ŠKOLA ZA CESTOVNI PROMET

ZAGREB

NASTAVNO PISMO

**ENGLESKI JEZIK**

1. RAZRED

Tehničar cestovnog prometa / Tehničar za logistiku i špediciju /

Vozač motornog vozila

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RTT – Road traffic technician

FLT – Freight logistics technician

MVD – Motor vehicle driver

UNIT 1 **MODES OF TRANSPORT** *RTT / FLT / MVD*

**1 Match the modes of transport to the words they refer to.**

|  |  |
| --- | --- |
| a road transport | 1 seas, oceans, channels |
| b rail transport | 2 planes and helicopters |
| c pipeline transport | 3 post office, emails, messages |
| d air transport | 4 streets, roads, motorways |
| e sea transport | 5 lakes, bridges, rivers |
| f river transport | 6 pipes, liquids, gases |
| g postal and telecommunication  transport | 7 rails, railway station |

**2 Name the transport modality according to its description.**

|  |  |
| --- | --- |
| TRANSPORT MODALITY | DESCRIPTION |
|  | relatively low in price, crowded streets, many traffic accidents, more and more expensive fuel |
|  | suitable for transporting different types of goods over long distances, for example bulk or container, but rail-bound |
|  | high speed, the shortest way to the final destination, but very high costs and low load capacity |
|  | high load capacity, short-staffed, low costs, low speed, depending on weather conditions |
|  | huge amount of one type of goods, very expensive infrastructure investment |

**3 Read the text and discover some interesting facts about the tunnel connecting England and**

**France. Then answer the following questions:**

a What transport modality does the text describe?

b What are the advantages of the Channel Tunnel?

c How long does it take to cross the Channel?

d What makes it one of the „Seven Wonders of the Modern World“?

e What is the other way to cross the English Channel?

|  |
| --- |
| **CHANNEL TUNNEL FACT FILE**   * the Channel Tunnel is 31.4 miles long * under the sea, it is 23.5 miles long, which makes it the longest undersea tunnel in the world * construction took 6 years (1988 – 1994) * the Queen and President Mitterrand officially opened the tunnel on May 6, 1994 * it was recognized as one of the „Seven Wonders of the Modern World“ by the American society of Civil Engineers * at the height of construction 13 000 people were employed * the average depth of the tunnel is 50 metres below the seabed and the lowest point is 75 metres below * there are actually three tunnels down there – two for trains and a smaller service tunnel for emergencies * up to 400 trains pass through the tunnel each day, carrying an average of 50,000 passengers, 6,000 cars, 180 coaches and 54,000 tonnes of freight * there were three fires serious enough for the tunnel to close; an automatic fire dousing system has now been installed * 85 % of car passengers are British * shuttle trains are 775 metres long – the same as eight football pitches * it takes around 35 minutes to travel the length of the Channel Tunnel |

UNIT 2 **TERMINALS**  *RTT / FLT / MVD*

**1 Read the text about terminals.**

|  |
| --- |
| Places, such as big buildings, where people wait to get onto buses, ships or planes, or where goods are loaded, are called **terminals**. They connect two or more types of traffic to deliver or overtake the goods, as well as to transport them further. Thus, they are the main bond on the transport way of cargo from a manufacturer to a consumer. Terminals are also used for remaking, final processing, repacking, sorting, customs clearance and all the other services related to cargo. Terminals are equipped with specialized transloading facilities that apply suitable transloading technologies. There, goods are protected from atmospheric influence and are kept in the right condition. Terminals also deal with concentration and distribution of goods. |

**2 Match the modes of transport with the terminals they are connected to.**

|  |  |
| --- | --- |
| MODES OF TRANSPORT | TERMINALS |
|  | airports |
|  | railwaystations |
|  | postal terminals |
|  | bus stations |
|  | ports |
|  | pipeline terminals |

**3 Complete the types of terminals with the words below.**

*passenger buildings / reception and delivery of letters / gauge / part for container handling*

*information processing / anchorage / flight control system / pier / transfer of liquids and gases*

*part of port for passenger traffic / runway / administration building (3x) / aircraft maintenance*

*fire department / petrol station / connection with rail and road / traffic / unlimited length*

|  |  |  |
| --- | --- | --- |
| BUS STATIONS | RAILWAY STATIONS | AIRPORTS |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| PORTS | POSTAL TERMINALS | PIPELINE TERMINALS |
|  |  |  |

UNIT 3 **TRANSLOADING FACILITIES** *RTT / FLT / MVD*

**Have you ever heard of transloading facilities? What is done there? Read the text and compare your answers with the information from the text.**

|  |
| --- |
| When we speak of transloading facilities, we mean the equipment used for loading, unloading or transloading the cargo on or off the modes of transport. This equipment enables the cargo handling in all the necessary activities on its way through a terminal. Transloading operations are continuing (using equipment such as pipelines, elevators, conveyers) or cyclic (using cranes, cargo hoists and transloading vehicles). People working on a terminal deal with complex tasks and handle tons of cargo using cranes and forklifts. Transloading facilities function at the highest level. They contribute to better, faster and quality loading – unloading – transloading of cargo. |

**1 Answer the questions.**

a What is the role of transloading facilities?

b Name the continuing transloading operations.

c Name the cyclic transloading operations.

**2 Put the words in the correct order to make sentences.**

a transloading / on / Operators / the / use / terminals /equipment

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b terminal / of / transport / The / rationalization / is / of / function / the

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c cranes / work / must / who / skillful/ with / Staff / and / forklifts / be

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d leads / of / Preparation / increased / to / transport / of / cargo / manipulation / unit

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e more / transloading / ensures / transport / rational / and / Faster / manipulation /

economical / more

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3 Match the words (1 – 6) with their meaning (a – f).**

|  |  |
| --- | --- |
| 1 rationalization | a the ability to handle objects in a skillful way |
| 2 preparation | b make certain |
| 3 manipulation | c the process of making something |
| 4 staff | d making business more effective |
| 5 ensure | e bigger in amount, number or degree |
| 6 increased | f the people who work for an organization |

UNIT 4 **DRIVE ENERGY**  *RTT / FLT / MVD*

**1 Write down all energy sources or forms of energy you know.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2 Match the beginnings of the sentences to their endings.**

|  |  |
| --- | --- |
| a Energy is the | \_\_\_\_ one form to another. |
| b Humans, plants and animals | \_\_\_\_ for technology development. |
| c Energy is essential | \_\_\_\_ multiple forms. |
| d Energy | \_\_\_\_ ability to do work. |
| e It is transferred between | \_\_\_\_ need energy to survive. |
| f It comes in | \_\_\_\_ always conserved. |
| g It can be converted from | \_\_\_\_ are the two basic forms of energy. |
| h Kinetic and potential energy | \_\_\_\_ objects by the interactions of forces. |

**3 Read the text and answer the questions.**

|  |
| --- |
| **ENERGY IN TRANSPORT**  There are two forms of energy used in transport: *mechanical* and *electrical* energy.  Mechanical energy is mostly converted from chemical energy. It is the sum of kinetic and potential energy, implying that an object has motion and position.  Electrical energy is converted from primary forms of energy. As transformational form, it converts in electromotor into mechanical energy, which then activates the vehicle.  Chemical energy is converted by combustion to thermal energy and is again converted into mechanical work.  There are two types of fuels used in traffic: *liquid fuels* (diesel, kerosene), playing the main role in all transport modes, and *solid fuels* (wood, coal), used only in rail transport and being of local importance. |

a What is energy?

b What forms of energy are used in transport?

c Which energy sources are renewable?

d Which energy sources are non-renawable (fossil)?

e How do we use energy in everyday life?

f What are the advantages of solar energy?

**4 Cross out four words that do not belong to the primary energy sources.**

*coal natural gas fuels oil coke gasoline wind*

*the Sun briquettes water biomass*

UNIT 5 **VEHICLES IN ROAD AND RAIL TRANSPORT** RTT / FLT / MVD

|  |
| --- |
| Transport vehicles are used for transporting people and goods. There are **individual transport** **vehicles** (personal cars, bicycles, motorbikes, etc.) and **public transport modes**, which transport a great number of people. These include buses, trains, trams, ships and airplanes. Compared to individual transport vehicles, public transport modes are environmentally friendly.  Means of transport can also be divided into those *transporting people* and the ones *transporting goods.* |

**1 Sort out the following vehicles in the right column.**

*car / bus / bicycle / moped / motorbike / train / tram / underground train / truck / semi-trailer truck /*

*monorail / suspension railway / cable car / cargo train / van / delivery vehicle / tank lorry / container train*

|  |  |  |
| --- | --- | --- |
|  | VEHICLES TRANSPORTING PEOPLE | VEHICLES TRANSPORTING GOODS |
| ROAD TRANSPORT |  |  |
| RAIL TRANSPORT |  |  |

**2 Which vehicle is described?**

motorized bicycle / trolleybus / specialized vehicles / trailer / tractor unit

a Tank trucks, refrigerated trucks, mixer trucks, garbage trucks and snow plow trucks are

\_\_\_\_\_\_\_\_\_\_.

b \_\_\_\_\_\_\_\_\_\_ is a vehicle used to pull heavy loads.

c \_\_\_\_\_\_\_\_\_\_ is a bicycle with an attached motor.

d A non-motorized vehicle designed to be pulled behind the motor vehicle is a \_\_\_\_\_\_\_\_\_\_.

e A passanger bus operating on tyres with an electric motor that draws power from overhead

wires is a \_\_\_\_\_\_\_\_\_\_.

**3** Railway wagons can be divided into two groups: those transporting people and those transporting

goods. Wagons transporting goods are called *freight wagons* and those transporting people are

called *passanger cars*. **Put the types of wagons in the right column.**

sleeping car / closed wagon / platform / dining car / chair car / dump car wagon

|  |  |
| --- | --- |
| TRANSPORTING PEOPLE | TRANSPORTING GOODS |
|  |  |

UNIT 6 **HALLOWEEN** *RTT / FLT*

**1 Discuss the questions.**

a Is Halloween a popular festival in your country? Do you celebrate it?

b Are there any special festivals in your region? When are they? What the people do to celebrate

them?

**2 Read the text and answer the question below.**

|  |
| --- |
| **HALLOWEEN**  In the USA, Halloween is a popular festival. It's on 31st October and adults and teenagers often go to fancy dress parties. The theme of these parties is usually horror or the supernatural. Restaurants and pubs often have special events too: they prepare food and drink with a Halloween theme, show horror films or invite ghotic rock bands to play.  Children often go trick or treating. They wear scary costumes and visit friends and neighbours asking for sweets and chocolate. They also make Halloween lanterns with candles insice and they play traditional games. The festival comes just after the apple harvest, so the games often use apples.  There are a lot of different beliefs about Halloween. For example, some people think that the candle in a Halloween lantern keeps evil away. If the candle goes out suddenly, a spirit is in the room. And if 31st October is your birthday, that means you can see and talk to spirits.  Other countries have similar festivals at the same time of year. For example, people in Mexico celebrate a festival called the Day of the Dead on 2nd November. Families go to the local graveyard to visit their dead relatives and they often have picnics there. In some parts of Mexico, they stay there all night! |

a What is the theme of Halloween parties in the USA?

b What do children ask for when they go trick or treating?

c What do children often make?

e Why are apples often part of the games at Halloween?

f Which people can see and talk to spirits, according to one belief?

g What do Mexican families do on the Day of the Dead?

UNIT 7 **PART- TIME JOBS - ALL WORK AND NO PLAY?**  *MVD*

**1 Read the text and answer the questions below.**

|  |
| --- |
| **Adam** I do a paper round six days a week, from Monday to Saturday. I get up at half past five every day and start my round at six. I use my bike on the round and it usually takes me about an hour and a half. I deliver about 60 papers. I don't get a lot of money - about ₤3.50 a day, so I'm not rich, and I'm often a bit tired when I get to school, but I like the job. I love being the first person out in the morning and seeing the sunrise. It's beautiful!  **Shelley**  Babysitting isn't a bad way to get some money. I usually babysit for my mum's friends on Friday, Saturday or Sunday. The children are usually already in bed when I get there, so it's very easy. I watch a DVD, listen to music or read a book. The money's quite good, too. I get about ₤6 and hour, which means I earn ₤24 for an evening's work. The disadvantage of the job is that I'm often not free on a Saturday night when I want to go out with my friends.  **Tim**  I work in a supermarket all day on Saturday from 8.00 in the morning to 4.00 in the afternoon as a shelf-stacker. I work in the fruit and vegetables department. I go and get the food from the warehouse downstairs and fill the shelves. I like the people who work in the department. They have a good sense of humour and we laugh a lot. We often go out together after work. Also, I always eat a lot of fruit! The only problem is that I haven't got a lot of free time, and I spend a lot of Sunday doing my homework. The money's not fantastic - I get about ₤3.50 an hour - but it means I can save money for an MP3 player. |

a What part-time jobs do Adam, Shelley and Tim have?

b What are the advantages and disadvantages of their part-time jobs?

c Have you ever had a job? If yes, describe it.

**KRATKI PREGLED GRAMATIKE**

**1** **THE ALPHABET** (Abeceda) – znati reći svoje podatke (npr. ime i prezime) slovo po slovo.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

**2 NUMBERS** (brojevi) – znati pročitati broj

|  |  |  |  |
| --- | --- | --- | --- |
| 1 one  2 two  3 three  4 four  5 five  6 six  7 seven  8 eight  9 nine  10 ten | 11 eleven  12 tweleve  13 thirteen  14 fourteen  15 fifteen  16 sixteen  17 seventeen  18 eighteen  19 nineteen | 20 twenty  30 thirty  40 forty  50 fifty  60 sixty  70 seventy  80 eighty  90 ninety | 100 a hundred  1000 a thousand |

*numbers over 20 (brojevi veći od 20):*

45 - forty-five

158 - one hundred (and) fifty-eight

5 396 - five thousand three hundred (and) ninety-six

*years (godine):*

1992 – nineteen ninety-two

1754 – seventeen fifty-four

2001 – two thousand and one

2020 – twenty twenty, two thousand and twenty

*address (adresa):* kućni broj dolazi ispred imena ulice 104 Ilica, Zagreb

3 **ORDINAL NUMBERS** (redni brojevi) – broju se dodaje nastavak **th,** osim kod prva tri broja; također paziti na izgovor i pisanje rednih brojeva 5., 8., 12. i desetica (forty – the fortieth)

1. – the first – 1st

2. – the second – 2nd

3. – the third – 3rd

4. – the fourth - 4th

5. – the fifth – 5th

6. – the sixth – 6th

7. – the seventh – 7th

8. – the eighth – 8th

12. – the twelfth – 12th

15. – the fifteenth – 15th

20. – the twentieth – 20th

31. – the thirty-first – 31st

4  **MONTHS OF THE YEAR** (mjeseci u godini):

January - siječanj

February – veljača

March - ožujak

April – travanj

May - svibanj

June – lipanj

July - srpanj

August - kolovoz

September - rujan

October – listopad

November – studeni

December - prosinac

*dates (datumi):*

15. 1. 1988. 15th January 1998 (čita se: **the** fifteenth **of** January nineteen eighty-eight)

**5 DAYS OF THE WEEK** (dani u tjednu):

SUNDAY – nedjelja

MONDAY – ponedjeljak

TUESDAY- utorak

WEDNESDAY – srijeda

THURSDAY – četvrtak

FRIDAY – petak

SATURDAY – subota

**6** **THE TIME** (vrijeme)

08.00 eight o'clock in the morning

20.00 eight o'clock in the evening

07.15 quarter past seven / seven fifteen

07.45 quarter to eight

11.10 ten past eleven

11.50 ten to twelve

07.30 half past seven / seven thirty

11.08 eight minutes past eleven

a.m. = in the morning

p.m. = in the afternoon

**7 INTRODUCING ONESELF** (predstavljanje):

What's your name? My name is Jake.

What's your surname? Roberts.

Can you spell that? R O B E R T S

How old are you? I'm 20 (years old).

Where are you from? I'm from London, England.

What's your address? 16 Acorn Road.

What's your phone number? 020 8776223.

What do you do? I'm a student.

**8 SUBJECT PRONOUNS** (Zamjenice na mjestu subjekta.)

She likes folk music. He likes rock. Theylike house music.

I - ja

You – ti

He – on

She - ona

It – to (koristi se za stvari i životinje)

We - mi

You - vi

They – oni, one

Ove zamjenice dolaze na mjesto subjekta u rečenici. Zamjenica **I** uvijek se piše velikim slovom.

**9 POSSESSIVE ADJECTIVES** (Posvojni pridjevi)

My mom is 49. His dad works in a bank. Their names are John and Bill.

My – moj, moja, moje, moji

Your – tvoj, tvoja, tvoje, tvoji

His – njegov, njegova, njegove, njegovi

Her – njen, njena, njene, njeni

Its – od toga

Our – naš, naša, naše, naši

Your – vaš, vaša, vaše, vaši

Their – njihov, njihova, njihove, njihovi

**10**  **QUESTION WORDS** (Upitne riječi.)

WHO – tko, WHEN – kad, WHERE – gdje, WHAT – što, HOW – kako

Who is that man?

Where do you live?

When is your birthday?

What do you do?

How do you come to work?

**11 DEMONSTRATIVE PRONOUNS** (Pokazne zamjenice.)

Pokazne zamjenice su *this, that, these* i *those.*

|  |
| --- |
| **Singular nouns** |
| (here) What's **this**? It's a pen.  (there) What's **that**? It's a book. |
| **Plural nouns** |
| (here) What are **these**? They're pencils.  (there) What are **those**? They're chairs. |

**12**  **PLURAL OF NOUNS** (množina imenica)

Brojive imenice u engleskom jeziku možemo staviti u množini i to tako da im dodamo nastavk –s.

*one table – two tables one car – five cars*

Imenice koje završavaju na –s, -x, -sh ili – ch dobivaju nastavak –es. (one box- two boxes, a church – two churches). Ukoliko imenica završava na –y, a ispred njega se nalazi suglasnik, tada –y postaje i, i dodaje se nastavak –es (baby-babies). Ako imenica završava na –f ili –fe, tada f postaje v i dodaje se-es (wife – wives, wolf- wolves). Neke imenice imaju nepravilnu množinu: man – men, woman – women, child – children).

**13**  **OBJECT PRONOUNS** (zamjenice na mjestu objekta)

Zamjenice koje dolaze na mjesto objekta u rečenici su: **me, you, him, her, it, us, you, them**.

*Ann knows* ***me****. I don't know* ***her.***

**14 POSSESSIVE 'S** (posvojni 's)

Ukoliko želimo reći da nešto nekomu pripada, koristimo posvojni 's. Ako je imenica u množini, tada se stavlja samo apostrof.

Tom's book – Tomova knjiga, Chris's teacher – Chrisov učitelj, My parents' bedroom – soba mojih roditelja

**15** **THE VERB „BE“ – PRESENT** (Glagol „biti“ – sadašnje vrijeme)

THE VERB „BE“

|  |  |  |
| --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** |
| I am (I'm)  You are (You're)  He is (He's)  She is (She's)  It is (It's)  We are (We're)  You are (You're)  They are (They're) | I am not (I'm not)  You are not (You're not, You aren't)  He is not (He's not, He isn't)  She is not (She's not, She isn't)  It is not (It's not, It isn't)  We are (We're not, We aren't)  You are not (You're not, You aren't)  They are not (They're not, They aren't) | Am I?  Are you?  Is he?  Is she?  Is it?  Are we?  Are you?  Are they? |

**Short anwers**

Are you in the garden? Yes, I am. / No, I'm not.

Is Lucy at home? Yes, she is. / No, she isn't.

Are Mr and Mrs Smith at home? Yes, they are. / No, they aren't.

**16 THE VERB „HAVE GOT“ (**Glagol „imati“)

THE VERB „HAVE GOT“

|  |  |  |
| --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** |
| I have got (I've got)  You have got (You've got)  He has got (He's got)  She has got (She's got)  It has got (It's got)  We have got (We've got)  You have got (You've got)  They have got (They've got) | I haven't got  You haven't got  He hasn't got  She hasn't got  It hasn't got  We haven't got  You haven't got  They haven't got | Have I got?  Have you got?  Has he got?  Has she got?  Has it got?  Have we got?  Have you got?  Have they got? |

**Short answers**

Have you got a laptop? Yes, I have. / No, I haven't.

Has Jake got a PC ? Yes, he has. / No, he hasn't.

Have they got a big house? Yes, they have. / No, they haven't.

**17** **PRESENT SIMPLE**

„Present simple“ je sadašnje vrijeme i koristi se uz priložne oznake USUALLY, SOMETIMES, NEVER, OFTEN, RARELY, EVERY ……, ON TUESDAYS i sl., te za stvari koje su općenito istinite. Radnja se odvija u sadašnjosti, no **ne sada, ne ovoga trenutka.**

Present simple of "WORK"

|  |  |  |
| --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** |
| I work  You work  He work**s**  She work**s**  It work**s**  We work  You work  They work | I don't work  You don't work  He **doesn't work**  She **doesn't work**  It **doesn't work**  We don't work  You don't work  They don't work | Do I work?  Do you work?  **Does he work?**  **Does she work?**  **Does it work?**  Do we work?  Do you work?  Do they work? |

**Short anwers**

Do you work on Saturdays? Yes, I do. / No, I don't.

Does he like horror films? Yes, he does./ No, he doesn't

Potrebno je zapamtiti da se glagolu dodaje nastavak –**s u trećem l. j.** u izjavnom obliku. U negativnom i upitnom obliku nema nastavka –s.

Ako glagol završava na –s, -sh, - ch tada mu se u trećem l. j. dodaje nastavak –es (he passes, she finishes). Isto pravilo vrijedi i ako glagol završava na –o (He does, she goes).

Ako glagol završava na –y ispred kojeg se nalazi suglasnik, tada y postaje i, i dodaje mu se nastavak

-es (study- studies).

Present simple glagola *have*: I, you, we, they **have;** he, she, it **has.** Upitni i negativni oblik isti su kao

i kod drugih glagola (Do you have?, She doesn't have).

**18** **PRESENT CONTINUOUS**

„Present continuous“ je pravo sadašnje vrijeme i koristi se uz priložne oznake NOW, AT THE MOMENT, i ako je iz konteksta jasno da se radnja odvija sada ili trenutno. Također se koristi i uz priložne oznake THIS ……. (npr. I'm working late this week.) i TODAY (npr. She's wearing a dress today.). Neki glagoli se nikada ne stavljaju u present continuous – like, love, hate, know, understand, remember, need, mean, believe …)

Kako izgleda glagol kada je u ovom vremenu? Pogledajte na primjeru glagola „eat“.

(prezent glagola „biti“ + glagol s nastavkom –ing)

Present continuous of "EAT"

|  |  |  |
| --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** |
| I am eating  You are eating  He is eating  She is eating  It is eating  We are eating  You are eating  They are eating | I'm not eating  You aren't eating  He isn't eating  She isn't eating  It isn't eating  We aren't eating  You aren't eating  They aren't eating | Am I eating?  Are you eating?  Is he eating?  Is she eating?  Is it eating?  Are we eating?  Are you eating?  Are they eating? |

**Short answers**

Are you playing football? Yes, I am. / No, I'm not.

Is he studying now? Yes, he is. /No, he isn't.

Are they watching TV? Yes, they are. /No, they aren't.

U izjavnom i negativnom obliku moguća su skraćivanja i povezivanja oblika glagola "biti" sa subjektom ili s „not“). Svi oblici su prihvatljivi.

I am playing - I'm playing

I am not playing - I'm not playing

You are playing - You're playing

You are not playing - You're not playing - You aren't playing

He is playing - He's playing

He is not playing - He's not playing - He isn't playing

Ukoliko glagol u infinitivu završava na –e , -e se gubi kada se glagolu dodaje nastavak –ing

(come – coming, change – changing). Kod nekih glagola dolazi do podvostručavanja zadnjeg suglasnika (run – running, stop – stopping).

**19**  **THE VERB „BE“ – PAST** (glagol „biti“ – prošlo vrijeme)

I was in bed yesterday. My friends were at school.

|  |  |  |
| --- | --- | --- |
| **Affirmative** | **Negative** | **Interrogative** |
| I was  You were  He (she, it) was  We (you, they) were | I wasn't  You weren't  He (she, it) wasn't  We (you, they) weren't | Was I?  Were you?  Was he (she, it)?  Were we (you, they)? |

**Short answers**

Were you at the cinema? Yes, we were. / No, we weren't.

Was she happy? Yes she was. / No, she wasn't.

**20**  **CAN**

Modalni glagol "can" ima nekoliko značenja:

*Ability (sposobnost)*: I can jump high. (Mogu visoko skočiti.)

I can read. (Znam čitati.)

*Permission (dozvola)*: Can I borrow the car later? (Smijem li posuditi auto kasnije?)

*Request (zahtjev):* Can you lend me ₤20, please? (Možeš li mi posuditi 20 funti?)

Form:

Affirmative: I can swim fast.

Negative: She can't type.

Interrogative: Can you open the window?