Loose Change
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Teacher's Guide and Key

Guide

This kit approaches the story of 'Loose Change' with activities aimed at different levels of language ability. This brief introduction is aimed at guiding the teacher through the elements most suited to their individual needs. Unless otherwise indicated, the kit is aimed at upper-intermediate users (CEF B.2 / FCE)

Pre-reading

If there is one part of the kit we would strongly advise all teachers to use, then this is it. We believe that pre-reading activities are an essential prerequisite for reading the short story, even if none of the other elements are attempted.

The pre-reading activities are divided into three parts and each introduce a separate introduction to the story: the locations mentioned; the characters; the sense of narrative. Teachers who have little time to spend should concentrate on the final section, the section that looks at narrative.

A sense of place locates certain aspects of London (download a map from www.my**londonmap**.com) and of Tashkent in Uzbekistan. There is an audio file spoken by an Uzbek woman which supports this section.

Meet the Characters looks at the three main characters from the story with reference to the text. Ask the students to summarise what they know about them before they actually read the story.

Building a narrative presents 11 questions which students should try and answer in groups. Some of the answers are already known from the previous sections, but some of the questions will require the students to speculate. They should use the information they build up to create a narrative and to tell other students what their story is Note that it is not the intention to recreate the Andrea Levy story at this stage but to allow students time to invest in the project with their own imaginations and to create their own narratives. For this reason there can be no such thing as a 'wrong' narrative.

After Reading

This section is aimed at students who may need more time to digest the content of the story for either linguistic or cultural reasons. It may be omitted by classes if the teacher feels that a good grasp of the essentials of the story has already been gained by the students.

Summary of Characters asks students to perform a series of simple activities to recall the basics of each of the three main characters, ranging from true/false questions to writing to picture identification.

Summary of events asks the students to choose one of four activities ranging from role play to predication to writing activities.

Context

The context section is the longest section in the kit, and will therefore no doubt be subject to most selection of suitable activities. Here is a brief guide to suitable levels:

Immigrant/Emigrant. This consists of 5 tasks, of which 1,2 and 5 are picture stimulated and can therefore be adapted to many levels of ability. Task 3, on the other hand, requires some intense reading and discussion and would therefore be most suitable to higher level groups, perhaps at an advanced level of linguistic competence (CEF C1 / CAE or above). Task 4 relies on students doing some homework with members of their own family or community. It can be adapted to different ability levels.

Living in a Big City asks students to react to either living in a big city (if they do) or not living in a big city (if they don't). They are asked to look at pictures of London which indicate its multi-cultural and multi-racial composition and comment on this. Suitable for all levels.

Working with Numbers looks at statistical charts about population data to manipulate numerical information.

Webquest is quite demanding and asks for both reasonably high levels of ability and time from students. It requires access to internet either at school or at home, and asks the students to complete two major tasks – a diary and a project – and then present them to the class. An assessment sheet for the teacher is included in the key.

Text Comparisons introduces parts of a new text, 'Me and Dave and Mount Olympus' by Michel Faber about living rough in London, and compares the experiences of Laylor and her brother with characters from the new story. A fairly high level of linguistic manipulation is required.

Word Work

The Word Work section provides further language practice based on what students will have experienced in the text. It must never be used before the text is read and worked on, and should never be used unless explanations are genuinely required. It is the most disposable part of the kit.

Language in Use refers to the text to explore **must have** /**can't have,** and contextualises exercises in this context. Suitable for revision purposes.

Pre-reading

Tapescript

1
Hello, my name is Laylor. I am in London for a week.

2
I love Tashkent. It's the city of my dreams. White roads, lots of trees, lots of parks, fountains, but most of all I like people, watching them walking along the street, with all those colourful clothes, their smiles on their faces, and… actually I have to say I miss it a lot.
It was founded a long time ago. In the beginning it was called Sashkent, which means a city made of stone, but then the name got kind of simplified. It's interesting that Tashkent manage to preserve the older part o the city as well, because there's a city with really narrow streets and real old houses and people are using the same facilities hey have been using for a long time. There's a very interesting bazaar, which is called Torsu, where you buy lots of crafts ad traditional Usbek fabric, lots of interesting things, so… I hope you will be able to come to Tashkent.

Context

Table 2.1: The cosmopolitanisation of London's population 1986-2006

	1986	2006
Foreign born population	1.17 million	2.23 million
Proportion of total	17.6%	30.5%
Share coming from former British territories	76%	59%
Dominant origins: 　　Number of countries contributing 　　majority of migrant stock	6 countries Ireland, India, Kenya, Jamaica, Cyprus, Bangladesh	15 countries Previous 6 + Nigeria, Poland, Sri Lanka, Ghana, South Africa, Pakistan, Somalia, USA, Turkey

Source: Labour Force Survey (LFS).

Table 3.3: Origins of immigrants to London, 1998-2005

Country of origin	Percentage of inward flows
Western Europe	18%
of which France	5%
Central/Eastern Europe	14%
of which Poland	5%
Australia/New Zealand	9%
North America	6%
of which US	5%
Caribbean	2%
Central/South America	5%
of which Brazil	3%
Middle East	4%
South Asia	12%
of which India	6%
East Asia	10%
Africa	19%
of which South Africa	6%

Source: LFS's 1999-2006.
Note: Data relates to persons arriving in the year preceding the survey.

Table 2.2: The Top 10 international cities for immigration and population diversity

Cities	Total immigration index
New York	2.11
Toronto	1.92
Dubai	1.89
Los Angeles	1.79
London	1.28
Amsterdam	1.13
Vancouver	1.08
Sydney	1.06
Miami	1.03
Melbourne	0.86

Source: Benton-Smith et al., 2004.

All the tables are taken from Source: http://www.researchasylum.org.uk/?lid=1662

Webquest

Evaluation

Use this rubric:

	70%	**80%**	**90%**	**100%**
Answered all questions	7 of 10	8 of 10	9 of 10	10 of 10
Worked cooperatively	Worked poorly with others	Worked well with others	Worked very well with others	Worked extremely well with others
Managed time	Managed time poorly	Managed time well	Managed time very well	Managed time extremely well
Varied use of resources	Very little variety	Little and poor variety	Good and somewhat varied	Excellent and varied
Documented sources	Very few documented	Some documented	Most documented	All documented
Wrote clear, creative and detailed information	Unclear, not creative and few details	Somewhat clear, creative and detailed	Clear, creative and detailed	Very clear, creative and detailed
Project activity and presentation	Poor writing and presentation 1 of 3	Not clearly written or presented 2 of 3	Well written and good presentation 3 of 3	Excellent writing and presentation 3 of 3
Organized diary and project	Poorly organized	Somewhat organized	Well organized	Extremely well organized