

COLONIAL PAST

Walking around the Voi cemetery in southern Kenya a couple of years ago while filming a documentary for Channel 4, I read the names of British captains and corporals who died in the country in the First World War and paid my solemn respects.

I then asked the caretaker where the bodies of the Africans who also served Britain were buried. He pointed into the distance, behind the fence of the neatly-kept grounds into the bush, where dogs pee next to discarded plastic bags, bottles and other bits of miscellaneous rubbish. There was no headstone, no memorial and no dignity to be found in their deaths. As the Commonwealth War Graves Commission finally admits today, up to 54,000 casualties, from Indian, east African, West African, Egyptian and Somali units were treated with unequal dignity in death. Some were commemorated collectively on memorials, instead of being given individually marked graves like their European counterparts. Others had their names recorded on registers, rather than in stone. As many as 350,000, mainly east African and Egyptian, personnel who fought for Britain were not commemorated by name. Some of them were not commemorated at all.

The logic for this outrage was explained by Gordon Guggisberg, the governor of the Gold Coast (now Ghana), who wrote in 1923: "The average native of the Gold Coast would not understand or appreciate a headstone." A War Graves Commission document refers to African soldiers and carriers as "semi-savage". Another states "they are hardly in such a state of civilisation as to appreciate such a memorial", and "the erection of individual memorials would represent a waste of public money".

As an organisation that prides itself on "equality in death" it's difficult to imagine what the reaction of the Commonwealth War Graves Commission would be if it discovered that hundreds of thousands of white soldiers who fought for Britain were buried without graves. However, it is to be welcomed that the organisation now admits that the decision to exclude Black and Brown soldiers from equal commemoration was underpinned by "the entrenched prejudices, preconceptions and pervasive racism of contemporary imperial attitudes".

No condolences can ever make up for the indignity suffered by the unremembered. No headstone erected today can fill the empty void of the century that has passed in which these people were viewed as superfluous. Nevertheless, the commission's apology and commitment to implement the recommendations of the report does offer the opportunity for us as a nation to take a fresh look at our collective history.

When we think of the First World War, we think of the interminable trenches of the western front. We think of the battles of the Somme, Mons and Passchendaele. We think of wartime poets like Wilfred Owen, Siegfried Sassoon and Rupert Brooke. We do not think of the first shot fired by a British soldier, Regimental Sergeant-Major Alhaji Grunshi of the Gold Coast, during the Anglo-French invasion of Togoland (now Togo), which was then a German colony. When we think of the end of the First World War, we think of the armistice of 11 November 1918, forgetting that conflict continued between German and British troops in east Africa for a further two weeks.

Whenever there is debate around decolonising the curriculum, there is a false assumption that those arguing for it are focused on removing what we do not like. This could not be further from the truth. We don't want to erase history. We want to tell it honestly. Until we are able to do this, we will be unable to properly understand the present. Wilful ignorance of Britain's colonial past in part explains the refusal by Boris Johnson's government to accept the existence of institutional racism in modern Britain. The government's Sewell report, denounced by the UN, described the belief in institutional racism in the UK as being a product of "idealism" from young people. There can be no clearer evidence than this report that, in fact, the refusal to accept the existence of institutional racism is a product of ignorance.

There is not only one injustice in this story. The first is clear: hundreds of thousands of Black and Brown soldiers who died for Britain were not given the graves, memorials or commemoration that they deserved. The second is that it took so long for this travesty to be recognised, let alone corrected. It should not have taken me to present a TV documentary for action to be taken or for apologies to be made. The research that The Unremembered was based on was completed by academic Michèle Barrett a decade previously, but it was ignored. This fact reflects poorly on the Commonwealth War Graves Commission, but it is typical of so many institutions in this country that are reluctant to see prejudice even when it is staring them in the face.

Let this teach us a lesson: we cannot hide from the worst parts of our history if we want to move forward as a nation. As Martin Luther King Jr once said: "The arc of the moral universe is long, but it bends toward justice."

Adapted from <https://www.theguardian.com/commentisfree/2021/apr/23/>

PART 1

TEXT ANALYSIS (Max. 4 points)

Answer the following questions

1. a-Identify the main ideas from the text and justify them using your own words in the space provided. **(0.5)**

b-Briefly explain the author's communicative intention. **(0.5)**
2. Identify the text type/ subtypes. Support your ideas by providing **1 example** from the text. **(0.5)**
3. Identify the language functions in the text. Support your ideas by providing examples from the text. **(0.5)**
4. Analyse the language register(s) in the text. Justify your answer providing examples from the text. **(0.5)**
5. Read the following paragraph and answer the following questions:

"When we think of the First World War, we think of the interminable trenches of the western front. We think of the battles of the Somme, Mons and Passchendaele. We think of wartime poets like Wilfred Owen, Siegfried Sassoon and Rupert Brooke. We do not think of the first shot fired by a British soldier, Regimental Sergeant-Major Alhaji Grunshi of the Gold Coast, during the Anglo-French invasion of Togoland (now Togo), which was then a German colony. When we think of the end of the First World War, we think of the armistice of 11 November 1918, forgetting that conflict continued between German and British troops in east Africa for a further two weeks."

- What figure of speech does the author use here and what is he trying to convey? **(0.5)**
 - Which is the language function used? Justify your answer. Whom is the writer referring to when he uses the personal pronoun "we"? **(0.5)**
6. Explain the following statement: **(0.5)**
Martin Luther King Jr. often said, "The moral arc of the universe is long but it bends toward justice."

PART 2
PRACTICAL ENGLISH USAGE Max. 6 points

1. Provide the phonetic transcription of the following words using Received Pronunciation (RP) or General American (GA): (1 point: 0.1x10)

a) transition	f) beverage
b) acquaintance	g) television massage
c) especially	h) punishment wuthering
d) priority	i) genuine
e) venue	j) authority

2. Write the following words in the correct column according to their stress pattern: (0.5 points: 0.05x10)

allegiance - disagreeable - accomplishment - retirement - authenticity - significative -
patronage - despicable - anniversary - consumerism

0oo	o0o	o0oo	o0ooo	oo0o	oo0oo

3. Provide a homophone for each word below: (0.5 points: 0.1x5)

a) medal	c) side	e) jeans
b) seller	d) choose	

4. Complete the sentences with a word derived from the ones given. (0.5 points 0.1x5)

- His terrible reaction was an act of _____cruelty. **SPEAK**
- His memories constantly came _____to his mind **UP**
- I could tell she was impressed from the _____ expression on her face. **AWE**
- Every _____ on the stock exchange brought fear and wild accusations. **SLIP**
- Because of the ship's _____, the crew wasn't sure it could safely sail down the canal **BROAD**

5. Find the ONE word that fits all three sentences in the following exercises and provide a ONE word synonym for the highlighted expressions. (1.5 points: 0.15x10)

1.

From what I **can** (), they're old school friends.
You must () speed if you want to be on time.
() round children and I'll tell you a story.

1.a The word that fits all gaps is _____

1.b Write a one-word synonym for the highlighted expression: _____

2.

I wish you'd be more () **with** me, and tell me what you're feeling.
There has been () hostility between them ever since they had that argument last summer.
The position is still () if you are interested.

2.a The word that fits all gaps is _____

2.b Write a one-word synonym for the highlighted expression: _____

3.

They're throwing a big () to celebrate their anniversary.
She got a () on the head.
He used to () local government officials severely.

3.a The word that fits all gaps is _____

3.b Write a one-word synonym for the highlighted expression: _____

4.

She's very talented, she can turn her () to just about anything.
She's **an old** () at this kind of thing.
She was given a free ().

4.a The word that fits all gaps is _____

4.b Write a one-word synonym for the highlighted expression: _____

5.

A lifetime is a () of about seventy years.
His task was to keep the place **spick and** ().
He has a short attention/concentration ().

5.a The word that fits all gaps is _____

5.b Write a one-word synonym for the highlighted expression: _____

6. Rewrite the following sentences using the word in parenthesis so the second sentence has the same meaning as the first one. You must use between TWO and SIX words, including the word given. This word must not be changed. (1 points: 0.2x5)

- 1 Please don't tell anyone but I'm handing in my resignation this afternoon. **(hat)**
- You'd, but I'm handing in my resignation this afternoon.
2. She thought the online comment was very surprising. **(aback)**
- She the online comment.
3. I didn't get home late so dad wasn't upset with me. **(books)**
- I would If I'd got home late.
4. No one nowadays believes in witches, do they? **(age)**
- No one Believes in witches, do they?
5. It's a shame we can't get more people to support our campaign. **(drum)**
- If only more support for our campaign.

7. Read the text below and think of the word which best fits each gap. Use only one word in each gap. (1 point: 0.1x10)

A Promised Land

I began writing this book shortly **1**_____ the end of my presidency_ after Michelle and I had boarded Air Force One for the last time and traveled west for a long-deferred break. The mood on the plane was bittersweet. Both of us were drained, physically and emotionally, not only by the labors of the previous eight years but by the unexpected results of an election in which someone diametrically opposed to everything we stood **2**_____ had been chosen as my successor. Still, having **3**_____ our leg of the race to completion, we took satisfaction **4**_____ knowing that we'd done our very best_ and that **5**_____ much I'd fallen short as president, whatever projects I'd hoped but **6**_____ to accomplish, the country was in **7**_____ shape now than it had been when I'd started. For a month, Michelle and I slept late, ate leisurely dinners, went for long walks, swam in the ocean, **8**_____ stock, replenished our friendship, rediscovered our love, and planned for a less eventful but hopefully **9**_____ less satisfying second act. And by the **10**_____ I was ready to get back to work and sat down with a pen and yellow pad (I still like writing things out in longhand, finding that a computer gives even my roughest drafts too smooth a gloss and lends half-baked thoughts the mask of tidiness), I had a clear outline of the book in my head.

Barack Obama, A Promised Land. Preface.