



**FURG**  
UNIVERSIDADE FEDERAL  
DO RIO GRANDE

UNIVERSIDADE FEDERAL DO RIO GRANDE  
INSTITUTO DE LETRAS E ARTES  
PROVA DE PROFICIÊNCIA EM LEITURA  
DE TEXTOS EM LÍNGUA ESTRANGEIRA

## LÍNGUA INGLESA -30 DE MAIO DE 2026

Número de inscrição:

Tempo para a realização da prova: 2 horas e 30 minutos

Divulgação do resultado da prova: até 2 de junho de 2026

- Para cada questão objetiva, há apenas uma resposta correta.
- As respostas dissertativas, sempre referentes ao texto-base, devem ser redigidas em língua portuguesa e no limite das linhas.
- Questões rasuradas e/ou com caligrafia ilegível não serão corrigidas. Não é aconselhado o uso de corretivo líquido.
- Usar caneta azul ou preta.
- Dicionários impressos - monolíngues ou bilíngues - podem ser consultados. Dicionário *on-line* e outros equipamentos eletrônicos não são permitidos.
- Não é permitido emprestar material nem pedir emprestado.
- Ao final, o candidato pode levar o texto-base e o papel almaço.

## **AI chatbots could be making you stupider**

**As large language models take over more and more cognitive tasks, researchers are warning this mental outsourcing comes with a cost.**

01        When research scientist Nataliya Kosmyna was looking for interns, she noticed that  
02 cover letters she received were suspiciously similar. They were long, polished and after  
03 introductions would often jump to an abstract and arbitrary connection to her work.

04        It was obvious to her that applicants were using large language models (LLMs) – a  
05 form of artificial intelligence that powers chatbots such as ChatGPT, Google Gemini and  
06 Claude – to write the letters.

07        At the same time, during lessons on campus at Massachusetts Institute of Technology  
08 (MIT), Kosmyna, who studies the interaction between humans and computers, noticed that  
09 numerous students were forgetting content more easily compared to a few years ago.

10        With the increasing reliance on LLMs, she had a hunch that this could be affecting her  
11 students' cognition and sought to understand more.

12        The concern that researchers like Kosmyna have is that if we become too reliant on AI,  
13 it could affect the language we use and even our ability to do basic cognitive tasks. There  
14 is now a growing body of research suggesting that this "cognitive offloading" to AI can have  
15 a corrosive effect on our mental abilities. The consequences could be alarming and may  
16 even contribute to cognitive decline.

17        It's well known that the tools we use can change how we think. With the advent of the  
18 internet for instance, tasks that once required deep research could be found by plugging a  
19 simple query into a search box. As the use of search engines increased, research found  
20 we became less likely to remember details, something dubbed "the Google effect". (Some  
21 argue, however, the internet also serves as an external memory system that frees up our  
22 brain to do other tasks.)

23        But there is now growing alarm that as we offload even more of our thinking to LLMs  
24 and other forms of AI, the effects on our memories and ability to solve problems could get  
25 worse. Artificial intelligence tools can write convincing poetry, give financial advice and  
26 provide companionship. Students are increasingly outsourcing their own work to AI tools as  
27 well.

28        Studies have already shown that young people might be particularly vulnerable to the  
29 negative effects that using AI can have on key cognitive skills like critical thinking.  
30 Kosmyna, however, wanted to dig deeper into the potential effects.

31        She and her colleagues at MIT Media Lab recruited 54 students to write short essays  
32 and split them into three groups. One was instructed to use ChatGPT. A second could use  
33 Google search, with AI-generated summaries turned off. The third didn't use technology.  
34 Each student's brainwaves were measured while they worked.

35 The essay topics were deliberately open-ended, meaning little research was needed  
36 for the task, with prompts including questions around loyalty, happiness or our daily life  
37 choices.

38 The results haven't been published in a scientific journal yet, but they were none-  
39 the-less eye-opening, according to Kosmyna. Those who used their own minds had a brain  
40 that was "on fire", showing widespread activity across many parts of the brain, she says.  
41 The search engine-only group still showed strong activity in the visual parts of the brain,  
42 but the ChatGPT group showed notably less brain activity – it was reduced by up to 55%.  
43 "The brain didn't fall asleep, but there was much less activation in the areas corresponding  
44 to creativity and to processing information," says Kosmyna.

45 ChatGPT also affected people's memories. After submitting their essays, people in  
46 the AI group were unable to quote from their essays, and several felt they had no  
47 ownership over the work. Other studies have also shown that people become less able to  
48 retain and recall information when they use AI tools such as ChatGPT.

49 While the findings are still undergoing peer review, they echo those from other  
50 studies. One study by researchers at the University of Pennsylvania suggests that some  
51 people undergo something they term "cognitive surrender" when using generative AI  
52 chatbots. This means they tend to accept what the AI tells them with minimal scrutiny and  
53 even allow it to override their own intuition.

54 Similar effects can be found outside the world of AI chatbots too – even in life-or-  
55 death situations. A recent multinational study team found that medical professionals who  
56 used an AI tool to screen for colon cancer for three months were subsequently worse at  
57 spotting the tumours without it.

58 Outsourcing work to AI also risks losing much of the creativity that produces original  
59 work, warns Kosmyna. The essays that students in her study wrote with ChatGPT looked  
60 very similar and were described by the teachers marking them as "soulless", lacking  
61 originality and depth, Kosmyna says. "One of the teachers asked if students were sitting  
62 next to each other because the essays were so similar."

63 While studies such as these illustrate the short-term effects LLMs can have on the  
64 brain, the long-term impacts are far less clear. The study by Kosmyna and her colleagues  
65 provides a glimpse. Four months after the initial study they asked the students to write  
66 another essay, but this time those who had used ChatGPT were told to work without LLM  
67 support. The neural connectivity in their brains was lower than those who switched the  
68 opposite way, perhaps indicating that they had not engaged with the topics properly in the  
69 first place.

1. De acordo como texto, algumas das cartas de apresentação elaboradas por candidatos à vaga de estágio no projeto de pesquisa conduzido por Nataliya Kosmyna pareciam estabelecer uma conexão
  - a) forçada com o trabalho realizado pela pesquisadora.
  - b) forçada com o campo de interesse da pesquisadora.
  - c) natural com o trabalho realizado pela pesquisadora.
  - d) natural com o campo de interesse da pesquisadora.
  
2. Conforme a autora do texto, Melissa Hogenboom, pesquisadores contemporâneos associam o uso de inteligência artificial (IA) ao
  - a) avanço das habilidades de interação social dos indivíduos.
  - b) declínio das habilidades de interação social dos indivíduos.
  - c) avanço das habilidades linguísticas e cognitivas dos indivíduos.
  - d) declínio das habilidades linguísticas e cognitivas dos indivíduos.
  
3. De acordo com a autora do texto, o chamado “efeito Google” refere à possível perda gradual da habilidade dos indivíduos em
  - a) realizar buscas por conteúdo informativo nas páginas da plataforma Google.
  - b) assimilar detalhes acerca de informação obtida por meio de buscador na internet.
  - c) recobrar detalhes acerca de informações obtidas por meio de buscador na internet.
  - d) realizar buscas por conteúdo de entretenimento nas páginas da plataforma Google.
  
4. No parágrafo que tem início à linha 23, são citadas como exemplos de tarefas desenvolvidas por ferramentas de inteligência artificial (IA):
  - a) serviços de streaming e aconselhamento financeiro
  - b) redação de poemas e aconselhamento financeiro
  - c) redação de poemas e verificação de documentos
  - d) redação de poemas e geração de imagens
  
5. No texto, os pronomes ‘those’ (linha 39) e ‘it’ (linha 42) se referem, respectivamente a:
  - a) estudantes do terceiro grupo — cérebro
  - b) estudantes do primeiro grupo — cérebro
  - c) estudantes do terceiro grupo — atividade cerebral
  - d) estudantes do primeiro grupo — atividade cerebral
  
6. Conforme Kosmyna, os ensaios produzidos pelos participantes do estudo surpreenderam os corretores pela ausência de:
  - a) sentimentos — originalidade — profundidade
  - b) sentimentos — senso comum — profundidade
  - c) sentimentos — originalidade — superficialidade
  - d) sentimentos — senso comum — superficialidade

Número de inscrição:

Nota final (a ser preenchida pela banca):

**CIRCULE A ALTERNATIVA CORRETA EM CADA QUESTÃO**

1.	A	B	C	D
2.	A	B	C	D
3.	A	B	C	D
4.	A	B	C	D
5.	A	B	C	D
6.	A	B	C	D

7. Na pesquisa realizada pelos membros do Media Lab do MIT, sobre quais temas os ensaios produzidos pelos estudantes deveriam versar?

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8. Quais foram os resultados preliminares do estudo realizado pelos membros do Media Lab do MIT?

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9. Como o ChatGPT parece ter afetado a memória dos participantes do estudo realizado pelos membros do Media Lab do MIT?

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10. Explique a noção de “entrega cognitiva” como proposta por pesquisadores da Universidade da Pensilvânia.

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