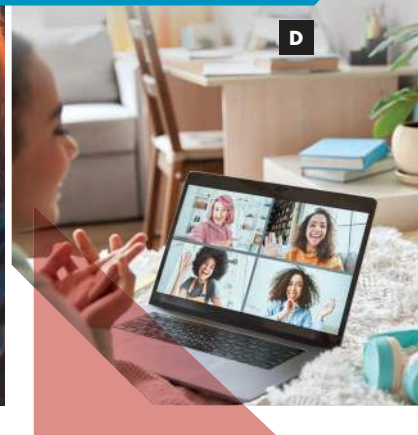
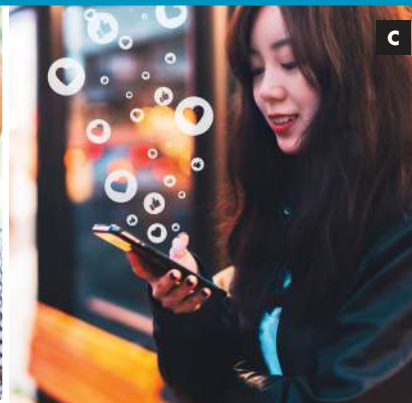


1 Communication and language



Part 4

1 Look at pictures A–D and discuss the questions in pairs.

1 Which of the C1 adjectives from the box below best describe each of these ways of keeping in touch?

(un)affordable impersonal interactive obsolete
 (im)practical (in)secure state-of-the-art (technology)
 time-consuming timesaving

2 Which of the adjectives in the box below could apply to the people in the pictures? Why?

alarmed imaginative insensitive open-minded
 outgoing persuasive self-centred self-conscious
 sincere talkative thoughtful

3 Which words best describe you when you get in touch with people?

2 Look at the exam task instructions and options A–H in both tasks. Answer these questions.

- How many speakers are there?
- What information will you have to listen for in each task?
- How many of the options in each task are not needed?

3 Listen and do the exam task.

Quick steps to Part 4

- Quickly read the instructions and the options in Tasks One and Two, identifying the key words in both.
- Think of other words you might hear used to express those key words.
- Listen for the answers to the questions in both tasks.

Exam task

You will hear five short extracts in which people are talking about ways of keeping in touch.

While you listen you must complete both tasks.

TASK ONE

For questions 1–5, choose from the list (A–H) what each speaker likes most about their favourite means of communication.

- | | | |
|---|-----------|--------------------------------|
| A It's quite affordable. | Speaker 1 | <input type="text" value="1"/> |
| B It uses state-of-the-art technology. | Speaker 2 | <input type="text" value="2"/> |
| C It's highly secure. | Speaker 3 | <input type="text" value="3"/> |
| D You can use informal language. | Speaker 4 | <input type="text" value="4"/> |
| E You always receive a response. | Speaker 5 | <input type="text" value="5"/> |
| F It's ideal for sending documents. | | |
| G You can determine the other person's state of mind. | | |
| H You can amuse friends. | | |

TASK TWO

For questions 6–10, choose from the list (A–H) how each speaker felt when they had to use a different means of communication.

- | | | |
|---|-----------|---------------------------------|
| A guilty about something that happened | Speaker 1 | <input type="text" value="6"/> |
| B fed up with doing it for an extended period | Speaker 2 | <input type="text" value="7"/> |
| C self-conscious about their lack of ability | Speaker 3 | <input type="text" value="8"/> |
| D alarmed by somebody's manner | Speaker 4 | <input type="text" value="9"/> |
| E surprised it wasn't interactive enough | Speaker 5 | <input type="text" value="10"/> |
| F embarrassed by the timing of something | | |
| G frustrated at not being able to get online | | |
| H disappointed by how impersonal it was | | |

Exam tip

Don't choose an option just because you hear the same word or phrase. Listen for the same *idea*.

Review of verb tenses

Page 86


1 Explain the difference in meaning between sentences a and b. Name the different tenses used.

- | | |
|---|---|
| <p>1 a I see my grandmother on her birthday.
 b I'm seeing my grandmother on her birthday.</p> <p>2 a The soundtrack started when the game began.
 b The soundtrack had started when the game began.</p> <p>3 a Freya was calling me when her sister arrived.
 b Freya called me when her sister arrived.</p> <p>4 a The company has developed a new version of their phone.
 b The company has been developing a new version of their phone.</p> | <p>5 a We'll be watching the film when you get here.
 b We'll watch the film when you get here.</p> <p>6 a The meeting will have ended by the time we log in.
 b The meeting will be ending by the time we log in.</p> <p>7 a Sales fell rapidly when they updated the software.
 b Sales had been falling rapidly when they updated the software.</p> <p>8 a When I'm 25, I'll work in IT for a few years.
 b When I'm 25, I'll have been working in IT for a few years.</p> |
|---|---|

2 Correct the mistakes made by exam candidates. In some cases, more than one answer is possible.

- 1 As I promised, I send you details on that language course you asked about.
- 2 I am writing to tell you that there would be new online services from next week.
- 3 Our IT department is running well over the last two years.
- 4 Erin passed all her exams last year. She has been struggling before then, but that all changed.
- 5 What I discovered was horrible – the phone company was overcharging me for years.
- 6 Let's meet at ten. I'd be waiting for you at reception.
- 7 I used not to have my own computer, but then my parents gave me a laptop.
- 8 I have finished work in an hour, so I'll call you then.

3 Choose the correct answer.

- 1 I *enjoy / enjoyed / have enjoyed* studying history since I was a child.
- 2 I'll look for a job when I *get / will get / will have got* my degree.
- 3 I'm *waiting / 've been waiting / was waiting* in this queue for hours!
- 4 By the end of this century, we're *exploring / 'll have explored / explore* distant planets.
- 5 My friend Stefan *was reading / has been reading / read* a book when I called at his house.
- 6 I'm not yet sure which subject I want to study, but I think I'll *do / 'm doing / 'll have done* maths.
- 7 When politicians at last realised what was happening, the climate *already became / had already become / had already been becoming* warmer.
- 8 By next July, I'll *be living / 'm living / 'll have been living* in this town for ten years.


4 Mark some important past events in your life, e.g. *starting secondary school*, on the timeline above. Then tell your partner what you:

- were also doing and used to do at that time, e.g. *I was living in the city centre. I used to walk to school.*
- had done and had been doing before then.
- have done and have been doing since then.

5 Now put in some likely future events, e.g. *graduating, starting work*. Tell your partner what you:

- will also be doing then.
- will have done by then.
- will have been doing by then, and for how long.

Reading and Use of English



Part 7

- 1** Look at the picture of Shakespeare's Globe Theatre in London. Discuss the questions, then quickly read the main text and options A–G to check your answers.

 - When, approximately, did Shakespeare write his plays?
 - What effects do you think his writing had on the vocabulary of English?
 - Which group of people have always been the main inventors of new words?
- 2** Read the third Quick step, then look at the words in bold after gaps 1, 2 and 3 and in options A, B and C on the opposite page. Answer these questions.

 - What kind of expressions are they?
 - How can each expression help you match the option to the gap?
 - Which similar expressions are used after gaps 4–6 and in D–G?
- 3** Do the exam task, using the expressions in Exercise 2 to help you.

Quick steps to Part 7

- Look at the introduction to find out the text type and the topic.
- Quickly read the title, the main text and then options A–G, noting any topic links.
- For each gap, look for grammar links, including reference words, linking expressions and matching verb tenses.
- Read the completed text to check it makes sense.

Exam task

You are going to read an article about Shakespeare's influence on the English language. Six paragraphs have been removed from the article. Choose from the paragraphs **A–G** the one which fits each gap (**1–6**). There is one extra paragraph which you do not need to use.

Exam tip

Fill in the gaps you find easiest first to reduce the number of options you have to choose from.

- 4** Find five expressions with *say* in the main text and option F. Match them with these meanings.

I'm sure it's correct
 in other words
 I can't give a definite answer
 as you would expect
 to put it mildly

Reading and Use of English

Shakespeare's words and inventions

Depending on who you believe, the English language owes a debt of gratitude to Shakespeare for the invention, over four centuries ago, of anywhere between 400 and 2,500 words and phrases that we still use today. These include everyday words like 'excitement', 'gossip' and 'priceless'.

1

On closer inspection, **however**, it can be argued that Shakespeare's greatest skill wasn't in coining new expressions. It may well be that it was his ability to hear how language was evolving around him, in addition to his ability to manipulate language – something that humans continue to do to this day.

2

That remains unanswered. It's hard to say for certain, but it seems more likely that Shakespeare's real talent was as a student of words and their changing usage; that, rather than being the source of so many original lexical items, Shakespeare's plays were simply the first time they were immortalised in print.

3

Its conclusions are something parents in many parts of the world can relate to even today, when they are puzzled, to say the least, by how their children are communicating with each other. Now, it's text messaging and social media that young people use to keep in touch, but they remain the driving force behind language change. Needless to say, future generations will use language differently, too.

4

'Blood-stained' is a great example of this. The words 'blood' and 'stained' were certainly not inventions of Shakespeare's, but the first time they appeared as a compound adjective was in *Titus Andronicus*. Of course, compounding words is something we continue to do today – think 'podcast' or 'frenemy'.

5

They simply refuse to accept that 'message' is no longer just something you can send or receive, but also something you do. But, if you object to the use of such a word as a different part of speech, then you are, it's safe to say, against one of Shakespeare's common devices.

6

All of which is evidence that Shakespeare was a master manipulator of language. In so many of his plays, what he was trying to do was draw our attention to how powerful language is and how it is so often used to manipulate and influence people. But it is important to remember that language belongs to all of us as humans and that we are in control of how it grows and changes.

- A** Take, **for instance**, the way numerous characters in Shakespeare's plays are referred to as having been 'cowarded'. In *Romeo and Juliet*, Juliet's father demands that his daughter 'thank me no thankings and proud me no prouds'. When we hear this sentence out loud in response to Juliet's pleas, the meaning is absolutely clear.
- B** Given **such** an impact, it is hardly surprising that Shakespeare is so greatly admired. He changed the way humans tell stories. Some people even believe he was changing what it meant to be a human being, so clearly he would need some interesting new words to help him do that.
- C** We are **also** still 'verbing'. Shakespeare loved taking a word that had traditionally been used as a noun and turning it into a verb. Surprisingly, though, some scholars of the English language are outraged by what they see as a modern-day affliction.
- D** In fact, in Shakespeare's time, it was not playwrights who were the principal inventors of new words. Rather, according to one important research study of the subject, the main source of invention was the way young people used language, often in letters they sent each other.
- E** Other common words have undergone similar changes in meaning. When Olivia in *Twelfth Night* says, 'Fate, show thy force; ourselves we do not owe', the verb 'owe' did not imply 'debt' – it meant 'own'. However, less than 10% of the words used in Shakespeare's day have since lost their meaning.
- F** Of course, Shakespeare was indulging in some invention of his own, quite apart from adopting new expressions. He, for example, was a great combiner of words. That is to say, putting two existing words together to mean something else.
- G** Despite this, school students are told we still study Shakespeare partly because he invented so many new words. But it seems counter-intuitive for a playwright to do so. If he really did think up thousands of brand-new words, how would his audience have understood his plays?

Bell Shakespeare, Australian National Theatre <https://www.bellshakespeare.com.au/shakespeares-words-and-inventions>

Reading and Use of English

Part 1

Collocations

- 1** Complete the collocations with one of the verbs in italics.
- It's hard to *say / tell / talk* the difference between the twins.
 - Aaron's got no proof, but I'll take his *phrase / word / sentence* for it.
 - Let's *talk / speak / tell* business. I'll buy your bike if you give me a fair price.
 - I think you've *lost / missed / failed* the point of what I was saying.
 - I find *chatting / holding / talking* conversations in English much easier these days.
 - Mutual support *makes / plays / does* an important role in our relationship.
 - Anita likes to *mail / send / post* comments on social media every day.
 - Someone *spread / revealed / informed* the rumour that they were getting engaged.
 - Michael *dropped / threw / launched* a hint that he wanted an invitation to the party.
 - On my visit to China, I found it hard to *get / make / have* myself understood in Mandarin.

Quick steps to Part 1

- Look at the title and the example, then quickly read the text without filling in any gaps.
- Look before and after each gap for words that might collocate with the missing word.
- Make sure your answers make sense.

- 2** Read quickly through the exam task in Exercise 4. What is non-verbal communication, and to what extent does it differ around the world?
- 3** Look at the example. Which word in the first sentence goes with *make*?
- 4** Underline words that might go with missing words 1–8. Then do the exam task.

Exam task

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example: 0 A have B make C get D do

Non-verbal communication across cultures

In today's interconnected world, it's not only important that we (0) ourselves understood through words, we also need to think about the role (1) by non-verbal communication in our interactions with people of other cultures. If we are to avoid (2) offence, we need to be aware of the very different ways in which everyday gestures may be interpreted, never (3) for granted that they will be the same elsewhere. For instance, social (4) such as handshaking and cheek-kissing vary widely across cultures, as do hand gestures and body language in general when people (5) conversations with one another.



Interestingly, however, recent research (6) that smiles and other facial expressions have, for the most part, similar meanings universally. When people in over 20 cultures were given photographs of faces showing anger, fear, disgust, happiness, sadness and surprise, the (7) majority agreed about which emotions were being displayed in each. The only significant cultural difference was in parts of Asia, where some had difficulty (8) the difference between fear and surprise.

- | | | | |
|-----------------|---------------|-----------------|-----------------|
| 1 A applied | B faced | C served | D played |
| 2 A launching | B causing | C founding | D creating |
| 3 A bringing | B feeling | C knowing | D taking |
| 4 A conventions | B regulations | C prescriptions | D constitutions |
| 5 A hold | B carry | C keep | D own |
| 6 A expresses | B presents | C indicates | D displays |
| 7 A solid | B vast | C bulky | D dense |
| 8 A saying | B speaking | C telling | D stating |

5 Discuss these questions.

- 1 Which social conventions from other cultures differ from those in your country? Which in your country might surprise visitors from abroad? Why?
- 2 How can we avoid causing offence when visiting a country with different conventions?

Exam tip

Always choose an answer, even if you are not completely sure which is correct.

Frequently confused words

1 Choose the correct alternative in these exam candidates' sentences. Use your dictionary where necessary.

- Your business *relation / relationship* with my client has always been profitable.
- She worked as a tour guide, which let her *know / get to know* people's behaviour better.
- We need another plan in case it rains and we cannot do what is *scheduled / programmed*.
- The department receives an unacceptable *number / amount* of customer complaints.
- Every employee has the *possibility / opportunity* to go on a training course.
- During the firm's annual *travel / trip*, employees can get to know each other better.
- The country's *economic / economical* situation is bad, so firms are not hiring workers.
- The workers are unhappy with the *actual / current* situation, as they haven't had a pay rise for years.

Part 1

Cambridge One
 Student's Resources



2 In pairs, decide whether these statements about Part 1 are *true* or *false*. Check your answers in the Speaking Bank online.

- Part 1 usually lasts about two minutes.
- There will be two examiners, but only one of them will ask you questions.
- You have a conversation with the other candidate.
- You must use formal language and call the examiner 'Madam' or 'Sir'.
- You can learn your answers by heart and give a prepared speech.
- You can invent information about yourself if it makes it easier for you to answer.

3 Look at these possible Part 1 questions. Which verb tenses would you mainly use to reply to each?

- Where do you live?
- What do you do here/there?
- What do you think you'll be doing in five years' time?
- How important do you think it is to speak more than one language?
- What do you most enjoy about learning English?
- Do you prefer to call or write to your friends?
- What would you do if you suddenly became very rich?

4 **03** Listen to Cristina and Markus practising Part 1. Which of 1–5 below do you think describes each student's speaking? Write Y (Yes), N (No) or (Possibly) in each box.

	Cristina	Markus
1 clear pronunciation, good use of stress and intonation	<input type="checkbox"/>	<input type="checkbox"/>
2 wide range of vocabulary, appropriate choice of words	<input type="checkbox"/>	<input type="checkbox"/>
3 links speech well, with little hesitation	<input type="checkbox"/>	<input type="checkbox"/>
4 generally correct grammar, wide range of structures	<input type="checkbox"/>	<input type="checkbox"/>
5 good communication skills	<input type="checkbox"/>	<input type="checkbox"/>

5 **04** Listen again and improve Markus's answers. Use your own ideas and some of these expressions:

- Well, as a matter of fact, I ...
- That's not an easy question to answer, but ...
- I've never really thought about it before, but ...
- Yes, I do/have, actually. In fact, ...
- No, I'm afraid I don't/haven't. But one day I'd like to ...
- I haven't made my mind up yet, but I might ...

Quick steps to Part 1

- Ask the examiner to repeat a question if necessary.
- Reply with full answers, not just 'yes', 'no' or 'maybe'.
- Use the right verb tense if asked about your past experiences or future plans.

6 Work in groups of three: one 'examiner' and two 'candidates'. The examiner asks each candidate questions from Exercise 3. Afterwards, the examiner uses points 1–5 in Exercise 4 to comment on their performance, possibly suggesting improvements.

Exam tip

Remember that one aim of Speaking Part 1 is to help you relax by getting you to talk about yourself.

Writing

Contrast links

- 1** Choose the two correct contrast links in italics in each sentence.
- Contrary to / Whereas / In spite of* what some may think, many people still enjoy reading books.
 - Fewer people are logging onto that site. *Conversely / Contrary to / On the other hand*, they are chatting for longer when they do.
 - In spite of / Despite the fact that / Even though* they were written over four centuries ago, Shakespeare's plays are still popular today.
 - Whereas / Although / However* some new words quickly go out of fashion, many become part of everyday language.
 - Every week, Carla receives an overwhelming number of messages. *Nevertheless / Despite this / Although*, she still manages to reply to all of them.
 - Nowadays, almost everyone owns a mobile phone, *whereas / even though / while* in the past, most homes had a landline.
 - People living in different countries used to send each other handwritten letters. *In contrast / Despite this / However*, today, they keep in touch online.
 - In spite of the fact that / In contrast / Though* prices have dropped, translation software remains expensive.
- 2** Complete the second sentence so that it means the same as the first sentence.
- Some of my friends like to video call, though I prefer to send text messages.
Whereas.....
 - Zak has a strong local accent, but it is easy to understand him.
Even.....
 - Although our Wi-Fi connection has improved, sometimes the call quality is poor.
In spite.....
 - While people are more connected nowadays, they spend less time communicating face to face.
On the one hand,.....
 - English is not the official language there, but it is widely spoken.
Despite the fact.....
 - Some people say that studying literature is boring, but this isn't true.
Contrary.....
 - In spite of the rise in price, more people are subscribing to the service.
Although.....
 - Nowadays, many teenagers go out less, but they spend more time chatting with friends.
Nowadays, many teenagers spend more time chatting with friends. Conversely,.....

3 Look at the pictures. Use expressions from Exercise 1 to compare and contrast the pictures.



Part 1 essay
 Cambridge One Student's Resources

- 4** Look at the exam task instructions and the notes with it on page 13. Answer these questions.
- What do you have to write about, and for whom?
 - Which aspects of the topic must you write about?
 - What can you include if you want to? What shouldn't you do with these?

Quick steps to Part 1 essay

- Read all the instructions and the notes, underlining the key words.
- Think of as many relevant ideas as you can.
- Decide how many paragraphs you will need and put your ideas under headings, including those from the printed notes. Choose which of the three opinions to use.

 **Exam task**

Write your answer in **220–260** words in an appropriate style.

Your class has just had a student discussion on different ways of practising spoken English at an advanced level. You have made the notes below:

Ways of practising advanced-level English:

- visiting an English-speaking country
- chatting online with people around the world
- talking to English speakers in your country

Some opinions expressed in the discussion:

'It's helpful to learn about the culture, too.'

'You can have conversations anytime you like.'

'You can work in tourism in the summer.'

Write an essay discussing **two** of the ways of practising spoken English in your notes. You should **explain which way you think would be more effective, giving reasons** to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

5 Read the model essay and answer these questions.

- 1 In which paragraph does the writer introduce the topic?
- 2 Which two of the notes does she use? In which paragraphs?
- 3 Which of the opinions expressed does she include, and where?
- 4 Which way does she prefer? Where does she state this? What reasons does she give?
- 5 Is her essay the right length? Is it fairly formal or quite informal in style?
- 6 Which contrast links does she use?

Advanced students have a tremendous advantage in that they can easily practise English outside the classroom in a wide range of situations with many different people, in their own country or abroad. Doing either can help develop language skills significantly, although both have their pros and cons.

Despite the fact that ours is not an English-speaking country, it is possible to find useful ways of practising the language here. There are book clubs and other groups whose aim is to practise English, as well as conversation exchanges with English speakers who want to learn our language. Young people can also apply for summer jobs working with international visitors or tourists, many of whom speak fluent English, even though they are not necessarily from English-speaking countries.

Spending time in the UK or another English-speaking country, in contrast, means being surrounded by the language. You use it whenever you go shopping, go into a café or use public transport. In addition, there are endless opportunities for conversations with people your own age, especially through participating in social and cultural activities. Learning about the cultural context of the language can provide invaluable insights into the idiomatic expressions so frequently used by native speakers.

Nevertheless, English has become an international language, spoken increasingly by non-native speakers. Practising at home through our work or studies will provide us with the opportunity to interact with these non-native speakers and perhaps learn a form of English that is more relevant to the modern world. I therefore conclude that this would be the better way of practising English.

6 You are going to write your own essay. To help you get ideas, discuss these questions with a partner and make notes.

- 1 What are the advantages of going to an English-speaking country to practise your English?
- 2 What are the safest ways of finding people to practise English with online?
- 3 Where in your country would you find people willing to talk to you in English?

7 Look at the third Quick step and plan your essay. Here is one possible paragraph plan:

- 1 Introduction: the topic
- 2 Practising abroad: talk to new friends, meet people when travelling, opinion 1
- 3 Practising online: lots of ways to talk, can take notes while talking, opinion 2
- 4 Conclusion: practising abroad more effective + reasons

8 Write your essay in 220–260 words in an appropriate style. When you have finished, check it for the following:

- correct length
- coverage of all the necessary points
- good organisation into well-linked paragraphs
- a wide range of structures and vocabulary
- correct grammar, spelling and punctuation
- appropriate style of language
- positive effect on the reader

2 Travel and culture



- 3** Quickly read the four texts. Which of the points you discussed in Exercise 1 do they mention? How far do you agree with what they say?
- 4** Find C1-level words in the exam task with the following meanings.
- 1 gas, light, heat, etc. sent out into the air (A)
 - 2 disagreeing with a plan or activity (A)
 - 3 when you are on a plane, ship, bus or train (B)
 - 4 not suitable for eating (B)
 - 5 a problem or situation that makes you suffer a lot (B)
 - 6 having a lot of money (C)
 - 7 a vehicle or system of vehicles, such as buses, trains, etc., for getting from one place to another (C)
 - 8 the usual way that something happens (C)
 - 9 money given by a government or other organisation to pay part of the cost of something (D)
 - 10 something valuable that you give up in order to achieve something (D)
- 5** Underline the key words in questions 1–4, e.g. *different, A, economic, act, closing, airline, industry*. Then do the exam task.

Part 6

- 1** Look at the four means of transport in the pictures and discuss the questions.
- 1 Which two are the least environmentally harmful?
 - 2 Do you think people should fly less to help reduce air pollution? How effective do you think that would be?
 - 3 Which way of travelling do you like using the most/least? Why? Do you think that might change?

Quick steps to Part 6

- Read all four texts for gist and main ideas.
- Underline the key words in the items.
- Remember there may be evidence for an answer in more than one part of the extract.

- 2** Look at the exam task instructions and answer the questions.
- 1 Are the texts written by the same person?
 - 2 What is the link between them?
 - 3 What style are Part 6 texts usually written in?
 - 4 What do the questions focus on?
 - 5 What do you have to compare and contrast?

Exam task

Exam tip

You can use the same option for more than one answer.

You are going to read four extracts from articles about alternatives to flying. For questions 1–4, choose from the writers A–D. The writers may be chosen more than once.

Who is the writer

expresses a different opinion from A regarding the economic impact that closing down the airline industry would have?

1

has a similar view to B on the environmental benefits of electric cars?

2

has a different opinion from all the others on the effect on carbon emissions of one person giving up flying?

3

shares C's view on whether showing disapproval of flying can change people's behaviour?

4

Reading and Use of English

Giving up flying

A

With aviation's contribution to global carbon emissions predicted to rise from its current figure of about 2.8% to a staggering 16% within a few decades, it is hardly surprising that the anti-flying movement has been gathering strength. It was given a further boost during the Covid-19 lockdown, when so many aircraft were grounded and firms discovered they could conduct international businesses equally well online. The resulting cleaner and quieter skies were met with approval, although once airports were opened up again, passengers soon returned, often in greater numbers than ever. Those opposed to flying argue, correctly, that each of us can make a difference by going by rail or road rather than plane. They do, however, caution that driving a single-occupancy vehicle – even if electrically powered – creates similar CO₂ emissions, mile-for-mile, as flying. Travelling will inevitably become slower, but now that we're used to working remotely, we won't necessarily suffer any financial pain.

C

Air travel has brought cultures closer, opened up exciting new destinations and enabled visits to relatives on the other side of the world – what the environmentalist George Monbiot calls 'love miles'. And yet most flights globally are taken by a tiny minority of relatively affluent frequent flyers. Given the damage done by flying, it's up to us to draw attention to it and make it socially unacceptable. As Monbiot points out, an individual changing their travel behaviour will achieve little, for the simple reason that someone else will occupy the aircraft seat they leave vacant, thus leaving carbon emissions unchanged. But if that person also spreads the word – letting others know why they no longer fly – then family, friends and colleagues may well start to reflect, and some of them, too, may opt for less harmful modes of transport. If enough people do this, non-flying may eventually become the norm.

B

Nowadays, flying involves endless queuing at check-in, security and boarding gates, followed – once aboard – by cramped seating, inedible meals and, sometimes, no Wi-Fi. Going by high-speed rail or long-distance coach, in contrast, offers a far more comfortable, relaxing experience, and every seat occupied by an ex-flyer constitutes a small victory in the struggle against atmospheric pollution. It is likely that driverless electric cars will one day also provide a greener alternative to flying. Crossing oceans is clearly more problematic, although one solution is to book a passage on a ship carrying goods. Obviously, the voyage produces emissions, but the ship is sailing anyway, whereas a flight depends on demand. If those you know remain unconvinced – claiming greener travel would cause economic hardship – spell out the aviation industry's devastating effects on the planet. Then you can simply flight-shame them into joining you on the coach, train or boat.

D

Aviation provides jobs and services to millions across the world, particularly in tourism, the transport of goods and the aircraft industry itself. But to bring about carbon neutrality, this sector must – like the fossil fuel industry – shrink and, ultimately, disappear. Inevitably, this will have a seriously adverse effect on businesses and employment, although that could be partially offset by, for instance, investing airport and airline subsidies in improving the rail network and repurposing airports as community or sports centres. But many people will need to find new livelihoods, source food and manufactured products locally and live closer to the people they visit often. It will entail sacrifices for all: forget that cheap flight to the sun – each one of us can do our bit to reduce air pollution – and don't go by car instead, unless it's fully electric. That is one technological advancement that will surely enable us to cut emissions substantially.