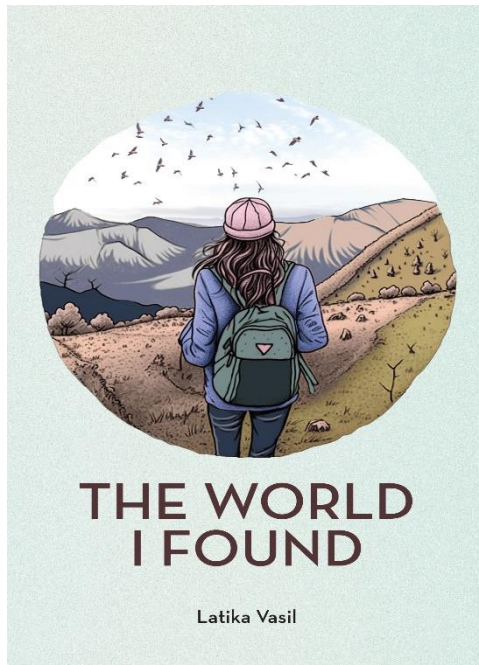


## TEACHER NOTES

### The World I Found

Latika Vasil



Fifteen-year-old Quinn reluctantly travels to remote Campbell Island with her mother who is leading a scientific expedition there for a year. The weather is terrible, and she misses home, especially her best friend Frankie, but against all odds she begins to enjoy herself with only the scientists and the albatrosses for company. The problem is that the team has lost all radio contact with the outside world.

A Greenpeace ship arrives. On board is the beautiful and mysterious Jeroen, the teenage son of one of the Greenpeace scientists. The Campbell Island team decide to 'hitch a ride' with Greenpeace back to New Zealand as it's too risky to stay on the island without communications. On the way back a storm hits the ship and Quinn and Jeroen fall overboard.

They wash up on a remote beach in Wairarapa where they meet 12-year-old Cal. Cal is on his

own. His fisherman grandfather drove into town several days earlier but never returned. The power is out, the phones aren't working, and everyone appears to have vanished. Sensing something is wrong, Quinn, Jeroen and Cal travel inland to see if they can find out more. Quinn forms a close bond with Jeroen but finds he is complicated and blows hot and cold.

They gradually discover that the world they knew has changed beyond recognition, ravaged by a global pandemic. It is hard to know who to trust as Quinn encounters various people along her journey, including The Community, a well-resourced group of survivors living in an old campground. The Community turns out to be different to first impressions and with a little help, Quinn eventually escapes.

She travels the last leg of her journey solo, making it back home to a transformed Wellington to reunite with her mother and blow the whistle on The Community and rescue her friends.

*The World I Found* is a thrilling and fast-paced story that explores themes of resilience during a period of social collapse, friendship and loyalty, and power and control.

### About the author

LATIKA VASIL is a Wellington writer. She was born in India and moved to New Zealand as a child. She has had many short stories published in anthologies, magazines, and broadcast on radio. She has also published a book of short fiction called *Rising to the Surface*. She enjoys walking in forests and taking photographs. She lives on top of a hill with her partner and a white and tabby cat called Bella. *The World I Found* is her first YA novel.

## Relevant themes/issues

- Social collapse and social organisation
- Power, control and corruption
- Individual freedom and social responsibility
- Pandemics
- Friendship and loyalty
- Teenage attraction
- Family ties
- Trust
- Individual resilience
- Environmental issues / Our relationship to the natural world

## Before reading

1. What does the cover illustration and the title indicate about the story?
2. In groups, discuss what you know about pandemics. What previous pandemics have hit Aotearoa New Zealand?
3. Make a list of the top ten survival skills you would need if society was to collapse after a pandemic.
4. In groups discuss if you have ever been in an isolated, remote place. When have you been furthest away from society?

## Characters

1. Think of three adjectives to describe Quinn, Jeroen and Cal.
2. Describe at least one challenge faced by Quinn. How does Quinn tackle this challenge and what does this tell you about Quinn?
3. How does Quinn develop and change during the course of the novel? What does she learn?
4. How does Quinn's relationship to Jeroen change during the novel?

What are the key events in their relationship?

5. Describe Jeroen's personality. What are some of the difficulties Jeroen has faced in the past? Why do you think he behaves as he does in The Community?
6. Which character do you most identify with? Why?
7. Which character do you most admire or dislike? Describe the character's qualities.
8. Imagine you are going to adapt part of the novel for a school drama or video. Create a character sketch and costume for your character based on descriptions in the novel.
9. We all behave differently in different situations with different people. Think of three different groups Quinn belongs to (e.g., Campbell Island, Windward, with Jeroen and Cal, The Community, her role at the end of the novel). Make a list of how she behaves in each situation. How do the people she is with affect her behaviour?
10. Monologue. Choose a character in the novel and write a monologue from their point of view. How do they feel about the world after the pandemic? What are some of their hopes and fears? What are their feelings about other characters?

## Language

1. The novel is narrated from Quinn's point of view. What other books or stories do you know which are told from a first-person point of view?
2. The first-person narrative has the effect of allowing us to get to know Quinn and how she sees the world. First-person narratives commonly use

the pronouns *I, me, my, mine, we, us, our*. Select a passage from the novel and identify the features of the first-person narrative. What are the effects of the first-person narration?

3. Third-person narratives are told from an omniscient point of view. This allows the reader to know everything which happens and to consider what different characters might think and experience. What other books or stories do you know which are told from a third-person point of view?
4. Third-person narratives commonly use the pronouns *he, she, him, her, its, theirs*. Re-write the paragraphs you selected earlier in language exercise (2) from a third-person point of view. What do you include and what is left out? What are the effects of the third-person narration?
5. How does the novel's language in Chapter 12 convey a changed world? Close read any two or three paragraphs identifying language techniques (e.g., verbs, adjectives, images, metaphors, similes, syntax, punctuation). What do these techniques convey?
6. Birds are a recurring motif in the novel (e.g., Chapter 6) Quinn says "I was starting to feel like a caged bird." (p.123). Find three passages from the novel which feature birds. Note your responses to these passages. What feelings or emotions are conveyed? How do Quinn's responses to birds change in the novel? Do you think that the birds are symbolic?
7. Figurative language. Find two uses of metaphor and simile in the novel. What feelings or connotations do they carry?
8. Identify a tense moment in the novel. How is tension built up in the

passage? Consider sentence length, word choice, and what is revealed.

## Activities

1. Do an internet search on Campbell Island and albatrosses. Write down five interesting facts you find about each.
2. The prologue describes a dangerous situation. How you ever felt that you were in danger? Write a paragraph or two describing your experience.
3. Imagine that you are to spend a year on a remote island research post. You have enough space in your backpack for ten personal items. What would you take?
4. Quinn's mum is going to learn Spanish and New Zealand Sign Language during her time on Campbell Island. If you were going to spend a year offline, what would you choose to learn or what activity would you practice in all your spare time?
5. Jeroen makes a striking first impression on Quinn. Have you ever met someone for the first time who made a striking impression on you? Write a paragraph or two of your first impressions.
6. In Chapter 9, we learn that Quinn's lapis lazuli ring is a precious gift from her mother. Think of a gift given to you by a friend or a family member. In a sentence or two, describe the colour, shape and feel of the object. Then write a paragraph describing the moment when you were given the object. If no gift comes to mind, think of a souvenir or memento of a time which is special for you (e.g., football scarf, soft toy, skateboard, ring, etc).
7. Flash fiction: think of a car journey you have taken with your family or

friends, Use this as a basis for a piece of flash fiction. Write three or four paragraphs focussing on the mood or atmosphere in the car. You don't have to tell a story with a clear beginning or ending. Just focus on conveying the atmosphere.

8. Think about the global supply chains and networks. Make a list of the clothes you are wearing and the possessions you have with you. Where do you think they were made?
9. Imagine a state of national emergency is declared. What would be the impact on your daily life? How would your routines change? How might what you take for granted change? What challenges might you face?
10. There are benefits to belonging to The Community but also drawbacks. Think of an organised social group you belong to (e.g., school, sports team, community group, faith community). What values are shared in the group? What are the advantages of belonging to the group? Who are the leaders and who has power? Are there losses to individual freedom in belonging to the group?
11. Write a short opinion piece on freedom. What is freedom? What does freedom mean to you and when do you feel most free? What are the links between freedom and responsibility? Do we need to belong to social groups to be happy?
12. Quinn discovers that Terence intends to launch a re-population programme. What are your reactions to this idea? What are some of the dangers inherent in such a programme?
13. Why do you think that some members of The Community decide to stay with Terence?

14. Write an epilogue chapter to the novel set at least one year after the final chapter. You may choose to write this in first person or third person. If first person, you may write from Quinn's, Cal's or Jeroen's point of view.

## Comprehension questions

### Prologue

1. What connections can you make between the prologue and the title of the novel?
2. The prologue is a dramatic start to the novel. How does the prologue hook you into the story?

### Chapter 1

1. Look at the dialogue between Quinn and Frankie. What sort of things do they say to each other that shows they are good friends?
2. What indicates that Frankie might be more upset than she shows Quinn? Why do you think Frankie tries to conceal her feelings?

### Chapter 2

1. What evidence is there in the chapter that Quinn's mum wants Quinn to be as happy as possible on the island? What are some key differences between Quinn and her mum?

### Chapter 3

1. How is Quinn's impression of Campbell Island beginning to change? What is she beginning to notice? Note sentences which show this change.

#### Chapter 4

1. What does Quinn first notice about the boy she sees? What do her impressions tell us about Quinn?

#### Chapter 5

1. Identify the verbs, adjectives and similes that are used in the opening paragraph to describe the storm.
2. Identify the ellipses (...) in this chapter. What do they indicate?

#### Chapter 6

1. Quinn says 'ironically it was the reverse journey that felt more like falling through a rabbit hole'? What story of a girl falling down a rabbit hole is this a reference to? Look up the dictionary definition of irony/ironical. Write a sentence explaining your understanding of why Quinn finds this ironical. You could start your answers with these sentences: "The phrase 'falling through a rabbit hole' is a reference to ... Quinn finds this ironic because ..."
2. Look at the paragraphs where Quinn is upset with her mother. What does she tell her mother? Look at the pronouns 'I' and 'you' in the paragraph. How do the pronouns express Quinn's frustration?
3. Make a plot outline of the key events in Part One.

#### Chapter 7

1. What are Quinn's first impressions of Cal? What do we learn about Cal in this chapter?

#### Chapter 8

1. In the opening paragraph, what feeling does Quinn experience? What words and images convey this feeling?
2. How are Quinn's feelings towards Jeroen changing? What does she find difficult in her friendship with Jeroen?

#### Chapter 9

1. Quinn, Cal, Jeroen and Pirate have decided to leave together to go to a neighbouring farm. What are some of the dangers they might face on their journey? What common goals do they share?

#### Chapter 10

1. How is typography used in this chapter? What is communicated by the different font settings?
2. What key pieces of information does Quinn learn in this chapter?

#### Chapter 11

1. What assumptions does Quinn make about Jeroen and Cal?
2. What feelings and anxieties do you think Cal has been keeping to himself?
3. Discuss stereotyping. Have you ever felt that you've been subjected to a stereotype? Have you, like Quinn, felt bad about stereotyping someone?

#### Chapter 12

1. What do we learn about Cal in this chapter?

#### Chapter 13

1. At the start of the chapter, how have the incidents at the 'End of the world' affected Quinn and her friends? How has the mood changed?

#### Chapter 14

1. Quinn undergoes some major changes in this chapter. How is she changing? What does she learn?
2. What happened during 'The Situation'? What key events can you identify? How would the novel be different if the full backstory of The Situation was given in a prologue?
3. What connections can you make between the locket and the lapis lazuli ring? How are both significant to their wearers?

#### Chapter 15

1. What do we learn about Jeroen in this chapter? What are some of the difficulties he has had to face?

#### Chapter 16

1. Why is Quinn excited by the discovery of the fenced campground?
2. "Is *not* telling someone about something a lie?" Discuss this question. Can you think of a time or situation where not telling someone a critical fact could count as a lie? Or is withholding information never the same as lying?

#### Chapter 17

1. What do you think of Quinn, Jeroen and Cal's decision not to tell Robyn and Jack? Look at the last two paragraphs of the chapter. What else does Quinn do that might be ethically questionable?

#### Chapter 18

1. Does Quinn decide to meet Frankie or does it just happen? Have you ever found yourself making a decisive action without thinking? Discuss what

happened and how you thought about your action upon reflection.

2. What are Quinn's first impressions of Terence?

#### Chapter 19

1. What are Quinn's initial impressions of The Community? What does she learn from her talk with Frankie?

#### Chapter 20

1. What does Quinn and Frankie's work in the kitchen tell us about The Community? What are your first impressions on hearing of 'The Farm'?

#### Chapter 21

1. Are you surprised by Lorena's actions at the store? Why?

#### Chapter 22

1. What emotional changes are you noticing in Quinn since the beginning of the novel?
2. Why do you think Jeroen has become such a supporter of The Community? How does he see Terence's behaviour?

#### Chapter 23

1. How does Quinn react to hearing that Frankie and her family have been taken to The Farm? How does she behave towards Lorena? How does this compare to when she first saw Frankie?

#### Chapter 24

1. Make a list of what Terence says are the reasons why The Community is important. What features in his speech indicate his sense of self-importance?

#### Chapter 25

1. Why does Quinn think that Terence exaggerates the danger now posed by the virus?

#### Chapter 26

1. How important is your phone to you? Do you think that we are too attached or dependent on phones and the internet?
2. What signs are there in the chapter that Quinn is losing her trust in people?

#### Chapter 27

1. What does Quinn learn about Terence and The Community? What does the language of Terence's notebook tell us about how he sees people?

#### Chapter 28

1. What are your impressions of Terence at the end of this chapter? How would you describe his attitude to Quinn?

#### Chapter 29

1. What does Cal say about his feelings towards Jeroen?

#### Chapter 30

1. Comment on Quinn's decision to keep going rather than turning back.

#### Chapter 31

1. What is the significance of Quinn's finding of Robyn's locket? What might it indicate?
2. How is Quinn's state of mind changing? What is her emotional state at the end of the chapter?

#### Chapter 32

1. What key decision does Quinn consider in this chapter? What are some of the factors that she considers?

#### Chapter 33

1. Why does Max turn down Quinn's suggestion that he accompany her to Wellington?

#### Chapter 34

1. Find a simile, a metaphor, and an example personification in the chapter.
2. "Just like then, everything felt strange—the sky, the grass, the hills, the trees looked like they always had — but nothing *felt* the same." Have you ever been a place that was familiar but for some reason felt strange? Write a short description of your experience.

#### Chapter 35

1. What are two key images in this chapter? What feelings or emotions do they convey? What connections can you make between them?

#### Chapter 36

1. Quinn feels responsible for what happened to Robyn and Jack. How responsible is she for her and her friends getting embroiled with The Community?

#### Chapter 37

1. How is Quinn's life similar to her life before the pandemic? How is it different?
2. How is the neighbourhood organised? What problems do they face?

### Chapter 38

1. Make a list of what Quinn learns from Cal in this chapter. How does what Cal tell Quinn help you to understand what happened at The Community?

### Chapter 39

1. How does this chapter help bring resolution to the story? Would you be satisfied with the novel's ending if this chapter was omitted?