NOLOGIA™

-English Grammar-

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English Grammar

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شرح الدروس

للتواصل والحجز

انضم للقناة

-Unit (01): The Ocean-

1. Modal Verbs

Modal verbs are helper verbs that change the meaning of the main verb.

- They are always followed by a base verb.

Example:

- You **have to** **clean** your room.

Modal verb + Main verb

- There are three different types of modal verbs:

1. ⚠ Modals of Obligation:

(must, mustn't, have/has to)

Used to express strict requirements, laws, orders or rules.

▪ ***must / have to***: Positive obligations.

Examples:
- We ***must*** recycle our plastic bottles to prevent pollution.
- Rashida ***has to*** clean the beach as a punishment.

▪ ***mustn't***: Expresses a total prohibition (something you are not allowed to do).

Example:
- Visitors ***mustn't*** throw garbage into the sea.

2. 💡 Modals of Suggestion:

(should, shouldn't, could, couldn't)

Used to give polite recommendations, advice or friendly help.

Examples:
- I think you ***should*** read more about marine life.
- We ***could*** volunteer for a beach cleanup this weekend.
- You ***shouldn't*** waste clean water when brushing your teeth.

3. Modals of Speculation:

(could, may, might)

Used to guess or express what is possible or what you think might be true based on clues.

Examples: - That deep-sea fish **might** use its bright light to lure prey.

- The glowing liquids **may** confuse predators.

-Practice Exercises-

- Choose the best answer to complete each sentence:

1. We _____ take immediate action to clean up plastic garbage because ocean animals are dying every day!

   A) might B) may **C) have to**

2. You spend all your free time watching too much TV, so I think you _____ try to read more books.

   A) should B) might C) couldn't

3. Pandas are severely endangered animals in the wild, which means they _____ disappear completely if we don't protect them.

   A) should **B) could** C) must

4. I'm not entirely sure why zebras have stripes, but I think they _____ use them to hide from dangerous predators.

   A) have to B) should **C) might**

5. This is a strict environmental rule for the beach, so you _____ throw your plastic bottles into the water.

   A) should **B) mustn't** C) might not

6. This new water wheel machine is great for the environment, so the city _____ build another one in the harbor.

   A) shouldn't B) have to **C) should**

7. I can see a massive dark shadow moving under the water, so it _____ be a whale, but I am not completely sure.

   A) mustn't **B) could** C) has to

8. This coastal area is a protected natural reserve, which means you _____catch any fish here.

   A) mustn't B) should C) couldn't

9. If your stomach hurts after eating that seafood restaurant dinner, I think you _____ see a doctor.

   A) might B) couldn't **C) should**

10. Tomorrow morning is a very big final exam, so you _____ study your textbook units tonight.

    A) might **B) must** C) couldn't

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2. Syntax (SV, SVO & SVC)

Syntax refers to how words are ordered to build correct sentences.

1. SV:

(Subject + Verb)

The simplest sentence structure. It contains a ***subject*** doing an action, but the ***verb*** is **intransitive**, meaning it does not need an object to complete its meaning.

Example:

- **Plastic floats.**

Subject + Verb

2. SVO:

(Subject + Verb + Object)

The ***subject*** does the action, the ***verb*** is the action, and the ***object*** receives the action.

Example:

- **Sharks eat fish.**
  Subject + Verb + Object

3. SVC:

(Subject + Verb + Complement)

The ***subject*** is described by a ***complement*** (usually an adjective or a noun phrase) linked by a state-of-being or sensing ***verb*** like (am, is, are, feel, seem, smell, look, taste, become).

Examples:

- **Dolphins are amazing.**
  Subject + Verb + *Complement*

- **Ocean water tastes bad.**
  Subject + Verb + *Complement*

-Practice Exercises-

- Choose the core syntax pattern of each sentence:

1. Many unusual fish seem alien:

   A) SV B) SVO **C) SVC**

2. Dangerous sharks eat small fish in the deep ocean:

   A) SV **B) SVO** C) SVC

3. The deep sea is very big and mysterious:

   A) SV B) SVO **C) SVC**

4. The vampire squid glows:

   A) SV B) SVO C) SVC

5. Nayef caught a very colorful pufferfish yesterday afternoon:

   A) SV B) SVO C) SVC

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3. Possessive Nouns

Possessive markers show ownership or belonging.

1. Singular Nouns ('s):

Add: an apostrophe (') + s.

Example: - The tentacles of the jellyfish.

↓

- The jellyfish's tentacles.

2. Regular Plural Nouns (s'):

If the word already ends in an "s" because it is plural, simply **add an apostrophe after the s**.

Example: - The fishing boxes of my friends.

↓

- My friends' fishing boxes.

3. Singular Nouns Ending in "s":

You can write it either way, as both are grammatically acceptable!

Example: - The boat of Charles.

↓

- Charles' boat.

- Charles's boat.

Please Be Aware: The Pronoun "Its"

Do **not** use an apostrophe when showing ownership for a thing or an animal using the pronoun (its). Confusing "its" and "it's" is a **common error**.

✗ - "it's" is strictly a contraction for "it is" or "it has".

✓ - "its" indicates possession.

Example: - The pufferfish expands **its** body when threatened.

-Practice Exercises-

- Choose the best answer to complete each sentence:

1. Last weekend, I went fishing with all my friends on my _____ large boat.

   A) uncle's B) uncles's C) uncles

2. Take a close look at that strange sea creature because ___ eyes are big and bright.

   A) it's B) its' C) its

3. Before my friends and I started fishing, I checked all my _____ boxes to find a brand-new lure.

   A) friends's B) friends' C) friend's

4. This backpack belongs to Sara, so we need to return it to _____ desk.

   A) Saras' B) Sara's C) Saras

5. These are the wooden desks of the students, so they are the _____ desks.

   A) students' B) student's C) students's

6. These are the science books that belong to James, so they are _____ books.

   A) James's B) James' C) Both A and B

7. We swam straight back to the shore because we didn't want a painful sting from the _____ tentacles.

   A) jellyfishes **B) jellyfish's** C) jellyfishs'

8. The great white shark uses _____ tall triangular dorsal fin to swim quickly through the waves.

   A) its B) it's C) its'

9. This belongs to the student named Faaris; it is _____ favorite pen.

   A) Faaris's B) Faaris' **C) Both A and B**

10. All of the local _____ boats left the harbor together early this morning to catch fish.

    A) fishermen's B) fishermens' C) fisherman's

-Unit (02): Space-

1. Compound Nouns

A compound noun is a single noun made by putting two words together.

- They are formed by two words where the first word acts as an ***adjective*** to give additional information about the main ***noun***, which comes second.

  Example: - **Lunar** + **Landing** = **Lunar Landing**
  Adjective + Main Noun = Compound Noun

- The first word tells us what kind of thing it is, what its purpose is, or where it belongs.

  Examples: - **Launch pad**:
  A flat surface "pad" used specifically for launching rockets.

  - **Air supply**:
  The amount of oxygen "supply" needed to breathe "air" inside a spacecraft.

  - **Space capsule**:
  A small container "capsule" where astronauts live in space.

❓ How to Write Them?

Compound nouns can be written as:

1- **Two separate words:**
(space station, black hole, solar system).

2- **One joined word:**
(spacesuit, spaceship, starlight).

3- **With a hyphen:**
(light-year, free-fall).

-Practice Exercises-

- Choose the best answer to complete each sentence:

1. Astronaut Mona is currently staying at the International Space _____ to conduct experiments.

   A) station B) engine C) flight

2. Before a rocket takes off into the sky, it must sit securely on its launch _____.

   A) suit **B) pad** C) plant

3. Astronauts must wear a heavy _____ to survive and breathe outside their spacecraft.

   A) capsule **B) spacesuit** C) space rocket

4. The UAE Space _____ published an exciting story about growing vegetables in zero gravity.

   A) conditions **B) newsletter** C) capsule

5. Sultan's school homework was to design a time _____ filled with photos of the UAE.

   A) capsule B) engine C) planet

6. Scientists at NASA need to double-check the rocket _____ before the countdown begins.

   A) flight B) gravity **C) engine**

7. Because there is zero _____ inside the ISS, the crew floats freely in the air.

   A) flight **B) gravity** C) condition

8. To make sure the zucchini grew well, Mona carefully monitored the plant's growing _____.

   A) conditions B) clips C) discs

9. Astronauts traveling long distances can use artificial _____ to help their vegetable seeds grow without the sun.

   A) light B) gravity C) supply

10. The Voyager 1 spacecraft carried a special golden _____ containing greetings in 55 languages.

    A) landing **B) disc** C) mission

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2. The Second Conditional

We use **the Second Conditional** to talk about imaginary, unreal, or non-factual situations in the present or future.

- **The second conditional structure:**

If-Clause + Main Clause

If + Past Simple, would + Bare Infinitive Verb

Examples:

- **If I went to space, I would take my camera.**
  (Reality: I am not going to space right now).

- **If I had a rocket, I would go to Mars.**
  (Reality: I do not have a rocket, so this is just an imaginary situation).

- **The second conditional negative structure:**

Use "**didn't**" in the **condition (if-clause)** and/or "**wouldn't**" in the **result (main clause)**.

If-Clause (negative) + Main Clause

If + Past Simple (negative), would + Bare Infinitive Verb

Example: - If it **didn't** rain, the rocket would launch today.

(Reality: It is raining, so the rocket cannot launch).

If-Clause + Main Clause (negative)

If + Past Simple, wouldn't + Bare Infinitive Verb

Example: - If I went to Mars, I **wouldn't** take a tennis racket.

(Reality: I am not going to Mars, but if I did, a tennis racket would be useless there due to gravity).

If-Clause (negative) + Main Clause (negative)

If + Past Simple (negative), wouldn't + Bare Infinitive Verb

Example: - If they **didn't** have spacesuits, astronauts **wouldn't** survive in space.

(Reality: They do have spacesuits, so they can survive).

- **Formal Rule for "To Be":**

When using the verb "**to be**" in the **if-clause**, it is formally correct to use "**were**" for all subjects (If I ***were***, If he ***were***, If it ***were***).

Example: - If I **were** an astronaut, I would live on the ISS.

(Reality: I am a student, not an astronaut).

- **Contraction:**

In spoken or casual English, (**would**) easily becomes (**'d**).

Example: - If it weren't so expensive, I'd buy a ticket to space.

-Practice Exercises-

- Choose the best answer to complete each sentence:

1. If you _____ an astronaut, would you travel all the way to Mars?

   A) are **B) were** C) will be

2. If I made a space time capsule, I _____ photos of the Burj Khalifa inside it.

   A) would put B) will put C) put

3. Where would you go if you _____ a fast space rocket?

   A) have B) will have **C) had**

4. If NASA sent out more Voyagers, they _____ many years to travel past our solar system.

   A) take **B) would take** C) will take

5. I _____ very excited if I won a free trip to visit the International Space Station.

   A) 'd be B) will be C) am

6. If Abdulla had more time next year, he _____ another science fiction book.

   A) writes **B) would write** C) wrote

7. If the engine of the spaceship Explorer One Dubai _____, it wouldn't experience a crash landing.

   A) didn't fail B) doesn't fail C) wouldn't fail

8. Astronauts _____ survive on long space missions if they didn't know how to grow plants.

   A) won't B) didn't **C) wouldn't**

9. If you could choose one person, who _____ interview about space travel?

   A) would you B) did you C) you will

10. It would be better to use a modern digital tablet if another time capsule _____ today.

   A) is made B) were made C) will be made

-Unit (03): Scientific Wonders-

1. The Passive Voice

We use **the passive voice** to focus on the action or the object receiving the action. It is useful when the **person** doing the action is **unknown** or **less important**.

- **The passive voice sentence structure:**

1. Present Passive:

Subject + is / are + Past Participle

Examples:
- **Oxygenated blood is sent** back to the heart.
- **Many dates are grown** in the UAE.

2. Past Passive:

Subject + was / were + Past Participle

Examples:
- **The Burj Khalifa was built** in five years.
- **We were told** to finish the science project.

- **Introducing the Agent:**

The word "**by**" introduces who or what performed the action.

Examples:

- **Blood is carried by blood vessels.**
- **The movement of blood was discovered by Ibn al-Nafis.**

-Practice Exercises-

- Choose the best answer to complete each sentence:

1. Arabic _____ by around 250 million people today.

   A) is spoken B) was spoken C) speaks

2. The true circulation of blood _____ by Ibn al-Nafis in the 13th century.

   A) is discovered B) was discovered C) discovered

3. Most of the Earth's surface _____ by water.

   A) covers B) is covered C) were covered

4. In the past, it _____ that William Harvey discovered blood circulation first.

   A) was believed B) is believed C) believed

5. In the deserts of Sharjah, rocks _____ slowly eroded by wind and sand.

   A) is B) were C) was

6. Yesterday, the students _____ to finish their science projects.

   A) were told B) are told C) told

7. Many helpful surgical tools _____ by the famous historical doctor Al Zahrawi.

   A) are invented B) were invented C) invented

8. Red blood cells _____ to carry oxygen all around the human body.

   A) are needed B) was needed C) needed

9. The Grand Canyon _____ first seen by Spanish explorer García López de Cárdenas.

   A) is B) was C) were

10. Today, millions of modern electronic devices _____ in high-tech factories.

   A) are made B) were made C) make

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2. Transition & Sequential Linking Words

We use **linking words** to connect ideas and guide the reader through an informative text.

1. Transition Words:

are used to logically connect different ideas within a text by showing relationships like reasons, contrasts, or results.

a. Because: Gives a clear **reason**.

Example: - We cannot swim to the bottom of the Marianas Trench ***because*** it is too deep.

b. However: Shows **contrasting** or **opposite** information.

Example: - Computers can match fingerprints. ***However***, this doesn't always solve the crime.

c. Therefore: Shows the direct **result** of an action.

Example: - Every person's fingerprints are different. ***Therefore***, they help police identify criminals.

2. Sequential Linking Words & Phrases:

are used to organize information in a clear order by guiding the reader through steps, points, or a timeline.

a. First of all / First: Starts the very first point.

Example: - ***First of all***, our oceans cover 71% of the Earth's surface and most are unexplored.

- ***First***, there is the Atlantis of Japan at the bottom of the ocean.

b. Secondly / Next / Thirdly: Moves smoothly to the next details.

Examples: - ***Secondly***, the heart pumps oxygenated blood out through the arteries.

- ***Thirdly***, gravity force pulls down loose rocks from the top of mountains.

- Blood flows into the heart. ***Next***, it goes to the lungs to get oxygen.

c. Finally / In conclusion: Ends the final paragraph or summary.

Examples: - ***In conclusion***, it will take a very long time for scientists to explore all our oceans.

- Blood travels to the cells, flows through the veins, and ***finally*** returns to the heart to repeat the cycle.

- First, the plant seeds were watered. ***Finally***, after three weeks, the potatoes started to grow.

-Practice Exercises-

- Choose the best answer to complete each sentence:

1. The Grand Canyon formed _____ a river cut through rock over millions of years.
   A) because B) however C) therefore

2. Apartment buildings use fingerprint doors. _____, only the correct owners can enter.
   A) Because B) Finally **C) Therefore**

3. Computers can match a fingerprint. _____, this doesn't always solve the crime.
   A) Because **B) However** C) Therefore

4. We slept too late last night. _____, we were late for our early school trip.
   A) Because B) However **C) Therefore**

5. My car didn't start today _____ I forgot to fill it with gasoline.
   A) because B) however C) therefore

6. _____, I am going to discuss mysterious things in our deep oceans. (*second step*)
   A) First **B) Next** C) Thirdly

7. _____, the Marianas Trench is a massive underwater mystery. (*introduction*)
   A) First of all B) Second C) In conclusion

8. We cannot easily swim to the bottom of the trench _____ it is too deep.
   A) because B) however C) therefore

9. _____, fingerprints are highly valuable for police work today. (*final words*)
   A) Firstly B) Next **C) In conclusion**

10. I planned to watch a documentary. _____, my favorite movie came on television.
    A) Because **B) However** C) Therefore

-Unit (04): Who am I?-

1. Complex Subjects & Head Nouns

Sometimes the subject of a sentence is **complex**, meaning it is made up of several words.

Example:

- **The most important part of my identity** is my family.
  (The complex subject is "**The most important part of my identity**").

- Within this multi-word subject, there is always one core word called **the head noun**:
  - **The most important part of my identity** is my family.
    ("**part**" is the singular head noun).

- The ***verb*** in the sentence must always **agree with this head noun**.

Examples:

- **The central purpose of our teenage years *is*** to develop identity.
  (Head Noun: "**purpose**" [singular], so verb agreement: "**is**" [singular]).
- **The main benefits of joining a club *are*** making new friends.
  (Head Noun: "**benefits**" [plural], so verb agreement: "**are**" [plural]).

Using "What" as a Subject: When a clause starts with "What...", the word what itself serves as the **head noun**.

Example: - ***What* is also important** is my group of friends.
("**What**" acts as the head noun here).

-Practice Exercises-

- Choose the best answer to complete each sentence:

1. The central purpose of our teenage years ____ to develop our personal identity.

   A) is B) are C) were

2. In the sentence "The main benefits of joining a club are making new friends," what is the head noun?

   A) benefits B) club C) friends

3. What I think ____ the least important part of fashion is matching shoes.

   A) is B) are C) be

4. Many parts of an adolescent's identity ____ from their family and society.

   A) comes **B) come** C) is coming

5. The legal status of government workers in the Ministry ____ strictly managed.

   A) is B) are C) were

6. In the subject "A group of ambitious students," which word is the head noun?

   A) ambitious B) students **C) group**

7. What is also necessary for future engineers ____ learning how to build things.

   A) am **B) is** C) are

8. The list of creative activities written by the classmates ____ left on the teacher's desk.

   A) was B) were C) are

9. Professional skill profiles for each young teenager ____ updated by the advisor.

   A) is B) was **C) are**

10. A strong passion for playing sports ____ Saif happy during his school years.

    A) make **B) makes** C) are making

2. Verbs of Preference

When we talk about actions and activities we like, dislike, or prefer, we follow the **preference verb's structure**:

Preference Verb + Gerund (verb + -ing)

- Preference verbs are:

a) Positive:

a. Like: Used for general fondness.
b. Love: Expresses a strong affection.
c. Enjoy: Focuses on the pleasure gained from an action.
d. Prefer: Used when choosing one thing over another.

b) Negative:

a. Dislike: A polite way to show you do not care for something.
b. Hate: Expresses a very strong intense dislike.

Example:

- I **prefer** **studying** in a group.

Comparison: To make a direct **comparison** between two activities we use the word "**than**".

Preference Verb + Gerund (Activity A) + than + Gerund (Activity B)

Examples:

- I **prefer** **going** on vacation **than** **staying** home during the holidays.

- I **enjoy** **going** to restaurants more **than** **eating** at home.

-Practice Exercises-

- Choose the best answer to complete each sentence:

1. Omar prefers _____ soccer with his friends than watching it on television.

   A) play **B) playing** C) played

2. Ambitious adolescents usually enjoy _____ new things to build their skills.

   A) learning B) learn C) to learning

3. I prefer studying for a chemistry exam inside a quiet room _____ playing games.

   A) than B) for C) from

4. Saif likes _____ Indian movies whenever he has free time.

   A) watch **B) watching** C) watched

5. Do you prefer _____ in a large group or completing tasks entirely by yourself?

   A) work B) to working **C) working**

6. My classmates enjoy _____ calligraphy more than programming a new smartphone app.

   A) practice **B) practicing** C) practiced

7. Hessa prefers _____ a neat and organized schedule than rushing to class late.

   A) making B) make C) made

8. Many friendly teenagers like _____ new people at lively family parties.

   A) meet **B) meeting** C) meets

9. I prefer _____ outside during the cool winter than sitting indoors.

   A) relax B) relaxed **C) relaxing**

10. Theyab prefers _____ his father's computer than buying a brand-new machine.

    A) fixing B) fix C) fixed

3. Information, Advice & Summary Clauses

We utilize distinct language clauses depending on whether we want to **provide factual information**, **give personal advice** or **summarize**.

a) Clauses That Give Information:

These expressions introduce facts or remind the reader about a reality.

a. **Remember that.**
b. **Don't forget that.**

They are usually followed by a **clause (noun + verb)**.

Example:

- ***Remember that*** **real friends support** each other.

b) Clauses That Give Advice:

These words tell someone what is best to do.

a. **need to.**
b. **should.**
c. **shouldn't.**

They are usually followed by (**Bare Infinitive**).

Example:

- You ***need to*** **remember** to always be a good listener.

c) Clauses That Summarize:

These expressions highlight the most important summary points and conclusions.

a. **In conclusion.**
b. **To sum up.**
c. **So.**

They are usually followed by a **comma (,)** then a **complete sentence.**

Example:

- ***In conclusion*****, regular exercise improves your heart's health**.

-Practice Exercises-

- Choose the best answer to complete each sentence:

1. _____ friends don't say bad things about you when you are not there.

   A) You should **B) Remember that** C) To sum up

2. Salama looks very upset today; you _____ check on her and offer some help.

   A) should B) don't forget that C) in conclusion

3. _____, joining the Falconer Club is a fantastic opportunity to make friends.

   A) Remember that B) Should **C) To sum up**

4. You ____ copy your friend's homework answers because a loyal friend is honest.

   A) shouldn't B) don't forget that C) need to

5. _____ people don't like to be criticized when they try their best.

   A) You need to **B) Don't forget that** C) In conclusion

6. If you want to improve your basketball skills, you _____ practice repeatedly every day.

   A) need to B) remember that C) so

7. _____, developing an identity is a key process that takes a lot of time.

   A) Should **B) In conclusion** C) Don't forget that

8. You _____ hang up the phone on a best friend when they are in trouble.

   A) shouldn't B) don't forget that C) remember that

9. Salama is very jealous of Mahra; _____, their close friendship might be ruined.

   A) should B) remember that **C) so**

10. _____ everyone needs space to express their true feelings during adolescence.

    A) You need to **B) Remember that** C) To sum up

4. Adverbs as Modifiers

An **adverb modifier** gives extra context by scaling or describing another word in the sentence.

Adverbs can easily modify **three different parts** of speech:

a) **Adverb + Verb:**
Describes ***how*** an action is performed.

Example:

- Omar **ran** ***quickly*** up the stairs.

b) **Adverb + Adjective:**
Scales the ***intensity of a quality***.

Example:

- The ocean is ***incredibly*** **deep**.

c) **Adverb + Adverb:**
Modifies another adverb to ***increase precision***.

Example:

- She spoke ***very*** **clearly**.

Some Adverbs that modify Verbs	**Some Adverbs that modify Adjectives or other Adverbs**
Always	Completely
Brightly	Extremely
Clearly	Incredibly
Early	Quite
Happily	Very
Quickly	
Regularly	
Repeatedly	

-Practice Exercises-

- Choose the best answer to complete each sentence:

1. The book club café is _____ busy with loud children on Thursday afternoons.

   A) quickly **B) quite** C) repeatedly

2. *"Layla **happily** joined the new school sports club."* the adverb modifies a(n):

   A) Verb B) Adjective C) Adverb

3. Mansoor plays basketball _____ to improve his technical skills.

   A) incredibly B) very **C) regularly**

4. Anoud handles leadership roles _____ well because she is very confident.

   A) extremely B) brightly C) happily

5. *"a **completely** different personality quality."* the adverb modifies a(n):

   A) Verb **B) Adjective** C) Adverb

6. A difficult team move must be practiced _____ if you want to win the match.

   A) quite **B) repeatedly** C) incredibly

7. The excited young girl began talking _____ because she loves visiting museums.

   A) quickly B) completely C) always

8. Mohammed and Bader studied _____ hard for their final chemistry test.

   A) beautifully **B) very** C) slowly

9. *"The sun's rays burned **brightly** in the desert sky."* the word ***brightly*** modifies a(n):

   A) Verb B) Adjective C) Adverb

10. Hamdan is _____ on time for his classes and never misses an important date.

   A) always B) deeply C) quickly

Grammar can be tough, but you handled it like a pro.
Great Work & Good Luck!