



APOSTILA INGLÊS



1- (Questão 4 – Enem 2022)

A Teen's View of Social Media

Instagram is made up of all photos and videos. There is the home page that showcases the posts from people you follow, an explore tab which offers posts from accounts all over the world, and your own page, with a notification tab to show who likes and comments on your posts.

It has some downsides though. It is known to make many people feel insecure or down about themselves because the platform showcases the highlights of everyone's lives, while rarely showing the negatives. This can make one feel like their life is not going as well as others, contributing to the growing rates of anxiety or depression in many teens today. There is an underlying desire for acceptance through the number of likes or followers one has.

Disponível em: <https://cyberbullying.org>. Acesso em: 29 out. 2021.

O termo “downsides” introduz a ideia de que o Instagram é responsável por

- A oferecer recursos de fotografia.
- B divulgar problemas dos usuários.
- C estimular aceitação dos seguidores.
- D provocar ansiedade nos adolescentes.
- E aproximar pessoas ao redor do mundo.

2- (Questão 1 – Enem 2023)



The average american tosses 300 pounds of food each year, making food the number one contributor to America's landfills. Eat your leftovers and keep your perishables in the fridge – the Earth is counting on it.

Disponível em: <https://mir-s3-cdn-cf.behance.net>. Acesso em: 29 out. 2021 (adaptado).

Esse cartaz de campanha sugere que

- A os lixões precisam de ampliação.
- B o desperdício degrada o ambiente.
- C os mercados doam alimentos perecíveis.
- D a desnutrição compromete o raciocínio.
- E as residências carecem de refrigeradores.



3- (Questão 5 – Enem 2023)



Disponível em: www.cartoonstock.com. Acesso em: 25 out. 2021.

Ao retratar o ambiente de trabalho em um escritório, esse cartum tem por objetivo

- A criticar um padrão de vestimenta.
- B destacar a falta de diversidade.
- C indicar um modo de interação.
- D elogiar um modelo de organização.
- E salientar o espírito de cooperação.

4- (Questão 2 – Enem 2024)

Holy War

Oh, so we can hate each other and fear each other
We can build these walls between each other
Baby, blow by blow and brick by brick
Keep yourself locked in, yourself locked in
[...]

Oh, maybe we should love somebody
Oh, maybe we could care a little more
So maybe we should love somebody
Instead of polishing the bombs of holy war

KEYS, A. Here. Estados Unidos: RCA Records, 2016.

Nessa letra de canção, que aborda um contexto de ódio e intolerância, o marcador “instead of” introduz a ideia de

- A mudança de comportamento.
- B panorama de conflitos.
- C rotina de isolamento.
- D perspectiva bélica.
- E cenário religioso.



5- (Questão 4 – Enem 2025)

It is true that all children are special, simply because they are children. But most adults are not special, and children end up as adults pretty quickly. Life then can be difficult and even disappointing. The shock of this may account for the emergence of the “snowflake generation” of university students, who are so delicate they can’t handle controversial ideas being put forward in their lectures. The roots of this fragility run deep in modern culture. So, an approach of the world that states: “Life is wonderful, you’re special and, if you are a good boy/girl, life will be amazing forever” is not a message designed to aid bouncing back from failure or confronting catastrophe. Resilience is not about feeding ego — telling your children how wonderful they are — but strengthening it.

LOTT, T. Disponível em: www.theguardian.com. Acesso em: 10 dez. 2017 (adaptado).

Nesse texto, a expressão “snowflake generation” é usada para

- A abordar obstáculos impostos a universitários.
- B destacar mensagens de incentivo a estudantes.
- C estimular ações proativas em situações de emergência.
- D retratar relações conflituosas em ambiente universitário.
- E apontar posturas de uma juventude avessa a contrariedades.

ENEM – Aula 2

1- (Questão 3 – Enem 2025)

Remember the sky that you were born under,
know each of the star’s stories.
Remember the moon, know who she is.
Remember the sun’s birth at dawn. [...]
Remember your birth, how your mother struggled
to give you form and breath [...]
Remember the earth whose skin you are:
red earth, black earth, yellow earth, white earth
brown earth, we are earth.
Remember the plants, trees, animal life who all have their
tribes, their families, their histories, too [...]
Remember you are all people and all people are you.
Remember you are this universe and this universe is you.
Remember all is in motion, is growing, is you.

HARJO, J. She Had Some Horses. Londres: W. Norton & Company, 1983 (fragmento).



Nesse poema, de uma autora de ascendência indígena, o eu lírico ressalta a

- A potência dos astros celestes.
- B origem das plantas e dos animais.
- C importância do apego à terra natal.
- D relação entre seres humanos e natureza.
- E conexão entre o tempo real e o tempo imaginário.

2- (Questão 4- Enem 2024)

I remember being caught speaking Spanish at recess [...] I remember being sent to the corner of the classroom for “talking back” to the Anglo teacher when all I was trying to do was tell her how to pronounce my name. “If you want to be American, speak ‘American’. If you don’t like it, go back to Mexico where you belong”.

“I want you to speak English [...]”, my mother would say, mortified that I spoke English like a Mexican. At Pan American University, I and all Chicano students were required to take two speech classes. Their purpose: to get rid of our accents.

ANZALDÚA, G. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute Books, 1987.

O problema abordado nesse texto sobre imigrantes residentes nos Estados Unidos diz respeito aos prejuízos gerados pelo(a)

- A repúdio ao sotaque espanhol no uso do inglês.
- B resignação diante do apagamento da língua materna.
- C escassez de oportunidades de aprendizado do espanhol.
- D choque entre falantes de línguas distintas de diferentes gerações.
- E concorrência entre as variações linguísticas do inglês e as do espanhol.

3- (Questão 3 – Enem 2021)

Becoming

Back in the ancestral homeland of Michelle Obama, black women were rarely granted the honorific Miss or Mrs., but were addressed by their first name, or simply as “gal” or “auntie” or worse. This so openly demeaned them that many black women, long after they had left the South, refused to answer if called by their first name. A mother and father in 1970s Texas named their newborn “Miss” so that white people would have no choice but to address their daughter by that title. Black women were meant for the field or the Kitchen, or for use as they saw fit. They were, by definition, not ladies. The very idea of a black woman as first lady of the land, well, that would have been unthinkable.

Disponível em: www.nytimes.com Acesso em 28 dez. 2018 (adaptado)

A crítica do livro de memórias de Michelle Obama, ex-primeira-dama dos EUA, aborda a história das relações humanas na cidade natal da autora. Nesse contexto, o uso do vocábulo “unthinkable” ressalta que



- A a ascensão social era improvável.
- B a mudança de nome era impensável.
- C a origem do indivíduo era irrelevante.
- D o trabalho feminino era inimaginável.
- E o comportamento parental era irresponsável.

4- (Questão 3 – Enem 2019)

In this life
Sitting on a park bench
Thinking about a friend of mine
He was only twenty-three
Gone before he had his time.
It came without a warning
Didn't want his friends to see him cry
He knew the day was dawning
And I didn't have a chance to say goodbye.

MADONNA. Erotica. Estados Unidos: Maverick, 1992.

A canção, muitas vezes, é uma forma de manifestar sentimentos e emoções da vida cotidiana. Por exemplo, o sofrimento retratado nessa canção foi causado

- A pela morte precoce de um amigo jovem.
- B pelo término de um relacionamento amoroso.
- C pela mudança de um amigo para outro país.
- D pelo fim de uma amizade de mais de vinte anos.
- E pela traição por parte de pessoa próxima.

5- (Questão 3 – Enem 2017)

Take your car just
anyplace for an oil change,
and you may regret it
down the road.





Nesse texto publicitário são utilizados recursos verbais e não verbais para transmitir a mensagem. Ao associar os termos anyplace e regret à imagem do texto, constata-se que o tema da propaganda é a importância da

- A preservação do meio ambiente.
- B manutenção do motor.
- C escolha da empresa certa.
- D consistência do produto.
- E conservação do carro.

ENEM – Aula 3

1- (Questão 2 – Enem 2021)

The British (serves 60 million)

Take some Picts, Celts and Silures
And let them settle,
Then overrun them with Roman conquerors.
Remove the Romans after approximately 400 years
Add lots of Norman French to some
Angle, Saxons, Jutes and Vikings, then stir vigorously.
[...]
Sprinkle some fresh Indians, Malaysians, Bosnians,
Iraqis and Bangladeshis together with some
Afghans, Spanish, Turkish, Kurdish, Japanese
And Palestinians
Then add to the melting pot.
Leave the ingredients to simmer.
As they mix and blend allow their languages to flourish
Binding them together with English.
Allow time to be cool.
Add some unity, understanding, and respect for the future,
Serve with justice
And enjoy.

Note: All the ingredients are equally important. Treating one ingredient better than another will leave a bitter unpleasant taste.

Warning: An unequal spread of spread of justice will damage the people and cause pain. Give justice and quality to all.

Disponível em: www.benjaminzephaniah.com
Acesso em: 12 dez. 2018 (fragmento)



Ao descrever o processo de formação da Inglaterra, o autor recorre a características de outro gênero textual para evidenciar

- A a riqueza da mistura cultural.
- B um legado de origem geográfica.
- C um impacto de natureza histórica.
- D um problema de estratificação social.
- E a questão da intolerância linguística.

2- (Questão 5 – Enem 2021)

Exterior: Between The Museums — Day

CELINE

Americans always think Europe is perfect. But such beauty and history can be really oppressive. It reduces the individual to nothing. It just reminds you all the time you are just a little speck in a long history, where in America you feel like you could be making history. That's why I like Los Angeles because it is so...

JESSE

Ugly?

CELINE

No, I was going to say "neutral". It's like looking at a blank canvas. I think people go to places like Venice on their honeymoon to make sure they are not going to fight for the first two weeks of their marriage because they'll be too busy looking around at all the beautiful things. That's what people call a romantic place – somewhere where the prettiness will contain your primary violent instinct. A real good honeymoon spot would be like somewhere in New Jersey.

KRIZAN, K.; LINKLATER, R. Before Sunrise: screenplay.
New York: Vintage Books, 2005.

Considerando-se o olhar dos personagens, esse trecho do roteiro de um filme permite reconhecer que a avaliação sobre um lugar depende do(a)

- A beleza do próprio local.
- B perspectiva do visitante.
- C contexto histórico do local.
- D tempo de permanência no local.
- E finalidade da viagem do visitante.

3- (Questão 5 – Enem 2020)

Finally, Aisha finished with her customer and asked what colour Ifemelu wanted for her hair attachments.

"Colour four."

"Not good colour," Aisha said promptly.

"That's what I use."

"It look dirty. You don't want colour one?"

"Colour one is too black, it looks fake," Ifemelu said, loosening her headwrap. "Sometimes I use colour two, but colour four is closest to my natural colour."

[...]



She touched Ifemelu's hair. "Why you don't have relaxer?"

"I like my hair the way God made it."

"But how you comb it? Hard to comb," Aisha said.

Ifemelu had brought her own comb. She gently combed her hair, dense, soft and tightly coiled, until it framed her head like a halo. "It's not hard to comb if you moisturize it properly," she said, slipping into the coaxing tone of the proselytizer that she used whenever she was trying to convince other black women about the merits of wearing their hair natural. Aisha snorted; she clearly could not understand why anybody would choose to suffer through combing natural hair, instead of simply relaxing it. She sectioned out Ifemelu's hair, plucked a little attachment from the pile on the table and began deftly to twist.

ADICHIE, C. *Americanah: A novel*. New York: Anchor Books, 2013.

A passagem do romance da escritora nigeriana traz um diálogo entre duas mulheres negras: a cabeleireira, Aisha, e a cliente, Ifemelu. O posicionamento da cliente é sustentado por argumentos que

- A reforçam um padrão de beleza.
- B retratam um conflito de gerações.
- C revelam uma atitude de resistência.
- D demonstram uma postura de imaturidade.
- E evidenciam uma mudança de comportamento.

4- (Questão 4 – Enem 2017)

Letters

Children and Guns

Published: May 7, 2013

To the Editor: Re "Girl's Death by Gunshot Is Rejected as Symbol" (news article, May 6):

I find it abhorrent that the people of Burkesville, Ky., are not willing to learn a lesson from the tragic shooting of a 2-year-old girl by her 5-year-old brother. I am not judging their lifestyle of introducing guns to children at a young age, but I do feel that it's irresponsible not to practice basic safety with anything potentially lethal — guns, knives, fire and so on. How can anyone justify leaving guns lying around, unlocked and possibly loaded, in a home with two young children? I wish the family of the victim comfort during this difficult time, but to dismiss this as a simple accident leaves open the potential for many more such "accidents" to occur. I hope this doesn't have to happen several more times for legislators to realize that something needs to be changed.

EMILY LOUBATON

Brooklyn, May 6, 2013

Disponível em: www.nytimes.com. Acesso em: 10 maio 2013.



No que diz respeito à tragédia ocorrida em Burkesville, a autora da carta enviada ao The New York Times busca

- A reconhecer o acidente noticiado como um fato isolado.
- B responsabilizar o irmão da vítima pelo incidente ocorrido.
- C apresentar versão diferente da notícia publicada pelo jornal.
- D expor sua indignação com a negligência de portadores de armas.
- E reforçar a necessidade de proibição do uso de armas por crianças.

5- (Questão 5 – Enem 2017)

Israel Travel Guide

Israel has always been a standout destination. From the days of prophets to the modern day nomad this tiny slice of land on the eastern Mediterranean has long attracted visitors. While some arrive in the 'Holy Land' on a spiritual quest, many others are on cultural tours, beach holidays and eco-tourism trips. Weeding through Israel's convoluted history is both exhilarating and exhausting. There are crumbling temples, ruined cities, abandoned forts and hundreds of places associated with the Bible. And while a sense of adventure is required, most sites are safe and easily accessible. Most of all, Israel is about its incredibly diverse population. Jews come from all over the world to live here, while about 20% of the population is Muslim. Politics are hard to get away from in Israel as everyone has an opinion on how to move the country forward — with a ready ear you're sure to hear opinions from every side of the political spectrum.

Disponível em: www.worldtravelguide.net. Acesso em: 15 jun. 2012.

Antes de viajar, turistas geralmente buscam informações sobre o local para onde pretendem ir. O trecho do guia de viagens de Israel

- A descreve a história desse local para que turistas valorizem seus costumes milenares.
- B informa hábitos religiosos para auxiliar turistas a entenderem as diferenças culturais.
- C divulga os principais pontos turísticos para ajudar turistas a planejarem sua viagem.
- D recomenda medidas de segurança para alertar turistas sobre possíveis riscos locais.
- E apresenta aspectos gerais da cultura do país para continuar a atrair turistas estrangeiros.

ENEM – Aula 4

1- (Questão 1 – Enem 2022)

As my official bio reads, I was made in Cuba, assembled in Spain, and imported to the United States — meaning my mother, seven months pregnant, and the rest of my family arrived as exiles from Cuba to Madrid, where I was born. Less than two months later, we emigrated once more and settled in New York City, then eventually in Miami, where I was raised and educated. Although technically we lived in the United States, the Cuban community was culturally insular in Miami during the 1970s, bonded together by the trauma of exile. What's more, it seemed that practically everyone was Cuban: my teachers, my classmates, the mechanic, the bus driver. I didn't grow up feeling different or treated as a minority. The few kids who got picked on in my grade school were the ones with freckles and funny last names like Dawson and O'Neil.

BLANCO, R. Disponível em: <http://edition.cnn.com>. Acesso em: 9 dez. 2017 (adaptado).



Ao relatar suas vivências, o autor destaca o(a)

- A qualidade da educação formal em Miami.
- B prestígio da cultura cubana nos Estados Unidos.
- C oportunidade de qualificação profissional em Miami.
- D cenário da integração de cubanos nos Estados Unidos.
- E fortalecimento do elo familiar em comunidades estadunidenses.

2- (Questão 3 – Enem 2022)



GAULD, T. Disponível em: www.tomgauld.com. Acesso em: 25 out. 2021.

Nessa tirinha, o comportamento da mulher expressa

- A revolta com a falta de sorte.
- B gosto pela prática da leitura.
- C receio pelo futuro do casamento.
- D entusiasmo com os livros de terror.
- E rejeição ao novo tipo de residência.



3- (Questão 4 – Enem 2023)

Spanglish

pues estoy creando Spanglish
bi-cultural systems
scientific lexicographical
inter-textual integrations
two expressions
existentially wired
two dominant languages
continentally abrazándose
in colloquial combate
imperio spanglish emerges
sobre territorio bi-lingual
las novelas mexicanas
mixing with radiorocknroll
immigrant/migrant
nasal mispronouncements
hip-hop, street salsa, Spanish pop
standard english classroom
with computer technicalities
spanglish is literally perfect

LAVIERA, T. Benedición: The Complete Poetry of Tato Laviera. Houston: Arte Público Press, 2014 (fragmento).

Nesse poema de Tato Laviera, o eu lírico destaca uma

- A convergência linguístico-cultural.
- B característica histórico-cultural.
- C tendência estilístico-literária.
- D discriminação cultural.
- E censura musical.

4- (Questão 1 – Enem 2021)

We are now a nation obsessed with the cult of celebrity. Celebrities have replaced the classic notion of the hero. But instead of being respected for talent, courage or intelligence, it is money, style and image the deciding factors in what commands respect. Image is everything. Their image is painstakingly constructed by a multitude of different image consultants to carve out the most profitable celebrity they can. Then society is right behind them, believing in everything that celebrity believes in. Companies know that people will buy a product if a celebrity has too. It is as if the person buying the product feels that they now have some kind of connection with the celebrity and that some of their perceived happiness will now be passed onto the consumer. So to look at it one way, the cult of celebrity is really nothing more than a sophisticated marketing scheme.



Celebrities though cannot be blamed for all negative aspects of society. In reality society is to blame. We are the people who seemed to have lost the ability to think for ourselves. I suppose it's easier to be told what to think, rather than challenging what we are told. The reason we are swamped by celebrity is because there is a demand for it.

Disponível em: www.pitlanemagazine.com

Acesso em: 7 dez.2017 (adaptado)

O texto, que aborda questões referentes ao tema do culto à celebridade, tem o objetivo de

- A destacar os méritos das celebridades.
- B criticar o consumismo das celebridades.
- C ressaltar a necessidade de reflexão dos fãs.
- D culpar as celebridades pela obsessão dos fãs.
- E valorizar o marketing pessoal das celebridades.

5- (Questão 1 – Enem 2025)

Glory Ames, from the White Earth reservation, is frustrated that despite the presence of several indigenous reservations near Moorhead, local Halloween stores still feature a western section with costumes such as “pow wow princess”.

Even worse, despite a long-running debate about racism and cultural appropriation, often prompted by backlash against celebrities and politicians for donning offensive costumes, people continue to wear such costumes.

Last Halloween, Ames spotted a photo on Instagram of a girl dressed as a Native American with a bullet in her forehead. She immediately reported it to the social media platform and had it removed.

“They blatantly take certain aspects of our culture, race, religion, and use it for their advantage and ignore the people living it”, said Ames.

LIU, M. C. M. Disponível em: www.washingtonpost.com. Acesso em: 12 maio 2024 (adaptado).

Ao abordar um aspecto da celebração do Halloween, esse texto tem por objetivo

- A denunciar a violência contra crianças indígenas.
- B descrever costumes tradicionais em celebrações indígenas.
- C valorizar as vestimentas características dos povos originários.
- D criticar a exploração indevida de elementos da identidade indígena.
- E sugerir ações de combate ao preconceito contra os povos originários.



Texto 1 – Exame Único – 2023

Essential reading on, and beyond,
Indigenous Peoples Day

Formerly known as Columbus Day, today is Indigenous Peoples Day in more than 80 (and counting) cities, counties and states. While official recognition of this day began in the late '70s, with the UN discussing the replacement of Columbus Day, resistance and challenge to said “holiday” existed in the hearts and minds of indigenous and native peoples long before cities or states began to observe Indigenous Peoples Day.

As land defenders – people who are working for indigenous territories to be protected from contamination and exploitation – we see Indigenous Peoples Day as progress; it signals a crucial shift in our culture to recognize the dark past of colonization. No longer are our communities, towns, cities and states remaining silent and complacent in celebrating the cultural genocide that ensued after Christopher Columbus landed on Turtle Island (a.k.a. North America). Today also means that the erasure of our narrative as indigenous peoples is ending and our truths are rising to the surface. These truths include: Christopher Columbus was not a hero; he was a murderer. The land we all exist on is stolen. The history we’ve been taught is not accurate or complete. And perhaps most important among those truths, indigenous lands are still being colonized, and our people are still suffering the trauma and impacts of colonization.

Across the country, we continue to see the violation of our rights and treaties as extractive projects are proposed and constructed. Across the nation, we continue to grieve our missing and murdered indigenous women, victims of violence brought to their communities by extractive oil and mining projects. We continue to bear the brunt of climate change as our food sovereignty is threatened by dying ecosystems and as our animal relatives are becoming extinct due to land loss, warmer seasons and/or contamination. And now, we are fighting for the very right to resist as anti-protest laws emerge across the country, which aim to criminalize our people for protecting what is most sacred to us.

Yet, despite these challenges, our people and communities are demonstrating incredible bravery and innovation to bring forth healing and justice. Through the tireless work of indigenous organizers, activists, knowledge keepers and artists, we are learning about what is working and what our movements need more of to dismantle systems like white supremacy and systemic racism that colonization has imposed on our communities.

So while we could dive into the stories of how our people are still being attacked by the many forms of colonization, we find it important on this day, a day that symbolizes progress and evolution, to acknowledge what is working in our communities and in our movements. All too often, our people are framed as victims, and while there’s truth in those narratives, it’s also critical, for our self-actualization as indigenous peoples, to have our strengths, our resilience and our creativity seen and honored.

JADE BEGAY AND DALLAS GOLDTOOTH [sierraclub.org](https://www.sierraclub.org), 08/10/2018



Texto 2 – 2024 – 1º EQ

THE BENEFITS OF SLOWING DOWN

Hustle culture uses speed as a measure of performance. How fast can you ship a new feature? How many prospective clients can you call in an hour? How much of your day can you devote to work? If you're not fast, are you even being productive? This harmful mindset results in burnout, poor decision-making and bad communication.

It may seem counterintuitive, but slowing down can be a faster way to achieve your goals. Fighting our urge to live and work faster can lead to clearer thinking, deeper connections and better mental health. The illusory imperative to keep up with everyone else is hurting us. Faster is not always better – far from it. By slowing down, you can build three key pillars to rely on in your life and work.

When we focus on speed, we may blindly follow a path that may not be the most efficient one to reach our goals – whether it's a path dictated by others, or one that seems the most obvious. Slowing down allows us to be more intentional when making decisions and executing our plans. Being fast allows us to do more. But “doing more” does not equal “doing what's best”. Doing things slower means we can achieve a substantial increase in positive results, and even sometimes in the experience itself. Would you design a more polished feature if you had two days, or if you had two weeks? Would you enjoy a landscape better if you are driving over the speed limit, or if you are taking a leisurely walk? Would you learn more about a friend if you had a quick chat or a long conversation? Of course, we may not always have the luxury of slowness, but we should make a conscious effort to question artificial time constraints.

Consistent effort over time is more sustainable than pushing your limits to work as fast as possible. To do our best work, we need mental downtime, space for self-reflection, and a realistic schedule we can actually keep up with.

Overall, slowing down will help you make better decisions, connect deeper with people, have more meaningful experiences, all while improving your mental well-being by avoiding burnout. You may go slower, but you will go further.

Whatever area of your life you are targeting, making space for self-reflection is crucial. Helpful methods to slow down include journaling, meditation and taking breaks. Speed may sometimes be a goal in and of itself, but it should be an intentional goal rather than an automatic need to “keep up” with others.

An easy trick to slow down is to ask “Why the rush?” and to take a step back. Is speed really adding to the quality of the output?

ANNE-LAURE LE CUNFF Adaptado de nesslabs.com.



WHAT IS LIFE?

The magazine Philosophy Now asked two people, Tom Baranski and Courtney Walsh, to define what life is.

Tom Baranski from Somerset, New Jersey, believes that life is the aspect of existence that processes, acts, reacts, evaluates and evolves through growth (reproduction and metabolism). The crucial difference between life and non-life (or non-living things) is that life uses energy for physical and conscious development. Life is anything that grows and eventually dies, ceases to proliferate and be cognizant. Can we say that viruses, for example, are cognizant? Yes, insofar as they react to stimuli; but they are alive essentially because they reproduce and grow. Computers are non-living because even though they can cognize, they do not develop biologically (grow) and cannot produce offspring. It is not cognition that determines life: it is rather proliferation and maturation towards a state of death; and death occurs only to living substances.

Or is the question “What is the meaning (purpose) of life?” that is a real tough one? But Tom Baranski thinks that the meaning of life is the ideals we impose upon it, what we demand of it. The meaning of life is to: Do good, Be Good, but also to Receive Good. The foggy term in this advice, of course, is “good”; but he leaves that to the intuitive powers that we all share.

There are, of course, many intuitively clear examples of Doing Good. Most of us would avoid murdering; and most of us would refrain from other acts we find intuitively wrong. So our natural intuitions determine the meaning of life for us; and it seems for other species as well, for those intuitions resonate through much of life and give it its purpose.

On the other hand, Courtney Walsh from Farnborough, Hampshire, defines life as the eternal and unbroken flow of infinite rippling simultaneous events that by a fortuitous chain has led to this universe of elements we are all suspended in, that has somehow led to this present experience of sentient existence. Animal life (excluding that of humans) shows that life is a simple matter of being, by means of a modest routine of eating, sleeping and reproducing. Animals balance their days between these necessities, doing only what their bodies ask of them. The life of vegetation is not far from that of animals. They eat and sleep and reproduce in their own way, for the same result. So life is a beautiful and naturally harmonious borrowing of energy.

Yet we have taken it for granted. We have lost the power to simply be happy eating, sleeping, reproducing, believing we need a reason to be alive, a purpose and a goal to reach, so that on our deathbeds (something we have been made to fear) we can look back and tell ourselves we have done something with our lives. Life has lost its purpose because we have tried to give it one. The truth is that we are no more significant than the sand by the sea or the clouds in the sky. No more significant. But as significant.

No matter what your race, religion or gender, when you first step outside your door in the morning and feel the fresh air in your lungs and the morning sun on your face, you close your eyes and smile. In that moment you are feeling life as it should be.

Adaptado de philosophynow.org.



Texto 4 – 2026 – 1º EQ

Forgetting our past could cost us our future

Cultural amnesia refers to the phenomenon where societies ignore significant historical events, lessons, and cultural practices, leading to a fragmentation of knowledge and identity. This forgetfulness can arise from various factors, including the rapid pace of modernization, globalization and the overwhelming influence of technology, which often prioritizes immediacy over historical context. As a result, vital lessons from the past may be disregarded, leaving individuals and communities disconnected from their heritage and the wisdom embedded in historical narratives.

It is widely known that this fragmentation frequently undermines a society's ability to learn from past mistakes. This phenomenon of cultural amnesia is not merely a contemporary issue; it has been observed throughout history. Many societies have experienced periods of forgetting or neglecting significant events due to political motives, societal shifts or collective trauma. For example, the aftermath of wars often sees nations rewriting histories to foster national unity or to justify certain actions, leading to a distorted collective memory. In some cases, governments may actively suppress historical truths to maintain power, creating a dangerous precedent where the past is selectively remembered or entirely erased. Actually, the frequency of cultural amnesia varies across societies and historical contexts, but it is a recurring theme that has profound implications.

Cultural amnesia frequently highlights a troubling tendency to overlook the lessons of history, leading to a fragmented understanding of identity and heritage. When the emphasis is placed on the new and the immediate, the rich tapestry of history can become fragmented, leading to a shallow understanding of cultural identity. To counteract this trend, it is essential for communities to prioritize historical awareness, engage with their narratives.

Addressing cultural amnesia is not simply a matter of saying "Ok, let's accept that History has a role". What ordinary citizens should keep in mind is that facts and data provide some of the basic elements of history as a field of study that connects to other areas, but by themselves they have limited meaning. It requires a conscious effort to engage with history, celebrate memories and ensure that significant events and lessons are passed on to the next generations.

It seems unlikely that there would be mutual respect and understanding between different groups without awareness of these narratives. This awareness has been shown to dismantle stereotypes, challenge prejudices and build bridges between different cultural groups, fostering a more cohesive and harmonious society.

When societies overlook significant historical events, they may fail to learn from previous injustices, conflicts or failures. When people recognize the fragility of cultural memory, they may feel compelled to engage with their history, whether through storytelling, education or community activities. This active participation can strengthen communal bonds and promote intergenerational knowledge transfer, ensuring that valuable lessons from the past are not lost to time. Finally, when individuals do engage with the histories and experiences of others, they are more likely to appreciate the complexities of cultural identities and the impact of historical events on various communities.

Adaptado de bohotude.com.



1- (Questão 14 – UERJ – Exame único 2023) Texto 1

what is most sacred to us. (l. 22-23)

Regarding the indigenous peoples, the fragment above refers to the following elements:

- (A) their people, climate and nature
- (B) their progress, culture and narratives
- (C) the laws that guarantee their rights to protest
- (D) the permits to extract their oil and develop mining projects

2- (Questão 18 – UERJ – Exame único 2023) Texto 1

In the text, the pronoun we is used to refer exclusively to the following group:

- (A) white supremacists
- (B) land defenders
- (C) the government
- (D) all Americans

3- (Questão 24 – UERJ – 2024 – 1º EQ) – Texto 2

This harmful mindset results in burnout, poor decision-making and bad communication. (l. 3-4)

The sentence above lists some harmful mental attitudes that result in using speed as a measure of performance. Besides these, another result of hustle culture is the one below:

- (A) take more steps back
- (B) follow a less efficient path
- (C) engage in longer discussions
- (D) design a more polished feature

4- (Questão 23 – UERJ – 2026 – 1º EQ) – Texto 4

Forgetting our past could cost us our future (título)

The idea expressed by the title is represented in the sentence below:

- (A) This phenomenon of cultural amnesia is not merely a contemporary issue; it has been observed throughout history. (l. 8-9)
- (B) In some cases, governments may actively suppress historical truths to maintain power, creating a dangerous precedent (l. 12-13)
- (C) What ordinary citizens should keep in mind is that facts and data provide some of the basic elements of history as a field of study (l. 22-23)
- (D) When societies overlook significant historical events, they may fail to learn from previous injustices, conflicts or failures. (l. 29-30)



5- (Questão 27 – UERJ – 2026 – 1º EQ) – Texto 4

According to the article, to ensure that the past is preserved it's necessary to take the action below:

- (A) suggest policies
- (B) value memories
- (C) curb advancements
- (D) strengthen citizenship

UERJ – EQ – Aula 2

1- (Questão 12 – UERJ – Exame único 2023) Texto 1

In this text, the authors advocate the following cause:

- (A) the transformation of Columbus Day into Indigenous Peoples Day
- (B) the understanding that indigenous people are victims of white supremacy
- (C) the recognition of indigenous peoples' strengths, resilience and creativity
- (D) the acceptance that indigenous people's history was not accurate or complete

2- (Questão 13 – UERJ – Exame único 2023) Texto 1

In relation to the process of colonization described in the second paragraph, the text implies the following idea:

- (A) it got worse
- (B) it has finished
- (C) it still has its impacts
- (D) it stopped for a while

3- (Questão 23 – UERJ – 2024 – 2º EQ) Texto 3

Tom Baranski and Courtney Walsh define life in different ways, but both of them agree upon the idea expressed in the following sentence:

- (A) Life is to do good.
- (B) Life has lost its purpose.
- (C) Life is a borrowing of energy.
- (D) Life is a question of cognition.



4- (Questão 24 – UERJ – 2026 – 1º EQ) – Texto 4

To counteract this trend, it is essential for communities to prioritize historical awareness, engage with their narratives. (l. 19-20)

In relation to the first part of the third paragraph, the function of this sentence is the following:

- (A) establish comparison
- (B) impose condition
- (C) propose solution
- (D) offer explanation

5- (Questão 25 – UERJ – 2026 – 1º EQ) – Texto 4

“Ok, let’s accept that History has a role”. (l. 21)

Regarding history, this quote reveals that ordinary people tend to:

- (A) minimize its importance
- (B) disregard its tendency
- (C) highlight its narratives
- (D) analyse its changes

UERJ – EQ – Aula 3

1- (Questão 16 – UERJ – Exame único – 2023)

to acknowledge what is working in our communities and in our movements. (l. 31)

The underlined word may be substituted, without significant change in meaning, by the one below:

- (A) confess
- (B) admit
- (C) reject
- (D) allow

2- (Questão 17 – UERJ – Exame único – 2023)

and while there’s truth in those narratives, it’s also critical, (l. 32)

The linker and while in the fragment above expresses contrast. A similar meaning is conveyed in:

- (A) As land defenders (l. 6)
- (B) No longer are our communities, (l. 8)
- (C) And perhaps most important among those truths, (l. 13-14)
- (D) Yet, despite these challenges, (l. 24)



3- (Questão 26 – UERJ – 2024 – 1º EQ) – Texto 2

In the second paragraph, the author mentions three principles we can count on in our life and work. Each is presented in a separate paragraph, along lines 09 to 21.

The words that best represent the topic of each of the three paragraphs, respectively, are:

- (A) efficiency – quickness – reality
- (B) slowness – experience – effort
- (C) blindness – equality – consistence
- (D) intentionality – quality – sustainability

4- (Questão 27 – UERJ – 2024 – 1º EQ) – Texto 2

Helpful methods to slow down include journaling, (l. 25-26)

The underlined word may be substituted, without significant change in meaning, by the words below:

- (A) writing in a diary
- (B) watching newscasts
- (C) listening to podcasts
- (D) reading a newspaper

5- (Questão 24 – UERJ – 2024 – 2º EQ) – Texto 3

The foggy term in this advice, (l. 12)

The underlined word may be substituted, without significant change in meaning, by the word below:

- (A) mild
- (B) vague
- (C) simple
- (D) general

Textos para as questões da UERJ- Exame Discursivo

AS QUESTÕES DEVERÃO SER RESPONDIDAS EM LÍNGUA PORTUGUESA. A LÍNGUA ESTRANGEIRA SÓ DEVERÁ SER UTILIZADA QUANDO O ENUNCIADO EXIGIR.



Texto 1 – Exame Discursivo 2025

No fragmento de texto a seguir, retirado do romance *Love marriage*, Yasmin, a personagem central, ainda criança, faz indagações sobre um episódio do passado de sua família.

I

Yasmin could not remember being told the story. It was as if she had always known. As though she had been born with the knowledge. Still, she thirsted for more.

“What was the first thing you said to each other?”, she asked, while Anisah pulled up onions in the back garden, a smear of mud across her face.

“I don’t know.”

“You do.”

“Only ten years old and so cheeky! You don’t see how busy I am?”

“What did Naana and Naani say when you said you wanted to marry?”

“Abba and Amma said okay.”

Yasmin squatted down next Anisah. “Is that all? Is that all they said? And why do you call them Abba and Amma, but I say Baba and Ma? Why? Ma?” She tugged at a browning onion top. “Ma! You’re not listening!”

“I don’t know”, said Ma. She sighed. “Always asking for reasons! I am your Ma. Okay? I did not want to be Amma. Here – take. Take the onions and wash for me.”

Yasmin dumped the onions in the kitchen sink, took a pad and pen from the drawer and found Shaokat in the garage, performing his weekly exercise routine with a pair of Indian clubs. From her perch on top of the freezer she initiated the interview.

“So, you and Ma met in the library. What was the first thing you said to each other?”

“It was a long time ago, Mini. I must concentrate on the routine or it will not have the desired effect.

“But Baba, what happened? Did you ask her name?”

“The first time I saw her I knew I would marry her.”

“You always say that. But what did you do? What did you say?”

“Go and help your mother, Mini. I will finish my exercise.”

II

Later she heard a little more of their story. One of Shaokat’s regulars at the chai stall needed a boy to sweep the courtyard, carry parcels, wash the car and see what else needed doing and do it without being asked. Shaokat was delighted with his new lodgings. His new employer was a kind man, a professor at the university in the department of physiology, who saw that the boy was quick and capable. When the professor found Shaokat trying to read one of his discarded scientific journals, he enrolled him in night school.

Shaokat dreamed of becoming a doctor. His grades were good enough to get into medical school but there was no way. He had to find another job, and soon. His wages were meagre, and as the professor had, with untold kindness, paid for night school, Shaokat had never had a pay rise. After paying for books and the other essentials, he was never able to save. When he met Anisah, he was penniless and about to be homeless as well. Anisah’s father, Hashim Hussein, was the proprietor of Hussein Industries, manufacturers of bed sheets, mosquito nets, blankets, towels and uniforms. Shaokat’s father was a landless laborer who died in a cholera outbreak. But they fell in love anyway. That much she knew.

MONICA ALI Adaptado de *Love marriage*. London, UK: Virago Press, 2022.



Texto 2 – Exame Discursivo 2025

Alguns anos depois, na sequência do romance, Yasmin revisita o passado ao escrever uma redação como tarefa escolar.

When Yasmin was fourteen she had to write a story for English homework.

Choose one of the following:

- Write a story entitled “Lost”
- Write a story about a chance meeting that changes someone’s life

Yasmin knew straightaway what she’d write about. She still didn’t know all the details (though she had asked again in many more subtle and sophisticated ways), but somehow she knew everything she needed to know.

It was a picture she had when she closed her eyes. It was a feeling in her stomach. An atmospheric disturbance. A glimpse in the dark.

She wrote it and when the teacher said it was good, that she should enter it for a competition, she tingled to the root of every single hair on her body and scalp.

“Baba, will you read my story? I got full marks and the teacher said there’s this competition. I should enter it. That’s what he said, anyway.”

After he had finished he folded up his glasses. It was a long time before he spoke. Yasmin’s hands had grown hot and sweaty, and then gone very cold.

“Does it entertain you? Does it amuse you to make up these things?”

“Yes, Baba. I mean, no, Baba.”

“You have written things that you do not know. That you cannot know.”

“It’s creative writing, Baba. Mr. Curtis really liked it. You can read what he’s written at the end.”

“You do not know what I said to your mother in the library in Calcutta. You were not there. You were not born. You do not know what she said to me. And yet you have written as if you were at the next table. Tell me – how are you different from a liar? How is this creative writing different from lies?”

Mr. Curtis was disappointed Yasmin would not be entering the competition. He asked for an explanation and Yasmin said that her father would not like it. I can speak to him for you, said Mr. Curtis. Please don’t, said Yasmin, and he had to reassure her three times that he would not.

MONICA ALI Adaptado de Love marriage. London, UK: Virago Press, 2022.

Texto 3 – Exame Discursivo 2024

THE CURIOUS CASE OF BENJAMIN BUTTON

No texto a seguir, são apresentados três fragmentos da narrativa ficcional “The curious case of Benjamin Button”. Cada um relata um momento da vida peculiar do personagem principal.

Young Mr. and Mrs. Roger Button were fifty years ahead of style when they decided, one day in the summer of 1860, that their first baby should be born in a hospital. This was their first experience with the charming old custom of having babies – Mr. Button was naturally nervous. He hoped it would be a boy so that he could be sent to Yale College in Connecticut.



On the September morning consecrated to the enormous event, he arose nervously at six o'clock, dressed himself, adjusted an impeccable stock, and hurried forth through the streets of Baltimore to the hospital, to determine whether the darkness of the night had borne in new life upon its bosom.

A nurse was sitting behind a desk in the opaque gloom of the hall. Swallowing his shame, Mr. Button approached her.

"Good-morning. I – I am Mr. Button. I want to see my child."

At this a look of utter terror spread itself over the girl's face. She rose to her feet and seemed about to fly from the hall, restraining herself only with the most apparent difficulty. "Oh – of course!", she cried hysterically. "Upstairs. Right upstairs. Go – up!"

Wrapped in a voluminous white blanket, and partly crammed into one of the cribs, there sat an old man apparently about seventy years of age. His sparse hair was almost white, and from his chin dripped a long smoke-coloured beard, which waved absurdly back and forth, fanned by the breeze coming in at the window.

"Am I mad?", thundered Mr. Button, his terror resolving into rage. "Is this some ghastly hospital joke?"

"It doesn't seem like a joke to us", replied the nurse severely. "And I don't know whether you're mad or not – but that is most certainly your child."

"You'll have to take him home," insisted the nurse – "immediately!"

*

Benjamin, once he left the hospital, took life as he found it. But one day a few weeks after his twelfth birthday, while looking in the mirror, Benjamin made, or thought he made, an astonishing discovery. Did his eyes deceive him, or had his hair turned in the dozen years of his life from white to iron-gray under its concealing dye? Was the network of wrinkles on his face becoming less pronounced? Was his skin healthier and firmer, with even a touch of ruddy winter colour? He could not tell. He knew that he no longer stooped, and that his physical condition had improved since the early days of his life. The process was continuing. There was no doubt of it – he looked now like a man of thirty. Instead of being delighted, he was uneasy – he was growing younger.

*

The days flowed on in monotonous content. He went back a third year to the kindergarten, but he was too little now to understand what the bright shining strips of paper were for. He cried because the other boys were bigger than he, and he was afraid of them. The teacher talked to him, but though he tried to understand, he could not understand at all.

F. SCOTT FITZGERALD Adaptado de The curious case of Benjamin Button. Victoria, BC: Mint Editions, 2018 [1922].



UERJ – Exame Discursivo – Aula 1

1- (Questão 05 – UERJ – Exame Discursivo – 2025) Texto 1

When he met Anisah, he was penniless and about to be homeless as well. (l. 32-33)

A frase acima revela a condição de Shaokat quando conheceu Anisah e o risco a que estava exposto, decorrente dessa condição.

Explicita a condição e o risco.

2- (Questão 06 – UERJ – Exame Discursivo – 2025) Texto 1

No penúltimo parágrafo da parte II, faz-se referência às profissões dos pais de Shaokat e de Anisah. Identifique-as.

3- (Questão 07 – UERJ – Exame Discursivo – 2025) Texto 1

“But they fell in love anyway. (l. 36)

Com o uso do conectivo sublinhado, o narrador estabelece um contraste. Explicita esse contraste

4- (Questão 02 – UERJ – Exame Discursivo – 2024) Texto 3

Roger Button nutria um sonho em relação à criança que ia nascer. No entanto, a realização desse sonho estava condicionada à concretização de uma expectativa.

Explicita a expectativa e o sonho de Mr. Button.

5- (Questão 03 – UERJ – Exame Discursivo – 2024) Texto 3

Roger Button manifesta sentimentos diferentes antes e depois do nascimento da criança. Identifique esses dois sentimentos.



UERJ – Exame Discursivo – Aula 2

1- (Questão 02 – UERJ – Exame Discursivo – 2025) Texto 1

Ao longo da narrativa, Yasmin tenta obter uma resposta de Shaokat e Anisah.

Explique o que Yasmim desejava saber. Indique, ainda, as duas primeiras perguntas feitas por ela a Anisah para entender o passado dos personagens acima.

2- (Questão 03 – UERJ – Exame Discursivo – 2025) Texto 1

“Only ten years old and so cheeky! You don’t see how busy I am?” (l. 7) Apresente o significado da palavra sublinhada. Em seguida, explique o propósito de Anisah ao fazer a pergunta acima.

3- (Questão 01 – UERJ – Exame Discursivo – 2024) Texto 3

O casal Button toma uma decisão considerada ousada em relação ao tempo em que vive.

Indique a decisão tomada pelo casal. Em seguida, retire do texto, em inglês, a expressão que evidencia que o casal estava à frente do seu tempo.

4- (Questão 06 – UERJ – Exame Discursivo – 2024) Texto 3

The process was continuing. (l. 27-28)

A narrativa descreve o processo pelo qual passa o personagem Benjamin Button ao longo de sua vida. Nomeie esse processo e cite duas de suas manifestações. Nomeie, também, o sentimento que ele nutria a respeito desse processo.

5- (Questão 07 – UERJ – Exame Discursivo – 2024) Texto 3

A vida peculiar de Benjamin Button e as dificuldades que enfrenta se relacionam com a disparidade entre sua idade cronológica e sua aparência. Descreva sua aparência logo após o nascimento. Em seguida, identifique duas dificuldades enfrentadas pelo personagem quando estava na pré-escola.



1- (Questão 08 – UERJ – Exame Discursivo – 2025) Texto 2

De acordo com o texto, foram propostos dois temas para uma redação escolar.

Cite o tema escolhido por Yasmin e apresente um motivo para essa escolha. Em seguida, indique como o professor avaliou a redação. Transcreva, ainda, em inglês, a oração que mostra a reação de Yasmin a essa avaliação.

2- (Questão 09 – UERJ – Exame Discursivo – 2025) Texto 2

Baba leva bastante tempo para se pronunciar sobre a redação de Yasmin e, quando o faz, levanta uma série de objeções.

Aponte a reação física de Yasmin enquanto aguardava a resposta. Cite, ainda, duas das objeções elencadas por Baba.

3- (Questão 10 – UERJ – Exame Discursivo – 2025) Texto 2

No último parágrafo, o narrador diz que Mr. Curtis fica decepcionado ao saber que Yasmin não participaria da competição. Explique o motivo da desistência de Yasmin. Em seguida, retire do mesmo parágrafo, em inglês, a frase completa que mostra o desconforto de Yasmin quando seu professor sugere ajudá-la.

4- (Questão 01 – UERJ – Exame Discursivo – 2025) Texto 1

Na parte I do fragmento, a relação de parentesco entre a protagonista, Yasmin, e os personagens Shaokat e Anisah é explicitada.

Identifique o grau de parentesco existente entre Shaokat e Yasmin e entre Anisah e Yasmin. Em seguida, aponte a forma de tratamento usada por Yasmim para se dirigir a cada um deles.



5- (Questão 4 – UERJ – Exame Discursivo – 2025) Texto 1

He had to find another job, and soon. His wages were meagre, and as the professor had, with untold kindness, paid for night school, Shaokat had never had a pay rise. (l. 30-31)

A expressão sublinhada se refere a uma ação realizada pelo empregador de Shaokat.

Identifique essa ação e explique o que a motivou. Aponte, ainda, o sentido da expressão sublinhada.

GABARITO

Aula 1 – Enem

- 1- D
- 2- B
- 3- B
- 4- A
- 5- E

Aula 1 – UERJ – EQ

- 1- A
- 2- B
- 3- B
- 4- C
- 5- B

Aula 2 – Enem

- 1- D
- 2- A
- 3- A
- 4- A
- 5- C

Aula 2– UERJ – EQ

- 1- C
- 2- C
- 3- C
- 4- C
- 5- A

Aula 3 – Enem

- 1- A
- 2- B
- 3- C
- 4- D
- 5- E

Aula 3 – UERJ – EQ

- 1- B
- 2- D
- 3- D
- 4- A
- 5- B

Aula 4 – Enem

- 1- D
- 2- B
- 3- A
- 4- C
- 5- D



Aula 1 – UERJ – Exame Discursivo

1- A condição de Shaokat é expressa pela palavra “peniless”, que significa “sem dinheiro” e o fragmento “about to be homeless” revela que ele estava a ponto de perder sua moradia e vir a morar na rua.

2- Nas linhas 33-34, o fragmento “Anisah’s father, Hashim Hussein, was the proprietor of Hussein Industries, manufacturers of bed sheets, mosquito nets, blankets, towels and uniforms. Shaokat’s father was a landless laborer who died in a cholera outbreak.” mostra que o pai de Anisah, Hashim Hussein, era o proprietário da Indústria Hussein. O pai de Shaokat, por outro lado, era um trabalhador sem terra, o que está explicitado na linha 34: “Shaokat’s father was a landless laborer”.

3- O conectivo “but” estabelece um contraste entre o fato de os personagens Anisah e Shaokat serem oriundos de classes sociais diferentes e, mesmo assim, terem se apaixonado.

4- Na última frase do 1º parágrafo, a primeira oração mostra a expectativa do Sr Button: “He hoped it would be a boy” (Ele esperava que a criança fosse um menino). A segunda oração mostra o sonho que ele nutria: “so that he could be sent to Yale College in Connecticut” (para que ele pudesse ir para o Yale College, em Connecticut). A expressão “so that” (para que/ de modo que) reforça que o sonho do Sr Button estava condicionado ao nascimento de um bebê do sexo masculino.

5- Os fragmentos “Mr. Button was naturally nervous” (l. 3) e “he arose nervously at six o’clock” (l. 5) mostram que antes do nascimento do filho, Roger Button estava nervoso. O fragmento “his terror resolving into rage” (l.18) quer dizer que após o nascimento do filho seus sentimentos eram de terror e raiva.

Aula 2 – UERJ – Exame Discursivo

1- Yasmin desejava entender como seus pais se conheceram. As duas perguntas que revelam isso são: “What was the first thing you said to each other?” (Qual foi a primeira coisa que vocês disseram um ao outro?) (L. 3) e “What did Naana and Naani say when you said you wanted to marry?” (O que Naana e Naani disseram quando você disse que vocês queriam se casar?) (L.8).

2- No fragmento proferido por Anisah, mãe de Yasmin, a palavra “cheeky” significa “atrevida”, “petulante” ou “impertinente”. Ao fazer a pergunta “You don’t see how busy I am?”, pretende mudar de assunto / esquivar-se de responder, pois se sente incomodada com a insistência da filha em obter respostas sobre o seu passado.

3- Na primeira frase do texto, o trecho “they decided [...] that their first baby should be born in a hospital” mostra que o casal Button decidiu que o seu bebê deveria nascer em um hospital. No início dessa mesma frase, a expressão “ahead of style” (à frente do seu tempo/ na vanguarda) evidencia que essa era uma decisão considerada ousada para aquela época.



4- Nas linhas 27-28, o fragmento “The process was continuing” (o processo continuava) se refere ao processo de rejuvenescimento descrito anteriormente no mesmo parágrafo. Isso fica evidente nos trechos que descrevem as manifestações desse processo: Benjamin Button percebe que seus cabelos haviam escurecido (“Did his eyes deceive him, or had his hair turned in the dozen years of his life from white to iron-gray under its concealing dye?”- l.23-25), que suas rugas haviam ficado menos pronunciadas (“Was the network of wrinkles on his face becoming less pronounced? - l. 25), que sua pele estava mais saudável e mais firme e rosada (“Was his skin healthier and firmer, with even a touch of ruddy winter colour? – l. 25-26) e que ele se sentia mais ereto e que sua condição.

5- A aparência de Benjamin Button está descrita nas linhas 14-16, onde está explícito que ele tinha a aparência de um velho de aproximadamente 70 anos, com cabelos ralos, quase brancos e longa barba (“an old man apparently about seventy years of age. His sparse hair was almost white, and from his chin dripped a long smoke-coloured beard”). As linhas 30-33 mostram as dificuldades enfrentadas por ele na fase da pré-escola: Ele não entendia a utilidade do material escolar (“but he was too little now to understand what the bright shining strips of paper were for”), chorava porque os outros meninos eram maiores do que ele (“He cried because the other boys were bigger than he”), tinha medo dos meninos, (“and he was afraid of them.”) e não entendia o que o professor dizia (“The teacher talked to him, but though he tried to understand he could not understand at all.”).

Aula 3 – UERJ – Exame Discursivo

1- O Tema da redação escolhido pela personagem Yasmin (escrever uma história sobre um encontro inesperado que muda a vida de uma pessoa), está explicitado na linha 4. O tema permitiu que a personagem escrevesse sobre o relacionamento de seus pais, assunto do seu interesse, como apresentado no texto 1, e ela também se sentia segura para desenvolver tal assunto, como indicado na linha 7 do texto 2. O professor reagiu positivamente à redação produzida (linha 10) e afirmou que ela poderia apresentá-la em uma competição. A oração que indica a reação de Yasmin é “she tingled to the root of every single hair on her body and scalp” (linha 11).

2- A reação física de Yasmin foi ficar com as mãos suadas e, depois, muito frias. As objeções elencadas por Baba estão presentes na linha 18, o pai de Yasmin alega que ela escreveu sobre coisas que não sabe e não pode saber: “You have written things that you do not know. That you cannot know” e nas linhas 20-21, ele diz também que Yasmin não sabe o que ele disse para a sua mãe: “You do not know what I said to your mother” ou o que sua mãe disse para ele “you do not know what what she said to me”. Alega também que ela não era nascida (“you were not born”) e, portanto, não estava lá na ocasião (“you were not there”) mas, mesmo assim, escreveu como se estivesse na mesa ao lado (“and yet you have written as if you were at the next table”).



3- Yasmin desiste da competição por conta da reação de seu pai, que não gostaria que ela participasse (“Yasmim said that her father would not like it”). A frase completa que indica o seu desconforto perante a insistência do professor é “Please don’t, said Yasmin, and he had to reassure her three times that he would not” (linha 25).

4- Na primeira parte do texto, ao indagar os pais sobre como eles haviam se conhecido, Yasmin se refere a Anisah como “Ma” (linhas 11, 13 e 18) e a Shaokat como “Baba” (linhas 11 e 20), ou seja, Anisah é sua mãe e Shaokat é seu pai.

5- A expressão sublinhada significa “bondade sem precedente / incalculável” e se refere à ação do empregador de Shaokat de custear o seu curso noturno, o que está explícito no próprio fragmento destacado: “the professor had, with untold kindness, paid for night school” (o professor tinha, com uma bondade sem precedente, custeado o curso noturno) e também na linha 28: “he enrolled him in night school” (ele o matriculou em um curso noturno).

