

SESSION 2007CLASSES DE PREMIÈREANGLAIS**CORRUPTION IN AFRICA**

Public outrage about corruption in Africa has been openly expressed since early 1990, spawned by pro-democracy movements that drew large numbers of people into political debate and encouraged them to organize street protests, and strikes. And other outbursts of discontent introduced multiparty politics to many Africans and even sometimes urged people to remove unpopular leaders, either through the ballot-box or outright revolt. The emerging pro-democracy forces not only asserted the right of ordinary citizens to speak out and organize independently of the State, but demanded accountability from their elected officials.

High-level state corruption became a prominent target. Its punishment and eradication were frequently demanded by those assembled behind democratic banners. Independent newspapers and magazines ran numerous exposés. Trade-unions, popular organizations and opposition parties urged the removal of officials and the recovery of embezzled funds. Elected legislators and members of incoming governments drafted codes of conduct and appointed investigative panels to cleanse the bureaucratic apparatus. These actors view corruption as vicious to democratic practice because, by its very nature, it despises public scrutiny. And since it propped up many greatly disliked governments and administrations through political patronage, efforts by new democratic forces to expose and limit corruption weakened supporters of the old regime.

Corruption leads to a loss of faith in the government and non-compliance with laws and regulations. Economic development requires not only sound economic policies but also compliance and cooperation of government officials and citizens in implementing these policies.

One problem facing reformers such as African policymakers and non governmental organizations is to sift through the mass of problems, and determine those most disabling and those most susceptible to reform. Dele Olowu, an expert on Public Administration and corruption in Africa argues that governmental corruption is pervasive in Africa because efforts have focused on remedies before a thorough analysis of the problem. Policymakers' lack of understanding of some of the root causes has led to ineffective reform on the land. Devising an anticorruption strategy is complex because the success of any program depends heavily on a strong commitment from the country's authorities, the abusers.

An extract from Governance  
and the Economy in Africa

IRIS 1996

**I – READING COMPREHENSION**

**A – VOCABULARY IN CONTEXT**: Complete the following sentences by replacing the underlined words with words from the text. **(04 points)**

- 1) – when the masses require that the authorities answer for their misconduct, we say that they expect ..... from the authorities.
- 2) – What we aim at is called our .....
- 3) – Our accountant took the company’s money away for himself : he ..... the money.....
- 4) – The death of a police officer in 1987 generated lots of guesses about his possible murderer. We say it ..... guesses .....

**B – MULTIPLE CHOICE**: choose **a** or **b** for the correct answer. Otherwise fill in **c** to make up your own answer. Only one answer is acceptable. **(04 points)**

- 5) – Which aspect of corruption is not focused on in the text ?
  - a) – The effects of corruption and how to eradicate it.
  - b) – Ordinary citizens’ corruption.
  - c) – .....
- 6) – The nature of corruption
  - a) – Depends on the very existence of democracy
  - b) – Can hardly tally with democracy.
  - c) – .....
- 7) – In the writer’s view, decision makers intend to
  - a) - make slight changes in the bureaucratic apparatus
  - b) – maintain the bureaucratic apparatus as such.
  - c) – .....
- 8) – This analysis of corruption contains.
  - a) - vague hints at satisfactory ways of combating corruption
  - b) – sustainable ways of fighting against corruption
  - c) – .....

**C – TRUE OR FALSE** : Write **TRUE** or **FALSE** after each statement. Justify your answers with relevant quotes from the text. **(04 points)**

- 1) – The catalysts to great public anger over corruption clearly suggest how to overthrow disliked leaders.
- 2) – Political parties alone really fought against corruption.
- 3) – The reformers will try to face all the problems related to corruption at the same time.
- 4) – One reason why corruption is pervasive is that most of the strategies used against it are not straightforward

**D - Information transfer**

**(06 points)**

Read the text carefully and complete the following chart with the appropriate information taken from the text. Use the correct form.

Catalysts to revolt	Consequences	Reform
1 _____ rallies and 2 _____ can help eliminate 3 _____ Mps and 4 _____ elaborated new rules for state officials in order to reform 5 _____ completely	6 No _____ faith in the government lack of commitment from 7 ____ _____ and 8 _____ _____ to achieve economic development	9 which _____ to reform ? 10 Failure to _____ why the step taken is unsuccessful  <u>Recommendation</u> 11 An _____ of the problem and 12 _____ _____ of authorities

**E – CLOZE TEST**

**(08 points)**

Read the text and complete the following passage. Use not more than two words in each space.

In most of the African countries where a (n)1\_\_\_\_\_ system was prevailing it was 2\_\_\_\_\_ a strong wind of 3\_\_\_\_\_ swept off the Establishment. Corruption at the 4\_\_\_\_\_ was assaulted by the pro-democracy forces.

Yet it has 5\_\_\_\_\_ because of the 6\_\_\_\_\_ of the actors and the complexity of the political situations. Furthermore, a sustained 7\_\_\_\_\_ of top officials and an 8\_\_\_\_\_ of the factors underlying corruption are indispensable.

Answers 1 ..... 2 ..... 3 .....  
 4 ..... 5 ..... 6 .....  
 7 ..... 8 .....

**F – MATCHING EXERCISE (08 points)**

Read the text closely and match the terms in column **A** with their definitions or synonyms in column **B**.

<b>A</b>	<b>B</b>
1 - elimination	a - a promise to follow a certain course of action
2 - scrutiny	b - complete
3 - compliance	c - widespread
4 - enforcement	d - removal
5 - pervasive	e - obedience
6 - commitment	f - the carrying out of :
7 - thorough	g - a close examination
8 - cleanse	h - to make pure.

**II – LINGUISTIQUE COMPETENCE**

**G – WORD FORMATION** : complete the following passage using the appropriate form of one of the underlined words from the text above and a verb from the box.  
 You can use a word twice if necessary. **(05,5 points)**

Reduce – control – harness – affect – improve – provide – repair

a) – Air pollution is a huge problem in most of the world’s big cities, and people complain about it constantly. However, what \_\_\_\_\_ the air most is the exhaust from the vehicles which those same people drive. One solution would be to \_\_\_\_\_ strictly the amount of driving people in cities.

b) – Cars emit poisonous gazes such as carbon monoxide and carbon dioxide. Steps are being taken to \_\_\_\_\_ these \_\_\_\_\_ by fitting new cars with “catalytic convectors” which most of make most of the gases harmless. .../... 5

c) – Thousands of hectares in the world’s rainforests are destroyed every year. This \_\_\_\_\_

of the rainforests is expected to \_\_\_\_\_ the global climate, as well as wild life, in various ways.

d) – Scientists now believe that the ozone layer is being damaged by the chemicals in certain common products, such as deodorants, hairsprays and the chemicals given off by air-conditioners. The \_\_\_\_\_ caused to the ozone layer can never be \_\_\_\_\_.

e) – everyone knows that nuclear waste can harm the environment. But until it becomes possible to \_\_\_\_\_ the natural energy of the sun, the wind and the waves, it will be impossible to meet man’s energy needs without producing improved waste of one kind or another.

f) – As cities become more congested with traffic, local councils meet to widen streets and try to \_\_\_\_\_ the flow of traffic. Of course, this encourages more people to drive in the city, and the \_\_\_\_\_ increases again.

**H) – Combine each line of column A with a line in column B using one of the link words given to make meaningful sentences (06 points)**

Column A	Link words	Column B
A- Those people were denied any freedom	1- provided that	a- his complaining at the beginning
B- I'll agree to support you	2- As a result	b- no one had done their exercises
C- The country shows signs of a crisis	3- Despite	c- I see you're striving
D- Modou enjoyed his stay	4- as	d- everyone knew they would be defeated
E- The teacher gave them a test	5- Since	e- people have started to go on strike
F- Mobotu encouraged his solders to fight on. (06 pts)	6- though 7- unless	f- They rebelled

III – **WRITING** (A – Dialogue B – New charter Service)

A – **DIALOGUE**

After the President’s challenging statement that all high officials should return the money kept In Western banks back home, I overheard a conversation between two common citizens. about it.

Complete their conversation using the words in brackets when given. (01,5 points)

Person 1 . Did you hear ..... ?

Person 2 . You are pessimistic ! He simply .....

Person 1 . These people .....  
(to care – public interest)

Person 2 . why not ? If it’s .....  
(well earned)

Person 1 . How can a simple .....  
(billions)

Person 2 . Oh my God ! .....

Person 1 . You’re coming back .....

B – **NEW CHARTER SERVICE** (01,5 points)

Complete the following text in the passive voice with the right verb chosen from the first text :  
Chill – base – award – take – spread – carry by choosing the appropriate tense.

A British firm, International Aviation Services (IAS) \_\_\_\_\_ 1 a contract to air freight  
3,000 tons of prime beef from Khartoum to Cairo, an operation which 2 \_\_\_\_\_  
over a year. The meat 3 \_\_\_\_\_ from cold storage in Khartoum, kept 4 \_\_\_\_\_  
in the air and then 5 \_\_\_\_\_ straight to a wholesaler for distribution. Egyptian grapes  
and other products 6 \_\_\_\_\_ on the return. IAS, which is based at Gatwick, has made  
a speciality of African Charter operations.

- |         |         |         |
|---------|---------|---------|
| 1 ..... | 2 ..... | 3 ..... |
| 4 ..... | 5 ..... | 6 ..... |



CORRIGEI / Reading comprehension

(08 marks = 24 : 3 = 8)

**A- Vocabulary in context (04 marks)**

1) remedies (line 26)      2) target (line 8)      3) embezzled (line 11)      4) spawned (line 2)

**B- Multiple choice (04 marks)**

5 → a                      6 → b                      7 → c                      8 → a

**C- True or False + Justifications from the text. (04 marks)**

- 1- **True** : " And other outbursts ... revolt " (lines 3 – 5)  
 2- **False** : " Trade unions ... embezzled funds " (lines 10 – 11)  
 3- **False** : " One problem facing ... to reform " (line 22)  
 4- **True** : " Dele Olowu ... analysis of the problem " (lines 24 – 26).

**D- Information transfer (06 marks)**

- |                          |                           |                       |
|--------------------------|---------------------------|-----------------------|
| 1- outright revolt       | 5- bureaucratic apparatus | 9- problem            |
| 2- ballot box            | 6- strong                 | 10- understand        |
| 3- corruption            | 7- government officials   | 11- analysis          |
| 4- members of government | 8- citizens               | 12- strong commitment |

**E- Cloze test (04 marks)**

- |                 |                 |               |
|-----------------|-----------------|---------------|
| 1- corrupt      | 4- high level   | 7- commitment |
| 2- noticed that | 5- to be fought | 8- analysis   |
| 3- democracy    | 6- cleverness   |               |

**F- Matching exercise (04 marks).**

1 → g      2 → b      3 → e      4 → f      5 → c      6 → a      7 → b      8 → h

II / Linguistic Competence.

(... marks)

**G- Word formation e) improved : given (06 marks)**

- |                       |                         |                              |
|-----------------------|-------------------------|------------------------------|
| a) pollutes / control | c) destruction / affect | e) harness / <u>improved</u> |
| b) reduce / emissions | d) damage / repaired    | f) improve / pollution       |

**H- Combination (06 marks)**

A- 2- f-      B- 1- c-      C- 4- e-      D- 3- a-      E- 5- b-      F- 6- d-

III / Writing

(06 marks)

**A- Dialogue (01,5 marks)****B- New charter service (01,5 marks)**

- |              |            |                |
|--------------|------------|----------------|
| 1- awarded   | 3- taken   | 5- carried     |
| 2- is spread | 4- chilled | 6- are brought |

**C- Essay (03 marks)**