

# BOY UNDERWATER

by ADAM BARON



## Chapter One Comprehension questions (retrieval)

1. What is Cymbeline's surname?

2. How old is he?

3. What is he second-best at?

4. What is he third-best at?

5. What are his mum's four excuses for not going swimming/near water?

1. ....
2. ....
3. ....
4. ....

6. Who is his best friend?

7. How many parents does his best friend have?

8. Why does Cymbeline's mum cry at Christmas and on his birthday?

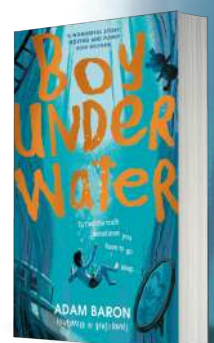
9.	What is his teacher's name?
10.	What day of the week are the swimming lessons?
11.	Who challenges Cymbeline to a swimming race?
12.	What is the name of the swimming pool?
13.	How does Cymbeline describe Veronique?
14.	What nationalities are Veronique's parents?

**DISCUSSION POINT:** Should it be compulsory for all children to learn to swim? Think about reasons that children should learn to swim and reasons that they shouldn't be forced to swim. When talking, share your own experiences of swimming: Can you swim? When and where did you learn to swim? Do you enjoy swimming?

**KS2 ENGLISH NC LINKS:**

Pupils should be taught to

- Understand what they read by: asking (and answering) questions to improve their understanding
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously





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## Chapter Two

*'Google search: how to swim crawl.*

*Right, here we go. That looks doable. Swimwell.org says you have to lie in the water face down and move your arms like two windmills. You tilt your head from side to side to breath. Fine. How hard can it be?' (page 11)*

**ACTIVITY:** Write a set of instructions and guidance to help someone learn to swim.

Think about:

- Features of instruction writing, for example, numbered or bulleted steps, imperative verbs, concise sentences
- Layout and organisation, for example, chronological order, easy-to-read presentation
- Reassuring introduction or guidance section to help a non-swimmer with their confidence and anxiety
- Reflect on how Cymbeline is feeling and imagine you are writing for him as your audience.

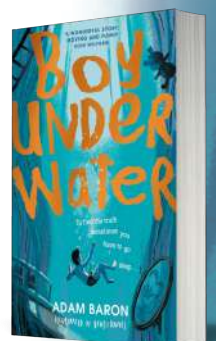
Plan your ideas in note form, then use the sheet on the following page to present your 'How to Swim' instructions

**DISCUSSION POINT:** Why doesn't Cymbeline talk to his mum about what has happened at school (the swimming lessons/swimming race)?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Understand what they read by: drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence



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## INSTRUCTIONS

A large rectangular area enclosed by a decorative, dark blue, scalloped border. Inside this area, there are 20 horizontal dotted lines for writing.



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## Chapter Three

*'My stomach lurched. Sweat prickled on my forehead. I stopped dead still and someone bashed into me from behind and knocked me over. I picked myself up and just stared through the glass at the huge blue expanse shimmering in front of me. My eyes went as big as Frisbees and I knew: I couldn't do it.'*  
(page 21)

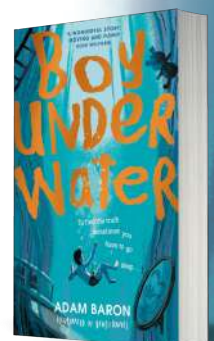
**ACTIVITY:** Think about the sensory experience of being at a swimming pool for the very first time. Imagine the sights, sounds and smells as well as the feel of the air around you. Use information from Chapter Three as well as your own experiences to complete the diagram on the next sheet.

**DISCUSSION POINT:** What safety rules are there at a swimming pool? Talk about swimming-pool rules and why we need them. Where do you see them displayed at a swimming pool? Are some rules easier to follow than others? Make a list of rules and compare them with another group.

### KS2 ENGLISH NC LINKS:

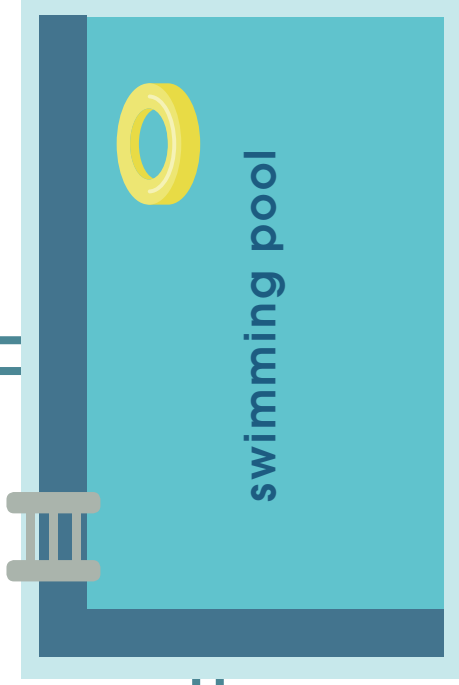
Pupils should be taught to

- Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing
- Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context



sights

sounds



swimming pool

smells

touch



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## Chapter Four

*'I did not, as they said I would, go forward. Instead, to my intense surprise, I went down, entering what seemed like another world in which you couldn't really hear anything. Everything was blue and when I looked around I saw bolts of white light whipping round. I saw legs wiggling across the pool, and then I saw something else. It was, I realised, the bottom of the pool, and it was coming towards me. Fast.'* (page 32)

**ACTIVITY:** The author uses a detailed, powerful description of Cymbeline's experience diving into the pool. He does this to help the reader imagine how Cymbeline feels – physically and emotionally. Use information from Chapter Four as well your own experiences and imagination to write a powerful poem that describes the sights, sounds, tastes and feelings of falling into a deep body of water.

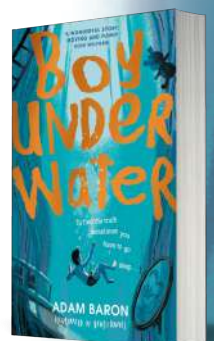
Plan your poem in note form, then use the sheet on the following page to present it.

**DISCUSSION POINT:** How is Cymbeline feeling at this point in the story? Talk about and note down as many descriptive words as you can that suggest how Cymbeline feels.

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence



POEM

A series of 20 horizontal dotted lines for writing a poem.



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## Chapter Five

*“Hello,” I said when I got home later. I was talking on the phone to a man from British Airways. “May I book two tickets to Australia please?”* (page 36)

**ACTIVITY:** Create a storyboard to show what has happened in the story so far.

Think about:

- Scan back through Chapters One to Five if you need to
- Plan how many events in the story you can show in the number of boxes there are on the storyboard
- Choose a style in which to present your work – you could use a comic-strip approach with cartoon pictures and short captions; you could use stick figures to draw the story; you could choose just to use words to briefly summarise each section into one sentence

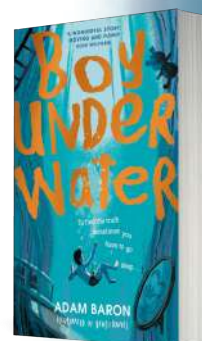
Use the storyboard on the next sheet.

**DISCUSSION POINT:** What clues does the author include in Chapter Five that show the reader that there is a mysterious and important reason behind why Cymbeline’s mum has never taken him swimming? Why do you think she has never taken him swimming?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea
- Predicting what might happen from details stated and implied



# STORYBOARD




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## Chapter Six

*“Cymbeline,” Lance said, sitting down beside me and rubbing his elbow. And his knee. And then his bum. He looked miserable, though I didn’t think it came from the gymnastics.*

*“Where did you get your name from?”*

*“My name?”*

*“Yeah. I mean, I always thought it was normal because it’s what you’re called, isn’t it?”*

*“So why don’t you think it’s normal now?” ’ (page 45)*

**ACTIVITY:** Celebrate your name. Do you know where it came from? Do you know what it means? Use your name to write an acrostics-style poem, like this example about Cymbeline:

**C**ourageous

**Y**oung

**M**odest

**B**rave

**E**nergetic

**L**oving

**I**ntelligent

**N**aïve

**E**mbarrassed

**Turn over to complete some comprehension questions**

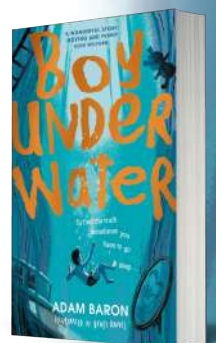
## Comprehension questions (retrieval):

1.	In Chapter Five, what did Laura Pinter do?
2.	What did Rachel Jones do?
3.	What did Vi Delap do?
4.	What did Billy Lee do?
5.	How did Cymbeline know that the girls felt smug?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Maintain positive attitudes to reading and understanding of what they have read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, time and volume so that the meaning is clear to an audience
- Understand what they read by: asking (and answering) questions to improve their understanding





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## Chapter Seven

*'I stared at Uncle Bill and then I jumped out of bed. I ran into Mum's room, not because I didn't believe him but because I had to see for myself. That she'd gone. She's my mum, after all. But he was right. Mum's room was empty. Not empty, empty as there were lots of things in it, but empty of her.'*  
(page 51-2)

**ACTIVITY:** Cut out and rearrange the sentences to show the chain of events as Cymbeline imagines them to be in Chapter Seven.

**Cymbeline ended up at the bottom of the pool.**

**Mum had to go to the hospital.**

**Lance asked Cymbeline a simple question about swimming.**

**Mum became ill.**

**Cymbeline lied and said he was a good swimmer.**

**Turn over for discussion points for Chapter Seven**

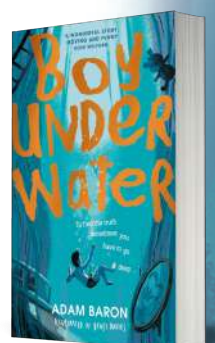
### DISCUSSION POINT:

- Cymbeline has a special soft toy called Mr Fluffy. Do you have a special toy like Mr Fluffy? What is it like and where did it come from?
- Why did Cymbeline ignore Veronique at the end of Chapter Seven?
- Why did Uncle Bill just say 'Oh' at the end of Chapter Seven?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context





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## Chapter Eight

*'Mum was pressing him against her tummy. So that's why he wasn't in my bed that morning. I stared as she twisted his left eye and I wanted to tell her to be careful in case she pulled it off. But I didn't, because, all of a sudden, I was afraid. Of my mum. I didn't like that about myself and I asked myself how it could be.'* (page 67)

**ACTIVITY:** Compare the way Cymbeline thought the hospital would be with how it actually was. Use information in Chapter Eight.

How Cymbeline had imagined the hospital	The reality of the hospital
e.g. Mum in her bed, with lots of other ladies in a row	

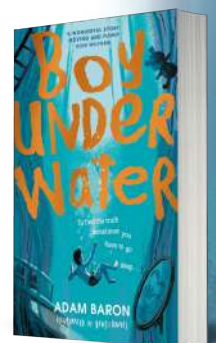
Turn over for discussion points for Chapter Eight

**DISCUSSION POINT:** Why did Cymbeline feel afraid of his mum? What did he mean by feeling 'afraid'?

**KS2 ENGLISH NC LINKS:**

Pupils should be taught to

- Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Identifying how language, structure and presentation contribute to meaning







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## Chapter Nine

*Juniper really went for it. In a flash she leapt forward, lunging with her sword, the other kid knocking it away until the two blades were clashing together in a crazy-mad flurry. BRILLIANT! A beep sounded and I leapt up to my feet.*

*“Yes!”*

*“No, Cymbeline,” Auntie Mill said, grabbing my arm and pulling me down. “That was against Juniper.” ’ (page 79)*

**ACTIVITY:** In Chapter Nine we are introduced to Cymbeline’s cousin, Juniper. Use the information in Chapter Nine to build a character profile for Juniper. Extract as much information about her as you can find. Look for clues that show what she looks like, what she has, what she does, and what she likes or dislikes.

### Character profile: Juniper

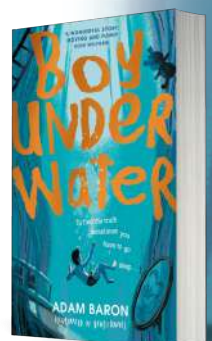
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**DISCUSSION POINT:** Cymbeline realises that Clay and Juniper’s school is different from his. How are the schools different? What do you like or dislike about Clay and Juniper’s school? What is your school like? How would you change it if you could?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- Provide reasoned justifications for their views







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## Chapter Ten

*'When Auntie Mill had told me that I was going back to her house I'd been disappointed but at least, I'd thought, it would be a humiliation-free zone. Juni and Clay aren't at my school so they wouldn't know what had happened at the swimming pool, would they?'* (page 82)

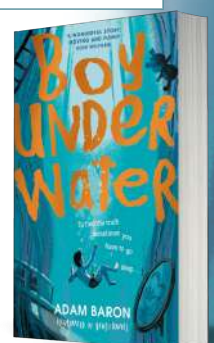
**ACTIVITY:** Imagine you are Cymbeline. Reflect on what has happened in Chapter Ten and write a diary extract about it. Use the comprehension questions below to help you. Write your diary entry on the next sheet.

Comprehension questions:	
1.	Why does Veronique get a lift in Auntie Mill's car?
2.	Why do you think Juni puts her headphones on in the car?
3.	What does Cymbeline say Veronique smells like?
4.	What do the children eat for supper?
5.	What do they eat for pudding?
6.	Where has Juni and Clay's dad gone?
7.	What does Cymbeline do in the garden?
8.	What did Cymbeline find under the little table?
9.	What was Auntie Mill watching on television?
10.	What was the room that Cymbeline was sleeping in like?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Understand what they read by: asking (and answering) questions to improve their understanding
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea



A light gray rounded rectangular box containing ten vertical blue lines for writing.



A light gray rounded rectangular box containing ten vertical blue lines for writing.



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## Chapter Eleven

*'We were going to the Tate Modern art gallery and you don't have to worry about me this time because (unlike the swimming pool) I was used to this. Mum takes me to galleries all the time and the Tate Modern is my favourite, largely because the pictures aren't all of old people (not like some galleries I could mention). There's also this slope you can do Heelying on. Even at the National, where Mum works, I get told off for doing that.'* (page 96)

**ACTIVITY:** At the Tate Modern gallery, Cymbeline and his friends were tasked with finding pictures to copy. On the internet, find a picture you like by Jackson Pollock, Picasso, Matisse or de Chirico and make your own copy.

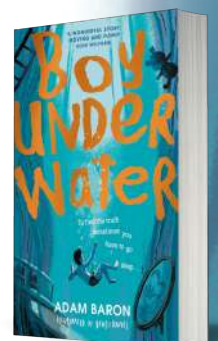
Use the frame on the next sheet to draw your picture.

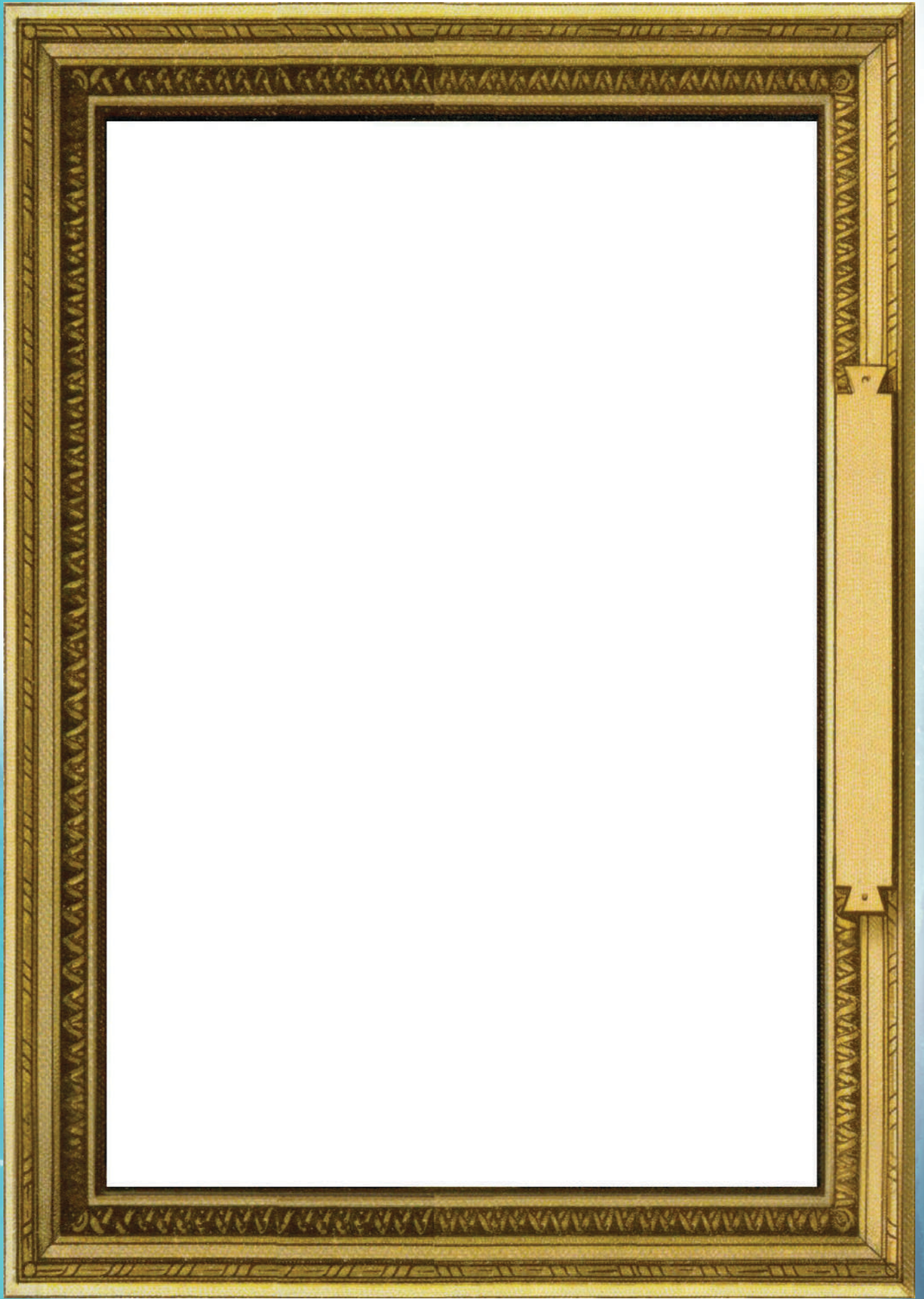
**DISCUSSION POINT:** At the end of Chapter Eleven, Cymbeline punches his best friend, Lance. Talk about the reasons he did this.

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes
- Identifying and discussing themes and conventions in and across a wide range of writing





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## Chapter Twelve

*'Mrs Johnson called Auntie Mill from the office. Auntie Mill stormed in wearing a short white dress, trainers and this visor thing. Mrs Johnson said, "disgraceful" and "shaming the whole school" and "no excuse, whatever the situation at home," and Auntie Mill so did not stick up for me.'* (page 107)

**DISCUSSION POINT:** Why do you think the author has made Chapter Twelve so short?

Think about:

- What is the function of chapters in a book?
- How does an author know when to start a new chapter?
- How does the change in chapter affect the reader's experience?
- How does Auntie Mill feel in Chapter Twelve?
- How does Cymbeline feel?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Understand what they read by: identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader







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## Chapter Thirteen

*'Veronique went on again and I followed, surprised by her house. The outside was about the same as Auntie Mill's but, inside, Auntie Mill's was one big room with bare white walls and shiny surfaces. It had spotlights in the ceilings and a staircase with no banisters. In contrast, Veronique's was old, with scruffy floorboards, paintings higgledy-piggledy and books piled up.'* (page 119)

**ACTIVITY:** Complete a comparison chart about Cymbeline and Veronique's lives, thinking about ways they are different and how they might be similar. Use the information in Chapter Thirteen to help you. Think about the places they live, their family members and the activities they do.

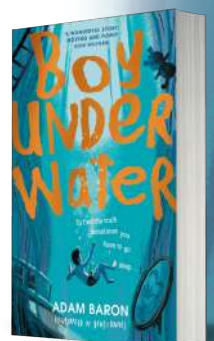
Cymbeline	Veronique

**DISCUSSION POINT:** Why was Nanai obsessed with swimming? Use the clues in Chapter Thirteen to suggest why Nanai wanted her son to be able to swim as soon as he was born. How does this story relate to Cymbeline? Does it give clues about Cymbeline's Mum's fear of water?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Understand what they read by: predicting what might happen from details stated and implied
- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas





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## Chapter Fourteen

*'The answer came when I picked up Not Mr Fluffy and stared into his shiny eyes.*

*I'd gone back to get him, hadn't I?*

*I'd gone back home, for him, my pyjamas and Mum's tablet.*

*So why couldn't I go back again?*

*For the answer.'* (page 127)

**ACTIVITY:** Draw a map to show Cymbeline's journey from Auntie Mill's house back to his own home. Use information from the chapter to be as accurate as you can but use your imagination to add details that aren't in the chapter.

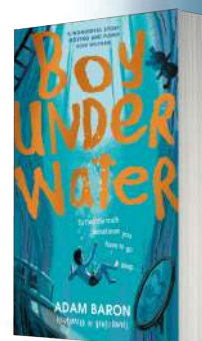
Use the squared paper on the next sheet to draw your map.

**DISCUSSION POINT:** Should Cymbeline have gone back home to look for the answer? Talk about the reasons for and against his decision to go. Should Cymbeline have let Veronique go with him? How might the chapter have been different if Veronique had gone with him?

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- Participate in discussions about books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously





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## Chapter Fifteen

**DISCUSSION POINT:** Why has the author given a whole chapter to one sentence?

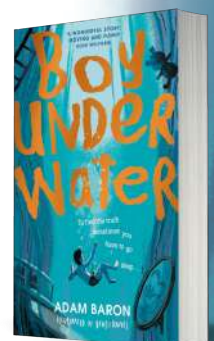
**Think about:**

- What is the effect of this on the reader?
- How does this chapter show you how Cymbeline felt and what he was thinking?
- Is an author 'allowed' to write a story like this?
- If you were reading the sentence aloud, how would you use your voice?
- Does silence, or do pauses, play a role in the chapter?

### **KS2 ENGLISH NC LINKS:**

Pupils should be taught to

- Understand what they read by: identifying how language, structure and presentation contribute to meaning
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader





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## Chapter Sixteen

*'I agreed and got on with the picture, adding another screwed-up piece of paper next to the other one before remembering the rug's tassels. After them, I did the grass around it, which was quite long and had daisies and buttercups here and there.'* (page 147)

**ACTIVITY:** Use the information in Chapter Sixteen to recreate Cymbeline's mum's painting by drawing it yourself. Look carefully through the chapter to extract information about details of the painting.

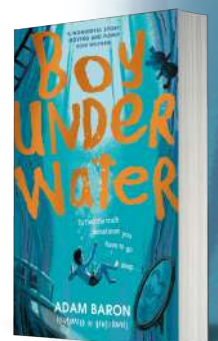
Sketch your picture on the next sheet.

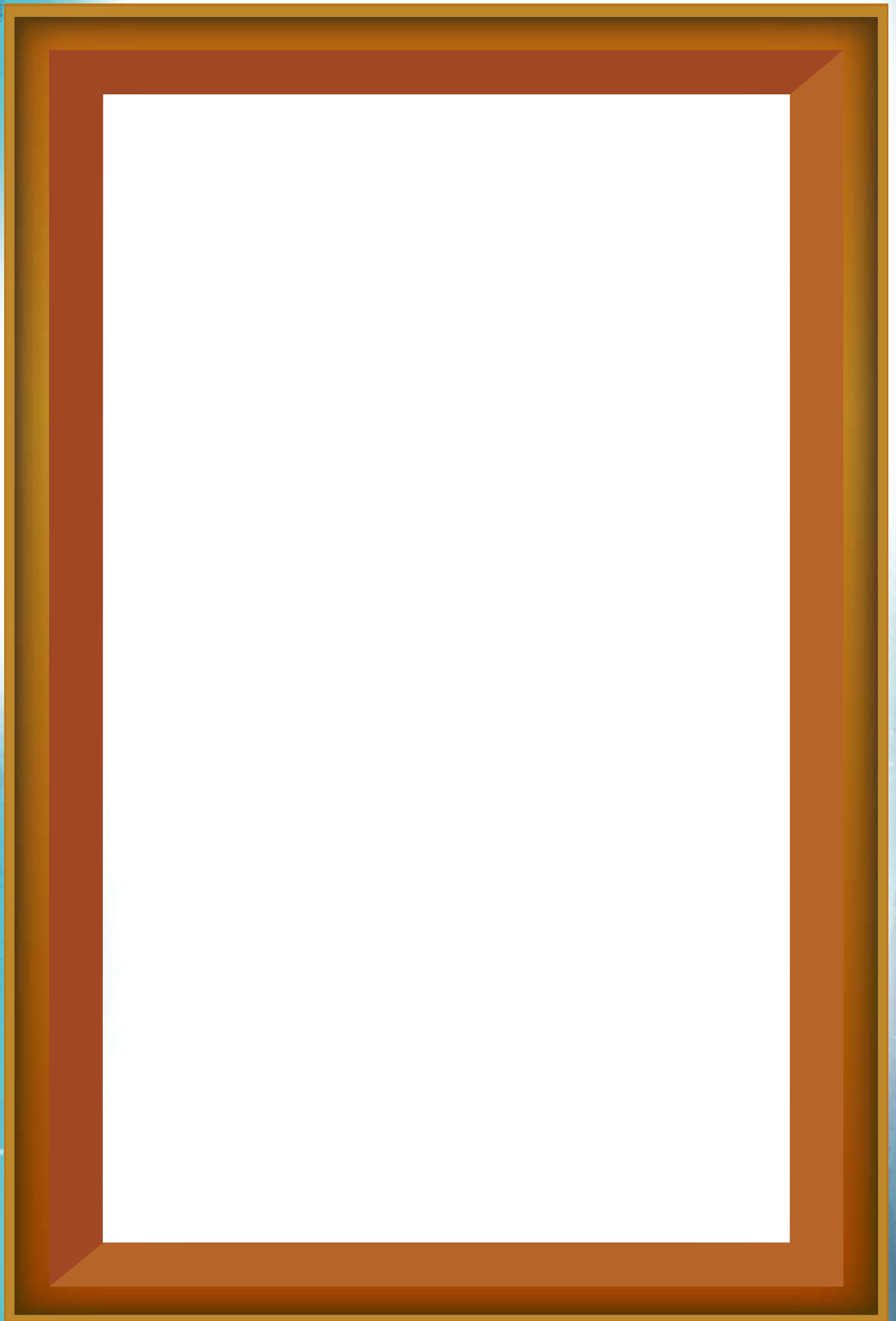
**DISCUSSION POINT:** Can you solve the clue at the end of Chapter Sixteen? What type of clue is it? Where did Cymbeline see these words?

### KS2 ENGLISH NC LINKS:

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## Chapter Seventeen

*'Auntie Mill slammed her hands on to her hips and her eyes flew open. "We do not."*

*"You do. Even when you're not arguing you still sort of are."*

*"Well, that's just because we're sisters."*

*"Is it? Is it really?" I said.*

*I'm not sure what made me say that but Auntie Mill paused. Her eyes seemed to shiver and she nodded, just a little, as if to say "Okay, you asked for it".' (page 156)*

**ACTIVITY:** Imagine you are Auntie Mill. Write a letter to your sister, Jackie (Cymbeline's mum), telling her about the conversation with Cymbeline in Chapter Seventeen, about what happened in the past and what is happening now. Use information from the chapter as well as your own imagination.

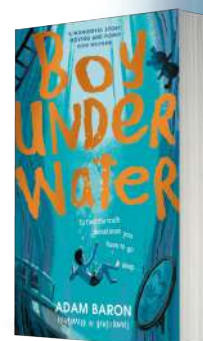
Write your letter on the next sheet.

**DISCUSSION POINT:** What clues does Chapter Seventeen provide about the mystery behind Cymbeline's family history? What speculations or predictions can you make about the next part of the story?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Understand what they read by: checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Predicting what might happen from details stated and implied





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## Chapter Eighteen

### Comprehension questions:

1. What did Cymbeline have for breakfast?

2. What was Auntie Mill wearing?

3. What did Auntie Mill put next to the kettle?

4. What does Auntie Mill tell Uncle Chris that Cymbeline doesn't like to eat?

5. Who hates it when Auntie Mill is late?

6. Where was Auntie Mill going?

7. Why was Uncle Chris so cross about being left with the children?

8. What type of word is meant by 'CHARLTON WORD'? (no examples needed!)

9. Where does Uncle Chris take the children?

10. Who does Uncle Chris call a 'graduate babysitter'?

11. What did the children eat?

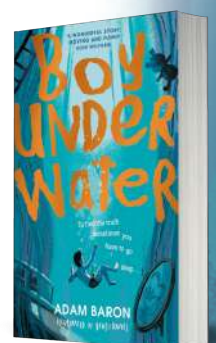
12. What advice did Veronique give Uncle Chris that saved the day?

**DISCUSSION POINT:** Why does Auntie Mill leave Uncle Chris in charge of the children? Is there more than one reason? Why doesn't she discuss it with him beforehand?

**KS2 ENGLISH NC LINKS:**

Pupils should be taught to

- Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Asking (and answering) questions to improve their understanding



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## Chapter Nineteen

**DISCUSSION POINT:** How do you think Cymbeline felt at the beginning and then at the end of Chapter Nineteen?

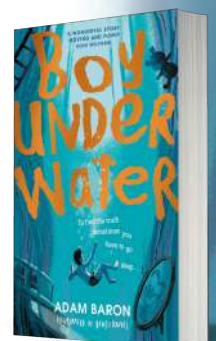
**Think about:**

- Write a list of words to describe his feelings. Use a thesaurus to add to your vocabulary.
- How do you think he felt physically (e.g. heartbeat, temperature)?
- What do you think might happen next?
- What do you think Cymbeline should do next?

### **KS2 ENGLISH NC LINKS:**

Pupils should be taught to

- Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Predicting what might happen from details stated and implied







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## Chapter Twenty

*'At that moment Alisha hurried in with Veronique and Billy, wanting to know what was happening. Why were we here? The nurse was on the phone and so I told her. Everything just tumbled out – how I'd never been swimming and how Billy had challenged me to a race. How he'd pushed me in and how Mum had gone mad, then my waking up without Mum and coming to see her in here. Finding her paintings, not knowing what they meant. I even told her about Lance, and the Tate.'* (page 184)

**ACTIVITY:** Find all fourteen of the characters listed below in the word search.

V	D	E	Q	Z	P	B	D	C	L	A	Y
E	R	A	U	N	T	I	E	M	I	L	L
R	M	F	B	J	A	L	Y	O	C	I	A
O	A	R	K	V	Q	L	P	I	N	S	N
N	R	C	R	E	Y	Y	U	O	X	H	C
I	A	L	W	D	S	H	X	T	H	A	E
Q	G	J	U	N	I	P	E	R	N	M	B
U	N	C	L	E	C	H	R	I	S	W	L
E	H	S	D	M	R	F	L	U	F	F	Y
C	Y	M	B	E	L	I	N	E	G	V	K
Z	A	C	I	T	E	M	S	F	U	J	A
M	I	S	S	P	H	I	L	L	I	P	S

JUNIPER VERONIQUE CLAY ALISHA ZAC  
AUNTIE MILL LANCE UNCLE CHRIS BILLY  
CYMBELINE DR MARA MR FLUFFY MISS PHILLIPS

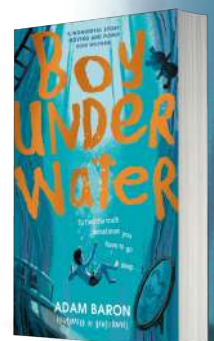
**DISCUSSION POINT:** Why do you think Auntie Mill had gone? Where do you think she had gone? Do you think she will come back? How does Uncle Chris feel?

**KS2 ENGLISH NC LINKS:**

Pupils should be taught to

- Maintain positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of reasons
- Understanding what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

V	D	E	Q	Z	P	B	D	C	L	A	Y
E	R	A	U	N	T	I	E	M	I	L	L
R	M	F	B	J	A	L	Y	O	C	I	A
O	A	R	K	V	Q	L	P	I	N	S	N
N	R	C	R	E	Y	Y	U	O	X	H	C
I	A	L	W	D	S	H	X	T	H	A	E
Q	G	J	U	N	I	P	E	R	N	M	B
U	N	C	L	E	C	H	R	I	S	W	L
E	H	S	D	M	R	F	L	U	F	F	Y
C	Y	M	B	E	L	I	N	E	G	V	K
Z	A	C	I	T	E	M	S	F	U	J	A
M	I	S	S	P	H	I	L	L	I	P	S





# Boy Underwater

by ADAM BARON

## Chapter Twenty-one

*'The rest of that evening was terrible. Uncle Chris hung up but immediately started to redial as I turned back to the table and saw what was on it. The envelope addressed to "Chris" that Auntie Mill had put on the work surface that morning.'* (page 191)

**ACTIVITY:** Turn Chapter Twenty-one into a playscript. Then act it out with a group.

Think about:

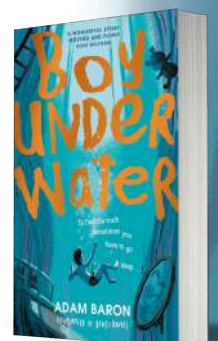
- How many speakers/characters there are
- Features of a playscript, for example, layout with colons and no speech marks
- Setting
- Stage directions
- Whether you need to change any of Cymbeline's narration into more speech by other characters to tell the story clearly in the play format

**DISCUSSION POINT:** At what point do you think the police should be called? What should be said to the police? What could the police do to help?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- Understand what they read by: drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence





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# Boy Underwater

by ADAM BARON

## Chapter Twenty-two

*'Veronique's mum stood up. "Cymbeline, this is Sergeant Cartwright."*

*"Catherine," the policewoman said.*

*She asked me to sit down, which I did. Everyone was watching me and a strange, still atmosphere spread around as Catherine perched next to me on the sofa.'* (page 197)

**ACTIVITY:** Complete the missing person police report using knowledge from the story. Use your imagination to fill in any information that you cannot establish in the text.

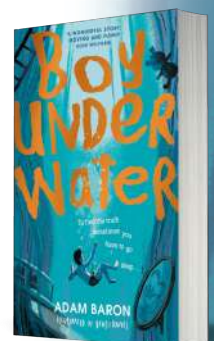
The missing person police report is on the next sheet.

**DISCUSSION POINT:** Talk about the way Cymbeline felt when he said, 'it felt as if I wasn't actually there, not in the wrong Cymbeline's life any more, but in no life. A ghost.' Have you ever felt like this? Or felt numb or disconnected from what's going on around you because you have something else on your mind? Is there any advice you could give someone feeling like this? Is there anything that can be done to help them feel better?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously





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# Police Station

## Missing Person Form

Name \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Telephone number \_\_\_\_\_

Date \_\_\_\_\_

Description of lost person \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Age \_\_\_\_\_

Hair colour \_\_\_\_\_

Eye colour \_\_\_\_\_

Clothes \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# BOY UNDERWATER

by ADAM BARON

## Chapter Twenty-three

*'I turned from the picture to see her holding it out to me: a Charlton shirt. She'd got me one, something so kind and great that for a second it drew me away from the painting. A home shirt, a proper one, which I know are really expensive. And not only that. She turned it over and I saw that she'd got my name done on the back.'* (page 209)

**ACTIVITY:** Write your own flashback chapter. Imagine that Cymbeline is having a flashback, thinking about his birthday from last year and how different it was from this year. Write in Cymbeline's voice, in the style of the book.

Think about:

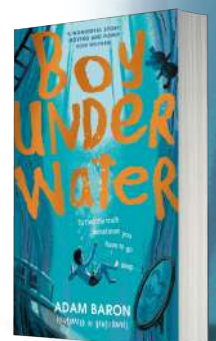
- Who would have been there last year
- What he did throughout the day
- How he celebrated
- What presents he got
- How he felt

**DISCUSSION POINT:** What makes a birthday a special day? Is it the presents you get or the people you see? Why do we celebrate birthdays?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing
- Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas





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# Boy UNDERwater

by ADAM BARON



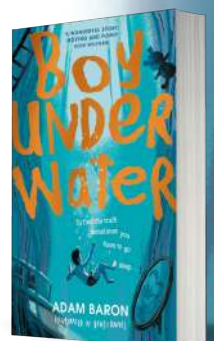
## Chapter Twenty-four

*Veronique sounded like a kettle about to boil as she explained that it was not 'Eglinhs Hretigae'; it was English Heritage.'* (page 210)

**ACTIVITY:** A word with its letters jumbled in the wrong order is called an anagram. Solve these anagrams to find words from the story.

1. ninitagp
2. tesrymy
3. loblatof
4. wignsimm
5. adibhytr
6. isingsm
7. lembeniCy
8. quoVriene
9. fyffFurM
10. sernetp

Turn over for the answers please:



1. painting
2. mystery
3. football
4. swimming
5. birthday
6. missing
7. Cymbeline
8. Veronique
9. Mr Fluffy
10. present

**KS2 ENGLISH NC LINKS:**

Pupils should be taught to

- Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books





# BOY UNDERWATER

by ADAM BARON

## Chapter Twenty-five

*'I didn't hear what else Bradley had to say, turning my attention to Auntie Mill instead, expecting her to jump out, to dive in the river too. But she didn't. After a quick glance at me she gunned the engine forward, past me, heading straight towards the river bank and don't talk to me about gas guzzlers or planet killers because Auntie Mill's car is epic. It took her over the bank and into the middle of the river, quite a way downstream of Mum, who ploughed straight into the side of the car where Auntie Mill was. Auntie Mill reached out of her window to grab hold of her.'* (page 221)

**ACTIVITY:** Write a news report about the events in Chapter Twenty-five. You can use ideas from the story and your own imagination to write your newspaper article.

Ideas to include:

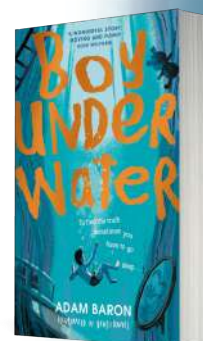
- A catchy article heading
- Who was involved in the event?
- What happened that was interesting?
- Why did that happen?
- Where did it all started?
- When did it happen?
- Quotes from witnesses
- A Picture with a caption

Use the newspaper template on the next sheet to write your article.

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Maintain positive attitudes to reading and understanding of what they read by: Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- Understand what they read by: Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence





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# Boy Underwater

by ADAM BARON

## Chapter Twenty-six

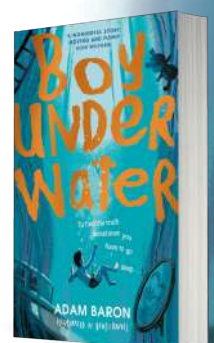
**DISCUSSION POINT:** Work as a group to talk about and then list all the thoughts that must be rushing through Cymbeline's head during Chapter Twenty-six. Then list all the questions that Cymbeline might want to ask.

Use the space below to note your ideas:

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Understand what they read by: asking questions to improve their understanding
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence







# BOY UNDERWATER

by ADAM BARON

## Chapters Twenty-seven and Twenty-eight

*'Here's something you won't believe. I, Cymbeline Igloo, have been swimming. I have been swimming exactly fourteen times.'* (page 224)

**ACTIVITY:** Write a detailed book review to conclude your work with the book, *Boy Underwater*. Present your book review so that it can be shared with others.

Design the book review with sections of your choice. Here are some ideas to help you:

- Book details, for example, title, author and publisher
- Your rating, for example, how many stars out of five you award it
- Synopsis, for example, a paragraph to summarise the storyline
- Characters and information about each one
- Your favourite parts and your worst parts
- Categorisation, for example, did it contain adventure, horror, humour or romance?
- Reasons why you liked or disliked it
- How it made you feel
- Plot twists

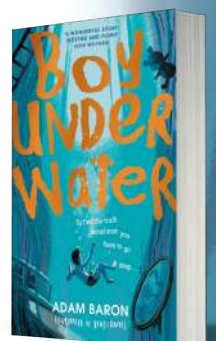
Use the space on the other side to write your book review.

**DISCUSSION POINT:** What techniques did the author use that made this book powerful and effective? Which ideas might you adapt and be inspired by for your own writing?

### KS2 ENGLISH NC LINKS:

Pupils should be taught to

- Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices
- Explain and discuss their understanding of what they have read through formal presentations and debates, maintaining a focus on the topic and using notes where necessary



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# Boy UNDERwater

by **ADAM BARON**

Book Review by .....