

Noisy, performative and unapologetically non-European: Nigeria welcomes a museum like no other

Level 1: Elementary / Pre-Intermediate – Teacher's notes

Article summary: The article talks about a new museum in Lagos, Nigeria, which captures Yoruba art, music, culture, and history.

Time: 60 minutes

Skills: Reading, Speaking, Writing

Language focus: Passive Voice

Materials needed: One copy of the worksheet per student

1. Warmer

- The purpose of this activity is to get students thinking about the features of a good, engaging museum. Have them compare their answers with a partner or in small groups.

2. Key words

- Ask students to do the exercise individually and then compare their answers in pairs or small groups. You may wish to note that *pop* is used as a verb in the article. It can also mean a *loud sound*. As an extension activity, ask students to highlight the key words in the article.

Key:

- | | |
|--------------------|-----------------------|
| 1. <i>opposite</i> | 6. <i>refuse</i> |
| 2. <i>basement</i> | 7. <i>generation</i> |
| 3. <i>pop</i> | 8. <i>traditional</i> |
| 4. <i>drowning</i> | 9. <i>stunning</i> |
| 5. <i>colonial</i> | 10. <i>heritage</i> |

- Before reading the article carefully, students use some of the key words to fill the gaps in the sentences to ensure that they understand and know how the words are used in other contexts.

Key:

- pop*
- basements*
- opposite*
- stunning*
- generation*
- refused*

3. Comprehension check

- Students answer the questions based on the information in the article. They may do this in different ways, e.g., in item 1, they may say, 'Opposite the museum, there was a swimming pool and a memorial hall' or similar.

Key (suggested answers):

- a pool and a hall*
- Lagos (opposite the Nigerian National Museum)*
- They are dark and often in the basement.*
- It pops with colour and sound.*
- autumn, 2024*
- John Randle*
- because young Lagosians were drowning*
- in the late 1970s*
- Fela Kuti's music; salsa dancing*
- young Nigerians*

4. Key language

- The activity gives students an opportunity to learn the structure of passive voice. Although these examples include *by*, you may wish to tell students that this is not always the case. For example, *The Randle pool was built in the 1920s*.

Key:

- The original swimming pool was built by John Randle.*
- Lagosians were excluded from the club by the British.*
- The centre was announced by Muhammadu Buhari in January 2023.*

- This activity builds on the previous activity and gives students an opportunity to practise changing the passive voice to the active voice. Before asking students to do this, you may wish to review a few examples, for example:

The meal was shared by the family.

S V

(The subject "receives" the action)

The family shared the meal.

S V

(The subject "does" the action)

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Key:

1. *John Randle built the original swimming pool.*
2. *The British excluded Lagosians from the club.*
3. *Muhammadu Buhari announced the centre in January 2023.*

5. Discussion

- a. Students discuss the statements related to the article and give their reasons and justifications for each answer, referring to their own experiences wherever possible.

6. In your own words

- a. Ask students to research more about new museums or cultural centres opening somewhere in the world.
- b. Students could then present their reports to the class. Encourage students to share their opinions and give reasons to support their answers. Encourage students to use some of the given phrases in their presentations when stating facts and their opinions.