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Unit / Section	Function / Skill	Grammar / Discourse	Lexis / Technology
Unit 1 Action	<b>1.1 Teamwork</b> p.4 Describing a series of actions Giving a series of instructions	Revision of present simple and imperative	Maintenance: <i>adjust, lower, raise, tighten ...</i> Equipment: <i>flap, hose, jack, nozzle ...</i>
	<b>1.2 Training</b> p.6 Reporting jobs in progress Reporting jobs completed	Revision of present continuous and present perfect Word order of phrasal verb: <i>take off the tyres/take them off</i>	Phrasal verbs: <i>pump in, switch off ...</i>
	<b>1.3 Method</b> p.8 Discussing how things work Describing method	Method: <i>by + gerund</i> Method: <i>by/using; by using/by means of + noun</i>	Activation devices: <i>cord, lever, screen, sensor ...</i>
Unit 2 Work	<b>2.1 Routines</b> p.10 Describing routines Explaining future plans Job descriptions	Use of present simple: job descriptions and routines Use of present continuous: current actions and future plans	Line management: <i>report to, supervise ...</i> Job titles: <i>Assistant, Crew, Operator, Supervisor</i>
	<b>2.2 Plans</b> p.12 Stating plans and intentions Arranging a meeting by phone Writing emails	Future: present continuous; <i>going to</i> Intentions: <i>/plan/want/intend/hope + to</i> Formulae in emails	Work tasks: <i>hold (a meeting), inspect, meet, run (a fire drill)</i>
	<b>2.3 New job</b> p.14 Talking about your CV Job adverts and interviews	Revision of past simple	15.1 60 202168 POLITECHNIKA BIBLIOTEKA W Poznaniu Headings on a CV: <i>experience, qualification, training ...</i> Syllable stress: <i>engineer, engine, engineering</i>
Review Unit A p.16			
Unit 3 Comparison	<b>3.1 Limits</b> p.20 Explaining dimension limits Comparing two items	Revision of dimension: <i>It's 5 m wide/It has a width of; 2 by 3 metres</i> Comparative adjectives; <i>too; enough</i>	Specifications: <i>diameter, height, length ...</i>
	<b>3.2 Products</b> p.22 Asking, offering and checking Specifying requirements	Modals and contractions: <i>could, would, shall, I'd</i> Gerund: <i>would you mind ... ing?</i> Pronouns <i>one/ones</i> : <i>Which one? The red one with the cover.</i>	Customer service: <i>cancel, catalogue, order ...</i>
	<b>3.3 Equipment</b> p.24 Comparing three or more items Collaborative problem solving Reporting on a meeting	Superlative adjectives: <i>the -est of; the most/least (adj) of</i>	Engine descriptions: <i>cheap, expensive, noisy ...</i>
Unit 4 Processes	<b>4.1 Infrastructure</b> p.26 Describing a process	Present simple passive: formation and use Passive with/without <i>by + agent</i>	Stages in a process: <i>casting, cooling, cutting ...</i> Mechanical: <i>chute, conveyor belt, cylinder ...</i>
	<b>4.2 Manufacturing</b> p.28 Expressing purpose Describing two parallel processes	Purpose clause: <i>to + verb</i> Passive + <i>to</i> : <i>The car body is painted to protect it from rust.</i>	Car assembly: <i>axle, body, chassis ...</i> Sequence: <i>finally, first, next ...</i> Simultaneity: <i>meanwhile, simultaneously</i>
	<b>4.3 Communications</b> p.30 Describing a process	Relative clauses (non-defining): <i>which, who</i>	Telecoms: <i>dish, frequency, satellite ...</i> Synonyms: <i>convert/change, receive/get ...</i> Hyphens: <i>high-frequency, 13-amp ...</i>
Review Unit B p.32			
Unit 5 Descriptions	<b>5.1 Uses</b> p.36 Describing use or function	Gerund: <i>(used) for + verb + -ing</i> Infinitive: <i>(designed) to + infinitive</i> <i>Act as + noun: it acts as a propeller</i>	Agent nouns in <i>-er/-or</i> : <i>stabiliser, transmitter, conductor, generator ...</i>
	<b>5.2 Appearance</b> p.38 Describing shape and appearance	<i>It looks like a dome.</i> <i>It is shaped like a dome/dome-shaped.</i> <i>It is in the shape of an L/L-shaped.</i>	Shapes and syllable stress: <i>cylinder/cylindrical ...</i> Letter shapes: <i>A-frame, E-clip, U-bend ...</i>
	<b>5.3 Definitions</b> p.40 Giving a definition	Defining relative clauses: <i>who, which, that</i> Definition: <i>A solar panel is a device that converts sunlight into electricity.</i>	'Type' nouns: <i>device, instrument, system ...</i>
Unit 6 Procedures	<b>6.1 Safety</b> p.42 Describing safety hazards Explaining safety procedures Expressing necessity	Modals: <i>must/should/have to/need to</i> Modal + passive: <i>helmets must be worn/have to be worn/should be worn</i>	Warehouse: <i>aisle, fork, pallet, ramp ...</i> Warning labels: <i>fragile, keep frozen, keep upright ...</i>
	<b>6.2 Emergency</b> p.44 Brainstorming Recommending action	Revision of zero conditional Necessity: <i>must/have to/need to</i> Recommendation: <i>should</i>	Scuba diving: <i>buoy, buoyant, surface ...</i> Rescue/first aid: <i>artificial respiration, casualty, treatment ...</i>
	<b>6.3 Directions</b> p.46 Giving directions to a location Following directions	Revision of (a) <i>there is/are; (b) if; (c) will; (d) present continuous</i>	Landmarks: <i>gantry, roundabout, slip road ...</i> Direction phrases: <i>turn left, straight ahead ...</i>
Review Unit C p.48			

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Unit 7 Services	<b>7.1 Technical support</b> p.52	Diagnosing causes Suggesting solutions Certainty and possibility	Certainty/possibility: <i>must/may/might + be/present continuous/present perfect: I must have done it. Try doing ...; Why don't you ...? You could ....</i>
	<b>7.2 Reporting to clients</b> p.54	Reporting on work done	Past simple passive: <i>CCTV cameras were installed on all floors.</i> Revision: expressing purpose
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Unit 8 Energy	<b>8.1 Wave power</b> p.58	Describing motion Describing how it works Presenting information orally	Revision of a range of language forms
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	<b>8.3 Cooling and heating</b> p.62	Describing a flow cycle	Revision of a range of forms
Review Unit D p.64			
Unit 9 Measurement	<b>9.1 Sports data</b> p.68	Fractions and percentages Expressing approximation Using maintenance schedules	Noun clause: <i>check/make sure that ...</i> Frequency: <i>every 3000 km/at 3000-km intervals; whichever is the sooner</i>
	<b>9.2 Sensors</b> p.70	Explaining forces Describing sensors	Noun modifiers: <i>vehicle crash test dummy</i>
	<b>9.3 Positioning</b> p.72	Expressing calculations Expressing measurements	Discourse: <i>for example, in other words, in addition, however</i> Indirect Wh- question: <i>find out how deep it is</i>
Unit 10 Forces	<b>10.1 Properties</b> p.74	Stating objectives Describing properties of materials	Indirect Yes/No question: <i>if/whether</i> <i>The aim/objective of the test is to find out if the plastic bends.</i>
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	<b>10.3 Results</b> p.78	Explaining results	Result markers: <i>(and) so, as, because, since, (and) as a result, (and) therefore</i>
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