B1
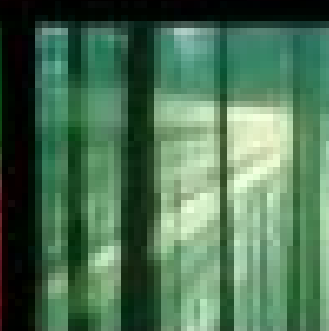
Philip Kerr

Straightforward

Pre-intermediate
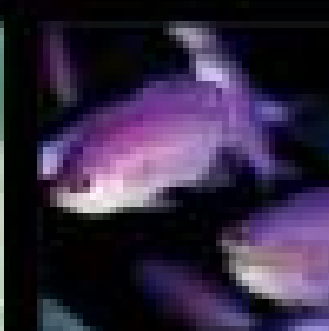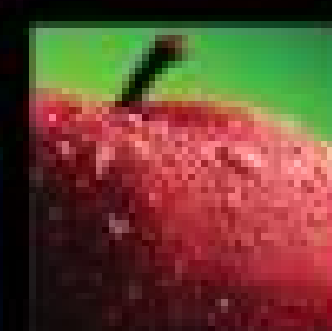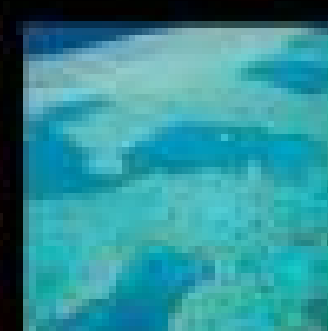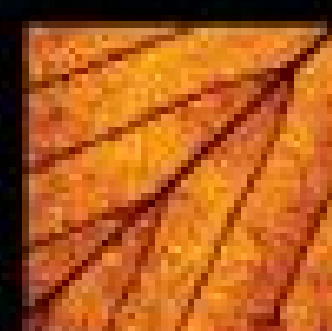
Student's Book

with Practice Online access

Second edition

Straightforward
Practice Online

MACMILLAN

SPEAKING

1 Work in pairs. Discuss these questions.

- What are the films in the box called in your language?

> *Alien   Iron Man 2   Star Wars*
> *Men in Black   Resident Evil   The Matrix*

- What science fiction films have you seen?
- What happens in them?

> In *Alien, a crew on a spaceship discover they have an alien on board and have to fight the alien to survive.*

READING

1 You are going to read about a futurological conference. (*Futurology* is the study of the **future**.)

Look at the titles for the talks. Three of the titles do **not** come from this conference. Put a cross (✗) by these three titles.

a   An exciting new theory of time travel
b   Armstrong – the first man on the moon
c   The world is growing older
d   Life in front of the computer screen
e   Salyut and Mir – early space stations
f   Prisons in space
g   Star wars: fact or fiction?
h   The advantages of new energy sources
i   The end of English lessons?
j   The invention of the laser

4TH INTERNATIONAL FUTUROLOGICAL CONFERENCE

22ND–25TH MAY   DES MOINES, IOWA

PROGRAMME

1 _____

Dr Judith Amos (author of *Clean New World*)

It might not be long before the sun, the wind and the sea become our main sources of energy. We will live in a cleaner, healthier world. Will it be a safer one, too?

2 _____

Professor J B Gartenberg (University of London)

Research scientists will find cures for most of the world's diseases in the next 50 years. We will all live longer and, by the year 2020, there will be more than one billion people over 60 years old. How will this change our society and how will we pay for the elderly?

3 _____

Randy Oakes (journalist)

The 21st century is the age of the internet. More and more, people are using the internet for business, education, shopping and even to make friends. This talk will explore how internet use will increase in the next 20 years.

4 _____

Duncan Hague (Institute of Sociology)

In the US and the UK, prisons are almost full and crime is increasing every day. Soon, there won't be enough room for all our prisoners. Where will we put them? Space stations may be the answer.

5 _____

Dr Mikhaïl Radvanyi (Lingua Foundation)

Learning a foreign language may soon be a thing of the past. This talk will look at new developments in automatic translation machines.

6 _____

Xavier M Berman (author of *Light Years Away*)

A hundred years ago many scientists said that space travel was impossible. Now they say that we will never be able to travel in time. But new theories of time suggest that they might be wrong.

7 _____

Stella May Roche (War on War)

American military scientists are developing new laser technology that may change the world for ever. Laser guns on military satellites will be unstoppable and the future for the smaller countries of the world is extremely frightening.

> **Glossary**
> elderly *n* old people

2 Now read about the conference talks. Match the titles a–j in exercise 1 to the descriptions 1–7.

3 Complete the sentences with words from the box.

> cures   energy   satellites   source
> technology   theory

1 The sun is the most important _____ of light for our planet.
2 At the moment, most of our _____ comes from oil.
3 We will need to find _____ for new diseases.
4 Gödel's _____ of time travel says that we will need to travel faster than the speed of light.
5 American military _____ is becoming more and more advanced.
6 _____ in space carry many different kinds of equipment.

4 Which of the talks at the conference would you like to go to? Why?

I'd like to go to the talk by Judith Amos because I'm interested in green politics.

GRAMMAR: predictions 1 (*may, might* & *will*)

We can use *will/won't* + infinitive to talk about things we are sure will happen in the future.
*There **will be** more than 1 billion people over 60 years old.*
*We **won't be** able to travel in time.*

We can use *may/might* + infinitive when we are less sure things will happen in the future.
*The world **may become** more dangerous.*
*Scientists **might find** life on other planets.*

sure	not sure	sure
will	*may/might*	*won't*

> ❯ SEE LANGUAGE REFERENCE PAGE 84

1 Correct the mistakes in the sentences.

1 I think that our teacher wills give us a test next week.
2 I may be go to America soon.
3 I may not to get married.
4 I think my country might wins the next World Cup.
5 I'll always remembering the people in this class.
6 I think that it will rains tomorrow.
7 I'll never living in another country.
8 I won't to become rich or famous.

2 Change the sentences in exercise 1 so that they are true for you.

3 How will life be different for you/your family:

- in one year's time?
- in ten years' time?

Work in pairs. Talk about the topics in the box.

> appearance   home   money   work

PRONUNCIATION: contractions 2

1 🔊 **2.6** Listen to these contractions and repeat.

I'll   it'll   there'll   we'll   what'll   you'll

2 Match a phrase in column A with a response in column B.

A		B	
1	Aren't you ready yet? Hurry up!	a	I'll be OK.
2	Be careful – it's very dangerous.	b	I won't be long.
3	I wonder where they are.	c	You'll like it.
4	Let's have a drink before the film starts.	d	We'll be late.
5	What's this? I've never eaten that before.	e	They'll be here soon.

3 🔊 **2.7** Listen to the recording to check your answers.

4 Work in pairs. Practise the exchanges in exercise 2.

SPEAKING

1 🔊 **2.8–2.10** Listen to three people speaking. Match the speakers 1–3 to three of the topics a–j below.

The future of:
a computers   f medicine
b crime   g my country
c education   h restaurants
d holidays   i shops
e languages   j space travel

2 Choose a topic from the list. You must talk about the topic for thirty seconds without stopping. Before you speak, spend some time preparing what you are going to say.

8B | Space tourists

LISTENING

1 You are going to listen to a radio programme. All the words in the box appear in the programme. What do you think it is about?

> blast off   contestant   game show
> museum   rocket   tourist

2 🔘 **2.11** Listen to check your answers.

3 🔘 **2.11** Listen again and answer the questions.

1 How many space tourists have there been?
2 How much did they pay to go into space?
3 Who is organizing the new game show?
4 What countries will the contestants come from?
5 Where will the game show be filmed?
6 What is the prize?
7 Will the winner visit the International Space Station?
8 Who thinks that space tourism is too dangerous?

4 Would you like to go into space? Why or why not?

VOCABULARY: compound nouns with numbers

1 Look at audioscript 2.11 on page 140 and find these phrases. Which phrase is correct?

1 20-million dollar cheque / 20-million dollars cheque
2 thirteen-part show / thirteen-parts show
3 eight-day trip / eight-days trip

2 Match the words from column A with the words from column B to complete the sentences.

A	B
eight-hour	break
five-star	course
million-dollar	day
ten-minute	hotel
20-euro	house
two-week	note

1 He went to England for a _____ in business English.
2 Have you got change for a _____?
3 I've never stayed in a _____.
4 Let's stop for a _____ and a cup of coffee.
5 I usually work an _____ but sometimes I do more.
6 She lives in a _____ in the Hollywood Hills.

GRAMMAR: predictions 2 (*maybe, probably, certainly,* etc)

> We can use words like *possibly* and *perhaps* to make our predictions sound more or less probable.
>
> 100 %
>
> | maybe | probably | certainly |
> | perhaps | definitely | |
> | possibly | | |
>
> We usually put *maybe* and *perhaps* at the beginning of the sentence.
>   **Perhaps** it will be you.
>
> *Possibly, probably, certainly* and *definitely* come after *will* in positive sentences and before *won't* in negative sentences.
>   *The contestants will **certainly** need to be very fit.*
>   *The winner **possibly** won't visit the space station.*
>
> ❯ SEE LANGUAGE REFERENCE PAGE 84
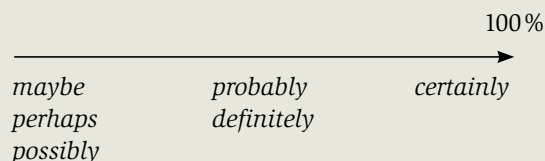
1 Put the words in brackets into the correct place in the sentences.

1 We won't discover life on other planets. (*probably*)
2 China will be the first country to land a person on Mars. (*possibly*)
3 Ordinary people won't be able to travel in space for a very long time. (*definitely*)
4 There will be hotels in space in the next twenty years. (*perhaps*)
5 Engineers will build factories in space. (*certainly*)
6 We will stop spending money on space exploration. (*maybe*)

   Do you agree with the sentences above?

2 Choose one of the questions below for a class survey. Ask the other students in the class what they think. Use the words in the box in your answers.

| definitely | probably | possibly | definitely not |

1 Will you ever speak very good English?
2 Will you ever be in trouble with the police?
3 Will you lose your teeth or your hair?
4 Will you have more than five children?
5 Will you live to be 100?

3 Tell the rest of the class the results of your survey in exercise 2.

SPEAKING

1 Think of someone you know who would be a good contestant for *Star Quest*. Why would they be good? Make notes about the following:

- their personality
- their practical skills
- their appearance and health
- other reasons

2 Work in groups. Take it in turns to describe your person. Then decide as a group who is the best person to go on the game show.

PRONUNCIATION: word stress 2

1 Underline the word in each group that has a different stress pattern.

1 certainly   energy   probably   <u>unhappy</u>
2 businessman   engineer   president   scientist
3 dangerous   internet   invention   satellite
4 advantage   computer   conference   contestant
5 equipment   exciting   possible   remember

2 🔊 **2.12** Listen to the recording to check your answers.

8c | Great ideas

LISTENING & SPEAKING

1 🔘 **2.13** Listen to the recording and match the descriptions 1–5 to the gadgets A–E opposite.

2 Work in pairs. Discuss these questions.

- Which of these gadgets would you like to buy? For who?
- Which of these will sell the most? Put the gadgets in order (1 = best seller ➔ 5 = worst seller).

Strange things for interesting people …
New gadgets

A Blacklight writer

B Aurora touch clock

C Splats

D Water dispenser

E Key finder

READING

A Great Idea?

Ash Sharma, a second-year business studies student at Thames Valley University, thinks he has found a good way to make money. He needs £5,000 to get his idea off the ground, but his father has refused to help. What do you think? Read both sides of the story and decide for yourself.

My idea is very simple, really. I already have a small website called businessessays.com (1) _____. Business students at university log on to the site and download essays. They have an essay to write for homework, for example, but they need some help with it. On the site, they find the essay they need, download it (2) _____. At the moment, the site is free but if I can improve it, that will change.

I want to make the site much bigger and my idea is to make it really international. I have found some software that can translate the essays into sixteen different languages. It will be easy to use for people from all round the world.

I need about two months to do all the programming (3) _____. When everything is ready, people will pay $2.99 a month to use my service. If it's successful, I will be able to sell advertising, too.

Of course, I can't continue with my university studies and set up the site at the same time. And if I wait, someone else will take my idea (4) _____.

I would like to help my son, but my wife and I agree that it is not a good idea to lend him £5,000 now. There are two main reasons for our decision.

My son has an interesting idea (5) _____. Will his idea work? At the moment, it's impossible to say. Are there any other websites that offer a similar service? How successful are these other sites? How many customers will he need before he starts to make money? If the site is successful, will he need to employ other people? How many? How much will he pay his staff (6) _____?

And finally – is it legal to help students with their homework? When he has a business plan and when he has the answers to these questions, I will think again.

We also think that it is important for our son to finish his university studies before he starts this website. If he leaves now, it will be too risky. What will happen to him if his idea doesn't work? He will find himself with no job and no qualification, (7) _____, he will find it is difficult to get a good job. There are some things in life that we must wait for (8) _____. After he finishes his studies, we will talk about his idea again.
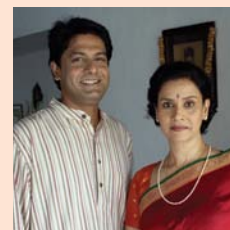
1 Read the magazine article on page 80 and answer the questions.

1 How does Ash think that he can make money?
2 Why does Ash want to leave university?
3 Why doesn't Ash's father want to help him?

2 Read the article again and put the phrases a–h into the gaps 1–8.

a and Ash is still very young
b and I need money to buy the software
c and if he does not have a qualification
d and it is very successful
e and it will be too late
f and use it for their work
g and who will look after the finances
h but he does not have a business plan

3 Work in pairs. Discuss these questions.

- Is the website a good idea?
- Is Ash's father right to refuse to lend him the money?
- Is it wrong to download essays from the internet?

VOCABULARY: adjectives with infinitives

1 Complete these sentences with an infinitive from the box.

to finish   to get   to help   to say   to use

1 It will be easy _____ the new website.
2 It is impossible _____ if Ash's idea will work.
3 Is it legal _____ students with their homework?
4 It's important for my son _____ his studies.
5 It's difficult _____ a good job without a qualification.

Look at the article again to check your answers.

2 How many different sentences can you make from the table?

		easy possible usual legal dangerous healthy difficult impossible unusual illegal safe unhealthy	to be to drink to find to have to meet to see to begin to eat to get to make to say to stop	
It	is will be used to be			…

GRAMMAR: present tense in future time clauses (first conditional)

When we are talking about future time in clauses with *if, when, after* and *before*, we use the present tense. We can use *will* in the main clause of the sentence.

subsidiary clause	main clause
If it's successful,	*I will be able to sell advertising.*
When everything is ready,	*people will pay $2.99.*
After he finishes his studies,	*we will talk about his idea again.*

The subsidiary clause can also come after the main clause.
*I will be able to sell advertising **if it's successful**.*

❯ SEE LANGUAGE REFERENCE PAGE 84

1 Complete the text. Put the verbs in brackets into the correct tense. Use *will* or present simple.

A modelling agency has offered a job in Japan to a sixteen-year-old English school student, Emily. She has decided to take the job. 'If I (1) _____ (*not take*) the job, I (2) _____ (*not get*) the chance again,' she said. Before she (3) _____ (*go*), she (4) _____ (*have*) a big party for all her friends. 'I'm so excited,' she said. 'When I (5) _____ (*say*) goodbye to my boyfriend at the airport, I (6) _____ (*be*) very sad. But after I (7) _____ (*arrive*) in Japan, everything (8) _____ (*be*) OK.' If she (9) _____ (*be*) successful, the agency (10) _____ (*give*) her more work. 'I've never done this before,' she said, 'but I'm sure I (11) _____ (*be*) good at it when I (12) _____ (*have*) a little experience.'

2 Emily's boyfriend does not want her to go. He thinks she will have problems. Make sentences from the prompts.

1 When she arrives, she won't speak the language.

1 When / arrive / not speak the language
2 If / not speak the language / not make friends
3 If / not make friends / feel very lonely
4 If / feel very lonely / want to come home
5 When / come home / not have any qualifications

3 Can you think of any other possible problems that Emily will have? Make sentences with *if, when, before* or *after*.

4 Complete the sentences so that they are true for you.

1 If I don't go out this weekend, I ….
2 I … when I have enough money.
3 After I leave the school today, I …
4 I … before I am 65.

8D Help!

Speaking

1 Work in pairs. Ask and answer these questions.

- Do you have a computer at home?
- What do you use it for?
- Are you connected to the internet?
- How often do you use the internet?
- What do you do online?
- Do you know any older people (eg grandparents) who use the internet? What do they do?

Vocabulary: computer actions

1 Label the computer icons A–L with words from the box.

attach	close	copy	cursor	delete	find
open	paste	print	save	send	undo

B
C
D
A
E
F
G
H
I
J
K
L
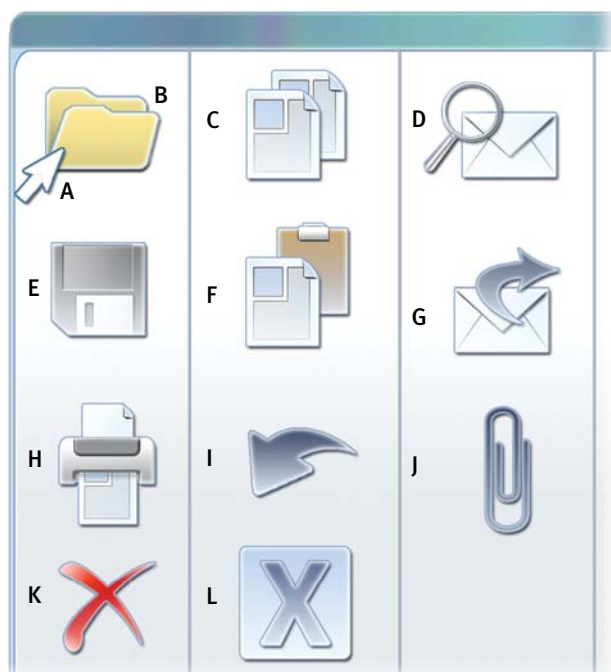
2 Use the words in exercise 1 to complete the sentences.

1 Before you _____ an email, you need to connect to the internet.
2 Do you want to _____ this in colour or black and white?
3 If you make a mistake, you can always _____ it.
4 It's very easy to _____ a picture into a document.
5 Move the _____ to the 'Open document' icon and click on it.
6 Please _____ your CV to your application form.
7 Use a memory stick or a CD to _____ the work you have done.

Listening

1 🔘 **2.14** Listen to a dialogue between a young woman, Karen, and her grandfather. Answer the questions.

1 How much does the grandfather know about computers?
2 What does the grandfather want to do?
3 Does he succeed?

2 🔘 **2.14** Listen to the dialogue again and put the instructions for sending an email in the correct order.

☐ Attach your document to the message.
☐ Click on the email icon.
☐ Connect to the internet.
☐ Click on 'Write Mail'.
☐ Log off.
☐ Send the message.
☐ Type the address.
☐ Write your message.

3 Is the order of the instructions the same for your computer? If not, how is it different?

FUNCTIONAL LANGUAGE: giving instructions

We give instructions with:
1 *you* + present simple
   You type *your address there.*

2 the imperative form
   Click *on that button.* ***Don't forget*** *to log off.*

We can make the order of the instructions easier to understand with sequencing adverbs.

First of all, … Then, …/After that, … Next, …/Afterwards, … Finally, …

1 Look at audioscript 2.14 on page 141. Underline all the instructions and sequencing adverbs.

**2** Put the instructions in the correct order.

Checking your English spelling
☐ add it to the languages on the right. You will now
☐ and find 'Tools'. Then, select
☐ be able to use the spell check program in
☐ English on your computer.
☐ First of all, you click on 'Start' at the bottom of your
☐ 'Language Settings'. Finally, find 'English' and
☐ screen. After that, you click on the 'Program' arrow

3 Work in pairs. A friend is writing an essay and wants to find a different word for *world*. Look at the pictures and give her/him instructions.
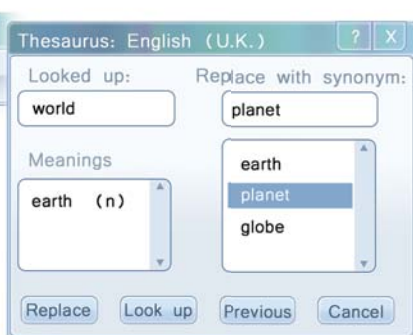
1 First of all, highlight the word that you want to change.
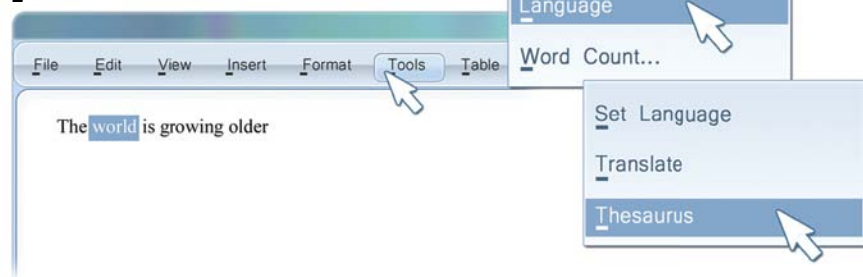
DID YOU KNOW?

1 Read the information about computer games in the US. Do you think the facts are the same or different for your country?

- More than 60% of all Americans over the age of six play computer games.
- About 75% of game players are over eighteen. The average age is 35.
- 60% are men. 40% are women.
- Every year, Americans buy more than 200 million computer games.
- Some people play games on their own but more than 60% play with their friends.

2 Work in pairs. Discuss these questions.

- What are the most popular computer games in your country?
- Have you ever played any computer games? Which ones? How do the games work?

8 | Language reference

Grammar
Predictions

Modal verbs (*may, might & will*)
We can use *will* + infinitive to talk about things we are sure *will* happen in the future.

> Most people **will live** in cities, not in the country.
> I **will** never **be** famous.
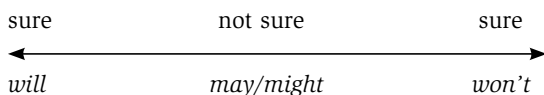> We **won't win** the match next weekend.

We can also begin the sentence with *I think/don't think/ hope/expect*.

> **I think** (that) they **will get** married.

We can use *may/might* + infinitive when we are less sure that things will happen in the future.
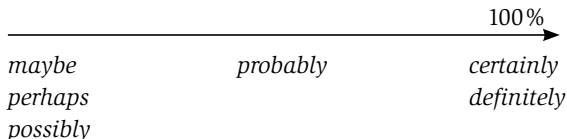
> Scientists **may find** a cure for cancer.
> I **might go** to New Zealand for my holidays.

sure	not sure	sure
will	may/might	won't

Adverbs (*maybe, probably, certainly,* etc)
We can use adverbs like *perhaps* and *probably* to make our predictions sound more or less certain.

100%

maybe	probably	certainly
perhaps		definitely
possibly		

We usually put *maybe* and *perhaps* at the beginning of the sentence.

> **Perhaps** you'll pass all your exams and become a doctor.

We put *possibly, probably, certainly* and *definitely* after *will* in positive sentences and before *won't* in negative sentences.

> I **will probably** pass my exams.
> The winner **certainly won't** need to work again.

Present tense in future time clauses (first conditional)

All sentences have a main clause. We can use *will* + infinitive to talk about future time in a main clause.

Sometimes, we also need a subsidiary clause to give information about the time of an action. These clauses can begin with *if*, *when*, *after* and *before*. When we want to talk about future time in the subsidiary clause, we use a present tense. We do not use *will* in these subsidiary clauses.

subsidiary clause	main clause
When he has a business plan,	his parents will think again.
After he improves the site,	people will pay for the service.
If his idea doesn't work,	what will happen to him?

We usually separate the two clauses with a comma.

We can also put the subsidiary clause after the main clause. In this case, we do not usually separate the two clauses with a comma.

> What will happen to him if his idea doesn't work?

Functional language
Giving instructions

We can give instructions with *you* + present simple.

> **You highlight** the word, then **you click** the spell check icon.

We can also use the imperative form.

> **Save** your work before you log off.
> **Don't press** that button!

We can make the order of the instructions easier to understand with sequencing adverbs.

First, …
First of all, …

Then, …
Next, …
After that, …
Afterwards, …

Finally, …

> **First of all**, find the document you want. **Then** attach it to the email. **Finally**, press 'send'.

WORD LIST

Compound nouns with numbers

When we make compound nouns that include numbers, the middle noun is singular.

20-million **dollar** cheque	/twenti mɪljən ˈdɒlə(r) tʃek/
thirteen-**part** show	/ˌθɜː(r)ˈtiːn ˈpɑː(r)t ʃəʊ/
eight-**day** trip	/eɪt ˈdeɪ trɪp/

Computer actions

arrow *n C*	/ˈærəʊ/
attach *v* *	/əˈtætʃ/
button *n C* **	/ˈbʌt(ə)n/
click *n C/v*	/klɪk/
connect *v* ***	/kəˈnekt/
copy *v* ***	/ˈkɒpi/
cursor *n C*	/ˈkɜː(r)sə(r)/
delete *v*	/dɪˈliːt/
document *n C* ***	/ˈdɒkjʊmənt/
download *n C/v*	/ˌdaʊnˈləʊd/
edit *v*	/ˈedɪt/
format *n U/v* *	/ˈfɔː(r)mæt/
highlight *v* *	/ˈhaɪˌlaɪt/
icon *n C*	/ˈaɪkɒn/
insert *v*	/ɪnˈsɜː(r)t/
log off *v*	/lɒg ɒf/
log on *v*	/lɒg ɒn/
look up *v*	/lʊk ʌp/
memory stick *n C*	/ˈmem(ə)ri stɪk/
message *n C* ***	/ˈmesɪdʒ/
paste *v*	/peɪst/
print *n C/v* *	/prɪnt/
program *n C/v* ***	/ˈprəʊgræm/
replace *v* ***	/rɪˈpleɪs/
save *v* ***	/seɪv/
screen *n C* **	/skriːn/
select *v* *	/sɪˈlekt/
site *n C* ***	/saɪt/
software *n U* ***	/ˈsɒf(t)ˌweə(r)/
synonym *n C*	/ˈsɪnənɪm/
table *n C* ***	/ˈteɪb(ə)l/
thesaurus *n C*	/θɪˈsɔːrəs/
tool *n C* **	/tuːl/
type *v*	/taɪp/
undo *v*	/ʌnˈduː/

Adjectives with infinitives

dangerous ***	/ˈdeɪndʒərəs/
difficult ***	/ˈdɪfɪk(ə)lt/
easy ***	/ˈiːzi/
healthy **	/ˈhelθi/
illegal **	/ɪˈliːg(ə)l/
impossible ***	/ɪmˈpɒsəb(ə)l/
legal ***	/ˈliːg(ə)l/
possible ***	/ˈpɒsəb(ə)l/
safe ***	/seɪf/
unhealthy	/ʌnˈhelθi/
unusual **	/ʌnˈjuːʒʊəl/
usual ***	/ˈjuːʒʊəl/

Other words & phrases

advanced *adj* *	/ədˈvɑːnst/
airport *n C* ***	/ˈeə(r)ˌpɔː(r)t/
alien *n C/adj*	/ˈeɪliən/
automatic *adj* *	/ˌɔːtəˈmætɪk/
blast off *v*	/blɑːst ɒf/
brilliant *adj* *	/ˈbrɪljənt/
businessman *n C*	/ˈbɪznəsmæn/
consortium *n C*	/kənˈsɔː(r)tiəm/
contestant *n C*	/kənˈtestənt/
crew *n C* **	/kruː/
cure *n C* *	/kjʊə(r)/
development *n C* ***	/dɪˈveləpmənt/
disease *n C* ***	/dɪˈziːz/
earth *n sing* ***	/ɜː(r)θ/
elderly *adj* **	/ˈeldə(r)li/
energy *n U* ***	/ˈenə(r)dʒi/
equipment *n U* ***	/ɪˈkwɪpmənt/
essay *n C* *	/ˈeseɪ/
exploration *n U*	/ˌekspləˈreɪʃ(ə)n/
fact *n C* ***	/fækt/
fiction *n U* **	/ˈfɪkʃ(ə)n/
film *v*	/fɪlm/
finances *n pl*	/ˈfaɪnænsəs/
foreign *adj* ***	/ˈfɒrɪn/
freaky *adj*	/ˈfriːki/
frightening *adj* *	/ˈfraɪt(ə)nɪŋ/
game show *n C*	/ˈgeɪm ʃəʊ/
grow *v* ***	/grəʊ/
hill *n C* ***	/hɪl/
increase *v* ***	/ɪnˈkriːs/
invention *n C* *	/ɪnˈvenʃ(ə)n/
invisible *adj*	/ɪnˈvɪzəb(ə)l/
knowledge *n U* ***	/ˈnɒlɪdʒ/
laser *n C*	/ˈleɪzə(r)/
lend *v* ***	/lend/
litre *n C*	/ˈliːtə(r)/
luck *n U* **	/lʌk/
machine *n C* ***	/məˈʃiːn/

matrix *n C*	/ˈmeɪtrɪks/
medicine *n U* **	/ˈmed(ə)s(ə)n/
military *adj* **	/ˈmɪlɪt(ə)ri/
modelling *n U*	/ˈmɒd(ə)lɪŋ/
moon *n C* **	/muːn/
museum *n C* ***	/mjuːˈziːəm/
offer *v* ***	/ˈɒfə(r)/
oil *n U* ***	/ɔɪl/
permission *n U* **	/pə(r)ˈmɪʃ(ə)n/
pick (sth) up	/pɪk ʌp/
planet *n C* *	/ˈplænɪt/
prisoner *n C* **	/ˈprɪz(ə)nə(r)/
privilege *n C*	/ˈprɪvəlɪdʒ/
product *n C* ***	/ˈprɒdʌkt/
quest *n C*	/kwest/
refuse *v* ***	/rɪˈfjuːz/
risky *adj*	/ˈrɪski/
rocket *n C*	/ˈrɒkɪt/
satellite *n* *	/ˈsætəlaɪt/
science fiction *n U*	/ˈsaɪəns fɪkʃ(ə)n/
scientist *n C* ***	/ˈsaɪəntɪst/
similar *adj* ***	/ˈsɪmɪlə(r)/
society *n U* ***	/səˈsaɪəti/
source *n C* **	/sɔː(r)s/
space *n U* ***	/speɪs/
space ship *n C*	/ˈspeɪsˌʃɪp/
space station *n C*	/speɪs ˈsteɪʃ(ə)n/
suggest *v* ***	/səˈdʒest/
survey *n C* **	/ˈsɜː(r)veɪ/
talk *n C* ***	/tɔːk/
text *n C* ***	/tekst/
theory *n C* **	/ˈθɪəri/
thirsty *adj* *	/ˈθɜː(r)sti/
title *n C* ***	/ˈtaɪt(ə)l/
translation *n C/U* *	/trænsˈleɪʃ(ə)n/
trip *n C* **	/trɪp/
ultraviolet *adj*	/ˌʌltrəˈvaɪələt/
unstoppable *adj*	/ʌnˈstɒpəb(ə)l/
war *n C* ***	/wɔː(r)/
wind *n U* ***	/wɪnd/