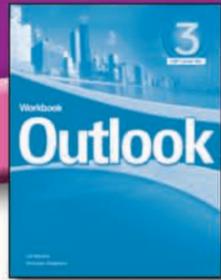


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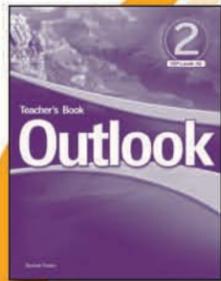


Workbooks

Workbooks for each level are linked to the course book and provide supplementary tasks for extra practice.

Audio Program

The Audio Program features listening exercises for increased comprehension.



Teacher's Books

The comprehensive Teacher's Books include:

- Lesson planning suggestions
- Projects
- Additional activities
- Background information on topics taught in course book
- Audioscripts
- Answer Keys

Assessment CD-ROM

The Assessment CD-ROM with ExamView® helps teachers create quizzes and tests quickly and easily.



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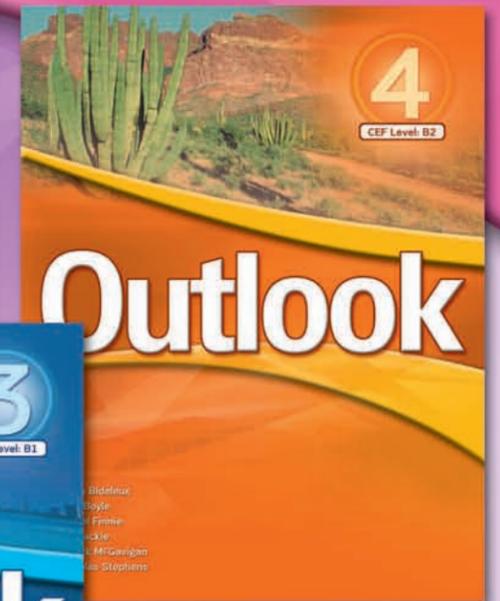
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Outlook Books 1 – 4	
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Give your students a new Outlook on English language learning!

Outlook is a comprehensive new series that features informative and varied magazine-style readings that introduce the theme, vocabulary, and grammar in context. Interactive, topic-related exercises practice the skills necessary to enhance comprehension and provide the foundation for English success.



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Fun topics for teenagers presented through short units keep classes varied and lively.

Unit 5 Communication

Learning Link

In this unit you will learn:

- words and phrases to help you talk about communication technology.
- to ask and answer questions about ways of communicating.
- to write an e-mail to an old friend giving personal news.
- to use the Past Perfect.

A Match the text message symbols A-E to their meanings.

1. sticking out tongue
2. winking
3. happy
4. surprised
5. sad

A :-0 Options
B :-P Options
C :-) Options
D :) Options
E :(Options

Entertaining pre-reading activities build interest in the theme and introduce contextualized vocabulary.

"Vocabulary Links" reinforce and expand on the vocabulary learned in context.

Vocabulary Link

D The words and phrases on the left are from the article. Circle the correct meanings.

1. had existed (para 1)	a. had survived
2. customers (para 1)	b. had been present
3. several (para 4)	a. people who buy a product or service
4. population (para 4)	b. people who make something
5. expected (para 5)	a. more than a few
6. popular (para 5)	b. two
	a. people who own things
	b. all the people living in a place
	a. believed that something would happen
	b. wanted something to happen
	a. cheap to buy
	b. liked by many people

E Circle the words that complete the sentences correctly. All the words you need are in the article.

- It's hard / hardly to believe that thirty years ago there were no cell phones.
- By the beginning / starting of the 1990s, only a few people had cell phones.

Grammar Link

Past Perfect

Look at these sentences from the article.

- The new phones weighed about 1 pound (450 grams) and the batteries lasted longer, whereas before they **had lasted** for one hour's talk time at most.
- By the beginning of the 1990s, companies in the USA **had changed** their cell phones.

Which sentence talks about an action that happened before a specific time in the past? _____

Which sentence talks about a state that existed before another state in the past? _____

Now look at this sentence.

In 1983 the first commercial cell phone company in the USA **started** in Chicago, even though the technology **had existed** since the 1940s.

Which verb form is used to talk about the state that existed before something else happened in the past? _____

Complete the rule.

The _____ is used to talk about an action or state that existed before another action, state or time in the _____.

Study the Grammar Reference for Unit 5 on page 136 before you do the task.

G Match the sentence parts that go together.

1. I had already bought a new cell phone,	a. so we sent him an e-mail.
2. She decided which laptop to buy	b. because she hadn't paid her bill.
3. It took me a long time to send the e-mail	c. so I wasn't interested in the offer.
4. The villagers couldn't communicate with the outside world	d. because she had learned sign language when she was in college.
5. She wanted to do volunteer work at a school for the deaf	e. because their telephone lines had blown down in the storm.
6. Sue had left a message for me,	f. after she had been to ten stores!
7. Her phone was dis...	
8. He hadn't been in...	

"Grammar Links" provide detailed explanations and practice of the targeted structure introduced in the reading. A "Grammar Reference" at the back of the book offers further information on grammatical points taught in each unit.

Task-based listening and speaking activities prepare students for the new TOEFL® exam.

Listening Link

H Listen to these conversations. For questions 1-4, choose the correct answer, a, b or c.

- You will hear two teenagers talking. What did the boy do?
 - He sent his dad a text message.
 - He taught his dad how to send text messages.
 - He taught the girl's parents how to send text messages.
- You will hear a man and a woman talking on the phone. Why is the man angry?
 - Mr. Smith is out.
 - He is too busy to talk to Mr. Smith.
 - Mr. Smith won't talk to him immediately.
- You will hear a student talking about learning Morse code. What is he worried about?
 - that he won't pass his exam
 - his next training class
 - that he can't send an SOS in Morse code
- You will hear a man and a woman talking about a TV program the man has seen. The man thought the program was
 - interesting.
 - exciting.
 - boring.

Reading Link

B Read the article to find out how many people in the United States were using cell phones by 2003.

Cell Phones Facts and Figures

It's hard to believe that before 1982 people in the United States hadn't used cell phones and hadn't ever sent text messages. In 1983 the first commercial cell phone company in the USA started in Chicago, even though the technology had existed since the 1940s.

By 1987 more than one million Americans were cell phone customers. Before that, people outdoors could only make phone calls from public phone booths on the streets.

Early cell phones were much larger than today's models. Most of them were in cars, and they were very big and heavy. They were also very expensive. Owners of cell phones at that time had often paid more than a thousand dollars for them.

By the beginning of the 1990s, companies in the USA had changed their cell phones. The new phones weighed about 1 pound (450 grams) and the batteries lasted longer, whereas before they had lasted for one hour's talk time at most.

Nowadays, thanks to microchip technology, cell phones weigh about 2 ounces (60 grams) and have a talk time of up to five hours with a battery life of several days. By 2003 there were 160 million cell phone users in the USA, and today more than 60% of the adult population in the USA own a cell phone.

Another huge surprise has been the dramatic growth in text messaging. In 2001 only 30,000 text messages were sent in the entire United States; now almost four billion text messages are sent every month. Nobody had expected cell phones to become so popular.

C Read the article again and answer the following questions.

- When did the first cell phone company start in the United States?
- Where did people outdoors make phone calls from before they had cell phones?
- How much did some of the first cell phones cost?
- How much do cell phones usually weigh nowadays?
- How many text messages do people in the United States send each month?

only continued / lasted for an hour. The new one is much better. Her phone was dis... for my birthday was a nice surprise / amazement. The number of borrowers / owners has gone up recently. He had paid / spent over \$150 for his new computer game.

with a preposition in the box. Two of the prepositions need to be used over one.

am that will protect your computer from viruses.

communication as I can remember.

very different from.

crease in cell phone.

phoning her twice a week, he sends messages every day.

HINTS

In your vocabulary notebook, make a note of words that take certain prepositions. You can organize the words according to the preposition they take or alphabetically. Remember to leave enough space to write any new words you come across in other units.

Hint boxes teach students better ways to use and study English.

A simple reading task followed by comprehension questions encourages active reading.

Writing Link

In this section you are going to write an e-mail to someone you haven't seen for a long time. Your writing should be informal, like the note and the postcard you wrote in Units 1 and 4.

J Read the task and the e-mail. Then complete the e-mail with a-e in the Helpful Expressions box below. (One of the expressions will not be used.)

You have just managed to find out the e-mail address of an old school friend of yours who you haven't seen in years. Write him/her an e-mail saying how you found his/her address and what you are doing now.

Message

Hi, Mark!

(1) _____ You and I used to sit together in fifth grade! I got your e-mail address from your sister's friend Tom. I had tried lots of times before that to find out where you had moved to, (2) _____

(3) _____ I'm in college now, studying math. I share an apartment with my friend Ed. We live near our old school! Do you remember the old apartments at the end of the street? What about you? (4) _____

Carlos Sanchez

Helpful Expressions

- so I'm very glad I finally found you.
- Do you remember me?
- Just to bring you up to date,
- Please write with all your news.
- I'm very busy this week ...

K Now write your e-mail. Use the outline below. (90-110 words)

E-mail Outline

Greeting Hi, (Mark)!

Paragraph 1 Introduce yourself.

Paragraph 2 Write about how you got your friend's e-mail address.

Paragraph 3 Give information about what you are doing.

Last paragraph Ask the person to write back.

Closing (Carlos Sanchez)

Speaking Link

L Work with a partner. Take turns asking and answering the questions on the left. Use the words and phrases on the right to help you.

Have you ever communicated with somebody using a cell phone, a text message or an e-mail?

Which methods of communication do you like best? Why?

What are the differences between the way you communicate with people you know and people you don't know?

How can you communicate with someone who doesn't speak the same language as you?

in regular contact, in touch daily
formal/informal expressions
by telephone/in writing/by e-mail
gestures

"Speaking Links" give students the chance to talk about their own lives, opinions, and experiences.

"Writing Links" move students from controlled activities to more open-ended writing projects.

"Reading Links" feature a short magazine-style reading passage that introduces key vocabulary and grammar in context.