

# English Grammar Potion Making



*Thank you for joining my class!*

## Lessons

1. Abstract Nouns and Concrete Nouns
2. Countable Nouns, Uncountable Nouns, Collective Nouns and Double Nouns
3. Common Nouns and Proper Nouns
4. Singular Nouns and Plural Nouns
5. The Definite Article “The”
6. Indefinite Articles “A” and “An” or Zero Article
7. Subjective Case Personal Pronouns
8. Simple Present Tense
9. Simple Present Tense and Adverbs of Frequency
10. Adjectives
11. Stative Verbs, Predicate Nouns, and Predicate Adjectives
12. Indirect Object and Objective Case Personal Pronouns
13: Declarative, Imperative, Exclamatory, Introductory Interrogative Sentences, and Direct Speech
14. Present Progressive Tense
15. Present Progressive Tense “To Be” “To Have” and “To do”
16. Simple Past Regular and Irregular Verbs
17. Past Progressive Tense
18. Simple Future Tense
19. Future Progressive Tense
20. Coordinate Adjectives and Cumulative Adjectives

Free for classroom use. Not for commercial resale. Please credit the author when sharing.

# English Grammar Potion Making

## Lesson 1: Abstract Nouns and Concrete Nouns

We begin by learning the eight main parts of speech. As we move forward, you will discover that there are more than eight parts of speech, but many of them are often taught as subcategories of the eight main categories.

### Parts of Speech Overview

- **Nouns** name people, places, things, concepts, and ideas.
- **Pronouns** replace noun phrases.
- **Adjectives** modify nouns and pronouns by describing physical or emotional qualities. Adjectives answer the questions: How many? Which one? Whose? What kind?
- **Verbs** express actions and states of being.
- **Adverbs** modify verbs, adjectives, other adverbs, and clauses. Adverbs answer the questions: Where? When? How? Why? To what extent?
- **Prepositional phrases** begin with a **preposition** and end with the **object of the preposition**. The phrase functions as an adjective, an adverb, or a complement.
- **Conjunctions** connect words, phrases, and clauses.
- **Interjections** express emotion and are grammatically separate from the sentence.

### Noun Classifications

Why do we need to learn about the unique characteristics of nouns?

A noun can serve as the subject of a sentence, and the subject must agree with the verb for the sentence to be grammatically correct. To understand how sentences work, you first need to understand how nouns behave.

Since I am a big *Harry Potter* fan, I like to think of each part of speech as an ingredient used to make a potion—a sentence. The wrong ingredients will make the potion unusable. The ingredients must work together—for example:

- The subject and verb must agree.
- Determiners must agree with the nouns they describe.

### Concrete vs. Abstract Nouns

**Concrete nouns** are nouns you can experience with your senses:

- Touch, see, hear, smell, and taste
- Examples: dog, house, food, pizza

Even some things you might not expect can be concrete:

- Specific times, like 6:00 a.m., because they are precise and measurable
- Groups, like teams, clubs, and organizations, because they are defined by members, structures, and functions.

**Abstract nouns** are nouns you cannot experience with your senses. They include:

- Moments in time or general periods time: childhood, adolescence, birthdays
- Subjective qualities: courage, patience, honesty
- Concepts or ideas: charity, democracy, religion, dreams, justice
- Emotions or feelings: grief, sorrow, stress, despair, pride, happiness
- Perspective states: failure, evil, boredom

## *English Grammar Potion Making*

Many abstract nouns are uncountable, meaning they are not typically used in the plural form. This is important when forming sentences and ensuring subject-verb agreement.

We speak to convey a message, so let our words carry wisdom.

### **Words of Wisdom**

“Words can be as sharp as swords. Entire nations have been built—and destroyed—by what people say.”

# English Grammar Potion Making

## Lesson 2: Countable Nouns, Uncountable Nouns, Collective Nouns, and Double Nouns

Nouns can be the subject of a sentence, and every complete sentence requires both a subject and a verb. The verb must change, or conjugate, to agree with the subject.

Before we begin writing sentences, we need to understand what a noun is and how it behaves.

Just like people can be described in more than one way—tall, athletic, musical, creative—nouns also have more than one characteristic.

In Lesson 1, we learned about **concrete nouns** and **abstract nouns**. These nouns can also belong to other classifications, such as countable nouns, uncountable nouns, collective nouns, and double nouns.

### Countable Nouns

**Countable nouns** are nouns you can count. You can say: one, two, three, and so on.

Examples:

- one dog
- two chairs
- three books
- four students

Countable nouns can be singular or plural. In Lesson 4, you will learn how to change singular nouns into plural nouns.

### Uncountable Nouns

**Uncountable nouns**, also called **non-count nouns** or **mass nouns**, are nouns you cannot count individually. However, some uncountable nouns can be measured, weighed, or placed into containers to show quantity.

You usually cannot say:

- one rice
- two sugars
- three furnitures

The word furniture is uncountable, so it is not usually made plural.

So, when we use an “of” phrase, we often keep the noun as a mass noun while using a countable container, measurement, or unit to show quantity.

Instead, you can say:

- a bowl of rice
- two teaspoons of sugar
- three pieces of furniture
- a glass of water
- a pound of rice

# English Grammar Potion Making

In these examples, rice, sugar, furniture, and water stay uncountable. The countable words are bowl, teaspoons, pieces, glass, and pound.

Uncountable nouns often name substances, materials, abstract ideas, or categories.

Examples:

- rice
- sugar
- dirt
- tea
- water
- furniture
- coffee
- love
- freedom
- money

The way a noun is used can depend on context. For example, coffee can be uncountable when it refers to the drink in general, but it can become countable when it refers to cups or servings of coffee.

Examples:

- Coffee helps me wake up.  
In this sentence, “coffee” refers to the drink in general.
- I ordered two coffees.  
In this sentence, “coffees” means two cups of coffee.
- I ordered two cups of coffee.  
This keeps “coffee” uncountable and uses “cups” as the countable noun.

## Collective Nouns

**Collective nouns** name a group of people or things that are considered as one whole.

Examples:

- a team
- a choir
- a herd
- a colony
- a crowd
- a deck
- a litter
- a fleet
- a forest

A collective noun can be singular or plural, depending on how many groups there are.

Examples:

- The beehive produces honey.  
This sentence refers to one group of bees.
- The six beehives produce honey.

# English Grammar Potion Making

This sentence refers to six groups of bees.

In the first sentence, “**beehive**” is singular, so the verb is “**produces.**”

In the second sentence, “**beehives**” is plural, so the verb is “**produce.**”

This is why noun classifications matter: the subject and verb must agree.

## Collective nouns with “of” Phrases

A prepositional phrase with the preposition “**of**” often follows collective nouns.

We will study prepositional phrases later. For now, just notice the pattern:

- a forest of trees
- a choir of singers
- a team of players
- a herd of cows
- a colony of bees
- a deck of cards
- a fleet of ships
- a crowd of people
- a litter of kittens

The collective noun comes first. Then the “**of**” phrase tells us what the group contains.

## Double Nouns

Some nouns can be both **countable** and **uncountable**, depending on how they are used in a sentence. These are sometimes called **double nouns**.

A double noun changes from countable to uncountable when its meaning changes.

For example:

- Please, hand me the tea.  
In this sentence, tea may refer to a cup of tea.
- Tea is grown in many countries.  
In this sentence, tea refers to the substance in general.

More Examples:

Countable Use	Uncountable Use
I ordered two coffees.	Coffee helps me wake up.
She had three experiences abroad.	Experience is important.
We bought two chickens.	We ate chicken for dinner.
He told many truths.	Truth matters.

Double nouns are important because the meaning of the noun affects whether the verb should be singular or plural.

## Words of Wisdom

“A wise person knows that silence can be just as powerful as speaking.”

# English Grammar Potion Making

## Lesson 3: Common Nouns and Proper Nouns

Nouns are one of the most fascinating ingredients in our grammar potion. So far, we have discovered several types of nouns: abstract nouns, concrete nouns, countable nouns, collective nouns, double nouns, and uncountable nouns.

This reminds us of something important: a noun is not limited to just one classification.

### Common Nouns and Proper Nouns

Understanding the difference between common nouns and proper nouns helps us bring clarity and precision to our writing.

**Common nouns** name general people, places, things, ideas, and concepts.

**Proper nouns** name specific people, places, things, ideas, and concepts.

Common	Proper
store	Walmart
city	Chicago
town	Prophetstown
TV	Samsung
movie	<i>Shrek</i>
girl	Hannah

Think of it this way:

A common noun is like a general ingredient, while a proper noun is the exact ingredient you choose for your recipe.

### Capitalization Rules (Your Potion's Precision)

Proper nouns follow special rules because they point to something specific and important.

- Always capitalize proper nouns.
- Italicize titles of major works, such as books, movies, newspapers, magazines, trains, ships, and planes.

You also capitalize:

- holidays
- days of the week
- names of gods and religious figures
- months of the year
- names of specific people, places, things, ideas, and concepts

### Tricky Ingredient: Relationship Nouns

Some nouns can change classification depending on how they are used. Relationship words are a perfect example: grandma, grandpa, aunt, cousin, uncle, sister, and brother.

- Relationship nouns are proper nouns when they are used as names or as part of a name.  
My mom and Grandma Rose smell the roses.
- Relationship nouns are common nouns when they describe the relationship you have with a person.  
My sister sent me a present.

# English Grammar Potion Making

The difference is subtle—but powerful. One names, and the other describes.

## **Another Tricky Ingredient: Directions**

Directions can shift between common and proper nouns.

northeast, southeast, northwest, southwest, north, east, south, and west

- Capitalize when referring to a specific region:  
Mom loves the cities in the North.
- Do not capitalize when giving a direction:  
My mom travels north.

Again, it all depends on meaning, just like adjusting a potion for the right effect.

## **Words of Wisdom**

“A man who can keep his monster inside is not a man of weakness but a man of great strength.”

# English Grammar Potion Making

## Lesson 4: Singular Nouns and Plural Nouns

In our grammar potion, every ingredient must work in harmony. One of the most important relationships is between the **subject noun** and its **verb**.

The form of the verb depends on whether the subject is singular or plural, as well as its person. In other words, the subject and verb must agree in **number** and **person**. When they do not, the sentence becomes ungrammatical—like mixing ingredients that simply do not belong together.

### Singular Nouns and Plural Nouns

**Countable nouns** may be **singular** or **plural**.

**Singular nouns** name one person, place, thing, concept, or idea.

**Plural nouns** name more than one person, place, thing, concept, or idea.

Examples:

- one son → two sons
- one lady → three ladies
- one city → many cities
- one child → two children

### Spelling Rules for Plural Nouns

These patterns help us transform one ingredient into many.

1. For most countable nouns, add **-s**.

- son → sons

2. Add **-es** to nouns ending in **ch**, **sh**, **x**, **s**, **z**, and **ss**.

- match → matches
- quiz → quizzes

**Note:** If **ch** says the /k/ sound, add **-s**.

- stomach → stomachs

3. Sometimes double the final **s** or **z** before adding **-es**.

When the noun ends in **s** or **z**, the final letter is sometimes doubled before adding **-es**.

- fez → fezzes
- quiz → quizzes

However, not all words follow this pattern.

- bus → buses
- gas → gases or gasses

4. When a noun ends in a **consonant** + **y**, change the **y** to **i** and add **-es**.

- lady → ladies
- city → cities
- baby → babies

5. When a noun ends in a **vowel** + **y**, add **-s**.

- ray → rays
- boy → boys

# English Grammar Potion Making

- toy → toys

6. Some nouns ending in **f** or **fe** change the **f** to **v** and add **-es**.

- knife → knives
- life → lives
- leaf → leaves
- wife → wives

Other nouns ending in **f** simply add **-s**.

- dwarf → dwarfs
- roof → roofs
- belief → beliefs
- chief → chiefs

7. Nouns ending in **consonant + o** may add **-es** or **-s**.

Some nouns ending in **consonant + o** add **-es**.

- potato → potatoes
- tomato → tomatoes
- hero → heroes

Some nouns ending in **consonant + o** add **-s**.

- piano → pianos
- photo → photos
- halo → halos

Some nouns can end in either **-es** or **-s**.

- buffaloes / buffalos
- volcanoes / volcanos
- tornadoes / tornados

8. When a noun ends in a **vowel + o**, add **-s**.

- zoo → zoos
- stereo → stereos
- radio → radios
- video → videos

9. **Irregular nouns** have **irregular plural forms**.

Some nouns do not follow the regular spelling rules. These nouns come from Middle English or other languages.

- person → people
- goose → geese
- ox → oxen
- child → children
- foot → feet
- mouse → mice

10. Some **irregular nouns** have the same form whether they are singular or plural. You can add a **number** to show how many.

# English Grammar Potion Making

- one sheep → three sheep
- one deer → five deer
- one fish → many fish
- one moose → two moose

## Foreign Language Noun Plural Spelling

English borrows many words from other languages. Some borrowed words keep their original plural forms, while others follow regular English plural rules.

### 1. **-on** changes to **-a**.

- phenomenon → phenomena
- criterion → criteria

### 2. **-us** changes to **-i**.

- cactus → cacti
- focus → foci

### 3. **-is** changes to **-es**.

- analysis → analyses
- thesis → theses

### 4. **-um** changes to **-a**.

- bacterium → bacteria
- datum → data
- medium → media

Some words also have regular English plurals depending on context.

- curriculum → curricula / curriculum

### 5. **-ex** or **-ix** changes to **-ices**.

- matrix → matrices
- vortex → vortices

Some words also have regular English plurals.

- appendix → appendices / appendixes
- index → indices / indexes

### 6. **-a** changes to **-ae**.

- larva → larvae

Some words also have regular English plurals.

- formula → formulae / formulas

### 7. **-eau** changes to **-eaux** or adds **-s**.

- bureau → bureaux / bureaus
- chateau → chateaux / chateaus

# English Grammar Potion Making

Once you learn these patterns, you can transform singular nouns into plural nouns with confidence.

## Pronunciation of Plural Endings

Plural endings are not just about spelling. They are also about sound. The way we pronounce **-s** or **-es** depends on the last sound of the word.

1. After a voiceless sound, pronounce “-s” as /s/.

A voiceless sound does not make your throat vibrate.

- lip → lips
- cat → cats
- rock → rocks
- cuff → cuffs
- month → months

2. After a vowel or voiced sound, pronounce “-s” or “-es” as /z/.

Put your hand on your throat when you say these words. You should feel vibration at the end of the singular word.

- bee → bees
- potato → potatoes
- sum → sums
- can → cans
- cab → cabs
- thing → things
- lid → lids
- bear → bears
- hive → hives

Note: In **hive**, the silent **e** makes no sound, so the last sound is /v/. Since /v/ is voiced, the plural ending is pronounced /z/: **hives**.

3. After the last sounds /s/, /sh/, /ch/, /x/, /z/, and /j/, pronounce “-s” or “-es” as /ɪz/. After certain sounds, we add an extra syllable. This ending is often pronounced /ɪz/.

- class → classes
- dish → dishes
- place → places
- beach → beaches
- tax → taxes
- garage → garages
- bridge → bridges

Note: The letter “**g**” can soften to the /j/ sound when followed by **e**, **i**, or **y**. The spelling “**dge**” makes the /j/ sound. The letter “**c**” usually makes the /s/ sound when followed by **e**, **i**, or **y**.

## Words of Wisdom










“When you understand how words work, you gain the power to shape how others understand you.”

# English Grammar Potion Making

## Lesson 5: The Definite Article “The”

### Phrases in Boxes

As we continue building our grammar potion, we will begin breaking sentences into boxes. Each box represents a different type of phrase. Over time, these boxes will help you see how sentences are built.

- Red box → noun phrase 
- Dark blue box → determiner phrase 
- Purple box → adjective phrase 
- Green box → adverb phrase 
- Yellow box → verb phrase 
- Light blue box → prepositional phrase 
- Orange box → participle phrase 
- Pink box → gerund phrase 
- Dark green box → infinitive phrase 

Think of these as compartments in your potion—each ingredient has its place and purpose.

### Understanding Articles

To build strong noun phrases, we must understand articles.

English only has three articles: **a**, **an**, and **the**. Articles send the listener or reader a message about the noun phrase. They tell us whether the speaker has a specific noun in mind or is speaking more generally.

### Where “The” Fits

The article “the” is part of the determiner phrase, which belongs inside the noun phrase.

The man watches the basketball game.

This shows how phrases can exist inside other phrases—just like layers in a well-crafted potion.

### What Determiners Do

**Determiners**, also known as pre-adjectives, are words that come before nouns and help identify or limit them. Determiners tell the audience which noun the speaker or writer is referring to by:

- whether the noun is general or specific
- whether the noun is near or far
- whether the noun is singular or plural
- how many or how much
- who or what the noun belongs to

### The Power of “The” (Definite Article)

The article “the” tells us something very important: the noun is specific and identifiable.

# English Grammar Potion Making

But “the” works correctly only when two conditions are met.

1. The speaker knows the exact noun.  
They can identify it from a group.
2. The listener also knows which noun is meant.  
They can identify it too.

Example: I want the pencil.

Both the speaker and listener know exactly which pencil is being discussed.

## Think About It This Way

Imagine a group of identical items.

- If you can point to one exact item, you use “the.”
- If not, you usually should not.

Like recognizing the real *Harry Potter* among many look-alikes—you know exactly which one is real.

## How the Listener Understands “The”

The listener knows which noun is being referenced for one of the following reasons:

1. It was mentioned before.
  - I bought a computer. The computer works great.
2. The speaker or writer uses extra information to identify the exact noun, such as a name, a postmodifier, an adjective clause, a noun clause, or a prepositional phrase.
  - The boy in the red shirt goes to school.
  - The Sarah with curly hair is my cousin.
3. The speaker or writer expects the noun to have a normal or expected feature.
  - My son reads a book and checks the index.
  - A common feature in a book is the index.
4. You can find the noun in a particular environment.
  - We are walking around the school, and I say, “She is going to the library.”
  - Examples of environments: universities, cities, farms, hospitals, houses
5. When referring to unique nouns, use “the”. I think of these nouns as one-of-a-kind.
  - the sun
  - the earth

## Special Uses of “The”

“The” is also used in the following:

- Cardinal directions referring to regions of the country: the Southwest, the Northwest

# English Grammar Potion Making

- Unions of countries: the UK, the United States
- Geographic features: the Gulf Stream, the Great Lakes
- Universities that have “of” in the title: the University of Iowa
- Superlatives: The man is **the greatest**.
- Decades: the 1980s
- Musical instruments: the flute

## Flexibility of “The”

The article “the” has few restrictions when considering the noun classification.

You can use the definite article “**the**” with:

- count nouns, singular and plural
- some uncountable nouns
- some proper nouns as shown in the list above
- common nouns
- abstract nouns
- concrete nouns

I am waiting for the tea.

## Monster Point of View

This is where your grammar potion comes alive.

- The blue monster, the speaker, knows exactly what the noun is.
- The red monster, the listener, must also understand which noun is being referenced.

If both monsters understand, your sentence works perfectly. If not, the potion fails.

## MEET THE TWO MONSTERS

**BLUE MONSTER SPEAKER**  
I know exactly what I am talking about. I can identify the noun. I can point it out from a group of similar items.

I want the pencil.

**RED MONSTER LISTENER**  
I need to know what the speaker is referring to. I must be able to identify the specific noun too.

Oh! You mean your pencil on my desk!

**THE SPEAKER KNOWS**

- I have a specific noun in mind.
- I can identify it easily.
- I can point it out.

**WHEN BOTH MONSTERS UNDERSTAND... "THE" WORKS!**

**THE LISTENER KNOWS**

- I understand which noun is meant.
- I can identify it too.
- We both share the same understanding.

# English Grammar Potion Making

## **Advanced Concept: For Deeper Thinkers**

Sometimes “**the**” is used to show how something has changed over time:

“The language of today is not the same as the language spoken long ago.”

Here, “**the**” helps distinguish two versions of the same thing across time. This concept becomes especially useful when writing a history report!

## **Words of Wisdom**

“The depth of your pain reflects the value of what was lost. When you put that truth into words, you find peace in being understood.”

# English Grammar Potion Making

## Lesson 6: Indefinite Articles “A” and “An” or Zero Article

In our grammar potion, nouns take on many roles, and the articles we choose help shape their meaning.

The articles “a” and “an” indicate that the noun is indefinite. This means the noun may be nonspecific or it may be new information for the audience.

Remember: The determiner phrase lives inside the noun phrase.

- Red box → Noun phrase
- Dark blue box → Determiner phrase

**The** wizard turned into **a** cat.

### When to Use “A” and “An”

#### 1. New Information

When a noun is newly introduced to the audience, the speaker first needs to identify the noun. This is often referred to as a **specific indefinite reference**. Even though the speaker can identify the noun, the audience cannot yet. The noun is new information!

- I saw a bird in the tree.

#### 2. Nonspecific Reference

When the speaker is still speaking in general terms, this is called a **nonspecific indefinite reference**.

- I am in a candy store. I want a chocolate bar, but I don’t know which one to choose.

#### 3. Generalization or Class Membership

Indefinite articles are also used when making a generalization about a typical example or identifying a member of a class.

- A dog is loyal.
- A teacher must be patient.

This refers to any member of the group.

#### 4. Historical Insight

“A” and “an” come from an old form of the word “one.” That is why they are only used with **singular countable nouns**.

### Rules for “A” and “An”

- Use “a” when the next word starts with a consonant sound, regardless of spelling.
  - A unicorn (“u” makes a “y” sound like in “yo-yo”)
- Use “an” when the next word starts with a vowel sound, regardless of spelling.
  - An honor (silent “h” makes the word start with /o/ like in “on”)
- If there is an adjective or modifier between the article and the noun, apply the same rules to the first sound after the article.
  - An interesting story (“interesting” starts with a vowel sound)
  - A beautiful day

# English Grammar Potion Making

## Why “A” and “An” Don’t Work with Non-Count Nouns

- Non-count nouns cannot be counted individually, so they do not usually have singular and plural forms.
- When conjugating the verb for subject-verb agreement, we treat non-count nouns as singular. Even though non-count nouns are considered singular for subject-verb agreement, they do not represent “one” separate item.
- Water is essential for life.

## Zero Article

Zero article refers to the absence of an article (“a,” “an,” or “the”) before a noun. In English, we use zero article in specific situations:

### 1. Broad Generalizations: Referencing an Entire Group or Concept

When making broad generalizations about an entire group or concept, we often use zero article with plural countable nouns or non-count nouns.

- Dogs are loyal.
- Cats are independent animals.

### 2. Proper Nouns

We usually use zero article with most proper nouns, such as names of people, countries, cities, and languages.

- I visited France last summer.
- She speaks English.

Exceptions: Some countries, like the Netherlands and the United States, require “the” because their names imply a collection or union.

### 3. Numbers and Identifiers

When using nouns followed by numbers or other identifiers, no article is needed.

- Page 10
- Room 5

### 4. Sports and Games

When talking about sports and games, we typically use “zero article” because we refer to them as general activities or categories.

- I play soccer every weekend.

However, you can use the indefinite article when referring to a specific match, game, or event.

- Let’s watch a football game.

Understanding when to use “a,” “an,” or no article is like selecting the right ingredient for your potion. A small word can completely change the meaning. You are not just forming sentences—you are guiding your reader’s understanding.

## Words of Wisdom

“The right words, used at the right time, turn confusion into understanding.”

# English Grammar Potion Making

## Lesson 7: Subjective Case Personal Pronouns

As we continue building our grammar potion, we now take an important step: replacing noun phrases with pronouns.

We have already explored nouns and articles like “a,” “an,” and “the.” These articles are part of the determiner phrase, which lives inside the noun phrase.

Remember: Phrases can exist inside other phrases, just like ingredients layered within a potion.

### From Noun Phrase to Pronoun

A noun phrase often functions as the subject of a sentence.

The cheetahs run fast.

The women are talking.

A **subjective case personal pronoun** replaces the entire noun phrase when it is the subject of the sentence.

### Why Pronouns Matter

To correctly form verbs, we must understand the subject:

- Is it singular or plural?
- What is the person—1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>?

When you are unsure which verb form to use, try this:



Turn the noun phrase into a pronoun.

This helps you choose the correct verb form.

### Subjective Case Pronouns

**Subjective case** is the form of personal pronouns used as the subject of a sentence. Personal pronouns change form depending on the subject’s perspective and number. The subjective case pronouns are:

Person	Singular	Plural
1 <sup>st</sup> person	I	we
2 <sup>nd</sup> person	you	you
3 <sup>rd</sup> person	he, she, it	they

### Understanding Person

- **1<sup>st</sup> person** → the speaker
- **2<sup>nd</sup> person** → the person or people being spoken to
- **3<sup>rd</sup> person** → people or things that are not part of the conversation

# English Grammar Potion Making

When you talk about yourself, use “I.” Using your name instead would be speaking in third person, which can sound unusual or make people think you are referring to someone else with the same name.

## Pronouns Replace the Whole Noun Phrase

Look at how the pronoun replaces everything:

The computer would be a wonderful gift. (3<sup>rd</sup> person, singular)

It would be a wonderful gift. (3<sup>rd</sup> person, singular)

“We” refers to you and at least one other person.

We love pizza. (1<sup>st</sup> person, plural)

Sarah and I love pizza. (1<sup>st</sup> person, plural)

Notice in the two sentences below, “you” stays the same in both singular and plural. The complement changes to show meaning.

You are a great friend. (2<sup>nd</sup> person, singular)

You are great friends. (2<sup>nd</sup> person, plural)

## Key Idea

**Noun phrases** are one or more words functioning as a noun. The noun phrase includes determiners and adjectives. A pronoun replaces a noun phrase and functions as a noun.

Noun Phrase → Determiner + Adjective + Noun

## Looking Ahead

As we continue, noun phrases will become more complex. But for now, focus on this foundation:

- Identify the subject
- Determine the person
- Determine if it is singular or plural

These are the essential ingredients for building correct sentences. And remember: tiny potion spills are part of the process, not failed spells. Every mistake you catch helps make your grammar magic stronger.

## Words of Wisdom

“A person must master the foundations before building a masterpiece.”

# English Grammar Potion Making

## Lesson 8: Simple Present Tense

A sentence requires a subject and a predicate. The subject is the *who* or *what* the sentence is about, and the predicate is the verb phrase that tells you about the subject's action or state of being.

The type of sentence you will practice is a **declarative sentence**. A **declarative sentence** makes a statement—it shares a thought, an idea, or a truth.

### Tense and Aspect

In English, we write in three tenses, and each tense has four aspects. Every tense and aspect follows its own set of spelling patterns, which means structure and form always matter.

Tenses: Past, Present, Future

Aspects: Simple, Continuous/Progressive, Perfect, Perfect Continuous

### Simple Present: A Timeless Statement

The **simple present tense** gives your statement a “timeless” quality. It does not tell us when something begins or ends—it simply is.

You will use the simple present when you are expressing:

- facts
- habits and customs
- assertions or generalizations about groups or ideas

This is the tense of steady truths—the kind of statements that stand without needing a timeline.

### Simple Present Conjugation

Simple Present		
	Singular	Plural
1 <sup>st</sup> person	I run.	We run.
2 <sup>nd</sup> person	You run.	You run.
3 <sup>rd</sup> person	He runs.	They run.

### Subject-Verb Agreement

In the simple present tense, **third-person singular subjects** require the verb to change form.

This is where English begins to show its patterns:

- Most subjects use the bare infinitive: run, walk, speak
- But a third-person singular subject—he, she, it, or a singular noun phrase—requires something extra.

Examples:

- The wizard runs.
- A cat sleeps.
- The computer works.

# English Grammar Potion Making

Third-person singular subjects take **-s** or **-es**.  
This slight change carries a big grammatical signal.

## Spelling Rules

1. Most verbs add **-s**
  - run → runs
2. Verbs ending in **ss, sh, ch, z,** or **x** add **-es**
  - watch → watches
3. Verbs ending in a **consonant + y**, change **y** to **i** and add **-es**
  - try → tries
4. Verbs ending in a **consonant + o** add **-es**
  - go → goes
5. Verbs ending in a **vowel + o** simply add **-s**
  - radio → radios
  - canoe → canoes

Note: In the word canoe, the word already ends in e; therefore, the final spelling looks like “**-es**,” but only “**-s**” was added.

These are not random rules—they are patterns that help the language stay pronounceable.

## Building the Sentence

We will begin breaking sentences into two main parts:

- Noun Phrase (NP)
- Verb Phrase (VP)

This is where grammar shifts from memorizing rules to seeing structure.

Note: **Phrases** are one or more words working together to perform a function: noun, adjective, adverb, verb, and so on.

### Noun Phrase (NP)

A noun phrase is one or more words working together to function as a subject or object.

A simple pattern looks like this:

- Noun phrase → Determiner + Noun

A pronoun can replace a noun phrase because pronouns perform the same function.

### Verb Phrase (VP)

A verb phrase is one or more words working together as the verb.

It can take two forms:

- Transitive: Verb + Noun Phrase (Direct Object)
- Intransitive: Verb

# English Grammar Potion Making

## Understanding Verbs

Not all verbs behave the same way.

- **Transitive verbs** carry an action to the receiver, called the **direct object**.
- **Intransitive verbs** do not carry an action to a receiver.
- **Dynamic verbs (action verbs)** show the action of the subject. Dynamic verbs can be either transitive or intransitive.
- **Stative verbs (state verbs)** show a state of being or condition rather than an action. They are often intransitive, but some stative verbs can take direct objects.

## Infinitives

- **Infinitive**: to + base verb → to swim
- **Bare infinitive**: base verb alone → swim










In the simple present tense, we usually use the bare infinitive, except with third-person singular subjects, where the verb changes form.

## Completing the Meaning

**Verb complements** complete the meaning of the verb. There are several different types of verb complements. One common type is the **direct object**, which receives the action from the verb.

## Seeing the Structure

From this point forward, we will begin placing boxes around the phrases in our sentences. When you can see the structure, you begin to understand the sentence—not just read it.

- Red box → noun phrase 
- Dark blue box → determiner phrase 
- Purple box → adjective phrase 
- Green box → adverb phrase 
- Yellow box → verb phrase 
- Light blue box → prepositional phrase 
- Orange box → participle phrase 
- Pink box → gerund phrase 
- Dark green box → infinitive phrase 

## Words of Wisdom

“Powerful words have the ability to move through time—across decades and centuries.”

# English Grammar Potion Making

## Lesson 9: Simple Present and Adverbs of Frequency

Adverbs of frequency are the measured drops in your grammar potion—place them carefully to control how often the magic happens.

**Adverbs** modify verbs, adverbs, adjectives, prepositions, prepositional phrases, conjunctions, and even entire clauses. In doing so, they change how we understand the meaning of the word or phrase they modify.

**Independent adverbs** do not modify a specific word or phrase in the sentence.

### Adverbs of Frequency

**Adverbs of frequency** tell the listener or reader how often something happens. There are two subcategories of adverbs of frequency:

1. **Definite frequency** states a specific or exact time or schedule:
  - daily, hourly, weekly, monthly, yearly, biweekly, quarterly
2. **Indefinite frequency** does not include a specific or exact time, but shows how often something happens:
  - 100% → always
  - 90% → usually
  - 75% → often / frequently
  - 50% → sometimes / occasionally
  - 10% → seldom / rarely
  - 0% → never

### Simple Present Tense and Frequency

We use the simple present tense to talk about habits and routines. Adverbs of frequency are commonly used with this tense to show how regular an action is.

Adverbs of frequency most often modify verbs and sometimes adjectives.

### Basic Sentence Structures (Review)

- Noun phrase NP (subject) + VP → Verb (intransitive verb)
- Noun phrase NP (subject) + VP → Verb (transitive verb) + NP (direct object)

Remember: the direct object is part of the verb phrase.

### Indefinite Adverbs of Frequency: Modifying Verbs

#### 1. Standard Placement

- Place the indefinite frequency adverb in front of the main verb.
  - I often drive a car.

Structure: VP → (Auxiliary Verbs) +  (Adverb) + Verb + (Verb Complements)

Note: Elements in parentheses are optional. So far, the only verb complement introduced is the direct object.

# English Grammar Potion Making

Note: If your sentence includes an auxiliary verb or modal verb, such as can, must, or should, the adverb of frequency goes between the auxiliary/modal and the main verb. Auxiliary verbs and modals will be taught in later lessons.

## 2. Introductory Position (for Emphasis)

- These adverbs may begin a sentence and are usually followed by a comma: **usually, sometimes, normally, occasionally, often, and frequently.**
  - Sometimes, it snows in March.

Structure: (**Adverb**), NP subject + VP → (Auxiliary Verbs) + Verb + (Verb Complements)

## 3. “Each” and “Every”

- Frequency phrases that begin with “**each**” and “**every**” are placed at the beginning or the end of a sentence:
  - Every year, we celebrate Christmas.
  - We celebrate Christmas every year.

Structure: (**Adverb**), NP subject + VP → (Auxiliary Verb) + Verb + (Verb Complements)

Structure: NP subject + VP → (Auxiliary Verb) + Verb + (Verb Complements) + (**Adverb**)

## 4. Emphatic/Inversion Structures

- **Seldom, rarely, hardly ever, and never** can appear at the beginning of the sentence for emphasis. This causes **subject-auxiliary inversion**:
  - Never have I stolen a cookie!

Note: When these adverbs appear at the end of a sentence, they do not cause inversion.

- I have never stolen a cookie.

Note: Don’t worry about this concept yet. It is here as a preview for your notes.

## 5. “To Be” Verb Placement

- When the main verb is a form of “to be,” the adverb usually comes after the verb:
  - You are usually kind.
  - The sky is often cloudy.

Structure: NP subject + VP → Verb “to be” + (**Adverb**) + Verb Complement

Note: When using a “to be” verb, a verb complement is required in these sentence patterns: predicate adjective, predicate nominative, or adverbial complement. That is why it is not placed in parentheses.

## Indefinite Adverbs of Frequency: Modifying Adjectives

### 1. “To Be” Verb with a Predicate Adjective

- Place the adverb after the verb “to be”:
  - She is always pretty. In this sentence, “always” is placed after “is” and tells how often “she is pretty” is true.

# English Grammar Potion Making

Structure: NP subject + VP → Verb “to be” + (Adverb) + Verb Complement

## 2. Emphasis (Less Common/Formal)

- The adverb can appear before “to be” in more formal or literary structures:
  - I never was there.

Structure: NP subject + VP → (Adverb) + Verb “to be” + Verb Complement

## Definite Adverbs of Frequency and Adverbial Phrases: Modifying Verbs

### 1. -ly Definite Frequency Adverbs

- Many definite frequency adverbs ending in “-ly” are most natural at the end of a sentence, but may shift depending on emphasis and sentence complexity:
  - I jog daily.
  - She visits weekly.

Note: Frequency phrases, such as every day, each week, and once a month, can also appear at the end of a sentence.

- I jog every day.
- We meet once a month.

Structure: NP subject + VP → (Auxiliary Verb) + Verb + (Verb Complements) + (Adverb)

### 2. Introductory Position

- Adverbs may appear at the beginning of a sentence for emphasis:
  - Every day, I jog.

Structure: (Adverb), NP subject + VP → (Auxiliary Verb) + Verb + (Verb Complements)

## Important Note

When an adverb appears before the subject in **introductory position**, it still modifies the verb, not the subject.



## Adverb Interaction (Preview)

When multiple adverbial phrases are present, such as prepositional, infinitive, or participle phrases, placement may shift for clarity and emphasis.

## Abbreviations

- Adverb → Adv
- Noun Phrase → NP
- Verb Phrase → VP
- Verb → V

# English Grammar Potion Making

## Words of Wisdom

“He spoke no words, yet his appearance told the story of his day.”

# English Grammar Potion Making

## Lesson 10: Adjectives

Adjective ingredients add color and detail, bringing a noun to life in your grammar potion.

**Descriptive adjectives** modify nouns and pronouns by describing physical or emotional qualities. I refer to these as true adjectives.

### Adjective Questions

Adjectives answer:

- How many?
- Which one?
- Whose?
- What kind?

### Position of Adjectives

#### 1. Attributive Position

**Attributive adjectives** appear before the noun.

- a red apple

#### 2. Postpositive Position

**Postpositive adjectives** appear after the noun.

This position is less common in modern English and often appears in:

- borrowed words from French or Latin
- fixed or formal phrases

Common categories include:

- military titles → attorney general, court martial
- government or legal terms → heir apparent, body politic

### Articles and Adjectives (Review Connection)

In Lesson 6, we learned “a” and “an” depend on the first sound, not the first letter.

This rule applies when adjectives come before the noun:

- An eagle
- An angry eagle
- An honest man (silent “h”)
- A man
- A university (begins with a /y/ sound)

### Noun Phrase Structure

Noun Phrase → (Determiner Phrase) + (Adjective Phrase) + Noun

Abbreviations: NP → (DetP) + (AdjP) + N

A pronoun may replace an entire noun phrase.

# English Grammar Potion Making

## Limiting Adjectives vs. Descriptive Adjectives

In this course, **limiting adjectives** are treated as **determiners**. Some grammar resources include them as adjectives, but separating them helps clarify structure.

- Determiners (limiting adjectives) come first
- Descriptive adjectives (true adjectives) come after

Regardless of perspective, limiting adjectives belong to the determiner phrase, which we will explore more deeply in later lessons.

## Descriptive Adjectives

- attributive
- predicate
- proper adjectives
- nominal adjectives
- collective adjectives
- personality adjectives
- degrees of comparison

## Limiting Adjectives

Also taught as determiners:

- demonstrative
- interrogative
- indefinite
- cardinal numbers

## Order of Adjectives

When multiple adjectives are used, they follow a general order. Think of this like adding ingredients to your potion in the correct sequence.

In Lesson 20, you will learn how **coordinate adjectives** can break this order when they are equal in strength. These equal ingredients can be separated by commas or joined with “**and**.”

### 1. Determiners (Limiting Adjectives)

- Pre-determiners
- Central determiners
- Post-determiners

### 2. Opinions / Quality / Observation

- General opinion adjectives can be used with all nouns: beautiful, nice
- Specific opinion adjectives are limited in use: delicious, comfortable
- General comes before specific, when both appear in the adjective phrase.

### 3. Measurements (No Numerals)

- Size, height, length, and weight
- General adjectives come before specific adjectives when both are in the adjective phrase:  
big tall giraffe

### 4. Shapes

# English Grammar Potion Making

- Round, square, narrow
5. Conditions
- Describes emotional or physical state: good, bad, broken, happy
6. Age (No Numerals)
- Some adjectives describe only people, some only things, and some both: old, young, new
7. Colors
- Basic: red, yellow, blue
  - Approximate: reddish, bluish
  - Properties: transparent, translucent, opaque
  - Properties come before color when both are in the adjective phrase
8. Patterns
- Patterns of materials or animals: striped, spotted, floral
9. Origins
- Where the nouns are from: American, French, Asian
10. Materials
- What the items are made of: wood, metal, plastic
11. Purposes
- What is the item used for: sleeping bag, running shoes

## Boxing in Phrases

Adjectives work together inside the adjective phrase, which fits inside the larger noun phrase.

The little yellow kitten rides the large horse.

## Words of Wisdom

“Many people unintentionally reveal their character through what they say.”

# English Grammar Potion Making

## Lesson 11: Stative Verbs, Predicate Nouns, and Predicate Adjectives

Stative verbs require new ingredients to be added to our grammar potions.

**Stative verbs**, also called state verbs, describe a state of being, condition, or a situation rather than an action.

### Simple Present: Timeless Use

Stative verbs are often used in the simple present to express:

- states or conditions → you do not know when the state ends
- habitual actions
- truths or facts

### Important Note

Many stative verbs can also have a dynamic meaning, so be careful.

- I think you are right. (stative → opinion)
- I am thinking about the problem. (dynamic → action)

The aspect of the tense changes, which allows the stative verb “**think**” to function as a dynamic verb.

### Common Categories of Stative Verbs

#### 1. Cognition / emotion

- know
- believe
- love
- hate

#### 2. Obligation / necessity / desire / attitude

- need
- want
- prefer

#### 3. Ownership / possession

- have
- own
- belong

#### 4. Measurement

Some verbs can be stative depending on meaning, but many are dynamic.

- weigh
- measure

#### 5. Linking verb

Also called **copular verbs**, these verbs connect the subject to a complement by expressing a condition, appearance, or sense perception.

- be
- seem
- appear
- feel

# English Grammar Potion Making

## The “Highly Irregular” Verbs

The verbs **to have**, **to be**, and **to do** are **highly irregular**.

They do not follow standard simple present tense spelling rules.

## Meaning Overview

- To have → show ownership or possession
- To be → links the subject to a complement, such as **predicate adjective**, **predicate noun**, or **adverbial complement**
- To do → means to perform or complete an action or task. The direct object is what the subject acts on or completes.

## Subject-Verb Agreement in Simple Present

		To be	To have	To do
Singular	1 <sup>st</sup> person	am	have	do
	2 <sup>nd</sup> person	are	have	do
	3 <sup>rd</sup> person	is	has	does
Plural	1 <sup>st</sup> person	are	have	do
	2 <sup>nd</sup> person	are	have	do
	3 <sup>rd</sup> person	are	have	do

## Subject Complements

**Subject complements**, also known as subjective complements, describe or rename the subject and follow linking verbs.

They include:

### 1. Predicate Adjectives

Describe a physical or opinion-based characteristic of the subject

- I am pretty.

### 2. Predicate Nominatives

Also called predicate nouns, these rename, identify, or classify the subject by restating what the subject is.

- Mark is a doctor.

## Expanded View of Direct Objects

1) A **direct object** receives the action of the verb.

- She kicks the dog.

2) A **direct object** may be derived from the action or result from the action.

- She does a jig.
- She dug a hole.

3) The action results in receiving or possessing a **direct object**.

- I have a boat.

4) A **direct object** may follow certain stative verbs that express preference, emotion, or mental activity.

This applies with verbs such as enjoy, love, hate, like, need, prefer, understand, and remember.

- I enjoy jogging.

# English Grammar Potion Making

## Adverbial Complement

Some adverbial complements tell you where the subject is **from** or **at**. Adverbs and adverbial prepositional phrases often function as complements to the linking verb **to be**.

## Educational Resources Observation

Grammar terms can sometimes be confusing because different resources:

- use slightly different definitions
- simplify concepts too much
- or do not fully explain how terms function

Oversimplified definitions can create more confusion than detailed explanations.

## Understanding “Object” and “Complement”

- The term **object** is often used as an umbrella term for:
  - direct object
  - indirect object
  - object of the preposition
- The term **complement** is broader and includes:
  - subject complements
  - objects
  - and other required elements of a verb

If you are unsure, labeling something as a **complement** is a safe and accurate choice. Even linguists refine definitions by observing patterns in language over time.

## Boxing in Phrases

She does a jig.

We will continue to mix our ingredients for a grammar potion!

## Words of Wisdom

“A wise soul gives credit to the person who guides them.”

# English Grammar Potion Making

## Lesson 12: Indirect Object and Objective Case Personal Pronouns

There are many English words, or ingredients, that change form to function in different roles. A caterpillar transforms into a butterfly. In the same way, verbs and personal pronouns can transform into forms that no longer look like their original shape.

For Example:

- I see Jane.
- Jane sees me.

The pronoun changes from “I” to “me” because its job in the sentence changes.

In English, personal pronouns have two cases:

- Subjective case
- Objective case

A pronoun in the **subjective case** functions as the subject of a sentence or clause.

A pronoun in the **objective case** can function as:

- a direct object
- an indirect object
- the object of a preposition

Later, we will explore prepositions. In this lesson, we are focusing on **objective case personal pronouns** as **direct** and **indirect objects**.

### Understanding Objects

In grammar, the term **object** can refer to different roles depending on the context:

- When discussing verb complements, object refers to:
  - direct objects
  - indirect objects
- When discussing pronouns, **object** refers to pronouns in **objective case** that function as:
  - direct objects
  - indirect objects
  - objects of prepositions

### What Is an Indirect Object?

An **indirect object** receives the **direct object**.

It answers the questions:

- To whom?
- To what?
- For whom?
- For what?

# English Grammar Potion Making

## Subjective Case and Objective Case Personal Pronouns

		Subjective case	Objective case
Singular	1 <sup>st</sup> person	I	me
	2 <sup>nd</sup> person	you	you
	3 <sup>rd</sup> person	he, she, it	him, her, it
Plural	1 <sup>st</sup> person	we	us
	2 <sup>nd</sup> person	you	you
	3 <sup>rd</sup> person	they	them

### Example Transformation

Without an indirect object:

- Gabby sends a card.

With an indirect object:

- Gabby sends Jane a card.

---

### Advanced Thinker: Pronominal Restrictions

Unnatural: Gabby sends her it.

Natural: Gabby sends it to her.

Rule: When both the direct object and indirect object are pronouns, use the “to” prepositional phrase, or change one of the pronouns back into a noun.

Why?

Pronouns are considered light words.

A light word is usually:

- short
- unstressed
- already known from context
- less specific than a noun phrase

For example, if we say “her” and “it,” the speaker and listener probably already know who “her” refers to and what “it” refers to. Because both words are light, English often avoids placing them side by side in the double-object construction. Linguists call this kind of restriction a **pronominal restriction**.

# English Grammar Potion Making

## Replacing Nouns with Pronouns

We can replace “Jane” and “a card” with objective case pronouns:

- Gabby sends her a card.  
her = indirect object
- Gabby sends it.  
it = direct object

## Ditransitive Verbs

**Ditransitive verbs** are verbs that take both:

- an indirect object
- a direct object.

## Comparing Noun and Pronoun Jobs

Charts are helpful, but they don’t show every possibility. Different grammar books go into different depths. Keep exploring—grammar is like a giant puzzle waiting to be solved.

Noun Jobs	Pronoun Jobs
1. Subject	1. Subject
2. Direct Object	2. Direct Object
3. Indirect Object	3. Indirect Object
4. Predicate Noun	4. Predicate Noun
5. Object of a preposition	5. Object of a preposition

## Boxing in Phrases

Use a red box for noun phrases and pronouns that replace a noun phrase.

Gabby sends her a card.

## Words of Wisdom

“Putting words to your moral compass allows others to know you.”

# English Grammar Potion Making

## Lesson 13: Declarative, Imperative, Exclamatory, Introductory Interrogative Sentences, and Direct Speech

The grammar potions we have been working with are mostly **declarative sentences**, but the intent of your words changes the type of sentence.

Punctuation also gives the reader important clues. It shows whether a sentence is making a statement, giving a command, expressing strong emotion, or asking a question.

In other words, punctuation does not leave much to the imagination. It waves a tiny grammar flag and says, “Read me this way!”

### Four Types of Sentences

There are four main types of sentences:

- A **declarative sentence** makes a statement and ends with a period.
- An **imperative sentence** gives a command, instruction, request, or invitation. It ends with a period or an exclamation mark and tells someone to do something.
- An **exclamatory sentence** expresses strong emotion and ends with an exclamation point.
- An **interrogative sentence** asks a question and ends with a question mark.

Examples:

Sentence Type	Example	Punctuation
Declarative	Jace is kind.	Period
Imperative	Wash the dishes.	Period
Exclamatory	What a beautiful day!	Exclamation point
Interrogative	Is Jace kind?	Question mark

Interrogative sentences will be explored in depth in later lessons.

### Imperative Sentence Features

- Tense: Imperative sentences are written in the simple present form.
- Subject: The subject is omitted because it is understood to be “you.”

Examples:

- (You) wash the dishes! → Wash the dishes!
- (You) eat the pizza! → Eat the pizza!

Punctuation:

- Exclamation mark (!) → shows force or urgency
- Period (.) → makes the sentence sound calmer, more polite, or more suggestive

Think of it this way: Your mom is staring at you and says:

- “Pick up the dog poop!”

You know she means you. The subject is not said or written, but it is definitely understood. Very understood. Painfully understood.

# English Grammar Potion Making

## Direct Speech in Creative Writing

Creative writing is one of the best ways to practice sentence structure. Stories such as *Harry Potter*, *The Chronicles of Narnia*, and *Percy Jackson* are great examples of imaginative worlds where characters speak, ask questions, shout warnings, and give commands.

When a character's exact words are written inside quotation marks, this is called **direct speech** or **quoted speech**.

Example:

- Marcy says, "The dragon ate the thief."

## Direct Speech Sentences Show Us That

Parts of the Sentence:

- The **subject** is the speaker.
- The **verb** tells how the words are spoken.
- The **exact words** spoken can function as the complement of the reporting verb.
- The subject does not always begin the sentence.
- A clause can function as a complement.

Examples of reporting verbs include:

- says
- asks
- shouts
- whispers
- replies
- yells

## Clause Structure

A clause has a subject and a verb phrase.

A clause may:

- stand alone as a sentence
- function as part of a sentence

Example:

- The dragon ate the thief.
- Marcy says, "The dragon ate the thief."

In direct speech, the whole quoted clause can function as a complement to the reporting verb.

## Construction of Direct Speech

In direct speech, the exact words are placed in quotation marks.

If the quoted words are interrogative, imperative, or exclamatory, their punctuation remains the same, even when the reporting clause comes after the quotation.

# English Grammar Potion Making

Examples:

- “What is that?” asks Mark.
- “Run!” shouts Mark.
- “What a surprise!” says Mark.

The quoted words keep their question mark or exclamation point.

## Speaker Position in Direct Speech

The speaker, or subject, can be in three positions:

- At the beginning
- In the middle
- At the end

### 1. At the Beginning

Example:

- Mark says, “Jace is kind.”

Rules:

- A comma goes after the reporting verb.
- Capitalize the first word inside the quotation marks.
- Punctuation goes inside the quotation marks.

### 2. In the Middle

This is called an interrupting reporting clause because the speaker interrupts the quoted sentence.

Example:

- “Jace,” Mark says, “is kind.”

Rules:

- The first comma separates the first part of the quote from the reporting clause.
- The first comma goes inside the quotation marks.
- The second comma separates the reporting clause from the rest of the quote.
- Quotation marks surround all the spoken words and their punctuation.
- Do not capitalize the second part of the interrupted quote unless it begins a new sentence.

### 3. At the End

Examples:

- “Jace is kind,” says Mark.
- “Run!” says Mark.
- “What is that?” asks Mark.

Rules:

- A comma replaces a period before the reporting clause.
- Do not replace an exclamation point or question mark.
- A final period ends the full sentence after the reporting clause.

# English Grammar Potion Making

## Key Idea

The quoted words determine whether the direct speech is declarative, imperative, exclamatory, or interrogative.

A short creative writing activity each day is a wonderful way to practice sentence structure.

## Boxing in Phrases

When boxing direct speech, only box the subject and the verb phrase of the sentence for now!

Mark says, "Jace is kind."

"Jace," Mark says, "is kind."

"Jace is kind," says Mark.

Eat the pizza!

## Words of Wisdom

"One might be able to improve one's life when no one knows."

# English Grammar Potion Making

## Lesson 14: Present Progressive Tense

Welcome back, Potion Maker.

So far, your grammar potions have described timeless truths, complete ideas, and states of being. But now, we add a new kind of magic—one that captures action while it is happening.

This is the spell of the **present progressive tense**, also called the **present continuous tense**.

### Present Progressive Tense

The present progressive tense shows that an action is in progress in the present.

It often shows that the action is:

- happening now
- not yet complete
- temporary or limited to the present period
- developing or changing

Examples:

- I am swimming.
- She is running.
- They are studying grammar.
- The weather is getting colder.

The present progressive helps your reader picture an action unfolding instead of standing still.

### Potion Formula for the Present Progressive

To create this tense, combine two ingredients:

- A present form of the auxiliary verb “**to be**”
- A present participle, which is a verb form ending in “**-ing**”

Potion Formula for Present Progressive: present form of “to be” + present participle

The auxiliary verb **to be** changes to agree with the subject. The main verb changes into its **present participle** form.

### Present Participle Spelling Rules

1. For most one-syllable verbs ending in one vowel letter followed by one consonant letter, double the final consonant and add “**-ing**.”

- Example: run → running

This rule does not usually apply when the final consonant is **w**, **x**, or **y**.

- Example: fix → fixing

It also does not apply when the vowel sound is written with a vowel team or when the final consonant is part of a multi-letter spelling pattern.

# English Grammar Potion Making

2. When a **multi-syllable** verb ends in a stressed final syllable with one vowel letter followed by one consonant letter, double the final consonant before adding “-ing.”

- Example: admit → admitting

But if the final syllable is not stressed, do not double the final consonant.

- Example: open → opening

A stressed syllable is pronounced with more force or clarity than an unstressed syllable. An unstressed vowel often reduces to the schwa sound /ə/ or a reduced vowel, as in the first syllable of **about** or the final syllable of **sofa**.

3. When a verb ends in a consonant plus silent “-e,” drop the “-e” before adding “-ing.”

- Example: come → coming

4. Do not drop the letter “-e” in “be.”

- Example: be → being

5. If no other rule applies, add “-ing.”

- Example: drink → drinking

## Conjugation Chart: Present Progressive Tense

		“To be” Primary Auxiliary	Present Participle
Singular	1 <sup>st</sup> person	am	swimming
	2 <sup>nd</sup> person	are	swimming
	3 <sup>rd</sup> person	is	swimming
Plural	1 <sup>st</sup> person	are	swimming
	2 <sup>nd</sup> person	are	swimming
	3 <sup>rd</sup> person	are	swimming

## Stative Verbs and the Progressive Form

Some verbs usually describe states rather than actions. These are called **stative verbs**.

Stative verbs are often used in the simple present tense because they describe states, thoughts, feelings, possession, or conditions.

Examples:

- I know the answer.
- She owns a cat.
- He believes the story.

# English Grammar Potion Making

However, some verbs that are usually stative can appear in the progressive form when their meaning becomes more active, temporary, or dynamic.

Compare:

- I think you are right.
- I am thinking about the problem.

In the first sentence, think means “believe.” It is stative.

In the second sentence, am thinking means “am considering.” It is dynamic.

Potion Note: If a verb that is usually stative appears in the progressive form, it often shifts to a more dynamic or temporary meaning.

## Verb Phrase

A **verb phrase** is one or more verbs working together as the verb of the sentence. Some linguistic resources expand the definition of a verb phrase to include complements and modifiers.

A simple predicate is the main verb or verb phrase that tells what the subject does or is.

A complete predicate includes the verb phrase plus its complements and modifiers.

Example: The elegant unicorns are trotting through the meadow.

- Simple predicate: are trotting
- Complete predicate: are trotting through the meadow.

If you look in grammar books, you will see the terms **simple predicate** and **complete predicate**. In some linguistic resources, the terms **simple verb phrase** and **complete verb phrase** may be used instead. Many linguists do not use the terms **simple predicate** or **complete predicate**; they simply use **verb phrase**, which may refer only to the verbs or to the verbs plus their complements and modifiers.

## Understanding Participles

A participle can have more than one grammatical role.

As a verbal, a participle often functions like an adjective.

- Example: The running water sparkled.

In this sentence, “**running**” describes water.

As part of a verb phrase, the present participle helps form the progressive aspect.

- Example: The water is running.

In this sentence, “**is running**” is the verb phrase.

Remember our discussion about the word “**object**” and how its meaning shifts depending on the context? The word “**participle**” works in a similar way. Its role depends on how it is being used in the sentence.

In this lesson, we are focusing on the **present participle** as part of the **verb phrase**.

# English Grammar Potion Making

## Role of Helping Verbs

Helping verbs are also called **auxiliary verbs**.

The primary auxiliary verbs are:

- to be
- to have
- to do

Each primary auxiliary verb can also function as a main verb.

Examples:

- She is happy.
- She has a book.
- She does her homework.

Primary auxiliary verbs help:

- form different tenses and aspects
- form negatives
- form questions
- add emphasis

In the present progressive tense, the auxiliary verb to be helps create the progressive aspect.

Examples:

- I am reading.
- She is writing.
- They are practicing.

## Adverbs in the Present Progressive

In Lesson 9, we have charts to show where to place adverbs in sentences.

With the present progressive tense, an indefinite frequency adverb usually goes after the auxiliary verb and before the present participle.

VP → (Auxiliary Verbs) +  (Adverb) + Verb + (Verb Complements)

Present Progressive VP → form of “to be” + adverb + present participle + verb complements

Example: She is always studying.

Some adverbs may shift position depending on emphasis, so refer back to Lesson 9 when needed.

## Boxing in Phrases

Ex: 

The	elegant	unicorns	are trotting.
-----	---------	----------	---------------

With this potion complete, you now wield the magic of the present progressive tense! Practice your spells, and soon you’ll master the art of conjuring action in progress.

# English Grammar Potion Making

## Words of Wisdom

“Action in progress reveals intention. What you are doing right now shapes what you become.”

# English Grammar Potion Making

## Lesson 15: Present Progressive Tense “To Be,” “To Have,” and “To Do”

Your grammar potions are growing stronger.

So far, you’ve learned how the present progressive tense captures action happening right now. But today, we refine your craft by working with three powerful verbs:

- “to be”
- “to have”
- “to do”

### **The Hidden Rule: Temporary Magic Only**

These verbs have an important limitation in the present progressive tense. When used in this tense, they usually describe:

- temporary actions
- temporary behaviors
- temporary experiences

If the verb is permanent, general, or stable, the simple present tense is usually the better choice.

### **Potion Formula for Present Progressive Tense**

Every present progressive potion follows the same formula:

- a form of “to be”
- a present participle

This creates a sense of action or state unfolding in the present moment.

### **Examples**

I am having cake and ice cream.

This shows a temporary experience happening now. The enjoyment will not last forever.

I am being rude.

This describes a temporary behavior, not your permanent nature.

I am doing my homework.

This shows an action currently in progress.

### **Potion Insight**

Think of it this way:

- “to be” = temporary behavior or state
- “to have” = temporary experience or possession
- “to do” = action in progress

When placed in the present progressive, each becomes temporary magic—something happening for now, but not forever.

# English Grammar Potion Making

## Conjugation Chart: Present Progressive Tense with “to be,” “to have,” and “to do”

		“To Be”	“To Have”	“To Do”
Singular	1 <sup>st</sup> person	I am being	I am having	I am doing
	2 <sup>nd</sup> person	You are being	You are having	You are doing
	3 <sup>rd</sup> person	He/she/it is being	He/she/it is having	He/she/it is doing
Plural	1 <sup>st</sup> person	We are being	We are having	We are doing
	2 <sup>nd</sup> person	You are being	You are having	You are doing
	3 <sup>rd</sup> person	They are being	They are having	They are doing

### Words of Wisdom

“Courage means doing it with fear.”

# English Grammar Potion Making

## Lesson 16: Simple Past Regular and Irregular Verbs

In today's grammar potion, we are stepping into the past. The simple past tense helps us describe actions and states that were completed before now. Some verbs follow regular spelling patterns, while others transform in strange and magical ways. Think of regular verbs as predictable potion ingredients and irregular verbs as wild ingredients that refuse to follow the recipe.

In these grammar potion lessons, we will work with three time tenses: past, present, and future. Each one can appear in four aspects: simple, continuous (progressive), perfect, and perfect continuous.

### Simple Past

The **simple past tense** describes a completed action, event, or past state. It usually gives the impression that the action, habit, or state belongs to the past and is not being presented as true now.

Common uses of the simple past tense include:

- Specific points or spans of time
  - She attended school at Alchemist Academy from 2001 to 2006.
  - She left work at 6:00.
- Habitual actions in the past
  - We celebrated our birthday at the same resort every year.
- Condition or states in the past
  - She always appreciated her brother's help.
- Actions in the past
  - She dived off the board.

### Regular Verbs

Some verbs follow regular spelling rules, while others have unique forms for the simple past and past participle. We will first study the regular spelling rules.

### Regular Verbs Spelling Rules

1. Most verbs add “-ed.”

- ask → asked
- call → called

2. If a verb ends “e,” add “-d”

- live → lived
- love → loved

3. If a verb ends in a **consonant** + “y,” change the “y” to “i” and add “-ed”

- cry → cried
- hurry → hurried

4. If a verb ends in a **vowel** + “y,” do not change the “y;” add “-ed”

- deploy → deployed
- play → played

## English Grammar Potion Making

5. If a one-syllable verb has a **single vowel letter** and ends in a **single consonant**, double the final consonant before adding “-ed.”

- hop → hopped
- slam → slammed

A one-syllable verb that ends in a single vowel letter followed by a single consonant usually doubles the final consonant before adding “-ed.” However, verbs like *leap* do not double because “ea” is a vowel team, not a single vowel letter. Verbs like *peck* also do not double because “ck” already represents a final consonant spelling pattern.

6. If a multi-syllable verb ends in a stressed final syllable with a single vowel followed by a single consonant, **double** the final consonant before adding “-ed.”

- permit → permitted
- regret → regretted

A stressed syllable is pronounced with more force or clarity than an unstressed syllable. An unstressed vowel often reduces to the schwa sound /ə/. The upside-down e in dictionaries represents the schwa sound. Words like “was,” “said,” and “the” contain a vowel sound that reduces to schwa.

In **regret**, the final syllable is **gret**. Because it is stressed and ends in a single vowel followed by a single consonant, the final consonant is doubled before adding “-ed.”

7. If a verb ends in “-ic” add “k” and then add “-ed”

- panic → panicked
- mimic → mimicked

When “c” is followed by “e,” “i,” or “y,” it usually softens to /s/. If we did not add **k**, the pronunciation would change. To preserve the /k/ sound, we add **k** before “-ed.” This reflects the multi-letter phonogram “ck,” which says the /k/.

### Regular Verbs by Rule

Rule 1: ask, call, dance, enjoy, help, jump, laugh, look, need, open, play, paint, rain, start, book, bark, cough, drop, fill, kiss, mix

Rule 2: live, love, change, move, hope, agree, close, like, decide, hate, imagine, judge, notice, prepare, reduce, smile, bake, save, name

Rule 3: cry, try, carry, hurry, study, apply, reply, multiply, identify, satisfy, worry, fry, spy, deny, justify, qualify, supply, magnify, verify, notify

Rule 4: play, stay, enjoy, pray, relay, survey, employ, convey, display, delay, obey, annoy, deploy, decay, destroy, betray

Rule 5: plan, stop, rub, tap, slip, grab, drop, beg, clap, hop

# English Grammar Potion Making

Rule 6: refer, permit, regret, commit, control, occur, transmit

Rule 7: panic, mimic, picnic, traffic, frolic, critic

## Pronunciations of Regular Past Tense Endings

The -ed ending in regular past tense verbs can be pronounced in three ways: /d/, /t/, and /ɪd/.

The **last sound** in the base verb determines how the ending is pronounced. Keep in mind that multi-letter phonograms represent a single sound. Examples include **ay**, **ey**, **ough**, **ck**, **igh**, **ch**, and **ow**. Some words contain silent letters. To choose the correct pronunciation of “-ed,” listen for the final sound, not just the final letter.

### 1. /d/ after Voiced Consonant or Vowel Sound

If the verb ends in a **voiced consonant** or a **vowel sound**, the “-ed” ending is pronounced /d/.

When you pronounce a voiced sound, your throat vibrates. Vowels are also voiced sounds.

- play → play**ed**
- enjoy → enjoy**ed**
- beg → beg**ed**
- refer → refer**red**
- name → name**d** (The e is silent.)
- comb → comb**ed** or comb → comb**ed**

Note: Sometimes we teach mb as a multi-letter phonogram, and other times as a silent b. Either way, the sound you hear is /m/.

### 2. /t/ after Voiceless Consonant Sound

If the verb ends in a voiceless consonant sound, the “-ed” ending is pronounced /t/. Put your hand on your throat. If it does not vibrate, the sound is voiceless.

- jump → jump**ed**
- dance → dance**d** (The e is silent)

### 3. After /d/ or /t/, “-ed” say /ɪd/.

If the verb ends in a /d/ or /t/ sound, the “-ed” ending is pronounced /ɪd/.

- wait → wait**ed**
- need → need**ed**

## Irregular Verbs

Unfortunately, we must memorize irregular verb spelling. Reading helps you become familiar with these forms, and over time they will feel less like wild magic and more like familiar patterns.

**Irregular verbs** have unusual spellings in the simple past tense and the past participle. For now, focus on the simple past forms. We will study the past participle more closely later.

Do you remember those highly irregular verbs? **To have**, **to be**, and **to do** all have irregular simple past forms.

# English Grammar Potion Making

## Simple Past Forms of “To Be,” “To Have,” and “To Do”

		To be	To have	To do
Singular	1 <sup>st</sup> person	was	had	did
	2 <sup>nd</sup> person	were	had	did
	3 <sup>rd</sup> person	was	had	did
Plural	1 <sup>st</sup> person	were	had	did
	2 <sup>nd</sup> person	were	had	did
	3 <sup>rd</sup> person	were	had	did

### Examples

- I was beautiful.
- We had a dog.
- They did a great job.

### Common Irregular Verbs

Bare infinitive	Past tense	Past participle
begin	began	begun
break	broke	broken
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
find	found	found
fly	flew	flown
give	gave	given
hear	heard	heard
keep	kept	kept
forgive	forgave	forgiven
hang	hung	hung
shrink	shrank	shrunk
sting	stung	stung
swim	swam	swum
tear	tore	torn
wring	wrung	wrung
weave	wove	woven

### Words of Wisdom

“Even crawling towards a goal is better than standing still.”

# English Grammar Potion Making

## Lesson 17: Past Progressive Tense

The past progressive tense helps us describe an action that was not yet finished and was already in progress in the past.

A verb phrase, the simple predicate, may contain either a main verb alone or a helping verb with a main verb. Tense expresses time, and time is just as important as word meaning.

When we connect what we already know to new information, we can better choose the correct tense to express time clearly.

### Tenses Overview

- **Simple present tense** relays information that is true today and gives the impression of timelessness or ongoing relevance.
- **Present progressive tense** shows that the action or state of being is currently in progress. The task is incomplete and presently being addressed.
- **Simple past tense** describes a completed action or a stative verb.

### Past Progressive Tense

The **past progressive tense** describes an action that was in progress at a specific moment in the past and was not yet completed.

Sometimes, textbooks, articles, and teachers say that stative verbs cannot be used in a progressive tense. This statement is true for many stative verbs, but not all of them. Some stative verbs can appear in the past progressive when the meaning becomes temporary, active, or dynamic. If a stative verb is used in a progressive tense, it is no longer functioning as a true stative verb. Instead, the progressive aspect shifts its meaning to a dynamic one.

Stative verbs related to existence, possession, and certain senses are generally not used in the past progressive tense. For example, verbs such as “be” and “look” usually do not work in this tense when they express a state rather than an action.

<b>Stative Verb Past Progressive Tense</b>	
<b>May <i>be</i> Used</b>	<b>Generally <i>not</i> Used</b>
• feel	• be
• hope	• have
• wish	• know
• consider	• understand
• wonder	• like
• want	• own
• think	• believe
• love	• seem
	• sound

# English Grammar Potion Making

## Examples

- Correct: I was feeling angry last night.
- Incorrect: I was looking good last night.
- Corrected: I looked good last night.

## Time Expressions

Adverbial phrases are often used to place action in the past by:

- Providing a **specific point in time**, or
- Indicating a **span of time** during which the action took place

We will add adverbial phrases to our sentence in a later lesson.

## Past Progressive Tense Formula

Potion Formula for Past Progressive Tense → past form of “to be + present participle

The subject determines the correct past form of the auxiliary verb to be, which is then followed by the present participle.

		“to be” Auxiliary	Present Participle
Singular	1 <sup>st</sup> person	was	Present participle
	2 <sup>nd</sup> person	were	Present participle
	3 <sup>rd</sup> person	was	Present participle
Plural	1 <sup>st</sup> person	were	Present participle
	2 <sup>nd</sup> person	were	Present participle
	3 <sup>rd</sup> person	were	Present participle

## Present Participle Spelling Rules

1. For most one-syllable verbs ending in one vowel letter followed by one consonant letter, double the final consonant and add “-ing.”

- Example: run → running

This rule does not usually apply when the final consonant is **w**, **x**, or **y**.

- Example: fix → fixing

It also does not apply when the vowel sound is written with a vowel team or when the final consonant is part of a multi-letter spelling pattern.

2. When a **multi-syllable** verb ends in a stressed final syllable with one vowel letter followed by one consonant letter, double the final consonant before adding “-ing.”

- Example: admit → admitting

# English Grammar Potion Making

But if the final syllable is not stressed, do not double the final consonant.

- Example: open → opening

A stressed syllable is pronounced with more force or clarity than an unstressed syllable. An unstressed vowel often reduces to the schwa sound /ə/ or a reduced vowel, as in the first syllable of **about** or the final syllable of **sofa**.

3. When a verb ends in a consonant plus silent “-e,” drop the “-e” before adding “-ing.”

- Example: come → coming

4. Do not drop the letter “-e” in “be.”

- Example: be → being

5. If no other rule applies, add “-ing.”

- Example: drink → drinking

It is not about memorizing these rules. Please put them in your own words, so you can remember how to create a participle. However, these rules will help you throughout these lessons!

## Examples

- I was studying magic.
- She was singing songs.
- They were walking home.
- We were hoping for good news.

Preview Note: “For good news” is a prepositional phrase, which we will study later.

Note: In “were hoping,” the verb “hope” appears in a progressive tense. Here, it is not functioning as a true stative verb. The progressive aspect shifts its meaning to a dynamic one.

## Potion Insight

Use the past progressive when you want your reader to picture an action unfolding in the past rather than ending in the past.

Think of it this way:

- Simple past = the action is finished
- Past progressive = the action was still unfolding at that past moment

Compare:

- Simple past: The wizard mixed the potion.
- Past progressive: The wizard was mixing the potion.

The first sentence tells us the action was completed.

The second sentence shows the action was in progress at that moment in the past.

# English Grammar Potion Making

## Boxing in Phrases

The cauldron was bubbling.

## Words of Wisdom

“A wise person knows a storm may never come, but he should be prepared to survive it.”

# English Grammar Potion Making

## Lesson 18: Simple Future Tense

Welcome to the future, where this potion foretells an action or state of being that will happen later.

**Simple future** refers to an action or state that will happen in the future. To create this tense, use the modal auxiliary verb “will” and the **bare infinitive**. When a verb phrase has a modal auxiliary verb, the main verb does not change to agree with the subject.

Potion Formula for Simple Future Tense Verb Phrase → modal auxiliary verb “will” + bare infinitive

Example: She will finish the project tomorrow.

- **Bare infinitive** (also called the **base form**) is a verb without the word “to” in front of it. It does not take tense-related suffixes.

### Types of Auxiliary Verbs

Auxiliary Verbs (Helping Verbs)	
Primary	to be, to have, and to do
Modal	can, could, will, would, shall, should, must, may, might
Semi-modal	ought to, used to, need, dare

**Primary auxiliary verbs** have two characteristics: they can function as main verbs, and they create tenses or form questions. The verb “to do” specifically helps form questions and negatives in the simple present and simple past tenses.

**Modal auxiliary verbs** cannot function as the main verb.

Note: Modal auxiliary verbs do not change form to agree with the subject, and the main verb stays in the bare infinitive.

### Tenses Overview

- **Simple present tense**: describes facts, habits, general truths, or ongoing relevance
- **Present progressive tense**: shows an action currently in progress
- **Simple past tense**: describes a completed action or past state
- **Past progressive tense**: shows an action that was in progress at a specific time in the past

### Potion Insight

Memory trick:

- Will = future helper
- Bare infinitive = verb with no **to**, no “-s,” no “-ed,” and no spelling drama

### Boxing in Phrases

I will tame the colorful beast.

### Words of Wisdom

“Tell yourself the truth even when it is hard.”

# English Grammar Potion Making

## Lesson 19: Future Progressive Tense

Welcome to the future, Potion Maker.

So far, your grammar potions have described timeless truths, completed actions, and actions already in progress. Now we add a new kind of magic—one that captures an action unfolding in the future.

This is the spell of the future progressive tense.

### Future Progressive Tense

The **future progressive tense** refers to an action in the future that will be ongoing for a period or will occur at a specific time. Use it to show:

- an action that will be in progress in the future
- a temporary future action
- an action happening over a period of time

A time expression (an adverb of time, a prepositional time phrase, or a time clause) is usually used to show the action will be in progress; without one the meaning can be ambiguous. Not having a time expression still makes the sentence grammatical.

Potion formula for Future Progressive Tense Verb Phrase → modal auxiliary verb “will” + bare infinitive “be” + present participle

Examples:

- She will be learning magic tomorrow.
- At 8:00 p.m., the authorities will be speaking with the witnesses.
- Next week, we will be speaking with the witnesses.

### Why “be” Stays Unchanged

When we use a modal auxiliary verb like “will,” the auxiliary verb “be” does not conjugate to agree with the subject.

Example:

- I will be studying.
- She will be studying.
- They will be studying.

Notice that “be” stays the same in every sentence.

However, in the present progressive and past progressive, the form of to be changes to agree with the subject because there is no modal verb blocking subject agreement.

Examples:

- I am studying.
- She is studying.
- She was studying.
- They were studying.

# English Grammar Potion Making

## Present Participle Spelling Rules

1. For most one-syllable verbs ending in one vowel letter followed by one consonant letter, double the final consonant and add “-ing.”

- Example: run → running

This rule does not usually apply when the final consonant is **w**, **x**, or **y**.

- Example: fix → fixing

It also does not apply when the vowel sound is written with a vowel team or when the final consonant is part of a multi-letter spelling pattern.

2. When a **multi-syllable** verb ends in a stressed final syllable with one vowel letter followed by one consonant letter, double the final consonant before adding “-ing.”

- Example: admit → admitting

But if the final syllable is not stressed, do not double the final consonant.

- Example: open → opening

A stressed syllable is pronounced with more force or clarity than an unstressed syllable. An unstressed vowel often reduces to the schwa sound /ə/ or a reduced vowel, as in the first syllable of **about** or the final syllable of **sofa**.

3. When a verb ends in a consonant plus silent “-e,” drop the “-e” before adding “-ing.”

- Example: come → coming

4. Do not drop the letter “-e” in “be.”

- Example: be → being

5. If no other rule applies, add “-ing.”

- Example: drink → drinking

## Stative Verbs in Future Progressive

Some stative verbs can be used in the future progressive when they shift to a dynamic, temporary meaning, or developing meaning; however, many speakers and grammar checkers prefer the simple future in such cases.

- Example: She **will be feeling** better tomorrow.
- More natural: She **will feel** better tomorrow.

**Thinking and Knowing:** know, believe, understand, realize, recognize, suppose, mean, remember, forget

**Emotions and Feeling:** love, like, dislike, hate, prefer, enjoy, want, wish, need

**Verbs of Possession:** have (possession), own, possess

**Sense Verbs:** see, hear, smell, taste, feel

**Being and Existence:** be, seem, appear, look, sound, resemble, exist

**Relationship:** include, contain, involve, lack, fit, depend

# English Grammar Potion Making

## Prepositional Phrases of Time

Since it is common to use prepositional phrases in this tense to establish time, let's review them briefly.

A prepositional phrase comprises a preposition followed by the object of the preposition. Together, they form a phrase that functions as either an adverbial or adjectival element in the sentence.

A **prepositional phrase of time** may be placed at the beginning of the sentence, followed by a comma, or after the verb's complement.

Common Prepositions of Time: at, on, in, by, until, within, since, for

Example: At midnight, the cat will be hunting mice.

## Tenses Overview

Here is a quick review of the tenses we have studied so far:

- **Simple present tense** conveys information that is true today and gives the impression of timelessness or ongoing relevance.
- **Present progressive tense** shows that an action or state of being is currently in progress. The task is incomplete and is presently being addressed.
- **Simple past tense** describes a completed action or a past state.
- **Past progressive tense** shows an action or state that someone was carrying out at a specific moment in the past and did not complete.
- **Simple future tense** refers to an action or state that will happen in the future.
- **Future progressive tense** refers to an action that will be ongoing in the future.

## Boxing in Phrases

Place a light blue box around prepositional phrases. For now, the prepositional phrase will already be in a light blue box.

Within the next month, she will be learning magic.

The authorities will be speaking next week.

The future is uncertain, but your grammar does not have to be. Keep practicing—and each lesson will make your potion a little stronger.

## Words of Wisdom

“Tomorrow is never promised, but live like you will see it, and correct as many mistakes as though you will not.”

# English Grammar Potion Making

## Lesson 20: Coordinate Adjectives and Cumulative Adjectives

Adjectives help create a descriptive picture. They can show a noun's physical characteristics, such as size, color, and shape, or they can express subjective qualities, such as beauty, scariness, or kindness.

In this lesson, we will study two important adjective patterns:

- Coordinate adjectives = adjectives that are equal.
- Cumulative adjectives = adjectives that build meaning step by step.

A comma, “and,” or a change in adjective order can show that two adjectives are equal ingredients in the same descriptive potion.

### Review: Adjectives and Noun Phrases

Lesson 10 introduced adjectives, adjective phrases, and adjective order. Now we will expand our understanding of the noun phrase.

A noun phrase may include a determiner phrase, an adjective phrase, and a noun.

Before we look at the phrase formulas, remember these symbols:

- The parentheses around a phrase mean that not all noun phrases need or have that phrase.
- The asterisk \* indicates that more than one adjective may appear in the adjective phrase.
- The arrow → shows how the phrase breaks down into individual parts, or individual ingredients.

Noun phrase → (determiner phrase) + (adjective phrase) + noun

- Example: The old man
- Example: The old, fragile man

Adjective phrase → (adverb) + adjective\*

- Example: very sad  
In very sad, very is an adverb.
- Example: tiny yellow

### Coordinating Conjunctions

Before we talk about coordinating adjectives, we need to talk about **coordinating conjunctions**.

The coordinating conjunctions are:

- for, and, nor, but, or, yet, so

A helpful memory trick is FANBOYS.

In this lesson, the focus is on “and.” “And” means “in addition to.” It joins equal elements together, such as coordinate adjectives.

### Are Coordinate Adjectives in One Adjective Phrase?

A question that may bubble up is: Is “and” connecting two individual adjective phrases, or are coordinate adjectives inside the same adjective phrase?

# English Grammar Potion Making

In these lessons, we will treat coordinate adjectives as adjectives inside the same adjective phrase, just like cumulative adjectives. The difference is not whether the adjectives are in the phrase. The difference is how the adjectives work together.

- Coordinate adjectives work equally.
- Cumulative adjectives build meaning layer by layer.

## Coordinate Adjectives

Coordinate adjectives are equal adjectives that modify the same noun at the same level of importance. Coordinate adjectives can be joined by:

- a comma
- “and”
- commas plus “and”

Think of coordinate adjectives as equal ingredients in the descriptive potion.

## Rules for Attributive Coordinate Adjectives

Rule 1: For two coordinate adjectives, use a comma or “and.”

- The slender, sickly lady shuffled her feet.
- The slender and sickly lady shuffled her feet.
- My sister wants a small, black dog.

In the sentence *My sister wants a small, black dog*, the writer treats *small* and *black* as equally important. However, without the comma, *small black dog* could also be read as cumulative. That would simply describe a type of dog: *a small black dog*.

So punctuation helps show the writer’s intended meaning.

Rule 2: For three or more coordinate adjectives, use commas or commas with “and.”

- The slender, sickly, delicate lady shuffled by.
- The slender, sickly, and delicate lady shuffled by.

Both versions are correct. The second version uses “and” before the final adjective.

## Rules for Predicate Coordinate Adjectives

A predicate adjective comes after a linking verb and describes the subject.

Rule 1: For two predicate adjectives, connect the adjectives with “and.”

- The dogs are mischievous and smart.

Rule 2: For three or more adjectives, use commas and “and.”

- My dog is mischievous, dirty, and sleepy.

## Adjective Order for Attributive Cumulative Adjectives

Cumulative adjectives in the attributive position usually follow the established adjective order. Each adjective adds a layer to the noun’s description and makes the noun more specific.

- Example: The enormous old yellow cheese tastes sour.

# English Grammar Potion Making

Rule: When cumulative adjectives come before a noun, do not separate them with commas or “and.”

Lesson 10 has an adjective order list. Don’t be shy—flip back or scroll back.

## Adjective Order for Attributive Coordinate Adjectives

Writers may change the usual adjective order to make coordinate adjectives stand out more clearly.

- Example: The black, scary monster ate my grandma!
- Example: The scary, black monster ate my grandma!

In both sentences, the comma shows that *black* and *scary* are being treated as equal descriptions.

## Comparing Predicate Position for Coordinate and Cumulative Adjectives

If there are two predicate adjectives, use “and” to separate them, whether they are interpreted as cumulative or coordinate.

- Example: She is intelligent and young.  
This sentence can be interpreted as either cumulative or coordinate.
- Example: She is young and intelligent.  
Changing the order can shift the emphasis, but predicate adjectives are usually joined with “and.”

When there are more than two predicate adjectives, separate them with commas and “and.”

- Example: She is young, intelligent, and spirited.

## Ambiguity: When Meaning Depends on the Writer

Sometimes it is difficult to decide whether adjectives are coordinate or cumulative because interpretation is subjective and context-dependent. When editing, ask the writer for the intended meaning.

Example:

- The scary black monster ate my grandma. (cumulative adjectives)  
This sentence gives you a visual of a monster without emphasizing its features equally.
- The black, scary monster ate my grandma! (coordinate adjectives)

To clarify the intended meaning, an author may deliberately invert the typical adjective order to emphasize that both adjectives are equal.

## Potion Insight

Memory trick:

- Coordinate adjectives = equal ingredients
- Cumulative adjectives = layered ingredients

If the adjectives are equal, use “and,” a comma, or both.

If they build one description step by step, keep them in order.

# English Grammar Potion Making

## Boxing in Phrases

The small and thin squirrels chirp daily.

small, thin: adjectives, attributive, coordinate  
and: conjunction, coordinating conjunction

The cute fluffy bunnies hide.

cute, fluffy: adjectives, attributive, cumulative

## Words of Wisdom

“Even when an apology is not believed, it can still show that I acknowledge the pain I caused.”