

Grammar

see
p. GR5

Have to

4 Read the theory. Find examples in the text in Ex. 2.

AFFIRMATIVE/NEGATIVE

You/We/They **have to/don't have to** work.

He/She/It **has to/doesn't have to** work.

INTERROGATIVE

SHORT ANSWERS

Do I/you/we/they **have to** work? **Yes**, I, etc. **do**./**No**, I, etc. **don't**.

Does he/she/it **have to** work? **Yes**, he, etc. **does**./**No**, he, etc. **doesn't**.

• We use **have/has to** to express obligation/duty. *We **have to** wear a uniform at school. (It's the rule./It's a duty.)*

• We use **don't/doesn't have to** to express lack of obligation. *She **doesn't have to** work on Saturdays. (It isn't necessary.)*

5 a) Fill in: *have to*, *has to*, *don't have to*, *doesn't have to*, as in the example.

- Jane *doesn't have to* sign in every morning. (X)
- Jane and Steve respect their teachers. (✓)
- Jane and Steve be silent in the school library. (✓)
- Jane and Steve wear a uniform. (X)
- Steve show an ID card. (X)
- Jane study acrobatics. (✓)

b)  Use the phrases to ask and answer questions, then tell the class what your partner *has to/doesn't have to* do.

- do sport at school • do the washing-up every day
- walk to school • do homework every evening
- share your bedroom with a brother/sister

A: Do you *have to* do sport at school?

B: Yes, I *do*./No, I *don't*.

A: Do you *have to* ...

Should/Ought to

6 Read the theory, then fill in *should/ought to* or *shouldn't/oughtn't to*.

We use **should/shouldn't** to give advice/make a suggestion. *You **should** go to the circus! It's great! (It's a good idea.) You **shouldn't** smoke. (It's not a good idea.)* We use **ought to/oughtn't to** to give advice. *You **ought to** be polite. (It's morally right.)*

In class ...

- You always listen to the teacher.
- You talk to others.
- You ask questions if you don't understand.
- You chew gum.

Adjectives/Adverbs

7 Read the theory and find examples in the text in Ex. 2.

• **Adjectives** describe nouns. They usually go before nouns but after the verb *to be*. *He's a **good** teacher.* They are the same in the singular and plural. *The **students** are **great**.*

• **Adverbs** describe verbs. *He **speaks** Russian **well**.* (How does he speak Russian? Well.)

Formation

adjective + *-ly* *quiet* → *quietly*; adjective ending in *-x* + *-ly* *terrible* → *terribly*; adjective ending in *-y* + *-ily* *happy* → *happily* Irregular forms: *good* → *well*; *fast* → *fast*; *hard* → *hard*; *early/late* → *early/late*

8 Choose the correct word.

- Max juggles really **good/well**.
- Angie walks **quickly/quick**.
- She's a **careful/carefully** driver.
- Sam is really **badly/bad** at Maths.
- My teacher speaks **softly/soft**.
- Tina sings **bad/badly**.

9 Complete the sentences with the correct adverbs formed from the adjectives in the list.

- polite • late • happy • quiet
- good

- The children play in the playground.
- I think Ellie sings really!
- He sat and waited.
- He often leaves work
- Speak to your teachers

Speaking & Writing

10 Write what you *have to/don't have to* do at your school. Tell the class.