

SPECTRUM

TEACHER'S
EDITION

6

A Communicative
Course in English

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**A Communicative
Course in English**

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ACKNOWLEDGMENTS

Illustrations: Pages 62, 73, 110, 111, 116, 117, and 136 by Anna Veltfort; pages 14, 21, 36, 37, 44, 80, 81, 98, 112, and 113 by Anne Burgess; pages 32, 33, 45, and 46 by Hugh Harrison; pages 4, 5, 10, 24, 54, 89, 92, 99, and 118 by Randy Jones; pages 58, 59, 96, and 97 by Eileen McKeating; pages 7, 20, 31, 34, 51, 52, 60, 64, 66, 72, 79, 102, 106, 107, 124, 128, and 132 by V. Gene Myers; pages 69, 70, and 109 by Charles Peale; pages 30, 35, 38, 39, 50, 82, 94, 122, 126, and 127 by Bot Roda; pages 25, 26, 40, 55, 56, 75, 84, 85, 93, and 95 by Arnie Ten.

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Realia: Pages 3, 5, 6, 8, 9, 15, 16, 17, 33, 42, 43, 45, 47 (top), 52-53, 57, 61, 63, 65, 67, 70, 71, 83, 84, 87, 88, 90, 94, 96, 108, 115, 118, 120, 125, 126, 127, 131, 133, 134, and 135 by Siren Design; pages 19, 26, 28, 29, 35, 36, 39, 47 (bottom), 50, 60, 62, 98, 104, 105, 128, and 129 by Anna Veltfort.

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Printed in the United States of America

10 9 8 7 6 5

ISBN 0-13-830241-3

S C O P E A N D

UNIT	PAGES	THEMES	FUNCTIONS
1 Lessons 1 – 5	1–10	Arguments Regrets Hopes and wishes	Debate an issue Support an argument Express regret Talk about hopes and wishes
2 Lessons 6 – 10	11–20	Descriptions Recommendations	Describe yourself Describe someone else Make a recommendation
3 Lessons 11 – 15	21–30	Shopping Workplace situations	Convince someone Inform someone Make a purchase
4 Lessons 16 – 20	31–40	Instructions Explanations Hobbies	Give instructions Explain something Talk about interests
5 Lessons 21 – 25	41–50	Descriptions Sizes Comparisons Problems	Describe something Talk about dimensions Make comparisons Describe a household problem
6 Lessons 26 – 30	51 – 60	Reasons Consequences Proposals	Give reasons Talk about consequences Make a proposal Talk about people
Review of units 1 – 6	61 – 68	Review	Review

SEQUENCE

LANGUAGE

FORMS

SKILLS

I'm against/in favor of teaching young children to cook. I agree/strongly disagree with that.
A twelve-month school year is efficient. Furthermore, students won't forget what they've learned.
I wish I'd learned to play a musical instrument when I was young.
I hope I passed the test. I wish I'd passed the test.

Conjunctions
Hope vs. *wish* in past time

Listen for opinions
Write a rebuttal

How would you describe yourself? I'm a reliable person. I consider myself hardworking.
What do you think of him? I can't see him working with kids. He seems too indecisive.
Why don't you go to Mario Zanelli? Mario always cuts my hair however I ask him to.

Verbs followed by direct objects + noun, adjective, or verb complements
Question words with *-ever*

Listen for characteristics of job candidates
Write a descriptive paragraph

I don't really need a footrest. Even so, I suggest that you try it out. You won't find a better buy.
It's important that the boss not realize you're behind.
It's necessary that we finish the work today.
I'd like to think it over. I'd like to think about it.

Some verbs and expressions that require the subjunctive
Two-word verbs

Listen to people trying to convince others
Write a letter

First, you have to make the preflight inspection. Then, you start the engine.
Once you've started the engine, you continue your checking.
After you start the engine, you contact ground control.
When flying an airplane, you should be careful.
Before taking pottery classes, I used to make things out of leather.
After I took flying lessons, I bought a plane.

Using time markers to put events in order
General statements with *before*, *after*, and *when*
Specific statements with *before*, *after*, *when*, and *while*

Listen to instructions
Write an instructional note

What are they like? They were much bigger and heavier than the ones we have today.
It's four feet wide and six feet long.
Your dining area is only eight feet by eight feet.
How much did the old glass milk bottles weigh? They weighed about 14 ounces more than today's paper milk cartons.
The linoleum looks so dull and worn. Some of these nice yellow vinyl tiles would make a big difference.

Dimensions and weight
Order of adjectives

Listen to descriptions of objects
Write an answer to a letter

What were your parents like when you were growing up? They were very strict with me since/as they believed children needed a lot of discipline.
One of my brothers was near my age, so we played together a lot.
Ms. Abrams, on the other hand, is very friendly and easygoing. Therefore, I think she would make a much better impression on clients. I suggest that we have Ms. Martin and Ms. Abrams switch jobs.
I don't get along with my older sister.
I try to stand up for myself.

Connectors (conjunctions and prepositions)
Three-word verbs

Listen to people talk about childhood events
Write a letter

Review

Review

Review

UNIT	PAGES	THEMES	FUNCTIONS
7 Lessons 31 – 35	69–78	Identifications Descriptions Recollections	Identify someone Describe something Recall something Describe an activity
8 Lessons 36 – 40	79–88	Judgments Advice	Convince someone Inform someone Make judgments Give advice Ask someone to do something
9 Lessons 41 – 45	89–98	Plans Predictions Explanations	Talk about plans Give reasons Make predictions Imagine something Give explanations
10 Lessons 46 – 50	99–108	Feelings Complaints Likes and dislikes Work	Talk about feelings Complain about someone Talk about likes and dislikes Complain to someone Give an evaluation
11 Lessons 51 – 55	109–118	Possibilities Descriptions Reactions	Speculate about possibilities Give a description Tell a story React to a story Speculate about possibilities
12 Lessons 56 – 60	119 – 128	Preferences Opinions Reactions	Talk about preferences Respond tactfully Give opinions Respond tactfully Give a reaction
Review of units 7 – 12	129 – 136	Review	Review

LANGUAGE

FORMS

SKILLS

Who's the woman (who's) drinking coffee? That's Olga Sandoval.
Do you know what *budín de tortilla* is? It's a casserole made with tortillas, chicken, and cheese.
I've never seen *Citizen Kane*. What's it about? It's a story modeled on the life of the famous newspaper publisher, William Randolph Hearst.
My teacher used to sit at her desk the whole day, waiting for us to do something wrong.
He sat in his room all morning playing the guitar.
She banged on the wall loudly, making a lot of noise.

Relative clauses with pronouns as subjects:
Reduced restrictive clauses
Placement of adverbs

Listen to recollections of the past
Write a newspaper review

There's a computer technology conference that I would like to attend. It's a very important meeting and I think it's essential that I go.
It is essential for us to fill the vacancy left by Mr. Franco.
Karen just bought a new television and a stereo and now she wants a personal computer.
You know what they say: The more you get, the more you want.
Speed limits have a purpose, and the sooner you start paying attention to them, the better for everyone.
Larry, could you help me for a minute, please? Melissa, I'd like you to help me for a minute, please.

Subjunctive clauses vs. infinitive clauses
Double comparatives

Listen to people make judgments
Write a memo

What are your plans for the future? After I graduate, I'll get a job and work for five or ten years. By then, I will have gotten some experience.
I've decided to quit my job. By the end of this year, I will have been working for the company for four years, and I haven't even had a promotion yet.
Futurist Ronald Herd feels that dwellings will have changed significantly by the year 2025.
What do you suppose your life would be like if you hadn't finished high school? Well, I suppose I'd be working in a boring job somewhere, and I probably wouldn't speak a word of English.
Whenever I talk to Chris, he laughs, even when we're talking about something serious. I'm sure if he weren't so nervous, he wouldn't laugh all the time.

The future perfect and the future perfect continuous
Mixed contrary-to-fact conditional sentences: Present and past

Listen to someone talk about his life
Write an answer a letter

What do you think of Leslie? I think she's nice, and I appreciate her always being so frank. But I'm getting tired of her teasing me about my diet.
I just can't stand being talked about behind my back. I don't like to be talked about either.
Not only don't you help me around the house, but you also don't help me with the kids. I'm tired of your assuming that I'll do everything.
The Wakefield Little Theater either wants to lose money, or it has the worst luck in the history of local theater groups.

Infinitives with subjects vs. gerunds with subjects
Either . . . or, neither . . . nor, and not only . . . but (also)

Write a letter of complaint
Listen to someone talk about his feelings

You know, I tried to get hold of Mike all weekend, but the phone was always busy.
He couldn't have been talking that whole time. Maybe the phone was off the hook.
I suppose it might have been.
We're looking for a red-haired woman who stole a white Toyota. Did you happen to see her? I don't believe so. But I did see a gray-haired woman riding a bike and holding a cat under her arm, which I thought was odd. The woman we're looking for, who we think had on a black skirt, was very tall and she was wearing glasses.
The Freeman Gallery, which is located in London, sells paintings and other art objects.
It seems to me that they must have climbed in through the window.

Short answers with modal auxiliaries
Nonrestrictive vs. restrictive relative clauses

Listen to people speculate about possibilities
Write a police report

Do you like modern dance? Actually, I'm not all that crazy about it. What I really like is folk dancing.
There's a new exhibit of fifteenth-century Italian paintings at the museum.
Maybe we ought to go there sometime. That might be interesting, but modern art is what I really like.
That sounds good, but what I'd really like to see sometime is an opera.
There's nothing wrong with innovative styles, yet I'm personally more comfortable with a conservative look. Well, you might like it once you get used to it.
I love opera, whereas my husband can't stand it. He said he'd rather listen to a cat fight. How did you react when he said that? I just laughed it off.

Special word order for emphasis
Connectors *in spite of* and *despite*; *yet*, *nevertheless* and *nonetheless*; *whereas* and *while*; and *however* and *on the other hand*

Listen for tactful or tactless responses
Write a letter

Review

Review

Review

I N T R O D U C T I O N

A complete course. The new edition of *Spectrum* is a six-level course designed for adolescent and adult learners of English. Levels 1 and 2 of *Spectrum* are appropriate for beginning students and “false beginners.” Levels 3 and 4 are intended for intermediate classes. Levels 5 and 6 are for advanced learners. The student book, workbook, and audio cassette program for each level provide practice in all four communication skills, with a special focus on listening and speaking in levels 1 to 4, and on reading and writing in levels 5 and 6.

Real communication from the beginning. *Spectrum* is “a communicative course in English,” and is based on the idea that communication—the exchange of information—is not merely the end-product of language study, but rather the very process through which a new language is acquired. To this end, *Spectrum* has three basic aims:

- to provide motivating materials that teach students to function in real-life situations;
- to teach only authentic English that stimulates natural conversation both in and outside the classroom; and
- to give students a feeling of success and achievement as they learn the language.

From the very beginning, students practice language that can be put to immediate use. For example, students learn to ask for information, make suggestions, and apologize. They learn the appropriate language for different situations, such as formal speech used with strangers and informal speech with friends. Most importantly, they are encouraged to express their own ideas and feelings, and to give their own opinions.

Language learning the natural way. *Spectrum* acknowledges that students can understand more English than they are able to produce. In other words, their ability to comprehend language (to listen or read) naturally precedes their ability to produce it (to

speak or write). To this end, *Spectrum* places great emphasis on comprehension. Students in the beginning and intermediate levels begin each unit by listening to and reading conversations that provide rich input for language learning. Many of the functions, grammatical structures, and vocabulary items in these conversations become “active” and are practiced in the lessons that follow. However, some of the functions and structures in these conversations are “receptive”—they are intended for comprehension only—and do not become productive until later units or levels.

At the advanced levels (levels 5-6), each unit begins with an authentic text for reading and discussion, and provides cultural and thematic input. In addition, a realistic conversation provides context for active practice in the pages that follow.

A carefully graded syllabus. As they engage in a variety of exercises that practice basic linguistic functions, students are guided toward the use of correct grammatical structures. Both the functions and the structures in the *Spectrum* syllabus are carefully graded according to simplicity and usefulness. Grammatical structures are presented in clear paradigms with informative usage notes.

Sometimes students encounter and use grammar and expressions that are not formally introduced until later units or levels—for example, when language items are needed to perform a given function appropriately. The goal is to provide students with a continuous stream of input that challenges their current knowledge of English, thereby allowing them to progress naturally to a higher level of competence. In the beginning level, for instance, students learn expressions such as “Could you spell your last name?” and “May I take a message?,” although the modals *could* and *may* are not analyzed systematically until the intermediate level. In the advanced level, the same structures are expanded further. This system of preview-review works as follows:

- the structures are previewed—introduced formulaically.
- they are then analyzed—examined and practiced systematically.
- when appropriate, they are reviewed—recycled for further practice.

Changes in the new edition. Heeding the insights and suggestions of reviewers and long-time users of *Spectrum* around the world, significant changes have been made in the new edition of *Spectrum*.

- The first four levels of *Spectrum* are available in split editions—1A, 1B, 2A, 2B, 3A, 3B, 4A, and 4B—as well as full editions.
- Each student book contains a substantial amount of new material accompanied by color illustrations and photographs.
- Each unit begins with a summary of the language that is featured and practiced. In addition, there is a preview task on this page that relates the theme of the first lesson to the students' own experiences or prepares the students for the cultural material in the lesson.
- The student book is divided into self-contained one- and two-page lessons, each with its own thematic focus. The workbook is divided into corresponding lessons.
- A greater range of exercise types, including interviews, role plays, and information-gap activities, has been included to challenge students.
- There is an increase in the number and variety of listening activities in the course.
- Reading selections in each unit are more challenging. They are often longer and include pre-reading tasks as well as strategies for reading in English.

REVIEWERS AND CONSULTANTS

For the preparation of the new edition, Prentice Hall Regents would like to thank the following long-time users of *Spectrum*, whose insights and suggestions have helped to shape the content and format of the new edition: Motofumi Aramaki, Sony Language Laboratory, Tokyo, Japan; Associação Cultural Brasil-Estados Unidos (ACBEU), Salvador-Bahia, Brazil; AUA Language Center, Bangkok, Thailand, Thomas J. Kral and faculty; Pedro I. Cohen, Professor Emeritus of English, Linguistics, and Education, Universidad de Panamá; ELSI Taiwan Language Schools, Taipei, Taiwan, Kenneth Hou and faculty; James Hale, Sundai ELS, Tokyo, Japan; Impact, Santiago, Chile; Instituto Brasil-Estados Unidos (IBEU), Rio de Janeiro, Brazil; Instituto Brasil-Estados Unidos No Ceará (IBEU-CE), Fortaleza, Brazil; Instituto Chileno Norteamericano de Cultura, Santiago, Chile; Instituto Cultural Argentino Norteamericano (ICANA), Buenos Aires, Argentina; Christopher M. Knott, Chris English Masters Schools, Kyoto, Japan; The Language Training and Testing Center, Taipei, Taiwan, Anthony Y. T. Wu and faculty; Lutheran Language Institute, Tokyo, Japan; Network Cultura, Ensino e Livraria Ltda, São Paulo, Brazil; Seven Language and Culture, São Paulo, Brazil.

SPECIAL ACKNOWLEDGMENTS FOR LEVEL 6

Kevin McClure, ELS, San Francisco, CA; Elise Klein, ELS, New Haven, CT; Monica Haupt, ELS, Oakland, CA; Maureen Daly of New Haven, CT.

Components of the course



Flexible design. The new edition of *Spectrum* has been designed to be used in a variety of instructional programs and teaching situations.

- The full editions of the student books for levels 1-4 consist of fourteen units divided into one-, two-, or three-page lessons. The split editions contain seven units each. There are review sections after every three or four units. Levels 5 and 6 are available only in full editions. For these levels, the student book consists of twelve units. There are review sections after the first six units and after the last unit.
- The workbooks are divided into lessons and review sections which correspond to the lessons in the student books. The workbook lessons can be used in class or assigned as homework.
- There is an audio cassette program to accompany the student book and workbook at each level. For the first four levels, each full edition has a six-cassette program and each split edition has a three-cassette program. Levels 5 and 6 each have a five-cassette program.
- The teacher's editions provide a wide range of suggestions for using the various components of the course.
- A testing package includes a placement test for the six-level course and two achievement tests for each level.

Variable course length. Each full edition of the student book for levels 1-4 contains approximately sixty hours of instructional material (approximately fifty hours for each of levels 5 and 6). Class time can be expanded to approximately ninety hours (eighty hours for levels 5 and 6) by using the optional activities in the teacher's edition and by using the workbook lessons as a regular classroom activity. Using sections of the audio cassette program for practice in the language laboratory can also increase the length of the instructional program.

Each split edition of the student book contains approximately thirty hours of classroom material. Class time can be expanded to approximately forty-five hours by using the optional activities in the teacher's edition and by incorporating the workbook lessons into the classroom program.

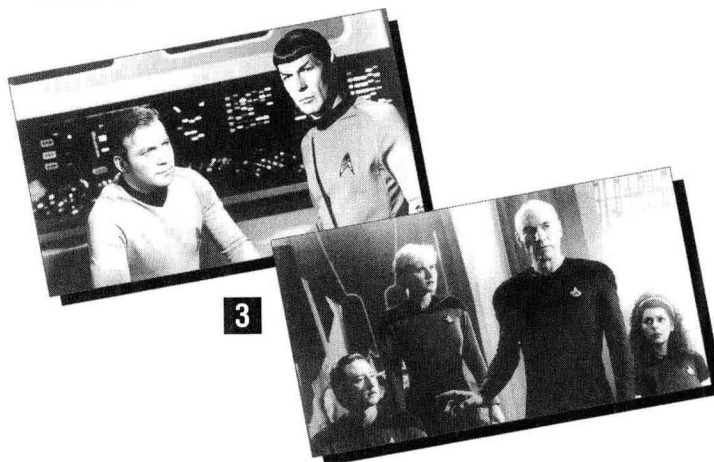
Each unit of the student book begins with a preview page which gives an overview of the language in the unit and a preview of the reading in the first lesson.

PREVIEW

1	FUNCTIONS/THEMES	LANGUAGE	FORMS
	Debate an issue Support an argument	I'm against/in favor of teaching young children to cook. I agree/strongly disagree with that. A twelve-month school year is efficient. Furthermore, students won't forget what they've learned.	Conjunctions
	Express regret Talk about hopes and wishes	I wish I'd learned to play a musical instrument when I was young. I hope I passed the test. I wish I'd passed the test.	Hope vs. wish in past time

Preview the reading.

2. 1. Look at the photos below and discuss these questions in small groups: Have you ever seen any TV programs featuring the characters in the photos? If so, what is the name of the program? What is it about? If you're not familiar with the photos here, have you ever seen a movie or TV program about future life in outer space? What's your opinion about the possibility of such future life?



4. 2. Before you read the article on page 2, look at the title and the pictures on pages 2-3. What do you think the article is about? Discuss your answer with a partner. Also discuss a possible answer to the question in the title.

Unit 1 1

1. Each preview page gives a concise summary of the functions, themes, language, and grammatical structures taught in the unit.

2. Discussion questions encourage students to think about the theme and relate it to their own lives. Students may discuss these questions in English or in their native language.

3. Illustrations or photographs introduce students to the theme and setting of the first lesson.

4. Pre-reading questions invite students to speculate what the title of the reading means and what the article is about.

Each unit is divided into one-, two-, and three-page lessons. The first lesson in each unit establishes the theme with a reading selection.

1 1.

Space Stations:

2 Do they have a future?



Life on the space shuttle.

1 Many years from now, when people regularly take their vacations in outer space, they will look back on the twentieth century and try to date the beginning of the space age. Some will say it all started with the launching of Sputnik in 1957, others will point to Neil Armstrong's first steps on the moon in 1969, and still others will mention the birth of the space shuttle—a spacecraft that could be used more than once to make space travel much less expensive. But at least a few will emphasize that the true beginning was the creation of populated space stations.

2 A space station will actually be a home in space. It is designed so that many people can live and work for a longer time than they would be able to in an ordinary, crowded spacecraft. Through the doors of a space station, spacecraft will leave for the moon or even Mars at a fraction of the cost of launching them from Earth. In the space station's "rooms," astronauts and scientists will conduct important experiments in fields ranging from astronomy to chemistry.

3 The space station will have facilities for sleeping, bathing, exercising, eating, and relaxing. When it's time to sleep, astronauts will zip up in sleeping bags that hang from the wall. To shower in space, feet are strapped down, water is hosed on, and then the water is sucked up by a device like a vacuum cleaner. This water is then purified and recycled, as is the water for washing clothes.

Astronauts will use a variety of exercise equipment to stay in shape, exercising about two hours a day. Food will be stored on the space station in one of two forms—dried or frozen. When astronauts want to eat, they will add liquid to dried food, or heat frozen food in a microwave oven. New supplies and fresh fruits and vegetables can be brought to the stations by shuttles. Astronauts will relax by watching videos, using the computer, reading, and talking to friends and family on Earth via radio.

4 Many experiments can be conducted on space station laboratories. Animals will be brought up into space

to study the effects of weightlessness. Some will be living in the same conditions as the astronauts, while others will inhabit an area that is kept spinning to achieve a centrifugal force equal to Earth's gravity. These animals can then be studied to observe similarities and differences among the two groups in space and a control group on Earth. The lack of gravity in space also has benefits, mainly in the area of technology and manufacturing. Perhaps new alloys can be created from metals that do not mix on Earth. Computers and solar cells use crystals that could grow better in space. In the area of medicine, there is hope of new drugs being created that are purer and easier to manufacture.


5 And if space stations are successful, the next step may very well be space cities. Scientists believe that the benefits of space cities will far outweigh their costs. These space cities will help solve today's most pressing problems, among them overpopulation, the energy crisis, and pollution.

6 Not everyone agrees that we even need a space station, let alone space cities. Some scientists think that much experimentation and study must be done here on Earth before space stations are workable. They aren't sure that we should spend billions of dollars on a project whose technology is not yet established and whose benefits to the human race are still in question. These scientists think that the money could be better spent on shorter-range scientific research.

7 Nevertheless, an international partnership made up of the U.S., Japan, Canada, and ten European nations has been working on plans for Freedom—a space station designed both as a place for experimentation and research and as a spaceport for peopled trips to Mars. Begun in 1984, the program is struggling to continue despite criticism and budget cutbacks. Over the next few years, important decisions about the future of the Freedom space station, and the future of space exploration as a whole, will be made.

4

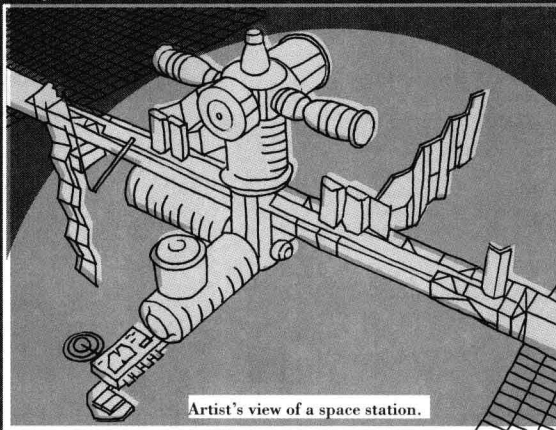
2 Unit 1

1. The readings are recorded on cassette in natural spoken English. Recorded material is always indicated by the symbol .

2. The readings are authentic newspaper or magazine articles that have been carefully selected to increase comprehension and to encourage and stimulate oral discussion.

3. The context of each reading is enhanced by illustrations or photos related to the story.

4. The functions and structures introduced in the readings are primarily for recognition as students listen to and read the articles.



Artist's view of a space station.

5 Figure it out

1. Read the article. If necessary, change your answers to item 2 on page 1.
2. Look through the article for advantages and disadvantages of spending money on space stations. List the advantages and disadvantages. Then state whether the article argues more strongly for or against spending money on space stations.
3. Scan the article and find the paragraph that . . .
 1. describes the facilities of space stations of the future.
 2. discusses the early history of the space age.
 3. discusses the plans for space cities.
 4. describes experiments that will be carried out on space stations.
 5. discusses plans for the Freedom space station.
 6. gives reasons for opposing space stations.
4. Many words in English can be used as either nouns or verbs with no change in spelling or form. (In some cases, however, the stress or pronunciation may differ.) Find the words below in the article, and say if they are used as nouns or verbs. The words are listed in the order in which they appear.

- | | |
|------------|-------------|
| 1. date | 8. study |
| 2. travel | 9. use |
| 3. work | 10. step |
| 4. conduct | 11. need |
| 5. time | 12. study |
| 6. use | 13. project |
| 7. heat | |

Compare:

Noun	Verb
cónduct	condúct
use [us]	use [uz]
próject	projéct

Unit 1 3

5. Students can read and listen to the article several times, each time focusing on different information. The exercises in the **Figure it out** section focus on reading for the main idea, reading for specific details, drawing inferences, summarizing, and vocabulary development.

Next, two thematic lessons stress listening comprehension of a conversation followed by related productive practice through real communication.

1 2. I don't agree...

2

1. Which of the following do you feel a country should spend the most money on? Rank the items in order of importance from 1 to 6. Then discuss your decision with a partner, giving arguments to support it.

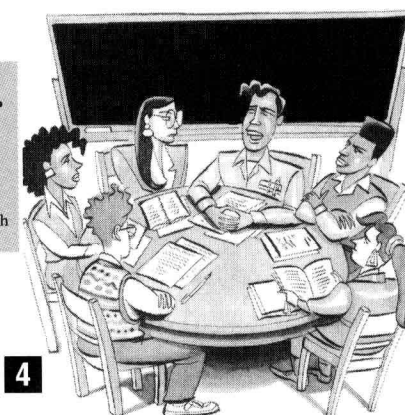
_____ child care _____ housing
 _____ education _____ scientific research
 _____ health care _____ space travel

3



A group of college students is discussing the pros and cons of the space program.

Listen to the conversation.



4

5

2

Ramón We're here to discuss the space program. We have a limited amount of time, so let's get started.

Louisa I think the space program is a waste of money. Think of all the research scientists could be doing on disease with that money. Furthermore, the money is coming out of the taxpayers' pockets.

Ramón I'll admit that a lot has been spent on the program. However, I don't agree that the money has been wasted. The research they've done for the space program has brought all sorts of advances in other areas—in geology, medicine, manufacturing . . .

Keiko Not to mention all the new jobs the space program has created.

Louisa Well, I suppose some people have benefited from the program. Nevertheless, I still wish all this money had been put into something more useful—like cancer research, for instance.

Ramón But experiments involving medicine are being done on the space shuttle.

Keiko I think the space program is very useful and that someday we may be able to use the knowledge we've gained to live in outer space.

Andy Even if we understood perfectly how to live in outer space, the human race would never be able to survive there.

Ramón How can you be so sure of that? Not too long ago no one would have believed we could go to the moon.

Andy That may be, but the present is *here*, on Earth. Therefore, the money should be spent on problems the world faces right now.

Ramón Well, sorry, but that's all the time we have today. Let's continue our discussion tomorrow.

7

3. Find another way to say the words or expressions in italics.

1. The space program is a waste of money. *What's more*, taxpayers are paying for it.
2. The space program has been expensive. *But* it has advanced science and created jobs.
3. *Even so*, the money should have been spent on cancer research.
4. People don't live in space now. *So* we should spend our money here on Earth.

4 Unit 1

1. A general theme serves to naturally group together important functions and structures in each one- or three-page lesson.

2. The second lesson of each unit begins with a warm-up activity which prepares the students for the conversation that follows.

3. Conversations are recorded on cassette in natural spoken English. Sound effects help give the conversations authenticity.

4. The context of the conversations is enhanced by art which illustrates the story.

5. Opening conversations present natural language set in authentic situations students can relate to.

6. New functions and structures are introduced initially for recognition only as students listen to and read the conversations. Time is allowed for the new language to be absorbed—to “sink in”—before it is actively practiced. Most of the functions, structures, vocabulary, and expressions taught in *Spectrum* are systematically previewed in this way.

7. Students can listen to the conversations several times, each time focusing on different information. The exercises which follow the conversations are intended to test the students' comprehension of the conversations and increase their awareness of new functions and structures.

53. Maybe the phone was off the hook.

SPECULATE ABOUT POSSIBILITIES • SHORT ANSWERS WITH MODAL AUXILIARIES

1

- 2 ▶ Listen to two police officers talk about a crime. Check (✓) the picture that shows what they think happened.



3

- 4 ▶ Listen to the conversation.
▶ Act out similar conversations with a partner. You are puzzled about one of the situations in the box. Your partner will help you come up with a possible explanation.

- A You know, I tried to get hold of Mike all weekend, but the phone was always busy. He couldn't have been talking that whole time.
B Maybe the phone was off the hook.
A I suppose it might have been. Either that or it was out of order.

Compare these short answers.
It might have been (off the hook).
He might have (taken it off the hook).

Some situations

You tried to get hold of Mike all weekend, but the phone was always busy. You know he couldn't have been talking that whole time.
Maria had promised to call you tonight, but she didn't. You were going to get together. You wonder what happened.
You got a vase in the mail today, but you don't know who it was from. You didn't buy it, and there was no name or address on the package. You went over to Glen's after work, but no one was home. He knew you were coming, and you can't imagine why he wasn't there.

- 3 ▶ Study the frames: Short answers with modal auxiliaries

5

With forms of <i>be</i>		Without forms of <i>be</i>	
Maybe Eva's still at work.	She can't be.	Try to remember the robber.	I can't.
Do you think she's sleeping?	She might be.	I hope the police find him.	They might not.
Was Eva at home?	She must not have been.	Has Lee called the police?	He must have.
Was she expecting us?	She should have been.	Did he change the door lock?	He should have.

When the complete sentence contains a form of *be*, the form of *be* is part of the short answer.
She might *be* sleeping. → She might *be*.
She must not have *been* at home. → She might not have *been*.

- 4 ▶ It's closing time and Hiro and Yoko Otani, who own a small stationery store, have just noticed that their cash box is missing. Complete their conversation, choosing the correct modal auxiliaries in parentheses.

Yoko Try to think of someplace we haven't looked.

Hiro I _____ (can't/couldn't/can't be). We've looked everywhere.

Yoko Well, I guess it was stolen then.

Hiro It _____ (will have been/must have been/must be). But I can't figure out how.

Yoko There were lots of people in here today. Do you remember if it was locked up?

Hiro It _____ (couldn't have been/should have/should have been), but perhaps Linda or Ken left it out by mistake. Do you think they're home yet? It's 5:45.

Yoko They _____ (will be/might not be/might not), but I could try calling them.

Hiro O.K. Maybe you'd better call the police, too.

Yoko I _____ (will/shouldn't/should have), but first I want to speak to Linda and Ken.

Unit 11 113

1. A clear and colorful design divides each lesson into major teaching points. Important functions and grammar points are clearly highlighted so the teacher and the student know the goals of each lesson.


2. Task-based listening activities give students practice in hearing, understanding, and responding to spoken English.

3. Photographs, illustrations, or realia provide the context for meaningful language practice.

4. Natural spoken models of the new language are recorded on cassette and provide aural input before students practice on their own.

5. After they are practiced in context, structures are analyzed formally. Special usage notes for grammatical structures, functions, and vocabulary are given when appropriate.

The thematic lessons are followed by exercises which involve free conversation and listening comprehension.



3

Listen in

Look carefully at the recipe below. Then listen to an interview in which the well-known chef, Martine Beck, explains how to make her dish, "Adam's Apple." You may wish to take notes while you listen. Then complete the recipe.

Adam's Apple

_____ large _____ peeled and sliced

_____ tablespoons water

1/4 cup _____

_____ teaspoon cinnamon

_____ cup butter

1/2 cup _____

_____ eggs

_____ cup flour

_____ teaspoon baking powder

_____, preheat your oven to 350° and butter a 2-quart baking dish.

_____ you are waiting for the oven to heat, combine the apples, the water, the 1/4 cup of sugar, and the cinnamon.

_____, pour the apple mixture into the baking dish and set it aside.

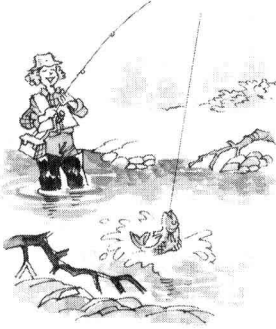
_____, preparing the apples, in another bowl, mix the butter and the 1/2 cup of sugar until the mixture is fluffy.

_____, add the eggs and beat well.

_____, add the flour and baking powder and mix well.

_____, spread the batter over the apples and bake in the oven for 50 minutes.

_____ the dish is ready, serve it hot with vanilla ice cream on the side. It serves 4 to 6 people.



Unit 4 39

1. Working in groups, students draw on their imaginations and personal experiences to communicate freely, using any language they have learned so far. This exercise personally involves the students in an activity related to the themes or functions of the unit.

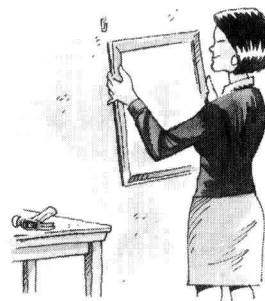
2. A variety of photographs, illustrations, or realia suggest different topics for discussion.

19. Your turn

1 Look at the pictures, and then try to find out how to do at least one of these activities. Bring your notes to class and, working in groups, share your instructions with your classmates. They will ask you questions when they don't understand.



2



38 Unit 4

3. The **Listen in** exercise is a short, unscripted listening activity—for example, an "overheard" conversation, telephone recording, radio broadcast, or public announcement. This activity provides valuable additional listening practice and tests the students' comprehension of oral language which expresses the themes or functions of the unit.

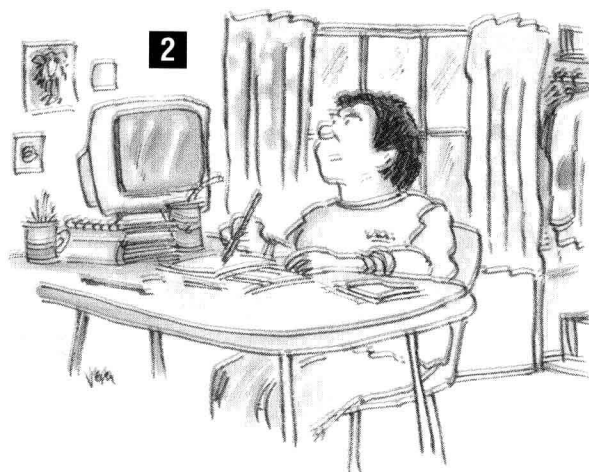
10. On your own

1

1. Write a two- or three- paragraph letter to the Kozinskis, the family who would like to host a foreign student. In the letter, describe the FSPS applicant that you have chosen to stay with them. Tell why you have selected this applicant.

2. Choose one of the following tasks.

1. You have been placed with the Kozinski family. You plan to live with them while you study in the United States. Write them a letter describing yourself.
2. You have been assigned a pen pal in an English-speaking country. Write a letter to him or her describing yourself.



20 Unit 2

The last lesson of each unit is an activity which provides students with the opportunity to practice in writing the function or theme which is the focus of the unit.

1. Students are given a situation or a problem and are asked to respond to it in writing.

2. Illustrations, photos, realia, or listening passages are used as stimuli for a second writing activity.