



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

¹There have interesting similarities between the Japanese and American systems of government. ²Like the United States, Japan has three independent branches: the legislative branch, the judicial branch, and the executive branch. ³Both in Japan and in the United States, the legislative branch has the power to make laws. ⁴In some ways, the legislative branch in Japan is similar to the U.S. legislative branch. ⁵For example, the Japanese legislative branch has two houses: the House of Representatives and the House of Councillors. ⁶The United States also have two houses: the Senate and the House of Representatives. ⁷In 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 have coastlines.
he / she / it /	<i>has</i>	Identity theft often has serious consequences for the victim.

2.2 Simple Past: *Have*

Subject	Verb	Example
I / he / she / it you / we / they	<i>had</i>	Afghanistan had two capitals until 1818. In the last century, Bolivia and Paraguay had 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 to either 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 has about 35,000 locations worldwide. According to Professor Erik Asphaug, the earth had two moons several billion years ago. Most of the workers did not have proper safety equipment.
2. to show relationships among people	William Shakespeare had seven brothers and sisters. Photographer Ansel Adams did not have any siblings.
3. to show contents or qualities	Canada has more than 2 million lakes. The main character did not have much confidence.

ACTIVITY 2

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

- The earth currently _____ a population of over 7 billion people.
- There are two reasons why characters in Disney movies usually _____ (*not*) mothers.
- A Chief Financial Officer _____ the responsibility of making financial plans and decisions for a company.
- Countries near the equator, such as Singapore and Indonesia, _____ warm weather year-round.
- Writing experts agree that a good story _____ five main elements: theme, plot, characters, conflict, and setting.
- City College _____ more than 50 academic departments on 11 campuses.
- After 1960, France _____ (*not*) control over Burkina Faso.
- 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 ^{has} ~~have~~ three branches of government.

Countries near the equator ^{have} ~~has~~ two seasons—wet and dry.

The coastal area in both Oregon and California ^{has} ~~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.

ACTIVITY 4 Common Error 2.1

In each paragraph, fill in the blank with the correct form of *have*. Use *not* when it is there.

1. The term *millennials* refers to the people born between 1980 and 2000. Fewer millennials, which is an important market group, currently _____ cars than did members of previous generations at the same age. This lower number is partly because many millennials _____ lower incomes compared with older generations at the same age. However, car-buying is increasing among millennials. Current research shows that social media _____ (*not*) very much influence on how millennials choose new cars.
2. According to the World Happiness Report of 2015, certain conditions lead to happiness. Countries that _____ these conditions are often at the top of world happiness lists. A typical Swiss resident, for example, _____ strong feelings of safety. A Swiss resident also usually _____ a deep sense of community. In fact, 86 percent of all Swiss feel that they _____ someone they can depend on if they need help.
3. Apes and humans _____ the same internal organs and the same types of bones. They also tend to suffer from the same types of diseases. Human and ape hands are similar, too. For example, the ape hand _____ an opposable thumb, which allows it to grip things. However, there are some physical differences between apes and humans. For example, apes _____ smaller brains than humans.
4. According to a Pew Research Center study on cell phones in Africa, South Africa _____ the greatest number of cell phone users. Approximately 90 percent of South Africans _____ a cell phone, and 34 percent of these South Africans _____ a smartphone. In contrast, Uganda _____ the fewest cell phones. In that country, 65 percent of the people _____ cell phones, and only 5 percent of these people _____ a smartphone.

Academic Vocabulary

Common Error 2.2 Do you need *have* or *be*?

is

Miami ~~has~~ the Florida city with the most people.

are

Most young children ~~have~~ afraid of the dark.

are

There ~~have~~ two official languages in the Philippines.

had

France ~~was~~ two capital cities during World War II.

- REMEMBER:**
- Use *be* to define a subject.
 - Use *be* with words such as *born*, *years old*, *hungry*, *thirsty*, *tired*, *afraid*, *right*, and *lucky*.
 - Use *be* with *there*.
 - Use *have* to indicate possession or relationships.

ACTIVITY 5 Common Error 2.2

Underline the correct verb.

1. Xiamen, China, (*is* / *has*) a population of over 4 million people.
2. The Philippines (*is* / *has*) more than 7,000 islands.
3. According to some experts, parents should feed children only when they (*are* / *have*) hungry.
4. Starbucks (*was* / *had*) right to close shops that were not making enough money.
5. In 2015, Zimbabwe and Liberia (*were* / *had*) a very high unemployment rate.
6. There (*are* / *have*) three types of influenza: A, B, and C.
7. In 1930, there (*were* / *had*) 10 passenger ferries on San Francisco Bay.
8. Until 2016, only a few very special groups of Americans (*were* / *had*) the opportunity to travel to Cuba.

Nouns Frequently Used with *Have* in Academic Writing

access	consequences	difficulty	meaning	right
benefits	control	effect	opportunity	time

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

ACTIVITY 6 Vocabulary in Academic Writing

Use the correct form of *have* and underline the correct academic vocabulary to complete the sentences. Include *not* when it is there.

Subject Area	Example from Academic Writing
Education	1. Teachers often _____ (<i>opportunity</i> / <i>difficulty</i>) controlling their classes unless they have strict rules.
Animal Behavior	2. The flu virus _____ serious (<i>consequences</i> / <i>benefits</i>) for wild pandas because it can kill them.
Business	3. According to many experts, you should not change jobs unless you _____ (<i>an opportunity</i> / <i>a meaning</i>) for more responsibility and a higher salary.
Literature	4. Each word in a poem _____ (<i>meaning</i> / <i>access</i>). To understand the message of a poem, think about every possible meaning of each word.
Political Science	5. U.K. citizens _____ the (<i>effect</i> / <i>right</i>) to free speech. However, speech that insults people is illegal.
Health	6. According to the World Health Organization, 783 million people worldwide _____ (<i>not</i>) (<i>benefits</i> / <i>access</i>) to clean water.
English Composition	7. School uniforms _____ many (<i>rights</i> / <i>benefits</i>), including saving time and saving money.
Economics	8. For example, tourism _____ a positive (<i>effect</i> / <i>meaning</i>) on the economy of poor nations.
Nursing	9. Women over the age of 50 still _____ (<i>right</i> / <i>time</i>) to improve their bone health.
Psychology	10. When patients are experiencing stress, it is important to point out the things in their lives that they _____ (<i>access</i> / <i>control</i>) over, such as the food they eat or the people they spend time with.

ACTIVITY 7 Review Quiz

Multiple Choice Choose the letter of the correct answer.

1. There _____ at least three reasons why a college degree is important today.
a. have b. has c. is d. are
2. Unlike the university library, the public library _____ material for the general public.
a. have b. has c. is d. are
3. Both the China Institute and the Brooklyn Museum _____ Asian art.
a. have b. has c. is d. are
4. The walkway over the freeway is dangerous at night because it _____ enough lights.
a. does not have b. do not have c. is not d. are not
5. Beginning in 1921, American women _____ the right to vote.
a. was b. were c. had d. have

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. Countries in tropical areas have hot and rainy almost every day, while countries in dry climates do not receive much rainfall.
7. The book version of *To Kill a Mockingbird* is similar to the movie version in that both has the same main characters and the same plot.
8. Benjamin Franklin had 22 years old and was the owner of his own printing business when he had his first child, William.



A coyote crosses a snowy field in a state park near Denver, Colorado.

ACTIVITY 8 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 these sentences require the verb *have*. (See Appendix 1, Building Greater Sentences, page 206, for tips on how to do this activity.)

1. a. Wolves have physical features.
b. Coyotes have physical features.
c. These physical features are different.
d. However, they have similar hunting styles.
e. They also both have the ability to solve problems.

2. a. Meso-American pyramids are different from Egyptian pyramids.
b. Meso-American pyramids have a f at top.
c. Meso-American pyramids have steps up the sides.

3. a. Studying at a community college is a good idea.
b. They have a variety of courses.
c. It is a way to save money.
d. You can save money before you attend a four-year college.

ACTIVITY 9 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.

COMPARISON PARAGRAPH

Bees and Wasps

¹To the average person, bees and wasps appear to be similar. ²They are different in some interesting ways. ³They have different diets, and they have different ways of defending themselves. ⁴Bees and wasps also have some different physical features. ⁵Bees have hair on their bodies and legs, while wasps do not. ⁶Bees have flat, wide legs, while wasps have thinner, rounded legs. ⁷Bees make honey. ⁸Wasps are predators. ⁹Bees are generally less aggressive than wasps. ¹⁰Honeybees can sting one time, and then they die. ¹¹Other types of bees can sting more than once. ¹²However, wasps are very aggressive, and they can sting several times.

1. Combine sentences 1 and 2 with the connector *but*.
2. In sentence 3, the subject and the verb (*they have*) are repeated. Change the sentence so that it will have only one subject and one verb. (Hint: Will you need the comma?)
3. In sentence 4, the word *some* is vague. Replace it with *several*.
4. In sentence 5, use the phrase *for example* or *for instance* to introduce the example.
5. In sentence 6, add the phrase *in addition* to introduce an additional example.
6. In sentence 7, explain what honey is. Add a comma after the word *honey* and this information: *which is their food*.
7. Sentence 8 has information that is very different from all the other information so far. Start with *in contrast* to show this difference.
8. Explain the word *predator* in sentence 8. After the word *predator*, put a comma and then add this information to give an example of how wasps are predators: *which means they catch and eat other insects*.

9. Sentence 9 is the last point of comparison in the paragraph. Begin the sentence with the word *finally* to connect this new information to the rest of the paragraph.
10. This paragraph does not have a concluding sentence. Add one sentence that restates the idea in the topic sentence in a different way.

ACTIVITY 10 Original Writing

On a separate sheet of paper, write a comparison paragraph (at least five sentences). Explain what the two things are and give facts, details, and examples. Use at least two examples of *have* or *has*. Underline your examples.

Here are some examples of how to begin.

- *Although a movie producer and a movie director are both important, a movie director is the more important role.*
- *Compared with other museums in San Francisco, the de Young Museum is one of the best places in the city to enjoy art, architecture, and treasures from around the world.*
- *There are many attractive college campuses in the world, but the University of Western Washington campus is one of the most beautiful campuses in the United States.*