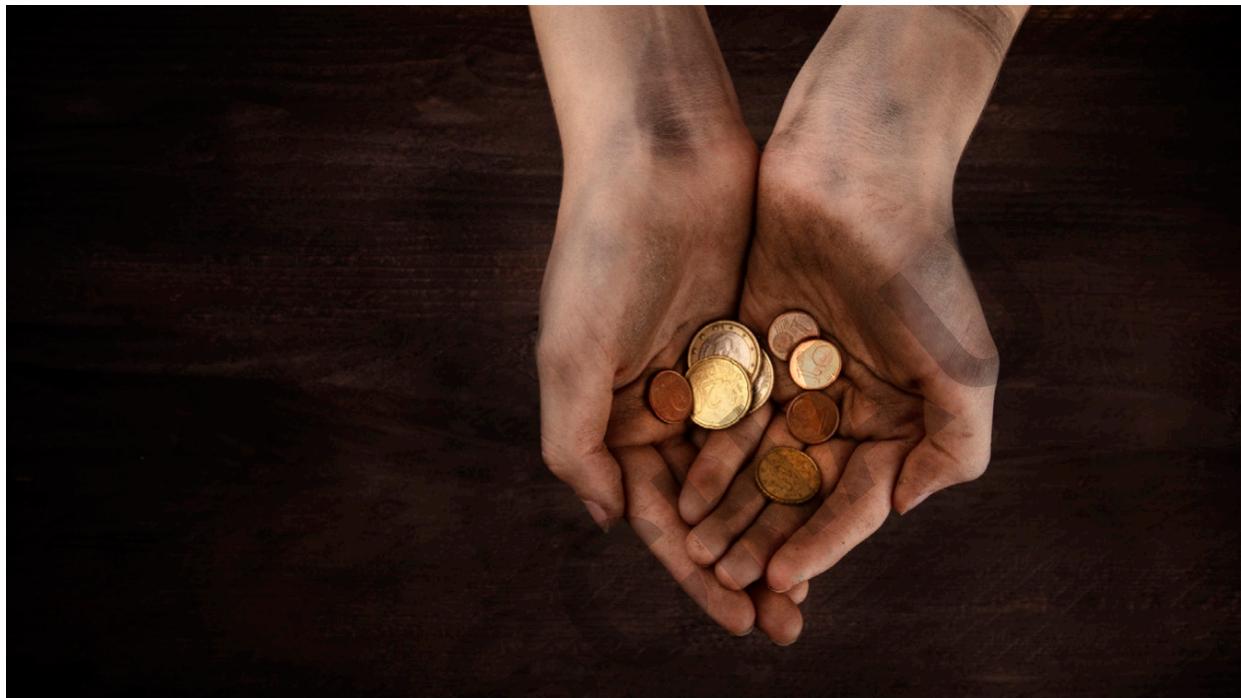# Andrea Levy's *Loose Change*

by Linda Weiland

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Andrea Levys Kurzgeschichte „*Loose Change*" spielt im zeitgenössischen multikulturellen London. Einwanderung, persönliche Geschichten, Hintergründe und Sichtweisen sowie die Fragen der Zivilcourage, individueller und gesellschaftlicher Verantwortung und Empathie sind zentrale Themen der Geschichte. In dieser Einheit lesen die Schüler und Schülerinnen Levys Kurzgeschichte in drei Teilen. In objektiv-analytischen Aufgabenstellungen setzen 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 Erzählerin, versetzen sich in die Lage einer der beiden Hauptfiguren und erweitern ihr Wissen über den politischen und kulturellen Kontext der Geschichte. Während des Leseprozesses wird mit den Erwartungshaltungen der Lernenden gearbeitet. Kontinuierlich erweitern diese individuell ihren Wortschatz und setzten das Erlernte schließlich in der Erstellung von *vocabulary videos* um.

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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:

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

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

M2 Worksheet – *Loose Change* – Part I

Pre-reading activity

1. Think of the concept of "loose change". With a partner or in small groups, study the picture on the right.
   a) What are your associations?
   b) What kind of story do you expect?
2. The narrator will encounter a stranger. What are your experiences with strangers?
   a) Is it easy for you to talk to strangers? Do you make acquaintances easily?
   b) Have you ever been in a situation where you had to ask a stranger for help? What was that like for you? Write a couple of sentences about your experiences.

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Reading comprehension

Read the beginning of the story.
3. Summarise the beginning of the story.
4. Which adjectives would you use to describe the situation the narrator is in? Explain your choices.

Language

5. Write down 3–5 new words/phrases that you have learned while reading the story and define them in your own words.

_____

_____

_____

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_____

_____

Comment

6. In how far do the terms "loose change", "talking to strangers" and "asking strangers for help" play a role in the text? Comment.

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M4 Worksheet – *Loose Change* – Part II

Language

1. Write down 3–5 new words or phrases that you have learned while reading the story and define them in your own words.

_____

_____

_____

_____

Working with the text

Read the next part of the story.

2. The story
   a) Subdivide the text into sections (also include part I of the story). Give each section a headline that wraps up the essence of it. Be prepared to explain why you chose your headlines.
   b) Which aspects of the story are interesting/surprising/shocking to you? Why? Explain.
3. The characters
   a) Characterise the narrator.
   b) What can the reader infer about her by reading between the lines?
   c) Characterise Laylor. Refer to the text and read between the lines.
   d) List and elaborate on differences and similarities between the two women.
   e) What does London mean to each of them? Explain.
4. The context:
   ▸ *The National Portrait Gallery*
   a) Look at the setting: Get to know the National Portrait Gallery under *https://www.npg.org.uk/about/* (1) and take a virtual tour under *https://www.npg.org.uk/collections/explore/tours* (2).

(1)	(2)

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