



Cette épreuve comporte trois (03) pages numérotées 1/3, 2/3 et 3/3.

Do all the activities of this test paper on your answer sheets.

PART ONE: READING

40%

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Read the text below and do the tasks that follow

THE RISE OF SOUTH KOREA, A LESSON FOR AFRICA

In 1961, eight years after the war with North Korea, South Korea's per capita income stood at \$82, less than half of Ghana's at the time (\$179). During the war – one of the bloodiest in human history (an estimated four million people were killed in just over three years – 1950-53) – half of South Korea's manufacturing base was destroyed.

It was no surprise, therefore, that an internal USAID report in the 1950s described South Korea as a "bottomless pit". At the time, the country's main exports were tungsten, fish and other primary commodities.

Today, South Korea is an industrial powerhouse, with per capita income in five figures. As Chang says: "It took the UK over two centuries (between the late 18th century and today) and the US around one and half centuries (the 1860s to the present day) to achieve the same result...Korea's progress is as if Haiti has turned into Switzerland. How has this 'miracle' been possible?"

Most analyses of South Korea's rise, including Chang's, ignore the vital fact that South Korea was one of the countries selected by the USA – in a chain extending all the way down from Finland, Sweden, Norway and Germany to Taiwan, Japan, etc – that were given economic, military and political help to grow into economic powerhouses in order to act as a *cordon sanitaire* against the spread of communism.

Having said that, the South Koreans still had to pull their socks and make the 'miracle' happen. Chang recalls how General Park Chung-Hee, the father of South Korea's miracle, came to power in a military coup in 1961 and won three successive elections after exchanging his military uniform for civilian clothes.

Not democratic in the true sense of the word, Park propelled the country's success via his Five Plans for Economic Development. Halfway through his third term, which was due to end in 1974, he staged an "auto coup" against his own government, dissolved parliament, and guaranteed himself the presidency for life.

"His excuse," says Chang, "was that the country could ill-afford the chaos of democracy. It had to defend itself against North Korean communism and accelerate its economic development. General Park's proclaimed goal of raising the country's per capita income to US\$1,000 by 1981 was considered overly ambitious, bordering on delusion." But he was unfazed. In 1973, he launched a Heavy and Chemical Industrialisation Programme, which was ambitious in its aims, but under which the first steel mill, the first modern shipyard, and the first locally designed car (made mostly from imported parts) were built.

"New firms were set up in electronics, machinery, chemicals and other advanced industries", Chang remembers. "During this period, the country's per capita income grew phenomenally by more than five times, in US dollar terms, between 1972 and 1979. Park's apparently delusional goal of \$1,000 per capita income by 1981 was actually achieved four years ahead of schedule. Exports grew even faster, increasing nine times, in US dollar terms, between 1972 and 1979."

According to Chang: "The country's obsession with economic development was fully reflected in our education. We learned that it was our patriotic duty to report anyone seen smoking foreign cigarettes. The country needed to use every bit of the foreign exchange earned from exports in order to import machines and other inputs to develop better industries.

Extracted from an article by Osei Boateng in *New African*, P18, April 2011

A. Match the words from the text in box A with their meanings in box B. The indicated line will help you. Write your answer like this: 1 – h

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A	B
1. Per capita (line 1)	a. caused to move forward
2. Bottomless pit (line 6)	b. false belief or opinion
3. commodities (line 7)	c. catastrophic situation
4. powerhouse (line 8)	d. factory, especially one which processes raw material
5. propelled (line 21)	e. not perturbed
6. staged (line 23)	f. forceful thing
7. delusion (line 28)	g. ordered list of times at which things are planned to occur
8. unfazed (line 28)	h. per person
9. mill (line 30)	i. resources required for industrial production
10. schedule (line 35)	j. planned especially for public effect
11. inputs (line 40)	k. articles of commerce
	l. objective

B. Read the text and give short answers to these questions

1. Compared with Ghana, what was the financial situation of the individual South Korean in 1961?
2. What led the USAID report to call South Korea a "bottomless pit"?
3. Why is South Korea's today's successful achievement viewed as a "miracle"?
4. Was South Korea part of the cordon sanitaire? If yes, how did that cordon contribute to its development?
5. Apart from the USA's support, what essential thing turned the "miracle" into reality?
6. What does General Park's attitude towards democracy tend to show about achieving economic development? Explain why.
7. List the three reasons General Park founds himself on to reject democracy.
8. How was General Park's promise to his people viewed?
9. Did General Park stand by his promise vis-a-vis his compatriots and at the economic level?
10. Do you think South Koreans should be blamed for their patriotism? Why or why not?

PART TWO: WRITING

40%

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Do only one of the two tasks

Task 1

You and your Nigerian pen friend are the ones chosen to show how corruption constitutes an obstacle to the development of Africa, on the next congress of the African Children Parliament. Knowing you will not be able to participate in the conference, write him or her a letter in which you develop the topic in order to help him or her do the work. Not more than 25 lines.

Task 2

On the occasion of your stay at a Summer Youth Camp in the USA, you have the opportunity to discuss with a young Asian. Despite his pessimism about Africans, you are of the firm belief that Africa can some day become like the giant Asian dragons and try to convince him. Write down the dialogue you have. Each person will speak seven times maximum.

PART THREE: LANGUAGE IN USE

20%

A. Choose the most suitable option from the list (a-d) to fill in the gaps in the sentences, and write your answer like this: 3 – C – goes

1. This time tomorrow some of the people in this room to their home countries.

from the inside.

3. Every day, even when it's raining heavily, Henry for an early morning run before eating breakfast.

4. At the moment, an exercise in order to review the English verb tenses that I have learned. 49

5. Before people landed on the Moon in 1969, some people that the moon was made of cheese.

6. By Christmas, all of the students in our class to their countries.

7. This is Javi's last week at the school so Goodbye to all his new friends for the last three days.

8. I'm sorry I can't come to your party tomorrow night. dinner with Cristina and Samara. Maybe I can come along afterwards.

9. So far, during her time at International House Bristol, Tchior to six pancake parties and fifteen barbecues.

10. At six o'clock this morning most of us were asleep in bed. But Atheer for today's grammar.

11. When Elisabetta for her morning lesson, the teacher was collecting the homework from the other students.

- | | | | |
|-------------------|-----------------------|-----------------------|------------------------|
| 1. a- will travel | b- will travelling | c- will be travelling | d- will have travelled |
| 2. a- locked | b- was locking | c- has locked | d- had locked |
| 3. a- going | b- is going | c- goes | d- is gone |
| 4. a- I do | b- I will do | c- I'm doing | d- I've done |
| 5. a- believed | b- were believing | c- have believed | d- had been believing |
| 6. a- will return | b- will have returned | c- will be returning | d- will have returning |
| 7. a- he says | b- he said | c- he's said | d- he's been saying |
| 8. a- I will have | b- I'm having | c- I have | d- I will have had |
| 9. a- came | b- comes | c- has come | d- has been coming |
| 10. a- studied | b- studies | c- was studying | d- has studied |
| 11. a- arrived | b- was arriving | c- had arrived | d- had been arriving |

B. Select the appropriate words from the box to fill in each of the numbered gaps in the text. Write down your answers like this: Example: 1- be

in – greatness – heavily – cloth – be – competition – ban – by – richest – process – thereby

Is Africa listening? Perhaps it needs to (1) repeated that for England (or Britain) to get out of poverty, Queen Elizabeth I placed a blanket (2) on the export of English raw wool, when she realised that Britain had sufficient capacity to (3) the raw material at home. And in so doing, she choked the life out of rich and sophisticated woollen cloth manufacturers (4) Venice, Florence and Holland whose work and wealth depended (5) on English raw wool exports. The raw material thus retained in England was processed into finished (6) by the newly empowered English woollen cloth manufacturers, (7) creating wealth at home, with all its multipliers, which over time made England (or Britain) the (8) country on earth, a country envied, imitated and emulated (9) others.

As Reinert says: "Several English historians point out that the industrial policy plan of the Tudors was the real foundation of England's later (10). But on the continent [of Europe] this plan was to have significant consequences. Florence was one of the States hardest hit by the English (11).

In *New African*, Osei Boateng, page 14, April 2011