

## Grammar

see  
p. GRS

### 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

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.)

#### SHORT ANSWERS

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

- 1 Jane **doesn't have to** sign in every morning. (X)
- 2 Jane and Steve ..... respect their teachers. (✓)
- 3 Jane and Steve ..... be silent in the school library. (✓)
- 4 Jane and Steve ..... wear a uniform. (X)
- 5 Steve ..... show an ID card. (X)
- 6 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 ...

- 1 You ..... always listen to the teacher.
- 2 You ..... talk to others.
- 3 You ..... ask questions if you don't understand.
- 4 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 **-y** + -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.

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

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

- polite
- late
- happy
- quiet
- good

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

## Speaking & Writing

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