



Universidad de Buenos Aires
Facultad de Derecho

Exercise N°		Professor's Name	Mark
Part I	1. Reading Comp.	.....	.../20
	2. Paraphrasing	.....	.../24
	3. Cloze	.....	.../16
		Total Part I (Min. 31)	.../60
Part II	4. Essay	.....	.../40
	Recorrección	.....	.../40
	Nota Final	.....	.../40
	(do NOT fill in)	Total Part II (Min.21)	...../40

CARRERA DE TRADUCTOR PÚBLICO - ENTRANCE EXAMINATION – TURNO: MAYO 2015

APELLIDO y NOMBRE:

N° de ORDEN:..... PAPER 1

The Art of Resilience

Think you are a prisoner of a troubled childhood? Think again. You need not go through the rest of your life as an emotional cripple. It is possible to bounce back from adversity and go on to live a healthy, fulfilling life. In fact, more people do it than you may think.

Resilience may be an art, the ultimate art of living, but it has recently been subjected to the scrutiny of science. This much is known so far. At the heart of resilience is a belief in oneself—yet also a belief in something larger than oneself.

Resilient people do not let adversity define them. They find resilience by moving towards a goal beyond themselves, transcending pain and grief by perceiving bad times as a temporary state of affairs.

Experts argue among themselves about how much of resilience is genetic. People do seem to differ in their inborn ability to handle life's stresses. But resilience can also be cultivated. It is possible to strengthen your inner self and your belief in yourself, to define yourself as capable and competent. It is possible to fortify your psyche. It is possible to develop a sense of mastery.

And it is definitely necessary to go back and reinterpret past events to find the strengths you have probably had within all along. Some evidence shows that it is not really until adulthood that people begin to surmount the difficulties of childhood and to rebuild their lives.

One problem is, there are elements of our culture that glorify frailty, says Washington D.C. psychiatrist Steven Wolin, M.D. There is a whole industry that would turn you into a victim by having you dwell on the traumas in your life. In reality you have considerable capacity for strength, although you might not be wholly aware of it.

Sometimes it is easier to be a victim; talking about how other people make you do what you do removes the obligation to change. And sympathy can feel sweet; talk of resilience can make some feel that no one is really appreciating exactly how much they have suffered.

Wolin defines resiliency as the capacity to rise above adversity—sometimes the terrible adversity of outright violence, molestation or war—and forge lasting strengths in the struggle. It is the means by which children of troubled families are not immobilized by hardship but rebound from it, learn to protect themselves and emerge as strong adults, able to lead gratifying lives.

Resilient people don't walk between the raindrops; they have scars to show for their experience. They struggle—but keep functioning anyway. Resilience is not the ability to escape unharmed. It is not about magic.

A troubled family can indeed inflict considerable harm on its children, but resilient people are challenged by such troubles to experiment and respond actively and creatively. Their pre-emptive responses to adversity, repeated over time, become incorporated into their inner selves as lasting strengths.

To the degree that it is learned, resilience seems to develop out of the challenge to maintain self-esteem. Troubled families make their children feel powerless and bad about themselves. Resilience is the capacity for a person to maintain self-esteem despite the powerful influence of the parents.

Survivors cultivate insight, the mental habit of asking themselves penetrating questions and giving honest answers. They also take the initiative. They take charge of problems, stretching and testing themselves.

But they do not do all the work alone. One of the cardinal findings of resilience research is that those who lacked strong family support systems when growing up sought and received help from others—a teacher, a neighbor, the parents of peers or, eventually, a spouse. They were not afraid to talk about the hard times they were having to someone who cared for their well-being.

PART I (Minimum Passing Mark: 31 points)

PAPER 1

1. READING COMPREHENSION

Say whether the following statements are True (T) or False (F)

- a. Resilience is either born or made
- b. Resilience means forgetting all about past events and looking ahead to face new challenges with renewed energy
- c. A troubled childhood can be counterbalanced with help from a neighbor/relative
- d. Victimization helps cultivate resilience

...../20
(4 points each)

2. USE OF ENGLISH: PARAPHRASING
 Use the given beginnings or the word given.
 DO NOT change the meaning

- a. It is not really until adulthood that people begin to overcome the difficulties of childhood. .../6
Only
- b. Resilience helps kids in navigating these kinds of challenges. .../6
 **mean**
- c. Kids do not have to do everything on their own; they can also ask for help. .../6
Instead
- d. I should have listened to my son more attentively. He doesn't trust me now. .../6
If I

2. USE OF ENGLISH: CLOZE EXERCISE
 Fill in the blanks with **ONLY ONE WORD**

BEHIND a half-century of policies to promote child development, there (1) an assumption: that children are equally affected by the environments they grow up in, and that positive interventions like preschool education should therefore help children. But what if (2) isn't true? Evidence (3) that some children are like delicate orchids; they quickly wither (4) exposed to stress and deprivation, but blossom if (5) a lot of care and support. (6) are more like dandelions; they prove resilient to the negative effects of adversity, but at the same time do not particularly benefit (7) positive experiences. In this sense, resilience, long thought to be an exclusively beneficial characteristic, is actually a double-edged (8)

Governments, as well as parents and schools, spend a great deal of money (9) to help kids succeed and (10) them out of trouble. Research should help us understand why some children come out of development programs with enhanced capabilities and (11) behavioral problems, (12) others don't seem to be affected very much — or at all. Eventually, we may be able to identify the children who will benefit the most, and consider investing extra resources in them.

What distinguishes children who prove more versus less susceptible — for better and for worse — to developmental experiences? There is (13) single factor, but genetics seems to (14) a role. Children vary in their susceptibility to environmental influences. This brings up a challenging ethical question: Should we seek to identify the most susceptible children and disproportionately target them when it (15) to investing scarce intervention and service dollars? I believe the answer is yes. Of course, we have a lot of research to (16) before that is possible.

TOTAL: /...../16

