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# GRAMMAR

FOR GREAT **WRITING**

SERIES CONSULTANT:

**KEITH S. FOLSE**

LAURIE BLASS

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**A**

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Sunrise on the crest of frost-covered sand dunes in Great Sand Dunes National Park, Colorado, USA.

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**Grammar for Great Writing:  
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# Scope and Sequence

Unit	Common Errors	Vocabulary in Academic Writing	Kinds of Writing
<b>1</b> <b>Using <i>Be</i> in Sentences</b>	1.1 Does the verb agree with the subject? 1.2 Is your sentence complete? 1.3 Do you need <i>be</i> or <i>have</i> ?	<i>Adjectives Frequently Used with Be</i> available      important      similar consistent      likely      useful different      necessary      willing essential	Descriptive: <i>The Republic of Maldives</i> Definition: <i>Plagiarism</i>
<b>2</b> <b>Using <i>Have</i> in Sentences</b>	2.1 Does the verb agree with the subject? 2.2 Do you need <i>have</i> or <i>be</i> ?	<i>Nouns Frequently Used with Have</i> access      difficulty      opportunity benefits      effect      right consequences      meaning      time control	Comparison: <i>The Japanese and American Systems of Government</i> Comparison: <i>Bees and Wasps</i>
<b>3</b> <b>Writing with the Simple Present</b>	3.1 Do the subject and the verb agree? 3.2 Is the verb <i>be</i> missing? 3.3 Is the adverb in the correct position?	<i>Adverbs + Verbs Frequently Used in the Present</i> always seem      often find      sometimes make always take      often use      usually mean never get      sometimes feel      usually occur never know	Cause–Effect: <i>The Keys to Happiness</i> Opinion: <i>Digital Books vs. Printed Books</i>
<b>4</b> <b>Writing with the Present Progressive</b>	4.1 Is the present progressive form correct? 4.2 Is the spelling correct? 4.3 Do you need simple present or present progressive? 4.4 Is it a stative verb?	<i>Verbs Frequently Used in Present Progressive</i> become      make      use begin      take      work do      try	Descriptive: <i>Bike-Friendly Cities</i> Cause–Effect: <i>Changes in the American Diet</i>
<b>5</b> <b>Writing with the Simple Past</b>	5.1 Do you need simple present or simple past? 5.2 Do you use the correct form? 5.3 Are your verb tenses consistent? 5.4 Is the negative form correct?	<i>Verbs Frequently Used in Simple Past</i> associate      have      provide base      include      report be      make      say do	Narrative (Biography): <i>Ibn Battuta, World Traveler</i> Narrative (Biography): <i>Marie Curie</i>
<b>6</b> <b>Writing with the Past Progressive</b>	6.1 Do you have the correct past progressive form? 6.2 Do you need simple past or past progressive?	<i>Verbs Frequently Used with While in the Past Progressive</i> attend      read      try do      take      use learn      teach      work make	Narrative (Biography): <i>Marianna Yampolsky</i> Narrative: <i>The First and Last Trip of the Titanic</i>
<b>7</b> <b>Writing about the Future</b>	7.1 Do you have the correct form with <i>will</i> or <i>may</i> ? 7.2 Do you have the correct future form?	<i>Verbs Frequently Used with May</i> be      include      provide find      lead      result have      need      seem help	Descriptive: <i>Doctors' Appointments in the Future</i> Cause–Effect: <i>The Dangers of Plastic Garbage in the Oceans</i>
<b>8</b> <b>Writing with Subject–Verb Agreement</b>	8.1 Is the verb form correct? 8.2 Does the verb agree with the subject?	<i>Verbs from the Academic Word List (Sublist 1)</i> assume      function      occur create      indicate      require distribute      involve      vary estimate	Descriptive: <i>The Amazing Jindo-Mode Land Bridge</i> Descriptive: <i>Animal Communication</i>

Unit	Common Errors	Vocabulary in Academic Writing	Kinds of Writing
<b>9</b> <b>Writing with Prepositions and Prepositional Phrases</b>	9.1 Do you have the correct preposition? 9.2 Do you have a gerund after a preposition? 9.3 Is there an error with <i>for</i> ?	<i>Frequently Used Adjective + Preposition Combinations</i> aware of                      involved in concerned about            related to different from                responsible for interested in                 similar to	Narrative (Biography): <i>Steve Jobs</i> Narrative (Biography): <i>William Shakespeare</i>
<b>10</b> <b>Writing with Modals</b>	10.1 Is the form of the modal correct? 10.2 Do you need a modal? 10.3 Is it the correct modal?	<i>Verbs Frequently Used with Can</i> be                      lead                      see do                      make                    take have                   provide                 use help	Process: <i>How to Start a Community Garden</i> Cause–Effect: <i>Dangers of Medicines for Babies</i>
<b>11</b> <b>Using Simple Sentences</b>	11.1 Is there a complete verb form? 11.2 Is there a subject? 11.3 Do you have the correct punctuation for items in a series? 11.4 Is there a comma after an introductory phrase?	<i>Words from the Academic Word List (Sublist 2)</i> affect                      focus categories                previous complex                    primary consequences            region design                      strategies	Descriptive: <i>The Valuable and Spicy Chili Pepper</i> Descriptive: <i>Results of Commuting Survey</i>
<b>12</b> <b>Using Compound Sentences</b>	12.1 Is there a coordinating conjunction? 12.2 Is a comma missing? 12.3 Can you use a compound sentence? 12.4 Does the sentence begin with a coordinating conjunction?	<i>Words from the Academic Word List (Sublist 3)</i> document                negative                sequence initial                      outcomes                sufficient instance                   removed                 task location	Descriptive: <i>The Science Behind a Roller Coaster</i> Descriptive: <i>The FIFA World Cup</i>
<b>13</b> <b>Writing with Adjectives</b>	13.1 Is the adjective in the correct position? 13.2 Is the adjective correct? 13.3 Is the comparative form correct?	<i>Frequently Used Adjectives</i> different                new                      public high                      other                    significant important                political                social international	Narrative (Science Report): <i>The Effect of Sunlight on Plant Growth</i> Comparison: <i>Alligators and Crocodiles</i>
<b>14</b> <b>Writing with Articles</b>	14.1 Do you use <i>a/an/the</i> correctly? 14.2 Do you use <i>a/an</i> with a non-count noun? 14.3 Do you need <i>the</i> ?	<i>Nouns Frequently Used with An</i> attempt                    explanation            object effort                      increase                opportunity element                    instrument             overview examination	Descriptive: <i>Pearls</i> Definition: <i>Farming for Fish</i>
<b>15</b> <b>Writing with Adverbs</b>	15.1 Do you use the adverb form of the word? 15.2 Is the adverb of manner in the correct position? 15.3 Is the frequency adverb in the correct position? 15.4 Is the adverb of degree correct and in the correct position?	<i>Adverbs Frequently Used with Very</i> carefully                likely                    recently clearly                    often                    slowly closely                    quickly                 well far	Opinion: <i>Kevin Durant: A True Sportsman</i> Process: <i>Collecting Water from the Air</i>

# Overview

## ABOUT THE *GRAMMAR FOR GREAT WRITING* SERIES

*Grammar for Great Writing* is a three-book series that helps students with the specific grammar they actually need to strengthen their academic writing. Activities feature academic vocabulary and content, providing clear models for good academic writing. Ideal for the grammar component of a writing and grammar class, *Grammar for Great Writing* may be used as a companion to the *Great Writing* series or in conjunction with any academic writing textbook.

This series consists of three levels: A, B, and C.

*Book A* is for low intermediate students and is designed to complement the writing and grammar found in *Great Writing 2*.

*Book B* is for intermediate students and is designed to complement the writing and grammar found in *Great Writing 3*.

*Book C* is for upper intermediate to advanced students and is designed to complement the writing and grammar found in *Great Writing 4*.

## THE RESEARCH BEHIND THIS SERIES

One of the most important differences between *Grammar for Great Writing* and more traditional grammar series is the research base that informed our grammar choices as we developed this series. A traditional grammar series starts with a list of pre-determined grammar points that will be covered, and then exercises are developed for those grammar points. For *Grammar for Great Writing*, however, we started by reviewing academic writing by both nonnative and native students. We looked at ESL and EFL student writing to identify the most common grammar challenges. At the same time, we looked at papers by students in university classes to identify grammatical structures that are common in academic writing but not sufficiently used in our students' writing.

The resulting grammar syllabus is based on actual student needs, not a pre-determined list of grammar points. All the grammatical structures included in this series meet at least one of these two criteria: (1) nonnative writers make errors using the structure, or (2) nonnative writers tend to avoid using the structure.

The material taught in all three books is corpus-informed, using a variety of corpora or corpus-based resources, including the Academic Word List (Coxhead, 2000), the Corpus of Contemporary English (Davies, 2008–), the Michigan Corpus of Upper-Level Student Papers (Ädel & Römer, 2012), student papers from our own courses, as well as empirical research studies of nonnative student writing. Because vocabulary is such an integral part of good academic writing, we have also included a corpus-informed vocabulary section, Academic Vocabulary, in each unit.

## ORGANIZATION

Each of the three books in this series consists of 15 units, and each unit focuses solidly on one area of grammar that causes problems for ESL and EFL writers. These 45 grammar points have been selected based on input from experienced English language teachers and student writers. Although many grammar points appear in only one book, others are so important that they appear in more than one book. Students work with the grammar point in increasingly more complex sentences and rhetorical modes as they progress through the different levels of the series.

The units have been carefully designed so that they may be taught in any order. In fact, it is possible to skip units if teachers believe that a particular grammar point is not problematic for their students. In other words, teachers should review the Scope and Sequence, which calls out the common student errors addressed in each unit, and carefully choose which of the 15 grammar topics to present and in which order.



## CONTENTS OF A UNIT

Each of the six sections in a unit contains presentation and practice. Although each unit has a specific grammatical focus, the following sections appear in every unit:

### What Do You Know?

This opening activity is designed to grab the students' attention and help them assess their understanding of the grammar point. *What Do You Know* has two parts. First students are directed to look at the unit opening photo and think about how it is related to the topic of the paragraph. They discuss two questions related to the photo that are designed to elicit use of the target grammar. Then students read the paragraph that has two common errors in it. The paragraph has a clear rhetorical style. Students work together to find the grammar errors and explain the corrections.

### Grammar Forms

Clear charts present and explain the form of the unit's grammar focus. Follow-up activities focus students' attention on the grammar form.

### Common Uses

How the grammar is used in writing is a unique part of the series. The common use charts explain how the grammar point is actually used in academic writing. A follow-up activity provides practice.

### Common Errors

Here students are presented with a series of two to five of the most common errors that student writers typically make with the unit grammar point. The focus is on errors found in academic writing, and each error chart is followed by an activity.

## Academic Vocabulary

Academic vocabulary is a unique feature of this series. Using corpus and frequency data, we have identified vocabulary that most naturally combines with the grammar focus of the unit. The *Vocabulary in Academic Writing* activity presents items from a broad range of academic subject areas.

### Put It Together

The *Review Quiz* gives teachers a chance to quickly check how much students have learned about forming and using the grammar point. In this short activity of only eight items, students answer five multiple-choice questions and then identify and correct errors in three items.

In *Building Greater Sentences*, students combine three or more short sentences into one coherent sentence that uses the target grammar structure.

*Steps to Composing* is an engaging and interactive activity in which students read a paragraph consisting of 8 to 12 sentences. The paragraph models a specific rhetorical style. While none of the sentences contain outright errors, the writing can be improved. To this end, there are 10 steps that instruct the student in how to improve the sentences. Most of the time the instructions are very specific (for example, combine sentences 2 and 3 with the word *because*). Other times they are intentionally more open in order to challenge the student (for example, add a descriptive adjective to the sentence).

Finally, *Original Writing* consists of a writing assignment connected to the grammar topic, focusing on a specific rhetorical style of writing. There are three example sentences to give the student ideas for a topic. The amount of writing that is required will depend on the student, the teacher, and the objectives for the course.

# Acknowledgements

I am grateful to the many people who have worked so hard on the development and production of *Grammar for Great Writing*, including Laura Le Dréan and Jennifer Bixby of National Geographic Learning, and authors Laurie Blass and Deborah Mitchell. Ultimately, everyone's ideas and feedback have been instrumental in the design of this work.

*Grammar for Great Writing* is the result of many years of teaching academic writing to students all over the world. Therefore, I would also like to acknowledge the input from the thousands of ESL and EFL students that I have taught throughout my teaching career. This series is very much based on learner needs, particularly grammar problems that I have seen students struggle with as they are trying to improve their academic writing in English. These classroom experiences have been instrumental in shaping which grammar is covered as well as how it is presented and practiced.

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Coxhead, A. (2000). See <http://www.victoria.ac.nz/lals/resources/academicwordlist/>

Davies, M. (2008–). *The corpus of contemporary American English: 520 million words, 1990–present*. See <http://corpus.byu.edu/coca/>

Coral reefs under shallow waters near the Maldives islands are home to many kinds of fish.



# 1

# Using *Be* in Sentences

## WHAT DO YOU KNOW?

**DISCUSS** Look at the photo and read the caption. Discuss the questions.

1. These coral reefs are in the Indian Ocean. Where else can you find coral reefs?
2. What lives in a coral reef?

**FIND THE ERRORS** This paragraph contains two errors with the verb *be*. Find the errors and correct them. Explain your corrections to a partner.

## DESCRIPTIVE PARAGRAPH

### The Republic of Maldives

<sup>1</sup>The Republic of Maldives is an island nation in the Indian Ocean. <sup>2</sup>The country is actually a group of over a thousand small islands. <sup>3</sup>Most of these islands are only about 5 feet (1.5 meters) above sea level. <sup>4</sup>In fact, the Republic of Maldives the lowest country in the world. <sup>5</sup>Tourism and fishing is the main sources of income for the country. <sup>6</sup>Over a million tourists visit the Maldives each year. <sup>7</sup>They come to enjoy the warm weather and the beautiful white beaches. <sup>8</sup>The islands are also famous for their coral reefs. <sup>9</sup>The reefs are home to sea turtles, whales, dolphins, and over 1,100 species of fish.

# Grammar Forms

## 1.1 Simple Present: *Be*

Subject	Verb	Example
I	<i>am</i>	I speak English and Chinese, so I <b>am</b> bilingual.
he / she / it	<i>is</i>	Global warming <b>is</b> a problem for small island nations.
you / we / they	<i>are</i>	The benefits of daily exercise <b>are</b> enormous.

### Notes

- To form the negative, put *not* after a form of *be*.  
Koalas **are not** active during the daytime.
- A gerund is a singular subject.  
Playing computer games **is** a popular hobby.
- Contractions are almost never used in academic writing.

## 1.2 Simple Past: *Be*

Subject	Verb	Example
I / he / she / it	<i>was</i>	Kyoto <b>was</b> the capital of Japan until 1889.
you / we / they	<i>were</i>	In the past, polio and smallpox <b>were</b> serious diseases in the United States.

## 1.3 Simple Present: *There + Be*

In sentences with *there + be*, the subject comes after the verb. The verb agrees with the subject.

<i>There + Be</i>	Example
<i>There is</i> + singular subject	<b>There is</b> <u>evidence</u> that children and adults do not hear music in the same way.
<i>There are</i> + plural subject	<b>There are</b> several important <u>differences</u> between whales and dolphins.

## 1.4 Simple Past: *There + Be*

Verb	Example
<i>There was</i> + singular subject	<b>There was</b> more <u>interest</u> in studying history in the early 1900s.
<i>There were</i> + plural subject	In 1491, <b>there were</b> over 100 million <u>Native Americans</u> in the New World, according to some historians.

Note

In academic writing, it is more common to use *there + be + no* in the negative form.

**There was no** doubt that Kain's hypothesis was correct.

## 1.5 *Be + Adjective + Infinitive*

<i>It + Be</i>	Adjective + Infinitive	Example
<i>It is</i>	<i>important / useful / difficult / likely + infinitive</i>	<b>It is important to understand</b> the causes of global warming.

### ACTIVITY 1

Fill in the blank with the correct form of *be*.

- For some people, it \_\_\_\_\_ difficult to learn a second language.
- There \_\_\_\_\_ three main causes of rain.
- Nguyen Van Thieu \_\_\_\_\_ the president of South Vietnam from 1967 to 1975.
- The results of the experiment are unclear, so there \_\_\_\_\_ a need for more study.
- Farming and home building \_\_\_\_\_ the greatest dangers for wild animals that live nearby.
- In 1972, there \_\_\_\_\_ only one American hamburger restaurant in France, but now there are thousands.
- Modern-day Croatia and the Czech Republic \_\_\_\_\_ both part of the Austro-Hungarian Empire until 1918.
- In my opinion, the class was too large for effective learning because there \_\_\_\_\_ over 50 students.

# Common Uses

## 1.6 Using *Be*

The verb *be* is very common in writing. *Be* is used:

1. to define the subject or give more information about it	The black mamba <b>is</b> the world's longest snake. The black mamba snake <b>is not</b> actually black in color.
2. to describe the subject with adjectives	Lions, tigers, and other big cats <b>are</b> dangerous. Lions <b>are not</b> the largest of the big cats.
3. to describe the location of the subject (with a preposition)	The new marine park <b>is</b> in the African nation of Gabon. The Cape Verde Islands <b>are not</b> in the Indian Ocean.
4. to present an opinion ( <i>it + be + adjective + infinitive</i> )	It <b>is</b> important to practice a new language every day. For many people, it <b>is not</b> easy to save money.

Note

*Be* is used to describe a person or thing, or to describe a location. Use *have* to indicate ownership, relationships, or parts of a whole. (See Unit 2, Using *Have* in Sentences.)

Cameron County **is** in southeastern Texas.

Texas **has** 254 counties.

## 1.7 Using *There + Be*

*There + be* is used in writing:

1. to write about categories or types of something	<b>There are</b> two types of camels: the dromedary and the Bactrian. <b>There are</b> over 4,000 varieties of native potatoes in Peru, Bolivia, and Ecuador.
2. to say that something exists or existed	<b>There are</b> 100 participants in the study. <b>There were no</b> libraries in this area before 1991.



## ACTIVITY 2

Fill in the blank with the correct form of *be*. Use *no* or *not* when it is there.

1. There \_\_\_\_\_ over 7 billion people living on Earth today.
2. According to the World Database of Happiness, Switzerland \_\_\_\_\_ the world's happiest nation in 2015.
3. Biofuels \_\_\_\_\_ fuels that come from plants.
4. There \_\_\_\_\_ (*no*) California condors in the wild between 1988 and 1991.
5. Contrary to what many people think, there \_\_\_\_\_ (*no*) earthquake season.
6. Some research suggests that walking \_\_\_\_\_ better for weight loss than running.
7. One of the main causes of sleep problems \_\_\_\_\_ stress.
8. The Shanghai Tower \_\_\_\_\_ (*not*) as tall as the Burj Khalifa.



# Common Errors

## Common Error 1.1 Does the verb agree with the subject?

Both English and French <sup>are</sup> official languages in Canada.

There <sup>are</sup> ~~is~~ three types of volcanoes.

One of the best areas to see wildlife <sup>is</sup> ~~are~~ East Africa.

Offering more scholarships <sup>was</sup> ~~were~~ a top priority last year.

- REMEMBER:**
- Use the correct singular or plural verb form. *Both* takes a plural verb.
  - In sentences with *there*, the subject always follows the verb.
  - Identify the subject by looking for the main noun or pronoun.
  - Gerund subjects are singular.

### ACTIVITY 3 Common Error 1.1

Underline the correct form of the verb in the parentheses.

1. There (*is / are*) five types of computers: laptops, desktops, servers, mainframes, and supercomputers.
2. Some research suggests that drinking bottled water (*is / are*) bad for your health.
3. The production of meat (*is / are*) one of the main contributors to climate change.
4. In the year 1800, the world population (*was / were*) 1 billion.
5. Mining and farming (*is / are*) two of the main causes of water pollution.
6. One responsibility of a chief executive officer (CEO) (*is / are*) to develop the company's long-term plan.
7. At 116 years old, Susannah Mushatt Jones (*was / were*) the world's oldest living person in 2015.
8. There (*was / were*) over 7.5 million cars in the United States by 1920.

### ACTIVITY 4 Common Error 1.1

In each paragraph, fill in the blank with the correct form of *be*.

1. Overfishing \_\_\_\_\_ catching so many fish that they cannot replace themselves. Overfishing means we have fewer fish to eat. It \_\_\_\_\_ also harmful to other plants and animals in the ocean.

2. There \_\_\_\_\_ three techniques for improving memory. One way \_\_\_\_\_ to stop using your GPS for directions and to use your memory instead. For example, if you \_\_\_\_\_ a visual person, study a route map and memorize it. If you \_\_\_\_\_ a verbal person, memorize the directions as a list of steps.
3. The poison dart frog \_\_\_\_\_ a small frog that lives in Central America. These frogs \_\_\_\_\_ very colorful. They can be yellow, orange, or light green. There \_\_\_\_\_ more than 100 different types of poison dart frogs.
4. When I \_\_\_\_\_ a child, Belleville \_\_\_\_\_ a quiet, sleepy town. It \_\_\_\_\_ difficult to find a job in Belleville in those days. In fact, everyone worked in the nearby city, and they took the train to get there. As a result, there \_\_\_\_\_ very little traffic in Belleville. Today, however, traffic \_\_\_\_\_ a big problem in my hometown.

### Common Error 1.2 Is your sentence complete?

When Barack Obama became president in 2009, <sup>he</sup>^ was 47 years old.

Global warming <sup>is</sup>^ a threat to island nations.

Because of the drought, <sup>there</sup>^ were many serious consequences for local farmers.

- REMEMBER:**
- Use subject + *be*.
  - Use *there* + *be* when you say something exists.

### ACTIVITY 5 Common Error 1.2

Read each sentence. Find the missing words. Write a caret (^) where the missing word should be. Then write the correct word above the caret.

1. The lion is one of the fastest mammals in the world, but it not as fast as the cheetah.
2. Are three main types of rocks: sedimentary, metamorphic, and igneous.
3. The inland taipan is one of the world's most poisonous snakes, but is not the most dangerous.
4. Over 10 thousand years ago, were trees, plants, and plenty of water in the Sahara Desert.

5. Until 1997, Almaty was the capital of Kazakhstan, but now is Astana.
6. In the past, were billions of passenger pigeons on Earth, but the very last one, Martha, died in a zoo over 100 years ago.
7. In the future, is likely that humans will live on Mars.
8. The Empire State Building was the tallest building in the world, but now there many taller buildings.

### Common Error 1.3 Do you need *be* or *have*?

*is*

Singapore ~~has~~ an island city-state.

*are*

There ~~have~~ four official languages in Singapore.

**REMEMBER:**

- Use *be* to identify someone or something and to describe location.
- Use *have* to indicate possession or ownership, relationships, or parts of a whole.
- Use *there + be* to state that something or someone exists, or that something is a fact. The most common verb with *there* is *be*.

### ACTIVITY 6 Common Error 1.3

Underline the correct verb.

1. Many household cleaning products (*have / are*) harmful to humans.
2. When a camel (*has / is*) really thirsty, it can drink up to 30 gallons (135 liters) of water in about 13 minutes.
3. There (*have / are*) many reasons why it is important to have a college degree.
4. The Singapore Zoo (*has / is*) over 300 species of mammals, birds, and reptiles.
5. Taipei 101 (*had / was*) the world's tallest building until 2010.
6. Kenya, for example, (*has / is*) a limited supply of fresh water.
7. Singapore (*has / is*) four official languages: Malay, Mandarin, Tamil, and English.
8. Elephants (*have / are*) the largest land animals on Earth.

# Academic Vocabulary

## Adjectives Frequently Used with *Be* in Academic Writing

available	different	important	necessary	useful
consistent	essential	likely	similar	willing

Source: Corpus of Contemporary American English (Davies 2008–)

### ACTIVITY 7 Vocabulary in Academic Writing

Use the correct form of *be* to fill in the blanks and underline the correct academic vocabulary to complete the sentences. Use *not* when it is there.

Subject Area	Example from Academic Writing
Education	1. A large library _____ ( <i>different / necessary</i> ) to help children become better readers.
Environmental Science	2. In this country, earthquakes _____ more ( <i>likely / willing</i> ) to occur on the coast than in the inland areas.
English Composition	3. First of all, hybrid cars _____ ( <i>different / willing</i> ) from electric cars in terms of cost.
Business	4. Finally, training in the workplace _____ ( <i>similar / important</i> ) in that it helps workers learn skills they can use on the job.
Psychology	5. We still do not know how birth order affects personality, so more research on this issue _____ ( <i>essential / available</i> ).
Urban Design	6. Communities are healthier when recreation areas _____ ( <i>willing / available</i> ) to residents.
Economics	7. The cost of living _____ ( <i>not</i> ) always ( <i>consistent / important</i> ) with the amount of money people can earn.
Sociology	8. Hobbes and Malthus _____ ( <i>similar / available</i> ) in their ideas on what motivates people.
English Composition	9. Although a computer science degree may _____ ( <i>willing / useful</i> ) in getting a job, it does not lead to a complete understanding of computer science.
Literature	10. The story's hero _____ ( <i>willing / consistent</i> ) to give up something of value—for example, his own life—in order to achieve a goal.

# Put It Together


## ACTIVITY 8 Review Quiz

**Multiple Choice** Choose the letter of the correct answer.

1. Soil \_\_\_\_\_ four components: rocks, water, air, and leaves.  
a. is                      b. have                      c. has                      d. are
2. There \_\_\_\_\_ several reasons why I am learning English.  
a. is                      b. was                      c. have                      d. are
3. One of the most important aspects of employee satisfaction \_\_\_\_\_ a sense of control over the work environment.  
a. is                      b. are                      c. have                      d. has
4. In that year, the total rainfall in California \_\_\_\_\_ only 49 percent of the historical average.  
a. were                      b. was                      c. is                      d. are
5. Before cable television became common, there \_\_\_\_\_ only four television stations in most parts of the country. Now there are hundreds.  
a. is                      b. are                      c. were                      d. was

**Error Correction** One of the five underlined words or phrases is not correct. Find the error and correct it. Be prepared to explain your answer.

6. There are many reason for studying a second language, such as enjoying travel more and being able to work in a foreign country.
7. Steinstra's main point are that social media is useful for helping people to practice relationship management techniques in a low-stress environment.
8. In 2013, were 30 million Internet users in Pakistan. Over 15 million of these people used mobile devices to connect to the Internet.



Sunrise colors the mountains in Death Valley National Park in California.

### ACTIVITY 9 Building Greater Sentences

Combine these short sentences into one sentence. You can add new words and move words around, but you should not add or omit any ideas. More than one answer is possible, but all of these sentences require the verb *be*. (See Appendix 1, Building Greater Sentences, page 206, for tips on how to do this activity.)

- Death Valley is one of the hottest places on Earth.
  - This is because it is located below sea level.
  - This is because it is far from any sources of water.

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- Cats are the best pets you can own.
  - Cats are clean.
  - Cats are independent.

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- Riding the bus is good for the environment.
  - It is not convenient for everyone.
  - This is because it is hard for disabled people to go up the stairs.
  - This is because it is hard for disabled people to go down the stairs.
  - This is because it is hard for elderly people to go up the stairs.
  - This is because it is hard for elderly people to go down the stairs.

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## ACTIVITY 10 Steps to Composing

Read the paragraph. Then follow the directions in the 10 steps to edit the information and composition of this paragraph. Write your revised paragraph on a separate sheet of paper. Be careful with capitalization and punctuation. Check your answers with the class.

### DEFINITION PARAGRAPH

#### Plagiarism

<sup>1</sup>Dictionaries tell us that *plagiarism* is the act of using the words or ideas of another person as one's own or without identifying the original writer. <sup>2</sup>Plagiarism is serious. <sup>3</sup>In some cases, students are not permitted to continue at the school. <sup>4</sup>Students do not understand plagiarism. <sup>5</sup>However, according to Turnitin, which is a company that makes software that can find plagiarism, there are several types of plagiarism. <sup>6</sup>Two of these are very common among students. <sup>7</sup>With the first type, a student uses someone else's work. <sup>8</sup>An example of this is when a student pays someone to write a paper for a class. <sup>9</sup>The second most common type consists of a work that is not 100 percent original. <sup>10</sup>Both types of plagiarism are wrong. <sup>11</sup>The consequences are serious.

1. When making a list, it is common to use three items. In sentence 1, delete *or*. Then add *or other work* after the word *ideas* so the sentence has three items instead of just two. Add commas to the list of three items.
2. In sentence 2, add the word *very*.
3. In sentence 2, add the word *problem* and insert the article *a* in the correct place.
4. In sentence 2, it is not clear where the problem is. Add the phrase *at colleges and universities* after the word *problem*.
5. In sentence 4, since the statement is not true for all students, add *sometimes* to the beginning of the sentence.
6. In sentence 5, replace the word *several* with 10.
7. Replace the word *very* with *especially* in sentence 6.
8. In sentence 6, give more information about the students by adding the word *college*.
9. In sentence 8, change the word *paper* to *essay*. Change the article.
10. Combine sentences 10 and 11 using *so*.



## ACTIVITY 11 Original Writing

On a separate sheet of paper, write a definition paragraph (at least five sentences) about a topic that interests you. Possible topics include:

- an ability that interests you, such as bilingualism
- a quality that you think is important for people to have, such as kindness
- a job that interests you
- something in nature that interests you, such as earthquakes or pandas

Explain what your topic is and give facts, details, and examples. Use at least one example of the verb *be* and underline it; try to use two if possible.

Here are some examples of how to begin.

- *Dictionaries tell us that bilingualism is the ability to use two languages, especially with equal or nearly equal fluency.*
- *El Niño is a complex weather pattern that occurs every two to seven years.*
- *A talent agent is a very important person in the movie industry.*

The Tokyo Metropolitan Government Building is the government headquarters for cities and towns in the Tokyo prefecture.



# 2

## Using *Have* in Sentences

### WHAT DO YOU KNOW?

**DISCUSS** Look at the photo and read the caption. Discuss the questions.

1. What famous government buildings does your capital city have?
2. Describe a building in your town or city that you like.

**FIND THE ERRORS** This paragraph contains two errors with the verb *have*. Find the errors and correct them. Explain your corrections to a partner.

### COMPARISON PARAGRAPH

#### The Japanese and American Systems of Government

<sup>1</sup>There have interesting similarities between the Japanese and American systems of government. <sup>2</sup>Like the United States, Japan has three independent branches: the legislative branch, the judicial branch, and the executive branch. <sup>3</sup>Both in Japan and in the United States, the legislative branch has the power to make laws. <sup>4</sup>In some ways, the legislative branch in Japan is similar to the U.S. legislative branch. <sup>5</sup>For example, the Japanese legislative branch has two houses: the House of Representatives and the House of Councillors. <sup>6</sup>The United States also have two houses: the Senate and the House of Representatives. <sup>7</sup>In short, the Japanese and American government systems are similar in several important areas.

# Grammar Forms

## 2.1 Simple Present: *Have*

Subject	Verb	Example
I / you / we / they	<i>have</i>	Both Oman and United Arab Emirates <b>have</b> coastlines.
he / she / it /	<i>has</i>	Identity theft often <b>has</b> serious consequences for the victim.

## 2.2 Simple Past: *Have*

Subject	Verb	Example
I / he / she / it you / we / they	<i>had</i>	Afghanistan <b>had</b> two capitals until 1818. In the last century, Bolivia and Paraguay <b>had</b> a war over the Chaco region.

### Notes

- To form the negative, use *do/does/did + not + have*.  
A honeybee **does not have** a long life.  
At least nine U.S. presidents **did not have** a university education.
- Contractions are almost never used in academic writing.

### ACTIVITY 1

Fill in the blank with the correct form of *have*. Use *not* when it is there.

- The president \_\_\_\_\_ the power either to sign a bill or to veto it.
- Until 1928, only women over the age of 30 \_\_\_\_\_ the right to vote in England.
- We only \_\_\_\_\_ accurate global temperature records after the year 1873.
- Like England, India \_\_\_\_\_ a parliamentary form of government.
- Before 1542, Japan \_\_\_\_\_ (*not*) much contact with the West.
- Unlike the other planets, Mercury and Venus \_\_\_\_\_ (*not*) moons.
- One of the goals of the United Nations is to increase the number of countries that \_\_\_\_\_ access to clean water.
- Both of the latest development proposals \_\_\_\_\_ serious problems.

# Common Uses

## 2.3 Using *Have*

The verb *have* is commonly used in writing. It is used:

1. to show possession in the present or the past	McDonald's <b>has</b> about 35,000 locations worldwide. According to Professor Erik Asphaug, the earth <b>had</b> two moons several billion years ago. Most of the workers <b>did not have</b> proper safety equipment.
2. to show relationships among people	William Shakespeare <b>had</b> seven brothers and sisters. Photographer Ansel Adams <b>did not have</b> any siblings.
3. to show contents or qualities	Canada <b>has</b> more than 2 million lakes. The main character <b>did not have</b> much confidence.

### ACTIVITY 2

Fill in the blank with the correct form of *have*. Use *not* when it is there.

1. The earth currently \_\_\_\_\_ a population of over 7 billion people.
2. There are two reasons why characters in Disney movies usually \_\_\_\_\_ (*not*) mothers.
3. A Chief Financial Officer \_\_\_\_\_ the responsibility of making financial plans and decisions for a company.
4. Countries near the equator, such as Singapore and Indonesia, \_\_\_\_\_ warm weather year-round.
5. Writing experts agree that a good story \_\_\_\_\_ five main elements: theme, plot, characters, conflict, and setting.
6. City College \_\_\_\_\_ more than 50 academic departments on 11 campuses.
7. After 1960, France \_\_\_\_\_ (*not*) control over Burkina Faso.
8. Before the nineteenth century, only a few American women \_\_\_\_\_ college degrees.

# Common Errors

## Common Error 2.1 Does the verb agree with the subject?

The United States <sup>has</sup> ~~have~~ three branches of government.

Countries near the equator <sup>have</sup> ~~has~~ two seasons—wet and dry.

The coastal area in both Oregon and California <sup>has</sup> ~~have~~ a wide variety of plants and animals.

- REMEMBER:**
- Use *has* with *he*, *she*, *it*, and singular subjects in the present.
  - Use *have* with *I*, *you*, and plural subjects in the present.
  - Look for the main noun when a phrase comes between the subject and the verb.

### ACTIVITY 3 Common Error 2.1

Underline the correct form of the verb.

1. Elephants in Africa (*has* / *have*) larger ears than Asian elephants.
2. Some experts claim that a child without any brothers or sisters sometimes (*has* / *have*) trouble making friends.
3. Unlike the rest of the country, cities on the southern coast of China (*has* / *have*) a mild climate.
4. Many people strongly believe that shopping online instead of in stores (*has* / *have*) important advantages.
5. City planners know that a city with a lot of parks usually (*has* / *have*) healthier residents.
6. Some companies, such as Google, (*has* / *have*) a good reputation because they treat their employees well.
7. According to the U.S. government, a citizen of two countries (*has* / *have*) the responsibility of following the laws of both countries.
8. Cities in Asia (*has* / *have*) more skyscrapers than in other parts of the world.