

# Black Culture Museum – L2 reading tasks

Name \_\_\_\_\_ Date \_\_\_\_\_

Source: <https://www.bbc.co.uk/news/uk-47101108> (Feb 2019)



## 2 UK needs black culture museum, says architect Sir David Adjaye.

🕒 2 February 2019



Windrush scandal



### 4 Architect Sir David Adjaye has called for a "long overdue" museum celebrating black culture in Britain.

6 He believes it would help generations of black children to feel part of "the language, DNA and roots" of the UK.

8 He explained that the contribution of black people to the British Isles was an important talking point.

10 The British-Ghanaian achieved global fame as the architect of the National Museum of African-American History and Culture in Washington DC. Speaking to  
12 BBC arts editor Will Gompertz, Sir David said that most people believe black Britain began with the Windrush generation but it actually started much earlier.

14 The Windrush generation refers to those people who moved to the UK from Caribbean countries between 1948 and 1971.

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Sir David Adjaye grew up in Africa, Yemen and Lebanon before moving to Britain

- 16 Records suggest that the reign of Queen Elizabeth I from 1558 to 1603 saw the  
18 beginning of Britain's first black community, with black people in Britain as far  
back as the Roman empire.
- 20 The museum that Sir David is proposing would aim to make generations of black  
children feel like they have a place in the nation's future.
- 22 He said: "It is really amazingly important for the representation of people in the  
sort of cultural tropes of the nation."
- 24 Sir David, who found it difficult to get commissions at the beginning of his career,  
started out designing spaces for old art school friends before coming to public  
26 attention with the Idea Store library in east London. He originally regarded  
architecture as an "insider game" which he was not part of.
- 28 The architect is currently designing a national Holocaust memorial and learning  
centre next to the Houses of Parliament in Westminster.
- 30 Individual museums around the UK have celebrated black British history and  
culture over the years with exhibitions of their own.

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## Questions

1.
  - a) What is the name for the large, bold, black text at the top of the article?
  
  - b) What is the purpose of this feature?
  
  - c) What does this feature suggest about the form or purpose of the texts it is found in?
  
2.
  - a) What is name is given to thick black text feature at lines 4-5?
  
  - b) What is the purpose of this feature?
  
3. Why might some parts of the main body of the text be underlined?
  
4.
  - a) In which countries did Sir David Adjaye grow up before he came to the UK?
  
  - b) What is the name given to the white text at the bottom of the second photograph?
  
  - c) What do you think might be think might be happening in the second photograph?
  
  - d) How does the caption add to the meaning of this picture?
  
5.
  - a) What language device is used in lines 6-7 of the article?
  
  - b) What is the effect of this language device?

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6. Suggest a word to replace 'trope' in line 23 that does not change the meaning of the sentence.  
You can use a dictionary or other reference source.

7. What punctuation mark is used twice in the sentence that begins on line 10?  
What is its purpose?

8. What persuasive device is used in lines 22-23?  
a)

### Answer questions 9-12 in full sentences.

9. What do you think is meant by the term "insider game" in line 27?
10. Looking at the text as whole, what does it suggest about Sir David's experience of becoming an architect?
11. How might Sir David's experience trying to become an architect support the argument for setting up a black culture museum?
12. How might lines 30-31 balance the argument that there is a need for a black culture museum?

**Subject content - FUNCTIONAL SKILLS (FS) ENGLISH 2018 (takes effect September 2019)**

✓ = **content** assessed in this resource, although this may vary with the learner group and how the resource is used by the teacher. Greyed out descriptors = not covered but included for reference. Refer to DfE Subject Content document for a full list of descriptors for speaking, listening and communicating; reading and writing. *Content (and \*text types) at each level subsumes and builds upon that at lower levels.*

**Purpose and learning aims:** FS English specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. They need to provide assessment of students' underpinning knowledge (i.e. spelling) as well as their ability to apply this in different contexts.

**Levels 1 & 2:** a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and apply these skills effectively to a range of purposes in the workplace and other real-life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.

**FS English – Reading:** 'Reading' within FS English qualifications is defined as the independent understanding of written language in specific contexts. Can be demonstrated through the use of texts on screen or on paper.

**Learning aims for reading:** E1, 2 & 3. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely. L1-2 Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

**Reading content descriptors**

Level 1	Level 2
L1.9 Identify and understand the main points, ideas and details in texts L1.10 Compare information, ideas and opinions in different texts L1.11 Identify meanings in texts and distinguish between fact and opinion. L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes ✓ <b>Q1b, c.</b> L1.13 Use reference materials and appropriate strategies (e.g. using knowledge of different word types) for a range of purposes, including to find the meaning of words L1.14 Understand organisational and structural features and use them to locate relevant information (e.g. index, menus, subheadings, paragraphs) in a range of straightforward texts ✓ <b>Q1a. Q2a, b. Q3.</b> L1.15 Infer from images meanings not explicit in the accompanying text ✓ <b>Q4c.</b> L1.16 Recognise vocabulary typically associated with specific types and purposes of texts (e.g. formal, informal, instructional, descriptive, explanatory and persuasive) L1.17 Read and understand a range of specialist words in context L1.18 Use knowledge of punctuation to aid understanding of straightforward texts ✓ <b>Q7.</b>	L2.11 Identify the different situations when the main points are sufficient and when it is important to have specific details L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed L2.13 Identify implicit and inferred meaning in texts ✓ <b>Q4d.</b> L2.14 Understand the relationship between textual features and devices, and how they can be used to shape meaning for different audiences and purposes ✓ <b>Q5a, b. Q8.</b> L2.15 Use a range of reference materials and appropriate resources (e.g. hyperlinks, glossaries, legends/keys) for different purposes, including to find the meanings of words in straightforward and complex sources ✓ <b>Q6.</b> L2.16 Understand organisational features and systems and use them to locate relevant information in a range of straightforward and complex sources ✓ <b>Q4a, b.</b> L2.17 Analyse texts, recognising their use of vocabulary and identifying levels of complexity, formality and bias ✓ <b>Q9. Q10.</b> L2.18 Follow an argument, identifying different points of view and distinguishing fact from opinion ✓ <b>Q11. Q12.</b> L2.19 Identify different styles of writing and writer's voice
<b>Scope of study – learners should read *texts that include:</b> straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.	a range of straightforward and complex texts on a range of topics and of varying lengths that instruct, describe, explain and persuade.

Source: DfE (Feb 2018), Subject content functional skills: <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

An **editable Word version** of this document is available, on a one to one exchange basis for your own resource contribution. An answer sheet will also be available (for resource contributors only) from May 19. If you wish to become a registered contributor, please contact Maggie using the site contact link.

Thank you 😊