

PROGRESSIONE VERTICALE EX ART. 22, COMMA 15, D.LGS N. 75/2017 PER UN POSTO DI RESPONSABILE GESTIONALE U.O. RELAZIONI INTERNAZIONALI, categoria giuridica D

PROVA N. 1

- 1) La mancata adozione del provvedimento amministrativo nei termini ex art. 2 legge n. 241/1990.
- 2) Si decide di partecipare ad un invito a presentare proposte di progetto europeo e successivamente si viene selezionati come destinatari di un finanziamento. Il candidato descriva l'iter progettuale da seguire.
- 3) Il candidato, dopo aver letto il testo sotto riportato, risponda alle domande indicando con una crocetta le risposte esatte.



Language change

The phenomenon of language change probably attracts more public notice and criticism than any other linguistic issue. There is a widely held belief that change must mean deterioration and decay. Older people observe the casual speech of the young, and conclude that standards have fallen markedly. They place the blame in various quarters – most often in the schools, where patterns of language education have changed a great deal in recent decades, but also in state public broadcasting institutions, where any deviations from traditional norms provide an immediate focus of attack by conservative, linguistically sensitive listeners.

It is understandable that many people dislike change, but most of the criticism of linguistic change is misconceived. It is widely felt that the contemporary language illustrates the problem at its worst, but this belief is shared by every generation. Moreover, many of the usage issues recur across generations: several of the English controversies which are the focus of current attention can be found in the books and magazines of the 18th and 19th centuries – the debate over *it's me* and *very unique*, for example. In 1863, Henry Alford listed a large number of usage issues which worried his contemporaries and gave them cause to think that the language was rapidly decaying. Most are still with us, with the language not obviously affected.

In the first paragraph, what point does the writer make about languages?

- A Young people tend to be unaware of the differences between their language and that of older people.
- B The way that schools teach language is raising awareness of language change.
- C Many people believe that any change in a language is undesirable.
- D Public understanding of how languages develop is increasing.

The writer mentions *it's me* and *very unique* in the second paragraph to show that:

- A recent controversies may be nothing new.
- B the speed of linguistic change is greater than in the past.
- C every generation has its own list of unacceptable changes.
- D a linguistic change may take place over a long period.

PROVINCIA DI TREVISO



**PROGRESSIONE VERTICALE EX ART. 22, COMMA 15, D.LGS N.
75/2017 PER UN POSTO DI RESPONSABILE GESTIONALE U.O.
RELAZIONI INTERNAZIONALI, categoria giuridica D**

PROVA N. 2

- 1) Il candidato descriva brevemente la procedura di affidamento di un incarico libero professionale.**

- 2) Il candidato descriva sinteticamente la strategia Europa 2020 ed i criteri di ammissibilità di un progetto europeo.**

- 3) Il candidato, dopo aver letto il testo sotto riportato, risponda alle domande indicando con una crocetta le risposte esatte.**

BREAKING DOWN THE LANGUAGE BARRIER?

A LOOK AT ESPERANTO

We are supposed to live in a 'globalised' world, or so we are increasingly taught in school. Many of us share elements of a globalised culture, at least, perhaps watching Japanese movies, listening to K-pop, or eating Indian food. Why is it, then, that so many of us tussle with the basics of global communication in this age of instant messaging, email and video conferencing? English may certainly be the (self-appointed) lingua franca of the globalised world, with millions of students struggling daily to learn its phrasal verbs and idioms. But English is the mother tongue of only a relatively small percentage of the global population, so wouldn't it be easier if we all spoke a simpler language? Perhaps what is needed is an international language.

What is interesting is that, over a hundred years ago, a Dr Ludwig Zamenhof published a book about a new language that he had developed, with the intention of providing an appropriate international means of communication. He called this language 'Esperanto', and it is said that hundreds of thousands of people have learned to speak it, with about one thousand today even using it as their first language. It is claimed to be easy to master and, more significantly, as an artificial language, it is appreciated as being devoid of any of the ideological or political connotations that accompany languages of former colonial

What is the main point the writer is making in the first paragraph?

- A English has difficult features, but can still be an effective global language.
- B Schools tend to exaggerate the extent of globalisation in the world today.
- C Global communication is less straightforward than it should be.
- D World culture continues to become increasingly globalised.

What does the writer suggest is the main reason why Esperanto appeals to learners?

- A Its spelling accurately reflects its pronunciation.
- B Its grammar and vocabulary are relatively simple.
- C It is becoming increasingly widely spoken.
- D It lacks associations with a specific culture.

PROVINCIA DI TREVISO



**PROGRESSIONE VERTICALE EX ART. 22, COMMA 15, D.LGS N.
75/2017 PER UN POSTO DI RESPONSABILE GESTIONALE U.O.
RELAZIONI INTERNAZIONALI, categoria giuridica D**

PROVA N. 3

- 1) Premesso brevemente il ruolo e le responsabilità dirigenziali, il candidato si soffermi sulle fasi che caratterizzano l'adozione di una determinazione dirigenziale.**

- 2) Il candidato descriva i principali meccanismi finanziari dell'Unione Europea, con particolare riferimento ai fondi per gli enti locali.**

- 3) Il candidato, dopo aver letto il testo sotto riportato, risponda alle domande indicando con una crocetta le risposte esatte.**

BREAKING DOWN THE LANGUAGE BARRIER?

A LOOK AT ESPERANTO

The problem is that it is likely that, before reading this article, you might never have heard of Esperanto, and you would almost certainly not be alone on that point. The main criticism of Esperanto is that, despite its lofty ideals, the language never really caught on among the global population in the way its creator intended. Whether there was a vested interest in preventing the language from spreading is hard to say. The key factor is that the language does, in fact, look rather similar to Romance languages such as French, Spanish or Italian, at the expense of other popular languages such as Arabic or Mandarin. As such, the 'international' language is perhaps not international enough, and may even be considered as maintaining a primarily Western point of view, something the creator of Esperanto initially set out to mitigate.

As mentioned, Esperanto is what is known as an 'artificial language'. Those involved with the development of its vocabulary and structures were well aware that the language they were creating had few ties with languages of the past, and so one of the basic features of any other language – that of a cultural heritage – can be considered missing for speakers of Esperanto. However, advocates of Esperanto would counter this criticism by claiming that all languages can be considered as artificial, in the sense that the creators of any language were human. What Esperanto lacks in culture, it makes up for in efficiency, and as language learners in the busy modern world are constantly under pressure of time, it is possible that, for some, it is worth developing communicative efficiency at the expense of a certain prestige. In addition, as Esperanto itself is now over a century old, one might argue that this language, too, has built up a history of its own, one shared by the thousands who speak it and use it as an international means of communication.

How does the writer explain the fact that Esperanto has been less successful than initially hoped?

- A Esperanto is too closely associated with European languages.
- B Many learners find English more interesting than Esperanto.
- C Speakers of Arabic and Chinese find Esperanto difficult.
- D Esperanto has not been promoted widely enough.

How does the writer suggest Esperanto is now changing?

- A It can no longer be considered artificial.
- B It is developing its own culture.
- C Its vocabulary is rapidly expanding.
- D Its prestige is beginning to increase.