NOLOGIA™

-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

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 friend**s'** fishing boxes.

3. Singular Nouns Ending in "s":

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

Example: - The boat of Charles.

↓

- Charle**s'** 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!