1.16 Using ‘be’ and ‘have’

**Objective**
- Recognise the functions of the verbs ‘be’ and ‘have’ in the context of an information report.

**What you need**
- Student worksheet (see next page)

**What to do**
1. Look at the student worksheet and talk through the examples.
2. Explain that we use these verbs to link information in classifications and descriptions. (Plurals are used here, but students should be made aware that it is acceptable to use either provided usage is consistent.)
3. Explain that we usually use ‘be’ in a classification and when information is given about a whole thing. We use ‘is’ when we are talking about one thing and ‘are’ when we are talking about more than one.
4. Explain that we use ‘have’ when giving information about the parts that belong to a thing. We use ‘has’ when we are talking about one thing and ‘have’ when we are talking about more than one.

**Extending the activity**
- Individually or in groups, give oral descriptions of more animals, including people. For example: ‘This is Ji. He is 14. He has black hair.’
- Have students monitor one another for correct use of ‘be’ and ‘have’.
Activity sixteen

is for the whole thing

A n elephant is a mammal.
It is very big.
It is about four metres tall.
It is grey.

Elephants are mammals.
They are very big.
They are about four metres tall.
They are grey.

has for parts of the thing

A n elephant has a trunk.
It has big ears.
It has thick strong legs.
It has thick grey skin.

Elephants have a trunk.
They have big ears.
They have thick strong legs.
They have thick grey skin.