

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATION SECOND SEMESTER  
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES.

- |     |              |   |   |
|-----|--------------|---|---|
| 1.  | DE 112       | - | Elements of statistical<br>Democracy in Social Economic<br>Planning     |
| 2.  | DE 312       | - | Components of population change   |
| 3.  | DE 322       | - | Introduction to demographic<br>analysis                                 |
| 4.  | DE 412       | - | Advanced methods of evaluation,<br>adjustment and estimation            |
| 5.  | DE 902       | - | Population policies and<br>programmes                                   |
| 6.  | DS 102       | - | Introduction to development<br>studies II                               |
| 7.  | DS 202       | - | Political economy of development  |
| 8.  | DS 302       | - | Food security in developing<br>countries                                |
| 9.  | DS 402       | - | Technology and development II   |
| 10. | DS 902       | - | The family in Social Economic<br>development in developing<br>countries |
| 11. | DS 912       | - | Women and development policies<br>and strategies                        |
| 12. | DS 945       | - | The global environment and<br>sustainable development                   |
| 13. | E 110        | - | Communication and study skills<br>(Distance)                            |
| 14. | E 122        | - | Introduction to poetry and drama  |
| 15. | E 150        | - | Introduction to Literature  |
| 16. | E 212        | - | The structure of modern English<br>II Morphology and syntase.           |
| 17. | E 222        | - | English literature of the 19th<br>and 20th centurires.                  |
| 18. | E 232        | - | Modern literary criticism   |
| 19. | E 352        | - | Contemporary African fiction  |
| 20. | E 362        | - | Lusophone and francophone<br>literature.                                |
| 21. | E 462        | - | Later modernist literature  |
| 22. | E 905        | - | Shakespear  |
| 23. | E 912/PS 912 | - | Psycholinguistics   |
| 24. | E 922        | - | World Englishes   |
| 25. | E 935        | - | English discourse analysis  |
| 26. | E 942        | - | Socilolinguistics II  |
| 27. | E 945        | - | Pragmatics  |
| 28. | E 952        | - | Analysis of ans project in<br>African Oral literature                   |
| 29. | E 982        | - | Victorian literature  |
| 30. | EC 110       | - | Introductory Economics (Distance<br>Education)                          |
| 31. | EC 125       | - | -----   |
| 32. | EC 215       | - | Intermediate microeconomics<br>(Distance Education)                     |
|     | EC 225       | - |   |
| 33. | EC 315       | - | Public finance  |

34. EC 322 - Introduction to Econometrics and applied statistics
35. EC 412 - International finance theory and practice
36. EC 422 - Issues in development
37. EC 925 - Industrial organisation
38. EC 945 - Transport Economics
39. FR 110 - (Distance education)
40. FR 112 - -----
41. FR 121 - Introduction to French for specific purposes. Paper I
42. FR 121 - Introduction to French for specific purposes. Paper II
43. FR 132 - -----
44. FR 210 - Distance Education
45. FR 212 - Paper I
46. FR 212 - Paper II
47. FR 222 - Introduction to French literature
48. FR 312 - Paper I
49. FR 312 - Paper II
50. FR 322 - Intermediate studies in French literature
51. FR 332 - -----
52. FR 412 - Paper II
53. FR 422 - Advanced French literature
54. H 231 - History of modern Africa from 1750 to 1900
55. H 322 - (Distance Education)
56. H 232 - Twentieth Century Europe
57. H 232 - History of modern Africa from 1900 to the present (Distance Education)
58. H 242 - History of modern Africa from 1900
59. H 242 - The capitalist Economic system : 1914 to to the present
60. H 912 - The growth of Capitalism from 1900 (Distant education)
61. H 912 - History of Zambia since 1890
62. H 932 - Def/supp
63. H 972 - Social and Economic History of Southern Africa since the 1880s
64. LAL 110 - Economic and Social history of Latin America 1825 to the present
65. LAL 112 - Introduction to language and linguistic sciences
66. LAL 220 - (Distance Education)
67. LAL 222 - Introduction to linguistics
68. LAL 312 - Writings in Zambian languages (Distance Education)
69. LAL 322 - Writings in Zambian languages
- Research methods and project in African Oral literature

70.	LAL/E	425	-	Theories syntax
71.	LAL	432	-	Creative writing project in Zambian languages
72.	LAL	432	-	Creative writing project in Zambian languages
73.	LAL	955	-	Selected topics in literature: Literary schools of thought.
74.	MC	102	-	International Communication
75.	MC	202	-	Basic reporting
76.	MC	212	-	Introduction to television
77.	MC	222	-	Media and society
78.	MC	302	-	News Agency Reporting
79.	MC	312	-	Media Law
80.	MC	312	-	Def. Media Law
81.	MC	322	-	Radio production II
82.	MC	332	-	Television production II
83.	MC	402	-	Investigative Reporting
84.	MC	412	-	Electronic Newspaper editing and make-up
85.	MC	432	-	Radio production IV
86.	MC	442	-	Television production IV
87.	MC	902	-	Advertising practice
88.	MC	902	-	Def
89.	MC	902	-	Advertising practice Oct/Nov 1997
90.	MC	912	-	Public Relations Practice
91.	MC	922	-	Photojournalism
92.	MC	932	-	Broadcast media management
93.	PA	125	-	Introduction to public administration
94.	PA	210	-	National government and administration C.D.E)
95.	PA	210	-	Def.
- 96.	PA	212	-	Comparative administration
97.	PA	322	-	Comparative Local government administration.
98.	PA	322	-	Def
99.	PA	325	-	Organisational behaviour and management.
100.	PA	325	-	Def.
101.	PA	345	-	Industrial relations
102.	PA	435	-	Def
103.	PA	411	-	Theories of development administration
104.	PA	412	-	Development administration
105.	PA	422	-	Public policy monitoring and evaluation
106.	PA	442	-	Project management and evaluation
107.	PA	925	-	Public enterprise management
108.	PA	925	-	Def
109.	PH	101	-	Introduction to philosophy I
110.	PH	101	-	Def
111.	PH	102	-	Introduction to philosophy II
112.	PH	221	-	History of philosophy I
113.	PH	222	-	History of philosophy II
114.	PH	932	-	Major themes in socio-political philosophy

115. PH	982	-	Social problems in the philosophy of religion
116. PL	252	-	Comparative politics
117. PL	312	-	Utilitarian theory and contemporary liberalism.
118. PL	322	-	The foreign policies of African states
119. PL	332	-	Foreign policy analysis and evaluation
120. PL	452	-	Socialist political theory II
121. PL	932	-	Politics of southern Africa II
122. PS	102	-	Introduction to psychology II
123. PS	222	-	The psychology of sensation and perception
124. PS	312	-	Theories of personality
125. PS	332	-	Cognitive development and culture II
126. PS	452	-	Industrial and organisational psychology
127. PS	45	-	Def.
128. PS	952	-	Psychopathology
129. S	111	-	Introduction to sociology II
130. S	112	-	Introduction to sociology II
131. S	112	-	Introduction to sociology II (Dis Ed.)
132. S	211	-	Classical sociological theory (Dis Ed)
133. S	212	-	Contemporary sociological theory (Dis Ed)
134. S	312	-	Urban sociology
135. S	912	-	Refugees in the contemporary world II
136. S	932	-	Factors of Social Change
137. S	962	-	Sociology of rural development
138. S	975	-	Medical sociology
139. S	975	-	Sup.
140. SS	242	-	Statistical methods in the social sciences.
141. SW	112	-	Introduction to social development
142. SW	212	-	Contemporary issues in social policy
143. SW	232	-	Introduction to macro practice social work methods
144. SW	332	-	Cultural perspectives in social work practice.
145. SW	412	-	Social administration
146. SW	475	-	Community change and development.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

DE 112

ELEMENTS OF STATISTICAL DEMOGRAPHY

IN SOCIO-ECONOMIC PLANNING

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT ANY FOUR QUESTIONS. ALL QUESTIONS  
CARRY EQUAL MARKS.

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1. The formulation, adoption and implementation of a housing policy in Zambia is topical. Discuss.
  2. (a) Out of 5,000 university students enrolled in one academic year only 3,500 were enrolled the following academic year.
    - (i) Calculate the drop-out rate
    - (ii) Calculate the progression rate(b) 1,000 Doctors attended to 15,000 women, 3,000 children and 2,000 men.
    - (i) Calculate the Doctor/patient ratio.
    - (ii) How relevant is this ratio in planning?
  3. (a) What comprises the social security package? and  
(b) how can social security be measured?
  4. (a) What type of financial statistics are available and how can they be used in Zambia.
  5. Categorise the socio-economic indicators that are usable in Zambia.
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END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**DE 312**

**COMPONENTS OF POPULATION CHANGE**

**TIME: THREE HOURS**

**INSTRUCTIONS: ANSWER ANY THREE (3) QUESTIONS**

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- Q1. a) Zambia is one of the countries with high fertility. What factors have led to such patterns of fertility?
- b) What type of policies or programmes would you adopt to curb the increase in fertility.
- Q2. a) Briefly discuss the determinants of the following in Zambia:
1. Fertility increase
  2. Mortality increase
- b) What are the likely consequences of the 2 components in section a.
- Q3. Describe the likely consequences of rural to urban migration in a developing country like Zambia.
- Q4. a) Discuss the present differentials in mortality and fertility between less developed and more developed regions in the world today.
- b) What are some of the causes of such differences in mortality and fertility.
- Q5. a) Discuss the patterns of international migration in Africa today.
- b) Describe what type of policies programmes that can be adopted to curb or encourage or control international migration in any country
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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS - NOVEMBER/DECEMBER 1996

DE 322

INTRODUCTION TO DEMOGRAPHIC ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ALL CANDIDATES MUST ANSWER QUESTION 1 AND ANY OTHER TWO QUESTIONS FROM QUESTIONS 2, 3, AND 4 FOR A TOTAL OF THREE QUESTIONS.

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ANSWER QUESTION 1

1. Briefly discuss the concepts and measurements below, paying particular attention to their merits and demerits as well as the assumptions underlying each:
- (a) Crude birth/death rate
  - (b) Child-woman ratio
  - (c) General fertility rate
  - (d) Age specific death/birth rate
  - (e) Standardized death/birth rate
  - (f) Life expectancy
  - (g) The concept of person years

ANSWER ANY TWO QUESTIONS FROM QUESTIONS 2, 3, AND 4.

2. (a) Discuss the differences between specific indirect and direct methods of measuring migration. What are their underlying assumptions? Under what circumstances is one preferred over the other? Any strengths and/or weaknesses of the methods?
- (b) Give the formulas for the following basic measurements of migration and, for each, explain what it attempts to measure:
- (i) The in-migration rate
  - (ii) The out-migration rate
  - (iii) The gross-migration rate
  - (iii) The net-migration rate
- (c) Given below are data from Zambia. Use the national growth rate method to estimate migration and comment on

the results. Do you see any interesting results?

	1980	1990
KABWE	136033	161455
LUANSHYA	129589	141927
CHIPATA	204738	291372
MANSA	111437	142497
LUSAKA	535830	769353
CHINSALI	93999	83659
KASAMA	113935	189360
SOLWEZI	92773	124624
LIVINGSTONE	71521	82952
MONGU	114402	142795
ZAMBIA	5661801	7383097

3. (a) Briefly explain what a life table is.
- (b) Give some important uses of a life table.
- (c) In life table construction, it is always important to convert the central death rate,  $M_x$ , into a probability of dying,  $q_x$ . What logic underlies this? (Credit will be given for giving the conversion formula)
- (d) A generation of 10,000 ants was born on the 1/1/1985. 7,000 were alive on 1/1/1986, 5000 on 1/1/1987, 2,000 on 1/1/1988, 500 on 1/1/1989 and the whole generation was dead on 1/1/1990. Construct a life table from the above information with the following functions:
- $l_x$     $d_x$     $p_x$     $L_x$     $M_x$     $T_x$  and  $e_x$
- (Hint:  $M_x = d_x / L_x$ )
- (e) What is the birth rate in the population represented by this life table of ants? What is the death rate?
- (f) What is the probability of an ant aged 2 celebrating its 4th birthday
4. (a) What is the difference between an age specific rate and parity by age.
- (b) What is the difference between completed family size and total fertility rate. In what way are they similar?
- (c) Use the data below to compute the following:
- (i) The total fertility rate
- (ii) The gross reproduction rate
- (iii) The net reproduction rate
- (e) For all the three measurements of fertility above, give their advantages and disadvantages as well as their underlying assumptions.
- (d) On the basis of your computations, would you say this population is replacing itself or not. Briefly explain.

AGE	NUMBER OF WOMEN	NUMBER OF BIRTHS	FEMALE SURVIVAL RATES
15-19	480162	38537	.97417
20-24	428007	100210	.97131
25-29	381755	94573	.96827
30-34	308741	62822	.96438
35-39	279640	43192	.95866
40-44	211469	14745	.95000
45-49	187480	4240	.93642

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

DE 412

ADVANCED METHODS OF EVALUATION, ADJUSTMENT AND ESTIMATION

TIME: THREE HOURS

INSTRUCTIONS: ATTEMPT ANY FOUR QUESTIONS. ALL QUESTIONS  
CARRY EQUAL MARKS.

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1. What is the relevancy of evaluation in censuses, surveys and Vital Registration systems in Zambia?

2. Study the table below.

<u>Age</u>	<u>Males</u>	<u>Age</u>	<u>Males</u>
23	38,687	25	77,141
24	51,289	30	110,379
25-29	278,591	35	64,091
30-34	242,515	40	81,515
35-39	198,231	45	44,654
40-44	165,937	50	52,024
45-49	121,756	55	14,540
50-54	96,775	60	38,377
55-59	59,307		
60	38,377		
61	4,779		
62	7,866		

(a) Calculate the whipple's Index for checking the consistence of terminal digits 5 and 0.

(b) Observe the accuracy of data in 2 (a).

(c) What are the assumptions of Whipple's Index.

3. How can the following concepts be applied in Zambian data?

(a) Adjustment

(b) Graduation

(c) Smoothing

(d) Evaluation

(e) Interpolation

4. Study the population data below:

<u>Age</u>	<u>Population</u>
0-4	900,000
5-9	600,000
10-14	500,000
15-19	450,000
20-24	350,000
25-29	300,000
30-34	200,000

- (a) Use the moving average method to graduate population aged 10-14, 15-19 and 20-24.
  - (b) What are the assumptions of the moving average method?
  - (c) Make comments on the observations.
  - (d) How applicable is this method in Zambia?
5. Exponential, Gompertz and logistic are some of the methods used in population projections.
- (a) Compare the assumptions behind the methods?
  - (b) What are the limitations of the methods?

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END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

DE 902

POPULATION POLICIES AND PROGRAMMES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER FOUR QUESTIONS IN TOTAL, THREE FROM SECTION A AND ONE FROM EITHER SECTION B OR C.

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SECTION A

- Q1. Outline the common elements and their limitations in any African population policy, especially before the advent of the 1994 International Conference on Population and Development (ICPD) in Cairo.
- Q2. Reverend Thomas Malthus said that population always increases at a geometrical rate while food production increases at an arithmetic rate, to him this would lead to poverty. Critically examine his statements.
- Q3. The adoption of population policies in Africa has been done more recently and their scope is limited than in the developed world. Give reasons.
- Q4. African countries and Zambia in particular has been experiencing high fertility levels in the recent past. Point out the underlying factors that contributed to this and suggest measures that can contribute to its reduction.

SECTION B

- Q5. (a) What are the major facets of the demographic transition theory.
- (b) Critically analyse its relevance and applicability to Zambia.

- Q6. Differentiate between an explicit and implicit policy with examples.

SECTION C

- Q7. Discuss the assertion that reproductive health and family planning programmes can best achieve their goals when you target women.
- Q8. Compare and contrast population influencing and population responsive policies with examples.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

DS 102

INTRODUCTION TO DEVELOPMENT STUDIES II

TIME: 3 HOURS

INSTRUCTIONS:

1. THE EXAMINATION COMPRISES 7 QUESTIONS.
  2. QUESTION 1 IS COMPULSORY.
  3. ANSWER ANY OTHER TWO QUESTIONS IN ADDITION TO QUESTION 1.
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1. The existence of strong linkages between the Agricultural and Industrial sectors is vital for sustainable development. Analyse the above statement drawing practical examples from the Zambian case.
  2. Identify and outline the major factors that determine the flow of foreign investment into an economy.
  3. Analyse the effects of foreign trade on the development prospects of Less Developed Countries.
  4. What is food Aid and what are its advantages and disadvantages in Less Developed countries?
  5. Are Non Governmental Organisations (NGOs) particularly good in poverty alleviation? Give reasons for your answer.
  6. Is socialism the answer to the inherent exploitation within the capitalist system?
  7. Economic liberalism is a prerequisite for economic development. Critically discuss the above assertion vis-a-vis Less Developed Countries (LDCs)
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

DS 202

POLITICAL ECONOMY OF DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

1. ANSWER THREE QUESTIONS ONLY.
  2. ANSWERS SHOULD BE WRITTEN IN ESSAY FORM.
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Answer any three of the following questions:

1. Compare and contrast essential elements of Structuralist Approach to development and the liberal Theory of development. Which of the two theories offer the best alternative to development in Third World Nations?
  2. Present a detailed description of the nature and magnitude of the development crisis in Latin America and Sub-Sahara Africa. Account for this crisis in terms of either internal or external factors.
  3. Present and analyse the effects of Foreign Aid in the development of Third World Countries.
  4. Taking a case study of any country of your choice in Sub-Sahara Africa, critically evaluate the impact of IMF conditionality loans in the development of Third World Countries.
  5. Taking a case study of any country of your choice evaluate the effect of the democratisation process on the development of Third World Countries.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

DS 302

FOOD SECURITY IN DEVELOPING COUNTRIES

TIME: 3 HOURS

INSTRUCTIONS: THREE QUESTIONS TO BE ANSWERED. EACH QUESTION CARRIES THE SAME MARKS.

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1. Analyse the effects of colonial agricultural policy on current food production and consumption in Zambia.
  2. Identify and analyse the social groups both in urban and rural areas in Zambia, that are mostly exposed to the risks and dangers of malnutrition. What are the causes of this situation.
  3. Critically examine the potential and problems of multi-national corporations in the production, marketing and consumption of food in Africa.
  4. To what extent is "Food Aid" an obstacle or an incentive to food production in Africa.
  5. Outline the relationships between populations changes and land utilisation in the context of African Rural Development.
  6. What role can appropriate agricultural technology play in the process of increasing food production in Africa.
  7. What are the advantages and disadvantages of the "Green Revolution" in Developing countries.
  8. What are the mass murderers in processed foods? Critically discuss their effects on human beings.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

DS 402

TECHNOLOGY AND DEVELOPMENT II

TIME: THREE (3) HOURS

INSTRUCTIONS: THE PAPER HAS EIGHT (8) QUESTIONS.  
YOU ARE REQUIRED TO ANSWER THREE QUESTIONS.  
QUESTION 1 IS COMPULSORY.

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- Q1. Describe and discuss how the shift in the technological paradigm of the 1980s and 1990s has affected the international debate on the protection of intellectual property rights.
- Q2. Critically analyze the impact of the international patent system on the developing countries. What has been the reaction of developing countries to the nature of the international patent system.
- Q3. Briefly explain the meaning of each of the following terms in technology language:
- a) The technological gap
  - b) Technological leapfrogging
  - c) Transfer pricing
  - d) Reverse engineering
  - e) Contractual arrangements
- Q4. Compare and contrast India and South Korea's approaches to acquisition of foreign technology and development of indigenous technological capabilities.
- Q5. EITHER
- (a) Compare and contrast Foreign Direct Investment (FDI) and Contractual Arrangements as mechanisms for technology transfer to developing countries. Which of the two mechanisms is more suitable for transferring technology to developing countries?
- OR
- (b) Critically analyse the role of Multinational Corporations (MNCs) in the transfer of technology to developing countries. What has been the impact of MNCs on the development of indigenous technological capabilities in host countries?

- Q6. 'Biotechnology will have a negative impact on agriculture in developing countries.' Critically examine this statement.
- Q7. The state in developing countries still has a big role to play in facilitating foreign investments and technology transfer. How far do you agree?
- Q8. 'Technology has the potential to permit development and at the same time help preserve the global environment.'  
Discuss.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

DS902

THE FAMILY IN SOCIO-ECONOMIC DEVELOPMENT IN  
DEVELOPING COUNTRIES

TIME: THREE HOURS

ANSWER: THREE OF THE FOLLOWING QUESTIONS. CREDIT WILL  
BE GIVEN FOR GOOD ENGLISH AND ORDERLY PRESENTATION  
OF IDEAS.

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1. Why is it that there is so much insecurity in families these days? What should be done to rectify this anomaly?
  2. Should the 1989 Succession Act be further reformed? What are the reasons for your answer?
  3. Why are people in pre-capitalist societies so worried about fertility?
  4. What are the merits and demerits of the Malthusian argument about population and development?
  5. Karl Marx claim that the problem of development is not population, but the way the world's resources are being distributed?
  6. What is family planning? Is it the same as population control?
  7. Does differences in access to education create classes in societies? If it does, what are the advantages and disadvantages to those societies?
  8. Should the Aged be looked after by the members of their immediate families or should they be looked after by the State?
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

DS 912

WOMEN AND DEVELOPMENT POLICIES AND STRATEGIES

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION.  
QUESTION 1 SECTION A IS COMPULSORY.

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SECTION A

- Q1. As a graduate of Women and Development discuss how the course has impacted on your life and how you intend to apply it in your future undertakings.

SECTION B

- Q2. Discuss reasons why some projects that are targeted for women have not met their intended goals.
- Q3. It has been argued that Structural Adjustment has had an impact on the lives of women.

Taking the case of Zambia and selecting three (3) aspects of Structural Adjustment discuss the impact it has had on women.

- Q4. Critically analyse the role of the state in meeting women's practical and strategic gender needs.

SECTION C

- Q5. What role can the Women's Movement and Non Governmental Organisations (NGO's) play in addressing women's issues in Zambia.
- Q6. If planning and policy making are to be successful, serious considerations must be made of gender issues. Analyse this statement.
- Q7. Discuss in detail the consequences on women of male bias in Political, Economic and Social Development.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

DS945

THE GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

TIME:        THREE HOURS

INSTRUCTIONS:

1. ANSWER ANY THREE QUESTIONS
  2. ALL QUESTIONS CARRY EQUAL MARKS
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1. 'The problem with the ecological critics of development is that they have no theory of how environmental concerns can be transformed into social change at the state or international level.' Discuss.
2. To what extent can the global agenda for 'sustainability' address the needs of poor countries of the South?
3. Discuss the schemes for making international debt a tool for environmental conservation. What problems are associated with such schemes?
4. International agreements/conventions are pertinent in the resolution of global environmental problems. Drawing examples from one particular international agreement/convention discuss the significance and problematics of such efforts.
5. Discuss how military 'conversion' can offer prospects for a sustainable environment. What are the problems with 'conversion'?
6. Discuss the major global environmental threats. What measures can be adopted to resolve these concerns?
7. 'The obligation to service international debt has prompted many developing countries to unsustainably exploit their natural resources'. Discuss.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 110

COMMUNICATION AND STUDY SKILLS

(DISTANCE)

TIME: 3 HOURS

INSTRUCTIONS: ATTEMPT ALL QUESTIONS

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1. "People read differently for different purposes." Discuss.
2. Comment on the statement that "there is no significant difference between human language and animal language."
3. Making specific reference to language use in Zambia, discuss the concept of diglossia.
4. (a) Read the following passage and answer the questions that follow.

A more serious objection to this proposal is also an objection to all models which propose to derive instances of word-formation from the strings underlying sentences, namely that most of the string is irrelevant. The question must be whether the relationship between any pair of sentences is a syntactic one, or just a semantic one.

- (i) Identify five nouns from the passage.
  - (ii) Describe the nouns you have chosen in terms of form (NB: Do not discuss nouns in general, but only those you have chosen).
- (b) Give an example of each of the following, used in a grammatically correct sentence.
- (i) an adjective used <sup>predicatively</sup> ~~predicatively~~
  - (ii) a non-finite verb form
  - (iii) a compound sentence
  - (iv) an adverb of frequency
  - (v) a prepositional phrase functioning as adverbial.
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END OF EXAMINATION

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UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

DS945

THE GLOBAL ENVIRONMENT AND SUSTAINABLE DEVELOPMENT

TIME: THREE HOURS

INSTRUCTIONS:

1. ANSWER ANY THREE QUESTIONS
  2. ALL QUESTIONS CARRY EQUAL MARKS
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1. 'The problem with the ecological critics of development is that they have no theory of how environmental concerns can be transformed into social change at the state or international level.' Discuss.
2. To what extent can the global agenda for 'sustainability' address the needs of poor countries of the South?
3. Discuss the schemes for making international debt a tool for environmental conservation. What problems are associated with such schemes?
4. International agreements/conventions are pertinent in the resolution of global environmental problems. Drawing examples from one particular international agreement/convention discuss the significance and problematics of such efforts.
5. Discuss how military 'conversion' can offer prospects for a sustainable environment. What are the problems with 'conversion'?
6. Discuss the major global environmental threats. What measures can be adopted to resolve these concerns?
7. 'The obligation to service international debt has prompted many developing countries to unsustainably exploit their natural resources'. Discuss.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 122

INTRODUCTION TO POETRY AND DRAMA

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS ONE FROM EACH SECTION.  
CANDIDATES MAY BRING INTO THE EXAMINATION ROOM A  
COPY OF AN ENGLISH DICTIONARY.

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SECTION I - EUROPEAN POETRY

Choose one out of the two poems below and answer the question accompanying the chosen poem.

1. AT THE MID HOUR OF NIGHT

At the mid hour of night, when stars are weeping, I fly  
To the lone vale we loved, when life shone warm in thine eyes  
And I think that if spirits can steal from the regions of air  
To revisit past scenes of delight, thou wilt come to me there  
And tell me our love is remembered, even in the sky!

Then I sing the wild song it once was rapture to hear  
When our voices, commingling, breathed, like one, on the ear  
And, as Echo far off through the vale my sad orison rolls  
I think, O my love! Tis thy voice, from the kingdom of souls  
Faintly answering still the notes that once were so dear.

QUESTIONS

1. What is the situation? What prompts the poet to write the poem?
2. What is the subject of the poem? Explain how you arrive at it.
3. What is the theme(s)? Explain how you discover it or them.
4. What type of poem is it?
5. Comment on the mood of the poem.
6. What can you say about the speaker in the poem?

7. Comment on the use of end rhyme
8. How has the poet used words?
9. Is there use of symbolism in the poem?
10. What other devices have been used in the poem to make the experience vivid and concrete?

2.

**SONG: TO MY INCONSTANT MISTRESS**

When thou, poor excommunicate  
 From all the joys of love, shalt see  
 The full reward and glorious fate  
 Which my strong faith shall purchase me  
 Then curse thine own inconstancy.

A fairer hand than thine shall cure  
 That heart which thy false oaths did wound  
 And to my soul, a soul more pure  
 Than thine shall by Love's hand be bound  
 And both with equal glory crowned.

Then shalt thou weep, entreat, complain  
 To Love, as did once to thee  
 When all thy tears shall be as vain  
 As mine were then, for thou shalt be  
 Damned for thy false apostasy

1. What is the situation in the poem, what prompts the speaker in the poem?
2. What is the subject?
3. What is the theme(s)?
4. What type of person is speaking in the poem? Explain.
5. Comment on how the poet has used sound in the poem.
6. How has he used words?
7. What other significant devices have been used in the poem?
8. Is it a successful poem or not?

## SECTION 2 - AFRICAN POETRY

Choose one out of the two poems and answer the questions following the selected poem.

1. For Don M-Banned by Mongane Wally Serote.

It is a dry white season  
dark leaves dont last, their brief lives dry out  
and with a broken heart they dive down gently headed for  
earth not even bleeding.

It is a dry white season brother  
Only the trees know the pain as they still stand erect  
dry like steel, their branches dry like wire  
indeed, it is a dry white season  
but seasons come to pass

1. Paraphrase the poem.
2. What is the situation?
3. What is the subject?
4. What theme or themes are found in it.
5. What type of poem is it?
6. Comment on the character of the speaker in the poem.
7. How has the poet used symbolism?
8. Comment on the choice of words.
9. Is it a successful poem or not.

2. NIGHT by Agostinho Neto

I live  
in the dark townships of the world  
without light or life.

I go down the streets  
feeling my way  
propped on my shapeless dreams  
stumbling in slavery  
in my longing to be.  
Townships for slaves  
worlds of misery  
dark townships

Where their wills are diluted  
and men take one another  
for things

I go tumbling  
down the unlit  
unfamiliar streets  
blocked with mystery and dread  
on the arm of ghosts.

And the night is dark

1. What is the situation?
2. What is the subject?
3. What is the theme/themes?
4. What type of poem is it?
5. What do we know about the persona?
6. What is the mood at the beginning and in the end?
7. What significant devices have been used in the poem?
8. Is it a successful poem or not.

**SECTION 3 - DRAMA**

Choose one question out of three and write a short and coherent essay.

1. Analyse the character of Antigone using a rudimentary psychological approach.
2. State the salient features of the structure of a Greek Tragedy especially as revealed in The three Theban Plays.
3. What do we learn about the salient features of Shakespeare's ideas of comedy from the play Twelfth Night?

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV./DEC. 1996

E 150 (DISTANCE EDUCATION)

INTRODUCTION TO LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, AT LEAST ONE QUESTION FROM EACH SECTION  
YOU MAY BRING INTO THE EXAMINATION ROOM AN ENGLISH DICTIONARY  
AND COPIES OF THE PRESCRIBED BOOKS IN THE COURSE.

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SECTION A

1. Discuss the role of myth and fantasy in Homer's epic poem The Odyssey.
2. Compare and contrast Odysseus in The Odyssey and Moses in "Exodus" as epic heroes.
3. What are the major devices used by Hemingway to sustain the readers' interest in his short story "The Short, Happy Life of Francis Macomber"?
4. "Armah has taken the predicament of Africa in general, Ghana in particular, and distilled its despair and its hopelessness in a very powerful, harsh, deliberately unbeautiful novel" (Edward Jones).

Discuss the range of this observation regarding Armah's novel  
The Beautiful ones are not yet born.

5. "The simple joys of being a human being are denied non-whites." How true or untrue is this statement when applied to Bessie Head's novel Maru?

SECTION B

6. Read the following poem and answer the questions which follow:

MONANGAMBA

On that big estate there is no rain  
it's the sweat of my brow that whets the crops:

On that big estate there is coffee ripe  
and that cherry-redness  
is drops of my blood turned sap.

The coffee will be roasted,  
ground, and crushed,  
will turn black, black with the colour of the  
contratado.

Black with the colour of the contratado!

Ask the birds that sing,  
the streams in carefree wandering  
and the high wind from inland:

Who gets up early? Who goes to toil?  
Who is it carries on the long road  
the hammock or bunch of kernals?  
Who reaps and for pay gets scorn  
rotten maize, rotten fish,  
ragged clothes, fifty angolares  
beating for biting back?

Who?

Who make the millet grow  
and the orange groves to flower?  
- Who?

Who gives the money for the boss to buy  
cars, machinery, women  
and Negro heads for the motors?

Who makes the white man prosper,  
grow big-bellied - get much money?  
- Who?

And the birds that sing,  
the streams in carefree wandering  
and the high wind from inland  
will answer:

- Monangabese....

Ah! Let me at least climb the palm trees  
Let me drink wine, palm wine  
and fuddled by my drunkenness forget

- Mwanangabeee....

- (a) What is the subject matter of the poem?
  - (b) How does it relate to the major themes of African poetry that you have encountered elsewhere?
  - (c) What rhetorical devices are employed by the poet and how effective or ineffective are they in transmitting the poet's message?
7. What do you understand by "Negritude"? Show how the following poem by L.S. Senghor brings out the elements of the Negritude Philosophy:

PRAYER TO MASKS

Black mask, red mask, you black and white masks,  
Rectangular masks through whom the spirit breathes,  
I greet you in silence!  
And you too, my pantherheaded ancestor.  
You guard this place, that is closed to any feminine laughter,  
to any mortal smile.  
You purify the air of eternity, here where I breathe the air  
of my fathers.  
Masks of maskless faces, free from dimples and wrinkles,  
you have composed this image, this my face that bends  
over the altar of white paper.  
In the name of your image, listen to me!  
Now while the Africa of despotism is dying - it is the agony  
of a pitiable princess  
Just like Europe to whom she is connected through the naval,  
Now turn your immobile eyes towards your children who  
have been called  
And who sacrifice their lives like the poor man his last  
garment  
So that hereafter we may cry 'here' at the rebirth of the  
world being the leaven that the white flour needs.

For who else would teach rhythm to the world that has  
died of machines and cannons?

For who else should ejaculate the cry of joy, that arouses  
the dead and the wise in a new dawn?

Say, who else could return the memory of life to men with  
a torn hope?

They call us cotton heads, and coffee men, and oily men,  
They call us men of death.

But we are the men of the dance whose feet only gain  
power when they beat the hard soil.

### SECTION C

8. Giving examples from any Greek tragic play or plays you have studied, Outline the major features of Greek tragedy.
9. Make a critical analysis of Sophocles' play Antigone and show to what extent it conforms to the "typical" structure of a Greek tragic play.
10. "In Oedipus at Colonus, Oedipus is portrayed in his full magnificence as a tragic hero, despite the wretched circumstances in which he is found." Discuss the validity of this statement in view of your reading of the play.

---

END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV./DEC. 1996

E 150 (DISTANCE EDUCATION)

INTRODUCTION TO LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, AT LEAST ONE QUESTION FROM EACH SECTION  
YOU MAY BRING INTO THE EXAMINATION ROOM AN ENGLISH DICTIONARY  
AND COPIES OF THE PRESCRIBED BOOKS IN THE COURSE.

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SECTION A

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SECTION B

6. Read the following poem and answer the questions which follow:

MONANGAMBA

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it's the sweat of my brow that whets the crops:

On that big estate there is coffee ripe  
and that cherry-redness  
is drops of my blood turned sap.

The coffee will be roasted,  
ground, and crushed,  
will turn black, black with the colour of the  
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Black with the colour of the contratado!

Ask the birds that sing,  
the streams in carefree wandering  
and the high wind from inland:

Who gets up early? Who goes to toil?  
Who is it carries on the long road  
the hammock or bunch of kernels?  
Who reaps and for pay gets scorn  
rotten maize, rotten fish,  
ragged clothes, fifty angolares  
beating for biting back?

Who?

Who make the millet grow  
and the orange groves to flower?  
- Who?

Who gives the money for the boss to buy  
cars, machinery, women  
and Negro heads for the motors?

Who makes the white man prosper,  
grow big-bellied - get much money?  
- Who?

And the birds that sing,  
the streams in carefree wandering  
and the high wind from inland  
will answer:

- Monanganbeee....

Ah! Let me at least climb the palm trees  
Let me drink wine, palm wine  
and fuddled by my drunkenness forget

- Monangambees....

- (a) What is the subject matter of the poem?
  - (b) How does it relate to the major themes of African poetry that you have encountered elsewhere?
  - (c) What rhetorical devices are employed by the poet and how effective or ineffective are they in transmitting the poet's message?
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I greet you in silence!  
And you too, my pantherheaded ancestor.  
You guard this place, that is closed to any feminine laughter,  
to any mortal smile.  
You purify the air of eternity, here where I breathe the air  
of my fathers.  
Masks of maskless faces, free from dimples and wrinkles,  
you have composed this image, this my face that bends  
over the altar of white paper.  
In the name of your image, listen to me!  
Now while the Africa of despotism is dying - it is the agony  
of a pitiable princess  
Just like Europe to whom she is connected through the naval,  
Now turn your immobile eyes towards your children who  
have been killed  
And who sacrifice their lives like the poor man his last  
garment  
So that hereafter we may cry 'here' at the rebirth of the  
world being the leave that the white flour needs.

For who else would teach rhythm to the world that has  
died of machines and cannons?

For who else should ejaculate the cry of joy, that arouses  
the dead and the wise in a new dawn?

Say, who else could return the memory of life to men with  
a torn hope?

They call us cotton heads, and coffee men, and oily men,  
They call us men of death.

But we are the men of the dance whose feet only gain  
power when they beat the hard soil.

SECTION C

8. Giving examples from any Greek tragic play or plays you have studied, Outline the major features of Greek tragedy.
9. Make a critical analysis of Sophocles' play Antigone and show to what extent it conforms to the "typical" structure of a Greek tragic play.
10. "In Oedipus at Colonus, Oedipus is portrayed in his full magnificence as a tragic hero, despite the wretched circumstances in which he is found." Discuss the validity of this statement in view of your reading of the play.

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END OF EXAMINATIONS

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 212

THE STRUCTURE OF MODERN ENGLISH II: MORPHOLOGY AND SYNTAX

TIME: 3 HOURS

INSTRUCTIONS: ATTEMPT ALL QUESTIONS

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1. Outline the clause patterns in English and show the relationship between them and verb type. Give examples.
  2. Giving specific examples, discuss the notions of tense and aspect in English and show the relationship between them.
  3. (a) Write briefly on the following:
    - (i) Morphological conditioning
    - (ii) Phonological conditioning
    - (iii) Idiomatic expression
    - (iv) Back formation
    - (v) Conversion
  - (b) Giving examples show the difference(s) between inflection and derivation.
  4. Discuss compounding as a process of word formation in English, showing clearly the major types of compounds.
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

E 222

ENGLISH LITERATURE OF THE 19TH AND 20TH CENTURIES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM SECTION 1 AND TWO FROM SECTION 2. DICTIONARIES ARE ALLOWED IN THE EXAMINATION ROOM.

SECTION 1

Choose one out of the two poems below and answer the questions that follow your chosen poem.

I. On Visiting The Tomb of Burns by J. Keats.

The town, the churchyard, and the setting sun  
The clouds, the trees, the rounded hills all seem  
Though beautiful, cold - strange - as in a dream  
I dreamed long ago, now new begun  
The short-lived, paly summer is but won  
From winter's ague, for one hour's gleam  
Though sapphire-warm, their stars do never beam:  
All is cold Beauty; pain is never done:  
For who has mind to relish Minos-wise  
The Real of Beauty- free from that dead hue  
Sickly imagination and sick pride  
Cast upon it? Burns! with honour due  
I oft have honoured thee. Great Shadow, hide  
Thy face; I sin against thy native skies

Questions

1. Paraphrase the poem
2. What is the situation
3. What is the subject
4. What is the theme or themes
5. What is the type of poem?
6. What is the personality of the speaker in the poem
7. What is the mood?
8. Name 6 rhetorical devices the poet has used and account for their role and function in the poem.
9. Is it a successful poem or not
10. How has romanticism affected this poem?

## II. London by William Blake

I wander through each chartered street  
Near where the chartered Thames does flow  
And mark in every face I meet  
Marks of weakness, marks of woe

In every cry of every man  
In every infant's cry of fear,  
In every voice, in every ban  
The wind-forged manacles I hear

How the chim ey-sweeper's cry  
Every black'ning church appals  
And the hapless soldier's sigh  
Runs in blood down palace walls.

But most through midnight streets I hear  
How the youthful harlot's curse  
Blasts the new born infant's tear,  
And blights with plagues the marriage hearse.

### Questions

1. What is the situation?
2. What is the subject?
3. What is the theme or themes?
4. What is the type of poem?
5. What is the personality of the speaker in the poem?
6. What is the mood of the poem?
7. State the obvious devices the poet has used?
8. State the subtle devices the poet has used?
9. What is the influence of romanticism in the poem?
10. Is it a successful poem or not?

### SECTION 2

Choose two questions from below and write short and coherent essays for the selected topics. Avoid detailed treatment of one book in different answers.

1. How is the Victorian sense of duty manifested in some selected characters in Silas Marner?
2. Hard Times has been called a moral fable. How has this affected its characterisation?

3. In To The Lighthouse is it true that Virginia Woolf is dealing with separate consciousnesses rather than full blooded and fully realized individuals?
4. The Victorian period is said to be the great age of the English novel. What factors can you cite to account for this fact?
5. What does Eliot's use of dialect contribute to the overall effect of Silas Marner?

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 232

MODERN LITERARY CRITICISM

THREE HOURS

INSTRUCTIONS:

NO BOOKS ALLOWED IN THE EXAMINATION ROOM.

SECTION A IS COMPULSORY.

ANSWER ONE QUESTION EACH FROM SECTIONS B AND C.

NO TEXT SHOULD BE USED IN MORE THAN ONE ANSWER.

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SECTION A

Read the following poem and answer all the questions that follow in about five hundred words:

THE SOLITARY REAPER

by William Wordsworth

Behold her, single in the field,  
Yon solitary Highland Lass!  
Reaping and singing by herself;  
Stop here, or gently pass!  
Alone she cuts and binds the grain,  
And sings a melancholy strain;  
O listen! for the Vale profound  
Is overflowing with the sound.

No Nightingale did ever chaunt  
More welcome notes to weary bands  
Of travellers in some shady haunt,  
Among Arabian sands:  
A voice so thrilling ne'er was heard  
In spring-time from the Cuckoo-bird,  
Breaking the silence of the seas  
Among the farthest Hebrides.

Will no one tell me what she sings?—  
Perhaps the plaintive numbers flow  
For old, unhappy, far-off things,  
And battles long ago:

Or is it some more humble lay,  
Familiar matter or to-day?  
Some natural sorrow, loss, or pain,  
That has been, and may be again?

Whate'er the theme, the Maiden sang  
As if her song could have no ending;  
I saw her singing at her work,  
And o'er the sickle bending;-  
I listened, motionless and still;  
And, as I mounted up the hill,  
The music in my heart I bore,  
Long after it was heard no more.

#### QUESTIONS

- (i) Relate the line 'Ye ~~A~~ Solitary Highland Lass!' to the society of Romantic times.
- (ii) Work out the 'Collective unconscious' in the poem.
- (iii) Analyse the meaning of the poem according to ~~L.A. Richards~~ *the concept of the Sublime*

#### SECTION B

Discuss the role of taboos in The Odyssey.

Why do gods recede in the background in Theban Plays by Sophocles.

Give a psychological analysis of Moby Dick

Give an exegesis of sociological and psychological layers in Animal Farm and show their interrelationships.

Define Negritude by discussing at least two poems by L.S. Senghor.

#### SECTION C

In what ways does a sociological study of literature enrich our understanding of literary works? Answer this question by analysing at least one poem and one novel you have read on the course.

Make a discussion of psychology of literature by analysing at least one poem and one play.

What is meaning? Answer this question by discussing at least one play and one novel.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

E 352

CONTEMPORARY AFRICAN FICTION

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. NO SINGLE TEXT MAY BE DEALT WITH IN DETAIL IN MORE THAN ONE ANSWER. ALL QUESTIONS CARRY EQUAL MARKS. CANDIDATES MAY BRING INTO THE EXAMINATION ROOM AN ENGLISH DICTIONARY AND COPIES OF THE PRESCRIBED BOOKS IN THE COURSE

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1. "The concerns of the latter generation of African writers are perceptibly different from those of the African writers of the first generation."  
  
Assess the validity of this statement with reference to any African novel or novels you have studied in this course.
2. Analyse the concept of "cargo mentality" and elucidate how Ayi Kwei Armah uses it in his novel Fragments.
3. "And the child that came so briefly has gone back where he came from: driven away, but who will hear me tell this truth? The child was thrown out into the world in haste, like forced seed. He was not pulled back underground by jealous mother spirits; that is only what Efuia and her daughter Araba have been saying to hide their crime, after they have smothered another human soul in all their heavy dreams of things." (Naana)  
  
What is the significance of this passage from Fragments in the context of the novel as a whole?
4. Discuss Ngugi's use of fantasy, allegory and traditional story-telling techniques in his novel Devil on the Cross.

5. "Devil on the Cross is a portrayal of the class struggle in Kenya."

Discuss the validity of this statement in the light of your reading of the novel.

6. Does Chinua Achebe's Anthills of the Savannah differ significantly from the author's earlier novels in terms of subject matter and thematic concerns? If so, to what extent does the author's style of writing reflect these differences?
7. Show how Achebe uses the relationship between Chris, Ikem and Sam as the central pivot of the plot of Anthills of the Savannah, and assess how successful this device is.
8. Analyse Bessie Head's use of dreams and fantasy as a narrative device in her novel A Question of Power.
9. Discuss Bessie Head's conception of "power" with regard to relationships between men and women in her novel A Question of Power.
10. Analyse the contrast between Wiza and his elder brother Kocha in Quills of Desire: how do their characters conform or fail to conform to Zambian concepts of "success"?
11. It has been said by some critics that Zambian novelists exhibit clumsy handling of language and "poor style". To what extent if at all are these criticisms applicable to Sinyangwe's Quills of Desire?
12. Lewis Nkosi divides African writers into those concerned with "masks" and those pursuing "tasks". Explicate this division and exemplify it on the basis of any of the novels you have read so far in your study of African Literature.

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 362

LUSOPHONE AND FRANCOPHONE LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION.

TEXTS MAY BE PERUSED IN THE EXAMINATION HALL.

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SECTION A

1. What extent can one say that the range of themes explored in Kourouma's novel, Suns of Independence has necessarily compelled him to adopt a detached point of view?
2. Personal problems aside, Fama's demise is a result of his inability to come to terms with the new political dispensation under The Suns of Independence. Discuss.

SECTION B

3. "In any upheaval of epic proportion, betrayal, commitment and sheer greed cannot be ruled out." Do you agree/disagree with this statement applied to Ousmane's God's Bits of Wood and Pepetela's Mayambe?
4. "Both Kourouma and Ousmane draw largely on their 'Griot Culture' in terms of narrative technique." Discuss in relation to Suns of Independence and God's Bits of Wood.
5. How are Sembene Ousmane's concerns as a Trade Unionist brought out in both God's Bits of Wood and The Money Order?

SECTION C

6. A critic has observed that 'Senghor has divided loyalty between France on the one hand and Senegal, on the other!

Do you agree or disagree with this statement when you study the poem 'Paris in the Snow' (below) in the light of what you understand by Negritude which the poet is closely associated with?

Lord, you visited Paris on the day of your birth  
Because it had become paltry and bad.  
You purified it with incorruptible cold,  
The white death.  
This morning even the factory funnels hoisted in harmony  
The white flags.  
"Peace to all men of good will."  
Lord, you have offered the divided world,  
divided Europe,  
The snow of peace.  
And the rebels fired their fourteen hundred cannons  
Against the mountains of your peace.  
Lord, I have accepted your white cold  
that burns worse than salt.  
And now my heat melts like snow in the sun.  
And I forget  
The white hands that loaded the guns that destroyed  
the kingdoms,  
The hands that whipped the slaves and that  
whipped you  
The dusty hands that slapped you, the white  
powdered hands that slapped me  
The sure hands that pushed me into solitude  
and hatred  
The white hands that felled the high forest  
that dominated Africa,  
That felled the Sara, erect and firm in the  
heart of Africa, beautiful like the first men  
that were created by your brown hands  
They felled the virgin forest to turn into railway  
[Sleepers.

They felled Africa's forest in order to save  
civilisation that was lacking in men.  
Lord, I can still not abandon this last hate,  
I know it, the hatred of diplomats  
who show their teeth  
And who will barter with black flesh to-morrow.  
My heart, oh Lord, has melted like the snow  
on the roofs of Paris  
In the sun of your goodness,  
It is kind to my enemies, my brothers with  
the snowless white hands,  
Also because of the hands of dew that lie  
on my burning cheeks at night.

(L.S. Senghor)

7. "Neto was witness to his people's anguish under Portuguese rule who survived the twin companions of imprisonment and exile to expose a poetry bolder and defiant, ringing of hope, the desire for transformation through struggle, and the certainty of a new beginning." L. Nkosi - Taska and Masks.

Study the poem below and expatiate in what way the foregoing statement can be justified. How do you compare this poem with Senghor's HOPE?

Bamako!  
there are our arms  
there sound on voices .....  
dry the tears shed over centuries  
in the slave of Africa of other days  
Vivified the nourishing juice of fruit  
the aroma of the earth  
on which the sun discovers gigantic  
  [Kilimanjaros  
Under the blue sky of peace.  
  (Agostinho Neto, Angola)

---

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 462

LATER MODERNIST LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER 3 QUESTIONS. ONE COMPULSORY QUESTION FROM SECTION ONE (A) AND TWO OTHERS.

TEXTS ALLOWED IN EXAMINATION HALL.

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SECTION A

1. "Capitalising on the universal theme of 'The journey of life', Steinbeck examines to their limits all the major facets of human experience through the Okies." What experiences have you deciphered in your reading of Grapes of Wrath and what techniques has the author employed?
2. In Hemingway's novel The Old Man and the Sea, "The old man and his marlin are never much other than man and nature in their final and unresolved conflict. Both are triumphant, for the old man 'gets' his fish even though he is not allowed to have it." Discuss and interpret the deeper meaning of this statement.
3. One critic had this to say about Golding's novel Lord of the Flies:  
"It is, in fact, a cannily constructed - perhaps contrived - allegory for a twentieth century doctrine of original sin and its social and political dynamics and it conforms essentially to a quite orthodox tradition not really more pessimistic than the Christian view of man."

SECTION B

Winesburg, Ohio

4. "The 'grotesques' of his Winesburg, Ohio, were merely pariahs of the usual people of a small town, freed of their inhibitions by the artist and allowed to reveal their frustrated selves in spontaneous words." [Spiller. The Cycle of American Literature].  
Using two stories of your choice from the text, analyse the foregoing statement.



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

E 905

SHAKESPEARE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. ALL QUESTIONS CARRY EQUAL MARKS. CANDIDATES MAY BRING INTO THE EXAMINATION ROOM AN ENGLISH DICTIONARY AND COPIES OF THE PRESCRIBED BOOKS IN THE COURSE

---

1. What do you consider to be Shakespeare's greatest contribution to English literature from the Elizabethan age to the present?
2. "Shakespeare, said Ben Jonson, is for all time. No, said Shaw, he is for an afternoon."  
Comment on the contrasting attitudes to the work of Shakespeare revealed in these statements.
3. "Macbeth is a statement of evil." (L.C. Knights) Assess the validity of this statement in view of your reading of the play.
4. To what extent does Shakespeare's portrayal of Lady Macbeth conform to Freudian interpretations of female psychology?
5. Compare and contrast the funeral speeches of Brutus and Marc Antony and their respective effect upon the mob in Julius Caesar.
6. How justifiable is the cause of the conspirators in Julius Caesar and how does it "form the key to the movement of the drama"?

7. In what sense can the term "sacrifice of innocents" be applied to the play Romeo and Juliet and what is its significance?
8. "The secret of the play is that the deaths of the lovers are not the result of the hatred between the houses, nor of any other cause except love itself, which seeks in death its own restoring cordial." (Donald A. Stauffer)  
How accurate is this analysis of the events in the play Romeo and Juliet?
9. Analyse the role and significance of the ghost in Shakespeare's play Hamlet.
10. Assess the applicability of Archetypal approaches to literary analysis to the play Hamlet.

---

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS: SECOND SEMESTER: NOVEMBER/DECEMBER 1996

E 912/PS 912

PSYCHOLINGUISTICS

TIME: THREE HOURS

- INSTRUCTIONS:
1. Answer FOUR questions.
  2. Each question carries equal weight.
  3. Appropriate EXAMPLES will receive credit.

- .....
1. What does Chomsky consider might be the shape of a Universal Grammar (as part of our innate knowledge)?
  2. In what different ways can language acquisition be explained?
  3. Is the structure of Transformational Generative grammar in any sense a model of what a child knows?
  4. Are there any convincing models of how we understand language?
  5. What different stages does a child's language development undergo, as evidenced by his or her speech? (Use English as the language of exemplification.)
  6. What is the relationship between what we know of our language, and what we do with that knowledge?
- .....

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY EXAMINATIONS: SECOND SEMESTER: NOVEMBER/DECEMBER 1996

E 922

WORLD ENGLISHES

TIME: THREE HOURS

- INSTRUCTIONS:
1. Answer question ONE and THREE other questions.
  2. Each question carries equal weight.
  3. Relevant illustration and reference to the text will receive credit.
  4. You should have with you the SOURCE BOOKLET TEXTS, previously distributed.
  5. You may also use a copy of an English Dictionary.

1. Make a stylistic description and analysis of the following text taking into account all relevant textual and contextual factors:

## Monday's election herald of problems

### OUR VIEW

Elections are vital  
component of demo-  
cratic governance

THERE does not seem to be much benefit to Zambia in next Monday's presidential and general elections. The problems in the electoral process negate any good fortune that would normally come from a free and fair election.

Elections are a vital component of democratic governance. They form the basis upon which citizens participate in their own affairs, endorse those they are happy with and purge the rejects.

But there are pre-conditions which must be met before ordinary citizens can effectively participate in self governance and enjoyment of their rights in the form of a ballot vote.

We do not think these pre-conditions have been met in the present case.

Monday's election has been called in total disregard of numerous complaints about the Muv electoral register: the whole process from award of contract to registration and issuing of cards has been done in the most repugnant manner. There are many of the 2.3 million voters who will be disenfranchised by displacement, and many more by errors and omissions.

The government is not ignoring this for lack of time because it had five years to work out a decent and acceptable electoral process. It could only be due to other ulterior motives such as the desire to restore the current bunch of selfish men and women in the Zambian people's public offices.

The constitution upon which democratic governance including the electoral commission and the whole electoral process is founded, is still largely disputable and an epitome of very bad law.

TURN OVER

E 922

question 1 continued:

The Zambians who have refused to be party to this law and electoral process and who include Chiefs Chitimukulu and Mpaseni have a worthy point. It is immoral to endorse a shoddy and despicable position merely because it is disguised under one's eroded right to vote.

It is hard to believe that any government would take its country to the polls under such conditions and still claim to be doing it out of the love for that country.

President Chiluba and the stubborn MMD may go to the polls and even get 're-elected' by a handful of MMD zealots. That however, would still not mean all is well for Zambia. It would not even mean Zambians have endorsed the current mockery of democracy, nor accepted the electoral process, the constitution and a government fraudulently constituted under it. Monday's election may herald the country into worse problems politically.

The right thing to do would be to follow the position of last Saturday's interparty meeting organized by the University of Zambia students' union and postpone the elections until all contentious issues have been resolved.

Zambians can do with a little delay to earn a government elected under a more dignified electoral process.

2. Why has the international spread of English since the sixteenth century not resulted in the development of mutually unintelligible varieties of the language?
3. Describe ONE regional variety of English. In what ways does it deviate from Standard English?
4. How do pidgin and creole Englishes reflect their close dependence on context?
5. The view that STYLE is a matter of 'deviation from the norm' has generated much controversy. Why is this?
6. How is an author's ideology represented in a text?
7. Discuss the view that the meaning of any text is jointly constructed by sender and receiver.

.....

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 935

ENGLISH DISCOURSE ANALYSIS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL THE FOUR QUESTIONS.

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1. Read the following text and subject it to a cohesion analysis as follows.

- (A) Identify the cohesive ties in each sentence.
- (B) Classify and sub-classify them.
- (C) Indicate the phoric category (internal: anaphoric or cataphoric; or external: exophoric) of the presupposed element(s).
- (D) Specify the presupposed element.

1. First there was a general dance in which all the warriors took part. (2) Then came the highlights - the moment when those who had notches on their bows were to drink the wine with the eagle fathers. (3) Olumba came up first. (4) He capered round the arena once and cut a heavy branch from a bush hard by. (5) He dug a hole in the centre of the arena and planted the branch. (6) Then he ran to a point near the drummers and from there stalked towards the branch he had planted. (7) When he got to it, he crouched by it as if trying to hide. (8) There was an immense concentration on his face, his eyes flashed fire. (9) His famous flashing knife was held in readiness. (10) The drummers were now beating softly, their eyes fixed on the lone dancer. (11) Spectators held their breath. (12) Suddenly Olumba sprang up and his knife flashed in a swift cutting movement. (13) The crowd roared in admiration. (14) The drums rent the air as Olumba strode to the elders. (15) Eze Diali was waiting for him. (16) The chief had in his hand a large drinking horn with two large eagle feathers tied to it. (17) He offered the horn to Olumba and he drained it off in one quick gulp.

2. Show the interrelationship of thematic structure and topic in the following text.

The concept of sorcery is used to express disapproval of antisocial sentiments. Yet the magical beliefs which lie behind the idea of sorcery only serves to foster the sentiments that are condemned in it: envy, hatred, revenge. Clearly, the sentiments of anger, jealousy and hatred are familiar to every human being. If people believe that they can give effective expression to such feelings by, it may be burying chickens' heads, or pointing bones or blowing powder, they will be seriously tempted to do so. And, in so doing, they will only be confirmed in their evil sentiments which grow as they are indulged. Further, in a magical society, not only are people tempted to practice sorcery themselves, but they will also believe that others are doing the like and that their enemies, and possibly their friends too, are engaged in continual plots to bring about their downfall and death. Beattie's judgement is surely valid for other societies than that of the Bunyoro: "It is no exaggeration to say that the world of the Nyoro peasant by actual or potential murderers" (65) Magic breeds sorcery, and sorcery makes it impossible for people to trust each other. Thus societies with magical beliefs are even tormented with hatred and suspicion than societies which have abandoned such beliefs although there too there is hatred and suspicion enough.

3. Read the following text and discuss and illustrate how the content is staged.

(1) Thus when it comes to the term 'integration,' the fundamental question to pose is: (2) What exactly is meant by 'nation building?' in the context of a colonially derived nation? In other words, what precisely does one mean by 'One Zambia' in the first part of the Zambian national motto? (4) What are the implications in terms of integration?

(5) From what we have seen, it seems to me that what is involved is essentially the transformation of traditional ethnic loyalties, real or imagined, into new, and perhaps ultimately homogenous, national loyalties. (6) This process presupposes the acquisition of common values, aspirations and sentiments by the members of the nation so that after a period, which may be short or protracted, the nation comes not only to strengthen what has frequently been termed 'a national consciousness' to acquire a reasonable degree of social cultural integration. (7) Social cultural integration, however, should be distinguished from its sister term 'national unity' which almost always has political overtones.

(8) It is important to make this distinction. (9) The presence of a 'national consciousness' and social cultural integration in a nation may not necessarily result into political unity, and yet one often gets the impression that almost without exception, national leaders and party functionaries in developing nations view integration primarily in political terms. (10) It is perhaps this preoccupation with political viewpoints that many of these leaders tend to assume that one party system, seen essentially as a tool in that direction, is an important condition for the unification of their peoples.

(4) 'Discourse analysis is concerned with the study of language and the contexts in which it is used' (McCarthy, 1991). Discuss the truth of this statement using evidence from the piece of conversation given below.

#### CONVERSATION.

SETTING: Bertha's room.

PARTICIPANTS: Bertha and Sonile.

Sonile enters Bertha's room and opens the conversation by saying that she is tired because she has been trying to solve a chemistry problem but she has failed.

SONILE: Bertha weo (you) I'm tired. Since that time I left you I have done only one problem. I couldn't even study. At first we were four in Zambezi, then two guys from the ruins joined us. But we all failed.

BERTHA: Which course is that?

SONILE: C350

BERTHA: Neo napanga na tea namwa (I have already made and had my tea).

SONILE: Uli na lemon? (Do you have a lemon?)

BERTHA: Yasila (It is finished).

SONILE: But solution yakanga (But we've failed to get the solution). I think he gave us the wrong formula). How can the six of us all fail? ... Is Memory asleep? I think she has the book I'm looking for. Leka nimucheking'e (Let me check on her). (She checks and comes back).

BERTHA: Achita? (Has she done it?).

SONILE: No she doesn't even know where to start from. I think he gave us the wrong compound. And the problem is when one composition is wrong then the whole thing will be wrong. Bertha, vibanthu vapano nizaowapo chimosi (I will bewitch one of these people around this place).

BERTHA: Balabila chani? (What have they said?).

SONILE: Balabila ati mwaleka nolyela ku dining ya uku muyenda che ku new dining hall (They are saying that we've even stopped going to the other dining hall, we only go to the new one).

BERTHA: Bwanji kuchita monitor ma movements yathu? (Why should they monitor our movements?).

SONILE: Nizao izo (That is their own business). Why can't they mind their own business? They think we go to the new dining hall because the school of mines is that side. Since they suspect that we have affairs with those guys in that school, they will find anything to say about us. They should know that I have a marriage proposal from that side.

BERTHA: Boziba zao. Nomsa niwa mkamwa atiseting'a. Abwela kuno ati nili na data concerning you. (They should mind their business. Nomsa is double-tongued. She is trying to trap us. When she comes here she says she has data about us). But when she is with other people she talks about us. She's the one spreading stories about us.

SONILE: Well they have very strong conceptions. If I want to see my guy I can just go to his office. I don't have to use the dining hall and they should know that a man and a woman can just be mere friends. It doesn't have to be an affair.

BERTHA: Nizabashauta! (I will shout at them).

SONILE: Baulapo chusi, basiya mlilo. Manje nikakashe doctor ku School of Mines kwamene (They always miss the right information and take the wrong one. Now I will get myself a doctor from the School of Mines itself). Then they will say "Ya this girl rotates like the earth round the sun, doesn't she feel dizzy?" Okey, goodnight.

BERTHA: Goodnight. Mailo tikalyele kwamene ku new dining.  
(Tomorrow we should go and eat from that same  
new dining).

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 942

SOCIOLINGUISTICS II

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL THE FOUR (4) QUESTIONS.

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1. What differences, if any, would you draw between bilingualism and diglossia.
  2. Explain and exemplify why bilinguals switch from one code to another.
  3. If someone told you that pidginised varieties of a language are 'corrupt' and 'ungrammatical', and indicated that their speakers are either 'lazy' or 'inferior' how might you try to show that person how wrong he or she is? What kinds of evidence would you use?
  4. "People generally do not hold opinions about languages in a vacuum. They develop attitudes towards languages which reflect their views about those who speak the languages and the contexts and functions with which they are associated." Examine the truth of this view with particular reference to the language situation in Zambia.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS: SECOND SEMESTER: NOVEMBER/DECEMBER 1996

E 945

PRAGMATICS

TIME: THREE HOURS

INSTRUCTIONS: 1. Answer FOUR questions.  
2. Each question carries equal weight.  
3. Appropriate EXAMPLES will receive credit.

.....

1. What are the chief properties of the deictic use of language?
  2. By what pragmatic processes do we understand meanings that are nowhere explicitly stated but which are clearly conveyed?
  3. Is presupposition a 'conventional' or a 'non-conventional' pragmatic phenomenon?
  4. How does the theory of speech acts illustrate the claim that there is frequently a highly indirect relationship between sentence meaning and utterance meaning?
  5. Discuss the view that 'politeness' (to the pragmaticist) is the term we use to describe the relationship between how something is said and the addressee's judgement as to how it should be said.
  6. Does conversation or extended talk have pragmatic meanings which are additional to those of its component utterances?
- .....

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY EXAMINATIONS: SECOND SEMESTER: NOVEMBER/DECEMBER 1996

E 945

PRAGMATICS

TIME: THREE HOURS

- INSTRUCTIONS: 1. Answer FOUR questions.  
2. Each question carries equal weight.  
3. Appropriate EXAMPLES will receive credit.
- .....

1. What are the chief properties of the deictic use of language?
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  6. Does conversation or extended talk have pragmatic meanings which are additional to those of its component utterances?
- .....

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 952

ANALYSIS OF AND PROJECT IN AFRICAN ORAL LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER QUESTION ONE AND TWO OTHER QUESTIONS.  
QUESTION ONE CARRIES 40 MARKS WHILE ANY OTHER TWO  
QUESTIONS ANSWERED SHALL CARRY 30 MARKS EACH.

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1. Explicate THREE of the following texts derived from African oral poetry:
- (a) Too much prostitution!  
Everlasting adultery  
a family disease, one never stops it.  
But you will catch a very serious disease  
From these erect axes.
  - (b) You've taken away the hen  
Will the eggs also go?  
Everything is so expensive these days  
They even count cassava leaves  
Take some to save the children from starvation  
The famine will have an end.
  - (c) May the Road  
Rise to meet you  
May the wind be  
always at your back  
May the sun shine  
Warm upon your face  
May the Rains fall  
Soft upon your fields  
And, until we meet again  
May God hold you  
In the palm of this hand.
  - (d) That snake,  
O that snake!  
That snake must be a cobra  
It can't be any other.  
It is only the cobra which moves with  
such deliberate pomp.

(e) Gubudu gubudu  
Gubudu gubudu  
Kaphiri-Ntiwa detonated its boulders ,  
Mbiriwiri, the Sacred Drum, echoed back

In the furious din:  
Mpete mpete dii dii  
Mpete mpete dii dii  
Msinja is no more!

The earth bled  
Reeked of mud and mangled flesh  
Heads, arms, legs, chests  
Disembowelled earth  
Churned, boiled and bubbled  
In the frothing torrent

2. Say precisely what is comprised in or meant by two of the following:
  - a) panegyric
  - b) dirge
  - c) lyric
  - d) epic
  - e) special purpose poetry
3. Compare and contrast heroic and epic poetry in terms of content, form and style.
4. Discuss, with appropriate examples, the social and educational value of children's poetry in your society or any other which you have studied.
5. With close reference to either topical or political song as a genre, show the 'democratic' purpose of African oral poetry and how 'poetic justice' is achieved through singing.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

E 982

VICTORIAN LITERATURE

TIME: 3 HOURS

INSTRUCTIONS:

1. NO TEXTBOOKS IN THE EXAMINATION ROOM.
  2. SECTION A IS COMPULSORY.
  3. ANSWER ONE QUESTION EACH FROM SECTION B AND C.
  4. NO TEXTBOOK SHOULD BE USED IN MORE THAN ONE ANSWER.
- 

SECTION A

DOVER REACH

by Mathew Arnold

The sea is calm to-night.  
The tide is full, the moon lies fair  
Upon the Straits; -on the French coast, the light  
Gleams, and is gone; the cliffs of England stand,  
Glimmering and vast, out in the tranquil bay.  
Come to the window, sweet is the night air!  
Only, from the long line of spray  
Where the ebb meets the moon-blach'd sand,  
Listen! you hear the grating roar  
Of pebbles which the waves such back, and fling,  
At their return, up the high strand,  
Begin, and cease, and then again begin,  
With tremulous cadence slow, and bring  
The eternal note of sadness in.

Sophocles long ago  
Heard it on the AEGæan, and it brought  
Into his mind the turbid ebb and flow  
Of human misery; we  
Find also in the sound a thought,  
Hearing it by this distant northern sea.

The sea of faith  
Was once, too, at the full, and round earth's shore  
Lay like the folds of a bright girdle furl'd;  
But now I only hear  
Its melancholy, long, withdrawing roar,  
Retreating to the breath  
Of the night-wind down the vast edges drear  
And naked shingles of the world.

Ah, love, let us be true  
To one another! for the world, which seems  
To lie before us like a land of dreams,  
So various, so beautiful, so new  
Hath really neither joy, nor love, nor light,  
Nor certitude, nor peace, nor help for pain;  
And we are here as on a darkling plain  
Swept with confused alarms of struggle and flight,  
Where ignorance armies clash by night.

Answer all the following questions in about five hundred words.

- (a) Discuss the lines  
'The sea of faith  
Was once, too, at the full, and round earth's shore  
Lay like the folds of a bright girdle furl'd'
- (b) Work out the links between the poem and Victorian times.
- (c) What was the function of nature in the poetry of Arnold?

#### SECTION B

1. Work out the Victorian ethic in at least one poem each by Tennyson, Mathew Arnold and Browning.
2. Analyse the criticism of the Victorian period by George Elliot in her novel Silas Marner.
3. Relate the title 'Great Expectations' to the novel bearing this title by Charles Dickens.
4. Work out religious problems of Victorian literature in Silas Marner.

SECTION C

1. Show the influence of Carlyle and Ruskin in at least one poet and one novelist of Victorian times.
  2. Analyse the response of literary artists to the problems of science, faith and progress. Answer this question by discussing at least one poem and one novel.
  3. In what ways does Victorian literature caution the pomposity of England in relation to other races and nations? Answer this question by discussing at least one poem and one novel.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY SECOND SEMESTER EXAMINATION NOV/DEC 1996

EC 110

INTRODUCTORY ECONOMICS

(DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS: ANSWER SECTIONS ONE AND TWO IN SEPERATE BOOKLETS.

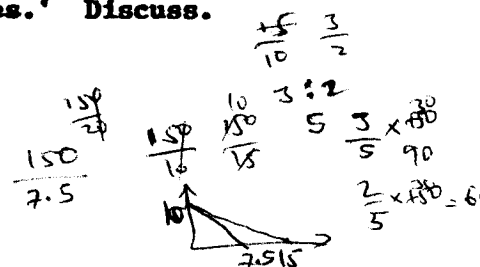
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SECTION ONE - MICROECONOMICS

ANSWER QUESTION ONE AND THREE OTHER QUESTIONS

1. Using the marginal utility theory explain why the demand curve generally falls from left to right, i.e. why consumers tend to buy a lower number of units at higher prices and higher number at lower prices.
2. Write short notes on the following:
  - (a) Microeconomics
  - (b) Normative economics
  - (c) Opportunity cost
  - (d) Ceteris Paribus
  - (e) Market equilibrium
3. Using diagrams show the conditions that must be satisfied for a firm under perfect competition to maximise profits.
4. Suppose you spend all your monthly income on two goods, X and Y. Draw your budget line if your income is K150 and X and Y cost K10 and K15 per unit respectively. Draw the new budget lines if
  - (a) the price of X doubles
  - (b) the price of Y halves
  - (c) your income rises to K250
5. 'The model of perfect competition is based on such unreal assumptions that it has little relevance to modern market structures.' Discuss.

/2....



SECTION TWO - MACROECONOMICS

**ANSWER QUESTION ONE AND TWO OTHER QUESTIONS**

1. Describe the different ways of measuring national income. List the problems encountered in measuring national income and explain how these may be resolved.
  
2. (a) Define the credit multiplier.  
(b) Explain how banks create money.
  
3. (a) What are the functions of the Central Bank?  
(b) How might the Central Bank regulate money supply. Explain why it may desire to undertake such actions.
  
4. (a) Explain the meaning of comparative advantage in international trade.  
(b) Clearly distinguish between comparative advantage and absolute advantage.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

EC 125

TIME: 3 HOURS

TOTAL MARKS: 100

INSTRUCTIONS: THERE ARE ALTOGETHER A TOTAL OF SEVEN QUESTIONS.  
BUT ANSWER ONLY FIVE (ANY FIVE OF THE) QUESTIONS.

-----

ANSWER ONLY FIVE OF THE FOLLOWING SEVEN QUESTIONS

- Q1. Using the output approach, calculate the Gross National Product from the following: (20 marks)
- ✓ Gross trading profits of private companies = K28 bn
  - ✓ Agriculture, Forestry and Fishing = K33 bn
  - ✓ Manufacturing = K60 bn
  - Exports of goods and services = K46 bn
  - ✓ Mining and quarrying = K45 bn
  - ✓ Building and construction = K22 bn
  - ✓ Gas, electricity and water = K11 bn
  - Transport and communication = K8 bn
  - ✓ Distributive trades = K7 bn
  - ✓ Insurance, banking and finance = K17 bn
  - ✓ Net property income from abroad = minus K12 bn
  - ✓ Public administration and defence = K16 bn
  - Rent, interest and other property income = K44 bn
  - Ownership of dwellings = K2 bn
  - ✓ Public health and education = K4 bn
  - ✓ Other services = K5 bn
- Q2. "There are a number of basic differences as well as common areas of interest between fiscal and monetary policy." Explain. (20 marks)
- Q3. 3.1 Which factors affect the demand for money? (10 marks)
- 3.2 The quantity theory of money emphasizes the existence of a link between the quantity of money and the price level. But we can in reality distinguish several possible effects. Explain. (10 marks)

- Q4. 4.1 What is the theory of comparative advantage? (4 marks)
- 4.1 What are the underlying assumptions of the theory of comparative advantage? (12 marks)
- 4.3 Which arguments support the case for protection against foreign competition? (4 marks)
- Q5. 5.1 What are balance of payments?
- 5.2 What is the composition of the balance of payments accounts?
- 5.3 What problems is Zambia facing with regard to balance of payments?
- Q6. A "Managed Flexibility" of the exchange rate would be highly impracticable in Zambia! Explain. (20 marks)
- Q7. 7.1 What is the meaning of the following terms: (8 marks)
- Inflation
  - Consumer Price Index
  - Stagflation
  - Hyper Inflation
- 7.2 Give an outline on the causes of inflation. (12 marks)
- 

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**  
**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**EC 215**

**INTERMEDIATE MICROECONOMICS**

**(DISTANCE EDUCATION)**

**TIME:        TWO HOURS**

**INSTRUCTIONS:    ANSWER ALL QUESTIONS**

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**PART I: CONSUMER THEORY**

- Q1. (a) Define and explain the following concepts:
- (i) indifference curve
  - (ii) the budget constraint
- (b) Explain and illustrate graphically how a consumer optimum is attained.
- Q2. (a) State the law of demand. What factors shift the demand curve? What factor results in a movement along a stationary demand curve? Explain.
- (b) Define the concept price elasticity of demand. Compare and contrast the following concepts:
- (i) own-price elasticity of demand
  - (ii) cross-price elasticity of demand and
  - (iii) income elasticity of demand

**PART II: THEORY OF THE FIRM**

- Q1. (a) State the law of diminishing marginal returns. Under what conditions does the law apply? Can a production function exhibit both diminishing marginal returns and returns to scale? Explain.
- (b) Define the following concepts:
- (i) isoquant and
  - (ii) isocost curve.

Explain and illustrate graphically how a producer optimum is obtained in the context of the isoquant and isocost curve.

Q2. (a) Characterize the following market structures:

- (i) perfect competition
- (ii) monopoly
- (iii) oligopoly

Why is perfect competition socially desirable compared to monopoly? Justify your answer.

(b) What is meant by:

- (i) the short-run, and
- (ii) the long-run?

Which of the following market structures will be characterized by economic profits in the long-run:

- (i) perfect competition
- (ii) monopoly and
- (iii) oligopoly?

Justify your answer.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS -- NOV/DEC 1996

EC 225

INTERMEDIATE MACROECONOMICS

TIME: TWO HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS

PART I

1. Consider the following structural representation of an economy:

$$\begin{array}{ll} Y = C + I + G + \delta K & \text{GNP Identity} \\ C = C(Y-T), 0 < C < 1 & \text{Consumption Function} \\ I = I(r-\pi), I < 0 & \text{Investment Function} \\ \frac{M}{P} = (r, Y), m_r < 0, m_y > 0 & \text{Money Market Equilibrium} \end{array}$$

Where,  $Y$  = real GNP,  $C$  = real consumption purchases,  
 $G$  = real government purchases,  $I$  = real investment,  
 $T$  = real tax collections,  $r$  = nominal interest rate,  
 $P$  = price level,  $\pi$  = inflation rate,  $m$  = nominal money supply,  
 $K$  = Capital stock,  $\delta$  = depreciation of  $K$ .

Assume that  $Y$ ,  $C$ ,  $I$  and  $r$  are endogenous;  $G$ ,  $T$ ,  $(\frac{M}{P})$ ,  $K$ ,  $\delta$  and  $\pi$  are exogenous.

- (a) Determine the effects of an increase in capital stock,  $K$ , on real GNP,  $Y$ , and nominal interest rate,  $r$ . Compare and contrast the effects of an increase in capital stock to the effects of an increase in real tax collections,  $T$ , on real GNP,  $Y$ , and nominal interest rate,  $r$ . In what sense are changes in capital stock part of aggregate supply management? Explain.
- (b) Determine the effects of an increase in real government spending,  $G$ , on real GNP,  $Y$  and on nominal interest rate,  $r$ . Compare and contrast the effects of an increase in real government spending,  $G$ , to the effects of an increase in real money supply  $(\frac{M}{P})$ , on real GNP,  $Y$  and nominal interest rate,  $r$ . In what sense are both the increase in real government spending,  $G$ , and real money supply  $(\frac{M}{P})$  part of aggregate demand management? Explain.

PART II

- (a) Characterize the Phillips curve and the short-run trade-off between inflation and unemployment. In what sense does stagflation contradict the message of the Phillips curve? What factors account for stagflation in Zambia? Explain.
- (b) What is stabilization policy? Illustrate graphically how monetary and fiscal policies can be employed as countercyclical measures. What factors make it difficult to fine-tune the economy? Explain.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

EC 315

PUBLIC FINANCE

TIME: TWO HOURS

ANSWER: BOTH QUESTIONS. USE DIAGRAMS WHERE NECESSARY.

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- Q1. (a) Define a public good and explain the analytical distinction between a public good and private good.
- (b) Discuss the alternative policy interventions a government can adopt in order to curb the consumption of a public "bad".

OR

- Q1. Explain how the following factors influence the distribution of the incidence of a tax between buyers and sellers:
- (i) Elasticities of demand and supply;
  - (ii) Cost conditions;
  - (iii) Market conditions.

OR

- Q1. (a) "The Balanced Budget Multiplier is always one." Explain.
- (b) Write an elaborate note on built-in flexibility and automatic stabilisers.
- Q2. Critically evaluate any one of the following:
- (a) Tax reforms in Zambia;
  - (b) The effects of the cash-based budgeting system;
  - (c) Zambia's expenditure patterns in the context of growth and poverty alleviation;
  - (d) Prospects for reducing Zambia's external debt.
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THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

EC 322

INTRODUCTION TO ECONOMETRICS AND APPLIED STATISTICS

TIME: 2 HOURS 15 MINUTES

INSTRUCTIONS: ANSWER 3 QUESTIONS, TAKING 2 QUESTIONS FROM QUESTIONS 1 TO 3 AND ONE QUESTION FROM QUESTIONS 4 TO 5.

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- Q1. Prove that the sample estimator of the stochastic disturbance terms as derived by the method of ordinary least squares is unbiased using a simple linear regression model.
- Q2. For a general linear regression model, obtain the parameter estimates using the technique of maximum likelihood and show that the estimate of the betas are unbiased.
- Q3. Given the following estimated linear regression model using ordinary least squares

$$Y = 15.7 + 0.5X$$

$$Se \quad (8.12) \quad (0.22)$$

$$n = 9, \quad \alpha = 0.05 \quad \text{and} \quad R^2 = 0.46$$

$$\sum_{i=1}^n \hat{u}_i^2 = 332.1 \quad \sum_{i=1}^n (x_i - \bar{x})^2 = 128.2$$

- (a) State and explain the assumptions underlying the method of least squares
- (b) test the individual and overall significance of the parameter estimates.
- (c) What is your interpretation of  $R^2$
- Q4. What do you understand by the term forecasting. Give a detailed explanation of any three of the four techniques of forecasting.

**Q5. Given the following price indices**

- (i) Laspeyre's**
  - (ii) Paashe's**
  - (iii) Fisher's ideal**
- 
- (a) What are the advantages and disadvantages of each of the above indices compared to the other.**
  - (b) Explain and prove why the Fisher's index is referred to as ideal.**
  - (c) to what purpose would you use index numbers**
  - (d) State and explain three problems associated with the construction of index numbers.**

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**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

EC 412

INTERNATIONAL FINANCE THEORY AND PRACTICE

TIME: 2 HOURS

INSTRUCTION: ANSWER QUESTION 1 AND ANY OTHER TWO.

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1. (a) Define "Foreign Exchange" and compare the problems of making payments between Banda Corporation of Lusaka and Mutale Corporation of Ndola with that of making payments for Trading relations between Banda Corporation of Lusaka - Zambia and IBM Corporation of New York - United States.
- (b) Distinguish between bilateral exchange rate, cross exchange rate, effective exchange rate and the real exchange rate. Which one of them for instance would reveal inflationary tendencies in Zambia and how?
- (c) Use the following data to compute the change in the real exchange rate for Zambia from 1990 to 1995 against the U.S. dollar. What policies in your opinion could the government adopt that would influence the real exchange rate in the desired direction?

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YEAR	ZAMBIAN CPI	KWACHA/U.S. DOLLAR	U.S. CPI
1990	1677.2	28.98	100
1991	3243.0	64.63	104.2
1992	9448.5	172.21	107.4
1993	27132.2	600.47	110.6
1994	41603.88	687.32	113.7
1995	55969.45	878.88	117.1

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- (d) Assuming that on the 9th of November 1996, the Exchange rate between the United States dollar and eight other different currencies of the world in the foreign Exchange market is given as follows:

\$1	=	ZmK 1315
\$1	=	£ 0.638
\$1	=	DM 1.4849
\$1	=	CAD 1.3736
\$1	=	RAND 1.5011
\$1	=	ZWD 10.300
\$1	=	N 82.000
\$1	=	DG 1.665

Compute and obtain the table for the Exchange Cross Rates between the nine stated currencies (i.e. the ZmK and the other eight currencies) on that particular date.

2. (a) Why is adjustment necessary in balance of payments phenomenon and what adjustment mechanisms are available. Under what conditions would exchange rate changes be useful as a bop adjustment mechanism.
- (b) Enumerate the control measures which Zambia has used in the most recent past and even now to correct balance of payments deficit situation.
3. (a) What is An Optimum Currency Area? What are the necessary criteria and the requirements for having one?
- (b) Is it possible for COMESA to form a currency area?
4. Write short notes on any THREE of the following:
- (i) IMF Conditionality
  - (ii) Special Drawing Rights
  - (iii) International Reserves
  - (iv) The collapse of the Bretton Wood System
  - (v) Internal and External balance and corrective measures.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

EC 422

ISSUES IN DEVELOPMENT

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ANY FOUR (4) QUESTIONS, TWO FROM EACH SECTION.

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SECTION A

1. Discuss the following:
  - a) demographic transition and demographic anomentum.
  - b) nominal and effective protection
2. Discuss, using evidence from Zambia, the argument that IMF/World Bank supported structural adjustment programmes are not suitable for developing countries. What has been Zambia's experience since 1992?
3. Write short notes on the following:
  - a) the malthusian population trap theory
  - b) the theory of comparative costs
  - c) the poverty situation in Zambia

SECTION B

4. Write short notes on the following:
    - a) the two gap approach to aid and development
    - b) the impact of aid on investment and consumption
    - c) Net resource transfer, net resource flow and gross resource transfer
  5. Discuss, in detail, the main issues in and concerns of, sustainable development? Are there limits to growth? What is the way forward?
  6. Briefly discuss the following:
    - a) the input-output and the social accounting matrix
    - b) multilateral and bilateral assistance in Zambia
    - c) inflation in Zambia
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

EC 925

INDUSTRIAL ORGANIZATION

TIME: TWO HOURS

INSTRUCTIONS: ANSWER ANY FIVE QUESTIONS

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- Q1. How important is Advertising as a determinant of the structure of the industry? What are the arguments for and against Advertising?
- Q2. One adverse consequence of monopoly is the misallocation of resources. Explain, using the concept of the dead weight loss triangle, the society's welfare loss due to monopoly resource misallocation.
- Q3. Define the four firm concentration ratio. The Zambia textile industry is represented by twelve firms. Below are the annual sales figures for 1994.

<u>Firm</u>	<u>Annual Sales (billion kwacha)</u>
1. Zamtex Spinners	78
2. Continental Textiles	400
3. Kabwe Industrial Fabrics	44
4. Ramknit	23
5. Deetex	8
6. Kafue Textiles	618
7. Nkwazi	33
8. Mukuba Textiles	548
9. Swarp Spinning Mills	600
10. Ndola Knitting	149
11. Excel Textiles	166
12. Sambro Ltd	54

Present a concentration table for the largest 4, 8 and 12 firms.

- Q4. An Oligopolistic market structure is said to exhibit relatively stable equilibrium prices over time. Show how a "kink" in the firm's demand curve will lead to a relatively stable equilibrium price.
- Q5. Is there a link between the size of the firm and technological progressiveness? Discuss.

Q6. How do economies of scale affect the structure of industry?  
Discuss the major sources of economies of scale.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

EC 945

TRANSPORT ECONOMICS

TIME: 3 HOURS

INSTRUCTIONS: ANSWER 4 QUESTIONS. QUESTION 1 AND 2 ARE  
COMPULSORY. ALL QUESTIONS CARRY EQUAL MARKS.

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- Q1. Discuss the different ways in which operators and governments can tackle the 'Peak Problem' in passenger transport.
- Q2. What are the conditions necessary for price discrimination? How is price discrimination related to consumer surplus? Discuss also the advantages and disadvantages of Price discrimination in transport.
- Q3. Every project evaluation/selection methodology has advantages and disadvantages. Discuss with reference to the use of Cost Benefit analysis and Multi criteria analysis in Developing countries.
- Q4. What role does transport play in tourism? Discuss other aspects necessary for a successful tourist industry.
- Q5. Discuss the notions of price and cross price elasticity. Of what use are they to a transport operator?
- Q6. Discuss the relationship between demand for transport and land use patterns. What is the importance of transport demand studies?
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATION - NOV/DEC 1996

FR 110

(DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN THIS PAPER.

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SECTION A - GRAMMAIRE

Put the verbs in brackets in their correct form of the present tense.

- . Ces filles et garçons (acheter) du pain et du lait chaque soir.
- . Pourquoi est-ce tu (vendre) ta belle voiture à un prix très bas?
- . Inutu et moi (louer) deux chambres à l'hôtel.
- . Est-ce que ces messieurs (se lever) avant dix heures?
- . Moi, je (se coucher) très tôt chaque vendredi parce que je suis fatigué après le travail.
- . Toi et Mademoiselle Kapembwa (se promener) le matin et le soir.
- . Nous (se coucher) à 21 h 00 chaque jour parce que nous sommes souvent fatigués.

Write the following sentences in the negative:

- . Shella et Smart Cachent quelque chose dans la maison.
- . Les étudiants de FR 132 ont tué quelqu'un ce matin.
- . Nous cherchons quelque chose dans votre voiture.

Write the verbs in brackets in their correct form:

- . Nous (relire) l'histoire pour bien comprendre.
- . Pourquoi est-ce ces filles (refaire) le travail?
- . Tous les étudiants (penser) que le professeur a raison de punir les étudiants qui s'absentent de cours.

14. Gilbert pense que Monique peut aller en ville maintenant.

\*Rewrite the verbs in brackets in their correct form of passé composé using the auxiliary verbs "avoir" and "être" depending on the verb.

15. Towela tousse parce qu'elle (avaler) une mouche.

16. Pourquoi est-ce les professeurs (aller) au Kenya, hier soir?

17. Nous (monter) voir les chauffeurs malades.

18. Les filles me (parler) comme si j'étais leur petit frère.

19. Vous n'(avoir) pas fait votre devoir, la semaine dernière.

20. Ces étudiants (arriver) en retard, cet après-midi.

### SECTION B - COMPREHENSION

Read the following passage and answer all the ten questions giving full sentences.

#### LE PORTE-MONNAIE RETROUVÉ

Très lentement, donnant du poids à chaque mot, je lui ai conseillé de retourner sur ses pas, de bien chercher et s'il le fallait d'aller jusqu'au bourg, chez l'épicier, à la gendarmerie.

- Tu le retrouveras certainement, je t'attends là. Ah, vérifie bien. Il doit y avoir onze mille kwacha en billets de mille. Dépêche-toi.

Wazani est parti en courant, je me suis hâté de monter un peu plus haut en escaladant les rochers. Je voyais le chemin au de là du tournant qui bornait ma vue lorsque j'étais assis sur la petite terrasse. J'ai vu Wazani courir, s'arrêter net au tournant et s'élaner sur la muraille rocheuse. Il s'élevait avec une facilité extraordinaire, n'hésitant jamais, plaçant son pied sur la seule aspérité possible, s'accrochant aux plus minces arbustes. En quelques instants, il était disposé à donner une appellation scientifique à tous ses vices.

J'ai cessé de réfléchir pour mieux écouter, je l'ai entendu revenir; des pierres roulaient sous ses pieds. Très vite, il était devant moi et m'a tendu le porte-monnaie.

- C'est merveilleux. Où l'as-tu trouvé?

- A l'entrée de la vallée.

J'ai ouvert le porte-monnaie, j'ai compté les billets il y en avait onze.

- Je pense que cela vaut mieux, lui ai-dit. Il n'a pas répondu. Nous sommes remontés lentement. A la maison, j'ai rendu l'objet à Lute qui a douté tout à fait de ses sens. C'était le seul moment amusant de cette journée et je l'ai fait durer. Mon envie de rire était extrême.

1. Qu'est-ce que le père a conseillé à Wazani de faire?
2. Quelle somme d'argent se trouvait dans le porte-monnaie.
3. Pourquoi est-ce que le père admirait Wazani?
4. Comment est-ce que le père a su que Wazani revenait?
5. Où Wazani dit-il avoir retrouvé le porte-monnaie?
6. Où est-ce que Wazani plaçait son pied?
7. A qui appartenait le porte-monnaie?
8. Qu' est-ce qui bornait la vue du père de Wazani?
9. Comment s'appelle la fille dans cette histoire?
10. Comment est-ce que Wazani est parti?

#### SECTION C - COMPOSITION

Ecrivez une composition d'au moins une page sur le sujet:  
"CE QUE J'AIME FAIRE PENDANT LE WEEKEND".

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 112

TIME: 3 HOURS

ANSWER: ALL SECTIONS

SECTION A - COMPRÉHENSION  
SECTION B - GRAMMAIRE  
SECTION C - PHONÉTIQUE

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SECTION A - COMPRÉHENSION

Knock. - C'est vous la première, Madame? Vous êtes bien de la commune?

La dame en noir. - Je suis de la commune, j'habite la grande ferme qui est sur la route de Luchère.

Knock. - Elle vous appartient?

La dame. - Oui, à mon mari et à moi.

Knock. - Vous devez avoir beaucoup de travail?

La dame. - Vous pensez, Monsieur: dix-huit vaches, deux boeufs, deux taureaux, le cheval et la jument, six chèvres, une bonne douzaine de cochons, sans compter la basse-cour.

Knock. - Je vous plains; il ne doit pas vous rester de temps pour vous soigner.

La dame. - Oh! non!

Knock. - Et pourtant vous souffrez.

La dame. - Ce n'est pas le mal, c'est plutôt de la fatigue.

Knock. - Oui, vous appelez ça de la fatigue (il s'approche d'elle): tirez la langue; vous ne devez pas avoir beaucoup d'appétit.

La dame. - Non.

Knock. - Baissez la tête, respirez, tousssez... vous n'êtes jamais tombée d'une échelle, étant petite?

La dame. - Je ne me souviens pas...

Knock. - Essayez de vous rappeler: ça devait être une grande échelle.

La dame. - Ça se peut bien.

Knock. - Vous vous rendez compte de votre état?

La dame. - Non.

Knock. - Tant mieux; vous avez envie de guérir ou vous n'avez pas envie?

La dame. - J'ai envie.

Knock. - J'aime mieux vous prévenir tout de suite que ce sera très long et très coûteux.

La dame. - Ah! mon Dieu! et pourquoi ça?

Knock. - Parce qu'on ne guérit pas en cinq minutes un mal qu'on traîne depuis quarante ans.

La dame. - Depuis quarante ans?

Knock. - Oui, depuis que vous êtes tombée de votre échelle.

La dame. - Et combien est-ce que ça me coûtera?

Knock. - Eh bien, cela vous coûtera à peu près deux cochons et deux veaux.

(D'après Jules ROMAINS, Knock ou le Triomphe de la médecine).  
Acte II, scène IV.

#### QUESTIONS

1. Est-ce que la ferme appartient à la dame?
2. Quels sont les animaux de la ferme dans ce texte?
3. Quelle partie de la ferme s'appelle "la basse-cour"?
4. Quand la dame dit qu'elle a "une bonne douzaine de cochons" a-t-elle moins ou plus que douze cochons?
5. Qu'est-ce qui est à l'origine de son malaise?
6. A votre avis Le Docteur Knock va-t-il guérir la dame? Justifiez votre réponse.

#### SECTION C - GRAMMAIRE

1. a) Reliez un élément de la colonne A à élément de la colonne B de façon à former sept proverbes courants.

1 Premier arrivé,	a moins on arrive.
2 Plus on est de fous,	b plus on veut gagner.
3 Plus ça change,	c plus la chute est dure.
4 Plus on se presse,	d plus on rit.
5 Qui peut le plus,	e premier servi
6 Plus on gagne,	f peut le moins.
7 Plus on tombe de haut,	g plus c'est la même chose

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

- b) Lequel de ces proverbes utiliseriez-vous pour illustrer les phrases suivantes:

A La faillite de son entreprise l'a d'autant plus marqué que ses affaires étaient très prospères il y a encore peu de temps. ....

B Invitons Frédérique et Nathalie; on ne s'en amusera que mieux. ....

- C C'est toi qui a refait toute l'électricité dans la maison; ne me dis pas que tu ne sais pas me changer une ampoule! .....
- D Arrivons de bonne heure, on ne nous fera pas attendre! .....
- E Tiens! Les robes longues sont revenues à la mode! .....
- F Non content de posséder 4 restaurants et 2 hôtels, il vient d'acheter un casino! .....
- G Elle s'est tellement énervée pour arriver à la gare à l'heure qu'elle a tout fait de travers et a fini par rater son train. ....

2. Complétez les phrases suivantes avec un pronom démonstratif suivi de «de» ou d'un relatif

1. Ce thé n'est pas aussi bon que ... tu as rapporté d'Angleterre.
2. Ce livre est différent de ..... je t'avais parlé.
3. Nous aurons besoin d'autres chaises. Prends ..... la cuisine.
4. Connaissez-vous cet hôtel? Non, ..... je vais d'habitude est dans le centre de la ville.
5. Le pain est bon ici ..... boulanger de notre rue n'est jamais assez cuit.
6. Beaucoup de nos arbres sont malades à cause de la sécheresse et ... notre voisin sont morts.
7. Non, ce n'est pas Yves .... je pense est grand et blond.
8. Si nous allons à Lyon, il faudra chercher un service à fondue ... j'ai vus ici n'étaient pas très jolis.

3. Complétez les phrases suivantes avec l'article défini, si nécessaire:

1. .... professeur qui donne des leçons de mathématiques à mon fils est ..... enseignant à Polytechnique.
2. .... tremblement de ..... terre du mois dernier a fait 18 morts dans cette région.
3. .... Durand nous ont invités à dîner ... dimanche après Pâques. Seras-tu libre?

4. Il pense, avec ..... raison, qu'il vaut mieux laisser ..... voiture ..... garage et aller à ..... pied.
5. Je n'aime pas ..... enfants qui font ..... bruit.
6. Il n'est pas étonnant que ..... travail soit bâclé: il l'a fait sans ..... intérêt ni ... compétence.
7. "..... Antimémoires" de Malraux ont paru en 1968.
8. Dans ..... Alpes, ..... temps est très changeant.
9. .... vendredi soir, nous allons toujours au cinéma, mais, ..... vendredi dernier, ..... Jean nous a invités chez lui.
10. Prends ..... aspirine pour ..... maux ..... tête.

#### SECTION C - PHONÉTIQUE

1. (a) Dessinez l'appareil phonatoire.  
(b) Nommez les organes de la parole.
2. (a) Dessinez le triangle vocalique.  
(b) Mettez-y les voyelles orales du français.
3. Quelles sont les voyelles du français?
4. Quel est le rôle des cordes vocales?
5. A l'aide de dessins montrez les différentes positions des cordes vocales pendant:  
  
(a) la respiration normale  
(b) la respiration forte  
(c) la voix chuchotée  
(d) la phonation

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY FIRST SEMESTER EXAMINATIONS - JUNE 1997

FR 121

INTRODUCTION TO FRENCH FOR SPECIFIC PURPOSES

PAPER II

TIME: TWO HOURS

WRITTEN EXAMINATION

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SECTION A: COMPLÉTEZ

Question 1: Complétez avec LE, LA, L', LES

- i) \_\_\_\_\_ dame à côté de \_\_\_\_\_ fenêtre s'appelle madame Phiri.
- ii) Béatrice est devant une machine électrique. \_\_\_\_\_ machine marche bien.
- iii) \_\_\_\_\_ directeur habite à Makeni, mais \_\_\_\_\_ musiciens habitent à Chelston.
- iv) Tonton regarde \_\_\_\_\_ télévision. Maman va chez \_\_\_\_\_ boucher.
- v) \_\_\_\_\_ infirmière est devant \_\_\_\_\_ escaliers. Elle aime bien \_\_\_\_\_ jazz.

Question 2: Complétez avec un, une, des, ce, cet, cette, ces

Monsieur Mutale a \_\_\_\_\_ ami Angolais. \_\_\_\_\_ ami Angolais s'appelle Santos. Santos a \_\_\_\_\_ femme et deux enfants: \_\_\_\_\_ garçon et \_\_\_\_\_ fille. Les deux enfants ont aussi \_\_\_\_\_ amis. \_\_\_\_\_ semaine, monsieur Mutale et monsieur Santos vont manger dans un hôtel. \_\_\_\_\_ hôtel s'appelle HOTEL DE PARIS. \_\_\_\_\_ deux messieurs sont très sympathiques. Ce sont \_\_\_\_\_ grands amis. Ils ne vont pas au Canada \_\_\_\_\_ année.

Question 3: Complétez avec A, AU, CHEZ, A LA

- i) J'achète le pain \_\_\_\_\_ le boulanger.
- ii) A midi je mange \_\_\_\_\_ restaurant.
- iii) Il va \_\_\_\_\_ le médecin.
- iv) Samedi, il va \_\_\_\_\_ campagne.
- v) Dimanche, il va \_\_\_\_\_ village.

### SECTION B

#### METTRE LES VERBES A LA FORME QUI CONVIENT

Question 1: Mettez le verbe à la forme qui convient

- i) Je \_\_\_\_\_ (connaître) monsieur Musonda.
- ii) Il \_\_\_\_\_ (être) professeur de français.
- iii) Vous \_\_\_\_\_ (commencer) le travail à 7 heures?
- iv) Qu'est-ce que vous \_\_\_\_\_ (faire) le week-end?
- v) Vous \_\_\_\_\_ (pouvoir) venir. Nous \_\_\_\_\_ (aller) au restaurant.
- vi) Est-ce que Paul et Pierre \_\_\_\_\_ (être) à l'hôtel?
- vii) J'aime beaucoup \_\_\_\_\_ (Lire).
- viii) Je \_\_\_\_\_ (vouloir) aller au Canada.
- ix) On \_\_\_\_\_ (parler) français à Paris.

Question 2: Choisissez l'un des verbes et mettez le à la forme qui convient.

(Choose the right verb and then fill in the blank space with the correct form)

- i) (Savoir/Connaître) Nous \_\_\_\_\_ Nelson Mandela.
- ii) (Avoir/Etre) Il \_\_\_\_\_ vingt ans aujourd'hui.
- iii) (Entrer/Sortir) Nous \_\_\_\_\_ de la classe.
- iv) (Commencer/finir) Ils \_\_\_\_\_ le travail à 18 heures.
- v) (pouvoir/vouloir) Elle \_\_\_\_\_ aller au cinéma avec Charlotte.

SECTION C

Question 1: Trouvez la bonne réponse

- i) Vous êtes Zambien?
  - a) volontiers
  - b) d'accord
  - c) non
  
- ii) Vous voulez venir au restaurant avec moi?
  - a) oui ça va
  - b) oui, volontiers
  - c) oui, je comprends
  
- iii) Au revoir, je vais travailler chez moi.
  - a) bonjour
  - b) salut
  - c) merci
  
- iv) Je peux danser?
  - a) s'il vous plaît
  - b) merci beaucoup
  - c) oui, bien sûr
  
- v) Vous aimez le poulet?
  - a) Pas du tout
  - b) Volontiers
  - c) D'accord

Question 2: Posez les questions qui donnent les réponses suivantes.

i) Réponse: Je m'appelle Allan Banda.

Question: \_\_\_\_\_

ii) Réponse: Je prends un steak-frites.

Question: \_\_\_\_\_

iii) Réponse: J'achète un kilo de Viande.

Question: \_\_\_\_\_

iv) Réponse: Elle a 18 ans.

Question: \_\_\_\_\_

v) Réponse: Lundi, elle travaille.

Question: \_\_\_\_\_

vi) Réponse: Elle est secrétaire.

Question: \_\_\_\_\_

vii) Réponse: Le weekend ils font leurs devoirs.

Question: \_\_\_\_\_

viii) Réponse: Non, elles ne prennent pas le dessert.

Question: \_\_\_\_\_

ix) Réponse: C'est un stylo.

Question: \_\_\_\_\_

x) Réponse: C'est Monsieur Richeau.

Question: \_\_\_\_\_

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FIN DE L'EXAMEN

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 132

TIME: THREE HOURS

INSTRUCTIONS: ANSWR ALL THE QUESTIONS IN THIS PAPER.

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SECTION A - GRAMMAIRE

Put the verbs in brackets in their correct form of the present tense.

1. Ces filles et garçons (acheter) du pain et du lait chaque soir.
2. Pourquoi est-ce que tu (vendre) ta belle voiture à un prix très bas?
3. Inutu et moi (louer) deux chambres à l'hôtel.
4. Est-ce que ces messieurs (se lever) avant dix heures?
5. Moi, je (se coucher) très tôt chaque vendredi parce que je suis fatigué après le travail.
6. Toi et Mademoiselle Kapembwa (se promener) le matin et le soir.
7. Nous (se coucher) à 21 h 00 chaque jour parce que nous sommes souvent fatigués.

Rewrite the following sentences in the negative:

8. Shella et Smart Cachent quelque chose dans la maison.
9. Les étudiants de FR 132 ont tué quelqu'un ce matin.
10. Nous cherchons quelque chose dans votre voiture.

Rewrite the verbs in brackets in their correct form:

11. Nous (relire) l'histoire pour bien comprendre.
12. Pourquoi est-ce que ces filles (refaire) le travail?
13. Tous les étudiants (penser) que le professeur a raison de punir tous les étudiants qui s'absentent de cours.

14. Gilbert (croire) que Monique peut aller en ville maintenant.

\*Rewrite the verbs in brackets in their correct form of passé composé using the auxiliary verbs "avoir" and "être" depending on the verb.

15. Towela tousse parce qu'elle (avaler) une mouche.

16. Pourquoi est-ce que les professeurs (aller) au Kenya, hier soir?

17. Nous (monter) voir les chauffeurs malades.

18. Les filles me (parler) comme si j'étais leur petit frère.

19. Vous n'(avoir) pas fait votre devoir, la semaine dernière.

20. Ces étudiants (arriver) en retard, cet après-midi.

### SECTION B - COMPREHENSION

Read the following passage and answer all the ten questions giving full sentences.

#### LE PORTE-MONNAIE RETROUVÉ

Très lentement, donnant du poids à chaque mot, je lui ai conseillé de retourner sur ses pas, de bien chercher et s'il le fallait d'aller jusqu'au bourg, chez l'épicier, à la gendarmerie.

- Tu le retrouveras certainement, je t'attends là. Ah, vérifie bien. Il doit y avoir onze mille kwacha en billets de mille. Dépêche-toi.

Wazani est parti en courant, je me suis hâté de monter un peu plus haut en escaladant les rochers. Je voyais le chemin au de là du tournant qui bornait ma vue lorsque j'étais assis sur la petite terrasse. J'ai vu Wazani courir, s'arrêter net au tournant et s'élançer sur la muraille rocheuse. Il s'élevait avec une facilité extraordinaire, n'hésitant jamais, plaçant son pied sur la seule aspérité possible, s'accrochant aux plus minces arbustes. En quelques instants, il était en haut. Je suis revenu m'asseoir et je l'ai attendu. J'étais disposé à donner une appellation scientifique à tous ses vices.

J'ai cessé de réfléchir pour mieux écouter, je l'ai entendu revenir; des pierres roulaient sous ses pieds. Très vite, il était devant moi et m'a tendu le porte-monnaie.

- C'est merveilleux. Où l'as-tu trouvé?

- A l'entrée de la vallée.

J'ai ouvert le porte-monnaie, j'ai compté les billets. Il y en avait onze.

- Je pense que cela vaut mieux, lui ai-je dit. Il n'a pas répondu. Nous sommes remontés lentement. A la maison, j'ai rendu l'objet à Lute qui a douté tout à fait de ses sens. C'était le seul moment amusant de cette journée et je l'ai fait durer. Mon envie de rire était extrême.

1. Qu'est-ce que le père a conseillé à Wazani de faire?
2. Quelle somme d'argent se trouvait dans le porte-monnaie?
3. Pourquoi est-ce que le père admirait Wazani?
4. Comment est-ce que le père a su que Wazani revenait?
5. Où Wazani dit-il avoir retrouvé le porte-monnaie?
6. Où est-ce que Wazani plaçait son pied?
7. A qui appartenait le porte-monnaie?
8. Qu'est-ce qui bornait la vue du père de Wazani?
9. Comment s'appelle la fille dans cette histoire?
10. Comment est-ce que Wazani est parti?

#### SECTION C - COMPOSITION

Ecrivez une composition d'au moins une page sur le sujet:  
"CE QUE J'AIME FAIRE PENDANT LE WEEKEND"

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 210

(DISTANCE EDUCATION)

TIME: 3 HOURS

INSTRUCTIONS: ANSWER ALL THE QUESTIONS IN ALL THE THREE SECTIONS.  
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SECTION A: GRAMMAR

I. Complétez le texte suivant par un article si nécessaire:

Trois oeufs et ..... même poids de ... sucre, de ... farine et ....., zeste de ...citron râpé, ... pincée de ... sel.

Travailler dans ... bol ... Jaunes avec ... sucre pour obtenir ... mélange blanc et mousseux.

Ajouter alternativement un peu de ... farine, un peu de ... beurre. Bien mélanger ... pâte. Ajouter ... zeste. Versez ... préparation dans ... moule bien beurré. Faire cuire à four moyen, puis chaud.

II. Conjuguez les verbes entreparanthèses au temps convenable.

Quelques jours après, au dîner et toujours au sujet de ces insupportables devoirs de vacances, une discussion (s'élever). Je (être) un peu trop désinvolte, mon père lui-même (s'en être offusqué) et finalement Anne me (s'enfermer) à clef dans ma chambre. Je (ne pas savoir) ce qu'elle (faire) et comme je (avoir soif), je (se diriger) vers la porte et (essayer) de l'ouvrir; elle (résister) et je (comprendre) qu'elle (être fermé). Je (ne pas être) jamais enfermé de ma vie.

SECTION B - COMPREHENSION

Instructions: Lisez le texte et répondez aux questions qui suivent:

Rose nettoyait la cuisine lorsque l'enfant revint. Deux chaises de paille étaient juchées sur la table, et la vieille femme, en camisole de flanelle grise, chassait une lavette sur les carreaux rouges à l'aide d'un balai. Les pieds dans des sabots, elle allait de côté et d'autre, d'un air de zèle, le sourcil bas et l'oeil hostile.

L'eau qui tombait à grand bruit du robinet dans une bassine empêcha qu'elle n'entendît sa nièce et elle poussa un cri en la voyant:

- Attention donc! Tu marches dans le mouillé. Ne recule pas! Va de côté, à droite! A ma droite, voyons! Ah, regarde ce que tu as fait!

D'un bond par-dessus le <<mouille>>, Élisabeth regagna la porte et se tint dans l'embrasure pendant que sa tante, avec un grand geste en arc de cercle, lui lançait son balai presque dans les pieds, sous prétexte d'effacer la trace de ses pas sur la brique humide.

La nuit entrait par la fenêtre ouverte qui laissait voir le mur d'un petit jardin. Depuis quelques minutes le vent soufflait moins fort et les rideaux de fil gris, alourdis par un noeud, flottaient doucement contre les vitres. Lâchant son balai, Rose saisit à deux poings la bassine qui débordait et d'un coup en projeta le contenu sur le sol comme une gerbe. Puis elle la replaça sous le robinet.

- On n'a pas idée du mal que me donne cette cuisine, criait-elle dans la pénombre pour dominer le bruit de cataracte qui venait de l'évier. Et tu te promènes là-dedans comme sur du gazon, avec tes pieds sales. Avec Charles, c'était la même histoire. Il suffisait qu'il me voie en train de laver mon carreau pour qu'il ait besoin de quelque chose par ici, du gros sel, des allumettes pour sa pipe, ou du fourneau à gaz pour se cuire un oeuf. Voilà douze ans et un mois qu'il est mort, ajouta-elle, reprise par son obsession. A cause du carreau de ma cuisine, nous nous sommes disputés régulièrement trois fois par semaine jusqu'au jour de son accident. Je l'ai porté en terre un jeudi, sur les neuf heures, avec plus de vingt-cinq personnes derrière moi et deux belles couronnes de perles sur le cercueil. Et si tu veux savoir quel temps il faisait ce jour-là, tu n'as qu'à demander à Clémentine qui a failli avoir une congestion au cimetière.

JULIEN GREEN, Minuit  
(Librairie Plon)

1. Pourquoi les deux chaises se trouvaient-elles sur la table?
2. De quoi la vieille femme se servait-elle pour laver les carreaux?
3. Pourquoi n'entendit-elle pas l'arrivée de sa nièce?
4. Pourquoi a-t-elle grondé Élisabeth?
5. Que voyait-on en regardant par la fenêtre?

6. Pourquoi Rose fut-elle obligée de crier pour se faire entendre?
7. Son mari, Charles, qu'est-ce qu'il avait l'habitude de faire quand Rose était en train de laver son carreau?
8. Comment est-il mort?

**SECTION C - COMPOSITION**

Ecrivez une composition d'au moins deux pages décrivant le moment que vous avez regretté le plus:

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 212

PAPER I

TIME: 3 HOURS

INSTRUCTIONS: ANSWER BOTH SECTIONS AND ALL QUESTIONS.

SECTION A - COMPRÉHENSION

SECTION B - GRAMMAIRE

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SECTION A - COMPRÉHENSION

Avouons-le, nous avons, au début, pris une fausse voie. Mais était-ce bien notre faute? Avec la présence de l'Européen sont nées les fonctions de commis, plus méritoires aux yeux des gens qui ne concevaient point qu'on puisse sortir de l'école sans être commis soit dans l'administration, soit dans le commerce, en tout cas toujours à côté de l'Européen. Nous avons tous pensé de cette façon.

On mettait l'Européen sur le même pied que certains méchants génies des brousses. Le servir, être constamment avec lui, était le seul moyen de se le concilier. Et chacun tenait à ce que son enfant soit commis. De là, la désaffection pour les travaux de la terre.

Planter, s'agripper au sol, refuser de se laisser déraciner et emporter par la vague torrentielle des modes, refuser de se laisser balloter par les tourbillons de conceptions plus ou moins contradictoires, c'était, hélas, vouloir rester "sauvage", tant les villes attiraient, fascinaient.

Il faut dire aussi que les gens accouraient vers les villes afin de se soustraire à tous les tributs qui pesaient lourdement sur les villages. Au retour des dix mois qu'avaient duré les funérailles, la brousse avait repris ses droits. Il a fallu à nouveau tout recommencer. Tu verras! Ah! mon enfant, il y a du travail. Chaque jour je lutte contre les lianes, les herbes, les ronces, contre la pluie, le vent, le soleil, les insectes, les singes maraudeurs, les animaux nuisibles, et Dieu sait s'ils sont nombreux! Nuit et jour, il me faut être sur le qui-vive.

Le vent souffle-t-il trop fort? Je me dis: "Ce vent-là fera tomber les fleurs des caféiers, et la récolte sera mauvaise. "La pluie est-elle précoce? Il est difficile de brûler les champs, difficile donc d'avoir des vivrières, et alors, c'est la famine. La pluie tarde-t-elle, au contraire?

On risque alors d'avoir la famine, parce que l'époque de planter aura passé. Un arbre tombe-t-il? Ne m'a-t-il pas brisé des caféiers? Des cacaoyers? La tête tout le temps travaille aussi bien que le bras. Il me faut tout voir, pour être sûr que tout marche. Créer une plantation n'est pas un jeu, mon enfant. Et aucun parent pour vous aider parce que vous n'avez pas d'argent. Ceux qui viennent repartent. Ils ne peuvent pas attendre. Ils n'en ont pas le temps. La vie passe, il faut vivre, récolter rapidement le fruit de ses efforts. Moi, je ne me presse pas, parce que je veux que tu continues ce travail qui me tue chaque jour. Tous mes efforts, toutes mes privations doivent porter leurs fruits. Vous devez tous me continuer, chacun doit apporter sa pierre à l'édifice.

Tu es encore jeune... Je te parlerai souvent de tout cela, afin que tu t'en souviennes.

Le travail et après le travail, l'indépendance, mon enfant. N'être à la charge de personne, telle doit être la devise de votre génération. Et il te faut toujours fuir l'homme qui n'aime pas le travail.

BERNARD B. DADIE - "Climbié"

#### Questions sur le texte:

1. Pourquoi l'auteur pense-t-il que l'on a pris une fausse voie? Partagez-vous son opinion?
2. Pourquoi sont les fonctions de commis plus méritoires aux yeux des gens?
3. "Rester sauvage" - qu'est-ce que cela veut dire selon l'auteur?
4. Est-ce que les gens ont une autre raison pour quitter les villages?
5. Qu'exprime le paysan dans cette phrase "N'être à la charge de personne"? Que pensez-vous de cette devise?

#### SECTION B - GRAMMAIRE

1. Compléter les phrases suivantes à l'aide du mot TOUT accordé à la forme qui convient:
  - A. 1. Je n'ai pas lu .... les romans de Raizac.
  2. J'ai écrit à .... mes amies.
  3. Je doute que vous puissiez faire ... ce que vous aviez prévu.

4. Nous n'avons pu joindre .... ceux que nous souhaitions inviter.
5. .... enfant, j'étais fasciné par les clowns.
6. On respira, ... danger était écarté.
7. Dans les circonstances présentes, .... manifestation de joie serait déplacée.
8. L'Italie, la Grèce, l'Espagne, j'ai ... visité.
9. J'ai trois neveux, ils sont ... étudiants.
10. Les touristes ont traversé ... Paris à pied.

- B.
1. .... ce qui brille n'est pas or.
  2. Elle était ... rouge de confusion.
  3. La jeune femme était .... émue de se trouver en si brillante compagnie.
  4. Ils entonnèrent la Marseillaise ... en chœur.
  5. J'ai lu ... Stendhal.
  6. Parents, amis, voisins, voisines, ....m'ont félicité.
  7. Vous me raconterez votre mésaventure ... en marchant.
  8. ... réservation non confirmée dans les 72 heures sera annulée.
  9. En l'espace de quelques mois, ses cheveux sont devenus ... blancs.
  10. Je vous recevrai en ... simplicité.

2. Mettre le verbe entre parenthèses à la forme qui convient en le faisant précéder du pronom ON ou NOUS selon le cas (attention au niveau de langue):

1. Longtemps, mes petits frères et moi, (croire) au Père Noël.
2. Je me suis écroulé sur la banquette du café tandis qu'autour de moi (crier), (s'interpeller) de table en table.
3. La soirée étant donnée en notre honneur, (se faire) un devoir d'arriver les premiers.

4. (N'aimer guère) avouer ses faiblesses.
  5. Tout petit déjà je m'étais rendu compte de la mésentente de mes parents; (remarquer) tout à cet âge.
  6. Nous discussions tranquillement de choses et d'autres; tout à coup ( entendre) frapper violemment à la porte.
  7. (Frapper) à la porte et nous n'avons pas ouvert.
  8. Chaque samedi, mes amis et moi (prendre) nos maillots et (se précipiter) vers la piscine.
  9. (Etre prêt) à reconnaître nos torts.
  10. (Se tromper) souvent dans ses jugements quand (se laisser) conduire par ses sentiments.
3. Supprimer le pronom ON, soit en le remplaçant par un nom ou un pronom équivalent, soit en modifiant la tournure donnée:
1. On n'a jamais vu refuser une offre aussi alléchante.
  2. Les vacances terminées, on a décidé de se revoir au plus tôt.
  3. On doit encourager la recherche médicale.
  4. Écoutez! On appelle.
  5. On a inauguré la tour Eiffel en 1889.
  6. On aime être apprécié selon ses mérites.
  7. Alors les enfants, on se promène?
  8. On souhaiterait parfois rencontrer plus de compréhension auprès de ses proches.
  9. On découvrit l'Amérique en 1492.
  10. On a pénétré chez moi en mon absence.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 212

PAPER II

TIME: 3 HOURS

INSTRUCTIONS: ANSWER BOTH SECTIONS

SECTION A - PHONÉTIQUE  
SECTION B - TRADUCTION

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SECTION A - PHONÉTIQUE

1. (a) Dessinez les organes de la parole.  
(b) Nommez ces organes.
2. (a) Combien de voyelles y-a-t-il en français?  
Lesquelles?  
(b) Combien de consonnes y a-t-il?  
Lesquelles?
3. Qu'entendez-vous par a) lieu d'articulation?  
b) consonne sourde?
4. a) Quelles sont les voyelles nasales du français?  
b) Trouvez un mot pour chaque voyelle nasal comme exemple.

SECTION B - TRANSLATION

Instructions: Traduisez le texte suivant en anglais:

DÉFINIR LES OBJECTIFS DU PLAN

La définition des objectifs représente une des tâches les plus délicates du planificateur. En effet, les systèmes de planification les plus connus actuellement dans le tiers Monde, distinguent, dans la zone des objectifs, trois niveaux principaux: les finalités, les options fondamentales ou grands objectifs, et les objectifs principaux et secondaires.

Les finalités ne sont jamais exprimées en termes sectoriels. Du type indépendance socio-économique, ou ouverture sur l'extérieur, elles expriment en général l'axe fondamental de la stratégie de développement.

Les options fondamentales représentent déjà des domaines beaucoup plus précis. Les choix concernant l'industrie lourde ou le développement des cultures d'exportation sont de l'ordre des options fondamentales, comme l'amélioration de l'état de santé, ou l'élévation du niveau culturel.

C'est avec les objectifs que nous rentrons finalement dans le quantifiable et le sectoriel. Chaque secteur, chaque branche, se verra assigner des niveaux de production et d'investissement, accompagnés d'une série de mesures concernant la transformation des structures, et comportant un calendrier précis d'exécution.

Cet enchaînement montre bien que les objectifs de chacun des secteurs ne sont que la traduction concrète des options fondamentales, qui elles-mêmes précisent et expriment ces finalités.

Pourtant, chaque secteur va rechercher, d'une part à décider du contenu des options fondamentales se rattachant à son domaine. C'est ainsi que l'agronome voudra à la fois déterminer les objectifs de production agricole, et définir le contenu de l'option fondamentale d'indépendance alimentaire. L'hydraulicien cherchera à être maître de la répartition des investissements hydrauliques, comme de la politique globale d'utilisation des ressources en eau. Le médecin bâtira la carte des services de santé, et voudra seul définir les objectifs de santé du plan.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 222

INTRODUCTION TO FRENCH LITERATURE

TIME: THREE HOURS

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1. Pourquoi le 17<sup>e</sup> siècle est-il appelé «Siècle de Louis XIV»?
2. La littérature du classicisme est une littérature sociale. Etes-vous du même avis?
3. Quelle est la différence entre «Courtier» et «Usurier»?
4. L'un des acteurs de L'avare a dit: «Quand on a besoin des hommes, il faut bien s'ajuster à eux ..., il n'est point yeux de leurs inclinations ...» Quel est cet acteur? Montrez qu'il a effectivement fait recours à cette technique à travers ses interventions scéniques.
5. Différenciez l'acte de la scène dans le théâtre.
6. Parlez de la conception du mariage au 17<sup>e</sup> siècle à travers L'avare et L'école des femmes.
7. Quelle est l'opinion de Molière au sujet du mariage dans L'avare et dans L'école des femmes?
8. Pourquoi Maître Jacques a accusé faussement Valère d'avoir volé la Casette de dix mille écus?
9. Quelles sont les ressemblances et les différences entre les personnages d'Harpagon dans L'avare et d'Arnolphe dans L'école des femmes?
10. Quelles sont les qualités humaines que la Fontaine attribue au Lion et au Renard dans ses fables?
11. Lisez le texte qui suit et répondez aux questions y relatives:
  - a) A travers ce texte, montrez que «la raison du plus fort est toujours la meilleure».
  - b) Un jour, La Fontaine a dit: «Ce n'est pas aux héros que je parle». A qui parle-t-il dans ce texte?
  - c) Montrez que ce texte est une Comédie de justice.

- d) Que traduit la mise en évidence de «le berger»?
- e) Pourquoi les mots «Ciel» et «Peste» sont-ils commencés <sup>par</sup> des lettres majuscules?
- f) Expliquez l'idée exprimée par les derniers vers:  
 «Selon que vous serez puissant ou misérable, les jugements de cour vous rendront blanc ou noir».

### LES ANIMAUX MALADES DE LA PESTE

Un mal qui répand la terreur,  
 Mal que le Ciel sa fureur  
 Inventa pour punir les crimes de la terre,

La Peste (puisque'il faut l'appeler par son nom),  
 Capable d'enrichir en un jour l'Achéron,  
 Faisait aux Animaux la guerre.  
 Ils ne mouraient pas tous, mais tous étaient frappés  
 On n'en voyait point d'occupés  
 A chercher le soutien d'une mourante vie;  
 Nul mets n'excitait leur envie;  
 Ni loups ni renards n'épiaient  
 La douce et l'innocente proie;  
 Les tourterelles se fuyaient:  
 Plus d'amour, partant plus de joie.  
 Le Lion tint conseil, et dit: «Mes chers amis,  
 Je crois que le Ciel a permis  
 Pour nos péchés cette infortune.  
 Que le plus coupable de nous  
 Se sacrifie aux traits du céleste courroux;  
 Peut-être il obtiendra la guérison commune.  
 L'histoire nous apprend qu'en de tels accidents,  
 On fait de pareils dévouements.  
 Ne nous flattons donc point; voyons sans indulgence  
 L'état de notre conscience.  
 Pour moi, satisfaisant mes appétits gloutons,  
 J'ai dévoré force moutons.  
 Que m'avaient-ils fait? Nulle offense;  
 Même il m'est arrivé quelquefois de manger  
 Le berger  
 Je me dévouerai donc, s'il le faut: mais je pense  
 Qu'il est bon que chacun s'accuse ainsi que moi:  
 Car on doit souhaiter, selon toute justice,  
 Que le plus coupable périsse.  
 - Sire, dit le Renard, vous êtes trop bon roi;  
 Vos scrupules font voir trop de délicatesse.  
 Eh bien! manger moutons, canaille, sottise espèce,  
 Est-ce un péché? Non, non. Vous leur fîtes,  
 Seigneur,  
 En les croquant, beaucoup d'honneur

Et quant au berger, l'on peut dire  
Qu'il était digne de tous maux,  
Étant de ces gens-là qui sur les animaux  
Se font un chimérique empire.»  
Ainsi dit le Renard; et flatteurs d'applaudir.  
On n'osa trop approfondir.  
Du Tigre, ni de l'Ours, ni des autres puissances,  
Les moins pardonnables offenses.  
Tous les gens querelleurs, jusqu'aux simples mâtins,  
Au dire de chacun, étaient de petits saints.  
L'Ane vint à son tour, et dit: «J'ai souvenance  
Qu'en un pré de moines passant,  
La faim, l'occasion, l'herbe tendre, et, je pense,  
Quelque diable aussi me poussant,  
Je tondis de ce pré la largeur de ma langue.  
Je n'en avais nul droit puisqu'il faut parler net.»  
A ces mots, on cria haro sur le Baudet.  
Un Loup, quelque peu clerc, prouva par sa harangue  
Qu'il fallait dévouer ce maudit animal,  
Ce pelé, ce galeux, d'où venait tout leur mal.  
Sa peccadille fut jugée un cas pendable.  
Manger l'herbe d'autrui! quel crime abominable!  
Rien que la mort n'était capable  
D'expier son forfait: on le lui fit bien voir..

Selon que vous serez puissant ou misérable,  
Les jugements de cour vous rendront blanc ou noir.

in La FONTAINE, Les Fables.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 312

PAPER I

TIME: 3 HOURS

ANSWER: ALL SECTIONS

SECTION A - PHONÉTIQUE  
SECTION B - ANALYSE DU DISCOURS  
SECTION C - SEMANTIQUE

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SECTION A - PHONÉTIQUE

1. Faites une description détaillée de ce que vous entendez par "mode d'articulation".
2. Quelles sont les semi-consonnes du français? Trouvez un mot qui les contient pour chacune.
3. Nommez l'articulation pour les sons suivants:
  - (a) j
  - (b) R
  - (c) Ç
  - (d) S
4. Faites la transcription phonétique des mots suivants:
  - (a) oiseau
  - (b) oignon
  - (c) métallurgie
  - (d) gagner
5. Voici en annexe le tableau des principales articulations consonnantiques: Mettez-y les consonnes du français dans leurs position respective.

SECTION B - ANALYSE DU DISCOURS

1. Mettre les phrases suivantes au discours indirect:
  1. «J'ai traversé la Manche à la nage», prétendait-il.
  2. «D'où vous vient cette certitude?» demanda-t-on au journaliste.

3. Un écriteau annonçait: «La séance ne commencera qu'à 21 heures.»
4. «Voulez-vous patienter quelques minutes?» nous demanda l'huissier.
5. «Ne te laisse pas aller à tes penchants», lui conseilla-t-elle.
6. «Autrefois, dit en grommelant le vieillard, les automobiles s'arrêtaient pour laisser passer les piétons».
7. On lit sur les billets de banque: «Tout contrevenant sera poursuivi.»
8. «Ne te mêle pas de mes affaires», me cria-t-il.
9. «Votre candidature, a-t-il précisé, sera examinée ultérieurement.»
10. «Je suis bien où je suis et j'y reste», affirma le voyageur.

2 Relier les deux propositions de manière à obtenir une phrase complexe

Quelle est l'étymologie de votre nom? Apprenez-le-nous.  
 ----> Apprenez-nous quelle est l'étymologie de votre nom.

1. M'aimes-tu? Jure-le-moi.
2. Qui est-ce qui t'a offert ce bijou? Avoue-le-moi.
3. Qu'est-ce qui vous intéresse? Indiquez-moi.
4. Pourquoi n'accepterait-il pas ma proposition? Expliquez-le-moi.
5. Que signifiait cette attitude hostile? Elle se le demandait.
6. Que s'était-il-passé? Je l'ignorais.
7. Qui est-ce que tu comptes inviter? Précise-le-nous.
8. Qu'est-ce que tu pense de ce cognac? Dis-le-moi.
9. Est-ce que nous nous reverrions jamais? Nous nous le demandions.
10. Se souviennent-ils de leur promesse? Tâchez de le savoir.

DES SOURIS ET DES HOMMES

A quoi nous servira donc la petite souris quand nous l'aurons mise en captivité?

Suivons par exemple les modalités de sa croissance. Elle vient au monde nue et frileuse comme le nourrisson humain; l'un et l'autre sont des homéothermes imparfaits à ce stade de leur vie; leur chaleur corporelle doit être conservée dans la douillette enveloppe du nid ou du berceau. On a établi pour la souris des courbes de poids particulièrement précises; on a exploré les facteurs, externes et internes, qui modifient son développement, avec l'espoir d'en tirer des conclusions pour favoriser la croissance des jeunes enfants. Dans ce domaine, on a suivi avec attention une race de souris naines qui pèsent six grammes seulement lorsqu'elles sont arrivées à leur complet développement.

L'observation de tels animaux a montré un développement insuffisant des glandes thyroïdes et surrénales; l'examen de l'hypophyse a décelé des lésions importantes (pas de cellules éosinophiles) et l'absence des hormones de croissance qu'on trouve normalement dans la glande. N'est-il donc pas possible d'appliquer un traitement? En injectant à ces souris naines un extrait de lobe antérieur d'hypophyse, on rend la croissance régulière et le système glandulaire normal. Belle invitation au médecin dans les cas de retards de développement!

(Léon Binet, Cent pas autour de ma maison,  
Mercure de France)

1. A quel genre du discours ce texte appartient-il? Narratif, didactique, oratoire? etc. Justifiez votre choix.
2. À quel type de lecteurs s'adresse l'auteur, membre de l'Institut? Relevez les tours destinés à piquer la curiosité, et les mots à connotation affective en expliquant leur emploi.
3. Relevez dans ce texte les traits de la langue scientifique (pourcentage de noms, style substantif, vocabulaire technique, vocabulaire abstrait, organisation de la phrase).

### SECTION C - SEMANTICS

Answer ALL questions, ALL questions carry equal marks.

1. Quel rapport y a-t-il entre sémantique et sémiotique?
2. Expliquez ce qu'on entend par (a) Triangle sémantique et (b) Théories référentielles du sens et faites-en une critique.
3. Expliquez:
  - (a) onomasiologie
  - (b) sémasiologie
  - (c) sème
  - (d) sémème
4. Expliquez et illustrez par un exemple dans chaque cas:
  - (a) proposition synthétique
  - (b) proposition analytique
  - (c) verbe factif
  - (d) verbe factitif
5. Ecrivez un bref commentaire sur l'énoncé suivant:

"La compositionnalité est le principe selon lequel le sens d'un message se déduit uniquement du sens de ses composants."
6. Soient les mots suivants:

détoner	acquis /
amener	buter /
censé	sensé /
le fond	emmener /
acquies	butter /
détonner	le fonds /

Classer ces mots en deux catégories sémantiques et dans chaque catégorie classez les mots en paires suivant le seul critère approprié. Ensuite choisissez une paire dans chaque catégorie et par des exemples sous forme de phrases complètes montrez que vous comprenez le sens de chaque mot dans les deux paires de mots choisies.
7. Trouvez un synonyme du mot souligné:
  - (a) Ce procédé offre des inconvénients.
  - (b) On attribue une grande importance à ce projet de développement.

- (c) Nous possédons des preuves incontestables de sa culpabilité.
- (d) L'affaire nous a causé bien des ennuis.
- (e) Il affectait l'indifférence.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 312

PAPER II

TIME: 3 HOURS

INSTRUCTIONS: ANSWER BOTH SECTIONS

SECTION A - GRAMMAIRE  
SECTION B - TRADUCTION

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SECTION A - GRAMMAIRE

1. Mettre le verbe entre parenthèses au mode et au temps qui conviennet:
1. Je vous expliquerai la situation quand vous (être) à même de la comprendre.
  2. Dans l'ancienne Égyte, quand un chat (mourir), on l'embaumait.
  3. L'assemblée délibérait quand une explosion (ébranler) la saile.
  4. La mère poussa un cri quand elle (voir) son fils enjamber la balustrade.
  5. Ce soir-là, lorsque la nuit (tomber), il sentit la tristesse l'envahir.
  6. Tous les soirs, lorsque la nuit (tomber), il sentait la tristesse l'envahir.
  7. Au pintemps, lorsqu'ils (commencer) à voleter, les jeunes oiseaux deviennent la proie d'autres espèces.
  8. Comme elle (s'apprêter) à sortir de chez elle, elle sentit une odeur de brûlé qui la fit revenir sur ses pas.
  9. Au moment où le cortège (franchir) le seuil de l'église, les cloches se mirent à carillonner.
  10. Les pompiers sont arrivés sur les lieux du sinistre comme les flammes (atteindre) déjà le troisième étage.

**2 Récrire les phrases suivantes en mettant le verbe à la forme impersonnelle:**

Une explosion s'est produite dans l'usine.  
Il s'est produit une explosion dans l'usine.

1. Un grand silence se fit soudain.
2. Plusieurs élèves manquaient hier matin.
3. Quelques petits fours étaient restés sur un plateau.
4. Un parfum subtil émanait de ce flacon.
5. Une odeur âcre se dégageait du brasier.
6. Une mince couche de verglas s'est formée au petit matin.
7. 30 centimètres de neige étaient tombés depuis la veille.
8. Un malentendu regrettable est survenu entre nous.
9. Une association s'est créée pour la sauvegarde de la chapelle.
10. Certaines traditions étranges existent encore dans cette région reculée.

**3 Mettre (selon le cas) les verbes entre parenthèses à l'une des formes verbales suivantes: présent, futur proche, futur simple, futur antérieur, futur du passé, devoir + infinitif:**

1. Attention, tu (tomber)!
2. Attendez-nous ici, nous (revenir) tout de suite.
3. Pourquoi n'ai-je pas reçu la lettre de Frédéric? Il (se tromper) encore d'adresse!
4. Les enfants, vous (ne pas oublier) de fermer la fenêtre avant de sortir!
5. Patientons un peu, Guy (venir) nous rejoindre.
6. Il a juré que cette fois il (ne pas reculer) devant l'obstacle.
7. On pourra passer la deuxième couche de vernis quand la première (sécher) complètement.
8. Jeanne d'Arc fut brûlée vive en 1431; elle (réhabiliter) quelques années plus tard.
9. Dans trente ans, la population du pays (doubler).
10. Nous (connaître) dans notre vie bien des bouleversements!

**4 Mettez les verbes entre parenthèses à la forme de participe présent ou d'adjectif verbal selon le sens (observez l'orthographe et l'accord convenables):**

1. Énoncez le principe des vases (communiquer).
2. (Différer) sur les principes mêmes, nous ne saurions nous accorder.
3. Vos motifs ne me paraissent pas (convaincre).
4. L'objectif réunit les rayons (diverger).

5. Georges et André, (fatiguer) leur mère par leurs caprices continuels, ont fini par la rendre malade.
6. Ils veulent quatre mois de congé? Je les trouve (exiger).
7. Les classes (vaquer) deux jours, ne revenez pas avant mercredi.
8. (Intriguer) sans cesse auprès des puissants du jour, il croit arriver rapidement.
9. Au bout de trois heures, l'atmosphère de la salle devint (suffoquer).
10. Votre silence (équivaloir) pour moi à un refus, permettez-moi de me retirer.

5 Généralement de sens actif, l'adjectif verbal a parfois le sens passif, parfois un sens qui n'est ni actif ni passif. Copiez les adjectifs verbaux soulignés en les faisant suivre de l'indication A (=actif), P (=passif) ou N (=ni actif ni passif):

1. Cette couleur est trop voyante.
2. C'était un étudiant brillant.
3. Paul a été invité à un thé dansant.
4. Adresse mon courrier au bureau de Longueville, poste restante.
5. La peur la rendait toute tremblante.
6. Me Laloy était l'avocat consultant de cette société.
7. Un chemin glissant conduisait à la cabane.
8. Il y a sur le fleuve des établissements de bains flottants.

#### SECTION B - TRADUCTION

Nous avons un monde qui est en train de changer énormément. D'année en année, il n'est plus le même. Il apparaît des forces nouvelles: je parle, par exemple, de la Chine; il y en a d'autres comme la Russie Soviétique, qui évolue à l'intérieur d'elle-même et face audehors; il y en a d'autres comme les États-Unis, qui évoluent aussi et qui, de puissance essentiellement isolationniste qu'ils étaient autrefois, deviennent puissance interventionniste, c'est le moins qu'on puisse dire. Tout ça, c'est un changement capital. Il y a l'Allemagne qui se transforme et dont nous ne savons pas, absolument pas, où iront ses ambitions.

Naturellement, nous espérons qu'elles iront dans le bon sens et nous avons des raisons de l'espérer. Mais on ne peut pas dire qu'on en soit certain. Par conséquent, nous sommes obligés de prendre le monde comme il est, et d'agir, et de vivre avec ce monde-là. Alors, qu'est-ce que ça signifie? Ça signifie que la France n'a à s'interdire à elle-même aucune possibilité. La France est pour la paix, il lui faut la paix. La France, pour renaître vraiment, pour se refaire et pour s'étendre, au sens le plus noble du terme, il lui faut la paix. Par conséquent, la France cherche la paix, cultive la paix, aide la paix, partout. Comment? En étant en rapports avec tout le monde. Il n'y a aucune espèce de raison pour que nous excluions d'avoir de bons rapports avec ceux-ci ou avec ceux-là. Nous sommes les amis des Américains et leurs alliés, tant qu'il semble subsister quelque menace venant de l'Est sur l'Europe occidentale. Nous sommes également en termes de plus en plus étroits avec l'Europe de l'Est parce qu'elle existe et parce qu'il n'y a aucune espèce de raison pour que nous ne prenions pas tous ces contacts pacifiques avec elle. Nous avons pris des contacts, également pacifiques et étroits, déjà assez, avec la Chine.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 322

INTERMEDIATE STUDIES IN FRENCH LITERATURE

TIME: THREE HOURS

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1. Comment Germinal prêche-t-il l'évangile du travail.
2. En quoi la fonction de journaliste a-t-elle influencé Emile ZOLA dans son oeuvre?
3. Déterminez les ressemblances et les divergences entre le personnage d'Etienne LANTIER, héros de Germinal et Emile ZOLA lui-même?
4. Comment interprétez-vous l'échec de la grève, dans Germinal, imposé par Emile ZOLA?
5. Quelles sont les raisons avancées par les symbolistes pour justifier la création du symbolisme au 19<sup>e</sup> siècle?
6. Quels sont les titres qu'avait choisis provisoirement Emile ZOLA à la place de «Germinal»?
7. Quelles sont les raisons profondes de la rêverie ~~l'émueuse~~ et sentimentale d'Emma Rouva~~ult~~ dans Madame Bovary.
8. Quelles sont les sources d'inspiration de Gustave Flaubert *dans* sa rédaction de Madame Bovary?
9. Qu'est-ce que le bovarysme?
10. Avec exemples à l'appui, montrez que Charles Baudelaire a voulu retracer la tragédie de l'être humain à travers sa propre expérience.
11. Lisez le poème suivant et répondez aux questions ci-après:
  - a) Précisez la nature de ce poème
  - b) Quel est le caractère de la Douleur personnifiée?
  - c) Par quels arguments Charles Baudelaire repon~~se~~<sup>s</sup>-t-il la tentation des plaisirs?

- d) Quel est le thème central de ce poème?
- e) Montrez que le poète s'adresse à sa douleur sur ~~un~~ ton familial.
- f) Expliquez le sens de ce rejet «Loin d'eux».
- d) L'évocation du mot «linceul» donne-t-il quelle image?

#### RECUEILLEMENT

Sois sage, ô ma Douleur, et tiens-toi-plus tranquille.  
 Tu réclamais le Soir; il descend; le voici:  
 Une atmosphère obscure enveloppe la ville,  
 Aux uns portant la paix, aux autres le souci.

Pendant que des mortels la multitude vile,  
 Sous le fouet du Plaisir, ce bourreau sans merci,  
 Va cueillir des remords dans la fête servile,  
 Ma Douleur, donne-moi la main, viens par ici,

Loin d'eux. Vois se pencher les défuntes Années  
 Sur les balcons du ciel, en robes surannées;  
 Surgir du fond des eaux le Regret souriant;

Le soleil moribond s'endormir sous une arche,  
 Et, comme un long linceul traînant à l'Orient,  
 Entends, ma chère, entends la douce Nuit qui marche.

BAUDELAIRE, Les Fleurs du Mal (éd. posth.).

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 END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 332

TIME: THREE HOURS

INSTRUCTIONS: TRANSLATE THE FOLLOWING TEXT FROM ENGLISH  
INTO FRENCH.

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PROSPECTIVES OF PUBLIC MANAGERS

The uneasiness frequently expressed by public service managers is evidently shown by a real determination of their material situation but equally expresses a crisis of adaptation whose reasons are not only economic. It is these reasons that are important to note, by putting them in a medium and long term perspective.

The first tasks carried out in this direction by the Directorate for General Administration and Civil Service have brought to light numerous problems that explain a widespread wish to great reforms on recruitment, training, career and remuneration of state managers. It equally clears itself of the evolutions and tendencies which allow specifying the public sector domain in the years to come.

SENIOR PUBLIC SERVICE MANAGERS

A certain number of factors like the European Construction, decentralization or worsening social deficits have questioned an administrative model that is becoming outdated, causing among other things a general disruption of the top civil servant's role. The latter's place is nevertheless essential and therefore indispensable to suggest solutions that integrate the socio-economic evolution of the last forty years: increasing of remuneration prevention of "the transfer to the private sector", development of managerial competences rather than strictly administrative, breaking the monopoly of "Grandes Ecoles," encouraging mobility, as much at national level as at international. But are these economic measures favouring top civil servants not concealing a deeper uneasiness within an administration that certain people would not hesitate to call "Ossified"?

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 412

PAPER II

ADVANCED FRENCH LANGUAGE AND GENERAL LINGUISTICS

TIME: THREE HOURS

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SECTION A - GRAMMAR COMPONENT

- I) Justifiez l'emploi de la négation du prédicat
1. Il n'empêche que vous auriez pu me contacter avant de quitter la maison.
  2. Je ne sais que faire de tous ces problèmes économiques.
  3. La crise économique secoue notre région.  
N'importe nous avons des provisions suffisantes pour le mois prochain.
- II) Déterminez les qualités de ces phrases négatives.
1. N'était la grève qui se prolonge nous aurons cours.
  2. Il ne sait à quel saint se vouer.
  3. Je n'ai d'autre désir que de vous satisfaire.
  4. Il n'est travail qui ne demande un temps d'apprentissage.
- III) Appliquez la corrélation négative en termes oppositifs aux mots suivants:
1. Coeur dur
  2. Semelle souple
  3. Figure molle
  4. Couteau épais
- IV) Quelle est la valeur de cette négation?
1. Je n'ai pas qu'une voiture.
  2. Il n'est d'homme qui ne le connaisse pas.
  3. Aucun d'entre nous ne permettra ce scandale.

4. Comme si de rien n'était.

### SECTION B - TRANSLATION

Traduisez le texte suivant du français en anglais:

#### Planification Sanitaire et Maîtrise de l'environnement

La santé d'une population dépend largement de la qualité de son environnement. Faut-il que le planificateur responsable du futur, s'attache à organiser en priorité les réseaux de services médicaux, ou bien doit-il plutôt porter son regard sur tout ce qui peut améliorer la qualité de vie?

Quels sont les choix prioritaires dans une situation de pénurie et comment parvenir à définir des objectifs de planification qui puissent être atteints? Le débat reste ouvert.

Regardons les faits: dans les pays du tiers monde que nous connaissons, la planification sanitaire n'est pas intégrée à la planification globale. Se ramenant surtout à une planification des services de santé, elle ne prend que rarement en compte les problèmes de l'environnement.

Il est important, voire indispensable, d'aller chercher ailleurs que dans la mauvaise volonté ou l'excessive bureaucratie, les raisons d'un échec aussi fondamental. En effet, point n'est besoin d'être initié aux faux secrets de la planification pour savoir qu'un plan n'est pas seulement mieux fait, mieux fini, plus cohérent, s'il réussit cet emboîtement réciproque des différents secteurs: il n'existe en tant que plan que si cette cohérence est réalisée. Elle seule permet en effet de révéler que le plan est bien ce qu'il doit être, à savoir un instrument de mise en oeuvre d'une stratégie de développement, et non un simple programme d'investissements. Or, qui dit stratégie, dit finalisation cohérente des différents objectifs de développement.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

FR 422

ADVANCED FRENCH LITERATURE

FRENCH AUTHORS

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS. ONE FROM EACH SECTION.  
CANDIDATES ARE ALLOWED PERUSAL OF TEXTS IN THE  
EXAMINATION HALL.

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SECTION A

François Mauriac: Thérèse Derquevroux.

1. En quoi, les confessions des personnages principaux dans les romans mauriaciens, Le Noeud de Vipère et Thérèse Desquevroux, révèlent-elles les tiraillements personnels subis par le romancier?
2. Qu'est-ce que c'est que 'la processus jungien de l'individuation' et comment pouvez vous l'appliquer à la vie de Thérèse?
3. Etudiez d'une façon approfondie les thèmes suivants dans le roman Thérèse Desquevroux.
  - (i) La Bourgeoisie provinciale
  - (ii) Le Dedans et le Dehors
  - (iii) L'incommunication
  - (iv) Le propriété
  - (v) L'Honneur du nom de la famille

SECTION B

Albert Camus  
Jean Paul Sartre

L'Etranger  
Les Mains Sales

4. "Mersault déconcerte le lecteur habitué à la cohérence et à la clarté des personnages... s'il a, ou s'il a eu, une mère, il n'entretient pas avec elle des rapports que puissent facilement codifier la psychologie ou la morale; et s'il est vrai qu'il est un criminel, il ne se laisse pas pour autant classer avec facilité dans la galerie des criminels de notre littérature romanesque".

Etudiez cette analyse à l'append d'une lecture de L'Etranger.

5. "Jusqu'au moment où il est jugé... Meursault ne se sent étranger en aucune manière. Il ne se sent étranger ni par rapport à la réalité ni par rapport à la société". Dépistez les épisodes qui se rattachent à cette constatation dans L'Etranger.
6. "Si la société reproche à Meursault son étrangeté, c'est en grande partie parce que celle-ci débouche sur un compartiment d'étranger. Meursault est étranger aux conventions sociales, aux règles de la justice". En quoi peut-on rapprocher cet avis au complément de Thérèse dans le roman de Mauriac?
7. A propos du thème de 'l'homme et sa liberté,' étudiez dans Les Mains Sales l'attitude d'Hoederer envis Hugo.
8. Qu'est-ce que c'est que l'Existentialisme selon Jean-Paul Sartre, et comment celui-ci, est-il illustré dans Les Mains Sales.

#### SECTION C

Ionesco  
Beckett

La Leçon  
En Attendant Godot

9. "Ionesco, en fin de compte, nous révèle à travers La Leçon l'impossibilité d'une communication logiques." Discutez cette réflexion par rapport au personnage du professeur et celui de l'élève.
10. En quoi ces propos de Pozzo dans En Attendant Godot de Beckett témoignent-ils du désespoir et de l'absurdité de la condition humaine:

"Vous n'avez pas fini de m'empoisonner avec vos histoires de temps? C'est insensé! Quand! Quand! Un jour, ça ne vous suffit pas, un jour je suis devenu aveugle, un jour nous deviendrons sourds, un jour nous sommes nés, un jour nous mourons, la même jour, le même instant, ça ne vous suffit pas? (Plus posément). Elles accouchent à cheval sur une tombe, le jour brille un instant, puis c'est la nuit à nouveau."

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 231

HISTORY OF MODERN AFRICA FROM 1750 TO 1900

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS: ANSWER ONE QUESTION  
FROM EACH SECTION: EACH QUESTION CARRIES EQUAL MARKS

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SECTION A

1. How did the presence of the tsetse fly (the main vector of trypanosomiasis) and the mosquito (anopheles gambiae, the vector of malaria) on the African continent, affect the development of pastoralism and the colonization process?
2. One of the criticisms against anthropology is that it presented a static picture of African societies just before colonialism. What evidence do you have to support this criticism?
3. Comment on the view that "the Scramble for Africa followed a common pattern: secure treaties from African chiefs and establish a new government upon them".
4. Explain the importance of tribute in pre-colonial Africa.

SECTION B

5. Discuss the view that "all non-centralized societies in Africa could have become centralized had the pre-colonial era continued into the Twentieth century.
6. It is common today to hear the argument that agriculture is the basis for Africa's industrialization. Would you argue that agriculture played a similar role in the late nineteenth century?
7. What have been the principal resources of the peoples of Africa since prehistoric times? How have these resources been the driving force behind African history?
8. Discuss the technological, political and intellectual (ideological) factors in the European background that were conducive to the annexation of colonies in Africa.

SECTION C

9. Discuss the growth of Africa's economy in the period 1800 and 1885 and assess its major impact.
10. Many scholars refer to the second half of the nineteenth century as "the era of Legitimate commerce" in Africa. What do they mean? How important is this era in African history?
11. In which ways did the work of the missionary societies influence the course of African resistance to colonial rule? Choose at least three examples to illustrate your argument/s.
12. Assess whether Denoon and Nyeko are justified to use the phrase "Mineral Revolution" in reference to the exploitation of minerals in South Africa.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA  
UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 322

TWENTIETH CENTURY EUROPE

TIME: THREE HOURS

ANSWER: THREE QUESTIONS, AT LEAST ONE FROM EACH SECTION.

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SECTION A

1. "Hitler started the 1939-45 war in Europe." Do you agree with this assertion?
2. Why was Africa decolonised after 1945?
3. Did the Suez Canal crisis unite the Arabs?
4. Detente was just the cold war under a new heading. Do you agree?

SECTION B

5. What is the E.E.C.? Has it succeeded in bringing about economic and political unity among the member states?
  6. Glasnost killed communism in the USSR. Do you agree?
  7. Explain why there are tribal wars in the former Yugoslavia.
  8. Does the rejection of communist rule in Eastern Europe signify the superiority of capitalism over communism?
- 

END OF EXAMINATION

2

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

H 231

HISTORY OF MODERN AFRICA FROM 1750 TO 1900

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS; ANSWER ONE QUESTION FROM EACH SECTION; EACH QUESTION CARRIES EQUAL MARKS.

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1. Describe the main types of societies that existed in Africa prior to colonization with reference to economy, social and political organization. In your view, how did this influence the pattern of colonization?
2. Compare and contrast the effect of nineteenth century traders, explorers and missionaries on African societies.
3. What was the significance of long-distance trade in the nineteenth century in Africa?

SECTION B

4. Explain the rise and fall of the pre-colonial states in Africa between 1850 and 1900.
5. Outline briefly at least four factors behind the "Scramble for Africa" and assess their importance with examples from different parts of Africa.
6. Were African societies in the nineteenth century egalitarian?

SECTION C

7. Do you agree with the argument that stateless societies had no central authority and as such they tended to be lawless?
  
8. Discuss at least five factors that explain why European powers were able to conquer Africa in the period 1885 - 1902. Assess the importance of the one factor you consider to have been the most decisive.
  
9. Since resistance was ultimately futile in practice, except for Ethiopia, how do we assess it historically? Were there long-term results?

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 232

HISTORY OF MODERN AFRICA FROM 1900 TO THE PRESENT

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS; ANSWER ONE QUESTION FROM EACH SECTION; EACH QUESTION CARRIES EQUAL MARKS.

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SECTION A

1. Why and how did imperial powers rush to grab Germany's colonies in Africa in 1914?
2. Using many examples to illustrate your answer, explain the terms "primary" resistance, "secondary" resistance and "modern nationalism".
3. Would you agree that the British policy of Indirect Rule was meant to preserve the African political, social and cultural institutions in the wake of modernization?

SECTION B

4. Discuss the importance of education and literacy in colonial Africa.
5. Assess the political importance of Independent Churches in colonial Africa.
6. Explain how "tribalism" in eastern Uganda developed as a result of the British use of the Ganda in colonial administration.

SECTION C

7. What is "irridentism"? Discuss the reasons for its growth in independent Africa.
8. How did the Bantustan policy fit in the wider policy of "apartheid" in South Africa?

9. Discuss the major determinants (or factors) that stimulated the rise and development of African nationalist movements with radical programmes after World War II.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 232

HISTORY OF MODERN AFRICA FROM 1900

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS;  
ANSWER ONE QUESTION FROM EACH SECTION;  
EACH QUESTION CARRIES EQUAL MARKS.

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SECTION A

1. Assess the First World War and its consequences for Africa.
2. Discuss the social repercussions of colonial rule in Africa to 1935.
3. What were the successes and failures of the methods and institutions of European domination in Africa to about 1960?
4. Evaluate the nature of the colonial economy.

SECTION B

5. Explain the importance of education and literacy in colonial Africa.
6. Outline some of the problems of urbanization that Africans faced, and explain how they coped with them.
7. Discuss the roots of African nationalism.
8. Why did Africans have to resort to armed struggle in Rhodesia (now Zimbabwe) in order to secure their independence?

SECTION C

9. Define the term "apartheid", then show how it was practised in South Africa to 1960.
  10. What was the impact and significance of colonialism in Africa?
  11. What is "ethnicity"? Account for its growth in Africa after the attainment of independence.
  12. Account for the decline of African economies after independence in the 1960s to the present.
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 242

THE CAPITALIST ECONOMIC SYSTEM: 1914 TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS.

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1. Account for the boom in the European economies between 1900 and 1914.
  2. What were the causes of the World Economic Depression in the capitalist economies between 1929 and 1932?
  3. Examine the ideas and influence of John Maynard Keynes.
  4. Were welfare economies a total failure as an economic system?
  5. Discuss the role of multi-national corporations in the development of the Third World.
  6. Do the theories of Development provide a useful framework for analyzing the economic problems in the Third World?
  7. Why was the post 1945 boom followed by the depression of the 1970s.
  8. Is the Structural Adjustment Programme the best way of solving our current economic problems?
- 

END OF EXAMINATION

**THE UNIVERSITY OF ZAMBIA**

**UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996**

**H 242**

**THE GROWTH OF CAPITALISM FROM 1900**

**(DISTANCE EDUCATION)**

**TIME: THREE HOURS**

**INSTRUCTION: ANSWER THREE QUESTIONS.**

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1. Why did the European economies expand so fast between the years 1900 and 1914?
  2. What was the impact of the First World War on the world economies?
  3. How did the success of the Bolshevik revolution in Russia affect the world economy?
  4. Discuss the causes and impact of the Great Depression of 1929 to 1933 on the World Economy.
  5. How important is the understanding of the theories of Lord John Maynard Keynes in explaining the performance of the world economy after 1935?
  6. Account for the post 1945 economic boom in Western Europe.
  7. Critically examine the role of multinational corporations in the underdevelopment of the Third World.
  8. How helpful are the theories of development and underdevelopment in understanding the Third World problems?
  9. The Structural Adjustment Programme has been described as "Satanic" by many commentators. Do you see any hope in adopting it as an economic strategy for Zambia?
- 

**END OF EXAMINATION**

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 912

HISTORY OF ZAMBIA SINCE 1890

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, AT LEAST ONE  
FROM EACH SECTION. ALL QUESTIONS CARRY  
EQUAL MARKS.

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SECTION A

1. Critically examine the role of traditional rulers in colonial Zambia before 1964.
2. How do you account for the slow development of European agriculture in colonial Zambia before 1939?
3. Analyse the impact of the Second World War on African miners' health in pre-independent Zambia.
4. What arguments were advanced for and against the creation of the Federation of Rhodesia and Nyasaland?

SECTION B

5. Outline Zambia's major challenges at independence and show how Zambia attempted to meet such challenges.
  6. Assess the impact of the Unilateral Declaration of Independence (UDI) on Zambia. Would you agree that "UDI was a blessing in disguise for Zambia"? (Former President Kaunda).
  7. To what extent did SADCC member states extricate themselves from the South African economy before the end of Apartheid?
  8. What has been the impact of the Structural Adjustment Programme on the Zambian society?
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

SUPPLEMENTARY/DEFERRED EXAMINATIONS - JANUARY 1997

H 912

HISTORY OF ZAMBIA SINCE 1890

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS; AT LEAST ONE FROM EACH SECTION. ALL QUESTIONS CARRY EQUAL MARKS.

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SECTION A

1. Taxation and forced labour migration are seen as major instruments of major subjugation. Show how they were applied in colonial Zambia between 1890 and 1924.
2. How different was the land policy of the colonial state in Zambia from that of the British South Africa Company?
3. What effects did the imposition of the policy of Indirect Rule have on Northern Rhodesia in the colonial period?
4. Why was the growth of a militant nationalist movement in Northern Rhodesia so long delayed?

SECTION B

5. How successful was Zambia's efforts to disengage from the south after November 1965?
  6. Why is Zambia in the late twentieth century one of the most urbanized countries in Africa?
  7. What evidence is there of worker consciousness among African miners in Northern Rhodesia between 1926 and 1940?
  8. In your view, what benefits is Zambia getting by belonging to either SADC or COMESA?
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 932

SOCIAL AND ECONOMIC HISTORY OF  
SOUTHERN AFRICA SINCE THE 1880s

TIME: THREE HOURS

ANSWER: THREE QUESTIONS. AT LEAST ONE QUESTION FROM  
EACH SECTION.

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SECTION A

1. "The purpose of the revolt was not necessarily to raise the flag of England over Pretoria, but rather to re-establish the republic along more liberal lines better suited to big business." Would you say this is a correct assessment of the intentions of the Reform Committee?
2. "With thousands of their comrades dead or wounded, their farms devastated by the 'scorched earth' tactics of the British and their families languishing in concentration camps, the Afrikaners' cause in May 1902 seemed lost forever." Assess the validity or otherwise of this statement.

OR

3. "The South African War [1899-1902] was fought by whites in a region where four-fifths of the population were black." How tenable is it to suggest that this was a whiteman's war?
4. "The Act of Union that followed brought the four colonies under one flag, but failed to unite the country." Comment.
5. Why did the South African Native National Congress (SANNC) react to the passage of the Natives' Land Act of 1913 with shock?
6. How did the rebellion of 1914, the problem of the poor whites and the dispute over participation in the First World War foster Afrikaner nationalism?

**SECTION B**

7. What would you say was at the root of the eventual decline of the Industrial and Commercial Workers' Union (ICU) in the countryside by 1930?
8. To what extent is it tenable to argue that the poor white problem was more a political problem than an economic problem?

OR

9. Assess the view that the poor white problem was as much a political problem as it was an economic problem.
10. What factors contributed to the African National Congress' growing militancy after 1952?
11. What role did South Africa play in the liberation of the former Portuguese colonies of Angola and Mozambique? Why do you think South Africa played that role?
12. Account for the transformation of the Southern African Development Coordination Conference (SADCC) to Southern African Development Community (SADC) vis-a-vis the political and economic changes in South Africa.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

H 972

ECONOMIC AND SOCIAL HISTORY OF LATIN AMERICA  
FROM 1825 TO THE PRESENT

TIME: THREE HOURS

INSTRUCTIONS:

ANSWER THREE QUESTIONS; ANSWER AT LEAST ONE QUESTION FROM EACH SECTION, NOT THREE QUESTIONS FROM ONE SECTION; EACH QUESTION CARRIES EQUAL MARKS.

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SECTION A

1. Account for the emergence of caudilloism in post-colonial Latin America.
2. Critically analyze "The Porfiriato" in Mexico, 1876 - 1911.
3. Discuss the achievements of the Mexican revolution.
4. In the post-independence period, nearly all Latin American countries accepted massive European investments. Analyze the political and economic problems brought about by this development in post-colonial Argentina and Brazil.
5. For either Brazil or Argentina, trace the rise of the dictatorship, its successes and failures after 1930.

SECTION B

6. Picking either Mexico or Chile, discuss the successes and failures of the land reform measures.
7. Compare and contrast the economies of Cuba under Fidel Castro with that of either Chile under Salvador Allende or Brazil under Juscelino Kubitschek.
8. In your view, how relevant is the "Dependency theory" in understanding the economic relations between the developed and industrialized world and the Third World?
9. What has been the contribution of Latin America to the social well-being of the rest of the world?

10. Is the United States justified in intervening in the internal politics of Latin American countries? If it is not, why have Latin American countries failed to take measures to put an end to this adventurous policy?
- 

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATION NOV/DEC 1996

LAL 110

INTRODUCTION TO LANGUAGE AND LINGUISTIC SCIENCES

(DISTANCE EDUCATION)

TIME: THREE (3) HOURS

INSTRUCTIONS: (a) ANSWER TEN (10) QUESTIONS IN ALL AS FOLLOWS:  
TWO (2) FROM SECTION A, FOUR (4) FROM SECTION B AND  
FOUR (4) FROM SECTION C.  
(b) ANY EXAMPLE IN A LANGUAGE OTHER THAN ENGLISH MUST BE  
FOLLOWED BY AN ENGLISH TRANSLATION.

WEIGHTING: ALL QUESTIONS CARRY EQUAL MARKS.

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SECTION A

1. Explain the following statements; giving for each case one example to support your explanations:
  - (a) Human language is discrete;
  - (b) Human language is dynamic;
  - (c) Human language is creative;
  - (d) Human language is innate and learnt;
  - (e) In language it is important to distinguish between competence and performance.
2. Critically discuss the following:
  - (a) the Divine Gift theory of language origin
  - (b) the Monogenesis theory and polygenesis theory of language origin.
3. With examples, explain why it is true to assert that human language is an open-ended system.
4. Briefly describe how honeybees' language work and give two reasons to support the view that human language is superior to honeybees' language.
5. With examples, discuss any two functions of human language.

SECTION B

6. Briefly explain the primary of oral communication.
7. Name and exemplify any two applications of phonetics and phonology.
8. Enter the IPA vowel symbols i, E, u, ɔ, e, ə, a in the following charts:

(a)

	FRONT	BACK
HIGH		
HIGH-MID		
LOW-MID		
LOW		

(b)

	FRONT	BACK
CLOSE		
CLOSE-MID		
OPEN-MID		
OPEN		

\* Copy the matrices.

9. Fill in the following matrix:

	i	w	p	m	v	B	ʃ	dz	t	g
VOCALIC										
CONSONANTAL										
NASAL										
CONTINUANT										
ANTERIOR										
BACK										
CORONAL										
DELAYED RELEASE										
STRIDENT										
VOICE										

\*Copy the matrix

10. With examples explain the following
  - (a) phoneme;
  - (b) allophone;
  - (c) morph, morpheme, allomorph;
  - (d) root, stem, base, affix
  - (e) morphological rule.
11. With examples, explain the following:
  - (a) derivation, inflection, compounding
  - (b) any two morphological processes

SECTION C

12. With examples, briefly compare the structure of the noun in English and Bantu.
13. Explain and illustrate the following:
  - (a) subject, predicate
  - (b) complement
  - (c) object
  - (d) adverbial
  - (e) synonyms, paronyms
14. With examples, name any two types of units that can realize adverbial functions. Give your own examples.
15. Name, define and illustrate any two theta-roles.
16. Write brief notes on the following:
  - (a) generative grammar
  - (b) transformation
  - (c) tree-diagram
  - (d) code-switching
  - (e) diglossia

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END OF THE EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

LAL 112

INTRODUCTION TO LINGUISTICS

TIME: THREE HOURS

INSTRUCTIONS: (a) ANSWER ANY EIGHT (8) QUESTIONS.  
(b) ANY EXAMPLE FROM A LANGUAGE OTHER THAN ENGLISH MUST BE ACCOMPANIED BY AN ENGLISH GLOSS (i.e. TRANSLATION) AS WELL AS THE NAME OF THE LANGUAGE.

WEIGHTING: THE EXAMINATION COUNTS FOR 50% OF THE COURSE'S TOTAL MARKS. ALL QUESTIONS CARRY EQUAL MARKS.

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SECTION A

1. Read carefully the sentences below and answer all the questions that follow.

The sentence

The Chairman proposed a programme of resettlement.

The questions

- (a) Using a tree-diagram and terms such as onset (On), Rhyme (Rh) etc, show the syllable structure of 'resettlement'.
- (b) Provide a comprehensive morphological analysis of
- (i) 'Chairman'
  - (ii) 'proposed'
  - (iii) 'resettlement'

- (c) Using a tree-diagram, show the syntactic structure of the whole sentence.
- (d) Identify any TWO (2) theta-roles.

SECTION B

- 2. Name any TWO (2) cavities in the vocal tract and explain the role(s) played by cavities in the vocal tract in general.
- 3. Define and illustrate:
  - (a) nasals
  - (b) fricatives
  - (c) affricates
  - (d) laterals
  - (e) nasal compounds
- 4. Give the IPA symbols for the following sounds:
  - (a) velar stop nasal voiced
  - (b) alveolar fricative voiceless
  - (c) postalveolar affricate voiced
  - (d) high front unrounded oral vowel
  - (e) low-mid rounded nasalized vowel
- 5. Describe in words the sounds represented by the following IPA symbols:
  - (a) [v]
  - (b) [p]
  - (c) [z]
  - (d) [k]
  - (e) [t]
- 6. Transcribe in IPA symbols each of the following words:
  - (a) share
  - (b) reduction
  - (c) hierarchy
  - (d) neutralized
  - (e) everything

7. Classify the following sounds using a two-dimensional chart on the basis of the point and mode of articulation:

k v p d g t s b m n z f p l r ts dz

8. Write brief notes on the following:

- (a) productive components of speech
- (b) types of initiation
- (c) phonation types
- (d) co-articulation
- (e) sequential sound types

SECTION C

9. Copy the matrix below and fill it in:

i e a o u p b t d l s z k g m n ŋ j w

---

VOC  
CONS  
CONT  
BACK  
HIGH  
LOW  
NT  
COR  
NAS  
VOICE

---

10. Write in words the following two rules:

(a) /l/ -----> [d] / [+NAS] -----

(b) 

+VOC
-CONS

 -----> Ø / ----- 

+VOC
-CONS

11. With examples, explain the difference(s) between Linear Phonology and Auto segmental Phonology.

12. Write brief notes on each of the following:

- (a) phoneme
- (b) allophone
- (c) morph
- (d) allomorph
- (e) morpheme
- (f) cumulative morpheme
- (g) portmanteau morph
- (h) root
- (i) stem
- (j) base (in morphology)

13. Name and exemplify

- (a) any TWO (2) types of phonological rules;
- (b) any TWO (2) morphological processes.

SECTION D

14. Compare and contrast pluralization in Bantu and in English.

15. Explain and exemplify each of the following:

- (a) paraphrase
- (b) synonymy
- (c) paronymy
- (d) antonymy
- (e) homonymy

16. Write brief notes on the following items in connection with Sign Languages:

- (a) fingerspelling
- (b) handshape
- (c) cherology
- (d) chereme
- (e) signing space

---

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL 220

WRITINGS IN ZAMBIAN LANGUAGES

(DISTANCE EDUCATION)

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ALL THE 5 QUESTIONS.

WEIGHT: THE EXAMINATION COUNTS FOR 50% OF THE TOTAL COURSE MARKS AND ALL QUESTIONS CARRY EQUAL MARKS.

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1. (a) What is writing and how has it developed into the present modern writing?  
(b) By whom and how was writing introduced to Zambian Languages?
2. Write 5 sentences in your language each containing one of the following figurative expressions:
  - (a) meiosis
  - (b) metaphor
  - (c) simile
  - (d) metonymy
  - (e) paradoxUnderline the figures of speech you have realised.
3. (a) What is a novel?  
(b) Write and explain 4 types of novels.
4. Briefly write explanations of the 5 literary terms below:
  - (a) trickster narrative
  - (b) legend
  - (c) myth
  - (d) monster story
  - (e) literary language

5. Explain the nature or function of the following in drama

- (a) producer
- (b) actor
- (c) playwright
- (d) usher
- (e) lowly character

---

END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL 222

WRITINGS IN ZAMBIAN LANGUAGES

TIME: THREE HOURS TOTAL MARKS: 100

ANSWER: ALL QUESTIONS IN SECTION ~~A~~  
THREE QUESTIONS FROM SECTIONS B, C AND D.

N.B.: ONE QUESTION SHOULD BE ANSWERED FROM SECTION B,  
ANOTHER FROM D. THE THIRD MAY BE CHOSEN FROM  
SECTION C OR D. ALL QUESTIONS FROM SECTIONS  
B, C AND D ARE WORTH 20 MARKS EACH.

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SECTION A

ALL QUESTIONS IN THIS SECTION ARE COMPULSORY

1. Write brief notes on the following structural pattern of narrative plots:
  - (a) Ascendancy
  - (b) Descendancy
  - (c) Cyclical
  - (d) Spiral
  - (e) Mirror image
  - (f) Hour glass
  - (h) Complex
2. What is the difference between an Epic and a Saga? (2 marks)
3. What type of poem is the Zambia National Anthem? (2 marks)
4. Write brief notes on the structure of proverbs. Give examples in your language. (10 marks)
5. Explain and exemplify:
  - (a) Conudrum
  - (b) Enigma
  - (c) Simple riddle
6. What is the literary situation in Zambia and why?

## SECTION B - PROSE

### ANSWER ONLY ONE QUESTION FROM THIS SECTION

1. Compare any two authors whose works you have read. The works must be on the same subject.
  - (a) How do they handle their plot
  - (b) Explain and illustrate whether or not they utilise atmosphere, setting and characterisation in developing their theme(s).
  - (c) Comment on their style(s).
2. Most African writers, whether they write in English or their local languages, exploit the tools of literature. Discuss this statement with the help of a book you have read. The book should be in your language.
3. When a writer uses the journey motif in his work, the journey can be physical or psychological. Using a novel written in your language, demonstrate how the motif has influenced the plot, the setting, atmosphere and characterisation.
4. It can be safely argued that most prose works in Zambian languages could have been longer had their authors known how to handle time and motivation. Using a novel in your language, comment on the above statement.

## SECTION C - DRAMA

YOU MAY ANSWER ONLY ONE QUESTION FROM THIS SECTION. IF YOU DO, ANSWER ONLY ONE QUESTION FROM SECTION D. IF YOU DO NOT, ANSWER TWO QUESTIONS FROM SECTION D.

1. Discuss the theme of a play you have read in your language.
2. To reveal his thought, a character in a play speaks them out to other characters. However, with many of them, he is in conflict. Thus, he does not say what he truly thinks. Using a play in your language, show how play-wrights have gone round this problem.
3. Discuss the problem you would encounter in producing a play written in your language.

SECTION D - POETRY

IT IS COMPULSORY FOR ALL CANDIDATES TO ANSWER AT LEAST ONE QUESTION FROM THIS SECTION. IF YOU DID NOT ANSWER ANY QUESTION FROM SECTION C, ANSWER TWO FROM THIS SECTION.

1. Using a poem written in your language:
  - (a) Show how you can determine meter.
  - (b) Show whether or not there has been a metrical pattern variation. What are the effects?
  - (c) Show how sound has contributed to the meaning of the poem.
  
2. Demonstrate how the following have been used to re-inforce meaning:
  - (a) figures of speech
    - how many types have been used?
    - how exactly have they been used?
  - (b) rhyming
    - which type(s) has/have been used?
    - how appropriate are they?
  - (c) suggestive sounds
    - what type(s) has/have been used?
    - how appropriate are they?
  
3. Using a poem in your language, comment on its:
  - (a) subject
  - (b) theme
  - (c) composition
  - (d) personae
  - (e) mode
  - (f) meaning
  - (g) symbolism

N.B: Your discussion of the poem need not necessarily follow the above order.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC, 1996

LAL 312

THE SYNTAX AND SEMANTICS OF A BANTU LANGUAGE

TIME: THREE HOURS

INSTRUCTIONS: (a) ANSWER SEVEN (7) QUESTIONS IN ALL AS FOLLOWS: THE QUESTION IN SECTION A, THREE (3) QUESTIONS FROM SECTION B AND THREE (3) QUESTIONS FROM SECTION C.

(b) YOU MAY GIVE EXAMPLES FROM ANY ONE FROM THE FOLLOWING LANGUAGES: BEMBA, NYANJA, TONGA.

WEIGHTING: THE EXAMINATION COUNTS FOR 50% OF THE COURSE'S TOTAL MARKS. THE QUESTION IN SECTION A, WHICH IS COMPULSORY, COUNTS FOR 14% AND EACH OF THE REMAINING SIX QUESTIONS COUNTS FOR 6%.

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SECTION A

1. Translate the sentence below into one of the three target languages and answer all the questions that follow.

The sentence

THE TWO DOGS WHICH YOU SEE BIT A THIEF YESTERDAY

The questions

- (a) Using a tree-diagram/tree-diagrams, give an account of the derivational history of the sentence in Bantu.
- (b) Identify each clause.
- (c) Identify all theta-roles.
- (d) Name all the transformations involved.

SECTION B

2. Coordinate structures in Bantu are different, at least on the surface, from coordinate structures in English. Discuss with reference to one of the target languages.
3. Which rule from the set of rules provided can be used to account, at least partly, for the morphological structure of nouns without locative 'prefixes'? How can this be done?
4. Write an account of NPs and other phrases with the so-called 'locative prefix'.
5. With one example, show that in Bantu an adverbial clause may occur without a 'subordinating conjunction'.
6. Certain types of sentences in Bantu are verbless. Discuss and exemplify.

SECTION C

7. With examples, explain any version of the X-bar Scheme.
8. With examples, explain the difference between pro and PRO.
9. Write brief notes on each of the following:
  - (a) government
  - (b) binding
  - (c) bounding
  - (d) control
  - (e) factitive verb
10. Name and exemplify any two (2) possible targets for WH movement.
11. How are passive sentences handled in GB? Explain and exemplify.
12. With examples, explain what is meant by parametric variation.



THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL 322

RESEARCH METHODS AND PROJECT IN AFRICAN ORAL LITERATURE

TIME: THREE HOURS

INSTRUCTIONS: ANSWER ONE QUESTION FROM EACH SECTION. ALL  
QUESTIONS CARRY EQUAL MARKS.

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SECTION A

1. What precisely is comprised or meant by four of the following:
  - (a) Panegyric poetry
  - (b) Dirges and Elegiac poetry
  - (c) Epic poetry
  - (d) Lyric poetry
  - (e) Religious poetry
  - (f) Special purpose poetry
  
2. Hingeing your argument on your own research and on what you have discussed in this course, show the democratic purpose, poetic justice and value of songs as being achieved through singing.
  
3. Analyse the following poem in terms of diction, qualities of poetry, theme(s), etc.
  1. The orphan is like drophy disease  
An incurable disease  
Why should his parents escape his childhood  
Why should relatives hate him
  
  5. A woman who cares for the orphan  
Is a full woman  
A man who cares for the orphan  
Is a full man  
Nobody can advise the orphan
  
  10. Nobody stops thoughts of the orphan  
He has a million complaints daily  
But he is mute, his sorrows are incurable  
Beating the orphan is exacerbating his cries  
He sobs, he mourns, he throbs in his heart

15. Beating the orphan is like hitting a bleeding nose  
 The orphan is causer of evil  
 His solicitors are nowhere  
 They are gone, gone, gone, gone  
 The orphan is like dropty disease.

SECTION B

4. Analyse the following story using the theories of both Denis Palme and Harold Scheub wherever appropriate. Also show how the narrative is intended for desired reality and social comment.

STORY

Yambelwa was told by his grandmother not to marry the girl from far across the plain and the forest. "It is taboo" she responded to the young grandson's question. 'No, I shall marry the woman I love.' Yambelwa went and married the girl from far across the plain and beyond the forest. He brought her home. Many people were astonished because it was taboo.

One day the wife said to Yambelwa, 'I want to go home and see my parents? Yambelwa agreed and they went. The wife said, 'make water and food here for it is not allowed in our valley and forest'. Yambelwa said, 'no, I cannot and will never make water and food at my in-laws'. The wife insisted but Yambelwa refused. They went and went and went.

In the plain it was alright but in the forest Yambelwa wanted to make water. The wife warned, 'no, it is taboo' but Yambelwa was pressed hard and he made much, much water and very big food.

Immediately he left, the food followed with numerous flies and stink. It began to sing

'Luwe Luwetanga luwee ..... It is disgrace  
 Luwe tanga ..... Great disgrace  
 Ananyene mu sikandakanda ..... He has defected in holy place  
 Luwe tanga ..... Great disgrace  
 Musikanda sa munyakatongo ..... The holy place of in-laws  
 Luwe tanga ..... Great disgrace  
 Luwe, Luwetanga luwe ..... It iis disgrace  
 Luwetanga ..... Great disgrace.'

Yambelwa scattered the food far away. They continued their journey. Soon the song started again. The wife said, 'See now, it is disgrace, I told you not to make water or food in the plain and forest. It is taboo.'

Yambelwa dug a deep, deep deep hole and put water and food there. They continued their journey. The song started with food and water following. Yambelwa made big fire and burnt the food and water there.

They were near home. The song was heard by people. 'Ah, mmm, our in-law has erred, the taboo is violated,' they all shouted. Yambelwa and wife entered the village. Ha! there was a big food and stinking all over. It was disgrace, bad and shameful. Yambelwa was chased away and the food followed him stinking all over with the song repeated and repeated and repeated.

There ends the story.

5. From your childhood experience or your research, narrate a story of about  $1\frac{1}{2}$  pages to 2 pages. Analyse the story in terms of theories of exponents you have learned and theories of characterisation, plot, symbolism, etc.

#### SECTION C

6. By examples from your own language explain the form, format and function of riddles.
7. From your research in this course explain what you have discovered on:
  - (a) the form of proverbs in the catchment area of your research
  - (b) the function of proverbs generally.
8. Oral literature goes deeper into the cultural aspects of the people and is usually regarded as a performing art. Going by this statement and through your findings and experience give examples of how oral literature concerns way of life of the people and is a performing art.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL/E 425

THEORETICAL SYNTAX

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. ANSWER QUESTION 1 IN SECTION A AND ANY THREE (3) FROM SECTION B.
  2. EXAMPLES MAY BE GIVEN IN ANY LANGUAGE. HOWEVER, IF THE EXAMPLE IS NOT FROM ENGLISH, PLEASE NAME THE LANGUAGE AND GIVE AN ENGLISH GLOSS.
- 

SECTION A: COMPULSORY QUESTION.

1. Using Government-Binding (GB) framework, describe the derivational history of the following sentence in English or its equivalent in any other language:

THE DOOR WAS BROKEN BY A THIEF  
(If you work on the version of the above sentence in another languages, name the language)

SECTION B: ANSWER ANY THREE (3) QUESTIONS

2. Show diagrammatically and explain briefly, but clearly, the organisation of the grammar of a natural language according to any one from the following theories:
  - (a) Government-Binding (GB)
  - (b) Generalised Phrase Structure Grammar (GPSG)
  - (c) Lexical-Functional Grammar (LFG)
3. "Knowledge of grammar, hence of language, develops in the child through the interplay of genetically determined principles and a course of experience." Evaluate the statement taking into consideration recent trends in language acquisition research.
4. Name and explain all the type of NPs and all the types of Empty Category and for each type, indicate, after formulating three (3) principles of the Binding Theory, which binding principle applies and give one example.

5. Explain the following:

- (a) move-alpha
- (b) metarule
- (c) extraction site
- (d) landing site

6. Using X-bar syntax phrasal organisation of languages, wh-movement, Topicalisation and subject-auxiliary inversion on rules to illustrate your answer, briefly demonstrate how those working within the Chomskyan tradition account for the fact that children are not overwhelmed with choices in the process of acquiring language.

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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL/E 425

THEORETICAL SYNTAX

TIME: THREE (3) HOURS

INSTRUCTIONS:

1. ANSWER QUESTION 1 IN SECTION A AND ANY THREE (3) FROM SECTION B.
  2. EXAMPLES MAY BE GIVEN IN ANY LANGUAGE. HOWEVER, IF THE EXAMPLE IS NOT FROM ENGLISH, PLEASE NAME THE LANGUAGE AND GIVE AN ENGLISH GLOSS.
- 

SECTION A: COMPULSORY QUESTION.

1. Using Government-Binding (GB) framework, describe the derivational history of the following sentence in English or its equivalent in any other language:

THE DOOR WAS BROKEN BY A THIEF

(If you work on the version of the above sentence in another language, name the language)

SECTION B: ANSWER ANY THREE (3) QUESTIONS

2. Show diagrammatically and explain briefly, but clearly, the organisation of the grammar of a natural language according to any one from the following theories:
  - (a) Government-Binding (GB)
  - (b) Generalised Phrase Structure Grammar (GPSG)
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END OF EXAMINATION

THE UNIVERSITY OF ZAMBIA

UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL 432

CREATIVE WRITING PROJECT IN ZAMBIAN LANGUAGES

TIME: THREE HOURS

INSTRUCTIONS: ANSWER THREE QUESTIONS, 2 FROM SECTION A  
AND 1 FROM SECTION B.

WEIGHT: THE EXAMINATION CARRIES 40% OF THE TOTAL COURSE MARKS.

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SECTION A

1. Suggest ways of improving the orthography of your own language as compared to the 1977 Ministry of Education Zambian Languages orthography.
2. There are 4 main links in the production of books viz:
  - (a) the author
  - (b) the evaluator
  - (c) the editor
  - (d) the printer/publisher

Write the functions of each of these links in the book industry.

3. Explain what language is and its functions in your own society.

SECTION B

4. (a) Translate the beginning of the following passage from English into your own language and after translation -
  - (b) Complete the story in any logical and sequential manner to the denouement.

NB: The translation and completion script should not be more than two pages.

Mwenda had grown into an admirable young man. He became a skilled hunter. He killed a lot of animals, birds and even fish. He was loved by his parents and all the dwellers of the village and in the neighbourhood. Young girls waited for words of love from him but no one pleased his heart.

One day, Nambewa, Mwenda's grandmother asked for a piece of fresh meat from him. She was given. The old woman placed the meat on the apex of the roof of Mwenda's hut. It dried there. As usual, one day, Mwenda went hunting. Nambewa cast a charm on to the piece of meat. It became human, a very beautiful woman. She began doing all the home chores of the household. She cooked good food. Evening came. She climbed on the roof and became a piece of dry meat. Mwenda arrived and found the house very clean and food well cooked. It happened several times.

He asked grandmother Nambewa about it. 'It is your wife, don't worry. Tomorrow, you pretend to go hunting and you will see her,' said Nambewa. Mwenda hid himself and while .... hiding he .....

5. Write a one-page passage in your mother tongue and translate it into English.
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END OF EXAMINATION

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UNIVERSITY SECOND SEMESTER EXAMINATIONS - NOV/DEC 1996

LAL 955

SELECTED TOPICS IN LITERATURE: LITERARY SCHOOLS OF THOUGHT

TIME: THREE HOURS

ANSWER: ANY FOUR QUESTIONS

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1. "... structuralism is a way of looking for reality not individual things but in relationships among them," (R. Scholes 1974:4). Discuss.
2. Discuss the 'Jakobson/Levi-Strauss versus Riffattarre' debate on the poetic.
3. What is R. Scholes' view on the application of structuralism on the criticism of poetry?
4. "It provides us with no vision of a whole, of which the nine forms compose the parts," (R. Scholes 1974:48).
  - (a) What is the 'it' being referred to here?
  - (b) What are the 'nine forms'? Explain and illustrate.
  - (c) How relevant are they to literature?
5.
  - (a) What is Propp's greatest contribution to literature?
  - (b) How does Propp distinguish 'function' and 'spheres of action'?
  - (c) Both Propp and Levi-Strauss are concerned with the fairy tale though each in his own way. How do they differ?
6. Comment on Tzvetan Todorov's theory of reading.
7. What weaknesses does Georg Lukacs notice in modernist literature in his "The Ideology of Modernism"?
8. Using a novel written in a Zambian language, discuss Bakhtin's 'self' and 'other'.
9. A word in print is not innocent. Nor is the act of writing. Discuss.

10. A number of feminist critics have accused male writers of inventing, othering and marginalising women in their writings. Using a minimum of two books written in a Zambian language, comment on the above statement.

11. Write brief notes on:

- (a) Muted discourse
- (b) The centre and margin
- (c) 'Self' and 'Other'
- (d) Naming

Illustrate where possible using literary works written in a Zambian language.

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END OF EXAMINATION