‘He first appeared at the beginning of August, in the early gasps of the school holiday madness. Even among the crowds he was hard to miss, in his oversized pink T-shirt covered in lurid lime squiggles. His skinny body floundered around in that T-shirt like it was quicksand. And his face was as pale as his top was colourful. He came to my house about three times a week and even shelled out for a Repeat Visitor card, drawing surprised looks from almost all the staff although they tried to hide them. But he never gave the impression that he actually wanted to be there.’ (Page 172)

Task: Storm is told from the point of view of Frankie. It can be interesting to think about a story from another character’s point of view. Imagine you are Scanlon. You are writing in your diary. Choose a point in the story – perhaps when you see Frankie destroying Sea View Cottage, or later when you become friends and spend time in the tree house together – and describe the story from your point of view.

Use information from the chapter and your own imagination.

Ideas to include:
• What were you doing at Sea View Cottage?
• What did you think of Frankie when you first met her?
• What does Crawler want you to do?
• How do you feel about Frankie, Crawler and your life generally?
'Glossy as a blackberry, the sea had pleated and rippled against itself, and then it had risen, a sea monster made of the actual sea, and as it built itself up into this new, nightmarish height, it seemed to say, ‘Bet you didn’t think I could do this!’ And then it no longer looked anything like the sea I’d known all my life – the paddling, running in and squealing sea, the bright blue crabbing sea, the postcard of our summers. This was a different, alien sea. This was the sea beneath.’ (page 64)

Task: Research and create a fact file about tsunamis.

You can use information from the story as well as research from the Internet to find out about tsunamis. Use the information you discover to create a fact file that could teach others about tsunamis.

Ideas to include:

- What is a tsunami?
- Where does the word tsunami come from?
- How strong is a tsunami?
- How do tsunamis start?
- Where do tsunamis happen?
- How many tsunamis happen each year?
- What can people do to stay safe if they are at risk from a tsunami?
'The crowd surged forward, wound itself around the cottage, and ended up in front of the front door. That was when I saw the red ribbon which had been tied around its middle. Like the house was a present.
'I am thrilled to declare Sea View Cottage officially open,’ said the silver-haired woman, cutting the ribbon with a pair of oversized golden scissors, and everyone clapped yet again, because they were obviously quite easily pleased. I did not like those words. Especially ‘officially’ and ‘open’. This was what the last year and a half had been all about. Why they’d painstakingly restored our home.’ (Pages 149 – 150)

Task: Imagine you are part of Olivine Oblong’s team at Sea View Cottage. You are tasked with creating a video that gives an online tour of the house so that tourists can see what it is like before they visit. Create a storyboard sheet to plan your video. Draw or make notes in each section. Include notes for the script of what you would say.

Ideas to include:
• Think about how many boxes to include on the storyboard – this is how many scenes you need to split the video tour into.
• Use information in the story to help you describe the main rooms in the house. You could also use your imagination to include information not in the story.
• Use information in the story to include the holographic members of the Ripley family in your tour.
• Consider including an introduction to the video, for example, ‘Welcome to the Sea View Cottage Virtual Tour. We hope you enjoy looking around this historic site.’
‘He loved sharing what he’d been able to learn from his plug-in schooling, whatever that was.
That was how I finally learnt what tent udders meant. ‘People don’t say things are “good” or “bad” much these days. Most adjectives have been replaced by… numerical grading,’ Scanlon explained. ‘In your century – or what we call the User Experience Age – people got asked so often to rate their experiences on the internet that it changed language permanently.’ (Page 223)

Task: Language develops over time. Words that we commonly use today, such as ‘Internet’, ‘mobile phone’ and ‘website’ did not exist a hundred years ago. Sometimes the meaning of a word changes, for example, ‘cool’ means cold, but in a modern context it also means awesome. When Frankie woke up in 2121 she found that the language people used was different. Your task is to explain what some of this vocabulary means.

Ideas to include:
- First, talk to a partner or small group about what you think each word means
- Next, look up each word in the book to read it in context
- Then, compare your answers with another pair or small group to see if you agree
- Add any other new vocabulary you find in the story

Explore the vocabulary on the next page.
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