



UNIVERSITÀ DEGLI STUDI DI PADOVA

SELEZIONE

2019N34

PER

AREA

AMMINISTRATIVA

Seconda prova

ISTRUZIONI

Leggete con molta attenzione le seguenti istruzioni, **indispensabili per un corretto svolgimento della prova**. Il tempo assegnato comprende, oltre a quello per l'esecuzione della prova, anche quello della lettura delle istruzioni.

I quesiti che vi verranno sottoposti sono di tipo diverso; per ogni domanda vi verranno presentate delle alternative di risposta delle quali solo una è corretta. Il vostro compito consiste nell'individuare e nel dare la risposta, **annerendo** la lettera corrispondente, sull'apposito **foglio risposta**, prestando sempre attenzione alla corrispondenza fra il numero della domanda e quello riportato sul foglio risposta.

Attenzione: le risposte valide ai fini della valutazione sono unicamente quelle segnate sul foglio risposta.

Non è possibile correggere le risposte già date.

Il tempo che avrete a disposizione è limitato, perciò **rispondete rapidamente e con attenzione**.

Il vostro **obiettivo** è infatti quello di fornire quante **più risposte esatte possibili** nel tempo stabilito.

La prova è suddivisa in due parti

- Parte 1

10 domande (1-10) riguardanti le **conoscenze informatiche** relative agli applicativi informatici Office

- Parte 2

40 domande (11-50) riguardanti la **conoscenza della lingua inglese** (livello di riferimento B2)

Per la valutazione della prova sono stati fissati i seguenti criteri di attribuzione del punteggio:

- 1 punto per ogni risposta esatta;
- 0 punti per ogni risposta errata, omessa o multipla.

In entrambe le parti che compongono la prova dovrete cercare di rispondere individuando quella che è l'unica risposta corretta fra le alternative proposte.

RICORDATE:

- date le risposte sul foglio risposta, annerendo la lettera corrispondente alla risposta scelta
- non potete correggere le risposte date

FINE DELLE ISTRUZIONI

INIZIO DELLA PROVA

Parte 1 – conoscenze informatiche

1. Quale applicativo NON fa parte del pacchetto Office?

- A. Word
- B. Excel
- C. Acrobat Reader
- D. Power Point

2. Che estensione hanno i documenti preparati con il programma Word?

- A. .docx
- B. .pdf
- C. .pptx
- D. .xlsx

3. Dopo aver selezionato un testo, per poterlo spostare in un'altra parte del documento senza lasciarlo nel posto originario bisogna:

- A. copiare e incollare
 - B. tagliare e incollare
 - C. indifferentemente copiare o tagliare, e successivamente incollare
 - D. cancellare e incollare
-

4. In quali dei seguenti casi può tornare utile la stampa Unione?

- A. Per avviare al processo di stampa più documenti
- B. Per creare grafici collegati a dati provenienti da una tabella o un archivio esterno al programma Word
- C. Per creare stampe personalizzate con l'inserimento di dati provenienti da un archivio
- D. Per unire due documenti di Word in unico documento di stampa

5. In Excel, se voglio stampare solo la parte evidenziata a video di una tabella, che funzione devo utilizzare per la stampa?

- A. Stampa fogli attivi
- B. Ignora area di stampa
- C. Stampa cartella di lavoro
- D. Selezione stampa

6. In PowerPoint per cosa si utilizza il “riquadro animazioni”?

- A. Per rendere dinamico un grafico modificandone la serie di dati
- B. Per rendere dinamica la visualizzazione di una diapositiva con l'ingresso e l'uscita di alcuni elementi
- C. Per rendere dinamica una tabella con l'aggiunta o l'eliminazione di righe e colonne
- D. Per inserire nuovi oggetti nella diapositiva

7. In Excel, a cosa serve la funzione “blocca riquadri”?

- A. A mantenere visibili le righe e le colonne della selezione corrente mentre il resto del foglio scorre
- B. A bloccare la lunghezza e l'altezza delle righe e delle colonne selezionate
- C. A scattare un'immagine della visualizzazione corrente
- D. Ad evidenziare in grassetto i bordi della tabella selezionata

8. In Word, qual è la modalità che consente di tenere traccia delle modifiche apportate al testo e alla formattazione?

- A. Riferimento
 - B. Commento
 - C. Layout di pagina
 - D. Revisione
-

9. In Excel a cosa serve la funzione “Anteprima interruzione di pagina”?

- A. A scattare un'immagine della pagina che sto visualizzando
- B. A inserire i numeri di pagina nella stampa
- C. A visualizzare e regolare dove saranno inserite le interruzioni di pagina nella stampa del documento
- D. A modificare il formato delle pagine del documento stampato

10. Per cosa si utilizza in Word il comando Copia Formato?

- A. Per copiare la formattazione di una parte di testo presente nel documento e applicarla ad un'altra parte del documento
 - B. Per copiare solo il contenuto testuale e non la formattazione, e poterlo successivamente incollare privo della formattazione originale
 - C. Copiare e incollare in altre parti di testo solo alcune formattazioni legate ai caratteri speciali non presenti sulla Barra Multifunzione
 - D. Copiare e incollare il solo grassetto corsivo e sottolineato presente in un'area selezionata del documento
-

Fine della parte 1

Parte 2 – conoscenza della lingua inglese

FIRST PASSAGE: *Read the passage below and answer the questions*

History of the Chickenpox Vaccine

[1] Chickenpox is a highly contagious infectious disease caused by the Varicella zoster virus; sufferers develop a fleeting itchy rash that can spread throughout the body. The disease can last for up to 14 days and can occur in both children and adults, though the young are particularly vulnerable. Individuals infected with chickenpox can expect to experience a high but tolerable level of discomfort and a fever as the disease works its way through the system. **The ailment was once considered to be a “rite of passage” by parents in the U.S. and thought to provide children with greater and improved immunity to other forms of sickness later in life.** This view, however, was altered after additional research by scientists demonstrated unexpected dangers associated with the virus. Over time, the fruits of this research have transformed attitudes toward the disease and the utility of seeking preemptive measures against it.

[2] A vaccine against chickenpox was originally invented by Michiaki Takahashi, a Japanese doctor and research scientist, in the mid-1960s. Dr. Takahashi began his work to isolate and grow the virus in 1965 and in 1972 began clinical trials with a live but weakened form of the virus that caused the human body to create antibodies. Japan and several other countries began widespread chickenpox vaccination programs in 1974. However, it took over 20 years for the chickenpox vaccine to be approved by the U.S. Food & Drug Administration (FDA), finally earning the U.S. government’s seal of approval for widespread use in 1995. Yet even though the chickenpox vaccine was available and recommended by the FDA, parents did not immediately choose to vaccinate their children against this disease. Mothers and fathers typically cited the notion that chickenpox did not constitute a serious enough disease against which a person needed to be vaccinated.

[3] Strong belief in that view eroded when scientists discovered the link between Varicella zoster, the virus that causes chickenpox, and shingles, a far more serious, harmful, and longer-lasting disease in older adults that impacts the nervous system. They reached the conclusion that Varicella zoster remains dormant inside the body, making it significantly more likely for someone to develop shingles. As a result, the medical community in the U.S. encouraged the development, adoption, and use of a vaccine against chickenpox to the public. Although the appearance of chickenpox and shingles within one person can be many years apart—generally many decades—the increased risk in developing shingles as a younger adult (30-40 years old rather than 60-70 years old) proved to be enough to convince the medical community that immunization should be preferred to the traditional alternative.

[4] Another reason that the chickenpox vaccine was not immediately accepted and used by parents in the U.S. centered on observations made by scientists that the vaccine simply did not last long enough and did not confer a lifetime of immunity. In other words, scientists considered the benefits of the vaccine to be temporary when given to young children. They also feared that it increased the odds that a person could become infected with chickenpox later as a young adult, when the rash is more

painful and **prevalent** and can last up to three or four weeks. Hence, allowing young children to develop chickenpox rather than take a vaccine against it was believed to be the “lesser of two evils.” This idea changed over time as **booster shots** of the vaccine elongated immunity and **countered** the perceived limits on the strength of the vaccine itself.

[5] Today, use of the chickenpox vaccine is common throughout the world. Pediatricians suggest an initial vaccination shot after a child turns one year old, with booster shots recommended after the child turns eight. The vaccine is estimated to be up to 90% effective and has reduced worldwide cases of chickenpox infection to 400,000 cases per year from over 4,000,000 cases before vaccination became widespread. ■ (A) In light of such statistics, most doctors insist that the potential risks of developing shingles outweigh the benefits of avoiding rare complications associated with inoculations. ■ (B) Of course, many parents continue to think of the disease as an innocuous ailment, refusing to take preemptive steps against it. ■ (C) As increasing numbers of students are vaccinated and the virus becomes increasingly rarer, however, even this trend among parents has failed to halt the decline of chickenpox among the most vulnerable populations. ■ (D)

11. The word tolerable in the passage is closest in meaning to

- A. sudden
- B. bearable
- C. infrequent
- D. unexpected

12. According to paragraph 1, which of the following is true of the chickenpox virus?

- A. It leads to a potentially deadly disease in adults
- B. It is associated with a possibly permanent rash
- C. It is easily transmittable by an infected individual
- D. It has been virtually eradicated in the modern world

13. With regard to paragraph 1, which of the following best expresses the essential information in the highlighted sentence? Incorrect answer choices change the meaning in important ways or leave out essential information.

- A. U.S. parents believed that having chickenpox benefited their children
 - B. U.S. parents believed that chickenpox led to immunity against most sickness
 - C. U.S. parents wanted to make sure that their children developed chickenpox
 - D. U.S. parents did not think that other vaccinations were needed after chickenpox
-

14. Which of the following can be inferred from paragraph 2 about the clinical trials for the chickenpox vaccine?

- A. They took longer than expected
- B. They cost a lot of money to complete
- C. They took a long time to finish
- D. They were ultimately successful

15. The word notion in the passage is closest in meaning to

- A. history
- B. findings
- C. fact
- D. belief

16. According to paragraph 3, which of the following is true of *Varicella Zoster*?

- A. It typically attacks adults who are over 60 years old
- B. It is linked to a serious disease that occurs more commonly in adults
- C. It likely is not a serious enough threat to human health to require a vaccine
- D. It is completely eradicated from the body after chickenpox occurs

17. According to paragraph 3, all of the following is true about the chickenpox virus EXCEPT:

- A. It causes two distinct yet related ailments
- B. People did not view it as a serious public health threat
- C. It tended to quickly become dormant and remain inoperative over time
- D. Vaccination against it would help prevent the onset of shingles

18. The author uses booster shots as an example of

- A. a scientifically approved medicine to eliminate chickenpox
 - B. a preferred method of chickenpox rash and fever treatment
 - C. a way to increase the effectiveness of the chickenpox vaccine
 - D. a strategy for parents to avoid vaccinating their child altogether
-

19. The word countered in the passage is closest in meaning to

- A. affirmed
- B. refuted
- C. supported
- D. defied

20. According to paragraph 4, many parents did not choose the chickenpox vaccine because

- A. they believed that the virus was weak and not especially harmful
- B. they thought that scientists did not have enough data to reach a conclusion
- C. they were unsure about the utility of the vaccine given its expected duration
- D. they were convinced it was potentially very toxic, particularly for older children

21. According to paragraph 5, which of the following was true of the rates of chickenpox before the chickenpox vaccine became widely used?

- A. It was 10 times higher
- B. It was consistently rising
- C. It declined over time
- D. It fluctuated over several decades

22. The word prevalent in the passage is closest in meaning to

- A. dangerous
- B. widespread
- C. infectious
- D. contaminated

23. Look at the four squares [■] that indicate where the following sentence could be added to the passage.

Meanwhile, some continue to remain unconvinced, citing a supposed potential of the vaccine to do harm.

Where would the sentence fit best?

- A. (A)
 - B. (B)
 - C. (C)
 - D. (D)
-

SECOND PASSAGE: *Read the passage below and answer the questions*

Charles Darwin's Theory of Evolution

[1] Charles Darwin's Theory of Evolution is known as one of the most important and controversial scientific theories ever published. Darwin was an English scientist in the 19th century best known for his book "On the Origin of Species." In his book, Darwin **postulated** different species shared characteristics of common ancestors, that they branched off from common ancestors as they evolved, and that new traits and characteristics were a result of natural selection. **The theory is based on the assumptions that life developed from non-life and progressed and evolved in an indirect manner.** Therefore, the Theory of Evolution, while controversial, has shaped and influenced the modern scientific world's thinking on the development of life itself. Darwin was born February 12, 1809 in England. Although initially entering into medicine, Darwin chose to pursue his interest in natural science and embarked on a five-year journey aboard the H.M.S. Beagle, a British sloop belonging to the Royal Navy. Because of his experience aboard the Beagle, he laid the foundation for his Theory of Evolution while also establishing himself within the scientific community. Specifically, Darwin's keen observation of the fossils and wildlife he saw during his time on the Beagle served as the basis for the cornerstone of his theory: natural selection.

[2] Natural selection contributes to the basis of Darwin's Theory of Evolution. One of the core tenets of Darwin's theory is that more offspring are always produced for a species than can possibly survive. Yet, no two offspring are perfectly alike. As a result, through random mutation and genetic drift, over time offspring develop new traits and characteristics. Over time beneficial traits and characteristics that promote survival will be kept in the gene pool while **those** that harm survival will be selected against. Therefore, this natural selection ensures that a species gradually improves itself over an extended duration of time. On the other hand, as a species continues to 'improve' itself, it branches out to create entirely new species that are no longer capable of reproducing together.

[3] Through natural selection, organisms could branch off of each other and evolve to the point where they no longer belong to the same species. Consequently, simple organisms evolve into more complex and different organisms as species break away from one another. Natural selection parallels selective breeding employed by humans on domesticated animals for centuries. Namely, horse breeders will ensure that horses with particular characteristics, such as speed and **endurance**, are allowed to produce offspring while horses that do not share those above-average traits will not. Therefore, over several generations, the new offspring will already be pre-disposed towards being excellent racing horses.

[4] Darwin's theory is that 'selective breeding' occurs in nature as 'natural selection' is the engine behind evolution. Thus, the theory provides an excellent basis for understanding how organisms change over time. Nevertheless, it is just a theory and elusively difficult to prove. One of the major holes in Darwin's theory revolves around "irreducibly complex systems." An irreducibly complex system is known as a system where many different parts must all operate together. As a result, in the absence of one, the system as a whole collapses. Consequently, as modern technology improves, science can identify these "irreducibly complex systems" even at microscopic levels. These complex

systems, if so inter-reliant, would be resistant to Darwin's supposition of how evolution occurs. As Darwin himself admitted, "To suppose that the eye with all its inimitable **contrivance** for adjusting the focus for different distances, for admitting different amounts of light, and for the correction of spherical and chromatic aberration, could have been formed by natural selection, seems, I free confess, absurd in the highest degree".

[5] In conclusion, "On the Origin of Species" is known as one of the most **consequential** books ever published. Darwin's Theory of Evolution remains, to this day, a lightning rod for controversy. The theory can be observed repeatedly, but never proven, and there are a **plethora** of instances that cast doubt on the processes of natural selection and evolution. Darwin's conclusions were a result of keen observation and training as a naturalist. Despite the controversy that swirls around his theory, Darwin remains one of the most influential scientists and naturalists ever born due to his Theory of Evolution.

24. According to paragraph 1, where did Charles Darwin begin to observe and formulate the basis for his Theory of Evolution?

- A. Medical School
- B. Observing Horse Breeders
- C. England
- D. Aboard the H.M.S. Beagle

25. The word **postulated** in paragraph 1 is closest in meaning to:

- A. disagree
- B. prove
- C. oppose
- D. hypothesize

26. Which sentence is most similar to the following sentence from paragraph 1?

The theory is based on the assumptions that life developed from non-life and progressed and evolved in an indirect manner.

- A. The Theory of Evolution is founded on evidence that non-organic compounds are the basis of life, developed in an unguided way
 - B. Based on certain assumptions, we can prove that evolution occurs in all living and non-living entities
 - C. According to Darwin, if we assume that life at its origin was created from non-organic compounds and developed in an unguided manner, his theory holds true
 - D. Due to the controversy, it is hard to make assumptions about the Theory of Evolution
-

27. According to paragraph 2, what are the causes for species developing new traits and characteristics?

- A. Medicine and longevity
- B. Survival and selection
- C. Mutation and genetic drift
- D. Tenets and theory

28. The word those in paragraph 2 refers to: A. gene pool B. survival C. natural selection D. traits and characteristics

- A. gene pool
- B. survival
- C. natural selection
- D. traits and characteristics

29. According to paragraph 3, what is natural selection most comparable to as a process?

- A. Branching trees
- B. Selective breeding
- C. Irreducibly complex systems
- D. The human eye

30. What is the purpose of paragraph 3 in the passage?

- A. To show the simple-to-complex nature of natural selection in context
- B. To create doubt as to the validity of the theory
- C. To contrast with the ideas presented in paragraph 2
- D. To segue into the main point presented in paragraph 4

31. The word contrivance in paragraph 4 is closest in meaning to:

- A. organization
 - B. retention
 - C. absurdity
 - D. systems
-

32. The word consequential in paragraph 5 is closest in meaning to:

- A. important
- B. measurable
- C. fragmented
- D. dismissible

33. All of the following are mentioned in paragraph 4 as a viewpoint to state that natural selection is difficult to prove EXCEPT

- A. The belief that the complexity of the human eye could have been formed by natural selection seems highly unlikely
- B. The presence of irreducibly complex system contradicts how evolution occurs
- C. Modern technology has been used to prove that irreducibly complex systems exists
- D. Selective breeding is the major hole in the theory of natural selection

34. Examine the four ■ in the selection below and indicate at which block the following sentence could be inserted into the passage:

The five-year voyage proved to be a major turning point in his life.

■ [A] Darwin was born February 12, 1809 in England. ■ [B] Although initially entering into medicine, Darwin chose to pursue his interest in natural science and embarked on a five-year journey aboard the H.M.S. Beagle, a British sloop belonging to the Royal Navy ■ [C] Because of his experience aboard the Beagle, he laid the foundation for his Theory of Evolution while also establishing himself within the scientific community. ■ [D]

- A. [A]
- B. [B]
- C. [C]
- D. [D]

35. In paragraph 4, what was the author's purpose of including a quote that the belief that the complexity of the human eye could have been formed by natural selection seems highly unlikely?

- A. To provide evidence that irreducibly complex systems exists
 - B. To prove that the natural selection contradicts the basis of Darwin's Theory of Evolution
 - C. To support that the natural selection contributes to the basis of Darwin's Theory of Evolution
 - D. To support the claim that natural selection is just a theory and difficult to prove
-

36. The word plethora in paragraph 5 is closest in meaning to:

- A. large
- B. sufficient
- C. essential
- D. prominent

37. The word endurance in paragraph 3 is closest in meaning to:

- A. tolerance
 - B. length
 - C. resistance
 - D. allowance
-

THIRD PASSAGE: *Read the passage below and answer the questions*

Making time for science

Chronobiology might sound a little futuristic – like something from a science fiction novel, perhaps – but it’s actually a field of study that concerns one of the oldest processes life on this planet has ever known: short-term rhythms of time and their effect on flora and fauna.

This can take many forms. Marine life, for example, is influenced by tidal patterns. Animals tend to be active or inactive depending on the position of the sun or moon. Numerous creatures, humans included, are largely diurnal – that is, they like to come out during the hours of sunlight. Nocturnal animals, such as bats and possums, prefer to forage by night. A third group are known as crepuscular: they thrive in the low-light of dawn and dusk and remain inactive at other hours.

When it comes to humans, chronobiologists are interested in what is known as the circadian rhythm. This is the complete cycle our bodies are naturally geared to undergo within the passage of a twenty-four hour day. Aside from sleeping at night and waking during the day, each cycle involves many other factors such as changes in blood pressure and body temperature. Not everyone has an identical circadian rhythm. ‘Night people’, for example, often describe how they find it very hard to operate during the morning, but become alert and focused by evening. This is a benign variation within circadian rhythms known as a chronotype.

Scientists have limited abilities to create durable modifications of chronobiological demands. Recent therapeutic developments for humans such as artificial light machines and melatonin administration can reset our circadian rhythms, for example, but our bodies can tell the difference and health suffers when we breach these natural rhythms for extended periods of time. Plants appear no more malleable

in this respect; studies demonstrate that vegetables grown in season and ripened on the tree are far higher in essential nutrients than those grown in greenhouses and ripened by laser.

Knowledge of chronobiological patterns can have many pragmatic implications for our day-to-day lives. While contemporary living can sometimes appear to subjugate biology – after all, who needs circadian rhythms when we have caffeine pills, energy drinks, shift work and cities that never sleep? – keeping in synch with our body clock is important.

The average urban resident, for example, rouses at the eye-blearing time of 6.04 a.m., which researchers believe to be far too early. One study found that even rising at 7.00 a.m. has deleterious effects on health unless exercise is performed for 30 minutes afterward. The optimum moment has been whittled down to 7.22 a.m.; muscle aches, headaches and moodiness were reported to be lowest by participants in the study who awoke then.

Once you're up and ready to go, what then? If you're trying to shed some extra pounds, dieticians are adamant: never skip breakfast. This disorients your circadian rhythm and puts your body in starvation mode. The recommended course of action is to follow an intense workout with a carbohydrate-rich breakfast; the other way round and weight loss results are not as pronounced.

Morning is also great for breaking out the vitamins. Supplement absorption by the body is not temporal-dependent, but naturopath Pam Stone notes that the extra boost at breakfast helps us get energised for the day ahead. For improved absorption, Stone suggests pairing supplements with a food in which they are soluble and steering clear of caffeinated beverages. Finally, Stone warns to take care with storage; high potency is best for absorption, and warmth and humidity are known to deplete the potency of a supplement.

After-dinner espressos are becoming more of a tradition – we have the Italians to thank for that – but to prepare for a good night's sleep we are better off putting the brakes on caffeine consumption as early as 3 p.m. With a seven hour half-life, a cup of coffee containing 90 mg of caffeine taken at this hour could still leave 45 mg of caffeine in your nervous system at ten o'clock that evening. It is essential that, by the time you are ready to sleep, your body is rid of all traces.

Evenings are important for winding down before sleep; however, dietician Geraldine Georgeou warns that an after-five carbohydrate-fast is more cultural myth than chronobiological demand. This will deprive your body of vital energy needs. Overloading your gut could lead to indigestion, though. Our digestive tracts do not shut down for the night entirely, but their work slows to a crawl as our bodies prepare for sleep. Consuming a modest snack should be entirely sufficient.

38. Chronobiology is the study of how living things have evolved over time.

- A. True
 - B. False
-

39. The rise and fall of sea levels affects how sea creatures behave.

- A. True
- B. False

40. A few animals are active during the daytime.

- A. True
- B. False

41. Circadian rhythms identify how we do different things on different days.

- A. True
- B. False

42. A 'night person' can still have a healthy circadian rhythm.

- A. True
- B. False

43. New therapies can permanently change circadian rhythms without causing harm.

- A. True
- B. False

44. Naturally-produced vegetables have more nutritional value.

- A. True
- B. False

45. What did researchers identify as the ideal time to wake up in the morning?

- A. 6.04
 - B. 7.00
 - C. 7.22
 - D. 7.30
-

46. In order to lose weight, we should

- A. avoid eating breakfast
- B. eat a low carbohydrate breakfast
- C. exercise before breakfast
- D. exercise after breakfast

47. Which is NOT mentioned as a way to improve supplement absorption?

- A. Avoiding drinks containing caffeine while taking supplements
- B. Taking supplements at breakfast
- C. Taking supplements with foods that can dissolve them
- D. Storing supplements in a cool, dry environment

48. The best time to stop drinking coffee is

- A. mid-afternoon
- B. 10 p.m.
- C. only when feeling anxious
- D. after dinner

49. In the evening, we should

- A. stay away from carbohydrates
- B. stop exercising
- C. eat as much as possible
- D. eat a light meal

50. Which of the following phrases best describes the main aim of the Reading Passage?

- A. To suggest healthier ways of eating, sleeping and exercising
 - B. To describe how modern life has made chronobiology largely irrelevant
 - C. To introduce chronobiology and describe some practical applications
 - D. To plan a daily schedule that can alter our natural chronobiological rhythms
-

FINE DELLA PROVA

ISTRUZIONI GENERALI

NON SFOGLIATE IL FASCICOLO PRIMA CHE VI VENGA DETTO DI FARLO!

In questo fascicolo troverete una serie di diversi quesiti.

Ogni quesito presenta delle possibili risposte, tra le quali dovrete scegliere quella corretta.

Segnate le risposte sul FOGLIO RISPOSTA, **annerendo** con la penna che vi è stata consegnata, la lettera corrispondente alla risposta che intendete fornire.

Fate attenzione: **non è possibile** cambiare la risposta data; non sono ammesse correzioni sul foglio risposta.

- 1) SCRIVETE SOLAMENTE CON LA PENNA CHE VI E' STATA CONSEGNATA
- 2) NON FATE ALCUN SEGNO AL DI FUORI DI QUELLI PREVISTI, IN QUANTO CIO' POTREBBE ESSERE INTERPRETATO COME SEGNO DI RICONOSCIMENTO E COMPORTARE L'ANNULLAMENTO DELLA PROVA
- 3) NON E' CONSENTITO L'UTILIZZO DI SUPPORTI CARTACEI O DI ALTRA NATURA; DOVETE RISOLVERE I QUESITI MENTALMENTE
- 4) IL TEMPO CHE AVETE A DISPOSIZIONE E' LIMITATO, LAVORATE VELOCEMENTE E CON ATTENZIONE

Affrontate le domande, una alla volta, secondo l'ordine in cui sono presentate; se incontrate delle difficoltà a rispondere a certe domande, potete passare a quelle successive.

Se avrete ancora del tempo a disposizione, prima dell'ALT, potrete rivedere i quesiti inizialmente tralasciati e dare una risposta.

ALL'ALT DOVRETE DEPORRE LA PENNA
E ATTENDERE LE INDICAZIONI CHE
IL RESPONSABILE D'AULA VI COMUNICHERA'

SELEZIONE	
1	C
2	A
3	B
4	C
5	D
6	B
7	A
8	D
9	C
10	A
11	B
12	C
13	A
14	D
15	D
16	B
17	C
18	C
19	B
20	C
21	A
22	B
23	B
24	D
25	D
26	C
27	C
28	D
29	B
30	A
31	D
32	A
33	D
34	C
35	D
36	A
37	C
38	B
39	A
40	B
41	B
42	A
43	B
44	A
45	C
46	C
47	B
48	A
49	D
50	C

