



**REINGRESSO E
MUDANÇA DE CURSO**

2024

**LÍNGUA
INGLESA**

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FRASE A SER TRANSCRITA PARA O CARTÃO DE RESPOSTAS NO
QUADRO “EXAME GRAFOTÉCNICO”

Estar preparado é metade da vitória.

Miguel de Cervantes

TEXT 1

What do AI chatbots really mean for students and cheating?

October 31, 2023

By Carrie Spector

The launch of ChatGPT and other artificial intelligence (AI) chatbots has triggered an alarm for many educators, who worry about students using the technology to cheat by passing its writing off as their own. But two Stanford researchers say that concern is misdirected, based on their ongoing research into cheating among U.S. high school students before and after the release of ChatGPT.

Here, Lee and Pope discuss the state of cheating in U.S. schools, what research shows about why students cheat, and their recommendations for educators working to address the problem.

What do we know about how much students cheat?

Pope: We know that cheating rates have been high for a long time. At Challenge Success we've been running surveys and focus groups at schools for over 15 years, asking students about different aspects of their lives — the amount of sleep they get, homework pressure, extracurricular activities, family expectations, things like that — and also several questions about different forms of cheating.

For years, long before ChatGPT hit the scene, some 60 to 70 percent of students have reported engaging in at least one “cheating” behavior during the previous month. That percentage has stayed about the same or even decreased slightly in our 2023 surveys, when we added questions specific to new AI technologies, like ChatGPT, and how students are using it for school assignments.

So AI isn't changing how often students cheat — just the tools that they're using?

Lee: The most prudent thing to say right now is that the data suggest, perhaps to the surprise of many people, that AI is not increasing the frequency of cheating. This may change as students become increasingly familiar with the technology, and we'll continue to study it and see if and how this changes.

But I think it's important to point out that, in Challenge Success' most recent survey, students were also asked if and how they felt an AI chatbot like ChatGPT should be allowed for school-related tasks. Many said they thought it should be acceptable for “starter” purposes, like explaining a new concept or generating ideas for a paper. But the vast majority said that using a chatbot to write an entire paper should never be allowed. So this idea that students who've never cheated before are going to suddenly run amok and have AI write all of their papers appears unfounded.

What would you suggest to school leaders who are concerned about students using AI chatbots?

Pope: Even before ChatGPT, we could never be sure whether kids were getting help from a parent or tutor or another source on their assignments, and this was not considered cheating. Kids in our focus groups are wondering why they can't use ChatGPT as another resource to help them write their papers — not to write the whole thing word for word, but to get the kind of help a parent or tutor would offer. We need to help students and educators find ways to discuss the ethics of using this technology and when it is and isn't useful for student learning.

Lee: There's a lot of fear about students using this technology. Schools have considered putting significant amounts of money in AI-detection software, which studies show can be highly unreliable. Some districts have tried blocking AI chatbots from school wifi and devices, then repealed those bans because they were ineffective. AI is not going away. Along with addressing the deeper reasons why students cheat, we need to teach students how to understand and think critically about this technology. For starters, at Stanford we've begun developing free resources to help teachers bring these topics into the classroom as it relates to different subject areas. We know that

teachers don't have time to introduce a whole new class, but we have been working with teachers to make sure these are activities and lessons that can fit with what they're already covering in the time they have available.

I think of AI literacy as being akin to driver's education: We've got a powerful tool that can be a great asset, but it can also be dangerous. We want students to learn how to use it responsibly.

Available from: < <https://ed.stanford.edu/news/what-do-ai-chatbots-really-mean-students-and-cheating>>. Access: 08 Dec., 2023. Adapted.

01 In Text 1, Stanford education scholars Victor Lee and Denise Pope discuss

- (A) the reasons why Chat GPT should be forbidden in schools and universities.
- (B) research into why and how often students cheat and the impact of Chat GPT on it.
- (C) the results of research into the increase of students' cheating practices with Chat GPT.
- (D) how AI tools have contributed to making students cheat more frequently.

02 In the introduction of the text, the author mentions that many educators are worried about the advancement of AI technologies as they would make it easier for students to cheat. According to the two Stanford researchers interviewed, this concern is

- (A) not evidenced by their current research into cheating among American students.
- (B) confirmed by current data on U.S. high school students' cheating practices before and after the release of ChatGPT.
- (C) reinforced by high school teachers who affirm students are using Chat GPT to cheat by passing its writing off as their own.
- (D) based on data collected from U. S. high school students.

03 Pope's research, *Challenge Success*, has been investigating students' lives and behavior for

- (A) less than 15 years.
- (B) around 15 years.
- (C) more than 15 years.
- (D) 15 years.

04 This research has shown that in 2023 the percentage of students who engaged in cheating practices for school assignments has

- (A) increased after the release of new AI technologies.
- (B) stayed exactly the same as previous years.
- (C) increased from 60 to 70% due to Chat GPT.
- (D) not changed much after the advance of technologies such as Chat GPT.

05 Lee states that data from a recent survey shows that most students believe that Chat GPT should

- (A) be used at schools for all writing activities.
- (B) be banished from schools.
- (C) be used at schools for just some pre-writing activities.
- (D) be forbidden for writing activities.

06 Banning AI chatbots from school wi-fi and buying AI-detection software are measures that have shown to be

- (A) successful.
- (B) expensive.
- (C) useful.
- (D) unsuccessful.

07 According to the researchers, AI technology

- (A) is here to stay.
- (B) is something new, but that is not going to stay for a long time.
- (C) is something teachers should ban from schools.
- (D) is going to change the way students cheat.

08 Lee and Pope believe

- (A) schools have to develop activities and lessons to show how AI tools can be dangerous.
- (B) teachers have to develop free AI resources for students to use in the classroom.
- (C) schools have to teach students how to use AI tools critically and responsibly.
- (D) schools have to introduce AI tools in their curriculum.

09 In the sentence, “**This** may change as students become increasingly familiar with the technology, and we’ll continue to study it and see if and how this changes.”, the pronoun **This** at the beginning of the sentence refers to

- (A) surprise of many people.
- (B) data.
- (C) the study.
- (D) the frequency of cheating.

10 In the phrase, “I think of AI literacy as being **akin** to driver’s education”, the word **akin** has the same meaning as

- (A) similar.
- (B) complementary.
- (C) dependent.
- (D) critical.

TEXT 2

Workplace Burnout Survey

Burnout without borders

Deloitte’s external survey explores the drivers and impact of prolonged, unmanageable stress that may lead to employee burnout.

Deloitte’s marketplace survey on burnout

Professionals today are undoubtedly feeling the pressure of an ‘always on’ work culture, causing stress and sometimes leading to burnout.

Deloitte’s external marketplace survey of 1,000 full-time US professionals explores the drivers and impact of employee burnout, while also providing insight into the benefits and programs employees feel can help prevent or alleviate burnout versus those their companies are currently offering.

The findings indicate that 77 percent of respondents say they have experienced employee burnout at their current job, with more than half citing more than one occurrence. The survey also uncovered that employers may be missing the mark when

it comes to developing well-being programs that their employees find valuable to address stress in the workplace.

Additionally, the survey found that:

- **Employee burnout has no boundaries:** 91 percent of respondents say having an unmanageable amount of stress or frustration negatively impacts the quality of their work. 83 percent of respondents say burnout from work can negatively impact their personal relationships.
- **Passion may not prevent workplace stress:** 87 percent of professionals surveyed say they have passion for their current job but 64 percent say they are frequently stressed, dispelling the myth that passionate employees are immune to stress or burnout.
- **Many companies may not be doing enough to minimize burnout:** Nearly 70 percent of professionals feel their employers are not doing enough to prevent or alleviate burnout within their organization. 21 percent of respondents say their company does not offer any programs or initiatives to prevent or alleviate burnout.
- **Companies should consider workplace culture, not just well-being programs:** One in four professionals say they never or rarely take all of their vacation days. The top driver of burnout cited in the survey is lack of support or recognition from leadership, indicating the important role that leaders play in setting the tone.
- **Burnout affects millennial retention:** 84 percent of millennials say they have experienced burnout at their current job, compared to 77 percent of all respondents. Nearly half of millennials say they have left a job specifically because they felt burned out, compared to 42 percent of all respondents.

from: <<https://www2.deloitte.com/us/en/pages/about-deloitte/articles/burnout-survey.html>> Access: 08 Dec., 2023.
Adapted

11 The percentage of respondents in Deloitte's marketplace survey that reported experiencing employee burnout at their current job, with more than one occurrence is

- (A) less than 35%.
- (B) more than 38,5%.
- (C) about 77%.
- (D) more than 77%.

12 One of the important results revealed by the survey is that employers

- (A) are developing valuable programs related to reducing stress in the workplace.
- (B) are aware of the relevance of well-being programs to address stress in the workplace.
- (C) are committed to promoting well-being programs in the workplace.
- (D) are not developing programs to help employees to address stress in the workplace.

13 The specific factor that is cited as the top cause of burnout in the survey, indicating the crucial role of leadership in addressing the issue is

- (A) overwhelming workload.
- (B) insufficient recognition.
- (C) lack of team support.
- (D) inadequate training programs.

- 14 According to the majority of respondents in the survey,
- (A) companies are working to prevent or alleviate burnout within their organization.
 - (B) burnout does not affect millennials.
 - (C) burnout impacts the quality of their work and of personal relationships.
 - (D) passion for their current job is a factor that reduces stress at work.
- 15 The percentage of surveyed professionals that admitted to never or rarely utilizing all their allocated vacation days, indicating a potential area of concern for workplace culture is
- (A) 25%.
 - (B) 50%.
 - (C) 75%.
 - (D) 100%.
- 16 According to the survey, being passionate about your job
- (A) reduces stress or burnout.
 - (B) does not avoid becoming burned out.
 - (C) helps preventing workplace stress.
 - (D) makes employees immune to stress or burnout.
- 17 The quantity of millennial professionals in the survey that specifically cited burnout as the reason for leaving their current job is
- (A) all of them.
 - (B) none of them.
 - (C) few of them.
 - (D) around 50%.

Text 3



Taken from: <<https://marketoonist.com/2023/06/impact-of-chatgpt.html>> Access: 08 Dec., 2023.

18 According to the comic strip, the company leader

- (A) is afraid Chat GPT will take away people's jobs.
- (B) is concerned about security risks.
- (C) is aware of how it could damage the company's reputation.
- (D) does not know the real impact of Chat GPT on his business.

19 In the sentence "*like how much of what it says is **made up...***", the expression "**made up**" could be substituted by

- (A) correct.
- (B) true.
- (C) invented.
- (D) accurate.

20 If we were to summarize the main idea of the cartoon strip, we could say that: _____ there are many things the company's CEO does not know, the only thing he knows is that they want to adopt it as fast as they can. Indicate the word that could be used in the beginning of the sentence.

- (A) Although.
- (B) Despite.
- (C) Nevertheless.
- (D) However.

