



# GRAMMAR

FOR GREAT **WRITING**

SERIES CONSULTANT:

**KEITH S. FOLSE**

LAURIE BLASS

KEITH S. FOLSE

DEBORAH A. MITCHELL

**A**

# 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 Air</i>



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 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 <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.

- 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 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.

## 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

- Education
- Animal Behavior
- Business
- Literature
- Political Science
- Health
- English Composition
- Economics
- Nursing
- Psychology

#### Example from Academic Writing

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

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