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## Auszug aus: *Andrea Levy's "Loose Change"*

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### Andrea Levy's Loose Change

by Linda Wolfert



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Andrea Levy's Kurzgeschichte „Loose Change“ spielt im zeitgenössischen multikulturellen London. Einwanderung, persönliche Geschichten, Hintergründe und Sichtweisen sowie die Fragen der Zellecourage, individueller und gesellschaftlicher Verantwortung und Empathie sind zentrale Themen der Geschichte. In dieser Einheit lesen die Schüler und Schülerinnen Levy's Kurzgeschichte in drei Teilen. In objektiv-wissenschaftlichen Aufgabensstellungen arbeiten sie sich durch Inhaltanalyse, Charakterisierung und Vergleich der Personen mit der Handlung der Kurzgeschichte auseinander. In subjektiv-kreativen sowie handlungsorientierten Ansätzen beschäftigen sie sich mit Verhalten und Motiven der Erzählten, versetzen sich in die Lage einer der beiden Hauptfiguren und erweitern ihr Wissen über den politischen und kulturellen Kontext der Geschichte. Während des Lernprozesses wird mit den Erwartungshaltungen der Lernenden gearbeitet. Kontinuierlich erweitern diese individuell ihren Wortschatz und setzen das Erlernete schließlich in der Erstellung von secondary作文 um.

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# Andrea Levy's *Loose Change*

by Linda Weiland



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## Competences and skills:

While reading and working with the short story, students train their **reading skills** as well as their global and detailed **text comprehension skills**. By contextualising key aspects of the story and by discussing central sections of the text, they develop literature competence and the ability to change their perspectives. Through creative writing, students practice their **writing skills**. Furthermore, they train their **speaking abilities** by connecting their own experiences and ideas with the story and by deepening their understanding of selected aspects in activating exercises. Vocabulary tasks widen the students' **lexical competence**.

## Overview:

List of abbreviations:

<b>A</b> Analysis	<b>C</b> Comment	<b>CT</b> Creative Task
<b>D</b> Discussion/debate	<b>G</b> Group work	<b>L</b> Language
<b>LVC</b> Listening/viewing comprehension		<b>M</b> Mind map/visualising
<b>P</b> Working with a picture/cartoon		<b>PR</b> Presentation
<b>R</b> Research	<b>RC</b> Reading comprehension	<b>S</b> Summary
<b>T</b> Working with a text	<b>VI</b> Working with a video	<b>W</b> Writing

Topic	Material	Methods/Skills
1: <i>Loose Change</i> – Part I	M1–M2	CT, D, G, RC
2: <i>Loose Change</i> – Part II	M3–M4	A, L, R, T, W
3: <i>Loose Change</i> – Part III	M5–M6	A, CT, L, R, T, W

# Andrea Levy's *Loose Change*

## Facts

*London* is a standard topic in English classes in German secondary schools. These classes usually discuss the geography and the history of the city, as well as the characteristics of the British metropolis. Very often, literary accounts of London are used as a starting point. By means of analysis, contextualisation and research, students not only understand and experience the content of the selected texts, but they also learn about London. Andrea Levy's *Loose Change* is a great short story to be included into such a unit as multicultural London is often the subject of discussions. The UK's migrant population is concentrated in its capital: around 35 percent of the people in the UK, who were born abroad, live in London, and approximately 37 percent of the people living in London were born outside the UK<sup>1</sup>. Thus, the multicultural makeup of London's population is one of the core themes for classes. Since the narrator of *Loose Change* characterises herself as a "Londoner" and uses her definition of it to justify her behaviour throughout the story, Levy's short story additionally offers the chance to talk about notions of "Britishness". Moreover, as the setting of *Loose Change* is London's National Portrait Gallery, students become aware of the symbolic meaning of one of London's tourist destinations by contextualising and analysing the museum's role.

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## Notes on the material

Andrea Levy's short story *Loose Change* is at the centre of the following unit. Students read the story in three parts. Comprehension tasks and activities make sure they understand and process the plot before they move on to creative or contextualising tasks which lead them to analyse and interpret the story on a deeper level. In each topic, students are asked to write down new words or phrases that they have learned while working with the text. Later, they will use them again in a post-reading task. In **topic 1**,

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1 <https://commonslibrary.parliament.uk/research-briefings/sn06077/> [last access: 20/10/2021]

students read the beginning of the short story. They get to know the narrator and the setting, and they analyse the initial encounter between the protagonists. In this first part, students mainly work with key words and concepts that will play a role later in the story. On the one hand, this allows them to realise their own expectations and associations; on the other hand, it also provides a focus for the rest of the story and paves the path for understanding allusions, hints and things mentioned between the lines in the remainder of the short story. **Topic 2** deals with the story's main part. The excerpt stops right before the turning point and the resulting end of *Loose Change*. Students analyse the plot and setting. They also characterise the narrator and Laylor and compare both with each other. To understand hints and allusions within the plot, students read additional texts on Laylor's home country Uzbekistan and about the National Portrait Gallery. They use both contexts to further interpret the characters and their behaviours. Finally, students apply their knowledge of the plot as well as the findings of their analysis, interpretation and research to complete a creative writing task and come up with an ending for the story. Their ideas are published on *padlet* and, in a class activity, they vote for the most likely/most original ending. **Topic 3** introduces the author's ending to the students. After comparing Levy's version with their own, they reflect on the plot, the narrator's behaviour and the title of the story. In a hot chair activity, students put themselves into Laylor's and the narrator's position and assess the situation from those perspectives. To come up with ways to help Laylor, they do research on immigration to/in London. When reading a biographical text by Levy, they analyse parallels to *Loose Change* and evaluate its comment on immigration. To wrap up the work with the story and to express their individual opinion on it, they write a review of it. Finally, students are asked to create a vocabulary video by applying one of the new words or phrases they wrote down while reading the story. They use the *New York Times Learning Network* to find out the criteria of a vocabulary video and publish their results on *padlet*.

### Digital pinboards with *Padlet*

*Padlet* is a free tool to create different digital pinboards, e. g. overviews, maps, timelines or typical pinboards. It can also be used for student collaboration. You need one device per person. Students do not need to register online.



### Instructions

1. Open <https://de.padlet.com> and sign up.
2. Click on „*Ein Padlet erstellen*“. Choose the kind of *padlet* you want to create.
3. Upload the content you want to share with your students (documents, videos...).
4. Share the *padlet* with your class via link or QR code.

There is a **template in *Padlet*** which the teacher can provide for the upload of students' solutions. You can find this template under the following link:

<https://raabe.padlet.org/RAABEVerlag/dk2bpk1h5tnr0sgy>



Teachers can copy („*Klonen*“) the *Padlet* into their own account and **share the new link and/or QR code** with the students. Be sure to change the settings of the *Padlet* to „*Kann schreiben*“. To do so, click on „*Teilen*“ at the top right corner and on „*Datenschutz ändern*“.

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