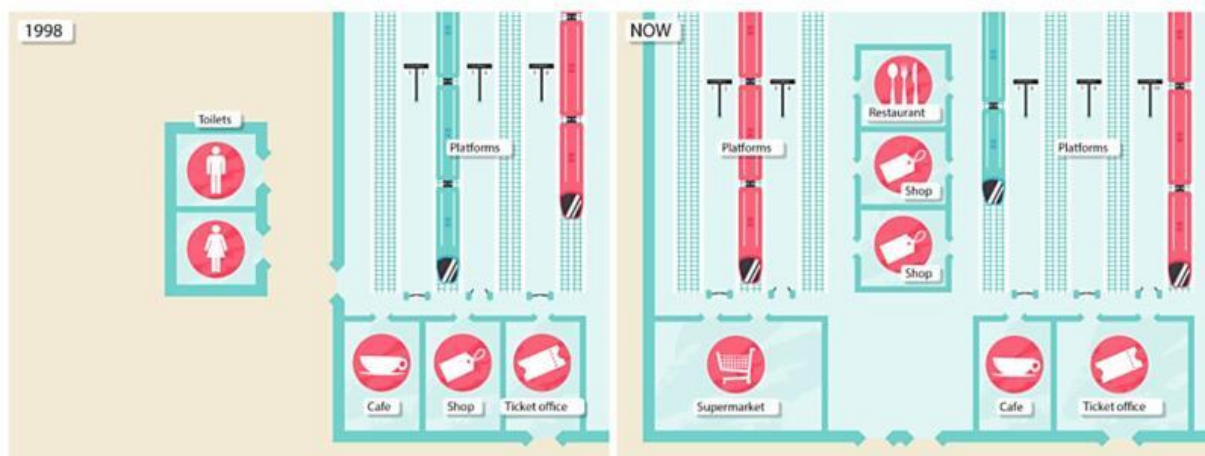
these

this

which

- 1 There were many changes between 1985 and 2005. changes resulted in a much larger village.
- 2 The school was moved to the south. made space for more houses.
- 3 The shopping centre, is outside the village, led to the local shop closing down.
- 4 New housing was built all around the village. changed its character completely.
- 5 Originally there were only four things on the map. were located around a crossroads.
- 6 The village, was very small in 1985, was much larger by 2005.

Exercise 4: Look at the maps of a railway station in 1998 and now. Then look at the things which have changed and match them with the correct verbs. You can use one verb more than once.



- | | | | |
|---|---------------------|---|-----------|
| 1 | number of platforms | • | extended |
| 2 | supermarket | • | built |
| 3 | old shop | • | removed |
| 4 | ticket office | • | increased |
| 5 | toilets | • | |

Exercise 5: Look at the maps again. Then choose the correct words to complete the report. You will need to use some words more than once.

café platforms restaurant shops ticket office toilets

The maps show Shebdon Railway Station in 1998 and the present day. We can see that the station has been expanded, with significantly more facilities available to customers now compared with 1998. Firstly, the station has been developed and the number of has increased.

In 1998, there were only four platforms but today there are seven. A has been added between the new and old platforms and the number of has grown, as there are now two shops situated next to the restaurant and the old shop has been removed. The remains in the same place but has been extended and is now much larger.

The has also stayed in roughly the same place, which is at the bottom of the old platforms.

The were previously in a separate building next to the platforms, but they have now disappeared. A new supermarket has been built at the bottom of the new .

Exercise 6: WRITING TASK 1 - You should spend about 20 minutes on this task.

The maps show improvements that have been made to a university campus between 2006 and the present day. Summarise the information by selecting and reporting the main features, and make comparisons where relevant. Write at least 150 words

