

1 Look at the board. What do they have to do today? Complete the sentences with the correct form of *have to*.

Things to do today

Mum	go shopping cook dinner
Dad	get up at 10.30 do the ironing ☹
Mike and Jess	do homework
Granny	get up late today set the table
Me	get up early ☺ no homework today! ☺

- 1 Granny _____ get up early.
- 2 Mike and Jess _____ go shopping.
- 3 Dad _____ do the ironing.
- 4 I _____ do my homework.
- 5 Mum _____ go shopping.
- 6 Dad _____ get up early.
- 7 Granny _____ set the table.
- 8 Mike and Jess _____ do their homework.
- 9 I _____ get up early.
- 10 Mum _____ set the table.

2 Complete the dialogue with the correct affirmative, negative or interrogative form of *have to*.

- Lily 1 _____ get up early for school?
- Andy Yes, 2 _____. I 3 _____ get up at 6.45 every morning.
Do you have to get up early?
- Lily No, I don't. I live near the school. But on Friday I 4 _____ get up early because
I have an extra maths lesson before school.
- Andy Do you have to do homework at the weekend?
- Lily No, 5 _____. I do all my homework during the week.
- Andy I usually do my homework on Saturday because we visit my grandparents on Sunday. We always
go out to lunch with them so my mum 6 _____ cook.
- Lily On Sundays, we don't go out because my mum 7 _____ study.
- Andy Really?
- Lily Yes, she wants to be a teacher, so she 8 _____ study every weekend.

3 **SPEAKING** Work in pairs. Complete the table below with the names of people in your family. Then ask and answer questions about your partner's family and complete the table for them.

Who in your family has to ...	In my family	In my partner's family
1 get up early for school?		
2 walk to school?		
3 wear a school uniform?		
4 do homework at the weekend?		
5 go to work every day?		
6 visit relatives on Sunday?		
7 cook dinner?		
8 clean the house?		
9 wash the dishes?		
10 go to the supermarket at the weekend?		

2B **have to**

Aims: To review and practise different forms of *have to*.

Time: 10–15 minutes

Materials: 1 handout for each student

Exercise 1

- Give each student a handout and ask them to work individually or in pairs to do the exercise.
- Check answers by asking different students to read out their sentences. Tell the rest of the class to listen and raise their hands if they have a different answer. Confirm as a class which is the correct answer.

KEY

- 1 doesn't have to
- 2 don't have to
- 3 has to
- 4 don't have to
- 5 has to
- 6 doesn't have to
- 7 has to
- 8 have to
- 9 have to
- 10 doesn't have to

Exercise 2

- Students work individually or in pairs to do the exercise.
- Check answers by reading out the dialogue with the class. You could ask some more questions to check understanding, e.g. *What time does Andy have to get up?* (6.45) *Why does Lily have to get up early on Fridays?* (she has an extra maths lesson before school) *What does Lily's mum do on Sundays?* (she studies)

KEY

- 1 Do you have to
- 2 I do
- 3 have to
- 4 have to
- 5 I don't
- 6 doesn't have to
- 7 has to
- 8 has to

Exercise 3

- Students spend a couple of minutes answering the questions for their family. If nobody in their family has to do something, they should write *nobody* in the gap.
- Ask students to work in pairs and ask and answer questions about their partner's family.
- Check answers with the class and see if you can find someone for every question.