



Practice Exam - Transport and Travel

Cambridge IGCSE ESL 0510/0511 | Reading practice paper

Exercise 1

Read the article about secure cycle parking at railway stations then answer the questions.

Safer places for bikes

A regional railway company has built secure cycle parking at several stations after passengers said they wanted to combine cycling with train travel. The new parking areas are not ordinary bike racks. They are covered spaces with controlled entry, cameras and repair stands. The company hopes they will encourage more commuters to cycle the first part of their journey instead of driving to the station. The scheme also includes signs showing nearby cycle routes, because some passengers said they would cycle more often if they knew which roads were quieter.

The first secure parking area was opened at a station where the car park was often full before eight o'clock. Some passengers lived less than three kilometres away but still drove because they were worried about leaving expensive bikes outside all day. The new area can hold eighty bicycles, including several larger spaces for cargo bikes and adapted cycles.

Passengers apply for a digital pass before using the facility. The pass is free for season-ticket holders, while occasional travellers pay a small weekly fee. Staff say the pass system is important because it creates a record of who entered the area and when. However, cyclists are still advised to lock their bikes properly inside the building.

The company also added pumps and basic tools. These are not intended for major repairs, but they help cyclists fix small problems such as soft tyres or loose seats. At two stations, local mechanics visit once a month to offer short maintenance sessions. These sessions have proved popular with people who started cycling recently and are not confident about looking after their bikes.

Early results are promising. Fewer passengers are asking for extra car parking, and morning traffic around one station has fallen slightly. The scheme is not perfect: some cyclists want longer opening hours, and others say the application process is slow. Even so, transport planners argue that secure parking is a small change that can make mixed journeys feel much easier. Planners are now comparing stations with and without secure parking to see whether the change affects how people travel during wet weather as well as in summer.

Cyclists are encouraged to report small faults, such as broken lights or loose stands, before they stop people using the parking area. Quick repairs help the station keep its reputation for safety.

Exercise 1 questions

Answer the questions using information from the article. Write short answers.

1 What type of travel does the company want passengers to combine with train travel? [1]

2 What was often full before eight o'clock? [1]

3 How far away did some passengers live? [1]

4 How many bicycles can the new area hold? [1]

5 Who can use the pass for free? [1]

6 List three features of the secure cycle parking scheme. [3]

Exercise 2

Read the article about four travel options (A-D). Then answer Questions 9(a)-9(i).

A Airport express bus

The airport express bus leaves from the central square every twenty minutes. It is cheaper than a taxi and has luggage space under the seats. The service is reliable in the early morning, but journey times can increase during evening traffic. Tickets are bought from a machine before boarding. Passengers with large suitcases are advised to arrive early because the luggage area fills quickly on holiday weekends. The timetable shows the first and last services for early flights.

B Shared electric bikes

Shared electric bikes are available near the university and main shopping streets. They are useful for short trips because riders can leave them at marked parking zones. Users must check the battery level before starting, and there is a fine for leaving a bike where it blocks pedestrians. The app shows the nearest legal parking zone, but riders still need to check that the bike is standing safely. Users check battery levels before taking a bike from the rack.

C Harbour ferry

The harbour ferry crosses the water in ten minutes and avoids a long road journey around the bay. It is popular with commuters in summer, although strong winds can stop the service. Passengers can use the same travel card as on buses, but bicycles are allowed only outside peak times. The ferry company posts warnings before the morning rush hour if wind is expected to affect later services. Passengers are told to check again before returning home. Passengers are warned when wind may affect the crossing.

D Neighbourhood minibus

The neighbourhood minibus is booked by phone and changes its route according to passengers' requests. It is mainly used by older residents and people who live far from regular bus stops. The minibus does not run late at night, but drivers can help passengers carry shopping to the door. The booking line is staffed by people rather than an automated menu, because some passengers need extra time to explain their journey. Regular passengers can request the same weekly journey. The driver can wait two minutes for passengers who have booked ahead.

The travel guide compares choices for different kinds of journeys. Cost, luggage, weather, booking and the time of day all affect which option is most practical.

Exercise 2 questions

For each statement, write the correct letter A, B, C or D on the line. Each letter may be used more than once.

No.	Which travel option...	A-D
9(a)	may stop operating in bad weather
9(b)	requires passengers to buy tickets before getting on
9(c)	can change its route to match bookings
9(d)	must be parked only in certain places
9(e)	allows bikes only at less busy times
9(f)	is useful for people who are not close to normal bus routes
9(g)	can be delayed by evening traffic
9(h)	may lead to a fine if left in the wrong place
9(i)	includes help carrying shopping

Exercise 3

Read the article about preparing for a school trip by train then complete the notes.

Taking a class by train

Taking a class by train can be easier than hiring a coach, but it needs careful preparation. Teachers first check whether the station has step-free access, enough ticket gates and a safe meeting point. They also look at train times in both directions, because a cheap outward journey is not useful if the return train leaves too late.

Tickets should be organised early. Some train companies offer group discounts, but they may require names, ages or a single payment. Teachers usually print the booking confirmation and keep a digital copy on a phone. They also divide students into smaller groups, each with an adult who knows the carriage number and the station where the group must leave the train.

Students need clear instructions before the journey begins. They should know where to stand on the platform, what to do if they become separated and why they must keep aisles clear. Teachers often ask students to bring a small bag rather than a large backpack, because crowded trains have limited space. Teachers also identify which students may need support with stairs, noise or crowded platforms before deciding where groups should stand.

Good planning continues after arrival. The group should move away from ticket barriers quickly so other passengers can pass. Teachers count students before leaving the station and again before the return journey. A successful train trip is not only about reaching the destination; it is about making public travel safe and manageable for everyone. After the trip, teachers review whether the carriage plan worked and whether students understood the instructions quickly enough. This review is especially useful before visits involving larger groups or unfamiliar stations.

Teachers divide students into small groups before entering the station. Each group has a named adult and a meeting point, so one delay does not immediately create confusion for the whole class.

The final plan includes what to do if one student loses a ticket or misses the meeting point. Teachers practise this calmly before the trip so the answer is not invented during a delay.

Students are told which information they should remember themselves, such as the platform meeting point. This avoids every small question going to the teacher during a crowded journey.

Exercise 3 questions

Complete the notes using information from the article. Write short words or phrases.

Notes	Write short answers
10 What teachers check before choosing the train	- - -
11 Instructions students need	- - - -

Exercise 4

Read the article about travelling overnight by coach then answer the questions.

The overnight coach

I booked an overnight coach because it was the cheapest way to visit my cousin. I imagined sleeping through most of the journey and arriving with money left for the weekend. My parents warned me that cheap travel often has hidden costs, but I thought they meant snacks or extra luggage. I did not think they meant tiredness.

The coach left at eleven at night. At first, it felt exciting. The city lights disappeared, and everyone became quiet. After an hour, I realised that sleeping in a coach seat was harder than expected. Every time I became comfortable, the coach stopped at another town and bright lights came on. I had brought headphones, but not a neck pillow.

At the service station, I nearly missed the departure time because I joined a long queue for coffee. The driver had clearly announced the stop length, but I had been half-asleep and did not listen properly. When I returned, most passengers were already in their seats. That moment made me understand why experienced travellers looked so organised.

By morning, I was too tired to enjoy the first part of the visit. My cousin wanted to go straight into town, but I needed a shower and an hour of sleep. The journey had saved money, but it had taken energy from the day I wanted to enjoy. The writer had focused on the ticket price without thinking about how the journey would affect the first day of the visit.

I would still use an overnight coach again, but differently. I would pack lighter, bring a pillow, set an alarm at rest stops and avoid planning anything important for the morning after arrival. Cheap travel can be useful, but only if you understand what you are paying with besides money. He also learned that preparation for travel includes comfort, timing and attention, not only choosing the cheapest route.

When the coach finally reached the city, I was tired but less annoyed than I expected. The slow journey had shown me places I usually passed too quickly to notice. I would still choose a train for some journeys. But I no longer think the slower option is automatically the worse one.

Exercise 4 questions

For each question, choose the correct answer, A, B or C.

12 Why did the writer choose the overnight coach? [1]

- A It was the fastest way to travel.
- B It was the cheapest option.
- C His cousin booked it for him.

13 What made sleeping difficult? [1]

- A stops and bright lights
- B too much luggage
- C loud music

14 Why did the writer nearly miss the coach after the stop? [1]

- A He could not find the coach station.
- B He lost his ticket.
- C He joined a long queue for coffee.

15 What did the writer realise from this moment? [1]

- A Experienced travellers were better prepared.
- B The driver had changed the route.
- C Coffee was not allowed on coaches.

16 How did the journey affect the visit? [1]

- A He arrived a day late.
- B He was too tired to enjoy the first part.
- C He had no money left.

17 What is the writer's final view of cheap travel? [1]

- A It is never worth using.
- B It is useful only for short journeys.
- C It can cost energy as well as money.

Practice Exam - Transport and Travel

Exercise 1

1. cycling
2. the car park
3. less than three kilometres
4. eighty
5. season-ticket holders
6. cyclists are advised to lock their bikes properly; mechanics offer short maintenance sessions; morning traffic around one station has fallen slightly

Exercise 2

9(a) C; 9(b) A; 9(c) D; 9(d) B; 9(e) C; 9(f) D; 9(g) A; 9(h) B; 9(i) D

Exercise 3

10 What teachers check before choosing the train

- step-free access
- enough ticket gates
- a safe meeting point

11 Instructions students need

- where to stand on the platform
- what to do if they become separated
- keep aisles clear
- bring a small bag

Exercise 4

12 B; 13 A; 14 C; 15 A; 16 B; 17 C

12 B - He says it was the cheapest way to visit his cousin.

13 A - Stops and lights interrupted his sleep.

14 C - He was in a long coffee queue.

15 A - He noticed experienced travellers looked organised.

16 B - He needed rest before going into town.

17 C - He says you must know what you pay with besides money.