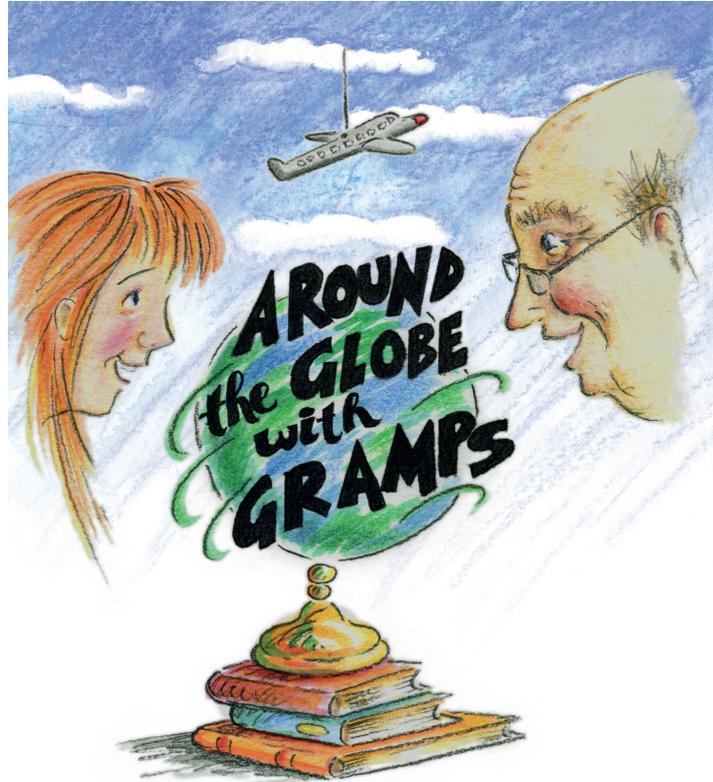


# Around the Globe with Gramps

by Carolyn Eldridge-Alfonzetti



**CAROLYN ELDRIDGE-ALFONZETTI**

Illustrated by Teresa Lawrence

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# Contents

Contents	1
Story outline	2
Background	2
About the author	3
Curriculum links	3
Cover design	3
Poetry Forms	4
Line breaks	5
Alliteration	5
Assonance	6
Idioms	6
Hyperbole	7
Simile	7
Metaphor	8
Repetition	9
Show, don't tell	9
The story opening	10
A problem	11
Timeline	11
Story ending	12
Themes	12
Relationships/Family support	13
Family	13
Grandparents	14
Friendship	14
Growing up and growing old	15
Emotions	15
Change	16
Geography	16
World history and cultural traditions	17
Recipes	18
Art Activities	19
Comprehension Questions	20

## Story outline

*Around the Globe with Gramps* is a verse novella about love and the things we're prepared to do for those we care about most. It's also about growing up and growing old and gives glimpses into different cultural traditions around the world.

Lucy is about to start high school. She has a cool new friend, Briony, and feels she's outgrown the school holiday 'Overseas Adventure Days' she shares with her grandfather, a retired Geography teacher. When Lucy asks to spend those days with Briony, instead of doing geography research and international craft and cookery with Gramps, her mother refuses and reveals a poignant reason. Lucy tries and fails to interest Gramps in another shared activity, and she and her mother clash. However, when an emergency threatens more than just her Fridays with Gramps, Lucy reflects on all they've shared, and by the story's end has matured enough to risk embarrassment to give back to Gramps some of the joy their days together have given her.

## Background

Before she started writing stories and poems, Carolyn had a job in which she wrote recipes and ran cookery classes. So, it's not surprising that food often sneaks into the children's stories she now creates: a mystery in which the amateur sleuth works in a school canteen; a fantasy involving a havoc-wreaking magic lunch box; Carolyn's picture book *Rainforest Feasts* about what and how Australian rainforest creatures eat; and *Around the Globe with Gramps* which was inspired by her love for her grandmothers and her interest in food from all around the world.

Carolyn wrote this book in consultation with her daughter, a primary school teacher, for those transitioning from early readers to chapter books. A lean book with the text predominantly broken at natural breath pauses, it is also designed to aid those who struggle to read fluently and/or are daunted by dense margin-to-margin text. It's a gentle story in which sadness is tempered by light moments and an uplifting ending.

## About the author

Carolyn Eldridge-Alfonzetti is an Australian author who lives adjacent to bushland in suburban Sydney, New South Wales. Her poems, articles and stories are generally inspired by everyday life and the natural world and have been published in mainstream magazines in Australia and the U.K. as well as a variety of literary anthologies. Carolyn's poems and short stories for children have been published in *The School Magazine* since 2007 and her first picture book *Rainforest Feasts* was published in 2017. More information about Carolyn's writing can be found at her website [www.carolyneldridgealfonzetti.com](http://www.carolyneldridgealfonzetti.com).

## Curriculum links

These teacher notes include cross-curriculum connections that provide the opportunity for integrated units of work in Stages 2 and 3.

- Both the text and story of *Around the Globe with Gramps* are relevant to many of the English Syllabus Outcomes of the New National Curriculum.
- Elements of the story could be springboards for further student research and discussion that answer Key Enquiry Questions of the Geography and History curriculums.
- Several of the themes listed below align with the Values and Outcomes of the PDHPE syllabus.
- The included recipes could provide experience with Mathematics related to different units of measurement.
- There is potential for art activities inspired by Lucy and Gramps' craft projects.

## Cover design

Look at the cover illustration, the title and back cover blurb of *Around the Globe with Gramps*.

### **Discussion**

1. What do you think this book will be about?
2. Who is the protagonist?
3. Do you think it will be a sad, happy, scary or humorous story?
4. When you open the book, you will notice the text doesn't stretch from the left margin to the right margin. Why do you think this is?

# Poetry Forms

There are many different forms of poetry. *Around the Globe with Gramps* is one long poem that tells a story. It is an example of free verse - poetry that has no fixed form, rhyme scheme or metre pattern. Free verse is different from chopped up prose in that it is usually more concise and includes literary devices such as alliteration, metaphor, simile and repetition. It also endeavours to imitate the natural cadence (rise and fall) of speech.

*Around the Globe with Gramps* is written in first person and present tense.

## **Discussion**

5. Explore some different forms of poetry as a class. Examples may include acrostic, haiku, ballad, shape poem or sonnet. Discuss the unique features of each.
6. Read aloud 'Mulga Bill's Bicycle' by Banjo Paterson. Discuss what is meant by the terms rhyme and metre.
7. After reading a free verse poem (or some of *Around the Globe with Gramps*), discuss what is meant by free verse. How does this form of writing impact the way you use your voice? What effects does it achieve? For example, does it imitate the way we speak, assist with dramatic expression, create suspense, communicate emotion or something else?

## **Activity**

8. Ask students to write out the first page of *Around the Globe with Gramps*, simply changing it from verse into 'margin-to-margin' prose.
9. Ask students to rewrite their extract so that it is in third person and past tense.
10. Initiate discussion about which of the three versions they prefer and why.

## Line breaks

The lines of text in *Around the Globe with Gramps* are predominantly broken at natural breath pauses. Care has been taken to break the lines to ensure smooth flow when reading and to enhance the meaning of the lines.

### **Discussion**

11. Consider this extract:

*We watch Ninja Princess 3  
again  
but when I suggest we play cards (p35).*

12. Does the very slight pause created by breaking the first line make any difference? Would these words have the same effect if written as:

*We watch Ninja Princess 3 again but when I suggest we play cards ...*

### **Activity**

13. Ask students to write a paragraph with the prompt 'My best day ever' or 'An embarrassing moment'. Then ask them to break their lines where their voice naturally pauses for dramatic effect or suspense.

## Alliteration

Alliteration occurs when nearby words have the same first consonant sound. Consider the following examples:

*'I hope you enjoy your stay!' he says,  
a big, booming, belly laugh following (p19).*

*His letters used to be evenly sized/and had strong, smooth strokes (p37).*

### **Activities**

14. Have some fun saying these alliterative tongue-twisters as quickly as you can:

*Peter Piper picked a peck of pickled peppers.*

*She sells sea-shells by the sea shore.*

*Round and round the rugged rocks the ragged rascal ran.*

15. Ask students to write their own sentence containing some alliteration (perhaps incorporating some spelling homework words).

# Assonance

Assonance is the repetition of the same vowel sound in nearby words.

*my tango dancing Gramps* (p24).

## **Activity**

16. Ask students to write three sentences containing assonance using a different vowel sound for each sentence (for example: beach, fox, mat, skin, funny). An example is: 'Ahoy,' said the boy as he played with his toy.

# Idioms

Figurative language communicates images to the reader by using words and phrases with meaning that is implied rather than literal. Idioms are common expressions that do this. Metaphor, simile, personification, and hyperbole are also examples of figurative language.

*'Her mother has enough on her plate.'* (p20).

*Briony's grandma  
is glued to a television drama* (p33).

*Mum says he's out of the Intensive Care Unit  
but not out of the woods* (p36).

## **Discussion**

17. Discuss what these highlighted idioms in *Around the Globe with Gramps* mean.
18. Initiate a discussion about why writers might use figurative language.

## **Activities**

19. Write idioms such as 'over the moon', 'ants in your pants', 'hop to it', 'the cat's got your tongue' or 'beat around the bush' on individual slips of paper. Ask a student to draw a slip out of a 'hat' and mime it (or illustrate on the classroom board) its figurative meaning. Let students guess the idiom 'Pictionary-style'. Both the 'actor/illustrator' and 'guesser' get a point if the idiom is successfully communicated, as does the first hand up that is then able to explain the implied meaning of it.

20. Alternatively, give students a worksheet headed with three of the above idioms and ask them to illustrate their figurative meanings and to write explanations of their implied meanings below.

## Hyperbole

Hyperbole is obvious exaggeration for an effect. In Lucy's narration, it emphasises her strong feelings.

*... I'd die if anybody saw us – (p14).*

*Mum looking like she hasn't slept in years (p42).*

*She sends a thousand texts  
to her cousin, Antonia (p36).*

### **Activity**

21. Have students exaggeratedly act out scenarios (e.g. a swimmer feeling confident on the starting blocks before a race; someone catching a fish; someone hearing a noise coming from their attic) in front of the class who have 2 minutes to write a brief first person present tense passage about it containing hyperbole.

## Simile

Similes compare things by using the words as or like.

*I'm left hanging around  
her grandmother's squeaky clean house  
feeling about as welcome as a wart. (p36)*

*It upsets me too much  
to see her slumped there  
like a rag doll missing some stuffing. (p23)*

## Activity

22. Ask students to write a simile to describe a piece of fruit or a tree, or use colours as prompts for interesting colour similes:

As red as .....

As orange as .....

As yellow as .....

As green as .....

As blue as .....

## Metaphor

When using a metaphor, we are saying one thing is another.

*'Nope!' says Mum in her end  
of discussion voice  
as the car's engine growls to life. (p26)*

This example makes out that the engine is an angry animal (and hints at Mum's mood).

## Discussion

23. What might the metaphor 'albino' in the extract below be trying to say about the buildings?

*to show me their photographs  
of Santorini's albino buildings (p4).*

Visit Santorini on Google Maps to understand the metaphor.

## Activity

24. Ask students to write a metaphor to describe a truck, boat, aeroplane or kite.

# Repetition

Repetition is a poetic device often used in poetry to add impact.

## **Discussion**

25. Repetition of the word 'something' in the extract below stresses that Lucy isn't sure what a stroke is. Which of the two version feels stronger?

*... Gramps fell  
because he had a stroke –  
which I know has something  
to do with his brain.  
Something bad. (p31)*

*... Gramps fell because he had a stroke  
which I know is something bad to do with is brain.*

## **Activity**

26. Repetition is used frequently in advertising. Ask students to write an ad in which repetition is used to persuade an audience to buy a product.

# Show, don't tell

Writers are often told that to make their writing more interesting, they should 'show' and not 'tell' what is happening.

## **Activity**

27. What do you think 'show' what is happening means? Can you give an example for the book?
28. What do the following descriptions show us in *Around the Globe with Gramps*?

*The next night,  
Mum's phone rings/while we're washing up  
in silence after dinner. (p29)*  
(Lucy is still mad at her mother and isn't speaking to her).

*Her fingers fumble as she unties her apron, (p30)*  
(Mum is so upset by the news of Gramps' accident that her fingers are shaking).

*My face burns.  
I wished I could be with Briony  
instead of Gramps  
but not this way. (p32)*

(Lucy feels terribly guilty, even though it's not her fault).

29. Have students write a short description in which a character feels one of the following: anger, excitement, nervousness, impatience, happiness, sadness or sleepiness. Without using the adjective they chose, students write a short description that shows what the character is feeling. An example is: Adam rubbed his eyes and yawned (sleepiness).
30. Write a detailed description showing that a cat is preparing to pounce on a bird.

## The story opening

In the opening of *Around the Globe with Gramps*, Gramps is wearing a crazy mixture of clothes.

### **Discussion**

31. Did this start make you wonder what would happen next?
32. Did you want to read on to find out why Gramps was dressed this way? Why or why not?

### **Activity**

33. As a class, brainstorm a list of movies & books with strong opening scenes that hook the reader. Or look at some story starts from your classroom bookshelf.
34. Ask students to write an interesting story start in which a character does something unusual or something surprising happens. Stress that they only need to write a couple of sentences and don't need to know what will happen next. Ask students to listen to some of their peers read their starts aloud and invite responses as to what might happen next.

## A problem

It is usual in a story for there to be something standing in the way of the main character getting or doing what he or she wants. This problem creates interesting conflict and it is best revealed in the beginning of the story.

### **Discussion:**

35. What is the problem in *Around the Globe with Gramps*?
36. What does Lucy want to stop doing in the school holidays?
37. Who won't let her stop? Why?
38. Does Lucy eventually get what she wants?
39. Does Lucy change her mind about what she wants by the end of the story?

## Timeline

For the most part, the incidents in *Around the Globe with Gramps* are revealed in the order in which they happen. However, on pages 37, 38 and 39 the author uses the device called flashback when Lucy flicks through her 'passport' and reflects on the Overseas Adventure Days she and Gramps shared in the past.

### **Discussion:**

40. Which clue words indicate the sequence of events in this passage?
41. Why do you think the author may have included this flashback scene?

# Story ending

It is usual for the main character (protagonist) to have changed in some way by the end of a story. This is called the Character Arc. The ending should also be satisfying for the reader (but not necessarily a 'happily ever after' scenario).

## **Discussion**

42. How has Lucy changed by the end of *Around the Globe with Gramps*?
43. The end of *Around the Globe with Gramps* 'echoes' the beginning. What does this mean?
44. Do you like this ending?
45. How did it make you feel?
46. What do you think will happen to Gramps and Lucy?

## **Activity**

47. Have students write a short scene between Lucy and Brionny in which they accidentally meet in the hospital after Lucy has visited Gramps.
48. How might Lucy react if Brionny raises 'that' eyebrow of hers?
49. Now that you have read the book, do you think *Around the Globe with Gramps* is a good title for this story?
50. If you had to give it a different title, what would you call it and why?

# Themes

The following themes are present in *Around the Globe with Gramps*:

- Relationships/Family support
- Family
- Grandparents
- Friendship
- Ageing (growing up and growing old)
- Emotions
- Change
- Geography
- World history and cultural traditions.

# Relationships/Family support

*Around the Globe with Gramps* is a story about love and the things we are prepared to do for those we care about most.

## **Activities:**

51. In this story, Gramps never tells Lucy he loves her but we know he does. How do we know this?
52. The characters in this book show they care about each other in many ways. How do these characters show this?

Lucy

Lucy's Mother

Mrs Van Der Berg

53. Take five minutes to write a note acknowledging something nice someone has done for you and how it made you feel. If possible, give this note to that person.

# Family

There are many kinds of families. Some are nuclear and some are extended families.

## **Discussion:**

54. What makes a family? Do people need to be related to be family members? Do they all have to live together? What kind of family does Lucy live in?
55. What does the word 'generation' mean in relation to people? What do you think is meant by 'the generation gap'? Do you think there is a generation gap between Lucy and her grandfather?

## **Activity:**

56. Ask students to think about the members of their own family. Have them make a family tree diagram showing three generations of their family (including any grandparents, uncles and aunts, parents, and brothers and sisters they might have).

# Grandparents

Carolyn says: All grandparents are different. I had a funny Grandma who taught me to memorise the alphabet backwards and to crochet. I also had a more serious Grannie who could paint and draw and who introduced me to different types of tea. My children have a Nona who loved to knit and cook for them when they were little, and a MaMa who hates doing handcraft but took them to the theatre. Lucy's Gramps and Briony's grandmother are very different, too.

## **Activity:**

57. Ask students to write a free verse about what their own grandparent does (or did) with them or for them.

# Friendship

The nature of true friendship is another theme of *Around the Globe with Gramps*.

## **Discussion:**

58. Lucy refers to Briony as her friend. Is Briony really her friend? What makes you say this? Use references from the book to back up your opinion.
59. What makes someone a 'friend' and not just someone you see frequently? Do you have to see someone all the time for them to be your friend?
60. Why does Lucy hang around Briony if Briony sometimes makes her feel stupid?
61. Lucy and Briony may or may not be friends after the end of the book. What do you think? Explain why.

## **Activity:**

Before email, Facebook and Skype, people often had 'pen friends'.

62. What is a pen friend?
63. Do you think a pen friend can be a real friend?
64. Pretend you have a pen friend in another country. Write them a letter telling them you have read *Around the Globe with Gramps* and give them a review of it. You might mention your favourite part, whether you would recommend this book, and if it is like another book you have read. If you are happy with the way your review turned out, you might like to send it somewhere that publishes book review written by kids. You could also write to the Author (c/- Celapene Press) and let them know what you thought of it.

# Growing up and growing old

We all change as we get older. Gramps, Gran, Lucy and Lucy's mother are all facing difficulties related to someone getting older.

## **Discussion:**

65. How is Lucy's life changing? Can you think of things you used to like but are no longer interested in? What are you looking forward to being able to do in the future?

## **Activities**

66. Gramps has trouble playing 'Furious Nerds' on Lucy's phone. He prefers marbles and fiddlywinks. Have students research some simple games from the past such as hopscotch, marbles and fiddlywinks (perhaps asking a grandparent or another more senior person what they played as a child). Have them write out step-by-step instructions in the form of a procedural text (see Recipes) and invite someone they don't usually play with to join in a game one lunchtime.
67. Gran lives in a nursing home because she is losing her memory. Have students do some research about dementia and give a short presentation to the class.

# Emotions

In *Around the Globe with Gramps*, Lucy experiences a wide range of emotions, including: sadness, love, fear, happiness, anxiety, joy, relief, jealousy, guilt, hopefulness, and embarrassment.

## **Discussion**

68. What is meant by the phrase 'Life is a rollercoaster'? Is it realistic to think we should always feel happy?

## **Activity:**

69. If the 'feel good' emotions are high, and the 'unpleasant' emotions are low, on the timeline of the story what would the 'rollercoaster' of Lucy's emotions look like?
70. Give students graph paper on which to plot 'highs' and 'lows'. Compare class results and discuss.

# Change

Lucy is growing up and is becoming embarrassed by Gramps' dressing up. She is about to change schools and is anxious about not knowing anyone except Briony. Later, she is also worried that, after his stroke, Gramps won't be the same.

## **Discussion**

71. Can you think of a change that caused you to feel upset or anxious? What made the experience easier for you? Ask students to write a few paragraphs about this.

## **Activity**

72. Write a diary entry for Lucy in which she describes her feelings about going to high school.

# Geography

Gramps is a retired Geography teacher.

## **Activity**

73. Use a dictionary to find out what the word Geography refers to.

Gramps and Lucy have 'visited' several different continents on their Overseas Adventure Days and have researched many places, including Africa, Argentina, Austria, Fiji, France, Greece, India, Indonesia, Iran, Italy, Japan, Morocco, North America, Pakistan, Spain, and Thailand.

## **Activities**

74. Define both a continent and a country, then use a globe, atlas or world map to locate the above continents and countries.

75. Which of these places appears to be the closest to where you live? Which appears to be the furthest away? How would you find the answer?

76. Print off a world map and plot the countries in which class members' ancestors have lived.

77. Using a globe, discuss the Equator, International Date Line, North and South Poles, Latitude & Longitude.

78. What is a Head of State? Who is the Head of State of this country?

# World history and cultural traditions

*Around the Globe with Gramps* mentions several aspects of world history and culture. Use some of these as a starting point for further independent student research.

## **Activities**

79. On 'Greece Day', Gramps and Lucy make an Olympic Torch. Research the history of the Olympic Games and the Olympic Torch.
80. One of Lucy and Gramps' craft projects involved making a Scandinavian viking ship. Research viking life, and design and make a viking ship using a milk carton, brown paper, drinking straws and string (or other found resources) as Lucy and Gramps did in *Around the Globe with Gramps*.
81. Countries all around the world have their own myths. On page 11 there is a reference to "The mythical home of the Greek Gods." What is a myth?

## **Activity**

82. Have students research a myth or an Aboriginal Dream Time story and give a short report to the class. Alternatively, they could illustrate this story as a comic strip.

Lucy's grandfather loves to dress up in traditional costumes that give her a clue to the country they will be studying on their Overseas Adventure Days.

## **Discussion:**

83. What is meant by a traditional costume?

## **Activities**

84. Have students use the internet to look up the Greek national costume. Is Gramps' 'whacky attempt' close to it?
85. Togas, kilts and kimonos were worn by which peoples? Discuss other traditional costumes. Do your family members ever wear traditional dress? Have students draw or describe what they look like.
86. Ask students if they think Australia has a traditional costume? Ask them to draw what they think it should look like and explain why in a few sentences.
87. Gramps loves food. In 'Around the Globe with Gramps', he and Lucy listen to music from the country they are studying, whilst they cook.

## Activities

88. Source and play a recording of Greek bouzouki music, an extract from Mozart's opera 'The Magic Flute', music featuring Thai teut-teung drums, or waltz or tango music. Whilst students listen to the music, have them write a short paragraph about how it makes them feel. Students can also do some independent research about the countries from which this music comes.
89. Compile a list of the favourite foods of class members. Find out where each dish originated and arrange a lunch in which students share food from around the world or prepare and share the (vegetarian friendly) Greek recipes included in the back of Around the Globe with Gramps.

## Recipes

The recipes in this book are examples of procedural texts. Procedural texts explain how to do something. They are usually concise and contain only the words necessary to explain how to do something (although they may sometimes have accompanying photographs or diagrams). They are written in the second person and present tense and most have the following components:

- A Title            For example: Gramps' Easy Spinach Pie (spanakopita)
- A List             For example: A list of the components needed – such as ingredients
- A Method        For example: The steps you need to follow to make the spinach pie.

These texts often contain specific vocabulary, for example: cookery terms whisk and bake. They may include abbreviations such as Tbs (tablespoons) and 180°C (180 degrees Celsius). Each new line of the method usually starts with a verb, for example: preheat, chop, mix, serve.

## Activity

90. Following a discussion about friendship, write a procedural text entitled 'Recipe for friendship' or 'How to Lose a Friend'. Alternatively, ask students to write a procedural text about a task they know how to do. Eg. 'How to Wash a Dog', or a humorous one entitled 'How to Annoy your Teacher in Five Easy Steps'.

## Art Activities

91. Ask students to draw or paint a favourite scene from *Around the Globe with Gramps*.
92. Discussion: What is Batik? Research this technique and have your class make their own batik-dyed pillowcases or picture on fabric squares using instructions for the (child-friendly) 'glue batik' technique found on: [http://www.firstpalette.com/Craft\\_themes/Colors/gluebatik/gluebatik.html](http://www.firstpalette.com/Craft_themes/Colors/gluebatik/gluebatik.html) and enter Glue Batik. (An alternative glue readily available in Australia is Crafter's Pick Batik E-Z.)
93. Discussion: What is papier mâché? Research this technique and have your class make their own papier mâché bowls using instructions found on <http://kidsactivitiesblog.com/47444/paper-mache-for-preschoolers>
94. Make a 'snow globe' using instructions found on [www.pbs.org/parents/crafts-for-kids/homemade-snow-globes/](http://www.pbs.org/parents/crafts-for-kids/homemade-snow-globes/)
95. Discuss the origins of Dream Catchers. Have the class make their own, using instructions found on [www.pbs.org/parents/crafts-for-kids/dream-catcher/](http://www.pbs.org/parents/crafts-for-kids/dream-catcher/)

# Comprehension Questions

1. How does Lucy think Gramps looks when he's dressed in his 'whacky attempt' at the Greek National costume? (p7)

.....  
.....  
.....

2. Why does Lucy spend the day with Gramps on Fridays in the school holidays? (p8)

.....  
.....  
.....

3. *First, we find Greece among Europe's crazily-shaped patchwork pieces on the spinning ..... that stands next to his chair in the living room.* (p9)

4. Lucy and Gramps made ..... by weaving strips of palm leaves on 'Fiji Day'. (p11)

5. When Briony is told that Lucy made the Eiffel Tower model with Gramps, Briony lifts ..... (p15)

6. How do you think this makes Lucy feel? ..... (p16)

7. What has Gramps written inside the pages of Lucy's 'passport'? (p18)

.....  
.....  
.....

8. Mum tells Lucy that Gramps would be upset if they stopped their Overseas Adventure Days. What reasons does Mum give? (p20)

.....  
.....  
.....

9. Why is Briony sent to her grandmother's house? (p27)

.....  
.....  
.....

10. When Lucy's mum get the phone call to say Gramps is in hospital, who does Mum ask to look after Lucy? (p29)

.....  
.....  
.....

11. Mum says the doctor told her Gramps fell because he had a .....  
(p31)

12. What movie do Briony and Lucy watch at Briony's grandmother's house?  
(p33)

.....

13. Which country were Lucy and Gramps studying on the day they made a Sacher Torte whilst listening to Mozart's opera 'The Magic Flute'? (p39)

.....

14. What is one of the nice things Mrs Van Der Berg has done for Lucy and her mother in the past? (p43)

.....

15. When Lucy goes to the hospital to see Gramps, what does she have tied over her blue dress? (p45)

.....

16. Lucy knows Briony would say she looks "Totes ridiculous!" dressed up in the Dutch national costume. Why do you think Lucy does it anyway? (p45)

.....