



Bem-vindo(a) à nossa aplicação de preparação para exames! Chegou a hora de se destacar nos seus testes e conquistar o sucesso acadêmico que você merece. Apresentamos o "Guião de Exames Resolvidos": a sua ferramenta definitiva para uma preparação eficaz e resultados brilhantes!

Aqui, encontrará uma vasta coleção de exames anteriores cuidadosamente selecionados e resolvidos por especialistas em cada área. Nossa aplicação é perfeita para estudantes de todos os níveis acadêmicos, desde o ensino médio até a graduação universitária.

Matriz da Língua Inglesa, 10^a classe

Eis a matriz relativa à classe acima referenciada.

RESUMO DA MATRIZ DA LÍNGUA INGLESA, 10^a CLASSE

Content 1: Reading

General understanding. Reading a certain text requires a deep analysis. Normally we read only to get the basic point and that is not good. There are two main types of reading: literal reading and non-literal/deep reading. The first one is only based on reading the letters composing a certain text while the second is based on getting the point and the implicit meaning of the text. This activity is not for everyone. It is the same as reading for inference and it makes us be able to summarise the texts after getting the point.

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Content 2: Vocabulary

General understanding. Writing sentences is an activity that must be understood as an individual work because each one writes what he or she desires to. For a correct sentence, we bet on selecting the best words that can be appropriate for our sentences. That is why we have to be good at vocabulary in order to name things, animals, people and so on.

Writing about our life after school is one of the most interesting activities because we get to know and start to struggle on what will be part of our lives in the near future.

Content 3: Grammar

PART I: Adverbs

Adverbs modify, or tell us more about other words, usually *verbs*:

E.g.: The bus moved *slowly*.

E.g.: The bears ate *greedily*.

✓ Sometimes they tell us more about adjectives:

E.g.: You look *absolutely* fabulous!

✓ They can also modify other adverbs.

E.g.: She played the violin *extremely* well.

E.g.: You're speaking *too* quietly.

Adverbs – Form

In most cases, an adverb is formed by adding *-ly* to an *adjective*. (e.g.: slow – slowly – he walked slowly to the door; quick – quickly – time goes *quickly*).

✓ If the adjective ends in *-y*, replace the “y” with “i” and add “-ly”: easy – easily; angry – angrily; happy – happily.

✓ If the adjective ends in *-able*, *-ible*, or *-le*, replace the “-e” with “-ly”: probable –

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probably; terrible – terribly; gentle – gently.

- ✓ If the adjective ends in '-ic', add '-ally': basic – basically; economic – economically.

Note: Exception: *public – publicly*.

- ✓ Some adverbs have the same form as the adjective: It is a *fast* car. He drives very *fast*.

This is a *hard* exercise. He works *hard*.

We saw many *high* buildings. The bird flew *high* in the sky.

- ✓ *Well* and *good*

Well is the adverb that corresponds to the adjective '*good*'.

He is a *good* student. He studies *well*.

Comparative forms of adverbs

In general, comparative and superlative forms of adverbs are the same as for adjectives: add *-er* or *-est* to short adverbs: hard/hard*er*/the hard*est*; late/lat*er*/the lat*est*; fast/fast*er*/the fast*est*.

Example: Jim works *harder* than his brother. Everyone in the race ran *fast*, but John ran *the fastest* of all.

With adverbs ending in *-ly*, use *more* for the comparative and *most* for the superlative: quietly/*more* quiet*ly*/*most* quiet*ly*; slowly/*more* slow*ly*/*most* slow*ly*; seriously/*more* serious*ly*/*most* serious*ly*.

Example: The teacher spoke *more slowly* to help us to understand. / Could you sing *more quietly* please?

Kinds of adverbs

There are several classes or 'kinds' of adverbs that we use for specific functions:

- ✓ Adverbs of manner (Adverbs of manner tell us *how* something happens. They are usually placed *after the main verb or after the object*.

e.g.: He swims *well*, (after the main verb). / He ran... *rapidly, slowly, quickly*.

- ✓ Adverbs of place (Adverbs of place tell us *where* something happens.

They are usually placed after the main verb or after the object.

e.g.: I looked *everywhere*. / John looked *away, up, down, around*...

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- ✓ Adverbs of time (Adverbs of time tell us *when* an action happened, but also *for how long*, and *how often*.

e.g.: *When: today, yesterday, later, now, last year. / For how long: all day, not long, for a while, since last year.*

- ✓ Adverbs of certainty (These adverbs express how certain or sure we feel about an action or event).

Common adverbs of certainty: *certainly, definitely, probably, undoubtedly, surely.*

Adverbs of certainty go before the main verb but after the verb 'to be':

e.g.: He *definitely* left the house this morning. / He is *probably* in the park.

- ✓ Adverbs of degree (Adverbs of degree tell us about the intensity or degree of an action, an adjective or another adverb). *Almost, nearly, quite, just, too, enough, hardly, scarcely, completely, very, extremely.* The adverbs of degree are usually placed:

e.g.: The water was *extremely cold*. / He was *just* leaving. She has *almost* finished.

- ✓ Interrogative adverbs (*why, where, how, when*). They are usually placed at the *beginning of a question*.

e.g.: *Why* are you so late? *Where* is my passport? *How* are you? *How much* is that

7. Relative adverbs (The following adverbs can be used to join sentences or clauses. They replace the more formal structure of *preposition + which* in a relative clause: *where, when, why*.

e.g.: That's the restaurant *where* we met for the first time. (*Where = at/in which*). I remember the day *when* we first met. (*When = on which*).

PART II: Conditional Sentence

A conditional sentence is based on the word „if“. There are always two parts to a conditional sentence one part beginning with „if“ to describe a possible situation, and the second part which describes the consequence. For example: If it rains, we'll get wet. We can also invert the two parts of a conditional sentence so that the „if“ part comes second, and this is especially common in questions. For example: What will you do if you miss the train?

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The Zero Conditional

We use the zero conditional to talk about permanent truths, such as scientific facts, and general habits. The structure is simple: if + present simple - Present simple.

Example: *If you heat water to 100°, it boils. If it doesn't rain for a long time, the earth gets very dry.*

The First Conditional

We use the first conditional to talk about a realistic situation in the present or future. The structure of the first conditional is as follows: If + present simple - will/must/can + verb (imperative/infinitive form).

Here are some examples:

If you're free later, we *can go* for a walk. If they're hungry, *I'll make* some sandwiches.

Another way to make first conditional sentences is to use „unless“ which means „only if“ or „except“. As with „if“, the word „unless“ can never be followed by „will“ but only by the present simple. For example:

Unless you hurry up, you won't catch the bus.

I'll carry on doing this work, *unless* my boss *tells* me to do something else.

The Second Conditional

We use the second conditional to talk about improbable or impossible situations in the present or future. Here is the structure: If + past simple - would/could + verb.

For example:

If I *had* more time, *I'd exercise* more. (But I don't have more time so I don't.)

If I *were* rich, *I'd spend* all my time travelling. (But I'm not rich so I can't.)

A common expression used to give advice has the second conditional structure. The expression is „If I were you, I'd.“, meaning „in your situation, this is what I would do“. For example:

If I were you, I'd take an aspirin. If I were you, I'd ask your teacher for help.

The Third Conditional

We use the third conditional to talk about impossible situations, as in the second

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conditional, in the past. We often use the third conditional to describe regrets. The structure is: If + past perfect - would have/could have + past participle.

Here are some examples:

If we *had left* earlier, we *would have arrived* on time. If you *hadn't forgotten* her birthday, she *wouldn't have been* upset.

PARTIII: Nouns

In Azar's vision (1996, p.56), a noun is used as the subject of a sentence. A noun is used as the object of a verb.

E.g.: Birds fly. – *Birds* is a noun. It is used as the subject of the sentence.

E.g.: John is holding a pen. – *Pen* is a noun. It has the article *a* in front of it; *a pen* is used as the object of the verb *is holding*.

A noun is also used as the *object of a preposition*.

E.g.: Birds fly in the sky. In this case, *in* is a *preposition* (prep.). The noun *sky* (with the article *the* in front) is the object of the preposition *in*.

PART IV: The present perfect tense

According to Lewis & López (2018, p.15), the present perfect tense is used to express the duration of an event that began at a definite point in past time and has continued to the present and will probably continue into future time.

E.g.: The earth ***has existed*** for millions of years.

E.g.: Elizabeth II ***has been*** the Queen of the United Kingdom since 1952.

Structure: to form the present perfect tense, we use the verb *have* as an auxiliary and a *past participle* as the main verb of a verb phrase. *Have* occurs as an *-s* form in the third person singular (he, she and it).

Rules of the present perfect tense

1. Regular past participles are formed by adding *-ed* to a base form (simple form) of a verb. The rules for spelling regular past participles are the same as those for spelling regular past forms:
 - a) When a regular base form ends in *-y* preceded by a consonant, change the *-y* to *-i*

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and add *-ed*. (*bury*) They *have buried* many people since the beginning of the famine; (*carry*) I *have carried* my boss's responsibilities since he became sick.

- b) When the final *-y* is preceded by a vowel, no change is made: (*stay*) He *has stayed* home for two weeks. (*play*) The children *have played* all day long.
- c) When a regular base form ends with a single consonant preceded by a single stressed vowel, the consonant is doubled before adding *-ed*: (*stop*) My watch *has stopped*; (*permit*) The police *have permitted* us to pass through the barricades.
- d) When a regular base form ends in *-e*, only *-d* is added: (*change*) Life in Cuba *has changed* since the revolution; (*smoke*) He *has smoked* since he was eighteen.

2. When we express the duration of an event from past to present time, the preposition *for* is used in a prepositional phrase when the amount of time is given: He has been here *for three hours*. I have lived in this country *for seven years*. The use of *for* is optional: He has been here (*for*) three hours; I have known her (*for*) seven years.
3. A prepositional phrase with *since* is used when the exact moment, time, day, or year that the event began is given: They have been here *since one o'clock yesterday afternoon*. They have been married *since 1973*. They have lived in London *since 1974*.
4. When one event follows another, the preposition *since* also occurs: Life in Lebanon has been different *since the civil war*. They have been happy *since their marriage*; His parents have lived in Hong Kong *since the end of the war in Vietnam*.
5. *Since* occurs as a subordinate conjunction when it introduces a past time clause (subordinate clause) to a sentence: He has made a lot of money *since he started work at the company*. They have lived in San Francisco *since they arrived in the United States*.
6. The adverb *ago* appears with the simple past tense only: His grandfather *died many years ago*. However, *ago* may appear in a time clause or phrase introduced by *since* when the verb phrase in the main clause of a sentence is in the present

perfect tense: He has been in the hospital *since he got sick five weeks ago* (since the beginning of his illness five weeks ago).

Special Note: The simple present tense is never used for the duration of an event from past to present time.

The past perfect tense

The past perfect tense is used to express an event that occurred before another in past time: When the war in Vietnam finally ended, Saigon ***had fallen*** to the Communists (before the war ended).

Structure: To form the past perfect tense, *had*, the past form of “*have*” is used as an auxiliary, and a past participle occurs as the main verb in the verb phrase: Before I got to the doctor, my pain ***had gone*** away.

Rules of past perfect tense

1. In less formal usage, contractions of “*had*” and subject pronouns occur: By the end of the game (when the game ended), ***he'd*** made thirty-two baskets; By the end of the tennis season, ***she'd*** won more matches than anyone else on her school team.
2. Negative verb phrases are formed by inserting *not* between the auxiliary and the main verb: Before the French Revolution, the aristocrats ***had not paid*** any attention to the demands of the people, and many of them paid for their mistake with the loss of their heads.
3. The past perfect tense is also used to express the duration of an event that preceded another in past time: When John Fitzgerald Kennedy was assassinated in Dallas on November 22, 1963, he had been the President ***for less than three years***. When their baby was born, they had been married ***for five years***.
4. Because the past perfect tense is most often used for an event preceding

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another in past time, the form usually occurs in a complex sentence containing a main and subordinate (*when*) clause. In such sentences, the simple past tense is used in the *when* (time) clause, and the past perfect tense occurs in the main clause. The event in the main clause preceded the event in the subordinate (*when*) clause.

PART V: Passive voice

Notice that the tense of the verb to be in the passive voice is the same as the tense of the main verb in the active voice.

TENSE/VERB FORM	ACTIVE VOICE	PASSIVE VOICE
Simple present	keeps	is kept
Present continuous	is keeping	is being kept
Simple past	kept	was kept
Past continuous	was keeping	was being kept
Present perfect	have kept	have been kept
Past perfect	had kept	had been kept
Future	will keep	will be kept
Conditional present	would keep	would be kept
Conditional past	would have kept	would have been kept
Present infinitive	to keep	to be kept
Perfect infinitive	to have kept	to have been kept
Present participle/gerund	keeping	being kept
Perfect participle	having kept	having been kept

Some example sentences:

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Active: I *keep* the butter in the fridge.

Passive: The butter *is kept* in the fridge.

Active: They *stole* the painting.

Passive: The painting *was stolen*.

Active: They *are repairing* the road.

Passive: The road *is being repaired*.

Active: Shakespeare *wrote* Hamlet.

Passive: Hamlet *was written* by Shakespeare.

Active: A dog *bit* him.

Passive: He *was bitten* by a dog.

Content 4: Writing – life after school

Sample related to the general understanding of the content "life after school".

Generally all the students wish to become a specific type of professional work after school, but not everyone gets to realize this dream. Some due to conditions, some because of not having success during the realization of the exams of admission and some because have reached a certain level of live and can't keep studying unless after having got married. Apart from that, our country is passing through a difficult situation. Many people are unemployed while are formed. This painful reality turns down the interest of the students that are still attending secondary schools.

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