Looking for Alibrandi
Study Guide

Created by
Pamela Cohen B A Hons. Dip Ed
## Overview

<table>
<thead>
<tr>
<th>Title of Text:</th>
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<tbody>
<tr>
<td>Composer:</td>
<td></td>
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<tr>
<td>Date Published:</td>
<td></td>
</tr>
<tr>
<td>Place of Publication:</td>
<td></td>
</tr>
<tr>
<td>Illustrator (if appropriate)</td>
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</table>

<table>
<thead>
<tr>
<th>Protagonist/s</th>
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<tbody>
<tr>
<td>Antagonist/s</td>
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<tr>
<td>Other key characters</td>
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<tr>
<td>Setting</td>
<td></td>
</tr>
<tr>
<td>Key themes</td>
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<tr>
<td>Issues explored</td>
<td></td>
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<tr>
<td>Ideas used to explore the issues</td>
<td></td>
</tr>
<tr>
<td>Symbols and motifs used</td>
<td></td>
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<tr>
<td>Techniques used by the composer</td>
<td></td>
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</tbody>
</table>

| Brief plot outline |  |

| How does your prose fiction text relate to the ‘Migrants and Memories’ concept? |  |
## Characters

Copy as many pages as necessary to complete a study of each relevant character in your text

<table>
<thead>
<tr>
<th>Character:</th>
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<tbody>
<tr>
<td>Description, be detailed- what physical descriptions have been provided by the composer?</td>
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</table>

<p>| |</p>
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<th></th>
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<tbody>
<tr>
<td>What intellectual descriptions have been provided by the composer?</td>
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<tr>
<td>What emotional descriptions have been provided by the composer?</td>
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</tbody>
</table>

| Language forms and features or structures of texts, film techniques etc., used to describe the character – metaphors, similes, adverbs, adjectives, euphemisms, intertextuality, allusions etc? |

| Purpose, audience impact and effectiveness of the characterisation? |

<table>
<thead>
<tr>
<th>Has the composer used this character?</th>
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<tbody>
<tr>
<td>● to provoke?</td>
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<tr>
<td>● to provide insight into experience?</td>
</tr>
<tr>
<td>● to detail the hardships of individual experience?</td>
</tr>
<tr>
<td>● to expose the alienation of teenagers?</td>
</tr>
<tr>
<td>● to examine the impact of emigration on individuals and groups?</td>
</tr>
<tr>
<td>● to highlight how certain groups or individuals can be included or excluded in society?</td>
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</tbody>
</table>

| How does this character provide insight into the themes of the text? |

| Links to characterisation in your other core texts (conceptual, literal, metaphorical, spiritual, philosophical etc) |
## Setting

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>Where has the text been set?</td>
<td></td>
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<tr>
<td>What time era has the text been set in and how does the era shape an understanding of the characters in the text?</td>
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<tr>
<td>How do characters respond to the setting?</td>
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<tr>
<td>What language forms, features or structures of texts have been used by the composer to create the setting? Provide textual evidence of your language forms</td>
<td></td>
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</tbody>
</table>
Themes

Copy as many pages as necessary to complete a study of each theme in your related text

<table>
<thead>
<tr>
<th>Thematic discussion- what theme does <em>Looking for Alibrandi</em> explore relationships? e.g. alienation prejudice loss of identity cultural respect growing up</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do the themes of provide an understanding of the world Josie lives in?</td>
</tr>
<tr>
<td>Textual References What quotes identify the themes of the text – provide at least three</td>
</tr>
<tr>
<td>Why have these themes been developed by Marchetta?</td>
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</tbody>
</table>
## Issues

**Issue discussion** - what issues does the text explore?
e.g.  
Discrimination  
Youth versus Adults  
Acceptance of cultural traditions  
Cultural Identity  
Migrant Heritage  
Ethnicity

How do the issues in *Looking for Alibrandi* link to the issues explored in other texts you have studied?

**Textual References**  
What quotes identify the issues of the text – provide at least three

How does the issue relate provide insight into Josie’s experiences?
<table>
<thead>
<tr>
<th>Ideas discussion</th>
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<tbody>
<tr>
<td>What specific events occur in your text?</td>
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</tbody>
</table>

| How do the ideas in *Looking for Alibrandi* link to the ideas explored in other texts you have studied? |

<table>
<thead>
<tr>
<th>Textual References</th>
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<tbody>
<tr>
<td>What quotes identify the ideas explored in the text – provide at least three</td>
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</tbody>
</table>

| How does this text provide insight into emigration or the experience of refugees in today’s society? |
## Context

<table>
<thead>
<tr>
<th>Social</th>
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<tr>
<td>Work</td>
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<td>Education</td>
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<td>Relationships</td>
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<td>Leisure</td>
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<td>Cultural</td>
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<td>Heritage</td>
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<td>Traditions</td>
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<tr>
<td>Identify</td>
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<td>Rituals</td>
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<td>Celebration</td>
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<tr>
<td>Values</td>
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<td>Ethnicity</td>
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<td>Political</td>
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<td>Power roles between youth and adults</td>
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<td>Power roles between youth</td>
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<td>Social class</td>
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<tr>
<td>Historical</td>
<td></td>
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<tr>
<td>History of Australian emigration</td>
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<tr>
<td>History of Italian community in Australia</td>
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<tr>
<td>Family history</td>
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<td>Religious</td>
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<td>Beliefs</td>
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<tr>
<td>Traditions</td>
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<tr>
<td>Values</td>
<td></td>
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<tr>
<td>Intellectual</td>
<td></td>
</tr>
<tr>
<td>Issues surrounding acceptance and diversity</td>
<td></td>
</tr>
<tr>
<td>Prejudice against the ‘other’ - migrants</td>
<td></td>
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</tbody>
</table>
# Symbols and motifs

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What symbols have been used by the composer in your related text?</td>
<td></td>
</tr>
<tr>
<td>What repeated motifs are used by the composer in your related text?</td>
<td></td>
</tr>
<tr>
<td>How do the symbols link to the themes of the text?</td>
<td></td>
</tr>
<tr>
<td>How do the motifs link to the themes of the text?</td>
<td></td>
</tr>
</tbody>
</table>
Values

Values are the ideas we have about what is good and what is bad, and how things should be. We have values about family relationships (regarding, for instance, the role of the husband with respect to the wife), about work relationships (regarding, for instance, how employers should treat employees) and about other personal and relationships issues (regarding, for example, how children should behave towards adults, or how people should follow particular religious beliefs).

www.colorado.edu/conflict/peace/glossary.htm

The dimensions or objectives we choose with which to measure the system and those variables we attempt to optimise in deriving fitness. Due to neural associations, the dualism between 'fact' and 'value' is invalid, thus values can form a part of our scientific worldview.

www.calresco.org/glossary.htm

Set of beliefs or standards that the organization (i.e., organizational values) and its stakeholders (i.e., personal values) believe in and operate from. Organizational values are utilized to guide the day-to-day operations, serving as a linkage between Mission (i.e., present operations) and Vision (i.e., intended direction). Personal values are utilized to allow organizational members to understand how their own beliefs fit into the organizational values and its intended operations and direction.

www.eglin.af.mil/46tw/StrategicPlan/glossary.htm

Filters we use to evaluate the content of incoming information about ourselves and the world in general, sorting our perceptions into good and bad, worthwhile and worthless, and so on. Our values are usually closely related to our beliefs.

www3.mistral.co.uk/bradburyac/gloss3.html

http://www.nyfolklore.org/resource/what.html

Use the lists over the page to assist you with identifying values in texts.
<table>
<thead>
<tr>
<th>List of Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplishment</td>
</tr>
<tr>
<td>Act on things</td>
</tr>
<tr>
<td>Athletics/Sports, Competitive</td>
</tr>
<tr>
<td>Beauty (of environment, art, people, etc.)</td>
</tr>
<tr>
<td>Celebrity-Worship</td>
</tr>
<tr>
<td>Charity</td>
</tr>
<tr>
<td>Chastity, Purity</td>
</tr>
<tr>
<td>Civic Duty</td>
</tr>
<tr>
<td>Cleanliness, Orderliness</td>
</tr>
<tr>
<td>Collaboration</td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Competence</td>
</tr>
<tr>
<td>Diversity</td>
</tr>
<tr>
<td>Duty</td>
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<tr>
<td>Education</td>
</tr>
<tr>
<td>Right to</td>
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<tr>
<td>Opportunity</td>
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<tr>
<td>Fairness</td>
</tr>
<tr>
<td>Family</td>
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<tr>
<td>Flair</td>
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<tr>
<td>Freedom</td>
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<td>Fraternity</td>
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<tr>
<td>Free Will</td>
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<td>Friendliness</td>
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<tr>
<td>Friendship</td>
</tr>
<tr>
<td>Fun</td>
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<td>Goodness</td>
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<tr>
<td>Power</td>
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<td>Gratitude</td>
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<tr>
<td>Learning</td>
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<tr>
<td>Environmental</td>
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<tr>
<td>Concern</td>
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<tr>
<td>Equality</td>
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<tr>
<td>Faith</td>
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<tr>
<td>Love (Romance, other forms of)</td>
</tr>
<tr>
<td>Majority Rule</td>
</tr>
<tr>
<td>Maximum utilization</td>
</tr>
<tr>
<td>of time, resources</td>
</tr>
<tr>
<td>Meaning</td>
</tr>
<tr>
<td>Minority Rights</td>
</tr>
<tr>
<td>Nation’s Status (in World)</td>
</tr>
<tr>
<td>Neighborliness</td>
</tr>
<tr>
<td>Orderliness</td>
</tr>
<tr>
<td>Outer Directedness</td>
</tr>
<tr>
<td>Patriotism, Country</td>
</tr>
<tr>
<td>Respect for Others</td>
</tr>
<tr>
<td>(individuals, cultures, races)</td>
</tr>
<tr>
<td>Respect for the Individual</td>
</tr>
<tr>
<td>Responsibility, Taking-</td>
</tr>
<tr>
<td>Respectfulness</td>
</tr>
<tr>
<td>Right to Bear Arms</td>
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<tr>
<td>Romance of Life</td>
</tr>
<tr>
<td>Safety</td>
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<tr>
<td>Security</td>
</tr>
<tr>
<td>Self-Improvement</td>
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<tr>
<td>Self-Respect, Self-Worth</td>
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<tr>
<td>Service (to others, society)</td>
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<tr>
<td>Sincerity</td>
</tr>
<tr>
<td>Solitude</td>
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<tr>
<td>Spirituality, Spirit</td>
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<tr>
<td>Competition, Competitiveness</td>
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<td>------------------------------</td>
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<tr>
<td>Concern for Others</td>
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<td>Conformity</td>
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<td>Consensus</td>
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<tr>
<td>Consumer Rights</td>
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<tr>
<td>Content Over Form</td>
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<tr>
<td>Continuity (from past)</td>
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<tr>
<td>Continuous Improvement</td>
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<tr>
<td>Cooperation</td>
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<tr>
<td>Coordination, Integration</td>
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<tr>
<td>Courage</td>
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<tr>
<td>Courtesy</td>
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<tr>
<td>Creativity</td>
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<tr>
<td>Culture (art, etc.)</td>
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<tr>
<td>Decisiveness</td>
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<tr>
<td>Democracy (representative government)</td>
</tr>
<tr>
<td>Determination</td>
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<tr>
<td>Diplomacy (over confrontation)</td>
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<tr>
<td>Direction, Purposefulness</td>
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<tr>
<td>Discipline</td>
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Study Questions

Chapter One

Multiple choice: Circle the correct answer.

1. When Josie gets her magazine back from Sister Louise she asks to write a two-thousand word:
   (a) letter
   (b) conversation
   (c) essay
   (d) narrative

2. Josie’s excuse for not going to see her grandmother on page 8 is:
   (a) she is tired
   (b) she wants to get on the bus with the ‘best-looking guys’
   (c) she is studying for the HSC
   (d) she wants to ‘sunbake on the verandah’

3. Josie and her mother share their house with:
   (a) English backpackers
   (b) gardeners
   (c) ex-backpackers who ‘wanted more privacy’
   (d) tea drinkers who sing ‘Tottenham soccer songs’

4. Josie’s comparisons with her looks and those of her mother suggest:
   (a) she loves her mother
   (b) she is proud of her mother
   (c) she is self conscious and deprecating in her view of herself
   (d) she is aware of the genetic inheritance she has from her father

5. The descriptions of Josie’s home are provided to identify the:
   (a) the financial status of her family
   (b) the lack of presence of her father
   (c) a sense of family history
   (d) all of the above

6. The verb ‘snapped’ on page 10 suggests Christina has:
   (a) broken an ‘ugly vase’
   (b) lost her temper with Josie’s lack of help around the house
   (c) been to Nonna’s and had a ‘crappy’ time
   (d) become frustrated after hearing gossip from Nonna about Josie and her friends

7. The tone of the line ‘Telecom would go broke if it weren’t for Italians’ is:
   (a) hilarious
   (b) serious
   (c) sardonic
   (d) patronising

8. Melina Marchetta reinforces the religious context of the narrative with her reference to:
   (a) Father Stephen coming in to class to teach religion
   (b) using the terms ‘communion’ and ‘pray’
   (c) Sister Gregory accusing her Josie of being a ‘pagan’
   (d) all of the above

9. Christina’s hands are trembling because:
   (a) she is getting old
   (b) she is uncomfortable in her ‘kitchenette’
   (c) she has to tell Josie about a change in locality of her father
   (d) she is scared

10. The migrant narrative is established in this chapter when Josie refers to her Nonna’s:
    (a) relationship with her father
    (b) her Nonna’s ‘boring Sicily stories’
    (c) the number of men who asked for Nonna’s hand in marriage
    (d) husband
True or False

1. Josie and her mother live in Glebe. (True or False)
2. Josie lives with her Nonna. (True or False)
3. Josie loves going to her Nonna’s house after school. (True or False)
4. Josie’s mother works as a translator for the government. (True or False)
5. Josie has a good relationship with her mother, Christina. (True or False)
6. Josie states that the ‘best-looking guys’ are on the bus to Leichardt. (True or False)
7. Josie states that the ‘best-looking guys’ are on the bus to Glebe. (True or False)
8. Nonna’s favourite music is Metallica. (True or False)
9. Josie thinks her mother is ‘pretty strict’ (True or False)
10. Josie’s Nonna is understanding and supportive of Christina in her decisions about Josie. (True or False)

11. What information is given about Josie's background? Refer to her family, education and class

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

12. What evidence is there that she is caught between two cultures and two social classes?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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Extension Activity:

Write a summary that explores the relationships between Josie, Christina and Nonna.

Extension Activity:

Using the questions above, and the remainder of Chapter One, provide a discussion of the issues the text is raising in relation to Josie and her family.
Chapter One (Part Two) Literacy Focus

Unscramble the words below:

1. hgreguds________________
2. cneidsat________________
3. gaeimarr________________
4. sunmamate________________
5. ilkurgn________________
6. tdecieal________________
7. esetrgr________________
8. coisialte________________
9. apgna________________
10. rhiiredfo_____________

Place the vocabulary list under the following headings:

<table>
<thead>
<tr>
<th>Nouns (state whether common, abstract or Proper nouns)</th>
<th>Verbs</th>
<th>Adjectives</th>
<th>Adverbs</th>
<th>Contexts (any recognizable contexts that are addressed by the vocabulary)</th>
</tr>
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<tbody>
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Extension Activity:
Use the vocabulary in the table to write a poem about families.

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Chapter Two

1. At school, Josie believes that she doesn't fit. Why does she feel this way? What language features are used to express her emotions?

_________________________________________________
_________________________________________________
_________________________________________________
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2. What are the consequences of these emotions? Consider the language used to describe the actions of her friends.

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3. What language features are used to indicated that Josie is impressed by Jacob Coote?

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4. Why did Josie aspire to belong to the world of 'Poison' Ivy? What language feature is used here?

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Chapter Three

1. How has Marchetta used language to describe how Josie feels about the rituals which are associated with her Italian background?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

2. Josie expresses her wish to be free 'if society will let (her)' (page 40). What does she mean? Is her view of freedom a naive one?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

3. What discoveries does Josie make about her father in this chapter? What language is used to construct the tone used to introduce Michael Andretti?

__________________________________________________________________________

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Chapter Four

1. How does Josie learn about the differences that exist between her world and that of John Barton in this chapter?

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2. What insights do we gain into the life of John Barton? Is it free from stress?

____________________________________________________________________________________________________________________

____________________________________________________________________________________________________________________

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3. What language is used by Marchetta to develop a sympathetic view of John Barton?

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____________________________________________________________________________________________________________________

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4. Are we persuaded of the integrity of John as a character by the use of language and perspective provided?

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____________________________________________________________________________________________________________________
Chapter Five

Answer these questions in full sentences

1. How many times does Josie look in the mirror?
2. Why is she looking in the mirror?
3. What tone is established by the adverbial phrase ‘much lovelier’?
4. What does Josie mean when she uses the simile ‘like the Virgin Mary’?
5. Why is Marchetta presenting the contrast presented between the ‘doctor shoes’ and the ‘velvet dress’?
6. Discuss the effectiveness of metaphor of “Poison Ivy” as a description of a character.
7. How does Josie respond to Jacob Coote when she meets him at the dance?
8. Explain the effectiveness and meaning of the language used in the sentence: ‘My eyes smarted from the wind and my skin felt tight, not to mention my throat hurting from all the screaming.’
9. Read the dialogue on page 61 from ‘How did your mother die? I asked him quietly.’ to page 62: ‘He smiled at the thought.’ What is Marchetta developing about Jacob’s character and his relationship with Josie?
10. Read the dialogue on page 63 from: ‘I smiled and nodded. “Where do you live?”’ to the end of the chapter. What is Marchetta’s purpose in using this dialogue between Josie and Jacob? How effectively does the dialogue convey the themes of alienation prejudice and appreciation of difference explored in the text?

Create a table of all of the adverbs used in this chapter.
Word Scramble

Unscramble the words below:

1. vtueedrleon______________
2. pnetiaec________________
3. itrcaattneuv______________
4. riaoeqnl_______________
5. oipnamoclsto______________
6. gsoorgeu_______________
7. uxtiehosna_______________
8. aculas_______________
9. ioemtep_______________
10. tiidyulidvan______________
11. trlihlceyysa_____________
12. pisianotgngn_____________
13. npaoiadr_______________
14. tpntapigli_______________
15. ripodccuee______________
16. csbeuro_______________
17. rnarbmetesams____________
18. nasuseveg_______________
19. eetcibsoeini______________
20. eirgcipn_______________

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Chapter Five Wordsearch

 billionth individuality dying uncomfortably
 zillionth fetish snob highly
 grandmother opaque ashamed intelligent
 lovelier wardrobes muttered laughed
 ignorance feigned forward motorcycle

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Short Answer Reading Comprehension and Language Analysis

1. What are Josie’s impressions of Jacob Coote and John Barton? Identify and explain the effect of the language and how it has been used to shape the tone?

2. Is Jacob Coote right in describing Josie as a snob? How has tone been constructed through the verbs and adjectives used?

3. List ten adjectives used in this chapter to describe the characters. What tone is created by the adjectives?

4. List the verbs that are used instead of ‘said’ in this chapter. How do these verbs help to develop our response to the characters?

5. Identify at least two figurative language features in this chapter and explain how their purpose.

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Chapter Six

1. Who is Michael Andretti?
2. Does this chapter begin in first or third person?
3. Read paragraph two. What is implied by Josie’s description of the characters looking at one another?
4. Who is Robert?
5. Why does Nonna Katia “beam” after Robert?
6. Examine the conversation between Christina and Michael on pages 65 and 66. Writing from Josie’s perspective, explain how you would feel if you heard your parents having this conversation about you. You should write at least 100 words. Write in first person and use a range of appropriate adverbs to express your emotional response to the conversation.
7. What theme does this conversation explore (there is a list of themes in your study guide). Explain how this conversation explores the theme you have chosen.
8. What is Nonna Katia’s role in this conversation?
9. What does Josie think of Michael? Use analytical language to express your response. You should use quotes from the text to support your answer.
10. How does Josie explain her reaction to Michael Andretti to her mother?
11. What is the tone of this chapter?
12. What do we, as readers, learn and develop understanding about Christina, Michael Nonna and Josie in this chapter? (you could use the character sheets in your study guide to assist with developing your response)

Create a table of verbs used in this chapter.
Word Scramble

Unscramble the words below:
1. cuebreab________________
2. rsmuaesctnicc______________
3. rwselte______________
4. tlyigu______________
5. pylensroal______________
6. sngiuisscd______________
7. dthugaer______________
8. onlmiacgtepi______________
9. ncebeitaol______________
10. etnieghe______________
11. aufrvo______________
12. seddciover______________
13. ednroraw______________
14. inctnea______________
15. encifodn______________
16. ohatcic______________
17. rstrreaib______________
18. mgercai______________
19. iinttenon______________
20. nlsdiecipi______________
Exploring Relationships

Chapter Six

<table>
<thead>
<tr>
<th>liar</th>
<th>fatherly</th>
<th>clichés</th>
<th>Michael</th>
</tr>
</thead>
<tbody>
<tr>
<td>angrily</td>
<td>Andretti</td>
<td>handshake</td>
<td>Christina</td>
</tr>
<tr>
<td>whispered</td>
<td>promise</td>
<td>upset</td>
<td>Josephine</td>
</tr>
<tr>
<td>anywhere</td>
<td>tightened</td>
<td>sorry</td>
<td>Nonna</td>
</tr>
<tr>
<td>especially</td>
<td>snapped</td>
<td>unrealistic</td>
<td>seventeen</td>
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</tbody>
</table>

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Short Answers

1. Josie has her second encounter with Michael Andretti in this chapter. How does he react to her?

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__________________________________________________________________________
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2. How does Christina react to Michael's statement, 'It's too late. Seventeen-year-olds don't need a father.' (Page 66)?

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Extension Activity

After completing the word search use the vocabulary to write a dialogue between Josie and her mother from Josie’s perspective. Your response must be at least 150 words.

Remember that when writing dialogue, each speaker should begin on a separate line.

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Chapter Seven

Use full sentence answers to develop your response to the following questions.

1. How does Josie spend her Easter?
2. What presents does Josie get instead of Easter Eggs?
3. What is a glory box? What do you keep in a glory box?
4. What does Josie mean when she makes the observation: ‘If life was a silent movie I’d be able to see the captions under their faces’?
5. What does page 73 suggest about the cultural influences that impact on Josie’s life?
6. Why doesn’t Josie want to sleep with her grandmother? In your answer you should use specific references to the text and analyse any language features used by Marchetta.
7. This chapter provides explicit insights into the relationship between Nonna and her husband. Provide your understanding of that relationship based on Josie’s observations and dialogue with her family. (at least 150 words)
8. Write a review of Josie’s relationship with her grandmother. Does this chapter suggest any changes to the relationship from the earlier chapters? Why? What are they? Why have these changes occurred? (at least 100 words comparing this chapter with comments Josie has made about her Nonna in earlier chapters)
9. Why does Josie ‘almost’ laugh at her grandmother’s ‘theatrics’?
10. How does this chapter provide insight into the impact of immigration on families?

Punctuation

Create a table of the different forms of punctuation used in this chapter.

<table>
<thead>
<tr>
<th>Form</th>
<th>Explanation of how the punctuation shapes meaning in the text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
Punctuation

<table>
<thead>
<tr>
<th>comma</th>
<th>dash</th>
<th>quotation marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full stop</td>
<td>Inverted commas</td>
<td>apostrophe</td>
</tr>
<tr>
<td>Semi colon</td>
<td>capitalisation</td>
<td>italics</td>
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<tr>
<td>colon</td>
<td>simple</td>
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<tr>
<td>hyphen</td>
<td>complex</td>
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</tbody>
</table>

After completing the puzzle, locate at least five hyphenated adjectives used in this chapter and explain how they shape meaning.

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# Spelling

Write out the incorrectly spelt word from the list below using the correct spelling:

<table>
<thead>
<tr>
<th>Incorrect Word</th>
<th>Correct Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>sidney</td>
<td></td>
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<tr>
<td>skyscraper</td>
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<td>butiful</td>
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<td>diferent</td>
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<td>faintid</td>
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<td>paynted</td>
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<td>niht</td>
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<td>howses</td>
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<td>continued</td>
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<td>alowed</td>
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<td>grabbed</td>
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<tr>
<td>dresed</td>
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<tr>
<td>vilagers</td>
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<tr>
<td>wifes</td>
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</tbody>
</table>
Short Answers

1. What does Josie discover about her grandmother's past? Identify the abstract nouns and metaphorical features of this passage of the text.

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_________________________________________________________________________________________________________________  
_________________________________________________________________________________________________________________  
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_________________________________________________________________________________________________________________  
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2. Some of the cultural differences between Italy and Australia are highlighted here. Provide an example of one. How is this both literal and metaphorical?

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3. There are also suggestions that Nonna and Josie have qualities in common. Can you identify any? How is tone being used to demonstrate the irony of Josie’s reactions?

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Chapter Eight

1. Why is the time before class the most exciting for Josie? Do you agree? Why do you enjoy catching up with your friends? What do you talk about?
2. What is Marchetta suggesting about her understanding of teenage girls and their relationships in this chapter?
3. What is Marchetta’s purpose in introducing Carly Bishop into the narrative?
4. What type of person is Carly?
5. Is Marchetta’s characterisation effective? Why? Use quotes from the text to support your answer.
6. What does it mean to be pretentious?
7. How does page 82 explore the prejudices faced by children of migrant families?
8. How and why does Marchetta use the character of Carly to identity issues of social class in the text?
9. What does Josie do to Carly? Why?
10. Why does Josie call her father?
11. What does Michael Andretti do when he meets Ron Bishop?
12. Marchetta is developing the relationship between Josie and her father in this chapter. How?
13. How does Josie feel about Michael Andretti by the end of the chapter?
14. How do her feelings towards him change from Chapter Six?
15. How do you, as the reader, develop an understanding of the complex relationships in this text from this chapter.

Develop a table of Proper Nouns used in this chapter.

<table>
<thead>
<tr>
<th>Proper Noun</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Josie</td>
<td>Main character</td>
</tr>
<tr>
<td>Michael Andretti</td>
<td>Supporting character</td>
</tr>
<tr>
<td>Ron Bishop</td>
<td>Supporting character</td>
</tr>
<tr>
<td>Carly Bishop</td>
<td>Supporting character</td>
</tr>
</tbody>
</table>

Explain how at least five of the proper nouns shape meaning in the text.
Chapter Eight

Spelling and Vocabulary List

Unscramble the words below:

1. oglear________________
2. mitads________________
3. slrpievuoy______________
4. oncnnsuae______________
5. ulayuls_______________
6. sltnccayont____________
7. tleacxy_______________
8. edttes_______________
9. rkinesdec______________
10. acitsr_______________
11. oepedlprl_____________
12. spsdeesos_____________
13. ilngesvlin_____________
14. belthorci______________
15. sosrilciot_____________
16. llcgitmiyae_____________
17. ntsruiecsmcca__________
18. lafeiesb_______________
19. idcaquenta_____________
20. ivdlivy_______________

After completing this puzzle, use the vocabulary to write a narrative of at least 300 words that explores a character, like Josie, meeting a parent for the first time.

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Chapter Nine

1. This chapter highlights some of the generational differences between Christina and Nonna. Which specific language techniques have been sued to establish the contrast?

2. How does the argument between Christina and her mother highlight these differences? What grammatical features reveal the tone of their argument?

3. How does Josie react to Christina's date? What figurative language features are used to demonstrate her angst?

Complete the following questions in your English book.

4. Why does Sister Louise call Josie into her office on Fridays?
5. Why isn't Sister Louise like the nuns in primary school?
6. The beginning of this chapter is quite explicitly written in first person. How effectively does Marchetta reflect the concerns of students in a Catholic school environment?
7. How is Josie’s school experience different to your experience in a Catholic school?
8. What positive aspects of Sister Louise does the reader get in the early part of this chapter?
9. Why is Marchetta providing different perspectives from earlier chapters?
10. How does Sister Louise demonstrate that she cares about Josie and her wellbeing?
11. How does Josie respond to Sister Louise?
12. What do we understand more about Josie in this chapter?
13. How effectively does Marchetta provide insight into the different aspects of teenage experience?

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14. Why does Josie call her mother Queen Christina?
15. Why is Josie using a ‘smug tone’?
16. Why is Nonna upset with Christina?
17. Is Nonna overacting when she accuses Christina of ‘neglect’?
18. Why do Nonna and Christina always fight?
19. What does Nonna mean when she stated: ‘I am an old woman and I am tired of fighting’?
20. What does this chapter provide in the way of understanding about Nonna and her experiences as a migrant and as a mother?
21. Why is Josie nervous about her mother going out with a man?
23. What does Christina really mean when she states: ‘You break my heart, Josie’?

Provide a script of approximately 300 words about you have had an argument with a parent or one that you would imagine having. Insert the appropriate adverbs and action verbs to demonstrate the tone of the dialogue.

Dialogue verbs you should use to replace ‘he said’… ‘she said’ could include:
He/ She:

Replied                      Spat back
Murmured                    Screamed
Retorted                    Yelled
Decisively                  Cried
Painfully                   Reflected
Whispered                   Declared
In a stilted voice          Sighed
Countered                   Heard her/himself declare
Argued                      Presented his/her thoughts

Adverbs you can use to define tone

Peacefully, angrily, sarcastically, bitterly, miserably, painfully, sadly, pathetically, pensively, wickedly, slyly, nicely, simply

Punctuation for dialogue

Inverted commas ‘….’
Question marks ?
Exclamation marks !
Commas ,
Full stops .

Conventions – all punctuation stays within the inverted commas unless dialogue continues and you need to use commas.

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Chapter Ten

1. How long has Josie been working at McDonalds?
2. Why the store she works at always ‘packed with people’?
3. What does the euphemism ‘packed with people’ mean?
4. Why, and how effectively, does Marchetta create such a detailed description of the setting?
5. What do we learn about Josie in terms of her being able to admit she ‘over-reacted the other night’?
6. Why does Josie ignore Jacob Coote?
7. Why has Marchetta included the information about the Sims’ family?
8. What is Josie’s ‘big mistake’? How does it impact on her?
9. What do the boys do to Josie and Anna?
10. How effective is Marchetta in establishing tone and suspense in this passage?
11. Why does Josie hit Greg Sims?
12. Is the language used on page 104 confronting? Why?
13. Why has Marchetta used the expletive language? Is it contextual? What does it reveal about the characters?
14. What does Marchetta establish about Jacob when he uses his ‘icy tone’?
15. Examine the sentence structure and length on page 105. Write out the truncated sentences.
16. How do these sentences provide insight into the Josie’s emotions?
17. What does it mean when Jacob respond to Josie ‘gruffly’?
18. What does Josie do to Jacob and why?
19. Why is Josie so defensive?
20. How does this chapter develop the relationship between Josie and Jacob?

Short Answers

1. Identify the language and explain Josie's mixed feelings towards Jacob?

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2. How are the cultural differences between Josie and Jacob highlighted through the language choices?

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Spelling and Vocabulary

Unscramble the words below:

1. nsvryeiut___________
2. mnrgehtia___________
3. osgeopail___________
4. especr___________
5. iulfipt___________
6. rabdcyak___________
7. ledrvyei___________
8. ioehlst___________
9. bsohtdolo___________
10. neateri___________
11. ncetautrllly_________
12. vtiocyrr___________
13. ipesrdhwe___________
14. sernlida___________
15. mkedoc___________
16. ehclayitsr___________
17. eedsbobrl___________
18. vaasge___________
19. hdeestirl___________
20. ikjunes___________
Chapter Ten (cont)

This chapter is quite confronting for a number of reasons. Write an evaluation of Marchetta’s effectiveness in presenting ideas that explore the dangers teenagers are often faced with in society.

In your evaluation, suggest why Marchetta would put these events and use the kind of language she has in a text for teens. You should use quotes from the text in your response.

Write your evaluation on the lines below and hand in to your teacher for marking.
1. 'I'm changing, Mama. I'm growing up. I'm finally seeing the light.' (Page 110). What prompted this statement? Is it genuine? What language feature is used?

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2. '...the age of innocence is gone...' p.112 Is Josie trying to frighten her mother or is she serious? What language feature is being used here?

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3. Identify the figurative language used in this chapter and place it in the table below.

<table>
<thead>
<tr>
<th>Metaphors</th>
<th>Similes</th>
<th>Alliteration</th>
<th>Allusions</th>
<th>Rhetorical Questions</th>
</tr>
</thead>
<tbody>
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Chapter Twelve

1. In this chapter, Josie shows more interest in Nonna's past. What does she learn of Nonna's early life in Australia?

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2. What hints are given that Marcus Sandford was special to Nonna?

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Chapter Thirteen

1. Why was Josie furious with Jacob Coote?

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2. How does this chapter mark a change in the relationship between Josie and her father?

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Chapter Fourteen

1. Josie's attitude to John Barton is changing? How? To what do you attribute this change?

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2. How is John reacting to the pressures he feels?

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Chapter Fifteen

1. How accurate are Lee's comments on social class? (page 44) Are her views confirmed by the theme of the novel as a whole?

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2. Comment on Josie's heightened interest in her sexuality. How does her language suggest a shift in perspective?

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Chapter Sixteen

1. Describe Josie's feelings as she spends the day with Jacob. What adverbs and adjectives have been used to express her feelings?

__________________________________________________________________________________________________________________________________________________________________________

2. How has Marchetta used language to reveal a personal discovery and does she refer to life and love in this chapter?

__________________________________________________________________________________________________________________________________________________________________________

3. How are the cultural differences between Australian-Italians and other Australians depicted in the chapter? Identify the specific language features used to shape our response?

__________________________________________________________________________________________________________________________________________________________________________

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Chapter Seventeen

1. How has language been used to convey the discoveries Josie makes about Michael during their holiday in Adelaide?

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2. How have Christina's impressions of Jacob changed? What language indicates the shift in perspective?

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Chapter Eighteen

1. How does this chapter reveal Josie's continuing sensitivity to racist taunts?

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________________________________________________________________________________
Chapter Nineteen

1. Tomato Day - an Italian tradition. What is Josie's attitude at this stage? Contrast this chapter with her attitude at the end of the novel.

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2. '...culture is nailed into you so deep you can't escape it...' (Page 175) How is this true for the characters in the novel as a whole? What language feature is being used here?

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Chapter Twenty

1. What does Josie learn about responsibility in this chapter? What specific language features are being used to convey responsibility?

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2. What does Josie mean by the last sentence, 'I think my emancipation began at that moment.'?

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Chapter Twenty-One

1. What does Josie have in common with John Barton? Why does she see Macbeth with him? How does this cause tension with Jacob Coote?

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Chapter Twenty-Two

1. What do we and Josie learn about Christina from the construction of dialogue on page 197?

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2. What does Christina try to teach Josie about love? How does her choice of language convey her own fears?

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_________________________________________________
Chapter Twenty-Three

1. What evidence is there that Josie is more tolerant of her Nonna? How do you explain this change? What language expresses tolerance?

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2. Identify the language that expresses Josie’s development and greater appreciation for her cultural heritage?

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Chapter Twenty-Four

1. How does Josie react to Jacob’s advice: ‘Break away from those rules, Josie. Make your own.’

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2. What similarities does Josie see in Marcus Sandford and Jacob Coote? How does she express the comparison?

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Chapter Twenty-Five

1. What does Josie discover about Nonna? How does she react? Is her reaction understandable?

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Chapter Twenty-Six

1. Josie contemplates further the ramifications of Nonna's affair with Marcus Sandford. How does her opinion of Nonna begin to soften in this chapter? Why does Josie refer to her mother and grandmother as 'two of the strongest women'?

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2. 'I was beginnin' to feel free..' What inference is presented here by Josie?

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Chapter Twenty-Seven

1. Describe John Barton's mood in this chapter. What foreshadowing is provided to orient the reader?

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Chapter Twenty-Eight

1. What language does Marchetta use to reveal John’s suicide? Is the language sensitive?

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2. Josie believes John died to achieve his emancipation. Identify how Marchetta establishes a contemplative tone for her protagonist.

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Chapter Twenty-Nine

1. List the discoveries Josie makes in this chapter. How do these discoveries foreshadow the end of the text?

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2. How does her relationship with her father develop further here? Is the tone more positive? How is tone established?

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Chapter Thirty

1. How has Jacob been changed from his relationship with Josie? What language expresses this change?

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2. Why did Jacob end the relationship with Josie? What is the tone of the breakup?

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Chapter Thirty-One

1. Lee recounts her first sexual encounter. What is Josie's attitude to sex at this stage? How is language used to demonstrate moral and ethical perspectives?

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Chapter Thirty-Two

1. In this chapter Josie feels she has achieved her emancipation. How would you define 'emancipation' now? What does it mean in terms of her relationship with her father, her mother, her grandmother, her culture and her understanding of herself?

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2. The novel ends with the line: 'Because finally I understood.' What did Josephine come to understand?

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