

## 1.16 Using 'be' and 'have'

**Topic:** Animals

**Subtopic:** Mammals

**Activity type/skill:** Recognising verbs

**Literacy focus:** Reading

**Genre:** Information reports

### 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

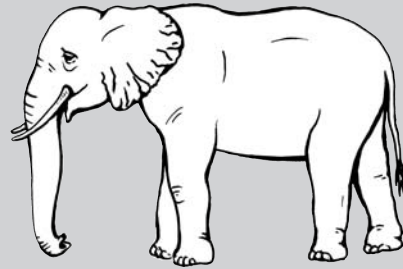
- Individually or in groups, give oral descriptions of more animals, including people. For example: 'This is Ji. He is 14. He has black hair.'
- Have students monitor one another for correct use of 'be' and 'have'.

## Activity sixteen

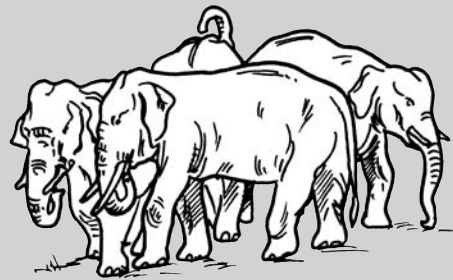


**is**  
**are**                    **for the whole thing**

An 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**  
**have**                    **for parts of the thing**

An 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.

