



SIMILI BAC - SESSION : Avril 2017 - Coefficients A1: 4 / A2: 2 - Durée: 3 heures

LANGUE VIVANTE 1: ANGLAIS – SERIES A1/A2

Cette épreuve comporte 4 pages numérotées 1/4 ; 2/4 ; 3/4 ; 4/4

DO ALL THE ACTIVITIES OF THIS EXAMINATION ON YOUR ANSWER SHEET

PART ONE: READING (30%): Read the text and do all the activities that follow it.

USING CHILDREN IN ARMED CONFLICT: A LEGITIMATE AFRICAN TRADITION?

5 Estimates of the number of children being exploited for military purposes are inevitably only approximations. Nonetheless, from studies conducted by the International NGOs Coalition in 24 countries worldwide, it appears that more than 300 000 children, both boys and girls, are being used as soldiers, saboteurs, spies, carriers, "wives" and general camp-followers. This practice is becoming pervasive, as the many civil wars in Africa - ranging from Angola to Uganda and Sierra Leone - have shown. What is more, the International NGO studies show that children may constitute a significant percentage of armed forces. Of the 60 000 combatants engaged in Liberia's civil war, for instance, about 10 percent were children.

10 Force is not necessarily used to engage these conscripts. By appealing to a sense of patriotism - as happened during the prolonged conflict between Ethiopia and Eritrea - children may be persuaded to enlist. Revenge for past grievances may be the motivation - as in the Hutu-Tutsi conflict in Rwanda - or children may simply attach themselves to an army as their only hope of surviving the social dislocations of war. However, in the great majority of cases, recruitment is coercive. RENAMO's tactic of simply abducting batches of children from their home villages during Mozambique's civil war and putting them under arms is typical.

20 Whether children enlisted of their own free will or were forcibly conscripted, their involvement in armed conflict presents quite obvious dangers. Not only are young people ill-equipped to cope with the physical dangers they encounter, but their immaturity poses an additional threat to the safety of other combatants. Although less obvious, the long-term social consequences are possibly even more harmful. Children taken from their families and communities are deprived of the normal processes of socialization and education, and, when peace returns, there is little hope of veterans being successfully reintegrated into society. Instead, the child brutalized in its formative years is primed to perpetuate a cycle of killing and lawlessness. As a result, entire generations have been written off as "lost".

25 Culture, Tradition and Human Rights While the harm done to children personally and the harm done to society generally is at first sight morally indefensible, the practice of conscripting child soldiers is being justified as an African cultural tradition. Before assessing the validity of this claim, we need a clear understanding of what is entailed by culture and tradition.



- 30 Culture is an amorphous concept denoting anything that contributes to the unique character of a social group, thereby distinguishing it from other groups. It follows that culture may include language, customs and moral codes. Tradition, which is the process of transmitting knowledge and beliefs to future generations, is part and parcel of culture.

Source: <http://www.essex.ac.uk/armedcon/issues/texts/soldiers002.htm>

I- VOCABULARY: Match each definition or meaning from the table in column A with its corresponding words or expression in the text. The lines can help you. Write your answer like in the example: 11 - codes. (L34) (10 pts)

Meanings / Synonyms	Answers
1- secret agents whose role is to give information on enemies (L. 4)	1
2- tending to or having the power to spread everywhere (L.5)	2
3- someone who has been enrolled by force in the army (L. 9)	3
4- enrol, engage oneself in (L. 11)	4
5- forceful, compulsory (L. 14)	5
6- deal with; make do with (L. 18)	6
7- something which can cause physical or mental injury (L. 20)	7-
8- take or keep from, prevent from (L. 21)	8
9- evaluating, measuring (L. 27)	9-
10- without definite shape or structure, abstract (L. 30)	10-
11- laws, regulations (L. 32)	11- code

II- COMPREHENSION: Read the text again and answer the following questions. Write your answers on the exam sheet. (20 points)

- 1- What problem does the text discuss?
- 2- Who raised the international awareness on this issue?
- 3- Is Africa the only continent facing that problem according to the text?
- 4- What different roles do children play in wars? Give two examples.
- 5- Give two different reasons from the text for which children take part in wars.
- 6- What's the dominating method used to enrol children in armies?
- 7- How is this practice described by the writer?
- 8- What difficulties are the children and the society faced with after the wars? Give two examples for each case.
- 9- Do you think enrolling children in armies is a cultural question? Justify your answer.
- 10- Would you accept to take arms and fight in wars for some reasons? Give two reasons why you would accept or refuse.



PART TWO: LANGUAGE IN USE (20 points)

A / Choose a word from the list at the end of each sentence to complete the sentence. Write your answer like in the example: 11 – celebrate (10 points)

- 1- Peace Day should be devoted to the ideals of peace.
(*a- strengthens; b- strengthen; c- strengthened; d- strengthening*)
- 2- This day will serve as a reminder that our organization is a instrument.
(*a- lived; b- living; c- lives; d- live*)
- 3- It should serve as a constantly pealing bell us that our commitment is to peace. (*a- reminding; b- remind; c- reminded; d- reminds*)
- 4- Since its inception, Peace Day has our personal and planetary progress toward peace. (*a- marking; b- marked; c- marks; d- mark*)
- 5- It hasto include millions of people in all parts of the world. (*a- grown; b- growne; c- grow; d- grew*)
- 6- Each year events are to commemorate and celebrate this day.
(*a- organize; b- organizing; c- organizes; d- organized*)
- 7- Events range in scale from private to public concerts and forums.
(*a- gatherings; b- gathering; c- gather; d- gathers*)
- 8- Hundreds of thousands of people in it last year.
(*a- participate; b- participated; c- participating ; d- participates*)
- 9- Anyone can celebrate Peace Day. It can be as simple asa candle at noon.
(*a- light; b- lights; c- lighted; d- lighting*)
- 10- Or it can involve getting your co-workers or organizationin a large event.
(*a- to engage; b- engages; c- engaging; d- engaged*)
- 11- Anyone, anywhere canPeace Day.
(*a- celebrate; b- celebrates; c- celebrated; d- celebrating*)



B / Choose the correct word from the list to fill in the gaps. Write your answer like his: 11 – on (10 points)

a)-to, b)-as, c)-to, d)-into, e)-on, f)-on, g)-also, h)-and, i)-on, j)-of, k)-in,

The Secretary-General was requested to submit 1-..... the Council by 31 July 2000, a report 2-..... the implementation of the resolution, consulting all relevant parts 3-..... the United Nations system and taking 4-..... account other relevant work. He was 5-..... requested to ensure that personnel involved 6-..... peacekeeping and peace-building activities have appropriate training 7-..... the protection, rights 8-..... welfare of children. Also by the text, the Council urged States and the United Nations system 9-..... facilitate the disarmament, demobilization, rehabilitation and reintegration of children used 10-..... soldiers. The Council recognized the deleterious impact of the proliferation of arms, in particular small arms, 11-..... the security of civilians

PART THREE: WRITING (40 points)

Do one of these tasks below. (20-25 lines)

Task1: A child-soldier recruiter says that when a country is at war, the best way for children to defend themselves and protect their families is to take part in the war.

In an argument essay, say whether you agree or disagree with this statement.

Task 2: What measures do you think NGOs and international organizations like UNICEF should take to stop child enrolment in armed conflicts?

Write an essay to suggest solutions to child enrolment in armed conflicts. Use some of these ideas to write your essay. You can add personal ideas.

- *Sue the head of armies who force the children to martial court;*
- *Reinforce democracy in developing countries;*
- *Take laws to reinforce children's protection at international level;*
- *Sensitize both parents and children on the consequences of wars;*
- *Finance entrepreneurship activities among youths and children at their early age;*
- *etc.*