ŠKOLA ZA CESTOVNI PROMET

ZAGREB

NASTAVNO PISMO

**Engleski jezik**

**3. RAZRED**

Tehničar cestovnog prometa / Tehničar za logistiku i špediciju /

Vozač motornog vozila

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UNIT 1 **FREIGHT TRANSPORT TECHNOLOGY** RTT / MVD / FLT

**1 Which of the following activities are part of the transport process? Circle the odd one out.**

a Preparation of transport documents

b Selection of driver and vehicle

c Driver training

d Loading and unloading

e Certification of transport documents

**2 Complete the table.**

|  |  |
| --- | --- |
| NOUN | VERB |
| preparation |  |
| selection |  |
| loading |  |
| unloading |  |
| certification |  |

**3 Cross out the verb that does not collocaate with the noun.**

|  |  |  |  |
| --- | --- | --- | --- |
| certify | prepare | load | **the shipping documents** |
| select | certify | prepare | **the vehicle** |
| unload | select | prepare | **the driver** |
| plan | select | certify | **the route** |

**4 Read the text about the transport software WinSped. Choose the correct topic of the paragraph**

**below.**

This paragraph is on **route planning / personnel management / customer management**.

|  |
| --- |
| Besides your vehicle fleeet's capacity, it is needless to say that an important criterion for successful route planning and dispatching is detailed information about driver resources and availability. In WinSped, all relevant data is generated in the personnel deployment plan and the dates and events about the respective driver can be actively administered. Working hours, vacation days, doctor's appointments and all appointments that are relevant in connection with the driver's availability will automatically be entered into the personnel deployment plan so that, in addition to the choice of the optimal mode of transportation and route, you can also make a reliable selection of driver.  In WinSped, electronic data exchange is integrated with seven of the leading courier express package (CEP) service providers. Depending on the required service, within WinSped, the dispatcher can select one of the services offered by Calberson, CTL, Online, VTL, Star or UPS. This procedure can be controlled automatically when generating an order or when importing consignment data from your customer or manually adjucted if required. After that, the required data is provided to the selected partner. |

**5 Find the following word and expressions in the text.**

a raspoloživost \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b pripremiti nalog \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c izvršiti odabir vozača \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d relevantni podaci \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e pružatelj usluga \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

f dani godišnjeg odmora \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6 Circle the feature that the software does not provide.**

WinSped:

a informs about driver availability.

b enables reliable driver selection.

c provides information about vehicle maintenance.

d enables data exchange with 7 leading CEP service providers.

**7 Put the transport process activities in the correct order.**

\_\_\_ Unloading of goods.

\_1\_ Agreement on transport of goods.

\_\_\_ Certification of transport documents.

\_\_\_ Loading of truck.

\_\_\_ Selection of driver, truck and route.

\_\_\_ Carrying out of transport.

UNIT 2 **TRANSPORT DOCUMENTS** RTT / MVD / FLT

**1 Translate the terms.**

a driver card \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

b driving licence \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

c tachograph chart \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d vehicle registration certificate \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

e CMR waybill \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2 Complete the sentences.**

*vehicle registration certificate / waybill / tachograph chart / driving licence*

a The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ contains information about the sender, consignee, consignment and

destination.

b The policeman wants to see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the current day.

c My \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ has expired and must be renewed.

d The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ contains information about the vehicle.

**3 You are going to read a text on the driver card. Before reading the text, answer the following**

**questions.**

a When was the driver card introduced?

b How much does a driver car cost in Croatia and how much in the United Kingdom?

c What do you need to apply for a driver card in Croatia and in the United Kingdom?

**4 Read the text and check your answers.**

|  |
| --- |
| **Tachographs and Driver Cards**  Tachographs record information about driving time, speed and distance. They are used to make sure drivers and employers follow the rules on drivers' hours.  There are 2 types of tachograph – analogue and digital.  All commercial vehicles sfirst registered on or after 1 May 2006 must be fitted with digital tachographs for use with driver cards. Otherwise you can use an analogue tachograph.  Information from digital tachographs is saved on smart cards so it can be checked later.  Digital tachographs record exact information on driving, resting and eating times, and will gradually replace analogue tachographs.  The driver card will be issued to the driver's place of residence.  In order to apply for a driver card, you must provide:  a Evidence that you live in the UK (Identification card or passport)  b Driving licence  Note: new photo not needed  Driver cards are issued by the Driver and Vehicle Licensing Agency (DVLA).  For the Firs Driver Card Application, the fee amounts to £ 32.00. Your tachograph driver card will be sent to your home address. First applicants' driver cars should be received within 15 working days from the day we receive your application. |

**5 Answer the questions.**

a For what types of vehicles are driver cards required?

b What is going to happen to existing analogue tachographs?

c Where can you apply for a driver card?

d Do you have to personally pick up your driver card?

e How long do you have to wait for your driver card?

UNIT 3 **SPECIAL TRANSPORT**  RTT / MVD / FLT

**1 What do these words have in common? Choose the correct answer.**

*petrol / sulphur / ammunition / pesticides / spray cans / asbestos*

1. perishable goods
2. dangerous goods
3. oversized cargo

**2 Complete the table with examples.**

*car batteries / alcoholic beverages / matches / propane / fertilizers / mobile phones*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Class of dangerous goods | oxidiser | gases | flammable solids | flammable liquids | miscellanous dangerous compounds | corrosive  materials |
| Example |  |  |  |  |  |  |

**3 Read the text on dangerous goods. Then complete the sentences.**

|  |
| --- |
| *Transport of Dangerous Goods*  The transport of dangerous goods between most European countries is governed by an agreement commonly known as ADR. The purpose of the agreement is to ensure that dangerous goods transported by road across European frontiers comply with certain conditions, amongst them being the marking of vehicles carrying such loads. These vehicles must display two forms of hazard identification: (a) The Hazard Warning Diamond of the type described in section 5a, and (b) An ADR Warning Panel. The ADR Warning Panel is an orange coloured plate (40 cm wide by 30 cm high) with black lettering. The panels shall be so mounted as to be clearly visible and will generally be located: a) at the vehicle's front; and b)  its rear. The plate shall contain the following information: a) Hazard identification code; b) Substance identification number. Each hazardous substance is classified in one of 9 classes of dangerous goods. There are approximately 2200 different substance identification numbers issued by the UN. In order to transport dangerous goods drivers must undergo special training and obtain an ADR driver training certificate. |

a There are \_\_\_\_\_\_\_\_\_\_\_\_ classes of dangerous goods.

b For the transport of hazardous materials, you need an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**4 Match the words from the text to their definitions and translate the words into Croatian.**

|  |  |  |
| --- | --- | --- |
| - to regulate | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| - to make certain that (something) will occur or be the case | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| - to meet specific standards | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| - to set in or attach to a backing or setting | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| - to go through, to experience | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**5 Match the questions about the text to the correct answers.**

a What information does the plate contain?

b How many different substance identification numbers does the UN issue?

c What are the dimensions of the ADR Warning Panel?

d What do drivers have to undergo and possess for the carriage of dangerous goods?

e Where on the vehicle should the panel be mounted?

f What does the ADR convention govern?

\_\_\_ The transport of dangerous goods between most European countries.

\_\_\_ 40 cm wide by 30 cm high.

\_\_\_ Front and rear.

\_\_\_ Hazard identification code and substance identification number.

\_\_\_ Approximately two thousand two hundred.

\_\_\_ Undergo training and possess an ADR driver training certificate.

UNIT 4 **MODERN TRANSPORT TECHNOLOGIES**  RTT / MVD / FLT

**1 Choose the correct answer.**

Containerisation is:

a freight transport on rails.

b storage of containers in warehouses.

c use of containers to transport goods.

d multimodal transportation.

**2 Read the text and check if your answer was correct.**

|  |
| --- |
| **Containerisation**  Containerisation is a system of standardised transport that uses a common size of steel container to transport goods. The containers can easily be transferred between different modes of transport – container ships to lorries and trains. This makes transport and trade of goods cheaper and more efficient. The widespread adoption of containers enabled an improvement in trade and contributed to the process of globalisation. About 90% of non-bulk goods are carried in containers.  27% of containers originate from China, the world's largest exporter of manufactured goods. The humble container may look a very simple factor of production, but it is credited with radically improving the efficiency of trade, enabling a significant boost in efficiency and economic growth.  Before the use of containers, goods would be exported in a mixture of bags and boxes. It meant that loading and unloading took longer and was hard work. A large workforce was required to unload and sort the goods on arrival, before repacking for the onward transport. The real strength of the container is helping to reduce costs, improve trade and increase the efficiency of international trade. Of course, there have been many other factors boosting internation trade, such as lower tariffs, the growth of emerging economies, but the container has played an important role in this aspect of trade. |

**3 Decide if the statements are true (T) or false (F), based on what you have just read.**

a The use of containers makes transport and trade of goods more expensive.

b About 90% of bulk goods are carried in containers.

c The US is the world's largerst exporter of manufactured goods.

d Before the use of containers, loading and unloading took longer.

e In addition to the container, there have been other factors that helped boost international trade.

**4 Match the terms related to modern transport technologies to their definitions.**

*palletisation / ro-ro / multi-modal transport / piggyback system / bimodal transport / containerisation*

a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Transportation of cargo in containers (that can be interchanged between ships, trains, and trucks) with standardized handling equipment, and without rehandling the contents.

b \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Ship designed to carry rolling-stock cargo which does not require cranes to be loaded or off-loaded but is driven on and off the ship's decks.

c \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Combination of two or more modes of movement of goods, such as air, road, rail, or sea.

d \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Method of storing and transporting goods stacked on a pallet, and shipped as a unit load. It permits standardized ways of handling loads with common mechanical equipment such as fork-lift trucks.

e \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Pertaining to or suitable for transportation involving the use of two forms of carrier, as truck and rail.

f \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Refers to the transportation of goods where one transportation unit is carried on the back of something else. It is a specialised form of intermodal transportation and combined transport.

UNIT 5 **TRAFFIC ACCIDENTS**  RTT / MVD

*A traffic accident is defined as an unintended collision of one vehicle with another, a stationary object, or person, resulting in injuries, death and/or material damage.*

**1 Have you ever been involved in a traffic accident? If yes, describe what happened. In your**

**opinion, what causes most traffic accidents?**

**2 There are many factors which can lead to a traffic accident. They can be classified as either**

**subjective or objective. Complete the table with the factors below.**

*alcohol / animals / defective vehicle / fatigue / illness / environment / road conditions / lack of knowledge / inexperience / road equipment*

|  |  |
| --- | --- |
| SUBJECTIVE | OBJECTIVE |
|  |  |

**3 Research shows that driver error causes most traffic accidents. Complete the table with**

**examples of bad driving habits and then translate into Croatian.**

cutting / weaving / above / yielding / improper / distance / inappropriate / turning

|  |  |
| --- | --- |
| BAD DRIVING HABITS | CROATIAN |
| a \_\_\_\_\_\_\_\_\_\_\_\_ speed |  |
| b \_\_\_\_\_\_\_\_\_\_\_\_ merging |  |
| c \_\_\_\_\_\_\_\_\_\_\_\_ between lanes |  |
| d tailgaiting – not keeping a safe \_\_\_\_\_\_\_\_\_\_\_\_ |  |
| e speeding – driving \_\_\_\_\_\_\_\_\_\_\_\_ the speed limit |  |
| f \_\_\_\_\_\_\_\_\_\_\_\_ without signaling |  |
| g \_\_\_\_\_\_\_\_\_\_\_\_ other cars off |  |
| h \_\_\_\_\_\_\_\_\_\_\_\_ right-of-way |  |

**4 Match the types of accidents to ther definitions.**

a Hit and Run b DUI c Fender-Benders

\_\_\_ include vehicle to vehicle contact at slowed or near-stopped speeds and result in minor damage

\_\_\_ when any of accident participants leave the scene of the accident before reporting it or handling

it privately

\_\_\_ driving under the influence of alcohol or other drugs; driving while intoxicated

**5 Read the text. Then answer the questions below.**

|  |
| --- |
| Death on the road  Research by the WHO (World Health Organisation) reveals which countries and groups are worst afflicted by road casualties:  - The worst-affected are the middle-income countries that make up 72% of the world's population. 80% of global road deaths are in these countries, despite them having only 52% of the world's motor vehicles. Death rates are highest in Africa, despite having far few motor vehicles. In these countries, the number of motor vehicles is increasing rapidly, but most do not yet have the policies in place to protect road users, especially the most vulnerable.  - Globally, 27% of deaths are of pedestrians and cyclists. However, in low and middle-income countries, this rises to a third, and in some countires it rises to 75%. This reflects patterns of transport in different countries; for example, deaths on motorcycles are the highest in Western Pacific region, where it is a common mode of transport for the poorest in society.  - 77% of all road deaths are men. 59% of those killed are aged between 15 and 44. This is in part because they use the roads significantly more than women. It is also related to male and young road users being more predisposed to take risks than their female and older counterparts. |

a Which countries have more road casualties?

b Why are death rates highest in these countries?

c How many pedestrians and cyclists get killed in road accidents?

d Who si more involved in traffic accidents, men or women?

e Why are young road users more often involved in accidents than the older ones?

UNIT 6 **ADDITIONAL SAFETY FACTORS**  RTT / MVD

**1 Three basic factors that affect traffic safety are: human, vehicle, road. What else can affect**

**traffic safety?**

**2 In what way do the weather conditions affect traffic safety? Complete the table with the words**

**and phrases below. Some may belong to more than one weather condition.**

*poor visibility / wet roads / heatstroke / slippery roads / extended braking distance / black ice /*

*frozen roads / snowy roads / ground frost / risk of dehydration / vehicle damage / flooded streets /*

*heat exhaustion / snowdrifts*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| storm / thuderstorm/ heavy rain / hail | fog | sleet / freezing rain | snowfall | heat |
|  |  |  |  |  |

**3 Complete the text.**

*downpours / sharply / cautious / pavement / increasing / traction / inserts / reduce / skid /*

*spare / tread*

|  |
| --- |
| **Driving tips for wet weather**  Wet \_\_\_\_\_\_\_\_\_\_\_\_ contributes to nearly 1.2 million traffic crashes each year. Here are some tips you'll want to follow the next time you're caught driving in the rain.  - Replace windshield wiper \_\_\_\_\_\_\_\_\_\_\_\_ that leave streaks or don't clear the glass in a single swipe. Make sure all headlights, brake lights and turn signals are properly functioning so other drivers will see you during \_\_\_\_\_\_\_\_\_\_\_\_. Turn on your headlights whenever you drive.  - Proper tire \_\_\_\_\_\_\_\_\_\_\_\_ depth and inflation are imperative to maintaining good \_\_\_\_\_\_\_\_\_\_\_\_  on wet roadways. Check each tire's pressure, including the \_\_\_\_\_\_\_\_\_\_\_\_, at least once a month and be sure to check the pressure when the tires are cold.  - Drivers should \_\_\_\_\_\_\_\_\_\_\_\_ their speed to correspond to the amount of water on the roadway. At speeds as low as 35 mph, new tires can still lose some contact with the roadway. Drivers should slow down, avoid hard breaking or turning \_\_\_\_\_\_\_\_\_\_\_\_ and drive in the tracks of the vehicle ahead of you. Also, it's important to allow ample stopping distance between cars by \_\_\_\_\_\_\_\_\_\_\_\_ the following distance of the vehicle in front.  - If a driver feels their car begins to \_\_\_\_\_\_\_\_\_\_\_\_, it's important not to panic and continue to look and steer in the direction in which the driver wants the car to go. Avoid slamming on the brakes as this will further upset the vehicle's balance and make it harder to control.  - Overall, you want to be extra \_\_\_\_\_\_\_\_\_\_\_\_ in wet weather. Slow down, avoid hard braking or turning sharply and allow ample stopping distance between you and the cars in front of you.  Also, do these things one-at-a-time. |

UNIT 7 **FUEL CONSUMPTION AND ECO-DRIVING** RTT / MVD

**1 List all the types of fuel you can remember.**

**2 Discuss the questions. Explain your answers.**

a What is the relation between fuel consumption and eco-driving?

b Is driving connected to ecological consciousness?

**3 Read the statements on fuel consumption and decide if they are true (T) or false (F).**

a Fuel consumption is an amount of fuel burned in relation to the number of kilometres travelled.

b Fuel consumption saves money regardless of the style of driving.

c We contaminate the environment by emission of harmful gases.

d Driving with high engine revolutions (RPM) doesn't influence the fuel consumption.

e Abrupt braking and unnecessary speeding or overtaking results in reduced fuel consumption.

f It is important to realize that by eco-driving we still enjoy our comfort and driving itself.

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

|  |
| --- |
| **Eco-driving**  Eco-driving is a modern and smart driving style. This new driving technique makes best use of advanced vehicle technologies, while improving road safety. Drivers should pay attention and stick to some basic rules of eco-driving. One should always keep a safety distance, which enables steady driving with constant speed. It is important to maintain a steady speed at low RPM. It is desirable to shift to higher gear at approximately 2000 RPM, having in mind the traffic situation. Since low tyre pressure is a safety risk and wastes fuel, check tyre pressure frequently and keep the properly inflated. Electrical energy is converted from extra fuel (meaning extra energy and money) burnt in a combustion engine, so switch air conditioning and electrical equipment off when you don't need them.  Driving that way can significantly contribute to reduction of both fuel consumption and environmental pollution. At the same time, eco-driving contributes to climate protection, makes driving safer and more comfortable. It reduces stress and leads to notable savings (5 – 15% in the long-term). |

a What is eco-driving?

b How is eco-driving different from the classical way of driving?

c What are the rules of eco-driving?

d What is RPM?

e How does eco-driving influence the environment?

f How does eco-driving increase traffic safety?

**5 Complete the table with the advantages of eco-driving.**

* noise reduction
* improves road safety
* more responsible driving
* saves fuel / money
* less stress while driving
* enhances driving skills
* lower vehicle maintenance costs
* reduces greenhouse gas emissions
* higher comfort for drivers and passangers

|  |  |
| --- | --- |
| SAFETY | ENVIRONMENTAL |
|  |  |
| FINANCIAL | SOCIAL |
|  |  |

UNIT 8 **PUBLIC HEALTH ?**  RTT / FLT

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

|  |
| --- |
| *A healthy appetite?*  In Britain, school children usually have lunch at school, and recently the government has encouraged schools to offer healthier food.  At the start of autumn term, John Lambert, the head teacher at Rawmarsh Comprehensive School in Yorkshire, introduced healthier school meals that he says help the children to concentrate better. He also reduced the lunch break from one hour to thirty minutes, and banned children from going out to local takeaways during the break.  But two mothers, Mrs Critchlaw and Mrs Walker, believe that new rules don't give pupils enogh choice or enough time to enjoy their lunch. So two weeks ago, they started passing burgers, fish and chips and fizzy drinks over the school fence. Soon, they were delivering up to 60 food orders!  Mr Lanbert has described the two mothers as unwise, and said they were undermining the school and their children's education. He claims there have been improvements in behaviour and learning in the afternoons since the new healthy eating regime was introduced.  After a meeting with Mr Lambert, the two mothers have agreed to stop their deliveries while they try to resolve the problem. Speaking before the meeting , Mrs Critchlow argued that the children have the right to choose their food. „We are not against healthy eating – it's about the freedom of choice.“ |

1. When did the school introduce the new rules?
2. What has the school banned students from doing during lunch break?
3. Why are the two mothers unhappy about the new rules?
4. What did the mothers do after the new rules were introduced?
5. What are the benefits of the new regime according to the head teacher?
6. Do you think schools should try to improve their students' diets, or should students be able to choose what they eat? Justify your answer.
7. Think about your own diet and lifestyle. Decide on three ways to make them healthier.

(think about foods you should cut down on or give up completely, foods you should have more of in your diet, ways of getting more exercise)

UNIT 9 **CAT – SOLUTIONS FOR A DYING PLANET** MVD

**1 Read the article about CAT and choose the best summary.**

1 The people at CAT have some good ideas for saving the environment but they say it's too late

too late to save the planet.

2 CAT has invented new technology to try to make a lot of money.

3 CAT has found some interesting solutions to ecological problems and wants to tell the rest of

society about them.

|  |
| --- |
| Are you worried about the future of our planet? Do you ever think about how much energy  you use or how you are wasting the earth's resources? Do you ever wonder what you can do  to change this? Well, CAT is here to help you ...  ***What and where is CAT?***  CAT stands for the Centre for Alternative Technology. It's in Wales, about 170 km west of  Birmingham.  ***Why does CAT exist?***  The way we live now will destroy our planet. We are polluting the environment, wasting  the earth's resources and causing climate change. Fossil fuels will run out eventually, too.  The people at CAT want to give us practical solutions to some of these problems and  demonstrate ways in which people, nature and technology can exist together successfully.  They want to show that it's possible to live in away that doesn't damage the environment for  future generations.  ***What will you see at CAT?***  At CAT they'll show you how you can be more environmentally friendly in all areas of your  everyday life. The wind, the sun and water can provide us with renewable energy and at CAT  you'll see how they use them to generate electricity. For example, the use solar panels to  make hot water. They will show you how to grow your own food organically, and how  to make your house more energy-efficient so you won't need to use so much fossil fuel. For example, they use specail light bulbs to save energy, and their newest building is insulated with sheep's wool. They will also show you how to dispose of your waste without damaging  the environment.  ***How does CAT tell people about its ideas?***  It promotes its ideas in a variety of ways. There is a visitor centre with interactive displays  and an information service where they'll give you free advice by phone, letter or email.  They also have residential courses, and publish books on various green issues.  ***Is CAT just an alternative energy museum?***  No, it isn't! People actually live at the centre, experimenting with different ways of living  and putting the centre's ideas into practice in their own lives. At CAT they think about  the environmental impact of everything they do, and they offer simple, practical ideas  to help us all make a difference.  So CAT is a lesson for us all. Visit the centre and you'll see that it really is possible to live  well without damaging the environment. |

**2 Answer the questions in the text in your own words.**

**3 Are you helping to save our planet? Tick the things you do. Can you add anything else to the list?**

\_\_\_ recycle your rubbish

\_\_\_ walk or cycle instead of going by car

\_\_\_ turn your stereo/TV off when you're not using it

\_\_\_ reuse plastic bags

\_\_\_ turn off the lights when there's no one in the room

\_\_\_ use recycled paper

\_\_\_ belong to an organisation like Friends of the Earth

**KRATKI PREGLED GRAMATIKE**

**1 FUTURE SIMPLE**

Konstrukciju **WILL + glagol (will + base form)** koristimo za izricanje budućnosti u svim licima jednine i množine.

**Affirmative**: Global warming will cause a significant rise in sea levels …

**Negative:** We won't have cars. (won't = will not)

**Interrogative:** Will life on earth be better than now? **Short answers:** Yes, it will.

(will + subject + base form) No, it won't.

U izjavnim rečenicam **will** možemo skratiti u **'ll** (She will come = She'll come)

WILL koristimo za:

a) predviđanja (predictions) – *I think „Dinamo“ will win.*

*We won't have much oil left.*

U ovom slučaju rečenice često započinjemo s *I think, I don't think, I believe, I'm sure …*

b) buduće činjenice (future facts) – *He'll be 65 years old in 2050*.

c) spontane odluke (spontaneous decisions) - *I'll phone you tomorrow, OK?*

*It's a nice day. I think I'll sit in the garden.*

d) ponude (offers) – *a: My bag is very heavy.*

*b: I'll carry it for you.*

e) obećanja (promises) – *I promise I'll always love you.*

**2 MAY/MIGHT – future possibility**

Modalne glagole **may** i **might** koristimo za izricanje budućih mogućnosti. Naš jezik nije bogat modalnim glagolima, pa „may“ i „might“ često prevodimo s „možda će“.

**Affirmative:** may/might + base form *I may come to Cardiff at the weekend.*

*I might be away.*

**Negative**: may not/might not + base form *I might not have internet access.*

*I may not be there this weekend.*

**Interrogative:** might + subject + base form

*Might she be away?* **Short answers:** *Yes, she might*.

*Will you be there?* *No, I might not*.

**3 MODAL VERB „MUST“ – TALKING ABOUT OBLIGATION**

Značenje modalnog glagola **must** je „morati“ i koristimo ga kad govorimo o obvezama i

naredbama (potrebno je ili važno nešto učiniti).

**Affirmative:** must + base form  *I must finish this quiz. (order to self)*

*You must study more. (order from authority)*

**Negative**: must not (mustn't) + base form

*I mustn't forget to do it tomorrow. (order to self)*

*You mustn't smoke in this room. (order from authority)*

**Mustn't** znači „ne smjeti“ i označava zabranu.

**Must** se obično ne koristi u upitnom obliku.

**Must/mustn't** se također koriste u javnim obavijestima. *Visitors must park in the visitors' car park.*

**4 „HAVE TO“ – RULES AND LAWS**

Glagol **have to** koristimo kad govorimo o zakonima, pravilima i društvenim konvencijama. Njegovo značenje je „morati, trebati“. *Don't/doesn't have to* koristimo kad nešto nije potrebno učiniti.

**Affirmative**: have/has to + base form *In the UK, you have to drive on the left.*

*He has to get home before eleven o'clock at night.*

**Negative:** don't/doesn't have to + base form *You don't have to go to school on Saturdays.*

*He doesn't have to get up early on Saturdays.*

**Interrogative**: do/does + subject + have to + base form **Short answers:**

*Do you have to be 18 to buy a lottery ticket? Yes, you do./No, you don't*

*Does she have to do any homework? Yes, she does./No, she doesn't.*

U nekim slučajevima, kad iznosimo vlastito mišljenje, možemo koristiti i „must“ i „have to“.

*It's a fantastic film. You must see it.* or *You have to see it.*

Kad ne iznosimo vlastito mišljenje, već neko pravilo, zakon ili činjenicu, tada koristimo „have to“. *In many countries, men have to do military service.*

**5 FIRST CONDITIONAL**

Pogodbene rečenice prvoga tipa koristimo kad govorimo o stvarima koje će se možda desiti,

tj. ako se ispuni određeni uvjet.

Prepoznajemo ih po vezniku **if** kojeg prevodimo „ako“. Takve se rečenice sastoje od glavne rečenice (može stajati samostalno) i zavisne rečenice (*if* rečenica; u njoj je sadržan uvjet da se nešto desi).

*If I save enough money, I'll come to Canada.*

*I won't pass if I spend all my time on the Net.*

*Will you phone me if you decide to come?*

*if* rečenica – glagol je u „present simple-u“

glavna rečenica – will/won't + base form (simple future)

**unless** – if …. not (osim ako ne) - glagol koji iza njega slijedi mora biti u izjavnom obliku

*I'll come unless I fail my exams in June = I'll come if I don't fail my exams in June.*

Isti je slučaj i sa **vremenskim rečenicama** u kojima zavisna započinje sa WHEN ili

AS SOON AS. U glavnoj rečenici imamo *will/won't + base form*, a u zavisnoj (iza *when* i

*as soon as*) glagol je u present simple-u.

*I'll visit the site when I'm at school tomorrow.*

*I'll send you the dates as soon as I buy my ticket.*

**6 REALTIVE CLAUSES**

Odnosne rečenice su rečenice koje započinju odnosnim zamjenicama *who, which, whose, where.*

Dijele se na:

***a) Defining relative clauses* –** dolaze nakon imenice i kazuju nam o kojoj osobi, stvari ili mjestu govorimo tj. definiraju imenicu.

**People (who/that)**

*The person* ***who/that*** *phoned didn't leave a message.*

**Things (which/that)**

*Last night I saw a horror film* ***which/that*** *gave me nightmares.*

**Possession (whose)**

*The man* ***whose*** *dog bit me didn't apologise.*

**Place (where)**

*What do you call a place* ***where*** *people go to watch films?*

Zamjenice *who, which* i *that* možemo izostaviti ukoliko se odnose na objekt rečenice.

*Jim Carrey is the actor (who/that) you've seen in The Mask.*

***b) Non-defining relative clauses*** – dolaze nakon imenice i daju dodatnu informaciju o njoj.

Uvijek su odvojene zarezom.

**People (who)**

*Eminem, who is a famous rap singer, comes from Missouri.*

**Things (which)**

*She lives in Amsterdam, which is the biggest city in the Netherlands.*

**Possession (whose)**

*Tom, whose father is my teacher, plays in my basketball team.*

**Place (where)**

*I'd like to visit Buckingham Palace,* ***where*** *the Queen lives.*

U ovim rečenicama ne koristimo *that* i ne možemo izostaviti *which* i *who.*

**7 MAKING DEDUCTIONS**

Modalne glagole **must, may, might, could** i **can't** koristimo za donošenje ili izvođenje zaključaka – koliko je govornik siguran da je ono što govori istinito odnosno točno.

Form: subject + must/may/might/could/can't + base form

**a) Certainty** (when the speaker is sure that something is true)

*He* ***must*** *be at the station. (I'm sure he's at the station.)*

**b) Possibility** (when the speaker is not completely sure that something is true)

*She* ***may*** *(not) like him.*

*He* ***might*** *(not) be at the library.*

*He* ***could*** *be at his house. (I'm not completely sure he's at his house.)*

Obično možemo koristiti bilo koji od tih modalnih glagola bez velike razlike u značenju.

**c) Impossibility** (the speaker is sure that something isn't true)

*He* ***can't*** *be English*. *(I'm sure he isn't English)*

**8 PAST CONTINUOUS – PAST ACTIONS IN PROGRESS**

**Past continuous** je prošlo glagolsko vrijeme koje koristimo kad govorimo o radnji koja je trajala/dešavala se u određenom trenutku u prošlosti.

**affirmative:**  **was/were** + verb-**ing**

*It was raining when I got up this morning.*

*They were playing football at 5 p.m.*

**negative**: **wasn't/weren't** + verb-**ing**

*It wasn't raining when I got up this morning.*

*They weren't playing football at 5. p.m.*

**interrogative**: **was/were** + **subject** + verb-**ing?**

Was it raining when you got up this morning? Yes, it was./No, it wasn't. Were they playing football at 5 p.m.? Yes, they were./No, they weren't.

**9PAST CONTINUOUS – PAST SIMPLE**

Kad govorimo o prošlim radnjama, često glagole u istoj složenoj rečenici stavljamo u *past simple* i *past continuous – nešto se desilo dok je nešto drugo trajalo/dešavalo se.*

Ako je glagol u past simple-u, radnja je završila. Usporedite:

*Yesterday afternoon I read a book. (Jučer popodne sam pročitao knjigu.)*

*Yesterday afternoon I was reading a book. (Jučer popodne sam čitao knjigu.)*

***When/While/As + Past continuous + Past simple***

*While (When/As) I was doing the exam, my mobile rang.*

*Tom burnt his hand when he was cooking the dinner.*

***Past continuous + when + Past simple***

*I was doing the exam when my mobile rang.*

Napomena: Ukoliko se radi o radnjama koje se dešavaju jedna iza druge, tada su svi glagoli u past simple-u.

*He got up, put on his clothes and had breakfast.*

**10 PRESENT PERFECT CONTINUOUS – UNFINISHED ACTIONS**

*Present perfect continuous* je vrijeme koje koristimo kad govorimo o radnjama koje su počele u prošlosti i još uvijek traju (i vjerojatno će se nastaviti u budućnosti).

Najčešće se koristi uz priložne oznake ***for …, since …*** , ***recently*** i upitnu riječ ***How long?.***

**affirmative**: **has/have been** + verb-**ing**

*I have been travelling for three months.*

*She has been washing the dishes for three hours.*

**negative:**  **haven't/hasn't been** + verb-**ing**

*I haven't been looking for long.*

*She hasn't been staying in a hotel.*

**interrogative**: **has/have** + **subject** + **been** + verb-**ing?**

*Have you been staying in a hotel? Yes, I have./No, I haven't.*

*Has he been playing football for a long time? Yes, he has./No, he hasn't.*

**11 PRESENT PERFECT SIMPLE – PRESENT PERFECT CONTINUOUS**

Promotrite i usporedite sljedeće primjere:

*Ann's clothes are covered in paint. She* ***has been painting*** *the ceiling.*

U ovom primjeru radnja (bojanje stropa) nije završena.

*The ceiling was white. Now it's blue. She* ***has painted*** *the ceiling.*

U ovom primjeru radnja je završena – strop je obojan. Bitan je rezultat radnje.

*She* ***has been smoking*** *too much recently. She should smoke less.*

Ona još uvijek puši – radnja nije završena.

*Somebody* ***has smoked*** *all my cigarettes. The packet is empty.*

Netko je popušio sve moje cigarete – radnja je završena.

*Present perfect continuous* također koristimo da bismo pitali ili rekli koliko dugo nešto traje *(how long?):*

*How long have you been reading that book?*

*They've been playing tennis since 2 o'clock.*

*Present perfect simple* koristimo uz *how much, how many* ili *how many times* (svršene radnje):

*How many pages of that book have you read?*

*Mary has written ten letters today.*

*They've played tennis three times this week.*

Neki glagoli (know, like, believe, …) su uvijek u simple-u:

*I've known him for a long time.*