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# THE UNLISTED

BOOK ONE

TEACHERS RESOURCES

# THE UNLISTED

by Justine Flynn & Chris Kunz

## Teachers Resources by Leonie Jordan

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# LEVEL

*The Unlisted* is suitable for use in primary and middle school. The activities in these notes are targeted at years 5–7, however, they could also be adapted to suit other stages.

# SUBJECT AREAS

- English
- Visual Arts
- Information and Communication Technology (ICT)

# ABOUT THE UNLISTED

*The Unlisted* is the first part of a riveting action-suspense series for middle school readers. It tells the story of Dru Sharma and his brother Kal, 13-year-old identical twins. When a compulsory dental check-up is announced for all the students in their class, Dru, who is terrified of dentists, begs his brother to take his place. Kal agrees, much to Dru's relief.

However, it isn't long until odd things start happening. The students in Dru's class start to unexpectedly 'zone out', as if their minds have been taken over. They become inexplicably fitter and stronger, with Kal pedalling his bike at superhuman speed and lifting an entire car. Only Dru is exempt.

As the twins start to investigate, they uncover evidence of an organisation called Infinity Group who, through the Global Child Initiative, seem to be monitoring and controlling children around the country via devices implanted during their dental checks. They also meet 'The Unlisted'; four teenagers hiding out in an underground tunnel system who, like Dru, never received implants.

Now, all of them must work together to stay out of the grips of Infinity Group. But in a world where they cannot even trust their families, what hope can they have?

As well as being a riveting page-turner, *The Unlisted* incorporates elements of science-fiction, dystopia, humour, family narrative and school drama. The richly-developed domestic life of the Sharmas and the prominent role their Indian heritage plays in their daily lives provides tonal variety and a counterpoint to the fast-paced, suspenseful plot. The authentic Sydney

setting also adds appeal for Australian audiences, with the action taking place against a familiar local backdrop.

An array of themes is explored in the novel, opening up possibilities for classroom exploration. These include identity and individuality, loyalty and betrayal, courage and friendship. The series also prompts young readers to consider the prevalence of technology in their lives and to reflect on questions related to privacy, governmental control and the intersection of wealth and power, extremely pertinent concerns in the 21<sup>st</sup> century.

## ABOUT THE AUTHORS

Justine Flynn has worked in film and television for 18 years in roles such as directing, producing, acquisitions, writing and development. Justine now works as an independent executive producer under her own company, Buster Productions, and is currently developing a slate of projects spanning publishing, TV and film, including *The Unlisted* for ABC/Netflix. Justine's first preschool book, *Miss Mae's Saturday*, was published in 2016. Currently, Justine is writing a feature film under the Create NSW Amplifier book adaptation initiative.

Chris Kunz is a writer, editor and publisher who works across the TV, film and publishing industries. She has written and script edited for children's television, and has worked at various publishing houses, where she has been an editor and children's publisher. Chris created, storylined and wrote bestselling children's series with the Irwin family and Australia Zoo, and the RSPCA for Random House Australia. She has an MA in Theatre Studies from UNSW.

## THEMES

A range of themes are presented in *The Unlisted* including:

- Conspiracy
- Loyalty and betrayal
- Identity and individuality
- Cultural identity
- Technology and privacy
- Wealth and power
- Courage and survival
- Family

# DISCUSSION QUESTIONS & LEARNING ACTIVITIES

Use the following questions and activities to explore the novel. All activities are written as they would be presented to a student.

## STYLE AND STRUCTURE

### PLOT

- Create a line graph charting the main events of the book.
- 'Drupad Sharma's hands are tied to the dentist's chair. He is sweating heavily, his eyes wide, listening to the sound of a drill he cannot see getting closer and closer to him.' (p. 1) Dru's fear of the dentist is the starting point for the narrative, leading him to switch places with Kal to avoid the dental check, so that Kal gets two implants and Dru becomes unlisted. Is there anything you're afraid of? How could this develop into a story?
- For a story to move forward, the characters must face a series of challenges or problems which they respond to, with the challenges becoming increasingly more difficult. List the challenges that Dru faces in the book. What does he do in response to each one? What challenges do the teens in the tunnel face, and how do they respond to each of these?
- Using bullet points, write a series of challenges the characters might face in the rest of the series, with the challenges getting more and more difficult until the story reaches its climax – the biggest challenge of all.
- Using the bullet point summary created in the previous activity, write a blurb for the second book in the series.
- Make a list of questions you would like to ask the authors then write a letter or email to them sharing your thoughts on the book.

### SETTING

- The main settings in the story are school, the family home and the tunnels where the Unlisted are hiding out. What sort of scenes take place in each of these locations? Do these scenes have a different atmosphere or tone?
- The Unlisted is set in Sydney. Make a list of real Sydney locations mentioned in the book and locate these on a map.
- Think of some Sydney locations that could feature in future books in the series. Explain what could happen in these locations and what

tone or atmosphere these scenes might have; for instance, humorous, suspenseful or comforting.

- Create a map of the underground tunnel network where the Unlisted hide out.

## CHARACTERS

- The protagonist is the main character in a story. Who do you think is the protagonist of *The Unlisted*? Does it have a single protagonist or is there more than one?
- Who are the villains in the story? Are there more than one? If so, who do you think is the main villain?
- Discuss the roles of the different members of the Sharma family. In what way is the twins' family life similar and different to your own?
- Imagine that you were casting actors in a movie or television version of the book. For each of the main characters, make notes listing their name, age, general appearance, personality traits, main actions in the story, quotes that give insight into their character, and how you would like the actor to bring them to life through their voice, movement, facial expressions etc. Include pictures of how you would like each character to look.
- Choose an event in the novel and retell it from the point-of-view of a different character. For instance, retell the scene where Dru's classmates suddenly shut down (pp. 22–23) from the perspective of Miss Biggs.
- Write a diary entry as Tim Hale after being captured by the Global Child Initiative van.

## GENRE AND STYLE

- *The Unlisted* is an example of the action/suspense genre. Discuss tools the authors use to create suspense and keep readers engaged; for example, cliff-hanger endings, strong imagery, secrecy, mystery and intrigue, dangerous situations, villains, characters who can't be trusted, dreams, mysterious settings etc. Find examples throughout the book.
- 'The abandoned alleyway in the dark, dirty forgotten part of Sydney wasn't quite pitch black – but it was close ... the van door was slowly wrenched open from the inside, and a teenager fumbled her way out, battered and bruised.' (p. vii–viii) The novel opens with vivid imagery and a detached third-person narrative voice, as if an uninvolved viewer was witnessing the scene from a distance. Analyse pages vii–xiii of the prologue as a class, discussing how narrative voice, sentence structure and sensory imagery create atmosphere and immediate engagement.
- Working in small groups, record an audio version of the scene above, using voices, music and sound effects to evoke atmosphere.
- Read pages 84–88 aloud, with different readers for the two different

locations. Discuss how the authors use short paragraphs, sentence structure and rapidly alternating perspectives to ratchet up the tension.

- 'He didn't get to finish the sentence, because a second later, hessian sacks were pulled over both boys' heads, and everything went black.' (p. 124) Examine the endings and openings of chapters and choose three examples you find particularly intriguing.
- Write an opening and closing sentence for the first chapter of book two, aiming to arouse the reader's interest with the opening sentence, and make them want to keep reading with the closing sentence. Share your sentences with the class.
- Humour is used throughout the book to provide temporary relief from suspense and tension; for instance, when Jacob stops to swipe the garlic-bread from the Italian restaurant, mid-pursuit (p. x) How would the book have been different without these scenes? Would reading it have felt the same?
- Are there any characters in the book who consistently provide humour? Why do you think the authors have included these?
- Read another action-suspense novel and present a book report on it to the class, comparing it to *The Unlisted*. Some possibilities could be Gabrielle Lord's *Conspiracy 365* series, Anthony Horowitz's *Alex Rider* books, Chris Morpheus's *The Phoenix Files* or Linwood Barclay's *Chase* series.

### LANGUAGE AND LITERARY TECHNIQUES

- Choose a chapter of the novel and look for examples of language techniques; for example, alliteration ('battered and bruised' p. viii), simile ('lifting the ten-kilogram kettle bell like it was a marshmallow' p. 65), metaphor ('shrouded in darkness' p. xii), repetition ('He hates the coldness of the instruments. He hates the large hands of the dentist.' p. 2), rhetorical questions ('How dumb do you think I am?' p. 114) colloquial language ('awesome' p. 99) and idiom ('cool as a cucumber' p. 15).
- Write the opening chapter of book two, using a style and structure similar to that of the authors.
- Research book reviews of *The Unlisted* online then write your own.

### VISUAL LITERACY ACTIVITIES

- Before reading the book, analyse the front cover speculating about the genre, themes and intended audience. What do you think the story will be about? After reading the book, return to your predictions and evaluate their accuracy.
- Create an alternative cover for the novel. Present your cover to the class, explaining how you used visual elements such as colour, contrast, composition, framing, font and symbolism to engage readers.
- 'He stepped into the reception area and immediately his eyes were drawn to a new poster on the wall advertising the Global Child Initiative.

Beneath a photo of a school-aged child with her arms stretched towards a beautiful golden sunrise were the words: Our Children. The World's Future.' (p. 197–198) Create this poster using a graphic design program.

- Create a storyboard of the opening of the book as if you were going to make a film version of it.
- Choose a section of the book to present in graphic novel or comic format.
- Watch an episode of the Netflix TV series *The Unlisted* then compare and contrast it with the book.

## **KEY THEMES**

- Create a mind-map depicting the key themes of the novel. Draw a picture or icon to represent each theme.
- Locate quotes to illustrate each of the themes. Use these to write an essay exploring the main ideas of the novel.

## **CONSPIRACIES**

- 'every student in the class suddenly stopped working, and stiffened. Their fingers twitched and they stared straight ahead, their eyes unblinking' (p. 21) Why do you think Infinity Group wants to control the students? What might they be planning?
- Design a fitness test the Global Child Initiative could administer to students. Include instructions, a list of equipment and diagrams to illustrate each exercise or task.
- Look up the word 'conspiracy' in the dictionary. In what ways is a conspiracy like a secret? What sort of people would typically be involved? Can a conspiracy ever be about something positive, or is the goal usually negative; for instance, to hide or betray?
- "'Too bad. The leaders are all corrupt anyway . . . they're hiding the cure for cancer, you know,' ... 'No, they're not, Dadi,'" huffed Anousha. "What have we said about filling the kids' heads with conspiracy theories?" (p. 7) A conspiracy theorist is a person who believes in a secret plot that most people think is unscientific or unlikely; for example, that the US government has alien bodies hidden in a storage unit in the desert. Can you think of any examples of conspiracy theories from real life, movies or books? Why do you think people often believe in conspiracy theories? Can a conspiracy theory ever be correct?
- As a class, brainstorm a list of steps you can take to evaluate whether a belief is credible or not; for instance, looking at the reliability of the source – are they an authority on the topic?, finding out what



evidence there is and how reliable it is, and assessing how widely-held the belief is and by who.

- Research a conspiracy theory and create a table listing the evidence for and against it.

### LOYALTY AND BETRAYAL

- “‘I know we’re all tired and hungry. But we’ll never make it if we don’t work as a team.’” (p. 94) Loyalty and cooperation are essential to enabling characters to survive in the novel. In what ways do the characters display loyalty to each other? Think particularly about the way Kal and Dru need to work together to stop Dru being detected.
- “‘What happened in there? You froze for, like, minutes. Everyone froze. Everyone but me!’” (p. 22) Discuss the way that Dru’s isolation heightens the sense of danger in the novel.
- ‘He turned to Kal and said quietly, “You were in the dream this time ... I think Auntie Maya was the dentist.’” (p. 8) Dru learns from his dream book, ‘To dream of the dentist means an untrustworthy presence is about to enter your life.’ (p. 9) How does Dru’s dream relate to events in the book?
- “‘You think the Unlisted have put Bua in danger?’ he asked. “What if it’s the other way around?’” (p. 172) Working in pairs, make a list of characters in the book and divide them into those you trust, those you don’t trust and those you’re unsure about. For each of the characters you trust, discuss what the consequences might be if they proved disloyal.

### IDENTITY AND INDIVIDUALITY

- ‘Dru and Kal had never really hung out together and didn’t sit near each other in class. Although they got on just fine, it had become clear when they were both in primary school that they had different personalities and different interests.’ (p. 13) Dru and Kal are identical twins yet they have extremely different personalities. What are the main differences between them? What qualities does each twin have that prove useful to them in the story? Are there any qualities which create complications?
- ‘Regan ... competed with Kal in sport and against Dru in all things academic. Dru could ignore her but she infuriated Kal. Regan and Kal were both hyper-competitive and natural leaders and just rubbed each other up the wrong way.’ (p.19) What similarities do you see between other characters in the novel? Do these similarities draw them together – for instance, Jacob and Kal’s mutual enthusiasm for the Wanderers – or pit them against each other?
- At first, Kal and Jacob seem to have little in common, but as the story progresses, they become closer, with Kal giving Jacob a Wanderers scarf. Have you ever made friends with someone who at first seemed

very different to you? Share your experiences with the class.

### CULTURAL IDENTITY

- Discuss the ways Indian culture underpins events in the novel. Would you have enjoyed the novel as much if this element was not there?
- 'She loved the smell of the food and the spices in the Sharma kitchen and the matriarch of the house adored the little ginger-headed girl who was always interested in trying Dadi's meals.' (p. 29) Discuss the ways different characters in the book respond to the Sharmas' Indian culture; for instance, Chloe embracing Indian food and Regan responding with disgust.
- Indian food is mentioned frequently throughout the novel. Have class members bring in recipes from their culture or that they like to eat at home and create a class cookbook.
- Read the description of Multicultural Day in Chapter 10. Plan a Multicultural Day celebration for your school, with activities and food from around the world.
- 'Chloe and Dadi set to work with the vibrantly coloured powder, Chloe putting in maximum effort. Chloe always volunteered to make the rangoli, she loved focussing on the patterns and making sure the lines didn't smudge.' (p. 30) Look at examples of rangoli on the internet then create your own rangoli designs.

### TECHNOLOGY AND PRIVACY

- "'Phones can be hacked. We don't want people listening to our conversations, hijacking the camera or tracking us.'" (p. 78) In what ways does technology help the characters in the book? In what ways is it used against them?
- When Dru and Kal are unable to use their mobile phones because they fear they might be monitored, they use their old walkie-talkies to communicate with instead. Make a list of technology that you use in an average week. Now, imagine that you had to do without it: what are some things that you could use or do instead?
- "'Looks like they're tracking us – biometric stats, locations, everything.'" (p. 68) What sort of information do governments and organisations keep on individuals in our society today? Some ideas to consider could be passports, social security numbers, medical records, educational records, censuses and online user data. What are the advantages of maintaining this type of information? Are there any risks or drawbacks?
- Are there occasions when it's acceptable for an individual's privacy to be interfered with? Discuss.
- Debate the following statement as a class: 'Safety is more important than privacy.'

## WEALTH AND POWER

- ““She’s Emma Ainsworth, and seems to be the brains behind Infinity Group. She’s a billionaire, and she’s got, like, twenty other billionaires chucking in money.”” (p. 77) ‘Plutocracy’ is a word which means rule or power held by the wealthy. Discuss the ways that the rich can exercise power in the world today; for instance, control of the media, government influence etc.
- Look up the top 10 wealthiest individuals in a) Australia and b) the world. Create a chart or graph showing their wealth in relation to the average Australian.
- Design a pamphlet for Infinity Group aimed at recruiting new billionaires to the organisation. Consider your use of persuasive language techniques such as imperatives/commands, descriptive language, bias/subjective language, hyperbole/exaggeration and statistics.

## ABOUT THE AUTHOR OF THESE NOTES

These resources were created by Leonie Jordan. Leonie Jordan is a former Secondary School English Teacher and Children’s & Youth Librarian who has presented at the State Library of NSW on numerous occasions. She has worked for a number of publishing companies including Walker Books Australia and Allen & Unwin, and regularly reviews and creates test material for Educational Assessment Australia, writers of the NAPLAN, ICAS and GAT assessments.

## WORKSHEETS

The following worksheets may be reproduced for classroom use.

# THE UNLISTED COMPREHENSION QUESTIONS

## PROLOGUE

1. What city is the story set in?
2. Where do the four teens take refuge from their pursuers?

## CHAPTER 1

1. What is Dru terrified of?
2. Although Dru and Kal are identical twins, they are very different. What are some of the main differences between them?

## CHAPTER 2

1. How does Dru avoid taking part in the Global Child Initiative dental check-up?
2. Why doesn't Dru trust Miss Biggs?

## CHAPTER 3

1. Why is Chloe worried about 'gaming guru' Kymara Russell?
2. What warning does Tim Hale give the twins?

## CHAPTER 4

1. What happens at the end of Dru's call to Tim's parents?
2. What bizarre physical ability does Kal display at the Diwali party?

## CHAPTER 5

1. Why is Dru worried about participating in the fitness tests?
2. Why does Kal persuade Chloe to faint?

## CHAPTER 6

1. Why does Miss Biggs interrupt the class after lunch?
2. What does Dru realise about the dental checks?

## CHAPTER 7

1. Why do Dru and Kal need to stay together?
2. How do the twins get rid of Regan?
3. What do the twins decide to use to communicate with?

## CHAPTER 8

1. Who are the teens in the tunnel hiding from?
2. How does Kymara protect the group's hideout?

## CHAPTER 9

1. What does Kal lift at the metal wreckers?

## CHAPTER 10

1. How does a player get out in the game of Kabaddi?
2. Why does Kal let Dru's team win the game?

## CHAPTER 11

1. How do the twins persuade Vidya to cover for them?
2. What do Gemma, Jacob and Kymara tell Rose?

## CHAPTER 12

1. What plan does Rose come up with to stop the twins from learning the way to their hideout?
2. What does Kal give Jacob?

## CHAPTER 13

1. What do the four teens in the tunnel have in common with Dru?
2. How did the teens escape from Infinity Group?

## CHAPTER 14

1. Who is chosen as Year Leader for the Global Child Initiative leadership program?
2. What happens during the class wellness activity?
3. What does Miss Biggs' orange badge indicate?

## CHAPTER 15

1. Why do the twins visit their aunt at work?

## CHAPTER 16

1. Why are the unlisted upset with the twins?
2. What disturbing event do Dru and Kal witness at the end of the chapter?

## CHAPTER 17

1. Why do the Unlisted flee their hiding place?

## CHAPTER 18

1. What is Regan doing before school, much to Kal's dismay?

## CHAPTER 19

1. What two disturbing events take place during the lesson?

## CHAPTER 20

1. Who does Kal see at Tim's house?

2. Why do the twins decide not to tell their parents about what's going on?

## CHAPTER 21

1. Who were the jump-suited men the unlisted had thought were hunting them?

2. What happens to Kal's superhuman strength?

## CHAPTER 22

1. What is Aunt Maya's surprising announcement?

# THE UNLISTED VOCABULARY EXERCISES

1. Write a definition for each of the words below. If you're stuck, look at how the word is used in the book or consult a dictionary.

WORD	DEFINITION
Excruciating (p. vii)	
Furtive (p. x)	
Jibe (p. 12)	
Prowess (p.12)	
Unperturbed (p.22)	
Stasis (p. 22)	
Matriarch (p. 29)	
Dishevelled (p. 37)	
Albeit (p. 50)	
Quizzical (p. 56)	

2. Match the word with the appropriate definition.

WORD	DEFINITION
1. Blasé (p. 64)	a. Depressed and ready to give up
2. Surreptitiously (p. 67)	b. Extremely fearful and suspicious
3. Sashayed (p. 74)	c. Unimpressed or seeming not to care
4. Cavernous (p. 83)	d. Very serious
5. Cursory (p. 101)	e. Secretively; without wanting to be seen
6. Despondent (p. 120)	f. Different to what is normal or accepted
7. Dire (p. 138)	g. Large and cave-like
8. Paranoid (p. 174)	h. Quick and without much attention
9. Unorthodox (p. 162)	i. Upset and bothered
10. Flustered (p. 189)	j. Walked in an exaggerated way while swinging the hips

3. Write a paragraph using as many of the vocabulary words as you can. (Use your workbook if you need more space.)

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4. With a partner, take turns in miming or acting out words from the vocabulary list. See if your partner can guess the word you are presenting!



# THE UNLISTED: BOOK 1

## CHARACTER QUOTES

Match each quote with the character it describes.

QUOTE	CHARACTER
1. 'a voice filled with laughter but also a little bit of steel'	Kymara
2. 'The natural leader of the group'	Kal
3. 'although he wasn't popular with the other student, the teachers generally liked him'	Regan
4. "You're too recognisable ... I guess that's the price of fame"	Rose
5. 'the favourite teacher of nearly all the students, he was always reliably laid-back and genuinely seemed to care about his students'	Dadi
6. 'He looked different, his curly hair looked more tamed and he had a blank stare on his face.'	Anousha
7. 'a lean hollow-looking woman whose smile always looked more like a grimace'	Mr Park
8. "He's the one obsessed with food!"	Tim Hale
9. "She's Year Leader now, remember? ... She says I have to do what she says or she'll report me."	Dru
10. "I still don't know if we can trust her"	Maya
11. "I'm on my way to the gym before the lab."	Jacob
12. 'cool as a cucumber'	Miss Biggs

# TEACHER ANSWER SHEET

## COMPREHENSION QUESTIONS

### PROLOGUE

1. Sydney (p. vii)
2. An underground train tunnel system (p. xi)

### CHAPTER 1

1. The dentist (p. 1)
2. Kal looks cooler and is more athletic and coordinated. Dru gets better grades and is quieter. Dru wears glasses. (pp. 10–11)

### CHAPTER 2

1. He persuades Kal to take his place by offering his pocket money for the month. (p. 17)
2. Miss Biggs doesn't react with surprise when the students in the class suddenly shut down (p. 22) and when they shut down a second time, she calls someone on her mobile and reports a glitch, suggesting that she is involved. (p. 24)

### CHAPTER 3

1. She posted an unusual video which has since been taken down. She also hasn't been posting much recently. (p. 32)
2. Not to trust anyone, especially the Global Child Initiative, and not to tell anyone else what they know or they'll be in danger too. (p. 37)

### CHAPTER 4

1. Mr and Mrs Hale are dragged out of sight by two men. (p. 43)
2. He catches a burning hot lantern in his hands without getting burnt. (pp. 48–49)

### CHAPTER 5

1. All the students are stronger and more athletic than normal. If Dru doesn't perform well, they'll know he didn't get whatever the other students received. (p. 60)
2. To create a distraction that will enable him to switch places with Dru. (p.62)

### CHAPTER 6

1. She's investigating a security breach on the school's computer system. (p. 70)
2. They were a cover allowing the students to be implanted with a device

through which they can be monitored. Kal has two implants and Dru is unlisted. (p. 71–72)

## **CHAPTER 7**

1. Because Kal has received two implants, wherever he goes, he's being tracked for both him and Dru. (p. 73)
2. They encourage their Dadi to feed her Indian food, which Regan finds disgusting (p.75–76)
3. Walkie-talkies (p. 78)

## **CHAPTER 8**

1. Infinity Group (p. 86)
2. She makes an electronic sensor. (p. 92)

## **CHAPTER 9**

1. A car (p. 101)

## **CHAPTER 10**

1. They stop chanting 'kabaddi'. (p. 106)
2. To cover for Dru and conceal his own super-human strength (pp. 110–112)

## **CHAPTER 11**

1. Kal threatens that Dru will post a video of her dancing and singing in front of the mirror on Instagram (p. 115)
2. They don't want to go through with the meeting because they're afraid of getting caught. (p. 117)

## **CHAPTER 12**

1. They cover their heads with hessian sacks so they can't see where they're being taken (p. 125)
2. One of his grandmother's samosas (p. 132)

## **CHAPTER 13**

1. They all missed the dental checks so didn't receive an implant. (p. 137)
2. The van they were being transported in crashed (p. 137)

## **CHAPTER 14**

1. Regan Holcroft (p. 149)
2. All of the students start marching. (p. 152)
3. That she's a senior member of Infinity Group (p. 154)

## **CHAPTER 15**

1. To get antibiotics for Jacob's wounded leg (p. 157)

## **CHAPTER 16**

1. They broke their promise by bringing their aunt to their hiding place. (p. 166)
2. Their aunt getting into a Global Child Initiative car. (p. 171)

## **CHAPTER 17**

1. Men in orange jumpsuits are coming into the tunnels. (p. 175)

## **CHAPTER 18**

1. Looking for Dru (p. 185)

## **CHAPTER 19**

1. Assessors from the Global Child Initiative unexpectedly arrive to observe the class and Tim returns to school seeming unlike his usual self. (pp. 189–190)

## **CHAPTER 20**

1. The female Global Child Initiative assessor who sat in on their class (p. 200)
2. Tim's parents are missing and they think it's too risky. (p. 203)

## **CHAPTER 21**

1. Council workers doing pest control (p. 207)
2. He temporarily loses it then seems to regain it at the end of the chapter. (pp. 207 & 212)

## **CHAPTER 22**

1. She's accepted a job with the Global Child Initiative. (p. 217)

## **VOCABULARY EXERCISES – QUESTION 2**

1.c 2.e 3.j 4.g 5.h 6.a 7.d 8.b 9.f 10.i

## **CHARACTER QUOTE WORKSHEET**

- |                       |                      |                      |
|-----------------------|----------------------|----------------------|
| 1. Dadi (p. 6)        | 2. Rose (p. x)       | 3. Dru (p. 11)       |
| 4. Kymara (p. 92)     | 5. Mr Park (p. 17)   | 6. Tim Hale (p. 190) |
| 7. Miss Biggs (p. 18) | 8. Jacob (p. 94)     | 9. Regan (p. 186)    |
| 10. Maya (p. 208)     | 11. Anousha (p. 146) | 12. Kal (p. 15)      |